

Book 2: Coverage of Assessment Objectives

At the end of this book, students should have developed the following key strategies:

1. **Reading for Meaning**
 - ✓ Skimming to find the gist of a text
 - ✓ Identifying the overall idea and purpose of the whole text
 - ✓ Using what you know
 - ✓ Using contextual clues
 - ✓ Dealing with new information
 - ✓ Making predictions about the content of a text

2. **Critical Reading**
 - ✓ Scanning for details
 - ✓ Using text and paragraph structure to aid understanding
 - ✓ Evaluating information
 - ✓ Making inferences

3. **Strategies for Answering Comprehension Questions**
 - ✓ Using question clues
 - ✓ Explaining how language is used to achieve purpose and impact
 - ✓ Summarising by
 - Understanding what is required
 - Finding relevant information
 - Re-expressing notes for summary
 - Writing notes using accurate English

Relevant 2010 Syllabus Objectives	Related section in this book
<i>Use prior knowledge</i>	Reading for Meaning
<i>Use contextual clues</i>	
<i>Make predictions</i>	
<i>Skim for the gist / main idea</i>	
<i>Categorise and classify given details</i>	
<i>Scan for details</i>	Critical Reading
<i>Compare and contrast</i>	
<i>Make inferences</i>	
<i>Evaluate information</i>	
<i>Select and evaluate relevant information</i>	Answering Questions
<i>Read a text and offer interpretations of it</i>	
<i>Draw conclusions</i>	
<i>Summarise ideas</i>	

Contents

Reading for Meaning	
Strategy 1 : Skimming	1
Strategy 2 : Using What You Know	6
Strategy 3 : Understanding Text Structure	9
Strategy 4 : Reading Actively	16
Critical Reading	
Strategy 5 : Scanning for Details	22
Strategy 6 : Making Predictions	29
Strategy 7 : Evaluating Information	34
Strategy 8 : Inferring	39
Answering Questions	
Strategy 9 : Selecting Details and Paraphrasing	44
Strategy 10 : Explaining How Language is Used to Achieve Purpose and Impact	48
Strategy 11 : Summarising	54
Practice Papers	
Points to Remember	63
Practice Paper 1	64
Practice Paper 2	74
Practice Paper 3	84
Practice Paper 4	95
Practice Paper 5	106
Practice Paper 6	116
Practice Paper 7	126
Practice Paper 8	137
Test Papers	
When to Use the Test Papers	147
Test Paper 1	148
Test Paper 2	156
Test Paper 3	164
Test Paper 4	172
Progress Charts	180
Answers	182

Reading for Meaning

In this series, you will first develop strategies for reading before developing strategies for answering comprehension questions.

If you can comprehend what you read (as these strategies will help you to do) you stand a better chance of answering the comprehension questions correctly. Conversely, if you do not understand what you are reading, you are unlikely to do so.

Strategy 1: Skimming

The first strategy you need is skimming. Skimming means to glance through a text quickly to discover what it is about. In order to skim a text effectively, you need to be curious about what you are reading.

Activity 1

What is the first question you should have whenever you are asked to read something? Discuss this with your classmates and write it in the spaces provided. Check your answer in the answer section at the back of the book before you continue.

Activity 2

Which of the following options below are key parts of skimming? Circle the correct answers.

- A. Read through the whole article carefully word by word.
- B. Glance down the page to look for keywords.
- C. Read any heading or title.
- D. Look at any illustrations or images on the page.
- E. Read the first sentence only.
- F. Read the first sentence of each paragraph.
- G. Look up words you do not know in the dictionary.

Reading for Meaning

Strategy
1

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Strategy
1

Activity 3

Skim the following text in no more than ten seconds. As it is a webpage, focus on any headings, large word fonts and images first. Then, write one sentence to explain what the text is about.

The screenshot shows a browser window with the title 'Merrier the Terrier' and the URL 'www.merrierterrier.org'. The main content area features a large illustration of a terrier running quickly, enclosed in a decorative border with bone-shaped corners. Below this is the heading 'BE QUICK!' followed by the text: 'Here comes Merrier the Terrier, the fastest creature you'll ever meet. Merrier the Terrier is a dog that lives life with an attitude!'. There are three small square images: the first shows a dog in an underground passage, the second shows a dog running through a valley, and the third shows a dog in an ancient ruin. Below these images is the text: 'Join Merrier as he explores underground passages, valleys, ancient ruins, strange new cities and more!'. This is followed by the questions: 'Do you have what it takes to keep up with Merrier?' and 'Get your fingers ready. This is one game you'll have to get your hands on.' At the bottom, it says 'Download Merrier the Terrier now!' and 'Available on the Pear and Fun apps store.' A large paw print graphic is on the right side of the page.

What is this text about?



Quick Tip

Practise skimming when you are reading any lengthy texts. The one exception will be when you are reading fiction. You do not want to know the ending of the story before you get there!

Activity 5

Here are the first sentences of each paragraph taken from five texts. What do you predict each text will be about?

Text 1

- Paragraph 1: Locks on canals and rivers have a history going back over two thousand years.
- Paragraph 2: Next came the pound lock.
- Paragraph 3: The more modern lock gates were invented by Leonardo da Vinci in the fifteenth century ...
- Paragraph 4: Where steep rises have to be negotiated, locks are built contiguously ...
- Paragraph 5: In the past, locks have been made of wood, stone or bricks, but concrete is now widely used ...
- Paragraph 6: In the mid-nineteenth century, locks rarely raised the level of the water by ...
- Paragraph 7: I wonder what the creator of the first lock would think if he could see this!

- (a) This text is about _____
- (b) Is this text more likely to be a narrative or an information report?

Text 2

- Paragraph 1: You may think that stress is a modern phenomenon ...
- Paragraph 2: For instance, on a nice day in the jungle, a huge sabre-toothed tiger ...
- Paragraph 3: The process of natural selection means that you have inherited an incredible nervous system.
- Paragraph 4: While most of us never have to face real tigers, the world you live in can feel every bit as threatening ...
- Paragraph 5: The problem is that whenever you are up against something that makes you feel threatened ...

- (a) This text is about _____
- (b) The text type of this passage is _____

Text 3

Paragraph 1: When you have a pain of some kind, are you one of the millions who reach for the jar of Tiger Balm?
 Paragraph 2: After their father died and left them his medical house in Rangoon, Burma, the two brothers ...
 Paragraph 3: The brothers had worked tirelessly at producing their new lines ...
 Paragraph 4: Boon Haw decided to diversify, adding more than a dozen newspapers in Asia ...
 Paragraph 5: Boon Haw promoted the Tiger Balm brand actively, using unusual marketing tactics ...
 Paragraph 6: ... all of this helped to plant in the public imagination the image of the Tiger Balm brand.

- (a) This text is about _____
- (b) The text type of this passage is _____

Text 4

Paragraph 1: "I cannot deny that piracy has increased of late," wrote the Governor of Singapore in 1835.
 Paragraph 2: Strictly, piracy is any robbery or other violent action committed on the seas or in the air...
 Paragraph 3: Pirates have existed throughout known history.
 Paragraph 4: Another modern headline roars "Booming piracy industry", referring not to the seas but ...
 Paragraph 5: Although these acts are not piracy in the strictest sense ...

- (a) The text is about _____
- (b) The text type of the passage is _____

Text 5

Paragraph 1: I walked about on the shore lifting up my hands and my whole being, as I may say, as I tried to come to terms with my deliverance.
 Paragraph 2: I cast my eye to the stranded vessel. The swell and froth of the sea were so big ...
 Paragraph 3: After I had comforted myself with my luck, I began to look around ...
 Paragraph 4: ... decided that a particular thick bushy tree similar to fir, but thorny, might be the best that I could hope for a bushy tree ...
 Paragraph 5: ... found myself more refreshed than I could possibly have expected.

- (a) This text is about _____
- (b) The text type of this passage is _____

Thinking About What You Have Learnt

- ✓ What should be your aim when you first look at a text?
- ✓ Which parts of a webpage or advertisement should you focus on first?
- ✓ When faced with a longer text, what should you focus on first?

Strategy 2: Using What You Know

You have learnt to skim a piece of text to find out what the topic of the text is. Now, what should you do **before** you start your detailed reading?

You should spend a few seconds thinking about what you already know about the topic of the text.

For instance, in Text 1 of Activity 5, you may claim you know nothing about locks, but you cannot say you know nothing about rivers. You should at least know what makes rivers different from lakes. Use whatever knowledge you have on the topic to help you get started.

Activity 6

Refer to Activity 5. Use your answers to write some short notes about what you know (through personal experience) about the topics covered in the texts. An example has been done for you.

1. Text 1 is about _____
I know that _____
2. Text 2 is about stress
I know that I get stressed when I have to study for exams
3. Text 3 is about _____
I know that _____
4. Text 4 is about _____
I know that _____
5. Text 5 is about _____
I know that _____

Once you have skimmed a text and considered what you already know about it, you might be able to predict other information better in the text. This makes comprehension much easier.

Let us see how this works in the next activity.

Activity 7

You have skimmed through a particular text and have discovered the following:

- ✓ The article is titled 'Highwire Education'.
- ✓ The first sentence of each paragraph is:

Strategy
2

Paragraph 1: It is a graduation ceremony like no other.

Paragraph 2: He says a few words about the talented students who are graduating ...

Paragraph 3: As an official announces each student's name, the student comes forward.

Paragraph 4: This is Circus Space, the only school in Britain offering a degree in Circus Arts.

Paragraph 5: Before you can even be accepted into the school, you have to jump through hoops.

Paragraph 6: If you think that a degree in Circus Arts sounds easy, you might want to know ...

1. What is the topic of the article?

2. What do you personally know about this topic?

3. What do you expect to read about in each paragraph using the first sentence and what you already know about the topic?

Paragraph 1 _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

Paragraph 6 _____

Now, read the text in detail and answer Questions 4-5.

Highwire Education

1	It is a graduation ceremony like no other. The Director of Higher Education, John Bale, dresses in a black academic gown, but that is where the resemblance to a graduation ceremony ends. Instead, he wears the same shoes that he wore as a clown thirty years ago, blue with red polka dots — and over half a metre long. He wears a bright orange wig and carries a wand.	5
2	He says a few words about the talented students who are graduating, as is customary on such occasions before the students parade in, wearing 'mortarboards', the classic graduation hats, except that for this graduation, the students have made their own headgear. There is a chocolate cake hat, a silver crown and even a metre-high hat full of balloons.	10

Strategy
2

3	As an official announces each student's name, the student comes forward and stands at the threshold between two flaming posts before jumping, diving or somersaulting through the tunnel of fire. As each graduate lands on a mat on the other side, Bale shakes the student's hand and presents him or her with a diploma, a BA (Hons) in Circus Arts.	15
4	This is Circus Space, the only school in Britain offering a degree in Circus Arts. It was developed some 30 years ago by a team of enthusiasts wanting a place to rehearse, play and learn circus moves. At that time, a new kind of circus trend was emerging based on the nouveau cirque movement that began in 1970s France, blending traditional circus skills with costume design, music and theme.	20
5	Before you can even be accepted into the school, you have to jump through hoops and cover an exhausting obstacle course. And all of that is just on the first of a two-day audition to test your strength and flexibility, as well as your ability to perform in public.	
6	If you think that a degree in Circus Arts sounds easy, you might want to know that it entails walking backwards and forwards on a wire hour after hour, standing on your head for hours and getting your hand ripped to pieces as you cling desperately to the trapeze. Naturally, there are essays to write, such as the topic of the history of performance, but 80% of the marks are for continuous assessment of the physical work involved.	25
		30

4. How did your previous knowledge of the topic help you understand this text?

5. How correctly did you predict what the paragraph would be about?

Sometimes, your previous knowledge might not seem helpful. Even so, skimming and using what you know helps you focus on the topic and makes it easier to understand the big idea as you read.

Thinking About What You Have Learnt

How can thinking briefly about what you know about a topic help you understand a text better?

Strategy 3: Understanding Text Structure

You have studied different text types in Secondary 1. How well do you remember them and the way they are structured?

When reading, knowing what to expect in different text types is another way that enables you to comprehend well.

Activity 8

Name the different text types you have learnt.

The reason for this activity is to draw your attention to the different ways in which texts may be structured and organised. Let us see how this knowledge helps you in the next activity.

Activity 9

Read the first sentences of each paragraph taken from five texts below. Then, write the text type in the spaces provided. You can also refer to the list of text types in the answers for Activity 8.

Text 1

- Paragraph 1: Go is a game for two players, using a board of 19 by 19 lines ...
- Paragraph 2: The basic objective of the game is to use stones to form territories ...
- Paragraph 3: ... a game with an empty board and as many stones as ...
- Paragraph 4: Take turns, placing one stone on a vacant point at each turn ...
- Paragraph 5: At the end of the game, count one point for each vacant point inside ...

Text type: _____

Text 2

- Paragraph 1: The Camera Club's Treasure Hunt on Saturday, 4 June, was won by Team Lee ...
- Paragraph 2: The first clue told competitors to tap before they ate.
- Paragraph 3: There, the stallholder smiled as he pointed at a notice ...
- Paragraph 4: They sprinted up to the third floor and there, sure enough ...
- Paragraph 5: The event finished with a barbecue and singing.

Text type: _____

Strategy
3

Strategy
3

Text 3

Paragraph 1: One bird familiar to all Singaporeans is the Golden Oriole.
 Paragraph 2: Golden Orioles enjoy a wide menu of plants and animals ...
 Paragraph 3: They are rarely seen at ground level as they forage high in trees ...
 Paragraph 4: Golden Orioles are not at risk and rank among the top ten ...

Text type: _____

Text 4

Paragraph 1: We should do more to stop the extinction of any species.
 Paragraph 2: The recent past shows clearly what will happen if we do nothing ...
 Paragraph 3: Although we cannot save extinct species, we can do something for ...
 Paragraph 4: Humans are the ones responsible, and we need to recognise this
 Paragraph 5: That is why it is imperative that we lose no more time, but ...

Text type: _____

Text 5

Paragraph 1: The Guilin Four sat huddled closely on the bench, waiting ...
 Paragraph 2: Roslyn was nervous, knowing that everything depended on how ...
 Paragraph 3: The news, when it came, made them even more edgy ...
 Paragraph 4: They walked forward as if they were going to a funeral rather than ...
 Paragraph 5: This was the moment ...

Text type: _____

Activity 10

There are three text extracts on the following pages. First, identify the text type of each extract. Then, state the text structure of each extract. You can find words or phrases to help you determine the text structure. The first question has been done for you.

Text A

The term pH is a measure of the hydrogen ion concentration in a soil sample. **If** the soil is acidic, **then** it will record a low score on the scale that runs from 0 to 14. **If** the score is higher than 7, **then** the soil is classified as alkaline.

The pH of the soil determines which organisms will thrive in any particular soil condition, and, more importantly for farmers and growers, which nutrients will be needed for any plants. **When** the pH value falls below 5.5, plant growth is affected. **As a result**, crop yields will decrease, reducing productivity.

Acidic soil may result in the stunting of a plant's root system. **Because of this**, the plant's growth may be patchy and uneven. **Therefore**, plant leaves may turn yellow and die at the tips.

Plants vary in their sensitivity to low pH levels. Carnations and trees that are sensitive to acidic soil may therefore not grow well, while ferns and pines are tolerant of low pH levels. **Consequently**, they may perform well.

With this in mind, it is important for the commercial grower to understand the effects of pH levels in soil.

Text type: Information report

Text structure: Cause and effect

Text B

Some 600 residents spent part of their public holiday combing 164 blocks of flats for litter in Nee Soon South. They were taking part in the area's annual No Cleaners' Day, meant to raise awareness on Labour Day about the work cleaners do.

When residents gathered outside the community centre at the appointed time, they were entertained by local group, Soon Tunes. Before that, the residents had 'dressed down' in readiness for some dirty work. Now, the committee chairman explained what he wanted them to do. Afterwards, volunteers handed out refuse bags for the collection of litter.

Then it was time to set out round the blocks looking for litter. They soon found what they were looking for — in corners, under seats and in the areas around the lifts. Meanwhile, the eighty cleaners who usually work in the area gathered at the centre for their tea party.

An hour later, 500 kg of rubbish was returned to the centre by the participants who were then rewarded with drinks and snacks.

Text type: _____

Text structure: _____

Strategy
3

Text C

Our lives have changed dramatically over the last 50 or so years.

I was born into darkness, for lighting was by means of paraffin lamps and gaslight if you were wealthy enough. In contrast, today's cities are lit all night long.

Back then, a car was a rare sight so one could walk along the side of roads quite safely. However, traffic today is so fast and continuous that walking along roads would be dangerous.

The earliest toilet I remembered using was the family one outside, about ten metres from the house, but most people today have the luxury of indoor toilets in their homes.

Food was also always cooked at home. No one could afford to eat out at restaurants except perhaps for lighter meals. However, these days, some people never seem to eat at home. They are always eating out.

Despite the attractions of life today, there was something warm and special about the atmosphere in those days.

Text type: _____

Text structure: _____



Quick Tip

Remember that paragraphs help to organise a text. They are not written in random order. Each paragraph should deal with one main point. Use this to help you in your skimming.

Effective writers will usually tell you the point they are trying to make in a topic sentence. This is most commonly the first sentence in the paragraph because the writer wants the reader to know what the topic is before providing more details.

However, in special circumstances such as argumentative texts, the writer might want to build up the argument for best effect, so the topic sentence may come at the end.

Activity 11

Read paragraphs A to E below and answer the questions that follow.

Paragraph A

Throughout history, pirates have existed. At certain points in time, they were individual operators poaching from whoever held power at the time. In other times, piracy became big business when the targets were ships laden with gold and other valuables, especially from the Americas. Rulers were even known to encourage such acts against their enemies, such as what Elizabeth I of England did to damage the growing Spanish Empire. Later, when Turkish rule weakened in the Mediterranean, piracy became common there. Even today, piracy happens.

1. The topic sentence is:

- A. the first sentence
- B. the second sentence
- C. the third sentence
- D. the last sentence

2. The topic sentence suggests that the paragraph is about

3. The remaining sentences give

Paragraph B

Another role played by the sense of taste is in preventing food poisoning. If an animal eats something and is then sick, the animal will avoid that food in the future. It is an aversion that lasts a long time. Experiments have shown that even when an animal is anaesthetised during the period when it is sick, it still learns to hate the food that made it sick. These experiments, repeated with humans, have shown that children could be made to dislike a new flavour of ice cream if they are sick after eating it.

1. The topic sentence is:

- A. the first sentence
- B. the second sentence
- C. the third sentence
- D. the last sentence

2. The topic sentence suggests that the paragraph is about

3. The remaining sentences give

Strategy
3

Paragraph C

The stars of the entertainment and sports world earn large sums of money from being in the public eye. They love good publicity, whether it is for the main job they do or for any charitable activity they undertake. So, they can hardly grumble when the media publicise something regarded as 'bad' about them, such as mistreating animals or abusing someone. Stars, in whatever area, have a duty to set a positive standard not only at work but in their private lives.

1. The topic sentence is:

- A. the first sentence
- B. the second sentence
- C. the third sentence
- D. the last sentence

2. The topic sentence suggests that the paragraph is about

3. The remaining sentences give

Paragraph D

The teacher had trusted her to make prudent choices in forming the team. It came as something of a surprise to her that she could rule out two of her best friends, Meg and Kerry. It showed just how important this opportunity was for Jamilah and she was determined to get it right. She would include Suriya because she would make an excellent spokesperson. Bee Lian was full of positive energy and a good team player. Jamilah also needed someone who was creative and could look beyond the obvious, and that was Bella.

1. The topic sentence is:

- A. the first sentence
- B. the second sentence
- C. the third sentence
- D. the last sentence

2. The topic sentence suggests that the paragraph is about

3. The remaining sentences give

Paragraph E

In economic terms, salt has been a valuable commodity since ancient times. In early Greece, it was a form of currency for purchasing slaves. If a slave was found less than desirable, he was said to be 'not worth his salt', an idiom that remains with us in the English language to this day. In Rome, soldiers were paid in salt rations known as *salarium*, from which we get the modern English word 'salary'. In Ethiopia and Tibet, salt was formed into salt bars or bricks and used as currency.

1. The topic sentence is:

- A. the first sentence
- B. the second sentence
- C. the third sentence
- D. the last sentence

2. The topic sentence suggests that the paragraph is about

3. The remaining sentences give

Thinking About What You Have Learnt

What have you learnt in this section that may help in your understanding when you read a text in detail?

Strategy
3

Strategy 4: Reading Actively

A Using Contextual Clues

Active reading means you do more than just read the words and take in the meaning of each individual word. Active reading includes noticing the surrounding words and sentences. This means being aware of the context.

The context helps you work out the meaning of the word, the phrase and the sentence. You should, for instance, always try to guess the meaning of any unfamiliar word before you check its meaning in the dictionary.

Strategy
4

Activity 12

In each sentence below, underline the clues which can help you work out the meaning of each word in bold. Then, try visualising the situation. Finally, give the meaning of the word that best fits the sentence.

	Sentence	Meaning
1.	In this activity each student makes a musical instrument to explore how the sound can be manipulated .	
2.	First, take a damp cloth and a string. Then, draw the cloth along the string.	
3.	Adding the cup to the end of the string has created a larger surface to vibrate, thus amplifying the sound to fill the entire room.	
4.	Our disappointment with the holiday cottage began when the front door proved so flawed that it could not be used.	
5.	When the fire engine arrived at the scene, the firemen saw smoke billowing out into Serangoon Road from the second storey windows.	
6.	The first police officers to arrive had already started to herd back the growing crowd of onlookers behind a safety barrier.	
7.	Suddenly, a fireman emerged with a wailing child in his arms, causing the crowd to gasp loudly in relief.	
8.	Whereas performers of classical music interpret a given set of notes, jazz musicians improvise , making their own combination of sounds.	

9. It is difficult to invite both Jay and Sam as they are always bickering . Their arguments will spoil the occasion.	
10. The delicious smells coming from the stall were so tantalising that I felt compelled to try out the food.	

Activity 13

There is a missing word or phrase in each sentence below. To find the missing word or phrase, read through the entire sentence first and try to visualise it. Then, underline the clues that can help you come up with the word or phrase.

Strategy
4

Sentence	Word / phrase
1. In all countries, we still enjoy _____ stories of the adventures of ancient heroes compared to the modern stories.	
2. Workers are usually _____ by their company for expenses they incurred such as transport costs while running work errands.	
3. _____ were originally placed at regular intervals so that passersby could throw rubbish in them instead of littering.	
4. The team used a specific _____ to create puppets that would have the same basic features.	
5. Groups of countries with similar aims form _____ for their political and economic gains.	
6. Some wild animals outwit hunters by _____ they are dead when they are in danger.	
7. The parts have to be _____ with a sticker so that we can tell which part it is if they become separated.	

8. After 15 minutes had passed and no one had appeared, we _____ that we had entered the wrong room.	
9. The explanation in the textbook only _____ the problem; it did nothing to make the meaning clear.	
10. He was a _____ who would give nothing, not even a smile.	

Strategy
4

Activity 14

After doing Activities 12 and 13, what do you think are the three steps you should take to try and find out the meaning of an unfamiliar word?

1. _____
2. _____
3. _____

B Finding New Information

Another way to read actively is to hunt for the new information the writer is giving you. When you read, you are always working from what you know to what you do not know. The writer helps you with this in most sentences as you read about what you know first, with the new information usually coming later.

Read the paragraph below and then look at the table on the next page with its annotations and references. It will show you the process of working from what you know to what you do not know.

¹It all goes back to 1908, ²when 'Aw Boon Par' and his brother, Aw Boon Haw, inherited their father's medical house in Yangon, Burma. ³That is where the Tiger Balm story began. ⁴The Hall of Everlasting Peace was a small traditional Chinese medicine and herbal shop. ⁵As such, it could have been said to have been surviving, but not doing really well. ⁶What the two brothers set out to do was to change its fortunes. ⁷They decided to develop medicinal products that would prove especially effective in relieving pains and other ailments. ⁸Their desire was to treat their patients in the best way they knew. ⁹Their leading product was Tiger Balm Oil.

Notice how the sentences tell you (a) what you know, leading to (b) what is new information:

Sentence number	What you know	What it tells you	The new information	What it tells you
1	<i>It</i>	The text is about the Tiger Balm story. Therefore, it refers to the Tiger Balm story.	<i>goes back to 1908</i>	When the story started
2	<i>when Aw Boon Par and his brother, Aw Boon Haw</i>	The brothers are the main topic of the story.	<i>inherited their father's medical house in Yangon, Burma</i>	What they did
3	<i>That is</i>	It is a reference to the medical house previously mentioned.	<i>where the Tiger Balm story began</i>	This is where the whole story started
4	<i>The Hall of Everlasting Peace</i>	It is talking about the medical house previously mentioned.	<i>was a small traditional Chinese medicine and herbal shop</i>	What kind of medical house it is
5	<i>As such, it</i>	It is another reference to the medical house.	<i>could have been said to have been surviving, but not doing really well</i>	How their business was doing
6	<i>What the two brothers</i>	The reader already knows about the brothers.	<i>set out to do was to change its fortunes</i>	Their decision to revive their business
7	<i>They</i>	It leads to a continuation of the topic on the brothers.	<i>decided to develop medicinal products that would prove especially effective in relieving pains and other ailments</i>	What they did
8	<i>Their desire</i>	Again, the topic is the brothers, but notice how this makes a more precise reference to them.	<i>was to treat their patients in the best way they knew</i>	How they felt about the work they did

Strategy
4

Strategy
4

9	<i>Their</i>	This refers to the brothers previously mentioned.	<i>leading product was Tiger Balm Oil</i>	What their leading product was
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C Taking Care with Pronouns

Reading actively also includes being aware of what pronouns refer to.

Pronouns are words that stand in for nouns — but which noun? Sometimes, you may need to read very carefully to make the right connection!

You can look for references to nouns or noun phrases mentioned elsewhere in a text which include:

- ✓ demonstrative pronouns (sometimes called 'pointing words') — *this, that, these, those,*
- ✓ words such as *so, such, do* and *one* which may be used to refer to previously mentioned nouns,
- ✓ the definite article *the* which may refer to something already mentioned.

Activity 15

The pronouns in the paragraph below are in bold. Read the paragraph and complete the table below to show what or who each pronoun refers to. You may refer to the person or thing more than once. An example has been done for you.

It all goes back to 1908, when Aw Boon Par and **his** brother, 'Aw Boon Haw', inherited **their** father's medical house in Yangon, Burma. **That** is where the Tiger Balm story began. The Hall of Everlasting Peace was a small traditional Chinese medicine and herbal shop. As such, **it** could have been said to have been surviving, but not doing really well. What the two brothers set out to do was to change **its** fortunes. **They** decided to develop medicinal products that would prove especially effective in relieving pains and other ailments. **Their** desire was to treat their patients in the best way **they** knew. **Their** leading product was Tiger Balm Oil.

	Pronoun	Who/what the pronoun refers to
	It all goes back to ...	The Tiger Balm story
1.	his brother, 'Aw Boon Haw', ...	
2.	inherited their father's medical house ...	
3.	That is where ...	
4.	it could have been said ...	
5.	to change its fortunes ...	
6.	They decided to develop ...	
7.	Their desire was to treat ...	