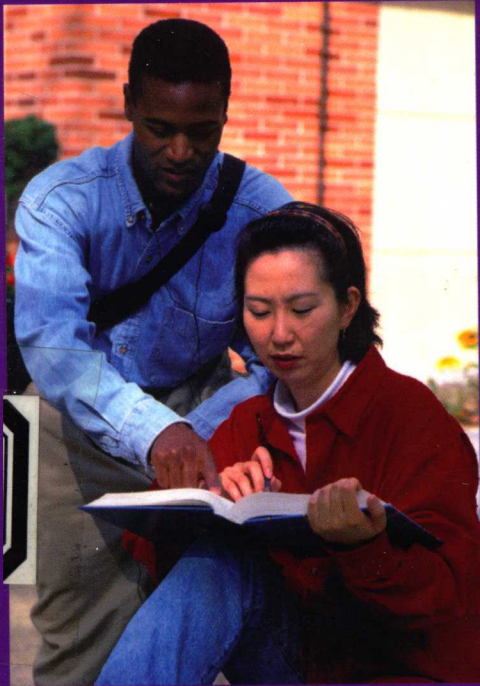
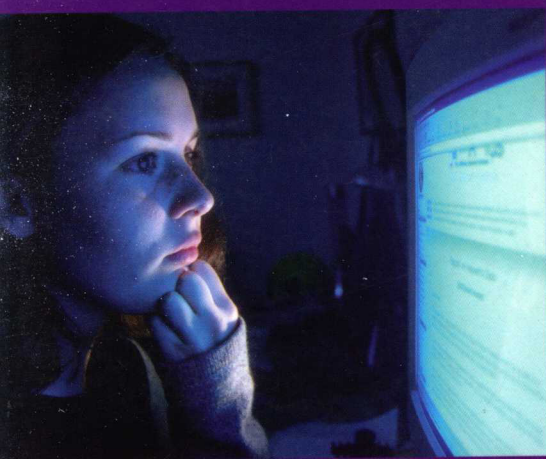


# Reading for a Reason

Expanding Reading Skills



Laurie Blass • Elizabeth Whalley

1

# Reading for a Reason

## Expanding Reading Skills

Laurie Blass  
Elizabeth Whalley

 **McGraw-Hill**

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## Reading for a Reason Student Book 1: Expanding Reading Skills

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# Welcome to Reading for a Reason

Reading for a Reason 1 is the first in a three-level reading series that leads students to develop the critical reading and vocabulary skills they need to become confident, academic readers.

## CHAPTER 5 The Physics of Sports

**CHAPTER PREVIEW**

In this chapter, you'll:

**Content**

- ▶ read questions and answers about sports and science
- ▶ read about athletes and the laws of physics

**Reading Skills**

- ▶ preview the ideas in a reading by using pictures
- ▶ outline a reading to help you remember what you read

**Vocabulary Skills**

- ▶ use words and expressions for talking about sports and the laws of physics
- ▶ use expressions with go to describe movement

**Writing Skills**

- ▶ write about sports and physics

**Research Skills**

- ▶ learn how to find images on the Internet
- ▶ interview people about the sports they like

Statistically, 100% of the shots you don't take don't go in. —Hayes Grently (Canadian hockey player, b. 1961)



**SHORT SURVEY**

Which sports do you like to play or watch?

- baseball
- basketball
- tennis
- soccer
- swimming
- other

**Reading 1:**  
Why do golf balls have dimples? Read "Sports Q & A" to find out.

**Reading 2:**  
How do soccer players use Newton's first law? Read about athletes and the laws of physics to find out.



88 ♦ Unit 3 Physics and History of Sports

Chapter Preview boxes outline the main goals of the chapter and focus students' attention on what they will learn.

Short Surveys related to the chapter topic help students personalize the chapter content and activate prior knowledge.

Teaser photographs and questions pique students' interest.

Before You Read activities stimulate background knowledge, focus on vocabulary presentation and practice, and introduce important expressions.

Preview questions activate schemata and help students focus on the main idea of the passage.

Vocabulary Exercises preview the important words and expressions found in the readings.

## Reading 1: Sports Q & A

### Before You Read

#### Preview

- A. The title of Reading 1 is "Sports Q & A." What do you think it's about? (Hint: Think about what Q and A usually mean when they are together like this.) Discuss with a partner.
- B. Look at these pictures. What is happening in each one? Discuss with a partner.



- C. Now discuss these questions with your partner:
1. Which of these sports have you seen in real life? On TV? In movies?
  2. Which of these sports do you do?



**As You Read** activities present readings that recycle reading skills and vocabulary to build reading fluency and confidence, while increasing mastery.

**Focus questions** help students focus while reading and reinforce prediction skills.

**First reading passage** introduces the chapter topic in a short informal reading. Types of texts include emails, interviews, quizzes, and magazine articles.

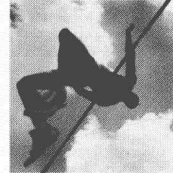
### As You Read

You are going to read and try to answer questions about sports and science. As you read the questions, think about the connections between sports and science. Also, try and picture in your mind what each sport, action, or piece of equipment looks like.

#### Sports Q & A

How much do you know about sports and science? Can you answer these questions yourself? If not, make a guess. Then read the next page to find out the answers.

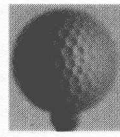
1. Why does a golf ball have dimples (small indentations)?
2. When basketball players jump, they look as though they stay in the air a long time. Why?
3. Why do high jumpers go headfirst and backwards over the bar?
4. Why are there so many left-handed batters in baseball?
5. Do lane dividers help swimmers swim faster?



A high jumper



Lane divider and swimmer



A golf ball

### After You Read

#### Comprehension

- A. How many questions from "Sports Q & A" did you answer correctly? As you were reading, did you see pictures in your mind?
- B. Fill in the bubble for each correct answer.
  1. Golf balls have dimples to make them \_\_\_\_\_.  
 A easier to find     B go farther     C stay in one place
  2. What makes basketball players look as though they stay in the air a long time?  
 A They lift their arms to look as though they jumped higher.  
 B Everyone is looking at the ball, so it only *feels* like a long time.  
 C They bend their knees and pull up their feet.
  3. When high jumpers go over the bar headfirst and backwards, their center of gravity \_\_\_\_\_ their body.  
 A stays in     B is above     C is below
  4. An advantage left-handed batters have in baseball is that they are \_\_\_\_\_.  
 A two steps closer to first base     B on home plate  
 C two steps closer to third base
  5. What disadvantage do swimmers have in a pool without lane dividers?  
 A The water is rougher.     B The water is colder.     C The water is hotter.

#### Talk About It

Discuss the following questions about "Sports Q & A."

1. What information was new to you? What did you know already?
2. Can you give any other examples of the connection between science and sports?



**After You Read** activities focus on the main idea and details presented in Reading 1.

**Standardized testing formats** help students become familiar with a variety of test formats.

**Talk About It** activities encourage discussions on questions that help students synthesize, personalize, and extend concepts in the reading.

## As You Read

As you read, think about this question:

► Why are Newton's laws of physics important to athletes?

### Athletes and the Laws of Physics

When you run fast, it's often hard to stop. Then when you stop, it's often hard to start again. Why? Sir Isaac Newton, the great seventeenth century scientist and mathematician, understood the reasons.

Newton described three laws of motion, and they are all important to athletes. They are important in soccer, baseball, running, and other sports. Let's look at these laws and see how they help athletes.

#### Newton's First Law

Newton's first law says that an object in motion will stay in motion unless a force pushes it or pulls it. A soccer player uses this law. The player kicks the ball. Then the ball moves. Often it gets kicked again. Then it changes direction. It stops if someone stops it. It also stops if it hits the net.

#### Newton's Second Law

Newton's second law says that if you push or pull an object, it goes in the direction of the force. A baseball player uses this law. The baseball player hits the ball with a bat. The player hits the ball in a particular direction, such as to right field. The ball then travels in that direction.

Newton's second law also says that a heavy object needs more force to go fast than a light object does. A baseball weighs about 5.12 ounces (145 grams). If a baseball player hits a baseball with the bat, the ball travels at about 75 miles per hour (121 kph). A tennis ball weighs about 2 ounces (57 grams). What happens if the baseball player hits a tennis ball with the bat? The baseball player does not have to hit the tennis ball as hard for it to travel at the same speed.

If I could explain it to the average person, it wouldn't have been worth the Nobel Prize. ▶

—Richard Feynman  
(1965 Nobel laureate in physics,  
1918–1988)



Sir Isaac Newton



Figure 1: An object stops moving when a force (the net) pushes against it.



Figure 2: The baseball goes in the direction of the force.

Chapter 5 The Physics of Sports ♦ 97

Headings, photographs, maps, and charts in the readings help students practice academic reading skills previously taught.

Timed Readings help students become aware of and improve their reading speed. Students chart their reading times in the Timed Reading Chart in the back of the book.

Second reading passage introduces a longer academic, scientific, or formal reading on the chapter topic.

Focus questions help students focus while reading, and enforce and reinforce prediction skills.

#### Newton's Third Law

Newton's third law makes sports possible. It says that if you push or pull an object, it will push or pull back equally with the same force. How does this make sports possible? Let's look at runners. A runner's foot pushes against the ground. Usually the ground does not move. It resists. That is, seems to push back. This push of the ground makes the runner go forward. The ground is very big, so the runner doesn't feel the push. Sometimes the ground is soft, for example, if it's muddy. What happens if the runner tries to run in mud? The ground doesn't resist right away. It doesn't push back immediately. Then it's harder to run. Here's another example: running on the beach. Which is easier—running on hard sand or running on soft sand? All changes in motion follow this third law, even walking. When you walk, you push the ground. The ground resists, and this resistance helps you walk.

You can find examples of Newton's laws in all sports. They help a surfer ride a wave, a skateboarder jump over a curb, or a soccer player make a goal. Your favorite sports stars might not think too much about Newton when they play, but Newton's laws are helping them all the time.



Figure 3: The foot pushes the ground. The ground resists with enough force to prevent the foot from going down.

Word Count: 503



#### Timed Reading

Read "Athletes and the Laws of Physics" again. Read at a comfortable speed. Time your reading.

Start time: \_\_\_\_\_

End time: \_\_\_\_\_

My reading time: \_\_\_\_\_

**After You Read** activities include extended vocabulary practice, reading skills presentation and practice, and collocation practice.

**Main Idea** questions allow students to check predictions made before the reading.

**Reading Skills** boxes present reading comprehension skills needed to succeed in an academic environment.

### After You Read

#### Main Idea

What is the main idea in "Athletes and the Laws of Physics"? Fill in the bubble of the correct answer.

- Ⓐ Athletes must study the laws of physics.
- Ⓑ The laws of physics help athletes.
- Ⓒ Baseball and soccer use the laws of physics.

#### Reading Skills

##### Outlining a Reading Passage

Outlining a reading passage is a good way to learn the information in it. Making an outline helps you find and remember the main ideas and the details in a reading passage. It also helps you organize the ideas so you can review them later. A traditional outline has the following format:

Title  
Introduction: Main Idea  
I. Supporting Idea #1  
    A. Specific Detail #1  
    B. Specific Detail #2  
II. Supporting Idea #2  
    A. Specific Detail #1  
    B. Specific Detail #2  
III. Supporting Idea #3  
    A. Specific Detail #1  
    B. Specific Detail #2  
Conclusion

Look at the example on the next page. It's an outline of Reading 2 in Chapter 4.

### Vocabulary

A. Here are some more words and expressions from "Athletes and the Laws of Physics." Find them in the reading passage and circle them.

equally    grams    mph    mud    right field

B. Now use them to complete the sentences below.

1. Sometimes people write out the whole expression *miles per hour*, and sometimes they just use the short form, \_\_\_\_\_.
2. When it rains, dirt mixes with water and the ground gets wet and soft. This \_\_\_\_\_ makes running difficult.
3. Owen and Peter can both jump to the same height. They can jump \_\_\_\_\_ high.
4. If a baseball player hits the ball to the right, the ball will most likely land in \_\_\_\_\_.
5. Scientists use the metric system, so a scientist knows one ounce is 28.349 \_\_\_\_\_.

#### Talk About It

Discuss the following questions about sports and physics:

1. What is your favorite sport to watch or play?
2. How does Newton's first law help you with your sport?
3. How does Newton's second law help you with your sport?
4. How does Newton's third law help you with your sport?
5. What else do you know about physics? How does your knowledge help you with your sport?



**Vocabulary** activities provide students with an opportunity to practice additional words and expressions from Reading 2.

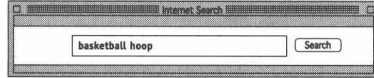
**Talk About It** activities encourage discussions on questions that help students synthesize, personalize, and extend concepts in the reading.



## Internet Research

### Finding Images

Images (pictures, photos, and diagrams) help you understand ideas. You can find images easily on the Internet. To find an image on the Internet, go to a search site, such as Google ([www.google.com](http://www.google.com)), and click on "Images." Then type into the textbox keywords that describe the image that you want to see.



When searching for images, use the same keyword search skills that you practiced in Chapters 1–4.

### Practice

- A. Practice looking for images on the Internet. Try to find pictures that show the items on the list below. Print the best images and bring them to class.
- ▶ a hockey stick
  - ▶ Newton's third law
  - ▶ slam-dunk
  - ▶ riding a wave
  - ▶ your choice
- B. Tell the class about your search experience. Talk about the images that you found. Explain how you found them. For example, what keywords did you use?

**Write About It** activities allow students to write on different but related aspects of the chapter topic.

**Writing A** consists of two highly structured paragraph templates to provide guided writing experience.

**Writing B** allows students to write two paragraphs on the same topic as Writing A.

**Writing C** is an open-ended writing activity.

**Internet Research** boxes present helpful tips on how to conduct academic research on the Internet.

## Write About It

- A. Write paragraphs. Fill in the blanks. Write complete sentences.

### Paragraph One

I like to watch/play \_\_\_\_\_  
(Circle one) (Write the name of a sport)  
because \_\_\_\_\_  
(Explain the reason)

I also like to watch/play \_\_\_\_\_  
(Circle one) (Write the name of a sport)  
because \_\_\_\_\_  
(Explain the reason)

### Paragraph Two

Newton's laws of physics help in many sports. One example is \_\_\_\_\_  
(Write a sport)

Newton's \_\_\_\_\_  
(Write the number of the law) law helps players in this sport because \_\_\_\_\_  
(Explain how the law helps players)

Newton's laws also help in \_\_\_\_\_  
(Write a sport) . Newton's \_\_\_\_\_  
(Write the number of the law) law helps players in this sport because \_\_\_\_\_  
(Explain how the law helps players)

- B. Now write your own paragraphs. First, write a paragraph about watching or playing sports. Then write another about how the laws of physics help in sports. Try to include four new words or expressions from this chapter.
- C. Write more paragraphs about sports and science. Here are some ideas:
- ▶ Answer these questions: How can you get better at a sport that you like? What can you do? Can the laws of physics help you get better?
  - ▶ Explain why you *don't* like to watch or play certain sports.
  - ▶ Find an image on the Internet that shows an athlete using one of Newton's laws. Write about the law being used and how the athlete is using it.

Include four new words or expressions from this chapter in your paragraphs. Also, try to use your Internet research.

**On Your Own** is a structured speaking activity that helps students further explore each chapter theme.

**Step 1** has students design a survey or prepare a presentation on the chapter topic.

**Step 2** asks students to conduct surveys using the questions they wrote in Step 1 or give their presentation to the class.

**Step 3** allows students to explain the results of their survey or evaluate their presentations.

### On Your Own

#### Project

Design a survey. Ask your classmates about their favorite sports.

#### Step 1: Practice

With a partner, design a survey about sports. Think of three questions. Write your questions in the survey box below. Have your teacher check them to make sure that they are correct. Repeat the questions with your teacher so you can pronounce them correctly.

Sports Survey		
1. Question:	_____	
Person 1	M _____ F _____	Answer: _____
Person 2	M _____ F _____	Answer: _____
Person 3	M _____ F _____	Answer: _____
2. Question:	_____	
Person 1	Answer: _____	
Person 2	Answer: _____	
Person 3	Answer: _____	
3. Question:	_____	
Person 1	Answer: _____	
Person 2	Answer: _____	
Person 3	Answer: _____	

#### Step 2: Take a Survey

Ask three classmates questions about sports. Indicate *M* (male) or *F* (female) for each person. Use the form above.

#### Step 3: Follow-Up

Explain the results of your survey to the class. For example, you could say, "I asked three people about the sports they play. Two people said that they don't play *any* sports. I was surprised because..."

### Wrap Up

#### How Much Do You Remember?

Check your knowledge. In this chapter, you learned facts, words, and expressions. You also learned reading skills and you practiced writing. Complete the following to check what you remember.

1. Why do golf balls have dimples?

\_\_\_\_\_

2. Why do basketball players look as though they stay in the air a long time?

\_\_\_\_\_

3. What is one of Newton's laws?

\_\_\_\_\_

4. Use *go higher than* in a sentence.

\_\_\_\_\_

5. How do you find images on the Internet?

\_\_\_\_\_

6. Write one thing that you learned about your classmates from your survey.

\_\_\_\_\_

#### Second Timed Readings

Now reread "Sports Q & A" and "Athletes and the Laws of Physics." Time each reading separately. Write the times for all the Timed Readings in this chapter in the Timed Reading Chart on page 214.

**Wrap Up** is an informal assessment tool that reviews chapter content, vocabulary, and reading skills.

**Second Timed Reading** focuses students' attention on their reading fluency by having them reread Reading 1 and Reading 2 and keep track of their times on the Timed Reading Chart in the back of the book.

# Scope and Sequence

## UNIT

### 1

## Psychology

	Academic Focus	Text Type/Content	Reading Skills
<b>CHAPTER 1: Friendship</b> page 4	Sociology	<ol style="list-style-type: none"><li>1. Emails between friends</li><li>2. An academic journal-style article on the benefits of friendship</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing by connecting with the topic</li><li>▶ Identifying main ideas</li></ul>
<b>CHAPTER 2: Finding Lost Loves</b> page 24	Psychology	<ol style="list-style-type: none"><li>1. An interview with two young people in love</li><li>2. A research study about “lost loves”</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing by asking questions about the title</li><li>▶ Identifying details</li></ul>

## UNIT

### 2

## Food and Nutrition

<b>CHAPTER 3: Food Names</b> page 46	Anthropology	<ol style="list-style-type: none"><li>1. A <i>New York Times</i> feature about an incident in a restaurant</li><li>2. An article about unusual food names in English</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing by using titles and headings</li><li>▶ Identifying examples</li></ul>
<b>CHAPTER 4: Food and Health</b> page 66	Nutrition	<ol style="list-style-type: none"><li>1. A timeline of dietary advice from 3200 B.C. to the present</li><li>2. Recent research on the health benefits of certain foods</li></ol>	<ul style="list-style-type: none"><li>▶ Using topic, title, and headings to preview main and supporting ideas</li><li>▶ Taking notes as you read</li></ul>

## UNIT

### 3

## Physics and History of Sports

<b>CHAPTER 5: The Physics of Sports</b> page 88	Physics	<ol style="list-style-type: none"><li>1. A sports quiz</li><li>2. An explanation of the relationship between the principles of physics and sports</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing using figures and captions</li><li>▶ Outlining a reading</li></ul>
<b>CHAPTER 6: Sports History</b> page 108	History	<ol style="list-style-type: none"><li>1. A profile of Roger Bannister</li><li>2. The history of lacrosse and Benjamin Franklin's contributions to sports</li></ol>	<ul style="list-style-type: none"><li>▶ Interacting with a passage before reading it</li><li>▶ Predicting test questions</li></ul>

### Vocabulary Skills

- ▶ Using words and expressions to describe friends and friendship
- ▶ Using comparison expressions

- ▶ Using words and expressions to talk about love and romance
- ▶ Using words and expressions to discuss research

- ▶ Using words and expressions to talk about food
- ▶ Using verb + preposition combinations

- ▶ Using words and expressions to discuss health problems
- ▶ Using expressions to discuss health benefits and to give advice

- ▶ Using words and expressions to discuss sports and the laws of physics
- ▶ Using expressions with *go* to describe movement

- ▶ Using words and expressions to talk about the history of sports
- ▶ Using expressions of age and time

### Writing Skills

- ▶ Writing about friends, friendship, and activities with friends

- ▶ Writing about love and romance

- ▶ Writing about food

- ▶ Writing about healthy foods and eating habits

- ▶ Writing about sports and physics

- ▶ Writing about sports and sports inventions

### Internet and Research Skills

- ▶ Using keywords to do an Internet search
- ▶ Interviewing people about their friends

- ▶ Limiting Internet search results
- ▶ Interviewing people about their ideal mates

- ▶ Using an online food dictionary
- ▶ Interviewing people about food and eating

- ▶ Identifying valid sources of information on the Internet
- ▶ Interviewing people about their opinions of traditional and modern medicine

- ▶ Finding images on the Internet
- ▶ Interviewing people about the sports they like

- ▶ Finding biographies on the Internet
- ▶ Interviewing people about their sports histories

# Scope and Sequence

## UNIT

## 4

## Biology

	Academic Focus	Text Type/Content	Reading Skills
<b>CHAPTER 7:</b> <b>Nature or Nurture</b> page 130	Genetics	<ol style="list-style-type: none"><li>1. A profile of twins separated at birth</li><li>2. An academic journal-style article on the nature vs. nurture debate</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing by analyzing the introduction to a reading</li><li>▶ Identifying facts and opinions</li></ul>
<b>CHAPTER 8:</b> <b>Oddities in Living Nature</b> page 150	Biology	<ol style="list-style-type: none"><li>1. A chart indicating size and lifespan of certain mammals</li><li>2. A scientific description of the appearance, habitat, and behavior of two organisms</li></ol>	<ul style="list-style-type: none"><li>▶ Previewing by using topic sentences</li><li>▶ Using context clues to guess the meanings of unknown words</li></ul>

## UNIT

## 5

## Literature

<b>CHAPTER 9:</b> <b>Urban Legends</b> page 172	Folklore	<ol style="list-style-type: none"><li>1. An urban legend, told in an email exchange</li><li>2. An analysis of the urban legend: definition, characteristics, and function</li></ol>	<ul style="list-style-type: none"><li>▶ Reviewing using titles, headings, topic sentences, and pictures and captions</li><li>▶ Using context clues to guess the meaning of unknown words</li></ul>
<b>CHAPTER 10:</b> <b>Slam Poetry</b> page 192	Poetry	<ol style="list-style-type: none"><li>1. An original slam poem</li><li>2. A report on the phenomenon of slam poetry: its origins, format, and characteristics</li></ol>	<ul style="list-style-type: none"><li>▶ Combining skills to preview</li><li>▶ Summarizing a reading passage</li></ul>

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**Vocabulary Skills**

- ▶ Using words and expressions to talk about nature and nurture
- ▶ Using words and expressions to describe characteristics

**Writing Skills**

- ▶ Writing about nature and nurture

**Internet and Research Skills**

- ▶ Finding recent news on the Internet
- ▶ Interviewing people about their opinions of nature vs. nurture

- 
- ▶ Using words and expressions to discuss size and lifespan
  - ▶ Using words to discuss extreme environments
  - ▶ Using words and expressions to discuss animal behavior

- ▶ Writing about animals, longevity, and adaptation

- ▶ Using an online science dictionary
- ▶ Getting information on an animal that lives in an extreme environment

- 
- ▶ Using words and expressions to talk about urban legends and storytelling
  - ▶ Using verb + preposition combinations

- ▶ Writing about storytelling and urban legends

- ▶ Combining keywords to find specific urban legends on the Internet
- ▶ Interviewing people about telling jokes, stories, and urban legends

- 
- ▶ Using poetic words and expressions
  - ▶ Using words to describe poetry
  - ▶ Using verb + *from* and *to* expressions

- ▶ Comparing poems and writing a poem

- ▶ Finding poems and information on poets on the Internet
  - ▶ Interviewing people about their favorite poems
-

# To the Teacher

## Series Overview

*Reading for a Reason: Expanding Reading Skills* is a three-level academic theme-based reading series that focuses on cross-curricular content and promotes critical thinking skills. The series is designed to enhance the academic reading and vocabulary skills of English language learners. The three books in the series range from High-Beginning to High-Intermediate.

- ▶ Reading for a Reason 1—High-Beginning  
Reading passage word count 150–600
- ▶ Reading for a Reason 2—Intermediate  
Reading passage word count 425–950
- ▶ Reading for a Reason 3—High-Intermediate  
Reading passage word count 550–1500

The objectives of *Reading for a Reason* are to increase students' independence, confidence, competence, and comfort in reading in English and in learning new vocabulary. To be successful academically, students must have strong reading, vocabulary, and computer skills. *Reading for a Reason* is designed to work on the skills that are most needed for academic success.

To be independent readers, students need to be able to self-activate schemata and use critical thinking skills. Therefore, each book in the series promotes critical thinking skills before, during, and after the readings. The critical thinking skills include annotating a text, analyzing graphics, and identifying fact and opinion. The readings encompass a wide range of academic disciplines: biology, cultural anthropology, history, psychology, science, and sociology. Chapters recycle reading skills (such as using titles, headings, and captions to predict) taught in previous chapters. Thus, students not only have opportunities to practice skills when they are taught, but they are given additional practice in later chapters using new academic content. Students are also able to self-monitor their reading speed by filling in the chart of timed readings. Intrinsically interesting content keeps students' attention as they develop their vocabulary and reading power.

## Organization of the Book

*Reading for a Reason 1* is a high-beginning level book that prepares students for the academic reading they will have to do once they have begun their academic coursework. *Reading for a Reason 1* features five units that span a variety of academic disciplines. Each unit begins with an introduction to the academic discipline including a definition and explanation, a list of important people in the field, and key questions students answer to discover if they are attracted to the discipline. Each unit then consists of two twenty-page chapters that integrate reading content with reading, vocabulary, speaking, writing, and Internet research skills.

Each chapter has the following components:

- ▶ **What do you think?** presents interactive pair activities that personalize the chapter topic in more depth.
- ▶ **Before You Read** stimulates background knowledge, focuses on vocabulary presentation and practice, and introduces important expressions.
- ▶ **Reading 1** introduces the chapter topic in a short informal reading. Types of texts include emails, interviews, quizzes, and magazine articles.
- ▶ **Reading 2** introduces a longer, academic, scientific, or formal reading on the chapter topic.
- ▶ **Timed Reading** helps students become aware of and improve their reading speed by timing themselves and charting their times on the Timed Reading Chart in the back of the book.
- ▶ **Reading Skills** box presents reading comprehension skills needed to succeed in an academic environment.
- ▶ **After You Read** includes extended vocabulary practice, reading skills presentation and practice, as well as practice with collocations.
- ▶ **Talk About It** permits group discussions on questions that help students synthesize, personalize, and extend concepts in the reading.
- ▶ **Expressions** present collocations from Reading 1 and Reading 2. Practice exercises follow each box.
- ▶ **Internet Research** presents helpful tips on how to conduct academic research on the Internet. Practice exercises follow each box.
- ▶ **Write About It** allows students to write at least three different paragraphs on aspects related to the chapter topic.
- ▶ **On Your Own** presents structured speaking activities that help students further explore each chapter theme.
- ▶ **Wrap Up** is an informal assessment tool that reviews chapter content, collocations, and reading skills.
- ▶ **Crossword Puzzle** reviews vocabulary defined in the chapter.



## **Audio Program**

Each *Reading for a Reason* book is paired with an audio program available on both audio CD and audiocassette. The audio program allows students to listen to the 20 reading passages as they read. Research shows that different students learn in different ways. By allowing students aural input, the audio program strengthens the skill sets of auditory learners. The audio program also facilitates pronunciation of individual words as well as stress, intonation, and other suprasegmentals associated with collocations. Studies have also shown that listening to readings can help increase reading speed.

## **Teacher Manuals**

Each book in the series also has a Teacher's Manual that contains a complete answer key to the student book and chapter quizzes. The chapter quizzes consist of an additional reading passage on the chapter topic, five comprehension questions that reinforce the reading skills taught within the chapter, and five vocabulary questions. Quizzes can be photocopied and given to students for either review or assessment.