

Ready for Reading Success



Develop Your Reading
Comprehension Skills



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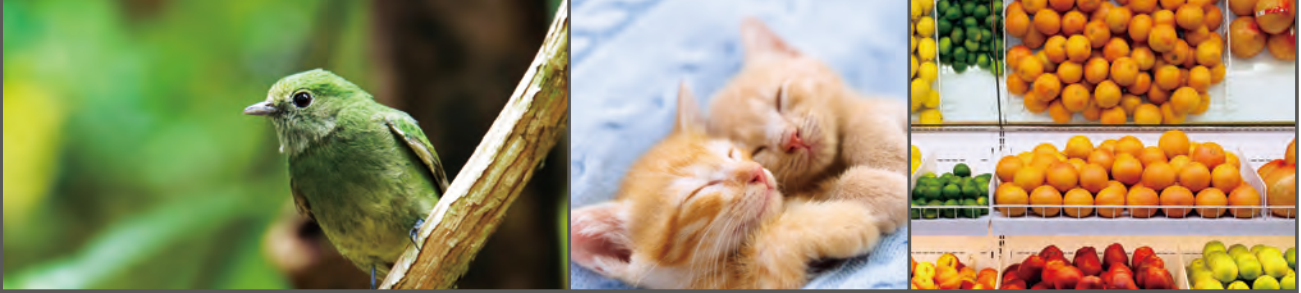




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Article Type / Subject	Issue	Core Competency
paragraph/ language & communication	reading literacy	semiotics
dialogue/ culture	multiculturalism	global understanding
blog/ culture	gender equality	aesthetic literacy
passage/ health & body	disaster prevention	global understanding
column/ animals	life	
card/ families, family relationships & kinship terms	morality	expression
dialogue/ social behavior	security	moral praxis
passage/ education	reading literacy	logical thinking
passage/ gender equality	gender equality	expression
dialogue/ teens		self-advancement
broadcasting/ daily routines		media literacy
invitation/ life	technology	information and technology literacy
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passage/ arts & literature	multiculturalism	artistic appreciation

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Article Type / Subject	Issue	Core Competency
dialogue/ health & body	morality	logical thinking
advertisement/ life	reading literacy	planning and execution
passage/ science	life	problem solving
passage/ social behavior		logical thinking
passage/ arts & literature	morality	physical and mental wellness



Article Type / Subject	Issue	Core Competency
news clip/ health & body	reading literacy	self-advancement
website/ entertainment	technology	planning and execution
poem/ teens	morality	self-advancement
passage/ famous people	environment	self-advancement
passage/ sports	reading literacy	self-advancement
diary/ daily routines	reading literacy	problem solving
passage/ health & body	reading literacy	
notice/ life	security	planning and execution
passage/ nature	environment	
passage/ families & kinship terms	family education	interpersonal relationships



Article Type / Subject	Issue	Core Competency
passage/ health & body	reading literacy	logical thinking
passage/ Internet or technology	technology	information and technology literacy
passage/ animals	life	problem solving
passage/ environment	environment	problem solving
passage/ entertainment	reading literacy	logical thinking

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Article Type / Subject	Issue	Core Competency
passage/ life	reading literacy	expression
passage/ animals	life	semiotics
passage/ culture	multiculturalism	cultural understanding
passage/ travel	information	semiotics
passage/ culture	multiculturalism	cultural understanding



Article Type / Subject	Issue	Core Competency
website/ career	career planning	planning and execution
advertisement/ Internet or technology	technology	innovation and adaptation
brochure/ nature	outdoor education	teamwork
talk/ plants	life	expression
poem/ life	morality	physical and mental wellness
passage/ famous place	environment	
magazine article/ health & body		problem solving
dialogue/ gender equality	gender equality	interpersonal relationship
passage/ families & kinship terms	family education	teamwork
passage/ Internet or technology	technology	information and technology literacy



Introduction

Ready for Reading Success is a four-volume series of exercise books which helps beginners develop reading competence and improve reading skills. As 12-year basic education emphasizes the importance of interdisciplinary and real-life-based learning, this series is designed to meet those objectives.

Each book in the series contains 50 articles covering a variety of topics including culture, science, nature, literature, etc., which are written in formats commonly seen in everyday life, such as emails, invitations, advertisements, notices, dialogues, and so on. With its intriguing topics and diversified formats, the series not only enriches readers' reading experience, but also connects their learning process with their real lives.

Moreover, each article is followed by five multiple-choice comprehension questions that aim to train readers to integrate, analyze, and utilize the given information. Readers will be equipped with the ability to answer comprehension questions more quickly and correctly, and thus be prepared for the upcoming comprehensive assessment program for junior high school students.



Key Features

Ready for Reading Success is an incomparable tool for readers because of the features below.

1. Appropriately graded difficulty

Readers can choose which book to read based on their English level because the language in each book has been graded by its difficulty. The difficulty levels are distinguished by the length of each text, the number of high-level words used, the complexity of the grammar, and the maximum sentence length.

	Book 1	Book 2	Book 3	Book 4
Number of Words per Article	120–150 Words	150–180 Words	180–210 Words	210–250 Words
1,200 Word List for Junior High School	93%	86%	82%	75%
1,201–2,000 Word List for Junior High School	7 Words	15	30	50
7,000 Word List for Senior High School (Levels 3, 4, 5)	3 Words	6	7	12
Grammar Complexity	(Junior High) First Year	Second Year	Third Year	Advanced
Maximum Sentence Length	15 Words	18	25	28

2. Interdisciplinary topics related to everyday life

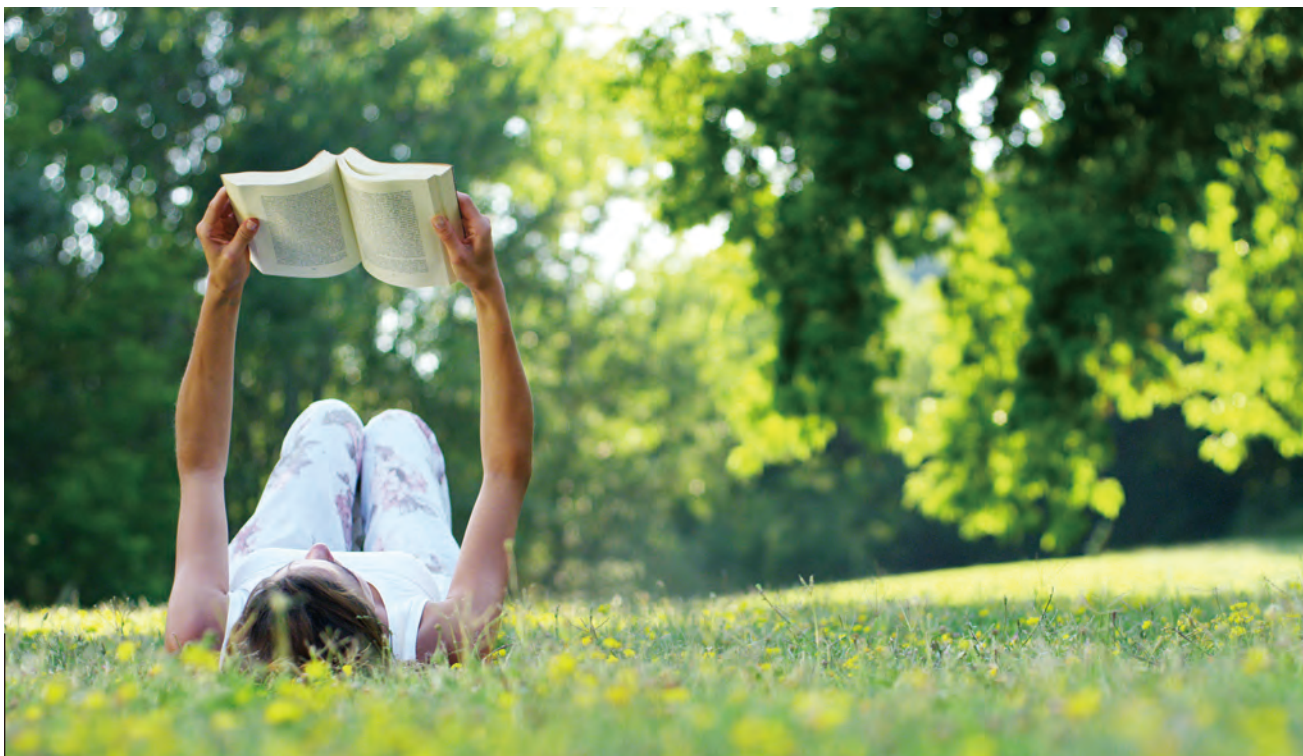
The topics in each book include teenage life, family, entertainment, environment, health, festivals, culture, animals, literature, travel, etc. This diversity enables readers to use English as a key to explore knowledge and enrich their lives.

3. Various formats of texts

The texts in each book are written in formats that are seen in real life, such as passages, poems, dialogues, advertisements, brochures, news clips, columns and so on, with an eye toward building reading ability that can be useful in everyday life.

4. MP3 audios recorded by professional native speakers

Each text in the book is recorded by native speakers that demonstrate correct pronunciation. The audios can also help boost readers' listening ability.



Structure of the Book

Unit 1 Reading Skills

Reading Skills help you practice some necessary skills for understanding what a text is about. This unit covers:

1 Subject Matter / Main Idea _____

Subject matter can be understood as what the article is about. On the other hand, the **main idea** is the key message the text conveys. It can be understood as the point the author is trying to make. Normally, both concepts should be grasped after the first few lines of reading.

2 Supporting Details / Cause and Effect _____

Supporting details are the bricks that build the house of a text. They provide clues for you to understand the main idea. These can be facts, descriptions, comparisons, examples, or anything else.

Cause and effect are two aspects of an event. The cause is why something happened, while the effect is *what* happened. Phrases like *because of* and *as a result of* can tell you the cause, while phrases like *as a result* (without *of*), *resulting in*, and *so* are used to show effects.

3 Fact or Opinion / Making Inferences _____

Facts are things that can be verified by other sources. **Opinions** are how someone feels about something. For example, “World War II ended in 1945” is a fact, but “I hate war” is an opinion.

Inference is using something you know to guess something you don’t know. You get to infer the meaning of a text by the information provided.

Unit 2 Word Study

Word Study helps you practice skills to build your vocabulary and understand new vocabulary in a text. This unit covers:

1 Synonyms / Antonyms

Sometimes, two words can mean the same thing. In this case, these words are **synonyms**. If two words have opposite meanings, then they are **antonyms**. *Good* and *brilliant*, for instance, are synonyms, but *good* and *bad* are antonyms. Learning these words will improve your vocabulary and thereby improve your reading and writing ability.

2 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 paragraph again, and try to guess what context means.



Unit 3 Study Strategies

Study Strategies help you use different parts of a text to gather information. Visual material and reference sources are two of these parts. Take a look, and you'll learn more than you thought you could.

This unit covers:

1 Visual Material

Visual materials are your helpers. They translate complex information into simple tables, graphs, charts, and maps. To understand these materials, read the titles carefully and check the legends. Once you understand the layout, you can read and understand the information itself.

2 Reference Sources

Dictionaries and indexes are two kinds of reference sources. Learning to use them helps you trace your target information and can improve your overall comprehension of what you are reading.

Unit 4 Final Review

Final Reviews help you review what you have learned. From these comprehensive questions, you can examine how well you have absorbed the ideas and material in this book.

How to Use This Book?

1 Various **topics** not only attract your attention but also further your knowledge.

gender

UNIT
1
09

» gender equality

Time to Break the Rules!

1 Blue is for boys and pink is for girls—isn't that the rule? Well, maybe not.

2 This idea only became common in the 1950s. Before that, no one could agree on what colors were best for boys and girls. Some baby magazines even said pink for boys (because it is a stronger color) and blue for girls (because it is prettier). In fact, around 150 years ago, all young children—boys and girls—wore white dresses.

3 So why do we have this idea now? Our modern color rules are the result of big companies wanting to sell us things more easily.

Franklin Roosevelt wore white dress as a child in 1884.

culture

UNIT
3
38

Taiwan's First People

Taiwan is home to over 23 million people. A little over 2% (around 560,000) are Taiwanese aborigines. Taiwanese aborigines came to Taiwan thousands of years ago. They used to live all over Taiwan. But in the 1600s, people from China and Europe began coming to the island. They fought with the aborigines for control of the land. Now, Taiwanese aborigines mostly live on the island's east coast and in the central mountains.

There are 16 different groups of Taiwanese aborigines. They all have their own customs, festivals, and language. The largest of these 16 groups is the Amis, with a little over 200,000 people. From the map, you can see the Amis live in the central part of Taiwan's east coast. The map also has information about other groups. By looking at the map, you can see where Taiwan's aboriginal groups live.

animal

UNIT
3
37

Funny-Looking, but Dangerous!

Hippos are large African mammals. They live in rivers and look quite funny with their little ears and big, round, gray bodies. But in fact, they are one of the world's most dangerous animals. Hippos get angry very easily. They have large teeth. And they can run really fast. Every year, they kill around 500 people in Africa.

Some people also say hippos sweat blood! Scary, right? Yes, if it were true. A hippo's sweat is red, but it isn't blood. It is actually a type of oil. This special oil protects a hippo's skin from the hot African sun.

I first saw the word hippo in a book about Africa. I had to look it up in a dictionary because I didn't know what it meant. I found the word on a page in the H section. Take a look at some of the other words on that page. They all start with the letters "hi-."

2

The texts of about 150 words apiece come in many **different forms**, broadening your reading experience.

invitation



UNIT 1 **12** 

Party Time

Time: Friday, April 24th, 2021, 4:00 – Saturday, April 25th, 2021, 11:00
Location: My house, the skate park, and Full Moon Pizza Restaurant
Created by: Billy Smith

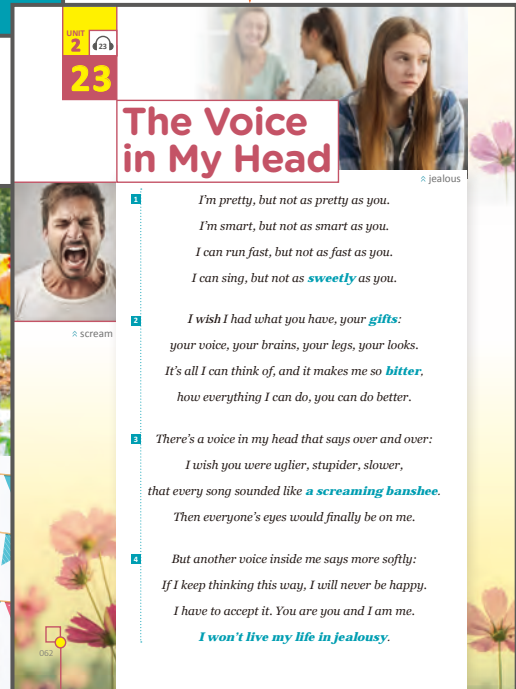
Hi everyone!


- I am going to have a big party for my thirteenth birthday on Friday. You can come back home with me after school. We can leave our school bags at my house. Then, we will go skating. If you don't have skates, don't worry. I have skates for you to borrow.
- After that, we will get pizza. **Full Moon has the best pizza!** Please tell me what kind of pizza you like so I can call the restaurant and order it. If you don't like pizza, they have other things.
- After that, you can come to my house and stay over. We are going to camp out in my garden. I have tents for you to use, but please bring your own sleeping bag. **It will be really fun!**

See you later!

Billy

poem

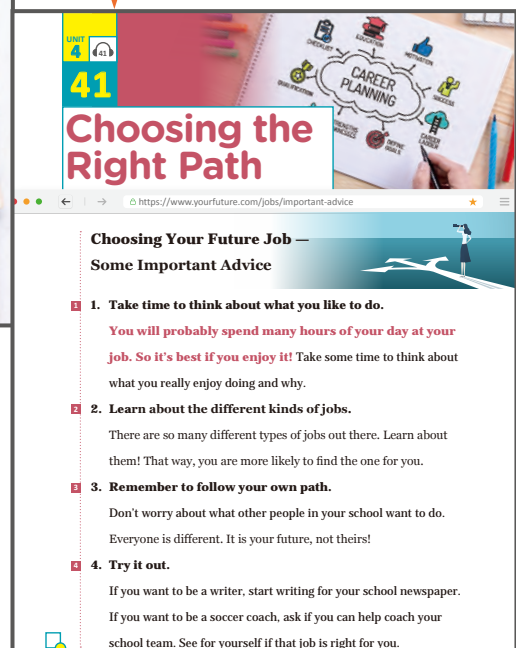



UNIT 2 **23** 

The Voice in My Head

- I'm pretty, but not as pretty as you.
I'm smart, but not as smart as you.
I can run fast, but not as fast as you.
I can sing, but not as **sweetly** as you.
- I wish I had what you have, your **gifts**:
your voice, your brains, your legs, your looks.
It's all I can think of, and it makes me so **bitter**.
how everything I can do, you can do better.
- There's a voice in my head that says over and over:
I wish you were uglier, stupider, slower,
that every song sounded like a **screaming banshee**.
Then everyone's eyes would finally be on me.
- But another voice inside me says more softly:
If I keep thinking this way, I will never be happy.
I have to accept it. You are you and I am me.
I won't live my life in jealousy.

web page



UNIT 4 **41** 

Choosing the Right Path

<https://www.yourfuture.com/jobs/important-advice>

Choosing Your Future Job — Some Important Advice

- 1. Take time to think about what you like to do.**
You will probably spend many hours of your day at your job. So it's best if you enjoy it! Take some time to think about what you really enjoy doing and why.
- 2. Learn about the different kinds of jobs.**
There are so many different types of jobs out there. Learn about them! That way, you are more likely to find the one for you.
- 3. Remember to follow your own path.**
Don't worry about what other people in your school want to do. Everyone is different. It is your future, not theirs!
- 4. Try it out.**
If you want to be a writer, start writing for your school newspaper.
If you want to be a soccer coach, ask if you can help coach your school team. See for yourself if that job is right for you.

3

Each text is followed by **five comprehension questions** to help you review and comprehend **nine reading strategies**, including:

1. What is this reading mostly about?

- a. Cultural bias. b. Face masks.
- c. Being rude. d. Getting a cold.

1 subject matter

2. What's the main idea of this reading?

- a. Face masks mean different things in different cultures.
- b. We should all wear face masks at all times.
- c. It is easy to get sick when you visit a new country.
- d. Face masks are easier to find in some countries than others.

2 main idea

1. Which of the following is NOT true about the tripping jump challenge?

- a. It takes three people to do it.
- b. It is very dangerous.
- c. It has been around for a long time.
- d. It began in America.

3 supporting details

2. Which of the following does NOT come from the tripping jump challenge, based on the reading?

- a. Death. b. A headache.
- c. Back problems. d. Brain Damage.

4 cause & effect

1. How did Suzie feel when she saw her candy was not on the desk?

- a. She felt surprised. b. She felt excited.
- c. She felt unhappy. d. She felt hungry.

2. "Suddenly, we saw Suzie's candy on the desk." Is this a fact or the writer's opinion?

- a. Fact. b. Opinion.

5 fact or opinion

3. From the reading, what is probably TRUE about Tom?

- a. He is lazy. b. He is afraid.
- c. He is honest. d. He is helpful.

6 making inference

1. Which of the following words means the same as "sweetly" in the first paragraph?

- a. Badly. b. Beautifully. c. Loudly. d. Deliciously.

7 synonyms

2. What does the word "gift" mean in the second paragraph?

- a. Something special that you were born with.
- b. Something you give to a friend for their birthday.
- c. Something that is cheap and easy to buy.
- d. Something that looks good but isn't real.

8 words in context

3. Which of these has the opposite meaning to "bitter" in the second paragraph?

- a. Sharp. b. Angry. c. Happy. d. Pretty.

9 antonyms

4

Diverse **images** and **graphics** give you motivation to read and explore.

map

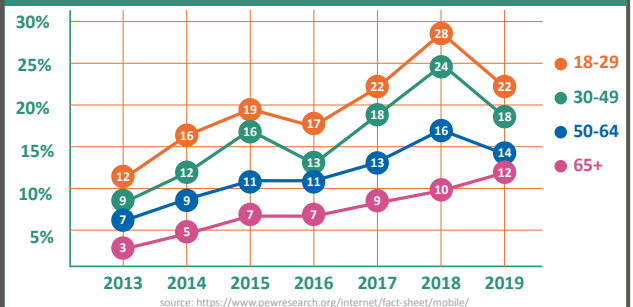


image

line graph



% of U.S. adults with a smartphone but without a home Internet connection, by age





UNIT 1

Reading Skills

1-1

Subject Matter / Main Idea

1-2

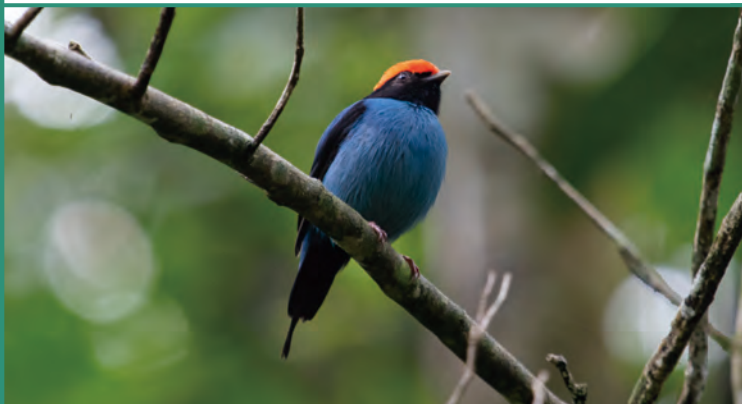
Supporting Details / Cause & Effect

1-3

Fact Or Opinion / Making Inferences

1-4

Review: Reading Skills





This unit covers six key ideas to look for when reading an article, including subject matter, main idea(s), supporting details, cause and effect, inferences, and fact or opinion.

In this unit, you will learn to recognize what a text is mainly about, understand how an author feels about a topic, make assumptions based on information, and observe how details can be used to support main ideas.





A Strange New Language



influencer



go viral



troll

- 1 The Internet is a strange place. It sometimes feels like its own country with its own special language. To help you learn that language, here are some common Internet words and their meanings:
- 2 **Influencer:** A person with many fans on social media. (e.g., “*It seems like these days everyone wants to be an Instagram influencer.*”)
- 3 **Hashtag:** The # symbol followed by a word or phrase. People often use hashtags to indicate the topic of a post. (e.g., “*I just bought some metal straws. #savetheplanet*”)
- 4 **Go viral:** If a video, picture, or story goes viral, it spreads quickly on the Internet. (e.g., “*Johnny’s dance video went viral. It already has over 1,000,000 views!*”)



- 5 **Troll:** Someone rude or mean on the Internet. (e.g., “*Stop writing bad comments about my photos. You’re such a troll!*”)
- 6 **Netizen:** Anyone who uses the Internet often. (e.g., “*Taiwanese netizens love watching food videos on YouTube.*”)

QUESTION

1. What is the reading about?
- a. Popular Internet videos.
 - b. Common Internet words.
 - c. Rude people on the Internet.
 - d. Internet users in Taiwan.
2. What is the main idea of the reading?
- a. There are many words you should know if you want to talk about the Internet.
 - b. Many people want to become popular on Instagram.
 - c. Some online videos spread very quickly.
 - d. People often use hashtags to mark the topic of their post.
3. What is the third paragraph about?
- a. Where to buy metal straws.
 - b. Where the symbol # comes from.
 - c. The meaning of the word “hashtag.”
 - d. How to save the planet.
4. What is the main idea of the fifth paragraph?
- a. You shouldn’t write mean things about people’s photos.
 - b. The Internet can be a dangerous place.
 - c. You should not worry about Internet trolls.
 - d. “Troll” refers to someone who is rude on the Internet.
5. You found something in a dictionary:

binge-watch (v.)

Watching all of a TV show in a short time.

e.g., “I binge-watched all 4 seasons of *Riverdale* on Saturday.”

What is this about?

- a. The show *Riverdale*.
- b. The meaning of “binge-watch.”
- c. What I did on Saturday.
- d. Cool new TV shows.



Cultural Differences Behind the Mask

Rob: Achoo!

Constance: Yikes. It sounds like you are getting a cold. Would you like to have one of my face masks?



5 **Rob:** Thank you, but what's the point? I'm already sick.

Constance: That's the most important time to wear a mask!
You don't want to infect other people, right?

Rob: Wait, so you're saying all those people wearing face masks here are already sick?

10 **Constance:** Yes. It's part of the local culture here. It's considered rude to be sick in public and not wear a mask.

Rob: That makes a lot of sense now that I think of it. In the West, almost no one wears them. What's more, some people think it's rude to talk to someone if you cover your face.

Constance: So would you like to wear one?

Rob: Of course! I don't want to be rude. After all, the best thing about living in a new country is learning from another culture.





QUESTION

- 1. What is this reading mostly about?**
 - a. Cultural bias.
 - b. Face masks.
 - c. Being rude.
 - d. Getting a cold.
- 2. What's the main idea of this reading?**
 - a. Face masks mean different things in different cultures.
 - b. We should all wear face masks at all times.
 - c. It is easy to get sick when you visit a new country.
 - d. Face masks are easier to find in some countries than others.
- 3. What is the last line mostly about?**
 - a. People can be rude sometimes.
 - b. Face masks.
 - c. Living in a new place.
 - d. Infection.
- 4. What is the first dialogue mostly about?**
 - a. Being sick.
 - b. Living in a new place.
 - c. Local culture.
 - d. Learning from other cultures.
- 5. When Rob speaks for the fourth time, what is the main idea he expresses?**
 - a. The weather is worse in the West.
 - b. It is hard to find a face mask in the West.
 - c. Face masks mean something different in the West.
 - d. Most people are scared of getting sick in the West.





UNIT 3

Study Strategies

3-1

Visual Materials

3-2

Reference Sources

Visual material like charts and graphs, and reference sources like indexes and dictionaries, all provide important information. What's more, they help you understand complicated information more quickly than you can by reading. In this unit, you will learn to use them to gather information.



What Your Body Needs



1 Your body needs several things to work well. It needs energy to keep it moving. (We measure energy in calories). It also needs protein. Protein helps you grow. It also helps your body fix itself when it is broken. Your body can store energy as fat, but it cannot store protein. So it is important to eat enough protein each day.

2 Each day, people need around 0.8 grams of protein per kilogram of body weight. For example, if you weigh 65 kilograms, you need 52 grams of protein (0.8×65). Some foods have lots of protein. Others much less. The table on the next page shows you how many grams of protein each food has per 150 calories.

3 A table arranges information in columns (down) and rows (across). To find out how much protein each food has, first find it in the left column. Then look across to the protein column.

Grams of Protein per 150 Calories

	Food	Protein
	Pork	23 g
	Sushi	20 g
	Steak	23 g
	Cheese	16 g
	Milk	10 g

	Food	Protein
	Egg White	24 g
	Tomato	1 g
	Shrimp	11 g
	Donut	4 g
	Oatmeal	4 g

QUESTION

- Which type of food has the most amount of protein?
a. Pork. b. Shrimp. c. Egg white. d. Pepper.
- Which of the following is TRUE?
a. Milk has more protein than sushi.
b. Pork and steak have the same amount of protein.
c. Oatmeal has more protein than cheese.
d. Tomato and pork have the same amount of protein.
- Which of the following is NOT true?
a. Cheese has more protein than sushi.
b. Oatmeal has more protein than tomato.
c. Tomato has more protein than pork.
d. Donut has more protein than tomato.
- My doctor told me to eat more protein. Which of these foods should I eat more of?
a. Cheese. b. Tomato. c. Oatmeal. d. Pork.
- Which food has more protein than milk, but less protein than sushi?
a. Shrimp. b. Oatmeal. c. Steak. d. Cheese.



No Internet at Home? No Problem!

1 We do almost everything online these days.

We get our news online. We find places to eat online. And we talk with our friends online.

Having the Internet is now a human right.

📶 video chat

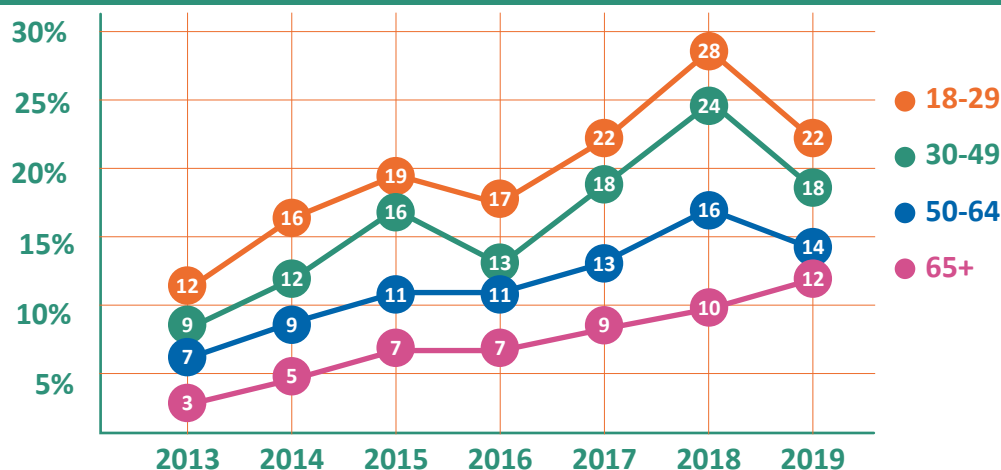
However, more and more people do not have home Internet.

Instead, they use their phones to go online.



2 As a result, people are getting used to using the Internet “on-the-go.” This makes people more and more reliant on their phones. We know this is bad for people’s health. Many now can’t be without their phones for even a few minutes.

% of U.S. adults with a smartphone but without a home Internet connection, by age



source: <https://www.pewresearch.org/internet/fact-sheet/mobile/>

The line graph on the previous page shows the percentage (%) of adults in the United States with a smartphone but with no home Internet. A line graph shows numbers as points. A line then joins these points together. This way it is easy to see how numbers change over time.

☑ phone addiction



⤴ phubber

QUESTION

1. What percentage of 18–29-year-olds had a smartphone but no home Internet in 2015?
a. 19% b. 5% c. 11% d. 28%
2. Sixteen percent of which age group had a smartphone but no home Internet in 2018?
a. 18–29 b. 30–49 c. 50–64 d. 65+
3. In which year did 5% of people aged 65 and over have a smartphone but no home Internet?
a. 2013 b. 2014 c. 2017 d. 2019
4. Which of the following is TRUE?
a. The numbers went up for 30–49-year-olds between 2015 and 2016.
b. The numbers went up for 50–64-year-olds between 2018 and 2019.
c. The numbers went down for 18–29-year-olds between 2013 and 2014.
d. The numbers for 50–64-year-olds stayed the same between 2015 and 2016.
5. Which of the following is NOT true?
a. Between 2013 and 2019, the numbers for the oldest age group never dropped.
b. The numbers for 30–49-year-olds were higher in 2015 than in 2016.
c. The numbers for 18–29-year-olds were lower in 2019 than in 2016.
d. The numbers for the youngest age group were always the highest each year.