



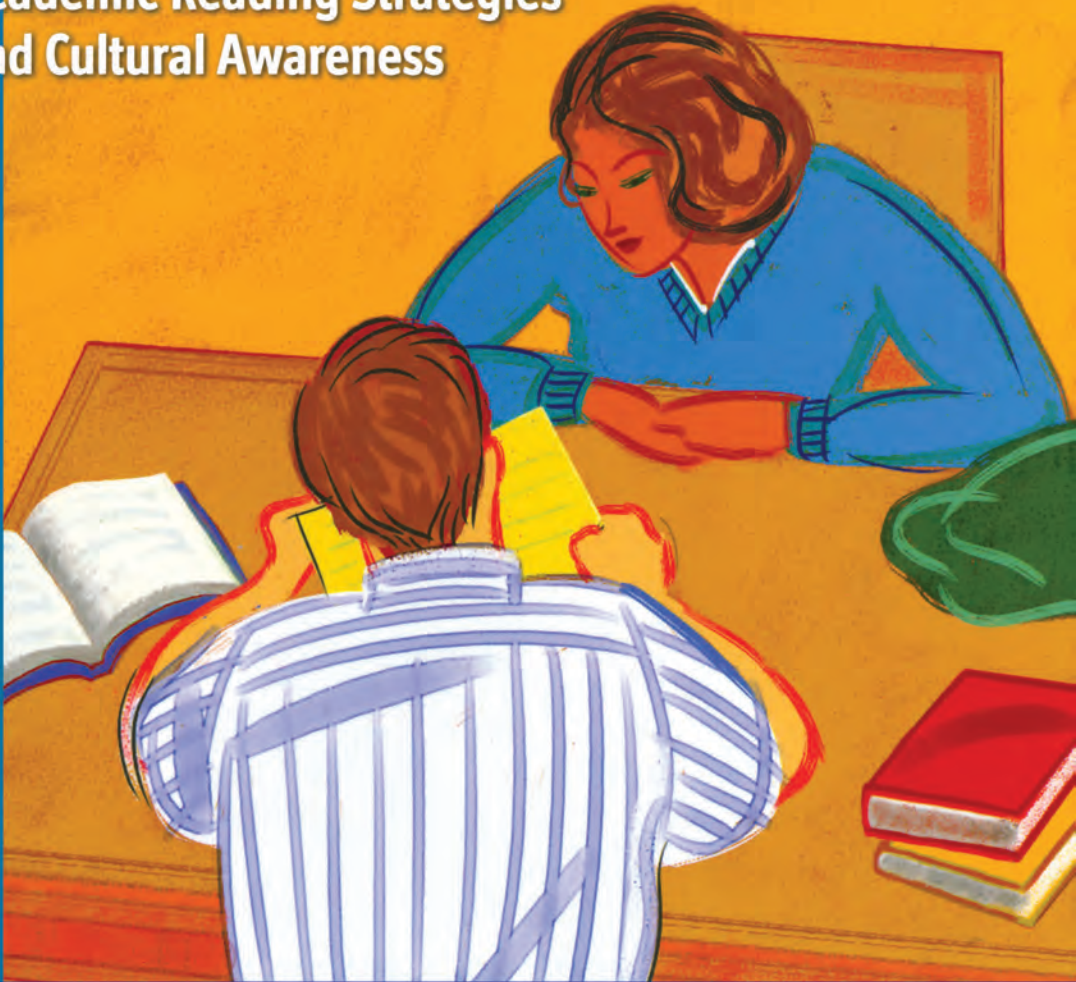
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Introductory
Level

READ *and Reflect*

**Academic Reading Strategies
and Cultural Awareness**



Series Editors:
Lori Howard and Jayme Adelson-Goldstein

OXFORD



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

This reading series for 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 pictures in a text is a strategy for previewing). Exercises throughout the book have students apply these strategies as they read. Activities in all 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 happiness, family communication, and the effects of television. 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 parts of the same text 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 the theme of the unit and what they have read about it. First they read a short, personal narrative on the theme and then, using it as a model, write their own paragraph.

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 135. The Answer Key begins on page 129.

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
Happiness	Previewing: Preview title, pictures, and captions to determine what you already know about a text.	Comparing with adjectives.
Communication	Predicting: After previewing, ask prediction questions about what you will learn from the text.	Use the suffixes <i>-tion/-sion</i> .
Personal success	Connecting Pronouns to Nouns: Connect pronouns to nouns to help you understand a text.	Identify nouns, verbs, and adjectives in word families.
Anger management	Understanding Vocabulary in Context: Look at the words around an unknown word to figure out its meaning.	Use the suffix <i>-ful</i> .
Appearance	Previewing Headings: Preview headings to give you information about the parts of a text.	Use context clues to understand unknown vocabulary.
Lifestyle	Previewing Comprehension Questions: Preview comprehension questions to get information about the important points in the text.	Use context clues to understand unknown vocabulary.
Entertainment	Asking Questions While You Read: Ask yourself questions to help you make predictions.	Identify nouns and adjectives in word families.
Housing	Scanning: Use numbers and capital letters to help you scan for information in a text.	Use verb phrases.



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to the Student

Dear Student,

Welcome to *Read and Reflect*. This series will help you improve your reading in English.

There are 32 texts in this book. These texts come from newspapers, magazines, textbooks, brochures, web sites, and message boards.

In *Read and Reflect* you will:

- read about **many different topics**
- learn **reading skills**
- learn **vocabulary**
- discuss **culture**

Each time you read a text in *Read and Reflect* you will follow these steps:

Get Ready to Read

- Think about the topic.
- Look the title and the pictures.
- Ask yourself, “*What is the reading about?*”

Read

- Read silently.
- Skip over difficult vocabulary words.

Understand the Reading

- Answer the comprehension questions.
- Ask yourself, “*What do I know now?*”

Remember: Practice your new reading skills every time you read. Read often. The more you read, the better and faster you will read!

We wish you good books, good health, and good times.

Lori Howard and Jayme Adelson-Goldstein

Finding Happiness

In this unit, you are going to:

- read about happiness in the U.S.
- learn how to preview

WHAT MAKES PEOPLE HAPPY?

A. Look at the picture. What makes these people happy? Discuss your answers with your classmates.

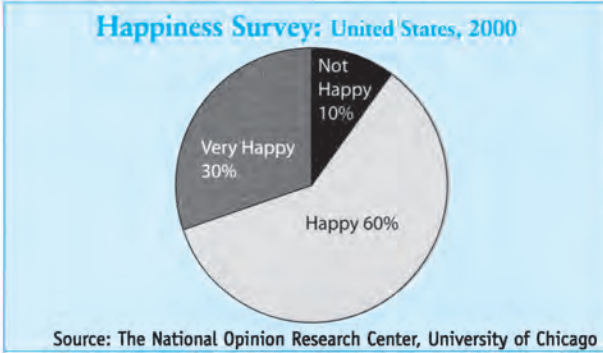


B. What times of life are very happy? Why? Choose two very happy times and mark them with an X. Discuss your answers with your classmates.

- | | |
|---|---|
| <input type="checkbox"/> infancy (ages 0–3) | <input type="checkbox"/> young adulthood (ages 20–34) |
| <input type="checkbox"/> childhood (ages 4–12) | <input type="checkbox"/> middle age (ages 35–54) |
| <input type="checkbox"/> the teenage years (ages 13–19) | <input type="checkbox"/> the senior years (age 65 and over) |

1 GET READY TO READ ABOUT: Happiness And Money

Read the chart. Then complete the sentences with words from the box. Use each word one time.



- a. ~~many~~ b. most c. not many d. some

How happy are people in the U.S.? a people are happy. 2 people are very happy. How many people are not happy? The answer is: 3 people. 4 people (90%) are happy or very happy.

2 BUILD YOUR READING SKILLS: Previewing

Introduction

A. Look at these magazines. Which magazine do you want to read?



B. Think about your choice. Why do you want to read that magazine? Discuss your answer with a partner.


Previewing means looking at a text before you read it. Look at the title. Look at the pictures and charts. Also look at the **captions**—the words under the pictures and charts. Previewing gives you important information.

Practice Previewing

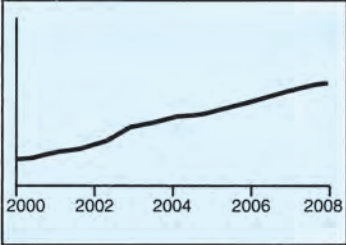
Preview this article. Answer the questions below.

For Kids, Happiness Is a Soccer Game

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XXXXXXXXXXXXXXXXXXXX
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 XXXXXXXXXXXXXXXXXXXX



2000 2002 2004 2006 2008

Kids on soccer teams 2000–2008

a. title →

b. chart →

c. caption →

d. picture →

1. What is the title of the article? _____
2. What does the picture show? _____
3. What information do the chart and caption give you? Circle one answer.
 - a. more kids play soccer now
 - b. more kids like sports now
 - c. more kids watch sports now
4. What is this article about? Circle one answer.
 - a. soccer for children
 - b. famous soccer players
 - c. more people to go to soccer games

3 WORDS YOU NEED

Read these new words and their definitions. Then complete the paragraph below with the new words.

- a. **expert**: a person with a lot of knowledge about one topic
- b. **do research**: to learn or get information about something
- c. **survey**: a list of questions about a topic
- d. **compares**: to find similarities and differences
- e. **agree**: to have the same opinion

Dr. Ed Diener knows a lot about happiness. He is an expert¹ on the topic. Diener has some new ideas about happiness. He thinks, "Are they good ideas?" He needs to _____², or find out more about people's opinions on happiness. First, he uses a _____³ and asks people many questions. Then he _____⁴ people's answers. Sometimes, the groups of people _____⁵, but sometimes they have different opinions.

4 USE YOUR READING SKILLS

Preview the article on page 5. Circle the correct answers.

1. Look at the title. This article is about _____.
 - a. money in the U.S.
 - b. happiness and money in the U.S.
 - c. money in the U.S. and other countries
2. Look at the pictures, chart, and captions. This article has information about _____.
 - a. changes from 1950 to the present
 - b. the history of U.S. money
 - c. TVs and dishwashers

This newspaper article is about two surveys on happiness.

Happiness in the United States: How Important Is Money?

Life in the United States in the 1950s was very different from life today. Dishwashers, televisions, washing machines, and dryers were very new. These appliances were not part of



An American in the 1950s

most families' lives. In the 1950s, a television was a luxury.¹

Today, most families in the United States have dishwashers, washing machines, dryers, and many other things. Many people are wealthier: They make more money and have more buying power. For example, a simple TV is not ex-



An American today

pensive now, so most people today can buy it.

In many ways, life is much better today—but are people happier? The answer is no. In a survey from 1957, 36% of people were very happy. Almost fifty years later, that number is lower—only 30% of people are very happy.

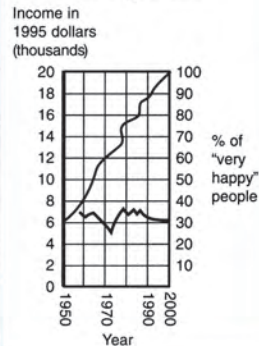
People today have more money and more things, but they aren't happier. What does this mean? More money does not make people happier. To experts, this is a very interesting idea.

Psychologist² Ed Diener is researching this idea.

Diener compares two groups. The people in one group are from a list of very wealthy people. The people in the other group are from a phone book. They are ordinary people — not rich and not poor. Diener's results are interesting: very wealthy people are happier, but only a little happier.

Of course,³ people need money to live, but more money doesn't mean more happiness. Experts agree: Money can't buy happiness.

Happiness and Money in the United States, 1950–present



¹luxury: an expensive and nice thing

²psychologist: an expert on the ways people think and act

³of course: certainly; it is true

6 UNDERSTAND THE READING

A. Circle the correct answer.

1. Compare the 1950s and today. Most Americans today have _____.
 - a. less money
 - b. the same money
 - c. more money
2. Compare the 1950s and today. Most Americans today are _____.
 - a. a little less happy
 - b. a little happier
 - c. a lot happier
3. Psychologist Ed Diener compares _____.
 - a. people in the 1950s and people today
 - b. very wealthy people and ordinary people
 - c. people in the U.S. and people in other countries
4. Diener's results are interesting: very wealthy people _____.
 - a. are only a little happier than ordinary people
 - b. are the same as ordinary people
 - c. are a lot less happy than ordinary people
5. Experts agree: _____.
 - a. money can't buy happiness
 - b. money can make people happier
 - c. money can make people a lot less happy

B. Discuss these questions with your classmates.

1. Think about your childhood and today. Are people today happier or less happy? In what ways are you happier today?
2. Is money important for happiness? Why or why not?



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The Ideal Classmate

READ *and Reflect* **Introductory Level**

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

Introductory Level

Level 1

Level 2

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