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Second Edition

Strategic Reading

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Scope and Sequence

Unit	Readings	Reading Strategies
Unit 1 Culture	1 Adventures in India 2 Body Language in the United States 3 Hot Spots in Cross-Cultural Communication	Making Inferences Predicting Previewing Vocabulary Recognizing Cause and Effect Skimming Thinking About the Topic Thinking About What You Know Thinking Beyond the Text Understanding Pronoun Reference
Unit 2 Money	1 Shopaholics 2 Young Millionaires 3 Pity the Poor Lottery Winner	Identifying Main Ideas and Supporting Details Paraphrasing Previewing Vocabulary Recognizing Cause and Effect Skimming Understanding Pronoun Reference Understanding the Order of Events Thinking About the Topic
Unit 3 Sports	1 The Ancient Olympic Games 2 The Greatest Marathon Runner 3 Extreme Sports	Predicting Previewing Vocabulary Recognizing Purpose Scanning Skimming Thinking About What You Know
Unit 4 Music	1 Music and Moods 2 I'll Be Bach 3 The Biology of Music	Distinguishing Fact from Opinion Predicting Recognizing Cause and Effect Skimming Thinking About the Topic Understanding the Order of Events
Unit 5 Animals	1 The Penguins of Brazil 2 Exotic Animals – Not as Pets! 3 Let's Abandon Zoos	Distinguishing Fact from Opinion Identifying Main Ideas and Supporting Details Making Inferences Previewing Vocabulary Recognizing Purpose Scanning Skimming Thinking About the Topic Thinking About What You Know
Unit 6 Travel	1 Vacationing in Space 2 Ecotourism 3 Jet Lag	Predicting Previewing Vocabulary Recognizing Point of View Scanning Skimming Thinking About the Topic Understanding Cause and Effect Understanding Pronoun Reference

Unit	Reading	Reading Strategies
Unit 7 The Internet	1 communication on the Internet 2 Help on the Internet 3 How Wikis Work	Predicting Recognizing Point of View Skimming Thinking About the Topic Thinking About What You Know Understanding the Order of Events
Unit 8 Friends	1 Ten Easy Ways to Make Friends 2 Best Friends 3 Are Online Friends Real Friends?	Applying Information from the Text Identifying Main Ideas and Supporting Details Paraphrasing Predicting Previewing Vocabulary Scanning Skimming Thinking About the Topic
Unit 9 Gifts	1 Gift Giving 2 Modern Day Self-Sacrifice 3 Gift Cards	Identifying Supporting Details Paraphrasing Predicting Recognizing Cause and Effect Skimming Thinking About the Topic Thinking About What You Know
Unit 10 Emotions	1 Do You Have a Sense Of Humor? 2 Envy: Is It Hurting or Helping You? 3 The Value of Tears	Making Inferences Organizing Information into an Outline Predicting Recognizing Cause and Effect Skimming Thinking About the Topic Thinking About What You Know
Unit 11 Food	1 Chocolate 2 Urban Farms 3 It Tastes Just Like Chicken	Identifying Supporting Details Predicting Previewing Vocabulary Recognizing Cause and Effect Recognizing Purpose Scanning Skimming Summarizing Thinking About What You Know
Unit 12 Sleep and Dreams	1 Power Napping Is Good For the I.Q. 2 Common Questions About Dreams 3 What Is a Dream?	Predicting Scanning Skimming Summarizing Thinking About the Topic Thinking Beyond the Text Thinking About What You Know Understanding Pronoun Reference

Introduction

Overview

Strategic Reading is a three-level series for young adult and adult learners of English. As its title suggests, the series is designed to develop strategies for reading, vocabulary-building, and critical thinking skills. Each level features texts from a variety of authentic sources, including newspapers, magazines, books, and Web sites. The series encourages students to examine important topics in their lives as they build essential reading skills.

The first level in the series, *Strategic Reading 1*, is aimed at intermediate level students. It contains 12 units divided into three readings on popular themes such as sports, music, the Internet, and food. The readings in *Strategic Reading 1* range in length from 300 to 500 words and are accompanied by a full range of activities.

The units (and the readings within units) can either be taught in the order they appear or out of sequence. The readings and exercises, however, increase in difficulty throughout the book.

The Unit Structure

Each unit has the same ten-page structure. It includes a one-page unit preview and three readings, each of which is accompanied by two pre-reading tasks and four post-reading tasks.

Unit Preview

Each unit begins with a brief summary of the three readings in the unit. These summaries are followed by questions that stimulate students' interest in the readings and allow them to share their knowledge of the topic.

Pre-Reading Tasks

Each reading is accompanied by two pre-reading tasks: a reading preview task and a skimming or scanning task.

Reading Preview

Before each reading, students complete one of four types of pre-reading exercises: *Predicting*, *Previewing Vocabulary*, *Thinking About the Topic*, or *Thinking About What You Know*. These exercises prepare students to read and help them connect the topic of the reading to their own lives. Students identify information they expect to read, learn new vocabulary, write down what they know about the topic, or mark statements that are true about themselves.

Skimming/Scanning

One *Skimming* or *Scanning* exercise accompanies every reading. Before reading the whole students learn either to scan a text to look for specific information or to skim a text to get the gist. Other activities in this section ask students to confirm predictions from the reading preview section, compare their experiences with the writer's experiences, or identify the writer's opinion.

Post-Reading Tasks

Following each reading, are four post-reading tasks: A–D. These tasks respectively check students' comprehension, build their vocabulary, develop a reading strategy, and provide an opportunity for discussion.

A Comprehension Check

The task immediately following the reading is designed to check students' comprehension. In some cases, students check their understanding of the main ideas. In others, students have to delve more deeply into the text for more detailed information.

B Vocabulary Study

This section is designed to help students understand six to eight words that appear in the text. Students use contextual clues, recognize similarity in meaning between words, or categorize words according to meaning.

C Reading Strategy

An important part of *Strategic Reading* is reading strategy development. Students are introduced to a variety of strategies, such as making inferences, summarizing, and understanding pronoun reference. (For a full list of reading strategies see the Scope and Sequence on pages iv–v.) Practicing these strategies will help students gain a deeper understanding of the content of the text and develop the necessary strategies they will need to employ when they read on their own outside of the classroom. The section opens with a brief explanation of the reading strategy and why it is important.

D Relating Reading to Personal Experience

This section asks three open-ended questions that are closely connected to the topic of the reading. It gives students an opportunity to share their thoughts, opinions, and experiences in discussion or in writing. It is also a chance to review and use vocabulary introduced in the text.

Timed Reading

Each unit ends with an invitation for students to a timed reading task. Students are instructed to reread one of the texts in the unit, presumably the one they understand best, and to time themselves as they read. They then record their time in the chart on page 124 so that they can check their progress as they proceed through the book. (Naturally, there is no harm in students rereading and timing themselves on every text in a unit. However, this could be de-motivating for all but the most ambitious of students.)

Reading Strategies

Reading is a process that involves interaction between a reader and a text. A successful reader is a strategic reader who adjusts his or her approach to a text by considering questions such as the following:

- What is my purpose in reading this text? Am I reading it for pleasure? Am I reading it to keep up-to-date on current events? Will I need this information later (on a test, for example)?
- What kind of text is this? Is it an advertisement, a poem, a news article, or some other kind of text?
- What is the writer's purpose? Is it to persuade, to entertain, or to inform the reader?
- What kind of information do I expect to find in the text?
- What do I already know about texts of this kind? How are they usually organized?
- How should I read this text? Should I read it to find specific information, or should I look for the main ideas? Should I read it again carefully to focus on the details?
- What linguistic difficulties does the text pose? How can I deal with unfamiliar vocabulary, complex sentences, and lengthy sentences and paragraphs?
- What is my opinion about the content of the text?

Reading strategies are the decisions readers make in response to questions like these. They may prompt the reader to make predictions about the content and organization of a text based on background knowledge of the topic as well as familiarity with the text type. They may help the reader decide the rate at which to read the text – a quick skim for main ideas, a scan for specific information, a slower, closer reading for more detailed comprehension, or a rapid reading to build fluency. Other reading strategies help the reader make sense of the relationships among the ideas, such as cause and effect, contrast, and so on. In addition, the strategy of reading a text critically – reacting to it and formulating opinions about the content – is a crucial part of being a successful reader.

The *Strategic Reading* series develops fluency and confidence in reading by developing the student's repertoire of reading strategies. Students learn how to approach a text, how to choose appropriate strategies for reading a text, how to think critically about what they read, and how to deal with the difficulties that different kinds of texts may pose.

Jack C. Richards

Culture

Look at the titles of the readings and their brief descriptions to preview this unit's content. Before you begin each reading, answer the questions about it.

Reading 1



Adventures in India

The writer of these journal entries shares her experiences as an exchange student in India, where she lived for one year.

1. Have you ever been to India? If so, what was the trip like? If not, is India a place you would like to visit? Why or why not?
2. How do you think life in your country is different from life in India? Explain your answer.
3. What would be good about living in a different country for a year? What would be difficult?

Reading 2



Body Language in the United States

How do people in the United States greet each other? What types of body language are common? In this excerpt from a book, you learn the answers.

1. How do people in your culture greet each other? Do they usually shake hands? Do they ever hug?
2. When people in your culture talk, how close to each other do they usually stand? Is it important for them to make eye contact?
3. Do you think body language in the United States is different from or similar to body language in other countries? Explain your answer.

Reading 3

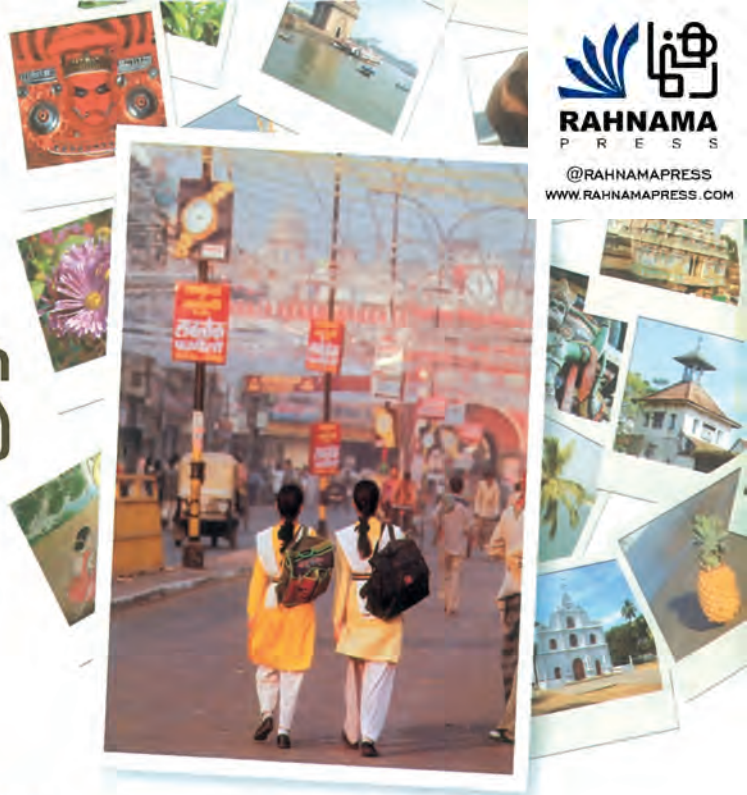


Hot Spots in Cross-Cultural Communication

This article from the Internet discusses the differences in conversational styles around the world.

1. Is it easy to get along with people from different cultures? Why or why not?
2. Do you enjoy being with people from different cultures, or does it make you feel uncomfortable? Explain your answer.
3. In your culture, what topics do you usually talk about with people you don't know well? What topics would you avoid talking about?

Adventures in India



Thinking About the Topic

Imagine that you had to spend a year in a foreign country. How would you feel? Read the list of words from the reading. Look up any new words in a dictionary. Then check (✓) the words that describe how you might feel. Compare your answers with a partner.

- | | | | |
|-----------------------------------|------------------------------------|-----------------------------------|---------------------------------|
| <input type="checkbox"/> confused | <input type="checkbox"/> homesick | <input type="checkbox"/> ignorant | <input type="checkbox"/> lonely |
| <input type="checkbox"/> lost | <input type="checkbox"/> miserable | <input type="checkbox"/> scared | <input type="checkbox"/> tired |

Skimming

Skim the reading to find out how the writer feels. Underline the words and phrases that describe her feelings. Then read the whole text.

- 1 I have spent a year in India on a student exchange program. These journal entries deal with the good and bad times that I went through there. They will give you an idea of what it is like to live in this country.

July 6

- 2 I suddenly have the feeling that I am alone in this unknown town. The stress of the last weeks has been gradually increasing, and I am feeling quite miserable. I met a Japanese student, and it is great to be able to share my feelings with somebody else. Of course, my Indian friends are very understanding. But if you're not a foreigner, you can't really understand how lonely a foreigner can feel.

August 5

We got on the train, slept, read, talked, ate, and watched the countryside. Before I realized what was happening, the 27 hours of travel were behind us. We had arrived in Delhi.

I really enjoyed that trip. We had almost a whole compartment to ourselves. I slept pretty well, even though it was noisy – I guess the train rocked me to sleep. The only problem was my painful stomachache.

September 9

A new group of students arrived today. They all look clean, fresh, and a little confused. They remind me of my arrival here. I suddenly realize how much I have learned and how much is more familiar to me now. I don't feel lost and ignorant anymore. I know how to find my way around town and how to use public transportation. It is quite a good feeling to be the one "who knows" – even though I don't know *that* much.

June 10

The last weeks have passed so quickly. I have only about a month left in this country. There's so much to do and so little time. My room is filled with things to pack, and my head is trying to summarize my "Indian experience." As the days go by, I try to think of all the things that I want to remember. My mind is full of small, daily, unimportant events that I couldn't have imagined a year ago.

June 23

The monsoon¹ seems to have started. During the last few weeks, it has rained from time to time. But the past couple of mornings, we have woken up to find our garden flooded. All this rain reminds me of my arrival here and how scared I felt then.

July 15

As my departure gets closer, I'm tired, and I look forward to going home. I want to see my country and family again – although I am sorry to leave India. I'm not homesick the way I was last winter. Now I wish I could take India back home with me.

¹ **monsoon**: the season of heavy rain in hot Asian countries

Adapted from www.climbtothestars.org/india/

A Comprehension Check

Match the date of the journal entry with its topic.

- | | |
|---------------------|---|
| 1. ____ July 6 | a. the weather |
| 2. ____ August 5 | b. getting ready to leave |
| 3. ____ September 9 | c. the train ride to Delhi |
| 4. ____ June 10 | d. good and bad feelings about leaving India |
| 5. ____ June 23 | e. better feelings about life in India |
| 6. ____ July 15 | f. the need to meet people who understand you |

B Vocabulary Study

Find the words and phrases in *italics* in the reading. Then circle the letters of the correct meanings.

- | | |
|--------------------------------|---------------------------------|
| 1. <i>gradually</i> (par. 2) | 4. <i>rocked</i> (par. 4) |
| a. immediately | a. made a lot of noise |
| b. slowly | b. moved from side to side |
| 2. <i>behind us</i> (par. 3) | 5. <i>familiar</i> (par. 5) |
| a. finished | a. not new anymore |
| b. beginning | b. strange |
| 3. <i>even though</i> (par. 4) | 6. <i>a month left</i> (par. 6) |
| a. because | a. a month of experience |
| b. although | b. a month before leaving |

C Making Inferences

Sometimes the reader must infer, or figure out, what the writer did not explain or state directly in the text.

Make inferences about the writer's feelings about her trip. Were her feelings positive, negative, or both? Check (✓) the correct column.

The writer's feelings	Positive	Negative	Positive & negative
1. at the start of her stay in India		✓	
2. during the train ride to Delhi			
3. after about eight weeks in India			
4. about a month before she left India			
5. a few days before she left India			
6. about her year in India			

D Relating Reading to Personal Experience

Discuss these questions with your classmates.

1. Would you like to go to another country on a student exchange program? Why or why not?
2. If you could spend a year in another country, where would you go? Why? How do you think life there is different from life in your country?
3. What do you think exchange students usually find interesting or different about your country?

Second Edition

Strategic Reading 1

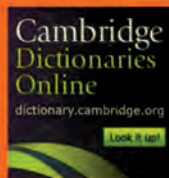
Developing Reading Fluency Through the Study of Authentic Texts

Features and Benefits

- Readings are adapted from **authentic sources** so students can be **prepared for reading outside the classroom**.
- Instruction on **one reading strategy** per reading **facilitates student learning**.
- Expanded **post-reading activities** help students **develop essential critical thinking skills**.
- Key **vocabulary** is practiced throughout, **building students' reading readiness**.



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