



THIRD EDITION

# ACTIVE

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SKILLS FOR READING

2

مرجع زبان ایرانیان

مرجع آموزش زبان ایرانیان



Neil J Anderson

TEACHER'S GUIDE



THIRD EDITION

# ACTIVE

SKILLS FOR READING 2



## Teacher's Guide



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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.

Neil J Anderson

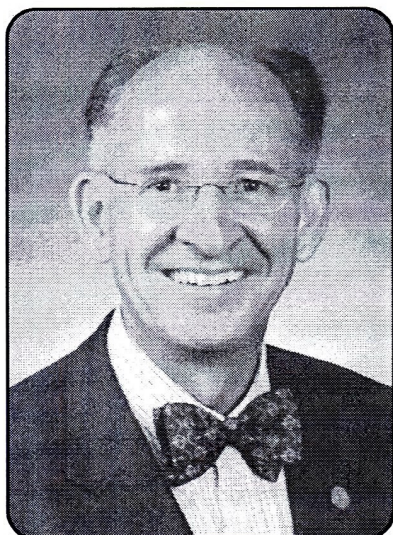


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# Frequently Asked Questions



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!

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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

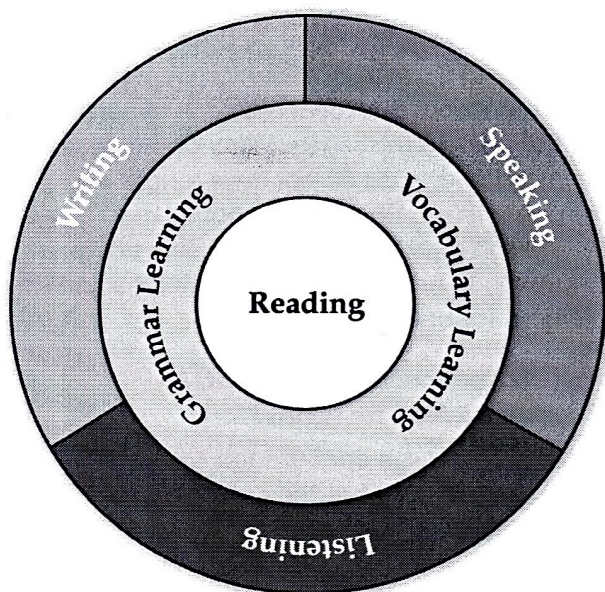
As you can see, the T in ACTIVE has changed from *testing comprehension* to encouraging the learners to *think about*

*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 How often do students take tests in your country? What kinds of tests do they take?
- 2 What kinds of tests do adults take? Which of these tests have you taken?
- 3 Are you good at taking tests? How do you prepare for them?

## 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 Sports Personalities



Venus and Serena Williams, tennis players



Usain Bolt, sprinter



Manny Pacquiao, boxer

A Think about answers to the following questions.

- 1 Do you recognize the athletes above? What do you know about them?
- 2 Who is your favorite athlete? Do you like that person because of their sports ability or because of their personality?

## 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 previewing, predicting, scanning, skimming for general ideas, making inferences, recognizing sequence of events, identifying main ideas, distinguishing between main ideas and supporting details, identifying and understanding cause and effect, recognizing facts, and noticing patterns.

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

Scanning for Names and Numbers

Key information in a passage often contains numbers, dates, or names of people, places, and events. Sometimes numbers are written as digits (1, 2, 3) and sometimes as words (one, two, three).

A Read the following questions. Circle the type of information you need to scan for.

- |  |      |      |        |
|--|------|------|--------|
| 1 When did Ian Kiernan organize his first Clean Up event?        | date | name | number |
| Answer: _____  |      |      |        |
| 2 How many people took part in the first Clean Up Australia?     | date | name | number |
| Answer: _____  |      |      |        |
| 3 Which organization helped Kiernan organize Clean Up the World? | date | name | number |
| Answer: _____  |      |      |        |
| 4 How many countries took part in the first Clean Up the World?  | date | name | number |
| Answer: _____  |      |      |        |
| 5 What program helps people reuse and recycle cell phones?       | date | name | number |
| Answer: _____  |      |      |        |

B Now scan the passage on the next page and answer the questions in A.

C Read the entire passage carefully. Then answer the questions on page 148.

## 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.



All readings in level 2 are approximately 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.

3 Take a look: your clothes may have a brand name or logo on them. Many designer brands like Gucci and Louis Vuitton display their logo prominently on their clothes and bags. Branding is also very important for big sports companies and professional sports teams. For example, Nike has spent hundreds of millions of dollars creating and promoting their instantly recognizable "swoosh" logo.

10

6 Your favorite forms of entertainment are also filled with ads. Companies actively seek to sponsor concerts and TV shows. For example, the Coca-Cola Company sponsored American Idol, one of the most popular shows on American television, since its first season. Similarly, many sports tournaments would be impossible to hold if not for money given by sponsors, who want their ads clearly visible in stadiums. In movies, you'll see characters driving a particular brand of car, or eating a popular snack, because companies pay for their products to be there. In the James Bond film Casino Royale, car manufacturer Ford paid about \$22 million for James Bond to drive one of its cars—for only three minutes!

15



Tiger Woods wearing Nike clothes

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.

- <sup>1</sup> When you **frown**, you make an angry or unhappy expression with your face.  
<sup>2</sup> An **organ** is a part of your body that has a special function, such as your heart or lungs.  
<sup>3</sup> Your stomach **digests** food by breaking it down and taking what it needs for your body.

## 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.

- The writer lists facts about our body in paragraph 1 to \_\_\_\_\_.  
a show us how amazing our bodies are  
b test our knowledge about the body  
c remind us to take care of our body
- Why does the writer say that we are *unaware of what is happening in our bodies* (line 13)?  
a We still don't know much about how our bodies work.  
b Our body works so smoothly that we don't notice it.

### 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,

#### 8 Unit Walkthrough

allow them to scan through the passage to find the correct 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 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 Choose the best answer. The words in blue are from the passage.

- Which is an example of an illness?  
a a broken leg      b a bad cold
- What does surgery involve?  
a giving medicine      b cutting open a body
- Which would make you suffer?  
a an injury      b a treatment
- A cake consists of \_\_\_\_\_.

### 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, recognizing root words, using prefixes and suffixes, organizing vocabulary into topical contexts, analyzing adjective endings, using compound nouns, using adverbs, 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** Read the article below and circle all of the *pre-* words you find.

**Travel Tips for San Francisco**

1. Don't try to predict the weather. Bring a warm jacket and sweater so that you're prepared for changes in the temperature, even in the summer months of July and August, it gets cold.
2. Buy a prepaid phone card. Many of the phone booths at San Francisco airport and in the center of the city only accept prepaid calling cards.
3. Pre-arrange your hotel stay—especially in the summer months. Don't assume that it will be easy to find a room when you arrive. Hotels fill up quickly in San Francisco, particularly in the summer.
4. San Francisco is a great city for walking—but there are hills! Bring a comfortable pair of walking shoes if you're planning to go around on foot. Also, you can prevent stiff muscles by stretching, or avoiding the hills on the first day.
5. There are many wonderful cultural events happening in San Francisco all year round. Go online to get a preview of events happening at the time of your visit.

**Vocabulary Skill**  
The Prefix *pre-*

In this chapter, you learned the noun *prediction*, a word made by combining the prefix *pre-*, meaning *before* or *in advance*, with the noun *predict*, meaning *forecast*. *Pre-* can be combined with nouns, verbs, adjectives, and most words to form many words in English.

## 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.

## Real Life Skill & 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 test instructions, dictionary entries, journals, travel forms, blogs, punctuation, survey questions, signs and symbols, measurements, tourist information, and Internet research.

**Real Life Skill**  
Finding the Right Doctor

Many people have a doctor they visit regularly. However, when a person has a serious illness or injury, or a special medical need, he or she will often visit a specialist. Learning the names of these types of doctors can help you identify the right health specialist.

**A** Study the list of root words in the chart. With a partner, discuss what the people whose names are listed below do.

Root	Meaning
derm-	skin
opt- / ophthalm-	eye
pod- / ped-	foot
psych-	mind
dent-	teeth
gyn-	female

Dr. Kimberly Benthel, Dentist ..... 555-2316  
Dr. Martin Lewis, Podiatrist ..... 555-9980  
Dr. Sandy Moss, Gynecologist ..... 555-2234  
Dr. Peter Rodriguez, Dermatologist ..... 555-1076  
Dr. Mary Watson, Psychologist ..... 555-8789  
Dr. James Wong, Optometrist ..... 555-8855

## 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. Chocolate is described as a food that has evolved over time. Can you think of other foods that have evolved?
2. Can you think of other foods that have myths surrounding them?
3. Are there any foods that you "can't live without"?



## 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.

**Motivational Tip: Using vocabulary skills.** The vocabulary skills throughout this book can increase your range of vocabulary and help you with your general reading. How can you apply these vocabulary skills in your reading outside of class?

## 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: PQR+E

Parsing, Questioning, Rephrasing, and Explaining (PQR+E) is a reading strategy to help you build your reading comprehension in stages from sentences to paragraphs to full texts. Use this

## First Reading

There are three readings in each *Review Unit*. The first reading focuses on explicit instruction of a specific fluency strategy. PRO, PQR+E, KWL, and Reading ACTIVELY are addressed in level 2.

## 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.

	Quadrant 2					Quadrant 4
335						
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.

### C Answer the following comprehension questions.

- 1 What is the main idea of the article?
  - a Jay Forry writes movie reviews for blind people.
  - b Blind people have resources to help them enjoy movies.
  - c Some movie reviews are written specifically for blind people.
  - d Blind people do not enjoy going to movies.

## 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 Comprehension Chart

Score	Review Reading							
	1	2	3	4	5	6	7	8
5								
4								
3								
2								



# 1 Exam Time

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

**1.** Students should share details and discuss the importance of the entrance exam system in their countries. Ask whether they think exams are a good way to decide on students' futures.

**2.** Students should think of examples beyond academic tests, for example: driving tests; medical tests, such as eye tests; citizenship tests; etc. **3.** Preparation methods might include studying with a friend; taking practice tests; going to extra classes, making notes; etc.

## CHAPTER 1: For Better Grades—Use Your Brain!

### Chapter Summary

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**Target Vocabulary:** academic, component, effective, long-term, make an effort, structure, technique, transfer

**Reading Skill:** Describing a Process

**Reading Passage Summary:** This passage describes recent scientific research about the brain and memory, and provides suggestions for methods of more effective study.

**Vocabulary Skill:** Word Webs

[irLanguage.com](http://irLanguage.com)

### Answer Key

#### Before You Read

**A:** Answers will vary. **1.** Students should provide examples. **2.** Possible answers include: writing it down or setting a reminder on their phone. Students should discuss their favorite methods for remembering important information.

#### Reading Skill

**A:** 1. sensory (memory); 2. short-term (memory); 3. long-term (memory)

**B:** b

#### Reading Comprehension

**A:** 1. c (lines 8–10, 16–27); 2. c (lines 22–24); 3. c (lines 13–15, 22–24)

**B:** 1. F, New facts go to short-term memory; but studying them transfers to long term. (lines 7–12)  
2. T (lines 25–27); 3. T (lines 13–15);  
4. T (lines 22–24); 5. T (lines 19–21)

#### Critical Thinking

Answers will vary based on personal experience.

#### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

**1.** the CPU (central processing unit), monitor (or screen), keyboard, mouse (or touch pad), and power cord; **2.** writing the main ideas and organizing them using diagrams; **3.** organizing your time better, setting realistic goals, sharing your feelings, eating properly, and getting enough exercise and enough sleep; **4.** moving to an English-speaking country, completing a university degree through English, and using English in your career.

#### Vocabulary Skill

Answers will vary. **A:** Possible answers include: organize, categorize, personalize, etc.



## Teaching Notes

- For **Getting Ready**, ask students when someone would encounter the types of tests or test-related activities depicted on page 11, and whether test takers know what will be tested before taking the exam. Point out that taking such tests can lead to further education or to finding a job.
- In **Before You Read**, ask: *What is a good memory? What can a person with a good memory do (or What are the benefits of a good memory)?* Possible answers include: *The person can better remember names, numbers, past events, and details, and this knowledge will help them perform better at school or work.* Explain that people have different learning styles, and so use different strategies for memorizing. For some people, color and visualization are important for memory, while others like to associate information with sounds or seemingly unrelated words.
- After doing the pair work in **Before You Read**, ask students whether their answers changed once they had a chance to consult with another student and why. When checking answers as a class, make a master list of methods/techniques for question 3 on the board.
- For **Reading Skill**, point out that sensory memory turns into short-term memory, which turns into long-term memory, so option “b” is the answer.
- The **Reading Passage** describes sensory memory as having a very short duration (lines 7–9), but later it suggests that students can use sound and vision to help them learn and remember information (lines 22–24). Point out that when the senses are used actively, they can powerfully enhance memory. Ask whether students have any scent memories, such as associating their first school experience with the smell of chalk or new crayons.
- The **Vocabulary Skill** section introduces word webs, which show the connections between words. Since these connections are complex, there is no single “correct” way to construct a word web. Word webs are useful in a number of ways. Some words are superordinate or *umbrella* terms that include many other words under them. For example, *fruit*, at the center, would branch out to *apples*, *oranges*, *bananas*, and *berries*. It is helpful for students to recognize that some words are more inclusive than others so that they understand differences between general and more specific vocabulary items. As they gain experience with word webs, students will also see that even synonyms have different shades of meaning. Another feature of word webs is that there can be many interconnections between individual words, not just one.

## Extension Activities



### Listening/Speaking Skill Extension: *Memory Test*

Students form small groups to develop and conduct tests for short- and long-term memory.

1. Brainstorm information associated with short- and long-term memory. For example, people usually store information about their families or personally relevant facts in their long-term memories because they learned them many years ago, but newly learnt telephone numbers and names are kept in the short-term memory.
2. Divide the class into groups of four. Each group should create a short (five-minute) test with a mix of questions, including questions that ask students to remember numbers or unusual names.
3. Have two groups work together, each testing the other group. Then ask if they noticed any differences, or patterns, in the responses? Can they tell what information is recalled as short- or long-term memory? Encourage students to give very specific answers.



## CHAPTER 2: Oh, No! Not Another Test!

### Chapter Summary

**Target Vocabulary:** alternative, apply, assess, debate, interact, measure, memorize, reform

**Reading Skill:** Identifying Main and Supporting Ideas

**Reading Passage Summary:** This passage discusses the effectiveness of traditional methods of testing students.

**Vocabulary Skill:** The Suffix -ize

### Answer Key

#### Before You Read

**A:** Answers will vary. **1.** Most students will have some experience with these kinds of exams.

#### Reading Skill

**A:** Students should underline the last sentence in paragraph 1 (lines 7–8) for the main idea and circle the third sentence (*Many people ...* lines 3–5) or the fifth sentence (*These tests ...* lines 6–7) which are supporting ideas.

**B:** Paragraph 2: b; Paragraph 3: a;  
Paragraph 4: a; Paragraph 5: a

#### Reading Comprehension

**A:** **1.** c (lines 6–7); **2.** d (line 17); **3.** e (line 16); **4.** a (line 15);  
**5.** b (lines 18–20)

**B:** **1.** S (lines 9–10); **2.** R (lines 18–20); **3.** R (line 26);  
**4.** S (lines 9–10); **5.** S (entire passage)

#### Critical Thinking

Answers will vary. Possible answers include: **1.** the idea of developing portfolios and having continual assessment throughout the school semester/year; **2.** People have different learning styles, so it's difficult to find one system that suits all types of learners.

#### Vocabulary Comprehension

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

**B:** **1.** interacts; **2.** debate; **3.** reformer; **4.** memorize

#### Vocabulary Skill

**A:** **1.** standardize; **2.** theorize; **3.** modernize;  
**4.** revolutionize; **5.** fantasize

**B:** **1.** theorize; **2.** fantasize; **3.** revolutionize;  
**4.** modernize; **5.** standardize

**C:** **1.** modernize; **2.** fantasize;  
**3.** revolutionized/modernized

#### Real Life Skill

**A: Note:** Make sure students focus on understanding the directions, rather than answering the question. See the final **Teaching Note** for suggestions.

**1.** the nicest; **2.** d; **3.** a car; **4.** See final sentence; the wording may vary, but should express the idea that it may be as difficult for children as it is for adults.

**B:** **1.** grammar/reading comprehension/grammar/reading skill: identifying the main idea; **2.** Answers will vary; **3.** Answers will vary. Questions 1 to 3 have one correct answer which is easy enough to identify, but question 4 requires more thought.

#### What Do You Think?

Answers will vary. Possible answers include:

**1.** In some countries, learning is said to be *test-driven* because tests determine what is taught in the educational system. **2.** One idea is that there is increased competition for university places; jobs; promotions; etc., so tests are one way to decide who a place or position should be given to.

### Teaching Notes

- In **Reading Skill**, have students underline main ideas and circle supporting details in pencil in case they want to make changes. Ask students to compare their answers with a partner. Remind students that supporting details give further

information to support the main idea, even if they come before the topic sentence.

- The **Reading Passage** points out the divide between supporters of traditional exams and alternative views, but students might benefit from a



class discussion. Point out that achievement exams test what students have learned in a particular part of a course. Therefore, students are able to prepare for them by reviewing what they have learned.

On the other hand, since proficiency exams assess the general language level, students cannot directly prepare, other than becoming familiar with the exam tasks and formats.

- In **Critical Thinking**, encourage students to make a distinction between exams that test what you know (such as facts and rules) and what you can do, such

as performance tests where you have to actually demonstrate your skills.

- In **Vocabulary Skill**, note that in British English, the suffix is spelled *-ise*.
- In **Real Life Skill**, go over the directions for each item with the class. Ask how they are supposed to indicate their answer (circle or underline something, write it on a line, etc.). In question 3, do they recognize that the pronoun "one" refers to an earlier noun? Do they identify item 4 as a main idea question?

## Extension Activities



### Writing/Reading Skill Extension: *My Worst Exam Experience*

Have students write about and then share their worst exam experience.

1. Explain that many people have had bad exam experiences (and that it is nothing to be embarrassed about). Have them discuss and brainstorm this topic.
2. Then have each student write one paragraph to describe their experience. Before writing, ask students to consider what information is essential. Explain that they might want to outline the sequence of their story, identifying their main ideas and supporting ideas. Tell students to decide how they want to end their story, perhaps with a punch line. A *punch line* is a quick ending that suddenly explains a situation, and makes people laugh or reflect.
3. Give students 15 minutes to write and edit. After they have finished writing, have students share their paragraph with their classmates.
4. If time permits, have the class discuss what could be done to prevent future bad experiences.



### Integrated Skill Extension: *Exam Prep Board*

Students prepare a bulletin or notice board with exam preparation information.

1. Ask students which exams they will take in the near future. Explain that they are going to help each other be successful by sharing information and preparing together.
2. Have individuals or groups of students post the dates of important exams and what they will include (coverage of material, skills to be tested, etc.).
3. Encourage class members to develop study groups and post their meeting times and venues.
4. Note that another way to prepare is to write practice questions. Assign these as homework to be used in the next class.



# 2 Going Abroad

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

1. Students should give examples and reasons.
2. (clockwise from top left): Thailand, Suzhou, in China, or Venice, in Italy; beaches in the

Caribbean, Australia, Thailand, or Indonesia; the ski-slopes of Canada or the Alps; safari in African countries such as South Africa, Kenya, or Botswana.

## CHAPTER 1: We're in Vietnam!

### Chapter Summary

**Target Vocabulary:** accommodation, basic, eager, exhausting, fabulous, possession, range, unique

**Reading Skill:** Scanning for Details

**Reading Passage Summary:** These four travel blog posts describe a trip to various locations in Vietnam.

**Vocabulary Skill:** Adjective Endings *-ed* and *-ing*

## Answer Key

### Before You Read

**A:** Answers will vary. Possible answers include:

1. **a.** Southeast Asia; **b.** hot and rainy; **c.** Hanoi (capital), Ho Chi Minh City (formerly Saigon); **d.** connections with China, France, United States;
2. It's an interesting place with good food and it's inexpensive to visit.

### Reading Skill

**A: From earliest post to latest:**

1. March 24; 2. March 27; 3. April 4; 4. April 6

**B:** 1. Ho Chi Minh City (line 33); 2. Cholon (line 21); 3. three days (line 12); 4. beaches and crafts (lines 4–5)

### Reading Comprehension

**A:** 1. T, 3 (lines 17–18); 2. F, 3 (lines 12–16); 3. F, 1 (line 28); 4. T, 2 (lines 21–22); 5. F, 4 (lines 4–5)

**B:** 1. great: *saw an amazing range of fruits and vegetables* (line 22); 2. friendly: *they are the kindest friendliest people I've ever met* (lines 14–15); 3. simple: *our hotel is cheap and very clean* (lines 30–31); 4. visit more of Vietnam: *Two weeks here just isn't enough* (line 7).

### Critical Thinking

1. Answers will vary. Students should approach the question by thinking about where Juliana and Tom might have traveled from (the passage says they come from outside Asia); then factor in: international flights; domestic travel within Vietnam (trains, buses, etc.); two weeks' accommodation and meals; souvenirs; etc. A rough budget might be \$2,000 to \$5,000; 2. Other methods may include posting on social-networking sites (also called micro-blogging), keeping a photo-journal, or making a scrapbook of ticket stubs, souvenirs, etc.

### Vocabulary Comprehension

**A:** 1. school; 2. terrible; 3. relaxing; 4. unique; 5. plans; 6. bored; 7. alike; 8. advanced

**B:** 1. exhausting; 2. accommodation; 3. basic; 4. fabulous; 5. range; 6. eager; 7. unique

### Vocabulary Skill

**A:** **first line:** interested, relaxed, confused, pleased, embarrassed, bored, worried (also acceptable: interesting); **second line:** interesting, relaxing, confusing, pleasing, embarrassing, boring, worrying  
**B:** 1. boring; 2. Interested; 3. exciting; 4. relaxing; 5. embarrassed; 6. worried; 7. pleased



## Teaching Notes

- In **Before You Read A**, question 1d, asks about history. Vietnam has a long and complicated history of involvement with China starting 2,200 years ago. For more than 1,000 years, Vietnam was under Chinese rule, but even during periods of independence there have been times of Chinese occupation and conflict. Europeans came to Vietnam in the 16th century, and in the 19th century France established colonial rule, which lasted until 1954. At that time, the country was divided, with the United States supporting South Vietnam, resulting in a long period of warfare that ended in 1976. In recent years, Vietnam has become an economic leader in Southeast Asia and a member of the World Trade Organization.
- Caution students not to simply scan for the place names in the forum but to pay close attention to the sequence of events in **Reading Comprehension A**. Remind them that the writer is writing about places she has already visited, as well as future plans for other places. Students may find it helpful to draw a timeline in pencil, which will allow them to more easily make adjustments if necessary.
- Point out to students that some of the answers in **Reading Comprehension**, especially in **B**, are based on inference rather than overtly stated in the passage. Encourage students to find words in the text that suggest how the writer feels about the points raised.
- For **Critical Thinking**, question 1, students may find it difficult to guess the cost of Juliana and Tom's trip. Remind them that there is no correct answer, but the point is to think about what costs they incurred based on information provided in the text.
- The **Vocabulary Comprehension A** asks students to identify which of the four words doesn't fit with the others. When checking answers, call on students to explain how the other three words are connected. For example, in question 1, all the choices are types of buildings, but only three are businesses for overnight stays.
- Note in **Vocabulary Comprehension B**, question 7, *unique* means "one of a kind," so it is not typically used with the modifier *very*.
- In **Vocabulary Skill**, some students may confuse the adjective endings *-ed* and *-ing*. As a general rule, a person can be adjective + *-ed* if they find something or someone adjective + *-ing*. For example: *Peter wasn't interested in the lecture because it was very boring, but Kristie was bored because she didn't find the topic interesting.*

## Extension Activities



### Integrated Skill Extension: Travel Agent Role Play

Students work in pairs to plan a visit to one of the places featured in the chapter, or any place of their choice.

1. Remind students that they have read about Vietnam and Madrid in the chapter. Have them first review the information about each place by skimming the chapter again, or think about a different place they would like to visit.
2. Have students work in pairs, taking turns as the "travel agent" and the "tourist." Tell them to prepare a list of questions as each. For example, the tourist might ask the agent about things to do and see at various destinations, ways to travel there, and the cost of the trip. Explain that answers are not expected to be accurate, but should be appropriate to the question.
3. Make sure each pair takes turns with the two roles and notes any questions that they find difficult to ask or answer.



## CHAPTER 2: Safe Travel

### Chapter Summary

**Target Vocabulary:** assume, authorize, departure, destination, expire, precaution, purchase, sincere, vulnerable

**Reading Skill:** Predicting

**Reading Passage Summary:** This passage describes how you can have a safe and enjoyable trip by planning carefully before you depart and taking precautions while you travel.

**Vocabulary Skill:** The Prefix *pre-*

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### Answer Key

#### Before You Read

**A:** Answers will vary. Possible answers include:

1. getting ill while abroad, getting lost, experiencing crime, having difficulty communicating if you do not speak the local language; 2. by making sure your passport is not expired and all of your documents are in order, planning for health and hygiene needs, learning about the destination before you travel, booking safe accommodation, being careful about what you eat and drink, and taking care of your belongings.

#### Reading Skill

**A:** Since the article is about travel, all items on the checklist are possible answers but students should particularly notice the connections between Statement 1. and the heading: Learn About the Locals, Statement 3. and the heading: Check Your Paperwork, and Statement 4. and the heading: Pay Attention.

#### Reading Comprehension

- A:** 1. T (lines 1–3, entire reading); 2. T (lines 9–10); 3. F, you need an international driver's license, not insurance (lines 8–10); 4. F, from a doctor, not a travel agent (lines 12–14); 5. F, in Thailand, not in India (lines 32–34).
- B:** 1. Try to learn some words and phrases in advance; look for students and young people who might speak your language; smile (lines 34–38); 2. carry medication in its original container; bring a letter from your doctor if you are carrying prescription drugs; take out proper medical insurance, and get treatment if needed (lines 11–15); 3. Make sure

there is a working meter in the taxi and, if there isn't, agree on a price for the journey in advance (lines 22–24); 4. Buy the tickets at an authorized location and never on the street (lines 27–29).

#### Critical Thinking

Answers will vary according to the safety conditions/culture of each country.

#### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include: 1. You can usually rely on your common sense and instinct. 2. Usually one hour for domestic flights and two hours for international ones. 3. Some might assume that very wealthy people are snobs and not very friendly. 4. Official documents including passports and driver's licenses; certain qualifications; organic (living) things like fresh produce and dairy products.

#### Vocabulary Skill

**A:** 1. predict, prepared; 2. prepaid (twice); 3. Pre-arrange; 4. prevent; 5. preview

**B:** 1. prepare(d); 2. preview; 3. predict; 4. prevent; 5. pre-arrange; 6. prepaid (Students should think of other *pre-* words).

#### Real Life Skill

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

**B:** Answers will vary.

#### What Do You Think?

Answers will vary. For question 3, note that depending on the nature of the problem in a foreign country, a traveler could contact the local police, or their own embassy or consulate.



## Teaching Notes

- In **Before You Read**, emphasize that it is important to think about safe travel in the trip-planning phase as well as while you are actually traveling.
- In **Reading Skill A**, encourage students to use the title, subheadings, and photos to focus their predictions. In **B**, remind students that *skimming* means reading something quickly to locate the main ideas.
- In **Reading Comprehension**, hold a class discussion about how safe travel today requires preparation. Note that travelers should check for recent updates on the safety, security issues, and political situation of their destination. At many airports, travelers need to plan extra time to check in and go through security screening. In addition, some countries have more complicated visa and documentation rules than others.
- For **Critical Thinking**, have the class discuss safety issues for travelers in their city or country. In some places, you must avoid drinking tap water or eating street food. In other places, visitors must take more precautions in cities at night or when they travel on long train or bus journeys. Sometimes, women traveling alone have particular safety concerns.
- For **Vocabulary Skill**, point out that the prefix *pre-* refers to something that happens *before* something else. Encourage students to use a dictionary to find more words that use this prefix. Ask each person to explain one new word that starts with *pre-*.
- In **Real Life Skill**, note that ways of writing the date differ from country to country. Often forms will indicate how to write the date, for example, the form might say: DD/MM/YYYY. Advise students to ask what format is expected if there is no indication already on the form.

## Extension Activities

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### Integrated Skill Extension: *Plan a Trip*

Have students plan a trip and make checklists to ensure that they have a safe and enjoyable time.

1. Ask students to choose a partner with whom they will plan a trip. Have the pairs of students discuss possible destinations. Allow time for students to find information about the destinations before making a selection.
2. Tell them to write three lists: the first for things they need to do to prepare for the trip; the second for things to pack; and the third for what to do and see once they arrive at their destination. They should also take note of tips to do with safety or cultural issues.
3. Have different pairs compare their lists when they have finished. Tell each pair to share recommendations of additional items to include on the lists. For example: If one group researched the weather at their destination, they were able to pack appropriate clothes. Another group may have found out about changing money upon arrival at the destination airport.



### Reading and Writing Skill Extension: *Travel Brochures*

Have students research and make a travel brochure.

1. Note that in doing the role play, students have probably developed a curiosity about the destination they focused on. If they have access to the Internet or print references, assign them the task of looking up information about the destination, including famous attractions or historic sites, weather, accommodations, types of transportation, etc.
2. Have students make a brochure by folding a sheet of paper lengthwise. The brochures can be written content only, or can contain pictures, maps, or charts of information.
3. Display the finished brochures so that students have a chance to read each other's work.



# 3 Movie Makers

## Getting Ready

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### Answer Key

Answers will vary based on personal taste and experiences. Students should give specific

examples and reasons, sharing movies they like, and what they know about movie-making.

## CHAPTER 1: Behind the Scenes

### Chapter Summary

**Target Vocabulary:** credit, crucial, director, exclusively, production, scene, studio, transform

**Reading Skill:** Using Headings to Understand Main Ideas

**Reading Passage Summary:** Although audiences know about the director and actors in a movie, most of us are unaware of the people who work behind the scenes and how important they are in creating a successful movie. This passage describes four such behind-the-scenes jobs.

**Vocabulary Skill:** Prefix *dis-*

## Answer Key

### Before You Read

**A:** 1. Answers will vary. Possible answers include:

paying the many people required to work on a movie, paying for props, sets, filming/working venues, for the technology (cameras, computers, etc.). 2. Important people who work on movies include the actors, the director (who guides the acting and filming), the producer (who controls the movie production, gets funding for it, and hires everyone), the camera crew, and sound engineers (who record the movie's audio track), the crew (who prepare the set), stunt crew (who are specially trained to do physically difficult scenes), and the editors (who decide on what parts to leave in or to remove).

### Reading Skill

**A:** 1. look different (line 6); 2. objects (line 16); 3. are not (line 24); 4. hear (line 34).

### Reading Comprehension

**A:** 1. F, they are in the credits (lines 1–5, 40–41); 2. F, they want you to get to know the character, not notice the makeup (line 15); 3. T (lines 16–20); 4. T (lines 25–30); 5. F, most sounds are made in foley studios, not during the movie filming (lines 35–37).

**B:** 1. Foley artist; 2. Prop master; 3. Prop master; 4. Makeup artist; 5. Special effects coordinator.

### Critical Thinking

Answers will vary. Possible answers include:

2. Make-up artists often have special training in make-up for film or design, though many are self-trained. Special effects coordinators can come from various backgrounds; some are scientists, while others have animation- or digital-design training.

### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

1. horror films or psychological thrillers such as *Scream*, *Halloween*, *The Shining*, or *The Silence of the Lambs*; 3. the director, or actors playing main characters.

### Vocabulary Skill

**A:** 1. dishonest; 2. disappear; 3. disbelief; 4. dislike; 5. disconnected; 6. disagree

**B:** 1. dislike; 2. disconnected; 3. disbelief;

4. disappeared; 5. dishonest; 6. disagree

**C:** 1. dislike; 2. dishonest; 3. disagree; 4. disappear (Answers to the questions will vary.)



## Teaching Notes

- In **Getting Ready**, note that there are some cultural differences when talking about movies. *Movie* is a term used most often in North America. Elsewhere, *film* or *the cinema* is more commonly used. In British English, people say they are going *to the cinema*, not *to the movies*. The word *movie* was originally short form of the term *moving/motion pictures*.
- In **Before You Read**, elicit a class discussion, asking students to classify movies into specific types, or categories. Have students, working in small groups, brainstorm different movie genres: action, adventure, historical, science fiction, war films, Westerns, animation, or documentary. And give examples of movies that belong in each category.
- In **Reading Skill**, point out that headings and subheadings usually state the main idea of the paragraph or section.
- For **Critical Thinking**, ask if students would like to have a career working in movies. Have them say why or why not, and give examples/specific reasons.
- In **Vocabulary Skill**, *dis-* is presented as a prefix. However, some students may also know *dis* as a transitive verb made popular by hip-hop and rap musicians in the 1990s. As a verb, to *dis* someone is to disrespect, insult, or criticize them and is used only in very informal language.
- *Dislike* is a mild and polite way of saying that something does not please you. Stronger forms include *hate* and *despise*. Students should avoid the strong forms if *dislike* is what they mean.

## Extension Activities



### Writing/Reading Skill Extension: *My Favorite Scene*

Have students write about their favorite movie scene without identifying the movie, and have other students try to guess what movie it is.

1. Ask students to think about movies they have seen and decide on one scene that particularly impressed them, or that they found particularly memorable. Explain that they should write about that scene in a single paragraph.
2. Before students start to write, caution them not to supply the name of the movie. They may mention names of characters, settings, or other details. Have students write their own names on their papers, and then give them time to write.
3. After students have finished, circulate the papers so that others can read them. When readers think they know the name of the movie, they should check with the writer. Emphasize that they should not write the name on the paper or say it out loud, so that others have a chance to guess.



### Listening/Speaking Skill Extension: *Creating a Scene*

In small groups, have students discuss what makes movie scenes memorable.

1. Have students form and work in groups of four. Their task is to think about movie scenes they felt were particularly memorable. They should think about what made those scenes special, and in particular, the way makeup or special effects were used.
2. Allow time for each group to discuss a variety of movies before choosing one they all agree on. The group should then list the ways in which makeup or special effects were used creatively.
3. Have groups take turns describing their scene to the rest of the class. After they have described how the scene was created, allow time for other students to add information or ideas.



## CHAPTER 2: The Rise of J. J. Abrams

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### Chapter Summary

**Target Vocabulary:** ambition, debut, influential, inspiration, metaphor, passion, preserve, represent

**Reading Skill:** Recognizing Sequence of Events

**Reading Passage Summary:** This passage tells the story of J. J. Abrams' career in the movies from writing music to co-writing screenplays to directing major blockbuster movies.

**Vocabulary Skill:** Organizing Vocabulary

### Answer Key

#### Before You Read

**A:** Answers will vary based on students' individual knowledge of and interest in Hollywood movies and American TV shows.

#### Reading Skill

**A:** Sequence is: 1. (When he was 11 or 12 . . .); 2. (Not long after the camera . . .); 3. (He soon got his first opportunity at 16 years old . . .); 4. (His next move was into television . . .); 5. (Abrams made his movie directing debut . . .); 6. (His movie success caught the attention of top filmmaker . . .); 7. (Today, the couple and their three children live near Los Angeles)

**B:** Students should circle the key words or numbers that helped them to choose the sequence.

#### Reading Comprehension

**A:** 1. a (entire passage); 2. c (lines 38–40);

3. b (lines 32–34)

**B:** 1. T (lines 15–16); 2. F, the mystery box, not the camera (line 32–34); 3. F, movie days, not television (lines 22–25); 4. F, it is his production company, not his wife's (line 38); 5. T (lines 38–40).

#### Critical Thinking

1. Answers will vary. Possible answers include: a book, a regular theater (for stage plays), or a concert hall.

2. Answers will vary based on students' personal choices. Students should give reasons.

#### Vocabulary Comprehension

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

**B:** 1. passionate, ambition; 2. debut; 3. influence; 4. preserve

#### Vocabulary Skill

**A: Nouns:** director, scene, script, studio, credits, Hollywood, hero, actress, supervisor, monster;

**Verbs:** create, avoid, disappear, produce, lead, prepare; **Adjectives:** scary, important, lead, impossible, famous

**B: People:** director, hero, actress, supervisor, lead (actor or actress); **Places:** studio, Hollywood;

**Things:** scene, script, credits, monster

#### Real Life Skill

**A:** 1. b (emphasis); 2. c (title); 3. a (set words apart)

**B: Reasons for use of italics:** *scary*, *exciting*: to set words apart; **Big Screen**: it's a title; **The Spirits**: it's a title; **The Haunting of Powell Manor**: it's a title; **everyone**: for emphasis; **invitation**: for emphasis

#### What Do You Think?

Answers will vary based on personal opinions.

### Teaching Notes

- In **Before You Read**, question 3, asks who J. J. Abrams is. If students have never heard of him, remind them of the reading skill they used in Chapter 1 (predicting). Point out that the chapter title indicates a biographical text. Draw students' attention to the photograph in the article, which shows a man receiving an award.
- The **Reading Skill** of Sequencing Information and Events is an important, real-life skill. Information is not always presented in a neat chronological sequence. Sometimes it is mixed up or fragmentary, and the reader must use certain techniques for figuring out the order of events. If the reading material is a biography, looking for key life markers



such as date of birth, childhood events, educational stages, career development, lifetime awards, retirement, and date of death, can be useful. Sometimes actual dates are given, and they can be ordered easily. Other important clues include linking words or discourse markers such as ordinal numbers (*first, second, next, after that, and finally*). Encourage students to draw timelines to help them organize the information visually, as an alternative to writing events in a list. Such timelines allow for adjustments and later inclusion of other information, whereas just listing things in numerical order may make it difficult to adjust when new information is inserted.

- For the **Reading Passage**, explain that a *screenplay* is the written plan for a movie that includes both the action of the plot and the dialogue (what the actors say). Sometimes a screenplay is an adaptation of a book, but with more visual emphasis. At other times, it is an original story for a film. A screenplay has to include full directions, including descriptions of the setting where the film takes place, as well as details of action scenes.
- In **Vocabulary Skill**, note that the word *lead* can be a verb, noun, or adjective. Explain to students that the skill of organizing words supports a vocabulary-learning principle that the more we actually interact with words, the better we learn them.

## Extension Activities



### Speaking/Listening Skill Extension: *Movies in My Country*

Have students describe movie-making in their own country.

1. Remind students that Hollywood is not the only place with a movie industry. They may be familiar with Bollywood—the informal name of the Hindi-language movie industry based in Mumbai, India—or with other places that are known for movie production. Ask what is happening with movies in their own country. Sometimes, even if there is not a developed moviemaking industry, discuss how the country has been used as a location, or alternatively, how the country has been represented in movies.
2. After students have responded in general, ask whether there is a particular type of movie made locally. Alternatively, ask students about movie-going practices in their country, including what kinds of movies are popular, how often students see movies, if they watch movies in a movie theater or at home, or whether foreign films are subtitled in the local language.



### Integrated Skill Extension: *Jigsaw Sequencing*

Have pairs of students produce a jigsaw challenge and give it to another pair to solve.

1. Explain that each pair of students should write a sequence of six steps. The steps can be from a person's life (as in the lesson); from a narrative that tells a story; from recounting a sports or news event; or even from a folk tale. The important thing is that there must be some sort of clue for each step and students must use connectors to link the steps.
2. When they have finalized the sequence, each of the six steps should be clearly written on separate, unnumbered pieces of paper. These papers should then be randomly jumbled so that they are not in any fixed order.
3. Have each pair of students give their jumbled sequence to another set of students. The puzzle-solvers should read the individual steps, then discuss the options for putting them into sequence.
4. When the first pair has solved the sequence, they should give their scrambled sequence to another pair to solve. Pairs can mingle and solve sequences as long as time permits.



# 4 Young Athletes

## Getting Ready

### Answer Key

1. **Clockwise from top left:** tennis, baseball, canoeing, soccer/football. Students should name other sports they know.

2, 3. Answers will vary depending on students' knowledge of sports and personal interests.

## CHAPTER 1: Laura Dekker: Record-Setter!

### Chapter Summary

**Target Vocabulary:** achievement, aspire, exotic, feat, goal, record, talent, verify

**Reading Skill:** Previewing

**Reading Passage Summary:** This passage describes how, at the age of 15, Laura Dekker—through her talent, determination, and hard work—successfully sailed around the world alone.

**Vocabulary Skill:** Verbs Used to Talk about Sports and Games

## Answer Key

### Before You Read

**B:** Answers will vary. Possible answers include:

1. Athletes have to have more discipline to get up early and manage their training schedules as well as their studies. They are often more careful about what they eat, and how they treat their bodies.
2. Students should explain their opinions. Some may propose that athletes should begin playing their sports as young as possible if they hope to become famous.

**Reading Skill B:** Answers will vary.

### Reading Comprehension

**A:** 1. a (lines 14–20); 2. c (lines 9–12); 3. b (lines 28–35)

**B:** 1. F, at 13, not 15 (lines 12–13); 2. F, she stopped along the way (lines 22–27); 3. T (lines 19–24); 4. T (lines 26–27); 5. F, is *not* listed (lines 30–33).

### Critical Thinking

Answers will vary. Possible answers include: 1. Laura is a brave and adventurous person. She also had to

be very disciplined and determined to achieve her goal. 2. The Dutch government was right to be worried since Laura's trip could have been dangerous for someone so young. On the other hand, she did, in fact, complete the journey successfully and safely.

### Vocabulary Comprehension

**A:** 1. artist; 2. local; 3. sweat; 4. address; 5. close; 6. reward; 7. work

**B:** 1. aspires; 2. exotic; 3. goals; 4. verify/record

### Vocabulary Skill

**A: Play:** soccer, golf, tennis, chess, basketball;

**Go:** jogging, swimming, cycling, surfing;

**Do:** aerobics, gymnastics, yoga

**B:** 1. soccer/golf/tennis/chess/basketball;

2. jogging/swimming/cycling/surfing;

3. jogging/swimming/cycling/surfing;

4. aerobics/gymnastics/yoga;

5. soccer/golf/tennis/chess/basketball (Students may use other words, but must use them correctly).



## Teaching Notes

- In **Getting Ready**, for more information about other sports, encourage students to look for relevant books or websites. Note that the Olympics website provides a list of official Olympic sports, and can be used as a springboard for a more general discussion about sports.
- Before students read the **Reading Passage** thoroughly, select some details to ask students about, giving them additional practice in scanning for specific information. After they have looked for a number of items, ask them to quickly re-read the passage with a different emphasis, to get the general meaning or gist of each paragraph. Explain that this is called *skimming*. Have students skim one paragraph at a time, closing their books once they have read each paragraph. Ask general questions about the paragraph before proceeding. Also remind students about using prediction as a reading skill. Have them look at titles and accompanying pictures to predict what the text is about.
- For **Critical Thinking**, question 2, if time permits, hold a class debate, with students arguing for or against the Dutch government's position.
- For **Vocabulary Comprehension A**, in order to help students build vocabulary, have them form pairs and discuss their reasons for grouping some words together and eliminating others.
- In **Vocabulary Skill**, note that *go* is commonly used with sports ending with *-ing*, as well as other activities such as shopping; these are usually activities that you can do alone. *Play* is used with sports and activities that have a variety of endings; usually competitive sports/games played by two people or a team. *Do* is typically used for all other recreational activities, particularly those that can be done in groups, such as gymnastics or martial arts.

## Extension Activities



### Integrated Skill Extension: *Rules and Regulations*

Have students work in small groups to define the regulations for well-known sports.

1. Brainstorm well-known sports. Write the names on the board. Point out that some people may know the regulations for these sports very well, but others may not.
2. Ask students to imagine that they are going to take some foreign visitors to a local sports event, and they need to prepare the visitors by giving them an overview of the rules and regulations. Students should consider: Who can score and under what conditions? How is the game played? Do the teams take turns? When is someone out of the game? What moves are legal or illegal? Students may need time out of class to gather information.
3. Ask students to work in groups of four. Each group should select a different sport. Have the groups discuss the basic regulations for their sport and write them on a chart.
4. Then have each group present its set of regulations to the rest of the class, who should be encouraged to ask questions and/or offer feedback.



### Speaking/Listening Skill Extension: *Debate: Athletes Are Born, Not Made*

Have students debate the premise that athletes owe their success to innate factors such as size and strength instead of training and coaching.

1. Explain the premise to be debated and allow some general discussion before choosing teams. You might want to include current issues such as the banned use of steroids to enhance performance.
2. Allow students who feel strongly about one side of the issue to volunteer for that team. Assign the other students to the second team. Make sure the class is divided evenly into two teams.
3. Allow time for the teams to organize their positions and statements.
4. Give each team an opportunity to present their position as well as time for a rebuttal.



## CHAPTER 2: The Unbeatable Yani Tseng

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### Chapter Summary

**Target Vocabulary:** aggressive, amateur, coach, enthusiastic, professional, role model, sense of humor, tournament

**Reading Skill:** Predicting

**Reading Passage Summary:** This passage describes Yani Tseng's passion for golf which she developed at a very young age and how she became a golfing world champion.

**Vocabulary Skill:** Adjectives with the Suffix *-ous*

### Answer Key

#### Before You Read

**A:** Answers will vary according to students' knowledge of sport and personal opinions. Possible answers include: **3.** Having an interesting personality may be an advantage, since famous athletes are so often in the public eye, and it helps in interviews if they are not boring.

**Reading Skill A:** Answers will vary. Students should give answers based on the title and photo in the passage, inferring what the passage is about, and predicting what the passage will say.

#### Reading Comprehension

**A:** **1.** a (lines 7–14); **2.** a (lines 18–23); **3.** c (lines 32–34)

**B:** **1.** T (lines 11–12); **2.** T (lines 7–9); **3.** F, Yani beat Brittany (line 15); **4.** F, Yani dressed up as Harry Potter (lines 24–28); **5.** F, Sorenstam is Yani's role model (lines 29–30).

#### Critical Thinking

Answers will vary. Encourage students to give reasons for their ideas. Some possible answers and reasons include: **1.** Athletes may make good role models because they show what can be accomplished with training and hard work/They don't make good role models because competition is not always a good thing, and athletes are not always honorable people. **2.** Athletes should take their competitions seriously and always do their best; that's what they train for.

On the other hand, it's important to have some kind of balance rather than being serious and intense all the time.

#### Vocabulary Comprehension

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

**B:** **1.** Tournament; **2.** coach; **3.** aggressive; **4.** enthusiastic; **5.** professional; **6.** role model

#### Vocabulary Skill

**A:** humorous; dangerous; famous; courageous; nervous; adventurous

**B:** **1.** all options are possible; **2.** all options are possible but *famous* is the most suitable answer; **3.** dangerous/courageous/adventurous; **4.** dangerous; **5.** humorous

#### Real Life Skill

**A:** Answers will vary. Some countries use a variety of forms depending on the document.

**B:** Students should use ordinal forms for days, saying: February seventeenth or the seventeenth of February, two thousand (and) seven, etc.

**C:** **1.** on May twelfth/on the twelfth of May;  
**2.** from May second/from the second of May to May fifth/to the fifth of May;  
**3.** on May twentieth/on the twentieth of May

#### What Do You Think?

Answers will vary based on personal opinions.



## Teaching Notes

- In **Reading Skill**, students should base their predictions on what they can see in the picture, not invisible factors such as a supportive family or the right personality. After reading the article, they will be far more likely to include mentioned factors such as hard work and good coaching.
- Encourage students to develop the habit of predicting before they start to read. Before any reading, have them pay attention to pictures, captions, titles, and headlines, then make very brief notes on what they expect the reading to cover. Prediction activates students' background knowledge about a topic, and it also provides a framework into which they can fit new information from the reading. Students must pay careful attention to the source and date of the reading, the author's purpose, and the type of text. For example, students should be aware that reading about sports personalities in popular magazines is different from reading a more objective encyclopedic account of the athlete's career.
- Note that the biographical nature of the **Reading Passage** provides a natural opportunity to recycle other reading skills such as sequencing information through the use of a timeline. Ask students to put the main events of Yani's life on a timeline running from her birth to the present. Have them select the most important events and sequence them.
- In **Vocabulary Comprehension**, question 1, note that the terms *amateur* and *professional* are opposites, although either person could be skilled or an expert in a particular sport. Explain to students that athletes become *professional* when they are earning money/a living from the sport.
- In **Vocabulary Skill**, note that in many cases, when the suffix *-ous* is added to a noun ending in "e," that the letter is "e" omitted. However, there are some exceptions, such as *courageous*.
- **Real Life Skill** presents alternative ways of expressing dates. There is a movement toward an international standard of giving the date followed by the month and year, so even in the United States there are government forms that ask for a DD/MM/YYYY format. Caution students to take particular care when filling out forms since they are sometimes unclear about the order required. If the required format is unclear, suggest writing the name of the month rather than its number.

## Extension Activities



### Integrated Skill Extension: *Unusual Sports Challenge*

Students research unusual sports, then challenge their classmates about the sport.

1. Assign students the task of researching an unusual sport for homework. By using "unusual sports" as the search term on the Internet, they can find many little-known sports such as Gaelic football, pelota, bozkashi, or roque.
2. Explain that the basic information required is: a) the name of the sport; b) where it is played; and c) a brief description of what type of sport it is. For example: Bozhashi is played in Afghanistan by teams of horseback riders who try to capture a goat and take it across a goal line. Tell students that any photos of the sport or its equipment would be very helpful.
3. In class, have students write the name of their sport on the board. Let other students try to share any information they know about the sport or guess how the game is played. Then, have the student who did the research correct any wrong points and give additional information.



# 5 The Amazing Human Body

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## Getting Ready

### Answer Key

**A: Clockwise from top right:** brain, heart, stomach, bone, joint, intestines, muscle, lung, skin

**B: 1.** The *brain* controls the functions of the rest of the body. The *heart* pumps blood through the body. *Lungs* exchange carbon dioxide for oxygen. The *stomach* and *intestines* help the body digest food and get rid of waste. The *bones* provide the framework for the body. *Joints*

enable limbs (arms and legs) to move. The *skin* protects the rest of the body. *Muscles* contract and relax so that the body can move. **2.** Some other body parts include the *kidneys* (which get rid of waste), *spleen* (which produces blood cells), *liver* (which filters blood and changes sugar to glucose), and *pancreas* (which aids digestion).

## CHAPTER 1: You Are Amazing: You Are Human!

### Chapter Summary

**Target Vocabulary:** breathe, complex, consist of, illness, injury, suffer, surgery, treatment

**Reading Skill:** Identifying Main Ideas within Paragraphs

**Reading Passage Summary:** This passage describes how the human body is an amazingly complex machine that requires care and attention to function well for a lifetime.

**Vocabulary Skill:** Nouns Ending in *-logy/-ology*

### Answer Key

#### Before You Read

**A:** Answers will vary. Actual answers: **1.** T; **2.** F; **3.** T; **4.** F; **5.** F; **6.** T (see page 61 in the student book.)

#### Reading Skill

**A:** a (lines 5–6)

**B:** **Paragraph 2.** a (line 9); **Paragraph 3.** b (line 15); **Paragraph 4.** a (lines 23–31); **Paragraph 5.** b (lines 32–34)

#### Reading Comprehension

**A:** **1.** a (lines 1–8); **2.** b (lines 9–14); **3.** c (lines 25–27)

**B:** **1.** very little (lines 13–14); **2.** accidents (lines 21–22); **3.** has many complicated parts (lines 5–8, entire passage); **4.** Old people (lines 22–25)

#### Critical Thinking

Answers will vary. Possible answers include: **1.** Certain body parts cannot be replaced, and some damage is irrevocable. **2.** Exercise, eat healthy food, get enough rest, and smile.

#### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

**1.** Cancer, or heart disease. These illnesses are incurable, and require constant medical care. Generally, illnesses attack the body and weaken it. **2.** The average for humans is one minute, but this can vary a great deal. **4.** Have nothing but clear liquids for at least one day, and gradually reintroduce small amounts of plain food, such as rice, which is easier to digest than spicy or greasy food.

#### Vocabulary Skill

**A:** bio = life, psych = mind, phon = sound, physio = nature/body, geo = earth, socio = culture; **1.** biology; **2.** psychology; **3.** geology; **4.** phonology; **5.** physiology; **6.** sociology

**B:** **1.** biology; **2.** psychology; **3.** geology



## Teaching Notes

- When students have completed the **Before You Read** exercise and checked the answers, elicit a class discussion about which facts surprised students the most. Ask whether students know any other interesting facts about the body.
- Before students do the **Reading Skill** section, review the differences between main ideas and supporting details. Remind students that a main idea usually appears in the topic sentence of a paragraph and is accompanied by examples or further details.
- For the **Reading Passage**, consider using an outline or graphic organizer to visually summarize the parts of the reading. For example, in a *spider map*, one would write/draw the topic in the center (in this case, *The Human Body*) with main idea lines radiating out in all directions (on which you would write the main idea for each paragraph), with supporting details radiating from those. Demonstrating how this graphic organizer works will give students a useful tool to use on their own with other readings.
- Remind students that while both skimming and scanning involve reading quickly, they entail reading for different levels of information. Since sometimes a visual image helps students remember the difference, tell them that if you are in a fast boat *skimming* over the water, you only have time to look for large things such as big rocks (main ideas). However, if you put a page from a book in a *scanner*, it's going to copy every detail (specific information).
- In **Reading Comprehension B**, note that hospital care can vary a great deal depending on the location and culture. Some European countries offer free healthcare and hospital treatment while, in other countries, it can be very expensive. In some places, going to the hospital is a fairly ordinary event, but in other places, it happens only in dire or life-threatening situations. If the latter is the case for your students, be sensitive to their concerns about discussing hospitalization.
- In **Vocabulary Skill**, take note of the term *physiology*. Point out that while *anatomy* is the study of the systems of the body (circulatory, digestive, reproductive, etc.), *physiology* is concerned with the processes of the body—how the body functions.

## Extension Activities



### Vocabulary Skill Extension: Health Word Sort

Have students brainstorm health-related words and sort them into categories.

1. Ask students for any words they can think of that are related to the human body, health, or medicine. As words are suggested, write them on the board. Elicit as many words from the class as you can.
2. Brainstorm four or five major categories for the words, including: *parts of the human body* (many words from this unit), *health/medical problems* (illness, injury), *medical care* (treatment, prescription, health workers, and their tools), and *places* (hospital, clinic, doctor's office).
3. Divide the class into as many groups as you have categories. Explain that each group is responsible for going through the entire list and deciding which words belong in their category. If time permits, have each group also add other related words, as many as they can think of. Point out that some words may fit into more than one category.
4. Ask each group to present their list to the class for comments or additions.



## CHAPTER 2: Seeing with the Ears

### Chapter Summary

**Target Vocabulary:** blind, bounce, capable, overcome, phenomenon, refine, sensitive, sight

**Reading Skill:** Predicting Vocabulary

**Reading Passage Summary:** This passage describes how a young man, named Ben Underwood, developed a skill called echolocation to understand his surroundings. He used echolocation to overcome being blind, and learned to safely cycle and skateboard in his neighborhood.

**Vocabulary Skill:** Suffix *-ion*

### Answer Key

#### Before You Read

**A:** Answers will vary. Possible answers include:

- 1. ant:** Ants can carry much more than their own body weight, up to 100 times more in some cases; **bat:** Bats use echolocation and are the only mammals that can fly; **eagle:** Eagles have unusual eyes, large in proportion to their bodies, with five times more light-sensitive cells than humans, giving them excellent eyesight; **dog:** Dogs sweat only through their tongues and have a heightened sense of smell. **2.** Human brains are extraordinary, capable of reasoning as well as intellectual and abstract thought. We are also the only species that blushes!

#### Reading Skill

**A:** Answers will vary. Students should circle words related to sight, sound, and also accomplishment.

**B:** Actual words in the reading are: ability, sight, determination, phenomenon, animals, blind, body, eyes.

#### Reading Comprehension

**A:** **1.** F, he was able to see until age 3 (lines 8–9); **2.** T (lines 11–14); **3.** T (lines 16–17); **4.** F, he was able to ride a bike (lines 28–29); **5.** T (lines 21–27)

**B:** **1.** Ben (Underwood) / Ben; **2.** (physical) disabilities; **3.** overcome; **4.** (retinal/eye) cancer; **5.** a clicking sound/clicking sounds; **6.** echolocation; **7.** a sharper sense of/superior hearing; **8.** brain scans; **9.** sight/vision; **10.** skateboard

#### Critical Thinking

- 1.** The author admires Ben. Evidence from the text: *Ben Underwood is a great example of someone who trained his body to do something incredible.* (lines 4–7); *he remains a shining example of what people*

*are capable of if they are determined enough.* (lines 31–32); **2.** Answers will vary. Possible answers include: People who can see might develop a clearer sense of their surroundings in general, or may be able to find their way in the dark, if they could use echolocation.

#### Vocabulary Comprehension

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

**B:** **1.** refine; **2.** overcame; **3.** sight; **4.** blind; **5.** sensitive; **6.** phenomenon; **7.** capable; **8.** bouncing

#### Vocabulary Skill

**A:** **1.** determination; **2.** admiration; **3.** inspiration; **4.** competition; **5.** distinction; **6.** satisfaction

**B:** **1.** distinction; **2.** competition; **3.** determination; **4.** admiration; **5.** satisfaction; **6.** inspiration

#### Real Life Skill

**A:** Students should note there are two forms referring to eye and foot. **dentist:** teeth; **podiatrist:** foot; **gynecologist:** female; **dermatologist:** skin; **psychologist:** mind; **optometrist:** eye

**B:** **1.** 555-2356; **2.** 555-8855; **3.** 555-2234; **4.** 555-0076; **5.** 555-6789; **6.** 555-9080

#### What Do You Think?

Answers will vary. Possible answers include:

- 1.** Many people tend to take their bodies for granted. **2.** Exercise more, have a healthier diet; get enough rest. **3.** Students should note that, to a certain extent, people are limited. However, the story of Ben Underwood in the unit may persuade students that the human body and mind are amazing, and people can overcome disabilities to accomplish extraordinary things.



## Teaching Notes

- **Before You Read** asks about the special abilities of humans and certain animals. If students are not already familiar with the scientific facts, encourage them to look at the pictures and make their best guesses.
- The **Reading Skill** of Predicting Vocabulary activates background knowledge, including passive vocabulary that the reader may recall while reading. It also aids the process of word association by tying what the reader already knows to new vocabulary items.
- The **Reading Passage** is largely about the achievements of Ben Underwood who taught himself the skill of echolocation. For students interested in this topic, encourage them to do further research of their own on other blind people who have been successfully using echolocation, for example, Daniel Kish. Point out to students that we describe people who cannot see very well, but are not blind, as *visually impaired*.
- The **Critical Thinking** task requires students to make inferences about the writer's opinion. Point out to students that some words are not neutral; they have positive or negative values and are used to indirectly give opinions. The words here are all very complimentary about Ben's qualities and his achievements.
- Provide more practice with the **Real Life Skill** by bringing in telephone book listings of physicians or downloading lists from hospital sites on the Internet. Ask students to work in pairs to figure out what the specialties are.

## Extension Activities



### Reading/Vocabulary Skill Extension: *Writer's Opinion*

Have students read about famous athletes and use inference to decide the author's opinion based on vocabulary.

1. Have students read an article by a sports writer about a well-known athlete. Note that the article can be from a newspaper, a sports magazine, or the Internet.
2. Explain that during the first reading students should skim for general comprehension of the text. Have students note whether the writer feels positively or negatively about the athlete.
3. Explain that the second reading should be a closer reading, paying attention to vocabulary. Have students identify words that support the author's opinion, and make note of the words.
4. Note that it may be more convenient for students to do this exercise as homework. If that is the case, give students time to go over the words in class in order to create more awareness of words used to express opinions.



### Speaking/Listening Skill Extension: *Doctor/Patient Role Play*

Have students work in pairs to roleplay doctors and patients.

1. Ask students to think of typical dialogues which take place in a doctor's office. Brainstorm words describing typical symptoms such as pain, fever, cough, or rash, and words for different types of treatments (*give a prescription, rest quietly, etc.*). Remind the class about the forms of giving advice. (*I think you should, You ought to, You must . . .*)
2. Have students work in pairs, taking turns to act as doctor and patient. They should follow these steps: a) the "patient" says what's wrong; b) the "doctor" asks for information and the patient responds; c) the "doctor" gives advice.
3. Make sure students switch roles. If time permits, ask pairs to volunteer to do their role play for the rest of the class.



# 6 Leisure Time

## Getting Ready

### Answer Key

1. All except Working involve leisure; 2, 3. Answers will vary.

## CHAPTER 1: Scrapbooking

### Chapter Summary

**Target Vocabulary:** decorate, define, display, precious, preserve, supplies, throw away, universal

**Reading Skill:** Finding Definitions

**Reading Passage Summary:** This passage describes scrapbooking, a popular new hobby in which people combine photographs, writing, and decorations to preserve important life events and memories.

**Vocabulary Skill:** Suffix *-ment*

## Answer Key

### Before You Read

**A:** Answers will vary. Possible answers include:

- Many people store digital photos on their computers, or use online photo-sharing or social-networking sites to view and share their photos. Printed photographs are displayed in picture frames or stored in photo albums/boxes;
- Travel mementos or souvenirs can include tickets, menus, or brochures, as well as items bought or found while traveling;
- In addition to photos, parents often save report cards, drawings, or physical mementos of when their children were small, such as a footprint or lock of hair.

### Reading Skill

**A:** An empty book for collecting and preserving photographs, newspaper articles, and other papers. (lines 1–3)

**B: layout:** a page that uses fancy paper, stickers, drawings, and words to show the theme (lines 8–9);

**scrappers:** people who make scrapbooks (lines

21–22); **LSS:** Local Scrapbooking Stores (lines 31–32)

### Reading Comprehension

**A:** 1. b (entire passage); 2. a (lines 16–17); 3. c (entire final paragraph)

**B:** 1. T (lines 6–9); 2. F, to help them remember their past (lines 13, 27–30); 3. T (lines 22–24);

4. F, personal or family history, not national history (lines 13, 35–36); 5. T (lines 30–36)

### Critical Thinking

Answers will vary. Possible answers include:

- Stereotypes might indicate middle-aged females, but actually many young people and men are interested in this hobby too.

### Vocabulary Comprehension

**A:** 1. throw away; 2. decorate; 3. define; 4. assess; 5. techniques; 6. speaker; 7. useless

**B:** Answers will vary. Possible answers include:

- Photos, stories, special belongings, family traditions;
- When they are worn out, or don't fit anymore;
- with important photos, art prints, posters, or favorite colors;
- Probably not.

### Vocabulary Skill

**A: achieve:** achievement, success in doing something;

**measure:** measurement, the size of something;

**develop:** development, the process of making something better or bigger; **require:** requirement, something that is needed or must be done;

**agree:** agreement, an arrangement or promise

between two or more people; **govern:** government, the people who rule or govern a country or place.

**B:** 1. (an) achievement; 2. agree; 3. (a) requirement;

4. improve; 5. (an) improvement; 6. measurement

**C:** Answers will vary.



## Teaching Notes

- The unit title, *Leisure Time*, refers to free time away from work or tasks such as homework. It is a time for people to rest, play sports, or have fun doing their hobbies. According to social scientists, leisure is fairly modern idea, a product of the Industrial Revolution, when workers first got time off. Note that *leisure* is pronounced differently in the United States and the United Kingdom. In the United Kingdom, it rhymes with *pleasure*.
- In **Getting Ready**, students are asked to read a pie chart. A pie chart is a visual way to show the relative sizes of the parts of a whole. In this case, it shows the proportion of hours that people spend doing certain activities in a day. Remind students that the individual sections must add up to 24 hours for a day. Six hours would be 25 percent or a quarter slice of the pie chart.
- The **Reading Skill** notes that definitions within the text itself are often indicated by quotation marks, parentheses, or dashes, but there are other ways to indicate a definition or synonym. *Apposition* is when two nouns or noun phrases follow each other, the second being set off with commas. For example, in the sentence, *The coxswain, the leader of the rowing team, sits in a forward position*, the middle clause, with commas on both sides, defines the word *coxswain*. Other common ways of providing definitions within the text include using the conjunction *or* and using special formatting such as italics or bold.
- As described in the **Reading Passage**, *scrapbookers* combine many materials to create an elaborate finished product that is intended to be saved by the family. They usually use fancy paper, photographs, and decorations that are called *embellishments*. These include stickers, stamps, ribbons, and other mementos. Many of the items are cut into special shapes with scissors or dye cut machines. *Journaling*—writing down family stories or descriptions of life events—is often combined with scrapbooking to explain more about the people and events in the scrapbook.
- With the development of digital photography and desktop publishing, digital scrapbooks have become popular for several reasons. First, original photographs and memorabilia are not damaged in the process because they have been scanned and saved electronically. Second, digital scrapbooks can be shared with others online, and they can also be stored electronically. In addition, digital scrapbooks are less expensive because many components are available free.
- In **Vocabulary Comprehension**, note that the word *precious* can refer to something that is generally known to be very expensive or valuable (*a precious gem like a diamond*) or something that is personally much loved or very important (*her precious little granddaughter*).

## Extension Activities



### Integrated Skill Extension: *Charting My Weekend*

Have students track how they spend time during a weekend and arrange the information as a pie chart.

1. Identify a 48-hour period as the weekend, or decide on a different 48 hours for students to track.
2. Explain that each student will keep a log of what they do in this 48-hour period. Have them make detailed entries such as *played tennis: 9:15–10:45 a.m.* or *went shopping at Mega Mall for new jeans*. Make sure they also log *down time* or time spent just relaxing and doing nothing in particular.
3. Note that although students could use the categories from page 69, it would be better if they made their own. Some possibilities are personal care (haircut, shower), socializing (time with friends), or communications (time on mobile/cell phone or sending emails). Categories will differ.
4. At the end of the weekend, have students tally up the hours spent in each category. Have them divide those hours by 48 to get a percentage that determines the size of the *slice* in the pie chart.
5. Explain that the next step is writing a brief reflective paragraph on the way time was spent. Does the log fit their previous idea of how they spend their time? Would they do things differently? How?
6. In class, have students meet in groups of four to compare their charts and discuss them.



## CHAPTER 2: Moving from TV to the Web

### Chapter summary

**Target Vocabulary:** approximately, convert, details, isolated, loyal, persuade, response, switch

**Reading Skill:** Recognizing Facts

**Reading Passage Summary:** This passage describes how people are responding to the switch from TV to online entertainment.

**Vocabulary Skill:** Word Associations

### Answer Key

#### Before You Read

**A:** Answers will vary based on students' entertainment-consumption habits.

#### Reading Skill

**A:** 1. F (lines 4–9); 2. O (line 10); 3. F (lines 16–19);  
4. F (lines 24–25); 5. O (lines 27–28).

#### Reading Comprehension

**A:** 1. b (lines 10–14); 2. a (lines 16–19);  
3. c (lines 27–28).

**B:** 1. I (lines 10–11); 2. I (lines 14–18); 3. T  
(lines 22–27); 4. I (lines 16–19); 5. T (lines 29–32).

#### Critical Thinking

Answers will vary. Possible answers include:

1. On the one hand, technology may isolate people if they spend less time talking with their family and friends and more time alone on the Internet. On the other hand, technology can bring people closer because there are online communities and chat rooms that enable communication between people;
2. If people are willing to pay for entertainment on TV, there's no reason why they shouldn't also pay online.

#### Vocabulary Comprehension

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

**B:** Answers will vary.

#### Vocabulary Skill

**A:** 1. hobby; 2. download, e-mail/email; 3. commuting;  
4. enjoy; 5. hectic; 6. common (Students should add as many other related words as they can).

**B:** Answers will vary. Possible answers include:

1. relax, fun, enjoy, weekend, leisure, holiday;
2. travel, vacation, fly, train, bus, tickets, reservation, hotel, destination;
3. school, class, student, teacher, books, homework, exams.

#### Real Life Skill

Answers will vary. Possible answers include:

**A:** music history, hit tunes, pop stars, pop oldies

- B:** 1. learning/how to, digital camera/digital photo basics; 2. tropical fish, aquarium, home/fishkeeping; 3. recipes, beginners/learn to cook basics; 4. biographies, film/Hollywood, stars, celebrities

**C:** Answers will vary.

#### What Do You Think?

Answers will vary. Possible answers include:

1. Whereas in the past, a lot of leisure time has been used for outdoor pursuits and activities, technology has made our leisure time more home-based and, generally, less physically active. Rather than meeting others face-to-face, social interaction is increasingly done online.
2. In countries where people work long hours or commute for long distances, they tend to have little time to relax or pursue hobbies during the workweek.
3. Internet activities like gaming are popular with young people in many countries, while activities like golf, bridge, and hill-walking seem more popular with some older people.



## Teaching Notes

- **Before You Read** features surveys, as does the **Reading Passage**. Ask students whether they have ever participated in a survey, either by interview or by filling out a questionnaire. Ask why people conduct surveys. Possible answers are: to get information about marketing products or entertainment such as movies and TV programs.
- Note that the survey shows three of the most common types of survey questions: questions that ask for agreement with or description of a statement; questions that ask for information to be put in categories; or questions that ask for items to be ranked on a scale. For question 1 in the survey, ask how many students marked each category as "1." Put the numbers on the board and ask the class to make statements about the ranking of popular activities.
- For **Reading Skill**, ask students how they recognize facts from opinions. Encourage them to look out for cautious or conditional words in the text, like *seem*, *could*, *perhaps*, *possible*, and *probably*, which usually indicate that the author is not stating a hard fact.
- After the **Critical Thinking** questions, if there is time, elicit a class discussion on the issues of copyright infringement and piracy whereby music and movies are illegally downloaded for free. Ask students to share their opinions on these matters, giving reasons for their ideas.
- In **Vocabulary Skill**, when students do the word association activity, have them write down the words as they say them. Afterward, have them analyze any patterns they see. What were the connections? Was there a positive or negative emotional tone to the connections?
- In **Real Life Skill**, point out that, while it is useful to think of key words before you search, sometimes as you start using key words in a search engine, you discover other useful ones.

## Extension Activities



### Integrated Skill Extension: *Leisure Time Survey*

Have students develop a survey to ask their classmates about their leisure activities.

1. Explain that each student should develop a five-question survey about leisure. Have a class brainstorming session about the kinds of topics such a survey might include. Examples are: amount of leisure time, leisure during weekends and holidays, favorite hobbies, favorite things to do with family, outdoor and indoor pursuits. Consider dividing up the topics so that each student is asking about something different.
2. Explain that students should design their questionnaire so that the answers will be easy to collect and analyze. Point out that this can be achieved by having a limited number of answers, just like the survey questions at the beginning of the chapter. Have students write their questions and figure out how they will collect answers.
3. Tell students to circulate around the classroom and ask ten different people their questions. The number ten is important because it makes it easy for students to talk about their results in terms of percentages, just like someone with a large survey would do (For example: If seven out of ten spend more than an hour a day online, then 70 percent do).
4. Have students write up their survey results and present them to the class using either a pie chart or a bar graph to show their results.



# 7 A World of Music

## Getting Ready

### Answer Key

1. **From the top:** classical; dance music; rock; jazz; salsa; reggae; traditional Irish music

2. Answers will vary. Students should give reasons.

## CHAPTER 1: Sounds from the Past

### Chapter Summary

**Target Vocabulary:** appealing, capture, essential, extinct, format, genre, lyrics, roots

**Reading Skill:** Predicting

**Reading Passage Summary:** This passage describes how, although older types of music have been at risk of disappearing, modern technology and collectors are now making it easier to preserve all kinds of music.

**Vocabulary Skill:** Prefix ex-

## Answer Key

### Before You Read

Answers will vary. Possible answers include:

**A:** *ska, world music, emo, heavy metal, indie, bluegrass, punk, opera*, or ethnic music such as *Kwaito* in South Africa, *rai* in North Africa, or *ragas* in India.

### Reading Skill

**A:** 1. many; 2. learn music from; 3. important; 4. doesn't disappear; 5. natural setting

### Reading Comprehension

**A:** Students should check all but statement 3.

1. (lines 12–14); 2. (lines 16–18); 4. (lines 3–5, 19–20); 5. white (lines 34–37)

**B:** 1. a (lines 3–4); 2. b (lines 18–20); 3. a (lines 28–32); 4. b (lines 15–16); 5. a (lines 18–20)

### Critical Thinking

1. Answers will vary. Possible answers for question 2 include: Set up traditional music centers online or

in person to hear digitized recordings, generate interest in preserving traditional music through social-networking.

### Vocabulary Comprehension

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

**B:** 1. appealing; 2. genre, roots; 3. lyrics; 4. (an) essential

### Vocabulary Skill

**A:** exhausting; extended; extra; excited; experience; extensive; exclusive; expect

**B:** 1. exclusive; 2. exhausting; 3. excited; 4. extensive; 5. extended; 6. extra; 7. experience

**C:** Answers will vary. Possible answers include: exactly, examination, excellent, exchange, expand, express, extreme, etc. (Students should provide a definition for each.)

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## Teaching Notes

- The genres of music mentioned in **Getting Ready** and **Before You Read** cover a wide range of styles. It is difficult to categorize some genres of music because of cross influences, and some music, such

as *flamenco*, fits into several categories. However, the three major categories remain: *classical*, *folk/traditional*, and *popular music*. Classical music concerts usually feature symphony orchestras,



chamber groups, and solo instruments such as the cello. Folk music is more informal and consists of *traditional* music that has been handed down through the generations. Popular music includes jazz, rock, vocal, and many forms of dance music.

- In **Before You Read**, note that the music genres of hip-hop and rap both of which have their roots in *rhythm and blues* music, and house and techno (which evolved from electronica music) are mentioned. Note that electronica is produced with electronic synthesizers and drum machines that supply a strong, steady rhythm, and usually isn't focused on words or vocals. These genres were originally developed by urban youth, but now have wide popularity throughout the world.
- In **Reading Skill**, as students make predictions, note that they may be unfamiliar with some of the

ideas expressed in the sentences. Remind them to look at the photos and title of the Reading Passage, and make guesses to complete the sentences.

- The **Reading Comprehension** exercise requires inferencing. Encourage students to first attempt the exercise without referring back to the Reading Passage. Once they have made their decisions, ask them to find the supporting lines in the text.
- In **Vocabulary Skill**, ask whether students can think of another meaning for the prefix *ex-*. If needed, explain that *ex-* often means *outside of* or *without*, as in the words *external* or *exclude*. However sometimes *ex-* can mean *former*, as in *ex-husband* or *ex-president*. Note that when it is used this way, a hyphen is used.

## Extension Activities



### Integrated Skill Extension: *Battle of the Radio DJs*

Have students form groups and plan and write their own radio shows featuring DJs with different styles.

1. Activate background knowledge by asking students about their favorite radio DJs. Make sure students understand this refers to people who work at radio stations, talking on air and playing music for listeners. What are their personalities like? What genres of music do they play?
2. Explain that students will work in small groups, and that they will pretend they have their own radio show. Point out that one or two people from each group will be chosen to be the DJ(s), but the entire group will plan the program, including what music will be played, and what the DJ will say in-between songs.
3. Have groups make a program featuring music from whatever genre they want and write a basic script for the DJ(s). But note that each DJ is allowed to improvise as well.
4. Let groups "rehearse" their programs before presenting them to the class. Have the audience (i.e., the entire class) votes for their favorite DJ.
5. If time permits, have students plan and present another radio show, choosing a different genre/type of radio show, as well as different people to be the DJ(s).



### Speaking/Listening Skill Extension: *Traditional Dance*

Students discuss and demonstrate dances they know.

1. Ask students to talk about popular dances from their own country or region. Make a list on the board.
2. Ask for volunteers to demonstrate some of the dances. Ask the volunteer to explain step-by-step how to do the dance. Remind the class that sequence markers are helpful!
3. Ask for other volunteers who do not know the dance but are willing to learn. The lead volunteer slowly repeats the steps while the others try to follow.



## CHAPTER 2: For the Record: Album Reviews

### Chapter Summary

**Target Vocabulary:** (music) album, boundary, incorporate, mature, pioneer, release, revolution, statement

**Reading Skill:** Noticing Patterns

**Reading Passage Summary:** In this passage, four classic albums are reviewed in a music publication.

**Vocabulary Skill:** Easily Confused Words

### Answer Key

#### Before You Read

**A:** Answers will vary.

#### Reading Skill

**A:** 1. four; 2. Bob Dylan – *Highway 61 Revisited* (1965);  
3. one (*The Clash – London Calling*, 65:07)

**B:** 3, 1, 4, 6, 5, 2

#### Reading Comprehension

**A:** 1. T (lines 1–2); 2. T (lines 7–9, 1st column);  
3. F, The Beach Boys, not Marvin Gaye (lines 12–15,  
1st column); 4. F, the road he grew up on, not a  
store (lines 23–25, 1st column); 5. T (lines 20–21,  
2nd column)

**B:** 1. W, H; L (lines 3–18, 1st column); 2. P (lines 9–12,  
1st column); 3. L (29–31, 2nd column); 4. P, W, H, L  
(entire passage); 5. L (lines 25–26, 2nd column)

#### Critical Thinking

Answers will vary.

#### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

1. A mature person is usually sensible and wise, not childish or impetuous.
2. Some people think music should make a statement because it can influence public thinking; others feel music should simply be enjoyed for its sound.
3. The key language-learning skills—listening, speaking, reading, and writing—can all be taken outside the classroom and incorporated

into everyday life by interacting with people, reading newspapers, listening to music and radio programs, and writing emails or posts on social-networking sites.

#### Vocabulary Skill

**A:** 1. affected; 2. effect

**B:** 1. advice; 2. advise; 3. except; 4. accept; 5. than;  
6. then; 7. affect; 8. effect

#### Real Life Skill

**A:** 1. expect: because the audience has paid a lot of money, they have an expectation that the show should be good and worth the expense; 2. looking forward to: school vacations are scheduled in advance, and the writer is eagerly anticipating the time off; 3. expect or hope: expect would be the better choice if the writer is confident that he or she will buy a TV; hope indicates that the writer has a strong wish or desire to buy a TV but is less certain that it will happen. 4. expect: because the writer has done the work, there is good reason for him to believe he can get a good result, or hope: because the result is still uncertain.

**B:** Answers will vary.

#### What Do You Think?

Answers will vary. Please see **Teaching Notes**.

### Teaching Notes

- Consider turning the **Before You Read** questions into a class discussion. Take a class poll to see if there are any patterns in the types of music students like and how they discover new music.
- For **Reading Passage**, explain that *Rolling Stone* is a famous magazine founded in the United States in the late 1960s. It covers popular culture and politics, with a strong emphasis on music.



- **Critical Thinking** questions focus on albums, but bear in mind that since digital downloads became possible, many people buy individual songs rather than complete albums. Take a class poll to see how students get their music.
- In **Vocabulary Skill** and **Real Life Skill**, note that it is beneficial to use memory strategies or word associations to keep the distinctions between the confusing words straight. Here are some that students may find useful:
  - *affect/effect*: *affect* is a verb and *effect* is a noun. Students can remind themselves that *effect* is a noun by recalling the common phrase *cause and effect*, which contrasts two nouns.
  - *advise/advice*: *advise* is a verb, *advice* is a noun. To remember which one is a noun, think: *It was nice advice*. The adjective *nice* rhymes with the noun, *advice*.
  - *accept/except*: *accept* is only a verb (meaning “to take something that is offered or to agree”); *except* can be several parts of speech (preposition, conjunction, or verb), but all the forms have the same basic meaning (based on the prefix *ex-* (studied on page 91), with the meaning of “outside of”).
- In **Real Life Skill A**, remind students to pay attention to the grammatical structure of each sentence, and note which words fit grammatically into each sentence. In questions 1 and 2, for example, only one option is grammatically correct in each case.
- For **What do you think?**: **1.** Immigrants bring many aspects of their home cultures with them, including music. Often these new genres of music become popular in the destination country. **2.** In bilingual countries such as Canada or Belgium, singers sometimes make a political statement by singing in one of the languages. In some places, singers use a mixture of languages. For example, North African *rai* music is popular in Germany and sometimes sung in a mix of Arabic, Berber, and German. **3.** Learning lyrics in English is a good way to practice stress and intonation in pronunciation. Some teachers use karaoke in their English classes to encourage students to learn English lyrics.

## Extension Activities



### Writing/Reading Skill Extension: *Album Review*

Have students choose an album and write a review of it.

1. Ask whether students have ever read album reviews in which they did not agree with the opinion of the reviewer or critic. Go back to the Reading Passage and list words used to praise or criticize the albums. Brainstorm additional words of praise and criticism that could be used in an album review of their own.
2. Ask students to choose an album that they love or hate, or to make one up. Explain that they should write a brief album review. Tell students they can follow the pattern used in the Reading Passage, or create a new format of their own. Either way, their review should contain similar information about the origin/inspiration, the history, and impact of the album they have chosen.
3. Have students exchange their reviews with a partner and read them.
4. Ask students whether there is anything they would change if they could rewrite their review. Then, if time permits, give students time to write a second draft of the review. Have students read a different classmate's review and give feedback.



### Integrated Skill Extension: *We're Rapping*

Have groups of students write rap lyrics and perform raps for the rest of the class.

1. Ask whether any student is willing to demonstrate rapping. If not, bring in a recording, but do vet the piece first as some rap lyrics can be offensive. Point out that the main features of rap are a strong underlying rhythm and rhyming lyrics.
2. Divide the class into small groups. Ask each group to develop a short rap of their own. The group should write out the lyrics and mark where the accents or stress marks are.
3. When groups have prepared their raps, ask each group to perform them for the rest of the class.
4. After each performance, draw attention to the rhythm and the rhyming patterns of the words.



# 8 Career Paths

## Getting Ready

### Answer Key

- In general, many of these jobs have disappeared because the technology related to it has changed. **Telegraph operators:** Sending telegraphs became less popular when the telephone became an everyday item and, these days, cell phones make it possible to text message other cell phones anywhere in the world; also, with the Internet, we can email and instant message anywhere in the world. **Typists:** Once personal computers became commonplace, almost everybody had one and learned to type for themselves, either formally or informally; company employees were each assigned a PC or laptop of their own, and typists

became obsolete. **Hand Milking:** Machines were developed to milk cows in the late 19th century and were first made commercially available in the early part of the 20th century. From that point, automated milking became popular and, today, these machines allow farmers to milk about 100 cows per hour, as opposed to six cows an hour, if they were milking by hand.

- Answers will vary. Possible answers include: The postal service may change a great deal in the future; machines rather than people will probably sort mail. Cashiers at stores are also beginning to be replaced by machines.

## CHAPTER 1: College Start-Ups

### Chapter Summary

**Target Vocabulary:** campus, concept, enterprising, expand, resource, retail, spur, stationery

**Reading Skill:** Making Inferences

**Reading Passage Summary:** This passage describes three businesses successfully started up by people still in college.

**Vocabulary Skill:** Compound Nouns

### Answer Key

#### Before You Read

- A:** Answers will vary. Possible answers include:
- Advantages include making your own decisions and setting your own schedule. Disadvantages include paying for your own healthcare and pension plan, having a lot of responsibility, and taking financial risks.
  - To start and run your own company you need to be determined, organized, informed, hard-working, flexible, and a problem-solver.

#### Reading Skill

- A:** a (lines 1–5) Students should underline the entire first sentence of the passage.
- B:** 1. b (lines 17–20); 2. b (lines 25–27); 3. b (lines 32–35)

#### Reading Comprehension

- A:** 1. b (lines 18–19); 2. a (line 23); 3. b (line 32)
- B:** a. Brian, Whitney; b. Zac; c. Brian; d. Brian; e. all; f. Whitney, Zac; g. Whitney

#### Critical Thinking

Answers will vary. Possible answers include: 1. By the time most people get to university, they have learned some discipline—through their parents and through school—to be responsible, to meet deadlines, to manage their time, and to manage a budget, how ever small; all of these things are vital for starting and managing a business. On the other hand, some college students are quite immature and unsuited to running a business. Also, some people feel that the college years should mainly be



for academic development, and for some fun. **2.** The best formula is a business person who makes money by doing what they are passionate about. If you run a business in something that does not interest you, you will be unhappy, even if you are making money. It's also more likely that the business will fail if you're not passionate about it.

### Vocabulary Comprehension

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

**B:** 1. (a) retail/stationery, resources; 2. expand, campus; 3. spur; 4. enterprising, concepts

### Vocabulary Skill

**A:** 1. office manager; 2. travel agent; 3. car dealer; 4. computer programmer; 5. hairdresser; 6. taxi driver; 7. firefighter; 8. bookkeeper; 9. police officer

**B:** All except numbers 5, 7, and 8 are two words.

**C:** 1. police officer; 2. travel agent; 3. taxi driver; 4. car dealer; 5. hairdresser; 6. computer programmer; 7. firefighter; 8. office manager; 9. bookkeeper

## Teaching Notes

- In **Getting Ready**, once students have discussed the questions with a partner, open the questions up to a class discussion. Ask whether it is a good or bad thing that certain jobs disappear. Have students support their opinions and take note of any gender stereotypes associated with these jobs. Ask students if they think such stereotypes still exist, and in which jobs. If needed, explain that a stereotype is an idea that becomes fixed in many people's minds, even if it isn't true.
- In the **Reading Passage**, draw students' attention to the word *start-up* and mention that the term did not exist (in this context) 50 years ago. Ask for volunteers to suggest other terms that were not in use when their parents were their age now. Examples include: *podcast*; *social gaming*; *download*; *eco-warrior*; *carbon footprint*; *cybersecurity*; *video chat*; *e-learning*; etc.
- For the **Reading Skill** of inference (or, inferring), tell students this is sometimes called *reading between the lines*, because you read to understand ideas that are not directly in a text. Picking up on inference gives us a deeper understanding of a text and can help us to recognize the author's opinions.
- In **Reading Comprehension**, point out that the Venn diagram is a useful graphic organizer for sorting information. It helps to compare and contrast important details in the reading and it reinforces comprehension. Explain that a Venn diagram can also be a handy tool to use before reading a passage in order to encourage thought and prediction before reading, and to activate background knowledge, all of which are helpful once students begin to read the text.
- One of the **Vocabulary Comprehension** words is *stationery*. Remind students to pay attention to the spelling and not to confuse this word with *stationary*, which means standing still and not moving. For example, an exercise bicycle is sometimes called a *stationary bike*.
- In **Vocabulary Skill**, students should note that sometimes two words are combined into one (*firefighter*), but sometimes they remain as separate words that have one meaning (*taxi driver*).

## Extension Activities



### Integrated Skill Extension: Compound Occupations Scramble

Have students match compound names for occupations.

1. Have students work in small groups to brainstorm compound names for occupations. Have each group find 15 job titles and write each individual word on separate, small pieces of paper. For example, the compound word *taxi driver* would be divided and written on two pieces of paper.
2. Scramble the pieces of paper, and have the groups time themselves while reassembling the job titles correctly. When all the names are reassembled, the group scrambles them again.
3. Then have each group exchange its set of scrambled names with another group that does not have the advantage of having discussed the jobs first. Let the new group reassemble the job titles, timing themselves. When they have finished, have groups compare their times with the original group. Possible compound names include: *travel writer*, *administrative assistant*, *bank teller*, *chemical engineer*, *disc jockey*, *interior decorator*, *news reporter*, *photojournalist*, *registered nurse*, *midwife*, *technical writer*, *truck driver*, *fisherman*, *social worker*, and *dishwasher*.



## CHAPTER 2: The Right Job for Your Personality

### Chapter Summary

**Target Vocabulary:** fundamental, inclined to, investigate, opinion, persuasive, regulation, theory, thrive

**Reading Skill:** Skimming for General Ideas

**Reading Passage Summary:** The article discusses the relationship between personality and career, and describes the Holland Code, a psychological test matching career options with different personality types.

**Vocabulary Skill:** Adjective Endings

### Answer Key

#### Before You Read

**A and B:** Answers will vary. Possible answers include:

**nurse:** kind, conscientious, observant, organized;

**engineer:** serious, disciplined, logical; **athlete:**

self-confident, disciplined, competitive, persevering

#### Reading Skill

**A and B:** Answers will vary.

#### Reading Comprehension

**A:** 1. d (lines 11–15); 2. e (lines 17–19);

3. c (lines 22–25); 4. f (lines 28–31);

5. a (lines 34–38); 6. b (lines 40–43)

**B:** 1. T (lines 9–10); 2. F, the passage tells us that

Realistic people like to work with objects, but does not say anything similar about Conventional people (lines 12–15, 41–43); 3. F, most don't consider their personality first (lines 1–2); 4. F, true Social types like working with others but not Investigative types (lines 19–20, 29–32); 5. F, you can take it online (lines 44–45).

#### Critical Thinking

Answers will vary. Possible answers include:

1. **Realistic:** plumber, another *first responder* such as an ambulance driver; **Investigative:** physicist, inventor, lab technician; **Artistic:** dancer, figure skater, poet;

**Social:** mediator, therapist; **Enterprising:** newspaper editor, photojournalist, politician; **Conventional:** government worker, administrative staff. 2. Personality tests may be somewhat accurate, but people are also a blend of various personality types so the tests may not always be helpful to us.

#### Vocabulary Comprehension

**A:** 1. popular; 2. politics; 3. mistaken; 4. inclined to;

5. ignore; 6. reduce; 7. romantic; 8. error

**B:** Answers will vary. Possible answers include:

1. detective, forensic scientist, investigative reporter; 2. Convince them it is in their best interest; 4. In most cases, yes, because regulations help businesses to run more smoothly as, that way, everybody understands what is expected of them.

#### Vocabulary Skill

**B:** 1. motivated; 2. effective; 3. interested;

4. adventurous; 5. assertive; 6. experienced;

7. flexible; 8. dynamic; 9. enthusiastic

**C:** Answers will vary.

#### Real Life Skill

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

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

**C:** Answers will vary.

#### What Do You Think?

Answers will vary. Possible answers include:

1. Have students share ideas about their ideal job. Ask students whether there are personality factors that influenced/would influence their opinion about the job.
2. Answers depend on the career, country, students' educational and experience level, and the job market.
3. Some pieces of possible advice are:  
Do internships and network as much as possible. Find reliable sources of job information with school and university guidance counselors, in newspaper articles, and on Internet sites. Students should be wary of agencies and websites that charge money.



## Teaching Notes

- In **Before You Read**, students are asked to associate different personalities with particular jobs. Prior to doing this exercise, have them brainstorm personality traits in general as some students may be unfamiliar with the vocabulary. Some of the positive terms are given in the answer key, but you may want to also elicit some negative ones such as *aggressive, cold or impersonal, emotional, impatient, and self-centered*. Other positive terms include *quiet, hardworking, original, independent, idealistic, and sociable*. Note that students will need to use personality vocabulary at several points in this chapter, so it is best to activate their knowledge at the beginning. For example, in **Reading Skill A**, they need three words to describe their own personality.
- For **Reading Comprehension B**, reinforce the Reading Skill of skimming for gist comprehension. Some of the answers are worded slightly differently from the questions, so tell students to look for ideas and not for exactly the same wording.
- Note that in psychology, *personality* refers to how a person behaves, thinks, and feels throughout their life, not just for one phase of it. Psychologists disagree about personality types beyond the basic types of extrovert and introvert. In the 20th century, many different theories of personality and personality tests were developed, each with strong supporters. One common test is the Meyers-Briggs Type Inventory (MBTI), based on the work of Carl Jung, which has 16 basic categories of personality types. This test is sometimes used in education and employment situations.
- In **Critical Thinking**, encourage students to *think outside the box* in extending the personality types to other occupations. However, for each suggestion, probe for the reasons why that job might suit someone with the personality type.
- Discuss the categories in **Real Life Skill A**, and ask for additional jobs for each category.

## Extension Activities

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### Speaking/Listening Skill Extension: **Guess Who?**

Have students describe the personality of a classmate, and have others try to guess who it is.

1. Have each student write five to ten words describing the personality of someone in the class who remains unnamed. Note that students can choose to write about themselves or the teacher. Remind students to try to think of positive or neutral adjectives, and to be sensitive towards their classmates' feelings when they describe them.
2. Let each person take a turn at reading their description, being very careful not to give any clues (such as she/he pronouns) to the rest of the class.
3. The rest of the class can make five guesses for each person before the answer is revealed.
4. If guessing proves difficult in some cases, note that sometimes outsiders have different perceptions of personality than a person does of herself or himself. For example, the rest of the class may think someone is an extrovert because they participate a lot, but in fact, that person may feel quite shy.



### Reading/Writing Skill Extension: **Dream Job Reality Check**

Have students think of their ideal job and then do some research about it on the Internet.

1. In the first stage, have students think of their *dream job* and quickly write about it for five minutes, noting as much as they can about what they know regarding the job. They should include information about why they want to do this job and what they think it requires. Explain that the writing will be collected but not graded.
2. Tell students to then research their dream job on the Internet. Explain that they should learn what training or education is required, what the job actually is like, the average salary, and how competitive the field is. After taking notes on these factors, have students write a more fact-based, more informed description of the job.
3. In class, let students compare the results of their research with their earlier writing. Have their feelings about their dream job changed? Explain why or why not.



# 9 The Story of Chocolate

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## Getting Ready

### Answer Key

1. Answers will vary. Possible answers include: chocolate bars, cookies, cakes, candy, chocolate milk, cocoa, hot chocolate, ice cream, chocolate sauce, etc. 3. Many say it's bad, because it often has high fat and sugar content; however some

studies show that it's good, in moderation, because it releases endorphins which make us feel good, and dark chocolate contains antioxidants. In fact, cacao, which chocolate is made from, is considered a superfood.

## CHAPTER 1: A Brief History of Chocolate

### Chapter Summary

**Target Vocabulary:** consume, culinary, cure, enhance, equipment, evolve, extract, resemble

**Reading Skill:** Recognizing Sequence of Events

**Reading Passage Summary:** This passage describes how chocolate was brought to Spain from Central America in the 16th century, and then spread in popularity throughout Europe and the world.

**Vocabulary Skill:** Identifying Part of Speech

## Answer Key

### Before You Read

**A:** Guesses may vary. Actual answers:

1. warm; 2. seeds; 3. dogs; 4. drinking; 5. food of the gods; 6. no; 7. 1,000; 8. a chocolate bar (also found at the bottom of student book page 109)

### Reading Skill

**A:** 1. a (lines 21–23); 2. a (lines 8–9); 3. b (lines 7–8); 4. b (lines 5–7)

**B:** Answers may vary. 1. As popular as chocolate was in Spain, it didn't spread to the rest of Europe until nearly a hundred years later . . . (line 21); 2. The Mayans used *xocolatl* for important rituals, such as religious ceremonies or weddings, . . . (line 7); 3. . . in those days. . . it was called *xocolatl*, meaning *bitter water*. The Spanish didn't quite take to the bitter taste, and added other ingredients such as sugar . . . (lines 7–8; line 17); 4. More than 2,000 years ago in Central America, the Mayan people began consuming a drink made from cacao seeds (line 5).

### Reading Comprehension

**A:** 1. a (entire passage); 2. c (lines 8–11); 3. c (lines 28–35)  
**B:** 1. T (lines 12–15); 2. F, it was also popular in Spain and other countries (lines 21–25); 3. T (lines 28–30);

4. T (lines 31–32); 5. T (lines 34–35)

### Critical Thinking

1. Bitter tasting.

For the other questions, answers will vary.

2. Answers will vary. Possible answers include: People love the taste of it, and many report that it makes them feel good.

### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include: 1. Yes, from my mother/a cooking class; 2. the telephone, and the car; 3. cancer and heart disease.

### Vocabulary Skill

**A:** 1. verb; 2. noun; 3. verb; 4. adjective

**B:** 1. added things to change the taste, **circle:** *no sugar, chili peppers and other spices*; 2. special events/activities that are important to a culture, **circle:** *important, religious ceremonies or weddings*; 3. to like, **circle:** *bitter taste, added, sugar and vanilla*; 4. devoted to a certain type of item, **circle:** *chocolate shop, fruit jellies, and even flower petals*.



## Teaching Notes

- For **Getting Ready**, explain that chocolate consists of cocoa butter and solids which can be easily melted during processing. Dark chocolate has about 70 percent cocoa solids, milk chocolate about 50 percent, and white chocolate only 33 percent. The processing of chocolate varies depending upon whether the end product is going to be eaten as candy or used as an ingredient.
- In **Before You Read A**, remind students to make their best guesses if they don't know some of the answers. Not all the information is included in the passage which students will read later, but this exercise is a good way of activating background knowledge.
- The **Reading Skill** of Recognizing the Sequence of Events can be practiced with the **Reading Passage** by asking students to work in pairs on a timeline. Students should note that in the passage line 5 has the earliest time reference: *More than 2,000 years ago*. Have students scan the text for all other time references and place them in chronological order on the timeline. Remind students that the century naming system runs 100 years ahead of the actual dates. Thus, the 16th century goes from 1500 to 1599 and the 17th century starts with the year 1600.
- If there is time, turn **Critical Thinking**, question 2, into a class discussion. Have students brainstorm objects/inventions that have evolved/changed over time. Have students describe what they know about the history of that object.
- In **Vocabulary Skill A**, question 3, point out that *take to* is a phrasal verb. Phrasal verbs are made up of a verb and one or more other elements, such as adverbs or prepositions. The meaning of the phrasal verb is different from the meaning of the individual words within it.



## Extension Activities



### Listening/Speaking Skill Extension: *Chocolate Dreams*

Have students work in small groups and design their ideal chocolate dessert.

1. Have students work in small groups so everyone has a chance to participate.
2. Have each person describe their ideal chocolate dessert. What are the ingredients? How would it be made? Have they ever had this dessert or is it just part of their imagination?
3. After the group listens to each person's description, have them vote for the best dessert, or if time permits, create a new dessert that incorporates everyone's ideas.



### Integrated Skill Extension: *Chocolate in the Media*

Students create a display of references to chocolate in songs, movies, and books.

1. Have everyone brainstorm references to chocolate in songs, movies, or books. Some examples are the Kylie Minogue song "Chocolate," the movies and books titled *Chocolat* and *Like Water for Chocolate*, and the movies (and books about) *Willy Wonka and the Chocolate Factory* and *Charlie and the Chocolate Factory*. Write the references on the board.
2. Divide students into as many groups as there are references. Have each group choose one media reference and think of ways to make a poster about it. For example, if it is a movie, who are the characters? Where is it set? And what does it say, or try to say about chocolate. When they have finished brainstorming ideas, have them make a poster.
3. Using a notice board or classroom walls, have students display their posters.



## CHAPTER 2: The Truth about Chocolate

### Chapter Summary

**Target Vocabulary:** crave, decay, distinctive, moderation, nature, nutritional, stimulate, undergo

**Reading Skill:** Understanding the Main Ideas

**Reading Passage Summary:** This passage discusses some common myths about chocolate. Many believe chocolate causes health problems, but some research shows that chocolate actually can be good for health.

**Vocabulary Skill:** Synonyms

### Answer Key

#### Before You Read

**A:** Answers will vary. Possible answers include:

1. that it's high in sugar and fat, addictive, and causes pimples; 2. (see Extension Activity in Chapter 1) books and movies: *Chocolat*, *Like Water for Chocolate*, and *Charlie and the Chocolate Factory*. In the media, chocolate is often presented both in a very attractive way, as something that makes us happy, and as a harmful, unhealthy food.
3. It has both a good and bad reputation, good because so many people love it, and bad because it's generally not considered to be a healthy food and many people eat too much of it.

#### Reading Skill

**A:** 1. T (lines 5–7); 2. S (lines 9–13); 3. S (lines 15–24); 4. F (lines 26–29); 5. F (lines 31–33).

**B:** Answers may vary slightly. 1. enable us to feel pleasure (line 6)/enhance your mood (line 7)/gives you more energy (line 7); 2. full of antioxidants (line 10)/high sugar and fat content, small amounts of cocoa (line 12)/cause you to gain weight (line 13); 3. contains chemicals called flavanols which fight heart disease (line 16)/consume dark chocolate with a high proportion of cocoa if you want to see the benefits (line 19)/better places to start than at the bottom of a box of chocolates (line 20); 4. no evidence that chocolate gives you pimples (line 26)/it's not chocolate that causes problems (line 27); 5. another myth (line 31)/not chocolate itself that causes tooth decay (line 31)/might actually protect rather than hurt them (line 33).

#### Reading Comprehension

**A:** 1. c (lines 11–12); 2. b (lines 20–23); 3. a (lines 26–31)

**B:** 1. + (lines 5–7); 2. – (lines 12–13); 3. – (lines 10–11); 4. + (lines 16–18); 5. + (lines 32–33)

#### Critical Thinking

Answers will vary. Possible answers include:

1. daily, twice a week, once a month. The question asks *how often*, so the answer should be about frequency.
2. The sweetness and the high amount of fat cater to modern-day tastes.

#### Vocabulary Comprehension

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

**B:** 1. undergo, craving, to crave; 2. distinctive; 3. nature; 4. nutritional, moderation

#### Vocabulary Skill

**A:** 1. dangerous (line 3), negative (line 5); 2. addicted (line 5), obsessed (line 9), hooked (line 13). 3. proof (line 3), evidence (line 12); 4. regularly (line 1), constantly (line 7), day after day (lines 9–10); 5. exhausted (line 10); 6. cut back, limit (lines 14–15)

**B:** Answers will vary. Possible answers include: 1. damaging; 2. reliant on; 3. confirmation; 4. continually, repeatedly; 5. fatigued, weary; 6. lower, downscale

#### Real Life Skill

**A:** 1. 2; 2. 1; 3. 2

**B:** Answers will vary. Students should use the first meaning of *consume* and *cultivate*, and the second meaning of *contribute* to make sentences of their own.

#### What Do You Think?

Answers will vary. Possible answers include:

1. Peanuts, which originated in South America and were brought back to Spain by explorers. By the 1800s they were being grown in the southern United States, mainly as animal feed. Later, they became popular for their oil as well as being roasted and salted, and used in candy and peanut butter.
2. It's a myth that frozen vegetables are less nutritious than fresh ones because most vegetables are frozen



as soon as they are picked so they retain all their nutrients. **3.** For some, certain foods or drinks are important as a pick-me-up at specific times of the

day. For example, some people do not feel awake without coffee in the morning.

## Teaching Notes

- For **Before You Read**, question 2, once students have described how chocolate is portrayed in the media, ask them to share their thoughts about this.
- In **Reading Skill A**, point out to students that the exercise is about identifying the main idea in each paragraph. Remind them that the main idea can appear anywhere in the paragraph, but is often found in the first couple of sentences, as well as in the heading/sub-heading.
- For **Reading Comprehension B**, ask students to go back through the **Reading Passage** to underline positive effects and circle negative effects.
- For **Critical Thinking**, question 1, point out that some doctors now recommend that people eat small quantities of dark chocolate (70% or higher cocoa solids) daily. Note that dark chocolate has less sugar and more health benefits than milk or white chocolate which contain more sugar and fat.
- For **Real Life Skill**, remind students that before resorting to their dictionary, they should first try to figure out the meaning of a word by examining the context in which it's used. Explain that understanding the context in which each word is used will help students decide which dictionary meaning is most appropriate.
- After **What Do You Think?**, ask students about how their own tastes have evolved from when they were children, whether there are foods they didn't like then that they eat now, or vice versa.

## Extension Activities



### Integrated Skill Extension: *It's Good for You!*

Have small groups discuss foods and drinks that claim to be *good for you*.

1. Ask students to work in small groups. Have each group brainstorm foods, drinks, or diets that they have heard are healthy, such as green tea, red wine, the Mediterranean Diet, the Atkins Diet, etc.
2. Encourage students to discuss what they know about the foods/diets and the effects they are supposed to have on our health.
3. Have each student choose one of the foods/diets discussed, and research it. They should look for studies that have shown positive or negative results, as well as taking note of how many people participated in the study, and for how long a time.
4. When students have finished researching, have students report back to the rest of their group with their findings. Have them then compare their results with the other groups.



### Writing Skill Extension: *New Year's Resolution*

Have students write a journal entry about a skill or friendship they would like to cultivate.

1. Explain that New Year's resolutions refer to decisions and plans that people make at the beginning of a new year. The resolutions are a commitment to change their lives for the better.
2. Ask each student to make a short list of things they would like to do or accomplish, or people they would like to know or understand better during the next year.
3. Have them also write about how they could start to take action on this resolution. If they are successful, how might it change their lives?
4. Point out that this activity is strictly personal, but in about a month, ask students to revisit their resolution and reflect on their progress.



# 10 The Secrets of Advertising

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

1. Students should tick the forms of advertising they encountered recently (yesterday or today).

2. Students should tick or note which forms of advertising they actually stopped to look at or remember most clearly.

## CHAPTER 1: Ads Are Everywhere!

### Chapter Summary

**Target Vocabulary:** access, content, ignore, interactive, prominently, subtle, virtually, visible

**Reading Skill:** Scanning for Proper Nouns

**Reading Passage Summary:** The passage describes how people have become immune to traditional forms of advertising, so advertisers are finding more clever and creative ways to reach their audience.

**Vocabulary Skill:** Prefixes *in-*, *im-*, and *un-*

## Answer Key

### Before You Read

**A:** 1. The ad on the right is more traditional; it features the product, the packaging, and the slogan. The ad on the left is more modern because it involves less obvious ways to reinforce branding, rather than selling a single product. 2. Answers may vary. The marathon one is probably more effective. Sponsoring events like the New York Marathon lets companies not only advertise to many people, but also associate itself with a desirable lifestyle. It may also be because the traditional advertisement is easier to mentally ignore.

### Reading Skill

**A:** **Paragraph 2.** Gucci, Louis Vuitton, Nike (lines 8–10), clothing; **Paragraph 3.** Coca-Cola Company, *American Idol*, James Bond, *Casino Royale*, Ford (lines 14–18), entertainment; **Paragraph 5.** Facebook, Red Bull, YouTube (lines 25–30), the Internet (line 24)

### Reading Comprehension

**A:** 1. b (entire Paragraph 2); 2. c (entire Paragraph 4); 3. b (lines 20–21)  
**B:** 1. more (entire passage); 2. don't know (lines 3–6); 3. memorable logos (lines 7–12, entire Paragraph 2);

4. Ford (lines 18–19); 5. share information about the brand (lines 25–27); 6. skateboarding (lines 27–30)

### Critical Thinking

Answers will vary.

### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

1. Most students are probably familiar with logos for multinational brands, like McDonald's, Facebook, and Coca-Cola; 2. casually mention something you like a lot; 3. they could raise their hands more often and actively participate in class discussions, or sit next to a new person each day.

### Vocabulary Skill

**A:** a. impossible; b. impatient; c. unconcerned; d. insecure; e. unaware; f. uncertain; g. incorrect; h. unidentified

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

**C:** 1. informal; 2. inappropriate; 3. no prefix;

4. Unfortunately; 5. unaware; 6. untidy; 7. unsure



## Teaching Notes

- In **Getting Ready**, ask students to answer the questions by themselves before they discuss them with a partner. After the pair discussion, start a class discussion about where and how they encountered the ads they have seen. Discuss why they read or paid attention to some ads and not others.
- In **Before You Read**, although the advertisement on the right is generally thought to be more traditional, remind students that there are no right or wrong answers, and encourage them to support their opinions with examples and specific reasons.
- In the **Reading Passage**, note that the word *logo* refers to a design symbol for a company, product, or institution. Give examples that everyone knows, such as McDonald's golden arches, the Apple (Macintosh) apple, or the Red Cross/Red Crescent symbols. Logos are formatted in a special way, and they are copyrighted or legally protected so they cannot be used on other products. This could lead to an interesting discussion about copyright protection in your country, and fake versions of famous brands which can be sold illegally as counterfeit products.
- For the **Reading Skill**, encourage students to practice scanning for capital letters other than the ones that begin the sentences. This will help them identify the passage's proper nouns.
- In **Vocabulary Skill C**, note that the word *inappropriate* can refer to behavior and clothes, as well as language. Just as you would not wear casual clothes for a formal occasion, you would not use *informal* language such as *slang* or *colloquialisms* during a formal speech, or behave casually at a formal event. Ask about different situations that might require particular behavior, clothes, and language. If time permits, have students discuss what clothes, behavior, and language would be appropriate or inappropriate in each situation.

## Extension Activities



### Integrated Skill Extension: *Reading Advertisements*

Have students bring in print advertisements and analyze them.

1. Ask each student to bring in a print advertisement from a newspaper or magazine.
2. Have students work in groups of four and examine the ads for the product, the logo, and slogan that indicate the brand, as well as the messages that the ad presents.
3. Have students answer the following questions: Who is the intended or target audience for this ad (male, female, age, socioeconomic status, habits, lifestyle, etc.)? Do you think this ad is effective? Would you buy the product? Encourage students to give detailed explanations for their answers.



### Speaking/Listening Skill Extension: *Unwanted Advertising*

Students discuss unwanted and unsolicited advertising.

1. Have students brainstorm types of unsolicited advertisements, and ideas or issues surrounding unwanted advertising. These include spam, pop-ups, unsolicited text messages, and direct or junk mail. Make a list of these types of advertising, writing them on the board, and encouraging volunteers to offer opinions on them. Make sure students understand that unsolicited means something which is given without having been requested.
2. Discuss whether there is any value in advertisements that you didn't ask for and don't want to see. For example, do you feel that such ads make you aware of valuable products and services?
3. Ask students what they can do to stop unwanted advertising.

**Note:** Answers will vary, but you can block pop-up ads and spam with software, and in some countries you can put your name on lists instructing companies not to send you junk mail.



## CHAPTER 2: Brand Engagement Gone Wrong

### Chapter Summary

**Target Vocabulary:** consumer, flattering, made fun of, insensitive, publicity, slogan, submit, supply

**Reading Skill:** Making Inferences

**Reading Passage Summary:** This passage describes some companies' requests for consumer participation in the creation of their advertisements, and provides two examples showing how this backfired.

**Vocabulary Skill:** Word Families

### Answer Key

#### Before You Read

Answers will vary. Students should support their ideas with examples/specific reasons.

#### Reading Skill

**A:** 1. c (lines 6–7); 2. negative (lines 6–7)

**B:** 1. unhappy (line 21–23); 2. badly (lines 13–16); 3. size (lines 34–36)

#### Reading Comprehension

**A:** 1. F, often hold contests (lines 3–4);

2. T (lines 19–23); 3. F, she did enter it for that reason (lines 17–19); 4. T (lines 34–37); 5. F, the contests were very popular (lines 21, 30–32)

**B:** 1. A (lines 14–18); 2. A, C (entire passage);

3. A, C (lines 14–19 and 34–36); 4. A (lines 11–13); 5. A (lines 21–23)

#### Critical Thinking

Answers will vary. Students should give reasons and examples.

#### Vocabulary Comprehension

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

**B:** 1. publicity; 2. flattering; 3. make fun of, sensitive; 4. Consumers, slogans

#### Vocabulary Skill

**A:** 2. favor, favor/favorite; 3. experience, experienced; 4. imagine, imagination; 5. scary/scared, scare;

6. concerned/concerning, concern; 7. suggest, suggestion; 8. supportive/supported, support

**B:** 1. scares/concerns; 2. experienced/supportive; 3. support; 4. suggestion/experience; 5. favor; 6. imagination; 7. concern/offense; 8. offensive/offending

#### Real Life Skill

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

**B:** Answers will vary. Possible answers include:

1. If you use this shampoo, you too will be beautiful;
2. Drinking this water will improve your health and well-being; 3. If you use this phone, nothing bad will ever happen to your children.

**C:** Students' slogans will vary. Students should be able to explain the meanings/message of their slogan.

#### What Do You Think?

Answers will vary.

### Teaching Notes

- In **Before You Read**, point out that there are obvious stereotypes associated with each product (world traveler and stay-at-home mother), but remind students to think carefully about their answers; the problem with offending certain members of the public will become clear in the reading, but don't give this away just yet.
- For the **Reading Skill** of Making Inferences, remind students that inferring is not only useful to figure out the writer's opinion, but also to make sense of any

unknown words in the text. Students can use clues in what is said (and unsaid) to understand context and meaning.

- After **Critical Thinking**, hold a short class debate based on the first question. Even though Nancy Upton brought negative publicity to the company, she was also responsible for making sure that people were talking about American Apparel. Some business experts say that negative publicity is better than no publicity. Have your students discuss this idea.



- In **Vocabulary Comprehension**, take note of the word *slogan*. Point out that a *slogan* is a short saying which identifies a company's product or message. Give some examples from international companies, including: McDonald's "I'm lovin' it" Nike's "Just do it!" CNN's "Be the first to know" Intel's "Intel inside." Ask students to think of other examples they know.

- In **Vocabulary Skill**, point out that sometimes in English the verb form and the noun form of a word are the same. Ask students to think of other examples (*decrease, permit, research, contest, update, contrast, etc.*).

## Extension Activities



### Integrated Skill Extension: *Slogan Fest*

Have students analyze advertising slogans and share their results and ideas with the class.

1. Have the class brainstorm advertising slogans and write them on the board along with the name of the company or manufacturer, and the product.
2. Point out that students can use the Internet for research if they wish.
3. Have each student choose one slogan to analyze. Make sure there are enough slogans so that each student has a different one.
4. In their analysis, students should note why they think the slogan works or doesn't work by answering the following questions: *What is the stated message? What does it suggest about the product or the company? What image of the consumer or buyer does the slogan create? Is the slogan clever or amusing in some way? What makes the slogan memorable?* If they think the slogan doesn't work, have students explain why, and see if they can come up with a better slogan.
5. Have each student present her/his analysis and ask whether the rest of the class agrees, or has additional feedback or suggestions.



### Reading/Writing Skill Extension: *Hidden Advertising*

Have students learn about two forms of hidden advertising and write about their experience with them.

1. Explain that sometimes advertisers hide their ads so that people are not consciously aware of them. Point out that two of the main ways of doing this are through *product placement* and *subliminal advertising*. Ask students to use these terms to research these types of advertising.

**Note:** Product placement is the presence of a logo or product in something that is not an advertisement. For example, it happens in movies, television programs, and music videos. Subliminal advertising occurs when a very brief logo, picture of a product, or message is flashed during a movie or TV program. The event occurs so quickly that the viewer is virtually unaware that it has happened.

2. Ask students to pay attention to any product placement or subliminal advertising in their favourite TV shows or movies. Then have them share what they noticed with the class.



# 11 Food and the Environment

## Getting Ready

### Answer Key

Guesses will vary. Actual answers to the Eco Quiz: 1. b; 2. a; 3. b; 4. a; 5. a

## CHAPTER 1: Engineering a Better Burger

### Chapter Summary

**Target Vocabulary:** alternative, anticipate, chemical, consequence, devastate, keen, struggle, sustainable

**Reading Skill:** Distinguishing between Main and Supporting Ideas

**Reading Passage Summary:** This passage describes how the production of meat is having a negative effect on the planet in terms of pollution as well as its overuse of energy and land resources. New methods of engineering meat products are being developed.

**Vocabulary Skill:** Adverbs

## Answer Key

### Before You Read

**A:** 1. Answers will vary. 2. The burger and potato chips are processed foods; The piece of beef and baked potato are natural and, generally, healthier than the processed foods.

### Reading Skill

**A:** Paragraph 1. b (lines 2–4); Paragraph 2. a (lines 7–11); Paragraph 3. a (lines 15–16)

**B:** **Main idea:** Scientifically engineered meat will not be available for some time to come, but it will be some day (lines 23–25); **Supporting idea:** It's too expensive to develop in large quantities (right now) (lines 27–28).

### Reading Comprehension

**A:** 1. F, They eat more meat, not less (lines 4–5); 2. T (lines 8–9); 3. T (lines 20–21); 4. T (lines 25–26); 5. F, It won't be sold soon (lines 23–25).

**B:** 1. over 500 percent (line 3); 2. richer (line 6); 3. 70 percent (line 8); 4. rain forests (line 10); 5. energy (line 12); 6. pollution (line 13); 7. lab/laboratory (line 17); 8. cells (line 17);

9. muscle/meat (line 18); 10. expensive (line 25); 11. mushrooms (line 21); 12. natural/meaty (line 22)

### Critical Thinking

Answers will vary. Possible answers include: 2. meat alternatives like soy-based meat-like products; and tofu/tempeh; Quorn™; VegeMince®; TVP; etc.

### Vocabulary Comprehension

**A:** 1. struggle; 2. consequence; 3. attracting; 4. anticipation; 5. limitation; 6. limit; 7. disgusted; 8. natural

**B:** 1. sustain; 2. struggle, keen; 3. alternative; 4. anticipated

### Vocabulary Skill

**B:** 1. traditionally; 2. aggressively; 3. virtually; 4. previously; 5. essentially; 6. sincerely; 7. passionately; 8. persuasively; 9. loyally; 10. naturally

**C:** 1. aggressively, roared; 2. Frankly, I'm not bothered about what he thinks; 3. persuasively, argued; 4. loyally, follow; 5. traditionally, go to France for Christmas



## Teaching Notes

- In the **Getting Ready** Eco Quiz, encourage students to make their best guesses. After students check answers in **B**, ask which points surprised them the most.
- For **Before You Read**, note that the health value of some foods can be a controversial topic, with new reports appearing almost daily claiming that a certain food previously considered unhealthy is now believed to be good for us, and vice versa.
- In **A**, note that some students might mention possible negative points about the foods on the left. Fresh produce, for example, is often treated with chemicals called pesticides, while livestock and poultry are often injected with artificial growth hormones. For these reasons, there is an increasing interest in consuming organic food.
- In **Reading Skill**, remind students that it is not enough to identify the points made in each paragraph; it is important to recognize the *main* point, which is the most important point stated. One way to think about the main point is this: Summarize the paragraph in one sentence. That sentence should state the main point.
- For **Critical Thinking**, question 2, take a class poll on how many students would be happy to eat meat alternatives and how many would not. Bear in mind that some students may already be vegetarian or vegan for ethical, personal, or religious reasons.
- In **Vocabulary Comprehension**, take note of phrasal verbs like *calm down* and *keep up*. Also note that the word *keen* is used in two ways: *keen on* and *keen to*. The meaning of these two phrases is basically the same.
- In **Vocabulary Skill A**, draw students' attention to the example in the second shaded box, and the adverb *luckily*. Ask students what adjective this is formed from (lucky). Point out that adjectives ending in *-y* become *-ily* as adverbs. For example: *lucky/luckily; happy/happily; greedy/greedily*. This is the only exception in the section to regular adverbs formed by adding *-ly* to the end of the adjective. Note that in **B**, the first item in the chart should be the adjective *traditional* rather than the noun *tradition*.



## Extension Activities



### Speaking/Listening Skill Extension: Fast Food

Have students discuss the advantages and disadvantages of fast food.

1. Make columns on the board for two lists: the advantages and disadvantages of fast food.
2. Ask the entire class to brainstorm ideas about fast foods. Students should give specific examples to support their opinions.
3. Ask students to think of some strategies to take advantage of the good qualities of fast food while minimizing the disadvantages. For example, order salads and ask to have fattening dressings left off.



### Reading/Writing Skill Extension: Reading Food Values

Have students read the labels on five of their favorite food products.

1. Explain that many foods come with nutrition facts on the package or label. Tell students that they should read the labels of five of food items, compare them with other brands, and decide whether to eat them based on the nutritional information.
2. Make sure students keep a record of the information and their choices.
3. For each of the five foods, have students write a report about their choices and the nutritional information they found.



## CHAPTER 2: Is Your Diet Destroying the Environment?

### Chapter Summary

**Target Vocabulary:** account for, adopt, deprive, estimate, ethical, impact, modify, vital

**Reading Skill:** Understanding Cause and Effect

**Reading Passage Summary:** This passage discusses the effects of our diet on the environment and suggests that a vegetarian diet is better for personal health and for the Earth.

**Vocabulary Skill:** The Root Word *vit* / *viv*

### Answer Key

مرجع زبان ایرانیان

#### Before You Read

- A:** 1. (clockwise from top left) 5, 1, 3, 4, 2;  
2. Answers will vary. Possible answers include:  
1) Manure from chicken farms can pollute nearby water supplies; 2) If conditions on livestock farms and food processing factories are unhygienic, food-borne diseases can occur; 3) The transportation of such products can affect air quality, particularly big trucks which are a source of smog and toxic chemical pollution; 4) Supermarkets have high energy costs in lighting and climate control, and to keep meat fresh, they need to run large refrigerators which produce greenhouse gases that contribute to global warming; 5) Food waste as well as associated items such as napkins may end up incinerated or in landfills, both of which are bad for the environment.

#### Reading Skill

- A: 2. Cause:** Certain animals release methane when they pass wind. **Effect:** These greenhouse gases cause global warming; **3. Cause:** Some people choose a vegan diet. **Effect:** These people may be deprived of vitamins and minerals essential to their health.

#### Reading Comprehension

- A:** 1. a (lines 1–5); 2. b (lines 22–23); 3. c (lines 23–24)

### Teaching Notes

- In **Reading Skill**, ask students to match up the causes and effects by themselves, then have them discuss their answers with a partner. They should be able to give logical reasons for their choices.
- In **Critical Thinking**, question 1, be sensitive to the possibility that some people are vegetarian for religious reasons.

- B:** 1. driving (lines 7–8); 2. methane gas (lines 20–21); 3. meat (lines 10–12); 4. vegetables (lines 12–14); 5. vegetarian (lines 23–26)

#### Critical Thinking

Answers will vary. Possible answers include: 1. It may be harder to find food when you eat out. If you don't eat the right things, you may not get enough protein. 2. Many people believe that every effort helps, especially if enough people make a small effort.

#### Vocabulary Comprehension

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

**B:** Answers will vary.

#### Vocabulary Skill

**A:** **vitamin:** noun; **survive:** verb; **vivacious:** adjective; **vivid:** adjective; **revive:** verb

1. revive; 2. vitamins; 3. vivid; 4. survive; 5. vivacious

- B:** 1. survived; 2. Vitamin; 3. vivid; 4. revive; 5. vivacious

#### Real Life Skill

**A:** (from top down) weight; length; length; volume; distance; temperature; area

- B:** 2. longer; 3. more; 4. shorter; 5. colder; 6. bigger

#### What Do You Think?

Answers will vary.

- In **Vocabulary Comprehension**, note that the word *vital* means essential, crucial, and needed for life. In medical terms, a person's *vital signs* are their heartbeat, respiratory (breathing rate), and temperature.
- In **Vocabulary Skill**, ask students if they are familiar with the terms *viva* and *curriculum vitae*.



Explain that in the United Kingdom and other places, students have a *viva*, a live interview in which they are asked questions orally instead of in a written exam. Outside of the United States a résumé of your education and work experience is called a *curriculum vitae* (CV), a document that lists your education and professional experience.

- In **Real Life Skill**, point out that non-metric measurements are primarily used in the United States.

- For **What Do You Think?**, question 2, if students have not already done so in Chapter 1, have a class discussion about the future of food products. Note that there are two main trends concerning processed food. On one hand, many food products are becoming more processed and artificial. On the other hand, many people are turning to organic foods and farming methods.

## Extension Activities



### Writing Skill Extension: Food Log

Have students keep a food log for a week, including everything they eat and drink.

1. Explain that people often wrongly estimate how much they eat and drink. For the first step in this activity, ask each student to estimate how much they eat and drink on an average day.
2. Explain that for the next week, they should keep a notebook with them and write down everything they eat or drink. In doing so, they should answer these questions: *What type of food or drink did they consume? How much of it did they eat or drink? When and where did this happen (at home, at a restaurant, on the street, between meals, etc.)? Why did they eat or drink each time (mealtime, at a party, a snack while watching TV)?* If students anticipate having difficulty describing how much they are eating, encourage them to take photos of their meals and snacks so that they can compare quantities in their log.
3. At the end of a week, have students analyze their food log for good and bad patterns.
4. Ask students to compare their estimate of what they ate with their food log. Was their estimate accurate?



### Integrated Skill Extension: Vegetarian for a Day

Have students follow a vegetarian diet for a day and note any issues.

1. Explain that in some cultures it is not easy to be a vegetarian because small amounts of meat or fish appear in most dishes. Tell students you want to make them more aware of vegetarianism by having them give up all meat and fish for a day. Have them take notes about any special steps they had to take, such as asking about ingredients, eating foods they usually avoid or ignore, or finding that they need to change the amount of food they eat.
2. After everyone has tried the one-day experiment, have a discussion about their experiences. Ask if they were to choose to become vegetarian, what would they do differently from before (take vitamins, eat more soy products, etc.)?
3. If there are students in class who are vegetarian, perhaps have them think of and write some advice for classmates who are trying the experiment. What tips would they give to help someone become a healthy vegetarian?



# 12 Living for the Future

## Getting Ready

### Answer Key

Answers will vary. Students should complete the survey, then reflect on and discuss their results.

## CHAPTER 1: Clean Up Australia, Clean Up the World

### Chapter Summary

**Target Vocabulary:** accumulate, alarming, ambitious, launch, persistence, unite, volunteer, waste

**Reading Skill:** Scanning for Names and Numbers

**Reading Passage Summary:** The passage describes how Ian Kiernan's environmental clean-up program in Sydney Harbor became a nationwide movement in Australia, and then a global program.

**Vocabulary Skill:** Prefix re-

## Answer Key

### Before You Read

**A:** Answers will vary. Possible answers include:

**2.** Some cities have stronger laws against pollution and more efficient public transportation systems than others/People can organize clean-up and recycling programs/Governments can create laws that protect the environment. **3.** People can join groups to make the public more aware of problems, they can also start, sign, or get petitions to show support for changes and different environmental issues, recycling centers, or greater reuse of household items.

### Reading Skill

**A:** 1. date; 2. number; 3. name; 4. number; 5. name

**B:** 1. 1989 (line 6); 2. 300,000 (line 11); 3. the United Nations Environment Program (line 16);

4. 80 (line 19); 5. Clean Up Mobile Phones (line 32)

### Reading Comprehension

**A:** 1. b (entire passage); 2. a (lines 5–15);

3. c (lines 26–30); 4. a (lines 33–36)

**B:** 1 (lines 5–15); 5 (lines 15–18); 3 (lines 5–6);

2 (lines 2–4); 6 (lines 31–32); 4 (lines 8–12)

### Critical Thinking

Answers will vary. Possible answers include:

**1.** It may depend on how aware local people are of environmental issues and whether they feel they can (or want to) do something about them; **2.** Aside from recycling, most countries take the trash to incinerators or landfills. In some places, biodegradable waste is taken to huge compost heaps.

### Vocabulary Comprehension

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

**B:** Answers will vary. Possible answers include:

**2.** Rotary International, Doctors Without Borders, Habitat for Humanity; **3.** through hard work and persistence; **4.** persistence, because talent has little use unless you are determined to use it.

### Vocabulary Skill

**A: (from the top)** Recycle, recall, reduce, return, refund, renew, review

**B:** 1. renew; 2. reduce; 3. recycle; 4. refund; 5. return; 6. review; 7. recall

**C:** Answers will vary. Possible answers include:

react, readjust, reappear, rebirth, rebuild, recall, recur, reelect, etc.



## Teaching Notes

- Before asking students to take the quiz in **Getting Ready**, make sure they understand the word *recycle*. Point out the difference between *reusing*, where items are used again in the same form, and *recycling*, where items are processed in some way to get some value back from the raw material. Note that when you buy second-hand or used goods you are re-using them. If you use a plastic shopping bag again you are not changing it, but if you put a plastic water bottle into recycling, it is melted down and made into something else.
- In **Reading Skill**, remind students to look for proper nouns, denoted by capital letters, and for numeric references within the text.
- The **Reading Passage** mentions a project called *Clean Up Mobile Phones*. Explain that the term *mobile phone* is used in places like Britain and Australia, but in the United States and Canada the term *cell (cellular) phone* is used.
- After **Critical Thinking**, question 2, ask students about trash collection in their home country. Policies vary from country to country: in some places trash has to be separated into several categories in the home to be recycled; in others, all trash goes into the same garbage can, and often straight into landfills and incineration plants. Students should note that when trash is burnt or dumped in landfills, it can damage the environment.
- The **Vocabulary Skill** emphasizes the prefix *re-*, but not all words that start with *re-* have the meaning of doing something again. See the activity below for opportunities to make the distinction.

## Extension Activities



### Vocabulary Skill Extension: Which re- words mean “do it again”?

Have students use dictionaries to find words starting with *re-* and decide whether they mean *again*.

1. Remind students that some words starting with the letters *re-* do not mean “to do something again”. Give some examples, such as *reason*, *recent*, *read*, *regular*, and *reign*.
2. Ask students to work in groups of four or five. Explain that their task is to use a dictionary and make two lists of words. One list is those words in which the prefix *re-* means *again* and the other list is words in which *re-* is part of a different root word.
3. After students have had some time to search and write their lists, give each group an opportunity to read their list of words. Have the other groups check or tick the words that appear on their own lists, and add words they don’t have.
4. If students disagree about which list a word belongs to, ask them to research the origin of the word.



### Reading/Writing Skill Extension: Garbage Log

Have students keep a log of everything they throw away for three days and then think about what they could do differently.

1. Explain that people are often amazed to see how much garbage they generate, and this activity is designed to raise awareness.
2. For three days, have students note everything they throw away, from food/candy wrappers and product packaging, to printer cartridges or old electronics. Have them also note where they put the waste.
3. At the end of the period, have students review their lists and think of things that could have been recycled or reused. Are there things that could have been disposed of differently? For example, were batteries or household chemicals properly disposed of so they couldn’t harm the environment? Are there places to recycle aluminum, glass, paper, and plastics?
4. Have each student make a list of ways to manage waste better at home or in school.



## CHAPTER 2: Resources for the Future

### Chapter Summary

**Target Vocabulary:** availability, drastically, endangered, exceed, lack, shortage, strain, sustain

**Reading Skill:** Skimming to Assess a Passage

**Reading Passage Summary:** This passage describes how two crucial natural resources—fresh water and the rain forests—are seriously depleted, and how we need to find ways of protecting and conserving them.

**Vocabulary Skill:** The Prefixes *over* and *under*

### Answer Key

#### Before You Read

**A:** Answers will vary. Possible answers include:

1. wood/coal/wind energy/solar energy/plants/animals
2. Students should circle natural resources that are plentiful and underline those that are either scarce now or will be in the future.

#### Reading Skill

**A:** 2, 5, 6

**B:** 1. 5; 2. 3; 3. 4; 4. 2; 5. 1

#### Reading Comprehension

**A:** 1. a (lines 19–22); 2. b (lines 16–19).

3. c (lines 33–35)

**B:** 1. W (lines 10–11); 2. R (lines 26–29);

3. W, R (lines 1–4, 17–19); 4. W, R (entire passage);

5. W, R (lines 31–32); 6. R (lines 25–26)

#### Critical Thinking

Answers will vary. Possible answers include:

2. wind/tidal power/solar energy/all renewable resources

#### Vocabulary Comprehension

**A:** 1. ease; 2. suddenly; 3. busy; 4. exceed;

5. endangered; 6. discontinue

**B:** 1. (a) strain; 2. drastically; 3. (an) endangered;  
4. sustain

#### Vocabulary Skill

**A:** 1. both; 2. both; 3. over; 4. both; 5. under; 6. both;  
7. under; 8. both; 9. over; 10. both

**B:** 1. under; 2. over; 3. under; 4. over; 5. under;  
6. under; 7. under; 8. over

#### Real Life Skill

**B:** 1. 2,000,000; 2. 4,500,000; 3. 455,000; 4. 1,728;  
5. 10,700

#### What Do You Think?

Possible answers include:

1. By being more aware of what they use, what they need, what they waste, and how they dispose of their garbage and unwanted electronic products.
2. While volunteer activities are helpful and important, environmental problems are happening on a massive scale and should be solved by governments and entire populations, together.
3. It's everybody's responsibility, but legislation (laws) needs to be put in place and enforced.

### Teaching Notes

- In **Before You Read**, students are asked to list *natural resources*. There are two main categories of natural resources. *Renewable resources* are things such as wood from forests or fish from the sea that can regenerate as long as people don't use them at a rate higher than the replacement rate. *Nonrenewable resources* include oil, coal, natural gas, and minerals. These were formed in the earth over millions of years. Once they are used up, they are gone forever.
- In **Reading Skill A**, remind students to make sure the topics they check have substantial coverage in the Reading Passage, rather than just a mention. Point out that the skill of skimming to decide whether a passage is relevant or not is crucial when using the Internet for research or other purposes. Search engines produce so many results that students need to be able to quickly identify ones that are useful for their research. In addition to finding information, they also need to make sure



it is at an accessible level, not too technical or too simple. Furthermore, they need to decide whether the source is trustworthy. If needed, have students practice searching for and assessing research material. Have them search for a few pieces of writing about a particular topic. Alternatively, provide students with examples of different types of writing. Then have students judge which pieces are the most appropriate sources for a research paper, giving reasons for their choices.

- After **Critical Thinking**, question 1, ask students to suggest ways in which people can conserve water in their everyday lives. Have students brainstorm, then collect the ideas, writing them on the board.
- In **Vocabulary Comprehension**, be aware that some students tend to confuse *dangerous* (capable of causing harm) with *endangered* (plants or animals that could become extinct because they are so

rare). Write the two words on the board and ask for examples in each category. Are there some plants or animals that fit both categories? If needed, go through the words in Vocabulary Comprehension. Have groups of students look up each unfamiliar word in their dictionaries, and share its definition with the rest of the group.

- For **Vocabulary Skills**, note that while the meanings of some words can be easily gleaned from the root words, some are not so clear, such as, *underway* and *undermine*. Something that is *underway* (usually an event or process) has started. Meanwhile, to *undermine* something or someone means to secretly or subtly weaken or ruin them.
- Draw students' attention to the motivational tips in each unit. Remind students that these will help them improve their reading fluency and stay motivated as they continue to study.

## Extension Activities



### Writing/Reading Skill Extension: *Letter to the Editor*

Have students write letters to an editor suggesting a solution to an environmental problem.

1. Brainstorm with the class a list of environmental problems that affect their daily lives.
2. Have students choose one of the problems and write a brief letter to a newspaper editor. In the letter, have them explain why people should take action now and then suggest what individuals could do to make things better.
3. Note that if students live on campus, the problem might be something that affects daily life as well as something that could be effectively dealt with by students. For example, if litter is a problem, propose a campus clean-up day.
4. Have students read drafts of each other's letters and give constructive feedback.

### Integrated Skill Extension:

Have students research and discuss a variety of energy options.

1. Brainstorm energy sources with the class, writing a list of energy options on the board.
2. Have students work in groups. Each group should research one energy source or option. In their research, they should answer these questions: *Is it renewable? How much of it do we have on Earth? How accessible is it? How does it give us energy? How much energy can it produce? Where, if anywhere, is it currently being used? and Can it be used in our country/city? Why or why not?*
3. Once students have completed their research, have them create a poster presentation about each energy option.
4. If time permits, have a class discussion about issues surrounding energy conservation, evaluating what green energy options would be best for their city.



**Fluency Strategy: PRO (Preview, Read, Organize)**

PRO stands for **Preview, Read, Organize**. This reading strategy will help you build your reading fluency by helping you to organize and understand what you read.

**Preview**

Answers will vary, but expect students to provide two or three questions for their reading based on the survey activity. The questions will provide a reason for reading.

**Read**

Give students time to read the passage and make sure they find the answers to their questions.

**Organize**

**A:** 1. three (3); 2. tests (in general); 3. nutrition; 4. educational styles; 5. intelligence; 6. problem-solving; 7. social; 8. negative; 9. information

**FLUENCY READING: *Are Human Beings Getting Smarter?*****Answer Key****Reading Comprehension**

1. b (first paragraph); 2. b (entire passage); 3. c (lines 6–7); 4. b (lines 11–14); 5. a (lines 4–5); 6. a (lines 29–31); 7. d (final paragraph)

**SELF CHECK: *PRO Strategy*****Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 1: *The Film and the Novel: Twilight*****Answer Key****Reading Comprehension**

1. c (lines 1–8); 2. c (lines 10–12); 3. b (lines 19–22); 4. b (lines 24–25); 5. a (lines 17–19); 6. c (lines 30–31); 7. a (entire passage)

**REVIEW READING 2: *Organic Farming: The New Vacation*****Answer Key****Reading Comprehension**

1. c (lines 3–5); 2. a (line 12); 3. b (line 14); 4. b (lines 18–19); 5. d (lines 18–19); 6. d (lines 24–25); 7. d (lines 28–31)



**Fluency Strategy: PQR+E**

Parsing, Questioning, Rephrasing, and Explaining (PQR+E) is a reading strategy to help build reading comprehension in stages from sentences and paragraphs to full texts. Use this strategy when you have difficulty understanding large pieces of text that you are reading.

**Parsing**

A and B. Answers will vary, but make sure students understand the process of parsing.

**Questioning**

Answers will vary, but expect students to provide two or three questions for their reading based on the survey activity. The questions will provide a reason for reading.

**Rephrasing**

Answers will vary.

**Explaining (or Extending)**

A and B. Answers will vary.

**FLUENCY READING: *Movies for the Blind*****Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (paragraph 2, especially lines 16–21); 3. a (lines 23–24); 4. c (lines 25–27); 5. c (lines 28–34); 6. a (lines 35–40); 7. d (lines 44–47)

**SELF CHECK: PQR+E****Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 3: *Raising a Child Athlete*****Answer Key****Reading Comprehension**

1. d (entire passage); 2. b (lines 5–13); 3. a (lines 14–17); 4. d (lines 16–17); 5. b (lines 18–21); 6. d (lines 26–29); 7. c (entire passage)

**REVIEW READING 4: *The Life of a Professional Gamer*****Answer Key****Reading Comprehension**

1. c (entire passage); 2. a (lines 5–8); 3. d (lines 10–11); 4. b (lines 20–21); 5. d (lines 16–19); 6. c (lines 25–27); 7. a (lines 30–32)



**Fluency Strategy: KWL (KNOW, WANT, LEARN)**

Use three questions to improve your reading fluency and comprehension. The letters K, W, and L can be used to remind you of these questions.

KWL stands for **Know**, **Want**, **Learn**.

**Know A and B; Want A and B; Learn A**

Answers will vary, but expect students to provide several things they already know about the topic as well as things they would like to learn. The things they want to learn will provide a reason for reading.

**FLUENCY READING: *Will Shortz: Puzzle Maker*****Answer Key****Reading Comprehension**

1. b (lines 1–9); 2. a (lines 5–9); 3. b (lines 12–20); 4. a (lines 12–20); 5. a (lines 22–23); 6. d (lines 23–25); 7. b (lines 28–30) and a (inference from entire article, especially the final paragraph)

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

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 5: *The People Behind the Music*****Answer Key****Reading Comprehension**

1. c (title and entire passage); 2. a (lines 8–9); 3. a (lines 9–10); 4. d (lines 13–16); 5. c (lines 27–29); 6. c (lines 17–20); 7. c (paragraph 1 and 6)

**REVIEW READING 6: *Savory Chocolate*****Answer Key****Reading Comprehension**

1. b (lines 1–3); 2. a (lines 12–16); 3. a (lines 14–15); 4. a (line 22); 5. d (lines 24–29); 6. a (lines 24–29); 7. c (lines 29–31)



**Fluency Strategy: Reading ACTIVELY**

In order to become a more fluent reader, remember to follow the six points of the ACTIVE approach before, while, and after you read. See the inside front cover of the Student's Book for more information on the ACTIVE approach.

**Activate Prior Knowledge; Cultivate Vocabulary; Think About Meaning**

Answers will vary. Expect students to activate prior knowledge, cultivate vocabulary, and think about meaning as they read. As they read, they should monitor their own reading habits and try to use effective strategies.

**FLUENCY READING: *Billboards that Recognize You***

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**Answer Key**

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**Reading Comprehension**

1. d (entire passage); 2. c (lines 4–6); 3. d (lines 12–17); 4. a (lines 19–20); 5. a (lines 20–21); 6. c (lines 24–26); 7. a (lines 27–29)

**SELF CHECK: *Review of Reading Skills in Book 2***

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**Personal Responses to Reading Strategy**

Individual students will have different responses to the self-check questions. The questions are meant to encourage reflection on the reading process. Students should use the questions in the Self Check to reflect upon their use of the reading strategies suggested throughout Book 2.

**REVIEW READING 7: *The Life of a Food Critic***

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**Answer Key**

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**Reading Comprehension**

1. c (lines 4–5); 2. b (lines 1–10); 3. a (lines 11–16); 4. d (lines 13–16); 5. a (lines 20–21); 6. a (lines 23–24); 7. d (lines 25–27)

**REVIEW READING 8: *The Urban Gardener***

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**Answer Key**

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**Reading Comprehension**

1. b (lines 3–4); 2. d (lines 1–4); 3. c (lines 6–8); 4. a (lines 13–23); 5. d (lines 24–26); 6. c (lines 27–28); 7. b (lines 29–30, 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 2
Reading to find information	Scanning for information: Units 2A, 10A, 12A Finding Definitions: Unit 6A Recognising Facts: Unit 6B Increasing reading fluency: Reviews 1–4 Noticing Patterns: Unit 7B
Reading for basic Comprehension	Skimming: Units 8B, 12B Understanding/Identifying main or supporting ideas: Units 1B, 3A, 5A, 9B, 11A Making inferences: Units 8A, 10B
Reading to learn	Understanding cause and effect: Unit 11B Recognizing sequence of events: Units 3B, 9A Describing a process: 1A



## TEACHER'S GUIDE

مرجع زبان ایرانیان

THIRD EDITION

# ACTIVE

## SKILLS FOR READING 2



CEF Level 2: 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.

A Teacher's Guide is available for each level and provides useful information and additional resources for the busy teacher.

- **Step-by-step teaching notes** for each unit, with cultural and language information.
- **Extension activity ideas** for integrating reading with speaking, listening, and writing.
- **Four useful teaching techniques** for building learners' reading fluency.
- **Frequently-asked questions** from teacher, answered by Neil J Anderson.
- **Correlation chart** showing how the course covers skills needed for the TOEFL® iBT.

Take a look at the other levels of *ACTIVE Skills for Reading*:

<b>Book 1</b>	978-1-133-30812-6
<b>Book 2</b>	978-1-133-30799-0
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<b>Book 4</b>	978-1-133-30809-6

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

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

[www.irLanguage.com](http://www.irLanguage.com)

### 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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