Reading Wise is a reading series for high beginner and intermediate learners. The book consists of twenty units, each containing ten activities based on the main story of the unit. In particular, each unit includes a short story, a picture-based summary activity, a dialog based on the story for listening and speaking practice, and expansion activities. Expansion activities encourage students’ creative use of language by allowing them to express their own opinions and ideas.

Pre-Reading (5 min.)

The teacher should write the title of the unit on the board. Students should find a partner and look at the picture. Single partners are suggested for this activity so that students can help each other communicate without being nervous in front of the entire class.

Next, the teacher should go over the questions to make sure the students understand them. Pairs should then ask each other the questions and answer them. Students need NOT come to any consensus on the answers as the questions are designed to activate the students’ background knowledge related to the topic. If time allows, have some of the pairs 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 min.)

In this activity, simple sentences give context to key vocabulary that can be found in the story. It is important that students fully understand each vocabulary word or phrase. This section will give them synonyms to use, which will increase the depth of their language use.

Have students work individually to complete the exercise. They will match the underlined word to its meaning. When they are finished, have students check their answers with their partner. Review the answers as a class. While going through the list of words, ask the class to generate synonyms or antonyms that come to mind for each word. Having the class generate new example sentences using the words will also reinforce the learning of new vocabulary items for students.

**Reading Passage** (5 min.)

Students should read the passages silently for a few minutes. Ask students to underline any words they do not understand while they are reading. If there are, explain what the words mean.

Next, have students complete the “Understanding the Key Ideas” section. They should check their answers with a partner. If they do not agree, refer students to the reading passage again. They can circle the part that indicates the correct answer. This section is meant to be a general review of the story.
This section consists of various activities that practice grammatical structure. The main purpose of this book is not to teach grammar, though it is important to point out key grammatical aspects while focusing on reading comprehension. Each unit has a different grammar point that the “Language Focus” section covers, and teachers are encouraged to think of ways to make grammar points relevant and interesting. For example, if the section is about adjectives, the teacher can have students brainstorm about different adjectives, creating word bubbles around each word, and linking them to other synonyms.

amazing

wonderful

great

awesome

excellent
**Picture Story** (5 min.)

Each unit has a picture-story activity that allows students to retell the story in their own words with a bit of guidance. It would be best to have the students work with a partner to encourage them to talk about the story.

First, have students put the story in order, based on the pictures. Students may need to refer to the story to complete the exercise.

Next, have students use the words under each picture to create a full sentence. The words will give them a clue and also provide guidance for actually writing the sentences that explain the story. While answers may vary slightly, the activity is structured so that students will have a lot of support in writing their sentences. As time allows, have volunteers write their sentences on the board to check.

**Act Out the Story** (5 min.)

Have students read the dialog related to the story. Students can make guesses as to the correct word to fill in each blank. Then play the audio recording of the dialog for the students to check and fill in any of the blanks that they could not guess previously.

For pronunciation practice, play the dialog again. Stop after each phrase or sentence and have students repeat what they heard. After this practice, students can work in pairs reciting the dialog together.

If there is time, the teacher can choose 2-4 pairs to perform the dialog. Seeing the story in live motion will make it more dynamic for students to connect the reading to actual events. The more dramatic the acting, the more likely students will be to remember key elements of the story.
Summary (5 min.)

By the time students arrive at the summary section, they have already reviewed the story in three different ways: Reading Comprehension, Picture Story, and Act Out the Story. The Summary activity reinforces acquisition of the unit’s target vocabulary.

Students should complete the summary section on their own. After they complete the section, the teacher can choose students to read the sentences for the rest of the class, which allows them the opportunity to listen to the summary again, while also checking their answers.

Expansion Questions (5 min.)

This section is meant to provide students with an opportunity to expand on the lesson in a creative way. These exercises should be completed in small groups to encourage conversation. The teacher should place students into groups of 3-5. For most questions, the answers may vary among students. Therefore, it would be best for teachers to monitor their students’ conversations.

Expansion Questions may ask students to share experiences, knowledge, or opinions related in some way to the unit theme. Once everyone has expressed their opinion, the group can choose one person to summarize their discussion for the entire class.
## Supplemental Vocabulary Study

Another component that could help students acquire new vocabulary items would be to create a vocabulary log that students are responsible for and must keep throughout the entire course. Once the teacher reviews the words, students can keep a separate sheet with all of the vocabulary words listed on the left side. Next, students would write the definition of the word. The teacher and students could then create an entirely new sentence, using the word in context. The process of writing and creating a new contextual sentence that has meaning for the student may make the word and definition easier to remember.

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Definition</th>
<th>New sentence in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feathers</td>
<td>Light, hair-like structures</td>
<td>Peacocks have beautiful and colorful feathers.</td>
</tr>
<tr>
<td>noun</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-Reading

Think about the following questions, and discuss your answers with a partner.

1. What kind of machine is in the picture? What does it do?
2. Why would you use a machine like this?
3. If a machine could make anything you wanted, what would you want it to make?

Vocabulary Preview

Match each underlined word with its meaning.

1. In some parts of the world people are hungry, because food is **scarc**e. • a. different from what is done every day
2. We always have a **special** meal on New Year’s Day. • b. not enough in quantity
3. Heavy things **sink** in water. • c. parts designed to be held with hands
4. You should hold the **handles** of the basket. • d. to come quickly and in large quantity
5. The water **poured** over the river’s edge, flooding the village. • e. go down
A king had a special mill. He asked for things, turned the handle, and whatever he wanted poured out. If he asked for gold, the mill poured gold. If he wanted rice, the mill produced rice. When he had enough, he ordered it to stop.

A thief heard about the mill, and he crept into the palace and stole it. He knew he must escape quickly, so he stole a boat. Now, he could have anything he desired. He didn’t want gold because people might say he’d stolen it. What was something difficult to find but necessary? Salt was scarce. If he had salt, he could sell it and become rich.

He turned the handle and said, “Salt!” So the mill produced salt. He laughed and danced while the mill kept turning. The thief was so busy dreaming about money that he stopped watching the mill. The boat filled with salt and became so heavy that it sank to the bottom of the sea. Because nobody ordered it to stop, it is still pouring salt today.

**Understanding the Key Ideas**

**Choose the best answer.**

1. Why is the sea salty?
   a. Salt was scarce in the past.
   b. A thief stole a mill.
   c. The thief didn’t tell the mill to stop.
   d. The thief laughed and danced.

2. Which statement is correct?
   a. The story may not be true.
   b. The story may be true.
   c. The story is true.
   d. The story is not true.
Choose the best word to complete each sentence.

1. Mike knew that he _____________ buy a present for his dad’s birthday.  
   could (able to)  might (not sure)  must (have to)  would (will)

2. He was rich, and he _____________ get anything that he wanted.  
   could (able to)  might (not sure)  must (have to)  would (will)

3. I _____________ go to the party if I have enough time.  
   could (able to)  might (not sure)  must (have to)  would (will)

4. Jane’s friend said that she _____________ get a new job.  
   could (able to)  might (not sure)  must (have to)  would (will)

5. I think she _____________ like a new car. Wouldn’t you?  
   could (able to)  might (not sure)  must (have to)  would (will)

6. His mother told him that he _____________ stay up too late.  
   could (able to)  might (not sure)  must (have to)  would (will)
Picture Story

A  Number the pictures in the correct order according to the story. Then, talk about each picture.

1. thought about what he wanted / decided / gold / salt
2. filled with salt / so heavy that / sank / bottom
3. when / had enough / ordered / stop
4. crept quietly / palace / stole

B  What did you say? Write about each picture using the given words and phrases.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
Act Out the Story

Fill in the blanks to complete the conversation.

<table>
<thead>
<tr>
<th>salt</th>
<th>so heavy</th>
<th>handle</th>
<th>special</th>
</tr>
</thead>
<tbody>
<tr>
<td>ordered</td>
<td>difficult</td>
<td>he forgot</td>
<td>stole a boat</td>
</tr>
</tbody>
</table>

Boy Why is the sea so salty?

Father Long ago, a king had a 1 special mill that gave him anything he asked for. When he had enough, he 2 ordered it to stop.

Boy Oh, I'd love that! Gold! Rice!

Father But a thief took the mill. To get away, he 3 stole a boat. Then, he asked for 4 salt! It was scarce and 5 difficult to find.

Boy So, when he turned the 6 handle of the mill and said, “Salt,” the mill made salt. What happened then?

Father He was so happy that 7 he forgot to tell it to stop. The boat slowly filled with salt. Suddenly, it was 8 so heavy that it sank to the bottom of the sea.

Boy The mill is still pouring salt into the sea. That’s why the sea is so salty!

Practice the conversation, changing roles with a partner.

Summary

Fill in the blanks to complete the story.

A king had a special mill. The mill could give him 1 anything he wanted, like gold or rice. When he 2 had enough, he ordered the mill to stop. A thief stole this mill and then stole a boat to take him 3 safely away from the palace. When he was 4 so happy, he knew that he could ask the mill for anything. He didn’t want gold because people would think that 5 it was so heavy. Then, he remembered that salt was 6 scarce and that everybody wanted it. He ordered the mill to 7 give him salt. He was 8 so happy that he forgot to tell the mill to stop. The boat became 9 so heavy that it sank to the bottom of the sea. The mill is still pouring salt, and that’s why 10 the sea is salty today!

Now, write the sentence from the summary that contains the main idea of the story.
Think about the following questions, and discuss your answers with a partner.

1. Do you know the real reason why the sea is salty?
   ________________________________________________________________

2. Why do you think elephants have a long nose?
   ________________________________________________________________

3. Put the sentences in order to learn the story about why elephants have long noses.
   a. ______ “Come nearer, and I’ll tell you!” said the crocodile.
   b. ______ He pulled and pulled, and the elephant’s little nose began to get longer and longer and longer.
   c. ______ Since that time, elephants have had long noses.
   d. ______ A baby elephant wanted to know about everything.
   e. ______ At last, the crocodile let the nose go.
   f. ______ The elephant saw a crocodile and asked what he had eaten for breakfast.
   g. ______ The crocodile caught the elephant’s nose in his sharp teeth.