

ACTIVE

SKILLS FOR READING **1**

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Neil J Anderson

TEACHER'S GUIDE
مرجع زبان ایرانیان

THIRD EDITION

ACTIVE

SKILLS FOR READING STUDENT BOOK 1

Neil J Anderson

Teacher's Guide



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

این مجموعه با لوگوی مرجع زبان ایرانیان

به صورت نشر برخط و حامل به ثبت رسیده است.

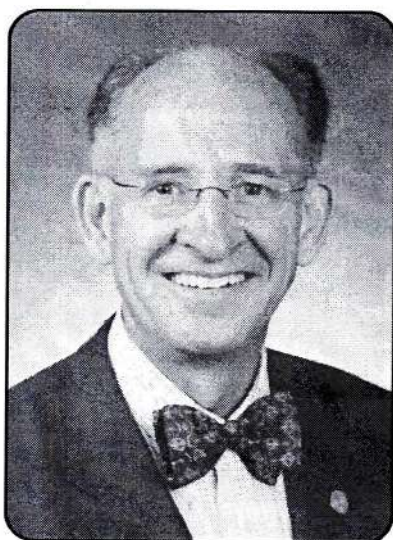
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.



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Frequently Asked Questions



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Reading is such an important skill to develop. I continue to be amazed that many learners who have strong reading skills also have strong listening, speaking, and writing skills. I am confident that as you understand the ACTIVE pedagogical framework, you will get ideas of ways that you can strengthen your students' reading abilities. A textbook like ACTIVE Skills for Reading cannot possibly meet all of the needs of all learner groups around the world. But, as a teacher who understands how to use this text, you will be the greatest resource using the text and helping your students reach higher levels of reading performance.

As I have worked with teachers in various parts of the world, I have responded to several questions that have come up multiple times. Let me respond to some of those questions here. If you have additional questions, please contact your National Geographic Learning text representative and they can respond. If they do not have the answers to your questions, they will know how to reach me so that I can respond.

Best wishes as you use ACTIVE Skills for Reading, 3rd edition!

Neil J. Anderson

"How have your views on reading changed since the 1st and 2nd editions?"

The ACTIVE framework for reading has stood the test of time. The six principles that have guided the development of this reading textbook have remained fairly consistent. Compare the two lists below that contrast the framework from 1995, when I first developed it, with the current one:

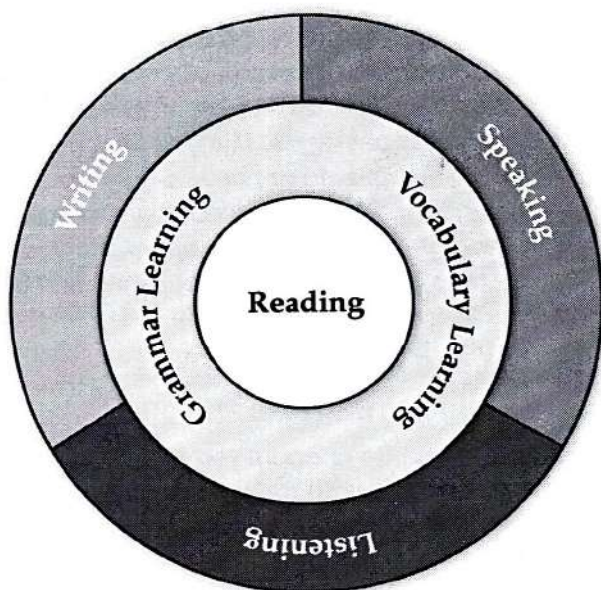
1995	2013
Activate prior knowledge	Activate prior knowledge
Cultivate vocabulary	Cultivate vocabulary
Test comprehension	<i>Think</i> about meaning
Increase reading rate	Increase reading <i>fluency</i>
Verify strategies	Verify strategies
Evaluate progress	Evaluate progress

As you can see, the T in ACTIVE has changed from *testing comprehension* to encouraging the learners to *think about*

comprehension. Rather than *testing* comprehension, I want teachers to consider ways that they can *teach* comprehension skills. I believe that the first step in that process is to get readers to *think* about and monitor their own comprehension skills.

The second minor change in the framework is focusing on reading fluency. For adult second language readers who will be reading silently, I define fluency as reading at 200 words-per-minute with at least 70% comprehension. Fluency is a combination of *both* rate and comprehension. I do not think that we can talk about fluency without including both of these essential aspects of reading.

One additional thing that has changed in my view of reading across the editions of the series is the importance of the integration of reading with other language skills. This visual helps to illustrate my thinking:



Although this does not have a direct impact on the ACTIVE framework, it does have an impact on how we view what we ask learners to do with reading. I am convinced more and more that if we can connect reading to the other language skills, learners will see how they can accomplish tasks in real life by using all of their knowledge and not just focusing on reading in isolation.

"Many students are accustomed to translating intensive reading (IR) passages in order to get a complete understanding of the passage. How can we change their mind-set from word-to-word translation and help show them it's more important to be a fluent reader?"

In my experience, when students turn to translating all of the words in the reading passage it is because the material is too difficult for them. In selecting the correct level within the *ACTIVE Skills for Reading* series for intensive reading, you want to make sure that students know approximately 90% of

the vocabulary words. With this amount of knowledge of the vocabulary, the teacher can focus on the development of reading strategies and reading comprehension rather than individual word study.

"The ASR books include more interactive speaking and writing activities than many other reading books. How can these activities be helpful for improving reading skills?"

Reading comes alive when you have to do something with what you have read. If you have an opportunity to talk with someone about what you have read or record in writing information about what you have read, it provides an additional way to help remember what you have read. Including the other language skills with reading leads to higher levels of comprehension and enjoyment.

"How can teachers make best use of the audio CDs?"

The audio CDs can be used in a variety of ways. Shadow reading is one way. Another is to use the CD as part of a pre-reading activity. By explicitly tying listening comprehension to reading comprehension, both skills can be increased. For example, play a portion of the audio and stop. Ask the students to predict what will come next. Help them see that there are some similarities between what they do when they listen and what they do when they are reading. Have them listen to another segment and stop the CD. Ask them to describe what they visualize in their mind as they are listening. Finally, ask them to listen carefully and identify one or two words that they do not understand. See if they can still identify the overall idea of the passage even if they do not understand those words. Then move from listening to reading. The listening activity will have prepared them for a successful reading experience.

"How do teachers make best use of the Motivational Tip sections of the new edition?"

Research increasingly shows that teachers play a significant role in motivating students, especially when second language learning becomes challenging and difficult. The *Motivational Tips* provide opportunities for teachers to talk with the students about the role that motivation plays in learning English, and especially reading. The *Motivational Tips* do not need to take much class time. I recommend that you pause the lesson when the *Motivational Tip* appears and take no more than two minutes to discuss it together. The *Motivational Tips* also provide perfect opportunities to discuss why the students are studying English and how they can take responsibility for their own learning.

"Why is there a Real Life Skill section in each unit? What does it have to do with reading proficiency?"

I wanted to make an explicit connection between the reading skills being taught and practiced in the series with similar tasks that readers have to complete in *real life* outside of the classroom. It can be motivating to know that there are things that you do in *real life* that you are connected to things you are learning in the classroom.

"How can critical thinking play a role when teaching with Active Skills for Reading?"

Critical thinking is central to success in many aspects of life. The critical thinking sections

in each chapter provide the teacher with the opportunity to challenge the students to go beyond surface level comprehension to thinking about their own opinions of some of the reading passages. Many of the critical thinking questions do not have a right or wrong answer. Students do not have to agree with each other. The disagreements allow students to explore their own opinions and be able to support their own ideas.

"How can extensive reading (ER) be incorporated into the series?"

Students can be encouraged to practice during their ER what they are being taught during IR. For example, if students are practicing the reading strategy of making graphic organizers during IR, they can use graphic organizers during ER to help them better understand the connection of ideas in the reading. Reading fluency is one of the strongest connections between IR and ER. Students should be encouraged to practice a variety of fluency building activities outside of class, just as teachers practice during class.

"Are there any good ways to use Active Skills for Reading for self-study?"

Individuals can use the Active Skills for Reading materials for self-study. Along with the audio CDs, individuals can practice on their own, using the reading strategies, vocabulary strategies, and reading comprehension checks to improve reading.

Unit Walkthrough

Getting Ready

Each unit begins with the *Getting Ready* section, which usually contains visual prompts in the form of photos or illustrations, and discussion questions, or a survey, all related to the unit topic. The aim of this section is to *activate students' prior understanding*, or background knowledge, about the unit topic. Many of the questions are designed so students will personalize the topic and bring their own real-life experiences into the classroom.

Getting Ready

Discuss the following questions with a partner.

- 1 What foods do you see in the pictures?
- 2 Which ones do you like? Which ones don't you like?
- 3 Do you like to cook? What dishes can you cook?

In the Classroom

As the teacher, if you feel that the *Getting Ready* questions are not relevant to your students' cultural environment or learning situation, feel free to write your own questions. Try not to skip over this section, but rather, prepare an activity that will meet the needs of your students. Remember that questions in this section should get students thinking about the overall unit topic. If your students' vocabulary skill level is low, think about introducing topic-related questions or activities that encourage students to generate more vocabulary.

Chapters 1 & 2

Before You Read

Every unit of the book has two chapters and each chapter begins with a section entitled *Before You Read*. This section contains a series of questions to *activate students' prior knowledge* about each chapter's reading. The *Before You Read* activities also introduce key concepts, and vocabulary, that students will encounter in the reading passage to follow.

Before You Read

Money Quiz

A. Answer the following questions.

- 1 How often do you think about money?
a all the time b sometimes c never
- 2 Are you careful with your money?
a Yes, I always keep track of how much I spend.
b Sometimes, it depends on how I feel.
c No, I usually spend when I feel like it.

In the Classroom

As the teacher, you can supplement the *Before You Read* sections in both chapters with activities you feel

will help prepare students for success with the reading. Some examples include activities that are vocabulary-based, discussion-based, or a combination of both. Feel free to develop your own activities based on those already provided in the text.

Reading Skill

Each chapter of *ACTIVE Skills for Reading, 3rd Edition* teaches a reading skill, so there are two skills in every unit. With guidance from the text, as well as the teacher, students will learn to use skills including predicting, scanning, using headings and sub-headings to predict content, skimming for main ideas, identifying transition words, making inferences, recognizing sequence of events, identifying main ideas, distinguishing main ideas and supporting details, and identifying cause and effect.

These skills aim to show students how to approach a reading text in the manner a fluent reader would approach it. Note that many of the skills appear more than once throughout the book. Through repeated practice, students will become accustomed to using each skill.

Reading Skill

Recognizing Sequence of Events

Some passages are organized according to a sequence of events. Words such as first, then, or after can help us to know the order of events.

A. These events are from the story on the next page. Without reading the passage, number them in the correct order.

- a "Delicious!" declared the rich man loudly.
- b The next morning, the innkeeper said goodbye to the rich man.
- c One day, a rich man stopped at an inn.
- d Later that evening, the rich man came down the stairs and requested dinner.
- e The rich man requested the most luxurious room at the inn.
- f Then he went upstairs to dress for dinner.
- g After he finished his dinner, he went to bed happy, full of ginger buds.
- n The innkeeper served him dish after dish of ginger buds.

In the Classroom

Each *Reading Skill* section contains a box that describes a reading skill and explains how to utilize it. Make sure students read this box before they complete the *Reading Skill* activity. If students struggle to understand the explanation and instructions, help them by providing more details or by modeling the skill. This will help students *verify* the *strategies* they are learning, and guide them in developing their reading fluency.

The readings in level 1 are approximately 300–400 words long. Each line is numbered so students can easily refer to or ask about items in the passage and teachers can more effectively answer any questions about content.

- 10 elections and join the military, but they are **prohibited** from going into nightclubs, buying alcohol like beer or wine, or gambling until they are 21.



In many Latin American¹ countries, a young woman's 15th birthday is important. At this age, she is no longer **considered** to be a girl, but a woman. To mark this special day, families with 15-year-old daughters have a celebration called a *quinceañera*. The day begins with the young woman and her family going to church. Later, there is a party to which many guests are invited.

Topic-specific vocabulary items, as well as lower frequency vocabulary fundamental to the overall understanding of the reading, are also often footnoted, as are explanatory notes on historical references in the text.

- ¹ If you make **eye contact** with someone, you look into their eyes.
² Something **instructional** is full of information, or for learning.

Reading Comprehension

Every chapter has a *Reading Comprehension* section that consists of three parts. Part A has a number of multiple choice comprehension questions. Part B involves an additional comprehension check, in a variety of question types. Part C consists of critical thinking questions to encourage readers to move beyond the text and begin applying information that they are reading in a critical way. Numerous task types are presented such as identifying true or false statements, sentence correction, statement completion, and multiple-choice questions.

The aim of the *Reading Comprehension* section is to teach students how to *think about meaning*. This section practices the reading skills—identifying main ideas, scanning, and skimming—which all contribute to comprehension of the text.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- Why did Amber decide to write this letter?
 - She wanted to talk about the good points of cell phones.
 - She thought the bad points of cell phones weren't included in the article.
 - She thought the *Sunday Globe* should not be writing about cell phones.
- According to Amber, it is polite to _____ when taking a phone call.
 - keep your calls short
 - speak slowly and clearly
 - move away from other people

In the Classroom

While completing these exercises, students should try not to look back at the reading passage for the answers. However, if their reading is generally slow, allow them to scan through the passage to find the correct answers. After students have answered the

8 Unit Walkthrough

questions, have them compare their answers in pairs or groups. Students should show each other where to find the answers in the passage. If your teaching situation permits, go over this exercise with students as a class. If you think students need more practice, create more comprehension questions based on the task types used in the chapter.

Vocabulary Comprehension

In every chapter, there is a *Vocabulary Comprehension* section, divided into two parts. Eight vocabulary items from each reading have been identified as key words that students at this level should analyze and learn in order to expand their core vocabulary. In Part A, different task types are presented, such as matching vocabulary items to correct definitions, identifying the odd word out in a sequence, and recognizing the meaning of words in context. All of the vocabulary items are colored blue to make them more easily identifiable within the passage and exercises.

In Part B of the *Vocabulary Comprehension* exercise, students practice using key vocabulary items from Part A in alternative contexts by completing cloze sentences, gap-fill activities, giving alternative examples and answering questions based on the target vocabulary, to illustrate their understanding of meaning and nuance. Both parts of the *Vocabulary Comprehension* section aim to assist students in further *cultivating* a rich *vocabulary*.

Vocabulary Comprehension

Words in Context

A Complete each statement with the best answer. The words in blue are from the passage.

- During a discussion, people _____.
 - do their own work
 - share their ideas
- If you do something during class, you do it _____.
 - at the same time as the class
 - a little before the class

In the Classroom

In addition to the exercises in the text, you may supplement this activity by having students give other examples of the vocabulary items in context, or by having them write sentences using all or some of the vocabulary items. Not all of the vocabulary items in the exercise will be new to all students; there may also be passive vocabulary items in the reading passage that students are encountering for the first time. An alternative exercise would be for students to choose five vocabulary items from the passage that are new to them, and use those words in sentences. Allow students time to share their sentences with a partner, or as a group, and encourage peer correction. If there is not enough class time to do this, assign it as homework.

Vocabulary Skill

In every chapter there is a *Vocabulary Skill* section. This is designed to teach strategies that will help students improve their capacity to learn and comprehend new vocabulary items. These strategies include creating word webs, using synonyms and antonyms, recognizing root words, using prefixes and suffixes, organizing vocabulary into topical contexts, analyzing adjective and noun endings, using compound nouns and adjectives, using phrasal verbs, and understanding word families.

Often the vocabulary items in the Vocabulary Skill exercises come from the reading passage. This helps students revise, recycle, and further *cultivate vocabulary*. It also shows students how these strategies may be used in a broader linguistic framework. In this sense, this section aims to increase students' metacognitive awareness of the process of building transferable vocabulary skills, which in turn allows them to *verify* their own reading *strategies*.

- A Look at the words in the box. Add the suffixes *-ful* and *-less* to each one to make positive and negative antonyms, then write them on the correct line. Can you add any more words?

use care thought help rest

Positive: _____
Negative: _____

- B Match the following definitions with the correct words from A. Be careful; not all of the words will be used.

- 1 thinking of others _____
- 2 moving around a lot; not relaxed _____
- 3 not paying attention when doing something _____
- 4 not able to do anything in a bad situation _____
- 5 calm, peaceful, relaxed _____
- 6 having no purpose _____

- C Complete the following sentences with the words from A.

- 1 Ming was very _____ and added salt to his coffee instead of sugar.
- 2 Be very _____ not to mix the eggs too quickly.

Vocabulary Skill

The Suffixes *-ful* and *-less*

The suffixes *-ful* and *-less* have opposite meanings. When *-ful* is added to a word it means with or full of. When *-less* is added it means without. Some root words can have both suffixes added to make adjectives that are antonyms. For example, *careful* describes something that is helpful and has a use. *Careless* describes something that is not helpful or does not have a use.

Real Life Skill and What do you think?

Real Life Skill

On the final page of each unit is the *Real Life Skill* section, which aims to develop students' reading and comprehension skills using a variety of realia. Examples of such materials include food labels, dictionary entries, journals, personal budgets, blogs, punctuation, survey questions, signs and symbols, tourist information, and Internet research.

Real Life Skill

Reading Blogs

A blog is a kind of website. There are many different types of blogs with lots of different information, but in some ways blogs are all much the same. They all have posts. Posts are like short paragraphs on a blog. Posts nearly always have a date and a title. Remember, in a typical blog, the newest post is on top.

- A Using a computer, follow these steps to collect some information about a blog.

- 1 Search the Internet using the search words *travel blog*.
- 2 Click on one of the travel blogs you found.
 - a What is the name of the blog? _____
 - b What is the title of the newest post? _____
 - c What is the date of the newest post? _____

- B Now do four more Internet searches to complete the chart. Then do two more searches using your own Internet search words.

Internet search words	The name of the blog	The title of the newest post	The date of the newest post
soccer blog			
movie blog			

In the Classroom

Every *Real Life Skill* section contains a box that gives information and guidance on developing a skill. Make sure students read this skill box before they start the activity. Reading the skill boxes will enable students to *verify* the *strategies* they are learning, and guide them in developing their reading skills.

Allow students to work in pairs to complete the exercise. If necessary, students can, and should, use their dictionaries for help. If this exercise cannot be completed during class time, have students finish it as homework.

What do you think?

Each unit ends with the *What do you think?* section. Consisting of discussion questions, the aim of this section is to get students to share their ideas and opinions about the reading topics, and to discuss in more detail the issues raised in the readings from both chapters. Many of the questions allow students to personalize the reading topics, giving students the opportunity again to bring their own real-life experiences into the classroom.

What do you think?

- 1 What are some holidays in your country? What do you do on those days?
- 2 Do you think festivals are more popular now or in the past? Why?

In the Classroom

Depending on your students' vocabulary levels, you may want to make this section more challenging by adding additional vocabulary to the exercise. Feel free to create your own activities based on those in the text. In addition, or as an alternative to the above, you may want to assign extra writing activities. Have students use some, or all, of the vocabulary in this section to write sentences of their own. If there is no class time for this, assign it as homework. If students are asked to give alternative examples of the vocabulary items, make sure to have them discuss their ideas in pairs or, if your teaching situation permits, small groups. If there is enough time, call on students to share their ideas with the class.

Motivational Tips

New to this edition, each chapter features a motivational tip to guide students to think about how they are doing and how they can spur themselves on to do better. Following these tips will help students stay motivated and encourage them, both individually and as a class, to continue to improve their reading fluency.

Factors of success. Successful readers read fluently. To be fluent, you should be able to read 200 words per minute with at least 70 percent comprehension. In this chapter, see if you can achieve this goal. Achieving the goal will contribute to your success.

Using the Audio Component

With every level of the third edition of ACTIVE Skills for Reading, there is an audio component on CD, which consists of recordings of the reading passages in the book. Using the audio can benefit both teachers and students: Non-native English teachers, for example, may wish to listen for correct pronunciation and intonation of vocabulary items and expressions in the reading. For students, the audio allows them to hear how vocabulary and expressions in the reading are spoken by a native English speaker.

Please note, however, that the passages have been recorded by native English speakers, at near native English speed. These recordings are not designed to be used for listening comprehension exercises in class, but rather as a way of attuning students' ears to the sound of native-spoken English. Students can be encouraged to build their reading fluency by listening to the CD while they read, and trying to keep the same pace as the recording. This will give them additional practice to increase their reading rate.

Review Units

After every three units there is a *Review Unit*. There are two primary purposes of the *Review Unit*. First, to provide practice in the development of *reading fluency* and second, to allow readers to review the vocabulary taught in the earlier three units.

Every *Review Unit* contains a *Fluency Strategy* box that contains information on the strategy for that unit, and gives students guidance on how to develop and use it. Make sure students read this strategy box before they start the activity. The reading passage then provides explicit practice of the fluency strategy.

Fluency Strategy: KWL

Readers can ask themselves three questions to improve their reading fluency and comprehension. The letters K, W, and L can be used to remind you of these questions. KWL stands for Know, Want, and Learn.

First Reading

There are three readings in each *Review Unit*. The first reading focuses on explicit instruction of a specific fluency strategy. SQ3R, KWL, Dealing with Unknown Words, and Reading ACTIVELY are addressed in level 1.

Self Check

After the first reading passage, there is a *Self Check*, which gives an opportunity for students to reflect on their experience using the fluency strategy taught in that *Review Unit*.

Second and Third Reading Passages

The primary focus for the second and third reading passages in each *Review Unit* is to build up reading fluency. To help students *increase reading fluency*, use activities such as Rate Build-up, Repeated Reading, or Class-paced Reading for the second passage. For the third passage, students should be encouraged to use Self-paced Reading. These specific activities for building reading rate are described below.

Four Activities for Building Reading Rate

To help students increase their reading rate, consider using one of the following activities.

1. Rate Build-up Drill

Students are given sixty seconds to read as much material as they can. After the first sixty-second period ends, they start reading again from the beginning of the text for an additional sixty seconds. This drill is repeated a third and fourth time. Students should be able to reread the "old" material faster and faster, extending into new material. By the end of the activity, students should be reading more material in the last sixty-second period than in the first. As students repeat this rate-building activity, their reading rate should increase. After four sixty-second periods, encourage students to continue reading the passage through to the end.

2. Repeated Reading

Students read a short passage over and over until they achieve criterion levels of reading rate and comprehension. For example, they may try to read a short 75-word paragraph three times in two minutes. The criterion levels may vary from class to class, but reasonable goals to work toward are criterion levels of 100 words per minute at 70% comprehension. After conducting this repeated reading activity, ask students to read the entire passage and then do the exercises.

3. Class-paced Reading

This activity requires establishing a class goal for a minimal reading rate. Once that goal is established, the average number of words per page or paragraph of the material being read must be calculated. Then how much material needs to be read in one minute to meet the class goal should be determined. For example, if the class goal is to read 100 words per minute and the material being read has an average of 50 words per paragraph, the class would be expected to read one paragraph every thirty seconds. As each thirty-second period elapses, the teacher signals for the class to move to the next paragraph. Students are encouraged to keep up with the established class goal. Of course, those who read faster than 100 words per minute are not expected to reduce their reading rate. As long as they are ahead of the designated paragraph or page they should continue reading. As part of the class-paced reading activity, one suggestion is to play the audio CD that accompanies this book and have students follow along. This would provide practice in reading fluency at the rate of the native speaker on the CD.

4. Self-paced Reading

A class goal for reading fluency can be established, such as 100 words per minute. Students can either time themselves or, if they do not have a watch with a second hand, the teacher could use a watch or clock to keep time progress on the board for the class goal. All students must start reading at the same time. When students are finished, they must look up at the board in the classroom for the time or check a watch. As students are reading, write the passing time on the board at fifteen-second intervals. Start the count after students have been reading for one minute. When students have finished reading, they should look at the most recent time recorded on the board and use it to enter their reading rate in the chart on page 176.

Reading Rate Chart

Use this graph to record your progress for each of the eight Review Reading passages. Find the intersection of your reading rate and your comprehension score. Write the number of the review reading on the chart. Your goal is to place in Quadrant 4.

335	Quadrant 2				Quadrant 4
320					
305					
290					

Reading Comprehension

After the second and the third reading passages in the *Review Unit*, there are *Reading Comprehension* sections. Each *Reading Comprehension* section consists of five or six multiple-choice questions. The aim of this section is to teach students how to *think about meaning* as well as test their ability to comprehend. Comprehension also comes about by practicing reading skills such as identifying main ideas, scanning, and skimming.

B Choose the correct answers for the following questions.

- 1 The main idea of this reading is to _____.
 - a explain why students often don't have enough money
 - b inform students about non-traditional scholarships
 - c show the difference between traditional and non-traditional scholarships
 - d encourage students not to borrow money

In the Classroom

While completing these exercises, students should try to not look back at the reading passage to find the answers. After students have answered the questions, have them compare their answers in pairs or groups. Students should show each other where to find the answers in the passage. If your teaching situation permits, go over this exercise with students as a class. If you think students need it, create more comprehension questions based on the task types used in the chapter.

Students should record their number of correct answers in the *Reading Comprehension Chart* on page 176. Recording both their reading rate and reading comprehension score will give students an overall indication of their reading fluency.

Reading Rate Chart

Use this graph to record your progress for each of the eight Review Reading passages. Find the intersection of your reading rate and your comprehension score. Write the number of the review reading on the chart. Your goal is to place in Quadrant 4.

335	Quadrant 2				Quadrant 4
320					
305					
290					

1 All About Food

Getting Ready

Answer key

1. **Clockwise from the top left:** steak with mushroom sauce, french fries, and a salad; waffles with maple syrup and strawberries; vegetables and herbs (including onions, carrots,

cabbage, cauliflower, tomatoes, parsley, dill); breads and pastries, both sweet and savory.

2, 3. Answers will vary. Encourage students to give reasons for their answers.

CHAPTER 1: A Restaurant for Change

Chapter Summary

Target Vocabulary: encourage, hands-on, healthy, ingredient, kitchen, qualified, recipe, serve

Reading Skill: Predicting

Reading Passage Summary: The article describes how celebrity chef, Jamie Oliver, known for his healthy eating campaigns, has opened restaurants dedicated to training young people as professional chefs.

Vocabulary Skill: Antonyms

Answer Key

Before You Read

A: Answers will vary. Possible answers include: 1. in a class in (high) school, culinary college, or evening classes; from their parents, family members, and friends; from TV cooking shows; from cookbooks or magazines; from the Internet; by working at a restaurant. 2. Studying cooking at culinary college or by working at a restaurant.

Reading Skill

Answers will vary. Possible answers include:

A: by promoting healthy eating habits, by teaching skills and giving jobs, by making a chef successful.

B: 2. learning to cook, and how to run a restaurant.

C: 2. Answers will vary. The correct answer is: the number of original students.

Reading Comprehension

A: 1. b (lines 4–5); 2. b (lines 7–9); 3. a (lines 10–14); 4. c (lines 26–27)

B: a. 3 (line 26); b. 2 (lines 16–17); c. 1 (lines 10–11); d. 4 (lines 27–30)

Critical Thinking

C: Answers will vary. Possible answers include:

1. by giving them the skills to get a good job or even to open their own restaurant business. 2. the idea that these are important aspects of successfully running a restaurant or any business.

Vocabulary Comprehension

A: 1. a; 2. b; 3. b; 4. a; 5. a; 6. b; 7. b; 8. b

B: Answers will vary. Possible answers include: 1. Go to a conversation class, become friends with native speakers of English, make friends online, and have video chats with them; 2. Pots, pans, cups, plates, knives, forks, spoons, stove, microwave, food; 3. Exercise and eat healthy foods.

Vocabulary Skill

A: 2. easy; 3. rest; 4. unhealthy; 5. discourage; 6. free

B: 1. unhealthy; 2. easy; 3. rest; 4. discourage; 5. dislike; 6. busy

Teaching Notes

- Before starting Unit 1, get students talking in small groups about foods they like and dislike. Then ask which foods they think will be the most and least popular among their classmates. As a class, elicit names of liked and disliked foods, making a list of each on the board.
 - Use this background knowledge to help prepare students for the unit's target **Reading Skill**, Predicting.
 - In **Before You Read**, ask students whether they like to cook and, if not, whether they would like to learn. Ask for their opinion of cooking as a profession.
 - The **Reading Skill** here is Predicting, thinking about what a reading is going to be about before actually reading. Encourage students to look at the heading and pictures and guess the topic of the reading.
 - Talk about the food industry. Discuss what it would be like to work in a kitchen. Point out that chefs cooking in restaurants have to know many recipes and work quickly without making many mistakes. Find out whether students think it is a stressful environment. Ask students if they watch any TV chefs or cooking shows. Explain that Jamie Oliver became famous as a chef with a popular TV cooking show with an emphasis on healthy eating.
 - **Reading Skill B** draws students' attention to the training process. Elicit a list of all the things students think the young chefs will learn at Fifteen.
- Discuss the benefits of the training program. Elicit example of benefits that go beyond how to cook and run a restaurant (students may learn life skills like a sense of responsibility; teamwork; how to deal with difficult people and situations; how to manage in a stressful environment; etc.).
- **Reading Comprehension**, question 3, asks students to identify what the pronoun *they* in line 12 refers to. In this case, it refers to the *new groups of 18- to 24-year-olds* mentioned in line 11. (The pronoun refers to the most recent previous noun, in this case, *18- to 24-year-olds*.) Reference questions like these are very common in checking comprehension, so have students build their language skill by drawing lines between pronouns and the words they refer to.
 - In **Reading Comprehension B**, students are asked to give the sequence of events. Suggest that they work in pairs and take turns, with one person reading each sentence while his or her partner finds the event in the text and the line it is on.
 - In **Vocabulary Skill**, the focus is on antonyms or opposites. For a warm-up, prepare a list of some common words that have clear opposites. Some examples include: day/night, good/bad, high/low, fast/slow, strong/weak, beautiful/ugly, happy/sad, young/old, etc. Read one of the words aloud and ask students to give you the antonym. Elicit other examples from students to check understanding.

Extension Activities



Reading Skill Extension: Newspaper Prediction

Have students predict the content of an article based on the headline.

1. Ask each student to bring in a short (preferably one or two paragraph) newspaper article with an interesting headline.
2. Divide the class into groups of five or six students. Cut the headlines from the news articles. Write numbers on each of the headlines. Mix up the news articles and write letters (a, b, c, etc.) on each.
3. Have each group read only the headlines first and predict what the article will say.
4. Have the group members try to match the articles with the headlines to check their predictions.



Writing Skill Extension: What a Difference an Antonym Makes!

Students write about a recent meal.

1. Ask each student to write a short description of a meal that they had recently. Explain that the description should use some of the target vocabulary.
2. Have students work in pairs and read each partner's description but change each adjective to its opposite (antonym). Elicit discussion about how the meaning of the description changed.

CHAPTER 2: Let's Make Blueberry Muffins!

Chapter Summary

Target Vocabulary: add, bake, check, mix, melt, pour, spray, cool

Reading Skill: Scanning

Reading Passage Summary: This article describes a simple recipe for blueberry muffins. It's easy to make delicious blueberry muffins by following the steps in this recipe.

Vocabulary Skill: Irregular Past Tense Verbs

Answer Key

Before You Read

A: 1. **Clockwise:** scone with jam and cream; cheesecake; crepe with fresh berries; cupcakes with frosting. Answers will vary as to which ones students have eaten. 2. Answers will vary.

Reading Skill

A: 1. nine ingredients; 2. six steps in the recipe

B: 1. Step 2 (line 7); 2. Step 4 (line 15);

3. Step 4 (line 14); 4. Step 1 (line 5)

Reading Comprehension

A: 1. a (ingredients list); 2. b (line 10);

3. c (line 18); 4. c (line 20)

B: a. 3 (line 10); b. 4 (line 15); c. 6 (line 20);

d. 1 (line 5); e. 2 (line 7); f. 5 (line 18)

Critical Thinking

Answers will vary. Possible answers include:

1. healthy ingredients: eggs, milk, blueberries;

unhealthy ingredients: sugar, butter. **2.** adding less butter or less sugar, or replacing the butter with an oil low in saturated fat, such as canola oil, and the sugar with a healthier sweetener, such as honey. The sugar on top of the muffins could also be left out.

Vocabulary Comprehension

A: 1. bake; 2. check; 3. pour; 4. spray;

5. mix; 6. melt; 7. add; 8. cool

B: Answers will vary. Possible answers include: **1.** ice; ice cream; snow; cheese can be melted, and metals and plastics can be melted down at very high temperatures for jewelry-making or recycling. **2.** You can insert something smooth and sharp, such as a fork or a toothpick, to check whether it's cooked on the inside. **3.** salt, pepper, herbs, spices, hot sauce, lemon zest, lemon juice, and butter.

Vocabulary Skill

A: broke; brought; bought; came; cut; did; ate; felt; got; went; had; kept; knew; lost; put; rode; spread; took. Possible additional irregular past tense verbs are: catch/caught; drive/drove; fight/fought; make/made

B: Answers will vary. Students might notice that some verbs do not change at all: cut/cut, put/put, spread/spread; some just change one vowel: know/knew, come/came, get/got, ride/rode; and some change one consonant: make/made, build/built. Some change both vowel and consonant, and some are simply irregular, following no pattern at all.

C: 1. brought; 2. broke; 3. came/went; 4. bought/got; 5. took/sold; 6. ate/had

Real Life Skill

A: 1. minerals; 2. vitamins; 3. preservatives;

4. additives; 5. ingredients; 6. calories

B: The second part of each answer may vary. Possible answers include: **1.** *Chocoblock* because it is sweet; **2.** *Slim Quick* because it is low in calories; **3.** *Power Up* because it is high in protein.

What Do You Think?

Answers will vary. Possible answers include: **1.** It is often healthier to eat at home where you have more control over the ingredients you use. **2.** When you are young, you need more vitamins and minerals because your body is still developing. When you are old, you might have problems eating some foods and also need more vitamins and minerals to stay healthy and strong. **3.** Many vegetarians believe in animal rights and don't want to hurt animals. Others are vegetarians for dietary, religious, or environmental reasons. Also, many people are becoming vegetarian these days because of concerns about the additives used in meat production.

Teaching Notes

- For **Before You Read**, activate background knowledge by asking students about their favorite sweets or desserts. Also ask about celebrations when they might eat special desserts.
- Some items in the pictures may not be familiar. Note that scones can be sweet or savory. In the UK, they are often served with jam and clotted (or whipped) cream. The third picture is of a crepe, which is like a pancake, but is thinner and lighter.
- The **Reading Skill** is *Scanning*, reading quickly to find specific information. Elicit situations where people might scan instead of reading the whole text. Examples include: finding a word in a dictionary, using a telephone directory to find a phone number, reading a menu to find a particular food, scanning a timetable to find the time of a train, or looking in classified advertisements for a job.
- In **Reading Skill A**, note that some of the items needed for the recipe (muffin tin, electric mixer, etc.) should not be counted as *ingredients*. Tell students that a good cook always scans to find out what ingredients and items are needed for a recipe before they start. It is important to pay attention to what ingredients and how much of each is required before you start cooking, especially for baking. If you change the proportions or forget an ingredient, you might have a cooking disaster—or make a new kind of dessert!
- In **Reading Comprehension B**, note that the final step in the exercise is not explicitly stated in the reading passage (Put the muffin tin in the oven.). Students must infer this.
- Use mime to teach the action verbs in **Vocabulary Comprehension**. Ask for volunteers to act out one of the words. Elicit the correct word from the class. For example, someone could mime pouring water into a glass or spraying a wall with paint.
- In **Vocabulary Skill C** (questions 1 and 5), make sure that students understand the difference between *bring* and *take*. *Bring* is used to describe movement toward the speaker, and *take* is used to describe movement away from the speaker.
- In **Real Life Skill**, note that reading labels and understanding what they mean is very important for people who have food allergies or can't eat some kinds of foods. In some countries, labels list foods in the order of proportion in the product. For example, if you buy fruit jam and the ingredients are listed as *sugar, preservatives, fruit*, this indicates that there is less fruit than sugar and chemicals in the jam. So, even though it is fruit jam, it's not very healthy!

Extension Activities



Reading Skill Extension: *Reading Labels*

1. Ask each student to bring in a food can or package with a label in English.
2. Divide the class into groups of four students. Ask each group to read the labels. Have them make a list of the information on each label. Some examples: size of a serving, number of calories, percentages of food values (fats, protein, carbohydrates), special warnings for allergies, and sell-by or use-by date.
3. Go around the class and have each group contribute one item from their list. Have members explain why this information might be useful.



Writing Skill Extension: *Write a Recipe*

1. Ask students to write the recipe for their favorite dessert.
2. Have students work in pairs. Tell each to check their partner's recipe. Ask them to see if the ingredients and directions are clear. Use this activity as a kind of peer assessment, for students to offer each other helpful suggestions.

2 Inventions

Getting Ready

Answer key

A: Clockwise from top left: d (microwave);
c (dishwasher); f (vacuum cleaner);
b (desktop computer); a (camera); e (smartphone)
B: (camera) 1, 1826; (desktop computer) 5,
1965; (dishwasher) 2, 1893; (microwave) 4,

1945; (smartphone) 6, 1997; (vacuum) 3,
1901

C: Answers will vary. Possible answers include:
They make our lives easier, more convenient, or
more interesting.

CHAPTER 1: Computer Beats Champs

Chapter Summary

Target Vocabulary: beat, champion, competitor, confident, confuse, machine, opponent, (a) wonder

Reading Skill: Reading for Details

Reading Passage Summary: The article describes a special event when two champion competitors on the TV game show, *Jeopardy!*, went up against a computer called Watson and played for charity.

Vocabulary Skill: Prefixes *com-* and *con-*

Answer Key

Before You Read

A: Answers will vary. 1. Students should be able to connect Watson with the machine in the picture.

Reading Skill

A: 1. F (They were both champions on the show.) (lines 3–8); 2. T (lines 13–15); 3. T (line 14, lines 28–32);
4. F (The competition was in 2011.) (lines 1–5)

Reading Comprehension

A: 1. c (lines 15–16); 2. c (lines 16–17);
3. c (lines 30–31); 4. a (line 35)

B: a. 2; b. 3 and 4; c. 1; d. 5; e. 2 and 3

Critical Thinking

Answers will vary. 1. Students could point out that Watson has a memory bank equivalent to a million books of information. 2. Students may note good/bad points of both: the computer

has a bigger memory bank but is unable to listen to its opponents' answers, while humans can use logic as well as their instincts, emotions, and feelings to answer questions even when they are not sure.

Vocabulary Comprehension

A: 1. g; 2. c; 3. a; 4. f; 5. d; 6. h; 7. b; 8. e

B: 1. confuses; 2. beat; 3. competitors; 4. confident;
5. wonder; 6. machines; 7. opponent, champion

Vocabulary Skill

A: Com-: compare; comfort; common; **Con-:** connect; contain

B: 1. connect; 2. common; 3. contain; 4. communicate;
5. compare; 6. comfort

C: 1. comfort; 2. contains; 3. common; 4. compare;
5. communicate; 6. connected

Teaching Notes

- In **Getting Ready**, remind students that *inventions* are things which people have created. Ask if students can think of other inventions, writing them on the board as they are given.
- Ask students whether they have ever thought about inventing (or tried to invent) something themselves. Ask if anyone has heard of *Rube Goldberg* inventions. Rube Goldberg was an American cartoon artist who drew pictures of complicated machines that did very simple tasks. For example, he drew a picture of a machine that took 15 steps to turn off a light. Goldberg's name is now used for any kind of invention that requires a very great effort and complex directions to do a simple task. Other cultures use different names for the same thing. In Japan, people call an overly complex invention a *Pythagoras Switch*. Some universities and schools now have competitions in which students make their own Rube Goldberg inventions.
- In **Before You Read**, encourage students to look at the picture and make guesses or predictions about Watson. Remind them that thinking about what they see is more important than arriving at the right answer.
- The **Reading Skill** of Reading for Details means students must pay close attention to the text in order to find specific details. Explain that students should train their eye to locate the key words they are looking for in the reading passage. In **Reading Skill A**, question 1, students should first look for the word *Jeopardy!* in the text.
- The **Vocabulary Skill** section focuses on two prefixes which mean *with*. Remind students about word parts such as *roots* (core meaning), *prefixes* (parts that come at the beginning of words), and *suffixes* (parts that appear at the end of words). Explain that choosing *com* or *con* for the prefix depends on the first letter of the word that comes next. Tell students that *com-* comes before the letters m, p, or b and *con-* comes before most other letters. Show students that sometimes a double letter is used when the root word starts with the same letter as the last one of the prefix, such as *communicate* or *connect*.

Extension Activities



Writing/Reading Skill Extension: Student Competition

Have students individually write about an invention. Students then read about each other's inventions.

1. Have students think of an idea for an invention, either practical or fun. Have each student write a one-page description of their invention with a simple drawing. If students need more direction, suggest a theme such as *Inventions that make school or home life easier*.
2. Collect the writings and give each one a number. Tape them to the walls and have students read each one. Have students note the number of their favorite invention.
3. Write the numbers on the board. Tell students to come to the board and write a tick or check mark next to the invention they think is best. Tally up the scores and announce the winner.



Vocabulary Skill Extension: com/con list

Brainstorm words that start with the prefixes *com* or *con*.

1. Have students work in groups of four or five.
2. Tell students they have just three minutes to make a list of every word they know that starts with *com* or *con*. Say that they may NOT use a dictionary!
3. After three minutes, ask how many words each group has listed. Ask the group with the most words to tell you the words on their list. Write each word on the board.
4. Have the other groups add words from their lists that are not already on the board. Ask students to explain why the prefix is *com* or *con* for each word.

CHAPTER 2: The Most Useful Inventions

Chapter Summary

Target Vocabulary: discussion, during, keep in touch, opinion, surely, temperature, useful, vote

Reading Skill: Scanning

Reading Passage Summary: Three people use a Web forum to share their opinions on the most useful inventions of all time.

Vocabulary Skill: Suffixes *-ful* and *-less*

Answer Key

Before You Read

A: Answers will vary. Possible answers include: 1. the bicycle, clock, elevator, mobile phone, MP3 player, e-reader, refrigerator, remote control, TV, the zipper.

B: Answers will vary.

Reading Skill

A: 1. b; 2. c; 3. a

B: 1. b; 2. a; 3. c

Reading Comprehension

A: 1. b (lines 5–6); 2. b (lines 16–17);

3. a (lines 25–26); 4. b (lines 13–18)

B: 1. K (line 23); 2. C (lines 2–3); 3. J (line 14);

4. C (line 1); 5. J (line 15)

Critical Thinking

Answers will vary. Encourage students to share their reasoning. For question 2, some students may be comfortable with posting and sharing their opinions online. Others might not want to post because they are worried about online privacy issues.

Vocabulary Comprehension

A: 1. b; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. a

B: 1. temperature; 2. useful; 3. discussions; 4. surely

Vocabulary Skill

A: Positive: useful, careful, thoughtful, helpful, restful;

Negative: useless, careless, thoughtless, helpless, restless

B: 1. thoughtful; 2. restless; 3. careless; 4. helpless;

5. restful; 6. useless

C: 1. careless; 2. careful; 3. helpless; 4. useless;

5. thoughtless; 6. restless

Real Life Skill

A: Answers will vary and should use the correct parts of speech.

B: 1. adj.; 2. n; 3. v; 4. n; 5. v

What Do You Think?

Answers will vary. Possible answers include:

1. Fire, stone tools, the wheel, pottery, and agricultural tools.
2. Edison (light bulb), Wright (airplane), Watt (steam engine), Marconi (radio), Cai Lun (paper), Berners-Lee (World Wide Web).
3. Students might think about inventions related to energy resources, communications, and transportation.

Teaching Notes

- In **Before You Read**, encourage students to discuss their favorite inventions and give reasons.
- In **Reading Skill**, review the idea of *scanning*: reading very quickly to find specific information. Students should look only for dates in **A**, and only look for the name of the invention in **B**.
- Check that students know the term *Web forum*. A *Web forum* is an Internet discussion site, like a message board, where people with shared interests discuss them online.
- For **Reading Comprehension**, students should read Jorge's post carefully to understand the various ways he uses the Internet. He sells clothing on his website to people all over the world. He also uses the Internet to communicate or keep in touch with people through email.
- Point out that *opinion*, one of the vocabulary words, refers to individual beliefs, rather than facts which can be proven with evidence. Students will often be asked to give their opinions and should

be encouraged to support opinions with reasons. At the same time, opinion questions have no one correct answer, so be prepared to listen to and accept multiple individual opinions.

- In the **Critical Thinking** section, be aware that some students might be reluctant to post their

opinions on the Internet. Students should also be advised to be careful when using their names, locations, or photographs online. Such information can sometimes be misused.

Extension Activities

www.irLanguage.com



Listening/Speaking Skill Extension: *Different Meanings*

Have students brainstorm additional meanings for words.

1. Explain that some of the words in **Real Life Skill B** have other meanings and parts of speech. Divide the class into three groups and give each group one word: *cool*, *form*, or *joke*.
2. Give groups five minutes to brainstorm other meanings for their word. Hint that they should try to identify which part of speech the new meaning belongs to.
3. Have each group present their ideas to the rest of the class.
4. Ask other groups to add any additional meanings. Some examples:
cool: an adjective meaning *excellent* (He's a cool guitar player.), *calm* (Ann keeps a cool head in emergencies.), or *not friendly* (Her mother gave me a cool greeting when I arrived late for dinner.).
form: a noun meaning a *document* (I just need to fill out this application form), in the UK it is also a noun referring to a *grade or class* at school (Lyn is in sixth form this year.), or in the phrase *in good form* meaning happy or *performing well* (Wang was in good form for the piano exam on Tuesday.).
joke: a noun meaning *something is ridiculous in a negative way* (The price of that dress is a joke! It's so expensive and not even nice.), it can also be used to describe *something as easy to do* (That test was a joke. I finished it in 5 minutes).



Writing/Reading Skill Extension: *Web Forum Quick Write*

Create a forum, so students can write opinions and responses.

1. Explain that the class is going to create a forum, in hand-written form, whose topic is *Inventions!*. Explain that each student will write a "post" and respond to others' posts and comments.
2. Divide the class into groups of four students and make sure each person has a large sheet of paper. Have students sit in a small circle. Ask each to think of an interesting invention. If the class needs help brainstorming, share these inventions with them: sunglasses for dogs, a blanket with arms so you can wear it, a fan attached to chopsticks, the Segway, umbrella hats, shoes for cats.
3. Give three minutes for each student to write a few sentences describing their invention. After three minutes, give the signal to change papers. Have students pass papers to the right.
4. Have students read the "post" they have received, and give their opinion in two sentences, with reasons for why they like or dislike the invention.
5. After three minutes, give the signal to pass the "forum page" to the right again. Remind students to read and think about the other opinions written before writing their own.
6. After three minutes, give the signal to pass the sheets of paper again. Have the last students in each group read and write their opinions. Give time for each group member to read the whole forum. Have each group discuss their opinions.

Note: This activity gives students additional practice with some of the unit skills. They must quickly scan the incoming material and form opinions with support. The goal is to get students to read and respond very quickly with an emphasis on communication (not accuracy or perfection). As is often the case with real Web forums, the writing will be informal and have errors. Since each person may choose to write about a different invention, students have to quickly change from one topic to another.

3 Studying Abroad

Getting Ready

Answer key

1–3. Answers will vary. Encourage students to provide examples and reasons for their answers. If possible, bring a world map to

class and have students point to the countries they have visited, or would like to visit.

CHAPTER 1: Want to Study Abroad?

Chapter Summary

Target Vocabulary: abroad, comfortable, culture, excellent, exciting, experience, make sure, miss

Reading Skill: Using Subheadings to Predict Content

Reading Passage Summary: An advertisement gives information about studying abroad, including reasons to go, advice on things to think about before leaving home, and ways to adjust in a new country.

Vocabulary Skill: Compound Words

Answer Key

Before You Read

A: Answers will vary. Possible answers include: to find adventure, learn specific skills, study at a school, become independent, develop a global perspective.

B: Answers will vary. Students should give reasons.

Reading Skill

A: Answers will vary. Possible answers include: **Why do it?:** Reasons for studying abroad, specifically ones like the list in A above; **Making the right choice:** The details of the decision, such as where to go, how long to stay, how to manage; **Getting ready to go:** Preparations ranging from reading up on the destination to packing and getting paperwork ready, like visas, passports, and applications; **Once you are there:** Suggestions for adjusting to a new place

Reading Comprehension

A: 1. c (lines 9–14 & 34–35); 2. c (entire passage);

3. a (line 28); 4. c (lines 30–31)

B: a. 4 (lines 33–34); b. 3 (lines 27–28); c. 2 (line 25);

d. 1 (lines 20–23)

Critical Thinking

1. Mostly students, but also teachers and parents who want to get more information for students.

2. Answers will vary. Have students first list what is already given in the reading passage. Make sure they understand that their task is to provide *additional* advice.

Vocabulary Comprehension

A: 1. kitchen; 2. competition; 3. homesick; 4. funny; 5. sick; 6. opinion; 7. work; 8. miss

B: 1. culture; 2. make sure; 3. miss; 4. comfortable

Vocabulary Skill

B: 1. credit (credit card); 2. time (part-time); 3. water (water fountain); 4. book (notebook); 5. pass (password); 6. sick (homesick)

C: 1. credit card; 2. water fountain; 3. homesick; 4. part-time; 5. password; 6. notebook

Teaching Notes

- In **Getting Ready**, note that *abroad* usually has the same general meaning as *overseas*, someplace outside one's own country. However, in many continents it is possible to go outside your home country without traveling over seas or oceans. For example, American students might study in Mexico without crossing an ocean.
- **Before You Read** mentions being able to speak English all day. English is used in different ways all around the world. According to linguist Braj Kachru, countries where English is spoken as a first language are *inner circle* countries, including the United Kingdom, United States, Ireland, Canada, Australia, and New Zealand. The *outer circle* includes countries where English is an important second or official language, such as India or Malaysia. In *expanding circle* countries such as China or Russia, English is taught as a foreign language.
- *Culture* is a complicated concept, but it generally refers to the shared ideas and traditions specific to a particular people or place. People typically become more aware of their own culture once they immerse themselves in a different culture.
- Parts of the **Reading Passage** and **Reading Comprehension** deal with homesickness and culture shock which are anxious and uncomfortable feelings that people experience when first living in a different culture. Culture shock has four stages. In the first stage, the *honeymoon stage*, everything about the new place is wonderful. In the second stage, when people start to deal with cultural differences, they become unhappy and often feel homesick. The third stage is one of adjustment, when newcomers start to understand how things work. In the fourth stage, people start to feel more comfortable with the new culture. Discuss with the class. Ask if they have ever experienced homesickness or culture shock.
- There are several main ways to form words. Units 1 and 2 dealt with prefixes and suffixes. In this unit, the **Vocabulary Skill** section presents *compounding*, where two independent words are combined to make a new word. Sometimes compound words run together (notebook), sometimes they are hyphenated (part-time), and other times they remain two separate words with one meaning (credit card). Draw students' attention to the parts of speech of the compound words.

Extension Activities



Writing/Speaking Skill Extension: *Making a To-Do List*

Have each student make a list of things to do before leaving for a year to study abroad.

1. Students should work alone. Have each student decide on a country to live and study in for a year.
2. Tell students that it is now six weeks before they leave for their year abroad. Explain that they must write a list of things to do before they leave. Suggest that students review **Getting ready to go** in the reading passage. Tell them to list at least ten additional items.
3. Allow about five minutes for students to write their lists. When they have finished, ask them to compare their lists.



Speaking/Listening Skill Extension: *Homesickness Prevention Plan*

Have students brainstorm in small groups about things they could do to prevent homesickness.

1. Use this activity to build on the second question in the **Critical Thinking** section. Explain that good planning can help people adjust to a new culture and prevent extreme homesickness. Ask students to work in groups of four to brainstorm ideas. Offer some ideas to get started, such as:
 - good preparation for what to expect in a different country (reading, Internet research)
 - keeping in touch with friends and family at home (email or phone)
 - continuing hobbies or sports and joining groups in the new place
 - planning not to be alone on important holidays
 - finding familiar food or music in the new location
2. Give each group time to develop some ideas. Have them share and compare with another group.

CHAPTER 2: My Travel Journal

Chapter Summary

Target Vocabulary: awesome, embarrassed, hardly, improving, journal, lots of, practice, shy

Reading Skill: Reading for Details

Reading Passage Summary: Maria's travel journal tells of her gradual adjustment to life as a student in New York over a two-month period.

Vocabulary Skill: Adjectives ending in *-ed*

Answer Key

Before You Read

A: 1. Maria; 2. New York City; 3. a (more than a month)

B: 1, 2. Answers will vary. Encourage students to support their answers with reasons.

Reading Skill

A: checked: 1 (line 13), 5 (lines 11–12), 6 (lines 10–11)

B: checked: 3 (lines 18–19), 4 (lines 17–18), 6 (line 17)

Reading Comprehension

A: 1. b (lines 2–4); 2. c (lines 5–6); 3. b (lines 10–11); 4. c (lines 20–21)

B: order: 3 (line 10); 1 (line 2); 2 (lines 2–4); 4 (line 17)

Critical Thinking

Answers will vary. Possible answers include: 1. If their classmates are from different countries, students will probably speak more English at school. 2. Phrases for students to use when they don't understand, are: *Excuse me, I'm just learning English. Could you repeat that?*

Vocabulary Comprehension

A: 1. a; 2. b; 3. a; 4. a; 5. b; 6. a; 7. b; 8. b

B: Answers will vary. Possible answers include:

1. mountains, forests, or specific places like Canada, Russia;
2. Watching movies in English with subtitles, reading English books, surfing on the Internet in English;
3. Students should name English-speaking TV or movie stars whom they admire;

4. Students should support their opinions with personal stories about language learning.

Vocabulary Skill

A: 1. depressed; 2. embarrassed; 3. excited; 4. tired; 5. worried; 6. interested

B: 1. depressed; 2. tired; 3. worried; 4. excited; 5. interested; 6. embarrassed

Real Life Skill

C: Answers will vary. Encourage students to use the entry in **B** as a model for their own journal entry. Make sure students write the date, use past tense, and a few sentences about the experience of reading/watching a book or story that they like.

What Do You Think?

Answers will vary. Possible answers include:

1. If students have already done the Homesickness Prevention Plan extension activity from Chapter 1 of this unit, they will have some ideas. Other ideas include making new friends; keeping a journal to share with friends and family at home; taking photographs and making a scrapbook; and getting lots of rest and exercise.
2. Answers may be similar to **Before You Read A** in Chapter 1 of this unit. Emphasize the importance of talking with and getting advice from people who have already studied abroad.

Teaching Notes

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- In **Before You Read**, explain that students will practice scanning subtitles and looking at pictures to get specific information and make informed guesses.

- In **Reading Skill**, encourage students to pay careful attention to the date of each journal entry and the specific details in the questions. Ask them to point to the place in the reading passage

that supports each of the three items they have checked.

- For **B**, explain that although Maria wrote about her *plans* to walk around the city and write for a student newspaper, as of October 27 she had not actually done these things yet.
- In **Real Life Skill**, students are given some tips for keeping a journal. Journals can be very useful language learning tools. For classes that do regular writing, journals are a good way for students to practice and for teachers to read and

comment on their writing. Mistakes in spelling, grammar, and vocabulary should not be corrected in journals. Journaling can also help get students in the habit of writing regularly and independently.

- Remember that people have different learning styles. While some students may enjoy free/un-guided writing, students who are more visual or tactile learners might need more focus. Suggest that they write about a photograph, a newspaper clipping, or a souvenir from a trip.

Extension Activities



Writing Skill Extension: *New Experiences Journal*

Have students write about new experiences with emphasis on their feelings. Make this activity private (not collected or graded) to encourage students to get into a writing habit for themselves.

1. Explain that we *all* have new experiences and that we all feel certain emotions about doing something for the first time. Tell students you want them to think about something they did recently for the first time, such as play a new sport, eat an unusual food, or go to a new place.
2. Ask students to write a journal entry about their new experience and how they felt about it at the time. Be sure to tell them that their writing is *private*.
3. Point out that if they write about something after it just happened, it is fresh in their minds and they can remember many details. Have students make a note on their calendars to re-read this journal entry after one month and then again after two months. Tell them to check at those times whether their feelings are the same or different.



Listening/Speaking Skill Extension: *Country Challenge*

Have students think of countries starting with each letter of the alphabet. Use this activity to enhance students' awareness of other countries and languages.

1. Write the alphabet in large letters on a sheet of paper, and then cut the paper into small pieces so each piece has one letter. Put the pieces of paper into a bag and mix them up.
2. Divide the class into three teams. Tell them that they will take turns picking a letter from the bag. Give each team one minute to think of a country starting with that letter (3 points), its location by continent (1 point), and anything they know about languages spoken there (1 point). Have each team share their answers. Keep a tally of scores on the board.
3. Explain that when one team cannot think of an answer, another team has the chance to answer and get the points. Pass on any letters for which no team can think of a country.
4. Have each team take a turn selecting a letter and brainstorming countries until there are no more new letters. Go back to any letters that students passed on. Offer double points for answers. Give teams time for brainstorming. In the end, tally up the scores and announce the winners.

Note: It may be helpful to print out/prepare a list of countries in alphabetical order. You can find them online (http://www.wikipedia.org/wiki/Countries_of_the_world) or in an almanac. A few letters have only one country each, for example: Oman, Qatar, and Yemen (all Arabic speaking countries in the Middle East).

4 Money and Budgets

Getting Ready

Answer key

Answers will vary. Possible answers include:

1. Food, entertainment, clothing, etc. Students should use the pictures for inspiration. 2. Food,

transportation, or school expenses. 3. Having a budget, using cash instead of credit cards, and buying only what you need.

CHAPTER 1: A Student Budget

Chapter Summary

Target Vocabulary: advice, average, borrow, education, list, per, personal, worry

Reading Skill: Skimming for Main Ideas

Reading Passage Summary: The article discusses the costs of a college education, which is expensive, so students need to budget carefully to ensure that they will have enough money to pay for everything.

Vocabulary Skill: Prefixes *in-* and *ex-*

Answer Key

Before You Read

Answers will vary. Possible answers include:

A: technology and laboratory fees, and club membership fees.

B: scholarships, or loans from family or from the bank.

Reading Skill

A: 1. students and, possibly, parents; 2. Possible answers include: college newspapers, magazines for young adults, or university websites; 3. c (Note: 'a' and 'b' are mentioned, but are not the main idea.)

Reading Comprehension

A: 1. c (lines 2–3); 2. a (lines 10–12); 3. b (lines 23–26); 4. c (lines 13–15)

B: 1. T (lines 6–7); 2. T (lines 17–19); 3. F, they can also work part-time to earn more money. (lines 26–29), 4. T (lines 14–16 and 23–26)

Critical Thinking

Answers will vary. Possible answers include:

1. Money trouble usually means debt, which happens when people spend more than their income. Credit

cards can be dangerous for young people who haven't learned to control their spending. Also, many students like to go out often, which can become expensive.

2. It can be difficult for some people to keep up with their course-work and also hold down a part-time job, but by planning carefully, many students manage to balance studies with part-time work.

Vocabulary Comprehension

A: 1. f; 2. g; 3. e; 4. h; 5. b; 6. d; 7. a; 8. c

B: 1. borrowed, worry; 2. education, average; 3. advice; 4. per

Vocabulary Skill

A: 1. import; 2. inhale; 3. expense; 4. exclude; 5. introverted

B: 1. import; 2. inhale; 3. exclude; 4. income; 5. introverted

C: 1. inhale; 2. include/exclude; 3. expense; 4. extroverted; 5. imported

Teaching Notes

- In **Getting Ready**, students might share how they spent money last weekend, for example. Point out that students can use categories other than those in the pictures. For example, they might use *personal care* (haircuts, cosmetics), *technology* (laptops, smart phones), *hobbies or sports* (supplies, equipment, fees), or *vacation* (sightseeing).
- In **Before You Read**, note that in some countries, the government pays for, or subsidizes, tuition or other costs of higher education.
- In **Reading Skill**, have students find the words *pay*, *cost*, and *money*, and circle or underline the words. As they skim for the main idea, encourage them to read the material quickly for *gist*—general comprehension.
- Help students realize that not all ideas are equally important. Explain that, in English, there is usually one main idea in each paragraph known as the *topic sentence*. The topic sentence is often the first or last sentence of the paragraph, and is typically supported by other points in the paragraph.
- In **Critical Thinking**, question 2, point out that if students are able to manage a part-time job during university, it can benefit them in a number of ways. It usually means that they have to borrow less money, and decreases their debt load (the total amount of money they owe). This can make some of their choices after graduation a bit easier, for example, whether they can go on to graduate school, or move to another city. A part-time job also cultivates good habits, including the importance of punctuality, reliability, and responsibility. Note that with some intensive university courses, it may not be possible.
- The **Vocabulary** word *borrow* means you have to pay back the money, often with *interest* (additional money added to the amount they borrow). This is especially true if they borrow money from a bank or the government.

Extension Activities



Integrated Skills Extension: Making a Time Budget

This activity encourages students to track their use of time and develop a practical time budget.

1. Tell students that they need to manage their time as well as their money. Point out that everyone gets only 24 hours in a day. Explain that, unlike money, you cannot borrow or earn more time to make up for time already spent. Important work in this activity will be done outside of class.
2. Ask each student to write a quick list of categories for how they spend their time or brainstorm a list with the class. Some possible categories are *class time*, *study time*, *part-time job*, *social activities*, *sports*, *eating*, and *sleeping time*. Have students compare their lists with a partner.
3. Have students guess how much time they spend each day doing each activity, then calculate how much free time they have. Have students write their names on the paper and hand it in.
4. For the next week, have each student keep a written log of how they spend each day. Expect that days will differ according to their activity schedule and whether it is a weekday or weekend. Tell students that after one week they must come to class with a log of how they spent their time during the week. Make sure students understand that the log should be organized by categories.
5. When the students bring their time logs, give them back their guesses from the week before. Ask students to compare their *actual* time with their *estimates*. Ask them if there are new categories that they didn't think about at first. Give students a few minutes to work alone. Have them get in groups to compare their time logs. Have them discuss ways that they can each use their time better.
6. Elicit a class discussion on good student time management. Write student suggestions on the board. Some ideas include: plan for time to study during the day and don't put it off until evening, study in short time blocks and reward yourself with a break, always have a book or study cards available to make good use of waiting time, budget time for relaxation and entertainment, include adequate time for eating, exercising, and sleeping.

CHAPTER 2: My Money

Chapter Summary

Target Vocabulary: earn, interest, owe, rent, second-hand, split, stick to, transportation

Reading Skill: Identifying Supporting Details

Reading Passage Summary: In an online article, reporter Min Young interviews Lisa, an American college student, about her budget. Lisa talks about her income, her expenses, and the ways she economizes.

Vocabulary Skill: Organizing Vocabulary: Words Relating to Money

Answer Key

Before You Read

A: 1–5. Answers will vary. **B:** Students may be uncomfortable sharing their financial situation, so allow students to select their own partners.

Reading Skill

A: Lisa has to work part-time. She also lists the following expenses on lines 19–20: rent, meals, cell phone, books, transportation, and clothes. These are things she pays for with the money she earns. The list doesn't include any additional luxuries.

B: Answers may vary. Lisa provides a total of six ways in which she saves money: rents movies and splits the cost with her roommates (line 24); cooks her own food (line 25); walks or rides a bicycle (line 27); buys second-hand clothes (lines 27–28); borrows books and magazine from the library (lines 28–29); is careful to save water and electricity (lines 29–30).

Reading Comprehension

A: 1. c (lines 10–11); 2. a (line 16);

3. c (lines 22–24); 4. a (line 25)

B: 1. F, Min Young is interviewing Lisa. (lines 1–3); 2. F, Only some of Lisa's money comes from her parents. (lines 10–14); 3. T (line 23); 4. T (lines 27–28)

Critical Thinking

Answers will vary. Possible answers include:

1. Lisa is careful with money. She seems very responsible about working and saving. She also listens to and follows her mother's advice. Students should infer personality traits from this information.

2. To save money, students can typically buy second-hand textbooks, furniture, appliances, cars, etc. They can also save money by not eating out, going to the movies, or taking weekend trips, etc.

Vocabulary Comprehension

A: 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. a; 8. a

B: 1. earn/earned; 2. stick to; 3. transportation; 4. rent; 5. split; 6. owe

Vocabulary Skill

A: 1. O; 2. I; 3. I; 4. I; 5. O; 6. O; 7. O; 8. O; 9. O; 10. O

B: 1. lend; 2. pay; 3. buy/borrow; 4. income; 5. spend

Real Life Skill

A: Students budgets will vary. Students should read each step and write their personal budget.

B: Students may find a variety of student budgets and suggestions for managing money. Assign this task for homework. Have students look for budgeting suggestions not already mentioned in the unit.

What Do You Think?

Answers will vary. Possible answers include:

1. by giving their children an allowance when they are young (children then learn to budget over a weekly or monthly time period). Parents can also teach by example: if parents are responsible with money, children will learn by watching them.
2. getting part-time jobs, including working in restaurants or shops, tutoring, babysitting, etc.
3. Extra money can be saved for an important event, used to buy something special, or invested.

Teaching Notes

- In **Before You Read**, question 5, ask about students' future plans. Elicit discussion about why they might need to save money now. Ask if anyone plans to attend graduate school, travel to another country, or get married soon after graduation. Elicit ideas about other future plans that might require some savings.
- In the vocabulary at the end of the **Reading Passage**, note that a *semester* is quite similar to a *term* in the U.K. school calendar. Alternatively, at some schools, a *semester* consists of a few terms.
- Tell students to try answering the **Reading Comprehension** questions from memory first, before checking their answers.
- For **Critical Thinking**, encourage discussion about similarities and differences with Lisa. Some students might know the words *thrifty* or *frugal*. Explain that a *thrifty* person spends money carefully, and a *frugal* person avoids wasting anything. *Second-hand* means that the items were previously owned and used by someone else. This is different from *seconds*, which are items that have a flaw, and so are sold at a lower price. Second-hand items are often sold in thrift or charity shops, while stores or factories sell seconds. Buying both these kinds of items is a thrifty way to get goods for less money. Sometimes second-hand clothes are considered *vintage*, which means they are collectibles, like antiques. Vintage clothes can be expensive even though they are second-hand.
- In the **Vocabulary Comprehension** section, an American idiom for splitting the bill is *to go Dutch*, which means that each person pays their own way.
- In British English, *transport* is used instead of *transportation*. Remind students that the preposition *by* is used for transport/transportation except for *on foot*. For example: *Martin usually commutes by bus or bicycle, but today he came to the office on foot.*

Extension Activities



Writing Skill Extension: *In My Dreams...*

Have students do a quick writing response to the question: *If I had endless amounts of money, what would I do?*

1. Talk about the question. Make sure students understand that they should imagine a life without money worries. Tell the students not only to write about what they would buy, but how their lives would change. Tell the students that they should write quickly and try not to stop.
2. Tell students they have ten minutes to write. Begin timing as they start writing.
3. Tell students when they have only one minute left. When time is up, tell students to stop writing and turn their papers over.
4. On the other side of their paper, have students write a maximum of four key words. Explain that one word should be the main idea of their writing and the other three are details or examples they used. (They will use this in the follow-up activity below.)



Speaking/Listening Skill Extension: *What Is Your Dream?*

Connect this activity to the **Writing Skill Extension**. Have students look at each other's key words and guess their partner's dream.

1. Have students work in pairs. Say that one is the Dreamer and the other the Guesser.
2. Have each Dreamer show his or her key word list. Tell the Guessers to look at the list and then try to guess the dream by asking five questions or less.
3. Tell each pair to change roles. Have them repeat the activity.
4. Elicit discussion about guessing. Point out its usefulness in language learning. Ask who guessed the dream correctly after the first question, the second question, and so on.

Note: Use this activity to teach student writers to identify their main ideas and supporting details. For this purpose, the writing itself does not need to be accurate in grammar, spelling, punctuation, etc.

UNIT

5 Our Modern Lifestyle

Getting Ready

Answer key

Answers will vary. 1. Make sure students understand each technology concern.
2. Possible answers include: misuse of cell

phone cameras or annoying ring tones. For the Internet, complaints might include illegal use of information or cyber-bullying.

CHAPTER 1: Cell Phone Etiquette

Chapter Summary

Target Vocabulary: address, annoying, pay attention, combination, constantly, convenient, emergencies, impolite

Reading Skill: Identifying Transition Words

Reading Passage Summary: In this letter to the editor, a newspaper reader comments that a recent article failed to deal with cell phone problems, so she gives some advice about how to deal with such problems.

Vocabulary Skill: Using Transition Words

Answer Key

Before You Read

A: Answers will vary. 1. Reasons should include the rudeness of answering the phone when someone else is speaking and the likelihood of disturbing other people. 2. Possible answers include: completely banning cell phones in classrooms, or permitting their usage in emergency circumstances only.

Reading Skill

A: likewise (line 28); in fact (line 19); additionally (line 23); that's why (line 24); furthermore (line 15); for instance (line 27); on the other hand (lines 5–6)

B: 1. that's why; 2. additionally, furthermore, in fact; 3. likewise; 4. on the other hand; 5. for instance

Reading Comprehension

A: 1. b (lines 5–7); 2. c (lines 13–14, 21–25)
3. a (lines 24–25); 4. c (lines 26–29)

B: 1. paragraph 3; 2. paragraph 2;
3. paragraph 3; 4. paragraph 2

Critical Thinking

Answers will vary.

1. Students should give examples from their daily life.

2. Possible answers include: being able to meet up with friends and/or changing plans more easily, being able to make calls in places with no public phones, staying in contact easily with friends and family, quick access to a camera if you would like to take photos, being able to access the Internet for entertainment or information like maps and bus or train timetables, having GPS functionality, etc.

Vocabulary Comprehension

A: 1. listen; 2. neglect; 3. company; 4. convenient;
5. joke; 6. rarely; 7. impolite; 8. loud

B: 1. address; 2. constantly; 3. pay attention;
4. convenient

Vocabulary Skill

A: Students should understand how to use each transition word.

B: 1. for example/for instance;
2. thus/therefore/that's why; 3. likewise/similarly;
4. in contrast/on the other hand/however;
5. in addition/additionally/furthermore;
6. that's why; 7. likewise/similarly

Teaching Notes

- In **Getting Ready**, make sure students know that it is OK to disagree with the technology concerns raised. Encourage students to express their own opinions. If there is time, elicit a classroom discussion about cyber-bullying, or bullying over the Internet. Ask if students have heard of it, or experienced it, and what they think about it.
- Throughout the unit, the term *cell phone (cell)* is used, which is common in the United States and Canada. In many other countries, the term *mobile phone (mobile)* is more common.
- For **Before You Read**, note that the pictures depict a library, an elevator, a cafeteria, a train or subway, a classroom, and a restaurant, all places where cell phone use should be minimal. For question 2, students should think about other cases where etiquette is important, for example, when meeting someone for the first time or when dining out.
- In **Reading Skill**, students should circle the transition words in the reading. Encourage them to cross out each word in the box after they find it.
- In **Reading Comprehension**, question 2, explain that, while Amber does mention keeping calls short (line 14), in relation to *politeness* she specifically states one should move away from other people when taking a cell phone call (lines 24–25).
- For **Critical Thinking**, question 2, students might mention the convenience of cell phone apps, which are available on smartphones. Chapter 2 deals with apps in more detail.
- In **Vocabulary Comprehension**, make sure students understand that the term *pay attention* means *concentrating or looking and listening in an alert way*. Point out that if you say *May I have your attention, please?* you are asking others to listen and focus on what you are saying or showing them.
- In **Vocabulary Skill**, explain that there are subtle differences in meaning between some transition words. This is why one answer can be better than another, although the general meanings are quite similar. For example, for question 6, the term *therefore* would seem too formal.
- Make sure to have students review transition words they already know. For example, elicit the word *however* (ask if they know a word that means the same as *but*.) Point out that *however* usually occurs at the start of a sentence, and students should avoid starting sentences with *but*. Point out that *in addition* and *additionally* are used in the same way but are different terms.

Extension Activities



Role Playing/Speaking Skill Extension: Cell Phone Skit

Have small groups act out skits about cell phones. Have the class guess the complaint and act out solutions.

1. Have students form groups of four or five. Have each group think of a bad cell phone situation to act out for the class. Explain that the audience must decide by inference what the situation is and then think about a solution.
2. Give the groups time to plan their skits. Then have them take turns performing. Ask the students watching to identify the problem and think of a solution. Give them time to discuss and plan. Have a different group act out a similar skit in which better phone etiquette is used. **Example:** A group pretends that they are strangers in an elevator. A cell phone rings loudly and one person answers. She carries on a conversation with her boyfriend and everyone else is embarrassed. In the solution skit, the girl may pick it up and quickly say *I'll call you back in a minute*.



Reading/Writing Skill Extension: Student-designed Quiz on Transition Words

Have students design gap-fill sentences to test each other on transition words.

1. Have students form groups of five. Have each group write a gap-fill sentence for each of the five kinds of transition words on page 63. Make sure the whole group helps to write the sentences. Alternatively, they can assign a category to each group member. Tell the group to go over each sentence and agree on which answers are acceptable. Make sure they don't write the answers.
2. Have two groups exchange quizzes. Tell each group to discuss and fill in the blanks. Then have them check answers with the group who wrote the quiz.

CHAPTER 2: Smartphone Apps for Travelers

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Chapter Summary

Target Vocabulary: combine, confirmation, download, frequent, imagine, prepare, translate, typically

Reading Skill: Making Inferences

Reading Passage Summary: This article describes three cell phone apps for travelers.

Vocabulary Skill: Word Webs

Answer Key

Before You Read

A: 1. and 2. Answers will vary.

B: Examples include music, healthcare, fitness, social networking, lifestyle, news, entertainment, etc.

Reading Skill

A: 1. a; 2. c; 3. b; 4. b; 5. a

Reading Comprehension

A: 1. a (lines 1–4); 2. a (lines 5–10);
3. c (lines 5–8); 4. a (lines 30–35)

B: **Talk to Me** 1, 3, and 5; **TripIt** 1, 4, and 5;
Cityseekr 1, 2, and 5

Critical Thinking

Answers will vary. Possible answers include:

1. cost considerations plus the convenience of having useful information available on their phone rather than carrying a book around, as well as the fact that changing information can be quickly and easily updated in an app, but not in a printed book.
2. greater ease of access to travel changes and other travel information, and the convenience of online check-in rather than queuing to check-in.

Vocabulary Comprehension

A: 1. d; 2. b; 3. g; 4. f; 5. c; 6. h; 7. a; 8. e

B: Answers will vary.

Vocabulary Skill

A: Answers will vary. Many connections are possible.

B: Students should choose different words.

Real Life Skill

A: Answers will vary. Note that the popularity of some blogs may change as new ones are published.

B: Answers will vary. Possible additional blog categories include: food, shopping, and exercise.

What Do You Think?

Answers will vary. Possible answers include:

1. Students should discuss areas that have been improved by technology. (medical services, transportation, and communications)
2. Students should discuss how they get new information on a daily basis, and what effect the information or medium has on their daily lives.
3. Students who have their own Web pages or blogs might share what topics they write about.

Teaching Notes

- For **Before You Read**, activate background knowledge by asking students about their favorite apps. Note that new apps are being developed all the time. Make a list of the additional app categories provided by students on the board. Ask students if there are any disadvantages to using apps. Elicit a classroom discussion on this.
- The main **Reading Skill** is *Making Inferences*, which some people call *reading between the lines* because you are identifying attitudes, opinions, emotions, and intentions or meanings that are not actually written (or said). In real life, we often use the skill of inference to understand what people say or write. With speaking, body language and tone also add to meaning and help us infer accurately. In writing, tone is communicated through word choice and punctuation.
- In **Reading Skill**, question 4, ask students to provide more examples of travel confirmation documents: confirmations for hotel reservations, airport transfers, or car rental.
- In **Reading Comprehension**, question 3, have students note that we use *it* (subject pronoun) when the pronoun refers to the main topic (or subject) of the sentence, in this case, the **Talk to Me** app.

- In **Critical Thinking**, ask students if they only use free apps; and how they feel about paying for certain apps. Aside from their available budget, find out how they feel about the *principle* of paid apps.
- For **Vocabulary Comprehension A**, question 1, ask students what kind of files they typically download from the Internet. Answers may include music, movies, software, or documents. Explain that the opposite is *upload*, which means to transfer data from one computer or device to another device, or onto the internet.
- In **Vocabulary Comprehension B**, encourage students to provide as much detail as possible. For question 2, possible answers include being a good communicator, a quick thinker, and an excellent listener who can pay attention to detail.
- For **Vocabulary Skill**, note that word webs, like spider webs, have many points of connection. Students should decide which words can be connected by lines. Explain that word webs often use large circles for more important terms and smaller ones or lists for less important terms. Remind students that there is no one correct word web. Then let them see everyone's word webs. Encourage students to explain how they organized their webs.
- In **Real Life Skill**, ask students whether they read blogs frequently or occasionally, or at all. Ask which blogs are popular among their peers, and why. Elicit a class discussion about the positive and negative points of blogs.
- For **What do you think?** question 2, one possible issue is the reliability of information on the Internet. Ask students if they buy as much printed material (newspapers and magazines) as they did two years ago. Elicit discussion on this. For question 3, ask students to volunteer to share their blogs with the class. Even though they are posted online for all to see, blogs can be very personal, and some students may not be comfortable sharing them.

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Extension Activities



Listening & Speaking Skill Extension: *Developing a New App*

Note: Students will not actually develop an app in this activity. It is a planning exercise.

1. Have students form groups of five or six. Assign a different category to each group from **Before You Read A**, including the additional categories provided by students in **B**. Have students come up with an original idea for an app in their category.
2. Have students discuss and agree on the features of their app as well as their target audience.
3. Then have each group present their app idea to the rest of the class, explaining what it does and why they believe it will be successful and popular. Take a class vote on the best app idea presented.



Integrated Skill Vocabulary Extension: *TV Word Webs*

Have groups of students develop word webs for television programs.

1. Have students form groups of four or five to make a word web about television programs.
2. Give the groups three minutes to brainstorm different kinds of television programs. One person in each group should be responsible for taking notes. Make sure students only take notes, and don't make the word web yet.
3. After three minutes, tell the groups to make a word web using their brainstorm list.
4. Have groups compare word webs.

Note: Students may make word webs about genres of programs. Or students can take one program and make a word web with a number of categories from it, such as characters, storyline, etc.

6 The Olympics

Getting Ready

Answer key

- 1. Clockwise:** the high jump; synchronized swimming; sprinting/track and field/athletics; fencing. Possible Olympic events include: archery, badminton, basketball, boxing, diving, football, gymnastics, hockey, judo, rowing, table tennis, volleyball, water polo, wrestling, etc.
- 2.** Answers will vary. Recent Summer Olympics were held in London, England (2012); Beijing,

China (2008); and Athens, Greece (2004). Recent Winter Olympics have been held in Vancouver, Canada (2010); Turin, Italy (2006); and Salt Lake City, USA (2002).

- 3.** Answers will vary.

CHAPTER 1: The Olympic Flame

Chapter Summary

Target Vocabulary: honor, kick off, lighting, on foot, requirement, selected, symbol, take place

Reading Skill: Skimming for the Main Idea

Reading Passage Summary: The passage describes the process and significance of the Olympic torch relay at each Olympic Games.

Vocabulary Skill: Suffix *-ment*

Answer Key

Before You Read

- A:** Answers may vary. **Actual Answers:** 1. T; 2. F; 3. F; 4. F; 5. F; 6. T (answers on student book page 71)

Reading Skill

A: b

- B:** **Paragraph 2.** b (lines 7–10); **Paragraph 3.** a (lines 14–16); **Paragraph 4.** b (lines 18–23)

Reading Comprehension

- A:** 1. b (lines 5–6); 2. a (lines 7–8); 3. a (line 12); 4. b (line 24)

- B:** 1. F (The first modern Olympic torch relay took place in the summer of 1936 in Berlin.) (line 11); 2. F (The torch is not always carried on foot.) (lines 17–19); 3. T (lines 8–9); 4. T (lines 24–25); 5. T (entire passage)

Critical Thinking

Answers will vary. 1. Students should deduce that this is the way fire was created in ancient times, and is

used to uphold the tradition and maintain a link with the ancient Olympics. 2. Possible reason: the flame represents eternal life and hope.

Vocabulary Comprehension

- A:** 1. a; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. b

- B:** 1–4. Answers will vary. Possible answers include:
3. being qualified through education or training or experience to carry out the required role.
4. final school exam results, grades, and any special abilities, skills, or talents, e.g. in music or sports.

Vocabulary Skill

- A:** 1. agreement; 2. argument; 3. arrangement; 4. imagination; 5. judgment; 6. refusal; 7. selection; 8. submittal/submission **B:** 1. announcement; 2. government; 3. encouragement; 4. improvement; 5. achievement; 6. requirement; 7. entertainment

Teaching Notes

- Details about the history of the Olympics can be found online at websites such as *olympic.org*.
- To prepare students for the questions in **Getting Ready**, ask them *when* the Olympics take place (time of year), what *events* occur, what *facilities* are needed for these events, and *who* attends. Students should note that winter events, such as skiing and skating, need to be held in a climate with snowfall and freezing temperatures or man-made snow, and mountains are necessary for many of the winter sports.
- Note that there are a variety of Olympic running events for men and women; distances start at 100 meters and go up to 10,000 meters. These races are mainly run on the flat track, but there are other running events, such as steeplechase and hurdles, in which athletes are required to jump over barriers along the way.
- Using a world map, ask students to find Olympic cities. Ask about the weather and geography of these places. Elicit conclusions about places where the Summer Olympics are held in contrast to the Winter Olympics.
- Point out in **Reading Skill B**, that it is not enough to identify the points mentioned; students must recognize the *main* idea of each paragraph.
- For **Reading Comprehension B**, question 5, explain that the statement is not explicitly stated in the text but is true based on an overall reading of the passage.
- For **Vocabulary Skill** explain that when the suffix *-ment* is added to turn verbs into nouns, the final 'e' is usually retained, but not always. Point out that *argue* becomes *argument*. Tell students that *judgment* is a special exception, because it can be correctly spelled with or without the 'e' (*judgement*).

Extension Activities



Integrated Skill Extension: Olympic Research

Have students practice the skill of skimming and presenting their findings.

1. Print out a three- or four-paragraph explanation of the Olympic logo (the five interlocking rings).
2. In this chapter, students learned that the Olympic torch is a symbol of the Olympic spirit. Tell the class that they are now going to find out what the Olympic logo symbolizes.
3. Divide the class into groups. Give each group the print-out, face down. Make sure no one turns it over until you give the signal.
4. Explain that each group should skim the text when you give the signal, then write the main points.
5. Time the groups—give them, for example, three minutes—and then have them stop. Collect the print-outs and give the groups time to write their lists of main points. Then stop students.
6. Have each group present their lists to the rest of class. Explain that the winner is the group that correctly describes the main points of the passage. Remind students that it is not enough to repeat a series of points from the article; they must correctly identify the *main* ideas overall.

Note: Don't give any feedback until all groups have presented. Even if some groups are unsure and try to copy others, they won't know for certain, until the end, which presentation is correct.



Vocabulary Skill Extension: Verbs to Nouns

Have students recycle vocabulary from previous units and change parts of speech.

1. Divide the class into five groups. Explain that each group is responsible for one of the preceding units in the student book. Have each group find one part of speech (for example, verbs) from that unit and try to change each word to a different part of speech.
2. Make sure each group has access to a dictionary to check the form and spelling of the words.
3. Have each group take turns asking the rest of the class if they can think of different parts of speech for their words.
4. Tell groups that they each have a writing space on the board. Explain that one group will call out the word, and the other teams must compete to write a new part of speech on the board. Explain that the winner is the fastest group but the spelling and word must be correct. Tell the group calling out the words to monitor the writing so they can judge the winner. Explain that the winning group is the one with the most correct answers at the end.

CHAPTER 2: Unusual Olympic Sports

Chapter Summary

Target Vocabulary: control, judge, look like, manage, object, racers, slide, take a wrong turn

Reading Skill: Reading for Details

Reading Passage Summary: Curling, trampoline, and skeleton racing are three unusual Olympic sports.

The reading passage describes why three athletes were attracted to these sports.

Vocabulary Skill: Organizing Vocabulary: Words Relating to Sports

Answer Key

Before You Read

A: Answers will vary. **2.** Actual answer: tug-of-war.

Reading Skill

A: 1. T (line 4); 2. F (There are four players on each team.) (lines 4–5); 3. NG; 4. T (lines 15–16); 5. F (Judges look at ten different skills.) (lines 15–18); 6. T (lines 20–22); 7. F (Early skeleton sleds only looked like they were made out of bones.) (lines 27–28); 8. T (lines 31–32); 9. F (He discovered skeleton racing after the 1980 Olympics.) (lines 29–34)

Reading Comprehension

A: 1. b (lines 8–11, 19–20, 29–34); 2. c (lines 21–23); 3. a (entire passage); 4. c (lines 29–30)

B: 1. curling, skeleton (lines 4 and 26); 2. trampoline (line 16); 3. curling (lines 4–5); 4. trampoline, skeleton, (lines 12–14 and 24–28); 5. skeleton (lines 26–27)

Critical Thinking

Answers will vary. Possible answers include:

1. Some people are naturally gifted in these areas or they find it more interesting to participate in. 2. Ages vary, but many Olympic athletes are young adults and teenagers who started training as children. There's no official age limit for the Olympics, but certain sports have fixed age ranges for health and safety reasons.

Vocabulary Comprehension

A: 1. h; 2. a; 3. e; 4. d; 5. c; 6. g; 7. f; 8. b

B: 1. control; 2. race, slide; 3. judge; 4. took a wrong turn

Vocabulary Skill

A: Sports places: court, stadium, course, ice rink, field, ring; **Sports equipment:** racket, ball, sled, skates, puck, sticks, gloves; **Sports people:** player, competitor, opponent, coach, team, champion, manager

B: 1. players, team; 2. field; 3. court, ball/racket, racket/ball; 4. gloves, ring; 5. ice rink, skates; 6. sticks, puck

Real Life Skill

A: 1. d; 2. e; 3. h; 4. f; 5. g; 6. c; 7. b; 8. a

B: 1. After the host city was selected, work began on the new sports center. 2. My father said, "I am not angry with you." 3. I have applied for a job at three companies: Acer, Motorola, and Westinghouse. 4. She refused to address the problem; she said she didn't have the time. 5. Call the police! This is an emergency! 6. She kept asking me, "Are you angry?" 7. I like soccer and basketball, but I really don't like baseball. 8. For dinner last night, we had take-out from a Vietnamese restaurant.

What Do You Think?

Answers will vary. Students should: 1. think about other competitive sports, or futuristic sports, etc. 2–3. give reasons for their answers.

Teaching Notes

- For **Before You Read**, question 2, explain that in addition to tug-of-war, some other popular sports that have been stopped in the past include cricket, polo, lacrosse, and golf.
- Note that some of the **Reading Skill** questions require close reading for detail. Students may have their own ideas about some of the statements, but they may only answer based on what is explicitly stated (or not stated) in the text.
- Make sure students understand that they should choose the Not Given (NG) option when the passage does not clearly give the information. Explain that when there is no NG option, they should use the information in the reading to select the best answer, using inference when necessary.
- In **Vocabulary Comprehension**, the word *object* can be several parts of speech with quite different meanings. Here, it is a noun meaning *goal* or *purpose*. As a noun, it is also used in grammar to describe the person to whom a verb or preposition is directed. As a verb, it means to protest or be against something, as in *She objected to oil pipelines in the National Park*.
- In **Vocabulary Skill A**, point out that while only one word can go into each category for the purposes of this exercise, some sports words have more than one meaning. For example, boxing occurs in a *ring*, but gymnasts perform some of their routines using equipment called *rings*. You might belong to a *club* (a place) which has tennis courts and a swimming pool, but golfers use equipment called *clubs* to hit a small white ball, and some people have a *club* of people they practice a sport with.

Extension Activities



Integrated Skill Extension: Research an Olympic Sport

Help students become familiar with Olympic sports using Internet research strategies. Explain that each student is responsible for getting information about one Olympic sport and making a poster.

1. Tell students that they will research an Olympic sport. Prepare a list of Olympic sports. Write each sport on a slip of paper. Note that if there are more than 35 students, some of the lesser known sports can be used twice.
2. Have each student choose a slip of paper. Tell them that this is the sport they must make a poster about. Tell them to brainstorm about the sport before researching. Explain that brainstorming what they already know will help them find key words for researching.
3. Make sure students understand that the objective is for each person is to find information about the sport such as:
 - Where is it played (on a court, on an ice arena, on a ski slope, etc.)?
 - What equipment is required?
 - What is the goal or object of the competition (speed, technical expertise, etc.)?
 - Is this a team or individual sport?
 - Who are some of the outstanding players in recent years?
 - What countries do they come from?
4. Give students enough time for research, up to a week if necessary, depending upon access to resources. Have each student prepare a poster with this information and include a picture of someone doing the sport if possible.
5. On the due day, have students present their posters to the class. Give each student two minutes to present. Afterwards, display the posters in the classroom and have students walk around and ask questions about the sports.

7 Great Structures

Getting Ready

Answer key

1–3. Answers will vary. Encourage students to provide details. For question 1, if students

have never seen or visited any of the structures, ask which ones interest them most and why.

CHAPTER 1: The World's Oldest Universities

Chapter Summary

Target Vocabulary: claim, despite, establish, forbidden, former, found(ed), survive, subjects

Reading Skill: Identifying Supporting Details

Reading Passage Summary: The passage describes three ancient universities, and gives some background information on each one.

Vocabulary Skill: Expressing Certainty

Answer Key

Before You Read

A: Answers will vary. For question 1, the University of Cambridge is in England, TsingHua University is in China, and Harvard University is in the U.S.

Reading Skill A:

University of Al-Karaouine

Year founded: approx. 859 B.C.; **Location:** Fes, Morocco; **Detail:** oldest surviving university in the world, specialized in natural sciences, added foreign languages, math, physics, and chemistry in 1957

Nalanda University

Year founded: 600 B.C.; **Location:** Bihar, India; **Detail:** may be the world's oldest university, scholars came from other continents to learn about science, medicine, and Buddhism; is now in ruins

University of Bologna

Year founded: 1088; **Location** in Italy; **Detail:** not influenced by religion, professors weren't allowed to teach outside the university, has never closed (not even in wartime)

Reading Comprehension

A: 1. b (lines 5–8); 2. b (lines 13–15); 3. b (lines 8–9)

B: 1. F (Very few universities can claim to be among

the oldest in the world.) (line 2); 2. T (lines 5–7); 3. F (They only added math in 1957). (lines 15–18); 4. F (The University of Bologna has never closed its doors, not even during wartime.) (lines 27–29); 5. T (line 30)

Critical Thinking

Answers will vary. Possible answers include:

- the idea that new universities have the advantage of technology over old ones.
- knowledge was passed from generation to generation within families, or from tribal or religious leaders.

Vocabulary Comprehension

A: 1. a; 2. a; 3. a; 4. a; 5. a; 6. a; 7. b; 8. a

B: Answers will vary. Encourage students to provide details and reasons.

Vocabulary Skill

S: easily, for sure, clearly

U: probably, perhaps, possibly, likely

A: 1. U; 2. U; 3. S

B: Answers will vary. Possible answers include: 1. In 50 years, cars will most likely be rare. 2. When I finish school today, I will definitely go to the library. 3. In 100 years, money will probably not exist anymore.

Teaching Notes

- For **Getting Ready**, note that students may need additional background knowledge about the history and location of some famous structures, particularly the ones on page 87. UNESCO's World Heritage program (<http://whc.unesco.org>) exists to preserve hundreds of outstanding places (both natural and man-made) in over a hundred countries.
- In **Before You Read**, encourage students to make guesses in order to build their prediction skills.
- In **Reading Skill**, students need only write one detail for each university. Remind students that the main point usually appears in the first sentence and the supporting details come after.
- Take some time to go over the vocabulary in the passage. Elicit examples of *subjects* (history, physics, psychology, etc.) and ask students what subjects they study. Point out that a *scholar* is someone who has studied a specific subject in great depth and is an expert on it; for example: *Dr. Lange is a scholar of French medieval poetry.*
- For **Critical Thinking**, question 1, if time permits, organize a class debate. Encourage students to think about positive and negative points for both sides, for example, some may feel that old universities were more focused on the experience of learning, whereas new universities possibly focus too much on exams and getting a job afterwards.
- For question 2, note that such knowledge was likely transmitted via word-of-mouth, in the oral tradition of passing on information through spoken words. Before 1440 (when Gutenberg invented the printing press), books had to be handwritten, and were very expensive and rare. So outside of centers of learning, like universities, information was passed largely via word-of-mouth. And, in ancient times, Plato taught Greek students philosophy and mathematics, not via books, but by a special method of asking lots of questions.
- In **Vocabulary Comprehension B**, note that questions 1, 3, and 4 are quite personal in nature. Exercise caution when asking students to share their answers with a partner or with the class. For question 2, note that people can survive without food for weeks as long as they have water. Other factors are important too, such as, genetic history, general health, body weight, etc.
- In **Vocabulary Skill A**, draw students' attention to the phrase *for sure*, and point out that we can also say *for definite* and *for certain*.

Extension Activities



Reading Skill Extension: Identifying Supporting Details

1. Select four articles from newspapers or magazines. Each should have at least four paragraphs.
2. Divide the class into four groups. Give each group an article and have them scan it to identify its supporting details. Explain that this will be a timed exercise. Give them 90 seconds. Make sure they don't have enough time to read the entire article line-by-line.
3. Stop students and collect the articles. Give each group a minute to discuss their ideas.
4. Then give each group a different article. Repeat the exercise until each group has worked with all four articles.
5. Make the activity more interesting by decreasing the time available to students for scanning.
6. At the end, check answers as a class, writing the supporting details on the board as they are given.



Integrated Skill Extension: Future Dreams Time Line

Use this activity to acquaint students with using time lines as a tool. Have students predict the time line of their life up to the age of 60, incorporating things they hope will happen in the future.

1. Explain that time lines are usually arranged horizontally with the earliest dates on the left and the most recent on the right. Tell students to sketch a new time line, dating from their birth to sixty years into the future, with five-year intervals evenly spaced across the sheet.
2. Explain that they should predict important events such as graduation, first job, promotions and achievements, and personal events such as marriage or children.
3. If students are comfortable doing so, have them share their time lines with a partner.

CHAPTER 2: Modern Engineering Wonders

Chapter Summary

Target Vocabulary: century, efficient, engineer(ing), flood(ed), natural, prize, rotate, threaten

Reading Skill: Scanning

Reading Passage Summary: The passage describes five outstanding examples of modern engineering.

Vocabulary Skill: Superlatives

Answer key

Before You Read

A: Answers will vary. Some students may be able to identify some of the structures in the pictures. If not, help students make associations between the bridge and the dam, and sources of energy.

Reading Skill

- A:** 1. Falkirk Wheel: a; 2. Millau Viaduct: b;
3. Langed Pipeline: c; 4. Three Gorges Dam: d;
5. Venice Tide Barrier: e
B: 1. Falkirk, Scotland; 2. Millau/River Tam, France;
3. The North Sea (from Norway to Britain);
4. Yichang, China; 5. Venice, Italy

Reading Comprehension

- A:** 1. a (lines 3–9); 2. c (lines 29–30); 3. b (entire passage)
B: helps to control water: T, V;
is built over a river: M, T;
provides for people's energy needs: L, T;
is the newest engineering wonder: V;
is the only one of its kind: F;
is the biggest/highest/longest of its kind: M, L, T

Critical Thinking

Answers will vary.

- Students should give specific examples of engineering challenges they know about.
- Encourage students to brainstorm structures in their area.

Vocabulary Comprehension

- A:** 1. b; 2. a; 3. a; 4. a; 5. a; 6. a; 7. a; 8. a
B: 1. natural, prize; 2. flooded; 3. centuries; 4. threatened

Vocabulary Skill

- B:** 1. e; 2. d; 3. b; 4. d; 5. e; 6. e; 7. d; 8. b; 9. e; 10. e;
11. a; 12. f; 13. b; 14. e; 15. c; 16. a
C: Answers will vary.

Real Life Skill

- A:** order of preference: 2; multiple choice: 3;
item selection: 1
C: Answers will vary.

What Do You Think?

Answers will vary. Possible answers include:

- The official Seven Wonders of the Ancient World were the Great Pyramid of Giza, Hanging Gardens of Babylon, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum of Maussollos at Halicarnassus, Colossus of Rhodes, and the Lighthouse of Alexandria. While there is no official list, some modern suggestions include the Channel Tunnel, and the Empire State Building.
- Differences would include the availability of man power, heavy machinery, and safety regulations.
- Some are built for practical purposes, others are built to honor someone great or to showcase the beauty of an area.

Teaching Notes

- For **Before You Read**, bring a large world map to class. Show where each structure is located. Ask questions and encourage students to guess what each structure is.
- The Falkirk Wheel is a boat lift that helps ships move between two canals that are 24 meters

different in height. A viaduct is an arched bridge. The one in France is held in place by cables, and is higher than the Eiffel Tower. The Three Gorges Dam project was controversial because over a million people had to move away from the farmlands that the dam water now covers.

- In **Real Life Skill**, note that the survey question-types provided on page 96 include closed-ended questions where there are a limited number of responses, and order of preference questions where a person gives a ranking of their opinion. Some surveys may also include

open-ended questions, where each person can provide a unique answer.

- In **What do you think?**, note that in addition to the Seven Wonders of the Ancient World, there are also lists for the Seven Wonders of the Medieval World. New lists are being developed all the time.

Extension Activities

www.irLanguage.com



Integrated Skill Extension: Research and Report on the Engineering Wonders

Have groups research the five engineering wonders and report to the class.

1. Write the names of the five engineering projects on five slips of paper, fold and mix them up. Divide the class into five groups and have each group select a person to pick one of the slips.
2. Explain that each group must research the engineering project written on their slip. Make sure each group starts by brainstorming what they already know from the reading or general knowledge. Tell them to think about useful keyword terms to use in searching.
3. Explain that by the due date, you want each group to do a poster presentation to the class on their engineering project. Be clear that each poster should have a map of the location, information about the problem being solved by the project, and how the project works. Note that, depending on group size, members could be responsible for different parts of the presentation. Offer students the chance to make an electronic presentation if your school has the technology to support this.
4. Have each group present. Allow time for questions by the class.



Integrated Skill Extension: Wonders of the World Survey

Have students design a survey to learn what wonders of the world people want to visit.

1. Explain that each group will write four closed-ended questions and one open-ended question to survey other students about what wonders of the world they would like to visit. Then they must survey ten people who are not in their class, and analyze the answers, looking for patterns.
2. Point out that in the process of designing, administering, and analyzing a survey, students will learn some of the advantages and disadvantages of the different types of survey questions. Note that although some of the questions should ask about specific places (such as the Great Wall of China or the Eiffel Tower), other questions can ask about travel patterns (such as how to get there, whether to travel alone or in a tour group, how long such a trip should take, etc.).
3. Explain that the one open-ended question shows students that predicting how people will answer is not always possible. A lot can be learned from open-ended questions. After students finish, have a class discussion about the results.



Listening/Speaking Skill Extension: Silly Stars

Have students practice using comparative and superlative adjectives by describing famous people.

1. Ask students to work in groups of three. Explain that the goal is to make up sentences about film or music stars using three forms of adjectives.
2. Have the three students in each group take turns starting by choosing any adjective. For example, for the adjective *bad*, the first person starts by saying *X has bad taste in clothes*. The second person trumps that by saying *Y has even worse taste in clothes*. Look at what she wore to the Academy Awards! The third person uses the superlative form of the adjective, saying *Well, Z has the worst taste in clothes of any star in Hollywood*.
3. Encourage students to use the adjectives provided in **Vocabulary Skill** if they need help starting, but point out that once they are comfortable with the activity, they should try other adjectives as well.

8 Language and Communication

Getting Ready

Answer key

Answers will vary. 1. *Nǐ hǎo!* is Chinese, *Konnichiwa!* is Japanese, *Bom dia!* is Portuguese, *¡Hola!* is Spanish, *Guten tag!* is German, *Bonjour!* is French, *Zdravstvuite!* is Russian, *Annyong ha shimnikkal* is Korean, *Aloha!* is Hawaiian, and *Namasté!* is Hindi.

2. Encourage students to give details and reasons.
3. English is a popular language to study because it is often used for international communication, but other popular languages include Mandarin Chinese, Spanish, Hindi, and Portuguese, which have the greatest numbers of speakers on Earth.

CHAPTER 1: Which English Will We Speak?

Chapter Summary

Target Vocabulary: calculate, develop, exist, originate, primary, replace, situation, variety

Reading Skill: Identifying Main Ideas

Reading Passage Summary: The passage describes different varieties of English and the ways people around the world use the language.

Vocabulary Skill: Loan Words

Answer Key

Before You Read

A: 1. e; 2. c; 3. b; 4. a; 5. d

B: Answers will vary. Possible answers include:

1. It's considered an international language by many; useful for travel, business, and entertainment such as movies and music.
2. differences in pronunciation, spelling, and slang.

Reading Skill

A: 1. a; 2. d; 3. e; 4. c; 5. b

B: b

Reading Comprehension

A: 1. b (lines 8–12); 2. c (lines 19–26);

3. c (lines 26–29); 4. b (lines 30–35)

B: 1. F (It originated in England.) (lines 3–4);

2. NG; 3. T (lines 14–17); 4. NG

Critical Thinking

Answers will vary. Possible answers include:

1. Yes, because English is a common language for

the Internet, international business, communication, and transportation. No, because people are learning more languages. 2. Possibly Mandarin, which is becoming an internationally important language because of China's significant global economic power.

Vocabulary Comprehension

A: 1. h; 2. a; 3. f; 4. b; 5. d; 6. g; 7. c; 8. e

B: 1. calculate; 2. replace, variety; 3. situation; 4. developed, primary

Vocabulary Skill

A: Answers will vary. Possible answers include: blink (Dutch), average (Arabic), comedy (Greek), guitar (Spanish), umbrella (Italian), icon (Russian)

B: 1. tea; 2. mosquito; 3. shampoo; 4. ketchup, hamburger; 5. passport; 6. kiosk; 7. tsunami; 8. violin

Teaching Notes

- Bring in a world map for **Before You Read**. Discuss, as a class, languages that are spoken over wide areas, such as Arabic, which extends from North Africa to the Arabian Gulf, and Spanish which spread from Spain to Latin America and the Philippines. Discuss how some countries used to be colonies of other countries and adopted their languages.
- The three groups mentioned in the passage are based on the "three circles" theory of linguist Braj Kachru (1988). The *inner circle* is where English is used as a native language, and the outmost *expanding circle* is where English is widely used as an international language. Linguists such as David Crystal believe that the use of English is growing fastest in the outer circle.
- In **Reading Skill A**, remind students that each paragraph typically has one main idea that is often mentioned in the topic sentence. Suggest that students quickly scan the article and circle or underline the key words. Encourage students to read quickly, ignoring words not on the list.
- Ask students if they understand the difference between learning English as a *second language* and a *foreign language*. Explain that a second language can be used in official circumstances in the country you live in, such as for education or government, but a foreign language is used mostly for international travel, or study or communication with native speakers.
- In **Vocabulary Skill**, point out that all languages change over time and borrowing the words, sounds, and features of other languages is a major reason for change. Explain that English has both borrowed from and given to other languages.



Extension Activities



Listening Skill Extension: *Varieties of English*

Provide an opportunity for students to hear different varieties of English.

1. Invite English speakers from a variety of countries to speak briefly with the class. Tell students they must guess where the visitors are from. Ask students for reasons for their guesses, such as pronunciation, vocabulary, etc. **Note:** If it is impossible to find native speakers, try to find examples of different accents online, or ask students to bring in recordings of popular music in English from different places in the world, such as Jamaican reggae or Australian pop. Spend time listening to several pieces. Then have a class discussion on the varieties of English heard in the recordings.



Reading/Vocabulary Skill Extension: *Finding Loan Words*

Have students use dictionaries in a treasure hunt for loan words.

1. Bring five English dictionaries and five large sheets of paper to class for students.
2. Divide the class into five groups. Explain that each group must find as many loan words from other languages as possible in 15 minutes. Tell students that the original language should be identified for each word. Review some of the symbols used in dictionary entries, if necessary, before starting.
3. Have teams work together to find loan words. Have students quickly discuss words before adding them to the list.
4. After 15 minutes, ask all groups to stop writing. Put the word lists up on the walls. Have each group announce how many words they have located. Then have students walk around and read the lists. Tell groups they can challenge each other if they think a word is not a loan word.
5. Tell groups that the winner is the team with the largest number of loan words.

CHAPTER 2: Sign Language

Chapter Summary

Target Vocabulary: communicate, formal, demonstrate, get the hang of, introductory, practical, similar, stand for

Reading Skill: Distinguishing Main Idea and Supporting Details

Reading Passage Summary: The passage describes how deaf people communicate with sign language as well as with many expressive physical movements.

Vocabulary Skill: Word Families

Answer Key

Before You Read

Students should try to make the signs for each letter, then think of a word and spell it in sign language.

Reading Skill

A: 1. They can understand other speakers through lip reading; 3. They can communicate with sign language.

B: **Main idea:** Sign language is similar to spoken language. 1. It has words and an alphabet formed by movements. 2. It has its own grammar. 3. Different countries have their own sign language.

Reading Comprehension

A: 1. (own) voices (line 4); 2. lipreading (line 3); 3. sign language (line 6); 4. alphabet (line 11); 5. grammar/variety (lines 10 and 15); 6. eye contact (line 26); 7. hit (lines 25); 8. classes (line 28); 9. books (lines 28); 10. videos (lines 29–30)

B: 1. NG; 2. T (line 26); 3. F (Sign language has letters and words.) (lines 7–11); 4. F (It is not considered rude among deaf people to wave your hands at someone.) (lines 25–26)

Critical Thinking

Answers will vary. Possible answers include:

1. hearing traffic before you see it, hearing clock alarms or other signals such as bells, buzzers, and noises from computer programs or games; being able to listen to the radio, the TV, and to music. 2. Designs could focus on senses other than hearing, for example, they could incorporate vibrations and flashing lights.

Vocabulary Comprehension

A: 1. a; 2. b; 3. b; 4. b; 5. a; 6. a; 7. a; 8. b

B: Answers will vary. Possible answers include:

1. weddings, funerals, interviews, graduation, court

hearings; 2. similarities might include personality, appearance, likes and dislikes; 3. text messaging phrases such as *BTW* for *by the way* and *LOL* for *laugh out loud*; 4. sound, movement, body posture

Vocabulary Skill

A: 1. introduction, introduce, introductory; 2. variety, vary, various/varied; 3. threat, threaten, threatening/threatened; 4. imagination, imagine, imaginative/imaginary; 5. harm, harm, harmful; 6. communication, communicate, communicative

B: 1. harmful; 2. variety; 3. imagination; 4. threatened; 5. introduction; 6. communicate

Real Life Skill

A: line/queue; soccer/football; cookies/biscuits; gas/petrol; truck/lorry; restroom/toilet; apartment/flat; pants/trousers; trash/rubbish; elevator/lift

B: 1. Answers will vary. 2. Possible answers include: candy/sweets; automobile/car; yard/garden; purse/handbag; eggplant/aubergine, etc.

What Do You Think?

Answers will vary. Possible answers include:

1. Technology has damaged the quality of communication because we are now more inclined to send rushed emails and abbreviated text messages rather than think more carefully about how we want to express ourselves.
2. Probably less because the world is becoming more and more centralized.
3. Students should discuss the pros and cons of the written language of English as an international language. Point out that the writing system of English is very different from some other writing systems, such as Arabic or Chinese.

Teaching Notes

- In **Before You Read**, make sure students try forming and using signs to communicate. Take time to go through the signs of the alphabet. Note that some signs look like the letters they represent.
- In **B**, suggest that students use easy words at first, such as *fat*, *cat*, *bat*, *mat*, until they become more comfortable forming the hand signs.
- For the **Reading Skill**, consider using a graphic organizer such as a fish chart where the spine symbolizes the main idea and the fins represent the supporting details. Visual learners may find that graphic organizers help them to see the difference between main ideas and supporting details.
- Note that the reading passage does not mention closed-captioning features for television programs. Ask students if they have ever seen writing on the TV screen, like subtitles, but in the same language as the speakers. Explain how this can be helpful for deaf people. Explain that there are also special ways of using the telephone for deaf people.
- People who use sign language pay attention to three things: where the signs are made, such as near the neck, the upper arm, etc.; the positions of the hands; and the movement of the hands. Signing depends on a combination of all three. For emphasis, movements can be exaggerated to make a point or indicate strong feelings.
- In **Vocabulary Comprehension, B**, question 4, ask the class about animal communication.
- In **Real Life Skill**, ask students what they know about different spellings in British and American English.

Extension Activities



Integrated Skill Extension: *Silent Communication*

Students will try communicating without speaking and write about their impressions of the experience.

1. Have students work in pairs. Make it clear that no one is to speak, not even a whisper.
2. Explain that first student A will silently communicate a message to student B by moving his/her lips. Point out that the message should be one sentence, and student B will try to guess it. Explain that student A can transmit the message up to three times in total. Then have students switch roles.
3. Have students take turns communicating a different message using only *gestures* or non-verbal communication. Make sure Student A only transmits the message three times maximum.
4. Have students discuss what made some messages easy to guess and others difficult, the limitations of these kinds of communication, and ideas on how the communication could have been done more clearly. Have students write about their feelings and impression of the activity for homework.



Speaking/Listening Skill Extension: *Formal or Casual*

Have groups role play situations calling for formal or casual English and compare them.

1. Ask students to work in groups of five. Tell each group to choose one observer.
2. Explain that in the first role-play, two students are in a meeting with their teacher and a school or university administrator because they've had too many absences. Explain that the observer should note the formal language used and the relationships between the four speakers. Note that observers should think about who controls the situation and how polite the requests are.
3. In the second role-play, explain that four student friends discuss the same situation in a coffee shop. Point out that everyone is relaxed and using informal English. Tell the observer to make notes about the vocabulary and grammar used as well as the kinds of interactions.
4. In the last step, have the observer share his or her notes about the two situations. Encourage the group to contribute their ideas about formal and informal language situations too. After each group has discussed the differences, ask all groups to make two lists on the board, one for formal language and one for informal language. Elicit discussion about the differences.

9 Festivals and Celebrations

Getting Ready

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Answer key

1. In each picture, there are people in costume and spectators gathering for a public celebration or festival.

2, 3. Answers will vary.

CHAPTER 1: How Do You Celebrate?

Chapter Summary

Target Vocabulary: celebrate, dedicated to, festival, flashy, mask, parade, reunion, spread

Reading Skill: Scanning

Reading Passage Summary: The passage describes how New Year's Eve and Carnival are celebrated in various parts of the world.

Vocabulary Skill: Prepositions of Time: *in, on, at*

Answer Key

Before You Read

A: 1. Mexico; 2. Spain; 3. India; 4. Thailand; 5. England

Reading Skill

A: 1. say; 2. make; 3. lose; 4. all; 5. take; 6. join; 7. get

Reading Comprehension

A: 1. T (lines 4–6); 2. F (In many Asian countries, New Year usually falls between January 21 and February 21.) (lines 9–12); 3. T (lines 13–15); 4. F (Carnival is held just before Lent.) (lines 25–27); 5. T (lines 35–37)

B: 1. N, C; 2. N; 3. N; C; 4. C; 5. N; 6. N, C

Critical Thinking

Answers will vary. Possible answers include:

1. People can mark the switch from the old year to the new, and leave old problems behind to start

a fresh new period. 2. Festivals are a good thing because they bring communities together and give people a cause to celebrate and enjoy themselves.

Vocabulary Comprehension

A: 1. g; 2. e; 3. d; 4. f; 5. a; 6. h; 7. c; 8. b

B: 1. celebrate; 2. parade; 3. masks; 4. spread

Vocabulary Skill

B: 1. on; 2. at; 3. on; 4. in; 5. at; 6. in; 7. in

C: Answers will vary, but students must use the correct prepositions. Possible answers include:

1. My birthday is in December. 2. I usually go on vacation in July. 3. I usually eat breakfast at 8 o'clock. 4. I typically go to bed at 11 o'clock. 5. On New Year's Day, I always have lunch with my family.

Teaching Notes

- In **Getting Ready**, students can see a picture of the Los Sanfermines festival which is held every summer in the city of Pamplona in Northern Spain. The festival, made famous by the American author Ernest Hemingway, features bull fights, fireworks, and singing, as well as an event known as the

Running of the Bulls. Thanksgiving is a fall harvest holiday in North America. Families gather together to enjoy a special meal and watch football games and parades on television. India has several festivals which feature elephants—a symbol of wealth, strength, courage, and nobility there—but the

biggest one is the *Elephant Festival* at Jaipur held every year in March or April, depending on the lunar calendar. The elephants are decorated beautifully and participate in parades as well as other fun events including polo matches and tug of war.

- In **Reading Skill**, point out that students should look out for *collocations*, words that occur together often. Explain that building awareness of collocations is important for developing a sense of vocabulary in context. This is also a useful technique to test phrasal verbs.
- In the **Reading Passage**, New Year celebrations are described for West and East. In North America, the New Year is a time for fun and parties, not a serious time, except for the resolutions. The celebration climaxes at midnight, when the calendar changes from the old year to the new. In Asia, New Year celebrations are often a time for families to gather, and sometimes include religious ceremonies in which the ancestors of the family are remembered.
- The reading passage mentions that Carnival started in Europe and, even today, there are major celebrations in Venice, Italy, and in southern Germany, where the festival is called *Fasching*. For both of these festivals, people wear unusual costumes and hide their faces with masks. During Brazil's *Mardi Gras*, people dress in brilliant costumes, march in parades, and have huge parties before the start of Lent, a time of quiet fasting.
- In **Vocabulary Skill**, note that *on* is given as the preposition to use with weekend. Point out that this is common use in American English, but in British English, the phrase *at the weekend* is more common. Review times of day with students and note that *in* is used with morning, afternoon, and evening, but we say *at noon*, *at midday*, *at night*, and *at midnight*. For example: *We celebrate the New Year at midnight*.



Extension Activities



Writing/Reading Skill Extension: *Festival Memory*

Have students do a "quick write" to describe their favorite festival memory.

1. Ask students to recall their favorite festival memory. Give them one minute to brainstorm. Then give them one minute to write ten description words. Note that these should be *content* words such as nouns and adjectives, and not function words.
2. Next, explain that they will write as much as they can in five minutes about their favorite memory. Tell them to focus on content more than accuracy of spelling, handwriting, etc.
3. Give a signal for students to start. Remind them to use the ten description words. After four minutes, tell them only one minute remains.
4. Tell students to stop writing at the end of five minutes. Ask students to exchange papers so they can read each other's writing.
5. Allow time for students to ask each other questions about their festival memory.



Speaking/Listening Skill Extension: *Birthday Lineup*

Have students line themselves up in order of their birthdays.

1. Ask students to line up according to their birthdays. Tell students to ask each other *When were you born?* and position themselves in the correct chronological sequence by age. Explain that students should answer using time prepositions.
2. Point out that students should be in front of people who are younger (even by one day) and behind people who are older.

Note: In addition to having students practice prepositions of time, the lineup also provides a chance to review comparative and superlative adjectives. For example: *Anna is older than Charles, but Emma is the oldest of the three students.*

CHAPTER 2: Edinburgh Festival Journal

Chapter Summary

Target Vocabulary: ceremony, check in, dare, display, especially, fascinate, greet, separate

Reading Skill: Reading for Details

Reading Passage Summary: This passage consists of a few journal entries about attending an arts festival in Scotland.

Vocabulary Skill: Sensory Verbs

Answer Key

Before You Read

A: 1. Answers will vary. Some other kinds of festivals are: theater and poetry festivals, opera or music festivals, and ethnic and religious festivals.

B: The festival is actually an arts festival, showing all kinds of art-forms.

Reading Skill

A: 2, 3, 5

B: 1, 2, 5

Reading Comprehension

A: 1. a (line 2); 2. b (lines 9–10);

3. b (lines 20–21); 4. c (lines 2–5)

B: a. 5 (line 31); b. 1 (line 14); c. 3 (lines 22–24);

d. 2 (lines 20–21); e. 4 (line 25)

Critical Thinking

Answers will vary. Possible answers include:

1. People in Scotland might be big fans of the arts because the arts festival held in their city is the biggest in the world. 2. Students might mention that the festival must be exciting with such a wide variety of people and events; on the other hand, for some, it may be a little overwhelming.

Vocabulary Comprehension

A: 1. obvious; 2. disguise; 3. express; 4. hold back; 5. especially; 6. fly in; 7. altogether; 8. education

B: 1. displayed; 2. dare (to); 3. check in; 4. separate

Vocabulary Skill

A: 1. c; 2. e; 3. c; 4. d; 5. a; 6. b; 7. a;

8. e; 9. e; 10. b; 11. d

B: 1. watch; 2. see; 3. taste;

4. listen, hear; 5. touch, feel

Real Life Skill

B: 1. weather forecasts; 2. tips; 3. reservations;

4. well in advance; 5. spectators; 6. souvenirs

C: 1. F (lines 11–13); 2. F (lines 5–7);

3. T (lines 14–17); 4. F (line 9)

Students should circle the information in the text.

What Do You Think?

1, 2. Answers will vary. For question 2, possible answers include: Festivals may be more popular now because of greater ease of travel. On the other hand, festivals may be less popular because online social networking has decreased the amount of actual socializing that people now do.

Teaching Notes

- In **Before You Read**, if students have never attended a festival, ask what their hobbies and interests are and find out whether there are festivals dedicated to those. Ask students whether they think that traditional festivals (holidays like Christmas), or new festivals (like the arts festival) are better. Have them give reasons for their answers.
- For the **Reading Skill** task, have students quickly skim the journal entry for September 2 before they scan it to see if the particular items are in that

entry. Tell them that when they have located the three items, they should repeat the process for September 3.

- For the **Reading Passage**, ask students if they understand what is meant by an *arts* festival. Explain that *the arts* refers to a range of creative human skills and includes forms such as the visual arts (photography, sculpture, etc.); the performing arts (dance, mime, music, comedy, drama, etc.); and the literary arts (novels, poetry, etc.).

- In **Critical Thinking**, encourage students to try to think of both positive and negative reasons.
- For **Vocabulary Skill**, point out that people *watch* television or films where they pay attention

to moving images, but they *see* or *view* an art exhibition, which usually is not moving. *Watch* can also be a warning/command to pay attention, as in: *Watch out! Watch it! Watch your step!*

Extension Activities



Writing Skill Extension: *Festival Advice Letter*

Have students write letters giving advice about attending a festival in their country.

1. Tell the class that they have received letters from friends in other countries who want to visit them during a local festival. Explain that their task is to write a letter describing the festival and give advice about visiting at that time.
2. Before the students write their letters, have them work in pairs. Tell them to brainstorm the kinds of things that foreign visitors need to know about the festival. (For example, can outsiders take part in all festivals? Are there any special rules about festivals? What kinds of things should their friend expect to experience? What are some things NOT to do?)
3. Allow the pairs ten minutes to make a list of topics. Then have students write their letters individually.
4. Have a class discussion about the advice written. Ask if there were things they didn't include that other students wrote about.



Integrated Skill Extension: *Tourist Brochures*

Have groups make tourist brochures for festivals in their country. Explain that deciding what goes into the brochure gives students practice with main ideas and supporting details.

1. After completing **Real Life Skill A**, tell students that they are going to make brochures about festivals in their country.
2. Have students work in small groups. Have each group decide on a festival and write the name of the festival on the board as soon as they decide, so that other groups will not do the same one.
3. Have students refer to the layout and structure of the tourist brochure in the student book. Make sure students understand that such a brochure should have a title, a short introductory paragraph (no more than 35 words) that explains the festival, and at least five tips for visitors in bulleted form. Tell students to fold plain paper lengthwise for their brochure and use all four sides for the information. Point out that tourist brochures need to be eye-catching and thus often have only pictures and a title on the first page.
4. After groups have developed a rough outline of their brochure, allow extra time for students to make a final decorated/polished copy of the brochure.
5. Prepare a *Travel Fair* wall to display finished brochures.
6. Have each group present their brochure to the class.

UNIT 10 Growing Up

Getting Ready

Answer key

1. **Clockwise:** graduating (from college); working/getting a job; voting in an election; getting a driver's license/learning to drive; getting

married; starting a family/having children. Ages will vary. **2, 3.** Possible answers include: moving to a new city or country; changing careers.

CHAPTER 1: The Age of Adulthood

Chapter Summary

Target Vocabulary: allow, consider, employ, no longer, prohibit, retirement, significant, transition

Reading Skill: Predicting

Reading Passage Summary: This passage discusses the ages at which a person becomes an adult, which varies throughout the world. Many countries celebrate the transition with special events.

Vocabulary Skill: Prefix *trans-*

Answer Key

Before You Read

A: 1. e; 2. a; 3. f; 4. b; 5. c; 6. d

B: Students should deduce that the items are only supposed to be available to people of a certain age, usually at, or past, the legal age of adulthood.

Reading Skill

A: Answers will vary. Possible answers include:

1. It refers to the age at which people are considered to be adults. **2.** As he is in a car, odds are high that he looks so happy because he has just passed his driving test. **3.** Celebrating birthdays, what people do at certain ages; important ages around the world; what it means to be an adult.

Reading Comprehension

A: 1. c (entire passage); 2. b (lines 10–11); 3. a (lines 9 and 21); 4. c (lines 16–18, 23–24);

B: 1. T (lines 5–11); 2. F (In many Latin American countries a young woman's 15th birthday is important.) (lines 12–13); 3. F (Many guests are

invited to celebrate the quinceañera.) (lines 18–19);

4. T (lines 28–30)

Critical Thinking

Answers will vary. Possible answers include:

1. Some may feel that age is a good guideline; others may think that maturity is more important, and that maturity comes to people at different ages depending on their upbringing, culture, personality, and experiences.

Vocabulary Comprehension

A: 1. b; 2. b; 3. a; 4. b; 5. a; 6. b; 7. b; 8. b

B: 1. prohibited; 2. transition; 3. retire; 4. consider, significant

Vocabulary Skill

A: transplant, transatlantic, transit, transported, transport, transplant, translated, transformed

B: 2. transformed; 3. transport; 4. transatlantic; 5. translated; 6. transplant

Teaching Notes

- Use **Before You Read** to get students thinking about life events and activities that are part of the process of becoming an adult. The timing and public recognition of these events varies enormously between, or even within, cultures. Social scientists refer to these as *rites of passage* from childhood to adulthood. Rites of passage are often marked by legal or religious ceremonies in which a young person is accepted as an adult. For example, in Jewish tradition, a boy of 13 has a *Bar mitzvah* ceremony so that he can participate in religious services as a man instead of a child.
- Note that the reading passage mentions the word *gamble* (2nd paragraph), which means to take a risk or to play games of chance. However, if you do win, the payoff or winnings are usually big. Explain that some people can become attracted to gambling and take gambles they cannot afford. For these people, gambling is an addiction because they can't stop doing it even though it has bad consequences in their lives.
- Begin a discussion about retirement ages. Explain that some people choose the age at which they retire, but in some countries and in some careers, people are required to retire by a certain age. For example, in some countries, airline pilots have to retire by age 60 and some government employees must retire at 65. Ask students about athletes and at what age they often retire.
- For **Vocabulary Skill**, check understanding of the word *transition* (moving from one state or condition to another, in this case childhood to adulthood). Elicit other kinds of transitions, such as the transition from being a baby to a toddler, the transition from summer to winter, the transition from high school to university, etc. Ask students to name other *trans-* words. Possible answers include: *transcript*: a written copy of something spoken, like from a meeting, *transmission*: the spread of something (a disease/knowledge) from one person to another or the part of a car that changes the engine from one speed to another, *transparent*: allowing light to go through so you can see things clearly, and *transcontinental*: going across a continent.

Extension Activities



Integrated Skill Extension: Plan a Party!

Have students work in pairs to plan a party for someone going through a life transition.

1. Brainstorm with the class all the life transitions that people might have a party for. (For example, graduation, a wedding, a baby shower, a promotion at work, a wedding anniversary, and retirement.)
2. Ask students to work in pairs to plan a surprise party for someone going through a life transition. Tell students they should decide what kind of party to have, where and when to celebrate, what will happen at the party, whether there will be gifts, what kind of food to serve, etc.
3. Have each pair design an invitation to the party, then give a brief presentation about their party.



Reading/Writing Skill Extension: Letter to the Editor

Have students write letters to newspaper editors about age rules that don't make sense. Explain that, sometimes, laws about what is permitted or prohibited at a particular age do not seem logical. Ask about any such rules that students have experienced.

1. Explain that students will write a letter to the editor of a pretend newspaper giving their opinion on this subject. Make sure students understand that Letters to the Editor make their point very clearly and use supporting examples or details. Note that such letters are typically quite short.
2. Have students each write a draft of their letters. Tell them to exchange the draft with another student and edit the other person's letter for any writing problems. Have the pairs discuss anything that needs to be changed. Have students write a final draft of the letters, possibly for homework.
3. Post final drafts around the room and have students read what their classmates have written.

CHAPTER 2: Firsts in Life

Chapter Summary

Target Vocabulary: freedom, gradually, independent, interview, migrate, overcome, reluctant, suburb

Reading Skill: Making Inferences

Reading Passage Summary: In the passage, three students describe important "firsts" in their lives for a university's online magazine.

Vocabulary Skill: Prefix *sub-*

Answer Key

Before You Read

A: Answers will vary. Make sure students circle the first experiences that they can remember. Possible additions to the list are: first tooth loss, first shopping trip with friends, first hospital stay, first visit to another country, first school, etc.

Reading Skill A:

1. a (realia); 2. b (lines 4–7);
3. b (lines 12–14); 4. c (lines 21–23)

Reading Comprehension

A: 1. c (lines 4–11); 2. a (lines 13–14); 3. b (lines 19–20)

B: **used to be shy:** Marta, Soo-Jin; **lives in a big city:** Miguel; **went on a date at the age of 16:** Marta; **has friends from around the world:** Soo-Jin; **talks about being independent:** Miguel, Soo-Jin

Critical Thinking

C: Answers will vary. 1. Students may note that Marta and Soo-Jin were both shy, but Soo-Jin overcame

his shyness; and both Miguel and Soo-Jin talked about their love of independence.

Vocabulary Comprehension

A: 1. a; 2. c; 3. g; 4. f; 5. b; 6. h; 7. d; 8. e

B: 1. reluctant; 2. interview; 3. suburb;
4. independent, migrated

Vocabulary Skill

A: 1. d; 2. f; 3. c; 4. e; 5. b; 6. a

B: 1. subway; 2. submarine; 3. submissive;
4. submerging; 5. subside; 6. subtitles

Real Life Skill

B: 1. floor; 2. land; 3. ground; 4. Soil; 5. Earth; 6. land

What Do You Think?

Answers will vary. Possible answers include: 1. first international trip, first love, first time driving a car
2. first time to ask directions in English, first native speaker friend, first all-English experience 3. Have students give reasons.

Teaching Notes

- In **Before You Read**, ask students to think of important *firsts* in their own lives, and about when these things happened. Have students review how to make a time line by organizing their *firsts* in sequence from earliest to most recent.
- In **Reading Skill**, remind students that Making Inferences is a way of reading between the lines and getting information that is not explicitly stated. After students have read the reading passage, but before they answer the comprehension questions, have them think about the interviewees. Ask what they know about each person from the short interview.
- Explain that sometimes, something can have more than one layer of meaning. For example, someone who says, *I don't understand the question*, is not just stating they are confused, but also asking the speaker to repeat the question, for clarification.
- Note that the first **Critical Thinking** question focuses on personalities. Ask students to re-read the passage and say whether the interviewees talk more about facts or opinions, noting that someone's opinions may give clues about their personality.
- Point out that the **Vocabulary Comprehension** includes the adverb *gradually*. Remind students that adverbs describe actions (verbs) and frequently end in *-ly*, but not always. Exceptions include *hard* and

fast. The following sentences have entirely different meanings:

- *He threw the ball hard.*
- *He hardly threw the ball.*

The first says that he threw the ball with great force, but the second means he barely made an effort to throw the ball.

- Note that **Real Life Skill** discusses *usage notes*, an important dictionary feature. Explain that a good learner's dictionary will help to clarify many confusing points about word usage. Have students look up other confusing words.

Extension Activities



Listening/Speaking Skill Extension: *My Scariest First*

Have students work in groups of three, telling each other about the most frightening *first* in their lives.

1. Ask everyone to think about the most frightening *first* event in their lives. Ask them to write down five adjectives that describe how they felt.
2. Now ask students to work in groups of three. Their task is to take turns describing their most frightening *first*. Make sure they explain why they felt that way at the time. Point out that students should try to use many adverbs as well as adjectives in telling their story.



Integrated Skill Extension: *Agony Aunts*

Have students work in small groups to write letters to and replies from an advice column.

1. First, explain that in British English, an *Agony Aunt* is a woman (sometimes a man) who writes an advice column for a newspaper or magazine. People send the Agony Aunt letters about their problems and she gives them advice. Usually the advice is serious, but sometimes it can be funny, too. There are similar advice columns in the United States, the most famous being Dear Abby and Ann Landers, written by twin sisters who gave advice for many years in separate columns. In this activity, explain that students will first write and then answer letters.
2. Divide the students into groups of four and give each group a number. Explain that each group will write a problem letter connected to a life transition. (Example topics include problems about growing up, overcoming worries about a first event of some kind, etc.) Note that the problems can be serious or amusing. Allow about 15 minutes for each group to brainstorm and make notes. Make sure to tell them two minutes before time is up.
3. Have students write the letters. When they have finished, tell each group to give their letter to another group for a response.
4. Have each group write a response to the letter they received. Make sure they give advice about how to deal with the problem.
5. In the final step, have each group take their advice letter back. Have one person from each group read the problem letter, and another read the advice from the Agony Aunt to the rest of the class.

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UNIT 11 Look into the Future

Getting Ready

Answer key

1–3. Answers will vary. Make sure students provide reasons. For question 3, possible answers include: changes that might come with

developments in medicine, technology, space travel, and developing new sources of energy.

CHAPTER 1: Are You an Ophiuchus?

Chapter Summary

Target Vocabulary: adjust, ancient, associate, break up, come up with, connect, keep track of, switch

Reading Skill: Summarizing

Reading Passage Summary: The passage discusses how and why the zodiac was developed, what it means, and how it might be changing to accommodate a slight shift in the Earth's rotation.

Vocabulary Skill: Phrasal Verbs

Answer Key

Before You Read

A: left to right from top: d, a, h, b, k, e, c, f, l, g, j, i
(Students' guesses will vary.)

Reading Skill

A: Main idea: how and why the zodiac began/that people in ancient times used the zodiac for practical reasons.

B: 1. c; 2. d; 3. a; 4. b

Reading Comprehension

A: 1. c (lines 5–6); 2. a (lines 16–17);
3. b (lines 7–10); 4. b (lines 27–28)

B: 1. T (lines 1–3); 2. F (If Ophiuchus is made a sign, it will fall between Scorpio and Sagittarius.) (lines 27–30) 3. T (lines 25–26); 4. F (Only some astrologers think there should be 13 zodiac signs.) (lines 21–22)

Critical Thinking

C: Answers will vary. Possible answers include:
1. the zodiac has existed for over a thousand years, so some continue to feel that it is worth believing in.

2. The sky often gives us a good indication of what kind of weather to expect, and understanding the position of the sun lets us know what time of day it is, both of which are practical knowledge for everyday life. For others, the sky, especially the night sky, is a vast and mysterious thing, which can make a person on Earth feel at the same time both very small and very connected to the universe and everything in it.

Vocabulary Comprehension

A: 1. forget; 2. keep apart; 3. stay the same; 4. adjust;
5. ignore; 6. unite; 7. divide; 8. ancient

B: 1. broken up into; 2. switch; 3. connected, keep track of; 4. come up with

Vocabulary Skill

A: 1. h; 2. d; 3. g; 4. a; 5. c; 6. b; 7. e; 8. f

B: 1. warm up; 2. acts up; 3. come up with; 4. hang out;
5. kick in; 6. drop in; 7. shake off; 8. passed away

Teaching Notes

- In **Getting Ready**, begin a class discussion about the issues/aspects of the future that the four pictures represent (clockwise): environmental issues; space programs and travel; alternative energy sources; developments in science and medicine.
- In **Before You Read**, explain that ancient people saw the shapes of particular animals or mythical creatures in the *constellations* (arrangements of stars in the night sky). They developed the *zodiac signs* based on these constellations. During the year, the sun moves through the zodiac so that different constellations have a more visible place in the night sky at certain times.
- Note that some people think that people born under a certain constellation or zodiac sign have a certain kind of personality.
- For **Reading Skill**, point out that a paragraph can often be summarized by identifying the main idea and describing it in only a few words.
- In **A and B**, remind students to skim through the passage for gist comprehension and then to underline the main ideas and circle the words that are the most important.
- In **Vocabulary Skill**, let students know that, in general, phrasal verbs tend to be quite informal and are more commonly used in spoken English than in written English. Tell students that they already know more phrasal verbs than they may realize, for example, *stand up*, *pick up*, *look up*, *grow up*, *go out*, *sit down*, etc. Have them try to think of other examples, writing each example on the board as they are given.

Extension Activities



Reading/Speaking Skill Extension: *Research Your Sign*

Have students research and write about their zodiac signs.

Tell students to use reference books or the Internet to find out what sign they were born under. Explain that they should note what personality is associated with that sign, and what famous people were also born under that sign. After they have done the research, have students discuss what their sign is and what it means. Ask them to say whether they feel their zodiac sign matches their personality traits. Suggest students also talk about famous people born under that sign, and whether they seem to fit the personality type.



Listening/Speaking Skill Extension: *Class Discussion about Constellations*

Explain that the zodiac signs are based on pictures/shapes formed by certain groups of stars in the sky. Bring in images of the constellations, showing how the dots (stars) form shapes when connected.

1. Have students examine the constellation shapes and say whether they see the same figures/animals found in the zodiac. Ask what other shapes or figures they see in each cluster of stars, if any.
2. Have students research other constellations, and use information from their research to make a class poster. Explain that the poster should show how the constellation is shaped, what people think it looks like, and where or when it is usually seen. When the poster is complete, have a general discussion about constellations and the images that people see in the sky.



Optional Reading Skill Extension: *Follow Your Horoscope*

Have students use a newspaper or the Internet to follow their daily horoscopes for one week.

1. Explain that a *horoscope* is a prediction of what will happen for people based on their zodiac sign. Tell students that daily horoscopes can be found in many newspapers or online.
2. Have students follow their horoscope for a week and note whether it was accurate or not. Make sure students should read their horoscopes at the end of the day instead of the beginning, so they are not influenced by what the horoscopes predicts. Have students report the results to the class.

CHAPTER 2: Predicting Earthquakes

Chapter Summary

Target Vocabulary: claim, evidence, limited, oddly, recent, sense, take into account, truth

Reading Skill: Identifying Transition Words

Reading Passage Summary: These two letters explore the idea that animals can predict earthquakes.

Vocabulary Skill: The Suffix -ness

Answer Key

Before You Read

A: 1. Students' answers may vary. Actual answer:

Most earthquakes occur along the edge of the oceanic and continental plates. The earth's crust (the outer layer of the planet) is made up of several pieces, called plates. The plates under the oceans are called oceanic plates and the rest are continental plates. These plates are always bumping into each other, pulling away from each other, or passing each other. Earthquakes usually occur where two plates are running into each other or sliding past each other. **2.** Answers will vary.

Reading Skill

A: Students should circle the transition words and phrases in the passage: in fact (line 9); furthermore (line 13); also (line 14); since (line 17); on the other hand (lines 21–22); in short (line 26); but (line 27); however (line 27)

B: 1. a, c, g; 2. e; 3. b, d; 4. f; 5. h

Reading Comprehension

A: 1. c (lines 4–5); 2. a (lines 8–10);

3. b (lines 17–19 and 26–27); 4. b (lines 27–28)

B: a. NG; b. NG; c. T (lines 19–21); d. F (More research is required to find out if animals can predict earthquakes.) (lines 26–29)

Critical Thinking

Answers will vary. Possible answers include:

1. Some students may be aware of the techniques that seismologists use to measure plate movement and to monitor fault lines, but the fact is that predicting earthquakes is not yet an exact science.
2. Some studies show that animals can pick up on a chemical change in groundwater before an earthquake, other people believe that animals can feel vibrations in the earth before humans can, or

hear frequencies of sound that we can't hear, but there is still no solid, conclusive evidence for either.

Vocabulary Comprehension

A: 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. a; 8. b

B: 1. limited; 2. evidence; 3. odd, sense; 4. claims/claimed, take into account

Vocabulary Skill

A: 1. happiness; 2. kindness; 3. weakness; 4. darkness; 5. shyness; 6. usefulness

B: 1. formality; 2. forgetfulness; 3. convenience; 4. value; 5. curiosity; 6. openness; 7. flashiness; 8. loudness

Real Life Skill

B: Answers may vary. The generally received meanings of the proverbs are: **When sea-gulls fly to land, a storm is at hand:** You can tell that there's going to be a storm if the seagulls fly toward dry land.

Red sky at night, sailor's delight. Red sky in the morning, sailor take warning: Redness in the sky at night is a sign of good weather, but redness in the sky in the morning indicates that bad weather is coming. **The higher the clouds the better the weather:** If the clouds are very high in the sky it means the weather is good (and the higher the better). **When the night goes to bed with a fever, it will awake with a wet head:** If it is very hot at night, it is likely to rain by morning. **When the forest murmurs and the mountain roars, then close your windows and shut your doors:** The movement and noise of animals in the mountains and forest is a sign of a storm or bad weather on its way.

D: Answers will vary. See Teaching Notes.

What Do You Think?

1–3. Answers will vary. Make sure students include their reasons and/or specific examples.

Teaching Notes

- Note that the **Reading Skill** is the same as Unit 5, Chapter 1, Identifying Transition Words. It may be useful to review the words from Unit 5, and then brainstorm more examples of transition words, and what changes each signals. For example, words or phrases that signal a change in opinion include *but*, *on the other hand*, and *however*.
- In recent units, the Student Book has included a number of set phrases, collocations, and idioms. These are all multi-word phrases that students learn as a whole. Vocabulary learning research indicates that it is better to teach these multi-word units as a whole instead of trying to break them into parts. Note that, with idioms, the whole phrase has a meaning that is different from the literal meaning of its individual words. As with other vocabulary items, let students know whether the multi-word units are formal or informal, positive or negative in their tone or sense. For example, *in short* is informal and used instead of the more formal *in summary*.
- In **Real Life Skill D**, explain that when surfing the Internet, identifying and using keywords allow students to initially skim the websites that come up in the search and decide whether they are useful or not. Tell them that, once they go to a certain website, they should scan for the key ideas to save time. Possible idioms include: **food**: The optimist sees the donut, the pessimist sees the hole; Hunger is good sauce; **friendship**: A friend in need is a friend indeed; Keep your friends close, and your enemies closer; **health**: An apple a day keeps the doctor away; Your health is your wealth; and **money**: Beggars can't be choosers; Cut your cloth according to your measure; Money doesn't grow on trees.
- In **What do you think?** students are asked to imagine the future. Be aware that this might be a sensitive topic in some cultures. Note that some cultures and world religions believe that only their god knows the future, thus it is considered inappropriate for people to try to predict it.

Extension Activities



Integrated Skill Extension: Time Capsule

Have students make a time capsule to be opened five years in the future.

1. Ask students to think about these questions: What do they expect to be doing five years from now? What kind of technology will they use then? What kinds of equipment will they use every day? What kinds of things do they have now that will not be in use five years from now? Remind students how quickly things change and discuss what has changed in the last five years.
2. Divide the class into groups of three. Each group should answer every question. Groups may have very different opinions. Allow time for the groups to discuss the questions and arrive at their own answers. Have them write their answers on pieces of paper. Give group different colored paper.
3. Note that the time capsule can be any container such as a sealable plastic bag, a box, or a large can with a lid. Have each group read their predictions to the class. Then respond to any questions before putting them in the capsule.
4. Have students also put things in that have almost completely disappeared now, or are extinct, such as floppy disks, cassette tapes, etc. Find a place to store the capsule and refer to it during the rest of the course if or when related topics come up.



Writing Skill Extension: World Crystal Ball

Have students write a journal entry on what they think the world will be like in 2120. Explain that, sometimes, people make predictions that do come true. Ask what students think the world will be like more than a century (100 years) from now. Some of the questions they may want to think about are: *Will countries be the same as they are now? What will happen with the environment, especially with global warming? What will we use for energy?* Have students write in their journals.

UNIT 12 The Power of Stories

Getting Ready

Answer key

1. **From left:** Two children appear to be asking an old woman for help; A girl wearing a red cloak is unaware that she is being watched by a wolf; A man is playing a pipe and children are following him.

2. **From left:** a. Hansel and Gretel; c. The Pied Piper of Hamelin.; b. Little Red Riding Hood
3. Answers will vary. Students should discuss their answers, as well as any other folktales they know.

CHAPTER 1: A Japanese Folktale

Chapter Summary

Target Vocabulary: declare, delicate, delight, dish, greedy, luxurious, out of breath, request

Reading Skill: Recognizing Sequence of Events

Reading Passage Summary: In this passage, a Japanese folktale describes the plan of a greedy innkeeper to trick her rich guest, but the plan fails and it is the innkeeper who loses out instead.

Vocabulary Skill: Adverbs

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

give you nightmares: cheese, spicy foods;

make you sleepy: chamomile tea, turkey;

wake you up: coffee, black tea, green tea;

make you smarter: fish, protein (meat);

make you happy: "comfort" foods, cakes, desserts

Reading Skill

A: Students guesses will vary. **Actual answers:** a. 6; b. 8; c. 1; d. 4; e. 2; f. 3; g. 7; h. 5

B: Students should circle sequence words like *one day*, *then*, *later*, *after*, *the next*, etc., and then compare their answers.

Reading Comprehension

A: 1. b (entire passage); 2. b (lines 24–26); 3. c (line 27); 4. a (lines 24–29)

B: 1. F (We are not told the reason why the rich man stopped at that particular inn.) (lines 1–9) 2. T (lines 4–6); 3. F (There is no evidence in the story that the rich man knew what the innkeeper was plotting.)

4. F (The innkeeper ran after the rich man because he had forgotten to pay his bill.) (lines 26–28)

Critical Thinking

C: Answers will vary. 1. The overall idea is that it does not pay to be dishonest (in which case, the innkeeper deserved what she got). 2. Sometimes greedy, dishonest people get what they deserve but, this is not always the case.

Vocabulary Comprehension

A: 1. delicate; 2. frightened; 3. disapproval; 4. flag; 5. greedy; 6. deserve; 7. plain; 8. deny

B: 1. out of breath; 2. declared; 3. delicate; 4. delight, greedy

Vocabulary Skill

B: 1. crazily; 2. legally; 3. naturally; 4. delicately; 5. fiercely; 6. curiously; 7. nicely, 8. hungrily

C: 1. fiercely; 2. legally; 3. naturally, curious; 4. nicely; 5. hungrily; 6. crazy

Teaching Notes

- In **Getting Ready**, ask for student volunteers to give the basic outline of each of the folktales depicted. Ask whether students can see any thread of commonality in the three stories (they all involve children who meet, or could meet, danger).
- Explain that *folktales* include myths, legends, fairy tales, and animal fables. Each type has its own characteristics but, traditionally, folktales were transmitted orally from one generation to the next. Then, as people remembered and retold the stories, small changes or variations usually occurred. Over time, many folktales were eventually written down. As well as providing entertainment, folktales also teach lessons about culture and behavior.
- In **Reading Skill**, tell students to look out for sequence markers such as *first*, *then*, and *finally* before they do the activity. Have students circle the sequence words, giving reasons why one item follows another. In **C**, *time line* refers to the list of events in **A**. Have students draw a timeline. Arranging events on a timeline will make it easier for them to check their sequence against the passage.
- In the **Reading Passage**, explain that to *dress for dinner* is an old-fashioned tradition which came about because, usually, people's clothes were not very clean by the end of the day, and dinner was considered a formal event. In some circumstances—at nice restaurants, on cruise ships, and on special occasions—people are still expected to dress up for dinner.
- For **Reading Comprehension**, question 3, the point is never explicitly stated, but we can infer that the rich man was unaware of the plot.
- Note that the **Vocabulary** word *greedy* describes someone who wants more than a fair share of something. Explain that greedy people are selfish in wanting too much money, food, or material things, without considering other people's needs.
- Refer to Unit 10, Chapter 2 in this Teacher's Guide, where adverbs are discussed in the **Teaching Notes**. Note that when an adjective ends in 'l' and the suffix *-ly* is added, the final 'l' is doubled, as in *totally* and *legally*.

Extension Activities



Integrated Skill Extension: Sequencing Folktales

Have groups of students figure out the sequence of folktales that other students have prepared.

1. Have students work in small groups. Each group should choose a folktale that has not been discussed in this lesson. Tell them to discuss the major events in the folktale and then write each event on a piece of paper, with six pieces of paper in total. Make sure they don't number the papers.
2. Have groups exchange sets of paper and try to figure out the sequence of steps for the folktale they received. Tell groups not to write on the papers, but to arrange them in the correct order on a desk or table. Have each group tell the story to the group that wrote it, using sequence markers such as *First*, *Next*, *After that*, and *Finally*. Have the group that wrote the story provide feedback.



Listening/Speaking/Vocabulary Skill Extension: Mime an Adverb

Have students mime adverbs for the rest of the class to guess.

1. Explain that students should *mime*, act out using motions without sounds/words, the meaning of an adverb. Note that this serves as a vocabulary review as well as an exercise on adverbs.
2. Each group should look at the vocabulary in a different textbook unit and think about what words could be acted out as adverbs. Point out that, in many cases, the words appear as adjectives and will need to be changed to adverbs. Tell groups to have three or four words ready, because adverbs cannot be repeated once someone has mimed them. Have students take turns acting out adverbs while the rest of the class tries to guess them.

CHAPTER 2: Internet Hoaxes

Chapter Summary

Target Vocabulary: fare, fool, hoax, immense, obtain, promotion, shocking, terrible

Reading Skill: Identifying Cause and Effect

Reading Passage Summary: Some information on the Internet is false and meant to trick people. Three examples of Internet hoaxes are described.

Vocabulary Skill: Nouns that are also verbs

Answer Key

Before You Read

A: Guesses will vary. All the statements are false.

Reading Skill

A: 1. C, E; 2. C, E; 3. C, E; 4. E, C; 5. E, C; 6. C, E

Reading Comprehension

A: 1. a (entire passage); 2. c (lines 5–9);

3. c (lines 22–25); 4. a (lines 26–28)

B: 1. F (The promotion was just a joke.) (lines 9–11);
2. T (lines 13–15); 3. F (There was no crocodile in New Orleans.) (lines 22–25); 4. F (No one received \$800 for sending emails.) (lines 31–33)

Critical Thinking

C: Answers will vary. 1. Some may think the hoax was simply harmless fun. Others may feel it was quite mean because, in a way, it was poking fun at those who are overweight. If true, the promotion would have financially penalized overweight people, which is discrimination. 2. The main principle is that if something sounds too good or too crazy to be true, it probably is a hoax, and should be checked out.

Vocabulary Comprehension

A: 1. f; 2. a; 3. g; 4. d; 5. h; 6. b; 7. c; 8. e

B: 1. fooled, fare; 2. obtained; 3. immense/terrible; 4. promotion

Vocabulary Skill

A: Answers will vary. Possible answers include: view, fool, watch, frame, call, and newer terms like *google*.

B: 1. water; 2. complimenting; 3. phone; 4. voting; 5. hosted; 6. covers; 7. lit; 8. salted

Real Life Skill

A: 1. d; 2. j; 3. h; 4. f; 5. c; 6. e; 7. a; 8. i; 9. g; 10. b

B: **app:** abbreviation for *application*, meaning a computer program or software; **friend:** verb for becoming “connected” to someone through an online social-networking site, such as Facebook; **like:** a verb which indicates that you approve of or like something you have seen on a website; **post:** to publish something online, such as a comment, an article, a photo, etc.; **profile:** the persona or identity which a person uses on the Internet, and the webpage it’s on; **spam:** unsolicited, unwanted (junk) email; **tag:** to add a person’s name or a location to an online post or photo; **tweet:** verb used for posting on the social-networking site, Twitter; **virus:** a computer program, usually malicious, which can reproduce itself and spread from one computer to another.

What Do You Think?

Answers will vary. Possible answers include: Have students provide examples and reasons.

1. A good folktale is one with an interesting storyline and characters that are compelling. Most teach a life lesson as well. 2. Some people feel a sense of power in creating Internet hoaxes; they enjoy the attention the hoax gets. 3. Many think that if hoaxes hurt people or cause damage, then the people who created them should be legally punished.

- In **Before You Read**, elicit a class discussion about hoaxes in general. Some are perfectly harmless, but quite often people suffer because they are tricked by hoaxes. A hoax is a deliberate attempt to deceive or trick someone into thinking that something false is true. People are often *taken in* or tricked by hoaxes which use exaggerated or sensational language to make their claims appealing. For example, someone dying from a disease might be more inclined to believe in a special medicine that can make them well. Likewise, a poor, desperate person might believe that a "get rich quick scheme" is really true.
- Ask students if they tend to believe information they see in print or on the Internet. Explain that it is important that they learn to evaluate and judge any information that they read or hear. Point out that hoaxes and *urban legends* (untrue or partially true stories) are often spread from online or by word-of-mouth. The person who starts the story often says they personally know the people involved. Explain that this is called *FOAF* or *friend of a friend* transmission of information and, in these cases, the information does not usually come from the source claimed. Point out that word-of-mouth stories are especially quick to spread online.
- In the reading passage, point out that another feature of hoaxes and urban legends is that there is usually a small amount of truth or likelihood that they could be true. That's what makes these hoaxes spread so easily. The confusion following Hurricane Katrina, and the fact that alligators (but not crocodiles) do live in Louisiana helped people believe the crocodile story.
- In **Vocabulary Skill**, explain a little more about the process of nouns becoming verbs. Languages are always changing, and changes in parts of speech are common. Ask your students about noun to verb changes that they use every day. For example, ask what was the last topic they *googled*.

Extension Activities



Integrated Skill Extension: News or Hoax?

Have students role play a television news program to provide practice in detecting hoaxes.

1. Tell students that they are now teams of reporters working for a television station. Explain that they will work in teams of three and write three short news items, one of which is false. When they deliver the news, the rest of the students will have to figure out which news item is false.
2. Explain that each team of three reporters has to write three short (maximum two sentences) news items. Point out that two of the imaginary items should be true, but one item should be a hoax, something that sounds too extreme or exaggerated to be true. Make sure the order changes so that the hoax appears in all three positions.
Some examples:
 1. *The city had strong winds and heavy rains yesterday. In some suburbs, the wind blew down trees and electricity was out for two hours.*
 2. *At City Hospital yesterday, an 80-year-old grandmother gave birth to twins. Her other children are aged 45 and 58. [this one is the hoax]*
 3. *The local football team lost again at the stadium. The players complained that they have been traveling too much lately.*
4. Announce that the news program will begin when everyone is ready. Say that when the rest of the class thinks they are hearing a hoax, they should call out "hoax" and say why they think the information cannot be true. Note that, in reality, many things and events that sound like a hoax can turn out to be true. Students will need to learn to check that their sources of information are reliable.

Fluency Strategy: SQ3R (Survey, Question, Read, Review, Recite)

SQ3R is a simple way to help students be better, more fluent readers and to increase reading comprehension. SQ3R stands for Survey, Question, Read, Review, Recite.

Question Section

Answers will vary. Students should provide two or three questions about the content. Explain that these questions will help give purpose and guide their reading.

FLUENCY READING: The Freshman Fifteen**Answer Key****Review**

A: Answers will vary. Make sure students refer back to their original questions.

B: 1. c (lines 3–8); 2. c (lines 12–13 and 22–35); 3. d (lines 25–27); 4. a (lines 33–34); 5. b (lines 32–35)

Recite

Make sure students close their books. Have them write down all the key points they remember. Then have students compare points in pairs.

SELF-CHECK**Personal Responses to Reading Strategy**

1–8. All answers will vary. Tell the students that the questions are useful for thinking about the reading process. Encourage discussion about SQ3R.

REVIEW READING 1: Four Funny Inventions**Answer Key****Reading Comprehension**

A: 1. c (title, entire passage); 2. b (lines 2–7); 3. c (lines 11–12); 4. d (lines 26–27); 5. b (line 14); 6. c (lines 16–21)

REVIEW READING 2: My Working Holiday**Answer Key****Reading Comprehension**

A: 1. c (lines 29–31); 2. c (lines 4–7, 10); 3. d (lines 24–25); 4. a (lines 27–29); 5. d (entire passage); 6. b (entire passage)

Fluency Strategy: KWL (Know, Want, Learn)

Students should ask themselves three questions to improve their reading fluency and comprehension. The letters **K**, **W**, and **L** can be used to remind them of these questions. **KWL** stands for **Know**, **Want**, and **Learn**.

FLUENCY READING: Not Your Regular Scholarship**Answer Key****Know**

A: Students should figure out that the topic of the passage is unusual scholarships.

B: Answers will vary. Tell students to recall the money and student budget tips from Unit 4.

Want

A: Answers will vary. Students should guess what the passage is about and note questions about things they want to learn from it.

Learn

A: Answers will vary. Make sure students understand that they should fill in this column after they have read the passage.

B: 1. b (title and lines 5–7); 2. c (inference from lines 4–5); 3. b (line 2); 4. c (lines 25–30);

5. a (lines 8–15); 6. d (although the scholarship is economics-related, math is not mentioned, lines 16–22)

SELF-CHECK: KWL Strategy**Personal Responses to Reading Strategy**

Answers will vary. The questions are intended to encourage reflection on the reading process in general and, in particular, the use of this reading strategy.

REVIEW READING 3: Real Mail vs. Email**Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 3–6); 3. a (lines 12–15); 4. a (lines 24–27); 5. d (lines 24–38); 6. a (entire passage)

REVIEW READING 4: Selecting the Olympic Sports**Answer Key****Reading Comprehension**

1. b (entire passage); 2. a (lines 2–8); 3. a (lines 13–14); 4. c (lines 27–29); 5. c (lines 9–15); 6. a (lines 11–12, 14–16)

Dealing with Unknown Words

Students identify unknown words by circling them as they read. They should not interrupt the flow of their reading to look up the unknown words. After reading, they list unknown words and their line numbers, and guess the meaning of the most important words, based on context.

FLUENCY READING: Amazing Machines!

Answer Key

A: Circled words will vary. Make sure students understand they should keep reading as they circle.

B: Answers will vary.

C: a (line 8)

D: Answers will vary.

Reading Comprehension

1. b (line 15); 2. d (line 18); 3. a (lines 25–27); 4. c (lines 29–35); 5. a (lines 1–5); 6. c (entire passage)

SELF-CHECK: Dealing with Unknown Words

Personal Responses to Reading Strategy

Answers will vary. The questions are intended to encourage reflection on the reading process in general, and on unknown words in particular.

REVIEW READING 5: Dying Languages

Answer Key

Reading Comprehension

1. c (title, entire passage); 2. d (lines 1–4); 3. b (lines 10–12); 4. b (lines 15–19); 5. b (lines 21–23); 6. d (lines 23–26)

REVIEW READING 6: Celebrating Chusok

Answer Key

Reading Comprehension

1. b (entire passage); 2. d (lines 3–4); 3. b (lines 10–14); 4. a (lines 5–9); 5. b (line 18); 6. d (entire passage)

Please note that questions 2 and 3 should have “NOT” added to them. They should be:

Q2: Which of these do people NOT celebrate during Chusok?

Q3: According to the passage, in what ways has Chusok NOT changed?

Reading ACTIVELY

Students should *Activate* prior knowledge, *Cultivate* vocabulary, and *Think* about meaning as they read. As they read, they should *Verify* that they are using effective strategies and regularly *Evaluate* their progress.

FLUENCY READING: Young People Are Adults, Too!**Answer Key****Activate Prior Knowledge**

A: Guesses will vary. Make sure students connect with the main topic of *young people as adults*.

Cultivate Vocabulary

A: Have students circle unknown words and evaluate how much they can understand anyway.

B: Guesses will vary. Point out to students that trying to guess is more important than accuracy.

Think About Meaning

Answers will vary. Possible answers include:

The article was written by a young person probably in the United States, but maybe someone who lives in another country and is thinking critically about U.S. laws. The writer's goal is to express an opinion and encourage people to think about laws that should be reformed. Opinion articles like this often appear as editorials in newspapers or in blogs. The writer wants the legal ages to be lowered.

Increase Reading Fluency: Make sure students check their predictions as they read.

Verify Strategies: Point out the usefulness of the Self-Check questions during this stage.

Evaluate Progress

1. a (lines 2–3); 2. a (lines 8–11); 3. c (entire passage); 4. c (entire passage); 5. c (lines 9–12); 6. a (lines 21–22)

SELF-CHECK

Answers will vary. Encourage students to reflect on the usefulness of reading skills and fluency strategies.

REVIEW READING 7: The Mystery of the Fortune Cookie**Answer Key****Reading Comprehension**

1. b (entire passage); 2. d (lines 1–2 and 22–23); 3. c (lines 5–6); 4. c (lines 9–11 and 16–18); 5. d (lines 20–21); 6. c (entire passage)

REVIEW READING 8: Three Centuries of Hoaxes!**Answer Key****Reading Comprehension**

1. b (entire passage); 2. d (entire passage); 3. b (lines 10–12); 4. a (lines 18–20); 5. a (lines 24–29); 6. a (entire passage)

International Phonetic Alphabet (IPA)

Vowels		
Symbol	Key Word	Pronunciation
/ɑ:/	car	/kɑ:(r)/
/æ/	cat	/kæt/
/aɪ/	fine	/faɪn/
/aɪə/	fire	/faɪə(r)/
/aʊ/	house	/haʊs/
/aʊə/	our	/aʊə(r)/
/e/	bed	/bed/
/eɪ/	name	/neɪm/
/eə/	hair	/heə(r)/
/ɪ/	sit	/sɪt/
/i:/	need	/ni:d/
/ɪə/	near	/nɪə(r)/
/ɒ/	hot	/hɒt/
/oʊ/	go	/goʊ/
/ɔ:/	four	/fɔ:(r)/
/ɔɪ/	toy	/tɔɪ/
/ʊ/	book	/bʊk/
/u:/	boot	/bu:t/
/ʊə/	cure	/kʊə(r)/
/ɜ:/	bird	/bɜ:(r)d/
/ʌ/	cup	/kʌp/
/ə/	about	/əbaʊt/
/ɪ/	very	/veri/

Consonants		
Symbol	Key Word	Pronunciation
/b/	boy	/bɔɪ/
/d/	day	/deɪ/
/f/	face	/feɪs/
/g/	get	/get/
/h/	hat	/hæt/
/j/	yes	/jes/
/k/	car	/kɑ:(r)/
/l/	light	/laɪt/
/m/	my	/maɪ/
/n/	nine	/naɪn/
/p/	pen	/pen/
/r/	right	/raɪt/
/s/	see	/si:/
/t/	tea	/ti:/
/v/	vote	/voʊt/
/w/	west	/west/
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/ʒ/	vision	/vɪʒən/
/tʃ/	cheap	/tʃi:p/
/dʒ/	just	/dʒʌst/
/ŋ/	sing	/sɪŋ/
/θ/	think	/θɪŋk/
/ð/	they	/ðeɪ/

Coverage of TOEFL® iBT Reading Skills in ACTIVE Skills for Reading 1

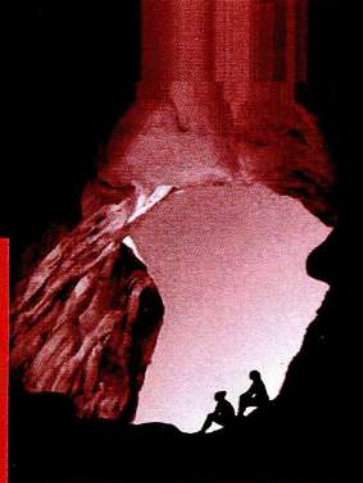
Reading Purpose	TOEFL® iBT Skills Covered in Level 1
Reading to find information	Scanning for information: Units 1B, 2B, 7B, 9A Reading for details: Units 2A, 3B, 6B, 9B Increasing reading fluency: Reviews 1–4
Reading for basic Comprehension	Skimming for main ideas: Units 4A, 6A Identifying main ideas: Unit 8A Identifying supporting details: Units 4B, 7A, 8B Making inferences: Units 5B, 10B Dealing with unknown words: Review 3
Reading to learn	Identifying cause and effect: Unit 12B Identifying transition words: Units 5A, 11B Recognizing sequence of events: Unit 12A Summarizing: Unit 11A

TEACHER'S GUIDE

مرجع زبان ایرانیان THIRD EDITION

ACTIVE

SKILLS FOR READING 1



CEF Level: B1/B2

ACTIVE Skills for Reading is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills. Written by reading specialist Neil J Anderson, the new edition of this best-selling series uses an ACTIVE approach to help learners become more confident, independent—and active—readers.

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For more on Neil J Anderson's ACTIVE methodology, see:

Exploring Second Language Reading 978-0-8384-6685-8

ACTIVE Reading

- A** = Activate Prior Knowledge
- C** = Cultivate Vocabulary
- T** = Think About Meaning
- I** = Increase Reading Fluency
- V** = Verify Strategies
- E** = Evaluate Progress

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