

## **Context Clues**

Many Thai students find reading in English very difficult. There are many factors affecting their reading comprehension. When asked, they answered that not knowing the meaning of the word was their problems. That is the reason why understanding words in context is needed to add in their reading skill. Understanding not only words but also the grammatical structures of the English language also helps increase their reading comprehension. Moreover, their prior knowledge of the reading materials serves as an addition to their understanding.

What I would like to suggest here includes the techniques of guessing the words in context in a systematic fashion. In addition, the typical types of questions usually asked in the reading comprehension passage are also pointed out. Hopefully, you will be readily equipped with the tactics, techniques and skills necessary for bettering your reading comprehension in English.

It may be possible to guess the meaning of a word from the context. For example, consider this sentence:

**Timothy scowled when he saw the dent in his new car.**

We can guess that Timothy is upset when he notices a dent in his new car. Although, we can't know the exact meaning of 'scowl' from the context, we can guess that it is the way of showing displeasure. We might further guess that most people show they are upset by their facial expression. Thus, we have arrived at a definition of 'scowl': a facial expression that shows displeasure.

It is not always possible to get a clue to the meaning of a word from the context. For example, consider this sentence:

**Timothy scowled when he saw Aunt Agatha.**

Unless we know what Timothy's opinion of Aunt Agatha is, we cannot guess the meaning of 'scowled' here. However, other sentences in the passage might indicate what his opinion is, and these could give a clue to the meaning.

Vocabulary meanings are given in English in various ways. The following exercises reflect some of these ways.

### **1. Using the verb 'to be'**

The object following the verb 'to be' is frequently used to identify the subject.

Example

A salmon is a fish.

The meaning of 'salmon' is identified by the word 'fish.'

### **Exercise**

1. Hypoxia is an illness caused by a deficiency of oxygen in the tissues of the body.
2. A porcupine is a large climbing rodent that is covered with sharp spines for defense.
3. The atom is the smallest part of a chemical element that can exist and still have the properties of the element.
4. A meteorite is a falling star that reaches the earth without burning up.
5. A drone is a male bee.

## **2. Using appositives**

A noun or noun group which follows a noun and is set off by commas is an appositive. It identifies the noun it follows.

Example

Mercury, the silver-colored metal used in thermometers, is usually in liquid form.

The meaning of 'mercury' is identified by its appositive, 'the silver-colored metal used in thermometers.'

By adding the words 'which is / are' or 'who is / are', you can test if the noun is appositive.

Example

Mercury, which is the silver-colored metal used in thermometers, is usually in a liquid form.

## **Exercise**

1. The coelacanth, a large-body hollow-spined fish, was thought to be extinct until recently.
2. Pacemakers, small electrical devices that stimulate the heart muscle, have saved many lives.
3. Many residents of Hawaii used to believe that the volcano's flarings were tirades of their goddess, Pele.
4. Morse code, a system of telegraphic signals composed of dots and dashes, was invented by Samuel F.B. Morse.
5. Studying supernovas, the catastrophic explosions of dying stars, may give answers to questions of modern cosmology.

## **3. Using Punctuation**

Punctuation marks are sometimes used to set off a word which is being used to identify another word. Some of the punctuation marks you may see used in this way are:

, (comma)  
[ ] (bracket)  
- (dash)  
( ) (parenthesis)  
' ' (single quotation mark)  
" " (double quotation mark)

#### Example

In laser printing, the greater the number of dpi (dots per inch), the higher the quality of the image produced.

The meaning of "dpi" is identified by the words in parentheses, "dots per inch."

#### **Exercise**

1. Intensity - loudness or softness - depends on the extent or amplitude of vibrations.
2. The use of carved birds, "decoys," is not a new idea in hunting.
3. If you are ectomorphic (the slender type), you are likely to be good in such sports as track, tennis, and basketball.
4. A path to the chieftain's headquarters winds through ancient petroglyphs - inscriptions in stone.
5. Oral history - the use of the tape recorder to capture memories of the past in private interviews - has become increasingly popular among professional historians.

#### **4. Using "or"**

A word is sometimes identified by a synonym following the word "or".

#### Example

The husky, or sled dog, of the North, is a hardy breed.

The meaning of the word "husky" is identified by the word "sled dog" following the word "or"

### **Exercise**

1. Altitude, or the height above sea level, is a factor that determines climate.
2. Vespers, or evening worship, can be heard at St. Matthew's Cathedral.
3. In some American Indian tribes, the squaw, or woman, was the owner of all property.
4. The central nervous system of grasshoppers, fruit flies, and other insects includes both the brain and a chain of simpler segmental ganglia, or groups of nerve cells.
5. Claustrophobia, or the fear of being enclosed, is more common than many people realize.

### **5. Using Examples**

A word is sometimes identified by examples. These terms often introduces examples:

as            for example            such as  
like         for instance

Example

Percussion instruments, such as drums, cymbal, and tambourines: "drums," "cymbals," and "tambourines." are the most favorite choice of study here.

The meaning of "percussion instruments" is identified by the three examples: "drums, cymbals, and tambourines."

### **Exercise**

1. Such large fish as groupers and moray eels recognize the wrasse as a friend that will help them.
2. Creatures such as the camel and penguin are so highly specialized that they can only live in certain area of the world.
3. The sand absorbs enough moisture to support drought-resistant plants such as mesquite, as well as several species of grasses.

4. Camping paraphernalia such as tents, sleeping bags, and cooking equipment can range from very simple to quite complex.
5. Much can be done to that the process of desertification. For example, asphalt-like petroleum can be sprayed onto sand dunes, and seeds of trees and shrubs can then be planted. The oil stabilizes the sand and retains moisture, allowing vegetation to become established.

## 6. Using Clauses

Adjective clauses sometimes identify words. They are introduced by the words:

who	whom	which	that	whose
when	where	why		

Example

Airships, which are cigar-shaped, steerable balloons, have many uses, such as filming, advertising, and entertainment.

The meaning of "airships" is identified by the adjective clause "which are cigar-shaped, steerable balloons."

### **Exercise**

1. Recent tests show that silver sulfadiazine, which is a compound used in the treatment of burns, can cure the most serious types of African sleeping sickness.
2. The kiva, where Pueblo Indians hold their secret ceremonies, is entered by an opening in the roof.
3. Melody, which is the succession of sounds, takes on new interest when fit into a rhythmic pattern.
4. Nonlethal techniques, those that do not kill coyotes, are being developed to protect sheep and other livestock.

5. The "O" in many Irish names comes from the Gaelic word ua, which means "descended from."

## **7. Using Referents**

Referents are words that refer back or forward to other words in the sentence or paragraph.

Example

The solar-powered batteries in the ERS-1 are expected to function for at least two years, during which time the satellite will be able to gather more information than any previous satellite.

The meaning of ERS-1 is identified by its referents "satellite."

## **Exercise**

1. The farmers were concerned about the growing number of boll weevils. An infestation of these insects could destroy the cotton crop overnight.
2. At least 50 weed species fight off competitors by emitting toxins from their roots, leaves, or seeds. These poisons do their work in a dozen ways, such as inhibiting germination of seeds and destroying photosynthesis abilities.
3. Important officials visiting president Roosevelt were surprised by his managerie of pets. No previously president had filled the White House with such as variety of animals.
4. The groom struggled with his tuxedo. He wondered why he had to wear these kinds of clothes to get married.
5. Emma was told to put the sheets in the hamper, but she found the basket too full of soiled clothes to fit the sheets in.

## **8. Using Contrasts**

Sometimes the meanings of words can be understood because they are in contrast to another word in the sentence. Words that indicate a contrast are.

but	in contrast	or
despite	in spite of	unlike
however	instead	whereas

Example

The brief scenes in the movie focus on the boy's point of view, whereas the longer scenes depict the father's side.

"Brief" scenes are understood to be "short" scenes because they are in contrast to the "longer" scenes.

### **Exercise**

1. The bite of a garter snake, unlike that of the deadly cobra, is benign.
2. The bluebonnet, the Texas state flower, thrives in dry, poor soil but dies in overly wet conditions.
3. Despite proposed cutbacks in financial support for domestic students, assistance for foreign students studying and training in the United States is to be sharply increased.
4. Unlike her gregarious sister, Jane is a shy, unsociable person who does not like to go to parties.
5. At the Indian Reservation Trading Post, tourists can buy trinkets or they can buy expensive handmade items.

## **9. Other Words in the Sentences**

Other words in a sentence can sometimes help identify a word.

### Example

In order to sip the nectar with his long tongue, the bee must dive into the flower in so doing becomes dusted with the fine pollen grains from the anthers.

We can guess that "nectar" is the substance that bees collect from a flower because the bee must "sip .... with its long tongue." and "dive into the flower." We can guess that "anther" is a part of the flower because the bee gets "dusted with the fine pollen grains from the anthers" when it dives into the flower.

### **Exercise**

1. The bright purple gentian grows wild in Colorado and blooms in late summer.
2. While blowing air into the leather bag, the bagpipe player produces melodies by fingering the chanter.
3. Unfortunately, the plant's hairs kill useful insects, but this problem can be alleviated by controlling the amount of hair.
4. The much longer hull of the multidecked round ship allowed it to carry more supplies, more men, more guns, and more sails, all of which were necessary for long voyages of commerce and discovery.
5. In the third century B.C., Ctesibuis, the Greek engineer and theorist, first exercised his inventive talents by making an adjustable mirror and then creating ingenious toys which could move under their own power.

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## Reading Comprehension

Simply being bilingual does not qualify someone to interpret. Interpreting is not merely a mechanical process of converting one sentence in language A into the same sentence in language B. rather, it's a complex art in which thoughts and idioms that have no obvious **analogues** from tongue to tongue - or words that have multiple meanings - must quickly be transformed in such a way that the message is clearly and accurately expressed to the listener.

At one international conference, an American speaker said, "**You can't make a silk purse out of a sow's ear,**" which meant nothing to the Spanish audience. The interpretation was "A monkey in a silk dress is still a monkey" - an idiom that the Spanish understood and that **conveyed** the same idea.

There are two kinds of interpreters, simultaneous and consecutive, each requiring separate talents. The **former**, sitting in an isolated booth, usually at a large multilingual conference, speaks to listeners who wear headphones, interpreting what a foreign-language speaker says as he says it - actually a sentence behind. Consecutive interpreters are the ones most international negotiators use. They are mainly employed for smaller meetings without sound booths, headphones, and other high-tech gear. Equally taxing in its own way, consecutive interpretation also requires two-person teams. A foreign speaker says his piece while the interpreter, using a special shorthand, takes notes and during a pause, tells the client what was said.

1. What is the purpose of this passage?
  - a. To explain the scope of interpreting
  - b. To differentiate between simultaneous and consecutive interpreters

- c. To state the qualifications of an interpreter
  - d. To point out the importance of an interpreter
2. The word "analogues" means \_\_\_\_.
- a. something that is similar in sounds and meanings
  - b. something that everyone uses in their dialogues
  - c. something that is similar to or has the same function as another
  - d. something that someone should know about interpretation
3. The author implies that most people are of the opinion that the skill of interpreting is \_\_\_\_.
- a. simpler than it really is
  - b. very complex and demanding
  - c. highly valued and admired
  - d. based on principles of business
4. The example of the expression "You can't make a silk purse out of a sow's ear" is used to \_\_\_\_.
- a. show the differences in language A and language B
  - b. stress the importance of word-for-word translation
  - c. emphasize the need for translation of the meaning of the utterance
  - d. point out the difference in attributes of animals in English and Spanish
5. In paragraph 3, "The former" refers to
- a. separate talents
  - b. simultaneous interpreters
  - c. consecutive interpreters
  - d. two kinds of interpreters
6. The word "conveyed" is closely in meaning to
- a. shared
  - b. changed
  - c. meant
  - d. led
7. It can be inferred from the passage that a necessary prerequisite of being a translator is \_\_\_\_.
- a. being a linguist
  - b. being bilingual

- c. being able to use high-tech equipment
  - d. working well with people
8. According to the passage, which of the following would a consecutive interpreter be used for?
- a. A business transaction between two foreign speakers
  - b. A large meeting of many nations
  - c. A translation of a foreign book
  - d. An interpretation of a major literary work
9. Based on the description given in the passage, what would a simultaneous interpreter be most in need of?
- a. A dictionary or phrase book
  - b. Advanced technical style in writing
  - c. Headphones and a booth
  - d. shorthand skills and a notepad
10. What is one difference mentioned in the passage between a consecutive interpreter and a simultaneous interpreter?
- a. The money they are paid.
  - b. The size of group with whom they work.
  - c. Their proficiency in the language.
  - d. The type of dictionary they use.

## **Paraphrase (Restatement)**

1. What can I do for you?
  - a. May I help you?
  - b. I can do that for you.
  - c. Are you done with that can?
  - d. What did you do with that can?
2. Sarah bought a bicycle and toured the state.
  - a. Sarah bought a bicycle on her tour.
  - b. Sarah toured the state on her bicycle.
  - c. Sarah and Michael toured the state.
  - d. Sarah brought her bicycle to the estate.
3. He's not here right now.
  - a. He doesn't here very well.
  - b. He isn't writing at the moment.
  - c. He is gone.
  - d. This time he's not right.
4. Their apartment has a nice view, doesn't it?

- a. Don't they have a nice view from their apartment?
  - b. Doesn't their apartment write good reviews?
  - c. There are a dozen apartments with a view
  - d. The departmental review went very well.
5. If Frank comes, ask him to wait for me here.
- a. Frank will be my waiter.
  - b. Tell Frank not to leave.
  - c. I will wait for Frank here.
  - d. Ask Frank to call the waiter.
6. Mary told herself not to worry about the exam.
- a. Only Mary was worried about the test.
  - b. Mary tried not to be anxious about the exam.
  - c. she knew that Mary was worried about the exam.
  - d. Mary told her not to be anxious about the test.
7. On the whole, Jack hasn't let success go to his head.
- a. Jack's whole head aches.
  - b. Jack hasn't become too proud.
  - c. For the most part, Jack has not succeeded.
  - d. Jack is ahead of the whole class.
8. It was Craig who finally own the bet.
- a. Craig finally went back to bed.
  - b. Craig's final bet was the best one.
  - c. Craig finally found one bat.
  - d. Craig was the one to finally win.
9. She thinks she'll finish her paper by Tuesday.
- a. She expects to be done with her work on Tuesday.
  - b. She has two days to think about her paper.
  - c. I believe she'll be able to finish her paper today.
  - d. She's thinking about how to finish her paper.
10. You like this music? But it's jazz!
- a. Would you like to listen to some different music?
  - b. I know that you like only jazz music.
  - c. I certainly am glad you like jazz.
  - d. I thought you would dislike this jazz music.

## Conversations

1. M: What would you say to a few days off?  
W: Super!  
Q: What does the woman say?
  - a. She'll stay for a little while.
  - b. She'll talk to him about his raise.
  - c. she prefers to continue working.
  - d. She'd like a short vacation.
2. M: This food sure is spicy!  
W: No kidding!  
Q: what does the woman mean?
  - a. The food doesn't have enough seasoning in it.
  - b. The man isn't very funny.
  - c. She agrees with the man.
  - d. She isn't sure about the rice.
3. W: Wasn't that a great lecture?  
M: I've seen better.  
Q: What does the man mean?
  - a. He's feeling better.
  - b. The picture wasn't very good.
  - c. He didn't enjoy the talk very much.
  - d. He will see the woman later.
4. W: that's a fantastic stereo system! It must have been expensive!  
M: I bought it on sale.  
Q: What does the man imply about his stereo?
  - a. It cost more than he thought it would.
  - b. He would like to sell it.
  - c. It isn't a very good one.
  - d. He got it for a good price.
5. M: You look different. Did you change your hair?  
W: Yes, I had it cut last week.  
Q: What does the woman mean?
  - a. She felt different last week.
  - b. She hired someone to cut her hair.
  - c. She hasn't been the same last week.
  - d. She cut her own hair.
6. W: Could you please bring me a bowl of soup and salad?  
M: Right away!

Q: What does the man mean?

- a. He'll bring the food quickly.
- b. He needs to write down the woman's order.
- c. He'll send a waiter to the woman's order.
- d. He'll take the food away now.

7. M: Have you come up with a guest speaker for the banquet?

W: Not so far, but I'm working on it.

Q: What does the woman mean?

- a. She'll work part-time at the banquet.
- b. She'll try to find a blanket for her guest.
- c. She is still looking for a guest speaker.
- d. She lives too far away to come to the

dinner.

8. M: Someone's here to see you.

W: What?

Q: What does the woman want to know?

- a. Who is waiting to see her.
- b. How many people can hear her.
- c. When she can see someone.
- d. What the man said.

9. M: Can you tell me how to use this pay telephone?

W: The instructions are written on the poster right next to it.

Q: What does the man mean?

- a. Give the woman instructions about the phone.
- b. Read the instructions next to the phone.
- c. Pay for his telephone.
- d. Call the woman on the phone.

10.W: How did you do at getting contributions for the scholarship?

M: Well, we're still short two hundred dollars.

Q: What does the man mean?

- a. The scholar will arrive shortly.
- b. They didn't get as much money as they needed.

c. They collected two hundred dollars.

d. He doesn't know how to do the calculation.

## Longer Conversation

**Man:** Karen, how long have you lived in your apartment?

**Woman:** Oh, several years. But I'm thinking of moving soon.

**Man:** Really? This apartment is so nice. And it has so much room.

**Woman:** I know, but I want to be a little closer to my office.

1. The woman is planning to
  - a. find a job that is closer to her home.
  - b. get a different place to live.
  - c. move several things to her new office
  - d. clean up her apartment soon.

**Man:** Janet, do you have a stamp I can use? I need to mail this letter today.

**Woman:** Sorry Robert, I don't have any. But I'm going to the post office during my lunch break. If you give me the letter, I can mail it for you there.

**Man:** Thanks, Janet.

2. What did the woman offer to do for the man?
  - a. buy some stamps for him.
  - b. pick up his mail.
  - c. mail a letter for him.
  - d. take him to the post office.

## Short Passage

### Reading 1

A man released about 50 guinea pigs in a city park yesterday, raising fears they could be carrying diseases that might be passed on to people or other animals. Park rangers rescued 33 of the guinea pigs, but were unable to locate the rest of them.

The rescued pigs were checked and do not appear to pose a threat to the public. Officials suspect the work of a pet shop owner or an animal-rights activist.

1. People in the city were mainly concerned that the guinea pigs
  - a. would not be helped by rangers in the park.
  - b. would become diseased in the park.
  - c. might not be rescued from the pet shop owner.
  - d. might create serious health problems.

### **Reading 2**

British author Lionel Fanthorpe will make a bid for a place in the Guinness Book of Records by attempting to write an instant 24-hour novel. Fanthorpe, the holder of six previous writing marathon records, has chosen to write a follow-up to Lewis Carroll's children's classic "Alice in Wonderland" next week.

In Fanthorpe's sequel, Alice is woken from sleep in a library by a magic bookworm who walks her through various doors into other books

2. What does this author want to do?
  - a. write the longest biography of Lewis Carroll.
  - b. set a record for the number of novels written.
  - c. write a new book faster than anyone else.
  - d. sell a record number of children's books.

### **Reading 3**

South Africa is shooting pigeons in its diamond producing area, because the birds are being used to smuggle gems out of the country.

Diamonds are leaving the country in an extremely worrisome manner: strapped onto the body of pigeons and flown out of the country. The law is now to shoot all pigeons on sight.

Mineworkers have been implicated in the widespread theft, and diamond producers will need to spend about \$8 million to improve security.

3. Pigeons are in the news because they are
  - a. able to help prevent diamond smuggling.
  - b. being used to commit a crime.
  - c. being shot to prevent disease.

d. able to increase miners' safety in diamond mines.

#### **Reading 4**

A recent survey indicates that more U.S. women are choosing low-heeled comfort and commonsense over fashionable high heels in the shoes they wear to work, with one fifth reporting they wear athletic or walking shoes. Dr. Glenn Carter, an orthopedic surgeon, said that high heels place undue stress on the forefoot, while most sneakers and athletic walking shoes offer the features that patients have been encouraged to look for in fashion shoes for years.

4. What is one likely result of the trend reported in this news story?
- Fewer foot injuries among working women.
  - Greater variety in fashionable shoes for women.
  - More patients going to orthopedic surgeons.
  - Lower profits for athletic shoes manufacturers.

#### **Reading 5**

Many U.S. children are watching too much television and becoming obese because their parents fear letting them outside in crime-ridden neighborhoods.

A recent study indicates that such concerns about violence present a major barrier to some children becoming more physically active. And watching TV is not only sedentary, it's also seductive. As children snack on high-calorie, high-fat foods in front of the tube, the commercials for fast food they see may contribute to the problem.

5. What is one thing implied about the habit these children have adopted?
- It may be a product of violence on television.
  - It may end up resulting in a vicious cycle.

- c. It may be the fault of U.S. fast food companies.
- d. It may go unnoticed by their parents.

### **Reading 6**

In my book, I argue that education is not a discrete system. It's connected with the way we conduct daily life. That's why there's a whole chapter in it to parents and adults on how to inspire children, apart from the schools. There's a sort of how-to chapter about how to encourage your children to appreciate knowledge and learning.

6. Which of the following is the main premise of this author's book?
- a. Teachers must learn how to inspire children.
  - b. Schools must be more accountable academically.
  - c. Learning must go beyond the classroom.
  - d. Pushing children to learn too early is wrong.

## **Other Kinds of Reading**

### **Reading 1**

Al,

DeDe called today at 12:15. She said you have a piece of certified mail to pick up. The mail room closes at 3 o'clock today.

Thank you  
N.F.

This note tells Al to

- a. close the mail room at three.
- b. come and get some mail.
- c. mail a letter for DeDe.
- d. pick up DeDe at the mail room.

## Reading 2

### Gizdch Ranch

Pick your own strawberries, ollaberries,  
raspberries and apples.

Pies, fresh juice and jam are also available.

Open daily 8:00 a.m. - 5:00 p.m. Open weekends,  
9:00 a.m. - 5:00 p.m.

At this ranch you can

- a. gather fruits yourself.
- b. learn to make fruit pies.
- c. taste fresh apple juice.
- d. watch berry pickers at work.

## Reading 3

YOU CAN GET FREE BLOOD PRESSURE  
CHECKS AT HANDY DANDY  
SUPERMARKETS  
FROM 10:00 A.M. TIL 2:00 P.M.  
MARCH 2 - 7: 5000 BLAND ROAD  
MARCH 9 - 14 HAZEL VALLEY

This notice says you can

- a. check your health at no cost
- b. cash your checks from 10-2 o'clock
- c. win some free groceries.
- d. get paid for giving blood.

## Reading 4

The origin of the salute goes back to the long-established custom of removing headgear in the presence of superiors. As late as the American Revolution, the British Army soldier saluted by taking off his hat. With the wearing of larger, more cumbersome headgear, removing one's hat completely degenerated into the easy act of just touching the hat's visor. This act then evolved into the conventional hand salute.

One factor that influenced the tradition of saluting was \_\_\_\_\_.

- a. simple convenience
- b. military security
- c. personal expenses
- d. health concerns.

### **Reading 5**

Sunspots range in size from tiny granules to complex structures with areas stretching for billions of square miles. About five percent of the spots are large enough that they can be seen without instruments. Consequently, observations of sunspots have been recorded for several thousand years. Although there is no theory that totally explains the nature and function of sunspots, several theories attempt to relate them to magnetic fields here on earth.

What does this paragraph say about sunspots?

- a. Their purposes are not completely known to us.
- b. They are not as complex as they appear to be.
- c. They have not been seen without telescopes.
- d. Their sizes have not increased in many years.

### **Reading 6**

In Texas, U.S. Customs agents seized more than \$5.6 million in suspected drug money hidden in the false ceiling of a truck's trailer. The money was found Wednesday when agents searched the truck, which was headed for the US-Mexico border. Authorities were trying to determine the money's source.

A customs agent said he suspects it is related to drugs, considering the amount and the effort taken to hide it. The truck driver, who was not identified, was not retained.

Possession of cash - even in large amounts - is not a crime. U.S. law requires border crossers to declare if they are taking more than \$10,000 out of the country, but authorities usually

cannot detain people if they unknowingly moved cash.

The officials are trying to learn \_\_\_\_\_.

- a. where the money was hidden
- b. where the money came from
- c. who was operating the truck
- d. who was detaining the driver.

### **Reading 7**

Early in my career as a prosecutor, when I first began selecting juries, a colleague advised me to find people who were stable and rooted, with a stake in the system. As I came to realize, most of this advice belonged in the realm of the witch doctor. In conducting the voir dire -- the pretrial questioning of the potential jurors -- I found it difficult to size up the candidates with any precision. So when it came time for me to exercise my limited number of preemptory challenges -- that is, to eliminate certain jurors without giving a reason -- I did what most lawyers do: I mastered the stereotypes, and then went with my gut feelings and hoped for the best.

What did this lawyer discover about this aspect of his career?

- a. It made him realize the importance of juries.
- b. It was much more complicated than it sounded.
- c. It needed to be practiced to be perfected.
- d. It made him question the role of the prosecutor.

### **Reading 8**

In the technological age, there is a ritual to disaster. Each piece of physical evidence in a plane crash becomes a fetish object, painstakingly located, mapped, tagged, and analyzed, with findings submitted to boards of inquiry that then probe, interview, and soberly draw conclusions. It is a ritual of reassurance, based on the principle that experience can be

preventative. But what if the assumptions that underlie disaster rituals are suspect? Scholars have made the unsettling argument that public post mortems are as much exercises in self-deception as they are genuine opportunities for reassurance. For these revisionists, high technology accidents may not have clear causes at all. They may be inherent in the complexity of our technological systems.

What does the author imply about the rituals described here?

- a. They may not serve their intended purpose.
- b. They have no place in this modern, technological age.
- c. Their complexity may make them too hard to grasp.
- d. Their reassurances tend to be short-lived.

### **Reading 9**

Among the most difficult adjustments for Americans traveling abroad are the locked doors at midday, deserted shops on holidays, and the need to wait for gas or cash. Our own definition of a world in order is one in which all goods and services are always immediately available. This is the paradisiacal aspect of the mall, and it is our version of eternity: seasonless, ever-present, abundant. And yet while we feel anxiety when what we crave is not available, the twenty-four hour availability of that which we crave does not ever really content us.

What mistaken belief among contemporary Americans is the author pointing out?

- a. Shopping will make them feel better.
- b. Traveling abroad is too expensive for them.
- c. Convenience will provide them with happiness.
- d. Everything in the world is available to them.

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### CONJUNCTION/CLAUSE PACKET

**1. Definition of a conjunction:** A conjunction is a word that joins words, phrases, or clauses.

**2. Definition of a clause:** A clause is a group of words which contains a subject and a verb. The group of words sticks together as a glob and cannot be pulled apart. A clause is just like a phrase except a phrase does not have both a subject and a verb. Therefore, the difference between a phrase glob and a clause glob is that a clause glob has both a subject and a verb, and a phrase glob does not have both a subject and a verb.

**3.** There are two kinds of clauses:

A. Independent clause -- a group of words with a subject, a verb, and a complete thought

B. Dependent clause -- a group of words with a subject and a verb but not a complete thought

**4.** Now we need to learn the two types of conjunctions:

I. Co-ordinate conjunctions -- join words or word groups of equal rank

A. Simple co-ordinate conjunctions -- **and, or, nor, but, yet, (sometimes) for (Remember: BOY FAN)**

B. Correlative co-ordinate conjunctions --//  
**whether...or// //either...or// //neither...nor//  
//both...and// //not only...but also// (Remember:  
TWINS)**

YOU MAY READ A CLAUSE WITHOUT SAYING THE CO-ORDINATE CONJUNCTION(S) WHEN TESTING FOR A COMPLETE THOUGHT.

II. Subordinate conjunctions -- used to introduce adverb clauses

\*after, although, \*as, as if, because, \*before, if, \*since, so that, than, unless, even though, \*until, when, where, while, that, though, whenever, wherever, whether, as long as, as though, in order that, provided, \*till, whatever (\*words are on both preposition list and conjunction list)

**SUBORDINATE CONJUNCTIONS MUST BE READ AS PART OF THE CLAUSE; YOU CANNOT LEAVE THE SUBORDINATE CONJUNCTION OUT WHEN TESTING FOR A COMPLETE THOUGHT.**

5. To help you learn to recognize all types of conjunctions, do the following worksheet.

**WORKSHEET #1**

Underline each conjunction. Label above the conjunction whether the conjunction is s. for simple co-ordinate, corr. for correlative co-ordinate conjunction, and sub. for subordinate conjunction.

1. If you have time, will you visit Aunt Mary while you are in New York?
2. The tornado struck not only the house but also the barn.
3. The baby can neither walk nor talk.
4. Volleyball and softball are popular sports in our school.
5. Father and Mother were surprised, but they soon recovered.
6. He failed because he was both lazy and dishonest.

7. Although the rain had ended, the sky still looked dark and stormy.

8. After the school year had closed, one of my classmates and her sister took a trip through the Black Hills.

9. Did someone knock, or am I imagining things?

10. As I have told you, you may have either this one or that one.

6. Did you notice that some of the subordinate conjunctions are also on your preposition list? Remember what you learned on the first page of this packet about the difference between a clause and a phrase. Locate all the verbs and their subjects; then you will know whether you have a prepositional phrase (begins with a preposition) or an adverbial clause (begins with a subordinate conjunction).

7. Learn the following definitions:

A. A simple sentence -- has one subject and one predicate -- Both the subject and predicate may be compound.

**1 independent clause**

B. A compound sentence -- consists of two or more simple sentences put together. In other words, two independent clauses (or more) put together into one sentence.

**2 or more independent clauses**

C. A complex sentence -- consists of one independent clause and one or more dependent clauses

**1 independent clause and 1 or + dependent clauses**

D. A compound-complex sentence -- consists of two or more independent clauses and one or more dependent clauses

**2 or + independent clauses and 1 or + dependent clauses**

8. Now go back to Worksheet #1 and underline once the independent clauses and twice the dependent clauses. Also to the left of the sentence, put whether the sentence is **S.** (simple), **Cmpd.** (compound), **Cx.** (complex), or **Cmpd.-Cx.** (compound-complex).

9. The next step is to learn the three types of dependent clauses:

A. An **adjective clause** is a dependent clause which modifies a noun or a pronoun in the independent clause. The relative pronouns (who, whose, whom, which, and that) are used to introduce adjective clauses.

**Ex. of adjective clause which modifies a noun:**

The route [that they took] went through Washington.

B. An **adverb clause** is a dependent clause which modifies a verb, adjective, or adverb in the independent clause. Every adverb clause is introduced by a subordinate conjunction. You have already learned the subordinate conjunctions in ¶ 4 of this packet.

**Ex. of introductory adverbial clause:** [When the rain began], the lights were shut off.

C. A **noun clause** is used just as a noun would be used. A noun clause can be used as a subject, direct object, object of a preposition, predicate noun, indirect object, or an appositive. Noun clauses may be introduced by some of the same words which introduce adverb clauses. When the words such as when or where introduce a noun clause, they are not considered as subordinate conjunctions

but are used merely as adverbs within the noun clause. Noun clauses may also be introduced by some of the same words which introduce adjective clauses such as who, whose, whom, which, and that. When these words introduce a noun clause, they are not regarded as relative pronouns; but they serve as subjects or objects within the noun clause.

**Ex. of noun clause used as a subject:** [Who sent this package] is a mystery.

**Ex. of noun clause used as a direct object:** I know [that they like her].

10. The next part of the packet is going to teach you how to punctuate correctly.

A. **Sentence Pattern #1:** If a sentence is a compound sentence and the two parts are joined by a simple co-ordinate conjunction (but, or, yet, for, and, nor), put a comma **before** the simple co-ordinate conjunction to separate the two equal parts. In other words, the intersection between the two independent clauses can be joined successfully with merely a comma.

**SENTENCE PATTERN # 1**

Independent Clause			Independent Clause	
<u>Subject</u>	<u>Verb</u> ,	<u>Co-ord.</u> <u>Conj.</u>	<u>Subject</u>	<u>Verb</u>
Sara	runs ,	but	George	walks.

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B. **Sentence Pattern #2:** If there is internal punctuation (commas or semicolons) in either of the compound parts, then the equal parts must be joined by a semicolon before the co-ordinate conjunction. In other words, the main intersection between the two independent clauses must be marked by a bigger and better (stronger) sign than the minor intersections in either of the parts; a semicolon is a stronger mark of punctuation than the comma. The main intersection must have a stronger mark of punctuation than any of the minor intersections in order for the major intersection to look more important than the minor intersections.

**SENTENCE PATTERN #2A (using co-ordinate conjunction)**

Independent Clause			Independent Clause		
<u>Subject</u>	<u>Appositive</u>	<u>Verb</u>	<u>Co-ordinate Conj.</u>	<u>Subj.</u>	<u>Verb</u>
Sara,	the pretty girl,	sings ;	but	no one	listens.

**SENTENCE PATTERN #2B (using conjunctive adverb)**

Independent Clause		Independent Clause		
<u>Subject</u>	<u>Verb</u>	<u>Conjunctive Adverb</u> ,	<u>Subject</u>	<u>Verb</u>
Sara	jumps;	however,	she	falls.

C. **Sentence Pattern #3:** If the compound sentence parts are not joined by a co-ordinate conjunction, a semicolon is used between the independent clauses.

**SENTENCE PATTERN #3**

Independent Clause		Independent Clause	
<u>Subject</u>	<u>Verb</u> ;	<u>Subject</u>	<u>Verb</u>
Sara	sings ;	no one	listens.

D. **Sentence Pattern # 4:** This is the only pattern of the four which is used in **complex sentences**. The other three patterns are used in compound sentences. If an adverbial clause comes at the beginning of the sentence, the adverbial clause should have a comma after it. If an adverbial clause comes at the end of the sentence, no comma is necessary to separate it from the independent clause. Remember that an adverbial clause begins with a subordinate conjunction; therefore, what you have to do is look and see if the first word in the sentence is a subordinate conjunction introducing an adverbial clause.

**SENTENCE PATTERN # 4**

Dependent Clause		Independent Clause		
<u>Subordinate Conjunction</u>	<u>Subject</u>	<u>Verb</u> ,	<u>Subject</u>	<u>Verb</u>
After	Sara	sang ,	she	left.

**11.** There are other sentence patterns, but the above four patterns are the basic four. The rest of the patterns are branches from the basic four. Do **Worksheet #2**.

**WORKSHEET #2**

Punctuate correctly the following sentences. Out to the left of each sentence, put the number of the sentence pattern.

\_\_\_\_1. The plane from Chicago is due at 7:20 and it was an hour late today.

\_\_\_\_2. The wind blew fiercely and Harry was alone in the house.

\_\_\_\_3. I waited half an hour for Ed but he did not come.

\_\_\_\_4. I collect Indian-head pennies and I now have thirty.

\_\_\_\_5. The room grew dark but no one suggested turning on the lights.

\_\_\_\_6. I the girl with the blue ribbon am the cousin but she the girl with yellow hair is the daughter-in-law.

\_\_\_\_7. The plane from Chicago is due at 7:00 it was an hour late today.

\_\_\_\_8. The wind blew fiercely Harry was alone in the house.

\_\_\_\_9. The room grew dark no one suggested turning on the lights.

\_\_\_\_10. I waited half an hour for Ed he did not come.

\_\_\_\_11. I spent last week in Chicago I have friends there.

\_\_\_\_12. I was locked out I got in through a window.

\_\_\_\_13. Last month I visited New York and I had a chance to see two plays.

\_\_\_14. Because my little sister is afraid of worms I never take her fishing.

\_\_\_15. When we were younger I used to take her often to the park.

\_\_\_16. Although I love my sister I would rather go alone.

\_\_\_17. Until my sister overcomes her fear she should not go fishing.

\_\_\_18. He was angry at the boy but now he is all right.

\_\_\_19. While Mother went shopping we went to a movie.

\_\_\_20. He went by plane he returned by boat.

\_\_\_21. When the baseball season began we spent most of our time out-of-town.

\_\_\_22. Roselia my older sister drove there but we decided to do our shopping at another mall.

\_\_\_23. Choi baked the cake but Rochelle iced it.

\_\_\_24. Harry works hard he does not make very good grades.

\_\_\_25. Many people shun hard work and success escapes them.

\_\_\_26. Hank writes interesting stories but he is careless in his use of English the most useful language in the world.

\_\_\_27. If you must have ambition it is better to be honest in your work.

\_\_\_28. I could not go to the parade but I watched all of it on television.

\_\_\_29. When school closes I shall try to get a summer job.

\_\_\_30. Because I went to summer school I did not work downtown.

\_\_\_31. Eduardo was never absent from school but would often arrive late to class.

\_\_\_32. Jeremiah my twin brother and very closest friend was never absent from school but would often arrive late.

\_\_\_33. The course is old and crowded and is not properly cared for.

\_\_\_34. There has been no word from the plane but we have not given up hope.

\_\_\_35. Before the tide goes out we should sail back to the beach.

\_\_\_36. Either the air is not moist enough for those crops or the soil does not contain enough minerals.

\_\_\_37. Blue and yellow will combine and make green but red and yellow produce an orange color.

\_\_\_38. Because reports of the hurricane sounded dangerous residents loaded their belongings and fled for shelter.

\_\_\_39. The dip that contained onions and garlic tasted good with the chips.

(This sentence illustrates an example of a non-restrictive, adjective clause. There are both **restrictive** and **non-restrictive adjective clauses**. The word "restrictive" means "necessary." The word "non-restrictive" means "not necessary." In this sentence a person could not identify clearly which "dip" unless the restrictive adjective clause "that contained onions and garlic" were placed in the sentence. The restrictive adjective

clause makes the reader know which "dip" is being referred to -- the one that contained onions and garlic. Therefore, the adjective clause is considered necessary; and no commas are necessary around it.

**Ex. of non-restrictive adjective clause:**The French onion dip, which had green specks in it, tasted good with the chips. Now the adjective clause is just giving extra information and is not really necessary in order to identify clearly which dip; therefore, a non-restrictive adjective clause is set apart by comma(s).

\_\_\_40. When the tide rises we will set sail.

\_\_\_41. Tension mounted before the colonists finally rebelled.

\_\_\_42. The pioneers raised their crops and domesticated many animals.

\_\_\_43. Ron could not reach the top branch of the tree and he started back down.

\_\_\_44. The sun was shining and there was no breeze at all.

\_\_\_45. Alice was sitting under a tree and sipping her lemonade.

\_\_\_46. After he had sat for awhile Kendal decided to study for his test.

\_\_\_47. For awhile they both just stood there because they were too angry to talk.

\_\_\_48. Although he hadn't bothered anyone recently the wolf had been known to irritate some of the rabbits.

\_\_\_49. The natives who lived in the jungle and the ones who lived in the village tried to put out the fire.

12. Diagram the sentences in Worksheet #3.

WORKSHEET # 3

1. I wonder who will be the lucky person.

2. The pledges whom you sponsored at the club meeting are waiting outside.

3. Do you know who will be nominated for the office of president?

4. Have you any idea whose bracelet this is?

5. Boris doesn't know with whom he will be marching.

6. The girl with whom Ho Mein danced is my cousin.

7. He is a performer whom I admire.

8. Although he likes golf, he feels he must win.

9. Who asked the most important question?

10. The policeman whom we like is visiting our house tonight.

11. To whom do we owe our lives?

12. The detective questioned everyone whom we suspected.

13. No one heard the answer even though all were listening carefully.

14. I met the boys who attended the first meeting.

15. The hammer, which was here yesterday, is not in the tool box now.

16. She is the professor to whom the pupils tell their problems.

17. Pat is a boy whose questions are full of wisdom.

13. Do Worksheet # 4.

WORKSHEET # 4

Decide whether each sentence below is a simple, compound, complex, or a compound-complex sentence. Write your answer in the blank..

1. We telephoned Mark and warned him.  
\_\_\_\_\_

2. I would accept the invitation, but I was not invited. \_\_\_\_\_

3. Terrence stopped the car and inspected the tire. \_\_\_\_\_

4. I left early because I had a terrible headache.  
\_\_\_\_\_

5. Here is a list of the people who have bought tickets. \_\_\_\_\_

6. All of the children and their parents enjoyed the show. \_\_\_\_\_

7. Did you sleep through the storm; I hope that you will \_\_\_\_\_ call me.

8. If you need any assistance, I hope that you will call me. \_\_\_\_\_

9. Rodney snared the pass and then dived into the end zone. \_\_\_\_\_

10. After we got on the bus, we realized that we didn't have \_\_\_\_\_ enough money for our fares.

14. Do Worksheet # 5.

WORKSHEET # 5

Decide whether the group of underlined words in each sentence below is a phrase or a clause. Write your answers on the blanks.

1. The driver of the shiny, new chromium-plated auto was Uncle Jose. \_\_\_\_\_

2. He pulled up to the curb when the policewoman signaled to him. \_\_\_\_\_

3. Uncle Gus, who is in the insurance business, has been very good to \_\_\_\_\_ the family.

4. When I was twelve years old, he took me on a camping trip. \_\_\_\_\_

5. As soon as I am old enough to get a driver's license, my father will let me drive his car.  
\_\_\_\_\_

6. As he is always good-natured and pleasant, he is a nice person to visit. \_\_\_\_\_

7. She is a person of considerable business ability. \_\_\_\_\_

8. Before your mom bought her new car, she drove a car from Germany. \_\_\_\_\_

9. He has a wonderful laugh that people greatly enjoy hearing. \_\_\_\_\_

10. My cousin's new car is green with a beige interior. \_\_\_\_\_

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40

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