

Reading for Results

Third Edition

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To the Teacher

We think that the third edition of *Reading for Results* is the best ever. We believe that students will find the explanations clear and comprehensive, the exercises lively and stimulating. Above all, we are confident that our text can help students become better and more skillful readers.

In preparing the third edition, we chose not to radically alter the text. As in previous editions, *Reading for Results* uses a step-by-step approach to teach reading comprehension. After learning to read and analyze paragraphs, students adapt what they have learned to increasingly longer selections, with each chapter building upon the previous one. Every explanation is followed by a series of exercises designed to test student understanding of the concept or skill explained; and once again, all reading selections have been carefully chosen to stimulate student interest and discussion.

This is not to say, however, that we have not made changes in the book. On the contrary, we have made a great many. All of the explanations and most of the exercises in Chapters 3, 4, and 5 have been completely revised to more clearly reflect the findings of current reading research, which stresses the importance of constant interaction between reader and text. In particular, we have tried to emphasize the role that inference and synthesis play in reading comprehension.

We have expanded the section on prefixes, suffixes, and roots in Chapter 1 and revised several exercises in Chapter 2. Chapter 6, "Identifying Different Types of Paragraphs," remains much the same, largely because it has been highly praised by both teachers and students. However, we have refined the explanations and updated many of the exercise selections.

The largest change we have made is in Chapter 7, originally titled "Reading an Essay." We have replaced it with a new Chapter 7 called "Reading Longer Selections." This revision is our response to reviewers who liked the chapter in the second edition but maintained that their students spent very little time reading formal essays. From the point of view of

these reviewers, their students needed to work with reading selections that more closely resembled material in their textbooks. Taking this suggestion to heart, we designed a chapter that has three major objectives: (1) to show students how to adapt strategies for reading paragraphs to longer selections, (2) to illuminate the conventions governing textbook writing, and (3) to show students how to utilize and respond to these conventions.

Although in principle the content remains the same, Chapter 8, "Reading a Textbook Chapter," has also been rewritten. What we tried to do was to refine the explanations and tie them more closely to the material in Chapter 7. In Chapter 9, we reworked the section on distinguishing between fact and opinion. Because so many reviewers liked and used the material in the Appendix, we have retained most of it. A portion, however, now appears in the greatly expanded Instructor's Manual that instructors may use to supplement this text.

The Instructor's Manual now includes a Preview for each chapter in the text. The Previews may be used to assess what students already know about the content of each chapter and to individualize explanations and assignments. Because student and instructor response to the exercises in the text has always been very positive, we have also added Supplementary Exercises for each chapter. These, too, can be used to individualize instruction. Since many instructors reported that they liked the Writing Assignments in the manuals for the first and second editions, we have increased the number of these assignments. We have also added Review Tests for Prefixes, Suffixes, and Roots. These will allow instructors to teach Chapter 1, "Building Your Vocabulary," in a series of steps.

The Answer Keys in the Instructor's Manual include not only answers to exercises in the text but to those in the manual itself. The manual concludes with readability test results for the third edition of *Reading for Results*.

We would like to thank the following reviewers for their contribution to the third edition: Manuel B. Blanco, Laredo Junior College; Catherine N. Cummings, Muskingum Area Technical College; Terrence J. Foley, Henry Ford College; Russell Gregory, Linn Benton Community College; Kenneth Hanauer, Rockingham Community College; Michelle L. Kalina, Sierra College; Thomas W. Lackman, Temple University; Lanny M. Lester, Temple University; Fred H. Phagan, Montgomery Community College; Jean Raulston, Imperial Valley College; Barbara VanDusen, Guilford Tech-

nical Community College; and Robert R. Viscount, Kingsborough Community College.

Beginning with the first edition, our objective has been to provide students with strategies that could help them. But in this edition, we think we have fulfilled that objective more fully than ever before. We hope our audience thinks so too.

*Laraine Flemming
Sara C. Mansbach*

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1 Building Your Vocabulary

This chapter is devoted to techniques that will help you develop your vocabulary. You will learn how to add new words to your vocabulary; how to use the dictionary; and how to define, without using the dictionary, words you have neither seen nor heard before.

Word Analysis and Context Clues

Probably the best way to find out what a word means is to look it up in the dictionary. The only problem is that sometimes when you're reading, you don't have enough time to look up all the words you don't know. That's understandable, but lack of time does not mean that you should skip over unfamiliar words altogether. There are other ways to figure out what a word means. For example, you can use word analysis and context clues to arrive at a definition.

When we use the term *word analysis*, we mean that it is possible to take an unfamiliar word, figure out what a part or parts of the word mean, and come up with a definition. For example, let's say you came across the following sentence: "He thought it might be a good idea to study dermatology." Suppose further that you didn't have the slightest idea what the word *dermatology* means. It would undoubtedly help if we told you that *derma* means "skin" and *logy* means "study of." Then you would be able to figure out that dermatology is the study of skin.

At this point, you may be asking yourself how word analysis can save time since you have to go to a dictionary to find out

what parts of a word mean. The answer is that instead of having to look up every word in the dictionary, you can memorize some of the most important prefixes and roots, as well as a few of the most important suffixes. That way you will have these useful clues with you at all times. Whenever you see an unfamiliar word, you can look and see if it contains a prefix, root, or suffix you know. If it does, you may be able to work out a definition without looking the word up.

If the words *prefixes*, *suffixes*, and *roots* are confusing to you, keep in mind the following:

1. **Prefixes** can consist of one letter, two letters, or a group of letters. Prefixes are word parts that appear at the beginning of many different words (*return*, *exclude*, *semicircle*).
2. **Suffixes**, like prefixes, can consist of one letter, two letters, or a group of letters. But unlike prefixes, they do not appear at the beginning of words; instead, they always appear at the end (*farmer*, *hypnotist*, *gentleness*).
3. A **root** is that part of a word to which prefixes and suffixes are attached in order to form new words (*respect*, *speculate*, and *introspection*).

You will probably notice in the following pages that more exercises are devoted to working with prefixes and roots than to working with suffixes. That is because suffixes tell you more about the function of a word (they can help you figure out what part of speech the word is) than they do about the meaning. Also, the meaning of many suffixes is very vague. Therefore, they are not always useful clues to the definition of unfamiliar words. Usually, recognizing the root of a word will provide you with the best clue.

Similarly, you may wonder why we include so many Greek and Latin prefixes and roots. We do so because the English language has borrowed heavily from both these languages, and much of the vocabulary we use in formal writing and speaking comes from Greek and Latin.

Although word analysis is extremely useful, remember that simply combining the meanings of the parts of a word will not always give you the most useful definition. For example, take the following sentence: "I can't imagine a more credulous person; he actually believed that I was attacked by men from Mars on my way home from the party."

If you don't know what the word *credulous* means, we can help by explaining that *cred* means "belief" and *ous* usually

means “full of.”* You can then take “full of belief” for a first definition of the word *credulous*. But what exactly does that mean? You can imagine a bottle full of milk, but what is a person full of belief?

If you read the sentence again with the first definition in mind, you’ll understand what *credulous* means. The person who is described as credulous obviously believes a story that most people would laugh at. A person who is credulous, then, is ready to believe something most people would not. As a matter of fact, he or she is ready to believe almost anything. This second definition explains the first one, which was derived from word analysis. Someone who is full of belief is ready to believe anything.

In the preceding example, you could use information in the sentence to figure out the definition of the word *credulous*. As you may have already guessed, that method of figuring out a definition is what we meant when we talked about using context clues. The *context* of a word is the sentence, paragraph, or selection in which the word appears. Whenever you use the sentence, paragraph, or selection in which a word appears in order to discover the meaning of a word, you are using context clues. Here are three examples of important types of context clues. They will help you in the following exercises.

Example Clue

The context of the word will often contain an example of behavior associated with the word; for example, “His feelings for his cousin were *ambivalent*; sometimes he delighted in her company and sometimes he couldn’t stand the sight of her.” From this sentence, it is clear that someone with ambivalent feelings tends to have mixed emotions. Certainly, the sentence gives you an example of someone who is in conflict: “. . . sometimes he delighted in her company and sometimes he couldn’t stand the sight of her.” Since that’s an example of what it’s like to be ambivalent, we can say that *ambivalent* in this sentence means “conflicting.”

Here’s another example: “George was one of my most *diligent* students; he was willing to spend hours working on mastering a new subject.” If someone is diligent, then he or she doesn’t mind spending hours working toward some goal.

* *ous* can also mean “in possession of,” or “having.”

Since that's an example of diligent behavior, we can say that *diligent* in this sentence means "hard working."

Contrast Clue

The context may also tell you what the word does *not* mean; for example, "She wanted to give me the impression of being *erudite*, but instead she gave me the impression that she knew absolutely nothing." It is clear from this sentence that if someone is *erudite*, he or she is the opposite of someone who knows nothing. It wouldn't be very sensible to claim that a person who is *erudite* knows everything, but we can say that someone who is *erudite* knows a great deal.

Here's another example of a contrast clue: "They had come claiming that they would *ameliorate* the problems in the ghetto, but they had only succeeded in making them worse." From the context of this sentence, we can figure out that to *ameliorate* a problem is the opposite of making it worse. Therefore, we can say that *ameliorate* in this sentence means "to improve."

Restatement Clue

The context may actually contain a definition of the word; for example, "His *redundancy* was not one of the things that pleased me about his style. As a matter of fact, the way he repeated himself drove me almost insane." There are two sentences in this example. From the first one we learn that *redundancy* is irritating; from the second, we learn that *redundancy* means "repetition."

The following sentence also contains an example of a restatement clue: "They said she was *penurious*, and I didn't need a dictionary to know that meant 'cheap.'" This is an obvious example of a restatement clue. The second half of the sentence makes it clear that *cheap* is another word for *penurious*.

Example, contrast, and restatement context clues are very important. Nevertheless, you should keep in mind that most context clues are not so obvious. Often you will have to combine ideas in a paragraph or selection with your own knowledge and experience to figure out the meaning of a word, as in the following selection:

For months he had dreamed of being able to *redeem* his medals. He had been unable to think of anything else. Now with the vision of the medals shimmering before him, he hurried to the pawnshop.

In this short selection, none of the context clues previously presented appear. However, it is still possible to figure out that the word *redeem* in this context means “reclaim” or “recover.” Most people go to a pawnshop to buy or to sell, and it is doubtful that the man described as hurrying to the pawnshop would be in such a rush to sell something he had dreamed of for months. Clearly, he is going to buy back what he has already sold.

Remember, too, that the use of context clues, like word analysis, has its limitations. Take, for example, the following sentence: “She was an *articulate* student, ready and willing to speak on every subject.” Here the word *articulate* means “capable of speaking clearly and expressively.” However, given the description of the student’s behavior—she was “ready and willing to speak on every subject”—it would be just as easy to assume that *articulate* means “talkative.”

Sometimes context clues alone are simply not good enough to lead you to the correct definition of a word. Therefore, you should rely on them only when you have no choice—for example, if you are taking a test and cannot look up a word. Whenever you can, use word analysis and context clues together. Combining these two methods will usually lead you to the correct definition of a word.

The following exercises have been designed to give you practice in using word analysis and context clues. Do the exercises carefully, and, above all, memorize each list of prefixes and suffixes.

EXERCISE 1

Directions: Read the following list and then look at the sentences that follow. Each sentence contains an italicized word that may not be familiar to you. Make use of context and word analysis to figure out the meaning of the italicized word in the sentence.

Write the letter *c* after the sentence if you were able to use context clues. Don’t mark the sentence at all if there were no context clues.

1. circum	(Latin prefix)	around
2. inter	(Latin prefix)	between
3. loqu, locut	(Latin root)	speak, talk
4. spec	(Latin root)	see, look
5. scrib, script	(Latin root)	write
6. ven	(Latin root)	come
7. ous, ious	(suffix)	full of, in possession of, having

Example: He had been silent and withdrawn in his youth, but old age had made him *loquacious*. c

The word *loquacious* in this sentence means
talkative.

Explanation: In this example, you can use word analysis and context clues. You know that *loqu* means “talk” and the suffix *ous* means “full of.” Thus someone who is *loquacious* is “full of talk.”

The context of the word also contains a clue. It tells you that someone who is *loquacious* is the opposite of someone who is silent and withdrawn. Someone who is not silent is willing to talk. The person is not only willing, but, as you learned from word analysis, he or she is full of talk, or talkative.

Do the rest of the sentences in the same manner.

- American colonies did not like British *intervention* in their affairs. _____

The word *intervention* in this sentence means

- After his accident he was decidedly more *circumspect* when driving in heavy traffic. _____

The word *circumspect* in this sentence means

3. What formula do you use to figure out the *circumference* of a circle? _____

The word *circumference* in this sentence means _____

4. Her actions were rigidly *circumscribed* by the club's rules and regulations; she could not make any decisions for herself. _____

The word *circumscribed* in this sentence means _____

5. The scientists were unable to read the strange *script*. _____

The word *script* in this sentence means _____

6. Unfortunately, the speaker was guilty of *circumlocution*; he just couldn't seem to come to the point. _____

The word *circumlocution* in this sentence means _____

7. Because she was dressed as the devil, her entrance was the most *spectacular* event of the season. _____

The word *spectacular* in this sentence means _____

8. He tried to *circumvent* the attack, but he failed and died in battle. _____

The word *circumvent* in this sentence means _____

9. That was written *circa* A.D. 1500. _____

The word *circa* in this sentence means

10. Danton, one of the leaders of the French Revolution, was famous for his *eloquence*; crowds listened to him in fascination and went home convinced that he was telling the truth. _____

The word *eloquence* in this sentence means

11. In the Middle Ages, people did not believe it was possible to *circumnavigate* the globe. _____

The word *circumnavigate* in this sentence means

12. He decided to take *elocution* lessons because he knew his new job required a lot of public speaking. _____

The word *elocution* in this sentence means

13. After much *speculation*, she decided to enter the religious order. _____

The word *speculation* in this sentence means

14. There was an *inscription* on the back of the locket, but it was written in a foreign language. _____

The word *inscription* in this sentence means

15. Because they stopped talking as soon as she arrived, she felt like an *interloper* in their conversation. _____

The word *interloper* in this sentence means _____

When we ask you to give a definition, we always ask what a word means within a particular sentence (for example, "The word *speculation* in this sentence means . . ."). We never ask you to define a word outside of a particular context.

We do this for a very good reason: the meaning of a word depends on its context. In the following sentence, for example, the word *speculation* means "thinking": "After hours of *speculation*, he could still not make up his mind." But *speculation* in this sentence has a different definition: "Her *speculation* in stocks had cost her a great deal of money." Here the word *speculation* refers to business dealings involving a certain amount of risk; the word does not refer to the consideration of an object or idea. Clearly, the meaning of a word can change when its context changes.

You should never assume that a word has only one meaning; such an assumption will lead to confusion. **Most words have several meanings, and all word definitions are dependent on context.**

If you think you know the definition of a word but find that your definition just doesn't make sense in relation to the rest of the sentence, use context clues and word analysis to work out another meaning. If that's not possible, look up the word and try to find a definition that fits the particular context of the word that is puzzling you.

EXERCISE 2

Directions: Read the following list and then look at the sentences that follow. Each sentence contains an italicized word that may not be familiar to you. Use context and word analysis to figure out the meaning of the italicized word in the sentence.

Write the letter *c* after the sentence if you were able to use context clues. Don't mark the sentence at all if there were no context clues.

Note that whenever possible we have included prefixes, suffixes, or roots you have already learned.