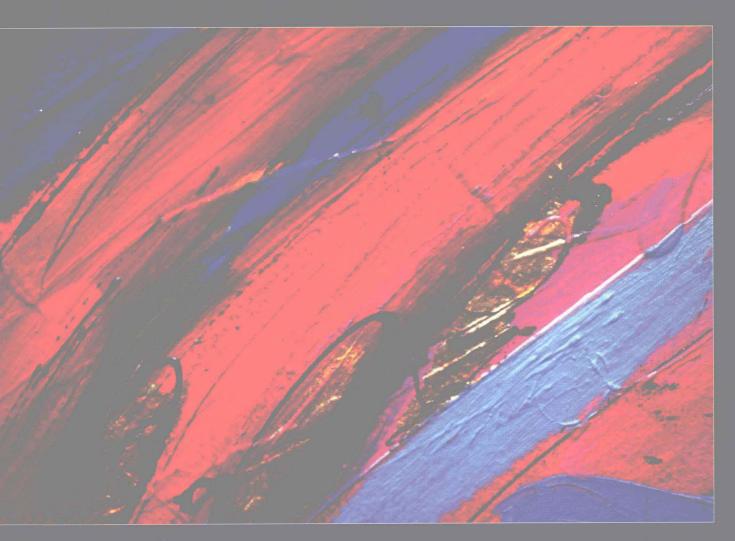
# Mosaic 1 Reading

4<sup>th</sup> Edition



Brenda Wegmann / Miki Prijic Knezevic

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**Brenda Wegmann** 

Miki Knezevic



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Mosaic 1 Reading, 4th Edition

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# Mosaic 1 Reading

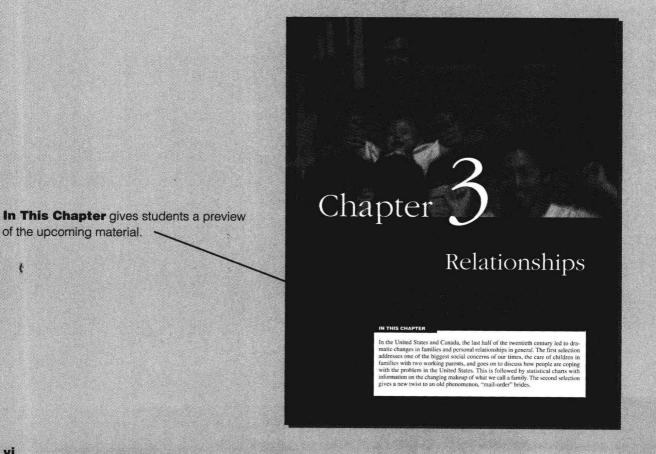
### Mosaic 1 Reading

### **Boost your students' academic success!**

Interactions Mosaic, 4th edition is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

### Interactions Mosaic, 4th edition features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes





### **Timed Reading**

### **Using Clustering for Speed and** Comprehension

War and Peace, and Shakespeare? Learn more about one of them as you practice the technique of clustering described in Cosby's article. (Reread this part if necessary, page 23.)

This reading is taken from the Encyclopedia Britannica entry for Mark Twain. Read quickly to learn about the early life and works of this great

- · Force your eyes to cluster the words rather than reading them one at a time
- · After you read the selection, do the Comprehension Quiz that follows
- Try to finish both in eight minutes. (Hint: Look over the quiz first to see what it

Twain, Mark, was the pen name of Samue Langhorne Clemens (1835–1910), the United States' most famous humorist and the author of popular and outstanding autobiographical works, travel books, and novels. The first thirtysix years of Clemens' life gave him experiences as a boy in a little town in Missouri, as a steam-boat pilot, as a reporter on the far western frontier, and as a traveler abroad-which he thereafter used as materials for his best and

most successful writings.

He was born November 30, 1835, the...
fifth child of John Marshall and Jane (Lampton) Clemens, both descendants of Virginians, His



Hannibal was the town of Sam Clemens' boyhood, destined to figure impor-tantly in several of his finest books. Almost in the geographical center of the Unit-ed States, it had the wide Mississippi River rolling past it on the east, and on the other sides were forests, farmlands, and praine. The river was the route from and to the rest of the nation, bringing as it did all sorts of exciting visitors—river men. (religious) revivalists, circus troupes...mgrants to points as far westward as Cal-ifornia. The steamboats which Sam and his gang of boyhood friends watched wheeling past or docking at the wharf were endlessly fascinating. So, too, were

Photos and illustrations ensure comprehension by supporting the text.

Timed Readings give students specific strategies for improving their reading speed without sacrificing comprehension.

Preliminary activities provide scaffolding to help students understand authentic language.

Introduction to readings builds background knowledge by giving students information on the writer and the source.

Varied genres include formal and informal essays, biographies, speeches, interviews, stories, and poetry.

Mosaic 1 Reading

PART 1

150

**Ethnocentrism** 

**Before You Read** 

1 Skimming for the Main Idea, Ethnocentrism is a term commonly used by anthropol-Samming for the shall total. Entirocentrism is a ferril containing used by animopolists, but the average English-speaking reader may not be familiar with it. In fact, the purpose of the whole selection is to give you an idea of what this term means and why it is important. Skim the first two paragraphs to find the author's explanation of ethnocentrism and write it here.

2 Scanning for the Development of the Main Idea. Scan the article to answer the fol-

- 1. Like most readings taken from textbooks, this one is written in rather long paragraphs. How many of the seven paragraphs begin with a sentence containing the word ethnocentrism?
- The main idea is the meaning and importance of ethnocentrism. It is developed through examples. Put a check in front of the aspects of human culture that are discussed in the reading as examples of ethnocentrism.
  - choice of clothing food preferences
- language marriage ceremonies myths and folktales
- 3 Discuss these questions in small groups.
  - What do you imagine when you think of anthropologists?
  - Have you ever taken a course in anthropology or read an article about it?
  - · Why do you think people study this subject?

### Read

The following reading is taken from an anthropology textbook. Anthropology is defined in the dictionary as "the science that deals with the origins, physical and cultural development, racial characteristics, and social customs and beliefs of humankind."

### Ethnocentrism

Culture shock can be an excellent lesson in relative values and in under-standing human differences. The reason culture shock occurs is that we are not prepared for these differences. Because of the way we are faught our cul

### Making Connections

Alone or with others, do one of the following projects.

- From the library or the Internet find out what different kinds of movies Spielberg
  makes and what themes he presents in them. Give the titles and a brief description of movies from each type. What themes are common in his work's
- Choose your favorite (or at least one that you like) Steven Spielberg movie. With facts from the Web or the library explain why you like it or show a short scene from
- the movie on video and tell why you like that scene.

  Choose a film by Steven Spielberg that you do not like and follow the same properties. cedure as in the previous instruction, except this time explain or show why you do



### Talk It Over

- In small groups, discuss the following questions.
   In your opinion is the position of a child in the family (as oldest, youngest, and so on) important for the child's character? Explain.
- Did luck play a role in Spielberg's becoming a director?
- What are "old-fashioned values"? Are they necessary for good films?

  Do you think there should be more censorship of films to eliminate a lot of the sex and violence? Why or why not?
- What movie do you consider a creative work of art? Why?



### What Do You Think?

Creativity in Men and Womer



Margaret Mead, one of the most famous and widely read writers in the field of anthropology, expressed her ideas on creativity in men and women. In the two following paragraphs, she gives her opinion on why men have achieved more than women in almost every field throughout history. Read achieved more than women in almost every field throughout history. Read the selection by Mead and answer the questions that follow it.

### **Are Men More Creative Than Women?**

Throughout history it has been men, for the most part, who have engaged in public life. Men have sought public achievement and recognition, while women have obtained their main satisfactions by bearing and rearing chidren. In women's eyes, public achievement makes a man more attractive as a marriage partner. But for men the situation is reversed. The more a

as a manage partner. But no men the students is reversed, the move a woman achieves publicly, the less desirable she seems as a wife. There are three possible positions one can take about male and fe-male creativity. The first is that males are inherently more creative in all fields. The second is that if it were not for the greater appeal of creating

Making Connections and Around the Globe suggest research topics related to the chapter theme and give students new perspectives on culture.

Talk It Over and What Do You Think? encourage students to evaluate arguments and to do independent research related to the topic of the chapter.

**Groupwork** maximizes opportunities for discussion and negotiation.

Skill development prepares students for standardized tests through skimming, scanning, main idea, paragraph and essay organization, supporting a position, and so on.

Vocabulary and language-learning strategies for synonyms, antonyms, context clues, and word families give students comprehension and self-assessment tools.

Mosaic 1 Reading

### **After You Read**

Selecting the Main Idea. The main idea of a piece of writing (a paragraph, an article, a book) brings together all or most of the different parts of that piece of writing. It does not express the idea of just one part.

Circle the number of the statement that you think best expresses the main idea of Bill Cosby's article. Why is it better than the other two?

- Moving your eyes fast across each line will give you a general idea of the content
  of reading material in much less time than it would take to read every word.
- It is necessary to choose your method of reading according to the kind of material you have to read and the amount of comprehension you need.
- You should preview long and difficult readings, skim simple ones, and read groups or clusters when you have to understand most of the material quite well.
- 4 More Prefixes. Here are three common prefixes used in words from the reading. See page 14 for an explanation of prefixes. Fill in the blanks with definitions of the words in italics.
  - The prefix pre- means "before," One of the reading techniques mentioned in the selection is previewing (line 35). What does to preview mean? <u>to look over a piece</u> of writing before reading it.
  - The prefix re-means "again." The article talks about reviewing (line 54) material that you've read before. What does to review material mean?
  - 3. The article also mentions the word reread. What does it mean to reread a reading
  - The prefix un-means "not." Author Bill Cosby speaks of getting an overall view of long unfamiliar material (line 47)? What is unfamiliar material?
  - 5. He also refers to cutting down on unnecessary reading. What is unnecessary read-
- 5 Making New Words by Adding Prefixes. Form words by adding the appropriate pre-fix (pre-, re-, or un-) to each italicized word to fit the context.
  - 1. These tickets do not need to be paid for now. They have already been <u>prepaid</u>.
  - Don't cook those vegetables. The chef took the time to \_\_\_
  - 3. We are looking for a cooperative sales clerk. The last one we had was very
  - 4. You didn't do the report very well. The boss wants you to
  - 5. My niece is too young to go to regular school. She goes to
  - 6. In sales you have to be aware of people's reactions, but the new man seems that the clients don't like him.
  - 7. They don't run new episodes of that TV show in the summer. What you'll see is a



### Focus on Testing

Doing the Easy Ones First

Doing the Easy Ones First
Tests include some items that are designed to be easy, some to be moderately difficult, and others to be hard. Usually students do the items in the order given. Sometimes they get stuck on one item and do not finish the test during the time limit. A good strategy is to quickly do the easy items first, skipping the ones that seen hard. Then go back and do the difficult ones.

Skim the following exercise to find the easy items that you can do right away. Which ones are they? Compare the item numbers you wrote with the ones selected by your classmates. Did you all choose the same ones? Now look at the remaining ones. What makes them harder?

Practice pricking out hard items quickly and leaving them for later. Use this technique for exercises and tests in the fature, and you will learn to "best the clock."

Take a minute or two to look over your outline of the selection "Migration and Homing." Then test your understanding of the article by selecting the correct answers to complete the following statements.

- 1. After becoming mature, salmon swim back to spawn \_\_\_\_\_.

  - a. in the sea.
    b. in the same stream in which they were born
    c. in any one of hundreds of tributaries
- 2. Salmon are able to find their way back because of their good sense of \_
- 2. there is no food for birds on the nearby African shores
  b. they are asid there from animals that would eat them
  c. their wing muscles become developed from the flight
  Caged startings fly in the direction of their migration route on sunny
  but make only nondirectional movements when there is no sun. This
  experiment suggests that the startings
  a. navigate by an inhorn compass
  b. fly only when it is warm
  c. use celeatial clues for migration
- Other experiments indicate that indigo buntings and certain other birds that fly at night navigate by \_\_\_\_\_\_\_.

  a. the position of the stars

Video news broadcasts immerse students in authentic language, complete with scaffolding and follow-up activities to reinforce reading skills.

Focus on Testing prepares students for standardized tests by analyzing points of contrast, eliminating incorrect choices, reading between the lines, making inferences, and finding implied ideas in passages.

Mosaic 1 Reading



### **Video Activities: Internet Publishing**

Before You Watch.

- 1. Match the words with their meanings.
- online a. part of a story usually published in chronological order
   download b. on the Internet
   installment c. to move information from the Internet to your computer
- 2. Do you use the Internet? What do you use it for?

Watch. Circle the correct answers.

- What kinds of things does William Bass download onto his computer?
   a. music b. research c. sports articles d. pictures
   What is true about Stephen King's book, The Plant?
   a. It was published online. b. It was free, c. It was published in parts. d. It was a bestseller.

- 3. According to William Bass, the best thing about books online is that they're
- b. convenient c. easy to read
- 4. What did Stephen King threaten to do if not enough people paid for his a. charge more for the rest of the book
  b. not write another book

  - not write another book online
     not finish rest of the book
- 5. Gillian McCombs says that electronic books will \_\_\_
  - help sell regular books
     let authors make more mone
  - c. never replace paper and ink books
- Watch Again. Compare answers in small groups

- 1. How much did Stephen King charge for The Plant?\_
- 2. What was the minimum percentage of paid downloads would Stephen King accept?
- b. 75%
- a. Dw . 1396 C. 9398

  3. The male publishing expert says that Stephen King's book will a. be the death of paper and ink books

  b. not change the publishing industry

After You Watch. Find an article in which the writer gives his/her opinion about

Don't forget to check out the new Interactions Mosaic Website at www.mhcontemporary.com/interactionsmosaic.

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

### Mosaic 1 Reading

C	hapter	Reading Type	Vocabulary Development	Reading Skills
1	New Challenges Page 1	■ Description (U.S.A.) ■ Description (Canada)	<ul> <li>Using context clues</li> <li>Using suffixes</li> <li>Using structure clues</li> <li>Understanding prefixes anti- and non-</li> </ul>	<ul> <li>Recalling information</li> <li>Identifying main ideas</li> <li>Identifying implied main idea</li> </ul>
2	Looking at Learning Page 19	<ul> <li>Explanation of process (how to read faster)</li> <li>Explanation of process (how to take a test)</li> </ul>	<ul><li>Scanning for slang words</li><li>Using prefixes</li><li>Using context clues</li></ul>	■ Identifying main ideas
3	Relationships Page 39	<ul><li>Exposition (family responsibilities)</li><li>Exposition (Russian brides)</li></ul>	■ Recalling definitions	<ul> <li>Skimming for main ideas</li> <li>Recalling information</li> <li>Scanning for facts</li> <li>Identifying general and specific statements</li> <li>Identifying main ideas</li> </ul>
4	Health and Leisure Page 53	■ Persuasion (diet) ■ Persuasion (tourism)	■ Using context clues	<ul> <li>Using headings as guides</li> <li>Recalling information</li> <li>Forming key ideas</li> <li>Skimming for point of view</li> <li>Separating fact from opinion</li> </ul>
5	High Tech, Low Tech Page 73	<ul><li>Exposition (technology gap)</li><li>Exposition (new streetcars)</li></ul>	<ul><li>Making vocabulary inferences</li><li>Using suffixes</li></ul>	<ul> <li>Identifying supporting details</li> <li>Making inferences about audience</li> <li>Identifying organization patterns</li> </ul>
6	Money Matters Page 89	<ul><li>Exposition (entrepreneur)</li><li>Story (fiction)</li></ul>	<ul> <li>Understanding business terms</li> <li>Using context clues</li> <li>Recalling idioms</li> </ul>	<ul> <li>Skimming for main ideas</li> <li>Scanning for words</li> <li>Identifying setting, characters, and conflict</li> <li>Predicting story events</li> </ul>
7	Remarkable Individuals Page 107	<ul> <li>Exposition         (Confucianism)</li> <li>Biography (Oprah         Winfrey)</li> <li>Exposition (courage)</li> </ul>	<ul> <li>Using structure clues</li> <li>Inferring meaning</li> <li>Recalling vocabulary</li> <li>Identifying expressive synonyms</li> <li>Using noun suffixes</li> </ul>	<ul> <li>Skimming for main ideas</li> <li>Identifying key terms</li> <li>Identifying supporting statements</li> <li>Predicting from title and illustrations</li> <li>Previewing for organization</li> <li>Identifying speakers quoted</li> </ul>
8	Creativity Page 129	<ul><li>Exposition (museum)</li><li>Essay (writing)</li><li>Interview (Steven Spielberg)</li></ul>	<ul> <li>Understanding vocabulary of geometry</li> <li>Using context clues</li> <li>Identifying synonyms</li> </ul>	<ul> <li>Inferring conclusions</li> <li>Supporting inferences</li> <li>Previewing for point of view</li> <li>Paraphrasing main ideas</li> </ul>

Lan	guage	Critical Thinking Skills/Culture	Focus on Testing	Video Topics
	Understanding compound words	<ul><li>Meeting and greeting</li><li>Social distance</li><li>Customs</li><li>Panhandling</li></ul>	<ul> <li>Analyzing points of contrast</li> </ul>	■ An Exchange Student
<b>■</b> (	Understanding informal style Understanding descriptive adjectives	Book censorship	■ Taking an objective test	■ High-Tech Jobs and Low-Tech People
<b>,</b>	Reading a chart	<ul><li>Roles in a relationship</li><li>Cross-cultural marriages</li><li>Adoption</li></ul>	■ Eliminating the incorrect choices	■ True Love
<b>S</b>	Understanding specialized vocabulary uses Scanning charts	<ul><li>Smoking</li><li>Tourism and development</li></ul>	Analyzing compound words	■ Bottled Water
	Using compound words Writing supporting details Paraphrasing	■ Benefits of technology ■ Traffic congestion	■ Computerized testing	■ Internet Publishing
<b>=</b> (	Understanding irony	Shopping on the Internet	■ Reading between the lines	■ Welfare Payments
	Forming related words Comparing and contrasting	■ Leadership	■ Previewing the questions	Overcoming Serious Illness
= !	Understanding suspense dentifying synonyms from parallel constructions	<ul> <li>Innovation in architecture</li> <li>Movie censorship</li> <li>Creativity in men and women</li> </ul>	Making inferences to answer "tricky" questions	■ A Life of Painting

### Mosaic 1 Reading

C	hapter	Reading Type	Vocabulary Development	Reading Skills
9	Human Behavior Page 149	<ul> <li>Exposition         (ethnocentrism)</li> <li>Story (A Clean, Well-Lighted Place)</li> <li>Poetry ("The Spell of the Yukon")</li> </ul>	<ul> <li>Recalling vocabulary</li> <li>Previewing for characters and plot</li> <li>Using context clues</li> </ul>	<ul> <li>Skimming for main ideas</li> <li>Scanning for development of main ideas</li> <li>Identifying supporting details</li> <li>Making inferences about characters</li> <li>Previewing for rhyme and rhythm</li> </ul>
10	Crime and Punishment Page 171	<ul> <li>Biography (Soapy Smith)</li> <li>Story (crime)</li> <li>Exposition (cause of crime)</li> </ul>	<ul> <li>Using context clues</li> <li>Scanning for specific terms</li> <li>Identifying descriptive adverbs</li> </ul>	<ul> <li>Previewing for organization</li> <li>Identifying supporting examples</li> <li>Identifying setting, characters, and plot</li> <li>Identifying the point in long, complex sentences</li> </ul>
11	The Physical World Page 193	<ul> <li>Essay (value of land)</li> <li>Essay (symbolism of circle)</li> <li>Exposition (migration)</li> </ul>	<ul> <li>Scanning for facts and terms</li> <li>Identifying exact or colorful synonyms</li> <li>Scanning for important details</li> <li>Using context clues</li> </ul>	<ul><li>Identifying arguments</li><li>Inferring values</li></ul>
12	Together on a Small Planet Page 213	<ul> <li>Essay (books)</li> <li>Essay (sense of sight)</li> <li>Essay (friendship)</li> <li>Poetry</li> <li>Speech (Kennedy inaugural)</li> <li>Story ("Susana and the Shepherd")</li> </ul>	■ Recalling vocabulary	<ul> <li>Recalling information</li> <li>Separating fact from opinion</li> <li>Identifying themes</li> </ul>

Language		Critical Thinking Skills/Culture Focus on Testing		Video Topics	
•	Understanding figurative language	<ul><li>Culture shock</li><li>Personal responsibility</li></ul>	<ul> <li>Finding statements and implied ideas in passages</li> </ul>	■ People Skills	
•	Understanding compound words Analyzing a line of argument Interpreting charts	<ul><li>Analyzing the cause of crime</li><li>The death penalty</li></ul>	Judging something true or false	■ Victim Support Groups	
•	Imagining historical contexts Understanding poetic prose	<ul><li>Spiritual power</li><li>Experimenting on animals</li><li>Littering</li></ul>	■ Doing the easy ones first	■ Air Pollution	
:	Understanding essays Understanding poetry Understanding speeches Understanding stories	<ul><li>Friendship</li><li>Political goals</li><li>Future of books</li></ul>	<ul> <li>Developing analytical, inferential, and critical- thinking skills</li> </ul>	■ An Endangered Species	

## Chapter

### New Challenges

### IN THIS CHAPTER

People from all over the world see "the American lifestyle" represented in Holly-wood movies and television programs. The truth about how Americans live is more complex. The United States has many distinct regions and citizens from diverse backgrounds. The first reading in this chapter gives facts about this huge country and discusses some of the customs and attitudes of its people. The second reading presents facts about Canada, also a large and diverse nation, and offers one view of Canadians and the qualities that make them different from their neighbors to the south.

### PART 1

### Living in the U.S.A.

### **Before You Read**

- Reading Without Knowing the Meaning of Every Word. The following article probably contains a number of words you do not know. This is not surprising. Linguists tell us that, for historical reasons, English has a larger vocabulary than any other known language. Practice the important skill of reading without knowing the meaning of every word by following these three steps:
  - 1. Look over the article quickly, paying attention to the headings of the sections and trying to get a general idea of the contents of each one.
  - 2. Read the article for the main ideas. Skip words and phrases you do not understand. Do not slow yourself down by looking up words in a dictionary. Keep going.
  - 3. Do the post-reading exercise, Recalling Information. If you have trouble with it, read the article (or parts of it) again. Two or three quick readings are better for understanding than one slow one. If you can do the exercise, you have read well enough for your present purpose.

The following selections are taken from *Living in the U.S.A.*, a book written by Alison Raymond Lanier and updated after her death by Charles William Gay. What purpose do you think the authors had for writing this book? Perhaps you will be surprised by some of the facts given about the United States and its people.

### Read



### Living in the U.S.A.

### Size

It is difficult to really experience or "feel" the size of the United States, even when you know the actual number of miles from coast to coast. To get the full impact you should realize, for example, that it takes forty-eight hours (two entire days and two long nights) to travel by train from Chicago to Los Angeles, rolling along hour after hour across wheat fields, mountains, and deserts; Chicago is an overnight train trip from New York.

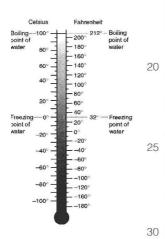
Another way to think about it is to compare distances in the United States with others more familiar to you. For example, New York to Washington, D.C., is about the same as London to Paris or Nairobi to Mombasa or Tokyo to Kyoto; New York to Los Angeles is farther than Lisbon to Cairo or Moscow to Montreal or New Delhi to Rome.

### Climate

Naturally, with such distances, the climate in the continental United States is also one of great extremes. From New England and New York through

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Chicago and much of the Midwest and Northwest, temperatures vary from subzero in winter to the high nineties or over in summer (Fahrenheit).

The South and Southwest have warmer weather, though even these sections have occasional frosts and periods of moderate cold. Generally, summers are likely to range from 70° F to 100° F (21° C to 38° C), and many areas can be quite humid. However, air conditioning is so widespread that you can

expect most buildings—even many private homes—to be kept at relatively comfortable temperatures.

### Americans in Motion

Americans are a restless people. Most travel whenever they get the chance. They crowd onto trains, buses, and planes. In increasing numbers, they hike with packs on their backs or ride bicycles,



heading for the mountains, seashore, or national parks. Highways are jammed with cars, especially on holidays. Americans are joined by millions of tourists from other countries who come to enjoy the people and the culture.

### Blunt Speech

Don't think that Americans are being rude if we tend to speak in monosyllables or answer with a mere "O.K.," "Sure," or "Nope" or greet you with "Hi." Our brevity is not a personal insult, though to those accustomed to formal phrases, we seem blunt. American informality has become more desirable than formal expressions of greeting or farewell.

### A Do-It-Yourself Society

at the grocery store, or shine our own shoes, whoever we may be—lawyer, professor, bank president, or corporate executive. Anyone who can afford the high cost of service in this country and wants to pay for it, may. But there is absolutely no social stigma in doing one's own daily chores, no matter how menial. In fact, Americans take

The United States is a do-it-yourself coun-

try. We generally carry our own bags, take our laundry to the laundromat, stand in line

of service in this country and wants to pay for it, may. But there is absolutely no social stigma in doing one's own daily chores, no matter how menial. In fact, Americans take pride in do-it-yourself accomplishments and may devote a great deal of their leisure time to projects around the home. Huge warehouse stores have been built throughout the country which cater to do-it-yourself tasks.



Many Americans who could afford household help or a driver or a gardener do not employ them. They prefer family privacy, independence, and freedom from responsibility, all of which are at least partially lost when one has help in one's home.

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Houses interest Americans greatly. They spend much of their time thinking and reading and talking about the design of houses, their decorations, how to improve them. Many weekend hours are passed in do-it-yourself projects around the house. People also love to look at each other's houses. Since they would thoroughly enjoy visiting and examining a house in another country, they assume that you will probably have the same desire. Don't be surprised, therefore, if you are shown the entire house from top to bottom, including bathrooms and closets! Don't make the mistake of refusing: the whole house may have been cleaned especially for you!

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Because our people have come from so many nationalities, there is a far wider range of what is acceptable than in some countries where the inhabitants have grown up with a common heritage. As a result, no one needs to feel awkward or uncomfortable in following his or her own customs. Although Americans are noticeably informal, if you prefer somewhat greater formality, feel free to act in your own way. This will be acceptable to those around you. You can "do your own thing" and be respected here to a very large extent.

### **After You Read**

2	Recalling Information. Mark each of these sentences with a T (for true) or F (for false).
	Correct the false statements to make them true.

T	1.	The United States has a varied geography, including fields, mountains, and deserts.
	2.	Its continental climate is basically one of moderation.
	3.	Its people are not very active and spend most of their time watching television.
	4.	They are rude and like to insult others with simple direct words.
	5.	Americans are very interested in their homes and love to show them off, even to people they don't know very well.
	6.	Americans spend a lot of time thinking and talking about projects to fix up their homes.
	7.	They send their servants to huge warehouse stores to buy house decorations.
	8.	Americans come from many different nationalities.
	9.	They generally prefer formality and do not like people to be informal.

- Analyzing Topic Sentences. An important skill for reading is finding the main idea. Often the main idea of a paragraph is stated directly. The sentence that states the main idea is called the topic sentence. The topic sentence is usually (but not always) the first sentence of the paragraph. The other sentences support or develop the paragraph in different ways:
  - a. by giving examples or details to illustrate the main idea
  - b. by expanding upon it with related ideas
  - c. by expressing an emotional reaction to the main idea.

Analyze the topic sentences of the first five paragraphs of the previous reading.

- 1. The topic sentences of the first five paragraphs are always the first sentence. True or false?
- 2. The first three paragraphs develop the topic sentence in the same way. Which way is that: a, b, or c?
- 3. The fourth and fifth paragraphs also use that same way, but finish up with one other way in their last sentence. Which way do they use to finish up: a, b, or c?
- 4. What punctuation mark indicates an emotional reaction? Look through the rest of the article and find the paragraph that uses method c (expressing an emotional reaction) to finish up. What are the first four words of that paragraph?
- 4 Getting the Meaning of Words from Context. The *context* of something is its surroundings or situation. The context of a word is what goes before it and after it. You can often guess the meaning of a new word by reading past it to the next sentence. If the meaning is still unclear, read the sentence before the word. If necessary, read the whole paragraph. Then go back and try to understand the word again. Practice this skill by choosing the best definition for each word.

1.	blunt (lines 37, 41)	a. loud and rude	b. short and direct	c. personal and formal
2.	stigma (line 53)	a. new rule	b. good word	c. negative mark
3.	leisure (line 57)	a. not working	b. work	c. family
4.	chores (line 53)	a. tasks	b. accounts	c. pastimes
5.	menial (line 54)	a. difficult	b. attractive	c. low
6.	thoroughly (line 69)	a. somewhat	b. completely	c. possibly
7.	assume (line 70)	a. hope	b. believe	c. fear
8.	refusing (line 72)	a. saying yes	b. saying no	c. not saying anything
9.	heritage (line 76)	a. history and tradition	b. physical appearance	c. economics and class

- **Six Useful Suffixes.** A suffix is a letter or group of letters put at the end of a word to form a new word. For example, suffixes can make a noun (person, place or thing) out of a verb (action word) or an adjective (a word that describes a noun) out of a noun. Study the meanings of the following suffixes and fill in the second example for each one.
  - **-able** The suffix *-able* means relating to the action of a verb. It makes adjectives out of verbs. Something you can love is *loveable*. A house you can afford is an <u>affordable</u> house.
  - -al The suffix -al means relating to some object or thing. It makes adjectives out of nouns. Things that relate to nature are natural things. A job you get for only one season of the year is a \_\_\_\_\_\_ job.
  - **-ant** The suffix *-ant* means a person who does the action of the verb. It makes nouns out of verbs. A person who serves is a *servant*. A person who applies for something is an \_\_\_\_\_\_.
  - **-er** The suffix *-er* means a person who is capable of doing the action of the verb. It makes nouns out of verbs. A person who can bake is a *baker*. A person who can teach is a \_\_\_\_\_\_.
  - **-ity** The suffix *-ity* means the state or condition of some quality. It makes a noun out of an adjective. A material that is elastic has *elasticity*. People who are cordial are known for their \_\_\_\_\_\_.