As mentioned in the To the Instructor section, *Building Academic Reading Skills* has six units with two readings in each unit. Each of the six units incorporates two different types of readings and sections of pre-reading and post-reading activities. Each unit could potentially be completed in a week-and-a-half to two weeks, with most of the activities completed in class, depending on the length of the class session and level of students. The format (pre-, post-, and during reading activities) is consistent throughout the book to allow students to master a systematic approach to a new reading. The readings represent a variety of genres from textbooks, magazines, and online articles. As the author mentions, the readings increase in difficulty throughout the book, as does the coverage of the reading skills; it is therefore suggested that the units be completed in order.

**Sample Unit Plan**

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

**Additional References**

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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td>• Discuss activity</td>
<td>• Begin post-reading activities and share</td>
<td>• Extension</td>
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<td>• Pre-reading activities</td>
<td>vocabulary</td>
<td>• Pre-reading activities for Reading #2</td>
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<td>• Begin Reading #1 aloud (teacher) or silent in class without dictionary</td>
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<td>• Begin Reading #2 aloud (teacher) or silent in class without dictionary</td>
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<td>• Apply reading skills</td>
<td>• HW: Reading #2 and Main Ideas/Details activities</td>
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<td>• Vocabulary</td>
<td>• Apply reading skills (post-reading activities)</td>
<td>• Additional activities/project</td>
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<tr>
<td>• Post-reading activities (read again)</td>
<td>• Extension &amp; remaining expansion activities</td>
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<tr>
<td>• HW: Reading #2 a second time</td>
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**DAILY SESSIONS (10–14 week semester)**

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<tr>
<td>• Discuss activity</td>
<td>• Begin Reading #1 aloud (teacher) or silent in class without dictionary</td>
<td>• Begin post-reading activities and share vocabulary</td>
<td>• Reading #1 a second time</td>
<td>• Extension &amp; remaining expansion activities</td>
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<td>• HW: students read again</td>
<td>• Apply reading skills</td>
<td>• Apply reading skills</td>
<td>• Pre-reading activities for Reading #2</td>
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<th>Day 8</th>
<th>Day 9</th>
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<tr>
<td>• Begin Reading #2 aloud (teacher) or silent in class</td>
<td>• Share vocabulary</td>
<td>• Apply reading skills (post-reading activities)</td>
<td>• Extension &amp; remaining expansion activities</td>
<td>• Additional activities/project</td>
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**1: Robots (pages 1–24)**

**Objectives**

- To review reading skills covered in *Building Academic Reading Skills 1*
- To recognize transitions used in readings and use them to understand a writer’s ideas
- To participate in discussions related to the reading topics

**Discuss (page 2)**

Draw attention to the unit opening photo and ask students to compare this robot to others they are familiar with. Divide students into small groups to discuss the questions. Allow time for groups to compare answers.

Answers will vary.

**Expansion Activity #1: Conducting Light Research**

Ask groups to choose one robot from a movie or book, conduct some light research about the robot, and create a short presentation with a more detailed answer to Question 3 in the Discuss section. Encourage them to bring a picture or another visual aid as they present to the other groups.

**Reading 1: Film Studies**

**Pre-Reading Activities**

If students completed Book 1 in this series, the overview can be assigned as homework or done quickly in class. Assure students who did not use Book 1 that this activity will define and give examples of the skills listed. Review any skills in more depth as necessary by referencing Book 1. Check answers before proceeding, but remind students they will practice these and see examples in the first reading.

1. signposts
2. definitions
3. examples
4. skim
5. scan
6. transitions
7. pronouns
8. context
9. opinions
10. make inferences
11. draw conclusions
Vocabulary (page 4)
Ask students to complete this activity individually before comparing answers with a partner. Encourage them to consult you about the meaning of the words and concepts since these are not “traditional” words found in a dictionary. Remind students that concepts, not just words from a dictionary, are part of academic reading. Pronounce the words or phrases to the whole class and ask them to repeat them.
1. f
2. b
3. a
4. i
5. c
6. j
7. d
8. h
9. g
10. e

Expansion Activity #2: Applying the Vocabulary to Authentic Materials
Pair students to think of a movie or book that either is an example or contains an example of each concept listed in the vocabulary activity. For example, students might list Star Wars or A.I. Artificial Intelligence as examples of science fiction movies. Accept any reasonable answers and encourage students to read or view excerpts to better familiarize themselves with the terminology.

Predict (page 5)
Explain that predicting is a good practice to employ before reading. Predicting helps students focus on the topic and it doesn’t matter if their answers are incorrect. One way to predict is to look at the titles and subtitles of the reading passage before reading. Give students time to read those and then answer the question about text organization.
c, by category (first movies with good robots; then movies with evil robots)

Skim (page 5)
Review skimming as a skill if necessary before giving students time to skim the headings and topic sentences in the first reading passage. Let them know they will repeat this practice before every reading in the text. Require students to
do this individually to help them gauge their own perception and personal level of difficulty. Remind them that their answers may not be the same as their classmates.

1. Answers will vary.
2. a mix of facts and opinions
3. Answers will vary.

Scan (page 5)

Review scanning as a skill if necessary before giving students time to look for answers in the first reading passage. Clarify the difference between skimming and scanning and why and when it is important to do both. Let them know they will repeat this practice before every reading in the text. Consider timing the students to see how quickly they can find the answers. Keep a log of times (or ask students to maintain logs throughout the term)

1. 1921
2. three
3. Robby
4. three
5. Stanley Kubrick
6. Blade Runner

Read: Images of Robots in Film (pages 6–8)

Assign the reading as homework or as silent reading in class so you can monitor whether the students are using a dictionary. Let them know that not using a dictionary is a requirement for this reading since the terms will be used for post-reading activities.

Cultural Note

Science fiction is a genre that contains characters and phenomena that are not necessarily in agreement with traditional science. Students may like additional examples; provide examples such as time travel, monsters, robots, UFOs (unidentified flying objects), or life on other planets. Despite science fiction often focusing on the future, its own history is quite dated. The first film billed as science fiction due to its trick photography was called A Trip to the Moon and was made in 1902. The science fiction genre is not reserved to movies; it includes printed works as well. One of the most popular novels in this genre is 1984 by George Orwell. Although not in the public domain in the United States, the novel is in the public domain in several countries and students may be required to read this novel when they enroll in mainstream English and literature courses.
Expansion Activity #3
Choose an excerpt from 1984 for students to write a book report about or participate in a book club discussion.

Post-Reading Activities
Main Ideas (page 9)
Ask the students how they decided what the main idea of the reading was. Discuss how predicting, skimming, and scanning played a role. Ask students how many of them predict, skim, and scan regularly. Encourage the use of these skills and explain how much time it can save.

1. a
2. c

Details (page 9)
Briefly discuss chronological order as a common way to organize information. Ask students about topics or disciplines for which chronological order might be used. Show students the list of movies and books in the activity and ask them to complete the dates and put the titles in alphabetical order. Go over the answers.

5 2001: A Space Odyssey 1968
8 Blade Runner 1982
4 Forbidden Planet 1956
3 I, Robot (the book) 1950
12 I, Robot (the movie) 2004
2 Metropolis 1926
1 R.U.R. (Rossum’s Universal Robots) 1921
10 Star Trek: The Next Generation (first television season) 1987
7 Star Wars 1977
11 The Matrix 1999
6 The Stepford Wives (original) 1975
12 The Stepford Wives (remake) 2004
9 The Terminator 1984
**Expansion Activity #4: Time Lines**

Discuss graphic organizers in general and focus on time lines. Explain that time lines can provide a visual picture of important dates and events and allows for a chronological pattern of organization that is often easiest to study. Draw a sample time line on the board.

![Time line example](image)

Insert some of the dates and titles from the Details exercise as an example. Ask students to create a time line for a typical day or for an event in the campus or local newspaper.

**Reading Skills: Overview (pages 10–11)**

Inform students that each of the questions in the activity uses a reading skill studied in Book 1 and referenced in the activity on pages 2–4. After going over the answers, ask students which skill they used to answer each question.

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

**Vocabulary (page 12)**

This activity is suited for class work but can be done as individual homework if desired. The words the students choose will vary, but there may be some overlap. Encourage students to use an English-English dictionary to find the definitions of the words. Students might appreciate using flash cards or a vocabulary log to record their words for each unit. Consider using the cards or logs for a participation grade.

Answers will vary.
Expansion Activity #5: Using Vocabulary Flash Cards

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

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

*derives (v)—to come from a specific source Example: the name derives a Roman name*

Understanding the Text (page 12)

Put students into groups to discuss the questions. Explain that these are directly related to the reading. Remind them to be open to other ideas and to list more than one answer if they like. Allow time for groups to share their answers with the whole class. Although answers will vary, some possible answers are listed.

1. Important ideas about robots sometimes appeared in books first. Also, some movies were based on books.
2. Types of robots did not change over time.
3. The writer chose well-known movies that gave clear examples of the types of robots he or she wanted to discuss.
Extension (page 13)

Put students into small groups. Assign a leader to facilitate the discussion and provide a group answer to the whole class. To encourage active listening, tell the students that for homework they will have to write a paragraph response summarizing their discussion and adding their own opinions and ideas.

1. *The Day the Earth Stood Still* (1951): a good helper robot; however, it is one that is also capable of destruction; *Artificial Intelligence: A.I.* (2001): a pseudo-human, but a good one.

2. Answers will vary.

Reading 2: Sociology

Pre-Reading Activities

Before having students open their books, hold a discussion and ask students to name transitions they already know. Give an example to start the discussion if necessary. List them on the board. Then turn student attention to pages 14–15 and present the information in the box. There is a lot of information and many examples. Despite this, remind students these are just a few of the transitions that are used in English.

Expansion Activity #6: Additional Transitions

Review the transitions used in Book 1 if background is necessary. Review the list of transitions students provided and ask them to determine the function of each transition. Give students time to write sentences about the topic of robots (or another topic of their choice) using the transitions.

Practice with Transitions (page 16)

Remind students that transitions carry certain meaning, so it is important to choose the best transition for the context. Present the passage in the activity and give students time to circle the best answer. Go over the answers before proceeding to the other pre-reading activities.

1. luckily
2. For instance
3. Furthermore
4. However
5. Surprisingly
6. as well as
7. In the future
**Predict (page 17)**

Remind students that they referred to the title and subtitle for the Predict activity for the first reading. Let them know that photos or illustrations are also useful when predicting. Give them time to look at the title and photo before discussing their predictions to the questions with a partner.

Answers will vary.

**Skim (page 17)**

Allow time for skimming. Conduct a poll to see how many students think the reading will be easy and how many think it will be difficult. Ask them to give a reason for their answer.

1. Answers will vary.
2. mostly facts
3. some

**Scan (page 17)**

Bear in mind that some students excel at the Scan activities and that some students may become frustrated if they see other students raising their hands quickly. Remind students that everyone scans at different speeds and they shouldn’t get discouraged.

1. Paro
2. 1993
3. three
4. $6000

**Read: A Different Kind of “Doctor” (pages 18–19)**

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

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**Cultural Note**

Be aware that *paro* has a variety of other meanings. For example, Paro is also a city and district in Bhutan (and is also the name of the airport in Bhutan), is the last name of Matteo Paro (an Italian soccer player), and is the name of a center for women’s enterprise (PARO Centre for Women’s Enterprise). Additionally, *paro* is sometimes used as slang to mean “drunk.”
Post-Reading Activities

Main Ideas (page 20)

Ask the students to select their answers silently prior to sharing the answers with the whole class.

Paro is used in hospitals and nursing homes.

Paro can respond to sound, light, temperature, position, and touch.

Paro provides psychological, physiological, and emotional effects.

No long-term studies on Paro’s effectiveness have been carried out yet.

Details (page 20)

Explain that true/false questions are a common question type used on examinations and on standardized tests. Discuss if students like true/false questions and why or why not. Give students time to answer the questions before going over the answers. Consider asking students to identify why the false statements were incorrect.

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

Vocabulary (page 21)

Ask students to document the words they chose to underline and then give them time to look them up in a dictionary. Pair students to discuss Question 2. Solicit volunteers to share words they felt were important for understanding the reading and why they’re happy they chose them. Encourage other students to write those words in their vocabulary log or on their individual vocabulary cards.

Answers will vary.
**Reading Skills: Understanding Transitions (pages 21–22)**

One way to review the answers for Questions 1–4 for this type of activity in a whole class format but still ensure that individual students understand the material is to provide students with two cards marked A and B. As you read each sentence, students can simultaneously hold up the card with what they believe is the correct answer so that it can easily be seen who has the correct answers. Consider having students write their answers for Questions 4–8 on cards to continue checking answers in this format.

1. a
2. b
3. a
4. b
5. However
6. for example
7. in contrast
8. encouragingly

**Understanding the Text (page 22)**

Put students into pairs or groups to discuss the questions. Remind them to use information from the reading to answer the questions. This allows students to apply what they have learned. Although answers will vary, some possible answers to expect are listed.

1. The writer doesn’t consider Paro to be alive.
2. The writer doesn’t think Paro has actual cognitive abilities in the same way that an animal does.
3. Yes; the writer lists positive effects of Paro on patients.
4. Paro is a pseudo-animal, much like an android (but modeled after an animal, not a human).

**Extension (page 23)**

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

Answers will vary.
2: Snow (pages 25–48)

Objectives

- To understand and use charts and illustrations in readings to better comprehend the material
- To recognize a writer’s support of his or her opinion
- To discuss the topic of the reading passages and answer questions using information they read about
- To answer essay questions effectively by using support

Discuss (page 26)

Draw attention to the unit-opening photo on page 25. If students come from varied countries of origin, survey them to see whose native country has snow and whose doesn’t. Then divide students into small groups to answer the questions. Allow time for sharing among groups if time permits.

Answers will vary.

Expansion Activity #1: Using T-Charts

Discuss how graphic organizers can be good study tools and visual aids. Describe a T-chart and draw one on the board.

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Explain that T-charts are often used to compare and contrast two sides of an issue and that listing pros and cons, positives and negatives, and similarities and differences are common ways to use T-charts. Use Question 2 from the Discuss activity as an example and ask students to list their positive and negative aspects on either side of the T-chart. Ask each group to create a T-chart for Question 4 (or for another topic) to share with the class.
Reading 1: Physics

Pre-Reading Activities
Understanding and Using Charts and Illustrations (pages 26–27)
Help students recall that they looked at a picture when predicting in Unit 1. See if students are familiar with other types of illustrations. Elicit answers such as drawings, maps, charts, and tables. To expand the discussion, ask students what types of visuals they like and why. Focus attention on the information in the box and make sure students understand the example.

Vocabulary (pages 28–29)
In Unit 3, students will be learning about prefixes and word roots to help determine meanings of words as they read. Focus their attention solely on suffixes for now and explain how suffixes can help them determine the part of speech of a word. Knowing this information can help improve their reading comprehension and expand their vocabulary. Present the directions and require students to work individually before comparing answers with a partner and drawing conclusions about which suffixes typically identify a certain part of speech. Remind students that not every box will be filled.

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Expansion Activity #2: Learning about Vocabulary Concordances

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

Predict (page 30)

Again remind students the importance of predicting. Encourage them to focus on the title, but allow them to use the photos and illustrations as well. Remind them they are selecting the best answers and not necessarily the right answers.

1. how snowflakes are formed
2. what snowflakes look like
4. whether two snowflakes can ever be alike
5. how temperature affects the appearance of snowflakes

Skim (page 30)

Explain that this is a science reading and some students may find this challenging. Encourage them by explaining that the skimming and scanning processes might make the reading easier to understand.

1. Answers will vary.
2. mostly facts
3. four

Scan (page 30)

Issue the same explanation for scanning as for skimming and remind students not to be influenced by the speed of others.

1. 32°
2. -10°
3. 14°
4. tree-like
5. more than a trillion

Read: The Physics of a Snowflake (pages 31–33)

Warn students that this reading is from an authentic textbook and this will be the type of material they will read often throughout their academic career. Assign the reading as homework or for silent reading in class based on your population and time constraints.
Cultural Note

Paragraph 9 of the reading refers to an analogy. Some students may not be familiar with analogies or their uses. An analogy is a tool used by some writers to help readers understand a complex topic by comparing it with a less complex topic. Analogies are more frequent in some disciplines, such as literature, but can be found in other disciplines as well, including this example from the physics textbook.

Post-Reading Activities

Main Ideas (page 33)

Ask students to answer the questions individually before sharing the answers with the whole class.

1. F
2. F
3. T
4. T

Details (page 34)

Prior to reviewing the answers to this activity in class, refer to an online dictionary (with audio). Demonstrate this to the students, so they can use a similar resource to help them pronounce scientific or technical vocabulary. One example can be found at www.merriam-webster.com.

1. hydrogen
2. droplets
3. dust
4. crystal
5. hexagon
6. humidity
7. dendrites

Expansion Activity #3: Using an Online Audio Dictionary

Show students different types of online dictionaries that have audio components, which may be useful when dealing with new or specialized vocabulary: Merriam-Webster dictionary (www.merriam-webster.com) or the Learner’s Dictionary (www.learnersdictionary.com). Hearing the pronunciation of a word while adding words to vocabulary logs or making vocabulary cards may be helpful in the retention of new vocabulary.
Vocabulary (pages 34–35)

Let students know that additional practice with prefixes and other word parts will be provided in Unit 3. This might also be a good time to review the Definitions, Explanations, and Examples skill in Unit 3 of Book 1 since it relates directly to Question 3. Go over the answers.

1. super
2. nano
3. Possible answers:
   • giving the definition after a dash —
     . . . ice—frozen water (Paragraph 1)
   • giving the definition in parentheses
     . . . gas (water vapor) (Paragraph 2)
   • using expressions such as means/meaning
     . . . supercooled, meaning they are below the temperature for freezing
     (Paragraph 4)
   • using a form of the be verb
     . . . the simplest form of a snowflake is a single crystal of frozen water
     . . . (Paragraph 1)
   • giving a definition in a phrase starting with or
     This creates the dendrites, or branches, . . . (Paragraph 5)

Reading Skills: Understanding and Using Charts and Illustrations (page 35)

Review the reading skill if necessary before giving students time to complete the activity with a partner. Remind them of the importance of explaining illustrations.

Answers will vary.

Expansion Activity #4: Explaining Illustrations

Ask each student to bring a table, chart, or illustration from another textbook or the newspaper. Put them in groups and challenge them to explain the illustration to the others. Alternatively, students can be assigned to present their illustration to the whole class in a formal presentation.

Understanding the Text (pages 35–36)

Although the questions are in multiple-choice format, remind students they have to determine the answers based on information from the reading and that these questions are not simple comprehension questions. Go over the answers after sufficient time.
1. a
2. a
3. c, d, e, f (possible answers)
4. b

Extension (page 30)
Complete these activities as a discussion. For additional work, students can write a paragraph for submission or create a short presentation with visual aids for Question 2.
Answers will vary.

Reading 2: Literature

Pre-Reading Activities

Recognizing Support (page 37)
Consider the population of your students. Whether or not they are already enrolled in courses that require academic writing, stress the importance of supporting their opinions. Present the information in the box and make sure students understand the four common ways in which support is offered. Ask students to suggest disciplines in which each type of support is common and disciplines in which each may be more difficult to find.

Practice Recognizing Support (pages 37–38)
Go over the directions and give students time to read the support and classify it. Require them to complete this activity individually before allowing them to compare answers with a partner and discuss if the support is strong or weak.

1. 0
2. 1 or 3
3. 3
4. 2
5. 1 or 4
6. 0
7. 3
8. 0

Vocabulary (pages 39–41)
Due to its length, consider assigning the presentation of vocabulary and its related activity as homework. If time constraints are not an issue, students can read silently or can take turns reading the definitions aloud. Students who are not accustomed to studying literature or poetry might be intimidated by this
topic. Let them know that this activity will help them understand and they will see more examples in the reading.

1. imagery
2. setting
3. stanza
4. rhyme scheme
5. rhyme
6. metaphor
7. symbol

**Expansion Activity #5: Finding Examples**

Assign each student to find an example of each of the concepts listed in the Vocabulary activity in another source (another textbook, a reference book, a magazine or newspaper, or even a website). Choose a due date so all students have an example on the same day. Remind them to write the source of the example. Give each group time to review the concept, read their example, and explain how it is a good example for the concept.

**Predict (page 41)**

Encourage any answers and explain that predicting can be fun, even if it is more difficult, when the passage is from literature.

Answers will vary.

**Skim (page 41)**

Explain that skimming and scanning are not usually used with literature but can still be used in some ways. Tell them to focus on the type of literature and the length of the reading.

1. two
2. essay questions and answers to essay questions

**Read: Stopping By Woods on a Snowy Evening (1923) and Dust of Snow (1923) (pages 42–44)**

Before reading, survey students to see how many students enjoy literature. Ask them what kinds (fiction, nonfiction, poetry) and ask them their favorite titles. Then focus on poetry. Again be prepared for students to express concern about this reading passage being a piece of poetry. Encourage them to try and remind them this is also about writing good essay answers so this practice will be useful when students apply it to other topics. Due to the challenge of reading poetry for some students and the length of the reading with the essay questions, this reading might be best assigned as homework.
Cultural Note

Robert Frost was an American poet who was born in 1874 in San Francisco, California, and died in 1963 in Boston, Massachusetts. His most famous poems are those that depict life in the country. He is one of the most honored poets in history and received the Pulitzer Prize for Poetry four times. Although he attended Harvard University, an illness prevented him from finishing. He did later receive an honorary degree from Harvard. He had the opportunity at the age of 86 to read one of his best-known poems, *The Gift Outright*, at President John F. Kennedy’s inauguration. His works are popular among students and scholars; criticisms and interpretations are widely available as are copies of his works for further reading.

Post-Reading Activities

Main Ideas (pages 45–46)

Note that the main idea questions are divided into two sections; one section for each of Frost’s poems. Give students time to answer the questions before going over the answers with the whole class.

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

Reading Skills: Recognizing Support (page 46)

Pair students to answer the questions. Encourage students to discuss the final question in greater depth and support their opinions.

1. lines from the poem; the writer’s own impressions and ideas
2. four in the first essay; two in the second
3. Answers will vary.
Expansion Activity #6: Studying a Poem

Ask students to find a poem they like by Frost or any other poet. They can choose the poem for any reason they like. Challenge students to discuss any imagery, metaphors, rhyme schemes, settings, stanzas, or symbols the poet uses. For a formal presentation, require each student to read the poem and then discuss the concepts.

Vocabulary (page 47)

Define synonym and give a few examples on the board (happy/glad, poem/verse, small/tiny). Ask students if they have ever used a thesaurus or if their English-English dictionary offers synonyms. Encourage them to use a thesaurus. Learning synonyms is a good way to expand vocabulary and add variety to their own essay answers or other pieces of writing. Show them an online thesaurus. An example can be found at www.merriam-webster.com/thesaurus.

1. 
   a. village
   b. queer
   c. frozen
   d. shake
   e. sweep
   f. downy

2. 
   a. shook
   b. hemlock
   c. mood
   d. rued

Extension (pages 47–48)

Decide if this is to be a discussion activity or a written activity (or a combination). Present the questions to students and allow ample time and/or due dates for any written work. Question 4 is ideal for a formal submission of an essay.

Answers will vary.
3: Hair (pages 49–72)

Objectives

- To learn dictionary skills that will help when new vocabulary is encountered and to think about the pronunciation of new words
- To use word parts to help determine the meaning of new vocabulary words
- To discuss the topics of the readings
- To apply information from the readings to answer questions

Cultural Note

Although bathing and frequent hair washing is common in the United States, not all people bathe or wash their hair as often. Reasons for these differences may be cultural, racial, medical, or economical. The issue may be quite sensitive to some students.

Discuss (pages 50–51)

Put students into small groups to answer the questions. Consider your student population before assigning Question 1. Remind students that more than one answer is possible for Question 2.

1. Answers will vary.
2. Possible answers:
   a. history, anthropology, theater
   b. biology, chemistry
   c. linguistics
   d. chemistry, environmental studies
   e. art
   f. biology, environmental studies
   g. anthropology, sociology
   h. biology
3. Answers will vary.

Reading 1: Chemistry

Pre-Reading Activities

Dictionary Skills 1: Pronunciation (pages 51–52)

Ask students how they currently use their dictionaries as they read and how often. Present the information in the box. Pay special attention to the information about pronunciation. Ensure students that even native speakers don’t know how to pronounce every word and often use a dictionary to help. Remind students about using an online dictionary with an audio component as discussed in earlier units.
**Expansion Activity #1: Phonetic Alphabet**

Explain that many dictionaries use the International Phonetic Alphabet (IPA) to provide pronunciation guides for words. Present a copy of the IPA and explain how each symbol represents a sound and this can be helpful since one letter in English can have more than one sound. Versions of the IPA can be found online and most dictionaries offer a pronunciation guide of the symbols used inside the front or back cover. Ask students to check their dictionaries. Challenge students to choose two words that were new to them from Units 1 and 2 and submit them to you along with their pronunciation using the IPA. Create a quiz or simply ask students to exchange the pronunciations with other students to determine the word based on the pronunciation guide provided.

**Vocabulary (page 52)**

Review the importance of illustrations and the challenges of technical vocabulary. Present the directions and ask students to determine the pronunciation of the provided words. Consider letting them check an audio dictionary as well. One can be found at www.merriam-webster.com. Ask students to find a partner with which to practice orally or read the words aloud and ask students to repeat them.

Answers will vary based on the IPA or dictionary used. Punctuation guides for the more challenging words are provided from www.merriam-webster.com.

sebum: \'sɛ-bəm\n
sebaceous: \si-ˈbä-shəs\n
follicle: \ˈfä-li-kəl\n
**Expansion Activity #2: Using Images to Help Acquire New Vocabulary**

Refer students to the Expansion Activity about vocabulary cards in Unit 1. Discuss the value of conducting internet searches for images for unknown words (such as those shown with the images on page 52) as the visual support may help them remember the word. Students can attach an image or even draw the image on their card.

**Predict (page 53)**

Pair students to look at the title of the reading and make predictions about some of the ingredients in shampoo. Ask them to guess what purposes the ingredients might serve. Remind students that it doesn’t matter if their predictions are incorrect so long as they begin to focus on the topic.

Answers will vary.
Skim (page 53)

It might be a good idea to review skimming and scanning, especially since the last reading did not require these skills as much. Mention that this topic is scientific, which is often ideal for skimming and scanning.

1. Answers will vary.
2. a lot of
3. mostly facts

Scan (page 53)

Encourage students who are concerned about the scientific nature of this reading that scanning before reading will make the actual process easier. Remind them to not feel pressured if other students finish before them.

1. two
2. 7
3. four
4. anionic, cationic, amphoteric, nonionic
5. ethyl alcohol, glycerol, or sodium xylene sulfonate

Read: What’s in Your Shampoo? (pages 54–56)

Point out that this reading is from a textbook and this reading is good practice for the authentic readings students are/will need to complete in other courses. Give students the choice of looking up vocabulary as they read or after they finish. Discuss the pros and cons to each option. Due to the length and complexity of this reading, consider if it is best to assign it as homework or allow class time.

Cultural Note

Bear in mind that different races and cultures use different types of shampoos. Also, different hair types (oily or dry, for instance), require different types of shampoo. The right shampoo formulation to match each hair type can actually be quite complex. Additionally, there are other scientific factors to consider, such as pH balance.

Post-Reading Activities

Main Ideas (page 57)

Challenge students to answer the main idea questions without looking back at the reading. However, if students struggle, allow time to review the reading and discuss the answers.
1. c
2. a
3. a
4. c
5. b
6. a

Details (page 58)

Give students time to read the statements and decide if each is true or false. When students are finished, partner students to work rewrite the false statements to make them true. Require students to write two sentences for each.

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

Suggested answers:

2. Sodium lauryl sulfate isn’t a good choice for people with curly hair.
   Sodium lauryl sulfate can be too drying for curly hair.
4. Cocamidopropyl betaine and cocamidopropyl hydroxysultaine are used to improve the texture of lather.
   Sodium laureth sulfate and sodium lauryl sulfate are used primarily for cleaning.
   Glycol stearate affects pearlescence.
8. Cocamide monoisopropanolamide is used for thickness.
   Dimethicone is used for conditioning.
9. Sodium xylene sulfonate and quaternium-5 are used for different purposes.
   Sodium xylene sulfonate and ethyl alcohol are used for the same purpose.

Reading Skills: Dictionary Skills: Pronunciation (page 59)

Focus attention on the underlined words in the passage. Pair students to answer the questions and to discuss their answers. During a whole-group discussion, make a list of suggested strategies discussed in Questions 3 and 4.
Encourage students to make a list and to try the different ideas to see which work best for them.

1. Answers will vary.
2. Possible answers:
   a. yes
   b. yes
   c. yes
   d. no
   e. yes
3. Answers will vary.
4. Answers will vary.

Understanding the Text (page 60)

Reinforce the idea that it is important to be able to apply information from the reading passage to answering questions and discussing the topics. Give students time to answer the questions individually. Then allow time for a whole-class discussion.

1. a
2. Answers will vary.
3. It’s probably a conditioner; the reading says that “a variety of quaternized cellulosic polymers such as quaternium-5 or quaternium-18” are used for conditioning.

Expansion Activity #3: A Mini-Research Study

Ask each student (or group of students) to choose another product to study. Items to consider might include toothpaste, laundry detergent, or another cosmetic or household cleaning product. For their item, ask students to list the ingredients and write a short report or presentation on the ingredients and their purposes. It could also be staged as a game in which students list the ingredients and their purposes but not name the product. Other students have to try to guess the product. Ask students to bring a sample of the product so they have a visual aid or to take a picture to be included in their written report.

Extension (page 61)

Consider in advance if this activity is going to be an oral or written activity or a combination. Allow time and/or assign a due date for work that needs to be formally submitted.

Answers will vary.
Reading 2: Genetics

Pre-Reading Activities

Using Word Parts (page 61)

Review suffixes from Unit 2 if necessary before focusing on other word parts (roots, prefixes, and suffixes) and how they can be helpful in understanding the basic meaning of words. Present the information in the box. Make sure students understand that the roots and the prefixes carry meaning and that being familiar with common roots and prefixes can save them time when reading because they might not have to look up as many words.

Vocabulary (page 62)

Give students time to complete the matching activity. Challenge them to try the activity without using a dictionary.

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

Expansion Activity #4: Expanding Vocabulary

Challenge students to think of two or three words using each prefix or root listed in the Vocabulary activity. This can be done as an individual or group activity. It can also be staged as a game to see which group can think of the most new words. Ask a representative from each group to list the words on the board. Cross off any duplicates and award one point for each correct word that isn’t duplicated by another team. Encourage students to write all the words in their vocabulary logs or on their vocabulary cards.

Predict (page 62)

Explain that being familiar with some vocabulary before reading also makes the predicting and actual reading process easier. Present the additional vocabulary and allow students to use their dictionaries if necessary. Give them time to check their guesses. They can revisit their answers after the reading to see how many of their guesses were covered in the reading.

Answers will vary.
Skim (page 63)

Remind students that skimming is a good way to gauge the difficulty level and to plan how long they will need to read the passage. This is a handy study skill tool that can be used for all academic reading. Pay special attention to Question 3 and discuss how to convert headings and vocabulary into the form of questions. Explain that answering these questions as they read will help improve their comprehension.

1. Answers will vary.
2. are necessary
3. Possible answers:
   a. What are genes?
   b. What are chromosomes?
   c. What are alleles?
   d. What is the difference between homozygous and heterozygous?
   e. What is the difference between a phenotype and a genotype?
   f. What does complete dominance mean?
   g. What is the difference between a dominant and a recessive gene?
   h. What are offspring?
   i. What is a Punnett square?
   j. What does incomplete dominance mean?

Scan (page 63)

Encourage students who are concerned about the scientific nature of this reading that scanning before reading will make the actual reading easier. Remind them not to feel pressured if other students finish before them.

1. Punnett squares
2. pea plants
3. humans

Read: 3.6: Different Patterns of Heredity (pages 64–66)

Point out that this reading is from a textbook and this reading is good practice for the authentic readings students will need to complete in other courses. Do not let students use a dictionary for this reading; rather, encourage them to underline the words they don’t understand. Due to the length and complexity of this reading, consider if it is best to assign it as homework or allow class time.
Cultural Note

This reading focuses on heredity and physical looks. It might be of interest to note that studies have been done on culture-specific diseases and that not all cultures run the risk of the contracting the same diseases. Genetic issues and hereditary topics might be sensitive depending on a student’s culture, medical history, or family history.

Post-Reading Activities

Main Ideas (page 67)

Despite the complexity of the reading, the students should be able to answer the main idea questions. However, if students need to review the reading, allow time to do so. Also consider having students work with a partner, especially for Question 3 in which student are asked to complete a Punnett square.

1. b
2. a
3. a. 25 percent
   b. 50 percent
   c. 25 percent

<table>
<thead>
<tr>
<th>SS</th>
<th>SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS</td>
<td>CC</td>
</tr>
</tbody>
</table>

Details (page 68)

These questions can generally be answered quickly as a class, but do allow time for students to review the reading if necessary.

1. 1905
2. tall
3. 25 percent
4. wavy, straight

Vocabulary (page 68)

Draw attention back to the questions students wrote for the Skim activity on page 63. Give them time to answer them. Tell students to also learn the pronunciation for any new vocabulary items. Encourage them to practice the pronunciations with a partner and to share their answers to Questions 2 and 3 as well.

Answers will vary.
**Reading Skills: Using Word Parts (page 69)**

Ask students to complete the questions individually before pairing them to share answers. Complete this activity in class so that students can get input from other students. Solicit volunteers to give answers and to share their strategies for remembering the word.

Answers will vary.

**Understanding the Text (page 69)**

Explain that students will need to make inferences about the information they read. Talk about the challenges of making inferences. Mention that practicing is a good idea since making inferences is an important skill to develop for academic studies.

1. a
2. b

**Extension (pages 70–71)**

Challenge students to apply what they learned from the reading to complete the Punnett squares and apply the reading strategy for Question 3. Consider letting them work in groups if students are struggling with the scientific nature of the information.

1. | TT | TT |
   | Tt | Tt |

   a. 100 percent
   b. 0 percent

2. | RW | RW |
   | RW | RW |

   a. 0 percent
   b. 0 percent
   c. 100 percent
a. 25 percent  
b. 25 percent  
c. 50 percent

3.

a. sur = on top of  
   fac = face or side of something  
b. pri = first  
c. ultra = beyond, excessive  
d. com = together  
   bin = two by two  
e. ingredi = enter, to go in

**Expansion Activity #5: Determining Personal Genetics**

Ask students to create a Punnett square for themselves based on their parents’ eye color, hair color, or hair type. For a further challenge, ask students to create a Punnett square for two people they know or two famous people to determine a feature of what their children would look like. Put students in groups to present their Punnett squares or set a date for formal submission or presentations.
4: Plastic (pages 73–98)

Objectives

- To distinguish between fact and opinion and be able to identify informed opinions
- To make connections between the reading topic and self and between the reading topic and the world
- To recognize humor and notice the types of humor used in written texts
- To understand editorial writing

Discuss (page 73)

Draw attention to the unit-opening photo and survey the class to see how many students recycle and ask what types of items they recycle. Briefly introduce the information on informed opinions and present the information in the box before conducting a discussion as students practice the skill.

Reading 1: Bio-Engineering

Pre-Reading Activities

Identifying Informed Opinions (page 74)

Review the facts and opinions information taught in Unit 4 of Book 1 if desired. Make sure students understand the difference between a fact and an opinion. Consider reviewing by asking students how they can tell when a sentence is a fact or opinion. Some ideas from the Book 1 Instructor’s Manual are provided. Challenge students to write several example sentences.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• usually supported by numbers, dates, times, etc.</td>
<td>• usually thoughts or feelings of an individual or group</td>
</tr>
<tr>
<td>• can be proven</td>
<td>• sometimes uses superlative words such as never, every, none, all, always, etc.</td>
</tr>
</tbody>
</table>

Ask students to complete the activity on page 75 individually. Remind them that they have three answer choices: fact, opinion, or informed opinion. Afterwards, ask students to discuss their answers in small groups and discuss any differences in their answers. Ask students how informed opinions can be checked.
1. O
2. F
3. F (or IO)
4. F
5. IO
6. O
7. IO
8. F
9. O
10. IO (or O)

Extension Activity #1: Presenting Facts and Opinions

Divide students into groups and assign each group one of the IO answers from the activity (Numbers 5, 7, or 10). Give them time to conduct some light research to find enough details to change the answer from IO to F. Encourage them to prepare a presentation on their research to give to the whole class. For more variety, if students agree that 3 is IO rather than F, it can be added to the choices. Likewise, opinions can be researched as well to convert them to informed opinions and then to facts.

Vocabulary (page 76)

The first part of this activity is a simple matching activity. Give students time to work individually before providing answers to the whole class.

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

The second part of this activity provides a list of prefixes and suffixes. Review word parts as needed and inform students these are all related to medical terms. They will refer to this list again after they read the article.
Predict (page 77)

Reinforce the importance of predicting. Have students focus only on the title of the reading (Using Plastic to Mend Broken Bones). Consider telling them the title before they glance at the reading to ensure they don’t inadvertently look at the reading.

1. mostly facts
2. b

Skim (page 77)

Assure students who are concerned about the medical topic that they don’t need to be studying medicine to understand the article and that this reading will allow them to practice the reading strategies and that is what is more important than the topic. Encourage them to skim this reading passage at the same speed as the previous passages.

1. Answers will vary.
2. something still being developed
3. broken bones
4. does not contain

Scan (page 78)

The questions in this Scan activity might require more time than previous activities due to the more in-depth questions. Give students adequate time and warn them in advance that this might take more time than usual.

1. a. allograft
   b. autograft
   c. biodegradable
   d. osteoblasts
   e. chondroblasts
   f. osteoclasts
   g. fibroblasts
   h. allograft
   i. hematoma
   j. osteoclasts
   k. hematoma
2. a cell that creates new bone tissue
3. how a broken bone heals (if there are no complications)
4. a chemist at Rice University
5. a
Read: Using Plastic to Mend Broken Bones (pages 79–80)

Explain that this reading passage is from an online journal. Ask students what online sources they are familiar with and how these may be similar to or different from textbook reading passages. Tell students they should not use a dictionary to look up any of the underlined words; they will have the chance to work with those words after the reading. Due to the density of this reading passage, consider assigning this as homework if necessary.

Cultural Note

Not all students are familiar with Rice University. William Marsh Rice University is a private university located in Houston, Texas. It is a research institute that is accredited by the Southern Association of Colleges and Schools and is often ranked among the best of U.S. universities.

Expansion Activity #2: Types of Sources

Ask students what types of references or sources they can use in college classes for their research papers. Suggest one or two ideas for students to get started, such as encyclopedias or journals. Elicit answers such as books, magazines, newspapers, and websites. Continue the discussion by asking students to think of a specific example for each and to determine which sources are reliable and which are not. Ask students to list their favorite websites. Make a list on the board. Then lead the class in a discussion or vote to see which are reliable and can be used for college classes and which are not. For example, some websites might be very reliable (those of medical organizations) and others may not be (blogs).

Post-Reading Activities

Main Ideas (page 81)

Ask students to complete the questions and see if they can do so without looking back at the text. Go over the answers.

1. Answers will vary.
2. c
3. b
4. Possible answers:
   - osteoblasts: build new bone
   - osteoclasts: break down old bone
   - chondroblasts: create cartilage
   - fibroblasts: produce collagen
Details (page 82)
Challenge students to complete this activity quickly on their own. Let them compare answers before giving answers to the whole class.

1. a cast
2. steady
3. months
4. muscles
5. injected
6. protein
7. more quickly
8. can be used for different types of bones

Vocabulary (pages 82–83)
Review the definition of synonym and then have students complete the activity. Challenge them to do so based on the context of the sentence rather than by using a dictionary or thesaurus. Note that Questions 7 and 8 refer back to the word parts listed on page 76.

1. a
2. b
3. b
4. a
5. a
6. b
7. Answers will vary.
8. Answers will vary.

Reading Skills: Identifying Informed Opinions (page 84)
Review facts, opinions, and informed opinions if necessary before having students complete the activity. Give them time to discuss their answers before providing the suggested answers.

1. F
2. F
3. F
4. O
5. IO (or F)
6. IO (or F)
7. F
8. IO (or F)
9. IO (or O)
10. IO
Understanding the Text (page 85)
Ask students about the types of questions they usually have to answer after reading. Expect answers such as comprehension questions in the form of multiple choice or true/false. Generate a discussion about the challenges of answering questions that are not simply related to the content (inferences, drawing conclusions, determining the author’s purpose). Explain how often readers need to do this in academic classes. Give students time to complete the questions.

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

Extension (page 86)
These topics might spur lengthy discussion, so allow class time or consider converting these into a written assignment.

Answers will vary.

Reading 2: Environmental Studies

Pre-Reading Activities
Identifying Tone: Humor (pages 86–87)
Generate a discussion about how you can tell how someone feels when you are talking to them. Expect answers such as their volume or tone, their facial expressions, or their gestures. Focus students’ attention on humor and ask how they can tell when something is funny. Elicit answers such as laughing, smiling, happy tone, etc. Then ask them how they can tell when a writer is being funny. Present the information in the box and go over the examples.
**Expansion Activity #4: Humor**

Continue the discussion about humor by asking students what types of humor they find funny and if they understand American or English humor. Make a list of their favorite comedians or television comedies and ask them to elaborate on why they think those are funny. Bring in jokes or a funny article by a well-known humorist. Discuss what makes the jokes or articles funny and why they liked (or didn’t like them). Ask them to notice examples of exaggeration, understatement, sarcasm, or comparisons and analogies.

**Vocabulary (pages 88–89)**

Explain that this vocabulary activity has two parts. First, ask students to complete the matching activity on page 88. Then tell them the words need to be added to the sentences on page 89. Remind them to change the form of the word if necessary to match the content of the sentences.

1. h   a. clog  
2. c   b. imposed  
3. j   c. volume  
4. f   d. scourge  
5. l   e. banned  
6. k   f. compressed  
7. d   g. vanishing  
8. b   h. landfill  
9. a   i. leach  
10. g  j. underwhelmed  
11. e  k. contaminated  
12. i  l. overstates

**Predict (page 90)**

Explain that good readers will often read the first paragraph of their assignment and then pause to make predictions. Ask students to do so and guess what the writer’s opinion will be. Some readers also often read the final paragraph. Give students time to do this and answer the associated questions in the instructions.

Answers will vary.
Encourage students to complete this activity quickly and remind them that this is designed for them to gauge their own perception of the level of difficulty and their answers will not necessarily be the same as everyone else’s.

1. Answers will vary.
2. mainly opinion (informed)
3. does

Remind students that scanning involves focusing on proper names and numbers. Give them time to scan the article for the answers.

1. 15 cents
2. China
3. San Francisco
4. 9–12 percent

Mention that this passage is an editorial letter from a newspaper. Make sure students understand what an editorial is. Consider bringing in samples from the school or local newspaper. Ask students to underline any words they want to look up later, but do not let them use a dictionary as they read. This reading might be best done in class so as to monitor the use of dictionaries.

A letter to the editor is a letter sent to a newspaper (or other publication) from a reader who is concerned about an issue or wants to comment on content that was previously published in an earlier issue. Some letters may be correcting something that was incorrect in the publication. Letters to the editor are intended for publication, so writers are usually careful to write well and choose their words carefully even though the letter might never appear in print. Depending on the amount of letters received, many may never be printed. Many newspapers allow for only 10–12 letters and the number varies widely.
Post-Reading Activities

Main Ideas (page 93)

Remind students that a reading passage can have more than one main idea. Give students time to answer the questions before giving the answers to the whole class.

1. b
2. b, b, e, g, h, i

Details (page 94)

Let students scan the article again if need be to best match the numbers with the corresponding details.

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

Vocabulary (page 95)

Remind students that answers will vary, so they should complete this activity on their own.

Answers will vary.

Reading Skills: Identifying Tone: Humor (pages 96–97)

Go over the directions for Part 1 and give students time to work individually. When all students are finished with Part 1, pair them to work on Part 2. Ask students to support their opinions.

PART 1

1. Citizens, our town is under attack again.
2. This is why the City Council has, in its wisdom, proposed to save us from this scourge by imposing a 15-cent charge on each plastic bag you take from the grocery store.
3. Clearly, the harmful effects of plastic bags on the environment cannot be overstated.
4. When we look around the globe at all of the problems caused by climate change, such as vanishing habitats and the accelerating extinction of animal species, the inconvenience of clearing out plastic bags seems pretty insignificant.
5. Having air that is breathable seems just a bit more important than worrying about air contaminated by the occasional plastic bag blowing past.

6. To the billions of people faced with the prospect of basic drinking water being unavailable, the threat of plastic bags underwhelms.

7. Those re-usable cloth bags that all of the friends of the earth are so proud to carry aren’t necessarily the best environmental choice either.

8. If people only bought what they needed, not a new shirt every week or a new cell phone every three months or a lot of useless decorations that they didn’t need at all, then it wouldn’t matter what kind of bags they used.

9. But a more crucial point is that by spending time and money on this silliest of issues, plastic bags, we’re not paying attention to more important issues.

PART 2

Answers will vary.

Understanding the Text (pages 97–98)

Reiterate the importance of distinguishing among fact, opinion, and informed opinion and being able to determine what the writer means. Encourage students to discuss their answers and support their opinions.

1. a. IO
   b. O (or IO)
   c. IO
   d. F
   e. F
   r. F
   g. IO
   h. O

2. Answers will vary.

3. Answers will vary.

4. Answers will vary.

5. Answers will vary.

6. Answers will vary.

7. Answers will vary.

8. Answers will vary.
**Expansion Activity #5: Writing an Editorial**

After reviewing samples and discussing current events that are important to the school or local community, ask students to write an editorial to the school paper or the local newspaper. Challenge them to try to get published and actually send the letters after they are evaluated for content to see if any are selected for publication.

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**Extension (page 98)**

Explain that one objective of these questions is to talk about the topic, but also stress the importance of offering opinions and supporting them with facts or details when possible. Give students time to talk or assign a due date for any written work.

Answers will vary.
5: Wolves (pages 99–118)

Objectives

- To effectively use a dictionary to recognize the right definition
- To annotate during the reading process
- To discuss the topic of the reading and apply it to other situations

Discuss (page 100)

Give students time to answer the questions. Expand the discussion by asking who has seen a wolf (and where), who has seen a movie or read a book about a wolf, and/or what other animals wolves remind them of.

Answers will vary.

Reading 1: Zoology

Pre-Reading Activities

Dictionary Skills 2: Recognizing the Right Definition (page 100)

Generate a discussion about words that have more than one meaning. In small groups (or as a whole class), ask students to brainstorm a list of words they know that have multiple meanings. Survey the students to see if they’ve looked up words with multiple meanings in the dictionary and ask how they determine which meaning is the correct one. Present the information in the box. Review parts of speech if necessary as the information is discussed.

Practice Recognizing the Right Definition (pages 101–102)

Tell students they will read sentences and that each has an underlined word. Challenge them to use an English-English dictionary to double-check their answers.

Definitions will vary depending on students’ dictionaries.

1. Part of speech: adjective
   Definition: having to do with wolves
2. Part of speech: verb
   Definition: for hair to stand up straight from the body
3. Part of speech: noun
   Definition: acting less important or powerful than another; giving in
4. Part of speech: adjective
   Definition: stronger or more powerful than others
5. Part of speech: noun  
   Definition: a type of sound made by a dog or wolf
6. Part of speech: verb  
   Definition: to make less wide
7. Part of speech: verb  
   Definition: jump quickly

**Expansion Activity #1: Vocabulary Quiz**

Ask students to write a new sentence using one of the words in the Vocabulary activity, but require them to use a different definition for the word. Ask each student to write his or her sentence on the board but to leave a blank line where the word is supposed to go. Other students will then guess the missing word and determine its part of speech and meaning. For a more formal activity, collect student sentences and prepare a written quiz to be given during a future class period.

**Predict (page 102)**

Go over the instructions for the activity that include the topic of the reading and two questions. Ask students to answer them without looking at the reading passage.

Answers will vary.

**Skim (page 102)**

Review the types of information readers find when skimming. Then give students a few minutes to complete the questions.

1. Answers will vary.
2. three
3. three

**Scan (page 102)**

Present the questions in the activity and challenge students to find them by scanning. Go over the answers.

1. dog
2. happiness or playfulness
3. happiness or playfulness
4. sense of smell
5. howl, growl, bark, whine, whimper
Read: Communication among Wolves (pages 103–105)

Note that this reading passage is from a textbook. Ask students if they can guess what type of class would be using this textbook. This reading can be done silently in class and might be best done this way if time allows since students should not use a dictionary for the underlined words and this is more likely to happen if they are being monitored.

Cultural Note

Wolves have a varied history and different meanings to different cultures. In Japanese mythology, wolves are portrayed as near gods. In Turkish mythology, wolves are the ancestors of the Turkish people. In many cultures, such as the ancient Greek and Roman cultures, wolves are associated with the sun. Wolves are also portrayed in fables and other literary works. One of the most well-known fables is The Boy Who Cried Wolf, which was written by Aesop and is still told in modern day America.

Expansion Activity #2: The Boy Who Cried Wolf and other fables

Bring a copy of The Boy Who Cried Wolf and read it with the class (or assign it as outside reading). Talk about fables and the lessons they often teach. Ask students to choose another of Aesop’s fables (or another writer’s) to read. Require students to either prepare a presentation or write a report about their fable.

Post-Reading Activities

Main Ideas and Details (page 106)

The vocabulary items in this activity might be good examples of words to act out and/or describe in pictures on vocabulary cards after students complete the activity. Give students time to work individually. If time allows, ask them to compare answers before giving the answers to the whole class.

1. c 1. dominant
2. d 2. dominant
3. g 3. dominant
4. b 4. submissive
5. f 5. submissive
6. h 6. submissive
7. e 7. dominant
8. a 8. dominant
Reading Skills: Dictionary Skills: Recognizing the Right Definition (pages 107–108)

This activity has two parts. Ask students to complete Part 1 individually before sharing definitions. Remind them that their definitions might not be exactly alike if they are using different dictionaries. For Part 2, ask students to continue working with a partner to answer the questions. Compare answers as a whole class so students can hear a variety of ideas.

PART 1
Possible answers:
1. leave a sign on something
2. rank within a social order
3. less important
4. approximately
5. places where food is hidden or stored
6. soft in volume or deep in pitch
7. establish; exert

PART 2
Answers will vary.

Understanding the Text (page 108)
Tell students this activity allows them to relate the reading content to their own ideas, a frequent expectation in college courses. Divide students into pairs or small groups for discussion. Circulate to offer input or ideas.

1. a (because it is listed first and is discussed in the most detail)
2. a (because it is listed first and is discussed in the most detail)
3. comparisons with other animals, descriptions, examples, photographs

Extension (page 109)
Decide in advance if this activity will be in-class discussion, a written assignment, or a combination. Assign due dates if necessary.

Answers will vary.

Expansion Activity #3: The Call of the Wild
The Call of the Wild is a well-known book by Jack London. Although it was published in 1903, it is still widely read and often required reading in American classrooms. Ask students to read the book or show the movie in class. Essay questions and discussion questions are readily available online.
Reading 2: Urban Planning

Pre-Reading Activities

Annotating as You Read (page 109)

Students often like using highlighters and marking the text, but some of them don’t do so effectively. Inform students that judging the best information to annotate is important. Present the information in the text and remind them that the word annotate means “to take notes.” Suggest additional ways for them to annotate:

- write topics in margins
- circle definitions/meanings
- use ex to indicate examples provided
- write questions or answers in margins (perhaps these are from questions they wrote when predicting or noticing subheadings)
- write notes about content that help make connections to self, world, or other texts
- use numbering to indicate steps, reasons, examples, etc.

Practice Annotating (page 110)

Remind students that annotating is an individual activity, but often their annotations might be similar. Let them practice with this activity. Provide the possible answer to Question 2 after they’ve had time to work individually.

1. b
2. Possible answer: 6–8 wolves per pack; depends on amount of food and how many other wolves are around

Expansion Activity #4: Annotating Practice

Challenge students to find a reading passage in a textbook that they are using for another class or one from a course that they are interested in studying in the future. Ask them to annotate one section of a chapter. For a more controlled activity, assign students the same textbook pages and let them then form small groups to compare their annotations.

Vocabulary (page 111)

Review parts of speech if necessary before students complete the activity. Go over the answers before proceeding.

1. N, Adj.
2. V, Adj.
3. N
5. Adj., V
6. N
**Predict (page 111)**

Read the instructions, which include a brief description of the topic. Depending on class size, divide students into pairs or small groups to answer the questions. If the class isn’t too big, consider a whole-class discussion in place of small groups.

Answers will vary.

**Skim (page 112)**

Review the reasons for skimming and mention that this reading is from a website. Ask students how online skimming might be different from skimming a printed work. Talk about the challenges.

1. Answers will vary
2. mostly facts
3. dates, quotations

**Scan (page 112)**

Repeat the discussion about skimming online materials and ask the same question about scanning.

1. the Mexican gray wolf
2. 1976
3. 1982
4. 11
5. the Gila National Forest in New Mexico
6. 52
7. 1,500
8. wildlife organizations

**Read: Reintroduction of the Mexican Gray Wolf: Successes and Challenges (pages 113–115)**

As students read, ask them to underline up to six words they want to look up in a dictionary later. Request that they not use a dictionary as they read. Rather, ask them to concentrate on annotating the article. Consider assigning this as homework so students can more effectively annotate at their own pace. Assign a due date.
Cultural Note
The reading discusses the Mexican wolf, which is a subspecies of the gray wolf and is from North America. Because of its natural prey being diminished (deer and elk), the Mexican wolf began eating farmers’ livestock, which made people want to eliminate the Mexican wolf. Hunting and government action forced the Mexican wolf to become an endangered species. The reintroduction of the Mexican wolf and captive breeding programs are often debated.

Post-Reading Activities
Main Ideas (page 115)
If the reading is assigned as homework, assign this activity as well. Then go over the answers in class. Otherwise, give students a few minutes to use their annotations to answer the questions.

1. be common
2. put wolves back in the wild
3. struggled at first
4. wolves are killing their animals
5. is still endangered

Details (page 116)
Warn students that this activity focuses on dates and time periods. Give them time to use their annotations to answer the questions.

8 22 cows and calves killed by Mexican wolves 2007
4 captive breeding program established and other measures taken to help the Mexican gray wolf 1977–1982
5 entire gray wolf species listed as endangered 1978
7 first Mexican wolves reintroduced into New Mexico 1998
3 Mexican gray wolves included in the Endangered Species Act 1976
6 passage of the Mexican Gray Wolf Recovery Plan 1982
9 only 52 Mexican wolves found in the wild in New Mexico and Arizona 2008
2 passage of the Endangered Species Act 1973
1 wolves were hunted nearly to extinction in the United States early to mid-1900s
Expansion Activity #5

Discuss graphic organizers in general and review time lines from the Expansion Activity in Unit 1. Explain that time lines can provide a visual picture of important dates and times and allows for a chronological pattern of organization that is often easiest to follow. Draw a sample time line on the board.

Ask students to create a time line for the reading.

Reading Skills: Annotating as You Read (page 116)

Remind students that annotations will be different, but some of the same content is likely to be judged important. Ask students to compare their annotations. Afterwards, discuss if there are things students wished they had annotated after seeing their peers’ annotations. Similarly, they can talk about things they now realize they didn’t need to annotate.

Answers will vary.

Vocabulary (page 117)

Draw attention back to the words students underlined as they read. Give them time to answer the questions and then discuss their answers with a partner.

Answers will vary.

Understanding the Text (page 118)

Remind students to seize the opportunity to state their ideas, support them, and share them. Solicit volunteers to summarize small group discussions. Present the answers provided.

1. c
2. a
3. c

Extension (page 118)

Divide students into groups for discussion or ask them to prepare a written response to one of the questions for a formal writing assignment. Assign a due date.

Answers will vary.
6: Rice (pages 119–144)

Objectives

- To identify major and minor points in a reading passage
- To review the reading skills taught throughout the text
- To discuss the content of the readings

Discuss (page 120)

These discussion questions are designed to focus students on the topic and to critically think about the topic in a new way.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Burma
   Vietnam
   Bangladesh
   Thailand
   Indonesia
   Philippines
   China
   South Korea
   India
   North Korea
   Japan
   Taiwan

Reading 1: Biology

Pre-Reading Activities

Identifying Major and Minor Points (page 120)

Ask students to define major and minor in their own words. Review earlier reading passages in the text and ask students what they think the major and minor points were in those. Then present the information in the box and focus on the reading they annotated (about the wolf relocation program).

Vocabulary (page 121)

Pair students for the Vocabulary activity. Make sure everyone understands the directions and give them time to work before presenting the answers.

1. submerged
2. resistant
3. monsoon
Expansion Activity #1: Processing Vocabulary

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

1. What countries or regions are you familiar with that have experienced a *drought*? How about a *monsoon*?
2. Have you ever experienced a *heat wave*? Where were you? What was it like?
3. What can *inhibit* a person from doing well in school?
4. What is an idea that you are *resistant* to?
5. What is the *severity* of the plagiarism policy at this school?
6. Have you ever had a *strain* of the flu? What *strains* have you heard of?
7. What might be *submerged* in water?
8. Name something you are *tolerant* of. What is something you are not *tolerant* of?
9. Have you ever felt *vulnerable*? What was the situation?
10. What is something you can *withstand* a lot of?

Predict (page 122)

Present the title of the reading and ask students to think about the vocabulary they just learned. Ask them to make predictions and to keep a list to check later to see if they were right.

Answers will vary.

Skim (page 122)

Give students adequate time to skim.

1. Answers will vary.
2. too much
3. have found
4. some
Scan (page 122)
Give students adequate time to scan.

1. India, Bangladesh, Laos, Indonesia, Philippines, China, Vietnam
2. Sub1A-1
3. University of California—Davis
4. 90 percent
5. heavy rains/flooding; droughts

Read: Waterproof Rice (pages 123–124)
Point out the space in the margins for students to annotate. Also remind them to choose up to five words to underline. Let them know that a dictionary will be used later, but it should not be used while reading. Assign this as homework or as an in-class reading depending on time and class needs.

Cultural Note
According to FAOSTAT at http://faostat.fao.org/site/339/default.aspx, the top five producers of rice in the world are China, India, Indonesia, Bangladesh, Vietnam. Numbers 6–9 belong to Burma, Thailand, Philippines, and Brazil. The United States rounds out the Top 10.

Expansion Activity #2: Footnotes
This reading passage has two informational footnotes. Teach students the types of footnotes and the reasons for each type. Bring examples of the different types of footnotes or challenge students to find examples and bring them to class to share in small groups.

Post-Reading Activities
Main Ideas (page 125)
Remind students that annotations are theirs alone and not everyone will have the same annotations. However, it is helpful to see what others annotate in order to fine-tune their own annotations. Give students time to discuss their annotations and allow time for a sharing session with the whole class.

Answers will vary.

Details (page 125)
Survey the class to see how many students have studied biology. Focus their attention on the instructions and the statements. Give them time to answer before going over answers as a whole class.
1. MI
2. D
3. MI
4. MI
5. D
6. D
7. D
8. D
9. D
10. D

**Reading Skills: Identifying Major and Minor Points (page 126)**

Remind students that deciding what is major and minor will differ for each individual. There are no wrong or right answers.

Answers will vary.

**Vocabulary (page 126)**

Draw attention back to the words students chose to underline and let them complete the questions.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Possible answers:
   a. yes
   b. no
   c. yes
   d. no
   e. no
   f. no
   g. no
   h. yes

**Understanding the Text (page 128)**

Review the challenges of drawing conclusions, making inferences, and determining the author’s purpose. Give students time to choose the answers they think are best.

1. a
2. c
3. c
Extension (page 128)

Set a time limit for the discussion, but consider challenging students to talk longer than usual in an effort to support their reasons. Students can also be assigned to convert the details of their discussions into written summaries or reports.

Answers will vary.

Reading 2: Education

Pre-Reading Activities

Reading Skills Review (page 129)

After the matching activity, ask students if there are any skills they want to review. Survey the students to see which skills they like best, if any are better for different types of readings, and/or how many they will keep using after class is over.

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

Reviewing Charts (pages 130–131)

Present the charts on page 130 and the questions on page 131. Explain that being able to understand visuals is an important academic skill. Go over the answers.

1. T
2. T
3. F
4. F
5. F
6. T
**Expansion Activity #3: Creating Charts**

Challenge students to find statistics about any topic they find interesting. Good sources for statistics are the USDA, the U.S. Census, and other government websites. Similarly, many medical or health websites are good sources. Students might prefer working with data from newspapers or less formal data, such as sports statistics. Ask them to create a chart of their data to share with a small group. Consider having students create questions/quizzes or submitting their work more formally.

**Predict (page 131)**

Prepare students for the next reading, which is actually in two parts. Focus them on the topic and instructions. Then have them make predictions.

Answers will vary.

**Skim and Scan (page 131)**

Due to the length of the reading, students will not be able to skim or scan as effectively. Tell them to consider length of a reading when completing pre-reading activities in future classes and for other assignments.

**Read: Part 1: The TIMSS Test (pages 132–133)**

Let students know this is an excerpt from a well-known book. Challenge them to consider the time constraints students often feel, so they need to imagine they don’t have much time. Using the reading skills from this textbook should help them.

**Cultural Note**

Malcolm Gladwell has written several notable books, including *The Tipping Point* and *Blink*. *The Tipping Point* was written after he noticed a sudden drop in crime in New York City. *Blink* is about how people’s past experiences lead to them making quick informed decisions. These titles, along with *Outliers* and *What the Dog Saw: And Other Adventures*, have led him to become a bestselling author and a popular speaker.

**Expansion Activity #4: Outliers**

*Outliers* is a popular mainstream text, but it is also required reading in many schools and programs. Ask students to choose another excerpt from the book to summarize in written form for a formal writing assignment.
Post-Reading Activities

Understanding the Text (page 134)

Explain how popular Gladwell's books are and that they may discuss these topics outside of class since many people have read Gladwell's books. Answering these questions will prepare them for other discussions.

Answers will vary.

Pre-Reading Activities

Predict (page 135)

Prepare students for Part 2 by asking them to complete the Predict activity.

Answers will vary.

Skim (page 135)

Remind students to keep imagining that they don't have a lot of time. Ask them to skim quickly in order to check their answer to the Predict activity.

Students from rice-based cultures do better on the TIMSS test.

Read: Part 2: Rice Paddies and Math Tests (pages 135–139)

Prepare students for another excerpt from the same book and for the length of the reading. Consider assigning this as homework because of the length and to allow students to more effectively annotate. Challenge them to use all the reading skills they've learned to help with this lengthy passage.

Post-Reading Activities

Main Ideas (page 140)

Despite annotations being individually done, students will likely have similar main ideas highlighted. Have students write their own answers before comparing with a partner.

Answers will vary.

Details (page 140)

Let students use their annotations to answer the detailed questions.

1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. F
Vocabulary (page 141)

Stage this activity as a small-group discussion. Remind students that they might not agree on the vocabulary words and that it’s okay for everyone to be different.

Answers will vary.

Reading Skills: Review (pages 141–143)

Let students know this activity will require them to think about every reading skill covered in the text. Give them time to circle their answers before going over the answers.

1. a
2. a
3. c
4. b
5. a
6. Possible answers
   a. F (or IO)
   b. IO (or F)
   c. F (or IO)
   d. IO
   e. O
   f. O
   g. O
7. Answers will vary.
8. Possible answers:
   a. noun, amount of an harvest
   b. adjective, strange
   c. adjective, short
   d. noun, reports
   e. adjective, incredible

Extension (page 144)

For this final activity, it might be ideal to have students choose one question and write a formal short paper or report with details supporting their answers. Similarly, students can create a presentation. These activities can also be done as a group.

Answers will vary.