

READING SKILLS FOR SUCCESSFUL LIVING

THIRD EDITION

IRWIN L. JOFFE

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Phoenix College

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PREFACE

This book is geared to adult students whose skills in reading English are at a basic level. Such students may not speak or read much English at home and may need reinforcement in these skills. They are students, however, who have been motivated to improve their skills, or they would not be in a class in which *Reading Skills for Successful Living* is used.

The book is divided into three parts: two skill development sections and a section of readings. Part I develops basic word attack skills (phonics and syllabication) and the use of the dictionary. Part II develops the following skills: outlining, finding main ideas in paragraphs, sentence relationships (critical reading), vocabulary skills, following printed directions, locating specific information, and reading graphic material. In each part, skill techniques are carefully explained, followed by many practice exercises. The exercises will allow students the opportunity to develop expertise in these particular skills. Following Part III, suggested answers are given for the exercises in the section on the use of the dictionary and for the even-numbered skill exercises in Parts I and II. Part III itself is composed of articles about the needs and interests of everyday living. Such topics as buying a used car, protecting one's health, the computer age, and job-related skills are covered here. Each article is followed by skill development questions geared to skills developed in Parts I and II. Students can thus double-check their skill ability and review the skill chapter relating to any question they may miss.

In addition, there are pretests and posttests for Parts I and II. These tests can help students become more sensitive to their own needs and can direct them to the particular skill areas on which they should concentrate. Each posttest can act as a progress check and can point out areas that still need attention.

One important point: No book can be all things to all people. *Reading Skills for Successful Living* does not teach spelling, grammar, or writing. The teacher and the student will need to refer to other textbooks to improve these skills.

To all those who helped with the book, my thanks, with special appreciation to the reviewers: Joseph Cortina, Richland College; Athene Sallee, Forsythe Technical College; Elnora Osborne Roane, Tennessee State University; Georgine Payne, N.E. Oklahoma A & M University; Claudia Chiesi, Catonsville Community College; Margaret M. Mizer, University of Arizona; and Jim Castaldi, Garland County Community College.

Irwin L. Joffe

**To the rays of sunshine in my life: Scott, Stacie, Lauren,
Kevin, and Austin.**

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PART I

PRETEST

1. For each of the words in Part B below, try to find a word in Part A that has the same vowel sound. Notice the number next to this word. Mark this number in the space next to each word in Part B.

Part A

- | | | |
|---------|---------|----------|
| 1. base | 6. ax | 11. raw |
| 2. seed | 7. bed | 12. boy |
| 3. pie | 8. big | 13. ouch |
| 4. rose | 9. ox | |
| 5. use | 10. rug | |

Part B

- | | | | |
|--------|---------|-------|----------|
| — rice | — green | — ran | — not |
| — poke | — grass | — pin | — blouse |

— rest	— rob	— train	— cause
— cup	— boil	— son	— few
— out	— point	— cold	— ten
— win	— huge	— doll	— why
— toy	— price	— they	— town
— late	— hit	— treat	— hat
— cute	— note	— caught	— love
— saw	— tease	— pet	— eight

2. Do not pay attention to spelling in the following non-sense words. In the space provided, show how each of these words should be broken up into syllables. Sometimes a word has only one syllable. If so, copy it. Remember, do not pay attention to spelling—just to syllables. The first three are done for you.

1. compook com-pook
2. quoae quoae
3. raipelbok rai-peel-bok
4. callot _____
5. poktel _____
6. mailoybee _____
7. bocug _____

8. lotionigle _____
 9. corphuning _____
 10. aostempok _____
 11. glaik _____
 12. baipruckinaichop _____
3. Part A, which follows, contains a list of guide words that might appear on the tops of dictionary pages. Show on what page each word in part B would appear by writing the letter of the guide words for that page in the space provided.

Part A

- | | |
|-------------------|--------------------|
| a. able—cook | e. kettle—people |
| b. copper—fold | f. pep—silly |
| c. folk—invent | g. simple—umbrella |
| d. invest—ketchup | h. under—zoo |

Part B

- | | |
|-----------------|-----------------|
| 1. post _____ | 6. school _____ |
| 2. coat _____ | 7. until _____ |
| 3. unit _____ | 8. lamp _____ |
| 4. invite _____ | 9. truck _____ |
| 5. city _____ | 10. slap _____ |

4. Study the following pronunciation key.

ə stands for
the sound of:

a hat	g go	ō nose	ou out	a in among
ā ate	i hit	o cord	th thin	e in paper
ä father	ī ride	oo good	th the	i in apricot
e ten	j jar	ōō moon	u us	o in melon
ē need	o stop	oi noise	ū use	u in minus

Decide the sound of the letters in *italics* in each of the following words. Then decide which symbol from the pronunciation key has the same sound. Write the example word for that symbol in the space provided.

- | | |
|-----------------------|-----------------------|
| 1. <i>pass</i> _____ | 6. <i>east</i> _____ |
| 2. <i>this</i> _____ | 7. <i>joke</i> _____ |
| 3. <i>sun</i> _____ | 8. <i>boy</i> _____ |
| 4. <i>night</i> _____ | 9. <i>look</i> _____ |
| 5. <i>west</i> _____ | 10. <i>sock</i> _____ |

VOWEL SOUNDS

Sometimes when students have trouble pronouncing words, it is because they don't know enough about the sounds of vowels. Except for a few words, there are two kinds of vowel sounds—short vowel sounds and long vowel sounds. Long vowel sounds are often shown with this mark, $\bar{}$, over a vowel. The vowel is then called “long.” For example, \bar{a} is called *long a*. Short vowel sounds are often shown with this mark, $\underset{\cdot}{}$, over the vowel, which is then called “short.” For example, $\underset{\cdot}{a}$ is called *short a*. These marks will be used from now on, so you should be sure that you know them.

There is a difference between the vowel letter and the vowel sound. The vowel letter is the shape and the name of the vowel. The vowel sound is the sound of the vowel when it is used in a word. A word with the sound of \bar{a} , for example, can have the letter *a* in it, as in the word *ate*, or it can have other letters with the sound of \bar{a} , as in the word *they*. No matter what the letters are, the sound of \bar{a} is heard in each word.

Vowel letters, on the other hand, are seen only as shapes. The vowel *A*, for example, could be seen as \bar{A} , \bar{Q} , \bar{a} , or \bar{a} . The letter *E* might be seen as \bar{E} , \bar{E} , \bar{e} , or \bar{e} . They are just different shapes and have no sound until they are used in a word.

What are the long and short vowel sounds?

SHORT a (ă)

Look at the following list of words. Notice that each one has an *a* in it, and that the *a* is at the beginning of the word.

ax
ant
actor
apple
absent

Say each of these words to yourself. Listen very carefully to the sound of the *a* (the first sound) in each word. Try to hear the short *a* (ă) sound.

Say each of the following words to yourself. Put an X next to each word that has *ă* in it.

<input type="checkbox"/> Ann	<input type="checkbox"/> rake	<input type="checkbox"/> advance	<input type="checkbox"/> after
<input type="checkbox"/> able	<input type="checkbox"/> Adam	<input type="checkbox"/> baseball	<input type="checkbox"/> age
<input type="checkbox"/> brake	<input type="checkbox"/> dance	<input type="checkbox"/> pass	<input type="checkbox"/> animal
<input type="checkbox"/> stand	<input type="checkbox"/> sand	<input type="checkbox"/> fail	<input type="checkbox"/> alimony
<input type="checkbox"/> acid	<input type="checkbox"/> rain	<input type="checkbox"/> flame	<input type="checkbox"/> grape

You should have marked the following words only: *Ann, stand, acid, Adam, dance, sand, advance, pass, after, animal, alimony*. If you missed any, try to hear your error(s) before you go on.

PRACTICE EXERCISES

I. For each sentence that follows, fill in the word containing the sound *ă*.

1. _____ is a woman's name.

Jane Ann May Sadie

2. _____ is a man's name.

Hal Abe Craig Dave

3. We ate _____ stew for dinner.

meat beef rabbit hot

4. The man works as a _____.

mechanic baker laborer waiter

5. She liked to watch him play _____.

baseball tennis games handball

6. Her boy friend is _____.

lazy handsome twenty rich

7. She _____ him.

slapped dated blamed caught

8. They _____ each other.

hated waited for slapped faced

9. School made her _____.

popular lonely busy angry

10. His favorite fruit was _____.

grapes peaches apples oranges