

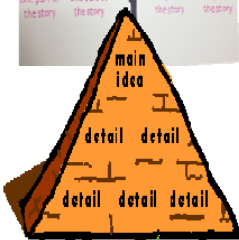
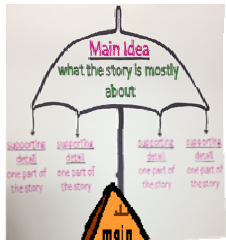
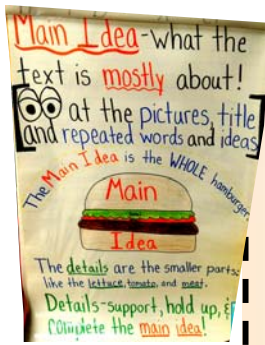
The Point of Factual Information in Paragraphs

Factual information usually appears in paragraphs. There are many kinds of non-fictional *content*.

- *Textbooks, reference books, and other educational materials* give facts and other kinds of knowledge about *subjects of study*. There are texts about language and literature, the humanities (topics of human thought and culture), subjects in the natural and social sciences, and many other areas of interest. There's material to study in the professions, like *education, law, medicine, clergy*. There's printed matter about practical subjects like *accounting or electronics or mechanics*. People buy and study texts and other educational books for school and college courses. They look up information in references (online).
- Articles in magazines, newspapers, and newsletters give factual information about subjects of general interest. There are many pieces of writing about human relationships, health, safety, money, and other everyday practical topics and areas of thought and endeavor. Articles often include paragraphs in bulleted or numbered lists, like this one.
- The *Internet* (*www.*) offers a lot of factual and other info. To find facts and ideas, computer users type in words for various topics. Usually, they can read information on a (computer or handheld) screen. Often, they can print it out on paper for later reference. There are almost always long lists of alternative or additional sites (links) to connect to.

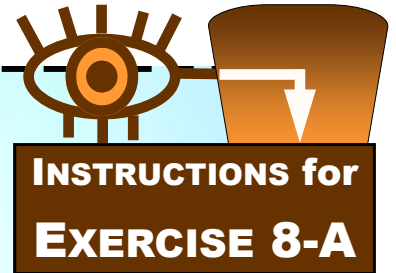
Often, paragraphs in textbooks, in articles, and on the *Internet* get right to the point. They might tell the “main idea” in one or two general sentences. Then there are “supporting details”—examples, explanatory sentences, specific facts, and other “smaller” ideas. These supporting details are supposed to explain the intended messages, making the *point(s)* of each paragraph clear and useful.





Above are some kinds of "Graphic Organizers." They can show the relationships among the main idea(s) and the supporting details of a paragraph.

Topics, Main Ideas, & Details



There are textbooks and other publications of factual information on almost every subject. Usually these books contain *chapters, units, or parts*. Each is about a smaller division of the general subject. There are also articles on many different subjects.

The information of a chapter or an article is in *paragraphs*. A paragraph is a group of sentences about one specific (limited) topic. Each paragraph should "cover" a small part of the subject of the chapter or article.

For each of the following paragraphs, follow these instructions. A few sample answers are given:

1. In one word or phrase, write the specific topic on the line above each paragraph. Don't write a whole sentence.
2. In each paragraph, underline the "topic sentence(s)"—the most general one or two statements. Make sure your choices tell the main idea or point. *Don't* underline supporting details ("smaller" pieces of information).
3. After each paragraph are three statements. *Which sentence gives the best "restatement" (explanation) of the main idea or the message of the paragraph?* Circle its letter a, b, or c.

You can compare your answers with the suggestions on pages 57 to 60 in the *Answer Key*.

4. Now look back at the original paragraphs on pages 125 to 134. How many important pieces of information "support" the main idea or the point of each selection? Can you number them like this: ① ② ③? Without looking at the page, can you retell what you learned from the reading?

Look at book divisions and articles about topics of interest. Choose informational paragraphs. *Can you find the topic sentence or sentences of each paragraph?* (There may not be any.) *Can you retell the main idea or point in your own words? Can you get the important supporting details?*

Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 1: Specific Topic = _____

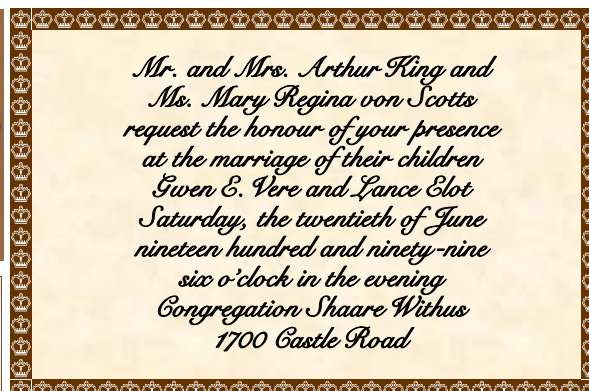
“Etiquette” is the “forms of proper behavior in a culture.” Generally, it means “good manners” in everyday life, but there are also some customs of *formal etiquette* in American society. Wedding announcements and invitations are among the most commonly-accepted forms of formal etiquette in the United States. ① One custom is to engrave or print them on high-quality white or ivory cards, usually five by seven inches. ② A second “rule” is to write them in the “third person” without pronouns like *I*, *we*, or *you*. ③ Also, they should not contain abbreviations (short forms for the dates or places). ④ Often, announcements and invitations are put into high-quality envelopes of the same kind of paper. ⑤ On the outside of the envelopes, elegant formal handwriting is used for the names of the receivers.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- Not many people in the United States are interested in everyday or formal etiquette.
- With its customs and rules, wedding announcements and invitations are a good example of formal etiquette.
- It’s not necessary to spend a lot of money on wedding announcements and invitations if you don’t invite too many people.



An example of a formal wedding announcement and invitation:



READING ABOUT READING:

What’s a “topic sentence?”

Within an informational paragraph, a “topic sentence” is a statement of the main idea or point. It’s the *broadest* sentence of the paragraph. In a general way, it “covers” the information of all the other more specific sentences.



In a paragraph, a “topic sentence” is like an umbrella. It “covers” all the supporting details (the more specific pieces of information).

A traditional or conventional “topic sentence” has two things:

- a word or phrase naming the *topic* of the paragraph
- the writer’s intended point (the “controlling idea”) about the topic.

Here are three examples:

the topic of the sentence	names the subject of the message
A topic sentence	is an overall statement of the main idea.
The info of a chapter or an article	usually appears in paragraphs.

READING
ABOUT
READING:

Do all
paragraphs
have “topic sentences?”

Mostly, we find topic sentences in educational material—especially in textbooks about reading and composition writing. Such paragraphs may be designed for students to *analyze*.

But most paragraphs—even in schoolbooks and college textbooks—*don’t* contain clear, obvious topic sentences. To tell or write the main idea or point of a paragraph, readers have to combine parts of several sentences. Or they have to use their own words.

It isn’t important for every paragraph to contain one or two clear topic sentences. But it *is* important for informational paragraphs to *have* a clear main idea or *make a point*. The other information in these paragraphs should “support” or explain or clarify the writer’s message.

However, *other* kinds of reading material, like stories and anecdotes and letters, don’t usually contain “topic sentences.”

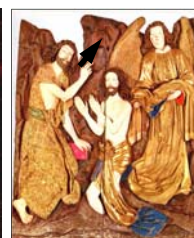
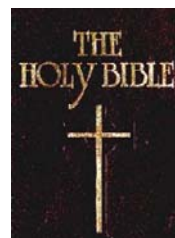
Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 2: Specific Topic = _____

There are two main parts of the *Bible* (the holy writings of two important religions, Judaism and Christianity). The holy Scripture for Judaism is called the *Old Testament*. It contains thirty-nine books, like *Genesis*, *Exodus*, *the Psalms*, *the Book of Job*, *the Song of Solomon*, and others. Christianity has added the twenty-seven books of the *New Testament*. Its main books are the four *Gospels—Matthew, Mark, Luke, and John*. Many of the cultural references in the Western world come from the Bible. Some common examples are the stories of *Adam & Eve*; *Abraham, Sarah, & Isaac*; *David & Goliath*; *Noah’s Ark*; and the parables (fables) and sayings of Jesus Christ. Because of its importance in history and culture, people of many religions in the world know about the organization and content of these two parts of the Bible.

Circle the letter of the best restatement of the main idea or point—*a*, *b*, or *c*.

- a. The Bible contains sixty-six books in all, so it takes a lot of time to read it. The *Parables of Jesus* are not part of the Jewish religion.
- b. The story of Abraham and Isaac is different from the story of David and Goliath. Both stories appear in the *Old Testament*.
- c. The organization and subject matter of the Bible are important and well-known in Western history and culture—to members of many world religions.



the main books and illustrations of some of the stories that are part of the Bible—and therefore part of Western history and culture

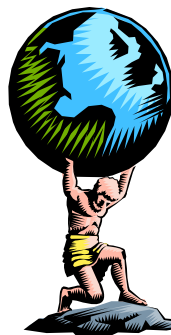
Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 3: Specific Topic = _____

For communication and unity within a society, *mythology* and *folklore* are important parts of history and culture. Of course, neither old nor new myths contain proven facts or information. They're fiction, not fact. Even so, they make a history course or textbook more interesting and effective. For example, we can't teach or learn ancient Western history without the Greek and Roman mythology of *Zeus, Apollo, Venus*, and other gods and goddesses. In our own countries and cultures, more people know historical myths and legends better than some of the facts, dates, and often unimportant details of “real” history. Also, children learn values from the myths and legends of a culture. And because “truth is stranger than fiction,” “modern myths” from the *Internet* or word of mouth can sound like some of the true stories in the news. Of course, we all need to separate fiction from fact in our minds, our teaching, and our learning. Even so, mythology and folklore are important in cultural education and world progress.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- If we separate fiction from fact, mythology and folklore become an important part of a culture. They help students to understand history, children to form values, and adults to analyze current events.
- The Greek gods and goddesses—like *Zeus, Neptune, Apollo*, and *Venus*—are not as important as the political leaders of that ancient culture and society.
- Fact is always different from fiction. For this reason, we should leave myths and legends and other fictional beliefs out of our history books, news reports, storytelling, blogs, and newspapers.



In mythology, Atlas had to support the earth on his shoulders forever.

READING ABOUT READING:

*What are
“supporting
details?”*

The “supporting details” of a paragraph can be *examples, explanations, facts, statistics*, and other kinds of *specific information*. They're “supporting details” because they *hold up* or *back up* the main idea or most important point of the paragraph. They make the writer's message easier to understand and remember because they illustrate or explain it.

If we recognize the main idea, message, or point, we can often number or list the supporting details of equal importance. Here's an example:

THE POINT: For several reasons, a topic sentence is easy to recognize.

LIST OF SUPPORTING DETAILS:

- A topic sentence is the most general sentence of the paragraph.*
- It's often at the beginning or end of the paragraph.*
- It contains two elements—the topic and the controlling idea.*
- It makes the paragraph easier to understand.*
- It's common in textbook paragraphs and other specially-written educational materials.*

**READING
ABOUT
READING:**

*Is a paragraph
without a topic
sentence badly
written?*

People of different cultures may have different ideas about the organization of “good” factual writing. Often, textbooks on composition writing in English include a topic sentence in each paragraph. These texts may offer a “formula” or “outline” or “pattern” to follow for good academic writing. These rules help students to organize and express their thoughts clearly so that their readers understand.

On the other hand, what happens if writers always follow the rules for topic sentences exactly? Then the *form* might become more important than the *content*. Writers may produce boring paragraphs. They might not “say” very much in their writing. They may forget the real *purpose* of factual writing. They might not communicate valuable or useful or interesting information or ideas.

A topic sentence in every factual paragraph can be useful for clarity, but it shouldn’t make the writing tedious or trivial.

Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 4: Specific Topic = _____

What is “great literature” in English? Probably, the term “English literature” should include the famous prose and poetry works of both British and American writers, in six periods of history. The most important *British* playwright of the sixteenth and seventeenth centuries, for instance, was *William Shakespeare*. But because European immigrants to early America read and performed his plays everywhere, Shakespeare’s writings were part of American literary culture from the beginning. The same may be true of British poets like *Geoffrey Chaucer* and *John Milton*. And some of the most famous writers of later centuries, like *Charles Dickens* and *T.S. Elliot*, had ties to both England and the United States. For these reasons, for readers from other language backgrounds and cultures, “great English literature” usually means both British English *and* American English works. All of these novels, poems, plays, and other forms of writing belong to six main historical periods: the Middle Ages, the Renaissance, the eighteenth century, the Romantic and Victorian eras of the nineteenth century, and the twentieth century on.

Circle the letter of the best restatement of the main idea or point—*a*, *b*, or *c*.

- a. No one has the right to define “great literature” because it is always a matter of opinion.
- b. “Great English literature” includes fiction books, plays, poetry and other works by both British and American writers in six major periods of history.
- c. Shakespeare’s works have influenced novelists, playwrights, and poets since the sixteenth century, so he was a great English writer.

Theater plays—both comedy and tragedy—are part of the history of “great English literature.”



Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 5: Specific Topic = _____

What are *parts of speech*? What are the *subject* and *predicate* of a *declarative sentence*? How is a *transitive verb* different from an *intransitive verb*—or a *countable noun* different from a *noncount noun*? Probably, as either a native or a non-native speaker of English, you know the answers to these grammar questions. Why, then, can’t you give complete and correct definitions of the terms without a dictionary? Most likely, because the *vocabulary* of English grammar is new for you. Perhaps you learned different terms in school. Perhaps a teacher called a *noun* “a thing-word” or “a substantive” or “a nominative.” Or perhaps an *uncountable noun* was “a mass noun.” English (and English-as-a-Second Language) teachers around the world don’t always use the same vocabulary to talk about the language. For language analysis, technical grammar terms can be helpful, of course. However, it’s the *principles & patterns* that are important in language learning, not the specific linguistic vocabulary.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- Some teachers call a *noun* a “thing-word.” Others call this part of speech “a substantive” or “a nominative.” Is a *verb* “an action word?” Is an *adjective* “a describing word?”
- Teachers may use different vocabulary to talk about language, and this can be confusing to students. They need to learn rules for language *use*, not words to talk about it.
- Linguists create technical grammar terms to describe language principles or patterns. These words are in dictionaries.



What kind of noun is this? An uncountable or noncount noun or mass noun or what?



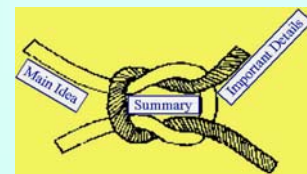
Is this an “action verb?” Is it a “linking verb?” Is it “transitive” or “intransitive?”

READING ABOUT READING:

What’s the difference between a topic sentence and the main idea of a paragraph?

A *topic sentence* tells the most general or the main idea of the paragraph. However, it may not always be a very *useful* statement of the point or message. Even if there *is* a good topic sentence, readers should restate the main idea of a paragraph *in their own words*—at least to themselves. That way, they can be sure they understand completely. Restatement of the main idea in one or two sentences also helps memory.

Another word for “restatement” is *paraphrase*. A paraphrase is a *restatement* of a piece of information. It’s the same idea in other words—preferably the reader’s own words. A restatement of the point or message can be very *general* or more *specific*. A complete and specific paraphrase includes the main supporting details. It’s like a short “summary” of the information and ideas of the paragraph.



**READING
ABOUT
READING:**

Where did the information and ideas in these paragraphs come from?

Most of the information in these factual paragraphs came from old editions of popular references like:

- *The Dictionary of Cultural Literacy*, by E.D. Hirsh and others, Houghton Mifflin Company, 1993.
- *The New York Public Library Desk Reference*, Prentice Hall General Reference, 1993.
- *The Oxford Companion of the English Language*, Edited by Tom McArthur, Oxford University Press, 1992.

Their wording was reorganized and adapted for purposes of this reading worktext.

Where can we find more short pieces of factual information of this kind?

Reference works like *encyclopedias, atlases, handbooks, periodicals, almanacs, catalogs*, and so on are designed to be *referred to* (used as *sources of data*) rather than read from end to end.

They can be found in reference sections of libraries and bookstores. Of course, their electronic equivalents are *everywhere*—on software and, of course, online.

Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 6: Specific Topic = _____

Of course, reading for meaning is usually a *silent* activity. In general, if a reader has to say the words on a page *aloud*, that person has weak reading skills. Silent reading is not *always* appropriate, however. In some situations, *reading aloud* is common and useful. For example, in some cultures it is a teaching method—to practice phonics or to give dictations or difficult lectures. Second, parents and teachers often read aloud to small children. Third, oral reading is an integral part of many religious services. At the same time or individually, people read the words of a holy book out loud as part of the service. Also, actors may read scripts for others to hear on radio—or they make audio versions of popular books. TV personalities (like newscasters) have to read aloud too. But their reading should sound like *talking*, so they use a *teleprompter*. The audience can’t see this electronic text, so it seems natural.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- Reading aloud is a terrible learning activity because only poor readers have to do it. It’s a confusing, embarrassing waste of time.
- Many people have to read orally for work purposes. Therefore, the best readers are teachers, religious leaders, actors, TV personalities, and newscasters.
- Silent reading is the most common kind, but in some situations, it’s customary to read aloud—like in some kinds of teaching, at religious services, to make audio versions of print matter, and in news broadcasts.



Most reading for meaning is silent, but in some situations, reading aloud may be appropriate and helpful.

Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

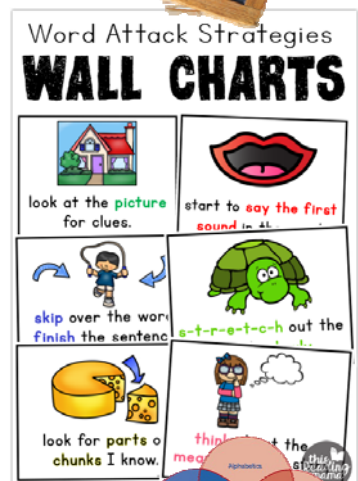
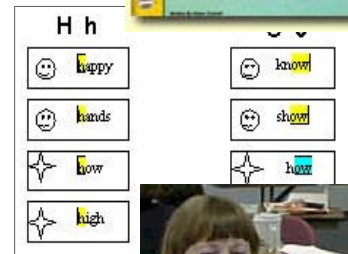
Paragraph 7: Specific Topic = _____

How do people learn to read? How should instructors teach reading, and how should children or novice readers first learn it? Teachers are always discussing various instructional *approaches*. However, there has never been complete agreement. The two main reading methodologies are based on “phonics” and “whole language.” The first is more traditional. Students learn *phonics*—the relationships between alphabet letters and sounds of the language. Then they can “figure out” the sound-symbols, words, and sentences on a page. With an “immersion” approach, in contrast, learners work with “whole texts” of unsimplified language. They try to “sight read” the words and sentences to get the general meaning. Probably, a combination of the phonics and “whole language” methods is the most effective way to teach and learn reading, especially for “alphabetic” languages like English. But because people learn in different ways, reading instruction should probably be customized to each individual or group.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- Some teachers believe in a *phonics* approach to reading, but others prefer the “whole language” method. Probably, a combination of the two is best—especially if teaching is *customized* to individuals and groups.
- People in education are always arguing about something. However, their discussions don’t usually bring good results. Every teacher should use the same method.
- Traditional approaches to reading instruction are old-fashioned and boring. It’s better to just read interesting or funny books with a lot of pictures.

There are many ways to teach or learn reading. Which methods, techniques, and procedures do you think are the most effective in different situations? Why?



READING ABOUT READING:

How do we learn passive vocabulary?

We acquire a lot of vocabulary “passively” from reading. When we see new words or phrases, we look for or guess at their meaning in context. For example, informational *Paragraphs 1-8* give clues to the meanings of these new vocabulary items. Can you explain them?

- *etiquette*
- *abbreviations*
- *the Bible*
- *the Old Testament*
- *the Gospels*
- *parables*
- *mythology*
- *literature*
- *prose*
- *playwright*
- *the Middle Ages*
- *the Renaissance*
- *grammar terms*
- *linguistic*
- *silent vs. aloud*
- *individually*
- *newscasters*
- *teleprompter*
- *approaches*
- *phonics*
- *sight read*
- *whole language*
- *active vs. passive*

Can you find and explain other new vocabulary?

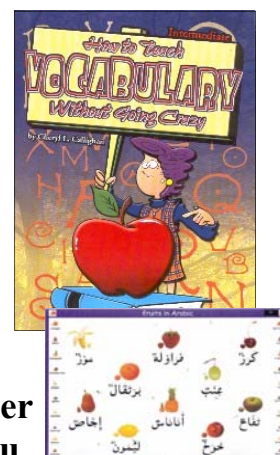
Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 8: Specific Topic = _____

What is “vocabulary?” It isn’t all the words and phrases in a huge, complete dictionary, is it? Probably, a person’s *vocabulary* is “all the words a person can understand and use.” Linguists and teachers agree: there are differences between someone’s *passive* and *active* vocabulary “bank.” *Passive vocabulary* is “receptive.” It’s all the words a listener or reader can *understand*. Usually, just a *general* understanding is enough to get the meaning of speech or printed text. Therefore, someone’s *passive* vocabulary is always much larger than his/her *active* vocabulary. *Active vocabulary* is “productive.” It’s much more complex than just understanding the general meanings of words and phrases. To know items *actively*, learners have to be able to do several things. For instance, they need to know the *grammatical limitations* of the items. They should be able to *apply the rules* in speaking or writing—and know their slightly different meanings and uses. And they ought to get the “feeling” or “sense” of the words. If someone “knows” 50,000 words actively, for example, he/she really has about 250,000 pieces of vocabulary information.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- a. Like most words in the English language, the word *vocabulary* has a lot of different meanings. That’s why dictionary use is so important.
- b. Even if someone knows 250,000 words, that person still has a lot to learn. You can never know enough vocabulary.
- c. Most vocabulary knowledge is “passive”—the words you understand generally. A smaller part of vocabulary is “active”—the words you can use correctly or effectively well in speaking or writing.



Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 9: Specific Topic = _____

A century and a half ago, many of today's countries did not exist as independent nations. Britain, France, Germany, and some smaller European countries had empires. They held colonies in Africa and Asia, and Spain had colonies in Latin America. The former Czechoslovakia (now the Czech Republic and Slovakia) and the former Yugoslavia (now Serbia, Herzegovina, and other independent states) belonged to the Austro-Hungarian Empire. Most of today's Middle Eastern nations were part of the Ottoman (Turkish) Empire, and the Russian Empire covered much of two continents. However, World War I (1914-1918) and World War II (1936-1945) changed many boundaries and borders. Since that time, the spirit of nationalism has brought independence to most of the countries of the “Third World.” Then the collapse of Communism between 1989 and 1991 led to new changes in the world's map. Clearly, the political geography of today's world is very different from the geography of previous times—and it will continue to change. For political and economic reasons, more national boundaries will probably disappear, change, and be created.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- a. The political geography of the world is much different today from in previous times. Nations of the world have changed and will continue to change their boundaries and borders.
- b. Most European countries had empires, and most nations of the Third World were colonies. Nationalism brought independence. Many countries combined into one.
- c. The collapse of Communism caused the most significant changes in political geography in the twentieth century. It was mostly in Europe. Asia got larger and larger.



The physical globe hasn't changed much in the last few centuries, but the borders of nations are very different.



For instance, the boundaries of nations in Africa often change.



Several areas of Europe and Asia have changed a lot, too.

READING ABOUT READING:

How can we learn vocabulary actively?

Active vocabulary is “productive,” not “receptive.” For this reason, learning vocabulary *actively* is more complex than recognizing the meanings of words and phrases passively. Here are suggestions for ways to learn vocabulary items for active use:

- In listening and reading, notice the *context* or sentence patterns of new vocabulary items. Can you think of similar sentence patterns with different words?

For example: “The physical sciences include *physics*.”
“The physical sciences include *chemistry*.”
“The physical sciences include *astronomy*.”

- Look up the items in a print dictionary or online. Notice the grammatical information (the parts of speech, the *kinds* of nouns or verbs, etc.) Pay close attention to the examples. Can you think of examples of your own that use the words or phrases in the same ways?

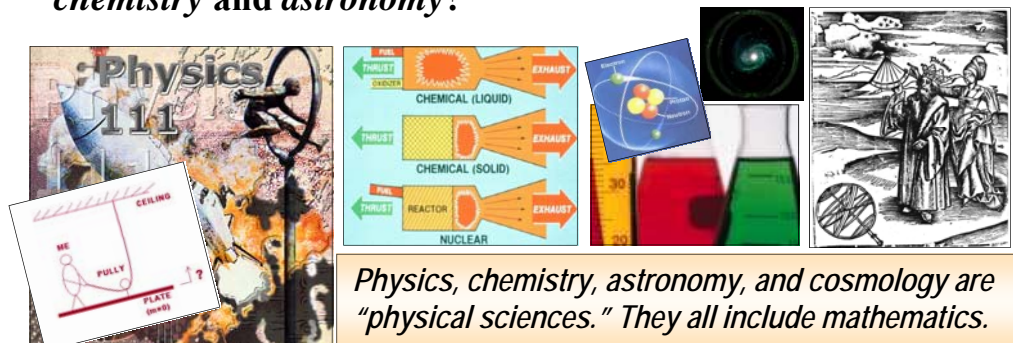
Write a possible word or phrase title on the line above this paragraph. Underline one or two “topic sentences.” (You can also number/letter the main supporting details.)

Paragraph 10: Specific Topic = _____

The *physical sciences* include *physics*, *chemistry*, and *astronomy*, fields of study based on the language of mathematics. *Physics* is the study of *matter* (something that fills space) and *motion* (movement). Physicists know about *mechanics* (motion), *thermodynamics* (heat), *electricity*, and *magnetism*. Each of these subdivisions or sub-fields is based on only a few major and basic “laws.” Modern (twentieth century) physics has added the study of *relativity* (objects moving at the speed of light) and the study of *the atom* (the smallest unit of matter). *Chemistry* is the science of the substances in the world and universe. And *astronomy* is the study of the moon, planets, sun and other stars, and other objects in the sky and space. One modern part of astronomy is *cosmology*—the science of the expanding universe and its beginnings.

Circle the letter of the best restatement of the main idea or point—a, b, or c.

- Some physical sciences are *physics*, *chemistry*, *astronomy*, and *cosmology*. All of these fields have sub-fields, all with their own definitions and even smaller divisions of study.
- Some fields of scientific learning are newer than others, so it doesn’t make sense to study the old theories of past centuries.
- Which have more “laws?” The fields of *government*, *justice*, *administration*, and *politics* or the physical sciences—like *chemistry* and *astronomy*?



Main-Idea Questions & Answers



How can we figure out the point or message of a paragraph or short article? It may help to ask a “Main-Idea Question”—a general question about the point and important supporting details in an informational reading. The answer to a good question of this kind is a *restatement* or short *summary* of the most valuable or useful information from the reading material.

On the next pages are some “how to” articles on practical subjects. For each article, follow these steps. A few sample answers are given:

1. Read the article for general meaning. Then finish the “Main-Idea Question” that follows.
2. After each question is the beginning of a list of answers. Finish the list. Don’t copy whole sentences from the article. Don’t include small details. Write only the important info in answer to the summarizing question.
3. Here’s how to give a *restatement* (a *paraphrase* or a short *summary*) of the information in each article:
 - From the main-idea question, create a general *topic sentence*—a general, inclusive statement of the point of the reading.
 - Then tell or write the most important or most necessary information from your list of answers in order.

Together, your topic sentence and explanations of the important supporting information should be a short but complete restatement or summary of the article.

You can check your answers with the suggestions on pages 60 to 62 of the **WTP? Answer Key**.

Read other “how to” articles on practical topics. *Can you think of a “main-idea question” for each article? Can you list the answers? Can you restate or summarize the article with a general all-encompassing statement and organized important supporting details?*

Then you can read and understand “authentic material” in English. And you can optimize your ability to learn from what you read.

READING ABOUT READING:

Why are there so many short paragraphs in these articles?

Most “how to” articles on practical subjects appear in papers, newsletters, magazines, or reference books for the general public—and many blog posts give advice in this format. Their purpose is to convey useful information on many procedures to as many readers as they can reach. Therefore, their language and organization are different from the “academic style” of college textbooks.

Why do articles and posts contain short paragraphs? Because brief collections of simple sentences may be easier to read and understand than long ones. And why are there so many pieces? Because each article should be *complete*. It should give all the knowledge necessary to answer one main-idea question about the topic.

Often, a “how to” article contains a *list of points*.

Each piece of separate information appears in a paragraph after a number or a bullet. There are many kinds of bullets. Here are common examples:



Article 1: A Good Sense of Direction

Are you at home right now? Look out the window. Which way is *north*? Which way is the opposite direction (*south*)? Which directions are *east* and *west*?

Do you know the answers to these questions at home—and at school or work? Then perhaps you already have a good *sense of direction*. Or do you often lose your way or get confused? Then you can do some things to develop a good sense of direction. Here are some suggestions:

- Notice which side of your home and school and workplace gets the sun in the morning. That direction is *east*. (In the summer in the United States, it's *north-east*. In winter, it's *southeast*.) *On which side does the sun go down in the evening?* That's *west* (or *northwest* or *southwest*). Use a compass to check your answers.
- Get a street map of your town or city. Mark the location of your home, school, workplace, and other familiar places. Notice their compass relationship to one another. Notice how the main streets and highways run—north and south, east and west, and so on.
- Get a road map of your state or country. Study it in relationship to your town or city street map. Remember that in the United States, federal highways with even numbers run east and west. Odd-numbered highways go north and south.
- Carry a compass with you on long walks, bus or bike rides, or drives in the car. Look at it when you turn or change directions. Visualize the changes on a map. If you view your route on a cell phone or GPS, stay mindful of the four directions on Earth.
- When you are a passenger, follow a print street or road map—or visuals on your mobile device. Notice street and road signs. Notice landmarks (important buildings, parks, and other places.) Find these on your map. Visualize directional relationships among streets and places.



Finish the “main-idea question” about Article 1, “A Good Sense of Direction.”
Complete the list of answers.

MAIN-IDEA QUESTION: How can we develop a good sense of direction if we don’t have one?

LIST OF ANSWERS:

1. At places familiar to you, notice the location of the sun in the morning and evening. Check your guesses with a compass.
2. On a local street map, mark familiar places and main streets. Notice their directional relationships to one another.

3. _____

4. _____

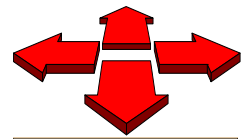
5. _____

Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
In order, tell or write the necessary information from your list of answers.

Even if you get lost often, it is still possible to develop a good sense of direction. First, at home or in other familiar places, notice the direction of the sun in the morning and evening.



In principle, the arrow of a compass always points north. But in a car, a compass may not be accurate.



Someone with a good sense of direction knows which way is north—or south or east or west.



In a city, we should know which directions the main streets run.



To develop a good sense of direction, we can compare street signs with the words on maps.

**READING ABOUT
READING:**

What's the purpose or benefit of printed instructions? Aren't photos, drawing, or demos more useful?

For practical tasks like gift-wrapping, most people learn *visually*. They learn fastest from pictures of the steps or real-life or video or animated demonstrations.

Even so, visual instructions for practical tasks aren't always enough. They may not be clear or complete in all the necessary details. In these cases, printed or spoken words help to clarify the instructions. And some people can remember or follow the *words* of instructions better than visual images.

To make sure their instructions are understandable, writers should include simple drawings or photos if possible. Speakers should also demonstrate (show) what to do.

Of course, on screens and devices, *visuals* are becoming more and more plentiful, especially when compared to *sentences in paragraphs*. Even so, a combination of the two is probably optimal.

Article 2: Wrapping a Package

Most people like or need to give presents and send packages. But not everyone knows how to wrap a gift or package—not even an item in a box. Here are the basic steps to follow:

1. Get some wrapping paper. For special occasions, this is usually attractive colorful paper in sheets or a roll. But you can also wrap a box in a sheet of newspaper or a package in plain brown paper. You will also need scissors and tape.
2. Cut the paper to the right size. To “measure” it, wrap it around the width of the box. It should overlap a few inches. Also, on each side there should be enough paper to cover at least two-thirds the height of the package.
3. On a hard, flat surface, place the package in the middle of the wrapping paper.
4. Wrap the paper smoothly around the width. Fold over the overlapping edge so it's smooth and straight. Then tape the overlap onto the other part of the paper. There are ways to make the tape “invisible.”
5. Fold one end of the paper around the height of the box. Create a triangular flap at the top and bottom. Fold and tape the top flap down flat over the side. Fold the bottom flap up over the top flat and tape it. Make smooth edges.
6. At the other end of the package, repeat Step 5.
7. Do you want a ribbon around the package? Then turn the box upside down onto a long piece of ribbon. Bring both ends around the width of the box. They will meet.

Now cross the ribbon and turn each end ninety degrees. Wrap it around the length of the box and back to the front. Turn the box right side up. Tie the ends of the ribbon into a bow.



A gift-wrapped present with a bow and a tag

Finish the “main-idea question” about **Article 2, “Wrapping a Package.”**
Complete the list of answers.

MAIN-IDEA QUESTION: What are the steps in _____
_____?

LIST OF ANSWERS:

1. First, get some wrapping paper—gift wrap or newspaper or brown paper. Get scissors and tape too.

2. _____

3. _____

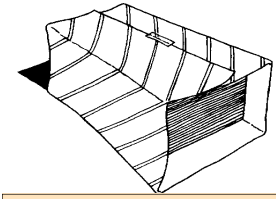
4. _____

5. _____

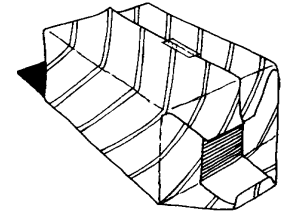
6. _____

7. _____

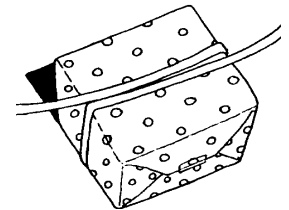
Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
In order, tell or write the necessary information from your list of answers.



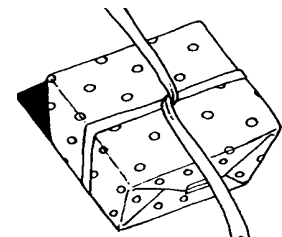
Wrap the paper around the package and tape it to itself.



Fold the sides of the paper around the ends of the package. Make top and bottom flaps. Fold the top flap down. Fold up the bottom flap and tape it to the paper.



Bring both ends of a ribbon around the box.



Cross and turn the ends of the ribbon. Wrap it around the box and tie a bow.

READING ABOUT READING:

In lists of points, are numbers better than bullets?

Numbered lists are very useful for instructions *in order*. That's because it's important to follow the steps *one after another*.

The numbers answer these questions:

1. *How do we begin the task? What do we do first?*
2. *What is the second step? The third step? The fourth step?*
3. *What comes next? What instruction is after that?*
4. *What is the last thing to do?*

On the other hand, numbers are unnecessary for points that don't appear in time order.

What if a list contains various suggestions or pieces of advice to answer a question? Readers can choose one, several, or all of the ideas from the list.

They don't have to use the information or follow the ideas in a certain order. For such lists, bullets may be better than numbers.

Article 3: How to Balance a Bank Account

Electronic banking, with its automatic deposits and withdrawals and computerized transfers of money, is prevalent. Tracking transactions (receipts, expenditures) is called “balancing an account.” Most people do this onscreen with spreadsheets and apps, but a few still have printed *checkbooks* for their bank accounts. They might bring or mail checks and cash to a bank and write checks on that money. They receive a monthly “statement” of deposits, checks, and fees. They compare that information with the numbers in their own check register records. Here's how they do so:

1. Every time they make a deposit or withdrawal or payment, they enter that data in their checkbook. They're careful to add and subtract the amounts correctly. Then they know about how much money the account should have in a few days or weeks.
2. At least once a month, they compare the numbers on their bank statement with the amounts in their records. They look at (✓) matching deposit, withdrawal, and check amounts. Do the correct numbers appear in appropriate places? If something is missing, they add it.
3. Probably, there are some “outstanding checks.” The bank hasn't yet transferred the amounts of these payments from their account. Therefore, they need to subtract these numbers from the balance on their onscreen or paper bank statement.
4. Has the bank taken service charges or other bank fees out of their account? If so, they subtract them from the balance in their check register. Did they earn interest on the account during the month? Then they add that amount to the total in their check register.
5. Now the final total (balance) on their bank statement should be the same as the amount in their records. If it isn't, they'll have to check their math and the calculations of the bank. If they *still* can't find the mistake, then it's time to call or visit the bank—or try electronic means to balance the numbers.

FIRST BANK OF WIKI			
1425 JAMES ST. PO BOX 4000 VICTORIA BC V8X 3A4 1-800-555-8885			
JOHN JONES 1443 DUNDAS ST W APT 27 TORONTO ON M6H 1V2		CHECKING ACCOUNT STATEMENT Page 1 of 1	
Statement period: 2003-10-09 to 2003-11-08		Account No: 00005-123-456-7	
Date	Description	Ref.	Balance
2003-10-09	Previous balance		684.91
2003-10-14	Payroll Deposit - MTEL		686.36
2003-10-14	Web Bill Payment - MASTERCARD	9885	498.36
2003-10-16	ATM Withdrawal - INTERAC	3890	474.11
2003-10-18	Fees - Interac		472.61
2003-10-20	Interac Purchase - ELECTRONICS	1875	469.62
2003-10-21	Web Bill Payment - AMEX	3314	189.62
2003-10-22	ATM Withdrawal - FIRST BANK	1064	69.62
2003-10-23	Interac Purchase - SUPERMARKET	1359	40.54
2003-10-24	Interac Refund - ELECTRONICS	1875	41.03
2003-10-27	Telephone Bill Payment - VISA	2475	36.76
2003-10-28	Payroll Deposit - MTEL		791.57
2003-10-30	Web Funds Transfer - From SAVINGS	2820	791.57
2003-11-03	Pre-Auth. Payment - INSURANCE		749.02
2003-11-03	Change No. - 439		649.02
2003-11-06	Mortgage Payment		62.47
2003-11-07	Fees - Overdraft		47.47
2003-11-08	Fees - Monthly		72.47
*** Totals ***		1,815.63	1,842.61

Finish the “main-idea question” about Article 3, “How to Balance a Bank Account.” Complete the list of answers.

MAIN-IDEA QUESTION: How do people _____?
_____?

LIST OF ANSWERS:

1. People that care about balancing their bank accounts record all deposits, withdrawals, checks, etc. accurately. They do the math as they go along.

2. _____

3. _____

4. _____

5. _____

Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
In order, tell or write the necessary information from your list of answers.



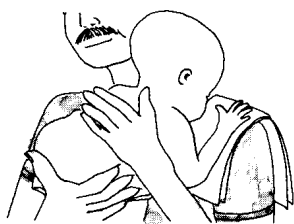
Most people charge purchases on their credit cards. Then they write checks to pay their credit card bills. Many use debit or bank cards for fast cash. That amount is subtracted from their bank balance.



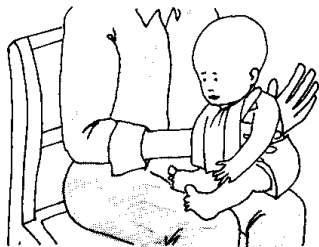
Do you write checks? Put their purposes and amounts in your check register or other records.



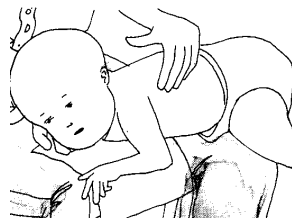
To balance an account, you can add and subtract amounts of money in your head, on paper, electronically, and online.



The most common position for burping a baby is on your shoulder.



Another burping position is on your lap.



A third position is face down on your knees.



It's fun to feed a baby, isn't it? So why do many parents use a "burpcloth" over their shoulder or lap?

Article 4: Three Ways to Burp a Baby

So you've fed the baby, but she won't stop crying? She isn't hungry or thirsty or wet. What do you do now? Probably, you burp the baby! Gently, you try to bring up the "bubble" of air in her stomach.

Here are three possible positions to burp a baby. For all of them, be sure to protect your clothing from spit-up with a clean cloth under the child's mouth.

- The most common way to burp a baby is on your shoulder. Hold the child upright close to you. Gently, rub or pat her back.
- Another way to bring up the air bubble is from a sitting position. Sit the baby upright in your lap. With one hand, support her chest and neck. Rock her gently back and forth. With the other hand, pat or rub his or her back.
- A third position is with the baby face down across your knees. Rocking her gently, pat or rub her back.

Finish the "main-idea question" about Article 4, "Three Ways to Burp a Baby."
Complete the main question and the list of answers.

MAIN-IDEA QUESTION: *What are three positions in which to* _____?

LIST OF ANSWERS:

1. _____
2. _____
3. _____

Now create a short but complete paraphrase or summary of the article. Begin with a topic sentence or general statement of the point. Then tell or write the necessary information from your list of answers.

Article 5: Six Ways to Stop Smoking

Smoking is dangerous to the health of smokers and the people around them. Even so, many people continue to smoke. Some don't care about health. Some ignore the cost and other bad effects of smoking. Others say they want to quit but can't. There are many articles about ways to "kick the smoking habit." Here are some of the most common pieces of advice for smokers.

- ✱ **STOP ALL AT ONCE.** What is the most effective way to quit smoking? To just "do it" all at once. Tell your family and friends about your decision. Then throw out your cigarettes or cigars. Get rid of smoking items like matches, lighters, and ashtrays. Can you survive for a few weeks without smoking? Then you will "kick the habit" in the healthiest (and cheapest) possible way. It's also the most difficult.
- ✱ **USE A GRADUAL APPROACH.** Cut down on smoking more slowly. Have one fewer cigarette every day. Soon you will get to zero. Of course, this method requires self-discipline.
- ✱ **RELAX IN OTHER WAYS.** Substitute other kinds of relaxation for smoking. Keep active with physical movement or exercise. Learn relaxation techniques, like deep breathing or meditation or yoga.
- ✱ **EAT SNACKS OR CHEW GUM INSTEAD OF SMOKING.** To avoid weight gain, choose only healthy foods.
- ✱ **GET PRESCRIPTIONS FOR MEDICAL METHODS, LIKE "THE PATCH" OR "NICOTINE GUM."** The nicotine skin patch gives your body large amounts of nicotine at first and gradually reduces the amount. It can take care of your physical addiction, so you won't *need* to smoke. Nicotine gum works in a similar way.
- ✱ **AVOID SMOKING SITUATIONS.** Some people say they smoke for social reasons. Is this true for you? Then avoid smoky places like bars. And at least for a while, stay away from your relatives or friends that smoke.



READING ABOUT READING:

Where can we find the best articles with practical advice or information?

There are many sources of practical information, advice, and instructions for everyday tasks, especially online at sites such as *WikiHow* ("How to Do Anything.") Usually, this information is easy to understand—even for new adult readers or learners of English as a second language.

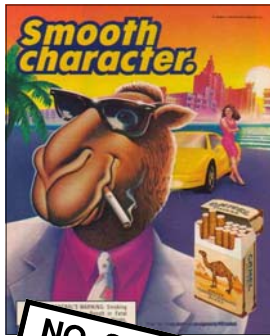
Most often, everyday facts and practical advice appear in short articles. Newsletters and some kinds of magazines have articles of this kind. One popular example is the *Bottom Line* publications of Boardroom Inc. of Greenwich, CT 06836.

Some information in these articles, changed for the purposes of this worktext, comes from reference books from the last century that are still relevant today:

- *How to Do Just About Anything*, The Reader's Digest Association, Inc., Pleasantville NY.
- *The Big Book of Life's Instructions*, by Sheree Bykofsky & Paul Fargis, HarperCollins Publishers, 1995.



What is the best but hardest way to quit smoking?
To do it all at once.
Put out that cigarette, and never smoke another one.



NO SMOKING
ALLOWED IN THIS BUILDING
AT ANY TIME
CARRYING LIGHTED CIGARS
PIPES OR CIGARETTES
STRICTLY FORBIDDEN

There's still advertising for cigarettes on billboards and TV, but there are also "No Smoking" signs everywhere.

Finish the "main-idea question" about Article 5, "Six Ways to Stop Smoking."
Complete the list of answers.

MAIN-IDEA QUESTION: What are six ways to _____?

LIST OF ANSWERS:

1. Just stop—all at once. Tell everyone about your intention, get rid of all your smoking things, and survive without cigarettes.

2. _____

3. _____

4. _____

5. _____

6. _____

Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
Then tell or write the necessary information from your list of answers.

Article 6: Memory Improvement

How's your memory? Do you misplace or lose things? Do you forget names, vocabulary items, and other information? Then you need a cure for forgetfulness. You need memory improvement.

What's necessary for a good memory? Perhaps the most important thing is "mindfulness." *Mindfulness* means *awareness* and *concentration*. To be "mindful," you must *notice* what is going on around you. Stay aware. Pay attention to what you're doing—or what's going on. And focus on the *point* of what you hear or read.

To improve memory, many people use "tricks" or techniques like *repetition*, *visualization*, and *association*.

Repetition means repeating items aloud or in your mind.

- ☑ After an introduction to someone new, repeat that person's name. Ask if you have it right. During your conversation, use the name several times.
- ☑ Make lists of vocabulary items to learn. Look at your lists often. Repeat the words in different ways.
- ☑ To keep facts in your head, repeat them to yourself again and again.

Visualization (using mental pictures) is another useful memory technique.

- ☑ To remember someone's name, make a mental picture of that person with his or her name. For example, visualize *Angel* with a halo. Think of *Jeanne* with jeans on, *Bill* holding a dollar bill, and so on.
- ☑ Draw pictures to remember vocabulary items or facts, or make mental pictures of the words.

With the technique of *association*, you put names and other words together in some way in your mind.

- ☑ You can associate names with similar-sounding words or translations—for example, *Kim Chi* with a popular Korean food, *Regina* with "a queen," etc.
- ☑ You can remember vocabulary and facts in categories of associated words.

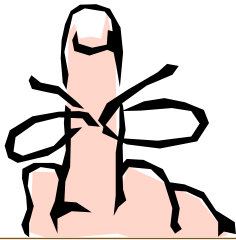
READING ABOUT READING: *How can we better remember what we read?*



Here are some suggestions for ways to better remember the important information from textbooks, articles, and other pieces of writing that have some substance:

- We must make sure we *understand* the information or ideas. It's difficult to remember what doesn't seem to make sense.
- In our minds or in writing, we can *associate* what we read with what we already know. We can bring new information into our present knowledge or experience.
- Without looking at the reading, we can *write down* the point and important details, *say* the information aloud, or *go over* the important facts *in our minds*.
- In some areas of study, like language learning, it helps to *overlearn* the material. For example, we can repeat new vocabulary items in sentences again and again. After a while, we'll know them "automatically."





Will a string around your finger help you to remember things?



Which part of the brain is most important in memory?



Lists help us remember. Is writing them enough—are must we also look at them often?



How can you better remember what you read or study?



Will commercial programs help?

Finish the “main-idea question” about Article 6, “Memory Improvement.”
Complete the list of answers.

MAIN-IDEA QUESTION: How can you
_____?

LIST OF ANSWERS:

1. Be mindful. Pay attention to what is going on, what you are doing, what you hear, and what you read.

2. _____

3. _____

4. _____

Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
Then tell or write the necessary information from your list of answers.

Article 7: Steps to Learning Through Reading

In most situations, people read to learn. Better reading produces better learning. Here's some advice to follow to improve reading and learning skills and abilities.

STEP ONE: Before beginning an article, a chapter, or a school or work assignment, do some reading *preparation*. There are two important things to do.

- ☑ **Preview.** In a few minutes, look over the whole reading. Take a look at the *titles, subtitles, pictures, other visuals, lists*, and so on. Get a *general* idea of the length, the topic, and the organization of the reading.
- ☑ **Question.** Ask yourself the question, "What do I want to know or learn from this reading?" You can write down some questions or just keep them in mind. When you read, you can look for the answers to your questions.

STEP TWO: Now *read* the material. You'll understand better if you follow these suggestions:

- ☑ **Concentrate.** Be mindful (aware) of what you're reading. Focus on your *purpose*. First, get the main point of the material. Then pay attention to the other important information—if there is any.
- ☑ **Read the same material again.** This time, you can underline or otherwise distinguish important parts, make notes, and put other markings on the reading.
- ☑ **Find the answers to your questions.** If you keep your reading *purpose* in mind, you'll read better and faster. *Look for* what you want to know.

STEP THREE: Finally, *review* what you have read. Here are some ways to learn and relearn information effectively.

- ☑ **Talk or write to yourself.** Look away from the print matter or screen. Silently or aloud, tell the main point and summarize the important details. Or you can try writing these things down.
- ☑ **At other times, read the article, chapter, or assignment again.** Each time, you'll be able to read, learn, and remember better than the last time. Again, concentrate and focus. Find the answers to old and new questions, mark the reading, and talk or write to yourself.

READING ABOUT READING:

Where does advice on reading and learning come from?

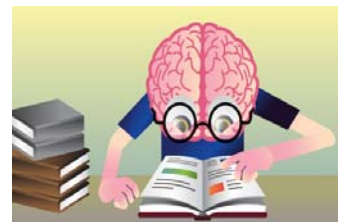
The advice in Article 7 is from *Becoming a Master Student*, by David B. Ellis, College Survival, Inc. P.O. Box 8306, Rapid City, SD 57709. It's very much shortened and simplified.

There are many books about reading and study skills for high school, adult, and college students.

Also, schools and districts and state and national educational agencies or offices produce free booklets on these topics.

For the general public, articles about reading or learning improvement may appear in various publications. And of course, shortened versions appear online.

They may not be as complete or well organized as printed materials, but they mention the same points in a lot less depth.



MAIN-IDEA QUESTION: *In three steps, what are some suggestions for _____?*

Rule 1: Lie flat. Put your most difficult text over your face.

2. _____
- _____
- _____
- _____
- _____

- Rule 2:** When you walk your dog, balance your heaviest books on one hand.



A cartoon illustration of a young girl with orange hair and a boy with dark skin and a blue shirt. They are both looking up with expressions of surprise or excitement. The girl is holding a piece of paper. Surrounding them are various colorful mathematical symbols: a plus sign, a minus sign, a multiplication sign, a division sign, a percent sign, a question mark, a less-than sign, a greater-than sign, an equals sign, and a dollar sign. There are also some small, colorful shapes like a triangle and a circle.

**Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
Then tell or write the necessary information from your list of answers.**

[illegible]

Article 8: How to Do Well on Tests

If you take high school, adult school, or college courses, you will probably take *tests* too. If they are credit courses, instructors must give grades. Test scores are a part of these. Some ways of preparing for quizzes and short exams work better than others. There are “rules” for *taking* tests, too.

Here are some things to do to prepare for testing.

- 📖 Keep up with all reading and study assignments.
- 📖 Ask questions about what you don’t understand—if the information is important to learning.
- 📖 Review the important course material regularly.
- 📖 Do a summary review shortly before the test.

During a quiz or exam, you should follow this advice:

- 📖 *Pace Yourself.* Be aware of the amount of time available for the test. Look at the clock or your watch regularly. If necessary, move faster on the easier parts. Then you’ll have more time to think about the difficult parts.
- 📖 *Read the instructions carefully and follow them exactly.* If they don’t make sense to you, ask about them. Make sure you understand what your instructor expects you to do. Then do it! (But don’t get tense. Just stay focused.)

There are several common different kinds of tests. Here are suggestions for two of them:

- 📖 *Multiple-Choice Tests.* On a multiple-choice quiz or exam, read *all* the choices first. Is there only *one* right answer? Then choose the *best* possible answer. If you aren’t sure of the answer, first eliminate (cross out) the clearly wrong choices. Then you will have fewer answers to think about. Or might there be no or more than one correct choice? In this case, think about each possibility separately. On its own, is it right or wrong?
- 📖 *Essay Tests.* On an “essay” exam, you must write answers in your own words. First, be sure you understand each question. Then *think*. Perhaps make notes. On the test paper, write your answer in a clear way, maybe with a main-idea statement and supporting details. Finally, read and check what you’ve said. Make necessary changes.

**READING
ABOUT
READING:**
*What’s the aim
of written tests?*

Some students say they *hate* tests, but others *like* them! That’s because quizzes and exams give them extra motivation to learn, review, and show what they know. Tests also give them an idea of how they are doing in a course of study.

On the other hand, tests and test scores are not necessarily proof of *real and lasting* learning. Much more important is what you can and will *do* with new information and skills.

For example:

- ❓ *What important information about reading have you learned from this reading worktext?*
- ❓ *What reading skills or abilities have you developed or improved?*
- ❓ *And how will you use those new skills in real life?*

When you can answer these questions about whatever you read, you will have “tested yourself.”

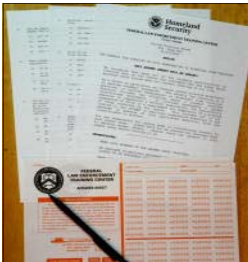
**SOME ADVICE
FOR TEST-
TAKING**



From the beginning of the course, keep up with assignments.



Read, study, and review—again and again.



On the test day, read the whole quiz or exam before you begin to write. What kind of test is it—multiple choice, problem-solving, essay, or what? Or is it *onscreen*?



During the test, pace yourself. Pay attention to the time. Try to answer all the questions.

Finish the “main-idea question” about Article 8, “How to Do Well on Tests.”
Complete the list of answers.

MAIN-IDEA QUESTION: What are some ways to _____?

LIST OF ANSWERS:

1. *Here are four suggestions for test preparation.*



2. *Here's what to do during a test.*



3. *Here is advice for how to take multiple-choice tests:*

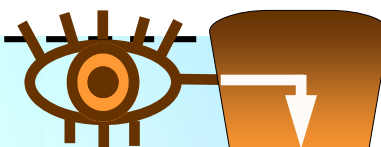


4. _____



Now create a short but complete paraphrase or summary of the article.
Begin with a topic sentence or general statement of the point.
Then tell or write the necessary information from your list of answers.

FINAL TESTS: READING INFORMATION AND SKILLS



INSTRUCTIONS for EXERCISE 8-C

On the following pages are two tests on the information in this reading worktext—a multiple-choice quiz and an essay exam. To take them, follow these instructions:

1. **Multiple-Choice Test:** On the left of each page from 152 to 157 are some visuals or short reading selections. On the right are some questions to answer.
 - ☞ Look over each *Test Item A-P*. Read the two questions for each item carefully. Make sure you understand them.
 - ☞ Circle *all* the right answers to each of the 32 questions. There may be none or one, two, or three correct choices.
 - ☞ *Will this quiz be graded?* Then don't look at the *Answer Key*. You can go over the answers together in class or someone can correct your work. Your instructor will record everyone's score or grade. Ask questions and/or make comments about reading!
 - ☞ If there are no grades, you can compare your responses to those on *WTP? Answer Key* pages 63-64. Then go over them with other learners and your instructor, if any. Use your discussion to review the important information in this worktext.
2. **Essay Test:** On page 158 are eight questions to answer in your own words.
 - ☞ Write on a separate piece of paper. *Will someone else correct or grade your paper?* If so, be sure to write large and clear enough for that person to read your handwriting.
 - ☞ For some questions, you may have to look back at pages of this worktext or look at other materials. Will you take the test in a classroom? If so, you should ask your instructor these questions: "*What books may we bring?*" "*How long will we have for the test?*"
 - ☞ Give specific and honest answers to *Questions 6, 7, and 8*. You can use these questions to give yourself an idea of your progress in reading and learning.

Use these tests, like all learning material, for your own purposes: *review, assessment, mastery, stimuli*, and whatever else comes to mind.

Circle the letters (a, b, c) of *all* (one, two, or three) the correct answers to each *Question 1–6* of **ITEMS A–C.**

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2 : 3 IIII 1/4  V

- # B



- 3. What *kinds* of reading material are in the box?**
 - a. caution and warning symbols**
 - b. safety signs**
 - c. punctuation marks**
- 4. What do at least six of the signs tell people?**
 - a. not to smoke**
 - b. not to make telephone calls**
 - c. to stay out of this area**

C



- 152

Circle the letters (a, b, c) of *all* (one, two, or three) the correct answers to each *Question 7–12* of **ITEMS D–F.**

A collage of nine images illustrating various aspects of Surrealism. The top row includes a black and white photograph of a woman in a white dress and hat walking in a crowd, a reproduction of Edvard Munch's 'The Scream' showing a figure on a bridge over a turbulent sea, and a black and white photograph of a large, realistic skull with a human face. The middle row features a line drawing of a mechanical watch with melting components, a photograph of a hand holding a small, dark, elongated object, and a black and white photograph of a hand holding a small, dark, elongated object. The bottom row includes a black and white photograph of a group of men in military uniforms sitting on a ledge overlooking a city, a reproduction of Michelangelo's 'The Creation of Adam', and a black and white photograph of a hand holding a small, dark, elongated object.

- E



An optical illusion or an annoying joke?



- F

Beauty is only skin deep.
Haste makes waste.
LIVE AND LET LIVE.
PRACTICE MAKES PERFECT.
Every cloud has a silver lining.
Better safe than sorry.
Two wrongs don't make a right.
Home is where the heart is.
SILENCE IS GOLDEN.

- 11. What *kind* of reading material is this?**
 - a. traditional proverbs or folk sayings**
 - b. quotations by famous U.S. politicians**
 - c. short formula jokes, riddles, and puns**
- 12. What do these sentences have in common?**
 - a. They all come from the past.**
 - b. They tell the basic truths or beliefs of ordinary people of a culture.**
 - c. People still include them in conversation.**

Multiple-Choice Test: Reading Information and Skills

Circle the letters (a, b, c) of *all* (one, two, or three) the correct answers to each Question 13–18 of ITEMS G–I.

G

"He can compress the most words into the smallest idea of any man I ever met."
Abraham Lincoln (1809-1865)

Why do people hate me? Because I am sooo ugly.
Frankenstein's Monster

"Life is just a bowl of pits."
Rodney Dangerfield, comedian

What's in a name? That which we call a rose by any other name...
From Shakespeare's *Romeo & Juliet*

JUST SAY NO!

HO, HO, HO! AND WHAT DO YOU WANT FOR CHRISTMAS?

13. What *kinds* of material is this?

- a. anecdotes with serious punch lines
- b. funny or famous quotations
- c. quotes in speech balloons

14. What's true for *all* these sentences?

- a. They're part of popular culture.
- b. They're essential pieces of instruction for academic success.
- c. Many people know about the speakers and what they said.

H

The Thirsty Crow

A very thirsty crow finds a pitcher of water. He is very happy. But it is a big pitcher and the water is at the bottom. The crow can't reach down into it to drink. And it's too heavy to push over on its side.

But the crow has an idea. He gets a small rock from the garden, carries it in his beak, and drops it into the pitcher. The level of the water rises a little. Then he gets another rock and another. With each rock, the water rises a little more. Finally the crow can reach the water, and he has a wonderful time drinking his fill.



15. What *kind* of reading is this?

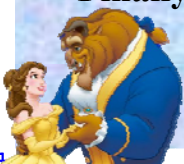
- a. a fairy tale about the magic power of water
- b. a true story from online news
- c. a fable with a moral or lesson

16. What's the likely point of the story?

- a. "Where there's a will, there's a way." (American proverb)
- b. If you want success, don't give up.
- c. Don't take what doesn't belong to you.

I

A beast (an ugly man-animal) does a very kind thing. To return his kindness, a beautiful woman agrees to live with the beast. Later she goes away, and the beast almost dies. Finally, she grows to love him. Her love removes an evil spell. The beast turns into a handsome prince.



17. What *kind* of material is this?

- a. a Greek legend about a goddess
- b. the story line of a fairy tale
- c. the biography of a real animal

18. How do you know?

- a. It's in newspaper columns.
- b. It's short—not a whole story.
- c. It includes magic and fantasy.

Multiple-Choice Test: Reading Information and Skills

Circle the letters (a, b, c) of all (one, two, or three) the correct answers to each Question 19– 22 of ITEMS J–K.

J

Miracle Heart Surgery for Chinese Boy

Los Angeles, California (April 16, 1998)

A three-year-old Chinese boy is recovering from risky heart surgery at UCLA.

Sheng-Han Deng's nickname *Shao-Shao* translates as "laughter" or "smiling." The child is from Xinjiang, an isolated northern Chinese town. He suffers from a rare form of congenital heart disease. He was born with a single ventricle instead of two.

How did the boy's father manage to bring him halfway around the world for such advanced medical treatment? He put out calls for help over the worldwide web, the *Internet*. Thousands answered his pleas. Many people, including Los Angeles mayor Richard Riordan, contributed money for travel and the medical care.

The family has a temporary visa. They hope to stay in the United States until their son gets better.

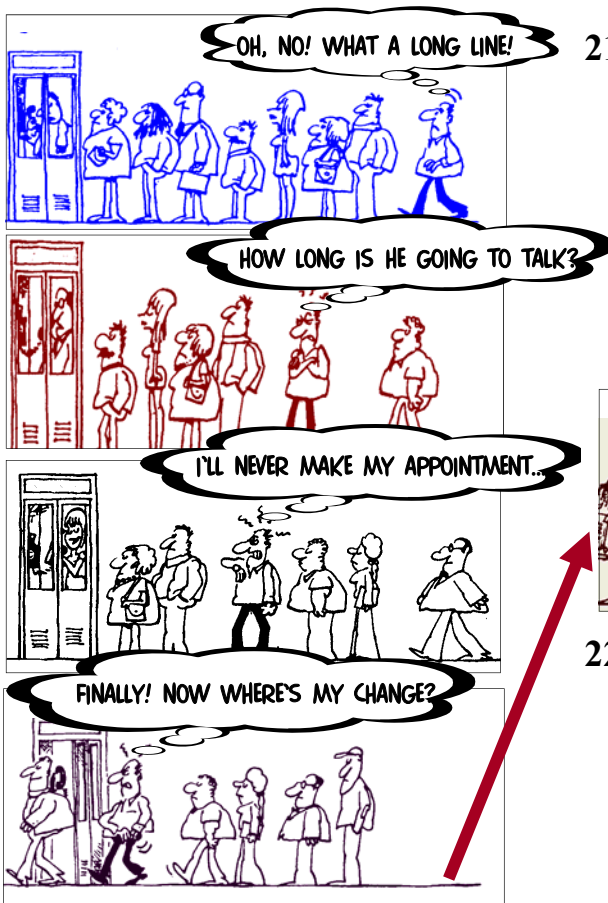
19. What *kind* of reading is this?

- a. a true story from the 1990s news
- b. a modern legend (untrue and fictional) from the Internet
- c. a Chinese parable about health

20. What is the most likely point?

- a. People from other countries have surgery at university hospitals.
- b. It's amazing how *Internet* communication can bring help to people all over the world.
- c. Medical care in the United States isn't very expensive. In fact, it's usually free.

K



21. Which sentences describe happenings in this cartoon strip story?

- a. A man needs to make a call from a public telephone.
- b. There are many people in line, and they all talk a long time.
- c. The man is impatient and in a hurry. Finally it's his turn to use the phone.



22. What might be the point of the humor?

- a. The agitated man still can't use the phone because he doesn't have the right change.
- b. He has to wait at the end of the line again.
- c. The price of hurried impatience without planning might be high or unpleasant.

Multiple-Choice Test: Reading Information and Skills

Circle the letters (a, b, c) of all (one, two, or three) the correct answers to each Question 23-28 of ITEMS L-N.

L

A police officer stops a driver for speeding. He asks for her driver license.

"Your license says you need corrective lenses," says the officer. "Why aren't you wearing them?"

"I have contacts," says the driver.

"I don't care who you know," answers the policeman in an unfriendly tone. "You're still getting a speeding ticket."

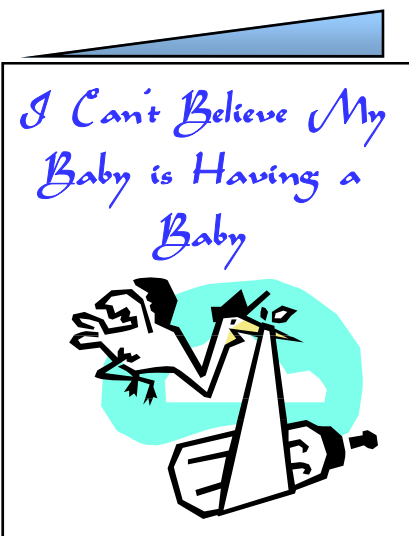
23. What *kind* of story is this?

- a. a true account in a police journal
- b. a funny message on a birthday greeting card
- c. a joke, probably made up, with a pun

24. What's a likely explanation of the punch line?

- a. The driver misinterprets the policeman's question about corrective lenses.
- b. Everyone needs a license to drive without glasses.
- c. The word *contacts* has two meanings: (1) contact lenses and (2) friends with influence in "high places"

M



25. What is this?

- a. an announcement of an engagement
- b. a congratulations card for a mother-to-be (the daughter of the sender)
- c. a postcard to send a quick business message

26. Which message is probably inside?

- a. Please send this card to me on Valentine's Day.
- b. To you and yours—a peaceful holiday season!
- c. It seems like only yesterday you were spitting up oatmeal on me.

N



27. What does this flier announce?

- a. the 50th anniversary of a married couple
- b. the opening of a new business
- c. the celebration of the end of a job

28. How might you answer this invitation?

- a. "I'd love to come. What can I bring?"
- b. "What kind of gift might he like?"
- c. "Sorry I can't make it. But I'll call to congratulate him."

Multiple-Choice Test: Reading Information and Skills

Circle the letters (a, b, c) of all (one, two, or three) the correct answers to each Question 29-32 of ITEMS O-P.

O



MONEY TALK
LIZ PULLIAN

Your Money



Q I didn't like your answer to the driver with six speeding tickets (August 16). If someone has to drive a lot, that person will get a lot of tickets. That's just the way things are in our cities and on our highways. Don't you agree?

29. What's the *topic* of this letter?

- a. the columnist's previous answer to a reader with speeding tickets
- b. how to fight traffic tickets in court
- c. the bad condition of our highways

30. What might the columnist answer?

- a. I agree with you and apologize for my previous answer.
- b. Maybe *you* get tickets, Mr. Speedo, but not everyone is such a bad driver.
- c. The penalties you pay and the higher insurance rates should slow you down.

P

KNOWLEDGE OF U.S. GEOGRAPHY

Studies show that the American public does not know very much about geography. For example, one test included the question "Where is Chicago?" A high school student in California answered "Italy" (maybe because the city name ends in the letter -o). And most literate Americans can read the *New York Times* (a difficult newspaper) but cannot name the capitals of all the fifty states. On the other hand, most adults *do* know all the states and largest cities. They know where the major mountains, rivers, and lakes are. And they function well on trips and in discussions of current events in different places. As in most areas of learning, perhaps the memorization of facts and unimportant details is much less important to an understanding of the subject than a general idea of its main features.

31. What's the main point or message of this paragraph?

- a. It's a major national tragedy that young Americans don't know world geography.
- b. To function in literate America, it may be enough to have a *general* understanding of geography and other subjects.
- c. Memorization of unimportant facts and details may be less important to learning than a general idea of important points.

32. What's some important information that supports the main idea of the paragraph?

- a. In academic studies, Americans don't do well on geography *tests* or *quizzes*.
- b. Most adults have a *general* idea of the geography of their country—at least *what they need to know* in real life.
- c. To learn about any subject, you have to be able to memorize many, many names, numbers, and other trivial details.

Essay Test: Reading Information and Skills

Follow instructions to write the answers to these questions. Write on a separate piece of paper.

1. With at least five (5) examples or reasons, explain this statement:
“Everything in print should have meaning, and every kind of reading should have a point.”
2. Make a list for each of these categories. You should write 18 items in all.
EXAMPLES (Kinds of Symbols): musical notes, computer icons, numbers, etc.

a. 3 kinds of symbols	c. 3 kinds of fiction to read	e. 3 kinds of printed humor
b. 3 kinds of pictures (visuals)	d. 3 kinds of non-fiction reading material	f. 3 kinds of personal communication material

3. Which general *topics* do you most like to read about? List at least five (5).
4. In English, write the *titles* of some articles or stories or books you have read recently *or* write the headlines of some newspaper articles. List at least five.
5. Make a four-column chart with these headings. In the first column, list five (5) different kinds of reading material. In the other columns, answer the questions about those kinds of reading. (Some sample answers are given.)

Kind of Reading Material	Do you like or need to read this material? Why or why not?	Is this kind of reading easy or difficult for you? Why?	What comments or questions do you have about this kind of reading?
SAMPLE: <i>ads</i> (advertisements)	<i>Yes, because I like to shop, especially for bargains. or good buys. I get cultural information from ads. I use grocery ads to plan meals.</i>	<i>Easy, even if some words are new. The message is always clear—that we should buy something because of its image.</i>	<i>Ads are a big part of culture. We all need to “sell” something. Many ads are examples of concise, effective writing.</i>
SAMPLE: <i>local news articles</i>	<i>No, because they’re mostly scary or depressing. They tell only bad things. They don’t give important info.</i>	<i>They’re easy because I don’t have to look for main ideas or points. The details are just names, places, numbers, etc.</i>	<i>Why don’t newspapers publish any good news? Why do they make readers feel bad all the time?</i>

6. In what ways have you improved your reading skills with this worktext? What have you learned to do? Describe at least three important things.
7. Suppose you have the chance to teach another adult to read for meaning. What will you tell that person? Describe at least three important things.
8. Are you taking a reading course or using this worktext for course credit? Then what grade do you believe you deserve in the course? Give at least three specific reasons for your opinion.