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Second Edition

Strategic Reading

3



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Scope and Sequence

| Unit | Readings | Reading Strategies |
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| Unit 1 Superstitions | 1 Two Worlds 2 Lucky Hats and Other Fishing Superstitions 3 A Superstition About New Calendars | Making Inferences Predicting Previewing Vocabulary Scanning Skimming Summarizing Thinking About the Topic Understanding Pronoun Reference |
| Unit 2 Health | 1 Diets of the World 2 Drink, Blink, and Rest 3 Azeri Hills Hold Secret of Long Life | Identifying Main Ideas and Supporting Details Predicting Recognizing Cause and Effect Skimming Thinking About the Topic Thinking About What You Know Understanding Pronoun Reference |
| Unit 3 Remarkable Talents | 1 The Memory Man 2 Born to Paint: Alexandra Nechita 3 Hyper-polyglots | Making Inferences Predicting Reading Critically Recognizing Point of View Skimming Thinking About What You Know |
| Unit 4 Beauty | 1 Executives Go Under the Knife 2 What Makes a Man Attractive? 3 In the Land of the Mirror | Predicting Skimming Summarizing Thinking About the Topic Understanding Pronoun Reference Understanding Text Organization |
| Unit 5 Technology | 1 Affectionate Androids 2 Identification, Please! 3 Researchers Worry as Cyber-teens Grow Up | Identifying Main Ideas and Supporting Details Making Inferences Predicting Previewing Vocabulary Recognizing Purpose Scanning Skimming Thinking About the Topic |
| Unit 6 Punishment | 1 Spanking on Trial 2 The Letter 3 Schools Take the Fun Out of Suspension | Making Inferences Predicting Previewing Vocabulary Recognizing Point of View Recognizing Purpose Scanning Skimming Thinking About the Topic |

| Unit | Readings | Reading Strategies |
|-------------------------------------|--|--|
| Unit 7 Memory | 1 Can You Believe What You See? 2 Man Weds the Wife He Forgot 3 Repeat After Me: Memory Takes Practice | Identifying Main Ideas and Supporting Details Predicting Skimming Summarizing Thinking About the Topic Thinking About What You Know Understanding Pronoun Reference |
| Unit 8 Personality | 1 What Do Our Possessions Say About Us? 2 Temperament and Personality 3 Mind Your P's and Q's | Identifying Supporting Details Making Inferences Previewing Vocabulary Recognizing Contrast in a Text Scanning Skimming Thinking About the Topic Thinking About What You Know |
| Unit 9 Fashion | 1 Smart Clothes 2 Shoes 3 Style, Not Fashion | Interpreting Metaphorical Language Predicting Skimming Thinking About the Topic Thinking About What You Know Understanding Pronoun Reference Understanding Text Organization |
| Unit 10 The Media | 1 Youth and the News Media 2 When Our Worlds Collide 3 Media Violence | Making Inferences Predicting Recognizing Point of View Skimming Thinking Beyond the Text |
| Unit 11 Art | 1 Girl with a Pitcher 2 Organic Architecture 3 Could You Be a Trash Artist? | Making Inferences Organizing Information into a Chart Paraphrasing Predicting Previewing the Title Skimming Thinking About the Topic |
| Unit 12 Humor | 1 So, Who's the Comedian? 2 Taking Humor Seriously in the Workplace 3 Three Comedians | Making Inferences Paraphrasing Predicting Skimming Thinking About the Topic Thinking Beyond the Text |

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. 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 third level in the series, *Strategic Reading 3*, is aimed at low-advanced level students. It contains 12 units divided into three readings on popular themes such as superstition, talent, technology, and fashion. The readings in *Strategic Reading 3* range in length from 450 to 600 words, and they 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 as students progress through the book.

The Unit Structure

Each unit has the same 10-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, and 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.

There are four post-reading tasks (A–D) following each reading. These tasks respectively check students' comprehension, build their vocabulary, help them 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.

Each unit ends with an invitation for students to complete a timed reading task. Students are instructed to re-read 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 re-reading 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 (for 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

Superstitions

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



Two Worlds

In this excerpt from her memoir, the writer talks about her childhood fascination with tales of superstition.

1. Who used to tell you stories when you were a child? Did you believe that all the stories were true? Explain your answer.
2. In some cultures, people think it's bad luck to walk under a ladder. What are some examples of superstitions in your culture?
3. Can a person who believes in superstitions also be a rational person who can make decisions based on thought and not just feelings? Why or why not?

Reading 2



Lucky Hats and Other Fishing Superstitions

What are some common superstitions among fishermen? You can find out in this newspaper article.

1. Would you like to go fishing? Why or why not?
2. What equipment do you need to go fishing?
3. Do you think you need luck to have success when you go fishing? Why or why not?

Reading 3



A Superstition About New Calendars

The writer of this newspaper article describes some problems caused by one of his childhood superstitions.

1. What do you like most about a new year?
2. What traditions do you follow on New Year's Day?
3. Do you know any superstitions associated with New Year's Day?

Two Worlds



Previewing Vocabulary

The words in the box are from the reading. Discuss the meanings of the words with a partner. Look up any new words in a dictionary.

| | | |
|--------|-------------------|-----------------|
| curses | miracles | roots and herbs |
| saints | souls of the dead | the evil eye |

Scanning

Scan the reading. Find and circle the words from the box. Then discuss how you think these words relate to the topic of the reading.

This excerpt from her autobiography is about Gabriella de Ferrari's childhood in Peru.

- 1 Early in life, I realized that there were two very different ways of looking at the world, my parents' and Señorita Luisa's. What she told me was what I assumed the world outside my house believed. At home what I was told was what people believed in that faraway place where my parents came from. I kept them separate and functioned accordingly, never suffering from the difference, at least while I was young and the lines were so easy to draw. Yet Señorita Luisa's world, together with that of the maids in the kitchen, was far more seductive than the rational world of my parents. I liked curses and miracles, and praying for a handsome husband, and buying up heaven.

Mother and Señorita Luisa talked to each other constantly. They would sit under a large mulberry tree in the afternoon and become absorbed in each other's stories. My own time with Señorita Luisa came in the evenings, when I got back from school. I would go to her house for a snack of hot chocolate and a cake she made especially for me of fresh figs held together with what she called "honey glue." She had many stories to tell, and they were all equally outrageous. I listened, mesmerized by her tales delivered in the monotonous rhythms of her voice as if they occurred every day, like drinking milk or taking a bath.

One of my favorite activities, in which Señorita Luisa would indulge me only when she was in a good mood, was to have my fortune read. She would drip hot wax from a candle into a large container of icy water. When the wax hit the water, it formed different shapes. She read them and told me my "little future," that is, my future for the next week. The prognostications¹ were mostly designed to teach me to behave: "This week you will tell a lie and that will cost you, because your mother will not believe you anymore." Only occasionally would she tell me my "big future," the one I wanted to hear the most: A handsome man would ask me to marry him, a man with green eyes and dark hair like Luisa's brothers.

The maids in my family's kitchen were also constantly reading wax, but they weren't allowed to read wax for me. My mother thought it was nonsense. She never knew that Señorita Luisa read my fortune. Señorita Luisa also told ghost stories about the *almas*, the souls of the dead that came to visit at night. She used to scare me so much I had to ask Saturnina to stay with me until I fell asleep. Saturnina knew how to send the souls away: She tied a black ribbon to the window and left them a piece of bread.

As Señorita Luisa had saints, Saturnina and the other maids had roots and herbs. These could perform any kind of miracle, especially scaring away the "evil eye" that women gave each other when they were interested in the same man. I was constantly torn between wanting to believe Señorita Luisa and Saturnina and wanting to believe Mother, who was more interested in having me worry about geography and math.

¹ *prognostications*: predictions

Adapted from *Griego Latina*

A Comprehension Check

Check (✓) the statement that best expresses the main idea of the reading.

- ___ 1. The writer's mother paid Señorita Luisa to teach her daughter about superstitions, something that every young girl should learn.
- ___ 2. As a child, the writer loved being with the maids and Señorita Luisa more than she liked being with her parents.
- ___ 3. As a child, the writer lived in a world where many people believed in superstitions, but her parents didn't.

B Vocabulary Study

Find the words in *italics* in the reading. Then circle the correct meaning of each word.

1. When something is *seductive*, it is **attractive** / **frightening** / **painful**. (par. 1)
2. When something is *outrageous*, it is **very unusual and surprising** / **makes people laugh** / **makes people feel sad**. (par. 2)
3. When something *mesmerizes* you, it is **boring** / **interesting** / **confusing**. (par. 2)
4. When people *indulge* you, they do something you **need** / **don't want** / **want**. (par. 3)
5. When you think something is *nonsense*, you don't **think it's meaningful** / **think it will happen** / **think it's reasonable**. (par. 4)

C Making Inferences

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

Check (✓) the statements that you can infer from the reading.

- 1. Saturnina worked for the writer's family.
- 2. Señorita Luisa worked for the writer's family.
- 3. Señorita Luisa and the writer's mother were friends.
- 4. The writer's parents were born in a foreign country.
- 5. The writer's mother would be pleased that Saturnina had read wax for her daughter.
- 6. Unlike Señorita Luisa, the writer's mother wasn't superstitious.

D Relating Reading to Personal Experience

Discuss these questions with your classmates.

1. Do you believe in ghosts? Why or why not?
2. Were you more or less superstitious as a child than you are now? Do you still believe in superstitions? If so, which ones?
3. Have you ever gone to a fortune-teller? If so, did any of the predictions come true? If you have never gone to a fortune-teller, would you like to? Why or why not?

Second Edition

Strategic Reading 3

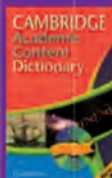
Developing Reading Fluency Through the Study of Authentic Texts

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**.



| Component | Level 1 | Level 2 | Level 3 |
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ISBN 978-0-521-28111-9

