

# Active Skills For Reading 4

## Answer Key



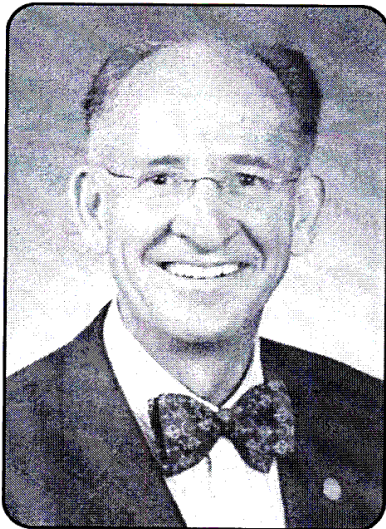
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## Frequently Asked Questions



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*

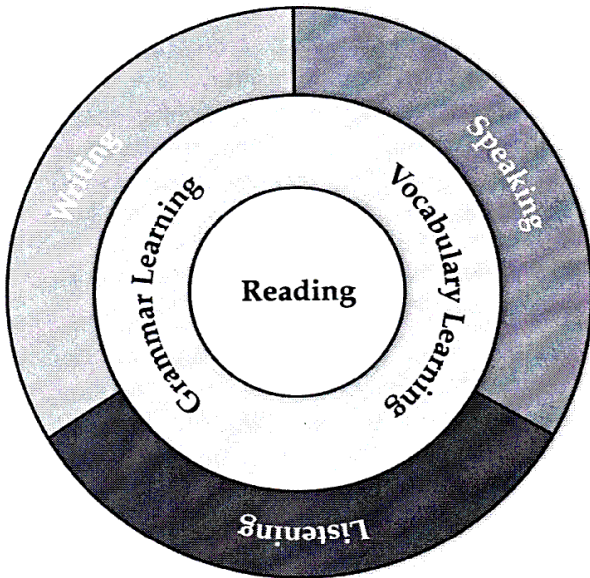
*comprehension*. Rather than *testing* comprehension, I want teachers to consider ways that they can *teach* comprehension skills. I believe that the first step in that process is to get readers to *think* about and monitor their own comprehension skills.

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% 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

Complete the survey above by checking (✓) the boxes that apply to you. Then discuss the following questions with a partner.

- 1 What kinds of jobs are most popular for graduates in your country at the moment?
- 2 What jobs in your country are considered to be good jobs? Why?

## 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

A Traveler's Tale

A Answer the following questions.

- 1 When was the last time you went on a trip? Where did you go?
- 2 What did you do while you were on the trip?
- 3 Did any unusual or interesting events happen on this trip? If so, what?
- 4 Did you meet or talk to anyone interesting on this trip? If so, who? Have you kept in touch with this person?

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

Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we "scan" like this, we do not read every word or stop when we see a word we do not understand; we read quickly and pause only to find the particular information we are looking for.

A How much do you know about the Milky Way? Circle the correct answers to complete the following sentences.

- 1 The Milky Way is (brighter / darker) than most other galaxies.
- 2 The Andromeda galaxy is (smaller / bigger) than the Milky Way.
- 3 We know (less / more) about the Milky Way than we do other galaxies.
- 4 A black hole (produces / swallows) planets and stars.
- 5 There are more stars near the (center / edges) of the Milky Way.
- 6 The Milky Way is (slightly / much) younger than the Universe.

B Now scan the passage on the next two pages to find the correct answers to A.

C Read the entire passage carefully. Then answer the questions on page 143.

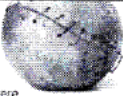
## In the Classroom

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 4 are approximately 800 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.

"What's for dinner?" It used to be that the answer to that household question was an issue for debate among family members only. But not any more. Now scientists, advocacy groups, economists, trade experts, geneticists, and politicians are all discussing what should be served for dinner.



The food fias **revolves around** one phrase: genetic modification. There are two groups with strong views on both sides of that phrase. One side argues that genetic modification of food enhances the quality and nutritional value of already-existing foods as well as **generating** new ways to produce that food. The other side questions the technology's safety and long-term effects, arguing that people simply don't know what they're putting in their mouths.

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

<sup>1</sup> Life expectancy is the average age to which a person is expected to live.  
<sup>2</sup> The Balkan region includes Albania, Bulgaria, Croatia, Greece, Romania, Serbia, Slovenia, Macedonia, and Montenegro.  
<sup>3</sup> Some examples of legumes are lentils, peas, and chickpeas. They are known as good sources of protein.

## 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. Choose the correct answer for the following questions.

**Reading Comprehension**  
Check Your Understanding

- Why does the writer consider vanishing Hitchhiker stories to be very scary?
  - The ghosts look and behave just like humans.
  - The ghosts usually want to harm the driver.
  - The ghosts take the driver to the place where they died.
  - The ghosts tend to disappear right in front of the driver.
- What did the woman find strange about the boy in *The Basketball Player*?
  - He said he was a basketball player but didn't look like one.

### 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**  
Definitions

A. Match the words in the box with the correct definition. Write a–j.  
The words are from the passage.

a. malicious	b. perceive	c. perpetrator	d. discriminate	e. intimate
f. relinquish	g. replicate	h. rationale	i. assert	j. cue

1. \_\_\_\_\_ very closely associated or familiar  
 2. \_\_\_\_\_ in a state of intellectual confusion.

### 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*.

4 Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.

Word	Part of Speech	Definition
1 implicate		
2 mendiciable		
3 explicit		
4 ciseat		
5 pliable		
6 mumprey		
7 mumprey		
8 implicate		

5 Complete the following sentences using the correct form of the words from 4.

### Vocabulary Skill

The Root Word: *pic*

In this chapter, you read the words replicate, which means to repeat or to copy and complicate, which means to make more difficult. The root word *pic*, also written as *pic*, *pick*, or *pic*, comes from the Latin word *picare*, meaning *pick, thrust, dig, or scratch*. The root is combined with other 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 and real world information. Examples of such materials include advertisements, dictionary and thesaurus entries, travel guidebooks, punctuation tips, pronunciation keys, and common terminology from the worlds of literature, psychology, and computing, as well as Internet research.

#### Real Life Skill

Understanding Literary Terms

The synthesis of literature uses a special set of terms and vocabulary. Knowing these terms will help you talk about literature you read in your classes, and to understand book reviews and other writings about aspects of literature.

4 Read these common literary terms and their definitions below.

**simile:** a direct comparison between two things, usually including *as* or *like*  
Your smile is like sunlight.

**metaphor:** an indirect comparison between two things  
The journey of life takes us down many strange roads.

**alliteration:** a series of words with the same consonant sound repeated  
They glooped and glood gill.

**assonance:** a series of words with the same vowel sound repeated  
We reached the shore of the deep sleeping sea.

**onomatopoeia:** a word that imitates a sound  
Behind the door, Ellen could hear the murmur of voices.

## In the Classroom

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

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

## What do you think?

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

#### What do you think?

- 1 Do you have a favorite author? Why do you like his or her work?
- 2 List some books you would encourage other people to read. Why would you recommend these books to others?
- 3 Have you ever considered writing fiction yourself? What kind of stories would you like to write?

## 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: Improvement of vocabulary skill development!** Does learning the root word *pic* help you understand certain words better? How do you think learning this new vocabulary skill helps you improve your reading and vocabulary knowledge? Discuss your ideas with your teacher and classmates.

## Using the Audio Component

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

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

## Review Units

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

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

10 *Unit Walkthrough*

### Fluency Strategy: SQ5R

SQ5R stands for Survey, Question, Read, Respond, Record, Recline, Review. The SQ5R approach will help you be a better, more fluent reader and increase your reading comprehension.

## First Reading

There are three readings in each *Review Unit*. The first reading focuses on explicit instruction of a specific fluency strategy. Muscle Reading, SQ5R, PARCER, and Reading ACTIVELY are addressed in level 4.

## Self Check

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

## Second and Third Reading Passages

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

## Four Activities for Building Reading Rate

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

### 1. Rate Build-up Drill

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



## 2. Repeated Reading

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

## 3. Class-paced Reading

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

## 4. Self-paced Reading

A class goal for reading fluency can be established, such as 100 words per minute. Students can either time themselves or, if they do not have a watch with a second hand, the teacher could use a watch or clock to keep time progress on the board for the

class goal. All students must start reading at the same time. When students are finished, they must look up at the board in the classroom for the time or check a watch. As students are reading, write the passing time on the board at fifteen-second intervals. Start the count after students have been reading for one minute. When students have finished reading, they should look at the most recent time recorded on the board and use it to enter their reading rate in the Reading Rate 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. Why does the interviewer start off the article describing Rowling's pre-*Harry Potter* situation?
  - a. to encourage readers to be writers too
  - b. to provide basic facts to readers who don't know her
  - c. to show how Rowling's life has influenced her writing
  - d. to show how *Harry Potter* has changed Rowling's life
2. Why does Rowling mention that she was "very imaginative" in line 11?
  - a. She was making fun of herself.
  - b. She was proud of the name of her first story.

**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.



# I The World of Work

## Getting Ready

### Answer Key

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

**1, 2:** Answers will vary. Students should discuss their answers with a partner.

## CHAPTER 1: Not Your Typical 9-to-5 Job

### Chapter Summary

**Target Vocabulary:** adversely, attain, cosmopolitan, heritage, horizon, ironic, literally, surreal, tenacity, tolerance

**Reading Skill:** Predicting

**Reading Passage Summary:** This passage features two interviews with people who have out-of-office jobs.

**Vocabulary Skill:** The Root Word *ten/tain*

### Answer Key

#### Before You Read

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

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

#### Reading Skill

**B:** Answers will vary. Actual answers:

**1. W:** sportsman, **S:** veterinarian; **2. W:** became a nature guide, **S:** studied Environmental Studies and Biological Sciences; **3. W:** human rights, **S:** conserving fresh water; **4. W:** sleeping in the rain forest, **S:** photographing whale sharks

#### Reading Comprehension

**A:** 1. promise (line 18); 2. eco-tourists, photography (lines 19–21); 3. nature conservation, natural heritage (lines 28–29); 4. mountains, ocean (lines 50–51); 5. fresh water (lines 56–57); 6. stared (line 67)

**B:** 1. W, S (lines 2, 3, 9–13, 47–48); 2. W, S (lines 7, 39); 3. S (line 42); 4. W (lines 10–11); 5. W, S (lines 16, 47–48); 6. W (line 22); 7. W (lines 24–26); 8. S (line 62)

#### Critical Thinking

Answers will vary. Possible answers include: 1. Their jobs may be considered exciting, enjoyable, interesting. They both are pursuing their passions.

Disadvantages include that they could be called away at very short notice. Maybe there were times during their career when they didn't make a lot of money.

**2.** committed, passionate

#### Vocabulary Comprehension

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

**B:** 1. tenacity; 2. tolerance; 3. literally; 4. horizon; 5. attained; 6. heritage; 7. cosmopolitan; 8. surreal; 9. ironic; 10. adversely

#### Vocabulary Skill

**A:** 1. **abstain:** verb, to deliberately not do something that you would usually do, or would enjoy;

**2. unattainable:** adjective, impossible to achieve;

**3. detain:** verb, to stop someone from going away;

**4. attain:** verb, to succeed in achieving something;

**5. retain:** verb, to keep something;

**6. container:** noun, something used to hold things;

**7. sustainable:** adjective, capable of continuing for a long time at the same level; **8. tenant:** noun, a person who is renting someone's home or land;

**9. tenure:** noun, a period of time (often fixed) for which someone holds something (a property or a job);

**10. maintain:** verb, to make something stay the

same; **11. obtain**: verb, to get something;  
**12. tenacious**: adjective, not giving up easily  
**B: 1. retain; 2. containers; 3. abstain; 4. tenant; 5. obtaining**

**C:** Answers will vary. Students should use the correct form of the words *unattainable, detain, attain, sustainable, tenure, maintain, tenacious*.

## Teaching Notes

- For **Getting Ready**, question 2, ask students what factors contribute to a *good* job, listing them on the board as they are given (for example, job security, job satisfaction, salary, benefits, room to advance, etc.). Then, based on a show of hands, have them rate the factors in order of importance.
- Before moving on from **Getting Ready**, write the chapter title on the board. Ask students for examples of a typical 9-to-5 job.
- In the **Reading Passage**, line 21, draw students' attention to the phrase *my thing*. Point out that this is a colloquial way of describing something a person enjoys. For example, *Science fiction is not my thing, I prefer crime fiction.* or *Comic books are my thing; I've been collecting them since I was 10 years old.* Encourage students to use the expression in sentences of their own.
- In **Reading Comprehension B**, students decide whether the statements in the chart are true or false for each interviewee. Advise them to circle or underline the words they will look for in the reading.

For example, for sentence **4**, they should look for the word *athlete* or words with similar meaning. For sentence **7**, they should find the word *passionate* or words with similar meaning, and so on.

- Expand the **Critical Thinking** questions by asking whether Widstrand's and Switzer's jobs appeal to students. Have them say why or why not.
- In **Vocabulary Comprehension**, the word *cosmopolitan* can also be used to describe a person who has traveled a great deal and knows a lot about other cultures and societies.
- In **Vocabulary Skill**, the term *tenure* often refers to a secure academic position that a faculty member obtains after several years' service characterized by a high level of productivity. In the North American academic system, a person holds the rank of associate or full professor in a tenured position until retirement. The words *attain* and *obtain* are quite similar but also quite different. *Attain* often means reach, and implies labour or difficulty was involved. *Obtain* simply means to get.

## Extension Activities



### Integrated Skill Extension: *What's My Job?*

Have students work in groups to learn more about jobs that are not typical 9-to-5 positions. Then have them play a game in which the objective is to correctly guess the other groups' chosen jobs.

1. Divide the class into small groups. Give each group time to research and come up with a list of jobs that are not typical 9-to-5 positions, which the other teams must then guess.
2. Emphasize that students need to have enough information about each job they select to answer a series of detailed questions about it. Explain that all answers must be limited to *yes* or *no* only.
3. Have all groups to come up with a list of questions to ask the other teams to figure out what the mystery job is. For example, *Is it dangerous? Do you work at night? Do you wear a uniform/need special equipment? Do you work with the public? Are you famous? Do you make a lot of money?*
4. Put each group of students with another group. First, one group does the guessing, and then the other. Set a time limit (ideally, do not exceed two minutes) in which students can ask their questions before trying to guess what the job is. They get one point for every correct guess. If they fail to guess correctly, the other team gets the point. **Optional:** Have groups come to the front and let the entire class work together to guess some unusual jobs.



## CHAPTER 2: Job Interview Types

### Chapter Summary

**Target Vocabulary:** clarification, complement, concise, deliberate, inconsistency, rapport, resume, sarcastic, tact, think on your feet

**Reading Skill:** Skimming for Content

**Reading Passage Summary:** This passage describes different types of job interviews and offers tips on various interview techniques.

**Vocabulary Skill:** Homophones

### Answer Key

#### Before You Read

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

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

#### Reading Skill

**A:** 1. screening (lines 7–8); 2. a good idea (lines 23–24); 3. avoided (line 27); 4. good (line 34); 5. might get (lines 38–45); 6. what the interviewer suggests (line 50); 7. group (line 63); 8. stress (line 70)

#### Reading Comprehension

**A:** 1. d (lines 1–5); 2. c (entire passage); 3. a (lines 6–8); 4. b (line 17); 5. d (lines 70–72)

**B:** 1. skills (line 42); 2. lunch, watched (lines 46 and 49); 3. real-life situation (lines 57–58), problem-solving (line 55); 4. leadership (line 60); 5. calmly (line 69)

#### Critical Thinking

Answers will vary. Possible answers include:

1. telephone interview, committee interview;
2. stress interview because the candidate is put under significant pressure

#### Vocabulary Comprehension

**A:** 1. similarities; 2. plan ahead; 3. wordy; 4. crudeness; 5. clash; 6. disagreement; 7. hasty; 8. pleasant; 9. clarification; 10. overdo

**B:** 1. sarcastic; 2. inconsistencies; 3. rapport; 4. tact; 5. think on your feet; 6. resumed; 7. clarification; 8. deliberate; 9. complement; 10. concise

#### Vocabulary Skill

**A:** 1. complemented; 2. compliment

**B:** (Example sentences will vary): 1. **council:** (n) an organization which provides local government. *The council elections are due to take place tomorrow;* **counsel:** (n) advice or guidance; (v) to give

guidance, to help someone with a problem. *She said she wanted to have someone counsel her on her career choices;* 2. **lesson:** (n) something that is learned/time set aside for learning. *Geography lessons are about to begin;* **lessen:** (v) to reduce something or make it smaller. *In order to lessen the weight on the bus, they removed several suitcases.;* 3. **principal:** (n) the head of a school or college; (adj) the most important thing or person. *The principal reason I work here is for the job satisfaction it brings.* **principle:** (n) a belief or rule that has major influence on the way something is done. *Eating meat is against my principles.* 4. **led:** (v: past tense and past participle of *lead*) to be brought somewhere: *The manager led me to my new office;* **lead:** (n) a chemical element which is regarded as a heavy metal. *Lead is commonly used in the manufacturing of batteries.*

#### Real Life Skill

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

**B:** Answers will vary.

**C:** 1. New Zealand; 2. thousand; 3. year; 4. languages; 5. resume

#### What Do You Think?

Answers will vary. Possible answers include:

2. These sites can be very useful for networking, but need to be used correctly in order to target the job-hunt in a specific way. Many companies now use these sites as part of their recruiting strategies.
3. Sometimes, a person's job may come before other aspects of their lives such as family (*live to work*), whereas for others, a job is merely a means of supporting their lifestyle, including recreation and hobbies (*work to live*).



## Teaching Notes

- For **Before You Read** questions 2 and 3, students may mention other types of interviews (not discussed in the passage.) *Informational interviews* are used to gather information about a profession or type of job before a person decides to enter that field. They yield information about typical job skills and activities, training, credentials, and experience required. A *performance interview* is used to assess a person's hands-on skill at doing something. Musical auditions are an example of this.
- For the **Reading Skill** of Skimming for Content, encourage students to take in larger chunks of text at a time. Some teachers find it effective to have students "sweep" lines with their eyes, always moving forward at a steady pace. As students read for a minute in **B**, give indications of the remaining time (30 seconds left, now 15 seconds left) to assist students in pacing their reading.
- In **Vocabulary Comprehension**, note the difference in pronunciation between the target verb *resume* [ree-zume] and the noun *résumé/resume* [reh-zume-ay]. The idiom *to think on your feet* refers to the ability to respond quickly and appropriately to unexpected questions, comments, or problems.
- Even many native speakers have difficulty distinguishing between the words *complement* and *compliment*, in **Vocabulary Skill A** on homophones. In English grammar, a *complement* consists of the words that *complete* the predicate of a sentence. If students remember that *complete* is spelled with "e," then they are less likely to confuse it with *compliment*—spelled with "i." A *compliment* is not only an expression of praise or respect (*with my compliments*), in its adjectival form, it can mean something that is free, such as a complimentary copy of a book.

## Extension Activities



### Speaking/Listening Skill Extension: *Mock Job Interviews*

Have students practice types of job interviews described in the reading passage.

1. Ask students to work in groups of five. Each group will try out at least three of the interviews described. Some situations, such as the telephone interview, will have to be simulated.
2. Each group should decide which types of interviews they want to try, but all members of the group should be involved for each one. For example, if the group chooses the One-on-One interview, each person should take turns to play either the interviewer or interviewee role while the others observe. After each type of interview, participants should discuss their reactions and observations.
3. **Optional:** Before students role-play, give them time to research the kinds of questions likely to be asked in each type of interview, and look up some advice on how best to answer them. This activity can also be expanded by asking students to write a resume (which can be fictional) to use in the interview role-play.



### Vocabulary and Grammar Skill Extension: *Clarifying Homonyms*

Have students brainstorm common English homonyms and think up ways of keeping them straight.

1. English learners often struggle with common homonyms such as *its/it's*, *there/their/they're*, and *to/two/too*, in addition to less common ones such as *principle/principal* and *horse/hoarse*. Ask students to brainstorm all the homonyms they can think of and write them on the board.
2. Ask for the memory or mnemonic devices that people use to distinguish between the forms.
3. Make a display of ways to avoid common mistakes.

# 2 Computer Culture

## Getting Ready

### Answer key

**Computer Quiz:** Students should discuss their answers/ideas with a partner, and then check their answers on page 30. **Answers:** 1. b; 2. b; 3. c; 4. a; 5. b; 6. b; 7. a

## CHAPTER 1: Unmasking Virus Writers and Hackers

### Chapter Summary

**Target Vocabulary:** assert, cue, dominate, intimate, malicious, perceive, perpetrator, rationale, relinquish, replicate

**Reading Skill:** Understanding Inference

**Reading Passage Summary:** This passage describes what computer hackers and virus writers do, the effects their actions can have, and the public's changing perceptions of them.

**Vocabulary Skill:** The Root Word *plac*

## Answer Key

### Before You Read

Answers will vary. Possible answers include:

1. A hacker uses advanced computer skills to illegally get access to information that is private, or take control of a computer system.

### Reading Skill

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

1. The passage states that hackers do not appear to be any different from anyone else to dispel the common idea that they are anti-social, reclusive, and socially awkward; 2. The writer seems to understand their thought processes but disapproves, and probably believes that hackers are actually misguided; 3. The writer does not agree with what hackers and virus writers do.

### Reading Comprehension

**A:** 1. c (entire passage); 2. c (lines 4–6); 3. b (lines 42–50); 4. d (lines 56–64); 5. a (entire passage)

**B:** 1. H, V (lines 1–9); 2. V (lines 10–11);

3. H (lines 17–19); 4. H (lines 24–26);

5. H, V (lines 23–24); 6. V (lines 26–30)

### Critical Thinking

Answers will vary. Possible answers include:

1. By committing identity/electronic theft, or making illegal downloads, or damaging large corporate

or public systems; 2. The Internet gives people anonymity, and communication happens at a great physical distance, often with people you don't know, which can lead some to behave differently than they might in their regular lives.

### Vocabulary Comprehension

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

**B:** 1. intimate; 2. dominate; 3. perceive; 4. relinquish; 5. replicate; 6. assert; 7. cue; 8. malicious; 9. rationale; 10. perpetrator

### Vocabulary Skill

**A:** 1. **implicate:** verb, to suggest someone is involved in something (usually morally wrong or illegal);

2. **inexplicable:** adjective, impossible to explain;

3. **explicit:** adjective, something which is explained very clearly so it is understood; 4. **pleat:** noun, a fold in a piece of cloth; 5. **pliable:** adjective, able to be bent without breaking, easily manipulated;

6. **multiply:** verb, to increase by a large amount;

7. **multiplex:** noun, a large building with several cinema screens; 8. **implicit:** adjective, not stated directly, but implied.

**B:** 1. pleats; 2. multiplex; 3. explicitly;

4. pliable; 5. multiplied; 6. implicating;

7. inexplicable; 8. implicit



## Teaching Notes

- The second question in **Before You Read** deals with *stereotypes*. Stereotypes are mental images that we have of groups of people to which we attribute a set of characteristics. Common stereotypes pertain to gender, race, ethnic or national identity, or occupation. Although stereotypes can be either positive or negative, they often result in prejudicial attitudes or discrimination, and should be discussed with care.
- The **Reading Skill** of Understanding Inference requires practice to develop. Ask students to highlight or underline any sections of the reading where meaning is implied rather than overtly stated.
- In **Vocabulary Comprehension**, note that the word *malicious* is based on the word *malice*, an evil attitude with a desire to hurt others. People who commit computer crimes with malicious intent do it deliberately to cause pain and cannot claim that they do no harm.
- In **Vocabulary Skill**, *implicit* is an excellent description of what students are looking for in the reading skill of inferencing because the reader understands meaning that is implied rather than *explicitly* stated. Remind students that understanding inference involves paying attention to the way something is said.

## Extension Activities



### Writing/Reading Skill Extension: *Personal Computer Experiences*

Have students describe computer problems they have experienced due to viruses and hackers.

1. Most people have been inconvenienced or affected by computer viruses, worms, or hacking. Ask students to write about their own experiences, including answers to these questions: How did the problem occur? What damage or inconvenience was caused? How did you cope with the problem? How can you prevent similar problems in the future?

Note: If the students don't have personal experience with this, have them use an example from a news story. Examples could be viruses or worms that spread through a university computer system or someone who hacked into a credit card database. Preventative measures include not opening attachments from unknown sources, using antivirus software, and using credit cards only in secure circumstances online.

2. Have students meet in small groups to exchange what they've written. When all the papers are read, ask group members to discuss what the three descriptions have in common.



### Vocabulary Skill Extension: *"Um-um-um" Word Guessing Game*

Have students write gapped sentences and have the class then guess the missing vocabulary word.

1. Write vocabulary words from Units 1 and 2 on individual small pieces of paper. Scramble the words in a bag and have each student select one or more words, depending on the class size. It is very important that students do not tell anyone what their words are.
2. Have individual students write sentences where the vocabulary word is used appropriately in context. Tell them to note the number of syllables and strike out the word on paper.
3. Have students take turns reading out their sentences. Explain that when they come to the target word, they say *um* for each syllable. For example, if the word were *inexplicable*, they would say five *ums*.
4. Tell the class they have three chances to guess the missing word. After three unsuccessful tries, have the writer give the correct word. These words should be noted for further study.



## CHAPTER 2: Female Virus Writer Packs Punch

### Chapter Summary

**Target Vocabulary:** cordial, counter, cunning, decline, groom, immaculate, mangle, play along, prodigy, vandalism

**Reading Skill:** Inferring Personality

**Reading Passage Summary:** This passage features an interview with a young female virus writer in which she reveals how she started to write viruses, and why she does it.

**Vocabulary Skill:** The Root Word *graph/graphy*

### Answer Key

#### Before You Read

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

1. "Flame" and "Shamoon" in 2012; 2. man
3. Students should share and explain their perceptions.

#### Reading Skill

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

rebellious, aggressive, intelligent, creative, unconventional, and proud (lines 45–46), etc.

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

polite (lines 26–27); creative/intelligent (lines 7–8)

#### Reading Comprehension

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

1. the author was afraid of her, to allow Gigabyte to feel more comfortable, to gain Gigabyte's trust (1st paragraph); 2. via an email attachment (line 17); 3. The teacher thinks Gigabyte is a good young programmer but does not approve of her writing viruses (lines 23–26); 4. She may not have spent much time with her parents, and probably does not have a close relationship with them. (lines 20–21); 5. She is not motivated by feminist issues and believes other women can stand up for themselves (lines 31–44)

**B:** 1. six (line 8); 2. fourteen (line 14); 3. cunning and quick (lines 50–51); 4. spray painting graffiti on someone's wall (line 53); 5. new, funny, special, or original (lines 62–63).

#### Critical Thinking

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

1. The writer seems to find Gigabyte interesting, and may admire her or even be a little intimidated by her.
2. Gigabyte believes that working for an antivirus company would be against her beliefs, perhaps because she believes that viruses are a valid form of self-expression.

#### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. b; 9. a; 10. b

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

1. Mozart, Lang-Lang, Taylor Swift, Dido; 2. a car in a road accident; 3. yes, because as a tidy person, I like to know where everything is; 4. an invitation to a social event possibly declined due to illness; 5. yes, in order to be polite and respectful; 6. being well-groomed is important, but how you look is not as important as the kind of person you are; 7. perhaps someone who lied in order to get what they wanted; 8. damaging public or private property in any way

#### Vocabulary Skill

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

**B:** 1. paragraphs; 2. choreographers; 3. bibliography; 4. biography; 5. autobiography; 6. seismographer; 7. photography; 8. monograph; 9. demographic; 10. cartography

#### Real Life Skill

**B:** 1. OS; 2. HD; 3. DVD (ROM); 4. USB; 5. RAM; 6. GB; 7. GHz; 8. TB

#### What Do You Think?

Answers will vary. Possible answers include:

1. Yes, because viruses cause havoc for completely innocent people and hackers violate privacy.
2. Because it's difficult to "police" the Internet without violating the privacy of millions of people, or because cyber-criminals can be extremely clever.
3. Encouragement at school could begin at younger ages, especially in terms of linking IT classes with other areas of interest for all students.

## Teaching Notes

- While students are working on **Reading Skill A**, draw four columns on the board with the following headings: *Positive, Negative, Neither, Both*. Once students have completed the activity, invite volunteers to read the adjectives of personality out loud. Then work through the adjectives one by one asking the class to which column on the board each adjective belongs. There might not be consensus on some words, for example, *proud*. Encourage further debate if students disagree.
- The word *vandalism* in **Vocabulary Comprehension** goes back to a Germanic tribe called Vandals who terrorized Europe hundreds of years ago. Historians believe that the Vandals were no worse than any other tribe, but their legacy lives on in the present-day word.
- The **Vocabulary Comprehension** word *prodigy* means someone of genius ability or great talent. It often collocates as *child prodigy* to refer to a person whose talents appear at a very young age. Refer to the **Extension Activity** on famous child prodigies.
- In **Vocabulary Skill B**, *choreography* is the study of dance movements and the art of creating them, but it is also the way in which planned movements for a particular dance piece are written down. Thanks to dance notation, it is possible to reconstruct classical ballets from long ago.

## Extension Activities



### Research/Reading/Writing Skill Extension: *Phishing*

Have students research the computer crime of *phishing* and describe how it works. In the last decade, *phishing* has become a major misuse of computer technology. This form of identity theft occurs when criminals pose as legitimate businesses in order to obtain personal information such as passwords and account numbers by email. They use the information to extract money from accounts.

1. Have students research *phishing* to learn how it is done, and ways to prevent becoming a victim.
2. Then have students prepare posters to inform other students about the practice. If possible, they could put up the posters in places where students are likely to check their email.



### Integrated Skill Extension: *Famous Child Prodigies*

Have students search for information about child prodigies and write a report about one.

1. Mozart is one example of a child prodigy, but many other famous people have shown signs of genius early in life. Ask students to choose a prodigy and research and write about that individual.
2. Students should write about how the person's talent or ability was evident at a young age and how the person's family dealt with it. Ask them to also note whether the prodigy sustained talent and productivity throughout life or burned out early. Later, have students read their writings aloud to the rest of the class, omitting any references to the person's name. Have the class guess who it is.



### Listening/Speaking Skill Extension: *Discussing Stereotypes*

Have students discuss common stereotypes and the effect these have on one's attitudes and behavior. Take time to discuss the concept of stereotypes. Point out that while some features of stereotypes may be based on fact, typical stereotypes contain a lot of false or outdated information. For this activity, students work in groups. Each group should brainstorm stereotypes they have of people they regularly interact with. They should then reflect on how their stereotypes affect their behavior.



# 3 Travel Adventures

## Getting Ready

### Answer key

**Travel Survey:** Students should complete the survey and discuss their answers with a partner.

## CHAPTER 1: Into the Heart of a Family in Casablanca

### Chapter Summary

**Target Vocabulary:** decipher, exclaim, fervently, giggle, inquire, jaded, lapse, pristine, radiant, streak

**Reading Skill:** Scanning

**Reading Passage Summary:** This passage describes how two friends look up an acquaintance in Casablanca and end up being entertained by the wrong family.

**Vocabulary Skill:** Adverbs of Emotion

## Answer Key

### Before You Read

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

### Reading Skill

**A:** 1. Miguel, Kenitra; 2. Casablanca; 3. sister/family; 4. couscous, chicken; 5. (stay for) dinner; 6. school

### Reading Comprehension

**A:** 1. something good a stranger does that amazes, surprises, and even changes you (first paragraph); 2. Neither Abdelatif's sister (lines 17–18), nor any of the relatives looked like the Abdelatif they knew (lines 33–36); 3. They were kind, forgiving, and understanding, and even invited them to stay for dinner. (lines 55–56); 4. They were brought to his home by the “new” Abdelatif (lines 60–62).

**B:** 1. F, Abdelatif only gave the author his address (lines 6–7); 2. F, They planned to visit Abdelatif for one day (lines 8–10); 3. T (lines 11–12); 4. F, The family members were polite but quiet (lines 27–29); 5. F, The author translated for Miguel (lines 29–31); 6. T (lines 32–41); 7. T (lines 64–65)

### Critical Thinking

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

1. The family's warmth moved the author and made it easy to become friends with them;
2. In this

case, due to an error, a real friendship was formed. Personal experiences will vary.

### Vocabulary Comprehension

**A:** 1. h; 2. c; 3. i; 4. d; 5. j; 6. g; 7. b; 8. e; 9. f; 10. a  
**B:** 1. inquire; 2. decipher; 3. streaks; 4. jaded; 5. exclaimed; 6. radiant; 7. giggling; 8. fervently; 9. lapse; 10. pristine

### Vocabulary Skill

**A:** Emotions will vary, but should show understanding of the adverb. Examples:

2. **cautiously:** care/suspicion/worry/tact;
3. **urgently:** hurriedness/urgency/impatience/panic;
4. **solemnly:** sadness/earnestness/sincerity;
5. **firmly:** confident/decisiveness/mind being made up;
6. **tactfully:** caution/empathy/kindness/sympathy;
7. **angrily:** frustration/annoyance/anger;
8. **humbly:** modesty/embarrassment/meekness;
9. **confidently:** surety/confidence/self-assurance;
10. **joyously:** happiness/joy

**B:** 1. solemnly/humbly; 2. tactfully; 3. solemnly; 4. angrily/firmly/confidently; 5. cautiously/confidently; 6. angrily; 7. urgently; 8. joyously

**C:** Answers will vary.

## Teaching Notes

- In **Getting Ready**, students should complete a travel survey. Remind them that surveys are used to get information about respondents' opinions. In real life, people often complete surveys. Make sure everyone understands the term *backpacking* (It refers to travelling on a budget—that is, without spending much money—and taking only enough belongings to fit into a backpack.)
- When students have completed the scanning activity in **Reading Skill A**, ask what words in the sentences helped them decide which words to scan for. *The author and her friend. . .* suggests that a first name is required; *in a city called. . .* suggests that a place name is required, and so on. Explain to students that reading skills like scanning can help them to find specific information more efficiently and effectively. Encourage them to practice this skill by identifying the parts of speech or key words that will lead them more quickly to the information they need. In order to develop that habit, suggest that they underline or circle those words.
- When they have finished discussing the **Critical Thinking** questions, invite some pairs to share their ideas with the class. For question 1, find out whether any students identified a dual meaning in the title. If they did not, explain that references to the heart are usually associated with feelings and emotions and, particularly, love. Then write *the heart of* on the board. Explain that *the heart of* is an expression meaning the most important part of something, for example, *The heart of the matter is poor financial management. or Miscommunication lies at the heart of the problem.* The **Reading Passage** uses *heart* in both of these contexts.
- In **Vocabulary Comprehension**, point out that *pristine* has two meanings. In this chapter it is used in a general sense to refer to something that is clean and in very good condition: *Although the car was quite old, it was in pristine condition.* Explain that since *pristine* has the Latin root meaning former, it can also refer to something that has not been changed or developed but remains in its former state: *Tourism has not yet reached the island and its beaches are pristine.*

## Extension Activities



### Listening/Speaking Skill Extension: *Finding a Friend*

Have students describe what they have done, or could do, to find a friend they have lost contact with. It is only natural that people lose track of their friends over time. Thanks to the Internet, there are now many ways to locate long-lost friends or distant relatives. Ask the class about their experiences in finding friends with whom they have lost touch. Were they successful? Did they have any interesting experiences in the process? Allow time for students to describe their experiences and suggest useful resources.



### Vocabulary Skill Extension: *Acting Out Adverbs*

Have students act out adverbs.

1. Use the Vocabulary Skill section on adverbs of emotion to elicit other adverbs from the class. You may decide to stick to adverbs of emotion or expand to adverbs of action. The important thing is to choose adverbs that can be effectively acted out. Write the adverbs on the board.
2. For this activity, ask a pair of students to leave the classroom. While they are absent, have the rest of the class decide which adverb to act out. When one is selected, ask the pair to return.
3. The pair chooses a student in the class to do an action. The actor has to do the action according to the selected adverb (For example, if the action is "walk to the board" (adverb: *angrily*), the actor stomps and fumes). The pair can ask up to five individuals to act out the adverb before they make their final guess. Give scores according to the number of people who have to act before the adverb is guessed correctly.



## CHAPTER 2: Travel for Good

### Chapter Summary

**Target Vocabulary:** capacity, conviction, eradicate, gregarious, initial, mind-set, motto, obscure, philanthropy, scale

**Reading Skill:** Previewing

**Reading Passage Summary:** This passage talks about some ways individual people are using their travel experiences to change the world in a positive and socially progressive way.

**Vocabulary Skill:** The Root Word *ject*

### Answer Key

#### Before You Read

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

1. It can change the traveler's perception of a country, and the people the traveler meets can learn about the traveler's home or travel experiences.

#### Reading Skill

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

1. The passage is probably about the educational aspects of travel, or people doing good as they travel; 2. This passage might be found in a magazine or on an online travel site.

**C:** Answers will vary. Actual answers: connecting with people, raising awareness of social issues, people doing positive things while traveling

#### Reading Comprehension

**A:** 1. c (lines 18–20); 2. b (lines 34–35); 3. a (lines 29–52); 4. a (lines 59–61); 5. b (lines 75–76)

**B:** 1. M, R&T, P (lines 13–15, 47–50, 68–70); 2. M (lines 25–28); 3. R&T, P (lines 30 and 54); 4. M, R&T, P (lines 10–11, 33–34, 71); 5. M, R&T (lines 15–18, 39–40)

#### Critical Thinking

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

1. Some global problems include hunger and malnutrition, a lack of medicine for easy-to-cure illnesses, human-trafficking, and environmental issues. 2. There could be dangers and risks involved for the travelers.

#### Vocabulary Comprehension

**A:** 1. a; 2. b; 3. a; 4. a; 5. b; 6. b; 7. a; 8. a; 9. a; 10. b

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

1. cancer due to the disease being prevalent;
2. never say never; 5. human rights; 6. college students are older and, usually, have a more mature mind-set; 8. Andrew Carnegie, who viewed the cause of world peace as important; 9. yes, because it's affecting the climate and sea levels.

#### Vocabulary Skill

**A:** 2. **eject:** verb, to make something come out of a machine or to remove a person from somewhere; 3. **trajectory:** noun, the direction in which an object/event/process develops; 4. **subject to:** adjective, dependent on something; 5. **dejected:** adjective, feeling without hope or enthusiasm; 6. **interject:** verb, to interrupt; 7. **project:** noun/verb, (noun) a planned piece of work/(verb), to plan or forecast; 8. **objection:** noun, a statement of disagreement

**B:** 1. eject; 2. subject to; 3. projected; 4. abject; 5. interject; 6. dejected; 7. trajectory; 8. objections

**C:** Answers will vary. Possible answers include: reject, inject, conjecture

#### Real Life Skill

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

**B:** 1. armchair; 2. budget; 3. family; 4. business; 5. adventure; 6. luxury

#### What Do You Think?

Answers will vary. Possible answers include:

3. He probably meant that one should take the time to savor each experience while traveling, planned and unplanned.

## Teaching Notes

- In **Before You Read**, question 2, remind students to think about both positive and negative differences.
- Two of the stories in the **Reading Passage** are centered on raising awareness of certain issues and raising funds to improve these situations. In more recent years, due to the advent of the Internet as well as greater ease of movement around the world, it has become increasingly popular to combine travel with *activism* (working to accomplish social or political aims); there are even tour operators who specialize in trips combining travel and adventure with activism.
- For **Critical Thinking**, ask students about their familiarity with *eco-tourism*, which is a travel concept that allows people to visit places—often remote places—of great natural beauty without having a negative impact on either the physical environment or the culture of the native people who live there. Typically, *eco-tourism* entails living in rustic conditions with local people and experiencing their lifestyle; a popular motto connected with *eco-tourism* is *Take only photographs; leave only memories*. While it is a very good idea in principle, *eco-tourism* can also bring about negative effects, such as congestion and pollution due to overcrowding.
- If there is time after **Vocabulary Comprehension**, start a class discussion about *philanthropy*. (There is an ongoing philosophical debate about whether philanthropists are doing the job of governments.) Ask students whether they feel that very wealthy people have an obligation to help improve the lives of others less fortunate. Make sure they give reasons for their answers.
- In **Vocabulary Skill**, *subject to* (pronunciation stress on the first syllable of *subject*) is an adjective which means depending on certain conditions. Ensure that students do not confuse this with the phrasal verb *subject to* (pronunciation stress on the second syllable of *subject*), which means making somebody experience something unpleasant. (A bully *subjected* this boy to daily fears and anxieties.)

## Extension Activities



### Research/Reading/Writing Skill Extension: *Travel Writer*

Have students write about a trip they have taken (real or imagined).

1. First, students need to find and read at least three travel reports in travel magazines, newspapers, or online sites. (Note: Many newspapers have their travel sections available on the Internet.) Then have students research a trip to an interesting place.
2. Explain that students should describe where and how they traveled, the main features of the place (nature, local people, and culture), and describe the food, entertainment, and activities.
3. Tell them to think about their audience. Have them choose a specific type of traveler to target with their story. Have students include photographs in their report, if possible.



### Listening/Speaking Skill Extension: *Travel Agent*

Have students use their travel report to “sell” their destination to a partner.

1. After students have researched and written their travel reports (in the activity above), they can use them to try to sell a similar trip to a partner. Have students work in pairs and take turns being the “travel agent” and the “potential customer.”
2. Explain that the travel agent presents all the necessary information about the trip to the potential customer, such as location of the destination, means of transport, accommodation, costs and what is included, and any special information. The customer asks many questions and challenges the travel agent’s knowledge. After the first exchange, have partners change roles for the second destination.
3. At the end of the activity, ask the class about popular destinations.



# 4 Haunted by the Past

## Getting Ready

### Answer Key

Answers will vary based on personal opinions.

## CHAPTER 1: The Vanishing Hitchhiker

### Chapter Summary

**Target Vocabulary:** astonish, build, chilling, disconcerting, engrossed, fear the worst, imprint, puzzled, unsuspecting, vanish

**Reading Skill:** Skimming for Main Ideas

**Reading Passage Summary:** This passage provides several examples of odd and frightening stories of ghosts resembling living people that stop cars for rides, trying to 'return' home on the anniversary of their deaths.

**Vocabulary Skill:** The Root Word *mort*

## Answer Key

### Before You Read

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

1. *The Legend of Sleepy Hollow*, *The Sixth Sense*, *Insidious*;
2. Students may say they feel frightened and excited, knowing they are reading or seeing something which is compelling and may or may not be true;
3. It makes a change from everyday life, and there can be a thrill in experiencing the fear and tension of a scary story.

### Reading Skill

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

### Reading Comprehension

**A:** 1. a (lines 2–5); 2. b (lines 17–18);

3. d (lines 34–36); 4. b (lines 60–61)

**B:** 1. G (line 28), R (line 35); 2. S (line 48); 3. B (line 22),

G (line 30), R (line 41), S (line 51), Gr (lines 59–60);

4. G (lines 29–30), Gr (lines 55–57); 5. G (line 32),

R (lines 35–36); 6. G (lines 30–32), Gr (lines 61–64)

### Critical Thinking

Answers will vary. Possible answers include:

1. Perhaps Resurrection Mary as she had the added element of being trapped in the cemetery.

2. Most cultures have some form of ghost stories, and many have vanishing stories, but perhaps not all have vanishing hitchhiking ghosts. Hitchhiker stories are likely to be common where there are isolated roads, and cars are the main form of transportation.

### Vocabulary Comprehension

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

**B:** 1. build; 2. engrossed; 3. unsuspecting;

4. puzzled; 5. imprint; 6. astonished;

7. disconcerting; 8. chilling; 9. vanish;

10. feared the worst

### Vocabulary Skill

**A:** 1. immortal (adj/n); 2. morbid (adj); 3. morgue (n);

4. mortified (adj); 5. murder (v/n); 6. mortgage (v/n);

7. post-mortem (n/adj); 8. amortize (v);

9. mortuary (n/adj); 10. mortality (n);

11. moribund (adj)

**B:** 1. mortality; 2. morbid; 3. morgue;

4. murder; 5. mortuary; 6. immortal

## Teaching Notes

- In the unit title, the word *haunted* refers to the manifestation or appearance of a ghost.
- When students have finished **Before You Read**, expand their vocabulary by making the distinction between *ghosts* or apparitions of dead people, *phantoms* or briefly appearing ghosts, and invisible energy sources called *poltergeists*—from the German words for *knocking spirit*—a noisy supernatural spirit that is responsible for unusual sounds or things that move for no apparent reason.
- The word *hitchhiker* is used often in this chapter. It means someone who asks for a free ride in a car by signaling with the thumb, which has led to the idiom *to thumb a ride*. Hitchhiking was common when fewer people had cars, but in more recent years it has come to be regarded as a dangerous practice for both drivers and hitchhikers, and is prohibited in many places.
- If needed, give students the definition of *urban legends*, (bottom of page 67) explaining that it is a form of modern folklore. Although many people believe urban legends, most are based on rumors, superstition, and hoaxes. People find them credible because they contain some element of truth which has become exaggerated and distorted with each retelling. As people pass on urban legends, they often give the source as someone they know indirectly, such as a *friend of a friend* or a distant relative. Point out that legends of all sorts tend to become expanded or exaggerated with time, especially as they are passed from person to person by word of mouth. Jan Harold Bruvand is an American folklorist well-known as an authority on urban legends. A popular source of online information on urban legends is the website [www.snopes.com](http://www.snopes.com), which seeks to establish the truth of urban legends or to expose them as hoaxes.
- **Critical Thinking** question 2 asks about the distribution of ghost stories. Point out that they are found in cultures around the world.

## Extension Activities



### Integrated Skill Extension: *Spooky Story*

Have students work in pairs to develop and tell a spooky story.

1. Ask students to work with a partner to develop a scary ghost story of their own. They may base their story on an existing one or create an entirely new ghost story. They should decide on the setting, the characters, and sequence of events. The partners should also plan for sound effects.
2. When everyone is ready, have the pairs mingle with other pairs and take turns telling their ghost stories. Each pair should tell their story to at least three other pairs.
3. When students are done, ask them if their stories changed as they were told. For example, did they add information or tell them in a different way? Did they get ideas from other stories they heard?



### Reading and Speaking Skill Extension: *Have You Heard this Urban Legend?*

Have students research urban legends and report one to the class.

1. Using the key words *urban legends*, have students search online for interesting examples. Tell them to take notes as they do their research.
2. In the tradition of making urban legends fit local settings, encourage students to alter their legends to fit a place and circumstances that most classmates would know. However, explain that they should keep the plot or storyline unchanged.
3. Have students take turns presenting their urban legends. After each one, the rest of the class can say whether they are already familiar with it. How is the version they know the same or different? Where and how did people hear that legend before? Was it supposed to have happened to someone they knew?
4. After everyone has presented, have a discussion about urban legends. What is their purpose—scary entertainment, reporting factual information, or giving a warning?
5. The **Reading Passage** consists of five examples of one kind of urban legend, the vanishing hitchhiker. Can the class sort their legends into categories? Have students take note of the patterns.



## CHAPTER 2: The Bell Witch

### Chapter Summary

**Target Vocabulary:** indifferent, nerve-racking, prevailing, recount, rouse, summoned, swear, taunting, tormented, vengeance

**Reading Skill:** Identifying Meaning from Context

**Reading Passage Summary:** This passage describes accounts of a famous 19th century ghost story that took place in Tennessee in the U.S.

**Vocabulary Skill:** The Root Word *pos/pon*

### Answer Key

#### Before You Read

**A:** 1, 2. Answers will vary. 3. The movie *The Blair Witch Project* can be described as a type of scary folklore, a fictional story told as if it were true.

#### Reading Skill

**A:** 1. adjective; 2. (noun phrase) article/determiner, adjective, noun; 3. verb; 4. verb

**B:** 1. extremely disturbing/distressing, anxiety-causing (also implies a very high pitch); 2. a fruitless/purposeless pursuit; 3. pulled hard; 4. pushed or jabbed

#### Reading Comprehension

**A:** 1. Because, apparently, it really happened (lines 5–8); 2. She believed that Bell cheated her in a land purchase (lines 10–13); 3. she sang and made a lot of noise, threw furniture and dishes at John and Betsy Bell, and pulled at and poked them (lines 19–26); 4. His wagon stopped without explanation and he heard a voice from the bushes (lines 32–40); 5. The witch said she had poisoned John Bell (lines 43–46, 51–54)

**B:** 1. T (lines 9–10); 2. F, no one saw her (line 19); 3. F, she was friendly to Mrs Bell (lines 18–19); 4. T (lines 29–32); 5. T (lines 43–46); 6. T (line 53); 7. F, he was her teacher (lines 56–57).

#### Critical Thinking

**C:** Answers will vary. Possible answers include:  
1. People may have been more ready to believe in ghosts because they were possibly more superstitious then, plus there was less scientific evidence available at the time; 2. Possibly, depending on the layout of the house and Powell's access to it.

#### Vocabulary Comprehension

**A:** 1. a; 2. b; 3. a; 4. a; 5. b; 6. a; 7. b; 8. b; 9. a; 10. b

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

1. To feel very badly about something wrong or unkind that you did or said; 2. As there is overwhelming evidence that this is a serious issue, many people would consider it irresponsible to feel indifferent about global warming. 3. Students should bear in mind that agreeing would mean endorsing harm to others. 4. Students may have heard Dr Martin Luther King's speech "I Have a Dream." 5. When getting married or giving evidence in court. 6. Perhaps taking an exam such as a driving test.

#### Vocabulary Skill

**A:** 2. *compose*: verb, to put together with care;  
3. *component*: noun, a part of something;  
4. *disposable*: adjective, able to be thrown away;  
5. *postpone*: verb, to delay or put off until later;  
6. *oppose*: verb, to be against something or someone; 7. *propose*: verb, to suggest a course of action, put forth an idea (like marriage);  
8. *position*, noun, a place to put something/verb, to put something somewhere; 9. *transpose*: verb, to move from one position to another, to change keys in music; 10. *deposit*: verb, to put something away/ noun, a token sum of money put down for buying an expensive item, or money put in a bank

**B:** 1. deposited; 2. deposition; 3. composed;  
4. postpone; 5. transposed; 6. position

#### Real Life Skill

**A:** 1. b; 2. f; 3. d; 4. e; 5. a; 6. c  
**B:** 1. anecdotes; 2. report; 3. gossip;  
4. proverb; 5. account; 6. fables

#### What Do You Think?

Answers will vary. Possible answers include: 1. Some phenomena might include psychic powers, UFOs, or

feelings such as instinct or *deja vu* (the feeling that you've done or experience something before); 2. Students may have seen television programs showing these activities which are probably motivated by a curiosity about the unknown; 3. It has been

suggested that some spirits may want to make contact with their loved ones. In some cultures, it is considered common for spirits to make contact with the living. In others, such contact is usually of a sinister nature.

## Teaching Notes

- **Before You Read** asks about *The Blair Witch Project*. This 1999 movie is about three student filmmakers who disappear while making a documentary about witchcraft. A year later, mysterious video footage appears that suggests what happened to the students.
- In the **Reading Skill** of identifying meaning from context, students should look closely at how the words in bold are used in the passage.
- In **Vocabulary Comprehension**, the word *swear* has two quite different meanings. In the context of this section of the student book, to *swear* means to declare you are telling the truth when you take an oath. More commonly, *swear* means to curse or use offensive language. As used in **Vocabulary Skill**, a deposition is a *sworn statement* taken in court, using the first meaning of *swear* (meaning to *promise*.)
- Build on the activities in **Real Life Skill** to find actual examples of each story-type as a way to build student awareness of how common they are in daily life. Start by having a class discussion about each type of story. Then put students into pairs or groups and have them research and write up at least one example of each story-type.
- When students have finished working on **What do you think?** mention that there has been a relatively recent rise in the popularity of scary movies, ghost-hunting, and other unexplained phenomena. Ask students why they think this may be. (Some people credit this surge with the fact that fan followings have grown through TV and the Internet.)

## Extension Activities



### Speaking/Listening Skill Extension: *Favorite Scary Movies*

Have students survey people about their favorite scary movies and report their findings.

1. Have students prepare and then conduct a brief survey about people's favorite horror films and why they like them. Have students work in small groups. Explain that they will ask 20 people *outside of class* what their favorite scary movie is and why. Students should include both men and women in their survey as well as a wide range of ages.
2. Have students bring their survey results back to class and then have each group analyze their surveys for patterns. Is one movie, or one kind of movie, mentioned often? Why? Are most of the films recent or are classic (older) horror films mentioned too?
3. Have groups report their survey results to the class. Together, ask the class to combine their findings and discuss any trends they notice.



### Writing Skill Extension: *Mystery Poem*

Have students write a brief poem about something mysterious.

1. Remind students about *onomatopoeia*—the use of words that imitate sounds. Examples include *hiss*, *whisper*, *shuffle*, *rustle*, *chatter*, *whistle*, and *whine*. Have the class brainstorm words that sound like their meanings and write them on the board.
2. The students' task is to use some of the onomatopoeic words to create a short poem that describes something mysterious without naming the subject.
3. When students have completed their poems, post the poems around the room and have the class try to guess the subject matter of each poem.



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

Survey answers will vary. Students should discuss their answers with a partner.

**CHAPTER 1: What Exactly IS a Short Story?****Chapter Summary**

**Target Vocabulary:** anecdote, arbitrary, exquisite, facet, insight, precision, presume, profound, reinforce, sparse

**Reading Skill:** Recognizing Simile and Metaphor

**Reading Passage Summary:** In this passage, a teacher discusses the defining features of a short story.

**Vocabulary Skill:** The Root Word *scribe*

**Answer Key****Before You Read**

**A:** 1, 2. Answers will vary. 3. Possible answer: A novel is much longer and has a more complex theme and plot and, usually, more characters than a short story.

**Reading Skill**

**A:** 1. metaphor, (reading/the idea of) a short story;  
2. simile, an illumination

**B:** Simile: like trying to squeeze a mural into the frame of a miniature (line 17), it likens the size of a mural to the size and complexity of a novel

**Reading Comprehension**

**A:** 1. a (line 1); 2. d (lines 49–52);

3. b (lines 59–67); 4. a (lines 68–70)

**B:** 1. that the definition of a short story is thought to be unclear and open to debate (entire passage); 2. they display a sensitivity to language and are precise (lines 25–31); 3. they are nice but tend to leave the reader with an unsatisfied feeling (lines 34–35); 4. great writers are better than others at using language in a very precise way (lines 34–35)

**Critical Thinking**

1, 2. Answers will vary. Students should support their opinions with reasons and/or examples.

**Vocabulary Comprehension**

**A:** 1. b; 2. b; 3. b; 4. a; 5. b; 6. a; 7. b; 8. b; 9. a; 10. a

**B:** 1. reinforce; 2. anecdotes; 3. profound; 4. precise, arbitrary; 5. insight; 6. facets; 7. sparse; 8. exquisite; 9. presumed

**Vocabulary Skill**

**A:** 1. *subscribe*: verb, to pay for a certain number of issues, usually of a magazine or newspaper; 2. *manuscript*: noun, an author's text before it is published; 3. *postscript*: noun, an afterthought at the end of a document; 4. *scribble*: verb, to draw or write meaningless things or to write quickly in a messy way/noun, the result of writing quickly in a messy way; 5. *prescription*: noun, a doctor's order for medication; 6. *describe*: verb, to explain or tell what something or someone is like; 7. *superscript*: noun, something written above characters or letters on a line/adjective, written above a line of characters or letters; 8. *inscription*: noun, writing carved into stone; 9. *transcribe*: verb, to transfer information from one form to another; 10. *conscript*: verb, to force someone to do military service/noun, a soldier enrolled against his/her wishes

**B:** 1. scribbled; 2. inscription; 3. postscript; 4. subscribe; 5. manuscript; 6. described; 7. prescription

**C:** Answers will vary.

## Teaching Notes

- In **Getting Ready**, ensure that all students understand the writing forms and genres listed in the survey.
- After **Reading Skill B**, on the board write the simile *as in a miniature painting, the details need to be sharp*. Then underline the word *as*. Point out that *similes* draw comparisons using the words *like*, *as*, *than*, or *resembles* while *metaphors* make an implicit comparison using the verb *be* (*Old age is the winter of life*).
- The **Reading Passage** compares *murals* and *miniatures*. *Murals* are large-scale paintings directly on the surface of walls or the sides of buildings. The word *mural* comes from the French and Latin words for wall, *mur*, a root word in English. For example, *extramural* sports are played outside a school's walls, so they are played with teams from other schools. A *miniature painting* is done on a very small scale, yet with great attention to fine detail using very thin brushes. Famous examples included Muslim miniatures from Persia (present-day Iran), religious illuminated manuscripts from the Middle Ages in Europe, and Renaissance portraits painted on valuable items such as jewelry.
- In **Vocabulary Comprehension**, note that students tend to confuse *anecdote*—an interesting or funny story—with *antidote*, a relief or remedy against the bad effects of something. Tell students that a funny anecdote might be an antidote to someone's bad mood!
- **Vocabulary Skill**, deals with the root word *scribe*, meaning to write, but point out to students that *scribe* is also a noun; before printing was invented, a *scribe* was the person who had the job of copying books and documents, or writing things down. Explain to students that the word *subscribe*, from Latin meaning to write underneath, has several other meanings. It can be a promise to give money to a charity or it can mean that you support certain views. (*Ellen subscribes to the idea that global warming will cause glaciers to melt in a few years.*) *Postscript* is usually abbreviated as *P.S.* at the end of a letter and contains information that the writer forgot to include in the body.

## Extension Activities



### Reading/Writing Skill Extension: *Individual Reading Log*

Have students keep a log of everything they read for one week.

1. Students tend to think of reading as preparation for classes instead of being aware of the wide range of reading they do in their daily lives. To make them more aware, ask each student to keep a log of everything they read for one week. This includes homework as well as casual reading for pleasure from printed materials or on their cell phones and laptops, including newspapers, advertisements, instructions, labels, signs, websites, blogs, and any emails or text messages.
2. The log should specify the type of material read and the approximate time spent reading it.
3. At the end of the week, ask students to review their log in order to summarize their reading patterns. Are there any places where improved reading skills would be useful?



### Speaking/Listening Skill Extension: *My Favorite Short Story*

Have students work in small groups to describe their favorite short story.

1. Give students advance notice that you will ask them to describe their favorite short story so that they can be prepared with the title and author, and perhaps review the story beforehand. If they do not already have a short story, this is their opportunity to find one. For the purposes of this activity, the short story can be in another language, but they must discuss it in English.
2. Have students start by drawing a picture of something memorable to help them recall the story.
3. Divide the class into groups of five students. Ask students to take turns describing to the group their favorite short story using the drawing. In addition to briefly retelling the story, explain that each student should say why the story became their favorite.
4. Have each group choose one or two stories to share with the rest of the class.



## CHAPTER 2: An Interview with J.K. Rowling

### Chapter Summary

**Target Vocabulary:** amuse, basis, diagram, divorce, exaggerate, infant, in terms of, plot, set out, settle on

**Reading Skill:** Scanning

**Reading Passage Summary:** In an interview, J.K. Rowling describes her writing of the Harry Potter books.

**Vocabulary Skill:** Phrasal Verbs

### Answer Key

#### Before You Read

- A:** 1. F; 2. F; 3. T; 4. F; 5. F; 6. T; 7. F; 8. T/F (her first draft is pen and paper; she edits on the computer)  
**B:** Students compare their answers and share information about Rowling and Harry Potter.

#### Reading Skill

- A:** 1. d (lines 65–66); 2. c (lines 45–46);  
3. a (lines 37–42); 4. b (lines 6–7)

#### Reading Comprehension

- A:** 1. d (lines 1–4); 2. a (lines 10–11); 3. d (lines 18–21);  
4. c (lines 26–31); 5. d (lines 60–66)  
**B:** 1. her mother died (lines 35–36); 2. basketball (lines 45–46); 3. scariness (lines 55–59); 4. drafts by hand (longhand), drafts using pen and paper (lines 59–61)

#### Critical Thinking

- C:** Answers will vary. Possible answers include:  
1. Most people agree that the Harry Potter books have a good balance of scariness and clever entertainment, which makes them appeal to both children and adults; 2. Different people have different preferences; no one formula is likely to appeal to every reader.

#### Vocabulary Comprehension

- A:** 1. b; 2. e; 3. g; 4. d; 5. j; 6. f; 7. h; 8. i; 9. a; 10. c  
**B:** 1. amuse; 2. settled on; 3. basis; 4. in terms of; 5. diagrams; 6. plot; 7. infant; 8. exaggerated; 9. divorced; 10. set out

#### Vocabulary Skill

- A:** 1. *come up with*: to find, discover, think of or produce something; 2. *creep in*: to develop slowly, especially in a negative way; 3. *turned out*: to end up to be, to be discovered to be; 4. *think it over*: to consider something more deeply before making a decision; 5. *make up*: to fabricate or lie; 6. add up: to have a larger effect when put together.  
**B:** 1. go without; 2. hold on; 3. drop by; 4. get along, put up with; 5. wear off, looking forward; 6. passed up

#### Real Life Skill

- B:** 1. simile; 2. alliteration; 3. onomatopoeia; 4. simile; 5. metaphor; 6. onomatopoeia; 7. assonance; 8. metaphor

#### What Do You Think?

Answers will vary based on personal opinions and preferences.

### Teaching Notes

- In **Before You Read A**, question 8, the answer depends on the reading of lines 61–62 in the **Reading Passage**. Rowling writes the *first* draft of her books by hand, and then edits the draft on computer.
- In the **Reading Passage**, point out to students that *creep in* (lines 34 and 59) is a colloquial idiom used in everyday speech, but not in formal writing. As interviews are given orally—often recorded and later transcribed into a written text—it is natural for interviewees to use colloquial expressions.
- In **Vocabulary Comprehension**, point out that while the word *divorced* in this context (and in general) refers to no longer being married to someone, it can also be used as a verb to describe the separation of ideas, for example, *You can't divorce the rise in crime from the economic downturn*. *Plot*, in this context, is a noun meaning storyline, but explain to

students that *plot* can also be a verb meaning to plan something secretly, usually something bad.

- Give students extra practice with the **Vocabulary Skill** by asking them to think of additional phrasal verbs. Provide a first letter and have students call out all the phrasal verbs they can think of beginning with that letter, or supply a word, for example, *take*,

and have them use it to list as many phrasal verbs as possible.

- In **Real Life Skill**, for *alliteration* and *assonance*, note that English words can have the same consonant or vowel sounds but be spelled quite differently (for example, *phony fox fur* and *make great bait*).

## Extension Activities



### Integrated Skill Extension: *Lively Literary Lists*

Have students work in pairs to develop examples of the literary terms learned in **Real Life Skill**.

1. Ask students to work with a partner to develop an example for each of the five literary terms presented in **Real Life Skill**. Explain that the examples can be phrases, but they should be used in a sentence for this activity.
2. Have each pair of students read their sentences to another pair, who should try to guess the literary technique being used. (Note that the sentences should be sorted into a different order than the terms presented on page 92.) If the pair who is guessing disagrees with the pair who is reading about the example, encourage them to suggest ways to make it fit better.
3. Then have the pairs switch roles. If some examples prove difficult to guess, write them on the board for others in the class to work together to identify the literary form.



### Reading/Writing Skill Extension: *Flash Fiction!*

Have students write an original piece of short fiction.

1. Explain to students that there is a relatively new literary form called *flash fiction*, which is growing in popularity. It is sometimes called *micro-fiction* and is basically a condensed short story. Like short stories, the word-count for flash fiction can vary. In some instances it is 100 words, in others 500 words and, while there is a good deal of variety, the word-limit usually falls under 1,000.
2. Tell students they are going to write their own piece of flash fiction. Remind them that all the same components of a short story should be used, and all the same literary devices, but set a word-limit of your choice, for example 100 words or 250 words.
3. Allow students to write on any theme of their choice or, if they wish, provide them with some prompts to help formulate their ideas, for example, *a surprise guest*, *an unexpected adventure*, *the old man on the bus*, etc.
4. When they have finished, invite some volunteers to read their flash fiction to the class. If students are amenable to the idea, post their stories on the classroom walls for everyone to read.



# 6 A New Generation of Thinking

## Getting Ready

### Answer key

Answers will vary. Possible answers include:

**1.** Intelligence is the ability to learn, understand, and use information. **2.** Rather than “more” intelligence, playing a sport or a musical instrument may require

a different type of intelligence than working in a science lab or learning how to walk again after a stroke or accident.

## CHAPTER 1: Emotional Intelligence

### Chapter Summary

**Target Vocabulary:** across the board, astute, empathy, endowed, impulse, prone to, rational, restraint, stability, track down

**Reading Skill:** Skimming

**Reading Passage Summary:** This passage describes the findings of psychologist, Daniel Goleman, who believes that emotional stability is more important than IQ in determining an individual’s success in life.

**Vocabulary Skill:** The Root Word *tend*

## Answer Key

### Before You Read

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

**1.** An IQ test stands for an Intelligence Quotient test. It measures how you process information and understand ideas, as well as how you store and retrieve information. It is given as a standardized test with various sections including comprehension, problem-solving, and reasoning; your score at the end of the test indicates your IQ level. **2.** EQ is the ability to deal with one’s own emotions as well as the emotions of others. **3.** Both are equally important for different reasons, for example, IQ may have a bearing on the type of job you do, whereas EQ is a valuable aspect of personal development.

### Reading Skill

**A:** Answers will vary. Actual answers: **1.** a (lines 4–8); **2.** c (lines 16–18); **3.** b (line 44); **4.** a (lines 58–61)

### Reading Comprehension

**A:** **1.** Goleman claims this impulse control study shows how our level of emotional stability as children impacts our lives going forward. (lines 24–27);

**2.** Those who resisted eating the marshmallow were more socially competent, more confident, and better able to handle stress (lines 28–39); **3.** The “bad news” found by the Vermont study showed that the emotional stability of children is declining overall. (lines 55–58); **4.** Women seem to have been raised to be more emotionally astute (lines 66–69).

**B:** **1.** F, the experiment was on children then teenagers (lines 12 and 25); **2.** F, one-third (lines 22–23); **3.** T (lines 46–49); **4.** F, in their teenage years (lines 58–61); **5.** T (lines 66–69); **6.** F, less of a success (lines 70–73)

### Critical Thinking

Answers will vary. Possible answers include: **1.** Some people find it difficult to resist temptation, while others are accustomed to waiting for rewards. (If students are not familiar with marshmallows, suggest another kind of candy.); **2.** Possibly by exposing people to stress in a group situation or testing their perseverance on a task when faced with many challenges, as well as by teaching strategies for coping with stress and developing restraint.

### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. a; 4. a; 5. b; 6. b; 7. a; 8. a; 9. b; 10. b

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

1. jobs which are not temporary; 2. yes, thanks to the Internet, greater ease of movement, and tracking technologies like GPS; 3. stay away from crowds, get flu shots, take vitamins; 4. while on a diet, or in deciding to not to join in gossip.

### Vocabulary Skill

**A:** 1. tendency (n); 2. pretend (v/adj); 3. tension (n); 4. contend (v); 5. intensify (v); 6. extension (n); 7. distend (v); 8. tender (adj/v)

**B:** 1. contend; 2. tendency; 3. extensive; 4. tender; 5. tension; 6. distend; 7. intensify; 8. pretend

## Teaching Notes

- In **Before You Read**, IQ tests measure different aspects of intellectual functioning such as memory, numerical and verbal ability, reasoning, and spatial ability; a score of 100 is considered average. Some well-known tests include Stanford-Binet and Wechsler. However, many experts have been critical of intelligence testing, claiming that it is biased, unreliable across cultures, and based on outdated psychometric theories of the 1950s.
- For the **Reading Skill** of Skimming, help students understand that they need to sweep their eyes quickly and purposefully over the **Reading Passage**. The goal of skimming is to understand the gist of the main points. To increase speed and maintain a regular pace, have students move their hand down the side of the passage as they read.
- In the **Reading Passage**, point out to students that the glossed word *malaise* (line 58) can happen to individuals or to society in general. For individuals, *malaise* is a feeling of unhappiness or illness. For society as a whole, *malaise*, such as that described in the **Reading Passage**, is a general social problem.
- Expand on the **Critical Thinking** questions by asking students whether they believe that emotional intelligence is innate or learned. Have them give reasons for their answers.
- Clarification of some meanings in **Vocabulary Comprehension** may make answers to the exercises clearer. *Astute* means intelligent or keen in judgment. A person with *empathy* is able to understand how another person feels and imagine what it must be like to be that person. If someone is *prone* to something, they are likely to feel or experience that thing, but the adjective can also mean *lying face down*. Both meanings come from the Latin word for bending forward. *Restraint* is another word with two meanings. As a noun, it means something that restricts movement such as a seat belt. As an adjective, *restraint* means showing moderation or holding back emotionally.
- In **Vocabulary Skill**, once students have read the inset box about the root word *tend*, point out that *tend* also exists as a verb meaning to take care of somebody or something: *Laura loved flowers and she tended her garden for hours every day.*

## Extension Activities



### Speaking/Listening Skill Extension: Are IQ Tests Useful?

Have students discuss the usefulness of intelligence testing.

1. Today, some critics feel that IQ tests are overrated and may misrepresent the intellectual levels of some members of society. In preparation for this class discussion, ask students to try to come up with their own views but also allow them to do some online research about IQ tests. They should think about both advantages and disadvantages.
2. Start the discussion by asking about the students' own experience with IQ tests. This may vary according to the culture and country. Inquire about the kinds of tests they have taken and how the results have been used.
3. Make a section on the board for advantages and disadvantages. Elicit responses from the class. After all ideas have been presented, ask the class to vote on whether they think IQ tests are useful.



## CHAPTER 2: Left Brains, Right Brains, and Board Games

### Chapter Summary

**Target Vocabulary:** allude to, conceive, criteria, dynamics, fine-tune, forefront, gifted, hypothesis, in conjunction with, novelty

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

**Reading Passage Summary:** This passage describes the creation of *Cranium*, a board game that engages the whole brain through a wide variety of activities based on Gardner's theory of multiple intelligences.

**Vocabulary Skill:** The Root Word *cap*

### Answer Key

#### Before You Read

**A:** Answers will vary. Common board games include chess, checkers, backgammon, and commercial games such as Monopoly, Trivial Pursuit, Scrabble, and Pictionary.

**B:** Answers will vary. Possible answers include: **good vocabulary:** Scrabble; **good memory:** Pictionary / Trivial Pursuit; **ability to think ahead:** chess, checkers, backgammon, Go; **lots of patience:** chess, backgammon, Go

#### Reading Skill

**A: Paragraph 4.** S, M (lines 16–19);

**Paragraph 6.** S, M (lines 31–32);

**Paragraph 7.** S, M (lines 37–40)

#### Reading Comprehension

**A: 1.** c (lines 13–15, 19–21); **2.** d (lines 9–15); **3.** b (lines 54–56); **4.** d (entire passage)

**B: 1.** Data Head; **2.** Star Performer;  
**3.** Creative Cat; **4.** Word Worm (lines 51–53)

#### Critical Thinking

Answers will vary. Possible answers include: **1.** the idea is that the sides of the brain have different functions, the left being more associated with logic, rationale, and analysis, and the right, with creativity and intuition; **2.** Yes; with the increased incidence of Alzheimer's and Parkinson's diseases, more attention is now paid to keeping the brain healthy as seen, in the surge in popularity of puzzles like Sudoku.

#### Vocabulary Comprehension

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

**B: 1.** criteria; **2.** novelty; **3.** forefront; **4.** fine-tuning;  
**5.** dynamics; **6.** conceive; **7.** in conjunction with;  
**8.** hypothesis; **9.** gifted; **10.** alluded to

#### Vocabulary Skill

**A: 1.** *accept*: verb, to take willingly; **2.** *intercept*: verb, to stop or catch something or someone while it/he is still in motion; **3.** *recipient*: noun, someone who receives something; **4.** *anticipate*: verb, to look forward to (when you expect something to happen); **5.** *captivate*: verb, to charm or capture the attention and admiration of people; **6.** *receive*: verb, to get or take something; **7.** *capacity*: noun, ability to contain, hold, or absorb; **8.** *captor*: noun, someone who takes someone else by force and confines them  
**B: 1.** capacity; **2.** anticipate; **3.** accepted; **4.** intercept;  
**5.** captivated; **6.** receive; **7.** captors; **8.** recipients

#### Real Life Skill

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

**1.** Students who consider themselves part of the Verbal/Linguistic group will have a natural aptitude for language learning; Musical types are good at listening which is very useful in language learning; those in the Interpersonal group might be more likely to be quicker learners in general; Interpersonal types are strong communicators. **2.** Logical/Mathematical may suit computer programming, Bodily/Kinesthetic could be a dance or fitness instructor, Musical may suit being a performer or music teacher.

#### What Do You Think?

Answers will vary. Possible answers include: **1.** It is now accepted that there's more than one type of intelligence, and people typically possess more than one type. For example, it's not unusual for people with strong logical/mathematical abilities to also be very musical. **3.** As people have different learning styles due to their different intelligences, they can be encouraged to become more self-aware when they engage in mentally-stimulating activities such as doing puzzles or playing computer games and board games like Scrabble.

## Teaching Notes

- For the **Reading Skill** of Identifying Main and Supporting Ideas, students should read the statements and judge whether each is the main idea or a supporting detail or example. Consider allowing them to work with a partner and discuss which statement is more general. After they have marked the statements, students should read the entire article to check whether their identification of main ideas was correct. Note that main ideas often (but don't always) appear in a topic sentence at the beginning of a paragraph.
- Further to **Critical Thinking**, question 2, note that research suggests that regular mental activity throughout life may help to keep the brain healthy and functioning well in old age. Reading stimulating material, engaging in discussions, playing games, or learning a language are some options.
- In **Vocabulary Comprehension**, note that a *hypothesis* is a working theory or assumption about how something is organized or functions. Scientists postulate, or put forth, their theory, and then a great deal of research is necessary before a hypothesis is generally accepted as true. A hypothesis is finally confirmed or rejected after numerous experiments that attempt to replicate results.
- In terms of IQ, someone who has a score of 130 or more is usually considered *gifted*. Another vocabulary item, *alludes to*, involves indirectly referring to something or somebody without clearly naming the thing or person. Therefore, figuring out the allusion or indirect reference often requires inferencing. Caution students not to confuse *allude to* with the verb *elude* which means to escape or avoid. It helps to remember that *allude to* is a phrasal verb so the preposition *to* is always used with it.

## Extension Activities



### Speaking/Listening Skill Extension: *What a Great Game!*

Have students who are proficient at particular board games help other students learn about them.

1. Start by brainstorming different kinds of games with the class. Write them on the board, leaving space for students to add their names as "experts" later. Remind the class that there are board games that date from ancient times and that various cultures have different versions of each other's games.
2. Ask each student to write his or her name next to a game on the board that they could explain to others. Divide the class into two teams, A and B. Ask members of team A to explain the games to members of team B. Allow time for team B to find an "expert" on a game that interests them.
3. After about 15 minutes, have teams change roles so team B gets to explain their game.

**Note:** If possible, give students advance notice that you will do this activity so that they can bring in the games themselves or find information about them. It also works well to have a session where students can play games on the understanding that all communication must be in English!



### Reading/Writing Skill Extension: *That's My Style!*

Have students reflect on learning styles and express their preferences for language learning.

1. Most teachers are aware that there are many different preferred learning styles (e.g. visual, auditory, and kinesthetic), but not all are addressed equally in the classroom. Ask students to use the information in **Real Life Skill** or, ideally, to do additional research and identify the learning styles that they feel are the most important for their individual learning in regards to language learning.
2. Ask students to reflect on the types of classroom activities and assessments that fit with their preferred learning styles. Have them write suggestions and submit them to the teacher.
3. After reading the suggestions, set aside a class session to try some of the suggested activities, and ask for feedback.
4. Remind students that time or class-size constraints may make it impossible to implement changes for the entire class, but that in their own independent learning, students can use techniques that suit their personal learning styles.



# 7 It's Dinner Time!

## Getting Ready

### Answer key

1. From top to bottom, left to right: fats and oils; sugars, including chocolate and candy; dairy products (milk, cheese, yoghurt) and protein such as meat and fish; fresh produce, fruits and vegetables; carbohydrates such as potatoes, bread, cookies, noodles, grains, and cereals. It is shaped like a pyramid to reflect the ratio in

which each food group should be consumed; 3. Answers will vary. Possible answers include: The most common diet guidelines and advice includes eating a healthy, balanced diet, monitoring portion control, cooking healthy, home-made meals from scratch rather than eating processed foods, and drinking plenty of water.

## CHAPTER 1: The Mediterranean Diet

### Chapter Summary

**Target Vocabulary:** adhere to, bulk, correlate, intake, rule out, sparingly, staple, therapeutic, validate, yield

**Reading Skill:** Identifying Meaning from Context

**Reading Passage Summary:** This passage discusses how research shows that the traditional diet of the Mediterranean region helps to prevent heart disease and cancer, and raises life expectancy.

**Vocabulary Skill:** Numerical Root Words *mono*, *dec*, *cent*, and *mill*

## Answer Key

### Before You Read

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

1. Studies show that an unhealthy diet not only affects our physical well-being with diseases like diabetes, heart disease, and obesity, but certain unhealthy foods can also affect our mood and contribute to conditions such as hyperactivity and depression; 3. Besides the Mediterranean, students may mention Japan, which has one of the highest life expectancies in the world, often attributed to their healthy diet of fish, vegetables, tofu, etc.

### Reading Skill

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

**B:** 1. circle: *principles*; *adhere to* means to believe in and follow, stick to; 2. circle: *of*; *staple* is an important item, usually a food, that forms a key and basic part of something, like of a given diet; 3. circle: *abundant*; *yield* means to produce, generate, or provide, often as a result of work done.

### Reading Comprehension

**A:** 1. b (lines 30–31); 2. d (lines 14–17);

3. b (lines 28–31)

**B:** 1. Studies show that people who eat a Mediterranean diet have better health and live longer (lines 18–26); 2. The location and warm, sunny climate means fresh fish, fresh fruit and vegetables are readily available (lines 14–17); 3. studies done by Dr Ancel Keys (the Seven Countries study) (lines 20–23), the World Health Organization (lines 36–39), and Dr Walter Willett (lines 45–46); 4. they do not exercise much, genetic differences have been ruled out as advantages can disappear when people move away (lines 35–43); 5. it produces “good cholesterol” (lines 54–55)

### Critical Thinking

Answers will vary. Possible answers include:

1. The Mediterranean Diet sounds great, in principle, but depending on geography, fresh fish and other unprocessed food items may not be easy to get;

2. The main difference is that the Mediterranean Diet is 35% fats (mostly olive oil). Meat intake is limited.

### Vocabulary Comprehension

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

B: 1. adhere to; 2. therapeutic; 3. correlation;  
4. validated; 5. rule out; 6. yield; 7. bulk;  
8. sparingly; 9. intake; 10. staple

### Vocabulary Skill

A: 1. 1; 2. 4; 3. 10; 4. 100; 5. 2; 6. 1000; 7. 3

B: 1. monopoly, duplicate; 2. duet; 3. centenarians;  
4. decathlon; 5. millipedes; 6. decades;  
7. monotonous; 8. trilogy

C: Answers will vary. Possible answers include:  
monochrome, quad-speed, decimal, centennial,  
dual, millenary, tricycle

## Teaching Notes

- In **Getting Ready**, the main food groups are represented proportionately in a *food pyramid* in which nutritionists have classified food into major groups, advocating how much from each group should be included in a daily diet. The first food pyramid, designed to indicate that some groups (like fruit and vegetables) should be consumed in greater amounts than dairy products or proteins, was created in 1974 in Sweden. Note that food pyramids have changed over time.
- Point out the glossed word *legumes* in the **Reading Passage** (line 16). Explain that these plants, such as peas and beans, are an excellent source of protein.
- The **Reading Passage** mentions HDL, the “good” cholesterol which actually protects the heart. Olive oil and oily fish promote HDL. By contrast, LDL is “bad” cholesterol associated with heart disease.
- Point out the bulleted characteristics of the Mediterranean Diet in lines 58–72 of the **Reading Passage**. Ask students to compare those foods with ones they typically eat. What are the differences? Are any important foods missing from the Mediterranean list?
- Mention to students that some words deviate, over time, from their root meanings. For example, the word *decimate* originally meant to kill one of every ten soldiers, but now is used more generally to mean destruction on a much greater level. And a *decibel* (a unit of sound) is based on a logarithmic scale such that each measurement of ten is ten times as great in actual power of the sound, not just ten degrees higher.

## Extension Activities



### Integrated Skill Extension: *Love That Snack!*

Have students describe their favorite snack and its health properties.

1. Snacks vary from culture to culture but, in most places, people tend to eat something between meals. Have students work in small groups to talk about their favorite snack(s). Explain that they should describe what these snacks consist of, how they are made, where they are typically found (as street food, for example, or home-made), and how often the student eats them.
2. After the discussion, have students research the food values of their favorite snacks. What is in the snacks and how healthy are the ingredients? In some countries, packaged snacks will have this information on the label. If not, have students look up the information online. Caution students to note the serving size for food values. For example, if food values for potato chips are based on eating only five chips, is that a realistic intake? How many servings are normally eaten at a time?
3. Have students bring their research to class again on a later date. Have them meet again in groups to discuss what they learned. Do they still like the same snacks? Are there healthier alternatives? After the groups finish discussing, have the whole class brainstorm a list of healthy snacks.



## CHAPTER 2: Genetically Modified Food

### Chapter Summary

**Target Vocabulary:** alert, ambiguity, attribute to, eliminate, generate, mandatory, progressive, proponent, revolve around, texture

**Reading Skill:** Arguing For and Against a Topic

**Reading Passage Summary:** This passage discusses the controversies that surround genetically modified foods, explaining the advantages and significant concerns about these processes.

**Vocabulary Skill:** The Root Word *-sist*

### Answer Key

#### Before You Read

**A:** Answers will vary with individuals and cultures.

2. Genetically modified food comes from crops whose genes have been scientifically altered.

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

#### Reading Skill

**A: Reasons for GM:** enhances the quality and nutritional value if done safely; benefits agriculture, medicine, and the environment; allows plants to ripen on the vine; plants can resist insects better, eliminating the need for pesticides, introduces new characteristics to plants; **Reasons against GM:** concerns about safety and harm to human health; long-term effects not known; researchers have not been cautious enough; concerns about reducing biodiversity; impact on the food chain.

#### Reading Comprehension

**A:** 1. d (entire passage); 2. d (lines 26–32);

3. a (lines 53–57); 4. a (lines 59–67)

**B:** 1. T (line 12); 2. T (lines 18–21); 3. T (lines 23–25);

4. F, GM foods might be harmful to people's health (lines 37–38); 5. T (lines 38–45); 6. F, Europe, not America, was badly affected by mad cow disease (lines 53–55); 7. F, rules are not clear. (lines 60–67)

#### Critical Thinking

Answers will vary. 1. Students can be asked about negative health effects from GM foods and any evidence for them; 2. The expression *playing God* is used to describe someone acting as if they are in total control of something, especially a natural process.

#### Vocabulary Comprehension

**A:** 1. eliminate; 2. distract from; 3. resist; 4. surface;

5. opponent; 6. take offense to; 7. voluntary;

8. progressive; 9. threaten; 10. security

**B:** 1. generated; 2. ambiguity; 3. mandatory;

4. eliminate; 5. revolves around; 6. progressive;

7. texture; 8. Proponents; 9. attributed to; 10. alerted

#### Vocabulary Skill

**A:** 1. *insist*: verb, to demand, show strong opinion about something; 2. *consistently*: adverb, in a reliable way without variation; 3. *substitute*: verb, to replace something or someone/noun or adjective, a replacement; 4. *persist*: verb, to continue steadily in the same manner despite obstacles; 5. *statue*: noun, a three-dimensional image of a person, animal, or thing made from metal, stone, or wood; 6. *institute*: verb, to initiate or start something/ noun, an organization, especially one for education or research; 7. *superstition*: noun, belief in magic or the supernatural; 8. *desist*: verb, to stop doing something; 9. *constitute*: verb, to make up or be composed of

**B:** 1. superstition; 2. statue; 3. insisted; 4. desist;

5. substitute; 6. institute

**C:** Answers will vary. Sentences should contain the words *consistently*, *persist*, and *constitute*.

#### Real Life Skill

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

**B:** 1. Anna said, "Let's go. I don't want to miss the last bus." 2. Many new forms of communication were introduced during the 20th century: fax, email, and cell phones. 3. She put on the dress, then looked at herself in a full-length mirror. 4. If the person uses the cooking area, he/she should clean it up. 5. Good nutrition is important for athletes; it's also vital for the rest of us. 6. The Amazon rain forest (the largest rain forest in the world) has thousands of different species of plants and animals. 7. The bouquet had an assortment of flowers – for example, roses, tulips, and orchids.

### What Do You Think?

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

1. Cancer, heart disease, and diabetes are common in many countries. 2. It's common for people to become more conscious of how food affects health as they age and begin to experience health issues

or age-related problems. 3. This expression means that your body reflects what you feed it: if you eat too many foods that are bad for you, you will likely be overweight and have a variety of health problems, but if you eat a healthy, balanced diet, you'll likely have fewer health issues.

## Teaching Notes

- For **Before You Read A**, question 1, note that recent concerns about the safety of leafy vegetables (such as spinach) have focused attention on the conditions under which these are grown, picked, and packaged. Ask students what they must do to ensure that fruits and vegetables are safe to eat. In some countries, it is advisable to only eat produce that can be peeled or cooked, although some nutrients are lost in both processes.
- To develop the **Reading Skill** of identifying arguments for and against a topic, ask students to skim the **Reading Passage** and circle any words that signal opposing points of view. In paragraph 6, the use of *advocate against* might confuse some students because *advocate* means to *support* a position, but *advocate against* means to oppose.
- In **Reading Skill B**, students are asked to identify arguments for and against genetically modified foods. Some students will already be aware of the ecological issue of *biodiversity* and the advantage of maintaining a wide genetic variation of species. Cross-contamination from genetic engineering could make plants and animals more vulnerable to problems. In addition, critics of genetically modified food point out that GM crops may disturb the food chain. For example, birds feed on insects, but if plants become resistant to insects, birds may have problems finding sufficient food.
- In **Critical Thinking**, question 1, remind students that many GM foods are not eaten in their original state but become components of processed foods. Since more than half of GM foods are in this category, it is important to read food labels. Also mention that while GM crops are prevalent in North and South America, many other countries are still resistant, fearing that not enough testing has been carried out to measure environmental implications and the effects on human health.
- The **Vocabulary Skill** item *insist* forms part of the phrasal verb *insist on*, which has the slightly different meaning of persisting with a strong view against opposition: *Although Peter wanted to help plan the party, Karen insisted on doing it all herself.*

## Extension Activities



### Integrated Skill Extension: *Where in the World?*

As a way of building global awareness, have students visit a supermarket and gather information to find out where common foods come from.

1. In a global economy, foods are produced throughout the world and exported to consumers. Have students list 25 foods they consume in a typical week and visit a supermarket to learn where the foods are produced. Canned, packaged, and frozen foods usually state the country of origin while produce either has small stickers or signs indicating where it was grown. In some countries, the origin of meat and fish must also be labeled.
2. Tell students to bring their lists to class for a discussion on the sources of food. Cover issues such as laws regulating the use of chemicals or food additives, and labeling about food that is genetically modified. Ask students if their country has laws regulating imported food.
3. Ask students about foods that are locally-produced *versus* those that are imported. Are there differences in price or quality? Have them explain further.



# 8 Beyond Planet Earth

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

1. Students may have seen stars and the moon, or possibly a planet. 2. Solar means relating to, coming from, or determined by the sun. Scientists currently believe that there are eight planets and three dwarf planets in our solar system. The dwarf planets

are Ceres, Pluto, and Eris. (The status of other bodies in the Kuiper belt, such as Sedna, is still being debated.) Other objects in the solar system include the sun (a star), moons, comets, asteroids, and meteoroids. 3. **Top row, left to right:** h; b; e; **Bottom row, left to right:** d; a; c; f; g

## CHAPTER 1: Solar Storms

### Chapter Summary

**Target Vocabulary:** catastrophic, deploy, disrupt, divert, entangle, hurtle, mere, spectacular, squash, surge

**Reading Skill:** Understanding Inference

**Reading Passage Summary:** This passage discusses the discovery, history, and possible risks of solar storms, and what scientists are learning about these fascinating but potentially dangerous events.

**Vocabulary Skill:** The Root Word *rupt*

## Answer Key

### Before You Read

**A:** Answers will vary. Actual answers are: 1. billion; 2. days; 3. hydrogen; 4. 2000; 5. 1,000,000; 6. billion

### Reading Skill

**A:** 1. S (line 1); 2. I (lines 12–14); 3. S (lines 4–6); 4. I (lines 6–11); 5. S (lines 11–12); 6. I (lines 12–13)

### Reading Comprehension

- A:** 1. He discovered a solar superstorm (line 15); 2. They become entangled with the plasma and form loops which erupt when they cross (lines 30–35); 3. Those flying Arctic routes, because they rely on shortwave radio communications which are affected by space weather (lines 50–55); 4. They can be used to monitor solar winds and eruptions to help predict a solar storm's potential strength (lines 60–74).
- B:** 1. T (lines 15, 30–35); 2. F, communication was disrupted (lines 16–18); 3. T (line 26); 4. F, plasma is a *fourth state of matter*, neither solid, liquid, nor gas (lines 28–29); 5. T (lines 17, 30–31); 6. F, can affect power grids (lines 21–22, 58–62); 7. T (lines 67–69)

### Critical Thinking

Answers will vary. Possible answers include:

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1. Some people believe that money would better be spent on more immediate problems, considering that a major solar storm is unlikely; 2. People would have to resort to more rudimentary forms of power, transportation, and communication.

### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. b; 4. b; 5. a; 6. a; 7. b; 8. b; 9. a; 10. a

**B:** Answers will vary. Possible answers include: 1. talking when you should be listening; 2. road construction, heavy traffic, accidents; 3. a natural wonder of the world, or a fireworks display; 4. possibly with missiles; 5. perhaps to protect another, weaker country and/or in the interest of human rights abuses; 6. not necessarily, but there will certainly be challenges

### Vocabulary Skill

- A:** 1. adjective, abrupt; 2. adjective, incorruptible; 3. verb, interrupt; 4. adjective, bankrupt; 5. noun/verb, rupture; 6. adjective/verb, corrupt; 7. verb, erupt; 8. noun, disruption;
- B:** 1. disruption; 2. interrupted; 3. bankruptcy; 4. corruption; 5. rupture; 6. abrupt; 7. eruption; 8. incorruptible

## Teaching Notes

- When students have completed **Getting Ready**, ask whether anyone knows about *dwarf planets*. The term was coined in 2006 to categorize objects in the solar system that are larger than asteroids or comets, but not quite as big as planets. Dwarf planets include Ceres, Eris, and Pluto. Pluto had previously been classified as a proper planet but was demoted—amid some disagreement—to dwarf-planet status in 2006.
- The **Reading Skill** of Understanding Inferencing is often referred to as *reading between the lines*, or using what is overtly said to draw conclusions about things that have not been explicitly stated. Choose something that students can easily see, for example, say *I'm wearing short sleeves, and all the windows in the classroom are open. What can we infer from this? (The weather is hot today.)* Point out that inferences are like educated guesses.
- The **Reading Passage** mentions *the ionosphere* (line 49). Add to the description provided by explaining to students that the ionosphere is an area of the Earth's upper atmosphere which contains atoms that have been ionized (that is, formed into ions) by radiation from the Sun.
- In **Vocabulary Comprehension**, invite volunteers to supply a simple definition of the word *mere* (it's an adjective used to emphasize how small or unimportant something is). Point out that *mere* can function with or without an article and provide some examples: (with an article) *Although they are very wealthy they donated a mere ten dollars to our charity.* (without an article) *We were mere minutes from your house when we remembered that you were not going to be there.*

## Extension Activities



### Reading/Writing Skill Extension: *I Survived a Solar Storm*

Have students hone their critical reading skills by reading and writing about a past solar storm.

1. Tell students they are going to write a “personal account” about experiencing a solar storm.
2. Have them go online to further research the Carrington Event and the solar storm blackout that took place in Quebec in 1989. As they read, ask them to pay particular attention to descriptions of the effects as well as any eye-witness accounts.
3. Then ask students to choose one of the events and pretend they lived through it. Tell them to use their imagination, as well as the information they gathered, to write a diary entry about the experience. Remind them to think about where they might have been during the event, what would be happening around them, and what they might do in that situation. To keep the activity short, and encourage students to write concisely, consider setting a word limit, for example, 150–200 words.



### Speaking/Listening Skill Extension: *A Close Call*

Have the class role-play a television station reporting on a solar storm nearly missing Earth.

1. In the **Reading Passage**, students learn about past solar storms. As a class, have them write a fictional scenario about a new solar storm that is threatening Earth.
2. Tell students to pretend that scientists have suddenly discovered a strong plasma eruption in space. Divide students into teams which will each report on a different aspect of the situation. Ideas for reports include: different scientists' views of the threat, possibilities for intervention, reports of disaster preparedness, and interviews with ordinary people reacting to the news.
3. Have each team take turns reporting the latest developments. When all the teams of reporters have finished, have them report that fortunately, in the end, the solar storm did not reach the Earth, and all is well.



## CHAPTER 2: Star Struck

### Chapter Summary

**Target Vocabulary:** bleak, congregate, fling, impediment, prospect, reside, revelation, span, startling, voracious

**Reading Skill:** Scanning

**Reading Passage Summary:** The article describes the galaxies, stars, and black holes in our solar system.

**Vocabulary Skill:** The Root Word vac

### Answer Key

#### Before You Read

**A: (in order from largest to smallest):**

1. the Universe; 2. the Milky Way; 3. the Sun;
4. Jupiter; 5. Earth; 6. the Moon

**B:** Answers will vary based on students' opinions.

#### Reading Skill

- A:** 1. brighter (lines 1–2); 2. bigger (lines 8–9);  
3. less (lines 18–20); 4. swallows (lines 30–31);  
5. center (lines 46–48); 6. slightly (lines 69–70)

#### Reading Comprehension

- A:** 1. b (entire passage); 2. c (lines 13–15); 3. b (lines 46–50); 4. d (lines 62–68); 5. d (entire passage)
- B:** 1. a disk, mostly made up of hydrogen gas (and beyond that, dark matter and lesser galaxies (lines 3–7); 2. The star shoots out its raw materials, but heavy elements are impeded by gas, dust, and the Milky Way's gravitational field. These materials then enrich star-forming gas clouds (lines 13–17); 3. In the same way we can't see all of ourselves without a mirror, our knowledge of the Milky Way is limited because we exist within it (lines 17–20); 4. It began developing soon after the universe came into being. (lines 69–71)

#### Critical Thinking

Answers will vary. Possible answers include: 1. There is still a great deal of mystery regarding space, and people are motivated to learn more about it, partly from general curiosity but also because we could discover some useful and/or beneficial information.

#### Vocabulary Comprehension

- A:** 1. intersect; 2. bright; 3. advantage; 4. move;  
5. lie; 6. pull; 7. admission; 8. break; 9. startling;  
10. voracious

- B:** 1. congregate; 2. impediments; 3. prospects;  
4. revelation; 5. spans; 6. bleak; 7. startling;  
8. voracious; 9. resides; 10. flung/flings

#### Vocabulary Skill

- A:** 1. *void*: noun, an empty space/adjective, empty;  
2. *devoid*: adjective, lacking, free from; 3. *evacuate*:  
verb, to move people from an area of danger, to  
leave empty; 4. *vacant*: adjective, unoccupied;  
5. *vanish*: verb, to disappear; 6. *avoid*: verb, to keep  
away from; 7. *vacation*: noun, holiday/verb, to go on  
holiday; 8. *vacuous*: adjective, mindless or empty

- B:** 1. evacuate; 2. vacuous; 3. void; 4. devoid;  
5. avoid; 6. vacation; 7. vacant; 8. vanishes

**C:** Answers will vary.

#### Real Life Skill

- A: (from top to bottom)** 1. review; 2. read; 3. question;  
4. survey; 5. recite

**B:** Answers will vary. Students should practice using the SQ3R method as though they were preparing for an exam.

#### What do you think?

Answers will vary. Possible answers include: 1. Stephen Hawking believes that humans are destroying their habitats on Earth and running out of nonrenewable resources necessary for survival. However, one way to avoid this is to be more careful about conserving Earth's resources.

## Teaching Notes

- Develop **Before You Read B**, question 2, by asking for a show of hands as to whether or not students believe there is life on other planets. Then, regardless of how they voted, divide the class into two teams. Write *Life on Mars* on the board and assign one team to argue for the motion and one team against. Remind students that debating is excellent practice for their English language skills. Later, when they have read the passage and completed the **Reading Comprehension** questions, **Critical Thinking**, question 2, will ask students whether their views on the likelihood of life on other planets have changed or not. At this point, also ask them whether they learned any key information they could have used in the debate.
- Before students work through the statements for **Reading Skill B**, encourage them to underline or highlight the words they will scan for in the reading.
- In the **Reading Passage**, note that the word *orbiting* (line 7) is a verb used when one object travels (in a regular pattern) around a larger object, for example, *The Earth takes a year to orbit around the Sun*. Draw students' attention to the fact that it can also be used as a noun, see line 28, or give them these examples: *The Earth is in orbit around the Sun.* or *The Earth's orbit around the Sun takes one year.*
- In **Vocabulary Comprehension**, point out that the adjective *voracious* usually collocates with "consuming" a great deal of something (often, but not always, food): *She has a voracious appetite for sweet things. He was a voracious reader of poetry.*
- Reading experts believe that methods such as SQ3R, presented in **Real Life Skill**, are effective because students pose questions that they answer as they read; therefore they have a reason to read. Reciting material out loud engages other senses, which helps people retain what they have read. Reviewing or revising by going over the material several times also helps retention.

## Extension Activities



### Reading/Writing Skill Extension: *Galactic Poetry*

Have students look at images of space and write descriptive poems.

1. Give students time to do some online research about space. Ask them to look at the images for inspiration. What words come to mind?
2. Then have students write poems using this formula (with example provided):
  - 1 word (a noun, the subject) *Milky Way*
  - 2 adjectives *Massive, impressive*
  - a prepositional phrase *A black hole at your heart*
  - another phrase *Swallowing stars and planets*
  - 1 word (an adjective) *Powerful*
3. When students have finished composing their poems, have them take turns to read the poems to the class. Alternatively, have students each make a small decorated poster of their poems and related images to put up in class.



### Listening/Speaking Skill Extension: *Sharing Study Tips*

Have students share effective ideas for language learning.

1. In **Real Life Skill**, the SQ3R method is presented. What other ways of studying have students found to be effective? Start with a class discussion about the things that students find difficult in language learning. For example, some students have difficulty with pronunciation and others with remembering new vocabulary.
2. Ask students to share tips or strategies that have worked for them. Ask for volunteers to model how they have overcome particular learning problems.



# 9 Unearthing the Past

## Getting Ready

### Answer Key

**1. (clockwise from top left):** Egyptian pyramids; Angkor Wat, Cambodia; The Colosseum, Rome; The Great Wall of China.

**2, 3.** Answers will vary. Students should provide reasons to support their responses.

## CHAPTER 1: The Search for Cleopatra

### Chapter Summary

**Target Vocabulary:** depiction, diminish, enthrall, fragment, humiliation, pivotal, quarter, sacred, sensation, submerge

**Reading Skill:** Identifying Fact Versus Opinion

**Reading Passage Summary:** This passage discusses the popular fascination with Cleopatra, the famous queen of Egypt, as well as developments in the archeological search for her tomb.

**Vocabulary Skill:** The Prefix *ob-*

## Answer Key

### Before You Read

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

1. She is famed for her love story, for her power, and for her great beauty;
2. on cosmetic products and some fashion items;
3. Over time, portraits and sculptures of her may have been destroyed or lost.

### Reading Skill

**A:** 1. F (lines 1–2); 2. F (lines 12–13); 3. O (lines 15–16);

4. O (lines 19–20); 5. O (lines 35–38); 6. F (lines 50–51); 7. O (lines 65–66); 8. O (lines 67–72)

### Reading Comprehension

**A:** 1. c (entire passage); 2. d (lines 35–56);

3. c (lines 57–64);

**B:** 1. T (lines 3–4); 2. F, to avoid the humiliation of defeat, she killed herself before she was captured (lines 11–16); 3. F, earthquakes, tsunamis, rising seas, and the recycling of building stones, not necessarily the Romans (lines 21–23); 4. F, establishing that Taposiris Magna as the place to search (lines 21–24); 5. T (lines 45–49); 6. F, a large cemetery was discovered outside the temple walls (lines 52–54); 7. T (lines 67–69)

### Critical Thinking

Answers will vary. Possible answers include: **1.** Much of the appeal seems to lie in the mystery. When the mystery is solved, the reality may prove to be less interesting than ideas that people have about Cleopatra. **2.** Mystery still surrounds characters like Amelia Earhart, Jack the Ripper, and The Man in the Iron Mask.

### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. b; 4. a; 5. b; 6. b; 7. b; 8. a; 9. a; 10. b

**B:** Answers will vary. Students should support their opinions with reasons and/or examples.

### Vocabulary Skill

**A:** *opponent*: noun, a person who takes the opposite side in a fight, game, or contest; **2.** *obstruct*: verb, to form a barrier or block the way; **3.** *obscure*: adjective, not well known or easy to understand/verb, to hide; **4.** *objectionable*: adjective, shocking, causing offense; **5.** *oppression*: noun, cruel and unjust treatment; **6.** *obligation*: noun, required by law or custom; **7.** *obnoxious*: adjective, very unpleasant or annoying, offensive;

8. *oppose*: verb, to go against or disagree;  
9. *obtrusive*: adjective, very noticeable, intruding,  
thrusting forward; 10. *obviously*: adverb, clearly  
or easily seen or understood

B: 1. objectionable; 2. opponent, obviously; 3. opposed;  
4. obstructing; 5. obtrusive; 6. obligation;  
7. obnoxious, objectionable; 8. oppression;  
9. obscure

## Teaching Notes

- After **Getting Ready**, ask students how much they know about the field of *archaeology*. It studies the activities of humans from the past by finding and examining what they left behind, such as their artifacts and architecture. Point out that some consider archaeology to be a science, others an art, but many think it is both; the debate continues. Ask students for their own views on this and encourage them to provide reasons for their answers.
- Introduce students to the word *mystique*. While they are working on **Before You Read**, write the word on the board; then invite volunteers to provide a definition, confirming or correcting them as necessary. *Mystique* is a noun which comes from French and refers to the quality of being special, or even glamorous, because of being mysterious: *The life story of this novelist was shrouded in mystique.*
- **Reading Skill B** asks students to underline the words in the **Reading Passage** that helped them to determine their answers in **A**. When they scan and locate the relevant statements in the passage, they should notice that the words indicating opinions are mostly modals suggesting tentativeness, such as *may* and *could*.
- The **Reading Passage** mentions objects that have been *recovered* (line 52). Students may be more familiar with this verb in the context of getting better after an illness (e.g. *Eric had a bad cold last week, but he's fully recovered now.*). Point out that *to recover* can also mean to get something back, which is how it is used in the **Reading Passage**. Another example is: *The police caught the thieves and recovered all of the stolen goods.*
- In **Vocabulary Comprehension**, remind students to use their root word vocabulary skills, as well as context, to understand any new words in a text. Write the word *depiction* on the board and underline the word part *pict*. Ask students what this root word means and, if they are not sure, encourage them to guess (*pict* comes from the Latin *pictus*, meaning to paint, or to make a picture). A *depiction* is a representation of something in picture form.
- Three of the words in **Vocabulary Skill** describe unpleasant behavior: *objectionable*, *obnoxious*, and *obtrusive*. *Objectionable* is the mildest and most general. *Obnoxious* is much stronger and means rude and annoying (its Latin root word *noxa* means harm). If someone's behavior is *obtrusive*, they are annoying because they intrude or force themselves or their opinions into situations where they are not welcome.

## Extension Activities



### Reading/Writing Skill Extension: Fact or Opinion?

Have students further develop the skill of recognizing facts and opinions.

1. Put students into pairs. Give them time to do some online research about the world's most significant archaeological finds (examples: the discovery of King Tutankhamen's tomb, the remains of King Richard III, the Dead Sea Scrolls, the Rosetta Stone, the Terracotta Army of Xi'an, Pompeii). Have each student choose one event, and read about the speculations as well as the facts surrounding this event. Make sure that partners in a pair do not choose the same discovery.
2. Have each student write a short opinion piece about their chosen event (approximately 100 words), which should also include confirmed facts.
3. When they have finished, have students swap with their partner. At the first reading, partners must quickly identify the facts and the opinions, marking each statement with an "F" or an "O."
4. Then have the partners confirm or correct the fact and opinion designations.

**Optional:** For an interesting challenge, consider having students use their imagination to "invent" and write about fictitious archeological discoveries.



## CHAPTER 2: Where Inca Kings Lie

### Chapter Summary

**Target Vocabulary:** capitalize on, drought, dynasty, fate, flee, flourish, insight, lethal, obliterate, subdue

**Reading Skill:** Identifying Meaning from Context

**Reading Passage Summary:** This passage provides a brief history of the Inca empire and ongoing archaeological efforts to learn more about it.

**Vocabulary Skill:** The Root Word *mit*

### Answer Key

#### Before You Read

**A:** 1, 3. Answers will vary; 2. Machu Picchu

#### Reading Skill

**A:** 1. to accomplish something as quickly as possible because the opportunity to do it at an earlier time was not available (line 16); 2. to add previously unknown information to something that makes it clearer (line 17); 3. to be assertive and defend one's rights or beliefs (lines 28–29); 4. a king who is only appointed because he can be controlled by a more powerful individual or group (line 62)

#### Reading Comprehension

**A:** 1. c (lines 1–8); 2. c (lines 55–58);

3. d (lines 69–78); 4. b (lines 69–71)

**B:** 1. the Incas did not keep written records and Inca portraits have been lost. Many Inca structures have also been destroyed (lines 9–17); 2. They united to survive, then later moved to higher ground and started terrace farming crops (lines 25–34); 3. They created highways and cultivated 70 different crops (lines 44–50); 4. They suffered military defeat/were defeated by Spanish invaders (lines 54–68)

#### Critical Thinking

Answers will vary. Possible answers include:

1. Archaeologists should work with care and respect people's remains, but the explorations should

continue because their discoveries can yield important information; 2. The Ottoman Empire, Ancient Greece, The Khmer of Cambodia

#### Vocabulary Comprehension

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

**B:** 1. have flourished/flourish; 2. fate; 3. obliterated; 4. dynasty; 5. capitalized on; 6. drought; 7. lethal; 8. insight; 9. subdue; 10. flee

#### Vocabulary Skill

**A:** 1. verb, transmit; 2. noun, emission; 3. verb, omit; 4. noun, missile; 5. noun, admission; 6. noun, intermission; 7. verb, submit; 8. verb/noun, permit

**B:** 1. submit; 2. emissions; 3. transmit; 4. permitted; 5. missiles; 6. omit; 7. admission; 8. intermission

#### Real Life Skill

**B:** The most likely words are *barrier*, *hindrance*, or *impediment*.

**D:** *Expeditious* is rather formal but correct. Other possibilities are *fast*, *fleet*, *quick*, *rapid*, and *speedy*.

**E:** Sentences will vary.

#### What do you think?

Answers will vary. Possible answers include: 1. There may not be enough material found to draw correct conclusions about how people lived; many found objects can be misleading; archaeology can be costly and time-consuming.

## Teaching Notes

- **Before You Read** uses the adjective *Andean*. Make sure students understand that the term comes from the mountain range called The Andes in South America, which extends from Venezuela to Argentina, passing through Peru, Ecuador, Colombia, Chile, and Bolivia. If possible, point it out on a map. *Andean* describes anything related to the Andes, for example, Andean civilization and Andean tribes. The Inca Empire developed in the central Andes in the 15th century.
- Before students do the **Reading Skill** tasks, read aloud the explanation of a *figure of speech* in the shaded box. Point out that *figures of speech* include other speech forms that students will already know, for example, simile, metaphor, idiom, and so on. The example provided uses exaggeration (hyperbole) for effect. Emphasize that the non-literal sense inherent in figures of speech is the most important point for students to remember. Give them these two examples and ask which is literal and which uses the figure of speech: *There are two sides to this problem. / It's a double-edged sword.*
- In **Vocabulary Comprehension**, draw students' attention to the word *obliterate*, which means to completely destroy or wipe out. Explain that it comes from the Latin *oblitteratus*, meaning to cause something to be totally forgotten. Remind them that they studied the root word *ob-* in Chapter 1.
- In **Vocabulary Skill**, ask students to circle the root *mis* in its various forms in each of the eight vocabulary words. Point out that the consonants are frequently doubled when the root occurs in the middle of a word.
- In the **Real Life Skill** of Using a Thesaurus, students need to be aware of *nuances*, small differences in the meaning of words. Sometimes, these differences are between formal/informal language, like saying *snag* instead of *impediment*, or *speedy* instead of *expeditious*. At other times, the apparent synonyms have slightly different shades of meaning.

## Extension Activities



### Reading/Writing Skill Extension: *All Fall Down!*

Have students explore additional meanings for *fall*, and also phrasal verbs using the word *fall*.

1. Students should be familiar with the most common definition of the verb *to fall*, meaning to drop to the ground (usually by accident). Draw their attention to these phrases in the **Reading Passage**: *rulers. . . had fallen by 1100* (line 25); *leaders in the valleys fell one by one* (line 35); *estates began falling into disrepair* (line 68). The first two mean *no longer rule*, the third means *wearing down*.
2. Put students into small groups. Without using a dictionary, ask them to write definitions for each of the underlined words and phrases above. Let them access the chapter and advise them to study the relevant sections carefully to establish whether the context is the same in each case.
3. Before checking their work, tell them they are going to play a quick game. Tell each group to write down as many phrasal verbs using *fall* as possible (again, without the use of a dictionary). Give them one minute to do it. Make sure everyone has stopped writing when a minute has elapsed.
4. First, check the definitions from the textbook as a class, confirming or correcting them. Then have each group say how many phrasal verbs they listed. Ask the groups with the highest numbers to read out their list. As they call out each one, give the class the opportunity to decide whether it is a real phrasal verb or not. Award a point for every correct one, and deduct a point for each incorrect phrasal verb. The group with the highest points wins.



# UNIT 10 Language and Life

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

1. Mandarin Chinese, Spanish, English, Hindi, Arabic, Russian; 2. There are now fewer languages as many smaller communities are breaking up and emigrating due to globalization, industrialization,

and/or conflict. The growth of more dominant languages are also making some more obscure languages redundant, and thus less likely to be transmitted to the next generation.

## CHAPTER 1: The Exodus of Languages

### Chapter Summary

**Target Vocabulary:** colloquial, converge, divergence, dwindle, encompass, intelligible, on the brink of, resurgence, suppression

**Reading Skill:** Identifying Cause and Effect

**Reading Passage Summary:** This passage describes indigenous languages used by small groups of people that have become endangered and may become extinct, and how some people are trying to save them.

**Vocabulary Skill:** The Suffix *-al*

## Answer Key

### Before You Read

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

1. movement of people to cities and countries where their own language is not spoken or needed, the language not being taught in schools, older generations dying out, or the language is suppressed by a ruling power; 2. when a language dies, part of a culture dies and some degree of knowledge is lost forever; 3. Perhaps in some ways. For example, some languages do not use *left* and *right* to describe where things are, instead they only use *north*, *south*, *east*, or *west*.

### Reading Skill

**A:** 1. C, E; 2. E, C

**B:** Students should use linking words to show the cause and effect relationships of the sentences in **A**.

**C:** 1. C, E since (lines 2–3); 2. E, C as (lines 7–9); 3. E, C after (lines 23–25); 4. E, C a result of (lines 53–56) 5. C, E because (lines 35–36)

### Reading Comprehension

**A:** Answers will vary. Possible answers include: 1. It demonstrates how being understood far from home

affects our experiences, and shows how languages diverge as people migrate (lines 1–6); 2. a world perspective or view is lost (lines 15–21); 3. the Inuit have many words for “snow,” and in the Algonquin languages the first person is “you,” not “I” (lines 22–29); 4. shifts to dominant languages, population loss from natural disasters, war and famine, and cultural suppression (lines 7–14, 32–36); 5. creation of catalogs of language components and “language nests” (lines 45–58)

**B:** 1. T (excerpt lines 2–3); 2. F, converging (lines 5–7); 3. F, one-third of 6,500 (lines 11–12); 4. T (lines 17–18); 5. T (lines 53–56); 6. T (line 41); 7. F, the Internet is a means of preserving language (lines 49–50)

### Critical Thinking

Answers will vary. Possible answers include:

1. advantage: clearer communication, disadvantage: loss of cultural diversity; 2. to set up community-based events which expose people to the language, for example, coffee mornings or poetry readings, and to include aspects of the language in local media.

### Vocabulary Comprehension

- A:** 1. agreement; 2. separate; 3. literary; 4. reject; 5. incomprehensible; 6. elimination; 7. dwindle; 8. reduction; 9. hanging on; 10. depletion
- B:** 1. resilience; 2. suppress; 3. converge; 4. encompasses/encompassed; 5. dwindling, on the brink of; 6. resurgence; 7. intelligible; 8. colloquial; 9. divergence

### Vocabulary Skill

- A:** 1. emotional, psychological; 2. geographical, historical; 3. traditional, cultural; 4. natural, tropical; 5. brutal; 6. biological
- B:** Answers will vary.
- C:** Answers will vary. Possible answers include: conditional, original, critical, aboriginal, controversial, regional

## Teaching Notes

- Write the chapter title on the board. Underline the word *Exodus*, and ask whether anyone knows the meaning. An *exodus* happens when a lot of people move from one place to another. Have students speculate on the impact an exodus may have on languages.
- In **Before You Read**, be aware that the relationship between language and culture has been controversial. In the mid-20th century, the Sapir-Whorf hypothesis claimed that the nature of a language determined how a speaker of that language thought and understood the world, a view known as *linguistic determinism*. More recently, Noam Chomsky and Steven Pinker have argued that people don't think in any particular language but use innate universal structures called *mentalese*.
- In **Reading Skill C** and the **Reading Passage**, note that the word *Aboriginal* (capital "A") refers to the race of people that lived in Australia before the Europeans. However, *aboriginal* (all lower case) refers to *any* person or living thing that has existed in a certain place since the earliest times known to man. Build on students' vocabulary by telling them that a synonym, in this context, is the word *indigenous*, which they will encounter in the next chapter. When students have finished reading, ask them what word in the passage has approximately the same meaning as *indigenous*. (*native*)
- As an extension of the **Critical Thinking** questions, ask students to think about how and why languages continue to evolve. Encourage them to provide examples. Also see the **Extension Activity** in this chapter.
- In **Vocabulary Skill**, remind students that words with the suffix *-al* are adjectives so they must modify a noun. If there is no noun after the gap, they should use the noun form of the word.

## Extension Activities



### Integrated Skill Extension: *Is This English?*

To consider language change over time, have students compare three historical forms of English.

1. Divide the class into teams. Assign each team one of these texts: *Beowulf* (Old English, 9th century), Chaucer's *Canterbury Tales* (Middle English, late 1300s), Shakespeare's *Romeo and Juliet* (Early Modern English from 1597). These texts can be found at Project Gutenberg ([www.gutenberg.org](http://www.gutenberg.org)).
2. Tell students the goal is to simply see what English is recognizable in their text. Can students identify any words? What about the grammar? Can they get any gist comprehension of the meaning?
3. Have each team report to the class on the English form they explored.



### Vocabulary Skill Extension: *Neologism Game*

Have students find examples of neologisms and check classmates' knowledge with a game.

1. As cultures and technology change, so does vocabulary. Have students form groups and make a list of ten words that didn't exist until recently (the past five or ten years), known as *neologisms*. Have them write a definition and example sentence for each word. Tell them to try to choose words that other groups won't know or use.
2. Have each group present its list to the class, asking the class for definitions and examples of each. The group which "stumps" the class with the highest number of unknown words wins.



## CHAPTER 2: Life with the Tarahumaras

### Chapter Summary

**Target Vocabulary:** acquire, arduous, degrees, descend on, elusive, embark on, gesture, maneuver, mastery, notion

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

**Reading Passage Summary:** This passage describes the work of linguist James Copeland, who has made a lifetime project of studying the Tarahumara people of northern Mexico, especially their language.

**Vocabulary Skill:** The Root Words *lit* and *lex*

### Answer Key

#### Before You Read

**A:** Answers will vary. Students should support their answers with examples and reasons.

#### Reading Skill

**A: Paragraph 4:** M, S; **Paragraph 7:** S, M, S;  
**Paragraph 8:** S, S, M

#### Reading Comprehension

**A: 1.** d (lines 10–12); **2.** a (lines 13–17);  
**3.** d (lines 42–43); **4.** c (lines 49–50)

**B: 1.** F, they live in isolation (lines 1–2); **2.** F, three or four times a year (lines 6–8); **3.** T (lines 11–12);  
**4.** T (lines 25–30); **5.** F, goods they cannot easily get, not money (lines 62–66); **6.** F, in the summer only (lines 60–62)

#### Critical Thinking

Answers will vary. Possible answers include:

**1.** Possibly not, considering their way of life has continued this long. Remaining as they are maintains variety in the world. **2.** An idea common to our modern society and different from the Tarahumaras' is the belief that wealth or material things improve our lives.

#### Vocabulary Comprehension

**A: 1.** b; **2.** a; **3.** b; **4.** a; **5.** b; **6.** a; **7.** b; **8.** a; **9.** a; **10.** b

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

#### Vocabulary Skill

**A: 1.** adj, legible; **2.** n, lexicon; **3.** n, lecturn;  
**4.** n, lexicographer; **5.** n, literature; **6.** adj, literary

**B:** Answers will vary. Possible answers include:  
**2.** some prestigious awards include the Pulitzer Prize and National Book Award (in the United States), the Man Booker Prize (in the British Commonwealth and Ireland), and the Nobel Prize in Literature; **5.** comprehend

#### Real Life Skill

**B:** the words actually are: **1.** especially; **2.** question;  
**3.** already; **4.** beautiful; **5.** claim; **6.** examination;  
**7.** geography; **8.** doctor

#### What do you think?

Answers will vary. Possible answers include: **2.** Some languages require elaborate agreement of article and noun, declined according to case. Other languages make greater use of the subjunctive than English does. Some languages are very tonal, and others have complicated writing systems. **3.** It is likely that fewer languages will exist in 100 years; global economics is probably the most important factor in language dominance, so the key languages in the future might include Mandarin Chinese and English.

## Teaching Notes

- In **Before You Read**, note that the circumstances of indigenous people vary from country to country. In the United States, for example, many Native Americans live on reservations where economic, health, and educational conditions tend to be sub-standard. In other countries, indigenous people are fully integrated with the general population. In many countries, including the United States, native peoples have a special status and are allowed certain special rights—hunting, for example—because of their heritage.
- In **Reading Skill**, students should consider which idea is more general and inclusive and which is a specific example that illustrates the main idea. For example, in paragraph 8, the main idea is that getting access to the Tarahumaras' world is difficult. The other two statements are examples of this. One example is the arduous drive from Copeland's home in Texas. Another is the manner in which he actually lives with the tribe from season to season.
- The **Reading Passage** mentions *Uto-Aztecan languages* (line 20). This is a group of 30 languages spoken in various parts of Mexico and the western United States. It gets its name from the Ute language of Utah and the Aztec languages of Mexico.
- When they have finished the **Reading Comprehension** questions, ask students how working with the Tarahumaras has enriched James Copeland's life. Then invite some volunteers to say whether they think the Tarahumaras are better off or worse off than people living in modern-day cities. Encourage them to provide clear examples.
- In **Vocabulary Skill**, quiz the class on additional terms with these root words and have students look up and supply the correct definitions. Some examples are: *lector, lexical, legendary, literal*
- For the **Real Life Skill** of using the International Phonetic Alphabet, some students may be confused because they are used to a different pronunciation key. Explain that there are a variety of systems to indicate pronunciation.
- To expand on question 1 of **What do you think?**, start a class discussion about language learning. Ask students to call out and discuss all the reasons why people might learn other languages.

## Extension Activities



### Reading/Writing Skill Extension: *Unwritten Languages*

Have students learn about unwritten languages and describe one.

1. Allow students to work individually for this activity. Have them search the Internet for examples of unwritten languages, i.e. languages that do not (or did not originally) have a written form. Explain that they should settle on one they find interesting and write a summary describing the culture of the people who speak this language, including:
  - where the culture is located
  - how many people speak the language
  - whether the people speak another language, and if so, what language
  - whether the language is endangered or not
2. Give students time to do research and write. When they have finished, ask students to make a presentation or poster about this unwritten language. If students make posters, display the posters in class for other students to read.

**Optional:** To expand on students' research, have a class discussion about how written languages could be formed for such languages, or what methods linguists are using to preserve these languages.



# UNIT 11 Wildlife Conservation

## Getting Ready

### Answer Key

Answers will vary. Possible answers include:

**1.** urbanization taking over natural habitats, or habitat loss due to climate change, hunting or over-fishing and poaching, mining, new predators, pollution. **2.** most of these threats are directly or indirectly due to human activities; **3.** lobbying local

and regional policy-makers, stop using products that contribute to these threats, writing to the newspapers, making donations to wildlife charities and conservation or breeding programs, raising awareness of such issues.

## CHAPTER 1: The Race to Rescue Koalas

### Chapter Summary

**Target Vocabulary:** afflict, coexist, deftly, ferocious, grasp, inhabit, plight, plummet, remnant, vibrant

**Reading Skill:** Understanding Inference

**Reading Passage Summary:** This passage discusses why the koala bear in Australia is in crisis due to disease, hunting, and urbanization, and introduces some people who are working to protect the species.

**Vocabulary Skill:** The Root Words *viv/gen/nat*

### Answer Key

#### Before You Read

**A:** 1. Australia; 2. night; 3. eucalyptus tree; 4. joey;  
5. have a pouch to carry their young

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

**1.** it is a unique animal indigenous to Australia (and it is cute); **2.** loss of natural habitat due to increased human population and urbanization, industrial development in the form of mining, and disease

#### Reading Skill

**A:** 1. Centuries ago koalas were hunted for their fur. Now they are seen as a beloved animal, yet it is possible that some do not believe the koala crisis is important since their numbers are still declining;  
**2.** According to Hanger, the government has not done anything meaningful to stop the decline.

#### Reading Comprehension

**A:** 1. d (lines 1–2, 11–12); 2. c (lines 35–38);  
3. c (lines 49–53); 4. d (lines 54–70)

**B:** 1. T (lines 2–3); 2. F, injured koalas are taken to Australia Zoo Wildlife Hospital (lines 10–11);  
3. T (lines 21–27); 4. F, urbanization and disease (lines 23–27); 5. F, at her home, not at her clinic

(lines 54–55); 6. F, Tee Vee is an adult female with a baby (lines 51–70)

#### Critical Thinking

Answers will vary. Possible answers include:

**1.** protecting and providing access to habitats and food, supporting the development of green corridors, respecting speed limits when driving, pressuring local governments to enforce stricter laws to protect wildlife; **2.** all animal species are precious and should have equal rights

#### Vocabulary Comprehension

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

**B:** 1. plight; 2. remnants; 3. coexisted; 4. ferocious;  
5. vibrant; 6. plummet; 7. deftly; 8. grasp;  
9. afflicted; 10. inhabited

#### Vocabulary Skill

**A:** 1. v, naturalized; 2. v, revive; 3. n, nationality;  
4. adj, biodegradable; 5. adj, vivacious;

6. adj, supernatural; 7. n, genealogy;  
8. adj, congenital; 9. n, vitality; 10. adj, symbiotic

**B:** 1. nationality; 2. symbiotic; 3. revive; 4. genealogy;  
5. naturalized; 6. congenital; 7. supernatural;  
8. vivacious; 9. biodegradable; 10. vitality

## Teaching Notes

- For **Getting Ready** question 2, encourage students to give examples of the kinds of human activity that threatens some wildlife populations. For example, which species are hunted and is it for food, for sport, or for fur/skin? Is their habitat threatened by humans? Point out to students that activating their background knowledge can be beneficial before reading an article.
- For **Before You Read**, question 5, ask whether students know of any *marsupials* other than koalas. Examples include kangaroos, possums, wallabies, wombats, and opossums.
- Remind the class that the **Reading Skill** of Understanding Inference means “reading between the lines.” How inhabitants of Australia view the koalas now or in the past is not explicitly stated at first in **A**, but is implied. Ask students to discuss their interpretation of the text as a class.
- In the **Reading Passage**, the adjective *vulnerable* is used (line 50) to describe the koalas; in this context, it means that the koalas as a species are under threat of being harmed. Explain to students that *vulnerable* can also be used to describe an individual who is weak and under threat of being hurt physically or emotionally, or of being controlled.
- In **Vocabulary Comprehension A**, the word *grasp* means to hold tightly, and in the context here, refers to a physical hold on something. Point out to students that *grasp* can also mean to understand something, like an idea (e.g. *Her reply was very technical and Paul couldn't fully grasp the meaning.*) We can also be said to *grasp opportunities*.
- Make sure that students do not confuse the **Vocabulary Skill** word *congenital* (relating to a condition existing at birth), with the similar-sounding word *congenial* (pleasant and friendly).

## Extension Activities



### Writing Skill Extension: *You've won a free trip to a wildlife conservation park!*

Have students write about working at a wildlife conservation park.

1. Say to the class, “Imagine you have been given the opportunity to work for three weeks at a wildlife conservation park anywhere in the world, all expenses paid, where would you go?”  
Have students write a response to the question, stating which continent and which animal they would choose. What exactly would they do there? How long would they stay? How would they prepare to be safe and comfortable?
2. After students have finished, have them present their reports to the class. Alternatively, form a classroom display of the responses. Get the class to vote on the most interesting report.



### Vocabulary Skill Extension: *Root Word Brainstorm*

Groups of students brainstorm additional words with the roots *nat/viv/bio/gen*.

1. Ask students to work in groups to brainstorm additional words with the roots *nat/viv/bio/gen*. Each group should make a list of such words. If the brainstorming is not productive, allow students to scan their dictionaries to find words with these roots.
2. Have groups compare their lists with other groups to make a master list. If time permits, have students work in groups, or as a class, to provide definitions and example sentences for each word.



## CHAPTER 2: Rhino Wars

### Chapter Summary

**Target Vocabulary:** alleged, amass, comply, efficacy, inconclusive, let alone, recruit, ruthless, triumph, trophy

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

**Reading Passage Summary:** This passage describes how rhinoceroses are in danger of extinction due to demand for their horn, primarily in Southeast Asia, and discusses measures being taken to tackle the problem.

**Vocabulary Skill:** The Prefix *non-*

### Answer Key

#### Before You Read

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

1. Rhinos are large animals. They have a reputation for being quite 'bad tempered,' they are also endangered.
2. Asia, Africa, they prefer hot climates and live where there is access to water;
3. They are the same basic shape but they differ in size and color, and their horns vary slightly.

#### Reading Skill

**A and B:** 1. number, \$33 to \$133 a gram (line 7);  
2. name, Javan (line 17); 3. name, Cat Tien Park (line 17); 4. date, 2010 (lines 20–21)

#### Reading Comprehension

- A:** 1. b (entire passage); 2. b (lines 9–11); 3. b (lines 22–25); 4. c (lines 48–54); 5. b (lines 55–61)
- B:** 1. gold (lines 7–8); 2. conservationists, governments or China, Yemen (lines 12–16); 3. reduce fever (line 41); 4. believes in it (lines 52–54); 5. no rhinos need to die (lines 55–56)/ the price of rhino horns will fall/poaching will stop (lines 62–69)

#### Critical Thinking

Answers will vary. Possible answers include:

1. Yes, because these tests would likely prove that rhino horn has no medicinal benefits and demand for it would fall;
2. Hume's idea is good and might help to some extent, but better monitoring on game reserves and more severe penalties for poaching need to happen too.

#### Vocabulary Comprehension

- A:** 1. recruits; 2. amassed; 3. trophies; 4. triumph;  
5. ruthless; 6. comply; 7. efficacy; 8. alleged;  
9. let alone; 10. inconclusive

**B:** Answers will vary.

#### Vocabulary Skill

- A:** 1. f; 2. b; 3. g; 4. i; 5. e; 6. j; 7. c; 8. a; 9. d; 10. h
- B:** 1. nonfiction; 2. nonpayment; 3. nonconformist;  
4. nonstop; 5. nondiscriminatory; 6. nonverbal;  
7. nonprofit; 8. nonfatal
- C:** Answers will vary. Students should use the words *nonviolent* and *nonflammable*.

#### Real Life Skill

- A:** 1. i; 2. h; 3. e; 4. c; 5. f; 6. g; 7. j; 8. a; 9. d; 10. b
- B:** 1. mice; 2. geese; 3. fish;  
4. oxen; 5. puppies; 6. wolves
- C:** 1. cows, oxen (cattle), sheep, (wild) horses;  
2. birds, seagulls, sheep; 3. dolphins, whales;  
4. wolves; 5. bats

#### What do you think?

Answers will vary. Possible answers include:

2. The public may be responsible, but change can be brought about by governments as well as the United Nations, charities, and NGOs.
3. Pros: seeing and learning about exotic or endangered animals may motivate people to protect them, plus many zoos also have breeding programs for endangered species. Cons: Animals in captivity suffer from stress, boredom, and confinement. Intergenerational bonds are broken when individuals animals are traded or sold to other zoos. Surplus animals are sold to other zoos, but also to circuses or even for slaughter.

## Teaching Notes

- Consider sharing with students some additional information about rhinos in **Before You Read**. There are five species of rhino in the world, native to Africa and Asia. All have a large horn in the middle of their face, and some species also have a smaller horn above this one. Rhino horn is composed of keratin, the same protein that makes up human hair and fingernails. After the African elephant, the rhino is usually classed as the world's second-largest land mammal; an average rhino weighs at least one ton, with many weighing more. Their skin is tough and particularly thick. Rhinos are herbivores, so they do not eat any meat, only plants.
- In **Reading Skill**, encourage students to use the questions to determine the type of information they need to find in the text.
- Make sure that students understand what *poaching* is, as they will encounter the word in the **Reading Passage** and elsewhere in the chapter. *Poaching* means illegally taking animals or fish through hunting, trapping, or fishing. Plant poaching has also become prevalent in recent years.
- When students have finished the **Reading Passage**, ask whether anyone knows about current campaigns to save the rhino. Open it up to a class discussion if some students have information they are willing to share. If not, provide them with some details yourself. Explain that there are numerous campaigns both to raise awareness of the issue and also to actively lobby to have laws changed regarding the importation of rhino horn. In 2013, Prince William, Duke of Cambridge in the United Kingdom publicly spoke out against the record number of rhino killings in 2012 (close to 600 in Africa alone).
- The **Vocabulary Comprehension** noun *efficacy* is similar to, but not the same as, the noun *effectiveness*. Explain to students that *efficacy* refers to the capacity of a medicine or treatment method to produce the desired effect, whereas *effectiveness* just refers to the actual effect of that medicine or treatment.
- In **Vocabulary Skill**, give students some extra practice working with the prefix *non-*. Call out or write various words on the board and have students say whether or not they can take the prefix *non-*. Words with *non-*: entity, toxic, issue, perishable, representational; words without: welcome, pleasant, invited, abashed
- In **Real Life Skill**, animal collective nouns are great fun and there are many websites to explore them further. If students get really involved, suggest they read James Lipton's *An Exultation of Larks* on the topic.

## Extension Activities



### Integrated Skill Extension: *Endangered Species*

Have students research and present information about an endangered animal.

1. Ask students to do some preliminary research to get a list of endangered animals; the websites of the World Wildlife Fund or The IUCN Red List of Threatened Species are good sources.
2. Have each student choose one animal from the list—other than rhinos and koalas—and make sure there is no overlap between students' choices.
3. Give the class time to research, making notes on where the animal lives, what it looks like, how it behaves, and why it's endangered. Tell them to find a picture of the animal, if possible.
4. Have students take turns presenting information to the class. Encourage them to focus on the conservation status of their animal and to say what steps can be taken to improve survival rates.



UNIT  
**12 Global Beats**

**Getting Ready**

**Answer Key**

Answers will vary. Students should support their answers with examples.

**CHAPTER 1: Brazil: A Musical Melting Pot**

**Chapter Summary**

**Target Vocabulary:** infectious, prevalent, momentum, mournful, nostalgic, potent, prolific, quintessential, refined, tumultuous

**Reading:** Identifying Meaning from Context

**Reading Passage Summary:** This passage discusses Brazil's rich and varied musical heritage.

**Vocabulary Skill:** The Prefix *ad-*

**Answer Key**

**Before You Read**

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

1. largest country in Latin America, tropical climate, famous for its beaches, football players, and Carnival;
2. a mixture of traditional music from Africa, the Caribbean, and indigenous cultures.

**Reading Skill**

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

- B:** 1. circle: political times, *tumultuous* means uncertain or confusing; 2. circle: government, restrictive, in prison or exile, *repression* means the use of force to control a person or a group; 3. circle: an enormous amount of music was created, *prolific* means producing a great deal of something; 4. circle: combined with, embraced virtually anything and everything, *melting pot* means a broad mix of ideas, beliefs, people, etc. in one place

**Reading Comprehension**

**A:** 1. b (entire passage); 2. c (lines 25–30);

3. b (lines 37–40); 4. d (lines 55–57)

**B: (from top to bottom):** 2 (lines 25–30); 3 (line 54);

4 (lines 44–47); 5 (lines 58–59); 1 (line 5);

6 (lines 61–62)

**Critical Thinking**

Answers will vary. Possible answers include:

1. the music has an infectious quality and is very distinctive due to its being influenced by many different

traditions; 2. traditional Irish, rock & roll, disco, waltz, swing, hip-hop, the rhythm of different kinds of music lends itself to different kinds of dance

**Vocabulary Comprehension**

**A:** 1. fragile; 2. ambiguous; 3. prevalent; 4. minor;

5. refined; 6. blockage; 7. tumultuous;

8. fun-loving; 9. unusual; 10. infectious

**B:** 1. infectious; 2. tumultuous; 3. quintessential;

4. refined; 5. momentum; 6. potent; 7. nostalgic;

8. prolific; 9. mournful; 10. prevalent

**Vocabulary Skill**

**A.** 1. *adjoining*: adjective, next to, connected to;

2. *adhere*: verb, to stick to a surface; 3. *admit*: verb,

to claim responsibility for; 4. *adverse*: adjective,

hostile or unfavorable; 5. *adverb*: noun, a word that

modifies a verb, adjective, or another adverb;

6. *assimilate*: verb, to take in or to become part of

a group or culture; 7. *assertive*: adjective, a bold,

confident manner; 8. *assistant*: noun or adjective, a

person who helps another person, usually at work;

9. *ascertain*: verb, to find out or discover something,

or to make sure of something; 10. *ascribe*: verb, to

attribute or give something as a reason

**B:** 1. ascribe; 2. adverse; 3. ascertain; 4. adverb;

5. assimilate; 6. assistant; 7. admitted; 8. adhere;

9. assertive; 10. adjoining

## Teaching Notes

- For **Getting Ready**, if students need additional help, other styles of music include bluegrass, dubstep, fado, honky-tonk, kwaito, and zydeco.
- For more on Brazil to support **Before You Read**: Brazil is the largest country in South America and the fifth largest country in the world; almost 200 million people live there. It has the Amazon, the world's largest rain forest, and experts estimate that Brazil has approximately four million distinct species of plants and animals. Brazil is a former colony of Portugal, and Portuguese is still the official language there, although it also has about 180 native languages which are still spoken in various parts of the country. Sao Paulo is the largest city with a population of over 11 million, but the capital is Brasilia.
- Literally, a *melting pot* is a container in which metals or other materials are melted and mixed. But a "cultural" *melting pot*, like the one mentioned in **Reading Skill**, is a metaphor that refers to a place or situation in which different people with different ideas mix together.
- For **Vocabulary Comprehension**, write the word *quintessential* on the board and ask students what it means (the most important element of something, or the most typical example of it). Underline *quint* and ask whether anyone knows what this means (it comes from the Latin word *quintus*, and means five or fifth); mention the examples *quintet* (five musicians or singers) and *quintuplets* (five children born together). But what does "five" have to do with the meaning of *quintessential*? Point out to students that the evolution of certain words is not always obvious. Building on the idea that our planet comprises four elements—earth, wind, fire, and water—the ancient Greeks added a fifth element/essence for *ether*, which they believed was the pure air breathed by the gods, the essence which exists in everything. This fifth element is where the term *quintessence* originally comes from.
- Students learn the word *adjoining* in **Vocabulary Skill**. They may also know the word *adjacent*, which some learners might confuse with *adjoining*. The words are very close in meaning, but have subtle differences. *Adjacent* refers to two buildings that are near each other, but are not touching or connected. *Adjoining* means connected to or touching. Thus, in sentence 10, the bathroom is connected to the bedroom in the same building.

## Extension Activities



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

Have students work in groups to plan a trip to Brazil.

1. As a way of learning more about the setting for this chapter's reading, have students work in small groups to prepare an itinerary for a two-week trip to Brazil. In order to do this, they must research the following information:
  - how to travel there and which part or parts of the country the trip will include
  - what the landscape and climate are like in those places, and how to prepare for them
  - the main cultural features and events visitors might attend, especially music-related
  - suggestions on what to bring on the trip
2. Ask each group to prepare a brochure with information about the trip and photographs, if possible.
3. Have each group present their tour plans and brochures to the class.



## CHAPTER 2: Hip-Hop Planet

### Chapter Summary

**Target Vocabulary:** bewildering, cringe, defiant, empowering, enigma, improvise, legacy, manifest, permeate, whiz

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

**Reading Passage Summary:** This passage provides a history of hip-hop with a personal slant.

**Vocabulary Skill:** Phrasal Verbs with *up* and *out*

### Answer Key

#### Before You Read

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

1. Popular hip-hop artists include Usher, Kanye West, Jay-Z, Eminem, OutKast, The Black Eyed Peas, Missy Elliot, Nicki Minaj, Flo Rida, Lil'Wayne;
3. fashion, DJing, street art can be described as hip-hop, and are often considered part of the genre

#### Reading Skill

**A:** 3; 2; 6; 1; 4; 9; 8

#### Reading Comprehension

- A:** 1. F, the writer heard their record (lines 1–8); 2. T (line 14); 3. T (lines 22–24); 4. F, were playing music in Harlem and the Bronx (lines 25–45); 5. F, the MC raps over the music, not DJ (lines 39–45); 6. T (lines 44–45); 7. F, the legacy of slavery (lines 56–58)
- B:** 1. The Beatles (lines 12–14); 2. the Bronx (lines 32–34); 3. Lovebug Starski, keep time (lines 37–38); 4. scratch, break (lines 41–42); 5. spoken-word, dance, drum, and song/word and music (lines 46–48); 6. [in part,] violence (lines 53–54)

#### Critical Thinking

Answers will vary. Possible answers include: 1. We might guess that the author is male and in his 40s, assuming he was in his late teens or early 20s when he first heard rap played at a party. He is probably at least slightly wealthy since he appears to be widely traveled. He could be Asian or Caucasian since he states that “hip-hop culture is not mine.”

#### Vocabulary Comprehension

- A:** 1. e; 2. f; 3. b; 4. h; 5. a; 6. g; 7. d; 8. i; 9. c; 10. j
- B:** 1. cringes; 2. manifest; 3. empowering; 4. permeated; 5. improvise; 6. defiant; 7. enigma, legacy; 8. bewildered; 9. whiz

#### Vocabulary Skill

**A:** 1. **Up:** cheer, hurry, save, think; **Both:** take, draw, pull, tear, hang, burn, set, keep, let, give, cut, throw; **Out:** point, ask

**B:** 1. thought up/set up; 2. set out; 3. hang out; 4. pointed out; 5. drew up; 6. took out/set out/pulled out; 7. tore out/cut out; 8. cut out/tore out; 9. saved up; 10. take out; 11. cheer up; 12. tear up/throw out

#### Real Life Skill

**B:** 1. **strings:** cello, violin, double bass, harp; **brass:** French horn, trumpet, tuba, trombone; **woodwind:** clarinet, oboe; **percussion:** cymbals, drum, piano. Note: Although the piano is technically a string instrument, it is played by striking the keys—hence often placed under the percussion group.

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

1. People like and dislike certain instruments because of their tone, very high or low pitched sounds are difficult for some people to listen to;
3. The tin (or penny) whistle is considered quite easy to play, while instruments such as the oboe require special skills, such as *embouchure* or way of holding the double reed in the mouth. Oboe players even have to learn to make their own reeds!

#### What do you think?

Answers will vary. Possible answers include:

1. Young children typically enjoy music of all kinds, and developing an appreciation of traditional music can contribute to a sense of identity if the music is part of their heritage;
2. Yes, it's likely. It is a form of music that is constantly evolving, which tends to ensure longevity.
3. Most cultures enjoy music of some kind. It is an important aspect of any culture because it provides a platform for expression, release, and entertainment.

## Teaching Notes

- When students have finished discussing the **Before You Read** questions, ask: *Is hip-hop a brand new music form or does it have older origins?* Take a class poll (a show of hands) but do not reveal the answer just yet. Later, when they have finished the **Reading Passage**, ask if any of the information surprised them.
- Once students have completed the **Reading Skill** exercises, ask them to take note of *where* in each paragraph they located the main point.
- Draw students' attention to the verb, *outsmarting*, on line 50 of the **Reading Passage**, and ask for volunteers to provide a definition (to defeat or gain an advantage over someone through cleverness or cunning). Explain that the prefix *out-* is added to verbs to express the meaning of *being more or better than* or *going further than*. Give additional examples such as *outclass*, *outnumber*, *outwit*, *outdo*, *outperform*, *outshine*, *outrank*, etc.
- When they have finished working on the **Critical Thinking** questions, invite students to tell the class any additional facts they know about hip-hop, and/or share the following information with them. The four elements of hip-hop are: rap, DJing (also called *turntabling*), street dance called *breakdancing* (also known as *breaking* or *b-boying*), and street art (i.e. graffiti). Point out that the *street* aspect is central to hip-hop culture. In fact *street*, as an adjective, has become a slang term to describe anything relating to an urban subculture.
- In **Vocabulary Comprehension**, explain that the word *whiz* (sometimes spelled *whizz* or *wiz*) is an informal term for someone who is very gifted at something, for example, a *computer whiz* or a *whiz kid*.
- In **Vocabulary Skill**, if there is time, have students work in pairs and write a definition for each phrasal verb and use it in a sample sentence of their own.
- In **Real Life Skill**, only traditional Western instruments are mentioned. Encourage students to talk about which category traditional non-Western instruments fit into. Also, in the discussion questions, ask students how they feel about electronic keyboards (synthesizers) which can imitate the sounds of many other instruments.

## Extension Activities



### Writing Skill Extension: *Music Log*

Have students keep a music log for one week.

1. At the start of the activity, ask students to make a note of how many hours they listen to music each day, and what type. Ask them to sign their notes, and then collect them.
2. Explain that each student will now keep a music log for one week in which they will note all musical experiences including, but not limited to, listening to recordings or radio, watching music videos, attending live music performances, practicing an instrument, hearing background music, etc. Tell students to note the type of music and the length of listening time. They should also include the "accidental" music from TV programs, commercials, movies, etc.
3. At the end of the week, have students tally their logs and do a brief analysis of their listening patterns. What do they listen to? And when? Are there patterns in the information gathered?
4. In class, hand back the initial estimates so the students can compare them with their logs.



### Writing Skill Extension: *Reaching the Top*

Have students write about the challenges that musicians have overcome to reach the top of their field.

1. Have students research famous musicians who have overcome obstacles to be successful. Each student should write about one famous musician. Encourage students to write about different musicians from their friends, so there is a wider variety of stories.
2. When students have finished writing, put them into small groups to read each others' essays. If time permits, have students vote on a few of the most interesting essays, and have those students read to the class.



**Fluency Strategy: Muscle Reading**

Students should use the nine steps of the muscle reading strategy to process the reading and answer the questions that follow.

**Outline (answer key):** 1. same company; 2. seekers, recruiters; 3. Here are a few tips, profiles regularly, useful content, full name, public, decision makers, referrals, networks, introduction, professional; 4. interview, homework; 5. happy

**FLUENCY READING: *Getting That Job Using Social Media*****Answer Key****Reading Comprehension**

1. c (entire passage); 2. b (lines 5–8); 3. b (lines 18–28); 4. a (lines 33–36); 5. d (lines 44–46);  
6. c (entire passage, line 47); 7. c (lines 53–55)

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

Answers will vary. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 1: *White Hat and Black Hat Hackers*****Answer Key****Reading Comprehension**

1. a (entire passage); 2. c (lines 8–18); 3. b (lines 7 and 24–25); 4. a (lines 31–37); 5. b (lines 40–44);  
6. c (lines 45–50); 7. d (line 51); 8. b (lines 58–65)

**REVIEW READING 2: *A Kenyan Safari*****Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 2–4); 3. a (lines 9–13); 4. c (lines 14–19); 5. d (lines 25–28); 6. c (lines 48–51);  
7. d (lines 52–54); 8. c (lines 58–62)

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**Fluency Strategy: SQ5R**

Students should use the stages of the SQ5R strategy (Survey, Question, Read, Respond, Record, Recite, Review) to process the reading.

**Question:** Students' questions will vary. Possible questions include: Who is the intended audience for this passage? What is the author's purpose in writing these reviews? Where might someone see these reviews?

**FLUENCY READING: *Ghost Hunter's Bookstore*****Answer Key**

**Respond:** 1. c (entire passage); 2. a (lines 4–7); 3. c (line 5); 4. b (lines 13–16); 5. a (lines 18–19); 6. d (lines 23–27); 7. a (lines 8–12)

**Record:** 1. Graveyard; 2. Fever; 3. finding your first ghost; 4. advice and anecdotes; 5. old houses and buildings; 6. common mistakes; 7. Technology; 8. ghostly voices; 9. serious ghost hunters; 10. temperature; 11. field meters

**SELF-CHECK: *SQ5R Strategy*****Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 3: *So, You Want to Be a Fiction Writer?*****Answer Key****Reading Comprehension**

1. b (entire passage, lines 1–2); 2. b (lines 4–5); 3. a (lines 14–19); 4. c (lines 20–25); 5. c (lines 26–30); 6. d (lines 35–36); 7. d (lines 39–40); 8. c (lines 52–53)

**REVIEW READING 4: *The Theory of Multiple Intelligences*****Answer Key****Reading Comprehension**

1. b (entire passage); 2. b (lines 10–11); 3. b (lines 13–19); 4. a (lines 21–22); 5. c (lines 27–29); 6. d (lines 34–36); 7. c (lines 53–59); 8. b (lines 62–63)



**Fluency Strategy: PARCER**

Students should use the six stages of the strategy to process the reading (Preview, Ask, Read, Check, Evaluate, Relate).

**Ask:** Questions will vary. Possible questions include: **1.** What are the effects of trans fats? What specific cancers they have been linked to?; **2.** What other dangers are there? Why were some fast-food places slow to remove them from their recipes?; **3.** Why is California a trendsetter in the area of trans fats?

**FLUENCY READING: *Trans Fats in Trouble***

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**Answer Key**

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**Reading Comprehension**

**1.** b (entire passage); **2.** d (lines 5–8); **3.** c (lines 10–18); **4.** a (lines 24–26); **5.** c (lines 42–43); **6.** b (lines 50–51); **7.** c (lines 53–54, entire passage)

**SELF-CHECK: *PARCER Strategy***

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**Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process.

**REVIEW READING 5: *Changes in the Solar System***

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**Answer Key**

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**Reading Comprehension**

**1.** c (entire passage); **2.** a (lines 6–8); **3.** b (lines 10–14); **4.** d (lines 14–19); **5.** c (lines 21–22); **6.** a (line 38); **7.** d (lines 46–57 and 61–62); **8.** b (lines 59–61)

**REVIEW READING 6: *Archaeological Methods and Techniques***

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**Answer Key**

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**Reading Comprehension**

**1.** d (entire passage); **2.** d (lines 5–16); **3.** c (lines 21–22); **4.** b (lines 34–36); **5.** c (lines 41–49); **6.** a (lines 55–56); **7.** c (lines 64–66); **8.** a (lines 67–71)

**Fluency Strategy: Reading ACTIVELY**

Students should follow the six steps of the ACTIVE reading strategy to process the reading. (Activate prior knowledge; Cultivate vocabulary; Think about meaning; Increase reading fluency; Verify strategies; and Evaluate progress.)

**Activate Prior Knowledge A:** Students grasp that the passage is about cultures that have managed to revive dying or endangered languages. **B:** Possible threats to language survival include: assimilation with another language, where speakers of one language become bilingual and stop using their original (or heritage) language, and the death of many speakers of a language that only exists within a small community (sometimes through war or disease).

**FLUENCY READING: *Language Survivors*****Answer Key**

**Evaluate Progress:** 1. a (entire passage, lines 22–23 and 38–39); 2. b (lines 2–3); 3. c (lines 5–7); 4. d (lines 11–15); 5. b (inferred from lines 20–22); 6. d (lines 26–28); 7. a (lines 32–35)

**SELF-CHECK: *Review of Reading Strategies*****Personal Responses to Reading Strategy**

Answers will vary. The questions are meant to encourage reflection on the reading process. Students have an opportunity to consider all the reading skills and strategies presented in Book 4.

**REVIEW READING 7: *Living on the Edge*****Answer Key****Reading Comprehension**

1. c (entire passage); 2. a (lines 11–14); 3. b (lines 18–19) 4. c (lines 29–38); 5. c (lines 58–60); 6. a (lines 18–21); 7. b (entire passage); 8. a (entire passage)

**REVIEW READING 8: *Music and Advertising*****Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 9–11); 3. d (lines 1–7, 12–15, 19–25, inferred from entire passage); 4. b (lines 19–25); 5. a (lines 27–28); 6. c (lines 30–34); 7. d (lines 47–48); 8. a (lines 54–61)



## 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	/gou/
/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	/vout/
/w/	west	/west/
/z/	zoo	/zu:/
/ʃ/	shoe	/ʃu:/
/ʒ/	vision	/vɪʒən/
/tʃ/	cheap	/tʃi:p/
/dʒ/	just	/dʒʌst/
/ŋ/	sing	/sɪŋ/
/θ/	think	/θɪŋk/
/ð/	they	/ðeɪ/

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

Reading Purpose	TOEFL® iBT Skills Covered in level 3
Reading to find information	Skimming and Scanning: Units 1B, 3A, 5B, 6A, 8B, 11B Predicting and Previewing: Units 1A, 3B Identifying fact versus opinion: Unit 9A Identifying cause and effect: Unit 10A
Reading for basic comprehension	Identifying main or supporting ideas: Units 4A, 6B, 10B, 12B Identifying meaning from context: Units 4B, 7A, 9B, 12A Understanding inference: Units 2A, 2B, 8A, 11A Increasing reading fluency: Reviews 1–4
Reading to learn	Arguing for and against a topic: Unit 7B Recognizing simile and metaphor: Unit 5A

