Welcome to the Teacher Manual

The Teacher Manual provides resources and support to teachers using the *New Interactions English for Academic Purposes* series. The Teacher Manual provides step-by-step guidance for implementing each chapter in the Student Book. The Teacher Manual also provides activities that support Best Practices, valuable notes on content, expansion activities, answer keys, and audio scripts. Each chapter in the Teacher Manual begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with discussion questions that connect to the chapter topic and activate students’ prior knowledge.

Procedural Notes
The procedural notes are useful for both experienced and new teachers. Experienced teachers can use the step-by-step procedural notes as a quick guide and refresher before class, while newer or substitute teachers can use the notes as a more extensive guide to assist them in the classroom. The procedural notes guide teachers through each strategy and activity, describe what materials teachers might need for an activity, and help teachers provide context for the activity.

Content Notes
Where appropriate, content notes are included in the Teacher Manual. These are notes that enhance a learning point in the activity and help teachers answer students’ questions about the content. These notes are provided at point of use, but teachers can decide how they want to use the information in class.

Answer Keys
Answer keys are provided for all activities that have one correct or specific answer. For items or activities that have multiple correct answers, possible answers may be included. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for chapter and placement tests.

Expansion Activities
Suggested expansion activities with procedural notes are included in some chapters. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Teachers are encouraged to build on these techniques and ideas to create their own expansion activities in other chapters, where relevant to their students or learning environment.

Chapter Tests
Each chapter includes a chapter test designed to test the vocabulary, reading, writing, grammar, and/or listening strategies in each language skills strand. The purpose of the chapter test is to assess students’ understanding of material covered in the chapter and to give students an idea of the progress they are making and areas they need to improve. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill in the blank, and true/false statements.

Placement Test
There is a placement test to assess students’ knowledge and proficiency. The test can be given in 35 minutes (1 hour including optional speaking and writing). Go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. The placement test has 3 parts (and 2 optional parts), with a total of 100 points, and there is a scoring
placement key that suggests the appropriate level to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

**Best Practices**

Each chapter identifies different activities that support six interconnected Best Practices — principles that contribute to excellent language teaching and learning. These Best Practices help teachers keep students actively engaged in the learning process.

**#1 Making Use of Academic Content**

Academic content that is purposeful and meaningful gives students opportunities to explore real-world issues, discuss academic topics, and learn about different perspectives.

**#2 Activating Prior Knowledge**

Students can better understand written material or audio recordings of written material when they connect with the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge and stirring a curiosity for more knowledge.

**#3 Scaffolding Instruction**

A scaffold is a physical structure that facilitates construction of a building. Similarly, a scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

**#4 Organizing Information**

Students learn to organize thoughts and notes using a variety of graphic organizers that accommodate diverse learning and thinking styles.

**#5 Interacting with Others**

Activities that promote interactions in paired student work, small-group work, and whole-class activities present opportunities for collaborative discussions and group work, helping students strengthen their communication skills.

**#6 Cultivating Critical Thinking**

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical-thinking skills crucial to success in the academic world.

**The New Interactions EAP Series**

*New Interactions* is a new edition of the most trusted brand name in EAP (English for Academic Purposes): the pioneer EAP series *Interactions/Mosaic*. Based on more than 30 years of classroom-tested best practices, the new and revised content, fresh modern look, and online adaptive and interactive components make this the perfect series for contemporary classrooms. *New Interactions* is now available with all the powerful digital tools of MHE’s Connect® platform, which is widely used in higher education institutions. *New Interactions* prepares students for higher education classes by integrating many aspects of student life.

New features include:

- New strands: one for Reading and Writing skills and another for Listening and Speaking skills
- New components with digital and blended solutions
- New course and chapter structure and organization
- New content for the productive skills and extensive revision of the receptive skills content
- New online additional reading and writing resources
- New online additional grammar and vocabulary resources
- New self-study tools for students on the platform

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New Interactions is an EAP series that helps students develop and strengthen the four language skills: listening, speaking, reading, and writing. Language proficiencies are articulated at each level from beginner to post-intermediate/advanced levels in each of the two skill strands: Listening and Speaking and Reading and Writing.

● Relevant content and topics: From technology and social networking to academic integrity and global issues, New Interactions provides meaningful, engaging topics and activities that are relevant to today’s students.

● Critical thinking: Students develop their ability to synthesize, analyze, and apply information from different sources in a variety of contexts.

● Emphasis on vocabulary: Each chapter focuses on vocabulary strategies and high-frequency words in context, that are revisited in subsequent chapters.

● Clear focus on strategies: Strategies essential to academic success are systematically taught and practiced. The strategies are clearly explained and then applied to different texts.

● Activating prior knowledge: Questions, images, and quotes pique students’ interest and activate prior knowledge at the launch of each chapter.

● Organizing information: Graphic organizers help students organize and summarize key information and ideas.

● Research skills: Students utilize research strategies and critical-thinking skills to conduct research and report their findings.

● Self-assessment, learner autonomy, and independence: At the end of every chapter, self-evaluation logs encourage students to reflect on and evaluate their learning and take responsibility for self-improvement.

The New Interactions Transferable Exam Skills

New Interactions helps students prepare for national and international EFL (English as a Foreign Language) exams. It gives students the opportunity to practice essential language and communication skills through a focused set of learning objectives in each strand.

● Before reading and listening skills development: Each chapter provides pre-reading activities that focus on key reading, vocabulary, and listening skills. Both strands provide anticipatory discussion questions that help students activate prior knowledge and develop critical listening and speaking skills. These activities prepare students for all exam types by teaching essential skills and strategies that can be used to better understand different passages and genres in an exam.

● While reading and listening skills development: Each chapter guides students in developing skills for effective reading and listening that focus on: identifying and summarizing key ideas and details, identifying a writer’s point of view, making inferences and connections, and analyzing texts. The series provides a variety of discourse markers which facilitate understanding. Each chapter covers a range of pronunciation activities including listening for and using stress, intonation patterns, reductions, and connected speech examples, preparing students for listening and speaking exams and for effective communication in an English-speaking environment.

● After reading and listening skills development: Every chapter gradually leads to the production of various written and spoken language genres, using the passages in each chapter as models for writing and speaking respectively.
● **Writing skills development:** There is systematic exposure to and practice of various written genres, such as reports, essays, narratives, blog posts, emails, and questionnaires, which require research and documentation of print, audio, and online sources. The series also focuses on discourse features, such as cohesion and coherence and the development of grammar range and accuracy, as well as the lexical resource to meet the requirements of the various examinations at the intended Common European Framework of Reference for Languages (CEFR) level.

● **Speaking skills development:** Students are exposed to spoken genres which provide a variety of speaking and communication opportunities, skills-development strategies, and necessary language functions, enhancing fluency and intercultural communication. Pronunciation, stress, intonation, and connected speech patterns are presented, recycled, and consolidated, helping candidates meet the requirements for EFL examinations.

### The New Interactions Listening and Speaking Strand

A variety of listening genres, including lectures, academic discourse, and collaborative partner and group conversations, help students explore stimulating topics in the five Listening and Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through critical-thinking and listening skills that help prepare students for academic achievement.

In the Listening and Speaking books, the activities are coupled with images featuring a multi-ethnic cast of engaging students participating in North American college life, which encourages and develops intercultural understanding and communication. Across the strand, lectures and dialogues are broken down into manageable parts, giving students an opportunity to make predictions, identify main ideas, make connections, and effectively manage lengthy input.

Guided discussion activities, questions, and structured pair and group work stimulate interest and interaction among students, culminating in students organizing their information and ideas in a graphic organizer, writing, and/or making a presentation.

Pronunciation stress and connected speech patterns are highlighted in every chapter, an aid to improve both listening comprehension and speaking fluency. Vocabulary building strategies are used throughout chapters along with a list of target words and language functions, and topic-related words and phrases that help students make meaningful connections with the material.

● **Listening and speaking skills development:** Each level provides foundational listening and speaking skills that support vocabulary and language development.

● **Emphasis on vocabulary strategies:** Each chapter focuses on key strategies that help students learn new vocabulary. Strategies include: using context clues, using expressions and idioms, using signal words, and using technical language, amongst others.

● **Collaborative conversations:** Each chapter begins with discussion starters that draw upon high-interest topics and images. The activities that follow each discussion prompt, help students develop critical listening and communication skills.

● **Active listening skills:** Active listening skills prepare students for academic achievement by helping students focus on key ideas and specific information in lectures, presentations, and group discussions.

● **Research and presentation skills:** Each chapter includes project-based activities that relate to the chapter topic and readings. Students work in small groups to conduct research and present their topic.

● **Formal and informal language:** Students take part in conversations and learn functional language for a variety of formal and informal conversational settings.

● **Role-Play opportunities:** Students participate in role-play activities that facilitate real-world conversations, such as giving and receiving directions, interviewing for a job, filing a complaint, and making travel plans.
The New Interactions Reading and Writing Strand

Reading skills and strategies are taught explicity and systematically through a variety of reading genres in each of the five Reading and Writing books. Pre-reading, during, and post-reading activities include strategies and activities that aid comprehension, help build vocabulary, and guide students through the writing process. Each chapter includes two texts that center around diverse and engaging themes, allowing students to deepen their understanding of a topic. These include a variety of genres such as magazine articles, textbook passages, essays, letters, and online articles. Vocabulary is presented before each reading activity and is developed throughout the chapter.

Activities in each of the five Reading and Writing books culminate in a writing task. Each chapter guides students through the writing process, including brainstorming and drafting ideas and revising their written work. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres.

Strong connections are made between writing and grammar, helping students sharpen and develop their writing. Explicit pre-writing questions and discussions activate prior knowledge. Graphic organizers help students organize ideas and information and create a solid foundation for the writing product. Each writing activity gives students an opportunity for a peer review, which has become a critical element in the writing process for both the writer and reader, ensuring that students are actively engaged with their work and the work of others.

Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic reading and writing.

- **Real-world connections:** Each chapter begins with a discussion prompt that draws upon high-interest topics, images, and a quote, saying, or proverb. Engaging social and academic topics create meaningful connections and lively discussions at the launch of each chapter.
- **Reading skills and strategies:** Reading skills and strategies aid reading comprehension and provide a strong foundation for success in all academic courses. Each chapter focuses on key reading skills and strategies that help students paraphrase and summarize text information, identify main points and key supporting details, make inferences and draw conclusions, and critically analyze and synthesize texts.
- **Emphasis on vocabulary strategies:** Each chapter focuses on key vocabulary strategies that help students comprehend text and learn new vocabulary. Focused vocabulary practice helps students become independent readers, teaching them how to get meaning from context in all subject areas.
- **Writing process and model writing approach:** Model texts are included in every chapter. These models exemplify the structure and features of the genre under discussion, facilitate the writing process, and enable students to actively participate in each stage of the writing process and sharpen their writing craft.
- **Practical english:** Extensive vocabulary activities introduce language that is encountered in and out of the classroom. From navigating a college campus to managing finances and health-related issues, students are taught to use language appropriate to academic and real-life environments.
- **Building study skills:** Students learn how to become effective note-takers by using graphic organizer tools that build on reading and study skills in each chapter.

**Blogging**

Blogging is one of the most popular and accessible means of online communication. A blog allows people to post articles, journal entries, opinions, and other types of writing. Readers can post comments and reply to other comments as part of a discussion thread in a blog. Both strands in *New
Interactions integrate blogging as part of the writing process. Students showcase their writing as part of the “OUR BLOG/OUR BLOARD” feature and post comments to one another.

What does BLOARD mean? BLOARD is a blending of words that combines “blog” and “board”. This combination reflects the blended use of technology and conventional facilities in a classroom. In other words, if online blogging is not an option, students may write comments on slips of paper, responding to a post and stick them on the board, the wall, or other surface in class. Both the blog and BLOARD foster a strong sense of community where students take an active role in the writing process and build their confidence as writers and readers.
Chapter 1 – Living Together, Learning Together

Chapter Goals

Reading: Students will read about college campuses and campus life. They will learn how some college campuses are like neighborhoods or small cities. They will also read some advice on how to succeed in college. Predicting as a reading strategy and identifying main ideas and details are practiced, as are the use of prepositions and reading and using large numbers. Students will also learn strategies for guessing the meaning of new words using is, are, is like, and are like.

Writing: Map reading and following textbook instructions are two key skills that students will practice. The readings give students opportunities to express their opinions and acquire new vocabulary. Students will further learn about the structure of informal emails and how to organize them into paragraphs. They will gain practice in doing online research, drafting their own emails, and editing their classmates’ work.

Focus on the Images

Ask students to:
1. look at the image and say where these people might be; have them identify the clues that led them to their conclusion
2. talk about any other details they notice about the image
3. think whether they would like to be in these people’s place; have them justify their answers. If their reply is negative, have them say in which situation they would like to be.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. work in pairs or groups and make a list with words and phrases about living and learning
2. make a list of words and phrases about what they expect their life will be like and what they will gain from learning
3. compare the two lists; are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

Answer Key
Answers will vary.

Think and Comment

“College is the best time of your life...”

Ask students to:
1. identify the main idea of the quote and rephrase it
2. give their opinion on the quote and justify it.

Answer Key
Answers will vary.
Reading 1 – A Whole City on Campus

Section Aims
Reading: Answering questions using existing knowledge of a topic; making predictions; identifying the main ideas of a text
Language Focus: Reading and using large numbers
Vocabulary: Understanding vocabulary from context
Skills Focus: Understanding new words using is, are, is like, and are like
Research and Document: Searching for and choosing relevant online sources to find information

Before You Read

1. Topic
Best Practice – Activating Prior Knowledge
This activity uses students’ prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about college campuses and cities into the larger framework of this reading. When students become aware of what they already know about the topic, they can better organize the new concepts about it.
● Have students read the questions in the activity and write brief answers.
● Put students in pairs to discuss the questions.
● Call on students to share their answers with the class.

Answer Key
Answers will vary.

Strategy – Making a Prediction About the Topic
● Read the information about making a prediction as a class.
● Tell students that they will make a prediction about the reading.

2. Vocabulary
● Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: apartment, building, art, gallery, and so on.
● Have students put a check mark (✓) next to the words they know.
● Tell students not to use a dictionary during this part of the lesson.

Answer Key
Answers will vary.

Skills Focus – Vocabulary
Best Practice – Scaffolding Instruction
Vocabulary strategies act as scaffolding to help students become independent readers. The next Strategy box will help students understand new words in the reading. In addition, over time, this and other vocabulary-guessing strategies will reduce students’ reliance on dictionaries. This makes students more fluent and independent readers.

Strategy – Understanding New Words: Look for Is, Are, Is like, and Are like
● Read the strategy as students follow along. (Note: The idea that they do not have to look up every new word may be new to some students.)
● Write the first example on the board: “Population is the number of people in a city or country.” Underline “population” and “is.” Explain that the number of people in a city or country is the population and that population equals the people in a city or country. Circle the part of the sentence that gives the definition of “population.”
● Replace “is” with an equal sign.
Write the second example on the board: “A campus is the land and buildings of a college.” Ask a student to come to the board and circle the part of the sentence that gives the definition of “campus.” Ask: How do you know? (the verb “is”)

Replace “is” with an equal sign.

Do the same activity with two more examples: “A college is like a city.” “Campuses are like neighborhoods.” Explain that “like” can mean “similar to” or “almost the same as”.

### 3. Predicting and anticipating

- Ask students to read the list of words in 2.
- Ask them to choose the words they want to know, but not to look them up yet.
- Call on students to give reasons for their choices.

**Answer Key**

Answers will vary.

### 4. Thinking and predicting

- Direct students to read the four statements carefully and decide if they think they are true or false.
- Tell them they will be able to check their answers later, after they have read the text.

**Answer Key**

1. False
2. True
3. False
4. True

### While You Read

#### 5. Reading

- Play the audio and have students follow along in their books.
- Have students identify keywords from the statements in 4 and read through the text to find these keywords and underline them.
- Tell students to decide if the information in the identified sentences is similar (T) or opposite (F) to the statements in 4.
- Call on students to point out the clues that helped them decide.

**Answer Key**

Answers will vary.

### After You Read

#### 6. Comparing vocabulary

- Tell students to find their unknown words from 2 in the text and use the vocabulary strategy learned and the context to guess their meaning.
- Then instruct them to look up these words in a dictionary and check if they are correct.
- Ask them to think about whether this approach has helped them understand the meaning of the unknown words.

**Answer Key**

Answers will vary.

#### 7. Identifying the main ideas

- Now that students have read the article at least twice, read the directions and give them time to answer these questions. Tell students that there may be more than one correct option.
- Call on one student to read the first item. Ask the class for the answer.
- Continue with the following item. Make corrections when necessary.
Answer Key
1. B
2. C
3. A and B

Language Focus – Using Large Numbers

8. Reading

● Read the directions.
● Tell students to look at the list of number phrases in the box and repeat them after you. Point out that certain words receive more stress than others in number phrases. Ask students to mark the stressed words in each number phrase (one hundred and FIFTY; two THOUSAND eight HUNDRED seventy-FIVE).
● Then have students get into pairs and read the words with their partner. Circulate and offer help if needed. Do not dwell too much on pronunciation, except in cases where meaning is obscured.
● Instruct students to read numbers 1–10 and match them to their word forms (A–J).
● Call on different students to report each answer. Make corrections when necessary.

Content Note
Many of the large numbers in the activity contain the word thousand. The voiceless th in thousand can be troublesome for many non-native English speakers. It can sound like t to some students and like s to others. If students have trouble with the voiceless th sound, you might want to provide some minimal pair practice (path, pass, pat) to make sure they can distinguish th from t and s before moving on to production. When students are saying the large numbers with thousand, discreetly check for tongue placement: it should be between the teeth, but not visible.

Answer Key

9. Researching

● Tell students to work with a partner and each choose four countries and their respective capitals from the chart.
● Go over the common features of the chart with the class. Column 1 lists different countries. Column 3 lists the capital city of that country. Model the country names and city names.
● Point out that there is missing information (the countries’ and cities’ population numbers) on both charts and that each person’s partner will be searching for the missing information. The goal is to ask their partner for the missing information and put it into their own chart.
● Model the first question on a country for students: What is the population of Brazil? Have a student call out the answer from their chart. Have the rest of the students copy the number into their chart.
● Do the same for the first question regarding a capital: What is the population of Brasilia, Brazil? Have all students put the number in their chart.
● Instruct students to search online to find recent population figures for their chosen countries and capitals. This part of the activity can be assigned as homework.
● Have students complete the charts as you circulate and help as needed.

Answer Key
Answers will vary.

Reading 2 – Success in College

Section Aims
Reading: Answering questions using existing knowledge on a topic; getting meaning from context
Language Focus: Using prepositions
Vocabulary: Understanding vocabulary from context; using vocabulary skills to understand new words; matching nouns and adjectives
Before You Read

1. Brainstorming
   ● Ask students to look at the images and think about where the people are and what they are doing.
   ● Direct them to form groups and write down any words or phrases that come to mind when they look at the pictures. Ask them to also think about what these pictures make them feel and if these feelings are positive or negative.
   ● Invite groups to report their words and phrases to the class and compare their ideas with other groups.

Answer Key
Answers will vary.

2. Vocabulary
   ● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
   ● Direct students to mark the stress on each word of more than one syllable—or the stressed word in each phrase as they say it: successful students, class discussions, and so on.
   ● Have students compare these words and phrases with their ideas from 1 and identify any that are the same or different.

3. Topic
   ● Read the directions.
   ● Ask students to read the phrases in items 1–6.
   ● Then direct them to reread the phrases in the vocabulary box in 2. Explain that they should look for keywords that are the same in the vocabulary box and 1–6 and underline them.
   ● Model the first answer: Successful students are prepared for class. Point to the keywords prepared and prepare to show how you found the answer.
   ● Give students time to complete the rest of the sentences.
   ● Call on different students to report their answers. Correct when necessary.

Answer Key
1. for class
2. study routine
3. hard to succeed
4. study skills
5. every class / close attention
6. for help

While You Read

4. Reading
   ● Before students read the directions and article, have them read the article’s title and make a prediction about the content of the reading. Ask: What do you think the reading is about? (how to be successful in college) What are the people in the photos? (students) Why do you think the picture of a red line through the cell phone mean? (Cell phones do not help you succeed in college; you are not allowed to use cell phones in lectures.)
   ● Point out the numbered blank lines. Read the directions and explain that students will be filling in the missing sentences after they read.
   ● Play the audio and have students follow along in their book.
   ● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
   ● Give students time to fill in the missing sentences from 3.
   ● Have them compare their answers in pairs.
   ● Invite students to report their answers to the class. Correct when necessary.
**Answer Key**
1. Are prepared for class
2. Attend every class and pay close attention
3. Ask their tutors for help when they need it
4. Follow an organized study routine
5. Have good study skills
6. Know they must work hard to succeed

**5. Reading again**
- Read the directions.
- Ask students to read the six sentences they filled in in 4 carefully.
- Ask them to think about which words in these sentences show them how to succeed in college and underline them.
- Have students compare words in pairs or groups.

**Answer Key**
Successful students...
1. ...prepared.
2. ...attend, pay attention.
3. ...ask, tutors, help.
4. ...organized, study, routine
5. ...study skills
6. ...work hard.

**6. Using your vocabulary skills**
- Read the directions and have students look for the definitions in the reading. You may want to do the first item as a whole class activity.
- Have students work individually or in pairs to complete the items. Circulate and offer help if necessary.
- Have volunteers share their answers with the class.

**Answer Key**
1. the person who teaches students about a topic
2. important information students write about a topic
3. when students and tutors talk about a topic in class
4. work that tutors give students to do at home

**Language Focus – Using Prepositions**

**7. Using prepositions**
- Read the directions. Discuss the meaning of prepositions and review with the class: *at, in, for, from, with, on*.
- Have students work independently or in pairs to complete the activity. This can also be done as homework.

**Answer Key**
1. for
2. from
3. through
4. in
5. in
6. with
7. about
8. on
After You Read

8. Matching nouns to adjectives
● Read the directions.
● Ask students to go through the words on their own and decide which adjectives and nouns go together and which do not. Remind them that if they are not sure, they can put a question mark in the relevant box.
● Then have students compare their answers with a partner and discuss why they think their answers are right or wrong.
● Go through the word pairs in class and invite students to say whether they go together or not. Correct when necessary.

### Answer Key

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9. Building vocabulary
● Read the directions as students follow along.
● Have students complete the crossword puzzle individually.
● The puzzle can also be done as homework.
● Remind students to cross out the words as they use them.
● If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
● Have students compare their completed puzzle with another student or the answer key.

### Answer Key

- 1. t
- 2. s
- 3. d
- 4. i
- 5. n
- 6. w
- 7. m
- 8. p
- 9. a
- 10. e
- 11. f
- 12. g
- 13. t
- 14. r

answer:
10. Blogging
- Read the directions.
- Ask students to think about what they believe makes a student succeed in college. Have them make notes.
- Remind them to review the phrases they learned in 2 and 3 and use those that match their views.
- Instruct them to use their notes to write a paragraph stating their opinion.
- This activity can also be assigned as homework.

Answer Key
Answers will vary.

Writing – An Email from College

Section Aims
Reading: Identifying the main topic of a text; identifying structure and organization
Writing: Identifying the right greetings and endings for an informal email; using a checklist to write an informal email; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work
Language Focus: Grouping words into categories
Skills Focus: Writing an email
Vocabulary: Understanding vocabulary from context; understanding and using the names of different places
Research and Document: Finding and choosing relevant online sources; using data selectively to create a document

1. Topic
- Read the directions, and have students study the images.
- Ask students what they think all of them have in common, what they are all about.
- Encourage students to describe the images using vocabulary they have learned so far. (The campus has old buildings. Some students are spending time together on campus. One student is using her laptop in her dormitory.)
- Ask them to think about whether the students are using their laptops and tablets to do college homework or if they are using them for fun or to communicate with friends or family. Have them explain their opinion.
- Then instruct students to read through the questions as they look at the images and answer them. They can write their answers down.
- Ask volunteers to share their answers with the class.

Answer Key
Answers will vary.

2. Brainstorming
- Read the directions.
- Go through the questions with the students and invite a volunteer to give an example for the first question (e.g. a dormitory). Ask the student where that dormitory is (e.g. next to ABC Coffee Shop), how he/she gets from there to XYZ library (e.g. walk, take the shuttle), etc.
- Give students time to answer each of the questions. Remind them to make notes and not to write full sentences.
- Ask volunteers to share their answers with the class.

Answer Key
Answers will vary.

3. Vocabulary
- Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: classrooms, beautiful, and so on.

**Answer Key**
Answers will vary.

4. Planning and drafting
● Read the directions.
● Ask students to choose which friend or parent they want to send an email to.
● Ask them to think about what things about their new life in college they want to write about.
● Have them list the things they want to say. Remind them not to use full sentences but rather make brief notes.
● Ask students to compare their ideas with a partner.

**Answer Key**
Answers will vary.

5. Reading
● Before students read, have them look at the map on page 16.
● Go over the information in the Tip box about emojis and GIFs. Ask students what other emojis they know and how many of them like using GIFs.
● Play the audio for the reading and have students follow along in their books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Ask students to note any similarities and differences between what Sunny has written what they had thought to write about in 4.
● Tell students to do activity 6 “Identifying the main topic” once they have finished this activity.

**Answer Key**
Answers will vary.

6. Identifying the main topic
● Some students may have done this activity, and others may not have had time.
● Read the directions and call on one student to read the statement that expresses the main topic.

**Answer Key**
3. her life at college

7. Finding places on a map
● Read the directions. Have students reread the passage and study the map.
● Have students work individually or in pairs to fill in the answers.
● Review the answers with the class.

**Answer Key**

8. Identifying the topic
● Read the directions.
● Point out that each paragraph in Sunny’s email deals with a separate topic.
● Ask students to reread the email and choose which heading goes with each paragraph. Ask them to identify the keywords that helped them decide.
● Call on volunteers to share their answers with the class.

**Answer Key**
Language Focus – Word Groups

9. Grouping words

Best Practice – Organizing Information

This activity will teach students to organize vocabulary items according to categories. This allows students to better assimilate and recall word forms and their meanings at a later date – valuable study tools.

- Write Italy and Italian on the board. Ask students to explain the difference. (One is the country name; the other refers to people from the country, i.e. people’s nationality, or, in other cases, things from the country or the country’s language.)
- Ask students for more examples that follow the pattern, using students’ own countries as a basis (Japan, Japanese, China, Chinese, Costa Rica, Costa Rican, Turkey, Turkish, and so on).
- Read the directions. Tell students to look at the list of words and phrases and repeat them after you.
- Direct students to mark the stress on each word of more than one syllable as they say it: American, music, practice, and so on.
- Have students get into pairs and complete the activity. Suggest that for this type of activity they cross out the words as they use them. Remind them that some words can fit more than category.
- Have students compare their answers with another pair of students.
- Review answers with the class.

Answer Key

<table>
<thead>
<tr>
<th>Countries</th>
<th>Nationalities</th>
<th>Places on Campus</th>
<th>Places in the City</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>American</td>
<td>art gallery</td>
<td>art gallery</td>
<td>shuttle</td>
</tr>
<tr>
<td>China</td>
<td>Canadian</td>
<td>classroom</td>
<td>radio station</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>English</td>
<td>dorm</td>
<td>theater</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td>music practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Egypt</td>
<td></td>
<td>room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>radio station</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>theater</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Focusing on a map

- Read the directions.
- Go through the words and phrases in the vocabulary box. Use examples from inside the class (My books are on my desk) and campus (This building is on the corner of X and Y streets) to make sure that students understand them.
- Ask students to read through the sentences and underline the keywords that they will need to search for on the map. Ask them to find the buildings and streets mentioned in the sentences on the map.
- Encourage students to compare their answers in pairs.
- Check answers in class.

Answer Key

1. on
2. across from
3. next to
4. in
5. on the corner of

Skills Focus – Writing an Email

11. Preparing to write

- Read the directions.
● Ask students to make note of the points in bold (greeting, opening paragraph, etc). Make sure they know what opening and closing paragraphs are.
● Give students time to go back to the reading text in 5 and identify these points.
● Explain to students that they will be using these points as guidelines to write their own email later.
● Have students read through the words and phrases and work in pairs to put them in the right categories.
● Ask volunteers to share their answers. Correct when necessary.

Answer Key
Greetings: Dear Stefano, / Hi Jess,
Opening statements: How are you? / I hope you are doing well. / I hope you are having a great time in Singapore. / How have you been?
Closing statements: See you soon. / I can't wait to see you. / I hope to hear from you soon. / Send my love to all our friends at home.
Signatures: Love, / Best, / Best wishes, / Lots of love, / Amy

12. Making notes
● Read the directions.
● Remind them that they will be writing an email to a good friend living or studying in another town or country.
● Give students time to organize their thoughts by jotting down their ideas under the headings provided. Remind them not to write full sentences.

Answer Key
Answers will vary.

13. Drafting and editing 1: Peer review
● Read the directions, including steps 1–3.
● Have students use the notes they made in 12 to write their first draft. This can be done for homework.
● Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner’s drafts, so that they have an idea what to look for.
● Have students review their partner’s draft and suggest corrections based on the checklist. This can also be done for homework.

Answer Key
Answers will vary.

14. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

15. Editing, rewriting, and finalizing your email
● Read the directions.
● Ask students to work with their partners to finalize their emails. This can be done as homework.

Answer Key
Answers will vary.

16. Researching and documenting
● Read the directions.
● Ask students to form pairs. Assign this research as homework.
● Remind students to use the same guidelines and drafting and reviewing process as above to write the email to their parents or friend.

**Answer Key**
Answers will vary.

17. Blogging
● Read the directions.
● Ask students to post their emails as well as comments on emails they have not written or reviewed.

**Answer Key**
Answers will vary.

**SELF-EVALUATION**
● Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and can help them chart their progress.
● The Self-Evaluation at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take ownership of their own learning.
● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● Tell students to find definitions in the chapter for any words they did not check.
● If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 2 – Shop Till You Drop!

Chapter Goals

**Reading:** Students will read about online shopping and practices such as renting, selling, sharing, and swapping on the Internet. They will learn about “virtual shopping malls” and the success of one in particular, Amazon.com, and its founder, Jeff Bezos. They will encounter predictions that did not come true and predictions about the next 50 years. They will learn strategies for guessing the meaning of new words using punctuation and examples, understanding quotation marks, and recognizing a good summary. They will be introduced to the skills of identifying main ideas and topics in a reading.

**Writing:** These passages and activities will give students opportunities to research online shopping sites and discuss their own opinions of online shopping and new online practices that are emerging. They will also analyze and make predictions about the future, and expand their repertoire of shopping-related terms and verb forms. Finally, they will draft their own summaries and edit their classmates’ work.

Focus on the Images

Ask students to:
1. look at the image and say where the man in the image might be and what he is doing; have them identify the clues that led them to their conclusion
2. say how they feel about buying things on the Internet. Encourage them to say why they feel this way; for students who do like online shopping, elicit what types of products or services they like to buy and why; for students who do not, ask for additional ideas about what can be purchased online
3. consider whether they think online shopping will replace normal stores; have them justify their opinions.

**Answer Key**

Answers will vary.

Brainstorm and Associate

Ask students to:
1. work in pairs or groups and make a list with words and phrases about shopping online and in stores
2. make a list of words and phrases about how they feel and what they have experienced when buying things online
3. compare the two lists. Are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

**Answer Key**

Answers will vary.

Think and Comment

“*Whoever said money can't buy happiness simply didn't know where to go shopping.*”

Ask students to:
1. identify the main idea of the quote and rephrase it
2. say what they know of Gertrude Stein; encourage students to find out some facts about her, e.g. in what period she lived, what about her work made her famous
3. say what they can tell about Stein from the quote (e.g. that she liked shopping, that she had a sense of humor)
4. give their opinion on the quote and justify it.
Reading 1 – Online Shopping

Section Aims
Reading: Using pictures and headings to make predictions about a topic; answering questions using existing knowledge on a topic
Language Focus: Understanding and using the past tense of irregular verbs; understanding and using the present tense; understanding and using the future tense to make predictions
Skills Focus: Using punctuation clues to find the meaning of a new word
Research and Document: Searching for and choosing relevant online sources to find information

Before You Read

1. Topic
Best Practice – Activating Prior Knowledge
This activity uses students’ prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about the shopping in stores and online shopping into the larger framework of this reading. When students become aware of what they already know about the topic, they can better organize the new concepts about it.
● Have students read the questions in the activity and write brief answers.
● Put students in pairs to discuss the questions.
● Call on students to share their answers with the class.

Content Note
The version of the Internet that we are most familiar with today, the World Wide Web, was developed by British computer scientist Tim Berners-Lee between 1989 and 1991 while he was employed by CERN (the European Particle Physics Laboratory, located in Geneva, Switzerland). Berners-Lee invented hypertext markup language (HTML), the code that allows text and images to appear on Web pages. He also invented the concept of URLs (universal/uniform resource locators), which identify the locations of documents on the Web.

2. Vocabulary
● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: c él egre s, garáge, information, and so on.
● Have them put a check mark (✓) next to the words they know.
● Tell them not to use a dictionary during this part of the lesson.
● Use the plural form of category to review the -y ending spelling rule: When you pluralize a word that ends in a -y, the -y becomes -ies. Therefore, category → categories.
● Point out the silent -t in gourmet.

Skills Focus – Vocabulary
Strategy – Using Punctuation Clues
● Read the strategy as students follow along.
Write the following examples on the board. Underline *garage* and *billionaire* in each sentence.

Amazon.com began in a *garage* (a building for a car).

Jeff is a *billionaire* – a very rich person.

- Ask: *What's a “garage”*?
- Circle the part of the sentence that gives the answer (a building for a car).
- Ask: *How do you know*? Draw two lines under the parentheses.
- Rewrite the sentence using the equal sign (garage = a building for a car) and say: *In other words, “garage” equals “a building for a car.”*
- Repeat this with the second example. Ask: *What's a “billionaire”*?
- Circle the part of the sentence that gives the answer (a very rich person).
- Ask: *How do you know*? Draw two lines under the dash.
- Rewrite the sentence using the equal sign (“billionaire” = a very rich person) and say: *In other words, “billionaire” equals “a very rich person.”*

3. Thinking and predicting

- Ask students to read the statements.
- Ask them to circle the words they think are correct. Remind them not to look at the text yet, but to guess the answer based on their knowledge of the world.
- Call on students to give reasons for their choices.

**Answer Key**
1. scientists
2. books
3. more
4. nobody

**While You Read**

4. Reading

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Tell students to find the sentences in the reading that will help them decide if their answers in 3 are correct or not.
- Call on students to point out the clues that helped them decide.

**Answer Key**
Answers will vary.

5. Reading again

- Tell students to read the text again and circle the six terms listed in the activity. Ask them to use the vocabulary strategy learned to find the meanings of these terms.
- Ask them to think about whether this approach has helped them understand the meaning of the unknown words.
- Give students time to compare answers in groups and then ask for volunteers to report the answers to the class.

**Answer Key**
- online: on the Internet
- customers: people who buy things
- home-improvement products: things that you use to fix up a house
- virtual shopping mall: a group of online stores
- gourmet food: special, usually expensive, food
- e-commerce: buying and selling on the Internet
6. Making notes

- Now that students have read the article at least twice, read the directions and give them time to make notes about the key events that happened in these particular years or periods of time.
- Encourage students to compare answers with a partner.
- Call on one student to read their notes for the 1980s.
- Continue with the following year. Make corrections when necessary.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980s</td>
<td>Internet starts</td>
</tr>
<tr>
<td>1994</td>
<td>start of Amazon, sells books</td>
</tr>
<tr>
<td>1998</td>
<td>Amazon, music</td>
</tr>
<tr>
<td>2016</td>
<td>310 million customers, 300 million items</td>
</tr>
<tr>
<td>Today</td>
<td>buy anything online, virtual shopping malls</td>
</tr>
</tbody>
</table>

After You Read

Language Focus – Verb Tenses

Best Practice – Organizing Information

The following activity asks students to record verb forms in a chart. Activities such as this allow students to visualize related forms, which helps students to assimilate and recall the forms at a later date, a valuable study tool.

7. Finding examples

- Write the following sentence on the board: Today, Jane uses the Internet. (You can insert your name or a student’s name in place of “Jane.”)
- Now revise the sentence. Write on the board: Ten years ago, Jane ______ the Internet.
- Ask students: How is this sentence different from the first one? What form of use goes in the blank? Write used in the blank.
- Revise the sentence again: This weekend, Jane ______ the Internet.
- Ask students: How is this sentence different from the first one? What form of use goes in the blank? Write is going to use in the blank. Write the sentence a second time with will in the blank.
- Elicit from the class the difference between is going to use and will use. (Is going to means “is planning to”; will means “has the intention to.”) Focus students’ attention on the structure of the two future forms: be going to + VERB; will + VERB.
- Explain that the reading passage will contain the past, present, and future tenses. Point out that there will be both regular and irregular past verb forms. Remind them that regular past forms end in –ed, but there are no rules for irregular past verb forms.
- Tell students that the reading passage also has different time expressions that tell you if the information given is about the past, the present, or the future. Point out the examples of each given in the chart.
- Read the directions.
- Have students work in pairs to complete the chart.
- Have volunteers write their answers on the board. Correct when necessary.

<table>
<thead>
<tr>
<th>Verb forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. buy / buy</td>
</tr>
<tr>
<td>2. drove</td>
</tr>
<tr>
<td>3. grew / grow</td>
</tr>
<tr>
<td>4. was / is</td>
</tr>
<tr>
<td>5. knew</td>
</tr>
<tr>
<td>6. left</td>
</tr>
<tr>
<td>7. made / make</td>
</tr>
<tr>
<td>8. predicted / predict</td>
</tr>
</tbody>
</table>
9. sold
10. started
11. spend / spend
12. thought

**Time expressions:**
2. Past: one day
3. Past: almost 20 years later
4. Past: all those years ago

### 8. Finding and filling in
- Read the directions.
- Ask students to read through the statements and guess which irregular verbs go in the blanks.
- Then have them go through the article and find the verbs to confirm or correct their answers.
- Encourage students to compare and discuss their answers with a partner.
- Call on volunteers to read their answers. Correct when necessary.

**Answer Key**
1. knew
2. had, was
3. left, drove
4. sold
5. made

### 9. Using notes
- Read the directions.
- Ask students to look at the first notes in 6, on the 1980s: *1980s – Internet starts.* Ask: *What tense is the verb starts in? Past, present, or future?* Elicit that it is in the present.
- Explain that when we make notes on a timeline, we use the present tense, but when we want to make a proper sentence using that information, we change the tense to fit the year or time the action is happening. So in the first case, since the 1980s are in the past, we have to change the verb to the past tense: *The Internet started in the 1980s.*
- Have students work with a partner or in small groups and take turns using the notes to make sentences using the years/periods of time on the timeline.
- Ask volunteers to share their sentences with the class. Make sure that students use the present tense when making a sentence for “Today” on the timeline.

**Answer Key**
Answers will vary.

### 10. Researching and finding out
- Read the directions.
- Have students work in pairs to do online research about the most successful online shopping sites.
- Ask students to make notes about the sites they research. Remind them not to write down complete sentences. Explain that they will use their notes to tell the class what they have found out.
- This activity can be assigned for homework.

**Answer Key**
Answers will vary.

### Reading 2 – Selling and Sharing Online

**Section Aims**
**Reading:** Answering questions using existing knowledge on a topic; brainstorming and recalling words and phrases related to a topic
Skills Focus: Understanding new words from examples; identifying the topics and main ideas of a text

Before You Read

1. Brainstorming
   ● Ask students to look at the images and think about what the people are doing in each one.
   ● Direct them to form groups and write down any words or phrases that come to mind when they look at the images. Ask them to also think about what these pictures make them feel and if these feelings are positive or negative.
   ● Invite groups to report their words and phrases to the class and compare their ideas with other groups.
   ● Read through the tip with the class. Write sentences on the board to demonstrate the meaning of for sale, and the different meanings of on sale:

   This shirt is only for/on sale at the clothes store next door. You won’t find it anywhere else.
   You had better hurry if you want to buy this dress at half the price. It’s only on sale until tomorrow.

   Answer Key
   Answers will vary.

2. Vocabulary
   ● Tell students to look at the list of phrases and repeat them after you, or have students listen and repeat them as you play the audio.
   ● Direct students to mark the stressed word in each phrase as they say it: for rént, for sále, and so on.
   ● Have students compare these words and phrases with their ideas from 1 and identify any that are the same or different.

   Answer Key
   Answers will vary.

Skills Focus – Vocabulary

Strategy – Understanding New Words from Examples
   • Read the strategy as students follow along.
   • Write the following sentences on the board:

   Amazon sells products in many categories, such as toys, gourmet food, and books.
   You can buy anything at a virtual shopping mall such as Amazon.com.
   • Point to the first sentence and ask students: What are toys, gourmet food, and books? (examples of categories) How do you know? (They follow such as.) Underline toys, gourmet food, and books.
   • Do the same with the second sentence.
   • Explain that such as introduces examples and that examples can often help you understand other words and phrases in a sentence.

3. Topic
   ● Read the directions.
   ● Ask students to first read through the questions on their own, think about their opinions, and make notes.
   ● Have students work in pairs or groups to discuss their answers to the questions.
   ● Call on different students to report their answers.

   Answer Key
   Answers will vary.
While You Read

4. Reading

● Before students read the directions and article, have them look at the article’s heading and the images accompanying the article and make a prediction about the content of the reading. Ask: *What do you think the reading is about?* (different ways to sell and get products and services via the Internet); *What is eBay?* (a website for selling things that are not new, that you have used); *What are Booking.com and Airbnb?* (sites where you can rent other people’s rooms or houses for a period of time).

● Read the directions.
● Play the audio and have students follow along in their book.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Give students time to think about their answers in 3 and compare them to the information in the article in pairs.
● Invite students to report their ideas to the class.

**Answer Key**

Answers will vary.

5. Reading again

● Read the directions.
● Ask students to look at the words and repeat them after you.
● Remind students to underline the meanings of and/or examples for each word.
● Ask volunteers to report their answers.

**Answer Key**

1. things
2. items you can sell – such as books, CDs or DVDs
3. giving someone one thing and getting another thing from them
4. apps and websites

**Skills Focus – Identifying Main Ideas**

**Strategy – Identifying the Topic and Main Idea of a Paragraph**

● Direct students’ attention to the boxed strategy. Read the strategy as students follow along.
● To check their understanding, put the following on the board:
  a. Amazon.com
  b. Amazon.com makes huge profits.
  c. But shopping in stores really isn’t safer than shopping online.
  d. Shopping in stores
  e. Shopping online
● Ask: *Which are topics?* (a, d, e) *Which might be main ideas of paragraphs?* (b, c)
● Then ask students to read the text and fill in the blanks. Encourage them to compare their answers with a partner.
● Call on students to read their answers to the class.

**Answer Key**

1. A
2. B
3. B

6. Identifying the main idea

● Read the directions aloud in class.
● Point out that the three words and phrases below are the topics of paragraphs A, B, and C in the reading text.
Give students time to reread the text and match the topics and paragraphs.
Have students work individually or in pairs to identify and underline the main idea in each paragraph. Circulate and offer help if necessary.
Have volunteers share their answers with the class.

Answer Key
A. swapping / Main idea: There are now many websites where you can swap almost anything, not only those DVDs you don’t want, but also clothes, toys, and furniture.
B. selling / Main idea: Many websites […] show [secondhand] goods (things) that are for sale.
C. renting and sharing / Main idea: With technologies, such as apps and websites, you can rent […] things [you don’t want to sell] to others.

After You Read
7. Thinking critically
Best Practice – Cultivating Critical Thinking
The following activity requires students to evaluate statements made by experts. Evaluating the ideas of others is an important critical thinking skill. It helps students develop the ability to judge the credibility of sources, making them more critical, active readers.
Read the directions as students follow along silently.
Read each quote and make sure that students understand any new vocabulary.
Have students get into groups and discuss each quote. Before they start, remind them that they should explain what was wrong with each prediction.
Have volunteers share their groups’ ideas with the class.

Answer Key
Answers will vary.

8. Discussing
Read the directions and the statements. Make sure students understand any new words. For example, ask students what a robot is (a smart machine).
Have students reread and write their opinions (likely, possible, not likely) of each prediction on the lines.
Have students get into groups. Ask them to not only share their opinions but give reasons as well. Circulate and offer help if needed.
Have volunteers share their groups’ ideas with the class.

Answer Key
Answers will vary.

9. Building vocabulary
Read the directions as students follow along.
Have students complete the crossword puzzle individually.
The puzzle can also be done as homework.
Remind students to cross out the words as they use them.
If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
Have students compare their completed puzzle with another student or the answer key.
10. Blogging

- Read the directions.
- Ask students to think about how they believe technologies are going to change our lives in the future. Have them make notes.
- Instruct them to use their notes to write a paragraph stating their opinion.
- This activity can also be assigned as homework.

**Answer Key**

Answers will vary.

**Writing – Summarizing**

**Section Aims**

**Reading:** Getting meaning from context

**Vocabulary:** Using context to match words and definitions

**Writing:** Identifying a good summary; using a checklist to evaluate a summary; identifying key words and making notes; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work; thinking critically and commenting

1. **Topic**

- Read the directions, and have students study the images.
- Ask students what they think the images have in common, and what they are about.
- Encourage students to describe the images using vocabulary they have learned so far. (In the image on the left, a woman is going to shop online. In the image on the right, a woman is going to rent a bike using a mobile app.)
- Have them to think about the two articles they have read so far and make notes about the topics and main ideas. Ask them not to go back to the articles, but to only write down what they remember.
- Then instruct students to compare their answers in pairs.
- Ask volunteers to share their answers with the class.

**Answer Key**

Answers will vary.
Skills Focus – Summarizing

Strategy – Summarizing an Article

● Read the strategy as students follow along.
● Give the students a minute to read the paragraph and identify the topic, main idea, and important details. Encourage them to compare their answers with a partner.
● Now ask students to read the sentence summarizing the paragraph and compare it with their notes. Ask them to notice what information is provided in the summary that they did not include in their notes, and what information they included that is not provided in the summary.
● Read the Tip to the class. Ask them to consider whether the extra information they included in their notes was necessary, i.e. an important detail, or if it was a small detail that was not needed in the summary.
● Now read through the next directions as students follow along. Ask students to go through the checklist carefully before they read the summaries.
● Give them time to read the two summaries and then check them against the checklist. Before they answer, ask them which one they think is better and why. Then read the answer aloud as they follow along.
● Ask students to find the unnecessary details in Summary 1 (“CDs, DVDs, and books sitting on your shelves,” “an apartment or bike,” “your garden,” “a few days or weeks,” and so on).
● Ask students to find and underline in Summary 2 words and phrases that say the same thing without including unnecessary details (“things you don’t want,” “things you don’t use all the time,” “for a short time”).

Answer Key

Answers will vary.

2. Discussing

● Read the directions and make sure that students understand the meaning of the three phrases.
● Ask students to work in pairs or small groups and discuss what they know and think about virtual shopping malls, person-to-person buying and selling on the Internet, and online advertising. Ask students to think of examples of each case. Remind students that there are no wrong or right answers and encourage them to express their own opinions.
● Ask volunteers to share their groups’ ideas with the class.

Answer Key

Answers will vary.

3. Vocabulary

● Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: advertisement, service, and so on.

Answer Key

Answers will vary.

4. Reading

● Read the directions.
● Before students read, have them look at the image. Invite volunteers to share what they know about Craigslist.
● Play the audio and have students follow along in their books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Tell students to use the context in the passage to guess the meaning of the words in 3 and match them with the correct definitions.
● Check the answers in class.

### Answer Key
1. service
2. individual
3. fee
4. directly
5. advertisement
6. post
7. charge
8. advertise
9. used
10. free

5. **Reading again**
● Read the directions.
● Ask students to work in pairs and decide what the topic of the article is. Then have them underline words or phrases that help them identify the main idea of each paragraph.

### Answer Key
Answers will vary.

### Skills Focus – Writing Skills Development
6. **Preparing to write**
● Read the directions.
● Ask students to look at their notes from 5 and think about what the topic and main idea of the article are.

### Answer Key
Answers will vary.

7. **Writing**
● Read the directions. Have students write down their highlighted words from 5 in the columns provided.
● Ask students to use these key words to write one or at most two sentences summarizing each paragraph. Remind them not to read the passage as they write their summaries, but only to use their notes.

### Answer Key
Answers will vary.

8. **Drafting and editing 1: Peer review**
● Read the directions.
● Have students check their first drafts before handing them to a partner to check.
● Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner’s drafts, so that they have an idea what to look for.
● Have students review their partner’s draft and suggest corrections based on the checklist. This can be done for homework.

### Answer Key
Answers will vary.
9. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

10. Finalizing your summary
● Read the directions.
● Ask students to work with their partners to finalize their summaries. This can be done as homework.

Answer Key
Answers will vary.

11. Blogging
● Read the directions.
● Ask students to post their summaries as well as comments on summaries they have not written or reviewed.

Answer Key
Answers will vary.

SELF-EVALUATION
● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 3 – Nearest and Dearest

Chapter Goals

Reading: Students will read about new ways we communicate with friends and family. The benefits and disadvantages of using various types of technology to communicate serve as debate points for students to share their opinions. Students will read an essay offering the pros and cons of social networking. Attention is brought to the dangers involved as well as the benefits. Students will read about the positive use of cell phones to save lives. They will work on skimming skills, identifying topics and main ideas and also activating knowledge through pictures. In addition, they will work on dictionary skills.

Writing: Using these two reading texts and another text on the pros and cons of e-books, students will learn about the structure of essays and articles. They will then be asked to use what they have learned about essay structure to write their own pros and cons essays. Last, a blog about inappropriate cell phone use will be used as a springboard for students to write their own blogs and comments.

Focus on the Images

Ask students to:
1. look at the images and say what they think of when they look at them
2. talk about the devices and apps the people are using to communicate; have them identify the clues that led to these thoughts (in the top two images the men are waving at someone on their laptop screens, so they must be using an app such as Skype; in the bottom two images the two women have their thumbs on their mobile phone screens, which means they are texting or using a messaging app)
3. say what other ways people communicate with friends and family (e.g. talking on the phone, writing letters, using social media sites such as Facebook, meeting for coffee or lunch)
4. talk about their preferred means on communication; have them justify their preferences.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. work in pairs or groups and make a list with words and phrases about online and face-to-face communication; make sure they know what “face-to-face” means
2. make a list of words and phrases about times in the past when they communicated with friends and family and how this made them feel
3. compare the two lists. Are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

Answer Key
Answers will vary.

Think and Comment

“We have two ears and one mouth so that we can listen twice as much as we speak.”

Read the quotation by Epictetus. Ask students to:
1. identify the main idea of the quote
2. say whether they have any similar sayings in their native language
3. give their opinion on the quote and justify it

Put this question on the board:
Is communication better because we have many more ways to communicate with each other?

Ask students to:
4. Copy the question and answer it with some reasons to support their opinion.
5. Compare and discuss their opinion with a partner.
6. Share their opinions. Take a poll of the class to see whether students feel that technology has helped people to communicate better now than in the past.

**Answer Key**

Answers will vary.

**Reading 1 – Staying Connected**

**Section Aims**

**Reading:** Using pictures and headings to make predictions about a text; activating students’ knowledge on communication and technology to understand and answer questions.

**Skills Focus:** Understanding new words using pictures; understanding new words by looking at the words before other, skimming an article to understand general ideas.

**Language Focus:** Understanding and using pronouns in written text.

**Research and Document:** Doing a class survey.

**Before You Read**

1. **Topic**

   - Read the directions. Direct students’ attention to the images and ask them to think about whether they are showing positive or negative aspects of modern-day communication.
   - Have students work in pairs and discuss their ideas about the images. Ask them to note down each other’s ideas.
   - Read the questions. Ask students to use their notes and the images to help them answer the questions. Model question A. (How has technology made communication between us worse?) Model different possible answers so students can hear different ways to express an opinion. (I think people don’t talk face-to-face as much as they used to. I believe people spend more time alone.) Have students read the questions in the activity and write brief answers.
   - Put students in pairs to discuss the questions.
   - Call on students to share their answers with the class.

**Answer Key**

Answers will vary.

**Best Practice – Interacting with Others**

Group activities help students prepare for the reading passage by interacting with other students. They can activate their own background knowledge and compare it with the background knowledge of their classmates. This prepares students for the concepts presented in the reading passage.

- Go over the directions, the example, and the categories in the chart.
- Model the answers using your family or friends as an example. (I use Facebook to connect with my brother. My parents and I talk on the phone.)
- Have students complete the chart with their own ideas and then compare them with the rest of the group.
- Circulate and offer help if needed.
- Ask volunteers from each group to share their answers.

2. **Vocabulary**

   - Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
   - Direct students to mark the stress on each word of more than one syllable as they say it: advice, dangerous, devices, and so on.
   - Have students circle the words and phrases they know.
   - Tell students not to use a dictionary during this part of the lesson.
● Point out that the noun identity is used to describe identity theft. Write the word society on the board and indicate that social is derived from it.

● Draw attention to the use of hyphens in face-to-face to show that one word in this case is made up of three words.

**Answer Key**
Answers will vary.

**Skills Focus – Vocabulary**

**Strategy – Understanding New Words**

● Read the Strategy box as students follow along.

● Direct students’ attention to the photo. Ask: What do you see in the picture? What is the person doing?

● Have students read the caption. Ask: What does “stare” mean? Can you show me? Have a student stare at something in the classroom.

● Elicit from students possible definitions for stare. Write them on the board. Ask: How does the picture help you understand the meaning of the word?

**3. Looking**

● Go over the directions.

● Tell students to look at the words and repeat them after you.

● Have students look at the pictures, read the captions, and write definitions on the lines.

● Put students into pairs to compare their definitions.

● Call on volunteers to share their definitions with the class.

**Answer Key**

Pros: things that are good  
Cons: things that are bad  
Social-networking sites: sites like Facebook, Instagram, etc. that help us stay connected

**While You Read**

**4. Skimming an article**

● Read the directions aloud while students follow along. Explain to students that when you skim an article, you read it very quickly in order to gain a general meaning of the text. Emphasize to students that they should not write anything down when they skim.

● Draw students’ attention to the three bulleted points and have them skim the article to identify the title (Staying Connected), the subheadings (Pros, Cons, Conclusion), and the images (happy emoji, sad emoji, social networking site apps).

**Answer Key**

1. Topic: social networking. Answers will vary, but students should explain how they feel about the topic.  
2. Expected information: pros and cons of social networking; the heading, images and captions provide details about the information

**Skills Focus – Skimming**

**Strategy – Skimming**

● Read the first two paragraphs of the Strategy box as students follow along. Draw attention to the circled example in the second paragraph.

● Read the third paragraph and bulleted items and give students time to circle the answers they think are correct. Encourage them to think about what they learned in 4 before they answer.

● Ask students to compare and discuss their answers in pairs.

● Invite volunteers to share their answers with the class. Correct when necessary.
5. Reading
- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Tell students to find the definitions of pros, cons, and social-networking sites in the text and underline the words that give the definition. Ask them to compare them to their answers in 3.

Answer Key
Answers will vary.

After You Read

Language Focus – Understanding Pronouns
- Read the information in the Language Focus box as students follow along.
- Read the examples. Ask: What do pronouns do? Elicit examples of other pronouns from students and list them on the board.

6. Connecting

Best Practice – Scaffolding Instructions
Understanding pronouns scaffolds the learning experience by giving students a strategy for decoding meaning as they work. Working with pronoun reference after they read reinforces the strategy for later use.
- Read the directions.
- Have students draw arrows from the pronouns to the nouns they replace.
- Circulate among students and give help if necessary.
- Review answers with the class.

Answer Key
1. it = letter
2. it = social networking
3. them = one person + another person
4. she = teenager; this = 40-year-old man
5. it = information
6. this = personal information

7. Thinking critically

Best Practice – Cultivating Critical Thinking
This activity requires students to analyze the advantages of forms of communication. They must then examine the disadvantages versus advantages of social networking. Applying these findings to situations in their own lives allows them to internalize their own opinions, based on the evidence, and present them to their classmates.
- Read the directions and questions.
- Put students into small groups to discuss the questions.
- Ask volunteers to share their answers with the class.

Answer Key
Answers will vary.
8. Researching and finding out
- Read the directions.
- Tell students to read through the questions and identify any unknown words. Explain unknown words to students and provide examples to ensure understanding.
- Then have students circulate in the class and ask four of their classmates to answer the questions. Remind students to make notes in the columns and not to use full sentences.
- Circulate and help when needed.
- Once students have completed their surveys, give them time to compare their answers in groups.
- Call on volunteers to report their groups’ answers. Tell them that they should try and reach a general conclusion for each question and not report what each individual student answered. For example, for the first question, a general conclusion could be “Half the students use WhatsApp to communicate with friends when they’re at home” or “Most students use Twitter and Snapchat for this purpose.”

**Answer Key**
Answers will vary.

**Reading 2 – Technology to the Rescue**

**Section Aims**
**Reading:** Identifying the topics, ideas, and details of a text
**Skills Focus:** Using print and online dictionaries; putting words in alphabetical order

**Before You Read**

1. **Brainstorming**
- Ask students to look at the images and think about where the people are and what they are doing.
- Direct them to form groups and write down any words or phrases that come to mind when they look at the pictures. Ask them to not only focus on words for what they see, but to also think about what these pictures make them feel.
- Invite groups to report their words and phrases to the class and compare their ideas with other groups.

**Answer Key**
Answers will vary.

2. **Vocabulary**
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable, or the stressed word in each phrase as they say it: *avalanche, disease, emergency*, and so on.
- Have students compare these words and phrases with their ideas from 1 and identify any that are the same or different.
- Then ask students to circle the words they know.
- Tell students not to use a dictionary during this part of the lesson.

**Answer Key**
Answers will vary.

3. **Topic**
- Read the directions.
- Ask students to read the questions and think about how they would answer.
- Then direct them to form small groups and discuss their opinions. Point out that the vocabulary in 2 might help them. Encourage them to make notes about their group’s different opinions.
- Call on volunteers to report their groups’ views.
**While You Read**

**4. Reading**
- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to compare their answers in 3 to the information in the text. Have them compare their answers in their groups.
- Invite students to report their answers to the class. Correct when necessary.
- Tell students to do 5, "Identifying ideas and details," when they finish the passage.

**Answer Key**
Answers will vary.

**5. Identifying ideas and details**
- Read the directions.
- Have students work in pairs or individually to select their answers.
- Review answers with the class.

**Answer Key**
1. C
2. C
3. C
4. A

**6. Using a dictionary**
- Read the directions.
- Have students work individually or in pairs to look up the words they underlined in the passage. Circulate and offer help if necessary.
- Invite volunteers to share their unknown words and definitions with the class.

**Answer Key**
Answers will vary.

**Skills Focus – Using a Print Dictionary**

**Best Practice – Making Use of Academic Content**
Alphabetizing is an important academic skill. Students need to find alphabetized information quickly in academic settings. Activities such as the following help students develop and feel more confident about their research skills.
- Read the information in the first three paragraphs of the Skills Focus box as students follow along.
- Ask: How do you alphabetize? In the first group of examples, why is “life” before “work”? In the second set of examples, why is “cons” before “customer”? In the third set, why is “coffee” before “company”?
- Put the following words on the board and ask students to put them in alphabetical order: emergency, GPS, get lost, (emergency, get lost, GPS)
- Ask students where find fits in the list they just made. (after emergency)
- Now read the directions in the last paragraph of the Skills Focus box.
- Have students start alphabetizing as soon as you say "Start." Encourage students to work as quickly as possible.
- Have students complete the activity on their own and look up words they do not know. This can be done as homework.
- Put students into pairs to compare their work.
Go over the answers with the class.
Direct students to read the Tip. Invite students to name any online dictionaries they are already using.

**Answer Key**
1. avalanche
2. dangerous
3. emergency
4. entertainment
5. expert
6. health
7. hospital
8. identity
9. networking
10. public
11. suddenly
12. waves

**After You Read**

7. **Thinking critically**
   - Read the directions.
   - Have students read through the chart and work independently to complete it.
   - Ask students to form pairs to compare answers. Remind them that they have to justify their choices.
   - Call on volunteers to report on their and their partner’s choices. *(We both think that an app that changes a photo and makes it look like art is fun. Neither of us thinks that an app that tells you how long you sleep is useful.)*

**Answer Key**
Answers will vary.

8. **Building vocabulary**
   - Read the directions as students follow along.
   - Have students complete the crossword puzzle individually.
   - The puzzle can also be done as homework.
   - Remind students to cross out the words as they use them.
   - If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
   - Have students compare their completed puzzle with another student or the answer key.

**Answer Key**

```
   h  i  k  e  r
  x  b  l  o  d
  p  v
  e  a
  r  t  e  e  n
  a  g
  e  n
  t  g  m  c
  d  e  v  i  e
  n  r  o  h  a
  t  u
  a  b  o  s
  r  h
  e  n  c  y
```
Writing 1 – “Pros and Cons” Essay

Section Aims
Reading: Using a graphic organizer to make notes; identifying the topics and main ideas of a text
Skills Focus: Understanding the structure of an essay
Writing: Organizing ideas and making notes; writing about pros and cons; planning, drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work

1. Topic
● Read the directions, and have students study the images.
● Ask students what they think they have in common, what they are about.
● Ask them to think about whether the situations in the images are positive or negative. (The left image shows a positive aspect of smartphones. They help us to keep in touch with others. The right image shows a negative aspect. Using smartphones in the movie theater can be rude and bother others.)
● Ask: What are the good things about smartphones? What are the bad things about them? Invite volunteers to make some suggestions.
● Then instruct students to jot down their own ideas in the chart or their notebooks.

Answer Key
Answers will vary.

Skills Focus – Organizing Ideas in an Essay

Strategy – Structure of an Essay
● Read the introductory paragraph in the Strategy box.
● Have volunteers read each of the bullets that follow.
● Explain that essays may have fewer paragraphs, or more paragraphs, but this is the typical way an essay is organized.
● Then read the second paragraph in the Strategy box.
● Ask students to go back to paragraph B of Reading 1 and quickly read through it. Then go through the bullets and identify the subtopic, main idea, and detail mentioned.

2. Matching
● Read the directions and example.
● Have students read the entire text of Reading 1 and identify in which paragraphs the listed topics and main ideas are found.
● Call on volunteers to report their answers.

Answer Key

3. Using a graphic organizer
Best Practice – Organizing Information
This activity asks students to record in a graphic organizer the topics and main ideas in the article they just read. This type of activity helps students identify main and supporting ideas in a passage, an important reading comprehension skill.
● Read the directions for the activity.
● Have students complete the graphic organizer individually or in pairs.
● Draw a blank graphic organizer on the board and have volunteers fill it in.
● Ask volunteers to explain their answers. If students had trouble finding examples or details in each paragraph, help them locate the information in the passage.

Answer Key

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
<th>Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>smartphones</td>
<td>Smartphones have many uses.</td>
</tr>
</tbody>
</table>
B  medical help  Doctors can help people living in remote places.

C  medical information (medical technology)  There are apps that tell when people need to go to a doctor.

D  emergencies  Smartphones can help in an emergency.

E  cell phones out in nature  You can call for help with a cell phone if you get lost or injured.

F  cell phones  Cell phones can help save lives.

4. Reading
● Before students read, have them look at the image. Ask them to raise their hands if they have e-books. Invite volunteers to say what they like or do not like about e-books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Call on volunteers to say what they think is wrong with the passage.

Answer Key
The paragraphs are in the wrong order.

5. Using the graphic organizer
● Read the directions for the activity.
● Ask students to read through the chart and make sure they understand what they have to do. Use the first paragraph as an example. Say: The first paragraph talks about the bad things about e-books. It’s the only paragraph that talks about the cons of e-books. Direct students to look at the chart and find which topic and main idea refer to the cons. Then say: This corresponds to paragraph D in the chart.
● Call on students to report which clues help them to reach this conclusion (not everything... is good, still looking at a screen, tired eyes, don’t get that same feeling, battery dies).
● Give students time to complete the rest of the activity.
● Invite students to share their answers. Correct when necessary.

Answer Key
D, A, C, E, B

6. Planning your essay
● Read the directions.
● Go through the vocabulary with the students and give them time to add more words and phrases that they come up with.
● Ask students to think about the differences between print and online dictionaries to help them decide on the pros and cons of the former. Encourage them to use their own experience and the ideas in the reading passage to help them brainstorm.
● Give students time to organize their ideas using the graphic organizer.

Answer Key
Answers will vary.

7. Drafting and editing 1: Peer review
● Read the directions, including questions 1–7.
● Have students use the model text and their notes and graphic organizer in 6 to write their first draft. This can be done for homework.
● Ask students to swap their drafts with a partner. Remind students to look though the questions provided before they read through their partner’s drafts so that they have an idea what to look for.
● Have students review their partner’s draft and suggest corrections based on the checklist. This can also be done for homework.
8. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

9. Finalizing your essay
● Read the directions.
● Ask students to work with their partners to finalize their essays. This can be done as homework.

Answer Key
Answers will vary.

10. Blogging
● Read the directions.
● Ask students to post their essays as well as comments on essays they have not written or reviewed.

Answer Key
Answers will vary.

Writing 2 – Blogs and Comments

Section Aims
Reading: Identifying the general ideas of a text; understanding blogs and comments
Language Focus: Understanding the meaning of rant as a noun and verb
Writing: Writing a blog; commenting on a blog post to express an opinion

1. Topic
● Ask students to work in pairs or small groups and answer the questions.
● Invite students to share their opinions with the class.

Answer Key
Answers will vary.

2. Reading
Content Note
“Blog” is short for web log. A blog is usually a posting on the Internet of one’s personal experiences or opinions, much like a diary. The term “blog” is said to have first come into use in 1997, but the term did not become widespread for a few years.
● Read the directions and go through the questions with the class, explaining any unknown words.
● Discuss students’ own experiences with blogs. If they read blogs, ask if they like a particular type or a particular person’s blog.
● Direct students’ attention to the blog layout, including the headings, tabs, and comments. Ask: Who wrote the blog? (Sandy King) How can you get information about her? (Click on the About Me tab) What is the time of this blog? (3:19 p.m.) When were the two comments posted? (July 10, 3:41 p.m. and 3:42 p.m.)
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Review the Language Focus box. Ask students to use the new word in their own sentences based on personal experiences.
● Play the audio for the reading and have students follow along in their books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.

**Answer Key**
1. I
2. informal
3. subjective
4. feelings. She writes about the reasons she hates when people use cell phones.
5. hate, cell phones, people, talk, text

### 3. Commenting

● Read the directions.
● Ask students to discuss the questions in pairs.
● Invite students to share their answers.

**Answer Key**
Spoken language.
No, the writers do not expect an answer.

### 4. Chain writing

● Read the directions. Make sure students know what they have to do.
● If there are up to five students in the class, have one student begin the chain by writing a comment on a sheet of paper and passing it on to the rest of the class. If the class is larger, split it into groups as appropriate, so that the activity does not take too long and students are not left waiting for a long time with nothing to do.
● Remind the student(s) starting off the chain that their comment must not be a fact. It should be an opinion that is strong enough to make other people want to comment on it. Point out that it does not have to be their real opinion; they can make something up.
● Once everyone has commented, call on volunteers to read the comments out in class.

**Answer Key**
Answers will vary.

### 5. Planning and writing

● Read the directions, including Steps 1–3.
● Have students work in pairs or groups to write their blog. This can also be done for homework.

**Answer Key**
Answers will vary.

### 6. Blogging

● Read the directions.
● Ask students to post their blogs and comment on other pairs’ or groups’ blogs.

**Answer Key**
Answers will vary.

### SELF-EVALUATION

● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).

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● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 4 – Get Well Soon!

Chapter Goals

Reading: Students will read about how to have good physical and mental health. They will learn about some new and some familiar ways to stay healthy such as drinking cocoa, avoiding stress, and getting enough sleep. They will read about home remedies and how they can be dangerous. They will also take a quiz to find out how healthy they are and learn body parts and expressions for describing illness. These passages and activities will give students opportunities to discuss ideas about staying healthy and avoiding illness. They will practice reading for main ideas and details, identify paragraph topics, and match headings. They will read to understand a process and to understand and complete a flow chart.

Writing: Students will also learn strategies for guessing the meaning of new words using which and who, understanding italics, changing nouns to adjectives, giving advice, and using dictionary guide words. Finally, they will learn about closed questionnaires and how to create one.

Answer Key

Focus on the Images

Ask students to:
1. look at the images and think about what is being shown in each image. Encourage them to think about how these images are connected (They all show different aspects of being healthy in mind and body)
2. consider what they think “being healthy” means; encourage them to describe it in their own words
3. say what we can do to stay healthy; write down all suggestions on the board then ask students how many of these things they actually do
4. say whether they do any things that they know are unhealthy, and what these things are. Ask: Why do you think we do these things even though we know they’re not good for us? (Accept all answers.)

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:
1. work in pairs or groups and make a list with words and phrases about health and diet
2. make a list of words and phrases about how they feel and what they have experienced about home remedies and their eating habits
3. compare the two lists; are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

Answer Key

Answers will vary.

Think and Comment

“Prevention is better than cure.”

Ask students to:
1. identify the main idea of the quote and rephrase it
2. say what they know of Desiderius Erasmus; encourage students to find out some facts about him, e.g. in what period he lived, what about his work made him famous
3. give their opinion on the quote and justify it.

Reading 1 – Healthy Body, Healthy Mind

Section Aims

Reading: Answering questions using existing knowledge on a topic; using images and headings to make predictions about a topic; identifying details related to a topic; understanding what pronouns refer to in a text
Skills Focus: Finding the meaning of a word after a comma and which or who
Language Focus: Understanding the importance of words in italics; changing nouns to adjectives
Research and Document: Doing a class survey to find information on a topic

Before You Read

1. Topic

Best Practice – Activating Prior Knowledge
The following activity requires students to consider what they already know about a topic before they read about it. Thinking about the topic activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. This helps students better understand what they read.
- Read the directions and the items in the chart. Direct students’ attention to the images in the chart and have students try and match them with the items in the chart.
- Model the first item. For example: I think candy and donuts are bad. They’re bad for physical health, and so on.
- Have students complete the chart individually.
- Circulate and offer help if necessary.

Answer Key
Answers will vary.

2. Brainstorming

- Go over the directions.
- Put students into small groups to compare their answers.
- Circulate and offer help if needed.
- Ask volunteers from each group to share their answers.
- Extend the activity by having students brainstorm more things that are good or bad for physical and mental health. Write these on the board.

Answer Key
Answers will vary.

3. Vocabulary

1.
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: antióxidants, bálanced diet, and so on.
- Have them circle words and phrases that they know and put a check mark (✓) next to those they do not know.
- Tell them not to use a dictionary during this part of the lesson.
2.
- Draw students’ attention to the images. Ask them to describe what they see in each one.
- Then give them time to find the words or phrases that match the images.
Call on students to share their answers with the class.

Answer Key
1. Answers will vary.
2. A cocoa
   B junk food
   C wrinkles
   D DNA

Skills Focus – Finding Meaning After Which or Who
- Read the information before the examples in the box as students follow along.
- Put the following examples on the board: Calcium, which makes bones strong, is in milk. A dietitian, a person who creates diets for people, usually reads a lot of health news.
- Ask: What is calcium? How do you know? Underline the part of the sentence with the meaning. Ask: What is a dietitian? How do you know? Underline the part of the sentence with the meaning. Point out that sometimes who is in the form of a person who or someone who.
- Ask students to look at the examples in the Skills Focus box and work in pairs to explain what fruit and vegetables and couch potatoes are.

4. Explaining
- Read the directions.
- Ask students to look at the images and think of words and phrases to describe each of them.
- Call on students to match three of the images with the terms. Point out that there is one extra image that does not correspond to any of the terms.
- Have students work in pairs to provide the meaning of brain, balanced diet, and multitask.
- Invite volunteers to share their definitions with the class.

Answer Key
Brain: the part of our body that we think with
Balanced diet: eating different types of foods to get the vitamins, etc. that we need.
Multitask: doing more than one task at the same time

5. Thinking and predicting
- Read the directions as the class follows along.
- Ask students to work in pairs or small groups and think about what information could be included under these headings.
- Call on students to share their ideas with the class.

Answer Key
Answers will vary.

While You Read
6. Reading
- Direct students’ attention to the unmatched image from 4. Ask: What is normal blood pressure? Then ask: What does the brain do? What is DNA? What happens when we age?
- Play the audio and have students follow along in their books. Remind students to look at the images as they read.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once students have finished reading, ask them to compare the information in the article with their predictions in 5.
- Invite volunteers to say how accurate their predictions were.
7. Reading for details

Best Practice – Organizing Information

The following activity asks students to record in a graphic organizer important details from the reading. Activities such as this help students identify supporting ideas and details in a passage, an important reading comprehension skill.

- Read the directions.
- Put students in small groups to complete the chart.
- Draw a blank chart on the board and have volunteers fill it in.
- Ask volunteers to explain their answers. If students had trouble finding details, help them locate the information in the passage.

<table>
<thead>
<tr>
<th>What is Good for Your Health?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange juice</td>
<td>It has vitamin C.</td>
</tr>
<tr>
<td>milk</td>
<td>It has calcium.</td>
</tr>
<tr>
<td>black tea and green tea, cocoa</td>
<td>They have antioxidants and fight diseases.</td>
</tr>
<tr>
<td>sleep</td>
<td>It makes you smarter, more creative.</td>
</tr>
<tr>
<td>learning languages</td>
<td>It helps you pay attention, multitask, and remember and learn things more easily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is Bad for Your Health?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>stress</td>
<td>It makes your blood pressure go up.</td>
</tr>
<tr>
<td>chronic stress</td>
<td>It ages you.</td>
</tr>
<tr>
<td>too little sleep</td>
<td>It can lead to medical problems and make it hard for you to make decisions.</td>
</tr>
</tbody>
</table>

8. Reading and discussing

Best Practice – Interacting with Others

Discussing the reading helps students consolidate new information by interacting with other students. They have the opportunity to compare their own judgments of the information to those of their classmates. This helps students create new knowledge to use later, in other environments.

- Go through the questions with students to ensure they understand them.
- Have students form small groups to discuss the questions. Remind them to make notes of their answers.
- Call on a student to answer the first question using his or her group’s notes.
- Continue with another student for the following question. Make corrections when necessary.

Answer Key
2. Relax
3. It can lead to medical problems such as high blood pressure, diabetes and heart problems, and make it hard for you to make decisions.
4. Get enough sleep.
5. You find it easier to pay attention, multitask, and remember and learn things.

After You Read

9. Understanding pronouns

- Read the directions as students follow along.
- Have students draw arrows to the meanings of the underlined pronouns.
- Go over answers with the class.
Answer Key
1. cocoa
2. green tea and black tea
3. beans
4. antioxidants
5. stress
6. stress

**Language Focus – Understanding Italics**
- Read the Language Focus box as students follow along.
- Direct students’ attention to the first italicized word in the passage, *not*. Read the sentence before it and the sentence containing it, stressing the italicized word. Ask: *Why did the writer use italics here?* (To emphasize that it’s not only a healthy body that makes us healthy.)

**10. Understanding italics**
- Read the directions.
- Put students in pairs to find the italicized words and read them in their sentences.
- Circulate and offer help if needed.

**Answer Key**
not, other (paragraph 1); don’t (paragraph 2); faster, how (paragraph 3), smarter (paragraph 4)

**Language Focus – Changing Nouns to Adjectives**
- Read the Language Focus box as students follow along.
- Ask: *What is one way to change a noun into an adjective? What happens if the noun ends in a vowel?*

**11. Changing nouns to adjectives**
- Go over the directions and the example.
- Have students write the adjective forms on the lines.
- Circulate and offer help if needed.
- Go over answers with the class.

**Answer Key**
1. brainy
2. lucky
3. dirty
4. sleepy
5. icy

**12. Thinking critically**
- Read the directions.
- Ask students to think about the statements on their own and make notes on their views.
- Then have them form pairs or small groups and discuss their opinions.
- Invite volunteers to report on their pair’s or group’s views on the statements.

**Answer Key**
Answers will vary.

**13. Researching and finding out**
- Read the directions and the questions in the first column of the chart.
- Explain to students that they will use their survey results to make general statements about their classmates habits. Use the first question as an example. Choose four random students to answer the question and write the corresponding numbers (0–3) on the board. If for example, the students responses were 0, 1, 3, and 1, then say: *Two out of four students sometimes go to bed after midnight.*
Only one student goes to bed after midnight all the time and one student never goes to bed after midnight.

- Ask students to walk around the room and ask four classmates these questions. Remind them to just write the corresponding number (0–3) instead of the word.
- Give students time to study their classmates’ responses and make notes to report their findings to the class.
- Ask students to form groups and each take a turn reporting their survey results on a particular question.
- Circulate and offer help if needed.

**Answer Key**

Answers will vary.

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**Reading 2 – The Danger of Home Remedies**

**Section Aims**

- **Reading:** Answering questions using existing knowledge on a topic; brainstorming and recalling words and phrases related to a topic; organizing information using a flowchart; getting meaning from context
- **Vocabulary:** Using print and online dictionaries to find the meaning of unknown words
- **Language Focus:** Using vocabulary to identify the parts of the body; using vocabulary to describe illnesses

**Before You Read**

1. **Brainstorming**
   - Ask students to look at the images and think about what the people are feeling and doing in each one.
   - Direct them to form groups and write down any words or phrases that come to mind when they look at the images. Ask them to also think about what these pictures make them feel.
   - Invite groups to report their words and phrases to the class and compare their ideas with other groups.

**Answer Key**

Answers will vary.

2. **Vocabulary**
   - Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
   - Direct students to mark the stressed word in each word of more than one syllable as they say it: access, remedy, and so on.
   - Have students compare these words and phrases with their ideas from 1 and identify any that are the same or different. Ask them to circle the ones they know.

**Answer Key**

Answers will vary.

3. **Topic**
   - Read the directions and statements.
   - Make sure students are clear about what a home remedy is. Ask: What do you think a home remedy is? (something we use to feel better at home, without going to the doctor). Ask students to complete the task individually. Remind them to make notes about why they think each statement is true or false.
   - Have students work in pairs or groups to discuss their answers.
   - Call on different students to report their answers.
**Answer Key**
Answers will vary.

**While You Read**

4. Reading
● Before students read the directions and article, have them look at the article’s heading and the images accompanying the article and make a prediction about the content of the reading.
● Read the directions.
● Play the audio and have students follow along in their book.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Give students time to think about their answers in 3 and compare them to the information in the article in pairs.
● Invite students to report their ideas to the class.

**Answer Key**
Answers will vary.

**Strategy – Organizing Information: Using a Flowchart**
● Read the strategy as students follow along.
● Direct students’ attention to the flowchart and the notes already provided in it.
● Then ask them to read the relevant section in the article and fill in the blanks. Encourage them to compare their answers with a partner.
● Call on students to read their answers to the class.

**Answer Key**
First-degree Burns – Effective Treatment – Cool/room-temperature water for 15–30 minutes – Moisturizing lotion
First-degree Burns – Harmful Treatments – (a) Butter, (b) Ice

5. Reading again
● Read the directions.
● Ask students to look at the words and repeat them after you.
● Give students time to reread the article to find the meaning of the words.
● Ask volunteers to report their answers.

**Answer Key**
1. cure = a medicine or treatment for a disease/illness
2. humidity = water in the air
3. moisturizing lotion = something that you put on your skin to soothe it and so that it won’t get dry
4. sunburn = when your skin gets burned from staying too long in the sun

**After You Read**

6. Researching and finding out

**Best Practice – Making Use of Academic Content**
Using the dictionary is an important academic skill. Students need to find words quickly in academic settings. Strategies such as using guide words help students develop important research skills.
● Read the directions in class.
● Have students look up the words they underlined in 4 in a dictionary. This can also be assigned as homework.
● Ask students to compare their words and definitions with a partner.
● Have volunteers share their definitions with the class.
7. Thinking critically
● Read the directions and questions as students follow along silently.
● Ask students to work individually and think about each situation. Ask them to make notes about what they would do in each case and why.
● Have students get into groups and discuss their views.
● Have volunteers share their groups’ views with the class.

Answer Key
Answers will vary.

Language Focus – Parts of the Body
8. Identifying body parts
● Read the directions and the gapped sentences as students follow along. Read the words and have students repeat the body parts in the box.
● Have students work independently or in pairs to label the diagram and fill in the blanks in the sentences.
● Go over answers with the class.

Answer Key
1. eyes
2. chin
3. shoulder
4. chest
5. wrist
6. hip
7. knee
8. toes
9. ankle
10. leg
11. fingers
12. elbow
13. neck
14. nose
15. ears
16. head

9. Identifying parts inside the body
● Read the directions as students follow along. Read the words and have students repeat the body parts in the box.
● Have students work independently or in pairs to label the diagram.
● Go over answers with the class.

Answer Key
1. brain
2. throat
3. lungs
4. heart
5. stomach
6. liver
7. kidneys
8. large intestine
9. small intestine
10. bone
11. muscle
Language Focus – Describing Illnesses

10. Matching

● Read the directions.
● Ask students to look at the images of different illnesses and say what they think they are.
● Ask comprehension questions: What do you say if your head hurts? What do you say if your stomach hurts? and so on.
● Go through the statements with students. Then have them match the images and statements.
● Go over answers with the class.

Answer Key

11. Building Vocabulary

● Read the directions as students follow along.
● Have students complete the crossword puzzle individually.
● The puzzle can also be done as homework.
● Remind students to cross out the words as they use them.
● If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
● Have students compare their completed puzzle with another student or the answer key.

Answer Key

Writing – Are You Healthy?

Section Aims

Reading: Using images to brainstorm and recall words and phrases related to a topic
Language Focus: Writing a paragraph giving advice
Skills Focus: Drafting, editing, redrafting, and finalizing a questionnaire; answering a questionnaire
Writing: Reviewing and commenting on written work

1. Topic

● Read the directions, and have students study the images.
● Ask students what they think they have in common, what they are all about.
● Encourage students to describe the images using vocabulary they have learned so far. (Two men are cycling/exercising. A little girl with her mother and grandmother are eating healthily. A young woman is relaxing and reading a book in the park.)
● Ask: *What makes a person healthy?* Have students read the list of words and write down their ideas about each topic.

● Then instruct students to compare their answers in pairs.

● Ask volunteers to share their answers with the class.

**Answer Key**

**Answers will vary.**

### 2. Thinking and predicting

● Read the directions.

● Ask students to take a moment to think about how they live their life and decide how healthy they are. Have them put a check mark next to the adjective that in their opinion best describes their health.

**Answer Key**

**Answers will vary.**

### 3. Vocabulary

● Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.

● Direct students to mark the stress on each word of more than one syllable as they say it: *bréákfast, néver,* and so on.

**Answer Key**

**Answers will vary.**

### 4. Answering a questionnaire

● Read the directions.

● Have volunteers read the questionnaire out loud. Have the other students follow along in their books. Tell them to underline any words or phrases that are new or that they do not understand.

● Give students time to answer the questionnaire and work out their scores.

**Answer Key**

**Answers will vary.**

**Language Focus – Giving Advice**

● Read the Language Focus box as students follow along.

● Write on the board and say out loud: *I worry.* Then say: *But it’s not a good idea to worry.*

● Then write on the board and say out loud: *I shouldn’t worry.* I *should* try to relax.

### 5. Thinking and discussing

● Read the directions.

● Ask students to work in pairs and swap books so that their partner can look at their answers to the questionnaire.

● Have students make notes on what their partner is doing wrong and what advice they can give them.

● Ask students to give each other advice on how to be healthier. Remind them to look at the Language Focus box if they need help.

● Circulate and help if needed.

**Answer Key**

**Answers will vary.**

**Skills Focus – Writing and Answering Questionnaires**

### 6. Preparing to write

● Read the directions.
● Go through the steps and examples and make sure students understand what they have to do. Explain that students will use these tips to create their own questionnaire in the activities that follow.

<table>
<thead>
<tr>
<th>Answer Key</th>
<th>Answers will vary.</th>
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</table>

7. Making notes
● Read the directions and point out the topic of the questionnaire (Do you have healthy eating habits?).
● Ask students to use the tips in 6 and make notes on questions they want to ask related to the topic. Remind them to think about the scoring system they want to use, and how many answer options they will provide for each question.
● This activity can be assigned for homework.

<table>
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<th>Answer Key</th>
<th>Answers will vary.</th>
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8. Drafting and editing 1: Peer review
● Read the directions.
● Have students use their notes to write their first drafts. This can also be assigned for homework.
● Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner’s drafts so that they have an idea what to look for.
● Have students review their partner’s draft and suggest corrections based on the checklist. This can be done for homework.

<table>
<thead>
<tr>
<th>Answer Key</th>
<th>Answers will vary.</th>
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</table>

9. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

<table>
<thead>
<tr>
<th>Answer Key</th>
<th>Answers will vary.</th>
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</table>

10. Finalizing your questionnaire
● Read the directions.
● Ask students to work with their partners to finalize their questionnaires. This can be done as homework.

<table>
<thead>
<tr>
<th>Answer Key</th>
<th>Answers will vary.</th>
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</thead>
</table>

11. Answering questionnaires
● Have students swap questionnaires with someone other than the person who corrected it and answer each other’s questionnaires.
● Circulate and help if needed.

<table>
<thead>
<tr>
<th>Answer Key</th>
<th>Answers will vary.</th>
</tr>
</thead>
</table>

12. Writing
● Read the directions.
● Give students time to complete the activity.
● Circulate and help if needed.

**Answer Key**

Answers will vary.

11. Blogging

● Read the directions.
● Ask students to post their questionnaires as well as comments on the questionnaire they answered or another classmate's questionnaire.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 5 – Our World!

Chapter Goals

Reading: Students will read about the differences between the way women and men communicate in the workplace. They will then read about how the differences between genders are the cause of most of their relationship problems. Students will also become aware of ways to avoid sexism in the English language. These passages and activities will give students opportunities to discuss ideas about gender communication in their own cultures. Students will also learn strategies for guessing the meaning of new words using an explanation in a nearby sentence, reading faster, and using gender-neutral possessive adjectives. They will also learn how to recognize a conclusion and identify a good summary.

Writing:
Students will practice note-taking, summarizing facts and ideas and planning a summary. They will work on reviewing, drafting and editing their own writing as well as doing peer reviews.

Focus on the Images

Say: Today, I spoke to Professor Jones. Then ask: What image came to mind when I said this? A man or a woman? Explain that sometimes we automatically think of specific jobs being done by a man or a woman, depending on what we have seen or experienced as we grew up. Ask students to say, by a show of hands, if the first thing that came to mind with the word “professor” was a man or a woman. Ask students to:
1. look at the images; encourage them to think about how these images are connected
2. say what jobs are represented in the image pairs (teacher, pilot, homemaker, mechanic, doctor, police officer)
3. say whether any of the images surprised them (perhaps the image of a woman mechanic in the past).
Ask: Which of these jobs did only men do in the past? Then call on volunteers to say if there are any jobs they consider to be right only for men or only for women. Ask them to justify their opinions.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. work in pairs or groups and make a list with words and phrases about jobs and working men and women
2. make a list of words and phrases about gender stereotypes (the ideas we have about what jobs men and women can do based on what we experienced as we grew up) and how they feel about them
3. compare the two lists. Are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

Answer Key
Answers will vary.

Think and Comment

“No struggle can ever succeed without women participating side by side with men.”

● Have students identify the main idea of the quote and rephrase it.
● Ask students what they know of Muhammad Ali Jinnah. Encourage students to find out some facts about him, e.g. in what period he lived, what about his work made him famous.
● Ask them to give their opinion on the quote and justify it.
Reading 1 – Men and Women in Business

Section Aims
Reading: Using images and headings to make predictions about a topic; answering questions using existing knowledge on a topic; thinking critically and understanding graphs; reflecting on the topic and ideas of a text and expressing opinions
Skills Focus: Understanding new words based on the sentence before or after the word; understanding new words based on what comes after the phrase in other words

Before You Read
1. Topic
   ● Read the directions.
   ● Ask students to work in groups of four, with each student choosing one question to answer.
   ● Give students time to think about the questions, make notes on their ideas and then discuss them with their group.
   ● Circulate and offer help if necessary.
   ● Invite students to share their ideas with the class. Encourage the rest of the class to say whether they agree or disagree. Remind them that they should justify their opinions.

Answer Key
Answers will vary.

2. Thinking critically
Best Practice – Cultivating Critical Thinking
This activity requires students to interpret a graph. Interpreting visual information is an important critical thinking skill. Students will often be required to interpret graphics in academic settings.
   ● Direct students to the graph. Explain that this graph presents data on the types of jobs men and women choose.
   ● Be sure that students understand the labels and key.
   ● Go over the questions.
   ● Circulate and offer help if needed.
   ● Call on volunteers to share their answers.

Answer Key
1. Nursing and Childcare. Women: about 90%. Men: about 10%.
3. Science and Biology
4. Answers will vary.

3. Vocabulary
   ● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
   ● Direct students to mark the stress on each word of more than one syllable as they say it: body language, engineering, and so on.
   ● Have them compare the words and phrases with the list of words they brainstormed and circle the words that are the same.
   ● Remind them not to use a dictionary during this part of the lesson.

Answer Key
Answers will vary.
4. Thinking and predicting

- Read the directions.
- Point out to students that they should use their personal experience and knowledge to decide whether the sentences describe men or women.
- Then have students working in pairs and compare their answers.

**Answer Key**

Answers will vary.

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**While You Read**

5. Reading

- Direct students’ attention to the title, subheadings, and photos in the reading text. Tell students to use these features to predict and understand the content of the article.
- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once students have finished reading the passage, have them compare the information with their answers in 4.

**Answer Key**

Answers will vary.

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**Skills Focus – Vocabulary**

**Strategy – Understanding New Words in a Reading Text**

- Read the Strategy box as students follow along.
- Put the first example on the board: Men and women also have different body language. They have different ways to communicate with their face and body.
- Ask: What does “body language” mean? Underline the part of the sentence with the meaning (ways to communicate with their face and body).
- Explain that sometimes the reader finds the meaning in words or phrases after the unknown word. However, sometimes it comes before.
- Put the second example on the board: Experts are paying attention to the differences in the ways businesswomen and men think and communicate—in other words, talk with and understand other people.
- Ask: What does “communicate” mean? How do you know? Underline the part of the sentence that explains the meaning (talk with and understand other people). Point out the signal phrase “in other words.”

6. Understanding new words

- Go over the directions.
- Tell students to repeat the words after you.
- Remind students that when reading, they should underline the meaning of each word, as you did when presenting the strategy.

**Answer Key**

- connect: be close to someone and find ways that you are similar
- equality: when everyone in a group has the same position
- eye contact: when you look into someone’s eyes
- genders: men and women
- hierarchy: the system from low to high positions
- nod: move your head up and down

7. Checking vocabulary

- Read the directions.
Have students work individually or in pairs to find the words.
Circulate among students and give help if necessary.
Review answers with the class. If students had difficulty with any of the words, have them go back to places in the reading where the definitions can be found.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost the same</td>
<td>similar</td>
</tr>
<tr>
<td>making people laugh</td>
<td>funny</td>
</tr>
<tr>
<td>straight, not going in another direction</td>
<td>directly</td>
</tr>
<tr>
<td>ideas about what to do</td>
<td>suggestions</td>
</tr>
<tr>
<td>work where someone designs and builds machines, bridges and roads</td>
<td>engineering</td>
</tr>
<tr>
<td>next to each other</td>
<td>side by side</td>
</tr>
<tr>
<td>free from worry; relaxed</td>
<td>comfortable</td>
</tr>
</tbody>
</table>

After You Read

8. Thinking and discussing
● Read the directions and questions.
● Put students into small groups to discuss the questions.
● Ask volunteers to share their ideas with the class.

Reading 2 – Different Planets?

Section Aims
Reading: Answering questions using existing knowledge on a topic; brainstorming and recalling words and phrases related to a topic
Skills Focus: Recognizing conclusions; reading faster by reading groups of words in chunks
Language Focus: Using inclusive language; using gender-neutral possessive adjectives

Before You Read
1. Topic
● Ask students to look at the images and think about what the people are feeling and doing in each one.
● Read the questions.
● Direct them to form groups and answer the questions using their own experience. Remind them to make notes on their groups’ ideas.
● Invite groups to report their answers to the class. Encourage students to say if they disagree or disagree, and why.

Answer Key
Answers will vary.

2. Predicting and anticipating
● Read the directions as students follow along.
● Ask how many students are familiar with the book. Explain that the passage they will be reading deals with the topic of that book.
● Have students form pairs and think about and make notes on what they would expect to read about in such a book. If any students have read the book, ask them to make notes on the main ideas of the book.
3. Vocabulary
● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stressed word in each word of more than one syllable as they say it: *argue*, *suggestion*, and so on.
● Have students compare these words and phrases with their ideas from 2 and identify any that are the same or different. Ask them to circle the ones that are the same.

4. Thinking critically
● Read the directions and example.
● Have students work in pairs or groups to discuss the questions using their own experience of interpersonal relationships.
● Call on different students to share their ideas with the class.

5. Thinking and predicting
Best Practice – Activating Prior Knowledge
This activity requires students to make predictions. Making predictions activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. Linking existing knowledge with new information helps students better understand what they read.
● Read the directions and multiple-choice questions.
● Have students work individually to answer.
● Point out that they will be able to check whether their predictions were correct later on.

While You Read
6. Reading
● Read the directions.
● Play the audio and have students follow along in their book.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Give students time to think about their answers in 5 and compare them to the information in the article in pairs.
● Invite students to report their ideas to the class.

Skills Focus – Conclusions
Strategy – Recognizing Conclusions
● Read the description of a conclusion in the Strategy box.
Refer students to page 36 of their Student Book for the description of a summary. A summary includes the main information. A conclusion focuses on the results or outcome and is generally short and concise.

7. Identifying a good conclusion

- Read the directions with students.
- Read conclusion 1 and discuss with the class why this conclusion is good or not good. (It focuses on men, whereas the article is about both genders, so it is not a good conclusion.)
- Have students read conclusion 2 and discuss whether it is good and why. (It is good, because it summarizes the key points of the reading and uses the signal word “clearly.”)
- Have students read conclusion 3 and decide with a partner if it is good. (It focuses on women, whereas the article is about both genders, so it is not a good conclusion.)

Answer Key

Conclusion 2

Academic Note

College students in the United States do a tremendous amount of reading. Typically, students may read 200 pages or more of textbook material per week. Improving reading speed is one of many techniques college students can employ to deal with the amount of reading that is expected of them.

Skills Focus – Reading

Strategy – Reading Faster

- Go over the information in the Strategy box as students follow along.
- Model the examples. Read the first sentence word by word. Then read the second set of sentences in phrases.
- Ask: Which is faster? Why?

8. Practicing to read in phrases

Best Practice – Scaffolding Instruction

This activity is a good example of scaffolding. It provides supports—the boxed phrases—for the first part of the activity and then takes them away for the second part. This type of scaffolding helps students become increasingly independent as they progress, while simultaneously reinforcing the skill.

- Read the directions in class.
- Ask students to use the reading tips they have just learned to read the first paragraph on their own.
- Once they have practiced on the first paragraph, have students use the same approach on the second.

Answer Key

Answers will vary.

After You Read

9. Discussing the reading text

- Read the directions, chart, and questions as students follow along silently.
- Ask students to work in pairs or groups to find the information they need from Readings 1 and 2 and make notes in the relevant column.
- Go through the answers with the class.
- Give students time to answer questions 1 and 2 on their own and then discuss their views in their pairs or groups.
- Have volunteers share their groups’ views with the class.
### Answer Key

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>- talk with others to get information</td>
<td>- talk with others to connect</td>
</tr>
<tr>
<td>- use communication to climb up in hierarchy</td>
<td>- like eye contact</td>
</tr>
<tr>
<td>- sit side by side</td>
<td>- sit face to face</td>
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<tr>
<td>- nod to say they agree</td>
<td>- nod to say they are listening and understand</td>
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<tr>
<td>- want to find answers and end the problem quickly</td>
<td>- want to talk about a problem and solve it together</td>
</tr>
<tr>
<td>- likes giving help</td>
<td>- likes asking for help</td>
</tr>
<tr>
<td>- withdraw when they feel stress</td>
<td>- want to connect with others when they feel stress</td>
</tr>
</tbody>
</table>

1. Answers will vary.
2. Answers will vary.

### 10. Completing sentences

- Read the directions and the gapped sentences as students follow along. Read the words in the box and have students repeat them.
- Have students work independently or in pairs to fill in the blanks in the sentences.
- Go over answers with the class.

#### Answer Key

1. personal
2. relationship, argue
3. spouse, solution
4. participate, stress

### 11. Thinking critically

- Read the question and have students think about their opinion.
- Call on different volunteers to share their ideas about each statement. Encourage the rest of the class to say whether they agree or disagree and why.

#### Answer Key

Answers will vary.

### Best Practice – Making Use of Academic Content

It is important to avoid sexist language in academic settings. The following activities make students aware of the concept of inclusive language and provide some strategies for using it correctly. These activities are excellent preparation for the demands of academic reading, writing, and speaking in the United States and other English-speaking countries.

### Language Focus – Using Inclusive Language

#### Understanding Language and Gender

- Go over the information in the Focus box as students follow along.
- Ask questions: *What is sexism? What does “gender neutral” mean? What are some ways to make language gender neutral? What are some examples of sexist language in your native language? What are some examples of gender-neutral language in your native language?*

### 12. Matching words

- Read the directions.
- Have students select their answers individually.
- Put students into pairs to compare their answers.
- Go over answers with the class.
**Answer Key**

**Language Focus – Using Gender Neutral Possessive Adjectives**
- Go over the information in the box as students follow along.
- Ask: *What if you don’t know if a word is only men or only women? What can you do?*

**13. Using possessive adjectives**
- Read the directions as students follow along.
- Go over the examples. Read the first sentence with *his or her* in the blank. Then read the sentence as rewritten on the line below. Ask: *Which sounds better? Do they mean the same thing?*
- Have students work independently or in pairs to complete the activity. The activity can be assigned as homework.
- Go over answers with the class.

**Answer Key**
1. his or her / Good students never use their cell phones in class.
2. her
3. his
4. his or her / Pilots train for a long time before flying their first plane.
5. his or her / Some parents parked their cars right in front of the school entrance.
6. her
7. his or her / All servers need to know how to do their job well.
8. his

**14. Building Vocabulary**
- Read the directions as students follow along.
- Have students complete the crossword puzzle individually.
- The puzzle can also be done as homework.
- Remind students to cross out the words as they use them.
- If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
- Have students compare their completed puzzle with another student or the answer key.

**Answer Key**

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**15. Blogging**
- Read the directions.
- Ask students to think about what they would like to say in their comments and make notes.
- Have students post their comments.
Writing – Summarizing Facts and Ideas

Section Aims
Reading: Identifying the topics and main ideas of a text
Skills Focus: Identifying a good summary
Writing: Planning, organizing facts and ideas, and making notes; summarizing facts and ideas; drafting, editing, redrafting, and finalizing a summary; reviewing and commenting on written work

1. Topic
● Read the directions.
● Ask students to try and remember what the topics and main ideas of the Reading 1 and 2 passages were. Remind them to make notes without referring to the texts.
● Once they have completed their notes, instruct them to look at the passages and check that their answers are correct.
● Then instruct students to compare their answers in pairs.
● Ask volunteers to share their answers with the class.

Answer Key
Answers will vary.

Skills Focus – Identifying a Good Summary
● Read the information in the Focus box as students follow along.
● Direct students’ attention to the four questions. Point out that they are going to use these questions to help them decide if the summaries they are going to read in the next activity are good or not.

2. Identifying a good summary
● Read the directions.
● Ask students to read through each summary and use the questions in the Focus box to identify if all the important information has been included and the unnecessary details left out. Tell them to underline the important information and circle what they feel should not be included.
● Have students compare their answers with a partner.
● Call on a student to say which summary is good and which two are bad. Then call on different students to point out what makes each summary good or bad.

Answer Key
Answers will vary.

3. Topic
● Read the directions and the questions. Make sure students do not have any unknown words.
● Ask students to jot down their answers to these questions. Remind them not to write full sentences.

Answer Key
Answers will vary.

4. Vocabulary
● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: caréér, counselling, childcare, and so on.
5. Reading
- Read the directions.
- Play the audio and have students follow along in their books. Tell them to underline any words or phrases that are new or that they do not understand.
- After they have read the text, have students use a dictionary to find any unknown words.

6. Making notes
- Read the directions.
- Ask students to reread the text and make notes in the relevant columns.
- Have students compare their notes in pairs.
- Circulate and help if needed.

7. Reading again
- Read the directions.
- Give students time to go through the passage again and write down each paragraph’s main idea and topic. Explain that students will use these notes and the notes in 6 to create their own summary in the activities that follow.

8. Summarizing
- Read the directions.
- Remind students to refer to the information on what makes a good summary to help them decide what to include in their own summaries of each paragraph.
- This activity can be assigned for homework.

9. Drafting and editing 1: Peer review
- Read the directions and steps 1–3.
- Have students join their separate paragraph summaries and write their conclusion. This can also be assigned for homework.
- Ask students to swap their drafts with a partner. Remind students to look though the information on identifying a good summary before they read through their partner’s drafts so that they have an idea what to look for.
- Have students review their partner’s draft and suggest corrections. This can be done for homework.

10. Drafting and editing 2: Peer review
- Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**
Answers will vary.

**11. Finalizing your summary**
● Read the directions.
● Ask students to work individually or with their partners to finalize their summaries. This can be done as homework.

**Answer Key**
Answers will vary.

**12. Blogging**
● Read the directions.
● Ask students to post their summaries as well as comments on another summary.

**Answer Key**
Answers will vary.

**SELF-EVALUATION**
● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 6 – In Your Dreams!

Chapter Goals

Reading: Students will read about dreaming and daydreaming. They will read about what happens in our brains when we dream and daydream. They will also read and analyze a dream narrative, a description of one person’s dream. They will learn strategies for guessing the meaning of new words using or, word parts, and context, and for using adjectives to understand mood in a piece of writing. They will be introduced to the skills of anticipating and predicting content, and will practice reading for main ideas and for details.

Writing: Students will learn about setting the scene and narrating a sequence of events. They will also be given the opportunity to use these new skills to write their own dream narrative by using a graphic organizer and through note-taking, organizing content, reviewing and editing.

Focus on the Images

Ask students to:
1. look at the two images and say what these people are doing
2. compare the images and say what the similarities (e.g. their minds are creating images) and differences (e.g. the man is asleep/dreaming and the woman is awake/daydreaming) are in what the two people are doing
3. say why they think we sleep
4. look at the sleeping man and describe his dream
5. talk about whether they dream when they sleep and describe their dreams if they do
6. talk about whether they daydream and what they daydream about
7. look at the daydreaming woman and describe her daydream.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. make a list of words and phrases connected to sleeping and daydreaming, thoughts and imagination about life, positive and negative experiences
2. make a list of words and phrases relevant to: ideas and feelings when their mind travels; hopes and wishes they imagine coming true
3. say whether there are any words/phrases that can go into both lists
4. give reasons why some words/phrases/concepts go under both categories.

Answer Key
Answers will vary.

Think and Comment

Ask students to:
1. read the quote and mention the name of the person who made the quote
2. say what they know about Leonardo da Vinci’s work, i.e. paintings, inventions, etc.
3. give and justify their views on the quote.
## Answer Key

Answers will vary.

### Reading 1 – Dreams and Daydreams

#### Section Tasks

**Reading:** Reading about what happens when you dream and daydream  
**Vocabulary:** Understanding vocabulary about dreams and daydreams  
**Skills Focus:** Understanding the meaning of new words using *or*  
**Language Focus:** Understanding words from their parts

#### Before You Read

**1. Topic**
- Read the directions.
- Ask students to work in groups of four, with each student choosing one question to answer.
- Give students time to think about the questions, make notes on their ideas and then discuss them with their group.
- Circulate and offer help if necessary.
- Invite students to share their ideas with the class. Encourage the rest of the class to say whether they agree or disagree. Remind them that they should justify their opinions.

**Answer Key**

Answers will vary.

**2. Vocabulary**
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: *childhood, daydreams*, and so on.
- Have them compare the words and phrases with the list of words they brainstormed and circle the words that are the same.

**Answer Key**

Answers will vary.

**3. Getting meaning from context**
- Go over the directions as students follow along.
- Elicit from students the vocabulary-guessing strategies they have learned so far.
- Go over the example with the class. Ask: *What strategy can you use in this sentence?* (finding the meaning in a sentence before or after the word)
- Have students write their guesses on the lines.
- Put students in pairs to compare their guesses.
- Call on volunteers to share their guesses with the class.

**Answer Key** (answers may vary, but should resemble the following)

1. want to know or understand something  
2. special cells that send messages to and from the brain  
3. tell what is going to happen in the future  
4. people such as Sigmund Freud, who study people’s minds  
5. feelings  
6. not asleep  
7. nice/happy  
8. things that represent or mean other things

**4. Thinking and predicting**
- Read the directions.
Go through the bulleted items and answer any queries.
Tell students to circle the items they think they will be reading about and then compare their predictions with a partner.
Point out that they can add any other ideas they have about what will be discussed in the passage.

**Answer Key**
Answers will vary.

**Skills Focus – Finding the Meaning of New Words: Using Or**
- Read the strategy as students follow along.
- Write the following example on the board: *Gestures, or body movements, can say a lot about a person's feelings.*
- Ask: *What are gestures? How do you know?* Circle the part of the sentence with the meaning *(body movements).*

**5. Finding the meaning of new words**
- Go over the directions.
- Tell students to look at the words and repeat them after you.
- Remind students to circle the meaning of each word, as you did when presenting the Skills Focus box.

**Answer Key**
desires = wishes
function = work
occur = happen
perform = do
research = studies
stage = period

**While You Read**

**6. Reading**

**Content Note**
Sigmund Freud (1856–1939), an Austrian psychologist, is best known as the founder of psychoanalysis, a form of psychological analysis that involves free association, dream interpretation, and other types of talk therapy to uncover the patient's unconscious motivations. In his work on dreams, *The Interpretation of Dreams*, published in 1899, Freud explains his theory that all dreams are wish fulfillment – in other words, attempts to resolve unconscious conflicts.
- Play the audio and have students follow along in their books. Remind students to look at the images as they read.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Tell students to do Activity 7, Finding Details, when they finish the passage.

**Answer Key**
Answers will vary.

**7. Finding details**

**Best Practice – Organizing Information**
The following activity asks students to record in a graphic organizer the supporting ideas in the article they just read. Activities such as this help students identify main and supporting ideas in a passage, an important reading comprehension skill.
- Some students may have done this activity, and others may not have had time.
- Read the directions and the questions in the chart.
- Have students work individually or in pairs to complete the chart.
- Go over answers with the class.
Answer Key

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which brain waves occur when we dream?</td>
<td>Theta</td>
</tr>
<tr>
<td>Which brain waves occur when we daydream?</td>
<td>Theta and Alpha</td>
</tr>
</tbody>
</table>
| What do psychologists say about dreams?                                 | 1. Freud says: dreams are not predictions of the future; when we dream our brain is sending us messages about our emotions and desires; dreams are full of symbols; dreams are about things from our childhood  
2. Others say: dreams are about the present, about our ideas, desires, and problems now |
| What kinds of daydreams do we have:                                     | 1. with Theta waves? We stop working or studying and start to wonder about what we are going to have for lunch, what our friends are doing, and so on.  
2. with Alpha waves? We let our imagination free and are at our most creative. We come up with great ideas and better ways of solving problems. We also think about doing something we love, a vacation we would like to go on, or other pleasant things that we would like to happen. |

After You Read

**Best Practice – Making Use of Academic Content**

The following strategy and activity introduce using word parts to understand new words. This is an important academic skill. Having a large repertoire of stems and affixes will help students read more quickly, improve their comprehension, and develop their confidence as readers, especially of academic material.

**Language Focus – Understanding Words from Their Parts**

- Go over the information in the box as students follow along.
- Point out the hyphen after *un* but before *less, er, ist,* and *hood*. Explain that the hyphen shows whether the word part comes at the beginning or end of a word.
- Write these examples on the board:
  - If you are not healthy, you are _______.
  - Something that is without an end is _______.
  - A person who teaches is a _______.
  - A person who studies nutrition is a _______.
  - The stage of life when you are an adult is called _______.
- Have students complete the sentences using the word parts in the Strategy box.

**8. Understanding words from their parts**

- Go over the directions and the example.
- Put students in pairs to work on their answers.
- Call on volunteers to share their answers.

**Answer Key**

1. uninteresting  
2. dreamer  
3. dreamless  
4. childhood  
5. psychologist
6. uncomfortable
7. researcher
8. teacher

9. Discussing
● Read the directions and questions.
● Put students into small groups to discuss the questions.
● Ask volunteers to share their ideas with the class.

Answer Key
Answers will vary.

Reading 2 – A Dream Narrative

Section Tasks

Reading: Reading a dream narrative
Language Focus: Understanding the meaning of new words in context; understanding the mood of a text by looking at adjectives
Skills Focus: Getting meaning from context; the role of definitions and italics

Before You Read

1. Topic
Best Practice – Activating Prior Knowledge
The following activity requires students to think about what they already know about a topic before they read about it. Thinking about the topic activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. This helps students better understand what they read.
● Read the directions and questions.
● Have students answer the questions.
● Put students into small groups to discuss and compare their answers.
● Call on volunteers to share their ideas.

Answer Key
Answers will vary.

2. Vocabulary
● Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: réalized, tráveling, and so on.
● Have them circle the words and phrases they know.

Answer Key
Answers will vary.

Language Focus – Finding the Meaning of New Words in Context
● Go over the information in the box as students follow along.
● Write this example on the board:
In my dream, I was in an unfamiliar place. Everything looked strange and different.
● Ask: What does unfamiliar mean? How do you know? Underline the information in the second sentence that gives the meaning (strange and different).

3. Finding the meaning of new words
● Go over the directions as students follow along.
● Do the first item with the class.
● Have students select their answers.
● Put students in pairs to compare their answers.
● Go over the answers with the class.

**Answer Key**
1. B
2. C
3. B
4. C
5. A
6. C

4. **Thinking and predicting**
● Read the directions aloud as students follow along.
● Ask students to work individually and predict what the reading passage is going to be about by circling the words or phrases they think are true.
● Have them compare their predictions with a partner.

**Answer Key**
Answers will vary.

**While You Read**

5. **Reading**
● Go over the directions.
● Play the audio and have students follow along in their books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Once students have finished reading the passage, have them compare the information with their answers in 4.

**Answer Key**
Answers will vary.

6. **Skimming for details**
● Direct students’ attention to the numbered gaps in the reading passage.
● Explain that they must fill in the gaps with the following phrases and sentences.
● Have students work in pairs to fill in the gaps in the passage with the letters A–E and jot down the clues that helped them decide on the lines provided next to each phrase or sentence.

**Answer Key**
1. B
2. E
3. D
4. A
5. C

**After You Read**

7. **Understanding pronoun reference**
● Read the directions.
● Have students work individually or in pairs to find the meaning of the underlined pronouns.
● Circulate among students and give help if necessary.
● Review answers with the class.

**Answer Key**
1. it = the city
2. it = friend’s apartment
3. one = bus
4. it = the way to get home
5. them = directions

Language Focus – Understanding Mood
- Go over the information in the box as students follow along.
- Write on the board groups of adjectives from previous chapters and this chapter, such as the following:
  - afraid  difficult  healthy
  - dangerous  sick  warm
  - harsh  anxious  wonderful
- Ask what mood the groups of adjectives convey.

Best Practice – Cultivating Critical Thinking
The following activities require students to analyze a narrative. Analysis is an important critical thinking skill. When they analyze, students make judgments about a piece of writing based on information that is in the text but goes beyond what is directly stated. Students will often be required to analyze material in academic settings.

8. Understanding mood
- Go over the directions as students follow along.
- Put students in pairs to find the adjectives and discuss the mood of the narrative.
- Call on volunteers to share their ideas.

Answer Key
Adjectives: married, anxious, large, big, dark, real, comfortable, uncomfortable, unfamiliar, different, familiar, complicated, dangerous, dirty, afraid
Mood: negative

9. Thinking critically
- Read the directions.
- Put students into small groups to discuss their ideas. Remind them to make notes.
- Call on volunteers from each group to share their ideas with the class.

Answer Key
Answers will vary.

10. Building vocabulary
- Read the directions as students follow along.
- Have students complete the crossword puzzle individually.
- The puzzle can also be done as homework.
- Remind students to cross out the words as they use them.
- If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
- Have students compare their completed puzzle with another student or the Answer Key.
### Answer Key

<table>
<thead>
<tr>
<th>w</th>
<th>e</th>
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### 11. Blogging

- Read the directions.
- Encourage students to go back to Reading 1 to refresh their memories about Freud. Give them time to think about whether they agree or not and make notes.
- Have students post their comments.

### Answer Key

Answers will vary.

### Writing – Narrating a Dream

#### Section Tasks

**Reading:** Reading the beginning of a dream narrative  
**Skills Focus:** Learning about setting the scene and narrating a sequence of events  
**Writing:** Writing a dream narrative

#### 1. Topic

- Ask the students to look at the images. Have them work in pairs, choose an image to describe, and discuss how it makes them feel. Ask them to write down as many adjectives as they can about the dream image.  
- Invite students to share their answers with the class.  
- Then ask them to think about their own dreams and answer the questions in the rubric about themselves. Have them make notes and discuss their answers in pairs.  
- Say: *You’re going to write your own dream narrative. To do that, it is important to be able to describe what you see in your mind.* Then read the Tip aloud while the class follows along.

### Answer Key

Answers will vary.

#### 2. Brainstorming

- Read the directions and go through the chart.  
- Ask students to think about how stories and dreams can be the same or different (e.g. in a story, the setting can be a real or imaginary place; in a dream, it can be a place from our childhood or a mixture of places we have been).  
- Invite students to share their answers.
Answer Key

Answers will vary.

3. Reading

● Read the directions.
● Remind students to read through the questions before they read the text, so that they know what information to focus on.
● Play the audio and have students follow along in their books.
● Give students time to read and answer the questions.

Answer Key

1. The dream takes place at the theater.
2. A. she tells us she is in a theater
B. she is sitting in the front row observing the other members of the audience
C. she was going to be watching an actor perform a monologue.

“I was there to see a play. It was going to be a monologue — only one actor was going to perform in the play. I was sitting in the front row ... Some people were chatting happily; others were holding playbills and reading about the play and the actor who would be performing in it."

3. (The narrator), the audience and the woman in a suit.
4. In the beginning she was excited. “I was very excited. I couldn’t wait for the show to start.”
In the end she was scared and stressed. “I felt scared and stressed. I could feel the sweat running down my back.”
5. Positive.
excited, couldn’t wait, bright, chatting happily
6. The mood turns negative.
dark, angry, grabbed my arm, scolded, pitch-black, scared and stressed, sweat, shout, throw tomatoes
7. I was there to see a play.
I looked around the bright theater.
The theater became dark ...
Suddenly, a woman wearing a dark suit came out of the side door next to the stage and approached me.
She grabbed my arm.
The next thing I knew, I was on the stage.
The audience began to shout and throw tomatoes at me.
8. “What are you doing, sitting here in the audience?” she scolded me. “Everyone is waiting for you.”
9. ... and I knew the play was about to start.
I knew everyone was waiting for me to start the monologue ...

Skills Focus – Setting the Scene and Narrating a Sequence of Events

● Go over the information on Setting the Scene as students follow along.
● Have students read the dream narrative and jot down the phrases/sentences that set the scene.
● Read through the information about Narrating a Sequence of Events or Actions as students follow along.
● Have students underline the short sentences in the dream narrative and then answer the question.
● Invite students to share their answers with the class.

Answer Key

Setting the Scene: I dreamed I was at the theater. I was there to see a play. / I was sitting in the front row and I was very excited. I couldn’t wait for the show to start. I looked around the bright theater. Some people were chatting happily; others were holding playbills and reading about the play and the actor who would be performing in it.

Narrating a Sequence of Events or Actions: 2. at a fast pace. / Reasons: Answers will vary.
4. Reordering sentences in a narrative
- Read the directions.
- Go through the Tip with the students to prepare them to reorder the sentences.
- Have students work individually or in pairs to put the sentences in the right order.
- Circulate and help when needed.
- Go through the answers with the class.

**Answer Key**
Answers will vary.

5. Reading and comparing
- Read the directions.
- Have students read the passage and make a note of which sentences, if any, they put in a different order.
- Invite students to share their opinions about sentences that could go in different places in the narrative.

**Answer Key**
Answers will vary.

6. Writing
- Read the directions and words and phrases.
- Make sure that students understand all the words and what they have to do.
- Explain that their narrative should be short – just four or five sentences.
- Have students swap and read each other’s narratives.
- Invite volunteers to read their narratives to the class.

**Answer Key**
Answers will vary.

7. Preparing to write
- Read the directions aloud as students follow along.
- Have students work in pairs/groups and fill in the chart. Point out that they should add words/phrases that they would like to use in their narrative.

**Answer Key**
Answers will vary.

8. Creating a narrative
- Read the directions.
- This activity can be assigned for homework.

**Answer Key**
Answers will vary.

9. Planning and drafting
- Ask students to use their notes and work individually to draft their own dream narrative.
- This activity can also be assigned for homework.

**Answer Key**
Answers will vary.

10. Drafting and editing 1: Peer review
- Read the directions.
● Give students time to read their own drafts and make notes about things they are unsure of that they would like their partner to pay special attention to.
● Ask students to exchange their drafts with a partner.
● Have students review their partner’s draft and suggest corrections. This can be done for homework.

Answer Key
Answers will vary.

11. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

12. Finalizing and posting your narratives
● Read the directions.
● Ask students to work individually or with their partners to finalize their narratives. This can be done as homework.

Answer Key
Answers will vary.

13. Blogging
● Read the directions.
● Ask students to read one or more narratives written by other classmates.
● Ask them to post comments saying what they thought about these narratives. Were they funny, scary, interesting, boring?

Answer Key
Answers will vary.

SELF-EVALUATION
● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her self-evaluation log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 7 – Working 9 to 5?

Chapter Goals

Reading: Students will read about volunteerism and helping others. They will read about three volunteer organizations that help people, animals, and the environment. They will read about summer jobs from the perspectives of three different people. Students will learn strategies for finding the meaning of new words using colons, understanding sentences with the word *that*, organizing details in a T-chart, understanding the chronological order of events and understanding words using suffixes. They will use words and expressions to discuss volunteerism and different summer jobs.

Writing: Students will learn how to summarize the events that happened during their best or worst summer vacation and to describe their feelings about these events in their summaries. They will practice note-taking, using graphic organizers and drafting, reviewing and editing written work.

Focus on the Images

Ask students to:
1. look at the three images. Ask: *What kind of work are these people doing? Does this work take place from 9 to 5?*
2. compare the images and say what these types of work have or do not have in common (e.g. payment, location, start/finish times)
3. imagine the different workers’ feelings about their jobs
4. read through the questions and share their ideas with the class.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. make a list of words and phrases connected to work, vacations, and lifestyles
2. make a list of words and phrases relevant to ideas and feelings about different types of work and careers
3. say if there are any words/phrases that can go into both lists
4. give reasons why some words/phrases/concepts go under both categories.

Answer Key
Answers will vary.

Think and Comment

Ask students to:
1. read the quote and mention the name of the person who made the quote
2. say what they know (or find out) about William James and his work
3. identify the key concepts and paraphrase/rephrase the quote
4. give and justify their views on the quote.

Answer Key
Answers will vary.
Reading 1 – Making a Difference

Section Aims
Reading: Reading about different types of volunteer work
Vocabulary: Learning words and phrases related to volunteering
Skills Focus: Understanding the meaning of new words by looking at colons
Language Focus: Learning how to join sentences using the word that

Before You Read
1. Topic
Best Practice – Activating Prior Knowledge
This activity uses the students’ prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about helping people in need into the larger framework of “volunteering”. When students become aware of what they already know about the topic, they can better organize the new concepts about volunteerism, the problems of the poor, and helping the poor that are presented in this chapter.
- Direct students’ attention to the photos and read the questions as students follow along.
- Put students into small groups to discuss the pictures and the questions.
- Circulate and offer help if necessary.
- Call on volunteers from each group to share their ideas with the class. As volunteers share their ideas, write on the board any new or key words that come up such as volunteer, homeless, and so on.

Answer Key
Answers will vary.

2. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: environment, groceries, and so on.
- Have them compare the words and phrases with the list of words they brainstormed and circle the words that are the same.

Answer Key
Answers will vary.

3. Getting meaning from context
- Go over the directions as students follow along.
- Point out that students should first read the sentences and try to figure out the meaning of the underlined words or phrases before they read through the meanings in the second column.
- Give students time to write the matching letters on the lines provided next to the sentences.
- Put students in pairs to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key
1. C: land, sea, air, plants, and animals
2. F: an animal that feeds its young with milk
3. J: offers to do something without getting paid for it
4. A: takes something somewhere and gives it to someone
5. M: put a plant or young tree in the ground so that it will grow there
6. B: let something go free
7. E: very well-known
8. G: having nowhere to live
9. I: alone and unhappy, with no one to talk to
10. L: look after
11. D: change something in an important way
12. H: the part of society you belong to, based on your position in that society and how rich you are
4. Thinking and predicting
● Read the directions.
● Go through the numbered items and answer any queries.
● Tell students to make notes about volunteer activities they think they will be reading about related to the listed items.
● Point out that they can add any other ideas they have about what will be discussed in the passage.

Answer Key
Answers will vary.

While You Read
5. Reading
● Play the audio and have students follow along in their books. Remind students to look at the images as they read.
● Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Have students to compare the ideas in the article with their notes in 4 and circle the ideas that are the same.
● Tell students to do Activity 6, Identifying the main ideas and important details, when they finish the passage.

Answer Key
Answers will vary.

6. Identifying the main ideas and important details
Best Practice – Organizing Information
The following activity asks students to record in a graphic organizer the main ideas and details in the article they just read. Activities such as this help students identify main and supporting ideas in a passage, an important reading comprehension skill.
● Some students may have done this activity, and others may not have had time.
● Read the directions and the headings in the chart.
● Have students work individually or in pairs to complete the chart.
● Go over answers with the class.

Answer Key

<table>
<thead>
<tr>
<th>Name of the organization</th>
<th>Who started it?</th>
<th>What do the volunteers do?</th>
<th>Which paragraph includes this information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TreePeople</td>
<td>Andy Lipkis</td>
<td>plant trees</td>
<td>C</td>
</tr>
<tr>
<td>Project Open Hand</td>
<td>Ruth Brinker</td>
<td>cook meals, give bags of groceries to very sick people</td>
<td>D</td>
</tr>
<tr>
<td>Marine Mammal Center</td>
<td>three volunteers</td>
<td>help sick and motherless baby mammals teach people about mammals</td>
<td>E</td>
</tr>
</tbody>
</table>

Skills Focus – Vocabulary
Strategy – Finding the Meaning of New Words: Looking at Colons
● Read the strategy as students follow along.
● Write an example such as the following on the board:
There are many internships for science students: working in a hospital, working at the zoo, and planting trees.
● Ask: *What’s an internship? How do you know?* Underline the meaning as students answer. (The phrases on the other side of the colon, namely *working in a hospital, working at the zoo, and planting trees*, are kinds of internships – jobs that help you learn.)

7. **Finding the meaning of new words**
   ● Go over the directions.
   ● Tell students to look at the words and repeat them after you.
   ● Have students look for each word in the passage and underline the meaning of each word, as you did when presenting the boxed strategy.
   ● Go over answers with the class.

**Answer Key**
cypress, elm, eucalyptus, pine: trees
groceries: milk, bread, meats, fruit, and vegetables
hardships: sickness, loneliness, and homelessness
seals, sea lions, sea otters: ocean mammals

**After You Read**

**Language Focus – Sentence Structure: Sentences with that**

● Go over the information in the box as students follow along.
● Write this example on the board:

  *The Marine Mammal Center helps mammals. These mammals are sick.*

● Underline *mammals* in the first sentence and *These mammals* in the second sentence. Indicate that you want to put these two sentences together and you do not want to say *mammals* twice. Elicit from students the new sentence. Write it on the board under the previous two and underline *that*.

  *The Marine Mammal Center helps mammals that are sick.*

**8. Connecting sentences with that**

● Go over the directions, sentences, and example.
● Put students in pairs to work on their answers.
● Call on volunteers to share their answers.

**Answer Key**
2. They work in an educational program that teaches people about these animals.
3. Before he died, he made a speech that is now famous.
4. We visit sick and lonely people that have no one to talk to or help them.
5. We found a baby sea otter that was sick and had lost its mother.
6. There are more than 1,000 volunteers that work with mammals.

**9. Thinking critically**

● Read the directions and questions.
● Put students into small groups to discuss the questions.
● Ask volunteers to share their ideas with the class.

**Answer Key**
Answers will vary.

**Reading 2 – Summer Jobs in Different Places**

**Section Aims**
**Reading:** Reading about three different summer jobs
**Skills Focus:** Organizing details using a T-chart
**Language Focus:** Understanding the meaning of new words by looking at their suffixes
Before You Read

1. Topic

Best Practice – Activating Prior Knowledge
The following activity requires students to consider what they already know about a topic before they read about it. Thinking about the topic activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. This helps students better understand what they read.

- Read the directions and questions.
- Invite students to describe the images and say what summer jobs they depict.
- Have students answer the questions.
- Put students into small groups to discuss and compare their answers.
- Call on volunteers to share their ideas.

Answer Key
Answers will vary.

2. Thinking and predicting

- Go over the directions as students follow along.
- Put students into pairs to write down as many summer jobs and words, phrases, and ideas related to them.
- Invite students to share their ideas with the class.

Answer Key
Answers will vary.

3. Vocabulary

- Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: apprécier, développer, and so on.
- Have them compare the words and phrases with their own ideas in 2.
- Ask students to circle the words and phrases they know.

Answer Key
Answers will vary.

4. Thinking critically

Best Practice – Cultivating Critical Thinking
This activity requires students to think about the practical skills required for different jobs and how each job can further personal development. They must then examine these aspects using their personal experience and knowledge of the world. Applying these findings to situations in their own lives allows them to internalize their own opinions, based on the evidence, and present them to their classmates.

- Go over the directions and chart as students follow along.
- Give students time to make notes on their ideas.
- Put students in pairs to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key
Answers will vary.

While You Read

5. Reading

- Go over the directions.
- Play the audio and have students follow along in their books.
Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.

Once students have finished reading the passage, have them compare the information with their answers in 4. Give students time to highlight new information and underline ideas that are similar to theirs in 4.

Best Practice – Organizing Information
The following strategy and activity give students practice organizing information from a reading passage using a graphic organizer called a T-chart. This allows students to better assimilate and recall information at a later date, a valuable study tool. In this case, students will identify positive and negative details about working as a sales assistant as discussed in the narrative.

Skills Focus – Organizing Details: Using a T-chart
- Go over the information in the box as students follow along.
- Ask: What is a T-chart? What can you use it for?

6. Organizing details using a T-chart
- Go over the directions. Point out the elements in and the structure of the chart: the name of the chart indicates the topic; the column heads can indicate points of comparison or things being compared.
- Draw the Sales Assistant T-chart on the board. Ask: What is the topic? (working as a sales assistant), What are we comparing? (good things and bad things about the job), Where do we get the information? (from the narrative).
- Work together as a class to complete the chart.

Answer Key

<table>
<thead>
<tr>
<th>Good Things About It</th>
<th>Bad Things About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>work was not hard</td>
<td>difficult customers</td>
</tr>
<tr>
<td>good salary</td>
<td>felt lost at first</td>
</tr>
<tr>
<td>nice boss</td>
<td></td>
</tr>
<tr>
<td>other college students working there</td>
<td></td>
</tr>
<tr>
<td>learned how to work with different people</td>
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</tr>
</tbody>
</table>

After You Read

7. Making inferences
Best Practice – Cultivating Critical Thinking
The following activity requires students to make inferences about the passage they read. Making inferences is an important critical thinking skill. When students make inferences, they are extracting meaning from context. Making guesses about what is not directly stated improves students’ overall comprehension.

- Read the directions as students follow along.
- Have students work individually to select their answers.
- Put students in small groups to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key
1. appreciate = B; go hungry = A
2. D
3. B

Language Focus – Understanding Words from their Parts: Suffixes
- Go over the information in the box as students follow along.
Check comprehension. Ask: What’s a suffix? What does -less mean? What does -ness mean?

Write examples such as the following on the board and ask questions to elicit the new forms:

love: There’s no love in their marriage. It’s a _____ (loveless) marriage.
father: Jen doesn’t have a father. She’s _____ (fatherless).
red: Her face is red from sunburn. The _____ (redness) usually lasts a few days.

8. Understanding words from their parts

Go over the directions and the example.

Have students complete the activity individually either in class or as a homework assignment. If done in class, circulate and offer help if needed.

Put students in pairs to compare their answers.

Go over answers with the class.

Answer Key
1. jobless
2. hopeless
3. friendless
4. sleepless
5. heartless
6. motherless

9. Using suffixes

Go over the directions and the examples.

Have students complete the activity individually either in class or as a homework assignment. If done in class, circulate and offer help if needed.

Put students in pairs to compare their answers.

Go over answers with the class.

Answer Key
1. home, homelessness, homeless
2. hope, hopeless, hopelessness
3. willing, kindness, willingness
4. friendless, friend

10. Identifying word groups

Read the directions and the example as students follow along.

Elicit the answer to the first item from a volunteer. Repeat, if necessary, with the second item.

Once students understand how to do this activity, have them work independently to complete it. This can also be done as homework.

Go over answers with the class.

Answer Key
1. money
2. vacation
3. cut down
4. bedroom
5. college
6. early
7. sick
8. strong
9. sing
10. unknown

11. Building vocabulary

Read the directions as students follow along.
● Have students complete the crossword puzzle individually.
● The puzzle can also be done as homework.
● Remind students to cross out the words as they use them.
● If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
● Have students compare their completed puzzle with another student or the answer key.

Answer Key

12. Blogging
● Read the directions.
● Encourage students to look up some examples of volunteer work in remote places so that they can form an opinion about it. This can be assigned for homework. Remind them to make notes on their ideas while researching.
● Have students post their comments.

Writing Key
Answers will vary.

Writing – Summarizing Events, Describing Feelings
Section Aims
Reading: Reading a person’s account of their last vacation spent as a volunteer
Writing: Writing a summary of a summer vacation

1. Topic
● Ask the students to look at the images and describe what they see.
● Have them work in pairs and make notes on the different aspects of summer vacation. Ask: Where would you go on your summer vacation? What would you do there? How would you get there? Would you like to work there? If so, what kind of work would you like to do?
● Invite students to share their ideas with the class.

Answer Key
Answers will vary.
2. Brainstorming
- Read the directions and go through the chart.
- Ask students to think about different kinds of vacation and jot down their ideas and the pros and cons of each type of vacation.

Answer Key
Answers will vary.

3. Thinking and discussing
- Read the directions.
- Ask students to work individually and answer the questions.
- Then have students discuss their answers in small groups.
- Invite students to share their answers with the class.

Answer Key
Answers will vary.

4. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: abróád, instáll, and so on.
- Have them put a check mark next to the words and phrases they know.

Answer Key
Answers will vary.

5. Reading
- Play the audio and have students follow along in their books. Remind students to look at the images as they read.
- Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Have students use the timeline provided at the bottom of the page to arrange the events narrated in the correct chronological order.
- Circulate and help when necessary.
- Ask students to highlight the actions reported in a different order and make note of the verb tenses used.

Answer Key
Before trip:
- contacted volunteer organization
- helped with planning
- booked flights
- got passports and visas
- packed suitcases
- went to the airport

During trip:
- arrived at village
- dug and built well
- installed pump and tested it
- showed villagers how to use the pump
- finished work and celebrated
After trip:
- going to volunteer in Asia next year
- learning Mandarin Chinese

Actions reported out of order (using past perfect tense):
We had decided to spend our summer vacation doing something that...
He had worked as a volunteer in villages in Indonesia, Nepal, Kenya and many other places.
And all we had done was to help build a well and install a pump!

6. Finding background information
● Read the directions aloud and check comprehension.
● Ask students to work in pairs and underline the sentences that provide background information.
● Go through the answers in class.

Answer Key
That was how we found out about a village that had serious water shortages. There was very little water and people used any water they could find in water holes nearby, but it was not safe to drink or cook with. They also needed more water for farming and their animals.
... but Dennis, our group leader, was the one who knew a lot more about water pumps, other equipment and how to install them.
He was also studying engineering.

7. Identifying topics
● Read the directions aloud as students follow along.
● Ask students to work individually or in pairs and figure out the topic of each paragraph in the narrative.
● Check answers in class.

Answer Key
Para 1: Decision about summer vacation
Para 2: Learning about water projects
Para 3: Planning the project
Para 4: The trip
Para 5: Future plans

8. Planning
● Go through the directions and chart headings.
● Ask students to decide on what type of summer vacation (best or worst) they want to write about and make notes under the relevant headings. This activity can be assigned for homework.

Answer Key
Answers will vary.

9. Preparing to write
● Read the directions aloud as students follow along.
● Have students work individually and use their notes from 8 to organize each paragraph.
● Remind them to use the reading text and its paragraph divisions as a guide.
● This activity can be assigned for homework.

Answer Key
Answers will vary.

10. Drafting and editing 1: Peer review
● Read the directions.
Give students time to read their own drafts and make notes about things they are unsure of that they would like their partner to pay special attention to.
Ask students to exchange their drafts with a partner.
Have students review their partner’s draft and suggest corrections. This can be done for homework.

**Answer Key**
Answers will vary.

**11. Drafting and editing 2: Peer review**
- Read the directions.
- Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**
Answers will vary.

**12. Editing, rewriting, and finalizing**
- Read the directions.
- Ask students to work individually or with their partners to finalize their summaries. This can be done as homework.

**Answer Key**
Answers will vary.

**13. Blogging**
- Read the directions.
- Ask students to read one or more summaries written by other classmates.
- Ask them to post comments saying what they thought about these summaries.

**Answer Key**
Answers will vary.

**SELF-EVALUATION**
- Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her self-evaluation log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 8 – You Are What You Eat

Chapter Goals

Reading: Students will read about food, eating habits, food preferences, and nutrition. They will find out how people’s diets and concerns about weight have changed over the years. They will read about different ideas about what makes a diet healthy, as well as about fad diets and healthier alternatives. Students will learn strategies for previewing a reading and finding the main ideas in a reading. They will also learn strategies for figuring out words with more than one meaning. They will use graphic organizers to how how information is related and will identify paragraph functions and understand how ideas are connected. They will use words and expressions for discussing food and nutrition.

Writing: Students will learn how to use connecting words and phrases in their writing. They will practice summarizing and have the opportunity to write a blog post about dieting and exercise. They will express their opinions about a topic in writing and will practice drafting, reviewing and editing their own work.

Focus on the Images

Ask students to:
1. look at the image
2. work in groups to discuss the questions
3. share their ideas with the class.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. make a list of words and phrases about food
2. make a list of words and phrases relevant to ideas and preferences about meals and diets
3. say if there are any words/phrases that can go into both lists
4. give reasons why some words/phrases/concepts go under both categories.

Answer Key
Answers will vary.

Think and Comment

Ask students to:
1. read the quote and mention the name of the person who made the quote
2. find out about Brillat-Savarin and his work
3. identify the key concepts and paraphrase/rephrase the quote
4. say what their favorite food is, and what they think it says about their personality.

Answer Key
Answers will vary.

Reading 1 – Trends and Diets

Section Aims

Reading: Reading about how eating habits and nutrition has changed over time
Vocabulary: Learning words and phrases related to food and nutrition
Skills Focus: Using images and headings to make predictions about an article, making notes in a graphic organizer to show how details are related, and understanding words with more than one meaning from context

Before You Read
1. Topic
Best Practice – Activating Prior Knowledge
This activity uses the students’ prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already may know about eating habits in the past into the larger framework of the reading passage. When students become aware of what they already know about the topic, they can better organize the new concepts about eating and health that they will encounter in the reading.
- Direct students’ attention to the images and read the questions as students follow along.
- Put students into small groups to discuss the images and the questions.
- Circulate and offer help if necessary.
- Call on volunteers from each group to share their ideas with the class.

Answer Key
Answers will vary.

2. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: bëverages, cënters, diabëtes, and so on.
- Have them compare the words and phrases with the list of words they brainstormed and circle the words that are the same.

Answer Key
Answers will vary.

3. Getting meaning from context
- Go over the directions as students follow along.
- Point out that students should first read the sentences and try to figure out the meaning of the underlined words or phrases before they read through the meanings in the second column.
- Give students time to write the matching letters on the lines provided next to the sentences.
- Put students in pairs to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key
1. C: look good
2. E: eat less
3. A: have a lot of
4. G: thin
5. B: at the same time as
6. D: cooked in oil
7. F: put on

4. Reflecting and answering
- Read the directions.
- Call on volunteers to share their ideas with the class. Accept all answers.

Answer Key
Answers will vary.
Best Practice – Making Use of Academic Content

The following strategy and activity introduce using the idea of preparing for a reading passage by looking at the non-prose and graphic elements of the passage. This is an important academic skill. Having an idea of what a passage is about before reading it helps students improve their comprehension, especially of academic material.

Skills Focus – Predicting and Anticipating

● Read the strategy as students follow along.
● Ask students to work individually or in pairs and fill in the blanks with the words provided at the bottom of the Skills Focus box.
● Call on different students to read each completed sentence. Invite the rest of the class to say whether they agree or disagree and give reasons.

Answer Key

Before reading an article in detail, it helps to look at the images and read the title of the article and the headings (subtitles for each paragraph or section). This helps you reflect and recall what you know about the topic. It also makes you think of questions and possible information that you might find in the article.

5. Thinking and predicting

● Read the directions.
● Ask students to answer the questions on their own. Remind them not to write full sentences.
● Put students into small groups to discuss their ideas and predictions.
● Call on volunteers to share their answers with the class.

Answer Key

Answers will vary.

While You Read

6. Reading

Content Notes

● Samuel Pepys [pronounced peeps] (1633–1703) was an English writer best known for his diaries. Pepys recorded intimate details about his everyday life such as what he ate and whom he visited each day. He did not intend for his diaries to be published, but they give modern readers a fascinating window into the life and times of the Restoration period (1660–1689) in England.
● Pieter Bruegel (c. 1525–1569) was an influential Flemish Renaissance painter and print maker. He is well-known for his paintings of peasant life.
● Peter Paul Rubens (1577–1640) was a Flemish artist. His depictions of fleshy female forms gave birth to the adjective “Rubenesque,” a positive term for a full-figured woman still in use today.

● Play the audio and have students follow along in their books.
● Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Have students to compare the ideas in the article with their notes in 4 and circle the ideas that are the same.

Answer Key

Answers will vary.

7. Filling in the blanks

● Read the directions and the sentences.
● Have students work in pairs to fill in the blanks in the article. Remind them to make notes about the clues that helped them decide on the lines provided.
● Go over answers with the class.
Answer Key
1. Many of the vegetables are raw.
2. They're eating low-fat foods.
3. They also try many strange things to lose weight.
4. One problem with obesity is easy to see:
5. Sometimes people go crazy over food.
The clues that help find the right place for each sentence may include:
1. They aren't cooked.
2. Many people are changing their ways of eating.
3. Some people only eat hard-boiled eggs. / Others only eat jars of baby food. / There are people who wear blue-tinted glasses [...]. / There are some people who don’t eat anything at all to lose weight.
4. The colon (:).
5. When will people learn?

After You Read
8. Finding words in context
● Read the directions as students follow along.
● Have students work individually or in pairs to find the words.
● Circulate among students and give help if necessary.
● Go over the answers. If students had difficulty with any of the words, have them go back to the paragraphs in which the words appear, find the word, and reread the information around it.

Answer Key
drinks = beverages
a surprising, opposite result = irony
a word for products from milk = dairy
the condition of being very overweight = obesity
a sickness = diabetes

Best Practice – Organizing Information
The following strategy and activity teach students to organize information from a reading passage using a graphic organizer. This gives students a means for taking notes in an organized, logical manner, a skill that will help them to better assimilate and recall information at a later date. In this case, students will identify cause and effect relationships from the reading passage.

Skills Focus – Organizing Details
● Go over the information in the box as students follow along.
● Ask comprehension questions: What is the relationship between how people lose weight and the information in the three boxes? Why is it a good idea to use a graphic organizer when you take notes on your reading?

9. Finding and organizing details
● Go over the directions.
● Put students in pairs to work on their answers.
● Call on volunteers to share their answers.

Answer Key
Strange things people do to lose weight:
● They only eat hard-boiled eggs.
● They only eat jars of baby food.
● They wear blue-tinted glasses to make food look blue and not good to eat.
● They do not eat anything at all.
Reasons for obesity today:
● People often eat fast food.
● Dieting does not often work.
Skills Focus – Understanding Words with More Than One Meaning

- Read the information in the box as students follow along.
- Write the following sentences on the board and underline place in each:
  1. You have a nice place.
  2. I have never been to that place.
  3. Did you place the papers on the desk?
- Ask: How is place different in each sentence? Which is a verb? (the one in sentence 3). Which are nouns? (the ones in sentences 1 and 2). Which means “home”? (the one in sentence 1). Which means “put”? (the one in sentence 3). Which means “location,” such as a street or city? (the one in sentence 2).

10. Figuring out multiple meanings

- Read the directions.
- Have students complete the activity.
- Go over answers with the class.

Answer Key

1. B
2. C
3. A

11. Thinking critically

- Read the directions.
- Ask students to fill in the chart about their own country or home town.
- Then have them work with a partner from another country or town and ask them questions to fill in the second column of the chart.
- Have students form groups and discuss their findings about food or food trends in different countries.
- Call on volunteers to report their group’s ideas to the class.

Answer Key

Answers will vary.

Reading 2 – To Eat or Not to Eat Meat

Section Aims

Reading: Reading about different ideas about what makes a diet healthy
Skills Focus: Identifying the main ideas in a reading text

Before You Read

1. Topic

Best Practice – Interacting with Others

Conducting an interview helps students prepare for the reading passage by interacting with other students. They can activate their own knowledge and views and compare it with the knowledge and views of their classmates, an activity that prepares them for the concepts presented in the reading passage.

- Go over the directions and the charts as students follow along.
- Have students answer the questions about themselves and then walk around the room and interview three classmates.
- Circulate and offer help if necessary.
- Put students into small groups to compare their findings.
- Call on volunteers from each group to share their information with the class.
- As volunteers share their ideas, write on the board any new or key terms that come up, such as food and health words.
2. **Thinking and predicting**
- Go over the directions as students follow along.
- Put students into pairs to write down as many words, phrases, and ideas related to meat and non-meat eaters and different eating habits.
- Invite students to share their ideas with the class.

3. **Vocabulary**
- Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: *cuisine*, *flexible*, and so on.
- Have them compare the words and phrases with their own ideas in 2.
- Ask students to circle the words and phrases they know.
- Then have students match the words with the definitions provided.
- Tell students that they will have the opportunity to check their answers later, once they have read the text and can use the context to help them verify the meanings.

4. **Thinking critically**

**Best Practice – Cultivating Critical Thinking**
This activity requires students to think about the choices people make to eat or avoid meat and/or animal products. They must then examine these aspects using their personal experience and knowledge of the world. Applying these findings to situations in their own lives allows them to internalize their own opinions, based on the evidence, and present them to their classmates.
- Go over the directions as students follow along.
- Give students time to make notes on their ideas in pairs or groups.
- Call on volunteers to share their answers with the class.
While You Read

5. Reading
- Go over the directions.
- Play the audio and have students follow along in their books.
- Once students have finished reading the passage, have them compare the information with their answers in 1, 2, and 4. Give students time to highlight new information and underline ideas that are similar to theirs.

Answer Key
Answers will vary.

6. Getting meaning from context
- Go over the directions.
- Give students time to re-read the text and check their answers in 3.2 using the context.
- Go over the answers of 3.2 with the class (see Answer Key for 3.2).
- Ask students to label the images and then write A, B, C, and D in the boxes provided next to the definitions.
- Check answers in class.

Answer Key
A herbs/plants that add flavor to food
B stems/the part of the plant on which the flowers and leaves grow
C roots/the part of a plant that grows underground
D pulses/peas, beans, and lentils

Skills Focus – Finding the Main Ideas in a Reading Text
- Read the information in the box as students follow along.
- Ask: Where can you usually find the main idea of the whole reading? Where can you often find the main idea of a paragraph? What does the conclusion do?

Answer Key
The main idea of a whole reading is usually in the first paragraph – the introduction. After that, each paragraph has a main idea, too, often in its first sentence. The last paragraph is the conclusion. It usually has one sentence that “finishes” the reading and might suggest a new idea too.

7. Identifying the main ideas
- Read the directions as students follow along.
- Have students work individually to find the main ideas.
- Put students in pairs to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key
1. D
2. B
3. A (main idea of whole reading text)
4. E
5. C

8. Reading for details
- Go over the directions.
- Have students complete the activity individually or in pairs. This can be done in class or as a homework assignment.
- Go over answers with the class.
New Interactions Reading and Writing 1 Teacher Manual

Answer Key
1. fish and chicken
2. they eat small portions
3. it creates fewer greenhouse gases / uses fewer natural resources
4. they are roots

After You Read
9. Thinking and discussing
● Go over the directions.
● Split the class into three groups: The Vegans, The Meat Lovers, and The Yellow Food Eaters, or whatever food-related group they like.
● Have groups go through the chart and answer the questions. Circulate and offer help if needed.
● Give the groups time to prepare their arguments and present them to the class.
● Ask the class to vote on the best and most convincing presentation.

Answer Key
Answers will vary.

10. Building vocabulary
● Read the directions as students follow along.
● Have students complete the crossword puzzle individually.
● The puzzle can also be done as homework.
● Remind students to cross out the words as they use them.
● If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
● Have students compare their completed puzzle with another student or the answer key.

Answer Key

11. Blogging
● Read the directions.
● Ask students to make notes on their ideas and use them to write their comment. This can be assigned for homework.
● Have students post their comments.
Writing – Summarizing Diets That Are Bad For You

Section Aims
Reading: Reading about fad diets and healthier alternatives
Language Focus: Learning how to use connecting words and phrases
Writing: Writing a summary of an article and a blog post about dieting and exercise

1. Topic
- Go through the directions and chart.
- Ask: How many fad diets can you think of? Write the names of the diets on the board. How many of these have you or someone you know tried? Did they work?
- Have students work in pairs and make notes on the different aspects of fad diets.
- Invite students to share their ideas with the class.

2. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: carbohydrates, combination, and so on.
- Have them put a check mark next to the words and phrases they know.

3. Categorizing
- Read the directions and go through the foods to check comprehension.
- Ask students to work in pairs and categorize the foods. Mention that some foods might fit into more than one category.
- Go through the answers in class.

Carbohydrates: bread, cake, cookies, pasta, potatoes, rice
Proteins: beans, beef, butter, cheese, chicken, chocolate, eggs, fish, milk, seafood, yogurt
Fats: butter, cake, chocolate, coconut oil, cookies, margarine, olive oil

4. Reading
- Ask students to quickly skim through the text to see if any of the ideas are the same as their own from 1.
- Play the audio and have students follow along in their books.
- Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.

5. Filling in the gaps
- Read the directions. Have students go through the phrases from paragraphs A and D and check comprehension.
- Ask students to work in pairs and fill in the blanks in the reading text. Remind them to make notes on the clues that helped them decide on the lines provided.
- Go through the answers in class.
6. Getting meaning from context
● Read the directions aloud as students follow along.
● Ask students to find the words and phrases in the article.
● Have them work individually or in pairs to match the words and phrases with their definitions.
● Check answers in class.

Answer Key
1. D a different way to do something
2. A want something because it looks good or sounds like a good idea
3. C good for your health
4. F having few carbohydrates
5. B without having eaten anything
6. E lasts only a short time

Language Focus – Connecting Words and Phrases
● Read the information in the box as students follow along.
● Ask: What words can we use when we have a list of ideas we want others to pay attention to? (first, second, etc.). What other word, except for and, can we use to add to what we are saying? (as well as). What other phrase, except for but, can we use to contrast ideas? (even if). What phrase can we use to say why something is being or should be done? (in order to).

7. Using connecting words and phrases
● Read the directions.
● Give students time to read the sentences and circle the right word or phrase.
● Have them check their answers with a partner.
● Call on students to report their answers to the class.

Answer Key
1. even if
2. but
3. Last,
4. as well as

8. Summarizing statements
● Read the directions and incomplete phrases aloud as students follow along.
● Remind students that a statement that summarizes information does not contain details. It just includes the main message.
● Have students work in pairs and complete the statements.
● Call on students to read their completed statements out to the class.
Answer Key
Answers will vary.

9. Identifying paragraph function
● Go through the directions and example in the chart.
● Ask students to work individually or in pairs and make notes on the topic, main idea and function of each paragraph.
● Call on students to share their answers with the class. Encourage the rest of the class to agree or disagree.

Answer Key

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
<th>Main Idea</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Fad diets and health (or healthy lifestyle)</td>
<td>Being healthy is more important than losing weight quickly.</td>
<td>Introduction</td>
</tr>
<tr>
<td>B</td>
<td>Different fad diets</td>
<td>There have been many different fad diets over the years.</td>
<td>Main body</td>
</tr>
<tr>
<td>C</td>
<td>Doctor’s views of fad diets</td>
<td>Fad diets do not lead to permanent weight loss or good health.</td>
<td>Main body</td>
</tr>
<tr>
<td>D</td>
<td>Doctor’s suggestions for a healthy life</td>
<td>You should adopt healthy habits to lose weight.</td>
<td>Main body</td>
</tr>
<tr>
<td>E</td>
<td>Advice</td>
<td>Do not be tempted by fad diets.</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

10. Summarizing
● Read the directions aloud as students follow along.
● Ask students to work individually to write a complete summary. This can be assigned as homework.

Answer Key
Answers will vary.

11. Drafting and editing 1: Peer review
● Read the directions.
● Give students time to read their own drafts and make notes about things they are unsure of that they would like their partner to pay special attention to.
● Ask students to exchange their drafts with a partner.
● Have students review their partner’s draft and suggest corrections. This can be done for homework.

Answer Key
Answers will vary.

12. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

13. Finalizing your summary
● Read the directions.
Ask students to work individually or with their partners to finalize their summaries. This can be done as homework.

**Answer Key**

Answers will vary.

### 14. Preparing to blog

- Read the directions.
- Ask students to work individually and make notes on the listed points.
- Tell them that they are going to use their notes to write a blog post on dieting and exercise. The notes and writing of the post can be assigned for homework.

**Answer Key**

Answers will vary.

### 15. Blogging

- Read the directions.
- Ask students to read one or more blog posts written by other classmates.
- Ask them to post comments saying what they thought about these posts.

**Answer Key**

Answers will vary.

### SELF-EVALUATION

- Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- If possible, meet privately with each student on a regular basis and review his or her self-evaluation log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 9 – Explorer, Traveler, or Tourist?

Chapter Goals

Reading: Students will read about different vacations and adventure travel. They will read about four different types of adventure vacations, where participants do things such as study animals and go on archaeological digs. They will find out about ecotourism in Malaysia and the different experiences an ecotourist can have there. They will take a quiz and find out what type of travel suits their personality. They will review compass points and learn new ones. Students will also learn verb phrases with go for discussing activities. They will learn strategies for understanding words from their prefixes and for paying attention to evidence in a reading, and will use words and expressions for discussing travel. They will also learn to make inferences, practice thinking critically and reach conclusions about issues.

Writing: Students will learn how to create an unstructured questionnaire, and how to reach a conclusion based on the answers given in a completed questionnaire. They will learn strategies on how to make suggestions and express opinions based on their conclusion as well as practicing note-taking.

Focus on the Images

Ask students to:
1. look at the images
2. work in groups to discuss the questions
3. share their ideas with the class
4. finish the following sentence: If I could only go on one more vacation in my life, it would be to _____.

Answer Key
Answers will vary.

Brainstorm and Associate

Ask students to:
1. make a list of words and phrases connected to different types of vacation
2. make a list of words and phrases relevant to ideas and feelings about popular destinations and unusual vacations
3. say if there are any words/phrases that can go into both lists
4. give reasons why some words/phrases/concepts go under both categories.

Answer Key
Answers will vary.

Think and Comment

Ask students to:
1. read the proverb and think about what a ‘proverb’ is
2. give and justify their views on the proverb 3. share any sayings or proverbs about traveling that they know in their native language and to explain them in English.

Answer Key
Answers will vary.
Reading 1 – Vacations with a Difference

Section Aims
Reading: Reading about different adventure vacations
Vocabulary: Learning words and phrases related to nature, the environment, and vacation activities
Language Focus: Understanding words for direction, using go + verb + ing for activities
Skills Focus: Understanding the meaning of words by looking at their prefixes

Before You Read

1. Topic
- Go over the directions as students follow along.
- Put students into small groups to read the listed activities and check the ones represented in the images.
- Call on volunteers from each group to share their answers with the class.
- Ask students to suggest more activities and write them on the board.
- Invite volunteers to say which activities they circled (what they like to do on vacation).

Answer Key
camp, go on a cruise, hike, sightsee
Answers will vary.

2. Predicting

Best Practice – Activating Prior Knowledge
The following activity requires students to preview the reading passage by looking at the non-prose and graphic elements of the passage. Looking at headings and images helps students link existing knowledge to new information that they will encounter in their reading. This will help them better understand new concepts in the reading.
- Read the directions and phrases.
- Point out to students that they do not need to skim or read the text at this stage; they only need to look at the headings and images.
- Give students time to check the items they predict might be in the text and add their own predictions.
- Ask students to work in pairs or groups and discuss which activities they checked or added.
- Call on volunteers to share their ideas with the class.

Answer Key
Answers will vary.

3. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: advénture, amóunt, archaeólogists, and so on.
- Have them compare the words and phrases with the list of words they brainstormed and circle the words that are the same.

Answer Key
Answers will vary.

4. Getting meaning from context
- Go over the directions as students follow along.
- Point out that students should first read the sentences and try to figure out the meaning of the underlined words or phrases before they read through the options.
- Give students time to circle the answers they think are correct.
- Call on volunteers to share their answers with the class.
Answer Key
1. C
2. A
3. Prefer: A; Coast: B
4. C
5. B

Language Focus – Understanding Words for Direction
- Go over the information in the box as students follow along.
- Draw a simple compass on the board and ask students to label the four principal directions (north, south, east, west).
- Point to the areas between each point and ask students to guess the names of these positions (northwest, northeast, southwest, southeast).
- Give students time to fill in the abbreviations of these positions (NW, NE, SW, SE) in the spaces provided on the compass in their books.

While You Read
5. Reading
- Play the audio and have students follow along in their books. Remind students to look at the images as they read.
- Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Have students to compare the ideas in the article with their answers in 2 and circle the ideas that are the same.
- Tell students to do 6, Identifying the main idea, when they finish the passage.

Answer Key
Answers will vary.

6. Identifying the main idea
- Some students may have done this activity, and others may not have had time.
- Read the directions as students follow along.
- Have students work individually to complete the activity.
- Go over the answers with the class.

Answer Key
1. A trip with Earthwatch is a good way to learn something and have a vacation, too.

7. Finding details
- Go over the directions.
- Have students work in pairs and check the details included in each paragraph. Remind students to first read the sentences before for they read the relevant paragraph so that they know what information to look for.
- Go over answers with the class.

Answer Key
A
Some people go camping.
Some people swim, fish, cook over a fire, and sleep outside.
Some people stay at a hotel in a city.
Some people go shopping and dancing.
Some people go to special places such as Disneyland.
B
They want to learn something and maybe help people, too.
Some groups plan special adventures.
Earthwatch sends volunteers to different places in the world. Earthwatch volunteers study the environment, work with animals, and learn about people of the past. 

C
Volunteers study glaciers.
Teams also study animals, trees, and snow.
Volunteers are active in cold weather. 

D
Teams spend more than a week in the Bahamas.
Sea turtles have been around for millions of years.
Human activities and climate change are a danger to sea turtles’ habitats.
This trip is good for people who like summer weather and being in the water.

8. Working with new words

● Go over the directions and chart.
● Ask students to work in pairs to find the word or phrase in the respective paragraphs.
● Call on volunteers to share their answers.

Answer Key

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Meaning</th>
<th>Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>A surprising and exciting trip</td>
<td>adventure</td>
</tr>
<tr>
<td>C</td>
<td>The increase in the Earth’s temperature</td>
<td>global warming</td>
</tr>
<tr>
<td>C</td>
<td>Fields of ice that move very slowly</td>
<td>glaciers</td>
</tr>
<tr>
<td>C</td>
<td>How much of something there is</td>
<td>amount</td>
</tr>
<tr>
<td>C</td>
<td>An area of very wet, muddy land with wild plants growing in it</td>
<td>wetland(s)</td>
</tr>
<tr>
<td>C</td>
<td>Be strong and healthy</td>
<td>be in (very) good physical condition</td>
</tr>
<tr>
<td>D</td>
<td>A huge body of water</td>
<td>ocean</td>
</tr>
<tr>
<td>D</td>
<td>Animals that lay eggs</td>
<td>reptiles</td>
</tr>
<tr>
<td>E</td>
<td>From an early time in history</td>
<td>ancient</td>
</tr>
<tr>
<td>F</td>
<td>Not existing any more, dying</td>
<td>disappearing</td>
</tr>
</tbody>
</table>

After You Read

Best Practice – Making Use of Academic Content
The following strategy and activity introduce using prefixes to understand new words. This is an important academic skill. Having a large repertoire of stems and affixes will help students read more quickly, improve their comprehension, and develop their confidence as readers, especially of academic material.

Skills Focus – Understanding Words from their Prefixes

● Go over the information in the box as students follow along.
● Ask comprehension questions: What does eco- mean? What does archae- mean? What does bio- mean?

9. Understanding words from their prefixes

● Go over the directions.
● Put students in pairs to complete the chart.
● Call on volunteers to share their answers.

Answer Key

1. archaeologists
2. biologists
3. ecosystem
Language Focus – Using go + verb + -ing for Activities
● Go over the information in the box as students follow along.
● Have students complete the following patterns with the verbs listed:
    \[ I \text{ like to } \underline{\text{_____}} \text{ (bowl). } \Rightarrow I \text{ like to go bowling.} \]

10. Completing sentences
● Read the directions aloud as the class follows along.
● Ask students to work individually to fill in the blanks using the images and clues provided in the sentences.
● Call on students to report their answers to the class. Remind them to share what clues helped them.
● Encourage students who disagree with an answer to express their own opinion and justify it.

Answer Key
A. go window-shopping
B. go bowling
C. will go surfing
D. went snowboarding

11. Researching and finding out
Best Practice – Interacting with Others
Using new forms while interacting with classmates helps students internalize the forms in a natural, unself-conscious manner. By practicing the forms in a communicative setting, students can focus on their interactions, not on the forms themselves. This helps students to retain the forms for future use in new situations.
● Go over the directions and the chart.
● Ask students to circulate and interview three classmates.
● Tell students to get into groups and discuss their survey results.
● Invite students to share their group’s findings with the class.
● Have the class decide on the least and most popular activities and whether most people like to go sightseeing or not.

Answer Key
Answers will vary.

Reading 2 – The Ecotourist’s Guide to Malaysia
Section Aims
Reading: Reading about ecotourism in Malaysia
Vocabulary: Learning words about ecotourism sights and activities
Language Focus: Understanding compound words

Before You Read
1. Topic
Best Practice – Activating Prior Knowledge
The following activity requires students to consider what they already know about a topic before they read about it. Thinking about the topic activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. This helps students better understand what they read.
● Read the directions aloud as students follow along.
● Ask students to look at the title and images, read the sentences, and check the ones they think are about ecotourism.
● Call on volunteers to share their ideas with the class.
● Encourage the rest of the class to say whether they agree or disagree, and why.
traveling to natural areas that have not been harmed by lots of tourists.
supporting the local people living in the places you visit.
not harming the environment of the places you visit.

2. Brainstorming
- Go over the directions with students.
- Ask students to work individually and make notes on their expectations for ecotourism in Malaysia.
- Have students form small groups to discuss their ideas.

3. Vocabulary
- Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: carnivorous, coral, and so on.
- Ask students to circle the words and phrases they know.
- Have them identify as many words and phrases in the box that describe the images in 1.

While You Read

4. Reading
- Go over the directions.
- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Have them compare the information in the article with their answers in 2. Give students time to highlight new information and underline ideas that are similar to theirs.
- Tell students to go on to activity 5, Reading for main ideas and details, once they have finished reading the passage.

5. Reading for main ideas and details
- Some students may have done this activity, and others may not have had time.
- Read the directions as students follow along.
- Have students work individually to complete the activity.
- Put students in pairs to compare their answers.
- Go over the answers with the class.

(suggested answers)
1. Someone who does not want to visit big cities and popular tourist destinations, and also wants to travel in a way that shows respect for nature and local people’s way of life.
2. You can go on hikes that last many days, or follow short trails.
3. Taman Negara rain forest, caves in Sarawak, Mount Kinabalu in Sabah
4. It has got beautiful islands, tropical rain forests you can explore, crystal-clear waters for diving, endangered animals and rare plants.
After You Read

6. Making inferences

Best Practice – Cultivating Critical Thinking

The following activity requires students to make inferences about the passage they read. Making inferences is an important critical thinking skill. When students make inferences, they are extracting meaning from context. Making guesses about what is not directly stated improves students’ overall comprehension.

- Read the directions as students follow along.
- Have students work individually to select their answers.
- Put students in small groups to compare their answers.
- Call on volunteers to share their answers with the class.

Answer Key

1. A
2. C
3. B
4. B
5. lush: A; isn’t your cup of tea: C
6. smelly: B; can’t miss: A

Language Focus – Understanding Compound Words

- Go over the information in the box as students follow along.
- Check comprehension. Ask: What’s a compound word? What happens to the meaning of the two words that form a compound word?
- Write examples such as the following on the board and ask questions to elicit the new forms:
  - basket + ball = ______ (basketball)
  - moon + light = ______ (moonlight)
  - weather + man = ______ (weatherman)

7. Forming compound words

- Go over the directions and chart.
- Have students complete the activity individually.
- Put students in pairs to compare their answers.
- Go over answers with the class.

Answer Key

1. shipwreck
2. coral reef
3. national park
4. crystal-clear

8. Building vocabulary

- Read the directions as students follow along.
- Have students complete the crossword puzzle individually.
- The puzzle can also be done as homework.
- Remind students to cross out the words as they use them.
- If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
- Have students compare their completed puzzle with another student or the answer key.
9. Blogging
● Read the directions.
● Encourage students to do online research to plan an ecotourism adventure in Malaysia or another country.
● Ask them to prepare a short piece of writing on the adventure.
● Have students post their blogs on OUR BLOG or OUR BLOARD.

Answer Key
Answers will vary.

Writing – Questionnaires, Conclusions, and Suggestions

Section Aims

Reading: Answering a questionnaire to find out your travel personality
Skills Focus: Learning how to reach a conclusion by paying attention to evidence, learning expressions for making suggestions and expressing opinions
Writing: Writing a summary of a summer vacation

1. Topic
● Ask the students to look at the images and describe what they see.
● Have them work in pairs and make notes on the different types of vacation. Encourage them to create a chart with "pros" and "cons" columns to help them organize their ideas more easily.
● Invite students to share their ideas with the class. Encourage the rest of the students to suggest alternate ideas.

Answer Key
Answers will vary.

2. Brainstorming
● Go over the directions as students follow along.
● Give students time to brainstorm words and phrases related to the city, mountains, and beach.
● Have students choose their ideal destination and write it on a piece of paper. Remind them not to discuss their choice with their classmates.
● Students will discuss their answers in 4.
3. Vocabulary
- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: boring, campfire, and so on.
- Have them put a check mark (√) next to the words and phrases they know.

Best Practice – Cultivating Critical Thinking
The following strategy and activity require students to reach conclusions based on evidence. Using evidence to draw conclusions is an important critical thinking skill. It helps students become interactive, critical readers.

Skills Focus – Reaching a Conclusion: Paying Attention to Evidence
- Go over the information in the box as students follow along.
- Ask: How do you reach a conclusion when there isn’t one in the reading?

5. Paying attention to evidence
- Go over the directions.
- Put students in pairs to read each other’s answers and make suggestions.
- Circulate and offer help if needed.
- Call on volunteers to share their answers and suggestions with the class.

Skills Focus – Making Suggestions and Expressing Opinions
- Go over the information in the box as students follow along.
- Write statements such as the following on the board:
I like quiet places.
I don’t like getting sand all over me.
I enjoy being very active when I’m on vacation.

● Ask students to make suggestions based on these statements. For example:

Maybe you should rent a cottage in the countryside.
I think you should avoid beach holidays.
You could go windsurfing and scuba diving in the Mediterranean.

7. Making suggestions and expressing opinions

● Go through the directions.
● Ask students to use their notes in 6 and the examples in the Skills Focus box to write their paragraphs. This activity can be assigned for homework.
● Call on volunteers to read their paragraphs to the class.

Answer Key
Answers will vary.

8. Thinking about questionnaires

● Read the directions and tips aloud as students follow along.
● Point out the unstructured questionnaires do not have multiple choice answers (like structured questionnaires) – the respondent is free to provide any answer he/she wishes.
● Ask students to read through the information carefully and underline the important points they will need to keep in mind when creating their own questionnaire.

Answer Key
Answers will vary.

9. Making notes

● Read the directions aloud as students follow along.
● Have students work individually and use the tips from 8 to jot down ideas for questions.
● This activity can be assigned for homework.

Answer Key
Answers will vary.

10. Drafting and editing 1: Peer review

● Read the directions and questions.
● Ask students to draft their questionnaire. This part of the activity can be assigned for homework.
● Ask students to exchange their drafts with a partner.
● Have students review their partner’s draft and suggest corrections. This can also be done for homework.

Answer Key
Answers will vary.

11. Drafting and editing 2: Peer review

● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

Answer Key
Answers will vary.

12. Finalizing your questionnaire

● Read the directions.
● Ask students to work individually or with their partners to finalize their questionnaires. This can be done as homework.

**Answer Key**

*Answers will vary.*

**13. Answering a questionnaire**

● Read the directions.
● Ask students to exchange questionnaires with another classmate and answer the questions.

**Answer Key**

*Answers will vary.*

**14. Writing suggestions**

● Read the directions as students follow along.
● Ask students to return the completed questionnaires to the classmates who created them.
● Tell students to read their classmate’s answers and reach a conclusion about whether their classmate would most enjoy traveling on his/her own, with one or two friends, or go on group tours.
● Have students write a short paragraph giving their suggestions. This part of the activity can be done as homework.

**Answer Key**

*Answers will vary.*

**15. Blogging**

● Read the directions.
● Ask students to read one or more questionnaires written by other classmates.
● Ask them to post comments saying what they thought about these questionnaires.

**Answer Key**

*Answers will vary.*

**SELF-EVALUATION**

● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
● If possible, meet privately with each student on a regular basis and review his or her self-evaluation log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.
Chapter 10 – Our Earth, Our Home

Chapter Goals

Reading: Students will read about environmental problems and their solutions. They will read about the problems of ocean pollution, overfishing, and the effect that climate change has on the world’s oceans. Students will find out about different ways to save the planet. They will also read an opinion blog post with an optimistic viewpoint about the planet’s future. Students will learn strategies for understanding words from their parts, words that can be more than one part of speech, and relationships between ideas. They will use words and expressions for discussing environmental problems and solutions. They will engage in critical thinking, identifying opinions and expressing their own opinions. They will read to understand relationships between ideas in a text and to reach a conclusion about the writer’s purpose.

Writing: Students will learn phrases to use when expressing and supporting an opinion. They will then use these phrases as well as guidelines to write their own opinion blog post.

Focus on the Images

Ask students to:
1. look at the images and describe what is happening in each
2. say if all of the images show harmful human activities and justify their answer
3. work in groups to discuss the questions
4. share their ideas with the class
5. finish this sentence: To save the planet, we must ______. Have them copy the sentence and choose a verb phrase to complete it. (For example: stop polluting the air, recycle more, drive less, and so on.)
6. Call on students to share their sentences with the class. Ask them to give reasons for their choice.

Answer Key

Answers will vary.

Brainstorm and Associate

Ask students to:
1. make a list of words and phrases connected to the planet and environment
2. make a list of words and phrases relevant to ideas and feelings about protecting the planet
3. say if there are any words/phrases that can go into both lists
4. give reasons why some words/phrases/concepts go under both categories.

Answer Key

Answers will vary.

Think and Comment

Ask students to:
1. read the quote and mention the name of the person who made the quote
2. explain the quote in their own words
3. give and justify their views on the quote
4. share what they know about Mahatma Gandhi.

Answer Key

Answers will vary.
Reading 1 – Our Oceans in Trouble

Section Aims
Reading: Reading about the different ways in which the world's oceans are in danger
Vocabulary: Learning words and phrases related to the environment and man’s effect on it
Skills Focus: Understanding the meaning of words by looking at their parts (in this case, the word over), understanding relationships between ideas
Language Focus: Understanding words as different parts of speech

Before You Read
1. Topic
   Best Practice – Activating Prior Knowledge
   The following activity requires students to anticipate the concepts in the reading by discussing images. Anticipating concepts activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. Linking existing knowledge with new information helps them better understand what they read.
   ● Go over the directions as students follow along.
   ● Have students look at the images and jot down their ideas about how the oceans are changing.
   ● Ask students to compare their ideas with a partner.
   ● Invite volunteers to share their ideas with the class.
   
   Answer Key
   Answers will vary.

2. Thinking critically
   ● Read the directions and statements.
   ● Ask students to reread the statements and decide whether they are true or false.
   ● Remind them not to read the article and that they will have the chance to check their answers later.

   Answer Key
   1. T
   2. T
   3. F
   4. F
   5. T
   6. T

3. Vocabulary
   ● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
   ● Direct students to mark the stress on each word of more than one syllable as they say it: cárbon dióxide, dámage, and so on.
   ● Have them compare the words and phrases with the list of words they brainstormed in 1 and circle the words that are the same.

   Answer Key
   Answers will vary.

4. Getting meaning from context
   ● Go over the directions as students follow along.
   ● Point out that students should first read the sentences and try to figure out the meaning of the underlined words or phrases before they read through the options.
   ● Give students time to circle the answers they think are correct.
   ● Call on volunteers to share their answers with the class.
Answer Key
1. B
2. A
3. B
4. B
5. C
6. C
7. A

While You Read
5. Reading
● Play the audio and have students follow along in their books. Remind students to look at the images as they read.
● Remind them not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Have students compare the information in the article with their answers in 2.

Answer Key
Answers will vary.

6. Reaching a conclusion
Best Practice – Cultivating Critical Thinking
The following activity requires students to reach a conclusion about the author’s purpose in the passage. Identifying the author’s purpose is an important critical thinking skill. When students do this, they are analyzing the author’s word choice and use of supporting details to make his or her point, and then using this evidence to draw conclusions.
● Read the directions aloud as students follow along.
● Have students work individually to complete the activity and then compare their answer in pairs.
● Check the answer in class.

Answer Key
C

7. Finding the main idea
● Ask students to reread the text and write down the main idea.
● Have students compare their sentences in pairs or small groups.
● Call on students to read their sentences to the class.

Answer Key
... human activities are destroying the ocean.

After You Read
8. Working with new words
● Read the directions as students follow along.
● Have students work individually to find the words.
● Circulate among students and give help if necessary.
● Go over the answers.
● If students had difficulty with any of the words, have them go back to the paragraphs in which the words appear and reread the information around it.

Answer Key
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Meaning</th>
<th>Word or Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>harming something so much that you kill it</td>
<td>destroying</td>
</tr>
<tr>
<td>B</td>
<td>leaving something somewhere because you do not want or need it anymore</td>
<td>dumping</td>
</tr>
</tbody>
</table>
Skills Focus – Understanding Words from their Parts: Over in a Word

● Go over the information in the box as students follow along.

● Ask comprehension questions: What does over mean? How can you use it to understand the meaning of a word?

9. Understanding words from their parts

● Go over the directions and the tip.

● Have students work individually or in pairs to complete the activity.

● Go over the answers with the class.

Answer Key
1. overdid
2. overeat
3. overwork
4. oversleep
5. overspend

Language Focus – Understanding Words as Different Parts of Speech

● Read the information, excluding the examples, in the box as students follow along.

● Put the following sentences on the board to review the strategy:

This is a nice place.
I’m going to place the book on the table.

● Ask: What part of speech is place in the first sentence? (a noun.) How do you know this? (it follows an adjective, it comes after the verb be, and so on). What part of speech is place in the second sentence? (a verb). How do you know? (it comes after a subject, I, it comes before a noun, book, and so on).

● Ask students to read the examples and circle the correct word.

● Go over the answers with the class.

Answer Key
1. noun
2. verb

10. Identifying parts of speech

● Read the directions aloud as the class follows along.

● Ask students to work individually or in pairs to fill in the chart.

● Call on students to report their answers to the class. Ask them to say what clues helped them.

Answer Key
1. verb
2. noun
3. verb
4. noun
5. noun
6. verb
7. verb
8. noun
9. noun
Best Practice – Organizing Information
The following strategy and activity teach students to organize information from a reading passage using a graphic organizer. Graphic organizers like these help students see the relationships among ideas. They also help students to better assimilate and recall information at a later date, a valuable study tool. In this case, students use a graphic organizer to identify the problems and solutions described in the passage.

Skills Focus – Understanding Relationships Between Ideas
- Go over the information in the box as students follow along.
- Ask: What is the purpose of a graphic organizer? What can you use it for?
- Ask for examples of graphic organizers students have used in class.

11. Understanding relationships between ideas
- Go over the directions and the examples in the organizer.
- Put students into pairs to complete the organizer.
- Circulate and offer help if necessary.
- Draw the graphic organizer on the board and have volunteers come up and complete the missing information.

Answer Key
Reason 1: Climate change
How: Higher sea temperature
– Effect 1: Change in marine ecosystem. Result: species die
– Effect 2: Rising sea levels. Result: floods and habitat loss
How: More CO₂ in oceans
– Effect: Water more acidic. Result: coral reefs in danger

Reason 2: Pollution
Type 1: Plastic
Type 2: Wastewater
Type 3: Oil spills
Type 4: Air pollution

Reason 3: Overfishing
How: Bottom trawling
– Effect 2: Coral reefs damaged

12. Discussing the reading text
- Read the directions and the questions as students follow along.
- Put students into small groups to discuss the questions.
- Ask volunteers to share their information with the class.

Answer Key
Answers will vary.

Reading 2 – Going Green
Section Aims
Reading: Reading about ways to help protect the planet
Vocabulary: Learning words connected with going green
Before You Read

1. Brainstorming

Best Practice – Interacting with Others
Brainstorming in groups helps students prepare for the reading passage. It not only activates their own background knowledge but also helps to spark new ideas that stem from the ideas suggested by others in their group.

- Go over the directions with students.
- Ask students to work in groups and make notes on words and phrases about the four images.
- Call on volunteers to share their ideas with the class.

Answer Key
Answers will vary.

2. Vocabulary

- Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.
- Direct students to mark the stress on each word of more than one syllable as they say it: absórbe, consérve, and so on.
- Ask students to circle the words and phrases they know.
- Have them compare the words and phrases with their own ideas in 1 and circle the ones that are the same.

Answer Key
Answers will vary.

3. Topic

- Read the directions and questions.
- Have students work individually to answer these questions in their note books.
- Put students in pairs to discuss their answers.
- Call on volunteers to share their answers with the class.

Answer Key
Answers will vary.

While You Read

4. Reading

- Go over the directions.
- Play the audio and have students follow along in their books. Remind them to also pay attention to the images as they read.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Have them compare the information in the article with their answers in 2. Give students time to circle new information and underline ideas that are similar to theirs.
- Tell students to go on to 5, Finding the main idea, once they have finished reading the passage.

Answer Key
Answers will vary.

5. Finding the main ideas

- Some students may have done this activity, and others may not have had time.
- Read the directions as students follow along.
- Have students work individually to complete the activity.
- Put students in pairs to compare their answers.
- Check the answer in class.
Answer Key

6. Finding details
● Read the directions.
● Have students work in pairs to complete the activity.
● Call on students to share their answers with the class.
● Go over the answers with the class.

Answer Key
1. buses, streetcars, and trains
2. It is a good idea because, when you throw away a plastic bag or container, it stays in the earth for thousands of years.
3. They last longer than other light bulbs.

After You Read

7. Working with new words
● Go over the directions and chart.
● Ask students to work in pairs to find the word or phrase in the respective paragraphs.
● Call on volunteers to share their answers.

Answer Key

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<th>Word</th>
</tr>
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<tbody>
<tr>
<td>B</td>
<td>protect from harm or loss</td>
<td>conserve</td>
</tr>
<tr>
<td>B</td>
<td>make as small as possible</td>
<td>minimize</td>
</tr>
<tr>
<td>C</td>
<td>drink in, take in</td>
<td>absorb</td>
</tr>
<tr>
<td>C</td>
<td>boxes, bottles, etc., that you use to store things in</td>
<td>containers</td>
</tr>
<tr>
<td>C</td>
<td>things you throw away, garbage</td>
<td>trash</td>
</tr>
<tr>
<td>C</td>
<td>change something so that it can be used again</td>
<td>recycle</td>
</tr>
<tr>
<td>C</td>
<td>make less</td>
<td>reduce</td>
</tr>
</tbody>
</table>

8. Reflecting and discussing
● Go over the directions.
● Have students read the questions and make notes.
● Put students in small groups to discuss their answers.
● Call on students to share their answers with the class.

Answer Key
Answers will vary.

9. Building vocabulary
● Read the directions as students follow along.
● Have students complete the crossword puzzle individually.
● The puzzle can also be done as homework.
● Remind students to cross out the words as they use them.
● If students do the puzzle in class, circulate and answer any questions they may have about vocabulary in the clues.
● Have students compare their completed puzzle with another student or the answer key.
10. Blogging
● Read the directions.
● Encourage students to do online research about an environmental group of their choice and make notes about it.
● Have them use these notes to prepare a paragraph saying if they’re worth supporting and why or why not.
● Have students post their paragraphs on OUR BLOG or OUR BLOARD.

Answer Key
Answers will vary.

Writing – Opinion Blog Posts
Section Aims
Reading: Reading an opinion blog post about the future of our planet
Skills Focus: Learning how to express an opinion, learning tips on how to write an opinion blog post
Writing: Writing an opinion blog post related to climate change and the planet

1. Topic
● Ask the students to look at the images and describe what they see
● Go through the questions in the rubric and have students answer them on their own.
● Invite students to share their ideas with the class. Encourage the rest of the students to suggest alternate ideas.

Answer Key
Answers will vary.

2. Thinking critically
● Go over the directions and statements as students follow along.
● Give students time to consider their viewpoints and put the appropriate mark next to the statements.
● Have students discuss their opinions in pairs. Remind them to justify their views.
● Call on volunteers to share their viewpoints with the class.

Answer Key
Answers will vary.
3. Vocabulary
● Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
● Direct students to mark the stress on each word of more than one syllable as they say it: advances, renewable energy, and so on.
● Have them put a check mark next to the words and phrases they know.

Answer Key
Answers will vary.

4. Reading
● Play the audio and have students follow along in their books.
● Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
● Have them form pairs to discuss whether they agree or disagree with the blog post and justify their answers.
● Call on students to share their views with the class. Encourage the rest of the class to agree or disagree and say why.

Answer Key
Answers will vary.

5. Getting meaning from context
● Go over the directions.
● Have students work individually to find the words and phrases in the blog post.
● Ask them to compare their answers in pairs.
● Circulate and offer help if needed.
● Go over the answers with the class.

Answer Key
1. renewable energy
2. in time
3. still
4. scientific data
5. advances
6. will
7. turn things around
8. looking on the bright side
9. seem

Skills Focus – Expressing an Opinion
● Go over the information in the box as students follow along.
● Ask students to underline the phrases used to express opinion in the reading text.
● Call on students to report what they underlined.
● Put statements such as the following on the board (or any statement that will incite students to express an opinion):
  Women are better at protecting the environment than men.
  Recycling is a waste of time.
  People will never stop using plastic straws.
● Call on students to express their opinion on one of the statements using the expressions provided in the box.

6. Posting a comment
● Go over the directions.
● Give students time to write their short paragraph.
● Put students in pairs to read each other’s paragraphs and make suggestions.
● Call on volunteers to read their paragraphs to the class.

**Answer Key**
Answers will vary.

**Skills Focus – Writing an Opinion Blog Post**
● Go over the information in the box as students follow along.
● Ask: *What should you include in the first paragraph of your opinion blog post? In the second? How do you conclude the post?*

7. Preparing to write a blog post
● Read the directions aloud as students follow along.
● Ask students to choose one of the statements from 2 and make notes on three reasons why they think this.
● This activity can be assigned for homework.

**Answer Key**
Answers will vary.

8. Drafting and editing 1: Peer review
● Read the directions.
● Ask students to draft their blog post. This part of the activity can be assigned for homework.
● Ask students to exchange their drafts with a partner.
● Have students review their partner’s draft and suggest corrections. This can also be done for homework.

**Answer Key**
Answers will vary.

9. Drafting and editing 2: Peer review
● Read the directions.
● Have students rewrite their drafts based on their partner’s comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**
Answers will vary.

10. Finalizing your blog post
● Read the directions.
● Ask students to work individually or with their partners to finalize their posts. This can be done as homework.

**Answer Key**
Answers will vary.

11. Blogging
● Read the directions.
● Ask students to post a comment on their partner’s blog post in which they express their opinion on it.

**Answer Key**
Answers will vary.
SELF-EVALUATION
● Read the directions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
● Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.