



Level 3/4



# Reading Comprehension

*Student Worksheets*

**Sample!**





## A. Pre-Reading Technique: Pre-Questioning

### IDEAS:

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- Use chapter titles in a book to pose pre-questions.
- Students can write out a series of questions they'd expect to be answered when reading the text.
- Students pose questions relating to definitions, characteristics, descriptions, etc. by looking at text titles, chapter titles, headings and sub-headings.
- Students pose questions relating to experiences of other students, with the questions relating to the text.



### WHY USE THIS STRATEGY?

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- Pre-questioning allows students to read with more awareness and purpose.
- Students get to make use of all the question words, thereby thinking about many facets of the topic.
- Students get to ask each other questions.
- After reading the text, students can revisit their questions, and see which questions were / were not answered, possibly prompting more research, reading, etc.



1. Read the title and headings only of the text on the following page and write down questions you expect to be answered.

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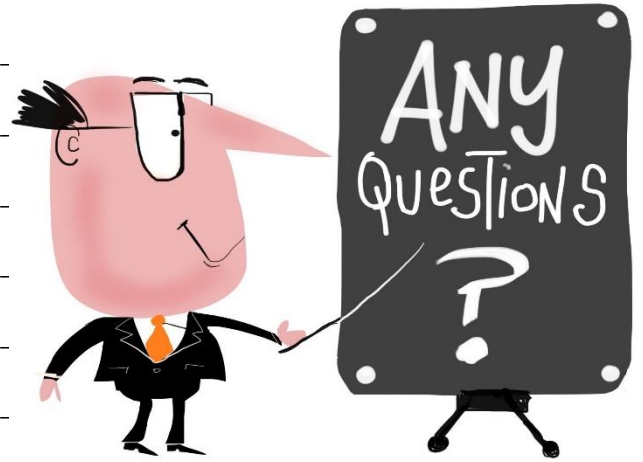
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2. Discuss in your group and add some others' questions below:

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3. Read the text now and then come back and tick the questions above that were answered.

4. Write down five new facts you learned by reading the full text.



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## DUBLIN ZOO VISITOR INFORMATION

### ABOUT THE ZOO.....

Dublin Zoo is much more than a fun-filled, stimulating day out for all the family... it's a place to learn about wild animals, especially those which are endangered. The Zoo is a registered charity – your visit will help maintain Dublin Zoo to a high standard, improve the Zoo and contribute to conservation programmes.



Located in the Phoenix Park in the heart of Dublin city, Dublin Zoo is Ireland's most popular family attraction, and welcomed over one million visitors last year.



As one of the world's oldest, yet popular zoos, the 28-hectare park in the heart of Dublin is home to some 400 animals in safe environment where education and conservation combine for an exciting and unforgettable experience!

Open daily throughout the year from 9.30am, check Opening Times and which Animal Talks you can enjoy on the day of your visit.

### DAILY TICKETS

All Daily Ticket Types can be booked online to save queueing time at the zoo.

Single Tickets	Prices
Adult	€17.50
Child 3 years and older and under 16 (must be accompanied by an adult)	€13.00
Child under 3	Free
Senior Citizens (over 65's)	€13.50
Child with Special Needs*	€6.50
Adult with Special Needs*	€10.00
Student (Must show valid student ID card)	€13.50
Family Tickets	
2 adults + 2 children	€49.00
2 adults + 3 children	€53.00
2 adults + 4 children	€57.00
Group prices (in parties of 10 people or more)	
Child	€10.00
Adult	€15.00

\*Relevant documentation and ID is required. Find out more here.

### DUBLIN ZOO ANNUAL PASS

Allows free admission to Dublin Zoo for one year. Dublin Zoo annual pass holders are also admitted free to Fota Wildlife Park (Cork), as well as Edinburgh Zoo, Paignton Zoo, Colchester Zoo and Twycross Zoo in the UK! Individual annual passes are suitable for two adults.

Annual Pass Type	Price
Individual	€120.00
Family	€180.00

## B. Pre-Reading Technique: Wordsplash

### IDEAS:

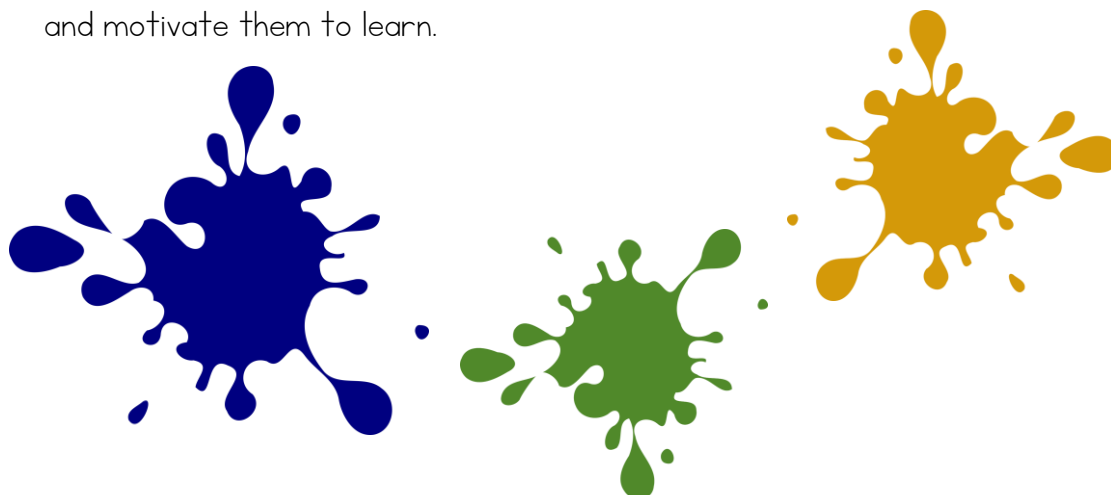
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- This is a really simple way of getting students to think about a topic before they read.
- Students can assemble a collection of keywords for a certain reading assignment.
- Students can arrange the words on a piece of paper or they can write the words as a group, using colours and large lettering to make a collage of words.
- The random arrangement makes the collection of words a wordsplash.
- Students can also use an online free website, e.g. <https://monkeylearn.com/word-cloud/> or similar to create the wordsplash.
- Students make predictions about what they will be reading based on the wordsplash.

### WHY USE THIS STRATEGY?

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- This strategy makes learning terminology easier for students.
- It's a fun, interactive activity that engages students and motivates them to learn new words by setting a clear purpose for reading.
- Students will read better when they have a purpose.
- The Word Splash strategy is helpful for struggling or reluctant readers, as it provides them with a purpose for reading which helps to capture their attention and motivate them to learn.



1. Think of as many words as you can, related to the word **coffee**. Write some of them below:

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2. As a group, create a coffee wordsplash.  
3. How did you create your wordsplash?



4. About how many words are contained in your wordsplash?

5. Look at the example below of a wordsplash for tea!



# COFFEE



Coffee has a long history in human civilization and it's one of the most traded items in the world. Coffee was first discovered in Ethiopia, but the plants and many of its varieties can be found all around the world. The biggest coffee producing countries are Brazil, Colombia and Vietnam, although countries such as Australia, China, and even parts of Europe have now begun growing the plant. Coffee is an important crop for the economies of many countries. Millions of people are employed in the industry! The farmer, the roaster, the workers and the retailer all play an important part in the everyday beverage that we drink.

## The drink

Coffee is a popular and delicate brew. It is one of the most popular drinks in the world. It can have a stimulating effect on humans because of its caffeine content. Recent research suggests that moderate coffee consumption has either no effect or is quite beneficial in healthy adults. Coffee is usually served hot.

## The process

Coffee is a plant and the name of the drink that is made from this plant. The coffee plant is a bush or tree that can grow up to ten metres high but is usually cut shorter. The drink is made from the seeds of the coffee plant. These seeds are called coffee beans. To make a drink from coffee beans, the beans must first be prepared. This is done by drying the beans and then roasting them. The beans can be dried a short time after they are picked. This preserves them and makes them ready to be packed or roasted. Before the beans are made into a drink, they must be roasted and ground. When the ground coffee is placed into boiling water, the flavour and dark brown colour of the beans goes into the water. Making coffee is called brewing.

## Some ways people drink their coffee

- Black coffee is coffee with no milk in it.
- White coffee is coffee with milk in it.
- Café au lait is coffee made with a lot of hot milk and is often sweet.
- Espresso is very strong coffee.
- Cappuccino is espresso with frothed milk. A well-made cappuccino should be made of strong coffee. When the frothy milk is poured gently into the coffee cup, it should be white on top and have a ring of darker coffee around the edge. Cappuccino coffee sometimes has cocoa sprinkled on top.
- Latte is made like a cappuccino but with added milk and a very thin layer of foam.
- "Flat white" is a double espresso where milk micro foam is added; a "Flat white" coffee is often decorated.
- Americano is espresso with a lot of hot water.
- Irish coffee is coffee with whiskey and with cream on the top.
- Iced coffee is espresso in a tall glass with crushed ice, cold milk and ice cream.
- Vietnamese style coffee (Cafe Sua Da) is filtered coffee poured over ice into a glass with sweet condensed milk.
- Baby-cino is a small hot milk drink suitable for children.





6. Tick the correct answers:  
Coffee was first discovered in Ethiopia

True

False

Irish coffee is coffee with whiskey and with cream on the top.

True

False

Coffee is made from the leaves of the plant.

True

False

Espresso is very strong coffee.

True

False



7. What coffee vocabulary did you come across during your study of the reading?  
Write down some new words. Add to your Wordsplash.

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## C. Pre-Reading: Predicting

### IDEAS:

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- Explain to students: What is a prediction? Predictions are created by combining 2 things: - clues the author leaves for the reader, e.g. words, pictures or text features and - what the students know, e.g. their background/prior knowledge.
- Explain to students: How do you make predictions? It is important that students explain why they have made that prediction. WHY they think that. Students should be connecting the text to their background/prior knowledge.
- Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot.
- Give students the title of the text they will be reading.
- Students can also be provided with pictures / diagrams / words that reflect the topic of the text.
- Based on the title and pictures, have students make 2-3 predictions as to what they think the text will be about.
- Making predictions is a strategy in which students use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).
- Follow-up Activity: After reading the text, have the students go back and see how accurate their predictions were.
- This strategy can be used during and after reading too.

### WHY USE THIS STRATEGY?

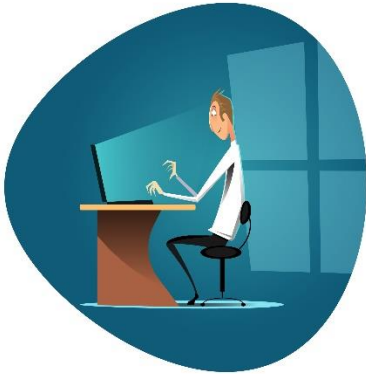
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- Prediction helps students to activate their prior knowledge about a topic, so they start to combine what they know with the new material in the text.
- A student thinking of predictions is focused on the text in front of them, constantly thinking ahead and also refining, revising, and verifying their predictions.
- This strategy also helps students make connections between their prior knowledge and the text.

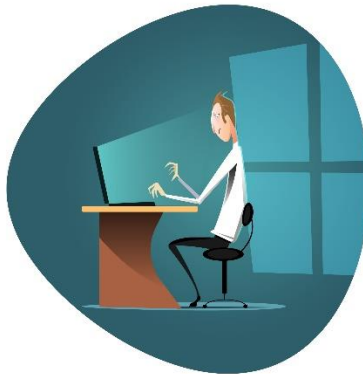


1. Look at the clues below and predict what the next text might be about.

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Well... i have enough time...yeap...



Hmmm...Is it already night?  
And .. I need some more time...

Information  
Technology

excessive



Somebody!!! Stop the watch!!!



addiction

depression



I. Skim-read the text about healthy sleep.

Healthy sleep habits can make a big difference in your quality of life. Having healthy sleep habits is often referred to as having good sleep hygiene. Try to follow the following sleep practices:

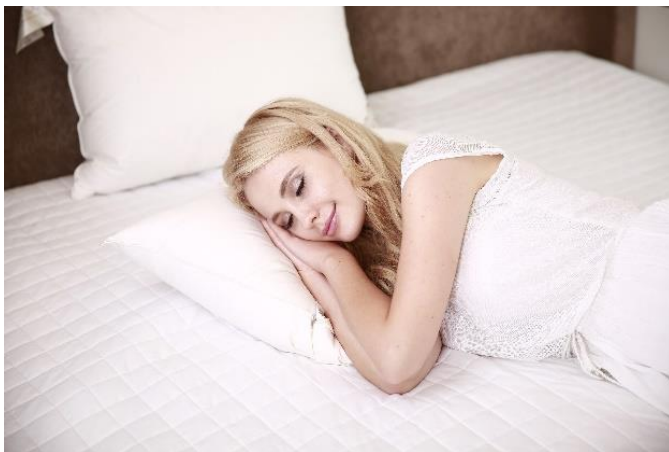
Have a sleep schedule of the same bedtime and wake up time, even on the weekends. This helps to regulate your body's clock and could help you fall asleep and stay asleep for the night.



Practise a relaxing bedtime ritual, for example, do some relaxing stretches, read a book, listen to peaceful music or whatever keeps you calm. Stress or anxiety can make it more difficult to fall asleep, get sound and deep sleep or stay asleep. Wind down from your day before trying to sleep. Your body needs time to move into sleep mode. Using an electronic device such as a laptop can make it hard to fall asleep, because of the type of light emanating from the screens, which can activate the brain. If you have trouble sleeping, avoid electronics before bedtime.

If you have trouble sleeping, avoid naps, especially in the afternoon. Power napping may help you get through the day, but if you find that you can't fall asleep at bedtime, try cutting out the catnaps.

Exercise every day. Vigorous exercise is best, (something that gets your heart pumping!) but even light exercise is better than no activity. Exercise can help you sleep.



Evaluate your room. Is it the right temperature? Your bedroom should be cool. Is your room quiet? Your bedroom should be free from any noise that can disturb your sleep. Is your room dark enough when you are sleeping? Light may keep you from sleeping. Is your room clean and tidy? A healthier environment will give you healthier sleep. Are there any other distractions? Make your room attractive and inviting for sleep. Make sure there are no allergens that might affect you and no objects on the floor that might cause you to slip or fall if you have to get up during the night.



Sleep on a comfortable, supportive mattress and use firm pillows.

Use bright light to help manage your circadian rhythms. Avoid bright light in the evening and rather get the morning sunshine. This will keep your circadian rhythms in check.

Avoid alcohol, caffeine and heavy meals in the evening, as these can disrupt your sleep.



If you can't sleep, go into another room and do something relaxing until you feel tired. It is best to take work materials, computers and televisions out of the sleeping environment.

If you're still having trouble sleeping, speak to your doctor. You may also benefit from recording your sleep in a Sleep Diary to help you find common patterns or issues you may see with your sleep or sleeping habits.

2. Based on your skim-reading, draw a diagram showing the elements of healthy sleep.
3. Then go back and read the text in detail.
4. Add more information to your diagram.



l. Look at the concert tickets. Answer the questions in the table on the next page.

**A.**

WC0505 FLOOR2 J 3 LABEL EWC0505  
 EVENT CODE SECTION ROW SEAT All Taxes Incl. If Applicable EVENT CODE  
 \$ 43.75 FLOOR CENTER ADM \$ 43.75 4X  
 PRICE ALL TAXES INCL.  
 FLOOR2 MC SECTION 4X  
 J 3  
 ROW SEAT  
 CEN600L  
 27APR05 SNG THU MAY 5, 2005 7:00PM  
 CN 60398  
 FLOOR2  
 MC856CEN  
 J  
 L 43.75  
 SEAT 3  
 760729897284  
 DCU center  
 NO REFUNDS - NO EXCHANGES  
 www.dcucenter.com

**B.**

STONE CITY ATTRACTIONS & I.T.C.  
 Present  
**ALICE COOPER**  
 ★★★★★★★★★★  
 SAN ANTION CONVENTION CENTER ARENA  
 A 1 | SAN ANTION, TEXAS  
 P 9 |  
 R 7 |  
**16** |  
 9 |  
 MONDAY  
 8:00 P.M.  
 FIRST BALCONY  
 107 D  
 3  
 APR. 16, 1979

**C.**

**ELVIS**  
 IN CONCERT  
 CHRISLER ARENA  
 UNIVERSITY OF MICHIGAN  
 24 | 1 | ANN ARBOR, MICH.  
 9 | 9 | SUNDAY  
 7 | 7 | Doors Open - 7:00 PM  
 7 | 7 | SHOWTIME - 8:30 PM  
 NO REFUND PRICE NO EXCHANGE  
**\$15.00**  
 SEC ROW SEAT  
 25 15 8  
 BLUE TIER

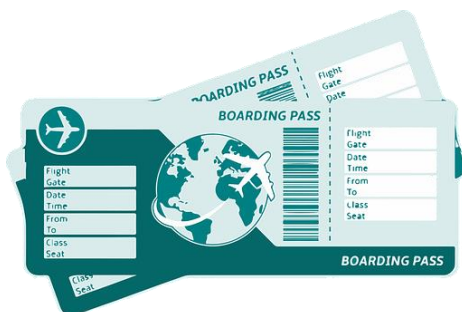
2. Fill in the table. Where the information is not available, write N/A. (not applicable)

	A	B	C
Who?			
What?			
Where?			
When?			
How much?			

3. Look at the tickets. What are the events?









## D. Comprehension Strategy: Determining Importance

### IDEAS:

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- Students should look for main ideas and take note of the MOST important details in a text.
- Questions for students to think about while determining what is most important in a text
  - What was the problem?
  - Was there a solution to the problem?
  - What was the solution to the problem? / What prevented the solution?
  - What events led to the solution of the problem?
  - Did any of the characters change?
  - Did any of the characters make decisions which caused a chain of events?
- Some things to do to determine text importance
  - I know these parts of the story are important because.....
  - I believe the author thinks \_\_\_\_\_ is important because .....
  - I think the author's opinion about \_\_\_\_\_ is \_\_\_\_\_ because .....
  - This text uses the (cause/effect, problem/solution, description, compare/contrast, sequence/steps in a process) text structure.
  - Can I use a graphic organiser to help me understand it?
  - Which parts are important and which parts are just interesting?
  - Is there any formatting that helps me to locate important information? (e.g. emboldened words, font changes, bullets, captions)

### WHY USE THIS STRATEGY?

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- By focusing on the main events, for example, the events that lead to the solution of the problem or when a character changes, students will have a better idea of what might be the most important parts of a text.
- It gives students the opportunity to sift out the important information and see the 'extra' as additional information not relevant to the main ideas of the text.
- Students get to isolate the main events that led to a solution of a problem or a reason for no solution.
- Students get the chance to notice changes in characters and characters' decisions, which impact on the main events.
- The author's possible intent and opinion can be discussed, which sheds further light on comprehension.



1. Read the summary. Because this is just a summary, there will be more main ideas in this short text, compared to larger texts. After doing this exercise, choose a long newspaper article or story and do the same exercise with it.

## SUMMARY OF ROMEO AND JULIET

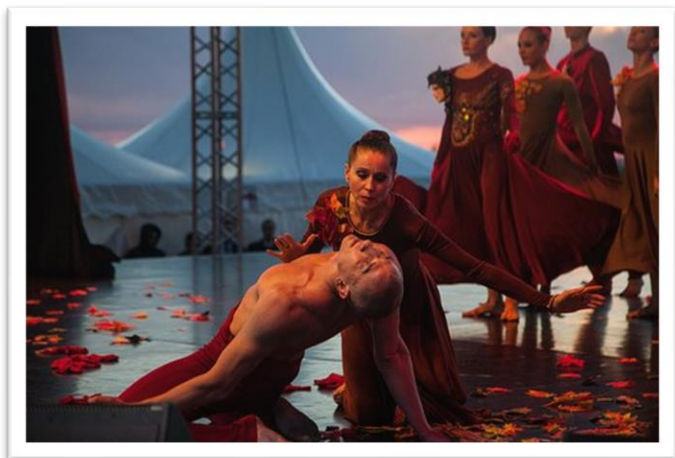
*This is a short summary of **Romeo and Juliet** by William Shakespeare. The play which is set in Verona is a story about a long feud between the **Montague** and **Capulet** families. This feud causes tragic results for the main characters in the play, Romeo and Juliet. The events contrast hatred and revenge with love and a secret marriage, forcing the young smitten lovers to grow up quickly and die tragically in despair.*

*Here is a short summary of the main events of Romeo and Juliet:*

*Romeo and Juliet fall in love at a party. But they come from families which hate each other. They are sure they will not be allowed to marry. Nevertheless, helped by **Friar Laurence**, they marry in secret instead. Unfortunately, before their wedding night Romeo kills Juliet's cousin in a duel, and in the morning, he is forced to leave her. If he ever returns to the city, he will be put to death.*

*Juliet's parents told her she must marry Paris. Her parents do not know she is already married. She refuses in the beginning, but later agrees because she plans to fake her death and escape to be with Romeo forever; again, with the help of Friar Laurence.*

*Friar Laurence designs the plan. He gives Juliet a sleeping potion. She appears to be dead and was put in a tomb. However, Romeo does not know about the plan, visits her grave, thinks she is dead, and kills himself. When Juliet finally wakes up, she discovers that Romeo is dead and then kills herself.*



## J. Comprehension Strategy: A Purpose for Reading

### IDEAS:

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- Tell students: The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You can't hold or retain much! For example, try reading these numbers:
  - 7516324 This is hard to read and remember.
  - 751-6324 This is easier because of chunking.
  - 123-4567 This is easy to read because of prior knowledge and structure.
- Obviously, when students have a purpose for reading a text, they find that purpose not only directs their reading towards a goal, and but also helps to focus their attention.
- Purposes may come from directed questions, questions from class discussions, from brainstorming, or from the individual student.
- Students can pose predictions and state problems that need to be solved.
- Brainstorm with students when it is necessary to read in everyday life, e.g. medication label, safety signs, instructions, letters, household bills, terms of agreement, etc.
- Some reasons why students may encounter comprehension difficulties:
  - They may not consider why they are reading the text.
  - They may not give themselves enough time for reading.
  - They may choose material that is too difficult.
- These difficulties can demotivate students and make them less likely to engage.
- With this activity, students analyse the task and themselves as readers so that they understand:
  - why they are reading
  - how difficult the material is
  - how long it will take them to read it
  - what kind of information is presented
  - what they should know when they finish reading.
- Explain that this kind of 'detective work' can occur before, during and after reading. Explain that each reading task is like 'a case' to be solved. Students must find and piece together the clues!
- Get students to answer these questions when reading a text:



- What is it about?
- What kind of reading is it?
- Why am I reading this?

## WHY USE THIS STRATEGY?

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- Setting a purpose for reading helps keep students focused and engaged while reading.
- Have a purpose gives students a mission so that comprehension can be reinforced.
- Reading with purpose motivates and helps students who sometimes rush through reading. With this strategy, students are encouraged to take their time reading so they won't miss key elements in the text.
- Students learn to evaluate reading tasks before they begin to read.
- Students learn to read deliberately and logically (strategically).
- Knowing the purpose for reading is important because it tells the reader how much attention is required and how to tell whether they were successful.
- Identifying the text structure helps the reader understand how information is organised and what kind of meaning to search for (literal, inferential, personal).
- Knowing the topic before reading helps the reader think about similar information that may aid comprehension.



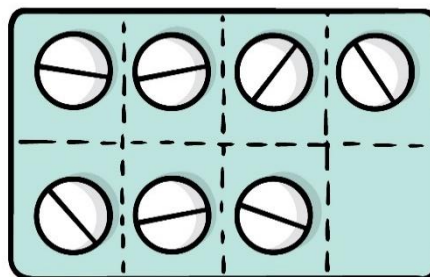
I. Read the medication information. Highlight the dosage you would take and under which circumstances you would take it.

1. NAME OF THE MEDICINAL PRODUCT: Aspro Aspirin Original 300mg Dispersible Tablets.

2. QUALITATIVE AND QUANTITATIVE COMPOSITION  
Each tablet contains 300 mg of acetylsalicylic acid.

3. PHARMACEUTICAL FORM

Dispersible tablet. White, flat, circular, bevel-edged dispersible tablets with the word 'Aspro' engraved on one face, plain on reverse.



4. CLINICAL PARTICULARS

#### 4.1 Therapeutic indications

For the relief of mild to moderate pain, such as is associated with headache, toothache, neuralgia and period pains.

Symptomatic relief in upper respiratory tract infections (such as feverishness, cold and flu, sore throat).

Reduction of inflammation, such as in lumbago.

#### 4.2 Posology and method of administration

*The lowest effective dose should be used for the shortest duration necessary to relieve symptoms.*

Adults and children aged 16 and over: One to two tablets every 4 hours. Do not exceed 12 tablets in 24 hours.

Do not give to children and adolescents aged under 16 years, except on medical advice, where the benefit outweighs the risk.

Hepatic Impairment: Patients with hepatic impairment should seek the advice of a doctor before taking this product.

Renal Impairment: Patients with renal impairment should seek the advice of a doctor before taking this product.

Elderly: Non-steroidal anti-inflammatory drugs should be used with particular caution in elderly patients who are more prone to adverse events. The lowest dose compatible with adequate safe clinical control should be employed.

Method of administration

Oral administration after dissolution in water.

#### 4.3 Contraindications

Hypersensitivity to acetylsalicylic acid or to any of the excipients listed

Hypersensitivity to other non-steroidal anti-inflammatory drugs.

History of gastrointestinal bleeding or perforation related to previous NSAIDs therapy

Active, or history of recurrent peptic ulcer/haemorrhage

Haemophilia

Severe hepatic impairment

Severe renal impairment

Severe heart failure

In patients under the age of 16 years owing to an association with Reye's Syndrome, unless specifically indicated, During last trimester of pregnancy, ETC...

2. Here are some messages for you. Add these dates to your calendar on the following page.

- a) Appointment reminder: Haircut on 4<sup>th</sup> April at 10a.m.
- b) Your dental appointment with Dr McCreevy is scheduled for April 29, 16:00.
- c) Trusted Bank reminds you of your appointment at 23 Church Street on Monday, 17<sup>th</sup> of April at 9:00a.m. Your account manager is Tim Williams.
- d) The centre will be closing early, at 1 p.m. on Fri 21/04. There will be no classes on that afternoon.
- e) REMINDER: The Town Council Meeting is at 19:00 on the 3<sup>rd</sup> Tuesday of every month.
- f) Your Career Class starts on Wednesday 19<sup>th</sup> April at 2 p.m. in Room 209 at the Education Centre. We look forward to meeting you.
- g) Boarding for your flight 320-YBO starts 27.04.23 at 3:30pm. To prevent further charges, please check-in online.
- h) Hotel Booking Confirmation, Number: 4945021-BG. The Paradise Hotel is expecting you on 27.04.23. Thank you for your booking!
- i) Payment Confirmation: Thank you for your purchase. We have received your payment for item #78234. Your item will be dispatched soon, and you should receive it by the 14/04/23 The Holiday Shop.
- j) Notification! Tickets available now for the annual Hilltown Charity Event on Sat. 8<sup>th</sup> Apr. Buy 2 tickets to get a surprise gift! More information: [charityevent.com/annual/hilltown](http://charityevent.com/annual/hilltown)
- k) Hello! Are you free for lunch on Friday 14<sup>th</sup>??!! Maggie. xx
- l) Class change: The yoga class scheduled for 11/4 will start at 6p.m., NOT at 5p.m. as previously advertised. Apologies for any inconvenience.
- m) Can you work on the 25<sup>th</sup> and 26<sup>th</sup> April, from 8a.m. to 5p.m? Please let me know asap.

#### 4. Read the story.

##### THE PHILOSOPHER IN THE APPLE ORCHARD BY ANTHONY HOPE

It was a charmingly mild and balmy day. The sun shone beyond the orchard, and the shade was cool inside. A light breeze stirred the boughs of the old apple-tree under which the philosopher sat. None of these things did the philosopher notice, unless it might be when the wind blew about the leaves of the large volume on his knees, and he had to find his place again. Then he would exclaim against the wind, shuffle the leaves till he got the right page, and settle to his reading. The book was a treatise on ontology; it was written by another philosopher, a friend of this philosopher's; it bristled with fallacies, and this philosopher was discovering them all, and noting them on the fly-leaf at the end. He was not going to review the book (as some might have thought from his behaviour), or even to answer it in a work of his own. It was just that he found a pleasure in stripping any poor fallacy naked and crucifying it. Presently a girl in a white frock came into the orchard. She picked up an apple, bit it, and found it ripe. Holding it in her hand, she walked up to where the philosopher sat, and looked at him. He did not stir. She took a bite out of the apple, munched it, and swallowed it. The philosopher crucified a fallacy on the fly-leaf. The girl flung the apple away.

"Mr. Jerningham," said she, "are you very busy?"

The philosopher, pencil in hand, looked up.

"No, Miss May," said he, "not very."

"Because I want your opinion."

"In one moment," said the philosopher, apologetically.

He turned back to the fly-leaf and began to nail the last fallacy a little tighter to the cross. The girl regarded him, first with amused impatience, then with a vexed frown, finally with a wistful regret. He was so very old for his age, she thought; he could not be much beyond thirty; his hair was thick and full of waves, his eyes bright and clear, his complexion not yet divested of all youth's relics.

"Now, Miss May, I'm at your service," said the philosopher, with a lingering look at his impaled fallacy; and he closed the book, keeping it, however, on his knee.

The girl sat down just opposite to him.

"It's a very important thing I want to ask you," she began, tugging at a tuft of grass, "and it's very—difficult, and you mustn't tell anyone I asked you; at least, I'd rather you didn't."

"I shall not speak of it; indeed, I shall probably not remember it," said the philosopher.

"And you mustn't look at me, please, while I'm asking you."

"I don't think I was looking at you, but if I was I beg your pardon," said the philosopher, apologetically.

She pulled the tuft of grass right out of the ground, and flung it from her with all her force.

"Suppose a man—" she began. "No, that's not right."



"You can take any hypothesis you please," observed the philosopher, "but you must verify it afterward, of course."

"Oh, do let me go on. Suppose a girl, Mr. Jerningham—I wish you wouldn't nod."

"It was only to show that I followed you."

"Oh, of course you 'follow me,' as you call it. Suppose a girl had two lovers—you're nodding again—or, I ought to say, suppose there were two men who might be in love with a girl."

"Only two?" asked the philosopher. "You see, any number of men might be in love with—"

"Oh, we can leave the rest out," said Miss May, with a sudden dimple; "they don't matter."

"Very well," said the philosopher, "if they are irrelevant we will put them aside."

"Suppose, then, that one of these men was, oh, awfully in love with the girl, and—and proposed, you know—"

"A moment!" said the philosopher, opening a note-book. "Let me take down his proposition. What was it?"

"Why, proposed to her—asked her to marry him," said the girl, with a stare.

"Dear me! How stupid of me! I forgot that special use of the word.

Yes?"

"The girl likes him pretty well, and her people approve of him, and all that, you know."

"That simplifies the problem," said the philosopher, nodding again.

"But she's not in—in love with him, you know. She doesn't really care for him—much. Do you understand?"

"Perfectly. It is a most natural state of mind."

"Well then, suppose that there's another man—what are you writing?"

"I only put down (B)—like that," pleaded the philosopher, meekly exhibiting his note-book.

She looked at him in a sort of helpless exasperation, with just a smile somewhere in the background of it.

"Oh, you really are—" she exclaimed. "But let me go on. The other man is a friend of the girl's: he's very clever—oh, fearfully clever—and he's rather handsome. You needn't put that down."

"It is certainly not very material," admitted the philosopher, and he crossed out "handsome";

"clever" he left.

"And the girl is most awfully—she admires him tremendously; she thinks him just the greatest man that ever lived, you know. And she—she—" The girl paused.

"I'm following," said the philosopher, with pencil poised.

"She'd think it better than the whole world if—if she could be anything to him, you know."

"You mean become his wife?"



5. Complete the following:

a) What is going to happen next?

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b) I think...

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c) I bet...

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d) I wonder if...

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e) I predict...

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f) What is the purpose of this text? (to entertain? to inform? to persuade? and how do you know?)

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g) Who is the target audience of this text and how do you know?

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