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I N T E R N A T I O N A L S T U D E N T E D I T I O N

Reading & Vocabulary Development

1

# Facts & Figures

FOURTH EDITION

CNN®

Patricia Ackert | Linda Lee

# Contents

To the Instructor	vi
Acknowledgments	x

## Unit 1 Animals 1

Lesson 1	The Kiwi	2
Lesson 2	The Camel	6
Lesson 3	The Polar Bear	10
Lesson 4	The Hippopotamus	15
Lesson 5	The Dolphin	20
Word Study		25
<i>Extension Activities:</i>		
	Video Highlights: CNN Video, <i>Dolphins in Honduras</i>	28
	Activity Page	30
	Dictionary Page: Finding Antonyms	32

## Unit 2 How? Why? 33


Lesson 1	Why Do We Yawn?	36
Lesson 2	Why Do People Laugh?	41
Lesson 3	Why Is the Sea Salty?	46
Lesson 4	How Can a Plant Kill?	51
Lesson 5	How Do Hearing-Impaired People Talk?	56
Word Study		61
<i>Extension Activities:</i>		
	Video Highlights: CNN Video, <i>A New Kind of Tourism in Brazil</i>	64
	Activity Page	66
	Dictionary Page: Learning Word Forms	67

## Unit 3 Plants 69

Lesson 1	The Date Palm	72
Lesson 2	The Water Hyacinth	77
Lesson 3	Rice	82
Lesson 4	Oranges	87
Lesson 5	The Coffee Plant	92
Word Study		97

**Extension Activities**

Video Highlights: CNN Video, <i>The Bakas of Cameroon</i>	101
Activity Page	103
Dictionary Page: Finding the Correct Spelling	104



**Unit 4 Music 105**

Lesson 1	Music and Behavior	108
Lesson 2	Blues and Jazz	113
Lesson 3	Rock and Roll	118
Lesson 4	Country Western Music	123
Lesson 5	Latin Music and Salsa	128

Word Study 133

**Extension Activities**

Video Highlights: CNN Video, <i>Three New Country Songwriters</i>	138
Activity Page	140
Dictionary Page: Understanding Grammar	141



**Unit 5 Work and Leisure 143**

Lesson 1	Work Hours	146
Lesson 2	Salaries	151
Lesson 3	Family-Friendly Companies	156
Lesson 4	Work Clothes	161
Lesson 5	Time Off	166

Word Study 171

**Extension Activities**

Video Highlights: CNN Video, <i>Volunteer Firefighters in Los Angeles</i>	175
Activity Page	177
Dictionary Page: Learning Word Forms	178


**Unit 6 Interesting People of the World 179**

Lesson 1	The Sami of Northern Europe	182
Lesson 2	The Ainu of Japan	187
Lesson 3	The Yanomami of the Amazon	193
Lesson 4	The Hopi of Arizona	198
Lesson 5	The Maori of New Zealand	204

Word Study 209

**Extension Activities**

Video Highlights: CNN Video, <i>Modern Issues for the Hopi and the Navajo</i>	213
Activity Page	215
Dictionary Page: Choosing the Correct Definition	217

**Unit 7 Exploration and Adventure 219**

Lesson 1	The Polynesians	222
Lesson 2	A Giraffe in Central Asia	227
Lesson 3	The First Woman on Mount Everest	232
Lesson 4	The Iditarod	237
Lesson 5	Sailing Alone	243

Word Study 248

**Extension Activities**

Video Highlights: CNN Video, <i>A Contemporary Look at Alaska's Iditarod Race</i>	253
Activity Page	255
Dictionary Page: Finding Synonyms	256

Vocabulary	257
Skills Index	260
Irregular Verbs	262



## To the Instructor

*Reading & Vocabulary Development 1: Facts & Figures* 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 300 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.

*Facts & Figures* 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 *Facts & Figures*. *Facts & Figures* uses the following methodology:

- **Theme-based approach to reading.** Each of the seven units has a theme such as animals, plants, explorations, or occupations.

- **Systematic presentation and recycling of vocabulary.** One of the primary tasks of beginning students is developing a useful and personally relevant vocabulary base. In *Facts & Figures*, 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.

- **Focus on grammatical structure.** The first two units use only the present tense, and the sentences are short. The past tense is introduced in Unit 3 and the present continuous in Unit 5. The

only other tenses used are the past continuous and the future with *will* and *going to*. Subject, object, possessive, and reflexive pronouns are used. *Facts & Figures* also presents such connectors as *and*, *but*, *so*, *then*, *because*, *or*, and *when*. By using these, the text can include longer sentences that are still easy for the students to read.

## Organization of *Facts & Figures*

*Facts & Figures* is organized into seven units. Each unit contains five lessons packed with exercises and activities.

- **Context Clues.** Starting with Unit 2, 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 grammar.

- **"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.

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

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

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



• **Word Study** A word study section is provided near the 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 *Fact & Figures*, as well as all of the grammatical structures found in the text.

## New to This Edition

The best-selling reading series just got better! The fourth edition of *Facts & Figures* contains new readings, new pedagogy, and new ancillaries.

- A new Unit 5 features high-interest readings on work and leisure that are relevant to students' lives.

- Ten fresh new readings engage students in fascinating new topics. The new readings for this edition are as follows:

- Unit 2, Lesson 1: Why Do We Yawn?
- Unit 2, Lesson 2: Why Do People Laugh?
- Unit 3, Lesson 5: The Coffee Plant
- Unit 4, Lesson 1: Music and Behavior
- Unit 5, Lesson 1: Work Hours
- Unit 5, Lesson 2: Salaries
- Unit 5, Lesson 3: Family-Friendly Companies
- Unit 5, Lesson 4: Work Clothes
- Unit 5, Lesson 5: Time Off
- Unit 7, Lesson 5: Sailing Alone

Thoroughly checked for factual accuracy, each reading has been revised to include level-appropriate structures and vocabulary.

- New collocation activities in Units 4, 5, and 7 help students understand how words fit together in chunks.

New pedagogical design, photos, and illustrations aid student comprehension and ease navigation through the text.

- *ExamView® Pro* test-generating software allows instructors to create custom tests and quizzes.

A new website (<http://elt.thomson.com/readingandvocabulary>) features vocabulary flashcards, crosswords, quizzes, and more to help students revise for tests.



# Animals

unit

1



lesson

1

# The Kiwi



### Before You Read

Look at the picture. Read the sentences.  
Check (✓) *True*, *False*, or *Don't Know*.

	True	False	Don't Know
1. The kiwi is a kind of bird.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The kiwi is very big.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The kiwi lives in New Zealand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# 1

## The Kiwi



The kiwi lives **only** in New Zealand. It is a very **strange** bird because it cannot **fly**. The kiwi is the same **size** as a chicken. It has no **wings** or **tail**. It does not have **feathers** like other birds. Its feathers look like hair. Each foot has four toes. Its **beak** is very long.

A kiwi likes to have a lot of trees around it. It sleeps **during** the day because the sunlight **hurts** its eyes. It can **smell** things very well. It smells things better than most birds do. The kiwi's eggs are very big.

There are only a few kiwis in New Zealand now. People do not often see them. The **government** says that people cannot **kill** kiwis. New Zealanders want their kiwis to live.

There is a picture of a kiwi on New Zealand money. People from New Zealand are sometimes called "kiwis."





## a Vocabulary

Put the right word in each blank. The sentences are from the text.

government	strange	fly	beak	only
kill	smell	hurts	feathers	tail
wings	size	during		

1. It sleeps \_\_\_\_\_ the day because the sunlight \_\_\_\_\_ its eyes.
2. It is a very \_\_\_\_\_ bird because it cannot \_\_\_\_\_.
3. The \_\_\_\_\_ says that people cannot \_\_\_\_\_ kiwis.
4. It can \_\_\_\_\_ things very well.
5. It has no \_\_\_\_\_ or \_\_\_\_\_.
6. The kiwi lives \_\_\_\_\_ in New Zealand.
7. It does not have \_\_\_\_\_ like other birds.
8. Its \_\_\_\_\_ is very long.
9. The kiwi is the same \_\_\_\_\_ as a chicken.

## b Vocabulary: New Context

Put the right word in each blank. These are new sentences for words in the text.

during	smells	kill	only	feathers
size	strange	wings	beak	government
hurts	fly	tail		

1. Cats and dogs \_\_\_\_\_ birds.
2. A bluebird has blue \_\_\_\_\_.
3. Some students have a scholarship from their \_\_\_\_\_.
4. An airplane can \_\_\_\_\_ because it has \_\_\_\_\_.
5. What are you cooking? It \_\_\_\_\_ good.
6. My leg \_\_\_\_\_. I can't walk on it.
7. Most cats have a long \_\_\_\_\_.
8. A person has a mouth. A bird has a \_\_\_\_\_.
9. Some students are very \_\_\_\_\_. They want to learn English, but they don't come to class.
10. I cannot buy this shirt. I have \_\_\_\_\_ three dollars.
11. What \_\_\_\_\_ shoes do you wear?



## C Questions

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

1. Where does the kiwi live?
2. What is a kiwi?
3. How big is a kiwi?
4. Does a kiwi have feathers?
5. Does it have a tail and wings?
- \*6. How many toes does it have?
7. When does a kiwi sleep?
8. Can most birds smell?
9. Why can't people kill kiwis?
- \*10. Why does New Zealand have a picture of a kiwi on its money?

## d Comprehension: True/False

Write T if the sentence is true. Write F if it is false (not true). The asterisk (\*) means you have to think of the answer. You cannot find it in the text.

- \_\_\_\_\_ 1. Kiwis live in Australia and New Zealand.
- \_\_\_\_\_ 2. A kiwi has a tail but no wings.
- \_\_\_\_\_ 3. A kiwi has a big beak.
- \_\_\_\_\_ 4. It sleeps during the day because the sunlight hurts its eyes.
- \_\_\_\_\_ \*5. You can see a kiwi in some zoos in New Zealand.
- \_\_\_\_\_ 6. The New Zealand government does not want all the kiwis to die.
- \_\_\_\_\_ 7. A kiwi is like most other birds.

## e Main Idea

Circle the number of the main idea of the text.

1. The kiwi is a strange New Zealand bird.
2. The kiwi sleeps during the day and has no tail or wings.
3. New Zealanders like kiwis.



## Reading &amp; Vocabulary Development

# Facts & Figures

FOURTH EDITION

Patricia Ackert | Linda Lee

The new edition of this popular series helps students develop reading skills and systematically increase their active vocabulary from 300 to 800 words.

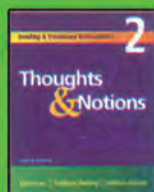
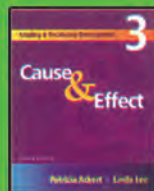
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