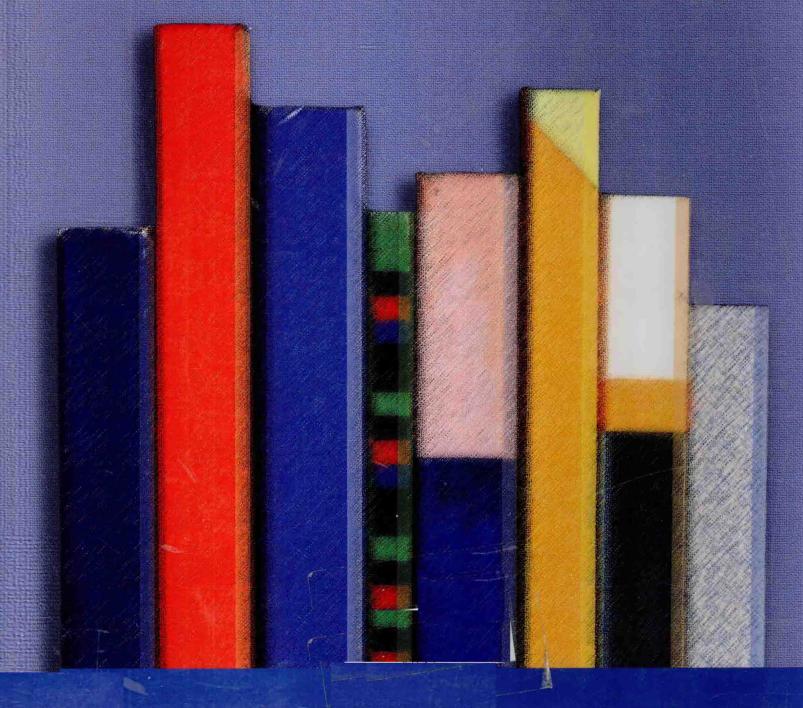
# EadSmart 2



Cheryl Pavlik

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Cheryl Pavlik

#### To the Teacher

**ReadSmart** is a three-level reading skills series featuring an innovative approach to reading development. Extensive reading and vocabulary skills instruction chapters, followed by ample opportunities to practice the target skills, help learners to **read smart**.

#### **Features**

- Skills and strategies chapters present and practice vital reading strategies, such as predicting from what you already know, and reading skills, such as skimming and scanning.
- Vocabulary strategies, such as recognizing internal definitions, recognizing common phrases, and using word forms, help learners to read more fluently.
- **Reading chapters** provide diverse opportunities for learners to practice and apply the target skills and strategies.
- Self-evaluation activities make learners aware of the skills and strategies they use when reading.
- A wide range of reading genres, including textbook excerpts, magazine features, newspaper articles, encyclopedia entries, and dictionary entries, prepares students for academic reading as well as reading for pleasure.
- A skills chart is included in the table of contents of each book.
- Chapter quizzes in the Teacher's Manual prepare students for different types of test-taking situations, including standardized multiple choice, matching, true/false, and questions where students must apply the reading strategies and skills to a text.
- A Teacher's Manual provides an overview for the teacher, chapter quizzes, and complete answer keys.
- An optional audio program with recorded reading passages provides expansion opportunities for teachers.

### Components

• **Student Book** has 12 units: three skills and strategies chapters that present and practice both reading and vocabulary skills and strategies, and nine reading chapters that provide diverse opportunities for learners to practice and apply the target skills and strategies.

- Teacher's Manual provides the following:
  - Teaching tips and techniques
  - Answer keys for the Student Book
  - Expansion activities
  - Chapter quizzes in a variety of test formats, such as standardized multiple choice, matching, true/false, and questions where students must apply the reading skills and strategies to a text
  - Answer keys for the chapter quizzes.
- Audio program contains recordings of the readings in both audio CD and audiocassette formats.

#### About the Series

**ReadSmart** is a three-level reading skills series intended for high beginning, intermediate, and high intermediate students who are studying English. The topics, reading genres, and strategies were purposefully chosen to accommodate a wide variety of students. The themes in the reading chapters were chosen to relate to different academic disciplines, although most of the readings themselves are non-academic in nature. Therefore, the series can be used with students who would like to read more effectively for academic, career, or general purposes.

#### The Philosophy

**ReadSmart** teaches that there is no single correct way to read. Some strategies work well for some people and not others. Some strategies work well in some situations and not others. The key to success is using the right strategy in each reading situation. Effective readers understand this, and they use a wide variety of reading strategies with great flexibility. Effective readers are not easily discouraged. If one strategy doesn't work, they simply try another. **ReadSmart** therefore introduces students to a great variety of reading and vocabulary strategies. The text then encourages readers to be flexible by providing them with opportunities to practice different strategies in the readings.

The readings represent different topics, genres, and styles. They were carefully chosen to provide reading practice at different levels of difficulty. Some readings may seem relatively easy. These will help students gain confidence and give them a chance to practice the reading skills and strategies in depth. Other readings will be quite challenging, allowing students to see how much they can understand when faced with difficult material. Although the chapters were designed to move generally from easier to more difficult, each reading chapter also offers a mixture of levels of difficulty. For this reason, a reading in Chapter 7 might be easier than a reading in Chapter 4, for example. However, within each chapter, the most challenging reading is last. This structure allows students to gain a fair amount of background knowledge before they tackle more difficult material.

#### The Reading Process

One of the most important lessons that students studying English have to learn is that reading is not a linear process. Effective readers usually do not begin at the first word in a text and continue without stopping until the end—especially if the reading is challenging. The reading process is much more flexible than that. Effective readers often begin the reading process before they actually begin reading and, in some cases, they may start at the end. Then as they are reading, they constantly move forward and backward—predicting, making deductions, checking their guesses, and reacting to the information they are learning.

The reading process does not always go smoothly, and there are often words or sentences that the reader may not completely understand. Effective readers are willing to keep reading, even though they may be confused. They continue to read while looking for clues to help them understand the text.

**ReadSmart** encourages students to "read through" their confusion and then reread to increase their understanding. Students learn that understanding *approximately* what a word means is often enough. For example, depending on your purpose for reading, it may be enough to know that a carburetor is a part of a car engine without having any idea what it does. Read the following sentence:

The garage was filled with things that Adam had collected over the years and discarded: an old lawn mower, broken sports equipment, unused tools, cans of dried-up paint, even an old carburetor.

In this sentence, you only need to know that a carburetor is a concrete noun that one might find in a garage.

# Reflective Reading and Self Evaluation

Research has shown that **reflective reading** is one of the keys to reading improvement. For this reason, every reading chapter in *ReadSmart* concludes with a section that asks students to review their own reading process, identify the strategies that they used, evaluate their effectiveness, and think about what they might do differently in the future. Students have many opportunities to compare their work with a partner's. The purpose of these activities is to help students share their reading experiences and exchange ideas about the use of the different strategies.

#### Text Overview -

#### Introduction

Each text begins with an introductory chapter on the mechanics of reading. This chapter provides practice in the physical skills required for scanning, skimming, and reading more quickly. The exercises focus on things such as rapid eye movement, using your hand to move down the page, and so on.

#### Skills and Strategies Chapters (1, 5, 9)

There are three **Skills and Strategies chapters** in the text (Chapters 1, 5, and 9). These chapters present skills and strategies for improving your reading. Skills and strategies for comprehension are taught in Part 1; skills and strategies for understanding vocabulary are taught in Part 2. The comprehension section is further divided into steps in the reading process: *Prepare, Read,* and *Remember.* Although *ReadSmart* teaches that reading is not necessarily a linear process, these chapters do teach and practice skills and strategies in a logical progression to ensure that students have mastered them in isolation before applying them.

Each strategy is introduced, explained, and then practiced. The exercises in these chapters are controlled so that students benefit from focused practice of individual skills and strategies. Especially useful strategies, such as using signal words to predict ideas, are taught and recycled in every skills/strategies chapter with different material.

#### Thematic Reading Chapters (2, 3, 4, 6, 7, 8, 10, 11, 12)

There are nine **Reading chapters** in the text (Chapters 2–4, 6–8, and 10–12). Each reading chapter contains four readings on a single topic. The activities accompanying the readings are designed specifically to target the comprehension and vocabulary skills and strategies that students learned in the previous skills/strategies chapter. But rather than provide additional focused practice of individual strategies, the reading chapters ask students to apply the skills and strategies in powerful combinations as they read. As the text progresses, skills and strategies are recycled in the reading chapters naturally.

The reading chapters open with a topical photo and discussion questions. These tools activate students' background knowledge about the topic and prompt them into thinking about the topic in a general way. The four readings in the chapter expand the steps in the reading process: *Prepare, Read, Read Again, Remember,* and *Discuss*.

The comprehension and vocabulary skills and strategies taught in the skills/strategies chapters are embedded in the reading steps. *Post-reading Activities* focus students' attention more closely on strategies appropriate for each reading.

Thinking about Strategies prompts students to reflect on the strategies that they used in each reading.

### **Appendices**

The appendices provide extra reading practice in scanning and learning to read faster. In Appendix 1, students scan realistic items, such as a television schedule, a bus schedule, a class schedule, and a menu, looking for specific information. In Appendix 2, diverse readings are provided, some on topics covered in the text. Each of these readings has a multiple choice comprehension exercise but no other supporting material.



# The Mechanics of Reading: Scanning, Skimming, and Reading Faster

earning to read at an appropriate speed is important. Reading speed depends on two things: what you are reading and why you are reading. For example, when you look up a telephone number, you may read thousands of words per minute (wpm) because the only thing that you need to understand is the phone number that you are looking for. Other reading tasks require slow, careful reading. For instance, if you read a business contract, an important report, or a recipe in a cookbook really quickly, you could get a terrible result!

The following reading chart lists different kinds of reading. The fastest kind of reading is at the top of the chart—scanning. The slowest kind of reading is at the bottom of the chart—critical reading.

#### READING SPEED CHART

Adapted from University of Central Florida Student Development Department (Pegasus)

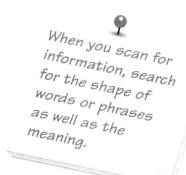
Type of material	Type of reading	Purpose
Dictionaries, telephone directories	SCANNING	Locating specific information
Newspapers, journals, research	SKIMMING	Reading for main ideas only
Easy textbooks, newspapers, stories, magazines	LIGHT READING	Reading for general understanding of main ideas and details when it is not necessary to remember most of the information
Most textbooks, journals, and technical materials	READING FOR LEARNING	Reading for complete understanding of main ideas; making questions from main ideas; taking notes for material that you must remember
Detailed textbooks that require deep thinking	CRITICAL READING	Evaluating and/or reflecting on content, or following directions as in performing a chemistry experiment

# Scanning

One way of reading is called scanning. Scanning is looking at a text quickly to find specific information.

#### Understanding the Strategy

We scan texts to find a phone number, locate a name, or look up a word. In scanning, your eyes behave like a computer searching a document. That is, you search until your eyes recognize letters, numbers, and words that your mind thinks you should see. Also, you look for meaning, not only for exact words but for synonyms and terms that are related to the question you want answered.



#### Search Terms

When you want to find specific information, think of the kinds of words you should scan the text for.

**Example:** If the question is "Where did Mr. Lin go to school?" you would search for the following terms.

- specific school names
- · common school terms: university, college, institute, school
- · location words: New York, London, Beijing, Paris
- · question-related words: study, attended, enrolled, graduated

#### Commonly Scanned Texts

Most people scan the same types of material. Which of these kinds of texts do you think you might scan?

- a page of movie ads in a newspaper
- a weather map
- instructions on how to repair an engine
- · a list of sports scores
- a chapter in a novel
- a bus or train schedule
- a menu
- · the label on a can or box of food

# ACTIVITY. 1

Look at the word in bold. Move your eyes quickly across the line. Each time you see the word again, draw a line through it.

1. possible	passable	possible	passable	plausible	possible	probable	passable
2. made	made	make	maid	made	make	mood	made
3. think	thank	think	tank	think	thank	thin	tank
4. night	night	might	might	night	neat	might	night
5. touch	cough	tough	touch	touch	torch	cough	touch
6. tried	tired	tried	tired	tries	tires	tried	tired
7. calm	calm	clam	clamp	calm	clam	calm	clam
8. biology	biologist	biology	biologist	biological	biology	botany	biologist
9. peach	peace	peach	preach	peach	peace	piece	preach
10. reading	reading	railing	rapping	riding	reading	riding	rapping

### ACTIVITY. 2

Look at the word in bold. Move your eyes quickly across the line. Each time you see the word again, draw a line through it.

1. telephone	telegraph	TelePrompTer	telephone	telegraph	television	telephone
2. worked	walked	worked	whiled	world	worked	walked
3. choose	choice	chose	choose	choice	chose	choose
4. tests	tastes	teeth	tests	tempts	tastes	tests
5. people	parable	peephole	pebble	people	parable	peonie
6. information	informative	informer	instruction	information	infiltrate	inform
7. threw	thrown	true	through	thrash	threw	trowel
8. electrical	electoral	elected	electricity	electrical	elected	electoral
9. required	required	requisite	renounce	respired	repaired	required
10. applicant	appliqué	applecore	applicant	appliance	supplicant	applica