**YILDIZ TECHNICAL UNIVERSITY** 2014 - 2015 SPRING, WEEK 14



SCHOOL OF FOREIGN LANGUAGES READING WORKSHEET 4

B-C - LEVEL

**Week 14 (May 18 – 22)**

**TEACHER’S COPY**

READING CAFÉ 4

**On the menu this week is:**

**PART I VOCABULARY REVISION**

**1.Complete the text with the words given in the box.**

|  |  |  |  |
| --- | --- | --- | --- |
| **pure** | **dimensions** | **symbol** | **nearby** |
| **reunified** | **reserved** | **restricted** | **illustrates** |

**Hawaii**

In present- day Hawaii, there are at least twelve different ethnic groups. The largest groups are the Japanese, the Europeans, the Chinese, the Filipinos, the part-Hawaiians and the people from mixed families. Everyone has more opportunities to meet people of other ethnic groups and to learn about their culture. With this experience, people can learn to respect each other’s ideas and ways of life. This **1) illustrates** that children grow up to be more tolerant as adults, more willing to accept differences. In the long run, it can mean less social tension, and probably less poverty and violence.



One way to measure the level of tolerance in Hawaii is by the percentage of mixed marriages. Marriages between people from different ethnic groups aren’t **2) restricted**. Children from mixed marriages are called ‘hapas’. If their parents are separated, they can meet again after a while and can be **3) reunited**. Usually they do not need to make a big ceremony again and they choose to go to a **4) nearby** church to marry. Also, it will be getting hard to see **5) pure** Hawaiian as most people are mixed with other cultures.

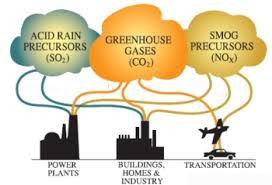
One of the most important traditions is very much alive today - wearing “lei” ( a necklace made of flowers). Leis are created from the many kinds of fresh flowers found on the island. The flowers are sewn together to form a large circle. The **6) dimensions** of leis differ from one meter to two meters. They are still **7) symbol** of peace and friendship. A colourful, long lei is prepared and **8) reserved** for a non-Hawaiian visitor by a host family. When the guest arrives, the lei is placed his or her neck, with the traditional greeting, “Aloha”.

**2.Complete the sentences below using the correct form of the words in the box.**

|  |  |  |  |
| --- | --- | --- | --- |
| **impact x 2** | **wrap** | **demonstrate** | **grip** |

1. Dressing well for a job interview and showing up on time is considered a **demonstration** of your seriousness about the job.
2. In traditional Kırkpınar wrestling competitions, each wrestler **impacts** his rival with great force and try to knock them down.
3. You can keep your roommate from trying to change the channel by **gripping** the TV remote controller or hiding it.
4. She **wrapped** her old set of porcelain cups in a cloth, put them in plastic bags and then packed them inside boxes in the garage.
5. A new manager has come into our department and he quickly wants to make an **impact**, so he is trying to offer creative ideas for the new project.

**3.Complete the text with the words given in the box.**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **consequences** | **shifting** | **resources** | **access** | **sufficient** |
| **unstoppable** | **urgently** | **starvation** | **quantity** | **corporations** |

**Air Pollution**

The burning of polluting fuel in industry and motor vehicle exhaust gases have brought us a great gift: air pollution. Burning large **1) quantity** of fossil fuels, like coal and oil by industry incurably pollutes the air. They produce hazardous toxic chemicals, such as sulphur dioxide. Factories must **2) urgently** possess well-structured filtration systems; otherwise they continue to threaten human health.

The burning and destruction of forests also cause air pollution. People are irresponsible, do not pay much attention to forests, and protection against fire is not **3) sufficient,** which cause long-term air pollution. Besides the causes of air pollution, there are important **4) consequences** of it. Firstly, carbon dioxide, methane and chlorofluorocarbons are the most widely-known gases which cause what is known as ‘the greenhouse effect’. It results in the phenomenon of global warming. Future climate change and associated impacts will vary from [region to region](http://en.wikipedia.org/wiki/Regional_effects_of_global_warming) around the globe.The [effects](http://en.wikipedia.org/wiki/Effects_of_global_warming) of an **5) unstoppable** increase in global temperature include a [rise in sea levels](http://en.wikipedia.org/wiki/Current_sea_level_rise) as well as a probable expansion of [deserts](http://en.wikipedia.org/wiki/Desert). Other likely effects of the warming include more frequent [extreme weather](http://en.wikipedia.org/wiki/Extreme_weather) events including [heat waves](http://en.wikipedia.org/wiki/Heat_wave), [droughts](http://en.wikipedia.org/wiki/Drought), heavy [rainfall](http://en.wikipedia.org/wiki/Rainfall), and heavy [snowfall](http://en.wikipedia.org/wiki/Snowfall), [ocean acidification](http://en.wikipedia.org/wiki/Ocean_acidification); and [species extinctions](http://en.wikipedia.org/wiki/Extinction_risk_from_climate_change) due to **6) shifting** temperature routes.

Another threatening effect of air pollution is acid rain which damages trees and slows their growth. A further effect of acid rain is on water and food **7) resources.** As the acidity levels in lakes, rivers, seas increase, the numbers and types of aquatic plants and animals decrease. In the same sense, as long as crops are poisoned by acid rain and lessened, there won’t be enough food for people, so they will be in danger of

**8) starvation.**

In summary, air pollution has extremely important effects on human life and well-being. Both governments and multi-national **9) corporations** should work together to take precautions and find some solutions. If we want to live longer and give future generations an **10) access** to a cleaner and greener planet, we should be more sensitive about this issue.

**4.Complete the text with the words given in the box.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **requirements** | **aboard** | **schemes** | **option** | **tight** |
| **exhilarating** | **launch** | **resolved** | **relatively** | **ease** |



**10 Minutes with a female pilot**

As a first officer with Cityjet, Victoria Humphrey is one of the few women working as a commercial pilot. She tells us about her daily life, the training. She had an adventurous spirit and after an art course and a degree in ancient history, Victoria Humphrey **1) resolved** to walk through a different field and followed in her father's flight path and became a pilot. Her father gave her advice on her **2) option** for getting an advanced career in this job. She is now a first officer at Cityjet. She was influenced by both her father’s success and the spaceships, NASA’s attempts to **3) launch** rockets and capsules into the space.

**Her daily flight**

No two days are the same. Generally speaking there is a routine but things can change rapidly, especially during the winter months when the weather is unpredictable. My duty today was to operate from Dublin to London City airport and back. Before departing, I reviewed the weather to **4) ease** landing in London. In the end, we landed safely only moments before the wind picked up and the aircraft behind us was diverted. Needless to say, the passengers **5) aboard** were very relaxed and got happy.

**Her career**

Passing my instrument rating first time was **6) relatively** rewarding especially after 18 months of intensive training. During this training process, there were various **7) schemes** to encourage me to be a successful pilot. It was the first challenge of my flying career since I faced with several **8) tight** conditions I had to struggle, yet I never forget the great sense of achievement.

After graduating as a flying instructor, I went on becoming a training captain. Before joining Cityjet I completed an Airbus 320 type rating and flew 350 hours on the airbus. Flying the 321 out of Heathrow to Manchester on my first day as a first officer was pretty **9) exhilarating** - I felt over the moon.

Being a young female European working for a Turkish airline based out of Istanbul definitely presented its both challenges and **10) requirements** like being qualified and having the expected standard, however there were many variables which contributed to this including the culture, deep rooted traditions and particularly the language barrier. Despite difficulties, it is a great career, a unique one and one that certainly provides a few good stories round the dinner table!

**PART II *STRATEGY* PRACTICE MAKES PERFECT**

**Making Inferences**

An inference has been defined as “a statement about the unknown made on the basis of the known.” In other words, an inference is an educated guess.

Use your knowledge, experience, and the available clues to help you answer the questions that follow each of the passages:

1. **Here is a student - instructor conversation:**

|  |
| --- |
| **Instructor:** “Here’s your test, Gary. I’d like to suggest you come in during my office  hours and talk about it.”  **Gary :** “I blew it again? Maybe I’d better drop this course.”  **Instructor:** “Now, don’t panic. It’s only the second test.”  **Gary :** “I was never good in history.” |

**Circle the items below that can be inferred from the conversation.**

1. Gary failed his test.
2. It’s not the first time Gary has failed in the class.
3. The instructor feels the fault in Gary’s failure is that he doesn’t study enough.
4. Gary feels like a failure in his history class.
5. Gary doesn’t like his history instructor.
6. **Here is News Flash!**

|  |
| --- |
| “Yesterday scientists revealed beer contains small traces of female hormones. To prove their theory, the scientists fed 100 men 12 pints of beer and observed 100% of them gained weight, talked excessively without making sense, became emotional, and couldn’t drive. No further testing is planned.” |

**Was this piece written by a man or woman? On what clues did you base your inference?**

MAN – Indirectly making fun of women

Inference questions on a text are perhaps the most difficult questions to answer. The answers to these questions are not directly stated in the passage but are understood, or implied. To answer inference questions, you must decide what logical conclusion follows from the facts stated in the passage. These ideas may be what the author believes to be true but has not stated in the passage.

**Example:**

|  |
| --- |
| In last year’s competition, of the six contestants chosen, one was from White Springs, two from other towns in Idaho, and the rest from neighbouring areas of the Pacific Northwest. |

**Using the facts of the text itself, we can make several inferences (conclusions based on facts) about this sentence:**

1. What or where is White Springs?

We can infer that White Springs is a town in Idaho, based on the phrase *other towns in Idaho*.

2. Where is Idaho?

We can infer that both White Springs and Idaho are in the Pacific Northwest, based on *from neighbouring areas of the Pacific Northwest*.

3. How many contestants are from the rest of the Pacific Northwest?

We can infer that there were three contestants from the neighbouring areas of the Pacific Northwest by using simple arithmetic.

4. What type of competition might this be—regional, national, or international?

We can infer something about the competition or contest. We can guess that it was a local competition, rather than national, since all the contestants came from the same geographic area.

5. What probably preceded this sentence?

We can infer that the information given before this sentence was probably about the contestants in this year’s competition, based on the phrase *In last year’s competition*.

* **Questions that ask you to make inferences are usually in order according to the information in the passage. Use skills of skimming and scanning to locate the information in the passage that you are asked to understand. Then, look for the relationships in the stated information. Use logical reasoning to draw conclusions and make predictions about the passage from information which is not specifically stated.**
* **In addition, to draw your conclusions, you need to be careful about the choice of words or phrases. The following are a number of examples to help you become more aware of the writer’s choices:**

|  |  |
| --- | --- |
| * Words like ***luckily, unfortunately, obviously,surprisingly, regrettably*** can tell you about the writer’s feelings about the topic. | 1. Luckily, I got home before my parents went to bed. (***I had lost my keys and I didn’t want to woke them up***.) 2. Unfortunately, I got home before my parents went to bed. (***They were angry with me because I was late***.) |
| * Words like ***certainly, naturally, probably, likely, unlikely*** can indicate the level of certainty. | 1. The number of traffic accidents will certainly decrease with new laws. (***I am sure they will.***) 2. It is unlikely that the number of traffic accidents will decrease with new laws. (***I don’t think they ever will!***) |
| * Words like ***just, only, even, almost,*** ***about*** added to comment on objective facts can change the message completely. | 1. It was a difficult exam. Only 50% of the students passed. (***Usually a greater percent passes.)*** 2. It was an easy exam. About 50% of the students passed. (***Usually a greater percent fails.)*** |
| * Words with stronger or additional meaning instead of neutral ones can add value to the ideas. | 1. She was a fine lady with a kind heart. ***(I adored her!)*** 2. Her mother was a helpful person. ***(She was all right…)*** 3. The Prime Minister’s speech was interesting. ***(But there was nothing extraordinary.)*** 4. The Prime Minister’s speech was provocative. ***(It was really stimulating, started a nation-wide discussion.)*** |

**The following are examples of inference questions:**

* The passage implies that ...
* Which of the following can be inferred about ...?
* The author implies that …
* The passage suggests that ...
* It is most probable that ...
* It can be concluded from the passage that ....
* The passage supports which of the following conclusions?
* Which of the following conclusions about . . . is supported by the passage?
* Which of the following conclusions about . . . can be drawn from the passage?

**Read the following passages and the statements that follow them. Some statements can be inferred from the passages, others cannot. Put a check mark next to the statements that can be inferred from the passages.**

1. Child guerrillas of the African country Sierra Leone learn to use guns at the age of 7 or 8. They know everything about the war. It’s a pity that they have to see people killing each other and perhaps they have to kill, too.
2. \_\_\_ There is a war in Sierra Leone.
3. \_\_\_ It’s good for children to learn about the war.
4. \_\_\_ Children have to do military service in Sierra Leone.
5. \_\_\_ The guerrillas in Sierra Leone use children in the war.
6. \_\_\_ They teach children how to use guns at schools in Sierra Leone.
7. \_\_\_ Children in Sierra Leone kill because they want to.
8. \_\_\_ It is sad to make children fight.

**B.** The mid-1950s saw the growth of a new kind of popular music that was first called “rock ‘n’ roll” and then simply “rock.” Although quite diverse in style, rock music tends to be vocal music with a hard, driving beat often featuring electric guitar accompaniment and heavily amplified sound. Early rock grew mainly out of rhythm and blues, a dance music of African Americans that combined blues, jazz, and gospel styles. Rock also drew upon country and western music, a forklike guitar-based style associated with rural Americans and the Nashville Grand Ole Opry. In little more than a decade, rock evolved from a single, dance-oriented style to a music highly varied in its tones, lyrics, and electronic technology.

1. \_\_\_ Rock was the first form of popular music.

2. \_\_\_ There is basically one style of rock music.

3. \_\_\_ Rock music is often loud. **√**

4. \_\_\_ Several types of music influenced the development of rock. **√**

5. \_\_\_ Rock has always been a complicated style of music.

6. \_\_\_ Folk music is popular in rural areas. **√**

7. \_\_\_ The evolution of rock music occurred relatively quickly.

1. When the Pilgrims arrived from England in 1620, they found the Native American communities devastated by a plague that eventually wiped out between 90 and 96 percent of the native inhabitants of southern New England.

What can be inferred from the passage?

(A) The Pilgrims arrived in southern New England. **√**

(B) The Pilgrims were also affected badly by the plague.

(C) The Native Americans offered little resistance to the Pilgrims. **√**

(D) The plague began in England.

1. The fossils that have led to this new view of dinosaurs as migratory creatures have been found in Alaska, Canada, Greenland, and the former Soviet Union, as well as in Antarctica and southern Australia. At the time dinosaurs thrived near the poles, conditions there were radically different from those today. The planet was warmer, especially in these Polar Regions.

What can be inferred from the passage?

(A) Dinosaurs are usually thought of as non-migratory creatures. **√**

(B) Dinosaurs migrated from Alaska to Australia.

(C) The fossils have been found in polar regions. **√**

(D) The temperature at the poles today is cold.

**PART III**

**READING**

**Read the following passage and answer the questions.**

In the twentieth century, people depend on unlimited energy to power their everyday lives. A wide range of energy-run devices and modern conveniences are taken for granted, and although it may seem that we win never be in danger of living without those conveniences, the fact is that many supplies of energy are getting less rapidly. Scientists are constantly searching for new sources of power to keep modern society running. Whether future populations will continue to enjoy the benefits of plentiful energy win depend on the success of this search.

Coal, oil, and natural gas supply modem civilization with most of its power. However, not only are supplies of these fuels limited, but they are a major source of pollution. If the energy demands, of the future are to be met without seriously harming the environment, existing alternative energy sources must be improved or further explored and developed. These include nuclear, water, solar, wind, and geothermal power, as well as energy from new, non-polluting types of fuels. Each of these alternatives, however, has advantages and disadvantages.

Nuclear power plants efficiently produce large amounts of electricity without polluting the atmosphere; however, they are costly to build and maintain, and they pose the problem of what to do with nuclear wastes. Hydroelectric power is inexpensive and environmentally safe, but impractical for communities located far from moving water. Producing energy from tides and waves has similar drawbacks. Solar power holds great promise for the future but methods of collecting and concentrating sunlight are as yet inefficient, as are methods of producing wind power.

Every source of energy has its disadvantages. One way to minimize them is to use less energy. Conservation efforts coupled with renewable energy resources, such as a combination of solar, water, wind, and geothermal energy and alternative fuels, such as alcohol and hydrogen, will ensure supplies of clean, affordable energy for humanity’s future.

1. **The passage suggests that \_\_\_\_\_\_\_\_\_\_.**

(A) people use energy without giving great thought to where it’s coming from **√**

(B) the search for energy sources is mainly a problem for the future

(C) scientists believe we will never have to go without our modem conveniences

(D) modem society requires a minimum amount of energy to keep it running

1. **It can be inferred from the passage that \_\_\_\_\_\_\_\_\_\_.**

(A) most alternative energy sources have proven to be impractical

(B) many alternative energy sources are environmentally hazardous

(C) nuclear power solves one problem while creating others **√**

(D) solar and wind power are not promising for the future

1. **From the passage, it can be inferred that to solve our energy problems \_\_\_\_\_\_\_\_\_\_.**

(A) we will have to stop using many of our modem conveniences

(B) scientists will have to find one major source of non-polluting energy

(C) scientists will have to find ways to increase our supplies of coal, oil, and gas

(D) a combination of conservation and invention will be needed **√**

1. **Which of the following can be inferred from the passage?**

(A) The search for alternative energy sources is not over. **√**

(B) Our present energy sources must be eliminated and replaced with alternative sources.

(C) Alternative sources of energy on this planet are very limited.

(D) Demands for energy in the future are likely to decrease.