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 reading passages, 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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B Close Reading *(page 30)*

This exercise asks students to identify one *correct* answer (two of the answers are false). Ask students to correct the false statements so that they are true.

VOCABULARY *(page 31)*

A Guessing from Context *(page 31)*

Have students write original sentences with three of the target words.

B Expressions with *torn* *(page 32)*

Have students read their completed sentences aloud.

C Synonyms *(page 32)*

Ask students to create a dialog about immigrants or immigration using some of the target words.

NOTE-TAKING: Identifying the Basic Parts of a Story *(page 33)*

Have students share a story about their own lives and identify the three basic parts.

CRITICAL THINKING *(page 33)*

Ask students to take notes on what the members of their small group say in response to the questions. Then assign one question to each student. Ask him or her to write a summary of what the members of the group said in response to the question.

READING TWO: Poems about Personal Identity *(pages 34–41)*

A Warm-Up *(page 34)*

After they have shared their responses to the exercises, have students tell about the idea they added to the list.

B Reading Strategy *(page 34)*

1. Ask students to read aloud the examples of alliteration, imagery, and repetition that are included in the skills box.
2. Have students work with a partner and talk about the examples they identified in the reading.

COMPREHENSION *(page 37)*

A Main Ideas *(page 37)*

Ask students to make two other sentences about the poems. Compile a list of the sentences with the class.

B Close Reading *(page 38)*

Have students read the quotes aloud to their partner, pausing at the end of each line in the poem.

VOCABULARY *(page 39)*

A Definitions *(page 39)*

Have students work with a partner and say sentences with three of the target words.

B Guessing from Context *(page 39)*

Have students read the completed paragraphs aloud.

C Using the Dictionary *(page 40)*

Ask students to share their strategies for understanding the differences between closely related words.

CRITICAL THINKING *(page 41)*

Ask students to explain which poem they found more interesting, more difficult, or more expressive.

LINKING READINGS ONE AND TWO *(page 41)*

Have students write about what they think about the ideas expressed in Readings One and Two.

READING THREE: Book Review of *Mixed* *(pages 42–47)*

A Warm-Up *(page 42)*

Ask students to share the idea they provided and why they chose it.

B Reading Strategy *(page 42)*

Have the class discuss the importance of scanning as a reading strategy. Review the difference between *skimming* (Chapter 1, Reading One) and *scanning* (Chapter 2, Reading Three).

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COMPREHENSION *(page 107)*

A Main Ideas *(page 107)*

1. After students mark the statements true or false, ask them to correct the false statements by writing correct sentences.
2. Have several students write their sentences on the board. Review them for grammatical accuracy.

B Close Reading *(page 108)*

Have students work with a partner to fill in the chart. If there are different responses, review them as a group.

VOCABULARY *(page 109)*

A Guessing from Context *(page 109)*

Have students write original sentences with four of the target words.

B Word Forms *(page 109)*

Ask students to use the verb forms of the words to write sentences about Howard Gardner. Then have them read their sentences to a partner

NOTE-TAKING: Filling in a Chart *(page 111)*

After students have filled in the chart, ask them to choose one type of intelligence and explain how the activities they have listed are examples of intelligence.

CRITICAL THINKING *(page 111)*

Ask students to take notes on what their partner says in response to the questions. Then have students choose one of the questions and write a summary of what their partner said in response.

READING TWO: Transforming Students' Motivation to Learn *(pages 112–119)*

A Warm-Up *(page 112)*

As a class, discuss differences in students' responses in Conversations 1, 2, and 3. Talk about the reasons for these differences.

B Reading Strategy *(page 113)*

Ask students to think about the KWL method and discuss with a partner how it can help them get the most out of their reading experience.

COMPREHENSION *(page 114)*

A Main Ideas *(page 114)*

Ask students to make three more correct statements about information from the passage.

B Close Reading *(page 115)*

Have students look at the items that are *incorrect* and explain why these statements do not represent the ideas presented in the passage.

VOCABULARY *(page 116)*

A Guessing from Context *(page 116)*

Have students read the conversation aloud with a partner.

B Word Forms *(page 117)*

Ask students to write three sentences using the target words. Then have them say their sentences to a partner.

CRITICAL THINKING *(page 118)*

1. Ask students to role-play the three conversations.
2. Discuss as a class which person from page 118 most closely represents their own opinion about the statements.

LINKING READINGS ONE AND TWO *(page 119)*

Divide the class into small groups. Have students in each group discuss which researcher, Howard Gardner or Carol Dweck, interests them the most.

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Vocabulary: Reading Two

Complete the sentences with words or phrases from the box. Use the numbered words to help you.

devastating diseases	invention	potential	reliable
diagnosis	monitoring	promising	straightforward

Dr. George Whitesides is famous for a revolutionary _____ (1. creation). He uses pieces of paper the size of postage stamps to analyze _____ (2. contagious diseases). The technology is very _____ (3. simple): drops of blood or urine are placed on the paper, and the paper changes color. To make a _____ (4. judgment), doctors only need to analyze the color changes. This means that doctors do not even need to be present when testing for diseases, because they can look at digital images. Early reports suggest that the technology is very _____ (5. trustworthy) and that there are not many _____ (6. possible) problems to its use.

Dr. Whitesides believes that the future of this technology is _____ (7. hopeful). The technology is regarded as extremely important because if doctors can recognize dangerous conditions more quickly, they will be able to spend more time _____ (8. focusing on) their patients' health.

Vocabulary: Reading Three

Circle the appropriate definition for each word.

1. sensible
- **a.** rational
- **b.** sensitive

2. rigorous
- **a.** meticulous
- **b.** unimportant

3. consumption
- **a.** eating
- **b.** utilization

4. weight loss
- **a.** losing weight
- **b.** becoming skinny

5. findings
- **a.** inventions
- **b.** discoveries

6. researchers
- **a.** people who study something
- **b.** scientists

7. inactive
- **a.** lazy
- **b.** someone who does not do very much

8. random
- **a.** predictable
- **b.** without logic or reason

9. long-lasting
- **a.** with a long duration
- **b.** hopeful

10 subsequent
- **a.** coming before
- **b.** coming after

(continued on next page)

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CHAPTER TESTS

2. According to the author of the blog post, what are the main problems of urban life?
- **a.** The difficulty of traveling around the city and commuting to work
- **b.** The dirt, pollution, and other environmental problems
- **c.** The lack of public bicycles and other inexpensive transport options

3. What does the word *authorities* mean in paragraph 2?
- **a.** Government officials
- **b.** Health and fitness experts
- **c.** Companies that make bicycles

4. According to the blog post, why was it difficult to establish public bicycle programs in the beginning?
- **a.** City governments preferred to spend money on trains and buses.
- **b.** Bicycles bought for the programs got lost or stolen.
- **c.** Citizens wanted to have their own bikes instead of sharing with others.

5. What does the phrase *keep track of* mean in paragraph 4?
a. Ask or question **b.** Monitor or check **c.** Order or demand

6. What was the main difference between the White Bicycle Plan and the Green Bike Scheme?
- **a.** Schimmelpennink had problems with the police, whereas Cambridge had problems with citizens.
- **b.** In Amsterdam, the bicycles were locked; in Cambridge, they were not.
- **c.** The bikes in Amsterdam were old-fashioned; in Cambridge, they were modern.

7. Which of the following city bike-share programs is most similar to the Green Bike Scheme?
- **a.** La Rochelle, France, started a bike share program in 1974 that is now regarded as one of the first truly successful programs.
- **b.** In Valencia, Spain, public bikes are rarely stolen because they are linked to users' credit cards.
- **c.** Helsinki, Finland, ended its bike share program in 2010 because too many bikes were stolen or damaged.

8. Which of the following benefits of bike share programs is suggested by the author?
- **a.** People who ride bicycles to work will get exercise and stay fit.
- **b.** As more people use bicycles, the number of car accidents in cities will decrease.
- **c.** By sharing bicycles, people will be able to meet their neighbors.

9. Why does the author mention environmental concerns at the end of the blog post?
- **a.** To encourage people to take care of our planet
- **b.** To list another benefit of public bicycle programs
- **c.** To convince people that they should stop using cars

10. Which statement would the author of this blog post most likely agree with?
- **a.** Schimmelpennink should have bought more bicycles when he organized the White Bicycle Plan.
- **b.** In the future, public bicycle programs will make other urban transport unnecessary.
- **c.** Public bicycle programs make it more pleasant to live in urban areas.

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