C. Establishing a Community of Readers

Students can be asked to keep a reading journal in a notebook. With each chapter they read, they can write their reactions, favorite quotes, questions, self-assessments, and words they want to remember for their permanent knowledge base. Teachers may collect the notebooks two or three times in a term, either all at the same time or little by little. Because the purpose is to encourage reading, teacher reactions (if any) should be confined to content and not accuracy of writing.

D. Developing Critical Thinking

Understanding what is said on a page is not enough for college-level work. **Critical thinking** involves many skills: drawing conclusions, assessing accuracy, relating information to what is already known or to another area of knowledge, and applying what has been learned. Critical thinking involves the ability to:

- Describe
- Compare and contrast
- Associate (What does it make you think of?)
- Analyze it
- Apply it (How can the insights be used?)
- Argue for or against

Critical thinking is more than just a solitary process. It must be shared in the academic environment, and students must be able to participate in class discussion. The teacher needs to explain **how students can contribute to a class discussion**:

- Report what their group has discussed
- Report differences of opinion
- State a personal opinion
- Agree or disagree with another student
- Add something to what another student has said
- Give another example

E. Administering Assessments

Students should be encouraged to **refer back to the text** to answer questions. There may not be an explicit part that tells them the answer to a question, but they can work from the context.

- **Quizzes** for each chapter are available in this Teacher's Manual. Since each chapter contains three readings, one reading with main ideas and close reading can also be used as an assessment.
- Readings can be used as **information-gap exercises**. Half the class reads Reading One at home or in class and half reads Reading Two. Then, in pairs, they tell each other the main points of their reading. This encourages students to develop skills in oral summarizing. Students should be guided to understand they cannot include everything in a summary; they must be able to distinguish main ideas and support from details.
- Readings can also be timed. **Timed readings** can be done on the first reading of a text; students then answer only main idea questions. Students can time themselves and see how they improve the number of correct answers they provide.

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2. Have a student come to the board and write slashes where he or she heard pauses. Read the clause again if necessary. Explain that there is more than one possible way to do this and that it depends on the speaker. Then have students takes turns reading the quote and pausing after thought groups.

B Reading Strategy *(page 17)*

1. Explain that students should *not* stop reading when they find words they don't understand, as the purpose of skimming is to grasp the main ideas and not the details.
2. Time students to see how long it takes them to skim the passage and to encourage them to read with some speed. Then have students answer the questions.

COMPREHENSION *(page 19)*

A Main Ideas *(page 19)*

1. Have students skim the sentences. Then have them read the sentences again and circle the key words. Explain that the key words are those words that contain the meaning such as the words in blue. Key words are typically nouns, verbs, adjectives, and adverbs.
2. Have students complete the activity. Then go over the answers with the class.

B Close Reading *(page 19)*

1. Have students read the passage again and complete the task.
2. Have students work with a partner to change the false statements to make them true. Then go over the answers with the class.

VOCABULARY *(page 20)*

A Guessing from Context *(page 20)*

1. Ask students to complete the task with a partner. Have one student in each pair turn to page 18 and the other to page 20. This way they can work together and easily access the reading and exercise.
2. Go over the answers with the class.

B Collocations *(page 20)*

Go over the explanation in the box. Give a few more examples with the word *opinion*. For example: adjective + *opinion* = an honest opinion; an expert opinion verb + *opinion* = have an opinion; voice an opinion

CRITICAL THINKING *(page 21)*

1. Divide the class into small groups and have each group work on numbers 1 and 2.
2. Have each group share their opinion about number 1. Then have groups say the questions they created for number 2. Write the questions on the board and correct grammar and vocabulary as needed.
3. Have students work with a partner and complete number 3.

READING TWO: Who Moved My Cheese? *(pages 21–29)*

A Warm-Up *(page 21)*

Have students answer the questions alone. Then have students compare answers with a partner. Have each student paraphrase what his or her partner said and ask a follow-up question. Put the phrases *So, you said . . . Could you tell me more about . . . ?* on the board to help scaffold this activity.

B Reading Strategy *(page 22)*

1. If possible, bring an opinion article, a letter, and a book review to class and explain that these are three types of texts (readings).
2. Have the class skim paragraph 1 of the textbook reading and ask them to determine what kind of text it is.
3. Have students answer questions 2–4. Then go over the answers.

COMPREHENSION *(page 24)*

A Main Ideas *(page 24)*

1. Have students skim the questions and write *who*, *what*, *where*, *when*, *why*, or *how* next to each one depending on what type of information the question is asking.

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B Reading Strategy *(page 64)*

1. Read the explanation of predicting content from visuals. Have students work with a partner to complete the exercise, with one student focusing on page 64 and the other student focusing on page 65.
2. Lead a class discussion about the possible ways Jane Elliott could have divided her class. Ask: "Based on the picture, how do you think Ms. Elliott divided the class and why?"

COMPREHENSION *(page 66)*

A Main Ideas *(page 66)*

1. Have students read the sentences and circle the key words.
2. Ask students to read the passage again and circle the correct answers. Then go over the answers with the class.

B Close Reading *(page 67)*

Ask students to read the text again and then complete the activity. Then have the first student to finish write the answers on the board.

VOCABULARY *(page 67)*

A Connotations *(page 67)*

1. Go over the explanation in the box.
2. Have students work with a partner to complete the activity. Ask one student in each pair to open his or her book to the reading on page 65. The other student in each pair should open his or her book to the activity.
3. Go over the answers with the class and ask students to explain which words helped them figure out the connotations.

B Antonyms *(page 67)*

1. Have students explain the meaning of the word *antonyms*. Explain that antonyms have the opposite meaning of another word.
2. Have students work with a partner to complete the activity. Ask one student in each pair to open his or her book to the reading on page 65. The other student in each pair should open his or her book to the activity.

C Vocabulary in Context *(page 68)*

Have students complete this task alone. Then have a few students read their completed paragraph to the class.

NOTE-TAKING: Sorting Information *(page 68)*

Divide the class into small groups and have them work together to complete the chart. Ask one student from each group to share the information about the superior group. Do the same for the inferior group information.

CRITICAL THINKING *(page 69)*

Divide the class into as many groups as there are questions and have each group discuss one question and prepare to share the answers with the class. All groups then report back to the class on their discussions, with each student in a group having a brief time to say something. The rest of the class can comment on the discussion and join in until it is their turn. Encourage students to speak in complete sentences. (See section D on Critical Thinking in the General Notes, page 3.)

READING TWO: Fourteen Years Later *(pages 69–74)*

A Warm-Up *(page 69)*

Have students who would let their child participate in this experiment form one group and those who would not form another group. Have them discuss their reasons and then present them to the other group.

B Reading Strategy *(page 70)*

Go over the explanation of a synopsis and have students complete the chart. Then have five different students present one part of the chart each.

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III. Critical Thinking

A. Choose the correct answer.

1. No one knows why some elephants are abandoned by their families.
This statement . . . the main ideas of Reading One.
a. agrees with
b. disagrees with
c. has no connection to

2. There are not many similarities between elephants and humans.
This statement . . . the main ideas of Reading Two.
a. agrees with
b. disagrees with
c. has no connection to

3. The way that elephants care for one another is inspiring.
This statement . . . the main ideas of the chapter.
a. agrees with
b. disagrees with
c. has no connection to

4. Elephants are usually the most popular attraction in the zoo.
This statement . . . the main ideas of the chapter.
a. agrees with
b. disagrees with
c. has no connection to

B. Circle the questions that would be most appropriate to ask the authors of the readings. Then write two questions of your own.

1. Where does the money for the elephant orphanage come from?
2. Do people require special training to become elephant keepers?
3. Does the staff at Tsavo National Park provide a lot of supervision?
4. Until what age do male elephants live with their families?
5. What are the main differences between African elephants and Indian elephants?
6. What other animals are able to recognize themselves in a mirror?
7. Your own question:

_____

8. Your own question:

_____

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NAME: _____ DATE: _____

CHAPTER 3 TEST

LINGUISTICS: Little-Known Languages

Reading

Read the following transcript of a radio interview.

A Linguist Responds

1 Host: Today's show features a linguist, Professor Chris Dratfield, who's here to answer your questions on language. We have a caller on the line now. Hello, you're on the air!

2 Caller 1: Hello. I have a couple of questions, actually. First, I want to know how many languages there are. And, er, what's the difference between a language and a dialect?

3 Dratfield: We need to begin by asking what a language is. Dictionaries say something like "a language is a distinct way of speaking that is shared by other people." The word *distinct* tells us that different languages are mutually unintelligible, which means that speakers of different languages do not understand each other. For example, Spanish is related to Portuguese and French, but they are not mutually intelligible. If you speak Spanish, you may understand some things in the other two languages, but you probably won't understand more than, say, 30 percent.

4 Now, what makes these ways of speaking *languages*, not *dialects*? There's a famous saying made popular by the linguist Max Weinreich: "A language is a dialect with an army and a navy." In other words, political power determines whether the way people speak is considered a language or not. Danish and Norwegian are considered languages, not dialects, even though their speakers understand each other, because Denmark and Norway are separate countries. On the other hand, Mandarin and Cantonese are often called dialects of Chinese, even though their speakers don't understand each other.

5 Caller 1: That's really complicated.

6 Dratfield: Yes, and now you understand why it is hard to say exactly how many languages there are. Most linguists give a figure of between six and seven thousand.

7 Host: Thanks for your questions! Next caller?

8 Caller 2: I've heard that many languages are disappearing. Is this true?

9 Dratfield: Yes, unfortunately, it is. Languages are disappearing at an alarming rate. For example, Ainu, spoken on the Japanese island of Hokkaido, has only a few hundred speakers left. The last remaining speaker of Kllalam, a language used in Canada, died in 2014 at age 103. With her, an entire culture disappeared, because of course, languages are not just sets of words but repositories of stories, beliefs, and knowledge.

10 Caller 2: So how can languages be protected?

11 Dratfield: Well, we need to emphasize the importance of languages that are at risk and make sure that young people are encouraged to learn them. In the U.S., Cherokee leaders began teaching their native language in their local schools, and now Cherokee is also taught at several universities. So that's one Native

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II. A. 1. T
2. F: Collocations are words that are frequently used together.
3. T

B. 2, 3, 5, 6

III. A. 1. a **2.** c **3.** b **4.** a

B. 2, 3, 4

IV. Reading One

1. crowd	**6.** intervene
2. witnessed	**7.** passive
3. victim	**8.** consequences
4. strangers	**9.** alternative
5. overcome	**10.** model

Reading Two

1. negative	**6.** positive
2. negative	**7.** positive
3. negative	**8.** negative
4. negative	**9.** positive
5. neutral	**10.** negative

CHAPTER 8 QUIZ

I. 1. F: Supreme Court justices are not elected and do not need to explain their actions.
2. T
3. T
4. F: It was difficult for Sotomayor to become a federal judge.

II. A. 1. F: Many words in English have multiple meanings.
2. T
3. T

B. 1, 3, 5

III. A. 1. a **2.** a **3.** c **4.** c

B. 1, 4, 6

IV. Reading One

1. founding	**7.** mentioned
2. debates	**8.** surveys
3. enforce	**9.** independence
4. elected	**10.** neutrally
5. summarized	**11.** model
6. lack	

Reading Two

1. b **2.** b **3.** a **4.** a **5.** c **6.** c **7.** a **8.** c **9.** a **10.** b

CHAPTER 9 QUIZ

I. 1. F: The Swap Tree website started in 2007.
2. T
3. T
4. F: Schwermer will probably continue living without money.

II. A. 1. F: Predicting the content of a reading is a helpful way to understand the text.
2. T
3. T

B. 1, 4, 5

III. A. 1. a **2.** b **3.** a **4.** c

B. 1, 4, 5

IV. Reading One

1. deal with	**6.** features
2. hassle	**7.** simplicity
3. drawbacks	**8.** opportunities
4. consumer	**9.** mediocre
5. swapping	**10.** worth the time

Reading Two

1. donated	**6.** aspect
2. possessions	**7.** benefited
3. impression	**8.** bonds
4. flee	**9.** profits
5. shocked	**10.** moved

CHAPTER 10 QUIZ

I. 1. F: The tickling machine allows scientists to study people's reactions to tickling.
2. F: It is easy for the brain to distinguish between touching oneself and being touched by someone else.
3. T
4. T

II. A. 1. F: The titles of texts can contain questions, but they usually do not.
2. T
3. T

B. 1, 3, 4

III. A. 1. c **2.** b **3.** a **4.** c

B. 1, 3, 5

IV. Reading One

1. Incorrect: aware
2. Correct
3. Incorrect: fool
4. Incorrect: accomplish
5. Incorrect: ignore
6. Correct
7. Correct
8. Incorrect: distinguish
9. Correct
10. Incorrect: pure

Reading Two

1. due to	**6.** boost
2. humor	**7.** comedy
3. coordination	**8.** reduces
4. made up	**9.** increases
5. Getting	**10.** morale

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