

**READING
BY
ALL
MEANS**

Reading **by all means**

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ELITE OLSHTAIN



ADDISON-WESLEY PUBLISHING COMPANY

Reading, Massachusetts • Menlo Park, California • Don Mills, Ontario
Amsterdam • London • Manila • Singapore • Sydney • Tokyo

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ISBN: 0-201-10077-0

EFGHIJKL-AL-89876543

PREFACE To the Users of the Book

Reading By All Means is for people of all language backgrounds who want to improve their ability to read English. Since the skill of reading depends on far more than simply "knowing the words," the book emphasizes a number of strategies that are used by successful readers. These strategies are incorporated into the exercises as well as in the design of the book itself.

One of the most important strategies used by mature readers is adjusting their reading approach to the material at hand. For example, they read a newspaper differently from the way they read a textbook. For this reason, the Chapters in this book are organized around various types of reading matter: narratives, general information, and specialized information. To make the experience of using the book as realistic as possible, the selections have not been edited or simplified. However, in the few cases where longer passages were cut, the fact is noted.

I. The Plan of the Chapters

Chapter 1: Reading Narratives

The first chapter presents four selections, all narrative in style. Since it is basically "story-telling," the narrative form will be familiar to all.

Chapter 2: Reading for General Information

Including selections from a variety of types of writing, Chapter 2 focuses on general, everyday reading material: popular magazines, advertisements, newspapers, non-fiction, and instructions. The final section, Reading Essays for Critical Thinking, falls between general and specialized information. Thus it presents important preparation for the selections in Chapter 3.

Chapter 3: Reading for Specialized Information

Selections in Chapter 3 are from college level textbooks, often the first place students are introduced to reading specialized material. Reading for specialized information presupposes previous background, vocational or academic interest in the subject matter.

Chapter 4: Reading In-Depth

This chapter presents a variety of stylistic types as a way of stressing a vital

strategy for successful reading: the more thoroughly one knows the subject, the better one is able to understand what one reads about it.

Chapter 5: Reading On Your Own

All of the strategies for reading presented in Chapters 1-4 can be tested in Chapter 5 which contains a poem, a personal narrative and a non-fiction selection, as well as passages from textbooks. While Chapter 5 contains no exercise material, users are urged to keep a personal reading journal, a place in which to write comments about other books and articles read outside of the text itself.

II. Internal Format

1. All units include:

A Note About . . .: background information regarding the author, the audience for which the selection was written, and the reason for including it.

Talking About . . .: discussion topics to be carried out with a partner or in small groups.

2. In addition, Chapters 1 and 2 feature:

During The First Reading: preparation questions for a first, generalized reading of the selection.

After The First Reading: a self-check on the main ideas in the selection.

During The Second Reading: preparation questions for a second, more detailed reading.

APPLYING STRATEGIES: exercises which focus on strategies for reading. The exercises have been determined by the stylistic nature of the particular passage. Answers to these exercises are provided at the back of the book:

3. Chapters 3 and 4 have somewhat different internal plans since the strategies and techniques required for reading the material are not the same as those used in Chapters 1 and 2. Additional sections include: *Understanding the Title, Understanding the Context, Reading Paragraph by Paragraph, After Skimming, and Getting To Know a Textbook.* Answers to these exercises are provided at the back of the book.

4. Each chapter includes an Introduction and a Summary. Chapter 2 has Overview sections for each of the six parts.

To Teachers

Since mature reading is primarily an individual activity, *Reading By All Means* has been designed as a self-instructional text. At the same time, the

book lends itself to class work by having the teacher introduce certain sections, then allowing students to work alone. The final section in each unit, *Talking About . . .*, should always be done by partners or in small groups.

I. A plan for teaching a unit:

1. Students read chapter *Introduction / Overview / A Note About . . .* silently.
2. Teacher leads brief discussion with whole class.
3. Teacher introduces *During The First Reading*, preparation questions.
4. Students read selection for the first time. Reading should be done silently.
5. Students answer *After The First Reading* questions.
6. Teacher leads discussion with whole class about answers to *After The First Reading*. If there is disagreement, hold the questions until students read the selection a second time. They should then be able to correct their own answers.
7. Teacher introduces *During The Second Reading*, preparation questions.
8. Students read selection a second time and answer questions in *APPLYING STRATEGIES*, either in class or as homework. The work should be done individually.
9. Students check answers to *APPLYING STRATEGIES*, either individually or with a partner.
(Note: The plan will vary slightly for Chapters 3 and 4. At this stage in using the text, students should be able to work through an entire unit by themselves. Teacher and the whole class can discuss the chapter *Introduction* and *A Note About . . .* before students work individually.)
10. *Talking About . . .* directions always suggest partner or small group interactions.

II. General Suggestions:

1. The units should be assigned in sequence 1-26 since instructions and reading strategies frequently build on explanations and skills in previous units.
2. Students should be encouraged to read Introductions, Overviews, and Summaries.
3. The titles and instructions for exercises in *APPLYING STRATEGIES* vary slightly from one unit to another in order to ensure that students *read* the instructions carefully rather than simply do the exercises mechanically.
4. The exercises themselves have been determined by the stylistic characteristics of the writing. Therefore, some exercise types appear very frequently, others less frequently.

5. Further information about the strategies for reading contained in the units is presented in *A Guide For Locating The Strategies*. In it you will find listings for the terms used in the text.
6. Answers at the back of the book should be viewed as a learning tool, not as testing material.
7. The questions in *Talking About . . .* can be used for writing assignments, following the discussion period.
8. Testing of students' growth in reading skills will take place in Chapter 5, *Reading On Your Own*.
9. Reading of all types of material should be encouraged by providing a stimulating environment, one containing ample materials for extensive reading suitable to students' level of maturation and interests.
10. *The Personal Reading Journal* (Chapter 5) can be started early in the reading program as a way to motivate extensive reading.

Acknowledgments

We wish to thank the many friends and colleagues who gave valuable comments on and assistance with materials in preparation, notably the following:

Marina Basanez, Kathy Flynn, George Fox, Ruben Garcia, Sayed Ghafly, Vito Giacalone, Carol Goldfus, Pam Hartmann, Jemela Macer, Ahsile Nibud, Tali Olshtain, Shirley Ostler, Betty Lou Sechrist, Hidako Shirai, and Kathryn Weed.

The Authors

A GUIDE For Locating the Strategies

Listed below in alphabetical order are the principal strategies which are incorporated in the exercises. Alternate terms are also included. Each of the strategies is defined and explained the first time it appears in the text. Note that the strategies listed below are not necessarily the titles of exercises themselves. These strategies, or tactics for successful reading, are of two types:

Type One consists of features that appear in the writing itself, placed there by the author. An effective reader looks for and uses stylistic and rhetorical elements in the writing as an aid to comprehension: asides, compounds, discourse threads, implications, key words and phrases, linking expressions, main ideas, organization, reference, reiteration, sequence of events, supporting ideas, titles, and topic sentences.

Type Two includes various other techniques for successful reading which the reader applies to the material: context clues, context (external), previous knowledge, scanning, skimming, summarizing, and underlining.

Asides

Unit 1 A Moral For Any Age

Compounds

Unit 5 The Brain's Timetable: Closing In On 'The Body Clock'

Unit 6 Accidental Drug Addiction

Context Clues (also: Guessing, Predicting)

Unit 1 A Moral For Any Age

Unit 2 The Green Banana

Unit 3 Room For One More

Unit 4 Remembering

Unit 7 Why Dick Can't Stop Smoking

Unit 10 The Flood

Unit 11 Changing

Unit 13 Origins of The Mind
Unit 16 The Afro-American Experience
Unit 19 Coercion, Ethics, and The Law
Unit 22 The Experimenter Effect

Context (external)

Unit 19 Coercion, Ethics, and The Law
Unit 20 An Ethic of Nature

Discourse Threads (also: Unity, Cohesion)

Unit 1 A Moral For Any Age
Unit 3 Room For One More
Unit 6 Accidental Drug Addiction
Unit 7 Why Dick Can't Stop Smoking
Unit 13 Origins of The Mind

Implications (also: The Hidden Message, Reading Between The Lines)

Unit 2 The Green Banana
Unit 8 A Word To Smokers / Nonsmokers
Unit 12 Changing

Key Words and Phrases

Unit 2 The Green Banana
Unit 11 Born To Win
Unit 18 The Corporate Fix

Linking Expressions (also: Transition Words)

Unit 12 Changing
Unit 13 Origins of The Mind
Unit 16 The Afro-American Experience

Main Ideas (of whole selection and paragraphs)

Note: All Units guide the reader to find the main idea of the whole selection; many focus on the main idea in paragraphs, particularly:

- Unit 6 Accidental Drug Addiction
- Unit 19 Coercion, Ethics, and The Law
- Unit 20 An Ethic of Nature
- Unit 21 Reproductive Engineering: The Prospects
- Unit 22 The Experimenter Effect

Organization (also: The Author's Plan, Skeleton of The Text)

- Unit 5 The Brain's Timetable: Closing In On 'The Body Clock'
- Unit 6 Accidental Drug Addiction
- Unit 7 Why Dick Can't Stop Smoking
- Unit 11 Born To Win
- Unit 12 Changing
- Unit 13 Origins of The Mind
- Unit 16 The Afro-American Experience
- Unit 17 Universities and Imagination

Previous Knowledge (also: In-Depth Reading)

- Unit 10 The Flood
- Unit 23 Brainwashing
- Unit 24 Sea Mammals vs. Man
- Unit 25 Cloning
- Unit 26 Animal Communication

Reference

- Unit 11 Born To Win
- Unit 16 The Afro-American Experience
- Unit 17 Universities and Imagination

Reiteration (also: Paraphrase, Synonyms)

- Unit 1 A Moral For Any Age
- Unit 6 Accidental Drug Addiction
- Unit 7 Why Dick Can't Stop Smoking
- Unit 11 Born To Win

Scanning

- Unit 8 A Word To Smokers / Nonsmokers

Unit 10 The Flood
Unit 23 Brainwashing
Unit 24 Sea Mammals vs. Man

Sequence of Events (also: Story Line, Plot)

Unit 2 The Green Banana
Unit 3 Room For One More
Unit 4 Remembering

Skimming

Unit 8 A Word To Smokers / Nonsmokers
Unit 10 The Flood
Unit 19 Coercion, Ethics, and The Law
Unit 22 Animal Communication
Unit 23 Brainwashing
Unit 24 Sea Mammals vs. Man
Unit 25 Cloning

Summarizing

Unit 13 Origins of The Mind
Unit 17 Universities and Imagination
Unit 18 The Corporate Fix
Unit 19 An Ethic of Nature
Unit 20 Coercion, Ethics, and The Law
Unit 21 Reproductive Engineering: The Prospects

Supporting Ideas (also: Details, Detailed Information)

Unit 1 A Moral For Any Age
Unit 3 Room For One More
Unit 12 Changing
Unit 19 Coercion, Ethics, and The Law
Unit 20 An Ethic of Nature
Unit 21 Reproductive Engineering: The Prospects
Unit 22 The Experimenter Effect

Titles (also: Headlines, Section Titles, Sub-headings, Sub-titles)

Unit 10 The Flood

Unit 14 Little Known Facts About Your Refrigerator
Unit 19 Coercion, Ethics, and The Law
Unit 20 An Ethic of Nature
Unit 21 Reproductive Engineering: The Prospects

Topic Sentences

Unit 17 Universities and Imagination
Unit 18 The Corporate Fix

Underlining

Unit 18 The Corporate Fix
Unit 25 Cloning



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Reading narratives

Introduction

Everyone likes a good story. That is why narratives are enjoyable to read. Throughout history, people have told stories, both orally and in writing. As we hear or read a narrative, we wonder, “What will happen next in the story?” The form of the narrative is familiar to all of us. The four selections in Chapter 1 are all narratives. In each, the writer tells about a sequence of events. The narrative form can be found in literary writing such as novels as well as in short stories. Even a scientist who records the events that take place in his laboratory during an experiment is writing a narrative; however, the style of such a narrative is different from that of literary writing.

The narratives in Chapter 1 represent different writing styles. “A Moral For Any Age” is part of a collection of essays by a scientist, Jacob Bronowski. Donald Batchelder’s “The Green Banana” is from a textbook on cross-cultural training. Behrouz Saba’s personal account of his first Christmas season in the United States was written for the opinion page of a daily newspaper. Kamala Markandaya’s “Remembering”—the only narrative in Chapter 1 that is literary in style—is taken from her novel, *Nectar in a Sieve*.

In Chapter 1, you will learn to apply strategies to help yourself read narratives with greater understanding and enjoyment.

A MORAL FOR ANY AGE

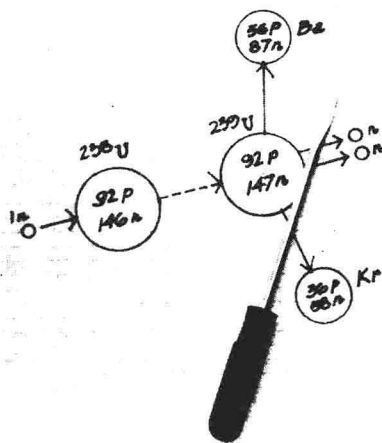
A Note About . . .

In this selection, Jacob Bronowski describes a real incident that took place in Los Alamos, New Mexico, the place where the first atomic weapon was developed. Professor Bronowski, who died in 1974, was a distinguished scientist, humanist, and optimist. He had faith in scientific thought and the human race. Professor Bronowski was the author of *The Ascent of Man* from which a famous television series was produced. "A Moral For Any Age" is an object lesson, a story that presents an example of right conduct. Through the telling of the story, Bronowski explains what morality means to him.

During the First Reading

Read the entire selection even if you do not know all of the words. Do not stop to look up unfamiliar words. Ask yourself these questions as you read:

- Which paragraph gives the background of the story?
- Which paragraphs give details about the story?
- Which paragraphs give Bronowski's purpose for telling the story?



The formula for nuclear fission.