

3

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.

The screenshot shows a textbook page for Unit 5, 'Deforestation'. At the top, it says 'Environmental Issues' and 'UNIT 5 Deforestation'. Below the title, there are 'Pre-Reading Questions' with a small icon of a person thinking. The questions are: 'How are rainforests different from other kinds of forests?', 'Why are large areas of rainforests typically cut down?', and 'What can be done to preserve the world's rainforests?'. Below the questions is a landscape photograph of a deforested area with a dirt road. Underneath the photo is a 'VOCABULARY PREVIEW' section with a matching exercise. The exercise asks to match NAWL words with definitions. The words are: tropical, sustainable, precipitation, intensive, agriculture, and vegetation. The definitions are: plants, of or relating to a warm climate near the equator, rainfall or snowfall, highly concentrated or accelerated, farming and the raising of livestock, and possible to continue or maintain. The page number '57' is at the bottom right.

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.

Deforestation

2 Circle the names of three countries that have deforestation problems.

It would be difficult to imagine life without the beauty and richness of forests. But scientists warn we cannot take our forests for granted. By some estimates, deforestation has already resulted in the loss of as much as eighty percent of the natural forests of the world. Currently, deforestation is a global problem, affecting wilderness regions such as the **temperate** rainforests of the Pacific Northwest area of the US and Canada's British Columbia, and more seriously, the **tropical** rainforests of Central and South America, Africa, Southeast Asia, and Australia.

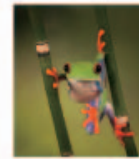
Deforestation occurs for many reasons. In the temperate rainforests of the US and Canada, large areas of forest have been cleared for logging and urban expansion. In tropical rainforests, one of the most common causes of deforestation aside from logging is agriculture. Because the soil in these regions is often nutrient-poor, and since ninety percent of tropical rainforests are found in the **vegetation** and not in the soil, many farmers use an agricultural method known as **slash** and burn. This method involves cutting down the trees of an area in the rainforest and burning them to return nutrients into the soil.

This method is **sustainable** only if the population density is low enough to allow four people per square kilometer of land. When this is the case, there is enough land to let sections of it **lie fallow** for ten years or more to give the soil enough time for the land to renew itself. In recent years, however, population density has often reached three times the **optimum** number. This results in land being used in a more **intensive** manner with no chance to recover. Under these conditions, slash-and-burn farming becomes only a temporary solution. Within two or three years, the soil becomes **depleted** and the farmer must repeat the slash-and-burn process elsewhere.

Deforestation causes changes in the earth's atmosphere. For example, deforestation in tropical areas disrupts the cycle of rain and **evaporation**.

temperate	a. having a moderate climate without extreme temperatures
logging	a. cutting down trees for wood
slash	v. to cut violently
lie fallow	v. to let (farmland) be left unused
optimum	n. the best possible
depleted	a. used up
evaporation	n. the process of changing from a liquid into a gas

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Scientists estimate the number of birds and plants that have become extinct since 1600.

by removing the moist **canopy** of **foliage** that trees provide. Undisturbed, this canopy traps about twenty percent of the **precipitation** in the area; when this moisture evaporates, it causes clouds to form, promoting future precipitation. When trees are cleared away, the canopy is lost and the cycle is disturbed. Rainfall sinks into the earth rather than evaporating into the air, leading to a drier local environment. This can cause the creation of deserts, ultimately raising atmospheric temperatures.

Deforestation is also partially responsible for rising atmospheric levels of carbon dioxide (CO₂). Forests normally decrease the amount of carbon dioxide because the trees consume it and release oxygen. Loss of forest, therefore, means more CO₂ in the atmosphere, especially when trees are burned, which releases even more CO₂. About 1.6 billion metric tons of CO₂ enter the atmosphere every year. For comparison, the burning of fossil fuels releases approximately 6 billion metric tons of CO₂ per year. These rising levels are a cause for concern because they are expected to be responsible for fifteen percent of the increase in global temperatures up through 2025.

In addition, deforestation causes the extinction of thousands of species of wildlife annually. It is estimated that worldwide, as many as 80 million kinds of animals and plants make up the total species on earth, but only about 1.5 million have been studied and named by scientists. Tropical rainforests, which cover about seven percent of the earth's land, are home to over half of these plant and animal species. If the rainforests disappear, many of these species will become extinct. This means many species will **vanish** before we can discover them.

Is it possible to reverse the devastating effects of deforestation? Many experts think so, but it will require a **concerted** international effort to protect the remaining forests. It will also require increased awareness, more sustainable consumer habits, and solutions that replace financial incentives for local economies.

2 What are two ways in which deforestation increases CO₂ levels in the atmosphere?

2 What is the main topic of this paragraph?

canopy	n. the highest layer of branches in a forest
foliage	n. the leaves on trees and plants
vanish	v. to disappear

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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. Only eighty percent of the world's forests remain today.
2. Tropical rainforest soil is very good for farming.
3. Slash-and-burn farming adds nutrients to the soil in the short term.
4. Burning fossil fuels contributes more to rising CO₂ levels than deforestation does.
5. Tropical rainforests contain a majority of the planet's species.

B Choose the best answer according to the reading.

- QUESTION 1** What is the main idea of the reading?
- a. Deforestation is a serious problem that must be addressed.
 - b. Most of the deforestation of the last century has been reversed.
 - c. Deforestation is an irreversible problem that we can no longer solve.
 - d. Deforestation can only be considered after local economic concerns are met.

QUESTION 2 Which is NOT true, according to paragraph 2?

- a. North America has temperate rainforests.
- b. Slash-and-burn farming affects mainly temperate rainforests.
- c. Most of the nutrients in tropical rainforests are in the plants.
- d. Cutting down and burning trees makes the soil richer.

QUESTION 3 What is a consequence of the removal of rainforest foliage?

- a. The rain cycle of the rainforest changes.
- b. Atmospheric levels of carbon dioxide fall.
- c. Nutrients are released into the atmosphere.
- d. Farmers have an easier time cutting down trees.

QUESTION 4 The word **conceded** in paragraph 7 means _____.

- a. done quickly
- b. done competitively
- c. done cheaply
- d. done together

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

1. Under what conditions is the slash-and-burn method of agriculture sustainable?
2. How does the loss of foliage contribute to the creation of deserts?

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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

Fill in the blanks with phrases in the box.

per square kilometer	remain undiscovered	species extinction
climate change	has vanished	trapped the rainfall

The world's forests are disappearing due to deforestation. In fact, eighty percent of the world's natural forests _____ . One problem is slash-and-burn farming. This method of farming is sustainable only if the population density is very low. If the population density exceeds four people _____ , farmers deplete the nutrients in the soil and must cut down more of the forest to grow their crops. In addition, when the foliage that once _____ in the rainforest is gone, the cycle of precipitation and evaporation is disrupted. This may change land that was once tropical rainforest into a desert. Deforestation also worsens _____ because it increases the amount of CO₂ in the atmosphere. Finally, deforestation can lead to _____. The rainforests are home to over half of the world's species, many of which _____ .

VOCABULARY PRACTICE

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

agriculture	intensive	precipitation	sustainable	tropical	vegetation
-------------	-----------	---------------	-------------	----------	------------

1. Areas with the lowest levels of _____ are considered deserts, even if they are in cold climates.
2. Many people like to take vacations at _____ resorts to enjoy the heat and sunshine.
3. Public opinion about conservation has pushed many corporations to pursue more environmentally _____ practices.
4. Many students attend _____ language programs during their school vacations so they can learn a lot in a short time.
5. You can see the lack of _____ in the Sahara desert from space.
6. Until the invention of _____, humans could only obtain food by hunting and gathering.

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VOCABULARY PRACTICE

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

SUPPLEMENTAL READING

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

SUPPLEMENTAL READING

The High Price of Beef



Ranching has become the major cause of deforestation in Central and South America. Since cattle ranching is very inexpensive in Costa Rica—it is about fifty percent cheaper than in the United States, for example—many foreign companies have purchased large areas of land there. They keep their cattle in Costa Rica and then export the beef to other countries, mainly the US. In order to establish grasslands for grazing, they clear forests away completely. These artificially manufactured pastures remain productive for six to eight years, after which they are abandoned. The forest is lost forever.

In Brazil, where over eighty percent of the farmable land is held by less than five percent of landowners, a large number of poor rural farmers move into rainforest areas just to survive. Like farmers in Costa Rica, many of these farmers raise beef that is sold mainly to fast-food hamburger chains. These fast food chains can keep their prices low because they buy beef cheaply from Central and South American cattle ranchers. But the hidden costs of the beef include the environmental impact: deforestation and rising global temperatures.

Some experts believe that social practices that focus on profit at the expense of environmental balance raise important questions about the values and belief systems that support them. For example, it has been suggested that the belief in humans' superiority to animals promotes an attitude that may excuse the destruction of the environment in the service of human comfort and wealth.



QUICK CHECK

Complete the sentences with information from the reading.

- 1 Artificial pastures are useful for _____ years, but the forest is then lost forever.
- 2 _____ often need to move into rainforests for economic reasons.
- 3 The belief in our superiority _____ may cause us to focus on profit rather than the environment.

EXTENSION: TALK OR WRITE ABOUT IT

Would you be willing to stop eating fast food hamburgers to save the Costa Rican rainforest? Do you think that would work? Why or why not?

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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 angles on archaeological and historical/geographical topics
- Learn new vocabulary related to archaeology, history, and exploration
- Read for main ideas, purpose, details, and inferences
- Discuss and write about fraud and superstition related to scientific discover

Reading 1

The Piltdown Man

Title and Photo

1. Have students focus on the title. Ask if any students are familiar with the Piltdown man.
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. *evolution, digital, shadow, outline, silhouette, spear, world, history, etc.*). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the Piltdown man might be and what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. One recent scientific discovery that I found interesting was the presence of water on Mars.
2. The theory of evolution explains that humans, like all living things on Earth, are the product of millions of years of gradual change to the genes of earlier forms of life.
3. Yes, I've heard of the phrase "the missing link." The missing link is supposed to be a species that shows human-like characteristics and ape- or monkey-like characteristics.

As an extension to question 3, have students discuss which of the silhouette images in

the picture might be “missing links.” Ask students if they know the names of any past forms that have both human-like and ape-like characteristics (*homo neanderthalensis*, *homo erectus*, *homo habilis*, *australopithecus afarensis*, etc.)

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

Reading: The Piltdown Man

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 found the Piltdown Man? Underline the names.

→ ... named Charles Dawson and a professional paleontologist named Arthur Smith Woodward.

Q2: Underline how prominent scientists may have helped continue the deception.

→ Moreover, some prominent British scientists failed to perform tests that they should have done and obstructed other scientists' access to the fossils.

Q3: Who were two scientists that helped prove the Piltdown Man wasn't real?

→ These scientific detectives, among them Joseph Weiner and Kenneth Oakley, discredited the Piltdown Man ...

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

Answers:

- 1. c
- 2. d
- 3. a
- 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. 1912
- 2. 1915
- 3. 1953

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. the missing link | 2. convinced many skeptics | 3. from the same animal |
| 4. suspect fraud | 5. some even fabricated | 6. had been tampered with |

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:

come to light (1) - to become known; to be seen or known

come out (4) - to be available to buy

go on record (5) - to state officially

Answers:

- | | | | |
|----------------|-------------|--------------|--------------|
| 1. credibility | 2. fossils | 3. plausible | 4. sensation |
| 5. prominent | 6. criteria | | |

Supplemental Reading - The First to the North Pole

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:

make it back (paragraph 3) - to return successfully

have the upper hand (paragraph 4) - to have an advantage, lead, or other powerful position

put/be in line for (paragraph 4) - to be deserving of; to be a candidate for

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. Robert Peary
2. was dead/had died
3. reached the Pole

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:

A few years ago, a scientist in South Korea was found to have faked some experiments involving human cloning and other ethics violations. He was fired by his university, and I think he went to prison. Scientists probably fake discoveries because they want to be famous and admired.

As further extension, ask pairs/groups to discuss what, if any, kind of punishment is suitable for scientific frauds like the Piltdown man or the race to the North Pole. Elicit any other ideas for preventing such frauds from happening.

Reading 2**The Curse of the Mummy****Title and Photo**

1. Have students focus on the words *curse* and *mummy* in the title. Elicit any definitions and/or reactions to the two words.

2. Next, have students focus on the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *old, ancient, Egyptian, scary, interesting, dead, smelly*, etc.). Conduct a survey to find the two most common words chosen.

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

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 don't know much about mummies and mummification. But I know mummies are bodies of dead people that have been preserved.
2. I think scientists should be allowed to explore ancient sites.
3. I think archaeologists can sometimes encounter dangerous animals (like snakes, insects, and spiders) and old buildings that might fall down around them.

As extension to question 3, have students discuss whether they'd like to be archaeologists. Have them come up with some pros and cons.

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

Reading: The Curse of the Mummy

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 Howard Carter first arrive in Egypt?

→ Years earlier, **in 1891**, Howard Carter, a young archaeologist from England, went to Egypt

Q2: Underline the three steps of mummification.

→ 1. the internal organs and brains were removed and stored in large jars
 2. skin, muscles, and bones were covered in a special salt for three months
 3. the body was wrapped in pieces of cotton soaked in pine resin

Q3: What was Lord Carnarvon's connection to Howard Carter?

→ Howard Carter approached wealthy British businessman Lord Carnarvon, who **agreed to finance the search**.

Q4: What was significant about the wound on the pharaoh's cheek?

→ It was in the same spot as the insect bite that had caused Lord Carnarvon's death.

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 or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.). For inference questions, have students cite the lines in

the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. a 2. c 3. c 4. a (lines 56-58 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. The tombs also contained items Egyptians believed would aid the kings in their next life.
2. It was killed by a cobra shortly before the discovery of Tutankhamun's tomb.

As an extension, have students write or discuss about whether they believe a curse caused the deaths in connection with Tutankhamun's tomb. What are the reasons they think it was a curse? What are the reasons not to think so?

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. dampen 2. organ(s) 3. suicide 4. symbolic
5. infect 6. absorb

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 - Dispelling the Mummy's Curse

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. the *British Medical Journal*
2. air/oxygen
3. protect the dead

Extension: Talk or Write About It

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

Sample answer:

I think archaeologists should enter these ancient tombs anyway. The knowledge that can be gained about ancient cultures is more important than the religious beliefs of people who no longer exist. However, scientists should treat the tombs with respect.

As further extension, ask pairs/groups to discuss whether they would think twice about entering a tomb with a threatening curse written at the entrance. Why or why not?

UNIT 2 Computers & Technology

Objectives:

- Read about real-world issues related to Internet usage and to the development of robots
- Learn new vocabulary related to cognition, Internet usage, robots, and human rights
- Read for main ideas, purpose, details, and inferences
- Discuss and write about how the Internet affects human life and people could define and apply human rights to robots

Reading 1

Is the Internet Ruining Your Memory?

Title and Photo

1. Have students focus on the title. Elicit ways in which a person's memory could be harmed (or improved) by the Internet.
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the image and/or their reactions to it (ex. *interesting, scary, board, memory, brain, computer, medicine*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I look up facts I'm curious about on the Internet almost every day.
2. Yes, I once thought a certain actor was from Montreal, but really he was from New York.
3. Although I do spend a lot of time on the Internet, I'm not concerned about it. I think I use my time wisely for the most part.

As an extension, have students discuss how reliable the Internet is as a source of information. Elicit ways that people can make sure the facts they get online are accurate.

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. f |
| 5. b | 6. e | | |

Reading: Is the Internet Ruining Your Memory?

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 author's guess about how Socrates would view the Internet today.

→ It's no great leap, then, to suppose Socrates would take a similarly dim view of the Internet today. His basic premise is echoed in growing concerns that the Internet is changing our brains.

Q2: What is transactive memory?

→ ...“transactive memory.” This is the delegation of information retention among persons...in a group.

Q3: What is plasticity?

→ ...plasticity—or changeability—of human memory ... we alter memories each time we access them.

Vocabulary

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

look up (line 21) - to find information that has been organized in a book, list, website, etc.

point out (line 29) - to notice and state; to indicate

Reading Comprehension**A True or False**

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. a
2. d (lines 17 “concerns” and 20 “likely to forget” give clues)
3. b
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. writing
2. Google effect
3. transactive memory

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.

Here is an expression that might need clarification:

stem from - to be caused by; to originate from

Answers:

1. Internet's effects
2. to forget information
3. our transactive memory
4. ability to remember
5. the average IQ
6. less accurate

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. faculty
2. static
3. impact
4. cognitive
5. adversely
6. validity

Supplemental Reading - The Inventor of Internet Addiction?

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.

come up with (paragraph 1) - to create; to make

poke fun at (paragraph 1) - to tease; to mock; to make a joke about

make up (paragraph 2) - to create

give up (paragraph 2) - to willingly stop doing or having

set up (paragraph 3) - to form; to organize

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. a joke
2. mental disorders
3. psychotherapy

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:

My life would change a lot. It would be much harder for me to communicate with my friends and to do my assignments for classes. The changes would definitely be mostly negative—I would have to waste a lot of time researching things in the library instead of looking them up online.

As further extension, ask pairs/groups to discuss the pros and cons of giving up the Internet. Lead a survey to find the most common answers.

Reading 2**The Robot's First Law****Title and Photo**

1. Have students focus on the title "The Robot's First Law." Elicit ideas about how or why robots might have laws. Elicit ideas about what the first law would 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. *robot, person, friend, enemy, movie, hopeful, scary, steel, cold, strong*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I see the future of robotics as mostly positive. I think robots will help people do jobs that require danger and precision, which will make safer work conditions and better products. The downside is that some people will lose their jobs.
2. I would design a robot with the capability to control cars so that bad drivers do not cause accidents and slow traffic down.
3. Yes, I like some science fiction movies with robots. My favorite ones are the *Star Wars* movies.

As an extension to #3, ask students if they think we'll ever have human-like robots that people can speak to like the ones in *Star Wars* or as shown in the photo.

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. c | 6. e | | |

Reading: The Robot's First Law

The reading passages can be handled in different ways.

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

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

might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: Underline three materials that helped robotic engineers reduce weight.

→ In recent decades, however, carbon fiber, plastic parts, and elastic systems ...

Q2: What is one use for gyroscopes in robots?

→ They also use gyroscopes **to help robots sense the position of their own “bodies” in relation to the directional pull of gravity, allowing them to maintain balance.**

Q3: What can NAO do?

→ ... can extend its arms to protect itself when falling and then shift its weight to stand up again—actions that require a sophisticated knowledge of its body in relation to gravity and space.

Vocabulary

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

come into use (line 14) - to start being used

take for granted (line 18) - to not appreciate something; to not think about how important something is

make up (line 42) - to be the parts or ingredients of; to consist

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. T

B Multiple Choice

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

Here is a phrasal verb that might need clarification:

get around (2. b) - to avoid; to circumvent

Answers:

1. b 2. d (lines 3-5 give clues) 3. b 4. a

C Short Writing

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

Sample answers:

1. fine motor skills: the coordinated movements that make up our manual dexterity and hand-eye coordination
2. gyroscope: a wheel or disc that maintains its orientation to gravity when spinning rapidly.
3. accelerometer: an instrument for measuring acceleration, as of aircraft or guided missiles.

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. carbon fiber | 2. elastic | 3. number of motors |
| 4. mechanical force | 5. sending external forces | 6. variable pneumatic |

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. sophisticated
2. mechanical
3. elastic
4. autonomous
5. artificial
6. orientation

Supplemental Reading - Should Robots Have Rights?

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:\

hold in trust (paragraph 3) - to keep and/or control another party's property or money until that other party is able to control it

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. basic rights (and freedoms)
2. within decades
3. a robot

Extension: Talk or Write About It

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

Sample answer:

In this case, I think I should give it its freedom. Even though it's a machine and not a living thing, if a robot is intelligent enough to want freedom, that means it has feelings and can suffer. Therefore, it should be treated with compassion. It would be selfish of me to keep it for my own convenience.

As further extension, ask pairs/groups to discuss what kinds of lives freed robots could or should lead. And if robots started to demand freedom, should people then stop making robots? Or should they just make less intelligent ones?

UNIT 3 Health & Medicine

Objectives:

- Read about real-world issues related to common illnesses and treatments and to controversial new treatments
- Learn new vocabulary related to science, medicine, and research
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with treating colds and with altering genes

Reading 1

The Uncommon Cold

Title and Photo

1. Have students focus on the title. Elicit ideas why colds might be considered uncommon.
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. *tired, sick, cold, sore, runny nose, flu, disgusting, frustrating*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what aspects of colds the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I think a virus or a weak immune system can cause a cold.
2. When I feel a cold might be starting, I drink a lot of orange juice and hot tea, and I try to stay warm.
3. Yes, I think there will be a cure for colds someday.

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

Reading: The Uncommon Cold

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 can't we just make a common cold vaccine?

→ The reason that a cold is so hard to vaccinate or cure is **because it isn't caused by any single disease**.

Q2: Underline the reason the FDA rejected pleconaril in 2002.

→ The reason given was that the safety and efficacy of the drug had not been proven in a convincing manner.

Q3: What are three measures you can take at home without involving any medicine?

→ ...get plenty of bed **rest**, take over-the-counter remedies to combat symptoms, and **drink plenty of fluids**.

Vocabulary

Here is an expression that might need clarification:

catch (a) cold (line 1) - to contract, or get, a cold

hand over (line 11) - to give to

turn down (line 48) - to deny; to refuse

carry on (line 51) - to continue

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. 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
2. b
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.

1. Ten
2. 200
3. Thirty-five

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: While the common cold won't kill you, the symptoms can make everyday life very difficult.

3. Colds can linger anywhere from one to two weeks, and the symptoms accompanying them can include fevers and sneezing.

4. The cold medicine industry is big business; however, these medications only address symptoms and don't prevent the virus.

5. It is nearly impossible to create a cold vaccine due to the number of viruses that can cause colds and their ability to undergo mutations.

1, 6: minor detail

2: 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. antibodies

2. nasty

3. spray

4. Molecular

5. accelerate

6. mutation

Supplemental Reading - Aspirin: A Darker Side

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. become stuffier

2. organ damage

3. consult a doctor

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:

When I had a cold as a child, my mother always gave me tea with honey to soothe my throat. It did work. I've also heard about people eating chicken soup when they have a cold. I think that works because the steam from the soup makes it easier to breathe.

As an extension, have students discuss unusual treatments for colds that they have heard about (but haven't tried) from their grandparents or from different cultures. Elicit some of the interesting responses and reactions.

Reading 2**Gene Therapy****Title and Photo**

1. Have students focus on the title. Elicit definitions for *gene* and for *therapy*. Elicit ideas on what gene therapy could involve.
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. *science, DNA, life, microscope, small, interesting, boring, etc.*). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. One genetic trait that is common among the people in my family is having blue eyes.
2. I'm not very worried about genetic research. I think the advantages will outweigh the

disadvantages.

3. Yes, I think governments should use public funds for genetic research if that research will help with health and medicine.

As extension to question 2, elicit some pros and cons of genetic research.

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. d

4. b

5. f

6. c

Reading: Gene Therapy

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: Circle the two types of gene therapy.

→ There are actually two types of gene therapy: **somatic** and **germline**.

Q2: Underline the reason the germline genetic engineering is not being

pursued presently.

→ Thus far, the procedures are still too risky and undeveloped.

Q3: What are two problems with using viruses to introduce new genes?

→ Often, the body reacts against the virus in **an immune and inflammatory response**. Additionally, **the viruses don't always target the right area**.

Vocabulary

Here is a phrasal verbs that might need clarification:

pass on (line 14) - to send; to give; to bequeath

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. F
5. T

B Multiple Choice

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

Answers:

1. b
2. b
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. viruses | 2. germline therapy | 3. sickle cell anemia |
|------------|---------------------|-----------------------|

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. occurs before
conception | 2. is not being
conducted | 3. miss their targets |
| 4. Incomplete
understanding | 5. functions of genes | 6. is environmental |

As an extension, ask the pairs/groups to discuss reasons why germline therapy is not being conducted. What are some possible dangers of it?

Vocabulary Practice

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

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

Answers:

- | | | | |
|------------|---------------|---------------|-----------------|
| 1. defect | 2. genetics | 3. reproduced | 4. manipulation |
| 5. cloning | 6. prevalence | | |

Supplemental Reading - Artificial Chromosomes

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. gene delivery tool
2. would not be attacked
3. produce vaccines
(or other drugs)

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:

I think it is very exciting. Genetic engineering could cure many genetic diseases, as well as help people who are paralyzed. I'm not too worried about the ethical questions because so far, scientists have been very careful, and governments are watching them closely to make sure they do not cross ethical lines.

As further extension, ask students what genetic features they would like to change if they could do so without risk.

UNIT 4 Social Issues

Objectives:

- Read about real-world issues related to troubled teenagers and to approaches to illegal drugs
- Learn new vocabulary related to emotional problems, government, and illegal drugs
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with helping troubled teenagers and with applying the death penalty

Reading 1

Teenage Runaways

Title and Photo

1. Have students focus on the title. Ask students if they think runaway teens is a big or small problem in their country or city. If there are students from different countries in the class, lead a survey to see if there is any correlation between answers and nationality.
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. *sad, scared, lonely, dangerous, drugs, tired, suicide*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what aspects of runaway teens 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. Yes, my sister ran away from home when she was 16. She stayed with older friends for a few weeks, but eventually she came home.
2. Teens might run away from home when there is violence at home or if they think they are old enough to live independently.
3. I think there are help phone lines that runaway teens can call and drop-in centers that they can go to.

As an extension, have students discuss ways that families, schools, and societies can prevent teens from wanting to run away.

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

Reading

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: Circle the percentage of 1. runaways who stay with people they know and 2. those on the streets.

→ 1. **Seventy-five percent** of these youths depend on friends or relatives for food and shelter. For the 2. **remaining 25 percent**, life on the street is anything but romantic.)

Q2: Underline the statistics supporting the claim that runaways are more likely to drink alcohol.

→alcohol use, for instance, is at 79 percent for US runaways, against 35

percent among their peers.

Q3: What are three additional reasons for running away?

→ Problems with peers, psychological problems, economic problems

Vocabulary

Here are some words and expressions that might need clarification:

in keeping with (lines 4-5) - consistent with; in a way that matches

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

Answers:

1. a
2. b
3. a
4. b (lines 50-53 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. They can be sent to a facility for wards of the state or even sent to adult jail.
2. Health threats include hygiene issues, poor nutrition, food poisoning, and exposure to cold.

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:

Teenage Runaways	
Risks	Reasons for Running Away
1, 4, 6	2, 3, 5

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. precedes
2. psychiatric
3. precipitate
4. motive(s)
5. trauma
6. diagnostic

Supplemental Reading - Signs of a Troubled Teen

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:

stay up (paragraph 2) - to not sleep; to remain awake

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. troubled homes
2. mood swings
3. (some form of) counseling

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, there are quite a few teenage runaways in my country. Most of them have either abusive parents or psychological problems. I think there should be more free counseling available for runaways and other troubled young people. Right now, getting psychiatric help is too expensive.

Reading 2

Tough on Drugs

Title and Photo

1. Have students focus on the title. Elicit ways that people and society can be “tough” on drugs.
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. *arrested, trouble, drugs, cocaine, jail/prison, police*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. Some of the most common illegal drugs are marijuana and ecstasy.
2. There are various different punishments depending on the drug and on whether it was being used or being sold. The harshest punishments are long prison sentences.

3. I think Mexico and the US have the biggest problems with drug trafficking. A lot of people in the US want to use drugs and, because Mexico is its neighbor, a lot of people there want to sell drugs to Americans.

As extension to question 2, ask students if they think their country punishes drug users and dealers appropriately.

Vocabulary Preview

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

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

Answers:

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

Reading: Tough on Drugs

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 name of the British law that ISA was based on.**
→modeled on the British government's Preservation of Public Security Ordinance of 1955.

Q2: How is drug addiction viewed by the prison system in Singapore?

→ Not as a medical problem but as a behavioral and social problem

Q3: Underline the legal concept relevant to most common-law systems.

→the presumption that **a person is innocent until proven guilty beyond reasonable doubt.**"

Vocabulary

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

in charge of (line 26) - in control of; responsible for

Reading Comprehension

A True or False

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

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

Answers:

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

C Fill in the Blanks

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

Answers:

- | | | |
|---------|------|--------------|
| 1. 1960 | 2. 6 | 3. 1975-2012 |
|---------|------|--------------|

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. British influence | 2. broad powers | 3. Internal Security Act |
| 4. Southeast Asian peninsula | 5. detained without proof | 6. burden of proof |

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. communist | 2. tolerance | 3. widespread | 4. grams |
| 5. susceptible | 6. justification | | |

Supplemental Reading - The Death Penalty in Singapore

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 a phrasal verb that might need clarification:

carry out (paragraph 1) - to do; to perform

Answers:

1. control crime
2. opposed the death penalty
3. resumed them (executions)

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 country does not use the death penalty. I support this because there is always a chance that the convicted person is not actually guilty. I think life in prison is a severe enough punishment for the most serious crimes.

As further extension, ask pairs/groups to discuss what crimes, if any, deserve the death penalty. Elicit some pros and cons of the death penalty.

UNIT 5 Environmental Issues

Objectives:

- Read about real-world issues related to the causes and effects of deforestation and to using genetically modified organisms
- Learn new vocabulary related to agriculture, the environment, and genetic manipulation
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with environmentalism

Reading 1

Deforestation

Title and Photo

1. Have students focus on the title. Elicit definitions of deforestation. Ask students if this is a significant problem in their countries.
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 (empty, sad, dry, dirty, environment, greed, farms, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of deforestation 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. Rainforests are different from other forests in that they have so many different kinds of trees, plants, and animals living in them.
2. I think rainforests are usually cut down to make room for farms.
3. People can pressure their governments to make laws to stop cutting down rainforests. People can also boycott products grown on farms in rainforest regions, like Brazil and Indonesia.

As an extension, have students discuss brainstorm ways in which society and individuals can help restore rainforests in places where they've been cut down.

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

Reading: Deforestation

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: Circle the names of three countries that have deforestation problems.**
→ US, Canada, Australia
- Q2: What are two ways in which deforestation increases CO₂ levels in the atmosphere?**
→ Fewer trees to consume CO₂; burning of trees
- Q3: What is the main topic of this paragraph?**
a. Examples of species found in rainforests
b. The threat that deforestation poses to rainforest species
→ b.

Vocabulary

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

make up (line 53) - to be the parts or ingredients of; to form

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. 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. b
3. a
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. It is only sustainable if the population density does not exceed four people per square kilometer.
2. Without leaves to trap rainfall, the water sinks into the land and leads to a drier environment.

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. has vanished
2. per square kilometer
3. trapped the rainfall
4. climate change
5. species extinction
6. remain undiscovered

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. precipitation
2. tropical
3. sustainable
4. intensive
5. vegetation
6. agriculture

Supplemental Reading - The High Price of Beef

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. six to eight
2. Poor rural farmers
3. to animals

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've already given up eating beef because I think the meat industry is wasteful and cruel to animals. One person changing his or her habits doesn't really make a difference, though. It can only work if many other people do the same.

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

Reading 2

Genetically Modified Organisms (GMOs)

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. *science, industry, chemicals, unsafe, scary*, etc.). Conduct a survey to find the two most common words chosen.
2. Ask students to predict what aspects of GMOs the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. Scientists try to improve crops in many ways, including making better fertilizers and pesticides, and developing better cross-breeds.
2. I have heard that some corn and even some fish have been genetically modified.
3. I don't know. I think that GMOs are probably mostly beneficial, but I'm not sure that they have been tested enough to know about all the potential harm.

As extension, have students discuss ways in which science can ensure that GMOs are safe.

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

Reading: Genetically Modified Organisms (GMOs)

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 scientists hope to gain from genetically modified crops?

→ ...make crops **more resistant to bad weather or less reliant on pesticides**. Many agricultural scientists see genetic modification for helpful traits—especially, in the future, enhanced nutrition—as **the most viable solution to the threat of global food supply problems**.

Q2: Underline a major problem with Séralini's study linking GMOs to cancer.

→ Séralini had used a type of lab rat that is naturally prone to tumors.

Q3: Circle the percentages of scientists and members of the general public who think GMOs are safe.

→ eighty-eight, thirty-seven

Vocabulary

Here are some expressions that might need clarification:

when it comes to (line 14) - concerning; regarding

no matter what (line 28) - regardless of; independent of

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:

conflict of interest (3. a) - a situation in which a person or group may be asked to give an opinion that could harm that person/group's own interests

Answers:

1. b
2. d (lines 15-17 and paragraph 6 have clues)
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. rotenone: a natural pesticide that has been linked to Parkinson's disease
2. Bt: a toxic organic pesticide/insecticidal protein
3. AAAS: American Association for the Advancement of Sciences

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. introduce genes
2. global food supply
3. health risks
4. media reports
5. scientific literature
6. gap in attitudes

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. incidence
2. toxic
3. genetically
4. statistically
5. modifications
6. detect

Supplemental Reading - Rice with a Mission

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:

forge ahead (paragraph 1) - to continue despite difficulty

carry out (paragraph 3) - to do; to conduct or perform

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. vitamin A

2. twenty-three
times

3. (local) environmental
activists

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 disagree with anti-GMO activists. There is no evidence that GMOs are harmful, and there is a lot of evidence that they are nutritious and can help us solve our food supply problems.

As further extension, lead a survey to find out how many students agree with and how many disagree with anti-GMO activists. For the disagree side, elicit specific actions by anti-GMO activists that they disagree with. Ask if they think anything the activists do is beneficial.

UNIT 6 Law & Crime

Objectives:

- Read about real-world issues related to the use of polygraphs (lie detectors) to protecting intellectual property
- Learn new vocabulary related to law enforcement, lie detection, and patents
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with the use of polygraphs and with protecting intellectual property

Reading 1

Lie Detectors

Title and Photo

1. Have students focus on the title and photo. Ask students where the photo might be taken and under what circumstances.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the words and image and their reaction to it (ex. *police, criminal, questions, lie, machine, nervous, scary, complicated*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of lie detectors 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. No, I'm not really good at guessing when others are lying. I often think they're lying when they're not.
2. I think some people begin to sweat and move a lot when they lie.
3. Yes, I was caught lying to teachers when I was a high school student. I had told them that I was sick, but actually my friend and I just skipped school to play video games. Later, we had to apologize to our teachers.

As an extension to #3, ask students if they know of any famous cases of people being caught in lies. What kinds of lies were involved? What happened when the truth 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.

Answers:

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

Reading: Lie Detectors

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: Circle the two types of polygraph machines.

→ Analog and digital

Q2: What three signs of stress does a polygraph machine detect?

→ This stress triggers elevated heart and breathing rates and an increase in perspiration, all of which are then detected by the polygraph.

Q3: What is this paragraph mainly about?

a. Reasons not to trust polygraph results

b. Ways to fool a polygraph

→ a.

Vocabulary

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

in turn (line 10) - subsequently; afterward

Reading Comprehension**A True or False**

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. c
2. c
3. a (lines 48-50 give clues)
4. d

C Short Writing

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

Sample Answers:

1. A straight line indicates little variation in the subject's body (truth-telling), while a jagged line indicates a lot of variation (lying).
2. Some critics say their real purpose is to intimidate employees into admitting guilt or to keep them from complaining.

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. detect deception | 2. reactions to stress | 3. falsely identify |
| 4. interview subjects | 5. heart rate, etc. | 6. limited legally |

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:

put off (3) - to delay; to decide to do something later rather than now

Answers:

- | | | | |
|---------------|---------------|------------|----------------|
| 1. punish | 2. conduction | 3. minimal | 4. reliability |
| 5. accurately | 6. likelihood | | |

Supplemental Reading - The Polygraph Test

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. stress levels
2. (what) the questions (will be)
3. remain mostly the same

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 they are useful for some purposes, such as when police are investigating a crime. However, I don't think companies and courts should be allowed to use them against people, because they are too unreliable. Many innocent people could be accused of lying.

As further extension, ask pairs/groups to discuss situations in their lives when they wish they could have used a polygraph machine on others. Lead a survey to find some of the more interesting answers.

Reading 2

Patents

Title and Photo

1. Elicit student reactions to the title and illustration. Ask students for definitions to the vocabulary presented in the illustration.
2. Put students in pairs or small groups to come up with 4 things that are commonly copied or pirated in modern society (ex. *books, movies, songs, furniture, smart phones, cars*, etc.). Conduct a survey to find the two most common things chosen.
3. Ask students to predict what aspects of patents the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. Some of the greatest inventions of all time include fire, the wheel, metal, and cars. I

don't know who invented the first three, but Karl Benz invented the car.

2. If I had the time and money to invent anything, I would invent a machine that could help regrow rainforests.

3. Inventors can prevent others from stealing their ideas by registering their ideas with the government and getting a patent on them.

As extension to #3, have students discuss how long patents do and should last for.

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. d

3. e

4. b

5. c

6. a

Reading: Patents

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 an invention in US law.

→ US patent law states that an invention is "any new and useful process, machinery, manufacture, or composition of matter, or any new and useful improvement thereof."

Q2: What is something that cannot be patented?

→ Theorems regarding natural laws

Q3: What are two costs involved in getting a patent?

→ Patent attorney and registration fee

Vocabulary

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

fill out (line 46) - to write information in blank lines or special spaces on a form

draw out (line 53) - to prolong; to lengthen; to take a lot of time

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. a 2. c 3. a 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. genetically altered mouse 2. database 3. royalties

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. amount of time 2. every day 3. original idea
4. existing technology 5. plenty of paperwork 6. patent attorney

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:

come up with (4) - to create; to think of something new

Answers:

1. specialty 2. obtain 3. viable 4. theorem(s)
5. machinery 6. adaptations

Supplemental Reading - Copyrights, Trademarks, and Trade Secrets

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. public domain
2. trademark
3. trade secret

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:

Through the Internet, things such as music, movies, and books can be shared with many people very easily. That makes it hard to protect copyrights. For example, a lot of musicians are unhappy that so many people can download their music without buying it.

As a further extension, have pairs/groups discuss whether sharing files over the Internet is different from stealing a pair of shoes from a store. Further, have them discuss reasons why copyrights on creative products, like novels or songs, ends a certain time after the creator's death but ownership of other things, like a house or a business, can be passed down to descendants.

UNIT 7 Language & Literature

Objectives:

- Read about real-world issues related to the evolution of languages and to author Jane Austen
- Learn new vocabulary related to linguistics and literature
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with controlling language and with using real-life experiences in literature

Reading 1

Ever-Evolving English

Title and Photo

1. Have students focus on the title and photo. Ask students what language the three different texts are written in. Ask them to guess how old the first two texts might be (the first is from *Beowulf*, written between 700-1000 AD; the second is from *The Canterbury Tales*, written around 1400 AD). See if student can identify any words from the first two texts.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. *old*, *confusing*, *cute*, *modern*, *difficult*, *interesting*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of English 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 and #3).

Sample Answers:

1. English and French have influenced the development of my native tongue.
2. I think French and Italian/Latin have influenced English.
3. I think people should try hard to use correct language in formal situations but not always. That way, language would never change, and I think that would be boring.

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

Vocabulary Preview

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

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

Answers:

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

Reading: Ever-Evolving English

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: Circle the date when French-speakers invaded England.

→ 1066

Q2: What two languages influenced efforts to standardize English?

→ French, Latin

Q3: Underline the reason that English is so difficult to standardize today.

→ Today, English is spoken by so many people living in so many different countries across the globe that it has become even harder to standardize.

Vocabulary

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

under the influence (line 8) - controlled or affected by

take for granted (line 22) - to accept without question; to not think about the importance or origin of

up to date (line 48) - in accordance with contemporary forms or rules

as long as (line 61) - under the condition that; if

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. c

2. a

3. a

4. b

C Short Writing

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

Sample Answers:

1. The words for animals come from OE, and the words for meat come from French through the Norman conquerors.
2. He introduced a lot of new words and phrases, including “uncomfortable,” which comes from *Romeo and Juliet*.

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. limited vocabulary
2. Norman invasion
3. French influence
4. “the Great Vowel Shift”
5. at standardization
6. grammar rules

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. profound
2. pronounce
3. vowel
4. standardize
5. consensus
6. linguistic

Supplemental Reading - The First English Dictionary

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:

on (one's) own (paragraph 4) - alone; without assistance

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. France
2. famous English writers
3. Oxford English Dictionary

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:

No, there is no academy to establish the rules of my language. I'm glad, because I don't support the work of such academies. It's normal for languages to change over time. We don't all have to use the language in the same way—the important thing is that we're able to understand each other.

As further extension, ask pairs/groups to come up with the pros and cons of standardizing a language. Lead a survey to find the most common pros and cons.

Reading 2

***Pride and Prejudice* by Jane Austen**

Title and Photo

1. Focus student attention on the title. How many students have read the book? How many have heard of it but have not read it? How many have seen film adaptations of 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. *old, large, building, blue sky, gray, ugly, interesting, etc.*). Conduct a survey to find the two most common words chosen. Ask students to guess why this image was chosen in connection with the title.
3. Ask students to predict what aspects of *Pride and Prejudice* 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. Unfortunately, I do not believe that love conquers all. Sometimes, other issues, like money and health, can ruin a loving relationship.
2. No, I don't think family or social considerations are important when deciding whom to marry.
3. No, I don't think it's appropriate to judge others based on their social status. I think people should be judged on their character and their actions.

Vocabulary Preview

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

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

Answers:

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

Reading: *Pride and Prejudice* by Jane Austen

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: Was Elizabeth pleased to see Darcy at the door? How do you know?

→ No; She was expecting Colonel Fitzwilliam; she spoke to him with “cold civility.”

Q2: What emotions does Elizabeth experience as Darcy talks?

→ She is at first flattered and sorry for him, and then she becomes angry.

Q3: How did Elizabeth's response make Mr. Darcy feel? Underline the words.

→ resentment and surprise; pale with anger; disturbance of his mind

Vocabulary

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

in vain (line 11) - without success; fruitlessly

accept/take one's hand in marriage (line 33) - to marry; to agree to marry

at length (line 55) - after a long time; finally

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. F

5. F

B Multiple Choice

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

Answers:

1. c 2. a 3. c (lines 51 “surprise” and 56
“forced calmness” and 57-58
“little endeavor at civility” give
clues) 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. a silence (of several minutes) 2. astonishment / surprise 3. (to be) a compliment

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.)

First sentence: Mr. Darcy arrived at Elizabeth’s door and pretended he was there to ask about her health.

3. Darcy then professed his love for her, but Elizabeth grew upset because he spoke less of love than of pride and her inferiority to him.

4. As Mr. Darcy continued, his disrespect for her and her family made her angry, which turned to surprise when he asked her to marry him, confident that she would say yes.

1. Elizabeth rejected his proposal, and Mr. Darcy stood silent at first, sincerely surprised and offended by her answer.

2, 6: inaccurate

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. inferiority
2. disturbance(s)
3. insensitive
4. duration
5. unconsciously
6. evident

Supplemental Reading - Did Jane Austen Ever Fall in Love?

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. her letters
2. any money
3. *Pride and Prejudice*

Extension: Talk or Write About It

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

Sample answer:

One of my favorite authors, Joseph Wambaugh, wrote novels and non-fiction books about crime and the police. He was a Los Angeles police officer for fourteen years, eventually becoming a detective. He used that experience to write fascinating stories about how the police solve crimes.

As a further extension, have pairs/groups discuss if authors should limit their works to characters and situations from their own life experiences. What are the pros and cons to doing so?

UNIT 8 Space & Exploration

Objectives:

- Read about real-world issues related to advancements in physics and to research and exploration in space
- Learn new vocabulary related to physics and to space travel
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with mysteries of the universe and with living in space

Reading 1

Hawking Radiation

Title and Photo

1. Have students focus on the title and image. Can students guess what Hawking radiation might be connected to?
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. space, eclipse, black hole, distance, light, star, sun, 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.

Sample Answers:

1. The only famous physicists I know of are Albert Einstein and Stephen Hawking. I know Einstein wrote about relativity and made the equation $e=mc^2$. I'm not sure about Hawking.
2. I only know that he is a physicist and that he uses a wheelchair.
3. I think that black holes are areas where stars have collapsed and the gravity is so strong that light cannot escape it.

Vocabulary Preview

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

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

Answers:

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

Reading: Hawking Radiation

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 illness does Hawking have? How did the diagnosis affect him?

→ ALS; it inspired him to work harder and make his mark on science.

Q2: Underline what Hawking radiation consists of.

→ This negative energy is added to the black hole, and because of this the black hole must lose some mass, which it does in the form of photons (light particles) and various kinds of other particles.

Q3: How was Hawking radiation first observed in 2014?

→ In a lab, using a model black hole with hyper-cooled rubidium atoms

Vocabulary

Here is an expression that might need clarification:

make (one's) mark (line 18) - to accomplish something notable; to influence

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Here is a phrasal verb that might need clarification:

give off (2. a) - to emit; to send out from

Answers:

1. c
2. b
3. b
4. b (lines 48-50 have clues)

C Short Writing

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

Sample answers:

1. ALS: amyotrophic lateral sclerosis, rare degenerative disease which gradually destroys a person's ability to move and speak
2. event horizon: the point of no return at which matter and energy are sucked by gravity into the black hole
3. Hawking radiation: photons and other particles released by black holes

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:

The Life and Contributions of Stephen Hawking	
Before 1979	1979 and Later
1, 3, 4	2, 5, 6

Vocabulary Practice

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

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

Answers:

1. theorists
2. atoms
3. calculations
4. articulate
5. particle
6. comparable

Supplemental Reading - Virtual Particles

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. quantum theory
2. appear and disappear
3. technology

Extension: Talk or Write About It

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

Sample answer:

The question about the universe that interests me most is whether there is life on other planets. It would be wonderful to know that we are not alone in the universe, and it would be fascinating to communicate with beings from another world.

As further extension, lead (or have a student lead) a survey to find the most common questions about the universe that students are interested in. Try to identify if there are any correlations between gender (or nationality) of the students and the questions they are interested in.

Reading 2**The ISS and the Future of Space****Title and Photo**

1. Elicit student reactions to the title. How many students know what ISS stands for (international space station)?
2. Elicit reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to the image (ex. *space, cool, complex, exciting, cold, lonely*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. I think astronauts from different countries conduct experiments on it.
2. I think governments should spend less on space exploration until more problems on Earth are solved.
3. I think ordinary people with a lot of money will be able to travel to space in the next

decade or two.

As extension to #2, have students discuss the pros and cons of investing in space programs.

Vocabulary Preview

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

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

Answers:

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

Reading: The ISS and the Future of Space

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 record did the ISS set in 2015?

→ Fifteen years of continuous human presence in space

Q2: What does this paragraph mainly discuss about the AMS?

a. How it was built

b. What it is used for

→ b.

Q3: What is unusual about Kelly and Kornienko's planned stay on the ISS?

→ They will stay a year in space, which few people have done, allowing researchers to study the physical effects of long-term spaceflight.

Q4: What fact about space did the movie *Gravity* demonstrate?

→ The danger of space debris to spacecraft)

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. a 2. c 3. c 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. The main cause for concern is the age of the station.
2. It moves ten times as fast as a bullet and can collide with spacecraft.

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. antimatter, dark matter, etc. | 2. the origins of the universe | 3. six to twelve months |
| 4. eyesight, hearing, metabolism | 5. laser system | 6. orbiting Earth safer |

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. bullet | 2. aliens | 3. chunks | 4. radiation |
| 5. ray | 6. accumulation | | |

Supplemental Reading - Design Your Own Space Research

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. to the ISS | 2. original experiments | 3. collect and analyze |
|---------------|-------------------------|------------------------|

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 would definitely take it. It would be very exciting to be a pioneer in the exploration of space. I might make an important discovery that could help all of humanity.

As a further extension, lead (or have a student lead) a survey to find the most common answer. Try to find out if there is a correlation between gender (or nationality) and whether the students would like to spend a year on a space station.

UNIT 9 Sports & Fitness

Objectives:

- Read about real-world issues related to health supplements and performance-enhancing drugs and to scuba diving
- Learn new vocabulary related to health, exercise, diving, and oceans
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with performance-enhancing drugs and with diving

Reading 1

Creatine's Place in Sports and Fitness

Title and Photo

1. Have students focus on the title. Survey students to find out how many know what creatine is, and how many have used creatine.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the title words and image and their reaction to them (ex. *strong, muscles, sweat, hard, heavy, attractive, scary, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of sports and fitness 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. In my country, a lot of people take whey powder to supplement their protein intake.
2. I think whey powder helps people build more muscles.
3. I believe I need calcium supplements because I don't consume enough calcium from my diet.

As an extension, ask students who take supplement if they can notice the difference when they don't take the supplements.

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

Reading: Creatine's Place in Sports and Fitness

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 discovery led to the first creatine supplements?

→ The discovery that it improves the body's energy use

Q2: Who first used creatine?

→ Olympic athletes

Q3: What is the main topic of this paragraph?

a. The possible harmful effects of creatine

b. The need for more research on creatine's effectiveness

→ a.

Vocabulary

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

work out (line 33) - to exercise, especially with weights in a gym

bear out (line 52) - to prove or support

rule out (line 57) - to disprove; to discount

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. c
2. a
3. d (lines 56-57 give clues)
4. c

C Short Writing

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

Sample Answers:

1. It helps the body use energy better, and it draws water into muscle cells.
2. It does not cause kidney or liver disorders, but it does cause these organs to swell,

which could worsen some problems.

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. metabolize energy
2. muscle fiber
3. periods of exertion
4. Water retention
5. kidney and liver damage
6. testicular cancer

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. dose
2. illusion
3. effectiveness
4. maximize
5. metabolism
6. abdominal

Supplemental Reading - Drug Testing

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

Quick Check

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

Answers:

1. US Supreme Court
2. sports-related drugs
3. Fourth Amendment

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:

No, I don't agree. Sports should be about skill, not about who has taken the best and most up-to-date drugs. Plus, if drugs were allowed, people would take them without knowing for sure whether they were safe.

As an extension, have pairs/groups discuss the best ways to discourage young athletes from taking dangerous performance-enhancing drugs. Survey the class to find the most common and interesting ideas.

Reading 2

Scuba Safety

Title and Photo

1. Elicit student reactions to the title. How many students have been scuba diving? How many know what the acronym scuba stands for (self-contained underwater breathing apparatus)?
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. *exciting, beautiful, dangerous, fish, colorful, water, sea, etc.*). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of scuba safety 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 it would be fun and interesting to see underwater life up close.
2. I think many people enjoy scuba diving because it lets them feel like fish, able to swim in all directions.
3. There are some dangers from certain sea creatures, from running out of air, and from surfacing too quickly.

As an extension, ask students to share their experiences (if any) of scuba diving. Where did they do it? What did they see? did they experience any dangers?

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:

make up (e) - to form; to consist

Answers:

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

Reading: Scuba Safety

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 dangerous is scuba, relatively speaking?

→ It's comparatively safe, too, given that many more people get hurt skiing than scuba diving.

Q2: Underline three possible problems the buddy system guards against.

→ make sure their buddy is not disoriented after entering the water, and make sure they don't get distracted and lose track of the other divers. If there

is a problem with one diver's breathing apparatus, his or her buddy will share oxygen

Q3: What part of a stingray must divers be careful of?

→ Its tail

Q4: How can divers avoid nitrogen narcosis?

→ Don't dive too deep (below twenty-four meters)

Vocabulary

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

look out for (line 16) - to protect; to watch for dangers that might affect another

come to mind (line 26) - to be thought of

not . . . at all (line 30) - not even is a small way or to a small degree

at all costs (lines 37-38) - no matter how difficult

Reading Comprehension

A True or False

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

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

Answers:

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

5. T

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, topic, and inference questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.). 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 (lines 60-63 give clues) 2. b 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. buddy system: one diver pairing up with another for safety
2. nematocyst: small barbs on some marine animals that can deliver poisonous and painful stings
3. nitrogen narcosis: a condition caused by nitrogen in the blood and involving a feeling of drunkenness and slower brain function

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. extended period 2. pair up with 3. not disoriented
4. should be avoided 5. in the blood 6. gradually ascend

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. actively 2. amongst 3. Nitrogen 4. array
5. competent 6. cure

Supplemental Reading - Scuba: Get Your Gear On

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. Emile Gagnan,
Jacques Cousteau
2. see well
underwater
3. return to the surface
(and float)

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 do consider it an appealing hobby. It's very safe when done correctly, and underwater life is beautiful to look at. Scuba diving is almost like visiting a different planet.

As a further extension, ask the pairs/groups to discuss other activities they might engage in that require training and/or special equipment. IN what ways are those activities similar to or different from scuba diving?

UNIT 10 People & Opinions

Objectives:

- Read about real-world issues related to the effects of the Internet on news and emergency reporting and to fictional and real-life police
- Learn new vocabulary related to news and literature
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with citizen journalists and with people who solve crimes

Reading 1

Crowdsourcing or Mob Rule?

Title and Photo

1. Have students focus on the title. Elicit meanings or guesses at meanings for the two terms, *crowdsourcing* and *mob rule*.

2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *protest, crowd, tablet, video, youtube, danger, protect*, 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 usually read stories from news apps like News360 and Flipboard.
2. No, I've never had first-hand knowledge of a major news story.
3. I watch amateur news-related videos occasionally on Youtube.

As an extension, have students discuss the pros and cons of watching news videos vs reading news stories. Which format do most students prefer? Why?

Vocabulary Preview

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

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

Answers:

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

Reading

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 evidence for the increasing popularity of user-content on news websites.

→ These include CNN's iReport, which as of 2015 had 1.3 million contributors—up 600 percent since its 2008 launch.

Q2: What are some important ideals of journalism?

→ ...core tenets of good journalism: **professionalism, objectivity, and ethics**

Q3: What false rumor was spread by citizen journalists after the Boston bombing?

→ The rumor that a certain teenager photographed at the marathon was a

suspect who was being sought by the authorities

Vocabulary

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

stand out (line 15) - to be noticeable

follow suit (lines 21-22) - to do the same as

by and large (lines 28-29) - generally; overall

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. b
3. c (lines 47 and 54 provide clues)
4. a

C Short Writing

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

Sample answers:

1. Because most ordinary people now have recording devices, making it easier for them to capture events than it is for journalists.
2. One concern might be for their job security, but they are also concerned about professionalism, objectivity, and ethics.

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.

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

take part - to participate; to become involved

keep up - to do at the same rate; to stay at the same level

Answers:

- | | | |
|--------------------|---------------------------|-------------------------|
| 1. the news cycle | 2. mobile devices | 3. participate directly |
| 4. the Middle East | 5. reporting and analysis | 6. amateur journalists |

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:

cheer up (5) - to make someone happier; to become happier

Answers:

- | | | | |
|---------------|----------------|------------------|-------------|
| 1. deficiency | 2. circulation | 3. differentiate | 4. accuracy |
| 5. incumbent | 6. watershed | | |

Supplemental Reading - Crowdsourced Emergency Response

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:

tune in (paragraph 2) - to use (read, watch, listen, etc.) a media source, especially via radio or TV

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. circulate
information | 2. Mobile phones and
the Internet | 3. their locations |
|-----------------------------|--------------------------------------|--------------------|

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:

Recently, there was a big festival in my town, and a lot of ordinary people who attended it posted photos and reports about it online. I think this is a great idea when it comes to photos of news events. But when I want serious reporting and analysis, I still prefer to read the work of professional journalists because they are bound by certain standards.

Reading 2

Manchester's Sherlock Holmes

Title and Photo

- Elicit student reactions to the title. What do most students associate with Manchester? How many have read books featuring Sherlock Holmes?
- 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. *detective, clues, England, deerstalker hat, pipe, comforting, smart*, etc.). Conduct a survey to find

the two most common words chosen.

3. Ask students to predict what aspects of Sherlock Holmes 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 like detective stories because it's fun to try to guess who the criminal is.
2. Yes, I have read many of them. I really enjoy them.
3. One of the most famous fictional characters in my culture is a clever gentleman thief who steals from bad rich people. I don't think he is based on a real person.

Vocabulary Preview

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

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

Answers:

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

Reading: Manchester's Sherlock Holmes

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 main similarity between Holmes and Caminada.**
→ Chief among these similarities, Buckley asserts, is intellect.
- Q2: Circle the names of other men that might have inspired the character of Holmes.**
→ Dr. Joseph Bell, Sir Henry Littlejohn
- Q3: What did some police officers resent about Sherlock Holmes stories?**
→ ... some contemporary police detectives resented **Doyle's portrayals of them as mediocre**.

Vocabulary

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

go on (line 28) - to do next; to continue

draw parallels (line 28) - to show or explain similarities

rest on (line 42) - to depend on; to be based on

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

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

Answers:

1. b 2. d 3. b 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. the Sherlock Holmes Museum 2. Dr. Joseph Bell 3. Francis "Tanky" Smith

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. deductive reasoning 2. disguises himself 3. formidable opponents
4. knew a surgeon 5. unverified accounts 6. a genealogist

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. accents 2. surgeon 3. clever 4. correlation
5. supposedly 6. candidates

Supplemental Reading - "Peelers" and "Bobbies"

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:

the sun has set on (paragraph 1) - the end has come to

fed up with (paragraph 2) - to be very frustrated by; to no longer have patience for

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. violent crime
2. Ireland
3. consent and cooperation

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 Sherlock Holmes is a popular character because everyone likes mysteries. Also, he has a very colorful personality. In the stories, his power to figure out mysteries seems almost superhuman. In my country, most people have a positive view of the police because they put themselves at risk to protect and help others.

As a further extension, lead (or have a student lead) a survey to find out how opinions on police might vary from country to country, or by age or gender.

UNIT 11 Cross-Cultural Viewpoints

Objectives:

- Read about real-world issues related to indigenous rights and to language on the Internet
- Learn new vocabulary related to science, rights, anthropology, imperialism, and linguistics
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with science vs. tradition and with changes to languages

Reading 1

Repatriation of Remains

Title and Photo

1. Have students focus on the title. Elicit some ideas about what the words *repatriation* (bringing back to a country of origin) and *remains* (a body or parts of a body left after death) might mean.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *cross, feathers, remember, honor, death, respect, sad*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. Some people from traditional cultures do not believe in using medicine or modern technology because they think it goes against the will of their god or gods.
2. I think the goal of science is to understand more about how the universe works.
3. When I hear the term “aborigines,” I think of the first peoples who lived in Australia. When I hear the term “indigenous peoples,” I think of people from early cultures in many different parts of the world, especially in North and South America.

Vocabulary Preview

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

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

Answers:

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

Reading: Repatriation of Remains

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: In what countries do indigenous groups and scientists disagree?

→ North America, Australia, and New Zealand.

Q2: Underline the two main principles of NAGPRA.

→ The main principles of NAGPRA are simple: burial sites are sacred and should not be disturbed, and remains that have been removed from graves should be returned to the person's descendants.

Q3: Circle the name of an institution with an important collection of remains.

→ The Natural History Museum in London

Vocabulary

Here are some expressions that might need clarification:

back down (line 12) - to stop trying; to concede; to surrender

end up (line 27) - to result in; to be or do after a process or period of time

Reading Comprehension**A True or False**

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

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

Answers:

1. F
2. T
3. F
4. T
5. 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. c (lines 5-6 and 12 give clues)
3. d
4. a

C Fill in the Blanks

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

Answers:

1. 1971 2. 1990 3. 19,500

Summary

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

Answers:

First Sentence: There is a longstanding debate between the scientific community and many indigenous peoples surrounding the handling and repatriation of skeletal remains.

2. Repatriation under NAGPRA requires remains to be returned and states that burial sites should not be disturbed.

6. Reasons for supporting repatriation include making amends for past abuses involving human rights and the recognition of ancestral lines.

1. Many scientists feel that repatriation shouldn't interfere with their use of the remains to study human classification and diversity.

3: inaccurate

4, 5: minor details

Vocabulary Practice

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

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

Answers:

1. descendants 2. Implicit 3. classified 4. anthropology
5. ancestor(s) 6. indigenous

Supplemental Reading - Kennewick Man

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. Europe
2. Native American
3. rebury the remains

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 find the scientists' side of the debate more convincing. We can learn a lot from ancient human remains, and I think it's possible both to study them and to treat them with the proper respect. The story of Kennewick Man illustrates this.

As an extension, have students discuss how they would feel if their ancestors remains were dug up for study by scientists. Lead a survey to find out how many would find it acceptable and who many would not.

Reading 2**Imperialism and the Internet****Title and Photo**

1. Focus students' attention on the title. Elicit definitions of *imperialism*. Elicit ideas on how this might relate to the Internet.
2. Elicit student reactions to the illustration. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *connections, space, Earth, technology, communication, North America, close, privacy*, etc.) Conduct a survey to find the most common words.
3. Ask students to predict what aspects of imperialism 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. Two problems with information on the Internet are a lack of control over who accesses it and over who posts it. So children sometimes access adult content, and untrue information gets posted as factual.
2. I usually access sites for news and for sports. I use Spanish and English on these sites.
3. Governments might want to limit access to certain information for two reasons. One reason is to protect children from inappropriate content. Another reason is protect themselves from people learning information that might harm that government.

Vocabulary Preview

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

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

Answers:

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

Reading: Imperialism and the Internet

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: What have some countries done in response to American influence?

→ ...approved laws to control the amount and types of information...

Q2: Underline how the Internet is unlike other media.

→ The Internet, unlike other media, has no central authorities through which items are selected, written, and produced. Instead, information can be sent from anywhere and by anyone.

Q3 About how many languages are currently spoken?

→ 7,000

Vocabulary

Here is a phrasal verb that might need clarification:

take over (line 8) - to gain control over

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, 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. c 4. a

C Short Writing

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

Sample Answers:

1. Core nations are those which have political power and economic advantages. Peripheral nations are poor, so-called Third World nations.
2. It found that few languages are used on the Internet and few will probably become viable, so endangered languages could be lost.

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. American
homogeny | 2. Approved laws | 3. core to the periphery |
| 4. cultural adaptation | 5. central authority | 6. preserve culture |

Vocabulary Practice

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

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

Answers:

- | | | | |
|----------------|---------------|--------------------|-------------|
| 1. consumption | 2. domination | 3. transformations | 4. embedded |
| 5. peripheral | 6. usage | | |

Supplemental Reading - Surfing in Your Mother Tongue

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. 50 percent

2. 27 percent

3. 288

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 Internet has had a positive effect on my culture, since it has allowed us both to learn more about the rest of the world and to share our culture with others. The more that different people learn about each other, the better. However, I don't think it has a positive effect on my language. People on the Internet tend to use language in a very lazy and vulgar way.

As a further extension, ask pairs/groups to discuss ways to use the Internet to promote different languages and cultures.

UNIT 12 Business & Economics

Objectives:

- Read about real-world issues related to small business and to branding
- Learn new vocabulary related to business and marketing
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with starting and running a business and with positive brands

Reading 1

Opening a Small Business

Title and Photo

1. Have students focus on the title. Elicit some pros and cons of running a small business. Ask students about the most common types of small businesses that people open where they are from.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *woman, man, attractive, young, cafe, coffee shop, clean, modern, happy, inviting*, etc.)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of opening a small business 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 think it can be quite difficult to start a new business, especially because the economy is not strong these days.
2. I think I have some qualities necessary to open a business, but not enough money.
3. I have a few friends who own businesses. Some of them are good businesspeople but others are not so good.

As an extension to #2 and #3, have pairs/groups discuss the qualities that make a good businessperson.

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:

pass out (d) - to distribute; to give to many people

Answers:

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

Reading: Opening a Small Business

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 tip is emphasized by many successful people?

→ ...identify what you enjoy doing most and then find a business opportunity congruent with your personality, skills, and interests.

Q2: Underline the sections of a business plan.

→ ...an executive summary, a description of the product or service, a marketing analysis and marketing plan, a description of the management team, and a financial strategy ...

Q3: What is targeted marketing?

→ Making sure your message reaches the people you envision as customers

Vocabulary

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

put down (line 31) - to write; to record

Reading Comprehension**A True or False**

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. c 2. c 3. a 4. c (lines 65-66 provide 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. interest / passion
2. product information
3. marketing

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:

Strategies for a Successful Business	
Personal Considerations	Business Theory and Practice
1, 3, 5	2, 4, 6

Vocabulary Practice

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

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

Here are two phrasal verbs that might need clarification:

come up with (2) - to create; to think of

Answers:

1. distribute
2. execute
3. allocate
4. congruent
5. goods
6. strategic

Supplemental Reading - Supporting (Very) Small Businesses

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. small businesses
2. risk management
3. women

Extension: Talk or Write About It

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

Sample answer:

I think it's a good idea for banks to help out small businesses by giving them loans. Small businesses are an important part of the economy and create a lot of jobs, so that's good for everyone. An advantage of small businesses over large corporations is that the owners can get to know their employees and their customers personally. Therefore, they can easily respond to feedback to make their business better.

As an extension, survey the class to find out how many students are willing to pay more to support small businesses. What types of small businesses do they support on a regular basis?

Reading 2

Brand Power / Brand Image

Title and Photo

1. Focus students' attention on the title. Ask students what brands they are attracted to and why.
2. Elicit student reactions to the image. Put students in pairs or small groups to rank the importance of the 5 words listed in creating a brand. Conduct a survey to find which word is most commonly chosen as most important. Ask if there are any other words/ideas that go into creating a strong brand.
3. Ask students to predict what aspects of brand 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 am familiar with Mercedes-Benz and Coca-Cola. Mercedes-Benz is memorable for their logo and their reputation for making luxury cars. Coca-Cola is memorable for its logo and for being sold everywhere.
2. Yes, I avoid Apple products because I don't like their advertising and business practices.
3. Yes, in general I'm more likely to buy something from a brand I have heard about.

As an extension to #2, elicit reasons why some people avoid certain brands?

Vocabulary Preview

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

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

Answers:

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

Reading: Brand Power / Brand Image

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: Circle the estimated brand worth of Coca-Cola.

→ \$60 billion

Q2: Underline the Johnson & Johnson line extension products.

→ For example, Coca-Cola used ... Baby Oil, Cotton Swabs, and Dental Floss

Q3: What do the colors black and blue represent?

→ ...perceived as sophisticated, wise, serious, and rich.

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. b
2. d
3. a (lines 51-54 provide clues)
4. d

C Short Writing

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

Sample answers:

1. Because it is perceived as refreshing, restful, peaceful, and hopeful.
2. Because people tend to prefer rounded brand logos as opposed to angular ones, according to statistics.

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. relative strength | 2. Market research firms | 3. bargaining power |
| 4. launch of new products | 5. line extension | 6. multibranding |

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. assets | 2. statistical | 3. entities | 4. numerical |
| 5. conceptual | 6. impulse | | |

Supplemental Reading - Coca-Cola's History

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:

in and of itself (paragraph 4) - without considering other things; intrinsically

Answers:

1. coca leaves / kola nuts
2. bad health
3. trademark

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 brand that I have positive feelings about is Samsung. I've had good experiences with many different Samsung products, including phones and TVs. I get the impression that the company really cares about quality, and their products are always among the most innovative on the market. Also, I know that it is a very big company that employs thousands of people, so it definitely cares about its reputation.

As an extension, have pairs/groups discuss a brand that they have negative feelings about. What do they not like about that brand?