

# **EXPANDING READING SKILLS**

• **advanced**

**Linda Markstein  
Louise Hirasawa**

# **EXPANDING READING SKILLS**

• **advanced**

**Linda Markstein  
Louise Hirasawa**



**NEWBURY HOUSE PUBLISHERS, Inc. / Rowley / Massachusetts**

## Library of Congress Cataloging in Publication Data

Main entry under title:

Expanding reading skills, advanced.

1. Developmental reading. 2. Rapid reading.
3. College readers. I. Markstein, Linda. II. Hirasawa, Louise

LB1050.53.E93 428'.4'3 77-609

ISBN 0-88377-074-1

NEWBURY HOUSE PUBLISHERS, Inc.



Language Science  
Language Teaching  
Language Learning

Rowley, Massachusetts 01969

Copyright © 1977 by Newbury House Publishers, Inc. All rights reserved.  
No part of this publication may be reproduced without prior written  
permission from the publisher.

Printed in the U.S.A.

First printing: April 1977

16 15 14 13 12

*Cover and book design by Harry Swanson*

## ACKNOWLEDGEMENTS

There have been many helping hands along the way, and we wish to thank Linda Barker, Kathleen Barnett, Rosamunde Blanck, Bonnie Bledsoe, David Blot, Carlos and Dolores Cabezas, Dorothy Campbell, Rick Davis, Barbara Gonzales, Dorien Grunbaum, Anne Habiby, Valerie Hammell, Janis Jones, Trudi Koziol, Bernard Lewis, Jacqueline Montag, Kristin Ridste, and Dorothy Seevers. We are especially grateful to Rupert Ingram, Stephen Markstein and Katsushige Hirasawa, who have always supported and encouraged us in different but equally important ways. And last and most, we thank all the students who have inspired and guided us in the writing of this book.

*Linda R. Markstein*

The Borough of Manhattan Community College  
City University of New York  
New York, New York

*Louise Hirasawa*

University of Washington  
Seattle, Washington

## INTRODUCTION

*Expanding Reading Skills: Advanced* is designed for adults who are interested in strengthening their reading skills for academic, personal or career purposes. It has been tested successfully with both native and non-native speakers of English. *Expanding Reading Skills: Advanced* is comparable to *Developing Reading Skills: Advanced* by the same authors, and it can be used as (a) a replacement or (b) a follow-up for people who want to expand their reading skills further. With the possibility of sequence in mind, the authors have taken care to avoid duplication of exercise items in the two texts.

In both *Developing Reading Skills: Advanced* and *Expanding Reading Skills: Advanced*, particular attention is given to guided reading practice and to the development of reading speed. The readings, representative of current non-fiction, magazine and newspaper writing, cover a wide range of subject matter in order to expose the reader to various content demands of general reading material. They are of graded difficulty, and the exercises build upon vocabulary and structures introduced in preceding chapters. Therefore, we recommend that the chapters be presented in the given order if possible.

### *Suggestions for Introducing the Reading*

We have become increasingly aware of the importance of preparing for reading—of activating reader awareness of preconceptions and expectations—as an essential element in the reading process. There are many ways of working into the reading depending upon the goals of the lesson and the needs of the students. In general, we suggest activities of two basic types:

#### *Type A—Content Predictions*

1) *Illustration and Title Clues* (Instructions): Using only illustrative material (photograph, map, graph) and the title, discuss in a

group (a) what you think the subject is; (b) what the picture tells you about the subject; (c) how you feel about the subject, taking care to examine in detail your past experience or knowledge of the subject.

2) *Content Expectations*: What do you expect this article to say? List these ideas in the form of questions so that you can confirm or change your expectations as you read. (Note to the teacher: It is useful to write these questions on the chalkboard so that they can be re-examined later.)

3) *Point of View*: How do you think the writer feels about the subject? What view do you expect that he or she will present? Why?

A note of caution: It is quite natural for people to feel hesitant about hazarding these guesses at first. Care has to be taken to establish an environment of freedom where there is no penalty for being "wrong."

### *Type B—Word Connotation and Tone*

In order to develop an awareness of word connotation and word tone, it can be both useful and challenging to focus on activities of another type. These activities we usually introduce with a word-phrase association. We choose a very general, comprehensive word or phrase related to the reading and write it on the chalkboard and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words and phrases on the board. Some of the options available at this point are:

1) *Categorizing* (Instructions): Make up some general categories into which these words can be classified.

2) *Word Selection*: a. Decide which words have negative connotations and which ones positive. b. Choose three words you would like to delete. c. Choose the three words that you think are most closely related to the subject. In all cases, explain your choices.

Note: Because these activities usually generate lively discussion and disagreement, it can be useful to have the students work together in small groups.

There are many more ways to extend these introductory activities to suit the needs of a specific class. Above all, we urge you to vary your approach from time to time to heighten student interest and involvement.

*Reading-Skills Development—Procedures*

The reading class should be one in which students will develop useful reading skills. As in the development of any other skill, guided practice over an extended period of time is essential. In the beginning, many students will not finish the articles in the recommended time, and they will need reassurance from the teacher. The students must learn to stop reading word by word and, instead, read to grasp the general ideas of the article. This can be achieved by faithful use of the rapid reading and comprehension exercises. The transition from specific words to general ideas takes time, and the students need a great deal of encouragement to make this adjustment. They should try to guess the probable meanings of unfamiliar words from their contexts, rather than look these words up in the dictionary. (Dictionaries should not be used in class at all.) The Comprehension Check reflects the major ideas of the article in order to help the students learn to focus on important information. When they read the article a second time, they will be aware, through the Check statements, of what information is important, and they should be encouraged to read with these statements in mind. The Check statements are in the same order as the presentation of relevant information in the article to aid in recall of that information and to develop a sense of the article's organization.

This text has been designed for self-instruction as well as class instruction (a separate answer key is available). When the text is used for self-instruction, the student should carefully follow the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following procedure and suggest that the entire first lesson be done carefully in class to make sure everyone understands the procedure.

- 1) The students should write the numbers 1 through 10 on both sides of a piece of paper, marking one side "Test 1" and the other side "Test 2."
- 2) The teacher then announces the specified amount of time for the first reading of the article (see recommended reading times at the end of each article). Students begin reading.
- 3) While the students are reading, they should be told at intervals how many minutes they have left and which paragraph they

should be starting: for example, "Four minutes, paragraph seven." (Ideally, a timer clock should be used.) Thus they can pace themselves.

- 4) When the instructor announces "Time is up!" the students *must* stop reading, whether or not they have finished the article.
- 5) Students should turn to the Comprehension Check at the end of the chapter, read the statements, and answer true (T) or false (F) on their papers under Test 1. The students should base their answers *only* on information contained in the article.
- 6) When they have completed the Comprehension Check, students should turn their papers over so that Test 1 answers cannot be seen.
- 7) The teacher should instruct the students to reread the article, *starting from the beginning* and skimming quickly over previously read portions.
- 8) The teacher should announce the time for the second reading (see recommended reading times at the end of each article). The second reading time is reduced by several minutes to encourage skimming for specific information.
- 9) During the second reading, the teacher should follow the same pacing procedures described in Step 3.
- 10) Repeat Step 5, marking answers under Test 2. Students should not look at their first answers (Test 1) or at the article. (Answers on Test 2 may differ from those on Test 1.)
- 11) When the reading is particularly long and/or difficult, a third reading may be necessary. If so, the same procedures should be followed. Students can fold their test papers to make a fresh surface for Test 3 answers.
- 12) After the last Comprehension Check, students can work together in small groups in checking their answers. Answers should be documented by specific reference to page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage all well-reasoned interpretations even if they disagree with the given answers.

The Comprehension Check should NEVER be used as a graded quiz. It is a student's personal record of progress and comprehension.

In order to teach another useful reading skill—initial surveying before a second, careful reading—we recommend that Steps 2 and 8



occasionally be reversed. When this is done, the reasons for change in procedure should first be explained to the students to avoid confusion and frustration.

In the beginning, students may show little improvement from Test 1 to Test 2, and in some cases, scores may even drop. It is particularly important to remind students that it takes time and practice to develop reading skills, just as it does to develop any skill. (Encourage them to read the article quickly again outside class for additional practice.) With practice over a period of time, scores and comprehension should improve noticeably.

When the article is discussed in class, attention should generally be focused on sentence and paragraph content rather than on individual words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context and be made aware that words can have different meanings in different contexts.

Depending upon the students' needs and ability, there are several ways to review the article orally:

- 1) The teacher can ask questions about the context.
- 2) Students can ask each other questions about the content of specific paragraphs.
- 3) Individual students can explain the meaning of a paragraph in their own words.
- 4) Students can summarize the article orally as a class exercise.
- 5) Students can bring related articles to class and give reports on them.

### *Reading-Skills Development—Exercises*

As in *Developing Reading Skills: Advanced*, the exercises in *Expanding Reading Skills: Advanced* are directed to three areas of reading skills development: 1) vocabulary development; 2) structural analysis; 3) relational and inferential analysis.

Both the Analysis of Ideas and Interpretation exercises develop the student's ability to understand the inner meaning and to discover what is written "between the lines." In these exercises, many types of questions commonly used in schools in English speaking countries have been included.

*Analysis of Ideas and Relationships:* This exercise will help the student develop the ability to distinguish between main and supporting ideas, to detect implications, interpret facts, and reach

conclusions about the major points in the article. In this way, the student can develop skill in active, critical reading.

*Interpretation of Words and Phrases:* Important and/or difficult sentences, idioms, and concepts are singled out for analysis of meaning, which will lead to better understanding of the article read.

*Reading Reconstruction:* This exercise provides an opportunity for the student to use his increased skills in comprehension to aid his vocabulary development and writing. After reading the paragraph, the student can take the ideas presented and use them in a paragraph of his own. Sometimes students add additional information to their own paragraphs. If this information is relevant and helpful, it should be allowed and encouraged.

If students need oral rather than written practice, the reconstruction can be done orally. In addition, this exercise can be used to practice aural comprehension, in which case the teacher reads the paragraph to the class several times. Then the students can be asked for either oral or written constructions.

We have added four exercise types in *Expanding Reading Skills: Advanced*:

*Affixes:* Common prefixes and suffixes are examined to provide students with another tool for extension of comprehension.

*Antonyms:* Vocabulary is extended through a study of word contrasts in a meaningful context.

*Cloze:* In order to build an awareness of syntactic and semantic cues in language and, specifically, in print, the reader is asked to fill in blanks in a passage with *any* appropriate word. Note: For the purpose of this exercise, it is not necessary or important for the student to supply the exact word found in the text. Any appropriate filler satisfying the semantic and syntactic constraints should be accepted.

*Punctuation:* To highlight common punctuation patterns (and options), students are asked to restore appropriate punctuation to a paragraph.

## Table of Contents

|  |       |
|--|-------|
| 1. <i>Some Benefits of Large Families in India</i>   | / 1   |
| 2. <i>Go to Bed, Get a Good Night's Dream</i>        | / 13  |
| 3. <i>Mexican Masks</i>                              | / 25  |
| 4. <i>Women in China Today</i>                       | / 39  |
| <i>Review Examination I</i> / 51                     |       |
| 5. <i>Brown Lung Legacy</i>                          | / 55  |
| 6. <i>Comets: As Close to Nothing as You Can Get</i> | / 69  |
| 7. <i>The Messages in Distance and Location</i>      | / 83  |
| 8. <i>The Scary World of TV's Heavy Viewer</i>       | / 101 |
| <i>Review Examination II</i> / 116                   |       |
| 9. <i>The Roots of Man</i>                           | / 121 |
| 10. <i>New Babies Are Smarter than You Think</i>     | / 133 |
| 11. <i>The Flu: Sure Nuisance, Possible Disaster</i> | / 149 |
| 12. <i>The Long Habit</i>                            | / 167 |
| <i>Review Examination III</i> / 180                  |       |
| <i>Credits</i> / 183                                 |       |

# I

## **SOME BENEFITS OF LARGE FAMILIES IN INDIA**

- 1) Munshi Ram, an illiterate laborer who lives in a crude mud hut in the village of Babarpur, India, 60 miles north of New Delhi, has no land and very little money. But he has eight children, and he regards them as his greatest wealth.
- 2) "It's good to have a big family," Mr. Ram explained, as he stood in the shade of a leafy neem tree, in a hard dry courtyard crowded with children, chickens, and a dozing cow. "They don't cost much and when they get old enough to work they bring in money. And when I am old, they will take care of me."
- 3) Millions of Indians share Mr. Ram's view. And that, in the opinion of a number of family-planning workers, is a major obstacle to the effort to curb the rapid growth of this country's population.
- 4) A decade or so ago, many people here, including some of the Americans who had flooded in to help, assumed that once a villager understood birth control he would practice it, so as to keep his family small and thus improve his economic status. But lately some experts have concluded that simply spreading the word about birth control, and providing the means, is not enough, because many poor people actively want to have more children, even after they know how not to. A Harvard-educated sociologist named Mahmood Mamdani put it this way in a recent study here:
- 5) "People are not poor because they have large families. Quite the contrary; they have large families because they are poor. To

practice contraception would have meant to willfully court economic disaster.”

- 6) Some of the reasons relate to social customs that the government is trying to abolish. The dowry system, for example, often compels a couple with two or three daughters to keep trying for sons to offset the economic liability they will face when their daughters marry.
- 7) For Mr. Ram, a man in his mid-fifties who wears a tattered gray turban and an Indian dhoti, having eight children means security, especially since five of them are rarely here, but no matter what kind of disaster befalls Babarpur, he said, there will almost certainly be someone to take care of him until he dies.
- 8) His wife's view appeared to be of little consequence. When any questions about family planning were put to her, Mrs. Ram, a woman of about 45, giggled shyly and turned away without answering.
- 9) In a similar village west of here, a water carrier recently greeted a visiting social worker this way: “You were trying to convince me in 1960 that I shouldn't have any more sons. Now, you see, I have six sons and two daughters, and I sit at home in leisure. They are grown up and they bring me money. You told me I was a poor man and couldn't support a large family. Now you see, because of my large family, I am a rich man.”
- 10) The effects on the society at large, of course, are quite different from the effects noted by these two proud fathers of eight. With 600 million people, and a pace of development that never quite outdistances the population growth, India is making a determined effort to bring down its birth rate, which is currently about 35 per 1,000, more than twice that in the United States.
- 11) Several Indian states are drafting legislation that would force the sterilization of people who have more than two or three children, and the federal government is strengthening its programs of incentives to encourage voluntary sterilization. But India has nearly 600,000 villages like this one, and few people think that compulsion will really be possible all across the land.
- 12) “The best contraceptive is development,” says Health Minister Karan Singh, meaning that when people's standards of living are raised, and health care improves, their birth rate declines without compulsion or government pressure. “Where child mortality is high, fertility is high, because people are never sure

whether their children are going to survive, so they have more children than they require," Mr. Singh said recently.

- 13) The family of eight children that Mr. Ram had here in Babarpur is, statistically, the size that many Indians have thought they had to aim for over the years to be sure that, after allowing for girls, and for boys who die during youth, they would still have two adult sons.
- 14) Mr. Ram, who says he is not likely to have more children, is aware that the government is now campaigning hard with the birth-control slogan, "Stop at two." But he has no regrets. "Children are the gods' gift," he said, as several of his own clustered around him. "Who are we to say they should not be born?"

#### TURN TO COMPREHENSION CHECK AT END OF CHAPTER

##### READING SPEED

1st reading \_\_\_\_\_ minutes

2nd reading \_\_\_\_\_ minutes

##### \*RECOMMENDED READING TIMES

8 minutes = 99 wpm

\*7 minutes = 113 wpm

6 minutes = 131 wpm

\*5 minutes = 158 wpm

4 minutes = 195 wpm

- A. *Analysis of Ideas and Relationships:* Circle the letter next to the best answer.
1. A good title for this article would be:
    - a. A Personal Look at India's Population Problems.
    - ☒ b. Why Poor People in India Have Many Children.
    - c. India's Birth-Control Program.
  2. In general, paragraph 2 explains:
    - a. Mr. Ram's possessions.
    - ☒ b. why Mr. Ram wants a large family.
    - c. Mr. Ram's plans for his old age.

4 / Expanding Reading Skills - Advanced

3. In paragraph 2, sentence 2 is:
  - a. the main idea of the paragraph.
  - b. an example to support the main idea.
  - c. the conclusion of the paragraph.
4. Paragraph 4 implies, *but does not directly say*, that:
  - a. the birth-control program hasn't worked.
  - b. the villagers didn't like the Americans.
  - c. villagers don't understand the purpose of birth control.
5. Paragraph 5 states "they have large families because they are poor." An explanation of this sentence would be:
  - a. paragraph 1.
  - b. paragraph 2.
  - c. paragraph 3.
6. The subject of paragraphs 10 and 11 is:
  - a. the difficulties of India's effort to bring down the birth rate.
  - b. the difficulties involved in reaching 600,000 villages.
  - c. legislation regarding sterilization.
7. In paragraph 12, an explanation of "the best contraception is development" appears:
  - a. in paragraph 11.
  - b. in the rest of the same sentence.
  - c. in the following sentence.
8. Paragraph 13 implies, *but does not directly say*, that:
  - a. Indian parents would rather have sons than daughters.
  - b. people feel they should have eight children.
  - c. Mr. Ram's family is statistically typical.
9. *Although they do not say it directly*, if the two men in this article were young and just starting to have families, they would probably:
  - a. limit their families to two to three children.
  - b. undergo voluntary sterilization.
  - c. have eight children again.
10. The author's attitude toward the people in this article is:
  - a. impersonal. He makes no judgment.
  - b. sympathetic. He thinks they are right.
  - c. negative. He is against their policies.
- B. *Interpretation of Words and Phrases*: Circle the letter next to the best answer.
  1. "... Americans who had flooded in to help ..." means:
    - a. the Indians disliked the Americans.
    - b. the Americans destroyed some rivers.
    - ☒ c. many Americans came at one time.

2. *Spreading the word* is not enough.
  - a. Telling as many people as possible
  - b. Distributing birth-control devices
  - c. Increasing the family size
3. "Many poor people actively want to have more children, even after they know how *not to*." *Not to* refers to:
  - a. having children.
  - b. using birth control.
  - c. being poor.
4. "Mahmood Mamdani *put it this way* in a recent study here":
  - a. explained it like this
  - b. went in the right direction
  - c. placed it correctly
5. In paragraph 7, "five of *them* are rarely here." *Them* refers to:
  - a. children.
  - b. disasters.
  - c. security.
6. *When questions were put to her*, she didn't answer.
  - a. When someone gave her questions
  - b. When someone asked her questions
  - c. When she asked questions
7. "The effects on the society *at large*" means:
  - a. there are many people.
  - b. there are many effects.
  - c. in general.
8. "A pace of development that never quite outdistances the population growth" means:
  - a. population grows faster than economic development.
  - b. economic development grows faster than population.
  - c. economic development and population grow at equal rates.
9. In paragraph 10, "the birth rate is more than twice *that* in the United States." *That* refers to:
  - a. birth rate.
  - b. 35 per 1,000.
  - c. population growth.
10. In paragraph 14, "Stop at two" means:
  - a. have no more than two sons.
  - b. have no more than two children.
  - c. use birth-control methods after two years of marriage.

C. *Synonyms*: From this list, choose a synonym for the italicized word in each sentence. Rewrite the sentence using the synonym. Use appropriate tenses for verbs and appropriate singular and plural forms for nouns.



barrier  
death  
to force  
to group

resources  
motivation  
ragged

rough  
to slow  
free

1. In order to get across the river, we had to build a *crude* bridge.  
*In order to get across the river, we had to build a rough bridge.*
2. That company has the *means* to produce clothing quickly and efficiently.
3. How can we *curb* the spread of air pollution?
4. Some people say that overpopulation is a serious *obstacle* to human survival.
5. Can a society *compel* people to use birth-control methods?
6. The poor children were embarrassed to come to school in *tattered* clothes.
7. In my *leisure* time, I enjoy reading and watching TV.
8. Many stores use discount coupons as *incentives* to attract customers.
9. The human *mortality* rate would probably be great if there were an earthquake in Tokyo.
10. All the people at the party *were clustered* around the piano and singing.

D. *Prepositions and Verb-completers*: Write any appropriate preposition or verb-completer in the blank spaces.

1. Mr. Ram lives in a village 60 miles north of New Delhi.
2. When his children get old enough        work, they will take care        him.
3. This is a problem        the opinion        family-planning workers.
4. Spreading the word        birth control is not enough.
5. A couple        two or three daughters are compelled        keep trying        sons.
6. His wife's view appeared        be        little consequence.
7. His children are grown        and bring him money so he can sit        home        leisure.
8. The effects noted        these fathers are different        the effects        the society        large.
9. How many people have more        two        three children?
10. When the standard        living is raised, the birth rate should decline        compulsion.

E. *Determiners*: Write any appropriate determiner in the blanks below (some examples of determiners: *a, the, this, that, these, those, my, your, our, his, her, their, its, some, any, no, one, two*, etc.). If no determiner is necessary, write an "X" in the blank.

The population problem in X India is complicated since many people see some, X benefits in having X large families.        (1) Munshi Ram regards        (2) eight children as        (3) greatest wealth. When they grow up, they