

最新修订版

# Reader's Choice

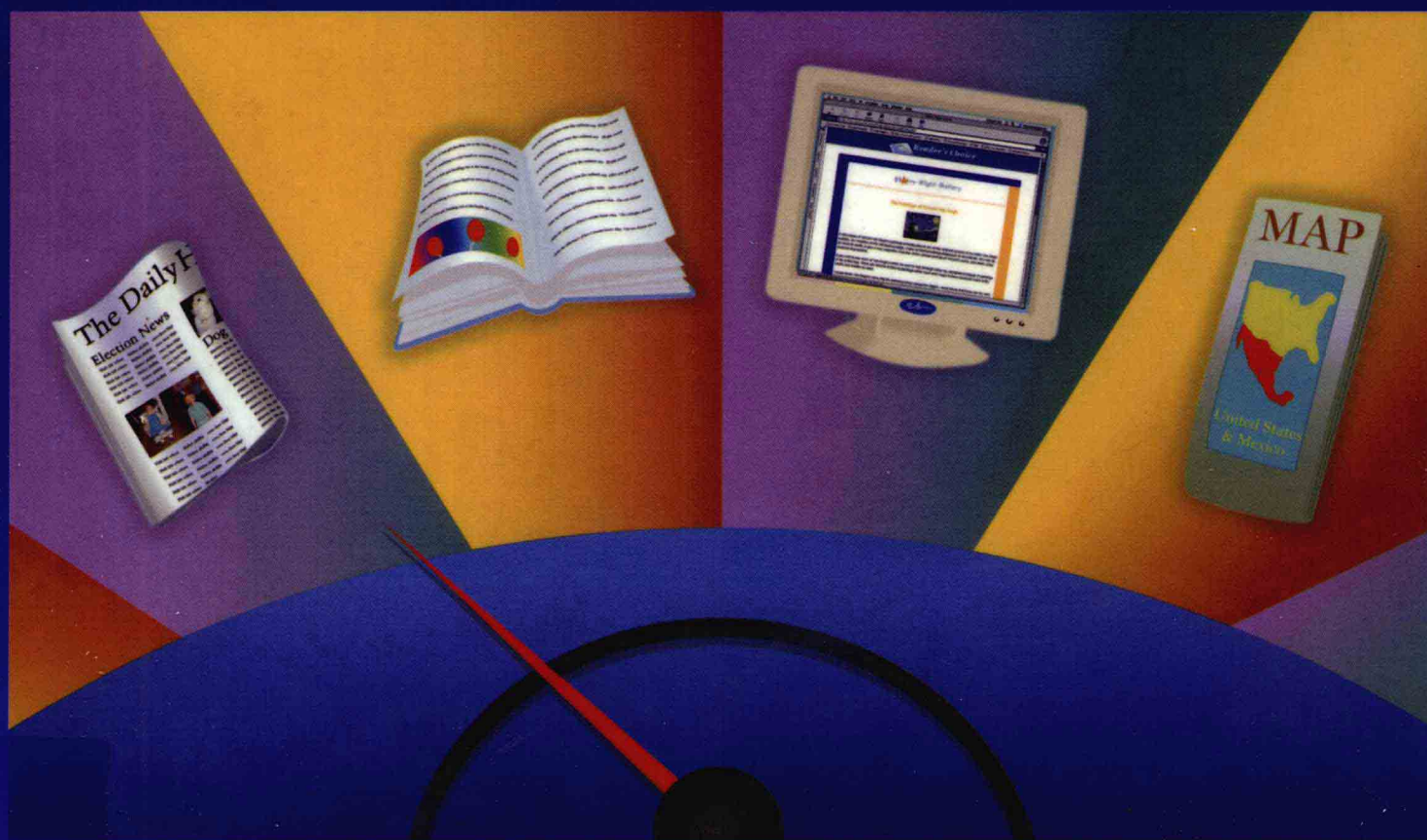
## 读者的选择

第4版

[美] 桑德拉·西尔伯斯坦  
Sandra Silberstein

巴巴拉·K·多布森  
Barbara K. Dobson

马克·A·克拉克 编著  
Mark A. Clarke



世界图书出版公司

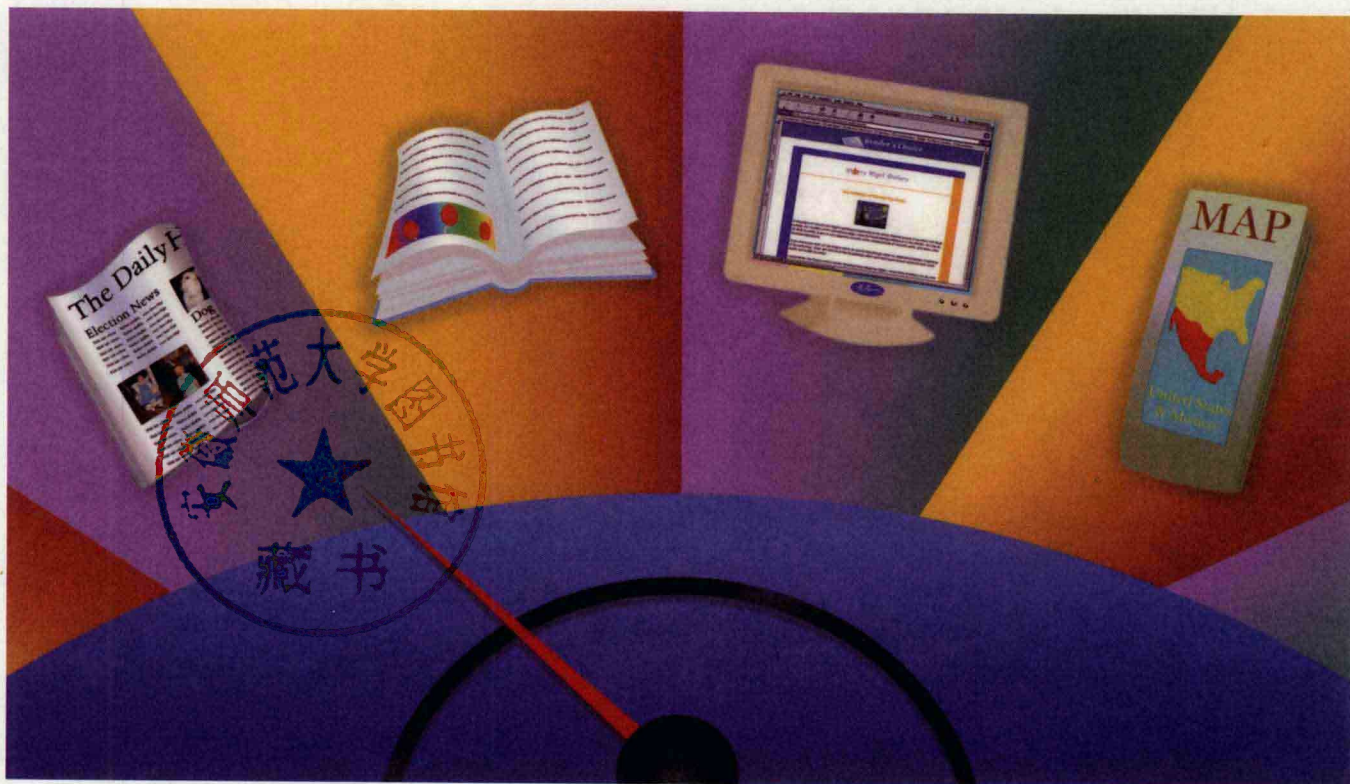
# Reader's Choice <sup>F6</sup>

## 读者的选择 第4版

[美] 桑德拉·西尔伯斯坦  
Sandra Silberstein

巴巴拉·K·多布森  
Barbara K. Dobson

马克·A·克拉克 编著  
Mark A. Clarke



世界图书出版公司

北京·广州·上海·西安



### 图书在版编目(CIP)数据

读者的选择=Reader's Choice:第4版/(美)西尔伯斯坦  
(Silberstein, S.), (美)多布森(Dobson, B. K.), (美)克拉克  
(Clarke, M. A.)编. —北京:世界图书出版公司北京公司,  
2007.7

ISBN 978-7-5062-6173-9

I. 读... II. ①西... ②多... ③克... III. 英语—阅  
读教学—高等学校—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2006)第 148527 号

### Reader's Choice 4th ed.

Reprint edition authorized by the University of Michigan Press

Copyright © by University of Michigan, 2002

ISBN 0-472-08668-5

The reprint edition Copyright © by Beijing World Publishing Corporation, 2002

Licensed for sale in the People's Republic of China.

Not for export.

## 读者的选择 第4版

---

原版书名: Reader's Choice 4th ed.

编 著: [美] 桑德拉·西尔伯斯坦(Sandra Silberstein) 巴巴拉·K·多布森(Barbara K.  
Dobson) 马克·A·克拉克(Mark A. Clarke)

责任编辑: 王志平 (E-mail: wzpbox@sohu.com)

---

出 版: 世界图书出版公司北京公司

发 行: 世界图书出版公司北京公司

(地址: 北京朝内大街 137 号 邮编: 100010 电话: 64077922)

销 售: 各地新华书店和外文书店

印 刷: 北京汉唐彩色印刷有限公司

---

开 本: 880×1230 1/16 印张: 28 插图: 4

字 数: 700 千

版 次: 2007 年 7 月第 1 版 2007 年 7 月第 1 次印刷

版权登记: 图字 01-2003-0472

---

ISBN 978-7-5062-6173-9/H·596

定价: 39.00 元

世界图书出版公司北京公司已获得美国密歇根大学出版社授权在中国境内独家出版。

版权所有 翻印必究

# Acknowledgments

These are tender times. As we enter the new millennium, we are increasingly grateful for the love and support of those who live and work beside us and mindful of friends who are no longer here. This edition owes much to the leadership of Mary Erwin, who created an environment that permitted us to bear down on long-postponed tasks, and to Kelly Sippell, whose insightful contributions and personal commitment often reached the level of co-authorship.

Ann Arbor, Denver, Seattle, September 2001

As we enter our third decade of collaboration, we would like to thank spouses and children who have endured countless hours of conference calls and overnight-mail runs. Thanks are also due Sue Hodes and Sharon Tsutsui for thoughtful comments on this edition. And we are especially fortunate to have had the skilled and enthusiastic support of the University of Michigan Press: Associate Editor Chris Milton has been correcting us for as long as we can remember; Executive Editor LeAnn Fields first persuaded us that our sanity could withstand revision; Assistant Director Mary Erwin erased our memories of the first revision; and Director Colin Day has paid the bills.

Ann Arbor, Denver, Seattle, February 1994

We thank the many teachers who, over the years, have provided insights and suggestions for revision. To the roll call from the previous edition, we add the following names and apologize for any omissions: Sally Alexander, Kathryn Allahyari, Carol Deselams, Patricia A. Carrell, Joan Eisterhold, Pat Grogan, Liz Hamp-Lyons, Linda Hillman, Sara Klinghammer, Cherie Lenz-Hackett, Ellen Lipp, Daphne Mackey, Sharon Myers, Marnie Ramker, Sam Shepherd, Jerry Stanfield, Marianne Wiefelich, Kay Winfield. We are grateful to our colleagues and to the dynamic context of TESOL reading pedagogy and research. Similarly, we continue to benefit from the contributions of our coauthors on the first edition, Margaret Baudoin Metzinger and Ellen Bober.

Special thanks to research assistants Elisabeth Mitchell, University of Washington, and Kathy Riley, University of Colorado at Denver, and to our colleagues at the University of Michigan Press.

Finally, we once again thank our families for continued support and patience toward a task that, no doubt, they hoped they had seen the last of.

Denver, Detroit, Seattle, June 1987

The successful completion of *Reader's Choice* is the result of the cooperation, confidence, and endurance of many people. The authors greatly appreciate the contributions of the individuals listed below. It is impossible to overestimate the importance of their efforts in helping us meet deadlines, their insights during classroom testing, and their encouragement through critique and rewrite sessions.

Heartfelt thanks, therefore to:

H. Douglas Brown, director of the English Language Institute (ELI), University of Michigan, whose assistance ranged from personal and professional advice to administrative and financial support. Professor Brown has consistently encouraged creativity and innovation at the ELI. His continued support of *Reader's Choice* ensured its successful completion.

Eleanor Foster, ELI administrative assistant and her capable secretarial and production staff: Elaine Allen, Ginny Barnett, Shelly Cole, Gail Curtis, Lynne Davis, Sue Feldstein, Martha Graham, Donna Head, Barbara Kerwin, Debbie Milly, Lisa Neff, Cathy Pappas, and Louisa Plyler.

George E. Luther and Roderick D. Fraser, ELI administrators, whose efforts made possible financial support and the classroom testing of *Reader's Choice*.

David P. Harris, director of the American Language Institute, Georgetown University; ELI authors Joan Morley and Mary Lawrence; Betsy Soden, ELI lecturer and reading coordinator; Carlos A. Yorio, professor of Linguistics, Toronto University—colleagues in English as a second language (ESL) whose critiques of early drafts proved invaluable.

ESL teachers whose patient and skillful use of the materials through numerous stages of development made detailed revisions and improvements possible—Honor Griffith and Lynne Kurylo of the University of Toronto; Betsy Berriman, Cristin Carpenter, Eve Daniels, Susan Dycus, Adelaide Heyde, Wayne Lord, Michele McCullough, Nancy Morrison, Syd Rand, and John Schafer of the English Language Institute.

And finally, thank you to Mario, Patricia, Tom, and Doug, friends and family for their patience and support; our parents and children, for whose pride and enthusiasm we are grateful; our students, whose insightful suggestions made revisions possible; and all the teachers and staff of the English Language Institute for providing an atmosphere which nurtures innovative teaching and creative materials development.

The authors wish to gratefully acknowledge grants from the English Language Institute and *Language Learning*, which provided funds for released time for several of the authors, and for secretarial and production assistance.

Ann Arbor, June 1977

Ann Arbor, Denver, Seattle, February 1984

We thank the many teachers who, over the years, have provided insight and suggestions for revision. To the roll call from the previous edition, we add the following names and apologize for any omissions: Sally Alexander, Kathryn Allthorpe, Carol Desjardis, Patricia A. Carol, Joan Eickhardt, Pat Grogan, Lu Han-Pyoun, Linda Hillman, Sara Kingman, Chris Lane-Hackert, Ellen Lipp, Daphne Meeker, Sharon Myers, Maric Runko, Sam Shepherd, Jerry Sankoff, Marianne Weisbach, Kay Winfield. We are grateful to our colleagues and to the dynamic context of TESOL reading pedagogy and research. Finally, we continue to benefit from the contributions of our coaches on the first edition, Margaret Bardon, Metzinger and Ellen Hobbs.

Special thanks to research assistants Elizabeth Mitchell, University of Washington, and Kathy Riley, University of Colorado at Denver, and to our colleagues at the University of Michigan Press. Finally, we once again thank our families for continued support and patience toward a task that, no doubt, they hoped they had seen the last of.

Denver, Detroit, Seattle, June 1987

The successful completion of *Reader's Choice* is the result of the cooperation, confidence, and endurance of many people. The authors greatly appreciate the contributions of the individuals listed below. It is impossible to overestimate the importance of their efforts in helping us meet deadlines, their insights during classroom testing, and their encouragement through critique and review sessions.

Hendel thanks in honor to H. Douglas Brown, director of the English Language Institute (ELI), University of Michigan, whose assistance ranged from personal and professional advice to administrative and financial support. Professor Brown has consistently encouraged creativity and innovation at the ELI. His continued support of *Reader's Choice* ensured its successful completion.

# Introduction

*Introduction*

**To: Students**  
**From: Sandra Silberstein, Barbara K. Dobson, Mark A. Clarke**  
**Re: Getting acquainted with *Reader's Choice***

Welcome to the fourth edition of *Reader's Choice*. This book has been written to meet the needs of teachers and students in a rapidly changing world. The purpose of this introduction is to acquaint you with the book and with our approach to teaching reading in English as a second or foreign language.

We believe that reading is an active process in which effective readers bring their understanding of the world to bear on text. Whether reading a book or an article, an advertisement or a chart, or surfing the World Wide Web—regardless of the content or form of the material—successful readers rely on an attitude of independence and the coordination of a number of skills and strategies. Efficient readers approach material with goals in mind, and they adjust their behavior accordingly. They develop expectations, and they read to confirm, reject, or adjust those expectations. Most of this is done without conscious attention to the process. The material in *Reader's Choice* gives you practice in this kind of independent, efficient, and critical reading.

We believe *Reader's Choice* is most effective when it is used in situations where curiosity and active participation are encouraged. It is a tool that will help you and your teachers develop a partnership for learning. You will see that we speak directly to students in the directions, exercises, and answer key. To the extent possible, we have tried to permit you to get to know us and our approach to teaching and learning—and to living. We encourage you to take a playful approach to the readings and exercises in this book and to interact with the book and each other in ways that permit you, as individuals, to develop your own attitude and approach to learning.

When you look at the Contents page you will notice that there are three kinds of units in *Reader's Choice*. The odd-numbered units (1 through 11) contain language skills work. These exercises give you intensive practice in using word-, sentence-, and discourse-level reading strategies. The even-numbered units (2 through 12) contain reading selections that give you the opportunity to use the skills you have learned to interact with and evaluate the ideas of texts. Finally, Units 13 and 14 consist of longer, more complex reading selections.

Basic language and reading skills are introduced in early units and reinforced throughout the book. The large number of exercises provides opportunities for repeated practice. Do not be discouraged if you do not finish each exercise, if you have trouble answering specific questions, or if you do not understand everything in a particular reading. The purpose of the tasks in *Reader's Choice* is to help improve your problem-solving skills. For this reason, the process of attempting to answer a question is often as important as the answer itself.

*Reader's Choice* contains exercises that provide practice in both language and reading skills. In this Introduction we will first provide a description of language skills exercises followed by a description of the reading skills work contained in the book.



# Language Skills Exercises

## Word Study Exercises

Upon encountering an unfamiliar vocabulary item in a passage there are several strategies available to readers. First, you can continue reading, realizing that often a single word will not prevent understanding of the general meaning of a selection. If further reading does not solve the problem, you can use one or more of three basic skills to arrive at an understanding of the unfamiliar word. You can use context clues to see if surrounding words and grammatical structures provide information about the unknown word. You can use word analysis to see if understanding the parts of the word leads to an understanding of the word. Or, you can use a dictionary to find an appropriate definition. *Reader's Choice* contains numerous exercises that provide practice in these three skills.

### Word Study: Context Clues

Guessing the meaning of an unfamiliar word from **Context Clues** involves using the following kinds of information:

- a. knowledge of the topic about which you are reading
- b. knowledge of the meanings of the other words in the sentence (or paragraph) in which the word occurs
- c. knowledge of the grammatical structure of the sentences in which the word occurs

When these exercises appear in skills units, their purpose is to provide practice in guessing the meanings of unfamiliar words using context clues. Students should not necessarily try to learn the meanings of the vocabulary items in these exercises. The **Vocabulary from Context** exercises that accompany reading selections have a different purpose. Generally these exercises should be done before a reading selection is begun and used as an introduction to the reading. The vocabulary items have been chosen for three reasons:

- a. because they are fairly common and therefore useful for students to learn
- b. because they are important for an understanding of the passage
- c. because their meanings are not easily available from the context in the selection

### Word Study: Stems and Affixes

Another way to discover the meanings of unfamiliar vocabulary items is to use word analysis, that is, to use knowledge of the meanings of the parts of a word. Many English words have been formed by combining parts of older English, Greek, and Latin words. For instance, the word *bicycle* is formed from the parts *bi*, meaning two, and *cycle*, meaning round or wheel. Often knowledge of the meanings of these word parts (along with context) can help the reader to guess the meaning of an unfamiliar word. Exercises in **Word Study: Stems and Affixes** provide practice in this skill at regular intervals throughout the book. The **Appendix** lists all of the stems and affixes that appear in these exercises.

### Word Study: Dictionary Use

Sometimes the meaning of a single word is essential to an understanding of the total meaning of a selection. If context clues and word analysis do not provide enough information, it will be necessary to use a dictionary. The **Word Study: Dictionary Use** exercises in the skills units provide students with a review of the information available from dictionaries and practice in using a dictionary to obtain that information. The **Dictionary Study** exercises that accompany some of the reading selections require students to use the context of an unfamiliar vocabulary item to find an appropriate definition of the items from the dictionary entries provided.

## **Sentence Study Exercises**

Sometimes comprehension of an entire passage requires the understanding of a single sentence. **Sentence Study** exercises give students practice in analyzing the structure of sentences to determine the relationships of ideas within a sentence. You will be presented with a complicated sentence followed by tasks that require analyzing the sentence for its meaning. Often you will be required to use the available information to draw inferences about the author's message.

## **Paragraph Reading and Paragraph Analysis Exercises**

These exercises give you practice at the paragraph level. Some of the paragraph exercises are designed to provide practice in discovering the general message. You will be asked to determine the main idea of a passage: that is, the idea that is the most important, around which the paragraph is organized. Other paragraph exercises are meant to provide practice in careful, detailed reading. You will be required not only to find the main idea of a passage but also to guess vocabulary from context, to answer questions about specific details in the paragraph, and to draw conclusions based on an understanding of the passage.

## **Discourse Focus**

Effective reading requires the ability to select skills and strategies appropriate to a specific reading task. The reading process involves using information from the full text and knowledge of the world in order to interpret a passage. Readers use this information to make predictions about what they will find in a text and to decide how they will read. Sometimes we need to read quickly to obtain only a general idea of a text; at other times we read carefully, drawing inferences about the intent of the author. Discourse-level exercises introduce these various approaches to reading, which are then reinforced throughout the book. These reading skills are described in more detail in the discussion that follows.

## **Nonprose Reading**

Throughout *Reader's Choice*, nonprose selections (such as a menu, bus schedule, road map, etc.) provide practice reading material that is not primarily arranged in sentences and paragraphs. It is important to remember that the same problem-solving skills are used to read both prose and nonprose material.

## **Reading Skills Exercises**

Students will need to use all of their language skills in order to understand the reading selections in *Reader's Choice*. The book contains many types of selections on a wide variety of topics. These selections provide practice in using different reading strategies to comprehend texts. They also give practice in four basic reading skills: **skimming**, **scanning**, **reading for thorough comprehension**, and **critical reading**.

An introduction to each of these is presented, with exercises, in Unit 1, and practiced throughout the even-numbered units.

## **Skimming**

Skimming is quick reading for the general idea(s) of a passage. This kind of rapid reading is appropriate when trying to decide if careful reading would be desirable or when there is not time to read something carefully.



## Scanning

Like skimming, scanning is also quick reading. However, in this case the search is more focused. To scan is to read quickly in order to locate specific information. When you read to find a particular date, name, or number, you are scanning.

## Reading for Thorough Comprehension

Reading for thorough comprehension is careful reading in order to understand the total meaning of the passage. At this level of comprehension, the reader is able to summarize the author's ideas but has not yet made a critical evaluation of those ideas.

## Critical Reading

Critical reading demands that readers make judgments about what they read. This kind of reading requires posing and answering questions such as *Does my own experience support that of the author? Do I share the author's point of view? Am I convinced by the author's arguments and evidence?*

Systematic use of the exercises and readings in *Reader's Choice* will give you practice in the basic language and reading skills necessary to become a proficient reader. Additional suggestions for the use of *Reader's Choice* in a classroom setting are included in the **Teacher** section.

<b>To:</b>	<b>The Teacher</b>
<b>From:</b>	<b>Sandra Silberstein, Barbara K. Dobson, Mark A. Clarke</b>
<b>Re:</b>	<b>Using <i>Reader's Choice</i></b>

Welcome to the fourth edition of *Reader's Choice*. In this section we present our perspective on teaching and learning, and we provide tips for using the book. We do not intend this as prescription; there are as many ways to use a text as there are teachers and classrooms. In fact, the book is designed to encourage teacher flexibility, both in sequencing and in presentation. At the same time, we do have opinions about teaching and learning that have shaped the development of these materials. We have been influenced by our own classroom experiences and by the feedback of scores of teachers and students who have used the book.

We would like you to benefit from these experiences. In the pages that follow, we outline general guidelines for creating an environment conducive for language and literacy development. First, we outline our view of teaching; second, we provide hints for using specific exercises and readings in the book; and finally, we present a narrative of classroom practice that we hope will give you a sense of how we use the book.

## General Guidelines

We view learning as change over time through engagement in activity. We believe that students learn a great deal in the course of classroom activity in addition to the content of the curriculum. Among the most important things learned are those that have to do with students' identities as language users and literate human beings. For this reason, we are concerned about the atmosphere in the classroom and about our stance as teachers toward the material and toward students. We work toward classrooms that embrace diversity and encourage students to express themselves freely.

In contrast to traditional wisdom, we do not view good teaching as virtuoso performance of method. The primary task is not to cover the material or keep up with the curriculum, nor is it to assure that students score

well on tests, although all of these are by-products of effective teaching. Rather, we view teaching as creating an environment in which the students can learn (in this case, to be effective readers), as a function of communication in the context of authentic relationships. We will be effective teachers, we believe, to the extent that we are able to forge meaningful connections with students and move them toward common goals.

We recognize that you may be teaching in a situation that does not give you total discretion in how you use materials or how you approach classroom management or lesson planning. We also know that some students are not prepared for the sort of democratic approach to instruction that we attempt to achieve. However, we will present our approach to using the book as clearly as possible, in the hopes that you will be able to adapt it to your own situation.

We believe *Reader's Choice* can be an important resource in the process of developing independent, critical readers. We have selected a wide variety of readings in an attempt to appeal to a broad range of interests and needs. The activities have been developed to encourage the students to explore ideas while developing and improving reading and language skills and strategies.

We use *Reader's Choice* as a foundation and framework for interaction with students around important topics; we hope to provoke thoughtful conversations and insightful exploration of ideas. In general, we use students' experiences as the departure point for reading the selections and working the exercises. We attempt to provoke students to bring their own experience to bear on the topics presented in the text, and to weigh the knowledge and perspectives of the author, their teacher, and their classmates against their own. In most cases, the process is more important than the product; that is, we care less about the answers to questions than we do the students' reasoning in arriving at the answers.

The ultimate goal of *Reader's Choice* is to produce independent readers who are able to determine their own goals for a reading task and then use the appropriate skills and strategies to reach those goals. For this reason, we believe the best learning environment is one in which all individuals—students and teachers—participate in the process of setting and achieving goals. A certain portion of class time is therefore profitably spent in discussing reading tasks before they are begun. If the topic is a new one for the students, teachers are encouraged to provide and/or access background information for the students, adapting the activities under **Before You Begin** to specific teaching contexts. When confronted with a specific passage, students should become accustomed to the practice of skimming quickly, taking note of titles and subheadings, pictures, graphs, etc., in an attempt to determine the most efficient approach to the task. In the process, they should develop expectations about the content of the passage and the amount of time and effort needed to accomplish their goals. In this type of setting students are encouraged to offer their opinions and ask for advice, to teach each other and to learn from their errors.

*Reader's Choice* was written to encourage maximum flexibility in classroom use. Because of the large variety of exercises and reading selections, the teacher can plan several tasks for each class and hold in reserve a number of appropriate exercises to use as the situation demands. In addition, the exercises have been developed to make possible variety in classroom dynamics. The teacher can encourage the independence of students by providing opportunities for work in small groups, pairs, or individually. Small group work in which students self-correct homework assignments has also been successful.

Exercises do not have to be done in the order in which they are presented. In fact, we suggest interspersing skills work with reading selections. One way to vary tasks is to plan lessons around pairs of units, alternating skills exercises with the reading selections. In the process, the teacher can show students how focused skills work transfers to the reading of longer passages. For example, **Sentence Study** exercises provide intensive practice in analyzing grammatical structures to understand sentences; this same skill should be used by students in working through reading selections. When communication breaks down, the teacher can pull sentences from readings for intensive classroom analysis, thereby demonstrating the value of this skill.

It is important to *teach before testing*. Tasks should be introduced, modeled, and practiced before students are expected to perform on their own. Although we advocate rapid-paced, demanding class sessions, we

believe it is extremely important to provide students with a thorough introduction to each new exercise. At least for the first example of each type of exercise, some oral work is necessary. The teacher can demonstrate the skill using the example item and work through the first few items with the class as a whole. Students can then work individually or in small groups.

## Specific Suggestions

*Reader's Choice* has been organized so that specific skills can be practiced before students use those skills to tackle reading selections. Although exercises and readings are generally graded according to difficulty, it is not necessary to use the material in the order in which it is presented. Teachers are encouraged

- a. to intersperse skills work with reading selections
- b. to skip exercises that are too easy or irrelevant to students' interests
- c. to do several exercises of a specific type at one time if students require intensive practice in that skill
- d. to jump from unit to unit, selecting reading passages that satisfy students' interests and needs
- e. to sequence longer readings as appropriate for their students either by interspersing them among other readings and skills work or by presenting them at the end of the course

## Language Skills Exercises

### Nonprose Reading

For students who expect to read only prose material, teachers can point out that nonprose reading provides more than an enjoyable change of pace. These exercises provide legitimate reading practice. The same problem-solving skills can be used for both prose and nonprose material. Just as one can skim a textbook for general ideas, it is possible to skim a menu for a general idea of the type of food offered, the price range of a restaurant, etc. Students may claim that they can't skim or scan; working with nonprose items shows them that they can.

Nonprose exercises are good for breaking the ice with new students, for beginning or ending class sessions, for role playing, or for those Monday blues and Friday blahs. Because they are short, rapid-paced exercises, they can be kept in reserve to provide variety or to fill a time gap at the end of class.

The **Menu**, **Newspaper Advertisements**, **Bus Schedule**, and **Road Map** exercises present students with realistic language problems they might encounter in an English-speaking environment. The teacher can set up simulations to achieve a realistic atmosphere. Since the focus is on following directions, students usually work individually.

With poetry, students' problem-solving skills are challenged by the economy of poetic writing. **Poetry** is especially good for reinforcing vocabulary from context skills, for comprehending through syntax clues, and for drawing inferences.

### Word Study

These exercises can be profitably done in class either in rapid-paced group work or by alternating individual work with class discussion. Like nonprose work, **Word Study** exercises can be used to fill unexpected time gaps.

**Context Clues** exercises appear frequently throughout the book, both in skills units and accompanying reading selections. Students should learn to be content with a general meaning of a word and to recognize situations in which it is not necessary to know a word's meaning. In skills units, these exercises should be done in class to ensure that students do not look for exact definitions in the dictionary. When **Vocabulary from Context** exercises appear with reading selections, in addition to providing practice in this skill, they are intended as tools for learning new vocabulary items and often for introducing ideas that will be encountered in the reading. In this case they can be done at home as well as in class.

**Stems and Affixes** exercises appear in five skills units and must be done in the order in which they are presented. The exercises are cumulative: each exercise makes use of word parts presented in previous units. All



stems and affixes taught in *Reader's Choice* are listed with their definitions in the **Appendix**. These exercises serve as an important foundation in vocabulary skills work for students whose native language does not contain a large number of words derived from Latin or Greek. Students should focus on improving their ability to analyze word parts as they work with the words presented in the exercises. During the introduction to each exercise students should be encouraged to volunteer other examples of words containing the stems and affixes presented. Exercises 1 and 2 can be done as homework; the matching exercise can be used as a quiz.

**Dictionary Study** exercises provide review of information available in English/English dictionaries.

**Dictionary Use** exercise 1 in Unit 1 requires a substantial amount of class discussion to introduce information necessary for dictionary work.

### **Sentence Study**

Students should not be concerned about unfamiliar vocabulary in these exercises; grammatical clues should provide enough information to allow them to complete the tasks. In addition, questions are syntax based; errors indicate structures that students have trouble reading, thus providing the teacher with a diagnostic tool for grammar instruction.

### **Paragraph Reading and Paragraph Analysis**

If **Main Idea** paragraphs are read in class, they may be timed. If the exercises are done at home, students can be asked to come to class prepared to defend their answers in group discussion. One way to stimulate discussion is to ask students to identify incorrect responses as too broad, too narrow, or false.

**Restatement and Inference** and **Paragraph Analysis** exercises are short enough to allow sentence-by-sentence analysis. These exercises provide intensive practice in syntax and vocabulary work. In the **Paragraph Analysis** exercises the lines are numbered to facilitate discussion.

### **Discourse Focus**

In Units 1 and 3, **Web Work** sections use Internet Web pages to introduce students to a range of approaches to reading. Web pages are reproduced in the text, but if students are online, they may complete these exercises by using the *Reader's Choice* Web site: <http://www.press.umich.edu/esl/readerschoice>.

Throughout the book, skimming and scanning activities should be done quickly in order to demonstrate to students the utility of these approaches for some tasks. Critical reading activities introduce the kinds of decisions students will need to make in their own research. In addition to these, the short mysteries benefit from group work, as students use specific elements of the text to defend inferences. Prediction activities are designed to have students focus on the discourse signals that allow them to predict and sample texts. The diversity of student responses that emerges during group work can reinforce the notion that there is not a single correct answer, that all predictions are, by definition, only working hypotheses to be constantly revised.

### **Reading Selections**

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

Teachers have found it valuable to introduce readings in terms of ideas and vocabulary before students are asked to work on their own. **Before You Begin** introduces the concepts and issues encountered in reading selections. Several types of classroom dynamics have been successful with reading selections after an introduction to the passage.

1. *In class*—teacher reads entire selection orally; or teacher reads part, students finish selection individually; or students read selection individually (perhaps under time constraint).
2. *In class and at home*—part of selection is read in class, followed by discussion; students finish reading at home.
3. *At home*—students read entire selection at home.

**Comprehension** questions are usually discussed in class with the class as a whole, in small groups, or in pairs. The paragraphs in the selections are numbered to facilitate discussion.

The teacher can pull out difficult vocabulary and/or sentences for intensive analysis and discussion.

The **Web Work** activities that accompany some reading selections point students to additional Web-based research. This gives you the opportunity to extend reading activities if the technology is available.

### **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 term. A typical 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 and **Figurative Language and Idioms** exercises.

“The Milgram Experiment” requires students to confront their own attitudes toward authority. The unit begins with a questionnaire that asks students to predict their behavior in particular situations and to compare their behavior with that of fellow natives of their culture and of U.S. natives. Psychologist Stanley Milgram was concerned with the extent to which people would follow commands even when they thought they were hurting someone else. Because the results of the study are surprising and because most people have strong feelings about their own allegiance to authority and their commitment to independence, small group discussions and debriefing from the teacher will be important in this lesson.

“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.

### **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 discrepancy. 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*. You will find that the **Answer Key** also provides insight into our approach to teaching reading. It can be used as another opportunity to coach students in comprehension and critical reading.

### **Teaching Narrative: Glimpses of a Reader’s Choice Teacher**

The story that follows provides a glimpse into how we have used *Reader’s Choice* in our classes. It is a fictional account of a single teacher, a composite of experiences we have had over the years. Our goal in presenting it is

to give you a sense of the pace and rhythm of our teaching using *Reader's Choice*. We do not want to imply that this is the correct way of teaching the text; we see the story as suggestive rather than prescriptive.

The narrative takes place in an urban setting, at an intensive English language center where the students attend five 50-minute classes a day, five days a week. What follows is a narrative of the first five days of the course. You will need to flip back and forth between the narrative and the activities discussed in the text to fully understand the suggestions we are making.

## Monday

I enjoy teaching advanced reading at the Intensive English Center. The students tend to be serious about their studies, and they are operating with high enough English language proficiency and reading skills that I am able to involve them in active decision making about the content and the dynamics of the class. The text, *Reader's Choice*, provides just the right amount of structure and flexibility—a good supply of interesting readings and a wide variety of exercises.

I arrive a few minutes before the first class and arrange the desks in a circle. I push the teacher's table against the wall and arrange the handouts where they will be handy when I need them later. I decide to sit in one of the student desks near the board, in case I want to use it during class, and I put blank name tags on all the desk tops. I peruse the class list as I wait for the students to arrive.

Fifteen students are in Reading VI this term. A good number, even considering that the highest levels have been hit less by the decline in international students. My class roster lists country of origin and native language: four students each from Japan, Mexico, and the Arab Emirates, one student each from Russia, China, and Argentina.

Japan: Shinya, Shoko, Yuko, Mina

Mexico: Carlos, Ana, Hector, Maria

UAE: Jassim, Mohamed, Mahmoud, Jamal

Russia: Svetlana

China: Pyk

Argentina: Rachel

I know Shinya and Jassim from previous semesters. I will be able to count on them to help me introduce activities and approaches that might be new for some of the students. I notice that I have four students who are here on immigrant visas—Svetlana, Carlos, Hector, and Maria. The rest are on student visas.

As the students enter I ask them to take a seat and fill out their name tags. I pass out an information sheet that solicits basic information—living situation (whether they live with their own family, with a host family, or with other students), hobbies, contact information, etc. I ask about their university and career interests and their goals for this class. One item is a request for them to give their email address and to describe their familiarity with the World Wide Web, including an estimate of the amount of time they spend surfing the Web, how often they check email, and so on. Another item is a request for them to list the kinds of reading they do and titles of recent books or journals they have read. The last item is a request for suggestions on making the class work for them.

I tell the class to browse through *Reader's Choice*, and to begin reading the student section of the Introduction when they have finished with the information sheet. Maria asks if I want to collect the information sheets, and I tell them to hang on to them in case they think of additional things they want to mention in the course of the class session.

It is time for introductions. We begin with the syllabus for the course, which doesn't take long. Basically, all I expect of them is that they do the reading and participate in class discussions. I have built in some encouragements—tests and the "assignments" so that if they become distracted I can get their attention. But my intent is to orchestrate events in such a way that they become active, thoughtful participants in literate conversations. I tell them that the only certain requirement is that they read and write every day.



Next, I tell them we need to become acquainted. I have organized an icebreaker that will give them a chance to talk to each other and provide me with a sense of who they are and what their interests are. I tell them that we are going to be working together this term and that we will need to get to know each other well. I lead off with the introductions, telling a little about me and my family, our travels and interests, my education and my hobbies. I turn to Rachel, who is seated to my left, and we proceed around the circle with brief introductions. I take notes as they talk and interrupt only to remind them to speak up or to ask for more information if their introduction seems too brief.

When we have finished, I tell them to take out a piece of paper and make a seating chart that includes everyone's first and last names, and one fact or piece of interesting information about each person. This is something of a surprise for them, I think. They are used to doing quick introductions and then not worrying about remembering anybody's name, much less details about each other's lives.

This is the first hint they have that in this class they will not be able to coast along in neutral when other students are speaking. I give them time to work, and after a few minutes, tell them all to stand up, move about the room talking to each other as if they were at an art reception or party, and to complete the task in ten minutes.

I remain seated and take notes. I am interested to see how they interact with each other. I try to watch them all, but I am especially mindful of the quiet ones. Luckily, all goes well on this first excursion into communicative language learning; no one hangs back, no one offends anyone else, and there are no political blowups. I ask them to return to their seats. They are to put the seating charts in their notebooks; if they did not finish getting all the information, they need to do this before class tomorrow.

The next task is to become familiar with the textbook. I initiate a session of "Say Something," a round-robin reading technique that I use a lot in my classes. I begin, to give them a model to follow. I read a paragraph or two aloud while they read silently. When I stop, I say something about what I've just read (hence the name for the technique). I might summarize it, I might ask a question about a concept or vocabulary item, or I might disagree or elaborate on a point in the text. Then the floor is open to the rest of the class for comment or question.

Next, I ask Jassim to begin because he is familiar with the technique; he was in my Grammar IV class last term. Today there is not much discussion because the technique is new to most of the students, so I prod and prompt after Jassim finishes reading, before I ask Shinya to read. We continue in this fashion until we have completed the student section of the Introduction.

I like this technique for balancing control and initiative in a reading lesson. It gives everyone a chance to participate with minimal risk, and it gives me a chance to assess their oral reading and to probe their comprehension. It also often leads to class discussion that otherwise would not surface. It is a regular feature of my classes. Today the activity goes reasonably well. The students seem to have sufficient language and reading skills for the kind of class I want to teach, and they seem amenable to interactive classroom activities.

I give them a few minutes to identify the type of exercise they expect to find most helpful and to locate an example of that type in the text. For most of them, in spite of their advanced language proficiency, the idea of approaching reading selections from a variety of angles is a new idea. As they begin flipping through the book, I walk around and talk quietly with individual students. Pyk, whose language does not have Greek or Latin roots, has focused on the **Stems and Affixes** exercises. Mina, it turns out, likes poetry; we discuss the differences between haiku and the poems in the text.

I get their attention, and we go around the room. The students identify the exercise types they think they will find the most helpful this term. As questions arise about the different types of exercises, we turn to examples in the book and discuss why it is important to approach different kinds of reading tasks differently. I have them flip out the menu in Unit 1 and simultaneously find the article on the genome in Unit 6 (p. 164). It has been my experience that some students view realia like the menu to be a waste of time, while others are intimidated by technical reading such as the genome article. I decide to nip these objections in the bud by making explicit the importance of being able to shift gears depending on the nature of the reading.

"How do you read these two types of text?" I ask. "Where would you be reading them? What would be your purpose?" The conversation turns to their preferences and reading habits. I encourage them to voice their opinions about the type of reading they want to do in the class and the kind of classroom dynamics they believe to be the most important. I tell them that my goal is to make sure that we accommodate everyone's preferences, and I point out that this will require them to speak up, and that it will also require a certain amount of tolerance for differences of opinion and style.

My goal here is to get them thinking analytically about how we spend our time together in the class. I want them to see that they have choices and that I am interested in shaping the class to meet their needs. This is just the first example of the pattern of interaction that I will use to connect the work we do in class with their lives outside of school.

Time is running out; we have about ten minutes left in the period. I ask them to take out a piece of paper and make a journal entry for the day. The journal is a way of encouraging reflection and extending comprehension. It is also a way of helping them consolidate lessons learned during the class period. Some days I ask them to reflect on what they have read or to respond to comprehension or composition questions. Today, I keep it simple, suggesting that they jot down new words they have encountered, perhaps with brief definitions and sample sentences. I also suggest that they indicate aspects of the class that they like and that they provide suggestions for future classes. I tell them that I will collect approximately a third of the journals each Friday to read over the weekend. I use the journals as a way of monitoring students' learning and their attitude toward the class. They are graded only on the number of entries; I encourage them to be frank in their assessments.

I collect the information sheets as they leave for their next class.

## Tuesday

I begin the day with the first exercise in the book: **Discourse Focus: Reading for Different Goals—Web Work.** I write the following words on the board: *skim, scan, thorough comprehension, critical reading*, and ask people to volunteer definitions. We talked on Monday about choosing the best strategy for different kinds of readings, so this is not new, but I want to give them a chance to review the different terms and to become comfortable with the notion that we will use different strategies depending on the reading task that we are focused on.

Using excerpts from Web sites will spark some interesting discussion, I think. I know from the information sheets that the class is divided almost equally between individuals who are comfortable with computers and people who rarely use them, so I have them pair up for this exercise. I explain that next week we will be going to the computer lab to do some Web surfing and that I want to use this exercise as a way of making sure that everyone knows what the Web is and how to use it. I make it clear that I have paired them up so that they can teach each other as we go, and I encourage them to ask questions, no matter how foolish they may think they will appear.

I have them look at the Web page, and I read the questions aloud. They confer with their partners and arrive at conclusions together. I stroll among the desks and monitor their conversations, asking and answering questions as I go. As the partners finish with a set of questions, I open up the discussion for the whole class, encouraging them to respond to each other and express their own opinions.

We proceed section by section. They bend to the task, and the room is filled with the pleasant buzz of collaboration. We proceed through the four types of reading, and I am pleased with the camaraderie, but I know that the range of learning is broad. Some are accomplished computer users, but several of the non-computer users are only vaguely aware of what "dot com" means and what is involved in "clicking." It turns out that Pyk is going to be a multimedia major; she is clearly the most knowledgeable computer user in the class and will be an important resource for me and the students as the term proceeds.

We turn next to what is, in my opinion, one of the most important skills students will acquire in my class—learning to read with only an approximate understanding of unfamiliar vocabulary. I begin by asking



them what they find most difficult in their study of English and, predictably, they say “vocabulary.” I ask what they do when they come to words they do not understand, and a lively discussion breaks out as they all brandish their favorite dictionaries. Several have state-of-the-art hand-held PDAs (Personal Digital Assistants) with bilingual dictionaries and mini speakers for hearing the pronunciation of words and phrases.

I amaze them with an ostentatious yawn at their electronic wizardry and assert that the most important skill they will learn in my class is to make wild guesses about the meanings of unfamiliar words. I tell them that I am proud of my ability to travel in a wide variety of countries without the benefit of dictionaries. (I do confess, under some pressure, that my partner is an inveterate dictionary user, however, so I am not totally a free spirit.)

I have them open their books to page 7, and *Word Study: Context Clues*. I read the introduction aloud while they follow along, and after a brief exchange to make sure they are tracking the argument being made, I ask them to turn to the example exercise. I read the directions to them and give them three minutes to fill in the blanks on their own. When they have a guess for each blank, we go around the room, reading the sentences and volunteering answers. I keep this light, encouraging all guesses and refusing to arbitrate or give answers. It is the spirit of guessing, I tell them, that will serve them in this enterprise. After we have finished the seven items, I have them turn the page and read the explanation silently. When they have finished, we work through it together, comparing their answers with the ones offered in the book. I underscore the strategies and the linguistic clues, encouraging them to use the whole range of textual supports for gleaning the meaning of the text.

I ask them to continue with Exercise 1. They work on their own for about five minutes and then I have them compare answers with their neighbors. I walk around the room eavesdropping on the conversations and encouraging them to guess, guess, guess—to write down whatever word comes to mind.

“To require perfection is the greatest imperfection,” I proclaim. I work hard during this portion of the class. I want them to become comfortable with ambiguity and to grow in their confidence that guessing is, in fact, a productive strategy. With about five minutes left in the class I convene the group to hear each other’s answers. We go in order around the room, each student in turn reading an item aloud and giving the answer and the rationale. Because I am interested more in the strategy than the definitions, we do not finish the exercise before time is up.

I say we will finish the exercise on Wednesday, and I remind them to make journal entries tonight. Next week I’ll spend portions of several class sessions working on the journal entries. For now, it is sufficient to remind them that I expect them to write something in their journals every day.

### **Wednesday**

We begin the day by finishing up with the Vocabulary from Context exercise, and then I tell them we are going out to eat.

“Turn to page 5, and fold out the menu,” I instruct. “Have any of you eaten at Denny’s?” I ask. “What do you think of it?” We spend a few minutes talking about eating habits, the benefits and demerits of fast food, their favorite restaurants, and so on. I ask them what reading skills and strategies are required for reading menus. We answer the **Before You Begin** questions during this conversation, as I worked them into the exchange.

I read the directions to **Scanning** to them as they follow along. Then, as they scan the menu for the answers, I read questions 1 through 13 item by item, encouraging them to shout out the answers, calling on students who have not spoken, promoting as rambunctious a session as possible.

I announce that they have seven minutes to work individually on the questions in Exercises 2 and 3. As they work I circulate and discuss items with individuals, asking questions, providing scaffolding for their efforts, encouraging them to work quickly.

I tell them to confer in small groups if they have finished working. When everyone has finished, we discuss the answers using what will become a familiar format: A student reads the question and gives an