

Reading for the Real World 1

Fourth Edition

Teacher's Guide

Contents

Unit 1	<u>Reading 1: American Superstitions</u>	3
	<u>Reading 2: Bigfoot</u>	6
Unit 2	<u>Reading 1: The History of the Internet</u>	10
	<u>Reading 2: Gamers: Image and Reality</u>	13
Unit 3	<u>Reading 1: Body Mass and Weight</u>	17
	<u>Reading 2: Studying Headaches</u>	20
Unit 4	<u>Reading 1: Education Abroad: Should I Stay or Should I Go?</u>	24
	<u>Reading 2: Closed Doors: Education Under COVID-19</u>	27
Unit 5	<u>Reading 1: Humans and the Natural World</u>	31
	<u>Reading 2: The Geopolitics of Climate Change</u>	34
Unit 6	<u>Reading 1: The Death Penalty in the US</u>	38
	<u>Reading 2: Bounty Hunters</u>	41
Unit 7	<u>Reading 1: "I Have a Dream" by Martin Luther King, Jr.</u>	45
	<u>Reading 2: "Désirée's Baby" by Kate Chopin</u>	48
Unit 8	<u>Reading 1: Pluto: Dwarf Planet</u>	52
	<u>Reading 2: Asteroid Impacts on Earth</u>	55
Unit 9	<u>Reading 1: Cheating in Sports</u>	58
	<u>Reading 2: Qi</u>	61
Unit 10	<u>Reading 1: Under the Influence</u>	65
	<u>Reading 2: Anita Roddick</u>	68
Unit 11	<u>Reading 1: Ideas About Beauty</u>	72
	<u>Reading 2: Bribery or Business as Usual?</u>	75
Unit 12	<u>Reading 1: Adventure Tours for Charity</u>	79
	<u>Reading 2: Ranking Companies</u>	82

UNIT 1 Strange & Unusual

Objectives:

- Read real-world passages about supernatural beliefs and mysterious creatures
- Learn new vocabulary related to superstition, paleontology, and zoology
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with mysterious creatures and with superstition

Reading 1 American Superstitions

Pre-Reading Questions

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

Sample Answers:

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

As an extension to question 2, ask students who do not believe in superstitions if they wish there were superstitions that were real. If so, which ones? Why?

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: American Superstitions

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

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

Answers to guiding questions:

Q1: Underline five actions that are considered unlucky.

→ (1) breaking a mirror (2) seeing black cats (3) walking under ladders (4) a groom seeing the bride before the wedding (5) doing anything on Friday the 13th

Q2: What is paragraph 5 mainly about?

→ a

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

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

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Scared of Friday the 13th

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

Here are some phrasal verbs that might need clarification:

fall on (paragraph 1) - to happen or occur on

turn over (paragraph 2) - to give; to present, especially to an authority

Quick Check

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

Answers:

- | | | |
|----------|--------------------|-----------------|
| 1. three | 2. thirteen people | 3. avoid travel |
|----------|--------------------|-----------------|

Extension: Talk or Write About It

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

Sample Answer:

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

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

Reading 2

Bigfoot

Pre-Reading Questions

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

Sample Answers:

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

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Here is an expression that might need clarification:

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

Answers:

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

Reading: Bigfoot

First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record

their reading time at the bottom of the passage. Students could use their own timers (like on a smartphone app, for example), or the teacher could write down times on the board at 10–15 second intervals.

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

Answers to guiding questions:

Q1: Underline the physical description of Bigfoot.

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

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

→ They survived by living in habitats where people, until recently, have seldom gone.

Vocabulary

Here is a phrasal verb that might need clarification:

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

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. F

2. T

3. F

4. T

5. T

B Multiple Choice

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

Answers:

1. b 2. c (lines 25–31 give clues) 3. d 4. a

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

1. muscular and hairy
2. in many cultures
3. be *Gigantopithecus*
4. No specimens
5. Photos and footprints
6. know for sure

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Here is an expression that might need clarification:

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

Answers:

1. emit
2. periodic
3. habitat
4. specimens
5. similarity
6. fringe

Supplemental Reading - The Death of Bigfoot?

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

Here is a phrasal verb that might need clarification:

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

Quick Check

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

Answers:

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

Extension: Talk or Write About It

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

Sample Answer:

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

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

UNIT 2 Computers & Technology

Objectives:

- Read about real-world issues related to the internet and computer gaming
- Learn new vocabulary related to computers, networks, and physiology
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with video games and with internet use

Reading 1 The History of the Internet

Pre-Reading Questions

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

Sample Answers:

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

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: The History of the Internet

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

Second, have students read for fuller comprehension. Choose a student to read each

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

Answers to guiding questions:

Q1: When did the general public learn about the network?

→ The general public became aware of the network in the late 1970s.

Q2: What did Internet2 do? Underline the information.

→ Internet2 used fiber-optic cables to link together a consortium of hundreds of high-speed networks around the world.

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

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

C Ordering

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

Answers:

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

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Freedom Online

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

Quick Check

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

Answers:

- | | | |
|--------------|--------------|----------|
| 1. advocates | 2. oversight | 3. block |
|--------------|--------------|----------|

Extension: Talk or Write About It

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

Sample Answer:

A positive effect is that information can be quickly researched without having to look in reference books. A negative effect is that people may get incorrect information because many sources on the internet are unreliable.

As a further extension, have a survey to find out how many students would be willing to give up using the internet because of the negative effects. Why or why not?

Reading 2 Gamers: Image and Reality

Pre-Reading Questions

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

Sample Answers:

1. Yes, I do. I usually play card games.
2. "Call of Duty" and "NBA" are very popular now, but I don't play them.
3. I don't know anyone who is addicted, but many people play video games a lot. I think people became addicted because of a desire to win against others.

As an extension to question 3, have a survey to see if any students think they are addicted to video games. Does it affect their study or work? How could they overcome their addiction?

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Gamers: Image and Reality

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

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

Answers to guiding questions:

Q1: Underline three pieces of evidence that show stereotypes of gamers are incorrect.

→ (1) They also found that forty-six percent of gamers were women. (2) US unemployment, particularly among young adults in their twenties, steadily declined between 2010 and 2020. (3) Additionally, fifty-six percent of gamers reported that they participated in creative activities, such as drawing, singing, and writing.

Q2: What evidence do researchers give to show that violent games don't lead to real-world violence?

→ Researchers found that violent crime has actually decreased since the early 1990s.

Q3: Why did people turn to games during the pandemic?

→ People turned to games because they were bored during the mass quarantines caused by the COVID-19 pandemic.

Vocabulary

Here is an expression that might need clarification:

hold a job (line 17) - to have or to keep a job

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

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

C Fill in the Blanks

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

Answers:

1. \$150 to \$160 million
2. fifty-six percent
3. thirty-eight million

Summary

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

Answers:

1. social skills
2. have the energy
3. commit violent acts
4. large minority
5. range of hobbies
6. a negative impact

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. statistic / statistics
2. productive
3. portrayed
4. incidence
5. niche
6. stereotypes

Supplemental Reading - Are Gamers Good Students?

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

Here are some expressions that might need clarification:

lay to rest (paragraph 1) - to stop from continuing by showing that it is not true

within reason (paragraph 4) - if reasonable or not done too much

Quick Check

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

Answers:

1. Non-gamers
2. academic performance
3. seventy percent

Extension: Talk or Write About It

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

Sample Answer:

I think playing video games is a good way to spend my free time. It helps me to release stress and relax. It can also be very exciting to explore new worlds.

As a further extension, have a class debate on whether playing video games is a good way to spend one's free time and why. Then, vote on the best reason.

UNIT 3 Health & Medicine

Objectives:

- Read about real-world issues related to body weights and headaches
- Learn new vocabulary related to medicine, bodies, and brains
- Read for main ideas, purpose, inferences, and details
- Discuss and write about headaches and their treatment, and about body fat and obesity

Reading 1 Body Mass and Weight

Pre-Reading Questions

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

Sample Answers:

1. Too much body fat can cause heart and breathing problems. It can also make people get tired easily and feel depressed.
2. It's hard to tell exactly, but if they have very large stomachs, it's usually unhealthy.
3. I know BMI stands for Body Mass Index, but I'm not sure exactly what that means.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Body Mass and Weight

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

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

Answers to guiding questions:

Q1: Underline two ways of measuring body fat.

→ (1) squeeze the fat on the back of your arm, measure its thickness, and then plug this number into a formula (2) X-ray

Q2: How is a person's BMI determined?

→ It is a person's weight in kilograms divided by the square of his or her height in meters.

Q3: What is this paragraph mainly about?

→ b

Vocabulary

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

rely on (line 10) - to need; to depend on

along with (line 41) - and

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. F

2. F

3. T

4. F

5. F

B Multiple Choice

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

Answers:

1. d

2. a

3. b

4. c

C Short Writing

Give students 2–3 minutes to write their answers. Then, elicit those answers from students. If there are any disagreements between students on the answers, have them cite

the lines in the text that support their choices.

Sample Answers:

1. A normal BMI is between twenty and twenty-five.
2. They do not think it should be used for people under eighteen or over seventy.

Summary

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

Answers:

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

2. Most people still rely only on a person's weight as a method for determining obesity, although it is considered inaccurate.

3. The Body Mass Index (BMI) compares a person's weight with his or her height, and the resulting number is compared with that of an average person.

5. Although it is not precise, the BMI still gives a person useful information about his or her body.

1, 4: minor details

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|----------|----------------|-----------------|--------------|
| 1. crude | 2. calculators | 3. plugged into | 4. thickness |
| 5. gauge | 6. diagnosed | | |

Supplemental Reading - Obesity and Health

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

Here is an expression that might need clarification:

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

Quick Check

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

Answers:

1. use insulin
2. sleeping
3. be prevented

Extension: Talk or Write About It

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

Sample Answer:

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

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

Reading 2

Studying Headaches

Pre-Reading Questions

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

Sample Answers:

1. I don't get headaches very often, but it happens sometimes when I study or work a lot.
2. I try to take a break from reading or concentrating when I get a headache.
3. I can try to avoid overwork and to reduce stress.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Studying Headaches

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

10–15 second intervals.

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

Answers to guiding questions:

Q1: What happened in the 1800s that helped headache sufferers?

→ A German chemist changed the form of salicylic acid so that it was easier on the stomach; this became known as aspirin.

Q2: Underline two possible causes of a secondary headache.

→ (1) an infection (2) a tumor

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

→ Men are more likely to be affected by cluster headaches.

Vocabulary

Here are some phrasal verbs that might need clarification:

turn out (line 20) - to become clear or understood; to prove to be the case

set off (line 57) - to trigger; to initiate; to start

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. T

3. F

4. T

5. F

B Multiple Choice

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

Answers:

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

C Fill in the Blanks

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

Answers:

1. aspirin 2. foods, smells 3. Migraine, cluster

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Fighting Migraines

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

Quick Check

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

Answers:

1. proteins 2. relieve 3. trigger

Extension: Talk or Write About It

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

Sample Answer:

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

As a further extension, have a survey to see which students suffer from headaches often. What do they think usually triggers their headaches? What do they do to relieve the pain? Find out the most common remedy used.

UNIT 4 Social Issues

Objectives:

- Read about real-world issues related to education and technology access
- Learn new vocabulary related to education, economics, and sociology
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with alternative forms of education and with studying abroad

Reading 1

Education Abroad: Should I Stay or Should I Go?

Pre-Reading Questions

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

Sample Answers:

1. One of my old classmates is studying in Canada.
2. I think it would be exciting and fun, although it would take time to adapt to a different way of life.
3. Yes, I would like to have the opportunity to study in the UK because of its rich history.

As an extension to question 3, have a survey to find out which country is the most popular choice and why.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Education Abroad: Should I Stay or Should I Go?

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

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

Answers to guiding questions:

Q1: Underline three things that attract parents and pupils to boarding schools in the UK.

→ (1) big reputations (2) excellent facilities (3) small class sizes

Q2: Why might the US government want to attract foreign students to the country?

→ Foreign students contributed close to \$44 billion to the US economy.

Q3: Why might an undergraduate degree not guarantee a good job anymore?

→ Many employers now expect applicants to have a master's or even a PhD.

Vocabulary

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

pay off (line 43) - to pay back all the money that you borrowed

in light of (line 46) - taking into consideration; because of

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. F

3. T

4. T

5. F

B Multiple Choice

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

Answers:

1. c

2. d

3. b (lines 41–43 give clues)

4. b

C Fill in the Blanks

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

Answers:

1. \$58,000
2. 369,548
3. 13.4 percent

Summary

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

Answers:

1. boarding schools
2. elite colleges
3. obvious benefits
4. student debt
5. program of study
6. brain drain

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. undergraduates
2. bilingual
3. adolescents
4. Statistically
5. curriculum
6. aspects

Supplemental Reading - India: Brain Drain or Brain Gain?

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

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

set up shop (paragraph 4) - to start a business

take up (paragraph 4) - to accept

Quick Check

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

Answers:

1. Brain drain
2. prime minister
3. campuses

Extension: Talk or Write About It

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

Sample Answer:

I think studying abroad is beneficial. It can help you learn about different approaches to business and society. If you choose to return home, these experiences can help you develop innovative products or services in your own country. I think choosing to return home or remain abroad is a personal choice.

As a further extension, have pairs/groups discuss if studying abroad is better than studying domestically in their country. Why or why not?

Reading 2

Closed Doors: Education Under COVID-19

Pre-Reading Questions

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

Sample Answers:

1. Schools were closed for a period of time when the outbreak got worse, but we continued to have classes at home.
2. I accessed online classes on my laptop.
3. It was more difficult to study online. It was easy to get distracted, and interaction with the teachers and other students was greatly reduced.

As an extension, have a survey to find out if students prefer real classes to online classes and why.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Closed Doors: Education Under COVID-19

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

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

Answers to guiding questions:

Q1: Why was homeschooling impossible for some parents?

→ b

Q2: What did many teachers use to keep in touch with children?

→ They used remote learning; programs like Zoom or Google Classroom.

Q3: Underline three behavioral skills we learn from attending school.

→ (1) interact (2) socialize (3) share

Vocabulary

Here are some expressions that might need clarification:

in person (line 6) - going to a place to do something yourself

on top of (lines 35–36) - in addition to

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. F

3. F

4. T

5. T

B Multiple Choice

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

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

Answers:

1. c 2. d 3. a (lines 22–23 give clues) 4. c

C Fill in the Blanks

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

Answers:

1. remote learning 2. essential books 3. meals

Summary

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

Answers:

1. to close schools 2. remote-learning tools 3. monitor their pupils
4. access to computers 5. continue their education 6. permanent disadvantage

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. generalize 2. continuity 3. occupations 4. behavioral
5. innate 6. closure

Supplemental Reading - Helping Hands

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

Here is an expression that might need clarification:

draw attention to (paragraph 2) - to make people notice and think about

Quick Check

Elicit answers from students. If there are any disagreements between students on the

answers, have them cite the lines in the text that support their choices.

Answers:

1. British government

2. food companies

3. digital divide

Extension: Talk or Write About It

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

Sample Answer:

I don't think homeschooling and remote learning are adequate substitutes for attending school. Students need guidance from their teachers and time to socialize with other children. Poorer children also need access to free school meals and computers at school.

As a further extension, ask pairs/groups to discuss if the COVID-19 pandemic could change the way people study or work in the future, including studying or doing business abroad.

UNIT 5 Environmental Issues

Objectives:

- Read about real-world issues related to nature and climate change
- Learn new vocabulary related to the environment, governments, and politics
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with climate change and with human impact on nature

Reading 1 Humans and the Natural World

Pre-Reading Questions

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

Sample Answers:

1. Our food comes mainly from crops and animals raised on farms.
2. I see the usual plants and animals found in a city. But there are a lot more pigeons, mice and rats, and squirrels.
3. It's so convenient to use disposable items, which produces large amounts of waste, a lot of which is non-biodegradable.

As an extension to question 3, have a survey to see what ideas students came up with. Which is the most common idea?

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Humans and the Natural World

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

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

Answers to guiding questions:

Q1: Which types of animals are at greater risk today?

→ b

Q2: Why do we need forests in the fight against global warming?

→ Forests absorb carbon.

Q3: Underline the phrase that describes the process by which meat and other animal products are industrially produced.

→ factory farming

Vocabulary

Here are some expressions that might need clarification:

in demand (line 39) - wanted by many people

set aside (line 42) - to keep for a particular purpose or for future use

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. F

2. T

3. F

4. T

5. F

B Multiple Choice

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

Answers:

1. c

2. c

3. d

4. a (lines 42–45 give clues)

C Short Writing

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

Sample Answers:

1. areas that grow only one crop and lack biodiversity
2. the process of chopping down trees and removing forests
3. meat from wild animals

Summary

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

Answers:

First Sentence: There are several ways in which humans are encroaching on the natural world.

1. Farmers use intensive farming methods which destroy biodiversity and reduce populations of important species.
3. Humans are cutting down trees in order to make space for cattle farming, which leads to a decrease in the Earth's ability to absorb carbon.
5. In developing countries, many people hunt for wild animals such as bats to sell at bushmeat markets.
- 2, 4: not in passage

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|-----------------|---------------|-----------------|---------------|
| 1. biodiversity | 2. cattle | 3. epidemiology | 4. herbicides |
| 5. unify | 6. artificial | | |

Supplemental Reading - Peter Singer and *Animal Liberation*

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

Quick Check

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

Answers:

1. suffer

2. testing

3. diseases

Extension: Talk or Write About It

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

Sample Answer:

I think humans encroaching on nature is causing more and more issues. We are reducing biodiversity, animals are becoming extinct, and more diseases are being passed from animals to humans. Sadly, I don't think we can avoid encroaching on nature because of population growth.

As a further extension, ask pairs/groups to discuss the problem of growing amounts of waste and pollution. What causes these to happen? What are their impacts on nature? What can we do about them?

Reading 2

The Geopolitics of Climate Change

Pre-Reading Questions

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

Sample Answers:

1. I'm very concerned about global warming, as it causes more and worse natural disasters.

2. My country is trying to gradually reduce carbon emissions by switching to clean energy. This isn't enough, but it'll help a little, and it's better than doing nothing.

3. If countries work together, they can share information, solutions, and resources. They can also help one another to implement changes and monitor progress.

As an extension to question 2, ask pairs/groups to discuss what else they think should be done to reduce global warming.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could

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

Answers:

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

Reading: The Geopolitics of Climate Change

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

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

Answers to guiding questions:

Q1: What is affecting humans' ability to grow food?

→ Floods and droughts affect human's ability to grow food.

Q2: Which is NOT an aim of the Paris Agreement?

→ b

Q3: Underline the four types of power that China is investing in.

→ (1) wind (2) solar (3) hydroelectric (4) tidal power

Vocabulary

Here an expression that might need clarification:

as things stand (line 41) - the situation now is that

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. c 2. d 3. a (lines 10–15 give clues) 4. b

C Short Writing

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

Sample Answers:

1. Because some believed it would stop the country having industries which would create jobs.
2. Because they have rare-earth minerals which can be used to make sources of renewable energy.

Summary

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

Answers:

- | | | |
|-----------------------|----------------------------|------------------------|
| 1. Natural disasters | 2. aims to limit | 3. economies rely |
| 4. but later withdrew | 5. affirmed its commitment | 6. rare-earth minerals |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|-------------------|------------|---------------|--------------|
| 1. Industrialized | 2. broadly | 3. conference | 4. directive |
| 5. progressive | 6. affirm | | |

Supplemental Reading - The Century of Oil

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

Here is an expression that might need clarification:

in turn (paragraph 3) - as a result

Quick Check

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

Answers:

1. Allied

2. Middle East

3. carbon emissions

Extension: Talk or Write About It

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

Sample Answer:

I think countries should work together to reduce climate change. If wealthy countries agree to pay more to reduce climate change, it will help the whole planet.

As a further extension, ask students to discuss if they think the Paris Agreement goal will be met.

UNIT 6 Law & Crime

Objectives:

- Read about real-world issues related to capital punishment and bounty hunting
- Learn new vocabulary related to criminology, government, court, and bail
- Read for main ideas, purpose, inferences, and details
- Discuss and write about the job of bounty hunting and about the debate on capital punishment

Reading 1 The Death Penalty in the US

Pre-Reading Questions

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

Sample Answers:

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

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: The Death Penalty in the US

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

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

Answers to guiding questions:

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

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

Q2: Underline the reason that injection is the most common form of execution.

→ It is considered the most humane way to carry out the sentence.

Q3: What is the main point of paragraph 5?

→ b

Vocabulary

Here is a phrasal verb that might need clarification:

carry out (line 23) - to do; to conduct

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. T

3. F

4. T

5. T

B Multiple Choice

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

Answers:

1. c

2. b

3. b

4. d (line 34 has clues)

Sample Answer:

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

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

Reading 2**Bounty Hunters****Pre-Reading Questions**

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

Sample Answers:

1. Sometimes criminals who escape can start new lives; other times, they eventually get caught by police.
2. I think special government officers, like FBI or CIA agents, can sometimes catch criminals.
3. Yes, I once got \$50 for returning someone's lost dog after it came into my yard to play with my dog.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Bounty Hunters

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

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

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

Answers to guiding questions:

Q1: How do governments encourage people to help them catch fugitives?

→ Governments may offer a monetary reward, or bounty, to anyone who provides them with information that helps to catch the fugitive.

Q2: What is a bail bond agent?

→ A person who lends money to accused criminals to pay bail.

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. c 2. d 3. b 4. a (lines 35–41 give clues)

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

- | | | |
|--------------------|----------------------|----------------------------|
| 1. monetary reward | 2. Accused criminals | 3. bail bond agent |
| 4. loses money | 5. try to catch | 6. different jurisdictions |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|------------|------------|------------|-------------|
| 1. skipped | 2. gravity | 3. whereby | 4. monetary |
| 5. nominal | 6. locally | | |

Supplemental Reading - Mackenzie Green, Bounty Hunter

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

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

gut feeling (paragraph 1) - intuition; an idea or belief based on instinct rather than logic

pick up (paragraph 1) - to learn or find out by watching or listening to other people

track down (paragraph 2) - to find by using clues

Quick Check

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

Answers:

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

Extension: Talk or Write About It

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

Sample Answer:

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

As a further extension, ask pairs/groups to discuss if there are bounty hunters in their countries. If not, how do they think people who have skipped bail are tracked down?

UNIT 7 Language & Literature

Objectives:

- Read about real-world issues related to race and discrimination
- Learn new vocabulary related to race, society, and feelings
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with racism and people's rights

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

Pre-Reading Questions

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

Sample Answers:

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

As an extension to question 2, ask pairs/groups to discuss what kinds of injustice people like Martin Luther King faced in his time.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

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

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

Second, have students read for fuller comprehension. Choose a student to read each

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

Answers to guiding questions:

Q1: What did the creators of the US promise all its citizens?

→ Creators promised life, liberty, and the pursuit of happiness.

Q2: What do the words of the song quoted in this paragraph express?

→ a

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. F

3. F

4. F

5. T

B Multiple Choice

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

Answers:

1. b

2. c

3. c

4. a

C Short Writing

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

Sample Answers:

1. Lincoln signed a law freeing the slaves.

2. He hopes they will be judged not by the color of their skin but by the content of their character.

Summary

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

Answers:

First Sentence: King's speech talks about the freedom and rights that all people should have regardless of who they are.

1. He dreams of a time when there will be no segregation or discrimination in America.
3. King believes that black people will not have to use violence in fighting for equal rights.
4. King has faith that someday all people of color will be treated as equals in the United States.

2: minor detail

5: not in passage

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. republic
2. Slaves
3. physical
4. discrimination
5. character
6. Constitution

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

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

Quick Check

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

Answers:

1. in prison
2. live separately
3. violence

Extension: Talk or Write About It

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

Sample Answer:

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

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

Reading 2 **“Désirée’s Baby” by Kate Chopin**

Pre-Reading Questions

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

Sample Answers:

1. Yes, I know lots of people who have multiracial backgrounds.
2. In the past, multiracial people were often looked down on.
3. Today, certain groups of multiracial people are treated the same as everyone else, but some still face discrimination.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: “Désirée’s Baby” by Kate Chopin

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

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

Answers to guiding questions:

Q1: What can be inferred about the baby?

→ b

Q2: What is Armand probably burning in the fire?

→ Everything that belonged to Désirée.

Vocabulary

Here is a phrasal verb that might need clarification:

hand out (line 46) - to give; to distribute

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. T

3. F

4. F

5. F

B Multiple Choice

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

Answers:

1. d

2. c

3. d

4. b (lines 55–57 give clues)

C Ordering

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

Answers:

1. d

2. e

3. a

4. c

5. b

Summary

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

Answers:

- | | | |
|-------------------|---------------------|--------------------|
| 1. is upset about | 2. is not white | 3. tells her to go |
| 4. only the baby | 5. Désirée's things | 6. she was black |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Master or Slave?

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

Quick Check

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

Answers:

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

Extension: Talk or Write About It

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

Sample Answer:

Armand feels devastated. He would probably keep his secret forever and continue living the way he was living. The most powerful argument against his view is that it prevents people of different races from living in equality and perpetuates the separation of races.

As a further extension, have students come up with a list of examples of racial discrimination in society (ex. inequality or injustice in terms of education, employment, health care, law enforcement, etc.).

UNIT 8 Space & Exploration

Objectives:

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

Reading 1

Pluto: Dwarf Planet

Pre-Reading Questions

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

Sample Answers:

1. A planet is a giant ball of rock or gas that orbits a star.
2. Pluto is a very small ball of rock that orbits the sun.
3. Yes, I am. I think it is fascinating to know what is out there in space.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Pluto: Dwarf Planet

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

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

Answers to guiding questions:

Q1: Why was Eris's size important?

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

Q2: How did the public react to the news?

→ They were sad because they had affection for Pluto.

Vocabulary

Here is a phrasal verb that might need clarification:

fit in (line 31) - to belong; to feel comfortable among

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. a
2. c
3. d (lines 3–4 and 16–17 give clues)
4. d

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Planet X

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

Quick Check

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

Answers:

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

Extension: Talk or Write About It

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

Sample Answer:

I believe it should be reclassified. Fewer than 400 scientists out of 10,000 voted, which is nowhere

near a majority vote. I think the classification matters because it helps scientists to understand the different elements of space properly.

As a further extension, have pairs/groups discuss why astronomy is important.

Reading 2 Asteroid Impacts on Earth

Pre-Reading Questions

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

Sample Answers:

1. Asteroids are large rocks in space that usually stay in an orbit around the sun.
2. I think the last time an asteroid hit Earth was millions of years ago, but meteorites land on Earth often.
3. We should be somewhat concerned about asteroids hitting Earth. It's rare, but it can cause a lot of damage.

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Asteroid Impacts on Earth

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

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

Answers to guiding questions:

Q1: What do NEA and NEO stand for? Underline the information.

→ NEA stands for near-Earth asteroid. NEO stands near-Earth object.

Q2: What is this paragraph mainly about?

→ a

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. c
2. c
3. b
4. a (line 40 gives clues)

C Short Writing

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

Sample Answers:

1. main belt: asteroid belt; the area between Mars and Jupiter, where most asteroids are located
2. trojan: a type of asteroid that follows Jupiter in its orbit
3. Tunguska Event: the last asteroid impact on Earth, in Siberia, Russia, in 1908

Summary

Put students in pairs or small groups to work on the summary. Then, select one student

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

Answers:

- | | | |
|--------------------------|------------------------|-----------------------|
| 1. small objects | 2. strike Earth | 3. half of them |
| 4. dinosaurs' extinction | 5. thirty million tons | 6. impossible to know |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - It's All in the Location

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

Quick Check

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

Answers:

- | | | |
|----------------|------------|--------------|
| 1. destruction | 2. tsunami | 3. 700-meter |
|----------------|------------|--------------|

Extension: Talk or Write About It

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

Sample Answer:

One possible solution would be to develop a warning system to alert people that an asteroid is heading toward Earth. However, since these events are so rare, it is probably not worth the money to develop such a warning system.

As a further extension, have pairs/groups discuss the possibility that humans could be wiped out by an asteroid impact, as what scientists thought had happened to dinosaurs.

UNIT 9 Sports & Fitness

Objectives:

- Read about real-world issues related to integrity in sports and energy-based meditation
- Learn new vocabulary related to sports and health
- Read for main ideas, purpose, inferences, and details
- Discuss and write about the use of *qi* energy and about the debate on cheating in sports

Reading 1 Cheating in Sports

Pre-Reading Questions

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

Sample Answers:

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Cheating in Sports

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

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

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

Answers to guiding questions:

Q1: Who introduced the term “normative cheating”?

→ A professor of sports and recreation, Dr. James Frey, introduced the term.

Q2: What is this paragraph mainly about?

→ b

Vocabulary

Here are some phrasal verbs that might need clarification:

come up with (line 18) - to create; to make something new

get around (line 19) - to circumvent; to avoid

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. F

3. T

4. F

5. F

B Multiple Choice

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

Answers:

1. b

2. c

3. c

4. d

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Performance-Enhancing Drugs

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

Quick Check

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

Answers:

- | | | |
|------------------------|-------------------|-----------|
| 1. enhance performance | 2. deliver oxygen | 3. detect |
|------------------------|-------------------|-----------|

Extension: Talk or Write About It

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

Sample Answer:

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

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

Reading 2

Qi

Pre-Reading Questions

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

Sample Answers:

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Qi

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

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

Answers to guiding questions:

Q1: What do special doctors compare the movement of *qi* to?

→ The doctors compare the movement of *qi* to cars on a highway.

Q2: What are Shaolin monks famous for?

→ Their ability to control their qi and do things with their bodies that seem to defy the laws of physics.

Q3: What have scientists at the University of Southern California been researching?

→ Whether there are any actual physical changes in the bodies of people who undertake qi meditation.

Vocabulary

Here is a phrasal verb that might need clarification:

build up (line 35) - to accumulate; to collect in a place

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

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

C Short Writing

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

Sample Answers:

1. *reiki*: a type of healing massage
2. Shaolin Wushu: one of the oldest types of kung fu, practiced by the Shaolin monks of China

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

Summary

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

Answers:

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

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|------------------|-----------------|----------|-----------|
| 1. consciousness | 2. elevated | 3. sword | 4. induce |
| 5. physics | 6. civilization | | |

Supplemental Reading - *Qi* as a Weapon?

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

Quick Check

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

Answers:

- | | | |
|---------------|--------------------|-------------|
| 1. hurt, kill | 2. the early 1990s | 3. stare at |
|---------------|--------------------|-------------|

Extension: Talk or Write About It

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

Sample Answer:

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

As a further extension, ask pairs/groups to discuss other, similar types of energy or powers

that different peoples believe exist in the body.

UNIT 10

People & Opinions

Objectives:

- Read about real-world issues related to social media, society, and business ethics
- Learn new vocabulary related to society, health, and business
- Read for main ideas, purpose, inferences, and details
- Discuss and write about issues associated with ethical consumerism and with social-media influencers

Reading 1

Under the Influence

Pre-Reading Questions

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

Sample Answers:

1. No, I don't. These people have large followings on social media.
2. Because of their knowledge and expertise in certain areas, people look to their posts to help them decide what to buy.
3. I think their impact is somewhat different in that they are ordinary people like you and me.

As an extension, survey students to find out what kinds of influencers they follow. Which type is the most popular?

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Under the Influence

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

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

Answers to guiding questions:

Q1: Why was one successful influencer criticized?

→ The influencer criticized for making racially charged comments.

Q2: What is the purpose of the body positivity movement?

→ b

Q3: Underline two global issues that traditional celebrities have highlighted online.

→ (1) global warming (2) wildlife conservation

Vocabulary

Here is a phrasal verb that might need clarification:

call out (line 10) - to publicly criticize and ask for an explanation

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. T

2. F

3. F

4. F

5. F

B Multiple Choice

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

Answers:

1. c

2. b

3. d

4. d (lines 30–32 give clues)

C Fill in the Blanks

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

Answers:

1. role models
2. engagements
3. 2013

Summary

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

Answers:

1. Entertain and inform
2. body positivity
3. encourage corporations
4. in stream
5. feel dissatisfied
6. Circulate damaging

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. conservation
2. discourse
3. degrading
4. circulate
5. shallow
6. magnitude

Supplemental Reading - Online Cancel Culture

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

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

stand behind (paragraph 3) - to support

go too far (paragraph 3) - to be too extreme

Quick Check

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

Answers:

1. wrongdoing
2. canceled
3. petition

Extension: Talk or Write About It

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

Sample Answer:

I think most influencers have a positive impact on society. They not only entertain us but also inform us about issues happening now. By talking about important social problems, they can even help change the ways companies and governments behave.

As a further extension, ask pairs/groups to discuss what kinds of influencers they think are bad role models. What do those people do that is unacceptable? Then, have a survey to find the most common criticisms that students raised.

Reading 2**Anita Roddick****Pre-Reading Questions**

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

Sample Answers:

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Anita Roddick

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

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

Answers to guiding questions:

Q1: What part of other cultures most influenced Roddick?

→ The women's "body rituals" that used natural ingredients most influenced her.

Q2: Underline the four causes Roddick supported mentioned in paragraph 4.

→ (1) protecting the rain forests (2) helping poor farmers (3) saving whales (4) working to end sex discrimination

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. b
2. b
3. a (lines 34–35 give clues)
4. c

C Short Writing

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

Sample Answers:

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

Summary

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

Answers:

- | | | |
|------------------------|-----------------------------|---------------------|
| 1. a bomb shelter | 2. cosmetics store | 3. dislike of waste |
| 4. recycled containers | 5. environmental and social | 6. to charity |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

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

Supplemental Reading - Is “Green” a Myth?

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

Quick Check

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

Answers:

- | | | |
|-----------------|-------------|-----------------|
| 1. their bodies | 2. reporter | 3. poor workers |
|-----------------|-------------|-----------------|

Extension: Talk or Write About It

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

Sample Answer:

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

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

UNIT 11

Cross-Cultural Viewpoints

Objectives:

- Read about real-world issues related to the nature of attraction and to cultural differences in business
- Learn new vocabulary related to beauty, biology, culture, and business
- Read for main ideas, purpose, inferences, and details
- Discuss and write about the ethics of bribery and about the perception of beauty

Reading 1

Ideas About Beauty

Pre-Reading Questions

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

Sample Answers:

1. The first thing I notice about other people is probably their mouths—a smile or frown can tell me how they feel.
2. In my culture, tall, thin bodies are considered attractive for women, and tall, muscular bodies are considered attractive for men.
3. Yes. In some cultures, thin men are considered more attractive than they are in my culture.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Ideas About Beauty

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

Second, have students read for fuller comprehension. Choose a student to read each

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

Answers to guiding questions:

Q1: What do researchers into the way people rate beauty disagree about?

→ Whether genetics or culture has the bigger influence on people's judgments.

Q2: What was the aim of psychologist Devendra Singh's 1993 study?

→ To find out if different men found different female body shapes attractive.

Q3: How did the tribesmen's preferred body type differ from that of Dr. Singh's subjects?

→ They preferred heavier women with wider waists.

Vocabulary

Here is a phrase verb that might need clarification:

find out (line 17) - to discover; to learn

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

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

C Short Writing

Give students 2–3 minutes to write their answers. Then, elicit those answers from

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

Sample Answers:

1. It implies that she is more fertile, meaning men who choose this type of woman have a better chance of having healthy children.
2. It might be difficult because mass entertainment is flooding the world, so it will be hard to find uninfluenced groups.

Summary

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

Answers:

- | | | |
|-------------------------|-----------------------------|-----------------------------|
| 1. cultural backgrounds | 2. hourglass shape | 3. Evolutionary explanation |
| 4. remote tribe | 5. industrialized countries | 6. genetics and culture |

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|-------------|---------------|-----------|------------|
| 1. adaptive | 2. tribes | 3. thesis | 4. hormone |
| 5. conceive | 6. enormously | | |

Supplemental Reading - A Beauty Academy

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

Here is an expression that might need clarification:

on their own (paragraph 2) - alone; by their own choice

Quick Check

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

Answers:

- | | | |
|------------|-------------|------------|
| 1. winners | 2. criteria | 3. crowned |
|------------|-------------|------------|

Extension: Talk or Write About It

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

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

Sample Answer:

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

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

Reading 2 Bribery or Business as Usual?

Pre-Reading Questions

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

Sample Answers:

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Bribery or Business as Usual?

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

Second, have students read for fuller comprehension. Choose a student to read each paragraph aloud. (Alternatively, play the audio track of the reading while the class reads

along.) After each paragraph, pause to address any vocabulary questions the students might have. If there is a guiding question beside the paragraph, elicit answers to it.

Answers to guiding questions:

Q1: Why are some Thai officials allowed to take bribes?

→ Some Thai officials allowed to take bribes to add to their very low pay.

Q2: What is paragraph 3 mainly about?

→ a

Q3: What did an official investigation reveal about US companies?

→ An official investigated how much money US companies were paying in bribes to governments and officials in other countries.

Vocabulary

Here is a phrasal verb that might need clarification:

go on (line 11) - to continue; to do after a pause

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. d 2. b 3. c (lines 25–26 give clues) 4. c

C Fill in the Blanks

Elicit answers from students. If there are any disagreements between students on the

answers, have them cite the lines in the text that support their choices.

Answers:

1. cultural differences 2. grease payment 3. \$300 million

Summary

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

Answers:

First Sentence: International business practices are a sensitive issue due to cultural differences between countries.

1. Even though some countries view bribery as illegal, others tolerate it or even view it as an addition to their wages.
3. The US government cracked down on the American businesses that were taking part in bribery, but it put American companies at a disadvantage.
4. The US government worked with its international trading partners and established a treaty to combat bribery.

2: minor detail

5: inaccurate

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. Traditionally 2. corruption 3. subjective 4. differentiation
5. sensitivity 6. treaty

Supplemental Reading - Promoting Business Ethics

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

Here is an expression that might need clarification:

take part (paragraph 3) - to participate; to be involved

Quick Check

Elicit answers from students. If there are any disagreements between students on the

answers, have them cite the lines in the text that support their choices.

Answers:

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

Extension: Talk or Write About It

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

Sample Answer:

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

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

UNIT 12 Business & Economics

Objectives:

- Read about real-world issues related to business, charity, and corporate ratings
- Learn new vocabulary related to economics, travel, and ranking
- Read for main ideas, purpose, inferences, and details
- Discuss and write about choosing an employer and about doing charity work

Reading 1 Adventure Tours for Charity

Pre-Reading Questions

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

Sample Answers:

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

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

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Adventure Tours for Charity

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

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

Answers to guiding questions:

Q1: Underline two examples of causes that people can raise money for.

→ (1) animal shelters (2) medical care for the elderly

Q2: How much of the money raised is given to the charity?

→ The charity was raised at least sixty to seventy percent.

Vocabulary

Here are some phrasal verbs that might need clarification:

set up (line 14) - to organize; to establish

sign up (line 21) - to register

fill up (line 23) - to make, or become, full; to make so there is no more space

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

1. F

2. T

3. F

4. F

5. F

B Multiple Choice

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

Answers:

1. c

2. a

3. d

4. c (lines 45–46 give clues)

C Short Writing

Give students 2–3 minutes to write their answers. Then, elicit those answers from

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

Sample Answers:

1. People should be careful because they cannot get the deposit back if they change their minds.
2. They question whether it is right that some of the money people raise is used to pay for their vacations.

Summary

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

Answers:

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

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

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

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

1, 3: inaccurate

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

- | | | | |
|-----------------|---------------|------------|------------|
| 1. conditional | 2. morality | 3. bargain | 4. entrant |
| 5. sponsorships | 6. capitalism | | |

Supplemental Reading - Help Yourself by Helping Others

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

Here is an expression that might need clarification:

as *well* (paragraph 1) - also; too

Quick Check

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

Answers:

1. feel good
2. happier, more popular
3. volunteer work

Extension: Talk or Write About It

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

Sample Answer:

I have worked with several charities. I used to visit older people in nursing homes. Now I tutor kids from poor families who are having trouble in school. It's a goal of mine to continue helping people throughout my life.

As a further extension, have pairs/groups come up with reasons why helping others makes people feel good and be healthier. Then, conduct a survey to find the most common and/or interesting reasons.

Reading 2 Ranking Companies

Pre-Reading Questions

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

Sample Answers:

1. The top-ranked companies in my country include BMW, Volkswagen, and Bayer. They are all very well known around the world.
2. I think they all make good products, but they are sometimes not very ethical.
3. I think companies are ranked based on their profits and on the quality of their products.

As an extension to question 3, ask students if there are criteria that companies are not ranked on but should be.

Vocabulary Preview

First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:

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

Reading: Ranking Companies

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

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

Answers to guiding questions:

Q1: What two publications make the most influential lists?

→ *Fortune* and *Forbes* publish the most influential lists.

Q2: Whom does *Fortune* survey to find out about the most admired companies?

→ Executives, directors, and securities analysts.

Reading Comprehension

A True or False

Have students read the passage again and answer the questions. Then, elicit answers from them. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices.

Answers:

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

B Multiple Choice

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

Answers:

1. c 2. d 3. b 4. a (lines 67–69 and 72 give clues)

C Fill in the Blanks

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

Answers:

1. of employees 2. ten, sixty-six 3. recommend their employer

Summary

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

Answers:

1. an overview of 2. make decisions 3. Fortune 500
4. market performance 5. Surveys of executives 6. Most Admired Companies

Vocabulary Practice

Give students a minute or two to complete the questions on their own. Then, ask students to read the sentences with their answers. Correct and clarify any incorrect answers.

Answers:

1. multinational 2. qualitative 3. overview 4. obscure
5. gross 6. methodology

Supplemental Reading - What Makes a Company Great to Work For?

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

Here is an expression that might need clarification:

get along with (paragraph 2) - to like and have a good relationship with

Quick Check

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

Answers:

1. unpleasant personality 2. observing, communicating with 3. support

Extension: Talk or Write About It

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

Sample Answer:

Besides pay, the most important factors would be the quality of the company's products and the type of people who work there. It's important to feel good about what you do and whom you work with.

As a further extension, have pairs/groups rank a list of factors that would influence their decision to work for a company (ex. salary, benefits, ethics, positive culture, flexible schedule, convenience, reputation, etc.). Then, survey the class to find the most common high- and low-ranked factors.