


LESSON 4



COMPREHENSION STRATEGY: Predicting

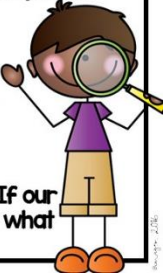
Predictions

A **prediction** is a guess using text or picture clues as to what is happening in the book.



We make predictions:

- 1. Before Reading**
We think about the title, illustrations and picture walk.
- 2. During Reading**
We stop and predict what will happen next.
- 3. After Reading**
We confirm or adjust our prediction. If our prediction was wrong, we think about what happened.



Read the following texts and answer the questions that follow.

TEXT 1



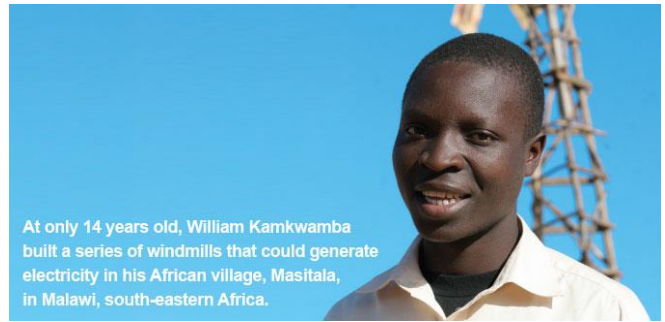
Before Reading

According to the picture in the text, what can you guess it was a real necessity in William's village?

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WILLIAM KAMKWAMBA

In 2002, William Kamkwamba had to drop out of school, as his father, a maize and tobacco farmer, could no longer afford his school fees. But despite this setback, William was determined to get his education. He began visiting a local library that had just opened in his old primary school, where he discovered a tattered science book. With only a rudimentary grasp of English, he taught himself basic physics - mainly by studying photos and diagrams. Another book he found there featured windmills on the cover and inspired him to try and build his own.



He started by constructing a small model. Then, with the help of a cousin and friend, he spent many weeks searching scrap yards and found old tractor fans, shock absorbers, plastic pipe and bicycle parts, which he used to build the real thing.

For windmill blades, William cut some bath pipe in two lengthwise, then heated the pieces over hot coals to press the curled edges flat. To bore holes into the blades, he stuck a nail through half a corn cob, heated the metal red and twisted it through the blades. It took three hours to repeatedly heat the nail and bore the holes. He attached the blades to a tractor fan using proper nuts and bolts and then to the back axle of a bicycle. Electricity was generated through the bicycle dynamo. When the wind blew the blades, the bike chain spun the bike wheel, which charged the dynamo and sent a current through wire to his house.

What he had built was a crude machine that produced 12 volts and powered four lights. When it was all done, the windmill's wingspan measured more than eight feet and sat on top of a rickety tower 15 feet tall that swayed violently in strong gales. He eventually replaced the tower with a sturdier one that stands 39 feet, and built a second machine that watered a family garden.

The windmill brought William Kamkwamba instant local fame, but despite his accomplishment, he was still unable to return to school. However, news of his *magetsi a mphopo* - electric wind - spread beyond Malawi, and eventually things began to change. An education official, who had heard news of the windmill, came to visit his village and was amazed to learn that William had been out of school for five years. He arranged for him to attend secondary school at the government's expense and brought journalists to the farm to see the windmill. Then a story published in the *Malawi Daily Mail* caught the attention of bloggers, which in turn caught the attention of organisers for the Technology Entertainment and Design conference.

In 2007, William spoke at the TED Global conference in Tanzania and got a standing ovation. Businessmen stepped forward with offers to fund his education and projects, and with money donated by them, he was able to put his cousin and several friends back into school and pay for some medical needs of his family. With the donation, he also drilled a borehole for a well and water pump in his village and installed drip irrigation in his father's fields.

The water pump has allowed his family to expand its crops. They have abandoned tobacco and now grow maize, beans, soybeans, potatoes and peanuts. The windmills have also brought big lifestyle and health changes to the other villagers. 'The village has changed a lot,' William says. 'Now, the time that they would have spent going to fetch water, they are using for doing other things. And also the water they are drinking is clean water, so there is less disease.' The villagers have also stopped using kerosene and can use the money previously spent on fuel to buy other things.

William Kamkwamba's example has inspired other children in the village to pursue science. William says they now see that if they put their mind to something, they can achieve it. 'It has changed the way people think,' he says.



True or False.

- 1) William used the electricity he created for village transport.
- 2) At first, William's achievement was ignored by local people.
- 3) Journalists from other countries visited William's farm.
- 4) William used money he received to improve water supplies in his village.
- 5) The health of the villagers has improved since the windmill was built.

TEXT 2



Before Reading

According to the picture in the text, what can labor market problems cause?

LABOR MARKET PROBLEMS

How many really suffer as a result of labor market problems? This is one of the most critical yet contentious social policy questions. In many ways, our social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930's when most of the unemployed were primary bread-winners, when income and earnings were usually much closer to the margin of subsistence, and when there were no countervailing social programs for those failing in the labor market. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably mitigated the consequences of joblessness.



Earnings and income data also overstate the dimensions of hard-ship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families. Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labor force, so the poverty statistics are by no means an accurate

indicator of labor market pathologies. Yet there are also many ways our social statistics underestimate the degree of labor-market-related hardship. The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer as a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffers. For every person counted in the month unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labor force but wanting a job.

Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash and in kind transfers does not necessarily mean that those failing in the labor market are adequately protected. As a result of such contradictory evidence, it is uncertain whether those suffering seriously as a result of labor market problems number in the hundreds of thousands or the tens of millions, and hence, whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate -that the existing poverty, employment, and earnings statistics are inadequate for one of their primary applications, measuring the consequences of labor market problems.

1) The author contrasts the 1930's with the present in order to show that...

- a) more people were unemployed in the 1930's.
- b) unemployment now has less severe effects.
- c) social programs are more needed now.
- d) there now is a greater proportion of elderly and handicapped people among those in poverty.
- e) poverty has increased since the 1930's.

2) Which of the following proposals best responds to the issues raised by the author?

- a) Innovative programs using multiple approaches should be set up to reduce the level of unemployment.
- b) A compromise should be found between the positions of those who view joblessness as an evil greater than economic control and those who hold the opposite view.
- c) New statistical indices should be developed to measure the degree to which unemployment and inadequately paid employment cause suffering.
- d) Consideration should be given to the ways in which statistics can act as partial causes of the phenomena that they purport to measure.
- e) The labor force should be restructured so that it corresponds to the range of job vacancies.

3) The author's purpose in citing those who are repeatedly unemployed during a twelve-month period is most probably to show that...

- a) there are several factors that cause the payment of low wages to some members of the labor force.
- b) unemployment statistics can underestimate the hardship resulting from joblessness.
- c) recurrent inadequacies in the labor market can exist and can cause hardships for individual workers.
- d) a majority of those who are jobless at any one time do not suffer severe hardship.
- e) there are fewer individuals who are without jobs at some time during a year than would be expected on the basis of monthly unemployment figures.

4) The author states that the mitigating effect of social programs involving income transfers on the income level of low-income people is often not felt by...

- a) the employed poor.
- b) dependent children in single – earner families.
- c) workers who become disabled.
- d) workers who become disabled.
- e) full-time workers who become unemployed.

5) According to the passage, one factor that causes unemployment and earnings figures to over predict the amount of economic hardship is the...

- a) recurrence of periods of unemployment for a group of low-wage workers.
- b) possibility that earnings may be received from more than one job per workers.
- c) fact that unemployment counts do not include those who work for low wages and remain poor.
- d) establishment of system of record-keeping that makes it possible to compile poverty statistics.
- e) prevalence, among low-wage workers and the unemployed, of members of families in which other are employed.

6) The conclusion stated about the number of people who suffer as a result of forced idleness depends primarily on the point that...

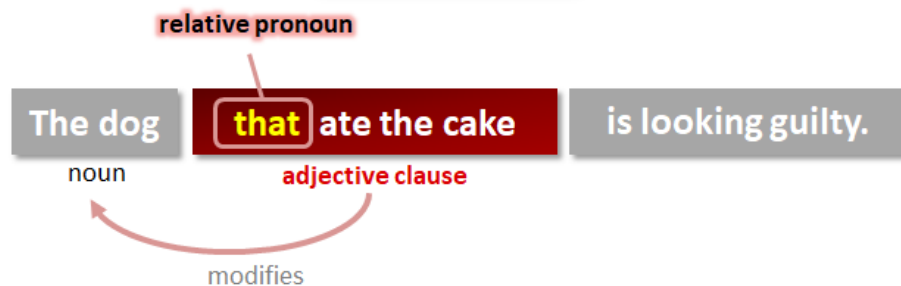
- a) in times of high unemployment, there are some people who do not remain unemployed for long.
- b) the capacity for self-support depends on receiving moderate-to-high wages.
- c) those in forced idleness include, besides the unemployed, both underemployed part-time workers and those not actively seeking work.
- d) at different times during the year, different people are unemployed.
- e) many of those who are affected by unemployment are dependents of unemployed workers.



GRAMMAR TOPIC: Relative Clauses

Function of Relative Clauses: To give us (extra) information about their antecedent.

Example





In the following sentences from the texts, highlight antecedent, underline the relative pronoun or adverb and translate. The first one has been done for you. Use the Grammar Booklet to solve this activity.

- Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities, which keep them out of the labor force (...)

La mayoría de los contabilizados por las estadísticas de pobreza son ancianos o discapacitados o tienen responsabilidades familiares, lo que los mantiene fuera de la fuerza laboral (...)

- An education official, who had heard news of the windmill, came to visit his village and was amazed to learn that William had been out of school for five years.

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- He began visiting a local library that had just opened in his old primary school, where he discovered a tattered science book.

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- The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty.

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- When it was all done, the windmill's wingspan measured more than eight feet and sat on top of a rickety tower 15 feet tall that swayed violently in strong gales.

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- He eventually replaced the tower with a sturdier one that stands 39 feet, and built a second machine that watered a family garden.

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- What he had built was a crude machine that produced 12 volts and powered four lights.

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- Then a story published in the *Malawi Daily Mail* caught the attention of bloggers, which in turn caught the attention of organisers for the Technology Entertainment and Design conference.

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REVISION TOPIC 1: Adverbs

 TYPES OF ADVERBS		
TYPE	ADVERBS	EXAMPLE
Adverbs of Frequency	always, sometimes, often, usually, frequently, rarely/hardly ever, never, generally, etc.	<ul style="list-style-type: none"> • She normally eats three meals a day. • I usually buy all my vegetables at the market. 
Adverbs of Manner	cheerfully, efficiently, painfully, carefully, slowly, badly, easily, well, quickly, etc.	<ul style="list-style-type: none"> • The children were playing happily with their toys. • The police dealt with the incident very efficiently.
Adverbs of Time	now, yesterday, soon, later, yet, tomorrow, already, tonight, today, then, last month/year, etc.	<ul style="list-style-type: none"> • She'd already gone when we got there. • I'm going to hang out with my friends tomorrow.
Adverbs of Place	off, above, abroad, far, on, away, back, here, out, outside, behind, in, down, downstairs, etc.	<ul style="list-style-type: none"> • His children go everywhere with him. • Let's open the box and see what's inside it.
Adverbs of Degree	quite, too, entirely, very, extremely, rather, almost, absolutely, just, barely, deeply, etc.	<ul style="list-style-type: none"> • I'm not absolutely certain I posted it. • He was quite agreeable to accepting the plan.



In the following sentences from the second text, there are adverbs of manner and degree (both of them ending in -ly). Determine whether they are of manner or degree and translate. The first one has been done for you. Use the chart above to help you.

-Adverbs of Manner answer to “how” and action was done

Eg: She sang beautifully.

-Adverbs of Degree tell us about the intensity of an action, an adjective or another adverb.

Eg: She was beautifully dressed.



- How many **really** suffer as a result of labor market problems?

Type of adverb: Manner

Translation: ¿Cuántos sufren realmente como resultado de los problemas del mercado laboral?

- (...) and improved social welfare protection have **unquestionably** mitigated the consequences of joblessness.

Type of adverb:

Translation:

- (...) the overwhelming majority are from multiple-earner, **relatively** affluent families.

Type of adverb:

Translation:

- (...) even though only a minority of the jobless in any month **really** suffers.

Type of adverb:

Translation:

- (...) that those failing in the labor market are **adequately** protected.

Type of adverb:

Translation:

- As a result of such contradictory evidence, it is uncertain whether those suffering **seriously** as a result of labor market problems number in the hundreds of thousands (...)

Type of adverb:

Translation:



REVISION TOPIC 2: Affixes



-By adding a prefix to a word, you change its meaning.

Eg: happy ≠ unhappy

-By adding a suffix to a word, you change its category.

Eg: happy (adjective) > happily (adverb)



Remember!



What is the prefix and suffix of the underlined words in the text? Also say what the prefix of the word means and to which category the suffix has derived them. The first one is done for you. **Use the Quick Guide to English 1 to develop this activity.**

Prefijo	Significado del prefijo	Sufijo	Convirtió la palabra en un...
underestimate	"debajo de"	dependent	adjetivo

WELL DONE!

Answers will be available next week!