Effective *Reading*

Teacher's File

Dictionary work and
Extensive reading practice
Levels 1–4

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MACMILLAN

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Introduction

Welcome to *Effective Reading*, a four-level reading course specially designed to meet the needs and interests of students studying English in universities. *Effective Reading* is different from other course books of its kind in the following principle ways:

High interest reading texts

The main aim of *Effective Reading* is to provide reading texts of high interest to university students. Too often course books aimed at an international audience contain content that is either uninteresting or simply irrelevant to students, making it difficult for teachers to keep students engaged in the material. In *Effective Reading*, all reading texts have been written specifically to match the interests of young adults. To increase student interest in reading materials, scholar Anthony Bruton (1997) recommends avoiding '(a) general topics with the predictable liberal slant, often communicating nothing that is new; (b) topics of technical or scientific interest to which nothing can be added; (c) culturally distant and anecdotally irrelevant topics; and (d) narratives with a high cultural content.' We took this advice to heart when selecting and developing reading texts in order to maximize student interest, while ensuring that the content is still appropriate for an academic institution.

Reading skills development

Effective Reading teaches reading skills and strategies to help students become more efficient and successful readers. Skills such as skimming, scanning and guessing word meanings from context are found in every unit. *Effective Reading* also promotes the practice of extensive reading. Information on how to read extensively, as well as extracts from Macmillan Graded Readers, give students the opportunity to discover that reading in English at their level of difficulty can be an enjoyable way to develop reading skills, as well as other language skills.

Academic vocabulary development

University students need to be able to read English materials relating to their major, and this requires consolidating their existing knowledge of vocabulary commonly used in academic settings. To reinforce the vocabulary support in *Effective Reading* books 1–4, the Teacher's Files provide additional vocabulary exercises and tests on words selected from the Academic Word List (a list of words which are common in academic texts).

Improving vocabulary knowledge is dependent on good dictionary skills. Using examples from the *Macmillan English Dictionary*, the Teacher's File provides dictionary skills exercises to increase students' familiarity with English-English dictionaries and to help students use them more effectively.

Overview of *Effective Reading* books 1–4

Each book is composed of 12 units, with two reading texts per unit. The format of each unit is as follows:

PRE-READING EXERCISES

These exercises activate the reader's background knowledge to make the text more accessible, preview key vocabulary and stimulate interest in the text.

FIRST READING TEXT

This is the main reading text of the unit. The core language (vocabulary and grammar) exercises are drawn primarily from this text.

POST-READING EXERCISES

The first post-reading exercise checks general comprehension of the first reading text. The second post-reading exercise highlights specific sentences and expressions from the text, which are typically problematic for learners. Rather than waiting for the teacher to explain or translate the text, this exercise gives students a chance to find the answers on their own.

LANGUAGE DEVELOPMENT AND SPEAKING EXERCISES

These exercises provide extended work on essential vocabulary and grammar from the first reading text. Only language items which are common in natural English use are selected, as these are words and structures which students are likely to encounter again and again in their future English study. The speaking exercises give students the chance to reflect on and evaluate the first reading text, as well as personalize the content.

SECOND READING TEXT AND READING SKILLS WORK

The second reading text is shorter and slightly simpler in language than the first reading text. In this section, students further develop specific reading skills such as skimming, scanning, reading speed, guessing word meanings from context, and so on.

Dictionary work *using the Macmillan English Dictionary*

RED AND BLACK WORDS

In the *Macmillan English Dictionary* some words are red and some are black. The red words are the 7,500 most frequently used words in English. These 7,500 words account for about 90% of all text. 2,500 of these words are the most common words in English and have three stars in the dictionary. These 2,500 words account for about 80% of all text. The black words are less frequent and you may need them more for reading than speaking.

Exercise 1

Five of these words are red (= more frequent) words in the dictionary. Guess which they are and check them in the dictionary.

gangster   gangway   gaol   gap   gape
garage   rubbish   garble   garden

Exercise 2

Four words in the following paragraphs are not red in the dictionary. Guess which they are and check them in the dictionary.

A survey carried out has found some shocking lapses of etiquette in the messages passed around by people under 20.

Many youngsters prefer to send email rather than write a letter, but the survey reveals that most have no conception of what counts as proper manners when penning a digital missive.

Dictionary work using the *Macmillan English Dictionary*

FINDING AND EXPLORING MEANINGS

Finding the correct entry

Some words in the dictionary have more than one entry. That is because the same word can belong to different word classes. For example, the word *limit* can be either a noun or a verb, so there are two entries:

lim·it¹ /ˈlɪmɪt/ noun [C] ★★★
1 the largest or smallest amount or the highest or lowest level of something that is allowed: *speed / spending*

lim·it² /ˈlɪmɪt/ verb [T] ★★★
1 to prevent a number, amount, or effect from increas-

from the *Macmillan English Dictionary*

Exercise 3

Many words have multiple meanings within one entry. Look up the word *limp* in the dictionary and answer these questions.

a. How many entries are there for the word limp? __3__

b. In which word classes is the word limp used?
   1. _____   2. _____   3. _____

c. Is the noun limp used in the plural? _____

d. In which meaning of which entry for limp do you find the following examples?

   1. Rachel walks with a slight limp. _____

   2. He was limping slightly and he looked tired. _____

   3. a limp effort _____

   4. The yacht is limping toward the island. _____

   5. limp and lifeless hair _____

Exercise 4

Look at the entry for *bounce* in the dictionary. Notice that six different meanings of the verb *bounce* are shown. Match sentences a-f with meanings 1-6 below. Write the correct number next to each letter.

1. hit surface

2. move up and down

3. be reflected

4. when cheque is not paid

5. move energetically

6. when email comes back

a. __3__   c. _____   e. _____

b. _____   d. _____   f. _____

a. Sonar detects distance and depth by sound waves bouncing off an object.

b. My bank charged £30 for the cheque that bounced.

c. I've got your email address wrong. My emails keep bouncing.

d. He came bouncing into the room.

e. The jeep bounced along the rough country road.

f. The ball bounced off the crossbar into the goal.

Exercise 5

Read through the entry for *bounce*¹ again. Using the example sentences and the definitions, make a list of some of the things that can bounce.

__ball__   _____   _____

_____   _____   _____

UNDERSTANDING DEFINITIONS

The dictionary gives the meaning of words in short and clear definitions using a carefully selected 'defining vocabulary' of 2,500 words.

Exercise 6
Match the words a-j with the definitions 1-10.

a. **failure**

b. **joke**

c. **jog**

d. **crawl**

e. **affect**

f. **effect**

g. **damage**

h. **danger**

i. **tease**

j. **hesitate**

1. to run at a slow steady speed, usually for exercise or pleasure

2. to say things that are intended to make people laugh

3. to pause before doing something

4. a lack of success in doing something

5. a situation in which harm, death, damage or destruction is possible

6. to harm something physically so that it is broken, spoilt or injured

7. to move along the ground on your hands and knees or with your body close to the ground

8. to say something to someone in order to have fun by embarrassing or annoying them slightly

9. to change or influence something

10. a change that is produced in one person or thing by another

COLLOCATIONS

When learning English words, it is useful to learn the words they often occur with (their collocations). The dictionary helps you to know which words are frequently used together. One way in which information is given on collocations is in a box at the end of the entry.

Words frequently used with **join**		
nouns	army, band, club, group, party, team, union	**2**

from the *Macmillan English Dictionary*

Exercise 7
List three words that you think typically occur with these words. Check in the dictionary.

a. verbs

1. ___turn___ _____ _____ head

2. _____ _____ _____ payment

b. adjectives

1. _____ _____ _____ leg

2. _____ _____ _____ contribution

c. adverbs

1. listen _____ _____ _____

2. reduce _____ _____ _____

d. nouns

1. a popular _____ _____ _____

2. a brief _____ _____ _____

FINDING IDIOMS AND PHRASES
To find an idiom or phrase in the dictionary, try following these steps:

1. Decide which is the keyword in the idiomatic expression. Usually this word is a noun or verb, sometimes an adjective or adverb.

2. Look up the keyword in the dictionary to see if the idiom is there. If not, try one of the other words.

3. Idioms are usually given after the definitions of the different senses of the word.

> **go through the roof 1** *informal* to increase quickly to a very high level: *Stock prices have gone through the roof in the past six months.* **2** *informal* to suddenly become extremely angry

> **have your hands full** to be extremely busy with a difficult job

from the *Macmillan English Dictionary*

Exercise 8
1. Read the sentences and underline the idiomatic expression in each.

2. Guess the keyword in the idiom and look up this word to find the meaning of the idiom.

a. She has always been the apple of her father's eye.
keyword = ___apple___

b. At the last meeting, I got cold feet and I haven't been there since.
keyword = _____

c. It's been difficult, but now there's light at the end of the tunnel.
keyword = _____

d. It seems pretty risky, but I think we'll take the plunge.
keyword = _____

e. He's not in her good books.
keyword = _____

f. It's obvious what you have to do: here it is in black and white.
keyword = _____

Dictionary work using the *Macmillan English Dictionary*

EXPLORING A DICTIONARY PAGE

gang·ster /ˈɡæŋstər/ noun [C] ★ a member of an organized group of criminals: *a movie about Chicago gangsters in the 1920s*

gang·way[1] /ˈɡæŋˌweɪ/ noun [C] a flat board or metal structure that can be put in place between a ship and land to let people get off or on the ship

gang·way[2] /ˈɡæŋˌweɪ/ interjection used to warn a crowd of people to move apart and form a passage because someone or something is coming through

gan·net /ˈɡænət/ noun [C] a large white sea bird that lives on cliffs

gan·try /ˈɡæntri/ noun [C] **1** a large tall metal structure used for supporting lights, signals, etc., or for moving heavy equipment on tracks **2** *technical* a large structure that is used to build and repair a ROCKET or other space vehicle

gaol /dʒeɪl/ a Br E spelling of **jail**[1]

gaol·er /ˈdʒeɪlər/ a Br E spelling of **jailer**

G

gap /ɡæp/ noun [C] ★★★
1 a space or opening in the middle of something or between things: *Fill in any gaps around windows and doors.* ♦ **+between** *Through the gaps between the trees I could see a river in the distance.* ♦ **+in** *We waited for a gap in the busy traffic and crossed the street.* **1a.** a low area between mountains that people use to cross them: *The more southerly route lay across a gap in the mountains.*
2 [**+in**] something missing from a situation or a system that prevents it from being complete or perfect: *We will then carry out research to fill in the gaps in our knowledge.* ♦ *His death leaves a huge gap in the theatrical life of New York.*
3 a large difference between things or groups: *The president is concerned about the gaps in health coverage that exist for children.* ♦ **+between** *The gap between farm incomes and land values is wider than ever.* ♦ **close / narrow / reduce / bridge the gap** *The book clearly bridges the gap between theory and practice.*
4 a period of time in which something does not happen: **+of** *The second volume in the series came out after a gap of seven years.*
a gap in the market an opportunity to produce something that is not yet available but that people would like to have

gape /ɡeɪp/ verb [I] **1** to look at something or someone with your mouth open because you are very surprised **2** to open wide or be wide open: *Suddenly he was at the door, his pajama top gaping open.*

gap·ing /ˈɡeɪpɪŋ/ adj a gaping hole or space is very large: *a gaping wound*

gap-toothed /ˌɡæp ˈtuːθt/ adj with large spaces between your teeth

ga·rage[1] /ɡəˈrɑʒ; ɡəˈrɑdʒ/ noun ★★
1 [C] a building for keeping a car in, especially one that is connected to or near your house: *a house with a two-car garage* **1a.** an area inside or below a building where you can leave your car: *an underground garage* —picture ➔ C1
2 [C] a place that repairs cars: *They took the car to a local garage to get it fixed.*

gar·bage /ˈɡɑrbɪdʒ/ noun [U] ★
1 waste material that you are throwing away, for example spoiled food or empty containers. *Br E usually* **rubbish**
2 *informal* something someone says or writes that is completely false, silly, or wrong
garbage in, garbage out/GIGO *computing* used for saying that if you put bad information into a computer, the results it produces will also be bad

ˈgarbage ˌbag noun [C] *Am E* a large plastic bag used for holding garbage

ˈgarbage ˌcan noun [C] *Am E* a large deep container with a lid that you keep outside for holding garbage that is ready to be collected. *Br E* **dustbin**

ˈgarbage colˌlector noun [C] *Am E* someone whose job is to collect the garbage left outside in bags or cans

ˈgarbage disˌposal noun [C] *Am E* a piece of electrical equipment under the kitchen SINK (=container for holding water and for washing dishes.) that cuts food waste into very small pieces so that water will carry it away

ˈgarbage ˌdump noun [C] a public area, usually outside of a town, where people can leave their garbage

gar·bage·man /ˈɡɑrbɪdʒˌmæn/ noun [C] *Am E* a man whose job is to collect garbage

ˈgarbage ˌtruck noun [C] *Am E* a large truck used for collecting garbage

gar·ban·zo /ɡɑrˈbɑnzoʊ/ or **ˈgarbanzo ˌbean** noun [C] *Am E* a CHICKPEA

garbed /ɡɑrbd/ adj [never before noun] *literary* dressed in a particular type of clothing: *garbed in black*

gar·ble /ˈɡɑrbl/ verb [T] to communicate something badly in speech or writing, so that it is confusing or not accurate: *The military must improve its communications to avoid garbling vital transmissions.*

gar·bled /ˈɡɑrbld/ adj confusing or not accurate: *a garbled and unconvincing explanation*

Gar·da, the /ˈɡɑrdə/ noun the police force in the Republic of Ireland

gar·den[1] /ˈɡɑrdn/ noun ★★★
1 [C] an area of land next to or near a house that is used for growing flowers or vegetables **1a.** *Br E* a YARD
2 [C usually plural] a large area of grass, flowers, trees, etc. that is open to the public for their enjoyment: *They spent the afternoon wandering around the Botanical Gardens.*
➔ KITCHEN GARDEN

gar·den[2] /ˈɡɑrdn/ verb [I] to take care of a garden and its plants: *She spends most weekends gardening.*

ˈgarden aˌpartment noun [C] *Am E* **1** an apartment that is on the lowest floor of a building and that leads directly to a yard **2** any one of a group of apartment buildings that surround a yard or garden

ˈgarden ˌcentre noun [C] a large store that sells plants, flowers, and the tools and equipment you need for taking care of a garden

ˌgarden ˈcity noun [C] a community of homes that includes many parks and public gardens

from the *Macmillan English Dictionary*

Exercise 9
Look over the dictionary page and answer the following questions.

1. Which of the following are countable nouns? gangster, gap, garage, garbage

2. How many entries are there for gap?

3. Using the information in the dictionary, choose the correct preposition to complete the sentence: The dog escaped from the yard through a gap ___ the fence.

4. What word for garbage is more common in British English?

5. In American English, which of the following words is a common collocation with garbage?

   a. bin   b. can   c. bucket   d. basket

Dictionary work using the *Macmillan English Dictionary*

WORD CLASSES

Each headword (the main word listed for each entry) has a label that shows its word class, for example, *noun*, *adj* (= adjective), *phrasal vb* (= phrasal verb) and *adverb*.

sug·gest /səɡˈdʒest/ *verb* [T] ★★★
1 to offer an idea or a plan for someone to consider:

from the *Macmillan English Dictionary*

Exercise 10

Write a correct word class from the box next to each word. Then check in the dictionary.

noun	conjunction	interjection	preposition
adjective			

a. scenery ___noun___   h. during _____

b. hello _____   i. indoor _____

c. with _____   j. please _____

d. convinced _____   k. whereas _____

e. whether _____   l. provided _____

f. frail _____   m. blessing _____

g. honey _____   n. despite _____

Many words in English can be used in more than one word class. For example, the word *back* can be an adverb (*Go back to school!*), an adjective (*He went out the back door*), a noun (*I fell down and hurt my back*), and a verb (*He backed his car into the parking space*). In the dictionary, each different meaning of the word is given a separate entry (or subentry) that is numbered in order of frequency.

Exercise 11

Read the sentences and study the underlined words.

1. Write the word class of the underlined word.

2. Now find the word in the dictionary and write the headword and its entry number.

a. Their <u>wages</u> are the lowest in town.
_____   _____

b. Airlines <u>face</u> enormous losses.
_____   _____

c. She came <u>second</u> in the tournament.
_____   _____

d. Of course we believe we are fighting for a <u>just</u> cause.
_____   _____

e. I'm <u>halfway</u> through the book.
_____   _____

COUNTABLE AND UNCOUNTABLE NOUNS

In the entries for nouns you will see the labels [C], [U] or [C/U].

[C] means the noun is countable. It refers to single items that can be counted and can be either singular or plural.

> **cat** /kæt/ noun [C] ★★★
> **1** an animal with soft fur, a long thin tail, and WHISKERS, that people keep as a pet or for catching mice. A young

[U] means that the noun is uncountable. It refers to a substance or quality that cannot be counted. It can't usually follow the article *a* or *an*.

> **jew·elle·ry** /ˈdʒuːəlri/ noun [U] ★★ objects that you wear as decoration. Types of jewellery are **rings**, which you

[C/U] can be either countable or uncountable. The more frequent alternative is given first.

> **ba·nan·a** /bəˈnɑːnə/ noun [C/U] ★ a long curved fruit with a yellow skin: *a bunch of bananas — picture* → C10

from the *Macmillan English Dictionary*

PREPOSITIONS

Many verbs and adjectives are followed by a preposition. The dictionary tells you which prepositions to use in the following way:

> **long**⁴ /lɒŋ/ verb [I] ★ to want something very much:
> **+for** *It was freezing outside, and Marcia longed for a hot drink.* ♦ *This was the excitement that she had secretly*

> **gen·er·ous** /ˈdʒen(ə)rəs/ adj ★★
> **1** giving people more of your time or money than is usual or expected: *Merton is clearly a warm and generous human being.* ♦ **+to** *Billy was very generous to people who had less than he did.* ♦ **+with** *Lawyers have been generous with their time and talents.* ♦ **generous of sb (to do sth)**

from the *Macmillan English Dictionary*

VERB PATTERNS

Some verbs are followed by the infinitive form of the verb and some are followed by the *-ing* form of the verb. The dictionary shows this in the following way:

> **re·mem·ber** /rɪˈmembər/ verb ★★★
>
> | **1** think about the past | **4** give sb sth |
> | **2** think about facts | **5** think about sb |
> | **3** not forget to do sth | **+** PHRASES |
>
> **1** [I/T] to have an image in your mind of a person, a place, or something that happened or was said in the past: *I can still remember every word of our conversation.* ♦ *That was a beautiful summer, as I remember.* ♦ **remember doing sth** *She remembers seeing him leave an hour ago.* ♦
>
> **3** [T] to do something that you promised to do, or that you have to do, and not forget about it: *I hope she remembers my book when she comes* (=remembers to bring it with her). ♦ **remember to do sth** *He never remembered to lock the door when he went out.*

from the *Macmillan English Dictionary*

Exercise 12
The underlined words and phrases have grammatical errors. Correct the errors, then check your answers in the dictionary.

a. We can get a lot of <u>informations</u> <u>at the Internet</u>.

_____

b. Please put out your cigarette. I <u>object of people smoke</u> in my house.

_____

c. I <u>expect for getting paid</u> on time. Getting my <u>monies</u> <u>lately</u> <u>makes me to crazy</u>.

_____

d. I don't <u>enjoy go</u> <u>for holiday</u> as much as I used to.

_____

e. You can't <u>prevent him to buy</u> <u>jewelleries</u> for his girlfriend.

_____

f. I'm very <u>fond in</u> giving <u>advices</u> that I don't <u>bother for following</u> myself.

_____

Dictionary work using the *Macmillan English Dictionary*

CHECKING WHAT YOU KNOW

Exercise 13
1. Write down three English words that you know and use.

_____ _____ _____

2. Look up each word and notice:

    a. how many meanings it has

    b. if it is a red word

    c. how the word is used in the example(s)

    d. the pronunciation and stress

    e. anything else that you did not know before

3. Have you learned anything new about these words and how to use them?

_____
_____
_____

Exercise 14
1. Write down three English words from one of the reading texts in the course book whose meaning you are uncertain of.

_____ _____ _____

2. Look up each word and notice:

    a. if it is a frequent word

    b. how many meanings it has

    c. which meaning is the most frequent

    d. which is the meaning used in the reading text

    e. the pronunciation and stress

    f. common collocations of the word and/or grammar information

3. Do you feel ready to use these words?

_____

Extensive reading

EFFECTIVE PRACTICE FOR EFFECTIVE SKILLS

Extensive reading is the practice of reading large amounts of material in the target language that is easy enough to understand without the use of a dictionary. Another key principle of extensive reading is that students read for enjoyment. Research has shown that extensive reading is not only crucial for developing reading proficiency, but also helpful in developing a wide range of language skills, and a growing number of scholars claim that extensive reading is a crucial element in language programmes.

Studies in second language learning have shown that students engaging in extensive reading can improve reading comprehension and reading speed more efficiently than students doing intensive reading (reading challenging texts with explicit focus on new vocabulary and grammar structures). Extensive reading provides exposure to large amounts of comprehensible text, which enables students to build up a large sight-word vocabulary (words which the reader can recognize and understand automatically and effortlessly). This is essential for reading speed and fluent comprehension. Extensive reading also allows students to develop the fundamental reading skill of 'chunking': taking in groups of words rather than the poor reading habit of reading word by word. Traditional intensive reading practices are good for introducing new vocabulary and grammar to students, but do little to develop these fundamental reading skills.

Extensive reading goes beyond just improving reading skills, however. Extensive reading can play a very important role in vocabulary building as it gives repeated exposure to vocabulary in many different contexts, allowing students to retain the words and deepen their understanding of how the vocabulary is actually used by native speakers. A number of studies have shown remarkable progress in writing skills stemming from extensive reading alone. (In some cases, students who engaged in extensive reading made even more progress in writing skills than comparison students who actually practiced writing.) There is evidence that extensive reading also has a substantial impact on speaking, listening and grammar development. Through the single language practice of extensive reading, students are developing nearly every important language skill in a non-stressful, enjoyable way.

To start extensive reading, students need access to materials that are easy enough to read and enjoy without depending on a dictionary. Graded Readers are ideal for this purpose. Graded Readers are fiction and non-fiction books written specifically for second language learners at all levels. (See the short stories at the end of *Effective Reading* Books 1–4 for examples of graded reader material). Graded Readers come in all genres, and students are therefore likely to find materials which match their interest as well as their level.

If you are interested in finding out more about the benefits of extensive reading and how to incorporate it into your language programme, please visit the Macmillan English website: www.macmillanenglish.com/readers/UGRIC.html