

# THE GLENCOE READER

## British Literature

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*Acknowledgments continued on p. 232*

### Exclusive Partnerships

To increase students' reading comprehension, media literacy, and test-taking proficiency, *The Glencoe Reader* includes materials developed in association with our exclusive partners.



A number of selections in this book have been drawn from the pages of *inTIME*, a magazine designed for students by Time Education Program in partnership with Glencoe/McGraw-Hill. The magazine features recent TIME news stories, articles, essays, and reviews.



With the help of *USA TODAY* editors, certain selections in this book were chosen from recent issues of *USA TODAY*, a nationally distributed daily newspaper noted for its brisk reporting style and engaging graphics.



The Part 3: Standardized Tests section of this book was developed in association with The Princeton Review, the nation's leader in test preparation. Through its association with Glencoe/McGraw-Hill, The Princeton Review offers the best way for students to excel on standardized tests.

The Princeton Review is not affiliated with Princeton University or Educational Testing Service.



Three-dimensional interactive graphic organizers, called **Foldables**, have been integrated throughout this book. Created exclusively for Glencoe/McGraw-Hill by teaching specialist Dinah Zike, **Foldables** enhance reading comprehension by helping students develop ways of organizing information that are fun and creative.

Cover art: *Human Achievement* (detail), 1983, Tsing-Fang Chen. Lucia Gallery, NY/SuperStock



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# To Students and Parents

*The Glencoe Reader* is a special kind of book—one you can actually interact with and make your own. Go ahead. Circle, underline, or highlight parts of a selection that grab your attention or that are hard to understand. Jot down words you want to remember. Fill the margins with your own thoughts and questions. You can mark up this reader in a way that works for you—a way that helps you understand and remember what you read.

*The Glencoe Reader* will help you work through interesting and challenging reading selections such as

- short stories, poems, dramas, and essays from *Glencoe Literature: The Reader's Choice*
- magazine articles from *inTIME*
- newspaper stories from *USA TODAY*
- textbooks and Internet resources
- everyday reading materials like technical manuals, ads, forms, applications, schedules, and maps
- standardized tests

*The Glencoe Reader* is interactive and fun. You'll like reading the interesting and varied selections. You'll also discover that the skills and strategies you learn to use in this book will become a natural part of how you read. You'll become a better reader.

*The Glencoe Reader* is divided into three parts:

## PART 1

**Part 1** will help you read all kinds of literature. And you won't just read it, you'll *get* it!

## PART 2

**Part 2** will help you learn important strategies to understand nonfiction and informational selections.

## PART 3

**Part 3** will help you learn how to read and deal with standardized tests.

In each selection of *The Glencoe Reader*, you'll find a variety of engaging activities to complete on your own or with a partner, a small group, or your entire class. *The Glencoe Reader* will help you become an active, flexible, more powerful reader. So go ahead. Pick up a pencil and go for it!

**Note to Parents and Guardians:** Ask your students to show you their work as they proceed through this workbook. You might enjoy reading along!

# How To Use This Book

The notes and features in *The Glencoe Reader* guide you through the process of reading and making meaning from each selection. As you use these notes and features, you'll be practicing and mastering the skills and strategies that good readers use whenever they read.

## Get Set

**Connect, Did You Know, Reason to Read** Before you read, think about your own experience and share your knowledge and opinions. Next, build on what you know about the selection topic. Then set your reason for reading so you can plan how you'll read.

**Hot Words** Choose words that you think are important, difficult, or interesting. Use your **Hot Words Journal** to build your knowledge of these words.

**Foldables** These three-dimensional graphic organizers will help you focus on your purpose for reading and keep ideas straight.

**Key Goals** These are the reading and thinking skills you'll focus on in each lesson. Check out the chart on pages xiv–xvi of this book to see what each skill involves.

## GET READY TO READ!

### Connect

**List and Discuss** What makes you decide to help someone? In a small group, list five motives (or reasons) people have for helping others. Then discuss these questions: Is it possible to do a good deed for the wrong reasons? What would you consider to be wrong reasons for doing a favor? Be sure to give support for your answers.

**In this short story,** you'll read about a wealthy woman named Rosemary who helps a poor girl she meets on the street.

### Did You Know?

**Building Background** This story takes place in England at the beginning of the twentieth century.

- At that time, upper-class people and working-class people didn't mix with one another socially. The main character in this story, Rosemary, is an upper-class woman with a luxurious lifestyle and many servants. One day she meets a poor young woman on the street and decides to take her home for tea.
- Author Katherine Mansfield was interested in the emotions and psychological makeup of her characters. Like many of Mansfield's stories, "A Cup of Tea" contains fascinating and sometimes surprising insights into human needs and motivations.

### Reason to Read

**Setting a Purpose for Reading** Read to find out why Rosemary helps a poor girl—and why she later sends the girl away.

### FOLDABLES

As you read, use the following **Foldable** to help you keep track of Rosemary's actions and her reasons for doing what she does.

- Place a sheet of paper in front of you so that the short side is at the top. Fold the paper in half from side to side.
- Turn the paper horizontally and fold into thirds.
- Unfold and cut through the top layer of paper along the fold lines. This will make three tabs.
- From left to right, label the three tabs **Rosemary's Actions**, **Rosemary's Reasons**, and **My Opinions**.
- Under the first tab, record the things Rosemary does. Under the second tab, give reasons for each of her actions. Under the third tab, write adjectives (such as selfish, shallow, generous, kind, or noble) to describe your opinion of Rosemary's actions.

Rosemary's Actions	Rosemary's Reasons	My Opinions

**Word Power** Preview the selection vocabulary words. They're underlined and defined again in the selection.

SHORT STORY

### word power

#### Vocabulary Preview

Read the words and definitions below. Use the pronunciation guides to help you say each word aloud. You may already know some of these words, but others might still be unclear. As you read, use context clues to help unlock the meanings and make those words clearer.

**quaint** (kwaint) *adj.* pleasingly unusual or odd; p. 16

**odious** (o'di'as) *adj.* causing hate, disgust, or repugnance; p. 16

**exotic** (ig'zot'ik) *adj.* strangely beautiful or fascinating; p. 16

**frail** (frail) *adj.* weak; fragile; p. 22

**retort** (ri'tort') *v.* to reply in a witty, quick, or sharp manner; p. 23

#### Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

### What You'll Learn

**Key Goals** In this lesson, you will learn these key skills, strategies, and concepts.

- Reading Focus:** Respond
- Think It Over:** Draw Conclusions
- Literary Element:** Character
- Reading Coach:** Understanding Author's Style

# Read, Respond, Interact

**Build Fluency** Use these reading aloud opportunities to become a more fluent reader. With practice, your reading will sound smooth and easy.

**Reading Coach** Let the reading coach help you overcome the trickiest reading task in each selection.

Look for the signal button **A**. It guides you to a side margin activity and back into the reading.

**Build Fluency** Find a quiet place and practice reading aloud the boxed passage several times until you can get through it without stumbling.

**Reading Focus** **Respond** Imagine what the girl must be feeling when she cries out. What is your reaction to her at this point? Write your response on the lines below.

## Literary Element

**Character** Rosemary is the girl "Do stop crying. It's so exhausting." What does her response to the girl's crying tell you about Rosemary?

**Literary Element** These notes will help you understand important features of literature, such as plot, setting, characterization, and imagery.

**Word Power** Here you'll find some handy tips to help you figure out the vocabulary words as you read them in the selection.

**Reading Focus** Here you'll learn the best active reading strategies. Models give you an extra boost by showing you how good readers think.

## A Cup of Tea

Katherine Mansfield

Rosemary Fell was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces . . . But why be so cruel as to take anyone to pieces? She was young, brilliant, extremely modern, exquisitely well dressed, amazingly well read in the newest of the new books, and her parties were the most delicious mixture of the really important people and . . . artists—quaint creatures, discoveries of hers, some of them too terrifying for words, but others quite presentable and amusing.

Rosemary had been married two years. She had a duck<sup>1</sup> of a boy. No, not Peter—Michael. And her husband absolutely adored her. They were rich, really rich, not just comfortably well off, which is *effusion* and stuffy and sounds like one's grandparents. But if Rosemary wanted to shop she would go to Paris as you and I would go to Bond Street.<sup>2</sup> If she wanted to buy flowers, the car pulled up at that perfect shop in Regent Street, and Rosemary inside the shop just gazed in her dazzled, rather *exotic* way, and said: "I want those and those and those. Give me four bunches of those. And that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It's got no shape." The attendant bowed and put the lilac out of sight, as though this was only too true: lilac was dreadfully shapeless. "Give me those stumpy little tulips. Those red and white ones." And she was followed to the car by a thin shopgirl staggering under an immense white paper armful that looked like a baby in long clothes. . . .

1. Here, duck probably means "a darling" or "a dear," although it could also mean "funny" or "odd but harmless."
2. Bond Street—as well as Regent Street and Curzon Street mentioned later—was, and continues to be, an elegant London street lined with shops that sell expensive, exclusive items.

**Vocabulary**  
*quaint* (kwaint) adj. pleasingly unusual or old-fashioned  
*effusion* (i-'di-ee) n. causing hate, disgust, or repulsion  
*exotic* (ig-zot-'ik) adj. strangely beautiful or fascinating

**Understanding Author's Style** Do you ever get a new thought mid-sentence? Ever leave a sentence unfinished because you know your listener will understand what you mean? Katherine Mansfield uses dashes (—) and ellipses ( . . . ) to show changes in thought and to hint at things better left unsaid.

**Read Aloud** Reread the boxed text and circle the ellipses. What do you think the narrator is hinting at?

**Model:** Maybe the narrator is suggesting that Rosemary does have some pretty features, but she is not beautiful.

## Word Power

**Connotations** Words with the same dictionary definitions can have different connotations, or shades of meaning. For example, *quaint* and *beaute* both mean "odd," but something *quaint* is odd in a pleasing way, while something *beaute* is odd in a jarring way.

**Reading Focus** **Respond** As you read, take time to think about what you like, dislike, or find interesting about the characters. What do you find interesting about Rosemary? Write your answer below.

**Vocabulary Notes** Look at the bottom of selection pages for vocabulary words and definitions and for important footnotes.

# Read, Respond, Interact

**Your Notes** These notepads give you a chance to jot down whatever you want. Make a comment, ask a question, or state an opinion. It's up to you.

## A Cup of Tea

### Your Notes

### Think It Over

**Infer** When you **infer**, you use your own reason and experience to guess at what the author isn't telling you directly.

**Underline** Underline words and phrases that tell how Philip reacts when he sees the girl. What can you infer about Philip's feelings? Circle any answers that apply.

- Philip is disappointed.
- Philip is surprised.
- Philip is shocked.
- Philip is upset.

**Think It Over** Make your reading more meaningful by thinking about ideas that go beyond the words in the text.

**Mark the Text** When you see this symbol, you'll make notes in the margin, underline or highlight a bit of text, or circle interesting or difficult words.

## A Cup of Tea

### Reading Check

**Step 1** Ask yourself how well you have understood the story so far. Use these strategies to help you answer any questions you have.

- Reread confusing passages slowly or read them aloud.
- Read on to see if new story information makes the meaning clear.
- Ask a classmate or a teacher, parent, or other adult for help.

**Step 2** On the lines below, write a one- or two-sentence summary of what you've read so far.

### Think It Over

#### Draw Conclusions

Underline words and phrases that tell how the girl acts in Rosemary's room. Then check the box below that tells what you can conclude from the girl's actions.

- The girl is frightened and unsure of what to do.
- The girl wants to leave.
- The girl has bad manners.

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But happily at that moment, for she didn't know how the sentence was going to end, the car stopped. The bell was rung, the door opened, and with a charming, protecting, almost embracing movement, Rosemary drew the other into the hall. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them, she watched that other receive. It was fascinating. She was like the little rich girl in her nursery with all the cupboards to open, all the boxes to unpack.

### Reading Check

"Come, come upstairs," said Rosemary, longing to begin to be generous. "Come up to my room." And, besides, she wanted to spare this poor little thing from being stared at by the servants; she decided as they mounted the stairs she would not even ring for Jeanne, but take off her things by herself. It

And "There!" cried Rosemary, pointing to a beautiful big bed room on her wonderful lawn primrose and blue rug. The girl stood just where Rosemary didn't mind.

**Reading Check** Here's where you'll think about whether you understand what you've read. Use your understanding to complete a short activity. If you've missed or are unclear about an important point, you'll find tips for reviewing the text.

"Come and sit down by the fire," in this cold weather you will get warm. You look so dreadfully cold."

"I daren't, madam," said the girl, and she edged backwards. "Oh, please,"—Rosemary ran forward—"you mustn't be frightened, you mustn't, really. Sit down, and when I've taken off my things we shall go into the next room and have tea and be cosy. Why are you afraid?" And gently she half pushed the thin figure into its deep cradle.

But there was no answer. The girl stayed just as she had been put, with her hands by her sides and her mouth slightly open. To be quite sincere, she looked rather stupid. But Rosemary wouldn't acknowledge it. She leaned over her, saying: "Won't you take off your hat? Your pretty hair is all wet. And one is so much more comfortable without a hat, isn't one?"

# Show What You Know

**Reading WrapUp** Here you'll revisit the lesson's key goals in a variety of activities.

## READING WRAPUP

### Going Solo

#### Understanding Author's Style

**Finish the Thought** Look back through the story and reread the paragraphs in which the lines below can be found. Think about what the lines mean. If you could finish the thought, write your answers in the spaces provided.

**Going Solo** Express yourself as you complete this activity on your own.

*If I'm the more fortunate, you ought to expect ... (page 19, lines 133-134)*

### TeamWork

#### Draw Conclusions

**TeamWork** These small group activities are where it really starts to get fun. As you share your thoughts in discussions or work together to puzzle out an answer, your understanding of the selection will grow.

**Buddy Up** In these activities you'll work with a partner to share ideas about the selection.

### Buddy Up

#### Respond

**1. Big Surprise** With a partner, review the story and find three moments that surprised you or that gave you a sudden insight. Discuss why these moments surprised you. Then choose one of the moments. On the lines provided, write a question that you would ask at that point in the story.

**3. Money Isn't Everything** Money is important and fashionable, but so is character. In the story, Rosemary lacks that most important quality: character. Discuss with your group and write a question that you would ask to include reasons and details from the story in your answer.

## READING WRAPUP

### Literary Element

#### Character

A **character** is a person in a literary work. Authors use characters to come alive and seem real. Sometimes authors describe their characters' thoughts and feelings to help you notice how they are different.

**Literary Element** A graphic organizer will help you check your understanding of the lesson's key literary element.

*... Rosemary fell was not exactly beautiful. She describes their characters' thoughts and feelings to help you notice how they are different.*

Character

Quotation from

### Standardized Test Practice

Choose the best answer for each multiple-choice question. Fill in the circle in the spaces for questions 1 and 2 on the right.

- Why does Rosemary offer to help the young girl?
  - She believes it is her duty.
  - She thinks it will be thrilling.
  - She was once poor herself.
  - She is kind and generous.
- Which of these words does NOT describe Rosemary?
  - thoughtful
  - insensitive
  - shallow
  - needy

Write your answer to open-ended question A in the space provided below.

A. At the end of the story, Rosemary asks Philip two questions: "May I have it?" and "Am I pretty?" What do these questions tell you about the relationship between Rosemary and Philip?

**Standardized Test Practice** Here you'll find multiple choice items and a short response task in a typical test format. They check your comprehension of the selection and give you practice in reading tests at the same time!

### word power

#### Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

**quaint** adj. pleasantly unusual or odd  
**odious** adj. causing hate, disgust, or repugnance  
**exotic** adj. strangely beautiful or fascinating  
**frail** adj. weak; fragile  
**retort** n. to reply in a witty, quick, or sharp manner

- In a room full of dull, ordinary people, she was mysterious and \_\_\_\_\_.
- Once I realized that he had lied to me, I found him \_\_\_\_\_.
- Drinking milk and exercising will keep your bones from becoming \_\_\_\_\_.
- "Because I said so!" the mother would often \_\_\_\_\_ when the little boy asked "Why?"
- The tiny cottage with its blooming flowers and pretty path was very \_\_\_\_\_.

**Word Power** This activity gives you a chance to use the vocabulary words you learned in the selection. The word list at the left will help you review.

# Reading a Variety of Texts

You wouldn't read a bus schedule or a newspaper article the same way you'd read a short story. Your reading purpose and the way you read change with what you read. For that reason, you'll need a special plan for each kind of text. *The Glencoe Reader* will help you develop the skills and strategies that work best for many types of texts.

**What Is It?** Look at the beginning paragraphs to learn what defines a particular type of text. Then see how that kind of text figures into your life.

## Reading Short

Stories are everywhere. They're in newspapers and magazines. They're in television and on film. They're in conversations with family and friends. They're the real and imagined events you hear and talk about every day.

**Short stories** are brief works of fiction, usually focusing on a single event or on a particular part of a character's life. They examine specific emotions and come to limited conclusions. If life is like a huge patchwork quilt, a short story is one intricate square, studied in detail.

### Why Read Short Stories?

Most people read short stories because the stories are interesting or entertaining. Short stories can be hilarious, instructive, tragic, or bizarre. But a good short story does more than simply amuse readers. It offers a unique vision of life, focusing on a part of experience that you

### What's the Plan?

The **plot** of a short story is the series of events in which a problem, or **conflict**, is resolved. A plot includes the following five stages.

- **Exposition** introduces characters, setting, and conflict.

**Why Read?** Here's where you'll find the most common reasons for reading a certain kind of text. They'll help you decide your reason for reading.

Exposition      Rising action

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## Reading Mass Media

Here's a scene that might be familiar: Dad's watching the ball game on TV, Mom's reading the newspaper, your sister is going through a summer sale catalog, and you've logged on to a favorite Web site. Across the street, someone has the stereo on loud. Recognize the common theme here? The answer in two words is **mass media**.

**Mass media** are the whole extended family of methods (media) for communicating with large

numbers of people (the masses). Some media use print, some use video, some use sound. Mass media take the form of newspapers, magazines, movies, TV and radio, advertisements of all sorts, Web sites, old-fashioned books, and every new-fangled device the recording industry comes up with. Whatever the method, whatever the message, if it reaches lots of people, you can label it part of the mass media.

In the table below, make note of four forms of mass media you used for entertainment during the last twenty-four hours.

Time	Mass Media Used	Purpose

### Why Read Mass Media?

This question is a little more complex than it seems. Of course, you read mass media for information or entertainment. But you also read forms of mass media just because they are there! By sitting in traffic without reading those billboards towering over the highway. By asking television news producers to stop airing banner

headlines during your favorite show. In spite of these occasional nuisances, however, mass media can be a uniting force. Just ask anyone who has ever given money to a charity during a TV telethon. To use a phrase borrowed from one of their many forms, mass media can get people on the same wavelength.

### What's the Plan?

Most people don't have the time to read a newspaper or news magazine from beginning to end. For this reason, writers of news stories follow a structure that helps readers find important ideas quickly and easily. That structure, or form, is known as the **inverted pyramid**, pictured here.



**Author's Plan** These notes will tell you how authors tend to organize ideas in a particular kind of writing. When you can see the author's plan and know how key ideas are arranged, you'll be better able to follow and understand what the author wants you to know.

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**Text Features** To understand what you read, you have to know what you're looking for. These notes point out the common features of a certain type of text. Look at the sample page to be sure you understand what each feature looks like. Then use the **Find It** prompt to practice finding a text feature.

**Reading Tests** How you read a test can make the difference between a good score and one that is not so good. Part 3 of *The Glencoe Reader* will help you develop special test-reading skills and strategies so you can improve your performance on standardized tests.

## What Do I Look For?

Newspaper and magazine articles often have elements like the **text features** and **text structures** in this article from *WTIME* magazine.

The **headline**, or **title**, catches the eye with large print and often witty wording.

The **deck**, or **subtle**, includes lively information, inviting readers to continue.

The **lead** of a news story will often provide a concise summary of the entire article.

**Questions** from newsmakers or experts support factual information and lighten the style.

**Supporting details** occur later in the article and may—as here—include **statistics**.

**Find It!** Circle a direct quotation in the article. Underline the name of the person who spoke the words.

## How Do I Read It?

These **reading strategies** will be especially helpful when you

**Skim:** Do you need to read every word on an article or Web site? Glance over a selection before you commit.

**Scan:** Looking for specific information? Find the information you need by scanning for key facts or phrases.

**Summarize:** Describing what you've read in a sentence or two is a good way to test your understanding.

**DO IT!**

Read the mass media selection.

Look for text features and reading strategies.

## Reading Strategies

Don't waste your time. To read efficiently, focus your efforts by using the best reading strategies for each type of text. These notes will tell you what strategies will get you where you need to go.

## WORLD

### PORTRAITS OF PLAGUE

Britain's compelling fast-and-furious outbreak raises fears of an epidemic in Europe—and throughout the world.

By JAMES L. HANCOCK

In a quiet street in London, a man in a white coat and a black hat stands in front of a building that has been the site of a major outbreak of plague. He is looking at a photograph of a man in a white coat and a black hat, who was the first to be infected. The man in the photograph is a doctor, and he is the one who first noticed the symptoms of the disease. He is the one who first reported the case to the authorities. He is the one who first tried to treat the patient. He is the one who first died of the disease. He is the one who first became a legend. He is the one who first became a hero. He is the one who first became a martyr. He is the one who first became a saint. He is the one who first became a god. He is the one who first became a legend. He is the one who first became a hero. He is the one who first became a martyr. He is the one who first became a saint. He is the one who first became a god.

# Reading Standardized Tests

Quiet classrooms, number-two pencils, and timed exams. Do you know what this setting suggests? If you said standardized tests, you're right. Pretty soon you and other students across your state will be tested on what you've learned throughout the year. How confident will you be when you sit down to take the test? Mark your level of confidence on the following scale.

This part of *The Glencoe Reader* will teach you reading strategies that will help you feel confident of your ability to succeed on standardized tests in Reading, English/Language Arts, and Writing.

Least Confident

Most Confident

## Why Read Standardized Tests?

Read standardized tests to understand various types of test items so you can answer them! Then you'll be able to show how well you've learned your subjects and mastered the skills covered in your state's academic standards.

When you learn how to read the tests in this part of *The Glencoe Reader*, you'll learn strategies that will help you on other standardized tests.

The military, colleges, and even some jobs will require you to take standardized tests. By learning how to read standardized tests now, you'll be better prepared to take other important tests after high school. And scoring well on these standardized tests will help you to take charge of your future!

## What's the Plan?

The plan for standardized tests in reading, language arts, and writing depends on the kinds of skills covered.

- Reading tests may have a number of reading selections. The reading selections are followed by multiple-choice questions and possibly a few open-ended questions that you will answer in your own words.
- Language arts tests may consist of multiple-choice questions related to a variety of skills, including spelling, punctuation, grammar, sentence combining, and paragraph organization.
- Writing tests usually provide you with a writing prompt that invites you to think about a familiar topic. You will write your response on blank paper that comes with the test.

The test booklet itself might have the following parts.

An **introduction** that describes the test. It may explain how much time you'll have and how to mark your answers.

**Directions** that tell you what steps to follow for each part of the test.

**Reading passages** that are either fiction or nonfiction. These passages may include a visual such as a map, a chart, or an illustration.

**Test items** that check how well you understand a reading passage or what you know about grammar, punctuation, and spelling. There might also be writing prompts that let you show your writing ability.

# The What, Why, and How of Reading

You'll need to use the skills and strategies in the following chart to respond to questions and prompts in the selections. As you begin a new lesson, look carefully at the **Key Goals** on the **Get Ready To Read** page. Then find those skills in this chart and read about what they are and how to use them. Don't forget to read about why each skill or strategy is important. The more you refer to the chart, the more these active reading strategies will become a natural part of the way you read. For more about these skills and strategies, see the **Reading Handbook**.

## Skill/Strategy

What Is It?	Why It's Important	How To Do It
<b>Preview</b> Previewing is looking over a selection before you read.	Previewing lets you begin to see what you already know and what you'll need to know. It helps you set a purpose for reading.	Look at the title, illustrations, headings, captions, and graphics. Look at how ideas are organized. Ask questions about the text.
<b>Skim</b> Skimming is looking over an entire selection quickly to get a general idea of what the piece is about.	Skimming will tell you what a selection is about. If the selection you skim isn't what you're looking for, you won't need to read the entire piece.	Read the title of the selection and quickly look over the entire piece. Read headings and captions and maybe part of the first paragraph to get a general idea of the selection's content.
<b>Scan</b> Scanning is glancing quickly over a selection in order to find specific information.	Scanning helps you pinpoint information quickly. It saves you time when you have a number of selections to look at.	As you move your eyes quickly over the lines of text, look for key words or phrases that will help you locate the information you're looking for.
<b>Predict</b> Predicting is taking an educated guess about what will happen in a selection.	Predicting gives you a reason to read. You want to find out if your prediction and the selection events match, don't you? As you read, adjust or change your prediction if it doesn't fit what you learn.	Combine what you already know about an author or subject with what you learned in your preview to guess at what will be included in the text.
<b>Summarize</b> Summarizing is stating the main ideas of a selection in your own words and in a logical sequence.	Summarizing shows whether you've understood something. It teaches you to rethink what you've read and to separate main ideas from supporting information.	Ask yourself: What is this selection about? Answer <i>who, what, where, when, why, and how?</i> Put that information in a logical order.

<b>What Is It?</b>	<b>Why It's Important</b>	<b>How To Do It</b>
<p><b>Clarify</b> Clarifying is looking at difficult sections of text in order to clear up what is confusing.</p>	<p>Authors will often build ideas one on another. If you don't clear up a confusing passage, you may not understand main ideas or information that comes later.</p>	<p>Go back and reread a confusing section more slowly. Look up words you don't know. Ask questions about what you don't understand. Sometimes you may want to read on to see if further information helps you.</p>
<p><b>Question</b> Questioning is asking yourself whether information in a selection is important. Questioning is also regularly asking yourself whether you've understood what you've read.</p>	<p>When you ask questions as you read, you're reading strategically. As you answer your questions, you're making sure that you'll get the gist of a text.</p>	<p>Have a running conversation with yourself as you read. Keep asking: Is this idea important? Why? Do I understand what this is about? Might this information be on a test later?</p>
<p><b>Visualize</b> Visualizing is picturing a writer's ideas or descriptions in your mind's eye.</p>	<p>Visualizing is one of the best ways to understand and remember information in fiction, nonfiction, and informational text.</p>	<p>Carefully read how a writer describes a person, place, or thing. Then ask yourself: What would this look like? Can I see how the steps in this process would work?</p>
<p><b>Monitor Comprehension</b> Monitoring your comprehension means thinking about whether you're understanding what you're reading.</p>	<p>The whole point of reading is to understand a piece of text. When you don't understand a selection, you're not really reading it.</p>	<p>Keep asking yourself questions about main ideas, characters, and events. When you can't answer a question, review, read more slowly, or ask someone to help you.</p>
<p><b>Identify Sequence</b> Identifying sequence is finding the logical order of ideas or events.</p>	<p>In a work of fiction, events usually happen in chronological (time) order. With nonfiction, understanding the logical sequence of ideas in a piece helps you follow a writer's train of thought. You'll remember ideas better when you know the logical order a writer uses.</p>	<p>Think about what the author is trying to do. Tell a story? Explain how something works? Present information? Look for clues or signal words that might point to time order, steps in a process, or order of importance.</p>
<p><b>Determine Main Idea</b> Determining an author's main idea is finding the most important thought in a paragraph or in a selection.</p>	<p>Finding main ideas gets you ready to summarize. You also discover an author's purpose for writing when you find the main ideas in a selection.</p>	<p>Think about what you know about the author and the topic. Look for how the author organizes ideas. Then look for the one idea that all of the sentences in a paragraph or all the paragraphs in a selection are about.</p>
<p><b>Respond</b> Responding is telling what you like, dislike, find surprising or interesting in a selection.</p>	<p>When you react in a personal way to what you read, you'll enjoy a selection more and remember it better.</p>	<p>As you read, think about how you feel about story elements or ideas in a selection. What's your reaction to the characters in a story? What grabs your attention as you read?</p>

<b>What Is It?</b>	<b>Why It's Important</b>	<b>How To Do It</b>
<p><b>Connect</b> Connecting means linking what you read to events in your own life or to other selections you've read.</p>	<p>You'll "get into" your reading and recall information and ideas better by connecting events, emotions, and characters to your own life.</p>	<p>Ask yourself: Do I know someone like this? Have I ever felt this way? What else have I read that is like this selection?</p>
<p><b>Review</b> Reviewing is going back over what you've read to remember what's important and to organize ideas so you'll recall them later.</p>	<p>Reviewing is especially important when you have new ideas and a lot of information to remember.</p>	<p>Filling in a graphic organizer, such as a chart or diagram, as you read helps you organize information. These study aids will help you review later.</p>
<p><b>Interpret</b> Interpreting is when you use your own understanding of the world to decide what the events or ideas in a selection mean.</p>	<p>Every reader constructs meaning on the basis of what he or she understands about the world. Finding meaning as you read is all about you interacting with the text.</p>	<p>Think about what you already know about yourself and the world. Ask yourself: What is the author really trying to say here? What larger idea might these events be about?</p>
<p><b>Infer</b> Inferring is when you use your reason and experience to guess at what an author does not come right out and say.</p>	<p>Making inferences is a large part of finding meaning in a selection. Inferring helps you look more deeply at characters and points you toward the theme or message in a selection.</p>	<p>Look for clues the author provides. Notice descriptions, dialogue, events, and relationships that might tell you something the author wants you to know.</p>
<p><b>Draw Conclusions</b> Drawing a conclusion is using a number of pieces of information to make a general statement about people, places, events, and ideas.</p>	<p>Drawing conclusions helps you find connections between ideas and events. It's another tool to help you see the larger picture.</p>	<p>Notice details about characters, ideas, and events. Then make a general statement on the basis of these details. For example, a character's actions might lead you to conclude that he is kind.</p>
<p><b>Analyze</b> Analyzing is looking at separate parts of a selection in order to understand the entire selection.</p>	<p>Analyzing helps you look critically at a piece of writing. When you analyze a selection, you'll discover its theme or message, and you'll learn the author's purpose for writing.</p>	<p>To analyze a story, think about what the author is saying through the characters, setting, and plot. To analyze nonfiction, look at the organization and main ideas. What do they suggest?</p>
<p><b>Synthesize</b> Synthesizing is combining ideas to create something new. You may synthesize to reach a new understanding, or you may actually create a new ending to a story.</p>	<p>Synthesizing helps you move to a higher level of thinking. Creating something new of your own goes beyond remembering what you learned from someone else.</p>	<p>Think about the ideas or information you've learned in a selection. Ask yourself: Do I understand something more than the main ideas here? Can I create something else from what I now know?</p>
<p><b>Evaluate</b> Evaluating is making a judgment or forming an opinion about something you read. You can evaluate a character, an author's craft, or the value of the information in a text.</p>	<p>Evaluating helps you become a wise reader. For example, when you judge whether an author is qualified to speak about a topic or whether the author's points make sense, you can avoid being misled by what you read.</p>	<p>As you read, ask yourself questions such as: Is this character realistic and believable? Is this author qualified to write on this subject? Is this author biased? Does this author present opinions as facts?</p>