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# To the Instructor

*Reading & Vocabulary Development 2: Thoughts & Notions* is a best-selling beginning reading skills text designed for students of English as a second or foreign language who have a basic vocabulary in English of about 800 words. This text teaches about 500 more words. It also teaches the reading skills of comprehension, finding the main idea, and using the context to understand vocabulary items.

*Thoughts & Notions* is one in a series of reading skills texts. The complete series has been designed to meet the needs of students from the beginning to the high intermediate levels and includes the following:

- Reading & Vocabulary Development 1: Facts & Figures*
- Reading & Vocabulary Development 2: Thoughts & Notions*
- Reading & Vocabulary Development 3: Cause & Effect*
- Reading & Vocabulary Development 4: Concepts & Comments*

In addition to the student text, an answer key and video transcript, VHS, DVD, audio cassette, and audio CD are also available for *Thoughts & Notions*. *Thoughts & Notions* uses the following methodology:

- **Theme-based approach to reading.** Each of the five units has a theme such as sports, food, or business.
- **Systematic presentation and recycling of vocabulary.** One of the primary tasks of beginning students is developing a useful and personally relevant vocabulary base. In *Thoughts & Notions*, up to twelve words are introduced in each lesson. These words appear in boldface type. Those underlined are illustrated or glossed in the margin. All of the new vocabulary items are used several times in the lesson, and then are systematically recycled throughout the text.
- **Pedagogical design.** The central goal of *Thoughts & Notions* is to help students develop the critical reading skills they will need for academic, personal, and/or career purposes. Toward

this end, each unit offers a comprehensive program that begins with pre-reading questions, continues with reading and discussion, and proceeds through a set of carefully sequenced post-reading activities.

## Organization of *Thoughts & Notions*

*Thoughts & Notions* is organized into five units. Each unit contains five lessons packed with exercises and activities.

- **Context Clues.** A context clue exercise at the beginning of each unit introduces some of the vocabulary for the following unit. This section is designed to pre-teach particularly important vocabulary items.

- **“Before You Read” Questions.** These pre-reading questions provide a motivation for reading the text.

- **Vocabulary.** The first exercise has sentences taken directly from the text. All new words are included. This is for practice in reading the sentences again and writing the new words.

- **Vocabulary: New Context.** This exercise gives further practice with the new words in a different context but with the same meaning.

- **Vocabulary Review.** Vocabulary items are used in subsequent texts and exercises to give additional review. They are fill-ins or matching synonyms and antonyms.

- **Comprehension.** These exercises are true/false, true/false/no information, or multiple choice. They include inference and discussion questions marked with an asterisk.

- **Questions.** These comprehension questions are taken directly from the text. Those marked with an asterisk are either inference or discussion questions.

- **Main Idea.** Students must choose the main idea of the text from three possibilities.

- **Word Study.** A word study section is provided near the end of each unit. It reinforces structural points, such as verb forms,

pronouns, and comparison of adjectives, that the students are learning in other classes. It also gives spelling rules for noun plurals and verb endings. Later units have charts of word forms. The exercises are not intended to be complete explanations and practice of the grammar points.

- **Writing.** Each word study section closes with a writing exercise.

- **Extension Activities.** Each unit ends with a set of high-interest, interactive tasks to help students practice the new vocabulary and the skills they have learned in more open-ended contexts.

**CNN Video Highlights**—The highlight of each set of extension activities is a short video-based lesson centered on a stimulating, authentic clip from the CNN video archives. Each video lesson follows the same sequence of activities:

*Before You Watch* encourages students to recall background knowledge based on their own experiences or from information presented in the readings.

*As You Watch* asks students to watch for general information such as the topic of the clip.

*After You Watch* gets the students to expand on the main points of the video by establishing further connections to the reading passages, their own experiences, and their ideas and opinions.

**Activity Page**—Games found on this page encourage students to practice the vocabulary and structures found in that unit's lessons in a relaxed, open-ended way.

**Dictionary Page**—Exercises on this page offer students practice with dictionary skills based on entries from *The Basic Newbury House Dictionary*.

- **Skills Index.** This index provides teachers and students with a handy reference for all of the reading and writing skills introduced in *Thoughts & Notions*, as well as all of the grammatical structures found in the text.



5. You can catch fish with a \_\_\_\_\_.
6. Hooks, buttons, and zippers are all \_\_\_\_\_.
7. American supermarkets sell eggs by the \_\_\_\_\_.
8. Tony and George had an apartment together, but now they live \_\_\_\_\_.
9. Students sit in a circle in some classes. They sit in \_\_\_\_\_ in others.
10. You \_\_\_\_\_ your knees when you sit down.
11. Most pants and jackets have \_\_\_\_\_.
12. An \_\_\_\_\_ knows how to build a road.

## **C** Comprehension

*Put a circle around the letter of the best answer.*

1. Zippers open and close by \_\_\_\_\_.
  - a. shooting
  - b. sliding
  - c. bending
  - d. choosing
2. The hooks on a zipper are \_\_\_\_\_.
  - a. plastic
  - b. metal
  - c. cloth
  - d. a or b
3. Mr. Judson was an \_\_\_\_\_.
  - a. engineer
  - b. inventor
  - c. American
  - d. a, b, and c
4. Mr. Judson didn't sell many zippers because \_\_\_\_\_.
  - a. they were hard to open and close
  - b. people liked rows of buttons
  - c. they came open very easily
  - d. they had cloth strips
5. Dr. Sundback was \_\_\_\_\_.
  - a. a Swede
  - b. from Chicago
  - c. an American
  - d. a professor
6. A zipper has two \_\_\_\_\_ of cloth.
  - a. rows
  - b. fasteners
  - c. strips
  - d. buttons



7. The \_\_\_\_\_ on a zipper are flexible.
- a. hooks
  - b. rows of buttons
  - c. fasteners
  - d. strips of cloth
8. Dr. Sundback \_\_\_\_\_.
- a. invented the zipper
  - b. made the zipper better
  - c. invented the button hook
  - d. sold high shoes

**d** \_\_\_\_\_

*The asterisk (\*) means you have to think of the answer. You cannot find it in the text.*

1. Why do we forget that zippers are wonderful?
2. Are zippers strong?
3. What kind of shoes did Americans wear in the 1890s?
4. Who invented the zipper? When did he invent it?
5. Why were the first zippers embarrassing?
6. What country was Dr. Sundback from?
7. Describe a zipper. How does it work?
8. What part of the zipper is flexible?
9. What did Dr. Sundback do to make zippers better?
- \*10. What is a newer kind of fastener than the zipper?

**e** \_\_\_\_\_

*Which is the main idea of this lesson? Choose one.*

1. A zipper has hooks, cloth strips, and a slide fastener.
2. People didn't like the first zippers.
3. Mr. Judson and Dr. Sundback gave us a wonderful invention, the zipper.

