

# ACTIVE

## SKILLS FOR READING INTRO



Neil J Anderson



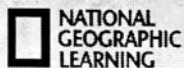
THIRD EDITION

# ACTIVE

SKILLS FOR READING: Intro

Neil J Anderson

## Teacher's Guide



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

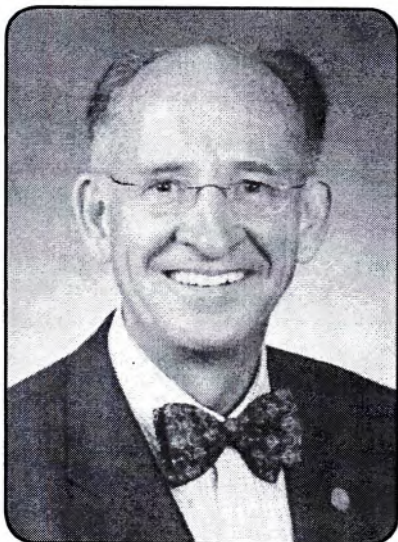


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## Frequently Asked Questions



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

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

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

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

Neil J. Anderson

***“It’s sometimes difficult to get my students motivated to read in English. How can this book help?”***

I understand exactly how you feel. I face that same challenge in my classes. Motivation can come from outside the reader (external motivation) as well as inside the reader (internal motivation). I work hard to make sure that I am providing the appropriate external motivations so that my students will want to be in class and improve their reading.

ACTIVE Skills for Reading uses high-interest texts relevant to students' lives and interests. For example, there are readings on studying abroad, money and budgets, use of the Internet, and cross-cultural topics. In the third edition, We have included a wider variety of text types. Students will get practice reading magazine articles, interviews, recipes, diary extracts, online articles and forums,

etc.—the kinds of reading materials they'll face in real life. I find that these text types, in combination with the topics, really help to motivate readers. In this edition, I have also included several motivational tips to help students stay motivated as they work to improve their reading fluency.

***“My students want to read in English but they think it’s too difficult. How can this book help?”***

Sometimes students get discouraged because they are reading a book that is too difficult. There are five books in this series. The passages in each of these books are carefully graded to the appropriate level. The passages here are designed so that they are not too long and incorporate suitable vocabulary and grammar. I encourage teachers to select the appropriate level of



book from the series so that they will be able to engage their students appropriately.

***“What should I do before I have students read the passage?”***

Engaging students in prereading activities is an essential part of getting them motivated to read more. If we fail to prepare them well, they will not be meaningfully engaged while reading. Each unit begins with the *Getting Ready* section with thought-provoking questions to activate the students' prior knowledge (the A in ACTIVE Reading). Each chapter begins with a *Before You Read* section that provides an opportunity for the reader to link what they already know with what they are about to read. These activities also teach reading skills like skimming, scanning, and predicting, etc.

***“My students struggle with reading because they find so many words unfamiliar. How can this book help them deal with vocabulary?”***

Vocabulary knowledge is essential for successful reading. The C in ACTIVE Reading focuses specifically on cultivating vocabulary. Two successful features from the first and second edition of the series are the *Vocabulary Comprehension* and *Vocabulary Skill* sections.

I have included a vocabulary index at the back of the student book to help both the teacher and the students. I have also added eight vocabulary learning tips to help readers be focused in how they approach vocabulary study. Review these tips on pages 6 and 7 of the student book. I've also added a list of common prefixes and suffixes in order to help readers focus on word analysis skills.

Together, these sections will help your students successfully address their vocabulary learning needs.

***“Sometimes my students understand the words in a passage, but they don't really***

***understand the overall meaning. How can I help my students to really comprehend the meaning of a text?”***

To be a successful reader, students must move to understanding the overall meaning of what they are reading. This is an excellent opportunity for you to help your students see that successful reading is more than knowing the meanings of individual words. After each reading passage, *ACTIVE Skills for Reading* provides reading comprehension questions that cover a range of comprehension skills from literal (facts and main ideas) to questions that are more inferential.

I have also included *Critical Thinking* questions to encourage students to use their own opinions and thoughts to relate to the ideas in the texts. These sections of the book are designed to get the readers to think about meaning, the T in ACTIVE. Those who used the first edition will notice that the T has changed from “teach for comprehension” to “think about meaning.” This is because I want to provide the readers with more opportunities to think about meaning and monitor their own comprehension.

***“My students often take a long time to read a text in English, which discourages them. How can I get them to read more fluently?”***

Fluent reading is the area that interests me the most about teaching reading. I know that most second language readers read more slowly in their second language than in their first. This is a matter that must be directly addressed by teachers. We cannot ignore the explicit teaching of fluent reading.

Twelve tips for fluent reading are provided on pages 8 and 9 of the student book. The Review Units also provide explicit practice in developing readers' reading rates. Have your students record their reading rate progress using the chart at the back of the book. This



chart has become a great source of motivation for my students for improving their reading rates.

***“I’m worried that my students might try a reading strategy once, then forget about it. How can I encourage them to really develop their strategy use?”***

I keep a list of the key reading skills taught in each chapter in the classroom and encourage students to report how they are using them outside of the classroom. These key reading skills are recycled through each book, and across the series (predicting, main ideas, scanning, etc), so that students get multiple opportunities to practice them.

Also included are other strategy techniques, presented in the Review Units which students can use in any type of reading. The Review Units also provide a *Self Check* section to help readers focus on how to transfer the use of the strategies from in-class reading to all their reading opportunities.

***“How can I tell whether my students are making progress in their reading?”***

The *E* in *ACTIVE* reminds us to evaluate progress. Making learners aware of their progress ties into their motivation to continue learning to be good readers. One way this is done in *ACTIVE Skills for Reading* is quantitatively. Readers can get a “score” on the comprehension questions and the vocabulary questions. Monitoring reading rate through the use of the chart is another progress marker.

In addition to the quantitative progress markers, there are qualitative markers as well. Responses to the *Critical Thinking* and the *What do you think?* questions provide progress markers. Teachers can also use the question bank on the ExamView® assessment

CD-ROM to create progress tests, or mid-book and final exams.

***“Many of my students are planning to take a standardized exam in the future, such as TOEFL®, TOEIC®, or IELTS. How can this course help them prepare?”***

All of the reading skills covered in *ACTIVE Skills for Reading* are useful for standardized examinations. Strong reading skills are essential for any of the standardized exams. Reading rate development will help students deal with the time limits in the exam. The student book and ExamView® assessment CD-ROM include question formats that appear in standardized exams like TOEFL® iBT and IELTS.\*

***“There’s only so much I can do with my students during class time. How can I encourage them to read more outside of class?”***

We should encourage our students to take responsibility for their own development as readers by encouraging them to read as much as they can outside of class. The Internet is an excellent resource for extensive reading.

The *Real Life Skill* section of the coursebook gives guidance on dealing with Internet research and blogs as well as other contexts. This section acts as a bridge between the coursebook and out-of-class reading.

I also encourage students to use graded readers. The *Footprint Reading Library* series, for example, is an excellent resource that students could turn to for appropriate reading material. As students become better readers, they will become better language learners.

\* See page 54 for an overview of the TOEFL® iBT reading skills covered in *ACTIVE Skills for Reading: Intro*.



# 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**

A Match the words in the box with the pictures above.

a. a computer      d. a website  
b. a video game    e. a cell phone  
c. an e-reader

B Answer these questions. Circle yes or no. Discuss your answers with a partner.

1 I have a computer.	Yes	No
2 I have my own website or blog.	Yes	No
3 I read books on an e-reader.	Yes	No
4 I spend a lot of time online.	Yes	No
5 I read books on my cell phone.	Yes	No
6 I text message my friends.	Yes	No
7 I like to play video or computer games.	Yes	No

## 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 Fans

A Think about answers to these questions.

1 Read the sentence below. What is a sports fan?

fan is a fan of the soccer team Manchester United. He knows all the players and watches all the games.

2 Are you a sports fan? Why or why not?

B Discuss your answers with a partner.

## In the Classroom

As the teacher, you can supplement the *Before You Read* sections in both chapters with activities you feel will help prepare students for success with the reading. Some examples include activities that are vocabulary based, discussion based, or a combination of both. Feel free to develop your own activities based on those already provided in the text.

## Reading Skill

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

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

**Reading Skill**  
Understanding the Order of Events

A The sentences below are from the passage on the next page. Put the events in the correct order from 1-4.

1 a My mother and I were watching a movie.  
2 b My mother and I went outside to find out what the noise was.  
3 c Suddenly, we heard a loud noise in the yard.  
4 d I thought it was a large dog at first.  
5 e That's when we saw this ... thing.  
6 f But then it stood up on two legs—like a man!

B Now read lines 6-16 in the passage on the next page. Were your answers in A correct?

C Read the rest of the interview. Then answer the questions on page 148.

In passages about an order of events, you often see words and phrases about time: at first, then, suddenly, that's when. You can also look for other clues. A person's name or a noun is usually given first, then followed in later sentences by pronouns like he, she, it, and we.

## 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 this Intro level are approximately 200 words long. Each line is numbered so students can easily refer to or ask about items in the passage and teachers can more effectively answer any questions about content.

10 of New York." He thought the people looked fashionable, and he put photos online. Schuman isn't alone. Bloggers all around the world are using their cameras to **report** what is happening in their home cities. Since  
15 bloggers find and write about stylish people on the street, this type of fashion is called *street style*.



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> Hindi is one of the official languages of India.
- <sup>2</sup> If something happens **thanks to** a person or thing, it happens because of that person or thing.
- <sup>3</sup> **Traffic** refers to all the cars, etc. on the roads in a particular area.

## 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.

1. Natalie thinks Hong Kong is \_\_\_\_\_.

a. boring                      b. expensive                      c. enjoyable

2. Natalie visited Victoria Peak. What did she like the most?

a. the view of Hong Kong    b. the nature trails    c. the afternoon lunch

3. What did Natalie buy at the Temple Street Night Market?

### 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,

viii *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 In each sentence, **circle** the best answer. The words in blue are from the passage.

1. A ( turtle / horse ) runs fast.
2. A cell phone is \$100. You get a 10 percent discount, so you pay ( \$90 / \$110 ).

### In the Classroom

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



or as a group, and encourage peer correction. If there is not enough class time to do this, assign it as homework.

## Vocabulary Skill

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

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

**A Read the sentences.**

Slow and quick are adjectives. Add -ly to make an adverb.

Bill is a slow eater. (adj.)	Bill eats slowly. (adv.)
Jane is a quick thinker. (adj.)	Jane thinks quickly. (adv.)

Look at the change in spelling.

The girl is happy. (adj.)	She's smiling happily. (adv.)
	The girl is smiling happily. (adv.)

**B Complete the chart with the adverbs. Pay attention to the spelling.**

Adjective	Adverb	Adjective	Adverb

**Vocabulary Skill**  
-ly Adverbs

In the passage, you saw the words quickly and poorly. These are adverbs. They tell us how something is done. Many adverbs end in -ly.

## 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 food labels, dictionary entries, journals, personal budgets, blogs, punctuation, survey questions, signs and symbols, tourist information, and Internet research.

**Real Life Skill**  
Writing an Informal Note

**A Read the postcard. Then answer the questions below.**

We often write informal postcards, letters, or emails to friends or family members. There are certain words you can use to open and close these kinds of notes.

## 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?**

- What special abilities do you have? For example, are you a good singer? Can you act, paint, draw, write well, or play a musical instrument?
- What do you want to learn to do: paint, act, sing, draw, write well, play a musical instrument, or something else?

Complete the sentence below.

I want to learn to \_\_\_\_\_ because \_\_\_\_\_.



## 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.

Reading helps you in the world. Being a good reader in both your first language and in English is useful to you and your community. You will benefit as a citizen of the world as you read more about events happening in different parts of the world. Your knowledge of the world can help you as a citizen of the community you live in.

## 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.

x *Unit Walkthrough*

### Fluency Strategy: SQ3R

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

## First Reading

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

## 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**

Time (minutes)	Review Reading								Rate (words per minute)
	1	2	3	4	5	6	7	8	
1:00									200
1:15									180
1:30									133
1:45									114
2:00									100

## Reading Comprehension

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

B Check how well you understood the passage. Choose the correct answers.

- 1 Who is Martha?  
a Amy's sister  
b Amy's dog  
c Amy's mother  
d Amy's surfing teacher

## 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 Living Online

## Getting Ready

### Answer Key

**A: Clockwise:** e. a cell phone; b. a video game;  
d. a website; c. an e-reader; a. a computer

**B:** Answers will vary based on each students' individual use of technology.

## CHAPTER 1: Meeting Friends Online

### Chapter Summary

**Target Vocabulary:** area, buy, discussion, favorite, (leave a) message, make friends, photo, (send a) text message

**Reading Skill:** Scanning

**Reading Passage Summary:** On *Face2Face*, a social media network, students can create a personal homepage, meet new friends, start a blog, discuss interesting topics, play games, and do many other things online.

**Vocabulary Skill:** Singular and Plural Nouns

## Answer Key

### Before You Read

**A:** Answers will vary based on personal experience.

### Reading Skill

**A:** Students' predictions will vary. Actual answers:

1. true; 2. true; 3. false; 4. false

### Reading Comprehension

**A:** 1. c (line 2); 2. a (lines 4 and 13); 3. a (lines 10–11);  
4. c (line 17)

**B:** 1. Music; 2. My Page; 3. Members/Blogs/Groups;  
4. Groups/Blogs

### Critical Thinking

1. Answers will vary based on personal opinions;  
2. Students may mention *Facebook* or *Qzone*.

### Vocabulary Comprehension

**A:** 1. picture; 2. like; 3. on the Internet; 4. talk; 5. send;  
6. leave a message; 7. city; 8. money

**B:** Answers will vary. For question 1, possible answers include: online pen pals, meeting people who share similar interests at school, or meeting new people who are friends of friends. For question 4, note that many different places can be beautiful. They might have natural scenery, or interesting architecture. Areas might be considered *not beautiful* because they are too urban, too dirty, or too polluted.

### Vocabulary Skill

**A:** 1. singular; 2. plural; 3. singular; 4. singular;  
5. plural; 6. singular; 7. plural; 8. plural; 9. singular;  
10. plural

**B:** 1. actor, movies; 2. messages; 3. games;  
4. blog/homepage; 5. member

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## Teaching Notes

- In **Before You Read**, encourage students to talk about how they communicate with their friends (face-to-face, online, talking on the phone, or texting each other). Ask for examples of how they meet new people and spend their time with their friends.
- The **Reading Skill** of *Scanning* requires students to read quickly for specific information. However, students should be encouraged to go beyond simply matching up words in the question with words in the text; they need to look more closely for context. For example, for question 4, the passage says you can put videos on your *Face2Face* homepage or watch music videos, but the text does not say that you can *make* your own videos.
- Give some more examples of when scanning is useful. For example, if you are looking for specific information online, you would look quickly for certain words or names as you decide whether a particular website is suitable for your purposes.
- In **Reading Comprehension A**, point out the negative phrasing of question 2. The passage contains information about option b on line 11 and option c on line 4; so, by a process of elimination, the correct answer is option a. For question 3, students will need to infer the answer because a *blog* is not clearly defined in the passage. However, the phrase *write your thoughts in a daily diary* is used in the same bullet point immediately after the word *blog*.
- The word *blog* is the short form of *Web log*, and refers to websites where people keep an online journal or diary that is typically updated quite often. Students should be aware that since blogs contain personal opinions, they are not generally reliable sources of factual information.
- Note that **Vocabulary Comprehension** contains a number of *collocations* (words that are usually found together) such as *send a message (to)*, *leave a message (for)*, and *text message*.
- For **B**, question 2, ask *how often* students check their email or cell phones for messages. For question 3, ask how often they shop online, and how they pay for it.
- In **Vocabulary Skill**, note that some (but not all) nouns that end in “y” change to “i” before adding “es” in the plural. Examples include *hobby* to *hobbies* and *story* to *stories*.

## Extension Activities



### Reading Skill Extension: *Treasure Hunt*

Have students scan classified pages from a newspaper for particular information.

**Before the class:** Select classified advertisements from a newspaper. Use items that are interesting to students such as sports equipment, electronics, cars, motorbikes, classes, or pets. Cut out enough advertisements to fit on one sheet of paper. Make one photocopy for each student. Based on the advertisements, create 15 questions, making sure to vary the information that students must find. Use the additional information in the ads as distractors from the correct answers. For example, if students have to search for a used digital camera, have more than one camera ad, with different models.

**In Class:** Hand out the advertisements with the questions and see who can find the answers the quickest. When students finish, have them form groups and discuss how they chose their answers.



### Listening/Speaking Skill Extension: *Answering Machines*

Students practice giving a message and responding to other students' messages.

1. Have each student prepare a message that might be left on an answering machine. See **Vocabulary Comprehension A**, item 6, for an example. Divide students into two groups: *answering machines* and *callers*. Ask each *caller* student to pair up with an *answering machine* student. The *answering machine* students give a *recorded message* and callers must respond by leaving a brief message.



## CHAPTER 2: Extreme Gamers

### Chapter Summary

**Target Vocabulary:** connected, crazy, feel like, machine, rock (music), terrific, tired, turn off

**Reading Skill:** Predicting from the Title

**Reading Passage Summary:** *Active* games, like the one in the text, are video games that can be played by one person, or more, and require physical activity, which makes the game feel more real.

**Vocabulary Skill:** Adding *-er* or *-r* to form new nouns

### Answer Key

#### Before You Read

**A:** 1. playing a computer game; 2. Answers will vary; 3. doing things that require energy and moving physically

#### Reading Skill

**A:** 1. Answers will vary. Possible answers include: *games* or *video games* or *computer games*.

#### Reading Comprehension

**A:** 1. c (line 10); 2. b (lines 29–31); 3. b (lines 33–34); 4. a (line 12)

**B:** a. 5 (line 28); b. 1 (lines 1–2); c. 3 (lines 21–22); d. 6 (lines 39–40); e. 2 (lines 4–7); f. 4 (lines 24–28)

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

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

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

computer, cell phone, television, DVD player, microwave, car, train, GPS (or *sat nav*), elevator, etc.

#### Vocabulary Skill

**A:** 1. dancer; 2. surfer; 3. writer; 4. designer; 5. painter; 6. player; 7. reader; 8. speaker; 9. listener; 10. singer

**B:** 1. designer; 2. surfer; 3. listener; 4. painters; 5. writer

**C:** Answers will vary. See **Teaching Notes** below for homework suggestions.

#### Real Life Skill

**A:** 1. Students' blog profiles will vary.

**B and C:** Students' blog posts and emails will vary.

#### What Do You Think?

Answers will vary. See **Teaching Notes** for some suggestions.

### Teaching Notes

- In **Before You Read**, ask the class about video games that they play. How often do they play? For how long at a time? For question 3 about, ask for additional examples of being *active* (*walking, swimming, running, playing sports, etc.*).
- In **Reading Skill**, explain that titles usually give the main idea for the entire reading, not just a single paragraph or other section. Identifying the main idea is often tested through thinking about the best title.
- In **Vocabulary Comprehension B**, question 4, explain that *look like* refers to physical appearance but the word *like* on its own can also refer to personality. For example: *Jim looks like his mother (they both have brown eyes and curly brown hair), but he gets angry quickly like his father.*
- In **Vocabulary Skill**, note that many new nouns can be made by adding *-er* or *-r* to verbs, but some do not work that way. For example, *actor* has *-or* added to the verb *act*, and *blogger* has the "g" doubled before adding *-er*. Ask students to think of other irregularly spelled words for jobs or people who do things. Assign this as homework and allow several days for them to find examples.
- In **Real Life Skill**, point out that the Carlos' blog name contains an idiom. We say *What's up?* as an informal way of asking *How are you?* or *What's new in your life?* Also, *Carlito* means *little Carlos*. Perhaps there is someone older in the family who has the same name. Have students work in pairs to identify the different parts of the blog profile. They



should ask about things they don't understand. For example, a *last name* is a *family name*, or *surname*, which in some cultures comes before the first name.

- For **B**, students can also find blogs at other useful websites like [www.blogspot.com](http://www.blogspot.com). They can also search for blogs at [www.google.com/blogsearch](http://www.google.com/blogsearch), where they can find blogs on particular topics. For **C**, step 3: note that to *publish* or *post* means you are making information public on a website.
- Reading or writing blogs is a popular way for English language learners to practice their English through authentic reading and writing. One option for securely using blogs for a class activity is to use blog sites such as [www.livejournal.com](http://www.livejournal.com) where you can control who may participate and read the students' blogs.

- In **What Do You Think?**, ask how often students use their computers. How often do they use their computers compared to finding information from other sources, such as books? Do they also prefer to use a computer for entertainment or communication?
- Please note: There are many social networking websites, and they can be useful for keeping in touch with and meeting new people. However some people are not truthful about themselves and use false personal information to take advantage of others. For that reason, students should be careful about giving detailed contact information such as addresses and home telephone numbers.

## Extension Activities



### Integrated Skill Extension: *Predicting from Titles*

Have students look at the titles of songs, video games, and movies to predict the content.

1. Have students brainstorm titles of popular songs, TV shows, games, and movies. Divide the class into three groups: one for each category. Have each group make a list of titles.
2. Have the groups take turns reading and saying their list of titles. Ask the rest of the class to think about how each title relates to the content. Call on students to give their predictions.
3. In some cases, the title might not give a direct clue about the content. In those cases, ask for suggestions of titles that might work better.



### Speaking/Listening Skill Extension: *Name the Game*

Have students form small groups and work together to describe their favorite games for others to identify. This activity will work best with students interested in boardgames and computer games.

1. Have each student think of a game they know. It could be a popular video or online game or a childhood game their classmates will know. They should not say the name of this game out loud.
2. Ask students to work in groups of four. Have them take turns describing the details of their game, being careful not to mention the name or names of important characters or places in the game. Each student should talk until someone in the group correctly guesses the name of the game.



### Reading/Writing Skill Extension: *Following a Blog*

Students follow two blogs for a week and make notes about them in their journals.

1. Students should choose blogs that seem to update regularly. Alternatively, students should make sure to read one post a day. Have students use [www.google.com/blogsearch](http://www.google.com/blogsearch) to find two blogs on a topic that interests them, such as celebrity figures, sports, fashion, etc. Ask them to read both blogs for a week.
2. Over the week, they should make notes about the blogs in their journals every day. They can choose whether to react to the content of the blogs or the way in which they are set up. The goal is to have an idea of how a blog actually works before starting one themselves.
3. At the end of the week, have a class discussion on the positive and negative points about different blogs. Encourage students to consider starting their own blogs in English.



# 2 Study and Education

## Getting Ready

### Answer Key

1–3. Answers will vary. Have students support their opinions with examples. Make sure that students

understand all the terms in question 2 before they discuss their answers with a partner.

## CHAPTER 1: Doing Something Different

### Chapter Summary

**Target Vocabulary:** at some point, commercial, continue, graduate, import, job, just about to, program

**Reading Skill:** Recognizing Purpose

**Reading Passage Summary:** Two students are interviewed about developing skills (cooking and modeling) in special programs instead of attending university.

**Vocabulary Skill:** Contractions

## Answer Key

### Before You Read

**A:** 1. Answers may vary. Actual answers: **top:** cooking; **bottom:** modeling; 2. Answers will vary. Possible answers include colleges or schools/institutes where skills or vocations are taught. Students should comment on past learning experiences in these places.

### Reading Skill

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

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

- One purpose is to help students learn about continuing education/things they can learn after high school.
- Generally students can learn about different types of training courses; about ways to continue education other than going to university.

### Reading Comprehension

**A:** 1. b (entire passage); 2. b (lines 10–13); 3. a (lines 18–20); 4. c (lines 1–2)

**B:** 1. Maiko (line 5); 2. Diego (line 24); 3. Both (lines 11, 20–21); 4. Maiko (line 9–10)

### Critical Thinking

1. **Maiko can:** work in a restaurant or hotel, write for a food magazine, do a TV cooking show, work for a food company. New answers might include writing a cookbook or starting a catering business.

**Diego can:** model for TV commercials and magazine ads, act in TV or radio commercials. Other options might be working as a model for fashion shows or working in the fashion industry.

2. Answers will vary based on personal opinions.

### Vocabulary Comprehension

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

**B:** Answers will vary.

### Vocabulary Skill

**A:** 1. It's = It is; 2. I'm = I am; 3. they're = they are; 4. don't = do not; 5. I'd = I would

**B:** 1. isn't, He's; 2. doesn't; 3. Who's, What's; 4. There's; 5. That's, He's

**C:** 1. I'm; 2. What's; 3. It's; 4. I'm; 5. isn't; 6. Who's; 7. He's; 8. doesn't



## Teaching Notes

- **Getting Ready** mentions various places for learning, which may have different names in your country. Activate background knowledge by asking students about each place, and asking for local examples. Have students match the photos on the page with the different kinds of learning environments mentioned. Note that, in the United States, the term *university* usually refers to a bigger educational institution made up of more than one *college*.
- The **Reading Skill** of Recognizing Purpose may be new to some students. Explain that most reading material is written with a particular purpose in mind, and for a specific audience. Have students brainstorm possible purposes (to sell or advertise something, to argue/persuade, to describe a person or a place, to tell a story, to give the news, etc.). Ask where such readings can be found (restaurant flyers, newspapers, on the Internet, travel brochures, etc.).
- For **Reading Comprehension**, ask students about different kinds of jobs and the training they require, which might involve on-the-job training, professional training, graduate school, college, university, or vocational school. A *vocational* school is an institute or trade school where specific job skills are taught, such as computer repair, hairdressing, or office skills. Students typically enter vocational programs directly from high school. The two programs in the reading passage are both vocational schools.
- In **Vocabulary Comprehension**, note the phrases *at some point* and *just about to*. *At some point* refers to an indefinite point in the future, while *just about to* suggests something that will happen in the immediate future. For example, *I'm just about to leave for a weekend in the mountains; I'm leaving in five minutes. At some point in my life, I'd really like to travel around the world.*
- The opposite of *import* is *export*, meaning to send or sell goods or resources out of the country where they are produced or found. For example, some countries in the Middle East *export* oil and gas to other countries who have to *import* these sources of energy because they don't have any of their own.
- In **Vocabulary Skill**, emphasize that an apostrophe often indicates a missing letter. Students often confuse *its* and *it's*, so train them to recognize that *it's* contains the verb *is* while, without the apostrophe, *its* is a possessive pronoun.

## Extension Activities



### Integrated Skill Extension: *Hidden Talents*

Students describe their hidden talents and how they might use them.

1. Explain that many people have talents or skills that are different from what they actually study or do in their career. Ask the class to imagine studying or working at absolutely anything they wanted, a dream job. Which talents would they choose to develop? How and where could they do this?
2. Allow a few minutes for each student to think about their talents and write a list of possibilities.
3. Then ask for volunteers to talk about their dream job. Remember that some students will be shy and not be willing to talk about their hidden talents. Other students will be quite eager to share.
4. Give examples such as television anchor person, sports car test driver, pop star, or fashion designer.



### Listening/Speaking Skill Extension: *International Trade Brainstorm*

Students brainstorm a list of things their country imports and exports.

1. Ask student to think of products they use which come from other countries. Which countries do these items come from? Can they locate these countries on a world map? How are the items transported from one country to another?
2. Does their own country export things to other countries? Ask for examples of exports.



## CHAPTER 2: The Learning Center

### Chapter Summary

**Target Vocabulary:** conversation, discount, expensive, fast, outgoing, poorly, score, shy

**Reading Skill:** Skimming

**Reading Passage Summary:** In this pamphlet, a facility for continuing education, the Learning Center, advertises workshops on test preparation, meeting people, getting acting jobs, and planning low-cost travel.

**Vocabulary Skill:** -ly Adverbs

### Answer Key

#### Before You Read

**A:** 1. Answers will vary. Possible answers include: test preparation, cram courses, art, calligraphy, and music. 2. Answers will vary based on what different people consider fun. Possible answers include music lessons, writing classes, language classes, exercise programs, martial arts, dance, etc.

#### Reading Skill

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

#### Reading Comprehension

**A:** 1. c (lines 5–10); 2. a (line 14); 3. c (lines 18–19); 4. b (lines 25–29)

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

#### Critical Thinking

1. Answers will vary based on personal interests.
2. Workshop 4 (travel) is available online, but all the others depend on interacting with people face-to-face.

#### Vocabulary Comprehension

**A:** 1. horse; 2. \$90; 3. never; 4. a lot of (money)  
5. shy; 6. speak; 7. It's 4 to 2.

**B:** Answers will vary.

#### Vocabulary Skill

**A:** Answers are provided in the text. Students should read and notice the patterns.

**B:** (top to bottom, left column) 1. quietly; 2. loudly; 3. angrily; 4. easily; (top to bottom, right column) 5. busily; 6. softly; 7. nervously; 8. neatly

**C:** 1. loudly; 2. quiet; 3. softly; 4. quickly, 5. nervous; 6. poorly

#### Real Life Skill

**A:** 1. Yes, Mathematics; 2. Answers will vary.

**B:** Answers will vary with personal information. See **Teaching Notes** for clarification of some items.

#### What Do You Think?

Answers will vary. For the second question, note that students should consider options in addition to attending university.

### Teaching Notes

- In **Before You Read**, mention that people often take classes which are related to their hobbies and personal interests. Other schools may offer more seemingly serious courses, such as conversational language classes, or learning new computer software, but hold classes in a way that is more fun. The emphasis is on **fun** instead of career preparation. In many countries, such courses are offered to people of all ages because interests change throughout life.
- The **Reading Skills** of Skimming and Scanning require students to read quickly. Later, students may read the text more closely. As students practice skimming, pay attention to their eyes and hands. If you notice that they move their eyes, or fingers, with each word, they are not reading quickly enough. Encourage them to take in more words at a time, preferably chunking the words into meaningful groups. It may be helpful to make a transparency or copy of the **Reading Passage** and demonstrate to



the class how this is done. Or give the students a set limited time to skim the passage.

- **Critical Thinking**, question 2, asks about online courses. Most colleges and universities now offer many courses online. Ask students if they have taken an online course. If so, how did they like it?
- For the **Vocabulary Skill** of forming adverbs with *-ly*, point out for adjectives ending in “y,” the “y” changes to “i” before adding the *-ly* ending (*happy* becomes *happily*). Also note that adjectives ending in “l” have a double “l” in their adverb form (*careful* becomes *carefully*). A few adjectives have the same form as adverbs (*hard, fast, late, early*) and the adjective *good* has the irregular adverb form of *well*.
- For **Vocabulary Skill C**, ask students to draw a line between the adjective or adverb and the word it modifies. That will help them to see that adjectives modify nouns and adverbs modify verbs.
- In **Real Life Skill**, point out that when someone is still doing something (studying at a university, working at a job), this is indicated by the phrase: *2009 to present*. At the end of an academic program, a person usually receives a diploma, certificate, or degree to show that they have satisfactorily completed all the requirements. If your students go to university, ask them what they are studying. Which subjects are their majors?
- The **Application Form** has some items that may need further explanation. International telephone numbers require a country code if dialed outside that country, followed by an area code.
- Ways of writing dates can vary, so students should always look at the order of day, month, and year required on the form. Sometimes these are written as DD/MM/YYYY (day/month/year). The date of November 13, 2011, would become 13/11/2011.
- IELTS, TOEIC, and TOEFL® are internationally recognized English proficiency examinations for academic study. Some earlier versions had a different scoring systems from the current computer-based exams, so be sure to note which version of the test was taken. In the past, many universities required a TOEFL score of 550 before you could be accepted; this would be equivalent to an advanced English level.

## Extension Activities



### Integrated Skill Extension: Find out about Leisure Learning

Students explore learning opportunities in their communities.

1. The purpose of this activity is to find out what types of leisure courses, or workshops for learning more about areas of interest or hobbies, are available in the students' community. Start by eliciting likely places to look for available courses. These may include colleges or universities that offer non-credit evening or weekend programs. Campus newspapers, and notice boards often also list courses and workshops. Community newsletters or newspapers—print and online—may advertise leisure-learning classes, too. Other sources include notice-boards in local shops, community centers, or sports facilities such as gyms or fitness centers.
2. Ask each student to collect information about five different courses or workshops. The information should include the name of the program, where and when it is given, how many sessions or classes are included, the price, and the purpose of the program (learn how to make scrapbooks, take digital photographs, or improve your golf game).
3. Have each student briefly present the information he or she has collected. Write the type of course or workshop on the board. Then have the class decide on categories such as arts, sports, technology, etc., and assign a category to each course or workshop.
4. Divide the class into as many groups as there are categories. Have each group make a poster about the available courses in that category.
5. Display the posters around the classroom and have each student select a workshop or course they would like to take if they were able to. Have students write a brief paragraph explaining why they prefer that course.



# 3 Work Choices

## Getting Ready

### Answer Key

- 1. Clockwise from top left:** secretary/receptionist, mechanic, flight attendant, sales clerk, journalist.  
**2.** Answers will vary. Possible answers include:

- nurse, plumber, accountant, bus driver, actor, painter, decorator, social worker, electrician, etc.  
**3.** Answers will vary based on personal experience.

## CHAPTER 1: One Man, 52 Jobs

### Chapter Summary

**Target Vocabulary:** after all, encourage, enjoy, experience, (set a) goal, promise, occupation, right away

**Reading Skill:** Scanning

**Reading Passage Summary:** This article describes how Sean Aiken, a college graduate, tried a different job every week for a full year in order to find out what kind of work he enjoyed best.

**Vocabulary Skill:** Synonyms for *work*

## Answer Key

### Before You Read

- A:** **1.** Answers will vary. Students should discuss the advantages and disadvantages of starting a job right after graduating. **2.** The words are all related to careers. **3.** The man in the photo is a firefighter.

### Reading Skill

**A:** a

- B:** **1.** After graduating from college, Sean wasn't sure what kind of work he wanted to do. (line 3); **2.** His goal was to find a job he was passionate about. (lines 6–7); **3.** He did each job for one week. (3rd paragraph); **4.** His favorite job was teaching. (lines 10–11); **5.** Today, Sean Aiken speaks to college and university students and tells them his story. (lines 13–15)

### Reading Comprehension

- A:** **1.** b (lines 2–3); **2.** a (lines 4–5); **3.** c (entire passage); **4.** b (line 12)

- B:** **1.** T (line 4); **2.** F (lines 5–6); **3.** T (lines 10–11); **4.** T (line 14)

### Critical Thinking

Answers will vary. Encourage students to support their opinions with examples.

### Vocabulary Comprehension

- A:** **1.** hobby; **2.** disagreed; **3.** right away; **4.** lied; **5.** take a chance; **6.** from the start; **7.** enjoyed; **8.** stay home  
**B:** **1.** right away; **2.** experience; **3.** set a goal; **4.** enjoyed

### Vocabulary Skill

- A:** Students should underline these words: line of work; career; livelihood; job; trade; assignments; professions  
**B:** **1.** assignment; **2.** career (also acceptable: profession), trade; **3.** professions (also acceptable: careers, line of work, jobs); **4.** line of work (also acceptable: jobs)



## Teaching Notes

- In **Getting Ready**, the term *flight attendant* has replaced earlier terms such as *steward/stewardess* or *air hostess* because it can refer to either males or females who attend to the passengers in the passenger cabin of an airplane.
- In developing the **Reading Skill** of Scanning, students should be aware of the importance of the first sentence or two of a passage or paragraph, which usually states/hints at the topic or main idea.
- In **Critical Thinking**, there are no right or wrong answers. This is an opinion-based exercise. Have students develop the habit of supporting their opinions with reasons and/or examples.
- In **Vocabulary Comprehension A**, advise students to find something in common between two of the words or phrases in each set and, by a process of elimination, figure out which term does not belong.
- In **Vocabulary Skill**, compare and contrast some of the words used for *work*. For example: *Job* is a general term for paid employment. Meanwhile, *profession* usually describes an occupation that requires an advanced degree (e.g., doctor or lawyer). *Career* describes a person's life work.

## Extension Activities



### Speaking/Listening Skill Extension: *You're the Boss!*

Students talk about how things would change if they were in charge at their school or at their job.

1. Have students work in small groups. Have them discuss how they would do things differently if they were the boss.
2. Students who already have jobs may discuss/share ideas about how they would change things at their workplace. Others can propose ways in which they would change the school or college if they were in charge. Suggest that they start by thinking of things that could be improved or made easier for students or employees.
3. The members of each group should also raise questions about possible problems or difficulties that may come up as they implement their ideas, and suggest solutions.

#### **Example:**

**Student 1:** *If I were the boss of this language school, I'd stop placement exams. I'd let each student decide which level they should be in and then let them change without problems in the first two weeks of classes.*

**Student 2:** *But wouldn't that be confusing? Wouldn't it be a waste of classes for those two weeks?*



### Writing/Reading Skill Extension: *Career Guidance Counselors*

Students write a reply to the email Ben sent to Eva.

1. Have students read Ben's email again. Elicit a class discussion about what his current job in computers might be like, and why it is not making him happy.
2. Encourage students to think about the type of person Ben might be, and make notes about it. Call on some students to share their ideas with the class. Point out that Ben already gives us some clues (he enjoys working with people, he likes the idea of freedom and variety in his work).
3. Ask students to write a reply to Ben's email, giving him at least two suggestions, and providing reasons for each one. They should try to use a few synonyms for *work* in their email.
4. Have students exchange emails with a partner. The partner should say whether they think the suggested jobs will suit Ben, and why or why not. If there are problems with grammar or vocabulary in the email, the partner should suggest changes.



## CHAPTER 2: Working Holiday

### Chapter Summary

**Target Vocabulary:** cash, document, earn, expenses, project, skill, tip, trip

**Reading Skill:** Understanding Main Ideas

**Reading Passage Summary:** This article describes how mature students can incorporate paid work into their travels.

**Vocabulary Skill:** Compound Nouns

### Answer Key

#### Before You Read

- A:** 1. Answers will vary. Possible answers include: go to the beach, rest, and travel. For the blank option, possible answers include sightseeing or doing seasonal sports, such as hiking or skiing.  
2. Answers will vary. Students should describe a holiday that combines work with fun.

#### Reading Skill

- B:** 1. What Is A Working Holiday? 2. Getting Started;  
3. Types Of Travel Projects; 4. How Long Can I Work In Another Country? 5. Things To Bring With You

#### Reading Comprehension

- A:** 1. c (lines 2–3); 2. a (lines 4–5); 3. a (lines 19–22);  
4. b (line 23)  
**B:** 1. c (line 6); 2. d (lines 4–5); 3. e (lines 12–13);  
4. b (line 7); 5. a (line 18–19)

#### Critical Thinking

1. Answers will vary based on individual interests.  
2. Answers will vary. Possible tips include: Explore places online before you make a decision; Go to a country where you are familiar with the language; Bring basic health supplies with you; Keep important phone numbers handy; Use Internet cafes if you don't bring a laptop; Travel light, don't bring more than you need.

#### Vocabulary Comprehension

- A:** 1. b; 2. h; 3. a; 4. g; 5. e; 6. c; 7. f; 8. d  
**B:** Answers will vary. For question 1, examples of skills include playing a musical instrument, being good at a sport, or speaking another language.

#### Vocabulary Skill

- A:** 1. suitcase; 2. guidebook; 3. laptop; 4. sunglasses;  
5. backpack; 6. homework; 7. boyfriend; 8. travel agent; 9. credit card  
**B:** All are one word, except 8 and 9 (travel agent and credit card).  
**C:** Answers will vary. Possible answers include: guidebook, sunglasses, backpack, and credit card.

#### Real Life Skill

- B:** 1. DJ; 2. DJ2Day; 3. now/immediately/right away;  
4. 10–15 hours a week; 5. at different locations for events, party spaces, office parties, nightclubs;  
6. \$30 an hour; 7. You need to know all kinds of music and have an outgoing, fun, lively personality;  
8. by email

**C and D:** Answers will vary.

#### What Do You Think?

Answers will vary.

### Teaching Notes

- In **Before You Read**, note that *holiday* (British English) and *vacation* (American English) both refer to a time for relaxation and leisure when a person is not at work or school. Most jobs allow a set period of annual vacation, and academic institutions have break periods of varying lengths.
- In **Reading Skill B**, encourage students to cross out headings as they use them, as shown in the example. By doing that, they have a smaller number of items to process as they read.
- In **Vocabulary Comprehension B**, question 1, note that a *skill* is the ability to do something well



because of practice, talent, or special training, and skills usually take time to develop. You cannot become a good swimmer simply by reading books on swimming or watching videos, you must also practice in order to improve. Mention that learning a language is also a skill which requires time and continued practice.

- For the **Reading Passage**, note that the term *ATM card* refers to a bank card linked to an account. The card is used to get money at cash machines.
- For **Vocabulary Comprehension B**, for question 3, note that people also go on business trips as part of their work. For question 4, tell the class that a tip can be an idea or suggestion about special things to visit or see in a place, for example, museums or historical buildings.
- For **Vocabulary Skill A**, point out the difference between a *credit card* where the bank pays for a purchase and then you must repay the bank, and a *debit card*, where the amount of the purchase is directly taken from your own bank account.

- For **Real Life Skill**, ask students to identify the categories of information in the advertisement: type of job and what it entails, qualifications, pay and benefits, how to apply.
- In **What Do You Think?** ask students as a follow-up to question 1: *Would you only want/be able to do the job for two weeks or would it be a good job for a longer period of time? Why?*
- Elicit examples for why money and happiness are both important. Ask: *Can you be happy without having enough money? If you have enough money, can you buy happiness?*

## Extension Activities



### Writing/Reading Skill Extension: *My Best Holiday*

Students write a brief description of their favorite holiday and others try to guess who the writer was. If some students say they do not have a favorite holiday, tell them they can make one up.

1. Ask students to think of their favorite holiday and the reasons it was so enjoyable.
2. Next, have students write 10 adjectives that come to mind when they think of their experience. Again, have them keep this information to themselves, for the time being.
3. Explain that they will do a *quick write* to describe their favorite holiday in one paragraph. Before writing, ask students to think of a main idea for their paragraph, which should explain why that holiday was so significant.
4. Hand out one standard size piece of writing paper to each student so all paragraphs look alike. There should be no name or other identifying information on the paper.
5. Depending on the level of the group, allow 5–10 minutes for students to write their paragraphs. The ideas they have already written should help with the writing process. Write an example on the board if necessary, and review it with students before they start writing.
6. When everyone has finished, collect and scramble the papers. Ask for volunteers to read the paragraphs while the rest of the class tries to guess the identity of the writer.



### Listening/Speaking Skill Extension: *Skill Inventory*

People in class describe their skills.

1. Review the concept of a *skill* as something that requires talent, practice, and time to develop. Give some examples, such as the skill of driving a car, playing the guitar well, or being able to type text messages very quickly.
2. Go round the class and ask each person to identify one or more skills that they have. Write the skills on the board.
3. Referring to the list of skills on the board, ask students: How long did it take to develop? Did you have any help, such as instructors or coaches? How often do they practice these skills? What happens if they don't use them for a long time?



# 4 The World of Sports

## Getting Ready

### Answer Key

- 1. Clockwise:** tennis, soccer, volleyball, bowling.  
Answers will vary. Possible answers include: These sports are similar in that they are all played with a ball. They differ in a variety of ways, including the number of players they require, the kind of balls they use and the surfaces they are played on.
- Answers will vary. Possible answers include: baseball, rugby, golf, cricket, hockey, basketball, swimming, etc.
- Answers will vary. Students should give reasons why the sport is their favorite.

## CHAPTER 1: Sepak Takraw

### Chapter Summary

**Target Vocabulary:** club, compete, originally, point, spread, team, traditional, win

**Reading Skill:** Reading for Details

**Reading Passage Summary:** This article describes *sepak takraw*, Malaysia's national sport, which is popular throughout Asia and beyond. It is similar in some ways to volleyball and soccer.

**Vocabulary Skill:** Word Webs

## Answer Key

### Before You Read

**A:** 1. Students should act out each verb. 2. Answers will vary. Students should note that players use their bodies to hit a small woven ball across a net, and that sepak takraw is a team sport.

### Reading Skill

**A:** 1. paragraphs 3 and 4

**B:** 1. small; 2. three; 3. heads; 4. drops; 5. three; 6. 15; 7. two

### Reading Comprehension

**A:** 1. b (line 7); 2. c (line 23); 3. b (lines 10–13); 4. a (lines 15–16)

**B:** 1. main idea; 2. detail; 3. detail; 4. main idea

### Critical Thinking

1, 2. Answers will vary.

### Vocabulary Comprehension

**A:** 1. traditional; 2. Soccer; 3. never; 4. correctly; 5. wins; 6. Brazil; 7. larger; 8. ten members

**B:** Answers will vary.

### Vocabulary Skill

**A: sports verbs:** hit, kick, lose, win, compete, score, throw; **water sports:** surfing, swimming, rowing; **winter sports:** (ice) hockey, skiing; **sports using a ball:** baseball, tennis, basketball, golf, sepak takraw, hockey (Note: Field hockey is played with a ball.)

**B:** Answers will vary. Students could add words to the categories, or create new categories such as *number of players*, *professional teams*, or *equipment used*.



## Teaching Notes

- In **Getting Ready**, question 2, write the names of sports on the board as they are given, creating a master vocabulary list for students to refer to.
- In **Before You Read A**, question 2, it may not be immediately obvious to students that players do not use their hands in sepak takraw. While the game is popular in some countries, particularly in South East Asia, it is not known at all in other countries.
- The **Reading Skill** of Reading for Details is done more slowly and carefully than the quick skills of Skimming and Scanning. It is still advisable to skim the reading quickly at first to have a general sense of the subject matter and how it is organized. Then encourage students to re-read the passage, paying attention to specific details. As students answer the questions in **B**, have them also circle the key information in the reading.
- The **Reading Passage** is a good example of organizing main ideas by paragraphs. Put the following words on the board in a different order: *introduction, name, rules, scoring, and history*. Then ask students which word is the main idea of which paragraph. Ask them to give at least two details from the text to support each main idea.
- For **Vocabulary Comprehension A**, it might be useful to clarify a few points. A *team* refers to people who regularly play or work together. Sports teams compete against other teams, but not usually within the team. Professional sports teams play at a high level, and are paid for it. School teams usually play just for fun or experience.
- Research shows that students learn new words if they can link them with words they already know. The **Vocabulary Skill** of creating Word Webs helps to make the relationships between words clearer.

## Extension Activities



### Speaking/Listening Skill Extension: Sports Equipment Game

Students create a guessing game about sports equipment as a follow-up to **Getting Ready**.

1. Elicit the equipment necessary for three of the sports shown in the photos on page 41 (for example, bowling ball and shoes; soccer ball; net, racquets and tennis balls; etc.).
2. Keep the list of sports generated during **Getting Ready** on the board.
3. Divide the class into small groups. Have each group think of five different sports and the equipment used for them. You may want to allow use of a dictionary.
4. Ask each group of students to pair up with another group. One group should name the equipment for a sport, piece by piece, and the other group should try to identify the sport within three guesses. When the first group has gone through their sports, they should try to guess the other team's sports.  
**For Example:** Group A names *net*, Group B guesses *volleyball* (wrong). Group A names *racquet*, Group B answers *tennis* (wrong). Group A names *shuttlecock*, Group B names *badminton* (correct!).
5. When the two groups have finished, they can join up with other groups to play the game.



### Integrated Skill Extension: Using Venn Diagrams for Comparison and Contrast

Demonstrate creating a Venn diagram comparing different sports, then have students make their own.

1. The **Reading Passage** uses the genre of compare/contrast in which sepak takraw is compared to volleyball and soccer. Model this with a Venn diagram (see page 70 of the student book).
2. Now ask students to work in pairs to create their own Venn diagrams to compare sepak takraw with another sport.
3. When students have finished their Venn diagrams, ask them to compare them with other groups and correct any information that appears in the wrong places.



## CHAPTER 2: Are Sports Important?

### Chapter Summary

**Target Vocabulary:** athlete, competitive, divide, event, fan, fight, parent(s), tourist

**Reading Skill:** Making Inferences

**Reading Passage Summary:** In this online forum, three individuals respond to the question: *Are sports important?*

**Vocabulary Skill:** Word Families

### Answer Key

#### Before You Read

**A:** 1. A *sports fan* is someone who supports and follows a sports team.

2. Answers will vary. Some people are not interested in sports and others find attending games very expensive. Some may have entire families that have supported the same team for many years.

#### Reading Skill

**A:** b

**B:** Answers will vary.

**C:** 1. T: (Vlad feels that people were brought together when the national team qualified for the 2006 World Cup.)

2. B: Kelly feels that sports can bring people together, but sports can also be too competitive, which divides fans;

3. T: Oba feels positive about how soccer has brought people together in African countries.

#### Reading Comprehension

**A:** 1. c (entire passage); 2. a (lines 20–22);  
3. c (line 16); 4. b (line 6)

**B:** 1. sports; 2. people; 3. sporting events

#### Critical Thinking

Answers will vary based on personal opinions. Students may mention the importance of sports in terms of entertainment plus the revenue it generates, or the unimportance of sports in terms of the number of overpaid sportspeople and the fact that the world has serious problems such as poverty.

#### Vocabulary Comprehension

**A:** 1. F (An athlete is someone who plays sports.);

2. T; 3. F (A fan of a sports team supports the team.); 4. T; 5. F (Your parents are your mother and father.); 6. F (Hiking is not usually a competitive sport.); 7. F (A sports tournament is a kind of event.); 8. T

**B:** Answers will vary. Possible answers for question 1 include: the Olympics, the World Cup, the Commonwealth Games, or the Asian Games.

#### Vocabulary Skill

**A:** 1. **Noun:** competition, competitor; **Verb:** compete;

2. **Noun:** winner; **Adjective:** winning

**B:** 1. competitive, win; 2. competitor; 3. winning;  
4. competition

#### Real Life Skill

**A:** 1. lost, competed; 2. compete; 3. lose

**B:** 1. brought (I); 2. divided (R); 3. dropped (R);  
4. got (I); 5. went (I); 6. hit (I); 7. kicked (R);  
8. made (I); 9. scored (R); 10. threw (I)

#### What Do You Think?

Answers will vary.

1. Choosing which events to attend will depend on specific sporting interests. Attending an event may also depend on whether your country's team is participating and where the event is held.
2. Famous female athletes participate in sports such as tennis, track, soccer, figure skating, and gymnastics. Some possible answers are Serena Williams (tennis), Michelle Wie (golf), Li Na (tennis), Danica Patrick (racecar driving), Mia Hamm (soccer), and Shizuka Arakawa (figure skating).



## Teaching Notes

- **Before You Read** asks about sports fans, people who like a sport/sports very much, and are usually fans of a particular team. They attend their team's games or watch them on television. Sports fans tend to dress in the colors of their team to show their support.
- The **Reading Skill** of Making Inferences is very important because authors sometimes provide information indirectly. We have to draw conclusions from the way people express themselves and the emotions associated with what they say. Have students do activity **C** in pairs locating the words in the passage that help them choose their answers.
- In **Reading Comprehension A**, question 2, students may find it difficult to decide which answer is best because Oba does mention both the 2010 World Cup and African soccer players. To show them why the best answer is option a, go through the paragraph in detail. Unlike many paragraphs, the important main ideas come at the end instead of the beginning. Oba mentions several important details, then he uses the conjunction *But* to indicate that he is shifting to the main idea.
- Students should also note that question 2 is asking for a reason (Why?). Note that while option b is a true statement, it does not describe the benefit or reason why sports are important to Oba.
- **Reading Comprehension B** deals with *pronoun reference* which is an important way of linking ideas in different sentences together. Make students aware of reference by asking them to draw a line from the pronoun back to the word or phrase that it refers to. You might assign earlier reading passages for extra practice.
- For **Critical Thinking**, question 2, note that, for some people, supporting their favorite team helps them to feel more connected to their city or country. For other sports fans, watching games is a form of shared fun.
- In **Vocabulary Comprehension C**, question 4, note that *fight* in this context means *to argue*, and not to physically fight. Also, in some cultures, showing respect for parents is different than in others, so children might not openly argue with their parents even when they disagree.

## Extension Activities



### Writing/Reading Skill Extension: *What is the owner like?*

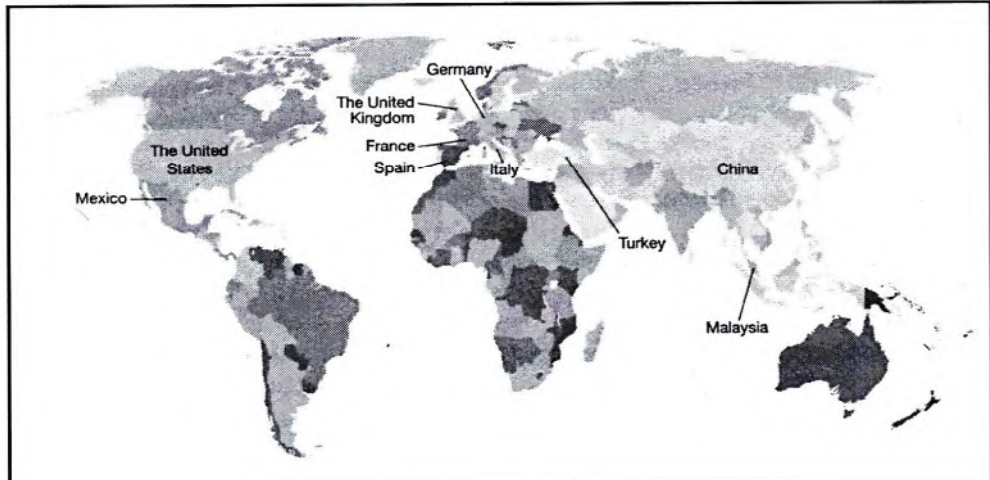
Students write a description of the contents of a backpack or gym bag for students to read and guess what the "owner" must be like.

1. Have students imagine a person who owns a backpack or gym bag, and what's in the bag. The contents of the bag should give us an idea of its owner's interest in sports, whether they are male or female, young or old, or an active athlete. For example, the backpack may contain tickets and a program for a sporting event featuring a particular team, magazines about famous sports stars, or personal items such as cosmetics, workout clothes, or equipment. From what is in the bag, we can make inferences about its owner.
2. Have students write a brief description of the bag's owner on a piece of paper to keep for themselves. Then have them write a brief description of the bag and its contents on a piece of paper to share; the bag should contain at least six items.
3. When students have finished writing their bag description, have them ask three other people to read it and make guesses about the owner.
4. Ask each reader to share their ideas with the others, explaining why they drew these conclusions.
5. Then, the writer of the description tells them about the owner and whether they were right or wrong.



**Getting Ready****Answer Key**

1.



2-3. Answers will vary. Students should provide reasons.

**CHAPTER 1: A Postcard from Hong Kong****Chapter Summary****Target Vocabulary:** arrive, crowded, incredible, lunch, return, souvenir, tour, view**Reading Skill:** Understanding the Order of Events**Reading Passage Summary:** In this postcard, Jacquie's friend Natalie, who is in Hong Kong, describes the places she visited and her impressions of the city.**Vocabulary Skill:** The Prefix *re-***Answer Key****Before You Read**

**A:** 1. Answers will vary; 2. The postcard is from Hong Kong. Students may know the history of the city, and its famous harbor. The city is densely populated and has one of the world's busiest airports.

**Reading Skill**

**A:** **time words in passage:** on Friday night (lines 3-4); on Saturday (line 5); in the afternoon (line 8); in the evening (line 9); Yesterday (line 15); Today, Monday (line 20); this afternoon (line 21); tomorrow (line 22), soon (lines 14 and 24)

**B:** a. 2; b. 1; c. 3; d. 5; e. 4**C:** a. Saturday morning; b. Friday night; c. Saturday evening; d. Monday; e. Sunday**Reading Comprehension****A:** 1. c (entire postcard, line 4); 2. a (lines 5-8);

3. b (line 12); 4. c (line 16)

**B:** 1. F (On her tour, Hong Kong is her last stop.);

2. T; 3. T

**Critical Thinking**

Answers will vary based on personal opinions.



### Vocabulary Comprehension

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

B: Answers will vary.

### Vocabulary Skill

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

B: 1. repay; 2. recall; 3. reheat; 4. review; 5. reuse; 6. reunited

## Teaching Notes

- For **Before You Read**, note that, typically, postcards have a photograph or picture on one side and a small place to write a message on half of the reverse side, leaving space for the address of the recipient. The sender usually describes their travel experience through a sequence of events. The language of a postcard is informal and typically includes reactions to sights of interest.
- The **Reading Skill** of Understanding the Order of Events is important for many practical reasons. In this case, we want to understand the order, or sequence, of events from someone's trip. If you were reading a biography, you would want to know the order of events that happened in a person's life. Sequencing is also essential in reading directions, instructions, and recipes, all of which entail a series of steps in a specific order.
- In sequencing, two kinds of words are very important. Time words, such as those given in **Reading Skill A**, form one set of clues about order. The other set are the sequence markers such as *first*, *second*, *after that*, *next*, and *finally*.
- For **Vocabulary Comprehension**, note that *souvenir* is a word borrowed from French, and it means something that reminds you of a particular place or event. When people travel, they often buy souvenirs to bring home. Tourist shops sell popular souvenirs which typically feature the name of, as well as images from, a famous place. Some like to buy things that the place they're visiting is especially known for as souvenirs, such as chocolate or coffee or lace or silver. Others prefer natural souvenirs like small stones. Ask the class about souvenirs they collect.
- **Vocabulary Skill** focuses on the prefix *re-*, which means *again*. Ask the class to think of additional words starting with *re-* that they use all the time. Examples include *replay*, *rerun*, and *recycle*.

## Extension Activities



### Reading Skill Extension: Jigsaw Reading

Students work in pairs to decide on the order of a jigsaw reading.

#### Before the class

1. Choose a reading passage that describes a series of events over the course of a person's life.
2. Retype the reading passage so that each event is on a separate line with double spaces before the next event.
3. Make copies for half the number of students in the class. Cut the reading into strips.

#### In class

1. Ask students to work in pairs. Give each pair one set of strips and ask them to reassemble these into a logical sequence.
2. Have students discuss why they chose to put strips in a particular order. How are the strips related? What sequence words (*then*, *next*, *after that*, *finally*) helped them to order the reading?



### Speaking Skill Extension: Using Sequence Markers

Students use sequence markers to talk about last weekend.

1. Divide students into pairs. The goal is to use sequence markers (*first*, *second*, *next*, *then*, *after that*, *finally*, *at last*) to talk about what they did last weekend.
2. Have one student in each pair start talking about what he or she did last weekend. Each time the person uses a sequence marker, the listener should smile to indicate it was heard. If the speaker continues without using a sequence marker, the listener should shake her/his head to indicate that the sequence was not clear. Then the speaker must repeat with an appropriate sequence marker.
3. When the first person has described the events of last weekend, have the partners change roles.



## CHAPTER 2: Destination: Singapore

### Chapter Summary

**Target Vocabulary:** chef, dining, feast, guest, huge, impressive, relax, tall

**Reading Skill:** Scanning

**Reading Passage Summary:** This online travel article/hotel review describes The Marina Bay Sands Hotel in Singapore which is a huge hotel with many special features, including impressive views of Singapore; a wide variety of restaurants; and the world's longest rooftop swimming pool.

**Vocabulary Skill:** Adjectives for Size and Height

### Answer Key

#### Before You Read

**A:** Answers will vary.

#### Reading Skill

**A:** 1. You can go to the luxury shopping center, to the casino, or to one of the two theaters (line 4), or go to the rooftop observation deck and look at the views of Singapore (lines 5–8), or eat at one of the many restaurants (lines 14–16), or go to the Art & Science museum (lines 4 and 18), go ice-skating, or swim in or relax by the rooftop swimming pool (lines 18–21); 2. almost three years (line 12); 3. a famous chef (lines 14–15); 4. 55 storeys/floors (line 9); 200 meters (line 21); 5. 150 meters (line 20)

**B:** Answers will vary. Have students provide examples

#### Reading Comprehension

**A:** 1. c (entire passage); 2. a (line 4); 3. a (line 5); 4. b (lines 11 and 14)

**B:** 1. c; 2. b; 3. X; 4. a

**Critical Thinking:** Answers will vary.

#### Vocabulary Comprehension

**A:** 1. F (Vic is short and Carl is tall.); 2. T; 3. T; 4. T; 5. F (In most houses, people sleep in the bedrooms. or In most houses, people eat in the dining room.); 6. F (A chef is someone who cooks professionally.); 7. T; 8. F (A sandwich and some apples are usually considered a simple lunch, not a feast.)

**B:** Answers will vary.

#### Vocabulary Skill A:

	tall	short	huge	massive	chubby	fat	tiny	petite	slim	giant
height	✓	✓					✓		✓	✓
size/weight			✓	✓	✓	✓	✓	✓	✓	✓
people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
things	✓	✓	✓	✓			✓			✓

**B:** Answers will vary.

#### Real Life Skill

**A:** 1. **Openings:** *Hi; Greetings!* **Closings:** *All the best!, Take care.* The other expressions are better used in formal letters.

2. Answers will vary based on location.

**B:** Answers will vary.

#### What Do You Think?

Answers will vary.

### Teaching Notes

- In **Before You Read**, students are asked what they know about Singapore. Singapore is a very small city-state off the Malay Peninsula in

South-East Asia, with a population of about five million. It has four official languages: English, Chinese, Malay, and Tamil, is known for its



strong economy, and is a tourist haven for shopping and dining.

- The **Reading Skill** of Scanning requires students to quickly look for specific information. In **A**, have students underline the key words of each question before looking in the reading passage. The key words are *fun*, *build*, *Wolfgang Puck*, *high (buildings)*, and *long (pool)*.
- For question 4, they must use inference since the reading passage only mentions how many storeys the buildings are, and not a specific unit of measure.
- For **Critical Thinking** students might like to preface their answers with the phrase: *if money were no object*. Some may feel that it is foolish or extravagant to spend such large amounts of money to stay in a hotel, others might be impressed by that. It might be useful to ask whether students feel that the hotel offers good value for money. Is it really that special?
- In **Vocabulary Comprehension**, note that *tallest* is usually used with regard to three or more people or things. For two items, the comparative adjective is *taller*. For example: *The Burj Al Arab is the tallest hotel in the world, but soon there will be a taller one*. For question 8, have students name the foods they would include in a feast.
- The **Real Life Skill** points out the difference between formal and informal registers of language. Informal language is what students or family members would use with each other. Formal language is used in business or with people we don't know well. *Dear XX* can be used both informally with a first name (*Dear Ann*) or formally with a title (*Dear Dr. Martin*).
- Addresses vary from country to country. In some places, the city and country come before the street address. Countries also have different kinds of postal codes, or none at all in certain cases.
- In **What Do You Think?**, question 1, it might be helpful to say whether the restaurant is located downtown, in the center of the city, or in the suburbs, as well as the style of cuisine. For question 2, guidebooks often list places to stay in different price categories. Look at the *Lonely Planet* or *Rough Guide* series for examples. For question 3, it is important to say why a place is worth seeing. For example, it may be of historical or artistic importance. Also, in some cities, it is easy to take public transportation and visitors can get special tickets for short stays. In other cities, public transportation is difficult to use and it might be better to take a taxi.

## Extension Activities



### Integrated Skill Extension: *Dream Hotel Brochure*

Students work in pairs to design a dream hotel brochure.

1. The Marina Bay Sands Hotel in Singapore is famous, but perhaps students can think of other features they would like in a hotel. Here is their chance to design the hotel of their dreams. Ask students to work in pairs to think of features for their hotel. Have them fold a piece of paper to create a four-page brochure to advertise their hotel.
2. When they've finished, have one student stay with the brochure while the other partner *browses* other hotels among the other students' brochures. The student who circulates should ask questions about the other brochures.
3. After five minutes, partners change roles so the second student has a chance to circulate.



### Writing Skill Extension: *Letter to Visiting Friend*

Students write a letter of advice to a friend who will visit them.

1. Explain to students that a pen pal has decided to visit them from far away. Their pen pal doesn't know very much about the place where they live. Have students write an informal letter giving advice about the following:  
*the top five places to visit, where to stay, special foods to eat or restaurants to go to, where to shop and what souvenirs to buy, the best ways to travel, what to expect about the weather, what clothes to bring, things to avoid*
2. Ask students to exchange their letters with a partner. After reading the partner's letter, ask them to compare and contrast what they have suggested to their friend. Are their lists the same? If not, how are they different?



# 6 Comparing Cultures

## Getting Ready

### Answer Key

**1. Quick Cultural Quiz:** (answers can be found on page 70 of the student book.)

1. kiss; 2. 18; 3. Kerry paid for everyone;  
4. Spain; 5. black and purple

**2. Answers will vary.** Students should

compare the customs in the quiz to customs in their own country.

**3. Answers will vary.** Possible answers include: reading books, surfing websites, and talking to people from other countries.

## CHAPTER 1: Table Manners

### Chapter Summary

**Target Vocabulary:** bite, custom, host, meal, offer, reach, rude, take off

**Reading Skill:** Similarities and Differences

**Reading Passage Summary:** This article describes table manners in Morocco and Tanzania, which are different in some ways but similar in others.

**Vocabulary Skill:** Words for Comparing and Contrasting

## Answer Key

### Before You Read

- A:** 1. Answers will vary. Possible answers include different cuisines such as Italian, Chinese, etc.;  
2. Answers will vary. Example answer: It is bad manners to speak with food in your mouth.  
3. Answers will vary.

### Reading Skill

- A: Morocco:** People sit on the floor to eat; Everyone drinks water from the same glass; You shouldn't reach across another person for food that is not in front of you; **Tanzania:** People sit at a table on small stools to eat; People do not share drinks; Sometimes, men and women sit at different tables.  
**B: Both:** You can use small pieces of bread, or your fingers, to eat food, but you must only use your right hand when eating; Don't say "no" to food, try everything you are offered; In the home, take off your shoes; People eat from the same plate.

### Reading Comprehension

- A:** 1. c (lines 1–2); 2. b (line 16); 3. c (lines 15–16);  
4. a (lines 30–31)  
**B:** 1. NG; 2. F (In Tanzania, it is OK to eat with your right hand, using bread or chapati to pick up food; lines 25–26); 3. T (line 10); 4. T (line 23)

### Critical Thinking

Answers will vary with location.

### Vocabulary Comprehension

- A:** 1. a; 2. a; 3. b; 4. a; 5. a; 6. b; 7. a; 8. a  
**B:** Answers will vary according to individual opinions and situations.

### Vocabulary Skill

- B:** both: S; however: D; also: S; too: S; but: D;  
instead: D  
**C:** 1. However; 2. both; 3. also; 4. Instead



## Teaching Notes

- **Getting Ready** deals with cultural *customs* or traditional ways of behaving in five countries. After doing the quiz, have students discuss which customs are different in their culture, and which are the same as the customs in the quiz. Elicit examples of customs from students.
  - If time permits, have students research customs in different cultures and share with the class.
  - In **Before You Read A**, the term *manners* is used instead of *customs*. Manners refer to polite behavior when interacting with other people. While manners concern everyday behavior, customs cover a much wider range of behavior and are often based on historical traditions. What is considered polite or good manners can change according to the context. For example, the way that a family on a picnic behaves could be quite different from how they would behave in an expensive restaurant.
  - As students provide examples of good and bad manners in question 2, remind them that attitudes toward different behaviors vary from culture to culture. For example, burping loudly is considered rude in many Western cultures, but signals appreciation of the food in some Asian cultures.
  - In **Reading Comprehension B**, *NG* for *not given* is introduced. Students usually bring some background knowledge to their reading, and they need to be able to distinguish between what is actually in the passage and what they knew before reading. If a statement is *true*, it is possible to find it in the passage. If it is *false*, the correct information can be found and used to change the statement. For *NG* statements, the information cannot be found in the passage. Caution students about information which may be in the passage, but *paraphrased*, or stated using different words. *Inference* is another important concept. Sometimes an idea is implied, but not clearly stated. Still, it is possible to locate words in the reading that suggest the idea. For *NG* items, there is no reference at all in the passage.
- For **Vocabulary Comprehension B**, question 1, note that a *meal* is often made up of more than a single dish. A meal consists of all the food that is served at one time of day such as breakfast or dinner. However, the timing and names of meals differ between cultures. For example, in Britain, *tea* is not just a hot drink. It can also refer to a light meal in the late afternoon or a heartier evening meal.
  - The **Vocabulary Skill** of identifying words that mark comparison (for things that are the same) and contrast (for differences) is very useful. Ask students to look back at the reading passage to see if they can find any such words. Note that there are few of them here because the customs of Morocco and Tanzania are compared in separate paragraphs.

### Extension Activities



#### Listening/Speaking Skill Extension: *That's Rude!*

Students act out some bad manners for the rest of the class to identify.

1. Remind the class that what is considered polite or rude depends on culture and even situations within a culture. Point out that manners are based on a group's idea of acceptable behavior, rather than an individual's.
2. Ask students to work in groups of four. Explain that their job is to develop a short role-play in which they show at least five examples of bad manners in the culture where the students now live.
3. After rehearsing the skit for a few minutes, have groups take turns doing their role-plays while the rest of the class watches for any bad manners. Tell students that whenever they see something that is rude, they should raise their hand.

**Note:** Ways of reacting also depend on culture. In some places, students like to *boo* or make hissing sounds when they notice bad behavior. In other places, this would be considered rude!



## CHAPTER 2: Homestay Diary

### Chapter Summary

**Target Vocabulary:** confused, down, holiday, kind of, neighbors, unusual, warm, weather

**Reading Skill:** Making Inferences

**Reading Passage Summary:** Daniela's diary shows her stages of adjustment to living with a family in the United States.

**Vocabulary Skill:** The Prefix *un-*

### Answer Key

#### Before You Read

**A and B:** 1. Answers will vary, but in **B** students should give reasons for their choices.

#### Reading Skill

**A:** Have students write one feeling word next to each diary entry or paragraph. Possible answers include:

1. good, positive, happy;
2. worried, confused, anxious;
3. sad, unhappy, homesick;
4. happy, pleased

**B:** 1. was; 2. unsure about what to do; 3. sad; 4. good

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

**June 13:** new, unusual, great, hope to do well;

**June 25:** didn't understand, confused;

**July 1:** kind of down, so different, cold;

**July 5:** very friendly and warm, fun

#### Reading Comprehension

**A:** 1. c (line 6); 2. a (lines 11–12);

3. c (line 19); 4. c (lines 24–25)

**B:** 1. F (This is Daniela's first time in the U.S.) (lines 2–3); 2. F (In the U.S., Daniela lives with three people.) (lines 6–7); 3. T (lines 23–24); 4. NG

#### Critical Thinking

Answers will vary. 1. Possible answers include: American culture and family life; 2. Students should support their answers with examples. Daniela's diary shows her mostly happy and excited to be in the U.S.

#### Vocabulary Comprehension

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

**B:** 1. confused; 2. kind of; 3. holiday; 4. weather, unusual

#### Vocabulary Skill

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

**B:** 1. **Verbs:** 6 (unpack), 7 (unwrap);  
2. **Adjectives:** 1 (unable), 2 (uneasy), 3 (unfair), 4 (unkind), 5 (unlike)

**C:** 1. unpack; 2. uneasy; 3. unable; 4. unwrap; 5. unkind; 6. Unlike; 7. unfair

#### Real Life Skill

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

**B:** 1. ATM; 2. AC; 3. ID; 4. GPA; 5. IM; 6. FYI

#### What Do You Think?

Answers will vary.

### Teaching Notes

- Activate students' background knowledge in **Before You Read** by asking how they think someone would feel when they leave their own country for the first time to live in another country. What emotions would a person feel? Why? Would they feel the same way the entire time they are living there?
- The **Reading Passage** is a classic description of *culture shock*, the term social scientists use for the feelings and anxiety that a person typically

experiences in a new environment where everything seems strange and confusing, and the customs or cultural rules are different. Culture shock usually has four stages: honeymoon, shock, negotiation, acceptance.

1. In the *honeymoon* stage, the person is happy and pleased by all the new experiences.

2. In the *shock* stage, the person experiences many problems and becomes frustrated and confused.



3. In the *negotiation* stage, some adjustment to the new culture is mixed with periods of homesickness.

4. In the *acceptance* stage, the person realizes that the new culture has both good and bad features, just like life at home!

*Note:* Usually, it takes a person months or even years to go through the stages and adjust to the new culture. It would be unusual for a person to go through all in three weeks.

- After students have completed the **Reading Comprehension** questions, go over the concept of culture shock and ask students which stages Daniela seems to have experienced.
- In **Vocabulary Comprehension**, several new words need clarification. *Weather* refers to conditions on a particular day (*sunny, cloudy, hot, stormy* etc.), but *climate* refers to the weather a place usually has over a long period of time (*Alaska has a cold climate*). As seen in the reading, *warm* and *cold* can refer to either physical temperature or to people's attitudes (*Ann was warm and friendly, but her husband seemed cold*). In this reading, *holiday* is a

time of celebration or festival, but in British English it means the same thing as *vacation*. The *Fourth of July*, or *Independence Day*, is a national holiday in the United States.

- The *abbreviations* in **Real Life Skill** will be familiar to many students from text messaging where abbreviations are used to save time and keystrokes. Ask the class about other abbreviations they know.
- In **What Do You Think?**, question 1, have students talk about the weather and how to dress for it. Ask students: *If there are monsoon rains, do people use raincoats or umbrellas?* For question 2, ask students: *Are there festivals or national holidays? Are there special open-air events such as street festivals in the summer?* For question 3, have students think of some customs that people might not usually mention, such as the way you are expected to sit or to position your hands during a meal. For question 4, ask students: *Do people eat snacks? What are some popular snacks and where can you get them?*

## Extension Activities



### Integrated Skill Extension: Coping with Culture Shock

Students learn what culture shock is and suggest ways to manage it.

1. Ask the class if they are familiar with culture shock. If they already know about it, it may be sufficient to review the stages and symptoms from the **Teaching Notes**. If it is a new concept, ask students to research it on the Internet. Some universities have helpful information about culture shock and its symptoms on their student websites.
2. Ask the students to pretend that their brother is studying in Chicago (or a different country) and experiencing culture shock. What kinds of things has he written about in his emails? Elicit ideas of the kinds of problems he is having.
3. Explain that no one can avoid culture shock entirely, but there are things that can make the adjustment to another culture easier. What suggestions might help to get the brother through his culture shock? Make a list.
4. Students' suggestions might include: go on the Internet to learn about the culture and customs of that country; try to make new friends; be patient and not too critical of yourself; continue doing something you enjoyed at home (a hobby, a sport); make sure you get good food and enough sleep; exercise regularly; join a group that's fun; know that it's okay to feel sad sometimes and miss your family—they miss you too!



# 7 Listening to Advice

## Getting Ready

### Answer Key

- School rules:** Don't sleep in class; If you have a question, raise your hand; Turn off your cell phone.  
**Home rules:** No TV after 10 p.m.; Clean your room; When you finish eating, wash your plate.
- Answers will vary. Some possible rules are: Don't chew gum in class; Don't talk to anyone during a test; Be home for dinner at six.
- Answers will vary. Students should provide reasons as to why rules are good or bad.

## CHAPTER 1: Ask Emma

### Chapter Summary

**Target Vocabulary:** child, control, describe, go out, grow up, protect, rule, strict

**Reading Skill:** Skimming for the Main Idea

**Reading Passage Summary:** In this online advice column, a boy called Josh asks the "expert" Emma for advice on communicating with his parents who seem to be very strict.

**Vocabulary Skill:** Guessing Vocabulary Meaning from Context

## Answer Key

### Before You Read

- A:** 1. Answers will vary based on personal opinions, but students might point out that Amy suggests a compromise—if Jenna finishes the school year, her father will have fewer objections to her getting a job.  
2. Answers will vary, but students should give some suggestions or advice.
- B:** Emma writes an advice column. People write her to ask for help with their problems.

### Reading Skill

- A:** a
- B:** Answers will vary. Possible answers include: Emma will tell him to obey his parents' rules as long as he lives at home.

### Reading Comprehension

- A:** 1. b (lines 2–3); 2. b (lines 11–12); 3. a (lines 20–21);  
4. c (lines 18–19, 22–23)

- B:** Check all except *his childhood* (lines 21–22)

### Critical Thinking

1. Answers will vary. 2. Answers will vary. Possible answers include: Josh should have his parents get to know his friends, and show them he can be mature and has good judgment.

### Vocabulary Comprehension

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

**B:** Answers will vary.

### Vocabulary Skill

- B:** 1. verb, fights; 2. noun, thoughts and opinions;  
3. verb, say something not true; 4. adverb, calmly
- C:** Answers will vary. Possible answers include:  
1. never agree; 2. what you think; 3. tell the truth;  
4. Don't yell.



## Teaching Notes

- In **Getting Ready**, note that for some students, home rules and school rules may be very similar. Have students discuss what rules they follow every day. Note that some rules may be unspoken.
- **Before You Read** asks about Emma's job (writing advice columns). In North America, some advice columnists have become famous (Ann Landers and Dear Abby). In the UK, such columnists are nicknamed *agony aunts* because they are like kindly aunts who help people sort out problems that cause *agony* (pain or unhappiness).
- In **Reading Skill**, Skimming means quickly looking at key parts of a reading (title, graphics, first and last sentences) to get the general idea of the passage. An important part of reading is to predict what the passage is going to say and then checking to see if your predictions were accurate. Skimming helps with this.
- **Vocabulary Comprehension** contains two phrasal verbs: *go out* and *grow up*. These verbs are followed by prepositions. The two-part verbs have a different meaning than just the verb by itself. In Unit 6, *take off* is another phrasal verb. Can the class think of other phrasal verbs?
- The **Vocabulary Skill** of guessing words from context is very important because if you stop reading to look words up in the dictionary, you interrupt the flow of reading and have to reread the passage. Encourage students to circle unknown words as they find them, but not to stop reading. At the end of a paragraph or a page, they can return to the circled words and try to guess what they mean from the other words around them.

## Extension Activities



### Writing Skill Extension: *Josh's Parents Write to Emma*

Students pretend to be Josh's parents and write to Emma for advice.

1. Explain that people of all ages write to advice columnists for help. In the reading passage, Josh complains that his parents are too strict and *never let him do anything*. Ask students why they think Josh's parents may be strict.
2. Tell students to try to imagine how Josh's mother and father feel about their son, his friends, and his behavior. Ask them to imagine if the parents wrote to Emma for advice, what problems would they mention about Josh? Do you think they are worried about communicating with their son?
3. Have students write a letter from Josh's mother or father to Emma asking for her advice.
4. Have students also write a response from Emma. Do you think she really believes that Josh's parents think he's just a child? Maybe Josh's parents don't realize that things have changed a lot since they were his age. Then, ask students to share their letters with a partner.



### Writing Skill Extension: *Unfair Rules!*

Students write about a rule they think is unfair.

1. Explain that rules are a useful way of keeping order in society, but sometimes rules can seem unfair. Have the class brainstorm rules that seem unfair to them. Then have each student choose one rule that they think is unfair. Have them write a paragraph explaining why they think the rule is unfair.
2. Have students circulate through the class comparing what they've written. Do other people agree or disagree with their opinion?



## CHAPTER 2: Peer Pressure

### Chapter Summary

**Target Vocabulary:** care about, childish, crowd, frown, make fun of, outsider, (peer) pressure, put on

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** In this article, when three friends go shopping together, one of them likes a jacket that the others don't like, so they try to pressure her to change her mind about buying it.

**Vocabulary Skill:** The Suffix *-ish*

### Answer Key

#### Before You Read

**A:** 1, 2. Answers will vary.

3. The word *pressure* is usually negative.

#### Reading Skill

**A:** 1. They are in a shopping mall, department store, or clothing store. 2. Because Alicia likes a jacket designed for men. 3. Answers may vary. Possible answers include: It looks like she will give in to pressure from her friends and not buy the jacket.

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

#### Reading Comprehension

**A:** 1. c (lines 8–12); 2. c (lines 12–16); 3. a (lines 14–16); 4. b (lines 24–25)

**B:** wear certain clothes (line 14); listen to certain music (line 15); have a certain boyfriend or girlfriend (lines 20–21)

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. T; 2. F (You put on a coat when you leave a house.); 3. F (You frown when you are not happy.); 4. F (If you feel a lot of pressure at school, you do not feel good.); 5. T; 6. F (Phil is very childish. This means he's not serious.); 7. F (An outsider is someone who is different from everyone else.); 8. T

**B:** 1. care about; 2. make fun of; 3. childish; 4. put on

#### Vocabulary Skill

**A:** 1. British; 2. selfish; 3. Swedish, Irish; 4. boyish; 5. Turkish, English; 6. girlish

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

#### Real Life Skill

**A:** Answers will vary, but many cities have signs in English, especially at airports, for example, *Exit*; *No Entry*; *Toilets*; etc.

**B: Pictures from left to right:** (4) NO ONE UNDER 21 ALLOWED (at a bar); (2) CAUTION: CHILDREN CROSSING (near a school); (5) Passengers only beyond this point. (at an airport or train station); (6) Take a number. Wait your turn. (at a post office or supermarket); (1) CANS AND GLASS BOTTLES ONLY (at a recycling center); (3) KEEP DOG ON LEASH (in a park)

#### What Do You Think?

Answers will vary. Example answers:

1. **Situation 1.** She could get outside advice from someone your parents trust.

**Situation 2.** Ben could ignore people who make fun of him or he could try to fit in more by learning to become more outgoing.

2. Answers will vary. In real life, there are consequences when you don't follow the rules. For example, if you break a driving rule, there are punishments such as fines, a bad record on your driving license, or even jail.



## Teaching Notes

- In **Before You Read A**, question 2, students are asked about the importance of their friends' opinions. Be aware that students may be under peer pressure regarding how they respond to the question in class. For example, if they are expected to have their own ideas and act independently, they may be reluctant to say that they are influenced by their friends. Or if their friends are in class, students may feel the need to say their friends' opinions are important.
- The **Reading Skill** of making and checking predictions is part of the process of reading. Reading is not passive. Instead, we are constantly involved in reacting to what we read and making guesses or predictions about what will come next.
- Peer pressure, the topic of the **Reading Passage**, refers to the strong influence of members of the same social group on a person's behavior or attitudes. Peer pressure affects teenagers in particular, as they tend to go through a time of big changes during which approval and acceptance from their friends is especially important.
- Most people associate peer pressure with negative behaviors such as *taunting* (making fun of someone), *bullying* (through intimidation, forcing other people to feel bad or afraid, or to do things they don't want to), or *ostracizing* (leaving someone out/ignoring them). However, peer pressure can also have a positive effect. For example, if members of a sports team are expected to get good grades, and the members encourage each other to study hard, being a member of the team could encourage a student to do better both in school and in sports.
- For **Critical Thinking**, question 2, note that Alicia could start a new fashion trend when she wears the jacket. After all, if Alicia is respected for her sense of style and her friends are tired of the same old fashions, they might follow her lead.
- In the **Vocabulary** sections, note that the word *childish* has a negative sense, but *boyish* and *girlish* are used as positive adjectives meaning *youthful*.
- In **Real Life Skill**, point out that some rules are represented with pictures only, and no text. Some signs have a diagonal red slash, which is an international symbol that something is not allowed. Understanding signs is an important skill for traveling to a country where a different language is used, and few locals know your language.

## Extension Activities



### Integrated Skill Extension: Peer Pressure Scenarios

Students write and act out situations involving peer pressure.

1. As a starter for the activity, ask for three volunteers to act out the reading passage. The main idea of peer pressure is important, but not the exact details of what was said between the friends.
2. Ask students to work in groups of five. Each group has to think of a situation in which peer pressure might have an effect. Some examples are: *friends dare you to shoplift*; *someone wants you to help them cheat on a test*; *your friends make fun of another student*; *you don't want to go to a concert that your friends are going to*. You may want to encourage students to come up with other peer pressure examples of their own (including examples of good peer pressure).
3. Each group thinks of a situation and writes a brief script before rehearsing the skit.
4. When groups are ready, have them take turns performing their skit for the rest of the class. At the end of each skit, the group asks for comments or questions about how to deal with peer pressure.
5. If time permits, students can perform a second version of their skit with a different ending.



# 8 Remarkable People

## Getting Ready

### Answer Key

1–3. Answers will vary. Students should provide reasons for their choice of the most remarkable

person. See further details about each person in the **Teaching Notes**.

## CHAPTER 1: A Real Life Superhero

### Chapter Summary

**Target Vocabulary:** afraid, brave, climb, fear, give up, look for, native, reach

**Reading Skill:** Understanding the Order of Events

**Reading Passage Summary:** This article describes how Alain Robert started climbing buildings when he was 12. Today, after climbing the world's tallest buildings, he still believes you have to get past your fears to be successful.

**Vocabulary Skill:** Synonyms

## Answer Key

### Before You Read

**A:** 1. Answers will vary; 2. The man is climbing the outside of a building. Students' guesses might range from washing windows to breaking into a building. Some students may think the story is about a rescue.

### Reading Skill

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

### Reading Comprehension

**A:** 1. c (entire reading, especially lines 14–16);  
2. b (lines 9–10); 3. c (lines 12–13); 4. a (lines 15–16)  
**B:** 1. a (line 2); 2. b (line 4); 3. b (lines 4–5); 4. b (lines 7–8)

### Critical Thinking

1. Answers will vary. Encourage students to provide reasons; 2. His message is that you can achieve your dreams if you keep trying and don't give up.

Note that some people feel that Alain Robert takes too many risks and that his dream of climbing skyscrapers is not very practical.

### Vocabulary Comprehension

**A:** 1. F (If you are afraid of something, you do not like it.); 2. T; 3. F (If you climb a tree, you go up.); 4. F (Fear is not a good feeling.); 5. F (If you are native to a place, you come from there.); 6. T; 7. F (If you give up smoking, you stop smoking.); 8. F (A brave person is not afraid of many things / afraid of few things.)

**B:** Answers will vary. Students should explain their ideas to a partner.

### Vocabulary Skill

**A:** 1. scared; 2. searched; 3. dangerous; 4. quit  
**B:** 1. dangerous; 2. quit; 3. searching; 4. scared



## Teaching Notes

- In **Getting Ready**, the people pictured are outstanding in their fields or have set world records. Argentinian, *Lionel Messi* is a highly successful soccer player. He is also a goodwill ambassador for UNICEF, and has his own charity called *The Leo Messi Foundation*, which supports vulnerable children. *Jeanne Calment*, from France, holds the world record for being the person who has lived the longest (she was 122 when she died in 1997). *Chen Shu-chu* is a Taiwanese woman of modest means who has managed to donate over \$300,000 to charity by working long days as a vegetable seller and spending very little money on herself. Her story shows that even small donations, which accumulate over time, can make a big difference. Cyclist, *Lance Armstrong*, was famous for winning the Tour de France seven times after fighting and recovering from cancer. He founded *The Lance Armstrong Foundation* (now known as *The Livestrong Foundation*) which supports people affected by cancer, and was involved in other charity work, including *Athletes for Hope*. Unfortunately, in 2012, Armstrong was disqualified from all his results since August 1998 for using and distributing performance-enhancing drugs and was banned from professional cycling.
- In **Before You Read**, ask students to think about certain fears they have and why they fear these things. For example, if they are afraid of heights, do they fear falling?
- In **Reading Skill**, students need to understand the order of events. Have students think through the series of events, taking note of the time expressions used, and discuss the logical order with a partner.
- In **Reading Comprehension**, question 3, point out the word *charity* and explain what it means. Ask students to name charities in their country. Discuss whether it makes a difference that Robert climbs to benefit charities as well as to set world records.
- For more practice with the **Vocabulary Skill** of using synonyms, have students look at the vocabulary words in the reading passage. Can they think of synonyms for each of the words? (*searched* for *looked for*; *going up* for *climbing*; *being afraid* for *fear*; *get to* for *reach*; *strong* for *brave*; and *stop* or *quit* for *give up*) For further synonym practice, students can review reading passages in earlier units. Suggest that they do this individually first.

## Extension Activities



### Speaking/Listening Skill Extension: *Fear Survey*

Building on the questions in **Before You Read**, students survey class members about their fears.

1. Explain that most people have fears about certain things or situations. Class members are going to conduct a survey in which they ask each other about their fears.
2. Have students ask ten of their classmates one question: *What are you most afraid of?* And ask them to collect the answers, noting the name of the person who answered.
3. After asking ten people, each student looks for patterns. Are many people afraid of the same things? Do female and male students have the same fears? Are there reasons for the fears? If the area has many poisonous snakes, a fear of snakes could be understandable. Ask students to compare survey results with a partner.



### Reading/Writing Skill Extension: *A Remarkable Person*

Individual students research and write about a person they admire.

Ask students to think of a person they admire. They may already know a lot about the person, but even so, ask students to find out at least three new facts about the person's life or achievements. Then have students write about the person, listing major accomplishments in the order they occurred. These can be in point form. A final paragraph should provide their opinion as to why the person is remarkable.



## Chapter 2: The Tiffin Men

### Chapter Summary

**Target Vocabulary:** challenge, deliver, distance, mistake, option, organized, pick up, system

**Reading Skill:** Scanning

**Reading Passage Summary:** An online article describes how there is a remarkably efficient system in Mumbai, India, of delivering home-made lunches to office workers.

**Vocabulary Skill:** *make* + noun

### Answer Key

#### Before You Read

**A:** Answers will vary.

#### Reading Skill

**A:** 1. b (lines 12–13); 2. b (lines 2–3); 3. a (line 11); 4. a (line 20); 5. a (lines 24–25)

#### Reading Comprehension

**A:** 1. c (lines 14–15); 2. b (lines 20–21); 3. c (lines 22–24); 4. b (lines 23–24)

**B:** 1. F (Mumbai is a city with 12 million people.); 2. F (The dabbawallahs deliver lunches by bicycle, train, and foot.); 3. F (Every day, the dabbawallahs deliver 200,000 lunches.); 4. T

#### Critical Thinking

Answers will vary. 1. Example answer: The dabbawallahs do a difficult task very well, all the more remarkable since they cannot read or write.

#### Vocabulary Comprehension

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

**B:** Answers will vary.

#### Vocabulary Skill

**A:** **Underlined phrases:** make a call; make plans; make a decision; make a reservation; make dinner

**B:** 1. make a reservation; 2. make a call; 3. make plans; 4. make dinner; 5. make a decision

#### Real Life Skill

**A:** Answers will vary.

**B:** All the information here is from the official J.K.

Rowling website, *www.jkrowling.com*; 1. **birth date:**

31 July, 1965; 2. **birthplace:** Yate General Hospital

in South Gloucestershire, England; 3. **fan mail**

**address in the US:** J.K. Rowling, c/o Scholastic

Inc., 555 Broadway, New York, NY 10012; **fan mail**

**address in the U.K:** J. K. Rowling, c/o Bloomburg

Publishers, 38 Soho Square, London, W1V 5DF, UK.

**C:** Answers may vary as students share different facts.

Possible answers include: She graduated from

Exeter University; She thought of the Harry Potter

idea on a train trip; She taught English in Portugal;

She now lives in Scotland with her husband and

three children.

#### What Do You Think?

Answers will vary. Remind students that not all remarkable people are famous, that someone in their family, or among their friends, could be considered remarkable too.

### Teaching Notes

- **Before You Read** raises several interesting questions. You can begin by asking students what they know about India. India is a large country with distinct regions, most of which are affected by the summer *monsoon*, a time of heavy rains when streets are flooded. Today, Indian society is known for its interesting blend of modern, cosmopolitan

living, commerce, and colorful, cultural heritage.

One unique tradition, dating back about 200 years,

is having tiffin—which is like lunch or a light meal

in the middle of the day—prepared at home and

delivered to people working in the city.

- In **Reading Skill A**, students should first answer the questions without reading the passage. In **B**, they



check their answers by scanning for those specific items in the text. Then, in **C**, they practice *reciting* what they have learned by talking with a partner.

- The **Reading Passage** is about *dabbawallahs*, or *tiffin men*, who collect homemade meals in special metal tiffin carriers and transport them to office workers in the center of Mumbai. Some workers may prefer to buy food for lunch, but many still choose to have a tiffin lunch because they are cheap to make and send, and contain traditional, healthy foods prepared by the workers' family.
- For **Vocabulary Comprehension B**, question 1, point out that language learners can learn from their mistakes. If you do everything right the first time, it might just be because of luck, not understanding. In question 3, *challenges* are things that are difficult, but not impossible if you make an effort and keep trying. For question 4, students can give the *distance* in kilometers or miles, but can also say how long it takes to get from home to the school.
- In the **Vocabulary Skill**: *make + noun*, note that there are a number of idioms that fit the pattern. Go over these with your class:
  1. **make a difference**: change something in an important way.  
e.g. *Peace Corp volunteers like to **make a difference** in the lives of people they work with.*
  2. **make a go of something**: be successful  
e.g. *Ken **made a go** of his messenger delivery business because he could ride his bike through the worst traffic jams.*
  3. **make a big deal of something**: to make something more important than it is.  
e.g. *Craig **made a big deal** of his mother's birthday because he was leaving the country.*
  4. **make ends meet**: to barely get by financially  
e.g. *Tom didn't make much money, but he was always able to **make ends meet** and pay his rent.*
- In **Real Life Skill**, students research the author J. K. Rowling online. Remind students that they should explore websites and compare the information. If students have differing information, have them refer to the official website, noting that not all information found online is reliable.

## Extension Activities



### Speaking and Listening Skill Extension: *Ideal Lunch*

Students discuss what would be an ideal lunch for them.

1. Ask students, *If you could have any kind of lunch, what would you prefer?*
2. Have students work in groups of three or four and talk about the food they'd like to have. Tell them to consider: *How healthy is this food if you eat it every day? How expensive is it to buy food and snacks each day? How much money do you spend on lunch?*



### Speaking/Listening Skill Extension: *Retell a story*

Students retell a story they know, ideally from a book they've read.

1. Ask students to work in groups of three and tell stories to get practice in sequencing narratives or stories of what happened to someone.
2. Tell students that before each person in the group takes a turn to tell his or her story, they should write out the main points in order of occurrence.
3. When telling the story, students should use sequence markers such as *second*, *after that*, *next* and *finally* to help listeners remember the order.
4. Have one person in the group go first and tell the story.
5. Then, the second person tells the same story, trying to remember the order of events. If it is correct, the third person then repeats the story.
6. Once the first story has been done, have the other groups take turns going first with their story, which is then repeated by the other two people to check on order and details.



# 9 That's Entertainment

## Getting Ready

### Answer Key

1–3. Answers will vary. Expect a range of different answers, but in each case, ask students if they

can give further information. See **Teaching Notes** for further information about each person.

## CHAPTER 1: Artists in Two Languages

### Chapter Summary

**Target Vocabulary:** compliment, current, exchange, expression, film, perform, poetry, role

**Reading Skill:** Understanding Cause and Effect

**Reading Passage Summary:** This article describes how Shakira and Jay Chou developed their performing careers in their first languages, but they both learned English to expand their audiences.

**Vocabulary Skill:** Feelings

## Answer Key

### Before You Read

**A:** 1. Answers will vary; 2. Shakira is a Spanish-speaking singer from Columbia and Jay Chou is a Chinese singer and actor. See **Teaching Notes**.

### Reading Skill

**A:** b

**B:** 1. b (lines 8–11); 2. a (lines 12–16); 3. a (lines 30–32); 4. c (lines 36–37); 5. a (lines 46–48)

### Reading Comprehension

**A:** 1. b (lines 17–18); 2. c (lines 18–21); 3. b (lines 34–35); 4. b (lines 41–43)

**B:** **Shakira:** a, b, e, f; **Jay Chou:** c, d

### Critical Thinking

1. Answers will vary; 2. Shakira found it difficult, at first, to write songs in English; Jay Chou spoke very little English before he got the movie role, and could only pronounce his lines phonetically.

### Vocabulary Comprehension

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

**B:** 1, 2. Answers will vary.

### Vocabulary Skill

**A: Positive feelings:** calm, energized, happy, hopeful, inspired; **Negative feelings:** afraid/scared, bored, confused, grumpy, lazy, nervous

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

**positive feelings:** relaxed, satisfied, proud;

**negative feelings:** anxious, worried, angry, jealous

**C:** Answers will vary with individual personalities.

## Teaching Notes

- In **Getting Ready**, the four people in the photographs are famous in different areas of entertainment. Charmaine Clarice Relucio Pempengco, popularly known as **Charice**, is a young singer and actress from The Philippines.

Charice's is a rags-to-riches story of success, initially via YouTube and local talent competitions.

**Nicholas Sparks** is an American writer. His first novel, *The Notebook*, climbed to the top of *The New York Times* bestseller list in the first week of



its release. He went on to publish many more best-selling novels, several of which have been made into popular movies. American actor, **Matt Damon**, was virtually unknown when the screenplay, *Good Will Hunting*—which he co-wrote and co-starred in with his friend, Ben Affleck—was released in 1997 and received nine Academy Award nominations. Since then, he has starred in numerous blockbuster movies and is also involved in several humanitarian projects. **Heidi Klum** is a German celebrity whose talents include working as a model, an actress, a singer, a TV host and producer, a fashion designer, and a businesswoman.

- In preparation for **Before You Read A**, ask students about ways of learning other languages. Remind them that taking courses and studying at school is only one way. Other possibilities include listening to the radio or audio recordings, moving to a place where the language is spoken, or watching films or TV in that language. Some people find pronunciation the most difficult part of learning another language, but others feel that learning grammar, or even a different writing system, are the hardest parts.
- In question 2, students are asked about the two artists on page 109. **Shakira** was born in Columbia to parents with Spanish, Italian, and Lebanese Arabic backgrounds. Her first language was Spanish. As a girl, Shakira started to write poetry and then songs. She was famous first in Latin America before

becoming well-known throughout the world. Despite her success, she has made time for several charities, including giving shoes to poor children in her home city in Columbia. She is also a Goodwill Ambassador for UNICEF, helping needy children throughout the world. **Jay Chou** spoke Chinese as his first language. He was discovered through local talent competitions and has now sold over 28 million albums. Although his popularity is principally in Asia, he has won the *World Music Award* four times. He writes his own albums and has even written a book.

- The questions in **Reading Skill** (why/how/what) require finding the reason behind/details for each correct answer. Encourage students to look for and circle words like *so*, *because*, etc. in the Reading Passage.
- **Reading Comprehension**, question 2, requires use of inference, or reading for meanings beyond what is actually written. It can be assumed that Shakira uses English often now because she performs in both Spanish and English.
- For **Vocabulary Comprehension**, remind students that an *expression* is something like an idiom or fixed group of words that has a special meaning.
- Students may be unfamiliar with the adjectives for feelings in **Vocabulary Skill**. Ask them to circle the words they don't know and look them up in a dictionary. Follow this up by asking students to make faces to describe the emotion adjectives.

## Extension Activities



### Reading/Writing Skill Extension: *Fanzines*

Groups of students write fanzine (fan magazine) articles about the famous people in the chapter.

1. Divide the class into groups and assign each group one of the famous people on pages 107 and 109. The members of each group will write a paragraph about some aspect of the person's life. For example, topics could be *childhood*, *first successes*, *family and personal life*, *awards*, *controversies*—or any other category that interests the students. Members of a group should each write about a different topic.
2. Although students may already have some background knowledge about the celebrities, they should look for further information. Good sources are official websites or fan club websites. Both of these should provide a model for writing about the lives of famous people.
3. When the group members have finished their paragraphs, have them put the paragraphs together into a fan magazine. The group should work together to design a cover. Suggestions for the cover include photographs or copies of the star's famous albums or film posters.
4. When everyone is ready, allow time for people to circulate and read the other fanzines.



## CHAPTER 2: Pilobolus

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### Chapter Summary

**Target Vocabulary:** create, flexible, graceful, live, lift, original, performance, stage

**Reading Skill:** Understanding Main Ideas

**Reading Passage Summary:** In this blog post, the writer describes her first experience attending a modern dance performance.

**Vocabulary Skill:** Homographs

### Answer Key

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#### Before You Read

**A:** a. ballroom dancer; b. acrobat; c. ballerina; d. modern dancer; 1, 2. Answers will vary. Possible answers include: **In common:** The dancers are flexible and strong. **Differences:** They're different dance styles. Different types of people like each type of dance.

#### Reading Skill

**B:** Yes, topic sentences often introduce main ideas, and the subsequent sentences support these ideas.

#### Reading Comprehension

**A:** 1. c (lines 1–2); 2. a (lines 13–16); 3. a (lines 17–19); 4. b (lines 23–25)

**B:** Answers will vary. Possible answers include:  
1. amazing show; 2. strong swimmer; 3. graceful dancer; 4. flexible gymnast; 5. original performance

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. reused; 2. live; 3. performance; 4. break; 5. window; 6. stiff; 7. clumsy; 8. lift

**B:** Answers will vary based on personal opinions.

#### Vocabulary Skill

**A:** The word *live* looks the same in both sentences, but each example is a different part of speech and has a different meaning and pronunciation. In the first sentence it is a verb, and in the second sentence it is an adverb.

**B:** 1. verb, b; adverb, a; 2. noun, b; verb, a; 3. noun, a; verb, b

#### Real Life Skill

**A–B:** Answers will depend on where students live. Some American films distributed overseas have ratings on them. In other places, local censors decide on ratings or who can view the film.

**C:** 1. depends on the student's age, if 17 or older, then all movies apply; 2. *Toy Story 3*; 3. *Inception* and *Toy Story 3* (plus *Girl with the Dragon Tattoo*, but only if accompanied by an adult)

#### What Do You Think?

Answers will vary. Students should talk about talents they have and would like to develop in the future.

### Teaching Notes

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- **Before You Read** activates students' background knowledge about forms of dance and performance. Elicit some other forms, writing them on the board as they are given. Examples might include hip hop, tap, swing, line-dancing, belly dancing, capoeira, flamenco, breakdancing, etc.
- In the **Reading Skill** of using topic sentences to find main ideas, remind students that the first sentence often introduces the key point.
- In the **Reading Passage**, ask students how the writer's enthusiasm for the performance is conveyed (for example, use of exclamation points and adjectives like *creative* and *amazing*).
- In **Reading Comprehension B**, encourage students to come up with additional nouns to go with the supplied adjectives.
- For **Vocabulary Skill**, ask students if they can think of other homographs. Common ones include



the two pronunciations of the verb *read* in the present and past tenses, and *Polish* as a nationality adjective and *polish* as a verb meaning to rub

something until it is shiny. Model the pronunciation of each set of homographs so students can note the difference.

## Extension Activities



### Speaking/Listening Skill Extension: *Performance Memories*

Students describe their experience attending a performance.

1. Ask if anyone in the class has gone to a performance or seen one on television. If so, ask them to describe what they saw. Where was it held? What kind of performance did they see? How many performers were there? Was more than one thing happening at one time?
2. If no one volunteers information, read this example to get students thinking.

**Example:** *When I went to visit my relatives in New York City last year, my aunt took me to Broadway to see the musical, Chicago. I'd watched musicals on TV before, but I'd never seen one live. It was incredible! Chicago is a great, original story told through song and dance. Both the singing and the dancing were wonderful—so creative—and the costumes were amazing. I was very lucky, I got to sit really close to the stage. The performers were all excellent. I'll never forget it!*

3. After you read the passage, explain that you will read it again. This time, ask students to raise their hands whenever they hear vocabulary related specifically to a performance.



### Writing Skill Extension: *Performance Review*

Students write a short review of a performance they have seen (real or imagined).

1. Explain to students that a *review* is a critical evaluation of something, such as a book or a movie. Point out that the reading passage is a review of the Pilobolus performance.
2. Have students think about a performance they have seen, either live or on TV, and write a review. The reading passage is a positive review. Remind students that they can also include negative points in their review. Ask students to try to incorporate the target vocabulary.
4. Give students time to write their reviews. You may want to set a limit (for example, minimum ten sentences, maximum 20 sentences).
5. When they have finished, have students swap their reviews with a partner's. Give them time to read each other's reviews and give each other feedback.



### Speaking/Listening Skill Extension: *Interviewing Famous Folks*

Groups create mock television interviews.

1. Have students pretend they're interviewing a famous person. Working in groups, they have to discuss the topics they want to cover in their interview. Group members should write interview questions and suggestions for the star's responses. Expect each group to ask around ten questions. Some questions might refer to the past, while others might be about future plans, such as a new recording or film.
3. After writing the questions, have each group select one person to be the TV interviewer and another to be the famous star. Other group members can be makeup artists, camera persons, etc. The activity is most successful if participants have fun getting involved in the personalities of the roles they play.
4. Groups take turns presenting their *television interviews* for a live studio audience (the rest of the class). The audience can respond by asking questions too.



# 10 Fashion and Trends

## Getting Ready

### Answer Key

**1. Clockwise:** The young man is wearing a colorful, striped sweater and blue jeans. The businessman is wearing a gray business suit, a blue shirt, and a dark blue, patterned necktie. The woman is wearing a short-sleeved, gold, sequined top with a knee-length, black skirt, and high-heeled

shoes. The woman is wearing a pink, spotted (polka dot) party dress with yellow trim, and open-toed heels/shoes. The man is wearing a gray hat, a tartan, casual jacket over a long-sleeved, black top, ripped jeans, and sneakers.  
**2, 3.** Answers will vary.

## CHAPTER 1: Fashion Focus: Street Style

### Chapter Summary

**Target Vocabulary:** dress, fashion, pay attention, report, runway, simply, snap a picture, style

**Reading Skill:** Understanding Main Ideas in Paragraphs

**Reading Passage Summary:** This article describes how fashion bloggers use the Internet to share photos of stylish people from their city and provide a record of street style for others to view and adopt or copy.

**Vocabulary Skill:** Verbs Used with Clothing

## Answer Key

### Before You Read

**A:** 1. Answers will vary. Possible answers include: The person who took the photos thought these people looked fashionable/different/original; 2. b

### Reading Skill

**A:** Paragraph 1: b; Paragraph 2: a; Paragraph 3: a; Paragraph 4: b

**B:** *Street style* describes forms of fashion made public by bloggers who photograph stylish and fashionable people they see on the streets. (Paragraphs 2 and 3.)

### Reading Comprehension

**A:** 1. c (entire passage); 2. a (lines 8–11); 3. b (lines 20–22); 4. b (lines 25–27)

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

### Critical Thinking

1–3. Answers will vary.

### Vocabulary Comprehension

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

**B:** Answers will vary based on individual opinions.



### Vocabulary Skill

A:	sunglasses	shoes	a jacket	a necktie	make up	a dress
put on	✓	✓	✓	✓	✓	✓
try on	✓	✓	✓	✓	✓	✓
button			✓			✓
tie		✓		✓		
zip up		✓	✓			✓
wear	✓	✓	✓	✓	✓	✓

B: 1. take off; 2. get undressed; 3. untie; 4. unbutton; 5. unzip

### Teaching Notes

- For **Getting Ready**, point out that fashion changes often and sometimes old styles return. The clothing industry has an interest in making sure that styles change so that people will buy new clothes.
- In **Before You Read**, elicit a class discussion about the photos in the passage. Ask what students think the people in the photos are like, giving reasons for their answers.
- In **Critical Thinking**, question 3, students should discuss whether fashion is important or not. Some may argue for the importance of fashion and style as self-expression, in terms of original identity. Others may think fashion is a superficial distraction.
- Remember to consider the influence of peer pressure on the class. In some schools, teenagers might wear very ordinary clothes because that is what friends wear or they don't want to stand out.
- In **Vocabulary Comprehension B**, question 2, ask students to call out new styles they have noticed (for example, in the past year), writing them on the board as they are given.
- **Vocabulary Skill** mentions several *phrasal verbs*, verbs that are followed by a preposition such as *put on*, *zip up*, and *take off*. Note, however, that the opposite sometimes takes a different form. For example, we say *unzip* instead of *zip down*.

### Extension Activities



#### Speaking/Listening Skill Extension: *Picture Gallery*

Students bring in photos of people whom they think are very fashionable.

1. Give students several days to collect photos of people they think are very fashionable. Suggest that students collect several photographs and then decide which one to actually use.
2. Tell students to analyze what is cool or stylish about the person in the photograph. It could be clothes, accessories, makeup, colors, or a combination of all these things.
3. Have students bring their photos to class and take turns explaining why someone is fashionable.



#### Writing Skill Extension: *Getting Dressed up for a Party*

Plan a pretend party with a fashion theme for your friend's birthday and create an invitation.

1. Tell the class that they are going to pretend that their best friend's birthday is coming soon. Their task is to think of a fashion theme for the friend's party and create an invitation to the party.
2. Explain that they should consider the friend's personality, favorite hobbies, and activities. Then decide what the *dress code* (or fashion theme) for the party should be. Examples could include *red carpet*; *shabby chic*; *80s fashion* (or any other time period); *hip hop*; *fairy tale*; etc.
3. Have students make an invitation that specifies the theme and dress code, then show it to a partner. Have students discuss what they would wear to their partner's party.



## CHAPTER 2: From Trash to Fashion

### Chapter Summary

**Target Vocabulary:** admit, come up with, designer, made out of, recycling, remind, take care of, weird

**Reading Skill:** Reading for Detail

**Reading Passage Summary:** The article describes how the city of Austin uses fashion and creativity—in particular, a fashion show of clothes made of recyclable materials—as part of its recycling campaign.

**Vocabulary Skill:** Word Webs

### Answer Key

#### Before You Read

**A:** 1–3. Answers will vary. For 2, possible answers include: washing, repairing, or recycling the item.

#### Reading Skill

**A: An Unusual City:** b; **Remember to Recycle:** a;  
**Recycling Can Be Creative:** b

#### Reading Comprehension

**A:** 1. c (lines 5–8); 2. b (lines 10–12); 3. b (lines 15–18);  
4. c (lines 24–26)

**B:** Answers will vary. Possible answers include:  
1. bottles, cans, paper, furniture, electronics;  
2. printing on both sides of a page; switching off electrical devices when not in use; taking public transportation or walking/cycling instead of driving; using less plastic; turning off the tap while brushing your teeth; using energy-saving light bulbs, etc.

#### Critical Thinking

1, 2. Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. T; 2. F (A designer is a person who plans the look and structure of something, such as clothing or furniture.); 3. T; 4. T; 5. F (A house made of grass will not be very strong.); 6. T; 7. T; 8. F (If your friends are weird, they don't do very normal things.)

### Teaching Notes

- In **Before You Read**, have a class discussion about items that can be repaired or recycled. Ask students what they think happens to these items after they are thrown away/recycled.
- In **Reading Skill**, remind students that people have many reasons for reading. Sometimes we just

**B:** 1. remind; 2. come up with;  
3. made out of, recycle; 4. weird

#### Vocabulary Skill

**A: for women:** bikini, blouse, dress, skirt; **for men and women:** coat, jacket, jeans, shirt, shorts, suit, sweater, T-shirt; **for men:** tie; **accessories:** belt, earrings, sunglasses, watch; **types of shoes:** boots, sandals, slippers

**B:** Students should try add words to each category. Possible answers include: tank top, vest, necklace, bracelet, cufflinks, sneakers, etc.

#### Real Life Skill

**A:** Answers will vary depending on climate. Possible answers include: 1. **summer:** cotton, silk, linen; 2. **winter:** wool, fake fur; 3. **all year:** polyester, leather

**B:** 1. iron; 2. hand wash; 3. machine wash;  
4. dry; 5. hang dry

**C** 1. F (It is best to wash only the shirt in warm water.);  
2. F (Only the shirt is machine washable.); 3. F (You can only dry the shirt in a dryer.); 4. F (You can iron the jacket.)

#### What Do You Think?

1, 2. Answers will vary based on personal opinions.

want to get the general idea. At other times, we are only interested in finding specific information as quickly as possible, so we scan. However, when we want to find out how to do something, e.g. put a new machine together or fix a computer error, it is necessary to read carefully for details.



- In **Reading Comprehension A**, question 1, ask students whether *weird* is positive or negative. It can be both, though it is more often negative. Encourage them to give reasons for their answers.
- In **Vocabulary Skill A**, an *accessory* refers to small items such as shoes, belts, handbags, ties, and decorative items such as jewelry and scarves. These items are added to ordinary clothing to make them more useful or attractive. *Accessory* can also be used outside the context of clothing, referring to things you add to a main item. Example: *When I bought my digital camera, I also bought some accessories, such as a battery charger and a camera case.*
- In **Vocabulary Skill**, note the number of items of clothing that are the same for both genders.
- In **Real Life Skill**, note that most of the fabrics mentioned are natural, but polyester is synthetic (man-made, not natural); it is made from petroleum by-products. Many people prefer natural fabrics, but for durability these days, most affordable clothing is made from blends. This means that the main fabric is blended (or mixed) with other materials.

## Extension Activities



### Reading Skill Extension: *Internet Window Shopping*

Students go online to look at clothing they would like to have.

1. Explain that *window shopping* means looking at displays in shop windows, but not buying anything. The modern way to do this is to look online.
2. Before going online, each student should make a *wish list* of fashion items and accessories suitable for a complete outfit. Their choices will depend on details like personal taste and the season. For example, in warm weather, the list might include light cotton shirts, shorts, or bathing suits, while in cool weather perhaps sweaters or coats will be more popular choices. To make the activity more interesting, you might want to set a fixed budget which students cannot exceed.
3. Have students search for clothes online. They can search by well-known brand names or look at a website that offers many kinds of clothing for men, women, and children
4. Students look at styles and fabrics, and decide what they would buy if they were really shopping.
5. When students have finished, invite them to share their final outfit with their classmates. The class then votes on the best outfit. Ask students whether they think they could make a similar outfit more cheaply, for example, by recycling existing items.



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

Students briefly look at the contents of someone's pockets or handbag and guess what's missing.

1. Explain the activity before breaking the class into small groups. Students are going to look at a collection of about 10 items from pockets, handbags, or backpacks. Then one item is removed and the group has to guess which is missing.
2. Ask students to work in groups of four. In each group, two people put together a collection of common items from their bags, pockets or briefcases (pencils, pens, cell phone, keys, lipstick, calculator, comb, small notebook, flash key, etc.). They do this without the other two looking. Then the other two can look for only 30 seconds. At the end of that time, they have to close their eyes while the first two remove an item. When the second pair open their eyes, they have to guess what is missing. **Note:** A variation on this activity is to add something and guess what has been added. Another variation is to replace an item with something new.



# 11 A Mysterious World

## Getting Ready

### Answer Key

1. Answers will vary. Possible answers include: the police, detectives, forensic experts, and private investigators for crime; doctors and nurses for

medical mysteries; and scientists and professors for scientific and academic mysteries.  
2, 3. Answers will vary.

## CHAPTER 1: A Mysterious Book

### Chapter Summary

**Target Vocabulary:** a number of, author, discover, expert, full of, handwritten, mean, mysterious

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** This article describes how, in 1912, a book dealer bought a strange manuscript, which may have been written in the 15<sup>th</sup> century. Even today, who wrote it, when it was written, and what its contents mean, remain a mystery.

**Vocabulary Skill:** Antonyms

## Answer Key

### Before You Read

**A:** 1. Answers will vary. Possible answers include: the military (to protect confidential information); postal codes are used in many countries to make addresses easier to locate; Braille—the reading and writing system for blind people—is a kind of code; barcodes are used on products; businesses might use encoded data to protect products they are developing from their competitors; etc. 2. Answers will vary. Remind students that a code does not have to be complicated or long. It could be a single word whose meaning is a secret to most.

### Reading Skill

Answers will vary. Possible answers include:

**A:** medicine, religion, art, farming, etc.

**B:** the writer wanted to keep the contents secret from the authorities; protect information from enemies; or it may be an elaborate hoax.

### Reading Comprehension

**A:** 1. b (lines 14–15); 2. a (lines 6–8);  
3. b (lines 22–25); 4. c (lines 1, 9–10)

**B:** 1. F (Wilfred Voynich bought the manuscript in Italy.); 2. T; 3. T; 4. F (Experts don't know who wrote it; some experts think Francis Bacon wrote it.)

### Critical Thinking

Answers will vary. For 2, possible answers include: the writer may have wanted to keep the information in the manuscript a secret among only those who know the code, or it may have been a test for people to figure out the code, or perhaps it means nothing and was written in code just for fun.

### Vocabulary Comprehension

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

**B:** Answers will vary based on personal opinions.

### Vocabulary Skill

**A:** 2. discovered; 3. a number of/many; 4. hoax;  
5. full of; 6. expert

**B:** 1. hoax; 2. expert; 3. full of; 4. discovered;  
5. a number of/many; 6. mysterious



## Teaching Notes

- In **Getting Ready**, explain that there are many kinds of mysteries: big, small, international, local, personal, etc. Make sure students figure out that intelligent thinking can be one of the most important tools in solving mysteries.
- In **Reading Skill A**, you may want to tell students a little more about manuscripts like the one in the reading passage. By the 15th century, manuscripts like these—often known as *illuminated manuscripts* because many of them featured shiny gold foil—were quite common, though only rich people had them. Ever since the 1st century, they had been produced by a number of cultures in various parts of the world, usually for religious purposes. The manuscripts were typically created on *papyrus* (paper made from a plant), or *vellum* or *parchment* (made from the skin of young animals).
- In **Reading Skill B**, ensure that students understand the term *hoax*. Take a class poll (a show of hands) on who thinks the Voynich Manuscript is a hoax. Ask students why they think the author might have gone to the trouble of creating such a hoax.
- In **Reading Comprehension B**, question 3, the skill of inference is required. We can infer that today many people want to understand what the manuscript means because, in the second paragraph, we learn that a number of specialists have already tried to decipher it, and in the third paragraph we learn some of the theories put forward by various people as to its meaning.
- For **Vocabulary Comprehension B**, question 1, ask students whether they use any codes in their own writing. Remind them that abbreviations and text speak (text message shorthand) are kinds of code.

## Extension Activities



### Extended Skill Extension: *The Mary Celeste*

Students listen to a real mystery and try to solve it.

1. Explain to students that you are going to tell them about a world mystery, and they should try to come up with an explanation for it.
2. Divide the class into pairs and tell them they should listen to the story you are about to relate. Encourage them to take notes. Then, they should discuss the case and write a short paragraph with their theory or theories as to what really happened.
3. Tell students this story:  
*In 1872, Benjamin Briggs, an experienced captain of a ship, set sail with his family and a crew of eight sailors on a ship named Mary Celeste. He was sailing from New York to deliver goods—a cargo of raw alcohol—to Italy. Some weeks later, the Mary Celeste was discovered near the Azores (a set of islands in the North Atlantic). The ship was in very good condition and could still sail without a problem, but no one was on board: the captain, his family, and his crew had disappeared and were never seen again. All of the goods were still on the ship, as well as a six-month supply of food, plus all of the ship's documents, apart from the captain's log. What happened?*
4. Give the pairs time to write their paragraphs, remembering to include reasons for their ideas. Have one student present their theory to the class or, if time is short, select a few volunteers to read their paragraphs. Alternatively, have students stick their paragraphs up on the board or wall so students can walk around reading their classmates' theories.
5. Take a class poll on the most likely theory, the most unlikely theory, the most interesting theory, etc.



## CHAPTER 2: Into the Night Sky

### Chapter Summary

**Target Vocabulary:** case, curious, demand, flight, give instructions, passenger, take off, worry

**Reading Skill:** Skimming for the Main Idea

**Reading Passage Summary:** This article recounts the mysterious disappearance of D.B. Cooper. In 1971, a man *hijacked* (took over by force) a plane in the United States. He demanded cash and parachutes from the authorities in return for releasing all of the passengers. Then, he asked to be flown to Mexico. On the way there, he jumped from the plane with a parachute and the money, and was never seen again.

**Vocabulary Skill:** Travel

### Answer Key

#### Before You Read

**A:** 1. Answers will vary. 2. Answers will vary. Some famous cases include: the disappearance of Madeleine McCann; the Chicago Tylenol murders; the unsolved case of Jon Benét Ramsey; the murder of Elizabeth Short (*The Black Dahlia*) in 1947, etc.

**Reading Skill A:** b

#### Reading Comprehension

**A:** 1. b (lines 24–25); 2. b (line 19–20); 3. b (lines 14–18); 4. c (lines 26–27)

**B:** 1. F (Cooper bought a plane ticket.); 2. F (He demanded parachutes (and money) from the police.); 3. F (The police don't know what Cooper's real name is.)

**Critical Thinking:** Answers will vary.

#### Vocabulary Comprehension

**A:** 1. crew/flight (*The crew is alive./A flight is an event.*); 2. do; 3. passenger; 4. tell a secret; 5. watch; 6. happy; 7. solution; 8. normal  
**B:** 1. gave instructions; 2. flight; 3. cases; 4. passengers

#### Vocabulary Skill A:

	ticket	flight	plane	airport
round-trip	✓	✓		
domestic	✓	✓		✓
private		✓	✓	✓
commercial		✓	✓	✓
non-refundable	✓			
direct		✓		
passenger	✓	✓	✓	✓
international		✓		✓

**B:** 1. direct flight; 2. private plane; 3. international; 4. round-trip ticket; 5. non-refundable ticket; 6. domestic flight; 7. passenger plane; 8. domestic airport

#### Real Life Skill

**A:** 1. curious; 2. dead; 3. rate; 4. serious; 5. notice; 6. kids

**B:** 1. 2; 2. 2; 3. 1; 4. 1; 5. 2; 6. 1

#### What Do You Think?

1. Answers will vary. Students may discuss: UFOs; ghosts; Stonehenge; the Pyramids of Egypt; crop circles; the Bermuda Triangle, etc.  
2. Answers will vary based on personal experience.



## Teaching Notes

- In preparing students for **Before You Read**, ask the class why some people often lose things.
- Encourage students to share the unsolved crimes they discussed, and their theories about them.
- For **Reading Skill**, remind students that Skimming means looking quickly for general information to predict what the passage is about. Remind them that the title and final paragraph often summarize the passage, and are good places to look for clues.
- In the **Reading Passage**, tell students that the passengers held by Cooper can also be called *hostages*. A *hostage* is someone who is taken by a criminal and held until the criminal's demands are met. Money obtained in this way is called a *ransom*.
- Hijackers usually demand a ransom, or payment, in exchange for releasing their hostages unharmed.
- In **Vocabulary Skill**, point out that *non-refundable tickets* often cost less, but mean that you have no flexibility if you wish to change or cancel your travel arrangements after completing the booking. You will not get any money back if you cancel your flight, and you will have to pay fees (usually quite high) in order to make any changes.
- In **What Do You Think?**, question 2, invite students to tell the rest of the class about something mysterious that happened to them. Encourage students to make their stories as interesting as possible.

## Extension Activities



### Vocabulary Skill Extension: Which definition?

Students read sentences and decide which word has another meaning (or other meanings), but the same spelling or pronunciation.

1. Write a number of sentences on the board. Have students read them, then invite volunteers to come to the board and underline the word which has another meaning (or other meanings), but the same spelling and pronunciation. The catch is that the student must also provide the alternative definition(s), and use it in a new sentence.
2. The class votes on whether they think the student is correct or not. If the student is incorrect, invite other volunteers until the correct answer is given. **Example:** *She rose to fame after her last movie. We're going to take a break at midday. Is that a new dress? I can picture you relaxing on the beach.*



### Integrated Skill Extension: Travel Plans!

Students write a short script and role-play planning and booking an international trip

1. Divide the class into groups of four. Explain that they will pretend they are going on an overseas trip together, and they must plan all the details. Groups have complete freedom to decide where they will go; why this country (or these countries) interest(s) them; how long they will stay there; etc. The important thing is that they must correctly use some of the terms in Vocabulary Skill A.
3. Give the groups time to agree on the trip they will plan together, making notes as they discuss.
4. Have them write their script describing their travel decisions and the planning phase of their trip. They should ensure that each group member says something.
5. When they have finished, have students role-play their script for the class. Encourage them to perform rather than just reading the lines. Then have the class vote on the most interesting trip.

#### Example:

*Student 1: Well, we decided to go to Iceland for a month. We leave tomorrow!*

*Student 2: We couldn't find direct flights, so we're stopping in London on the way.*

*Student 3: Round-trip flights are pretty expensive, but we agreed to book non-refundable tickets.*

*Student 4: We're going to meet at the international airport, two hours before the plane leaves.*

*Student 3: Everyone is really excited about seeing the amazing landscapes in Iceland.*

*Student 2: During the second week, we're taking a domestic flight to the capital city, Reykjavik.*

*Student 1: I was hoping we could book a private plane, but we can't afford it... etc.*



# UNIT 12 True Life Stories

## Getting Ready

### Answer Key

1. Answers will vary, but should include: newspapers, Internet, word-of-mouth, television, radio, etc. 2. Answers will vary. Expect students

to mention a particular news reader or journalist. For the second part, point out the difference between trusting a source and finding it useful.

## CHAPTER 1: Face to Face with a Chupacabra

### Chapter Summary

**Target Vocabulary:** believe, find out, nightmare, noise, real, run away, scream, stand up

**Reading Skill:** Understanding the Order of Events

**Reading Passage Summary:** In this interview, Maria Theresa Perez tells a reporter about the night she thought she saw a chupacabra, which attacked her chickens.

**Vocabulary Skill:** Ways of Saying Things

## Answer Key

### Before You Read

**A:** 1. a (A vampire is supposed to be a blood-sucking creature.); 2. A chupacabra is a *mythical* (not proven to be real) kind of vampire that attacks animals, particularly goats.

### Reading Skill

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

### Reading Comprehension

**A:** 1. c (lines 1–2); 2. b (line 15); 3. b (lines 18, 24); 4. a (line 24)

**B:** 1. T; 2. F (The chupacabra was in the yard.); 3. F (The chupacabra drank the chicken blood.)

### Critical Thinking

1. Answers will vary but it is probably a myth. Depending on culture and country, though, some students may believe. Students should give reasons for their answers. 2. Answers will vary. Many countries have vampire stories.

### Vocabulary Comprehension

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

**B:** Answers will vary.

### Vocabulary Skill

**A:** **loud sounds:** screamed, calls, yells, shouts;  
**soft/quiet sounds:** whispered, sighs

## Teaching Notes

- In **Before You Read**, after discussing vampire myths, ask if students have heard of a *chupacabra*. Latin American students may be familiar with this myth since sightings have been reported throughout the Western Hemisphere. However, most don't believe that it is a real creature and think that the sightings are actually of wild animals like coyotes.
- For the ordering of events in **Reading Skill**, ask students to circle the sequence markers in the reading passage, including *suddenly*, *that's when*, *at first*, and *but then*.
- In **Critical Thinking**, question 1, the chupacabra is believed to be an *urban legend*, a creature of folklore. Urban legends contain information that



the storytellers believe to be true, but that can't be proven. Sometimes the story told has elements of truth (such as domesticated animals being attacked by wild animals), but typically (in urban legends) no one has first-hand information, the event always seems to happen to someone you don't know directly, such as a friend of a friend. Urban legends generally spread via word-of-mouth or chain emails. Some people think urban legends exist because people tend to imagine unreal things in times of crisis. Several stories about chupacabras in Puerto Rico and Mexico have been found to be the result of hysteria or excitement during difficult times.

- In **Vocabulary Comprehension A**, students choose the best answer for the context. Ask them to work through this section with a partner and discuss how they made their choices, e.g. in question 1: *What kinds of noises would a person hear in the countryside? How about in a city?*
- **Vocabulary Skill** reminds students that the way they say things changes according to the situation

and circumstances. Ask: *When do you speak very loudly?* Some possible situations are: when it's an emergency, when you are far away from the other person, when you are angry and having an argument, or when there is a lot of noise around you. Ask: *When would you speak softly?* Some possible situations are: when you don't want other people to hear you, when someone is sleeping or studying nearby, or when you feel very shy. Ask students to pay attention to how people talk on cell phones. Although most cell phones transmit sound very well, quite a few people speak louder than necessary, perhaps because they feel they are talking to someone who is far away from them.

- In **B**, Students should use different tones of voice to say the parts in quotation marks.
- In **C**, students should write a short dialogue or conversation between two people. They should use a variety of words that describe different kinds of sounds, then practice the dialogue with a partner.

## Extension Activities



### Speaking/Listening Skill Extension: *Vampire Stories*

Students tell vampire stories.

1. Ask the class if they have heard of Dracula or any other vampire stories. What and how do they know about these stories? Are there stories of vampires in their culture?
2. Ask for volunteers to tell a vampire story to the rest of the class. **Note:** If students don't know vampire stories, another option is to have them tell ghost stories or urban legends.



### Writing Skill Extension: *My Worst Nightmare*

Students write about bad dreams.

1. Ask each student to think about their worst nightmare. What do they remember about it? Why was it scary? What was the order in which things happened? Why did they wake up when they did?
2. Then give students time to write about their nightmare. Remind them to use time and sequence markers so the order of events is clear. Encourage students who are stuck to make something up.



### Vocabulary Skill Extension: *Powerful Words*

Students brainstorm to think of words that describe powerful emotions and then use them in a story.

1. Have students brainstorm words that describe how they feel when they are scared, surprised, angry, nervous, etc., and list the words on the board. Looking at the Vocabulary Index on pages 163 to 174 may give them some ideas.
2. As a whole-class activity, start a story and invite students to continue the tale. See how many of the emotion words they manage to use in it.



## CHAPTER 2: Alive to Tell His Tale

### Chapter Summary

**Target Vocabulary:** accident, celebrate, elevator, rescue, survive, terrifying, tools, trap

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** This article describes the events of the Chilean mine rescue in 2010, when 33 men were trapped in a mine in Chile. They survived underground for 69 days before being rescued.

**Vocabulary Skill:** The Suffix *-ful*

### Answer Key

#### Before You Read

**A:** 1. b; 2. Answers will vary. Possible answers include: There were many men trapped underground. The men survived and were able to tell their story.

#### Reading Skill

**A:** 1. The men were trapped in the mine, 700 meters underground; 2. They worked underground in a gold and copper mine. / There was an accident that trapped them there; 3. Answers will vary. Students should predict, based on the title and the photos, that the men were rescued.

**B:** 1. Answers will vary. 2. The men sent notes up once the rescue workers made a big enough hole in the mine; 3. Answers will vary. Students should predict that the rescue workers were able to get all of the men out safely.

**C:** Answers will vary. For 2, students should predict that the men will get out alive.

#### Reading Comprehension

**A:** 1. b (lines 1–4); 2. c (lines 9–12); 3. a (lines 22–23); 4. c (line 27)

**B:** a. 1; b. 7; c. 4; d. 3; e. 5; f. 2; g. 6;  
Students should then retell the story to a partner.

#### Critical Thinking

Answers will vary. Possible answers include:

1. not having enough food to eat; being underground for almost ten weeks; worrying that they might die; etc.
2. They probably hugged their families; took a bath; and had a long sleep.

#### Vocabulary Comprehension

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

**B:** 2. accident; 3. elevator; 4. celebrate

#### Vocabulary Skill

**A:** 2. helpful; 3. youthful; 4. joyful; 5. painful; 6. playful

**B:** 1. painful; 2. colorful; 3. helpful; 4. youthful

#### Real Life Skill

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

**B:** *Angela's Ashes:* 5, 6;

*The Diary of a Young Girl:* 5, 6;

*The Da Vinci Code:* 4, 1;

*Twilight:* 1, 2;

*Life of Pi:* 6

#### What Do You Think?

Answers will vary based on personal opinions and experiences.

### Teaching Notes

- In **Before You Read**, ask students if they have heard about other mining disasters. Unfortunately, the miners are not always rescued in time. Ask what they think about mining as a career, and why people choose it. Ask if they would do this work or other dangerous work, given the risk? Have students give reasons for their answers, e.g. It might be the best way to earn money for their family. Take a class poll.
- For ordering the events in **Reading Skill**, ask students to circle the sequence markers in the reading passage. Those words would include *at first; then; once; on the night of; in all; etc.*
- A process that good readers go through as they read a story or narrative is to make predictions about what will happen next and check as they read.



- In the **Reading Passage**, line 27, note the difference between something that is just *scary* and something that is *terrifying*. Both words mean that a person is scared, but a person who is *terrified* is so upset that she or he is almost unable to do anything to save themselves. For example, *Mark was terrified when he saw the shark*.
- In **Critical Thinking**, note that some students may remember this news event. Ask them to share their reactions. Ask students if they have ever been terrified, and why.
- In **Vocabulary Skill**, point out that, even though the suffix means *full*, you spell it with only one "l": *-ful*. Ask students to think of other words that use the suffix *-ful*. Examples could include *powerful, careful, delightful, graceful, respectful, cheerful, truthful, etc.*
- In **Real Life Skill**, ask students if they have ever read any of the books in the chart. Ask what genre of books students like most, and take a class poll. Have students say why they like a particular genre.
- In **What Do You Think?**, invite some students to tell their scary stories to the class.

## Extension Activities



### **Speaking/Listening Skill Extension: Interview the Last Chilean Miner to be Saved**

Students work in pairs to conduct an interview with mining disaster survivor, Luis Urzua.

1. Remind students that an interview consists of an interviewer who asks questions and an interviewee who answers them. For the first stage, ask students to work in pairs.
2. Each pair thinks of 10 interview questions based on the miner's story. The questions can be about information in the reading or about related topics. For example, the interviewer could ask Luis what he had to eat when he was finally rescued. Students should make up appropriate answers.
3. The pair decides who will play Luis and who will be the interviewer. Then they proceed with the questions. The interviewer allows "Luis" enough time to answer each question. If something is not clear about the answer or the interviewer wants further information, it is possible to add additional questions. If time permits, the pair can switch roles and ask the questions again.



### **Writing Skill Extension: Newspaper Reporter**

Students write a news account of the mining disaster.

1. Tell students they will pretend to be newspaper reporters covering the Chilean mining disaster. First they should reread *Alive to Tell Their Tale!* to find related things they could write about. Some examples might be: *How did the men feel when they were in the mine? How did they pass the time? Was someone in charge? Did they get along well the whole time? What did they talk about?*
2. Have the "reporters" write a brief story of about 100 words to describe the mining disaster experienced by someone other than Luis. Remind them that newspaper stories start with a *dateline* which tells where the reporter is and when the story was written. It may be helpful to show students examples of datelines.
3. When all reporters have *filed* or handed in their stories, distribute them to other students to read.



### **Library Skill Extension: Find Types of Books**

Students visit a library or bookstore to find examples of book types.

1. **Real Life Skill** identifies different types of books. Ask students to find a different example of each of the six types of books. If the school has a library, this activity can be done there. Other possibilities are bookstores or online booksellers.
2. Have students make a master list for each type of book on which they enter the title and author of the book they found.
3. When students have found examples of books, ask them which type appeals to them the most.



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

PRO is a three-step strategy for building reading fluency and increasing comprehension. In the first step, *Preview*, readers look at the title, any pictures, and words written in italics to survey the passage. Based on these elements, students should make predictions about the content of the passage. Then, students *Read* the passage and check their predictions with the actual contents of the passage. In the third step, *Organize*, readers use graphic organizers, such as word webs, to organize information from the passage, and to help clarify meaning.

**Note:** Fluency is the ability to use a language easily, without hesitations or making many mistakes.

**FLUENCY READING: *Can the Internet be bad for you?*****Answer Key**

**Preview:** 1–2. Answers will vary. 3. Internet addiction

**Read:** Students read and check their predictions.

**Organize A:** Answers may vary. Possible answers include: **good:** pay bills; buy clothes; read news; **special software to help:** stop using the Internet as an escape, focus on real life; **Internet addiction:** stop spending time with friends and family

**B:** Answers will vary

**Reading Comprehension**

1. c (entire passage); 2. c (entire passage); 3. b (lines 9–11); 4. b (lines 22–25); 5. a (lines 18–20)

**SELF CHECK: *PRO Strategy***

Individual students will have different responses. The questions are intended to encourage reflection on the reading process.

**REVIEW READING 1: *Lifelong Learning*****Answer Key****Reading Comprehension**

1. c (lines 3–4, and entire passage); 2. b (lines 10–12); 3. d (line 13); 4. c (lines 16–18); 5. b (lines 1–5)

**REVIEW READING 2: *Earning Power*****Answer Key****Reading Comprehension**

1. d (lines 1–2); 2. b (lines 3–4, 6–8, and 14–15); 3. b (lines 5–8); 4. a (\$159,000); 5. b (entire passage)



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

In the *Survey* part of the strategy, students activate prior knowledge by skimming features of the text, such as title, headings, first sentences of sections, and specially-formulated words. They also take note of the pictures and captions. Based on the survey, students should create two or three *Questions* which provide a reason for reading. After *Reading*, students *Review* their questions and, finally, *Recite* or discuss important things they have learned from the reading passage.

#### Sample Questions for Fluency Reading: *Special Guests*

Why do people take their pets on holiday? What can pets do at the special hotels? How much does it cost?

## FLUENCY READING: *Special Guests*

### Answer Key

#### Review

**A:** 1–3. Answers will vary. Make sure students refer back to their original questions.

**B:** 1. b (lines 6–8); 2. d (entire passage); 3. c (lines 9–10); 4. a (lines 15–17); 5. b (lines 27–29)

## SELF CHECK: *SQ3R Strategy*

#### Personal Responses to Reading Strategy

Individual students will have different responses to the questions. The questions are intended to encourage reflection on the reading process in general and, in particular, the use of this reading strategy.

## REVIEW READING 3: *World Cup Blog*

### Answer Key

#### Reading Comprehension

1. a (lines 2–4); 2. b (lines 10–12); 3. a (line 9); 4. c (lines 17–20); 5. b (lines 9–20)

## REVIEW READING 4: *Tony Wheeler of Lonely Planet*

### Answer Key

#### Reading Comprehension

1. b (entire passage, lines 11–14); 2. d (lines 8–9); 3. c (lines 11–13); 4. c (lines 15–17); 5. a (entire passage, lines 18–21)



**Dealing with Unknown Words**

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

**A–B:** Underlined words will vary.

**C:** b

**D:** Underlined words will vary.

**FLUENCY READING: *Help Me Train My Pet***

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**Answer Key**

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**Reading Comprehension**

1. d (the whole first letter, lines 7–8); 2. b (line 6 of the second letter); 3. b (lines 6–7 of the second letter);  
4. c (lines 9–10 of the second letter); 5. b (lines 12–15 of second letter)

**SELF CHECK: *Dealing with Unknown Words***

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**Personal Responses to Reading Strategy**

Individual students will have different responses to the questions. The questions are intended to encourage reflection on the reading process in general, and on how to deal with unknown words in particular.

**REVIEW READING 5: *Running the Distance***

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**Answer Key**

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**Reading Comprehension**

1. b (lines 6–8); 2. a (lines 11–14); 3. c (lines 22–25); 4. b (lines 22–23); 5. a (lines 26–27)

**REVIEW READING 6: *At the Movies: Bollywood***

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**Answer Key**

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**Reading Comprehension**

1. c (lines 4–5); 2. c (lines 12–14); 3. b (entire passage); 4. c (lines 17–19); 5. a (lines 22–23)



**Reading ACTIVELY**

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

**FLUENCY READING: *Style Rookie*****Answer Key****Reading Comprehension**

1. c (lines 1–6); 2. c (lines 1–6); 3. b (lines 13–16); 4. c (line 19); 5. d (entire passage)

**Activate Prior Knowledge**

**A:** a young fashionable person

**B:** The article is about a young fashion blogger. *Rookie* refers to one who is young or new at something.

**Cultivate Vocabulary:** Answers will vary.

**Think About Meaning:** a young blogger; The writer admires her/thinks she's cool; Answers will vary.

**SELF CHECK: *Review of Reading Skills in Book Intro*****Personal Responses to Reading Strategy**

Individual students will have different responses. The questions encourage reflection on the reading skills and strategies presented in the Intro book, and to think about whether or not they find them useful.

**REVIEW READING 7: *Celebrity Chef Anthony Bourdain*****Answer Key****Reading Comprehension**

1. d (lines 1–8); 2. b (lines 7–12); 3. b (entire passage); 4. c (lines 13–15); 5. d (lines 19–20)

**REVIEW READING 8: *Just a Dream?*****Answer Key****Reading Comprehension**

1. b (lines 14–25); 2. c (lines 3–7); 3. c (lines 1 and 8); 4. c (lines 9–10); 5. c (lines 20–25)



## 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/
/i/	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	/vəʊt/
/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 Intro

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