Critical Reading

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CRITICAL READING

Handbook for University Students
Preface

Critical Reading Handbook is a pre-intermediate level handbook of English course for English lecturers and students of English. It has been developed in association with the Cambridge Resources, one of the leading sources of teaching-learning information in the world. It consists of 13 units based on topics of great interest to everyone involved in international teaching career.

If you are in a university, the course will greatly improve your ability to comprehend English academic text critical in a wide range of academic situations. If you are a student of English. The course will develop the critical reading skills you need to succeed in learning English and will enlarge your knowledge of the English-native world. Everybody studying this course will become more fluent and confident in using the language of English and should increase their teaching prospects.

Malang, 26 April 2019

Author
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Glossary
RECOGNIZING MAIN IDEA

Main Idea

(Source: https://binged.it/2PsZytv)

OVERVIEW

Brainstorm  Observing picture and text
Reading  Recognizing the main idea
Reading strategy  Brainstorm and Scanning
Activity  Discussion and cooperative learning

OBJECTIVES

• Students are able to do predicting, previewing, and anticipating the reading through scanning features surrounding text
• Students are able to do recognizing the main idea through skimming the text
• Students are able to do modifying the features of given text in order to complete the context to make ease the comprehension
NOTE

Your successful recognition on main idea which then modifying the feature in order to complete the context depends on your understanding of its theory and meaning. Identify the components and comprehend the holistic meaning of them will help you to decide the dependency of them.

Discuss the following question!
1. What do you know about main idea?
2. Where can you find the main idea?
3. What is the characteristics of idea?
4. How can you find the main idea? Explain!
5. What is the function of main idea?

Which of the following statements do you agree/disagree with? And why?
1. Main idea limits the reader point of view on the general content of the text
2. Main idea are always implied
3. Finding main idea is only able to do after finishing to read every single words in the text
4. Finding main idea in the paragraph is wasting time only
5. When a reader can find the main idea, he / she will be easily conclude to get the overall understanding of text
Challenge

Look and observe the following picture and solve the case!

(Source: https://binged.it/2PsZytv)

1. What do you find in picture?
2. What do you think the loop is doing?
3. Have you ever try to find the main idea in literary works? How did you do that?
4. What will you observe for searching the main idea?
5. Did you find the kinds of main idea?
6. Where are the common places the main idea lays in the paragraph?
7. What are the scientific strategies that we can use to find the main idea?
8. Based on your experience, what make someone faces difficulties to find the main idea?
9. How can you help other to find main idea?
RECOGNIZING MAIN IDEA

Questions about the "main idea" of a passage are popular on reading comprehension tests, but sometimes, those questions are pretty difficult to answer, especially for students who are not completely sure they understand what the main idea really is. Finding the main idea of a paragraph or longer passage of text is one of the most important reading skills to master, along with concepts like making an inference, finding the author's purpose, or understanding vocabulary words in context.

Here are a few techniques to help understand what, exactly, is a "main idea" and how to identify it accurately in a passage.

**How to Define the Main Idea**

The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence*. It gives the overarching idea of what the paragraph is about and is supported by the details in subsequent sentences in the paragraph. In a multi-paragraph article, the main idea is expressed in the *thesis statement*, which is then supported by individual smaller points.

Think of the main idea as a brief but all-encompassing summary. It covers everything the paragraph talks about in a general way, but does not include the specifics. Those details will come in later sentences or paragraphs and add nuance and context; the main idea will need those details to support its argument.
For example, imagine a paper discussing the causes of World War I. One paragraph might be dedicated to the role that imperialism played in the conflict. The main idea of this paragraph might be something like: "Constant competition for massive empires led to increasing tensions in Europe that eventually erupted into World War I." The rest of the paragraph might explore what those specific tensions were, who was involved, and why the countries were seeking empires, but the main idea just introduces the overarching argument of the section.

When an author does not state the main idea directly, it should still be implied, and is called an implied main idea. This requires that the reader look closely at the content—at specific words, sentences, images that are used and repeated—to deduce what the author is communicating.

**How to Find the Main Idea**

Finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of a passage.

1) **Identify the Topic**

Read the passage through completely, then try to identify the topic. Who or what is the paragraph about? This part is just figuring out a topic like "cause of World War I" or "new hearing devices;" don't worry yet about deciding what argument the passage is making about this topic.

2) **Summarize the Passage**

After reading the passage thoroughly, summarize it in your own words in one sentence. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say?

3) **Look at the First and Last Sentences of the Passage**

Authors often put the main idea in or near either the first or last sentence of the paragraph or article, so isolate those sentences to see if
they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like *but, however, in contrast, nevertheless*, etc. that indicate that the second sentence is actually the main idea. If you see one of these words that negate or qualify the first sentence, that is a clue that the second sentence is the main idea.

4) Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, or related ideas. Read this example paragraph:

*A new hearing device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations, but it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people—only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored hearing with the new device.*

What does this paragraph consistently talk about? A new hearing device. What is it trying to convey? A new hearing device is now available for some, but not all, hearing-impaired people. That's the main idea!

Avoid Main Idea Mistakes

Choosing a main idea from a set of answer choices is different than composing a main idea on your own. Writers of multiple choice tests are often tricky and will give you distractor questions that sound much like the real answer. By reading the passage thoroughly, using your skills, and identifying the main idea on your own, though, you can avoid making these 3 common mistakes: selecting an answer that is too narrow
in scope; selecting an answer that is too broad; or selecting an answer that is complex but contrary to the main idea.

**Locating the Main Idea**

The author can locate the main idea in different places within a paragraph. The main idea is usually a sentence, and it is usually the first sentence. The writer then uses the rest of the paragraph to support the main idea. Let’s use the paragraph below as an example. First find the topic, then look for the main idea.

*Summer is a wonderful time to spend at West Beach. It is a beach with light-colored, soft sand. The coastline goes on for a long way and many people enjoy walking along it. Children like to play in the surf and walk along the rocks that are visible at low tide. This is a fun beach for people of all ages.*

In this paragraph:

- the topic is *West Beach*
- the main idea (what the writer is saying about the topic) is that summer is a wonderful time at West Beach

Here is another example:

*The movie Apollo 13 was a blockbuster for the summer of 1995. It is an exciting story about space exploration. In the movie, the astronauts get in trouble while they are trying to return to Earth. People in the audience are on the edge of their seats waiting to see what happens. What makes it even more exciting is that it is a true story.*

In this paragraph:

- the topic is the movie *Apollo 13*
- the main idea is in the first sentence: *Apollo 13 was a blockbuster for the summer of 1995*

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of a paragraph. The author
gives supporting information first and then makes the point in the last sentence. Here’s a paragraph we can use as an example. Try to locate the topic and the main idea.

Most teenagers and young adults do not know what they want to do for the rest of their lives. It is a big decision. There are a number of things you can do to narrow the choices. For example you can take an interest test, do some research on your own about a career, try volunteer work in the field in which you are interested, or “job-shadow”, in which you spend a day with a person who is working in a field that interests you. These are just a few helpful ideas as you begin to choose a career.

In this paragraph:

- the topic is jobs or career choices
- the main idea is a few ideas to help the reader choose a career

Finally, an author might put the main idea in the middle of a paragraph. The author will spend a few sentences introducing the topic, present the main idea, then spend the rest of the paragraph supporting it. This can make the main idea more difficult to find. See if you can find the topic and main idea in the paragraph below.

The United States seems to be in love with the idea of going out to eat. Because of this, a real variety of restaurants has come about specializing in all kinds of foods. McDonald’s is the king of a subgroup of restaurants called fast-food restaurants. Chances are, no matter where you live, there is a McDonald’s restaurant near you. There are even McDonald’s in the Soviet Union. Now McDonald’s is trying something new. It is called McDonald’s Express and there is a test site in Peabody, Massachusetts. It is part of a Mobil gas station. This allows you to fill up with gas and fill up on food at the same time. What will they think of next?

In this paragraph:

- the topic is McDonald’s
- the main idea is in the middle of the paragraph, in the third sentence: *McDonald’s is the king of fast food*
(Source: https://www.landmarkoutreach.org/strategies/finding-main-idea/)

### Brainstorming Questions

1. What do you know about that picture?
2. Have you ever search for the main idea when reading?
3. What is your strategy to find the main idea when reading a text?
4. What are the difficulties to find the main idea in the text or paragraph?
5. What aspects in text that you may use as clues to find your main idea?
6. Which is more difficult to find the main idea, it is in descriptive, persuasive, or argumentative text?
7. Where are the common position of main idea for descriptive, persuasive, or argumentative text?
Read the following text!

Here are some samples of some types of paragraphs, comprehend them!

**Text 1**

Immigration contributes to the overall health of the American economy. Despite recent concerns expressed about illegal and some legal immigration to the United States, this country has largely benefited from the skills, talents, and ambition that immigrants bring with them. American businesses gain from a good source of affordable labor, while towns and cities are revitalized by immigrant families who strengthen communities through civic participation and the generation of new economic activity. The United States must continue to welcome new arrivals and help those who are already here; otherwise, the country will lose the advantages it has over other industrialized countries that compete against us in the global marketplace and seek to recruit from a vast pool of unskilled and skilled global workers.

**Text 2**

English is the language spoken throughout most of Canada, but in Quebec, the most populated province, and in areas near Quebec,
French is the first language. Because of this, Canadians recognize French and English as official languages that are used in business and government. Many people are bilingual and easily go from French to English and vice versa when speaking with tourists. The farther west you go, the more English you'll hear, but it is common to meet people throughout the country who are familiar with both languages.

Text 3

Lake Harriet is a great place to swim and relax. In the summer, the water is warm and clean, and the beaches are large enough to accommodate groups of people seeking relief from a midsummer scorcher. In addition to swimming, visitors to the lake can go canoeing, sailing, windsurfing, or fishing. The blue water is a refreshing, tempting sight. The sweet scent of sun block wafts through the air from sunbathers lying on the beach. Children laugh and splash in the water, and nearby volleyball games stir passionate shouts in the heat of competition. Meanwhile lifeguards sit atop their towers and make sure everyone is safe. In the distance, sail boats catch the soft breezes that ripple Lake Harriet's surface, and canoeists glide quietly past. This is what summer is all about!

(Source: https://www.learnamericanenglishonline.com/Write_in_English.html)

Vocabulary in text

- Immigration (noun)
- United States (noun)
- Largely (adv.)
- Revitalized (verb)
- Global (adj.)
- Spoken (verb)
- Business (noun)
• Familiar (adj.)
• Swim (verb)
• Visitors (noun)
• Towers (noun)
• Breezes (noun)

Task 1
Answer the following questions based on the text above!
1. What is the main idea of the text 1?
2. Where is the position of the main idea in text 1?
3. What will the US government probably do in relation with the condition as mentioned in the text 1?
4. What is the position of the other industrialized countries in relation with U.S.?
5. What is the main idea of the text 2?
6. Where is the position of the main idea in the text 2?
7. In your opinion, what is the benefits that the Canadian will get according to the condition in text 2?
8. As visitor in Canada, how will you adjust yourself to mingle with the Canadian?
9. What is the main idea of the text 3?
10. Where is the position of the main idea in the text 3?
11. How is the condition in the lake Harriet?
12. Make a simple picture that describes well the situation in text 3!

Task 2
Decide the main idea of the following paragraphs!
1. The idea that women are not equal to men has been a prevailing, common theme in literature since the beginning of time. Like their predecessors, Renaissance writers staunchly laid down the
tenet that women were less valuable throughout the pages of effusive literary writings, where women are alternately idolized as virtuous or shunned as harlots. One man proved to be a glaring contradiction to this falsity. That man was William Shakespeare and he had the courage in those turbulent days to recognize the value and equality of women. His portrayal of women differed than that of many of his contemporaries during the Renaissance era. What's the main idea?

2. America has been hailed as “the land of the free and the home of the brave,” ever since that frightful night Francis Scott Key penned the words to The Star-Spangled Banner. He believed (as the First Amendment guaranteed) that America was a place where freedom would reign, and every person had the right to pursue every dream. This may have been true for citizens of the U.S., but not so for many immigrants who chose this great country as their home. In fact, many of these travelers have experienced horror beyond imagination. Often, their stories are not ones with happy endings; rather, they experienced hopelessness trying to achieve the American Dream – a dream that was not theirs to have. What's the main idea?

3. Children dream of the day when they will be grown up. They will no longer have bedtimes, bathtimes, curfews, or any other restrictions. They believe that being an experienced adult will truly give them freedom. Then they grow up. They are saddled by bills, responsibilities, sleepiness, and an overwhelming urge for more vacations. Now they long for the days they could roam free all summer without a care in the world. Innocence has always battled with experience. Taking one view, author William Wordsworth believed that innocence was the highest state and could not see past the golden curls of youth, whereas author
Charlotte Smith believed that maturity offered the most to humanity through wisdom. *What's the main idea?*

4. The physical environment of a classroom is extremely important because it can influence the way teachers and students feel, think, and behave. If a student feels pressured, under stress, unhappy, or unsafe, it would be impossible for her or him to learn the lessons planned by the educator. Likewise, if a teacher feels unhappy or disorganized because of the classroom's lack of order or detail, the ability for her to teach is greatly diminished. The environment of a classroom serves four basic functions: security, social contact, pleasure, and growth. For real learning and teaching to take place, all four of those needs must be met by the class space. *What's the main idea?*

5. Given the European historical experience and the balance-of-power model, many believe China cannot rise peacefully to power, but there are a few people who offer refreshing, persuasive, and provocative views stating otherwise. These nay-sayers emphasizes that from a realist perspective, China's rise should already be provoking balancing behavior by its neighbors; however, its rise has generated little of that response. East Asian states are not balancing China; they are accommodating it, because China has not sought to translate its dominant position into conquest of its neighbors. Whether China's emergence as a global power can peacefully find a place in East Asia and the world is a major issue in today's international political environment, one that warrants a responsible look. *What's the main idea?*

6. Often when it rains, a particular dreariness descends upon the earth. Most people hide out in their houses sending forlorn glances out the window. Animals scamper off to nooks and
crannies, poking their heads out to timidly sniff the air for signs of dry weather. Despite the pellets of water cascading from the sky, an occasional brave soul will venture out for a jog in the drizzle or a bird will chirp merrily in a mud puddle, dismissing the downpour. Some people call these adventurers crazy, but others celebrate the willingness of these individuals to embrace negativity and turn it into something positive. *What's the main idea?*

7. Almost everyone would agree that cleaning up the environment and keeping it that way is a good thing. The obvious negative impacts on human health and the ecosystems on Earth are well understood. Yet, there are underlying consequences to compliance to this most basic need that need to be studied, as well. The government of the U.S. has requested voluntary action from citizens and industry, and it has also legislated action in order to start the clean-up process. An example of this is the Clean Air Act. The good news is that this law requires that emissions into the air meet certain standards that will help clean up the environment. Under this act, cars have to reduce emissions of nitrous oxides by 60%, and "clean coal" technologies have to reduce harmful emissions by 20%. Industry is required to reduce emissions of over 200 compounds that are known to cause health problems. The bad news is the cost of compliance. Estimates of consumer costs for a cleaner environment go as high as $50 billion a year, and that study does not even take into account the loss of jobs from reshaping industries to meet the new standards. *What’s the main idea?*

8. A child with Asperger's Syndrome may move into the personal space of others, failing to recognize body language and even verbal cues that he or she has transgressed. Friends and new acquaintances alike may be acknowledged with tight and
enthusiastic hugs. Bypassing typical greetings like "Hi, how are you?" an older child with Asperger's may launch into discourse on the latest topic of concern. This narrow special interest (e.g., Civil War maritime strategies, accuracy of train schedules) may be age-inappropriate (e.g., "Power Rangers" cartoons at age 16) or boring, but a child with this disorder will often continue to clarify, oblivious to disinterest, "looks," or snickers from the people close by. What’s the main idea?

9. Recently, a $114 million bond was approved which will be used in the upcoming year to renovate existing schools and build new schools in the North Point school district. Additions will also be built onto the three high schools, three new elementary schools will be built, and a Career Center will also be constructed for high school students on the campus of North Point Community College. In addition, technology in the district will be brought up to date, teacher's will receive bonuses denied last year, and two new vice principals will be hired for Smithson Middle School and Harry P. Shulte Middle School. What’s the main idea?

Task 3

Comprehend the following sentences and arrange them into good ordered paragraph. Then decide the main idea of that paragraph by skimming the paragraph!

Reading Tips

The Skimming reading strategy is a quick reading of a text, taking a fast look at it to identify the idea or main theme of a given text. For example, when you open the newspaper, check the headline news and take a quick look over the story. When you do that you are applying
the Skimming reading strategy. If the text interests you, then you will read more carefully. By applying this strategy, you read the text without stopping in any specific word that you do not understand. You already apply this strategy in your native language texts, especially when the number of information and reading options are bigger. Now it is the time to do it in English too, when there is a need to know what a particular text is about.

**Practice 1**

A. Such a man goes on working hard and even if he fails he is never downcast.

B. It is therefore, the man who labours hard with a strong resolution and an unshaken will, who achieves success and makes his fortune.

C. In turn failures make him all the more determined and resolute and he persists in his task till he attains the desired success.

D. A man who possesses a strong will and firm determination finds all difficulties solved.

E. To him there are a thousand ways open to steer clear of all dangers and difficulties.

**Practice 2**

A. With the passage of time, vices become more apparent and virtues become objects of jealousy and envy, thereby causing contempt and hatred in the hearts of each other.

B. They become familiar with not only strengths but also weaknesses of each other's characters.

C. Generally people think that familiarity should breed love, mutual understanding and tolerance.
D. They expect that coming together of two persons should bring them closer and forge the bond of kinship between them.
E. But when two persons come closer, they come to know not only strengths but also weaknesses of each other's character.

Practice 3
A. He used to go to his school and enjoyed studying and mid day meals there.
B. Besides, they needed his help in odd jobs in the house as well as their fields.
C. Karma lived with his parents in a thatched small house in a silent corner of the village.
D. This all stopped as his parents could not afford to send him to school to impart further education to him.

Practice 4
A. But sometimes, the persons of opposite nature also come closer fall in each other's company by accident, chance or out of ignorance vitiating the above statement to some extent.
B. If a man moves in the company of good, gentle and noble people, he is usually adjudged to be a gentleman.
C. It is usual for a man to see company of those who possess tastes, tendencies and temperaments like his own.
D. On the other side, if he keeps company with evil persons and bad characters, he is considered to be a man of bad character.
E. Generally, the character and conduct of a person is gauged by the kinds of people he mixes and moves with.
Practice 5
A. He cannot achieve wealth and fortune unless he works hard and unless he has a powerful will.
B. It follows from it that he is the builder of his own fortune.
C. A person must be persevering and must exert himself if he wants to shape out his destiny.
D. He can also bring misery and sufferings upon himself if he has not the wish to labour.
E. He can make his fortune if he wishes to do so by being industrious and persevering.

Practice 6
A. When finally they made their first ascent from the desert tract beside the sea, to be borne aloft for almost a whole minute, a great change was effected in the nation's attitude.
B. Accordingly, the brothers, each a man of mettle and each the perfect complement to the other, set out with their ingenious device, but with their very little capital.
C. Those who had formerly been skeptical and had prophesied that the wright machine would remain for ever stationary on the earth, were loudest in their praise of the pioneers of the air.
D. Men laughed at the Wright Brothers, mechanics from Dayton, saying that a practicable flying machine would never be built and counselled them to stay on the ground.
E. The wrights, however, refused to accept this advice or to alter their plans, for they were certain that their machine embodied the principles of aviation and they were confident of their success.

Practice 7
A. The belief in evil spirits, though still common, is probably less wide spread than it was.
B. They live in terror of germs and practise elaborate antiseptic rites in order to counteract their influence.
C. Evil spirits being out of fashion, it must therefore find expression in other beliefs.
D. With many people especially women, bacilli have taken the place of spirits and microbes for them are personification of evil.
E. But the human tendency to oversize its sense of value is still as strong as ever.
F. The forms change but the substance remains.

Practice 8
A. Special justice has always exercised an appeal to sensitive persons.
B. We talk of things material and spiritual.
C. Every great wave of human thought which has affected millions of human beings has something spiritual in it.
D. Even the great revolution would not have succeeded without a spiritual element.
E. Yet it is a little difficult to draw a line between the two.

Practice 9
A. Then we come to classical Sanskrit which is also very good.
B. Instead of being inspired by good idea, we have even lost what we had.
C. However it gradually deteriorates and there is no vitality left it in it.
D. We start with magnificent literature.
E. The process of decay through centuries can be traced in our literature.
Practice 10
A. It must be viewed, as some new epidemic would be viewed, as a common peril to be met by concerted action.
B. If we are to think wisely about the new problems raised by nuclear weapons, we must learn to view the whole matter in a quite different way.
C. These conflicts are so virulent and so passionate that they produce a wide spread inability to understand even very obvious matters.
D. It is a profound misfortune that the whole question of nuclear warfare has become entangled in the age-old conflicts of power politics.

Reading should not be presented to children as a chore, a duty. It should be offered as a gift. —Kate DiCamillo
OVERVIEW

Brainstorm  Observing picture and text
Reading      Skimming Reading Strategy
Reading strategy  Brainstorm and Skimming
Activity      Discussion and cooperative learning

OBJECTIVES

- Students are able to identify the difficult words by scanning the text
- Students are able to recognize the general idea of text through skimming the text
- Students are able to identify the general idea of another given text in given time

(Source: https://binged.it/2PsZytv)
NOTE

Your successful recognition on main idea which then modifying the feature in order to complete the context depends on your understanding of its theory and meaning. Identify the components and comprehend the holistic meaning of them will help you to decide the dependency of them.

Discuss the following question!

1. Do you know skimming?
2. What do you know about skimming?
3. What do you do when you skim reading text?
4. Who will mostly use skimming reading strategy?
5. What is best function of skimming?
6. Can we use skimming strategy to find the main idea of text?

Which of the following statements do you agree/disagree with? And why?

1. Skimming makes us reading the text in the very short time
2. Skimming helps reader to find the holistic idea in the text
3. Without skimming the reader will be hardly finding the main idea in the paragraph or text
4. Skimming is more superior than scanning reading strategy
5. Skimming is not actually reading but only seeing the important information that is looked for
6. Skimming is only applicable for the skillful one
Look and observe the following picture and solve the case!

(Source: https://binged.it/2PsZytv)

1. What do you find in picture?
2. What do you think the event in the picture?
3. Have you ever try to do the skimming in literary works? How did you do that?
4. What will you observe when skimming?
5. Where are the common places the skimming works well in the paragraph?
6. Based on your experience, what make someone faces difficulties to do skimming?
7. How can you help other to skim the reading text?
SKIMMING & SCANNING

**Skimming** is reading a text quickly to get a general idea of meaning. It can be contrasted with **scanning**, which is reading in order to find specific information, e.g. figures or names.

*Example*
A learner taking a reading exam decides to approach text by looking at the title, introductions, and any diagrams and subheadings, then skim reading to get a clear general idea of what the text is about.

**Skimming**
In this first step, students can start with skimming the text. the function of skimming is to give better understanding of how the different elements fit together into a whole article or book. The elements that need to be skimmed are:

a. The title  
b. The abstract  
c. The introduction  
d. The subheading  
e. The table of contents  
f. The conclusion

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is
within a section, scanning helps you locate a particular fact. Skimming is like snorkeling, and scanning is more like pearl diving.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper. Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming to save time

Skimming can save you hours of laborious reading. However, it is not always the most appropriate way to read. It is very useful as a preview to a more detailed reading or when reviewing a selection heavy in content. But when you skim, you may miss important points or overlook the finer shadings of meaning, for which rapid reading or perhaps even study reading may be necessary.

Use skimming to overview your textbook chapters or to review for a test. Use skimming to decide if you need to read something at all, for example during the preliminary research for a paper. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

To skim, prepare yourself to move rapidly through the pages. You will not read every word; you will pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists. You will be alert for key words and phrases, the names
of people and places, dates, nouns, and unfamiliar words. In general follow these steps:

1. Read the *table of contents* or *chapter overview* to learn the main divisions of ideas.
2. Glance through the main headings in each chapter just to see a word or two. Read the *headings of charts and tables*.
3. Read the entire *introductory paragraph* and then the *first and last sentence* only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Stop and quickly read the sentences containing *keywords* indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.
6. Read *chapter summaries* when provided.

If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something. For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything. While skimming is always faster than your normal reading speed, you should slow down in the following situations:
• When you skim introductory and concluding paragraphs
• When you skim topic sentences
• When you find an unfamiliar word
• When the material is very complicated
(Source: http://www.butte.edu/departments/cas/tipsheets/readingstrategies/skimming_scanning.html)

Brainstorming Questions
1. What do you see in picture?
2. What do what is the person doing?
3. Why the person highlighting part of text? What is that for?
4. Do you think the person do skimming?
5. How can skimming help the person with reading?
6. Do you also do similar thing as that person when reading text or paragraph? What is your purpose?
**Vocabulary in Focus**

- Concentration (noun)
- Focus (noun)
- Attentive (adj.)
- Careful (adj.)
- Experience (noun)
- Search (verb)
- Rigid (adj.)

**EFFICIENT READING SKILLS**

**Skimming to get an overall impression.**

Skimming is useful when you want to survey a text to get a general idea of what it is about. In skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of each paragraph and in the first and last paragraphs. It is also useful to pay attention to the organization of the text.

As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You need to be active all the time when you are reading. It is useful, therefore, if you need to read the text in detail, before you start reading to activate the knowledge you have about the topic of the text and to formulate questions based on this information. Skimming a text for gist can help you formulate questions to keep you interacting with the text.
Skimming a text using first lines of paragraphs.

In most academic writing, the paragraph is a coherent unit, about one topic, connected to the previous and next paragraphs. Paragraphs are organised internally and the first sentence of each paragraph is often a summary of, or an introduction to, the paragraph. You can therefore get a good idea of the overall content of a text by reading the first sentence of each paragraph. This should help you get a feeling for the structure of the text. In many cases that will be enough, but if it isn't, you will now have a good idea of the structure of the text and you will find it easier to read in detail. Familiar texts are easier to read.

As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You need to be active all the time when you are reading. It is useful, therefore, if you need to read the text in detail, before you start reading to activate the knowledge you have about the topic of the text and to formulate questions based on this information. Skimming a text using first lines of paragraphs can help you formulate questions to keep you interacting with the text.

Skimming a text using first and last paragraphs.

In most academic writing, the text is organised clearly with an introduction and a conclusion. The introduction gives you an idea of what the text is going to be about and the conclusion shows that this is what it has been about. You can therefore get a good idea of the overall content of a text by reading the first and last paragraphs of a text. This should help you get a feeling for the content of the text. In many cases that will be enough, but if it isn't, you will now have a good idea of the content of the text and you will find it easier to read in detail. Familiar texts are easier to read.

As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You
need to be active all the time when you are reading. It is useful, therefore, if you need to read the text in detail, before you start reading to activate the knowledge you have about the topic of the text and to formulate questions based on this information. Skimming a text using first and last paragraphs can help you formulate questions to keep you interacting with the text.

**Skimming a text, using section headings.**

In some academic writing, the text is organized through the use of headings and sub-headings. You can therefore get a good idea of the overall content of a text by reading the headings and sub-headings first. This should help you get a feeling for the content and organization of the text. In many cases that will be enough, but if it isn't, you will now have a good idea of the content of the text and you will find it easier to read in detail. Familiar texts are easier to read.

As reading is an interactive process, you have to work at constructing the meaning of the text from the marks on the paper. You need to be active all the time when you are reading. It is useful, therefore, before you start reading to activate the knowledge you have about the topic of the text and to formulate questions based on this information. The title, sub-titles and section headings can help you formulate questions to keep you interacting with the text.

(Source: https://www.learnamericanenglishonline.com/Write_in_English.html)

**Vocabulary in text**

- Academic (noun)
- Sub-heading (noun)
- Familiar (adj.)
- Active (adj.)
- Useful (adj.)
- Organized (verb)
• Heading (noun)
• Skimming (noun)
• Cases (noun)
• Knowledge (noun)
• Previous (adv.)

Task 1

Answer the following questions based on the text above!

1. Skim the above text and decide the main idea of each paragraph!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

2. Make the summary of each paragraph in the above text!
Task 2
Mention the synonym of the following words with vocabularies you find in text and mention its the position in text! You can find the position of words by scanning.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Synonym</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Make use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is understood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Signs or clues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Create</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Managed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Beneficial</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Read the following text and decide the main idea of each paragraph and then make them into good summary!

THE PERSONAL QUALITIES OF A TEACHER

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such have great personal charm. But it does rule out such types as the over-excitable, melancholy, frigid, sarcastic, cynical, frustrated, and over-bearing: I would say too, that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier
book: that school children probably 'suffer more from bores than from brutes'.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again especially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This does not mean being a plaster saint. It means that he will be aware of his intellectual strengths, and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it is all too easy, even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable and able to improvise, if necessary at less than a moment's notice. (Here I should stress that I use 'he' and 'his' throughout the book simply as a matter of convention and convenience.)

On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes
great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it. There are three principal objects of study: the subject, or subjects, which the teacher is teaching; the methods by which they can best be taught to the particular pupils in the classes he is teaching; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons, the teacher and the learner.

(From Teaching as a Career, by H. C. Dent, Batsford, 1961)

Task 4

Find the main Idea of each paragraph by choosing the multiple choices provided below!

PULP FRICTION

Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clearcut, 142 species of salmon have already
become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not
only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

(Source: https://web2.uvcs.uvic.ca/courses/elc/studyzone/570/pulp/hemp1.htm)

The multiple choices are:

1. The main idea of paragraph first is:
   A. Scientists are worried about New York City.
   B. Logging is destroying the rainforests.
   C. Governments make money from logging.
   D. Salmon are an endangered species.

2. The main idea of paragraph two is:
A. Canadian forests are especially under threat.
B. Hemp is a kind of plant.
C. Canada is a major supplier of paper and pulp.
D. Canada produces a lot of hemp.

3. The main idea of paragraph three is:
   A. Paper could be made from hemp instead of trees.
   B. Hemp is useful for fuel.
   C. Hemp has been cultivated throughout history.
   D. Hemp is essential for building large ships.

4. The main idea of paragraph four is:
   A. Hemp is used to produce drugs.
   B. Many famous people used to grow hemp.
   C. It is illegal to grow hemp.
   D. Hemp is useful for producing many things.

5. The main idea of paragraph five is:
   A. Hemp should be illegal because it is dangerous.
   B. Recently, many people have been working to legalize hemp.
   C. Hemp was made illegal in 1938.
   D. Marijuana is not a dangerous drug.

Reading should not be presented to children as a chore, a duty. It should be offered as a gift. —Kate DiCamillo
ANALYZING LEXICAL MISTAKES

OVERVIEW

Brainstorm  Analyzing lexical mistakes
Reading      Mistakes in writing text
Reading strategy  Brainstorm and Skimming
Activity  Discussion and cooperative learning

OBJECTIVES

• Students are able to analyze the salient point of text by skimming the text
• Students are able to identify the mistakes related to lexical features by scanning the text
• Students are able to revise the mistakes related to lexical features to recognize better the salient point

(Source: http://bit.ly/2IYntQd)
NOTE

Your successful recognition on lexical mistake in the text or essay depends on your understanding of its theory and meaning. Identify the components and comprehend the holistic meaning of them will help you to decide the dependency of them.

Discuss the following question!

1. Do you like reading?
2. What do you like to read?
3. Have you ever met some mistakes in your reading material?
4. What mistakes that are commonly appeared in the reading text?
5. Do you know lexical mistake?
6. What are common mistakes in relation with lexical thing?
7. How do you solve the lexical mistakes in reading?

Which of the following statements do you agree/disagree with? And why?

1. Lexical mistakes in reading text distract the reader mood
2. Lexical mistakes relates to mistyping and misspelling
3. Some lexical mistakes are because of anxiety of the author
4. Solving lexical mistakes will help the reader comprehension improves
5. Without correcting the lexical mistakes, all readers still can understand the text
6. Lexical mistakes is not important to be considered
Look and observe the following picture and solve the case!

(Source: https://binged.it/2PsZytv)

1. What do you find in picture?
2. What is the person doing in the picture?
3. Why the person circling the word and write similar word above the other word?
4. What do you know about lexical mistakes?
5. What are things belongs to lexical mistakes category?
6. What is the influence when many lexical mistakes in the text?

**Now I Know**

**LEXICAL ERRORS AND MISTAKE**

A lexical error is the wrong word use of a lexical item in a particular context in comparison with what a native speaker of similar characteristics as the L2 learner (age, educational level, professional and social status) would have produced in the same circumstances. Lexical
errors, can also be defined as a breach in a lexical norm of the language, which is normally observed by native speakers. (Llach, 2005, p. 16) Accordingly, the lexical errors counted for this study included content word, nouns, verbs, phrasal verbs, adjectives and adverbs. These lexical errors were placed into two main categories: formal and semantic errors; each including a number of subcategories, which are discussed in the following section

According to Hemchua and Schmitt’s (2006) taxonomy types of errors are formal and semantic.

1. Formal Errors: Formal Misselections, Misformations and Spelling Formal Errors are sub-divided into three main categories: formal misselection; misformations and spelling errors. The formal misselection category then contains three subcategories: misselection of suffixes, misselection of prefixes and false friends. The researchers did not adopt the subcategory of vowel-based and the consonant-based formal misselection errors from Hemchua and Schmitt’s taxonomy because they thought these categories would be more appropriately placed in a category of spelling errors. The misformations category consists of two subcategories: borrowing and coinage. The term “claque” was replaced by a more transparent term — translation from L1, and placed under semantic errors as a subcategory of confusion of sense relations. The spelling errors category only includes three subcategories: errors impeding comprehension, errors resulting in inappropriate meaning and errors due to L1 transfer. When analyzing the students’ papers, we found that spelling errors were so prevalent that including them in the study would skew the results; in fact, we felt that the spelling errors warranted a separate study. The subcategories chosen for spelling errors are the ones the researchers believed were most significant.
2. Semantic Errors: Confusion of sense relations, Collocation, Connotation, and Stylistic errors The confusion of sense relations category includes 8 subcategories: the use of a general term for a specific one; overly specific terms, inappropriate co-hyponyms, near synonyms, translation from L1, binary terms, inappropriate meaning and distortion of meaning. The first four categories were adopted from Hemchua and Schmitt’s (2006) taxonomy. The confusion of binary terms category was borrowed from Zughoul’s (1991) taxonomy and two other categories, inappropriate meaning and distortion of meaning, were added by the researchers. Refer to the taxonomy in table 2 below and the results and discussion section for examples and explanations. As for the collocation errors, we decided to collapse all their sub-types under one major heading “collocation errors”.

Guide for Reading

Brainstorming Questions
1. What do you see in picture?
2. What do they do in the picture?
3. Why the person highlighting part of text? What is that for?
4. Do you think person is skimming?
5. Do you think the published articles in any sources are still having some mistakes?
6. What are the mistakes that commonly appear in the reading sources?
7. Will you correct the mistakes when you find it in reading text?
8. Why do you think you need to revise the mistakes in text?

Vocabulary in Focus
• Mistakes (noun)
• Errors (noun)
• Anxiety (noun)
• Tired (adj.)
• Hungry (adj.)
• Fatigue (adj.)
• Precise (adj.)

Let’s Read
Read the following text!

UNDERSTANDING WRITING MISTAKES

ESL students who wish to write well need help in understanding and avoiding mistakes in their writing. There are 4 main types of mistake in written language: spelling, punctuation, grammar and usage.
Spelling or lexical mistakes: English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression. For this reason it is advisable to try to remove them from important pieces of writing. Probably, the best way is to write on the computer and use a spellcheck. Diligent use of a dictionary is a good alternative. For high stakes writing, e.g. job applications, the piece should be given to a teacher to check over. Extensive reading in English is a very good way in the longer term to learn English spelling patterns, so that mistakes are less likely.

Punctuation mistakes: ESL students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most serious of punctuation mistakes are made not only by ESL students, but by native speakers too. These mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should).

Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written text, then it is likely that the punctuation is faulty. Important writing should be given to a competent native-speaker to check. Extensive reading, especially of non-fiction, both in English and the mother tongue, will help students understand the concept of the sentence as the basis of good writing.

Grammar mistakes are the next type of error commonly made by ESL students. For example, learners often do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They may fail to use the articles (a/the) correctly, or place words in the wrong order in a sentence.

Some grammar mistakes are easy for learners to correct themselves, particularly if they read their writing aloud. Other grammar mistakes are not easy to find, however, because the learner simply does not yet know the correct way to express an idea in English. Looking in a grammar book will not often help in such circumstances - the best thing
to do is to ask a native speaker to check the writing. In the long term most grammar mistakes will disappear by themselves, particularly if the learner does extensive reading in English.

Usage mistakes are the final type of error often seen in ESL students' writing. A usage mistake does not break a grammar "rule", but is a word or string of words that a native speaker would never use to express the particular meaning that the ESL student is trying to convey.

Usage mistakes can often be more of a problem to the reader than grammar mistakes. The ESL student who writes *My mother don't speak English* or *Then I putted beaker on tripod* will be understood. On the other hand, the student who writes in a journal *My mother has an arrangement with her operator today* will not be understood to mean that his mother has an appointment with her surgeon.

It is usage problems rather than grammar problems in extended pieces of writing that immediately identify even the most proficient of ESL students as non-native speakers. Once again, the short-term solution to usage problems is to ask a native speaker to check the work; and the long term solution is to do lots of reading in English.

(Source: https://www.learnamericanenglishonline.com/Write_in_English.html)

**Vocabulary in text**

- Natural (adj.)
- Grammar (noun)
- Extensive (adj.)
- Final (adj.)
- Type (noun)
- Break (verb)
- Disappear (adj.)
- Usage (noun)
- Correspond (adj.)
- Incomplete (adj.)
- Serious (adj.)
Task 1
Answer the following questions based on the text above!
1. What is the text about?
2. How many mistakes that are existed in the writing composition?
3. Can you give examples of lexical mistakes?
4. How can extensive reading help students with coping the lexical mistakes?
5. How can we develop our awareness on lexical mistakes existed in reading text?
6. What is usage mistake?
7. What is grammar mistake?
8. What is punctuation mistake?
9. Which of mistakes are appeared more in reading materials?
10. What is the relationship between punctuation mistakes with extensive reading?

Task 2
Mention the synonym of the following words with vocabularies you find in text and mention its position in text! You can find the position of words by scanning.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Synonym</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apply</td>
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<td></td>
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<td>3</td>
<td>Showing</td>
<td></td>
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<td>4</td>
<td>Destroy</td>
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</tr>
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<td>5</td>
<td>Obstacles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Few moment / period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Recitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3

There are 11 mistakes in this letter, please find and correct them all. When you are finished click on "Show Correct Letter" below.

To Dan,

Hey Dan, how is you? I’m really good, I enjoying London. It is a very interested city. There are so much to do. What have you doing? Do you have some news for me?

I had a great weekend, at Friday I went to Oxford Street and did some shopping with my friends. On Saturday I went to Liverpool street, there are a cool market there. I buyed some clothes. I had a rest on Sunday, I was so tired.

You have to come and visit me soon, you will loving London. I will show you all of the sights, Big Ben, the London Eye and best of all, the pubs. There is a lot of great pubs here in London.

Anyway, I have to go now, write back soon.

Best wishes,

David

Task 4

The correct answers are below the sentences.

1 – She have been living in German for about 5 years.
2 - There was too much traffic on the road to work.
3 - How about buy her a watch for her birthday?
4 - Did you heard that noise?
5 - She forgot to bring her purse with she.
6 - This jaket costed me a lot of money.
7 - I'm to old to go to nightclubs.
8 - She will be here in a hour or so.
9 - Each of these cakes are delicious.
10 - You don't smoke cigars, don't you?

Task 5

Read the following paragraph and find the lexical mistakes. Then, correct them!

Very Tired Dae

Last tuesday were a busy day for me. I spent mine time to do a lot of activities from my senior high school in my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went into school to studying until 3.00 pm. From my school, I went to sanggarian sport hall to practice badminton until 8.00 pm. I practiced hardness because that I felt very tired. After that, I went home. But when I will sleep, I remembered there was some homeworks that I had to do. I did my homeworks until 11.40 pm. And finally I can take a resty in my bed.

Those activities made my daily busy and I felt very tired.

Task 6

Find articles in English and search for lexical mistakes. Collect the data of the mistakes and report your findings in class.

Reading should not be presented to children as a chore, a duty. It should be offered as a gift. —Kate DiCamillo
OVERVIEW

Brainstorm  Analyzing grammar mistake
Reading     Factors affecting Students’ grammar mistakes
Reading strategy Brainstorm and Skimming
Activity    Discussion and cooperative learning

OBJECTIVES

- Students are able to analyze the salient point of text by skimming the text
- Students are able to identify the mistakes related to grammatical features by scanning the text
- Students are able to revise the mistakes related to grammatical features to recognize better the salient point

NOTE

Your successful recognition on grammar mistake in the text or essay depends on your understanding of its theory and meaning. Identify the components and comprehend the holistic meaning of them will help you to decide the dependency of them.

Discuss the following question!
1. Do you like reading?
2. What do you like to read?
3. Have you ever met some mistakes in your reading material?
4. What mistakes that are commonly appeared in the reading text?
5. Do you know lexical mistake?
6. What are common mistakes in relation with grammar thing?
7. How do you solve the grammar mistakes in reading?

Which of the following statements do you agree/disagree with? And why?
1. Grammar mistakes in reading text distract the reader mood
2. Grammar mistakes relates to mistyping and misspelling
3. Some grammar mistakes are because of anxiety of the author
4. Solving grammar mistakes will help the reader comprehension improves
5. Without correcting the grammar mistakes, all readers still can understand the text
6. Grammar mistakes is not important to be considered
Challenge

Look and observe the following picture and solve the case!

1. What do you find in picture?
2. What is the person doing in the picture?
3. Why does person underline the sentence and give cross mark on it?
4. What do you know about grammar mistakes?
5. What are things belong to grammar mistakes category?
6. What is the influence when many grammar mistakes in the text?

Now I Know

GRAMMAR ERRORS AND MISTAKE

*Grammatical error* is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage,
such as a misplaced modifier or an inappropriate verb tense. Also called a usage error. Compare grammatical error with correctness. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation. Interestingly, many people tend to view usage errors primarily as gaffes or potential sources of embarrassment, not as impediments to effective communication. According to an ad for an "amazing book" on usage, "Mistakes in English can cause you embarrassment, hold you back socially and on the job. It can make you look awkward and hide your true intellect." (Note that in the second sentence the singular pronoun it has no clear referent. Many English teachers would regard this as a grammatical error—specifically, a case of faulty pronoun reference.)

Examples and Observations

- "The expression 'grammatical error' sounds, and is, in a sense, paradoxical, for the reason that a form cannot be grammatical and erroneous at the same time. One would not say musical discord. Because of the apparent contradiction of terms, the form grammatical error should be avoided and 'error in construction,' or 'error in English,' etc., be used in its stead. Of course one should never say, 'good grammar' or 'bad grammar.'" (J. T. Baker, Correct English, Mar. 1, 1901)
- “We believe, as do most linguists, that native speakers do not make mistakes.” (Peter Trudgill and Lars-Gunnar Andersson, 1990, quoted by Carl James in Errors in Language Learning and Use. Addison Wesley Longman, 1998)

Garner on Grammatical Errors

- "If descriptivists believe that any linguistic evidence validates usage, then we must not be descriptivists. Hardly anyone wants
to be a nonjudgmental collector of evidence. It’s far more interesting and valuable to assemble the evidence and then to draw conclusions from it. Judgments. Rulings. To the extent that 'the masses' want such reasoning--as one could only wish--it’s because they want to use language effectively." (Bryan A. Garner, "Which Language Rules to Flout. Or Flaunt?" The New York Times, September 27, 2012)

- "Because grammatical may mean either (1) 'relating to grammar' [grammatical subject] or (2) 'consistent with grammar' [a grammatical sentence], there is nothing wrong with the age-old phrase grammatical error (sense 1). It's as acceptable as the phrases criminal lawyer and logical fallacy." (Bryan A. Garner, Garner's Modern American Usage. Oxford University Press, 2009)

Grammar and Usage
"Usage is a concept that embraces many aspects of and attitudes toward language. Grammar is certainly only a small part of what goes to make up usage, though some people use one term for the other, as when they label what is really a controversial point of usage a grammatical error." (Merriam-Webster's Collegiate Dictionary, 11th ed., 2003)

Error Analysis
"Error analysis, as a descriptive rather than a prescriptive approach to error, provides a methodology for determining why a student makes a particular grammatical error and has been a potentially valuable borrowing from this field [research in second-language acquisition], one that could have altered the prescriptive drilling of standard forms which still comprises much of basic writing texts. Unfortunately, however, error analysis in the composition classroom has generally served to simply keep the focus on error." (Eleanor Kutz, "Between Students' Language and Academic Discourse: Interlanguage as Middle Ground."
Brainstorming Questions

1. What do you see in picture?
2. Do you think the published articles in any sources still have some mistakes?
3. What are the mistakes that commonly appear in the reading sources?
4. Do you think the TEFL students also still do grammar mistakes?
5. What make TEFL students keep doing grammar mistakes?
6. Will you correct the mistakes when you find it in reading text?
7. How can TEFL students avoid grammar mistakes?
8. What is the effect of grammar mistakes to the reading comprehension?

Vocabulary in Focus
- Mistakes (noun)
- Errors (noun)
- Anxiety (noun)
- Tired (adj.)
- Hungry (adj.)
- Fatigue (adj.)
- Precise (adj.)
- Correction (noun)

Let’s Read

Read the following text!

WHY YOUR STUDENTS STILL MAKE MISTAKES WITH GRAMMAR THEY KNOW WELL

First Published: 10th Apr. 2008 | Last Edited: 25th Jan. 2019

Whether your approach to grammar is to drill it incessantly, explain it thoroughly and/ or hope students will pick it up through exposure to the language, unless you know a magic method that is not explained in any of the popular TEFL books you must have had at least one student who after 6 years of English study still occasionally says "My father have..." and makes you wonder briefly if you know what you are doing in the classroom at all. The bad news is that I don't have that magic
formula either, but the good news is that I have found that examining why students continue to make the same errors despite our best efforts can help you make little steps in the right direction and give a sense of perspective.

**Possible reasons why students keep on making the same mistakes.**

**They are not ready yet.** There is a lot of evidence to suggest that language learners, like native speaker children, pick up grammar points and stop making mistakes with them in a very predetermined order. For example, third person s mistakes (I do/ he does) tend to persist in both. If this is the problem (if indeed you think of it as a problem), the only solution is patience!

**They don't realize it's the same grammar.** Although you may be surprised when students who have finally stopped saying "He has to goes" still say "He must goes" because both should be infinitives, it may be that the students consciously or subconsciously don't put the two pieces of grammar together as one. The best solution would be to work on making the points as closely associated in students' heads as possible, e.g. doing a lesson on all uses of infinitives, teaching a very general rule, or even pairing questions up where they have to fill the gaps in pairs of sentences with the same word.

**They are overloaded** If the students are making elementary errors with something they usually don't, it could be because their brains are busier than usual with other things, e.g. coping with the rules of the language game, digesting the latest language point, sorting out a logic or problem solving puzzle, or concentrating on another point like their pronunciation. Learning to cope with many different demands on the brain at the same time is a good thing, as it is what you need to do with the language in real life, but make sure all language input and correction are left to a time when they can concentrate on the language more.
They are overusing one point for good reasons. In both native and non-native speakers, the process of learning a new grammar point seems to often include a period of overextending its use. For example, even people who know the Simple Past well will start using the Past Perfect in situations they would have used (correctly) the Simple Past until the day they studied the new tense. Apart from understanding that this is part of the process and being patient, ways to tackle this could be to give them lots of controlled practice of the new grammar point, come back to the original grammar point they confuse it with a few weeks or months later, and concentrate on correcting one area of confusion at a time.

They are having a bad day. Anyone who has ever lived in a foreign country can tell you there are days when all your language skills seem to disappear. Again, this is something they will need to be able to cope with eventually. Apart from trying to take away their tiredness and take their minds of their troubles by giving them something easy to do or doing a physical warmer, maybe the best approach is just to be less demanding on that day. This is also a good opportunity to practice your skills in spotting the difference between little slip ups they would usually get right and are probably best ignored on "one of those days", and things they really don't know that are more worth some correction and explanation.

They don't think that grammar point is important. Consciously or subconsciously, native and non-native speakers tend to put a low priority on stopping mistakes with language that does not convey a lot of information- i.e. if they can make that mistake and still be understood putting more effort into it can wait until later. This natural reaction can actually be a sign that they are right and you should move quickly on from the Present Simple to giving them the stacks of vocabulary they will need to reach the next level. There is a chance,
though, that they are just missing the way in which they could be misunderstood. The general principle here is to include possible misunderstandings in all error correction. If you can't do so, maybe that is a sign that grammar point can wait until later.

**That point is more difficult for them than it seems.** The reason why students pick up some grammar points more quickly than the teacher expects and others more slowly is often connected to their first language, e.g. confusions between different uses of similar forms or grammatical forms that don't have an equivalent in L1. Even teachers who know the language the students speak can be miss out on particular aspects of this, such as students who speak a particular dialect or different language at home, or grammatical forms that only educated speakers of that language would be familiar with. Responses to this include rearranging the syllabus to leave more difficult points for particular students until later, concentrating on the particular areas of difficulty they have when the time comes, and approaching the same grammar point several different ways with gaps in between to let their subconscious get to work.

**It's an attempt to be informal.** It may be that in the student's native language grammatical forms are dropped when they are speaking informally, in a similar way to "No way!" or "Long time no see" in English. Common examples that students sometimes reproduce in English include dropping the subject or using a different tense. Although this is usually subconscious, it can be reinforced by the language they hear in English pop music and in certain English dialects. Depending on their level, you might be able to do a lesson on substituting these with informal forms we really do use or even doing a whole lesson on the more general grammatical changes between informal speech and formal speech or writing.

**Accuracy is not their priority.** Again, there is a chance they are right on this one and teaching them how to express something they
couldn't at all with a new grammatical form, new vocabulary, or new functional language might be better than spending more time trying to root out basic errors. If, however, you think lack of accuracy is the main reason they are not being understood, are not ready for the next level, cannot transfer speaking skills into writing skills or will do badly on a test, it is worth letting them know. Clearly showing what effect mistakes can have on communication with dialogues with communication breakdowns etc can also help.

**They just have that kind of personality.** Just as it is no surprise when some perfectionists become obsessive about getting their sentences right, there are some people whose outgoing nature, slapdash character or hyperactive speaking style just seems to make it difficult for them to stop for a minute and pay attention to what they are saying. Although this is not the only example of a situation when students' language skills could be best improved by them changing their personality, this is no easier to do here than in any other case! Ways to get them to concentrate on accuracy more include making error correction fun with grammar auctions etc, giving them an easy speaking task they only need simple language for and can't get distracted from, and forcing them to slow down to speak to someone who is a lower level (either in reality or by their partner playing that role).


**Vocabulary in text**

- Personality (noun)
- Perfectionist (adj.)
- Situation (noun)
- Transfer (verb)
- Clearly (adv.)
• Attempt (verb)
• Overloaded (adj.)
• Grammatical (adj.)
• Occasionally (adv.)
• Communication (noun)
• Obsessive (adj.)

Task 1
Answer the following questions based on the text above!
1. What is the text about?
2. What is the irony situation related with TEFL that we can find in the early paragraph?
3. What are the possible factor affecting students to keep doing grammar mistakes though have learnt English for years?
4. Why some students believe that grammar is not so important?
5. In term of accuracy, how it may influence the existence of grammar mistake?
6. What will the students or TEFL learner to avoid the factors triggering the grammar mistake?
7. As good reader, what will you do to get better comprehension when you meet grammar mistake in reading sources?

Task 2
Mention the synonym of the following words with vocabularies you find in text and mention its the position in text! You can find the position of words by scanning.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Synonym</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Losing</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication between two people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Consideration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Rule of language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 3**

There are grammar mistakes in the sentences, find by underlying the grammar mistake and correct them.

1. Do you have sister? - Yes, I do.
2. When you come to Germany? - Last year.
3. When you return to Japan? - Next year.
4. You like German food? - Not very much.
6. He plays the piano very well, don't he?
7. Where she live? - Sorry, I don't know.
8. Will you help me today? - Yes, I'll.
10. I must get up very early yesterday morning.
13. She got up and run to the door.
14. Do you like a rap music? - No.
15. My eyes are bad. I need the glasses.
16. Look! It is a pig in the garden.
17. I need any money to buy lunch today.
18. Do you know who did break the window?
19. I came to school with the bus today.
20. How old is this cheese? It tastes badly.
21. Whose that man? - I have no idea!
22. I did very bad in my ESL test.
23. Today's test was more easy than yesterday's test.
24. Where's Miko? - I hadn't seen her today.
25. My grandmother will visit us in March 29.

Task 4
There are some grammar mistakes in the following paragraph. Find them and correct the mistakes.

Text One

My name is 1) Jay Hammond I am a firefighter. 2) I live in 128 Pine Lane, in Jackson, Mississippi. 3) I have two childs. One is a girl named Clair. 4) The other 5) is boy named Thatcher. 6) His name after my father. I also have a wife named Jenna. She is 7) beutiful. She has long, dark, soft hair. 8) We also got a dog named Buck. He is very obedient but sometimes he barks at night and it upsets our neighbors!

Text Two

1) Well, its another rainy day. I wonder what 2) I will do? First, I think I’ll take a walk around the 3) neyborhood to stretch my legs. 4) Second I’ll cook a big breakfast 5) with toast fruit eggs and bacon. After that, I might mow my 6) lawn; it’s getting pretty long. I’m not sure what I’ll do after that. I guess I should go see my mother. I think she wants me to go grocery shopping with her. I have no idea why she can’t just go by 7) her self. Or, better still, she could ask my dad to go with her! I doubt he will want to go with her though. He 8) doesn’t like going to the grocery store as much as I do!
Text Three

Almost two 1) thousands of years after being 2) buried by falling ash from a two-day volcanic eruption, Pompeii reveals fascinating details about 3) day-to-day life in the Roman Empire. 4) Pompeii’s population roughly 20,000 inhabitants practiced several religions. This is evidenced by temples dedicated to the Egyptian goddess Isis, as well as the 5) presence of Jews and worshipers of Cybele (called the “Great Mother” by her followers). Pompeii’s citizens practiced all of these religions in apparent peaceful coexistence with followers of the state religion, 6) but worshipped Jupiter and the Roman 7) emperor they led astonishingly long lives, assisted by doctors and dentists, and 8) were very well educated.

Task 5

Find articles in English and search for lexical mistakes. Collect the data of the mistakes and report your findings in class.

Reading should not be presented to children as a chore, a duty. It should be offered as a gift. —Kate DiCamillo
OVERVIEW

Brainstorm  Analytical Exposition
Reading     Analyzing point of view, mood, and tone
Reading strategy  Skimming and Scanning
Activity     Discussion and cooperative learning

OBJECTIVES

• Students recognize the type of text given by lecturer
• Students skim and identify the generic structure of argumentative texts: Analytical exposition
• Students set up the characteristics of argumentative text: Analytical exposition
• Students are able to analyze the tone, mood, and the point of view
• Students interpret the implied purpose of the writer in composing text

**NOTE**

Your successful recognition of the structure of the paragraph depends on your understanding of its overall meaning and use of language feature. Identify the general idea by skimming then go for scanning to know the detail. Then, you have to pay attention on the supportive or contradictory supporting details.

Discuss the following question!

1. Have you ever share your opinion in public? When and where?
2. What is the topic you need to inform mostly to others?
3. How you manage your opinion about something?
4. Have you ever faced a situation when your opinion opposing others’? How you react it?
5. When will you argue about something and how you defend your idea?

Which of the following statements do you agree/disagree with? And why?

1. I will insist my opinion whatever the condition
2. I think I must defend my opinion whatever it is as long as it has a lot of supportive facts
3. People who listen and read the argument must agree with it
4. Argumentation is not always contrast
Challenge

Look and observe the following picture and solve the case!

(Source: https://yhoo.it/2UBwEIT)

- What do you find in picture?
- What is going on in picture?
- Who are the people in the picture?
- What do you think they are talking about and how they react toward other?
- Do you think they are in fine situation?
- Are they competing and trying to win on other? How they do that?
- Can you act like them? Prove it!
- Why do you think you need to challenge yourself by discussing this picture?
ANALYTICAL EXPOSITION TEXT

Definition of Analytical Exposition Text
Analytical Exposition is a text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Generic Structure of Analytical exposition Text
# Thesis: Introducing the topic and indicating the writer’s point of view.
# Argument: Explaining the argument to support the writer’s position. The number of arguments may vary, but each argument must be supported by evidence and explanation
# Reiteration: Restating the writer’s point of view / to strengthen the thesis. We can use the following phrase to make conclusion in reiteration:
From the fact above …
I personally believe …
Therefore, my conclusion is …
In conclusion …

The Characteristics / Language Feature of Analytical exposition Text:
– Using relational process
– Using internal conjunction
– Using causal conjunction
– Using Simple Present Tense
– Using compound and complex sentence.
– Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

Example:

**Cars should be banned in the city**

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ of asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

(Source: http://bit.ly/2IK9qyE)
Brainstorming Questions
1. What do you see in picture?
2. What do you think the picture about?
3. What are they doing?
4. Do you think introducing computer as early age as possible is good for children?
5. How do you think the impact of children who are really attracted with computer and internet?
6. What is the position of parents related to that picture?

Vocabulary in Focus
- Attachment (noun)
- Supervision (noun)
- Cooperative (adj.)
- Watch (verb)
- Active (adj.)
- Diligent (adj.)

Let’s Read

Read the following text!

CONTROLLING CHILDREN USING COMPUTER

Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social
networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.

The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.

We cannot prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children’s activities is likely to pose a potential danger to them. So parental monitor against the use of computers needs to be done from time to time.


Vocabulary in text

- Computer (noun)
- Powerful (adj.)
- Owned (verb)
- Socialize (verb)
- News (noun)
- Safety (adj.)
- Campaigned (noun)
- Advantage (noun)
Task 1
Answer the following questions based on the information given in text!

1. What are the benefits of the existence of computer and internet for human nowadays?
2. What is the impact of letting children playing a lot with the computer and internet?
3. What are the advantages and the disadvantages of using computer internet at this millennial era?
4. What is the role of parent for their children regarding the use of internet and computer?
5. Do you think the parents’ rule to give certain limitation on the computer use is good for children?
6. How can parents make use for controlling children using the computer and internet?

Task 2
Decide the main idea of each paragraph in the above text!

1. Main idea of paragraph 1 ............................................
2. Main idea of paragraph 2 ............................................
3. Main idea of paragraph 3 ............................................

Task 3
Fill the following table with the appropriate information from the text above!

<table>
<thead>
<tr>
<th>Title</th>
<th>Thesis</th>
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<tbody>
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</table>
Task 4
Identify the structure of following argumentative paragraph and write the category with its evidences.

STUDENTS SHOULD USE SMART PHONES IN SCHOOL

Technology has become so advanced that your smartphone is essential a working computer. Students are starting to be encouraged to use technology such as laptops, computers, and ipads during class. Many parents don’t want their kids to use technology during class because they feel like their child wouldn’t use the smartphones for learning purposes, but instead use them to send text messages, play games, and stay plugged into social media outlets. The question we’re trying to cover in this essay is whether students should be allowed to use smart phones in their schools.

Students are already encouraged to use other sources of technology in class such as laptops and ipads to help increase their learning. Many teachers are already using projectors which are linked to laptops and demonstrate how to complete an assignment. If you’re in
higher education such as college, you’re allowed to use your smartphone in class to complete any work or take notes. But, when you’re in high school, you’re not allowed to use your smartphones during class. If you can use smartphones in college, you should be able to use smartphones in high school and middle school. There need to be set rules on what you can do while using your smartphone.

In classes, many students use their phones to take pictures of lectures, power points and record the lecture. The issue is that taking pictures and videos require special permission from your professor. College students take pictures of lectures and then also record the class. This can help them later when they need to study information. Now, one thing we do have to consider is that college classes have students who need to pass the class, while in high school it’s more of choice. So the motivation for using smartphones in high school and college is both different.

Many parents and staff members disagree that the use of smartphones would help their classrooms. And while we get where they are coming from, that still doesn’t mean that students shouldn’t be allowed to use their smartphones in class. For example, smartphones can be used as calculators and can help anyone who is taking a math class. Regular calculators cost a lot of money for a student to use, therefore using their phone is easier and more effective. Not only that but students will be able to access their online courses and be able to follow the lecture through power points. Lastly, students can also take pictures of PowerPoint slides and take notes by using their phones. This would make it much easier than having them learn how to take notes.

With the advancements in technology, we believe that smartphones should be used in classrooms. They offer students and teacher instant access to any and all information. Of course, they can’t be used during testing, quizzes, or other activities that could be considered
cheating. Therefore, they should only be used during the lecture. It would make taking notes in class a brass, and for those students who want to ace the class, they would be able to access the lecture if they recorded it at a later time and review materials.

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
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<tbody>
<tr>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Argument 1</td>
<td></td>
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<tr>
<td>Argument 2</td>
<td></td>
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<td>Argument 3</td>
<td></td>
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<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>Suggestion</td>
<td></td>
</tr>
</tbody>
</table>

**Task 5**
**Define the mood, tone and the point of view of the author regarding the issue above in the text!**

**TIPS:**

The **author’s purpose** can be to: Inform: to teach the reader something Persuade: wants the reader to take action. Describe: lots of details about an item or event. Entertain: humorous or engaging, suspenseful.

The **author’s point of view** (DO NOT CONFUSE WITH NARRATIVE POINT OF VIEW) Point of view directly relates to the
The author’s belief about a subject or topic. Authors can be biased (they favor one side over another) or objective (see both sides).

The author’s tone. The word choice and writing style an author uses creates an attitude about a topic. Remember: Tone is different from description. A sad topic can be presented in a neutral tone. Also, when preparing for standardized tests, it is important to look at lists of tone words to know their definition. The reader might be able to describe the tone but does not have the vocabulary to choose the correct answer.

<table>
<thead>
<tr>
<th>Type of writing</th>
<th>Author’s Purpose</th>
<th>Point of View and Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-fiction</td>
<td>To inform, explain, give directions, illustrate, or present information.</td>
<td>The author’s point of view and tone is primarily neutral.</td>
</tr>
<tr>
<td>News articles</td>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Biographies</td>
<td>Documentaries</td>
<td></td>
</tr>
<tr>
<td>Manuals</td>
<td>Charts, graphs</td>
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<td>Tables</td>
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<tr>
<td>Persuasive Pieces</td>
<td>Advertisements</td>
<td>The point of view clearly reflects the author’s attitude about a subject. Sometimes the opinion is directly stated and other times it is implied. The author may try to convince readers by using tone to appeal to their feelings and/or values.</td>
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<td>Editorials</td>
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<td>Billboards</td>
<td>Commercials</td>
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<td>Campaign speeches</td>
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<td>Bumper stickers</td>
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<tr>
<td>Some charts and graphs</td>
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<tr>
<td>Fiction</td>
<td>To illustrate a theme, event, or story that conveys a mood. Usually written to entertain.</td>
<td>The author may use characters or narrators to express attitudes in the story. The tone might be light and humorous or serious and sad.</td>
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<tr>
<td>Short story</td>
<td>Poetry</td>
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<td>Novels</td>
<td>Drama</td>
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Task 6
Compose your simple figure to explain the structure of analytical exposition essay or paragraph. You may imitate the shape of food, animal, or something to simplify the explanation and understanding.
Task 7
Discuss with your partners on what the purpose of the author to create or write analytical exposition paragraph or essay are. Also, provide each reason with analytical exposition essay title. At least three reasons!

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<th>Reasons</th>
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*Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.—Anna Quindlen*
OVERVIEW

Brainstorm  Hortatory Exposition
Reading     Analyzing point of view, mood, and tone
Reading strategy  Skimming and Scanning
Activity     Discussion and cooperative learning

OBJECTIVES

• Students recognize the type of text given by lecturer
• Students skim and identify the generic structure of argumentative texts: Analytical exposition
• Students set up the characteristics of argumentative text: Hortatory exposition
• Students are able to analyze the tone, mood, and the point of view
• Students interpret the implied purpose of the writer in composing text

**NOTE**
Your successful recognition of the structure of the paragraph depends on your understanding of its overall meaning and use of language feature. Identify the general idea by skimming then go for scanning to know the detail. Then, you have to pay attention on the supportive or contradictory supporting details.

Discuss the following question!
1. Have you ever heard some people are buying and selling ideas and opinion? When and where?
2. Do you think one of them was proposing and insisting his / her ideas to be agreed by the other?
3. How did he / she develop their argument to win the idea battle?
4. How is the response of the opponent when listening someone insists his or her idea?
5. Are the people tend to persuade rather than insisting ideas?

Which of the following statements do you agree/disagree with? And why?
1. Hortatory exposition is persuading people to believe and follow the arguments
2. I will insist my opinion whatever the condition
3. I think I must defend my opinion whatever it is as long as it has a lot of supportive facts
4. People who listen and read the argument must agree with it
5. My argument must be accepted by other which makes me always recommend other to believe in my idea

**Challenge**

Look and observe the following picture and solve the case!

(Source: https://yhoo.it/2UBwEIT)

- What do you find in picture?
- What is going on in picture?
- Who are the people in the picture?
- What do you think they are talking about and how they react toward other?
- Do you think they are in fine situation?
- Are they competing and trying to win on other? How they do that?
- Can you act like them? Prove it!
- Why do you think you need to challenge yourself by discussing this picture?
HORTATORY EXPOSITION

Definition

- Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.
- Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc.
- Hortatory expositions are popular among science, academic community and educated people.
- To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.

That is the simple definition of hortatory exposition text, if you are still difficult to understand this text. Let’s look at the generic structure and language feature ..

Generic structure Hortatory Exposition

# Thesis
The writer point of view about the topic discussed.

# Arguments
Series of argument which strengthen the thesis stated before.

# Recommendation
The writer gives recommendation to the reader.

Purpose of Hortatory Exposition

Hortatory exposition is used to persuade the reader or listener that something should or should not be the case or be done.
Language feature of Hortatory Exposition
1. Simple present tense
2. There are several arguments that begin with, firstly, secondly, thirdly
3. It contain recommendation that begins with:
   – In my opinion, it’s better …
   – I think … should …. 
   – I think … should be ……
   – For these reasons …. Should …
(Source: https://bit.ly/2Aolqm1)

Guide for Reading

Brainstorming Questions
1. What do you see in picture?
2. What do you think the picture about?
3. What is the meaning of “why I am right?”
4. Who do you think will win the tug war game in that picture?
5. What do you think about using the chain for the game rather than rope in picture?
6. Why should they try hardly to pull the opponent’s chain?
7. What is their possible intention to do that?
8. What makes the opponent lost in that game?
9. What is the best solution if that is happening in the real situation in life?
10. Can you explain the picture to your friend? Try!

**Vocabulary in Focus**
- Debate (noun)
- Opponent (noun)
- Compete (verb)
- Argue (verb)
- Win (verb)
- Lost (adj.)
- Opposition (noun)

**Let’s Read**

Read the following text!

**WHERE SHOULD YOU BE AFTER HIGH SCHOOL?**

The National examination result will be publicly enounced in next short time. Euphoria will flood for those who get success. In the other hand, It will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And
how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. it will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

(Source: https://edusson.com/blog/hortatory-exposition-examples)

Vocabulary in text
- Enounced (verb)
- Success (noun)
- Quite (adj.)
- Looking for (verb)
- Higher (adj.)
- Choice (noun)
- Job (noun)
- Conventionally (adv.)
- Flexible (adj.)
• Lecturer (noun)
• Create (verb)

Task 1
Answer the following questions based on the information given in text!

1. What is the topic of the text above?
2. Who is this text address to?
3. Do you think the author would like to persuade the reader? How do you know?
4. What is the purpose of the author to write that essay?
5. What is the author’s point of view on the importance of continuing the study?
6. What is the author’s point of view on having job after the final examination?
7. Is there any recommendation from the author to the reader?
8. What is the purpose of giving suggestion for the reader?
9. According to the text, which topic is kept to support by the author, continuing the study or taking job after graduation?
10. Do you think the writing text has power to shape people’s opinion?
11. How can the author convince the reader on their idea?

Task 2
Decide the main idea of each paragraph in the above text!

1. Main idea of paragraph 1 ..................................................
2. Main idea of paragraph 2 ..................................................
3. Main idea of paragraph 3 ..................................................
4. Main idea of paragraph 4 ..................................................
Task 3
Fill the following table with the appropriate information from the text above!

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Thesis</td>
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<tr>
<td>Argument 1</td>
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<td>Argument 2</td>
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<td>Argument 3</td>
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<td>Conclusion</td>
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<td>Suggestion</td>
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Task 4
Identify the structure of following argumentative paragraph and write the category with its evidences.

Why Students Should Eat Breakfast Everyday

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don’t have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.
The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it’s not healthy to have an empty stomach all day long. It’s very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don’t eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. You body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that’s not true. Breakfast is not a very big meal, and on the contrary, you’re going to feel tired if you don’t have breakfast because you have spent the entire previous night without food.

The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don’t eat, you are going to get sick, and these diseases will have a stronger effect on you because you’re going to get sick easier than people who have breakfast every day.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

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<thead>
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<th>Title</th>
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<tr>
<td>Thesis</td>
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<tr>
<td>Argument 1</td>
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</table>
Task 5
Compose your simple figure to explain the structure of analytical exposition essay or paragraph. You may imitate the shape of food, animal, or something to simplify the explanation and understanding.

Task 6
Discuss with your partners on what the purpose of the author to create or write analytical exposition paragraph or essay are. Also, provide each reason with analytical exposition essay title. At least three reasons!
<table>
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*Books are the plane, and the train, and the road. They are the destination, and the journey. They are home.* —Anna Quindlen
**OVERVIEW**

Brainstorm  
Reading  
Reading strategy  
Activity  
Flow Chart  
Company hierarchy  
Flow Chart  
Discussion and cooperative learning

**OBJECTIVES**

- Students are able to define the main ideas of text by skimming the text
- Students are able to identify the important details by scanning the text
- Students are able to design the flowchart to convert salient points into diagrammatic display
- Students are able to explain flowchart to classmates
NOTE

Your successful compose your flowchart depends on your understanding of its overall meaning which means you successfully grab the topic as well as grabbing the ties that link among subjects in the text. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dicctions and place them into well-structure simple note as your mind-concept

Discuss the following question!
1. Have you ever experienced getting difficult to memorize the information and idea after reading?
2. How was your feeling when you easily forget what you have learn?
3. What makes you hard to recall your memory after reading?
4. Have you ever used flow chart to help you to maintain your reading comprehension?

Which of the following statements do you agree/disagree with? And why?
1. People must read many times similar text to retain the information in their mind
2. Understanding on the coordination of subjects in the reading text is difficult without the help of instrument like flowchart
3. Our brain preserve colorful, simple, and systematic concept better than complete scripts of words without any picture.
Challenge

Look and observe the following picture and solve the case!

(Source: https://binged.it/2J0QJpx)

- What do you see in picture?
- What do you think the picture wants to tell you?
- Have you ever done similar act like in picture? When and where?
- How did you cope your problem when having similar situation like that?
- Is there any connection between that acts with reading experience?
- What kind of reading material that possibly makes you hardly coordinate the ideas?
- In what way you will do that act after reading?
- Do you think the flow chart sometimes help you to comprehend the text containing coordination?
FLOW CHART STRATEGY

A flowchart is a type of diagram that represents an algorithm, workflow or process. Flowchart can also be defined as a diagramatic representation of an algorithm (step by step approach to solve a task). The flowchart shows the steps as boxes of various kinds, and their order by connecting the boxes with arrows. This diagrammatic representation illustrates a solution model to a given problem. Flowcharts are used in analyzing, designing, documenting or managing a process or program in various fields.

Steps to create flowchart

1. Consider if a flowchart will be of benefit to the project at hand. Determine if an actual, theoretical or proposed process flow is the focus of the project. Decide if the process to be reviewed is sufficiently complex to warrant the use of a flowchart or if a verbal or written description of the process will do.

2. Identify project stakeholders -- those with an interest in maintaining or changing the process -- and team members. Gain approval for their participation in the project. Make a concerted effort to include stakeholders with decision-making authority about the entire process to be charted or particular activities within it.

3. Specify how the flowchart will be used. Consider if the project needs are best met by a flowchart that references the ideal process as determined by company policies or only the steps actually performed at the present time. If process redundancies and
inefficiencies are the focus of the project, create and compare both types of charts for the most thorough analysis.

4. Choose a method and time schedule for the distribution of process data to team members during the creation or revision of the process flowchart. For example, Word documents, Visio documents, e-mail or PowerPoint presentations can convey data on a daily, weekly or real-time basis.

5. Specify the process to be referenced in the flowchart and the historical or legal data required to create the chart. For example, an existing process flowchart can provide a valid starting point for the creation of the new chart. In turn, legal data, such as contractual requirements, impacts an ideal or future process flow.

6. Establish the process flowchart's boundaries. The starting and ending points of the process are the first and last activities in the activity sequence to be documented in the process flow. In addition, specify the conditions under which those boundaries can be expanded or contracted. For example, the scope of a process flowchart might be changed if a process is too complex to document in a single chart. In this instance, the process should be deconstructed into multiple sub-processes and individual flowcharts created for each.

7. Perform a process walk-through to understand the actual process to be charted. A walk-through best ensures that all activities of a process will be documented, including workarounds and activities that may vary each time they're performed. For example, the first activities to be documented during a walk-through of an accounts payable (AP) process might be the receipt of vendor statements and the time-stamping, batching and distribution of the documents by the mail desk prior to distribution to the accounts payable department. In turn, the final
activity might be the creation of payment files to be uploaded to the disbursement department's payment program for the issuance of checks. During the walk-through, also document the departments responsible for each activity and the position title of the person who performs each activity. Also document how and when each activity is performed -- manual or automated procedure and internal versus external process. Record the inputs and outputs of each activity -- system queries, reports, computer files -- and the controls that mitigate the associated risk. For example, a manual process that is used in the event an automated process can't be executed. Also, record any assumptions pertaining to a process that aren't referenced in a procedures document. Equally important, identify risks associated with any activity in the process, such as an activity's dependence on an IT process.

8. Hold a brainstorming session with team members and stakeholders to discuss the activities to be included in the process flowchart. For example, identify the preceding step that must be completed before the last step of the process can be performed. Repeat this until you identify each activity that must be completed before the next subsequent activity can be performed. Continue the brainstorming session until the participants agree that all steps have been identified.

9. Document each process step identified during the brainstorming session using sticky notes, a whiteboard, software or another method. Note the detail required to meet the needs of the person who will use the final process flowchart. For example, detail pertaining to each process step is useful to a process improvement team responsible for changing a current process according to the final, approved flowchart. However, a manager responsible for
one of the series of activities referenced in the chart wouldn't need such a detailed chart.

10. Arrange the steps of the process in the order in which they do occur or should occur as determined by the project objective. Differentiate between the steps that are performed simultaneously versus sequentially and still others that are performed on a repeated basis.

11. Use the appropriate symbols to draw the flowchart. For example, let ovals represent the process entry and exit points -- the process start and finish -- and rectangles depict the individual process steps. Diamonds can identify decision points in the process. After all the symbols are positioned on the chart, add lines and arrows to connect the individual symbols and indicate the direction of the process flow.

12. Request feedback regarding the flowchart from the process owners and users. Finalize the chart only after process owners and users agree with the process as presented. If stakeholders identify redundancies, unnecessary steps or other issues with the chart, revise it accordingly.

13. Walk through the actual process one last time to confirm the steps as documented in the flowchart. While doing so, pay attention to each step and each sequence of steps in the chart. Revise the flowchart if necessary and test the process a final time. Ask yourself questions such as "Are the activities performed by the internal staff versus a third party so noted?" and "Does the chart clearly indicate that a particular activity is performed more than one time during the process?" Ask "Are all inputs and outputs pertaining to an activity specifically identified?" and "Is each mainframe or PC application that supports an activity identified by name, time of execution and sponsoring department?" Other
questions include "Are significant risks to the process that might have a financial or operational impact identified?" and "Are the assumptions made by personnel documented?"

14. Finalize the flowchart and distribute it to the project stakeholders for review and final approval. In the final version, include both a legend of symbols and horizontal lines that separate the individual departments referenced in the overall process. Accompany the flowchart with a process summary and a detailed process narrative, each of which describes the process in written form. Also include in the documentation a list of process risks and a list of process controls that were identified in the walk-through.

(source: https://smallbusiness.chron.com/design-process-flowchart-40576.html/)

Guide for Reading
1. What do you know about that picture?
2. Where do you see that picture?
3. What is the function of line in the picture?
4. Who are the people in the picture and what are their relationship?
5. Who has the highest position in company?
6. What are the role of people in each level?
7. How do they responsible to each other?

Vocabulary in Focus
- Organization (noun)
- Coordination (noun)
- Network (noun)
- Communication (noun)
- Responsible (adj.)
- Cooperative (adj.)

Let’s Read

Read the following text!

COMPANY MANAGEMENT HIERARCHY

In any particular company, a management hierarchy is very essential because with the help of a well drafted hierarchy of workforce, it is being possible to effectively evaluate the company strategies, plan the actions to be taken in order to reach the business goals and to divide the organizational functions among the workforce effectively. In general, most of the middle scale and the top scale companies are comprised of
three broad levels of hierarchy known as the first-line management, middle management and the top management. To emerge as a successful organization, there should be a good coordination between all the above levels of management. In this particular article, we will discuss in details about the various job positions that are in line, in the company management hierarchy:

Company Management Hierarchy

- Top Management
- Middle Level Management
- First Line Management

Top Management who is also called as the executive level, the top management guides the overall functions of a business. The top management includes positions such as Chairman, Vice-President, Board of Directors and the Chief Executive Officer. Chairman: A chairman is the highest rank holder in a company. A chairman acts as a representative of the company to the outside world. Vice-President: The responsibilities of a vice-president vary as per the size of the organization and the specific area of expertise of the professional. Generally, they account for organizing the meeting of the board members and develop reports on the accomplishments of the business organization. Board of Directors: The Board of Directors is a group of stakeholders and they are the main decision-makers of the organization. They choose the chief executive officer. They also review the various on-going activities of the company at regular intervals of time. Chief Executive Officer: A chief executive officer (CEO) undertakes the most important activities of the organization. In some mid-range companies, the chief executive officer is the highest position. The CEO reports to the board of directors regarding the various functions of the organization.
Middle Management are General Manager: A general manager is the top tier officer of the middle management of the company management hierarchy. A general manager undertakes job functions relating to different sections such as sales and marketing, client relations, operation management, financial management and team management etc. Regional Manager: The regional manager is responsible for managing the business of a particular region. The manager develops detailed sales plans and strategies, develops promotional strategies for the products and reports to the general manager.

First-line management are supervisor: A supervisor is at the highest rank of a first-line management. They act as a communicator between the first-line employees and the middle management of the company management hierarchy. They supervise all the essential aspects of a project. Office Manager: Office managers coordinate the various operations performed by the employees of the corporation. They also undertake the payroll duties of the company. Team Leader: A team leader is responsible for the successful coordination between the employees. Team leaders play a very vital role because they are associated with the grass root level of the organization.

(source: https://www.hierarchystructure.com/company-management-hierarchy/)

**Vocabulary in text**

- Officer (noun)
- Function (noun)
- Executive (adj.)
- Board (noun)
- Holder (noun)
- Guides (verb)
Task 1

**Answer the following questions based on the information given in the above text!**

1. What is the text about?
2. Who is in the top position in the company?
3. Who hold the biggest portion responsibility and profit in the company?
4. Who take control on the company business in regional level?
5. Who are in the middle level in a company?
6. Why the team leader is considered to play pivotal role in the business?
7. To whom the team leader report on his or her duty achievement?
8. What will happen if in the company, the work of general manager is not maximum?
9. Is it possible if the company does not have certain position as stated in the text? Why? Explain it with example!
10. Can you give example the company in your country which apply similar company organization as stated in the text?
11. How can the company manage its employees to achieve company goal?

Task 2
Find the main idea of each paragraph in the above text!

1. Main idea paragraph one………
2. Main idea paragraph two………
3. Main idea paragraph three………
4. Main idea paragraph four………

Task 3
Draw the flow chart of the company hierarchy as stated in the above text!

Task 4
Find the main idea of each paragraph in the text below about the steps in the recruiting process.

Task 5
Examine the following text and make the flowchart of it.
Steps in the Recruiting Process

Before hiring an applicant for a job position, a company goes through a step-by-step hiring process. This process has three key phases, including planning, recruitment, and employee selection.

Human resource planning is when a company settles on the number of employees they are looking to hire and the skill sets they require of these employees. The company must then compare their needs to the expected number of qualified candidates in the labor market.

The recruitment phase of the hiring process takes place when the company tries to reach a pool of candidates through job postings, job referrals, advertisements, college campus recruitment, etc. Candidates who respond to these measures then come in for interviews and other methods of assessment. Employers may check the background of prospective employees, as well as check references.

Employee selection is the process by which an employer evaluates information about the pool of applicants generated during the recruitment phase. After assessing the candidates, the company decides which applicant will be offered the position.

Types of Recruiting

Some companies work with a recruiter to find applicants, especially for higher level jobs. Other companies will use social networking sites and LinkedIn to recruit, in addition to using traditional means of recruiting like posting help wanted ads in newspapers and social media and listing jobs online like at Indeed.com or CareerBuilder.

Many employers, especially large companies, may not actively recruit candidates, but do post open positions on their company website.

Job Applications

How applicants apply for jobs depends on the company, as well. Some companies use talent management software to accept applications for employment and to screen and select candidates to interview.

In other cases, the job application process will require applicants to submit a resume and cover letter via email. Some employers still prefer that applicants apply in person.
As part of the application process, candidates may be asked to take a talent assessment test to see if their background matches the company's requirements. Job applications and test results will be reviewed and selected candidates will be invited for a job interview.

**Job Interviews**

As candidates move through the interview process, they may be interviewed several times prior to receiving a job offer or a rejection notice. Companies will also run background checks, reference checks, and possibly a credit check as part of the recruitment process.

The candidate may be offered a job contingent upon the results of the checks or the checks may be conducted prior to the company presenting a job offer to the candidate they have chosen for the job.

Here are the steps in the recruitment process, which will vary based on the company's recruiting strategies. Do keep in mind that every company has its own recruiting strategy, so it's important to conduct a multi-faced job search and to be sure you're job hunting where companies can find you.

**Steps in the Hiring Process**

*Listing Jobs on Company Websites*

Most larger companies, and many smaller companies, post available jobs on their company website. Job applicants can search for jobs, review job listings and apply for jobs online. Job seekers may be able to set up job search agents to notify them via email of new openings. Some companies schedule interviews online, as well.

*Posting Jobs Online*

Companies that are actively recruiting candidates will not only post jobs on their website but will also post jobs on job boards and other job sites. Jobs may be posted on general job boards like Monster and/or on niche sites like MediaBistro, for example.

*Using LinkedIn*

Companies may post open positions on LinkedIn, the professional networking site. In addition, companies may search LinkedIn to find candidates to recruit. LinkedIn Groups are another venue that employers use to post jobs and find applicants.
Social Recruiting

Companies are increasingly using social recruiting to source candidates for employment on Facebook, Twitter and other social networking sites, as well as to investigate applicants they are considering hiring. Companies may use Facebook apps to recruit or have a Facebook page dedicated to careers with the company. On Twitter, companies may tweet job listings and source candidates to recruit.

The Job Application Process

Here's information on the entire job application process including applying for jobs, resumes and cover letters, applicant testing, background and reference checks, interviewing, and the hiring process.

The Interview Process

The interview process isn't a matter of getting called for a job interview, interviewing and getting a job offer. In many cases, it is complex and may involve multiple interviews.

The Hiring Process

There are a series of steps in the hiring process, including applying for jobs, interviewing, employment testing, background checks, and job offers, along with tips and advice for each step in the hiring process.

(source: https://www.thebalancecareers.com/recruitment-and-hiring-process-2062875)

Books are the plane, and the train, and the road. They are the destination, and the journey. They are home. —Anna Quindlen
OVERVIEW

Brainstorm       Min-Mapping
Reading          UNESCO
Reading strategy  Mapping idea
Activity         Discussion and cooperative learning

OBJECTIVES

- Students are able to define the main ideas of text by skimming the text
- Students are able to identify the important details by scanning the text
- Students are able to design the mind-map to convert salient points into diagrammatic display
- Students are able to explain mind-map to classmates
NOTE

Your successful compose your mind-map depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept

Discuss the following question!

5. Have you ever experienced getting difficult to memorize the information and idea after reading?
6. How was your feeling when you easily forget what you have learn?
7. What makes you hard to recall your memory after reading?
8. What did you do to cope your problems on memorizing reading information difficulty?

Which of the following statements do you agree/disagree with? And why?

4. People must read many times similar text to retain the information in their mind
5. There is no simple way to help human to maintain information after reading
6. For public speaking, better to bring the original complete composition that will be delivered to public
7. Our brain preserve colorful, simple, and systematic concept better than complete scripts of words without any picture.

**Challenge**

Look and observe the following picture and solve the case!

(Source: https://bit.ly/2BgD74Q)

- What do you see in picture?
- What is the picture about?
- What do you think the picture wants to tell you?
- Why someone made this picture?
- Have you ever done similar act like in picture? When and where?
- What will you do after acting like that?
- How did you cope your problem when having similar situation like that?
- Is there any connection between that acts with reading experience?
- In what way you will do that act after reading?
MIND-MAPPING STRATEGY

Mind mapping is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the center and use lines, symbols, words, color and images according to simple, brain-friendly concepts. Mind mapping converts a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things.

One simple way to understand a Mind Map is by comparing it to a map of a city. The city center represents the main idea; the main roads leading from the center represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.

The great thing about mind mapping is that you can put your ideas down in any order, as soon as they pop into your head. You are not constrained by thinking in order. Simply, throw out any and all ideas, then worry about reorganizing them later.

There are many great mind mapping software programs out there to help you organize your thoughts and then automatically export them to an easy-to-read, ordered list.
While it is absolutely possible to mind map the old-fashioned way with a pen and paper, why not take advantage of the technology age and save yourself some much needed time?

The mind map is the external mirror of your own radiant or natural thinking facilitated by a powerful graphic process, which provides the universal key to unlock the dynamic potential of the brain.

The Five Essential Characteristics of Mind Mapping:

1. The main idea, subject or focus is crystallized in a central image
2. The main themes radiate from the central image as 'branches'
3. The branches comprise a key image or key word drawn or printed on its associated line
4. Topics of lesser importance are represented as 'twigs' of the relevant branch
5. The branches form a connected nodal structure

How to Make a Mind Map

1. Think of your general main theme and write that down in the center of the page. i.e. Food.
2. Figure out sub-themes of your main concept and draw branches to them from the center, beginning to look like a spider web i.e. Meats, Dairy, Breads
3. Make sure to use very short phrases or even single words
4. Add images to invoke thought or get the message across better
5. Try to think of at least two main points for each sub-theme you created and create branches out to those

**Types of Mind-Mapping**

**Library Mind Maps**

Library mind maps, also know as the reference maps, are used to organize information visually, so multiple pieces of information or topics can be scanned easily without losing any part. So, this mind map starts with a number of broken ideas or topics, and then, these ideas are organized together in a tree structure. This structure tends to build a linkage between related ideas and organize how the main topic intersects together. The library map focus on the idea, so it starts with the main idea and it directs the brainstorming session by following the related topics to the core ideas.

The library mind map can be used to achieve the following:

- Explore a specific topic and the related ideas around it. For example, team members may use this method to explore a specific problem, such as a traffic light, and all the topics related to this problem in order to solve it.
- Organize information about a specific project or topic in a visual method that can be easily tracked during the discussion.

**Presentation Mind Maps**

This type of mind map is used to present a progression of ideas, such as telling a story or tracking a call to action process. These mind
maps tend to visually present the ideas’ flow in order to track the steps and the information related to each step. Unlike the reference mind map, the presentation mind map is designed to follow the discussion and visualize its specific flow, rather than controlling the session through the collected ideas. Therefore, this method focuses on the attendees rather than the topic. Although the main topic is written as the basis for the mind map, it is controlled with the team discussion. This type of mind map can be used to achieve the following:

- Present a specific consumer behavior when using a product and the steps that the consumer followed in order to archive a specific goal, such as buying a product or subscribing to a website.
- Training sessions, when the trainee needs to follow a specific flow of information. It is a simplified version of a PowerPoint presentation with a more direct and straightforward approach.
- Discuss an argument or a situation and the steps based on this situation.

**Planning Mind Maps**

When planning for a specific project or choosing from different actions during the project progress, the planning mind map can be used to visually present various actions and the relations sub-actions the can be expected from different plans. For example, this type of mind map can be used for a specific plan, such as a project strategy, action plan, or problem solving. The core topic of the mind map reflects the desired outcome. Each sub-topic aims to represent a path that moves toward achieving the core target. For example, the core idea can be increasing the market share with specific percentage, and the related topic focuses on the plans to achieve this goal. These types of mind maps can be used to achieve the following:
Plan projects and build project strategy that can be achieved through specific steps.

Solve problems through setting the search for a solution as the main target and discussing the possible methods for solving the problem during the brainstorming session.

(source: https://www.designorate.com/common-types-of-mind-maps/)

Guide for Reading

1. What do you know about that picture?
2. What is United Nations (UN)?
3. What fields are UN managing?
4. Is Indonesia also part of UN?
5. Have you ever heard about UNESCO? What is it about?
6. What is UNESCO job?
7. Do you think UNESCO play important rule for education?
8. Do you know the historical story of UNESCO?
9. Can you mention the UNESCO role on developing education for poor and developed countries?

(Source: https://yhoo.it/2SaV0N1)
Vocabulary in Focus

- Education (noun)
- Teacher (noun)
- Development (noun)
- Brief (adj.)
- Selection (noun)
- Leader (noun)

Let’s Read

Read the following text!

EMPOWERING TEACHERS WITH SKILLS FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

Building on the capacity of youth to become civically engaged citizens has been a top priority for Victoria Ibiwoye, a youth advocate from Nigeria and participant of a UNESCO youth training programme developed in the framework of the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD). Having led One African Child Foundation (link is external) since 2013, Victoria believes that the best of leaders are those who turn followers into leaders. Hence, she invests her time in facilitating engaging workshops to groom youth...
facilitators within her organization to deliver lessons on ESD to students and teachers in low-income communities.

The organization uses experiential learning models as a tool to teach ESD, leveraging on the capacity of youth volunteers to deliver workshops to teachers and students. A powerful example to show how One African Child Foundation is empowering young people to achieve great results is through its ESD teacher training program where youth volunteers are trained to become facilitators and with the skills acquired, they deliver workshops to teachers and school leaders to incorporate ESD into their teaching styles.

“During a workshop held at NAOWA Nursery and Primary School in Lagos, we introduced Emotional Intelligence (EI) as a theme to explore relationships between teachers and learners in the classroom, empowering teachers through the knowledge of EI to improve their effectiveness and address difficulties faced by students with different learning needs”, Victoria stated, describing how facilitators translate their experience to empower diverse groups of teachers with skills on ESD.


Vocabulary in text

- Learning (verb)
- Classroom (noun)
- Effectiveness (noun)
- Empowering (verb)
- Difficulties (noun)
- Experiential (adj.)
- Engaged (adj.)
- Invests (verb)
- Communities (noun)
Task 1
Answer the following questions based on the information given in the above text!
12. Who is Victoria Ibiwoye?
13. What is One African Child Foundation job focus?
14. Why they use experiential learning program?
15. Who is the target of One African Child Foundation program?
16. What materials are introduced in the workshop for teachers and volunteers?
17. According to the text, what do you think of the personality character if Victoria Ibiwoye?
18. What makes Victoria Ibiwoye touched which then she created such a movement?
19. What is African Child Foundation relation with UNESCO?
20. How UNESCO help people in Nigeria?
21. What is the UNESCO dream to be existed in Nigeria by supporting such a program done by African Child Foundation?
22. What do you think the response of the Nigerian toward the program?
23. Do you think the same program is also held in Indonesia?

Task 2
Identify the main idea of each paragraph.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Idea</td>
<td>Paragraph 2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3
Write down in box, the important words that are used by the author to tell the news above. Make sure that you will write only the core words that related to the issue.

<table>
<thead>
<tr>
<th>Core Words</th>
<th>Meaning</th>
</tr>
</thead>
</table>

Task 4
Make some note taking using mapping method

Note taking result:
Mapping method
Task 5
Read the following text and do note-taking to help your understanding on the text easier. Use the Cornell method and Mapping. Then compare which is more helpful for you to retain the information.

IFAP ADVOCATES FOR PROTECTING LINGUISTIC DIVERSITY AT THE OFFICIAL LAUNCH OF THE IYIL 2019

The United Nations General Assembly proclaimed 2019 as the International Year of Indigenous Languages (link is external) (Ref.: 71/178) in order to raise global attention about the critical risks confronting indigenous languages, and their significance for sustainable development, reconciliation, good governance and peace building. The International Year on Indigenous Languages is therefore an important occasion for strengthening international cooperation in those areas.

Several debates took place during the day including Open Roundtable discussions in which a wide range of subjects, such as making technological innovations accessible for indigenous language speakers, promoting access to information and knowledge in indigenous languages and the role and contribution of academia and public organizations in the preservation, access and support of indigenous
languages were discussed. Special attention was given as well to the activities of the Information for All Programme (IFAP) in promoting multilingualism in cyberspace.

The session on increasing access to information and knowledge in indigenous languages saw the participation of the Director of the King Abdullah Bin Abdulaziz International Center for the Arabic Language, the Executive Director of Folk Alliance International and of the Vice-Chair of the intergovernmental Information for All Programme (IFAP), Mr Evgeny Kuzmin. In his intervention, Mr Kuzmin stressed the importance of celebrating the International Year of Indigenous Languages (link is external) as an opportunity to bring to the attention of the public the importance of multilingualism and linguistic diversity. ‘We have to use these opportunities to the full and offer the world such a vision of the value of the languages to the forefront. We have to offer the world a human and noble language policy which will let people use their potential in the languages of their choice, so that their dignity is not derogated, and languages are not used for the purposes of domination, suppression and separation’, he said.

IFAP encourages its Member States to duly take cultural and linguistic diversity into account when formulating and implementing digital innovation policies and solutions and use appropriate tools to promote linguistic diversity and multilingualism in cyberspace. IFAP also advocates through policy recommendations the entry of new languages into the digital world, the creation and dissemination of content in local languages in cyberspace. The Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace is an important normative instrument that recognizes that linguistic diversity in technology and universal access to information in cyberspace are at the core of contemporary debates and
can be a determining factor in the development of a knowledge-based society.


Mapping Ideas

Task 6
Change the above note taking method into digital note taking by using power point, or prezi, or video, then upload them into website blog.

Sample of mapping in prezi and power point

![Social Engagement Map](social_engagement_map.png)
“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.” — George R.R. Martin, A Dance with Dragons
OVERVIEW

Brainstorm: Fish bone
Reading: Foreign Language Learning Factors
Reading strategy: Fish bone, skimming, and scanning
Activity: Discussion and cooperative learning

OBJECTIVES

• Students are able to define the main ideas of text by skimming the text
• Students are able to identify the important details by scanning the text
• Students are able to design the fish-bone to convert salient points into diagrammatic display
• Students are able to explain fish bone to classmates
**NOTE**

Your successful compose your fish bone depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept

Discuss the following question!

1. Have you ever experienced getting difficult to manage ideas after reading cause-effect, argumentative, or any other text?
2. How was your feeling when you easily forget what you have read?
3. What makes you hard to recall your memory after reading?
4. What did you do to cope your problems on memorizing reading information difficulty?

Which of the following statements do you agree/disagree with? And why?

1. People need rehearsal and drilling upon reading to get the ideas are retained in the memory
2. There is no simple way to help human to maintain information after reading
3. Memorizing ideas which should be group into categories are very difficult
4. Our brain preserve colorful, simple, and systematic concept better than complete scripts of words without any picture.
Challenge

Look and observe the following picture and solve the case!

(Source: https://binged.it/2GCpoHC)

- What is the picture about?
- What is the person thinking about?
- What situation in relation with reading that the person faces?
- What will the person possibly do to solve the problem?
- Have you ever face difficulty to manage your idea when reading text?
- How will you manage your idea when you read argumentative essay or cause-effect essay?
- How do you help yourself when you meet similar situation?
Even though students frequently have reading assignments for homework, they often exhibit very little knowledge—much less comprehension—of the science content presented in the reading assignment. Different techniques for enhancing science comprehension for middle school students can be implemented before, during, or after reading assignments (Johnson and Martin-Hansen 2005). One teacher reported success with reluctant middle school readers by requiring students to draw summaries of the content (Elliot 2007). These student-created visual organizers can help to summarize science reading content, as well as determine the relative importance of the information contained in the reading assignment.

In addition to these reading strategies and summary drawings of the reading content, we propose the use of another graphic organizer for reading success: the fishbone diagram. Fishbone diagrams, also known as Ishikawa diagrams or cause-and-effect diagrams, are one of the many problem-solving tools created by Dr. Kaoru Ishikawa, a University of Tokyo professor. Part of the brilliance of Ishikawa's idea resides in the simplicity and practicality of the diagram's basic model—a fish's skeleton (Figure 1). Fishbone diagrams help students identify, organize, and visualize the contributing causes and effects underlying a particular complex, science-related problem or event. They are also useful for organizing parts-to-whole content found in many science textbooks.
**The fishbone diagram organization**

Ishikawa diagrams were first created in 1943 as a thinking tool by Kaoru Ishikawa, an engineering professor at the University of Tokyo, who pioneered quality-management processes in the Kawasaki shipyards in the 1960s (Business Excellence 2009). Ishikawa subsequently authored several books on quality control in addition to developing the concept of quality circles. In quality circles, volunteers identify problems and suggest solutions in order to optimize an organization's performance. Although fishbone diagrams have been historically associated with quality-management tools (Figure 2), they can offer science classrooms a practical strategy to visually organize science reading content.

In the fishbone diagram, the head of the fish represents the summative effect or outcome of the information presented in the fish skeleton (Figure 3). Each of the fish's ribs represents a cause that contributes to the final effect. Specific examples can be listed under each of these item causes on the horizontal branches. If subbranches are used, reasons or characteristics of each example can be listed. Therefore, fishbone diagrams can be relatively simple visual organizers or more complicated graphics with several levels of detail.

There are numerous cause categories, including human, natural, organism type, physical, chemical, biological, and geological. Other cause categories can include design, location, evolution, mechanism, limits, function, process, environment, age, history, and society.

While causes contribute to an outcome or effect, it is important to remember that we actually work backwards when constructing a fishbone diagram. We start by identifying the outcome or effect, and then finish the diagram by thoroughly identifying the main causes. If the number of causes on a fishbone diagram are limited, students must identify the most important categories that contribute to a single outcome. Our fishbone diagram (Figure 3) supplies only six causes.
Fishbone diagram templates

Fishbone diagrams are relatively easy to construct. With a rectangular or oval stencil box and a ruler, a teacher can quickly draw the lines and category boxes needed for the basic fishbone. Students can supply a fish outline, and embellish or personalize their completed diagrams. We have observed that personalizing a fishbone often leads to student creativity, as students or groups attempt to produce the "best" or most creative fish.

There are also free fishbone diagrams available online for educational use (see Resources). The Holt Online Learning site supplies teaching notes with lessons and tips for classroom use. With the fishbone planner file, teachers can print out blank paper templates for students, or request that students type their categories/causes and outcomes directly on the interactive PDF file. Teachers can also use the interactive feature to supply the outcome and/or cause categories for students. This can be especially helpful for modeling the process and guiding student inquiry when fishbone diagrams are first used in the classroom.


Guide for Reading

(Source: https://binged.it/2L6ZukK)
1. What do you know about that picture?
2. Can you speak another language out of your mother tongue?
3. What foreign language you can speak?
4. Where did you learn foreign language?
5. How did you comprehend your foreign language?
6. Did you find difficulties in learning foreign language?
7. What are factors affecting your foreign language learning?
8. What are good ways to master foreign language?

Vocabulary in Focus
- Education (noun)
- Teacher (noun)
- Development (noun)
- Master (verb)
- Perceive (verb)
- Acquire (verb)
- Effective (adj.)
- Simple (adj.)

Let’s Read

Read the following text!

FACTOR AFFECTS FOREIGN LANGUAGE LEARNING

If we take a look at SL learners, we will notice a very peculiar fact: some students learn a new language more quickly and easily than others. This simple notion is quite familiar to all those who have ever studied a second language, whether at school, at the university or by oneself. Clearly, some language learners are successful by inverting all their time,
determination, hard work and persistence into language learning. However, even though practice and hard work are mostly welcome in SLA, there are other crucial factors influencing success that are largely beyond the control of the learner.

There have been numerous attempts to classify the factors that contribute or positively affect second language acquisition. Some classifications are quite precise and up to the point (Yorio, 1976), some others are rather general, vague or controversial (Lightbown, 1985, etc…).

The first crucial factor that contributes to SLA is age, according to Yorio is age. Perhaps, it’s one of the most debatable issues in the world of language acquisition, but it’s also a very complex and tricky one. This factor has been a juicy topic for many prominent scholars (Selinker, Linneberg, Penfield and others).

Yorio depicted this factor dividing it into 3 classes: Children (1-10), adolescents (11-15), adults (16 and on). According to his taxonomy, language learners throughout their whole life are being inevitably influenced by Biological and Social factors. But the question is: Does age really matter when it comes to SLA or is it all a myth that is waiting to be busted?

The first scholar who started the research on the influence of age in SLA in 1950s was Penfield. He was sure that adult learners have less possibilities to learn a second language than children: “for the purposes of learning languages the human brain becomes progressively stiff and rigid after the age of nine”. He believed that the best age for SLA can be calculated. Penfield thought that after the age of nine the human’s brain and perception get less flexible and suitable for language learning. He didn’t deny the fact that adults can learn a language well, but he thought that the process of SLA becomes more difficult and prolonged after nine years and on.
Lightbown (1985) believed that “adults and adolescents can “acquire” a second language”. However, many present-day scholars and SLA teachers support the views of Linneberg. For example, Helen Doron, CEO of famous Helen Doron English assures that the earlier a child starts to learn a language the better. She says in her interview that “grammar can only be learned in a mother tongue manner up to the age of seven…. After the age of seven the whole brain process is different”.

Another crucial factor in SLA is cognition. It is comprised of general intelligence and language aptitude. By intelligence Lightbown and Spada referred to the “performance on certain kinds of tests”. They narrate that some years ago, it was thought that the higher learner’s IQ, the more likely that this learner will succeed in language learning. However, Lightbown and Spada disagree on that saying that tests like IQ are mostly related to metalinguistic knowledge and cannot predict success in SLA.

So what about language aptitude? What is it and how can we characterize it? By aptitude is meant the following: “Specific abilities thought to predict success in language learning.” (Lightbown and Spada, 2006) According to their work “How languages are learned”, a learner who’s got aptitude for languages learns considerably more quickly than the ones without such aptitude. Let’s imagine a hypothetical class of same-aged learners who are getting the same amount of language instruction and inverting the same amount of practice. Miraculously, there will still be students who are learning better, faster and more efficiently. So to say, gifted students who have it easier to learn foreign languages than for others.

No doubt, this “gift” is related to numerous factors: different social backgrounds, health issues, personal interest, motivation and others. However, I strongly believe and defend the thought that practically anyone can become a successful language learner, no special gift is needed here, just loads of determination and hours of practice.
Another important factor in SLA, according to Yorio, is input. In this case it means how a learner acquires a second language: as a free learner or as an instructed one. Considering the free learner type, the important factors are the place of learning and the type of language contact. Some learners acquire the second language in a foreign setting, second language environment or bilingual environment, in a family setting or with peers. All these factors play a positive role in SLA, since many learners and teachers believe that the best way to learn a foreign language is by living in the environment where this language is spoken on a daily basis.

The next very important factor in SLA is the so-called affective domain. “The affective domain is the emotional side of human behavior and involves a variety of personal factors and feelings.” (Brown, 1994) It is comprised of socio-cultural, egocentric and motivational factors. Let’s look a bit closer at some of them.

As for socio-cultural factors we can distinguish the attitude towards Second language culture, which usually results in a culture shock. When learner’s culture and that of the language he is acquiring are very different, the learner may feel uneasy and even shocked by a drastic change. It’s a natural mechanism that humans use when they encounter with something new, unfamiliar or different. To be honest, when I first came to Spain I also experienced a light culture shock. Everything was so different from our Russian way of life: weather, food, people, manners, incessant communication. But I adopted this way of life and learned to enjoy it.

Extroversion/introversion. There has been many debates on who is the best and most effective language learner: an extrovert or an introvert. We once had a discussion on this topic in class. The majority opted for an extrovert, since extroverted learners are not afraid to communicate and practice more. While introverts are more shy and
sensitive in this aspect. They also tend to “spend time processing the
ideas”. However, there is another evidence that disagrees with the general
perception. When it comes to language learning, introverts result to be
more concentrated and self-sufficient. They usually get into the core of
the problem and in comfortable conditions are likely to make more
progress than their extroverted peers. And the drawback of extroverts is
seen in the dependence on outside stimulation and interaction. (Brown
H.D., 1994)

Self-esteem is another factor in SLA. Learners with low self-esteem
are less likely to participate in class or practice the language. Some of
these students don’t like to speak aloud in front of the class. They may
also think to be less important and that their contributions are not
valuable. A teacher shouldn’t leave out such students, working only with
self-assured students. They should involve them more into the learning
process.

Anxiety is a negative contributor to language learning. When
language students experience anxiety, stress or nervousness, they are less
likely to perform well, their speech production gets less coherent and all
the mistakes get on the surface. According to Lightbown and Spada,
“anxiety interferes with the learning process”.

Inhibition is closely connected with self-esteem. Students with low or
affected self-esteem build a kind of a wall between them and the world,
in order to protect their vulnerable ego. Inhibition affects negatively
language acquisition.

And another extremely important and dominant factor that
contributes to SLA is motivation. It is considered one of the crucial
factors that affect second language acquisition. Students with high level
of motivation are likely to have a bigger success in language learning
than the ones that are not motivated at all, or do not see the reason why
they should learn this or that language.
Vocabulary in text

- Extrovert (adj.)
- Age (noun)
- Puberty (noun)
- Stimulus (noun)
- Effect (noun)
- Influence (noun)
- Self-esteem (noun)
- Cognitive (noun)
- Affective (noun)
- Easy going (adj)

Task 1
Answer the following questions based on the information given in the above text!

1. What is the above text about?
2. What are factors affecting the foreign language learning?
3. Why age becomes factor affecting the foreign language learning?
4. What is the relationship of people cognition with the ability to learn language?
5. Is there any relationship between IQ or intelligence with the foreign language learning development?
6. Do you think the extrovert person will gain better foreign language learning than the introvert?
7. What is self-esteem and how it influences the language learning?
8. Do you think the society condition where the learner lives gives effect to the learning development? Why?
9. How is the best way to improve the ability to comprehend the foreign language?
10. What is the best factor that affect the foreign language learning?
11. When is the best time for person to learn language?

Task 2
Identify the main idea of each paragraph.

<table>
<thead>
<tr>
<th>Main Idea Paragraph 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea Paragraph 2</td>
<td></td>
</tr>
<tr>
<td>Main Idea Paragraph 3</td>
<td></td>
</tr>
<tr>
<td>Continue…</td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Write down in box, the important words that are used by the author to tell the news above. Make sure that you will write only the core words that related to the issue.

<table>
<thead>
<tr>
<th>Core Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 4
Make some note taking using fish bone based on the information you get from the text above

Task 5
Read the following text and do note-taking to help your understanding on the text easier. Use the fish bone. Then compare which is more helpful for you to retain the information.

Should sexual education be implemented in school?

Sex is topic that you cannot avoid if you went with children to zoo. This has been urgent issue for discussing: meaning of such education for children in both middle and high school. This definition includes any training course, which tells about intimacies. It can be pure physiology, psychology of relationships, information about gender roles. Contrary to
popular beliefs, sex education program is necessary not for college students, it is needed to people of all ages.

World’s sex education classes were appeared because of practical necessity – combating sexually transmitted diseases and unwanted pregnancies. To implement sex education is necessary to improve life quality. Within families with many children, parents would be happy not to give birth to them – but they knew nothing about methods of family planning.

In 1956 mandatory lessons on this topic were introduced in Swedish school curriculum, 1964 school students stopped saying that sexual intercourse beyond marriage is unacceptable. The Swedish education system is considered progressive. To date it includes discussion of different aspects of close relationships between people and everything that can affect them, including talking about alcohol, discussing gender issues and pupils’ views about their own bodies. Each paragraph should contain one argument or fact.

Sex education programs should be adapted to children of different ages and should be given according to age and form that will be understandable and accessible to child. From age of two, child can and should be told about ideas of consent and refusal. With schoolchildren it is worth discussing more “adult truth about sex”: sexual orientation, unprotected sex etc.

Opponents sex education claims teaching sex education harm kids psyche. It is wrong. With correct lessons students are taught to cope with complexes about their own appearance, their body, and prevent harassment by classmates.

Conservative approach is ineffective. In conservative states teenagers start sexual activity, are poorly protected and become pregnant at young age. Studies of Catholic Northern Ireland have shown, where
sex education is poor developed, abortion is prohibited by law. Comprehensive sex education is promotion of health, not immorality.

(source: https://argumentpaper.com/sex-education-argumentative-essay-example/)

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.” — George R.R. Martin, A Dance with Dragons
OVERVIEW

Brainstorm
Reading
Reading strategy
Activity
Timeline
RA Kartini Biography
Timeline, skimming, and scanning
Discussion and cooperative learning

OBJECTIVES

- Students are able to define the main ideas of text by skimming the text
- Students are able to identify the important details by scanning the text
- Students are able to design the timeline to convert salient points into diagrammatic display
- Students are able to explain timeline to classmates

(Source: https://binged.it/2Vzlg4m)
NOTE

Your successful compose your timeline depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept

Discuss the following question!
1. Have you ever experienced getting difficult to manage ideas in sequence after reading recount, narrative, or any other text?
2. How did you tell what you have read in sequence?
3. What makes you hard to recall your memory after reading?
4. What did you do to cope your problems on memorizing reading information difficulty?

Which of the following statements do you agree/disagree with? And why?
1. Reading history text may takes along time since it has many important dates to remember
2. Remembering the sequential story without recognizing the order will be very difficult
3. We can make timeline to make easier managing information which is in sequence
4. Life experience, history, working plan, are made in sequence
Look and observe the following picture and solve the case!

(Source: https://binged.it/2UL7pU8)

- What is the picture about?
- What is the function of that picture?
- How can that picture help you in reading?
- What is the situation in reading which ask you to use that strategy?
- Will that strategy help you when retelling it to other?
- What is the basis for you to manage the idea for timeline to be in order?
- What are reading materials that suitable to be organized using timeline?
- How is the best way to make timeline more attractive?
Educators may find timelines a useful strategy for a variety of educational purposes. They can be used to record events from a story or a history lesson in a sequential format. They can help students keep events in chronological order as they write summaries. But most important of all, they can also provide comprehension support to English language learners (ELLs), helping them make connections and recognize patterns in a series or process. Because numerical markers such as hours, years, days or months are placed apart with plenty of space in between, timelines can appear visually less complex than pure text, helping ELLs more easily relate events to their corresponding times. Both educators and parents can use timelines to help students organize information in a chronological sequence so that they can better understand growth, change, recurring events, cause and effect, and key events of historical, social, and scientific significance (Moline, 1995).

**Procedure**

1. **Select Timeline’s Content**
   Establish a context for the chronology you want students to focus on. If you are studying a particular moment in history,
such as the civil rights march from Selma to Montgomery, Alabama, you would want students to be aware of key events that led up to this moment. Sometimes you also want students to know what occurred after the focal event. You should aim to include enough events on the timeline so that each student, or pairs of students, can be assigned one event.

2. **Prepare Materials**
   In preparation for this activity, we suggest placing each of the events on an index card or a standard-size sheet of paper, along with the date when it occurred. Rather than distributing the timeline slips randomly, you might want to give certain students easier or more challenging items, depending on their strengths and weaknesses. When students present their timeline events, it is best if they are sitting or standing so that they are able to see and hear each other. This activity often works best if students stand or sit in a U-shaped line rather than in a straight-line formation.

3. **Students Prepare for Presentations**
   Assign each student one event from the period that you are highlighting. Each event should be described along with the date it occurred. Whether students work individually or in pairs, here is an example of instructions you can provide:
   - Read over your timeline event once or twice.
   - Rewrite the timeline item in your own words. If you are having trouble writing the statement in your own words, ask for help.

   An extension of this activity asks students to create or find an image that corresponds with their event.

4. **Build Your Human Timeline**
   Invite students to line up in the order of their events. Then, have
students present their events. After each event is presented, students can suggest possible causes of the event and can pose questions about what happened and why. These questions can be posted on the board for students to answer later.

5. Evaluate Students’ Learning (Optional)

After all students have presented their events, sometimes teachers give students a timeline with relevant dates but no descriptions. Based on what they recall from the class timeline activity, students then complete this written timeline. This can be done individually or in small groups. Sometimes teachers ask students to add images to their timelines.

(source: http://www.colorincolorado.org/article/using-timelines-enhance-comprehension)

Guide for Reading

(Source: https://binged.it/2PwrsVA)
1. What do you know about that picture?
2. What is her best achievement?
3. What was the book she wrote?
4. Where is she from?
5. What is her relationship with woman?
6. What is her contribution which people can see now especially in Indonesia?
7. Can you explain her life span sequentially?
8. When is her brightest time as being noted in the history of the country?

**Vocabulary in Focus**
- Woman (noun)
- Movement (noun)
- Achievement (noun)
- Feeling (noun)
- Level (noun)
- Position (noun)
- Treatment (noun)
- Law (noun)
- Obligation (noun)
- Egalitarian (noun)
- Emancipation (noun)
- Education (noun)
- Job (noun)
- Protest (noun)
- Opinion (noun)
Raden Ajeng Kartini was born on 21 April 1879 in Jepara. She was a leading feminist of women emancipation in Indonesia. Her father was an assistant for the district chief of the city. Her first dream was becoming like her mother, working hard for others. She went to a Dutch school but when she was 12 years old her father prohibited her from continuing her studies because of the tradition - a noble girl was not allowed to have a higher education, they had to be secluded.

Ibu Kartini was very concerned because of education in Indonesia especially for women. Because of her concerns, she found a school only for women in Indonesia.

She sometimes discussed the issues together with a Dutch couple, the Ovinks. They were amazed with Kartini's fluency in Dutch. Kartini had a book to read from Mrs. Ovink and started to correspond with people in the Netherlands. In her letter to her pen friends, Kartini always discussed feminist matters and revealed her dream of equality between men and women in Indonesia. Kartini insisted that she continue her studies although her father was against it. Finally Kartini wrote a letter to the Education and Culture Director, Mr. Abendanon, who sent her a very promising reply. Kartini married a regent and moved to Rembang in 1903 in Central Java. She wrote a book called "Habis Gelap Terbitlah Terang"
(Through Darkness to Light) which consists of the collection of her letters to her friends. She passed away in November 1904 while giving birth to her first son.

Every school from kindergarten to high school level celebrates Kartini Day by having a flag ceremony and singing the Ibu Kartini song. Kindergarten and elementary schools usually have special events like poem reading competitions, drawing competitions, modeling competitions (girls wear a costume like Ibu Kartini's, with kebaya and batik cloth. In Jepara there is a Kartini Museum which contains a collection of Kartini's personal belongings, including furniture from her house, several photos, letters written by her and other documents relating to her life.

(Source: https://www.linkedin.com/pulse/factors-affecting-foreign-language-learning-irina-bespalova)

Vocabulary in text
- Concern (verb)
- Woman (noun)
- Discuss (verb)
- Married (verb)
- Personal (adj.)
- Belonging (noun)
- Museum (adv.)
- Consist (verb)
- Central (adj.)
- Secluded (verb)

Task 1
Answer the following questions based on the information given in the above text!
1. What is the text about?
2. Who is Kartini?
3. Was Kartini coming from rich family?
4. What made Kartini need to write book about woman?
5. How was the condition of woman at Kartini time?
6. In your opinion, what is the philosophical value from Ibu Kartini work “habis gelap terbitlah terang” meaning?
7. Comparing to the condition of woman nowadays, how do you thing Kartini effort to support woman egalitarian toward man?
8. What is the role of woman which is expected by Kartini?
9. Mention the important dates you find in Kartini’s life!

Task 2
Mention the data you find in the text based on the stated time

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1879</td>
<td></td>
</tr>
<tr>
<td>1891</td>
<td></td>
</tr>
<tr>
<td>1903</td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Write down in box, the important words that are used by the author to tell the news above. Make sure that you will write only the core words that related to the issue.

<table>
<thead>
<tr>
<th>Core Words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 4
Make some note taking using fish bone based on the information you get from the text above

Task 5
Read the following text and do note-taking to help your understanding on the text easier. Use the timeline. Then compare which is more helpful for you to retain the information.

**WORLD WAR II**

World War II (often abbreviated to WWII or WW2), also known as the Second World War, was a global war that lasted from 1939 to 1945.
The vast majority of the world's countries—including all the great powers—eventually formed two opposing military alliances: the Allies and the Axis. A state of total war emerged, directly involving more than 100 million people from over 30 countries. The major participants threw their entire economic, industrial, and scientific capabilities behind the war effort, blurring the distinction between civilian and military resources. World War II was the deadliest conflict in human history, marked by 50 to 85 million fatalities, most of whom were civilians in the Soviet Union and China. It included massacres, the genocide of the Holocaust, strategic bombing, premeditated death from starvation and disease, and the only use of nuclear weapons in war.

Japan, which aimed to dominate Asia and the Pacific, was at war with China by 1937, though neither side had declared war on the other. World War II is generally said to have begun on 1 September 1939, with the invasion of Poland by Germany and subsequent declarations of war on Germany by France and the United Kingdom. From late 1939 to early 1941, in a series of campaigns and treaties, Germany conquered or controlled much of continental Europe, and formed the Axis alliance with Italy and Japan. Under the Molotov–Ribbentrop Pact of August 1939, Germany and the Soviet Union partitioned and annexed territories of their European neighbors, Poland, Finland, Romania and the Baltic states. Following the onset of campaigns in North Africa and East Africa, and the fall of France in mid-1940, the war continued primarily between the European Axis powers and the British Empire. War in the Balkans, the aerial Battle of Britain, the Blitz, and the long Battle of the Atlantic followed. On 22 June 1941, the European Axis powers launched an invasion of the Soviet Union, opening the largest land theatre of war in history. This Eastern Front trapped the Axis, most crucially the German Wehrmacht, into a war of attrition. In December 1941, Japan launched a surprise attack on the United States as well as European colonies in the
Pacific. Following an immediate U.S. declaration of war against Japan, supported by one from Great Britain, the European Axis powers quickly declared war on the U.S. in solidarity with their Japanese ally. Rapid Japanese conquests over much of the Western Pacific ensued, perceived by many in Asia as liberation from Western dominance and resulting in the support of several armies from defeated territories.

The Axis advance in the Pacific halted in 1942 when Japan lost the critical Battle of Midway; later, Germany and Italy were defeated in North Africa and then, decisively, at Stalingrad in the Soviet Union. Key setbacks in 1943, which included a series of German defeats on the Eastern Front, the Allied invasions of Sicily and Italy, and Allied victories in the Pacific, cost the Axis its initiative and forced it into strategic retreat on all fronts. In 1944, the Western Allies invaded German-occupied France, while the Soviet Union regained its territorial losses and turned toward Germany and its allies. During 1944 and 1945 the Japanese suffered major reverses in mainland Asia in Central China, South China and Burma, while the Allies crippled the Japanese Navy and captured key Western Pacific islands.

The war in Europe concluded with an invasion of Germany by the Western Allies and the Soviet Union, culminating in the capture of Berlin by Soviet troops, the suicide of Adolf Hitler and the German unconditional surrender on 8 May 1945. Following the Potsdam Declaration by the Allies on 26 July 1945 and the refusal of Japan to surrender under its terms, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki on 6 and 9 August respectively. With an invasion of the Japanese archipelago imminent, the possibility of additional atomic bombings, the Soviet entry into the war against Japan and its invasion of Manchuria, Japan announced its intention to surrender on 15 August 1945, cementing total victory in Asia for the Allies. Tribunals were set up by fiat by the Allies and war crimes
trials were conducted in the wake of the war both against the Germans and the Japanese.

(source: https://binged.it/2VvkENg)

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.” — George R.R. Martin, A Dance with Dragons
OVERVIEW

Brainstorm          Deductive Reasoning
Reading             Why people should do exercise
Reading strategy    Skimming, and scanning
Activity            Discussion and cooperative learning

OBJECTIVES

- Students are able to recognize the type of exposition text
- Students are able to identify the topic sentence and supporting sentences in text
- Students are able to examine that the reasons precede the topic sentence
NOTE

Your successful deductive reasoning recognition depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept.

Discuss the following question!

1. Have you ever heard what is called as reasoning?
2. Do you know deductive? What is that?
3. How do you understand deductive reasoning?
4. Where can you find such example of deductive reasoning?
5. Which text genre that may use deductive reasoning? Give example!

Which of the following statements do you agree/disagree with? And why?

1. Some people tend to mention their opinion before arguing someone’s idea
2. Giving facts and proofs earlier will strengthen someone’s idea opposing others
3. Deductive reasoning will be started by the conclusion or the core idea or main idea of the author
4. Deductive reasoning can be in the form of examples from the main idea that will be told
Look and observe the following picture and solve the case!

**Deductive Reasoning**

From vague

To specific

(Source: https://binged.it/2IO89GL)

- What is the picture about?
- What can you explain from the above picture?
- In what way, that picture is reflected in the reading material?
- Which theme is suitable for being composed with that picture flow of thinking?
- What is deductive reasoning?
- What are the characteristics of deductive reasoning?
- Will you find this flow of thinking only in reading sources or you can find it in spoken situation? Can you give examples to support it?
- How may this flow of thinking influence reader?
DEDUCTIVE REASONING

Deductive reasoning represents an important form of logical reasoning that is widely applied in many different industries and valued by employers. By highlighting your deductive reasoning throughout your job search, you can show employers you know how to use logic to benefit the organization.

What is Deductive Reasoning?

Deductive reasoning relies on a general statement or hypothesis (sometimes called a premise or standard) held to be true to reach a specific, logical conclusion. This kind of reasoning sometimes is referred to as top-down thinking or moving from the general to the specific. A common example is this: If \( A = B \) and \( B = C \), then deductive reasoning tells us that \( A = C \). This is different from inductive reasoning, sometimes known as bottom-up thinking, which involves making broad generalizations based on specific observations.

Workplace Applications

Employees who accept established premises and formulate approaches to their work based on those premises are using their deductive reasoning skills. Overall, they are guided by the philosophy, policies, and procedures embraced by their employers. They hold any standards of the department or organization to be true. In their day-to-day activity, they are guided by their knowledge of the job, company, industry, and relevant trends as they make decisions and solve problems.
Examples

There are many ways deductive reasoning can be applied, but these are a few examples:

1. A consumer products company accepts the premise that professional women are overloaded with family and work responsibilities and strapped for time. From this, they deduce they can be successful marketing hair coloring product can be applied in less time than their competition's hair coloring product.

2. Development executives at a college believe professionals working in the financial sector make the best donors. So, they deduce that they should target alumni working in finance when it comes time to plan their next fundraising strategy.

1. A supermarket manager believes candy products are an impulse buy. She deduces that she can sell more by placing candy displays close to store entry paths.

2. A food products company identifies a trend that shows consumers to favor organic products. Its marketing department deduces it can boost sales by increasing the size of the lettering for the word "organic" when redesigning their packaging.

How to Highlight Your Deductive Reasoning

When applying for jobs, it's a good idea to highlight your deductive reasoning skills. This is particularly important if you are applying for a managerial position in which you will have to make important decisions that will affect the company.

While you don’t need to include the key phrase “deductive reasoning” on your job materials unless that is a specific requirement of the job, you might mention in your cover letter or resume a specific time that you used deductive reasoning at work to benefit the company. Specific examples will clearly show employers how you use your logic to bring value to the company you work for.
If you are asked questions about logic or deductive reasoning in your interview, you can use the STAR interview response technique. STAR stands for:

- Situation
- Task
- Action
- Result

When answering a question with this technique, start by explaining the situation: Where were you working? What project were you working on? Then, the task: What was the problem you had to solve? What standard or premise did you hold to be true? Then, the action you took: What conclusion did you come to based on the standard? What decision did you make? Finally, the result: How did your action result in an improvement at the company?

(source: https://www.thebalancecareers.com/deductive-reasoning-definition-with-examples-2063749)
1. What do you know about that picture?
2. What are they doing?
3. Why some people routinely do activities in picture?
4. How can that activities influence people’s life?
5. Do you know some research findings related to that picture? Explain them?
6. Do you do the same thing as in pictures?
7. How do you feel when you do that activities regularly every day or every week?
8. What is the cheapest and easiest sport you may know to do in your house?

Vocabulary in Focus

- Sport (noun)
- Exercise (noun)
- Sweaty (adv.)
- Motivated (adj.)
- Strong (adj.)
- Nutritious (adj.)
- Active (adj.)

Let’s Read

Read the following text!

WHY PEOPLE SHOULD EXERCISE

In the past, I have never been inclined to participate in sports. Honestly, I didn’t like it, but many persons whom I lived with kept telling me everyday how good it was. Since the peer pressure was growing, I
decided to go to the gym. It wasn’t until then that I could really understand people when they said exercise really helped a person get organized and keep yourself in a healthy physically and mentally.

For starters, when you are a lazy person, it is difficult to take the first step, but it is all a matter of committing yourself to something that will provide you a lot of positive feedback. Once you start doing exercise and observing positive results, you actually enjoy it. It takes a lot of effort and strong will, but it’s worth it. The principal thing to do is to participate in an activity you like. If you do you’ll start organizing your day in a way that enables you to do everything you have to, including exercising. You will no longer be a person stressed-out without time to carry on with all your activities.

Second, it is obvious that once you exercise you will have a better condition. You will be healthier in a physical way. It is probable that you will lose weight and your muscles will get stronger and stronger. Your body will feel good, full of energy and it will respond immediately to any action you want to do, any activity that has to be done with high spirits.

The third reason why exercising is good is that it affects you positively in a mental and psychological way. Doing exercise helps you set specific goals which along with strong will can be achieved. When you do that, you are aware of your abilities, accept your weaknesses, and your self-esteem goes up. Any sport distracts you because it helps you not to think about school, friends, problems, among other things. It brings you time to think about yourself and no one else. It helps you keep your mind busy and to avoid dangerous habits like drugs.

Doing exercise is very important to any person of any age. The positive effects of exercising, which I’ve already mentioned, are like a chain. Once you do a sports activity that you like, you get organized; therefore, you start doing things the right way and get enormous benefits
which make you feel good as a whole human being. You start living your life happily.


Vocabulary in text

• Inclined (verb)
• Every day (adv.)
• Distracts (verb)
• Organized (verb)
• Aware (verb)
• Habit (noun)
• Mental (noun)
• Positively (adv.)
• Dangerous (adj.)

Task 1

Answer the following questions based on the information given in the above text!

1. What is the text about?
2. Do you think people need to do some physical exercises everyday?
3. Why do we need to do physical exercises regularly?
4. Why people tend to be lazy to do exercises?
5. What is the effect of people laziness to exercises?
6. What is the relationship between exercises and physical health?
7. Does the exercise influence people mental condition? Give example!
8. How can regular exercise affect people working productivity and achievement?
Task 2
Find the main idea each paragraph in the text!

<table>
<thead>
<tr>
<th>Item</th>
<th>Main Idea</th>
<th>Beginning / End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 2</td>
<td></td>
<td></td>
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<tr>
<td>Paragraph 3</td>
<td></td>
<td></td>
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<tr>
<td>Paragraph 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Find the reasons you find as the support to the main idea in each paragraph!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Idea</th>
<th>Supporting Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 4
Identify the main idea and the supporting idea in the following paragraph. Then, present it in front of class.
**Text One**

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

**Text Two**

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every student’s desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction. After that the laptop
will be delivered to the students’ houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

(source: https://nurinuryani.wordpress.com/kumpulan-tugas/analytical-exposition-2/)

Task 5
Identify the following Deductive Reasoning Practice Exercise. Which is an example of a deductive argument?

a. There are 25 CDs on the top shelf of my bookcase and 14 on the lower shelf. There are no other CDs in my bookcase. Therefore, there are 39 CDs in my bookcase.

b. Topeka is either in Kansas or Honduras. If Topeka is in Kansas, then Topeka is in North America. If Topeka is in Honduras, then Topeka is in Central America. Therefore, Topeka is in Kansas.

c. No one got an A on yesterday's test. Jimmy wasn't in school yesterday. Jimmy will make up the test today and get an A.

d. All human beings are in favor of world peace. Terrorists don't care about world peace. Terrorists bring about destruction

Task 6
Which of the following would make the best major premise for a deductive argument? Give the reason!

Remember that the two important factors for the major premise are: 1. It relates two terms. 2. It is stated as a generalization, rule, or principle.

The choices are:

a. No one knows if an asteroid will collide with the Earth.
b. There are no asteroids.
c. Those who believe asteroids will hit the Earth have overactive imaginations.
d. Scientists have proven asteroids will not hit the Earth.

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.” — George R.R. Martin, A Dance with Dragons
OVERVIEW

Brainstorm: Inductive reasoning
Reading: Social media is bad for teenagers
Reading strategy: Skimming, and scanning
Activity: Discussion and cooperative learning

OBJECTIVES

- Students are able to recognize the type of exposition text
- Students are able to identify the topic sentence and supporting sentences in text
- Students are able to examine that the reasons come after the topic sentence
NOTE

Your successful inductive reasoning recognition depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept.

Discuss the following question!
1. Have you ever heard what is called as reasoning?
2. Do you know inductive? What is that?
3. How do you understand inductive reasoning?
4. Where can you find such example of inductive reasoning?
5. Which text genre that may use inductive reasoning? Give example!

Which of the following statements do you agree/disagree with? And why?
1. Some people tend to mention their opinion after mentioning their main idea
2. Giving facts and proofs earlier will strengthen someone’s idea opposing others
3. Inductive reasoning will be ended by the conclusion or the core idea or main idea of the author
4. Inductive reasoning can be in the form of examples from the main idea that will be told
Look and observe the following picture and solve the case!

(Source: https://binged.it/2DBSENX)

- What can you explain from the above picture?
- In what way, that picture is reflected in the reading material?
- Which theme is suitable for being composed with that picture flow of thinking?
- What is inductive reasoning?
- What are the characteristics of inductive reasoning?
- How may this flow of thinking influence reader?
- What is the different use of inductive and deductive reasoning?
INDUCTIVE REASONING

Definition

Inductive reasoning, or induction, is one of the two basic types of inference. An inference is a logical connection between two statements: the first is called the premise, while the second is called a conclusion and must bear some kind of logical relationship to the premise.

Inductions, specifically, are inferences based on reasonable probability. If the premise is true, then the conclusion is probably true as well. This is in contrast to deductive inferences, in which the conclusion must be true if the premise is.

Examples

- **Premise**: Every day so far, the sun has risen in the East and set in the West.
  - **Conclusion**: The sun will probably continue to rise in the East and set in the West.

- **Premise**: Every time I use the can opener, my cat comes running into the kitchen.
  - **Conclusion**: The cat probably thinks I am opening a can of tuna or wet food.

- **Premise**: Ben has visited four places today, and Sam has gone to those places soon after.
  - **Conclusion**: Sam is probably following Ben.
Often, Inductive reasoning produces a general conclusion from a specific premise. They start with particular observations of a pattern, and then infer that there’s a general rule. For example, everyone knows the general rule in Example #1: the sun always rises and sets the same way. That rule is based on a huge accumulation of data points, not on a mathematical “proof” or derivation from other abstract rules. This is a common feature of inductions, but it isn’t always present (for example, #2 is not deriving a general rule).

**Inductive reasoning vs. Deductive reasoning**

Unlike inductive reasoning, deductive reasoning, or deduction, is based on absolute logical certainty. If the premise is true, there’s no way for the conclusion not to be true. Deduction is the basis for mathematics, but is also used in formal statements such as definitions or categorizations.

**Examples**

**Premise:** 2+2=4  
**Conclusion:** 4-2=2  
**Premise:** All gorillas are primates, and Koko is a gorilla.  
**Conclusion:** Koko is a primate.  
**Premise:** The cat always comes running when I ring this bell, and she isn’t coming.  
**Conclusion:** I haven’t rung the bell.

Although deductive reasoning is logically certain, they do not provide new information. In each of these examples, the conclusion is already contained in the premises; the conclusion is just another way of stating the premise. Thus, inductive reasoning is often more useful in science and everyday life because they allow us to generate new
ideas about the world, even if those ideas are based on probability rather than certainty.

In addition, deductions are sometimes misleading in their certainty. That’s because the conclusion will only be true if the premise is true, and in the real world things are usually too messy for that. For example, in the third example we can be absolutely certain of the conclusion if the premise is true; but are we sure that it is? There are probably no actual cats who are so reliable that we can say they will always behave a certain way.

**The History and Importance of Inductive reasoning**

For as long as living things have had brains, they have been making inductive inferences: mice learn to avoid the electrified corner of their cage, inferring probable future events from painful past experience; zebrafish detect small fluctuations in the water and infer (consciously or not) the likely size of an approaching fish through murky water. In cases like these, the animal’s brain is making an inductive inference.

If we couldn’t use inductive reasoning, we wouldn’t survive a single day. When you go to the fridge for a snack, you do it on the basis of an inductive inference: normally when I go to the fridge there’s something there to eat; therefore there will probably be food there today as well. You walk to school following the induction that the building will probably still be standing and the doors will be open for you. In a bigger sense, inductive reasoning tells you that making bad choices will probably lead to unhappiness down the road. These inferences are all based on probability and prior experience, not logical certainty.

Because inductions are not logical certainties, some philosophers see them as inferior to deductions. In their eyes, philosophy needs to
be rigorous and skeptical, accepting only those truths that can be logically proven. But the Scottish philosopher David Hume pointed out that this was an impossible way to live. Hume demonstrated that some of our most basic beliefs are based on inductive reasoning: it’s only by induction that we believe the sun will rise tomorrow, or that we have a personal identity that lasts from day to day. These are central truths for human existence, but they can’t be proven through deductive logic. Thus, for Hume deductive certainty was an unrealistic standard for philosophy to hold itself to.

(source: https://philosophyterms.com/inductive-reasoning/)
1. What do you know about that picture?
2. What are they doing?
3. Why some people routinely do activities in picture?
4. How can that activities influence people’s life?
5. Do you know some research findings related to that picture?
   Explain them?
6. Do you do the same thing as in pictures?
7. Do you think communicating with people through social media or networking is more common nowadays than oral communication?
8. What are the bad effect of social networking for teenagers?

**Vocabulary in Focus**
- Passive (adj.)
- Communication (noun)
- Silent (adj.)
- Network (noun)
- Internet (noun)
- Chat (verb)
- Orally (adv.)

**Let’s Read**

Read the following text!

**SOCIAL MEDIA ARE BAD FOR TEENAGERS**

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life,
particularly for teenagers. Social media is becoming more than just a part of their world, it’s becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Social media has allowed teenagers to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this “always connected” activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media. So, today teens don’t know how to disconnect.

The fact mentions teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don’t miss out. Hence the study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression.

Another impact social media has had on teens is teens being more comfortable online doing things that they should be more sensitive to doing. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week. Those prove
that social media brings bad impacts to teenager mentally and emotionally.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers’ health both mentally and emotionally.

(Source: http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text_3.html)

**Vocabulary in text**

- Teenagers (noun)
- Comfort (noun)
- Separate (adj.)
- Spending (verb)
- Harmful (adj.)
- Exposure (noun)
- Emotionally (adv.)
- Anxiety (noun)
- Depression (noun)
- Health (noun)
- Mentally (adv.)
- Emotionally (adv.)

**Task 1**

Answer the following questions based on the information given in the above text!
1. What is the text above about?
2. What social media are teenagers likely to attach with?
3. How is the attachment of teenagers to social media nowadays?
4. Why the author mention the word “disconnect” (paragraph two)?
5. What are the emotional problems faced by teenagers when they are dependent to social media?
6. What are the mental problems faced by teenagers when they are dependent to social media?
7. What are the health problems faced by teenagers when they are dependent to social media?
8. Can you find more problems which may occur to teenagers who are too dependent to social media?
9. Do you think that somehow the bad things found because of social media may be avoided? How and explain with examples to prove?
10. What is the best way to cure the teenagers’ dependency to social media? Explain the details!

Task 2
Find the main idea each paragraph in the text!

<table>
<thead>
<tr>
<th>Item</th>
<th>Main Idea</th>
<th>Beginning / End</th>
</tr>
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<tbody>
<tr>
<td>Paragraph 1</td>
<td></td>
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<td>Paragraph 2</td>
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<td>Paragraph 3</td>
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<td>Paragraph 4</td>
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<tr>
<td>Paragraph 5</td>
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</tbody>
</table>
Task 3
Find the reasons you find as the support to the main idea in each paragraph!

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Idea</th>
<th>Supporting Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>5</td>
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</tr>
</tbody>
</table>

Task 4
Identify the main idea and the supporting idea in the following paragraph. Then, present it in front of class.

**STUDENTS AND THEIR CELLPHONES**

Cellphones or mobile phones are important for people nowadays. The reason behind it is the use of cellphones is not only for communication, but also for several things. Today’s cellphones can be used for taking pictures, taking videos, listening to the music, recording voice, storing documents, and playing games. Therefore, most of people use cellphone as their mobile storage devices. Adult, teenagers, children, working people, or students have cellphone in their pocket. They have become obligatory things to be brought by people nowadays. However
should the students be allowed or be banned to bring cellphones to their school?

Nowadays many students bring cellphones to their school. Many schools allow their students to bring cellphones so their students can communicate with their parents easily. But some other schools ban the use of cellphones at school. It is quite reasonable since bringing cellphones to school may cause several disturbance in the teaching and learning process. Many students who bring cellphone use it irresponsibly during the learning activities. For example, they use cellphone for listening to the music during the learning activities. Some others use it to chat with other students. Some girls use the front camera to take selfie when their teacher are explaining learning materials. Those use of cellphones will distract the students’ concentration when studying at school.

Besides using cellphone during learning activities, the students may use cellphone as a media for cheating. Many students use cellphone to text their friends during the examination. The students may also see their learning notes in their cellphone during examination. Therefore, many schools should make a strict rule for students who bring cellphones to their school. For example, all cellphones should be turned off or should be switched into vibrated mode during the learning process. If a student has to answer a call during the learning process, she or he has to get permission from the teacher and pick the phone outside the classroom. When doing examination, all the students have to turn off their cellphone. Their teacher may also collect all cellphones during the examination. From the aforementioned explanation, the students need to use cellphone wisely so cellphone will not become disturbance during the learning activities or during the examination.
Task 5
Identify the following reasoning practice exercise. Decide which is inductive and which is deductive!

1. The Giants have lost their last seven games. Thus, they will probably lose their next game.
2. If you brush and floss your teeth daily then you will have fewer cavities. Marie brushes and flosses her teeth daily. Thus, she will have fewer cavities.
3. Jones will play tennis today if Smith plays. Jones will not play tennis today. Thus, Smith will not play.
4. 4 out of 5 times I beat Corey at pool and I'm going to play him tomorrow. So, I'll very likely win.
5. If Bush's popularity goes below 20% then he'll be forced to cut and run from Iraq, but that's not the case now.
6. No man has ever gotten pregnant. Thus, no man ever will get pregnant.
7. Most people are pro-choice on abortion. At least most of the people I know.
8. John is a heavy drinker. After all, he's Irish.
9. It has been observed that earthquakes precede the eruption of volcanoes. Thus, earthquakes cause volcanoes to erupt.
10. Six schools in other countries that favor year-round school have higher test scores than the US in math, science, and geography. Therefore, the US should have year-round schools.
11. All students go to school. You are a student. Therefore you go to school.
12. All birds can fly. An ostrich is a bird. Therefore an ostrich can fly.
13. To graduate from school, a student must earn twenty credits. Sal will graduate next month. Therefore, Sal must have earned twenty credits.
14. Rufus and Rose came back from the beach with sunburns. It must have been a sunny day at the beach.
15. Five of the twenty students surveyed like the new dance policy. Those five were from the senior class. The senior class likes the new policy.
16. Generally, when food consumed contains more calories than needed, the excess calories are stored as fat. Many teenagers eat far more high calorie foods than their bodies need. Consequently, many teenagers are overweight.
17. The number of endangered plant and animal species is on the rise worldwide because of the destruction of their habitats. Much of the Florida panther's habitat has been taken over by land developers, and the panther's food source is dwindling. Presently, there are very few Florida panthers remaining. Therefore, the Florida panther should be placed on the endangered species list.
18. Two episodes of the Big Bang Theory made me laugh and laugh LOLOLOLOL! Therefore, The Big Bang Theory is always funny.
19. Every day, I leave for work in my car at eight o'clock. Every day, the drive to work takes 45 minutes I arrive to work on time. Therefore, if I leave for work at eight o'clock today, I will be on time.
20. Jimmy got bitten by a dog. Jimmy is now scared of all dogs.
21. An apple a day keeps the doctor away. Joe ate an apple every day. Dr. Dre stayed away.
22. All even numbers are divisible by 2. 28 is even. Therefore 28 is divisible by 2
23. All chemists are smart, since chemists are scientists and all scientists are smart.
24. Earth, Mars, and Jupiter travel about the sun in elliptical orbits; therefore, all planets travel about the sun in elliptical orbits.
25. My daddy has curly hair. My brother has curly hair. Therefore everyone I am related to has curly hair
26. Since all squares are rectangles, and all rectangles have four sides, all squares have four sides.
27. All dogs are mammals. All mammals have kidneys. Therefore all dogs have kidneys.
28. All wombats are mortal. Socrates is a man. Therefore, Socrates is mortal.
29. Most lights in the night sky are stars. I just saw a light in the night sky. The light I saw must have been a star.
30. Alice is going to the emergency room because she has fractured her arm. Bone fractures are always painful. Therefore, Alice is in pain.
31. The last 10 windstorms in this area has come from the north and been preceded by a cloud of dust. I can see a big cloud of dust in the distance; so, a new windstorm is probably coming from the north.
32. The chair in the living room is red. The chair in the dining room is red. The chair in the bedroom is red. All chairs in the house are red.
33. Two-thirds of the students at this college receive student aid. Therefore, two-thirds of all college students receive student aid.
34. When they play in their bedroom, the children in that house usually yell loudly. I can hear children yelling in that house, therefore the children must be playing in their bedroom.

35. Cacti are plants and all plants perform photosynthesis; therefore, cacti perform photosynthesis.

“A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one.” — George R.R. Martin, A Dance with Dragons
OVERVIEW

<table>
<thead>
<tr>
<th>Brainstorm</th>
<th>Inductive reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Real TOEFL reading material</td>
</tr>
<tr>
<td>Reading strategy</td>
<td>Skimming, note taking, and scanning</td>
</tr>
<tr>
<td>Activity</td>
<td>Discussion and cooperative learning</td>
</tr>
</tbody>
</table>

OBJECTIVES

- Students are able to identify the text type in the reading test
- Students are able to analyze the generic structures, linguistics features, and social function of text to grasp the general idea
- Students are able to recognize the best answer to the reading comprehension question in test
NOTE

Your successful doing the TOEFL and IELTS reading test depends on your understanding of its overall meaning which means you successfully grab the topic. Identify the language features that direct your view into certain topic. To strengthen your understanding, you may make notes by taking some dictions and place them into well-structure simple note as your mind-concept as practice. Later, you have to put your note in your imagination.

Discuss the following question!

1. What do you know about TOEFL? What its parts?
2. What do you know about IELTS? What are its parts?
3. Have you ever tried doing those tests?
4. How were your test score?
5. What are difficulties you have found in the tests?
6. How do you think you may improve your tests score in the future?
7. What are common points appeared in TOEFL and IELTS tests?

Which of the following statements do you agree/disagree with? And why?

1. TOEFL is considered easier than IELTS
2. IELTS reading text is more complicated than TOEFL reading text
3. IELTS reading texts are graded from the shortest to the longest
4. TOEFL reading texts are set around 200-300 words per text
5. Doing TOEFL and IELTS reading test must consider all reading strategies especially skimming, and scanning

Challenge

Look and observe the following picture and solve the case!

(Source: https://binged.it/2PzTQWO)

- What can you explain from the above picture?
- How long do you do TOEFL reading test?
- What are the components of reading appear in TOEFL reading test?
- What are questions that mostly appear in TOEFL reading test?
- What are the best strategy to be successful in TOEFL reading test?
- Do you think the vocabulary mastery will help a lot for being successful in TOEFL reading?
- Which is more complicated, TOEFL reading test or IELTS reading section?
TOEFL READING

TOEFL Reading Introduction

The reading section is the first section of the TOEFL iBT test. It tests your ability to read and answer questions at an academic level. It contain 3-4 passages with each passage containing 12-14 questions for a total of 36-56 questions. Each passage is generally 600 to 700 words long. You'll have 60-80 minutes in which to finish this section. When you are taking the reading test, you can skip answers and come back to them later. You can come back and change your answers at any time during the reading testing period.

Reading Difficulty Level

The TOEFL reading difficulty level is equivalent to an introductory undergraduate university textbook. Most of the passages' context is North American, but you may also see some international contexts from United Kingdom, Australia, and New Zealand. The passages cover a wide range of topics such as

- Social science including anthropology, economics, psychology, urban studies, and sociology
- Science and technology including astronomy, geology, chemistry, biology, physics, engineering
- History, government, biography, geography, and culture
- Art including literature, painting, sculpture, drama, and architecture

Even though the reading passages can be difficult to understand, you don't necessarily have to understand it all. By learning the strategies to answer each reading question type, you can get a high TOEFL score.
without fully understanding the reading passage. The first thing you need to learn are the different types of TOEFL reading question types.

**The 10 TOEFL Reading Question Types**

The TOEFL reading questions can be broken down into 10 different reading question types:

1. Vocabulary
2. Reference
3. Inference
4. Purpose
5. Negative Factual Information
6. Essential Information
7. Detail
8. Sentence Insertion
9. Complete the Summary
10. Complete the Table

**Tips For Improving Toefl Reading Score**

1. Use comprehension strategies to understand new vocabulary and difficult passages. Word lists are helpful, but they don’t tell the whole story. You will always find some words on the TOEFL that you haven’t seen before, or don’t remember the meaning of. Find ways to overcome vocabulary road blocks by using context clues. And make an effort to understand the whole meaning of a sentence, paragraph, or passage, even when you don’t understand individual words. Learn to identify the main ideas in a TOEFL Reading passage — this will help you guess at the meaning of difficult words and phrases in each paragraph’s supporting details.

2. Study the Academic Word List. There is a lot of academic vocabulary on the TOEFL, and the vocabulary in the Reading
section is especially advanced. Some of this vocabulary can be found in word guides specifically designed for TOEFL prep. But another great resource for studying academic words is the Academic Word List. This is a long set of words that linked to academic English. The list was put together by a team of expert linguists who worked to find all of the words you commonly see in English-language academic texts and lectures. You can see the full list here. There are also a lot of great online tutorials to help you learn the Academic Word List, such as the fill-in-the-blank AWL exercises at EnglishVocabularyExercises.com, or the Academic Word List lessons right here on the Magoosh TOEFL Blog.

3. Balance reading the passage with answering questions. Some TOEFL test-takers make the mistake of reading the whole passage first before answering any TOEFL questions. This can waste valuable time. If you read the entire passage before you’ve looked at any questions, you won’t pay attention to the right details for each question. Then you’ll need to go back and double-check the passage for answers. Instead, try one of three strategies for reading a TOEFL passage. You could look at the questions first and then check the passage for answers. Or you might skim the passage for main ideas before you reading the questions and checking for answers. Another option is to read the passage paragraph by paragraph, answering the questions for a paragraph as soon as you finish reading it. (In TOEFL Reading, each paragraph has its own subset of questions.)

4. Be very aware of your pace. TOEFL Reading is the only section of the TOEFL that has no listening tracks and no time limits per question. So you’ll need to be very time-conscious. Remember that you should spend about 20 minutes on each passage and
question set. This gives you about 1 minute and 25 seconds per question. But it’s probably better to aim for just one minute per question. That way, you’ll have time to go back and check your answers for each question set.

5. Work on Your Comprehension Speed. Once you have worked on your reading speed and are comfortable gulping down a complex English passage in less time (in under 4 minutes, to be precise), you are ready for the next step. Now you need to teach yourself to remain calm and avoid stressing out when you encounter an unfamiliar word. The reading section will be full of challenging words you have not seen before. They put in challenging words that you probably do not know on purpose. The reading section will ask you to deduce meaning and infer information from words you do not understand. This is what the reading section is actually testing. Not your ability to memorize a thesaurus before the test, but your skill at dealing with vocabulary words that you do not know. Not knowing a word is not only normal, but it is expected from speakers of English as a foreign language. When you stumble across a word you do not understand, your first reaction might be to check Google Translate or consult a dictionary. When these tools are not available, you may panic and get hung up on trying to understand the word, wasting time that is extremely valuable for you during the TOEFL.

(source: https://magoosh.com/toefl/2016/tips-improving-toefl-reading-score/ )
1. What is the picture about?
2. Have you ever joined TOEFL or IELTS test?
3. How do you think the situation of the TEOFL test in the picture?
4. Do you have spare times for chat in the test?
5. Do you experience anxiety in TOEFL and IELTS tests?
6. How bad the influence of the anxiety to the result of your tests?
7. Which is the most difficult part in the test? Reading, writing, structure, speaking, or listening?

Vocabulary in Focus
- Section (noun)
- Spoken (adj.)
- Structure (noun)
- Difficult (adj.)
- Focus (verb)
- Serious (adj.)
"AFTER REVIEW, GIANT SEQUOIA BEATS NEIGHBOR"

Deep in the Sierra Nevada, the famous General Grant giant sequoia tree is suffering its loss of stature in silence. What once was the world's No. 2 biggest tree has been supplanted thanks to the most comprehensive measurements taken of the largest living things on Earth.

The new No. 2 is The President, a 54,000-cubic-foot gargantuan not far from the Grant in Sequoia National Park. After 3,240 years, the giant sequoia still is growing wider at a consistent rate, which may be what most surprised the scientists examining how the sequoias and coastal redwoods will be affected by climate change and whether these trees have a role to play in combating it.

"I consider it to be the greatest tree in all of the mountains of the world," said Stephen Sillett, a redwood researcher whose team from Humboldt State University is seeking to mathematically assess the potential of California's iconic trees to absorb planet-warming carbon dioxide.

The researchers are a part of the 10-year Redwoods and Climate Change Initiative funded by the Save the Redwoods League in San Francisco. The measurements of The President, reported in the current National Geographic, dispelled the previous notion that the big trees grow more slowly in old age.

It means, the experts say, the amount of carbon dioxide they absorb during photosynthesis continues to increase over their lifetimes.

In addition to painstaking measurements of every branch and twig, the team took 15 half-centimeter-wide core samples of The President to
determine its growth rate, which they learned was stunted in the abnormally cold year of 1580 when temperatures in the Sierra hovered near freezing even in the summer and the trees remained dormant.

But that was an anomaly, Sillett said. The President adds about one cubic meter of wood a year during its short six-month growing season, making it one of the fastest-growing trees in the world. Its 2 billion leaves are thought to be the most of any tree on the planet, which would also make it one of the most efficient at transforming carbon dioxide into nourishing sugars during photosynthesis.

"We're not going to save the world with any one strategy, but part of the value of these great trees is this contribution and we're trying to get a handle on the math behind that," Sillett said.

After the equivalent of 32 working days dangling from ropes in The President, Sillett's team is closer to having a mathematical equation to determine its carbon conversion potential, as it has done with some less famous coastal redwoods. The team has analyzed a representative sample that can be used to model the capacity of the state's signature trees.

More immediately, however, the new measurements could lead to a changing of the guard in the land of giant sequoias. The park would have to update signs and brochures - and someone is going to have to correct the Wikipedia entry for "List of largest giant sequoias," which still has The President at No. 3.

Now at 93 feet in circumference and with 45,000 cubic feet of trunk volume and another 9,000 cubic feet in its branches, the tree named for President Warren G. Harding is about 15 percent larger than Grant, also known as America's Christmas Tree. Sliced into one-foot by one-foot cubes, The President would cover a football field.
Giant sequoias grow so big and for so long because their wood is resistant to the pests and disease that dwarf the lifespan of other trees, and their thick bark makes them impervious to fast-moving fire.

It's that resiliency that makes sequoias and their taller coastal redwood cousin worthy of intensive protections and even candidates for cultivation to pull carbon from an increasingly warming atmosphere, Sillett said. Unlike white firs, which easily die and decay to send decomposing carbon back into the air, rot-resistant redwoods stay solid for hundreds of years after they fall.

Though sequoias are native to California, early settlers traveled with seedlings back to the British Isles and New Zealand, where a 15-foot diameter sequoia that is the world's biggest planted tree took root in 1850. Part of Sillett's studies involves modeling the potential growth rate of cultivated sequoia forests to determine over time how much carbon sequestering might increase.

All of that led him to a spot 7,000 feet high in the Sierra and to The President, which he calls "the ultimate example of a giant sequoia." Compared to the other giants whose silhouettes are bedraggled by lightning strikes, The President's crown is large with burly branches that are themselves as large as tree trunks.

The world's biggest tree is still the nearby General Sherman with about 2,000 cubic feet more volume than the President, but to Sillett it's not a contest. "They're all superlative in their own way," Sillett said.

(Source: https://www.graduateshotline.com/sampletoefl.html)

Vocabulary in text
- Initiative (noun)
- Dispelled (verb)
- Nearby (adv.)
- Superlative (adj.)
• Absorb (verb)
• League (noun)
• Immediately (av.)
• Painstaking (verb)
• Contribution (noun)
• Measurement (noun)

Task 1
Choose the best answer for the following questions!

1. The word "supplanted" in paragraph 1
   A) inquisitive
   B) Has a double-meaning both as a pun on the topic of plants and a literal meaning of "to replace"
   C) Is a synonym for "to plant again"
   D) Has the same meaning as "to plant," with extra emphasis

2. One common myth about trees that The President helps disprove is
   A) That giant sequoias are more resilient than other tree species
   B) That old trees are as productive at photosynthesis as younger ones
   C) That only giant sequoias may be named after historical figures
   D) That large trees grow more slowly as they age

3. What is the primary benefit that Sillett and other researchers suggest that giant sequoias may have?
   A) Their natural beauty can have health benefits for those who travel to wildlife preserves to see them
   B) They represent centuries of natural history that no other living things do
C) Because of their size, they can process more carbon dioxide than other trees, which can have significant benefits for the atmosphere
D) Their resilient bark may have eventual uses in human medicine.

4. The giant sequoias are compared to white firs to demonstrate that?
   A) Even when the sequoias fall, they do not decay and so send less carbon into the air
   B) White firs are more plentiful because they grow and decay more quickly than sequoias
   C) The giant sequoias are completely resistant to death
   D) White firs are essential because when they decompose they emit necessary nutrients

5. The President has grown every year EXCEPT
   A) 1850
   B) 2012
   C) 1580
   D) The President has grown every year of its life

6. All of the following contribute to the lifespan of the giant sequoia EXCEPT
   A) They are resistant to diseases that can affect other tree species
   B) Their size makes them less vulnerable to animal attacks
   C) They are resistant to pests that commonly inhabit trees
   D) Their thick bark protects them from wildfires.

7. The term "changing of the guard" in Paragraph 10 means
   A) The size rankings of various large sequoias is being reevaluated
   B) Human security will be employed to protect these valuable trees
C) Wildlife parks will bring in new equipment to ensure the safety of the trees
D) A new schedule of shifts will be made for studying the trees

8. What does the term "cultivated sequoia forests" in Paragraph 14 imply?
   A) Current sequoia reserves will be altered to grow in particular patterns
   B) That sequoias may be specially grown in the future for the sole purpose of filtering carbon from the air
   C) New forests may be grown globally to promote the beauty of the species
   D) Wildlife parks will make more of an effort in the future to direct visitors to the sequoia forests

9. Giant sequoias are native to California, but can also be found in
   A) New Zealand
   B) France
   C) South America
   D) Australia

10. In the final sentence, the word "superlative" is closest in meaning to
    A) Best of a species
    B) Most beautiful
    C) The winner of a contest
    D) Having individual, unique merit

Task 2
Choose the best answer for the following TOEFL reading simulation questions!
In this section you will read several passages. Each is followed by questions about it. For questions 1-50, you need to select the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and blacken the space that corresponds to the letter of the answer you have selected. Fill in the space completely. Answer all questions following a passage on the basis of what is stated or implied in the passage.

Questions 1-3 refer to the following passage:

The Hongkong Convention and Exhibition Center (HKCE), located on the Wanchai waterfront, is a modern facility with two large exhibition halls, three auditoriums, and more than seventy-five conference rooms. Kai Tak Airport is some distance away, but from the wharf there is hydrofoil service to Kowloon, from where travelers go to the airport by taxi. The hydrofoil leaves from its landing at the HKCE’s central building and take only a few minutes to make the crossing. Nearby are several cultural attractions, along with two deluxe hotels and a variety of smaller ones. The area just off Wanchai has many restaurants serving food from around the world, in all price ranges. Shopping centers are within a fifteen-minute walk.

1. Which of the following is closest to HKCE?
   A. Shopping centers
   B. International restaurants
   C. Hydrofoil dock
   D. Deluxe hotels

2. How many conference rooms does the HKCE have?
   A. 2
   B. 3
   C. 15
   D. 75

3. For what reason does the writer mention that somebody would want to go from the HKCE to Kowloon?
A. For dining
B. To go shopping
C. For entertainment
D. To go the airport

Questions 4-7 refer to the following passage:

It has long been known that when exposed to light under suitable conditions of temperature and moisture, the green parts of plants use carbon dioxide from the atmosphere and release oxygen to it. These exchanges are the opposite of those which occur in respiration. The process is called photosynthesis. In photosynthesis, carbohydrates are synthesized from carbon dioxide and water by the chloroplasts of plant cells in the presence of light. Oxygen is the product of the reaction. For each molecule of carbon dioxide used, one molecule of oxygen is released. A summary chemical equation for photosynthesis is:

$$6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$$

4. The combination of carbon dioxide and water to form sugar results in an excess of
   A. water
   B. oxygen
   C. carbon
   D. chlorophyll

5. A process that is the opposite of photosynthesis is
   A. decomposition
   B. synthesization
   C. diffusion
   D. respiration

6. In photosynthesis, water
   A. must be present
   B. is produced in carbohydrates
C. is stored as chemical energy  
D. interrupts the chemical reaction

7. The title below that best expresses the ideas in this passage is  
A. A chemical Equation  
B. The Process of Photosynthesis  
C. The Parts of Vascular Plants  
D. The production of Sugar

Questions 8-12 refer to the following passage:

If you want to advance in your career, you will have to make some careful decisions about which jobs you take. Evaluate a job offer for the value it has to your career. It may mean sacrifices at first. You may have to move to a different region or different country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the training or experience you need or want. You will find yourself frustrated in such position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure the job is one you want to have.

8. What is the most significant factor in evaluating a job?  
A. Location  
B. Salary  
C. Value to your career  
D. How much you will like it

9. What is NOT mentioned a sacrifice for a valuable job?  
A. Moving  
B. No benefits
C. Bad hours  
D. Low salary

10. What kind of job should you never accept?
   A. One not related your career  
   B. One that requires a long commute  
   C. One that has a negative effect on people around you  
   D. One that makes your work hard

11. What is wrong with taking a job outside your career path?
   A. You will earn less.  
   B. You won’t perform as well.  
   C. People will give you advice.  
   D. You will be stuck on a team.

12. What is the author’s best advice?
   A. Take the first job offered.  
   B. Consider changing careers.  
   C. Don’t work with other people.  
   D. Think before accepting a job.

Questions 13-16 refer to the following passage:

For quick relief of upset stomach or acid indigestion caused from too much to eat or drink. Drop two tablets in an eight-ounce glass of water. Make sure that the tablets have dissolved completely before drinking the preparation.

Repeat in six hours for maximum relief. Do not take more than four tablets in a twenty-four-hour period.

Each tablet contains aspirin, sodium bicarbonate, and citric acid. If you are on a sodium-restricted diet, do not take this medication except under the advice and supervision of your doctor.

Not recommended for children under twelve years old or adults over sixty-five.
13. This medication is recommended for
   A. someone who needs more sodium in his diet
   B. someone who does not eat enough citrus fruit
   C. someone who has eaten too much
   D. someone who has a headache

14. According to the directions, which of the following persons should NOT take this medication?
   A. A thirteen-year-old boy
   B. A fifty-year-old woman
   C. A sixteen-year-old girl
   D. A sixty-eight-year-old man

15. If you took this preparation one hour ago, how many hours must you wait in order to take it again?
   A. Two hours
   B. Three hours
   C. Five hours
   D. Twenty-four hours

16. What should you do with this preparation?
   A. Drink it
   B. Eat it
   C. Rub it on
   D. Gargle with it

Questions 17-20 refer to the following passage:

Enclosed you will find our new “First Bank” Automatic Bank Card. Follow these simple instruction to activate it.
- Call the telephone number on the back of the card and press #1. State your full name as it appears on the card. You will then be asked for your city of birth for identification purposes. Upon answering, you will be prompted to enter a four-digit secret identification password. You will then be asked to
repeat it. A representative will confirm your account number. Now, you’re ready to use your bank card.

- Please keep the card in a secure place and do not give your password to anyone. At any time, you can call the telephone number if you lose your card or want to change your password.

17. For whom are these instructions written?
   A. Bank representatives
   B. New bank customers
   C. A security company
   D. Credit card holders

18. What information will NOT be asked?
   A. Your birth date
   B. Your account number
   C. Your birthplace
   D. A personal ID number

19. If your birthday is 09/14, what would be the best password for you?
   A. 0914
   B. 013948
   C. Your telephone number
   D. 6952

20. When can customers use the card?
   A. Immediately
   B. When they receive confirmation in the mail
   C. After paying a fee
   D. As soon as they make the telephone call

Task 3
Choose the best answer for the following IELTS reading simulation questions based on the text below!
By the year 2050, nearly 80% of the Earth's population will live in urban centres. Applying the most conservative estimates to current demographic trends, the human population will increase by about three billion people by then. An estimated 10 hectares of new land (about 20% larger than Brazil) will be needed to grow enough food to feed them, if traditional farming methods continue as they are practised today. At present, throughout the world, over 80% of the land that is suitable for raising crops is in use. Historically, some 15% of that has been laid waste by poor management practices. What can be done to ensure enough food for the world's population to live on?

The concept of indoor farming is not new, since hothouse production of tomatoes and other produce has been in vogue for some time. What is new is the urgent need to scale up this technology to accommodate another three billion people. Many believe an entirely new approach to indoor farming is required, employing cutting-edge technologies. One such proposal is for the 'Vertical Farm'. The concept is of multi-storey buildings in which food crops are grown in environmentally controlled conditions. Situated in the heart of urban centres, they would drastically reduce the amount of transportation required to bring food to consumers. Vertical farms would need to be efficient, cheap to construct and safe to operate. If successfully implemented, proponents claim, vertical farms offer the promise of urban renewal, sustainable production of a safe and varied food supply (through year-round production of all crops), and the eventual repair of ecosystems that have been sacrificed for horizontal farming.

It took humans 10,000 years to learn how to grow most of the crops we now take for granted. Along the way, we despoiled most of the land we worked, often turning verdant, natural ecozones into semi-arid deserts. Within that same time frame, we evolved into an urban species, in which 60% of the human population now lives vertically in cities. This means that, for the majority, we humans have shelter from the elements, yet we subject our food-bearing plants
to the rigours of the great outdoors and can do no more than hope for a good weather year. However, more often than not now, due to a rapidly changing climate, that is not what happens. Massive floods, long droughts, hurricanes and severe monsoons take their toll each year, destroying millions of tons of valuable crops.

The supporters of vertical farming claim many potential advantages for the system. For instance, crops would be produced all year round, as they would be kept in artificially controlled, optimum growing conditions. There would be no weather-related crop failures due to droughts, floods or pests. All the food could be grown organically, eliminating the need for herbicides, pesticides and fertilisers. The system would greatly reduce the incidence of many infectious diseases that are acquired at the agricultural interface. Although the system would consume energy, it would return energy to the grid via methane generation from composting non-edible parts of plants. It would also dramatically reduce fossil fuel use, by cutting out the need for tractors, ploughs and shipping.

A major drawback of vertical farming, however, is that the plants would require artificial light. Without it, those plants nearest the windows would be exposed to more sunlight and grow more quickly, reducing the efficiency of the system. Single-storey greenhouses have the benefit of natural overhead light: even so, many still need artificial lighting. A multi-storey facility with no natural overhead light would require far more. Generating enough light could be prohibitively expensive, unless cheap, renewable energy is available, and this appears to be rather a future aspiration than a likelihood for the near future.

One variation on vertical farming that has been developed is to grow plants in stacked trays that move on rails. Moving the trays allows the plants to get enough sunlight. This system is already in operation, and works well within a single-storey greenhouse with light reaching it from above: it is not certain, however, that it can be made to work without that overhead natural light.

Vertical farming is an attempt to address the undoubted problems that we face in producing enough food for a growing population. At the moment,
though, more needs to be done to reduce the detrimental impact it would have on the environment, particularly as regards the use of energy. While it is possible that much of our food will be grown in skyscrapers in future, most experts currently believe it is far more likely that we will simply use the space available on urban rooftops.

(source: https://www.ielts-exam.net/docs/reading/IELTS_Reading_Academic_38.htm)

Questions 1-7
Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1-7 on your answer sheet.

*Indoor farming*

1) Some food plants, including ..............., are already grown indoors.
2) Vertical farms would be located in .............., meaning that there would be less need to take them long distances to customers.
3) Vertical farms could use methane from plants and animals to produce ..............
4) The consumption of ............... would be cut because agricultural vehicles would be unnecessary.
5) The fact that vertical farms would need ............... light is a disadvantage.
6) One form of vertical farming involves planting in ............... which are not fixed.
7) The most probable development is that food will be grown on ............... in towns and cities.
Questions 8-13
Do the following statements agree with the views of the writer in the Reading Passage? Write:

**TRUE** if the statement agrees with the views of the writer.

**FALSE** if the statement contradicts what the writer thinks.

**NOT** if it is impossible to know what the writer's point of view is.

**GIVEN** is.

8) Methods for predicting the Earth's population have recently changed.

9) Human beings are responsible for some of the destruction to food-producing land.

10) The crops produced in vertical farms will depend on the season.

11) Some damage to food crops is caused by climate change.

12) Fertilizers will be needed for certain crops in vertical farms.

13) Vertical farming will make plants less likely to be affected by infectious diseases.

“Sometimes, you read a book and it fills you with this weird evangelical zeal, and you become convinced that the shattered world will never be put back together unless and until all living humans read the book.”

— John Green, *The Fault in Our Stars*
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Glossary

**A**

Analytical is pertaining to or proceeding by analysis

Argumentation is idea against or for on other idea

**B**

Brainstorming is activating prior knowledge as tool to comprehend the existed information

**C**

Concluding is creating the end of the story by including the subjectivity of readers to the explanation before

**D**

Deductive is Deductive reasoning is a logical process in which a conclusion drawn from a set of premises contains no more information than the premises taken collectively. All dogs are animals; this is a dog; therefore, this is an animal: The truth of the conclusion is dependent only on the method. All men are apes; this is a man; therefore, this is an ape: The conclusion is logically true, although the premise is absurd.

**F**

Fact is something truly happening

Features is specific clues of certain thing

Flowchart is Also called flow sheet. a detailed diagram or chart of the operations and equipment through which material passes, as in a manufacturing process. Also called flow sheet. a detailed diagram or chart of the operations and equipment through which material passes, as in a manufacturing process.
G

Genre is kind or types
Grammar is language rule

H

Hortatory is urging to some course of conduct or action; exhorting; encouraging

I

IELTS is English proficiency test
Illustration is visual imagination or picture which comes from written or spoken language
Independent is condition of being able to achieve goal by his/her own capability
Inductive is of, relating to, or involving electrical induction or magnetic induction.
Inference is the non-direct or literal meaning which can be acquired by looking at the context and clues

L

Lexical is of or relating to the words or vocabulary of a language, especially as distinguished from its grammatical and syntactical aspects.

M

Main Idea is the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about:
Mistake is the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about:
Mood is a state or quality of feeling at a particular time:

Note taking is making note or recording the information by writing the essential items

Opinion is someone’s thought on something subjectively

Point of view is
PBUH is special call for Prophet Muhammad; SAW
Presentation is delivering idea to other people

Reading is the action or practice of a person who reads.
Reasoning is the action or practice of a person who reads.
Review is giving comment on something
Rhetoric is the study of effective speaking and writing
Role play is acting a character in a stage performance

Scanning is searching in detail every parts to grab the specific information
Scenario is the rule of acts in drama, role play, or any performance
Skimming is reading in speed to acquire the whole or general idea of text
Summary is a short writing overview about a text with the length of not more than 1/3 of the original texts.
Supporting idea is the idea that build the detail of the main idea

T
**Timeline** is a linear representation of important events in the order in which they occurred.

**Tone** is any sound considered with reference to its quality, pitch, strength, source, etc.: shrill tones

**Topic** is statement of global idea of text, more specific than theme