

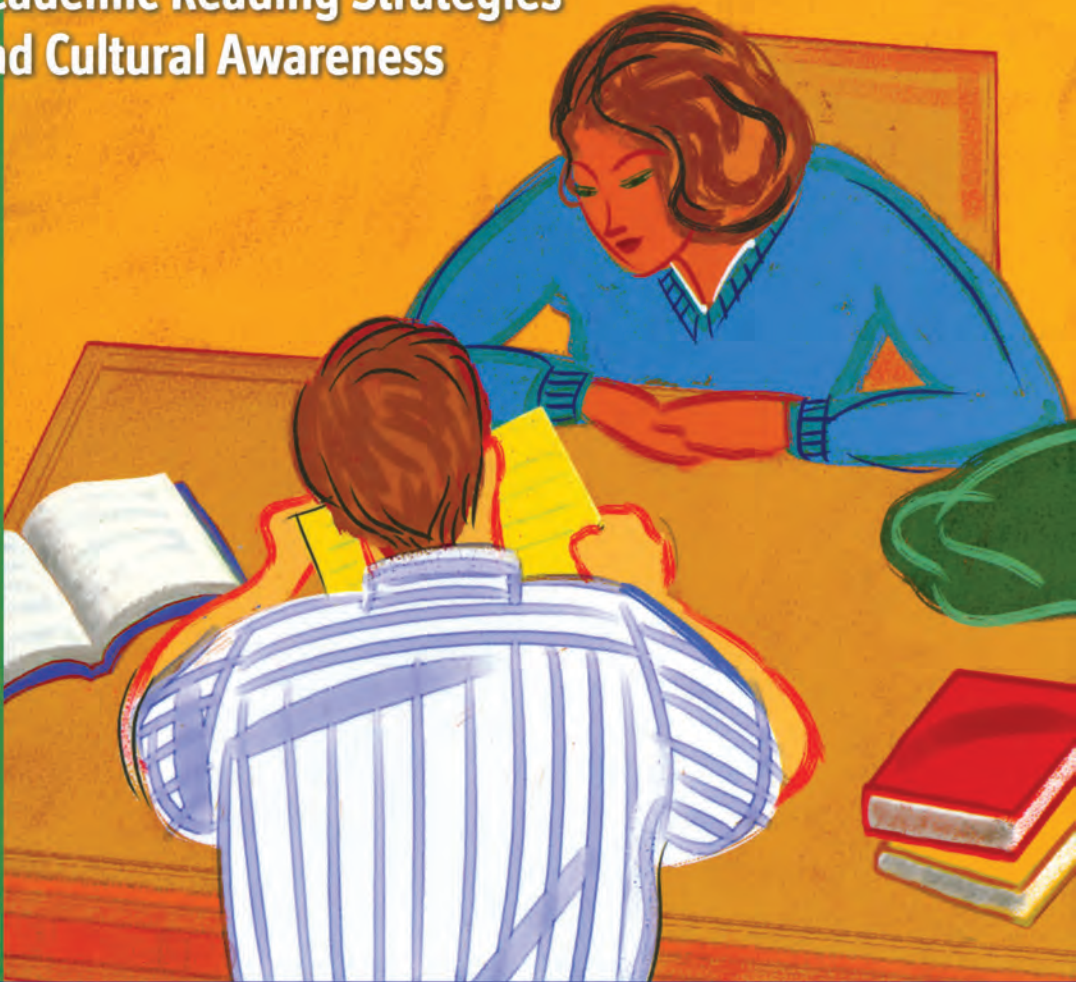


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READ 1 *and Reflect*

Academic Reading Strategies
and Cultural Awareness



Jayne Adelson-Goldstein
with Lori Howard

OXFORD



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uction

Welcome to *Read and Reflect: Academic Reading Strategies and Cultural Awareness*

This reading series for high-beginning and intermediate students of English as a second or foreign language has four key goals:

- to develop students' awareness and use of reading strategies
- to increase their academic vocabulary, thus preparing them to read academic texts
- to provide a forum for students to learn about and discuss aspects of American culture
- to increase students' enjoyment of the reading process through a wealth of high-interest texts

This book is ideal for young adults planning to pursue a college education; however, it can also be used by students who want to improve their reading skills to attain a personal goal or to advance in the workplace.

Read and Reflect teaches students to read with purpose and comprehension and to interact with the text as they read. In each unit of *Read and Reflect*, students are introduced to a new strategy that supports the target reading skill (for example, looking at the title and source of a text is a strategy for previewing). Exercises throughout the book have students apply these strategies as they read. Activities in both levels help students develop reading fluency. Level 2 also has specific exercises to develop reading speed.

How This Book is Organized

Read and Reflect contains eight thematic units, each tied to a cultural concept, such as social interaction, privacy, and family relationships. To maximize reading opportunities, each unit contains four texts adapted from authentic sources. These texts have different topics, but are connected to the overall cultural theme. Cartoons, questionnaires, charts, and narrative paragraphs provide additional reading practice.

At the beginning of each unit, the cultural theme and reading goals are introduced. Students are asked what they know about the theme and then discuss their prior knowledge, thoughts, and ideas. Pre-reading activities throughout the

book provide background information, key vocabulary, and critical reading strategies that enhance students' comprehension of the texts.

All texts are followed by processing activities that require students to demonstrate their understanding, and to use their higher-level thinking skills to analyze and synthesize new information. Because active vocabulary development is an important part of developing reading proficiency, vocabulary exercises occur throughout the units.

A key feature of each unit is the Read and Share activity. Students read one of two related texts in order to share and discuss what they learned. This activity gives students an enhanced purpose for reading while also providing them with an opportunity to apply the reading strategies they have learned.

At the end of each unit, students reflect on what they have read through three expansion activities: an interview, a charting activity, and a writing activity.

Special Features of This Series

- Academic reading strategies
- Academic vocabulary
- Reading skills and vocabulary recycled from unit to unit
- Adapted authentic materials
- Strategies to improve reading speed
- Collaborative learning opportunities
- Critical literacy development

A more detailed description of these features and the unit activities is included in the Teacher's Notes on page 119. The Answer Key begins on page 113.

We hope you find *Read and Reflect* a useful and enjoyable teaching tool. We welcome your comments and ideas. Please write to us care of:
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Cultural Concept	Reading Skill	Vocabulary Objective
Social interaction	Previewing: Preview key elements of a text such as title, author, headings, illustrations, and captions to determine what you already know about the text.	Identify synonyms.
Personal space	Predicting: Using key elements of a text, ask prediction questions about what you will learn from the text.	Distinguish between nouns and verbs in word families. Identify comparatives.
Family roles	Previewing: Preview the first sentence of a paragraph to predict what you will learn. Preview comprehension questions to predict the answers and provide a purpose for reading.	Identify synonyms.
Business practices	Scanning: Use signals (such as capital letters and numbers) and symbols (\$, %, etc.) to help you scan for information in a text.	Use the suffix <i>-able</i> .
Health practices	Finding Clues in Context: Look for clues in a text (e.g., synonyms, definitions, examples, or contrasts) to help you understand unknown vocabulary.	Use the prefix <i>un-</i> .
Individualism	Inferring: Use prior knowledge to infer information that is not directly stated in the text.	Use context clues to understand unknown vocabulary.
Education	Identifying the Main Idea: Discriminate between main ideas and supporting details.	Distinguish between nouns and adjectives in word families; use context clues to understand unknown vocabulary.
Leisure	Summarizing: Ask yourself <i>Who? What? Where? What happened? When? How? and Why?</i> to help you summarize important information.	Use context clues to understand unknown vocabulary.



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to the Student

Dear Student,

Welcome to *Read and Reflect*. The purpose of this series is to help you improve your reading in English. You will:

- learn **reading strategies** that will prepare you to read academic or college texts.
- increase your **vocabulary** so that you will better understand what you read.
- discuss **cultural issues** presented in the texts.

Read and Reflect has thirty-two texts on topics such as body language, stress, and the Internet. These texts come from newspapers, magazines, textbooks, websites, biographies, and encyclopedias. To help you improve your reading, each unit of the book asks you to follow three basic steps: **Get Ready to Read, Read, and Process What You Read.**

A Word About Reading Strategies

You use reading strategies to help you understand and remember what you read. Some strategies such as previewing and predicting prepare you to read a text. Other strategies, such as scanning and skimming, help you get information from the text without reading every word. Each time you learn a strategy in this book, practice it as often as you can.

Some Suggestions to Help you Read Better

- Decide what you want to find out from the text before you read it.
- Think about what you know about the topic.
- Look at the title, picture and headings to help you guess what you will learn from the text.
- Read silently and try not to move your lips.
- While you read, ask yourself questions such as *Is this true? Do I agree with this? What does this mean to me?*
- Skip over vocabulary words you don't know. (You will be surprised by how much you understand.)
- After you read, check your understanding. Use the questions after the text or your own questions such as *What do I know now? What is my opinion of the author's ideas?*

We wish you a life filled with good books, good health, and good times.

Jayne Adelson-Goldstein and Lori Howard

Reaching Out

In this unit you will:

- read about the importance of social skills in the U.S.
- learn how to preview a text before you read it

HOW DO YOU FEEL ABOUT MEETING NEW PEOPLE?

- A. Look at the cartoon. Where are these people? How do they feel? How do you know? Do you ever feel like any of them? When? Discuss your answers with your classmates.



- B. Think about these statements. Do you agree or disagree? Discuss your answers with your classmates.
1. Everyone likes to make small talk about the weather or their weekend plans.
 2. Talkative people are happier than people who don't talk much.
 3. There are more quiet people than talkative people in the U.S.

1 GET READY TO READ ABOUT: Social Anxiety

A. Rate how nervous you are in the following situations. Compare responses with your classmates.

1 = not nervous at all

2 = not very nervous

3 = nervous

4 = very nervous

Situation	Rating
a. taking a test	
b. asking a question in class	
c. giving an oral report	
d. talking to a teacher	
e. starting a conversation with a stranger	
f. walking into a party	
g. going on a trip	
h. answering questions at a job interview	

B. Guess which word or phrase best completes each sentence.

Check your guesses after you read the article on page 4.

1. Social situations include ____.

- a. parties b. being alone c. studying in the library

2. Most people are ____ when they have to speak in public.

- a. relaxed b. nervous c. tired

3. People who have social anxiety don't like to ____.

- a. study b. go to parties c. stay home

4. On college campuses, ____ can help students who have social anxiety.

- a. clerks b. cheerleaders c. counselors

C. Put a check (✓) next to the words you know. Ask your classmates for the meanings of the words you don't know. Look up the words no one knows in a dictionary.

___ benefit (n.)

___ challenge (n.)

___ decrease

___ eliminate

___ embarrass

___ extremely

___ stressful

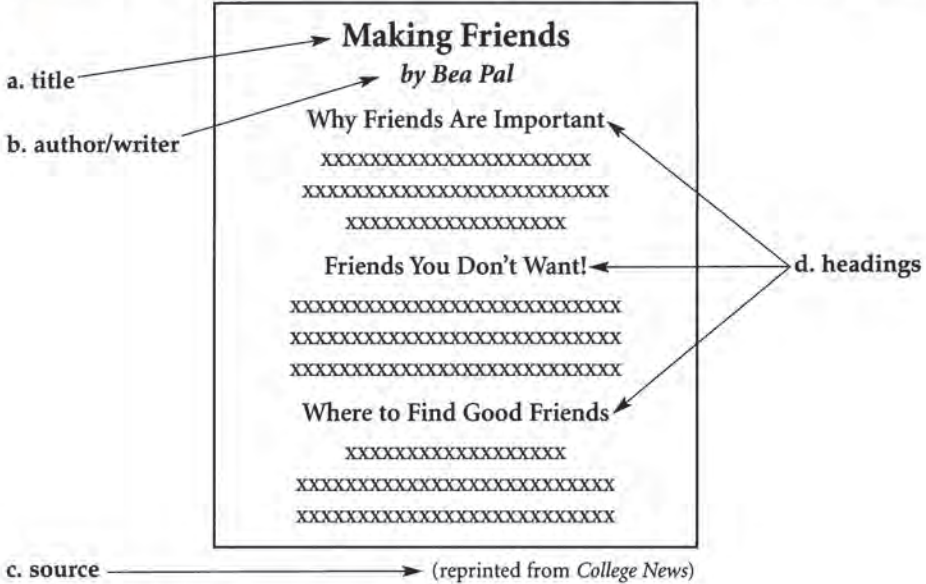
___ technique

BUILDING READING SKILLS: Previewing 1

Previewing means looking at different parts of a text before you read it. Four elements of a text that are helpful to preview are: the **title**, **author**, **source**, and **headings**. These elements give you important information about what you will read.

Practice Previewing

Preview the elements of the text. Work with a partner to answer the questions below.



The diagram shows a rectangular box containing the following text:

Making Friends
by Bea Pal

Why Friends Are Important
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Friends You Don't Want!
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Where to Find Good Friends
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

(reprinted from *College News*)

Arrows point from labels to specific parts of the text:

- a. title** points to "Making Friends"
- b. author/writer** points to "by Bea Pal"
- c. source** points to "(reprinted from College News)"
- d. headings** points to "Why Friends Are Important", "Friends You Don't Want!", and "Where to Find Good Friends"

1. What is the title? What do you know about this subject?
2. Who is the author? Is this a writer you know?
3. What is the source? What do you know about this type of article?
4. What do you already know about the subject of each heading?

Use Your Reading Skills

Take one minute to preview the article on page 4. Then complete these statements. Compare answers with your classmates.

1. From the title, I know that this article is about . . .
2. From the source, I know this article is for . . .
3. From the headings, I know this article has information about . . .

3 READ

This web page offers advice to students with a common problem.

OUR COLLEGE | *Resource Links*
INDEX SEARCH SUPPORT

Managing Social Anxiety and Making New Friends

Identifying Social Anxiety

Almost all students feel a little uncomfortable or nervous when they have to speak in front of others. It's also common to be a little nervous in a new social situation such as a party or a job interview. Some students, however, become extremely nervous, or scared, before they go to a social event or talk to a new person. They're usually afraid that they won't fit in with the other people or that they'll say or do something to embarrass themselves. In a new social situation, they often wish they could disappear.¹ These students suffer from social anxiety. Fortunately, there are several ways to overcome² this problem.

Counselors Can Help

College can be very stressful because there are so many social and academic challenges. That's why students may find it difficult to make friends or take part in campus activities. Counselors at a college's health center can help. These counselors help students practice social skills such as making introductions and making small talk. They also teach students different techniques to fight social anxiety, such as taking deep breaths or relaxing the shoulder and neck muscles.

Four Steps to a Better Social Life

Even students without social anxiety may have difficulty making friends. These suggestions can help:

- Introduce yourself to someone sitting near you in class. Ask for his or her opinion of an assignment.
- Focus on³ the other person during a conversation. Ask about his or her interests and ideas, listen carefully, and give positive feedback.⁴
- Join clubs or groups on campus that interest you. Socially anxious students often find that focusing on a particular activity helps them relax.
- Start a conversation with someone in line at the movies or at the market.

Students who practice social skills and relaxation techniques can decrease or eliminate their social anxiety. They can truly enjoy the academic *and* social benefits that college life provides!

Resource Links

Academic Advising

Academic Information

Campus Resources

Study Skills/ Tips

Questions or comments? Contact us by clicking [here](#).

Adapted from the Willamette University website.

¹ **disappear:** to go away

² **overcome:** to fight against something and win

³ **focus on:** to give one's complete attention to someone or something

⁴ **feedback:** a response to what one sees or hears

PROCESS WHAT YOU READ

A. Choose the phrase that best completes each sentence. Look back at the article to check your answers.

1. Social anxiety can be a problem for college students because they _____.
 - a. don't want to make new friends
 - b. have many new social and academic challenges**
 - c. need to see counselors
2. One symptom of social anxiety is _____.
 - a. being extremely nervous before meeting people
 - b. being a little nervous before a job interview
 - c. staying home to study
3. People can fight social anxiety by _____.
 - a. staying home and watching television
 - b. practicing social skills and relaxation techniques
 - c. starting conversations with someone during a movie
4. Another good title for this article would be _____.
 - a. "Managing Stress on the Job"
 - b. "College Life Is Always Lonely"
 - c. "Four Ways to Overcome Social Anxiety"

B. Choose the best suggestion for each problem. More than one answer is possible. Discuss your choices with your classmates.

Your Friend's Problem	Your Advice
___ 1. I never know what to say. I know I'll say something stupid.	a. Introduce yourself to a classmate nearby. Ask a question about the homework.
___ 2. I don't have any friends. Where can I go to make friends?	b. When you feel nervous, take deep breaths and relax your muscles.
___ 3. I don't know anyone in my classes and they don't know me.	c. Focus on the other person and be a good listener. Then you'll know what to say.
___ 4. I get so nervous I can't breathe.	d. Join a club that interests you. You can meet people with similar interests.

5 WORK WITH THE VOCABULARY

A. Choose the word or phrase that has a meaning similar to the underlined word or phrase in the sentence. Look back at the article on page 4 to check your answers.

- Some students become extremely anxious before a social event.
 - less
 - more
 - very**
- They suffer from social anxiety.
 - dislike
 - have symptoms of
 - are free from
- They often feel that they can't fit in with any social group.
 - be a part of
 - focus on
 - suffer from
- Sometimes academic challenges can be a problem.
 - parties
 - difficult schoolwork
 - club meetings
- With help from counselors, students can eliminate their social anxiety.
 - dislike
 - find
 - end
- Counselors can show these students different techniques to fight social anxiety.
 - ways
 - breathing
 - roads

B. Match each statement to the action it describes.

STATEMENT

- d 1. "Your essay is very interesting."
- ___ 2. "Sara, this is Paul. Paul, this is Sara."
- ___ 3. "It's a nice day, isn't it?"
- ___ 4. "What if nobody talks to me in class?"
- ___ 5. "Do you think this is a good class?"

ACTION

- a. experiencing social anxiety
- b. making an introduction
- c. asking for an opinion
- d. giving feedback
- e. making small talk



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READ *and* Reflect 1

High Beginning

Academic Reading Strategies and Cultural Awareness

Through an exploration of U.S. culture, **Read and Reflect** helps students develop the reading skills they need to succeed in an academic setting.

Thought-provoking readings are based on a variety of authentic sources and cover a range of topics across the curriculum from the social sciences, to history, technology, and business.

Stimulating exercises and group activities promote reading proficiency, critical thinking, and vocabulary acquisition.

Features:

- **Clearly presented reading strategies** help students develop the skills they need for their academic work.
- **Systematic recycling** gives students the opportunity to master the strategies and to practice them in a variety of contexts.
- **Vocabulary activities** provide practice with prefixes and suffixes, synonyms and antonyms, and word families.
- **Read and Share** activities encourage students to think critically and to exchange ideas.
- **Charts and graphs** promote analytical thinking.
- **Culminating activities** allow students to reflect on what they have learned.

Read and Reflect

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