## Introduction

Step Into Target Reading is a four-book series specially designed for beginner to intermediate level readers. Each book contains 50 lessons. The language used in each book has been appropriately graded for difficulty. The difficulty levels are distinguished by the length of each passage, the number of high-level words used, the complexity of the grammar, and the maximum sentence length.

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

#### **Lesson Structure**

#### **Reading Passage**

The *Step Into Target Reading* series employs a variety of topics and writing styles. Texts come in many different forms, including passages, poems, dialogues, advertisements, blogs, calendars, leaflets, magazine articles, and news clips. This emphasis on diversity aims to provide learners with an array of different reading experiences while simultaneously exposing them to a wide range of useful everyday language.

The topics featured in the series are fun, diverse, and related to the readers' everyday lives. They include **Teens, Families, Education, Entertainment, Health & Body, Holidays & Festivals, Animals, Arts & Literature, Science, Culture**, and **Travel**, to name but a few. These varied topics not only attract the readers' attention but also lead to the acquisition of different kinds of knowledge.



#### **Reading Practice**

Each text is followed by five reading comprehension questions to help students understand the reading. The reading skills involved in these questions are:

Main idea / Supporting details

Words in context

Making inferences

Visual comprehension

**Main idea** While reading, students should ask themselves, "What point is the writer trying to make?" This way, students will better be able to understand the article as a whole.

**Subject matter** This question helps readers focus more on the text they are reading. After reading the first few lines, readers should ask themselves, "What is this article about?" They will start concentrating instantly.



**Supporting details** Each text is made up of details that support the main idea. Supporting details come in various forms, such as examples, explanations, descriptions, definitions, comparisons, contrasts, and metaphors.

**Words in context** Understanding words within a particular context is an important skill. Mistaking the meanings of key words or phrases can lead to a gross misunderstanding of the author's message.

**Making inferences** Inference questions ask the readers to identify what wider assumptions can be made based on the information given in the text. The main goal of this question is to develop readers' critical thinking and logic.

**Visual comprehension** This type of question asks readers to identify information presented in graphical representations, which may take the form of visual material (tables, graphs, charts, etc.) or reference sources (indexes, dictionaries, atlases, etc.). Learning to use the graphical parts of a text can improve your overall comprehension of what you are reading.



### How do I use this book?





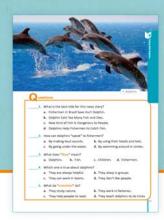
The **topics** are fun, diverse, and related to the readers' everyday lives: Teens, Education, Entertainment, Science, Arts & Literature, and Travel, to name but a few. These varied topics not only attract the readers' attention but also lead to the acquisition of different kinds of knowledge.





The **texts** come in many different forms: passages, poems, advertisements, blogs, calendars, leaflets, and more, providing students with an array of authentic reading experiences.

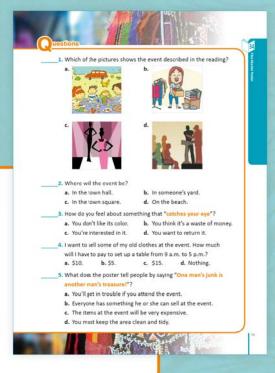


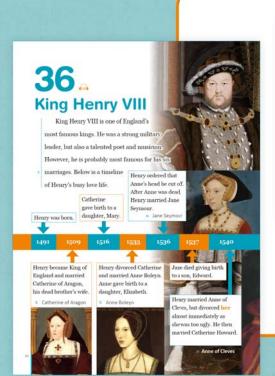




Each text is followed by

five comprehension questions to help
students review the content of the
reading and improve their comprehension
skills.









Plenty of eye-catching **images** and **graphics** give readers powerful motivation to read.



## The Power of a Smile

Are you smiling right now? What makes you smile?

Maybe you smile when you see your friends, eat chocolate cake, or win a prize. Doctors think we should smile often, because it's good for our bodies and minds. When you smile:

- you feel happy,
  - · you make others feel happy,
  - · you look more beautiful, and
  - · you can "speak" without language!

Smiling means the same thing in every country in the world. There is even a "Smile Power Day" on June 15, when people smile at strangers. But be careful! Most people will



- prize



notice the difference between a real smile and a fake one. When your smile is real, you use your mouth and your eyes. When your smile isn't real, you only use your mouth.

Why don't you try it? Smile for real at your teacher; does he or she smile at you, too?



fake smile

## uestions

- 1. What can we learn from the reading?
  - a. Doctors shouldn't smile.
- b. Teachers often smile.
- **c.** Smiling is good for you.
- d. Don't smile at strangers.
- 2. Which of the following is not true?
  - a. "Smile Power Day" is on June 15.
  - b. "Smile Power Day" is on July 15.
  - c. Smiling makes you look beautiful.
  - d. Smiling makes you feel happy.
- 3. What does "fake" mean?
  - **a.** Happy.
- **b.** Beautiful.
- c. False.
- d. Comfortable.
- 4. How do you know when someone is happy?
  - She smiles with all of her face.
  - **b.** She only smiles with her mouth.
  - **c.** She spends time with her friends.
  - d. She eats a lot of chocolate cake.
- 5. What does "it" mean?
  - a. Winning.
- **b.** Talking.
  - **c.** Learning. **d.** Smiling.

(002)

# **Mother's Day Card**

To the World's Greatest Mom,

You're the kindest, most caring,

most wonderful mother I could ever wish for.

Thank you for always taking care of me.

Thank you for always cheering me up when I feel sad.

And thank you for keeping me out of trouble!

I want you to know that you're not just my mom; you're also my best friend. So I'm sending you lots and lots of love and kisses on this special day.

And, I told Dad to stop being so lazy and to give you the day off, and he said he would. So if he's not helping out around the house, he's breaking his promise

(I hope he gave you breakfast in bed; I did remind him).

All my love,

Your loving daughter,

Jane

P.S. I hope you liked the flowers.

I know tulips are your favorite!



1. If this were a card, what would it look like?

a.



b.



Э.



d.



- 2. What do we know from the reading?
  - a. Jane has children of her own.
  - b. Jane's father made her mother breakfast in bed.
  - c. Jane does not get along well with her father.
  - d. Jane and her mother have a good relationship.
- 3. What are "tulips"?
  - **a.** A type of card
- **b.** A type of food.
- **c.** A type of flower.
- d. A type of song.
- 4. What did Jane mean when she told her father to give her mother "the day off"?
  - a. He should take her mother out for a meal.
  - **b.** He should do the housework for her mother.
  - c. He should help her mother call in sick for work.
  - d. He should watch TV with her mother.
- 5. What does "cheer someone up" most likely mean?
  - a. Correct someone's mistake.
  - **b.** Give someone money.
  - c. Laugh at someone.
  - d. Make someone feel happy.

# 3 Homestay Experience



Dear Shu-Fen,

How are you? I'm having a great time in France! I'm staying with a French family. They have a son, Michel, and a daughter, Eloise. We spend **nearly** every day at the beach because the weather is so hot. We only stay home on Sundays, because Michel and Eloise's grandparents come to visit. They're very kind. They bring us candy and comics. I try to speak French with them, but it's difficult.

Tomorrow we're getting up early to visit an old castle. Michel says a ghost lives there, but I don't believe it! Later, we're having dinner at a famous fish restaurant. They catch the fish in the morning and cook them on a barbecue. The food in France tastes very different from the food in Taiwan, but I like it.

I miss you! See you soon.

Mei-Hui

15



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▼ France





1. What should Mei-Hui's postcard look like?

a.



d.









- 2. Where is Mei-Hui going tomorrow morning?
  - **a.** To a castle.
- **b.** To a store. **c.** To school.
- d. To a restaurant.

- 3. What does "nearly" mean?
  - a. Also.
- b. Never.
- c. Almost.
- d. Slowly.

- 4. Which sentence is true?
  - a. Mei-Hui doesn't enjoy French food.
  - b. Mei-Hui doesn't think she'll see a ghost.
  - c. Mei-Hui can speak French very well.
  - **d.** Mei-Hui goes to the beach on Sundays.
- 5. Why does Mei-Hui like Michel and Eloise's grandparents?
  - a. The grandparents give them gifts.
  - **b.** The grandparents cook for them.
  - c. The grandparents tell them stories.
  - **d.** The grandparents take them to the park.