

*Third Edition*



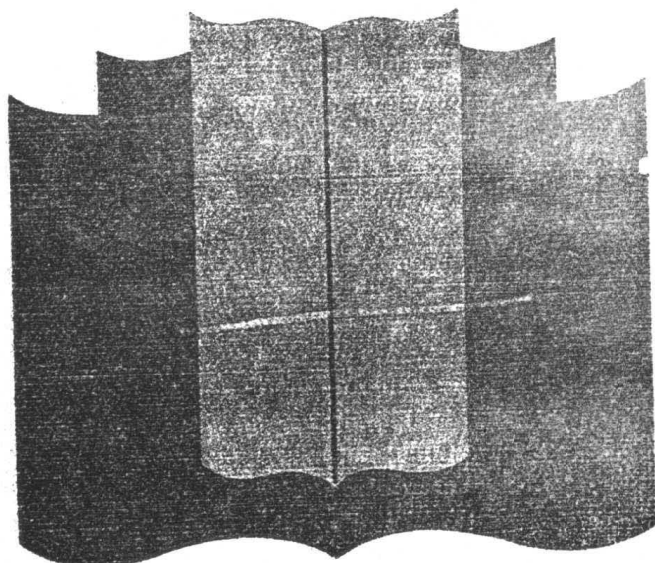
***READING IN FOCUS***  
*Learning to Get the Message*

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Third Edition

# READING IN FOCUS

*Learning to Get the Message*



*Esta de Fossard*

*M. Ed. in Reading*



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# PREFACE

## The Purpose of This Course

This course will assist you to:

- understand and remember what you read.
- recognize different types of writing.
- know how to read each of these different types of writing.
- understand and use reading as a *means to an end*: to gain knowledge, opinions, ideas, and/or enjoyment.

## Using This Book

This book can be used in three different ways. You and your instructor will decide how you will use it. It can be used with a class that meets every day. In that case, you will do *all* the exercises in the book. Or it can be used with a class that meets only two or three times a week. Then you will not do the exercises marked with a star (★). Or you can use it for studying alone. In that case, you should do *all* the exercises.

## Plan of the Book

The book has ten sections. Each section has three articles in it. Each set of three articles is about the same subject, but with different points of view. Each article trains you in some of the skills that will help you be a better reader. One article and the exercises that go with it make up one lesson. There are seven steps to go through when you do each lesson.

### ■ Introduction

The Introduction will explain the type of writing you will be reading in the article and give you guidelines on how to read and make use of this type of writing.

### ■ Word Study

The Word Study section includes a practice exercise (indicated by ★), Dictionary Definitions, and an exercise using the selected words. The answers to these exercises will be in the back of this book in the Answer Key. Do not do the exercise marked ★ if you are doing the short course.

You will record your Word Study score along with all other scores for each article on the Development Chart that is explained later in this preface.

### ■ Article

Begin by reading the title of the article and the Paragraph Key instructions. Then fill in your starting time like this:

### Time Key

Finishing Time \_\_\_\_\_  
Starting Time 11:05  
Total Reading Time \_\_\_\_\_ minutes

When you finish reading the article, fill in your Finishing Time and your Total Reading Time like this:

Finishing Time 11:25  
Starting Time 11:05  
Total Reading Time :20 minutes

To find your Total Reading Time, subtract your Starting Time from your Finishing Time. Record your Total Reading Time on the Development Chart.

### ■ Paragraph Key

As you read the article, stop at the end of each paragraph, and write a brief Paragraph Key note in the space provided. This Paragraph Key note will be a very short statement of what the paragraph is about.

Example:

The American flag is a symbol of all that America stands for: liberty, truth, justice, and freedom for all. During the War of Independence the flag was given the name "Old Glory" and that name is still used for it today.

*flag - symbol of  
America  
called Old Glory*

Check your Paragraph Key answers with the Answer Key in the back of this book. Record your score on the Development Chart.

### ■ Summary

On the summary page you will make a short outline of the main points of the article. You make a summary to help you remember what you have read.

Example:

- 1 Flag stands for liberty, truth, justice, and freedom
- 2 Flag often called "Old Glory"

The answers to the summary are not in this book. They will be checked by your instructor. If you are working alone, you will check your answers in the manual. Record your score on the Development Chart.

## ■ Recalling the Details

This page gives you a final check to see if you understand and recall what you have read. It is a page of statements about the article. You must choose the correct ending for each statement. Circle the letter of the correct ending. Example:

1 Old Glory is the name given to

- a. George Washington
- b. the United States flag
- c. the Capitol building

The answers to this section are not in this book. They will be checked by your instructor. If you are working alone, you will check your answers in the manual. Record your score on the Development Chart.

## ★ Personal Opinion

The Personal Opinion page will give you a chance to use the study words again. It also allows you to give some of your own ideas on the topic of the sentence that you will complete. At the top of the page under the instructions, you will find a list of words like this:

accident	future	sport
admire	raise	vacation

Under the words will be a group of sentences. Each sentence has two blanks. One short, solid blank like this \_\_\_\_\_, and one longer blank like this ..... You must choose the best word from the list to fill in the short, solid blank (\_\_\_\_\_) in each sentence. You will fill in the other longer blank (.....) with ideas of your own that complete the sentence intelligently. Here is an example, using the words from the list:

1. The sport I like best is  
football
2. When I have a vacation from work, I like to  
go to the beach
3. The person I admire most is  
my father who is a great teacher
4. The worst accident I ever had was  
a car crash which put me in the hospital

For practice, finish these two sentences using the remaining words from the list:

5 We should always \_\_\_\_\_ the flag

.....

6 I believe in the \_\_\_\_\_ of America

.....

The answers for the Personal Opinion section are not in this book. They will be checked by your instructor. If you are working alone, you will check your answers in the manual. Then record your score on the Development Chart. You will score two points for each correct word you put in the short blanks. You will not be graded on the personal ideas you put in the long blanks. If you are doing the short course, you will not do the Personal Opinion page.

Try to discuss your personal ideas with friends or with other people in your class. Reading should not stop when you finish the page. It is important to use the ideas you get from reading. You can start using them by discussing them with others.

### \* Speed Exercise

The Speed Exercise will help you read faster. You will have one minute to read the Speed Exercise. Your instructor will time this and tell you when to start and stop. If you are working alone, you will have to time yourself. When you are told to stop (or at the end of one minute), put an X after the last word you read. Then count the number of words you read. This will tell you how fast you are reading. Record your reading speed on the Development Chart. You will learn to read faster as you practice.

After each Speed Exercise, there are some questions about it. Answer these questions each time. This will tell you how well you are understanding what you read. If you cannot answer the questions, you may be trying to read too fast or you may not be concentrating on what you are reading.

The answers to the Speed Exercise questions are not in the back of the book. You can check the answers yourself by looking back at the contents of the exercise. Record your score on the Development Chart. (If you are doing the short course, you will not do the Speed Exercise in class. It is a good idea, however, to find time to do it alone so that you can improve your reading speed.)

Here is a Speed Exercise to practice. You can see that the words are put into groups. This will teach you to read more than one word at a time. It will help you learn to read faster. You will have one minute to read this Speed Exercise. Your instructor will tell you when to start and stop. If you are working alone, give yourself one minute to see how much of this you can read.

Everyone should learn to read. We need to read many things every day. We read labels on food boxes and cans. We read newspapers and magazines. We read street signs and directions. We read instructions at work. We read textbooks in school and college. Reading also helps us think better. When we read a lot of ideas, it helps us find new ideas of our own. Reading is a useful skill for everyone.

(73 words)

How many words did you read? \_\_\_\_\_ Answer these questions about what you read:

1 Three things we read are \_\_\_\_\_ ,  
\_\_\_\_\_ and \_\_\_\_\_

2 Reading helps us \_\_\_\_\_

3 Reading is a useful skill for \_\_\_\_\_

(Check all your answers by looking back at the Speed Exercise.)

## Other Parts of This Book

This book also has a glossary, an alphabet, a pronunciation key, a grammatical key, and a Development Chart.

### Glossary

The glossary gives the meanings of special words used in this book. All the words are about reading. Use the glossary to check the meanings of words about reading that are new to you. The glossary also gives the number of the article in which the word is first used. It begins on page xii.

### Alphabet

The alphabet is listed on the left edge of the inside front cover. It shows you the order in which letters appear in the alphabet. Many things in this book are given in alphabetical order. The glossary is in alphabetical order. The Dictionary Definitions are in alphabetical order. Use the alphabet to help you follow things that are listed in alphabetical order.

### Pronunciation Key

The pronunciation key will help you learn how to say new words. There are special marks in a dictionary that tell you how to say a word. The pronunciation key will help you understand these marks. These marks are used in the Dictionary Definitions. Get used to using them. The pronunciation key is on the inside front cover.



Practice using the pronunciation key by doing this exercise. Each word in the list is followed by the correct dictionary pronunciation in parentheses ( ). Following the pronunciation are the definition and two possible pronunciations. Use the pronunciation key to find out which of the two pronunciations is correct. Put a circle around the right answer.

- 1 acquiesce (ak' w es') give consent by keeping silent.  
a ak you es  
b ak wee es
- 2 calipers (kal' prz) instrument used to measure the diameter or thickness of something.  
a kal e purz  
b kal ee fers
- 3 phraseology (fr' z ol' j) selection and arrangement of words.  
a fray zee ol o jee  
b prayz ol o jee
- 4 syllogism (sil' jiz' m) a form of argument consisting of two propositions containing a common term and a third proposition (the conclusion) following logically from them.  
a sigh low jiz em  
b sill e jiz em
- 5 xenophobia (zen' f b) hatred or fear of foreigners or strangers.  
a zen h foe bee ah  
b zeen ah fobe ah

## ■ Grammatical Key

The grammatical key is a list of the parts of speech. It also shows the short forms (abbreviations) that the dictionary uses for these parts of speech. The grammatical key is on the inside front cover. You will learn more about parts of speech as you study the Word Study pages.

## ■ Development Chart

The Development Chart is on page xv. This is where you write your scores when you have finished each exercise. You must also record here the scores you make on the exercises that are corrected by your instructor. The Development Chart will show you how your reading is improving and in which areas you need to study harder.

There are two charts, Chart A and Chart B. Use Chart A if you are doing the full course or if you are working alone. Use Chart B if you are doing the short course. You will see that some squares have an X in them. In these sections, there will be no score for that particular exercise.

You will see that there is a place for your test scores at the bottom of the page too. You will have a test in the middle of the course and at the end of the course. Fill in your test scores in the places provided.

# GLOSSARY

This is the list of words related to reading. You will use many of them in this course. A number in brackets after a word indicates the article in this book where the word is used.

- abbreviation:** a short form of something written. There are standard abbreviations for the parts of speech. These are listed in the grammatical key in the inside front cover of this book. [P]
- acknowledgment:** the names of people who have helped with a book or names of sources from which articles or information have been taken. [4]
- adjective:** a word that gives more information about a noun (abbreviated: adj) [5]
- adverb:** a word that gives more information about a verb, adjective, or another adverb (abbreviated: adv) [10]
- alphabet:** the 26 letters that are used to spell the words in our language [P]
- alphabetical order:** the order in which words are given in a dictionary from a to z [1]
- anecdote:** a very short story used within an article, book, etc., to demonstrate a point or give an example [11]
- antonym:** A single word that has the opposite or almost opposite meaning to another word [26]
- application letter:** a letter written when applying for a job. There are certain pieces of information that should be included in an application letter. [20]
- ARCHAIC:** a restrictive label that indicates a word or meaning which is very rare except in old books or in books written in the style of an earlier period [17]
- article:** a short piece of writing, based on either facts or opinions, that gives information about something [3]
- authority:** the names, dates, and other information that help you know if the person writing the article and the content in the article can be relied upon to be correct [5]
- autobiography:** the story of a person's life, written directly by that person [8]
- bibliography:** a list of books or articles that are all about the same subject [2]
- biography:** a book or article telling about a person's life but written by someone else [8]
- business letter:** a very common form of written communication between companies or individuals in business [20]
- by-line:** a line giving the name of the writer of a news story [22]
- characters:** the people in a story [18]
- contents:** a list of the names of the chapters in a book, and the page where each new chapter starts [2]
- context:** the way a word is used in a sentence, which can help you understand the meaning of the word [1]
- date line:** a statement of the place from which a news story comes and the time it occurred [22]
- DIALECT:** a restrictive label that indicates a word or meaning which is used only in the folk speech of a certain geographical area [17]
- dictionary:** a book that gives information about each word in our language—its meanings, spelling, pronunciation, parts of speech, history, etc. [1]
- editorial:** an article that gives opinions about the news, often written by an editor of the newspaper [24]
- emotional appeal:** the use of words and phrases that appeal to the reader's emotions in order to encourage the reader to read the facts [27]
- entry:** a dictionary listing of a word, with its meaning and other information [12]
- etymology:** the history of a word [24]
- fact:** a thing that is known to be true or to have really happened [5]
- fiction:** literature that tells of imaginary people, places, things [28]
- 5W + H Question Frame:** questions that can be used to help you understand and remember almost anything you read: who, what, when, where, why, and how [4]
- footnote:** a note, usually situated at the bottom of the page, telling where certain information came from [5]
- foreword:** another name for an introduction (see "introduction" in this list) [2]
- generalization:** the forming of a general statement or rule from a limited number of examples. Generalizations must always be thought about before being assumed to be correct.
- glossary:** a list of special words and meanings that are often used in the subject area that the textbook is about [2] [14]

- grammatical label:** an italicized abbreviation in a dictionary entry that gives the part of speech of the word being defined (also called "part of speech label") [4]
- graph:** an illustration that summarizes information which would be more difficult to explain in words [21]
- hard news:** news that reports the facts of current events [24]
- homonyms:** words that sound exactly the same but have different spellings [6]
- hypothesis:** (in an editorial) the main idea or point of view [24]
- illustrative sentence or phrase:** a sentence or phrase, usually italicized, which is included in some dictionary entries to show how a word can be used
- index:** a long alphabetical list of all the things that are in a book [2]
- inference:** knowledge arrived at on the evidence of other information provided. We gain a lot of information from inference rather than direct statement when we read. [13]
- inflected forms:** any changes made in the spelling of a word when it is used in different ways [17]
- INFORMAL:** a restrictive label that indicates a word or meaning which is used in everyday speech or writing, but not in formal speech or writing [17]
- interpretive journalism:** editorial opinions, giving the writer's view of the news [24]
- intransitive verb:** a verb that does not need an object to complete its meaning (abbreviated v.i.)
- introduction:** 1. a short chapter at the beginning of a book, which tells about the book and how to use it 2. one or more paragraphs at the beginning of an article, which present either an outline of the information to be given, a "teaser" to get the reader interested, or information about the author [2]
- irony:** ordinary meaning of words is the opposite of what is in the writer's mind; event or outcome opposite of what is expected [29]
- journalism:** the writing of material for presentation in newspapers or radio or television news programs [22]
- language label:** a label used to indicate a word borrowed directly from another language
- letter of application:** a letter containing information that would help a possible employer assess the applicant's qualifications for a job [20]
- memorandum:** an informal note sent from one department to another within a business or office [19]
- news service:** organization that supplies news to various newspapers [22]
- news story:** an article that reports the news [22]
- noun:** a naming word that tells you the person, place, thing, or idea you are reading about (abbreviated: n) [5]
- opinion:** a personal belief, idea, or point of view that is not necessarily based on fact [6]
- paragraph:** a group of sentences in an essay, article, or story that all relate to the same topic [3] [17]
- paragraph key:** a set of brief notes giving the main points or facts of each paragraph [1]
- paragraph summary:** a summary that gives the main points of an article or chapter in the form of a paragraph, rather than in outline form [1]
- parenthesis:** part of a sentence set off from the rest with punctuation marks like these ( ) [P]
- part of speech:** the work that a word does in a sentence: noun, verb, adjective, adverb, etc. [4]
- persuasive article:** one that tries to attract you to the point of view of the writer
- plot:** the sequence of events that happen in a story [18]
- preface:** another word for an introduction (see "introduction" in this list) [2]
- prefix:** a short group of letters added to the front of a root word to change its meaning [21]
- pro and con:** for and against. A pro and con article is one that shows both sides of a question.
- prologue (or prolog):** another word for an introduction (see "introduction" in this list) [2]
- pronunciation key:** a special system that the dictionary uses to show you how to say a word [P]
- report:** detailed information of a particular subject, arranged in a formal, organized pattern [16]
- restrictive label:** a label in a dictionary, printed in capital letters or enclosed in parentheses, that introduces a special meaning of a word and tells you the special circumstances in which it applies [17]
- root:** the main part of a word not including the suffix or the prefix [30]
- satire:** use of sarcasm, irony, or wit to attack a

- custom, idea, or habit [30]
- scholarly article:** article written by someone knowledgeable in the field [26]
- setting:** the time and place in which a story happens [18]
- skim:** build a mental outline of a chapter by briefly looking at the title, subtitle, headings, and sub-headings
- SLANG:** a restrictive label that indicates a word usage which is acceptable in very informal speaking but not in formal writing
- slant:** a particular viewpoint in reporting the news, or certain stress put on one part of a news story [23]
- speed reading:** reading a large amount of material in a small amount of time [1]
- Standard Business English:** the preferred way of using the English language for business letters and transactions; a form of the language that has been standardized so everyone can use and understand it [20]
- stress:** the accent that is put on a syllable in a word when it is said. It is indicated in the dictionary by a mark like this ' [1]
- subtitle:** a short heading listed after the main title of a book or used in the chapters of a book to help you understand the main points of each chapter [2]
- suffix:** a group of letters added to the end of a word to change its part of speech
- summary:** a brief restatement of the main ideas of a chapter, article, or story [1]
- supposition:** thing supposed; belief, opinion [25]
- syllable:** the smallest unit of a word. A word is broken into syllables as we pronounce it. [2]
- synonym:** one word with the same or nearly the same meaning as another word [4]
- tense:** the time when the action of a verb occurs, often indicated by different inflected forms [17]
- textbook:** a book of factual information on a particular topic, particularly used in schools and colleges [2]
- theme:** the particular aspect of life or a character that a story makes you think about [18]
- title:** the name given to something, such as a book, play, poem, etc. [2]
- topic:** subject that people think, write, or talk about [2]
- topic sentence:** the sentence that states the main point of a paragraph [3]
- transitive verb:** a verb that has a direct object (abbreviated: v.t.) [4]
- verb:** a word that tells you what action a noun is doing or what the noun is feeling, being, or seeming (abbreviated: v) [4]
- yellow press:** sensational or lurid writing or presentation of the news [22]

**DEVELOPMENT CHART**

Use Chart A if your course is 5 hours a week or if you are working alone. Use Chart B if you are doing the shorter course. Fill in the chart when you complete the work for each article. The chart will show your progress, and it will also show where your weaknesses are. This will help you to know where you must work harder.

**CHART A - FOR FULL COURSE AND INDIVIDUAL STUDY COURSE**

Article Number	Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
* Word Study	10																															
Using the Words	10																															
Paragraph Key	20																															
Summary	10																															
Recalling the Details	10																															
* Personal Opinion	20																															
* Speed Exercise	20																															
Total	100																															

Possible Score, 100

**CHART B - FOR SHORT COURSE**

Article Number	Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Using the Words	10																															
Paragraph Key	20																															
Summary	10																															
Recalling the Details	10																															
Total	50																															

Possible Score, 50

Total Reading Time																																

Minutes

TEST SCORES: TEST 1 \_\_\_\_\_ TEST 2 \_\_\_\_\_

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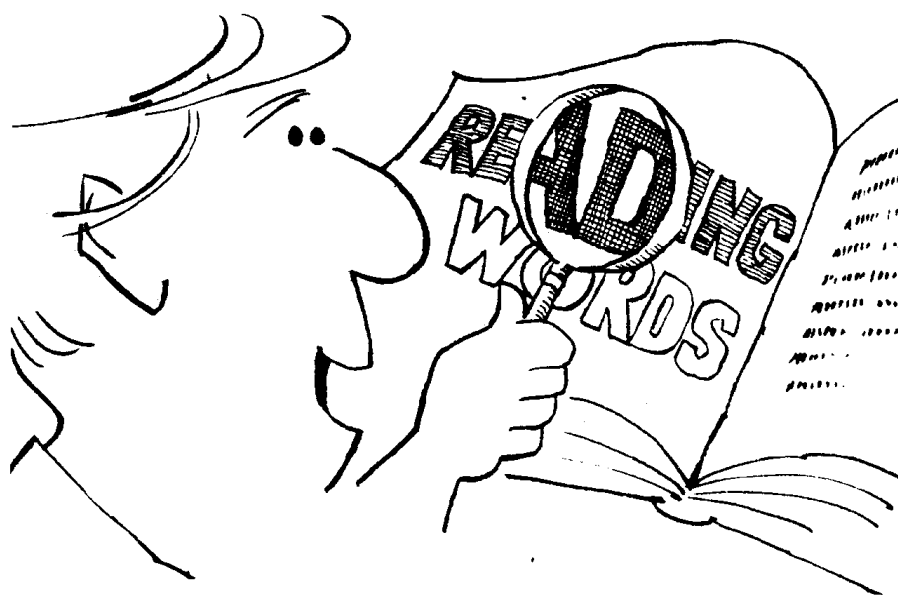
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# SECTION A. Reading Is a Means to an End

# ARTICLE 1. Reading Made Easy Introduction



## Reasons for Reading

- Reading means making sense of the printed word. You read for a number of different reasons. You can read to find facts and learn from them. You can read to get instructions to make something, such as a cake. You can read to learn about the daily news. You can also read just for fun.
- Reading is easier if you have a purpose for reading. You can understand what you read more easily if you know why you are reading. You will remember more of what you read, if you read with a purpose.
- Anyone can learn to be a good reader. A good reader is curious and wants to discover new ideas. A good reader likes to think about facts and opinions. A good reader likes words and enjoys finding and using new words correctly.
- As you begin this course, ask yourself, "Why do I want to improve my reading?" Your answer will give you the motive to study hard. This course can help you improve your reading. Use it well.