

Well Read

1

SKILLS AND STRATEGIES FOR READING

Laurie Blass

OXFORD

Notes to the Teacher

Welcome to *Well Read*, a four-level series that teaches and reinforces crucial reading skills and vocabulary strategies step-by-step through a wide range of authentic texts that are meant to engage students' (and teachers') interest. *Well Read 1* is intended for students at the beginning level.

Each of the eight chapters in the book revolves around a central theme, but every text in a chapter approaches the theme from a different angle or level of formality. This provides multiple insights into the subject matter, while at the same time developing reading skills. Thus, students will be able to approach the theme with increasing fluency.

Well Read is designed so that all the activities, including reading, are broken up into smaller pieces, and each has specific goals so that all students, regardless of their individual level, can participate and succeed. The activities in the book support the approach that students do *not* have to understand every word of a text in order to understand its basic themes. Vocabulary strategies in each chapter allow students to feel more comfortable guessing the meanings of unfamiliar words or phrases based on their context.

Chapter Introduction

The opening page introduces the chapter's theme. Questions and photographs are designed to activate the students' prior knowledge, as well as stimulate some limited discussion before the previewing, reading, and post-reading activities.

Getting Started

This activity precedes each text or graphic component. It is designed to help students focus in on a more specific topic through reflection and discussion. It also introduces a small number of critical vocabulary words or phrases.

Active Previewing

Active Previewing asks students to read only brief and selected parts of the text, and then answer very simple questions that focus on this material. This activity encourages the notion that students do not have to understand each and every word of what they are reading. There is a strong emphasis on how to preview a wide range of genres, both academic and non-academic, including—but not limited to—newspaper articles, online texts, magazine articles, textbook articles, tables, charts, graphs, timelines, and graphics.

Reading and Recalling

The first reading activity asks students to read and recall. This approach is less daunting than being presented with an entire text, and it also allows the students to retain more. Recalling encourages students to be accountable for the material they read. While students build their short-term memories, they begin to process information more quickly and holistically. Perfect recall is never the goal.

Understanding the Text

After each text, students are presented with a two-part reading comprehension activity. The first part checks the students'

comprehension of the most basic ideas expressed in the text, whereas the second part challenges the students to recall other key ideas and information.

Reading Skills

Among other essential skills, students are introduced to *Topic*, *Main Idea*, and *Supporting Details* in separate chapters, which allows them to practice and master each of these skills before progressing to the next. Earlier chapters present choices in a multiple choice fashion, whereas subsequent chapters require the students to write their own interpretations. The ability to think critically about the information that is presented in the text is a crucial part of being an active reader. Students are first taught to distinguish between facts and opinions, and later, inferences. In the final chapters of the textbook, students will be asked to find facts and opinions and to make inferences of their own.

Vocabulary Strategies

Students first learn that they can understand the general idea of a text without understanding every word; however, skipping words is not always an option, thus students are introduced to different strategies throughout the book that can help them determine the meanings of new vocabulary without using their dictionaries. All vocabulary activities use examples from the texts themselves, yet the vocabulary strategies taught can be applied universally to reading that students do outside class. Developing these strategies will allow students to become more autonomous readers.

Discussing the Issues

Every text ends with a series of questions that encourage students to express their opinions and ideas about the general subject discussed in the text. The questions are designed to be communicative in that they strike upon compelling issues raised in the text.

Putting It On Paper

Reading and writing are two skills that inherently go together. The writing activity complements the chapter texts, yet it is also designed to stand independently should the teacher decide not to read all of the chapter texts. Each *Putting It On Paper* activity offers two writing prompts; the teacher can allow students to choose between the prompts or can select one prompt for all students to use.

Taking It Online

Each *Taking It Online* activity guides the students through the steps necessary for conducting online research, based on the theme of the chapter. Teachers might opt to prescreen a select number of websites in advance, thus directing the students to more reliable and useful sites. *Taking It Online* finishes with a follow-up activity that enables the students to take their research one step further, in pairs or groups.

An Answer Key, a PowerPoint® Teaching Tool, and an ExamView Pro® Test Generator with customizable tests and quizzes are also available with each level of *Well Read* in the *Well Read Instructor's Pack*.

Contents

Notes to the Teacher
Introduction to *Well Read*

iii

vi

TITLE		PAGE	GENRE
Chapter 1	The Sociology of Food	1	
Text 1	School Lunches	2	Online article
Text 2	Restaurants Fare	4	Magazine article
Text 3	Food Inventions	8	Timeline
Text 4	The History of the Restaurant	10	Academic text
Chapter 2	Technology in Movies	17	
Text 1	A Movie Classic	18	Online article
Text 2	A Special Effects Genius	22	Magazine article
Text 3	Special Effects Statistics	26	Table
Text 4	Secrets from FX Experts	28	Academic text
Chapter 3	Sports Psychology	35	
Text 1	Weird Sports	36	Newspaper article
Text 2	Skydiving	39	Magazine article
Text 3	Sports Injuries	43	Table
Text 4	Taking Risks in Sports	46	Academic text
Chapter 4	The Culture of Music	55	
Text 1	Favorite Music	56	Newspaper article
Text 2	Earth Harp	60	Magazine article
Text 3	Hit Songs	66	Table
Text 4	Hip-Hop Music	68	Academic text
Chapter 5	Global Community	75	
Text 1	A Young Environmentalist	76	Online article
Text 2	“Genius” Grants	81	Magazine article
Text 3	Making a Difference	86	Table
Text 4	What Motivates Altruism?	88	Academic text
Chapter 6	Business Etiquette	95	
Text 1	Etiquette Intelligence	96	Online article
Text 2	Polite Business Behavior	100	Magazine article
Text 3	Too Close or Too Far?	103	Diagram
Text 4	Interviewing for a Job	105	Academic text
Chapter 7	Fashion Philosophy	113	
Text 1	A Thai Fashion Designer	114	Online article
Text 2	The 80s Look	118	Magazine article
Text 3	Clothing Costs	124	Table
Text 4	What Is Fashion?	126	Academic text
Chapter 8	Ethics in Education	133	
Text 1	What Is Cheating?	134	Magazine article
Text 2	Plagiarism	137	Online article
Text 3	Citing Sources	142	Flowchart
Text 4	Cheating with Technology	144	Magazine article
	Vocabulary Index	151	
	Skills and Strategies Index	153	
	Photo and Art Credits	154	

**READING SKILL****VOCABULARY STRATEGY****GRAPHICS**

- Previewing Articles
- Scanning

- Skipping Words

- Understanding Timelines

- Scanning Tables
- Previewing Headings

- Skipping Words
- Understanding Vocabulary in Context—Synonyms

- Understanding and Previewing Tables

- Understanding the Topic
- Making Predictions

- Understanding Subject Pronouns
- Understanding Vocabulary in Context—Definitions

- Scanning Tables

- Previewing First Sentences
- Understanding the Main Idea

- Understanding Vocabulary in Context—Examples

- Understanding Tables

- Previewing Pictures and Captions
- Understanding Paragraph Topics and Main Ideas
- Understanding Supporting Details

- Understanding Object Pronouns

- Understanding Tables

- Skimming

- Understanding Vocabulary in Context—Collocations

- Previewing Diagrams
- Scanning Diagrams

- Making Predictions

- Understanding Vocabulary in Context—Pictures
- Understanding Vocabulary in Context—Contrasts
- Understanding Possessive Pronouns

- Scanning Tables

- Reviewing Reading Skills

- Reviewing Vocabulary Strategies

- Previewing Flowcharts
- Scanning Flowcharts