READING FOR THE REAL WORLD

THIRD EDITION

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Casey Malarcher • Andrea Janzen • Adam Worcester • Peggy Anderson

UNIT OVERVIEW

Health & Medicine ❶

UNIT 3

Body Mass and Weight

Pre-Reading Questions
Think about the following questions.
❶ What are some health problems caused by too much body fat?
❷ How can you tell if someone's weight is unhealthy?
❸ What do you think BMI is?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1	diagnose ·	· a	to put information (such as a word or a number) into something
2	gauge ·	· b	a small electronic device used for adding subtracting, etc.
3	thickness ·	· c	simple and basic in a way that is true but not complete
4	crude ·	· d	to recognize a disease or other health condition in someone
5	calculator ·	· e	a measurement of how thick something is
6	plug into ·	· f	to measure or judge

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Body Mass and Weight 🎧 9

To be obese means to have too much fat on the body. Obese people are not just overweight—they are so overweight that they are likely to develop health problems. The **precise**[1] cause of the recent rise in obesity is not clear, but it is certain that obesity is a problem in most countries. One study **estimated**[2] that about fifty-five percent of people in the United States are obese. People need to understand what obesity is and how to tell if they the_ so that they can change their condition.

An obese person does not always look extremely fat. _ seem only slightly overweight can be diagnosed as obese. If y_ percentage of fat on your body, then your health might be f_ usually thought to be about forty percent of the body's total c_

Most people still rely on just their weight measure_ are overweight or obese, but there are problems with this _ are different recommended weights for different ages, and w_ nothing about a person's percentage of body fat, which is _ Directly figuring out body fat percentage can be quite diffic_ one method requires you to **squeeze**[5] the fat on the back of y_ its thickness, and then plug this number into a **formula**[6]. Ho_ a crude estimate; a truly accurate measurement of body fat pe_ an X-ray.

Another popular current method of gauging whether _ is the Body Mass Index (BMI). BMI is a person's weight in k_ by the square of his or her height in meters. A normal BMI f_ is generally between 20 and 25. A BMI of 30 or more means _ Many experts feel that BMI is a reliable way to determine if _ is unhealthy, while others feel that BMI is too general to be _ numbers come from comparisons of large groups of people. I_

Just knowing your weight does not give you enough information.

> **Q** Underline two ways of measuring body fat.

> **Q** How is a person's BMI determined?

1	precise	*adj.* very accurate and exact
2	estimate	*v.* to guess
3	composition	*n.* the combination of parts of elements that make up something
4	method	*n.* a way of doing something
5	squeeze	*v.* to press together the parts and especially the opposite sides of something
6	formula	*n.* in math, a general fact or rule expressed in letters and numbers

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to an individual's body composition; **it** says nothing about a person's actual percentage of body fat.

People have different body types, which can make BMI unreliable. For instance, athletes usually have more muscle mass than other people, and muscle weighs more than fat. Therefore, an athlete may have a high BMI, but this does not mean they are not healthy. Some people have higher bone **density**[7] than others, which also increases their weight. In some cases, those who have very low body fat and are also not muscular can have a BMI that is too high. BMI is also unreliable for children and the elderly, so even supporters of BMI think that it should not be used for people under 18 or over 70 years old.

Despite these criticisms, there are strong positive **aspects**[8] of BMI. The main one is that it is very simple. The formula can be used easily and does not take special knowledge or equipment—just a scale, along with pencil and paper or a calculator. Though BMI is a general measurement, it still gives useful information and can help identify when there might be a problem. Furthermore, some studies have shown that people with higher BMI numbers have a higher risk of health problems. It takes only a minute to get a BMI number, but the results can be very important to a person's life.

To find your BMI, you just need to know your height and your weight.

> **Q** What is this paragraph mainly about?
> a. Which people can benefit from measuring their BMI
> b. Why BMI is useful even though it isn't perfect

⏰ Reading Time _____ minutes _____ seconds _____ words

7	density	*n.* the amount of matter in something that is shown by the relationship between its weight and its size
8	aspect	*n.* a part

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READING COMPREHENSION

A Mark each statement as true *(T)* or false *(F)* according to the reading.

1. _____ An obese person always looks very fat.
2. _____ Obesity can be defined as having at least forty percent body fat.
3. _____ The most precise way to measure body fat is by the thickness of arm fat.
4. _____ BMI is not always a very reliable way to measure body fat.
5. _____ Only very skilled people can measure BMI.

B Choose the best answer.

MAIN IDEA 1. What is the main idea of the reading?
   a. It is almost impossible to get a precise measurement of body fa
   b. Being overweight or obese can lead to many serious health pro
   b. People of different heights, ages, and body types have different
   d. BMI has advantages and disadvantages compared to other boc
      measurements.

REFERENCE 2. In paragraph 4, what does the word it refer to?
   a. BMI
   b. individual
   c. body composition
   d. comparison

DETAIL 3. Which group of people may have a high BMI but still be healthy
   a. Obese people
   b. Very muscular people
   c. People with low bone density
   d. All young adults

DETAIL 4. What is an advantage of the BMI over other methods?
   a. It is based on the individual's body.
   b. It is always reliable.
   c. It does not require special equipment or skills.
   d. It works for all ages and body types.

C Look for the answers in the reading and write them on the lines.

1. What is a normal BMI ranges for an adult?
   _____

2. For whom do supporters of BMI think that this test should NOT be used?
   _____

SUMMARY

An introductory sentence for a brief summary of the passage is provided below. Select THREE more sentences to complete the summary.

First Sentence: There are different methods of determining whether a person is obese.

1. A muscular person weighs more because muscles are much denser than fat.
2. Most people still rely only on a person's weight as a method for determining obesity, although it is considered inaccurate.
3. The Body Mass Index (BMI) compares a person's weight with his or her height, and the resulting number is compared with average people.
4. According to a study, about fifty-five percent of Americans are considered to be obese.
5. Despite the fact it is not precise, the BMI still gives a person useful information about her or his body.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

calculator	crude	diagnose	gauge	plug into	thickness

1. I've made a(n) _____ outline of my essay, but haven't figured out the details yet.
2. This time only, students will be allowed to use their _____ during the math quiz.
3. When the number 3 is _____ the expression $4x_2 - 2x$, the result is 30.
4. Thanks to the _____ of the walls in in this building, we can't hear our neighbors and they can't hear us.
5. It's hard to _____ how heavy a sofa is just by looking at it.
6. Millions of people are _____ with skin cancer every year, but most survive.

Supplemental Reading

Obesity and Health

It is important to understand that obesity is not just an uncomfortable condition of the body. Obesity can cause serious health problems. Many people are not aware of these problems, so they do not try to prevent the problems before they appear. This is unfortunate, since prevention is possible, though difficult.

One of the worst health problems caused by obesity is Type 2 diabetes. One study found that about eighty percent of people with Type 2 diabetes are obese. People with diabetes have insulin resistance, which means that their bodies do not make proper use of insulin. Insulin helps the body to absorb, or take in, sugar. If the body cannot absorb sugar, several bad things can result, including seizures (losing control of the body) or falling into a coma.

A number of other problems related to obesity have also been found. Obesity can cause heart disease, which is when the vessels that deliver blood to the heart become blocked. This makes it more likely that such people will suffer from heart attacks, which take place when the heart loses blood supply and cannot pump properly. Furthermore, obesity causes problems with breathing, especially when sleeping. Obese people are also at high risk for arthritis as well as certain kinds of cancers.

All of these problems, and others, can be prevented. Of course, losing weight is very difficult, and changing one's lifestyle is hard and often painful. Even so, the results of obesity are much worse.

Quick Check

Fill in the blanks with information from the reading.

1 Because of insulin resistance, the bodies of people with diabetes cannot _____ properly.

2 Obese people are especially likely to have breathing trouble when they are _____.

3 Although it is difficult, the health problems caused by obesity can _____.

Extension: Talk or Write About It

Why do you think more people are overweight and obese these days? What should they do about it?

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UNIT 1   Strange & Unusual

Objectives:
- Introduce students to real-world readings with interesting topics related to supernatural beliefs and mysterious creatures
- Learn new vocabulary related to superstition and zoology
- Read for main ideas, purpose, details, and inferences
- Discuss and write about issues related to superstition, science, and possibility

Reading 1	American Superstitions

Title and Photo

1. Have students focus on the title. Elicit definitions and examples of superstitions (*a widely held but unproven belief that an action can cause a seemingly unrelated effect, often through magic or supernatural intervention*).

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the photo and/or their reactions to it (ex. *pretty worried, mirror, broken, bad luck, upset, scared*, etc.). Conduct a survey to find the two most common words chosen.

3. Elicit predictions from students as to what some American superstitions might be and what the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common and/or interesting answers.

Sample Answers:

1. In my culture, finding a clover with 4 leaves is supposed to bring good luck. Seeing a black cat or a crow is supposed to bring bad luck.
2. No, I don't really believe these superstitions. But I do feel good if I find a 4-leaf clover.
3. I know some people in China avoid the Arabic numeral 4 because it is similar to their word for death.

As an extension to question 2, ask students who do not believe in superstitions if they

wish there were superstitions that were real. If so, which ones? Why?

Vocabulary Preview
First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: American Superstitions
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline five actions that are considered unlucky.**
→ breaking a mirror, seeing black cats, walking under ladders, the groom seeing the bride before the wedding, and doing anything on Friday the 13th

Q2: **What percentage of Americans said they were "very" superstitious?**
→ eight percent

Q3: **What is this paragraph mainly about?**
a. Differences in beliefs according to age
b. Reasons that young people are more superstitious

→ a.

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. F   2. T   3. T   4. T

5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. Women comprised more of the total superstitious group (sixty percent), but men comprised more of the "very" superstitious group (sixty-four percent).
2. The two groups had almost equal numbers of superstitious people (forty-seven percent

compared with forty-two percent).

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read one section of the summary aloud.

Answers:

1. superstitious beliefs
2. confessed to being
3. in good-luck
4. four-leaf clovers
5. breaking a mirror
6. more often than

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. puzzling
2. contradictory
3. rationality
4. ridiculous
5. likewise
6. myth

Supplemental Reading - Scared of Friday the 13th

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.
Here are some phrasal verbs that might need clarification:
    fall on (paragraph 1) - to happen or occur on
    turn over (paragraph 2) - to give; to present, especially to an authority

Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. three
2. thirteen people
3. avoid travel

Extension: Talk or Write About It
Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the

most common or interesting answers.

Sample Answer:

People believe in many things that cannot be proved. Superstitions can be harmful if they interfere with you living your life in a healthy, productive manner.

As further extension, ask pairs/groups to discuss any ways that superstitions can be helpful, even if they are not real. Lead a survey to find some common and/or interesting answers.

Reading 2	**Bigfoot**

Title and Photo
1. Have students focus on the title. Elicit any knowledge or ideas students might have about Bigfoot. Ask if there are similar creatures described in the culture(s) of the students.
2. Next, have students focus on the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *ugly, cute, scary, fake, exciting*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what aspects of Bigfoot the reading will cover.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #1).

Sample Answers:

1. I know the story of Loch Ness monster, which is a large water creature seen in a lake in Scotland.
2. No, I don't think such creatures exist. I think we would have found them, alive or dead, by now if they did exist.
3. I have heard that the Bigfoot lives in mountains in Canada and the US, and they have big feet and are very tall.

As extension to question 3, have students discuss whether they'd like to encounter a Bigfoot in the wild. Why or why not?

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Here is an expression that might need clarification:

from time to time (c) - sometimes; not always; once in awhile

Answers:

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

Reading: Bigfoot
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline the physical description of Bigfoot.**

→ Bigfoot is usually described as being <u>very tall, well over two meters. It is covered in thick, dark hair and usually emits a bad odor. Its body is usually very muscular and ape-like, yet it walks upright and has a face more similar to that of humans than that of apes</u>.

Q2: **According to cryptozoologists, how has Bigfoot been able to survive?**

→ By living in habitats where people, until recently, have seldom gone

Vocabulary
Here is a phrasal verb that might need clarification:

point out (line 43-44) - to state; to explain

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. F   2. T   3. F   4. T

5. T

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. b   2. c (lines 22-25   3. d   4. a
                              give clues)

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. coelacanth: a type of fish that was believed to have become extinct (over 70 million years ago), but then was discovered to be still living (off the coast of South Africa)
2. cryptozoologist: a researcher that studies mysterious creatures whose existence has not been proven
3. *Gigantopithecus*: a group of apes that lived in Asia (maybe as recently as 100,000 years ago) but are now believed to be extinct

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. muscular and hairy   2. in many cultures   3. be *Gigantopithecus*

4. No specimens   5. Photos and   6. know for sure
                              footprints

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Here is an expressions that might need clarification:

  as well as (1) - and; in addition to

Answers:

1. emit   2. periodic   3. habitat   4. specimens

5. similarity   6. fringe

Supplemental Reading - The Death of Bigfoot?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is a phrasal verb that might need clarification:

make up (paragraph 1) - to create; to invent

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. make money   2. Bigfoot conversations   3. Jeff Meldrum

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answer:

I think it's more likely that they don't exist because no remains have been found. Bones would have been left behind, much like the bones of dinosaurs that have been discovered.

As further extension, ask pairs/groups to discuss whether they would buy posters, hair, or recordings of Bigfoot like the tourists in the reading. Why or why not?

UNIT 2 Computers & Technology

Objectives:
- Read about real-world issues related to the Internet and computer gaming
- Learn new vocabulary related to computers, programming, and physiology
- Read for main ideas, purpose, details, and inferences
- Discuss and write about issues related to health, gaming, and the Internet

Reading 1	The History of the Internet

Title and Photo

1. Have students focus on the title. Ask students how long they think the Internet has been used. Ask them what they mostly use it for now. What do they think was its first use? How do they think it will be used in the future?

2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the image and/or their reactions to it (ex. *interesting, search engine, sky, future, exciting, interesting, strategy*, etc.). Conduct a survey to find the two most common words chosen.

3. Elicit predictions from students as to what aspects of Internet history the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #2).

Sample Answers:

1. I think computers were first used in homes in the 1970s or 1980s.
2. I think the Internet was probably first used by the government to share information.
3. A lot of people started using the Internet in the 1990s and 2000s.

As an extension, have students discuss people or areas that still do not use the Internet. What are such areas? Why do they not use Internet? Are there any benefits to not using the Internet?

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: The History of the Internet

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **When did the general public learn about the network?**
→ In the late 1970s

Q2: **What did Internet2 do? Underline the information.**
→ Internet2 used fiber optic cables to link together a consortium of hundreds of high-speed networks around the world.

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T   2. F   3. T   4. F

5. T

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. d   2. c   3. c   4. a (lines 50-51 give clues)

C Put the Events in Order
Give students 2-3 minutes to write their answers. Then, elicit those answers from students.

1. c   2. a   3. e   4. d

5. b

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read one section of the summary aloud.

Answers:

1. military research	2. able to communicate	3. privacy and security
4. was exponential	5. more information	6. cloud computing

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. spans	2. elementary	3. interface	4. encode
5. transmission	6. exponential		

Supplemental Reading - The Internet and Freedom of Speech

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.
Here is a phrasal verb that might need clarification:

>   *get around* (paragraph 1) - to avoid; to not be limited by

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. censorship	2. the Soviet Union	3. dangerous topics

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common or interesting positive and negative effects. Find out how many students would be willing to give up using the Internet.

Sample Answer:

A positive effect is that information can be quickly researched without having to look in

reference books. A negative effect is that people may get incorrect information because many sources on the Internet are unreliable.

Reading 2   Gamers: Image and Reality

Title and Photo

1. Have students focus on the title. Elicit ideas about how or why the image and reality of gamers might be different.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *fun, exciting, date, game, common, love*, etc.). Conduct a survey to find the two most common words chosen.

3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. One of the most popular computer games today is Minecraft.
2. Yes, I know a lot of boys who play lots of games. They are pretty normal, but they spend too much time inside.
3. I think most gamers must be very competitive and focused.

As an extension to #3, ask students if they think these traits are positive or negative.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Here is a phrasal verb that might need clarification:

> *get rid of* (f) - to throw out; to remove from a place

Answers:

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

Reading: Gamers: Image and Reality
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What stereotype exists about gamers' social skills?**

→ They have inferior social skills. / They do not know how to communicate with others because they spend all their leisure time alone.

Q2: **What is the main idea of this paragraph?**
a. A study showed that stereotypes about gamers are false.
b. A study about gamers did not show any surprising results.

→ a.

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T	2. T	3. T	4. F
5. F			

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. According to the stereotype, they are unhealthy because they always play video games and rarely go outside or do anything active.

2. It would be dangerous because many video games are violent, and gamers might think it is OK to use violence in real life.

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. Mostly male	2. connect with others	3. possibly violent
4. the same as	5. friends and habits	6. greater development

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. leisure
2. cortex
3. stereotype
4. inferior
5. eliminate
6. spatial

Supplemental Reading - Why Play Video Games?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here are some expressions that might need clarification:
  any number of (paragraph 3) - many
  just about (paragraph 3) - almost

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. *Quake*
2. Action-adventure
3. character in a book

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Next, give students time to write their own answers. Finally, lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answer:
I think it's a good way to spend one's free time, as long as a person also has other interests. Doing anything in excess is not healthy. Gaming in one's free time should be balanced with doing other things in one's free time.

UNIT 3   Health & Medicine

Objectives:
- Read about real-world issues related to healthy body weights and the causes of and treatments for headaches
- Learn new vocabulary related to medicine, bodies, and brains
- Read for main ideas, purpose, inferences, and details
- Discuss and write about migraines, medical testing, and obesity

Reading 1	**Body Mass and Weight**

Title and Photo

1. Have students focus on the title. Elicit ideas on the difference between *mass* (the amount of matter contained in something) and *weight* (the force gravity puts on something).

2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the photo and/or their reactions to it (ex. *delicious, disgusting, oily, greasy, salty, heavy, dangerous, tempting*, etc.). Conduct a survey to find the two most common words chosen.

3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #2).

Sample Answers:

1. Too much body fat can cause heart and breathing problems. It can also make people get tired easily and feel depressed.

2. It's hard to tell exactly, but if they have very large stomachs, it's usually unhealthy.

3. I know BMI stands for Body Mass Index, but I'm not sure exactly what that means.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Body Mass and Weight
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline two ways of measuring body fat.**
→ … squeeze the fat on the back of your arm, measure its thickness, and then plug this number into a formula; X-ray

Q2: **How is a person's BMI determined?**
→ It is a person's weight in kilograms (pounds) divided by the square of his or her height in meters (inches).

Q3: **What is this paragraph mainly about?**
a. Who can benefit from measuring their BMI
b. Why BMI is useful even though it isn't perfect
→ b.

Vocabulary
Here is are some phrasal verbs and expressions that might need clarification:

rely on (line 16) - to need; to depend on
figure out (line 20) - to calculate; to understand
along with (line 44) - and

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. F   2. T   3. F   4. T

5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:
1. A normal BMI is between 20 and 25.
2. They do not think it should be used for people under 18 or over 70.

Summary
Put students in pairs or small groups to work on the summary. Select one student from

each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:
First Sentence: There are different methods of determining whether a person is obese.
2. Most people still rely only on a person's weight as a method for determining obesity, although it is considered inaccurate.
3. The Body Mass Index (BMI) compares a person's weight with his or her height, and the resulting number is compared with average people.
5. Despite the fact it is not precise, the BMI still gives a person useful information about her or his body.

1, 4: minor details

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. crude
2. calculators
3. plugged into
4. thickness

5. gauge
6. diagnosed

Supplemental Reading - Obesity and Health

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is an expression that might need clarification:

> *take place* (paragraph 3) - to happen; to occur

Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. absorb sugar   2. sleeping   3. be prevented

Extension: Talk or Write About It
Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

Portion sizes are too big and people don't get enough exercise. Schools and restaurants should limit the size of their portions, and exercise time should be built into the school day. Businesses should provide employees with gym memberships or workout rooms.

As an extension, have students discuss ways different cultures deal with food and exercise.

Reading 2	Studying Headaches

Title and Photo
1. Have students focus on the title. Ask student how and why they think people study headaches.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *pink, purple, hot, pain, tired, scared, frustrated*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. I don't get headaches very often, but sometimes when I study or work a lot.
2. I try to take a break from reading or concentrating when I get a headache.
3. I can avoid noisy or too bright places sometimes because they can make me get

headaches.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Studying Headaches
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What happened in the 1800s that helped headache sufferers?**
→ A German chemist changed the form of salicylic acid so that it was easier on the stomach; this became known as aspirin.

Q2: **Underline two possible causes of a secondary headache.**
→ ... such as <u>an infection</u> or <u>a tumor</u>

Q3: Who is more likely to be affected by cluster headaches?
→ men

Vocabulary
Here is a phrasal verbs that might need clarification:

turn out (line 17) - to become clear or understood; to prove to be the cas
sef off (line 55) - to trigger; to initiate; to start

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T	2. T	3. F	4. T
5. F			

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Fill in the Blanks
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. aspirin   2. foods / smells   3. cluster

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. lives and productivity
2. from willow bark
3. another condition
4. different triggers
5. weeks or months
6. especially on migraines

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Here is a phrasal verb that might need clarification:

    find out (2) - to discover

Answers:

1. acid
2. chemistry
3. physiological
4. tumor
5. stimulus
6. Productivity

Supplemental Reading - Fighting Migraines

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. takes aspirin
2. liquid
3. yoga / meditation

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time

to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:
I sometimes suffer from migraines. When I do, I lie in a dark, quiet room and put ice on my head. I would be willing to try anything that might help prevent or stop a migraine.

UNIT 4   Social Issues

Objectives:
- Read about real-world issues related to education and gender
- Learn new vocabulary related to education, economics, and behavior
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with gender inequality in education and with high school dropouts

Reading 1	Improving Graduation Rates

Title and Photo

1. Have students focus on the title. Ask students if they think graduation rates are low or high in their home countries. Elicit any ideas on how rates could be improved.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *danger, books, students, traffic, worried, free,* etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what ways to improve graduation rates the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. Yes, there is a pretty high dropout rate where I live, maybe 30%.
2. A lot of students leave high school early because they need to work to earn money.
3. I think dropping out of school can really limit the career choices available.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could

include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Improving Graduation Rates
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline three differences between high school graduates and non-graduates.**
→ High school graduates are healthier and live longer. They're also less likely to commit crimes.

Q2: **What did people in Houston do to reduce the dropout rate?**
→ Volunteers went to dropouts' homes and tried to convince these students to give school another try.

Q3: **What two things did Elkhart schools do for students who had jobs?**
→ They asked employers to make the jobs internships for school credit, and they offered evening classes.

Vocabulary
Here is a phrasal verb that might need clarification:

track down (line 50) - to find; to search for

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. F	2. T	3. T	4. T
5. F			

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C   Fill in the Blanks

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

1. ninety	2. 300,000	3. eighty-one

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read the summary aloud.

Answers:

1. Commit fewer crimes
2. Make more money
3. productive and competitive
4. opened special schools
5. had meetings
6. offered tutoring

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. productive
2. momentum
3. unemployed
4. recipe
5. tutor
6. economists

Supplemental Reading - What Does "Dropout" Really Mean?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. each state
2. high school diploma
3. GED recipients

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

The best way to reduce dropout rates is to fire ineffective teachers and hire ones that care about each individual student and his or her success. I think a lot of students drop out because their teachers don't seem to care about them or their futures.

Reading 2	Where Are All the Boys?

Title and Photo

1. Have students focus on the title. Elicit ideas about what places or contexts boys might be missing.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *smart, happy, focused, school, teacher, student, comfortable*, etc.). Conduct a survey to find the two most common words chosen.

3. Ask students to predict what the passage will examine.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. I think the percentage of female students at my school is about 50%.

2. I think young men are still more likely to study sciences, while women are more likely to study arts and humanities.

3. A lot of men who do not attend university do jobs that require physical labor, like construction or landscaping.

As extension to question 3, ask students what kinds of jobs do women who do not attend university get.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Where Are All the Boys?
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **When did more women start enrolling in college?**
→ In the 1970s

Q2: **How are boys and girls different, according to Sommers?**
→ Boys tend to be more physically active, aggressive, and competitive.

Q3: **What is against the law, according to this paragraph?**
→ Universities deliberately favoring males over females in admissions

Vocabulary
Here are some phrasal verbs and other expressions that might need clarification:
make up (line 2) - to consist; to be the parts of
kick out (line 18) - to force to leave

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T
2. T
3. F
4. T
5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. a
2. b
3. b (lines 20-21 have clues)
4. d

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. They want universities to pay attention to the gender gap in STEM majors, in which there are a lot more men than women.
2. Some have formed partnerships with male mentoring groups, and some have modified their recruiting to focus on male applicants.

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

Low Enrollment of Male Students in Universities	
Causes	Effects
1, 2, 4	3, 5, 6

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. confound
2. projections
3. curriculum
4. innate
5. progressive
6. behavioral

Supplemental Reading - ADHD

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.
Here are some expressions that might need clarification:

pay attention (paragraph 2) - to remain focused; to listen and watch carefully
on the go (paragraph 2) - active; moving
keep track (paragraph 3) - to follow; to remain organized

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. ten percent / childhood
2. than average grades
3. medication

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:
Teachers should give more encouragement to boys in high school. It is important for colleges

to have close to, but not necessarily equal numbers of men and women. Both sexes need to be better prepared to live independently and to support families..

As further extension, ask pairs/groups to discuss what can or should be done to increase the number of women in math and sciences.

UNIT 5   Environmental Issues

Objectives:
- Read about real-world issues related to mass extinctions and global warming
- Learn new vocabulary related to the environment, governments, and politics
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the Kyoto Protocol (and international agreements in general) and with drastic climate change

Reading 1   The Sixth Extinction

Title and Photo

1. Have students focus on the title. Elicit definitions of *extinction* (the disappearance of a species or many species from Earth). Ask students if they know anything of the first through fifth extinctions.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and/or their reaction to it (ex. *rare, animals, beautiful, sad, endangered, habitat, scary, cute*, etc.)
Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of extinction the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting and innovative in the case of #3).

Sample Answers:

1. Human cause a lot of damage to the planet by cutting down trees, producing garbage, and pollution the air.

2. No, I don't think humans are in danger of becoming extinct.

3. We can protect the habitats of animals by stopping cutting trees and by planting more trees.

As an extension, have students discuss which animals in the photo are the most important to protect and why.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: The Sixth Extinction

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Who is Edward O. Wilson? What is his prediction?**
→ A Harvard University scientist; he predicts that human harm will cause half of all species to become extinct by 2100

Q2: **Underline the definitions of "threatened" and "critically endangered."**
→ The term "threatened" means that a species is either already endangered or likely to become endangered unless action is taken; "critically endangered" means they could disappear soon.

Vocabulary

Here are some phrasal verbs and expressions that might need clarification:

wipe out (line 4) - to erase; to destroy
wash away (line 53) - to push away, or destroy, with water
pave the way (line 55) - to create the necessary conditions

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. F	2. T	3. T	4. F
5. F			

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Fill in the Blanks

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. 77,000	2. ten	3. 4,000

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. extinction event
2. hunting and collecting
3. Destroying habitats

4. More than half
5. Pests and germs
6. Polar ice melts

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. pests
2. biodiversity
3. critically
4. predators

5. breakdown
6. invade

Supplemental Reading - The End of the Dinosaurs

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. sixteen meters
2. Earth's climate
3. dinosaur eggs

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

People must stop cutting down the rainforests because these forests are home to so many species. Also, I think people should eat less meat, because that is a major reason for the destruction of habitats.

As further extension, ask pairs/groups to discuss ways to convince large numbers of people to change their habits in order to protect the environment and prevent the Sixth Extinction.

Reading 2   The History of the Kyoto Protocol

Title and Photo
1. Focus students' attention on the title. Elicit definitions of *protocol* (a treaty; a document that describes the details of a formal agreement between countries). Ask students if they are familiar with the Kyoto Protocol. Elicit guesses about what the agreement might be about.
2. Elicit student reactions to the title and photo. Put students in pairs or small groups to come up with 4 words to describe the image and/or their reactions to it (ex. *Earth, global warming, heat, sick, pollution, danger, unsafe, scary*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. I'm a little concerned about climate change, even though I don't like cold winters.
2. I don't know much about it, but I think it was an agreement to try to decrease pollution.
3. I think there is more air pollution in my country now than there was ten years ago.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

1. f   2. b   3. a   4. e

5. d   6. c

Reading: The History of the Kyoto Protocol
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline the names of six greenhouse gases.**
→ carbon dioxide (CO_2), methane (CH_4), nitrous oxide (N_2O), hydrofluorocarbons (HFCs), perfluorocarbons (PHCs), and sulfur hexafluoride (SF_6)

Q2: **How many industrialized countries signed the Protocol in 1997?**
→ 38

Q3: **Which two countries have stopped participating in the Kyoto Protocol?**
→ Russia and Japan

Vocabulary
Here a phrasal verb that might need clarification:
        build up (line 13) - to increase; to collect

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers

correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Here is an expression that might need clarification:
  right away (5) - immediately; without delay

Answers:

  1. T   2. T   3. T   4. F

  5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

  1. c   2. a   3. a   4. d (lines 45-47 and 48-49 have clues)

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Sample Answers:
1. Two reasons are that it would harm the economy and that it wouldn't prevent global warming because major polluters like China were excluded.
2. Two achievements are the creation of a carbon credits market and clearer rules for measuring and reporting emissions.

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. level of man-made
2. serious consequences
3. industrialized countries

4. approve the Protocol
5. even lower than
6. are still rising

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Here is a phrasal verb that might need clarification:

get rid of (5) - to make go away

Answers:

1. treaty
2. Industrialized
3. resistant
4. namely

5. slashed
6. deadline

Supplemental Reading - Emissions Credits
Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.
Here is a phrasal verb that might need clarification:
shut down (paragraph 3) - to turn off; to stop from operating

Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. their unused emissions (emissions credits)
2. phishing techniques
3. (usually) sold

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:

No, I don't think I would approve it. I would want more scientific proof of the existence of global warming and that the actions required by the treaty would actually have a positive effect.

As further extension, elicit the pros and cons to signing the Kyoto Protocol. Ask students to also come up with pros and cons to trading emissions credits. Have students consider whether greenhouse gas absorption should also be part of the calculation, which would give incentive for countries to preserve their forests and to plant more trees.

UNIT 6   Law & Crime

Objectives:
- Read about real-world issues related to capital punishment and bounty hunting
- Learn new vocabulary related to criminology, government, court, and bail
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the dangers of bounty hunting and with capital punishment

Reading 1	**The Death Penalty in the US**

Title and Photo

1. Have students focus on the title. Elicit ideas about how common the death penalty might be in the US

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the words and image and their reaction to it (ex. *police, criminal, caught, handcuffs, jail, bars, nervous, scary, tight*, etc.)
Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of the death penalty the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. No, the death penalty is not used in my country. I think we stopped using it in the 1970s.
2. I think the main argument for the death penalty is that it is fair punishment for people who kill others.
3. People were put to death in many ways, like hanging, shooting, electric chair, etc.

As an extension to #2, ask students what the main arguments against the death penalty are.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: The Death Penalty in the US

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **How did people's view of criminals change over time? Underline the information.**

→ … people began to feel that criminals were not evil, but were the victims of poverty, poor education, and lack of opportunity.

Q2: **Where in the US do most executions happen today?**

→ in the southern states

Q3: **What is the main point of this paragraph?**
a. States are willing to spend a lot of money on the death penalty.
b. One reason to oppose the death penalty is its cost.

→ b.

Vocabulary
Here are some phrasal verbs and expressions that might need clarification:

carry out (line 31) - to do; to conduct

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.
After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. T   2. T   3. F   4. T

5. T

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. c   2. b   3. b   4. d (lines 49-50 have clues)

C   Fill in the Blanks
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. 1,000,000   2. sixty-three   3. 2011

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. for many crimes
2. couldn't afford
3. northeastern states
4. in rehabilitation
5. proven innocent
6. still support it

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. politically
2. rehabilitation
3. execution
4. injection
5. pragmatic
6. philosophical

Supplemental Reading - The Mentally Challenged and the Death Penalty

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. US Constitution
2. 59
3. mentally challenged

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

I believe in the death penalty for first-degree murder because taking someone's life is an unforgivable crime, and the death penalty is a powerful deterrent. I agree that mentally challenged people should be exempt.

As further extension, ask pairs/groups to discuss what governments should do when they realize an executed person had actually been innocent.

Reading 2	**Bounty Hunters**

Title and Photo

1. Focus student attention on the title. Elicit definitions for the word *bounty* (a monetary gift or reward). Have them guess what a bounty hunter might be.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the words and image and their reaction to it (ex. *guns, bullets, police, cowboys, criminals, reward, exciting, scary*, etc.). Conduct a survey to find the two most common words chosen.

3. Ask students to predict what aspects of patents the passage will examine.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #3).

Sample Answers:

1. Sometimes criminals who escape can start new lives; other times they eventually get caught by police.

2. I think special government officers, like FBI or CIA agents, can sometimes catch criminals.

3. Yes, I once got $50 for returning someone's lost dog after it came into my yard to play with my dog.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

| 1. e | 2. f | 3. a | 4. d |
| 5. c | 6. b | | |

Reading: Bounty Hunters

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline the definitions of "skipping bail" and "skip."**
→ "**Skipping bail**" is the term commonly used to describe the act of a person who is charged with a crime and then tries to run away. A person who skips bail is commonly called a "**skip**."

Q2: **Who are bail bondsmen?**
→ People who lend money to accused criminals to pay bail

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text

that support their choices.

Answers:

   1. F   2. F   3. T   4. T

   5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

   1. c   2. d   3. b   4. a (lines 49-56 give clues)

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. It means that the accused person has paid bail and then tried to run away or failed to appear in court on the appointed date.
2. They can break into a skip's home in order to arrest him or her.

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

   1. monetary reward   2. Accused criminals   3. bail bondsman

   4. runs away   5. try to catch   6. different jurisdictions

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. skipped   2. gravity   3. whereby   4. monetary

5. nominal   6. locally

Supplemental Reading - Mackenzie Green, Bounty Hunter

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here are some phrasal verbs and expressions that might need clarification:

> *gut feeling* (paragraph 1) - intuition; an idea or belief based on instinct rather than logic
>
> *pick up on* (paragraph 1) - to detect; to notice
>
> *figure out* (paragraph 1) - to calculate; to solve; to understand
>
> *as well as* (paragraph 2) - and
>
> *track down* (paragraph 2) - to find by using clues

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. physical strength   2. carry a gun   3. lawyer, actor

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:

I think they serve a useful purpose because they help to catch criminals who may be dangerous. I would not be one because I would be afraid of getting hurt or killed.

UNIT 7   Language & Literature

Objectives:
- Read about real-world issues related to race, discrimination, and literature
- Learn new vocabulary related to law, race, and expression
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with racist viewpoints and with pacifism

Reading 1	"I Have a Dream" by Martin Luther King, Jr.

Title and Photo
1. Have students focus on the title. Ask students if they know of Martin Luther King, Jr. and if they are familiar with his speeches.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. *old clothes, glasses, African American, microphone, crowd, exciting, scary*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #1).

Sample Answers:

1. Joan of Arc is one admired person from my country's history. She helped the French army fight against England.
2. He is famous for fighting to get equal rights in America for African Americans.
3. I think the dream he spoke of was equality.

As an extension to #3, elicit reasons for students' answers.

Vocabulary Preview
First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: "I Have a Dream" by Martin Luther King, Jr.
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What did the creators of the US promise all its citizens?**
　　→ Life, liberty, and the pursuit of happiness

Q2: **What do the words of the song quoted in this paragraph express?**
a. Love of freedom
b. Anger about inequality
　　→ a.

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. F   2. T   3. F   4. F

5. T

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:
1. Lincoln signed a law freeing the slaves.
2. He hopes they will be judged not by the color of their skin but by the content of their character.

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:
First Sentence: King's speech talks about the freedom and rights that all people should have regardless of who they are.
1. He dreams of a time when there will be no segregation or discrimination in America.
3. King believes that black people will not have to use violence in fighting for equal rights.
4. King has faith that someday all people of color will be treated as equals in the United

States.

2: minor detail
5: not in passage

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. republic   2. Slaves   3. physical   4. discrimination

5. character   6. constitution

Supplemental Reading - Malcolm X: "By Any Means Necessary"

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. in prison   2. live separately   3. violence

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

I agree more with King's ideas because he believed in non-violence. Violence only creates more violence.

As further extension, ask pairs/groups to come up with the pros and cons of using weapons and violence to defend oneself. Lead a survey to find the most common pros and cons.

Reading 2   "Désirée's Baby" by Kate Chopin

Title and Photo
1. Focus student attention on the title. How many students have heard of the author? of the story?
2. Elicit reactions to the photo. Ask students where and when they think the story will take place. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to the image (ex. *old, large, mansion, rich house, country, the South, farm, beautiful, ugly, interesting,* etc.). Conduct a survey to find the two most common words chosen. Ask students to guess why this image was chosen in connection with the title.
3. Ask students to predict what aspects of the story the passage will examine.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. Yes, I know lots of people who have multiracial backgrounds.
2. In the past, multiracial people were treated badly or at least with confusion.
3. In many societies today, multiracial people are treated the same as everyone else.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: "Désirée's Baby" by Kate Chopin

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What can be inferred about the baby?**
a. It looks exactly like its mother.
b. It looks multiracial.

→ b.

Q2: **What is Armand probably burning in the fire?**

→ Everything that belonged to Désirée

Vocabulary

Here are some phrasal verbs and expressions that might need clarification:

hand out (line 48) - to give; to distribute

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text

that support their choices.

Answers:

1. T   2. T   3. F   4. F

5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. d   2. c   3. c   4. b (lines 55-59 have clues)

C Fill in the Blanks

Give students 2-3 minutes to arrange their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. d   2. e   3. a   4. c

5. b

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:

1. is upset about   2. not being white   3. tells her to go

4. only the baby   5. Désirée's things   6. she was black

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. vein
2. plantations
3. grasped
4. utterance
5. slavery
6. conscious

Supplemental Reading - Master or Slave?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. different races
2. inferior
3. his racial views

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and ideas.

Sample Answer:
Armand feels devastated. He would probably keep his secret forever and continue living the way he was living. The most powerful argument against his view is that they prevent people of different races from living in equality and perpetuate the separation of races.

UNIT 8   Space & Exploration

Objectives:
- Read about real-world issues related to planets, dwarf planets, and asteroids
- Learn new vocabulary related to space, science, and convention
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the threat of asteroids and with the scientific classification of planets

Reading 1	**Pluto: Dwarf Planet**

Title and Photo

1. Have students focus on the title and image. Can students guess what a dwarf planet might be?
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. *cold, gray, rocky, barren, empty, dark, lonely, interesting*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what ideas about Pluto the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers.

Sample Answers:

1. A planet is a giant ball of rock or gas that orbits a star.
2. Pluto is a very small ball of rock that orbits the sun.
3. Yes, I am. I think space exploration is very interesting.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Pluto: Dwarf Planet

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: Why was Eris's size important?

→ Because it's bigger than Pluto, and that's why scientists had to reconsider Pluto's status as a planet.

Q2: How did the public react to the news?

→ They were sad because they have affection for Pluto.

Vocabulary
Here is phrasal verb that might need clarification:
　　　fit in (line 42) - to belong; to feel comfortable among

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue

to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. T   2. T   3. F   4. F

5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. a   2. c   3. d (lines 8-9 and 15-17   4. d
                                        and give clues)

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:
1. It doesn't fit the definition because it hasn't "cleared its neighborhood," meaning it doesn't dominate its area of space.
2. The Kuiper belt is a section of the outer solar system that contains many icy bodies that are smaller than planets.

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:

1. discovery of Eris
2. are dwarf planets
3. the new definition
4. Only a fraction
5. Felt sad
6. the space probe

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. denote
2. Solar
3. semantic
4. fraction
5. dilemma
6. terminology

Supplemental Reading - Planet X

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. Neptune
2. Clyde W. Tombaugh
3. schoolgirl / Pluto

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

I believe it should be reclassified back to a planet. Fewer than 400 scientists out of 10,000 voted, which is nowhere near a majority. On the other hand, I don't think it really matters that much what we call it. It is still the same object in space.

Reading 2	Asteroid Impacts on Earth

Title and Photo

1. Elicit student reactions to the title. How many students know what an asteroid is? How many worry about them hitting Earth?

2. Elicit reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to the image (ex. *space, rock, Earth, cold, dark, scary, exciting,* etc.). Conduct a survey to find the two most common words chosen.

3. Ask students to predict what aspects of asteroid impacts the passage will examine.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. Asteroids are large rocks in space that usually stay in an orbit around the sun.

2. I think the last time an asteroid hit Earth was millions of years ago, but meteorites hit Earth often.

3. We should be somewhat concerned about asteroids hitting Earth. It's rare but it can cause a lot of damage.

As extension to #3, have students discuss what measures people can take to stop or prepare for an asteroid impact.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Asteroid Impacts on Earth

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What do "NEA" and "NEO" stand for? Underline the information.**
→ These are called NEAs (near-Earth asteroids). NEAs are included in a group called near-Earth objects (NEOs), which also includes comets and meteoroids.

Q2: **What is this paragraph mainly about?**
a. Effects of the Tunguska Event
b. Other impacts similar to the Tunguska Event
→ a.

Reading Comprehension
A True or False

After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T 2. T 3. F 4. T

5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. c 2. c 3. b 4. a (lines 56-57 have clues)

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. Tunguska Event: the last asteroid impact on Earth, in Siberia, Russia in 1908

2. main belt: asteroid belt; the area between Mars and Jupiter where most asteroids are located

3. trojan: an asteroid that follows Jupiter in its orbit

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. small objects 2. strike Earth 3. half of them

4. dinosaurs' extinction 5. 30 million tons 6. impossible to know

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. tons
2. mineral
3. coordinates
4. sometime
5. Atomic
6. velocity

Supplemental Reading - It's All in the Location
Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. water / land
2. tsunami
3. 700-meter

Extension: Talk or Write About It
Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:
One possible solution would be to develop a warning system to alert populations that an asteroid was heading toward Earth. However, since they are so rare, it is probably not worth the money to develop such a warning system.

UNIT 9   Sports & Fitness

Objectives:
- Read about real-world issues related to integrity in sports, science, and energy
- Learn new vocabulary related to sports, education, and health
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the energy called *qi* and with different types of cheating in sports

Reading 1	Cheating in Sports

Title and Photo

1. Have students focus on the title. Survey students to find out how many have witnessed cheating in sports (or done so themselves). Ask them in which sports cheating is most common

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. *golf, sneaky, dishonest, funny, angry*, etc.)
Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of cheating in sports the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. Athletes cheat in many ways, like taking performance-enhancing drugs, breaking rules, bribing referees, or damaging equipment.
2. I think it is pretty common, especially PEDs, in professional sports.
3. I think those caught cheating should be banned for a long time.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Cheating in Sports

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Where does the term "normative cheating" come from?**
→ A professor of sports and recreation, Dr. James Frey, introduced the term.

Q2: **What is this paragraph mainly about?**
a. Reasons that coaches and players cheat
b. Examples of normative cheating
→ b.

Vocabulary

Here are some phrasal verbs that might need clarification:

come up with (line 15) - to create; to make something new
get around (line 15) - to circumvent; to avoid

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.
Answers:

1. T
2. F
3. T
4. F
5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:
1. If the other team is fast, they may put water or sand between the bases to slow them down.
2. Players may move to a friend's house to be near the school they want to play for.

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. obsession with
2. explicit rules
3. normative cheating
4. undeserved foul shot
5. locker room
6. college and high school

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. explicit
2. inevitably
3. intensity
4. intervene
5. scholarship
6. cheated

Supplemental Reading - Performance-Enhancing Drugs

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. Steroids / IOC
2. deliver oxygen
3. detect

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

Athletes should not be allowed to cheat, as it sets a bad example for their fans. Both normative cheating and performance-enhancing drugs are equally damaging to the purity of competition.

As an extension, have pairs/groups discuss the best ways to discourage young athletes from taking dangerou performance-enhancing drugs. Survey the class to find

the most common and interesting ideas.

Reading 2	*Qi*

Title and Photo
1. Elicit student reactions to the title. How many students have heard of Qi before?
2. Elicit reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to the image (ex. *hands, prayer,, rainbow, energy, weird, happy, exciting,* etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. I think people all have energy inside them, but I'm not sure about "special" energy.
2. Yes, I think they can both help people to relax.
3. I think maybe qi is a special energy connected to people's bodies and hands.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: *Qi*
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What do special doctors compare the movement of *qi* to?**
→ Cars on a highway

Q2: **What are the Shaolin monks famous for?**
→ Their ability to control their *qi* and do things with their bodies that seem to defy the laws of physics

Q3: **What have scientists at the University of Southern California been researching?**
→ Whether there are any actual physical changes in the bodies of people who undertake *qi* meditation

Vocabulary
Here is a phrasal verb that might need clarification:
    build up (line 28) - to accumulate; to collect

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T
2. T
3. F
4. T
5. F

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Fill in the Blanks

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. Shaolin Wushu: one of the oldest types of kung fu, practiced by the Shaolin monks of China

2. *reiki*: a type of healing massage

3. gamma waves: the fastest electromagnetic waves in the brain, linked to elevated consciousness and intense concentration

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. circulates around
2. in therapies
3. relieves stress
4. with their bodies
5. gamma waves
6. change the temperature

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. consciousness   2. elevated   3. sword   4. induce

5. physics   6. civilization

Supplemental Reading - Scuba: Qi as a Weapon?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. hurt / kill   2. the early 1990s   3. stare at

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:
Yes, I believe in *qi*. If it didn't exist, people wouldn't continue to talk about it, practice using it, and use it for so long and get positive results.

As a further extension, ask the pairs/groups to discuss other, similar types of energy or powers that different peoples believe exist in the body.

UNIT 10   People & Opinions

Objectives:
- Read about real-world issues related to TV, society, and business ethics
- Learn new vocabulary related to TV, health, and business
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with ethical consumerism and with reality TV

Reading 1	**Reality TV**

Title and Photo

1. Have students focus on the title. Elicit different types of shows that could be called reality TV (ex. *news, documentaries, sports, cooking, educational*, etc.).

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *annoying, privacy, voyeur, nosy, crowded, angry, scared, excited, popular, stalker*, etc.)

Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of reality TV the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common and/or interesting answers.

Sample Answers:

1. Reality TV shows are usually ones that feature regular people rather than trained actors.

2. I like to watch cooking competition shows because I like to get ideas for food.

3. I think reality shows are popular because usually there is an element of competition, which is exciting, but the participants are not professionals who have trained their whole lives, so people can relate to them.

As an extension, survey students to find the most popular types of reality TV shows-- ones involving competition or ones not. Are there any trends in preference based on gender or nationality?

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Reality TV

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline the definition of "reality TV."**

→ Reality TV" is a broad term, covering <u>any type of program that shows people in unscripted situations</u>.

Q2: **What is this paragraph mainly about?**
a. Negative effects of reality shows
b. Reasons for the popularity of reality shows

→ a.

Vocabulary

Here is a phrasal verb that might need clarification:

> *go about* (line 2) - to do; to perform

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

  1. F   2. T   3. T   4. T

  5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Sample Answers:
1. It helps people change their lives by losing weight, and it teaches the public about getting healthier.
2. They caused their stars to be mean, shallow, and dishonest in order to win and to gain viewers.

Summary
Put students in pairs or small groups to work on the summary. Select one student from

each pair/group to read part of the summary aloud.

Answers:

1. imagine themselves
2. increases the drama
3. obesity and addiction
4. on appearance
5. for entertainment
6. to behave badly

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. spontaneous
2. resemble
3. censor
4. degrading
5. cheered
6. shallow

Supplemental Reading - Not So Real

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. producers
2. writers / interest and drama
3. behave on camera

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

I think it has no real effect on people and just serves as entertainment and a way to stop thinking or worrying about their own lives for a few hours.

As a further extension, ask pairs/groups to come up with their own idea for a good reality TV show. Lead a survey to find the most common and/or interesting ideas.

Reading 2	Anita Roddick

Title and Photo
1. Elicit student reactions to the title. Do any students know of Anita Roddick? Can they guess who she is based on the photo?
2. Elicit reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and quote and/or their reactions to them (ex. *soap, cosmetics, clean, fragrance, women, happy, fun,* etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of Anita Roddick the passage will examine.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. I don't really have any favorite skin care products, but my sister and mother do.
2. I think animal testing is OK sometimes for medical purposes.
3. Yes, I usually consider how "green" a company is before I buy a product.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Anita Roddick
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What part of other cultures most influenced Roddick?**
→ The women's "body rituals" that used natural ingredients

Q2: **How did the people of Great Britain feel about The Body Shop in 2006?**
→ It was voted the second most-trusted brand in the country.

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

| 1. T | 2. F | 3. T | 4. F |

5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose,

topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. b	2. b	3. a (lines 21-23 give clues)	4. c

C Short Writing

Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:

1. The main belief is that consumers should support businesses that are run ethically.
2. It was a magazine that Roddick established that was produced and sold by homeless people.

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. fled from Italy	2. cosmetics store	3. dislike of waste
4. recycled containers	5. environmental and social	6. to charity

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. necessity	2. container	3. hepatitis	4. ideology / ideologies
5. selective	6. ritual		

Supplemental Reading - Is "Green" a Myth?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. their bodies   2. reporter / Jon Entine   3. poor workers

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:

Ethical consumerism is important. Consumers must be able to trust what is said to be contained in products they buy. Before buying any product that is ingested or used cosmetically, you should research the ingredients to see if you are allergic to them and to see how pure or natural they are.

As further extension, lead (or have a student lead) a ranking survey to which aspects of a product are most important to students: ethics, price, quality, convenience, etc Or, which aspects of ethical consumerism are most important: environment, fair trade, animal testing, etc.

UNIT 11　　　Cross-Cultural Viewpoints

Objectives:
- Read about real-world issues related to the nature of attraction and to cultural differences in business
- Learn new vocabulary related to beauty, biology, culture, and business
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with bribery and with the influence of the media

Reading 1	Ideas About Beauty

Title and Photo

1. Have students focus on the title and photo. Elicit some ideas about what the title means by "ideas". Ask why students think the photo features young women from various races/ethnicities, but no men or older people.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *women, race, young, plain, beautiful, happy, average*, etc.)
Conduct a survey to find the most common words.

3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common (or interesting in the case of #2) answers.

Sample Answers:

1. The first thing I notice about other people is probably their mouths. a smile or frown can tell me how they feel.

2. In my culture, tall, thin bodies are considered attractive for women, and tall, muscular bodies are considered attractive for men.

3. Yes, in some cultures thin men are considered more attractive than they are in my culture.

Vocabulary Preview
First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

1. e   2. d   3. f   4. b

5. c   6. a

Reading: Ideas About Beauty
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What are two effects of higher estrogen levels?**
      → An hourglass shape and increased fertility

Q2: **How did the men's preferred body type differ from that of Dr. Singh's subjects?**
      → They preferred heavier women with wider waists.

Vocabulary
Here are some expressions that might need clarification:
      find out (line 11) - to discover; to learn

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices. For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. F	2. T	3. F	4. T
5. F			

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

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

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Short Answers:
1. It implies that she is more fertile, so that men who choose this type of woman have a better chance of having healthy children.
2. It might be difficult because mass entertainment is flooding the world, so it will be hard to find uninfluenced groups.

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:

1. cultural backgrounds

2. hourglass shape

3. Evolutionary explanation

4. remote tribe

5. industrialized countries

6. genetics and culture

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. adaptive

2. tribes

3. thesis

4. hormone

5. conceive

6. industrialized

Supplemental Reading - A Beauty Academy

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is an expression and phrasal verb that might need clarification:
     on their own (paragraph 2) - alone; by their own choice or prompting
     end up (paragraph 3) - to result in; to be or do finally

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. Miss Venezuela Academy

2. education / height

3. plastic surgeries (operations) / September

Extension: Talk or Write About It
Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

Yu's study is more convincing because the tribe had begun without society's influence, and it was only after they were exposed to different media that their opinion changed.

As an extension, have students discuss if they think women's ideas of male beauty are influenced by media or not. If so, in what ways?

Reading 2	Bribery or Business as Usual?

Title and Photo
1. Focus students' attention on the title. Elicit ideas on what the expression "business as usual" means.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *bribe, refuse, dishonest, ethics, right, wrong, silly, smart, normal, angry, excited*, etc.)
Conduct a survey to find the most common words.
3. Ask students to predict what aspects of bribery the passage will examine.

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. There are many cultural differences related to business. For example, in some cultures only men conduct business.
2. Not understanding cultural differences can often cause frustration, anger, and offense.
3. Yes, I think some cultures have better business practices, ones that are more honest and inclusive for example.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Bribery or Business as Usual?
The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.
Answers to guiding questions:

Q1: **Why are some Thai officials allowed to take bribes?**
→ To add to their very low pay

Q2: **What is this paragraph mainly about?**
a. Reasons people pay bribes
b. Reasons bribes are wrong
→ a.

Q3 **What did an official investigation reveal about US companies?**
→ How much money US companies were paying in bribes to governments and officials in other countries

Vocabulary
Here is a phrasal verb that might need clarification:
> *go (went) on* (line 16) - to continue; to do after a pause

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. F 2. T 3. T 4. T

5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. b 2. b 3. c (lines 1-8 give clues) 4. c

C Fill in the Blanks
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. cultural differences 2. grease payment 3. fines / imprisonment

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:
First Sentence: International business practices are a sensitive issue due to cultural differences between countries.
1. Even though some countries view bribery as illegal, others tolerate it or even view it as an addition to their wages.
3. The US government cracked down on the American businesses that were taking part in bribery, but it put American companies at a disadvantage.
4. The US government worked with its international trading partners and established a treaty to combat bribery.

2, 5: minor details

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. Traditionally   2. corruption   3. subjective   4. differentiation

5. sensitivity   6. treaty

Supplemental Reading - Promoting Business Ethics
Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is an expression that might need clarification:
    take part in (paragraph 3) - to participate; to be involved
Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.
Answers:

1. business ethics   2. young businesspeople   3. thirty-seven countries

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:

I think it is sometimes acceptable and necessary. As the reading discusses, bribes are a standard part of doing business in some cultures. In those cases, an extra payment can be seen as a normal cost of doing business rather than a form of corruption.

As a further extension, ask pairs/groups to discuss ways to promote ethical business practices.

UNIT 12   Business & Economics

Objectives:
- Read about real-world issues related to business, charity, and corporate ratings
- Learn new vocabulary related to economics, ethics, and ranking
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with giving to charity and with choosing an employer

Reading 1   Adventure Tours for Charity

Title and Photo

1. Have students focus on the title. Elicit some examples of what adventure tours might be.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *mountains, jump, exciting, brave, crazy, scary, dangerous, dumb*, etc.)
Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of adventure tours and charities the reading will cover.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common (or interesting in the case of #2) answers.

Sample Answers:

1. The most interesting place I have visited was a small city of ancient ruins in Mexico.
2. I would call it an adventure because it was difficult to get to and there weren't any other people there.
3. UNICEF and Habitat for Humanity are two charities I know of. They help poor children and families around the world.

As an extension to #3, have pairs/groups discuss the qualities that make a good charity.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Adventure Tours for Charity

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **Underline two examples of causes that people can raise money for.**
→ ... from <u>animal shelters</u> to <u>medical care for the elderly</u>.

Q2: **How much of the money raised is given to the charity?**
→ At least sixty to seventy percent

Vocabulary

Here are some phrasal verbs that might need clarification:

set up (line 10) - to organize; to establish
sign up (line 13) - to register

fill up (line 14) - to make, or become, full; to make so there is no more space

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

  1. T   2. T   3. F   4. F

  5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

  1. c   2. a   3. d   4. c (lines 42-48 have clues)

C Short Writing
Give students 2-3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Sample Answers:
1. People should be careful because they cannot get the deposit back if they change their

minds.

2. They question whether it is right that some of the money people raise is used to pay for their vacations.

Summary
Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud. Afterward, elicit reasons why some choices are incorrect (minor detail, not in passage, inaccurate, etc.)

Answers:

First Sentence: Many travel tours in England offer adventures to people who agree to raise money for charity.

2. People choose a charity and raise a minimum amount by holding events or asking for sponsorships.

4. Although the trips are usually not easy, travelers love the experience and the feeling of helping others.

5. Some critics don't like this way of raising money, but the companies say most of the money raised goes to charity.

1: inaccurate

3: minor detail / not in passage

Vocabulary Practice
Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. conditional   2. morality   3. bargain   4. entrant

5. sponsorships   6. capitalism

Supplemental Reading - Help Yourself by Helping Others

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is a phrasal verb and expression that might need clarification:
> *turn out* (paragraph 1) - to result in; to be surprisingly or unexpectedly true
> *as well* (paragraph 1) - also; too

Quick Check
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. feel good   2. happier / more popular   3. did volunteer work

Extension: Talk or Write About It
Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common answers and reasons.

Sample Answer:

I have worked on several charities. I used to visit older people in nursing homes. Now I tutor kids from poor families who are having trouble in school. It's a goal of mine to continue helping people throughout my life.

As an extension, have pairs/groups come up with reasons why helping others makes people feel good and be healthier. Then, conduct a survey to find the most common and/or interesting reasons.

Reading 2	Ranking Companies

Title and Photo
1. Focus students' attention on the title. Ask students what factors they consider when ranking a company or product.
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *professional, smart, business, increase, dynamic, exciting, difficult*, etc.)
Conduct a survey to find the most common words.
3. Ask students to predict what aspects of ranking the passage will examine.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common or interesting answers.

Sample Answers:

1. The top-ranked companies in my country include BMW, Volkswagen, and Bayer. They are all very well known around the world.
2. I think they all make good products, but they are sometimes not very ethical.
3. I think companies are ranked based on their profits and on the quality of their products.

As an extension to #3, ask students if there are criteria that companies are not ranked on but should be.

Vocabulary Preview

First, give students about a minute read the definitions and match them to the words.

Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Ranking Companies

The reading passages can be handled in different ways.

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10-15 second intervals.

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class

reads along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: **What two publications make the most influential lists?**
→ *Fortune* and *Forbes*

Q2: **Who does *Fortune* survey about the most admired companies?**
→ Executives, directors, securities analysts

Reading Comprehension
A True or False
After a speed reading of the passage, provide students with the answers. Tell students that because the goal is to read for speed, it is not so important to get all the answers correct. Ideally, students will get 3 or 4 correct answers for each reading but continue to read faster and faster.

After a slower, deeper reading, elicit answers from students. If there are any disagreements between students on the answers, have them find the lines in the text that support their choices.

Answers:

1. T   2. F   3. T   4. T

5. F

B Multiple Choice
Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. c   2. d   3. b   4. a (lines 49-50 and 52 give clues)

C Fill in the Blanks

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. of employees   2. ten / sixty-six   3. recommend their employer

Summary

Put students in pairs or small groups to work on the summary. Select one student from each pair/group to read part of the summary aloud.

Answers:

1. an overview of   2. make decisions   3. Fortune 500

4. market performance   5. Surveys of executives   6. Most Admired Companies

Vocabulary Practice

Give students a minute or two to complete the questions on their own.

Ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. multinational   2. qualitative   3. overview   4. obscure

5. gross   6. methodology

Supplemental Reading - What Makes a Company Great to Work For?

Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads along.) After each paragraph, pause to address any vocabulary questions the students might have.

Here is an expression that might need clarification:
    get along with (paragraph 2) - to like and have a good relationship with

Quick Check

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. unpleasant personality
2. observing / communicating with
3. ethics / support

Extension: Talk or Write About It

Put students in pairs or small groups to discuss the question. Then, give students time to write their own answers. Next, lead (or have a student lead) a survey to find the most common and/or interesting answers and reasons.

Sample Answer:

Besides pay, the most important factors would be the quality of the company's products and the type of people who work there. It's important to feel good about what you do and whom you work with.

As an extension, have pairs/groups rank a list of factors that would influence their decision to work for a company (ex. *salary, benefits, ethics, positive culture, flexible schedule, convenience, reputation*, etc.). Then, survey the class to find the most common high- and low-ranked factors.