

Linda Markstein Louise Hirasawa

DEVELOPING READING SKILLS

INTERMEDIATE I

SECOND EDITION

ii

The publication of Developing Reading Skills, Intermediate 1; Second Edition, was directed by the members of the Newbury House Publishing Team at Heinle & Heinle:

Erik Gundersen, Editorial Director.

Gabrielle B. McDonald, Production Editor.

Also participating in the publication of this program were:

Publisher: Stanley J. Galek.

Editorial Production Manager: Elizabeth Holthaus.

Project Manager: Woodshed Productions.

Development Editor: Lynne Telson Barsky.

Assistant Editor: Karen P. Hazar.

Associate Marketing Manager: Donna Hamilton.

Production Assistant: Maryellen Eschmann.

Manufacturing Coordinator: Mary Beth Lynch.

Photo Coordinator: Martha Leibs-Heckly.

Cover Designer: Kimberly Wedlake.

Copyright © 1994 by Heinle & Heinle Publishers.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Heinle & Heinle Publishers is a Division of Wadsworth, Inc

Manufactured in the United States of America.

Photograph and Text/ Realia Credits appear on page 230, which constitutes a part of this copyright page.

Library of Congress Cataloging-in-Publication Data.

Markstein, Linda.

Developing reading skills: intermediate 1/ Linda Markstein, Louise Hirasawa.- 2 nd ed.

p. cm.

Summary: A textbook designed to strengthen reading skills by exposing readers to material which promotes vocabulary development, structural analysis, and relational and inferential analysis.

ISBN 0-8384-5774-6.

1. English language - Textbooks for foreign speakers. 2. English language - Rhetoric. 3. Readers. [1. Readers. 2. English language - Textbooks for foreign speakers.] 1. Hirasawa, Louise. II. Title.

PE1128.M3446 1994

428.64 - dc20

93-46179
CIP

ISBN: 0-8384-5774-6
10 9 8 7 6 5 4 3 2



CONTENTS

■ Introduction	V
■ Acknowledgments	ix
■ Unit 1 The Rights of Children	1
1 Court Grants Boy Wish to Select His Parents	3
2 Old Too Soon, Wise Too Late?	17
3 Child Labor: A Dramatically Worsening Global Problem	31
■ Unit 2 The Changing Family	45
1 What Is a Family?	45
2 Families in a Changing World	55
3 The Family Today: Challenges and New Directions	67
■ Unit 3 Education Around the World: Japan, the Netherlands, and Sweden	83
1 A Voice from Japan - An Outsider Look In	85
2 In a World Growing Smaller, the Dutch Want to Speak to You	95
3 In Sweden, You're Never Too Old to Learn Something New	103
■ Unit 4 How to Give a Speech (and Listen to One)	113
1 How to Give a Good Speech	115
2 Are You Really Listening?	123
3 The Heimlich Maneuver	133
■ Unit 5 The Fascinating World of the Honeybee	143
1 Social Life in a Beehive	145
2 The Reigning Queen	158
3 The Honeybees' Communication System	169
■ Expansion	179
4.1 Choosing a Writing Topic	181
4.2 Getting Started	181
1. Brainstorming	181
♦ Making a list	183
♦ Mapping and clustering	183

2. Freewriting	185
4.3 Choosing a Topic for Library Research	187
4.4 Exploring the Topic	188
4.5 Narrowing the Topic	188
4.6 Developing the Topic	189
4.7 Doing Library Research	189
1. The card catalog	190
2. Encyclopedias	191
3. <i>Readers' Guide to Periodical Literature</i>	191
4. <i>The New York Times Index</i>	193
4.8 Taking Notes	194
4.9 Quoting and Paraphrasing	196
1. Quoting	196
2. Paraphrasing	197
4.10 Footnotes and Bibliography	197
1. Footnotes	198
2. Bibliography	198
4.11 Interviewing	199
1. Deciding on interview information areas	199
2. Making up interview questions	199
3. Selecting people to interview	200
4. Conducting the interview	200
5. Using interview information	201
5.1 Making an Outline	201
5.2 The Parts of a Composition	203
5.3 Writing and Getting Feedback on the First Draft	205
1. Writing the first draft	205
2. Getting feedback on the first draft	205
5.4 Writing and Getting Feedback on the Second Draft	206
1. Using feedback to revise content	206
2. Getting feedback on the second draft	206
3. Editing for form	207
5.5 Writing the Final Draft	207
■ Glossary	209
■ Credits	230

Developing Reading Skills: Intermediate 1, Second Edition, is a completely new book. This thoroughly revised program reflects a different orientation toward reading because our philosophy of the nature of reading and our perception of the real reading needs of students have evolved over the years. The new text is based upon an interactive, process model of reading, and it follows the organizational scheme of ***Expanding Reading Skills: Intermediate 2***, second edition (1993) and ***Expanding Reading Skills: Advanced 2***, second edition (1990).

Developing Reading Skills: Intermediate 1 is intended for college students or other adults who want to develop their reading skills for academic, personal, or career purposes. The text is also appropriate for high school students. This book was designed for students of English as a Second Language (ESL) and English as a Foreign Language (EFL) in both academic and nonacademic settings; however, it can also be successfully used with adult native English Speakers in developmental reading classes.

Developing Reading Skills: Intermediate 1 is the second in a five-book reading program designed to meet the needs of students from beginning through advanced levels. The program is designed as follows:

- ♦ ***Developing Reading Skills***, Beginning
- ♦ ***Developing Reading Skills***, Intermediate 1
- ♦ ***Expanding Reading Skills***, Intermediate 2
- ♦ ***Developing Reading Skills***, Advanced 1
- ♦ ***Expanding Reading Skills***, Advanced 2

Answer keys are available for each of the five titles in the series.

This comprehensively revised edition of ***Developing Reading Skills: Intermediate 1*** is composed of five thematic units and a unit on research and writing skills:

- ♦ The Rights of Children
- ♦ The Changing Family
- ♦ Education Around the World: Japan, the Netherlands, and Sweden
- ♦ How to Give a Speech (and Listen to One)
- ♦ The Fascinating World of the Honeybee
- ♦ Developing Research and Writing Skills

Each thematic unit has three or four reading and a rich variety of reading, writing, discussion, and structure exercises designed to help learners develop comprehension and integrate new ideas with

their knowledge and experience of the world. The readings are on challenging and relevant topics and have been selected from a wide variety of published and unpublished sources, including student writing. Students and teachers at Borough of Manhattan Community College, City University of New York, helped us select the unit themes, and they generously offered us feedback on the materials during the development and field testing of this book. In *The Changing Family* unit, students conducted some of the interviews that form the basis of one section. All materials were thoroughly tested and revised before publication.

Some of the major features of *Developing Reading Skills, Intermediate 1*, Second Edition, are:

- ♦ **Extensive prereading activities:** Before they begin reading, learners work together in guided discussion to activate their awareness of the topic. The prereading activities (1) introduce the text in the context of what the learners already know, (2) promote sharing of information among group members, (3) encourage speculation on textual content, and (4) set the stage for the learners' successful integration of new ideas and concepts in the text with their knowledge and experience of the world. We recommend that students working together in small groups choose one or two questions to discuss in detail and that a spokesperson from each group later summarize the main points or the group discussion for the whole class.
- ♦ **Thematic organization:** Each of the five units has three or four readings centered on a common theme. The thematic approach allows for a natural recycling and spiraling of concepts, vocabulary, and syntactic structures. The result is that learners develop their reading, thinking, and writing skills more quickly and are highly motivated to expand their efforts as they successfully cope with more and more challenging material. Finally, we have carefully selected the thematic readings so that the learners will be exposed to a variety of content demands and text densities.
- ♦ ♦ **Solid reading-writing connection:** Students write about what they read. They explore in writing their own ideas and feelings about each selection, and they read their writing to their classmates. Furthermore, in the expansion section at the end of every unit, students have the opportunity to develop their writing and research skills through a multi-step process.

approach. They learn how to develop and elaborate their ideas in writing and how to continue the thematic spiral through their own, independent research if they wish. The process writing and research section has been placed at the end of the book so that students may refer to it as a resource handbook as needed.

- ♦ **Process approach to reading and writing:** Learners are shown how to interact with in a logical, systematic manner and how to vary their reading approach to suit their reading purpose and the content and text density demands of the reading. In addition, they learn to alter their reading speed. They learn how to use text features - for example, headings, different print sizes and types - as pointers to meaning and to use context clues to figure out meanings of new words and phrases. They are guided in how to relate their prior knowledge and experience to the text. Finally, they learn that systematic rereading is as important to reading as systematic rewriting is to writing.
- ♦ **Glossary:** A glossary, with definitions and example sentences has been added at the end of the text as a quick reference. Students will still need to use their own dictionaries for examining the range of meanings of a word and for words not included in the glossary.

How to Use The Text

We recommend that instructions within the units be followed as closely as possible. For example, every unit begins with a headnote to provide contextual orientation. By providing useful social and historical information about the topic, this headnote helps learner get their bearings before they begin reading. This is helpful for all readers, and particularly for students at the intermediate level. Prereading discussion activities follow. We emphasize the importance of giving careful attention to these activities (as outlined above) because they help the learners relate the text to their previous knowledge and experience. Furthermore, the prereading activities promote cooperative learning and encourage a sharing of social and cultural information. In brief, although it is not necessary for all students to discuss all the prereading questions in detail (small groups can choose one or two to examine) the more attention they give to the prereading activities, the more successfully the learners will be able to interact with the text.