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CAUSE AND EFFECT

Intermediate Reading Practice

Patricia Ackert

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TO THE STUDENT

There are many advantages to learning English. One is that you can read information about thousands of subjects, because there is more information printed in English than in any other language. In this book you will read about some of the topics that are found in English language magazines, newspapers, and books. At the same time you will increase your knowledge of English.

TO THE INSTRUCTOR

This book is for students who know the basic structures of English and have a vocabulary of about 2000 English words. The 25 lessons are in five units. The exercises provide practice with vocabulary, comprehension, inference, main idea, cause and effect, context clues, scanning, sequence, summarizing, word forms, articles, prepositions, two-word verbs, compound words, connecting words, and noun substitutes.

An *Instructor's Manual* provides answers to all the exercises plus tests. There are unit tests which include a new reading selection with comprehension and main idea questions, general questions on the reading selections in the unit, and questions on the exercise material in the book. There are also short quizzes on the first two lessons for instructors who want to test their students during the first week. This manual may be obtained by writing to Newbury House Publishers, 54 Church Street, Cambridge, Massachusetts 02138.

Teaching Suggestions

The lessons in this book should be done in order because vocabulary is introduced gradually, repeated several times in the lesson where it first appears, and repeated in later lessons. Also, some of the exercises build to become more difficult; for example, the summary exercises start with selecting the sentence that best summarizes a paragraph and end with the students writing a summary of the whole reading selection.

I suggest that the instructor assign the reading text and some of the exercises for each lesson. For most of the exercises, the students can write the answers in the book and the instructor can go over them with the students in class, explaining or elaborating as necessary. At first, probably just the text, the vocabulary exercises, and possibly the comprehension and main idea exercises will be enough for one assignment. By the middle of the book the students should be able to do a whole lesson, or a little less if written work is assigned.

It has been my experience that most students need a lot of practice in writing. Because of this, I suggest that the comprehension questions be given as written assignments. The students should answer in complete sentences and use their own words as much as possible. If they do the exercises orally in class, they should make notes in the book and then give a complete sentence from the notes rather than reading the answer directly from the text.

Other exercises can also provide writing practice. The first few main idea and summary exercises are multiple choice, but then the students have to write their own sentences. One method of going over these exercises is for several students to put their sentences on the board and the class can then discuss which are best. However, this would probably be too time-consuming for the last unit where students write a summary of the whole text. The cause/effect and statement/reason exercises can be written assignments too.

It has also been my experience that students need a lot of practice using the context to understand new words. I suggest that when assigning a new lesson, the instructor save some class time to select sentences that clearly give the meaning of vocabulary items and have students tell what the words mean. The context clue exercises in the first two lessons teach the students how to do this.

Many of the vocabulary items are illustrated, glossed, or can be determined from the context. (Words in the text that are underlined are glossed or illustrated.) The context clue exercise also teaches vocabulary for the succeeding lesson. Most of the vocabulary is useful general vocabulary that the students should learn. The instructor should stress that the students must learn the vocabulary by the end of the lesson. The first lesson suggests that the students underline words they don't know and then test themselves when they finish the lesson.

I hope that the students will find the exercises useful in expanding their knowledge of the English language and that they will find the information as interesting as I did when I researched the book.

ACKNOWLEDGMENTS

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It has been a pleasure working with Jim Brown, editor at Newbury House, because he is a professional ESL teacher and writer as well as an editor. There should be more editors like him.

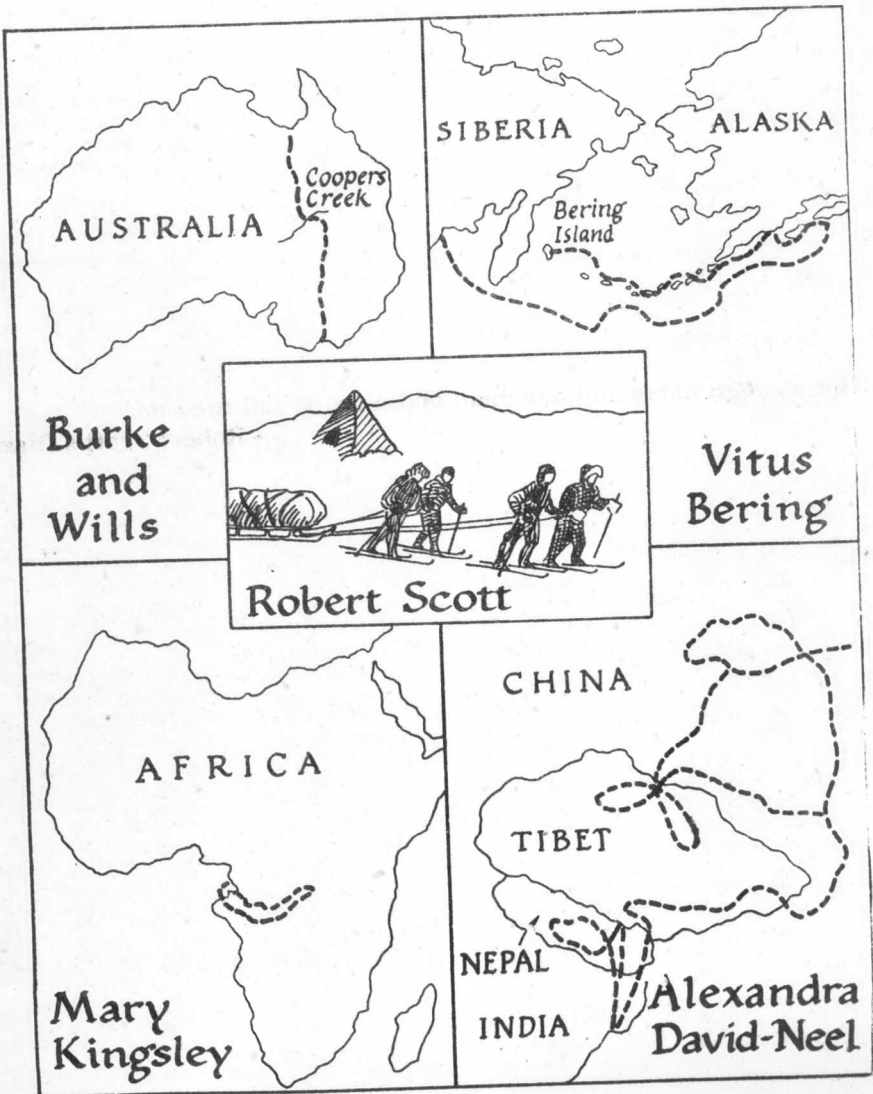
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Unit

I

EXPLORERS



These rough notes and our dead bodies must tell the tale.

—Robert Scott's Diary



BURKE AND WILLS— ACROSS AUSTRALIA



Australia is a **huge** country, and the outback (the Australian word for the interior of the country) is desert. Some years it rains only 8 centimeters in the outback, but other years rainstorms **turn** the desert **into** sandy swamps.

very large

Until the eighteenth **century**, only aborigines lived in Australia. These are tall, thin, brown-skinned people, the first people in Australia. When Europeans went there to live, they built towns on the coast. However, by the 1850s, people began thinking more about the interior.

change into, become
100 years

In 1860, Robert O'Hara Burke, a police officer from Ireland, was chosen to lead an expedition across the continent from south to north. He took with him William John Wills and 11 other men, camels, horses, and enough supplies for a year and a half. They left Melbourne for the Gulf of Carpentaria on August 20, winter in the southern **hemisphere**.

half of the earth

The expedition had problems from the beginning. Burke had no experience in the outback. The men fought and would not follow orders. Twice they left some of their supplies so they could move faster, and later sent one of the men, William Wright, back for them.

Finally, a small group led by Burke moved on ahead of the others to a river named Cooper's Creek and set up their base camp. They were



halfway across the continent, but it was summer
30 now, with very hot weather and sandstorms.

They waited for a month for Wright, and
then Burke decided that four from his small
group, with 3 months' supplies, should travel
35 the 1250 kilometers to the north coast as quickly
as possible. They told the others to wait for them
at Cooper's Creek.

The journey across the desert was very dif-
ficult, but at the end of January they reached the
Flinders River near the Gulf of Carpentaria.

40 They started their return journey, but now
it was the rainy season and traveling was slow
and even more difficult than their trip north.
They did not have enough food, and the men
became hungry and sick. Then one of them died.
45 Some of the camels died or were killed for food.

Finally, on April 21, they arrived back at
Cooper's Creek, only to find that no one was
there. The rest of the expedition left the day
before because they thought Burke must be
50 dead.

The three men continued south, but with-
out enough food, both Burke and Wills died.
Aborigines helped the last man alive, and a
search party found him in **September** 1861. He
55 was half crazy from hunger and loneliness.

search = look for / party =
a group of people

There were many reasons that the expedi-
tion did not go as it was planned. It had an
inexperienced leader, the men made bad **deci-**
sions, some did not follow orders, and they did
60 not **get along**. But they were the first expedi-
tion to cross Australia, and Burke and Wills are
still known as heroes of exploration.

noun for decide
be friendly, not fight



A. Vocabulary

In this book, difficult words are repeated several times in the exercises. These words are also repeated and reviewed in other lessons. It is not necessary to list new English words with their meanings in your own language. You will learn them just by practicing. In each lesson, when you read the text the first time, underline the words that you don't know. Then you can give yourself a test when you finish the lesson. Look at the words you underlined and see if you understand them. If you don't know them yet, this is the time to memorize them.

In the vocabulary exercises in this book, write the correct word in each blank. Use each word only once. Use capital letters where they are necessary.

exploration	decision	hemisphere	experience
continents	ahead	expedition	century
aborigines	gets along	base	heroes

1. Please decide what you want to do. You must make a _____.
2. In baseball, a player hits the ball and runs to first _____.
3. The dark-skinned first Australians are called _____.
4. Do you have any _____ as a secretary, or is this your first job?
5. Kumiko _____ well with everyone. She is always nice and never fights with people.
6. The years 1900–1999 are the twentieth _____.
7. Tom saw some children _____ of him in the street while he was driving home, so he slowed down.
8. Asia is in the northern _____.
9. Africa, Antarctica, Asia, Australia, Europe, North America, and South America are the seven _____.
10. People who win in the Olympic Games are _____ in their countries.



B. Vocabulary

Do this exercise like Exercise A.

chosen	expedition	experience	exploration
huge	interior	journey	party
searching	supplies	swamps	turned into

1. Burke and Wills led an _____ into the interior of Australia.
2. Christopher Columbus was _____ for a new way to go to India.
3. Canada is a _____ country, one of the biggest in the world.
4. Birds like to live in _____ because there is a lot of water and food.
5. We use one kind of paint for the _____ of a house and another kind for the exterior.
6. It is a long _____ from Melbourne to London.
7. A search _____ was sent to find Burke and Wills' expedition.
8. Most of the earth has been explored. Now we are in the age of space _____, searching for more information about the stars, the moon, and other planets besides earth.
9. The secretary ordered paper, pens, and other _____ for the office.
10. Carlos started to study hard and _____ a good student.

C. True/False

Write **T** if the sentence is true. Write **F** if it is false. If a question is false, change it to make it true, or explain why it is false.

An asterisk(*) before a question means it is either an **inference** or an **opinion** question. You cannot find a sentence in the text with the answer. You have to use the information in the text and things you already know and then decide on the answer.

- _____ 1. The first Europeans in Australia built villages in the outback because there were too many aborigines on the coast.
- _____ 2. The Burke and Wills expedition crossed Australia from south to north.
- _____ *3. December is a summer month in Australia.



- _____ 4. Much of the interior of Australia is swampy all year long.
- _____ 5. Eleven men crossed Australia with Burke and Wills.
- _____ *6. Burke and Wills did not have enough food for their journey back to Cooper's Creek because the rain slowed them down.
- _____ *7. The aborigines could help the last man alive because they understood how to live in the desert.
- _____ 8. Burke was a good leader for this expedition.

D. Comprehension Questions

Answer these questions in complete sentences. An asterisk(*) means it is either an **inference** or an **opinion** question. You cannot find the exact answer in the text.

1. Where did the first Europeans live when they went to Australia?
- *2. Why were camels good animals for this expedition?
3. Why did the men leave some of their supplies behind them?
4. Why was it difficult to travel in the interior of Australia?
5. What happened to some of the camels?
6. Name two reasons why this expedition had so many problems.
- *7. Do you think Burke and Wills should be called heroes of exploration? Why?

E. Main Idea

What is the main idea of paragraph 4 (lines 20–25)?

1. Robert Burke led this expedition.
2. The expedition had many problems.
3. Burke had no experience in the outback.



WORD STUDY

A. Two-Word Verbs

English has many two-word verbs. Each of the two words is easy, but when they are put together, they mean something different. There is often no way to guess what they mean. You have to learn each one. Learn these and then fill in the blanks with the right words. Use the right verb form.

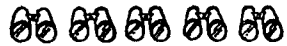
turn into—change into, become
 get along (with)—not fight, be friendly
 break down—stop going or working (often about a car)
 call on—when someone, usually a teacher, asks someone to speak
 put away—put something in the place it belongs

1. Our washing machine _____ yesterday and I couldn't finish washing my clothes.
2. Tommy and his little brother don't _____ very well. They fight about something almost every day.
3. Ali knew the answer when the teacher _____ him.
4. It was rainy this morning, but now it has _____ a beautiful day.
5. Mary doesn't usually _____ her clothes. She just leaves them on a chair or the bed.

B. Articles (a, an, the)

There are so many rules about articles that it is easier just to get used to them by practicing than to learn all the rules. However, you will learn a few of the rules later in this book. Here are some sentences or parts of sentences from the text. Put an article in the blank if it is necessary.

1. Other years rainstorms turn _____ desert into sandy swamps.
2. Until _____ eighteenth century, only aborigines lived in _____ Australia.
3. In 1860, _____ Robert O'Hara Burke, _____ police officer from Ireland, was chosen to lead _____ expedition across _____ continent from south to north.
4. He took with him William John Wills, _____ eleven other men, _____ camels, _____ horses, and enough supplies for _____ year and _____ half.



5. _____ expedition had _____ problems from _____ beginning.
6. _____ men fought and would not follow _____ orders.

C. Context Clues

It is not necessary to look up every new word in the dictionary. You can often tell what the word means from the sentence it is in, or from the sentence after it. For example, the word **aborigines** in line 6 is explained in the next sentence. What are aborigines?

Always look for this kind of sentence when you are reading. Don't look up the word in your dictionary.

Here are some sentences from the other four lessons in this unit. Tell what each word in **bold print** means.

1. She started working as a **journalist**, writing articles about Asia and Buddhism for **English and French** magazines and newspapers.
2. Scott took **ponies** (small horses) and a few dogs.
3. She helped to start **anthropology**, the study of people's customs and lives, in Africa.
4. Europeans bought **ivory**, which comes from elephants, and other things from Africans.
5. She met **traders** there, European men who bought ivory and other things from Africans and sold them things from Europe.
6. **Missionaries** went to Africa to teach Christianity.