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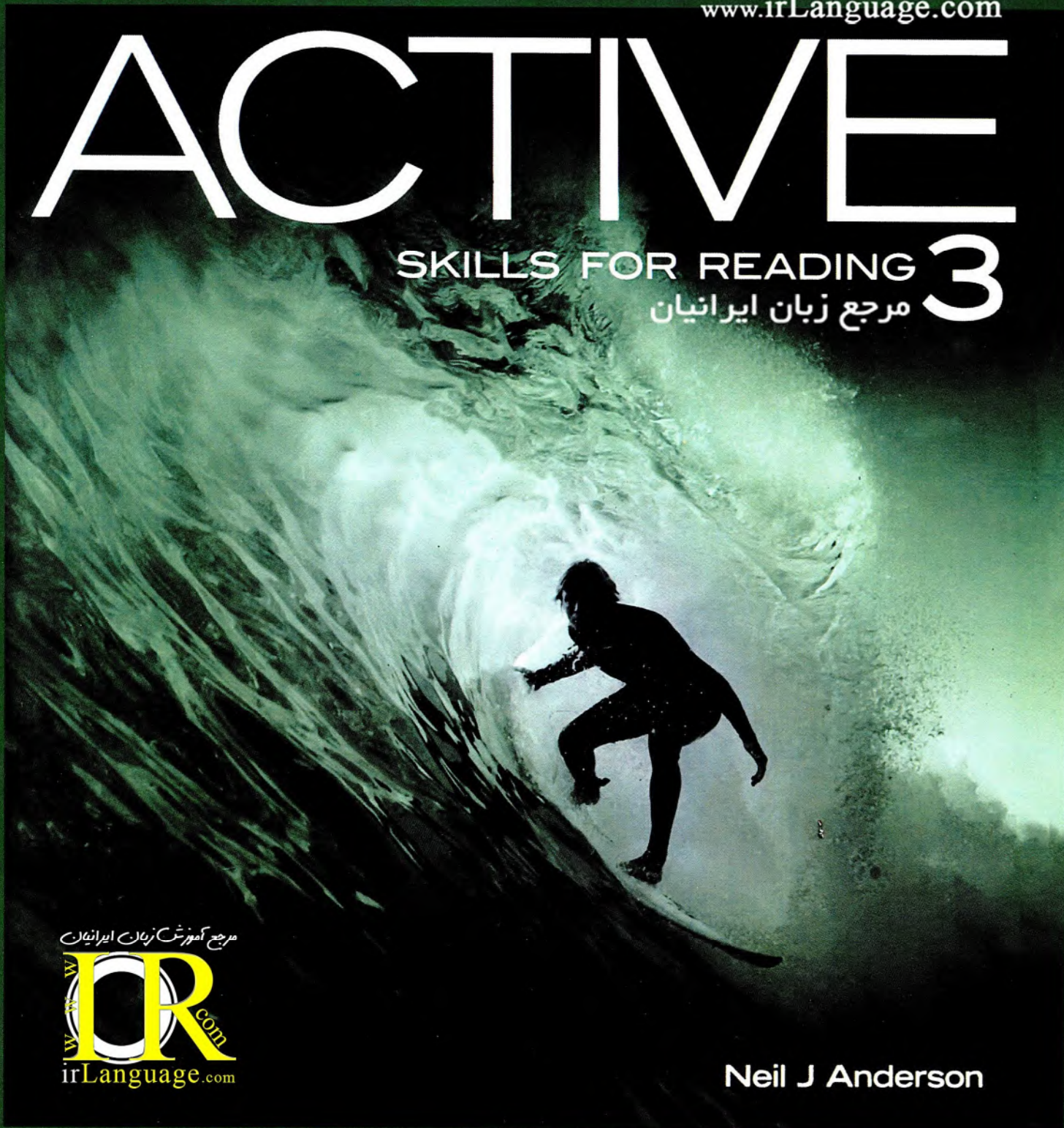
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ACTIVE

SKILLS FOR READING 3
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Neil J Anderson

TEACHER'S GUIDE

ACTIVE

SKILLS FOR READING 3



Teacher's Guide

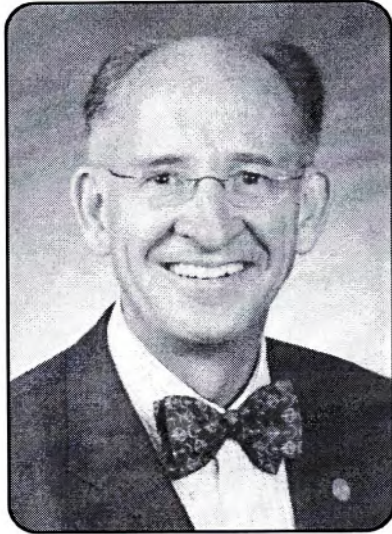
این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Neil J Anderson

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Frequently Asked Questions



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

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

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

Neil J Anderson

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

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

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

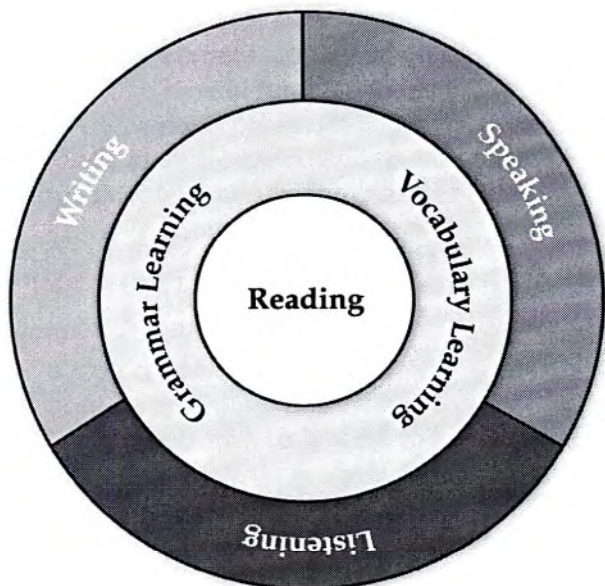
As you can see, the T in ACTIVE has changed from *testing comprehension* to encouraging the learners to *think about*

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

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

One additional thing that has changed in my view of reading across the editions of the series is the importance of the integration of

reading with other language skills. This visual helps to illustrate my thinking:



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

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

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

that students know approximately 90 percent of the vocabulary words. With this amount of knowledge of the vocabulary, the teacher can focus on the development of reading strategies and reading comprehension rather than individual word study.

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

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

“How can teachers make best use of the audio CDs?”

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

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

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

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

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

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

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

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

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

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

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

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

Unit Walkthrough

Getting Ready

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

Getting Ready

Discuss the following questions with a partner.

- 1 What is happening in each of the pictures above? How does each label describe the type of traveler?
- 2 Which kind of traveler are you? Which are you not?
- 3 How would you pack or prepare for each of these vacations?

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

Valuing Wildlife

- A What are some reasons for protecting wildlife? Rank the following from 1-5 (1=most important).

- _____ They make the world a more beautiful place.
- _____ They are valuable in the research and creation of medicines.
- _____ They have rights, and humans must respect them.
- _____ They are important to science and our understanding of the Earth.
- _____ They are essential to keeping nature and the ecosystem in balance.

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

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

Reading Skill

Making Inferences

Information in a reading passage is not always stated directly. Sometimes a reader has to infer, or make guesses, about events or a writer's opinion or meaning, from the information that is available in the reading.

- A Read the following sentences from the passage on the next page. What can you infer from them? (Circle) the correct answer.

- 1 What followed was a huge explosion. Wan Hu and his primitive spaceship had disappeared completely. (lines 15-17)
Wan Hu most likely had a successful flight into space / was blown up by the explosion.
- 2 Like other pioneers in the field of transportation, Hughes was simply ahead of his time. (lines 37-38)
The Spruce Goose was considered a success (at the time of completion) / only many years later.
- 3 He wanted to build machines with flapping wings which would be controlled and steered by human pilots, but his dreams remained just that—dreams. (lines 43-46)
Leonardo da Vinci (managed / did not manage) to build his flying machines.


- B Discuss your answers in A with a partner.

- C Now read the entire passage carefully. Then answer the questions on page 143.

In the Classroom

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

All readings in level 3 are approximately 600 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.



4 In recent years, the growing trend of barefoot running has started a debate among athletes and doctors about the possible health benefits of running with very light sandals
 5 or no shoes at all. Barefoot running has gained popularity among both casual and competitive athletes. Some athletes say that running barefoot has helped them cure or avoid injuries; others claim that running barefoot has improved their running form and race times. Opponents, however, say that there is no scientific or medical proof that
 6 barefoot running is safer or better than wearing traditional running shoes.

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.

- 7 To **skitter** is to move lightly and quickly across a surface.
 8 **Silicon** is a chemical element, while **silica** is a hard substance commonly found in sand

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.

- A Write the paragraph number (1–6) next to each main idea.
- _____ People need more savings in order to retire comfortably.
 - _____ A million dollars is not worth as much as people think.
 - _____ Many factors influence how far a million dollars can go.
 - _____ The cost of living has increased due to inflation.
 - _____ Property in city centers has become much more expensive.
 - _____ Property is more expensive because there is greater demand and less supply.

Reading Comprehension
Check Your Understanding

In the Classroom

While completing these exercises, students should try not to look back at the reading passage for the answers. However, if their reading is generally slow,

8 *Unit Walkthrough*

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

Vocabulary Comprehension

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

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

Vocabulary Comprehension
Odd Word Out

A Circle the word or phrase that does not belong in each group. The words in blue are from the passage.

- | | | | |
|---------------|------------|-------------|------------|
| 1 information | facts | lies | data |
| 2 analyze | distribute | survive | access |
| 3 check | remain | stay | depart |
| 4 instruct | intuition | insight | indication |
| 5 trade | gather | compile | collect |
| 6 match | convention | competition | game |

In the Classroom

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

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

Vocabulary Skill

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

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

A Write the part of speech and a simple definition for the following words. Use your dictionary to help you. Then share your ideas with a partner.

Word	Part of Speech	Definition
dictate		
dictator		
diction		
dictionary		
contradict		
indicate		
predict		
verdict		

Vocabulary Skill
The Root Word *dict-*

In this chapter you read the verb *dictate*, meaning to tell or command. This word is made by combining the root word *dict-*, meaning to tell, tell, or speak with the verb suffix *-ate*. *Dict-* sometimes also written *dic-* is combined with other root words, prefixes, and suffixes to form many words in English.

In the Classroom

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

Real Life Skill & What do you think?

Real Life Skill

On the final page of each unit is the *Real Life Skill* section, which aims to develop students' reading and comprehension skills using a variety of realia. Examples of such materials include test instructions, dictionary entries, journals, reviews, blogs, punctuation, abbreviations, signs and symbols, measurements, commonly used technical terms, and Internet research.

Real Life Skill
Understanding Money and Banking Terms

A The following are common words and phrases used in many English-speaking countries. Discuss their meanings with a partner.

Forms of payment	Using a bank machine	At the bank
cash	ATM	open a checking account
check	PIHP	currency exchange
debit card	withdraw	money transfer
credit card	deposit	deposit

*Automated Teller Machine *Personal Identification Number

B Complete the sentences below using words and phrases from A.

- You will need a(n) _____ if you want to reserve a hotel room via the Internet.
- If you want to send or receive money electronically, you should visit a bank or a credit agency and ask about doing a(n) _____.
- You have Euro, but you need American dollars. You should visit a place that does _____.
- You have \$500 in your checking account. You go to a(n) _____.

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?

- Which of the mysteries you learned about in this unit is most intriguing to you? Why?
- Do you know any mysteries that have been solved or have a scientific explanation behind them? Give an example.
- What would the world be like if there weren't any mysteries in it?

Motivational Tips

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

Motivational Tip: Set high expectations! You can do better. Why are you studying English? Why is reading an important part of learning English? In 5 years time what do you hope to be doing in English? As you respond to these questions, you can set higher expectations for yourself.

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

Fluency Strategy: DRTA

When you begin reading you should ask yourself, "Why am I reading this? What do I hope to learn?" Reading comprehension improves when you read with a purpose. Directed Reading Thinking Activity (DRTA) is a strategy that will help you to read critically and purposefully. Each

First Reading

There are three readings in each *Review Unit*. The first reading focuses on explicit instruction of a specific fluency strategy. DRTA, KWL, SQ3R, and Thinking ACTIVELY While Reading are addressed in level 3.

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 have 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 240.

Reading Rate Chart

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

335	Quadrant 2					Quadrant 4
320						
305						
290						

Reading Comprehension

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

A. Choose the correct answer for the following questions.

- 1 What changed soon after Queen Victoria's wedding?
 - a Women could buy wedding dresses in different fabrics.
 - b Women started wearing white wedding dresses.
 - c Women had their wedding dresses specially designed.
- 2 In most cultures, what does the wedding ring usually symbolize?
 - a joy and happiness
 - b wealth and luck

Reading Comprehension
Check Your Understanding

Students should record their number of correct answers in the *Reading Rate Chart* on page 240. Recording both their reading rate and reading comprehension score will give students an overall indication of their reading fluency.

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Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. (clockwise from top left) backpacker: (walking in a city) used to inexpensive travel, willing to *rough it* on a budget, is culture-seeking, walks a lot; **luxury-seeker:** (resting on a yacht) likes easy living, used to expensive travel; **foodie:** (trying local market food) likes trying all kinds of new

foods, likes culture; **adventurer:** (white water rafting) likes physical activities and risk taking, doing challenging or exciting things; **2.** Answers will vary. **3.** Students should discuss styles of travel and equipment needs. Travelers will need passports, money, and appropriate clothing for their destinations and activities.

CHAPTER 1: Travel and Technology

Chapter Summary

Target Vocabulary: add up, genuine, navigate, personalize, potential, route, spare, treasure

Reading Skill: Scanning

Reading Passage Summary: This passage describes how the Internet and mobile technology have made traveling easier, allowing users more choice and information when planning travel and more control over their activities when abroad.

Vocabulary Skill: Organizing Vocabulary

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Where people once hired travel agencies to plan their travel, the Internet is now widely used to research vacations, compare prices, quality and experiences, and make bookings/reservations.
2. Students should discuss websites or phone apps that they know of or have used.
3. The convenience of organizing travel in your own home, at any time, or the greater complexity and difficulty that comes with greater choice.

Reading Skill

A: Geoff: TripAdvisor (line 12), online forums (line 15); **Hannah:** *Couchsurfing*, *Airbnb* (line 32), local hosts (lines 36 and 39); **Rajeev:** Smartphone maps (lines 44–45), Sightseeing apps (lines 53–56).

Reading Comprehension

A: 1. c (lines 6–9, entire passage); **2.** b (lines 3–6); **3.** a (lines 6–7); **4.** c (lines 31–32); **5.** a (lines 48–55).

B: Answers may vary. Possible answers include:

1. Fewer people use travel agencies now, preferring finding it easier to go online to organize their own travel (lines 1–6); **2.** When Geoff travels for leisure, he looks for good value, good food, and beautiful beaches. When traveling for work, he looks for comfort and location (lines 21–25); **3.** Hannah makes friends by staying with locals she finds on websites like *Couchsurfing* and *Airbnb* (lines 31–37); **4.** Rajeev says that taxis and subways do not help him learn about new places, and that they are too expensive (lines 45–49); **5.** Geoff is least likely to use *Couchsurfing* because he either travels with his family or for business. These websites are more suited to singles or backpackers (lines 22–23).

Critical Thinking

Answers will vary. Possible answers include:

1. Students should discuss the type of travel the websites cater to, the type of information found

there, and whether the sites are free to use or a membership is required. *Lonely Planet; Virtual Tourist; Yahoo! Travel*. **2.** Encourage students to discuss the differences (both negative and positive) between using online sites and agents.

Vocabulary Comprehension

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

B: 1. spare; 2. genuine; 3. personalized; 4. navigate; 5. treasure; 6. route; 7. adds up; 8. potential

Vocabulary Skill

A: Answers will vary. Possible answers include:

genuine synonym: true/honest/authentic/real; antonym: false/fake/pretend; **comfort** synonym: relaxation/relief; antonym: discomfort/stress;

spare synonym: extra/unoccupied/empty/not needed; antonym: full/occupied/needed; **frequently** synonym: often/a lot; antonym: infrequently/seldom/rarely; **treasure** (noun) synonym: jewel/prize/wealth; antonym: disadvantage/burden; (verb) synonym: value/appreciate/love; antonym: dislike/hate/detest

B: Noun: treasures, route, value, spare, potential;

Verb: convincing, personalized, treasures, value, add up, navigate, spare, route; **Adjective:** potential, genuine, convincing, spare, personalized

C: Answers will vary. Possible answers include:

to use in traveling: navigate, route; **related to**

money: value, add up, treasure, spare; **to describe opinions:** genuine, convincing, personalized

Teaching Notes

- In **Getting Ready**, *Foodies* make a hobby of trying new restaurants, recipes, and ingredients.
- In **Before You Read**, note that some students may not remember a time when the Internet was not available for making travel plans. Encourage them to think about what travel must have been like 20 years ago, for example, when their parents were making travel arrangements.
- After they have completed **Reading Skill A**, ask students how they approached the task. (Scanning for key words from the chart, such as *apps, forums*; for capital letters in the middle of sentences to find websites listed, e.g., *TripAdvisor* and *Airbnb*.)
- Ask students if they think the people in the **Reading Passage** fit any of the labels in **Getting Ready**.
- In **Reading Comprehension A**, question 2, invite volunteers to explain the phrase *have not looked back* in their own words, confirming or correcting them as necessary. (It means since trying a new way of doing something, they have never gone back to the original way they used to do it.)
- In **Vocabulary Comprehension**, explain that while *add up* means *increase*, it can also be used in another way. We say *That doesn't add up* when we mean *That doesn't make sense*.
- Before doing **Vocabulary Skill**, ensure that students recall the meaning of *synonyms* (words or phrases that have the same, or almost the same, meaning) and *antonyms* (words or phrases with the opposite meaning).
- Play a short game, calling out other words, ideally related to travel, for example, *attractions, tour, locals*, etc. Have students say which part of speech they are and whether they belong to more than one word group.

Extension Activities



Reading Skill Extension: Scan and Plan!

Have students compile information about specific vacation destinations using the skill of scanning.

1. Write five headings: *Best time to go; Getting there; Where to stay; Top sights; Recommended tours*.
2. Choose four or five vacation destinations anywhere in the world. Assign each student a destination. Try to ensure that students sitting together are not researching the same destinations.
3. Set a short time limit. Have students do online research, quickly scanning for key information to complete each category from the board.
4. When they have finished, check answers as a class. This activity could also be done with photocopied sections of travel guides, distributed to students.

CHAPTER 2: Selling India's Rainy Season

Chapter Summary

Target Vocabulary: abundant, convince, facility, lush, palace, sanctuary, shun, vast

Reading Skill: Predicting

Reading Passage Summary: This passage describes how the monsoons in India are welcomed by locals and how tourists can embrace the rainy season as a unique and enriching travel experience.

Vocabulary Skill: The Prefix *off-*

Answer Key

Before You Read

A: Answers will vary. Possible Answers include:

snowy: skiing, ice-skating, snowboarding; **rainy:** shopping, visiting galleries or museums, playing board games; **very hot:** swimming, sunbathing, waterskiing; **cool and breezy:** boating, sightseeing, hiking, etc.

Reading Skill

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

Reading Comprehension

- A:** 1. c (lines 15, 57–58); 2. a (lines 3–8); 3. b (lines 37–44); 4. a (lines 45–47); 5. a (lines 55–58)
B: 1. T (lines 9–12); 2. T (lines 13–16); 3. F, it is less expensive to visit during the monsoon (lines 22–24); 4. F, most festivals are at the beginning/end of the season (lines 29–31); 5. F, Rath Yatra is known for colorful parades (lines 31–35); 6. T (lines 40–44)

Critical Thinking

C: Answers will vary. Possible answers include:

- In addition to the positive points in the passage, students may look at the inconvenience of moving around a foreign city in a monsoon with heavy luggage, children, elderly family members, etc.
- Snowy and cold or remote, and desert-like tourist

destinations often offer interesting activities and beautiful views.

Vocabulary Comprehension

- A:** 1. convert; 2. shun; 3. lush; 4. foodstuff; 5. lacking; 6. fortunate; 7. palace; 8. storage
B: 1. palace; 2. sanctuary; 3. abundant; 4. convinced; 5. vast; 6. shun; 7. lush; 8. facilities

Vocabulary Skill

- A:** 1. b; 2. a; 3. f; 4. d; 5. e; 6. c; 7. h; 8. g
B: 1. off-key; 2. off-limits; 3. offscreen; 4. offshore; 5. off-balance; 6. offbeat; 7. off-line; 8. off-road
C: Answers will vary. Possible answers include: off-load; off-putting; off-set; off-site; off-ramp; off-side; off-stage; off-shoot

Real Life Skill

A: Answers will vary. Possible answers include:

Destination: Australia (as example);

Transportation: bicycle, yacht, motorcycle;

Accommodation: hotel, hostel, campervan, camp;

Activities: bushwalking, galleries, fun parks, fishing;

Other information: a very large island that would take a long time to explore.

Travel tip: Watch out for kangaroos when driving!

What Do You Think?

Answers will vary.

Teaching Notes

- Before You Read** asks about vacations spoiled by unpleasant weather conditions. Ask students if they know about any *extreme* weather conditions, for example, typhoons, hurricanes, tornadoes, blizzards, etc., that can affect one's vacation. Ask if students know where and when these weather conditions usually occur, and what damage they do.
- For **Reading Skill**, ask students why they think predicting is beneficial. Help them understand that predicting activates their background knowledge of the topic, allowing them to use what they already know so that they will have a better understanding of the text once they begin reading. Explain that when they think ahead and anticipate information,

they can make better connections between the information in the reading passage and what they already knew about it and, in this way, they can understand a passage more quickly.

- In the **Reading Passage**, line 53 mentions a *metaphor*. Ask students if they know what a metaphor is, providing the definition if they are not sure: A metaphor is something that represents, or is a symbol of, another thing in some way. An example of a metaphor is: *Life is a journey*.
- **Reading Comprehension A**, question 1, requires students to infer the writer's point of view. Encourage students to support their answer with references to the passage. Ask them to provide these references and explain how they arrived at the correct answer. (The writer presents all of the

information about tourism during the monsoon season in a positive way, and all of the quotes provided are positive ones.)

- In **Critical Thinking**, question 2, note that students will have the opportunity to develop their ideas in the first of the Extension Activities at the end of this chapter, *Strangest Vacation Contest*.
- When students have finished **Vocabulary Skill**, play a quick class game using the prefix *-off*. Call out short definitions and have students guess the correct word. For example, *not on the Internet* (offline); *not working* (off duty).
- In **Real Life Skill**, if students have done the Extension Activity called *Scan and Plan!* in Chapter 1, ensure that they do not use the same destinations here.

Extension Activities



Integrated Skill Extension: *Strangest Vacation Contest*

Have pairs of students work together to make a sales strategy for promoting tourism in an unlikely place.

1. Explain that tourism is an important industry and a major source of income in most countries, but not all countries have ideal tourist attractions.
2. Divide the class into pairs of students. Have each pair brainstorm a list of unlikely vacation destinations. Give examples, such as an industrial city that does not have holiday facilities like beaches, scenic beauty, or famous attractions, or a place that is pleasant during certain times of the year, but not attractive at other times. For example, ask: *What do people do in ski resorts when there is no snow?*
3. After brainstorming, have each pair research their unlikely vacation spot to find out what it can offer to visitors. For example, tourists visiting the hot, barren deserts of the Arabian Gulf can ride camels or go skiing on sand dunes. And, in some cities, you can actually do underground tours of the sewers!
4. After gathering information, have each pair make a poster about their unlikely destination. They should then use the poster to give a one-minute presentation to the rest of the class.
5. When all teams have given their presentations, have the class vote on the strangest vacation.



Integrated Skill Extension: *Tour Guide for a Day*

Have pairs of students invent a unique tour for visitors to their country or their city/area.

1. Decide whether you want to make this an Internet-based activity or not. Either way, put students into pairs and explain that they must design a unique tour of their city, country, or area.
2. On the board, write: *Where/When/Why/What/How*.
3. Have each pair of students work together to plan a one-day tour, ensuring that their plan answers each question word from the board.
4. Encourage students to think of unusual tour aspects of the area, or unique activities, especially ones that are not already available in their city or country. They should plan activities for one full day.
5. Give students time to devise their tours. Then have them present their ideas to the class.
6. If time permits, take a class vote on the most interesting tour.

Getting Ready**Answer Key**

Answers will vary. Possible answers include:

1. Students should note that the words *fashion*, *style*, and *trend* relate to ways of dress and appearance. Fashionable people can range from celebrities to family members. **2.** Encourage

students to support their opinions with examples.

3. Students should give some thought to what is considered proper or appropriate dress in other countries and cultures, considering influences of religion, climate, and popular culture on fashion.

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CHAPTER 1: The Color of Fashion**Chapter Summary**

Target Vocabulary: compile, convention, data, forecast, intuition, optimistic, stick, survey

Reading Skill: Skimming for the Main Idea

Reading Passage Summary: This passage discusses how fashion color trends are determined by color marketing companies several years in advance. These predictions, however, are not always in line with consumers' behavior.

Vocabulary Skill: The Root Word *dic/dict*

Answer Key**Before You Read**

A and B: Answers will vary. Students should give reasons and examples to support their opinions.

Reading Skill

A: a (lines 9–10)

B: Answers may vary. Students point out lines 9–13 in the passage where a main idea can be found.

Reading Comprehension

A: **1.** b (lines 1–16); **2.** a (lines 23–27); **3.** a (lines 39–43); **4.** c (lines 31–33 and 50–64); **5.** c (lines 68–71)

B: **1.** F, CMG is only involved in color trends (lines 9–10); **2.** T (lines 13–18); **3.** F, CMG creates the report for textile manufacturers (lines 27–31); **4.** F, designers, not consumers (lines 31–33); **5.** F, Tangerine Tango, not Boyz-N-Berry (lines 38–40); **6.** T (line 61)

Critical Thinking

C: Answers will vary. Possible answers include:

1. Color affects mood and energy levels, as well as visual attractiveness. **2.** The colors of walls in buildings have been proven to affect mood; and some colors are associated with important life events, for example,

funeral clothes are black in most western countries, white in many eastern countries such as China and India, and purple is the color for death in Brazil. Some say that people in hot countries prefer bright colors, while those in colder climates prefer dark, cool tones.

Vocabulary Comprehension

A: **1.** lies; **2.** distribute; **3.** depart; **4.** indecision; **5.** trade; **6.** convention; **7.** optimistic; **8.** remind

B: **1.** forecast; **2.** optimistic; **3.** data; **4.** stick; **5.** convention; **6.** survey; **7.** intuition; **8.** compiling

Vocabulary Skill

A: **dictate:** verb, to tell/command; **dictator:** noun, a ruler with total control; **diction:** noun, clarity or way of speaking; **dictionary:** noun, a book that provides the meanings of words; **contradict:** verb, to say that the opposite of a statement is true; **indicate:** verb, to show or mark out; **predict:** verb, to say what will happen in the future; **verdict:** noun, a decision or judgment that has been made on a serious matter.

B: **1.** dictator; **2.** verdict; **3.** dictionary; **4.** predict; **5.** indicates; **6.** contradict; **7.** diction; **8.** dictate

Teaching Notes

- In **Before You Read**, question 1, remind students that they may name a movie star, model, or other celebrity as a fashionable person, but they can also give an example of someone they know.
- After **Reading Skill**, ask for some volunteers to describe how they identified the main idea. Make sure all students understand that they should skim the first and last paragraphs, which usually provide an introduction and conclusion to the reading. Similarly, the first sentences of each paragraph typically identify the main idea of the paragraph, but caution students that the main idea does not always appear in the first sentence.
- In the **Reading Passage**, *trend* (line 1) is used as a noun. Explain that *trening* has now become popular as an adjective and verb, particularly since the rise of social-networking sites, such as Twitter. People commonly mention *trening* topics nowadays, which just means topics that are currently popular, for example: *New York Fashion Week is trending on the news websites today.*
- **Reading Comprehension A**, question 4, asks about the phrase *more of an art than a science* (lines 53–54). Ask students whether they can explain what this phrase means. If no one can, provide the correct definition. The phrase means that this is unlike science, which is focused on facts and evidence and follows clear, even strict, rules and procedures; instead, it is more like art, which is perceived as a looser discipline, relying more on intuition and emotion than fixed rules and facts.
- For **Critical Thinking**, invite some pairs to share their main points with the class. Ask whether students were surprised by the claim in the **Reading Passage** that the state of the economy influenced the Pantone's choice of Tangerine Tango as a popular color.
- In **Vocabulary Comprehension**, note that in the context of this chapter, the word *convention* means a large, formal meeting. Explain that *convention* has another meaning as a noun: It refers to a way of behaving or doing something that is considered usual, expected, common, and thus acceptable.
- In **Vocabulary Skill**, point out some of the other common prefixes, such as *contra-* (against), *pre-* (before), and *ver-* (something true). Note how they work together with the *dic/dict* root to give the word its meaning.



Extension Activities



Listening/Writing Skill Extension: *Student Dictations*

Have students write paragraphs containing fashion-related vocabulary items and dictate them to the rest of the class.

1. Divide the class into groups of four. Have each group write a 75-word paragraph about a particular celebrity's fashion sense. Explain that they should use appropriate vocabulary items from the chapter, such as, *designer, trend, fashion, textiles, fabrics, catwalk, seasons*, etc. For example, one group might decide to write about Lady Gaga's sense of style, and another about David Beckham's or Beyoncé's. Explain that each group should decide who they will write about, but ensure that different groups do not write about the same celebrity.
2. Later, have each group dictate their paragraph for another group to copy down. Explain that good dictations are usually given three times. The first time it is read at a normal speaking speed for gist comprehension. The second time, the passage is broken up into short phrases and read very slowly to allow time for listeners to write. The third reading is faster and more continuous. It allows listeners to fill in any gaps they missed before. During this phase, members of the listening team should work together to resolve any gaps.
3. Have the reading team compare their paragraph with what the listening team wrote, noting any areas of inaccuracy.
4. Then have the two teams switch roles and the second team dictate their paragraph to the first.

CHAPTER 2: Reality TV: Good or Bad for Fashion?

Chapter Summary

Target Vocabulary: cautious, collaborate, episode, glamorous, hesitate, mislead, momentary, pursue

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage describes the recent trend of fashion design reality shows and discusses why they're popular with viewers but may not be well respected by the fashion industry.

Vocabulary Skill: The Prefix *mis-*

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Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. Reality TV uses real people, rather than actors. In many competition-styled reality shows, people are usually given a series of challenges they must overcome. Examples include *Project Runway*, *Big Brother*, *The Apprentice*, *Survivor*, and *American Idol*. 2. People are interested in watching the different personalities and seeing their progress throughout the show. 3. Fashion design reality shows often feature a group of designers who compete against each other by making clothes under an extreme time limit. Viewers get to see the detailed process of designing and making clothes.

Reading Skill

A: 1. S (lines 18–20); 2. S (lines 27–29); 3. M (lines 13–15)

B: Paragraph 3: (lines 39–44) Most contestants do not become as famous and successful as they had hoped/people join the fashion industry for the wrong reasons. **Paragraph 4:** (lines 48–49) Not many companies have put their name together with contestants/they prefer to work with established designers. **Paragraph 5:** (lines 60–61) The fashion industry has not shown much interest or faith in the programs or the show's new designers.

Reading Comprehension

A: 1. c (title, lines 8–12); 2. a (lines 20–24); 3. a (lines 40–44); 4. c (lines 61–63); 5. b (lines 65–69)

B: Answers may vary. Possible answers include:

Pros: They give some young designers a chance to achieve their goals (lines 5–7, lines 40–42); they are entertaining (lines 13–15); they are responsible for university design departments increasing in size, and they inspire students (lines 26–30); they give people a little insight into the industry (lines 20–23).

Cons: Very few designers achieve the success they hope for (lines 43–44); they give people the idea that design careers are easy to achieve (lines 36–39); they attract people to the fashion industry for the wrong reasons, such as wanting fame (lines 1–33).

Critical Thinking

C: Answers will vary. Possible answers include:

1. People may imagine they can also accomplish the feats shown on the program. 2. Examples include: Stella McCartney for Adidas, Zac Posen and Rodarte for Target, as well as collaborations involving Beyoncé, Kate Moss, and David Beckham.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

1. TV episodes are usually 30 minutes or one hour. 2. Examples include: Guns N' Roses and Elton John; Michael Jackson and Eddie van Halen. 3. Jobs in the fashion, film, and music industries are often considered glamorous. 4. Being cautious can prevent you from making mistakes, but it can also lead to missed opportunities. 5. It means that if you wait too long you may miss your chance. 6. People are only famous when the public is interested in them, and the public finds new interests very quickly. 8. A makeup advertisement that promises to make you look younger may be misleading.

Vocabulary Skill

A: mismanagement: not done properly; **misinformed:** given wrong information; **misguided:** silly, not thought-out; **misunderstanding:** mistake; **misconception:** wrong idea; **misculated:** added up incorrectly; **misspelled:** spelled incorrectly

B: 1. miscalculated; 2. misguided; 3. misconception; 4. misspelled; 5. misinformed; 6. misunderstanding; 7. mismanaged

Real Life Skill

A: Answers will vary.

B: 1. 14.5, 7; 2. 8, 8; 3. 39, 27.5; 4. 50+, 39

What Do You Think?

Answers will vary. Possible answers include:

1. Some trends that have returned include 70s fashion such as high-waisted flared trousers,

blouses, with tie necks, and 80s fashions such as neon T-shirts; **2.** The passage suggests hard work (line 67) is more important. **3.** It refers to someone who only makes choices based on what's currently popular.

Teaching Notes

- For **Before You Read**, take a class poll (a show of hands) on whether reality shows are a good or a bad thing. If time permits, form teams of students for each side, and hold a short debate. Afterward, ask if any students have changed their minds.
- For **Reading Skill**, explain that main ideas are usually stated in what we call a *topic sentence*. The topic sentence generally appears quite early in a paragraph, for example, as the first or second sentence. *Supporting ideas*, as the name suggests, support or reinforce the main idea. Point out that supporting details are there to provide evidence for the topic sentence. They often feature examples, statistics, and other facts about the main idea. There can be more than one sentence supporting the main idea. For extra practice, consider bringing some short articles to class, for example, from a newspaper or magazine, and having students identify the main ideas and the supporting details.
- Point out the phrase *to speak of* on line 9 of the **Reading Passage**. Explain that this is an expression used to talk about something that is or is not significant enough to warrant mentioning. The line from the text: *with so few success stories* *to speak of* could be rephrased as *With so few success stories worth mentioning.*
- **Reading Comprehension B** asks students for some pros and cons from the **Reading Passage**. Ask students what strategy they could use to identify these. (Cons, or disadvantages, are usually expressed in negative terms, for example, *most do not achieve the level of fame. . . and they don't believe in the star power. . .*) Students can also scan for sentences beginning with *But/However/While*, which usually make an important contrasting point.
- For **Critical Thinking**, question 2, note that the first set of collaborations is with established designers. These are successful, because people can buy clothes designed by famous designers at low prices. Collaborations by other celebrities often fail.
- For **Real Life Skill**, ask students if they know the difference between the *metric* and *imperial* systems of measurements. (The *metric* system measures in *meters, kilograms*, etc., and is used in most countries. The *imperial* system is older, and measures in *inches, feet, miles*, etc. Only a few countries still use the imperial system. The United States is one of them.)

Extension Activities**Reading/Writing Skill Extension: Clothing Log**

For one week, have students keep a log of what they wear and where it comes from.

1. Explain that clothing is made all over the world. Even famous fashion houses have their products made in countries where labor is cheaper. By looking at labels, students can develop a sense of how the clothing industry operates internationally.
2. Have students keep track of all the clothes they wear each day for a week, including sportswear and dressy clothes. Have them write where each item was made in the log.
3. At the end of the week, ask students to write a brief report about any trends or patterns they see between the type of clothing and where it is made. How much of their clothing is made in their own country? What's the relation between cost and where the clothes were made?
4. In class, have students share their reports and see what patterns others have found.

3 Disappearing Animals

Getting Ready

Answer Key

1. (clockwise from top right) e (giant ground sloth); f (passenger pigeon); d (dodo); a (great auk); b (thylacine); c (quagga); 2. Answers will vary. See **Teaching Notes**. 3. They are all extinct.

CHAPTER 1: Endangered Species

Chapter Summary

Target Vocabulary: critically, culprit, exploit, imminent, indefinitely, intentionally, markedly, overwhelm

Reading Skill: Identifying Meaning from Context

Reading Passage Summary: This passage describes how many species are in danger of going extinct and how human activity has greatly accelerated the endangerment and extinction of numerous animal species.

Vocabulary Skill: The Prefixes *en-* and *em-*

Answer Key

Before You Read

A and B: Answers will vary. Students should reflect on the reasons given and share their opinions.

Reading Skill

A: b, without an end or limit

B: 1. c (lines 28–32); 2. a (lines 51–53); 3. a (line 58)

Reading Comprehension

A: 1. a (lines 3–6); 2. b (lines 35–39); 3. a (entire passage); 4. c (lines 56–59); 5. b (lines 63–65)

B: 1. vulnerable; 2. extinct; 3. extinct in the wild; 4. of least concern; 5. critically endangered

Critical Thinking

C: Answers will vary. Possible answers include:

- The categories focus attention and resources on the areas that most urgently require action.

The categories also make it easier for everyone to understand the danger these species are in.

- While people are concerned for these species, many don't understand the problems they face, or how the planet may be affected.

Vocabulary Comprehension

A: 1. overwhelming; 2. distinct; 3. victim; 4. momentary; 5. secretly; 6. departing; 7. intentionally; 8. exploit

B: 1. markedly; 2. overwhelming; 3. imminent; 4. culprit; 5. intentionally; 6. critical; 7. indefinitely; 8. exploit

Vocabulary Skill

A: 1. enhanced; 2. empowers; 3. embraced; 4. enlarge; 5. engraved

B: 1. embody; 2. enforce; 3. embedded; 4. enclose; 5. enable

Teaching Notes

- In **Getting Ready**, many of the animals may not be familiar to students. Tell them not to worry about that and to make their best guesses.
- As students do the **Reading Skill** activities, encourage them to circle the word to be defined,

and then to draw lines linking it with the places in the **Reading Passage** that help them identify the meaning.

- Note that the term *indefinitely* is most commonly used to express an unspecified period of time.

- Draw attention to the word *alarming* on line 7 of the **Reading Passage**, and ask if anyone can define it (it means shocking as well as frightening). Tell students that a useful system when they are trying to identify the meaning of a new word from context alone is to substitute what they think may be a close synonym, and read the paragraph again to see if it makes sense in context.
- Before students do **Reading Comprehension B**, explain that the word *vulnerable* in **Vocabulary Comprehension** means unprotected, weak, open to attack, or easily hurt. Although it is clear how *vulnerable* applies to animals (they are unable to protect themselves from the negative effects of human activities), point out that the term can also apply to people. For example: *After getting off the long flight across the ocean, Marcie was*

tired and disoriented. In her vulnerable state, it is not surprising that a pickpocket took her passport without her noticing.

- In **Vocabulary Comprehension**, explain that the verb *to exploit* has two meanings that are nearly opposite. It can mean using or developing something to a good purpose. For example: *The people of the island exploit its beautiful scenery to attract tourists.* However, *to exploit* can also mean treating unfairly or taking advantage of someone or something, as in: *The factory boss exploited the workers who were desperate to support their families.* It is in the second, negative sense that the word is used in this chapter.
- In **Vocabulary Skill**, note that since *embody* and *embed* have roots starting with *b*, so the prefix is *em-* instead of *en-*.

Extension Activities



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

Have students write about an animal-related situation that they find alarming.

1. Explain that the protection of animals varies from country to country, and often vulnerable animal populations are hurt by the actions of people. Students should think about situations related to animals that they find alarming, and write a short opinion piece describing the issue.
2. In each case, have students research and write about the factors that cause the problem, as well as possible solutions.



Integrated Skill Extension: *Endangered Animal Awareness*

Have students research endangered animals and develop activities to make their classmates more aware of the problem.

1. Have students find information about a particular endangered species. Ask them to develop games that raise awareness about that animal's situation.
2. Have students brainstorm a list of endangered species. Then write the name of each animal on a slip of paper. Ask students to work in pairs. Have each pair draw a slip with the name of the animal they will research.
3. As they research, tell each pair to note the habitat and location of the endangered animal, what are the factors that contribute to its decline, and possible suggestions for improving the situation. Ask them to try to obtain a picture of the animal.
4. When they have enough information, have the pairs decide what kind of game to make. Some suggestions are board games where landing on negative factors causes a player to lose points and positive factors to get closer to winning. Other games might use question and answer cards; memory matching, where players have to remember where two matching segments are on a board; or even a jigsaw reading, where players have to put parts in sequence.
5. When all the games are ready, have half of the partners circulate to play other games while one partner remains to manage the game and answer questions. After 10–15 minutes, have partners switch roles.

CHAPTER 2: Bring Back the Woolly Mammoth?

Chapter Summary

Target Vocabulary: conduct, era, fitting, frail, inject, opposition, revive, worthwhile

Reading Skill: Identifying Main Ideas within Paragraphs

Reading Passage Summary: This passage describes several animal species that have become extinct, and discusses the debate surrounding ideas about reviving extinct species through DNA manipulation.

Vocabulary Skill: The Suffix *-ize*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. A panda is being measured and information recorded in order to protect the species.
2. Recording movements and reproduction of animals in the wild, genome conservation, assisted reproduction, conservation of habitat, restrictions on hunting, and pollution control.

Reading Skill

A: Paragraph 2: b; Paragraph 3: a; Paragraph 4: b; Paragraph 5: a

Reading Comprehension

- A:** 1. b (lines 6–8); 2. c (lines 25–27); 3. c (lines 30–38); 4. a (lines 53–56); 5. b (entire passage)
- B:** 1. T (lines 8–10); 2. F, thylacine, not moa (lines 19–22); 3. F, The woolly mammoth died out before the bucardo did (lines 24–25); 4. T (lines 30–38); 5. F (lines 48–50); 6. T (lines 59–63)

Critical Thinking

- C:** Answers will vary. Possible answers include:
1. Humans have played a major role in causing extinction; to increase biodiversity.

Vocabulary Comprehension

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

B: 1. revive; 2. opposition; 3. worthwhile; 4. frail; 5. conduct; 6. inject; 7. fitting; 8. era

Vocabulary Skill

- A:** 1. idolize; 2. hospitalized; 3. legalized; 4. authorize; 5. commercialized; 6. stabilize; 7. digitize
- B:** 1. energizes; 2. finalize; 3. sterilize; 4. modernize; 5. colonized; 6. summarize

Real Life Skill

- A:** Answers will vary. See **Teaching Notes**.
- B:** 1. foreign; 2. extinct; 3. dead; 4. exotic
- C:** Answers will vary.

What Do You Think?

- Answers will vary. Possible answers include:
1. Many programs are in place to protect wildlife, such as assisted breeding, conservation areas, protection laws, and so on. Individuals can donate money to programs or volunteer, or make lifestyle choices that are good for the environment, such as recycling;
 2. An animal's ability to adapt to a changing environment is key to its survival.

Teaching Notes

- This chapter uses the words *conserve* and *preserve*. Explain the difference between these words to students: *Conserve* means making an effort to use something carefully without wasting or depleting it, or causing any drastic change in circumstances. *Preserve* means not bringing about any changes at all, but keeping something exactly as it is. *Preserve* includes the idea of protecting something in order to keep it safe. You may wish to wait to make this point until after students have completed **Real Life**

Skill, in which they consider words that have similar meanings with subtle but important differences.

- In **Reading Skill A**, students choose the main idea without reference to the **Reading Passage**. Their task is to select the more general idea in each case. The other statement represents supporting details or examples.
- When students have finished the **Reading Passage** (or as a follow-on from **Critical Thinking**), hold a short class debate on the subject of animals kept

- in captivity, such as in zoos or petting farms. Have students debate the pros and cons, supporting their ideas with clear examples.
- In **Vocabulary Skill**, note how the suffix *-ized* is often used with the passive voice when something has had something done to it. Ask students to work in pairs and look at each verb in the **Vocabulary Skill** sentences, identifying whether they are active or passive voice.
 - Point out that it is easy to adjust a spell checker to American or British spellings for *-ize/-ise*.
 - To extend **Real Life Skill** about subtle differences between similar words, have students look up these pairs: *encounter/meet, era/period, ethical/decent, fitting/appropriate, and walk/wander*.

Extension Activities



Integrated Skill Extension: *Famous Conservationists Conference*

Have students prepare for a conference at which important conservationists make their cases.

1. Explain that over the last two centuries, many people have tried to make the public aware of environmental issues. In this mock conference or meeting, students take the point of view of famous environmentalists. They should explain what concerns them about the environment and present their opinions about what people should do to improve it.
2. Help students brainstorm a list of well-known environmentalists, past and present. Prominent conservationists include John James Audubon, John Muir, Kuki Gallmann, Henry David Thoreau, Aldo Leopold, Julie Scardina, Rachel Carson, Jane Goodall, Richard Leakey, Dian Fossey, Jeff Flocken, and many others, including people who are well-known in their own countries or communities.
3. Ask students to choose a person and research that person's perspective and special interests.
4. Then, hold the "conference"—a class meeting where each conservationist gets to speak for one minute plus time for questions.



Integrated Skill Extension: *Wildlife Tourism*

Have students role-play conversations in a mock travel agency that specializes in wildlife tourism.

1. Start by eliciting from the class places that people visit especially to see endangered or rare animals in their own settings. Some examples:
 - mountain gorillas in Rwanda's Volcanoes National Park
 - penguins in Antarctica
 - polar bears in Churchill, Manitoba, Canada, or northern Norway
 - tortoises in the Galapagos Islands off Ecuador
2. Tell students that additional places for wildlife tourism can be easily found on the Internet. Have students form groups of four and get each group to select a different place. Explain that the group is responsible for researching wildlife tourism in that place and producing a brochure that informs tourists about what they can see. Since the goal is to protect and preserve the animals in the site, the brochure should be clear about how tourism will help, instead of harm, the environment. Refer back to Unit 1 for ideas about what to include for transportation, accommodations, and activities.
3. In addition to the brochure, ask students to create colorful posters with photographs or drawings of their wildlife viewing tours. Have students set up tourist booths to tell each other about their tours.
4. When each group is ready, have students circulate through the "tourist booths" to read the brochures and ask questions about the tours. Group members should take turns so that someone is at the booth at all times to answer questions and provide information.

4 Big Money

Getting Ready

Answer Key

1. The man has won 88.1 million dollars in a lottery.
2–3. Answers will vary. Students should discuss

the lottery in their country and share ideas about what they would do if they won so much money.

CHAPTER 1: What Does a Million Dollars Buy?

Chapter Summary

Target Vocabulary: dense, fulfill, inflation, in reality, investment, necessity, property, salary

Reading Skill: Identifying Cause and Effect

Reading Passage Summary: This passage describes how factors like population change, urbanization, or inflation have affected the cost of living, meaning a million dollars doesn't buy as much as it once did.

Vocabulary Skill: The Prefixes *in-*, *im-*, *il-* and *ir-*

Answer Key

Before You Read

Answers will vary. Possible answers include:

- A:** The price rose only slightly in the period from 1950 to 1970, and rose dramatically from 1970 to 2010; inflation means prices rising over time though not always at the same rate.
B: The value of a million dollars was much greater in the past.

Reading Skill

- A:** 2. Cities have become overcrowded and noisy. (lines 15–18); 3. People are moving back to the city so prices of homes in the city have gone up. (lines 19–23); 4. Prices have gone up, so the value of money has gone down (lines 32–33); 5. People have to spend more on health care (lines 49–50).
B: 1. The main reason is (line 9); 2. to; 3. because; 4. important reason for (line 31), as, so (line 32); 5. because (line 49)

Reading Comprehension

A: (from top to bottom) 5; 1; 6; 4; 3; 2

B: 1. down (lines 4–6); 2. up (lines 11–12); 3. up (lines 49–50); 4. up (lines 35–38); 5. down (lines 39–40); 6. up (lines 49–50) 7. down (lines 47–48)

Critical Thinking

C: Answers will vary. Possible answer:

2. economic programs can be designed to assist with the cost of living and stabilize property values.

Vocabulary Comprehension

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

B: 1. necessities; 2. salary; 3. in reality; 4. property; 5. dense; 6. inflation; 7. fulfill; 8. investment

Vocabulary Skill

A: 1. illiterate; 2. improbable; 3. insufficient; 4. irrational; 5. illegible; 6. irrelevant; 7. incurable; 8. impatient

B: 1. irresponsible; 2. immature; 3. incapable; 4. illogical; 5. inseparable

Teaching Notes

- **Getting Ready** asks about lotteries, games of chance in which people buy tickets with numbers, usually to win money. The winning set of numbers is

drawn randomly. In many lotteries, if no one wins, the money is put aside until the next drawing, often a week later. This is called a *rollover*,

and is why the amount of money won is sometimes so big.

- You may need to be particularly sensitive when teaching this chapter. Playing the lottery is a form of gambling, which is not permitted in some cultures and religions. Even in countries or situations where gambling is legal and commonplace, note that there can be issues with gambling addiction and other negative associations.
- In **Before You Read**, students are asked to study a chart. If you feel your class may need added support, point out that charts and graphs usually have two axes. In this chart, the vertical axis shows the price in dollar units. The horizontal axis shows time in ten-year intervals. The red line connects prices with time and shows a constant upward trend. Give students additional practice with interpreting the chart by asking about the average prices in 1960, 1980, and 2000.
- There are many ways to calculate a currency's relative worth over time. According to one common calculation, a million dollars today was worth about 1.6 million dollars 20 years ago, and 7.5 million dollars 50 years ago.
- The **Reading Skill** of Identifying Cause and Effect assumes that the reader can identify one event as happening first. That event has a *causal relationship* with a second event, which results from it. Regardless of the connecting words used (*such as, because, due to, so, consequently, therefore, as*

a result), or the sentence order of the two events, it should be possible to identify which is the cause and which is the effect. For example, the six lines below all have the same meaning but have different sentence orders and different linking words:

*Ann bought the dress because it was on sale.
Because the dress was on sale, Ann bought it.
The dress was on sale, so Ann bought it.
The dress was on sale. Therefore, Ann bought it.
The dress was on sale. As a result, Ann bought it.
Ann bought the dress due to the fact that it was on sale.*

In every case, the cause—the dress being on sale—clearly happens before the effect, the purchase of the dress by Ann.

- In some sentences in the **Reading Passage**, an effect of one action is the cause of an additional effect. This is sometimes called a *chain reaction* or a *domino effect*.
- After **Critical Thinking**, point out that in some societies, for example in Germany, it is more common to rent property than to buy it. Contracts for renters are more long-term than in other countries, and incentives for home-buyers are fewer there than they are elsewhere.
- In **Vocabulary Skill**, have students highlight or circle the letters after the prefix to help make them more aware of when to use the forms *in-*, *im-*, *il-*, and *ir-*.

Extension Activities



Speaking and Listening Skill Extension: *Silly Linked Story for Cause-and-Effect*

Have students form a circle and create a cause-and-effect story.

1. Explain that this activity depends on careful listening and quick responses. Have students sit in a circle and take turns adding information to a developing story. In each case, they should listen to what the preceding speaker has said and add cause-and-effect information without repeating anything that was said before.
2. Have one person (perhaps the teacher) start the story or give an example: *Once upon a time, there was a young man who lived high in the mountains. Because his family was very poor, he spent a lot of his time looking for food.* [The first cause: the family was poor; and the effect: the need to look for food, have been given.]
3. Have the next person in the circle continue, for example: *Due to the fact that the mountains were too hilly for gardening, the young man took up work as a shepherd taking care of sheep and goats. . .*
4. Then ask the next person to go on. For example: *One day when he was watching his herd, a small goat fell off the mountainside. As a result, the shepherd left his other animals and went to save the small goat. . .*
5. Let the story continue as long as students can add cause-and-effect statements to it. Typically, it gets quite silly as the plot thickens with unlikely events and relationships!

CHAPTER 2: Lottery Winners: Rich. . . but Happy?

Chapter Summary

Target Vocabulary: affluent, ban, debt, extravagant, sensible, tricky, unforeseen, wisely

Reading Skill: Previewing

Reading Passage Summary: This passage describes how people's lives can be changed for better or worse when they become suddenly rich by winning a lottery.

Vocabulary Skill: The Suffixes *-ent* and *-ant*

Answer Key

مرجع زبان ایرانیان

Before You Read

A: The statistics tell you that it is extremely unlikely that you will win a lottery.

B: See Chapter 1 **Teaching Notes** for more about lotteries.

Reading Skill

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

1. the effect that winning the lottery/becoming suddenly rich has on people's lives; 4. in books, biographies, the Internet, in the news, etc.

Reading Comprehension

A: 1. b (lines 5–7); 2. c (lines 8–12); 3. a (lines 12–51, the passage suggests that it is not luck but the decisions they make that dictate their outcomes, and how long their money lasts); 4. b (line 55); 5. b (entire passage)

B: 1. C, W (lines 22, 34–35, 44) 2. C, W (lines 25, 43); 3. C (lines 27–31); 4. C (lines 31–33); 5. W (lines 50–51)

Critical Thinking

C: Answers will vary. Possible answers include:
1. Many people change their attitudes towards people who have become rich, in hopes of benefiting from their wealth; 2. having good judgment, restraint, caution, and/or humility.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:
4. Sensible shoes are generally comfortable and durable but not necessarily attractive. 6. Many young people are in debt because the cost of

education has left them with huge student loans to be paid. Others are in debt due to bad financial management or decisions.

Vocabulary Skill

A: 1. resident; 2. pleasant; 3. defiant; 4. reliant; 5. vacant; 6. participant; 7. evident; 8. applicant; 9. descendant; 10. tolerant

B: 1. evident; 2. descendants; 3. tolerant; 4. residents; 5. vacant; 6. unpleasant; 7. defiant; 8. reliant

C: Answers will vary. Possible answers include:
-ent: coherent, deficient, acknowledgment, fluent, fragment, existent, enrollment, intelligent, encouragement, employment; **-ant:** disinfectant, assistant, brilliant, instant, giant, important, elegant, constant, important

Real Life Skill

A: Answers will vary. See **Teaching Notes**.

B: 1. (a) credit card; 2. (a) money transfer; 3. currency exchange; 4. (an) ATM, withdraw

C: It is a check. Students should write the date on top, name of recipient in the middle, the amount of money in words on the line just below that, and in numerals in the box, and a signature at the bottom.

What do you think?

Answers will vary. Possible answers include:

1. Taking financial advice when necessary and making wise investments that take inflation into account;
2. People like to hope they can change their lives.
3. Bill Gates and Steve Jobs, who run computer hardware and software companies; Li-Ka-shing and Warren Buffett, who have made many smart investments.

Teaching Notes

- After **Before You Read B**, ask students how they answered question 1. Explain that, other than the money withheld to cover overhead costs and expenses, in some places lotteries are often used to fund social programs such as education and public health. Some money is typically allocated to these areas before payout awards are made.
- Explain that *lottery*, as a noun, has another meaning. It can be used to mean any general situation in which everything relies on chance or pure luck. For example: *Getting good weather during a British summer is a complete lottery.*
- In the **Reading Passage**, the expression to *strike it rich* (line 6) means to come into money suddenly and unexpectedly. Also note that the check in the picture says \$88.1 million but the passage says \$29 million. This is the sum the Wilsons got after taxes, and because they chose to receive the lump sum rather than to receive the money over time.
- As a follow-on from the **Critical Thinking** questions, ask students which kind of lottery winner they might be if they won a million dollars or more.
- **Real Life Skill** features various terms associated

with money. *Cash* is “hard” currency in paper bills and metal coins. A *check* (spelled *cheque* in countries like Canada, Australia, Britain) is a signed piece of paper that moves money from your bank account to someone else’s. Electronic or wire transfers are now more common and convenient to use. You can spend money with a *credit card*, whereby you borrow money from a credit card company to pay for a purchase. You have to pay the credit card company back, usually with an extra amount called *interest*, charged monthly. These charges for the use of the company’s money can be very high. A *debit card* takes money directly from your bank account when you use it. It is sometimes called a *check card* because it works like a check. You are using your own money, so there are no extra charges. Both credit and debit cards can be used at *ATMs* by entering your secret code called a *PIN*. It is very important to keep this number secret and never write it where someone could see it. Also, when using credit cards on the Internet, be sure that the URL starts with *https* for security. And never give out financial information in an email!

Extension Activities



Writing Skill Extension: *I Never Win!*

Have students write a brief description of their experience with lotteries and raffles.

1. Explain that some people buy lottery or raffle tickets often, even though they seldom or never win. And some people only buy them on special occasions, or when they’re feeling lucky.
2. Tell students that they are going to write about an experience playing the lottery or buying a chance in a raffle. Ask them to write about whether they won, if they enjoyed the experience, and if they would do it again or not.



Speaking/Listening Skill Extension: *Invent a Charity*

Have groups of students invent a fictional charity to provide aid to a needy cause.

1. Brainstorm a list of charities with the class. What charities operate locally or nationally? What do they do? Are they effective?
2. Divide the class into small groups. Each group should think of social or environmental problems that could benefit from charitable contributions. Some examples include providing better nutrition or medical care, reducing pollution, or creating programs to increase literacy. Are these ongoing problems that need long-term assistance or short-term problems, such as disaster aid after an earthquake?
3. Have each group come up with a plan for a new charity. What will it be called? How do they plan to get people to donate time or give money to it? How will they advertise the charity? Have each group present its plan to the rest of the class. Then have students vote on the best charity idea.

5 Celebrations around the World

Getting Ready

Answer Key

1. (clockwise from top left) a lion dance is part of a parade for Chinese (Lunar) New Year; a (high school/college) graduation ceremony: graduates throw their caps into the air, which symbolizes

the joy and freedom that comes with a new era in their lives ; a wedding: a couple walks back up the aisle after they've been married.

2-3. Answers will vary. Students should support their answers with examples and explanations.

CHAPTER 1: Wedding Customs

Chapter Summary

Target Vocabulary: afford, appropriate, customary, engrave, eternal, fabric, integrate, vice versa

Reading Skill: Using Subheadings to Predict Content

Reading Passage Summary: This passage describes various elements of wedding celebrations and ceremonies around the world.

Vocabulary Skill: Word Families

Answer Key

Before You Read

A: Answers will vary. Actual answers are:

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

Reading Skill

A: Answers will vary. Possible answers include: **The Wedding Dress:** colors, styles, fabrics; **The Rings:** who wears them, styles, shapes, when given; **Flowers:** colors, when used, types; **Gifts:** when given, examples, what kind of

Reading Comprehension

A: 1. b (lines 7–11); 2. c (lines 18–20); 3. b (lines 42–44); 4. a (lines 59–61)

B: 1. It was believed that a vein ran from this finger to the heart (lines 22–25); 2. Roses are in bloom then (lines 33–36); 3. They will be the next to marry (lines 45–48); 4. It is more usual to give money in Asian cultures rather than gifts such as household items (lines 50–54).

Critical Thinking

C: Answers will vary. Possible answers include:

2. Students may discuss how marriage partners

are chosen, the roles within marriage, the wedding ceremony, etc., and may include ideas about how perceptions of marriage have changed.

Vocabulary Comprehension

A: 1. integrate; 2. conducted; 3. extreme; 4. fabric;

5. crazy; 6. drive; 7. regular; 8. appropriate

B: 1. afford; 2. eternal; 3. appropriately; 4. vice versa;

5. integrate; 6. engraved; 7. customary; 8. fabric

Vocabulary Skill

A: 1. (v) symbolize; (a) symbolic; 2. (n) decoration; (v) decorate; 3. (a) customary (v) make customary (Note the verb *customize* has a different meaning: *to modify*.) 4. (n) progression/progress; (a) progressive; 5. (v) choose; (a) chosen/choosy;

6. (n) integration; (v) integrate; 7. (n) popularity; (v) popularize

B: 1. customary; 2. symbol; 3. integrate; 4. decorations; 5. symbol; 6. choose; 7. popularity

Teaching Notes

- For **Before You Read**, elicit a class discussion about *why* these occasions call for special celebration. Take a class poll on which events students think are the most important or the most fun, giving their reasons why.
- The **Reading Skill** involves both quickly previewing the passage and forming some ideas about what the reading will cover. Explain that subheadings help by giving the reader a quick overview of what the reading will contain and some of the main points that will be made. This gives the reader a more focused purpose for reading since the predictions will be “tested” during a more thorough reading.
- For the **Reading Passage**, note that, in some cultures, both the husband and the wife wear wedding rings; in others, only the wife wears a ring.
- Answers to **Critical Thinking**, question 1, will vary. In the United States, traditionally, the parents of a young bride pay for most of the wedding, and the groom’s family pays for the rehearsal dinner before the wedding. Young couples who are just starting out and don’t have many household items yet often register with department stores, indicating the kinds of wedding gifts they would like. Older couples may be independent of their parents and have already established households. Older couples or those

who have been married before tend to pay for their own weddings and prefer different kinds of wedding gifts. A recent trend is for couples to forgo a traditional wedding in favor of traveling to an exotic location to get married. Not only does this often cost less, it can be combined with the *honeymoon* after the wedding. In many Asian cultures, gifts of money are common wedding gifts. For question 2, point out that the average age of marriage has increased in many countries in recent years. This may be because they want to have established careers before getting married.

- In **Vocabulary Comprehension**, point out that *vice versa* is a Latin phrase still widely used by English speakers and means *the other way around*. Explain that several other Latin phrases are still commonly used in English, for example, *et cetera* (meaning *and all the rest, or, and so on*); *circa* (meaning *around, or, approximately*); *mea culpa* (meaning *through my own fault, or I am guilty*). Ask students if they know of any other Latin phrases still used in English.
- In **Vocabulary Skill**, note that some word forms follow similar patterns, but *progress* has the same form for both noun and verb, whereas the other words all have quite different forms.



Extension Activities



Reading/Writing Skill Extension: *Comparing Wedding Customs*

Have individual students compare their culture’s wedding customs with those from other places.

1. Before researching and writing, have students make a list of important wedding customs in their own culture. Then ask them to do an online search for *wedding customs* and take notes on similarities and differences, being careful to note where these occur.
2. Have students write up their findings. Point out that comparisons/contrasts can be organized in two major ways. One approach is to put all the similar things together, followed by the things that are different. Another strategy is to organize by topic, regardless of similarities or differences.
3. If time permits, explain that many couples are shocked to learn that weddings are so expensive. Have the class brainstorm a list of items usually involved in a wedding, including special wedding clothing, jewelry, a religious or legal ceremony, a reception or party, flowers, photographs, music, gifts, and invitations. List these items on the board and have students estimate their costs. Then have students research *wedding costs* to learn about how much these elements can actually cost.

CHAPTER 2: Travel Diary: Yanshuei Fireworks Festival

Chapter Summary

Target Vocabulary: collide, drive away, explosion, in return, legend, nevertheless, stuff, worship

Reading Skill: Recognizing Sequence of Events

Reading Passage Summary: This travel diary entry describes a visit to an unusual and very exciting fireworks festival in the city of Yanshuei.

Vocabulary Skill: Homophones

Answer Key

Before You Read

A: Answers will vary. Actual answers are:

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

B: 1. Answer will vary. These festivals are celebrated in many countries, but have their origins in a particular country or faith. **a.** Mexico; **b.** an Islamic festival; **c.** India (a Hindu festival); **d.** China

Reading Skill

A: Possible sequences include: 5, 4, 6, 1, 3, 2 and 4, 5, 6, 1, 2, 3. The actual sequence is: 4, 5, 6, 1, 3, 2.

B: Answers will vary, but should include words from lines 4–5, 7–8, 16, 20–21, 36, and 48–50.

Reading Comprehension

A: 1. T (lines 4–5); 2. T (lines 6–7); 3. F, a god, not evil spirit (lines 10–13); 4. T (lines 30–36); 5. F, to shake off fireworks (lines 38–40); 6. F, Anyone can attend. (lines 24–26); 7. T (line 38); 8. F, They had some cuts and burns (lines 50–51).

B: 1. Michael thought that they would need a picnic blanket and food, but Lin knew they would need protective clothing and a towel. Michael thought it would be a calm evening but Lin knew it would be exciting and maybe dangerous (lines 5–9); 2. The town needed help because of an incurable plague that was killing the people, for which they blamed evil spirits. They asked Guan Yu to drive out the plague (lines 10–13); 3. The walls are filled with large holes (lines 18–19); the constant sound of fireworks is like a buzzing sound (lines 45–47); 4. Yes, he felt that he'd had a great adventure (line 52) and he had a big smile on his face (line 40).

Critical Thinking

C: Answers will vary. Possible answers include:

1. At Chinese New Year celebrations, the fireworks symbolize sending out the old and welcoming in the

new. It is also believed that the loud noises and light scare away spirits of evil and bad luck. 2. Spain's running of the bulls, where bulls chase men through the streets. At a different time of year, also in Spain, men dress as devils and jump over babies to cleanse the babies of any sin. On New Year's Day in Siberia, people dive into freezing Lake Baikal, and in some countries, people shoot guns into the air after a wedding or other celebrations.

Vocabulary Comprehension

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

B: 1. stuffed; 2. legend; 3. explosion; 4. in return; 5. drive away; 6. worship; 7. collided; 8. Nevertheless

Vocabulary Skill

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

B: 1. soar; 2. hire; 3. overdue; 4. sore; 5. aisle; 6. band; 7. overdo; 8. isle; 9. higher; 10. banned

C: **night:** knight; **whether:** weather; **bare:** bear; **piece:** peace (For the 5th line, answers will vary.)

Real Life Skill

A: 1. The Blue Moon, 1453 South Mission Boulevard; 2. 7.00 p.m.; 3. hors d'oeuvres (small snacks); 4. smart casual (tidy/dressy, but not too formal) 5. Yes (by May 1).

B: Toshi is not coming (*I'm afraid I won't be able to make it; out of town*); Rita and Mark are coming (*definitely be there; looking forward to*)

C: Answers will vary.

What Do You Think?

Answers will vary. Possible answers include:

3. Note that students may mention religious holidays like Christmas, Easter, Holi, Eid-al-Fitr, or Chanukah, in addition to practical celebrations with legends attached to them (such as Thanksgiving, the harvest

festival in North America). Many people enjoy the festivities surrounding a holiday even if they don't believe in the reasons behind them. However, for

many, the significance of these holidays and the events they stem from are very important, so the topic should be handled with sensitivity.

Teaching Notes

- When students have completed **Before You Read**, invite them to share other festivals they know about.
- The **Reading Skill** of *Recognizing a Sequence of Events* is an important one that helps students order the information in a reading passage. Point out that scanning for words or phrases related to time, for example, *when*, *last night*, *moments later*, etc., will help them quickly recognize an event in a sequence.
- In addition to the homophones in **Vocabulary Skill**, here are two common sets that give students problems. The three words *two*, *too*, and *to* sound exactly alike. Students are not as likely to confuse the number, but they often omit the second "o" from the word that means *also* or *very*. (*I am too tired to read two more chapters.*) The second set of homophones is more troublesome: *there*, *their*, and *they're*. *There* refers to place, rhymes with *where*, and is spelled like *here*. *Their* is a possessive adjective used with *they*. If students remember that an apostrophe indicates a missing letter, they will see that *they're* is a contraction for the two words *they are* and is used as a subject phrase. (*They're over there with their children.*)
- For **Real Life Skill**, note that invitations can range from formal ones (like wedding invitations) to more casual, verbal ones and, increasingly, online invitations, especially through social-networking sites like Facebook. Whatever form the invitation takes, it is polite to respond promptly so that event planners know how many people to expect; it is considered rude to ignore an invitation, especially one marked *RSVP*, an abbreviation for the French words *repondez, si'il vous plait*, literally meaning *reply, please*. The sample invitation in the Student Book provides all the key information about the event: the party might last late into the night, expect drinks and snacks but not dinner, and you can wear smart casual clothes. The phrase *smart casual* is used to indicate that you should make an effort (for example, don't just wear jeans and a T-shirt), but there is no need to dress formally (suits or evening gowns). If the dress code says *black tie*, formal dress is expected (gowns for women and tuxedos for men).
- Replies to invitations follow a certain formula. Compare the two replies, which both thank Tom and Amy for the invitation, state whether the person will attend or not, and close with a positive statement. Note that *decline* means to turn down (not accept) an invitation.

Extension Activities



Integrated Skill Extension: *Imported Holidays*

Have students discuss "imported" holidays and find out more about them.

1. Explain that as people become more aware of holidays celebrated in other parts of the world, they often import or adopt them in their home country. Ask students whether they know of holidays now celebrated in their own country, which were not originally observed. For example, *Kwanzaa* is the Swahili word for an African first-fruit harvest festival that has been celebrated by African Americans in the United States since the mid-1960s. Families celebrate Kwanzaa during the last week of December with many activities that emphasize African values. And, *Saint Patrick's Day*, March 17, is a national holiday in Ireland, which is now celebrated in many other parts of the world, too.
2. Have students name an imported holiday. Ask them to learn more about it and report back to the class.

Alternate activity: If students are unaware of imported holidays, ask them to work in groups of three or four, ideally with students who have different ethnic backgrounds. Have them each share a holiday they celebrate. What? How? When? After they discuss, have each group report their findings to the rest of the class.

6 It's a Mystery!

Getting Ready

Answer Key

1. (clockwise from top left) c; a; b; d; 2–3. Answers will vary. Students should express their own opinion

and reasons. If possible, provide students with a little information about each mystery depicted.

CHAPTER 1: The “Lost World” of South America

Chapter Summary

Target Vocabulary: altitude, baffle, fiction, inaccessible, remote, summit, speculate, terrain

Reading Skill: Making Inferences

Reading Passage Summary: This passage describes some remote mountains in South America, the rich bio-diversity they contain and the reasons why we know so little about them.

Vocabulary Skill: The Root Word *spec* + Prefixes

Answer Key

Before You Read

A and B: Answers will vary.

Reading Skill

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

B: Answers will vary. Possible answers include:

- line 2 (*but it still holds some mysteries*); 2. line 22 (*not really a lot*); 3. lines 42–46 (*enormous effort to get there; only be reached after flying. . .and hiking for hours*)

Reading Comprehension

A: 1. b (lines 13–15); 2. a (lines 19–21); 3. a (lines 26–33); 4. b (lines 30–33, 40–41); 5. c (lines 34–35)

B: Answers may vary. Possible answers include:

- The Tepuis are so remote and unexplored (lines 14–16) that they are like another world; they are so old (line 23), and they were unexplored until recently (lines 13–16); 2. Tall sandstone structures with flat tops and steep sides (lines 9–13); 3. They exist nowhere else; have evolved differently from other species (lines 17–30); 4. They were so happy to arrive and rest as it was a long and difficult trip (lines 52–59).

Critical Thinking

C: Answers will vary. Possible answers include:

- Being protected from the modern world may protect

unique and vulnerable plants and wildlife that may have been destroyed elsewhere by humans; Tourism may help protect the environment as it is worth more to locals than destroying the plants and wildlife for food; 2. Scientists can learn of new plants and medicines that can be extracted; They can learn how some species evolved and the land masses were formed.

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

- Yes; 2. science fiction, romance, historical fiction, mystery, horror, children's, young adult, western, thriller, short fiction, fantasy; 3. Siberia (difficult to get to and hard to move around because of the harsh conditions); 4. Perhaps slang terms or grammar; 5. something tough, such as a hiking boot; 6. Mount Chomolangma or Everest; 7. It carries the risk of losing as well as gaining money; 8. Altitude can measure how high an airplane is flying.

Vocabulary Skill

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

B: 1. suspect; 2. expect; 3. retrospect; 4. prospective; 5. introspective; 6. inspect

C: Answers will vary. Possible answers include:

perspective, conspicuous, spectacular, auspicious

Teaching Notes

- In **Before You Read**, elicit students' response to the paragraph. Find out whether they feel it is exciting that technology led scientists to discover a new forest previously uncharted, or whether it is a pity for the locals who had tried to preserve the secret.
- The **Reading Skill** of Making Inferences is a very important language skill and, indeed, a real-life skill. It is often referred to as *reading between the lines*, that is, understanding something that is not explicitly stated but, rather, implied. When listening, people often draw inferences from the tone of voice, in addition to what is actually said. Encourage students to recognize questions that will require using inference. Tell them to look for phrases such as *seems*, *suggests*, *based on the passage*, or *according to the passage*, as well as *What is the author likely to . . .*, or *What does the author probably . . .* Students should use clues from the passage to draw their own conclusions. Give the class this example: *The President commented on the poor state of the economy and indicated that the government would be reviewing tax rates. Then ask, Based on the statement, are taxes likely to be increased or decreased?* Invite some students to share their ideas, providing reasons for their answers. (They should infer from the statement that taxes will probably go up because the economy is struggling.) Arguably, inferred points are not necessarily facts—they may be difficult to prove—but students should develop the skill of making intelligent guesses based on the information available.
- In **Vocabulary Comprehension**, point out that *speculating* is very similar to *inferring*. In both cases, you make an educated guess about something when you do not have enough information to be sure. Make sure that students understand the difference between *speculation* and *fiction*. A *speculation* means a guess but *fiction* is something that is made up, and isn't true or real.
- Some possibilities for **Vocabulary Skill B** include words starting with *spec*: *spectacle* (an exhibit), or *spectacles* (another name for glasses), *spectator*, *specific*, *special*, *speculate*, *specimen*, and *specifications*. *Spec* root words starting with prefixes include the following: *auspicious*, *circumspect*, *conspicuous*, *despicable*, *expectant*, *expectations*, *perspective*, *perspicacity*, *prospect*, and *respect*.
- For extra practice using roots with affixes, use the term *ESL English roots* in an online search. There are many sites that offer students additional practice in building vocabulary by understanding the component parts of English words.

Extension Activities



Speaking/Listening Skill Extension: Ten Questions about Mysterious Places

Have students ask yes/no questions about mysterious places.

1. At the start of the activity, elicit a list of mysterious places from the class and write them on the board. If students lack background knowledge about such sites, have them draw ideas from page 93, or give them some other ideas such as Socotra, Stonehenge, and the Nazca Lines of Peru.
2. Have students work in small groups. Have them choose a site and discuss what they know about it in preparation for answering questions. If possible, allow them time to do some research.
3. When groups are ready, get the class to ask each team yes/no questions. Remind teams that they should not give away any information other than *yes* or *no*. If the class doesn't guess the site after ten questions, the team should tell them the answer.

Note: It is possible that more than one team will choose the same location. This will simply mean that the questioning period may be shorter as the entire class acquires more background information.

CHAPTER 2: Is “Spontaneous Human Combustion” Possible?

Chapter Summary

Target Vocabulary: external, function, scenario, spontaneous, supposedly, thorough, ventilate, victim

Reading Skill: Identifying Main Ideas within Paragraphs

Reading Passage Summary: This passage describes the phenomenon of Spontaneous Human Combustion and discusses some historical examples, as well as possible explanations.

Vocabulary Skill: Collocations

Answer Key

Before You Read

A and B: Answers will vary based on personal opinions, beliefs, and experiences.

Reading Skill

A: 1. adjective; 2. c; 3. noun; 4. a

B: Answers will vary. Possible answers include: *burst into flames; burn; without external cause; caught fire; blaze; from within the victim’s own body*

Reading Comprehension

A: 1. b (lines 1–12); 2. a (lines 25–28); 3. c (lines 20–21); 4. a (lines 43–50); 5. a (lines 50–52); 6. c (entire passage)

B: 1. F, They don’t always die. (line 17); 2. F, The police found his head and ashes. (lines 35–36); 3. T (lines 2–3, 52, 58); 4. T (lines 55–57); 5. F, with an external source (lines 54–65)

Critical Thinking

C: Answers will vary. Students should give explanations and examples.

Vocabulary Comprehension

A: 1. limited; 2. extravagant; 3. function; 4. scenario; 5. eternal; 6. intentionally; 7. limited; 8. victim

B: 1. functions; 2. spontaneous; 3. thorough; 4. ventilated; 5. scenarios; 6. victim; 7. supposedly; 8. external

Vocabulary Skill

B: 1. make; 2. make do/go/work/move/think; 3. make/do/go/short/think/move/hope/work; 4. go/think/move/know/work; 5. make/do/hard/short/work; 6. go/move/think/work; 7. go/know/work; 8. short/think/know; 9. hard/think/do/go/move/work; 10. make/do/hard/short

C: 1. of, about; 2. made; 3. to; 4. short; 5. for, with; 6. to; 7. to; 8. hard; 9. hard

Real Life Skill

A and B: Answers will vary.

What do you think?

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

Teaching Notes

- In **Reading Skill A**, question 1, note that *spontaneous* describes something that happens in a natural way, without planning, usually suddenly and unexpectedly. The word comes from the Latin word *spontaneous*, meaning of its own accord or without outside influences.
- Note that the verb form of the noun *combustion* is to *combust* meaning to be consumed by fire.
- In **Critical Thinking**, question 1, students are asked whether they believe in spontaneous human combustion (SHC). Some critics have noted that SHC is much like an urban legend in that few cases

are well-documented and analyzed. Instead, they always seem to happen to a “friend of a friend,” and people usually hear about the phenomenon indirectly, all of which are classic elements of an urban legend.

- In **Vocabulary Skill B**, some of the collocations form parts of idioms and other multi-word groups and phrases, for example, *go for it* and (*no one knows what to*) *make of it*. Another, also known as, is often abbreviated as *AKA* referring to alternative names and pseudonyms.

- For **Reading Comprehension B**, question 3, note that though the passage does not explicitly discuss what would happen to such a fire in a well-ventilated room, students should be able to infer that a badly-ventilated space is an important element of the phenomenon.
- Nine mysterious places are given in **Real Life Skill**. *The Great Pyramid* is found in Giza, Egypt. No one knows exactly how this huge structure was made. *The Sphinx* is an unusual sculpture found near the Great Pyramid. It has the body of a lion with a human face. Inscriptions name several people, but it is not known whose face it resembles or what the purpose of the statue was, although some have suggested elements of sun worship. *Baalbeck* is a complex of huge stones near Roman ruins in Lebanon's Bekaa Valley. It is not known how the stones were moved to the site. *The Bermuda Triangle's* points are Miami, Florida; San Juan, Puerto Rico; and Bermuda. This is an area

of the Atlantic Ocean where ships and airplanes have been lost without explanation. *Fatima* is a place in Portugal where three children had a vision of the Virgin Mary in 1917. The children claim to have heard her prophesies about wars and other disasters. The Greek philosopher Plato referred to the lost island of *Atlantis*, which is supposed to have disappeared beneath the sea. *Machu Picchu* is an Inca city on top of a mountain in Peru. The stone walls are built without mortar, but the stones fit so tightly you can't slide a knife between them. *Chichen Itza* is a Mayan ceremonial site on Mexico's Yucatan Peninsula. No one understands exactly how it was built or how it was used, although some think human sacrifice occurred there. *Kailasa Temple* is the largest structure cut from a single rock. It is located in the man-made Ellora Caves, in Maharashtra, India. It resembles the Himalayan mountains where the Hindu god Shiva is said to live.

Extension Activities

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Reading/Writing Skill Extension: *Collocation Gap Fill*

Have students mark up a text to create collocation gap fills.

1. Reading and vocabulary specialists advocate that students read in chunks, not word-by-word. To make students more aware that words occur together in units, ask them to take any short text of about 100 words and locate the collocations: words that are commonly found together.
2. Give each student a clean copy of the text. Have them use a wide-tip dark pen to black out one word in each collocation.
3. Then ask students to find a partner and give them the marked text to read and identify the missing words. Ideally, the partner should read the text aloud. The pair should then discuss any difficult or confusing collocations. When the first text has been completed, have each pair exchange roles.



Integrated Skill Extension: *Magical Mystery Tour*

As a follow-on to **Real Life Skill**, have students design tours to mysterious places.

1. Divide the class into groups and assign each group one of the mysterious places named (page 106). Allow students to change groups in order to take advantage of the research done for **Real Life Skill**.
2. Explain that each group is responsible for developing a tour to their site. Tell them they should have information about where the place is located, how to get there, and what the main features to see are. Since each site has many unexplained mysteries, the "tour organizers" should become familiar with at least two main explanations or theories about the place. For example, if Stonehenge were on the list, the organizers could present both theories: that some think it was a religious festival site, and others, that it was an astronomical observatory.
3. Have each group prepare a brochure with the essential information about the site.
4. When all groups have their brochure ready, have a tour agency fair. Tell students to circulate and learn about the various mystery tours. Have one student stay at each group's booth to explain their brochure or answer questions.

7 Health and Fitness

Getting Ready

Answer Key

A and B: Answers will vary. Students should complete the survey and use it to reflect on their own lifestyles.

CHAPTER 1: Successful Dieting

Chapter Summary

Target Vocabulary: alternate, fad, fed up with, go overboard, loaded with, portion, struggle, veteran

Reading Skill: Scanning

Reading Passage Summary: This set of online forum posts describes a number of different ways to lose weight and stay healthy.

Vocabulary Skill: Creating Word Webs

Answer Key

Before You Read

A and B: Answers will vary. Many of the diets mentioned are popular fad diets and their results vary for different people.

Reading Skill

A: 1. a (lines 22–25); 2. b (lines 9–15); 3. c (line 44);
4. d (lines 28–31)

Reading Comprehension

A: 1. b (lines 4–5); 2. a (lines 9–17); 3. b (lines 20–23);
4. a/b (lines 40–44); 5. b (lines 34–35)
6. c (lines 55–56)

B: 1. JudyGirl has tried lots of fad diets (lines 3–5);
2. They don't work because you either eat too much of one food and get fed up, or don't get enough of what your body needs. When you stop the diet, the weight comes back (lines 9–12);
3. She thinks brown foods are better because they fill you up with fiber rather than calories, and are more nutritious (lines 20–24); 4. It can be hard to find good vegetarian restaurants, and

you have to plan your meals very carefully (lines 47–49).

Critical Thinking

C: Answers will vary. Possible answers include:

1. JudyGirl was advised to eat less, exercise more, and make healthier food choices—all generally good pieces of advice. 2. While some people are comfortable asking personal questions online, others do not like sharing personal information in a public forum.

Vocabulary Comprehension

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

B: 1. loaded with; 2. alternate; 3. go overboard; 4. portions;
5. struggling; 6. fad; 7. veteran; 8. fed up with

Vocabulary Skill

A: The position of the words may vary slightly. (clockwise from top left) walk more, in a gym; moderate portions, fiber; lots of carbohydrates, fatty foods.

B and C: Answers and word webs will vary.

Teaching Notes

- After students have taken the *Healthy Habits Quiz* in **Getting Ready**, use it as a discussion starter. Ask why each item promotes good health and what

bad habit each implies (such as eating out at fast-food restaurants frequently, “super-sizing” portions, rewarding yourself with unhealthy foods, etc.).

- Most of the diets mentioned in **Before You Read** have obvious flaws. In the long term, the *Slow Chew Diet* is probably the best because it provides access to a broader, more “normal” range of foods. When people eat slowly, their body has time to register that it is full, so this may be effective, although 50 chews per bite may seem very time-consuming. The *One Meal Diet* is likely to encourage binge eating whereby a person will overeat at their one daily meal and then have very low levels of blood sugar after several hours. The other three diets overemphasize a single food or food group and a dieter will not get balanced nutrition. You can easily get bored eating the same food for most meals and find yourself craving unhealthy foods as a result.
- The **Reading Passage** contains two informal idioms that are especially common in casual speech: *Works for me!* and *do(es) the trick* (lines 9 and 12). Both mean that something a person tried has been a success and are often used when recommending that thing to another person.
- The word *veteran* as used in the text refers to a person who is experienced in a particular area. *With 30 years of experience, Leah is a veteran teacher.*

Veteran can also refer to a person who served in the military, especially in wartime. *Pete’s grandfather was a World War II veteran.* *Veteran* can be both an adjective or a noun.

- Students may already be aware of this but, in case they are not, point out that people often choose not to use their real names when they interact online with people they don’t know well, such as in chat rooms or online forums. Instead, they use what we call a *screen name*. *JudyGirl* and the other names in the passage are all screen names.
- In **Vocabulary Comprehension**, point out that when someone is *fed up with* something, they are annoyed or unhappy. Typically, the unsatisfactory situation has gone on for some time, and the idiom is used to indicate that it is time for a change.
- Many words have shades of meaning or *connotations*. **Word Webs** (as in **Vocabulary Skill**) can help students sort out vocabulary so they can visually understand differences. The term *web* is used as an analogy for a spider’s web. Encourage students to make connections and draw lines between different categories as well as between other sections of the web.

Extension Activities



Vocabulary Skill Extension: *Food and Drink Word Webs*

Have students work in groups to create word webs for food and drink.

1. A word web is a good tool for seeing how students choose to organize their ideas. People have different ways of categorizing the same foods. For example, some might sort a tomato into categories of cuisine (common in Italian dishes, not common in Chinese dishes), while others might classify it based on varieties of tomato (plum, grape, cherry, beefsteak, etc.). Have students work in groups to create food and drink word webs.
2. Because you do not want to influence the way students set up their word webs, do not provide any suggestions as to how they might be organized. The only criterion is that humans can eat or drink the items. If possible, ask groups to work far apart so that conversations from one group do not influence another group.
3. When all groups have finished their word webs, ask them to present them to the rest of the class.

Note: Word webs, a kind of graphic organizer, help language learners to see interconnections between ideas and ways of expressing them. Point out that there are no “correct” word webs and there are many different ways to organize the same information. However, it is important that students are able to explain why they made the connections they did.

CHAPTER 2: Barefoot Running

Chapter Summary

Target Vocabulary: absorb, ache, adapt, balance, clear-cut, persistent, rush, urge

Reading Skill: Predicting

Reading Passage Summary: This passage discusses the possible health benefits of barefoot running, a type of exercise many athletes have now taken up.

Vocabulary Skill: The Prefix *fore-*

Answer Key

Before You Read

B: Answers will vary. Possible answers include:

1. Your running style will affect the way you strike the ground with your foot, and where the pressure is placed. The shoe will wear away at the points with the most pressure. Shoes need to provide support in the areas where the foot does not hit the ground straight. 2. Some people may need shoes to protect their feet, particularly on hard surfaces. Shoes are not necessary on softer surfaces like sand or grass.

Reading Skill

A: 1. gaining (line 1); 2. fewer (lines 7–9); 3. faster (lines 8–9, 23–24); 4. shorter (line 33); 5. front (lines 24–25)

B: Students should refer to the line numbers above.

Reading Comprehension

A: 1. F, It is a recent, growing trend. (lines 1, 5–7);
2. T (lines 11–15); 3. F (lines 9–10, 37);
4. T (lines 16–19); 5. T (lines 22–28);
6. F, less energy, not more (lines 31–36);
7. T (lines 29–30, 38–40); 8. T (lines 40–41)

B: 4; 5; 1; 3; 2

Critical Thinking

C: Answers will vary. Possible answer: 2. Perhaps some are trying to live more naturally, to go back to our pre-industrial roots when humans didn't have the many life-threatening health problems associated with people of developed nations, such as obesity and other modern diseases.

Vocabulary Comprehension

A: 1. absorb; 2. balance; 3. persistent; 4. resist; 5. joy;
6. relax; 7. adapt; 8. confusing

B: 1. clear-cut; 2. absorbs; 3. adapts; 4. balance;
5. rush; 6. persistent; 7. urge; 8. aching

Vocabulary Skill

A: 1. n/v, to predict/a prediction; 2. n, the front of your head or skull; 3. v, to predict something will happen;
4. n, ancestors; 5. n, the first section of your arm above your hand; 6. n, the leading position/at the cutting-edge; 7. v, to predict something bad will happen; 8. n, a short introduction to a book;
9. n, a feeling something bad is going to happen;
10. n, in the front

B: 1. forefathers; 2. foreground; 3. forefront;
4. foreword; 5. forehead; 6. forecast; 7. forewarned;
8. forearm; 9. foreboding; 10. foreseen

Real Life Skill

A: Answers will vary. Possible answers include:

1. a calculation of weight and height to determine if you are underweight or overweight; 2. how fast your heart beats; 3. how much energy you burn when resting; 4. how much fat and muscle you have; 5. increasing muscle strength by pushing against weights 6. force of blood pushing against artery walls; 7. getting your body ready for exercise/getting it ready to stop exercising; 8. how fast blood sugar levels in blood rise after eating different foods; 9. radiation found in sunlight

B: 1. weight and height; 2. minute; 3. energy you use;
4. muscle; 5. weight lifting; 6. higher; 7. before;
8. rise; 9. skin cancer

What do you think?

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

Teaching Notes

- In **Before You Read**, point out that *neutral* also has a general meaning outside of this context. Ask students if they know the definition, confirming or correcting it as necessary. (*Neutral* means impartial, not favoring one side or another, for example, in a war or in any kind of dispute or debate.)
- The **Reading Skill, Prediction**, often starts with photographs or graphics. Before the students start the section, have them look ahead and ask what they see in the photographs. Next, move to the title and ask what further information that provides. Then have students read only the captions. What do these elements of the text make them think the passage will be about?
- The **Reading Passage** mentions the *Achilles tendon* (line 52). Tendons are pieces of tissue that connect a muscle to a bone. The Achilles tendon connects the calf muscles to the heel bone and is named for the Greek god, Achilles, whose only weak point, according to the myth, was at his heel. Although the Achilles tendon is very strong, it is also quite vulnerable. Runners, in particular, are prone to swelling in their Achilles tendon.
- In **Critical Thinking**, question 2, students are asked about a movement toward a more *natural* lifestyle. Encourage students to come up with more examples of this movement. (Some examples may include paying closer attention to food labels; eliminating fast food; only buying local produce; growing fruit and vegetables at home, where possible; being more conscientious about recycling; and so on.) Ask students to consider *why* this movement has been growing.
- In **Vocabulary Comprehension**, point out to students that the word *urge* is used as a verb in the text, meaning to strongly advise someone to do something, but it can also be a noun, meaning a strong wish or need to do something. Ask students what adjective it forms, meaning something very important that needs to be done right away: *urgent*.
- In **Vocabulary Skill**, while the prefix *fore-* means before or at the front (as in *foreground*), explain to students that it can also refer to something earlier or previous, as in *forebear* (meaning ancestor) or *foreboding* (meaning an advance warning/sense of something bad).

Extension Activities

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Reading/Writing Skill Extension: *Predicting based on an Advertisement*

Have individual students create clever advertisements. Partners or groups must use inference to identify the product or service being advertised, and predict what the advertisement is about.

1. If possible, print or cut out examples of clever ads and bring them to class. These are the type of ads that do not overtly state what is being sold, for example, Nike's *Just Do It* or L'Oreal's *Because You're Worth It*.
2. Have students work individually to design an original advertisement without giving away what the product or service is. Tell them to use at least one image plus a slogan or heading. Consider having them limit the text to 15 words.
3. Next, put students into pairs or groups and have them swap ads. Students should predict what the ad is about and identify the product or service being advertised.
4. Circulate the advertisements around the classroom. Make a note of the ads that were correctly identified the most often, and the ones that caused students difficulty. For the latter, have the student who created the ad answer *yes/no* questions from their classmates until the product or service is correctly predicted. For example: *Is this something used by everyone? Is it expensive? Is it something you can eat?*

8 Space and Flight

Getting Ready

Answer Key

Answers may vary. Actual answers:

- (top row) space shuttle; hang glider; (middle row) hot air balloon; (bottom row) helicopter; tiger moth/early airplane.
- (from top to bottom, left to right): 5, 3, 1, 4, 2

See Teaching Notes.

- Answers will vary. There are 52 nations around the world with space programs, including China, United States of America, Russia, Japan, and Australia.

CHAPTER 1: Human Adaptation to Space

Chapter Summary

Target Vocabulary: confine, distribute, duration, expedition, expose, intense, mission, sacrifice

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage describes the physical and mental hardships that astronauts deal with on spaceflights, and how these issues may affect the future of space travel.

Vocabulary Skill: The Prefixes *dis-* and *de-*

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

- Some astronauts fly the spacecraft, some repair equipment, some operate equipment, some conduct experiments;
- It is dangerous. The *Challenger* exploded shortly after take off in 1986, and the *Columbia* was destroyed during re-entry in 2003.
- Zero gravity and long periods in a small space affect the muscles, the bones, and the balance system of the body.

Reading Skill

A: 1. M; 2. S; 3. S; 4. M; 5. S; 6. M

Reading Comprehension

A: 1. b (lines 5–7); 2. c (lines 21–25); 3. a (lines 16–21); 4. a (lines 43–48); 5. b (entire passage)

- B:** 1. F, Russia was the first to have someone travel in space (lines 1–5); 2. F, It's caused by confusion of the internal balance system (lines 17–20); 3. T (lines 17–20); 4. F, because they don't use their muscles in zero gravity (lines 27–29); 5. T (entire passage); 6. F, a few months, not years (lines 40–41).

Critical Thinking

C: Answers will vary. Possible answers include:

- It is seen as a high-status, glamorous, and exciting job.
- police work, armed forces, firefighting, emergency-room doctors, explorers

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

- food, water, medicines, a big knife;
- astronauts, explorers, people doing extreme sports, military personnel, social workers, and charity volunteers go on missions;
- by wearing sunblock and a hat;
- A typical movie used to be about one and a half hours long, but recently popular movies average about two and a half hours.

Vocabulary Skill

A: 1. depart; 2. disqualified; 3. detach; 4. discharge; 5. deduct

B: 1. descent; 2. disapproving; 3. detract; 4. disembark; 5. disperse

C: 1. arrive; 2. allow/qualify; 3. attach; 4. retain/keep/appoint; 5. add/increase; 6. ascent; 7. approving; 8. enhance/focus; 9. embark; 10. gather

Teaching Notes

- For **Getting Ready**, question 2, note these dates: First engine-powered plane: 1903; first successful helicopter: 1939; first modern hang glider: 1936; (earlier versions were invented in the late 19th century and were being used in the 1920s, but the version pictured is more modern); the first space shuttle launched in 1981; first hot-air balloon flew in 1793.
- For question 3, note that not all space programs send people into space. Many use robotic (unmanned) spacecraft, particularly to launch satellites in space. The European Space Agency is a consortium of 20 member states that uses a launch site in French Guiana, on the coast of South America. Other countries with unmanned space programs include Japan, China, and Russia.
- For more information on the topics in **Before You Read**, encourage students to visit the NASA (the United States' National Aeronautics and Space Administration) website, which has special sections for students and educators.
- Before students do **Reading Skill**, ask them how they identify the main idea as opposed to supporting details. A main idea is typically more general, while supporting details provide much more specific information or give examples. Supporting details often provide numerical data or statistics. For **Reading Skill B**, have students highlight the main idea sentences and note their position (in many cases, the first sentence of the paragraph).
- In **Vocabulary Comprehension**, the word *intense* means something very strong or extreme. It can also be used as an adjective of personality to describe a person who is always serious and tends to have strong opinions or emotions.
- The **Vocabulary Skill** focuses on two prefixes that have a negative effect when added to a word root. In **Vocabulary Skill C**, note which antonyms are the basic root without *dis-* or *de-* and which have their own prefixes.

Extension Activities



Integrated Skill Extension: *Spaceship Design*

Have students work in groups to design a spaceship.

1. Divide the class into small groups. Each group must consider all the factors involved in human space travel: basic survival (air, food, water, elimination, sleep); health and fitness issues; navigation of the spacecraft; and the ability to make repairs or deal with problems.
2. Have students discuss these issues. They should decide on a particular mission for their spacecraft, which will determine the length of the journey. It may be necessary to do some research.
3. Groups then design a diagram of their spaceship and label how the components are used.
4. Have groups take turns presenting their spaceship designs to the rest of the class.



Writing/Reading Skill Extension: *Space Tourist Application*

Have students write a letter explaining why they would be a good space tourist.

1. Explain that space tourism is set to become more accessible to ordinary citizens in the not too distant future. Tell students that they must write a letter of application to a space tourism program which is offering a free trip to the three best applicants.
2. Have students each write a one-page letter. Tell them they can make up anything about their qualifications. When the students have finished, give each application a number or letter for identification. Then post the application letters around the room.
3. Have classmates read each others' applications and vote for the three winners.

CHAPTER 2: Pioneers of Flight

Chapter Summary

Target Vocabulary: behind schedule, devise, far-fetched, innovation, primitive, principle, steer, witness

Reading Skill: Making Inferences

Reading Passage Summary: This passage describes three people who were ahead of their time and invented ways for humans to fly.

Vocabulary Skill: Idioms with *time*: Inferring Meaning from Context

Answer Key

Before You Read

B: Answers will vary. Possible answers include:

1. prejudice, lack of support, disbelief, fear, jealousy, failure;
2. Howard Hughes, Charles Lindbergh

Reading Skill

A: 1. was blown up by the explosion; 2. only many years later; 3. did not manage

Reading Comprehension

A: 1. W, H, L (line 4); 2. W, H, L (lines 18, 36–38, 49–51); 3. H (lines 20–27); 4. W (lines 9, 17–18); 5. L (lines 41–42)

B: Answers may vary. Possible answers include: 1. The writer mentions China's 2003 space flight to show that ideas from long ago have resulted in success in recent times (lines 7–9); 2. He used gunpowder to power it (lines 13–15); 3. It was a flying boat made of wood; the biggest airplane ever built (lines 31–32); many modern airplane designs are based on it (lines 36–38). 4. It was expensive, and working with wood is slow and difficult, so the plane was built behind schedule. It was also too big to operate well, and it wasn't ready in time to assist during the war (lines 33–36); 5. In June 2000, a man jumped out of a hot air balloon and used a machine based on da Vinci's parachute design to land safely (lines 47–51).

Critical Thinking

C: Answers will vary. Possible answers include:

2. Charles Lindbergh flew solo across the Atlantic

Ocean in 1927; Mathew Webb was the first to swim the English Channel in 1875.

Vocabulary Comprehension

A: 1. copy; 2. walk; 3. exact; 4. external; 5. imagine; 6. languages; 7. primitive; 8. transfer

B: 1. primitive; 2. innovative; 3. far-fetched; 4. devise; 5. steered; 6. witnessed; 7. behind schedule; 8. principles

Vocabulary Skill

A: earlier than expected; a. ahead of time; b. ahead of her time

B: 1. for a long period of time; a. at a time; b. for some time; 2. very soon/very quickly/in a short time; a. in no time; b. in time; 3. in all of history ever; a. of all time; b. all the time; 4. for now/until the situation changes/from now until the near future; a. for the time being; b. for a time

Real Life Skill

A: **verb:** an action; **adjective:** describes a person, thing, or action; **adverb:** modifies and describes a verb, shows the manner in which something happens; **phrasal verb:** verb + adverb/preposition

B: 1. phrasal verb; 2. adjective; 3. noun; 4. preposition; 5. adverb; 6. verb; 7. adjective; 8. phrasal verb; 9. conjunction; 10. verb

What do you think?

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

Teaching Notes

- For **Before You Read B**, note that Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean. During an attempt to fly around the world in 1937, her plane disappeared and was never

found. In 1903, the Wright brothers' plane, The Wright Flyer, was the first "powered, heavier-than-air machine to achieve controlled, sustained flight with a pilot aboard."

For question 2, note that the Montgolfier brothers from France made the first manned flight of a hot-air balloon in 1783. Out of interest, ask whether anyone has heard of Icarus, a character in Greek mythology who flew with wax wings. His wings melted when he flew too close to the sun, so he fell into the sea.

- In **Reading Skill B**, when students explain their answers to a partner, they should indicate words or phrases from the passage that led them to make the inference.
- The **Reading Passage** mentions *fulfilling a dream* (line 8). In the reading, *fulfilling* means achieving or completing something, but it has another meaning in the business world. In the UK and U.S., the *Fulfillment Department* of a mail order or Internet business supplies the goods the customer has ordered, and arranges for them to be delivered.
- Ask students if they know anyone who has *aerophobia*, or fear of flying.

Have a class discussion about the symptoms (anxiety, panic attacks, nausea), and how it may impact a person's life (it would cause inconvenience as air travel is often necessary for professional/ personal reasons).

- For **Reading Comprehension A**, question 3, note that da Vinci's machine was not actually built and flown, but machines based on his ideas have been shown to work. For question 4, the language that suggests the story may not be real includes: *legend* (heading); *legend has it* (line 9); *The story goes* (line 13), and *far-fetched* (line 17).
- For **Critical Thinking**, question 2, if students have difficulty coming up with examples, suggest that they think about specific categories, for example, adventuring accomplishments; medical developments; sporting records, etc.

Extension Activities

www.irLanguage.com



Integrated Skill Extension: *Leonardo da Vinci Skit*

Have students role-play a conversation between Leonardo da Vinci and a 21st-century young adult.

1. Put students into pairs. Have them decide who will be the modern person and who will be da Vinci. If they have difficulty deciding, assign the roles yourself, or have them toss a coin.
2. Explain that, while the skit may incorporate other ideas, it must feature a detailed explanation (given to da Vinci) of modern commercial air travel.
3. Give students time to brainstorm. They may write a script if they wish, but encourage them to note main points and improvise the dialogue so that it is more natural. Have them rehearse their skit. Then invite volunteers to perform in front of the class.



Integrated Skill Extension: *A Timely Idiom Quest*

Have students find additional idioms using *time* and challenge their classmates.

1. Using a good dictionary, have students work in groups to find 20 additional idioms based on the word *time*. Explain that they should know what each idiom means and provide a sentence in which the idiom is used. Tell the groups to write each idiom on a small piece of paper and put all the slips into a bag.
2. When all groups have submitted their idioms, shuffle them. Taking turns between groups, have a representative from each group draw an idiom, read it aloud, and use it in a sentence. Explain that if the person is unsure of the meaning of the idiom, he or she can consult with other members of the group before giving the sentence.
3. The rest of the class then decides whether the use of the idiom is correct. If so, that team wins five points and it is the next team's turn. If the use of the idiom is incorrect, no points are awarded and the idiom goes back into the bag.

Getting Ready

Answer Key

1. (clockwise from top left)

- b (child-free couple); a (extended family);
c (nuclear family); d (single-parent family).

2–3. Answers will vary. Encourage students to provide examples to illustrate their opinions.

CHAPTER 1: Is an Only Child a Lonely Child?

Chapter Summary

Target Vocabulary: advocate, content, circumstance, dilemma, negotiate, self-esteem, sibling, stigma

Reading Skill: Recognizing Facts and Opinions

Reading Passage Summary: The passage explores the advantages and disadvantages of raising an only child.

Vocabulary Skill: Compound Nouns

Answer Key

Before You Read

A: Answers will vary based on personal opinions and experiences.

Reading Skill

A: 1. F; 2. O; 3. O; 4. F; 5. O; 6. O

B: 1. there are no other (line 17) 2. which may lead (line 18); 3. people believe (line 21); 4. general trend (line 28); 5. they suggest (line 32); 6. believe (line 53)

Reading Comprehension

A: 1. a (lines 1–2); 2. a (lines 15–19); 3. c (lines 25–29); 4. b (lines 48–50); 5. b (lines 30–41)

B: 1. F, he's a happy child (lines 6–7); 2. T (lines 21–24); 3. T (lines 42–44); 4. F, it's ok for a child to like being alone (lines 48–50); 5. F, he only advises her to consider the matter carefully (lines 51–56).

Critical Thinking

C: Answers will vary. Possible answers include:
2. population decline, lack of future marriage partners, young generation unable to support older

generations; governments can provide relevant social services

Vocabulary Comprehension

A: 1. solution; 2. respect; 3. enemy; 4. insist; 5. jealous; 6. circumstances; 7. selfishness; 8. veteran

B: 1. dilemma; 2. circumstances/dilemmas; 3. negotiate; 4. content; 5. siblings; 6. stigma; 7. advocates; 8. self-esteem

Vocabulary Skill

A: 1. **birthrate:** noun + noun; **software:** adjective + noun; **takeout:** verb + preposition; 2. **family planning:** noun + verb; **maternity leave:** noun + noun; **family tree:** noun + noun; 3. **self-esteem:** noun + noun; **give-and-take:** verb + conjunction + verb; **mother-in-law:** noun + preposition + noun

B: a. father-in-law; b. boyfriend; c. self-control; d. babysitter; e. driver's license; f. housewife; g. grandmother; h. lifestyle

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

Teaching Notes

- **Getting Ready** presents several different family forms. The *nuclear family* is a term from sociology used to refer to a married couple and their

children. Point out to students that culture can be a contributing factor to family forms. In some countries, it is traditional for several generations to live together

as an *extended family* (which usually also includes aunts, uncles, and cousins). Usually, in these cases, the grandparents help to raise young children, and the whole family supports and cares for elderly members. Single-parent families and childfree couples are more common these days than in the past. In addition to the family forms mentioned, others are *blended families*, where both husband and wife live with their children from previous marriages, *common law couples* who are unmarried but living together, as well as *same-sex couples*. In some countries, the rate of people who remain single has risen.

- Once students have completed **Before You Read**, have a class discussion on each point. Make it clear that all opinions are to be treated with respect. Remember that attitudes vary enormously between cultures and may also be influenced by religion and public policy. For example, some religions and governments have a prenatal policy to encourage people to have children, while others have policies that restrict the number of children a couple can have. For example: the birth rate is still high in the Middle East and Sub-Saharan Africa, although it has declined sharply in other parts of the world. Note that this will also be discussed in **Critical Thinking**.

- In the **Reading Skill**, help students discriminate between fact and opinion by looking for the qualifying words listed in the box (*may, believe, think, etc.*). As they scan the reading, remind them to underline all qualifying words that signal opinions.
- In the **Reading Passage**, point out that the idiom *give-and-take* (line 22) indicates a willingness of people on both sides to listen to each other and to *compromise* or accept some of the other person's wishes or opinions.
- In **Vocabulary Comprehension**, explain that to *negotiate* is to discuss something with another person or group until you reach an agreement, often by making some *concessions* with regard to each other's conditions. As the letter in **B** indicates, deciding to have children or not is a difficult area for *negotiation*.
- Hyphenated compound nouns in **Vocabulary Skill** form plurals by adding *s* to the first word, such as *mothers-in-law*. The term *housewife* in **Vocabulary Skill B**, can be a controversial term in some societies because it has the connotation of a woman who does not work. Since managing a household is a very challenging job, some people prefer the term *homemaker* to *housewife*.

Extension Activities



Research and Writing Skill Extension: *A Place in the Family*

Have students write about their place in their family and how it affects their lives.

1. Explain that for many years, psychologists have been interested in *birth order* and its influence on personality. *Birth order* is the position a person has, by age, among his or her siblings. The firstborn is the eldest child, and until the next child arrives, is an only child. Middle children include all those between the firstborn and the youngest or "baby" of the family.
2. Have students do an online search for *birth order* to learn about research that has been done on personality, intelligence, and success in relation to birth order. For example, in 1874, Francis Galton noted that a disproportionate number of famous men were firstborns. Recent studies show a correlation between birth order and intelligence.
3. Have students write about their own family situation and whether they agree/disagree with studies' claims about birth order. Students should support their opinions with reasons and examples.



Writing Skill Extension: *Sibling Rivalry*

Have students come up with some suggestions for reducing sibling rivalry.

1. Talk about how all is not always perfect in family life. Jealousy, arguing, and competition are common between brothers and sisters. Tell students they are going to think about whether sibling rivalry can be prevented.
2. Ask students to first think about the reasons for sibling rivalry (different treatment by parents, competition for affection or recognition, brothers or sisters with special talents or problems, etc.). What are some typical sibling problems? Have students work in small groups to make a list.
3. Then ask what can be done to create better relations between siblings. Have students make suggestions for each of the problems on their lists, and share them with the class.

CHAPTER 2: Changing Roles: The Rise of Stay-at-Home Dads

Chapter Summary

Target Vocabulary: absent, hang out, intention, presence, priority, sole, thereby, transition

Reading Skill: Previewing

Reading Passage Summary: This passage describes the rise in numbers of stay-at-home fathers and how people feel about the changing roles.

Vocabulary Skill: The Root Words *pater*, *mater*, and *juv*

Answer Key

Before You Read

A: Answers will vary based on personal opinions.

Reading Skill

B: Answers will vary. Possible answers include:

- Men and women's roles in the home, housework, careers, caring for children, etc.
- newspapers/news websites, parenting magazines/websites;
- will vary based on students' personal experiences and opinions.

Reading Comprehension

A: 1. b (lines 4–7); 2. a (line 14); 3. b (lines 35–37); 4. a (lines 38–44); 5. a (entire passage)

B: 1. T (lines 1–3); 2. F, are usually close to their children, despite being busy with their careers (lines 16–19); 3. T (lines 21–22); 4. F, he didn't plan it that way, but wanted to work remotely (lines 33–35); 5. F, because of Hunter's wife's job (lines 38–41)

Critical Thinking

C: Answers will vary. Possible answers include:

- provide paternity leave as well as maternity leave, and give incentives to take both; educate the public on the long-term benefits of children having quality time with both parents; emphasizing and allowing for workers to have a better work-life balance

Vocabulary Comprehension

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

B: Answers will vary. Possible answers include:

- many people have to go from being taken care of as children to caring and fending for themselves, and for some, the first period of independent living may be challenging.
- Though one would expect a survivor to be relieved that he or she is alive, many survivors suffer from *survivor guilt*, especially if they survived but their loved ones did not.

Vocabulary Skill

A: 1. matriarch; 2. maternity; 3. (to) mother;

- rejuvenate; 5. paternal; 6. juvenile; 7. patriarch; 8. maternal

B: Answers will vary. For question 4, maternal instinct is usually defined as a natural desire to have, care for, and protect one's own children.

Real Life Skill

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

B: 1. stepfather; 2. stepbrothers; 3. half-sister;

- father-in-law; 5. stepsons; 6. ex-husband; 7. (adopted) sister/step-sister

What do you think?

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

Teaching Notes

- The gender roles associated with family responsibilities in **Before You Read** (and students' opinions about them) will vary according to different generations and cultures. With more women in the workforce, it has become necessary for responsibilities at home to be shared, or to find

other ways of dealing with them. For example, some working couples pay others to clean the house, cook, do laundry, and care for the children.

- The **Reading Passage** mentions the word *juvenile* which basically means relating to young people. Point out to students, however, that it can also be

a word with negative associations or connotations. It commonly collocates with *detention* (*juvenile detention* means putting a young person in prison) or *delinquent* (a *juvenile delinquent* is a young person who has taken part in criminal activity). As an adjective, *juvenile* tends to imply the idea of immaturity, foolishness, and pettiness.

- Open the **Critical Thinking** questions up to class discussions. The passage talks about *stay-at-home dads*, men who have chosen to be the primary care-givers for their children while their wives work outside the home. Point out the difference to students between fulltime stay-at-home dads and men who seek short-term *paternity leave* when their child is just born. Parental leave varies enormously from country to country in length, payment, and availability to fathers as well as mothers (*maternity leave*). In some countries, an allowance is made for parents to have a full year's leave with adequate pay and continuation of benefits, but other countries, such as the United States, provide only 12 weeks

of unpaid leave, and at that, only if the company has more than 50 employees and the parent has worked there for at least a year. If there is time, have students do further research on the policies in their country.

- In **Real Life Skill B**, it may be useful to teach students about *kinship diagrams* to graphically represent the relationships in a family line. Social scientists use triangle symbols for males and circles for females. Students can represent marriage with an equal sign, and descent (or children of someone) by a line coming down from the equal sign. If the marriage ended, the equal sign has a diagonal line through it. All people of the same generation are level on a horizontal line. It is helpful to write names over the triangles or circles to keep track of the family members. Draw the symbols on the board so that all students use the same system and can easily understand each other's diagrams. The Extension Activity in this chapter will give students more practice with kinship diagrams.

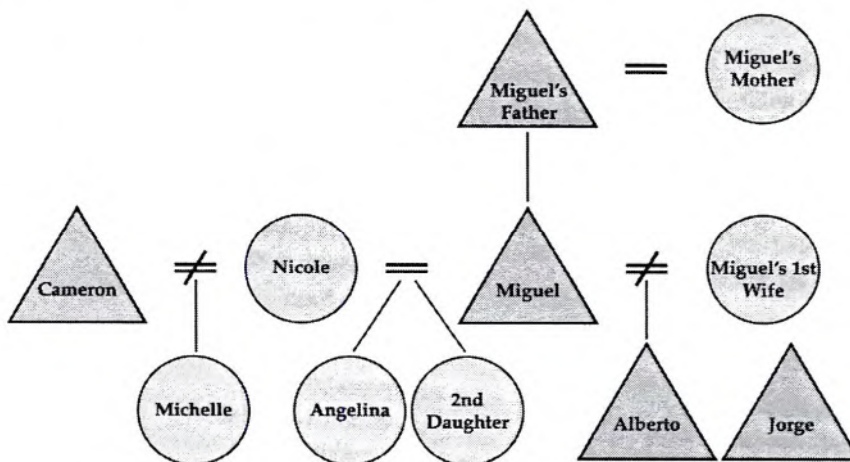
Extension Activities



Integrated Skill Extension: Kinship Diagrams

Have students draw diagrams about the Hollywood family in **Real Life Skill**, and then draw diagrams of their own families.

1. Have students start with Nicole as a circle in the middle and draw a kinship diagram like the one below. There is an equal sign with a slash through it on the left leading to the triangle that represents her former husband, Cameron. A vertical line below the equal sign leads to a circle for Michelle, the child of that marriage and so on.
2. Once the whole class understands the diagram for the Hollywood couple, have each student draw a diagram about their own extended family, including parents, siblings, grandparents, aunts, uncles, and cousins.



UNIT 10 The Future of Education

Getting Ready

Answer Key

Answers will vary. Possible answers include:

1. (clockwise from top left) listening to the teacher/reading the blackboard (1950s); taking notes from a computer screen (1980s); using laptops (present day); using an interactive whiteboard (present day).

2. Technology is used more in classrooms now; teachers and students interact more while learning; students move around the class more instead of staying at their desk; **3.** core information is available to students; they control more of the learning process.

CHAPTER 1: Internet Learning: The Future?

Chapter Summary

Target Vocabulary: distract, entail, erratic, pacing, perspective, prestigious, reliable, supplement

Reading Skill: Arguing For and Against a Topic

Reading Passage Summary: This passage offers two different experiences and opinions of studying through online courses.

Vocabulary Skill: The Root Word *ven/vent*

Answer Key

Before You Read A and B: Answers will vary.

Reading Skill

A: Advantages: **1.** cost (line 5); **2.** flexibility of time; you can control the speed of your own learning and re-watch until you understand fully (line 11); **3.** choice of styles and perspectives (line 16); **4.** choice of subjects (lines 18–23); **5.** variety of institutions from all over the world/not limited by location (lines 19–23) **Disadvantages:** **1.** material can be incomplete or irrelevant, or not varied enough yet (lines 38–40); **2.** no social interaction or discussion (lines 41–44); **3.** can be boring and easy to be distracted online (lines 44–45); **4.** no external motivation; takes self-discipline (lines 45–48); **5.** not recognized by employers yet (lines 53–54)

Reading Comprehension

A: **1.** a (lines 24–26); **2.** c (line 49); **3.** a (lines 49–51); **4.** a (lines 52–54); **5.** c (entire passage)
B: **1.** F, Sam's going to get a part-time job, implying that he doesn't have one now, and Jess's internship was in spring, now over (lines 27, 29); **2.** F, Sam's

friend, not professor (lines 8–9); **3.** T (lines 18–19);

4. T (lines 10–14); **5.** T (lines 45–48);

6. F, the same amount of time, not less (lines 49–50)

Critical Thinking

C: Answers will vary. Possible answers include:

1. We know that Jess is very social and needs others to encourage and motivate her; Sam is happy to work alone. **2.** Courses with more practical elements, such as medicine, or trades such as hairdressing, or learning instruments, etc., would be hard to teach online.

Vocabulary Comprehension

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

B: **1.** entails; **2.** prestigious; **3.** supplement; **4.** erratic; **5.** distracting; **6.** reliable; **7.** perspectives; **8.** pacing

Vocabulary Skill

A: **2.** verb, come/bring together; **3.** verb, to get around/find ways to avoid (a rule); **4.** verb, become involved with/interrupt something; **5.** noun, an option, a path or a road; **6.** noun, income/money coming in; **7.** noun, stopping something from happening

B: 1. prevention; 2. convened; 3. intervened;
4. revenue; 5. circumvent; 6. avenue

C: Answers will vary. Possible answers include:
invent; venue; event; vent; adventure; convention

Teaching Notes

- Point to the chapter title and ask what other term means *Internet learning* (*online learning*).
- Expand on the **Getting Ready** questions to stimulate students' interest in the unit topic and to encourage discussion. Ask if students feel the changes in learning over the past 50 years have been mainly positive or negative, reminding them to support their opinions with examples. Ask if they think education should be about discipline and seriousness, or if learning should be fun.
- Once students have completed **Before You Read**, invite some pairs to share their ideas with the class. For question 2, draw a line down the center of the board and make a master list of the pros and cons of the Internet as a study tool.
- In **Reading Skill**, advise students to take note of the points made in the blue box and to be strategic when they skim the text. Point out that positive words and phrases such as *perfect*, *flexibility*, *Another great thing*, *I love online learning*, etc., will signal pros. When students have finished the activity, ask which words and phrases signaled the cons of online learning (*however*, *something missing*, *negative*, *boring*, *distract*, etc.).
- Draw students' attention to how the **Reading Passage** is organized. In this instance, the advantages of online learning are presented in the first half of the text, with the second half mainly dedicated to the disadvantages (although the second student clearly favors traditional learning methods, she does concede some positive points about the Internet as a resource). Explain that arguments for and against a topic can be presented separately but they can also be mixed within the same paragraphs.
- For **Critical Thinking**, ask students what they know about *learning styles*. Invite volunteers to provide a definition of the term, confirming or correcting as necessary. Note that learning specialists have identified a number of specific styles. For example, *visual* learners learn better if they can see what they are being taught, *aural* learners learn best by listening, and so on. It is believed that people generally have one dominant learning style, although most people have a mix of learning styles. Have students research learning styles and think about which style they most identify with.
- In **Vocabulary Comprehension**, point out that *supplement* is used here as a verb, meaning to make something bigger or better by adding to it. Explain that *supplement* can also be a noun, for example, *Lara's part-time job provides a useful supplement to her monthly income*.
- For **Vocabulary Skill C**, tell students that the Internet has several "word info" sites which will allow them to do searches by word parts, such as the Latin and Greek roots and affixes used in Modern English. By entering one word containing the target root word, they can find many others along with definitions and word histories. Have them try this to find more *ven/vent* root words.

Extension Activities



Writing/Reading Skill Extension: *I Taught Myself!*

Have students write about something they learned by themselves.

1. Ask the class to brainstorm a list of things they have learned all on their own.
2. Explain that each student will write about something they taught themselves, including the method they used and how long it took to learn. How did they know they were successful?
3. Have students share their written stories with a partner and discuss their experiences.



Speaking/Listening Skill Extension: *What Do Students Need to Know?*

Have students discuss what an educated person needs to know these days.

1. Explain that in the past it was easier to decide what to include in an educational curriculum, but today, the task has become much more difficult as there are so many devices to easily access information or to perform tasks. Ask students to work in groups to discuss the essentials of education, and what basics they feel students should be learning in school.

CHAPTER 2: Plagiarism and the Internet

Chapter Summary

Target Vocabulary: akin to, automatic, cite, cheat, clarity, draft, offense, well-meaning

Reading Skill: Identifying Meaning from Context

Reading Passage Summary: This passage describes how the Internet has increased plagiarism and what students can do to avoid it.

Vocabulary Skill: The Suffix *-ism*

Answer Key

Before You Read A and B:

Answers will vary. Possible answers include:

using the internet to do research: (+) a lot of resources at your fingertips, (-) you have to look through a lot to find reliable information; **typing homework:** (+) can store/back it up online for easy access, (-) you have to carry your tablet/laptop to class; **watching a video:** (+) you can re-watch it many times, (-) you can't ask for clarification; **using a calculator:** (+) you can do complicated sums, (-) you're not exercising your mind; **reading articles online:** (+) you don't have to carry your books/print outs, (-) reading from a screen too often can be harmful to your eyesight.

Reading Skill

A: 1. noun; 2. negative; 3. a

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

Reading Comprehension

A: 1. a (entire passage); 2. c (lines 5–12); 3. b (lines 21–27); 4. a (lines 28–32)

B: Answers may vary slightly. Possible answers include: 1. Presenting someone else's ideas/writing/ words as your own (lines 5–12); 2. Because it is so easy to find information on the Internet and copy it, or to mix-up others' idea with original ideas (lines 13–19); 3. A simple Internet search will usually expose plagiarism (lines 15–17); 4. Some software

programs are designed to automatically keep track of and organise citations and references (lines 45–48); most word processing programs have a *comment* feature to help students note references while writing (lines 49–53).

Critical Thinking

C: 1, 2. Answers will vary. Encourage students to support their opinions with examples.

Vocabulary Comprehension

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

B: Answers will vary.

Vocabulary Skill

A: 1. criticism; 2. mechanism; 3. sexism; 4. patriotism; 5. Buddhism; 6. vegetarianism; 7. racism; 8. alcoholism

B: 1. patriotism; 2. mechanism; 3. vegetarianism; 4. Racism; 5. Buddhism; 6. sexism; 7. alcoholism; 8. criticism

Real Life Skill

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

B: 1. BS/BSc; 2. MEd; 3. BA; 4. MBA; 5. MS/MSc; 6. PhD; 7. MA

C: Answers will vary.

What do you think?

1–3. Answers will vary. Encourage students to support their opinions with examples.

Teaching Notes

- In **Before You Read B**, have students quickly review the **Reading Skill** from the previous chapter to remind themselves of the words and phrases they can use to signal the introduction of an opposite or different opinion, for example, *however*, *but*, *in contrast*, *though*, *in spite of*, etc.
- Before students work on **Reading Skill A**, read the text in the blue box aloud. Afterwards, when you are checking their work, ask students how they arrived at the answers they chose. For example, how did they decide on the part of speech in question 1? (*Offense* is preceded by the determiner *an*, which signals a noun.)

- While the **Reading Passage** mainly focuses on instances of student plagiarism, point out the seriousness of the offense in the academic world. Proven accusations of plagiarism have resulted in academics losing their jobs and/or professional reputations being permanently ruined.
- Point out that *citation*, on line 38, is the noun-form of the verb *to cite*, a target **Vocabulary** word.
- If time permits, use **Critical Thinking**, question 2, as a class debate topic. Have students debate for and against punishment for instances of accidental student plagiarism.
- In **Vocabulary Comprehension**, tell students that the word *draft* (noun) can also be a verb. Point out that *drafting* is a very important writing skill.
- In **Vocabulary Comprehension B**, question 1, ask students whether they know of any criminal cases,

or news stories, related to downloading movies or music from the Internet without paying for them. Mention that, in 2012, a young man named Joel Tenenbaum was taken to court in the United States for illegally downloading and distributing 31 songs. He was fined \$675,000.

- In **Vocabulary Skill**, note that *patriotism* and *mechanism* are pronounced with the stress on the first syllable, especially the first vowel sound. Also note that *sexism* and *racism* are sensitive topics and should be used with care and sensitivity.
- For **What do you think?** write *blended learning* on the board. Then ask if the class is familiar with the term. *Blended learning* refers to traditional classroom learning being mixed with online learning, and it is increasingly popular.

Extension Activities



Integrated Skill Extension: *Form a Study Group*

Have students form study groups to experiment with different learning strategies.

1. Explain that the class is going to work collaboratively to review materials and prepare for the upcoming test or exam.
2. Ask students to sort themselves into groups of four. Explain that all four group members are expected to prepare and participate equally in the review and preparation activities.
3. Within each group, have students assign responsibility for leading the review of particular materials. For example, if the upcoming test is on Units 4 through 8, each student is responsible for leading the review of one unit. This means thoroughly understanding the material, identifying the main points for review, and creating review materials such as mock quizzes, flash cards, or games.
4. Explain that each student should become very familiar with the content of at least one unit, but needs to actively engage in the learning activities to adequately review the other units, too.
5. After the assessment, have groups meet to discuss whether their learning strategy was effective. What worked? What didn't? What would be some more effective ways to learn in the future?

11 The Mystery of Memory

Getting Ready

Answer Key

A and B: Answers will vary. Students should complete the survey and discuss their answers.

CHAPTER 1: The Mysteries of Memory Loss

Chapter Summary

Target Vocabulary: classify, complication, conscious(ly), no matter, reflection, reverse, striking, trace

Reading Skill: Identifying Main Ideas within Paragraphs

Reading Passage Summary: This passage discusses memory and memory loss by looking at two patients who have suffered damage to a particular part of the brain.

Vocabulary Skill: The Root Word *fic/fice*

Answer Key

Before You Read

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

Reading Skill

A: 5, 6, 4, 2, 1, 3

B: Answers may vary. Suggested answers:

Paragraph 1: (lines 5–8) not very well understood;

Paragraph 2: (lines 9–13) had theories. . . more recent research suggests; **Paragraph 3:** (lines 21–23) Two very special; **Paragraph 4:** (lines 34–35) able to learn; **Paragraph 5:** (lines 39–40) classify memories as; **Paragraph 6:** (lines 48–49) doctors are working to better understand

Reading Comprehension

A: 1. b (lines 1–4); 2. b (lines 9–13); 3. a (lines 13–18); 4. b (lines 42–44); 5. b (lines 34–38)

B: 1. HM, EP (lines 21–23); 2. HM, EP (line 26);

3. EP (line 25); 4. HM (lines 23–24); 5. HM (line 31)

Critical Thinking

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

Vocabulary Comprehension

A: 1. complication; 2. however; 3. classify; 4. ignored; 5. recall; 6. reflection; 7. identical; 8. boring
B: 1. striking; 2. reflection; 3. No matter, complications; 4. classify; 5. reverse; 6. conscious; 7. trace

Vocabulary Skill

B: a. adj; b. adj; c. noun; d. verb; e. adj; f. adj; g. verb; h. adj; i. verb; j. noun
1. g; **2.** e; **3.** d; **4.** a; **5.** j; **6.** f; **7.** b; **8.** i; **9.** h; **10.** c
C: 1. magnificent; 2. proficient; 3. specify; 4. magnify; 5. beneficial

Teaching Notes

- The survey in **Getting Ready** asks about the ability to remember names, dates, events (last birthday, last English class), recent books read, and movies seen. It also asks about habits, such as remembering where things are left and to pay bills on time. These diverse items may be stored differently in the memory, so students should not

draw negative conclusions about their own memory if they cannot remember all of the items equally well. It can be interesting to note strengths and weaknesses, though.

- When students have finished reading the blue, boxed test of the **Reading Skill**, point out that while the main idea in a paragraph is often the first or last

- sentence, they should be aware that it can actually appear anywhere in the paragraph.
- For **Reading Skill**, remind students to skim for keywords in the supplied sentences (including vocabulary they are unfamiliar with), but explain that some of the main ideas may be paraphrased.
 - As an optional extra, introduce the concept of *selective memory* once students have spent some time working on the **Critical Thinking** questions. Explain that *selective memory* is a term from psychology referring to a person's ability to clearly remember certain events or details, but not others. Have students discuss why they think selective memory happens, and if it is a good or bad thing.
 - In **Vocabulary Comprehension**, explain that

- reflection* in the context of the **Reading Passage**, means something or someone's image in a mirror or other shiny surface. Then point out that it also has another meaning. Ask if anyone knows what it is. *Reflection* can also mean serious or careful thought about something. For example, *Rebecca's walks in the forest provide her with time for reflection*.
- Before doing **Vocabulary Skill B**, have students work in pairs to break the words in the box into roots and prefixes, and then relate these to their meanings. For example, *insignificant* has two prefixes—*in-*, which negates the word, and *sign-*, indicating meaning—plus the root *fic*, so it means not making meaning, or not important.

Extension Activities



Integrated Skill Extension: Vocabulary Concentration

Have students make vocabulary cards and play a memory game.

1. Remind students about a common game called *concentration* or *memory*, in which players turn over cards until they remember where identical pairs are located.
2. Explain that in this version of the game, students will work in pairs, each pair choosing ten vocabulary items from any chapter in *Active Skills for Reading, Student Book 3*. Using plain paper, have them make 20 cards of exactly the same size. This can be done by folding a sheet of paper into four and then five segments and cutting along the fold lines.
3. Have each pair write each of their vocabulary items twice (on two separate cards), so they have 20 cards total. Then, with the written sides face down, have them shuffle the cards and arrange them in five rows of four cards across in each row.
4. Tell students to play their games by having one partner turn over two cards, one at a time. If the words match, the cards remain face up. If there is no match, the cards are turned face down and the other partner selects two cards until all matching pairs have been found. By concentrating on the location of particular cards, some students will be able to find all pairs quite quickly.
5. After pairs have played their own games, have them exchange their set with another group and try theirs. As the sets circulate, students will review vocabulary and work on their recall skills.

Note: A variation is to write a synonym or antonym of each of the 10 words, instead of a second copy of the word.



Reading and Writing Skill Extension: Sleep Learning

Have students research *sleep learning* and write their opinions about it.

1. Explain that some people believe we can actually learn in our sleep. This is called *sleep learning*.
2. Tell students that they are going to do an online search using the keywords *sleep learning* to find out more about the concept. Ask them to note why some people believe it is effective and why others disagree.
3. Have students write a brief description of sleep learning and give their opinion on whether it would be useful for them. They should support their opinions and give examples of how sleep learning might be applied to language learning.

CHAPTER 2: Words to Remember

Chapter Summary

Target Vocabulary: absorb, accelerate, feasible, landmark, recollect, tremendous, visualize, vivid

Reading Skill: Scanning

Reading Passage Summary: This passage describes several mnemonic methods to help the brain remember new vocabulary.

Vocabulary Skill: Vocabulary-Recall Strategies

Answer Key

Before You Read

A and B: Answers will vary. For B, students should give their opinions and support them with reasons and examples.

Reading Skill

A: 1. three/3—the loci, association, and grouping methods (lines 18, 29, 37); 2. “methods used to help remember information that is otherwise difficult to recall” (lines 12–13); 3. images of large trees and men (*tre-men-dous*) (lines 32–33); 4. visualize a path you know well and images for each word (lines 20–22); 5. you can be creative about how you categorize the words, especially when words are not so easy to categorize (lines 42–43).

Reading Comprehension

A: 1. b (lines 6–9); 2. c (lines 18–20, 44); 3. a (lines 42–43); 4. a (lines 49–52); 5. c (entire passage)
B: 1. T (lines 1–6); 2. T (lines 9–11); 3. T (lines 29–36); 4. T (lines 37–44); 5. F, not a good way (lines 50–52); 6. T (lines 53–55)

Teaching Notes

- As was also the case with **Getting Ready** at the beginning of the unit, the memory check in **Before You Read** deals with different types of information, such as names, words, numbers, dates, images, tastes, and directions. Some people have special talents that allow them to remember some of these things extremely well. For example, a person who is a professional food or wine taster likely has a detailed memory of what he or she has had to eat or drink in specific locations, and can make detailed comparisons with other things they tasted years ago. And people with a talent for music might be able to recall song lyrics or melodies better than people without that talent.
- Before students scan the reading, ask them to underline the word or words they will look for in each question in **Reading Skill** (*mnemonics, tremendous, visualize, creative*).
- When students have finished **Critical Thinking**, ask for volunteers to share other methods of remembering vocabulary with the class, writing their ideas on the board. (Some people, for example, use rhyming systems or acronyms as memory techniques.) See the first **Extension Activity** in this

Critical Thinking

C: Answers will vary. Encourage students to support their opinions with examples, and share them with the class.

Vocabulary Comprehension

A: 1. f; 2. e; 3. a; 4. b; 5. g; 6. c; 7. h; 8. d
B: 1. tremendous; 2. vivid; 3. absorb; 4. visualize; 5. recollection; 6. feasible; 7. accelerate; 8. landmark

Vocabulary Skill

A and B: Answers will vary.

Real Life Skill

B: 1. foreign; 2. weight; 3. though; 4. receive; 5. timing; 6. accommodate; 7. sunniest; 8. running

What do you think?

1–3. Answers will vary. Encourage students to support their opinions with examples.

- chapter for more practice with this point.
- In thinking about the strategies presented in **Vocabulary Skill**, be aware that the more frequently students encounter words, especially in different contexts and with new associations, the more likely the words are to enter their active vocabularies. That is why it is very important to expose students to a range of strategies and provide an opportunity for them to try them out in a supportive environment.
 - If there is time, give students the opportunity to practice spelling the *plural* of certain words as an

- extension to **Real Life Skill**. Students will know that the basic rule is to add an s to the end of most nouns, but try giving them a quick quiz using exceptions to the rule, for example, *foot, tooth, man, woman, child*, etc.
- For **What do you think?**, question 2, mention that some experts believe frequent or constant use of computers and the Internet to store and retrieve information is responsible for the deterioration of people's memory in general. Ask students how this might be explained and whether they agree with the view.

Extension Activities



Integrated Skill Extension: *Helpful Mnemonics*

Have students share mnemonics that they find helpful in everyday life.

1. Remind students that a *mnemonic* is a learning method that aids memory, usually by creating a mental link between something easy to recall or picture (a vivid image for example) and the specific piece of information they want to remember.
2. Start by brainstorming familiar mnemonics with the whole class. For example, ask students how they remember how to set their clocks at the start or end of Daylight Savings Time (*spring forward, fall back*). Which months have 30 days? (*Thirty days has September, April, June, and November*.)
2. If students get stuck while trying to remember English mnemonics, give them time to do an online search for further suggestions.
3. Ask students if there are mnemonics that work in other languages? Have them share examples. For instance, some Chinese characters have riddle-like poems that help people remember them.



Speaking/Listening Skill Extension: *Wild Story Memory Game*

Have students cooperate in developing a story to help them remember ten items.

1. Explain that students will work in groups of ten and each member should find some small personal item to contribute to the game. Examples include: *a comb, a pencil, a small notebook, a cell phone*.
2. Have students separate into groups. The first person contributes an item and makes up a sentence or two about it. For the comb, it might be: *One morning I was combing my hair when I remembered something I wanted to look up on the Internet.*
3. Then, the second person contributes an item and a sentence that links the second item to the first one. For the pencil: *So I grabbed a pencil and looked for something to write on.*
4. The third person contributes an item and a sentence that links the third item to the story. For the notebook: *I found an old notebook near my dresser. I hadn't seen it for a long time.*
5. The fourth person contributes a cell phone, and adds to the story: *The notebook said something about dinner with Paulo at that Brazilian restaurant. I still have the text message on my cell phone from him.*
6. The game goes on in this way until all ten students have contributed items and made up linking sentences. At that point, all ten items are hidden out of sight and students should individually try to remember what they were by remembering the story line.
7. To check their memories, ask students to say what they contributed as they retrieve it. How accurate were their memories? Most people find that the story helps them remember better than they would have without it.

UNIT 12 Comics

Getting Ready

Answer Key

1. (clockwise from top left) Superman; Spider-Man; The Incredible Hulk; Storm from the X-Men/Orooro Monroe; 2. Answers will vary. Possible answers include: The characters are everyday people that readers can relate to, who

then become superheroes and do great things to help others; they have changed over time to stay relevant for current audiences; 3. Answers will vary.

CHAPTER 1: The Evolution of Batman

Chapter Summary

Target Vocabulary: compelling, conflict, embrace, emerge, endure, invincible, patriotic, tone

Reading Skill: Recognizing Sequence of Events

Reading Passage Summary: This passage describes the evolution of the superhero Batman, from the comic's creation in 1939 to more recent versions or re-tellings of the Batman story.

Vocabulary Skill: Compound Adjectives

Answer Key

Before You Read

Students' familiarity with the comic book character will depend on personal interests. Actual answers:

A: 1. Robin; 2. Batmobile; 3. Gotham City, Bat Signal; 4. Bruce Wayne; 5. Ra's Al Ghul

Reading Skill

A: 6 (in the latest); 2 (not long after the creation); 3 (by the 1960s); 4 (in the 1970s and 80s); 1 (created in 1939); 5 (in 1989)

Reading Comprehension

A: 1. F, crime novels, *Zorro*, and a film called *The Bat* (lines 7–10); 2. F, During wartime, he did use guns. He doesn't use guns now because his parents were killed by guns (lines 26–28); 3. T (lines 34–38, 47–51); 4. T (lines 41–42); 5. F, Christopher Nolan, not Tim Burton (lines 49–50); 6. F, He does not become a bad guy, but questions whether he is a good guy (lines 47–61).

B: Answers may vary slightly: 1. The creator made Batman extremely rich, so he could afford lots of special tools and gadgets (lines 10–15); 2. During the war, Batman was a symbol of justice and would

sometimes kill his enemies with a gun (lines 25–28); 3. Batman's personality and the tone of the stories; (lines 20–21); 4. Its use of the Batmobile, his special suit, and the Bat Signal have remained for over 70 years (lines 12–19, 60–61).

Critical Thinking

C: Answers will vary. Possible answers include:

1. Superhero characters that have appeared in a range of media, such as books, TV, and movies tend to change as the character gets re-created for a new medium and for different audiences. Examples include: Superman, The Incredible Hulk, Wonderwoman, Catwoman. Superheroes who have been around for a long time also tend to have complex histories.

Vocabulary Comprehension

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

B: Answers will vary.

Vocabulary Skill

B: 1. out-of-the-way (remote, not easy to get to); 2. up-to-the-minute (regularly updated, with the

latest information); **3.** middle-aged (roughly from 40 to 60 years old); **4.** over-the-counter (with no need for a written prescription from a doctor);

5. matter-of-fact (in a plain and calm manner)
C: Answers will vary.

Teaching Notes

- **Getting Ready** asks about superheroes and their special powers (superpowers). These fictional characters usually have special strengths and modes of transportation, a secret identity, a unique costume and, often, unusual accessories. There are comparatively few female superheroes, but Superwoman, Catwoman, Supergirl, Wonder Woman, and the female members of the X-men have all been popular.
- For **Reading Skill**, point out to students that being able to quickly Recognize the Sequence of Events will help them to organize the details of a passage in their minds. This will provide them with a clearer understanding of the reading. Remind them to scan for the events and years specifically mentioned in **A**, for example, World War II and the 1960s.
- When students have finished working on the **Critical Thinking** questions, write the words *cult following* on the board and ask whether anyone knows what it means. If not, explain that a *cult*

following is a term used to describe the loyal fans of a particular area of popular culture. Famous comic books and superheroes all have cult followings.

- In **Vocabulary Comprehension**, point out that *tone* has more than one meaning. Here, it means the general attitude reflected in a piece of writing. Explain that *tone* can also refer to sounds (*His tone of voice was angry.*) and colors (*The restaurant was painted in warm tones of orange and pink.*).
- In **Vocabulary Skill**, fixed compound adjectives with hyphens between the words, which always appear in the same order, are much like idioms. People use them as set phrases, and the meaning may be quite different from what the individual words indicate. Explain to students that when they read or hear such fixed phrases, they should check to make sure that they have understood them correctly. Note that they appear in alphabetical order in dictionaries after the entry for the headword.

Extension Activities



Integrated Skill Extension: *Compare and Contrast Two Heroes: Robin Hood and Zorro*

Have students use a graphic organizer to compare and contrast.

1. Explain that both Robin Hood and Zorro were legendary figures who acted on behalf of people who were poor. Although there are many similarities, there are also important differences between them.
2. Have students individually research the two characters and make a note of similarities and differences between them. Tell students to make three columns for their notes: Things that are unique about Robin Hood, Things that are unique about Zorro, and Things in common.
3. Review the idea of Venn diagrams, two circles that overlap. Label one circle *Robin Hood* and put the information that applies only to him in this circle. Do the same thing with the circle for *Zorro*. Finally, put information that applies to both characters in the overlapping area.
4. Have students meet in groups to compare their Venn diagrams. If time permits, allow students to repeat the activity based on any two superheroes of their choice, with the exception of Batman.

CHAPTER 2: Graphic Novels Come to Life

Chapter Summary

Target Vocabulary: convey, deviate, intricate, mainstream, to pull off, retain, sequel, unrelenting

Reading Skill: Identifying Main and Supporting Ideas

Reading Passage Summary: This passage describes the recent trend in Hollywood of adapting graphic novels into movies, and the issues and challenges associated with such adaptations.

Vocabulary Skill: Antonyms

Answer Key

Before You Read

A: Answers will vary. Possible answers include:

1. They are all movies based on graphic novels;
2. A graphic novel is a story told in pictures, usually in a series. It is like a comic book but each story is generally much longer with more complex stories, and often aimed at an older audience.

Reading Skill

A: 1. M; 2. S; 3. S; 4. M; 5. S; 6. M

Reading Comprehension

A: 1. b (lines 1–3); 2. c (lines 6–11); 3. a (lines 10–15);

4. a (lines 31–34); 5. c (lines 35–38, 44–46)

B: 1. F, long been adapting, not only recently (line 1);

2. T (lines 18–20); 3. T (lines 29–31);

4. F, They prefer visual scripts (lines 35–38);

5. F, It's not considered a lot of money (lines 48–50);

6. T (lines 49–51)

Critical Thinking

C: Answers will vary. Encourage students to support their opinions with examples and reasons.

Vocabulary Comprehension

A: 1. actor; 2. convey; 3. deviate; 4. fail; 5. unique;
6. incomplete; 7. release; 8. plain

B: 1. intricate; 2. mainstream; 3. convey; 4. unrelenting;
5. retains; 6. pull off; 7. deviate; 8. sequel

Vocabulary Skill

A: (top to bottom) mature, simple, deep, unrealistic,
long-running, disgusting

B: 1. juvenile; 2. unrealistic; 3. short-lived/superficial;

4. simple; 5. mature; 6. intricate; 7. appealing;

8. long-running; 9. true-to-life

Real life Skill

A and B: Answers will vary.

What do you think?

Answers will vary. Possible answers include:

1. Spider-Man, The Incredible Hulk, Superman; Many superheroes are also shown as regular people with regular lives and problems, which makes them easy for audiences to relate with and support. Superhero stories often portray how ordinary people become extraordinary through helping others, which may inspire readers to do more good deeds.

Teaching Notes

- For the **Reading Skill** of Identifying Main and Supporting Ideas, note that many main ideas appear as the first sentence of a paragraph. Ask students to say how many other supporting ideas are in each paragraph. What are the main ideas of paragraphs 1, 5, and 6? Paragraph 1 gives an overview of successful movies based on comic books. Paragraph 5 discusses how suitable graphic novels can be for movie adaptation. And paragraph

6 describes the challenges directors face when they adapt a comic or graphic novel into a movie.

- After reading the **Reading Passage**, if students are still confused about the difference between comic books and graphic novels, have a class discussion to help them understand the difference. Draw a line down the center of the board with *Comics* on one side and *Graphic novels* on the other. Then invite volunteers to share their ideas, writing them on

the board as they are given. For example, a comic book is typically one in an on-going series that features, for example, the adventures of a particular superhero, whereas a graphic novel is often a self-contained story, and can be one book or a series of books. The characters and themes of graphic novels are generally more complex, and more mature. Physically, graphic novels tend to appear as bound books rather than in the magazine format of comics, and their primary readership is adults rather than children.

- In **Reading Comprehension**, question 4, check that students understand what is meant by the term *geek*. Make sure they do not think it relates only to fans of comics and graphic novels. *Geek* is a rather unkind term used to describe a person who is unfashionable or boring, especially because they seem overly enthusiastic (verging on obsessive) about a certain thing, for example, people who are overly interested in computers might be called

computer geeks. Note that, in recent times, many *geek* communities have reclaimed the term for their own use, imbuing it with a sense of “geek pride.”

- In **Vocabulary Comprehension**, explain that the phrasal verb *pull off* has an idiomatic context here. In other words, its meaning is different from the individual words that it contains. Here, it means to succeed in accomplishing something that is difficult, even though nothing is literally *pulled* anywhere. Note, however, that *pull off*, in another context, can have a more literal meaning. For example, *The weather was hot, so he pulled off his sweater*.
- For **Real Life Skill**, note that there are several useful websites for movie reviews, including the International Movie Data Base (IMDB), Rotten Tomatoes, and Metacritic. Movies are also reviewed in most newspapers and weekly news magazines, as well as in many blogs and other online publications.

Extension Activities

www.irLanguage.com



Integrated Skill Extension: *Superhero Dialog*

Have students write and perform a short dialog featuring their favorite superhero.

1. Explain that a *dialog* is a conversation between two or more people. Dialogs that appear in movies and plays are written out as scripts and then acted with appropriate intonation and emphases so that they seem real.
2. In this activity, have pairs of students write a dialog between a comic book superhero and another person. Tell them the exchange should include at least six lines for each character. If necessary, refer to a comic book for particular words or phrases the superhero is likely to use.
3. Give pairs time to practice their dialog until they have memorized it.
4. When all pairs are ready, have them take turns performing their dialog for the rest of the class.



Reading/Writing Skill Extension: *You're the Critic*

Have students read three different reviews of one film and then write their own review.

1. Explain that students will choose a film they know well, ideally a recent one, and find three published reviews. [See **Teaching Notes** for website and other source suggestions.]
2. Have students note the points where the reviewers or critics agree and disagree. What are some of the ways in which they indicate their opinions and attitudes?
3. Now ask students to write a review that addresses some of the points the other critics have covered, which also states their own position.
4. Remind students that a critic does not necessarily criticize. Critics can offer a positive, negative, or balanced response to a movie or other performance.

Fluency Strategy: DRTA (Directed Reading Thinking Activity)

Students *predict* what they will read from skimming the title and first sentence and looking at any pictures. Then they *read* two paragraphs and think about whether their predictions were accurate. In the *proving* stage, they discuss the reading with a partner and reason about further predictions. These steps help to develop a purpose for reading the passage.

Students should understand that *Ecotourism* involves treating a place's natural treasures and features as places for tourists to visit. Good effects include that this allows the natural features to be preserved, while giving the local people an alternate source of income that does not involve destroying the land. Negative effects include more people living in or visiting the area. This may lead to pollution and harmful changes to the eco-system.

FLUENCY READING: *Ecotourism***Answer Key****Reading Comprehension**

1. c (lines 55–60); 2. d (lines 39–42); 3. c (lines 24–28); 4. b (lines 39–42); 5. c (lines 48–52); 6. a (lines 39–42); 7. c (lines 53–60)

SELF-CHECK: DRTA (Directed Reading Thinking Activity)**Personal Responses to Reading Strategy**

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

REVIEW READING 1: *The Globalization of Fashion***Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 12–18); 3. c (lines 21–24); 4. a (lines 27–30); 5. d (lines 38–44); 6. d (lines 45–50, 61–63); 7. c (lines 42–44)

REVIEW READING 2: *Endangered Animal Success Stories***Answer Key****Reading Comprehension**

1. a (entire passage); 2. d (lines 1–4); 3. c (lines 14–16); 4. c (lines 36–45); 5. a (lines 49–53); 6. d (lines 25, 36, 53–60); 7. d (lines 63–65)

Fluency Strategy: KWL (Know, Want, Learn)

Readers can improve fluency and comprehension by identifying what they already *know* (**K**) about a topic and what they *want* (**W**) to learn about it. After reading, they should see whether what they *learned* (**L**) satisfies what they wanted to learn.

Know: The topic is “America’s biggest lottery winner.” Students should be able to predict that the passage is about a man, an already affluent businessman named Jack Whittake, who, at age 55, won the largest lottery (\$314 million) in American history.

Want: Answers will vary. Students should ask questions based on their initial survey and predictions.

FLUENCY READING: *America’s Biggest Lottery Winner***Answer Key****Reading Comprehension (Learn)**

A: Answers will vary. Ask students if they were able to find answers to their questions in the **Want** section.

B: 1. d (lines 3–4); 2. c (lines 6–9); 3. c (lines 15–17); 4. c (line 18); 5. a (lines 24–26); 6. d (lines 24–38); 7. c (entire passage)

SELF-CHECK: KWL (KNOW, WANT, LEARN)**Personal Responses to Reading Strategy**

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

REVIEW READING 3: *That Unique Japanese Holiday called... Christmas!***Answer Key****Reading Comprehension**

1. a (lines 1–4); 2. c (lines 9–11); 3. d (lines 23–27); 4. d (lines 23–31); 5. c (lines 40–46); 6. a (lines 48–50); 7. c (entire passage)

REVIEW READING 4: *Natural Mysteries***Answer Key****Reading Comprehension**

1. d (lines 5–9); 2. c (lines 29–32); 3. a (line 43); 4. c (lines 37–38); 5. b (lines 56–58); 6. d (lines 62–67); 7. b (lines 5, 36–54)

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

Students can increase their reading fluency and comprehension by going through the steps of *Survey*, *Question*, *Read*, *Review*, and *Recite*.

Survey: Students should skim through the passage to get a general sense of what information is in the passage.

Question: Readers should ask questions that provide a purpose for the reading. Possible questions include: What are the latest trends in exercise and keeping fit? What is Zumba/CrossFit/Hot yoga? Where did it come from? How do you do it? Why should you do it?

Read and Review: Answers will vary. Students should read *Modern Fitness Trends* and look for answers to their questions.

Recite: Then, they should recite the information. This will help them remember what they have learned.

FLUENCY READING: *Modern Fitness Trends***Answer Key****Reading Comprehension**

1. c (lines 1–5) 2. a (lines 20–24); 3. d (lines 12–13); 4. b (lines 35–40); 5. c (lines 44–45); 6. a (line 56)
7. b (lines 24–25, entire passage)

SELF-CHECK: SQ3R (Survey, Question, Read, Review, Recite)**Personal Responses to Reading Strategy**

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

REVIEW READING 5: *Space Travel and Science Fiction***Answer Key****Reading Comprehension**

1. a (lines 51–56); 2. a (lines 10–12, 15–16); 3. d (lines 21–25); 4. d (lines 34–35); 5. a (lines 39–40);
6. c (lines 47–48); 7. d (entire passage)

REVIEW READING 6: *Single-Parent Families: Changing Views***Answer Key****Reading Comprehension**

1. c (lines 21–22, 48–51); 2. b (lines 1–3); 3. c (lines 21–23); 4. a (lines 35–38); 5. a (lines 40–41);
6. b (lines 45–50); 7. d (entire passage)

Fluency Strategy: Thinking **ACTIVELY** While Reading

Students will become more fluent readers if they follow the six points of the ACTIVE reading approach—before, while, and after you read: Activate Prior Knowledge, Increase Reading Fluency, Cultivate Vocabulary, Verify Strategies, Think About Meaning, Evaluate Progress.

Activate Prior Knowledge: A and B: Answers will vary. Homeschooled children don't go to school. They learn at home, usually taught by their parents.

Possible benefits of homeschooling include: freedom to study subjects of interest, not having to keep school hours and days, the ability to keep away from bad influences that may exist in school, like bullying.

Cultivate Vocabulary: Students read the passage. Then try to understand the words in context.

Think About Meaning: Possible answers include: **2.** parents and educators; **4.** normal schools, often run by the government, that most children go to.

FLUENCY READING: *Homeschooling: A Better Way to Learn?*

Answer Key

Reading Comprehension

1. c (line 51, entire passage); 2. d (lines 1–3); 3. a (lines 8–11); 4. b (lines 12–19); 5. c (lines 15–37); 6. a (lines 38–50); 7. d (lines 12–14, 53–54)

SELF-CHECK: *THINKING ACTIVELY WHILE READING*

Personal Responses to Reading Strategy

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

REVIEW READING 7: *You Can Be a World Memory Champion!*

Answer Key

Reading Comprehension

1. d (lines 5–8, 53–56); 2. c (entire passage); 3. c (lines 13–24); 4. b (lines 25–27); 5. c (lines 41–44); 6. d (lines 45–52); 7. b (line 55–56)

REVIEW READING 8: *Manga, Manhwa, and Manhua*

Answer Key

Reading Comprehension

1. d (entire passage); 2. c (line 4); 3. c (lines 12–14); 4. a (lines 28–30); 5. c (lines 36–37); 6. b (line 41); 7. d (lines 47–50)

International Phonetic Alphabet (IPA)

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

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

Coverage of TOEFL® iBT Reading Skills in ACTIVE Skills for Reading 3

Reading Purpose	TOEFL® iBT Skills Covered in level 3
Reading to find information	Skimming and Scanning : Units 1A, 2A, 7A, 11B Using Subheadings to predict content: Unit 5A Predicting and Previewing: 1B, 4B, 7B, 9B Recognising Facts and Opinions: Unit 9A
Reading for basic Comprehension	Identifying cause and effect: Unit 4B Identifying main or supporting ideas: Units 2B, 3B, 6B, 8A, 11A, 12B Identifying meaning from context: Units 3A, 10B
Reading to learn	Making inferences: Units 6A, 8B Increasing reading fluency: Reviews 1-4 Recognizing sequence of events: Units 5B, 12A Arguing for or against a topic: Unit 10A

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TEACHER'S GUIDE

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THIRD EDITION

ACTIVE

SKILLS FOR READING 3



CEF Level 2: B2

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

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- **Frequently-asked questions** from teacher, answered by Neil J Anderson.
- **Correlation chart** showing how the course covers skills needed for the TOEFL[®] iBT.

ACTIVE Reading

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

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