

# Building Academic Reading Skills

## **BOOK 1** **INSTRUCTOR'S MANUAL**

*Manual by Cheryl Delk*

As mentioned in the To the Instructor section, *Building Academic Reading Skills 1* has six units with two readings in each unit. Each of the six units incorporates two different types of readings and sections of pre-reading and post-reading activities. Each unit could potentially be completed in a week-and-a-half to two weeks, with most of the activities completed in class, depending on the length of the class session and level of students. The format (pre-, post-, and during reading activities) is consistent throughout the book to allow students to master a systematic approach to a new reading.

The readings represent a variety of genres from textbooks, magazines, and online articles. As the author mentions, the readings increase in difficulty throughout the book, as does the coverage of the reading skills; it is therefore suggested that the units be completed in order.

### **Sample Unit Plan**

Each of the units in the textbook is organized similarly. Depending on the number of sessions you have with your students, you may be able to do both readings in one week. The activities in the book can be completed within the classroom, including the reading.

### ***Additional References***

Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: University of Michigan Press.

SUGGESTED PLAN: THREE SESSIONS/WEEK (12–14 weeks/semester)

Day 1	Day 2	Day 3
<ul style="list-style-type: none"> <li>• Discuss activity</li> <li>• Pre-reading activities</li> <li>• Begin Reading #1 aloud (teacher) or silent in class without dictionary</li> <li>• HW: students read again</li> </ul>	<ul style="list-style-type: none"> <li>• Begin post-reading activities and share vocabulary</li> <li>• Reading #1 a second time</li> <li>• Apply reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Extension</li> <li>• Pre-reading activities for Reading #2</li> <li>• Begin Reading #2 aloud (teacher) or silent in class without dictionary</li> <li>• HW: Reading #2 and Main Ideas/Details activities</li> </ul>
Day 4	Day 5	Day 6
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Post-reading activities (read again)</li> <li>• HW: Reading #2 a second time</li> </ul>	<ul style="list-style-type: none"> <li>• Apply reading skills (post-reading activities)</li> <li>• Extension &amp; remaining expansion activities</li> </ul>	<ul style="list-style-type: none"> <li>• Additional activities/project</li> </ul>

DAILY SESSIONS (10–14 week semester)

Day 1	Day 2	Day 3	Day 4	Day 5
<ul style="list-style-type: none"> <li>• Discuss activity</li> <li>• Pre-reading activities</li> </ul>	<ul style="list-style-type: none"> <li>• Begin Reading #1 aloud (teacher) or silent in class without dictionary</li> <li>• HW: students read again</li> </ul>	<ul style="list-style-type: none"> <li>• Begin post-reading activities and share vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Reading #1 a second time</li> <li>• Apply reading skills</li> </ul>	<ul style="list-style-type: none"> <li>• Extension &amp; remaining expansion activities</li> <li>• Pre-reading activities for Reading #2</li> <li>• Begin Reading #2 aloud (teacher) or silent in class</li> </ul>
Day 6	Day 7	Day 8	Day 9	Day 10
<ul style="list-style-type: none"> <li>• Begin Reading #2 aloud (teacher) or silent in class</li> <li>• Post-reading activities</li> </ul>	<ul style="list-style-type: none"> <li>• Share vocabulary</li> <li>• Reading #2 a second time</li> </ul>	<ul style="list-style-type: none"> <li>• Apply reading skills (post-reading activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Extension &amp; remaining expansion activities</li> </ul>	<ul style="list-style-type: none"> <li>• Additional activities/project</li> </ul>

## 1: Coffee (pages 1–21)

### Objectives

- To use skimming and scanning reading skills to answer different types of questions from a textbook and online reading
- To recognize transitions used in readings to determine function and meaning
- To discuss the coffee industry from a marketing and environmental perspectives

### *Discuss (page 2)*

Put students in small groups (with different countries represented, if possible) to discuss their coffee-drinking habits and what they know about coffee in general.

1. Answers will vary.
2. Answers will vary.
3. Top coffee producers of 2005
  1. Brazil
  2. Vietnam
  3. Indonesia
  4. Colombia
  5. Mexico
  6. India
  7. Ethiopia
  8. Guatemala
  9. Honduras
  10. Uganda

Data from the Food and Agricultural Organization of the United Nations: [www.fao.org](http://www.fao.org).

### ***Expansion Activity #1: Expanding on Discussion Questions***

With a culturally diverse class, additional discussion questions on the initial activities in this chapter are possible. Encourage discussion or pair up students for interviews about the similarities and differences of coffee-drinking habits worldwide. Additional discussion questions:

1. At what age do people in your country start drinking coffee?
2. What does a typical cafe look like in a major city in your country? At what times of the day or week are cafes the busiest?

*Reading 1: Cross-Cultural Communication, Pre-Reading Activities (page 2)*

Read the first paragraph in the shaded box aloud to the students and then choose one student to read the information about Skimming and another student to read the information about Scanning. Ask the students to provide 1–2 main differences between the two skills, which can be written on the board.

*Practice (page 3)*

Ask the students to spend a few minutes filling out the chart individually and then share their answers with a partner for #1 and #2. Bring the whole group back together again to share the answers to #2 on the board.

1.

	Skim	Scan
a. What percentage of the earth's surface is water		✓
b. How many pages the article is	✓	
c. Whether there are graphs and charts in the article	✓	
d. Whether there are any direct quotes from specialists		✓
e. Who the author of the article is		✓
f. Whether the article is humorous or serious	✓	
g. What the author's conclusion is	✓	
h. How many species of wild animals in Europe are endangered		✓
i. What the lowest temperatures are in Antarctica		✓
j. How much the average apartment costs in New York City		✓

2.

- a. a number under 100 and a percent (%) symbol
- d. quotation marks
- e. a name; two or three words that begin with capital letters
- h. a number
- i. numbers and degree symbols (°) the letters F (for Fahrenheit) and C (for Celsius)
- j. numbers and a dollar sign (\$)

*Vocabulary (page 4)*

Ask the students to complete this activity alone or with a partner, and encourage them to consult a classmate or you about the meaning of a word instead of using a dictionary. Pronounce the words/phrases to the whole class and ask them to repeat.

1. in a foreign country	local	overseas	abroad
2. beverage	drink	snack	meal
3. grow	increase	expand	agree
4. consumer	buyer	seller	shopper
5. respond	produce	reply	answer
6. survey	poll	expression	statement
7. attitude	opinion	feeling	appearance
8. prefer	disagree with	would rather	like better

### ***Expansion Activity #2: Exploring Parts of Speech***

When reviewing vocabulary activities like the one on page 4 as a whole class, create additional questions about parts of speech and other word forms using the questions provided here to give them opportunities to use the words and hear different forms.

Examples:

- Is *grow* a noun or a verb?
- Consumer* is a noun. What is the verb?
- What are the verbs for *buyer* and *shopper*? What meaning does *-er* usually give to a verb when added?
- What do *reply* and *answer* have in common (can be both nouns and verbs)?
- What is the verb form of the noun *response*?
- Prefer* is a verb. What is the noun? Do you *prefer* to study alone or with others? What is your *preference*?
- Is *survey* a noun or a verb? Or both?

### ***Predict/Skim/Scan (page 5)***

These activities precede each reading throughout the textbook. The Predict activity can generally be done with a partner to brainstorm/predict. Answers will vary.

The Skim activity can be done individually to help students gauge their own perception of the level of difficulty.

- Answers will vary.
- five
- need to

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. 1971
2. 5,806
3. nine
4. Brazil

### *Expansion Activity #3: Scanning a Map*

Do an internet search (images) for “Worldwide Starbucks Map” or “Starbucks store finder” to find images to show students how many Starbucks™ exist across the world. Project the map or provide a few copies to use as an additional example of scanning (non-textual material) by asking them “How many Starbucks are there in [name of state or country]?” This activity can also be done with other national coffee retailers (Caribou, Peet’s).

### *Read, Attitudes Toward Multi-National Coffee Chains (pages 6–7)*

Assign the reading for homework or for silent reading in class where you can monitor whether the students are using a dictionary. If you were successful in finding a map of Starbucks™ locations, provide this to the students to expand on the statistics in the second paragraph of the reading.

### *Cultural Notes*

The reading mentions Starbucks specifically, but there are many other multi-national chains that students may (or may not) be aware of. Other multi-national coffee chains include Aroma Espresso Bar (Canada, Israel, Romania, United States, Ukraine, Kazakhstan), Costa Coffee (United Kingdom, Europe, Asia, Middle East), Gloria Jean’s Coffees (Australia, India, United States, Ukraine), Holly’s (Korea, Malaysia), Lavazza (Europe, United States), and Trung Nguyên (Vietnam, Singapore).

In the United States, coffee is often consumed in the mornings for/with breakfast. Other people enjoy coffee after dinner or with dessert. However, others drink some type of coffee-related drink all day long.

National Coffee Day is celebrated on September 29. The first International Coffee Day was in Japan in 1983. The United States first celebrated in 2005. Other countries celebrate as well, but on different days. For example, Germany celebrates on September 28 and Japan on October 1. Other dates are earlier (Brazil on May 24) or later (Taiwan on November 7). The day is often used to promote fair trade coffee (buying coffee from the growers that offer better conditions for their workers and at a higher price than other coffee) and to bring awareness to the plights that coffee growers face.

### *Main Ideas (page 8)*

Ask the students how they decided what the main idea of the reading was. This is a preview to reading skills in other chapters (looking at titles, first sentences, etc.). Ask the students if they can figure out which type of course the textbook is from: Biology? Marketing? History? How do they know?

1. b
2. a
3. Possible answer: Customers can buy more types of coffee drinks in a large chain store than they can in a small local store, so the large chains are good for customers. Answers will vary.

### *Vocabulary (page 9)*

This activity is best suited for individual homework. The words that the students choose will vary, but there may be overlap. Encourage students to use both a monolingual and an English-English dictionary to find the definitions of the words, and then show them how to use flash cards to record their words for the chapter. Answers will vary.

#### ***Expansion Activity #4: Using Vocabulary Flash Cards***

Encourage students to adopt a system (vocabulary notebook/log or flash cards) to help them work with new vocabulary by including on each card: the new word, synonym(s) or antonym(s), a sample sentence, and even a translation. According to Folse in *Vocabulary Myths* (2004), “Your students may have strategies that are related to their cultural background or educational background. If these strategies are successful, then encourage their use—even if it goes against what you would normally do or how you were taught” (p. 102). Other aspects of vocabulary cards to consider/discuss with students:

- putting the translation of the word on the opposite side of the card
- limiting the stack of cards to 10–15
- saying the word aloud while going through the cards
- reshuffling the cards regularly and/or pulling out words you learned

*expand (v)—to increase the size,  
volume, or quantity*



### *Details (page 9)*

Ask the students to complete this activity in class or for homework.

1. Nearly 16,000
2. Brazil, Morocco, and Serbia
3. Australia, the United States, Singapore, and the United Kingdom
4. France

### *Reading Skills: Skimming and Scanning (page 10)*

Ask the students to talk to a partner about these questions. Refer back to page 2 to review the strategies. Answers will vary.

### *Understanding the Text (page 10)*

Ask the students to work individually on this activity, and walk around the room to gauge whether the majority of the students are getting the correct answers. Spend some time when doing a whole class review of the answers on any that may have caused some difficulty.

1. c
2. a
3. a
4. c
5. a

### *Extension (page 11)*

Put students into three groups. Assign a leader to facilitate the discussion and provide a group answer to the whole class. To encourage active listening, tell the students that for homework they will have to write a paragraph response for each question based on what they heard in class and their own analysis. Answers will vary.

### *Reading 2: Environmental Science, Pre-Reading Activities: Transitions (page 12)*

The information in this section is quite dense. Present the information to the students, but be sure to let them know that these are just a *few* of the transitions. For an in-class activity or for homework, ask students to create additional sentences based on what they learned about their classmates' coffee-drinking habits using four of the transitions provided.

### *Vocabulary (pages 13–15)*

Complete the first activity as a large group. Follow up by asking students how they think this graphic is related to the topic of the next reading Environmental Science. Tell students that the vocabulary on page 14 is specialized vocabulary related to environmental science. Pronounce the words for the students

prior to assigning the activity for homework/pairwork. Encourage dictionary use (monolingual is OK!) and the use of internet searches for images to illustrate the words and to make vocabulary cards.

1.
  - a. sun
  - b. tree
  - c. canopy
  - d. bush
  - e. shade
2.
  1. g
  2. i
  3. b
  4. j
  5. a
  6. d
  7. f
  8. k
  9. h
  10. c
  11. e
3.
  - a. chemicals
  - b. Deforestation
  - c. fertilized
  - d. habitat
  - e. native
  - f. migrating
  - g. naturally
  - h. pesticides
  - i. poisoned
  - j. predators
  - k. wildlife

### *Predict/Skim/Scan (page 16)*

These activities precede each reading throughout the textbook. The Predict activity can generally be done with a partner to brainstorm/predict. Conduct a poll of the class to find out how many students think the reading will be easy and how many think it will be difficult. Ask them why they think this is the case.

1. Answers will vary.
2. an online blog

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

*However:* Paragraph 1

*Traditionally:* Paragraph 2

*However:* Paragraph 2

*At first:* Paragraph 2

*Unfortunately:* Paragraph 3

*Furthermore:* Paragraph 4

*Fortunately:* Paragraph 5

*But:* Paragraph 5

### *Read, Why Buy Shade-Grown Coffee? (page 17)*

Assign the reading for homework or for silent reading in class where you can monitor whether the students are using a dictionary. Remind the students to underline words they do not understand.

#### ***Cultural Note***

The debate surrounding sun- versus shade-grown coffee is ongoing. Coffee was originally grown in shade, but due to high demands, more and more is grown in the sun. The controversy stems from the impact that sun-grown coffee has had on numerous ecological factors. Shade coffee allows for animal and plant diversity, reduces soil erosion, results in water retention (rather than runoff), and prevents additional carbon from worsening global warming. Environmentalists and concerned consumers try to buy shade-grown coffee rather than varieties grown in the sun. This can also affect the economies of countries that are coffee producers, such as Guatemala, Costa Rica, Mexico, Ethiopia, Kenya, Colombia, Vietnam, Cote d'Ivoire, and Hawaii.

### *Post-Reading Activities: Main Ideas (page 18)*

Ask the students to answer the three questions silently prior to sharing the answers with the whole class.

1. c
2. a
3. a

### *Vocabulary (page 18)*

After the second reading (for class or for homework), solicit volunteers to share their words on the board to create a master list of words and provide possible words for the students' individual vocabulary cards. Answers will vary.

### *Details (page 19)*

Ask students individually to answer the three questions, and do a quick visual check to see if students answered correctly.

1. a, c
2. c
3. a, e, h

### *Reading Skills: Transitions (page 20)*

One way to review the answers for this type of activity in a whole class format but ensure that individual students understand the material is to provide students with two cards marked A and B; as you read each sentence, students simultaneously hold up the card with what they believe is the correct answer so that you can easily see who has the correct answers.

1. a
2. b
3. b
4. b
5. a
6. b
7. a

### *Understanding the Text (page 21)*

Put students into groups or pairs for this activity, and then ask a representative from the pairs/groups to list the answers on the board. Answers will vary.

### *Extension (page 21)*

Opinions will vary on these questions. Put students into groups and after 10–15 minutes, ask them to share their answers with the whole class. Alternatively, instruct the students to take notes and summarize in writing, for homework, what their group members reported. Answers will vary.

#### ***Expansion Activity #5: Using Transitions in Sentences***

Ask the students (in partners or for homework) to use the transitions they learned on page 12 to complete sentences using the words/phrases that follow. Encourage them not to look at the readings but to write original sentences.

1. increased production → increased profits
2. deforestation → decrease in wildlife
3. full-sun method for growing coffee → damage to ecosystem
4. pesticides kill insects → pesticides kill birds

## 2: Love (pages 22–39)

### Objectives

- To identify signposts in readings to help predict subject of the text
- To recognize the meaning of some vocabulary in a text through context
- To comprehend readings from a biology textbook and online article about cultural phenomena without using a dictionary

### *Discuss (page 23)*

Put students into male-only and female-only groups, if applicable, and then compare answers. Answers will vary.

### *Reading 1: Chemistry, Pre-Reading Activities: Signposts (page 23)*

Review the information in this section aloud with the class, leading to the examples in the practice section.

### *Practice (page 24)*

Ask six volunteers to write their questions on the board. Other students can share any alternatives they have. The other two questions can be discussed as a whole class.

1. Possible answers:
  - a. What are some similarities and differences between men and women in love?
  - b. What are some expectations of men and women in love?
  - c. What are their communication styles? How are they different?
  - d. What are some common misconceptions?
  - e. What do popular media say about this subject?
  - f. What are the new explanations from science?
2. Bold vocabulary will (usually) be explained in the textbook because bolding words is a signpost indicating that words are important. Therefore, a bolded word is likely to be explained.
3. Answers will vary.

### *Vocabulary (page 25)*

Pronounce these words and phrases for the whole class, and ask the students to repeat.

- |                               |                 |
|-------------------------------|-----------------|
| 1. pay attention to           | 5. tolerance    |
| 2. released into; bloodstream | 6. attraction   |
| 3. monogamy                   | 7. appetite     |
| 4. eye contact                | 8. satisfaction |

### ***Expansion Activity #1: Learning about Vocabulary Concordances***

After reviewing the answers to this activity, direct students to a concordance website such as WebCorp Live [www.webcorp.org.uk](http://www.webcorp.org.uk) or Compleat Lexical Tutor [www.lextutor.ca/](http://www.lextutor.ca/). Explain how sites like this can be used as a reference for them to see several examples of a word or phrase being used in context since a dictionary usually only provides a few examples.

### ***Expansion Activity 2: Understanding Idioms***

There are many idioms that American English uses to describe relationships, falling in love, etc. Encourage students to refer to one of the vocabulary concordancing sites after reading this paragraph to see additional contexts of these idioms and figure out their meanings.

*Dear Miss Advice:*

*I am writing to get some advice about a relationship I am in right now. I'm 35 years old and I have been looking for Mr. Right for almost 10 years. I met Scott on a double date that my cousin set up; she has known both of us for a while. Well, Abby, we hit it off right away. We had a lot in common: cooking, hiking, and playing golf. In fact, I thought it was a match made in heaven. I was crazy about him. He and I both like to cook, but the first time he came over to my house to make dinner together, I knew something was wrong. One thing I should mention is that I have 7 cats and 3 dogs and live in a small apartment. Abby, I love my pets and I don't think I could live without them. Well, it is obvious now that my relationship is on the rocks now, and I'm afraid that instead of hearing Scott say the three little words I would like to hear, Scott is going to dump me. What should I do?*

### *Predict/Skim/Scan (page 26)*

These activities precede each reading throughout the textbook. See page 6 of this manual for previous advice. Answers will vary.

For the Skim activities, put the questions on the board/handout for all the students to have prior to/after reading.

1. Answers will vary.
2. Possible answers:
  - a. What is the explanation for love in this reading?
  - b. What are the chemicals of attraction?
  - c. What is phenylethylamine and what does it do?
  - d. What is dopamine and what does it do?
  - e. What is norepinephrine and what does it do?
  - f. What are the chemicals of long-term love?
  - g. What is oxytocin and what does it do?
  - h. What is vasopressin and what does it do?

Encourage all students to participate in the Scan activity.

1. phenylethylamine, dopamine, and norepinephrine
2. oxytocin and vasopressin

### *Read, "Love Explained" (page 27)*

Prior to assigning this reading for homework or silent reading, ask students what type of textbook this reading is likely from. How do they know?

#### *Cultural Note*

Love at first sight is a common belief in Western culture and can be found in novels and short stories, music, cartoons, poetry, movies, and television shows. The beginnings of the concept come from the Greeks, who thought the source of love at first sight was from a Greek deity, such as Eros or Cupid. Whether love at first sight is "real" has been explored not only by artists, but also by a variety of scientists, such as neuroscientists, anthropologists, and biologists.

### *Main Ideas (page 28)*

Ask the students to answer the two questions silently prior to sharing the answers with the whole class.

1. b
2. b

### *Details (pages 28–29)*

Prior to reviewing the answers to this activity in class, refer to an online dictionary (with audio) to help you pronounce scientific vocabulary from the reading/exercise to the class: One example can be found at [www.merriam-webster.com/medlineplus/norepinephrine](http://www.merriam-webster.com/medlineplus/norepinephrine).

1. a
2. c
3. c
4. d
5. b
6. a

### *Expansion Activity #3: Using Online Audio Dictionary*

Show students different types of online dictionaries that have audio components, which may be useful when dealing with new or specialized vocabulary: Merriam-Webster dictionary ([www.merriam-webster.com](http://www.merriam-webster.com)) or the Learner's Dictionary ([www.learnersdictionary.com](http://www.learnersdictionary.com)). Hearing the pronunciation of a word while students are making vocabulary cards may be helpful in the learning of new vocabulary.

### *Reading Skills: Signposts (page 29)*

Refer to the students' questions that were written on the board for the Skim activity on page 26. Answers will vary.

### *Understanding the Text (page 29)*

Ask the students to answer the two questions silently prior to sharing the answers with the whole class.

1. c
2. b

### *Extension (page 30)*

Complete these activities as a discussion. Expansion Activity #4 can be used as a writing activity. Answers will vary.



### *Expansion Activity #4: Writing a Problem-Solution*

Refer to page 23 with the list of different dating situations (#3). Assign a student (or pair of students) one of these revised situations. Each student will write a description of the situation and then exchange with another student/pair who then writes a response with advice for the situation (similar to "Dear Miss Advice").

- a. two people of very different ages
- b. two people from very different cultural backgrounds
- c. two people with very different educational backgrounds
- d. two people who do not speak the same language
- e. two people who do not have the same hobbies or interests
- f. two people who do not want the same number of children
- g. two people with very different personalities

### *Reading 2: Cultural Anthropology, Pre-Reading Activities, Vocabulary from Context 1 (page 31)*

Review the information in this section with the students as a whole class prior to doing the vocabulary activity that follows. Doing vocabulary in context activities in class are important for the students to get immediate feedback.

### *Vocabulary (pages 32–33)*

Do in class and discuss which parts of the sentence or words the students used in order to guess the meanings. NOTE: The last sentence (#7) presents a word that many students probably know out of context, but explain to them that all answers here are definitions of *support* and that it is the context of this sentence that clearly defines the word.

1. a
2. a
3. c
4. b
5. b
6. a
7. c

### *Predict/Skim/Scan (pages 33–34)*

These activities precede each reading throughout the textbook. See advice given on page 6 of this manual. Conduct a poll of the class to find out how many students think the reading will be easy and how many think it will be difficult. Ask them why they think this is the case. Answers will vary.

For the Skim activities, put the questions on the board/handout for all the students to have prior to/after reading.

1. Answers will vary.
2. b
  - a. What is a new relationship trend?
  - b. What do the women say?
  - c. What do the men say?
  - d. How do they meet each other?
  - e. Do these relationships work?

Encourage all students to participate in the Scan activity.

1. the United States and the United Kingdom
2. older woman/younger man
3. Marcia Gold's boyfriend

*Read, Cougars: A New Relationship Trend? (pages 35–36)*

Remind the students to NOT use a dictionary and to underline only five words they do not understand.

***Cultural Note***

A cougar is most often defined as a member of the big cat family, such as a puma, mountain lion, or panther. However, more recently it has taken on a new meaning. In idiomatic English, a cougar is an older woman (over the age 35) who dates a significantly younger man (at least 10 years her junior). Some women may be proud of being termed a “cougar,” but others are offended by this term. In general, it's perceived negatively, so students should be advised to use it with great care. It may be worth pointing out to students that there is no term (let alone anything potentially negative) to describe the opposite type of relationship—men over the age of 35 who date women more than 10 years their junior)—and that those types of relationships are often heralded in U.S. society.

*Main Ideas (page 37)*

One way to review the answers for this type of activity in a whole class format but ensure that individual students understand the material is to provide students with two cards marked T and F; as each sentence is read, students hold up the card with what they believe is the correct answer.

1. F
2. F
3. T
4. F
5. T
6. F

### *Details (page 37)*

After students provide the ages, ask the students why these details are important to the reading.

1. 46
2. 21
3. 26
4. 34
5. 43
6. 29

### *Reading Skills: Vocabulary from Context (page 38)*

Refer back to the vocabulary card description on page 8 of the manual. Answers will vary.

### *Understanding the Text (page 38)*

Refer back to the Skim questions that were provided to the students.

1. Answers will vary.
2. Possible answers: The writer wasn't able to interview enough people to get statistics. The writer thought people's stories would be more interesting than statistics.
3. c

### ***Expansion Activity #5: Predicting Topics from Book Titles***

In the early 1990s, a book titled *Men Are from Mars, Women Are from Venus*, written by relationship counselor John Gray, became very popular and sold millions of copies. This book is one of many self-help books about relationships. Provide students with the titles of relationship self-help books (some samples given) and discuss.

1. What do you think some of these books are about?
  - *Men Are from Mars, Women Are from Venus*
  - *Better Love Next Time*
  - *Fight Less, Love More*
  - *Too Good to Leave, Too Bad to Stay*
2. Self-help books are very popular in the United States. Why do you think so?

### *Extension (page 39)*

Put the students into culturally diverse groups if possible to create a discussion on cross-cultural behaviors in terms of relationships. Addition popular/cultural phenomena that can be discussed/researched include: Facebook (social media), internet dating, reality TV, and TV talent shows. Answers will vary.

### 3: Bats (pages 40–56)

#### Objectives

- To recognize definitions, explanations, and examples of new words and phrases
- To continue using vocabulary in context clues as a reading strategy for comprehension in a text from a website and one from an art history textbook
- To organize information from texts graphically

#### *Discuss (page 41)*

Ask the students to spend a few minutes on this exercise alone and then in small groups. If possible, allow each group to show their word webs with the whole class (projected) as you point out some of the similarities among the groups and the unique words/phrases as well.

#### ***Expansion Activity #1: Exploring Online Word Webs***

Share different online graphical dictionaries with students, typing in a few words as examples and projecting the image, if applicable: [www.visuwords.com](http://www.visuwords.com) or [www.lexipedia.com](http://www.lexipedia.com)

#### ***Expansion Activity #2: Organizing Information into an Outline***

Demonstrate to the students how the information could be organized into a written outline as well. Explain that each student has a different learning style and may prefer different types of visual representations of information.

##### **Bats**

Appearance

- black

-

-

Bad Points

-

-

Good Points

-

-

*Reading 1: Pre-Reading Activities: Definitions, Explanations, and Examples (page 42)*

Spend time in class reviewing this information. Note that these cues are often used along with specialized vocabulary (e.g., microbats, megachiroptera, echolocation, etc.), that might not be in a learner's dictionary.

*Vocabulary (page 43)*

Complete this activity in class and ask students to point out which technique in Numbers 1, 2, 4, 5, 8 from page 42 was used in each to help define the word.

1. hibernate
2. caves
3. species
4. crops
5. prey
6. fungus
7. population
8. insects

*Expansion Activity #3: Using Images to Help Acquire New Vocabulary*

Refer students back to the Expansion Activity #1 in Chapter 1 about vocabulary cards. Discuss the value of doing internet searches for images for unknown words (words such as *caves*, *fungus*, *prey*, and *hibernate* on page 43) as the visual backup may help them remember the word. Students can attach an image or even draw the image on their card.

*Predict/Skim/Scan (page 44)*

The Predict activity can be done with a partner to brainstorm/predict. Answers will vary.

The Skim activity can be done individually to help students gauge his/her own perception of the level of difficulty.

1. Answers will vary.
2. 3

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. c
2. about 30 years
3. insects

*Read, What's Killing the Bats (page 45)*

Provide index cards for students to write the three words they chose while reading to add to their compilation of flash cards.

***Cultural Note***

The subject of bats can be sensitive because it is often associated with luck, witchcraft, vampires, and magic. In some cultures, bats are symbols of destruction or death. Although often associated with negative concepts, some cultures consider bats a positive symbol. For example, the Chinese culture considers the bat a symbol of longevity and happiness.

*Main Ideas (page 46)*

Complete this activity with the whole class.

1. Many
2. don't know
3. very important

*Details and Reading Skills (page 46)*

Refer the students back to page 42 to review the different types of words and punctuation to help them complete this activity. Emphasize the importance of not needing to know exactly what some of these specialized vocabulary words are.

1. a
2. c
3. a
4. c
5. b

*Vocabulary (page 47)*

Give students time to create their three vocabulary cards using a dictionary (graphical, if applicable), concordance sites, and online images from the internet. Answers will vary.

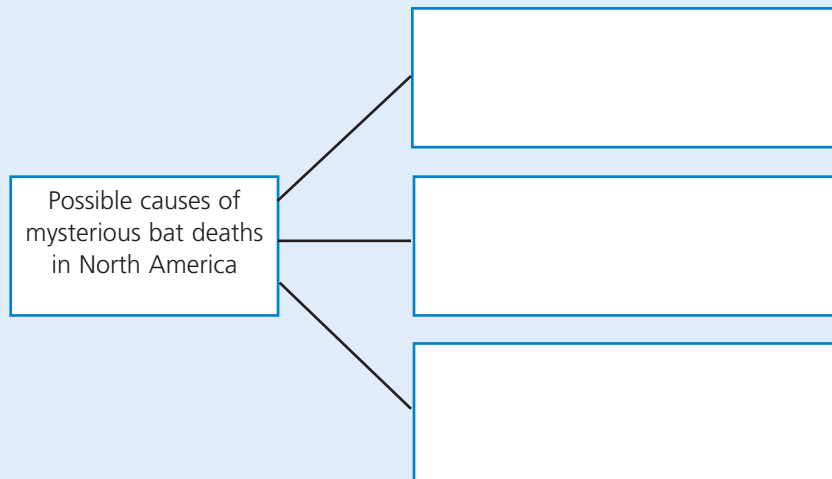
*Understanding the Text (48)*

Use Expansion Activity #4 to expand on the details in the reading.

1. c
2. a

### *Expansion Activity #4: Using Graphic Organizers after Reading*

The reading clearly presents possible causes of the death of the bat population. Introduce graphic organizers and discuss how they can help students organize and remember information from a reading. Put a graphic such as this on the board or on a handout, and ask students to fill in the causes from the reading. An additional level can be added to provide even more detail to each cause (with advanced learners).



*Answers: disease, lack of food, global warming*

### *Extension (page 48)*

Assign this for homework to provide extra writing practice for the students. Answers will vary.

### *Reading 2: Art, Pre-Reading Activities, Vocabulary from Context 2 (page 49)*

Solicit other types of words and phrases that students already know that may help them guess vocabulary in context.

### *Vocabulary (page 50)*

Complete this activity in class so that students get maximum input from you and their classmates with the words. Assign each pair one of the sentences. They have to explain how they were able to guess the meaning or what the clues in the sentence were. Answers will vary.

### *Predict/Skim/Scan (page 51)*

The Predict activity can be done with a partner to brainstorm/predict. Answers will vary.

The Skim activity can be done individually to help students gauge his/her own perception of the level of difficulty.

1. Answers will vary.
2. are just learning

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. five
2. peaches
3. joy

### *Read, Bats in Chinese Art (pages 52–53)*

Remind the students not to use a dictionary for the underlined words, but to continue to make vocabulary cards for other words they would like to learn.

#### *Cultural Note*

China has one of the oldest histories of art in the world, and it includes many forms, including painting, sculpture, and pottery, and uses a variety of materials, such as jade, bronze, gold, silver, porcelain, and enamel. Early Chinese arts dates back to prior to 221 BCE and progressed through Early Imperial China, a variety of dynasties, Late Imperial China, and continues today in the form of contemporary art. A frequent animal appearing in Chinese art is the bat.

### *Main Ideas (page 54)*

These questions can be answered quickly as a whole class.

1. c
2. a
3. c

### *Reading Skills: Vocabulary from Context (pages 54–55)*

Complete this activity in class so that students get maximum input from you and their classmates with the words. Assign each pair one of the sentences. Each pair has to explain how they were able to guess the meaning or what the clues in the sentence were.

1. a
2. c
3. a
4. c
5. b
6. c



### *Details (page 55)*

Complete this activity in class after silent reading (or reading for homework).

1. happiness
2. Bats represent male forces and peaches represent female forces, so together they are balanced.
3. because bats are known for living a long time
4. They bring good luck to the casino and bad luck to gamblers.

### *Understanding the Text (page 56)*

For #2 on page 56, ask students to write the paragraph number next the ideas that come from the reading for easy reference.

1. b
2. What bats represent to Chinese people  
Why Chinese people value or respect bats  
What kinds of art feature images of bats  
What bats in Chinese art look like

### ***Expansion Activity #5: Researching Animal Symbolism in Other Cultures***

The reading mentioned the significance of bats in Chinese and European culture. What about other animals and other cultures? Ask students (individually or in pairs) to choose a different animal and research what it symbolizes in different cultures to present to the class. This site has information on more popular animals: [www.animal-symbols.com/](http://www.animal-symbols.com/).

### *Extension (page 56)*

Assign students to four groups, each assigned a different figure in #1. Then put students into new groups with members from each of the previous groups to describe their figures to the “museum visitors” who are encouraged to ask questions. Assign either #2 or #3 for a writing assignment or email journal or discussion. Answers will vary.

## 4: Rubies (pages 57–76)

### Objectives

- To identify pronoun referents in readings to help comprehend the text
- To distinguish between fact and opinion in readings
- To apply reading strategies to a geology textbook reading and an editorial-style newspaper article

#### *Discuss (page 58)*

While students are discussing the questions in small groups, project images of these different gemstones from an internet image search, if feasible, to help them visualize the color. Survey the students and ask which gemstone they think is the most beautiful, valuable, rare, etc.

1.
  1. c
  2. e
  3. b
  4. d
  5. a
  6. f
2. Answers will vary.

#### *Pre-Reading Activities: Pronoun Referents (page 58)*

Students usually do not have a problem with pronouns *he/she/it*, but when other types of referents or multiple referents are used, comprehension can be more challenging.

#### *Practice (page 59)*

If it is possible to project this page at the front of the room, ask a student to come up and circle the pronoun referents and draw an arrow to the corresponding nouns.

1. b
2. a
3. a
4. b
5. b

### ***Expansion Activity #1: Recognizing Pronoun Referents***

Refer students back to the reading in the first unit "Why Buy Shade-Grown Coffee?" on page 17 and ask them to reread the first two paragraphs together, identifying any pronouns that are used along with their referents (*they, it, this*).

### ***Vocabulary (page 60)***

Ask students what all of the words in this activity have in common. Review the purpose of adding *-ly* to an adjective (making a word an adverb).

1. a
2. a
3. b
4. a
5. a
6. b

### ***Expansion Activity #2: Working with Adverbs and Adjectives***

Fill out this chart and write sentences for homework using either the adjective or adverb form of the words.

<i>Adjectives from Previous Chapters</i>	<i>Adverb</i>
previous	
deliberate	
frequent	
preferable	.
chemical	
natural	
auspicious	

There are exceptions to the *-ly* form of some very common adjectives: *friendly, elderly, lovely, likely, monthly, daily, early, ugly*.

### *Predict/Skim/Scan (page 61)*

These activities precede each reading throughout the textbook. The Predict activity can include a comparison to others types of textbook readings used in previous chapters. What would make a geology textbook chapter different? Conduct a poll of the class to find out how many students think the reading will be easy and how many think it will be difficult. Ask them why they think this is the case. Answers will vary.

For the Skim activity, tell the students that labeling/annotating their readings can help in later review.

1. Answers will vary.
2. chemical formula: Paragraph 2  
colors: Paragraph 3  
location: Paragraph 5  
hardness: Paragraph 4  
introduction: Paragraph 1

For the Scan activities, put the questions on the board/handout for all the students to have prior to/after reading.

1.  $\text{Al}_2\text{O}_3$
2. 10
3. Myanmar (Burma)

### *Expansion Activity #3: Annotating Texts*

The Skim activity (#2) asks students to mark the text with the topics of the paragraph. Talk to students about the value in annotating texts like this prior to and while reading, rather than simply highlighting and underlining, which are more passive activities. The word *annotating* means to “take notes” in the text, which is a must. Suggest that they use a pencil to:

- write topics in margins (see above)
- circle definitions/meanings
- use ex to indicate examples provided
- write questions in margins next to answers
- use numbering to indicate steps, reasons, examples, etc.

### *Read, Rare and Valuable (pages 62–63)*

This short reading can be done in class. Use one of the audio online dictionaries in class so that students can hear the specialized vocabulary pronounced accurately (e.g., *corundum*, *aluminum*).

### *Cultural Note*

A ruby is a pink or red stone that can be very valuable. A ruby's worth can be evaluated using the same four Cs that are used to value diamonds: color, cut, clarity, and carat (weight). In addition, rubies are valued based on their size and location of origin. Color is considered the most important factor when determining a ruby's worth. One of the world's largest rubies is located in the National Museum of Natural History in Washington, DC. It is 23.1 carats and was found in Burma (now Myanmar) in the 1930s. Rubies are considered very valuable in many Asian countries as well.

### *Main Ideas (page 64)*

These activities can be completed in class using A/B and A/B/C cards that individual students hold up to demonstrate understanding (see page 12 of this manual).

1. b
2. c
3. a
4. b
5. c

### *Expansion Activity #4: Conducting Internet Research*

Put students into groups or partners based on their birthday months, or groups of months, if appropriate (January/February, March/April/May, etc.) based on enrollment. Explain to the students that they need to research their birthstones using various search sites such as [www.thebirthstoneguide.com/](http://www.thebirthstoneguide.com/) or more specific searches related to their stone (see categories on the chart). Each pair/group will need to present its information to the whole class. The class will take notes in a chart format similar to what follows.

Gem	Color	Meaning/Symbol	Where It's Found

*Details (page 65)*

1. b
2. b
3. a
4. b
5. a
6. c

*Vocabulary (page 66)*

Put the students into pairs to compare their lists of words and spend time making flash cards for these words prior to a second reading for homework. Answers will vary.

*Reading Skills: Pronoun Referents (pages 66–67)*

This activity can be done individually at home or in class prior to reviewing the answers as a large group. The pronoun referents in this activity are not difficult.

1. c
2. b
3. a
4. c

*Understanding the Text (page 67)*

1. a
2. b
3. c

*Extension (page 67)*

The second question will prompt opinions on both sides. Assign the students to list ideas for homework and then share their opinions the next day. Focus on asking students why they feel the way that they do. Answers will vary.

*Reading 2: Political Science, Pre-Reading Activities, Identifying Fact and Opinion (page 68)*

Review the information in the shaded box with the students. Put a T-chart on the board and ask them for other ways to determine whether a sentence is a fact or opinion. Some possibilities are listed in the chart on page 31 of the manual.

Fact	Opinion
<ul style="list-style-type: none"> <li>usually supported by numbers, dates, times, etc.</li> <li>can be proven</li> </ul>	<ul style="list-style-type: none"> <li>usually thoughts or feelings of an individual or group</li> <li>sometimes uses superlative words such as <i>never, every, none, all, always</i>, etc.</li> </ul>

### *Practice (page 69)*

Ask students which part of each sentence helped them figure out whether it was a fact or an opinion. Add any new cues they used to the T-chart.

1. F
2. O
3. F
4. F
5. O
6. F
7. O
8. F

### *Vocabulary (page 70)*

After completing this activity, ask students individually or in partners to write three sentences using new words. Prior to assigning this, ask students if they can identify which words can be used as either nouns or verbs: *ban, conflict, debate, export, process, profit*.

1. e
2. a
3. i
4. l
5. j
6. c
7. b
8. h
9. k
10. f
11. d
12. g

### *Predict/Skim/Scan (page 71)*

These activities precede each reading throughout the textbook. The Predict activity can generally be done with a partner to brainstorm/predict. Allow students time to express their opinions with a partner and perhaps with the whole class. Answers will vary.

The Skim activity can be done individually to help students gauge their own perception of the level of difficulty. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. Answers will vary.
2. The Burma Democracy Promotion Act
3. three

Some students excel at the Scan activities; encourage participation from all of your students.

1. Cartier, Tiffany, and Bulgari
2. Thailand
3. 2003
4. 2,104

*Read, Jewelers, Buyers Divided on Ruby Ban (page 72)*

Remind students not to look up any underlined words at this time. However, tell students to continue building up their vocabulary cards by preparing cards for any words they underline.

**Cultural Note**

To avoid buying a “blood ruby,” many people conscious of the plight of ruby miners in Myanmar prefer to buy synthetic or imitation rubies. The first synthetic rubies were created in the late 1830s. Since then, a variety of methods have been developed. Now, synthetic rubies can be used for other purposes than simply to serve as gemstones. For example, some rubies are used in military rangefinders, for research, and to drill holes through hard substances like diamonds.

*Main Ideas (page 73)*

For #3, direct students to make notations within the text to annotate (see *Expansion Activity #3: Annotating*) the three main opinions so that they can easily refer back to them later.

1. b
2. c
3. a. People support it because they say it fights back against blood rubies.  
b. People don’t support it because they say it hurts poor miners and jewelry industry workers.  
c. People say it won’t work because it is too difficult to enforce.



### *Vocabulary (page 74)*

Do this activity in class to enable you to assist students with any context clues as a group.

1. c
2. a
3. b
4. b
5. a
6. c

### *Details (page 75)*

This activity can be done quickly in class; the questions are very similar to scanning questions.

1. a
2. a
3. c
4. b

### *Reading Skills: Identifying Fact and Opinion (page 75)*

This activity can be assigned for homework and reviewed the next day or completed in class in partners/groups. Ask students to annotate the text with F for facts they find and O for opinions. Answers will vary.

### *Understanding the Text (page 76)*

Discuss #2 with the whole class, explaining that newspaper articles often have a bias, even if it is subtle.

1. c
2. b
3. c

### ***Expansion Activity #5: Recognizing Point of View/Bias in Newspaper Headlines***

Put students into groups or partners and ask them to read the headlines about mining and predict whether the topic of each article and discuss whether there is any type of bias in the headline. For additional practice, ask students to change the headline into a question to help determine what the article will be about.

1. President Signs Grand Canyon Mining Ban
2. Human Rights Activists Call for Diamonds Boycott
3. Diamond Industry Can Foster Development
4. Curse of Blood Rubies: Inside Burma's Brutal Gem Trade
5. State Seeks to Lift Ban on Uranium Mining
6. California: Tribe Wins Ruling Against Gold Mining

### ***Extension (page 76)***

The first question can be expanded into a debate format with two teams (or two groups of teams). Answers will vary.

### ***Expansion Activity #6: Analyzing a Movie***

The movie *Blood Diamond* is a movie set during the Sierra Leone Civil War in 1999. Watch the movie with students. Refer to study/curriculum guides developed for the movie, if appropriate, for extended class discussion and activities at [www.filmeducation.org](http://www.filmeducation.org) (search "Blood Diamond") or [www.amnestyusa.org/sites/default/files/bd\\_curriculumguide\\_0.pdf](http://www.amnestyusa.org/sites/default/files/bd_curriculumguide_0.pdf).

## 5: Gaming (pages 77–96)

### Objectives

- To draw logical conclusions and make inferences from different types of texts
- To comprehend readings from a mathematical textbook and an autobiographical magazine article
- To recognize numbers and functions in a reading/ listening

### *Discuss (page 78)*

Prior to or while discussing these questions in small groups, it may be necessary to ask students for examples of different types of gambling activities to trigger what they may already know about the topic (casinos, horse or dog racing, dog fighting, lotteries, poker games, Las Vegas, etc.). Explore any discussion within a mixed cultural group as a whole class. Answers will vary.

### *Pre-Reading Activities: Drawing Conclusions (page 78)*

Spend time referring back to the previous units mentioned in this section to review this explanation about drawing conclusions. If additional practice is needed, try moving to sentence-level activities, many of which can be found online (search “drawing conclusions” + “activities” or “games” or “worksheets”).

### *Vocabulary (page 79)*

Remind students to use concordances available online (see page 14 of the manual) to provide them context for these idioms. Do the second activity aloud, choosing students to read different numbers/functions out loud.

1. e  
2. f  
3. b  
4. a  
5. d  
6. c
2. 1. b  
2. d  
3. g  
4. i  
5. e  
6. a  
7. f  
8. h  
9. c

### *Expansion Activity #1: Listening to Numbers*

The content of the first reading of this chapter requires students to read and talk about numbers and functions. Discrete practice listening to numbers and functions may help with comprehension. Read these sentences to students and tell them to write the numbers/symbols they hear. Another option is to ask a few students to come up to the board and write what they hear; their classmates can then compare their answers with what is on the board.

1. I try to take my dog for a walk at least twice a day.
2. The width of that door is two and a quarter inches.
3. Maria's twentieth birthday is on Sunday; let's have a surprise party!
4. The class ends at a quarter past one.
5. That company has at least three hundred and twenty thousand employees all over the world.
6. The first place swimmer won by twenty-three tenths of a second.
7. The sales tax in my city is going up to eight and a half percent next year.
8. The score of the football (American) game was thirty to seventeen.

*Suggested answers: 1. twice or 2X; 2.  $2\frac{1}{4}$  or 2.25; 3. 40th; 4. 1:15; 5. 320,000; 6. .23 or 0.23; 7. 8.5% or  $8\frac{1}{2}\%$ ; 8. 30–17.*

### *Predict/Skim/Scan (page 80)*

The Predict activity can be done with a partner to brainstorm/predict. Ask students if they find the topic of gambling to be an unusual one for a textbook. Answers will vary.

The Skim activity can be done individually to help students gauge their own perception of the level of difficulty.

1. Answers will vary.
2. do not
3. does

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. casino
2. expected value
3. c

### *Read, Mathematics in the Gaming Industry (page 81–82)*

Remind students to do this reading without using a dictionary. This reading can be done silently in class or for homework. It is not necessary for the stu-

dents to understand the rules of roulette, but it may be useful to display an image or video of a roulette table with the numbers. Encourage students to make vocabulary cards with the three words they choose from the reading.

### *Cultural Note*

Some religions and cultures do not see a difference between gaming and gambling. Many do not approve of it due to its associations with luck or fortune. Some people say it isn't "luck" that helps a person win, but that it's really a matter of math. Card counting is a strategy many people use to determine whether they will win or lose. Although it is not illegal in the United States, the casino owners don't like it and try to catch card counters. Sometimes they ban card-counters from their casinos. The story of students from MIT (Massachusetts Institute of Technology) who need the money to pay for tuition is told in a movie called "21" that came out in 2008.

### *Main Ideas (page 83)*

Ask the students how they arrived at the answers for each of these—what cues in the reading did they use?

1. a
2. c
3. a

### *Vocabulary (page 83)*

Ask students to use their vocabulary cards and write their words on the board. Then discuss as a group whether certain words are important to understand the reading as a whole. A full understanding of single/double zero and red and black bets is not necessary to understand the article. Answers will vary.

### *Details (page 84)*

Ask students who are comfortable with the formulas used to explain the answers to the class.

1. a
2. b

### *Reading Skills: Drawing Conclusions (page 84)*

After students discuss these questions in partners or with group, refer back to #1 and Expansion Activity #2 to explore the impressions that words give the readers.

1. Possible answer: something risky, rather than something fun
2. To understand why the casino will always win in the long run
3. Answers will vary.
4. No, it doesn't.

### ***Expansion Activity #2: Understanding Denotation and Connotation***

The words *gaming* and *gambling* demonstrate the idea that words with similar meanings can give readers very different impressions. According to *Vocabulary Myths* (Folse, 2006), because the connotation of a word can vary over time, between cultures, and even among individuals, the concept of positive and negative connotations can affect your students' acquisition of new vocabulary. In fact, positive words may be easier to remember than negative words (Folse, 2004, 11). Put students in pairs or ask individual students to look these words up in a dictionary and write sentences using the words. Then ask students to compare to demonstrate the different connotations.

1. difficult (negative) ———— challenging (positive)
2. tardy (negative) ———— delayed (positive)
3. stubborn (negative) ———— firm (positive)
4. old (negative) ———— mature (positive)
5. immature (negative) ———— youthful (positive)
6. egotistical (negative) ———— confident (positive)
7. chatty (negative) ———— conversational (positive)
8. childish (negative) ———— childlike (positive)

### ***Understanding the Text (page 85)***

Tell students that this activity continues to ask them to use the reading strategy of drawing conclusions by asking them to predict what the next section will be about.

1. It will probably continue to discuss casinos because there is a sub-heading (*The House Edge*) under the main title (*Mathematics in the Gaming Industry*).
2. Possible answer: There might be some simple calculations using the mathematical formulas, perhaps involving bets of a different amount of money, such as one dollar or ten dollars.

### ***Extension (page 85)***

The questions can be discussed in groups and the final question on opinions can be assigned as a journal entry or an online discussion group. An additional question can be asked about the students' opinions about animals and gambling to lead into Expansion Activity #3. Answers will vary.

### *Expansion Activity #3: Watching/Analyzing a Movie*

The movie *Seabiscuit* explores many different themes, including the banning of legalized gambling (horse racing) in the early 1900s. Watch the movie with students. Discuss whether gambling is an effective way to increase revenue of a city/state/country.

### *Reading 2: Psychology, Pre-Reading Activities: Inferences (page 86)*

Take time to read the four different stages within this explanation to prepare students for the reading. This text is essentially another reading within itself and may be assigned for homework prior to the activities that following.

### *Practice (page 87)*

Put the students into pairs to complete these activities. Expand on the Practice activity and share some statements of what a person at each stage might say/think to help students better understand each stage:

1. "My husband just told me that he doesn't think he can be with me anymore and will be asking for a divorce." (Stage 3)
2. "I am such a great poker player. Nothing can stop me from winning." (Stage 1)
3. "I don't think my boss will notice if I don't go to work today." (Stage 2)
4. "I have nothing to live for anymore." (Stage 4)

1. a
2. b
3. a

### *Vocabulary (pages 87–88)*

1. Answers will vary.
2.
  - a. sober
  - b. client
  - c. broke even
  - d. addictions
  - e. compulsive
  - f. get into debt
  - g. victim
  - h. betrayal
  - i. make amends

### *Predict/Skim/Scan (page 89)*

The Predict activity can be done with a partner to brainstorm/predict. Ask students what makes this type of reading different from a textbook reading and why. Answers will vary.

The Skim activity can be done individually to help students gauge their own perception of the level of difficulty.

1. Answers will vary.
2. one person's
3. a

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. 58 miles from Howell, Michigan
2. \$75,000
3. \$1.6 million
4. *Never Enough*

### *Read, Gambling: Entertainment or Addiction? (pages 90–91)*

Discuss what type of magazine this article might be from and why it was written in first person. Ask students to put up to five words on vocabulary cards. This reading may be better suited to read at home due to the length.

#### ***Cultural Note***

Most people are familiar with alcohol or drug addiction, but gambling can become an addiction as well. Being addicted to gambling means a person continues to participate despite negative consequences, such as loss of money or family members. A person addicted to gambling can't control his or her behavior, continues without any concern about the consequences, and denies having a problem with gambling. Because gambling can be an addiction, there are centers and organizations that can help those who are addicted, such as Gamblers Anonymous, the Compulsive Gambling Center, and the United States National Gambling Help Line.



### *Main Ideas (page 92)*

Assign this for homework with the reading. Or, after they have read it, ask students to work on this with a partner or use this activity to get students moving around the classroom by putting each sentence on a separate strip of paper. In this activity, students will walk around the room and put themselves in order of the events in the reading. Assist the students if necessary. Then ask the students in order to read their sentences aloud.

- 2 He and his wife took vacations in Las Vegas.
- 4 He borrowed \$75,000 from a client and lost it.
- 1 He entered Brighton Hospital to treat his drinking problem.
- 6 He thought seriously about killing himself.
- 8 He told his family what he had done.
- 9 He went to prison.
- 7 He told the State Bar what he had done.
- 5 He took money from his IOLTA account.
- 10 He wrote a book about his experiences.
- 3 The Casino Windsor opened.

### *Details (page 92)*

Provide students with two cards marked T and F. As each sentence is read, students hold up the card with what they believe is the correct answer.

- 1. T
- 2. F
- 3. T
- 4. F
- 5. F
- 6. T
- 7. T
- 8. F
- 9. T

### *Reading Skills: Vocabulary from Context (pages 93–94)*

Complete this activity in class so that the students can ask questions about the context and receive immediate feedback. Refer to Expansion Activity #4 while doing this exercise.

1. c
2. b
3. a
4. a
5. b
6. c
7. b
8. a
9. b

#### **Expansion Activity #4**

Folse's *Vocabulary Myths* (2004) makes the case that more effective vocabulary exercises require students to process the meaning of a word rather than simply complete multiple choice sentences. Ask students questions about the words in the Vocabulary from Context activity such as these:

1. Have you ever *sneaked* into the house late at night? Why? How?
2. In your country, do you know if Olympic medals *translate into* cash or income for the athletes?
3. Do you ever have to *convince yourself* why you want to study English?
4. Have you ever tried rubbing your *temples* when you have a headache?
5. Did you *catch of glimpse* of anything new in the room when you walked in today?
6. Have you ever been *deceived* by a friend, colleague, or family member? What happened?
7. What are some other ways that criminals can *make restitution* to their victims besides paying money?
8. What are some examples of New Year's *resolutions*?
9. Do you think millionaires should be required to give some of the *proceeds* from their earnings to charities? Why or why not?

#### **Vocabulary (page 94)**

Encourage students to continue making vocabulary cards with any new words they have recorded from this reading. Answers will vary.

*Reading Skills: Making Inferences (page 95)*

This activity can be completed very quickly in class.

1. c
2. a
3. b
4. c
5. a

*Understanding the Text (page 96)*

After discussing these questions, ask students to provide differences between biographies and autobiographies and put the information on a T-chart.

Possible answer: The editors probably chose to have Burke write his story himself because readers would know what Burke had in his mind, and they would be able to make inferences about his feelings and draw good conclusions. Answers will vary.

Possible answer: If the article had been written about Burke instead of by Burke, readers would have to guess ideas or opinions that are not stated directly. Answers will vary.

*Extension (page 96)*

Alternatively, discuss the first question as a whole group. Then for homework, instruct the students to make a graphic organizer with the four stages of problem gambling and the specific events from the reading to correspond with the stages. Answers will vary.

Stage	Events in Burke's Life
1	
2	
3	
4	

## 6: Marathons (pages 97–118)

### Objectives

- To identify and review all of the reading strategies covered in the textbook
- To recognize tone (exaggeration and humor) in a written text (blog)
- To use vocabulary to describe physical and emotional feelings

#### *Discuss (page 98)*

These discussion questions are designed to get students to share what they already know about marathons. Ask students if any of them have ever run a half-marathon, a 5K or 10K, or a marathon. Show students some online training schedules for marathon runners to discuss the commitment and time involved. Answers will vary.

#### *Reading 1: Pre-Reading Activities Reading Skills Review (page 98)*

Explain that this last chapter will recap all the reading skills presented in the textbook. This activity could be assigned for homework prior to this class session. A follow-up activity at the beginning of class is to place one student in the front of the room with his/her back to the board. Write the name of one of the strategies on the board. The rest of the class has to describe it to a classmate to see if he/she can guess. This activity helps students practice paraphrasing and circumlocution.

#### *Practice (page 99)*

1. e
2. a
3. j
4. g
5. f
6. h
7. d
8. c
9. i
10. b

### *Vocabulary (page 100)*

Do this activity in a whole class setting so that students get immediate feedback on questions related to vocabulary in context. Follow up with Expansion Activity #1.

Possible answers:

1. yearly
2. make people notice
3. something that seems true, but really isn't
4. signed up for; entered
5. whole; complete
6. ran quickly
7. in spite of; even though
8. made someone believe
9. gradually
10. differ
11. people and organizations that give out information, knowledge, or opinions

### *Expansion Activity #1: Answering Questions with New Vocabulary*

If this activity is done as a whole class, follow up with an additional sentence/question for some of the words to aid in acquisition (refer back to the Expansion Activity #4 on page 42 of this manual).

1. What are some events that happen *annually* in your country?
2. Why do actors and actresses *catch the attention* of the media?
3. Have you ever missed work/school because you were *supposedly* sick? Why?
4. When do students need to *register* for the next semester?
5. What types of races do runners *sprint* during the *entire* race?
6. *Despite* the advantages that smartphone technology gives us, what do you NOT like about cell phones?
7. What do politicians do to *convince* people to vote for them?
8. Prices on which type of food items increase *steadily* each year?
9. The amount of vacation time given to employees *varies* greatly among different countries. Why do you think?
10. What types of *sources* of funding are available for students in your country to study overseas?

### *Predict/Skim/Scan (page 101)*

These activities have preceded each reading throughout the textbook. Ask students to complete the Predict activity with a partner and consider what types of transitions the writer will probably use, based on the content. Answers will vary.

The Skim activity can be done individually to help students gauge their own perception of the level of difficulty. Answers will vary.

Some students excel at the Scan activities; encourage participation from all of your students. Complete these activities prior to assigning the reading for homework or for silent reading in class.

1. Pheidippides
2. 490 BCE
3. 1896
4. 20,000

### *Read, The History of the Marathon (pages 102–103)*

Assign this reading in class (silent) or for homework.

#### ***Cultural Note***

Although marathons started centuries ago, they are still prevalent today in many countries on every continent throughout the year. Countries with marathons include China, Japan, the United Kingdom, South Africa, India, Zimbabwe, Iceland, Paraguay, Germany, Australia, Estonia, Italy, Lebanon, India, and Turkey. There is even a marathon in Antarctica.

#### ***Expansion Activity #2: Writing Scanning Questions***

If the reading is assigned for homework, assign students the task of writing three additional scanning questions that were NOT part of the Details or Scanning activity on pages 101 and 104. If done in class, pairs of students can write questions. Students can take turns reading their questions for the whole class to answer.

Examples:

1. Who was the king of Egypt in 660s BCE?
2. Who wrote a poem entitled *Pheidippides*? In which year?
3. How long is the Pharaonic Race?

### *Main Ideas (page 104)*

Complete these activities in class. Ask students what information they used in the text to figure out the main idea.

1. b
2. a
3. c

### *Expansion Activity #3: Preparing a Timeline*

Put students into groups to draw a timeline with the events from the reading. NOTE: An explanation of BCE (Before the Common Era) may be necessary to help students with the timeline. There should be 8–9 events on the timeline.

1. Humans ran to hunt food.
2. Around 663 BCE: King Taharka created a long distance race.
3. 2000 BCE: Pharaonic Race, an annual race, was revived.
4. 490 BCE: Greek messenger Pheidippides ran from Marathon to Athens.
5. 1876: Robert Browning published poem, *Pheidippides*.
6. 1894: Pierre de Coubertin formed the IOC.
7. 1896: First Olympics took place in Athens, Greece.
8. 1897: First running of the Boston Marathon.
9. Today: Marathons take place all over the world.

### *Details (page 104)*

1. from their earliest times
2. died
3. Pierre de Coubertin
4. three
5. oldest

### *Reading Skills: Review (page 105–106)*

Ask the students to complete this activity individually for homework or in class on a separate sheet of paper so that you can determine if any additional practice on particular reading skills is necessary.

1. a
2. b
3. c
4. c
5. so the story goes  
    Supposedly  
    (Students could also mention tale)
6. b
7. a

### *Vocabulary (page 106)*

Partners can compare their lists of words, sharing any common ones with the whole class. Discuss which ones should be looked up in the dictionary and which ones are not necessary to know to understand the text. Answers will vary.

### *Extension (page 106)*

After completing these discussion questions in a group, assign the groups/ individuals to Expansion Activity #4. Answers will vary.

#### ***Expansion Activity #4: Researching Details***

In addition to these discussion questions, direct the students individually or in pairs to do internet research to find out this information. Encourage students to double-check multiple sources.

1. What was unusual about Abebe Biklia, the Ethiopian man who set world records for winning the Olympic Marathon in 1960?
2. Which Kenyan man won the Boston Marathon in 2003, 2006, 2007, and 2008?
3. In what year did 26.2 miles become the official standard marathon distance?
4. How many runners participated in the first Boston Marathon?
5. How many marathons has Paula Radcliffe of Great Britain won?
6. How many miles is the Badwater Ultramarathon? Where does it begin?
7. In what year did the Olympics open the marathon competition to women? In which city?
8. When and where was the first wheelchair marathon?
9. Who is Fauja Singh and why is he significant to marathon running?
10. In what month is the annual Chicago Marathon usually run?

*Answers: 1. He ran this marathon barefoot; 2. Robert Kipkoech Cheruiyot; 3. 1924; 4. 18; 5. as of August 2012, 6 marathon wins; 6. 135 miles, California's Death Valley; 7. 1984, Los Angeles; 8. Toledo, Ohio; 9. oldest marathon runner at 101 years old; 10. September or October*



*Reading 2: Creative Writing, Tone: Exaggeration and Humor (page 107)*

Read through this information as a whole class and ask students if they can think of other examples of exaggeration they have heard/read outside of class

NOTE: There are not very many examples provided in the reading.

*Vocabulary (page 107)*

Do this activity in class and remind students that the meanings of these words often change over time. Introduce the students to [www.urbandictionary.com](http://www.urbandictionary.com) or another online slang dictionary, pointing out the actual dates when some of the words and expressions were submitted (very recent). Point out that many words in slang dictionaries can be offensive to others.

1. It was all
2. buddies
3. throw on
4. guy/dude
5. hang out

*Predict/Skim/Scan (page 108)*

Put students in pairs to do the prediction activity that includes some thoughtful discussion questions. Answers will vary.

Note the comment about skimming and scanning narratives, which is much different from other types of texts.

*Vocabulary (page 108)*

Review the illustrations for the vocabulary.

*Read, Leading the Blind (page 109)*

Ask students if they know what a blog is. Explain the origin of the word (contraction of *web* + *log*). Do they follow any blogs? What would be a reason for someone doing a blog? Note that the blog is written mostly in present tense. Why is this so? Ask the students to read the blog in class or for homework.

***Cultural Note***

The International Blind Sports Federation (IBSA) is a non-profit organization. The purpose of the IBSA is to help people suffering from blindness to be integrated into society through sports. The IBSA manages 15 sports for the blind (or partially sighted) population, such as alpine and Nordic skiing, judo, swimming, archery, and cycling. The IBSA holds its World Championships and Games every four years. This tradition started in Spain in 1998.

### *Main Ideas (page 110)*

If the students read the blog for homework, assign these two activities at home. Otherwise, complete them in class. NOTE: This would be an appropriate time to follow up and ask students if they identified any humor or exaggeration in this reading.

how he prepared to run with Jambal  
his first meeting with Jambal

### *Details (page 110)*

1. Mongolia
2. New York
3. his sister
4. hotel

### *Reading Skills Review (page 111)*

This activity requires students to use the reading skills of making inferences and drawing conclusions. If done as a whole class, ask students to explain how they reached the answers they do.

1. c
2. a
3. b
4. a
5. b

### *Understanding the Text (page 112)*

Put students with a partner to complete this activity and follow up with other proverbs that have been used in titles of articles or books. Answers will vary.

### *Expansion Activity #5: Comparing Proverbs*

Students generally like to discuss different proverbs from their native languages, comparing them to the English translations. Ask students to match these proverbs and share them others that they know (and can translate into English).

1. ___ Don't shout hello until you have crossed the stream. (Swedish)	A. No pain, no gain.
2. ___ You cannot teach old monkeys to make faces. (French)	B. Make a mountain out of a molehill
3. ___ Without effort, you can't even pull a fish out of the pond. (Russian)	C. Don't count your chickens until they've hatched.
4. ___ The fish you can't catch, that is the biggest. (Vietnamese)	D. Anybody can make a mistake.
5. ___ One cannot move the mountain nor change one's personality. (Chinese)	E. Don't look a gift horse in the mouth.
6. ___ Make a chicken out of a feather. (Swedish)	F. Look before you leap.
7. ___ Knock before crossing even a stone bridge. (Korean)	G. You cannot teach old dogs new tricks.
8. ___ Even monkeys fall from trees. (Korean)	H. Absence makes the heart grow fonder.
9. ___ A padded jacket is an acceptable gift, even in summer. (Japanese)	I. A leopard will never change his spots.

*Answers: 1. C; 2. G; 3. A; 4. H; 5. I; 6. B; 7. F; 8. D; 9. E*

### *Vocabulary (page 113)*

Ask volunteers to express one of the emotions physically in front of the class to see if the class can guess which one he/she is portraying. Answers will vary.

### *Expansion Activity #6: Expressing Feelings/Emotions*

An additional activity to help students acquire words that describe physical or emotional feelings is to do an internet image search to find examples to project in class. Doing a phrasal search for images online as “How are you feeling today?” yields many examples of posters with cartoon figures, emoticons, etc., of different emotions.

Or, ask the students to describe a situation to a partner/group that would describe one of the physical or emotional feelings from this activity. Here are some examples:

1. Thank you so much for watching my cats over the weekend. I really appreciate it! (*grateful*)
2. Thank goodness you're OK. I heard that you had had a car accident, but I didn't know how bad it was. (*relieved*)
3. Wow! I can't believe you drove all the way from Chicago for my birthday! (*surprised*)
4. I don't know what to do; I think someone is following me. (*scared*)\*

\*Explain to the students that there is a difference between *scared* and *terrified*. You can review the concept of connotation with the students, discussing feelings along a continuum from afraid → scared → frightened → terrified → petrified.

### *Read, Leading the Blind, Part 2: Before the Race (pages 114–115)*

Prior to asking the students to read this silently in class or for homework without using a dictionary, ask the students to list their predictions of what Part 2 will be about without looking ahead.

### *Understanding the Text (page 116)*

Like previous chapters, provide students with two cards marked T and F; as you read each sentence, students simultaneously hold up the card with what they believe is the correct answer so that you can easily see who has the correct answers.

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. F
9. F

### *Reading Skills Review (page 116–117)*

This activity requires students to make many inferences. Ask students which question points to the use of exaggeration that the author referred to on page 107 (#3).

1. a
2. b
3. a
4. a
5. a
6. c
7. c
8. a

### *Vocabulary (page 118)*

For #1, point out to the students whether the words/expressions they have chosen would be considered slang. For #2, assign an emotion from page 113 to each student and ask them to describe these moments to the whole class. Answers will vary.

### *Extension (page 118)*

In addition to discussing these questions in small groups, an additional follow-up activity for #1 is to ask the students to write a paragraph describing their first day in the U.S. (if applicable) using the present tense and the past tense and to then compare the tone of the two paragraphs. Answers will vary.