

APPENDIX A

Index of Reading Awareness

Directions: Read the sentences carefully and circle the **best** answer.
There are no right or wrong answers.

1. Which of these is the best way to remember a reading text or an article?
 - A. Repeat every word.
 - B. Think about remembering it.
 - C. Write it in your own words.
2. If you are reading for science or engineering class/lessons, what would you do to remember the information?
 - A. Ask yourself questions about important ideas.
 - B. Skip the parts you do not understand.
 - C. Concentrate and try hard to remember it.
3. What do you do if you come to a word and you do not know what it means?
 - A. Use the words around it to figure it out.
 - B. Ask someone else.
 - C. Move to the next word.
4. If you could read only some of the sentences in the text because you were in a hurry, which ones would you read?
 - A. The sentences in the middle of the text.
 - B. The sentences that tell the most about the text.
 - C. The interesting, exciting sentences.
5. Why do you go back and read things over?
 - A. It is good practice.
 - B. You did not understand it.
 - C. You forgot some words.
6. What would help you become a better reader?
 - A. Have someone around to help you when you read.
 - B. Reading easier books with shorter words.
 - C. Checking to ensure that you understand what you read.
7. What do you do if you do not know what a whole sentence means?
 - A. Read it again.
 - B. Read out all the words aloud.
 - C. Think about the other sentences in the paragraph.
8. What is special about the first or second sentence in an article?
 - A. They always summarize the article
 - B. The first few sentences are the most interesting.
 - C. They often tell what the article is about
9. If you were told to read an article to remember the general meaning, what would you do?
 - A. Skim through the article to find the main parts.
 - B. Read all of the article and try to remember everything.
 - C. Read the article and remember all of the words.
10. How can you tell which sentences are the most important ones in an article?
 - A. They are the ones that tell the most about what happens.
 - B. They are the most interesting ones.
 - C. All of them are important.

6. How are the last sentences of an article special?
- A. They are exciting action sentences.
 - B. They tell what happened.
 - C. They are harder to read.
7. When you tell other people about what you have read, what do you tell them?
- A. What is the article about.
 - B. The number of pages in the book.
 - C. What the subjects are.
8. If you had to read fast and could only read some words, which ones would you try to read?
- A. The new words, because they are important.
 - B. The words you could pronounce.
 - C. The words that tell you the most about the story.
9. If you are reading a library book to write a book report, which would help you the most?
- A. Saying out loud the words which you do not know.
 - B. Write it down in your own words.
 - C. Skip the parts you do not understand.
10. If you are reading for a test, which would help you the most?
- A. Read the text as many times as possible.
 - B. Talk about it with somebody to make sure you understand it.
 - C. Repeat the sentences.
11. What parts of an article do you skip as you read?
- A. The hard words and parts you do not understand.
 - B. The unimportant parts that do not mean anything for the article.
 - C. You never skip, anything.
17. What is the hardest part about reading?
- A. Sounding out the hard words.
 - B. When you do not understand the text.
 - C. Nothing is hard about reading for you.
18. If you are reading a text for fun, what would you do?
- A. Look at the blurb and the introduction to get the meaning.
 - B. Read the text as fast as you can.
 - C. Try to imagine the text like a movie in your mind.
19. Before you start reading, what kind of plans do you make to help you read better?
- A. You do not make any plans. You just start reading.
 - B. You think about why you are reading.
 - C. You think about what you know about the subject.
20. What things do you read faster than others?
- A. Books that are easy to read.
 - B. Articles that you have previously read.
 - C. Books that have a lot of illustrations.

APPENDIX B

Key to Index of Reading Awareness

1. Conditional knowledge A. 0 B. 1 C. 2	7. Regulation A. 1 B. 0 C. 2	14. Conditional knowledge A. 1 B. 2 C. 0
2. Conditional knowledge A. 2 B. 0 C. 1	8. Evaluation A. 1 B. 0 C. 2	15. Conditional knowledge A. 1 B. 2 C. 0
3. Regulation A. 2 B. 1 C. 0	9. Planning A. 2 B. 1 C. 0	16. Regulation A. 1 B. 2 C. 0
4. Planning A. 0 B. 2 C. 1	10. Evaluation A. 2 B. 1 C. 0	17. Evaluation A. 1 B. 2 C. 0
5. Regulation A. 1 B. 2 C. 0	11. Evaluation A. 1 B. 2 C. 0	18. Conditional knowledge A. 1 B. 0 C. 2
6. Evaluation A. 1 B. 0 C. 2	12. Planning A. 2 B. 0 C. 1	19. Planning A. 0 B. 1 C. 2
	13. Planning A. 1 B. 0 C. 2	20. Regulation A. 1 B. 2 C. 0

Adapted from:
McLain, Gridley and McIntosh, (1999)

APPENDIX C

Cloze Assessment (Pretest and Posttest)

Read the passages carefully and then complete each of the blanks with the correct word as shown below in example no. (1).

I. Electronics in the home

Electronics began at the start of the twentieth century with the invention of the vacuum tube. The first devices for everyday use were radios, followed by television, record players, and tape recorders. These devices were large and used a (1) a lot of power.

The invention of the transistor (2) _____ 1947 meant that much smaller, low powered devices (3) _____ be developed. A wide variety of electronic (4) _____ such as hi-fi units and portable radios (5) _____ common in the home.

It was not (6) _____ 1958 that microelectronics began with the development (7) _____ integrated circuits on silicon chips. This led (8) _____ a great increase in the use of (9) _____ in everyday items. The introduction of the (10) _____ allowed electronics to be used for the (11) _____ of many common processes.

Microprocessors are now (12) _____ to control many household items such as (13) _____ washing-machines, dishwashers, central heating systems, sewing machines, (14) _____ food processors. Electronic timers are found in (15) _____ alarm clocks, water heaters, electric cookers, and (16) _____ ovens. Telephones use electronics to provide automatic (17) _____ and answerphone facilities. New entertainment devices have been (18) _____, such as video recorders and CD (19) _____.

In the future, electronics are likely to (20) _____ even more common in the home as (21) _____ entertainment systems and computer-controlled robots are developed.

II. Metal Detector

A metal detector is essential for today's amateur treasure hunter. But only the most expensive detector can reveal the difference between worthless items, such as pull-ring tops from soft drink cans or silver foil, and a rare find such as the gold necklace discovered by one enthusiast last year.

Electronic metal detectors use the principle of (1)_____ induction. This means that, if an object (2)_____ placed in a changing magnetic field, an (3)_____ voltage is created in the object. In (4)_____ metal detector, an electrical current is passed (5)_____ a coil of wire, called the search (6)_____, to create a magnetic field. An alternating (7)_____ generator converts the direct current (DC) from the (8)_____ into the alternating current (AC) needed to drive (9)_____ coil. As AC regularly reverses direction, it (10)_____ the necessary ever-changing magnetic field.

Currents are (11)_____ in a metal object which comes within (12)_____ magnetic field by a process known as (13)_____. This is because all metals conduct electricity. (14)_____ a current is induced in a metal (15)_____, this in turn produces its own magnetic (16)_____. These magnetic fields are capable of inducing (17)_____ small amount of electricity in the detector's (18)_____ coil itself.

The simplest kind of metal (19)_____ is the pulse induction type. A powerful (20)_____ is passed from the battery through the (21)_____ coil and then switched off. The pulse (22)_____ magnetism causes current to flow in any (23)_____ objects below the ground. But unlike the (24)_____ in the search coil, the current in (25)_____ object cannot be switched off; it has (26)_____ die away naturally. As it dies, the (27)_____ in the object reactivates the search coil. (28)_____ voltage is then amplified to indicate with (29)_____ sound or a flashing light that an (30)_____ has been found.

The effectiveness of a metal detector depends on the size and position of the object and how far beneath the ground it is buried. For example, a coin buried edge-on to the search coil is much harder to detect than the same coin buried face up.

APPENDIX D

Interview Schedule

1. What do you think of the tasks we did in reading classroom?
2. Do you find it helpful to do the tasks on reading in classroom?
3. How has it helped you? Or not?
4. Do you think your reading skills have improved? Are you more aware what constitute reading skills?
5. Do you prefer the teacher to assign you into different groups or you select your own groups?
6. Which techniques do you think have helped you improve your reading skills? (Concept mapping, summary, vocabulary, skimming and scanning). Why?
7. Have you ever done any of these tasks in your reading classroom before?
8. Would you like to have these tasks again in the reading class? If yes, why? If not, why?
9. Are there any ways in which you would like to see some changes in doing these tasks? If so, do you have any suggestions?
10. In the later stages of doing the tasks, you and your friends were given an opportunity to select your own reading materials and choose your own tasks in tackling reading. What is your opinion on this? Which would you prefer your selection of materials or the teacher's choice?

	Final Task and/or Objectives

What have we done today which will help us to carry out the final task and/or to fulfil the objectives (as stated above)?

Day 1 _____

Day 2 _____

Day 3 _____

Students' record sheet
(This record sheet can be filled in each day either in the last five minutes of class or at home, and kept on file)

Adopted from: Estaire & Zanon (1994)

re we done?

Date

d I like
y?)

3. What could be
changed? (How?)

4. How did I do?

5. What have I
learnt and what
am I able to do?

6. What do I need
to pay more
attention to,
revise, study?

Adopted from: Estaire & Zanon (1994)

APPENDIX F

TASKS IMPLEMENTATION

Task 1: Predicting, Skimming and Scanning

Duration : 80 minutes

Major task Goal: To develop the learner's understanding of background knowledge by predicting

Attended Task Goal: To enable students to identify the importance of predicting, skimming and scanning

- Task Implementation
 - Instructions/Procedures
 - 1. Teacher writes on OHP three columns
 - i. What we know? ii. What we predict? iii. What we found out?
 - 2. Students do the same on their notebooks
 - 3. Teacher show pictures/graphics about the article
 - 4. Students discuss what they discovered with a partner and discuss it as whole class
 - 5. They write down under the first column
 - 6. Students read the first paragraph and share what they learned
 - 7. Teacher asks students to predict what they think the article will be about and share their answer with a partner. They will then discuss in a class and write down their answers in the second column.
 - 8. They will repeat the process after they have read the whole article.
 - 9. Teacher, then ask the students to skim the main ideas of the passages within the group assigned
 - 10. Students share and discuss in the group
 - 11. Teacher asks each group of students to scan the main ideas on each paragraphs and compare their answer with the other groups in the class

Task 2: Vocabulary

Duration : 80 minutes

Major task Goal: To foster the learner's vocabulary

Attended Task Goal: To enable students to identify difficult words

- **Task Implementation**

Instructions/Procedures

Briefing (10 – 15 minutes)

1. The teacher will explain the task – informing students that they are required to define meaning of words in the article.
2. The students will be put into groups of four students. The teacher explains that each group's task is to skim through a part of the upcoming selection looking for difficult words. They are then asked to define them and explain why they are important in understanding the selection and present the sentences in which the words occurred and their definitions in the class.
3. Each group member is assigned a definite role.
 - 1 – skim the passage searching and writing down the words
 - 2 – explain their importance in the selection
 - 3 – look up the words and write down an appropriate definition
 - 4 – check to see the definition given are appropriate
4. Each group will then be assigned 1 section of the selection, selecting the words and definitions to be taught, teach their words and explaining their importance to class

Task 3: Concept Mapping

Duration : 50 minutes

Major Task Goal: To develop the learner's ability to select and select information

Attended Task Goal: To enable students to identify main ideas

- **Task Implementation**

Instructions/Procedures

1. Teacher hands out a reading passage to students
2. Teacher asks students to read the material and note concepts and words or phrases that show information that can be linked to selected concepts
3. Teacher asks to focus on the title and any pictures/illustrations that may accompany the text
4. Teacher asks students to skim the entire passage quickly for the main ideas
5. Students discuss what they discovered with a partner
6. Teacher asks students to scan the passage for specific details which are important for overall comprehension
7. Students read and share what they learned with the class
8. Teacher asks students to write down anything and everything they think of on the given passage in a group
9. Students are allowed to come up with diagrams, connecting their ideas as to display interrelationships of the reading
10. Teacher gives each group a 'manila card' and asks each group to present and share their work with the whole class

Task 4 : Jigsaw reading

Duration : 80 minutes

Major Task goal: To enable students to skim and scan identifying main ideas

Attended Task Goal: To develop the learner's skill to predict and select information

- **Task Implementation**

Instructions/Procedures

1. Teacher divides students into groups and gives each group five titles and five paragraphs
2. Teacher asks students to match each title with a paragraph
3. Students distribute the titles and paragraph to group members
4. Students determine which title is the most relevant for the paragraphs
5. Students put the corresponding titles with the paragraphs on a piece of paper
6. Groups that finish first, will be given another set of jumbled paragraph
7. Teacher explains that students in that group have to put the paragraphs in order
8. Students read and discuss with their group members
9. Teacher goes around and informs students whether they have put the paragraphs in order. If they have not the teacher will ask them to repeat the process
10. Students will repeat the process until they manage to put all the paragraphs in order
11. First, three groups to finish first explain to the rest of the class how they manage to put the paragraphs in order

Task 5: Summarizing

Duration: 80 minutes

Major Task goal: To develop a tool that can help students understand content and to demonstrate their knowledge

Attended Task Goal: To foster awareness in recall and encourages students to search a text for accurate information

- **Task Implementation**

Instructions/Procedures

1. Teacher asks students to read a text 1,500 words. Teacher instructs students to read for the purpose of recalling as much as possible.
2. After reading, teacher asks students for remembered information.
3. Teacher lists them on the whiteboard.
4. Teacher asks students to reread the text to correct and complete what has been listed.
5. Teacher directs the students to organize the information by identifying major topics/categories which can be grouped
6. Teacher does the process together with the students
7. Teacher introduces the rules for summarizing:
 - i. include only important information and delete trivial or unimportant information
 - ii. identify and use the author's main ideas
 - iii. combine information if possible
8. Teacher models the process, writes the first category into one sentence.
9. Teacher instructs each student to write individual summaries for the next category. The teacher does the same process.
10. Students read their sentences voluntarily.
11. Teacher and class discuss the students' selection and compare them to the teacher's summary.
12. Teacher adds information based on students' selection to the teacher's summary.

Reading 1 Predicting

Task

You are going to read a text about engineering design. The title is:

FAST, a versatile design tool

Before you read the text, think about the answers to these questions:

- 1 Why do products have a finite life?
- 2 How can too little quality ruin a producer?
- 3 What does a customer require of any product?

Now read the text to check your answers and to find out the answers to these questions.

- 4 What is a 'window of opportunity'?
- 5 What is FAST?
- 6 What does it allow the designer to do?
- 7 How can a design team use FAST to put value into a design?

FAST, a versatile design tool

The task of the engineer is to produce the correct product at the correct cost at the correct time. If a product misses its window of opportunity, the manufacturer can lose up to 33% of the life cycle profits. Lost sales are never made up as changes in the market place and in competitors' equipment mean that any product has a finite life.

- The correct product is one which will satisfy the customer's requirements: functionality, quality, affordability, and availability. It must also satisfy the producer's requirements: low manufacturing costs, simple quality control, and an identified marketing opportunity. Quality is important to both customer and manufacturer. Too much will ruin the producer, too little will alienate the customer and may also ruin the producer if faulty goods have to be recalled.

- The designer's goal is to get it right first time. To do this a design process must be used which is effective at producing a good design. An important tool in the design process is the Functional Analysis System Technique (FAST) diagram. This enables the designer to understand the functional relationships of the system being designed.

- The customer's requirement 'Trim lawn' appears in the box to the right of the diagram. Reading from the left, one can ask the question 'Why' of any of the statements contained in the other boxes, and the answers will all lead to the customer's requirement. Starting from the right and asking the question 'How' establishes the reason for the function described.

- FAST has many uses – for example, to analyse a competitor's equipment. This tool also enables a design team to put value into a design. The process usually involves combining a number of functions into single parts, thus reducing the number of parts and saving cost in both materials and labour.

Source: Adapted from J. Fox, 'Design tools for speed and quality', *Professional Engineering*

FAST, a versatile design tool. (by student)

What we know?	What we predict?	What we found out?
I don't know anything about FAST.	1) Something about speed	1) It's a technique we use to analyse the quality and requirements
	2) Speed is the main factor to decide success in life	2) It's a designing process

Now read the text to check your explanation of how a refrigerator works.
Ignore any unfamiliar words which will not help you to achieve this purpose.

Fridge

- Refrigeration preserves food by lowering its temperature. It slows down the growth and reproduction of micro-organisms such as bacteria and the action of enzymes which cause food to rot. para 1
- Refrigeration is based on three principles. Firstly, if a liquid is heated, it changes to a gas or vapour. When this gas is cooled, it changes back into a liquid. Secondly, if a gas is allowed to expand, it cools down. If a gas is compressed, it heats up. Thirdly, lowering the pressure around a liquid helps it to boil. 2
- To keep the refrigerator at a constant low temperature, heat must be transferred from the inside of the cabinet to the outside. A refrigerant is used to do this. It is circulated around the fridge, where it undergoes changes in pressure and temperature and changes from a liquid to a gas and back again. 3
- One common refrigerant is a compound of carbon, chlorine, and fluorine known as R12. This has a very low boiling point: -29°C . At normal room temperature (about 20°C) the liquid quickly turns into gas. However, newer refrigerants which are less harmful to the environment, such as KLEA 134a, are gradually replacing R12. 4
- The refrigeration process begins in the compressor. This compresses the gas so that it heats up. It then pumps the gas into a condenser, a long tube in the shape of a zigzag. As the warm gas passes through the condenser, it heats the surroundings and cools down. By the time it leaves the condenser, it has condensed back into a liquid. 5
- Liquid leaving the condenser has to flow down a very narrow tube (a capillary tube). This prevents liquid from leaving the condenser too quickly, and keeps it at a high pressure. 6
- As the liquid passes from the narrow capillary tube to the larger tubes of the evaporator, the pressure quickly drops. The liquid turns to vapour, which expands and cools. The cold vapour absorbs heat from the fridge. It is then sucked back into the compressor and the process begins again. 7
- The compressor is switched on and off by a thermostat, a device that regulates temperature, so that the food is not over-frozen. 8

Source: "Inside our Fridge", Education Guardian


Paragraph 3

refrigerant

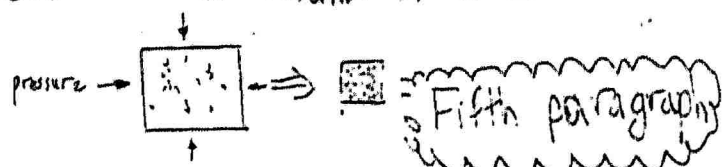
- chemical components (product) which can change from liquid to gas and back again easily.

(it can flow easily and transfer heat).

Condenser - a device to change the gas to liquid

Zigzag - 

compressor - a device used to reduce the size or volume of a medium



Students output from reading tasks

Until the late 1970s, the computer was viewed as a ^{big} massive machine that was useful to big business and big government but not to the general public. Computers were too cumbersome and expensive for private use, and most people were intimidated by them. As technology advanced, this was changed by a distinctive group of engineers and entrepreneurs who rushed to improve the designs of then-current technology ^{skillful} and to find ways to make the computer attractive to more people. Although these innovators of computer technology were very different from each other, they had a common ^{interest} = enthusiasm for technical innovation and the capacity to ~~foresee~~ the potential of computers. This was a very competitive and stressful time, and the only people who succeeded were the ones who were able to combine extraordinary engineering expertise with progressive business skills and an ability to foresee the needs of the future.

Much of this activity was centered in the Silicon Valley in northern California, where the first computer-related company had located in 1955. That company attracted thousands of related businesses, and the area became known as the technological capital of the world. Between 1981 and 1986, more than 1000 new technology-oriented businesses started there. At the busiest times, five or more new companies started in a single week. The Silicon Valley attracted many risk-takers and gave them an opportunity to thrive in an atmosphere where creativity was expected and rewarded.

Robert Noyce was a risk-taker who was successful both as an engineer and as an entrepreneur. The son of an Iowa minister, he was informal, genuine, and methodical. Even when he was running one of the most successful businesses in the Silicon Valley, he dressed informally and his office was an open cubicle that looked like everyone else's. A graduate of the Massachusetts Institute of Technology (MIT), he started working for one of the first computer-related businesses in 1955. While working with these pioneers of computer engineering, he learned many things about computers and business management.

From the very beginning, Apple Computer had been sensitive to the needs of a general public that is intimidated by high technology. Jobs insisted that the computers be light, trim, and made in muted colors. He also insisted that the language used with the computers be "user-friendly" and that the operation be simple enough for the average person to learn in a few minutes. These features helped convince a skeptical public that the computer was practical for the home and small business. Jobs also introduced the idea of donating Apple Computers to thousands of California schools, thereby indirectly introducing his product into the homes of millions of students. Their second model, the Apple II, was the state-of-the-art PC in home and small business computers from 1977 to 1982. By 1983 the total company sales were almost \$600 million, and it controlled 23 percent of the worldwide market in personal computers.

The two men who first introduced the personal computer (PC) to the marketplace had backgrounds unlike Robert Noyce's. They had neither prestigious university educations nor experience in big business. Twenty-year-old Steven Jobs and twenty-four-year-old Stephen Wozniak were college drop-outs who had collaborated on their first project as computer ^{hobbyists} in a local computer club. Built in the garage of Jobs's parents, this first personal computer ^{cooperated} utilized the technology of Noyce's integrated circuit. It was typewriter-sized, as powerful as a much larger computer, and inexpensive to build. To Wozniak the new machine was a gadget to share with other members of their computer club. To Jobs, however, it was a product with great marketing potential for homes and small businesses. To raise the \$1300 needed to fill their first orders, Jobs sold his Volkswagen bus and Wozniak sold his scientific calculator. Wozniak built and delivered the first order of 100 computers in ten days. Lacking funds, he was forced to use the least expensive materials, the fewest chips, and the most creative arrangement of components. Jobs and Wozniak soon had more orders than they could fill with their makeshift production line.

Vocabulary

in guess something	Don't understand best don't	Can't guess and need to look up
but the words	need to look up	
My guess		
	breakthrough (improvement)	
	innovation (creation)	
improved	radically (drastically)	
adopted (follow, edit and)		
rely (depend)		
issues (possibilities, problems)		
and (be the top and rule)		
dictate	written off (lost)	
guarantee (promise)		
give way (lead)		

massive \Rightarrow huge

intimidated \Rightarrow fear of something

collaborated \Rightarrow cooperation

skeptical \Rightarrow stubborn

Wizard \Rightarrow genius

frenzy \Rightarrow madly

cumbersome

? (our guess)

- troublesome / complicated

foresee - predict

intimidated - afraid

thrive? (our guess) - survive @ succeed

collaborated - cooperated

utilized - to use

peripherals - accessories

* The ~~per~~ peripherals of a computer are a keyboard, monitor, P.C. & etc.

inevitable - unavoidable



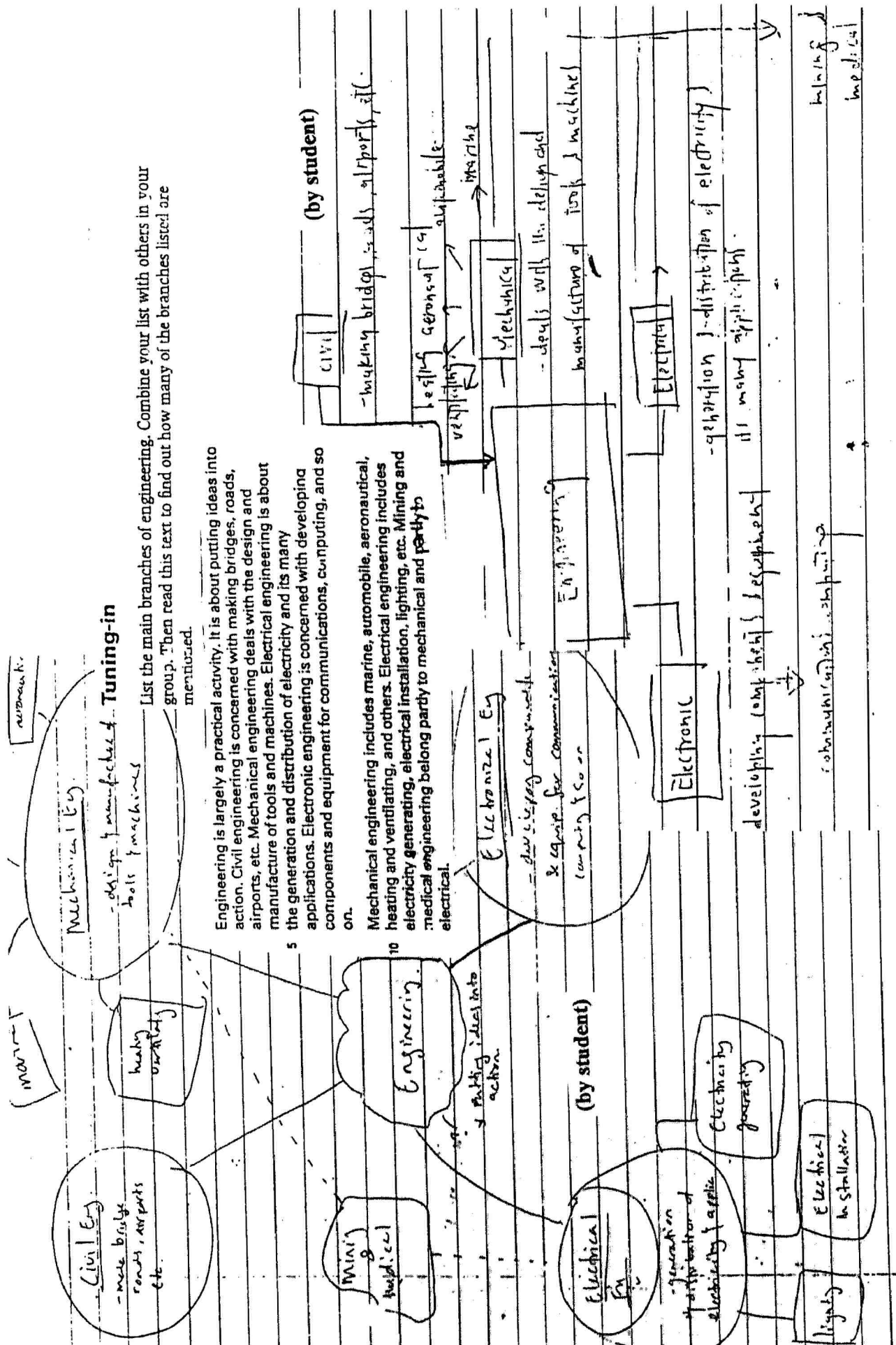
cumbersome - hard / difficult to carry

intimidated - troublesome

collaborated - co-operation

skeptical - narrow minded

peripherals - border



Understanding a printed text (1)

The following text will introduce you to the topic of control devices — in this case, valves. As usual, pay attention to section headings and the paragraph structure. Remember that the notes at the end will help you to refer quickly to the most important facts. Look also at the diagrams and pictures.

Look at these questions and read the text to find the answers.

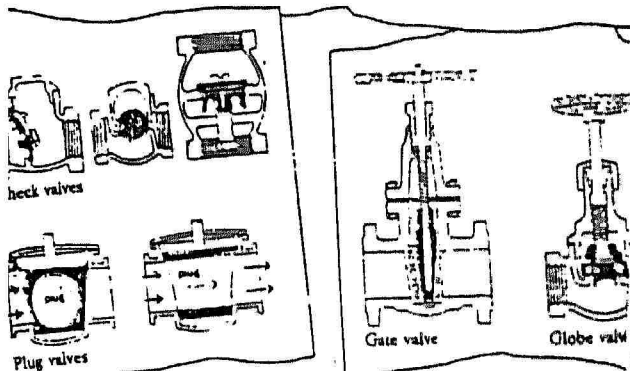
Remember, you do not have to understand all the words to answer them.

1. What type of valve is not included in the text?
2. How many types of pipe valves are discussed?
3. Are all valves made from the same materials?
4. How are hydraulic turbine valves usually operated?
5. How do compressor and pump valves usually operate?

A valve is a flow-control device. This text deals with valves for fluids, liquids and gases. Valves are used to regulate the flow of fluids in piping systems and machinery. In machinery the flow phenomenon is frequently of a pulsating or intermittent character and the valve, with its associated gear, contributes a timing feature. This particular text does not deal with electrical valves.

There are many different types of valve, in operation — each designed to perform a specific function. This section will consider some types from the point of view of design, construction and function.

Four particular valve types are commonly used in piping systems. Each is illustrated below and each has its own distinctive features and applications. Gate valves are usually operated closed or wide open. They are seldom used for throttling, i.e. regulating flow, to any fine degree. Globe valves, on the other hand, are adaptable to throttling operations and are often fitted with a renewable disk. Check valves are used for limiting flow automatically to a single direction in a piping system while plug valves operate in the open or closed position by turning the plug through 90° with a shearing action. This enables it to clear foreign matter from the seat.



The principle of zone protection

Different types of valves have different functions

Valves have different design features and functions

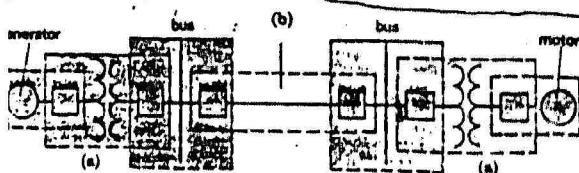


Fig. 1. Zones of protection on simple power system.

These are used to sense changes in the voltages and currents on a power system. Sufficiently large variations from normal in these quantities can cause the relay to operate. Operation of the relay results in opening of circuit breakers to isolate that portion of the power system experiencing an abnormal voltage or current condition. A fault in one part of the system affects all other parts of the system. Therefore, relays throughout the power system must be coordinated to ensure the best quality of service to the loads, and to isolate equipment near the fault to prevent extensive damage or personal hazard.

The construction and operation of electromagnetic relays

Types of metal used in valves

Valves which operate for safety purposes

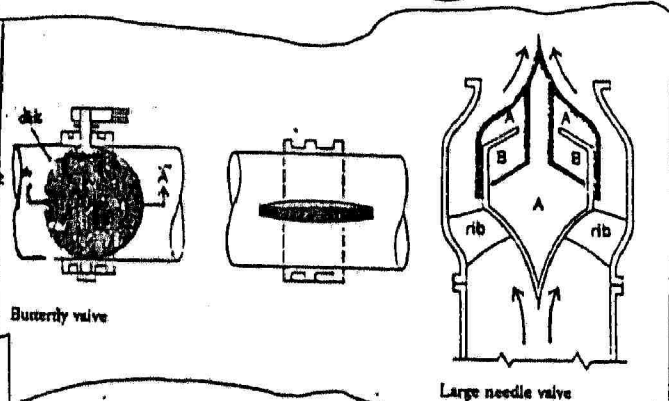
The function of protective relays

Some features of valves which control water flow

Some of the most common structural features of pipe valves are: outside stem and yoke, packless construction; angle, as opposed to straightway flow; power instead of manual operation; and combined non-return and stop-valve arrangements.

These valves may also be made from a variety of materials, depending upon their particular function and the stress they undergo during operation. Brass and bronze are usual in valves for general service. Cast iron may be used where there are low steam pressures (less than 250 psi) and temperatures, or hydraulic pressures, below 800 psi. However, steel and alloy steels are required for the highest operating pressures such as 5000 psi and 1200°F steam. Where there are chemical and process applications, special metals must be used.

A word now about safety and relief valves which are automatic protection devices for the relief of excess pressure. They must open automatically when the pressure exceeds a predetermined value and they must allow the pressure to drop a predetermined amount before closing to avoid chattering, instability and damage to the valve and valve seat. They must have adjustment features for both the relieving and blowdown pressures and, finally, they must be tamperproof after setting. Obviously these are used for hydraulic turbines and hydroelectric systems. The purpose of the valves and gates in these systems is to control water flow for (1) regulation of power output at sustained efficiency and with minimum wastage of water and (2) safety under the inertial flow conditions of large masses of water. Valve sizes are usually large, for example, 6 feet in diameter, so that power operation is necessary. The valves come in various types, such as gate, butterfly and needle — the last two of which are shown below.



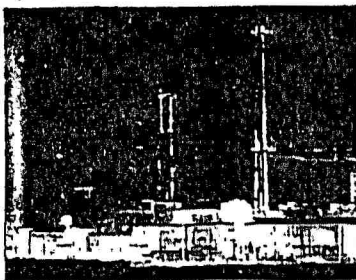
For the purpose of applying protection, power systems are divided into areas, or zones. Each component of a power system falls into one of five different zone classifications: generator, transformer, bus, transmission line, or motor. Protection devices are applied to each zone to detect abnormal system conditions within that zone and to initiate actions for the removal of that zone from the rest of the system. Figure 1 illustrates the principle of zone protection on a simple power system. Note that complete protection is afforded by overlapping zones. Removal of only the malfunctioning part of the system ensures maximum electric service continuity.

Part One We, the Endangered Species

Before Reading

A. *Discussion.* In small groups, look at these photos and discuss the following:

1. What, if any, effects do the activities in the photos have on the environment?
2. How might human health be affected either directly or indirectly by the activities shown in each photo?
3. Some human actions that interfere with nature have proven to be deadly. How can we minimize or avoid the effects of these actions?



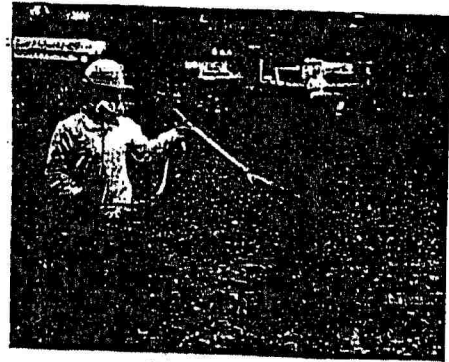
a. Nuclear power plant in la Hague, France



d. Smoke from fires set by Indonesian farmers



b. Building roads in the rainforest



c. Agricultural pesticide spraying

Ecology

Whitman Ired on Sewage Spill Notification

by Brett Pulley

TRENTON, Aug. 13 — About 15 million gallons of raw sewage has spilled into the Hudson River from a broken pipeline near Tarrytown, N.Y., since last week, and today Gov. Christine Todd Whitman lashed out at New York officials, saying that they failed to notify New Jersey about it.

In a statement, Mrs. Whitman complained that the state had not been officially notified of the discharge until today, five days after the accident occurred. "We should have been notified immediately of the pumping station break," she said. The notification from the Interstate Sanitation Commission, which oversees sanitation in the three-state region, came after New Jersey officials had already learned late Tuesday evening that some beaches along the Hudson River in New York were closed. "We were left to discover the environmental emergency for ourselves," Mrs. Whitman said.

Gary Sheffer, a spokesman for the New York State Department of Environmental Conservation, said 10 million gallons of sewage flowed directly into the river from last Friday until yesterday, after a leak was discovered in a pipe at the plant. Chlorine was added to the dumped sewage and boats were dispatched to skim floating debris, Mr. Sheffer said. Westchester officials posted notices warning of contamination at marinas and beaches, he said.

The Federal Environmental Protection Agency was notified immediately after the dumping began, Mr. Sheffer said. But the Westchester County Department of Health apparently did not notify the Interstate Sanitation Commission, which acts as a regulatory body for sewage pollution in waters shared by New Jersey, New York and Connecticut, Mr.

Sheffer said. The commission was first notified yesterday, he said, adding, "We're looking into that."

Repairs were under way at the plant last night, he said.

In February, Mrs. Whitman halted a scheduled dumping of 560 million gallons of New York City sewage into the Hudson when she learned of it less than 24 hours before it was to occur. She insisted that to allow officials to take steps to protect natural resources, the state should be notified far in advance of scheduled dumpings and promptly told of accidental discharges.

Although the sewage from Tarrytown is not expected to affect New Jersey's beaches or shellfish beds, Mrs. Whitman used the opportunity to scold New York for negligence. "I thought we had reached an understanding about prompt notification after the last incident with New York City in February," she said.

The spill was relatively small by past standards, he [Mr. Sheffer] said, but still should be seen as a potentially serious problem because of the tidal nature of the lower Hudson. "It may seem like a big river, but sewage can get in and collect and collect and collect in bays and backwaters. The river doesn't flow in one direction and flush things out."

Several New York State officials expressed dismay at the tone of Mrs. Whitman's comments, saying that New Jersey had had its share of pollution accidents along the river and in New York Harbor.

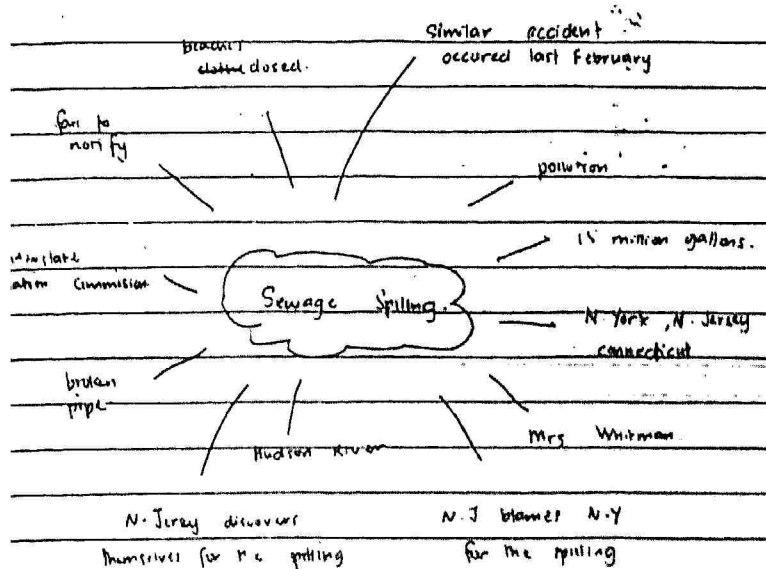
Mr. Cronin said officials in both states have to do a better job of making sure sewage plants do not break down. "All of these incidents are avoidable," Mr. Cronin said.

Sources: Brett Pulley, "Whitman Ired on Sewage Spill Notification" from *The New York Times* (August 14, 1997): B2. Copyright © 1997 by The New York Times Company. Reprinted with the permission of The New York Times.

my Writing

man Iaked On... Sewage Spill Notification

DATE 11/12/2000



Occur

- Broken pipeline near Tarrytown, New York (15 million gallons)
- into Hudson River.
- New Jersey blames New York not notify immediately after the sewage spill.
- Interstate Sanitation Commission came after New Jersey discovered it.

fect

ute the beaches

ure of notification

man looked out fail to notify New Jersey because she thought NY and NJ had understanding of this kind of spill as happen in New York before.

summary (by student)

sewage spill occurred after the broken pipeline near Tarrytown, New York. This caused 15 million gallons of sewage spilled into Hudson River. Mrs Whitman looked out and New York as not notify New Jersey immediately after the incident occur. New Jersey only discovered it 5 days after the spill.

summary (by teacher)

fail to immediately notify a 15 million gallons of sewage spilling caused by broken pipeline into Hudson River has annoyed the governor Mrs Whitman. She stresses the necessity of officially to protect natural resource. The negligence of failing to do so created problems such as pollution to three state that share the same bounding of sewage pollution which are New York, New Jersey, Connecticut.

We left the village in the late afternoon. As we left we passed innumerable smiling faces. Old and young alike stood about to see us off. There in the village, there had been a warmth and friendliness unaffected by the language barrier. But both Luke and I knew we could not stay there forever. It needed just one word of rumour to reach the Japanese and the village would have become a blackened mass of timber and ash. I did not dare imagine the fate of us and the inhabitants.

The elder accompanied us as far as the trail. Then he stopped. He pointed at the blue hills. There we should find the guerrillas: the people who could help us reach home. The old man squeezed our hands as a gesture of farewell and good luck. It seemed to mean more than words. As we left him I felt tears moisten my cheeks. Luke and I agreed that when the war was over we would return and repay these people for their generosity and courage in harbouring us.

We started off at a brisk march. The trail was well-defined and we

seldom needed to use our rusty parang blade. During the first kilometre or so, we passed several clearings. Smoke hung over one. The ground was a mass of black ash and charred wood. The scene brought back memories of the air raids before we surrendered. This however was the result of slash'n burn agriculture: a wasteful method of farming still practised by these people.

Then we no longer saw signs of the human hand. The vegetation grew in a riotous, uncontrolled fashion, unbroken, on either side of the trail. We found ourselves using the blade more frequently. Soon we no longer marched but plodded. The sky began to turn a rich pink. The sun was disappearing below the horizon. We decided to call it a day. We had covered perhaps six kilometres since leaving the village. Luke saw a patch of loose earth devoid of plants near the trail. We decided to bed down there. Sitting cross-legged we opened our small canvas bag and ate a banana and a couple of leaf-wrapped cakes, given to us by the villagers on our departure. We sat silently listening to the growing chorus of night sounds. Suddenly there was gunfire. It was distant but seemed to come from the direction of the village.

I looked at me anxiously.

'Do you think they've found out about us?' he asked me.

The gunfire went on. I did not answer immediately.

'It's probably people hunting. Now is a good time for it,' I eventually said.

Luke seemed satisfied with my answer. I was not. I had lied. I alone knew that a week earlier the Japanese had confiscated all the firearms in the village. Nobody was hunting. I had answered as I had because it was important that one of us remained in high spirits during this journey.

We lay down to sleep. Luke was soon snoring. I could not sleep, however. Though exhausted, my thoughts kept me awake. The sounds around me were threatening. They seemed to come from long-fanged man-eaters or mean, spitting snakes. I had been in the tropics almost a year but had always slept in the security of a camp tent, a prison camp or, more recently, a hut: not under the sky in the jungle. But it was not just the sounds that kept me awake. The fate of the villagers was on my mind. I felt responsible for what had happened. I felt a deep sense of guilt.

Out of the dark there suddenly came a scream. I froze. It was Luke.

'A scorpion! They say death is inevitable. I'm done for!' he cried out.

Before I could reply I felt something viciously bite me on the side. It bit me again and again. I jumped up and tumbled for the matches in my pocket. I struck one. In the momentary blaze of light, I saw no scorpion but dozens of ants. Luke stood up laughing at the truth. We shook the creatures off ourselves, slapping ourselves wherever we felt movement.

Picking up the parang blade and bad, we groped our way along the trail. We soon had to give up, however, for in the dark we scratched ourselves on thorny stems and hit heads on low-growing branches. Finally, we simply lay down where we stood. We both managed to sleep till dawn. In my dreams I remembered the suburb where I had grown up. There was snow on the ground. It must have been the winter before last.

In the morning Luke awakened me with a gentle kick against my thigh.

'Wake up fast, Sammy. They're coming this way!' he said laughing.

Luke always pretended urgency when he awoke me. We both felt refreshed and I was more cheerful. Luke opened our bag to get some breakfast and discovered to our dismay that ants had attacked the cakes. Breakfast that morning consisted of several bananas, and cakes embedded with ant corpses. We drank nothing, for the canteen was almost empty. Instead we wetted our lips on dew-covered leaves.

The terrain became less flat as we walked that morning. It suggested we were slowly approaching the hills and so kept our spirits high. The vegetation changed too. There were fewer shrubs, bushes and other small plants and more and more tall trees. These trees, branchless until near the top, began to form a canopy overhead. The ground became clearer. We were entering true rain forest. At one point we came across a strange plant. It gave off a hideous smell of rotting flesh: a smell we were all too familiar with. Later I was to learn the plant was aptly named the 'corpse plant'. What amazed both of us was how lifeless the forest appeared to be. There were no tigers chasing boar, snakes slithering down creepers or even swinging monkeys. But there was life, for there was continuous tapping, whistling and drilling.

After perhaps four hours we saw a gap in the trees ahead. There turned out to be a river flowing through a shallow gorge. It was a lazy, muddy river. The water appeared stagnant until you looked at the leaves and twigs littering its surface, and saw they were moving. The trail turned right on reaching the river and ran alongside it. We scrambled down a slope to the river. Luke charged into the river uniform and all. I was more cautious. I was concerned about crocodiles. After a while I joined Luke; however, I kept an eye out for movement in the water around us. While in the water we bathed, filled the canteen and drank our fill of brown water, cupping it in our hands. As we sat on the bank afterwards I noticed that what I had taken to be specks of mud had grown larger and larger. I had leeches. But I did not give much thought to them for suddenly Luke grabbed my arm and whispered.

'Sammy, voices. Up above us!'

This time he was not pulling my leg. They were not Japanese voices. We could recognize the language from the time in the prison camp. A figure cautiously made his way down the slope. He grinned. It was not a menacing grin.

Students output from reading tasks

Selected Words	Our Guess	The Word Meaning (Dictionary)
Innumerable	Uncountable	Too many to be counted
Rumor	Gossip	Gossip
Accompanied	Helped	To go with
Guerillas	A person	Person engage in a guerilla war
Gesture	Sign	Expressive movement
Harboring	Shelter	Give shelter
Charred	Black	Blacken by burning
Raid	Attack	Sudden attack
Slash	Cut	Cut
Vegetation	Plants	Plants generally and collectively
Riotous	Wild	Wild
Plodded	Walk slowly	Walk slowly with heavy step
Devoid	Empty	Without
Confiscated	Take away	Take possession without payment
Inevitable	Not avoidable	Cannot avoid
Viciously	Weird	Done with cruel intent
Fumbled	Search	Deal nervously
Groped	Walked	Searched
Thorny	Sharp	Troublesome
Suburb	Town/village	Residential district around the outside of a town
Embed	Filled	Fix firmly
Canteen	Utensil for food	Eating and drinking utensil
Terrain	Environment	Natural feature
Aptly	Suitable	Suitably
Stagnant	Not moving	Not moving
Twig	Branch	A small shoot of a branch
Speck	Dirt	A very small spot of dirt
Menace	Danger	Danger
Grim	Smile	Smile broadly

Summary

Luke and Sammy are soldiers and they were captured and prison by the Japanese in the prison camp before. They sheltered in a village and they were trying to escape from the Japanese in the jungle. After six kilometers departed from the village, they decided to take a day rest and they heard gunfire came from the village. Sammy felt worried and guilty as the gunfire probably a kind of punishment to the villages because helping Luke and Sammy. In the next morning, they continued their escape and entering a rain forest. Later, they reached a river and took a bath in the river. Near the riverbank, they met a person probably not Japanese but person that was not harmful to them.

Students' output from reading tasks

Education

Students react to hostel

Universiti Sains Malaysia is the first university to heed the Education Minister's call to promote greater integration among the races by having undergrads of different ethnic groups share rooms. However, its good intentions have not met with support from students. NG SU-ANN reports from Penang.

UNIVERSITI Sains Malaysia students did not take too kindly to the decision by the university for different races to share rooms in hostels.

As a form of protest, students were seen wearing green ribbons around campus in a campaign launched on July 21 against the integration policy as well as the recently enforced motor vehicle-ban and bus commuter charges.

The decision to initiate the campaign against the ruling which came into effect in May was made after a discussion among representatives of the university's Students Representative Council (MPPUSM), societies, clubs and the six hostel residents' councils.

MPPUSM also conducted a survey on some 500 first-year students and 200 more senior students for their views on the ruling.

Because of its timing, USM is seen to be the first university to heed Education Minister Datuk Seri Najib Tun Razak's call for universities to promote greater interaction among the races and to prevent polarisation in the universities by sharing rooms.

Najib said the past practice of separating undergraduates based on race or religion in university hostels was no longer suitable.

"When students of different races live together in the same room or dormitory, they will be able to get a first-hand look at each other's way of life," he said in June.

The survey

According to MPPUSM outgoing president Mohd Fairoz Mat Jusof, about 86% of the respondents said they were no longer comfortable staying in their hostel room as a result of the mixed-race rooming implementation.

The one-month survey which started in May, was based on re-



QUITE CONTENT... (from left) students J. Kanamah, Che Norazila Che Ghani and Mal hostel room.

students comprising 47% Malay, 36% Chinese, 15% Indian and 2% other races.

Its findings showed that many matriculation and first-year students from rural areas were not accustomed to having room-mates of different races.

It stated that "instead of forging closer ties among students of various races, the policy has caused unnecessary tension and stress among students. For many, the room is no longer a place to rest.

Among the problems cited in the survey is the lack of respect of one ethnic group towards the culture of another, for example, the practice of not wearing shoes into the room and bringing in non-halal food.

Those surveyed felt that there was no privacy to practise their religious rituals in the room.

Forced on students

Mohd Fairoz says: "Our objection was to gather the students'

cy.

"We are not against racial integration and we don't deny its importance. However, we are just unhappy that the policy was forced upon us without preparing us for its acceptance."

He also says if the university finds the findings to be biased in any way, it should then conduct an independent study.

"I feel sad that the management does not appreciate or acknowledge our efforts. We are not paid for it and this is not a popularity campaign," he adds.

The survey has also been included in a 13-page memorandum (excluding the appendix containing newspaper clippings and statistical analysis) recently submitted to the Education Minister, USM Vice-Chancellor and Deputy Vice-Chancellor (Student Affairs).

Mohd Fairoz says there should be other alternatives to the policy, such as focusing on integration in lecture halls, tutorials,

junior foster programmes as well as co-curricular and sports activities.

"At the football field, it's common to see Indians playing in one corner and Malays in another."

"How can there be integration in the room when it's difficult to achieve it on the field?"

He says the university should have done a trial programme to gauge its effectiveness before implementation.

Management's views

Deputy Vice-Chancellor (Student Affairs) Prof Md Salleh Yaapar says he believes the MPPUSM is "working for its own agenda."

"It is inaccurate to derive a consensus for the university's 14,000 student population based on interviews with a few hundred students," he says. There are 7,000 students staying in hostels.

He says the survey was the council's way of exerting its stance on polarisation from the

Describing the figure as misleading, he says the management went to the grassroots to meet hostel representatives in two meetings on July 14 and July 28.

"In one of the meetings with some 150 students, many students raised their hands in favour of the policy," he says.

All the six residential hostels, called Aman Damai, Fajar Bakti, Indah Kembara, Cahaya Permai, Harapan and Gemilang were represented.

Prof Md Salleh adds, "And if students have genuine problems with the policy, we will listen."

In fact, the policy is not a new thing and has been around since 1969 when USM was set up.

However, in 1993, the university started allowing students to choose their roommates.

USM assistant registrar Mohamad Abdullah says the council should find ways of helping to improve the policy rather than ask for its abolishment.

"Instilling an appreciation and understanding of other races is the first step towards breaking down cultural barriers. Through this, tolerance and co-operation can follow. Only then can the country be united."

"When I studied here in 1984, I stayed with a Chinese. I remember how we used to argue over religious matters."

"However, contrary to what many may think, such healthy debates stimulate us to be more open. We can also improve our communication and language skills," he says.

Meanwhile, Desasiswa (Hostel) Harapan warden Dr Hanafi Atan says he has received only two formal complaints from the students.

"They were complaining about their roommates bringing friends into the room and being noisy. However, such a problem has nothing to do with different races sharing rooms," he points out.

What the students say

For 22-year-old Low Lay Suan, her two Malay roommates are easy to get along with.

"We each take turns to clean the floor several times weekly so they can pray here. I told them not to go to the surau as it is a lonely walk to get there."

"And when I stood for election to be an MPPUSM member, they were the ones who helped pin up my campaign posters," says the Penang-born Arts student.

Like a small family, they wake each other up for lectures and form a mock audience when a roommate wants to rehearse her presentation.

"I believe that all religions stress good deeds. Thus, we should be open-minded enough to stay with roommates from whichever religion," she says, adding that her spoken Bahasa Malaysia had also improved after frequently conversing with her roommates.

Sharing her view is Desasiswa Harapan hostel resident council president Mohd Raizuli Jusoh.

The 23-year-old communications student says the scenario is slowly changing.

For instance, non-Muslim students can be seen supporting their Malay roommates in a *sepak takraw* game.

"And at 1am or 2am, you can also find USM students of different races having supper at the Seagate restaurants outside the campus."

Another student, N. Zetha, 21, says she was at first unhappy and dismayed to hear that she would be sharing a room with a non-Indian.

"However, after a few weeks with my roommates, we got along so well that we could openly exchange our views about almost anything," says the Kuantan-born lass.

Second-year student K. Murgan would love to swap places with anyone who wants to give up his room at the hostel.

"I don't mind sharing rooms with anyone. I just want a place to stay near my school (of studies)."

"If the students are dissatisfied with the rooming policy, they should move out to make place for those who want hostel rooms."

Students who oppose the policy mostly wished to speak only on condition of anonymity.

One of them says several first-year students have opted to move out of the hostel and are now renting houses near the university.

"They would rather spend about RM80 a month than RM57 for a hostel room," she adds.

Meanwhile, a second-year student lauds the council for conducting the survey to channel their frustrations.

"Some even claim that the council has political ties when it is merely representing the students. The truth has been twisted," she adds.

USM's Islamic Students Society president Sukiman Jinazan Jusoh says the integration policy should be done at academic and co-curricular levels, not in the "room."

Not like the 'old days'

Puan Sri Hjh Fauziah Shahrom, who was at USM in the early 1970s for a social science degree, can't understand the fuss.

She stayed with 23 others from a multi-ethnic group in a bungalow hostel.

"I still recall when we sang in the bathroom, washed clothes together and visited the library in groups as we were afraid of snakes."

"Although my roommate was a Malay in first year, I was closer with two Chinese girls who also lived in the hostel," she says.

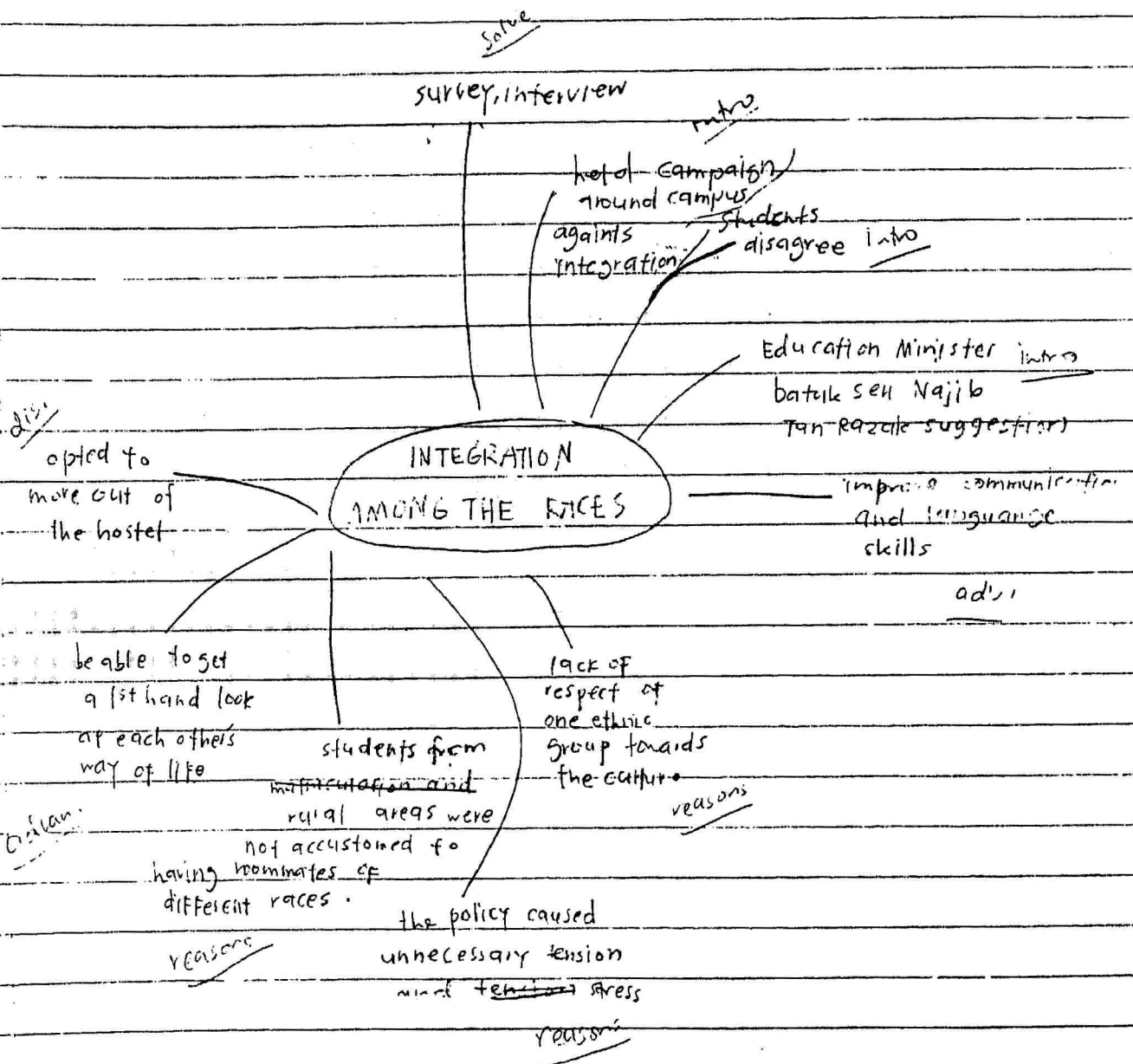
Hjh Fauziah, who is now USM's registrar, says she had a very reserved Chinese roommate who was a free-thinker.

"She told me she had never prayed a day in her life. However, she said she noticed how serene and peaceful I looked after I prayed. Then, she started asking me what I say when I pray and why I do it."

One day, she came into the room and exclaimed: "Do you know where I went? I went to a temple for the first time and I feel so good — thanks to you," recalls Hjh Fauziah.

Concept mapping

- 1) Intro
- 2) advantage/dis-
- 3) solve
- 4) reasons



Summary Writing

Education Minister Datuk Seri Najib Tun Razak suggest a way to promote integration among ^{the} races by sharing in universities by sharing rooms. Most of students disagree of University Sains Malaysia disagree with this proposal.

Therefore they held a campaign around campus againsts integration. This happen problem occur because the students

face some problems in ~~it~~ with the policy such as lack of respect of one ethnic group towards the culture and unnecessary tension and stress. In addition, the

advantages of integration among the races are the students are able to get a first-hand look at each others way of life and they can improve their

communication and language skills. A survey was made to foresee the problem and solve it in order to solve it.

enforced

initiate : held

accustomed :

forging :

cited : stated

rituals : common religious activities

biased :

foster : mento-mentee

gauge : see

implementation : to make it true

inaccurate : unable

consensus : result

exerting : showing

stance :

genuine : any

abridgment : maulah

instilling : mix put it together

barriers : gap

stimulate : make

deeds : behaviour

dismay : unwilling / don't want

swap : change

anonymity :

opted : choose

lauds : suggest

Fuss : problem

serene : peace

(This record sheet can be filled in each day either in the last five minutes of class or at home, and kept on file)

Samples of feedback

Final Task and/or Objectives	
	Improve our reading skill
	Dealing with unfamiliar word
	Mapping Concept

What have we done today which will help us to carry out the final task and/or to fulfil the objectives (as stated above)?

Day 1 From the predicting lesson, we were taught to understand the title before reading through it. Besides, we were taught to identify the focal point while reading through the passage.

Day 2 From the lesson, I learnt to identify those unfamiliar words. Then from the context, we try to suit a word or phrases to replace the ^{unfamiliar} words, or we can describe the word from illustration.

Day 3 After reading a passage to remember it, we can use a diagram to depict the passage. Using mapping concept, a passage will be easier to understand.

(This record sheet can be filled in each day either in the last five minutes of class or at home, and kept on file)

Final Task and/or Objectives	
	Improve our reading skills.
	Vocabulary. (Dealing with unfamiliar words)
	Concept mapping

What have we done today which will help us to carry out the final task and/or to fulfil the objectives (as stated above)?

Day 1 The first task teach us the way
to understand the whole text.
The second task teach us to get
some ideas about the whole passage.

Day 2 It's help us to guess and understand
unfamiliar words. We also get to
choose words that is important and
try to understand the meaning of those words.

Day 3 With concept mapping, we can understand
a long text into mapping that will
help us understand the text faster and
easier.

What have we done?

Date 5/12/2000

Skimming the title for a paragraph, link paragraphs into a passage using the key words inside a paragraph, vocabulary.

What did I like best? (Why?)

Learning the title for a passage, linking the paragraphs in their order.

3. What could be changed? (How?)

Nothing need for changes.

4. How did I do?

Identify the key words for a paragraph to skim the title, to link the paragraph in order.

5. What have I learnt and what am I able to do?

I've learnt how to identify the key word for a paragraph and using it to connect the paragraph in their order.

6. What do I need to pay more attention to, revise, study?

vocabulary.

What have we done?

Date 5/12/2000

- scheming a text to find the topic sentence
- ~~connecting~~ find clue words to connect each paragraphs with other paragraphs.
- vocabulary: guessing unknown words.

What did I like
it? (Why?)

vocabulary,
cause everybody
the group have
un-washed
minds to try
guess, each
trials and some
- us actually
have crazy
ideas.

3. What could be
changed? (How?)

- maybe get a
text/story that
interests us.

4. How did I do?

- find clue words to find the topic sentence.
- guess, guess and more guessing!

5. What have I
learnt and what
am I able to do?

- find clue words
- find the topic sentence
- new vocabulary

6. What do I need
to pay more
attention to,
revise, study?

- when find unknown/
unfamiliar words,
try to guess or
better yet, find the
meaning in the
dictionary.

What have we done?

Date 11/12/2000

We learnt to summarize a passage through identify those important information. Later on compress the information using linking words or phrases.

What did I like
st? (Why?)

a process of
tracking the
information. It is
venture to do it
we may
track the unnecessary
information from the
passage.

3. What could be
changed? (How?)

I think so far
so good as I've
learned a new thing
today. Therefore,
nothing needed for
change.

4. How did I do?

To summarize a passage, the first task is to
identify the main idea of the passage. Later
on extract the important information and
combine those important information.

5. What have I
learnt and what
am I able to do?

Learn to extract
information and able
to combine it together.

6. What do I need
to pay more
attention to,
revise, study?

Still need to practise
not extract the
unnecessary information.

DATE: 9/1/2001

Assalamu alaikum,

Today's class only go on for an hour. We did group works. The article titled Driving Miss Molly, a story about a man who found a stray dog with its puppies on the roadside and the relationship he had formed with the dog. It is a reality that humans can have a special bond with animals and even nature. We did vocabulary, mind-mapping and summary. The article then was cut up and pasted on a Manila card, with our group words written on the card. It really tested our creativity and we have lots of fun doing it. :)

So do I. I really - really enjoy today's activity because it recalls all my secondary school memory. I like today's class ~~class~~ very much. I think this all I can comment on today's class.

Dear

What do you ^{think} about today's lesson? Unique right! Practising a passage, I think this is the first time I adapt this technique. Perhaps it is still new and strange to me. At the beginning of the lesson, I really don't even know how and the purpose or usage of this technique. I think I can see the point now but practising it is another matter. I hope I will be able to master it within a short period.

Dear

How is the lesson last week? O.k. right! Matching the title with the passage is easy but combined the passage from A to Z is quite hard to do. However we managed to ^{do} finished it with the help from Pn. Rohani. The vocabulary also difficult. We can't also predict the vocabulary. Most of the words that we not understand, we just guess it. How about yours?

Hi

That day was my second LK1 460 lesson. I think I ~~learned~~^{was} learnt two things on that day. The first thing is group discussion where everyone was separated into their own group. The title given by ~~for~~ Alan Putei was very challenging. It tried to make us imagine what the ~~low~~ future will be. Individual idea then was gather by the group leader where he would present it to the whole class.

The second things is predicting. We were given the title of the text and predict the content of the text from the title. This activity try to teach us to know what we are going to read. It will make us more easy to understand the text if our prediction is correct. This is because we have known something about the text.

^{show understanding}
① Then it is the skimming activity. In this activity we ~~skun~~ skim through the text to look for the content of each paragraph. This is a way to save time during reading. If we want to read for a short time we should do like that. We can read the paragraph ~~over~~ once again if we want to know the detail of that paragraph.

I guess that was what we learnt on that day. So, until know for this time. Goodbye.

From



To

I was quite enjoy with the class last week. I know the class was long, 2 hours long, but during that period, I felt no pressure or tension at all! Amazing right! I experienced lots of fun with the lesson. In another sense, I think love that vocabulary lesson very much especially the discussion ^{section} and explanation ^{section}. It was joyful when listened to some of the groups explaining the meaning of a word in a funny way. I like it!

Dear

Tuesday's lesson! Well not much there to talk about. Just some simple vocabulary expansion and techniques of jorking extracted information. I reckon the best and most peculiar part is... the ~~or~~ group forming. ^{and} do you realize the good side of it? Until now, each time we are told to form a group, we will choose among our own race and ethnicity. But when forced to form a group... ^{among} ^{with} multi-racial members... we get to build-up a new knowledge of other people's way of thinking thus shifting our paradigm parallel to others. :) what am I babbling about? ~~I~~ I guess I'm just ^{out} ~~in~~ of ideas. Well, till I have any... bye!

Stampaci
- 888 -
what's a hunk?

Dear

Ehmm, just some simple vocabulary... Well it sounds simple enough but when we sat down to find the meaning of the familiar words which seems simple, we had to squeeze our brains to get out the meanings. That sounds a bit taxing.

By the way, I'll have to agree with you about the group forming. Although at first some of us felt a bit shy but the feelings ^{just} went by naturally after some time. It's good too because we were able to mix around with the other colleagues of ours.

Hei, do you realize something? The passage given to us seems to be getting tougher day by day. Don't you think so?

OKIE, I've got to go now. It's already past my bedtime. If mummy finds out what I'm doing ~~past~~ still staying awake, I wonder what she'll do... (JUST KIDDING)!!

See ya soon!

Sleepy head,

Wong - Diagram 1

