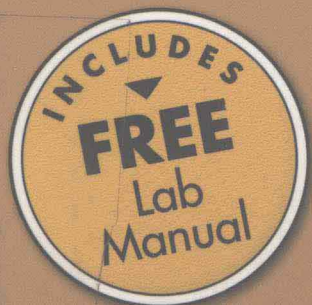
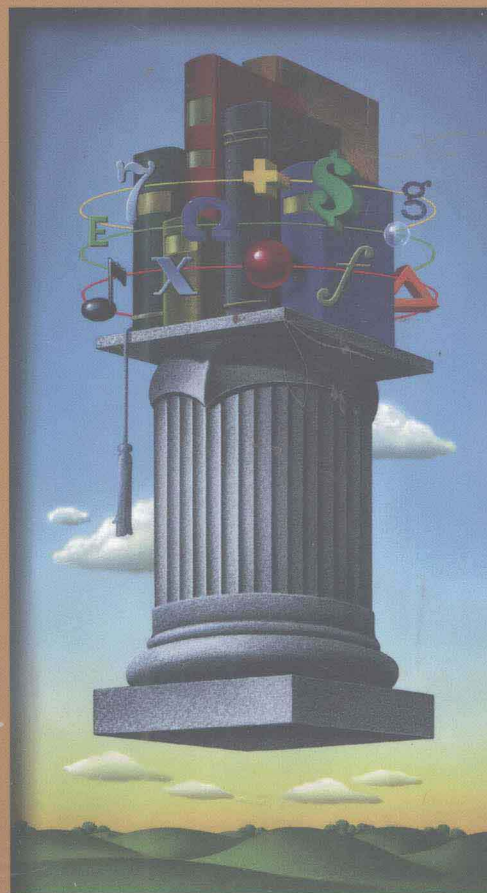
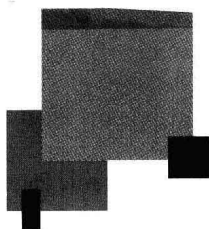


THE MASTER READER



D. J. HENRY



The Master Reader

D. J. Henry

Daytona Beach Community College



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Preface

Dear Colleagues:

One of my personal heroes is Oprah Winfrey. She embodies so much of what is wonderful about the human spirit—with her tenacity, generosity, awe-inspiring work ethic, and wisdom, she has influenced our world for the good in profound ways. She is one of our premier teachers. I shall always be grateful for her devotion to reading and for her active work to inspire others to love the printed word. Her devotion to literacy underscores two ideals in our profession: reading empowers an individual life, and our work as instructors is of great and urgent importance. Many of our students come to us needing to reinforce the basic skills that make effective reading and clear thinking possible. Too often they struggle with text structure and feel uncertain about their comprehension. However, with solid instruction and guided practice, these students can discover the power and pleasure of reading. *The Master Reader* has been designed to address these challenges.

Guiding Principles

The Master Reader was written to develop in students the essential abilities that will enable them to become skilled readers and critical thinkers.

Practice and Feedback

Aristotle said, “What we have to learn to do, we learn by doing.” We all know that the best way to *learn* is to *do*. Thus one of the primary aims of this text is to give students opportunity after opportunity to practice, practice, practice!

Every concept introduced in the book is accompanied by an explanation of the concept, an example with explanation of the example, and one or more practice exercises. Each chapter also contains a chapter review, brief skill applications, six review tests, and eight mastery tests. An added bonus is the Lab

Manual, which provides even more practice, both in the book and on the World Wide Web. For ease of teacher feedback, scoring sheets are provided for the review and mastery tests. The activities in the Lab Manual can be scored in the printed book or scored electronically in the Lab Manual Online. Electronic scoring can even be sent directly to the teacher's grade book.

High-Interest Reading Selections

According to French poet, dramatist, and novelist Victor Hugo, "To learn to read is to light a fire; every syllable that is spelled out is a spark." For developmental students we can fan the sparks by encouraging an enthusiasm for reading. For many, this enthusiasm can be stimulated by reading material that offers high-interest topics written in a fast-paced style. Every effort has been made to create reading passages in examples, reviews, and tests that students will find lively and engaging. Topics are taken from issues arising in popular culture and in current textbooks; some examples are gangs, movies, weight loss, sports figures, depression, interpersonal relationships, drug use, nutrition, inspirational and success stories, role models, stress management, and exercise—all written in active language using a variety of sentence patterns. One of the ways in which *The Master Reader* distinguishes itself from *The Effective Reader* is by including longer passages from textbooks across the curriculum.

Comprehensive Approach

An ancient Chinese proverb states, "Skill comes from practice." *The Master Reader* invites skill building by offering several levels of learning. First, students are given an abundance of practice. They are able to focus on individual reading skills through a chapter-by-chapter workbook approach. In each chapter of Part One, Review Test 6 offers a multi-paragraph passage with items on all the skills taught up to that point. Students also learn to apply all the skills in combination in Part Two, "Additional Readings," and Part Three, "Combined-Skills Tests." In addition, Chapter 12, "A Reading System for Master Readers," teaches students how to apply their reading skills to the reading process before, during, and after reading by using the SQ3R method. Finally, the Lab Manual offers reinforcement of reading skills; this section also gently guides students into successful experiences with technology as a learning tool. The aim is to provide our students with varied and rich opportunities to learn and practice reading skills and to apply reading processes.

Textbook Structure

To help students become skilled readers and critical thinkers, *The Master Reader* introduces the twelve most important basic reading skills in Part One and then provides sections of additional readings in Part Two, combined-skills tests in Part Three, and supplemental practice in the bound-in Lab Manual.

Part One, Becoming a Master Reader

Twelve essential reading skills are introduced sequentially in Part One. Each chapter focuses the student's attention on a particular skill.

- Chapter 1, "Vocabulary Skills," fosters vocabulary acquisition during reading by using a mnemonic technique: SAGE stands for Synonyms, Antonyms, General sense of the passage, and Example. The chapter also develops language skills by demonstrating how to determine word meanings from prefixes, roots, and suffixes.
- Chapter 2, "Stated Main Ideas," offers both verbal and visual strategies to enable students to see the building-block relationship among topics, main ideas, and supporting details and explains strategies to locate main ideas along with extensive practice in doing so.
- Chapter 3, "Supporting Details," identifies the differences between major and minor details.
- Chapter 4, "Outlines and Concept Maps," teaches the students the structure of a text by offering instruction and practice in the applications of outlines and concept maps.
- Chapter 5, "Implied Main Ideas and Implied Central Points," furthers students' understanding about the main idea and central point by explaining the unstated main idea and unstated central point. In addition, the chapter offers extensive practice in identifying implied main ideas and central points.
- Chapter 6, "Transitions and Thought Patterns," introduces the fundamental thought patterns used in the organization of ideas and details and the words that signal those patterns. Students are given numerous opportunities to practice identifying the signal words and their relationships to the patterns of thought they establish. The chapter includes the listing, time order, space order, and classification patterns.
- Chapter 7, "More Thought Patterns," introduces the more complex thought patterns and the words that signal those patterns. Just as in

Chapter 6, students are given extensive practice opportunities. Chapter 7 introduces the generalization and example pattern, comparison-and-contrast patterns, and cause-and-effect patterns.

- Chapter 8, “Fact and Opinion,” explains the differences between fact and opinion and develops through extensive practice the higher-level thinking skills that enable students to separate fact from opinion.
- Chapter 9, “Inferences,” addresses the advanced skill of making inferences carefully by dividing the necessary mental processes into units of activity. Students are taught the basic skills they need to evaluate an author’s purpose and choice of words.
- Chapter 10, “Purpose and Tone,” continues students’ study of the importance of word choice and the author’s purpose. Detailed instruction and extensive practice develop the student’s ability to determine whether the author’s purpose is to entertain, to inform, or to persuade.
- Chapter 11, “Argument,” teaches the logical thought process that examines the author’s claim and supports. Students learn to recognize the author’s claim and to evaluate supports as adequate and relevant.
- Chapter 12, “A Reading System for Master Readers,” guides students through the reading process. Stages of the SQ3R process are explained thoroughly, with ample opportunities for practice, review, and mastery. The aim is to show students how to apply the skills they will acquire in each chapter in a systematic way before, during, and after reading.

Part Two, Additional Readings

Part Two is a collection of ten reading selections followed by skills questions designed to give students real reading opportunities and the ability to gauge their growth. This part begins with a key discussion about the relationship between reading and writing and includes a few pointers on basic writing skills. The readings, which range from magazine articles to book excerpts, were chosen based on each selection’s likelihood to engage, encourage, and motivate readers. Each selection is followed by skills questions so that students can practice again all the skills taught in Part One. The skills questions are followed by discussion and writing topics that encourage students to practice making connections among listening, speaking, reading, and writing.

Part Three, Combined-Skills Tests

Part Three is a set of fifteen reading passages and combined-skills tests. The purpose of this section is to offer the student more opportunities to apply read-

ing skills and strategies comprehensively and to become more familiar with a standardized testing format. Increasing familiarity will help prepare them for exit exams, standardized reading tests, and future course content quizzes, tests, and exams.

Part Four: Reading Enrichment

Supplementary material is provided here for an important skill. Appendix A, “Reading for Logic: Fallacies and Propaganda,” offers extensive explanations and practice of several common logical fallacies and propaganda techniques. The logical fallacies include circular reasoning, personal attack, straw man, false cause, false comparison, and either-or. The propaganda techniques covered are plain folks, bandwagon, testimonials, transfer, name calling, glittering generalities, and card stacking.

Chapter Features

Each chapter in Part One has several important features that help students become master readers.

Instruction, example, explanation, and practice. The chapter skill is broken down into components, and each component is introduced and explained. Instruction is followed by an example, an explanation of the example, and a practice. For example, Chapter 1, “Vocabulary Skills,” is broken into four components: synonyms, antonyms, general sense of the passage, and examples. Each of these components has its own instruction, example and explanation, and practice exercises.



Textbook
Skills

Textbook Skills. In the last instruction section in each chapter, students are shown various ways in which the skills they are learning apply to reading textbooks. These activities, signaled by the icon to the left, present material selected from a textbook and direct the student to apply the chapter’s skill or skills to the passage or visual. In a concerted effort to prepare students to be master readers in their course work, activities that foster textbook skills across the curriculum are also carefully woven throughout the entire text. The Textbook Skills icon signals these activities.

Visual Vocabulary. The influence of technology and the media on reading is evident in the widespread use of graphics in newspapers, magazines, and textbooks. The first Textbook Skill in Chapter 1 zeroes in on the much-needed skill of blending information in visuals (such as photographs, charts, and graphs) with text for full comprehension. Throughout *The Master Reader*, visual vocabulary is presented as part of the reading process, and students

interact with these visuals by completing captions or answering skill-based questions. The aim is to teach students to value photos, graphs, illustrations, and maps as important sources of information.

Chapter Review. Every chapter includes a review of the information presented in each chapter about a particular reading skill. Students complete fill-in-the-blank statements with words from a word box. The Chapter Review serves as a comprehension check for the reading concepts being taught.

Applications. Immediately following the Chapter Review, short application exercises give students a chance to apply each component of the reading skill as a strategy.

Review Tests and Mastery Tests. Each chapter has six Review Tests. Review Tests 1 through 5 are designed to give ample opportunity for practice on the specific skill taught in the chapter; Review Test 6 offers a multi-paragraph passage with combined-skills questions based on all the skills taught up to and including that particular chapter. Review Test 6 also includes discussion questions and writing topics so that teachers have the opportunity to guide students as they develop critical thinking skills. Each chapter has eight Mastery Tests; most of the Mastery Tests are based on excerpts from science, history, psychology, social science, and literature textbooks.

Lab Manual and Lab Manual Online

Lab Activity 1 Page 811

The Lab Manual is a collection of 63 activities designed to provide additional practice and enrichment for every topic in *The Master Reader*. Each skills chapter has five integrated lab activities. Lab Manual activities, signaled by the icon to the left, are tied directly to specific lessons in Chapters 1 through 12. These activities can be used by instructors to add flexibility and interest to the class or by individual students for additional practice. The Lab Manual has both a print component, bound into the back of this book, and an online component, the Lab Manual Online, accessible at <http://www.ablongman.com/henry>. Print and online options give students a range of opportunities to practice becoming a master reader. The Lab Manual also includes the following important features:

- Innovative strategies help students become master readers. For example, Lab Activities 2, 3, and 4 of the Lab Manual Online include flashcard demonstrations that students can view before making their own vocabulary flashcards.
- Numerous textbook paragraphs and longer passages are reprinted without alteration from a wide range of academic disciplines.

- Poetry, excerpts from short fiction, literary nonfiction, and newspaper articles are reprinted to help students develop strategies for reading material from diverse sources.
- Practice diagnostic and achievement tests are provided for state-mandated tests in Florida and Texas, and for students in other states, for proficiency at the skills developed in *The Master Reader*.

Florida College Basic Skills Test for Florida students

Texas Higher Education Assessment (THEA) and other tests for Texas students.

- The Lab Manual Online is available as a website or in classroom management platforms such as Course Compass, WebCT, and Blackboard.
- Students can record answers in the Lab Manual in *The Master Reader* and turn them in during class, or students can submit answers for electronic grading on the Lab Manual Online.

The Longman Teaching and Learning Package

The Master Reader is supported by a series of innovative teaching and learning supplements.

The **Annotated Instructor's Edition (AIE)** is a replica of the student text, with all answers included. Ask your Longman sales representative for ISBN 0-321-10547-8.

The Instructor's Manual, prepared by Susan Pongratz of Thomas Nelson Community College, features teaching strategies for each textbook chapter, plus additional readings that engage students with a variety of learning styles and encourage active learning through class, group, and independent practices. Each chapter includes an introduction designed to hook the students, reproducible handouts, and study-strategy cards. Also included are a 10-item quiz for each chapter and a summary of corresponding activities in the Student Lab Manual and Lab Manual Online. A supplemental section provides a sample syllabus, readability calculations for each reading in *The Master Reader*, five book quizzes to encourage independent reading and the creation of book groups, sample TASP and Florida State Exit Exams, and a scaffolded book review form. ISBN 0-321-10548-6.

The **Test Bank**, prepared by Mary Dubbé of Thomas Nelson Community College, features four preformatted quizzes/tests per chapter, plus a midterm exam and a final exam. It is available both in electronic format and printed format. Ask your Longman sales representative for a copy, or download the con-

tent at <http://www.ablongman.com/henry> (Instructor Resources section). Your sales representative will provide you with the username and password to access these materials. ISBN 0-321-10549-4 (Print Version); Electronic Version (Test Gen CD-ROM): ISBN 0-321-21203-7

PowerPoint Presentations for each chapter can also be downloaded from the Lab Manual Online site (Instructor Resources section).

Additional Supplements

For Additional Reading and Reference

The Dictionary Deal. Two dictionaries can be shrinkwrapped with this text at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam Webster's Collegiate Dictionary*, Tenth Edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrinkwrap a dictionary with your text, please contact your Longman sales representative.

Penguin Quality Paperback Titles. A series of Penguin paperbacks is available at a significant discount when shrinkwrapped with this text. Some titles available are Toni Morrison's *Beloved*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Mark Twain's *Huckleberry Finn*, *Narrative of the Life of Frederick Douglass*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Dr. Martin Luther King, Jr.'s *Why We Can't Wait*, and plays by Shakespeare, Miller, and Albee. For a complete list of titles or more information, please contact your Longman sales consultant.

The Longman Textbook Reader. This supplement, for use in developmental reading courses, offers five complete chapters from Addison-Wesley/Longman textbooks: computer science, biology, psychology, communications, and business. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities. For information on how to bundle *The Longman Textbook Reader* with your text, please contact your Longman sales representative. Available in two formats: with answers and without answers.

Newsweek Alliance. Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 59 cents per issue (a total of \$7.08 for the subscription). Available with the subscription is a free "Interactive Guide to *Newsweek*"—a workbook for students who are using the text. In addition, *Newsweek* provides a wide variety of instructor supplements free to teachers, including maps, Skills Builders, and weekly quizzes. For more information on the *Newsweek* program, please contact your Longman sales representative.

Additional Electronic and Online Offerings

Reading Road Trip 4.0 Multimedia Software. Reading Road Trip takes students on a tour of 16 cities and landmarks throughout the United States, with each of the 16 modules corresponding to a reading or study skill. Topics include main idea, vocabulary, understanding patterns of organization, thinking critically, reading rate, note-taking and highlighting, graphics and visual aids, and more. The newly updated version of this groundbreaking reading resource now includes a fully revised design and new practice tests and mastery tests for all 16 cities. Students can now begin their trip by taking a brand new diagnostic test that provides immediate feedback, guiding them to specific modules for additional help with reading skills. Also available is version 4.0 Plus, which includes classroom management features such as gradebook, an electronic test bank, and vocabulary and study skills activities. Contact your local Longman sales representative for more information on how to package Reading Road Trip 4.0 with your text.

For Instructors

Electronic Test Bank for Reading. This electronic test bank offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, language, critical thinking, analytical reasoning, inference, point of view, visual aids, and textbook reading. With this easy-to-use CD-ROM, instructors simply choose questions from the electronic test bank, then print out the completed test for distribution. CD-ROM: 0-321-08179-X; Print version: 0-321-08596-5

CLAST Test Package, Fourth Edition. These two 40-item objective tests evaluate students' readiness for the CLAST exams. Strategies for teaching CLAST preparedness are included. Free with any Longman English title. Reproducible sheets: 0-321-01950-4

TASP Test Package, Third Edition. These 12 practice pre-tests and post-tests assess the same reading and writing skills covered in the TASP examination. Free with any Longman English title. Reproducible sheets: 0-321-01959-8

The Longman Instructor's Planner. This all-in-one resource for instructors includes monthly and weekly planning sheets, to-do lists, student contact forms, attendance rosters, a gradebook, an address/phone book, and a mini-almanac. Ask your Longman sales representative for a free copy. 0-321-09247-3

For Students

Ten Practices of Highly Successful Students. This popular supplement helps students learn crucial study skills, offering concise tips for a successful career in college. Topics include time management, test-taking, reading critically, stress, and motivation. 0-205-30769-8

The Longman Reader's Journal, by Kathleen T. McWhorter. This reader's journal, free with any textbook by Kathleen McWhorter, offers students a space to record their questions about, reactions to, and summaries of materials they've read. Also included is a personal vocabulary log, as well as ample space for free writing. For an examination copy, contact your Longman sales consultant. 0-321-08843-3

The Longman Reader's Portfolio and Student Planner. This unique supplement provides students with a space to plan, think about, and present their work. The portfolio includes a diagnostic area (including a learning style questionnaire), a working area (including calendars, vocabulary logs, reading response sheets, book club tips, and other valuable materials), and a display area (including a progress chart, a final table of contents, and a final assessment). Also included is a student planner with hour-by-hour schedules, monthly and weekly calendar, a schedule for instructors' office hours, and more. Ask your Longman sales representative for ISBN: 0-321-29610-9 and for information on how to package this resource with *The Master Reader*.

State-Specific Supplements

[FOR FLORIDA ADOPTIONS] ***Thinking Through the Test*, by D. J. Henry.** This special workbook, prepared specially for students in Florida, offers ample skill and practice exercises to help student prep for the Florida State Exit Exam. To shrinkwrap this workbook at a significant discount with your textbook, please contact your Longman sales representative. *Thinking Through the Test* is available in four formats: reading guide with answers, reading guide without answers, reading and writing combined with answers, and reading and writing combined without answers. Also available: Two laminated grids (one for reading, one for writing) that can serve as handy references for students preparing for the Florida State Exit Exam.

[FOR NEW YORK ADOPTIONS] ***Preparing for the CUNY-ACT Reading and Writing Test*, edited by Patricia Licklider.** This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT exit test. It includes test-taking tips, reading pas-

sages, typical exam questions, and sample writing prompts to help students become familiar with each portion of the test.

[FOR TEXAS ADOPTIONS] *The Longman THEA Study Guide*, by Jeanette Harris. Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of the Texas Higher Education Assessment Test. To shrinkwrap this workbook at a significant discount with your textbook, please contact your Longman sales representative.

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When I first began this project over three years ago, I could not have anticipated the amount of wisdom I would gain from all those who have worked with me on this reading series. I shall always be grateful to Steve Rigolosi, who set my feet upon this path. Susan Pongratz is, without doubt, a master teacher, and with deep admiration, I would like to thank her for sharing her diligence, creativity, and expertise in creating the Lab Manual and Lab Manual Online. To Leslie Taggart, development editor, I owe an unrepayable debt for her patience, wisdom, and good humor; her artful use of editorial suggestions has deepened my skills as writer and teacher. Working with her has been one of the most rewarding experiences in my career. To Susan Kunchandy, acquisitions editor, I extend my warmest respect and gratitude for her unfailing enthusiasm, support, and hard work on behalf of the reading series. I extend my deepest gratitude and respect to the patience and talent of the entire production team including Kathy Smith, project manager; Diane Nesin, copyeditor; Genevieve Coyne, proofreader; Ellen MacElree, production manager; Natalie Giboney, permissions researcher, and Linda Waldman, photo researcher.

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