

# **DEVELOPING READING SKILLS**

• **advanced**

**2ND EDITION**

**Linda Markstein  
Louise Hirasawa**



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# INTRODUCTION

This newly revised text, the second edition of *Developing Reading Skills: Advanced*, is a careful reworking of the earlier edition, which has been in popular use for the past nine years. The second edition of *Developing Reading Skills: Advanced* is designed for adults who want to strengthen their reading skills for academic, personal, or career purposes. These materials have been tested successfully with both native and non-native speakers of English.

This text is part of a reading series by the same authors. It is comparable in difficulty with *Expanding Reading Skills: Advanced*, and it can be used as (a) a predecessor or (b) a replacement for that book. The second edition of *Developing Reading Skills: Advanced* and *Expanding Reading Skills: Advanced* may be preceded by the intermediate texts by the same authors, *Developing Reading Skills: Intermediate* and *Expanding Reading Skills: Intermediate*.

All the texts in this reading series emphasize guided reading practice and the development of reading speed. The readings come from current nonfiction, magazine, and newspaper writing, and they cover a wide subject range in order to expose the reader to the content demands of different types of 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. In preparing this text, we have relied on the advice of the experts: ESL students and ESL teachers. Their suggestions have helped us develop these new materials that are challenging and relevant to a wide range of students.

## *Suggestions for Introducing the Reading*

Preparing the student for reading—activating the reader's awareness of preconceptions and expectations—is an essential element in the reading process. The more time spent introducing the reading, the better the results. 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: A (content predictions) and B (word connotation and tone).

*Type A—Content Predictions*

1) *Before You Read*: This new pre-reading exercise offers several questions that relate to a major theme of the article. By answering these questions, the students will have developed a framework for reading the article.

2) *Illustrations and Title Clues*: Using only illustrative material (photograph, map, graph) and the title, have the students discuss (a) what they think the subject is; (b) what the picture tells them about the subject; (c) how they feel about the subject, taking care to examine in detail their past experience or knowledge of the subject.

3) *Content Expectations*: Ask the students what they expect the article to say before they read it. (*Note*: It is useful to write these statements on the chalkboard so that they can be re-examined later.)

4) *Point of View*: Ask the students how they think the writer feels about the subject. What view do they expect that he or she will present? Why?

*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. We usually introduce these activities with a word-phrase association. We choose a very general, comprehensive word or phrase related to the reading, 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 activities available at this point are:

1) *Categorizing*: Have the students make up a few general categories into which these words can be classified.

2) *Word Selection*: Have the students (a) decide which words have negative connotations and which ones positive; (b) choose three words they would like to delete; (c) choose the three words they think are most closely related to the subject. Ask them to explain the reasons for their choices.

Because these activities often 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—Suggested 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 have difficulty in finishing the articles in the time you suggest, and they will need

encouragement and reassurance from you. (*Note:* In this text—unlike the previous edition—we have not recommended specific reading times. We have given reading speeds in words per minute after every reading. You can choose the most appropriate time limit for your class. We found too much variation between classes to recommend specific times.)

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 careful and consistent 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. (We recommend that dictionaries not be used at all in the classroom.)

The Comprehension Check is separate from the skills exercises. It 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 appear 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.

The second edition of *Developing Reading Skills: Advanced* has been designed for self-instruction as well as for class instruction. (It is possible to purchase an answer key from Newbury House Publishers.) When the text is used for self-instruction, the student will achieve the best results by following the recommended reading procedures.

The rapid reading must be carefully controlled to be effective. We recommend the following steps 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 amount of time for the first reading of the article. (*Note:* the time should be limited enough to provide challenge.) 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"). If a timer clock is used, they can pace themselves.
- 4) When the teacher announces that time is up, the students *must* stop reading whether or not they have finished the article. (In the beginning, many students *may not* finish the article on the first reading.
- 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 they cannot see Test 1 answers.
- 7) The teacher should ask 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. The second reading time should be shorter than the first to encourage scanning for specific information.
- 9) Repeat 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 or difficult, a third reading may be necessary. If so, the same procedures should be repeated. 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 to check their answers. Answers should be documented by reference to specific page and paragraph numbers in the article. The emphasis should be on *supporting* the answers. The teacher should encourage well-reasoned interpretations even if they disagree with the given answers.

The Comprehension Check should **NEVER** be used as a graded quiz. It is the 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 other skill. They should be encouraged to read the article 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 directed to sentence and paragraph content rather than to individual words. If a key word is unfamiliar, the students should be encouraged to guess the meaning from the context, and they should also be encouraged to see 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 content.
- 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 the previous edition, the exercises in the second edition of *Developing Reading Skills: Advanced* concentrate on three areas of reading skills development: 1) vocabulary development; 2) structural analysis; 3) relational and inferential analysis. We have added several new exercise types in this edition and have revised some of the other exercises.

- *Analysis of Ideas* (Exercise A) and *Interpretation of Words and Phrases* (Exercise B) 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, to interpret facts, and to 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 difficult) sentences, idioms, and concepts are singled out for analysis of meaning. This will lead to better understanding of the article.
- *Reading Reconstruction*: This exercise provides the opportunity to practice some of the newly learned vocabulary in a short, clearly constructed paragraph. After reading the paragraph several times, the student can then try to restate the content of the paragraph (either orally or in writing). Another variation on this exercise is to read the paragraph to the students several times, and then ask the students to reconstruct the content based upon their aural comprehension of the paragraph.
- *Synonyms*: Vocabulary is extended through a study of word similarities in the context of the reading topic.
- *Word Forms*: Vocabulary is developed through a study of word families. A chart of forms accompanies each exercise.
- *Participles*: The use of participles as adjectives is examined to provide another tool for comprehension.
- *Determiners and Prepositions* concentrate on particular areas of language difficulty while using content from the article.
- *Sentence Construction* draws attention to various possibilities for creating sentences in English. Students are asked to make a meaningful sentence out of a group of words in the order in which they are given. Students should be encouraged to try for variety in their sentences.



The new exercise types include:

- **Cloze:** In order to build an awareness of syntactic and semantic cues in language (specifically in print), the student is asked to fill in blanks in a passage from multiple choice selections. The appropriate filler will satisfy the semantic and syntactic constraints of the passage. Where more than one filler is possible, students will learn to consider register in making their choice.
- **Antonyms:** Vocabulary is extended through a study of word contrasts in meaningful context.
- **Punctuation:** To highlight common punctuation patterns and options, students are asked to restore capital letters, commas, and periods to a paragraph.
- **Graph Reading and Map Reading:** These exercises focus on the skills needed for reading various types of graphs and maps.
- **Dictionary Skills:** These reviews of dictionary skills will reinforce for students the many uses of their dictionary and the need to examine word meanings with care.
- **Sentence Paraphrase:** Students explore various ways of conveying the same ideas.

### **Review Examinations**

A short review examination appears after every four chapters.

### **Using the Reading Text to Reinforce Other Language Development Activities**

In many English as a Foreign Language and English as a Second Language programs, reading is taught in combination with other language-development activities. Consequently, teachers often ask us how our texts can be used to reinforce grammar, sentence structure, and composition activities. We believe that intellectual content is an essential component of real language activities no matter what they may be, and our readers provide content that can be effectively used for a variety of purposes.

Let us suppose that the grammar focus in a lesson is the past tense. Most of the readings in this book can be discussed using past tense:

- *What were some of the myths about the American grandmother?*
- *What were some of the differences the author mentioned between American grandmothers of today and the stereotype of grandmothers?*

In the discussion-composition topics near the end of each chapter, we have tried to phrase the topics in such a way as to naturally elicit different verb tenses. These topics may give you ideas for how to focus discussions in order to give practice in specific grammar elements.

If the aim of the lesson is to give practice in pronunciation and intonation, sentences from the reading (or perhaps the comprehension check) can be used. This can lend meaning to the practice.

The readings can be used very easily to teach sentence patterns—and to prove that the various sentence patterns of English are actually used! All the readings provide repeated examples of the sentence patterns.

We have always believed that the reading should be taught **together** with composition and that the best results come from developing **these skills together**: good readers are good writers are good readers. . . . We have tried to provide interesting, fully developed composition topics in order to guide students in their compositions. These composition topics have proved particularly effective when the students have been given ample opportunity to discuss them before they begin writing.

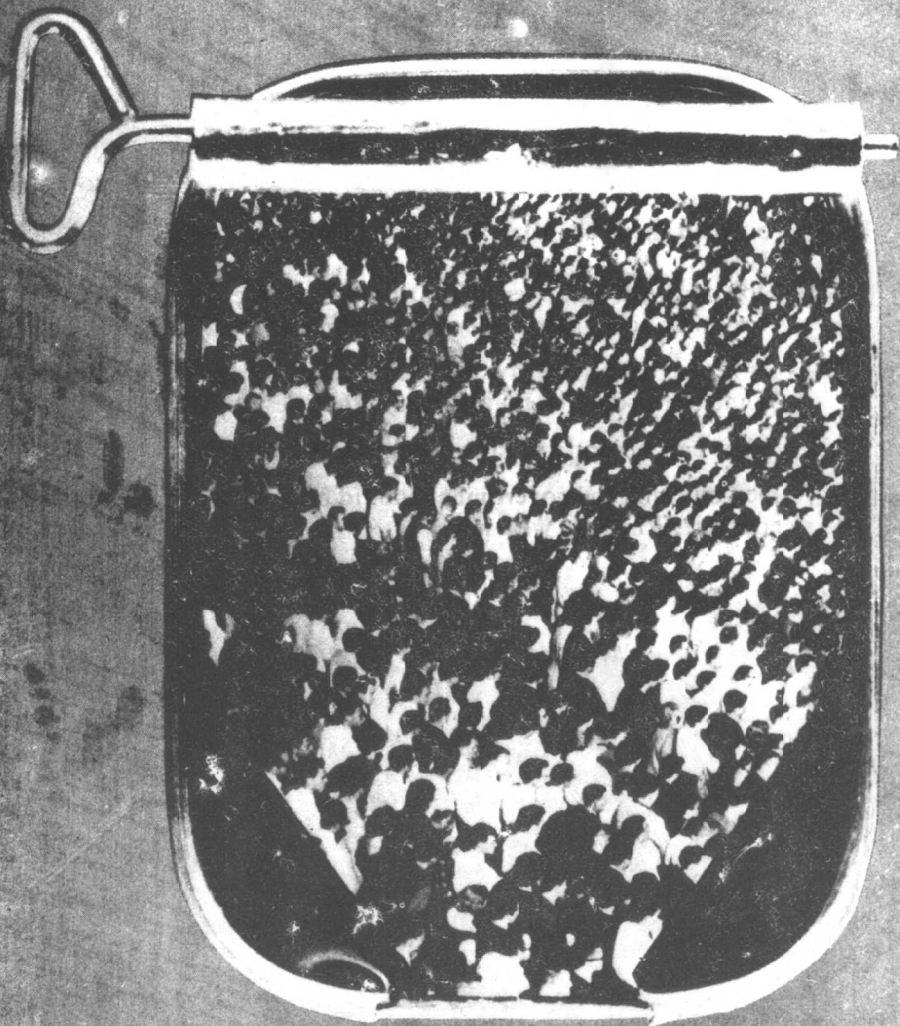
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# 1

Before you read, here are some questions to think about:

- Do you think that overpopulation is a problem today? Why do you think so? What evidence have you seen of this problem?
- Have you ever lived in a place that was clearly overpopulated? What were some of the problems that developed?
- What can be done to slow population growth?
- Do you think the government should be involved in population control? Why? Or why not?



# TWO BILLION MORE PEOPLE BY CENTURY'S END

[By the end of this century, it is expected that the world's population will reach 6.4 billion people. This article discusses some problems that will likely occur when so many people must compete for space, food, and jobs.]

1 The world's exploding population signals even more growing pains ahead for already crowded areas. A new United Nations study forecasts that by the year 2000, 2 billion persons will be added to the 4.4 billion in the world today.

2 Even more troubling than the increasing number of inhabitants are the projections of where they will be concentrated. The study by Rafael M. Salas, executive director of the U.N. Fund for Population Activities, notes that by the year 2000:

- Nearly 80 percent of all people will live in less developed countries, many hard pressed to support their present populations. That compares with 70 percent today.
- In many of these Third World lands, metropolises will become centers of concentrated urban poverty because of a flood of migration from rural areas.
- The bulging centers, mainly in Asia and Latin America, will increasingly become fertile fields for social unrest. More young residents of the urban clusters will be better educated, unemployed, and demanding of a better lifestyle.

3 To slow the rush to urban centers, countries will have to vastly expand opportunities in the countryside, the study suggests. Says Salas: "The solution to the urban problem lies as much in the rural areas as in the cities themselves."

4 Worldwide, the number of large cities will multiply. Now 26 cities have 5 million or more residents each and a combined population of 252 million. By the end of the decade, the number will escalate to 60, with an estimated total of almost 650 million people.

5 In the more developed countries of North America and Europe, however, the growth trend for two decades has been away from urban clusters. In the United States, for instance, only three urban areas—centered on New York, Los Angeles, and Chicago—are among the top 25 population agglomerates in the world. By 2000, only two, New York and Los Angeles, will be in the top 25.

6 Ray of hope: The world population now is growing by 1.8 percent a year; by 2000, the rate is expected to drop to 1.6 percent as individual women have fewer children in their lifetimes.

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

350 words

**READING TIMES:**

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

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

**READING SPEED:**

4 minutes = 88 wpm

3 minutes = 117 wpm

2 minutes = 175 wpm

**A. Analysis of Ideas and Relationships: Circle the letter next to the best answer.**

1. The main idea of this article is that:

- a. already crowded areas should expect more problems as the world's population increases.
- b. Third World countries should encourage their citizens to become farmers.
- c. people all over the world should have more children.

Please explain your answer.

2. In paragraph 2, all the listed items are:

- a. examples of the current world population.
- b. Rafael M. Salas's personal opinions about the future.
- c. conclusions reached by the U.N. study.

3. According to paragraph 2, the first listed item ("Nearly 80 percent . . .") states that a \_\_\_\_\_ of people will live in less developed countries by the year 2000.
  - a. larger percentage
  - b. smaller percentage
  - c. similar percentage
4. Please read the section beginning with "The bulging centers . . ." in paragraph 2. The second sentence explains:
  - a. why young people are better educated.
  - b. why social unrest is likely to occur.
  - c. why there are more young residents.
5. In paragraph 3, **although he doesn't directly say it**, Mr. Salas would probably agree that:
  - a. there is no solution to the urban problems.
  - b. governments should encourage people to live in the urban centers.
  - c. people should be encouraged to live in rural areas.

Please explain your answer.

6. In paragraph 4 ("By the end of the decade, the number will **escalate** to 60 . . ."), **60** refers to:
  - a. people.
  - b. cities.
  - c. estimated total.
7. Paragraph 5 implies, **but does not directly state**, that in North America and Europe:
  - a. growth is slowing down in large cities.
  - b. large cities are growing rapidly.
  - c. urban clusters are disappearing.

Please explain your answer.

8. According to paragraph 5, what will happen to Chicago by the year 2000?
  - a. Chicago will be the biggest city in the United States.
  - b. Chicago will no longer be an urban area.
  - c. Chicago will no longer be among the largest 25 cities in the world.
9. The subject of paragraph 6 is:
  - a. the birthrate in the year 2000.
  - b. individual women.
  - c. the rate of population growth.
10. This article:
  - a. explains the difficulties that are caused by the exploding population.
  - b. suggests some solutions to the problems caused by the exploding population.
  - c. both (a) and (b)



## 6 Developing Reading Skills—Advanced

### B. Interpretation of Words and Phrases: Circle the letter next to the best answer.

1. "The world's exploding population signals **even more** growing pains. . . ."
  - a. quiet
  - b. regular
  - ☒ c. additional
2. "The world's exploding population signals even more **growing pains**. . . ."
  - a. minor pains
  - b. difficulties that occur when something is expanding or growing
  - c. problems in providing enough food for a large population
3. According to paragraph 1, what will the world population be by the year 2000?
  - a. 6.4 billion people
  - b. 2 billion people
  - c. 4.4 billion people
4. **Nearly** 80 percent of all people will live in less developed countries.
  - a. living near each other
  - b. more than
  - c. almost
5. Many countries **are hard pressed** to support their present populations.
  - a. are trying harder
  - b. are finding it difficult
  - c. are looking for new ways
6. **Many Third World** lands will become centers of urban poverty.
  - a. one-third of the world's population
  - b. industrialized
  - c. less developed
7. "The bulging centers will increasingly become fertile fields for social unrest." This means that:
  - a. the crowded cities will be a likely place for revolutions to take place.
  - b. many people will become farmers because they are dissatisfied with city life.
  - c. residents of large cities will have lots of opportunities for a better life.
8. By the end of the decade, the **estimated total** will be almost 650 million people.
  - a. approximate number
  - b. exact number
  - c. wild guess