

Reader's Choice

A Reading Skills Textbook for
Students of English as a Second Language

E. Margaret Baudoin, Ellen S. Bober,
Mark A. Clarke, Barbara K. Dobson, Sandra Silberstein

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Under the Auspices of the English Language Institute at the University of Michigan

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Readings represent a variety of topics and styles. The exercises have been written to focus on the most obvious characteristics of each reading.

- (a) Fiction and personal experience narratives are to be read for enjoyment. Teachers often find it useful to read these to students, emphasizing humorous parts.
- (b) Well-organized readings with many facts and figures are appropriate for scanning and skimming. This type of reading can also be used in composition work as a model of organizational techniques.
- (c) If the reading is an editorial, essay, or other form of personal opinion, students should read critically to determine if they agree with the author. Students are encouraged to identify excerpts which reveal the author's bias or which can be used to challenge the validity of the author's argument.
- (d) Satire should be read both for enjoyment and for analysis of the author's comment on human affairs.

LONGER READINGS

These readings can be presented in basically the same manner as other selections in the book. Longer readings can be read either at the end of the course, or at different points throughout the semester. The schedule for working with longer readings is roughly as follows:

- (a) Readings are introduced by vocabulary exercises, discussion of the topic, reading and discussion of selected paragraphs.
- (b) Students read the selection at home and answer the comprehension questions. Students are allowed at least two days to complete the assignment.
- (c) In-class discussion of comprehension questions proceeds with students referring to the passage to support their answers.
- (d) The vocabulary review can be done either at home or in class.
- (e) Vocabulary questions raised on the off day between the assignment and the due day may be resolved with items from Vocabulary from Context exercises 2 and 3 and Figurative Language and Idioms exercises.

"The Dusty Drawer" is a suspense story whose success as a teaching tool depends on students understanding the conflict between the two main characters. Teachers have found that a preliminary reading and discussion of the first eleven paragraphs serves as an introduction to the most important elements of the story. The discussion questions can be integrated into the discussion of comprehension questions.

"In the Shadow of Man" is well organized and may, therefore, be skimmed. Teachers can ask students to read the first and last sentences of the paragraphs, then paraphrase the general position of the author. Discussion of some Discussion-Composition items can serve as an effective introduction to the reading. In addition, some questions lead discussion away from the passage and might, therefore, lead to further reading on the topic. Some teachers may want to show the film, *Miss Jane Goodall and the Wild Chimpanzees* (National Geographic Society; Encyclopedia Britannica Educational Films) in conjunction with this reading. Teachers should be aware that this selection raises the subject of evolution, a sensitive topic for students whose religious or personal beliefs deny evolutionary theory.

To the Teacher

"The 800th Lifetime" requires a careful introduction because of the challenging syntax and the colloquial vocabulary. In addition, the author assumes that the reader is familiar with many of the phenomena described. For this reason, the teacher may want to spend some time discussing certain cultural and social phenomena in the United States to help students develop appropriate expectations. Because students may be personally familiar with cultural shock, they can be asked to read the article for the parallels between culture shock and future shock. As with "In the Shadow of Man," discussion questions can lead the class to other topics and readings.

ANSWER KEY

Because the exercises in *Reader's Choice* are designed to provide students with the opportunity to practice and improve their reading skills, the processes involved in arriving at an answer are often more important than the answer itself. It is expected that students will not use the Answer Key until they have completed the exercises and are prepared to defend their answers. If a student's answer does not agree with the Key, it is important for the student to return to the exercise to discover the source of the error. In a classroom setting, students should view the Answer Key as a last resort, to be used only when they cannot agree on an answer. The Answer Key also makes it possible for students engaged in independent study to use *Reader's Choice*.

SAMPLE LESSON PLAN

The following lesson plan is meant only as an example of how goals might be translated into practice. We do not imply that a particular presentation is the only one possible for a given reading activity, nor that the exercises presented here are the only activities possible to achieve our goals. The lesson plan demonstrates how skills work can be interspersed with reading selections.

It is assumed that the lessons described here would be presented after students have worked together for several weeks. This is important for two reasons. First, we hope that a nonthreatening atmosphere has been established in which people feel free to volunteer opinions and make guesses. Second, we assume that by now students recognize the importance of a skills-based reading program and that they are working to improve those skills using a variety of readings and exercises.

Although these lessons are planned for fifty-minute, daily, ESL reading classes, slight modification would make them appropriate for a number of other situations. Approximate time limits for each activity are indicated. The exercises and readings are taken from Units 7 and 8.

Monday

Nonprose Reading: Poetry (20 minutes)

- (a) The teacher points out that each poem is a puzzle; that students will have to use their reading skills to solve each one.
- (b) The teacher reads the first poem aloud; students follow in their books.
- (c) Discussion focuses on getting information from vocabulary and syntax clues and drawing inferences.
- (d) If the students can't guess the subject of the poem, the class should do the Comprehension Clues exercise.
- (e) The last two poems can be handled in the same manner or students can work individually with discussion following.

Reading Selection: Magazine Article ("Why We Laugh") (30 minutes)

Introduction:

- (a) Discussion: Why do we laugh? Is laughter culturally conditioned? Do students think English jokes are funny?
- (b) Vocabulary: Vocabulary from Context exercises 1 and 2; students work as a class or individually, with discussion following.
- (c) Skimming: the teacher skims the article aloud, reading first (and sometimes second and last) sentences of each paragraph.
- (d) Discussion: What is the main idea of the author? What type of article is it? Is the author an expert? Who are the experts she quotes?

Homework: Read "Why We Laugh"; do Comprehension exercises 1 and 2.

Tuesday

"Why We Laugh" (35 minutes)

- (a) Work through Comprehension and Critical Reading exercises as a class, in small groups or in pairs. Students should defend answers with portions of the text; emphasis is on convincing others or being convinced on the basis of the reading.
- (b) Pull out, analyze, and discuss structure problems, difficult vocabulary.
- (c) Wrap-up discussion proceeds from Critical Reading and Discussion questions.

Stems and Affixes (15 minutes)

- (a) Introduction: students volunteer examples of words containing stems and affixes presented in the exercise.
- (b) Class does exercise 1 orally as a group, if time permits.

Homework: Finish Stems and Affixes exercises.

Wednesday

Stems and Affixes (15 minutes)

- (a) Go over as a class; students volunteer and defend answers.
- (b) The Appendix can be used if a dispute arises concerning one of the stems or affixes presented in previous units.
- (c) Work is fast paced and skills focused. Students concentrate on learning word parts, not the words.

Sentence Study: Restatement and Inference (35 minutes)

- (a) The first one or two items are done orally. The teacher reads the sentence and the choices aloud and students mark answers in the book.
- (b) Discussion follows. Students must defend answers using grammatical analysis of sentences.
- (c) Students complete the exercise individually after which answers are discussed.

Word Study: Context Clues (if time permits)

- (a) Group or individual work.
- (b) Students arrive at a definition, synonym, or description of each word, then defend their answers by referring to the syntax and other vocabulary items in the sentence.

Thursday

Reading Selection: Narrative ("An Attack on the Family") (40 minutes)

- (a) Vocabulary from Context: students work as a class or individually with discussion following.
- (b) The teacher reads story aloud, students follow in their books.

To the Teacher

- (c) Students take ten minutes to answer Comprehension questions individually.
- (d) Discussion follows. Students will have to examine the text carefully to answer the questions.

Paragraph Analysis: Reading for Full Understanding (10 minutes)

- (a) The teacher reads the Example paragraph aloud. Students mark answers in their books.
- (b) The class discusses the answers using the Explanation on pages 118-19.

Homework: Finish Paragraph Analysis exercise.

Friday

Paragraph Analysis (25 minutes)

- (a) Discussion of the homework: students must use excerpts from the paragraphs to defend their answers or to refute the choices of other students.
- (b) Grammatical analysis can be used to develop convincing arguments supporting the correct answers. Context clues often furnish the definition of unfamiliar words.

Reading Selection: Narrative ("The Lottery") (25 minutes)

Introduction:

- (a) Discussion of lotteries in general, lotteries in the students' countries.
- (b) Vocabulary from Context exercise 1: students work as a class or individually with discussion following.
- (c) The teacher reads the first nine paragraphs, discusses content, vocabulary, syntax with students. Most of Vocabulary from Context exercises 2 and 3 can be covered during this discussion.

Homework: Read "The Lottery"; do Comprehension exercises for Monday.

This lesson plan represents a skills approach to the teaching of ESL reading. Students are required to do more than merely read passages and answer questions. The type of reading that the students are asked to do varies from task to task. They skim "Why We Laugh" to determine the main idea, then scan to find the answers to some of the Comprehension questions. Sentence Study exercises require close grammatical analysis, just as Stems and Affixes exercises require analysis of word parts. "Why We Laugh" and "The Lottery" both require critical reading. The vocabulary and syntax work is presented as a tool for comprehension, appropriate for helping students solve persistent reading problems.

Within a single week, a great variety of activities is presented. In the course of any single lesson, the tempo and tasks change several times. In the course of the week, virtually all language and reading skills are reinforced in a variety of contexts and with a variety of materials. This variety has important implications for the nature of the class and for the role of the teacher.

The classroom dynamics change to fit the task. The poetry and the discussion sessions are class activities, the teacher encouraging students to volunteer answers and opinions. The vocabulary and structure exercises on Tuesday and Wednesday, as well as the paragraph work on Thursday and Friday might be organized as workshop sessions, giving students the chance to work at their own pace and providing the teacher the opportunity to assist individuals.

The role of the teacher also changes from activity to activity. During vocabulary and structure work, the teacher teaches, providing help and encouragement as students work to solve language problems. The teacher is a facilitator during the poetry and short passage readings, intervening only in the event that linguistic expertise is needed to keep the discussion going. In discussions of how readings relate to the "real world," the teacher is primarily a participant on equal terms with the

students in exploring mutually interesting topics. Of course, the role and behavior of the teacher can change a number of times in the course of a class session to suit the situation. It is hoped, however, that as the semester progresses, the teacher as teacher will gradually be replaced by the teacher as facilitator and participant.

Another important feature of this lesson plan is the opportunity provided to encourage students to choose their own reading strategies and to apply the skills dictated by the strategy chosen. It should be noted that "Why We Laugh" and "The Lottery" are introduced by the teacher through vocabulary work and discussion, followed by skimming and scanning. This type of introduction gives students the opportunity to develop expectations about the selection and, guided by their expectations, to read more effectively. It is hoped that this procedure will be repeated when students encounter similar readings in the future. Often the teacher will want to simulate a "real life" situation by giving the students a task and asking them how they would approach it. The approach to a newspaper editorial, for example, might be quite different depending on whether the selection is read for pleasure or for a university political science course.

Throughout the semester, students are taught to shift gears, to vary their reading strategies according to their goals for the selection at hand. As they become more proficient readers, we expect them to determine for themselves what they read, why they read it, and how they read it.

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Cocktails

FOR YOUR LATE
BREAKFAST PLEASURE...

TWO FRESH EGGS, Any Style With Toast & Jelly	.95
With Fried Ham, Bacon or Sausage	1.55
FLUFFY PANCAKES, With Syrup & Butter	.80
With Fried Ham, Bacon or Sausage	1.40
ONE EGG	.75

BEFORE DINNER COCKTAILS

Highball	.85
Manhattan	1.15
Martini	1.15
Martini, Extra Dry	1.25
Old Fashioned	1.15
Whiskey Sour	1.15
Ginlet	1.25
Bacardi	1.15
Tom Collins	1.15
Gibson	1.15
Bloody Mary	1.10
Margarita	1.35

Omelettes

HAM	1.50
HAM AND CHEESE	1.65
MUSHROOM AND CHEESE	1.65
WESTERN	1.65
PLAIN CHEESE	1.35
Served With Toast And Jelly	

SHRIMP COCKTAIL 1.75

Steaks & Chops

COOKED THE WAY YOU LIKE IT

CHOICE OF: Cup of Soup of the Day, Chilled Tomato Juice, or Grapefruit Juice

N.Y. STRIP SIRLOIN STEAK	6.00
SPECIAL CUT CLUB STEAK	5.00
CHOICE GROUND BEEF STEAK, Fried Onions	3.50
MINUTE STEAK, Mushrooms	5.25
TWO PORK CHOPS, Applesauce	3.85
RIB EYE STEAK	4.75



Seafood

RAINBOW TROUT	3.50
BROILED FRESH RED SNAPPER	3.50
GOLDEN FRIED DEEP SEA SCALLOPS	3.25
GOLDEN FRIED FRESH SHRIMP	3.50
HALF DOZ. GOLDEN FRIED JUMBO OYSTERS	3.00
GRILLED HALIBUT STEAK	3.50
ASSORTED SEAFOOD PLATTER	3.95
BREADED OCEAN PERCH	2.75
FISH & CHIPS	2.75

Above Served With Chef's Salad,
Potatoes, And Assorted Bread Basket

Main Sandwiches

CRISP BACON, LETTUCE, TOMATO	1.10
SLICED TURKEY AND TOMATO	1.25
FISH SANDWICH	.85
WESTERN ON TOAST	.95
TURKEY SALAD, On Toast	1.05
TUNA SALAD, on Toast	1.05
CORNED BEEF	1.35
GRILLED CORNED BEEF AND CHEESE	1.45
ROAST BEEF SANDWICH	1.25
GRILLED HAM AND CHEESE	1.10
GRILLED CHEESE	.75
CANADIAN BACON on Bun	1.00
HAMBURGER	.95
HAMBURGER DELUX	1.20
CHEESEBURGER	1.10

Special Sandwiches

CHEESEBURGER SPECIAL	1.40
CLUBHOUSE, 3 Decker on Toast	1.95
SIRLOIN BURGER ON TOASTED BUN	1.25
REUBEN SANDWICH	1.85
FRENCH DIP	1.95
HAM AND CHEESE DELIGHT	1.85

Served With Cole Slaw And Potato Chips

Hot Sandwiches

HOT BEEF	1.65
HOT TURKEY	1.65
HOT MEAT LOAF	1.45

Served With Mashed Potatoes And Gravy

WEIGHT WATCHERS' SPECIAL, Hamburger Pattie, Sliced Tomato, Cottage Cheese, and Fruit 1.70

Special Daily Econo Dinners

ROAST CHOICE ROUND BEEF, Au Jus	2.95
VEAL PARMESAN, with Sauce	3.25
ROAST TURKEY, Cranberries	2.95
ROAST LEG OF LAMB, with Rice, au jus	3.55
SALISBURY STEAK, with Mushrooms	2.75
BREADED VEAL STEAK, with Spaghetti	2.75
GRILLED BABY BEEF LIVER, with Onions or Bacon	2.75
BREADED PORK CUTLETS, with Brown Gravy	2.85
HOME-BAKED MEAT LOAF, with Mushroom Sauce	2.50
GOLDEN FRIED CHICKEN	2.95
STEAK SANDWICH	2.85
PORK CHOP SANDWICH	1.95

Above Served With Salad And Potatoes

Salads

GREEK SALAD BOWL, Our Special Dressing	2.10
FRESH SHRIMP SALAD BOWL	2.25
JULIENNE SALAD BOWL	1.90
TURKEY SALAD BOWL	1.90
COTTAGE CHEESE AND FRUIT	1.25
COMBINATION SALAD	1.25
Choice Of Dressing	

Side Orders

TOSSED SALAD	.70
COLE SLAW	.55
COTTAGE CHEESE	.60
SMALL GREEK SALAD	1.50
APPLESAUCE	.50
FRUIT CUP	.50
FRENCH FRIES	.50
ONION RINGS	.80

Desserts

Pecan Pie	.65
Homemade Pie	.55
Pie a La Mode	.80
Ice Cream	.45
Cheese Cake	.75
Rice Pudding	.45
Sundae	.75

NONPROSE READING: Menu

Nonprose writing consists of disconnected words and numbers instead of the sentences and paragraphs you usually learn to read. Each time you need information from a train schedule, a graph, a menu, or the like, you must read nonprose material. This exercise and similar exercises which begin subsequent units will help you practice the problem-solving skills that you will need in order to read nonprose material.

On the opposite page is a menu such as you might find in a restaurant in the United States. Look at it quickly, then scan the menu to answer the questions in exercise 1. Do not go on to exercise 2 until you have checked your answers to exercise 1.

Exercise 1

1. If you wanted something alcoholic to drink before dinner, in which section would you find it?

2. In which section would you find something nonalcoholic to drink? _____
3. In which section would you find something sweet to eat after dinner? _____
4. Which special meal is provided for people who are trying to lose weight? _____
5. If you didn't want to eat pork, list some entries you would avoid. _____

6. Do we know if this restaurant serves Coca-Cola? _____
7. How much does a Reuben sandwich and an order of French fries cost? _____
8. Under which section would you find a small salad to eat with a rib eye steak? _____
9. If you wanted eggs, under which sections would you look? _____
10. How much does two eggs with bacon cost? _____
11. Is tipping permitted in this restaurant? _____

Stop! Do not go on without discussing your answers.

Exercise 2

Indicate if each statement is true (T) or false (F).

1. _____ The cheapest item on the menu containing fish is fish and chips.
2. _____ The grilled baby beef liver dinner is always served with bacon.

Unit 1
Nonprose Reading

3. ____ Potatoes are served with the assorted seafood platter.
4. ____ When you order from the Special Daily Econo Dinners, you may choose any item from the Salad section.
5. ____ None of the salads served in this restaurant contain meat or poultry.
6. ____ Pancakes with bacon costs \$2.20.
7. ____ If you had only \$3.00, you could afford a Special Daily Econo Dinner and dessert plus tip.

WORD STUDY: Context Clues

Efficient reading requires the use of various problem-solving skills. For example, it is impossible for you to know the exact meaning of every word you read, but by developing your guessing ability, you will be able to understand enough to arrive at the total meaning of a sentence, paragraph, or essay. These exercises are designed to help you improve your ability to guess the meaning of unfamiliar words by using context clues. (Context refers to the sentence and paragraph in which a word occurs.) In using the context to decide the meaning of a word you have to use your knowledge of grammar and your understanding of the author's ideas. Although there is no formula which you can memorize to improve your ability to guess the meaning of unfamiliar words, you should keep the following points in mind:

1. Use the meanings of the other words in the sentence (or paragraph) and the meaning of the sentence as a whole to reduce the number of possible meanings.
2. Use grammar and punctuation clues which point to the relationships among the various parts of the sentence.
3. Be content with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.
4. Learn to recognize situations in which it is not necessary to know the meaning of the word.

Exercise 1

Each of the sentences in this exercise contains a blank in order to encourage you to look only at the context provided as you attempt to determine the possible meanings of the missing word. Read each sentence quickly and supply a word for each blank. There is no single correct answer. You are to use context clues to help you provide a word which is appropriate in terms of grammar and meaning.

1. I removed the _____ from the shelf and began to read.
2. Harvey is a thief; he would _____ the gold from his grandmother's teeth and not feel guilty.
3. Our uncle was a _____, an incurable wanderer who never could stay in one place.
4. Unlike his brother, who is truly a handsome person, Hogartty is quite _____.
5. The Asian _____, like other apes, is specially adapted for life in trees.
6. But surely everyone knows that if you step on an egg, it will _____.
7. Tom got a new _____ for his birthday. It is a sports model, red, with white interior and bucket seats.

Unit 1

Word Study

Explanation:

1. I removed the _____
from the shelf and began to read.
book
magazine
paper
newspaper
The number of things that can be taken from a shelf and read is so few that the word *book* probably jumped into your mind at once. Here, the association between the object and the purpose for which it is used is so close that you have very little difficulty guessing the right word.
2. Harvey is a thief; he would _____ the gold from his grandmother's teeth and not feel guilty.
steal
take
rob
Harvey is a thief. A thief steals. The semicolon (;) indicates that the sentence which follows contains an explanation of the first statement. Further, you know that the definition of *thief* is: a person who steals.
3. Our uncle was a _____, an incurable wanderer who never could stay in one place.
nomad
roamer
traveler
drifter
The comma (,) following the blank indicates a phrase in apposition, that is, a word or group of words which could be used as a synonym of the unfamiliar word. The words at the left are all synonyms of wanderer.
4. Unlike his brother, who is truly a handsome person, Hogartty is quite _____.
ugly
homely
plain
Hogartty is the opposite of his brother, and since his brother is handsome, Hogartty must be ugly. The word *unlike* signals the relationship between Hogartty and his brother.
5. The Asian _____, like other apes, is specially adapted for life in trees.
gibbon
monkey
chimp
ape
You probably didn't write *gibbon*, which is the word the author used. Most native speakers wouldn't be familiar with this word either. But since you know that the word is the name of a type of ape, you don't need to know anything else. This is an example of how context can teach you the meaning of unfamiliar words.
6. But surely everyone knows that if you step on an egg, it will _____.
break
You recognized the cause and effect relationship in this sentence. There is only one thing that can happen to an egg when it is stepped on.
7. Tom got a new _____ for his birthday. It is a sports model, red, with white interior and bucket seats.
car
The description in the second sentence gave you all the information you needed to guess the word *car*.