



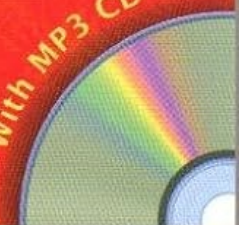
Reading Discovery

Casey Malarcher · Andrea Janzen

2



With MP3 CD



Reading Discovery

Casey Malarcher · Andrea Janzen



Reading Discovery 2

Casey Malarcher • Andrea Janzen

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ISBN: 978-1-59966-616-7

10 9 8 7 6 5 4 3 2 1

15 14 13 12 11 10

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How to Teach This Book

Each unit in the Reading Discovery series is divided into nine parts. The following lesson plan is designed for a one-hour class period. For teachers with less available class time per unit, certain parts of the sample lesson plan may be omitted or shortened as necessary.

Pre-Reading (5 minutes)

Have students read the questions and write short answers. Writing the answers in complete sentences is not necessary. Next, divide the class into small groups of 3-5 students per group. Students share their answers in their groups. A group agreement is not required for the answers, as these answers are designed to activate the student's background knowledge of the given 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.

Vocabulary Preview (10 minutes)

Have students complete the exercise by reading the sample sentences silently to themselves and then matching each underlined vocabulary word with the correct definition or picture directly across from the sentences. Check the answers together as a class by asking one student to read the sentence and then give her/his answer.

While checking the answers, spend a few minutes reviewing and extending students' understanding of the words. Ask the class to brainstorm alternative definitions of words or additional forms of the word. Have the class generate new sentences for words or predict how the word might be used in the reading passage. This activity will help students recall the target vocabulary as they continue throughout the unit.

UNIT 1 **As Scary as You Think?**

Pre-Reading
Look at the pictures and answer the questions.
1. What do these animals feel like when you touch them?
2. Should a person run to get away from a snake?
3. Which of these is the scariest? Why?

Vocabulary Preview
Match each word with the correct meaning or picture.


1. I thought it was coming toward me, but I was <u>inert</u> .	* a.	
2. "Touch this." "Yuck! It's wet and <u>slimy</u> ."	* b.	to go quickly toward something in order to hurt or fight
3. Stand back! That snake is about to <u>strike</u> .	* c.	most of the time; usually
4. It was strange to see an owl. <u>Normally</u> , they only come out at night.	* d.	not right or not true
5. This famous boxer likes to <u>attack</u> early.	* e.	the measure of how fast something moves
6. A person's walking <u>speed</u> is 5 or 6 km per hour.	* f.	smooth and slippery

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Reading (10 minutes)

Set a time limit for students to complete the reading and work through the Reading Comprehension and Language Practice activities. At the end of the allotted time, have students work together in pairs to check their answers to both of the activities. 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. When the majority of students have finished checking their answers, check the answers together as a class. Encourage students to refer back to the reading to point out correct information for any incorrect answers.

As Scary as You Think?



Snakes have a bad reputation. Most people do not like to look at them, much less touch them! However, many of the ideas that people have about snakes are incorrect. Snakes are not really the slimy, scary creatures that most people imagine. The truth about snakes would probably surprise most people.

Although many people imagine that a snake's skin is slimy and soft, it is really dry and hard like fingernails. In fact, a snake's skin is made of the same stuff that fingernails, hair, and feathers are made of. None of these things are slimy.

Most people also imagine that a snake's skin is cold, but snakes really can be cold or warm. If a snake is found in water, it will probably feel cold. On the other hand, if a snake is found on a warm rock in the sun, it will feel warm. The body temperature of a snake depends on where and when it is found.

Another incorrect idea that many people have about snakes is that all snakes are fast. It is true that snakes are fast when they strike. However, when snakes are moving normally, such as when they are trying to get away undetected, very few of them can go faster than 10 kilometers per hour (km/hr). That is about twice the normal walking speed of a person. Of course, that might seem fast to a person ~~running in fear~~ at seeing a snake. Keep in mind, though, that snakes do not normally attack humans. They are usually moving away to hide when people see them.

Reading Time _____ minutes _____ seconds 263 words

reputation the usual image or opinion that people have about someone or something

truth the real facts about someone or something

skin the natural cover of one's body

fingernail the hard, keratin part on the end of one's finger

temperature the measure of how hot or cold something is

Reading Comprehension

Choose the best answer.

- What is the main idea of this reading?
 - Not all snakes are the same.
 - People have some wrong ideas about snakes.
 - Snakes are dangerous animals.
 - Some people like to keep snakes as pets.
- Which of the following is NOT similar to a snake's skin?
 - A feather
 - A fingernail
 - Fish scales
 - Frog skin
- According to the reading, what can be said about the body temperature of snakes?
 - It is always cold.
 - It is never actually cold.
 - It is cold when snakes swim.
 - It is warm when snakes are moving.
- What does the phrase "frozen in fear" in line 18 of the reading refer to?
 - Abnail to spend time in places that are cold
 - Not able to move because one is scared
 - Feeling suddenly very cold from fear
 - Not being able to think about one's fears

Language Practice

A. Fill in the blanks with the correct expressions. Then, go back and underline the expressions in the reading passage.

keep in mind	much less	on the other hand
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- I think snakes are scary _____, some frogs are cute.
- My mother doesn't cook fish, _____ octopus or squid!
- You can get a snake for a pet, but _____ I'm not going to feed it for you.

B. If needed, add a comma between two adjectives in the sentences.

- We saw a long green snake resting on a rock by the river.
- The teacher sent the difficult stubborn student to the principal's office.
- When she opened the box, a cute brown puppy jumped out!
- A legend says that a scary slimy monster comes out of the lake when there is a full moon.

Listening (5 minutes)

Have students read the questions for the listening exercise. After listening to the recording, students should choose the best answer based on what they hear. Play the recording a second time, and have students complete the note-taking activity in part B. While the answers for part A and B are being checked, students can also refer to the transcripts at the back of the book. This is useful for highlighting key vocabulary items and idiomatic expressions. Using the written transcripts, students may also practice fluency and pronunciation by reading aloud in pairs.

Summarizing (5 minutes)

Have students complete the Summarizing activity presented in the book. Students will need to synthesize information from both the reading and listening content of the unit in this activity. They may check their answers together in pairs before reviewing the answers together as a whole class.

Listening Task 2

A. Listen and choose the correct answer.

According to the speaker, when would a snake chase a person?

- If the person does not run very fast
- If the snake cannot escape
- If the snake is hungry
- Never

B. Listen again and fill in the blanks with the missing information.

How a Snake Thinks

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    graph TD
      A[See a human] -- Yes --> B[Got]
      A -- No --> C[Can I make the human _____]
      C -- No --> D[Did the human run?]
      D -- No --> E[Don't _____, Escape!]
      D -- Yes --> E
      C -- Yes --> F[Move _____ the human, Act like I am going to _____]
    
```

Summarizing

Read the first sentence. Based on the previous reading passage and listening section, choose three more sentences to make a summary. Some sentences are NOT true.

First sentence: People think snakes are gross and scary, but many of their ideas are incorrect.

_____ → _____ → _____

- A snake's skin is not cold or slimy like many people think.
- Keep in mind snakes can move at a much faster speed than a running person.
- Snakes may act like they will strike, but that is just to scare away an enemy.
- Normally, snakes try to move away from humans, not attack them.
- Snakes must keep their skin wet because they don't have fur or feathers.

Integrated Practice (10 minutes)










The Integrated Practice section includes a variety of activities for students to express their opinions and experiences. This section also provides students with additional practice for synthesizing information from different sources. Students can then write their responses in short written paragraphs. Each Integrated Practice page is divided into three parts. Parts A and B should be completed as a class. The writing activity for part C may be completed in class as time allows or completed as homework.

UNIT 1

TOPIC Scary Animals

Integrated Practice

A. Listen to three people talk about scary animals. For each person, match the three pictures that go together. **Task 1**

1.  I hate spiders.	2.  My father caught it in a box.	3.  Mice scare me.
4.  Last summer I was at a picnic.	5.  When I was young, I went camping.	6.  It came out of my shoe.
7.  I saw one and screamed.	8.  I am really afraid of wasps.	9.  I was so scared that I couldn't move.

B. Talk about scary animals with a partner.

- What animals scare people?
- Where do these animals live?
- Which of these animals scare you?

C. Write your own short paragraph by answering the questions. Use complete sentences.

Example

1. Which animal do you think is the scariest in the world? Why? 2. What is one interesting fact about this animal? 3. Have you ever seen one? Where? 4. How did that make you feel?

I think tarantulas are the scariest animals in the world. They are such gigantic, hairy spiders. One interesting fact about tarantulas is that the females can live for 30 years or more. I've never seen a live tarantula, but I have seen one on TV. It made me feel like there was something crawling on me, and I couldn't sleep that night.

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Vocabulary and Idiom Review (5 minutes)

Set a time limit of 2 or 3 minutes for students to work through the Vocabulary and Idiom Review exercise on their own. At the end of the allotted time, have students work together in pairs to check their answers. When they do not agree on an answer, have the pairs highlight key words or grammatical structures that bring them closer to the correct answer. In this way, students help each other to clarify confusing points about vocabulary and grammar. Check the answers as a whole to make sure everyone has the correct answer for each question.

If time allows, focus students on the word form exercise “B.” After determining the correct form of the word to fill in the blank, ask students to brainstorm original sentences using the other word forms. For example, in Unit 1 of Reading Discovery 1, students read the sentence, “The scorpion has a lot of _____ on its legs.” The correct answer choice is “hair.” The other answer choices for this question are “hairy,” “hairless,” and “haired.” From these words, students might come up with sentences like, “My dog is very hairy.” or “A Manx cat is a hairless species of cat.”

Vocabulary and Idiom Review

A. Choose the best words or phrases to fill in the blanks.

- Alice only got one _____ answer on the test. She got a 99%.
a. normal b. incorrect c. real d. hard
- No one saw the thieves break into the house. They got in _____.
a. undetected b. hiding c. surprised d. normally
- I don't know how he learned to ice-skate, but he _____ took lessons.
a. usually b. though c. really d. probably
- Some women grow their _____ long and paint them bright colors.
a. feathers b. hair c. fingernails d. humans
- To scare his little sister, Tom's _____ was to tell her about a big snake living in their house.
a. imagination b. creature c. idea d. stuff
- They are not able to put the kite together; _____ fly it.
a. try to b. much less c. depend on d. such as
- When you are playing in the river, you must _____ that it can be dangerous.
a. keep in mind b. get away c. be frozen in fear d. be made of

B. Choose the correct word forms.

- He told his parents the _____, but they didn't believe him.
a. truth b. truthful c. truthfulness d. truthfully
- The _____ lions pulled the zebra to the ground and killed it.
a. attacker b. attacks c. attacking d. attacked
- The girl _____ to be short, but she was very tall when she stood up.
a. seemed b. seemingly c. seeming d. seem

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General Teaching Strategies

Building Reading Fluency

The Reading Discovery series aims to increase students' reading fluency while building on their accuracy in reading comprehension. Fluent readers may be defined as those 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:

1. Do timed readings.

Have students read the passage silently all at the same time. Using a watch or clock, keep track of the time elapsed 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. Teachers can use the reading time of earlier readings to rate progress through the duration of the reading course.

2. Re-read passages.

Reading fluency can also be developed by repeated reading of the same text. Teachers may want to have the students re-read 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 re-read multiple times (3-4 times for the same reading). In this way, they can see the improvement that they make with each reading.

3. Paired/Choral Readings

As a component of re-reading passages, students can focus on developing their fluency with two versions of assisted reading. After the text has been listened to, a more proficient student is paired with a less fluent reader in a paired reading activity. An overall time (usually 10-15 minutes) is allotted for the activity. Each student reads for a limited time, while the other listens. If a student reaches a difficult passage, the other student can take over reading. Students can also assist each other if they have difficulty with pronouncing words.

Choral readings provide an opportunity for students to read aloud in a non-stressful setting. A limited section of a reading text (usually a short paragraph) is used for students to practice stress and intonation of a previously read passage. With limited use, students can progress from recognizing words in short phrases, to increasing their awareness of the relationships of these words in a complete reading.

UNIT

1

As Scary as You Think?




Pre-Reading

Look at the pictures and answer the questions.

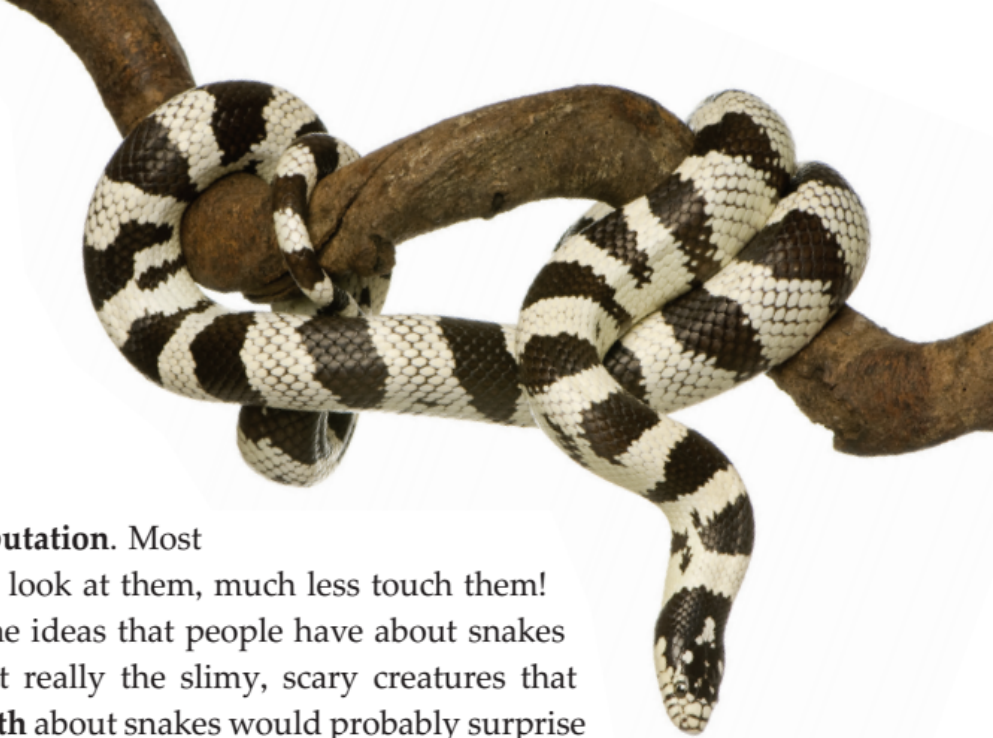
1. What do these animals feel like when you touch them?
2. Should a person run to get away from a snake?
3. Which of these is the scariest? Why?

Vocabulary Preview

Match each word with the correct meaning or picture.

1. I thought it was coming toward me, but I was incorrect.
 2. "Touch this." "Yuck! It's wet and slimy."
 3. Stand back! That snake is about to strike.
 4. It was strange to see an owl. Normally, they only come out at night.
 5. This famous boxer likes to attack early.
 6. A person's walking speed is 5 or 6 km per hour.
- a. 
 - b. to go quickly toward something in order to hurt or fight
 - c. most of the time; usually
 - d. not right or not true
 - e. the measure of how fast something moves
 - f. smooth and slippery

As Scary as You Think?



Snakes have a bad **reputation**. Most people do not like to look at them, much less touch them! However, many of the ideas that people have about snakes are **incorrect**. Snakes are not really the slimy, scary creatures that most people imagine. The **truth** about snakes would probably surprise most people.

Although many people imagine that a snake's **skin** is **slimy** and soft, it is really dry and hard like **fingernails**. In fact, a snake's skin is made of the same stuff that fingernails, hair, and feathers are made of. None of these things are slimy.

Most people also imagine that a snake's skin is cold, but snakes really can be cold or warm. If a snake is found in water, it will probably feel cold. On the other hand, if a snake is found on a warm rock in the sun, it will feel warm. The body **temperature** of a snake depends on where and when it is found.

Another incorrect idea that many people have about snakes is that all snakes are fast. It is true that snakes are fast when they **strike**. However, when snakes are moving **normally**, such as when they are trying to get away undetected, very few of them can go faster than 10 kilometers per hour (km/hr). That is about twice the normal walking **speed** of a person. Of course, that might seem fast to a person **frozen in fear** at seeing a snake. Keep in mind, though, that snakes do not normally **attack** humans. They are usually moving away to hide when people see them.

Reading Time _____ minutes _____ seconds 263 words

¹ **reputation** the usual image or opinion that people have about someone or something

⁵ **truth** the real facts about someone or something

⁷ **skin** the natural cover of one's body

⁸ **fingernail** the hard, bone-like part on the end of one's finger

¹² **temperature** the measure of how hot or cold something is

Reading Comprehension

Choose the best answers.

- What is the main idea of this reading?
 - Not all snakes are the same.
 - People have some wrong ideas about snakes.
 - Snakes are dangerous animals.
 - Some people like to keep snakes as pets.
- Which of the following is NOT similar to a snake's skin?
 - A feather
 - A fingernail
 - Fish scales
 - Frog skin
- According to the reading, what can be said about the body temperature of snakes?
 - It is always cold.
 - It is never actually cold.
 - It is cold when snakes swim.
 - It is warm when snakes are moving.
- What does the phrase "frozen in fear" in line 18 of the reading refer to?
 - Afraid to spend time in places that are cold
 - Not able to move because one is scared
 - Feeling suddenly very cold from fear
 - Not being able to think about one's fears

Language Practice

A. Fill in the blanks with the correct expressions. Then, go back and underline the expressions in the reading passage.

keep in mind

much less

on the other hand

- I think snakes are scary. _____, some frogs are cute.
- My mother doesn't cook fish, _____ octopus or squid!
- You can get a snake for a pet, but _____ I'm not going to feed it for you.

B. If needed, add a comma between two adjectives in the sentences.

- We saw a long green snake resting on a rock by the river.
- The teacher sent the difficult stubborn student to the principal's office.
- When she opened the box, a cute brown puppy jumped out!
- A legend says that a scary slimy monster comes out of the lake when there is a full moon.

Listening



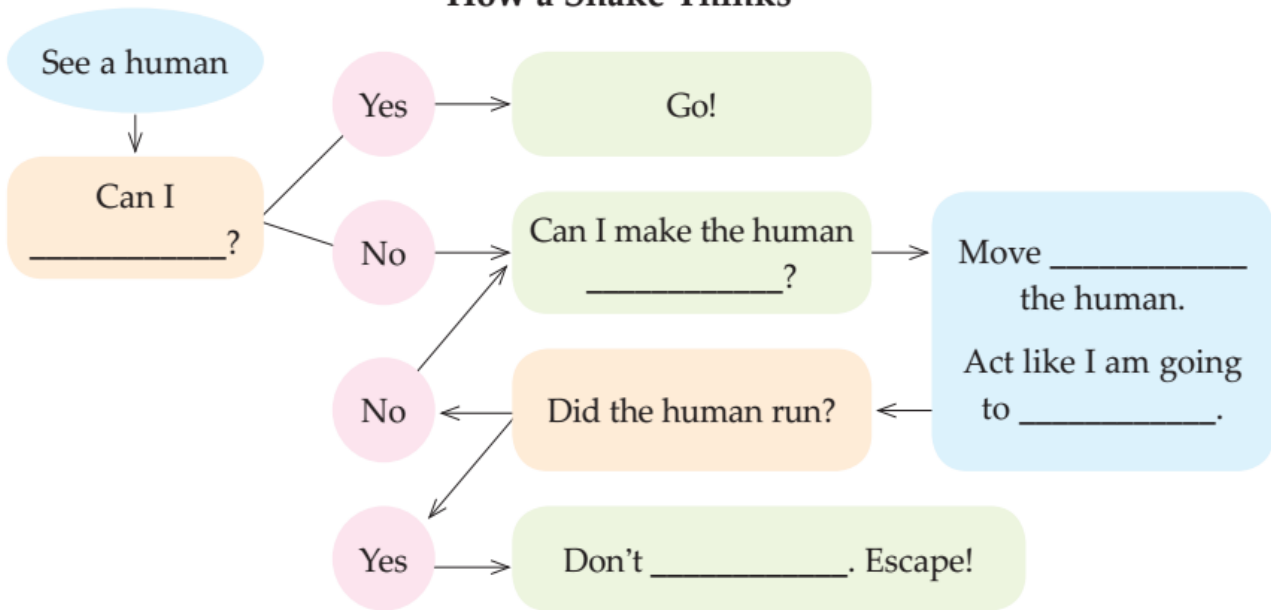
A. Listen and choose the correct answer.

According to the speaker, when would a snake chase a person?

- a. If the person does not run very fast
- b. If the snake cannot escape
- c. If the snake is hungry
- d. Never

B. Listen again and fill in the blanks with the missing information.

How a Snake Thinks



Summarizing


Read the first sentence. Based on the previous reading passage and listening section, choose three more sentences to make a summary. Some sentences are NOT true.

First sentence: People think snakes are gross and scary, but many of their ideas are incorrect.

_____ → _____ → _____

- a. A snake's skin is not cold or slimy like many people think.
- b. Keep in mind snakes can move at a much faster speed than a running person.
- c. Snakes may act like they will strike, but that is just to scare away an enemy.
- d. Normally, snakes try to move away from humans, not attack them.
- e. Snakes must keep their skin wet because they don't have fur or feathers.

Integrated Practice

A. Listen to three people talk about scary animals. For each person, match the three pictures that go together.  Track 3

1.



I hate spiders.

2.



My father caught it in a box.

3.



Mice scare me.

4.



Last summer I was at a picnic.

5.



When I was young, I went camping.

6.



It came out of my shoe.

7.



I saw one and screamed.

8.



I am really afraid of snakes.

9.



I was so scared that I couldn't move.

B. Talk about scary animals with a partner.

1. What animals scare people?
2. Where do these animals live?
3. Which of these animals scare you?

C. Write your own short paragraph by answering the questions. Use complete sentences.

Example

1. Which animal do you think is the scariest in the world? Why?
2. What is one interesting fact about this animal?
3. Have you ever seen one? Where?
4. How did that make you feel?

I think tarantulas are the scariest animals in the world. They are such gigantic, hairy spiders. One interesting fact about tarantulas is that the females can live for 30 years or more. I've never seen a live tarantula, but I have seen one on TV. It made me feel like there was something crawling on me, and I couldn't sleep that night.