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Second Edition

Strategic Reading

2



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Contents

Scope and Sequence	iv
Introduction	vi
Reading Strategies	viii
Authors' Acknowledgments	ix
Unit 1 Names	1
Unit 2 Helping Others	11
Unit 3 Movies	21
Unit 4 Families	31
Unit 5 Men and Women	41
Unit 6 Communication	51
Unit 7 Dishonesty	61
Unit 8 Etiquette	71
Unit 9 Fear	81
Unit 10 The Paranormal	91
Unit 11 Languages	101
Unit 12 The Senses	111
Increasing Your Reading Speed	121
Text and Art Credits	125

Scope and Sequence

Unit	Readings	Reading Strategies
Unit 1 Names	1 What's Your Name? 2 Do People Like Their Names? 3 The Right Name	Making Inferences Organizing Information into a Chart Predicting Recognizing Point of View Scanning Skimming Thinking About the Topic
Unit 2 Helping Others	1 Don't Just Stand There 2 Random Acts of Kindness 3 Monkey Business	Identifying Supporting Details Predicting Skimming Summarizing Thinking About the Topic Visualizing Information in a Text
Unit 3 Movies	1 A Dangerous Career in the Movies 2 Life as a Movie Extra 3 The Storyteller	Identifying Supporting Details Making Inferences Predicting Skimming Thinking About What You Know Thinking Beyond the Text
Unit 4 Families	1 Living with Mother 2 Father's Day 3 The Sandwich Generation	Identifying Supporting Details Making Inferences Previewing Vocabulary Scanning Skimming Thinking About the Topic Thinking About What You Know Visualizing Information in a Text
Unit 5 Men and Women	1 The Knight in Shining Armor 2 Men, Women, and TV Sports 3 Boys and Girls in Class	Making Inferences Predicting Recognizing Contrast in a Text Recognizing Purpose Skimming Thinking About the Topic
Unit 6 Communication	1 Spotting Communication Problems 2 Watch Your Language! 3 What Is Text Messaging Doing to Us?	Paraphrasing Predicting Recognizing Purpose Skimming Thinking About the Topic Thinking About What You Know Understanding Reference Words and Phrases

Unit	Readings	Reading Strategies
Unit 7 Dishonesty	1 The Telltale Signs of Lying 2 Too Good to Be True 3 Truth or Consequences	Identifying Supporting Details Predicting Scanning Skimming Thinking About the Topic Thinking About What You Know Understanding Pronoun Reference Visualizing Information in a Text
Unit 8 Etiquette	1 Cell Phone Yackers Need Manners 2 How Table Manners Became Polite 3 Dinner with My Parents	Making Inferences Paraphrasing Predicting Recognizing Point of View Skimming Thinking About the Topic Thinking About What You Know
Unit 9 Fear	1 Flying? No Fear 2 Don't Fight a Good Fright 3 Stage Fright	Making Inferences Predicting Previewing Vocabulary Recognizing Cause and Effect Scanning Skimming Thinking About the Topic Understanding Text Organization
Unit 10 The Paranormal	1 Psychic Solves Crimes 2 A Near-Death Experience (NDE) 3 Mind over Matter	Making Inferences Previewing Vocabulary Recognizing Cause and Effect Recognizing Purpose Scanning Skimming Thinking About the Topic Thinking About What You Know
Unit 11 Languages	1 The Day a Language Died 2 Aping Language 3 The Bilingual Brain	Making Inferences Paraphrasing Previewing Vocabulary Scanning Skimming Thinking About the Topic Thinking About What You Know Understanding Pronoun Reference
Unit 12 The Senses	1 Ice Cream Tester Has Sweet Job 2 Primer on Smell 3 How Deafness Makes It Easier to Hear	Organizing Information into a Chart Predicting Skimming Summarizing Understanding the Order of Events Thinking About What You Know

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 second level in the series, *Strategic Reading 2*, is aimed at high-intermediate level students. It contains 12 units divided into three readings on popular themes such as names, movies, dishonesty, and the senses. The readings in *Strategic Reading 2* range in length from 400 to 550 words and are accompanied by a full range of activities.

The units (and the readings within units) can be taught either 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, there 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

UNIT

1

Names

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


What's Your Name?

Naming traditions are not the same all over the world. This article looks at several different traditions and shows how they can create problems for computer databases.

1. How many names do you have? One? Two? Three? More?
2. Do your friends and your parents call you by the same name? How do other people address you?
3. How did your parents choose your name?

Reading 2


Delana

Do People Like Their Names?

This newspaper article discusses why names are so important to us.

1. Do you have a common name, or do you have an unusual name?
2. Do you like your name? Have you always liked it?
3. Do you have a nickname? If so, what is it? Do you prefer your nickname to your real name?

Reading 3


The Right Name

What decisions are involved in choosing the right name for a business? Find out the history behind the names of five well-known companies.

1. When you think of products with catchy names, which come to mind?
2. What are the names of three popular Web sites on the Internet? Do you think they have catchy names?
3. What qualities does a good brand name have?

What's Your Name?



Predicting

You are going to read about naming traditions in different cultures. Work with a partner. Check (✓) the statements you think the writer says are true.

- ___ 1. In English-speaking countries, everyone has a first name, a middle name, and a last name.
- ___ 2. Most people in Spanish-speaking countries have one family name.
- ___ 3. In some Asian countries, the family name comes before the given, or first, name.
- ___ 4. In Iceland, a brother and sister have different last names.
- ___ 5. Today, international names are not a problem for computer databases.

Skimming

Skim the reading to check your answers. Then read the whole text.

- 1 Do you ever have problems when you fill out an electronic form because it is difficult to enter your name correctly? Most forms in English-speaking countries ask for your first name, sometimes a middle name or initial, and your last name. A first name is sometimes called a given name. It refers to the name that identifies you as an individual. It's the name used by your family and friends. "Last name" is your family name, that is, the name you share with your parents, siblings, and sometimes other members of your family. Many people in English-speaking countries also have a middle name. But this pattern – first, middle, last – isn't always appropriate for names in other languages.
- 2 In Spanish and Portuguese, it's common for single people to use their first name followed by their father's and then their mother's last names. Sometimes *de*¹ precedes the

¹ *de*: "of" in Spanish

mother's last name. For example, Maria-Jose Carreño Quiñones might be the daughter of Antonio Carreño Rodríguez and Anna Quiñones Marqués. If she includes *de*, she would be Maria-Jose Carreño de Quiñones. You would refer to her as *Señorita*² Carreño, not *Señorita Quiñones*.

In some Asian countries, people usually write their family name first, followed by their given name. For example, in the Chinese name Yao Ming, *Yao* is the family name and *Ming* is the given name. If he is in an English-speaking country, Yao Ming may replace his given name with an English name, for example, Fred. His English name would then be Fred Yao.

In the Icelandic name Björk Jónsdóttir, Björk is the given name. The second part of the name indicates the father's (or sometimes the mother's) name, followed by *-sson* for a male and *-sdóttir* for a female. Björk's father, Jón, was the son of Gunnar, and he is called Jón Gunnarsson. Icelanders prefer to be called by their given name (Björk) or their full name (Björk Jónsdóttir). In fact, in Iceland, telephone directories are sorted by given names. To avoid confusion, people's professions appear next to their names.

So how would Maria-Jose Carreño de Quiñones fill out a form that asks for first name, middle name or initial, and last name? Should she write Carreño or Quiñones as her last name? Will a database recognize the hyphen between the first and last parts of her first name? If Yao Ming writes his name in that order, he will be addressed as Mr. Ming, but "Ming" is actually his first, or given, name. If you were addressing Björk Jónsdóttir, she would be surprised if you called her Ms. Jónsdóttir.

Electronic forms also have trouble with apostrophes or capital letters in the middle of a name. For example, the Irish name O'Reilly may print out as "Oreilly" or "O. Reilly." And the Scottish name McAlister may print as "Mc Alister" or "Mcalister."

These are just a few of the problems that software designers encounter and are trying to solve. Today, the only truly useful electronic form or database is one that is able to accommodate international names.

² *Señorita*: "Miss" in Spanish

A Comprehension Check

Circle the letter of the correct answer.

- What do you know about Anna Quiñones Marqués?
 - Her father's last name is Marqués.
 - Her mother's last name is Quiñones.
 - Her mother's last name is Marqués.
 - Her husband's last name is Quiñones.
- Yao Ming's father's first name is Zhiyuan. What is his father's full name?
 - Zhiyuan Ming
 - Ming Zhiyuan
 - Yao Ming Zhiyuan
 - Yao Zhiyuan
- Björk Jónsdóttir is married to Stefán Magnússon. What is the most probable choice for the name of their daughter Unnur?
 - Unnur Jónsdóttir
 - Unnur Magnússon
 - Unnur Magnúsdóttir
 - Unnur Stefánsdóttir

B Vocabulary Study

Find the words in the box in the reading. Then complete the sentences.

fill out (par. 1)	enter (par. 1)	siblings (par. 1)
precedes (par. 2)	indicates (par. 4)	accommodate (par. 7)

1. I have two _____. My brother's name is Harris, and my sister's name is Rebecca.
2. In the English alphabet, the letter Y _____ the letter Z.
3. All new employees have to _____ this form.
4. Then the company can _____ your personal information into its database.
5. We can't _____ everyone. We have space for only 100 people.
6. An initial between a first and last name _____ that the person has a middle name.

C Recognizing Point of View

Sometimes a writer expresses a point of view, or an opinion. An important part of reading critically is the ability to recognize if the writer has expressed a point of view and if so, to understand what that point of view is.

Check (✓) the statement that best expresses the writer's point of view.

- ___ 1. People should learn about naming traditions in other countries.
- ___ 2. Things would be simpler if there weren't different naming traditions.
- ___ 3. Electronic databases make it easy for people to enter their names correctly.
- ___ 4. Electronic databases need to be improved so that they can deal with names from all over the world.

D Relating Reading to Personal Experience

Discuss these questions with your classmates.

1. How would your name be different if you were in one of the parts of the world mentioned in the reading?
2. How would you explain the naming traditions of your culture to someone from a different culture?
3. Do people ever change their names in your culture? If so, when is it common to change names?

Second Edition

Strategic Reading 2

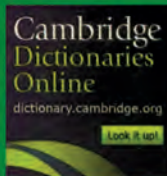
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