

Chapter 7

Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	117–18	38	<ul style="list-style-type: none"> World map or globe (optional) Nonfiction book(s) about Hong Kong (optional) 	<i>title page</i> <i>copyright page</i> <i>table of contents</i> <i>index</i> <i>glossary</i> <i>bibliography</i> <i>guide word</i> <i>entry word</i> <i>etymology</i> <i>synonym</i> <i>keyword</i> <i>periodical</i> <i>newspaper</i> <i>headline</i> <i>editorial</i> <i>nonfiction</i> <i>fiction</i> <i>biography</i> <i>reference</i>	<ul style="list-style-type: none"> Locate parts of a book and use them to locate information Identify guide words and entry words Use a dictionary page for information about spelling, pronunciation, part of speech, and etymology Determine the meaning of a word by comparing the context of the sentence and definitions in the dictionary Write sentences using homographs Identify keywords for use in research Identify periodicals and their parts Use an excerpt from the <i>Readers' Guide to Periodical Literature</i> for information Identify the parts of a newspaper Predict the location of specific information in a newspaper Use a newspaper index to locate information Determine where to search within the library for specific information Use the Dewey decimal system to classify books Tell when to search by author, title, or subject in a card or electronic catalog Use a newspaper, encyclopedia, atlas, almanac, and textbook for information Use a computer in the Writing Process Take notes from an article Construct an outline in order to know what to look for when researching Find supporting details for an outline Read an article to find specific information
62	Dictionaries	144–45	119–20	39	<ul style="list-style-type: none"> Dictionary for each pair of students 		
63	Encyclopedias	146–47	121–22	40	<ul style="list-style-type: none"> Encyclopedia volumes Dictionary 		
64	Periodicals	148–49	123–24	41	<ul style="list-style-type: none"> Newspaper for each pair of students Magazines 		
65	Library	150–51, S19	125–26	42	<ul style="list-style-type: none"> Examples of fiction, nonfiction, biography, and reference materials 		
66	Atlases, Almanacs & Textbooks	152–53	127–28	43	<ul style="list-style-type: none"> Atlases, almanacs, and textbooks 		
67	Using Computers in Writing	154–55	129–30		<ul style="list-style-type: none"> Computers with word processing software and Internet access Printer 		
68	Taking Notes from an Article	156–57, S20	131–32	44			
69	Chapter 7 Review	158–59, S21	133–34	45–46		<i>Dewey decimal system</i> <i>call number</i> <i>card catalog</i> <i>atlas</i> <i>almanac</i> <i>Internet website</i> <i>search engine</i>	
70	Cumulative Review	160–61	135–36				
	Bridge: Sightseeing in Hong Kong	162	137				

Learning CENTER

Read All About It!

Materials: newspapers, paper, scissors, glue sticks

Preparation: In advance, collect newspapers for two to three months for two different learning centers. Write the following directions on a light-colored sheet of construction paper:

"Find and cut out an article about _____."

*a government official or someone in politics

*a special event

*a hero or heroic act

*weather

*a foreign country

*a comic character

*an accident

*an editorial opinion

*an advertisement

Student Directions:

- Select a newspaper and read the direction sheet.
- As you find an article, cut it out and glue it onto notebook paper. Label each article with the topic.

Learning CENTER

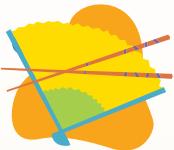
Headlines

Materials: newspapers, paper, pencils

Preparation: In advance, cut out ten to fifteen short articles, cutting the headline apart from each article. Place the articles in one stack and the headlines in another stack.

Student Directions:

- Match each article with the correct headline.
- Choose a topic and write a short paragraph you would like to have published in a newspaper.
- Now write a headline for your paragraph.



Theme Information

Hong Kong, China, is one of the most important shipping centers in East Asia. It is home to more than seven million people and is a center of business, politics, and commerce. Hong Kong, the island that contains the city of Hong Kong, was a British colony from 1842 until July 1, 1997, when control was given back to China.

Nearly all the people in Hong Kong are Chinese, but there are also influential British and American communities. Chinese and English are the official languages.

Today Hong Kong is a city undergoing change. When the rest of China fell under Communist rule, Hong Kong

was protected because it was a British colony. Refugees from Communist China flooded into Hong Kong, boosting its population. However, the Chinese and British met in the 1980s and agreed that Hong Kong would become part of China again on July 1, 1997. China said that it would allow Hong Kong an adjustment period of fifty years during which they would keep their economic and social freedom. Though many Chinese left Hong Kong in the 1990s, the city has continued to do well economically. Time will tell how Hong Kong does under Communist rule.



Cover the bulletin board with light-colored paper or fabric and border it with a black border. Use black letters for the title "Traveling to the Right Place." Attach six pieces of white construction paper to the board. Write one of the following titles on each sheet of paper and a big question mark as shown: *Title Page*, *Copyright Page*, *Table of Contents*, *Index*, *Glossary*, *Bibliography*. Make six large shapes of travel equipment and Chinese/Japanese items or display colorful pictures (e.g., airplane, suitcase, rice bowl, pagoda, koi fish, teapot). Place one shape/picture near each sheet of paper. Attach a pair of chopsticks near the rice bowl. Attach a world map in the center of the board. Write the words *Tokyo* and *Hong Kong* on each side of the map. Write "Where would you find" on one side of a numbered card and one of the questions below on the other side, placing the cards in an envelope on the board. Direct the students to choose an index card from the envelope, read the question, and answer it by selecting one of the pages from the board.

1. the number of chapters in your book? (*table of contents*)
2. magazine or newspaper articles about a topic in your book? (*bibliography*)
3. the date your book was published? (*copyright page*)
4. the definition of a word used in your book? (*glossary*)
5. the page number for topics in your book? (*index or table of contents*)
6. your book's illustrator or photographer? (*title page*)
7. more books about a topic in your book? (*bibliography*)
8. the names of the chapters in your book? (*table of contents*)
9. the author of your book? (*title page*)
10. the page number for each chapter in your book? (*table of contents*)

Objectives

- Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book
- Identify the title, author, publisher, location of publisher, and copyright date(s) of a book
- Use a table of contents and an index to locate information
- Tell the location of information in a book

Materials

- World map or globe (optional)
- Nonfiction book(s) about Hong Kong (optional)

Note

This interactive lesson incorporates Worktext page 117 into the Teach for Understanding section.

Theme Info.

Discuss the theme. Read aloud the theme information about Hong Kong on page 141. Direct attention to the pictures on Worktext page 137. Select volunteers to repeat interesting facts from the information that you read.

- Which sea borders Hong Kong to the south? (*South China Sea*)

Teach for Understanding**A Identify the title, author, publisher, location of publisher, and copyright date(s) of a book.**

- Tell the students that books are made up of different parts to help readers find information quickly. The title page, copyright page, and table of contents are found in the front of the book.
 - Point out the title page, copyright page, and table of contents in the book about Hong Kong.
- What information does the title page give? (*the title and author of the book, the illustrator or photographer, the company that published the book, and the city it was published in*)
- Locate the title page of your English textbook. What is the title of this book? (*English 6: Writing and Grammar*)
- Who published this book? (*BJU Press*)
- Where was it published? (*Greenville, SC*)

Parts of a Book

Name _____

Books are made up of different parts that help you find information quickly. The **title page**, **copyright page**, and **table of contents** are located in the front of the book.

A Place for Peter

by Elizabeth Yates

Illustrations by
Nora S. UnwinBJU Press
Greenville, South Carolina 29614© 1952
© 1994
15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

The **title page** tells the title, author, illustrator or photographer, publishing company, and city of publication.

The **copyright page** tells the year(s) the book was published. More than one date is listed if the book was printed more than once.

The **table of contents** lists the chapters and gives a page number for the first page of each chapter.

Contents

1	Too Young	1
2	In the Sugar Bush	19
3	Shep's Choice	39
4	The Best Ever	57
5	Peter's Plan	73
6	Facing the Challenge	87
7	The Opening Path	99
8	Not for the Faint-hearted	113
9	One Good Arm	127
10	The Rim of Fire	139
11	News	149
12	The New Peter	163

Guided Practice

- Write the letter of each correct answer in the blank.

- Where would you look to find the date a book was published?
 title page copyright page table of contents
- Where would you look to find the location of a certain topic in a book?
 title page copyright page table of contents
- Where would you look to find the name of the book's illustrator?
 title page copyright page table of contents

- Use the information in the examples above to answer the questions.

- Who is the author of *A Place for Peter*?
 Elizabeth Yates Nora S. Unwin
- When was *A Place for Peter* last published?
 1952 1994
- Which chapter would probably tell about how Shep, Peter's dog, decided to follow Peter instead of staying home?
 Chapter 1 Chapter 3 Chapter 5
- Which chapter probably tells about how a snake bit Peter's arm?
 Chapter 7 Chapter 8 Chapter 9

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A What information that is usually on a title page is missing from this page? (*author and illustrator*)

Explain that the name of one author is not listed on this title page because this textbook was written by a team of authors and was illustrated by several illustrators.

- Locate the copyright page in your English textbook. When was this book published? (*2006*)
- What information does the copyright page give? (*the year[s] the book was published*)
- Locate the table of contents page in your English textbook. What type of information is provided? (*the chapter titles and page numbers*)
- What topic is discussed in Chapter 5? (*verbs*)

B Locate and identify information in the index, glossary, and bibliography of a book.

- Tell the students that some books contain an index, glossary, and bibliography in the back of the book.
 - Point out the index, glossary (if available), and bibliography in the book about Hong Kong.
- Locate the index in your English textbook. What information does the index provide? (*page numbers for important topics in the book*)
- Which page(s) contain information about writing poems? (*pages 257–72*)
- Locate the glossary in your English textbook. What information does the glossary provide? (*definitions of words used in the book*)

Some books have an **index**, **glossary**, and **bibliography** available in the back of the book. The **index** contains page numbers for topics in the book. The **glossary** defines important words used in the book. The index and glossary are alphabetized. The **bibliography** lists sources where you can find more information about topics covered in the book.

Index	
abolition movement, 5, 95–98	Brown v. Board of Education, 10
Adams, John, 50	
African Methodist Episcopal Zion (AMEZ) Church, 4, 36	Carey, Lott, 39, 72–79, 102
Allen, Richard, 4, 31–41	Carey, William, 24, 72, 77
American Bible Society, 126	Catawars, 19
Anderson, Matthew, 6, 111–12	Cherokee, 18–19
Asbury, Francis, 31, 33–34	Civil Rights Act of 1964, 11
	civil rights movement, 1, 10–12, 137
	Clay, Henry, 40, 59

words used in the book. The index and glossary are alphabetized. The **bibliography** lists sources where you can find more information about topics covered in the book.

Glossary	
A	almighty all-powerful; Almighty one of God's names
angel	heavenly messenger sent by God to earth; spirit who lives with God in heaven
assurance	condition of knowing for sure; certainty
atone	to give a satisfactory payment for a sin or wrongdoing
C	charity love
cherubim	more than one angel of the class called cherub

Bibliography	
Brackbill, Maurice Thaddeus.	<i>The Heavens Declare</i> . Chicago: Moody, 1959. 128 pp.
Lyon, Thoburn C.	<i>Witness in the Sky</i> . Chicago: Moody, 1961. 128 pp.
Mauder, E. Walter.	<i>The Astronomy of the Bible</i> . London: Hodder and Stoughton, 1909. 410 pp.

Guided Practice

► Write the letter of each correct answer.

- B** 1. Where would you look to find the definition of an unfamiliar word?
A. index B. glossary C. bibliography
- C** 2. Where would you look to find more books on a certain topic in the book?
A. index B. glossary C. bibliography
- A** 3. Where would you look to locate information about a certain topic in the book?
A. index B. glossary C. bibliography

► Use the information above to answer the following questions.

- B** 4. Which pages contain information about the civil rights movement?
A. 54–62 B. 1, 10–12, 137
- B** 5. Which sentence best fits the glossary's definition of the word *charity*?
A. He gave money to a charity. B. We should show charity to others.
- B** 6. Which book could you look at to find places in the Bible referring to astronomy?
A. *Witness in the Sky* B. *The Astronomy of the Bible*
- A** 7. Which book would be helpful for identifying stars and constellations?
A. *A Field Guide to the Stars and Planets* B. *Witness in the Sky*

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Select a volunteer to locate the word *onomatopoeia* in the glossary and to read the definition aloud.

3. Tell the students that this English textbook does not have a bibliography page but lists some sources on the copyright page.

► Which type of information does a bibliography page provide? (*a list of sources for finding more information about topics covered in the book*)

C Tell the location of information in a book.

Ask the following questions, allowing the students to use their books to find the answers:

► Which part of the book tells the name of the author and illustrator? (*title page*)

- Where would someone find the definition of a word in a book? (*glossary*)
- Where would someone find more sources about a topic in a book? (*bibliography*)
- Where would someone find information about a certain topic in a book? (*table of contents* or *index*)
- Which page tells the year the book was published? (*copyright page*)
- Find plural nouns in the index. Which page(s) give information about plural nouns? (49–50, 57–58, 97)
- Find nouns in the table of contents. Which chapter explains nouns? (3)

Worktext page 118

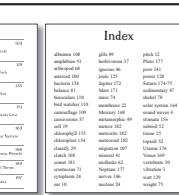
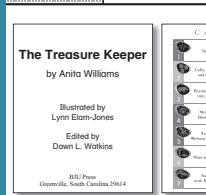
Independent Practice

ESL

Pair ESL students with English-proficient students to locate the book parts and to complete the worktext pages.

Teacher's Toolkit, page 38

extra PRACTICE Parts of a Book



► Use the information above to answer the following questions.

1. The first page is a (an)
 A title page B copyright page C index
2. Who is the author of *The Treasure Keeper*?
 A Anita Williams B Lynn Elam-Jones C Dawn L. Watkins
3. Which chapter tells how to make mineral crystals?
 A 2 B 4 C 9
4. Which page discusses the migration of birds?
 A 110 B 107 C 30
5. Which chapter discusses stomata?
 A 5 B 10 C 11

► Write the letter in the blank, telling the part of a book you would use to find the information.

- C** 6. Date the book was published
A 7. Chapter with information about giant tortoises
E 8. Definition of oceanography
D 9. Page with information about the climate in the Galápagos Islands
F 10. Names of other books about the Galápagos Islands
B 11. Name of the illustrator

- A. table of contents
B. title page
C. copyright page
D. index
E. glossary
F. bibliography page

Worktext pages 119–20

Objectives

- Identify guide words and entry words
- Use a dictionary page for information about spelling, pronunciation, part of speech, and etymology
- Determine the meaning of a word by comparing the context of the sentence and definitions in the dictionary
- Determine the meaning of a homograph by comparing the context of the sentence and the definitions in the dictionary
- Write sentences using homographs

Materials

- Dictionary for each pair of students

Note

This interactive lesson incorporates Worktext pages 119–20 into the Teach for Understanding section.

Introduction

Direct a discussion about dictionaries. Tell the students that there are many different types of dictionaries. Dictionaries are available for many different fields of study. There are medical dictionaries, plant dictionaries, Bible dictionaries, dictionaries that translate one language to another, and many other kinds of dictionaries.

- **What are some different types of dictionaries you have used? (Possible answers include a foreign language dictionary, a dictionary of synonyms and antonyms, a children's dictionary, and an illustrated dictionary.)**

Teach for Understanding

- **What kind of information does a dictionary contain? (definitions, spellings, pronunciations of words, etc.)**
- **In what situations would a dictionary be helpful? (when writing, to find the spelling of a word; when reading, to learn the meaning of a word; before speaking, to learn the pronunciation of a word; etc.)**

A Identify guide words and entry words.

- Direct attention to Worktext page 119. Point out the guide words and entry words at the top of the sample dictionary page.
- Direct the students to open a dictionary and point to a pair of guide words. Then tell them to point to an entry

The dictionary is a helpful tool to use in learning about words.

A **pronunciation** tells you how to say a word. Accent marks tell which syllables to emphasize.

The **part of speech** follows the pronunciation of the word. Parts of speech may be spelled out or abbreviated (*n.*, *v.*, *adj.*, *adv.*).

procession	professional
pro-cess-ion prə sēsh' ən — <i>noun, plural processions</i> 1. The act of going forward in an orderly way: <i>All the campers walked in procession down to the lake.</i> 2. A group of persons walking or riding along in an orderly line: <i>a graduation procession.</i> [Middle English < Old French < Latin <i>processio</i> , from <i>procedere</i> < Latin, <i>to proceede</i>] SYNONYMS: parade, pageant, convoy, motorcade	pro-claim prō klām' or prə klām' — <i>verb proclaimed, proclaiming</i> To announce officially and publicly: <i>The mayor proclaimed Monday as a city holiday.</i>
proc-la-ma-tion prōk' lə mā' shən — <i>noun, plural proclamations</i> An official public announcement: <i>The president issued a proclamation praising the astronauts who landed on the moon.</i>	The pronunciation guide tells what sounds the symbols make. ā pat ā care ā pay ē pet

The **etymology** tells what language the word came from and its history. It is listed in brackets at the beginning or end of the dictionary entry.

Some dictionaries list **synonyms** (words that share similar meanings) for some entry words.

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Guided Practice

- Use the dictionary entries above to answer these questions.

- Based on its syllable division, how would you hyphenate *procession* at the end of a line?
 proc-ession process-ion pro-cession
- What part of speech is the word *procession*?
 noun plural verb
- The etymology of a word tells _____.
 the pronunciation
 verb forms of the word
 where the word came from
- Which is a correct form of the word *proclaim*?
 proclaimed proclaimed proclaimed
- The second *a* in *proclamation* sounds like the *a* in _____.
 pat pay care
- Which syllable is most strongly accented in *procession*?
 pro ces sion

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word. Briefly check to make sure that the students are pointing to the correct word(s).

- Remind the students that entry words are listed in alphabetical order. The words on a dictionary page fall alphabetically between the two guide words at the top of the page.

B Use a dictionary page to find a word's pronunciation.

- Direct attention to Worktext page 119. Read aloud the information about the respelling that follows each entry word.
- Explain that some of the symbols used in place of vowels in the respelling may be unfamiliar. Tell the students that they may use the pro-

nunciation guide at the bottom of every other page in the dictionary.

- Write these respellings and the pronunciation guide for display:

brōn kī' tīs
brōk' ē lē

ā ago ī pie ī pit
ē be ō pot

- Direct the students to quietly pronounce the first and second words. Tell them to use the pronunciation guide as a reference for unfamiliar vowels.

- **Which two words are these respellings for? (bronchitis, broccoli)**

- **What does (ā) sound like? (like a in ago)**
- Point out that the part of speech of each entry word is indicated after its respelling.

Some entry words in the dictionary have several definitions. You can figure out the correct meaning of a word in a sentence by looking at the context of the sentence.

The aspirin provided relief from his headache.

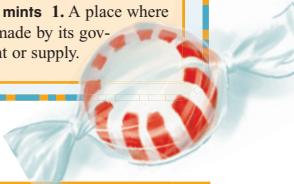
re-lief |rɪlɪf| —noun, plural **reliefs** 1. A lessening of pain or anxiety. 2. Help or assistance given to the poor, the aged, or disaster victims.

The first definition fits the sentence.

Some words have **homographs**, words that are spelled the same but have completely different meanings. Homographs are listed as separate entries since they are separate words with unrelated definitions. They are marked with a small number at the end of the word. Look at the pair of homographs below.

mint¹ |mɪnt| —noun, plural **mints** 1. A plant with leaves that have a strong, pleasant smell and taste. 2. A candy flavored with mint.

mint² |mɪnt| —noun, plural **mints** 1. A place where the coins of a country are made by its government. 2. A large amount or supply.



Guided Practice

► Write the number of the meaning that best defines the underlined word.

- 2** 1. The Lord Jesus gave us a commission to tell others about Him.
1 2. The city's commission voted to put a stoplight at the intersection.
3 3. Her commission is fifty dollars for every sale.
2 4. Their commission was to clear the construction site.
1 5. The man committed a crime while on parole.
2 6. Do not commit yourself to a task you cannot complete.

com-mis-sion |kəmɪʃn| —noun, plural **commissions** 1. A group of people chosen to do a certain job. 2. The job assigned to such a group of people. 3. Money paid to someone for work done.

com-mit |kəmɪt| —verb **committed**, **committing** 1. To do or perform, especially to make a mistake or do something wrong. 2. To pledge or devote oneself to; promise.

► Refer to the homograph entries. Write the number of the homograph used in each sentence.

- 2** 7. The toucan has a large colorful bill.
1 8. Mom paid the bills yesterday.
2 9. Do you feel well?
1 10. The Lord Jesus graciously spoke to the woman at the well.
2 11. She plays the cello well.

bill¹ |bil| —noun, plural **bills** A written statement saying how much money is owed for things bought or for work done.

bill² |bil| —noun, plural **bills** The hard projecting mouth parts of a bird; a beak.

well¹ |wɛl| —noun, plural **wells** A deep hole dug or drilled into the ground to get water, oil, gas, or other materials.

well² |wɛl| —adverb **better**, **best** In a good or proper way; correctly.

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Apply and Write

► Think of a pair of homographs. Refer to a dictionary if necessary. Write a pair of sentences using one homograph in each.

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C Use a dictionary for information about etymology.

Explain that the **etymology** of a word tells its origin. Direct attention to Worktext page 119. Read the information about etymology. Tell the students that sometimes dictionaries use abbreviations when giving the etymology of a word. For example, *ME* might be in place of the words *Middle English*. An index of these abbreviations is available in the front or back of the book. Direct the students to determine whether their dictionary contains information about etymology. If it does, allow volunteers to read entry words and their etymologies.

D Determine the meaning of a word by comparing the context of the sentence and definitions in the dictionary.

1. Write *acquiesced* for display.

► Do you know the meaning of this word? (*probably not*)

2. Write this sentence for display:

Instead of refusing to do his homework, he acquiesced and did it.

► What do you think *acquiesced* means? (*agreed, complied*)

► Did the sentence help you understand the word? (*yes*)

3. Explain that sometimes you can determine the meaning of a word through the context of the sentence. Dictionaries contain sample sentences to help

Teach for Understanding—Continued

with understanding the meaning and usage of words.

4. Direct attention to Worktext page 120. Read aloud the information at the top of the page and read the example sentence and definition with the students.
5. Write *homograph* for display. Underline *homo*, and explain that it means "same." Underline *graph* and explain that it means "something written." *Homographs* are words that are spelled the same but have different meanings.
6. Tell the students that homographs are listed in dictionaries as separate entries since they are separate words.
7. Write this sentence for display:
My favorite ice cream is mint chocolate chip.
- Direct attention to the top of Worktext page 120. Which definition matches the word *mint* in this sentence? (*the first*)
8. Guide in completing the rest of Worktext page 120 [BAT: 5c Evangelism and missions].

ESL

ESL students may be unfamiliar with the English alphabet. They need to learn it as quickly as possible in order to use reference tools. Alphabetizing beyond the first or second letter is too difficult for some ESL students to do independently. Most ESL students have difficulty using words with multiple meanings. A limited vocabulary and lack of experience in using context clues makes this a difficult skill. Write these dictionary parts with examples on chart paper: *guide words*, *pronunciation guide*, *synonyms*, *part of speech*, *spelling*, *definition*, *entry word*, and *etymology*.

Teacher's Toolkit, page 39

extra PRACTICE Dictionaries

Name _____

► Use the dictionary excerpts to answer the following questions.

sot-e-ri-o-logy |sōtērēəlōjē| —noun The doctrine of salvation through Jesus Christ. [Greek *soter*, deliverance, and *-logia*, study.]
sou-ver-ain |sōvərēn| —noun, plural **souverain**s Something kept safe and secure. 2. One who is sovereign. 3. A sovereign ruler.
sop-er-idge |sōpəridž| —noun, singular **sop-er-idge** [in] —noun, plural **sop-er-idges** 1. One who possesses power or authority to rule over a land or nation; a king or queen. 2. Possessing absolute authority, power, and control of the universe, limited by nothing. [Middle English *soperidʒ*, from Old French *soperidʒ*, from Latin *soper*, above.]

1. How many syllables are in the word *soteriology*? three five six
2. Which is the correct plural form of the word *souverain*? *souverain* *souverains*
3. From which language does the word *soteriology* originate? Greek Middle English Old French
4. What does the *o* in *soperidʒ* sound like? *oo* in *book* *oo* in *bowl* *ow* in *shout*

► Write the number of the meaning that best defines each underlined word.

3. James confessed that his heart was *cold* toward others. 1. *cold* plumb, used as food. 2. *cold* a low temperature; not warm. 3. Not friendly.
2. Are your feet *cold*? 1. *cold* plumb, used as food. 2. *cold* a low temperature; not warm. 3. Not friendly.
7. Would you like a glass of *cold* lemonade? 1. *cold* plumb, used as food. 2. *cold* a low temperature; not warm. 3. Not friendly.
8. I collect baseball cards. 1. *collect* gather. 2. *collect* collected, collecting. 1. To bring together in a group. 2. To pick up and take away. 3. To obtain payment of.

► Refer to the homograph entries. Write the number of the homograph used in each sentence.

1. *Prunes* are a good source of fiber. 1. *prune* prunes, dried plums, used as food. 2. *prune* to trim branches and stems on a plant to improve the shape or fruit.
2. Farmers *prune* branches on grape vines. 1. *prune* prunes, dried plums, used as food. 2. *prune* to trim branches and stems on a plant.
13. Andy mowed our neighbor's yard. 1. *yard* yard, noun, plural yards. A unit of length equal to 3 feet (36 inches). 2. *yard* yard, noun, plural yards. A piece of ground near a house or building.

Objectives

- Use guide words and volume numbers and letters to locate information in an encyclopedia
- Reduce questions and topics to keywords
- Use an encyclopedia for information
- Write sentences containing facts from an encyclopedia article

Materials

- Encyclopedia volumes
- Dictionary

Note

This interactive lesson incorporates Worktext page 121 into the Teach for Understanding section.

Introduction

Use a Venn diagram to compare and contrast a dictionary and an encyclopedia. Give an encyclopedia volume to each student or to a group of students. Direct the students to examine the contents of the volume, determining the differences and similarities between a dictionary and an encyclopedia. Draw a Venn diagram for display. Label one side *Dictionary*, the center *Similarities*, and the other side *Encyclopedia*. Write the students' responses in the proper places on the diagram. (*Responses may include: Dictionaries contain information about parts of speech, definitions, and pronunciations, while encyclopedias contain articles and are divided into volumes. Both contain guide words and list information in alphabetical order.*)

Encyclopedias

Name _____



Encyclopedias contain articles on many different topics. Articles are arranged alphabetically in each **volume**. Each volume is usually labeled with one or more letters or words. The letters or words tell which part of the alphabet is in each volume. The volumes are also usually numbered.

Guide words at the top of each page help you locate topics. They tell the first and the last entry for the two pages.

When looking for information, narrow your question or topic down to a **keyword**. When looking for information about a person, the last name is the keyword. If there are several people listed with the same last

name, look at the first names, which are listed in alphabetical order.

Johnson, Andrew
Johnson, John Arthur
Johnson, Lyndon B.

When looking for information on a city, look for the name of the city first. There may also be information about the city under an entry for its country.

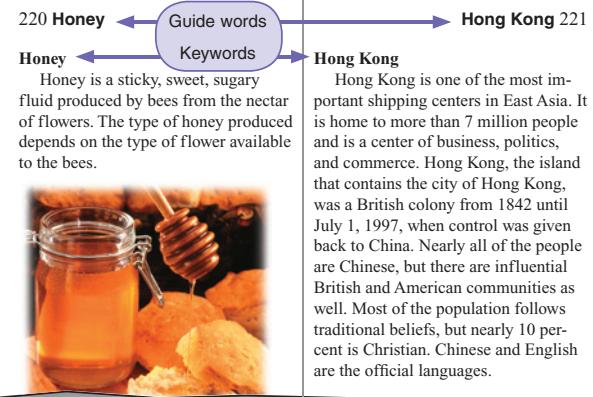
China
Beijing
Hong Kong

Guided Practice

► Fill in the circle next to each correct answer.

- How is an encyclopedia different from a dictionary?
 Encyclopedias contain articles.
 Encyclopedia entries are not in alphabetical order.
- Which name would appear first in an encyclopedia?
 Martha Washington
 Booker T. Washington
- What is the best keyword for information about industry in São Paulo, Brazil?
 industry
 São Paulo
- Which entry would you look for to find information about President George W. Bush?
 Bush, George W.
 George W. Bush
- Which volume would contain information about stars?
 Volume 15, S–Sl
 Volume 16, Sm–T
- Which entry might appear on pages with the guide words *cardinal* and *carrot*?
 Carter, Jimmy
 carriage

English 6, Chapter 7, Lesson 63



Hong Kong is one of the most important shipping centers in East Asia. It is home to more than 7 million people and is a center of business, politics, and commerce. Hong Kong, the island that contains the city of Hong Kong, was a British colony from 1842 until July 1, 1997, when control was given back to China. Nearly all of the people are Chinese, but there are influential British and American communities as well. Most of the population follows traditional beliefs, but nearly 10 percent is Christian. Chinese and English are the official languages.

Teach for Understanding**A** Use guide words and volume numbers and letters to locate information in an encyclopedia.

- Explain that an encyclopedia is a set of books divided into volumes. Each volume has a number and letter(s). Tell the students that the numbers are in order starting with 1, and the letters are in alphabetical order.
- Direct each student to identify the volume number and letter(s) of the encyclopedia in his possession.
- Explain that encyclopedias have guide words similar to a dictionary. Guide words are located at the top of each

page. They tell the first and last entry on the two pages. All the entries on the pages fall alphabetically between these two guide words.

- Direct the students to point to the guide words in the encyclopedia.

B Reduce questions and topics to keywords.

- Explain that when researching information in the encyclopedia, you must narrow your question to a keyword. When looking for information about a person, use the person's last name as the keyword. If there are several persons listed with the same last name, those entries are then also alphabetized by first name. Point out the examples on Worktext page 121.

- Direct several students to think of names of famous people. Write the names for display, directing the students to identify the keywords.

- Direct the students to think of a question they have about Hong Kong. Write students' questions for display.

- Direct the students to identify the main idea of each question. Circle the keywords that they should look for in the encyclopedia.

- Direct the students to identify the volumes containing the keywords. Tell the students holding those volumes to locate the keywords and to share some information with the class.

Independent Practice

► Fill in the circle next to each correct answer.

1. Which entry could you find on a page with the guide words *guitar* and *Gulf War*?
 sea gull guinea pig gulch
2. Which entry could you find on a page with the guide words *clarinet* and *Clearwater*?
 classroom Clemens, Samuel L. Thomas, Clarence
3. Which volume would contain information about the climate in Taiwan?
 Volume 3, Ca–Ch Volume 4, Ci–D Volume 17, T
4. Which volume would contain information about the history of Valentine's Day?
 Volume 8, H–I Volume 6, F Volume 19, V

► Write the letter of the correct answer in the blank.

- B** 5. An encyclopedia would be the most helpful resource for _____.
 A. finding information about the history of a word
 B. finding information for a research paper
 C. learning the pronunciation of a word
- B** 6. Which of the three entries would appear *last* in an encyclopedia?
 A. Newton, Sir Isaac B. Nicaragua C. newspaper
- C** 7. Which of the three names would appear *first* in an encyclopedia?
 A. Roger Williams B. Ted Williams C. William II
- C** 8. What is the best keyword for finding information about President Woodrow Wilson?
 A. President B. Woodrow C. Wilson
- B** 9. What is the best keyword for finding information about industry in Hong Kong?
 A. industry B. Hong Kong C. China
- A** 10. What is the best keyword for finding information about freshwater fish?
 A. fish B. freshwater C. lakes

Apply and Write

► Look up the name of a place in the encyclopedia. Write two interesting facts about the place using complete sentences.



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Worktext page 122

Independent Practice: Apply and Write

ESL

Write *articles*, *encyclopedia*, *keywords*, and *volume* on sentence strips or chart paper. Pair ESL students with English-proficient students to locate information in an encyclopedia and to complete the worktext pages. Some ESL students will be unable to use an encyclopedia independently. Many will need the information read orally to them. Remember that many ESL students lack alphabetizing skills.

Teacher's Toolkit, page 40

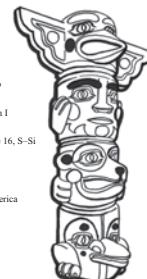
extra PRACTICE

Encyclopedias

Name _____

► Fill in the circle next to each correct answer.

1. How is an encyclopedia different from a dictionary?
 Encyclopedias contain guide words.
 Encyclopedia entries are not in alphabetical order.
 Encyclopedias contain articles.
 2. Which entry would *not* be on a page with the guide words *Toronto* and *totem pole*?
 tortoise toucan torpedo
 3. Which name would appear *first* in the encyclopedia?
 Eric Williams Ted Williams William I
 4. Which volume would contain information about cells?
 Volume 3, Ca–Ch Volume 4, Ci–D Volume 16, S–Si
- Fill in the circle next to each correct answer.
5. What is the best keyword for finding information about the climate in Peru?
 climate Peru South America
 6. What is the best keyword for information about climbers in the Himalayan Mountains?
 Mountains, Himalayan Himalayan Mountains
 Himalayan Mountains
 7. What is the best keyword for finding information about King Henry VIII?
 King Henry VIII Henry VIII England
 8. What is the best keyword for finding information about Lincoln, Nebraska?
 Nebraska, Lincoln Lincoln, Nebraska capital
 9. What is the best keyword for finding information about Alexander Graham Bell?
 Alexander Graham Bell Graham, Bell Alexander
 Bell, Alexander Graham
 10. What is the best keyword for finding information about the music of Johannes Brahms?
 Johannes Brahms Brahms, Johannes music



Objectives

- Identify periodicals
- Use an excerpt from the *Readers' Guide to Periodical Literature* for information
- Identify the parts of a newspaper
- Predict the location of specific information in a newspaper
- Use a newspaper index to locate information
- Use a newspaper for information

Materials

- Newspaper for each pair of students
- Magazines

Note

You may contact your local newspaper and ask them to supply your class with newspapers or ask students to bring newspapers from home.

This interactive lesson incorporates Worktext pages 123–24 into the Teach for Understanding section.

Introduction**Listening**

Identify keywords. Read the items on this list one at a time, directing the students to name the keyword they would look for in an encyclopedia.

William Tyndale (*Tyndale*)

President Harry S. Truman (*Truman*)

Queen Elizabeth I (*Elizabeth I*)

San Antonio, Texas (*San Antonio*)

culture in China (*China*)

Baltimore, Maryland (*Baltimore*)

Sydney, Australia (*Sydney*)

religion in Taiwan (*Taiwan*)

Arctic temperatures (*Arctic*)

Teach for Understanding**A Identify periodicals.**

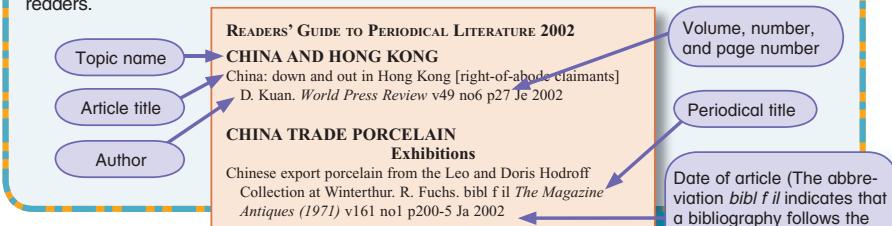
- Display magazines and newspapers.
- How are these magazines and newspapers alike? (*They contain information and pictures, have more than one author and article in each issue, are soft cover, and are published over and over again.*)
- How are these information resources different from books? (*New issues of magazines are published over and over again in a short*

Periodicals

Name _____

A **periodical** is a written work that is published at regular times: weekly, monthly, or every few months. Each new copy of a periodical is called an **issue**. The written parts are called **articles**. Periodicals include newspapers, magazines, and journals.

Periodicals are good sources for up-to-date, specific information. Periodicals may focus on one topic or a variety of topics. *Newsweek* magazine, for example, publishes articles on current events, *Sports Illustrated* focuses on sports, and *National Geographic* focuses on archeological finds and travel. *Reader's Digest* contains a number of different topics to interest a wide variety of readers.

**Guided Practice**

- Write the letter of each correct answer.

B 1. Which is not a periodical?
A. magazine B. encyclopedia

A 2. You may search the *Readers' Guide to Periodical Literature* by _____.
A. topic or author's last name B. topic or magazine title

A 3. Which magazine might contain information about this year's hockey teams?
A. *Sports Illustrated* B. *Newsweek*

- Write the letter of each correct answer.

A 4. P. Hoverstein is the name of a(n) _____.
A. author B. publisher

B 5. *Ad Astra* is the name of a(n) _____.
A. author B. periodical

A 6. The first article was published in _____.
A. January B. June

English 6, Chapter 7, Lesson 64

period of time. New editions of books are usually published after a few years.)

- Explain that these types of written materials are called *periodicals*.
- Direct attention to Worktext page 123. Read and explain the information about periodicals, issues, and articles. Tell the students that they can remember what a periodical is by remembering that it is published periodically, or at regular times.
- Explain that periodicals are good information resources because an article may focus on one topic and may contain up-to-date information.
- Display one of the magazines (periodicals) you brought. Look at the table of contents and tell the stu-

The *Readers' Guide to Periodical Literature* is a set of books that can help you find periodical articles in the library, similar to the way a card catalog or electronic catalog helps you find specific books in the library. *The Readers' Guide to Periodical Literature* is the most commonly used periodical index.

Each volume of the *Readers' Guide* contains a list of the articles published in a particular year. You may search a volume of the *Guide* alphabetically by topic or by author's last name. The following is an example of what you would find in the *Readers' Guide to Periodical Literature*.

**SPACE TECHNOLOGY**

New technologies point toward human travel in deep space. P. Hoverstein, *il Aviation Week & Space Technology* v154 no2 p52-4 Ja 8 2001

Technological barriers to space settlement. G. R. Woodcock, *graph il Ad Astra* v13 no1 p20-3 Ja/F 2001

dents the type of information found in the magazine.

- B** Use an excerpt from the *Readers' Guide to Periodical Literature* for information.

- Where could you find a large selection of periodicals? (*in a library*)
- How are periodicals arranged on a shelf? (*Similar periodicals are grouped together and then arranged alphabetically. Back issues are organized by date.*)
- Tell the students that if they want to find specific information but do not know which periodical to look in, they may search a periodical index for a keyword or author. The *Readers' Guide to Periodical Literature* is the most commonly used periodical index.

A local **newspaper** is a periodical that contains current local, state, national, and international news. A newspaper contains information on a variety of topics. Newspapers may be printed daily or weekly.

Different sections of the newspaper contain different types of information. Most local newspapers include a business section, sports section, opinion section, and weather section.

The **index**, found on the front page, helps you locate information in the newspaper. A **headline** is a brief statement that announces the topic of an article, summarizing its contents in a few words. The main headline is located in large print on the front page of the newspaper.

A **feature article** focuses on human interest. It is less time-sensitive than a news story and often gives more background information. Often the feature writer chooses an unusual or humorous element and emphasizes or features that in his article. The **editorial** or **opinion section** contains the personal opinions of people of the community. This section often contains arguments for or against controversial topics. Newspapers also contain **advertisements**. Businesses and individuals buy space in the **classifieds** section of the newspaper to advertise products and services.

Guided Practice

► Write the letter of each correct answer.

C

1. For the weekend weather forecast, you should turn to page ____.
A. E1 B. B2 C. B1

B

2. For information about the shortage of water in the county, you should turn to page ____.
A. B1 B. B2 C. A3

C

3. Which of these is a short summarizing statement?
A. editorial
B. advertisement
C. headline
4. Which section contains personal opinions?
A. business B. sports
C. editorial

B

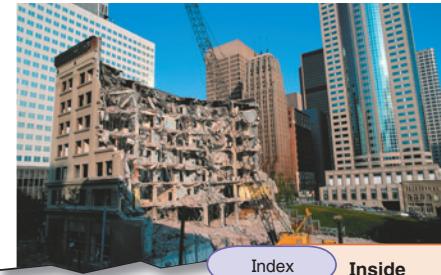
5. Which contains an emphasis on human interest?
A. headline B. feature article C. editorial

Weather: Mostly sunny, High: 75° County water shortage See Water, Page B2

Gulf Coast Gazette
Tuesday, March 17

Headline **Demolition completed**

At 9:00 a.m. yesterday the old bank at the corner of Congress and Trade Street was torn down. The building had deteriorated and was condemned years ago. An estimated 500 people watched the building go down in less than five minutes. See **DEMOLITION** on page B2



Index **Inside**

Business	B3
Classifieds	E1
Comics	C5–6
Crossword	C6
Local news	B2
National news	A3
Obituaries	B4
Opinion	A15
Sports	C1
Weather	B1
World news	A2

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2 Apply and Write

► Look at a newspaper. Write two sentences about an article that interests you. In the first sentence, tell the title of the article and page number. In the second sentence, tell about the topic.

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124

2. Direct attention to the box on Worktext page 123. Read the information about the *Readers' Guide to Periodical Literature*. Look at the example with the students.

- What is the title of the article? (*"China: Down and Out in Hong Kong"*)
- What is the name of the periodical? (*World Press Review*)
- What is the volume number? (49)
- Which keywords could you use to locate this periodical in the index? (*China; Hong Kong; Kuan, D.*)

C Identify the parts of a newspaper.

1. Give each pair of students a newspaper. Allow them a few minutes to look through it.

Teach for Understanding—Continued

5. Direct the students to locate classified ads, display ads, and the opinion/editorial section.

D Use a newspaper index to locate information.

1. Direct each student to locate the index on the front page of his newspaper. Point out that a newspaper index has both a letter and page number to locate information.
2. Direct the students to use the index to find the weather page. Select a volunteer to read tomorrow's weather forecast.
3. Direct the students to tell situations where information in the newspaper might be helpful. (For example, your favorite football team is in the playoffs, and you want to know the time of the game.)
4. Tell the students never to assume that everything they read in the newspaper is true. God's Word alone is Truth [BAT: 8b Faith in the power of God's Word].

ESL

Write *periodical*, *articles*, and *issue* on chart paper. Most ESL students will be unable to use periodicals independently due to limited vocabulary. Write these newspaper parts with examples on chart paper: *index*, *headline*, *feature articles*, *advertisements*, and *opinion (editorials)*. You may display a newspaper with its parts labeled for reference. Pair ESL students with English-proficient students to locate information in the newspapers.

Teacher's Toolkit, page 41

extra PRACTICE

Periodicals

Name _____

Fill in the circle next to each correct answer.

1. Which is the best source for information about a recent event?
 encyclopedia dictionary periodical

2. How can you search in the *Readers' Guide to Periodical Literature*?
 by author or author's last name
 by topic or magazine title
 by date or month of publication

3. Which magazine most likely has an article about ancient tools discovered in Israel?
 Sports Illustrated Newsweek National Geographic

► Use the *Readers' Guide* excerpts to answer these questions.

4. Who is M. Hobel?
 topic of the article publisher author

5. When was the first article published?
 January June July

6. Which page contains the article "Preventing Cold & the Flu"?
 page 18 page 3 page 33

► Use the information provided to answer these questions.

7. On which page will you find the weekend weather forecast?
 E1 B1 B2

8. Which page would have information about Queen Elizabeth's visit to Australia?
 B3 A3

9. Which page would tell what people of the community think about the new curfew for people under sixteen years old?
 A15 B2 B3

10. Which section contains people's opinions?
 business classifieds editorial

11. Which section do businesses and private individuals pay for?
 business classifieds opinion

12. Which of these is a short summarizing statement?
 editorial advertisement headline

COLD (DISEASE) REMEDIES
Five Steps to a Fast Recovery from Colds and Flu. See the following pages for more information:
Cold and Flu: The Flu Medicine Box, p. 103
Sobolev's Choices v18 No. 3 p. 203
Cold and Flu: Preventing and Treating the Common Cold, J. Rouse, *il Delizioso Living v19* and p. 203

WORLD NEWS
Eye on India
The Tocca Tribune
Tuesday, Month 17
Rain Floods Area
Another severe storm pelled the area last night, causing flooding and landslides. The State Highway Department

Inside

Business	B3
Classifieds	E1
Comics	C5–6
Crossword	C6
Editorial	A15
Local news	B2
National news	A3
Obituaries	B4
Sports	C1
Weather	B1



Worktext pages 125–26

Objectives

- Determine where to search within the library for specific information
- Use the Dewey decimal system to classify books
- Tell when to search by author, title, or subject in a card or electronic catalog

Materials

- Examples of a fiction book, a nonfiction book, a biography, and reference materials
- Overhead transparency of Supplement page S19, "Library Cards"

Note

This interactive lesson incorporates Worktext page 125 into the Teach for Understanding section.

Introduction

Speaking

Discuss the library.

- Where could you go to find information about a variety of topics? (*the library*)
- What are some sources of information in the library? (*Possible answers include books, magazines, newspapers, videos, CDs, and computers.*)
- What do you need to check something out from the library? (*a library card*)
- Where can you get a library card if you do not have one? (*the library*)
- Is all the information in the library true and good to read or listen to? (*no*)
- What is an example of some type of information in the library that may not be true or appropriate? (*Possible answers include information about evolution and videos or books that do not please the Lord Jesus or follow Philippians 4:8.*)

Teach for Understanding

A Determine where to search within the library for specific information.

- Tell the students that the library organizes different types of books in different sections of the library.
- Display a fiction book, a nonfiction book, a biography, periodicals, and reference materials. Direct the students to identify each type of material, giving reasons for their answers.

Library

Name _____

Libraries contain different types of printed materials. Different types of materials are located in different sections of the library. A library contains sections for fiction, nonfiction, biographies, reference, and periodicals.

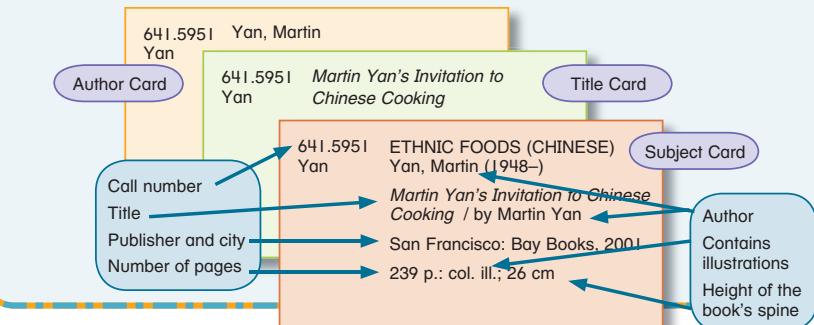
The **fiction** section contains books with stories that are not real. Fiction may contain facts but is mostly from the author's imagination. The **nonfiction** section contains factual books, books that give information. The **biography** section contains books that are written about a person's life. The **reference** section contains materials, such as encyclopedias, dictionaries, thesauruses, and atlases, that may not be checked out of the library. The **periodical** section contains periodicals (materials published periodically), such as magazines and newspapers.

Books are either fiction or nonfiction. Fiction books are organized on the shelf alphabetically by the author's last name, and biographies are organized on the shelf by the name of the subject. Most libraries arrange nonfiction books using the **Dewey decimal system**.

The Dewey decimal system places books in categories, with numbers assigned to each category. Each book is given a number depending on the category it falls into. The number is located on the spine of the book. This number, along with the first letter of the author's last name, is called the **call number**.

000–099	General references
100–199	Philosophy and psychology
200–299	Religion
300–399	Social sciences (government, education, etiquette)
400–499	Language
500–599	Natural sciences and mathematics
600–699	Technology
700–799	The arts (including sports)
800–899	Literature
900–999	Geography, history, travel, biography

The **card catalog** and the **electronic catalog** help you find books in the library. The card catalog is a set of drawers containing file cards that list every book in the library alphabetically by *author, title, and subject*. If you know any of these three things about a book, you can probably find it in the card catalog. The **call number** on the card can help you locate the book



English 6, Chapter 7, Lesson 65

125

- Direct attention to Worktext page 125. Read and explain the information about the types of books and their locations in the library.

B Use the Dewey decimal system to classify books.

- Explain that most libraries use the Dewey decimal system to arrange nonfiction books.
- Direct attention to Worktext page 125 and read aloud the information about the Dewey decimal system.
- Direct attention to the names of the categories on Worktext page 125.

- Which category and number range would contain information about the Revolutionary War? (*geography, history; 900–999*)

- Which category and number range would contain information about how bees make honey? (*natural sciences; 500–599*)

C Tell when to search by author, title, and subject in a card catalog.

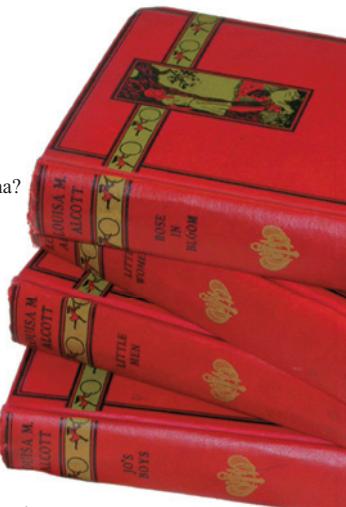
- Direct attention to Worktext page 125. Select a volunteer to read aloud the information about the card catalog.
- Direct attention to the overhead transparency of Supplement page S19, "Library Cards."

- Which type of card is this? (*subject card*)
- How do you know? (*The subject/topic is given at the top.*)
- What is the call number? (*951.05092*)

Guided Practice

► Fill in the circle next to each correct answer.

- In which section of the library would you find a book about Isaac Watts?
 fiction biography reference
- In which section of the library would you find an encyclopedia?
 fiction nonfiction reference
- In which section of the library would you find a book about China?
 fiction nonfiction biography
- Biographies are arranged alphabetically by _____.
 subject author title
- Fiction books are arranged alphabetically by _____.
 subject author title
- Which type of book may be used at the library but not checked out?
 nonfiction biography reference
- If you remember the author of a book but not the title, how should you search the card catalog?
 by title card by author card by subject card
- If you are looking for information about a topic but you do not know the name of an author or title, how should you search the card catalog?
 by title card by author card by subject card



► Write the numbers for the correct category of these books. Use the Dewey decimal system chart.

- | | |
|----------------|--------------------------------------|
| 000–099 | 9. <i>Encyclopedia Britannica</i> |
| 900–999 | 10. <i>Life in Hong Kong</i> |
| 700–799 | 11. <i>Batik Art</i> |
| 600–699 | 12. <i>Technology in the Kitchen</i> |
| 100–199 | 13. <i>Educational Psychology</i> |
| 200–299 | 14. <i>World Religions</i> |
| 400–499 | 15. <i>I Can Read Spanish!</i> |

000–099	General references
100–199	Philosophy and psychology
200–299	Religion
300–399	Social sciences (government, education, etiquette)
400–499	Language
500–599	Natural sciences and mathematics
600–699	Technology
700–799	The arts (including sports)
800–899	Literature
900–999	Geography, history, travel, biography

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Apply and Write

► Write the name of a country and a famous person. Write the name of the sections in the library where you could find information about your topic. Explain how you would search for the information.

English 6, Chapter 7, Lesson 65

126

- What is the title of the book? (*Grace: An American Woman in China, 1934–1974*)
 - What are the three ways you may search a card or electronic catalog? (*by title, author, or subject*)
 - What does 363 refer to? (*the number of pages in the book*)
 - Does this book contain illustrations? (*yes*)
 - How do you know? (*The abbreviation ill. means "illustrations."*)
 - Explain that author cards are filed alphabetically by the author's last name, subject cards are listed alphabetically by subject, and title cards are listed alphabetically by book title.
 - If you are looking for a specific book but you remember only the author's name, how would you search the card or electronic catalog? (*by author*)
4. Direct attention to Supplement page S19, "Library Cards." Explain that when the students look for information in an electronic catalog, they need to decide on the type of search, just like in a card catalog. Show the students the sample entry.

Worktext page 126

Independent Practice: Apply and Write
Share Extra Information (optional).

ExtraInfo

Hong Kong customs are a blending of Chinese and Western practices. Since Hong Kong was a British colony influenced by capitalism for more than 150 years, its people are familiar with Western ways. However, many Hong Kong customs would be unfamiliar to Westerners. In Hong Kong, people are very close to others when they converse. A slight bow is acceptable as a polite greeting. Full titles are used for introductions, and formal dress is expected for business attire. Chopsticks are used at meals instead of forks, knives, and spoons.

ESL

Make individual card catalog samples to allow ESL students to focus on the skills in smaller pieces. Provide them with a list of Dewey decimal system numbers for trips to the library. Pair these students with English-proficient students to complete the worktext pages.

Teacher's Toolkit, page 42

extra PRACTICE Library

Name _____

► Write the letter in the blank to tell which section of the library would contain the following information.

- | | |
|----------|--|
| C | 1. Book about the life of Hudson Taylor |
| D | 2. Encyclopedia |
| A | 3. Book about a girl who went to Jupiter and back |
| B | 4. Book about the food-making process of plants |
| E | 5. Citizen's reaction to the speech the mayor gave yesterday |

- A. fiction
- B. nonfiction
- C. biography
- D. reference
- E. periodical

► Fill in the circle next to each correct answer.

- Biographies are arranged by _____.
 subject author title
- The Dewey decimal system organizes books first by _____.
 subject author title
- To find a nonfiction book, use the _____.
 electronic catalog thesaurus the Readers' Guide
- If you know the author of a book but not the title, how should you search the card catalog?
 by title by author by subject
- If you are looking for information but you do not know the name of an author or book, how should you search the electronic catalog?
 by title by author by subject



► Write the numbers for the correct category of each of the following books.

- | | |
|----------------|--|
| 500–599 | 11. <i>Algebra is Awesome!</i> |
| 100–199 | 12. <i>Child Psychology</i> |
| 600–699 | 13. <i>How to Repair Your Computer</i> |
| 700–799 | 14. <i>Painting with Water Colors</i> |
| 200–299 | 15. <i>A Heart of Worship</i> |
| 800–899 | 16. <i>The Secret Garden</i> |
| 900–999 | 17. <i>Let's Go to Puerto Rico!</i> |
| 000–099 | 18. <i>Encyclopedia Britannica</i> |

- | | |
|---------|--|
| 000–099 | General references |
| 100–199 | Philosophy and psychology |
| 200–299 | Religion |
| 300–399 | Social sciences (government, education, etiquette) |
| 400–499 | Language |
| 500–599 | Natural sciences and mathematics |
| 600–699 | Technology |
| 700–799 | The arts (including sports) |
| 800–899 | Literature |
| 900–999 | Geography, history, travel, biography |



► Worktext pages 127–28

Objectives

- Use an atlas, almanac, and textbook for information
 - Use an index to locate information

Materials

- Atlases, almanacs, and textbooks

Note

This interactive lesson incorporates Worktext page 127 into the Teach for Understanding section.

Introduction

Speaking

Discuss research tools.

- What are some research sources we have discussed? (*Possible answers include nonfiction books, dictionaries, encyclopedias, newspapers, and magazines.*)
 - Where can we find these research sources? (*in the library*)
 - What tools can you use to find resources in a library? (*card catalog or electronic catalog*)
 - What is the name of the system that organizes nonfiction books into categories? (*the Dewey decimal system*)
 - Which section of the library contains encyclopedias? (*reference*)
 - Which section of the library contains books written about the life of a person? (*biography*)
 - How are fiction books usually organized on the shelves? (*alphabetically by the author's last name*)

Teach for Understanding

A Use an atlas for information.

1. Display a world atlas. Show the different types of maps in the atlas. Point out the index and demonstrate how to use it.
 2. Direct the students to think of questions about a certain location (e.g., where is Sri Lanka? or what is the weather like in Hong Kong?). Write the questions for display. Use the index in the atlas to find the answers. Write the answers for display.
 3. Direct attention to Worktext page 127. Read aloud the atlas information. Point out the map of Kansas.

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 Guided Practice

- Use the atlas map above to mark each correct answer.

1. Morenci is the name of a _____.
 copper mine
 petroleum field
 gold mine

2. Two zinc mines are located in _____.
 Canada
 the United States
 Mexico

3. Which country has a major lead mine?
 Canada
 United States
 Mexico

4. How many major petroleum fields are located in the United States?
 one two three

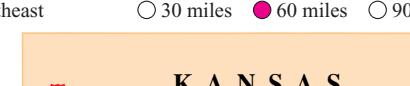
- Use the road atlas map to mark each correct answer.

5. If you wanted to travel from Wichita to Olathe, in which direction would you go?
 northeast northwest southeast

6. Which road(s) would you take to get to Wichita from Topeka?
 I-70 and I-35
 I-335 and I-35
 I-35

7. Interstate 70 runs in which directions?
 north and south
 east and west
 northeast and southwest

8. What is the approximate distance between Topeka and Kansas City?
 30 miles 60 miles 90 miles



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- About how far is it from Wichita to Emporia? (*100 miles*)
 - What is the capital of Kansas? (*Topeka*)
 - In what situation would you use an atlas? (*Possible answers include when going on a trip and needing directions and when you want to learn about a certain place.*)

B Use an almanac for information.

 1. Display a world almanac. Tell the students that an almanac is a great place to find interesting and unusual facts. Read aloud the information about the almanac on Worktext page 128.
 2. Use the index to demonstrate the type of information found in an almanac.
 - 3. Direct the students to think of questions that an almanac may answer (e.g., who was the first woman in space? or who has won the most NBA championship titles?).
 - 4. Direct attention to the almanac excerpts on Worktext page 128.
 - Who hit the most home runs in 2001? (*Barry Bonds*)
 - In what year did Sammy Sosa have his most home runs? (*1998*)
 - 5. Direct attention to the index.
 - Which page gives information about blizzards? (*36*)
 - Which pages tell about the Washita River? (*49, 53*)

An **almanac** is a book published once a year that contains facts and information about many different subjects. It is a good source for finding up-to-date information. An almanac may contain information about sports, entertainment, weather, and other miscellaneous topics. Information and statistics are presented in condensed form, often in tables. You can find information by looking in the index. The **index** may be located in the front or back of a book.

A student uses a **textbook** to study a certain subject. A math textbook contains information about math, an English textbook contains information about English, and an American history textbook contains information about American history. To find information about something in a textbook, check the table of contents or the index.

Sample Entry

Most Home Runs

Player, Team	HR	Year
Barry Bonds, Giants	73	2001
Mark McGwire, Cardinals	70	1998
Sammy Sosa, Cubs	66	1998
Mark McGwire, Cardinals	65	1999
Sammy Sosa, Cubs	64	2001
Sammy Sosa, Cubs	63	1999
Roger Maris, Yankees	61	1961
Babe Ruth, Yankees	60	1927

Index

Washington, George	87–90, 112
birthday, holiday.....	87
presidency	88
Revolutionary War	90, 112
Washita River	49, 53
Weather	35–40
blizzards.....	36
cities in the U.S.....	39

Guided Practice

► Use the almanac information to mark each correct answer.

- In which year did Sammy Sosa hit 66 home runs?
 1998 1999 2001
- Who held the home run record the longest?
 Mark McGwire Roger Maris Babe Ruth
- Which team did Babe Ruth play for when he hit 60 home runs?
 Giants Cubs Yankees
- Which page might contain information about the average amount of rainfall in cities in the United States?
 35 36 39
- Which page contains information about the Revolutionary War?
 87 90 88

► Write the letter of each correct answer in the blank.

- B** 6. Where would you look to find information about who won the women's hundred-meter race in the last summer Olympics?
A. atlas B. almanac C. math textbook
- C** 7. Which would most likely contain a fictional story?
A. American history textbook B. atlas C. language arts book
- A** 8. Which would contain a road map of your state?
A. atlas B. almanac C. geography textbook

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C Use a textbook for information.

- **What is a *textbook*? (a book used by a student for studying a certain subject)**
- **What are some different types of textbooks? (Possible answers include math, geometry, science, biology, history, geography, and English.)**

- Display different types of textbooks.
- Explain that some textbooks may call the same subject by a different name. History, for example, may be called heritage studies. Some textbooks deal with more specific information within a field of study. For example, an algebra textbook and a geometry textbook each deal with a certain type of math. A social studies textbook and a geography textbook both include history. A biology text-

book deals with a specific type of science. English is sometimes called language arts and includes grammar, reading, and writing.

- Read aloud the information about textbooks on Worktext page 128.
- **Which type of textbook would contain information about the Revolutionary War? (a history textbook)**
- **Which type of textbook would give you information about using commas? (an English textbook)**
- Choose a textbook and direct the students to think of a question that may be answered in the textbook. Write the question for display; then go to the table of contents or index to find the information. Write the answer for display.

Worktext page 128

Independent Practice

ESL

As with other reference materials, ESL students will need a lot of assistance with this lesson. Almanacs require alphabetizing skills, textbooks require reading comprehension skills, and atlases require map-reading skills. Pair ESL students with English-proficient students to work with these reference materials. Provide assistance with vocabulary on the worktext pages.

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Teacher's Toolkit, page 43

extra PRACTICE																							
Atlases, Almanacs & Textbooks																							
<p>► Use the atlas map to answer these questions.</p> <ol style="list-style-type: none"> What is the capital of Wyoming? <input type="radio"/> Sheridan <input type="radio"/> Salt Lake City <input checked="" type="radio"/> Cheyenne In which direction would you go to get from Seattle to Boise? <input checked="" type="radio"/> southwest <input type="radio"/> northeast <input type="radio"/> northwest <input type="radio"/> southeast What is the approximate distance between Flagstaff and Albuquerque? <input type="radio"/> 50 miles <input type="radio"/> 150 miles <input checked="" type="radio"/> 300 miles Which state is directly south of Utah? <input type="radio"/> Nevada <input checked="" type="radio"/> Arizona <input type="radio"/> Colorado Which mountain shown is closest to the California-Nevada border? <input type="radio"/> Mt. Shasta <input type="radio"/> Mt. Rainier <input checked="" type="radio"/> Mt. Whitney <p>► Use the almanac information to answer these questions.</p> <ol style="list-style-type: none"> Which state is largest in size? <input checked="" type="radio"/> Alaska <input type="radio"/> Arizona <input type="radio"/> California Which state has the largest population? <input type="radio"/> Alaska <input type="radio"/> Arizona <input checked="" type="radio"/> California Which state is largest in area? <input type="radio"/> Alaska <input type="radio"/> California <input checked="" type="radio"/> Texas <p>► Fill in the circle next to each correct answer.</p> <ol style="list-style-type: none"> Which would contain a road map of your state? <input checked="" type="radio"/> atlas <input type="radio"/> almanac <input type="radio"/> geography textbook Which would contain information about how to solve math equations? <input type="radio"/> atlas <input checked="" type="radio"/> almanac <input checked="" type="radio"/> algebra textbook Which would most likely contain a fictional story? <input type="radio"/> almanac <input checked="" type="radio"/> history textbook <input checked="" type="radio"/> language arts textbook Where would you look to find the distance from your house to the nation's capital? <input type="radio"/> atlas <input checked="" type="radio"/> almanac <input type="radio"/> world history textbook 																							
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<p>Western United States Statistics</p> <table border="1"> <thead> <tr> <th>State</th> <th>Population</th> <th>Area (sq. mi.)</th> </tr> </thead> <tbody> <tr> <td>Alaska</td> <td>648,818</td> <td>656,424</td> </tr> <tr> <td>Arizona</td> <td>5,831,511</td> <td>114,899</td> </tr> <tr> <td>California</td> <td>35,484,453</td> <td>163,707</td> </tr> <tr> <td>Colorado</td> <td>4,980,348</td> <td>104,350</td> </tr> <tr> <td>Hawaii</td> <td>1,057,468</td> <td>10,932</td> </tr> <tr> <td>Idaho</td> <td>1,366,332</td> <td>83,576</td> </tr> </tbody> </table> <p>* State capitals ▲ Mountains</p>			State	Population	Area (sq. mi.)	Alaska	648,818	656,424	Arizona	5,831,511	114,899	California	35,484,453	163,707	Colorado	4,980,348	104,350	Hawaii	1,057,468	10,932	Idaho	1,366,332	83,576
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Objectives

- Develop an understanding of how computers may be used in the Writing Process
- Use computers in the Writing Process

Materials

- Computers with word processing software and Internet access
- Printer

Note

This interactive lesson incorporates Worktext pages 129–30 into the Teach for Understanding section.

Before the lesson, question students to determine their understanding and use of computers, especially word processing programs and the Internet. You may have students respond to your questions on paper so they are not embarrassed if they do not know as much about computers as others in the class. Modify the lesson to meet the needs of your students. If possible, connect your computer with a TV or projector to demonstrate this lesson to your students.

An Extra Practice page is not provided for Lesson 67 since suggested activities for the practice of computer skills are provided throughout this Teacher's Edition.

Introduction**Speaking**

Discuss computers. Direct the students to tell how personal computers are helpful and how they have used them.

Teach for Understanding**A Use computers to plan writing.**

- Read and discuss the information in the paragraph and *Helpful Hints for Using the Internet* on Worktext page 129.
- Check for accuracy.** Remind the students that critical thinking is important. We should not believe everything we read. Tell the students that the *only* source that we can trust without any hesitation is God's Word. Explain that if a well-known organization such as National Geographic or the U.S. government owns the site, the facts are more likely to be accurate. Be aware that often even these sites present erroneous "facts" to support evolution.

Using Computers in Writing

Name _____



Worktext pages 129–30

Using computers can help you in each stage of the Writing Process. These two pages give suggestions and instructions for using computers in the Writing Process.

Planning: If you are writing a research report, the Internet can be a good source of information. The Internet is a network that connects people, organizations, and businesses all over the world through computers. Websites are documents that contain information and links to other websites or webpages with related information. Information on almost every imaginable subject is available on the Internet. You can access information in a website by typing the website's address in the address bar. An online encyclopedia is a helpful research tool. You can use an online encyclopedia in much the same way you would an encyclopedia in book form. Think of a keyword; then type it in the window.

If you do not know the address of a website, you may use a **search engine** to locate websites that contain information about your subject.

**Using a Search Engine**

- Enter the keyword(s) in the window.
- Place keywords in quotation marks to search for sites with words in that order.
- Use the word *and* to search for websites containing both words.
- Use *or* to search for sites containing at least one of your keywords.
- Use *not* to omit sites with a certain word.

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**Helpful Hints for Using the Internet****Check for accuracy.**

- Who owns the website? Is it a government agency, a well-known national organization, or an individual?
- Who is the author? Is he an expert in his field? Can he be contacted?
- What is the goal of the site? Is it to sell a product, to entertain, or to inform?
- Consult other sources to check facts.

Save information.

- Print information that you will use for a report or record the source with your notes.
- Use the bookmark or favorites function to save an address.

Stay on task.

- Stay focused on your research. If you are interested in something else, save the address and then look at it when you have time or when your project is finished.

Protect yourself.

- Do not give personal information over the Internet.
- Use a computer that has a filter.

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- B Use computers to aid in proofreading.** Tell the students not to give personal information (name, address, phone number, etc.) over the Internet unless they have their parents' permission. Discuss the negative aspects of the Internet. Explain that they may accidentally come upon a site that they know does not please the Lord or one that makes them feel uncomfortable. Explain that it is important for Christians to refrain from doing things that do not honor the Lord [BAT: 4b Purity].

- Read and explain the information about search engines on Worktext page 129. Tell the students that they will not always immediately find the information they are looking for.

C Use computers to publish writing.

- Read and discuss the information about publishing. Direct the students to suggest ways to make a final draft grab the attention of the reader. The design needs to be appropriate for the topic.

D Consider the following activities:

- Provide the students with a topic that you would like them to research. Direct groups of students

Drafting

- Write your draft in a word processor.
- Save your work about every ten minutes. Save your document on the hard drive or on a disk.
- Ignore spelling and grammar errors in your first draft.
- Print a copy using double spacing so that you have room to write in corrections later.

Revising

- Use your computer's word processor to make revisions to your draft.
- If necessary, use the cut-and-paste function to change the order of sentences and paragraphs.
- Use an online thesaurus or dictionary or the thesaurus on your word processor to find the best words.

Looked up:
interesting

Synonyms:
appealing
fascinating
captivating
entralling

Meaning:
“holding attention”

Proofreading

- Use the spelling and grammar function to check for misspelled words, sentence fragments, and run-ons.
- You may still need to use a dictionary because the spell checker will not recognize misused homophones. Also, the spell checker may indicate that some proper nouns are misspelled when they are not.
- If you are proofreading someone else's work on the computer, highlight your corrections or change the font to make your marks visible.
- Print your paper, write in corrections, then enter them on the computer.

The spell checker did not find the mistakes in these sentences:
*I can't here you.
He ate two much.*

Publishing

- Use your computer's word processor to change the format or design.
- Make sure the format is appropriate for your topic. If you are writing about tourism in Florida, you may want to create a brochure with pictures. If you are writing about events, you may want a newspaper format.
- Use graphs, tables, timelines, and bulleted lists to make information readable and interesting.
- Change the font size and style.
- Add art or copy images to your final draft if appropriate.
- Publish your paper online.



Our Country's Eagles

If you see a large bird soaring to its nest high up on a cliff, it is probably an eagle. Eagles are some of God's most beautiful wild creatures. They are beautiful and wild. The American bald eagle and the golden eagle are the only two species of eagles found in the United States. Although they are similar in size and nesting habits, they have differences in appearance and diet.

The bald eagle has become the national symbol of the United States. Its most unusual feature is its white head. The feathers on the rest of its body are dark brown, and its beak and feet are yellow. It is a large bird, weighing anywhere from ten to fifteen pounds. Males have a wingspan of ~~seventy-two to eighty-five~~ inches, and the wingspan of females is even larger. Bald eagles like to nest in tall trees or on cliffs. They usually lay two eggs at a time, and both parents take turns sitting on the nest. The baby eagles fly about ten weeks after hatching. Bald eagles almost always live near water because fish especially salmon are one of their favorite foods. They also eat small mammals and water birds.

Unlike the bald eagle, the golden eagle does not have a white head. Its feathers are entirely dark brown with touches of gold at back of its neck. It has a gray bill and yellow feet. It is similar

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to use a search engine to find information about the topic. Direct the students to evaluate websites by answering these questions:

Who owns the site?

Who is the author, and is he an expert?

Can he be contacted?

What is the goal of the site—to inform, entertain, or sell a product?

Does the site contain helpful information about our topic?

2. Give the students a topic for research and the addresses of two websites related to the topic. Direct the students to compare and contrast the two websites by asking the questions given in the previous activity.
3. Choose a topic that you would like students to research (e.g., something

related to what students are learning in another subject or the theme of this chapter). Example: *What is the current weather probably like in Hong Kong, China?* Direct the students to work in groups and to report their findings. Direct them to record on paper what they entered into the address box, whether they found a lot of unrelated information, and the addresses of websites that contained information about the topic.

4. Direct the students to complete their next writing assignment using a word processing program. Direct them to make the final draft interesting by changing the design.
5. Tell the students to write articles for a class newspaper. Publish each article online.

ESL

When the computer is used as a research tool for the Internet or specific research programs, such as encyclopedias, ESL students are frequently unable to work independently. Comprehension and vocabulary limit their effective computer usage for research. Pair these students with English-proficient students for computer research.

Objectives

- Take notes from an article
- Find supporting details for an outline
- Construct an outline to know what to look for when researching
- Read an article to find specific information

Materials

- Overhead transparency of Supplement page S20, "Taking Notes"

Note

This interactive lesson incorporates Worktext page 131 into the Teach for Understanding section.

Introduction

Writing

Plan the research report. Tell the students that you want to find information for a report about Hong Kong. Explain that first you need to plan the types of things you want to include in the report. Writing an outline before starting your research will help you know what to look for.

- If I want the first paragraph to tell about the people of Hong Kong, what will the first point be on my outline? Write it for display. (*I. People*)
- What should I try to find out about the people of Hong Kong? (*Possible answers include A. Population, B. Language, etc.*)

Teach for Understanding

Write students' responses for display under main point I. People. Conclude building the outline for display by adding at least three subpoints to points I and II.

A Take notes from an article.

- Read and explain the information at the top of Worktext page 131. Point out the outline and note cards.
- Select a volunteer to read aloud the information about Hong Kong.
- Point out Monica's notes.
- Select volunteers to read aloud the information in the article that contains the information Monica wrote on her note card. (*About 90 percent of the people practice ...*)
- Read and discuss the note-taking guidelines on Worktext page 131.

Taking Notes from an Article

Name _____

Before you start researching a topic for a report, it may be helpful to write an outline so that you know what information to look for.

Taking notes when you are reading an article will help you to remember important information and the source of the information. Before you begin reading, write the main points and subpoints of your outline at the top of different note cards. If you have more supporting details than will fit on a card, make a new note card.

Article from *Travel Encyclopedia***Hong Kong**

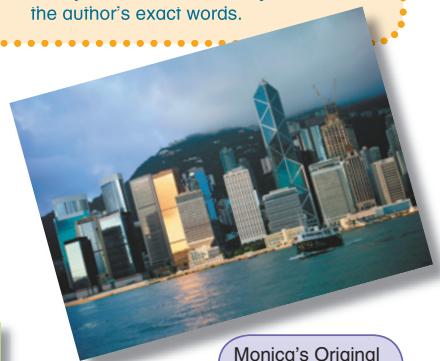
Hong Kong is a special administrative region of China. Hong Kong was a dependent territory owned by Britain from 1840–1997. On July 1, 1997, control of Hong Kong was given back to China.

The population of Hong Kong is over seven million. About 98 percent of Hong Kong's citizens are Chinese, but British and American populations are also located in the region. The official languages are Cantonese (a dialect of Chinese) and English. Most people speak Cantonese. About 90 percent of the people practice traditional Chinese religions such as Confucianism and ancestor worship, and about 10 percent are considered Christian. Half of this 10 percent are Protestant, and half are Catholic.

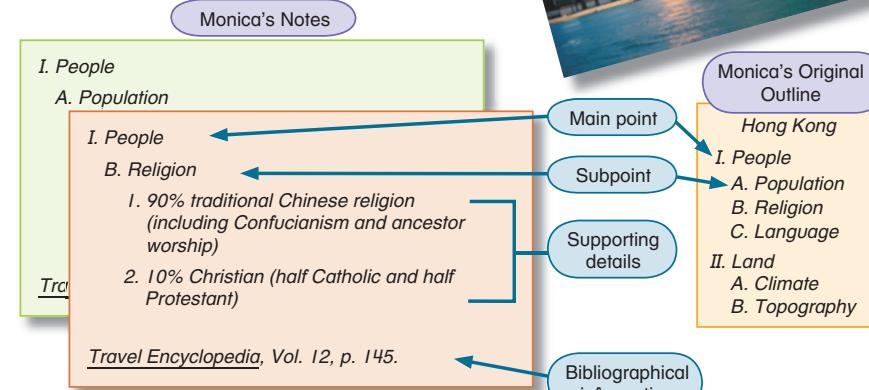
Monica is writing a research report about Hong Kong. She wrote an outline with main points and subpoints. She wrote the headings of her outline on different note cards. As she read, she looked for information that would fit in her outline and took notes on the note cards. Before Monica was finished, she had several note cards of information about each subpoint.

General Note-Taking Guidelines

- Summarize main ideas and restate them in your own words. Do not copy what you read except for occasional quotations.
- Write keywords and important facts. Do not write complete sentences.
- Carefully record the sources you use. Record the author's name and the source's title and page number.
- Use quotation marks when you write the author's exact words.



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- Did Monica write all the details she read? (*no*)

- Are the details written in complete sentences? (*no*)

- Point out that the heading of Monica's note card comes from her outline.
- Tell the students that they do not need to take notes about every detail that they read. Explain that they do not have to write in complete sentences when taking notes.

- What would be the advantage of not writing in complete sentences when taking notes? (*It takes less time to record the details.*)

- What information did Monica include at the bottom of the note card? (*information about the source and page number*)

- Why should you include information about the source at the bottom of each note card? (*to give credit to the author and to help you remember where you found the information so you can go back to the source if necessary*)

B Find supporting details for an outline.

- Draw a large rectangular note card for display. Direct attention to the outline about Hong Kong on Worktext page 131.
- Direct the students to read the article about Hong Kong to find information about the population.
- Select volunteers to write for display the bibliographical information and the headings that should go on the

Guided Practice

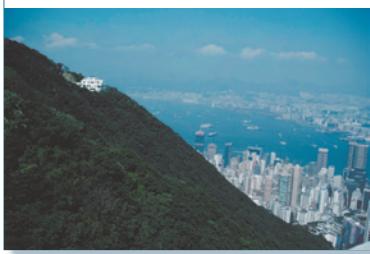
- Read the excerpt from an article in Volume 12 of the *Travel Encyclopedia*, page 145. Fill in the missing information. Make sure each card includes main points, subpoints, supporting detail(s), and bibliographical information. Use the outline provided.

The region of Hong Kong includes part of southern China mainland called the New Territories, Kowloon Peninsula, Hong Kong Island, and over 200 other islands. The total land area of the region is about 422 square miles, and the surrounding territorial water is about 707 square miles.

The land of Hong Kong is very mountainous, and as a result, very little of it is developed. Only a very small portion of the area may be farmed due to the rocky land and the heavy rains that wash away important nutrients from the soil.

Hong Kong's climate is semitropical. Summers are long, hot, and humid, and winters are dry and cool. The yearly rainfall in Hong Kong is about eighty-five inches. Heavy rainfall and violent storms called typhoons cause flooding and landslides in the summer.

p. 145



Hong Kong
I. People
A. Population
B. Religion
C. Language
II. Land
A. Climate
B. Topography

II. Land

A. Climate

1. semitropical climate
2. Possible answer: receives heavy storms called typhoons causing flooding and landslides

Travel Encyclopedia, Vol. 12, p.145.

II. Land

B. Topography

1. Possible answer: mountainous
2. Possible answer: undeveloped and rocky

Travel Encyclopedia, Vol. 12, p.145.

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Apply and Listen

- Listen as your teacher reads part of an article about eagles. Write one fact about bald eagles and one fact about their nests.

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note card. (**I. People, A. Population;**
Travel Encyclopedia, Vol. 12, p. 145.)

4. Select a volunteer to write information about population on the note card.

C Construct an outline to set the purpose before researching.

1. Explain that you would like to find information for a report about Tokyo, Japan.
2. Tell the students that you would like information about the people in Tokyo and the history of the city. Write "I. People" and "II. Historical Sites." Direct the students to generate subpoints and write them for display.
3. Display the transparency of Supplement page S20, "Taking Notes." Read the article with the students.

4. Select volunteers to write for display information from the article that would fit under the subpoints.
5. Explain that when researching, you probably will not find all the information you are looking for in one article.

ESL

Many ESL students will not be able to take notes independently and will be unfamiliar with the format of an outline. Some students will need the information read orally to them. Others may be able to decode most of the words but will lack comprehension skills to work independently. ESL students will need the assistance of the teacher and/or an English-proficient student. You may want to shorten the assignment by requiring fewer paragraphs or details.

Worktext page 132

Independent Practice: Apply and Listen

Read and explain the instructions. Then read aloud this excerpt of "Eagle: King of Birds" from *Reading 5: Pages in My Head*.

There are forty-eight kinds of eagles in the world, but the best known in the United States is the bald eagle. The bald eagle was named years ago by early settlers, who used "bald" to mean white. A bald eagle is distinguished from other eagles by the white feathers covering its head. Because of its strength and splendor, the bald eagle was chosen to be the symbol of our country.

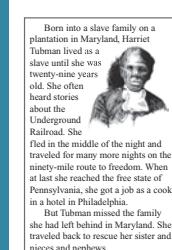
Bald eagles build their nests in tall trees. The nests, called aeries, are built mainly of sticks. They are lined with leaves, grass, feathers, moss, and other soft materials. Eagles use the same nesting site year after year. They build each new nest on top of the others. Since these birds can live from thirty to fifty years, the nests become enormous. One nest in a tree blown down near Lake Erie weighed over four thousand pounds, or two tons.

Teacher's Toolkit, page 44

extra PRACTICE Taking Notes from an Article

Name _____	
Harriet Tubman	I. Slavery A. Early Years 1. Born a slave 2. Lived on a plantation in Maryland 3. Heard stories about Underground Railroad

► Read the excerpt below from page 39 of the *Civil War Encyclopedia*. Take notes on the cards provided. Use the outline provided. Make sure each card includes main points, subpoints, supporting detail(s), and bibliographical information.



Born into a slave family on a plantation in Maryland, Harriet Tubman lived as a slave until she was twenty-nine years old. She often heard stories about the Underground Railroad. She fled in the middle of the night and traveled for many more nights on the night roads to Philadelphia. When at last she reached the free state of Pennsylvania, she got a job as a cook in a hotel in Philadelphia. But Tubman missed the family she had left behind in Maryland. She traveled back to rescue her sister and nieces and nephews.

Harriet Tubman went on to become the most famous conductor of the Underground Railroad. She died in 1913. She made two trips to Maryland every year until 1857 to bring her family members and other slaves out of bondage. Tubman was often called "the Moses of her people," for she helped lead more than three hundred slaves to freedom. During the Civil War, she continued working for the North as a spy, scout, and nurse.

- p. 39
- | | |
|---|--------------------------------------|
| I. Slavery | A. Early Years |
| 1. Born a slave | 2. Lived on a plantation in Maryland |
| 3. Heard stories about Underground Railroad | Civil War Encyclopedia, p. 39 |

- | | |
|--|--|
| II. Accomplishments | A. Underground Railroad |
| 1. Rescued her sisters, nieces, and nephews from slavery | 1. Rescued her sisters, nieces, and nephews from slavery |
| 2. Conductor on the Underground Railroad | 2. Conductor on the Underground Railroad |
| 3. Helped over three hundred slaves to freedom | 3. Helped over three hundred slaves to freedom |
| 4. Called "the Moses of her people" | 4. Called "the Moses of her people" |
| Civil War Encyclopedia, p. 39 | Civil War Encyclopedia, p. 39 |



Worktext pages 133–34

Objectives

- Choose a source to find specific information
- Determine the location of sources in a library
- Use an index to locate information
- Use an atlas for information
- Use a dictionary entry for information about pronunciation

Materials

- Supplement page S21, "Reference Crossword," for each student

Note

This lesson reviews concepts to prepare students for the Chapter 7 Test. Extra Practice pages 45–46 make an excellent study guide.

Check for Understanding

Chapter 7 Review

Review the chapter by giving each student a copy of Supplement page S21, "Reference Crossword." Read aloud each clue and select a student to tell the answer; then direct each student to write the answer on his sheet. (**Note:** You may want to make an overhead transparency of the puzzle to display, writing the answers in the boxes as the students give them.)

Answer Key

Across

2. *nonfiction*
4. *bibliography*
5. *fiction*
8. *dictionary*
9. *glossary*
11. Readers' Guide
12. *atlas*
13. *almanac*
14. *thesaurus*

Down

1. *periodical*
3. *card catalog*
6. *encyclopedia*
7. *editorial*
10. *reference*

A. Write the letter of the part of the book you should consult to find this information.

- | | |
|----------|--|
| C | 1. Date of publication |
| B | 2. Name of the illustrator |
| E | 3. Definition of the word <i>molecule</i> |
| A | 4. Chapter containing information about oceans |
| D | 5. Page containing information about squids |
| F | 6. More sources on the topics covered |

- | |
|----------------------|
| A. table of contents |
| B. title page |
| C. copyright page |
| D. index |
| E. glossary |
| F. bibliography |

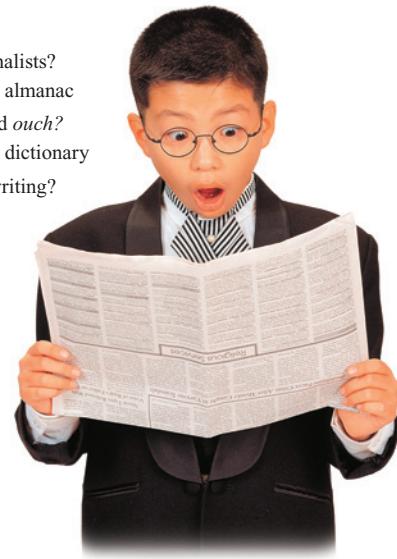
B. Fill in the circle next to each correct answer.

7. Where would you look to find out last year's NBA finalists?
 encyclopedia newspaper almanac
8. Where would you look to learn the origin of the word *ouch*?
 history textbook almanac dictionary
9. Which can help you use a variety of words in your writing?
 language arts textbook
 thesaurus
 dictionary
10. Where would you look to learn how to pronounce a word?
 dictionary
 English textbook
 language arts textbook
11. Which would tell who became the police chief after yesterday's election?
 atlas
 history textbook
 newspaper
12. Which might contain a map showing the average April temperatures in Australia?
 newspaper
 atlas
 American history textbook

C. Use the newspaper index to answer these questions.

13. Which section might tell about a Supreme Court ruling?
 B3 B2 A3
14. In which section can people place advertisements?
 B3 E1 A15

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Inside

Business	B3
Classifieds	E1
Comics	C5–6
Crossword	C6
Local news	B2
National news	A3
Obituaries	B4
Opinion	A15
Sports	C1
Weather	B1
World news	A2

D. Write the letter of the section of the library that would contain this information. Use each letter only once.

- C** 15. Book about the life of Betsy Ross
- B** 16. Book about China
- A** 17. Story about a boy living in 2033
- E** 18. Article about baking wedding cakes
- D** 19. Book of synonyms

- A. fiction
- B. nonfiction
- C. biography
- D. reference
- E. periodical

E. Fill in the circle next to each correct answer.

- 20. Which source can help you find magazine articles?
 card catalog **Readers' Guide to Periodical Literature**
- 21. Fiction books are arranged alphabetically by _____.
 title **author** subject
- 22. Which section of a newspaper contains opinions?
 local news **editorial** sports
- 23. What is the best keyword for information about President Ronald Reagan?
 President Reagan **Ronald**

F. Answer these questions using the atlas map.

- 24. Which country does *not* border the Pacific Ocean?
 Colombia Ecuador **Bolivia**
- 25. In which direction would someone flying from Bogotá, Colombia, to Quito, Ecuador, be traveling?
 southeast **southwest** northwest
- 26. What is the capital of Brazil?
 Rio de Janeiro
Brasília
 Belém

G. Use the dictionary entry to answer these questions.

- 27. The *a* in *buccaneer* sounds like the _____.
 a in *pay* *u* in *urge* ***a* in *about***
- 28. How would you *not* hyphenate *buccaneer* at the end of a line?
buc-ca-neer buc-caner
 bucca-neer

buc-ca-neer |bük'ə nír'—
noun a pirate or brutal adventurer, especially one who plundered Spanish ships and settlements in the seventeenth century.



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English 6, Chapter 7, Lesson 69

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ESL

Comprehension skills are essential to working with secular reference sources as well as with commentaries. Pair ESL students with English-proficient students for the activities in this lesson and to complete the worktext pages.

Worktext pages 133–34

Chapter 7 Review



Materials

- Bible for each student
- Study Bibles and Bible commentaries

Discuss and use Bible commentaries.

1. Explain that a commentary is a Bible study tool. Emphasize that Bible commentaries contain explanations of verses in Scripture. Bible commentaries are usually organized in the order of book, chapter, and verse as in the Bible.
2. Allow students to look through various commentaries and study Bibles. Explain that a commentary can help you understand a verse or passage by giving you background information about customs in that part of the world at that time.
3. Discuss the importance of relying on Scripture (John 17:17) and the Holy Spirit (John 16:13–14) for truth. Warn the students that they should not assume that something in a commentary or study Bible is true (1 John 4:1–3). Tell the students that, if they read a passage that they don't understand, they should pray for the Holy Spirit's guidance and then consult commentaries.
4. Direct students to read John 3:16 and then to refer to a commentary or several commentaries if possible, working in groups. Allow one student from each group to report to the class about what his group read.

Teacher's Toolkit, page 45

extra PRACTICE

Chapter 7 Review

Name _____

A. Write the letter in the blank, telling the part of a book you would use to find information.

- E** 1. Definition of the word *metamorphosis*
- D** 2. Page(s) with information about moths
- A** 3. Chapter with information about termites
- B** 4. Name of the illustrator
- C** 5. Date of publication
- F** 6. More sources on the topics covered

B. Fill in the circle next to each correct answer.

- 7. Where would you find information about using commas in a sentence?
 dictionary thesaurus **English textbook**
- 8. Where would you find the number of homes with computers in the United States?
 almanac geography textbook **atlas**
- 9. Which contains information about the origin of words?
 dictionary **English textbook** American history textbook
- 10. Where would you find the distance between New York City and London?
 almanac **atlas** social studies textbook
- 11. Where would you find a list of all the track and field gold medal winners?
 atlas **almanac** newspaper
- 12. Where would you find information about the water shortage in your town?
 almanac **newspaper** atlas
- 13. Which section might contain information about the school board's decision?
 B3 **B2** A3 A2
- 14. Which section might tell whether rain is expected in your area tomorrow?
 B2 A15 **B1** A2
- 15. Which section would tell which basketball teams made the playoffs?
 B3 B2 A3 **C1**

Inside
Business B3
Classifieds E1
Comics C5-6
Crossword C6
Editorials B3
Local news B2
National news A3
Obituaries F4
Sports C1
Weather B1
World news A2



Teacher's Toolkit, page 46

extra PRACTICE

Chapter 7 Review

Name _____

D. Fill in the circle next to each correct answer.

- 16. Which tool helps you locate magazine articles in the library?
 electronic catalog **Readers' Guide to Periodical Literature**
- 17. Fiction books are arranged in the library alphabetically by _____.
 title **author** subject
- 18. Biographies are arranged in the library alphabetically by _____.
 title **author** subject
- 19. What is the best keyword for finding information about President Theodore Roosevelt?
 Theodore **Roosevelt** President Theodore Roosevelt
- 20. What is the best keyword for finding information about Japanese automobile industry?
 automobile industry **Japan**
- 21. If you know the author of a book but not the title, how should you search the card catalog?
 by author **by title** by subject
- 22. The Dewey decimal system classifies books first by _____.
 author title **subject**
- 23. What is the best keyword for finding information about Atlanta, Georgia?
 Atlanta **Georgia** states



E. Write the letter of the section of the library that would contain the following information.

- D** 24. Dictionary
- E** 25. Article about the latest fishing equipment
- A** 26. Book about a girl who travels through time
- C** 27. Book about the life of Thomas Edison
- B** 28. Book about gardening

- F. Use the dictionary entry to answer this question.
- 29. The second *e* in *eccentric* sounds like the _____.
 i in *car* ***i* in *per*** *i* in *pit*
 - 30. Which syllable is most strongly accented in *eccentric*?
 the first **the second** the third

A. fiction
B. nonfiction
C. biography
D. reference
E. periodical

ec·cen·tric (ĕk'ĕn'trik) —adjective
odd or unusual in appearance or behavior; strange; peculiar

ir. care 2 per
3 per

Objectives

- Identify appositives in sentences
- Rewrite run-on sentences correctly
- Differentiate sentence patterns: *S V, S V DO, S V IO DO, S LV PA, S LV PN*
- Choose the correct verb to use in a sentence
- Identify the best section of a library for locating specific information

Cumulative Review

Name _____

A. Underline the appositive phrase in each sentence. (Chapter 3)

1. Lauren, my sister, got a new puppy for her birthday.
2. My parents bought him from Mr. Jenkins, our neighbor.
3. The puppy, a husky, has a white spot around one eye.
4. Frisky, my cat, does not like the new puppy.
5. Ace, the puppy, likes to lick Frisky's face.

**B. Rewrite each run-on sentence correctly. (Chapter 4) *Answers will vary.***

6. Lauren enjoys being outdoors, she spends time in the yard each day with her dog.

Since [Because] Lauren enjoys being outdoors, she spends time in the yard each day with her dog. or Lauren enjoys being outdoors. She spends time in the yard each day with her dog.

7. The puppy has plenty of toys to chew on he does not chew on Lauren's shoes.

If [Since/Because] the puppy has plenty of toys to chew on, he does not chew on Lauren's shoes. or The puppy has plenty of toys to chew on. He does not chew on Lauren's shoes.

8. He is learning to sit he will also shake hands.

He is learning to sit, and he will also shake hands. or He is learning to sit. He will also shake hands.

9. He likes to bury his toys in his sandpit, sometimes he forgets where he buried them.

He likes to bury his toys in his sandpit, but sometimes he forgets where he buried them. or He likes to bury his toys in his sandpit. Sometimes he forgets where he buried them.

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C. Write the correct sentence pattern for each sentence. (Chapter 5)

10. Sandra played with the dog. S V
11. The dog brought her the ball. S V IO DO
12. It is a nice day for a visit to the park. S LV PN
13. We play Frisbee with the dog. S V DO
14. Champ is good at catching. S LV PA

Sentence Patterns

S V	S LV PA
S V DO	S LV PN
S V IO DO	

D. Write the word that correctly completes each sentence. (Chapter 5)

- leave 15. It is best to (let, leave) your puppy alone when he whines at night.
teach 16. You can (teach, learn) a puppy to be housetrained when he is six months old.
may 17. My puppy (can, may) dig in a special area in the yard.
rises 18. As soon as the bread (raises, rises), Grandma will feed the dog.
inferred 19. I (implied, inferred) from the dog's actions that he wanted to play.
effect 20. Punishing a dog for something he does not remember can have a negative (affect, effect).

E. Write the letter of the section of the library that would contain this information. Use each letter only once. (Chapter 7)

- A 21. Story about a dog that talks
B 22. Book about Indonesia
E 23. Article about training your pet
C 24. Book about the life of Abraham Lincoln
D 25. Book of rhyming words

- A. fiction
B. nonfiction
C. biography
D. reference
E. periodical



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English 6, Chapter 7, Lesson 70

Worktext pages 135–36

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.



ESL students may need assistance with vocabulary on the worktext pages.



Chapter 7 Bridge, p. 137
Sightseeing in Hong Kong