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*Penguin Readers* are a series of adapted novels and original stories written for true-beginning to advanced students.

These graded readers are written at seven language competency levels, each with carefully controlled vocabulary, grammar, and narrative content. The series provides language practice while promoting an enjoyment of reading.



## Categories

### Classics: American/Traditional

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### Biographies: Movies/Television

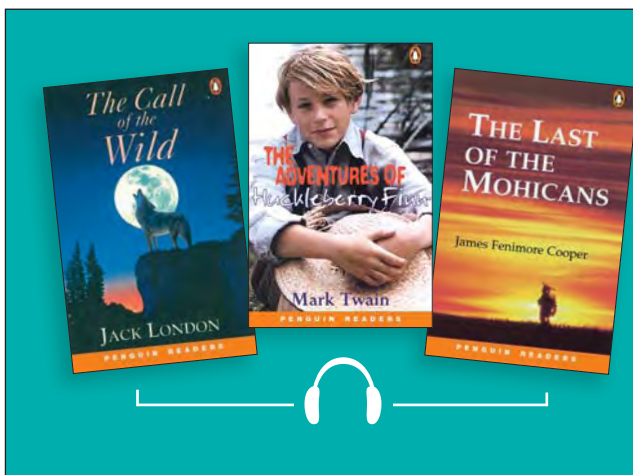
- These titles allow students to read and understand at their own language level while learning about celebrities and popular media.

### Contemporary

A few subject areas featured in this array of adapted contemporary literature and non-fiction stories include social issues, business, science fiction, thrillers, and humor.

### Originals

New and provocative stories from our own authors provide a reading selection to students from the Easystart Level through Level 5.



## Audio Readers

- Hearing the stories on audiocassette while reading provides the opportunity to improve pronunciation and listening skills.

*“Penguin Readers with accompanying audiocassettes are invaluable in improving reading fluency.*

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**Dr. Patrick Kennell**  
Florida State University  
Tallahassee, FL



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## Level 4 – 1700-word vocabulary

### Classics

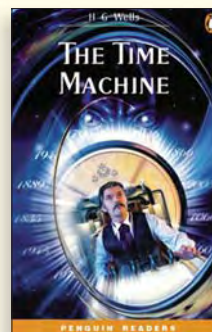
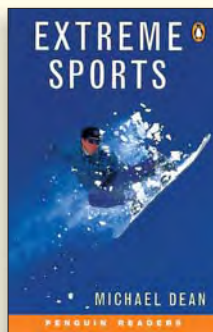
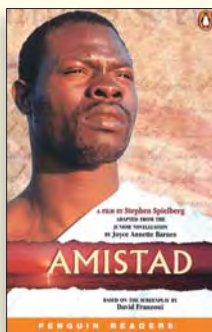
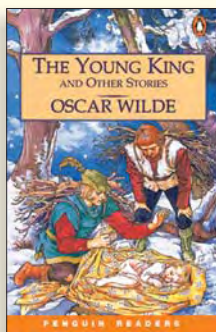
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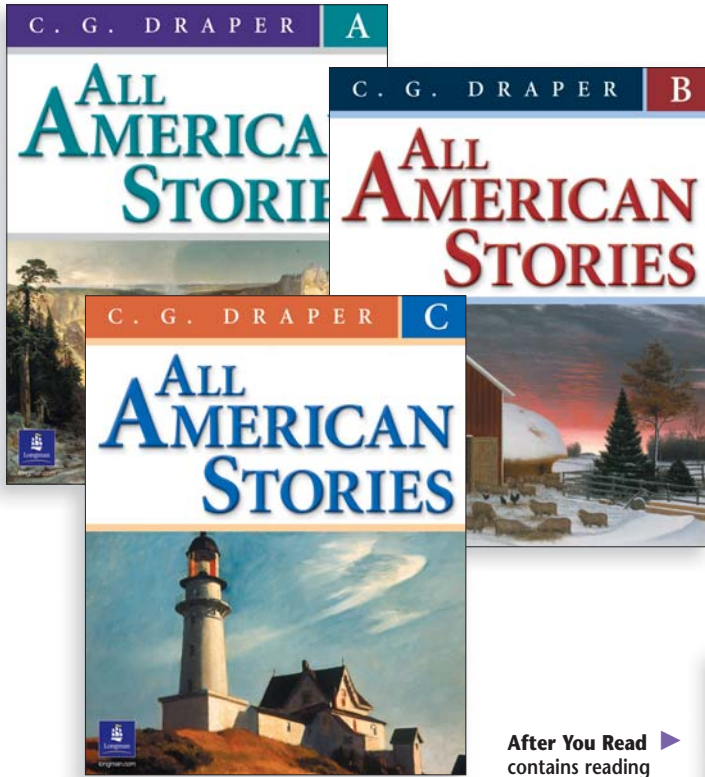
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- Contains classroom activities and practical advice on how to use feature films and TV series with graded readers.

Penguin Readers Teacher's Guide to Using Film and TV  
 978-0-13-027015-3    0-13-027015-6

▼ **Unit Openers** include biographical information about the author.



## All American Stories

Books A, B, and C

C. G. Draper

Intermediate – Advanced

The *All American Stories* series introduces students to the genre of the short story through adapted classic tales from famous American authors. In addition to building reading and vocabulary skills, students identify key literary elements, practice word analysis, and apply critical thinking skills.

### Contents – Book A

*The Gift of the Magi*, O. Henry • *Love of Life*, Jack London • *A Cub-Pilot's Education*, Mark Twain • *The Tell-Tale Heart*, Edgar Allan Poe • *Of the Coming of John*, W.E.B. Du Bois • *The Lady, or the Tiger?*, Frank R. Stockton • *How I Went to the Mines*, Bret Hart

### Contents – Book B

*The Story of an Hour*, Kate Chopin • *The Romance of a Busy Broker*, O. Henry • *The Ingrate*, Paul Laurence Dunbar • *A Jury of Her Peers*, Susan Glaspell • *The Whale Hunt*, Herman Melville • *Paste*, Henry James • *The Lost Phoebe*, Theodore Dreiser

### Contents – Book C

*A White Heron*, Sarah Orne Jewett • *The Cask of Amontillado*, Edgar Allan Poe • *April Showers*, Edith Wharton • *Rip Van Winkle*, Washington Irving • *A Day's Wait*, Ernest Hemingway • *A Mystery of Heroism*, Stephen Crane • *Hope Deferred*, Alice Dunbar-Nelson

After You Read contains reading comprehension questions, discussion questions, and an extension activity.

3

## The Tell-Tale Heart

*Adapted from the story by Edgar Allan Poe*

**About the Author**

Edgar Allan Poe was born in 1809 in Boston, Massachusetts. His parents died when he was a small child. He lived with the Allan family. They moved to England when Poe was six. Poe often fought with Mr. Allan and separated from him at the age of twenty-two. Allan had become very rich, but Poe was poor for the rest of his life. He worked for magazines but lost many jobs. He married his young cousin, Virginia, but she became sick and died. Through all his difficulties, Poe never stopped writing, and his writing took many forms. He often wrote about the dark side of the human

### After You Read

**Understand the Story**  
Answer these questions in your notebook. Write complete sentences.

- At what time each night did the narrator visit the old man?
- Why did the narrator want to kill the old man?
- Why was the narrator friendly to the old man each morning?
- Where did the narrator hide the old man's body?
- Why did the policemen come to the house?
- Why did the narrator make his voice louder and louder when he spoke to the policemen?

**Elements of Literature**

**Foreshadowing**  
Foreshadowing is using clues to suggest events that have not yet happened. Read this passage from the story. Then answer the questions that follow it.

And now, haven't I told you that I could hear everything? Now a low, quick sound came to my ears. It was like the sound of a small wooden clock. I knew *that* sound well, too. It was the beating of the old man's heart!

How does this passage give the reader a hint about how the story will end? Where else in the story does the author use the phrases "low, quick sound" and "small wooden clock"?

### Dale-Chall Readability

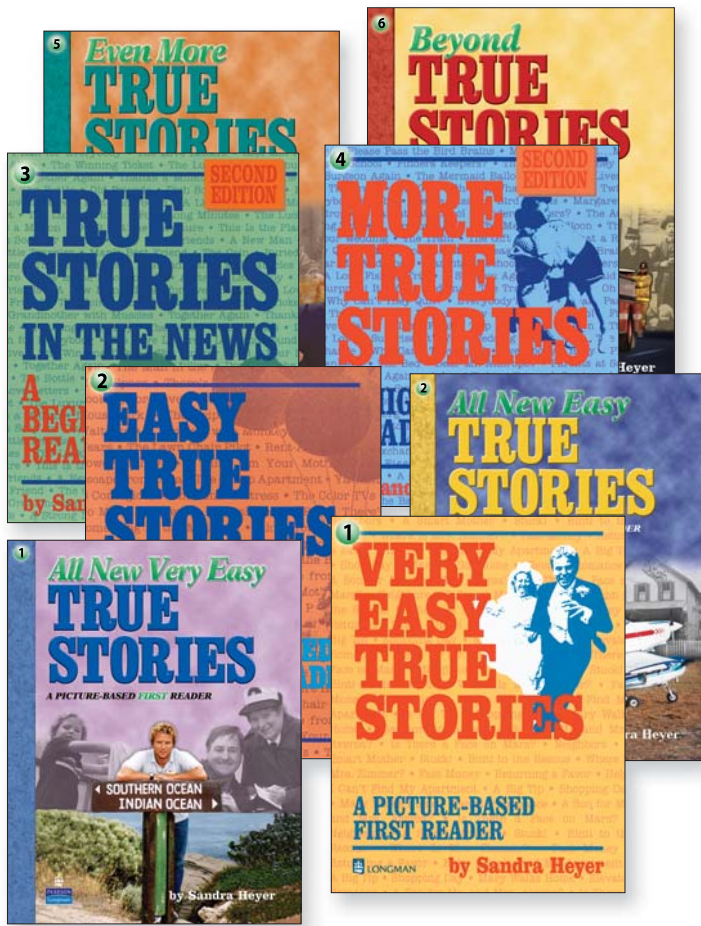
Taken from Book C

Book A	4.2
Book B	4.7
Book C	4.9

**LOOK!**

For Pricing & ISBNs, see page 37.





## True Stories Series

Sandra Heyer

Low-Beginning – High-Intermediate

With the hugely popular *True Stories* series, English learners from low-beginning through high-intermediate proficiency can enjoy the engaging “believe-it-or-not” quality of these colorful news stories, while building reading, writing, and speaking skills.

### Each book features:

- Pre-reading questions.
- Activities for pair or small-group work.
- A variety of essential reading skills.
- Carefully controlled vocabulary and structures.
- Exercises in vocabulary, comprehension, discussion, and writing.



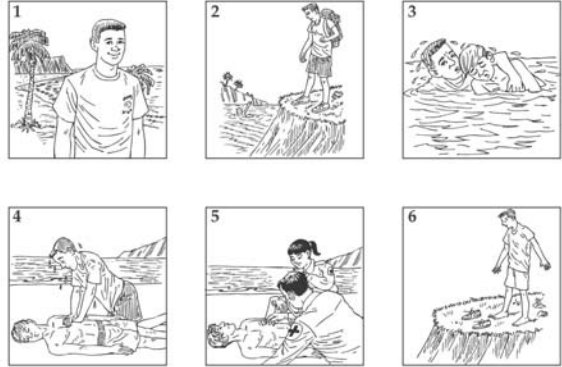
### Fry Readability

All New Very Easy True Stories	2.6
Very Easy True Stories	2.6
All New Easy True Stories	3.5
Easy True Stories	3.3
True Stories in the News	4.1
More True Stories	4.9
Even More True Stories	7.0
Beyond True Stories	7.2

## UNIT 9

### 1. PRE-READING

Look at the pictures. Listen to your teacher tell the story.



## Hawaiian Vacation



**Q**UENTIN Gwynn is in Hawaii with his friends. He is on vacation, and he is having a wonderful time.

One afternoon Quentin is standing on a high rock. He is looking at the ocean. He sees a boy in the water below. The boy is in trouble. He is far from the beach, and he can't swim. Quentin takes off his backpack and his shoes. Then he jumps into the water, swims to the boy, and pulls him to the beach.

The boy isn't breathing. Quentin gives him CPR, and the boy begins to breathe again. Later, an ambulance comes. Paramedics check the boy. "He is fine," the paramedics tell Quentin. "You saved his life."

Quentin walks back to the high rock. His shoes are there, but his backpack is

gone. Quentin's credit cards, his camera, and his money were in the backpack. "Well," Quentin thinks, "this is the end of my vacation."

Quentin's story is in the newspaper. People read about Quentin and the boy. They also read about Quentin's backpack.

A hotel owner tells Quentin, "Your room here is free." Restaurant owners tell Quentin, "Your meals here are free." A lot of people give Quentin money. "Here's money for a new camera," the people say. "Buy some other things, too. Have fun in Hawaii."

So it is not the end of Quentin's vacation. He stays in Hawaii an extra week. He has a wonderful time.

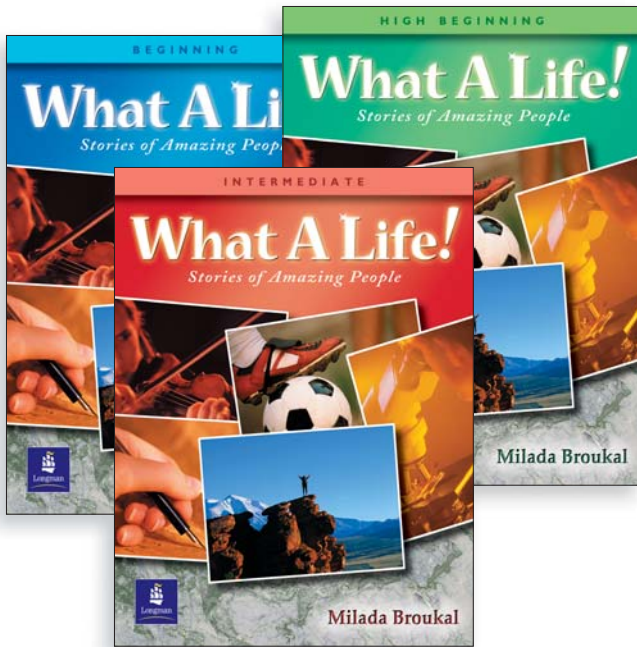
Unit 9 35

- ▲ Readings increase in length as students progress through the levels.

Taken from *All New Easy True Stories*

**LOOK!**

For Pricing & ISBNs, see page 37.



## What A Life! Series

Stories of Amazing People  
Books 1, 2, and 3

Milada Broukal

Beginning – Intermediate

[www.longman.com/whatalife](http://www.longman.com/whatalife)

## What A World Series

Amazing Stories from Around the Globe  
Books 1, 2, and 3

Milada Broukal

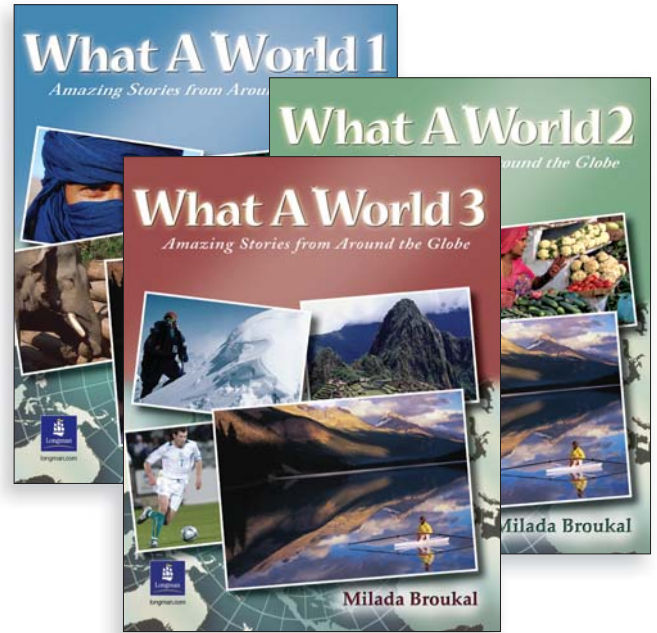
Beginning – Intermediate

[www.longman.com/whataworld](http://www.longman.com/whataworld)

Both of these three-book series take a fresh approach to pleasurable and motivating reading! High-interest biographies focus on unusual facts about famous figures, rather than the typical chronology of events.

### Features:

- Pre-reading questions and activities.
- Vocabulary exercises — definition and usage.
- Main-idea and reading-skills exercises.
- Questions on detail and inference.
- Discussion, comprehension, and writing activities.
- Answers to exercises at the end of each book.



◀ Key vocabulary appears in **bold type** in the reading passage.

Unit-opening photos and questions draw on prior knowledge and prepare students for the reading passage.

### BEFORE YOU READ

Answer these questions.

1. What is a legend?
2. What famous legends do you know?
3. What are some movies which are based on legends? Why are they popular?

Taken from *What a World*, Book 3

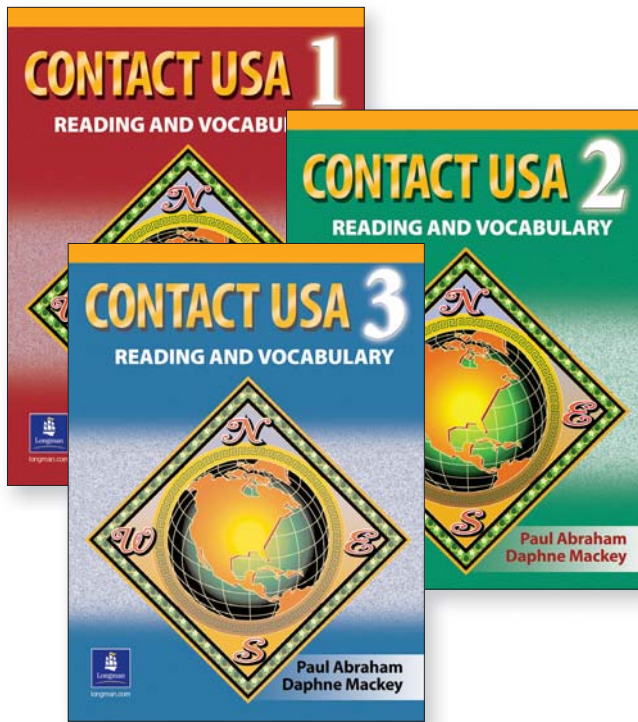
### Fry Readability

What A Life! 1/What A World 1	4.4
What A Life! 2/What A World 2	5.8
What A Life! 3/What A World 3	7.6

**LOOK!**

For Pricing & ISBNs, see page 37.





## Contact USA Series

### Reading and Vocabulary Books 1, 2, and 3

Paul Abraham and Daphne Mackey

#### Beginning – Intermediate

The cross-cultural perspectives of the *Contact USA* series engages and educates students who can read and comprehend more English than they can produce.

#### Features:

- Readings include a mix of stories, charts, graphs, and opinion passages.
- Vocabulary is presented and recycled to maximize acquisition.
- Focused tasks quickly build reading skills.
- Discussion activities give students the opportunity to use language in both controlled and creative ways.
- Students learn about trends and customs in American life while being prepared for the challenges of academic reading.

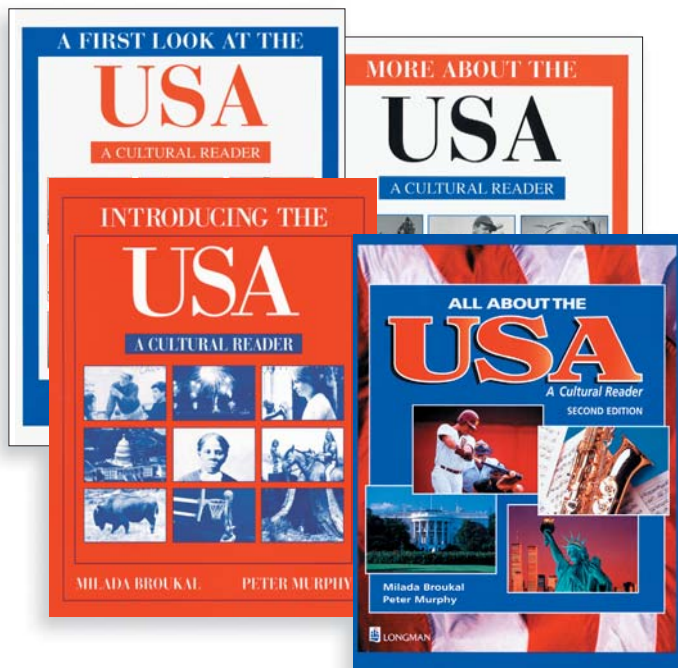
#### Fry Readability

Contact USA 1	4.3
Contact USA 2	6.0
Contact USA 3	9.5

## Reading

Title	13-Digit ISBN	10-Digit ISBN	Price
<b>ALL AMERICAN STORIES</b>			
Book A	978-0-13-192986-9	0-13-192986-0	\$ 19.95
Book B	978-0-13-192988-3	0-13-192988-7	\$ 19.25
Book C	978-0-13-192990-6	0-13-192990-9	\$ 19.25
<b>ALL NEW EASY TRUE STORIES</b>			
Text	978-0-13-118265-3	0-13-118265-X	\$ 18.50
<b>ALL NEW VERY EASY TRUE STORIES</b>			
Text	978-0-13-134556-0	0-13-134556-7	\$ 18.50
<b>BEYOND TRUE STORIES</b>			
Text	978-0-13-091814-7	0-13-091814-8	\$ 18.50
Answer Key	978-0-13-184031-7	0-13-184031-2	FREE
Student Book + Audio CD Pkg	978-0-13-189274-3	0-13-189274-6	\$ 24.25
<b>EASY TRUE STORIES</b>			
Text	978-0-8013-1089-8	0-8013-1089-X	\$ 18.50
<b>EVEN MORE TRUE STORIES, SECOND EDITION</b>			
Text	978-0-201-34672-5	0-201-34672-9	\$ 18.50
<b>EVEN MORE TRUE STORIES, THIRD EDITION</b>			
Text	978-0-13-175173-5	0-13-175173-5	\$ 18.50
<b>MORE TRUE STORIES</b>			
Text	978-0-201-69516-8	0-201-69516-2	\$ 18.50
Audiocassette	978-0-201-69528-1	0-201-69528-6	\$ 18.75
Text + Audio CD Pkg	978-0-13-111693-1	0-13-111693-2	\$ 24.25
<b>TRUE STORIES IN THE NEWS, SECOND EDITION</b>			
Text	978-0-201-84660-7	0-201-84660-8	\$ 18.75
Audiocassette	978-0-201-89882-8	0-201-89882-9	\$ 18.75
Text + Audio CD Pkg	978-0-13-111692-4	0-13-111692-4	\$ 24.25
<b>VERY EASY TRUE STORIES</b>			
Text	978-0-201-34313-7	0-201-34313-4	\$ 18.50
<b>WHAT A LIFE! SERIES</b>			
Book 1 (Beginning)	978-0-201-61996-6	0-201-61996-2	\$ 18.75
Book 2 (High-Beginning)	978-0-201-61997-3	0-201-61997-0	\$ 18.75
Book 3 (Intermediate)	978-0-201-61998-0	0-201-61998-9	\$ 18.75
<b>WHAT A LIFE! SERIES ALTERNATE SELECTIONS WITH CANADIAN &amp; TURKISH CONTENT</b>			
Book 1 (Beginning)	978-0-13-093982-1	0-13-093982-X	\$ 18.75
Book 2 (High-Beginning)	978-0-13-093981-4	0-13-093981-1	\$ 18.75
Book 3 (Intermediate)	978-0-13-093967-8	0-13-093967-6	\$ 18.75
<b>WHAT A WORLD SERIES</b>			
Book 1	978-0-13-048462-8	0-13-048462-8	\$ 18.75
Book 1 + Audio CD	978-0-13-184925-9	0-13-184925-5	\$ 23.25
Book 2	978-0-13-048464-2	0-13-048464-4	\$ 18.75
Book 2 + Audio CD	978-0-13-184923-5	0-13-184923-9	\$ 23.25
Book 3	978-0-13-048465-9	0-13-048465-2	\$ 18.75
<b>CONTACT USA SERIES BOOK 1 BEGINNING</b>			
Text	978-0-13-049623-2	0-13-049623-5	\$ 26.50
Teacher's Manual & Tests	978-0-13-049624-9	0-13-049624-3	\$ 6.75
<b>BOOK 2 HIGH-BEGINNING</b>			
Text	978-0-13-049625-6	0-13-049625-1	\$ 26.50
Teacher's Manual & Tests	978-0-13-049626-3	0-13-049626-X	\$ 6.75
<b>BOOK 3 INTERMEDIATE</b>			
Text	978-0-13-518754-8	0-13-518754-0	\$ 26.50
Teacher's Manual	978-0-13-518762-3	0-13-518762-1	FREE





## The USA Series

### A First Look at the USA

Milada Broukal

### Introducing the USA

Milada Broukal and Peter Murphy

### All About the USA

Second Edition

Milada Broukal and Peter Murphy

### More About the USA

Milada Broukal and Janet Milhomme

#### Beginning – Intermediate

Entertaining and informative, these cultural readers introduce students to typically American people, places, and things. The intriguing facts not only give students information about the USA, but also inspire cross-cultural exchange. Vocabulary and structures used in the texts are carefully controlled at each level, while the language remains natural and lively. Topics include U.S. geography, rock music, football, Bill Gates, and Native Americans.

#### Features:

- Pre-reading questions linked to introductory visuals to prepare students for the content of the reading.
- Topic-related vocabulary exercises to encourage students to work out meaning through context.
- Comprehension exercises to help students develop good reading skills.
- Discussion questions to give students an opportunity to bring their own knowledge, culture, and imagination to unit topics.

▼ Pre-reading questions activate prior knowledge.

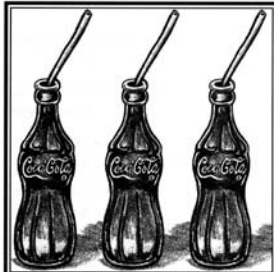
## Unit 21

### COCA-COLA

**PREREADING**

What do you know about the history of Coca-Cola? Circle T or F.

		True	False
1. In the beginning, Coca-Cola was a medicine.	T	F	F
2. The brown syrup called Coca-Cola was a mix of coconuts and coffee.	T	F	F
3. People mixed Coca-Cola syrup with milk.	T	F	F
4. Before Coca-Cola was in bottles, people went to drugstores to drink it with soda water.	T	F	F
5. World War II made Coca-Cola popular outside the United States.	T	F	F
6. The Coca-Cola Company sent free bottles of Coca-Cola to soldiers fighting in Europe.	T	F	F



In 1886 John Pemberton, a druggist in Atlanta, Georgia, made a brown syrup by mixing coca leaves and cola nuts. Pemberton sold the syrup in his drugstore as a medicine to cure all kinds of problems. Pemberton called his all-purpose medicine "Coca-Cola."

When few people bought Coca-Cola, Pemberton sold the recipe to another druggist, Asa Candler. Candler decided to sell Coca-Cola as a soda-fountain drink instead of a medicine.

At the soda fountains in drugstores, the syrup was mixed with soda water to make the drink Coca-Cola. Candler advertised a lot and sold

UNIT 21 COCA-COLA 81

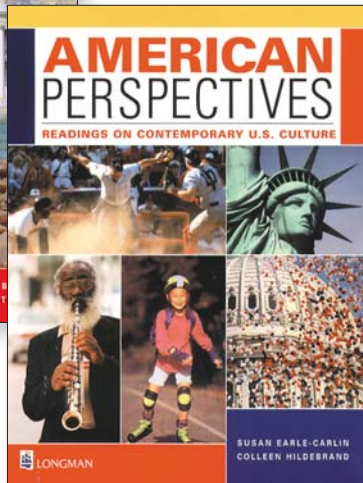
Taken from *All About the USA*

#### Fry Readability

A First Look at the USA	4.4
Introducing the USA	5.4
All About the USA	7.1
More About the USA	7.5

**LOOK!**

For Pricing & ISBNs, see page 44.



## American Roots

Readings on U.S. Cultural History

Karen Blanchard and  
Christine Root

Intermediate

[www.longman.com/americanroots](http://www.longman.com/americanroots)

## American Perspectives

Readings on Contemporary U.S. Culture

Susan Earle-Carlin and Colleen Hildebrand

High-Intermediate – Advanced

[www.longman.com/americanperspectives](http://www.longman.com/americanperspectives)

These reading skill-builders are designed to enrich the study of English while also providing an understanding of the social, cultural, economic, and political forces that have shaped the United States.

Written for intermediate-level students, *American Roots* and *American Perspectives* include articles in a variety of styles. These readings describe major events, people, and trends.

Readings are accompanied by maps, photos, charts, and graphs, as well as follow-up exercises to strengthen reading skills, including:

- Previewing.
- Identifying main ideas and details.
- Separating fact from opinion.
- Summarizing.
- Understanding inferences.

In addition to building reading skills, these texts also improve speaking, listening, and writing as students work through a variety of activities.

**LINKING PAST TO PRESENT** While the Depression was going on around them, Americans turned to entertainment for escape. "America went mad for movies. In 1930, in a country of 130 million people, movie attendance hit 90 million a week. The big screen created the strongest popular culture since Charles Dickens and defined for the world a characteristic American style—friendly, open, and optimistic."<sup>2</sup>

**REACT AND RESPOND** Do movies today depict the American style of being friendly, open, and optimistic? What examples from recent movies can you think of that show Americans as being friendly, open, and optimistic? How else are Americans portrayed in movies today? Do you think the image of Americans that is portrayed in movies is an accurate reflection of the way Americans are in real life? Why or why not?

### READING 4 The Martians Are Coming

Radio was an inexpensive and popular form of entertainment during the Depression years. It was also a powerful force that was able to influence the way people thought. Read this article to learn how a radio show in 1938 was powerful enough to affect millions of listeners and create nationwide panic.



The 1930s was an artistic "golden age" for

#### BEFORE YOU READ

Discuss these questions with your classmates.

1. Do you enjoy watching scary movies or reading scary books?

## The Martians Are Coming



Orson Welles, famous actor, movie director, and radio broadcaster

the show sound like an actual news broadcast about a real invasion from Mars to make it seem more realistic and scary.

2 The show began with an orchestra playing dance music. After a few minutes, the music was interrupted with a "news bulletin" reporting that a "huge flaming object" had landed in New Jersey. The music continued, but "news bulletins" kept interrupting with "live" reports from the scene. During the show, actors pretending to be news announcers and policemen described in great detail the terrifying invasion from Mars.

3 An announcer stated at the beginning of the show that the program was a fictional dramatization. Unfortunately, many listeners tuned in after the show had begun and missed the announcement. They were shocked and afraid when they heard that Martians had landed in the United States. They thought they were listening to a real news bulletin. Thousands of frightened Americans believed that an actual invasion of Earth was taking place. The program was so realistic that they thought they could really hear the Martians and smell their poison gas. Some people packed their suitcases, got into their cars, and attempted to escape. Others tried to defend themselves from the aliens by hiding in basements, loading guns, even wrapping their heads in wet towels to protect themselves from Martian poison gas.

4 Stories of panic caused by the radio show appeared all over the country. The next day, Welles held a press conference. He apologized that his broadcast had caused so many people to panic.

<sup>1</sup> The most famous radio broadcast in history took place at 8:00 P.M. on October 30, 1938. It was Halloween eve, and millions of Americans turned on their radios to listen to a popular program starring Orson Welles. The program that evening was an adaptation of a science fiction story called *The War of the Worlds*. Welles thought that this story about a Martian invasion of Earth would be a good one for the night before Halloween. But Welles decided to make some changes in the original story. For example, he changed the setting from London in the 1890s to present-day New Jersey. Welles also made

Prosperity and Depression 143

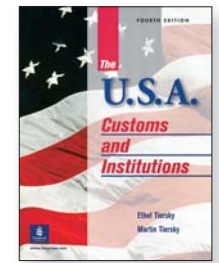
Taken from *American Roots*

## The U.S.A.

Customs and Institutions  
Fourth Edition

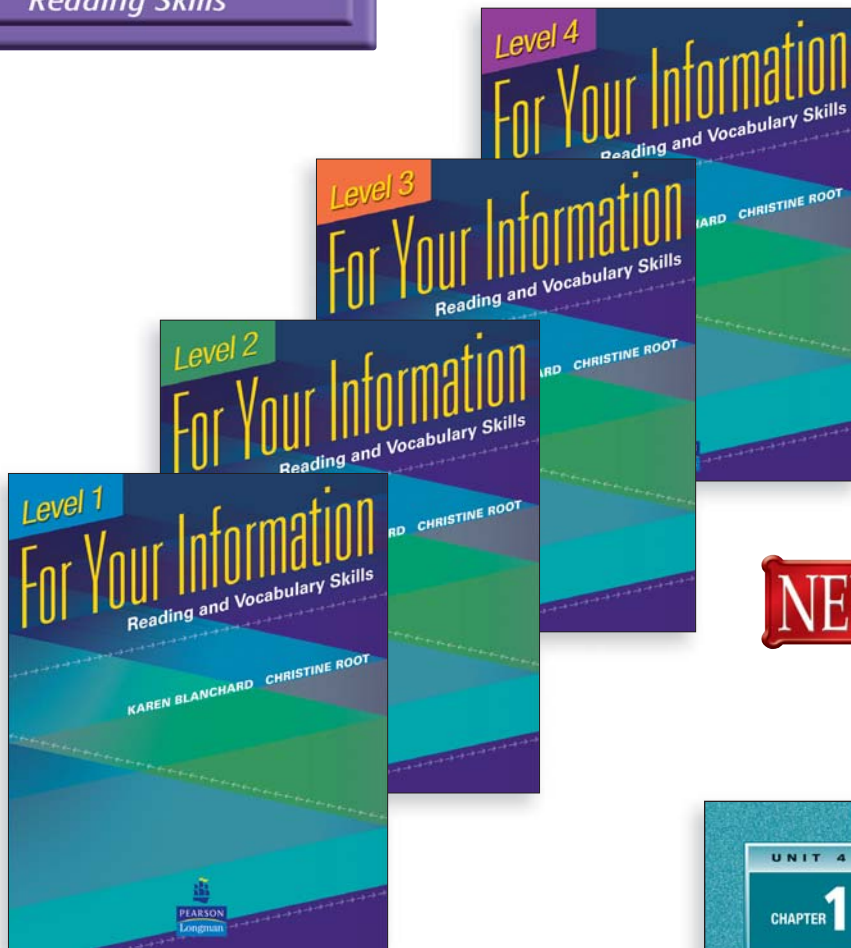
Ethel Tiersky and Martin Tiersky

High-Intermediate – Advanced



**LOOK!** For Pricing & ISBNs, see page 44.





## For Your Information Series

Second Edition

Karen Blanchard and Christine Root

Beginning- High-Intermediate

Help students move beyond passive reading to become active, thoughtful, and confident readers of English. With updated reading selections and enhanced skill focus, the second edition of this popular series builds reading proficiency and vocabulary while encouraging students to think critically, express themselves, and interact.

### New Features:

- New and updated readings include topics of general and academic interest.
- Expanded reading comprehension and skill-building exercises help prepare students for standardized testing.
- Vocabulary-building skills and word-attack strategies teach students to negotiate unfamiliar words.
- End-of-unit Tie It All Together sections and Vocabulary Self-Tests help students synthesize information and assess progress.
- A companion DVD of ABC News excerpts expands on unit themes and enriches the reading experience.

UNIT 4
1

## People with Disabilities Find Challenge on Ski Slopes

**Before You Read**

**A** Discuss these questions with a partner.

1. Have you ever been hurt while you were playing a sport? How? What sport were you playing?
2. Have you ever gone skiing? Do you like to ski?
3. In what ways can skiing be a dangerous sport?

**B** Study these words from the article. Complete the chart. Write each word next to the correct definition.

achieve	chance	disabilities
equipment	injured	participate

1.	the things that you need for a particular activity
2.	illnesses or conditions that make it difficult for some people to do the things that other people do
3.	to be involved
4.	opportunity
5.	hurt
6.	to succeed in doing something

74
UNIT 4

▲ Prereading activities activate prior knowledge and provide vocabulary development.

**SKILL FOR SUCCESS**

**Skimming for the Main Idea**

Skimming is a way to read a passage quickly to find the main idea. When you skim, you do not read every word or stop to look up words you do not know in a dictionary. Look for key, or important, words that give you clues about the topic.

**C** Skim the article one time. Then choose the statement you think describes the main idea.

1. The resort at Ski Windham serves skiers with disabilities.
2. Special ski programs help people with disabilities reach goals.
3. Skiers with disabilities use special equipment.

## People with Disabilities Find Challenge on Ski Slopes

1 Mike Utley can't move his legs. Yet twice a week, he skis down the mountains of Vail, Colorado. Utley was **injured** playing football for the Detroit Lions. He lost the use of his legs and some use of his arms. Today he is in a program at Vail for skiers with **disabilities**. Utley skis using special **equipment**. He sits on a seat with two short, wide skis on the bottom. He keeps his balance with special ski poles. The poles have small skis on the ends. Utley says skiing gives him a chance to go out and live his life. "Football was everything to me," he says. "I began playing when I was seven years old. Now Vail has given me a **chance** to do something else."

2 The program's name is Project Challenge. People with different kinds of disabilities **participate** in the program. Some of the skiers have problems seeing or hearing. Others have lost arms or legs or hurt their backs.

3 More than 100 of the 520 U.S. ski resorts have programs for people with disabilities. The world's biggest program is at the National Sports Center for the Disabled. It is in Winter Park, Colorado. The Winter Park Center does research and trains instructors. There are many full-time instructors and 1,000 volunteers who are trained to help the



skiers. About 3,000 skiers with disabilities took lessons there last year.

4 The resort at Ski Windham in New York State also has a program for skiers with disabilities. Gwen Allard is the director of the program. She says, "There's a neat place in society for a program like ours." According to

### After You Read

**Comprehension Check**

**A** Circle the correct answer.

1. Mike Utley was hurt \_\_\_\_\_.
  - a. while he was skiing
  - b. during a football game
  - c. at the National Sports Center for the Disabled
2. When Utley skis, he uses \_\_\_\_\_.
  - a. special equipment
  - b. old skis
  - c. a football
3. Project Challenge \_\_\_\_\_.
  - a. teaches people to play football
  - b. is for people with disabilities
  - c. produces special ski equipment
4. There are programs for disabled people at \_\_\_\_\_ of the ski resorts in the United States.
  - a. all
  - b. some
  - c. none
5. The Winter Park Center \_\_\_\_\_.
  - a. does research and teaches people with disabilities
  - b. is directed by Gwen Allard
  - c. is in Vail, Colorado

76 UNIT 4

◀ Reading Selections are interesting and relevant .

▼ Segments from ABC News provide authentic video material related to topics.

19. Something skiers and runners participate in \_\_\_\_\_.
20. A nickel is a \_\_\_\_\_.
21. Many people like to \_\_\_\_\_ songs.
22. A person who writes music \_\_\_\_\_.
23. Home of the first marathon \_\_\_\_\_.
10. We all have to face \_\_\_\_\_.
11. Something you can do in winter \_\_\_\_\_.
12. It was a great \_\_\_\_\_ for Desak to learn the gamelan.
14. A synonym for *evidence* \_\_\_\_\_.
15. A 26-mile race \_\_\_\_\_.
16. Another word for *classes* \_\_\_\_\_.

**abc NEWS**  
Video Activity

**Mike Utley**

You will see a video about Mike Utley. What do you remember about him from the first article in this unit? What do you think you will see Mike Utley do?

**A** Study these words and phrases. Then watch the video.

- |                    |              |                              |
|--------------------|--------------|------------------------------|
| be an advocate for | find a cure  | make the most of (something) |
| paralysis          | quadriplegic | take steps                   |

Tie It All Together 91

Taken from *For Your Information 2*, new edition student book

### Fry Readability

Intro Level	7.0
Level 1	7.7
Level 2	9.8
Level 3	10.7
Level 4	9.8

**LOOK!**

For Pricing & ISBNs, see page 44.





## Reading Power Series

Beatrice S. Mikulecky and Linda Jeffries

### Beginning – Advanced

Our reading skills development series is all about empowering students. Using a process approach to reading, this four-level series provides strategies and practice for strengthening comprehension skills, building vocabulary, and test preparation.

#### The series is based on a four-part skills development:

- **Reading for Pleasure** lets students select their own reading materials to learn new strategies and broaden their vocabulary.
- **Reading Comprehension Skills** covers skimming, scanning, recognizing topics and main ideas, understanding sentences, and making inferences.
- **Thinking Skills** involves targeted practice in inference and analytic skills.
- **Reading Faster** helps students develop speed and flexibility in reading with high interest, short fiction and non-fiction selections.

Test booklets contain reproducible blackline masters.

**LOOK!**

For Pricing & ISBNs, see page 44.

- ▼ Prereading questions prepare students for comprehension as they write and make predictions.

## UNIT 1

### Previewing and Making Predictions

Before you start on a road trip, you usually look at a map. Then you have a better idea of the roads and the places. You can plan your trip better and have fewer problems. You can do this before you start reading, too. Some parts of a passage are like a map. If you look at these parts, you can get a lot of information before you read a passage. Then you can make guesses about the passage.

When you look for information before you read, this is called **previewing**. When you make guesses about the passage, this is called **making predictions**.

Previewing and making predictions help you read faster and understand better. The reason for this is simple: You know a little more about what you will read. You should *always* preview and make predictions before you read!

#### Example:

Practice previewing and making predictions with these three envelopes. Look at the writing and the return addresses. Look at the stamps and the dates in the postmarks. Then answer the questions that follow.



1. Is this a personal letter or a business letter?

#### Scanning a Table of Contents

The table of contents is always at the front of a magazine or a book. It tells you what you can find in each chapter or part. On the next page is the table of contents for *Sanctuary* magazine.

#### EXERCISE 1

Read each question and then scan the table of contents to find the answers. Work fast!

1. How many features are there in the magazine?
2. Who is the author of the article about canaries?
3. What kind of paper is this magazine printed on?
4. How many departments are there in the magazine?
5. Does this magazine have information about beavers?
6. On what page can you read about a swamp?
7. Does this magazine have an editor? What is his or her name?
8. On what page is the Habitat Department?
9. What is the title of the article by Wendall Waters?
10. Who is the designer of the magazine?

Write two more questions about this table of contents.

1.

2.

Ask other students to scan the table of contents for the answers to your questions.

- ▲ Scanning exercise uses simple tools such as the table of contents to test comprehension.

Taken from *Basic Reading Power*



## Ready to Read Series

A Skills-Based Reader

Karen Blanchard and  
Christine Root

Beginning – High-Intermediate


*Ready to Read* is a three-level series designed to develop reading and vocabulary skills. This student-friendly companion to the popular *Ready to Write* program actively involves students with its step-by-step progression through the skills and strategies that promote reading competency.

Each task-based chapter includes three major sections:

- **Sharpen Your Reading Skills** — Guides students in skills such as identifying main ideas, previewing and predicting, recognizing sequence, and making inferences.
- **Be an Active Reader** — Encourages students to practice and apply newly learned skills with high-interest reading selections.
- **Sharpen Your Vocabulary Skills** — Gives students practice with word parts, synonyms and antonyms, idioms, compound words, dictionary use, and word maps.


### Lost Empires

Ancient Civilizations of Central and South America



1 People lived in Central and South America long before the early European settlers established colonies on American soil. Some had built powerful empires and complex civilizations centuries before Christopher Columbus arrived in 1492.


now Mexico from about 1428 until 1521. At the height of their power, the Aztecs controlled a large area that stretched from the Valley of Mexico in central Mexico east to the Gulf of Mexico and south to Guatemala. The Aztecs built great cities and developed a complex social, political, and religious structure. Their capital, Tenochtitlán, located where Mexico City is today, was one of the world's largest cities at that time. It had a huge temple complex, a royal palace, and many canals. By 1515, Tenochtitlán had a population of over 250,000 people.




Maya calendar

**The Maya**

3 The Maya civilization thrived between A.D. 250 and 900 in what is now southern Mexico and the Central American countries of Guatemala, Honduras, El Salvador, and Belize. Some of the Maya accomplishments were the development of a mathematical



and they relied on it for planting crops. The Maya were known for their advanced knowledge of astronomy, gained through their observation of the positions of the sun, moon, stars, and planets. In addition, they had an advanced form of writing that included many symbols to represent sounds as well as ideas. The Maya kept strict records of important dates and events.



Inca road or bridge

**The Incas**

4 The Incas ruled one of the largest empires in the New World prior to the arrival of the Europeans. This vast empire in the Andes Mountains of South America covered over 4,000 kilometers and included parts of what is now Peru, Ecuador, Chile, Bolivia, and Argentina. The Inca Empire lasted from about A.D. 1438 until it was conquered by the Spanish in the sixteenth century. The Incas had a rich and complex civilization and

ruled between 5 million and 11 million people. Although they lacked a written language and the concept of the wheel, the Incas are remembered for feats of engineering and architecture that were unequalled elsewhere in the Americas. For example, they built an extensive system of roads that covered at least 23,000 kilometers and many suspension bridges that went across the deep valleys of the Andes.

**TIP** When you preview a text, look at the title and subtitles, pictures and graphics, and words in bold print or italics. Then, make some predictions about what you are going to read.

**B.** Read the following sentences. Each one is the first sentence of a paragraph. Use the information in the sentence to predict what the rest of the paragraph will be about.

**Example**

My new job is great.

- Information about looking for a job
- A description of the job
- Reasons to get a good education

52 CHAPTER 3

Taken from *Ready to Read Now*

LOOK!

For Pricing & ISBNs, see page 44.





## Reading/Culture

Title	13-Digit ISBN	10-Digit ISBN	Price
<b>THE USA SERIES</b>			
<b>A FIRST LOOK AT THE USA</b>			
Text	978-0-201-69512-0	0-201-69512-X	\$ 18.25
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Text	978-0-201-34673-2	0-201-34673-7	\$ 18.25
<b>INTRODUCING THE USA</b>			
Text	978-0-8013-0984-7	0-8013-0984-0	\$ 18.25
<b>MORE ABOUT THE USA</b>			
Text	978-0-201-87679-6	0-201-87679-5	\$ 18.25
<b>AMERICAN PERSPECTIVES</b>			
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Answer Key	978-0-13-088847-1	0-13-088847-8	FREE
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## Reading Skills

Title	13-Digit ISBN	10-Digit ISBN	Price
<b>FOR YOUR INFORMATION 1 – BEGINNING</b>			
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<b>FOR YOUR INFORMATION 3 – INTERMEDIATE</b>			
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Audio CDs (2)	978-0-13-158235-4	0-13-158235-6	\$ 39.95

## Reading Skills

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Test Booklet	978-0-13-018649-2	0-13-018649-X	\$ 25.50
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Answer Key	978-0-13-152384-5	0-13-152384-8	FREE
Test Booklet	978-0-13-194182-3	0-13-194182-8	\$ 17.00
<b>READY TO READ MORE</b>		<b>HIGH-INTERMEDIATE</b>	
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