

Instructor's Manual and Test Bank

Engage College Reading

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Part 1: Reading and Studying Strategies

Resources and Tests to Accompany Chapter 1: Engaging with Reading

"Don't rush, but don't rest. Patience is an important faculty for achievement."
-Shinichi Suzuki *Nurtured by Love*, Senzay, 1983

Chapter Summary with Additional Classroom Activities and Handouts

Welcome to ***Connect: Engage!*** We live in a culture where high-speed Internet, WiFi access, and cellular phones give us little reason to wait around for information and communication. It is easy to forget how anything we strive to achieve will take hard work and patience.

This first chapter of ***Engage*** doesn't just set the stage for the rest of the book; rather it encourages the students to go out and set their personal stages. The text is very interactive and challenges the students to first consider their external environment, such as: where they can read with the fewest distractions so they can concentrate. Once they gain control over this external reading space, then they are further challenged to look within themselves. This chapter engages the students to think about their career goals, life goals, and what steps they will need to take to achieve them. There is no better motivation than to pursue one's dreams. Throughout this chapter is the constant reminder that with persistence and perseverance, students can not only improve their reading rate and comprehension, but also accomplish anything they put their mind to. After brainstorming their long term and short term goals, the students are asked to express how their reading ability will help them achieve these goals. This is an activity which is motivational on an intrinsic level.

Engage incorporates non-literacy media such as video and television. This is to give students the awareness of the tools that are already in their strategic tool belt; the tools for comprehension they use every time they watch a show or movie such as predicting, questioning, and identifying the author's purpose. Just as the character, Dorothy, in L. Frank Baum's book *The Wizard of Oz* was unaware that she had the ability to go home all along, so often are students unaware of the abilities they already possess. In this chapter and throughout the book, the students will connect their prior knowledge to their reading. When students personalize their reading, their comprehension and reading rate will both improve.

In this instructor manual, you will find classroom activities, handouts and assessments, which fit the topics in the chapter. Some of the activities are independent activities and some are collaborative group activities. One of the goals of the instructor manual is to provide ideas that incorporate all of the various learning styles of your students: visual, kinesthetic, and auditory. These activities will be organized by each skill covered in the chapter. The time commitment for each activity is approximately 15-20 minutes, but you can tweak each to be either shortened or extended to fit your lesson needs.

Let's get ready to show your students the tools to achieve!

Icebreaker Activity:

Activity 1-1: Questioning and Connecting

Questioning is a tool that each one of us has in our strategic tool belt. Often we think of questions to ask people that we meet to find out more about them and to relate to them in a personal way. We often enjoy when we find out that a person we meet shares a similar interest or is from the same area of the country, or has traveled to the same places. It makes it easier for us to know that person even better and strike up a conversation. The same can be said about reading. It makes it easier for us to connect with our reading on a personal level if we can think of questions we would like to have answered from the text, and if we can use our prior knowledge to make connections with it.

This is a collaborative group activity:

1. Break the students into groups of 3 or 4 students.
2. Have them question each other on their interests and background.
3. You can brainstorm topics with them. Some examples may be:
 - Favorite foods
 - Career interests
 - Where they live
 - Where they vacation
 - What music they listen too
 - Any pets they have
 - What classes they take

The task for each group will be to find out what all of the members of the group have in common, without excluding anyone!

Unfortunately, many students who have struggled with reading will doubt themselves and some may come into your classroom already believing that they will never improve, or that they “can’t” do it.

Here are a couple of activities to set up a positive classroom environment, and give your students the knowledge that they have the ability to become good readers and reach for the stars!

*“Nothing can stop the man with the right mental attitude from achieving his goal:
nothing on earth can help the man with the wrong mental attitude.”*

~Thomas Jefferson

Why is Reading Important?

Activity 1-2: No Nots!

So many times our students will come into our class with so much baggage. There will be those who will believe that they will never be good readers and believe that they just *can't*. Make your classroom a “can” environment. Get your students to throw out the words: *can't* or *cannot*.

- Give your students an opportunity to write down everything they think they cannot do
- Have them put an *x* through every *-not* or *-t*.
- Split your class into partner with the instructions that each partner has to give the other encouragement when they share their lists with one another.
- Have each student read their *can* list to their partner.
- Write down several of the *can* statements from all of the students on the board.

Activity 1-3: Your Brain Can Grow



Intelligence and ability is measured and monitored so much with children, it is easy to feel that if you have fallen behind in any subject and you are older that it is too late to achieve, and it just isn't so. Like the other muscles of our body, if we keep our brain active it will get stronger and grow. There is no better exercise for the brain than active reading. Point this out to your students. Have them even research articles on this topic, and all through the semester remind them to keep growing their brains!

Activity 1-4 & Activity 1-5:

The next activities in this manual are extension activities which can be used with ***Interaction 1-3*** in this first chapter of ***Engage***. ***Activity 1-4*** is a chart which each individual student can fill out. At the top of the steps will be long term career goal. The other steps will be short term goals which will help the student achieve their long term goal.

Activity 1-4 and Handout 1-1: The Steps to Success

Name: _____

Class: _____

Steps To Success

Career Goal

The diagram consists of four stacked rectangular boxes of decreasing width from bottom to top, forming a pyramid shape. The boxes are intended for the student to write the steps to success, starting with the Career Goal at the top and moving down to Skills at the bottom.

Activity 1-5: A Window to the Future Poster

*(Extension Activity for **Interaction 1-3** in the book)*

“If you dream it, you can do it.”

~Walt Disney

Materials

- Butcher paper or large drawing tablet
 - Box of Markers
 - Masking Tape
 - A pack of sticky notes
1. Every student takes a piece of large poster paper and a couple of markers to use.
 2. Each student creates a poster about his/her vision for his/her future.
(Any style is acceptable. Some may want to make a chart. Some may want to write down thoughts in no particular order, and some may want to draw a picture of their visions).
 3. Each student hangs up his/her poster with the masking tape around the classroom.
 4. Each student is given as many sticky notes as there are classmates. They will be given a chance to walk around the room and look at all the posters, and write a comment on a sticky note to put on each poster they view.

Reading is an Interaction

In the segment of the chapter, the students will explore how the reading process is a very active one. Open a book in the middle and just start reading. It is not easy to understand, is it? You haven't made any connections with the purpose of the book, looked at any pictures, or have seen the title or headings. It might take you quite a while to make any sort of sense of what it says. In order to remember what we read, we need to interact before, during, and after our reading.

The students will also discuss how they preview a movie or TV show before watching it and relate those same skills to how they will preview or **survey** an article or textbook.

The next page is a handout which illustrates the things good readers do when they **survey** a text.

Handout 1-1: The Steps to Survey

Name: _____

Class: _____

The Steps to Survey

1. Look at the title. *What do these words tell you about the text?*
2. Look at the subtitle or sentence in large type.
3. Look at the first sentences of paragraphs.
4. Look at the photos and captions.
5. Look at any headings.

Increasing Your Reading Rate

Activity 1-6: Reading One Thought at a Time - Chunking

Chunking gets students to look beyond a word and read a phrase or whole thought at a time. It not only increase their reading rate, but most likely will improve their comprehension. You can point out to your students that when they think about anything, they will think in complete thoughts, not broken up words. Music is also a wonderful example of chunking. A musical line is split into phrases. Give some examples that your class will most likely know such as: “Twinkle, Twinkle, Little Star.”

Have them sing or hum the lines to the song and read each phrase in a chunk as they do so. Then practice with a short story or essay. You can even have your students pair up with a partner and time each other reading one thought at a time through an essay and then talk about their experience.

Writing to Read

The bond between writing and reading is a strong one. Basically, you cannot have one without the other. Writing skills enhance reading skills, and vice-versa. In this section of the chapter, you will find writing activities to use with your students.

Activity 1-7: Your Worst Bug Story

1. Get the students to think about one time in their life that they were either scared or disgusted by a bug, or a group of bugs. *(I always tell about the time I was on a choir tour with my college choir and stayed over in a house in St. Kitts. There was a spider on the ceiling above my head the size of my hand. I was really scared!)*
2. Have them write down the bug story and challenge them to use five of the words from the new vocabulary in this chapter.
3. Have time where the students can share their stories in groups, and vote on who has the scariest or most disgusting story!

Your Communication App: Analyze and Advertisement

Find a commercial or a print ad that you think communicates effectively. It could be funny, emotional, factual, quirky, or anything else. Bring it to show in class and share the following information.

1. Why do you think this ad communicates effectively? Analyze what is effective about the ad to support your evaluation.
2. What message is being communicated?
3. Who is the audience being communicated with?
4. What is the channel (or type) of communication they are using?

Vocabulary Quizzes

Quiz 1-1:

Vocabulary from Read and Talk, “The Power of Choice”

Directions: Fill in the blank with the correct word from the word bank.

barrier	neglect	empowering
grave	conscious	

1. The transmission of the car malfunctioned, and they were stuck on a back road where they couldn't spot any houses nearby. Wiping the sweat off of his brow nervously, Terry knew that they were in a(n) _____ situation.
2. The old farmhouse showed signs of _____, because the floorboards were rotten, the paint was peeling, and the air smelled of mildew.
3. Greg really wished that someone would invent a real time machine. He always dreamed of time travel and break through the _____ of time and space.
4. Stephanie was _____ of how late it was getting. She knew she had to go home and get some sleep before her 8:00am interview.
5. It definitely was a(n) _____ feeling to be left in charge of the whole organization. Harold, the new CEO, went to his office for the first time and looked through his window where he had a view of the city.

Quiz 1-2:
Vocabulary from “Celebrity Endorsements”

Directions: Fill in the blank with the correct word from the word bank.

disparaged	refrained	credibility	foibles
relevant	hobbling	self-deprecating	hobbling
persists			

1. The senator’s _____ was lost when it was reported how he cheated on his taxes.
2. When the criminal saw the police car coming up the street he _____ from breaking the store window as he originally planned.
3. If the rain _____, the roads will be flooded next to the river.
4. In her autobiography, she was very _____ by telling her reading audience how she was not good at math and terrible at science.
5. Even though Sam had many _____, Betty loved him for he was honest and a true friend.
6. Jean was _____ down the street in an attempt to put most of her weight on her good leg. Her other leg was very sore after she fell off of her bicycle.
7. The congressman was _____ by the news reporter who accused him of driving drunk and embezzling funds.

Quiz 1-3:
Vocabulary from “Today’s Generations Face New Communication Gaps”

Directions: Fill in the blank with the correct word from the word bank.

disparities	melding	savvy	rapport
leisure	attribute	skeptical	collaborative

1. In Atlanta's city planning there was an impressive _____ of urban businesses with trees and parklands.
2. Officer Mahoney has a very good _____ with the Chief of Police. They meet together regularly, enjoy each other's company, and really help each other out in solving tough crimes.
3. _____ shoppers will use the Internet to compare prices of items they would like to purchase.
4. After waiting two weeks for his package to come in the mail, Robert was _____ that it had been mailed to him.
5. After hearing the news that there was a major accident on the New York Thruway, Sandra knew she could _____ her meetings' postponement to the terrible traffic that morning.
6. Jerry worked three twelve-hour shifts during the week and had a Chemistry course to study for that summer. He felt his schedule didn't allow him any _____ time where he could put his feet up for a while and watch his favorite television programs.
7. With all six people pitching in and doing their jobs, it was a successful _____ effort.
8. There were so many _____ in the reports about the oil spill that it was hard to tell how it really happened and who was telling the truth.

Chapter 1 Test Bank**Test 1-A****Chapter Summary (True/False)**

Circle the correct answer.

1. Reading at the college level helps you achieve your career goals, life goals, and earning ability.
 - a) True
 - b) False
2. Reading your college textbooks is a primary way to gain more knowledge and give you new perspectives on knowledge you already have.
 - a) True
 - b) False
3. To acquire a degree in nursing, a student will not need to read textbooks in anatomy, physiology, pharmacology, microbiology, chemistry, nutrition, and psychology.
 - a) True
 - b) False
4. Reading is a passive or inactive process.
 - a) True
 - b) False
5. Setting goals and visualizing your dreams is the first step to achieving your goals and making your dreams come true.
 - a) True
 - b) False
6. The three classifications of purposes for visual and written media are: to persuade, to inform, and to entertain.
 - a) True
 - b) False
7. Anything you do not know about a subject is called your prior knowledge.
 - a) True
 - b) False
8. To determine the purpose of an article you need to consider the title and the source of the article.
 - a) True
 - b) False

9. Guessing the purpose to an article, surveying it to get an overview, predicting what it might be about, and thinking about what you already know about the subject (your prior knowledge) are four pre-reading skills which will dramatically improve your comprehension.
- a) True
 - b) False
10. An interactive reader will ask questions while they are reading, such as: “Can I explain this using my own words?”
- a) True
 - b) False
11. There can be more than one purpose to a reading.
- a) True
 - b) False
12. You should not look at the photos and captions when you are surveying a reading.
- a) True
 - b) False
13. A fluent reader naturally chunks words and phrases together.
- a) True
 - b) False
14. It is easier to be a fluent reader if you just read one word at a time.
- a) True
 - b) False
15. Your reading rate is based on your reason for reading.
- a) True
 - b) False
16. Good readers do not adjust their speed to the material they are reading.
- a) True
 - b) False
17. Even if an article has more than one purpose, there is always a main purpose to why it was written.
- a) True
 - b) False
18. Your prior knowledge will speed up your reading if you are familiar with the content.
- a) True
 - b) False

Test 1-B**Vocabulary Comprehensive Exam (Multiple Choice)**

Using the list of four words, choose the correct letter of the best word choice.

1. Stacia had a very good _____ with her manager at work. They understood each other well, respected one another, and enjoyed working together.
 - a) conscious
 - b) rapport
 - c) disparage
 - d) savvy
2. Bob determined that the article in the magazine was not _____ to the research paper he was writing. The material was out-dated and did not give any information that would support his thesis statement.
 - a) refrained
 - b) neglected
 - c) relevant
 - d) collaborated
3. Veronica, Marian, Martha, and Vivien _____ together to work on the group project which was assigned in their Sociology class.
 - a) collaborated
 - b) self-deprecated
 - c) refrained
 - d) hobbled
4. After being unemployed for six months, Harry was _____ that he would ever find a job.
 - a) disparaged
 - b) melding
 - c) skeptical
 - d) persisting
5. After the boy fell over while riding his bike, he was _____ down the road to his house to get help.
 - a) empowering
 - b) self-deprecating
 - c) hobbling
 - d) melding

6. There were a lot of _____ with the two different police reports given by the same crime suspect. In the first report, the suspect claimed he was at the beach at 8:00pm, and in the following report he said he was at the movie theater at 8:00pm when the crime was committed.
- a) credibility
 - b) disparities
 - c) rapport
 - d) foibles
7. Your patience with and understanding of others' _____ goes a long way in maintaining harmony in your relationships.
- a) foibles
 - b) credibility
 - c) leisure
 - d) rapport
8. The producers of the play were very disappointed by the very _____ remarks written in the newspaper's review.
- a) persisting
 - b) hobbling
 - c) disparaging
 - d) empowering
9. They had very _____ misgivings about traveling to the beach after listening to the weather report about the new hurricane which may hit that weekend.
- a) refrained
 - b) grave
 - c) disparaged
 - d) collaborated
10. Jeff is very computer _____. He often helps his friends restore their systems, install software for them, and set up their Internet connections.
- a) relevant
 - b) savvy
 - c) self-deprecating
 - d) refrained
11. Robert _____ from talking when the principal walked into his third grade classroom.
- a) persisted
 - b) refrained
 - c) collaborated
 - d) melded

12. Sally was _____, when she claimed to have no ability at all to write.
- a) empowering
 - b) collaborating
 - c) self-deprecating
 - d) melding
13. For the very first time Randy will lead the committee. He never had that much responsibility before and this will most likely be a very _____ experience for him.
- a) self-deprecating
 - b) neglecting
 - c) disparaging
 - d) empowering
14. Chuck Yeager was the first American pilot to travel faster than sound. October 14, 1947 was the day that he broke the sound _____.
- a) barrier
 - b) grave
 - c) disparity
 - d) credibility
15. Stephanie made a _____ effort to change her diet. She knew it would be better for her health if she ate more nutritiously.
- a) refrained
 - b) conscious
 - c) disparaged
 - d) self-deprecating

Test 1-C**Author's Purpose (True/False)**

Circle the correct answer.

1. The purpose of the article titled, “the Funniest Sayings from Hollywood” is to entertain.
 - a) True
 - b) False
2. In order to determine the purpose of an article, you must read the entire article.
 - a) True
 - b) False
3. An article titled, “Professional Baseball Players Should be Allowed to Use Steroids” is an example of an article whose purpose is to persuade.
 - a) True
 - b) False
4. To figure out the purpose of a writing, you need to consider the title and the publishing context of the work.
 - a) True
 - b) False
5. “Spacewalker Snaps a Close-up of the Final Shuttle Visit to Space” in Scientific American, is an article whose purpose is to inform.
 - a) True
 - b) False
6. Figuring out the purpose of an article is a good reading strategy to do before you read the article.
 - a) True
 - b) False
7. “The Annual Report of Research Institute for Environmental Medicine” would most likely contain articles whose purpose is to entertain.
 - a) True
 - b) False
8. “Silly Stories, Riddles, and Rhymes” is probably a magazine article whose purpose is to persuade.
 - a) True
 - b) False
9. There are some magazine articles which have no purpose at all.
 - a) True
 - b) False

10. To discover the purpose of the article it is most useful to read the final paragraph.
- a) True
 - b) False
11. An article can have more than one purpose.
- a) True
 - b) False
12. Predicting the purpose of what you will read is an excellent pre-reading skill, which will aid the reader in comprehension.
- a) True
 - b) False
13. In *National Geographic*, Fred read an article about modern day Liberia. One can deduce that the purpose the author wrote the piece was to inform.
- a) True
 - b) False
14. Some of Kathy's favorite books are fictional murder-mystery stories. The purpose of these books is mainly to persuade.
- a) True
 - b) False
15. The main purpose of Stan's history textbook for his class in American History is to entertain.
- a) True
 - b) False
16. Her Aunt Becky wrote down the very funny stories her husband told her about his childhood. She laughed every time she would read them. Her Aunt Becky's main purpose in writing these stories was to entertain.
- a) True
 - b) False
17. Brendan enjoys when his copy of *Consumer's Report* comes in the mail. The magazine does a good job comparing prices and quality of many items from cars to appliances. It gives many facts about each of the leading brands and also unbiased opinions of their testers. Its main purpose is to inform.
- a) True
 - b) False

Test 1-D**Author's Purpose (Multiple Choice)**

Circle the best answer.

1. The article, “*Katie Couric Talks About Her New Talk Show, Among Other Topics*” found in an online website which discusses TV shows, can be classified as which type of purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
2. An article about the different types of sea birds found along the North Atlantic Coast is an article which purpose is:
 - a) to entertain
 - b) to inform
 - c) to persuade
3. An advertisement titled: “The Best Weight-loss Program Yet!” can be classified as which type of purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
4. A documentary about the aboriginal tribes in Australia, can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
5. “*Kids Say the Darndest Things*” is an article in the Entertainment section of the newspaper that can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
6. An editorial written in support of a man running for the local school board can be classified as having the following purpose:
 - a) to entertain
 - b) to inform
 - c) to persuade
7. An article titled, “*Young People and TV*” found on the online magazine, **Buzzle.com**, can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade

8. An advertisement titled: “The Most Comfortable Mattress in the Universe” can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
9. “*More Learning Would Take Place if Schools Were in Session During the Summer*” is an article whose purpose is:
 - a) to entertain
 - b) to inform
 - c) to persuade
10. “*Knock-knock Jokes for Children*” is an article which can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
11. An article about the Seven Wonders of the World, can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
12. A book titled *What to Expect During the Toddler Years*, which was written for parents of children who are one to two years of age, can be classified as which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
13. The Rolling Stone is a magazine which is all about rock singers mainly has articles which have the purpose:
 - a) to entertain
 - b) to inform
 - c) to persuade
14. An article in favor of anti-gun laws can be classified as having which purpose?
 - a) to entertain
 - b) to inform
 - c) to persuade
15. The results of a study of memory loss in people who are seventy and older in nursing homes throughout the State are meant _____.
 - a) to entertain.
 - b) to inform
 - c) to persuade

Test 1-E**Reading Strategies (True/False)**

1. Thinking about your prior knowledge of the subject you are going to read is not significant in comprehending what you are going to read.
 - a) True
 - b) False
2. When you survey what you are going to read, you look at titles, subtitles, beginnings of paragraphs, photos, diagrams, and headings to get a gist of what you will be reading.
 - a) True
 - b) False
3. It is easier to read a textbook without surveying it first.
 - a) True
 - b) False
4. Predicting what will happen in the text is another excellent way to begin to interact with your reading.
 - a) True
 - b) False
5. Making predictions allows you to access your prior knowledge about the material covered in the selection.
 - a) True
 - b) False
6. Interactive readers will ask questions about what they are reading while they are reading.
 - a) True
 - b) False
7. Interactive readers also use their bodies during reading and write down notes and thoughts.
 - a) True
 - b) False
8. Thinking about what you learned and its relevance is a good way to review what you just read after you are done reading it.
 - a) True
 - b) False
9. Chunking will not help you improve your reading rate.
 - a) True
 - b) False

10. When you read phrases and clauses together in groups, that is called chunking.
- a) True
 - b) False
11. Fluent readers will naturally chunk as they are reading.
- a) True
 - b) False
12. Your reason for reading will have no effect on your reading rate.
- a) True
 - b) False
13. Reading rates can vary greatly from person to person, and reading rate often is moderated based on the reason you are reading.
- a) True
 - b) False
14. Your reading rate is influenced by four factors: your prior knowledge in the subject, your reading purpose, your interest in the material, and how complex the material is.
- a) True
 - b) False
15. If the reading material is complex and there is a lot of new vocabulary it will cause your reading to speed up.
- a) True
 - b) False

Test 1-F
Reading Strategies (Multiple Choice)

Using the list of four words, choose the correct letter of the best answer choice.

1. When you skim through a chapter before you begin to read it, and read all of the titles, subtitles, headings, diagrams, and captions, you are _____ the chapter.
 - a) predicting
 - b) surveying
 - c) reviewing
 - d) recording

2. What you know already about a subject is considered your _____.
 - a) motivation
 - b) prior knowledge
 - c) self confidence
 - d) reading rate

3. Predicting the author's _____ for writing is a great pre-reading activity
 - a) survey
 - b) knowledge
 - c) purpose
 - d) imagination

4. Reading phrases and clauses instead of word by word is called _____.
 - a) surveying
 - b) viewing
 - c) chunking
 - d) skimming

5. Your reading rate is not influenced by what factor?
 - a) your interest in the subject
 - b) your purpose for reading
 - c) your exercise routine
 - d) the difficulty of the reading

6. Which is not a strategy to use while you are reading?
 - a) asking questions about the subject matter
 - b) annotating in the margins
 - c) chunking
 - d) surveying

7. Thinking about the _____ of what you read is an excellent strategy to use when you have finished reading.
- a) relevance or significance
 - b) reading rate
 - c) prior knowledge
 - d) complexity
8. Which is not a purpose for which something is written?
- a) to inform
 - b) to persuade
 - c) to survey
 - d) to entertain
9. It is not useful to annotate _____.
- a) every chunk
 - b) the main idea
 - c) major details
 - d) important vocabulary
10. An interactive reader does not do which of the four?
- a) ask questions while he reads
 - b) predicts what the reading will be about
 - c) reads word by word
 - d) thinks about his prior knowledge of the subject