

WIENER
BAZERMANN

READING SKILLS HANDBOOK

8TH EDITION

READING SKILLS HANDBOOK

Eighth Edition

HARVEY S. WIENER

Marymount Manhattan College

CHARLES BAZERMAN

University of California, Santa Barbara

Senior Sponsoring Editor: Mary Jo Southern
Senior Associate Editor: Ellen Darion
Editorial Assistant: Danielle Richardson
Project Editor: Tracy Patruno
Senior Manufacturing Coordinator: Marie Barnes
Senior Marketing Manager: Nancy Lyman

Cover design: Harold Burch, Harold Burch Design, New York City
Cover image/illustration: Stacey Innerst

Acknowledgments appear on pages 603–608,
which constitute an extension of the copyright page.

Copyright © 2000 by Houghton Mifflin Company. All rights reserved.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Houghton Mifflin Company unless such copying is expressly permitted by federal copyright law. Address inquiries to College Permissions, Houghton Mifflin Company, 222 Berkeley Street, Boston, MA 02116-3764.

Printed in the U.S.A.

Library of Congress Catalog Card Number: 99-71903

Student Text ISBN: 0-395-96238-2

Instructor's Annotated Edition ISBN: 0-395-96239-0

456789-QWF-06 05 04 03 02

Preface



Reading Skills Handbook, Eighth Edition, teaches, in clear language, the basic reading and study skills required for success in college. 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 numerous exercises designed for practice and review. Our step-by-step approach allows students to move from simple skills to more complex ones with confidence.

Organization

The book has two main parts: a *Handbook* that provides instruction in the essential reading skills and a section of *Reading Selections* that provides twenty-two readings and related exercises.

The *Handbook* begins with an overview of the reading process. It next introduces basic techniques for learning new words and examines important comprehension skills, before advancing to skills that help students interpret and evaluate what they read. Finally, the *Handbook* teaches basic study skills — techniques for taking notes, outlining, summarizing, and taking exams — that help students improve their performance in class. Self-test questions at the ends of chapters provide students an opportunity to assess their mastery of the reading skills in that chapter. Unit Review Test exercises encourage students to apply all the skills they have learned in a unit to a more extensive reading.

Each passage in the *Reading Selections* is accompanied by prereading, comprehension, interpretation, vocabulary, and writing exercises. Each question is keyed to the appropriate section in the *Handbook*; if students have difficulty answering a question, they can easily find and review the material that covers that particular skill. For example, a 9 after a question means that a review of Chapter 9, “Making Inferences,” will help students recall the techniques that readers use to make valid inferences. Throughout the text students will find questions that guide their understanding and interpretation of specific passages.

The organization of the book allows its adaptation to specific courses in several ways. The instructor may teach the four units in the *Handbook* in the early weeks of the term, postponing the study of the *Reading Selec-*

tions until students know the basic 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, the instructor may choose to further reinforce the skills taught in the *Handbook* by immediately assigning appropriate work from the *Reading Selections*. Finally, the instructor may begin with the *Reading Selections* and return to key instructional units in the *Handbook* as specific needs arise in class.

Reading Skills Handbook, Eighth Edition, is a comprehensive guidebook for students who are taking basic reading courses. Encouraged by the successes of students who have used previous editions, we are confident that students who use this book will make substantial improvements in their ability to master college reading.

New to the Eighth Edition

For the eighth edition of *Reading Skills Handbook* we have made important changes in the content and organization of the text and have added materials in an effort to strengthen an already successful book.

- Heeding the call for effective assessment, we have added to the text in almost every chapter a Self-Test, a self-assessment mechanism whereby students on their own can test what they have learned and check their answers against an answer key in the back of the book (pages 595–599). This self-test feature reinforces our efforts to have students assume more responsibility for their own learning and to receive feedback on their progress as they advance through *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 students' edition.
- We have streamlined the text, allowing us to accomplish more in fewer pages, and improved the design, including the addition of color to make the book easier to use.
- We have improved the balance between multiple choice and fill-in-the-blank questions and questions that require students to write more extensive responses in their own language.
- Many of the reading passages in both the *Handbook* and *Reading Selections* are new; they include lively selections from books, newspapers, and magazines. We have maintained the emphasis on materials from textbooks that students typically read in their college course work—texts on sociology, psychology, history, business, government, and political science, for example.

Acknowledgments

We have many people to thank for their ideas on the preparation of this text. Colleagues scattered around the country have made thoughtful suggestions and have guided us in writing this book. We are grateful to

Dennis Gabriel, Cuyahoga Community College
Avis Massey, North Carolina A&T State
Merle Meyers, Santa Rosa Junior College
Nancy Smith, Florida Community College at Jacksonville
LuLu S. Watson, Okaloosa-Walton Community College
Paul Wolford, Walters State Community College
Donna Wood, State Technical Institute

We also wish to thank Alexandra Cook, Sheila Byers, Dolores Shedd, Barbara Wiener, and Melissa Jacobs for their help in bringing this project to fruition. To all these colleagues and friends and to our wives and families we owe much thanks and appreciation.

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 *Reading Skills Handbook*, Eighth 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 three representative state tests are correlated to the sections in *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	2e, 2f, 3f
Unfamiliar and uncommon words and phrases	2a, 2b, 2c, 2d
Figurative language	10
Understand the Main Idea and Supporting Details in Written Material	
Stated vs. implied main idea	6b(1), 6b(2)
Supporting details	7b
Identify a Writer's Purpose, Point of View, and Intended Meaning	
Recognizing a writer's intent and technique	13c(1–4), 13d
Determining a writer's point of view	13c(5)
Analyze the Relationship Among Ideas in Written Material	
Organizational patterns and relationships in written materials	8a(1–3), 8b, 8c, 8d, 8e
Drawing conclusions from written material	11
Use Critical Reasoning Skills to Evaluate Written Material	
Steps in critically evaluating written material	9, 13a, 13b, 14f, 13c, 13d
Apply Study Skills to Reading Assignments	
Summarizing, notetaking, outlining	14a, 14b, 14c, 14d, 14e
Interpreting information in graphic form	5b, 5c, 5d, 5e
FLORIDA COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST)	
Reading with Literal Comprehension	
Recognizing main ideas	6a, 6b(1), 6b(2)
Identifying supporting details	7b
Determining meaning of words on the basis of context	2c
Reading with Critical Comprehension	
Recognizing the author's purpose	13c(4)
Identifying the author's overall organizational pattern	8a, 8b, 8c, 8d, 8e
Distinguishing between statements of fact and statements of opinion	13a

FLORIDA COLLEGE LEVEL ACADEMIC
SKILLS TEST (CLAST) (continued)

Detecting bias	13b, 13c(5), 13d
Recognizing the author's tone	13c(2)
Recognizing the explicit and implicit relationships within sentences	6a, 9
Recognizing the implicit as well as explicit relationships between sentences	6a, 6b(1), 6b(2), 9
Recognizing valid arguments	13a, 13b
Drawing logical inferences and conclusions	9, 11

Contents



Preface xi

HANDBOOK

Introduction 2

1. The Reading Process: An Overview 3
 - 1a. What to Do Before You Read 4
Exercises 5
 - 1b. What to Do While You Read 6
Exercises 8
 - 1c. What to Do After You Read 9
Exercises 10

Unit One VOCABULARY 21

2. Building a Strong Vocabulary 23
 - 2a. How to Find Out What Words Mean 23
 - 2b. How to Remember New Words 24
 - 2c. Context Clues to Word Meanings 25
Exercises 28
 - 2d. Word Part Clues to Meaning 39
 - 2d(1) Important Prefixes 40
 - 2d(2) Important Roots 41
 - 2d(3) Important Suffixes 41
Exercises 42
 - 2e. Denotation and Connotation 44
Exercises 45
 - 2f. Shades of Meaning 47
Exercises 48
Self-Test 56
3. Using a Dictionary 61
 - 3a. The Guidewords 62
 - 3b. The Main Entry 62
 - 3c. The Pronunciation Key 62
 - 3d. The Parts of Speech 64

- 3e. Special Forms and Special Spellings 64
- 3f. The Meanings of the Word 64
- 3g. The History of the Word 64
- Exercises* 65
- Self-Test* 72

Unit One Review Test 74

Unit Two COMPREHENSION 79

- 4. Reading Aids 81
 - 4a. Prereading 81
 - 4a(1). Making a List 82
 - 4a(2). Drawing a Word or Concept Map 83
 - 4a(3). Doing Freewriting 83
 - 4a(4). Raising Questions 85
 - Exercises* 86
 - 4b. Skimming 87
 - Exercises* 87
 - 4c. Previewing a Selection 92
 - Exercise* 94
 - 4d. Previewing the Parts of a Book 98
 - Exercises* 100
 - Self-Test* 108
- 5. Visual Aids 110
 - 5a. Photographs 110
 - 5b. Diagrams 113
 - 5c. Word Charts 113
 - 5d. Statistical Tables 116
 - 5e. Graphs 116
 - Exercises* 119
 - Self-Test* 126
- 6. Reading for the Main Idea 130
 - 6a. Key Ideas in Sentences 130
 - Exercises* 131
 - 6b. Topics and Main Ideas in Paragraphs 134
 - Exercises* 135
 - 6b(1). Stated Main Ideas 138
 - Exercises* 140

6b(2). Implied Main Ideas	144
<i>Exercises</i>	146
<i>Self-Test</i>	154
7. Reading for Information	158
7a. Fact-Finding	158
<i>Exercises</i>	161
7b. Major Details, Minor Details	163
<i>Exercises</i>	165
<i>Self-Test</i>	169
8. Recognizing Paragraph Patterns	173
8a. Ordering of Ideas	173
8a(1). Time Order (Chronology)	173
8a(2). Place Order	174
8a(3). Order of Importance	175
<i>Exercises</i>	176
8b. Listing of Details	183
<i>Exercises</i>	184
8c. Classification	187
<i>Exercises</i>	188
8d. Comparison and Contrast	189
<i>Exercises</i>	191
8e. Cause and Effect	195
<i>Exercises</i>	197
<i>Self-Test</i>	207
 <i>Unit Two Review Test</i>	212
 Unit Three INTERPRETATION AND EVALUATION	217
9. Making Inferences	219
<i>Exercises</i>	223
<i>Self-Test</i>	235
10. Understanding Figurative Language	238
<i>Exercises</i>	241
<i>Self-Test</i>	245
11. Drawing Conclusions and Predicting Outcomes	248
<i>Exercises</i>	251
<i>Self-Test</i>	258

- 12. Generalizing 260
 - Exercises* 263
 - Self-Test* 274
- 13. Evaluating Ideas 277
 - 13a. Fact and Opinion 278
 - Exercises* 280
 - 13b. Evidence 284
 - Exercises* 285
 - 13c. The Writer's Technique 287
 - 13c(1). Style 288
 - 13c(2). Tone 288
 - 13c(3). Mood 288
 - 13c(4). Purpose 289
 - 13c(5). Point of View 289
 - Exercises* 290
 - 13d. Techniques That Twist the Truth 298
 - Exercises* 300
 - Self-Test* 302

Unit Three Review Test 306

Unit Four THE BASIC STUDY SKILLS 317

- 14. Writing for Reading 319
 - 14a. Underlining and Highlighting 319
 - Exercises* 321
 - 14b. Taking Notes 323
 - Exercises* 324
 - 14c. Outlining 325
 - Exercises* 327
 - 14d. Summarizing Paragraphs 329
 - Exercises* 331
 - 14e. Summarizing Long Passages 332
 - Exercises* 334
 - 14f. Your Opinion: Keeping a Journal 334
 - Exercise* 336
 - Self-Test* 337

- 15. Understanding Exam Questions 340
 - 15a. Preparing for Examinations 340
 - Exercises* 341
 - 15b. Short-Answer Questions 342
 - Exercises* 344
 - 15c. Essay Questions 346
 - Exercises* 351
 - Self-Test* 353

Unit Four Review Test 355

READING SELECTIONS 361

- 1. How I'll Become an American — *Milos Vamos* 363
- 2. Foul Shots — *Rogelio R. Gomez* 371
- 3. How to Lose Weight — and Whether You Should — *Carole Wade and Carol Tavis* 380
- 4. Six Keys to Quicker Learning — *Patricia Skalka* 389
- 5. How to Write a Business Letter — *Malcolm Forbes* 401
- 6. My Husband's Nine Wives — *Elizabeth Joseph* 410
- 7. What's Your Best Time of Day? — *Susan Perry and Jim Dawson* 417
- 8. Putting America on Rubber Tires — *Thomas A. Bailey, David M. Kennedy, and Elizabeth Cohen* 426
- 9. The Struggle to Be an All American Girl — *Elizabeth Wong* 438
- 10. Underground Dads — *Wil Haygood* 447
- 11. What Is News? — *Alan R. Gitelson, Robert L. Dudley, and Melvin J. Dubnick* 455
- 12. In My Father's House — *David Masello* 463
- 13. The Infant Grows Attached — *Douglas Bernstein et al.* 472
- 14. An Introduction to Sociology — *Richard T. Schaefer and Robert P. Lamm* 486
- 15. Balancing the Babies and the Books — *Halimah Abdullah* 503
- 16. Looking Forward, Looking Back — *Robert DeBlois* 514
- 17. Obscenity — *James Q. Wilson and John J. Dilulio* 524

18. How They Get You to Do That — *Janny Scott* 536
19. New World Daughters — *Judy Mann* 551
20. To Make a DNA Print — *Cassandra Franklin-Barbajosa* 561
21. Apostles of the Faith That Books Matter — *Vivian Gornick* 571
22. Minority Student — *Richard Rodriguez* 582

Self-Test Answer Key 595

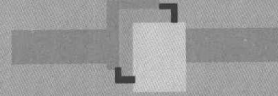
Test Score Summary 601

Acknowledgments 603

Author Index 609

Subject Index 611

Handbook



Introduction

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, it strengthens all the others. As your vocabulary improves, you will be able to understand and interpret your reading. And 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 skill is explained clearly in its own section. Exercises follow each section so that you can practice each skill as you learn about it. Your teacher may assign sections 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 sections on your own. We have included self-tests at the end of each chapter. When you finish each test, check your answers on pages 595–599.

To help you find skills that you need to study, the skills are separated into four different units: Vocabulary, Comprehension, Interpretation and Evaluation, and Basic Study Skills. The detailed table of contents and index can 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, you can learn about finding main ideas in paragraphs in section b of Chapter 6, “Topics and Main Ideas in Paragraphs.” The number **6b**, then, refers to the section that you need to look at for help in finding main ideas in paragraphs. As you read one section, the book may cross-refer to another section by using the number of the other section. Your teacher also may write the 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 you need to answer the question. If you have problems with the question, you can look at that section in the first part of the book for help.

The Reading Process: An Overview

Readers rely on many skills in using what we call the *reading process* — overlapping steps and techniques that aid understanding of the printed page. These strategies help you get the most out of what you read.

Throughout this book you will use the reading process as you explore major reading skills and learn how to read effectively. In this overview chapter, you will learn steps to take *before* you read, *while* you read, and *after* you read. Following these steps will help you become an active reader. (Later in the book, you will practice these skills more widely and deeply.) At the end of this chapter, you will find a reading assignment like those included in the anthology in the second part of the book. The questions and activities that follow this selection and others in the book will help you practice the reading process; read better for your college courses; and, in general, be an active, involved reader.

Many college readers are passive, not active, readers. They start reading with little thought in advance. They expect the words and sentences alone to produce meaning. Passive readers do little to build a partnership with the writer to understand what is being said.

Active readers, on the other hand, know that they have to work at getting meaning from a page. They take conscious steps to engage what they read. The writer and the reader together create meaning.

The surest sign of an active reader is a person with a pencil, pen, or highlighter in hand. (See 14.) If you own the book you're reading, write all over it — in the margins, on the inside front and back covers, between the lines. Blank paper is also a great aid, just in case you need space to develop an idea and let your thoughts wander.