

The Next Step

Reading Skills for Adults

Book 14014

New Brunswick teachers and administrators are constantly searching for new and meaningful learning materials for use by their students. Adult upgrading teachers and coordinators encounter unique challenges in this task. The content, cost, or availability of instructional materials often makes available resources inappropriate or impossible options. Many teachers meet this challenge by creating their own materials.

The development of new partnerships and the availability of new technologies, however, have lessened the burden. Over the past decade partnerships between government agencies, educational institutions, literacy teachers, and others have resulted in the creation of a variety of meaningful and practical materials relevant to New Brunswick. New technologies and their availability in classrooms have facilitated the sharing and use of these materials.

Under the direction of New Brunswick Literacy Coordinators, it was determined that enhancements to both the curriculum and the available instructional materials were required. Several projects have been completed to create instructional materials to support this new curriculum. This project continues this work.

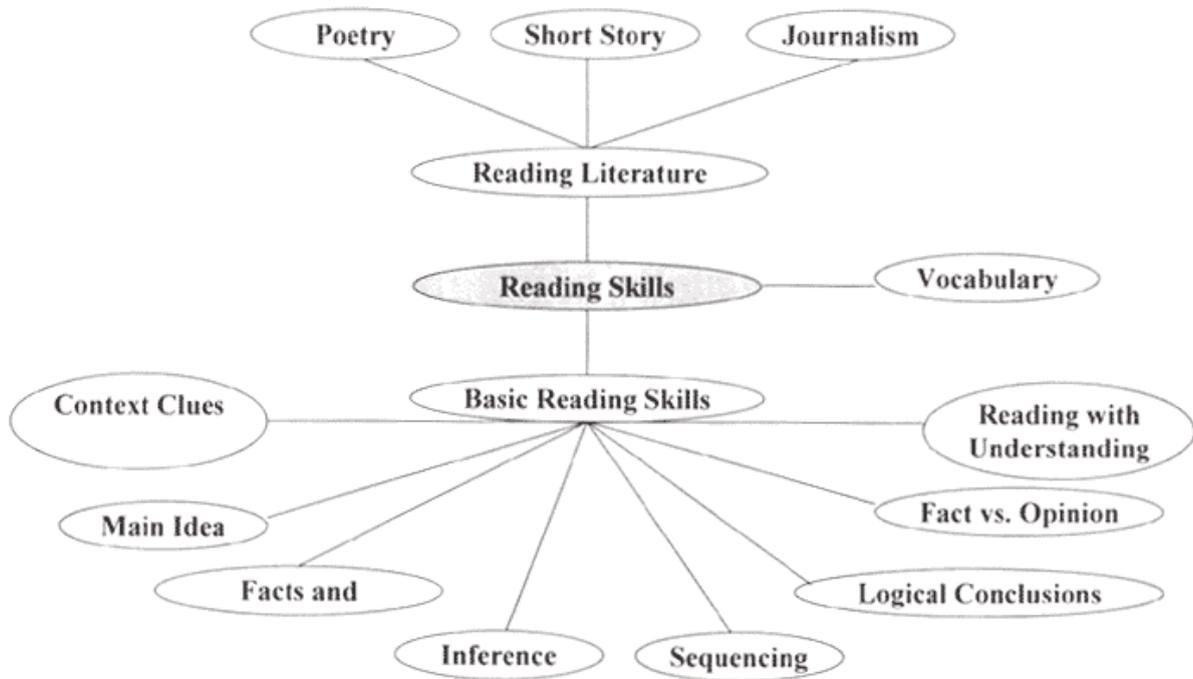
Specifically, the focus of this project is to revise, update, and enhance existing grade-leveled academic learning packages. The result is grade-leveled materials that match the new curriculum, adhere to clear language principles, and allow for better communication of student progress. Additionally, the grade-leveled materials better reflect the experience of New Brunswick adult upgrading students.

Many organizations and individuals have contributed to this project. They include: Jerry Hicks, Literacy Coordinator NBCC-Moncton, National Literacy Secretariat, National Adult Literacy Adult Database, New Brunswick Literacy Coordinators and Community Academic Services Program teachers NBCC-Moncton Curriculum Office, NBCC-Moncton Print Room Staff, and Academic Services Department Head.

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Concept Map - Reading Skills



Reading Comprehension Skills

Introduction

Reading is a skill. People read books, poems, reports, newspapers, and more. They read for fun, and they read to learn. Experienced readers know how to read, and they know how to use many words. Read regularly and you will find that reading can be fun and productive.

Reading to Understand

You will understand more and remember more if you prepare. Physically, you can get ready by:

- sitting at a desk or table
- sitting straight
- finding a well-lit area
- reducing distractions
- getting paper and a pen

Mentally, you can get ready by:

- starting with a positive attitude
- knowing why you are reading
- knowing how you need to read

What is my purpose for reading?

The main reason people read is to learn new information. Readers want to learn:

- new facts
- about other people's experiences
- about another person's thoughts or feelings
- new words

You may have more than one purpose for reading. Your purpose for reading will influence "how you decide to read".

How do I need to read?

Depending on your purpose, ability, and reading material, you may need to read slowly or quickly. For example, you may need to read a poem slowly, reread the poem, and look up new words in a dictionary. If you wanted to know last night's hockey scores, you could scan the sports section quickly, skipping over information. Following a reading process will help you decide how you need to read

Introduction to the "Reading Process"

The reading is a process which has three parts. They are the pre-reading step, the reading step, and the post-reading step. Each step requires you to use a different reading skill. Start the pre-reading step for this section by looking at the diagram on the next page, looking at bolded titles, and quickly reading the first sentence of a few paragraphs. After you have finished the pre-reading step, begin reading the section more slowly and carefully.

The Reading Process

(SQ3R Method)

Pre-Reading

1. Survey



to predict the Main idea

2. Question



to Direct Reading

Reading

3. Read



to Remember / to Understand

Post-reading

4. Recite



to Check Memory / to Check Understanding

5. Review



to Remember / to Understand

What is pre-reading?

Prepare to read by pre-reading. You will understand more and you will remember more.

1. Survey

What is surveying?

Surveying is reading titles, sub-titles, and headings. It also means reading tables of contents, graphs, tables, and outlines. Surveying also means reading parts of a book, poem, newspaper, or magazine to get a rough idea about the topic and the main idea.

Surveying means reading and thinking actively. It means quickly looking for clues about the message and information in the literature. It helps you identify words or ideas which will require more of your time and attention.



2. Question



Why do I need to ask questions?

Before you read carefully, think of some specific questions you want the answered. For example, you might ask:

- What is the theme or main idea?
- What facts or details prove the main idea?
- How are the facts and details organized?
- What did I think or feel about the reading?

3. Reading



What is reading?

Reading means understanding and remembering the information you find in a book, poem, newspaper, or magazine. People who read actively and critically are better able to use the information they find. Reading is also finding relationships between facts, comparing new information with things you already know, and determining if statements make sense.

What are basic reading skills?

When you read, you use many skills. They all work together. Practice these skills when you read.

- Finding the **main idea**
- Finding **facts and details**
- Finding **sequences and patterns**
- Using **context clues**
- Making **inferences**
- Making **logical conclusions**
- Sorting **facts from opinions**

What is post-reading?

Post-reading means using the information you find. You can do this by reciting and reviewing.



4. Recite

What is reciting?

Reciting is checking your understanding and memory of the information. You may discover that you need to reread a section to clarify some information.

Examples of reciting strategies include: rephrasing, drawing, outlining, writing a summary, or telling another person about the information. You should recite new information after reading small sections. Try to recite new material several times, and use different methods of reciting.

5. Review

What is reviewing?

Reviewing is similar to reciting. People review to ensure that they are able to remember the information they have learned. This is particularly important before a test.

Reviewing may be done by reading your notes, comments, highlights, survey questions, survey answers, titles, and summaries.



The Reading Process

(SQ3R Method)

1. Survey



2. Question



3. Read



4. Recite



5. Review



Basic Reading Comprehension Skills

Mastering the basic reading skills will help you understand and remember the events and information you read. All of the basic skills work together. For example, it is difficult to find the main idea if you do not also find details or use context clues. Although the basic skills are presented one at a time for clarity, they all work together.

The Main Idea

A main idea has two parts. It has a topic and it has a comment about the topic. For example, "pizza" names a topic. "is good for you" tells about the topic. Put the topic and the comment together and you have a main idea.



"Pizza is good for you."

Look for main ideas by:

- reading the first sentence of a paragraph
- reading the last sentence of a paragraph
- finding repeated words or ideas

Practice Exercise 1 A

Main Idea

A.

- Scan the paragraph quickly.
- Predict the main idea.
- Read the paragraph carefully.
- Underline words or phrases related to the main idea.

"There are a few safety rules to remember. Ice must be four to six inches thick to be considered safe for walking and snowmobiling. Safety rules recommend leaving cars on shore until ice is more than ten inches thick. If a person learns to recognize safe ice, and avoids unknown water, then these safety rules will protect him from accidents."

Adapted from, *Intermediate English Skills Development Series Book 3, 3A Main Idea*

Practice Exercise 1 B

Main Idea

B. Answer the questions.

1. Was your prediction about the main idea correct?

2. Where did you find clues about the main idea?

3. Summarize the main idea in one sentence.

4. Write a title for the paragraph.

Facts and Details

What are facts and details?

Reporters discover the facts of a story by asking **who, what, where, when, why,** and **how**. The answers to these questions are called facts.



Facts and details can include information such as examples, reasons, statistics, causes, and effects, characters, events, descriptions. Recognizing facts and details are important.

What can I do to remember facts and details?

You will remember facts and details if you underline, highlight, or note facts and details as you read. Try to produce a mental image as you read. Add detail to the mental image as you learn new facts or details. Organizing the facts or details you discover will help. You might try making lists, drawing diagrams, or using concept maps.

Practice Exercise 2 A, B

Facts and Details

A.

- Scan the story quickly.
- Read the story carefully.
- Visualize the details.

On July 1, 1967 Canadians celebrated Canada 's one hundredth birthday. Exactly one hundred years before, on July 1, 1867, the Dominion of Canada was born. The provinces which joined together in Confederation at that time were Quebec, Ontario, New Brunswick, and Nova Scotia. As more people came to settle the western territories, Manitoba became the fifth province in 1870, and the other provinces joined later.

Adapted from, Intermediate English Skills Development Series Book 3, 3B Recalling Details

B. Answer the questions.

1. Who joined Confederation on July 1, 1867?

2. Which province joined Confederation in 1870?

3. What was one reason for Manitoba to join Confederation?

4. When did the other provinces join Confederation?

5. When did Canada celebrate its one hundredth birthday?

Sequencing

What is sequencing?

Writers organize facts and details to form paragraphs. The order the facts appear is called the sequence. Recognizing these different patterns allows you to predict what will happen next and to visualize the events and details.

Sequences and patterns can be found by listing the facts in the order they appear. Sequence and patterns can also be found by looking for transition words. The table gives examples of transition words for different types of patterns or sequences.

Sequence	Transition words
Spatial order (near to far)	<i>on, in, above, below, beside, near</i>
Chronological order (first to last)	<i>before, next, after, meanwhile, until</i>
Logical order (first step to last step)	<i>first, second, third, next, lastly, finally</i>
Importance order (least important to most important)	<i>the main, the central, the basic</i>
Cause and effect order (alternating cause and effect)	<i>because, since, consequently</i>

Practice Exercise 3 A, B

Sequencing

A.

- Scan the story quickly.
- Read the story carefully.
- Visualize the details.
- Remember the sequence of events.

Mike woke up before the alarm rang; he got up to turn it off He felt dizzy and weak. Because he was never sick he thought he must have jumped out of bed too fast. Before he staggered to the kitchen to make coffee, he splashed his face with cold water. He felt weaker. As he was getting dressed he broke out in a cold sweat and just before he slumped to the floor, he called to his wife.

Adapted from, Intermediate English Skills Development Series Book 3, 3C Sequence of Events

B. Number these events. The first event has been numbered:

- ___ 1 Mike woke up.
- ___ Mike called to his wife.
- ___ Mike splashed water on his face.
- ___ Mike turned off the alarm.
- ___ Mike made coffee.

Context Clues

To understand what you read, you need to understand the context of what you are reading. The context gives meaning to words and ideas. Context clues may come in the form of definitions, explanations, rewording, examples, statistics, graphs, pictures, or repeated words or ideas.



Look for context clues in the following places:

- between commas
- between brackets
- in definitions
- in examples
- in footnotes marked by asterisks (*) or numbers (12)
- by comparisons beginning with "like" or "as"



Inferences

Inferences are guesses or predictions. They are based on facts or details. It is like putting a puzzle together. Even if you are missing a few pieces, you can guess the picture. Some writers will leave out facts or details and expect you to make guesses or predictions. Mystery stories often leave out details for you to guess.

Practice Exercise 4 A

Context Clues

A.

- Scan the story quickly.
- Read the story carefully.
- Visualize the details.
- Predict what words are used to fill in the blanks.

Fossils

"Fossils are the remains of animals and plants preserved in the earth's crust. Almost all _____1_____ are found in the _____2_____ rock, where progressive bedding has covered the remains and buried them to the depths of hundreds of _____3_____. The youngest fossils are more than _____4_____ and the oldest are over a _____5_____. A few fossils are made up of the complete bodies of animals, but these types of fossils are very rare. Fossils containing complete skeletons of animals are more _____6_____. However, the most _____7_____ fossils consist of very little or none of the material that made up the original animal or plant. Instead, the remains have completely or partially turned to _____8_____."

Adapted from, Intermediate Academic Upgrading Science Learning Packages IAU-S 7.2

Practice Exercise 4 B

Context Clues

B. Use context clues to help you pick the word for each blank. Write the correct word beside each number.

common	10000 years old	fossils
stone	sedimentary	meters
billion		

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Practice Exercise 5 A

Inferences

A.

- Scan the story quickly.
- Read the story carefully.
- Visualize the details.
- Underline the "**most important**" facts or details.

It was a warm sunny day. The lake was calm and smooth. The sky was bright blue, and small white clouds drifted lazily across it. A canoe rocked gently close to shore, and two men were casting out their fishing lines from the canoe.

A few hours later the men were sitting in the bottom of the canoe. It was raining heavily. One man was bailing out the bottom with an old can. The lake and sky were grey. Huge waves slapped against the side of the canoe. The wind howled and the canoe rocked violently.

An hour later the two men were standing on the shore. Their clothes were soaking wet. They stood and looked sadly out at the lake.

Adapted from, Intermediate English Skills Development Series Book 3, 4B Making Inferences

Practice Exercise 5 B

Inferences

B. Answer the questions.

1. What made the canoe rock?

2. Why did the man use a can to bail water out of the canoe?

3. Where is their canoe?

4. Why did it take an hour for the men to get back to shore?

Logical Conclusions

$$1 + 1 = 2$$

What are logical conclusions?

Making logical conclusions means facts and details. Organizing information and evaluating the information to come to a conclusion is called logical thinking. It is important for readers to evaluate a writer's statements and conclusions for slant and bias.

If a writer only gives the positive facts about a product, they are using slant. When you don't have all of the facts, it is difficult to make logical conclusions. A writer may give a positive slant or a negative slant.

Bias is similar to slant. In fact, a writer may use them together. A writer uses bias when they use words that have a second meaning. They don't give you a clear picture of the facts. For example, a writer might use the word brat to mean a child.

How do I make logical conclusions?

There are two ways of making logical conclusions. You can put the facts together to make a conclusion. This is called **inductive reasoning**. The second type of thinking is called **deductive thinking**. Deductive reasoning is like taking a puzzle with a missing piece and guessing facts about the missing piece.

Practice Exercise 6 A
Slanted and Biased Language

A. Rewrite these sentences. Eliminate or change the bolded words.

1. The **bully** gave us a speeding ticket.

The **magician** was able to fix the hair cut my aunt gave me.

2. The **crooks** raised the tax rate again.

3. My neighbour, the **angel**, drove me to my doctor's appointment.

4. I found the **stupid** cat on my front steps this morning.

5. The **wise** politicians voted to cut spending by twenty percent.

6. The **snake** didn't show up for our date last night.

7. This **scientifically designed** exercise machine is **economically** priced at \$4000.00

8. The **life savers** sent my package by air mail.

9. The **weasels** ate the last piece of birthday cake.

Practice Exercise 7 A

Cause and Effect

- A. Decide whether there is a cause and effect relationship. If there is a relationship state the cause and the effect.

Example *The delivery person knocked at the door, and my dog started to bark*

Answer: *Logical relationship: Yes*
Effect(What happened): dog barked
Cause(Why): the delivery person knocked at the door

1. The students and teachers walked to the exits when the fire alarm sounded.

Logical relationship: _____

Effect (What happened): _____

Cause: (Why) _____

2. Chris drove to the gas station when he saw that he was almost out of gasoline.

Logical relationship: _____

Effect (What happened): _____

Cause: (Why) _____

3. Janet decided to run for office after her friends encouraged her.

Logical relationship: _____

Effect (What happened): _____

Cause: (Why) _____

Fact vs. Opinion?

What are facts and opinions?

Facts are true statements which are provable. The statement "There are three territories in Canada." is a fact because it can be proved by checking a map. Opinions are based on personal values and beliefs. The statement "Cats make awful pets." is an opinion. It is not provable. It is a belief or a preference.



You should look for evidence that the examples and statistics used to support the main idea are reliable and accurate. Writers use reliable facts when they:

- State the source of the fact.
- Use examples or statistics from several sources.
- Use current examples and statistics.
- Indicate the limitations of the facts.

Practice Exercise 8 A

Facts vs. Opinion

- A. Read each statement. Write **"F"** for facts beside factual statements. Write **"O"** for opinion beside opinions.
1. The Canadian government should spend more money to support artists in Canada.
 2. Wednesday is the best day of the week.
 3. The main artery coming from a heart is called the aorta.
 4. John A. MacDonald, Canada's first Prime Minister, was Canada's best Prime Minister.
 5. The drive to Moncton from Woodstock is approximately two hundred and eighty-five kilometres.
 6. I think Greg should study to become a mechanic.
 7. Children who watch at least four hours of television a day are smarter children.
 8. Linda earned a score of seventy-three percent on her last math exam.
 9. St. Patrick's Day is celebrated on March 12th
 10. People should follow the directions when taking prescription drugs.

Vocabulary

What is vocabulary?

A vocabulary list is simply a list of words. Reading new material will become easier as you increase the number of words you can recognize, understand, say, and spell. **Reading, writing,** and **talking** are activities which you can use on a daily basis to help you learn new words and learn new ways of using them. Try to increase your personal vocabulary list by reading about a variety of topics.

In this section you will learn some strategies for learning new words. The most basic strategy is to use a dictionary. In addition to giving the **meaning** for a word, a dictionary contains information about how to **say** a word, how to **spell** a word, how to **use** a word and, how to **divide** a word into its parts. Learning basic reading strategies will reduce the amount of time you will need to use a dictionary.

The general sequence of steps for learning a new word is the following. Study the process carefully.

- Guess the meaning and use
- Check a dictionary
- Say the word aloud
- Check for multiple meanings
- Write the word
- Keep a list of new words/phrases
- Practice using the word/phrase in reading, writing, or speaking

When basic strategies do not help you discover the meaning of a new word or phrase, as with idioms or homonyms, the best strategy is to consult a good dictionary.

Homonyms and Idioms

Homonyms and idioms can be confusing. The words "two", "to", and "too" sound the same, but they have different spellings, meanings, and uses. The word "two" refers to the number 2. The word "to" is used as a preposition, and the word "too" is used to replace the word also, and to mean "in excess of". These words are called homonyms. Dictionaries may list homonyms for words that are frequently confused.

Idioms are phrases. They have specific meanings that are often different from the meanings of the individual words. For example, the idiom "a chip off the old block" means that a child is similar to his or her parent. It has nothing to do with a piece of a wood block. Looking in the dictionary is the best way to discover their meaning.

Homonyms

core (central part)	corps (unit of people)
our (belonging)	hour (60 minutes)
tide (rise and fall of the ocean)	tied (did tie)
council (governing group)	counsel (advice)
pair (two)	pear (a fruit)
toe (part of a foot)	tow (to pull)
dear (beloved)	deer (animal)
pale (colourless)	pail (bucket)
told (said)	tolled (rang)
dew (moisture)	do (perform)
peace (calm)	piece (part)
too (also)	to (a preposition)
dual (two)	duel (combat)
peer (to look closely)	pier (wharf)
waist (middle part)	waste (to squander)

Practice Exercise 9 A, B, C

Homonyms

A. What is a homonym? Write a complete definition and give one example.

B. Pick the word that best completes the sentence.

1. I know two guys from my community who joined the Marine (Core, Corps) in the Unites States of America.
2. (Our, Hour) lawyer thinks that we will be able to avoid going court.
3. The (tide, tied) came in and washed away the sand sculptures from the competition.
4. You need to find someone better able to (council, counsel) you.
5. There is no better dessert than fresh (pairs, pears).
6. Tommy paid forty dollars to have someone (toe, tow) his truck his home.
7. Look, do you see the (dear, deer) eating from the apple trees?
8. Peter looked (pale, pail) after the car almost knocked him from his bicycle.
9. The bells (told, tolled) as people arrived for the Sunday service.
10. This morning, (dew, do) covered the ball fields.

C. Write one sentence with each word. Use the word correctly.

1. piece

2. too

3. dual

4. pier

5. waste

Idioms

"cast pearls before swine"
"get the cold shoulder"
"too many irons in the fire"
"take the bull by the horns"
"out of the mouths of babes"
"No man is an island."
"meet one's Waterloo"
"it takes two to tango"
"it never rains but it pours"
"to get down to brass tacks"

Meaning

to give valuable goods to an undeserving recipient
to experience behaviour that is unwelcoming
too many tasks being worked on at one time
to begin a difficult task directly
wisdom is spoken by youth or the inexperienced
no person exists in isolation
to experience defeat
two people are needed to argue
it is not busy, or it is very busy
to begin work on the details of a task

Practice Exercise 10 A, B

Word Structure

A. What is an idiom? Write a complete definition and give one example.

B. Match each idiom with its meaning. Write the correct letter beside the number.

Idiom	Meaning
1. — "get the cold shoulder"	a. no person exists alone
2. — "too many irons in the fire"	b. to experience defeat
3. — "No person is an island."	c. to begin work on the details
4. — "to meet one's Waterloo"	d. to work on too many jobs at one time
5. — "to get down to brass tacks"	e. two people are needed to argue
	f. to be unwelcome

How can word structure help?

The main part of any word is called the "root word". The meaning of many root words can be changed simply by adding or removing parts of words. These parts of words are called **prefixes** and **suffixes**. Prefixes are added to the beginning of a root word, while suffixes are added to the end of a root word. Look at how the root word "relate" can be changed.

Prefix
un-

Root Word
relate

Suffix
-ed

unrelated

Knowing the meaning, spelling, and pronunciation of frequently used prefixes and suffixes will allow you to discover meanings, to say words correctly, and to spell many new words correctly. One of the easiest ways of making an antonym, a word with the opposite meaning, is to add a prefix. Some common antonym forming prefixes include: **-de**, **-die**, **-in**, **-im**, **-ii**, and **-re**. Study the meaning and spelling of prefixes and suffixes on the following pages.

Reading Comprehension #14014

Prefixes	
counter-	opposite
intro-	in, into
macro-	large
mini-	small
multi-	several
poly-	several
pseudo-	false
off-	not
tn-	three
quad-	four

Suffixes	
-ative	relating to or characteristic of
-itive	relating to or characteristic of
-ancy	state or condition of
-ency	state or condition of
-able	worthy of
-ible	worthy of
-en	made of
-ate	characteristic of
-ary	pertaining to
-ery	places of or qualities of

Practice Exercise 10 A, B

Word Structure

A. Fill in the blank. You may need to change the spelling of the root word. Check a dictionary if needed.

Prefix	Root word	New word
	attack	counterattack
inter		interprovincial
macro		macromolecule
	skirt	miniskirt
	purpose	multipurpose
poly	graph	
tri	pod	
	plegia	quadriplegia

B. Fill in the blank. You may need to change the spelling of the root word. Check a dictionary if needed.

C.

Root word	Suffix	New word
conserve	ative	
punish		punitive
depend	ancy	
perman	ency	
rely		reliable
access		accessible
wood	en	
replica	ate	replicate
	ary	dictionary
drape	ery	

How can context clues help?

Writers often leave clues for readers to find. These clues help readers understand the meaning of new words or concepts. Using these clues will give you a general idea about the meaning of new words. Looking in the dictionary is still the best way to discover the exact meaning and use of a word.

Writers will leave clues in specific parts of sentences and paragraphs. Look for context clues in the following places:

1. **Immediately after a new word**

Writers often rename a person, a thing, or an idea. This information is found between commas. Read these examples.

*The shaft, **a vertical cave**, is used to transport miners, supplies, and rock to the surface.*

2. **Before or after a new word**

Phrases or clauses contain extra information. They are separated from the main part of a sentence by punctuation.

*I take medication for high blood pressure, **which can cause major health problems if not lowered**.*

3. **In the following sentence**

Writers may give a definition for a new wording in a following sentence. Look at the example.

*The littoral zone is an important ecosystem. **The littoral zone is the section of a coastal beach with many types of animals and plants.***

Practice Exercise 11 A

Context Clues

- A. Read the paragraph. Use context clues to write a general definition for each underlined word. Use a dictionary to write an exact definition.

"The food we eat must be broken down into very small particles so it can be absorbed by the cells of the body. Food is broken down through physical processes such as chewing. Chemical processes also break down food. Chemical processes require water and special proteins. Without these special enzymes, digestion would take place very slowly."

Adapted from the "Intermediate Academic Upgrading-Science" learning packages; IA U-S 3.1

1. enzymes

- a. General definition —

- b. Specific definition —

2. digestion

- a. General definition —

- b. Specific definition —

How can phonics help?

Words are made by combining letters with specific sounds together. Words can be divided into parts based on these sounds. These parts are called syllables. Dividing a word into syllables will help you say and spell it.

Each syllable has one vowel which makes a sound. If you clap every time you hear a vowel sound in a word, you will be able to count the syllables in a word. Look at the following examples; then try the exercise.

Try, **dog**

dog has one vowel sound

so, it has one syllable

it can not be divided

dog

Try, **Roger**

Roger has two vowel sounds

so, it has two syllables

it is divided into two syllables

Rog * er

Try, **utility**

utility has four vowel sounds

so, it has four syllables

it is divided into three syllables

u * til * i * ty

Practice Exercise 12 A

Syllables

- A. Read each word aloud three times. Break the word into syllables. Write the dictionary way of breaking the word into syllables.

Syllables

<i>Word</i>	<i>Guess</i>	<i>Dictionary</i>
abduct	_____	_____
hyperextend	_____	_____
overreaction	_____	_____
midterm	_____	_____
utility	_____	_____
southward	_____	_____
lovely	_____	_____
liar	_____	_____
silly	_____	_____

Reading Literature

Literature refers to books, letters, reports, articles, essays, poems, short stories, novels, and biographies which:

- *Represent high quality writing*
- *Talk about familiar human problems*
- *Highlight truths about the "human experience"*
- *Clarifies our position in the world*

Poetry

What is poetry?

Writers often use poetry to express personal, emotional, philosophical, or historic ideas or themes. Poetry can differ from prose in several ways. Poetry may have some or all of the following characteristics:

- Rhythm
- Rhyme
- Literary devices
- Unusual word or sentence patterns
- Capital letters for each new line

What is rhythm and rhyme?

When we speak, we tend to emphasize some parts of words more than other parts. We are putting more energy into making some syllables. Rhythm refers to the pattern of stressed syllables and unstressed syllables, and it is sometimes referred to as "meter".

Rhyme refers to patterns of common sounds. There are different types of rhyme. The most common type of rhyme involves patterns of similar sounds at the end of a line. The pattern of rhyming sounds in a poem is called the "rhyme scheme". Rhyme schemes are indicated with letters. Look at the example below.

<i>A maiden at college, called Breeze</i>	<i>A</i>
<i>Weighed down by BA 's and Litt D 's,</i>	<i>A</i>
<i>Collapsed from the strain,</i>	<i>B</i>
<i>Alas, it was plain,</i>	<i>B</i>
<i>She was killing herself by degrees.</i>	<i>A</i>

(Litt D's refers to Ph. D in Literature)

Not all poems rhyme perfectly. Some poetry only has parts that rhyme. This is called imperfect rhyme. Other poetry does not rhyme at all. This is called free verse.

*A bitter morning rain
sparrows sitting together
huddled without any necks.*

Limerick

There are many types of poems. Each has its unique characteristics. Limericks are fun poems. Their main purpose is to entertain the reader. The topics are usually absurd. The poet often changes the spellings of words or uses pun, a play on words, to create the desired effect. The ending of a limerick often presents a twist. Limericks have a specific structure. The rhyme scheme is usually **AABBA**.

<i>As a fat man of Bombay</i>	<i>A</i>
<i>Was smoking one very hot day,</i>	<i>A</i>
<i>A bird called a snipe</i>	<i>B</i>
<i>Flew away with his pipe,</i>	<i>B</i>
<i>Which vexed the fat man of Bombay</i>	<i>A</i>

Practice Exercise 13 A, B

Limericks

A. Use the reading process to guide you in your reading the following limerick.

- Skim the title and poem quickly
- Predict what the poem is about
- Think of questions to answer while you read
- Read the poem twice aloud without stopping
- Read the poem again carefully
- Answer the questions

*There was an old fellow of Lyme
Who married three wives at a time.
When asked: "Why the third?"
He replied: "One 's absurd
And bigamy, Sir, is a crime."*

B. Answer the questions.

1. What is the rhyme scheme for this limerick?

2. Explain the poem's attempt a humour.

Short Stories

What are short stories?

Early forms of short stories include fables, myths, and legends. Tall tales and modern short stories have become a more common form of the short story. Short stories have been used to tell stories to entertain, to pass on information, history, or traditions, or to provide moral lessons.

Each type of short story is unique. Common forms of modern short stories include; ghost stories, romance, science fiction, historical, and social or psychological. Compared to novels, modern short stories are limited to a single unified plot with few characters and limited description of the setting. Most short stories are less than 15000 words in length.

How to read short stories

Regardless of the type of short story, try to comment on the following items:

- *Read the story once for fun*
- *Read the story a second time*
- *Highlight important details*
- *Highlight difficult or new words or phrases*
- *Determine the point of view (1st person, 3rd person limited, 3rd person omniscient)*
- *Find the major and minor characters*
- *Determine the theme or moral*
- *Determine the types of conflict (others, self, nature, fate)*

Fables

Fables come from the oral tradition of story telling. Local tribes created and passed on fables as a form of moral education. Many fables directly state the morals they communicate at the end of their stories. Animals with human qualities serve as characters. Each character symbolizes a specific aspect of human nature. The message being communicated is more important than character development, setting development, or plot development.

Myths

Myths were written to explain how creation came about and how people should lead "moral" lives. Myths have their origins in oral story telling. The characters are normally gods or goddesses. Although the characters have special abilities, they still behave as humans with both negative and positive characteristics.

Greek authors have written many of the myths that still exist today. These writers, most of whose names are unknown, appealed to people's emotions by placing the characters in fantastic situations.

Practice Exercise 14 A, B

Fables

A. Use the reading process to guide you in your reading of the following story.

- Skim the title and story quickly
- Predict what the story is about
- Think of questions to answer while you read
- Read the story once without stopping
- Read the story again carefully
- Answer the questions

B. Write a complete definition for each word as it is used in the story.

1. honour

2. stripped

3. plumes

C. Answer the following question.

1. Explain the meaning of the moral.

The Vain Crow

When it was announced that a king over the birds was to be chosen, the crow determined to win the honour. With his dull colouring he thought he would not have a chance, so he gathered up the brightest feathers shed by the other birds and fastened them about his own body, making him the most colourful of them all. But when the great day came, the others set upon him and stripped him of his borrowed plumes, exposing him for the crow that he was.

"Borrowed feathers do not make fine birds."

Practice Exercise 15 A

Myths

- A. Use the reading process to guide you in your reading of the following story.
- Skim the title and story quickly
 - Predict what the story is about
 - Think of questions to answer while you read
 - Read the story once without stopping
 - Read the story again carefully
 - Answer the questions

The Devil's Potato Field

(This Legend is found in Northern New Brunswick)

There was a farmer who dug his potatoes on Sunday and he said neither God nor the Devil would stop him. So he worked his field every day and when he returned the next day all his potatoes had turned to stones. So ever after that the neighbours called his field the Devil 's potato field. They have taken tons and tons of stones from that field yet the stones are always as numerous as before.

Practice Exercise 15 B

Myths

B. Answer the questions.

1. Summarize the story in your own words.

2. What natural event is the story used to explain?

Legends

Unlike myths and fables, legends have human characters. As with myths the characters often have special abilities or strengths. They use these characteristics to solve a problem or to win a challenge. The characters or events of legends are based on some fact. Many popular legends originated from Greek literature where characters were thrust into heroic battles or adventurous quests.

As with most narratives, legends have characters, plots, and settings. Legends tend to have more characters and greater plot development than do myths and fables. The language used to describe characters and events is direct, yet it is also more descriptive and lofty. Many of today's tales come from the legend tradition.

Tales and Tall Tales

Tales are similar to legends. Human characters encounter unique situations. Many tales have moral lessons that are stated directly or indirectly. Fairytales are included in this category of narratives. They often begin with phrases such as, "Once upon a time..."

Tales, like legends, have human characters performing super human acts. Tall tales are a more recent form of legend. They were developed in North America during rapid growth and settlement by immigrants. These stories entertained workers, and they were a unifying force showing people's pride in their work and their nationalities. The characters are often presented as being much bigger than the average person. The characters or events of many tall tales are based on some fact.

Practice Exercise 16 A, B

Legends

A. Use the reading process to guide you in your reading of the following story.

- Skim the title and story quickly
- Predict what the story is about
- Think of questions to answer while you read
- Read the story once without stopping
- Read the story again carefully
- Answer the questions

B. Write a complete definition for each word as it is used in the story.

1. aborigines

2. driving

3. lull

The First Kangaroo

One Australian myth relates how the first kangaroos were blown to the Australian mainland by a violent windstorm. The creatures became exhausted on that journey, for they could not land, even though their hind legs had grown longer and longer in their attempts to gain a foothold.

A party of aborigines were out hunting when this extraordinary storm of wind swept across their country, uprooting the trees, tearing the grass and shrubs from the earth, and driving the aborigines into the shelter of the rocks. As the hunters looked upward at the clouds of swirling debris, they saw the kangaroos being carried along by the storm.

Never before had the aborigines seen such strange animals, with their small heads and small arms, large bodies and tails, and long legs with which they were always trying to touch the ground, only to be swept into the air by the next blast of wind. But, during a short lull in the storm, the hunters saw a kangaroo become entangled in the branches of a tree, fall to the ground, and hop away.

Knowing that so large a creature would provide food for many people, the whole tribe moved to the locality where the hunters had seen the kangaroo, for it was good country with streams of running water, much fruit on the trees, and grass on the ground.

But it was a long time before the aborigines learnt how to capture the kangaroos, the largest and swiftest of all the Australian animals.

Practice Exercise 16 C

Legends

C. Answer the questions.

1. Summarize the story in your own words.

2. What natural event is the story used to explain?

Practice Exercise 17 A, B

Tales

A. Use the reading process to guide you in your reading of the following story.

- Skim the title and story quickly
- Predict what the story is about
- Think of questions to answer while you read
- Read the story once without stopping
- Read the story again carefully
- Answer the questions

B. Write a complete definition for each word as it is used in the story.

1. cunning

2. despicable

3. native

Why There Are Cracks In The Tortoise's Shell

by Paul Radin

Mr. Tortoise, who was married to Mrs. Tortoise, had in Vulture a friend who was constant in visiting him. But, having no wings, Tortoise was unable to return the visits, and this upset him. One day he be-thought himself of his cunning and said to his wife, "Wife!"

Mrs. Tortoise answered, "Hello, husband! What is it?"

Said he, "Don't you see, wife, that we are becoming despicable in Vulture 's eyes?"

"How despicable?"

"Despicable, because it is despicable for me not to visit Vulture. He is always coming here and I have never yet been to his house—and he is my friend."

Mr. Tortoise persisted: "Nevertheless, wife, it is despicable."

Said his wife, "Very well, then sprout some wings and fly and visit your friend Vulture."

Mr. Tortoise answered, "No, I shan't sprout any wings because I was not born that way."

"Well," said Mrs. Tortoise, "and let us see what you will do."

Later Tortoise said to his wife, "Come and tie me up in a parcel with a lump of tobacco and, when Vulture arrives, give it to him and say that it is tobacco to buy grain for us." So Mrs. Tortoise took a palm leaf and made him into a parcel and put him down in the corner.

At his usual time, Vulture came to pay his visit and said, "Where 's your husband gone, Mrs. Tortoise?"

"My husband has gone some distance to visit some people, and he left hunger here. We have not a bit of grain in the house."

Vulture said, "You are in trouble indeed, not having any grain."

Mrs. Tortoise replied, "We are in such trouble as human beings never knew." And she went on: "Vulture, at your place is there no grain to be bought?"

"Yes", said he, "any amount, Mrs. Tortoise."

She brought the bundle and said, "My husband left this lump of tobacco thinking you would buy some grain with it and bring it here."

Vulture willingly took it and returned to his home in the heights. As he was nearing his native town he was surprised to hear a voice saying, "Untie me, I am your friend Tortoise. I said I would pay a visit to you."

But Vulture, in his surprise, let go his hold of the bundle and down crashed Tortoise to the earth, pididi-pididi, his shell smashed to bits, and he died. And so the friendship between Tortoise and Vulture was broken, and you can still see the cracks in Tortoise 's shell.

Practice Exercise 17 C

Tales

C. Answer the questions.

1. List the characteristics of a tale which are present in this story.

2. Place these events in the correct sequence.

- _____ The tortoise cracks his shell.
- _____ The Tortoise is wrapped in tobacco.
- _____ The Tortoise explains his plan.
- _____ The Vulture is frightened by the Tortoise.
- _____ Tortoise complains about not being able to visit vultures.

3. What does this story explain?

Practice Exercise 18 A, B

Tall Tales

A. Use the reading process to guide you in your reading of the following story.

- Skim the title and story quickly
- Predict what the story is about
- Think of questions to answer while you read
- Read the story once without stopping
- Read the story again carefully
- Answer the questions

B. Write a complete definition for each word as it is used in the story.

1. resemblance

2. commence

3. mighty

4. fool

Note: The characters in this story do not use proper English.

Buh Fox's Number Nine Shoes

You children never study about how come Buh Rabbit generally get the best of things, particularly with Buh Fox? You'd think Buh Fox goin' to learn a few tricks, the way Rabbit always outsmartin' him. Buh Fox sort of figure it that way too, and that 's why he never give up tryin' to out-trick Buh Rabbit. Just about everything Buh Rabbit do in his dealin's with Buh Fox is a little different. He never do the same trick twice, and that's the secret of it. Every time Fox get the worst of it from Rabbit, he say, "Man, I'm going to remember that trick. Rabbit ain't never goin' to catch me with it again." Well then, next time it's a different trick Rabbit does. Fox is smart enough in his way. He never make the same mistake twice. But just the same, every one of his mistakes has a big resemblance to all the others.

That's the way it was the time Fox had Buh Rabbit holed up in a hollow log. Log has a hole at both ends, but Fox wouldn't go in either way 'cause he's afraid Buh Rabbit go out the other way. So he just set there waitin'. He say, "Buh Rabbit, come on out. Ain't no use hidin' in there, 'cause if you do I'll just starve you to death."

Buh Rabbit say, "I don't know about that, Mr. Fox. Reckon I can wait just as long as you."

So Buh Fox just wait, settin' there in the hot sun with his tongue hangin' out. Rabbit don't mind it where he's at, it 's nice and cool in there. Buh Fox commence to get hungry.

After a while Rabbit say, "Mr. Fox, you must get mighty tired eatin' nothin' but rabbit and chicken. How'd you like to try a big mess of fish for a change?"

"Well," Fox say, "what you got on your mind?"

"The way it is," Buh Rabbit say, "Buh Bear went fishin' this mornin and pretty soon he's comin' home with a cartful. Man, it sure makes my mouth water."

"Mine too," Fox say, "but you made a fool of me before, Buh Rabbit, and I ain't takin' no chances. Besides, ain't nobody can get them fish away from Buh Bear."

"Cept me," Rabbit say, "But if you don't want to go partners on this trick, don't make no difference to me. I got a big pile of greens in here and I'm fixed to stay a couple of weeks."

"I'll tell you what," Buh Fox say. "You come on out and we'll get the fish."

Buh Rabbit say, "How I know you ain't foolin' me, Buh Fox? I think I'm going to hole up here for a while."

"Come on, Rabbit," Fox say, "You got my mouth waterin' for fish."

So Buh Rabbit came out of the log. He say, "You stay here in the bushes and keep quiet. I'll go down the road a ways and wait for Buh Bear."

Fox he suspicious what Rabbit goin' to do, but he set in the bushes, he took off one of his shoes and set it right in the middle of the road, and then he hid himself in the grass. Pretty soon Buh Bear get there hollerin' giddap to his mule. When he see that one lonesome shoe that in the road

Reading Comprehension #14014

he stop. "That shoe might just fit me," Bear say, "but what good is one shoe?" After that he left the shoe where it was and went on his way with his cartload of fish.

Well, Buh Rabbit take that shoe, the very same one, and run way 'round the field till he get ahead of Buh Bear again, and he put the shoe back in the road. When Buh Bear get there he say, "What you know, there's the other one!" And he left the cart right where it was and went back to get the first shoe.

Soon as he 's gone, Buh Rabbit put his shoe on and take all the fish out of Buh Bear 's cart. He gave some to Buh Fox and headed home with all the rest.

Now Buh Fox see everything that Buh Rabbit do. "That 's a mighty smart trick," he say, "I think I can do it myself" So next day he wait for Buh Bear to come along with a load of fish, and he put one of his own shoes, number nine, out in the road where Buh Bear will see it. Buh Bear he been fooled once, but he been doin' some thinkin' since he lost all his fish the day before. So when he see Buh Fox's shoe, he pickup and throw it in the cart. Don't wait to find the other one.

Buh Fox he run way ahead of the cart, and of course he's only got one shoe left now, so he puts that one in the road and wait for Buh Bear to come along. Naturally there wasn't no purpose in it any more, but Buh Fox didn't get the point of it. When Buh Bear come along, he stop just long enough to pick up the other shoe.

"Well, now, I got a mighty fine pair of numbers nines," Bear say. "Giddap, mule."

Fox find out he's got no shoes at all, and no fish either. So he run after Bear, saying', "Mornin' Buh Bear. You happen to find a nice pair of shoes this mornin'?"

"Maybe I did," Buh Bear say. "What size you wear?"

"Number nine," Fox say.

"I learned a lot about shoes since yesterday," Bear say, "Come on here and tell me are these shoes yours."

"Yeah, they sure look like my shoes, Buh Bear," Fox say.

"Look close," Bear say.

Buh Fox put his nose right up there. "They're mine all right," he say.

Bear grab Fox by the scruff of the neck. "You got my fish yesterday, Buh Fox," he say, "and I got you today!"

Well, the whuppin' Bear gave Buh Fox was a sight to see. Fox yelpin' and hollerin', Buh Bear cuffin' him first on one side then the other, and red fur flyin' every-which-way.

When Fox got out of there he was a sad sight. Had to go home and grow a new coat of fur, and ain't nobody see him for four weeks and seven days.

Like I said before, the moral is — don't do you no good to learn the right trick at the wrong time. Trouble with Buh Fox, if he 'd done that trick on Wednesday 'stead of Thursday he'd made good on it. Time is one element you can't fool around with.

Reading Comprehension #14014

From Terrapin's Pot of Sense by Harold Courlander New York: Henry Holt and Company, 1957, pp. 37-40

Practice Exercise 18 C

Tall Tales

C. Answer the questions.

1. What human characteristics does Fox display?

2. What is the moral of the story?

Journalism

What is journalism?

Journalism refers to writing published in newspapers and magazines. Most people expect newspapers to publish factual and objective stories. This means providing details about the who, what, where, when, why, and how. However, this not always the case.

How to read newspapers and periodicals

As a reader, you need to keep this in mind because it may influence the content, value, or message a newspaper or magazine contains. For example, if several banks regularly purchase advertising space in a newspaper, the newspaper may contain more article on about the banks, place stories about the banks on the first or second page, and include stories which portray the banks in the more positive way.

The best way to discover if a newspaper does this is to read the paper over a period of time. Check to see who the advertisers are, whether related stories are covered frequently, and where the stories are placed. You may want to compare newspapers to see if there are differences.

Even if advertiser influence is minimal, writers often write biased or slanted articles consciously or unconsciously. If a writer feels strongly about a topic, they may write a slanted article to convince you to think or act a specific way. Use your basic reading skills to read critically. This means: sorting facts from opinions, recognizing facts, making logical conclusions, finding main ideas, recognizing faulty thinking, and recognizing bias.

Parts of a newspaper

Most newspapers are divided into sections. Look at the table on the next page. Does your local paper have all of these parts?

Newspapers

Part	Content
Masthead	Name of newspaper Editorial information Subscription information
Index	Listing of parts
Front Page	Important news Human interest stories
Editorial Page	Editorial Letters to the editor Political cartoons Opinion columns
Section: Sports	News Scores Profiles Schedules
Section: Finance & Business	Stock Market report Business news Profiles Projections
Section: Classified	Paid Ads Obituaries Announcements
Section: Arts & Leisure	Schedules & reviews Advice Columns Comics Fashion Health Travel
Section: Weather	Forecasts Related articles
Advertisements	Paid ads
Other	Other news articles

Practice Exercise 19 A, B

Newspaper Article

A. Find an objective article in your local or provincial newspaper.

B. Answer the questions.

1. Name the newspaper.

2. Write the title of the article. Is the title appropriate?

3. Summarize the story in a paragraph.

4. Does the article use biased language or a slanted approach? Give examples.

Practice Exercise 19 B

Newspaper Article

B.

5. Does the story deserve the attention the newspaper has given it? Why or why not?

6. What are your thoughts and feelings about the article?
