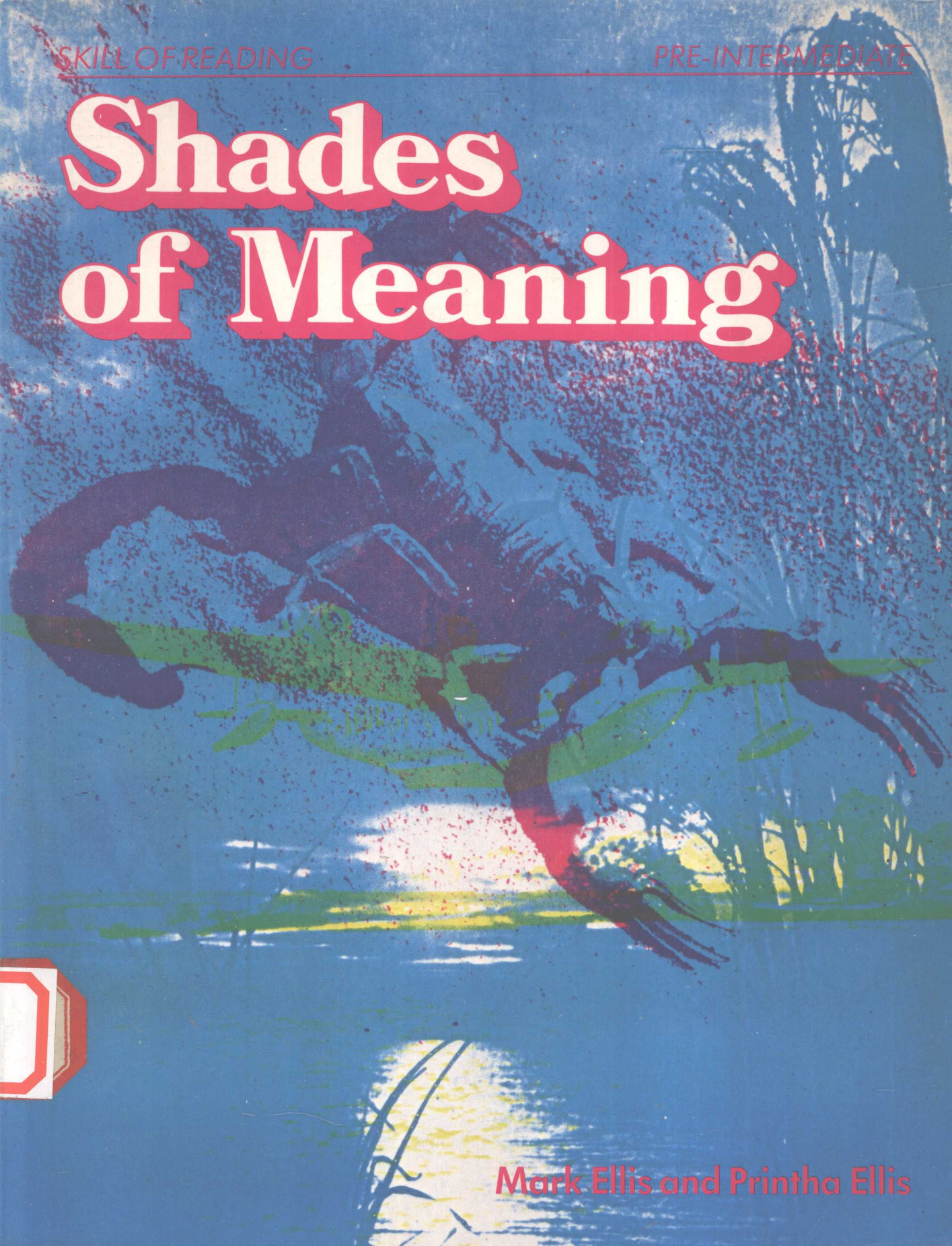


SKILL OF READING

PRE-INTERMEDIATE

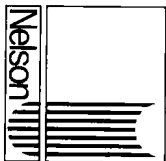
Shades of Meaning



Mark Ellis and Printha Ellis

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Mark Ellis and Printha Ellis

Thomas Nelson and Sons Ltd
Nelson House Mayfield Road
Walton-on-Thames Surrey KT12 5PL

51 York Place Edinburgh EH1 3JD

P.O. Box 18123 Nairobi Kenya

Yi Xiu Factory Building
Unit 05-06 5th Floor
65 Sims Avenue Singapore 1438

Thomas Nelson (Hong Kong) Ltd
Toppan Building 10/F 22A Westlands Road
Quarry Bay Hong Kong

Thomas Nelson (Nigeria) Ltd
8 Ilupeju Bypass PMB 21303 Ikeja Lagos

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Introduction

Shades of Meaning is written for students who have studied English for about three hundred hours or three years. The passages, which are divided into two parts, are about five hundred words long. The first objective is to build up the skills which help students see the variety of language possible within a sentence. The second objective is to build up the skills which help students relate the information in one sentence to the information in another, leading to deeper comprehension of English texts.

The exercise material covers vocabulary, structures of the language, comprehension, summary, and guided extensive writing based on summary.

Stage one

Read and Search

This section is designed to teach the students to scan the passage quickly, picking out the most important points. The students read the three gist questions and look for the answers during their first quick reading of the passage.

Read and Think

This section asks the reader to think more deeply about the implications of what the author has said, about his or her intentions in writing the passage and about the style used.

Stage two

Complete the following

The questions on the left side of the passage are of two types. The first asks the students to look at reference words, such as *it*, *they*, *this* and *these*. The second asks students to complete a sentence. This sentence gives the same information as the student will find in the text, but with a different sentence structure.

Notes

The notes on the right side can be completed when the student has fully understood the passage and they provide a summary of the text.

Questions

After the first section of the passage the students are given a couple of comprehension questions.

Vocabulary Gloss

This contains all words occurring in the passage that might be unfamiliar to the student at this level. Many of the new words are repeated in other units. The students may need dictionaries to check on the different meanings of the more unfamiliar words.

Stage three

Depending on the time available, the teacher can select which of the following sections he or she wishes to use with the class.

Vocabulary Practice

The exercises in this section give practice in the vocabulary introduced in the passage.

Comprehension

Sentence Structure

This is not meant to introduce new structures, but to practise and consolidate structures that have been encountered already.

This book concentrates on:

- the passive
- the past perfect tense
- clause linkers, such as *while, and, since, because, but*
- sequence
- reference features
- relatives
- the conditional

Text Structure

In this section great attention is given to the use of reference words in the building of sentences, and the relationship between sentences.

UNIT ONE

Braille

This passage is in two parts: A and B. The questions on the left will help you understand what the writer is saying. The notes on the right will help you with your summary. Some blanks may need more than one word.

Read and Search

By the end of the passage make sure you know:

- 1 How Louis Braille invented his special writing.
- 2 How the letters of the alphabet are made.

Read and Think

In this passage the writer tells us about the Braille alphabet. What else does he do?

Vocabulary

There is a vocabulary gloss at the end of the passage. All words contained in it are marked with an asterisk in the passage.

Complete the following

Braille came from _____.

this refers to _____?

Braille was born in 18 _____.
it refers to _____?

A

Louis Braille, a Frenchman, was blinded* at the age of three. He was cutting leather in his father's leather shop when his knife slipped and cut his face.

As he grew up he became a musician*, and at the age of ten he entered a special school for blind* children. The person who started the school had introduced a way of reading for the blind, using ordinary letters raised* on paper. But *this* was a slow and very tiring way to read, and it did not help the blind* to write.

In 1819 a French soldier*, Charles Barbier, invented* special writing called 'night writing'. This writing could be read during battles in the middle of the night. For night writing Barbier used twelve dots. When he was fifteen, in 1824, Braille came across* night writing and began to change *it* for use with the blind. He reduced the twelve dots to six dots. The pattern looks like this:

```

o  o
o  o
o  o

```

The individual letters of the alphabet* are made by using one or more dots from the six-dot pattern. For example, the letter 'C' is o o. Here we have the two dots from the top line. For the letter 'D' you take the two dots from the top line, and add the middle dot of the right column*. The letter 'D' looks like this:

```

o  o
  o

```

Notes

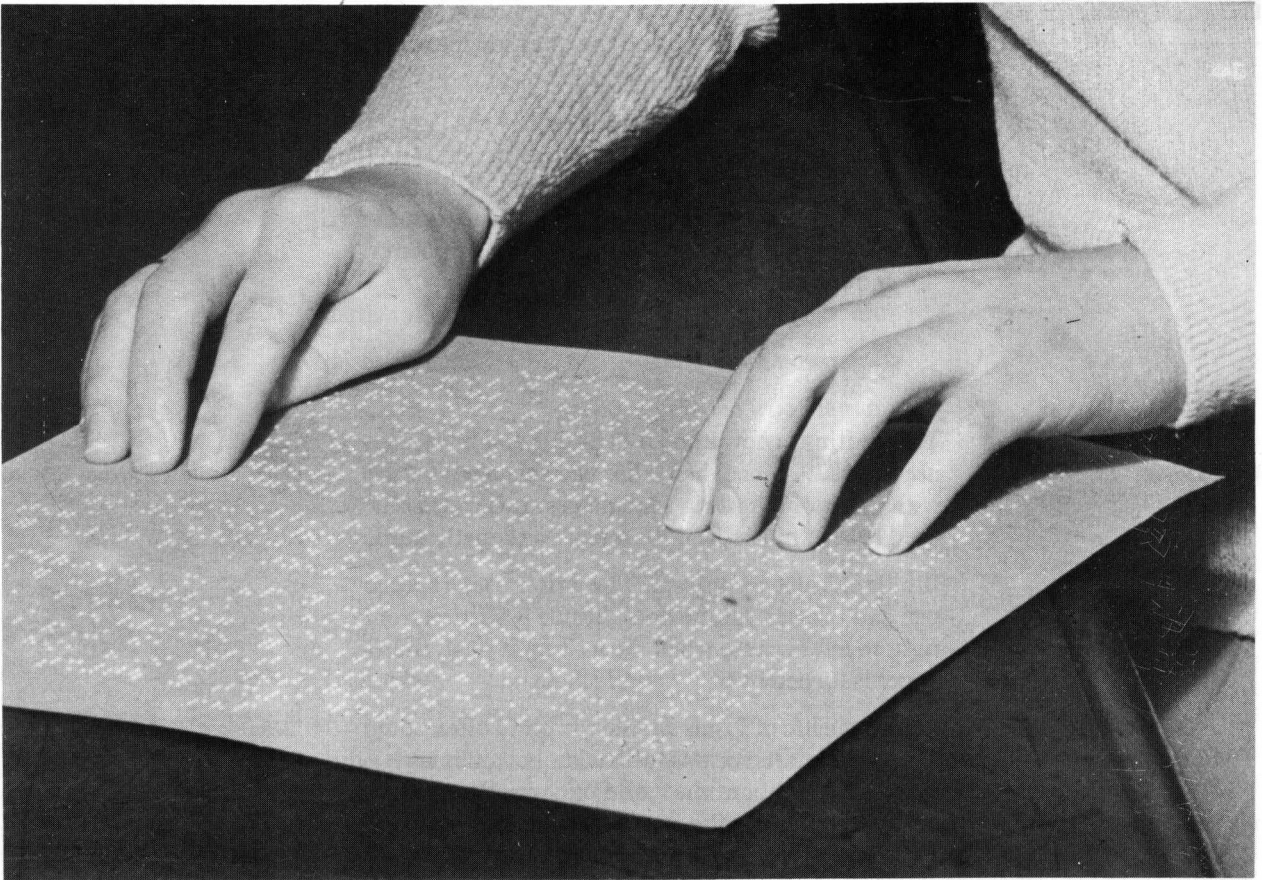
Louis Braille was a _____ who _____.

When he went to _____ there was _____, but it _____.

In 1819 _____.

In 1824 _____.

Braille's writing uses _____.



For the letter 'P' you take all the dots in the left column and the top dot in the right column. The letter 'P' is like this:

For example, to write 'P' _____.

o o
o
o

Questions

- 1 How is Braille different from Barbier's night writing?
- 2 How was Barbier's writing different from the writing introduced by the person who started the blind school?

B

In this way refers to _____?

_____, _____ and _____ are common words.

In this way, Braille was able to use these six dots for all twenty-six letters of the alphabet. He also used the same set of dots for common words, like 'and', 'of' and 'with'. The word 'with', for example, is written:

These dots can show all _____, some _____ and also _____.

o
o o
o o

Examples of punctuation are _____, _____ and _____.

These same signs are also used to show punctuation: the comma, the full stop and the question mark, for example.

The full stop must not be mistaken for* the letter 'D'. In the letter 'D' the two dots from the top line and the middle dot of the right column are used. With the full stop, the two dots from the middle line and the bottom dot of the right column are used. The letter 'D' and the full stop look like this:

```

      o  o
      o
    o  o
      o
  
```

it refers to _____?

This writing is now known as Braille and it was first used in 1829. Since then *it* has been changed for use with many of the world's languages. It can also be used to read music, and for science and mathematics*.

Since Braille was first used in _____, _____. It can also _____.

Braille can also be written. The writer uses a special pen and presses out the dots. Braille is written from right to left because when the writing is read, the paper is turned over.

Before the life of Louis Braille the blind often could not help themselves. Many lived in hospitals and knew nothing about the world outside. His work has helped them to see the world through *their* fingers.

Before _____, but now _____.

their refers to _____?

Braille alphabet

A	B	C	D	E	F	G	H	I
o	o	o o	o o	o	o o	o o	o	o
	o		o	o	o	o o	o o	o
J	K	L	M	N	O	P	Q	R
o	o	o	o o	o o	o	o o	o o	o
o o		o		o	o	o	o o	o o
	o	o	o	o	o	o	o	o
S	T	U	V	W	X	Y	Z	
o	o	o	o	o	o o	o o	o	
o	o o		o	o o		o	o	
o	o	o o	o o	o	o o	o o	o o	

Punctuation

,	;	:	.	!	()	?“	”
o	o	o o	o o	o o	o o	o	o
	o		o	o	o o	o o	o o

Vocabulary Gloss

If you still do not understand these words after reading the passage and the gloss, then use your dictionary.

alphabet	A,B,C and so on
blind blinded the blind	The blind are people who cannot see.
column	
come across	
invent	things in a line from top to bottom
mathematics	find by accident
mistaken for	make for the first time in the world
musician	use and science of numbers
raised	from the noun <i>mistake</i>
soldier	someone who plays music
	made higher than
	someone in the army

Vocabulary Practice

- 1 English verbs are often followed by a preposition (for example *by, up, with, in, on, away*).

Example: *turn on* the light
 look up a word

Find the verb-plus-preposition combinations (phrasal verbs) in the passage which have the same meaning as these verbs:

- a) get older
- b) discover

- 2 In the passage there is the sentence:

These same signs are also used to show punctuation: the comma, the full stop and the question mark, for example.

Now match the punctuation marks in Column A with the words in Column B:

Column A	Column B
comma	()
full stop	,
semicolon	's
colon	-
brackets	' ,
apostrophe + s	?
question mark	;
exclamation mark	.
hyphen	!
inverted commas	:

Comprehension

Say if the following are true or false:

- a) Louis Braille was a leather worker.
- b) Charles Barbier's system could not be used at night.
- c) Charles Barbier's system did not help blind people to write.
- d) Braille's system had half as many dots as Barbier's.
- e) The letter 'P' has more dots than the letter 'D'.
- f) The letter 'P' has fewer dots than the word for *with*.
- g) The Braille for 'D' and for a full stop are exactly the same.
- h) To read Braille you go from right to left.

Sentence Structure

- 1 In the passage there are the following sentences:

This writing is now known as Braille and it was first used in 1829. *Since then* it has been changed for use with many of the world's languages.

This means in the years from 1829 until today there have been changes. We can also write the information this way:

This writing is now known as Braille and it was first used in 1829. Over the years there have been many changes . . .

Now rewrite the following, using the words *since then*:

- a) I first went to Paris in 1962. Over the years I have been many times.
 - b) We first met in the summer. Over the past few months we have written several letters to each other.
 - c) I first ate this kind of food when I was in Scotland. Over the years I have had it many times.
 - d) They first went by air in 1976. Over the years they have flown many times.
- 2 In the passage the passive is used many times. Read through the passage and write down the verbs used in the passive.

Look at the following paragraph from the passage, which has examples of passive verbs. Try to rewrite it without using the passive. Why do you think the passive has been used?

This writing . . . was first used in 1829. Since then it has been changed for use with many of the world's languages. It can also be used to read music, and for science and mathematics.

Braille can also be written. The writer uses a special pen and presses out the dots. Braille is written from right to left because when the writing is read, the paper is turned over.

Text Structure

- 1 Look at the following extract from the passage. Notice how the words in the first box are referred to by other words later in the extract:

In 1819 a French soldier, Charles Barbier, invented special writing called night writing. This writing could be read during battles in the middle of the night. For night writing Barbier used twelve dots.

A Now look at the following extract and find the other words in the extract that refer to a **way of reading** :

As he grew up he became a musician, and at the age of ten he entered a special school for blind children. The person who started the school had introduced a **way of reading** for the blind, using ordinary letters raised on paper. But this was a slow and very tiring way to read, and it did not help the blind to write.

B Now look at how the idea of *time* is shown in the same extract:

As he grew up . . .

At the age of ten . . .

2 Now write sentences of your own, using the following guides:

- a) As I grew up _____.
- b) As I understood more about _____.
- c) At the age of _____.
- d) As I saw more _____.

3 The following phrases are used at the beginning of some sentences in the passage. Each of them refers back to the sentence before. Read through the passage again and make sure you know what these phrases refer to:

For example In this way These same signs Since then It
Now

4 Choose the best sentence from the right column to follow each sentence from the left:

- | | |
|--|--|
| a) They study English six hours a day. | They had to write letters to each other. |
| b) Robert came out of the door suddenly. | This is the best. |
| c) In those days people had no telephones. | These are very small apples. |
| d) There are several ways of doing it. | He called my name. |
| e) She first saw me in June. | That was three months ago. |
| f) I like eating Gordons. | In this way they learn very quickly. |

5 Now use your notes from the right side of the passage to write a summary.

UNIT TWO

Scorpion

This passage is in two parts: A and B. The questions on the left will help you understand what the writer is saying. The notes on the right will help you with your summary. Some blanks may need more than one word.

Read and Search

By the end of the passage make sure you know:

- 1 How the scorpion got into the house.
- 2 Why Lugaretzia was bitten.

Read and Think

At the end of the passage, say what you think will happen next.

Vocabulary

There is a vocabulary gloss at the end of the passage. All words contained in it are marked with an asterisk in the passage.

Complete the following

A

Notes

It refers to _____?

this family refers to _____?

_____ were arguing.

Larry put _____ in his mouth.

Then one day I found a fat mother scorpion in the wall. She was wearing a fur coat. I looked more closely. *It* was really a mass of very small babies who were holding on to their mother's back. I very much admired *this family*, and decided to take them secretly into the house and up to my bedroom. I wanted to keep them and watch them while they grew up. With great care I put the mother and family into a matchbox, and then hurried to the villa. Unfortunately, lunch was just on the table. I placed the matchbox carefully on a shelf in the sitting room and went to the dining room and joined the family for the meal. I ate very slowly, fed Roger secretly under the table and listened to the family, who were arguing. I completely forgot about my exciting new pets. When Larry had finished he fetched some cigarettes from the sitting room. He lay back in his chair, put one in his mouth and picked up the matchbox which he had brought. I watched him with interest. He was still talking when he opened the matchbox.

The writer found _____.

He carefully _____.

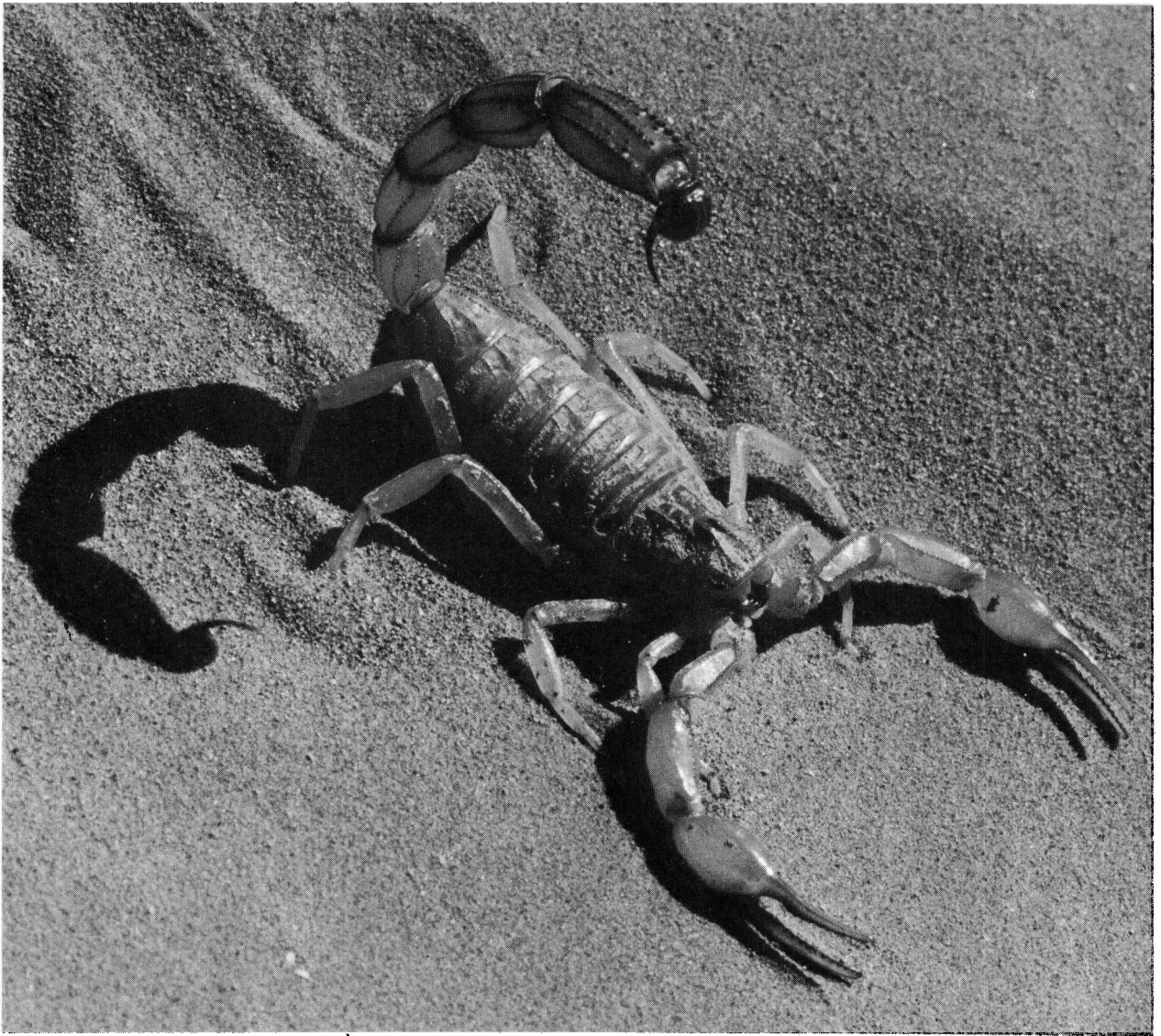
When he got home he _____ and _____.

After Larry _____.

He had also brought _____.

Questions

- 1 Who do you think Roger is?
- 2 Who do you think Larry is?
- 3 What do you think will happen in Section B?



B

Now I still say this: the mother scorpion did not want to hurt anyone. She was anxious and a little angry because I had shut her up in the matchbox for so long, so she took the first chance to escape. She climbed out of the box very quickly. Her babies were still holding on tightly as she climbed on to the back of Larry's hand. *There* she was a bit uncertain, and she paused. Her sting was curved up at the ready. When Larry felt the movement of her claws he looked down and saw her.

Then things got increasingly confused*.

There refers to _____?

The scorpion climbed _____ and _____.

Larry looked down because _____.



He refers to _____?

Margo _____ loudly.

_____ couldn't speak.

They refers to _____?

'He'll kill us all,' _____ said.

He screamed with fear and Lugaretzia dropped a plate. Roger came out from beneath the table and began to bark wildly*. Larry shook his hand and the poor scorpion flew down the table. She landed between Margo and Leslie and her babies went everywhere as she fell on to the cloth. She was now very angry and she raced towards Leslie. Leslie jumped to his feet, overturned* his chair, and hit the scorpion with his napkin. She rolled across the cloth towards Margo, who let out a scream louder than a railway engine. Mother put on her glasses and peered* down the table. At that moment Margo tried to stop the scorpion and threw a glass of water at it. The shower missed the animal completely, but successfully hit mother, who immediately lost her breath and couldn't speak. The scorpion had now hidden under Leslie's plate, but her babies were running wildly all over the table, and Roger, who wanted to help, was barking and running round the room.

'It's that horrible* boy again,' roared Larry.

'Look out! Look out! *They*'re coming!' screamed Margo.

'All we need is a book,' shouted Leslie. 'Hit 'em with a book.'

'What's the matter with you all?' Mother kept asking, as she wiped* her glasses.

'It's that horrible boy . . . he'll kill us all . . . Look at the table . . . knee-deep in scorpions . . .'

No one had been able to explain things to Roger. He wanted to protect the family and, as Lugaretzia was the only stranger in the room, he bit her on the leg.

This did not help very much.

When Larry shook his hand _____.

After Leslie hit _____.

Mother was hit by _____.

Mother didn't know _____.

_____ bit _____.

Vocabulary Gloss

If you still do not understand these words after reading the passage and the gloss, then use your dictionary.

confused

unable to understand what is happening

horrible

very, very bad

Example: a horrible experience

overturn

knock over

peer

look at something as though it is difficult to see

Example: He peered into the dark room.

wildly

without control

Example: wild animals
wild flowers

wipe

clean or dry something

Vocabulary Practice

- 1 a) When things are going wrong or too many things are happening at once, we become *confused*.

What do you become if:

You stay up too late at night?

You have nothing to eat for a long time?

You have nothing to drink for a long time?

- b) Can you give some examples of *wild* animals?

- c) *overturn* is one word made up of two words:

over and *turn*

Can you find two other words like this in the passage?

Now make as many words as you can using both columns below:

Example: earring

Column A

ear

bed

post

door

ice

hair

Column B

step

ring

cream

room

man

cut

- d) To *peer* is a way of looking at something. Look up the meanings of these other 'looking' words in your dictionary:

glance stare examine glare

- 2 Find the word which is different in each of these groups:

- a) closely secretly family wildly lightly
b) roared confused barked screamed shouted
c) raced jumped fell rolled felt

Comprehension

Say if the following are true or false:

- a) The scorpion was covered with fur.
b) The writer placed the family of scorpions in a box.
c) The writer placed the matchbox on the table.
d) Roger always ate his meals under the table.
e) The scorpion bit the back of Larry's hand.
f) Lugaretzia screamed with fear.
g) Leslie rolled across the tablecloth towards Margo.
h) Mother was hit by the glass of water.
i) Leslie wanted to hit the writer with a book.
j) Roger did not understand what was happening.