

Intro

READING FOR THE REAL WORLD

THIRD EDITION

2 | Reading for the Real World 3rd Book Intro Teacher's Guide

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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.

Computers & Technology 1

UNIT
2

The Evolution of Music Media

Pre-Reading Questions

Think about the following questions.

- 1 When and how do you listen to music?
- 2 When and how did people listen to music in the past?
- 3 How do you think people will listen to music twenty years from now?



VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | |
|------------------------------|---|--|
| 1 dominant | - | a causing or relating to a great or complete change |
| 2 swap | - | b higher in quality |
| 3 compact | - | c smaller than other things of the same kind |
| 4 revolutionary | - | d a form or system of communication or entertainment |
| 5 superior | - | e to exchange for something else |
| 6 medium (<i>pl.</i> media) | - | f the most common; the most important |

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PRE-READING QUESTIONS

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

VOCABULARY PREVIEW

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

GUIDING QUESTIONS

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

The Evolution of Music Media

Chances are you own some music CDs and have downloaded numerous MP3 files. You might listen to music on your computer, and you probably own an MP3 player. These days, we have so many music **formats** to choose from. How did we get so many choices? Well, ever since the music industry was born, companies have been trying to make it more **convenient** for people to play their favorite music when and where they choose. This has resulted in a series of different media for storing music.

Vinyl records were the first **medium** for commercial music **reproduction**. This was the most popular music format until the 1990s. The standard kind of vinyl record was the **for** "long play," as these were the first records that could hold twenty minutes or more of music. Of course, no one could take them and listen to them on the bus or subway. Record players were too big. So teenagers usually gathered at a friend's house and listened to records together. In that way, music was a social activity.

In the 1970s, Sony began selling a revolutionary device called the **portable** cassette player. This **portable** device allowed music lovers to take their music and listen to it privately—even in public places. The **compact** audiocassette tapes, which were a new kind of music storage, were much smaller than vinyl records.

Cassettes lost popularity with the introduction of the CD. CD technology was released in the United States in the mid-1990s for this format to dominate the music market. One reason is that CDs and CD players were fairly expensive at first. Also, many people thought vinyl records had a **superior** sound. In fact, there are still some LP **enthusiasts** who prefer listening to records.



The portable cassette player could take music anywhere.

2 Why were the most common type of vinyl records called "LPs"?

- 1 **format** n. a form; a layout
- 2 **convenient** adj. easy to use
- 3 **vinyl** n. a flexible plastic material
- 4 **reproduction** n. the act of copying something
- 5 **stand for** phrasal v. to mean; to signify
- 6 **portable** adj. easy to carry or move around

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At the start of the 21st century, CDs held the largest **portion** of the market. But by 2007, sales of CDs had fallen sharply as people **swapped** them for the new digital format, MP3. By **converting** songs to MP3 files, users could store huge amounts of music on their computers. But more important was the 1997 invention of the MP3 player, which could hold thousands of songs—all in a **device** smaller than your hand. Now users can constantly purchase new music online and listen to it immediately.



MP3 players make storage of huge amounts of music easy.

CDs and MP3s are still the **dominant** music media, but change continues. Increasingly, music lovers are choosing to pay for Internet music streaming services. For a monthly **fee**, users can play their favorite songs on their computers and mobile devices at any time, without buying or storing them. No one knows what the future holds for music media, but we can be sure that there will be a **revolutionary** new way to listen to music before very long.

3 Which two music media are most popular today, and which is gaining popularity?

 Reading Time _____ minutes _____ seconds 475 words

- 7 **portion** n. a part of a larger amount
- 8 **convert** v. to change (something) into a different form
- 9 **device** n. an object or machine made for some special purpose
- 10 **fee** n. an amount of money that must be paid

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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 _____ At the start of the 21st century, LPs were the dominant music medium.
- 2 _____ The Walkman played a new type of music medium.
- 3 _____ Some people think LPs have a better sound than CDs.
- 4 _____ CDs became the standard music medium in the 1990s.
- 5 _____ The MP3 player was invented in 2007.

B Choose the best answer according to the reading.

- DETAIL** 1 Which is true about vinyl records?
- a. They replaced an earlier commercial format.
 - b. They helped make music portable.
 - c. They were played on turntables.
 - d. They replaced the audiocassette tape.

- INFERENCE** 2 What can be inferred about audiocassettes?
- a. They made music less of a social activity.
 - b. They were only produced by Sony.
 - c. Many people still prefer them to MP3s.
 - d. All of the above

- REFERENCE** 3 In paragraph 4, the word **enthusiasts** means _____.
- a. fans
 - b. brands
 - c. makers
 - d. experts

- DETAIL** 4 When were compact discs first introduced in the US?
- a. In the 1950s
 - b. In the 1970s
 - c. In the 1980s
 - d. In the 1990s

C Fill in the blanks with information from the reading.

- 1 LPs were not a portable music medium because _____.
- 2 The invention of _____ made audiocassettes less popular.
- 3 One reason that CDs were slow to dominate the market was that they were _____ at first.

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VOCABULARY PRACTICE

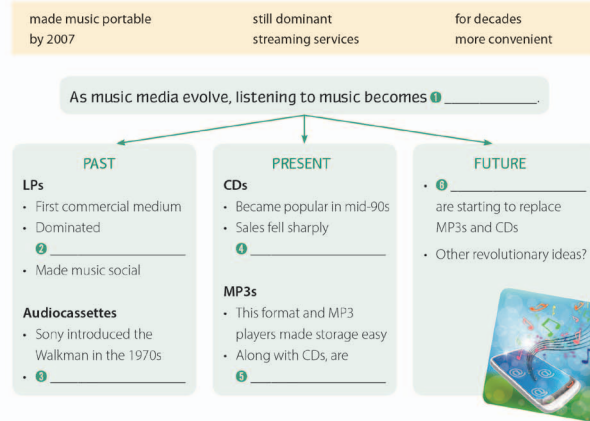
A fill-in-the-blank exercise reinforces the target NAWL vocabulary learned in the reading.

SUMMARY

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

SUMMARY

Fill in the blanks with the phrases in the box.



VOCABULARY PRACTICE

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

superior medium compact swap dominant revolutionary

- 1 Only _____ cars can fit into this parking space.
- 2 Tourism is the _____ industry in several Caribbean countries.
- 3 The invention of rock and roll marked a(n) _____ change in popular music.
- 4 It is worthwhile to pay more for quality shoes because their _____ materials will last longer.
- 5 Since you don't like sitting by the window and I do, we should _____ seats.
- 6 In the 1940s, radio was still the most important _____ of mass communication.

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SUPPLEMENTAL READING

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

SUPPLEMENTAL READING

Can Musicians Still Make Money?



The technology of music media is always changing. But while the changes usually benefit music fans, they don't always help musicians. When the MP3 format became popular, people quickly discovered how to download music without paying for it. Piracy—getting and sharing music illegally—reduces the income that musicians make from their work. Now streaming services are reducing musical artists' profits even further.



Consumers can pay a monthly fee for streaming services that allow them to listen to an unlimited amount of music online. As a result, fewer CDs and MP3s are being sold. Internet music services must pay royalties (fees) to record companies in order to play the songs that these companies own. But most of that money is kept by the record companies, and little is left over for the musicians.

One songwriter and keyboardist kept track of his royalties from streaming over three months in 2014. His songs were played more than 14,000 times—but he made only \$35.09. Even major stars have similar experiences. The singer Bette Midler recently said that she made only \$114 from over 4 million plays of her songs!



Of course, famous musicians can make a lot of money in other ways: by giving huge concerts, selling their songs for ads, and so on. But new and lesser-known musicians do not have these options. It is easier than ever for young music artists to share their work with the world. But with piracy and streaming, it is getting harder for them to make a living from it.

QUICK CHECK

Fill in the blanks with information from the reading.

- 1 Getting and sharing music illegally is called _____.
- 2 The fees paid for playing songs owned by _____ are called royalties.
- 3 It is becoming _____ for new musicians to make money from their music.

EXTENSION: TALK OR WRITE ABOUT IT

Why do you think piracy is so common? Do you think streaming will replace MP3s in the future? 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 fascinating and mysterious topics
- Learn new vocabulary related to health, medicine, business, and ghosts
- Read for main ideas, purpose, details, and inferences
- Discuss and write about unusual group behavior and about ghost stories

Reading 1

Ghost Detectives

Title and Photo

1. Have students focus on the title. Elicit examples of famous ghosts and detectives. Ask students what they think ghost detectives might be.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the photo and/or their reactions to it (ex. *old, house, haunted, scary, sad, woman, white dress, blurry*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what some ghosts might detect or how they might help police.

Pre-Reading Questions

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

Sample Answers:

1. No, I don't believe in ghosts. Even though a lot of people say they have seen ghosts, I haven't.
2. Yes, I know a few people who say they have seen ghosts. I don't believe them. I think some are just making a story, but others do actually believe they saw a ghost.
3. Yes, I really enjoy hearing ghost stories because I like to imagine such things could be true.

As an extension to question 1, ask students who answer no what it would take for them to start believing.

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

Reading: Ghost Detectives

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 possible signs of a ghost.

→ These may include the sound of a voice in an empty room, a sudden coldness in the air, or even a strange smell.

Q2: Why doesn't Kaczmarek share details with his team right away?

→ To keep the investigation objective/reliable; because they might imagine something that wasn't there.

Q3: Why have several horses and their riders been killed on 95th Street in Chicago?

→ It's a busy street near some stables, and people riding the horses have to cross it.

Vocabulary

Here is a phrasal verb that might need clarification:

find out (line 8) - to learn; to discover

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

Answers:

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

C Ordering

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.

Answers:

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

Summary

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

Answers:

1. to investigate
2. scientific process
3. to be objective
4. imagine seeing
5. follow a trail
6. improve the reputation

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. initiate
2. bizarre
3. preliminary
4. published
5. expertise
6. client(s)

Supplemental Reading - Bloody Mary

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:

drive crazy (paragraph 2) - to make someone become insane
be around (paragraph 3) - to exist

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. thirteen times
2. dark bathrooms
3. Catholic girls' school

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:

In Korea, there is a scary story about a woman called “Red Mask Lady” or “Slit-Mouthed Woman.” She wears a mask to hide a big scar on her face, and she walks around asking people if she’s pretty. The story also says that she chases children and tries to kill them. I’m sure she does not exist—it’s just a scary story that people tell for entertainment. I think the story originally came from Japan.

As further extension, ask pairs/groups to discuss the function of scary ghost stories—are they just for entertainment or do they teach some lessons?

Reading 2

The Laughter Epidemic

Title and Photo

1. Have students focus on the title. Elicit definitions of the word *epidemic* (an occurrence in which a disease spreads quickly to a large number of people). Ask them how laughter could be an epidemic.
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. *happy, laughing, smile, scary, strange, ugly*, etc.). Conduct a survey to find the two most

common words chosen.

3. Elicit predictions from students as to what aspects of laughter and epidemics 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. Sometimes, jokes, tickling, or funny animals make me laugh. I have laughed so hard that it hurt and I couldn't breathe.
2. I know yawning and laughing can both be contagious. Sometimes, it seems like complaining or being mean can be contagious too.
3. Yes, I have seen people behave strangely because of stress, and I have done so too.

As extension to question 3, have students discuss the strange stress-related behaviors they have witnessed or done. What was the cause of the stress? What the stress alleviated from the strange behavior?

Vocabulary Preview

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

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

Answers:

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

Reading: The Laughter Epidemic

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 dates when the laughter started and when the school closed.

→ It all started on January 30, 1962, at a girls' **boarding school** in the village of Kashasha. ...By March 18 the school had to close, and the students were sent home.

Q2: What age groups were affected by the epidemic?

→ Children and young adults only

Q3: What does "MPI" stand for?

→ Most experts who have studied the incident call it a case of mass hysteria, or **Mass Psychogenic Illness (MPI)**.

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 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. c 2. b 3. a 4. a (lines 36-37
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. Other symptoms included crying, fainting, and skin rashes.
2. The victims may have been under stress because of academic pressures and big changes due to Tanzania's independence.

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. a boarding school 2. half the students 3. not continuous 4. having fun
5. over 1,000 people 6. not fully understood

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. respiratory
2. incredibly
3. physician
4. epidemic
5. infectious
6. immune

Supplemental Reading - The Dancing Plague of 1518

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. heart attacks
2. more dancing / to dance more
3. trance state

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, there were riots in London in which normally well-behaved kids destroyed property and stole things. People seem to act differently when in a large group than when they are on their own. If a lot of other people are doing something, it doesn't seem so bad. I think the reasons that we need sleep and why we dream are still pretty mysterious.

As further extension, ask pairs/groups to discuss whether they think they would be likely to fall into a trance state or join in unusual mass behavior. Why or why not?

UNIT 2 Computers & Technology

Objectives:

- Read about real-world issues related to Internet security and digital music
- Learn new vocabulary related to music storage and commerce, and to Internet expertise and ethics
- Read for main ideas, purpose, details, and inferences
- Discuss and write about online security and about contemporary music formats

Reading 1

The Evolution of Music Media

Title and Photo

1. Have students focus on the title. Elicit definitions and examples of music media (format on which music is stored and played; records, cassettes, CDs, MP3 files, etc.).
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. *peaceful, colorful, happy, serene, joy, music, smile, sleepy*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what aspects of music media 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 listen to music on my phone, usually in the evenings when I study.
2. In the past, people listened to music performed live, or on record players in their homes.
3. I think people will listen to music in 20 years the same way they do now, except there will be more streaming services available.

As an extension, have students discuss how music might be created and/or sold differently in the future.

Vocabulary Preview

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

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

Answers:

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

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: Why were the most common type of vinyl records called “LPs”?

→ “LP” stands for “long play.” They were the first records that could continuously play twenty minutes or more of music.

Q2: Which two music media are most popular today, and which is gaining popularity?

→ CDs and MP3s are most popular today, and streaming services are gaining

popularity.

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, *etc.*). 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 (lines 15-18 give clues)
3. a
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. record players / turntables
2. CDs
3. expensive

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. more convenient
2. for decades
3. Made music portable
4. by 2007
5. still dominant
6. Streaming services

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. compact
2. dominant
3. revolutionary
4. superior
5. swap
6. medium

Supplemental Reading - Can Musicians Still Make Money?

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:

left over (paragraph 2) - to remain; to still exist or be available

keep track (paragraph 3) - to follow; to keep a record; to be aware

so on (paragraph 4) - etcetera; and similar things

make a living (paragraph 4) - to earn enough money to survive

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. piracy
2. record companies
3. harder

Extension: Talk or Write About It

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

Sample Answer:

My favorite way to get and listen to music is downloading MP3 files and playing them on my phone. It's great because you can buy and download a song anytime, anywhere.

As further extension, survey students to find out how many gather with friends to listen to music socially, like people did with records. For students who do not do so, elicit reactions to the idea and discuss the pros and cons.

Reading 2**Hackers and Crackers****Title and Photo**

1. Have students focus on the title. Elicit ideas about what *hackers* and *crackers* might be.
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. *computers, code, finger, programmer, confusing, boring, difficult, exciting, fun*, 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. Yes, I've had my computer run really slowly because of a virus.
2. Unfortunately, I know nothing about computer programming.
3. I think of people breaking into government or corporate computer systems when I hear the word "hacker."

As an extension to #3, ask students if they have positive or negative images of hackers, and why.

Vocabulary Preview

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

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

Answers:

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

Reading: Hackers and Crackers

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: What was the original meaning of "hack"?

→ The word "hack" was already in use at MIT to describe student pranks—**very creative tricks or jokes.**

Q2: What do hackers do when they find weaknesses in a system?

→ They always notify the administrator of the system so that the weakness can be fixed.

Q3: Underline two programs that hackers developed or helped develop.

→ For example, the popular Mozilla Firefox browser was developed by hackers. Hackers have also contributed to the Linux operating system, as well as many other open source programs.

Vocabulary

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

figure out (line 10) - to learn; to come to understand

all right (lines 17-18) - acceptable; not wrong

as long as (line 18) - if; under the condition that

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.

Answers:

1. c 2. c 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. A cracker breaks into computer systems to steal information or for other malicious reasons.
2. Hackers are hired by companies to find problems with their computer security.

Summary

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

Answers:

First Sentence: Many people are unaware of the difference between hackers and crackers.

1. It is thanks to the work of hackers that we have freeware and excellent, secure computer systems.
3. "Hacking" originally meant using creativity to solve problems, and this is what hackers still do today.
4. Crackers break into computer systems for selfish reasons, so they should not be confused with hackers.

2: inaccurate

5: minor detail

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. manual
2. probe
3. connotation
4. ethical
5. noble
6. exploit

Supplemental Reading - Bugs, Worms, and Viruses

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. electrical device
2. personal data
3. change other programs

Extension: Talk or Write About It

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

Sample Answer:

I don't think it's safe to share a lot of photos and other personal information online. There are a lot of very skillful crackers, and they probably can break into any system. Recently, the data of thousands of US government employees was stolen this way. I think people should be very careful about what they put on the Internet.

As further extension, elicit any famous cases of celebrities, companies, or governments having their data hacked/cracked. Ask students about the pros and cons of such cases, considering the individuals involved as well as society in general.

UNIT 3 Health & Medicine

Objectives:

- Read about real-world issues related to body chemistry and self-esteem
- Learn new vocabulary related to digestion, psychology, and health
- Read for main ideas, purpose, inferences, and details
- Discuss and write about pollution and health, and about advertising and health

Reading 1

Healthy Body Images

Title and Photo

1. Have students focus on the title. Elicit ideas on healthy bodies for males and females at various ages (5, 10, 18, 25, 35, 50, 70, etc.).
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the photo and/or their reactions to it (ex. *exercise, fruits, vegetables, water, tape measure, blue sky, happy, guilty, excited*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what aspects of healthy body images the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I think my body should be stronger and more toned.
2. Bodies often get bigger and softer with age.
3. Yes, I think being in good shape is important because it means people can lead happier, more active lives.

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. c |
| 5. b | 6. d | | |

Reading: Healthy Body Images

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 unrealistic belief do many people with a negative body image have?

Underline it.

→ Many people with a negative body image think that a surgical procedure can solve their problems, but this is rarely realistic.

Q2: What are three positive effects of exercise?

→ Exercise can bring about a transformation in body shape, make people feel more energetic, and relieve stress.

Vocabulary

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

long term (lines 20-21) - distant future; long time in the future

give up (line 35) - to surrender; to stop

Reading Comprehension**A True or False**

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. d
2. b (lines 8-12
give clues)
3. d
4. d

C Short Writing

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

Sample Answers:

1. It is often ineffective because the real reason for the negative body image is psychological.
2. The person returns to his/her normal eating habits and gains the weight back immediately.

Summary

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

Answers:

First Sentence: There are various ways to change our bodies, but they must be viewed in a realistic way.

5. Plastic surgery is one way of changing the body; however, it may not always produce the desired effects.
4. A proper diet can only change your body if it is a permanent part of your life.
2. Exercise is effective, but you must be patient about seeing results.

1: not in passage

3: minor detail

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. realistic
2. undermine
3. surgical
4. lifestyle
5. physically
6. afterward

Supplemental Reading - Advertising and Self-Image

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. three years
2. thin models
3. men and 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:

There is an ad for a health club that shows a married couple working out. The woman ignores her husband and stares at another man who's in much better shape. It's meant to be funny, but I'm sure it makes lot of men feel bad about their bodies. TV shows and movies also tend to show unrealistically thin and good-looking people, and that can also make people feel bad about how they look.

As an extension, have students discuss ways advertisers (and society in general) can promote a healthy lifestyle while also being sensitive to people's body image. Do students think it is possible?

Reading 2**Pollution in Our Bodies****Title and Photo**

1. Have students focus on the title. Elicit usual places students associate with pollution (air, land, water). Elicit ways that pollution might get into people's bodies.
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. *smog, pollution, dirty, cough, sick, industry, sad, angry, scared*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I can see pollution from cars and factories in the air and water and land.
2. My country has laws against some forms of pollution and the government gives tax breaks to encourage people to use renewable energy.
3. The only thing I do to protect myself from pollution is try to avoid areas with a lot of smog.

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

Reading: Pollution in Our Bodies

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 many cancer-causing chemicals were found in the average person's body?

→ Another study, from 2003, found that people had an average of **53** cancer-causing chemicals in their bodies.

Q2: What does choline help the body do?

→ Choline plays an important role **in producing the brain's memory cells**, especially in young people.

Q3: What do cosmetics companies and public health groups disagree about?

a. Whether phthalates are good for your health

b. Whether beauty products have safe levels of phthalates

→ b.

Vocabulary

Here is a phrasal verb that might need clarification:

build up (line 19) - to accumulate; to gather and increase

Reading Comprehension

A True or False

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

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

Answers:

1. T

2. F

3. T

4. F

5. F

B Multiple Choice

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

Answers:

- | | | | |
|------|------|------|----------------------------------|
| 1. b | 2. b | 3. d | 4. c (lines 34-37
give clues) |
|------|------|------|----------------------------------|

C Fill in the Blanks

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

Answers:

- | | | |
|------------|------------|---------------|
| 1. animals | 2. Choline | 3. phthalates |
|------------|------------|---------------|

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. heart disease risk | 2. hurt the brain | 3. absorption of choline |
| 4. harm growth | 5. contain phthalates | 6. Public health groups |

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. absorption | 2. minimize | 3. nutrient | 4. erase |
|---------------|-------------|-------------|----------|

5. commonly 6. nonetheless

Supplemental Reading - Organic Diets for Kids

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:

by hand (paragraph 3) - without using machines or chemicals

peace of mind (paragraph 4) - the state of not being worried

Quick Check

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

Answers:

1. their children ate 2. non-organic produce 3. expensive

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:

To protect their bodies from pollution, people should try to eat natural, organic foods. They should also read the labels on the shampoo, toothpaste, and other products they use.

As further extension, ask pair/groups to come up with ideas about what the government should do to protect people from pollution.

UNIT 4 Social Issues

Objectives:

- Read about real-world issues related to international borders and migration, and to challenges for women in the workplace
- Learn new vocabulary related to migration, immigration, and discrimination
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with gender equality in business and politics and with illegal immigration

Reading 1

Crossing Borders, Breaking the Law

Title and Photo

1. Have students focus on the title. Elicit ways that crossing a border might mean breaking a law (ex. refugees escaping totalitarian governments, drug trafficking, smuggling, no visa, etc.).
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *danger, immigration, terrorism, airport, line, security, fear, safety, safe, scared*, etc.). Conduct a survey to find the two most common words chosen.
3. Elicit predictions from students as to what kinds of laws the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. Yes, I have considered moving to another country, especially when it is cold in my home country.
2. Yes, a lot of people from all over the world come to my country to work..
3. I think my government should increase the number of immigrant workers by doing more to recognize the qualifications from their home countries.

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

Reading: Crossing Borders, Breaking the 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: What are two reasons people enter the EU illegally?**
→ Part of the increase is due to **conflicts in the migrants' home countries**. However, the main reasons are **economic**.
- Q2: Underline three ways to handle illegal immigration.**
→ A balanced approach to the problem should include prevention of illegal immigration, punishment for those who profit from it, and the return of illegal immigrants to their home countries.
- Q3: Who should be punished besides unauthorized immigrants?**
→ Punishment should focus more on the smugglers and dishonest employers.

Vocabulary

Here is a phrasal verb that might need clarification:

make up (line 14) - to be; 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. F

B Multiple Choice

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

Answers:

1. a
2. c
3. b
4. d (lines 47-50 give clues)

C Fill in the Blanks

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

1. conflict
2. good jobs
3. the risks (of illegal immigration)

Summary

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

Answers:

1. richer countries
2. US and the EU
3. illegal immigration
4. teaching people
5. smugglers and employers
6. do so safely

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. volition
2. migrate
3. sensible
4. punishment
5. tricky
6. inclined

Supplemental Reading - Open Borders: Pros and Cons

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. 20th century
2. Freedom of movement
3. criminals and terrorists

Extension: Talk or Write About It

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

Sample Answer: I would consider it. It would be risky, but I think people should have the right to live and work wherever they want to.

As further extension, have pairs/groups come up with a list of pros and cons for open borders. Would students be more excited about the prospect or more worried?

Reading 2

The Glass Ceiling

Title and Photo

1. Have students focus on the title. Elicit ideas about what a glass ceiling is, and why the term uses “glass” (people can see through a glass ceiling but cannot pass through it).
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and/or their reactions to it (ex. *smart, happy, focused, successful, sky, high, reach*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. I think most companies are still controlled by men.
2. I think there are still limits on career choices for women, especially in some cultures.
3. Yes, I think women are as successful as men in business because gender does not really affect ability in business.

As extension to question 2, ask students how society can open up more career choices to women (or to men, for career choices that might normally be dominated by women, such as nursing or teaching).

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. b |
| 5. f | 6. c | | |

Reading: The Glass Ceiling

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 qualities do managers look for in leaders?

→ But most high-level managers think **aggressiveness and competitiveness** are positive traits for leaders.

Q2: What trend might help working mothers?

→ The trend toward companies **giving more paid time off to both new mothers and new fathers** might help correct this inequality.

Reading Comprehension

A True or False

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

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. a
2. c
3. b
4. d (lines 48-51 give clues)

C Short Writing

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

Sample Answers:

1. It is *Fortune* magazine's list of 500 of the biggest companies in the world.
2. Two goals most people agree on are equal opportunity and more diverse business leadership.

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. 500 biggest | 2. good for leaders | 3. were most successful |
| 4. mothers' time | 5. part-time jobs | 6. More female CEOs |

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. inequality | 2. inhibit | 3. deliberately | 4. diverse |
| 5. interrupt | 6. trait | | |

Supplemental Reading - Women in World Politics

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:

head of state (paragraph 3) - the leader of a nation

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. prime minister | 2. Chandrika
Kumaratunga | 3. intelligence and
talents |
|-------------------|-----------------------------|--------------------------------|

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 men are more often encouraged than women to go after leadership positions in business and government. I do think that someday, there will be equal numbers of

men and women in top jobs because the number of women in these jobs is steadily rising.

As further extension, have pairs/groups discuss the idea that women may bring a “more human touch” and “more practical approach” to politics. Do students think this idea is accurate or a sexist stereotype?

UNIT 5 Environmental Issues

Objectives:

- Read about real-world issues related to the dangers of volcanoes and the conservation of water
- Learn new vocabulary related to agriculture, economics, geography, and pollution
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with bottled water and with volcanic/geothermal activity

Reading 1

Living Near Volcanoes

Title and Photo

1. Have students focus on the title. Ask students if any of them or their family members live near volcanoes. Elicit any pros and cons about doing so.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the image and/or their reaction to it (ex. *beautiful, smoking, dangerous, tall, exciting, frightening, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of living near volcanoes the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. I once experienced a huge wildfire. Luckily, my home was OK but many people in my town lost their homes.
2. Yes, I would be willing to live in an area with lots of natural disasters, but I would want to make sure my home was pretty safe against them.

3. Factors like work opportunity, family, climate, arts, culture, and nature affect where I want to live.

As an extension, have students discuss and rank a list of pull (pro) and push (con) factors that affect where they would like to live.

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. a | 6. b | | |

Reading: Living Near Volcanoes

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 reasons that people live near volcanoes.

→ They might live there because the volcano is beautiful or because a large city already exists there. Some people also live near volcanoes because the land

provides farmers with good harvests.

Q2: How do people living near Mt. Etna feel about the volcano?

→ They are generally proud to be living near such a famous volcano. Sicilians call Etna a “good mountain.”

Vocabulary

Here is a phrasal verb that might need clarification:

wake up (line 4) - to become active

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. b
2. b
3. a (lines 22-24 and 29-31 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.

Answers:

1. People had returned and were living and working there again.
2. They are calm and beautiful to watch.

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. Beautiful scenery | 2. with jobs | 3. don't usually worry |
| 4. in the Philippines | 5. in Sicily | 6. no safe volcanoes |

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. kilometers | 2. fertility | 3. radius | 4. aesthetic |
| 5. harvest | 6. logical | | |

Supplemental Reading - Hot Springs

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. minerals
2. their health
3. relaxation

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:

There are a lot of hot springs in my country, Korea, and they are popular with people who want to rest and improve their health. My country is also known for its mountains and for Jeju-do, which is a volcanic island.

As further extension, ask pairs/groups to discuss different volcanic areas around the world that they would like to visit. These areas could be the volcanoes and hot springs mentioned in the readings, or other places the students know of.

Reading 2

The Future of Water

Title and Photo

1. Focus students' attention on the title. Elicit ideas about what might be like in the future.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the image and/or their reactions to it (ex. *Earth, water, squeeze, giant, hand, humans, danger, careful*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. Most people I know are not very concerned about the water supply.
2. Yes, I think people need to conserve water to make sure we will always have a safe, clean supply of it.
3. I think people can stop wasting so much water on their showers and lawns, and we can start collecting more rainwater for our plants and gardens.

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. e |
| 5. c | 6. d | | |

Reading: The Future of Water

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Underline the names of three rivers that people use for water.

→ The Colorado, Nile, and Yangtze Rivers

Q2: Why did the citizens of Cochabamba get angry?

→ In the Bolivian town of Cochabamba, the government gave a forty-year contract to a single water company. Shortly after receiving the monopoly, the company raised water prices drastically. Local citizens revolted.

Q3: Underline the definition of “aquifers.”

→ Aquifers are large areas of stone underground which hold and filter water.

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. d
2. a
3. d
4. c (lines 36-46, especially 36-38, give clues)

C Fill in the Blanks

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

Answers:

1. 9 billion
2. 170
3. 2025

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. how precious
2. global water shortage
3. for drinking
4. Climate change
5. make a profit
6. to protect

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. pesticide(s)
2. drain
3. acute
4. commodity
5. monopoly
6. swell

Supplemental Reading - What's in Your Bottled Water?

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. healthy

2. forty percent

3. purified

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 don't drink bottled water because I think it's wasteful and unnecessary. The water that comes from the taps in my home is fine. Another disadvantage of bottled water is the way that the bottles pollute the environment. Many of the bottles contain harsh chemicals that can be bad for you.

As further extension, have pairs/groups discuss to what extent governments should control the marketing of bottled water (or other products). Should companies be forced to label the sources of their water, or is it the consumers' responsibility to check for themselves?

UNIT 6 Law & Crime

Objectives:

- Read about real-world issues related to smoking bans and victimless crimes
- Learn new vocabulary related to laws, policing, and society
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with victimless crime and with anti-smoking laws

Reading 1

Bans on Smoking

Title and Photo

1. Have students focus on the title. Elicit reasons why smoking is banned in some places. Ask students if there are other habits they would also like to see banned.
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. *blue sky, heaven, clean, light, no smoking, happy, annoyed, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of smoking bans 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. Yes, there are bans against smoking in restaurants and other public places.
2. Yes, I am bothered by public smoking because I know it's bad for me to breathe secondhand smoke.
3. No, I don't think smoking will ever disappear completely because it seems to be highly addictive.

Vocabulary Preview

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

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

Answers:

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

Reading: Bans on Smoking

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

- Q1: Why was an Irish politician fired from the Cabinet in 2004?**
→ He violated the new smoking ban by lighting up in a bar at the Irish Parliament.
- Q2: What is the main idea of this paragraph?**
a. The French ban on smoking is very popular.
b. The French ban on smoking has not been very successful.
→ b.
- Q3: Underline two reasons why China is a big challenge for anti-smoking laws.**
→ With 300 million smokers, more than a third of the global total / only about a quarter of Chinese people even believe that smoking causes health problems

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. d
2. b
3. a (lines 39-43 give clues)
4. c

C Fill in the Blanks

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

Answers:

1. thirty
2. 300 million
3. 3,000

Summary

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

Answers:

1. health risks
2. smoking deaths
3. the world's smokers
4. smoking is harmful
5. indoor public smoking
6. actually increased

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. observer
2. straightforward
3. authorities
4. objection
5. influential
6. strictly

Supplemental Reading - Vaping

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 a phrasal verb and expression that might need clarification:

point out (paragraph 4) - to state; to bring attention to

long-term (paragraph 4) - covering a long period of time

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. propylene glycol
2. (secondhand) smoke
3. e-liquids

Extension: Talk or Write About It

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

Sample Answer:

I don't think the government should ban smoking except for children. Adults and business owners should be able to make that decision themselves. I also think vaping is much safer than smoking real cigarettes, so it should not be treated the same under the law.

As further extension, ask pairs/groups to discuss whether they also support bans on certain foods, like sugary sodas or salty chips. To what extent do people have a responsibility to society to make healthy lifestyle choices?

Reading 2**Victimless Crimes****Title and Photo**

1. Focus student attention on the title. Elicit definitions for the word *crime*. Do students think a crime must always have a victim?
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. *locked up, helpless, innocent, scary, trapped*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of victimless crimes the passage will examine.

Pre-Reading Questions

Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common answers (or most interesting in the case of #2 and #3).

Sample Answers:

1. Yes, I have been the victim of robbery a few times.
2. I think maybe gambling sometimes doesn't hurt anyone, and that's a crime in some places.

3. Yes, I have broken traffic laws because I thought I wouldn't hurt anyone.

Vocabulary Preview

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

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

Answers:

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

Reading: Victimless Crimes

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Underline two reasons for laws against drugs.

→ Drugs are connected to many crimes in this way, so even though drug use itself is victimless, it leads to crimes that have victims. (...) Thus, people may support laws against drugs, purely as a way of expressing the moral norms of the community.

- Q2: How do laws against victimless crimes cost governments time and money?**
→ Governments waste time and money by catching these “criminals,” taking them to court, and then putting them in jail.

Vocabulary

Here are some expressions that might need clarification:

point of view (lines 42-43) - a perspective; a way of understanding something; a belief or opinion

be up to (line 51) - to be the responsibility of; to be the choice 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. F
5. F

B Multiple Choice

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

Answers:

1. a
2. d
3. b
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. Three examples are using drugs, watching pornography, and gambling.
2. According to one author, eighty-six percent of people in federal US prisons are there for victimless crimes.

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. directly harmed | 2. protect society | 3. commit other crimes |
| 4. moral standards | 5. time and money | 6. Seat belt laws |

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. clarify | 2. purely | 3. liable | 4. legitimate |
| 5. norms | 6. indirect | | |

Supplemental Reading - An Unusual Criminal

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:

pull over (paragraph 1) - to stop a car at the side of a road

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. lost
2. be arrested
3. refuse to obey

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:

Some victimless crimes, such as gambling, should be legal. People can only harm themselves by gambling, and it is not the government's responsibility to stop them. Also, the government would save a lot of money if it didn't have to enforce laws against gambling.

As further extension, have pairs/groups discuss any behaviors that are not crimes but should be (either victimless or with victims).

UNIT 7 Language & Literature

Objectives:

- Read about real-world issues related to education, success, and death
- Learn new vocabulary related to death, burial, advice, and independence
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with Edgar Allan Poe and horror stories, and with the usefulness of college

Reading 1

Steve Jobs' Commencement Address at Stanford University

Title and Photo

1. Have students focus on the title. Ask students if they know who Steve Jobs was. Elicit definitions for *commencement address* (a speech that gives advice to students graduating university).
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. *graduation, freedom, happy, excited, worried, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what advice Steve Jobs might give graduating students.

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. I dream to be a famous writer in the future.
2. No, I don't think a higher education is necessary, though it would probably help.
3. Yes, I once joined the military even though my parents and friends advised against it.

As an extension to #3, elicit outcomes to any risky choices. Ask the students if they would repeat their risky choices or follow the advice of others.

Vocabulary Preview

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

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

Answers:

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

Reading: Steve Jobs' Commencement Address at Stanford University

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

- Q1: Why did Jobs's biological mother refuse to sign the adoption papers at first?**
→ Because Jobs's adoptive mother hadn't graduated from college, and his father hadn't graduated from high school.
- Q2: How might computers be different today if Jobs hadn't taken calligraphy?**
→ They probably would not have different typefaces and proportionally spaced

fonts.

Vocabulary

Here are some phrasal verbs that might need clarification:

drop out (line 4) - to stop attending school

work out (line 24) - to end successfully; to resolve

turn out (line 28) - to result in

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. a (lines 11-12 and 15-19 give clues)
2. d
3. c
4. c

C Short Writing

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

Sample Answers:

1. He says that while it was scary, it was one of the best decisions he ever made.
2. It was the first computer to have beautiful typography. / It was the first computer to have multiple typefaces and proportionally spaced fonts.

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. finish their education
2. go to college
3. High tuition
4. typography
5. various fonts
6. Follow your heart

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. artistic
2. instinct
3. subtle
4. gut
5. semester
6. pathway

Supplemental Reading - Graduates Wanted

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:

give up (paragraph 2) - to surrender; to stop doing or trying

end up (paragraph 2) - to be or do after time; to result

be better off (paragraph 3) - to be in a superior position

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. Bill Gates
2. college graduates
3. college degrees

Extension: Talk or Write About It

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

Sample Answer:

I agree with Bill Gates that college provides many advantages in life. However, it sometimes makes sense to drop out. For example, if you decide that you want to be a car mechanic or do some other skilled trade, you don't really need college.

As further extension, ask pairs/groups to come up with some examples of "career skills" that Bill Gates says universities should work harder to ensure graduates have.

Reading 2

"The Premature Burial" by Edgar Allan Poe

Title and Photo

1. Focus student attention on the title. How many students have read the story? How many have heard of the author but have not read the story? Elicit words and ideas that students associate with the author.
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 it (ex. *shadows, graveyard, cemetery, scary, zombies*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what might happen in the story.

Pre-Reading Questions

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

Sample Answers:

1. I am really afraid of heights and spiders.
2. I think people are afraid of all kinds of dangerous situations and things, like heights and sharks . . . and embarrassing situations, like speaking in public.
3. Yes, I have read a few stories by Poe, like “The Black Cat,” and many by other horror writers.

Vocabulary Preview

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

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

Answers:

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

Reading: “The Premature Burial” by Edgar Allan Poe

The reading passages can be handled in different ways.

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

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

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

Answers to guiding questions:

Q1: How did the woman get out of her coffin?

→ She woke up and tried to escape, causing the coffin to fall and break open.

Q2: What can we guess about Victorine's husband?

a. He was not told she was alive.

b. He had already died.

→ a.

Reading Comprehension

A True or False

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

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

Answers:

1. T

2. T

3. T

4. F

5. T

B Multiple Choice

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

Answers:

1. c 2. b 3. a 4. c (lines 34-36 and 44-46
and give clues)

C Ordering

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. d 2. e 3. a 4. c
5. b

Summary

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

Answers:

First Sentence: Unfortunately, there are many stories about people who were buried alive.

4. Often stories like these are tragic because family and friends believe a person they love was truly dead before being buried, but in fact was not.

5. There is a shocking story about the wife of a lawyer from Baltimore who was thought to be dead but wasn't, and died trying to get out of her tomb.

2. Another incredible story tells of Victorine, who, though buried alive, woke up after being uncovered from her grave and embraced by her true love.

1 and 3: 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.

Here is an expression that might need clarification:

take a seat (6) - to sit down

Answers:

1. pronounce
2. terribly
3. decay
4. diagnosis
5. vague
6. shortly

Supplemental Reading - Dead or Alive?

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:

go by (paragraph 1) - to use (as a guide, method, or tool)

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. medical technology
2. Catalepsy
3. scratch marks

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 wouldn't want to watch a movie about premature burials—I don't like scary movies! I find them disturbing. But I guess that some people enjoy the thrill of being scared when there isn't any real danger.

As a further extension, have pairs/groups discuss whether horror movies and stories promote violence or help to relieve stress.

UNIT 8 Space & Exploration

Objectives:

- Read about real-world issues related to the benefits of space research and to commercial space flights
- Learn new vocabulary related to biology, economics, and space travel
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with travel to Mars and with modern inventions

Reading 1

Spin-Offs from Space

Title and Photo

1. Have students focus on the title. Elicit some ideas about what a *spin-off* might be.
2. Elicit student reactions to the photo. Put students in pairs or small groups to come up with four words to describe the photo and their reaction to it (ex. *space, astronaut, float, free, station, fun, cold, beautiful, scary*, etc.).
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what ideas 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. Yes, I think government spending on space exploration is a waste of time because we have more important things to spend money on here on Earth.
2. Astronauts need heat, air, and food in space.
3. I think some kinds of light, warm materials were invented by space researchers.

Vocabulary Preview

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

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

Answers:

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

Reading: Spin-Offs from 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: Underline two items people wear that use spin-off technology.

→ eyeglasses and tennis shoes

Q2: What spin-off helps people in developing countries?

→ NASA's process for getting drinkable water from astronauts' breath, sweat, and urine

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. c
2. b
3. 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. Robotic arms invented to repair the space station make surgery simpler and safer.
2. More efficient silicon crystal solar cells and more efficient insulation can help homeowners save energy.

Summary

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

Answers:

1. Products from space
2. Scratch-resistant glass
3. tennis shoes

4. for athletes
5. Saving energy
6. beeswax and microbes

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. utilize
2. crystal
3. outer
4. ecological
5. lab
6. bacteria

Supplemental Reading - Science Fiction or Science Fact?

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. speech recognition
2. Isaac Asimov
3. space suits

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 wear shock-absorbing tennis shoes all the time, as well as a smart phone and a calculator. I think we will do more and more things over the Internet in the future—for example, in “smart homes,” where lighting, heating, and appliances can all be controlled with a phone or tablet.

As further extension, have pairs/groups discuss how future inventions will change the way we teach and learn.

Reading 2

A New Space Race

Title and Photo

1. Elicit student reactions to the title. Where will the new space race be to?
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, luggage, planet, travel, exciting*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what the passage will examine.

Pre-Reading Questions

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

Sample Answers:

1. I think the first space race was to get to the moon.
2. Competitions and races can make people work hard and innovate.
3. I have heard about a new kind of engine that can propel ships without using fuel.

As extension to #2, have students discuss the negative aspects of competition. Ask them if the pros outweigh the cons or vice versa.

Vocabulary Preview

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

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

Answers:

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

Reading: A New Space Race

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 is the new space race different from the old one?**
→ The new space race is not political or nationalistic but about commercial space travel.
- Q2: Underline why Lindbergh received the Orteig Prize.**
→ In 1927, he won the \$25,000 Orteig Prize **for making the first solo flight across the Atlantic Ocean.**
- Q3: What can be inferred from this paragraph?**
a. There have not been many space tourists yet.
b. There probably will not be many space tourists in the future.
→ a.

Reading Comprehension

A True or False

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

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

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

Answers:

1. F
2. T
3. F
4. F
5. 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 20-23 and 35-38 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. Melvill was the first person to pilot a spacecraft for a private company.
2. In order to win, a team had to send three people into space in the same vehicle twice within two weeks.

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. a political
2. space tourist
3. astronaut piloted
4. private space companies
5. days of aviation
6. many businesspeople

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. sphere
2. donor
3. thereby
4. nationalism
5. replicated
6. political

Supplemental Reading - Life on Mars?

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. god of war
2. (a chunk of) ice
3. life / living things

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 think sending people to Mars is a worthwhile goal, because humans are polluting and destroying Earth, and we might need a new place to live someday. It will probably happen far in the future and will be done mostly by private companies working together.

As a further extension, have pairs/groups discuss the pros and cons of being among the first people to go Mars, either to explore or to live.

UNIT 9 Sports & Fitness

Objectives:

- Read about real-world issues related to current exercise fads and female professional athletes
- Learn new vocabulary related to yoga, pilates, exercise, and athleticism
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with gender differences in sport and with exercise

Reading 1

Yoga and Pilates

Title and Photo

1. Have students focus on the title. Survey students to find out how many know the differences between yoga and pilates. How many students practice either form of exercise?
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, flexible, peaceful, calm, women, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of yoga and pilates 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 mostly just walk or hike with my dog for exercise.
2. These days, I think spinning is very popular.
3. No, I don't really think exercise is expensive because a lot of gyms have affordable memberships and outdoor exercise is free.

As an extension to #2, ask students if they think today's popular exercises will remain popular.

Vocabulary Preview

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

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

Answers:

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

Reading: Yoga and Pilates

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 fitness fads that came before yoga and Pilates.**
→ bodybuilding, jogging and running, cross-training
- Q2: What is the core?**
→ the part of the body that includes the abdomen, lower back, and hips
- Q3: Why is yoga or Pilates not enough exercise by itself?**

→ Because neither type of exercise works the heart and lungs enough.

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

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

C Short Writing

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

Sample Answers:

1. Cross-training is doing two different exercises that use different muscle groups in an attempt to work the whole body.
2. Joseph Pilates was a German man who developed Pilates in the 1920s.

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:

Yoga	Pilates	Both	Neither
4	3	1, 5, 6	2

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. optimal
2. sufficiently
3. simultaneously
4. fusion
5. novices
6. practitioner

Supplemental Reading - The Roots of Pilates

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. weak and sickly
2. the United States
3. drinking (whisky)

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 do yoga and I really enjoy it. It relaxes me as well as helps me stay strong and flexible.

As an extension, have pairs/groups rank a list of different exercises, including yoga and pilates (others could include: weight training, cycling, jogging, swimming, etc.). Then survey the class to find the most appealing ones.

Reading 2

Women in Professional Sports

Title and Photo

1. Elicit student reactions to the title. How many women professional athletes can the students name?
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. *serious, focused, golfer, warm, fun*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of women professional athletes 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. No, I don't think professional athletes are paid too much.
2. The most famous female athlete I know of is Joanna Jedrzejczyk.
3. Male and female athletes both train very hard and are extremely talented. They are different in that male athletes are usually larger and stronger.

Vocabulary Preview

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

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

Answers:

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

Reading: Women in Professional Sports

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Why does the writer mention James's salary?

a. To show how popular NBA basketball is

b. To contrast it with WNBA salaries

→ b

Q2: Underline what Annika Sorenstam is known for.

→ Another female athlete who has challenged male dominance of professional sports is golfer Annika Sorenstam, who became the first woman in fifty-eight years to compete on the PGA Tour in 2003.

Q3: What was the Battle of the Sexes?

→ A tennis match between Billie Jean King and Bobby Riggs

Reading Comprehension

A True or False

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

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. d
2. c
3. b
4. a (lines 19-20, 25-29, and 35-37 give clues)

C Fill in the Blanks

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

Answers:

1. fifteen
2. 30
3. \$251,519

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. earn respect
2. boxing success
3. Babe Zaharias
4. status of women
5. over \$100,000
6. athletic equals

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. differential
2. fatigue
3. athletic
4. historically
5. separately
6. dominance

Supplemental Reading - Title IX

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. investment
2. fair
3. support(ed) / approve(d) of

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 men's sports are more popular because of the higher degree of skill. Men are naturally faster and stronger, so even though women's sports can be exciting, men's sports will probably always be more exciting. There's nothing that can be done to change the natural physical

differences between men and women.

As a further extension, survey the class to find how many students consider athletes as role models? Are male or female students more likely to consider athletes as role models? How many male students have female athletes as role models? How many male (and female) students would want their sisters or daughters to have female role models?

UNIT 10 People & Opinions

Objectives:

- Read about real-world issues related to fame, architecture, and charity
- Learn new vocabulary related to architecture, art, fame, and social service
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with celebrity and social issues and with architecture

Reading 1

The Architecture of Wright

Title and Photo

1. Have students focus on the title. Do any students know of the architect Frank Lloyd Wright? How many students are interested in architecture or in becoming an architect?
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. *modern, round, busy, interesting, ugly, beautiful, museum, excited, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of Wright's architecture the reading will cover.

Pre-Reading Questions

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

Sample Answers:

1. To be honest, I can't name any famous architects. In my country, they just aren't that famous.
2. I know of the Lotte Tower in Seoul, but I don't know who designed it.
3. I enjoy looking at old buildings because they seem to have more style than modern buildings do.

As an extension, have students discuss why architects might not become as famous as other types of artists, such as painters, writers, and singers.

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. e |
| 5. a | 6. c | | |

Reading: The Architecture of Wright

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: What is this paragraph mainly about?

- a. Wright's mentor
 - b. Wright's philosophy
- b.

Q2: Why was Wright proud of Fallingwater?

→ Because it seems to be part of the natural environment.

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. d
2. b
3. a
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. organic architecture
2. Fallingwater
3. view (the) art

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. form follows function
2. natural materials
3. in harmony with
4. very proud of it
5. after Wright's death
6. being round

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. unity
2. architect
3. merge
4. mentor
5. stance
6. integration

Supplemental Reading - The Legacy of Frank Lloyd Wright

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:

pass on (paragraph 2) - to teach; to give

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. his home
2. the land
3. Taliesin West

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:

In addition to providing a comfortable place for people, a building should be pleasant to look at both on the inside and the outside. Architects should also consider the environment when designing a building so that it is energy-efficient. My dream house would have a large balcony and a pool because I enjoy being outside.

As further extension, ask pairs/groups to discuss the elements that an architect should consider when designing a new school (or other buildings: hospital, restaurant, subway station, etc.)

Reading 2**Making Fame Work****Title and Photo**

1. Elicit student reactions to the title. Elicit ways in which fame can work or not work.
2. Elicit reactions to the photo. Put students in pairs or small groups to come up with 4 words to describe the photo and their reactions to it (ex. *cameras, lights, noise, paparazzi, annoying, arrogant, exciting*, etc.). Conduct a survey to find the two most common words chosen.
3. Ask students to predict what aspects of fame 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 am interested in and support Habitat for Humanity.
2. Yes, I think famous people should promote social causes because I think all people should contribute to society and famous people can help get young people more involved.
3. Emma Watson is one famous actor who promotes social causes, especially literacy, in several countries.

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: Making Fame Work

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Underline the names of two organizations that celebrities work for.

→ UNICEF, Muscular Dystrophy Association

Q2: What is this paragraph mainly about?

a. Why not everyone supports celebrity activism

b. Why politicians support celebrity activism

→ a.

Vocabulary

Here is a phrasal verb that might need clarification:

bring up (line 36) - to start talking about; to mention

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. d
3. b
4. d

C Short Writing

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

Sample Answers:

1. Two reasons are that they are interfering with politicians and that they are not really sincere.
2. They do this in order to bring more attention to the cause and get financial support.

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 is an expression that might need clarification:

be around - to exist

Answers:

- | | | |
|---------------------|--------------------|-----------------------|
| 1. personal project | 2. good causes | 3. celebrity activism |
| 4. famous names | 5. become aware of | 6. the public eye |

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. applause | 2. trivial | 3. legend | 4. interfere |
| 5. virtue | 6. meaningful | | |

Supplemental Reading - Who Are They?

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:

the public eye (paragraph 1) - attention from the public

take part (paragraph 2) - to participate; to get involved

in the spotlight (paragraph 3) - at the focus of attention

turn up (paragraph 3) - to appear; to attend

find out (paragraph 3) - to discover; to learn

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. Africa
2. food company
3. camps

Extension: Talk or Write About It

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

Sample Answer:

Yes, I learned a lot about AIDS in Africa from reading about Bono's activities there. A cause that I would like to raise awareness about is apraxia, which is a speech disorder that affects children. It's important to me because my niece and nephew have it.

As a further extension, lead (or have a student lead) a survey to find out much time students spend helping charities each month or year.

UNIT 11 Cross-Cultural Viewpoints

Objectives:

- Read about real-world issues related to children, gender, and equality
- Learn new vocabulary related to family, equality, and rights
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with gender equality and differences

Reading 1

Sons or Daughters?

Title and Photo

1. Have students focus on the title. Elicit some ideas how sons and daughters are different or the same.
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. *tiny, cute, sleeping, peaceful, scary, beautiful, worried, etc.*)
Conduct a survey to find the most common words.
3. Elicit predictions from students as to what aspects of sons and daughters 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 wouldn't have a preference for a son or a daughter. I think both would be fun and rewarding to raise.
2. I think that traditionally sons and daughters had different roles, but these days those roles are open.
3. I don't think there is any specific preference for my country, but maybe men usually want boys and women usually want girls.

As an extension to #2, elicit some roles that might be ascribed to sons or daughters. Are these roles changing? If yes, in what ways?

Vocabulary Preview

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

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

Answers:

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

Reading: Sons or Daughters?

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Why are the results of the US questionnaire a little surprising?

→ Because there is a preference for boys even though women can earn as much as men.

Q2: Underline three countries in which daughters are preferred.

→ Czech Republic, Lithuania, Portugal

- Q3: What does the author imply in the conclusion?**
a. Most people value sons and daughters equally.
b. People should value sons and daughters equally.
→ b

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

B Multiple Choice

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

Answers:

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

C Fill in the Blanks

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

Answers:

1. twenty-eight

2. seventy

3. 1982

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: Culture often plays a role in determining one's preference for having a boy or a girl.

1. Except in the US, the people who favor sons have common reasons, such as providing support to parents in their old age.
2. In some European countries and in Japan, daughters are preferred for emotional reasons.
4. Some critics warn that valuing either sons or daughters can be harmful.

3, 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. questionnaire

2. offspring

3. positively

4. painful

5. irrelevant

6. generalization

Supplemental Reading - Girls Do Better in School

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. reading (proficiency)
2. college-level
3. personal tastes

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 in general, it might be a little easier to raise a daughter. Boys tend to be more physically active and to try more dangerous things, which can cause their parents a lot of worry. Also, girls mature faster than boys.

As an extension, have students discuss if they felt girls or boys are/were preferred in their own families. If one is/was preferred, how is/was that preference shown?

Reading 2

Rights for Men

Title and Photo

1. Focus students' attention on the title. Elicit some ideas on rights that men might have but women do not, and vice versa.
2. Elicit student reactions to the image. Put students in pairs or small groups to come up with four words to describe the image and their reaction to it (ex. *man, woman, back, scales, justice, balance, serious, interested*, etc.)
Conduct a survey to find the most common words.
3. Ask students to predict what aspects of rights 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. Some gender differences in my culture are that women still do not earn as much as men and that men are still expected to economically support a couple or family.
2. I think more is being expected of both men and women in today's society because both genders are starting to take on roles that were limited to one or the other in the past.
3. There are a lot of untrue stereotypes about men, especially portrayed on TV shows, such as that men are unintelligent and irresponsible.

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

Reading: Rights for Men

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: Underline what “MRAs” stands for.

→ men's rights activists

Q2: Underline the three areas of biggest concern for the movement.

→ media portrayal of men, healthcare, and biased laws

Q3 What part of family law is a problem, according to MRAs?

→ When parents separate, the mother tends to be given custody, which shows bias against men.

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.*). For inference questions, have students cite the lines in the text that support their choice. Ensure that students clearly understand the hints in the text.

Answers:

1. b
2. b
3. c
4. a (lines 41-43 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. MRAs say the media portray men as either violent or foolish.
2. Many men feel that these laws are unfair because mothers get more paid leave than fathers do.

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. equal rights for men | 2. Less attention | 3. Difference in funding |
| 4. suicide rate | 5. hiring men | 6. likely to get custody |

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. discrimination | 2. portrayal | 3. ultimate | 4. non-existent |
| 5. interestingly | 6. Equality | | |

Supplemental Reading - Custody Battles

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:

break up (paragraph 1) - to separate; to stop living in the same home

stand a chance (paragraph 2) - to have a fair or reasonable opportunity

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. father(s)
2. punish their ex-spouses
3. child support

Extension: Talk or Write About It

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

Sample Answer:

Yes, I think it's sometimes necessary for laws to treat men and women differently. For example, in many countries men are required to do military service, while women are not. This makes sense to me, since men are naturally more suited for such service. Also, if a father has to leave home to serve, the mother is needed to take care of the couple's children.

As a further extension, ask pairs/groups to discuss ways to that society can promote equal and fair treatment for both women and men, in the workplace, by law, in the media, etc.

UNIT 12 Business & Economics

Objectives:

- Read about real-world issues related to freelance work and to credit cards
- Learn new vocabulary related to business, independence, and targeted marketing
- Read for main ideas, purpose, inferences, and details
- Discuss and write about problems associated with identity theft and freelance work

Reading 1

The Freelance Economy

Title and Photo

1. Have students focus on the title. Elicit definitions of *freelance* (working for different companies at different times rather than being permanently employed by one company).
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. *tropical, work, laptop, office, freedom, happy, wifi, etc.*)

Conduct a survey to find the most common words.

3. Elicit predictions from students as to what aspects of freelance work 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 want to work in the medical field. Yes, I think a job in that field will be easy to find.
2. Yes, I have a cousin who is a freelance advertiser.
3. Yes, I want to be my own boss because I like to be able to set my own schedule.

As an extension to #3, have pairs/groups discuss the pros and cons of being one's own boss.

Vocabulary Preview

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

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

Answers:

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

Reading: The Freelance Economy

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 “freelancer.”

→ Today, a freelancer is an independent worker hired to complete a specific task, rather than a full-time employee.

Q2: What does Nikoosimaitak enjoy about freelancing?

→ the international flavor; flying abroad and meeting new and inspiring people

Vocabulary

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

take on (line 35-36) - to accept; to do

Reading Comprehension

A True or False

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

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

Answers:

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

B Multiple Choice

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

Answers:

1. c
2. d
3. a
4. a (lines 37-41 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. Many workers were laid off and needed new jobs. Companies needed to cut costs.
2. You don't have a guaranteed paycheck, and the freelance sector is very competitive.

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. 160 million people | 2. in the EU and SE Asia | 3. Saves money |
| 4. More freedom | 5. guarantee of income | 6. network of contacts |

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. dynamic | 2. Flexibility | 3. importantly | 4. aspect |
| 5. partially | 6. definite | | |

Supplemental Reading - Overseas Call Centers

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

Here are some phrasal verbs that might need clarification:

set up (paragraph 1) - to establish; to organize

pass on (paragraph 2) - to give to the next in line or the next level

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. fluent English speakers | 2. labor costs | 3. the local economy |
|----------------------------|----------------|----------------------|

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:

Jobs that can be done over computers and phones are the best for freelancing and outsourcing because people can do them anywhere. This includes jobs like tech support, customer service, and writing and editing. I don't think outsourcing is very common in my country, but many people take advantage of freelancing, especially in the field of Web design.

As an extension, ask pairs/groups to discuss what personality traits or types would be suitable for freelance work. Have them come up with ways that freelance workers could add socialization time to their schedules.

Reading 2**Credit Card Use****Title and Photo**

1. Focus students' attention on the title. Elicit some names of and uses for credit cards. Ask about some dangers of using credit cards.

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 their reaction to it (ex. *cards, colorful, debt, spend, excited, worried, etc.*)

Conduct a survey to find the most common words.

3. Ask students to predict what aspects of credit card use 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 have one credit card.

2. I use my credit card almost every day because I earn points toward free movies

when I use it.

3. Yes, when I was younger I spent too much on credit cards. It took me a long time to pay off that debt because the interest rate was so high.

As an extension to #2 and #3, elicit some pros and cons of credit cards.

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

Reading: Credit Card Use

The reading passages can be handled in different ways.

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

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

Answers to guiding questions:

Q1: What two actions have been taken to protect students from credit card companies?

→ laws that limit solicitation; workshops on using cred cards and managing spending

Q2: Why are credit card use and ownership declining?

→ Consumers are trying to avoid debt, so they're controlling their spending. They're also afraid of fraud.

Reading Comprehension**A True or False**

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

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

Answers:

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

B Multiple Choice

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

Answers:

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

C Fill in the Blanks

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

Answers:

1. 21 2. twenty-nine 3. 3,573

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. pay interest 2. have little money 3. law was passed
4. outstanding 5. have fallen 6. personal information
balances

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. workshop 2. tempt 3. campus 4. statistic
5. accumulated 6. undergraduate

Supplemental Reading - Identity Theft

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 top of (paragraph 3) - in addition to

Quick Check

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

Answers:

1. victims
2. more than half
3. credit card company / financial institution

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. Even though there are risks, credit cards are convenient and a good way to pay for something gradually if you can't pay for it all at once. Plus, banks have become more careful about identity theft and work hard to protect their customers.

As an extension, have pairs/groups discuss how they would react if they discovered a friend or relative had stolen their identity or used their credit card without permission.