

ENGLISH 3: Unit 5

Core English Program: 203203

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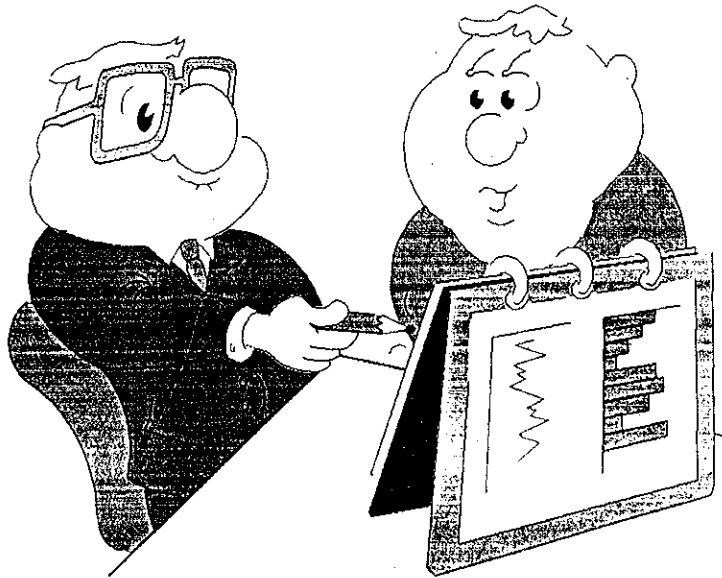
School of English

Suranaree University of Technology

Name Number.....

Group..... Number in the group.....

Task 1: Read academic texts





Text 1: Extinction

Pre-task 1: Work in pairs to discuss your preference towards engineering.

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Pre-task 2: Vocabulary preview

Here are some words you will see in the reading text. Work in groups of four to (1) read English meanings of some words and then write their Thai meanings; and (2) find the meanings of some words from their contexts.

Paragraph 1

Words	English meanings	Thai meaning
extinction (n)	Dying out, death, vanishing, extinguishing, quenching, ending, termination	.....
ancestor (n)	An animal or other organism from which another has evolved.	.....
decimate (v)	Kill, destroy, or remove one in ten of	.....
exploit (v)	make use of, take advantage of, abuse, impose upon, play upon, misuse	.....
overexploitation (n)	The action or practice of exploiting something or someone	.....
habitat (n)	The natural environment of an animal or plant	.....
destroy (v) destruction (n)	Ruin, tear down or break up	.....
introduce (v) introduction (n)	To bring in and establish in a new place or environment	.....

Paragraph 1 (continue)

Words	English meanings	Thai meaning
predator (n)	An organism that lives by preying on other organisms.	.....
modify (v) modification (n)	To change or alter structure, character, condition, or substance	.....
add to (v)	To combine (a column of figures, for example) to form a sum	.....

Paragraph 2

Words	English meanings	Thai meaning
striking (adj)	Noticeable, observable	.....
evolve (n)	To grow or develop into	.....
relatively (adv)	In comparison with something else	.....
defense (n)	Protection, safeguard	.....
settle (v)	To establish residence in; colonize:	.....
exterminate (v)	To destroy completely	.....
severely (adv)	Badly, dreadfully, seriously	.....
affect (v)	To have an influence on or effect a change in	.....
vertebrate (n)	A member of the subphylum Vertebrata, a primary division of the phylum Chordata that includes the fishes, amphibians, reptiles, birds, and mammals, all of which are characterized by a segmented spinal column and a distinct, well-differentiated head.	.....
colonize (v)	To leave one's native land and settle in another country	.....
readily (adv)	Without difficulty, easily	.....
repeatedly (v)	Said, done, or occurring again and again	.....

Paragraph 3

Words	English meanings	Thai meaning
survive (v)	To remain alive or in existence	.....
immigrate (v) immigration (n)	To enter and settle in a country or region to which one is not native	.....
pigeon (n)	Any of various birds of the widely distributed family Columbidae, characteristically having deep-chested bodies, small heads, and short legs, especially the rock dove or any of its domesticated varieties	.....
extinct (adj) extinction (n)	No longer existing or living	.....
brink (n)	The point at which something is likely to begin	.....
threaten (v)	To be a source of danger to	.....
reduce (v)	To bring down, as in extent, amount, or degree; diminish.	.....
range (n)	An amount or extent of variation	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
Steller's sea cow (adj) (L3)
outlaw (v) (L5)
porches (n) (L6)
tusk (n) (L7)
horn (n) (L7)

Paragraph 4

Words	English meanings	Thai meaning
convert (v)	To change (something) into another form, substance, state, or product; transform:	.....
community (n)	<p>a. A group of plants and animals living and interacting with one another in a specific region under relatively similar environmental conditions.</p> <p>b. The region occupied by a group of interacting organisms</p>	.....

Paragraph 4 (continue)

Words	English meanings	Thai meaning
dominate (v)	To exert a supreme, guiding influence on or over	.....
discourage (n)	To weaken or destroy, as in spirit or health	.....
presence (n)	The state or fact of being present; current existence or occurrence.	.....
apply (v)	To put to or adapt for a special use	.....
biocide (n)	A chemical agent, such as a pesticide, that is capable of destroying living organisms	.....
compete (v)	To fight, To strive in opposition to	.....
arthropod (n)	Any of numerous invertebrate animals of the phylum Arthropoda, including the insects, crustaceans, arachnids, and myriapods, that are characterized by a chitinous exoskeleton and a segmented body to which jointed appendages are articulated in pairs.	.....
ecosystem (n)	An ecological community together with its environment, functioning as a unit.	.....
traditional (n)	Of, relating to, or in accord with tradition	.....
cultivate (v)	To promote the growth of (a biological culture)	.....
incidentally (adv)	Accidentally, by chance	.....
divert (n)	To change or cause to change from a particular course	.....
extensive (adj)	Large in extent, range, or amount	.....
terrestrial (adj)	Of, relating to, or composed of land.	.....
available (adj)	Present and ready for use; at hand; accessible	.....
fraction (n)	One of the parts into which something is divided	.....
steadily (adv)	Free or almost free from change, variation, or fluctuation; uniform: a steady increase in value; a steady breeze.	.....

Paragraph 5

Words	English meanings	Thai meaning
estuaries (adj)	A body of water partly enclosed by land: bay, gulf	.....
separate (v)	To set apart (one type) from others, divide	.....
patch (n)	A piece of land	.....

Paragraph 6

Words	English meanings	Thai meaning
settler (n)	A person who explores new territories: pioneer, explorer	.....
domesticated (adj)	Trained to be harmless or obedient	.....
ballast (n)	Heavy material that is placed in the hold of a ship or the gondola of a balloon to enhance stability	.....
contaminant (n)	One that is impure or unclean by contact or mixture.	.....
despite (preposition)	Regardless of, in spite of, irrespective of, notwithstanding,	.....
quarantine (n)	A period of time during which a vehicle, person, or material suspected of carrying a contagious disease is detained at a port of entry under enforced isolation to prevent disease from entering a country	.....
disease (n)	sickness	.....
spread (n)	To cause (a disease) to pass to another or others	.....
infect (v)	To invade and produce infection in	.....
deliberately (adv)	With forethought and measured consideration: on purpose	.....

Paragraph 7

Words	English meanings	Thai meaning
competitor (n)	One that fight with another, as in sports or business; a rival.	.....
vulnerable (adj)	Open to attack and capture because of a lack of protection:	.....
native (adj)	Of, belonging to, or characteristic of the original inhabitants of a particular place.	.....

Paragraph 7

Words	English meanings	Thai meaning
extirpate (v)	To destroy totally; exterminate	.....
destructive (adj)	Having a harmful effect:	.....
archipelago (n)	A large group of islands: <i>the Philippine archipelago.</i>	.....
invade (v)	To enter forcibly and illegally, break in	.....
excavate (v)	To make a hole in	.....
tortoise (n)	Any of various terrestrial turtles, especially one of the family Testudinidae, characteristically having thick clublike hind limbs and a high, rounded carapace.	.....
devour (v)	To eat up greedily	.....
maintain (v)	To keep up or carry on; continue	.....
captivity (n)	The state or period of being imprisoned, confined, or enslaved.	.....
defend (v)	To make or keep safe from danger, attack, or harm.	.....

Paragraph 8

Words	English meanings	Thai meaning
consequence (n)	result	.....
outbreak (n)	A sudden increase in something	.....
pest (n)	An injurious plant or animal, especially one harmful to human beings.	.....
virtually (adv)	Nearly, about, almost, approximately	.....
eliminate (v)	To discontinue or cause to stop suddenly	.....
dominant (adj)	Most important, as in position or rank; foremost:	.....
individual (n)	Someone or something that exists independently: somebody, person, organism	.....
sprout (v) resprout (v)	1. To begin to grow; give off shoots or buds. 2. To emerge and develop rapidly.	.....

Paragraph 8 (continue)

Words	English meanings	Thai meaning
blight (n)	Anything injurious, destructive, or fatal, poison	.....
originate (v)	Cause to begin; initiate	.....
infestation (n)	The action of attacking	.....
evidence (n)	An example, an indication, a sign, indications	.....
preserve (n)	Keep, maintain	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
cross continental (adj) (L1)
intercontinental (adj) (L10)

Paragraph 9

Words	English meanings	Thai meaning
current (adj)	present, present-day, contemporary, ongoing, extant, existing, popular, modern, fashionable, in fashion/vogue, up-to-date	.....
extreme (adj) extremely (adv)	utmost, uttermost, maximum, supreme, greatest, great, acute, intense, severe, highest, high, ultimate, exceptional, extraordinary	.....
compress (v)	pack down, press down, press together, squeeze together, squash, crush, condense, compact	.....
glacial (adj) glacier (n)	A slowly moving mass or river of ice formed by accumulation and compaction of snow on higher ground	.....
extend (v)	expand, increase, enlarge; lengthen, widen, broaden, stretch, stretch out, draw out, elongate	.....
range (n)	A row, line, or series of people or things	.....
aridity (n)	Arid state or quality; dryness, barrenness; parched condition	.....

Text 1: Extinctions



(1) Human activities have caused the extinctions of species for thousands of species for thousands of years, but today we have more powerful tools than our ancestors had for decimating species and there are billions more of us to use them. The major causes of extinctions are overexploitation, habitat destruction, and the introduction of predators and diseases. In the future climate modifications may be added to this list.

Overexploitation

(2) Until recently humans caused extinctions primarily by overhunting. Some of the most striking losses of species were on islands where animals had evolved in relatively predator free conditions and thus had few defenses against human hunters or any other predators. For example, when Polynesian people settled Hawaii, they quickly

exterminated. Probably by overhunting, at least 39 species of endemic land birds, including 7 species of geese 2 species of flightless ibises a sea eagle a small hawk 7 flightless rails 3 species of owls 2 large crows a honeyeater and at least 15 finches. When the Maori colonized New Zealand, they exterminated a number of species of flightless birds including the moas which were larger than ostriches. Birds were more severely affected on islands than other vertebrates were both because birds could reach oceanic islands and colonize them more readily, and because they repeatedly evolved flightless forms on predator-free islands.

(3) Some North American species did not survive the European immigration of the last century. The passenger pigeon, the most numerous bird in North America in the early 1800s, became extinct by 1914, largely due to overhunting. Russian whalers exterminated the unusual Steller's sea cow of the North Pacific in the last century. The American bison was on the brink of extinction at the turn of the North Pacific in the last century. The American bison was on the brink of extinction at the turn of the century and might well be extinct today if its hunting had not been outlawed. Loss of species through overhunting continues today. Elephants and rhinoceroses are threatened in Africa because poachers kill them for their valuable tusks and horns. At present rates of killing, these two species will disappear from most of their already reduced range in 20 years.

Habitat destruction

(4) Today's huge human population is fed, clothed, and housed by agricultural and forestry industries that convert natural ecological communities containing many species into highly modified communities dominated by one or a few species of plants. Within these communities humans discourage the presence of other species by applying biocides that kill competing plants, bacteria, fungi, nematodes, insects and other arthropods, and vertebrates. Agricultural ecosystems have reduced species richness for thousands of years, but traditional agroeco systems cultivate many more economically valuable species together than modern, high-energy input systems do, and the traditional systems support many other species incidentally. When ecosystems, such as agricultural lands and plantation forests, are managed so as to divert most of their primary production to certain species intended for human use we say that their production is coopted. Agriculture and forestry today are so extensive that more than 30 percent of all terrestrial production is coopted for human use. (Table 49.1) and the percentage is rising. Thus all other species have only two-thirds of the total global terrestrial production available for their use and the fraction is steadily decreasing.

(5) Because of increasing habitat modification and the cooption of biological production, habitat loss is certain to be the most important cause of species extinctions during the next century. The habitats required by some species are being completely destroyed. Other habitats, particularly old-growth forests, natural grasslands, and estuaries, are being reduced to small, widely separated patches that may be thought of as habitat islands.

Introduced Pests, Predators and Competitors

(6) Deliberately or accidentally people move many species of organisms from one continent to another. Pheasants and partridges were introduced into North America for hunting. European settlers brought their crops and domesticated animals with them to Australia. Other species such as rabbits and foxes were introduced there for sport. Weed seeds were carried as ballast in sailing ships or as contaminants in sacks of crop seeds. Despite quarantines, disease organisms spread rapidly carried by infected plants animals and people.

(7) As you know, a species that has evolved over time in a community with certain predators and competitors may be vulnerable to a newly introduced predator or competitor. Introduced species have caused the extinctions of thousands of native species worldwide. Nearly half of the small marsupials and rodents of Australia have been extirpated during the last 100 years by a combination of competition with rabbits for forage and predation by foxes. Black rats carried to remote oceanic islands on ships are especially destructive predators. Native rice rats survive in the Galapagos archipelago only on islands not invaded by black rats. On some Galapagos islands introduced pigs and rats regularly excavate all the nests of the giant Galapagos tortoises and devour the eggs. Populations of some tortoises are maintained today only by humans who remove eggs and rear the young tortoises in captivity until they are large enough to defend themselves against pigs and rats.

(continue)

Text 1: Extinctions (continued)



(8) Among the most striking consequences of crosscontinental introductions by humans are outbreaks of pests in new environments. Forest trees in eastern North America have been attacked by several European diseases. The chestnut blight, a fungus, virtually eliminated the American chestnut, once a dominant tree in forests of the Appalachian Mountains. Some individuals still resprout, but sprouts are soon found by the blight and killed. Nearly all American elms over large areas of the East and Midwest have been killed by Dutch elm disease, caused by the fungus *Ceratocystis ulmi*. The disease is thought to have originated in Asia, and it was first recorded in western Europe about 1920; the first infestation in North America was reported in 1930. Ecologists suspect that intercontinental movement of disease organisms caused extinctions in the past, but evidence of disease outbreaks is not usually preserved in the fossil record.

Climate modification

(9) No species is known to have been extirpated by the current global warming, but past climatic changes, particularly cooling, resulted in many extinctions of species. Europe has fewer tree species than eastern Asia and North America because the area of European forests was extremely compressed during the height of the last glacial period. Trees could not extend their ranges southward because they were blocked by the Mediterranean Sea. To the east aridity formed a similar barrier. European forests were much richer in species before the Pleistocene than they are now.

Purves, W., G. Orians, and H. Heller. 1992. *Life: The science of biology*. Sunderland Mass : Sinauer Associates pp. 1126-29.



Reading-task 1: Survey

Survey the text and fill in Table 1. Try to put a time limit of 3-5 minutes on your surveying.

Table 1

Text	Availability		Details
	Yes	No	
Title		
Headings, sub-headings		
Visual material (pictures, graphs, etc.)		
Bold or italic letters		



Reading-task 2: Question

Form questions for the "Analog and Digital" text. Then write them in Table 2.

Table 2

Guidelines	Questions
Turn the title, headings, and/or sub-headings into questions
Write the questions you want the text to answer.



Reading-task 3: Detailed reading

Read each paragraph and fill in the following tables. The first paragraph has been done for you.

Table

Table 3 (Text 1) The whole text	
Topic: Extinction	
Thesis statement:	..... ..... .....
Essay map: The major causes of extinctions are overexploitation, habitat destruction, and the introduction of predators and diseases. In the future climate modifications may be added to this list.	
The writers purpose: To tell the causes of extinctions	

The 2nd paragraph	
Topic: Overexploitation	
Topic sentence or main idea: Until recently humans caused extinctions primarily by overhunting.	
MJ 1:	..... .....
MN 1.1: For example, when Polynesian people settled Hawaii, they quickly exterminated, probably by overhunting, at least 39 species of endemic land birds, including 7 species of geese 2 species of flightless ibises a sea eagle a small hawk 7 flightless rails 3 species of owls 2 large crows a honeyeater and at least 15 finches.	
MN 1.2: When the Maori colonized New Zealand, they exterminated a number of species of flightless birds including the moas which were larger than ostriches.	
MJ 2:	..... ..... .....
Concluding sentence:	.....
Paragraph organization: Exemplification	
Information type: Fact; Opinion	

Note. 1. Paragraph organizations: narration, description, explanation, definition, exemplification, classification, comparison, contrast, cause and effect, argumentation
2. MJ = Major support; MN = Minor support

The 3rd paragraph	
Topic: Overexploitation	
Topic sentence or main idea: None	
MJ 1:	.....
MN1.1: The passenger pigeon, the most numerous bird in North America in the early 1800s, became extinct by 1914, largely due to overhunting.	
MN1.2: Russian whalers exterminated the unusual Steller's sea cow of the North Pacific in the last century.	
MN1.3: The American bison was on the brink of extinction at the turn of the North Pacific in the last century. - The American bison was on the brink of extinction at the turn of the century and might well be extinct today if its hunting had not been outlawed.	
MJ 2:	.....
MN1.1: Elephants and rhinoceroses are threatened in Africa because poachers kill them for their valuable tusks and horns.	
MN1.2: At present rates of killing, these two species will disappear from most of their already reduced range in 20 years.	
Concluding sentence: none	
Paragraph organization:	.....
Information type: Fact; Opinion	

The 4th paragraph

Topic: Habitat destruction

Topic sentence or main idea:

MJ 1:

MN1.1: Agricultural ecosystems have reduced species richness for thousands of years, but traditional agroeco systems cultivate many more economically valuable species together than modern, high-energy input systems do, and the traditional systems support many other species incidentally.

MJ 2:

MN2.1: Agriculture and forestry today are so extensive that more than 30 percent of all terrestrial production is coopted for human use. (Table 49.1) and the percentage is rising.

MN2.2: Thus all other species have only two-thirds of the total global terrestrial production available for their use and the fraction is steadily decreasing.

Concluding sentence:

Paragraph organization:

Information type: Fact;Opinion

The 5th paragraph

Topic: Habitat destruction

Topic sentence or main idea:

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MJ 1:

MN1.1: Other habitats, particularly old-growth forests, natural grasslands, and estuaries, are being reduced to small, widely separated patches that may be thought of as habitat islands.

Concluding sentence: none

Paragraph organization: Explanation

Information type: Fact;Opinion

The 6th paragraph

Topic: Introduced pests, predators, and competitors

Topic sentence or main idea:

.....

MJ 1:

MN1.1: Pheasants and partridges were introduced into North America for hunting.

MN1.2: European settlers brought their crops and domesticated animals with them to Australia.

MN1.3: Other species such as rabbits and foxes were introduced there for sport.

MN1.4: Weed seeds were carried as ballast in sailing ships or as contaminants in sacks of crop seeds.

MN1.5: Despite quarantines, disease organisms spread rapidly carried by infected plants animals and people.

Concluding sentence:

Paragraph organization:

Information type: Fact;Opinion

The 7th paragraph

Topic: Introduced pests, predators, and competitors

Topic sentence or main idea:

MJ 1:

MN1.1: Nearly half of the small marsupials and rodents of Australia have been extirpated during the last 100 years by a combination of competition with rabbits for forage and predation by foxes.

MN1.2: Black rats carried to remote oceanic islands on ships are especially destructive predators.
- Native rice rats survive in the Galapagos archipelago only on islands not invaded by black rats.

MN1.3: On some Galapagos islands introduced pigs and rats regularly excavate all the nests of the giant Galapagos tortoises and devour the eggs.

- Populations of some tortoises are maintained today only by humans who remove eggs and rear the young tortoises in captivity until they are large enough to defend themselves against pigs and rats.

Concluding sentence:

Paragraph organization:

Information type:Fact;Opinion

The 8th paragraph

Topic: Introduced pests, predators, and competitors

Topic sentence or main idea:

MJ1:

MN1.1: The chestnut blight, a fungus, virtually eliminated the American chestnut, once a dominant tree in forests of the Appalachian Mountains.

- Some individuals still resprout, but sprouts are soon found by the blight and killed.

MN1.2: Nearly all American elms over large areas of the East and Midwest have been killed by Dutch elm disease, caused by the fungus *Ceratocystis ulmi*.

- The disease is thought to have originated in Asia, and it was first recorded in western Europe about 1920; the first infestation in North America was reported in 1930.

Concluding sentence:

Paragraph organization:

Information type:Fact;Opinion

The 9th paragraph

Topic: Climate modification

Topic sentence or main idea:

MJ1:

MN1.1: Trees could not extend their ranges southward because they were blocked by the Mediterranean Sea.

MN1.2: To the east aridity formed a similar barrier.

MN1.3: European forests were much richer in species before the Pleistocene than they are now.

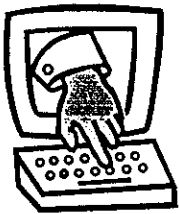
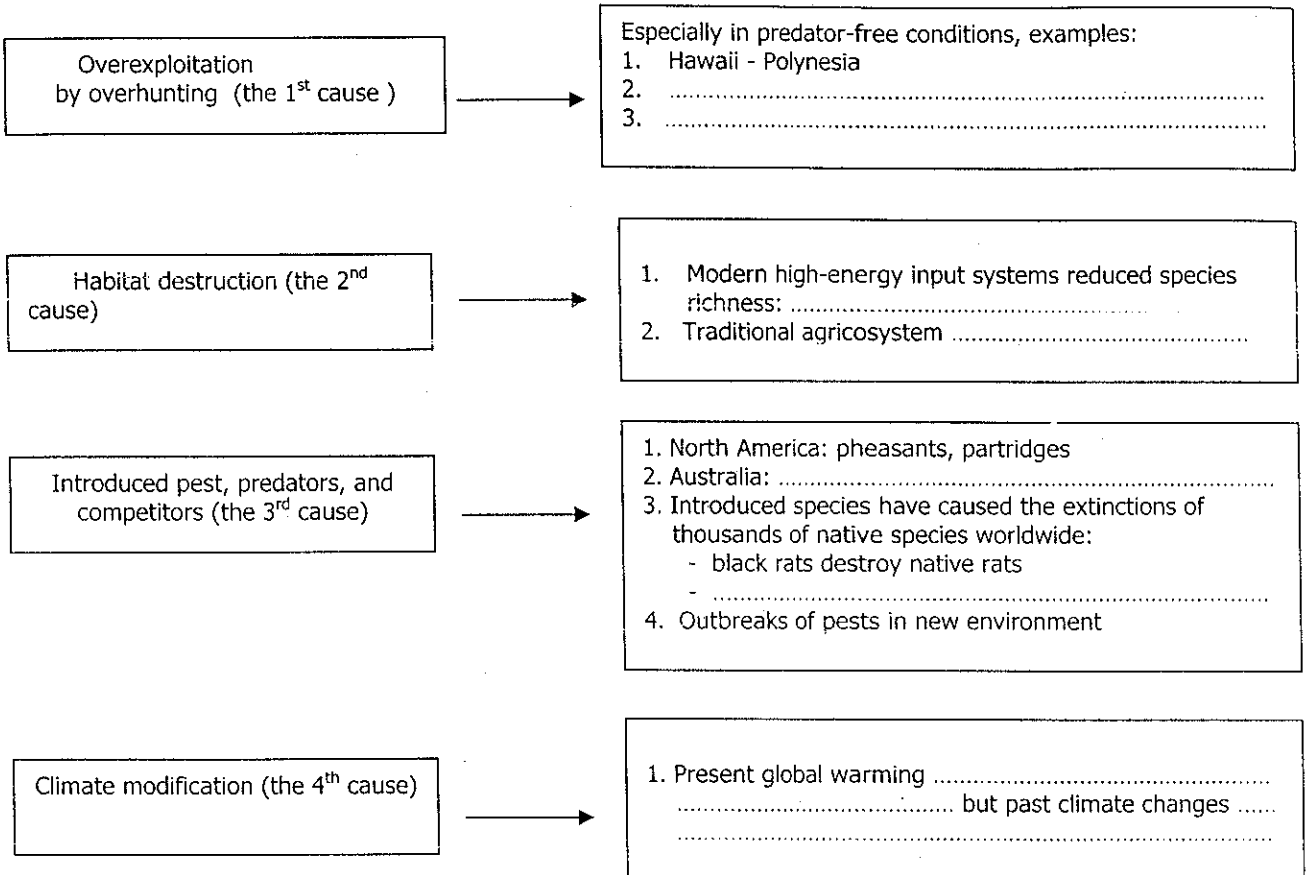
Concluding sentence:

Paragraph organization:

Information type:Fact;Opinion

Post- task 1: Summarize the text

Work in pairs to summarize the text in the following diagram.



Post-task 2: Log On

Read one or two articles on "ecology" on the following website:

- <http://www.ecology.com/>
- <http://www.nytimes.com/college/index.html>
- <http://pbil.univ-lyon1.fr/Ecology/Ecology-WWW.html>

Or search on the internet with the key word "ecology." Then make a diagram to summarize your reading.

Checkpoint

1. How much have I understood? (for example, 50%)

Text 1:

Text 2:

2. What were the difficulties?

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3. Was my approach effective? Is there anything else I should do for the next time I read?

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Language-focus: Prepositions

A preposition is a word that links nouns, pronouns, and phrases to other words in a sentence (<http://teenwriting.about.com/library/weekly/aa011600a.htm>). Prepositions may show several kinds of relationships of its object to the rest of the sentence such as:

1. Procession:	The hand of the clock is broken.
2. Direction:	I go to the bank.
3. Place:	SUT is in Nakornrachasima.
4. Time:	The English 3 class starts at 2.00 p.m.
5. Agent:	The comparison paragraph was written by me.
6. Means, method:	Most SUT students go to class by motorcycles.
7. Receiver of direct object:	He gave a red rose to his girlfriend.
8. Instrument:	Please write your paragraph with a pen.
9. Together:	I go to class with my friends.

The most common preposition are: **at, by, for, from, in, of, on, to, with.**

Some verbs and adjectives need particular preposition such as:

VERBS + PREPOSITIONS

Verb + Preposition:

A
to accuse of
to agree with
to apologize for
to apply to (somewhere)
to apply for (something)
to approve of
to argue with
to argue about
to arrive in
to arrive at

Sample sentence:

Try Exercise A
The scary man is accused of stealing.
Do you agree with me?
Please apologize for being unkind to your sister!
Mary applied to California University.
Steve applied for a job.
I don't approve of smoking.
Jack always argues with Jill.
They always argue about which TV show to watch.
The plane arrived in New York.
The passengers arrived at the gate at 8:00.

(From: <http://www.english-zone.com/preps/>)

ADJECTIVES + PREPOSITIONS

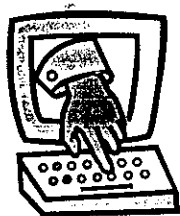
Adjective + Preposition:	Sample sentence:
(be) absent from	Terry, who had been <u>absent from</u> school for two weeks, was surprised to see a new girl in a class. Her name was Pam.
(be) accustomed to	Sara is <u>accustomed to</u> working at night. Working in the daytime is unusual for her.
(be) acquainted with	Are you <u>acquainted with</u> Kaye? She runs English-Zone.Com.
(be) addicted to	Ben was <u>addicted to</u> drugs, but Gwyneth turned his life around. Pablo is really <u>addicted to</u> the Internet, he spends all his nights sitting in front of the computer.
(be) afraid of	Are you <u>afraid of</u> flying saucers?
(be) angry at	Sara was so <u>angry at</u> Gary that she got in her car and drove away.
(be) angry with	Sara was so <u>angry with</u> Gary that she got in her car and drove away.
(be) annoyed at	Pam was <u>annoyed at</u> Tom for being late for the date.
(be) annoyed with	Pam was <u>annoyed with</u> Tom for being late for the date.
(be) anxious about	Yoko was <u>anxious about</u> going to the dentist.
(be) associated with	The conference was dedicated to the problems <u>associated with</u> hacking.
(be) aware of	Are you <u>aware of</u> the dangers of the Internet?

(From: <http://www.english-zone.com/preps/>)



Read the text "Extinction" 1, find 15 verbs and adjectives and their particular prepositions, then write them in the following table. The first one has been done for you.

1. add to the list (1 st paragraph)	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.



Log-in

For more information and exercises on "prepositions" log on to the following websites:

- <http://www.english-zone.com/preps/><http://www.pacificnet.net/~sperling/quiz/prep3.htm>
<http://a4esl.org/q/h/vm/prep03.html>

Or search on the internet with the key words "prepositions."



Language-focus 2: Noun clauses, Adjective clause, and Adverb clauses

Types	Functions	Examples
<p>Noun clauses</p>	<p>A noun clause is an entire clause which takes the place of a noun in another clause or phrase. Like a noun, a noun clause acts as the subject or object of a verb or the object of a preposition, answering the questions "who(m)?" or "what?".</p>	<p>1. Their destination is unknown. (noun) Where they are going is unknown. (noun clause, subject)</p> <p>2. I know Latin. (noun) I know that Latin is no longer spoken as a native language. (noun clause, object)</p> <p>3. Whoever broke the vase will have to pay for it. (noun clause, subject)</p> <p>4. The Toronto fans hope that the Blue Jays will win again. (noun clause, object)</p>
<p>Adverb clauses</p>	<p>An adverb clause is a dependent clause which takes the place of an adverb in another clause or phrase. An adverb clause answers questions such as "when?", "where?", "why?", "with what goal/result?", and "under what conditions?". Usually, a subordinating conjunction like "because," "when (ever)," "where (ever)," "since," "after," and "so that," will introduce an adverb clause.</p>	<p>1. The premier gave a speech here. (adverb) The premier gave a speech where the workers were striking. (adverb clause)</p> <p>1. When?: time After Hamlet's uncle Claudius married Hamlet's mother, Hamlet wanted to kill him.</p> <p>2. Where?: place Where the whole Danish court was assembled, Hamlet ordered a play in an attempt to prove his uncle's guilt.</p> <p>3. Why?: cause Hamlet wanted to kill his uncle because the uncle had murdered Hamlet's father.</p> <p>4. With what goal/result? effect Hamlet wanted to kill his uncle so that his father's murder would be avenged.</p> <p>5. Under what conditions If the British co-operate, the Europeans may achieve monetary union.</p>

From: <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacls.html>

Types	Functions	Examples
Adjectives clauses	<p>An adjective clause is a dependent clause which takes the place of an adjective in another clause or phrase. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like "which?" or "what kind of?"</p> <p>In formal writing, an adjective clause begins with the relative pronouns "who(m)," "that," "which," or "whose."</p>	<ol style="list-style-type: none"> I like the red coat (adjective) I like the coat which I bought yesterday (adjective clause) The books that people read were mainly religious. Some firefighters never meet the people whom they save. The meat which they ate was tainted. They are searching for the one who borrowed the book. Did I tell you about the author whom I met?

From: <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacs.html>



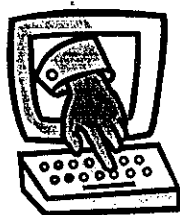
Read the following sentences then identify the type of each dependent clause
(From: <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacs.html>)

No.	Sentences	Type of clause
1	Some people buy expensive cars simply because they can.	Adverb clause
2	Many people hope that Canada can resolve its economic problems.	
3	The bankers need to know what they should do.	
4	Which one is the person who stole your car?	
5	Wherever there is a large American city, there will be poverty.	
6	Canada might give up its marketing boards if the European Community gives up its grain subsidies.	
7	That is the place where Wolfe's and Montcalm's armies fought.	
8	The books which the professor assigned were very expensive.	
9	Unless the crown can make a better case, the accused murderer will not be convicted.	
10	It is important to ask whether the wedding is formal or semi-formal.	



Read the following sentences from the text "Extinction" then underline the noun clauses, adverb clauses, and adjective clauses you find in each sentence, then identify its type. The first one has been done for you.

Paragraph	Clauses	Type of clause
2	When the Maori colonized New Zealand, they exterminated a number of species of flightless birds including the moas <u>which were larger than ostriches.</u>	Adjective clause
4	Within these communities humans discourage the presence of other species by applying biocides that kill competing plants, bacteria, fungi, nematodes, insects and other arthropods, and vertebrates.	
4	When ecosystems, such as agricultural lands and plantation forests, are managed so as to divert most of their primary production to certain species intended for human use we say that their production is coopted.	
5	Other habitats, particularly old-growth forests, natural grasslands, and estuaries, are being reduced to small, widely separated patches that may be thought of as habitat islands.	
7	Black rats that were carried to remote oceanic islands on ships are especially destructive predators.	
7	Populations of some tortoises are maintained today only by humans who remove eggs and rear the young tortoises in captivity until they are large enough to defend themselves against pigs and rats.	
8	Ecologists suspect that intercontinental movement of disease organisms caused extinctions in the past, but evidence of disease outbreaks is not usually preserved in the fossil record.	



Log-in

For more information and exercises on "pronouns" log on to the following websites:

- <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/rvnaacls.html>
- <http://www.iei.uiuc.edu/structure/Structure1/nounclauses.html>
- <http://www.english-zone.com/grammar/noun-clz1.html>

Or search on the internet with the key words "noun clauses."

Checkpoint

I practice the following
grammatical structures

Very well

I can do this

A little

Not very well
but I try

1. Prepositions
2. Noun clauses
3. Adjective clauses
4. Adverb clauses

Task 2: Paragraph writing



Introduction

Throughout our lives we see cause-and-effect relationship, for example we are aware that "actions have consequences." Writing cause and effect paragraphs will not only develop your English writing ability but also develop your critical thinking skills. The following activities will guide you to write a cause and effect paragraph.



Step 1: Explore ideas

Read the article "Extinctions." Then summarize the four causes of extinctions. You may arrange them from the most seriously negative effect to the least serious one or vice versa.

1. The first cause:
2. The second cause:
3. The third cause:
4. The fourth cause:



Step 2: Make an organizational outline

There are two options for organizing cause and effect paragraphs: **identifying causes** and **predicting effects**. Work in pair to discuss how the two organizational patterns differ.

Identifying causes	Identifying effects
<ol style="list-style-type: none"> 1. Topic sentence 2. The first cause* (explain and/or give examples) 3. The second cause 4. . 5. . 6. The final cause 7. Concluding sentence 	<ol style="list-style-type: none"> 1. Topic sentence 2. The first effect* (explain and/or give examples) 3. The second effect 4. . 5. . 6. The final effect 7. Concluding sentence

(Adapted from "Causal analysis (cause and effect)", <http://www.osuokc.onenet.net/~engl1113n/causalinfo.htm>)

Notes. *You can arrange the causes or effects from the most important one to the least, or from the least to the most important.

Use the information in Step 1 to make an **identifying causes** organizational pattern.

Identifying causes	
1.	Topic sentence:
2.	Cause 1:
3.	Cause 2:
4.	Cause 3:
5.	Cause 4:
6.	Concluding sentence:



Step 3: Write a paragraph

Use the information from the **identifying effects** organizational pattern you have made in Step 2 to write a paragraph telling the causes of extinctions. Study the models of cause and effect paragraphs in unit 2 before you start writing.



Step 3.1: Explore language

Grammatical structures, or words that are common and needed for a cause and effect paragraph are:

1. **Present Simple Tense** (see Unit 1, p.)
2. **Past Simple Tense** (see Unit 1, p.)
3. **Present Perfect Tense** (see Unit 1, p.)

4. Conjunctions

Showing causes			Showing sequence
accordingly as a consequence as a result as a result of because because of this	consequently due to for this/that reason hence if ... then on account of	owing to since so then therefore thus	first second then next later finally



Step 3.2: Write a topic sentence

A topic sentence tells the main idea of the paragraph. It tells readers what the paragraph is about. Your topic sentence should tell your readers that you will write about the causes of extinctions. The following are some patterns you can use to write the topic sentence of an identifying effect paragraph:

There are	... (number) ... many several	significant main different	causes of	... A ...
-----------	-------------------------------------	----------------------------------	-----------	-----------

Write a topic sentence for your paragraph.

.....
.....
.....



Step 3.3: Write supporting sentences

Write supporting sentences according to the identifying causes organization you have made in Step 2. Use the cause and effect example paragraphs "Crowded Urban Area" and "My Father's Excellent Health" in Unit 1 as your model. Use the following grammatical structures, words, and phrases:

- Present Simple tense
- Present Perfect tense
- Past Simple tense
- Clear transitional conjunctions

	Subject	Verb	Object or complement
Topic sentence			
Cause 1			
(explanation and/or examples)			
Cause 2			
(explanation and/or examples)			
Cause 3			
(explanation and/or examples)			
Cause 4			
(explanation and/or examples)			
Concluding sentence			



Step 3.4: Write a concluding sentence

To write a concluding sentence there are at least three possible options: 1) summarize the paragraph; 2) provide a warning; and 3) call for action. Here are some good examples of concluding sentences for a cause and effect paragraph.

Options	Examples
1. Summarize the paragraph	All these negative causes of extinctions must be considered for the benefit of mankind.
2. Provide a warning	If these negative causes are not terminated, our ecology will be in great danger.
3. Call for action	Every country should co-operate to terminate all these negative causes of extinctions.

Write a concluding sentence for your paragraph.

.....
.....
.....



Log-in

For more information and examples about how to write cause and effect paragraphs, log in to the following websites:

- <http://lrs.ed.uiuc.edu/students/fwalters/compcnt.html>
- <http://www.georcoll.on.ca/courses/tws/ptptcomp.htm>
- <http://wwwtc.nhmccd.cc.tx.us/courses/WL1mep/rhet.html>
- <http://www.osuokc.onenet.net/~engl1113n/causalinfo.htm>

Or search on the internet with the key word "cause and effect paragraphs."

Checkpoint

1. How well can I write the paragraph? (i.e., very well, not)
.....
2. What were the difficulties?
.....
.....
.....
3. Was my approach effective? Is there anything else I
next time I write?
.....
.....
.....
.....

Task 2: Listen to introductions, remarks, a conversation and an academic lecture





Listening Task 1

1. Prediction: In Quiz 1, you will hear the opening remarks in a TV program. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good evening)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to match them with their meanings.

Nouns

perspectives
philosophy
.....

Verbs

apply
assure

Adjectives

realistic

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of this program?
- 2. Is ecology a fairly young science?
- 3. What is he going to talk about first?
- 4. In how many ways is ecology useful?
- 5. What will we learn from this talk?

4. Check: Answer the following questions.

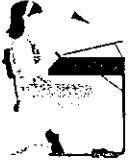
1 How much have I understood? (for example, 50%)
2 How many right answers do I get?

5. Practice listening: Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

.....	Tonight we will be talking about some basics of ecology.
.....	Of equal importance is understanding how to apply ecology in assuring the livability of the planet into the future, but first let's talk about the history of ecology.
.....	Ecology as a science is still fairly young but the perspectives of the environment it offers us are very useful in understanding the environment.
.....	Good evening ladies and gentlemen, welcome to Channel 3's Science Report program.
.....	It is also quite useful in putting together our realistic philosophy regarding the environment.

6. Listen again: Listen to the opening remarks again without looking at the script and answer the listening questions in Step 2. Then do Step 4 again and note your answer in the following space.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....



Listening Task 2

1. Prediction: In Quiz 2, you will hear the opening remarks of a lecturer. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning distinguished participants, ladies, and gentlemen)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- analysis
- hawk
- squirrel

Verbs

- convert
- store

Adjectives

- hierarchical

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of this talk?
- 2. What is a hierarchical order of organism?
- 3. Where does this talk take place?
- 4. What will we learn from this talk?

4. Check: Answer the following questions.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....

5. Practice listening:

Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

.....	A squirrel eats the mango and then a hawk eats the squirrel. See the chain of events?
.....	Ahhh good yes it is a hierarchical order of organisms beginning with some producer each of which feeds on the organism below it.
.....	For example, the mango tree converts the sun's energy to food energy and stores part of it in the mango.
.....	What is a Food Chain? Do you know?
.....	Good morning, welcome to Ecology 274.
.....	Now for some more analysis...
.....	Today we're going to discuss the topic of Food Chains.

6. Listen again:

Listen to the opening remarks again without looking at the script and answer the listening questions in Step 2. Then do Step 4 again and note your answer in the following space.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....



Listening Task 3

1. Prediction: In Quiz 3, you will hear the opening remarks of a conference. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning distinguished participants, ladies, and gentlemen)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- entomology
- expert
- perspectives
- session

Verbs

- author

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of this talk?
- 2. Why would you listen to this talk?
- 3. What is he going to talk about?
- 4. Where does this talk take place?

4. Check: Answer the following questions.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....

5. Practice listening: Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

.....	Dr. Natthawut is one of the most well known experts in ecology.
.....	Good afternoon ladies and gentlemen. Welcome back to the second session of our conference.
.....	He is here with us today to express his views on the global environment from different perspectives.
.....	He received his doctorate in the Ecological Entomology from Massey University New Zealand in 1988.
.....	He's authored many books in ecology. He also has several research papers to his credit.
.....	Ladies and gentlemen please welcome Dr. Natthawut.
.....	Our guest speaker for this topic is Dr. Natthawut from the Institute of Science, Suranaree University of Technology Thailand.
.....	The topic for this section is Global Environment.

6. Listen again: Listen to the opening remarks again without looking at the script and answer the listening questions in Step 2. Then do Step 4 again and note your answer in the following space.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....



Listening Task 4

1. Prediction: In Task 4, you will hear a conversation between two students (Kate and Frank) talking about a lecture they have just attended. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Their attitude towards the lecture (How did you like the lecture?)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

definition	.....	distribution	.....
relationship	.....	interdependence	.....
abundance	.....	survival	.....

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of this discussion?
- 2. Where does the word "ecology" originally come from?
- 3. What is the definition of "ecology"?
- 4. Where does this discussion take place?

4. Check: Answer the following questions.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....

5. Practice listening:

Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

.....	Ahhh...okay thanks.
.....1.....	Excuse me Frank can you tell me the meaning of ecology?
.....	Well ecology is the study of the relationships between living things and their environment.
.....	Well I can tell you where the word comes from. Ecology comes from the Greek word "oycos" meaning "house" and "logy" meaning "science."
.....	Well that's a good definition too but as far as I know ecology always included the idea of interdependence, you know the way one organism depends on another for survival.
.....	Well what about the definition of ecology as a subject?
.....	Well...um...can it be the study of the development, abundance, and distribution of species?

6. Listen again:

Listen to the opening remarks again without looking at the script and answer the listening questions in Step 2. Then do Step 4 again and note your answer in the following space.

1	How much have I understood? (for example, 50%)	.....
2	How many right answers do I get?	.....



Listening Task 5

1. Prediction: In Tasks 5 you will hear a lecture on "The Molecular Basis of Inheritance." Work in pairs to think information you expect to hear and note it down. The first one has been done for you.

- a. What is the molecular basis of inheritance?
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

1st paragraph

Nouns

- pollutant
- acid rain
- ozone hole
- modification
- disruption

verbs

- describe
- disturb
- involve
- maintain

Adjectives

- complex
- severe
- profound

2nd paragraph

Nouns

- deposition
- fog
- foliage
- combustion
- fuels
- chimney
- vicinity

Adjectives

- acetic

verbs

- refer to
- implement
- dilute
- disperse
- accumulate

Adverbs

- principally

3rd paragraph

Nouns

shield
maintenance
propellants
aerosols
anxiety
deterioration

Verbs

express
deplete
prompt

Adjectives

ritual
synthetic
stable
huge

4th paragraph

Nouns

radiation
concentration
quantity

verbs

reflect
release

3. Listen

3.1 Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

1. What is the topic of the discussion today?
2. What background knowledge do you need to understand the topic?
3. What did biotechnology come from?
4. What will we learn from this talk?

3.2 Listen: Listen to the lecture, then decide whether each of the following statements is true (T) or false (F).

- 1. Acid rain refers to acid deposits in rain or fog.
- 2. The acid fall on trees and killed hem immediately.
- 3. Sulfuric and nitric come directly from the air.
- 4. When fossil fuel are burned, sulfuric and nitric are byproduct.
- 5. The dilute and disperse principle was used to control acid rain.
- 6. High smoke stack were used to dilute and disperse airborne pollutants.

3.3 Listen: Listen to the following paragraph, then fill in the blanks with the following words.

- | | | | |
|----------------|-------------|--------------|-------|
| global warming | steady | fossil fuels | rises |
| carbon dioxide | temperature | radiation | |

The fourth paragraph

Finally, in our discussion today, (1) How does that work? Certain gases in the atmosphere reflect (2) coming from the earth back to the earth; if the concentration of these gases (3), you'd expect the (4) of the earth to increase. So the first gas shown to be such a problem was (5), since of course, there was a great increase in the amount of carbon dioxide release by the burning of fossil fuel. For example, records of the amount of carbon dioxide in the air kept at the Mauna Loa Observatory in Hawaii since 1958, have shown a (6), increase, although, strangely, it is less of an increase than we expected from the quantity released from burning (7)

(Adapted from Bryan Cartledge, Monitoring the Environment: the Linacre Lectures 1990-91, 1992.)

4. Check: Answer the following questions.

- | | | |
|---|--|-------|
| 1 | How much have I understood? (for example, 50%) | ..... |
| 2 | How many right answers do I get? | ..... |

5. Practice listening: Listen to the lecture and put the following sentences in the right order. The first one has been done for you.

The first paragraph

- | | |
|-------|---|
| ..... | Good morning. Welcome to Ecology 274. |
| ..... | The changes that result have caused severe ecological disruption to species, in the case of acid rain, or are likely to cause profound changes in natural ecosystems. |
| ..... | They all involve the modification of the complex chemical cycles that maintain our environment in its present conditions. |
| ..... | They are large-scale international problems. Now for more detail... |
| ..... | Today, we'll be taking about pollutants that disturb the physic chemical systems. |
| ..... | Under this heading fall those major pollution problems that are described as acid rain, the ozone hole, and global warming. |

The second paragraph

- And they were destroying the trees.
- Let's look at acid rain.
- But hundreds of miles away, trees were slowly accumulating more nitric and sulfuric oxides.
- Thanks to these tall chimneys, pollution was shown to have fallen at group level in the vicinity of the power stations.
- The "acids" come from combustion of fossil fuels and are principally sulfuric and nitric.
- This came about when, for example, power stations in the UK were fitted with these tall chimneys, pollution in order to implement the clean air act of 1956 and 1958.
- This should more correctly be described as acid deposition, since it refers to the deposition of acidic materials in rain and fog, and directly from the air on to foliage, usually trees, but also onto buildings.
- Now this acid rain can be seen as a direct result of the tall chimneys used by industry to implement a pollution control policy in the 60s called the "dilute and disperse principle."

The third paragraph

- CFCs, produced in the refrigeration process, simply rise through the air and into the stratosphere.
- Chlorofluorocarbons (CFCs) are synthetic chemical molecules that have been used extensively for about 40 years in refrigerators and as propellants in aerosols; they are stable and light.
- Look at this diagram to see just how this happens.
- Look what happens when they reach ozone molecules : they react with the ozone, prompting this chemical deterioration of the ozone molecules. In very huge numbers.
- Now, moving on to the ozone hole.
- There is no natural sink for these molecules and in the mid - 1970s, atmospheric chemists expressed anxiety that they could rise to the stratosphere and there react with the ozone layer, thereby depleting it.
- The ozone in the stratosphere forms a shield against the damaging effects of incoming radiation; it is vital for the maintenance of life in terrestrial environments.

6. Listen again: Listen to the lecture again without looking at the script and answer the listening questions in 3.1 and 3.2. Then answer the following questions.

- | | | |
|---|--|-------|
| 1 | How much have I understood? (for example, 50%) | ..... |
| 2 | How many right answers do I get? | ..... |

Checkpoint

1. How much have I understood? (for example, 50%)

Quiz 1:

Quiz 2:

Quiz 3:

Quiz 4:

Lecture:

1. What were the difficulties?

.....
.....
.....
.....

2. Was my approach effective? Is there anything else I should do
for the next time I listen?

.....
.....
.....
.....

Task 4: Present a verbal summary of a short text



Introduction

Being able to give the summaries of information you have read is an importantly academic skill. The following activities will guide you to practice giving summary of short reading passages.



Step 1: Structure of an oral summary

The structure of a verbal summary usually consists of three parts: an opening, a body, and a termination (Kayfetz, J.L. et al,1992). Work in pairs to study each part of a verbal summary in the following table.

Parts	Content	Sample expressions
Opening	In the opening, say the title of the text and name(s) of author(s).	<ol style="list-style-type: none"> The article I would like to summarize is written by _____ and is titled _____. I have chosen to summarize an article by _____ called _____.
	Then, say a sentence telling the topic of the text	<ol style="list-style-type: none"> What _____ says is that _____. The point of this article is to explain _____. In this article (the author) _____ reviews the subject of _____. In this article (the author) _____ says _____.
Body	Summarize the main points of the text one by one. Your summary should focus on the major points not the minor ones. You may also mention examples from the text. Your summary should clearly, concisely, and accurately state the information presented by the author. Do not include your point of view.	<ol style="list-style-type: none"> The author summarizes that _____. An example that explains this clearly is _____. The author argues that _____. The author's best example of this is _____. The author has examined three approaches to _____. The first is _____. The second is _____. The third is _____. There are two main characteristics that need to be understood: first there is _____. And second there is _____. The third is _____.
Conclusion	Conclude you speech by saying the author's position or point of view.	<ol style="list-style-type: none"> The author's point of view is that _____. According to the author, _____. it is clear that the author favors _____. The author found that _____. The author concludes that _____.

(Adapted from (Kayfetz, J.L. et al, 1992, pp 82-84)



Step 2: Explore language

Review the example of an oral summary in Unit 1, page 56.



Step 3: Prepare an oral summary

Work in pairs to find a text about "Ecology" from the internet, and summarize the text. Then make a plan for an oral summary and note it in the following note-sheet. After that practice it until you satisfy with your performance.

1. Opening

.....
.....
.....
.....

2. Body

.....
.....
.....
.....
.....
.....
.....
.....

3. Conclusion

.....
.....
.....



Step 4: Give your oral summary

Find a new partner and take turn to give your oral summary. Use the following form to give feedback to your partner. Finally, record your summary on a cassette tape for homework and hand it in.

1. **Name of speaker**
2. **Name of commentator**
3. **Topic**
4. **Rate the speaker using the scale of 1-4** (1 = poor, 2 = OK, 3 = good, 4 = excellent).
 - a. The title and the author were clearly stated at the beginning.
 - b. The topic of the reading was stated clearly and concisely.
 - c. The example chosen clearly supported their respect points.
 - d. The speaker's pronunciation was clear and evenly paced.
5. **Check the items below that apply to the speaker's presentation.**
 - e. The summary was too long.
 - f. The speaker used too many examples.
 - g. The speaker presented her own ideas or opinions.
 - h. The speaker did not use her own words, but lift material from the reading.
6. **Comments: Write any comments that you feel will help the speaker to give better verbal summary in the future.**

.....
.....
.....

Checkpoint

1. How well can I summary the text?
(Very well, a little, Not very well but I try)

.....

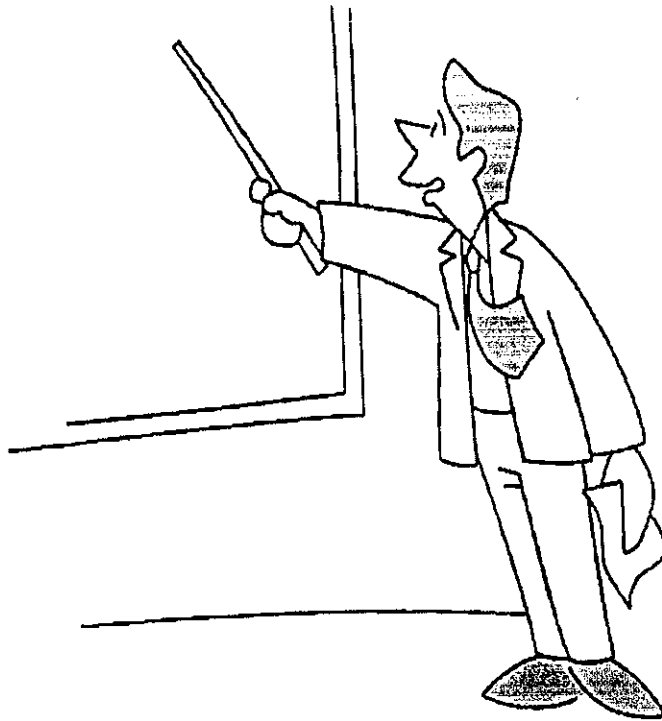
2. What were the difficulties?

.....
.....
.....
.....

Was my approach effective? Is there anything else I should do for the next time I orally summarize a text?

.....
.....
.....

Task 4: Practice vocabulary





1. Academic Word List

Look at the following words, circle the ones you do not know their meanings.
Then study them and complete Table 1.

Sublist 5

academy	consult	evolve	license	orient	style
adjust	contact	expand	logic	perspective	substitute
alter	decline	expose	margin	precise	sustain
amend	discrete	external	medical	prime	symbol
aware	draft	facilitate	mental	psychology	target
capacity	enable	fundamental	modify	pursue	transit
challenge	energy	generate	monitor	ratio	trend
clause	enforce	generation	network	reject	version
compound	entity	image	notion	revenue	welfare
conflict	equivalent	liberal	objective	stable	whereas

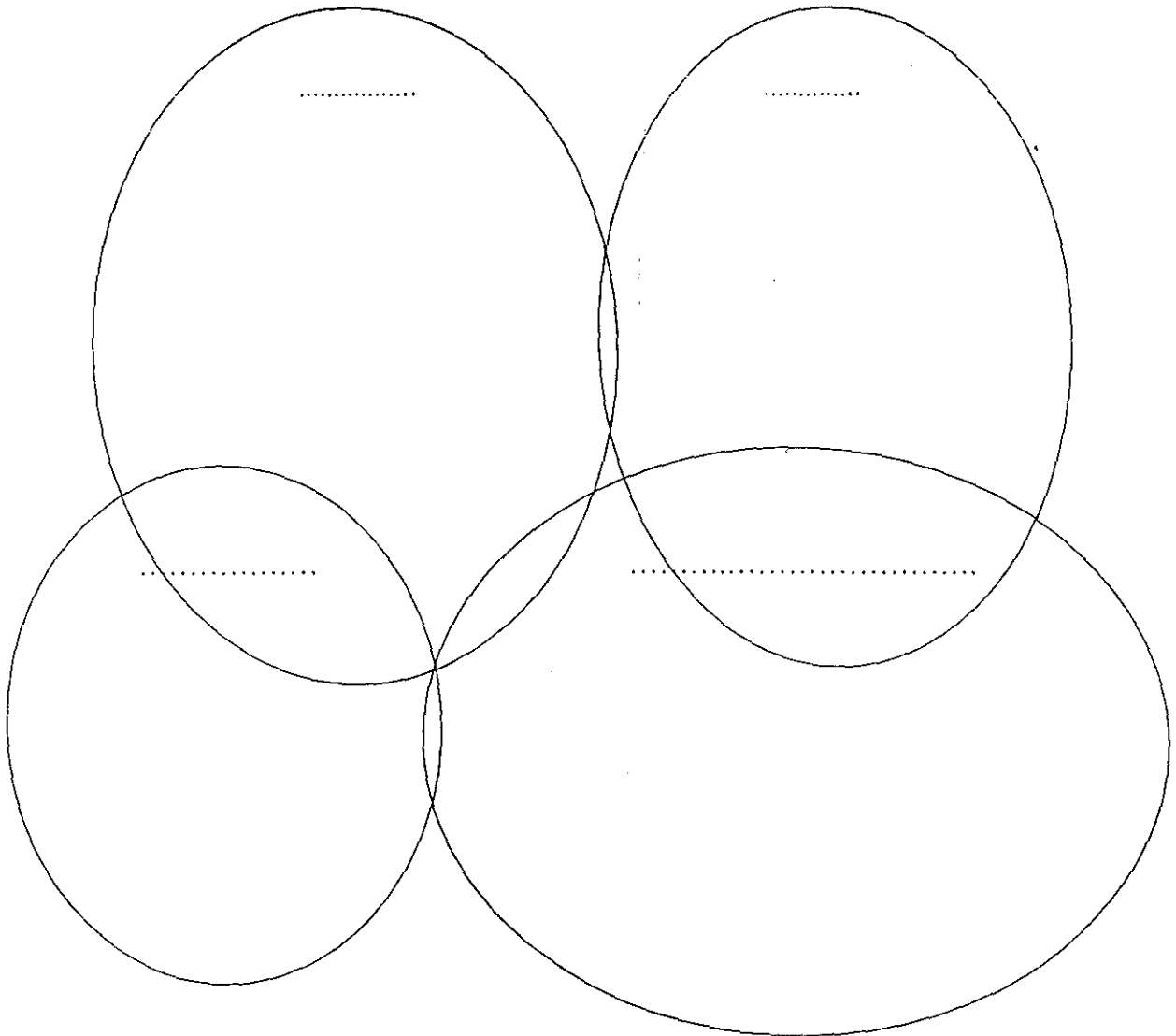
(Coxhead, 1998. An Academic word list. Wellington: Victoria University of Wellington)

Table 1

Words	Part of Speech	Word meaning	I can use this word in a sentence.
Example: <u>activity</u>	N:.....√..... V: activate Adj: active Adv: actively	-moment, action -something that is done for interest or pleasure - กิจกรรม	- There is not much <u>activity</u> in the playground after lunch - Drawing picture is an <u>activity</u> .
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		

Word association

Divide all the words in Table 1 into groups using your own criteria, and name them. The first one has been done for you.





2. General Service List

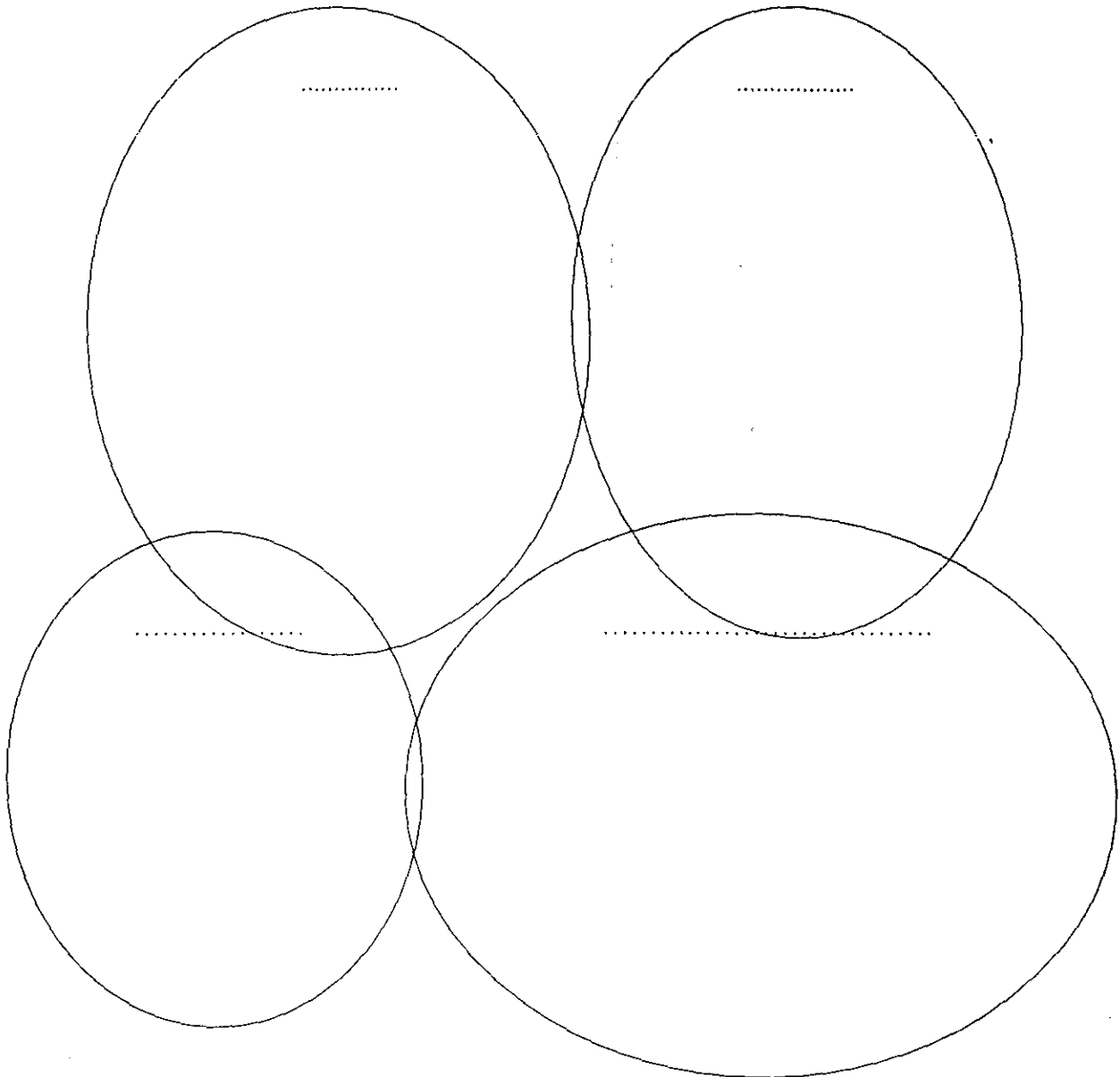
Look at the following words, **circle the ones you do not know their meanings**. Then study them and complete Table 2.

heal	jealous	manage	obey	pocket	raw
heap	jewel	manufacture	ocean	poet	ray
heart	joint	map	offend	poison	razor
height	joke	master	omit	police	recommend
hesitate	journey	mat	onto	polish	refer
hinder	joy	match	opposite	polite	reflect
hire	juice	meal	orange	pool	refresh
hit	jump	meanwhile	organ	postpone	regret
hole	key	meat	origin	pot	rejoice
holiday	kick	machine	ornament	pour	relieve
hollow	king	medicine	overcome	powder	remedy
holy	kiss	melt	pack	practice	remind
honest	kitchen	mend	pad	praise	rent
hook	knee	merchant	pair	pray	repair
horizon	kneel	mercy	pale	preach	replace
hospital	knife	merry	pan	precious	reproduce
host	knock	message	parcel	prefer	republic
hotel	knot	mild	pardon	prejudice	reputation
humble	ladder	milk	parent	president	request
hunger	lake	mill	park	pretend	rescue
hunt	lamp	miss	particular	pride	reserve
hurry	later	miserable	passage	priest	resign
hurt	laugh	mistake	paste	prison	resist
hut	lazy	mix	path	prize	responsible
ice	leaf	model	patient	probable	restaurant
ideal	lean	moderate	patriotic	procession	retire
idle	leather	modest	pattern	profession	revenge
ill	leg	monkey	pause	profit	review
imagine	lend	moon	paw	prompt	reward
imitate	lessen	moral	pearl	pronounce	ribbon
immediate	lesson	motion	peculiar	property	rice
immense	liberty	mouse	pen	proud	rid
important	lid	mud	pencil	pump	ripe
improve	limb	multiply	penny	punctual	risk
indoor	lip	murder	per	punish	rival
industry	liquid	mystery	perform	pupil	roar
inform	list	nail	persuade	pure	roast
ink	literature	neat	pet	purple	rob
in-law	load	needle	photograph	push	rock
inn	loaf	neglect	pick	puzzle	rod
inquire	loan	nephew	pig	qualify	roof
inspect	lock	nest	pigeon	quantity	root
inside	lodging	net	pile	quarrel	rope
instance	log	nice	pin	quart	rot
instrument	lonely	niece	pinch	queen	row
insult	loose	noble	pink	question	royal
insure	lord	noise	pint	quick	rub
interfere	loud	nonsense	pipe	rabbit	rubber
international	loyal	noon	pity	radio	rubbish
interrupt	luck	nose	plain	rail	rude
invent	lump	noun	pastor	rain	rug
invite	lung	nuisance	plate	rake	ruin
inwards	mad	nurse	plenty	rapid	rust
island	mail	nut	plough	rare	scared
jaw	male	oar	plural	rat	sacrifice

(Nation, P., 2002, Singapore, SEMEO Reginal Language Center. Managing vocabulary learning.)

Word association

Divide all the words in Table 2 into groups using your own criteria, and name them. The first one has been done for you.



Checkpoint

1. How often did I practice vocabulary?

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2. How many percent of the words in the two lists have I learned?

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3. What were the difficulties?

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4. Was my approach effective? Is there anything else I should do
for the next time I practice vocabulary?

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