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READING FOR THE REAL WORLD

THIRD EDITION

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UNIT OVERVIEW

SUBJECT AREA


Reading topics are chosen for their relevance to students in the real world and are organized by academic subject.

Space & Exploration 1

UNIT 8 The Origin of the Universe

Pre-Reading Questions
Think about the following questions.

- 1 What are some great scientific discoveries that you know about? Why were they important?
- 2 How does science help us understand our lives?
- 3 Is it important to know about the formation of our universe? Why or why not?



VOCABULARY PREVIEW
Match each NAWL word with the correct definition.

1 wavelength	-	a	the rate of an increase in speed
2 philosopher	-	b	of or relating to heat
3 valid	-	c	logically supported; reasonable
4 wisdom	-	d	collected knowledge and principles
5 thermal	-	e	the distance between successive crests of a wave
6 acceleration	-	f	a person who seeks wisdom; a thinker

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PRE-READING QUESTIONS

Three questions encourage students to activate their existing knowledge about the topic in preparation for reading.

VOCABULARY PREVIEW

A simple matching exercise introduces students to the target NAWL words they will encounter in the reading.

GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

The Origin of the Universe

The origin of the universe has always been disputed. While the traditional **wisdom** of all cultures offers explanations, none has definitely proven how—or even if—the universe began. Most religions believe that the universe was created by a **supreme entity**. According to this view, there was a time when there was no universe, and some religions foretell an end to it.

On the other hand, thinkers like the Greek **philosopher** Aristotle questioned the necessity of a beginning. He believed the universe had existed and would exist forever, and was eternal and perfect. One thing that these two schools of thought originally had in common was that the universe itself was static, or unchanging. This made sense, as the time was not advanced enough to observe any major changes. However, much about the universe and Earth's place in it in the following centuries. Then, in the 19th century, evidence began to challenge Aristotle's view. It is motionless and unchanging. At this time, several European scientists helped formulate the Second Law of Thermodynamics, which states that the total amount of entropy, or disorder, of the universe increases with time. Ordered structures, in other words, eventually fall apart as increasing entropy.

The universe must be changing in some way in order to avoid this increase. Also, according to Isaac Newton's law of universal gravitation, each star in the universe ought to be attracted to each other and thus start falling together and **collapsing** at a central point. If the universe were motionless then the result would be an unavoidable collapse. Physicists soon concluded the universe could be contracting or expanding—but could not be standing still.

In the 1920s, US astronomer Edwin Hubble observed a crucial phenomenon that increased our understanding of the question. Using a powerful new telescope he identified a group of celestial objects outside our own



Aristotle
father of

How did Aristotle differ from religious thinkers?

How did Hubble make his discovery?

supreme adj. highest; greatest
gravitation n. the natural force that causes two bodies to accelerate toward each other; gravity
collapse v. to shrink abruptly

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galaxy. By observing the Doppler shift of these stars—the way the wavelengths and colors of their light changed due to their motion—he realized that they were **receding** from our own position in the universe. In fact, all the observable galaxies were moving away from each other, too. Furthermore, the more distant the **galaxy**, the faster it was moving away.

This observed **acceleration** implied the universe was expanding.

Hubble's observation led to the assumption that at some point, all matter in the universe was close together. The event that started its expansion is referred to as the Big Bang. According to the Big Bang theory, time and space did not exist prior to the beginning of the expansion. Thus, the age of the universe can be calculated using the distance and the **velocities** of the stars traveling away from us and working backwards to find when they were all together at one point. The age of the universe is estimated to be between 12 and 14 billion years.

The Big Bang theory has led to many other theories and predictions in science. In the 1940s, physicist George Gamow realized the early universe must have been extremely hot and dense. As the universe expanded it would cool down and the initial hot radiation should eventually be observable as uniform radio waves throughout space. In the 1960s, Robert Wilson and Arno Penzias discovered **cosmic uniform** radio waves that implied a temperature of about 3 degrees above absolute zero (Kelvin). Later, technology enabled scientists to take very detailed **wavelength** and **thermal** measurements of this radiation. They confirmed that it is extremely uniform, is of the shape predicted by the theory, and has a temperature of 2.7 degrees Kelvin. This observation provides strong evidence that the Big Bang theory is **valid**.



There is evidence to suggest that the Big Bang theory is valid.

How can we figure out the age of the universe?

Reading Time: minutes seconds 637 words

recede v. to move back or away
galaxy n. any of the very large group of stars that make up the universe
velocity n. speed
cosmic adj. of or relating to the universe or outer space
uniform adj. not varying or changing; the same at all times and in all places

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MAIN READING

An engaging reading educates students on an academic topic of high interest.

READING COMPREHENSION

Questions of various types help students assess their comprehension of the reading's main idea, key details, use of pronoun reference, and more.

READING COMPREHENSION

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

- 1 _____ People have always agreed on the origin of the universe.
- 2 _____ The universe would collapse if it were not moving.
- 3 _____ Edwin Hubble discovered that the universe is expanding.
- 4 _____ The Big Bang explains what was here before the universe.
- 5 _____ The Big Bang probably caused radio waves.

B Choose the best answer according to the reading.

PURPOSE 1 What is the main purpose of the reading?

- a. To explain the current scientific explanation of the origins of the universe.
- b. To argue that only physicists should be allowed to teach how the universe was created.
- c. To settle the question of whether God created the universe or if it was created by accident.
- d. To clarify the difference between Newton's laws and the Second Law of Thermodynamics.

VOCABULARY 2 The word **entity** in paragraph 1 means _____.

- a. god
- b. ruler
- c. being
- d. creator

DETAIL 3 What does the Second Law of Thermodynamics state?

- a. All the stars in the universe are attracted to one another.
- b. All galaxies are moving away from each other.
- c. Entropy in the universe increases over time.
- d. There are uniform radio waves throughout space.

DETAIL 4 What is the significance of the discovery of uniform radio waves?

- a. It refutes Hubble's theory.
- b. It supports the Big Bang theory.
- c. It disproves the Second Law of Thermodynamics.
- d. It proves Newton's Law of Gravity.

C Find the correct information in the reading and write them on the lines.

- 1 _____: the century of the formulation of the Second Law of Thermodynamics
- 2 _____: the decade of Hubble's discovery
- 3 _____: the estimated age of the universe

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VOCABULARY PRACTICE

A fill-in-the-blank exercise reinforces the target NAWL vocabulary learned in the reading.

SUMMARY

A summary exercise provides practice in understanding passage structure and in identifying the important information in a reading. Exercise types include graphic organizers, fill-in-the-blank paragraphs, and more.

SUMMARY

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

First Sentence: We now have solid scientific evidence about the origin of the universe.

- A. As technology improved, new discoveries provided convincing support to the Big Bang theory.
- B. For years, religious devotees and philosophers had debated whether the universe was eternal or if it had a definite beginning point.
- C. Modern science predicted that the universe began with a gigantic explosion.
- D. The Second Law of Thermodynamics indicated that the universe must be changing in some way for its entropy to increase and for it to avert an unavoidable collapse.
- E. Though the universe is expanding, the galaxies remain still, and it is the space between the galaxies that is moving.
- F. Ancient religion and philosophy agreed that the universe itself was static and significantly unchanging.



VOCABULARY PRACTICE

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

acceleration philosopher thermal valid wavelength wisdom

- 1 Traditional light bulbs produce some _____ energy as well as light energy, while LED bulbs stay cool.
- 2 You have a _____ point, but that doesn't mean I agree with your conclusion.
- 3 Confucius was an ancient Chinese _____ who believed strongly in respect for one's elders.
- 4 The _____ of light determines its color.
- 5 Ancient _____ is just common sense that has survived the centuries.
- 6 This car offers quick _____, going from 0 to 100 kilometers per hour in less than seven seconds.

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SUPPLEMENTAL READING

A short reading provides more practice as well as an additional perspective on the topic.

SUPPLEMENTAL READING

Before the Big Bang



The Big Bang Theory raises profound philosophical questions. For centuries scientists believed that the universe was eternal, while religious believers held otherwise. The Bible is central to Judaism, Christianity, and Islam. It begins with the line, "In the beginning, God created . . . the universe and everything in it." After explicitly identifying God as the creator, these religions stress the idea that God is a conscious entity who has remained in control.

The British biologist Richard Dawkins argues in his book, *The God Delusion*, that this idea is a fantasy. Though Dawkins stops short of saying it can be proven God does not exist, he writes that the existence of a divine creator is highly improbable. God would have to be unimaginably complex, Dawkins notes, and the more complex something is, the less probable it is.

Dawkins claims that the theory of evolution and descent by natural selection can explain how everything in the world was made, and why many things are so complex that they appear to have been consciously designed. Dawkins also argues in the latter half of his book that science can even explain human morality.

Some critics answer that most of Dawkins's arguments are philosophical rather than scientific and go on to accuse Dawkins of being a poor philosopher. Others say that attributing the world's complexity to random chance is much more improbable than the existence of God. Also, some note that nothing in Dawkins's book proves God could not have simply guided the process of evolution. The philosopher Alvin Plantinga claims that Dawkins contradicts himself. "By Dawkins' own definition of complexity," writes Plantinga, "God is simple and not complex. Therefore, God's existence is more probable than Dawkins supposes."

QUICK CHECK

Fill in the blanks with information from the reading.

- 1 The first sentence of _____ mentions a creator.
- 2 Dawkins argues that the theory of _____ is enough to understand how complex things developed.
- 3 Dawkins's opponents say that his claims are not scientific but _____.

EXTENSION: TALK OR WRITE ABOUT IT

Can science explain human morality? If so, how? If not, what does explain it?

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QUICK CHECK

A fill-in-the-blank exercise checks and reinforces students' understanding of the content.

EXTENSION

Extension questions encourage students to synthesize information, relate the reading content to their existing knowledge and opinions, and express their own ideas on the topic through speaking or writing.

UNIT 1 Strange & Unusual

Objectives:

- Introduce students to real-world readings with mysterious and interesting topics
- Learn new vocabulary related to UFOs, science, and unexplained phenomena
- Read for main ideas and details
- Discuss and write about UFOs, science, and predictions about the future

Reading 1

UFOs

Title and Photo

1. Have students focus on the title "UFO." Elicit any reactions to the word. Ask if anyone knows what the letters U-F-O mean.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four adjectives to describe the photo and/or their reactions to it (ex. *huge, modern, fake, excited, scared, worried*, etc.). Conduct a survey to find the two most common adjectives chosen.
3. Elicit predictions from students as to what aspects of UFOs 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. Yes, I know of one famous UFO sighting from Mexico City. Nothing special really happened. But many people filmed a strange, round object flying above the city.
2. I think some natural explanations for UFOs could include meteors, balls of gas, and shadows. Also, I think many are hoaxes made by people.
3. No, I don't think there is intelligent life on other planets. If there were, I think they would have visited Earth or communicated with us.

As an extension to question 3, have students discuss how they would feel if intelligent life were discovered. Would more students be fearful or excited?

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. f | 4. b |
| 5. c | 6. a | | |

Reading: UFOs

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 people first think “foo fighters” were?

→ At first, they both thought that these objects were new weapons made by their enemies.

Q2: Underline the reason Kenneth Arnold called the UFOs he saw “flying saucers.”

→ In it, he described the UFOs as flying saucers because they were shaped like large china cup saucers.

Q3: Circle two specified Roswell witnesses.

→ There were eyewitnesses—including the sheep rancher and an Air Force major.

Vocabulary

Here are some phrasal verbs and/or idioms that might need clarification:

line 1 stand for - to represent; to be the initials of

line 33 set up - to organize; to establish

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 or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*).

Answers:

1. b
2. c
3. b
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. 200
2. 1969
3. three

Summary

First, bring students' attention to the idiom *coin a term* for #4. Elicit any guesses from students and explain the phrase (*to be the first to use a word or expression*).

Next, 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. circles of fire
2. cylinders and sphere
3. fighter pilots
4. "flying saucer"
5. seeing aliens
6. remain skeptical

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. antiquity
2. photographic
3. presume
4. occurrence
5. organisms
6. altitude(s)

Supplemental Reading - The Truth About UFOs

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:

wooded area (3rd paragraph) - a forest; a place with a lot of trees

take to court (4th paragraph) - to take legal action against someone or some

organization

smoking gun (5th paragraph) - a piece of evidence that proves something, like a smoking gun could prove who a murderer is

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. eighty percent
2. a meteorite
3. Project Blue Book

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:

If I found top-secret knowledge of an alien visit to my country, I would get in touch with the proper authorities and insist that they make it public. People have a right to know about something so important. But the announcement should be made calmly so as not to cause a panic. As further extension, ask pairs/groups to discuss what, if any, kind of information is acceptable for governments to keep secret. Again, survey the class to find common or interesting answers.

Reading 2

An Insight into the Future

Title and Photo

1. Have students focus on the title “An Insight into the Future.” Elicit any reactions to the words *insight* and *future*. Elicit any predictions about what the reading could be about.
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. *glass ball, woman, rings, candles, red, mysterious, magic, fake*, etc.). Conduct a survey to find the two most common words chosen.
3. If there are students from various nationalities, ask them if the image seems exotic or familiar to their cultures. Do students from different countries have different reactions to

the image?

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 cases of #2 and #3).

Sample Answers:

1. No, I would not want to know the exact date I will die. I would not want to have to think about it.
2. My grandmother has accurately predicted the genders of all her grandchildren--4 boys and two girls.
3. If I were granted the power to see the future once, I would choose something I could use to make money. I might choose to know the next World Cup winner, for example, and then bet on it. Or I might choose to know about some successful stocks to invest in.

As extension to question 2, have students discuss how they think the predictions were made--by logic? by magic? by luck?

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. b | 4. c |
| 5. d | 6. a | | |

Reading: Insight into the Future

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 is tasseography?

→ Predicting the future using tea leaves

Q2: Underline the uses for divination in ancient China.

→ Divination was used to diagnose illnesses, predict what would happen in battle, interpret dreams, and promote soldiers.

Q3: Circle three things we can predict scientifically today.

→ ...life expectancy for individuals, to earthquakes, to the movement of celestial bodies

Vocabulary

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

line 7 find out - to learn; to discover

line 19 date from - to have originated at a particular time in the past

line 19 rely on - to need; to depend on

line 29 well into - for a long time, not just a short time, into a certain period

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. 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.*).

Answers:

1. b
2. d
3. d
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. He ordered a huge, empire-wide book-burning to end challenges to his policies, but he spared books on divination.
2. Examples of modern “fortune tellers” include economists, financial analysts, business consultants, and sports journalists.

As an extension to question 2, put students in pairs or small groups to discuss the idea of “modern fortune tellers.” First, ask students if they agree that the examples listed in the reading are “fortune tellers.” Second, ask them to come up with 2-3 more examples to add to the list. Lead a survey to find the most common additions.

Summary

First, bring students' attention to the expression *above all* for #6. Elicit any guesses from students and explain the phrase (*most importantly*).

Next, 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. made predictions
2. learn about
3. promote soldiers
4. to control
5. less mysterious
6. feel secure

As an extension, ask the pairs/groups to discuss the image next to the summary. What does the image show? What is it used for? Which cultures use it? Do they know any similar things from different cultures? Do they know their year animal and what it's supposed to mean for their personality? Do they know their zodiac sign and what it's supposed to mean?

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. predictions
2. circa
3. arbitrary
4. clue
5. consultations
6. rational

Supplemental Reading - Technology: The Modern Divination?

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:

take over (2nd paragraph) - to take control from or become more important than

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. evidence-based
2. carrier screening
3. faster / more accurate

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 would like a scientific prediction about health problems that I'm going to have when I'm older. That way, I can adjust my diet and exercise habits and possibly prevent those problems.

As further extension, ask pairs/groups to discuss the pros and cons about predictions related to different aspects of life, such as: finances/careers, health, relationships, *etc.* Again, survey the class to find which aspects that students think the pros outweigh the cons and vice versa.

UNIT 2 Computers & Technology

Objectives:

- Read about real-world issues related to computers and technology, particularly about communication and security
- Learn new vocabulary related to email, spam, and biometric identification
- Read for main ideas, purpose, details, and inferences
- Discuss and write about privacy issues related to technology

Reading 1

Fighting Spam

Title and Photo

1. Have students focus on the title “Fighting Spam.” Elicit any reactions to the word *spam*. Ask if anyone knows the origins of the word (*SPiced hAM*) and why it has become associated with unwanted emails (*both are common but not really wanted*).
2. Elicit student reactions to the image. Ask students where they might see this image. Ask them if their spam boxes usually have more emails than their inboxes.
3. Elicit predictions from students as to what it might mean to “fight” spam.

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/effective in the case of #3).

Sample Answers:

1. I use email every day. I check my inbox at least four times a day.
2. I get a few unsolicited emails every day. Usually, I just delete them. Sometimes, I ask them to remove me from their mailing list.
3. The best way to avoid unsolicited emails is to not type your email address anywhere online.

As an extension, have students discuss why sending unsolicited email might be effective (and ineffective) for advertisers?

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. c | 3. a | 4. e |
| 5. d | 6. f | | |

Reading: Fighting Spam

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 is the difference between junk mail and non-commercial spam?
→ Junk mail is from legitimate businesses advertising their products, but non-commercial spam consists of messages without financial aims.
- Q2: Underline a problem with spam filters.
→ spam filters sometimes mistake important emails for spam.
- Q3: Where might criminal spammers find your email address?
→ ...newsgroup postings or web-based discussion boards...

Vocabulary

Here are some words and expressions that might need clarification:

line 20 spot - to see; to notice

line 23 make (something's/someone's) way - to go to; to move to

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 or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). Here is a phrasal verb that might need clarification:

3. a. *end up* - to result in; to happen as a result

Answers:

1. b
2. b
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. Some groups, like senior citizens, are particularly vulnerable to spam scammers posing as representatives of government agencies or trusted corporations.
2. "Munging" is altering an email address so that it can be read by people but cannot be collected by software that spammers use to collect addresses automatically.

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. legitimate businesses
2. Non-commercial
3. spend time deleting
4. senior citizens
5. limit the availability
6. spamming software

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. activate
2. blanks
3. availability
4. enforcement
5. correspondence
6. identical

Supplemental Reading - Spammers and Phishers

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. hire spammers
2. need much money
3. phishing

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. What kinds of spam do many students find acceptable?

Sample answer:

No, I don't think all spam should be illegal. That would violate people's freedom of speech and would be impossible to enforce. But I think the government should regulate spam and punish those who send out false messages that are intended to rob people of their money.

As further extension, ask pairs/groups to discuss what, if any, forms of punishment are appropriate for spammers.

Reading 2**Using the Body for Identification****Title and Photo**

1. Have students focus on the title "Using the Body for Identification." Elicit ways in which different body parts can be used for identification. Elicit any predictions about what the reading could be about.
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. *technology, government, eyes, science, computers, intrusive, frightening*, etc.). Conduct a survey to find the two most common words chosen.

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've never known anyone personally, but I've seen reports on TV. One woman ended up in debt because someone used credit cards in her name.
2. I usually feel safe in public places. No, I don't worry about terrorism.
3. One pro of using the body for identification is that some parts, like fingerprints or DNA, are unique. One con is that it could invade a person's privacy, especially with DNA.

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. d | 4. c |
| 5. f | 6. e | | |

Reading: Using the Body for Identification

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 common uses for biometric identification?
→ law enforcement...security
- Q2: What's the difference between identification and identity verification?
→ ...discover the identity of an unknown person / making sure a person is who he or she claims to be
- Q3: Underline two potential downsides of the technology.
→ ...criminal uses / the potential for abuse by authorities...

Vocabulary

Here is an expression that might need clarification:

line 45 make sure - to check; to verify; to ensure

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 or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). Here is an expression that might need clarification:

3.d. *on the rise* - increasing; growing larger

Answers:

1. b
2. b
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.

Answers:

1. 19th century
2. intonation / (regional) accents
3. fingerprints / iris scans

Summary

Put students in pairs or small groups to work on the summary. Select one group to read the summary aloud and explain why they left out some choices (ex. minor detail, inaccurate, not in passage).

Answers:

First Sentence: Biometric identification methods, such as fingerprint scanners, can help maintain security in our high-tech world.

1. The two main uses are identity verification and the identification of unknown persons.
4. Biometric identification includes both physiological identifiers like fingerprints and behavioral identifiers like signatures.
5. Critics are concerned that biometric identification could jeopardize financial information and privacy.

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 are two expressions that might need clarification:

3. keep track of - to follow; to remember; to have information recorded and easily accessed
5. conflict of interest - a situation in which a person or group might be asked to make a decision or give an opinion that could hurt that person/group's interests

Answers:

1. identification
2. morphology
3. transactions
4. replacement
5. problematic
6. marker

Supplemental Reading - Face Recognition Technology

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. look similar
2. skull structure
3. known terrorists

Extension: Talk or Write About It

First, elicit possible ways that privacy could be threatened by biometric identification (ex. political opponents or minor criminals could be targeted, cosmetic surgery could be performed to frame people, etc.). Then, 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 privacy is always more important than security. People shouldn't lose their basic rights to privacy just because there is a threat of terrorism. It's OK for governments to use technology to track threats, but it should be done under strict rules and with citizens' knowledge and permission.

As further extension, ask pairs/groups to discuss how the use of biometric identification would change their behavior. How many students would avoid public places? How many would be more likely to go to public places?

UNIT 3 Health & Medicine

Objectives:

- Read about real-world issues related to health and medicine
- Learn new vocabulary related to organ transplantation, stem cells, and cosmetic surgery
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with stem cell research and cosmetic surgery

Reading 1

Xenotransplantation

Title and Photo

1. Have students focus on the title. Elicit any reactions to the word. Ask if anyone knows what *xenotransplantation* means. Ask if anyone knows the parts of the word, *xeno* and *transplant* (or *trans* + *plant*).
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. *doctor, heart, cute, safe, clean*, etc.). Conduct a survey to find the two most common words chosen. Ask students if they feel the title matches the photo in the feelings it evokes.
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. Yes, I have heard of friends' grandparents being saved by heart or kidney transplants. I also had a classmate who was saved by a bone-marrow transplant.
2. I have mixed feelings about medical research on primates. On the one hand, I think it is necessary sometimes to test medicines that can save people's lives. On the other hand, I think we should limit it to only serious research and try to make sure the primates have otherwise healthy and comfortable lives.
3. Yes, I think it is right to raise animals to kill so that humans can live. However, I think

we should still consider the lives of these animals. We should make them as comfortable as possible and try to limit how many we kill.

As an extension to question 3, have students discuss how any differences of opinions related to the use of animals, for example, as food sources, as entertainment (zoos, aquariums, rodeos, circuses, etc.), for medical research, for product testing (cosmetics). Lead a survey to find out which uses are deemed most and least acceptable.

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. e | 3. c | 4. b |
| 5. d | 6. a | | |

Reading: Xenotransplantation

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 isn't the increasing population creating more organs?
→ Accidental deaths are decreasing.

Q2: How has the problem of rejection been solved in human-to-human transplants?

→ Anti-rejection medicines have been developed with great success.

Q3: Underline why anti-rejection drugs increase the likelihood of infection.

→ Anti-rejection drugs ...weaken the immune system.

Vocabulary

Here is an expression that might need clarification:

line 18 to date - up until now; from the past up to the present

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. 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.*). 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. b
4. d (lines 58-61 give the 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. Pigs' genes can be modified and they breed quickly, ensuring a large supply of organs.
2. This decreases the chances that the human body will reject a baboon's organs.

As an extension, put students in pairs or small groups to discuss using different animals for transplantation. Ask students if they would rather receive an organ from a pig or from a baboon. Have students discuss the pros and cons of each choice. Lead a survey to find the most common choices and reasons.

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. more sophisticated
2. fewer accidental deaths
3. genetic modification
4. reproduce quickly
5. genetically similar
6. ethical concerns

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 expression that might need clarification:

2. runny nose - the condition of having fluid constantly drip, or "run," from the nose because of a cold, flu, or allergy

Answers:

1. transmit
2. immune
3. similarities
4. transplant
5. rejection
6. complication(s)

Supplemental Reading - Building Organs from Stem Cells

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 phrasal verb that might need clarification:

make up (1st paragraph) - to form; to be the parts of; to constitute

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. various tissues
2. a living person
3. harming the embryo

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:

Yes, I think the potential benefits of stem cell research outweigh moral concerns. As the researchers point out, the embryos that they use for research would have been destroyed anyway. And the research has the potential to relieve a lot of suffering and save many lives. However, I understand why people are uncomfortable with destroying embryos and hope that scientists can discover ways to extract embryonic stem cells without harming the embryos.

As further extension, ask pairs/groups to discuss and rank the degree of moral concerns

related to using animals and to using human embryos. How many students have concerns about both or about just one or the other? Survey the class for their reasons.

Reading 2

A Surge in Cosmetic Surgery

Title and Photo

1. Have students focus on the title. Elicit any reactions to the words *surge* and *surgery*. Elicit any predictions about what the reading could be about.
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. *pretty, knife, pain, doctor, scary, vanity, etc.*). Conduct a survey to find the two most common words chosen.
3. Ask students if they think an increase in cosmetic surgery is a positive or a negative trend.

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. Yes, one of my friend's had surgery on his nose. Unfortunately, it did not come out perfectly.
2. In general, I don't think people should have surgery simply to improve their looks. However, in extreme cases, like burn victims for example, I think it is necessary.
3. If I could change one thing about my appearance, I would make my ears smaller.

As extension to question 2, have students discuss under which conditions it would be acceptable or unacceptable to have cosmetic surgery.

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. e 4. d
5. f 6. c

Reading: A Surge in Cosmetic Surgery

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: Which two of the three most popular procedures do men and women have in common?
→ liposuction, eyelid surgery
- Q2: What is a Botox party?
→ A social gathering at which a doctor injects the participants with Botox
- Q3: What is causing the price of cosmetic surgery to fall?
→ ...increased competition...

Vocabulary

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

line 9-10 gain ground - to increase; to come closer to a something or someone that is ahead

line 34 throw a party - to host or organize a party

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. 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. d
3. c
4. a (lines 62-63 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.

1. 23 million
2. 50
3. \$2,000

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. remove excess fat | 2. seriously
overweight | 3. made from
bacteria |
| 4. temporarily
paralyze | 5. baby boomers | 6. can afford |

As an extension, ask the pairs/groups to discuss the image next to the summary. What type of surgery does the image show? Which types of surgery do the students find most acceptable? Why?

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. economically | 2. converging | 3. clinic | 4. socially |
| 5. tremendous | 6. upwards | | |

Supplemental Reading - Smiling Around the World

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. more normal appearance | 2. two weeks | 3. sixty |
|---------------------------|--------------|----------|

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. Make a list of reasons that suggest cheaper surgery is a good thing and a list of reasons that suggest it is a bad thing. Have students rank the reasons and survey the class to find the most supported reasons.

Sample answer:

Overall, I think it is a good thing. People are able to change their appearance in ways that make them happier and more confident. Operation Smile is a good example of this. Some people are too concerned with their looks, but that was true before plastic surgery was invented.

As further extension, ask pairs/groups to come up with some advice to give to a friend or family member who is considering getting cosmetic surgery.

UNIT 4 Social Issues

Objectives:

- Read about real-world issues related to drugs and medicine
- Learn new vocabulary related to drugs, addiction, treatment, laws, and medicine
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with illegal drugs and strategies to control them

Reading 1

Soft Drugs in Amsterdam

Title and Photo

1. Have students focus on the title. Elicit any reactions to the phrase *soft drugs*. Ask students the difference between soft and hard drugs. Elicit any reactions to the Netherlands. What do students know about that country? Have any students visited or lived there?
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with details that make this tourist shop similar to and different from tourist shops in most countries (different: XXX, magic truffles; similar: T-shirts, hats, I “heart” . . .)
Conduct a survey to find the most common details noticed.
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 #3).

Sample Answers:

1. I think the drug laws in my country are too strict. They are too focused on punishing people and not focused enough on helping people.
2. Yes, governments should treat drug addiction as a health problem. It is much better to rehabilitate addicts than to put them in prison.
3. Yes, some drugs are more dangerous than others. When drugs are new, it's hard to tell how dangerous they will be. But after a lot of people use them, we can see which ones cause dangerous effects and addiction.

As an extension, have students discuss how society can discourage young people from starting to take drugs, especially dangerous ones. Lead a survey to find out some common and/or innovative ideas.

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. c | 3. b | 4. e |
| 5. a | 6. f | | |

Reading: Soft Drugs in the Netherlands

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 can buy soft drugs in the Netherlands?

→ People who are at least 18 years old

Q2: Which European countries have higher rates of hard-drug addiction than the Netherlands?

→ France, the United Kingdom, Italy, Spain, and Switzerland

Q3: What percentage of Dutch people use marijuana at some point in their lives?

→ Twenty-five percent

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.).

Here is an expression that might need clarification:

1.b. give up on - to stop, usually because the action is no longer believed to be effective

Answers:

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

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. 5
2. 41
3. 18

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. to legalize
2. consumption of
3. addiction rate
4. liberal policies
5. give up
6. clean needles

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. Contrary
2. correlate
3. ethics
4. comparative
5. empirical
6. anti-drug

Supplemental Reading - Tough Turkey

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. geographical location
2. two years
3. amphetamines / cocaine

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 Dutch drug policy. It obviously works well, since the Netherlands has fewer drug problems than most countries with stricter drug laws. Also, I see drug addiction as more of a health problem than a crime.

As further extension, ask pairs/groups to discuss if the Dutch policy would be effective in Turkey and vice versa. In other words, to what extent do geography and culture influence drug policies and the effectiveness of those policies?

Reading 2**Morphine****Title and Photo**

1. Have students focus on the title. Are any students familiar with morphine and its uses? Have any had to use morphine in the past?
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. *chemistry, medicine, school, confusing*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of morphine 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. No, I've never known anyone personally who was addicted to drugs. But I've known of many famous musicians and athletes who were.
2. I think there are a few reasons that people like to take dangerous drugs. First, it feels good, at least temporarily. Second, I think some of these people have low self esteem and want to hurt themselves.
3. I think the government should focus more on treating drug users.

As extension to question 3, have students discuss to what degree the government should punish drug traffickers.

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. d 3. e 4. c
5. f 6. a

Reading: Morphine

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 is morphine only intended for severe pain?
→ Because morphine is such a strong drug...
- Q2: Underline two effects of morphine other than pain relief.
→ Morphine also produces a euphoric mental state and relieves anxiety.
- Q3: Besides cravings, what are the effects of psychological morphine withdrawal?
→ Severe depression and anxiety, difficulty sleeping, amnesia, diminished self-esteem

Vocabulary

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

line 3 work on - to affect; to influence

lines 17-18 available over the counter - able to be purchased by anyone, without a special order from a doctor

lines 25-26 exercise caution - to be careful (exercise = to be; to use)

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. 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. b
2. c
3. d (lines 19-20 give clues)
4. b

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. opiates: a family of drugs that are natural products of poppy seeds
2. analgesic: a pain reliever
3. controlled substance: a legally regulated drug

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. pain reliever | 2. blocking sensation | 3. German pharmacist |
| 4. active ingredient | 5. highly addictive | 6. increased tolerance |

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. dependence | 2. fever | 3. synthetic | 4. derivatives |
| 5. classification | 6. chronic | | |

Supplemental Reading - Should Drugs Be Legal?

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. nicotine / alcohol | 2. cause of death | 3. legalized marijuana |
|-----------------------|-------------------|------------------------|

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 that marijuana and alcohol should be legal because it's clear that people can use them in moderation without any severe harmful effects. Hard drugs like heroin should remain illegal, however, because there is no safe way to use them in moderation.

As further extension, ask pairs/groups to discuss what opinions their older and/or younger relatives would have on this issue. If the class has students from different countries, survey the different nationalities to see if there is a correlation between view on drugs and where students come from.

UNIT 5 Environmental Issues

Objectives:

- Read about real-world issues related to the environment
- Learn new vocabulary related to green technology, transportation, global warming, and glaciers
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated climate change, green technology, and threatened species

Reading 1

The Spark of a New Era

Title and Photo

1. Have students focus on the title. Elicit any reactions to the word *spark*. See if students know both relevant meanings (1. a small burst of fire; 2. something that starts/ignites another thing in motion)
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 (car, electric, green, clean, expensive, fake, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what type of “new era” 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 don't know anyone who has an electric or hybrid car, but my cousin has an electric bicycle.
2. Yes, I recycle a lot at home, and I often ride my bike instead of drive when I'm going short distances.
3. Yes, I agree that a lot of electric cars are unattractive. I think they should make them with a classic style instead of a futuristic style.

As an extension, have students discuss brainstorm ways in which society and individuals can help the environment. Have pairs/small groups rank the top 3 ways. Then, survey the class to find the most popular choices.

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

Reading: The Spark of a New Era

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 the main reasons people are interested in hybrid and fully electric cars?
→ ...environmental concerns,...oil...is finite. ...geopolitical...agent of instability....)
- Q2: What is this paragraph mainly about?

- a. The effects of fossil fuels on the environment
 - b. The environmental impact of electric cars
- b.

Q3: What is the sale price of the cheapest fully-electric car?
→ \$22,295

Q4: Underline the reason that electric cars are difficult to take on long trips.
→ Stopping every hundred miles to charge for eight hours

Vocabulary

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

line 19 across the board - in all categories; at all levels

line 20 run on - to use for fuel

line 22 hands down - clearly; without doubt or debate

line 23 come out - to arrive at; to be; to result in

line 32 within reach - able to be done or purchased

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. 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. a
2. a
3. d
4. a (lines 52-60 give clues, especially 58-60)

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. \$30
2. 25
3. \$12,295

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. CO₂ and NO₂
2. fuel costs
3. charging stations
4. short range
5. Lithium ion batteries
6. smaller and more powerful

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. destination
2. finite
3. essentially
4. dioxide
5. instability
6. ion

Supplemental Reading - A Mass of Green

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. Diesel fuel
2. energy usage
3. Double-decker buses

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 use public transportation often, and so does everyone in my family. We like it because it is cheaper and better for the environment than driving a car everywhere. However, my city does not have green public transportation. It uses mainly buses that run on diesel fuel. I hope this changes in the future.

As further extension, ask pairs/groups to come up with three ideas/changes that would make them more likely to use green transportation. Lead a survey to find the most common or innovative answers.

Reading 2**Glacier Retreat****Title and Photo**

1. Elicit student reactions to the title and 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. *cold, icy, beautiful, mountains, rocky, high, frightening*, etc.). Conduct a survey to find the two most common words chosen.
2. Ask students to predict what aspects of glaciers 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 #2).

Sample Answers:

1. I know that Earth has been warming for thousands of years, especially in the past 100 or so. This is probably because people have cut down so many trees and put pollution into the air.
2. I think the water supply in my country is OK. If there were a shortage, though, a lot of farmers would suffer.
3. No, there are no glaciers in my country. I have seen one when I visited Argentina a few years ago. It was really beautiful.

As extension, have students discuss the benefits having a glacier can bring to a country.

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:

d. give off - to emit; to send out

Answers:

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

Reading: Glacier Retreat

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 do rising temperatures affect glaciers?
→ The higher temperatures not only cause the glaciers to melt, they reduce the snowfall as well. Glaciers are formed when snow falls on existing snow and the lower layer of snow gets compressed....
- Q2: Underline how glacier retreat causes flooding.
→ More melting means more water is entering the river system, which may be unable to bear the increased volume, thus resulting in flooding...
- Q3: What happens when sunlight falls on glaciers?
→ Glaciers absorb twenty percent of the heat and reflect the other eighty percent.

Vocabulary

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

line 11 as long as - if; on the condition that

lines 21-22 *spell disaster* - to equal or cause a very harmful situation (spell = to mean; to cause)

line 46 *feed on* - to eat; to use for food

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.).

Answers:

1. c
2. b
3. d
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. Melting glaciers causes flooding, which destroys crops.
2. It makes global warming worse because glaciers reflect more of the sun's heat than the land below them does.

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: Global warming is affecting the size of glaciers.

2. The retreat of glaciers exposes more land, which absorbs more heat and adds to the global warming that caused it in the first place.
4. Glacier retreat can cause floods and damage farms and coastal settlements with

rising sea levels.

6. Glacier retreat can reduce available fresh water in key areas.

1 and 3: minor details

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. equilibrium | 2. displacement | 3. continent | 4. ecology |
| 5. emissions | 6. conserve | | |

Supplemental Reading - Are Polar Bears on Thin Ice?

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:

title be on thin ice - to be in a precarious, or potentially dangerous, situation

2nd paragraph in turn - as an equal or related effect; subsequently (A causes B, and B in turn/subsequently causes C)

4th paragraph vicious circle - a situation in which one negative action or condition causes a second negative action/condition, which then causes more of the first negative action/condition, which then causes more of the second, etc. so that the situation constantly grows worse and worse

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. attracts seals | 2. vulnerable (animals) | 3. 25,000 |
|-------------------|-------------------------|-----------|

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'm most concerned about the rise in sea levels that is predicted to happen as a result of global warming. This is alarming because it could displace millions of people who live in coastal areas. As for endangered species, I'm especially concerned about elephants. They're threatened by hunters and the destruction of their habitat rather than global warming. They're beautiful, smart animals, and there aren't many of them left.

As further extension, ask pairs/groups to make a list of actions that people or governments could take to address their concerns. Survey the class to find some innovative answers.

UNIT 6 Law & Crime

Objectives:

- Read about real-world issues related to law and crime
- Learn new vocabulary related to eyewitness testimony, memory, and different legal systems
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with eyewitness testimony and with the death penalty

Reading 1

Are Eyewitnesses Reliable?

Title and Photo

1. Have students focus on the title and photo. 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 (eye, door, spy, stalker, creepy, test, watch, police, government, criminal, scary, etc.)

Conduct a survey to find the most common words.

2. Elicit predictions from students as to what aspects of eyewitnesses 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 and #3).

Sample Answers:

1. My earliest memory is of fishing with my father. I don't think it is accurate because I remember the fish we caught being really, really big.
2. My sister and I often remember things differently. For example, she remembers that I always received better birthday gifts from our parents than she did. But I remember us getting similar gifts.
3. Yes, I once got punished for breaking my sister's flute. In truth, she broke it by hitting me on the head with it!

As an extension to #3, ask students if they know of any famous cases of people being punished for crimes they did not commit. What kinds of crimes were involved? Why were they falsely punished? What happened when the true criminal was discovered?

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:

e. call to mind - to remember; to remind, to make someone remember or think about

Answers:

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

Reading: Are Eyewitnesses Reliable?

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 did the police think Morris had robbed a bank?
→ ...convicted of a bank robbery, largely based on the testimony of four eyewitnesses.

- Q2: Why does the mind filter out information when forming memories?
→ Since the human mind can't possibly process and retain every piece of information, it both consciously and unconsciously filters...
- Q3: What might happen if a witness reads about a crime?
→ A witness may ... unconsciously combine this after-the-fact information with the previously stored memory...

Vocabulary

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

line 5-6 come to light - to be revealed or shown; to be learned about or realized

line 40 under stress - in a situation that causes pressure and anxiety

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, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).

Answers:

1. c 2. b 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. It has discovered that eyewitness testimonies are unreliable because the human memory is subject to distortion.
2. People fill in the gaps because the human mind prefers a "complete" picture of an event.

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. wrongful convictions | 2. complex process | 3. more complicated events |
| 4. focus our attention | 5. decreases over time | 6. reading about |

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:

6. catch up - to tell and hear about what is new

Answers:

- | | | | |
|------------------|----------------|------------|------------------|
| 1. predominantly | 2. retrieve | 3. thereby | 4. psychologists |
| 5. readily | 6. intervening | | |

Supplemental Reading - Misidentification

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:

first paragraph police lineup - a group of people (usually including a suspect in a crime) shown to witnesses to see if they can identify the person who committed the crime

first paragraph end up - to result in

third paragraph stand out 3rd - to be noticeable; to be different from others and the surroundings

fourth paragraph get rid of 4th - to stop or end; to dispose of

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. (police) lineup
2. eyewitness's description
3. written statement

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:

If an eyewitness wrongly identified me as the person who committed a crime, I think it would be pretty easy to prove that he or she was wrong. As this unit shows, the human memory is very flawed. If the person was questioned closely, his or her mistake would become obvious. Also, I would insist that the police use the methods described in the supplemental reading, which reduce the chances of misidentification.

As further extension, ask pairs/groups to discuss how they would feel if they were asked to identify a criminal from a lineup. Would they feel confident, worried, etc.?

Reading 2**The Presumption of Innocence****Title and Photo**

1. Elicit student reactions to the title and 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. *statue, woman, blindfold, scales, classic, fair, confident, etc.*). Conduct a survey to find the two most common words chosen.
2. Elicit more specific knowledge from the students about the statue. Do they know why the woman is blindfolded? (Justice should be blind, or unbiased.) Do they know what she is holding and what it represents? (Justice should be balanced, or fair.)
3. Ask students to predict what aspects of justice or innocence 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 #2).

Sample Answers:

1. In my country, people have the right to talk to a lawyer, to choose not to answer questions, to know why they're being arrested, and to have a fast, fair trial.
2. The pros of having a jury decide cases is that there is less chance of one person, like a judge, making a mistake or being biased. The cons of having a jury decide is that the people on the jury might not be educated about the law and may be more likely to let their biases influence their decisions.
3. Yes, I believe that people are basically honest and respectful of society's more serious laws.

As extension to #3, have students discuss which types of laws people are more likely to respect and which types they are more likely to break.

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. f | 4. a |
| 5. e | 6. c | | |

Reading: The Presumption of Innocence

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 aims of the presumption of innocence.
→ This principle aims to preserve the human dignity of accused persons and to protect them from false accusations by corrupt authorities or others.
- Q2: What must a juror do if not convinced a defendant is guilty of all of the parts that define a crime?
→ Find him not guilty
- Q3: What phrase describes how strong the proof must be in order to reach a “guilty” verdict?
→ Beyond a reasonable doubt

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. 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. c
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. Sir William Blackstone
2. the UN
3. the prosecution /
the state

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. innocence or guilt
2. basic human right
3. burden of proof
4. free a guilty person
5. the general population
6. probably guilty

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. dictated / dictates
2. explicitly
3. proposition
4. conceptions
5. scenario
6. render

Supplemental Reading - The Innocence Project

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. DNA evidence
2. racial bias
3. Eyewitness misidentification

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:

The main arguments for the death penalty are that someone who takes another person's life does not deserve to live, and that it serves as a deterrent to criminals. The main arguments against it are that it is wrong to kill someone unless it is in self-defense, and that there is always a possibility that an executed person might be innocent. I'm against the death penalty because of the chance that an innocent person could be put to death.

UNIT 7 Language & Literature

Objectives:

- Read about real-world issues from and/or related to literature
- Learn new vocabulary related to mythology, fairy tales, memoirs, romance, and reality
- Read for main ideas, purpose, inferences, and details
- Discuss and write about themes or problems associated with myths, fairy tales, and fraud

Reading 1

Cupid and Psyche

Title and Photo

1. Have students focus on the title. Elicit responses to both names. What associations come to mind?
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 (love, Greek, Roman, god/goddess, mind, crazy, classical, beautiful, scary, passion, etc.) Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of Cupid and Psyche 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 don't really like love stories that much. I guess I like *Romeo & Juliet* because it shows how foolish people can be when they're in love.
2. Sometimes, I think love and wisdom are opposites. But I think people can gain wisdom from the mistakes they make when they're in love.
3. I don't know anything about the story of Cupid and Psyche. I only know that Cupid is related to love somehow.

As an extension to #1 and #2, survey the class to find out if there is a trend in answers

according to gender; i.e., do male and female students tend to answer differently. If so, elicit possible explanations from students.

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. b |
| 5. e | 6. c | | |

Reading: Cupid and Psyche

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 did Cupid fall in love with Psyche?
→ He pricked himself with the tip of his own arrow, which caused him to immediately fall deeply in love with Psyche.
- Q2: Underline how Cupid hid his identity from Psyche.
→ He always arrived after dark and departed before dawn, forbidding her to look upon him.

Q3: What order did Psyche disobey?

→ She disobeyed the order not to open the box with Persephone's beauty in it.

Vocabulary

Here is a phrasal verb that might need clarification:

line 39 set off - to start going somewhere; 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. 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. d
2. b
3. d
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. She commanded Psyche to get some beauty from the queen of the underworld, Persephone.
2. Psyche was made immortal, just like her husband.

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. hears rumors | 2. hideous monster | 3. betrays his trust |
| 4. Persephone's beauty | 5. overcome by curiosity | 6. becomes immortal |

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. consent | 2. constrain | 3. bound | 4. comply |
| 5. arrows | 6. deceive | | |

Supplemental Reading - Beauty Is in the Eye of the Beholder

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. Cupid and Psyche | 2. normal | 3. (healthy) relationship |
|---------------------|-----------|---------------------------|

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:

My favorite fairytale is “Cinderella.” It’s a satisfying story because Cinderella is rewarded in the end for being good. I think its deeper meaning is about being kind, because the kind person lives happily ever after, while her cruel stepsisters do not.

As further extension, ask pairs/groups to come up with examples of fairytales that do not have happy endings. Have them discuss the deeper meaning of these tales and share their ideas with the class.

Reading 2**The Truth About Memoirs****Title and Photo**

1. Elicit student reactions to the title. How many students know what a memoir is? (An autobiographical account of a period in the author’s life.) Ask students how truth might be related to memoirs.
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. *typewriter, old-fashioned, slow, romantic, interesting, etc.*). Conduct a survey to find the two most common words chosen. Ask students to guess why this image was chosen to represent memoirs.
3. Ask students to predict what aspects of memoirs 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 #2 and #3).

Sample Answers:

1. I like to read biographies of famous people from history. I enjoy learning about how people lived in the past and affected the future.

2. I would like to read the personal diary of Genghis Khan. It would be interesting to learn about what he was thinking and feeling as he conquered so much of the world.

3. I think people like to read about other people's lives for many reasons: to learn, to get inspired, to get excited, etc.

As extension to #1, have students discuss which types of books they do not like to read, 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. f

2. e

3. d

4. c

5. a

6. b

Reading: The Truth About Memoirs

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 is a memoir?

→ It is a type of writing in which the author tells about a pivotal part of his or her life from memory.

Q2: What is powerful about Eli Wiesel's and Brooke Shields' memoirs?

→ ...incredible adversity...debilitating struggle...

Q3: What is the main idea of this paragraph?

- a. Not everything in memoirs is always true.
- b. It is difficult to write a memoir because memories fade.

→a.

Vocabulary

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

line 28 a handful of - a few; five or fewer

line 30 find out - to learn; to discover

line 46 turn out - to result in; to happen; to become known

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,

topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).

Answers:

1. c
2. d
3. b
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. opium / alcohol
2. Ireland / New York City
3. exist

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. recalled from memory
2. like a novel
3. psychology of addiction
4. enter the world
5. memories fade
6. background checks

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. characterization
2. contradicted
3. technically
4. incredible
5. facets
6. freely

Supplemental Reading - An Invented Life

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:

first paragraph point out - to show; to explain

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. Jewish
2. Monique de Wael
3. give up the money

As an extension, have students focus on the two images associated with the reading. Ask students why they think the images were chosen and what reactions they have to them. If there are students from various countries, ask them what images are related to liars or lying in their cultures.

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:

A few years ago, there was an article online claiming that fairies live in people's gardens and that someone had actually found the body of a fairy. A lot of people believed the story, but it turned out that it was a trick played by a magician. I thought the whole thing was ridiculous, and I don't understand why people believe silly stories like that.

As a further extension, survey the class for reasons that people commit hoaxes. Ask students if they feel compelled by any of the reasons to commit a hoax themselves.

UNIT 8 Space & Exploration

Objectives:

- Read about real-world issues related to space and the exploration of it
- Learn new vocabulary related to science, religion, astronomy, and space travel
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the nature of morality and with space exploration

Reading 1

The Origin of the Universe

Title and Photo

1. Have students focus on the title and photo. Can students name what the photo shows? (nebula, cloud of gas in space) Elicit ideas from the students about the connection between the origin of the universe and the photo.
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 (nebular, space, dust, cold, exciting, exotic, scary, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what ideas about the origin of the universe that 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. Some great discoveries include gravity and electricity. Electricity was very important because it allows us to use all kinds of machines today.
2. Science helps us understand a lot about how our bodies work and about how Earth came to be the way it is today.
3. I don't think it's that important to know about the formation of our universe. I'm curious about it, but I don't think that knowledge would change the way we live.

As an extension to #2, have students come up with things that science can't or doesn't help us understand. Lead a survey to find common 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. e | 2. f | 3. c | 4. d |
| 5. b | 6. a | | |

Reading: The Origin of the Universe

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 Aristotle differ from religious thinkers?
→ He believed the universe had existed and would exist forever, and was eternal and perfect.
- Q2: Underline the definition of "Doppler shift."

→ By observing the Doppler shift of these stars—the way the wavelengths and colors of their light changed due to their motion— ...

Q3: How can we figure out the age of the universe?

→ ...using the distance and the velocities of the stars traveling away from us and working backwards...

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

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. 3
2. 1920s
3. 12-14 billion

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: Religious thinkers and philosophers have long debated about whether the universe had a beginning.

1. As technology improved, new discoveries provided convincing support for the Big Bang theory.

3. Modern science predicted that the universe began with a gigantic explosion, or Big Bang.

4. The Second Law of Thermodynamics indicated that the universe must be changing in some way for its entropy to increase and for it to avert an unavoidable collapse.

2: minor detail

5 and 6: inaccurate

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. thermal

2. valid

3. philosopher

4. wavelength

5. wisdom

6. acceleration

Supplemental Reading - Before the Big Bang

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:

fourth paragraph go on - to continue; to proceed

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. the Bible
2. evolution
3. philosophical

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 that science can explain human morality through the theory of evolution. Human beings are social animals that evolved to cooperate with each other in order to survive. Most of the acts that we think of as immoral are acts that violate the idea of social cooperation.

Reading 2**Space Tourism****Title and Photo**

1. Elicit student reactions to the title. How many students know anything about space tourism? How many companies offer tourists the chance to go to space? How expensive is it?
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. *helmet, planet, dangerous, luggage, uncomfortable, exciting*, etc.). Conduct a survey to find the two most common words chosen. Ask students to guess why this image was chosen to represent memoirs.
3. Ask students to predict what aspects of space tourism 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 once took a unique vacation to Mexico. It was unique because we all helped archaeologists excavate an ancient Maya site.
2. I would like to go into space if it were safe and affordable. I think it would be exciting and beautiful to see Earth from space.
3. I think people will live on other planets one day, but probably far in the future. I would like to try it if I could have friends and family with me.

As extension to #3, have students discuss the pros and cons of living on other planets.

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: Space Tourism

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 first private citizen make a paid trip to space?
→ 2001
- Q2: Underline what Space Adventures plans to offer for an estimated \$100 million.
→ ... future trips around the moon, with stops at special "spaceports" along the way, are estimated to cost \$100 million.
- Q3: What is the planned purpose of Bigelow's suborbital modules?
→ They are intended as space hotels for ordinary people who want a unique vacation.
- Q4: What happened to the Virgin Galactic test plane?
→a test version of the *VSS Enterprise* crashed...

Vocabulary

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

line 9 private citizen - a person who does not work for the government

line 16 shut down - to turn off; to stop operating; to close

line 20 lineup - a list or range of products offered for sale

line 58 sign up - to register

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.

Here is a phrasal verb that might need clarification:

4. b. cover up - to hide

Answers:

- | | | | |
|------|------|------|-----------------------------------|
| 1. c | 2. a | 3. b | 4. c (lines 59-62 give the 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. Bigelow Aerospace | 2. Virgin Galactic | 3. Space Adventures |
|----------------------|--------------------|---------------------|

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. private passengers | 2. more affordable flights | 3. low-gravity private flights |
| 4. test flight crash | 5. first to enter | 6. in space hotels |

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 are some phrasal verbs and expressions that might need clarification:

3. on track - on schedule, not delayed
4. bring about - to cause
5. keep in mind - to remember, not forget

Answers:

1. portray
2. threshold
3. projections
4. paradigm
5. estimation
6. shuttle

Supplemental Reading - Robot Astronauts

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:

third paragraph follow-up - coming after (in response to a first event or situation); subsequent

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. dangerous / expensive
2. harsher conditions
3. ninety percent

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 do think it's important to send people into space despite the costs and dangers. Robots cannot do all the tasks that humans can. We need to learn about space and about other planets in case it becomes necessary for humans to build a colony somewhere else in space.

As a further extension, ask the pairs/groups to discuss any books, movies, or TV shows they know at that deal with issues related to space travel involving humans and/or robots. Survey the class for common titles and student reaction to them.

UNIT 9 Sports & Fitness

Objectives:

- Read about real-world issues related to extreme sports and fitness technology
- Learn new vocabulary related to sports, fitness, technology, and gaming
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with dangerous sports and games designed to get children exercising

Reading 1

Extreme Sports

Title and Photo

1. Have students focus on the title. Elicit definitions and examples of extreme sports.
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 (difficult, extreme, dangerous, exciting, crazy, woman, rock climbing, high, etc.)
Conduct a survey to find the most common words. Survey the class to find out how many students would like to try what the woman is doing in the photo.
3. Elicit predictions from students as to what aspects of extreme 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 answers (or most interesting in the case of #2 and #3).

Sample Answers:

1. I like to play tennis and go cycling. I like to watch football and boxing.
2. I admire Yuna Kim because she has achieved a lot in figure skating, which was not a very popular sport in Korea before she became successful.
3. I think some people enjoy dangerous sports because they like to feel the adrenaline rush and excitement.

As an extension, have students discuss whether athletes deserve the level of admiration they get. If not, do they deserve more or less? 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. b | 2. e | 3. a | 4. f |
| 5. d | 6. c | | |

Reading: Extreme 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: Underline the definition of "extreme sports."
 → Activities...that involve great speed or height, present a certain element of danger, and often require high levels of coordination and specialized equipment ...
- Q2: How did the first extreme sports enthusiasts view the rules of traditional sports?
 → ...traditional sports presented a narrow framework, with rules and regulations that seemed oppressive.
- Q3: What is adrenaline?
 → A chemical the body produces when a person is in a stressful, dangerous, or frightening situation.

- Q4: What is this paragraph mainly about?
- The clothes worn by extreme sports enthusiasts
 - The commercial success of extreme sports
- b.

Vocabulary

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

line 16 fed up - to be frustrated or annoyed; to no longer have patience for

line 44 take up - to start doing as a hobby or pastime

line 57 add weight - to strengthen; to give more support to

line 58 sell out - to give up one's ethics or beliefs in pursuit of money

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:

- T
- F
- T
- T
- 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. b
2. c
3. b
4. b (lines 51-53 and 57-58 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. They are concerned that extreme sports participants may get addicted to the adrenaline rush they get from the sport.
2. Because the sports have become mainstream and have “sold out” to corporate greed.

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. incorporate danger
2. personal goals
3. rules and guidelines
4. become addictive
5. big corporations
6. less mainstream

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. bodily
2. phenomenal
3. niche
4. broadly
5. coordination
6. informal

Supplemental Reading - Too Extreme?

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:

second paragraph show off - to try to get attention for one's ability, but in a way that many others find annoying

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. fully developed
2. (incredibly) dangerous stunts
3. social media sites

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:

Yes, my brother and his friends are into snowboarding. I think it looks like fun but is too dangerous. They're able to do amazing stunts on their snowboards, but they also get hurt pretty frequently. I don't think it is worth the risks.

As an extension, have students discuss who should be responsible for keeping young athletes safe? Should parents and educators be responsible, as the supplemental reading suggests? Should governments and police be responsible? Should the young athletes themselves be responsible? Should the media be responsible? Survey the class to find the most common opinions and reasons for them.

Reading 2

Wearable Fitness Trackers

Title and Photo

1. Elicit student reactions to the title. How many students own and use wearable fitness trackers?
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. *stretching, healthy, fit, run, jog, watch, tracker, big, cool, ugly, etc.*). Conduct a survey to find the two most common words chosen. Ask students to guess why this image was chosen to represent memoirs.

3. Ask students to predict what aspects of wearable fitness trackers 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 do much exercise every day. I can measure it using my smartwatch, but I usually don't.

2. Wearing a fitness tracker doesn't motivate me very much, but a little. By showing how many steps I take and how many calories I burn, I do get encouraged sometimes to continue.

3. The advantages of fitness trackers are that they can give users information about exercise and encourage them to be healthier. Also, some of them look very cool. The disadvantages are that they are expensive and some are very ugly and bulky.

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. b

3. f

4. a

5. e

6. d

Reading: Wearable Fitness Trackers

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 fitness trackers have in common with Wii controllers?
→ Based in part on the motion-sensors that Wii remotes use ...
- Q2: What health issue has been connected to fitness tracker sales?
→ ...dangers of sedentary lifestyles...
- Q3: Why aren't fitness trackers very useful for measuring sleep quality?
→ Brain waves, which the trackers cannot record, are the only good quantitative measure of how restful sleep is.

Vocabulary

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

line 2 keep track of - to record; to notice and follow

line 7 wear off - to become less effective or intense with age and use

line 49 point out - to explain; to state

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.*).

Here is expression that might need clarification:

1. b. be better off - to be in a better situation

Answers:

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

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. IPO: Initial public offering
2. EKG machine: A machine that tracks the heart's electrical activity
3. pedometer: A simple electronic device that counts steps

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. Motion sensors
2. track fitness goals
3. count steps
4. sedentary lifestyles
5. vary widely
6. brain waves

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. Quantitative
2. feedback
3. indicator
4. pulse
5. systematic
6. elaborate

Supplemental Reading - Exergaming

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:

second paragraph in tune to - in agreement with; matching; according to

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. the 1980s
2. complicated / expensive
3. intense

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:

My friends and I don't have Wii or any similar games. We tried them when we were younger, but now that we're older we're not interested in them. I don't like these types of games myself, because I prefer to get exercise by running and playing sports. But I think they can be a good form of exercise for young kids.

As a further extension, ask the pairs/groups to discuss the pros and cons of games like Wii vs traditional forms of exercise. For students who have used Wii or similar game systems, find out which games were favorites and why.

UNIT 10 People & Opinions

Objectives:

- Read about real-world issues related to politics, freedom, and trends in music & technology
- Learn new vocabulary related to politics, freedom, and electronic music
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with political activism and music genres

Reading 1

The Electronic Revolution

Title and Photo

1. Have students focus on the title and photo. Elicit connections between the word *electronic* and music.
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 (concert, musician, DJ, loud, crowd, fun, exciting, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of electronics and music 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 am familiar with a few electronic music artists, like Skrillex, David Guetta, and Deadmau5.
2. No, I think it's easier to make music not than it was in the past but it still takes talent and skill.
3. I like loud music, but I don't like crowds or dancing. I feel too self-conscious around other people.

As an extension to #3, have students discuss the pros and cons of attending live concerts.

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. e | 4. c |
| 5. a | 6. f | | |

Reading: The Electronic Revolution

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 does the “D” stand for in “EDM”?
→ Dance
- Q2: How did Skrillex change the fan experience?
→ ...encouraging, and often giving exposure to remixes by fans...
- Q3: What is a “press-play” DJ?
→ ...prerecord entire sets—then perform the DJ version of lip-syncing.

Vocabulary

Here are some expressions that might need clarification:

line 3 under the umbrella - in the group; in the broad category

line 38 word-of-mouth - spread simply by people telling each other

line 45 hit home - to appeal to

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:

1.a. be around - to exist

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, 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. d 4. b

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. four on the floor: a dance beat in 4/4 time

2. raves: informal and usually illegal gatherings that charged admission and changed venues every time
3. virtuosity: the ability to play a real instrument or sing with real skill

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. dance beats | 2. cross-fades and samples | 3. Chicago, Detroit, and Berlin |
| 4. rave scene | 5. Millennial generation | 6. lack of virtuosity |

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:

5. cheer up - to make someone happier; to become happier

Answers:

- | | | | |
|--------------|---------------|------------|--------------|
| 1. stadium | 2. manipulate | 3. variant | 4. synthesis |
| 5. uplifting | 6. integral | | |

Supplemental Reading - Ghost Producers

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:

third paragraph give rise to - to create; to result in

fourth paragraph stop short - to come close to doing but not actually do

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.

Here is a phrasal verb that might need clarification:

2. take on - to accept a role or responsibility

Answers:

1. film directors digital recording contracts

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 don't enjoy EDM, and I guess that's because I don't really like to dance. I appreciate the skill of artists like Skrillex, but the music sounds too synthetic and repetitive to me. I prefer classic rock music by bands like the Beatles and the Rolling Stones. I like the musicianship and the meaningful lyrics, which seem to be lacking in EDM.

As an extension, lead a survey to find the most popular genres of music and the most common reasons students like or dislike each genre.

Reading 2**Mandela's Fight Against Apartheid****Title and Photo**

1. Elicit student reactions to the title. How many students know about Nelson Mandela and apartheid?
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. *happy, old, wise, grandfather, inspiring*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of Mandela's life the passage will examine.

As extension, ask students if they know of any other inspiring quotes related to the word

impossible (or just in general).

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 my country doesn't have much racial discrimination, but there is some fear and mistrust of other races in some areas.
2. I think I would be willing to go to prison for a cause I believed strongly in. Fortunately, I have not had to do that.
3. I know the general facts about Mandela going to prison because of apartheid, but I don't know many specific details.

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

Reading: Mandela's Fight Against Apartheid

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 was apartheid?
→ A system of legal racial segregation enforced by the National Party government of South Africa between 1948 and 1990
- Q2: Why did Mandela change his views on violence?
→ ...the government met peaceful demands with force.
- Q3: What condition for release from prison did Mandela reject?
→ Mandela rejected an offer of release on the condition that he renounce armed struggle by stating ...

Vocabulary

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

line 53 step down - to leave a job or position of authority

line 58 pass away - to die

line 59 on par - equal

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. 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.*).

Answers:

1. a c a b

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. 1993 2. 28 3. One

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:

First Sentence: Nelson Mandela became a historic figure as a result of his helping South Africa end apartheid, its system of racial segregation.

3. Mandela negotiated to end apartheid as a member of the African National Congress and then joined the more militant Spear of the Nation.

5. Even after his conviction and imprisonment in 1962, Mandela continued to speak out against injustice until he was released in 1990.

2. After apartheid, Mandela was elected president, won the Nobel Peace prize, and continued his philanthropy and activism for several years.

1: minor detail

4: inaccurate

6: 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. coordinate
2. founded
3. lifetime
4. inclusion
5. hierarchy
6. formally

Supplemental Reading - Pure Democracy

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:

third paragraph give the floor - to focus the attention on; to move or stop speaking so that someone else can have the attention

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. the Mfengu tribe
2. leadership
3. consensus

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 do volunteer work at a homeless shelter once a week. I help serve food and also sort and organize donations of clothing and food. My parents got me involved in this issue when I was in middle school. They taught me that it's important to help people who are less fortunate.

As a further extension, lead (or have a student lead) a survey to find out the most common causes that students are involved in. Elicit pros and cons to participating in such causes.

UNIT 11 Cross-Cultural Viewpoints

Objectives:

- Read about real-world issues related to cultural organization and perception of time, context, and gender
- Learn new vocabulary related to cultural organization, gender, and sex
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with gender differences and cultural organization

Reading 1

Differing Conceptions of Time

Title and Photo

1. Have students focus on the title. Elicit some different ways that people can perceive time. When does time seem fast? When does it seem slow?
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 (late, worried, busy, fast, take-out coffee, watch, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of time 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. To me, it's very important to be on time. I always feel anxious and stressed out when I'm running late.
2. If I could tell a visitor to my country only one thing about my culture, it probably wouldn't be about time. I would probably tell the visitor that keeping the order in line-ups/queues is very important to us.
3. Yes, I experienced cultural misunderstandings related to line-ups/queues. I left a lot of space between myself and the person in front of me because that's expected in my culture. But when I visited Korea, other people thought that I was not in line, so they

went ahead of me.

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. c |
| 5. e | 6. b | | |

Reading: Differing Conceptions of Time

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 what polychronic peoples emphasize.
 → These cultures emphasize the involvement of people and a variety of processes rather than strictly following a preset schedule.
- Q2: Underline two places where monochronic cultures are found.
 → ...for example, in northern European countries or the Northeast coast of the United States.
- Q3: What rule of phone etiquette characterizes monochronic peoples?

→ ...tend to sequence conversations as well as tasks. They would not, for instance, interrupt a phone call in order to greet another person who just came into the room.

Vocabulary

Here are some expressions that might need clarification:

line 13 take something for granted - to underappreciate; to not think about how important something is because that thing is common

line 18-19 break down - to organize into separate parts and/or categories

line 46 bring up - to mention

line 53 get down to - to begin, 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. 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, 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. 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. Irving Hallowell
2. personal time
3. time is money

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:

Temporal Cultures	
Monochronic	Polychronic
3, 5, 6	1, 2, 4

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. interact
2. temporal
3. halfway
4. socializing
5. globalization
6. civilization

Supplemental Reading - The Importance of Context

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. implied
2. America / Germany
3. contracts

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 live in a low-context culture. Personal relationships are very important in business, and having an understanding with someone is more important than the exact words in a contract. For example, most employment contracts don't say that you are required to work late or on weekends when your boss asks you to, but that is implied.

As an extension, have students discuss which types of cultural misunderstandings are most common and/or frustrating: temporal, contextual, spatial, or something else? Elicit examples of each and lead a survey to find the most common opinions.

Reading 2

Investigating Gender Roles

Title and Photo

1. Focus students' attention on the title and photo. Elicit any first reactions to the image. Do students in general agree with the blue images associated with the male and the pink images associated with the female?
2. Go through each small image within the larger image. Ask students if they agree with each one being associated with either male or female. Note any differences in culture or nationality among the students. How many of the images would students associate equally with female and male.
3. Ask students to predict what aspects of gender roles 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. Yes, men and women are sometimes treated differently in my culture. In general, men are given more authority and are treated with more suspicion. In contrast, women are often considered weaker and more innocent.
2. In my opinion, there are no differences in the characteristics men and women should have. All people should be responsible, considerate, and humble.
3. In my culture it is fairly common for young boys to play with dolls. However, we call them “action figures” instead of “dolls” to make them sound more masculine.

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. f | 3. d | 4. b |
| 5. a | 6. e | | |

Reading: Investigating Gender Roles

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 results of the 2012 Yale study.
→ Panelists rated the “female” applicants much lower in categories like

competence and employability. And successful “female” applicants were offered lower starting salaries than their identical “male” counterparts.

- Q2: In the study, what was related to boys' interest in balls and trucks?
→ Their testosterone levels
- Q3: How are male and female brains different?
→ ...male adolescents have more neural connections within hemispheres of the brain, whereas females have more connections between hemispheres.

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. 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. d 2. a 3. a 4. c (lines 37-39 provide 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. The females cradle them like babies, and the males pretend they are weapons.
2. Women score higher than men on tests of detail identification—either matching or identifying missing items.

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. obstacles to advancement | 2. leadership roles | 3. gender bias |
| 4. show gender differences | 5. brain physiology | 6. testosterone levels |

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. fundamentally | 2. evolutionary | 3. dimensional | 4. biologists |
| 5. competence | 6. allocation | | |

Supplemental Reading - Gender and Sex

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. biologically determined
2. sexual orientation
3. civil rights

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 the differences are equally biological and cultural. It's clear that some differences are innate, as the evidence about testosterone in the reading shows. But boys and girls are also taught different things at a young age. As a young girl, I remember being praised for being polite, whereas my brother was praised for being good at sports.

As a further extension, survey the class to find out how many think differences are primarily biological or primarily cultural. Then, survey to find out the distribution of students on either side. Is one opinion mostly held by female students and the other by male students? Is there a pattern in opinions based on nationality?

UNIT 12 Business & Economics

Objectives:

- Read about real-world issues related to working from home and censorship in advertising
- Learn new vocabulary related to teleworking, advertising, and censorship
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with inappropriate advertising and working environment

Reading 1

An Office Away from the Office

Title and Photo

1. Have students focus on the title. Elicit some ideas about where an office away from the office could 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 (woman, work, home, bored, lonely, coffee, relaxed, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of working away from the office 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. No. I think I would like to take some classes online from home, but not all classes. While it would be convenient to study from home, I would miss interacting with other students and with professors.
2. A typical working day in my country begins at 8 or 9 am. People work for an hour or two and then take a coffee break. Then they take an hour for lunch, and maybe another coffee break in the afternoon. Finally, most workers go home around 5 or 6 pm.
3. I wouldn't say many people work from home, but more and more are. I think it's a

very good idea to have people work from home at least sometimes. It saves so much on travel time, which means less traffic and less pollution.

As an extension to #3, have pairs/groups discuss the pros and cons of working from home. Lead a survey to find some common 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. e | 2. b | 3. f | 4. a |
| 5. c | 6. d | | |

Reading: An Office Away from the Office

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 is telecommuting?
→ Telecommuting is the use of phones and computers to do normal office work away from the company's office, most often at home.
- Q2: What advantages does telecommuting have for employers?
→ It can cut costs, reduce absenteeism, and improve employee retention, increasing productivity. It can also be a recruitment tool.

- Q3:** What reason did Marissa Mayer give for the new Yahoo policy on telecommuting?
 → ...more collaborative nature of the traditional office...

Vocabulary

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

line 1 go off - to start to ring or make a sound

line 5 make one's way - to go somewhere, usually slowly or with difficulty

line 40 the long run - a long time in the future

line 53 get down - to begin, 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. d 3. d 4. b

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. 79
2. 3.2 million
3. 2013

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. work from home
2. pros and cons
3. improved productivity
4. security concerns
5. back to the office
6. continue to grow

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 are two phrasal verbs that might need clarification:

3. pass out - to lose consciousness, usually due to illness or head injury
3. fall over - to fall to the ground or floor

Answers:

1. circulate
2. bonus
3. backwards
4. disadvantages
5. facilitate
6. occupation

Supplemental Reading - Work-From-Home Scams

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:

second paragraph watch out for - to be careful or cautious of
third paragraph clear a check - to officially approve (by a bank) the transfer of money from the account of the person or company who wrote the check

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. your money
2. pay for materials
3. overpaid 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 answers and reasons.

Sample answer:

I would rather work in an office with colleagues than work at home alone. I enjoy working as part of a team and exchanging ideas with others. Also, I think working at home alone would feel rather lonely.

As an extension, have pairs/groups come up with 2-3 ideas on how to solve the problems of working at home (loneliness, motivation, lack of supervision, etc.) Survey the class for common and interesting ideas.

Reading 2

A Need for Censorship in Ads and Entertainment?

Title and Photo

1. Focus students' attention on the title. Ask students for their opinions on areas in which more or less censorship is needed and why.
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. *happy, images, TV, Internet*, thoughts, confusion, decisions, distractions, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of censorship 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. Yes, I think there are a lot of advertisements that are exaggerated on TV. On the Internet, I think there are a lot that are simply not true.
2. I think that advertisers cannot use words or images that are too sexual, rude, or that promote hatred or discrimination.
3. Even though it is getting more and more difficult to do so, I think children should be protected from violent and overly sexual TV shows and ads.

As an extension, elicit ideas on the dangers of censorship. How can a government use censorship for its own benefit? What are some examples of governments that have done so?

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. b |
| 5. c | 6. e | | |

Reading: A Need for Censorship in Ads and Entertainment?

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 was NARC set up for?
→ ...to maintain standards of truth, accuracy, morality, and social responsibility in advertising.
- Q2: How did the entertainment industry respond to concerns about content inappropriate for children?
→ ...responded by instituting more comprehensive labeling standards ...
- Q3: Why did women's groups object to the "beach body" ad campaign?
→ ...The obvious inference was that women need to look a certain way in order to be comfortable with their bodies.. .women's groups ... concerned with eating disorders, especially among teen girls and young women...

Vocabulary

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

lines 13-14 come under fire - to receive strong criticism

line 18 set up - to organize; to begin; to found

line 41 run up against - to encounter opposition or difficulty

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. c
2. b
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.

Answers:

1. social scientists
2. false advertising
3. entertainment industries

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. truth in advertising
2. false advertising
3. government censorship
4. maintain good standards
5. targeted toward children
6. unhealthily thin

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:

1. fall into - to belong in; to be appropriate for; to be covered by
4. turn in - to submit, or give to, like a school assignment or official paperwork

Answers:

1. domain
2. directive
3. Discourse
4. corrections
5. inference
6. magnitude

Supplemental Reading - Guess What?

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.

Here is an expression that might need clarification:

3. in charge - in a leadership or management position

Answers:

1. home furnishings
2. immoral
3. approved

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:

The most offensive ad I've seen was a cigarette ad from the 1960s that suggested a woman has to obey her husband. Ads like that don't exist anymore, as far as I know. I

don't think that the government should censor advertising, but I do think that the industry has a responsibility to regulate itself.