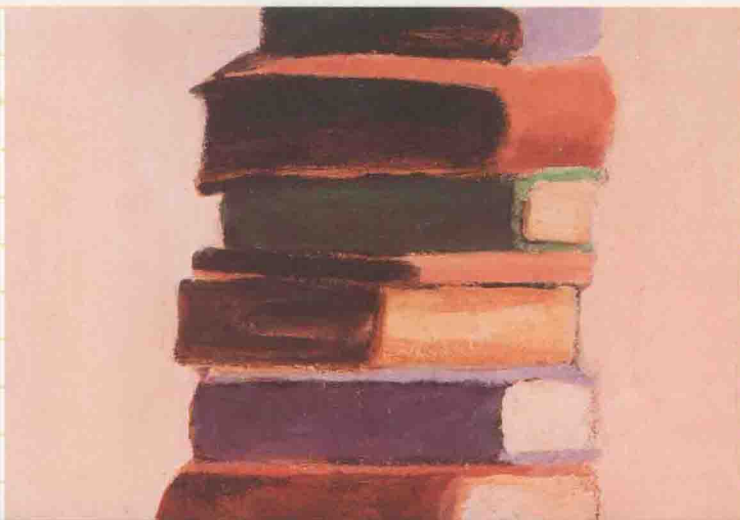


WIENER

BAZERMAN



BASIC READING SKILLS HANDBOOK



BASIC READING SKILLS HANDBOOK

Fifth Edition

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Preface



Basic Reading Skills Handbook, Fifth Edition, is written specifically for the first-level college reading course. Following the successful approach and format of the next-level companion text, *Reading Skills Handbook*, this text focuses on more basic college reading, study, and literal comprehension skills. Important pedagogical features include:

- A handbook of reading skills with exercises keyed to the skills.
- An anthology of high-interest reading selections with extensive exercises that refer back to the handbook chapters.
- Special attention to using contextual clues and to learning multiple meanings of words.
- Chapters on prereading warm-ups, visual aids, and SQ3R.
- Extensive practice in comprehension skills such as finding the main idea, sorting out major and minor details, and inference skills.
- A “Cultural Exchange” glossary for each chapter and reading selection to explain references to cultural traditions and the languages and customs of the diverse peoples of the United States.
- A “Writing to Read” unit with chapters on underlining, listing, and summarizing, and on personalizing, where students learn to draw connections between their readings and their personal experiences, knowledge, and beliefs.
- “Critical Thinking and Writing” activities in the handbook and “Writing Practice” activities for each anthology reading.
- Lively readings on a wide range of topics, extracted from textbooks, magazines, and newspapers.

Organization

The text is divided into two main parts. The *Handbook* provides instruction in the essential reading skills, integrated with examples and extensive practice exercises. The *Reading Selections* include thirteen long reading passages accompanied by prereading, comprehension, interpreting, vocabulary, and writing exercises that are coordinated and cross-referenced

with the skills taught in the *Handbook*. If students have difficulty answering a question, they can easily find and review the material that covers that particular skill. Thus, a 6 after a question means that a review of Chapter 6, "Using Visual Aids," will help the student recall the techniques readers use to interpret visual material.

In this book, students read a careful explanation of a specific skill and an analysis of how that skill applies to a particular passage. Then they have a chance to test their mastery of that skill by means of the many exercises designed for practice and review. This step-by-step approach allows students to move from simple skills to more complex ones with confidence. Throughout the text, students will find questions that guide their understanding and interpretation of specific passages.

The organization of the book allows teachers to adapt it to specific courses in several ways. Instructors may teach the units in the *Handbook* in the early weeks of the term, postponing the study of the *Reading Selections* until students know the essential reading skills. The brief readings in the *Handbook* allow the reinforcement of newly learned concepts, and students should be ready for the longer readings by the time they reach the *Reading Selections*. Or, instructors may choose to reinforce the skills taught in the *Handbook* by immediately assigning appropriate selections from the *Reading Selections*. In either case, chapters from the *Handbook* may be taught in any order that the instructor determines will fit the students' needs. Finally, as another alternative, instructors may begin with the *Reading Selections* and turn to key instructional units in the *Handbook* as specific needs arise in class. One of the hallmarks of the book is its flexibility of use for both teachers and students.

New to the Fifth Edition

- **Thorough Assessment** Heeding the call for effective assessment, we have added to the text in almost every chapter a self-test, self-assessment mechanism whereby students can test what they have learned on their own and check their answers against an answer key in the back of the book (pages 487–492). This **self-test feature** reinforces our efforts to have students assume more responsibility for their learning and to receive

feedback on their progress as they advance through *Basic Reading Skills Handbook*. We continue to offer **Unit Review Tests** at milestones throughout the text, and teachers can use these tests to check progress further. Answers for Unit Review Tests appear only in the Instructor's Annotated Edition and not the student text.

- **Cultural Exchange** This glossary is now provided at the beginning of each chapter and reading selection.
- **Over one-third new high-interest reading selections and exercises** Readings in both the *Handbook* and the *Reading Selections* include lively selections of fiction and nonfiction from books, magazines, and newspapers. We continue to emphasize materials from textbooks that students typically use — texts on career planning, sociology, health, psychology, personal economics, communications, education, government, and history. As before, there are many reinforcing exercises in every chapter.

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H. S. W.
C. B.

Support for Instructors

In addition to the student text and Instructor's Annotated Edition, the following materials are available with adoption of *Basic Reading Skills Handbook*, Fifth Edition:

- Test package
- The dictionary deal. *The American Heritage College Dictionary* may be shrinkwrapped with the text at a substantial savings.
- Additional resources can be found at the Developmental English section of our Web site at <http://www.hmco.com/college>.

Correlations to Basic Reading Skills Tests

Many states require college students to demonstrate their competence in reading. In the tables below, the reading skills included in two representative state tests are correlated to the sections in *Basic Reading Skills Handbook* where the specific skills are covered.

TEXAS ACADEMIC SKILLS PROGRAM (TASP)	
Determine the Meaning of Words and Phrases	
Words with multiple meanings	1e
Unfamiliar and uncommon words and phrases	1a, 1b, 1c, 1d, 2f
Figurative language	1e, 12
Understand the Main Idea and Supporting Details in Written Material	
Stated vs. implied main idea	7c(1), 7c(2)
Supporting details	9b
Identify a Writer's Purpose, Point of View, and Intended Meaning	
Recognizing a writer's intent	11, 12
Analyze the Relationship Among Ideas in Written Material	
Organizational patterns and relationships in written materials	9b, 9c
Drawing conclusions from written material	11, 12
Use Critical Reasoning Skills to Evaluate Written Material	
Steps in critically evaluating written material	11, 12
Apply Study Skills to Reading Assignments	
Summarizing, notetaking, outlining	13a, 13b, 13c
Interpreting information in graphic form	6

FLORIDA COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST)

Reading with Literal Comprehension

Recognizing main ideas	7, 8
Identifying supporting details	9b
Determining meaning of words on the basis of context	1c

Reading with Critical Comprehension

Recognizing the author's purpose	11, 12
Identifying the author's overall organizational pattern	9c
Distinguishing between statements of fact and statements of opinion	11
Detecting bias	11, 12
Recognizing the author's tone	11, 12
Recognizing the explicit and implicit relationships within sentences	7a
Recognizing the implicit as well as explicit relationships between sentences	7b, 7c
Recognizing valid arguments	11, 12
Drawing logical inferences and conclusions	11, 12

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Handbook



Learning to read is not learning just a single skill. It is learning many skills that work together and build on one another. Each time you improve any one skill, you strengthen all the others. As your vocabulary improves, you will be able to understand and interpret your reading. As you learn to comprehend and interpret better, you will gain more clues about the meaning of unfamiliar words.

The first part of this book teaches the basic skills of reading. Each section explains a separate skill. Exercises follow each section so that you can practice each skill as you learn about it. Teachers may assign chapters for the whole class to study or may assign you sections to work on individually, depending on your needs. Also, as you find areas that you want to work on personally, you can go over chapters on your own. We have included new self-tests at the end of each chapter. When you finish a test, check your answers beginning on p. 487.

The skills are separated into six units: Building Vocabulary, Using Aids to Reading, Understanding Main Ideas, Finding Information, Interpreting What You Read, and Writing to Read. The detailed table of contents and index will help you locate the exact page of any skill that you want to work on.

Each skill also is given a number, based on the chapter and section in which it is discussed. For example, finding main ideas in paragraphs is discussed in section c of Chapter 7, "Reading for the Main Idea." The number 7c, then, refers to the section that you need to review for help in finding main ideas in paragraphs. When you are reading one section, the book may refer to another section by using the number of the other section. Your teacher may write a section number on a piece of your work to suggest that you go over a particular section.

The second part of this book has reading selections with questions. Each question has a reference number that lets you know which skill is needed to answer the question. If you have problems with the question, you can look at that section in the first half of the book for help.

Finally, each chapter begins with a section called "Cultural Exchange." This section includes a list of terms and definitions that will help you better comprehend the material in the exercises and readings in *Basic Reading Skills Handbook*. These terms, listed in the order in which they appear in the text, provide social and historical background information about American culture and the language, traditions, or customs of varied ethnic groups. "Cultural Exchange" also precedes each reading selection in the second part of this book.

Unit One

Building Vocabulary



CHAPTER 1 Recognizing Word Meanings

CHAPTER 2 Using a Dictionary

