

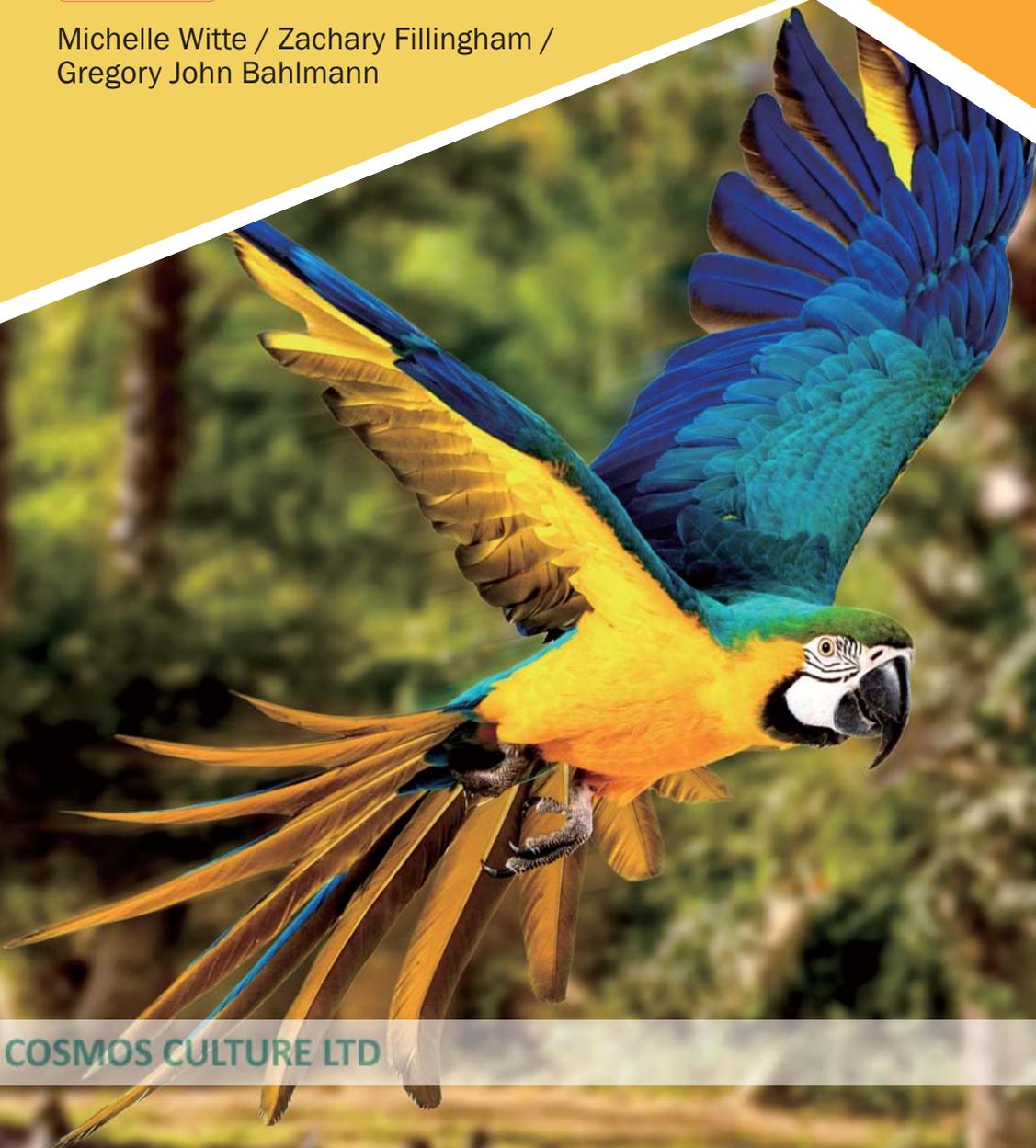
# Success

*With* **Reading**

5th Edition

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# >> Introduction

*Success With Reading 1* is the first volume of a four-volume series of exercise books designed to develop reading competence and improve reading skills. The book contains 100 articles on various topics and multiple comprehension questions to test readers' ability to recall and understand what they read in the articles.

The book is divided into four units according to different subjects. Each unit concentrates on one reading strategy. By reading these articles, readers will equip themselves with not only reading capability but also knowledge about a wide variety of subjects including arts & literature, animals, history, science, and sports.

## Key Features

### • A Wide Variety of Reading Topics

The reading material in this book incorporates different themes and various topics in order to provide readers with life knowledge, including:

Social Studies	Arts & Literature	Science	Animals / Plants	Other Content Areas	Sports
	History		Health & Body		
	Geography & Places		Internet or Technology		Mystery
	Culture		Science		
	Politics / Economics				
	Language & Communication				
	Environment & Conservation				
	People				
Food					

### • A Wide Range of Reading Strategies

This book presents a wide range of effective reading strategies that can help readers become more strategic and effective in understanding any text in any subject. These reading strategies include:

**1 Reading Skills** help you practice some skills for understanding a text as a whole. The **Reading Skills** unit covers:

**1 Subject Matter**

Subject matter is the most general concept of a text. Knowing the overall concept of an article helps you understand the details in context.

**2 Main Idea**

The main idea of a text is the key message it tries to convey. This might be an opinion or a fact. The main idea is often expressed in a thesis statement.

**3 Supporting Details**

Think of supporting details as the material that a writer uses to build up the main idea of an article. Supporting details can be facts, similes, explanations, descriptions, comparisons, examples, or anything else that supports the message of the main idea.

**4 Sequencing**

Understanding the order of events in what you read can develop your inquiry skills. When trying to understand the order of information, look for words like *before*, *after*, *next*, *then*, *later*, *previously*, or other time markers.

**5 Cause and Effect**

In order to comprehend an event fully, it is key to know why it happened and what else happened as a result. Why something happened is called the **cause**; what happened as a result is called the **effect**. Phrases like *because of* and *as a result of* show **causes**. Phrases like *as a result* (without *of*), *resulting in*, and *so* show **effects**.

**6 Clarifying Devices**

Clarifying devices are the **words**, **phrases**, and **techniques** that a writer uses to make the main idea and supporting details of an article clearer and more interesting for the readers. Sometimes, the most important clarifying device technique is simply being able to identify the article type and what the author is trying to achieve.

**7 Making Inferences**

Inference is using something you know to guess at something you don't know. Authors may provide information so that their readers can infer their own meaning.

## 8 Critical Thinking

Critical thinking means **asking questions**. When you read, ask yourself *why*, *where*, *when*, and *how*. Ask questions about the information you are reading and also about why the author chose to include that information. Doing this will help you form your own opinions about what you read and help you understand the writing process.

## 9 Fact or Opinion

**Facts** are something that can be verified by other sources. With facts, there's a right and a wrong answer. **Opinions** are how someone feels about something. Thus, you can disagree with opinions but not with facts.

**2 Word Study** helps you practice some skills for building your vocabulary and understanding new vocabulary in a text. The **Word Study** unit covers:

### 1 Synonyms (Words With the Same Meaning)

The English language has plenty of words. In fact, there are so many of them that sometimes different words can mean the same thing. If you wanted to say that the ice cream you're eating is good, you could just as easily say it's *acceptable*, *excellent*, *nice*, *pleasing*, *super*, or *amazing*.

### 2 Antonyms (Words With Opposite Meanings)

The English language has a rich vocabulary and includes many words with opposite meanings to each other. Some opposites, such as *dead* versus *alive*, express one of only two possibilities. Others have variations: *Huge*, *giant*, and *big* are all opposites of *small*. Learning more words with opposite meanings will improve your vocabulary and make your writing more interesting.

### 3 Words in Context

You can stare at a word for days and not figure out what it means. However, if you look at the words around it, you'll have the answer in no time. The context of a word can teach you its meaning. Try it out yourself: read this again, and try to guess what **context** means.

**3 Study Strategies** help you understand and use different parts of a text to gather information, developing your basic information-seeking skills. Information elements such as visual material and reference sources don't present ideas in long pieces of text. Instead, they use pictures, numbered lists, alphabetical lists, and other methods to show information. The **Study Strategies** unit covers:

## 1 Visual Material

Tables, graphs, charts, and maps show complex information, like relationships and patterns, more easily than words can. To understand these materials, first read the titles carefully and check for legends. Then, read the headings of table columns and rows and read the axes on graphs. Once you understand the layout, you can read and understand the information itself.

## 2 Reference Sources

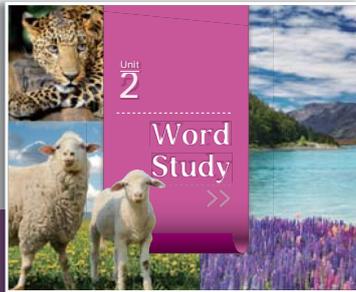
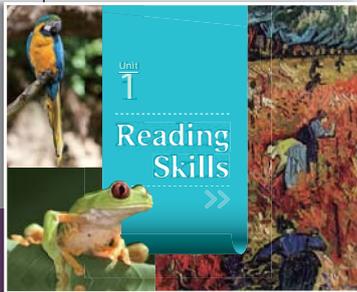
Reference sources like dictionaries, indexes, and atlases can help you find your way through books. Charts, tables, and graphs will assist you in understanding complicated information more quickly than reading. Learning to use all these different parts of a text can improve your overall comprehension of what you are reading.

**4 Final Reviews** help you review your study effectively by providing bountiful reading material and probing questions. These units aim to examine how well you absorb the ideas and information in the book. To test your understanding of the text, make sure you complete the final reviews after studying the preceding units.

## • The Best Test Preparation Book

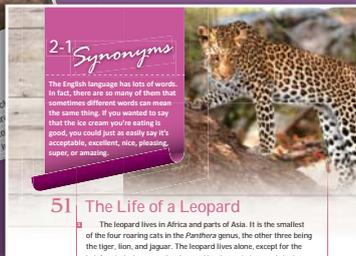
This book is suitable for beginners and is the best preparation material for the General Scholastic Ability Test, the Department Required Test, the TOEIC, the TOEFL, and the IELTS.

# How Do I Use This Book?



- 1-1 Subject Matter
- 1-2 Main Idea
- 1-3 Supporting Details
- 1-4 Sequencing
- 1-5 Cause and Effect
- 1-6 Clarifying Devices
- 1-7 Making Inferences
- 1-8 Critical Thinking
- 1-9

- 2-1 Synonyms: Words With the Same Meaning
- 2-2 Antonyms: Words With the Opposite Meanings
- 2-3 Words In Context
- 2-4 Review Test

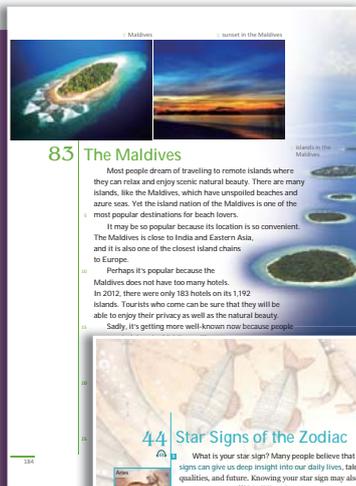


## A Wide Range of Reading Strategies

Each unit concentrates on one effective reading strategy that can help readers become more strategic and effective in understanding any text in any subject.

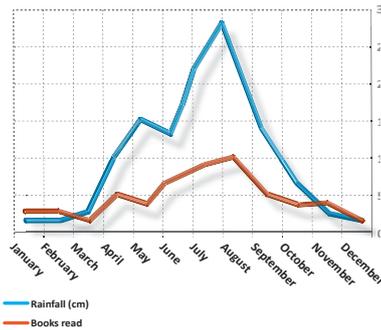
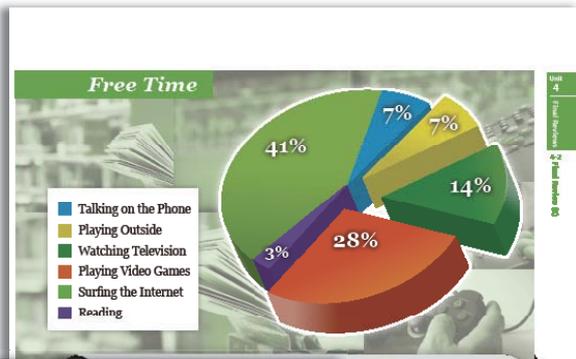
## A Wide Variety of Reading Topics

The reading material incorporates different themes and various topics—including topics from arts & literature, history, culture, and science—to enrich readers' knowledge while strengthening their reading skills.



## Various Forms of Colorful Graphics

Various forms of colorful graphics help enhance readers' learning experience.



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**14. DROUGHTS**  
Already one of the most widespread and damaging natural disasters, drought is likely to affect more people more severely as temperatures increase.

**16. FLOODING**  
Climate change is likely to increase flooding, and given physical limits to flood adaptation, emissions reductions are needed to prevent unmanageable flooding in the future.

**18. HEATWAVES**  
As average global temperatures increase, we are likely to see more record highs, and fewer record lows. This would make heatwaves longer, more frequent and more intense.

**20. SNOW & COLD**  
Cold and snowy weather attracts media attention and can have an impact on public opinion and concern about a warming world, but it does not disprove climate change.

**22. SPECIES EXTINCTION**  
Climate change will likely make a bad situation worse for many species, and could become the main cause of species extinction in the future.

**24. THE SEASONS**  
A warming world shifts the seasonal activities of plants and animals, with uncertain consequences.

**26. WILDFIRES**  
Wildfires are important to most ecosystems, but higher temperatures can alter natural fire regimes, permanently releasing greenhouse gases and amplifying climate change.

(cc by jwvg)

**Questions**

1. On what page would you find information about Arctic ice?  
a. Eight    b. 10    c. 12    d. 14

Much of the Gobi Desert is covered with rock.

**Questions**

- The fossils and stone tools in the Gobi Desert have made it \_\_\_\_\_.  
a. cold    b. unknown  
c. difficult    d. famous
- Why is living in the Gobi Desert difficult?  
a. It has very intense storms.    b. It has a long history.  
c. It is really large.    d. It has many animals.
- What is frightening about the Gobi?  
a. The Silk Road.    b. How fast it is growing.  
c. Its people.    d. Its terrible history.
- Why is the Gobi Desert unlike other deserts?  
a. It is covered with rock rather than sand.  
b. It is so hard to live in.  
c. It has such a long human history.  
d. It is home to many different kinds of animals.
- What caused the Gobi Desert to become a desert?  
a. Temperatures changing rapidly.  
b. The Mongols taking over the area.  
c. Wild animals living in the desert.  
d. The Himalayan Mountains blocking the rain.

## Focused, Meaningful Practice Tests

Each article is followed by five multiple-choice comprehension questions that reinforce word recognition and reading comprehension. Readers can evaluate themselves effectively by using these tests.



Unit  
**1**

Reading  
Skills



**1-1** Subject Matter

**1-2** Main Idea

**1-3** Supporting Details

**1-4** Sequencing

**1-5** Cause and Effect

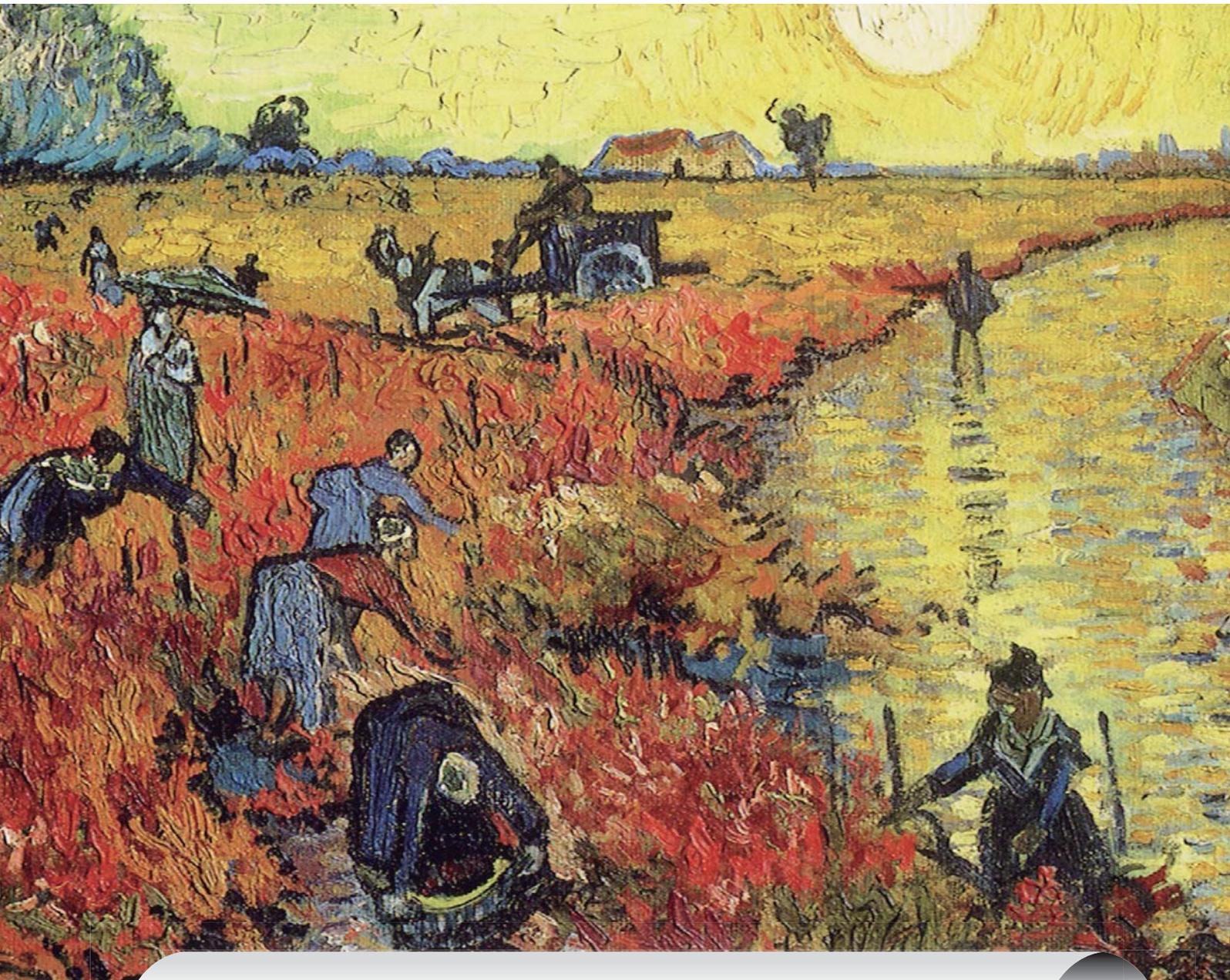
**1-6** Clarifying Devices

**1-7** Making Inferences

**1-8** Critical Thinking

**1-9** Fact or Opinion

**1-10** Review Test



This unit will help you practice some skills for understanding a text as a whole. The unit covers subject matter, main ideas, supporting details, ordering, cause and effect, clarifying devices, making inferences, critical thinking, and fact or opinion.

The skills covered in these sections will help you understand the message of a text, when events in it occurred, and why things happened. You will also learn how to make educated assumptions about information that isn't included in a text, about how an author feels about a text, about how facts can be used to support opinions, and how details can be used to support main ideas.

## 1-1 Subject Matter

Subject matter is the most general concept of a text. When you read, you start from a large topic and move on to “smaller,” specific details. Subject matter is the large topic that contains the details. Knowing the overall concept of an article helps you understand the details in context.



# 1 A Trip to Yellowstone National Park

**1** Taking a trip to Yellowstone National Park is like going back in time. Yellowstone is the world’s oldest national park. It was created in 1872, but aboriginal Americans have lived in the Yellowstone region for at least 11,000 years. The park is located mainly in the American state of Wyoming. Yellowstone is huge, covering an area of almost 9,000 square kilometers, with vast forests, sparkling lakes, canyons, rivers, and high mountains. It is called “Yellowstone” because the Yellowstone River flows through it.

grizzly bear in Yellowstone National Park



**2** A trip through Yellowstone can show you what America looked like before we human beings arrived. You can see large herds of bison and elk in the park. Not all of Yellowstone’s wildlife is harmless. You need to be very careful in Yellowstone: the park is home to wild grizzly bears and wolves. A bear is capable of quickly killing a human and should be avoided. There are also stories of wolves attacking individuals. You should not feed bears or wolves. If you feed a wild animal, then it will be less afraid of humans and more likely to attack you and other people.

**3** When you visit Yellowstone National Park, make sure to stop and see Old Faithful, one of the park’s most amazing sights. Old Faithful is a cone geyser. Although it is not the tallest or the largest, it is the most famous of the over 10,000 natural springs and geysers in the national park. The spectacular geyser shoots boiling hot

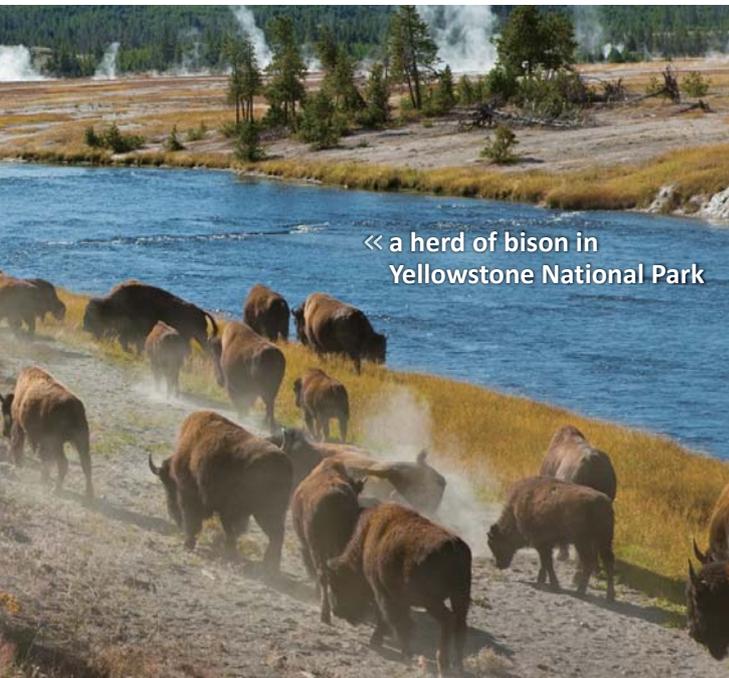
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<< a herd of bison in Yellowstone National Park



>> natural springs and geysers in Yellowstone National Park

water 44 meters on average into the air about every one and a half hours. Imagine seeing that!

4 This famous geyser was named “Old Faithful” because of its consistent performance for members of the Washburn Expedition in 1870. Though its average interval of eruptions has lengthened over the years, Old Faithful is still as fantastic and predictable as it was a century ago.

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## Questions

1. What is this article about?
  - a. A river.
  - b. A group of people.
  - c. A natural area.
  - d. A state.
2. The second paragraph is mostly about \_\_\_\_\_.
  - a. animals in Yellowstone
  - b. Old Faithful
  - c. the age of Yellowstone
  - d. directions to Yellowstone
3. The third paragraph is mostly about \_\_\_\_\_.
  - a. cone geysers
  - b. the Washburn Expedition
  - c. aboriginal Americans
  - d. Old Faithful
4. **Yellowstone** is the name of what two things?
  - a. An aboriginal American and a park.
  - b. A river and a park.
  - c. A park and a geyser.
  - d. A geyser and a river.
5. What would be another good title for this article?
  - a. Seeing Old Faithful for the First Time.
  - b. Going Back in Time at Yellowstone.
  - c. Yellowstone’s Most Dangerous Animals.
  - d. My First Trip to Yellowstone.



Old Faithful geyser

## 4-2 Final Review (II)



⤴ Afternoon tea is a small meal typically eaten between 2:00 to 5:00 p.m.

# 91

091

## Where Elegant Meets Delicious

Afternoon tea refers to a small meal that used to be eaten sometime between 2:00 to 5:00 p.m. in Britain and other Commonwealth countries. It consists of a delicious spread of tiny sandwiches, scones, rolls, meats, and of course tea. People don't "eat" afternoon tea; they "take" it. However, it has been a long time since afternoon tea was widely popular. In modern society, it's hard to take afternoon tea at 2:00 p.m. when you're working a full-time job.

Even though people have stopped taking afternoon tea every day, the custom survives in some parts of the world. Many people view afternoon tea as an elegant meal that only aristocrats and other very rich people used to enjoy. Therefore, it's not rare for a group of friends to go to a fancy restaurant and take afternoon tea on a rainy Sunday afternoon as a special treat.

Hundreds of years ago, it wasn't just rich people who took afternoon tea. Poor people who worked all day took it as well. So why do we think of afternoon tea as such an elegant tradition? The answer may have to do with the origins of the custom.



⤴ finger sandwiches



cup of tea &gt;&gt;



According to legend, afternoon tea was invented by the Duchess of Bedford, one of Queen Victoria's ladies-in-waiting. It seems like the Duchess didn't usually eat lunch, so she would always suffer from "a sinking feeling" of hunger around four o'clock. In the beginning, the Duchess would send for her servants and ask them to bring her tea and snacks. Later, she began sending out invitations to her friends so she wouldn't have to eat her snacks alone. Some of the guests liked these informal gatherings so much that they started organizing their own afternoon tea parties. And just like that, the tradition of afternoon tea was born.

cupcakes &gt;&gt;



## Questions

1. What would you say is the main topic of this article?
  - a. The origin of a well-known British tradition.
  - b. The dining habits of Queen Victoria.
  - c. The lifestyles of the rich and famous in ancient Britain.
  - d. A history of the conflict between Britain and France.
2. This article is about \_\_\_\_\_.
  - a. Queen Victoria
  - b. the Duchess of Bedford
  - c. afternoon tea
  - d. rich people
3. Which of the following is probably true about the Duchess of Bedford?
  - a. She was weak and sick her whole life.
  - b. She secretly hated Queen Victoria.
  - c. She was originally from Spain.
  - d. She was a rich aristocrat.
4. Why do people believe that afternoon tea is very elegant nowadays?
  - a. Because the teacups always used to be made of gold.
  - b. Because the custom was started by a Victorian lady-in-waiting.
  - c. Because afternoon tea is always very expensive at restaurants.
  - d. Because the custom was started by a French king.
5. This article can best be described as a(n) \_\_\_\_\_.
  - a. narrative essay
  - b. biography
  - c. informative essay
  - d. myth

scones

