**DEFINITION TEXT**

A **definition paragraph** is a paragraph explaining a term or subject, so your audience comprehends the topic of the paragraph. This can be done in three different ways: Synonym, Class, and Negation.

1. **Synonym** is explaining the term by using the words that mean the same thing. **EXAMPLE:** To procrastinate is to slack.
2. **Class** is when you put your topic in a larger category to explain your term.

**EXAMPLE:** A pineapple is a tropical fruit that has an acidic and sweet taste.

1. **Negation** means that the writer first says something is not, and then says what it is.

**EXAMPLE:** A snowcone is not an ice creamcone, but rather a shredded ice and syrup treat.

Examples of questions requiring a **definition paragraph**

1. What is venture capital?

2. Define ‘over-fishing’.

3. What are longitudinal dunes?

4. What is meant by protein quality?

5. What is cholera?

**Sample paragraph 1**

**What are longitudinal dunes?**

Longitudinal dunes are long low ridges of sand that lie approximately at right angles to the trend of the sand waves, or parallel to the direction of the wind. Some of the ridges are almost straight; others are slightly wavy. They range up to about 10 metres in height and 30 metres in width. Many are more than one and one-half kilometres long. Both sides of these dunes have practically the same slope and are usually covered with grass and shrubs. While the crest is usually bare of vegetation, on some dunes, even the crest is covered. Where this occurs, it means that wind action has stopped on this particular dune.

**Example:**

**Racist**

A racist can be defined as a prejudiced person who discriminates because of another individuals outer appearance or race. Racism can all start as a child being raised with negative thoughts, or can be brought upon by personal reasons. For example, growing up in a racist family will give adolescent awful thoughts about a race without even experiencing how they really feel first hand. A different example of how one might unfortunately choose to be racist would be if a person visits a country, and a negative event took place; this person might become racist toward a group of people that lived there all because of one personal event that happened. This is not a type of person that treats people like how they want to treated, but it is a form of hatred toward a set of people. This kind of person might use mental abuse, or they can even get physically abusive toward the kind of race they are discriminate towards. They also can have a type of attitude that thinks that they are better than certain groups and cultures. Racism is a negative concept that put down people for no real reason. Racism is a form of ignorance and inequity and only one could wish for this discrimination to stop all together in order for everybody to get along.

Question:

1. How many definition of racist that can be found in the text?
2. Mention the definition of racist that can be found in the text.

**Exercise 1**

1. Tracks

An amtrack is not a boat; however, it is a military vehicle that moves on the ocean as well as on land. It’s an armored vehicle that weighs twenty-six tons. An amtrack’s job is to carry troops from ships off shore onto the beach in an amphibious assault. It’s made out of aluminum, with steel suspension. It has a tracked suspension, much like a bulldozer. Its front end slopes upward toward the headlights in an effort to give it greater ground clearance. It’s propelled on land by its tracked suspension; however, in the water it uses two water jets. It has a turret that holds a fifty caliber machine gun, and a forty millimeter, fully automatic, grenade launcher. It has a ramp on the back that can be raised or lowered for the easy loading and unloading of troops. There is a door built into this ramp so that when the ramp is up, people can still get in and out through the back. It has three hatches behind the turret that can be opened to allow the dropping of supplies into the vehicle, or to allow embarked infantry a means of looking out. The driver looks out of a hatch on the front left side of the vehicle, while the troop commander sits just behind him. The vehicle commander, sits in the turret of the vehicle, and mans the machine guns. The amtrack is fully amphibious.

Question:

1. What is amtrack?
2. Deja vu

Deja vu is a French word meaning "already seen", it has also been described as a feeling or experience that one has seen or done something before. For example, you are waiting in line to check out at the grocery store and the lady behind you asks you to hand her a pack of gum. Suddenly you get an overwhelming feeling that you have been there in that exact same spot, talking to the same lady, even the same brand of gum. Even though everything seems so familiar you know there is no way that could have happened before. There are many theories as to why and how this phenomenon happens. One theory is that deja vu is connected with temporal-lobe epilepsy, but people without a history of epilepsy have also experienced deja vu. Psychiatrists believe it is something in your brain that confuses an event that happened in the past with the present. Another theory is parapsychologist think it is connected with past life experiences. Whether deja vu is an experience of the paranormal or simply some confusion in the brain, it is a perplexing feeling of having "already seen."

Question:

1. What is meant by Dejavu ?

**Vocabulary Exercise – Definition**

1. **refresh**

A. to make new

B. to focus

C. to destroy

D. to fall asleep

1. **similar**

A. completely original

B. very dull

C. required

D. almost the same

1. **abandon**

A. to leave behind

B. to give advice

C. to watch closely

D. to correct

1. **injury**

A. something that weighs a lot

B. something that is pretty

C. something that comes from nature

D. something that hurts someone

1. **bland**

A. not present

B. without hope

C. with humor

D. without flavor

1. **suspend**

A. to discover

B. to hang

C. to finish

D. to teach

1. **abolish**

A. to hide or conceal

B. to rob or steal

C. to subtract or take away

D. to cancel or ban

1. **senseless**

A. pointless or silly

B. dangerous or unsafe

C. friendly or kind

D. brave or confident

1. **strategy**

A. a plan

B. a government

C. a war

D. a conclusion

1. **drowsy**

A. old

B. ugly

C. sleepy

D. wealthy

**Meeting 2**

Reading Exercise\_Definition Text

1. **Fill the blank with the words below. Make sure that the words have the same meaning with the word in the sentence.**

(dirty, talking, hear, path, gloomy, crowd, jumped, bright, difficult, toss, devoured, strolled, loud, miniature, regular)

1. The stars were shiny and the planets were \_\_\_\_\_\_
2. The lost puppy had filthy paws and a \_\_\_\_\_ coat.
3. The horse leaped into the air and \_\_\_\_\_ over the barrier
4. That truck with the noisy engine is very \_\_\_\_.
5. The gang of children melted into the \_\_\_\_\_.
6. If you listen closely, you will \_\_\_ the birds.
7. The bleak skies ushered in a \_\_\_\_\_ winter day.
8. If I do my normal chores, I will get my \_\_\_\_\_ allowance.
9. The tiny dollhouse had lots of \_\_\_\_\_\_ furnishings.
10. Please do not speak while I am \_\_\_\_\_\_\_
11. I did well on the hard science test because I studied the \_\_\_\_\_ material.
12. We walked by the sea turtles as we \_\_\_\_\_ along the beach.
13. You throw the ball to her and she will \_\_\_\_\_ it to me.
14. After he ate dinner, he \_\_\_\_\_\_ his dessert.
15. We will find the way if we stay on the right \_\_\_\_\_.
16. **Give the synonyms for each word. And make a sentence like the exercise above.**
17. Small
18. Bright
19. Heavy
20. New
21. Give
22. Start
23. Usual
24. Sloppy
25. Nervous
26. Happy
27. **Give the antonyms for each word.**
28. Tall
29. High
30. In
31. Good
32. Yes
33. Present
34. Up
35. Before
36. Easy
37. Push
38. Cheap
39. Warm
40. Sell
41. Thick
42. Bring
43. Asleep
44. Absent
45. Sour
46. Buy
47. Poor
48. Sharp
49. Dirty
50. Young
51. Bumpy
52. Light

**Meeting 3 – Reading Comprehension**

**Meeting 4**

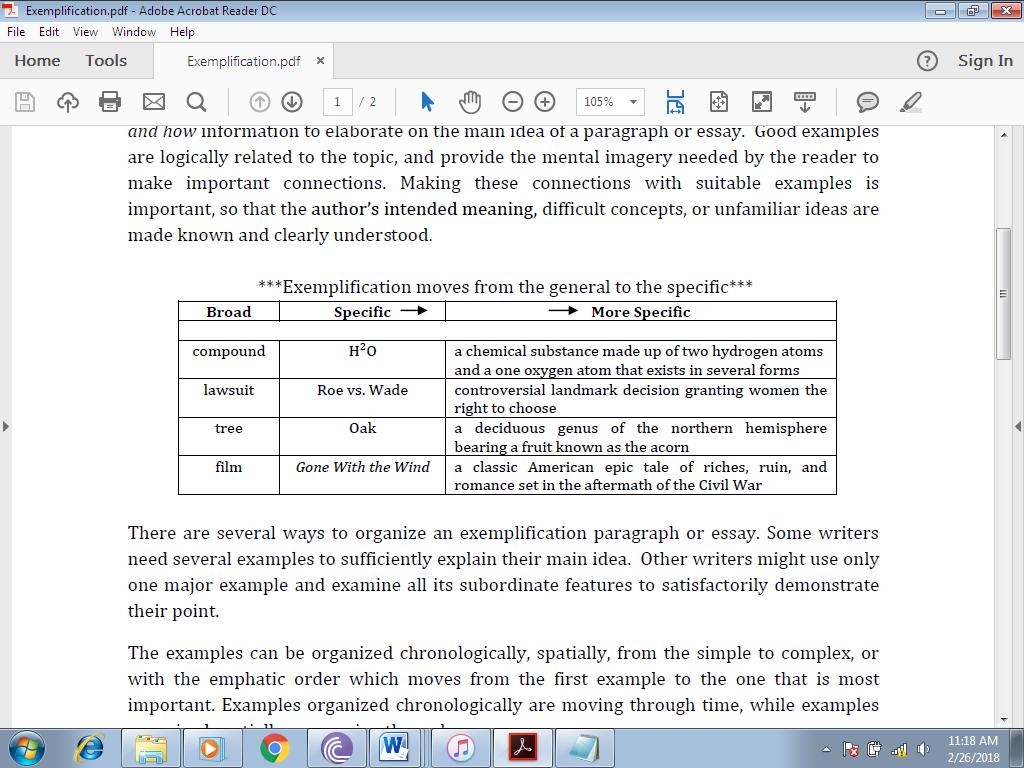
**Exemplification**

Exemplification writing uses specific, vivid examples for the purpose of adding more information to explain, persuade, define, or illustrate a general idea. Likewise, exemplification provides solid support and strong evidence to prove the writer’s main statement.

By supplying specific examples, the writer adds additional who, what, when, where, why, and how information to elaborate on the main idea of a paragraph or essay. Good examples are logically related to the topic, and provide the mental imagery needed by the reader to make important connections.

There are several ways to organize an exemplification paragraph or essay. Some writers need several examples to sufficiently explain their main idea. Other writers might use only one major example and examine all its subordinate features to satisfactorily demonstrate their point.

The examples can be organized chronologically, spatially, from the simple to complex, or with the emphatic order which moves from the first example to the one that is most important. Examples organized chronologically are moving through time, while examples organized spatially are moving through space.



Example:

**Defining friendship as it occurs in real life**

A friendship occurs when a bond is made between two people that go beyond being an acquaintance. A friendship that is healthy should contain respect, where both people respect each other in a somewhat equal fashion. The two should also care about the fate of the other, and may also care about the emotional and physical wellbeing of the other. A friendship may also include acts, be they of kindness or in general, that work for the best interest of the other without requiring anything tangible in return.

**Example 1 – acts of kindness without requiring anything in return**

An example of this includes when a young man was dumped by the girlfriend he was living with. The relationship had gone on since school up into college whereupon the two had moved in together. The man’s friend, upon discovering that his friend was moving out of the house he and his girlfriend shared, went over the help him move out of his house into a family member’s house.

**Example 2 – acting in the best interest of the other person**

A young woman repeatedly saw the partner of her friend flirt with other women and he appeared on many occasions to be taking it a little too far. The woman did not want to tell her friend just in case she was overreacting, plus it may have damaged their relationship. Instead, she spoke to one of the women that the man was flirting with and convinced her to show her girlfriend the text messages that the man had been sending her. That way her friend was able to see what her boyfriend was up to without it damaging the friendship between the two women.

**Example 3 – providing support for the other person without any tangible reward**

There are numerous occasions in college when students have gone out of their way to be there for their friends during times of illness and grief without ever receiving anything in return. One may assume that if material rewards were not received that maybe they hoped the other would provide the same type of support when they were ill or upset, and yet there are many times when the person giving never receives it back (possibly because it was not needed) and yet the friendship remained strong.

**Conclusion**  
There are plenty of examples of friendship in a real-life situation where people do things for other people without any sort of tangible reward. There are occasions when a friend looks out for another person’s interests, and times when acts of kindness are given because of friendship alone. There is an argument to be had around if the actual friendship is reward in itself, which would then mean that acts of kindness and caring are still motivated by self-interest.

**Exercise**

What is happiness? *Dictionary.com* refers to ‘happiness’ as “an active or passive state of pleasure or satisfaction.” This word can also be interchangeable with ‘bliss,’ ‘joy,’ ‘content,’ or ‘jubilation.’ I believe happiness is a sum of the important things in your life. You may be able to survive without one of these things, but that doesn’t mean your life would be content. The things that make me happy are my friends, my family and my faith. If I was missing one of these important things, I would feel like a puzzle without one of my pieces.

A quote that sticks with me by Edna Buchanan states, “*Friends are the family we choose*.” When you make the choice to call someone a friend, you are willingly creating an emotional bond with that particular person. I am blessed to have the friends I have. They make me happy because they can always bring a smile to my face with just a simple glance. They’re the people I turn to for help and confide in about whatever I’m going through physically, mentally or emotionally. They understand me, and I do my best to understand them too.

The difference between friends and family is that with friends, you have the ability to split or end the relationship. No matter what happens, my family will always stick together and look out for one another. I believe the relationship I have with my family will be unbreakable because they understand me better than even I do. This bond grows stronger over time as we learn new things about each other. We are able to open up without holding anything back. As a result, we start to understand more about each other’s special quirks through the experiences we have together, precious memories I would never replace. I take comfort in knowing that if things get rough, they will always be there to back me up. I don’t have to restrain any parts of my personality when I’m with any relative of mine. My happiness comes from the sense of security and trust I have in my family.

My family has always instilled strong beliefs in me, such as the importance of education, treating everyone as equals, and trying my hardest in any task I put my mind to. I would like to think some of these beliefs have rubbed off on me, but the one that has impacted me the most is my faith. As a kid, I have fond memories of going to Church every Sunday and singing along with all the songs. It didn’t matter if I knew the words or not, I would sing anyways and hum to myself after Mass. I went to St. Cecilia, a private Catholic school from Kindergarten to 8th grade, where I learned about God along with my education. As I got older, there was a point when I was unable to go to Mass, but even back then, I understood I was missing something important. Looking back now, I recognize that my inner strength comes from my faith. It allows me to accept every good or bad thing that happens because I know everything happens for a reason. This knowledge helps me realize that hardships I’ve faced in my life aren’t just “bad luck.” These hardships enabled me to become a stronger person by overcoming them. All these little events have contributed my overall contentment. I am happy with my life and wouldn’t change a thing.

People can like similar things, but in the end, we all aren’t all the same. The things that make me happy are so precious to me. None could be substituted by any sort of material object. My friends make me happy just by being there for me. My family makes me happy because I can trust them with my life. My faith makes me not only happier but stronger. It teaches me I don’t need anything more than what I already have. My happiness comes from not taking any aspect of my life for granted, especially my friends and family. They may be three simple things, but they bring lots of joy into my life, and I hope I never take them for granted.

Questions:

1. What is the main idea of the text?
2. Mention the example of happiness according to the text.

**Meeting 5**

CLASSIFICATION TEXT

The purpose of a classification paragraph is to clearly define something and place it in a group according to some basis or rule so that it only fits in one group. In order to be successful at this you have to be very detailed. The same information *can be* classified into more than one category, but the classification paragraph sticks to one basis of classification. The topic sentence has two parts: the topic and the basis of classification, which is the controlling idea; it controls how the writer approaches the subject.

Classification: to gather into types, kinds, or categories according to a single basis of division.

Logical sequence: list the categories in this order: either most to least outrageous, least to most expensive, from largest to smallest and so on.

Transitional expressions:

1. can be divided
2. can be classified
3. can be categorized
4. the first type
5. the second kind
6. the last category

**EXERCISE 1: Ways of Classifying**

Three possible ways to classify sports:

1. Byprice: expensive, cheap, free

2. By number of players: team, two-player, alone

3. Bylocation: sea, countryside, city

For each of the following topics, think of three different ways the topic could be classified.

1. Topic: Friends
2. Topic : Mobile technology
3. Topic : houses
4. Topic : Study habits
5. Topic : Department stores

**EXERCISE 2 :Classification paragraph/essay terminology**

1. is/are a kind of = Bananas **are a kind of** of fruit.
2. Can be divided into = Energy can **be divided into two types**: renewable and non--‐renewable.
3. Are (?) types of = There**are three popular types of** movie: action, romantic, and science fiction.
4. Belongs to = The Ipad **belongs to the category of** mobile technology.
5. Is a part of =A chair **is a part of the category** of household furniture.
6. Fits into = Avatar **fits into the category** of fantasy movie.

**Write four sentences of your own using the terminology above**

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EXAMPLES:

1. Rock Music

There are three different types of rock music, alternative rock, classic rock, and hard rock, also known as metal. Alternative rock features a steady bass drum laying down the beat, with easy flowing guitar riffs over the top. The bass line is toned town, and the lyrics are sung with intensity an authority. Depending on the song, the guitars can either be acoustic guitars or electric guitars. Classic rock combines a steady driving bass drum sound, with high snare overtones, steady and often repeating guitar riffs, and an intensive bass line. The guitars are more often than not all electric guitars, and distortion is rarely used. The lyrics are sung with style and enthusiasm. Hard rock, or metal, features a hard rolling bass drum with an abundant amount of cymbal work. This style of rock uses several electric guitars with heavy distortion to bring a very intense sound. A hard, intense, driving bass line rounds out the style. The lyrics aren’t really sung so much as screamed. It doesn’t matter what your preference is, each different style of rock music is unique on its own.

1. Daters Beware

Men can be categorized by the way they treat women while dating into three groups: a social addict, a content lover, or a keeper. The first type, a social addict, is the type of man who is constantly late and everything is on his time. Social addicts are particularly self absorbed. For your birthday this type of dater will give you a gift such as a necklace, so that everybody can notice it. When it comes down to emotions and feelings, a social addict will say whatever he assume you want to hear at any given moment. The second type of dater, a content lover, is a guy who will come and go as he pleases. These men just seem to be in attendance but not involved. When he is with you, he will not open up and share his thoughts. A content lover will forget your birthday all together. Lastly there is the keeper who will not keep you waiting; in fact, he always plans ahead and involves you in the decision making. To them, your birthday is tremendously important. They will give you time for your friends and family; in addition, they always make unique plans for the two of you later that evening. Unlike the other types of daters, the keeper will attempt to be 100% in touch with their feelings towards you and are willing to talk about them. Men’s dating styles differ; nonetheless, it all comes down to what behavior you are in the mood for.

EXERCISE

***Studying for a Test***

Phase 1 of studying for a test, often called the "no problem" phase, runs from the day the test is announced to approximately forty-eight hours before the dreaded exam is passed out. During phase 1, the student is carefree, smiling, and kind to helpless animals and small children. When asked by classmates if he or she has studied for the test yet, the reply will be an assured "No problem." During phase 1, no actual studying takes place. Phase 2 is entered two days before the test. For example, if the test is scheduled for 9 A.M. Friday, phase 2 begins at 9 A.M. Wednesday. During phase 2, again, no actual studying takes place, Phase 3, the final phase, is entered twelve hours before "zero hour," This is the cram phase, characterized by sweaty palms, nervous twitches, and confused mental patterns. For a test at nine o'clock on Friday morning, a student begins exhibiting these symptoms at approximately nine o' clock on Thursday night. Phase 3 is also termed the “shock” phase, since the student is shocked to discover the imminence of the exam and the amount of material to be studied. During this phase, the student will probably be unable to sleep and will mumble meaningless phrases like “a + c.” This phase will not end until the exam is over. 1f the cram session has worked, the student will fall gratefully asleep that night, On waking up, he or she will be ready to go through the whole cycle again with the next test.

***Three Kinds of Dogs***

A city walker will notice that most dogs fall into one of three categories. First there are the big dogs, which are generally harmless and often downright friendly. They walk along peacefully with their masters, their tongues hanging out and big goofy grins on their faces. Apparently they know they're too big to have anything to worry about, so why not be nice? Second are the spunky medium-sized dogs. When they see a stranger approaching, they go on alert, they prick up their ears, they raise their hackles, and they may growl a little deep in their throats. “I could tear you up," they seem to be saying, "but I won't if you behave yourself." Unless the walker leaps for their master's throat, these dogs usually won't do anything more than threaten, The third category is made up of the shivering neurotic little yappers whose shrill barks could shatter glass and whose needle-like little teeth are eager to sink into a friendly outstretched hand, Walkers always wonder about these dogs – don't they know that people who really wanted to could squash them under their feet like bugs? Apparently not, because of all the dogs a walker meets, these provide the most irritation. Such dogs are only one of the potential hazards that the city walker encounters.

***About Unity***

1. Which paragraph lacks a topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Which sentence in "Three Kinds of Dogs" should be eliminated in the interest of paragraph unity? \_\_\_\_\_\_\_\_\_\_\_

***About Support***

3. Which of the three phases in "Studying for a Test" lacks specific details? \_\_\_\_\_\_\_\_\_\_\_\_\_

***About Coherence***

4. Which sentences in “Three Kinds of Dogs” contain transition words or phrases? \_\_\_\_\_\_\_\_\_\_\_

This next activity will sharpen your sense of the classifying process. In each of the ten groups, cross out the one item that has not been classified on the same basis as the other three. Also, indicate in the space provided the single principle of classification used for the remaining three items. Note the examples:

Example:Water Example:Household pests

1. Eyes

a. Cold a. Mice a. Blue

b. Lake b. Ants b. Nearsighted

c. Hot c. Roaches c. Brown

d. Lukewarm d. Flies d. Hazel

Unifying principle: Unifying principle: Unifying principle:

Temperatures \_\_Insects\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Vacation 3. Mattresses 4.Books

a. Summer a. Double a. Novels

b. Holiday b. Twin b. Biographies

c. Seashore c. Queen c. Boring

d. Weekend d. Firm d. Short stories

Unifying principle: Unifying principle: Unifying principle:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Wallets 6. Zoo animals 7.Newspaper

a. Leather a. Flamingo a. Wrapping garbage

b. Plastic b. Peacock b. Editorials

c. Stolen c. Polar bear c. Making paper planes

d. Fabric d. Ostrich d. Covering floor while painting

Unifying principle: Unifying principle: Unifying principle:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Exercise 9. Students 10.Leftovers

a. Running a. First-year a. Cold chicken

b. Swimming b. Transfer b. Feed to dog

c. Gymnastics c. Junior c. Reheat

d. Fatigue d. Sophomore d. Use in a stew

Unifying principle: Unifying principle: Unifying principle:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEETING 6 READING COMPREHENSION**

**MEETING 7 QUIZ**

**MEETING 8 COMPARISONS AND CONTRAST**

An organization structure of text in which a description of similarities and differences among two or more things occurs.

In Comparison and contrast text, the students find similarities and differences in what they are reading. The concept of comparing and contrast is by making analogies to synonyms and antonyms, how things are alike and how they are different and identifying similarities and differences.

Comparison and contrast text compares two ideas, events, or phenomena, showing how they are similar and different. There are some words that often signal such a text:

* while
* yet
* but
* rather
* either
* like and unlike
* some
* as opposed to
* as well as
* on the other hand
* although
* the same
* similarly

**Compare Signal Words:**

• All

• As well as

• At the same time

• Both

• Like

• Same as

• Similarly, similar to

**Compare Questions:**

• How are \_\_\_ and \_\_\_ alike?

• What is the same about \_\_\_ and \_\_\_ ?

• Compare \_\_\_ and \_\_\_.

• How was \_\_\_ like \_\_\_?

**Contrast Signal Words:**

• Although

• As opposed to

• Compared with

• Different from

• Either . . . Or

• However

• Nevertheless

• Not only . . . But

• Though

• Unlike

**Contrast Questions:**

• What are the differences between \_\_\_ and \_\_\_?

• How is a \_\_\_ different from a \_\_\_?

**Example**

1. Similarities Between Work and School

Work and school are very much alike in at least five ways. First, both require an early start. Going to work requires getting up early to avoid the traffic rush, and going to school requires getting up early to be assured of a parking space. Second, promptness is important in both places. Being at work on time pleases the employer; being in class on time pleases the instructor. Third, both involve quotas. A job imposes various quotas on a worker to ensure maximum production--for example, a certain amount of boxes must be filled on an assembly line, or a designated number of calls must be made by a telephone solicitor. Likewise, school imposes quotas on a student to ensure maximum effort--for instance, a certain number of essays must be written in an English composition class or a specific number of books must be read in an American Novel course. Fourth, both work and school deadlines must be met. On the job, the boxes would have to be filled and the telephone calls made by a certain time; in a class, the essays would have to be submitted and the books read by a certain date. Finally, both work and school benefit society. Workers produce useful and entertaining items for people to use, such as refrigerators and televisions. Similarly, students prepare themselves to enter fields like medicine and law, fields which serve society. It is not surprising that work and school share these five similarities, since one of the purposes of school is to prepare a student for the job of his choice.

1. High School and College

Even though high school and college are both institutions of learning, they differ in at least three ways. The first difference between high school and college is their social atmospheres. In high school the facility is usually smaller, and students are, for the most part, well acquainted with each other. In addition, students in high school have the same six hour 7:45 to 1:45 day, thus helping them to know one another better. On the college scene people are constantly coming and going, therefore rarely seeing the same person twice in a day, which accounts for fewer people being acquainted with each other. The second difference between high school and college is their policies about homework. In high school, homework is required to help motivate students to study. Knowing they have to submit assignments in algebra or history gives students an incentive to keep up with these subjects. In college most homework consists of studying; very little of it is written and turned in. If students do their homework, it is to their advantage; if they do not, the teachers will not force them to do it. The student is only wasting his own money if he neglects his course work. The third and last difference between high school and college is their attendance policies. In high school, students must attend class to get assignments and personal help in a certain area. Furthermore, high school students are less responsible; therefore, they need more guidance, which they can receive by going to class. In college, students may skip classes if they choose and refer to the syllabus to acquire missed assignments or tests. It is the student’s responsibility to make work up. In spite of these differences between high school and college, they both serve the same purpose -- to prepare an individual for the real world.

**MEETING 9**

**COMPARISONS AND CONTRAST EXERCISE**

tionsDate:

TEXT 1

DIRECTION

**Read the information below about great white sharks and blue whales. Then for each statement, write to which it applies: Shark, Whale, Both, Neither**.

The great white shark is larger, faster, and more dangerous than most. It can reach a length of 20 feet and weigh 70,000 pounds. Though its preferred diet is seals and dolphins, this fearsome fish regularly attacks almost any type of warm-blooded animal. In its snout are small holes that lead to receptors. These receptors pick up electrical nerve signals in the prey.

The shark also has other sensors that detect blood in the water. Very rare in tropical or polar regions, great whites patrol mainly temperate ocean coastlines.

The body is designed for efficiency in the water. It is broad in the middle and tapered at the ends for streamlined movement. Winglike pectoral fins provide lift and stability. Oil stored in the liver adds buoyancy. The tail fins are vertical and act as a rudder for fast turns. Amazingly it never stops swimming.

All sharks are fish and most are carnivores. The great white is the world’s largest predatory shark. The whale shark is nearly twice as big, but like a baleen whale, eats mainly plankton. The blue whale is the largest known mammal to ever live. Its size ranges from 70 to 100 feet in length and up to 125 tons in weight (250,000 pounds). Despite its enormity, the blue whale lives on krill, a tiny crustacean, and other planktonic organisms. An adult ingests 3-4 tons of krill per day. This is done by scooping up large quantities of water containing krill with its huge mouth. In its mouth are not teeth, but rather a series of sheets, similar in consistency to our fingernails that serve as a filtering system. These sheets, or baleen, grow from the roof of the mouth, ranging from smooth to brushlike.

The blue whale lives in the open ocean buttends to migrate to the polar waters in spring and back to subtropical waters in fall. In water, the weight of the body is not as much a factor as the shape. Like sharks, whales have torpedo-shaped bodies and pectoral fins for balance. Their tail fins, however, are horizontal which is more suited for forward motion rather than making sharp turns. Blue whales have been hunted relentlessly in the past for their blubber and oil. As a result they were nearly hunted to extinction and still remain on the endangered animal list.

QUESTIONS:

1. ……......is a mammal
2. ………...has sharp teeth
3. ………...has a streamlined body
4. ..............is a fierce predator
5. ………...avoids polar and tropical waters
6. ………...is covered in scales
7. ………...is endangered
8. ………...is a fish
9. ………...has horizontal tail fins
10. ………..has fingernails
11. ………..is the largest of its kind
12. ………..lives mainly in coastal waters
13. ………..has vertical tail fins

TEXT 2

DIRECTION

**Pauline and Dale have very different opinions about having siblings. Read their views and answer the questions below.**

I, Pauline, am an only child and I love it. First, when I was little I got all the attention. My grandparents, and even my parents to some extent, spoiled me. I got more presents and toys than I would have if I had brothers and sisters. Next, growing up we never had to schedule around kids’ activities. I was it, so no waiting or giving up something or other because a brother or sister had a conflict or “dibs.” Third, I always had my own room all to myself. There were no bigger or younger brothers and sisters to mess with my stuff or borrow things from me.Finally, and maybe best of all, I never had to stay home to watch a brother or sister or drag them along with me somewhere.

I, Dale, have an older brother and a younger sister, and I love being the middle child of three. First, there’s always someone around to do things with, even if it’s just watching TV. Second, in addition to all the stuff I have, there’s my brother’s and sister’s stuff, too. Whatever I want or need is usually available to use or borrow. Third, having a brother and sister means there is always someone to talk to who understands what it’s like to be a kid. We help each other with all kinds of things from homework to putting a united front on to the parents when we want something. Finally, and best of all, there are three of us to do the chores around the house, and we can even trade if we want to.

**QUESTIONS**

1. What do Pauline and Dale share in common?
2. Each person exalts the advantages of their situation and ignores the disadvantages. One disadvantage Dale could point out to Pauline about being an only child is that it can be lonely. Name another.

One disadvantage Pauline could point out to Dale about having siblings is that there is little or no privacy. Name another

1. Pauline and Dale have opposing views. Is one right and one wrong? Why or why not?
2. If you had to trade places with Pauline or Dale, which would you choose?
3. Describe your own situation: Are you an only child or do you have siblings? If you do, how many and where do you fall in the age range?
4. Are you happy with your situation as Pauline and Dale are, or would you rather it was a different way? Give your views and explain why.

**MEETING 10 READING COMPREHENSION**

**MEETING 11 CAUSE AND EFFECT**

Identifying Cause and Effect in a Passage

Cause and effect is a way to describe the relationship between events. An effect is what happens as a result of a cause.

Example: Jessica had to get a new phone because she dropped hers in a muddy puddle.

Cause: She dropped the phone in the puddle. Effect: She had to get a new phone.

**Read the passage and answer the questions about cause and effect that follow.**

On April 20, 2010, an oil rig exploded and sank in the Gulf of Mexico. This event caused a huge oil spill in the gulf, and oil was spewing into the water from the ocean floor for 87 days. Nearly 5 million barrels of oil spilled into the Gulf of Mexico.

This was the largest oil spill in history. There were many negative effects of the oil spill. First, the states along the Gulf of Mexico had to worry about the polluted water, as oil washed up onto their beaches. These states lost money because no one wanted to visit their beaches. Second, the fishing industry was affected. Many fishermen could not fish in the waters of the gulf due to the oil spill, and this meant that they were out of a job for many months. But the worst effects were to the marine life and other wildlife near the Gulf of Mexico. Because of the pollution in the water, many animals died. Even after efforts were made to clean up the waters of the gulf, animals exposed to the oil spill continued to have health issues.

The United States government investigated the causes of the explosion on the oil rig that caused this huge oil spill. They found that the company that owned the oil rig had not done enough to keep the rig in good condition. The company has had to pay over 42 billion dollars to help with clean up, and as payments to the families of people who were affected by the explosion and spill.

**Questions**

1. What caused the huge oil spill in the Gulf of Mexico in 2010?
2. List three negative effects of the oil spill.
3. What caused the explosion of the oil rig?
4. What effect has the oil spill had on the company that owned the oil rig?

**MEETING 12 CAUSES AND EFFECT EXERCISE**

I. **Read each short scenario. Identify the cause and the effect for each.**

1. In science class, Jessica mixed vinegar and baking soda together. The mixture began to fizz and bubble over.

Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My friend Elizabeth was talking during the quiz in Mrs. Jefferson’s class. Mrs. Jefferson told her she would have to stay inside during recess.

Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My mother made a grocery list, but she left it at home. Then, she forgot to buy the flour that we needed to make a cake.

Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It began to rain and storm just before our soccer game, so we had to cancel the game.

Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. When the American states were still colonies of England, the king of England began to tax everything that the colonists shipped to England and that they tried to buy from England. The colonists decided that they would rather be independent, and they started a war with England.

Cause: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Effect: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. Read each scenario and answer the questions about cause and effect.**

1. Marie was excited about trying out for the school play. She had practiced her lines and even had a few friends give her tips. On the day of tryouts, Marie was very nervous, and she realized that she had stage-fright. Even though she tried to remember the lines, she couldn’t. Marie was disappointed when she did not see her name on the list for the play.
2. What caused Marie to forget her lines?
3. What was the effect of forgetting her lines?
4. James and Kevin decided to work together on their science fair project. They wanted to see which brand of soft drink stayed fizzy the longest after it was opened. One afternoon, the boys opened 10 different cans of soft drink at Kevin’s house and left them sitting on the table while they went outside to play. Kevin’s mom was not happy when she came home to find the cat sitting in the middle of sticky puddle of soda.
5. What caused James and Kevin to leave 10 cans of soda on the table?
6. List two effects that resulted from them leaving 10 cans of soda on the table.
7. Mrs. Tanner was out sick on Monday, and we had a substitute teacher. Mrs. Tanner left us notes and practice problems in math, but we did not understand what we needed to do. The substitute did not know how to work the math problems either. She said she would leave Mrs. Tanner a note to let her know that we were having trouble. When Mrs. Tanner came back on Tuesday, she decided she would postpone our quiz for a day so that she could help us with the math problems. After Mrs. Tanner explained what to do, we realized it was actually very easy!
8. What caused Mrs. Tanner to be out of school?
9. What caused the substitute to leave Mrs. Tanner a note?
10. What was the effect of the note?
11. What was the effect of Mrs. Tanner explaining the math?

**MEETING 13 READING COMPREHENSION**

**MEETING 14 REVIEWS**