

## About the Teacher's Guide

*College Reading Workshop, 2nd edition* is a reading course book targeted at intermediate learners of English. Twenty nonfiction reading passages introduce real world topics in an interesting and relevant way. Reading skills and vocabulary recognition are developed and reinforced through the reading passages and the accompanying exercises. Through the listening and speaking extension activities, students have further exposure to topical vocabulary, ensuring greater acquisition.

This teacher's guide consists of four sections: Lesson Plan Strategies, General Teaching Strategies, Teacher's Notes and Answer Key, and Listening Transcripts.

**Lesson Plan Strategies:** In this section of the teacher's guide, a sample lesson plan is provided with suggested activities and times for activities. Both the activities and the times are general suggestions only; the teacher is free to modify them according to the level or dynamic of her or his individual class.

**General Teaching Strategies:** This section offers general tips for teaching and reviewing reading and vocabulary, including various activities that can be used to build reading fluency and/or vocabulary retention.

**Teacher's Notes and Answer Key:** For each of the 20 units, answers (and short explanations of correct answer choices) to all exercises in a unit are given, including sample answers to discussion questions. In addition, the Language Notes section highlights various aspects of language used in the reading with tips for usage. Finally, the Extension Activities and For Your Information sections provide the teacher with suggested extension activities for the students related to the topic of the reading and list web sites that have additional relevant information of interest.

**Listening Transcripts:** The transcripts for the listening sections of all the units are included in this part of the teacher's guide.

## Lesson Plan Strategies

Each of the 20 units in *College Reading Workshop, 2nd edition* is divided into ten parts. Answers for each part of a particular unit can be found in the Answer Key section of the Teacher's Guide.

The following lesson plan is provided to introduce one possible approach to teaching the material presented in each unit. The following lesson plan is designed to teach the material of one unit within a three-hour class period. For teachers working under circumstances of less available class time for a unit, certain parts of the sample lesson plan may be omitted or shortened as necessary.

### Pre-reading

Have students read the questions and write short answers. These answers need not be in complete sentences. Next, divide the class into small groups of 3-5 students per group. In the groups, students share the answers they wrote. Students need NOT come to any consensus on the answers as the questions are designed to activate the background knowledge of students related to the topic. If time allows, have some of the groups share answers to specific questions. Record useful related vocabulary on the board and discuss how the vocabulary may be related to the reading.

### Setting the Scene

Read the introductory paragraph aloud or have a student read it. Based on the pre-reading questions and the information contained in the paragraph, have students make a few predictions about information they expect to find in the reading, the organization of the reading, or the opinion of the writer they anticipate reading.

### Vocabulary and Idiom Preview

Have students complete the exercise by matching each vocabulary word with its definition as used in the reading. Check the answers together as a class. Then ask the class to brainstorm alternative definitions for various words in the list. It is also helpful to present additional forms of the key vocabulary words, such as noun, verb, adjective, and adverb forms. Finally, ask students to predict how they think each vocabulary word will be used in the reading.

### Listening and Note-Taking (optional)

A recorded audio supplement is available for each reading. This audio supplement may be used as a listening exercise for students simulating an academic lecture. Based on the level of

the class, have students do one of the following tasks while listening:

- listen in general for any information, vocabulary, main ideas students can catch
- listen for answers to specific questions supplied by the instructor
- listen and take academic style notes

Whichever task students do, the instructor should do it along with them, in order to gauge timing and feasibility of the range of student responses.

#### Reading One: Main Reading and Exercises

Set time limit for students to complete the reading and answer the Main Idea and True/False questions on the exercise page. For classes in which many of the students are intermediate readers, a reasonable time limit for the class would be 10 minutes. For classes in which many of the students are advanced readers, the time limit may be cut down to 5 minutes.

At the end of the allotted time, have students work together in pairs to check their answers to the Main Idea and True/False exercises. In cases where students do not agree on an answer, have the pairs refer back to the reading to show support for their answers. In this way, students help each other to clarify certain points about the reading. At this time, students may also work together to complete the Summary exercise filling in the blanks with key vocabulary items from the unit.

When the majority of students have finished checking their answers and completed the summary exercise, check the answers together as a class. For any questions which students get wrong or disagree about, refer back to the reading and point out where the correct information can be found.

#### Roots/Prefixes/Suffixes

Have students study the example words in the first column. All of the example words come from the reading. Students should examine each word for its different prefixes, root, and suffixes. Once students have considered the words, they should look at the list of four words accompanying each example. Three of the words in the list have the same prefix, root, or suffix as the example. The fourth word does not belong in the group. Have students circle the word that does not belong. Discuss with the students the meaning of the prefix, root, or suffix (see the answer key for the meanings).

#### Grammar Focus and Test

Have students complete the grammar test. Check the answers together as a class. For questions that students get wrong, refer to the preceding explanation page for rules of correct usage. Additionally, have students find examples of the grammar within the main reading or

have them create their own examples related to the topic of the unit.

#### Reading Two: Supplemental Reading

Set time limit for students to complete the reading. For classes in which many of the students are intermediate readers, a reasonable time limit for the class would be 3-5 minutes. For classes in which many of the students are advanced readers, the time limit may be cut down to 2-3 minutes. As students read, have them mark vocabulary items and grammar they are unsure of, but urge them to keep reading without stopping.

At the end of the time limit, ask various members of the class to tell one piece of information they remember from the reading. List facts and details from the reading on the board as students suggest them. In this way, a general summary of the cultural reading can be constructed. Also during this time, allow students to ask specific questions about troublesome vocabulary and grammar in the reading.

#### Questions for Discussion

Divide the class into small groups of 3-5 students per group. Have the students choose one or two of the questions they find most interesting and discuss the questions. Ask each group to assign one member as secretary to record specific ideas discussed by the group. After sufficient discussion time, have each group give a short summary of the question and ideas they discussed in their group. Compare the ideas brought up by groups that chose the same questions.

#### Listening and Speaking

Have students read the questions for the listening exercise. Then listen to the recorded dialog. Students should choose the best answer based on what they hear. Play the dialog a second time, but stop the recording after the answer to the first question has been given. Clarify any misunderstandings of students. Continue playing the dialog and stopping it after answers until all of the answers have been checked. It may also be helpful to refer students to the dialog transcripts at the back of the book, especially to point out key vocabulary items and idiomatic expressions.

Next, have students work in pairs. Pairs should first read the dialog in the book as written to practice using topic related vocabulary from the reading and to practice pronunciation. Have pairs alternate roles as speaker A and speaker B. Finally, have pairs repeat the dialogs substituting in new information either based on related vocabulary from the reading, their own experience, or their imagination. Have pairs alternate roles as speaker A and speaker B.

## General Teaching Strategies

### Building Reading Fluency

*College Reading Workshop, 2nd edition* aims to increase students' reading fluency while building on students' accuracy in academic reading comprehension. Fluent readers may be defined as ones with adequate comprehension (at least 70% accuracy) at an adequate reading rate (200+ words per minute). Having well developed reading fluency is essential for good performance on reading based exams as well as for enjoyable outside reading. Below are some suggested activities for developing reading fluency:

### Doing Timed Readings

Have students read the passage silently all at the same time. Using a watch or clock, keep track of the time elapsed for reading by writing it on the whiteboard or by using time cards. Teachers may want to keep track of the elapsed time in 5-10 second intervals. When the students finish their reading, they look at the board or time card and record their personal reading time next to the passage.

Reading fluency can also be developed by repeated reading of the same text. Teachers may want to have the students reread the previous day's reading as both a review of the vocabulary presented and a further practice of their reading skills. A timed reading of this previously covered reading is also recommended. Alternatively, setting a time limit (e.g. 4-5 minutes at first) on the reading is also possible. By having the students mark the place in the text that they reach in the given time, the students themselves can be made aware of their reading rate. Setting a time limit works particularly well when students are assigned texts to reread multiple times (3-4 times for the same reading). In this way they can see the improvement that they make with each reading.

Intermediate EFL students generally average initially around 80-100 words per minute. Studies have shown however, that anything less than a reading rate of 200 words per minute indicates that students are reading word by word as opposed to reading globally, that is, by meaningful phrases and clauses. As the reading passages in *College Reading Workshop, 2nd edition* are about 500 words long, initial readings by students should take a maximum of about 5-6 minutes. Teachers may also wish to set a class reading rate goal for the end of the semester, by adding a certain percentage (say 20-50%) to the average reading rate at the beginning of the semester. In this way both students and teachers can set benchmarks for learning. It is important to note, however, that teachers should set their goals with not only increasing reading rate but with increasing accuracy in reading comprehension in mind as well.

## Building Vocabulary

Vocabulary recognition plays a key role in both a student's reading fluency and comprehension. To this end, *College Reading Workshop, 2nd edition* features vocabulary previewing exercises as well as vocabulary building and production exercises (see Lesson Plan Strategies for ideas about how to use the exercises presented in each unit).

However, teachers may also wish to further present and practice the vocabulary beyond using just the exercises presented in a unit. Some suggested activities for improving vocabulary retention are listed below:

**Defining and Guessing in Pairs**--students get a list of words or definitions, and take turns defining the word to their partner, who must guess the word itself.

**Picture Clues**--this activity works best with phrases or idiomatic expressions. Students work in pairs or larger groups. One student picks up a card (each card has a phrase or expression written on it), and then proceed to draw the meaning of the phrase. The other students must guess the word depicted. The student who guesses right is given a point.

**Word Strings**--put students in groups of four or more. The first student says any word she or he can recall from the reading. The next student must say a word (from the reading or otherwise) that begins with the last letter of the previous word. Words may not be repeated. If a student cannot think of a word to add, she or he is eliminated from the game. Play then continues with the next student beginning with another word she or he recalls from the reading.

**Flashcards/Memory**--have students make flashcards of vocabulary words and separate flashcards with the definition/synonym. Lay the cards out face down. Students then pick up two cards. If the word and the definition match the student keeps the cards. If not, the cards must be returned face down. Play continues until all the cards are matched.

**Silly Definitions**--A target vocabulary word is chosen from among all the vocabulary studied previously in the course. In groups of 4-6, students write the chosen word on a piece of paper, and they also make up a false definition for the word. The student who chose the original word writes the correct definition. All of the definitions are collected, and the student who chose the original word reads all of the definitions (including all of the made up definitions and the one correct definition). The other students in the group must guess which definition is correct. A student scores one point for guessing the correct definition. Students also score one point any time another person in the group guesses the definition they made up. The next student in the

group then chooses another word for the group to make up definitions about. This activity can also be done in reverse; that is, the definitions are given but the students must write down correct/made up words.