

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## دليل المعلم Writing and Reading المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← الملف

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## التواصل الاجتماعي بحسب الصف الثاني عشر



## روابط مواد الصف الثاني عشر على تلغرام

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## المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الثاني

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NEW  
INTERACTIONS  
4  
Reading and Writing

**Teacher Manual**

By Robyn Brinks Lockwood  
and McGraw-Hill Education Authors



## Welcome to the Teacher Manual

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

### Procedural Notes

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

### Content Notes

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

### Answer Keys

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

### Expansion Activities

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

### Chapter Tests

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

### Placement Test

A placement test has been designed to assess students' knowledge and proficiency in each strand. The test has been constructed to be given in about 1.5-2 hours. Be sure to go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. The placement test has two parts with items totaling 100 points and there is a scoring

placement key that suggests the appropriate level to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

## Best Practices

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

### #1 Making Use of Academic Content

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

### #2 Activating Prior Knowledge

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

### #3 Scaffolding Instruction

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

### #4 Organizing Information

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

### #5 Interacting with Others

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

### #6 Cultivating Critical Thinking

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

## The New Interactions EAP Series

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

New features include:

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

- New assessment tools for teachers
- New design and look
- New photos and illustrations
- New level for beginners

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

- **Relevant content and topics:** From technology and social networking to academic integrity and global issues, *New Interactions* provides meaningful, engaging topics and activities that are relevant to today's students.
- **Critical thinking:** Students develop their ability to synthesize, analyze, and apply information from different sources in a variety of contexts.
- **Emphasis on vocabulary:** Each chapter focuses on vocabulary strategies and high-frequency words in context, that are revisited in subsequent chapters.
- **Clear focus on strategies:** Strategies essential to academic success are systematically taught and practiced. The strategies are clearly explained and then applied to different texts.
- **Activating prior knowledge:** Questions, images, and quotes pique students' interest and activate prior knowledge at the launch of each chapter.
- **Organizing information:** Graphic organizers help students organize and summarize key information and ideas.
- **Research skills:** Students utilize research strategies and critical-thinking skills to conduct research and report their findings.
- **Self-assessment, learner autonomy, and independence:** At the end of every chapter, self-evaluation logs encourage students to reflect on and evaluate their learning and take responsibility for self-improvement.

## The New Interactions Transferable Exam Skills

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

- **Before reading and listening skills development:** Each chapter provides pre-reading activities that focus on key reading, vocabulary, and listening skills. Both strands provide anticipatory discussion questions that help students activate prior knowledge and develop critical listening and speaking skills. These activities prepare students for all exam types by teaching essential skills and strategies that can be used to better understand different passages and genres in an exam.
- **While reading and listening skills development:** Each chapter guides students in developing skills for effective reading and listening that focus on: identifying and summarizing key ideas and details, identifying a writer's point of view, making inferences and connections, and analyzing texts. The series provides a variety of discourse markers which facilitate understanding. Each chapter covers a range of pronunciation activities including listening for and using stress, intonation patterns, reductions, and connected speech examples, preparing students for listening and speaking exams, and for effective communication in an English-speaking environment.
- **After reading and listening skills development:** Every chapter gradually leads to the production of various written and spoken language genres, using the passages in each chapter as models for writing and speaking respectively.

● **Writing skills development:** There is systematic exposure to and practice of various written genres, such as reports, essays, narratives, blog posts, emails, and questionnaires, which require research and documentation of print, audio, and online sources. The series also focuses on discourse features, such as cohesion and coherence and the development of grammar range and accuracy, as well as the lexical resource to meet the requirements of the various examinations at the intended Common European Framework of Reference for Languages (CEFR) level.

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

## The New Interactions Listening and Speaking Strand

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

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

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

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

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

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

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

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

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

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

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

## The New Interactions Reading and Writing Strand

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

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

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

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

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

## Blogging

Blogging is one of the most popular and accessible means of online communication. A blog allows people to post articles, journal entries, opinions, and other types of writing. Readers can post comments and reply to other comments as part of a discussion thread in a blog. Both strands in *New*

*Interactions* integrate blogging as part of the writing process. Students showcase their writing as part of the “OUR BLOG/OUR BLOARD” feature and post comments to one another.

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



## Chapter 1 – Rise to the Challenge!

### Chapter Goals

**Reading:** Students will read about megacities and the challenges people face. They will also read about environmentally friendly architecture focusing on living rooftops over urban dwellings. They will deal with unknown words by getting their meaning from context and practice finding main and secondary ideas in a reading text. They will analyze the title of a reading text and make inferences. Finally, identifying the purpose of the author is another skill to be practiced.

**Writing:** Students will learn about the structure of comparative essays. They will learn to organize information using a graphic organizer (Venn diagram), they will make notes to compare different situations and express their views on the similarities and differences between aspects of life in a megacity and a small town. They will practice using details to support their views and transition words and phrases to connect their sentences and paragraphs. They will practice drafting their essay and editing their classmates' work.

### Focus on the Images

Ask students to:

1. look at the images of Shanghai and Tokyo and describe what they see; ask them to think about what life will be like in such large cities; have them name some reasons why millions of people around the world choose to live in very large cities
2. share their views on whether people can be more creative or inspired in large cities or away from them; have them justify their answers
3. look at the Albert Camus quote and discuss its message; ask them to comment on the adjective *ridiculous* which is used to describe the beginning of all great deeds and thoughts.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases that come to mind about cities containing too many people
2. write down thoughts and feelings that people may experience in large cities
3. compare the two lists; are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“All great deeds and all great thoughts have a ridiculous beginning. Great works are often born on a street corner or in a restaurant’s revolving door.”*

Ask students to:

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

**Answer Key**

Answers will vary.

## Reading 1 – Overpopulation Fuels Megacities, for Better or Worse

### Section Aims

**Reading:** Answering questions using existing knowledge of a topic; making predictions; identifying the main ideas of a text

**Vocabulary:** Getting the meaning of words from context

**Skills Focus:** Identifying the main idea of a reading text

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

This activity uses students' prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about challenges people face in megacities into the larger framework of this reading. When students become aware of what they already know about the topic, they can better organize the new concepts about it.

- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

**Answer Key**

Answers will vary.

#### 2. Thinking and predicting

- Ask students to read the section headings.
- Ask them to think and note down information they expect to find in the text and write at least two questions they expect to be answered in each section.
- Tell them they will be able to check their answers later, after they have read the text.

**Answer Key**

Answers will vary.

#### 3. Thinking critically

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

**Answer Key**

A F: More people are being born now than in the past, and they are living longer.

B F: There were two – New York City and Tokyo.

C T

D F: Many country dwellers moved to cities in search of better jobs, higher wages, and an easier life.

E F: China's recent industrial revolution is the most rapid the world has ever seen.

F T

G T

## While You Read

### 4. Reading

- Play the audio and have students follow along in their books.
- Have students look at the section headings and their notes in 2 and identify how many of their questions were answered in each section.
- Tell students to compare their answers in 3 and correct the statements needed.
- Call on students to point out the clues that helped them correct the statements.

#### Answer Key

Answers will vary.

### Skills Focus – Identifying the Main Idea of a Reading Text

- Read the information about identifying the main idea of a reading text.
- Tell students that they will identify the main idea and the secondary ideas of the reading.

### 5. Reading for the main ideas

- Tell students to read through the statements and choose which one expresses the main idea.
- Then ask them to mark the statements expressing secondary ideas and at the end mark the statement which is not expressed in the text.
- Have students work in pairs or small groups to compare their answers.
- Ask students to notice if the main idea was expressed at the beginning of the article.

#### Answer Key

1. S; 2. NI; 3. M; 4. S

### Skills Focus – Meaning from Context

#### Best Practice – Getting the Meaning of Unknown Words

Vocabulary strategies help students become independent readers. The next Strategy box will help students understand new words in the reading using context. In addition, over time, this and other vocabulary-guessing strategies will reduce students' reliance on dictionaries. This makes students more fluent and independent readers.

#### Strategy – Understanding the Meaning of Words from Context

- Read the strategy as students follow along. (Note: The idea that they do not have to look up every new word may be new to some students.)
- Tell students that they will try to get the meaning of unknown words afterwards.

### 6. Understanding the meaning of words from context

- Have students work in pairs.
- Ask them to read the sentences carefully and choose the correct definition for the words in italics.
- Encourage them to look back to the text and see the italicized words in their larger context.
- Have students share their answers with the class and explain what clues helped them get the meaning of the italicized words.
- Ask them to think about whether this approach has helped them understand the meaning of the unknown words.

#### Answer Key

1. A; 2. D; 3. D; 4. C; 5. C; 6. B; 7. D; 8. A

## 7. Vocabulary

- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Ask them to read their context in the article and choose the correct definition for each one.
- Call on students to share their answers in class.

### Answer Key

1. D; 2. K; 3. B; 4. H; 5. A; 6. I; 7. E; 8. C; 9. F; 10. L; 11. G; 12. J

## After You Read

### 8. Thinking critically

- Have students study the images and ask them what they are all about.
- Encourage students to describe the images.
- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

### Answer Key

Answers will vary.

## Reading 2 – My Roof is Alive!

### Section Aims

**Reading:** Making predictions about the content of the article; making inferences from the text; reflecting on questions related to the theme of the reading

**Language Focus:** Understanding compound words; analyzing words with prefixes and suffixes

**Skills Focus:** Analyzing the title of a reading text

### Before You Read

#### Skills Focus – Titles

#### Strategy – Analyzing the Title of a Reading Text

- Read the strategy as students follow along.
- Have students look at the title *My Roof is Alive!* and ask them if they find it informative and interesting.
- Ask them to explain why this title serves its purpose and to paraphrase it.

#### 1. Analyzing the title of a reading text

- Ask students to work in pairs.
- Direct them to write down the title and answer each one of the questions.
- Invite groups to report their answers to the class and compare their ideas with other groups.

### Answer Key

Answers will vary.

## While You Read

### 2. Reading

- Before students read the article, have them look at the pictures and ask if their expectation about roofs that are “alive” match these pictures. Tell them to check as they read how close the information in the article has been to their ideas in 1.
- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.

- Invite students to discuss how similar or different their expectations have been about living roofs.

### Answer Key

Answers will vary.

### 3. Making inferences

- Read the instructions.
- Ask students to read each statement carefully and check only those that can be inferred from the text.
- Then ask them to read the text again and write the phrases from which the statements can be inferred. Explain that inference is a conclusion reached on the basis of some piece of evidence.
- Have students compare their answers in pairs or groups.

### Answer Key

Suggested answers:

1. ✓ Dense concrete jungles... raise temperatures in urban areas... Living roofs offer simple solutions to these problems. (Paragraph A)
2. ✓ A living, or green, roof refers to a roof top covered by water-absorbing plants... which... lead to lower energy costs and significantly less stormwater run-off. (Paragraph A)
3. –
4. ✓ The city of Chicago, which covered 20,000 square feet above its City Hall with vegetation in 2001, led the new movement in North America. (Paragraph C)  
The trend to install living roofs has spread across American cities. (Paragraph D)
5. ✓ Officials believe that if all Chicago rooftops went green, the reduction in energy demand would be equivalent to reducing demand by 750,000 consumers... (Paragraph C)
6. –
7. ✓ But if you can afford to install a living roof, the advantages seem to far outweigh the drawbacks. (Paragraph E)
8. –

## After You Read

### Language Focus – Compound Words

#### Strategy – Understanding Compound Words

- Read the strategy as students follow along.
- Write some examples of compound words and ask students to split them into parts. Note the meaning of each part and then the meaning of the compound word.
- You can use examples such as: raincoat, earring, earthquake, underline, etc.

### 4. Understanding compound words

- Read the instructions and have students write the meaning of the compound words. You may want to do the first item as a whole class activity.
- Have students work individually or in pairs to complete the items. Circulate and offer help if necessary.
- Have volunteers share their answers with the class.

### Answer Key

Possible answers:

1. *Rooftop* means the outside part of the roof of a building.
2. A large quantity of water that is caused by a storm/by from heavy rain or snow.
3. Trees that don't lose their leaves in the fall and whose leaves stay green.
4. Protection from water. To make something proof against (resistant to) water.
5. Not heavy, weighing a little.

6. Animals that live in the wild, that are not pets.
7. Water that falls as rain.
8. Things that hold back (prevent) success; disadvantages.
9. “Weigh” more than; are greater in number than.

### Language Focus – Analyzing Words with Prefixes and Suffixes

- Read the Focus box as students follow along.
- Ask students for other examples of words they know with suffixes and prefixes.
- You can also write some words on the board and ask students to build new words by adding a suffix or prefix. You can use examples such as: intention (un-, -al), comfort (un-, -able), help (-ful, -less), etc.

#### 5. Building new words with suffixes and prefixes

- Read the instructions. Look at the example and do item 2 as a class.
- Have students work independently or in pairs to complete the activity. This can also be done as homework.

#### Answer Key

1. insulation; 2. conservation; 3. original; 4. creation; 5. structural; 6. Layer; 7. reduction;
8. overflow; 9. additions; 10. prehistoric

#### 6. Identifying compound words

- Read the instructions and look at the example as a class.
- Have students work independently or in pairs to complete the activity.
- Call on students to share their answers with the class.

#### Answer Key

1. run-off; 2. full-size; 3. low-maintenance; 4. tar roof

#### 7. Thinking critically

- Read the instructions.
- Then have students form pairs or small groups and discuss their opinions.
- Invite volunteers to report on their pair’s or group’s answers to the questions.

#### Answer Key

Answers will vary.

## Writing – Two Different Styles of Democracy: A Personal Viewpoint

### Section Aims

**Reading:** Making predictions about the information that can be found in the text

**Writing:** Note-taking and organizing information that illustrate similarities and differences between two situations; planning an introduction and conclusion; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work

**Language Focus:** Identifying word chunks; identifying and using transition words and phrases (linking words and phrases)

**Skills Focus:** Writing a comparative essay; using details to support ideas; organizing information using a Venn diagram

#### 1. Topic

- Ask students to look at the images and say if they recognize any of the places shown.
- Have them work in pairs and decide which are from the U.S. and which are from Canada.

- Compare the answers with the class.

**Answer Key**

Answers will vary.

(Fairmont Le Château Frontenac in Old Quebec, The Redwood Forests, NY city from above, Toronto's CN Tower)

**2. Thinking and discussing**

- Read the instructions.
- Give students time to fill in the sections and compare their answers with a partner or a small group.
- Ask volunteers from different groups to share their answers with the class.

**Answer Key**

Answers will vary.

**3. Thinking and predicting**

- Read the instructions.
- Give students time to make notes next to the listed items.
- Ask students to share their ideas with the class.

**Answer Key**

Answers will vary.

**4. Reading**

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Invite students to discuss how similar or different their expectations have been about the two different styles of democracy.

**Answer Key**

Answers will vary.

**5. Reading again**

- Read the instructions.
- Ask students to take a look at the government features listed and then look back at the text to find which ones relate to the U.S. and Canada.
- You can play the audio once more as students do the exercise.
- Call on students to share their answers with the class.

**Answer Key**

<b>Government Features</b>	<b>Canada</b>	<b>U.S.</b>
1. ceremonial Monarch	✓	
2. Parliament made up of MPs	✓	
3. powerful Senate		✓
4. congressmen and congresswomen		✓
5. usually only two parties of importance		✓
6. Executive role played by Prime Minister	✓	
7. Senate with little power	✓	
8. money with a royal's face on it	✓	
9. Executive and Congress can be from different parties.		✓

## Language Focus – Words in Phrases (Lexical Chunks)

- Read the Focus box as students follow along.
- Tell students to look at the examples carefully and that they will try to identify word chunks in afterwards.

### 6. Identifying word chunks

- Have students work in pairs or small groups.
- Read the instructions and give them time to search for word chunks in the reading text.
- Call on students to share the answers with the class.

#### Answer Key

Noun phrases: system of government, Canadian currency, major parties, parties of importance, Members of Parliament, advisory body, powerful institution, Prime Minister, distinct names, House of Representatives, possibility of change, Canadian style of democracy

Verb phrases: vote in laws, veto laws, vote for a party

Prepositional phrases: After moving, Instead of a Congress, Like the U.S.

Infinitive phrases: trying to figure out, surprised to discover

Other: first of all, as a consequence

### 7. Reflecting on the text

- Read the instructions. Have students reread the passage and identify the purpose of the author.
- Have students work individually or in pairs and ask them to check the appropriate items.
- Review the answers with the class.

#### Answer Key

Suggested answers:

Identify similarities

Compare and contrast

Provide information

Define terms

Express opinion/viewpoint

## Language Focus – Transition Words and Phrases (Linking Words and Phrases)

- Read the Focus box as students follow along.
- Make sure that all students understand the meaning of all transition words and phrases presented in the Focus box.
- You can also ask students to help you make a list of other linking words on the board. Always indicate what they show (contrast, sequence, conclusion, etc.).

### 8. Identifying text features

- Read the instructions.
- Ask students to work individually and fill in the chart.
- Call on volunteers to share their answers with the class.

#### Answer Key

Transition Words and Phrases	What They Signal (Meaning)
First of all	sequence of events
Also	added information
Instead of	contrast
Like	similarity
However	contrast



As a consequence of	effect
---------------------	--------

## Skills Focus – Comparative Essays

### Strategy – Writing a Comparative Essay

- Read the strategy as students follow along.
- Ask students to figure out which structure is chosen by the writer of *Two Different Styles of Democracy: A Personal Viewpoint* (Option A).

## Skills Focus – Using Details to Support Your Ideas

- Read the Skills Focus box as students follow along.
- Note the importance of using details in order to support the main idea of a paragraph. The main idea is usually expressed in the topic sentence (the first sentence of the paragraph). Details can be examples, justifications or arguments.

## 9. Brainstorming and note-taking

- Read the instructions.
- Ask students to brainstorm ideas about life in a megacity and life in a rural town and write them down.
- Give students time to make notes on specific issues concerning the opposing lifestyles.
- Explain to students that they will be using these points as guidelines to write their own comparative essay.
- Ask volunteers to share their answers. Correct when necessary.

### Answer Key

Answers will vary.

## Skills Focus – Organizing Information: Using a Venn Diagram

### Best Practice – Organizing Information

This activity will teach students to organize information using a Venn diagram. This allows students to better understand how things, people or situations are similar or different.

- Read the Skills Focus box as students follow along.
- Draw two overlapping circles on the board and illustrate how a Venn diagram works in the class. Use an example.

## 10. Organizing your notes

- Read the instructions.
- Have students get into pairs and complete their Venn diagram about life in a megacity and life in a small town or village.
- Have students compare their answers with another pair of students.
- Review answers with the class.

### Answer Key

Answers will vary.

## 11. Planning your introduction and conclusion

- Read carefully the instructions as a class.
- Point out that before starting to write it is important to consider the opening paragraph in order to engage the reader. The opening paragraph is fundamental in essay writing because it presents the theme, it engages the reader and sometimes gives a hint about the writer's opinion on the subject.

**Answer Key**

Answers will vary.

**12. Drafting**

- Read the instructions.
- Remind students that they will use their notes in the Venn diagram. Point out that they should use transition words to connect their ideas and paragraphs.
- Give students time to organize their thoughts by jotting down their ideas.

**Answer Key**

Answers will vary.

**13. Drafting and editing 1: peer review**

- Have students use the notes they made to write their first draft. This can be done for homework.
- Ask students to swap their drafts with a partner.
- Have students review their partner's draft and suggest corrections. This can also be done for homework.

**Answer Key**

Answers will vary.

**14. Drafting and editing 2: Peer review**

- Read the instructions.
- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**15. Rewriting and finalizing**

- Read the instructions.
- Ask students to work with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**16. Blogging**

- Read the instructions.
- Ask students to post their opinions. Encourage them to comment on each other's ideas.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

- Explain to students what a "rubric" is (e.g. scoring guide used to evaluate written performance based on specified criteria. It defines what is expected and what will be evaluated). Ensure they understand that a rubric makes grading more transparent and fairer.
- Explain to students that thinking about their learning can help them decide what to focus on in their lessons and homework, and can help them chart their progress.
- The Self-Evaluation at the end of each chapter helps students to track their own strengths and weaknesses and also encourages them to take ownership of their own learning.

- Read the instructions aloud and have students check the strategies practiced in the chapter (or the degree to which they learned them).
- Put students in small groups. Ask students to find the information or an activity related to each strategy in the chapter.
- Tell students to find definitions in the chapter for any words they did not check.
- If possible, meet privately with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask key questions and for you to see where additional help may be needed and to offer one-on-one encouragement.

## Chapter 2 – Compete or Cooperate?

### Chapter Goals

**Reading:** Students will read about dreams and ambitions, such as entering the National Football League. They will also read about the success story of IKEA, a very popular business worldwide. They will use the reading material to find the main idea and analyze the title. They will also learn how to distinguish between facts and opinions and scan for numbers and other specific clues in a text. They will be introduced to finding and explaining metaphors.

**Writing:** Students will use their reading texts to note facts and details. They will make an outline about their big dreams and personal ambitions, and also draft, edit, and finalize their article about failed dreams and ambitions. In their article they will practice connecting ideas without using transition words, but rather a variety of narrating techniques, such as direct speech and narration.

### Focus on the Images

Ask students to:

1. look at the images and say how success in sports is related to success in business. What does it take in both cases?
2. say if success is a matter of talent and have them exchange opinions
3. say if both teamwork and/or competition are needed for someone to become successful; have students justify their opinions.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about sports and business.
2. make a list of words and phrases about what they think and how they feel about successful athletes and entrepreneurs.
3. compare the two lists. Are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“Two heads are better than one.”*

Ask students to:

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

#### Answer Key

Answers will vary.

## Reading 1 – I Never Made it to the NFL

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; interpreting the title of an article; making predictions about the context of an article from the introduction; answering questions based on the details of a reading text

**Language Focus:** Figuring out idiomatic expressions and specialized terms

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

This activity uses students' prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about sports, star athletes, and ambitions into the larger framework of this reading. When students become aware of what they already know about the topic, they can better organize the new concepts about it.

- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary.

#### 2. Critical thinking

- Ask students to read the information about the text.
- Ask them to write down what they understand from the title *I Never Made it to the NFL*.
- Have students compare their views with a partner or in a small group.
- Circulate around the groups to be sure everyone is participating.
- Then read the answers of each group with the whole class.

#### Answer Key

Answers will vary.

#### 3. Thinking and predicting

- Put students in pairs and ask them to read the excerpt silently.
- Ask them to discuss the questions and take notes as they speak to each other. Tell them that they should be prepared to share their partner's viewpoints with the class.
- Discuss their opinions as a class.

#### Answer Key

Answers will vary.

### While You Read

#### 4. Reading

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

**Answer Key**

Answers will vary.

**Content Notes**

- Football (or soccer) is the most popular sport in the world today. The first World Cup involved 13 teams and was held in Uruguay in 1930. 32 teams competed in the 2010 World Cup in South Africa. To date, the most goals scored in a game is 12 in a World Cup game between Austria and Switzerland in 1954. The final score was Austria 7, Switzerland 5. The first player to ever miss a penalty kick was Valdemar de Brito of Brazil in 1934.
- In the U.S., baseball is so popular that it is called “America’s National Pastime”.
- At the end of the baseball season, there are playoffs in each of the two leagues to determine the winning team. The two league champions compete in what is called the World Series. The first team to win four out of seven games in the World Series becomes the champion.

**5. Reading for detail**

- Tell students to read the text again and underline the sentences in the text that help them answer the questions.
- Give students time to compare answers in groups and then ask for volunteers to report the answers to the class.

**Answer Key**

Answers will vary.

**6. Critical reading**

- Now that students have read the article at least twice, read the instructions and ask them to write down the answers to the questions.
- Encourage students to compare answers with a partner.
- Discuss the answers as a class and note that it’s important for students to justify their answer by using clues from the text.

**Answer Key**

1. Answers will vary.
2. (Suggested answers)
  - learning “fundamentals”: They are important and you need to learn them before you try anything more advanced.
  - building self-esteem: You can’t give children self-esteem; they have to develop it by working hard.
  - the purpose of organized sports for kids: The purpose is for children to learn values such as teamwork, perseverance, sportsmanship, hard work, and how to deal with adversity.
  - “head-fake” learning: Teaching people things without them realizing it is important.

**After You Read****Language Focus – Figuring Out Idiomatic Expressions and Specialized Terms**

- Read the information in the Focus box and explain as needed.
- Ask students for examples of specialized terms they know for some sports.
- Write a list of idioms that students provide on the board.

**7. Getting the meaning of idiomatic expressions from context**

- Write the nine idiomatic expressions on the board.

- Tell students to go back to the text and look at the context of each idiomatic expression to figure out the meaning.
- Ask students to share their answers with the class. Correct when necessary.
- Then ask volunteers to form their own sentences orally, including the idiomatic expressions written on the board.

**Answer Key**

1. C; 2. B; 3. B; 4. A; 5. B; 6. B; 7. A; 8. C; 9. B; 10. B; 11. A; 12. B; 13. C

**8. Getting the meaning of specialized terms from context**

- Ask students to read through the specialized terms and their meanings.
- Ask them to go back to the text to see the specialized terms in their context, if necessary.
- Call on students to share their answers with the class. Correct when necessary.

**Answer Key**

1. C; 2. A; 3. D; 4. F; 5. B; 6. E

**9. Discussing the excerpt**

- Read the instructions.
- Give students time to reflect and answer the questions.
- Have students work with a partner or in small groups and take turns using the notes to talk about their dreams/ambitions and if they came true.
- Circulate around the groups to be sure everyone is participating.

**Answer Key**

Answers will vary.

## Reading 2 – Furnishing the Globe

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; making predictions from the title and section headings; selecting the main idea of the text

**Language Focus:** Understanding metaphors; using compound adjectives

### Before You Read

**1. Topic**

- Ask students to look at the images and discuss what their point is/what they think they are about.
- Direct them to form groups and write down the answers to the questions.
- Invite groups to report their answers to the class and compare them with other groups.

**Answer Key**

Answers will vary.

**2. Thinking and predicting**

- Ask students to read the title of the article and the section headings.
- Ask them to think and note down information they expect to find in each section of the text.
- Tell them they will be able to check their answers later, after they have read the text.

**Answer Key**

Answers will vary.

**3. Thinking and guessing**

- Read the instructions.
- Ask students to read the sentences and complete them by guessing the answer.
- Call on students to report their answers.
- Tell them they will be able to check their answers later, after they have read the text.

**Answer Key**

1. B; 2. B; 3. B; 4. A; 5. B; 6. A; 7. B

**4. Figuring out the meaning from context****Best Practice – Cultivating Critical Thinking**

This type of activity teaches students how to infer the meanings of new words and phrases from their contexts. It also gets them to realize what they may already know about the context and vocabulary.

- Read the instructions and explain as needed.
- Read the first sentence aloud and ask students to guess the meaning of *retailer* based on the context. Ask the students to complete the rest of the activity.
- Discuss the answers as a class. Check for comprehension: What does a retailer do? Who is the chairman of a company?

**Answer Key**

1. B; 2. A; 3. C; 4. A; 5. C; 6. C; 7. C; 8. A

**While You Read****5. Reading**

- Read the instructions.
- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to think about their answers in 2 and 3 and compare them to the information in the article in pairs.
- Invite students to report their ideas to the class.

**Answer Key**

Answers will vary.

**Skills Focus – Scanning****Strategy – Scanning for Numbers**

- Read the information in the Strategy box and explain as needed.
- Ask students to scan a paragraph from the reading and say a number that they found. Their answers will vary.
- Write a list on the board of the numbers called out.

**6. Scanning for numbers**

- Read the instructions and ask students to work individually.
- Give students 5 minutes to complete the activity.
- Ask volunteers to give their answers.



**Answer Key**

1. €175 million; 2. 203 million; 3. €38.8 billion, €1.47 billion; 4. 430, 52; 5. 48%; 6. 1943, 17; 7. about 2.5 billion; 8. 441, 900,000; 9. €1, €67 million; 10. 1958

**7. Selecting the main idea**

- Remind students of what they learned about main ideas in Chapter 1.
- Read the instructions and list of possible main ideas. Elicit the correct answer from the class.
- Ask students why this statement is better than the other two.

**Answer Key**

2.

**After You Read****Language Focus – Understanding Metaphors**

- Read the information in the box and explain as needed.
- Ask students to find an example of a metaphor in the reading.
- Write a list on the board of the metaphors they find.

**8. Understanding metaphors**

- Read the instructions and explain as needed.
- Do the first item as a class.
- Have students complete the activity on their own or with a partner.
- Go over the answers.

**Answer Key**

1. Usage in the article: *New stores are sprouting up annually.*

Metaphor: *The opening of new stores* is being compared to *sprouting seeds.*

2. Usage in the article: *Planting the Seeds of an Enterprise.*

Metaphor: *The enterprise's beginning* is being compared to *planting seeds.*

3. Usage in the article: *Success Rooted in Innovation.*

Metaphor: *Innovation* is being compared to *the ground where a plant can grow roots.*

4. Usage in the article: *IKEA is plowing through the competition.*

Metaphor: *IKEA* is being compared to *a plow, a large tool that farmers use to cut and break up soil before they plant crops.*

5. Usage in the article: *IKEA orders large volumes from its manufacturers, which slashes purchasing costs.*

Metaphor: *minimizing costs* is being compared to *slashing.*

6. Usage in the article: *Cultivating Planet-Friendly Attitudes.*

Metaphor: *developing planet-friendly attitudes* is being compared to *cultivating crops.*

**Grammar Note**

Another way to compare two things is to use similes. Similes are different from metaphors because they contain the words “like” or “as” and compare two objects. A metaphor does not have the words “like” or “as” and states that one thing is something else. For example, “His nerves are like steel” is a simile, but “He has nerves of steel” is a metaphor since his nerves aren’t actually made of steel. Similarly, “The sea was as clear as glass” is a simile, whereas “The sea was a sheet of glass” is a metaphor.

## 9. Using compound adjectives

- Read the instructions and review the scanning strategy taught earlier in this chapter in the Strategy box.
- Ask students to match the compound adjectives in the left column with the nouns they modify in the right column.
- Have students give their answers.

### Answer Key

1. I; 2. C; 3. H; 4. F; 5. B; 6. D; 7. J; 8. A; 9. G; 10. E

## Grammar Notes

- Usually when a compound word is an adjective, it is hyphenated. The compound adjective is placed before the noun in common English word order. If the words are placed after the noun, they are not hyphenated.
- Hint: If the words can be separated and retain their meaning, no hyphen is necessary. If the words need to be together to retain the meaning, a hyphen is required.
- Compare: “I saw a man eating shark” and “I saw a man-eating shark.” The first sentence describes a man who was eating shark, whereas the second describes a dangerous shark that attacks humans.

## 10. Inferring meaning

- Read the instructions.
- Have students work individually to complete the activity.
- Ask them to underline in the text the clues (context) they used to work out the meaning of the words.
- Have students give their answers.
- This activity can also be assigned as homework.

### Answer Key

1. H  
2. E  
3. G  
4. D  
5. F  
6. B  
7. C  
8. I  
9. A  
10. O  
11. P  
12. J  
13. K  
14. N  
15. L  
16. M

## 11. Thinking and discussing

### Best Practice – Interacting with Others

Activities such as this get students to generate new ideas with the help of their peers and practice expressing their ideas and comprehending and respecting those of others. This type of interaction builds listening and speaking fluency, which is essential to academic success.

- Put students in groups of three.

- Ask them to discuss three of the four topics.
- Tell students to focus on the ideas they agree on and write some statements detailing their opinion.
- Have each group share their opinion statements with the class.
- Assign the writing of the opinion statement as homework.

**Answer Key**

Answers will vary.

**12. Blogging**

- Read the instructions.
- Ask students to think about what they would like to say in their comments and make notes.
- Have students post their comments.

**Answer Key**

Answers will vary.

## Writing – Dreams and Ambitions

### Section Aims

**Skills Focus:** Connecting ideas

**Writing:** Completing a chart with information of their childhood dreams; making notes on points mentioned in a reading text; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work

### 1. Topic

#### Best Practice – Interacting with Others

Students interact with each other to state and share their opinions, and analyze and discuss images. By participating in pair/team work, and listening to and expressing opinions, students are able to practice authentic conversation based on the topics presented in the section.

- Have students study the images and ask them what they think they are about.
- Encourage students to describe the images using vocabulary they have learned so far.
- Put students in small groups to discuss the questions.
- Have them write brief answers.
- Call on volunteers from different groups to share their answers with the class.

**Answer Key**

Answers will vary.

### 2. Brainstorming

- Read the instructions and explain as needed.
- Give students time to think and reflect on their most important dreams/ambitions.
- Note that they should give additional details for each one of their main ideas.
- Note also that this task may function as scaffolding for their writing afterwards.

**Answer Key**

Answers will vary.

### 3. Thinking critically

This task will help students get a deeper understanding of the text *I Never Made it to the NFL* and notice how the writer manages to illustrate each one of his points.

- Ask students to think back to what they have read in the first reading text and make notes on the points given.
- Tell them to reread the text if necessary.
- Have students discuss their answers with a partner.
- Circulate around the groups to be sure everyone is participating.
- Ask volunteers to share their answers with the class. Correct when necessary.

#### Answer Key

Suggested answers:

- The writer's childhood dream: to play in the NFL.
- What he did to accomplish it: He joined a football team and began training.
- What he learned that affected the process: He learned the fundamentals of the sport, he learned to appreciate criticism, he developed self-esteem, he learned to work hard.
- How he felt at different points: When he started training, he felt scared. When his coach kept on criticizing him, he probably felt frustrated and angry. Later, he felt proud of the skills he learned (e.g. three-point stance).
- The overall lesson he learned: to work hard and not to give up.
- The outcome: He gave a lecture in which he spoke about his dream and a few months later he was invited to participate in a Pittsburgh Steelers practice.

### 4. Reading again

- Read the instructions.
- Make sure that all students agree with the comments made on the points mentioned in the previous task and discuss any different views.
- Have students work with a partner and discuss the questions. Ask them to go back to the text if they feel they need to.
- Ask them to write notes expressing the view of their team on each one of the questions.
- Ask volunteers to share their answers with the class. Correct when necessary.

#### Answer Key

1. The author wants to teach the reader about the important values we need to learn to make our dreams come true.
2. Positive, humorous.
3. He thinks they are very important. He expresses this importance by calling the fact that he learned them a "great gift" and by repeating the word three times.
4. He says that most people send their kids to play organized sports not so they can learn the sport's intricacies but rather more important values such as teamwork, perseverance, sportsmanship, how to work hard, and how to deal with adversity.

### 5. Reading and noticing text features

- Read the activity instructions and explain as needed.
- Direct students' attention to the tip below the chart.
- Have students work in pairs and ask them to go back to the text once more and complete the chart with statements that are either facts or express opinions of the author.
- Ask volunteers to share their answers with the class. Correct when necessary and discuss how facts differ from opinions.

#### Answer Key

Paragraphs 1–2	<p>Facts – He started playing at 9 years of age. / In the beginning he didn't want to join the football team. / He was the smallest kid there. His coach had been a linebacker at Penn State.</p> <p>Opinions – He loved football. / Football made him what he was. / He got more from pursuing his NFL dream and not accomplishing it than he did from accomplishing all his other dreams.</p>
Paragraphs 3–12	<p>Facts – On the first day, Coach hadn't brought along any footballs. / Coach taught them the fundamentals of the game.</p> <p>Opinions – Everyone was very scared. / By teaching them the fundamentals, Coach gave them a great gift. / When kids ignore this lesson, it's to their detriment.</p>
Paragraphs 13–17	<p>Facts – One of the assistant coaches spoke to him to reassure him.</p> <p>Opinions – Coach Graham worked him hard but no matter what he did, it wasn't enough. / When you're messing up and nobody is bothering to tell you, it's bad. / Your critics care about you.</p>
Paragraphs 18–21	<p>Facts – When he first started training, he had no skills, no strength, and no conditioning.</p> <p>Opinions – You can't give someone self-esteem; they have to build it. / He used to be a wimpy kid. / At forty-seven, he could do a three-point stance that any NFL lineman would be proud of. / Today, Coach Graham might get thrown out of a youth sports league because he was too tough.</p>
Paragraphs 22–26	<p>Facts – In football, head fakes are used to fool the opposition about the direction the player intends to move. / Head fakes also refer to teaching people things without them realizing it.</p> <p>Opinions – Most parents send their kids to play organized sports so that they can learn teamwork, perseverance, sportsmanship, the value of hard work, an ability to deal with adversity. / These lessons are much more important than learning the intricacies of the sport. / The second type of head fake is the really important one. / Coach Graham was the master.</p>

## Skills Focus – Connecting Ideas

### Strategy – Connecting Ideas Without Transition Words

- Read the strategy as students follow along.
- Ask students to find examples in the text where the author alters direct speech with narration.
- Ask students' opinion about how effectively the ideas are connected to each other without using any transition words.
- Tell them to be prepared to use this technique in their own pieces of writing.
- Explain to students what a “bridge sentence” is (e.g. links one idea to another and creates a smooth transition). The key to forming good bridges is briefly referring back to what you just finished saying with words such as “this” and “that”. Ensure they understand the difference between a bridge sentence and a topic sentence (identifies the main idea of a paragraph).

### 6. Focusing on connecting ideas

- Read the questions and discuss them as a class.
- Ask volunteers to explain how the author moves from one paragraph to the next.
- Ask students how this narrating technique affects them as readers. How would the text differ without direct speech interfering with narration?

**Answer Key**

Answers will vary.

**7. Drafting an article**

- Read the instructions and explain as necessary.
- Ask students to use their notes especially in 3 and point out that they should alternate narrative parts and direct speech to connect their ideas and paragraphs. That way their writing will become more vivid and interesting as well.
- Give students time to organize their thoughts by jotting down their ideas.

**Answer Key**

Answers will vary.

**8. Drafting and editing 1: peer review**

- Read the instructions.
- Have students check their first drafts before handing them to a partner to check.
- Ask students to swap their drafts with a partner.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

**Answer Key**

Answers will vary.

**9. Drafting and editing 2: peer review**

- Read the instructions.
- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**10. Rewriting and finalizing**

- Read the instructions.
- Ask students to work with their partners to finalize their articles. This can be done as homework.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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

## Chapter 3 – The Ties That Bind

### Chapter Goals

**Reading:** Students will read an article that addresses the social concern of child care in families with two working parents. They will learn about how many American families are dealing with this issue. The second reading text contains excerpts from Charlotte Brontë’s 19th century novel *Jane Eyre*. The literary passage allows students to make inferences about relationships between people in a dialogue and dramatize the reading. The last reading text lends itself to identifying different elements of an expository essay. In addition, they will work on identifying topics and main ideas, and also on activating predicting skills.

**Writing:** Students will make notes in order to compare different situations. They will also be presented with the typical structure of an expository essay and asked to follow step-by-step guidelines in order to develop their own expository essay in full body paragraphs.

### Focus on the Images

Ask students to:

1. look at the images and say what they think of when they look at them
2. say how families in the past look different from families today
3. express their opinion about the body language in each picture, what clues it gives about the relationships between the family members
4. name changes in the roles of family members today.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about families and relationships in the past and today
2. make a list of thoughts and feelings about raising a family
3. compare the two lists. Are there words and phrases that can go into both lists?
4. give reasons why some words and phrases go in both categories.

#### Answer Key

Answers will vary.

### Think and Comment

*“You have a lifetime to work, but children are only young once.”*

Read the Polish proverb. Ask students to:

1. identify the main idea of the proverb
2. give their opinion on the quote and justify it

Put this question on the board:

*Many parents decide to work harder to get more money for the family, while others choose to spend more time with their children for less money. Which stance would you choose and why?*

Ask students to:

3. copy the question and answer it with some reasons to support their opinion
4. compare and discuss their opinion with a partner

5. share their opinions. Take a poll of the class to see whether students feel that saving money is more important than saving time for the family, or the opposite.

**Answer Key**

Answers will vary.

## Reading 1 – Who’s Taking Care of the Children?

### Section Aims

**Reading:** Using pictures and headings to make predictions about a text; recalling information from the text; thinking and discussing questions related to a reading text

**Skills Focus:** Identifying the main idea of paragraphs

### Before You Read

#### 1. Topic

- Read the instructions. Direct students’ attention to the images and ask them to think about different options for taking care of and raising children today.
- Put students in pairs to discuss the questions. Ask them to note down each other’s ideas.
- Call on students to share their answers with the class.

**Answer Key**

Answers will vary.

#### Best Practice – Interacting with Others

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

#### 2. Thinking and discussing

- Go over the instructions and have students work in small groups.
- Ask them to complete the chart with their own ideas and then compare them with the rest of the group.
- Circulate and offer help if needed.
- Ask volunteers from each group to share their answers.

**Answer Key**

Answers will vary.

#### 3. Finding the topic of an article

- Go over the instructions.
- Tell students look at the title, images, read the captions, and write what they think the article is about.
- Put students into pairs to compare their answers.
- Call on volunteers to share their answers with the class.

**Answer Key**

Answers will vary.

### While You Read

#### 4. Reading

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



- Tell students to compare the information in the text with their answers in 2 and 3. Ask them to underline the clues in the text that helped them check their answers.

### Answer Key

Answers will vary.

## Skills Focus – Paragraphs

### Strategy – Identifying the Main Idea of Paragraphs

- Read the information in the box as students follow along.
- Make sure that students understand the difference between *topic* (what the paragraph is about) and *main idea* (the most important point that the author wants to communicate with the reader).
- Tell them that they will have the chance to identify the topic and main idea in the following exercise.

### 5. Identifying the main idea of a paragraph

- Go over the instructions.
- Ask a volunteer to read paragraph A aloud for the class. Then ask students what they think this paragraph is about. Note that they shouldn't look at the example.
- Ask them what the main idea of this paragraph is.
- Have them compare their answers with the first item given as an example.
- Give students time to read silently the next paragraph and write down its topic and the main idea.
- Do the same for the following 1–2 paragraphs.
- The rest can be assigned as homework.

### Answer Key

Paragraph	Topic	Main Idea
A	<i>Women working outside the home</i>	<i>More and more women around the world have jobs outside the home.</i>
B	Monetary factors	The need for more household income leads women to look for work.
C	The changing role of the married woman	Only a small proportion of households have stay-at-home moms today.
E	Changing households	Today most households consist of the immediate family only.
F	Child care options for working parents	Parents can choose from a variety of formal and informal child care options.
G	Husband and wife child care roles	Today husbands and wives share child care responsibilities.

### 6. Vocabulary

- Tell students to look at the list of words and phrases and repeat them after you, or have students listen and repeat them as you play the audio.
- Then ask students to circle the words they know.
- Tell students to go back to the text when needed and use the context to work out the meaning of the unknown words.
- Give them time to find the words or phrases that match the definitions.
- Call on students to share their answers with the class.

### Answer Key

1. G; 2. L; 3. H; 4. B; 5. A; 6. I; 7. E; 8. C; 9. K; 10. F; 11. D; 12. N; 13. M; 14. J

## After You Read

### 7. Completing sentences

- Ask students to use the vocabulary they have worked out in the previous task to complete the sentences given.
- Have them work individually to complete the task.
- Call on students to share their answers with the class.

#### Answer Key

1. self-employed; 2. breadwinner; 3. portrayed; 4. radically; 5. glass ceiling; 6. extended family; 7. Job sharing; 8. flextime; 9. nanny; 10. immediate family; 11. trend; 12. shift; 13. in touch; 14. clerical

### 8. Identifying words from the same family

- Read the instructions and the first item which is given as an example with the students.
- Ask them to review the Language Focus box about prefixes and suffixes on p 14, Chapter 1, if needed.
- Explain that the word types needed to fill in the blanks are words from the text.
- Have students work independently to complete the task.
- Call on students to share their answers with the class.
- Resolve any questions concerning the correct answers.

#### Answer Key

1. employed; 2. necessitates; 3. monetary; 4. informal; 5. involvement; 6. unexpected; 7. accessibility; 8. flexibility

### 9. Recalling information

- Read the instructions.
- Give students some time to underline the words or phrases that complete the sentences correctly according to the information in the text.
- Call on students to share their answers with the class and check how accurately they can recall information from the text.
- In case someone makes a mistake, ask the student to go back to the text and find the relevant clues.

#### Answer Key

1. 70; 2. stay-at-home mom; 3. extended family; 4. large cities; 5. more; 6. increasing

### 10. Thinking and discussing

#### Best Practice – Interacting with Others

Discussion activities such as these provide students with opportunities to practice their fluency while expressing and explaining their opinions to classmates. Working in pairs and small groups also allows for a good amount of speaking time for each individual student.

- Ask a volunteer to read the paragraph for the class.
- Ask students for any unknown words and try to work out their meaning using the context.
- Have them work in pairs and discuss the questions. Tell them to keep notes of their answers and let them know that they will present them in class.
- Call on students to share their answers with the class.
- Finally, ask students what they think about family-friendly companies and have them comment on the way they choose to support their employees.

#### Answer Key

Answers will vary.

## Reading 2 – *Jane Eyre* (Extract from the Classic English Novel)

### Section Aims

**Reading:** Understanding the personalities of the characters in a novel; predicting what will happen next in a novel; recalling information from the text

**Skills Focus:** Making inferences about a relationship from dialogue

### Before You Read

#### 1. Topic

- Ask students to look at the images and say where the people are and what they are doing.
- Ask students to read the questions and think about how they would answer.
- Have them form groups and discuss their opinions. Encourage them to make notes about their group's different opinions.
- Invite groups to report their answers to the class and compare their ideas with other groups.

#### Answer Key

Answers will vary.

#### 2. Thinking critically

##### Best Practice – Prereading Activities

Before students read a long passage, it is often desirable to focus on several attributes of the reading text. This aids student comprehension of the main ideas and important details.

- Read the instructions as a class.
- Have students listen as you read the introduction aloud.
- Clarify any questions from the introduction.
- Remind students that they may not know all the vocabulary in the reading text, but should not use a dictionary during this part of the lesson. Meaning can often be found from the context.

After students complete the reading text, they may wish to clarify vocabulary that remains unclear.

- Ask students to form pairs to complete this activity.
- Have them compare their answers with other pairs.
- Discuss the answers and ask students to explain what clues in the introduction helped them answer.

#### Answer Key

1. B; 2. C; 3. B

#### 3. Thinking and predicting

- Read the instructions.
- Ask two volunteers to read the dialogue. Ask them to pick a character each (Jane Eyre, Mr. Rochester).
- Have them form pairs again and work on the questions.
- Call on volunteers to report their answers.

#### Answer Key

Answers will vary. (Correct answer: 2.)

### While You Read

#### 4. Reading

- Point out the asterisk after the title of the reading passage. Have students read the note explaining the asterisk at the end of the extract.
- Play the audio and have students follow along in their book.

- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to compare their answers in 2 and 3 to the information in the text. Have them compare their answers in their groups.
- Invite students to report their answers to the class.

**Answer Key**

Answers will vary.

**Skills Focus – Making Inferences****Strategy – Making Inferences About a Relationship from Dialogue**

- Read the information in the Strategy box.
- Clarify as needed.

**5. Making inferences about a relationship from dialogue**

- Ask a student to read aloud the directions for this activity.
- Have students work with a partner to choose the correct answers and fill in the blanks.
- Review the correct responses with students.

**Answer Key**

1. This shows that the two characters are not equal socially because Jane Eyre calls Mr. Rochester “sir” and he calls her “Jane.” Therefore, in the society of that time, Jane is subordinate and Mr. Rochester is dominant.

2. This shows that Mr. Rochester feels there is a connection between Jane and him like a string which goes from one heart to the other. However, he believes that once they would be apart, he would suffer and Jane would not. Mr. Rochester’s words imply that he feels love for Jane.

**6. Scanning for words with a specific meaning**

- Read the instructions and review the scanning strategy found in Chapter 2, Reading 2, if necessary.
- Have students work with a partner to fill in the missing words.
- Review the answers with the class.

**Answer Key**

1. bridegroom; 2. dependent; 3. barrier; 4. sobbing; 5. akin; 6. nightingale; 7. oath; 8. automaton; 9. scorn

**7. Reading again**

- Read the instructions.
- Give some time to students to think about their answer individually and write it down.
- Then ask them to discuss their answers in small groups and present an answer that best expresses the opinion of the group.
- Have volunteers from different groups share their answers with the class. You can comment when necessary.

**Answer Key**

Answers will vary.

Suggested answer: She feels she is better than him because she would never marry someone she didn’t love or for whom she felt disdain or dislike. This reaction from her makes sense because she is a smart and straightforward person.

## After You Read

### 8. Recalling information

- Instruct students to complete this activity independently.
- Have them compare their answers with a partner.

#### Answer Key

1. with a lady who lives across the sea
2. she does not want to be separated from her employer
3. have been good friends
4. outside under the stars
5. she is now very sad about leaving it
6. original, strong, and expanded
7. she cannot be happy if Mr. Rochester's bride lives there

### 9. Thinking and discussing

- Read the instructions.
- Direct students to form pairs and choose an extract to read.
- First, ask them to choose characters and work silently. Tell them to pay attention to punctuation and any other clues that reveal each character's feelings.
- You can ask for volunteers to roleplay for the class.
- Then have students discuss in pairs why the characters are feeling like they do.
- Circulate around the class to make sure that everyone is participating.

#### Answer Key

Answers will vary.

## Writing – A Difficult Balance of Work and Life

### Section Aims

**Reading:** Identifying the structure of an expository essay; identifying the topic of each paragraph

**Skills Focus:** The structure of an expository essay; the writing process for an expository essay

**Writing:** Organizing ideas and making notes; writing an expository essay; planning, drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work

### 1. Topic

- Have students look carefully at the images and the section title.
- Ask students how the images are connected to each other.
- Ask "In your opinion, how do you work and life?" Invite volunteers to comment.

#### Answer Key

Answers will vary.

### 2. Thinking critically

- Read the questions as a class.
- Give time for students to note down short answers independently.
- Ask them to discuss their answers in small groups.
- Circulate around the class to make sure that everyone is participating.

#### Answer Key

Answers will vary.

### 3. Reading

- Play the audio for the reading and have students follow along in their books.

- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once they have finished reading, ask them to compare the information in the article with their notes in 2.

**Answer Key**

Answers will vary.

**4. Reading again**

- Ask students to read through the text and identify the topic of each paragraph.
- Have students work individually to match the paragraphs with their topics.
- Invite students to share their answers. Correct when necessary.

**Answer Key**

Paragraph A: The choice made by successful career women

Paragraph B: Women's motivation for quitting their jobs

Paragraph C: Attitudes of the same women a decade later

Paragraph D: The importance of work-life balance for both genders

**Skills Focus – The Structure of an Expository Essay**

- Read the information in the Focus box.
- Clarify as needed.

**5. Identifying the structure of an expository essay**

- Read the instructions and explain that the thesis statement should be stated in the text, while the main idea of each paragraph can be expressed in their own words.
- Have students complete the chart individually or in pairs.
- Ask volunteers to share their answers with the class. If students have trouble finding the main idea of the paragraphs, help them locate the information that shows the main idea in the passage and ask them to rephrase it.

**Answer Key**

<b>Paragraph A</b> (introduction)	<b>Thesis statement:</b> This surprising choice to shift their focus to their families at that stage of their careers ultimately increased these successful career women's sense of self-worth.
	<b>Main idea of paragraph</b>
<b>Paragraph B</b> (body)	Women quit their jobs in search of greater satisfaction by devoting themselves to their families.
<b>Paragraph C</b> (body)	Despite the difficulties they encountered years later in reentering the job market, the women didn't regret their initial choice.
<b>Paragraph D</b> (conclusion)	Both genders need to be valued for their contributions to society and their home in order to be happy.

**6. Brainstorming**

- Read the instructions. Explain to students that they will construct their expository essay by using a mind map and the strategy presented in the following Skills Focus box.
- Write a list of topics on the board that students propose and find interesting. Make sure that they are not too narrow or too general. Make sure that all students have the topic clearly stated on the board.
- Ask them to write the topic down and collect facts related to it. Have them note down ideas in their mind map.

- Circulate around the students to make sure that everyone is working and provide help when needed.

**Answer Key**

Answers will vary.

**Skills Focus – The Writing Process for an Expository Essay****Strategy – Planning and Writing an Expository Essay**

- Read the information in the Focus box and explain as needed.
- Ask students to pay attention to each one of the stages when planning an expository essay, and follow the guidelines directly as they write their own essay.

**7. Drafting your essay**

- Read the instructions and explain as necessary.
- Ask students to use their notes in 6 and the guidelines outlined in the Skills Focus boxes.
- Give students time to organize their thoughts by jotting down their ideas.
- This can be assigned as homework.

**Answer Key**

Answers will vary.

**8. Drafting and editing 1: peer review**

- Read the instructions and the points outlined.
- Have students use the model text and their notes to write their first draft. This can be done for homework.
- Ask students to swap their drafts with a partner. Remind students to look through the questions provided before they read through their partner's drafts so that they have an idea what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist.

**Answer Key**

Answers will vary.

**9. Drafting and editing 2: peer review**

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**10. Rewriting and finalizing**

- Ask students to work with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**11. Blogging**

- Read the instructions.
- Ask students to post their essays and encourage them to comment on each other's opinions.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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



## Chapter 4 – Healthy Mind, Healthy Body

### Chapter Goals

**Reading:** Students will read about the negative effects of stress on one’s health and reflect on whether sacrificing health for a successful but stressful career is worth it. They will read about various ways of cooking meals and the negative impact they have on the environment. Finally, they will be presented with cross-cultural approaches to happiness and understand where happiness comes from. These passages and activities will give students opportunities to use opening statements to anticipate the content of a paragraph, paraphrase the main idea of a reading text, use headings to predict content, and understand the writer’s point of view. They will also practice recognizing synonyms, distinguishing between facts and opinions, and organizing information by using a continuum.

**Writing:** Students will learn how to organize an opinion essay and how to develop arguments and support the main idea of an opinion. Finally, they will use a Venn diagram to compare and contrast two ideas before presenting them in their written work.

### Focus on the Images

Ask students to:

1. look at the images and think about what is being shown. Ask them how they think these images are connected
2. consider how health and happiness are connected to each other. You can ask: Are people usually happy because they are healthy, or are they healthy because they are happy?
3. say what people usually do to stay healthy and what they do to be happy; draw a T-chart on the board and write down all suggestions
4. say whether they believe that happiness is a state of mind and everyone can be happy if they choose to, or if happiness comes from external causes (circumstances). Ask them to explain themselves and give examples.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about being well and happy
2. make a list of thoughts and feelings about choices people make that affect their health and happiness
3. compare the two lists; are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“A good laugh and a long sleep are the best cures in the doctor’s book.”*

Ask students to:

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

**Answer Key**

Answers will vary.

## Reading 1 – Fun? It’ll Cost Ya

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; using opening sentences to make predictions about the paragraphs’ topic; identifying supporting details

**Skills Focus:** Anticipating paragraph content from the opening sentence; paraphrasing the main ideas of a reading text

**Vocabulary:** Getting the meaning of idiomatic phrases from context

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

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

- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

**Answer Key**

Answers will vary.

#### 2. Thinking and predicting

- Ask a volunteer to read the paragraph for the class.
- Ask students to select the correct answer.
- Review the answer and ask students to explain which clues from the paragraph helped them answer.

**Answer Key**

1. C

### Skills Focus – Anticipating Paragraph Content from the Opening Sentence

- Read the information in the Focus box.
- Clarify as needed. Explain that this information is also useful when constructing their own paragraph. The first sentence of their paragraph should “promise” what the rest of the paragraph will be about.

#### 3. Predicting information from the opening sentence

- Read the instructions aloud.
- Have students work in pairs and fill in the chart.
- Ask them to share their answers with the class.
- Ask which opening sentences give a clearer view of what the paragraph will be about and which a less clear view. Discuss why that is.

**Answer Key**

Answers will vary.

## While You Read

### 4. Reading

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once students have finished reading, ask them to compare the information in the article with their answers in 2 and 3.
- Invite volunteers to say how accurate their predictions were.

#### Answer Key

Answers will vary.

### 5. Getting meaning from context

- Read the instructions.
- Have students complete the activity and compare their answers with a partner.
- Review the correct answers with the class.

#### Answer Key

1. D; 2. E; 3. A; 4. I; 5. B; 6. K; 7. L; 8. C; 9. G; 10. F; 11. M; 12. H; 13. J

### 6. Identifying compound words

- Read the instructions and have students remember all necessary information they learned about compound words in chapter 1.
- Have students complete this activity independently. Then have them compare their answers with a partner.
- Review the answers with the class.

#### Answer Key

1. sleep-deprived; 2. lifelong; 3. trade-offs; 4. undervalued; 5. self-prescribed

## Skills Focus – Paraphrasing

### Strategy – Paraphrasing Main Ideas

- Read the information in the box.
- Clarify as needed.

### 7. Paraphrasing main ideas

- Read the instructions and the two items given.
- Put students in small groups to complete the activity.
- Call on volunteers from different groups to present each item using the group's notes.
- Make corrections if necessary.

#### Answer Key

Answers will vary. Suggested answers:

1. People make choices that sacrifice their health for enjoyment. Health though is priceless and we shouldn't take it for granted.
2. The simple Ikarian lifestyle is completely different to the busy lifestyle in modern cities. It seems though that the successful, multitasking lifestyle that many people aspire to is exactly the lifestyle responsible for increasing stress and damaging human health. On the contrary, a peaceful life on the island of Ikaria offers a good quality of life with low stress levels that contribute to longevity.

### 8. Identifying supporting details

- Read the instructions and the first item that is given as an example.

- Have students work in pairs. Ask them to go back to the text and locate the details supporting the writer’s opinion before writing them in the chart.
- Call on students from different groups to report their answers.

<b>Answer Key</b>	
<b>Opinion</b>	<b>Supporting details</b>
I think it goes without saying that stress is a major detriment to one’s health.	Can contribute to heart problems, headaches and high blood pressure Can affect mental health, which can contribute to anxiety and depression
However, that doesn’t mean we should just do what we want all the time.	Good health is undervalued Should look after ourselves
At this critical junction in our lives, when many of us decide on a path that may end up as our personal norm for decades, we need to also consider how to manage our health in the long run.	High-paying job means more work, more fast food, less sleep, more stress
Our ambitions and dreams, as much as they drive us, may very well be our downfall.	We might get the grades, job, etc. but our mental and physical health may suffer

## After You Read

### Best Practice – Interacting with Others

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

### 9. Thinking critically

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

### Answer Key

Answers will vary.

### 10. Thinking and discussing

- Go through the first question. Make a list with students’ ideas on the board.
- Have them work in small groups and discuss which bad habits they are willing to give up for a healthier life in the long run.
- Circulate around the groups to make sure that everyone is participating.
- Once they have finished, brainstorm with the whole class healthier habits and activities that could replace the bad habits named on the board. Use the rest of the board to write down students’ ideas.
- Then ask them to form groups again and discuss the pros and cons of the alternative activities they have proposed.
- Tell them to keep notes of their answers in order to share their ideas with the rest of the class.

### Answer Key

Answers will vary.

## Reading 2 – Delicious Food, Deadly Stoves

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; skimming for the point of view; recalling information based on the reading text

**Skills Focus:** Using headings to predict content; understanding point of view; organizing information by using a continuum

**Vocabulary:** Getting the meaning of specialized terms from context

**Language Focus:** Recognizing synonyms

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

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

- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary.

### Skills Focus – Headings

#### Strategy – Using Headings to Predict Content

- Read the Skills Focus box as students follow along.
- Explain as needed.

#### 2. Using headings to predict content

- Read the instructions.
- Have students work in pairs and answer the questions.
- Call on different students to report their answers. Correct if necessary.

#### Answer Key

1. A The Pros of Clean Cookstoves / B Good Intentions Up in Smoke
2. A
3. B
4. A The advantages of clean cookstoves / B Why clean cookstoves didn't work out
5. It gives a small detail to attract readers' attention. / Answers will vary.

### Skills Focus – Point of View

#### Strategy – Understanding Point of View

- Read the Skills Focus box as students follow along.
- Explain as needed.

#### 3. Skimming for the point of view

- Read the instructions and statements.
- Give students time to skim the text and identify the writer's point of view.
- Check their answers.
- Ask them to explain why the other two statements do not appropriately express the writer's point of view.

**Answer Key**

3.

**While You Read****4. Reading**

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to think about their answers in 2 and 3 and compare them to the information in the article.
- Invite students to report their ideas to the class.

**Answer Key**

Answers will vary.

**5. Getting the meaning of specialized terms from context**

- Ask a volunteer to read the instructions, the phrases in the left column, and the definitions in the right.
- Give students time to reread the phrases silently and find the meaning of the words.
- Ask volunteers to report their answers.

**Answer Key**

1. C; 2. E; 3. A; 4. D; 5. B

**After You Read****6. Recalling information based on what you have read**

- Read the instructions in class.
- Have students read the sentences and try to recall the missing words from the text. If they have difficulty, ask them to write whatever they think fits.
- Ask students to compare their answers with a partner.
- Go over the answers.

**Answer Key**

1. developing countries
2. indoors
3. women and children
4. climate change
5. clean cookstoves

**Language Focus – Recognizing Synonyms**

- Read the information in the Language Focus box and explain as needed.
- Ask students to think of a pair of synonyms they know.
- Compile a short list on the board.

**7. Recognizing synonyms**

- Read the instructions.
- Have students work in pairs and do the activity.
- Go over the answers with the class.

**Answer Key**

1. savvy; 2. obscure; 3. disproportionately; 4. advocates; 5. pledged; 6. prosper; 7. discarded; 8. noble

## Skills Focus – Continuum

### Strategy – Organizing Information Using a Continuum

- Read the information in the Skills Focus box and explain as needed.
- Draw an example of a continuum on the board.
- Ask students to think of things that can be rated on a continuum.
- Write their ideas on the board.

### Best Practice – Organizing Information

Activities such as this will help students organize information from the reading passage so that they are better able to synthesize and recall it later. By placing cooking equipment items on the numbered list, or continuum, students will be able to remember details from the reading more easily and also better understand how dangerous this equipment can be to human health.

### 8. Ranking cooking equipment on a continuum

- Read the instructions and the cooking equipment listed.
- Put students in pairs to rank the equipment from the most dangerous to the least dangerous.
- Have students compare their answers.
- Discuss the answers as a class and suggest the correct continuum.

#### Answer Key

Suggested answers:

Continuum from least dangerous to most dangerous:

Electric stoves > Cookstoves that burn liquid fuels > Wood, charcoal or dung-burning cookstoves with a chimney > Traditional cookstoves that burn charcoal or wood > Traditional cookstoves that burn dung

### Best Practice – Cultivating Critical Thinking

Activities such as this will help students develop the ability to synthesize information from the reading text and combine it with their own ideas. This will enable students to better express their opinions about the topic in a clear and logical way.

### 9. Take a stand: agree or disagree?

- Put students in small groups.
- Tell them to focus on the topic they agree on and write a list of reasons explaining their opinion.
- You may wish to have some students share their statements with the whole class to model the language used for giving opinions.
- Circulate around the class to check on the progress of each group and offer help as needed.

#### Answer Key

Answers will vary.

## Writing – Habits of Happiness

### Section Aims

**Reading:** Reflecting on images and discussing questions related to a topic; using titles to make predictions about the topic of an article; identifying the topic of paragraphs in an article; identifying an opinion essay

**Skills Focus:** Distinguishing between fact and opinion; planning and writing an opinion essay

**Writing:** Using a Venn diagram; drafting, editing, redrafting, and finalizing an opinion essay; reviewing and commenting on written work

### 1. Topic

- Ask students to look at the images and describe what they see in each.
- Ask them what they think they have in common, what they are all about (they are about people expressing their emotions, feelings).
- Have students work in pairs. Ask them to read the questions and write down their ideas about each one.
- Then instruct students to compare their answers in pairs.
- Ask volunteers to share their answers with the class.

#### Answer Key

Answers will vary.

### 2. Thinking and predicting

- Read the instructions.
- Ask students take a moment to think if cultures and habits of happiness are connected to each other. In what way?
- Then ask them to note down their ideas based on the title and the items listed in this activity.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary.

### 3. Reading

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to think about their answers in 1 and 2 and compare them to the information in the article.
- Invite students to report their ideas to the class.

#### Answer Key

Answers will vary.

### 4. Reading again

- Have volunteers read the instructions and the questions given.
- Ask students to work individually or in pairs to answer the questions.
- Have students give their answers.

#### Answer Key

1.B; 2.A

### 5. Reading and writing the topic

- Read the instructions.
- Ask students to work independently and write the topic of each paragraph in their own words.
- Then have them compare their answers with a partner.
- Call on students to share their answers with the class and make suggestions/corrections.

#### Answer Key

Suggested answers:

C: The role of globalization

D: The pros and cons of close relationships



### Skills Focus – Distinguishing Between Fact and Opinion

- Read the information in the Skills Focus box and explain as needed.
- Ask students to suggest statements that they consider as facts or opinions.
- Draw a T-chart on the board and write facts on one side and opinions on the other.
- Ask students under which list their statement should be written. Are they facts or opinions?
- Discuss why some of them belong to both lists.

#### 6. Distinguishing between fact and opinion

- Read the instructions.
- Ask students to work on their own and go back to the text if they want to see the statements in their larger context.
- Then ask them to compare their answers with a partner.
- Go over the answers with the class.

#### Answer Key

1. F; 2. F; 3. O; 4. F; 5. O; 6. O; 7. F; 8. O

#### 7. Thinking critically

- Ask students to work in pairs or small groups.
- Read the questions carefully together and explain as needed.
- Give students time to work out the answers.
- Circulate around the groups and offer help when necessary.

#### Answer Key

1. Express opinion: I don't believe, Perhaps

State facts: ... has discovered, researchers have found, have been found to

Mention other viewpoints: we are told

2. Happiness is not culture-bound.

His opinion is implied.

3. There is a constant across cultures – people suffer from depression for similar reasons across the globe.

Even in the West, which is supposed to promote individualism as a source of happiness, people derive happiness from close, loving relationships.

4. The author provides research evidence.

### Skills Focus – The Structure of an Opinion Essay

- Read the information in the Skills Focus box.
- Explain as needed.

#### 8. Identifying an opinion essay

- Have volunteers read the instructions and the paragraphs that follow.
- Discuss as a class which is an opening paragraph of an opinion essay and why. (Paragraph A introduces a cause and effect essay, and paragraph C introduces an expository essay.)

#### Answer Key

B

### Skills Focus – The Writing Process for an Opinion Essay

#### Strategy – Planning and Writing an Opinion Essay

- Read the information in the Skills Focus box carefully and explain each step as needed.
- Tell students that they will be asked to follow the exact order of steps in order to write their opinion essay.

## 9. Brainstorming

- Read the instructions and draw a mind map on the board.
- Ask students to note down customs and lifestyles that affect people's happiness either in developed or in developing countries. Note that their ideas may also refer to both developed and developing countries.
- Ask students to share their opinions with the class.
- You can keep notes of their ideas on the board as they explain them orally.

### Answer Key

Answers will vary.

## 10. Using a Venn diagram

- Read the instructions.
- Ask students to use your notes on the board to organize a Venn diagram.
- Circulate around the class to offer help when needed. Make sure that everyone has formed a correct Venn diagram.

### Answer Key

Answers will vary.

## 11. Drafting your essay

- Read the instructions and explain as necessary.
- Ask students to use their notes in 9 and 10 and the guidelines outlined in Skills Focus boxes.
- Give students time to organize their thoughts by jotting down their ideas.
- This can be assigned as homework.

### Answer Key

Answers will vary.

## 12. Drafting and editing 1: peer review

- Read the instructions.
- Have students use their notes to write their first drafts. This can also be assigned for homework.
- Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner's drafts so that they have an idea what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

### Answer Key

Answers will vary.

## 13. Drafting and editing 2: peer review

- Read the instructions.
- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

### Answer Key

Answers will vary.

## 14. Editing, rewriting, and finalizing

- Ask students to work with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**15. Thinking critically**

- Have a volunteer read the instructions and the statements listed.
- Give students time to elaborate on the statements and decide which ones express their point of view.
- Ask them to write down reasons, examples or evidence to support their opinion for each one.

**Answer Key**

Answers will vary.

**16. Blogging**

- Read the instructions.
- Ask students to post their opinions on the statements listed in task 15, as well as comments on their classmates' opinions.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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

## Chapter 5 – Hi-Tech, Low-Tech, or No Tech?

### Chapter Goals

**Reading:** Students will be presented with an article discussing the pros and cons of integrating technology in the classroom. In the first reading text, students will learn how to skim for general ideas and scan for details. They will create a study outline and discuss questions related to classroom technology. In part 2, students will read about the current career trend which is high-tech oriented. They will identify the main topic and details, and focus on specialized terms related to technology. New vocabulary and critical thinking will be blended as students incorporate ideas in speech and writing.

**Writing:** Students will practice notetaking, organizing information using a T-chart and writing a pros and cons essay. They will also use transition words to introduce advantages and disadvantages in their writing. They will work on reviewing, drafting, and editing their own writing, as well as doing peer reviews.

### Focus on the Images

Say: *This weekend, I'll visit my parents in Spain and work on a new project with my partner, she is in New Zealand. We have a presentation on Monday!* Then ask: *Does what I just said sound normal to you? How would the same statement have sounded twenty years ago?* Ask students to say, by a show of hands, if they would find it possible to work without going to a physical place at all in the near future. Ask if they would prefer telecommuting (remote employment) or not. Have them justify their answers.

Ask students to:

1. look at the images; encourage them to think about how these images are connected
2. say how people use technology in each case
3. say which hi-tech device they think is most useful in their everyday life and why. Then call on volunteers to say what expectation they have from technology in the near future.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about using technology in the classroom
2. make a list of thoughts and feelings about a high-tech experience while learning
3. compare the two lists. Are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."*

- Have students identify the main idea of the quote and rephrase it.
- Ask them to give their opinion on the quote and justify it.

**Answer Key**

Answers will vary.

## Reading 1 – Technology in the Classroom: Friend or Foe?

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; reflecting on the topic and ideas of a text and expressing opinions

**Skills Focus:** Skimming for the general idea of the text; scanning for details; creating a study outline

### Before You Read

#### 1. Topic

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

**Answer Key**

Answers will vary.

#### 2. Thinking and predicting

- Read the instructions.
- Work out the meaning of the word foe. Have students make suggestions.
- Give students time to write down information they expect to find in the text.
- Call on volunteers to share their answers with the class.

**Answer Key**

Answers will vary.

### Skills Focus – Skimming

#### Strategy – Skimming for the General Idea

- Read the Skills Focus box as students follow along.
- Explain as needed.

#### 3. Skimming for the general idea

- Ask students to use the strategy they have just read and skim the article.
- Ask them to choose the sentence that best describes its main idea.
- Invite students to share their answer with the class.

**Answer Key**

1.

### While You Read

#### 4. Reading

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

- Once students have finished reading the passage, have them compare the information with their answers in 2 and 3.

**Answer Key**

Answers will vary.

**5. Figuring out meaning from context**

- Read the instructions.
- Start reading one by one all the new vocabulary as students follow along.
- Ask them to work in pairs and use the text to get the meaning of these words.
- Tell them that they don't necessarily need to find synonyms. They can express the meaning with more than one word.
- Circulate among students and give help if necessary.
- Review answers with the class and ask for the clues they used to figure out each word's meaning.

**Answer Key**

1. proliferation = an increase in the number of something
2. dilemma = a situation in which someone has to choose between two or more options
3. hinder = to prevent or delay
4. immerse = to become completely involved in something
5. foster = to promote or help to grow
6. at the opposite end of the spectrum = on the other hand, at the other extreme
7. hands-on = knowledge or skill that someone gets from doing something instead of reading about it or seeing it
8. cultivate = to encourage, try to make stronger
9. the heart of = the center of
10. engagement = active involvement
11. first and foremost = more than anything else
12. distraction = something that turns your attention away from something you want to concentrate on
13. replicate = do exactly the same way
14. imperative = necessary

**6. Matching nouns and adjectives****Best Practice – Making Use of Academic Content**

Using the dictionary is an important academic skill. Students need to find words quickly in academic settings. Strategies such as using guide words help students develop important research skills.

- Read the instructions for 1 in class.
- Have students work individually. Tell them that at this stage they can look up in a dictionary any unknown words before writing their sentences.
- Review answers with the class.
- Continue with 2. Read the instructions.
- Put students in small groups and ask them to brainstorm nouns that can be combined with the adjectives in 1.
- Write students' suggestions on the board. Correct if necessary.
- Move on to 3. Read the instructions.
- Have students work in pairs to complete the task.
- Review answers with the class.

**Answer Key**

1. A development; B skills; C learners; D lives; E experiences; F companies; G discussions; H connections.

Sentences will vary.  
 2. Answers will vary.  
 3. All are compound adjectives except for “cognitive”.  
 Problem-solving; non-profit; workforce; self-esteem. / They are all nouns.  
 Sentences will vary.

### 7. Writing the main idea of the article

- Read the instructions.
- Have students work individually and write a sentence describing the main idea of the article.
- Call on students to share their answers with the class and compare them with their answer in 3.

#### Answer Key

Suggested answer:

Using technology in the classroom has both advantages and disadvantages.

### 8. Identifying the main idea in paragraphs

- Read the instructions.
- Have students work individually.
- Then ask them to form groups of four to compare and discuss their answers.
- Circulate among students to check their work and participation in the conversation with their peers.

#### Answer Key

Paragraph A: The proliferation of technology has transformed modern society on many levels.

Paragraph B: Given the rise of technology in the classroom, we are faced with a dilemma.

Paragraph C: These schools believe that full access to technology, including computers and the Internet, enables students to become self-directed learners.

Paragraph E: Parents and teachers believe that meaningful engagement comes first and foremost from teachers and peers, and that computers and technology are more distraction than resource.

Paragraph G: How we view technology in the classroom will help to determine our funding priorities in meeting the challenges and opportunities of education in the digital age.

## Skills Focus – Scanning

### Strategy – Scanning for Details

- Read the Strategy box as students follow along.
- Explain as needed.
- Tell students that they will have to scan the text to quickly find specific information.
- Ask them to scan the first two paragraphs and answer the question: What is the *dilemma*? (Whether technology teaches students the skills they need or prevents them from developing them.)
- See how quickly they managed to find the answer in the text and ask them to write it down in the chart in 9 1.

### 9. Scanning for details

- Read the instructions.
- Ask students to work individually and complete the rest of the chart.
- Call on students to share their answers with the class.

#### Answer Key

1. Whether technology teaches students the skills they need or prevents them from developing them

2. Completely immerse students in technology to help them develop modern-day skills
3. Google, Apple, Facebook, Twitter
4. Digital Education Action Plan

## Skills Focus – Study Outline

### Strategy – Creating a Study Outline

- Read the Strategy box as students follow along.
- Create an outline on the board using only roman and regular numbers and explain as needed.

## 10. Creating a study outline

### Best Practice – Organizing Information

In Activity 10, students create an outline detailing the key topics and main ideas from the reading text. This strategy will enable them to recall information later. Learning to create outlines is a strategy that students will find useful in a wide range of academic courses.

- Go over the instructions.
- Create an outline on the board following the structure given in 10.
- Ask students: *What was the dilemma in the text?* and write their answer on the board.
- Then ask: *What is the first approach to this dilemma?* (The first approach is already filled in.) You can copy it on the board and continue by asking: *Who illustrates this approach?* (New Tech Network.)
- Then ask: *Which goal is achieved after the complete immersion of students in technology?* (Students develop research and analysis skills instead of depending on teachers or textbooks.)
- Continue by asking structural questions to help students complete the study outline.
- Correct their suggestions if necessary and write them on the board.
- Ask students to use your notes on the board to check and correct their answers if necessary.

### Answer Key

Suggested answers:

I. Dilemma: Whether technology teaches students the skills they need or prevents them from developing them

II. Approach 1: *Complete immersion in technology*

1. *New Tech Network*

2. Goal: help students develop needed research and analysis skills instead of depending on teachers or textbooks

III. Arguments in favor of classroom technology:

1. Helps students to become self-directed learners

2. Prepares children for college and the workforce

3. Fosters connections between people and information around the globe

4. Motivates children and makes them interested in lessons

IV. Approach 2: hands-on experiences through music, dance, and writing

1. Waldorf and Rudolf Steiner schools

2. Belief: hands-on experiences cultivate a love of learning, help students develop intellectually, emotionally, spiritually; meaningful engagement comes mainly from teachers and peers

V. Arguments against classroom technology:

1. Exposing students before they are ready can interfere with their abilities

2. Online videos and programs not as good as classroom discussions

3. Cannot replicate classroom interaction with computers

4. Computers do not teach students social skills

5. Teachers are very important factors in a student's development

VI. Money for education:

1. European Commission started Digital Education Plan in 2018

2. About 18% of EU schools don't have good broadband connections



## After You Read

### 11. Analyzing the main point (thesis) of an article

- Read the instructions and the questions that follow.
- Have students work in pairs to find the missing words.
- Ask them to keep notes of their answers to the questions in order to share them with the rest of the class.
- Circulate among students and offer help if necessary.
- Review answers with the class.

#### Answer Key

1. A “crutch” is a means of support.

The image of a crutch represents technology.

The author implies that technology can become something students depend on too much.

A metaphor creates an image in your mind and can make the message more powerful.

2. Answers will vary.

### 12. Thinking critically

#### Best Practice – Interacting with Others

Group work activities give students a chance to express their ideas and opinions in authentic conversations while practicing their listening and speaking fluency.

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

#### Answer Key

Answers will vary.

## Reading 2 – The Cool of Technology Careers

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; brainstorming and recalling words and phrases related to a topic

**Language Focus:** Learning specialized terms

### Before You Read

#### 1. Brainstorming

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

#### Answer Key

Answers will vary.

#### 2. Thinking and predicting

##### Best Practice – Activating Prior Knowledge

This activity requires students to make predictions. Making predictions activates prior knowledge by enabling students to link existing knowledge to new information that they will

encounter in their reading. Linking existing knowledge with new information helps students better understand what they read.

- Read the instructions as students follow along.
- Ask students to work in pairs or small groups and think about what information could be included under these opening sentences.
- Call on students to share their ideas with the class.

#### **Answer Key**

Answers will vary.

### **While You Read**

#### **3. Reading**

- Read the instructions.
- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to think about their predictions in 2 and compare them to the information in the article in pairs.
- Invite students to report their ideas to the class and explain what helped them answer correctly.

#### **Answer Key**

Answers will vary.

#### **4. Identifying the main topic and details**

- Read the instructions with students.
- Ask them to form pairs and work on the activity.
- Give them time to complete it while you circulate around the class offering help if necessary.
- Call on students from different pairs to share their answers with the class and check how different or similar the answers are. Discuss why that is.

#### **Answer Key**

Suggested answers:

##### **Paragraph A**

Topic: Career trends

Main idea: Career choices change over time and reflect changes to society

Important/Supporting details: Mid-20th century – focus on corporate jobs; start of 21st century – focus on technology workers

##### **Paragraph B**

Topic: The effect of social media on people's lives

Main idea: Social media not only changes the way people communicate, but also the way they live and think about themselves

Important/Supporting details: Facebook makes us perform for our friends in a very different way than we would at a party or when alone; Google makes it easy to look up things we did not intend to; Twitter encourages us to tweet about everything we do

##### **Paragraph C**

Topic: Technology workers

Main idea: Technology workers are sought-after workers that are offered great career opportunities today

Important/Supporting details: Tech workers needed to collect and store data in databases  
Machines and algorithms in the workplace are expected to create 133 million new roles  
Workers are needed who will help people automate their lives, homes, and businesses

## After You Read

### 5. Inferring the meaning of expressions from context and vocabulary

- Read the instructions and ensure all students know that inference is an educated guess about the meaning of the target phrases.
- Have students select their answers individually.
- Go over the answers with the class.

#### Answer Key

1. B; 2. B; 3. A; 4. C; 5. C; 6. B; 7. B; 8. B

## Language Focus – Learning Specialized Terms

- Read the information in the Language Focus box as students follow along.
- Ask students to give some examples of specialized terms about information technology (e.g. website, link, app, etc.).

### 6. Inferring the meaning of specialized terms

- Ask a volunteer to read the instructions, terms, and definitions.
- Have students work independently.
- Go over answers with the class.

#### Answer Key

1. D; 2. F; 3. A; 4. B; 5. C; 6. E

### 7. Thinking and discussing

- Read the questions and have students think about their opinion.
- Then put them in groups to exchange views and keep notes of their answers.
- Circulate around groups to make sure that everyone is participating.
- Ask volunteers to share their views with other groups.

#### Answer Key

Answers will vary.

### 8. Blogging

- Read the instructions.
- Ask students to think about what they would like to say in their comments and make notes.
- Have students post their comments.

#### Answer Key

Answers will vary.

## Writing – Pros and Cons

### Section Aims

**Skills Focus:** Organizing information; the structure of a pros and cons essay; the writing process for a pros and cons essay; listing advantages and disadvantages

**Writing:** Planning a pros and cons essay; making notes and organizing information in a T-chart; drafting, editing, redrafting, and finalizing a pros and cons essay; reviewing and commenting on written work

### 1. Brainstorming

- Ask students to look at the images and say what they see.

- Direct them to form groups and write down any words or phrases that come to mind when they think about inventions that have changed the world.
- Invite groups to report their words and phrases to the class and compare their ideas with other groups.

**Answer Key**

Answers will vary.

**2. Think critically**

- Read the instructions.
- Give students time to add their ideas and think about the way the given technologies affected the world.
- Have students compare their answers with a partner.
- Call on volunteers to share their ideas with the rest of the class.

**Answer Key**

Answers will vary.

**Skills Focus – Organizing Information**

**Strategy – Using a T-chart to Organize Information**

- Read the Strategy box as students follow along.
- Explain as needed.

**3. Using a T-chart to organize information**

- Read the instructions with the class.
- Direct students to form small groups and cooperate in order to organize the arguments in the T-chart.
- Circulate around the groups to make sure that everyone is participating.
- Once they have finished, draw a T-chart on the board and write a number for each one of the arguments students find in the text. There must be 4 arguments for and 5 against technology in the classroom. Also write the arguments students add to those stated in the text.
- Make any necessary corrections to students’ suggestions so that you have college-level arguments on the board.
- Ask students to write down all the arguments suggested by their classmates that are written on the board.

**Answer Key**

<b>Technology in the Classroom</b>	
<b>Arguments For</b>	<b>Arguments Against</b>
1. Helps students to become self-directed learners. 2. Prepares children for college and the workforce. 3. Fosters connections between people and information around the globe. 4. Motivates children and makes them interested in lessons.  College-level: Answers will vary.	1. Exposing students before they are ready can interfere with their abilities. 2. Online videos and programs not as good as classroom discussions. 3. Cannot replicate classroom interaction with computers. 4. Computers do not teach students social skills. 5. Teachers are very important factors in a student’s development.  College-level: Answers will vary.

#### 4. Reflecting on aspects of a reading text

- Read the instructions and offer any necessary explanations.
- Give students time to look back at reading text 1 and think about the aspects listed there.
- Ask them to underline clues in the text or keep any necessary notes to be able to present their views in the class later on.
- Ask volunteers to share their ideas with the class and comment on each other's views.

#### Answer Key

1. No answer.
2. No, he or she does not. The writer asks the readers a question, leaving the decision up to them.

#### 5. Identifying the structure of an article

- Read the instructions.
- Ask students to do the activity on their own.
- Go over the answers with the class.

#### Answer Key

Purpose of Paragraph	Paragraph
Presentation of the dilemma	B
Additional arguments supporting the opposing viewpoint	F
Presentation of the first viewpoint/approach	C
Presentation of the situation	A
Conclusion	H
Presentation of the opposing viewpoint/approach	E
Additional arguments supporting the first viewpoint	D
A broader look at the situation	G

#### 6. Reading and noticing transitions

- Read the instructions.
- Ask students to go back to the text once more and fill in the chart with the opening sentences of the paragraphs.
- Ask them to comment on how the writer introduces additional arguments and underline the linking words/phrases they see. Have them compare their findings in pairs.
- Call on students to share their answers with the class.

#### Answer Key

1.

	Opening Sentence
Paragraph A	The proliferation of technology has transformed modern society on many levels.
Paragraph B	Given the rise of technology in the classroom, we are faced with a dilemma: ...
Paragraph C	<u>One approach</u> , illustrated by New Tech Network, ...
Paragraph D	<u>Other arguments in favor of</u> technology in the classroom include: ...
Paragraph E	<u>At the opposite end of the spectrum</u> ...
Paragraph F	<u>Other arguments against</u> technology in the classroom include: ...
Paragraph G	Technology in the classroom also presents a question about how a country's money for education should be spent to make better use of digital technology for learning.
Paragraph H	Where do you stand on the use of technology in the classroom?

2. See chart above.

## Skills Focus – The Structure of a Pros and Cons Essay

### Strategy – Writing a Pros and Cons Essay

- Read the Strategy box carefully as students follow along.
- Offer any explanations that are needed.

### 7. Choosing a topic

- Read the instructions and the topics listed.
- Make sure that all students have chosen a topic.

#### Answer Key

Answers will vary.

### 8. Brainstorming ideas

- Read the instructions.
- Give students time to jot down their ideas.
- This activity can be assigned for homework.

#### Answer Key

Answers will vary.

### 9. Organizing information in a T-chart

- Read the instructions.
- Give students time to organize their ideas in the T-chart.
- This activity can be assigned for homework.

#### Answer Key

Answers will vary.

## Skills Focus – The Writing Process for a Pros and Cons Essay

### Strategy – Planning and Writing a Pros and Cons Essay

- Read the Strategy box as students follow along.
- Point out that they should reread these steps carefully before starting to write their essay and follow them one by one.

### 10. Drafting your essay

- Read the instructions.
- Ask students to use their notes in 8 and 9 and the guidelines outlined in Skills Focus boxes.
- Give students time to organize their thoughts and write down their ideas.
- Point out that they should use transition words to connect their ideas and paragraphs, and direct them to the transition words/phrases in the Skills Focus box.
- This can be assigned as homework.

#### Answer Key

Answers will vary.

## Skills Focus – Listing Advantages and Disadvantages

### Strategy – Using Transition Words and Phrases to Introduce Advantages and Disadvantages

- Read the Strategy box as students follow along.
- Point out that they are expected to use such transition words/phrases in their essay.
- Direct students' attention to the Tip, read it, and explain as needed.

**11. Drafting and editing 1: peer review**

- Read the instructions.
- Have students use their notes to write their first drafts. This can also be assigned for homework.
- Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner's drafts so that they have an idea what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

**Answer Key**

Answers will vary.

**12. Drafting and editing 2: peer review**

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**13. Editing, rewriting, and finalizing**

- Ask students to work individually or with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**14. Blogging**

- Read the instructions.
- Ask students to post their essays as well as comment on other students' viewpoints.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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

## Chapter 6 – Dollars, Deeds, and Dreams

### Chapter Goals

**Reading:** Students will read about a daring individual, Howard Hughes, and discuss why people choose to undertake dangerous ventures. They will have the chance to draw conclusions about a character in a reading text judging from his/her actions, identify opinions, arguments and examples in a reading text, and also identify and form word chunks. Then students will focus on financial matters and read some advice about how to manage their assets. They will infer the meaning of specialized terms, recognize word families, and organize topics and main ideas using a mind map.

**Writing:** Students will gain practice in carrying out online research and writing a short passage on a movie tribute to the life of a great person. They will express their opinion, while supporting it with arguments, details, and examples in an opinion essay. They will draft their essays and edit their classmates' work.

### Focus on the Images

Ask students to:

1. look at the image and say what they see and what they think when they look at it
2. give examples of great deeds or fascinating achievements by mankind
3. think about who is considered a successful and praiseworthy person today.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about work and money
2. make a list of thoughts and feelings about being rich and successful
3. compare the two lists; are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“Success usually comes to those who are too busy to be looking for it.”*

Ask students to:

1. identify the main idea of the quote
2. give their opinion on the quote and justify it.

#### Answer Key

Answers will vary.

## Reading 1 – Howard Hughes: The Daring Aviator

### Section Aims

**Reading:** Answering questions using existing knowledge of a topic, expressing opinion and making notes on questions related to an article

**Skills Focus:** Inferring character from actions



**Vocabulary:** Identifying and forming word chunks

**Research and Document:** Searching for and choosing relevant online sources to find information

## Before You Read

### 1. Topic

#### Best Practice – Activating Prior Knowledge

This activity uses students' prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already think about surpassing limits into the larger framework of this reading.

- Have students read the questions in the activity and write brief answers.
- Put students in pairs to discuss the questions.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary.

### 2. Thinking critically

- Tell students to read the statements and decide if they are true or false.
- Have students compare and discuss their answers with a partner.
- Tell them they will be able to check their answers later, after they have read the text.

#### Answer Key

Answers will vary.

## While You Read

### 3. Reading

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Ask students if their opinions in 2 are in agreement with what they have read in the text and ask them to complete the 'After You Read' column.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary. Suggested answers:

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

### 4. Completing the sentences

- Ask volunteers to read the instructions, the words, and their definitions.
- Then give some time to students to fill in the gaps with the appropriate word.
- Have students compare their answers in pairs.
- Go over the answers with the class.

#### Answer Key

1. contemporary
2. blaze
3. marked
4. in pursuit of
5. assemble
6. made his/her mark
7. feat
8. drop out
9. box-office

10. caught up with
11. plagued
12. the latter

### 5. Identifying and forming word chunks

- Read the instructions and make sure that all students understand what word chunks are (words that usually go together).
- Ask them to reread the text if necessary and find which two words in the chart match. Also ask them to check other listed words they think go together. Tell students that there may be more than one correct option.
- Call on one volunteer to do the first item. Ask students to work in pairs to do the rest of the items and write down more word chunks they find in the text.
- Go over the answers with the class.

#### Answer Key

significant contributions (chance, injuries, returns, record)

notable example (chance, contributions, returns)

slim chance

box-office returns (record)

financial doom (contributions, returns, record)

break record

sustain injuries

More word chunks in reading text:

film production, combat planes, Allied powers, pilot's license, air force, bad reviews, speed records, world records, fuel tank, ambitious performance

### After You Read

#### 6. Thinking and discussing

- Read the instructions.
- Give students time to complete the task individually.
- Circulate and offer help if needed.
- Have students discuss their answers with a partner.
- Call on different students to report their answers.

#### Answer Key

Yes/No answers are provided based on content in the article. Supporting details and opinions will vary.

1. Yes
2. Yes
3. Yes
4. Yes
5. No

### Skills Focus – Inferring Character from Actions

- Read the Skills Focus box as students follow along.
- Explain as needed.

#### 7. Inferring character

- Tell students to work with a partner and make notes of clues revealing Hughes' characteristics and qualities. Tell them that if they have difficulty remembering evidence from the article, they can go back to it and locate the information they need.
- Ask students to make a list of character traits and a second list with the corresponding actions connected to these traits.

- Have students complete the activity as you circulate and help if needed.
- Ask them to compare their answers with different pairs.
- Call on students to share their answers with the class.

### Answer Key

Answers will vary. Suggested answers:

Character Traits	Evidence from Article
Ambitious	Made movies, created own aircraft company
Determined	Made movies despite poor odds of success
Obsessed with detail	Trained and got own pilot's license, shot and reshot movie over three years
Daring	Flew planes to break records

## 8. Commenting

### Best Practice – Interacting with Others

Activities that involve group discussions give students an opportunity to practice expressing their ideas while increasing their listening and speaking fluency. The following activity gets students to draw on what they learned from the reading passage and combine that with their own ideas and experiences.

- Direct students to form groups and discuss the points listed.
- Circulate and spend some time with each group. Listen to students' opinions, make comments, and help in conversation.

### Answer Key

Answers will vary.

## 9. Blogging

- Have students work independently or in pairs to do online research about a movie tribute to the life of a great person.
- Ask students to make notes about the movie and the person they research. Remind them not to write down complete sentences. Explain that they will use their notes to write a short passage on the movie tribute and post it on OUR BLOG/BLOARD.
- This activity can be assigned for homework.

### Answer Key

Answers will vary.

## Reading 2 – You? A Millionaire? Yes!

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; using headings to make predictions about the content of an article; identifying main ideas; making the mind map of an article

**Language Focus:** Recognizing word families

**Vocabulary:** Inferring meaning of specialized terms; getting meaning from context

### Before You Read

#### 1. Topic

- Ask students to look at the images and say what they think about each person based on their appearance.
- Ask what clues made them reach their conclusions.

- Then instruct students to read through the questions as they look at the images and answer them. They can write their answers down.
- Ask volunteers to share their answers with the class.

**Answer Key**

Answers will vary.

**2. Thinking and predicting**

- Ask a volunteer to read the instructions and the headings.
- Give students some time to write down their ideas.
- Ask them to compare them with a partner.
- Call on students to share their answers with the class.

**Answer Key**

Answers will vary.

**While You Read****3. Reading**

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to underline in the text the words, phrases, and sentences that answer the questions in 2.
- Have them compare their answers in pairs.
- Invite students to report their answers to the class.

**Answer Key**

Answers will vary.

**4. Inferring the meaning of specialized terms**

- Read the instructions.
- Ask students to work on their own and match phrases with definitions.
- Call on students to share their answers with the class.

**Answer Key**

1. D; 2. J; 3. C; 4. E; 5. H; 6. F; 7. G; 8. I; 9. B; 10. A

**Language Focus – Recognizing Word Families**

- Read the Language Focus box as students follow along.
- Write some known words on the board and ask students to find related words. Write them down too.
- Then write derivatives like *meaningful*, *informational*, *interesting*, and ask students for the root words (*meaning*, *inform*, *interest*).
- Explain that searching for the root of unknown words always helps to work out their meaning.

**5. Recognizing word families**

- Read the instructions.
- Have students work in pairs and complete the task.
- Call on students to report their answers to the class.

**Answer Key**

1. majority; 2. capitalist; 3. services; 4. poorly; 5. literacy; 6. investment; 7. deduction; 8. earnings

## 6. Identifying the main ideas

- Read the instructions.
- Have students work individually or in pairs to complete the items.
- Have volunteers share their answers with the class.

### Answer Key

1. millionaire; 2. likely; 3. earning / making

## 7. Changing false to true statements

- Read the instructions.
- Have students work independently to complete the activity.
- Tell them to go back to the text if necessary.
- Ask different volunteers to read each question in 6 and then use the corrected statement in 7 to answer.

### Answer Key

1. A possible; B saves  
2. C entrepreneurs; D employees; E financial  
3. F good; G head; H knowledge

## After You Read

### 8. Getting meaning from context

- Read the instructions.
- Ask different students to read each sentence aloud and give one minute to the class to choose the correct synonym for the underlined words.
- Then have students compare their answers with a partner.
- Go through the answers with the class.

### Answer Key

1. A; 2. B; 3. B; 4. C; 5. C; 6. C; 7. A; 8. B; 9. A; 10. C

### 9. Using a mind map

- Read the tip and the instructions with the class.
- Have students work individually and complete the mind map.
- Ask students to compare their completed mind map with another student.
- Review the answers with the class.

### Answer Key

Suggested answers:

It's better if you:

1. Are self-employed/an entrepreneur.
2. Save a fifth of your income as soon as you start working.
3. Learn about financial management.
4. Get an education.

Control your assets by:

1. Making an inventory of financial assets.
2. Keeping track of all expenses.
3. Preparing a budget.
4. Paying all debts.
5. Starting to save money early.
6. Not borrowing money for ordinary expenses.

## 10. Thinking and discussing

- Put students in small groups to discuss the questions.
- Ask students to keep brief notes describing the traditional attitude to the concept of “becoming a millionaire” in their country. Ask them to share their view with group members.
- Circulate around the groups to make sure that everyone is participating. You can also participate in each group’s conversation.

### Answer Key

Answers will vary.

## Writing – For the Love of Work

### Section Aims

**Reading:** Identifying opinions, arguments, and examples or facts

**Skills Focus:** Expressing opinion; selecting strong arguments to support opinion

**Writing:** Writing an opinion essay; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work

### 1. Topic

- Read the instructions, and have students study the images.
- Encourage them to describe the profiles of the people they see.
- Put them in small groups to discuss the questions. Ask them to keep brief notes.
- Ask volunteers to share their answers with the class.

### Answer Key

Answers will vary.

### 2. Discussing viewpoints

- Read the instructions and have volunteers read the viewpoints listed.
- Ask students to write down brief answers explaining their stand towards each statement.
- Ask them to compare their ideas in small groups.

### Answer Key

Answers will vary.

### 3. Reading

- Before students read the text, have them look at the sentences A–C.
- Ask them to pay attention to the context and complete the text with the missing sentence.
- Play the audio for the reading text and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- After reading the text, ask students to compare their answers with a partner.

### Answer Key

(1) B; (2) A; (3) C

### 4. Identifying opinions, arguments, and examples or facts

- Ask students to read the text once more and scan for the opinions listed in the chart.
- Then ask them to underline in the text the arguments and examples supporting each opinion.
- Give them some time to make notes in the chart.
- Review answers with the class.

**Answer Key**

Answers will vary. Suggested answers:

<b>Opinion</b>	<b>Argument</b>	<b>Examples/Facts</b>
Artists, writers, and filmmakers care only about the satisfaction their activities give them.	Very few make a living, yet still invest in fine arts degrees, etc.	< 3% of independent movies make a profit
Restaurant owners also belong to this club.	About 1,000 new restaurants open in NYC each year. 80% go out of business within five years. More and more restaurants open.	–
Another group that care only about personal satisfaction are purveyors of handmade goods.	So many products that it's hard to make them stand out. People still make handmade goods.	etsy.com: > 60 million items

**Skills Focus – Opinion****Strategy – Expressing Opinion**

- Read the strategy as students follow along.
- Tell students that they are expected to use phrases expressing opinion in the essay they are going to write next.

**5. Brainstorming**

- Read the instructions and ask students to choose the topic of their essay.
- Give them time to draw a mind map and make notes related to the subject they have chosen.

**Answer Key**

Answers will vary.

**6. Drafting your essay****Best Practice – Making Use of Academic Content**

This activity requires students to go through the steps of the process involved in writing a well-organized opinion essay. They will practice some strategies to help them with writing in a variety of academic contexts.

- Draw students' attention to the Skills Focus box. Read it as they follow along.
- Then have them look back at the guidelines on opinion essays in Chapter 4.
- Ask students to use their notes in the mind map and write their first draft. This can be done for homework.

**Answer Key**

Answers will vary.

**Skills Focus – Arguments and Supporting Details****Strategy – Selecting Strong Arguments to Support Your Opinion**

- Read the strategy as students follow along.
- Note that in their essay, writing details and examples are necessary to support their arguments.

**7. Drafting and editing 1: peer review**

- Ask students to swap their drafts with a partner. Remind them to pay attention to content and form.
- Have students review their partner's draft and suggest changes or additional arguments for the most convincing points of view. This can also be done for homework.

**Answer Key**

Answers will vary.

**8. Drafting and editing 2: peer review**

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**9. Editing, rewriting, and finalizing**

- Ask students to work with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**10. Blogging**

- Read the instructions.
- Ask students to post their essays as well as comment on their peers' essays.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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



## Chapter 7 – Standing Out from the Crowd

### Chapter Goals

**Reading:** Students will read about remarkable individuals. In the first reading text they will learn about Aimee Mullins, a disabled athlete, model, thinker, and ambassador for the rights of the disabled. They will find facts to support or disprove general statements, determine a text's organization, and figure out words from structure clues. In Part 2, students will read an interview with Bill Gates. They will be introduced to differences between spoken and written discourse, and practice reporting other people's thoughts, beliefs, and feelings.

**Writing:** Students will be asked to write an essay reporting someone else's ideas and opinions. They will be presented with a variety of reporting verbs that they are expected to use in their written work. They will draft their essays and edit their classmates' work.

### Focus on the Images

Ask students to:

1. look at the images and say what/who they see in each; say how these images are related
2. say what they think is special about the people in the images
3. explain what it takes to become a remarkable individual; have them justify their opinions.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about people that are worth admiring
2. make a list of thoughts and feelings about what it takes to excel
3. compare the two lists. Are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“Who knows whether the best of men be known, or whether there be not more remarkable persons forgot, than any that stand remembered in the known account of time?”*

Ask students to:

1. identify the main idea of the quote
2. say what they know about Thomas Browne; encourage students to find out some facts about him, e.g. when he lived, what about his work that made him famous
3. give their opinion on the quote and justify it.

#### Answer Key

Answers will vary.

## Reading 1 – Aimee Mullins: A Woman with 24 Legs

### Section Aims

**Reading:** Reflecting on titles, skimming for the general idea, answering questions based on a reading text, determining a text’s organization

**Skills Focus:** Supporting and disproving general statements

### Before You Read

#### 1. Reflecting on titles

- Read the instructions and questions in 1.
- Ask students to form pairs or groups of three and discuss the questions. Note that all group members should answer all questions.
- By the end of the discussion, read the purposes served by titles in 2.
- Then ask a volunteer to read the instructions in 2 and give students time to complete the chart.
- Ask them to compare their answer in groups.
- Finally, ask them to think about two titles they have read and write them in the chart. If they have difficulty remembering a title, tell them to search for titles on the Internet.

#### Answer Key

1. Answers will vary.
- 2.

Title	Where	Purpose
A. Firefighters Return Homeowner’s Ring That Survived the Getty Fire	newspaper	inform about content
B. Five Things You Need to Know About How to Keep Your House Fresh	magazine, blog	inform about content
C. Himalayan Salt Lamps: Do They Actually Benefit Your Health?	newspaper, health magazine	raise issue/pose question
D. Toxic Smog Chokes India’s Capital	newspaper	draw attention – shock
E. Pictures Reveal Shocking Extent of Delhi’s Air Pollution	newspaper	appeal to feelings/attitudes

#### 2. Thinking and predicting

- Read the instructions with the class.
- Have students answer the questions individually and then compare their answers with a partner.
- Ask some students to share their answers with the class.

#### Answer Key

1. To draw attention by surprising, puzzling, or even shocking a potential reader.
2. Answers will vary.

### While You Read

#### 3. Skimming for the general idea

- Read the instructions with the class.
- Ask students to skim the article and choose the correct statement.
- Then ask volunteers to share their answer with the class and explain why the statement they have chosen is better than the others.

**Answer Key**

2. (1. and 3. have too many details and do not provide a general overview of the text).

**4. Reading**

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Tell them that they will have to look back at the text again while answering the questions that follow.
- When they finish reading, ask students to work in pairs and complete the task.
- Circulate around the class and offer help when needed.
- Go over the answers.

**Answer Key**

1. heart, liver, brain

nose jobs, stomach stapling, breast augmentation

2. It tells us that the writer believes these flaws or imperfections exist only in people's minds; they are not real.

3. A, D, E

4. They are made from materials such as silicone, carbon and fiber, or ash, and include designs resembling cheetah legs, or ornate carvings of magnolias and vines.

5. A superhero.

6. She has helped people to expand their idea of what it means to be human.

**5. Determining organization**

- Ask a volunteer to read the instructions and the patterns of organization listed. Make sure that all students understand what pattern of organization is (the structure/"skeleton" that organizes the parts of a composition).
- Ask students to go through the text once more and identify the pattern used in this article.
- Call on students to share their answers with the class and explain their choice using clues from the text.

**Answer Key**

2.

**After You Read****6. Getting meaning from context****Best Practice – Cultivating Critical Thinking**

Vocabulary activities such as this one require students to apply their critical thinking skills to infer the meanings of vocabulary words. In this case, students need to scan the reading for the words that match the definitions given and use the context to help infer their meanings. This activity teaches students to use a strategy that they can apply to a broad range of contexts both inside and outside the classroom.

- Read the instructions with students and ask them to work out the task individually.
- Encourage students to compare answers with a partner.
- Go over the answers with the class.

**Answer Key**

Words	Definitions
1. stomach stapling	surgery to reduce the size of a person's stomach for weight loss
2. augmentation	the act of making something larger

3. Paralympics	international sports competition for people with physical disabilities
4. compellingly	in a way that is convincing
5. mimicked	imitated, simulated
6. ornately	decorated with complicated patterns or shapes
7. debilitating	making someone weak and unable to do what he/she wants to do
8. shatters	breaks into many pieces, destroys
9. stereotypes	fixed general ideas that a lot of people have about a particular type of person or thing
10. remarkable	very unusual and admirable at the same time

### 7. Figuring out words from structure clues

- Read the instructions and the first item of this task.
- Ask a volunteer to try the first item. Correct if necessary.
- Have students work in pairs to complete the task.
- Go over the answers with the class. Give more than one student the chance to suggest definitions for each word.

#### Answer Key

Answers will vary. Suggested answers:

1. an organ that is not functioning properly any more
2. not remarkable, common, or ordinary
3. are not able to do what other people normally do
4. like a hero
5. someone whose arm(s) and/or leg(s) have been cut off
6. an artificial leg added to the body
7. paralyzed in one part of the body
8. to change form or shape

### Skills Focus – Supporting and Disproving General Statements

#### Strategy – Finding Facts to Support or Disprove General Statements

- Read the strategy as students follow along.
- Explain as needed and tell students that they will be asked to support or disprove general statements referring to the article they have read.

### 8. Finding facts to support or disprove general statements

- Read the instructions.
- Ask students to read through the statements and choose whether they are true or false.
- Put them in pairs or groups of three.
- Then have them go through the article and find clues to support or disprove these statements.
- Encourage students to compare and discuss their answers with a partner or another group.
- Call on volunteers to read their answers. Correct when necessary.

**Answer Key**

1. F

...lost both her legs before she was a year old due to a genetic condition...

2. F

carbon and fiber “Cheetah” legs that allow her to run and leap great distances with ease; legs molded from ash and ornately carved with magnolias and vines; allows her to alter her height up to five inches

3. T

...she shatters many stereotypes and assumptions about what it means to be disabled.

4. F

**9. Thinking and discussing**

- Read the statements and instructions as students follow along.
- Start a small discussion as a class, asking different volunteers to interpret each statement.
- You can take a poll to determine their attitudes towards these statements.
- Have students get into groups and list reasons for their opinion. Note that their reasons should be presented as arguments supporting their opinion.
- Ask them to make a list of arguments that could support the opposite opinion.
- Then mix different group’s members and form new groups of four. Ask each member to present his/her arguments to the rest of the group while others keep notes and comment.
- Circulate around the groups to offer help and make sure that everyone is participating.

**Answer Key**

Answers will vary.

**10. Thinking critically****Best Practice – Interacting with Others**

This activity gets students to engage in lively, authentic discussions that require them to express their ideas clearly and understand those of other students. Interactive activities such as this help build students’ confidence and fluency.

- Read the instructions and questions as students follow along silently.
- Ask students to work individually and think about each question. Ask them to make notes about what they think.
- Have students get into groups and discuss their views.
- Have volunteers share their groups’ views with the class.

**Answer Key**

Answers will vary.

**Reading 2 – A Conversation with Bill Gates****Section Aims**

**Reading:** Answering questions using existing knowledge on a topic, making predictions on answers to interviewer’s questions

**Skills Focus:** Understanding differences between spoken and written discourse

**Language Focus:** Reporting thoughts, beliefs, and feelings

**Before You Read****1. Topic**

- Ask students to look at the images and keep brief notes on what they know about Bill Gates.
- Have them compare their ideas with a partner.

**Answer Key**

Answers will vary.

**2. Thinking critically**

- Ask volunteers to read the instructions and questions.
- Give students some time to answer these questions. Tell them to keep brief notes in order to use them when discussing with a partner.
- Have students form pairs and discuss the questions.
- Circulate around the class to make sure that everyone is participating.

**Answer Key**

Answers will vary.

**3. Thinking and predicting**

- Read the instructions.
- Ask students to first read through the questions on their own, think about how Bill Gates might have answered, and make notes. Ask them if they have any unknown words and help them with their meaning.
- Have students work independently and answer the questions.
- Call on different students to report their answers.

**Answer Key**

Answers will vary.

**While You Read****4. Reading**

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

**Answer Key**

Answers will vary.

**Skills Focus – Differences Between Spoken and Written Discourse**

- Read the Skills Focus box while students follow along.
- Explain as needed.

**5. Identifying elements of spoken discourse**

- Read the instructions.
- Put students in pairs and ask them to underline in the text elements of spoken discourse like those listed in the chart.
- Tell them that some of the features listed may not be included in this discourse.
- Then have them note their answers down in the chart.
- Ask volunteers to report their answers.

**Answer Key**

	<b>Examples</b>
Fillers	Par A, B, C: Well
False starts	/
Redundancy/repetition	A: For us, our role is... Our role is...

	B: ...are better than ours.
Colloquial and general language	A: sort of a negative experience B: yeah; pretty simple; OK; broad sort of economic level C: Hey; neat; educational thing; some remedial math; some college; technical things D: pretty powerful; some piece
Incomplete sentences	A: Even universities knowing their completion rates. B: As the thing that's... made the country do very well. Of saying, OK, why... better than others?
Grammatical inaccuracies	A: that if there's ways that B: Of saying, OK, why C: I don't think there's any business people E: And there's not very good metrics; raise tuition a certain amount
Sudden change of theme	D: Now the idea that... that's a tough challenge. E: And so yes, it is important to... do what they want to do.
Contractions	we're; they're, there's; It's; somebody's; that's; effort's; you've; don't; I've; can't; you'll; doesn't

## 6. Thinking critically

- Read the instructions.
- Have students work in pairs or small groups to discuss the questions. Ask them to keep brief notes of their answers.
- You can spend some time with each group to listen in on their conversations and offer help if necessary.
- Have volunteers from different groups share their answers with the class.
- Give the chance to all groups to read their suggested answers in 6.

### Answer Key

1. "Somebody" refers to universities. The completion rate is 80%.
2. Is a high completion rate the result of the quality of the students that are admitted to the university or the outcome of the university's educational program?
3. Students taking courses that broaden their knowledge / students taking arbitrary courses as they wait for a place to open up in an essential course for their degree.
4. Gates considers students intentionally taking courses that broaden their knowledge a plus. This is mentioned as an afterthought.
5. "Marking time" means to stop progress while you wait for something to happen. Students are being held up by the lack of available places in a course they need to take for their degree.
6. Suggested answer:  
As regards students who take extra courses, it is important to distinguish between those who do so to broaden their knowledge and those who are merely marking time as they wait for a place in a necessary course to open up. The former instance is a positive outcome, whereas the latter is an indication of the system's inefficiency.

## 7. Getting meaning from context

- Read the instructions.
- Give students time to reread the text and work out the meaning of the words and phrases listed.
- Ask them to do the task individually.
- Go over the answers with the class.

### Answer Key

1. F; 2. C; 3. H; 4. A; 5. D; 6. E; 7. B; 8. J; 9. G; 10. I

## 8. Recognizing synonyms

- Read the instructions.
- Ask students to work on their own and identify the synonym for each word listed. Tell them that the letter in parenthesis states the paragraph where the synonym is located.
- After you have gone over the answers with the class, ask students to write in their notebook sentences that include these synonyms.
- Call on students to share their answers with the class.

### Answer Key

1. getting behind
2. weigh in on
3. holds back
4. weeding out
5. up in the air

## 9. Identifying attitudes

- Read the instructions and issues listed.
- Have students form small groups and reread the text to identify Bill Gates' attitude towards these issues.
- Ask them to underline the clues in the text that helped them answer.
- Call on students from different groups to share their answers with the class.

### Answer Key

Answers will vary.

## After You Read

### Language Focus – Reporting Thoughts, Beliefs, and Feelings

- Read the Language Focus box as students follow along.
- Write on the board three sentences like the following and ask students to report the speaker's attitude by using the appropriate reporting verb. "I think you shouldn't go out this evening." "Could you please stay at home this evening?" "There is no way you will go out tonight."
- Then tell them that they will have the chance to report other speakers' words and thoughts in the activity that follows.

## 10. Reporting thoughts, beliefs, and feelings

- Read the instructions with the class.
- Ask students to do the activity individually and then compare their answers with a partner.
- Ask volunteers to share their answers with the class. Give different students the chance to suggest the reporting verbs they have used.
- Correct if necessary.

### Answer Key

Suggested answers:

1. Jessica wonders whether business could have a positive influence on universities.
2. Mark believes/thinks that if universities do not change the way they operate, completion rates will not improve.
3. Luke doubts that/doesn't think that the involvement of private institutions will benefit colleges.
4. Anne feels that businesses' involvement in universities has led to fewer liberal arts courses.



## 11. Thinking and discussing

- Have students get into groups. Ask them to share their opinions and give reasons as well. Circulate and offer help if needed.
- Have volunteers share their groups' ideas with the class.

### Answer Key

Answers will vary.

## 12. Blogging

- Read the instructions.
- Ask students to post their views and comments on their peers' views about whether private institutions and businesses should interfere with universities.

### Answer Key

Answers will vary.

## Writing – In Other Words

### Section Aims

**Language Focus:** Interpreting and reporting thoughts and speech

**Vocabulary:** Identifying the meaning of reporting verbs

**Writing:** Identifying the main ideas expressed by the interviewee in a conversation; writing an essay reporting the interviewee's attitudes and opinions; using a checklist to evaluate an essay; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on written work; thinking critically and commenting

### 1. Reporting speakers' words

- Read the instructions. Have students study the images and the speech bubbles.
- Ask them to use reported speech to present what each speaker said.
- Then instruct students to compare their answers in pairs.
- Ask volunteers to share their answers with the class.

### Answer Key

She said that his plan would not work.

He said that that was how they would meet their goals.

She said that the only way forward was to cut costs.

She said that the girl should get that pair.

### 2. Brainstorming

- Tell students that too much use of the verb forms *says* or *said* can be boring. Ask them to brainstorm other verbs that can be used to describe the attitude of the speaker.
- Write students' suggestions on the board.
- Then read the Language Focus box that follows and compare the reporting verbs presented there with students' suggestions.

### Answer Key

Answers will vary.

## Language Focus – Interpreting and Reporting Thoughts and Speech

- Read the Language Focus box as students follow along.
- Make sure that students understand the meaning of all the reporting verbs presented in the box. Explain as necessary.

- Ask students to suggest one more option for reporting the second quote in the box. (Suggested answer: She insisted that she had been punished for no reason.)
- Then have volunteers form pairs. One student will state something that comes to mind and the other will report to the class what his/her partner said. Ask them to use a variety of verbs to report or interpret their partners' thoughts.

### 3. Identifying the meaning of reporting verbs

- Read the instructions.
- Ask students to work in pairs and give them time to read the listed examples that include reporting verbs.
- Ask them to match the reporting verbs with their definitions.
- Check the answers in class.

#### Answer Key

1. F; 2. G; 3. B; 4. A; 5. C; 6. D; 7. E

### 4. Identifying main ideas

- Read the instructions and have students form pairs.
- Give them time to reread the Bill Gates interview, identify the main ideas of each section, and note them down.
- Circulate around the class and offer help if necessary.
- Ask volunteers from different groups to report their answers. Compare students' suggestions.

#### Answer Key

Suggested answers:

A The Gates Foundation aims to help universities do things better and find out the reasons why a considerable number of students drop out of college.

B U.S. education is extremely important to the country's development. Therefore, universities must learn from good practices in other countries and try to strengthen this fundamental part of American society.

C According to Bill Gates, business and the academic community should cooperate with each other to bring beneficial changes to universities.

D The Gates Foundation chooses to fund people who try out new things in universities. Unlike the private sector, positive changes aren't broadly adopted in universities.

### 5. Planning and drafting a report

- Read the instructions and steps listed.
- Tell students to reread the text carefully and underline any information they find useful to include in their essay.
- This task can be assigned as homework.

#### Answer Key

Answers will vary.

### 6. Drafting and editing 1: peer review

- Read the instructions.
- Have students check their first drafts before handing them to a partner to check.
- Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner's drafts so that they have an idea what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

**Answer Key**

Answers will vary.

**7. Drafting and editing 2: peer review**

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**8. Editing, rewriting, and finalizing**

- Ask students to finalize their reports. This can be done as homework.

**Answer Key**

Answers will vary.

**9. Blogging**

- Ask students to post their reports as well as comments on their peers' reports.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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

## Chapter 8 – Imagine, Create, Succeed

### Chapter Goals

**Reading:** Students will read about architect Frank Lloyd Wright and tech genius Steve Jobs. The articles offer students insight into how creativity is nurtured and expressed. Students will be presented with vocabulary related to shapes and forms, get the meaning of new vocabulary from structure and context, and recognize word families. They will understand chronology and use a graphic organizer to find the sequence of events in an article. Tasks such as identifying main ideas and supporting details, summarizing and inferring character from actions are also included in this chapter.

**Writing:** Students will learn to describe people using appropriate adjectives and illustrating their qualities through concrete examples. They will be given the opportunity to research a famous and successful person, and use a graphic organizer to plan the sequence of events in his/her life. They will plan, draft, and finalize their narrative about the life and works of a famous person.

### Focus on the Images

Ask students to:

1. look at the images and say what they think of when they look at them
2. name various areas of human creativity
3. say what kind of human creations can be considered art. Can technological creations be artistic creations as well?
4. name human creations that made a good impression on them.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about creative people
2. make a list of thoughts and feelings about the impact of innovation in their life
3. compare the two lists. Are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“You can’t wait for inspiration; you have to go after it with a club.”*

Read the quotation by Jack London. Ask students to:

1. identify the main idea of the quote
2. give their opinion on the quote and justify it.

#### Answer Key

Answers will vary.

## Reading 1 – Guggenheim Museum, U.S.A.

### Section Aims

**Reading:** Making predictions about information in a text, reading for details, getting meaning from structure and context, identifying main ideas and supporting details, inferring character from actions

**Language Focus:** Understanding the vocabulary of shapes and forms

### Before You Read

#### 1. Topic

##### Best Practice – Interacting with Others

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

- Direct students' attention to the images and ask them if they know where these buildings are and what purpose they serve.
- Have students work in pairs and discuss their ideas about the images in task 1. Ask them to note down each other's ideas.
- Ask students to read the rest of the questions and discuss them in pairs.
- Call on students to share their answers with the class.

#### Answer Key

Answers will vary.

#### 2. Thinking and predicting

- Read the instructions.
- Ask students to check the items they expect to read in the article and then compare their answers with a partner.
- Ask them to propose at least one idea of what kind of information they think will appear in the text.

#### Answer Key

Answers will vary.

### Language Focus – Understanding the Vocabulary of Shapes and Forms

- Read the Language Focus box as students follow along.
- Direct students' attention to the geometrical shapes. Ask: *How are these geometrical shapes pronounced in your native language? Are there similarities between these terms (triangle, polygon, pyramid, etc.)? If there are similarities, why is that?* (Most of them have Greek roots, e.g. triangle, circle, polygon, cube, cone, pyramid, cylinder, helix.)

#### 3. Understanding the vocabulary of shapes and forms

- Read the instructions and do the first item as a class.
- Ask students to fill in the missing terms on their own.
- Put students into pairs to compare their answers.
- Call on volunteers to share their answers with the class.

#### Answer Key

1. cube; 2. triangle; 3. rectangle; 4. polygon; 5. cone; 6. spiral, helix

## While You Read

### 4. Reading

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Tell students to compare the information in the article with their predictions in 2.

#### Answer Key

Answers will vary.

### 5. Reading for details

- Have students work in pairs.
- Ask them to read the points listed and circle those that are *not* mentioned in the article.
- Have them skim the text and underline clues that support or disprove the sentences given.
- Ask volunteers from different pairs to share their answers with the rest of the class.

#### Answer Key

1.; 4.; 6.; 8.

### 6. Getting meaning from structure and context

- Read the instructions.
- Have students do the task independently.
- When finished, instruct students to compare their answers with a partner. If there is disagreement, have them consult other students.
- Check answers with the whole class.

#### Answer Key

1. C; 2. B; 3. C; 4. A; 5. A; 6. C; 7. B; 8. B; 9. A; 10. B

### 7. Recognizing word families

- Read the instructions and do the first item as a class.
- Ask students to scan the text and complete the chart individually.
- When finished, instruct students to compare their answers with a partner.
- Go over the answers with the class.

#### Answer Key

1. individualistic; 2. dwelling; 3. obstinacy; 4. conical; 5. concentric; 6. rectilinear; 7. weariness; 8. startling

### 8. Identifying main ideas and supporting details

- Read the instructions.
- Give students time to reread the article and ask them to underline in the text the key information, expressing the main idea of each paragraph.
- Then ask them to identify the supporting details and note them briefly in the chart.
- Circulate and help when needed.
- Once students have completed the task, give them time to compare their answers with a partner.
- If their opinions differ significantly, ask them to convince each other of their views.
- Call on volunteers to report their answers. Make suggestions and correct when necessary.
- This task can be assigned as homework.

#### Answer Key

Answers will vary. Suggested answers:

Paragraphs	Main Idea	Supporting Details
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A	1932/New York's Museum of Modern Art/exhibition of modern architecture	At exhibition, Wright spoke of ambition/greatest architect
B	Wright's pride understandable	By 1932, built dozens of houses/work highly individualistic
C	Artistic integrity far more important than practical function	Client complained/rain dripping/Wright said move chair
D	Solomon R. Guggenheim asked F.L. Wright to design his art gallery	Wright's creation one of most original buildings in the world/a failure as a picture gallery
E	Guggenheim plans drawn up/administrators possibly unaware Wright was starting to reject conventional square and rectangular forms	New building/conical spiral with horizontal rectilinear base
F	Wright believed the helix was the best shape for a picture gallery	Visitors/enter on ground floor/elevator to the top/begin to slowly wind down along the spiral
G	Guggenheim compulsory stop on New York tour	Unusual form and stark simplicity

## After You Read

### 9. Summarizing

- Give students time to reorganize the information they have read in the text and make a short summary that includes the main points.
- Have as many students as possible present their work in class or ask them to submit their summaries to you on a sheet of paper to check.

#### Answer Key

Answers will vary.

### 10. Inferring character from actions

#### Best Practice – Cultivating Critical Thinking

Activities such as this require students to use critical thinking skills, for example, drawing conclusions from information they read. In this case, students draw conclusions about Frank Lloyd Wright and his personal characteristics by inferring from the information given in the article.

- Read the instructions and inferences about Frank Lloyd Wright's character.
- Ask students to note if they are true or false based on clues from the text.
- Tell them that they should underline in the text the sentences supporting or disproving those inferences.
- Ask volunteers to share their answers with the class and justify them.

#### Answer Key

1. F; 2. F; 3. T; 4. T; 5. T; 6. F

### 11. Thinking and discussing

- Read the instructions.
- Give students time to reflect on the writer's comment and keep brief notes of their answers.
- Discuss in class the contradictory thoughts about Wright's creation. Ask: *Which side are you on? The impressive or the disappointing?*

**Answer Key**

Answers will vary.

**12. Blogging**

- Read the instructions.
- Ask students to work in small groups and do some online research about organic architecture.
- Encourage students to post their findings and comment on their peers' posts. Ask them to attach a picture of their favorite building as well.

**Answer Key**

Answers will vary.

## Reading 2 – Steve Jobs, Another Creative Genius for the 21<sup>st</sup> Century

### Section Aims

**Reading:** Making inferences from a text; finding the sequence of events in a reading; reflecting on quotes and questions related to a reading text

**Skills Focus:** Understanding chronology; using a graphic organizer to find the sequence of events

### Before You Read

#### 1. Topic

- Ask students to read the questions and think about how they would answer.
- Then direct them to form small groups and discuss their opinions. Encourage them to make notes on their group's different ideas.
- Call on volunteers to report their group's views.

**Answer Key**

Answers will vary.

#### 2. Thinking critically

- Read the instructions.
- Have students remain in their groups and discuss the questions.
- Ask them to keep brief notes of their answers.
- Once finished, ask them to exchange views with other groups.
- Circulate around the class or spend some time listening in on each group's conversation.

**Answer Key**

Answers will vary.

#### 3. Thinking and predicting

- Read the instructions.
- Ask students to choose if the statements are true or false in their opinion.
- Tell them to underline in the text that follows the clues supporting or disproving these statements.

**Answer Key**

1. T; 2. T; 3. F; 4. T; 5. F; 6. F; 7. T



## While You Read

### 4. Reading

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Give students time to compare their answers in 3 to the information in the text.

#### Answer Key

Answers will vary.

### 5. Making inferences

- When finishing the passage, ask students to work in pairs or individually and check the correct statements.
- Ask them to identify the clues that helped them infer these statements.
- Review answers with the class.

#### Answer Key

1; 2; 3; 8

### 6. Matching adjectives and nouns

- Read the instructions.
- Have students work individually.
- Once they have finished, ask them to compare their answers with a partner.
- Go over the answers with the class.

#### Answer Key

1. D / electronics, knowledge, skills
2. A / child, girl, person
3. H / courses, conversation, lecture, performance
4. E / revolution, knowledge, market, skills, talent
5. F / style, behavior, market, performance
6. B / style, behavior, girl, person
7. G / personality, behavior, girl, person
8. C / cancer, disease

### 7. Scanning for words and phrases with a specific meaning

- Read the instructions.
- Have students scan the text and find the target vocabulary.
- Ask them to compare their answers with a partner.
- Go over the answers with the class.

#### Answer Key

1. tinker; 2. sit in on; 3. depose; 4. side with; 5. see (something) through; 6. drown out; 7. settle;
8. postpone; 9. disclose; 10. hand the reins to

## After You Read

### Skills Focus – Chronology

#### Strategy – Understanding Chronology

- Read the Skills Focus box as students follow along.
- Explain as needed. Note that paying attention to time-related linking words is very helpful while trying to set the order of events.

## 8. Understanding chronology

- Read the instructions and questions that follow.
- Have students read through the article and work independently to answer the questions.
- Ask students to form pairs to compare answers.
- Call on volunteers to report their answers.

### Answer Key

1. on February 24, 1955 / In 1972 / after six months / for another 18 months / After / Then, in 1974, / seven months / Upon returning / In 1976 / initially / then / In 1984 / In May 1985 / In 1996 / in 2005 / In 2003 / For nine months / In subsequent years / In January 11 / In August / on October 5, 2011

2. The 20<sup>th</sup> and 21<sup>st</sup> century.

Answers will vary. Suggested answer:

The computer revolution was growing rapidly in the late 20<sup>th</sup> century and with his products, Jobs helped to bring about great changes in the way we use computer technology in our everyday lives.

3. Answers will vary.

## Skills Focus – Sequence of Events

### Strategy – Using a Graphic Organizer to Find the Sequence of Events

- Read the Skills Focus box as students follow along.
- Explain as needed.

## 9. Finding the sequence of events

- Ask a volunteer to read the instructions and the listed events in Steve Jobs' life.
- Put students in pairs and ask them to complete the chain of events based on the text they have read.
- Give them enough time to skim the text and complete the task.
- Ask them to compare their answers with other groups and make corrections if necessary.
- Go over the answers with the class.

### Answer Key

C; A; F; D; B; E; I; H; J; G

## 10. Thinking and discussing

- Read the instructions.
- Have students work in pairs and discuss the question.
- Ask them to share their views with other pairs.
- Ask volunteers to report the views that best represent the class.

### Answer Key

Answers will vary.

## 11. Thinking critically

### Best Practice – Interacting with Others

This activity gets students to engage in lively, authentic discussions that require them to express their ideas clearly and comprehend those of other students. Interactive activities such as this help build students' confidence and fluency.

- Read the instructions and quotes as students follow along silently.
- Ask students to think about each question and make notes about what they think.
- Divide students into small groups.
- Explain that they will share their views with the group and come up with a consensus for items 1, 2, and 3.

- Assign one person to take notes, another to facilitate discussion, and one more to present the group's responses to the class.
- Have the spokesperson for each group report their group's views.

**Answer Key**

Answers will vary.

## Writing – The Lives of Creators and Innovators

### Section Aims

**Language Focus:** Describing people using appropriate adjectives and nouns

**Skills Focus:** Using a graphic organizer to plan the sequence of events in a narrative

**Writing:** Using a timeline or diagram to organize events; writing a narrative about a famous person's life and works; planning, drafting, editing, redrafting, and finalizing written work

**Research and Document:** Doing online research about a famous and successful person

### 1. Topic

- Have students study the images.
- Ask students who these people are and what mark they have left on human history.
- Then instruct students to work in small groups and answer the questions.
- Ask them to jot down their ideas in the chart or their notebooks. They are free to use a dictionary or Internet sources if they need to in task 1.

**Answer Key**

Answers will vary.

### 2. Brainstorming

- Read the instructions.
- Ask students to brainstorm about creative and innovative people. Then compare their answers with a partner.
- Have students go through the texts in Reading 1 and 2 and identify more words and phrases that describe these kinds of people.
- Call on volunteers to report their answers.

**Answer Key**

Answers will vary.

### Language Focus – Describing People Using Appropriate Adjectives and Nouns

- Read the Language Focus box as students follow along silently.
- Then write some adjectives on the board like *patient*, *bad tempered*, *friendly*, etc.
- Ask different students to orally suggest examples illustrating each one of these qualities.

### 3. Describing people using adjectives and nouns

- Read the instructions and have volunteers read each one of the steps that follow.
- Ask students to follow one by one the steps listed and give them time to work independently on this activity.
- This task can be assigned as homework.

**Answer Key**

Answers will vary.

### 4. Researching

- Read the instructions.

- Ask students to work independently or in pairs to do online research about a famous and successful person of their choice.
- Ask them to keep notes of all the important information they have gathered and go through the steps listed in 3.
- Once they have finished ask them to report their work to the class.
- This task can be assigned as homework.

**Answer Key**

No answer.

**Skills Focus – Planning the Sequence of Events****Strategy – Using a Graphic Organizer to Plan the Sequence of Events in a Narrative**

- Read the Skills Focus box as students follow along.
- Direct students' attention to the timeline shown in the Focus box. Then have them go back to check out the graphic organizer and compare.
- Give any explanations needed.

**5. Planning your narrative**

- Read the instructions for the activity.
- Tell students that they can write a narrative about the person they have researched in 4 or about any other person they prefer.
- Note that they should look back to the guidelines and their notes throughout the writing process.
- This task can be assigned as homework.

**Answer Key**

Answers will vary.

**6. Drafting your narrative**

- Read the instructions.
- Have students use their notes and guidelines in 4 and 5 to write their first draft. This can be done for homework.

**Answer Key**

Answers will vary.

**7. Drafting and editing 1: peer review**

- Read the instructions.
- Have students check their first drafts before handing them to a partner to check.
- Ask students to swap their drafts with a partner. Remind students to look though the checklist provided before they read through their partner's drafts so that they have an idea what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

**Answer Key**

Answers will vary.

**8. Drafting and editing 2: peer review**

- Read the instructions.
- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**9. Editing, rewriting, and finalizing**

- Ask students to work with their partners to finalize their essays. This can be done as homework.

**Answer Key**

Answers will vary.

**10. Blogging**

- Ask students to post their narratives as well as comments on their peers' narratives.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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

## Chapter 9 – Social Behavior

### Chapter Goals

**Reading:** Students will focus on people’s social behavior. They will read about taboos and myths about conflict and anger, and discuss to what extent expressing negative feelings is socially acceptable. In Part 2, students will read an excerpt from the famous American novel *The Adventures of Tom Sawyer*. Through their reading, students will have the chance to make inferences, understand the literal and figurative meaning of words, and identify the basic elements of a narrative. They will be presented with colloquial language, identify the theme of a story, and study the role of dialogue in a narrative.

**Writing:** Students will understand the role of dialogue in a narrative and develop their own characters in a narrative, including dialogue. They will draft, review, and finalize their narrative, and edit their classmates’ work.

### Focus on the Images

Ask students to:

1. look at the images and think about what is being shown in each. Encourage students to think about how these images are connected (*They all show situations that relate to different emotions*)
2. consider what they think “social behavior” means; encourage them to describe it in their own words
3. say if they usually openly express their feelings or choose to conceal feelings, especially negative ones. Ask them to explain why
4. give examples of different situations in life that involve strong emotions. How are these emotions usually expressed in each case?

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about positive and negative emotions
2. make a list of thoughts and feeling about human nature
3. compare the two lists; are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“The world is a tragedy to those who feel, but a comedy to those who think.”*

Ask students to:

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

#### Answer Key

Answers will vary.

## Reading 1 – Taboos and Myths about Conflict and Anger

### Section Aims

**Reading:** Answering questions using existing knowledge on a topic; identifying main ideas in paragraphs; looking for details to answer questions about a reading text; getting meaning from context; making inferences

**Language Focus:** Understanding literal and figurative meanings of words

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

The following activity requires students to think and share their personal experience about a topic before they read about it. Thinking about the topic activates prior knowledge by enabling students to link existing knowledge to new information that they will encounter in their reading. This helps students better understand what they read.

- Read the questions and put students in pairs to discuss them.
- Ask them to interview each other and keep notes of each other's answers.
- When they are finished, give the opportunity to as many students as possible to share their answers in 3 and 4 with the class.

#### Answer Key

Answers will vary.

#### 2. Brainstorming

- Go over the instructions and draw students' attention to the image.
- Put students in pairs and ask them to brainstorm words (nouns) expressing negative feelings.
- Ask students to share their answers with the class.
- Write their suggestions on the board and ask them to add to their list any word they find interesting.

#### Answer Key

Answers will vary.

#### 3. Thinking and predicting

- Read the instructions and the items listed in each column.
- Ask students to check the information they expect to find in the following article.
- Call on students to share their predictions with the class.
- Tell them that they will be able to check their answers after reading the text.

#### Answer Key

Answers will vary.

### While You Read

#### 4. Reading

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once students have finished reading, ask them to compare the information in the article with their predictions in 3.
- Invite volunteers to say how accurate their predictions were.

#### Answer Key

Anger and Conflict Taboos: what society thinks about conflict / reasons why expressing anger is taboo / how these taboos affect relationships

Myths and Facts About Anger: the consequences of expressing anger / common false beliefs about anger

### 5. Identifying the main idea

- Ask students to read through the article once more and identify the sentence that best expresses the main idea of each paragraph.
- Ask them to compare their answers with a partner.
- Go over the answers with the class.

#### Answer Key

A Expressing anger is not an acceptable behavior in western culture.

B Married couples generally hide their negative emotions.

C Anger may give people the wrong impression that they are strong.

D Anger can harm both the person who feels angry and the person who is on the receiving end of that anger.

E People's negative attitudes towards conflict stem from the false belief that love and hate are opposites.

F The false belief that conflict should be avoided at all costs can ultimately destroy a relationship.

G The main myths relating to anger are that it is externally caused, that it should be freely expressed, that it is helpful and that it will stop others from taking advantage of you.

H People hide negative feelings because they feel insecure.

### 6. Scanning for nouns

- Read the instructions as the class follows along.
- Ask students to work individually and scan the text for nouns expressing negative emotions.
- Have students say how many nouns they have found.
- Ask volunteers to share their answers with the class.

#### Answer Key

anger, resentment, jealousy, bitterness, hurt, disgust, hatred, rejection, fear, unhappiness

### 7. Scanning for verbs, phrasal verbs, and expressions

- Read the instructions.
- Ask students to go through the text once more and scan for the words needed.
- Have them compare their answers with a partner.
- Note that they can use a dictionary during this part of the lesson.
- When finished, ask volunteers to report what verbs, phrasal verbs, and expressions they have found in each paragraph.

#### Answer Key

Synonyms for word "show": express, vent

Synonyms for opposite of word "show": deny, stifle, suppress

Other verbs, phrasal verbs, and expressions: deal with, be in touch with, feel, substitute... for..., bring out

### 8. Reading for details

#### Best Practice – Interacting with Others

Discussing details in a reading text helps students consolidate new information by interacting with other students. They have the opportunity to compare their own findings to those of their classmates. This helps students create new knowledge to use later in other settings.

- Go through the questions with students to ensure they understand them.
- Have students work individually to answer the questions.
- Then ask them to form small groups to discuss their answers to the questions.
- Call on different students to answer each question using their personal or group's notes.



- Make corrections when necessary.

**Answer Key**

Suggested answers:

1. According to Western culture, nice people do not show anger because it is wrong to do so.
2. Positive feelings also die, and this leads to indifference.
3. Because we are the ones who create the anger inside us when people do things we do not like.
4. They can choose a more constructive approach and can express themselves using assertive statements such as “I disagree” or “I don’t like that.”

**9. Getting meaning from context****Best Practice – Cultivating Critical Thinking**

Vocabulary activities such as this one require students to apply their critical thinking skills in order to infer the meanings of vocabulary words. In this case, students need to scan the reading text for the words listed and match them to their definitions. This activity teaches students to use context to help infer the meaning of new vocabulary, a strategy they can apply to a broad range of contexts both inside and outside the classroom.

- Read the words and phrases listed and have students repeat them after you.
- Then give time to complete the task.
- Go over answers with the class.

**Answer Key**

1. E; 2. C; 3. H; 4. A; 5. G; 6. J; 7. I; 8. D; 9. B; 10. F

**10. Making inferences**

- Read the instructions.
- Put students in pairs to work out the answers to the questions.
- Circulate and offer help if needed.
- Ask volunteers to share their answers with the class. Discuss the different suggestions and make corrections if necessary.

**Answer Key**

Suggested answers:

1. Someone who is not nice or competent.
2. That person was taught by his/her parents to believe the same thing. Also, his/her parents did not have a healthy relationship.
3. The spouses never expressed their negative emotions and as a result their positive feelings also faded.
4. These people feel guilty and less positive about themselves.
5. They have unhealthy relationships in which they bring out more anger in other people, push people away or even provoke them to retaliate.

**After You Read****Language Focus – Literal and Figurative Meanings****Strategy – Understanding Literal and Figurative Meanings of Words**

- Read the Language Focus box as students follow along.
- Ask students for other examples of figurative language that come to mind. Write their suggestions on the board. Ask them to explain what is meant by each.
- You can also add some examples like: *he broke my heart*; *this week was a roller coaster* or *here’s the icing on the cake*, etc.
- To expand this activity, you can ask students to research figurative language and present more examples to their peers. This can be assigned as homework.

### 11. Understanding figurative meaning

- Go over the instructions.
- Have students work in pairs and choose the correct meaning of the underlined phrases.
- Go over answers with the class.

#### Answer Key

1. B; 2. C; 3. C; 4. A

### 12. Thinking and discussing

- Read the instructions and questions.
- Ask students to think about their answers to the questions and make notes on their views.
- Then have them form pairs or small groups and discuss their opinions.
- Invite volunteers to report on their pair's or group's views on the questions.

#### Answer Key

Answers will vary.

### 13. Blogging

- Read the instructions.
- Ask students to post their paragraphs describing a taboo as well as comment on their classmate's paragraphs.

#### Answer Key

Answers will vary.

## Reading 2 – *The Adventures of Tom Sawyer* (Extract from the Classic American Novel)

### Section Aims

**Reading:** Identifying the elements of a narrative; making predictions on the course of a story; making inferences about characters in a narrative; getting meaning from context; recalling information from a reading text

**Skills Focus:** Identifying the setting, characters, and conflict in a narrative; expressing the theme of a story

**Language Focus:** Understanding colloquial language

### Before You Read

#### 1. Topic

- Ask students to look at the titles of some classic American novels.
- Take a poll to see if they have heard or read any of them.
- Ask those who have read some of these novels to share their opinions with the class.

#### Answer Key

Answers will vary.

### Skills Focus – Elements of a Narrative

#### Strategy – Identifying the Setting, Characters, and Conflict in a Narrative

- Read the Skills Focus box as students follow along.
- Explain as needed.

#### 2. Identifying the setting, characters, and conflict

- Ask a volunteer to read the prologue to the novel.

- Then have students skim through the text in 4 up to line 31, and tell them to identify the elements of the narrative, i.e. setting, characters, and conflict.
- Give them time to answer questions 1 to 3 on their own.
- Ask them to compare their answers with a partner.
- Go over the answers with the class.

**Answer Key**

Suggested answers:

1. When: A Saturday morning, in the summer, 19th century

Where: A small village along the Mississippi river

2. Protagonist: Tom Sawyer

Other characters: Aunt Polly, Jim

3. Aunt Polly has charged Tom with the task of painting (whitewashing) the fence. It is Saturday morning, and he does not want to be working. He would much rather be out playing with his friends.

**3. Thinking and predicting**

- Read the instructions.
- Put students in small groups to discuss how the story will continue.
- Call on students from different groups to report the predictions made in their group.

**Answer Key**

Answers will vary.

**While You Read****4. Reading****Language Note**

Mark Twain is known for his realistic use of colloquial language and common dialects. This is particularly apparent in Jim's speech. Students may notice his omission of the final "d" sound in *ole* and *tole* and his use of "d" in place of "th" as well as his omission of end consonants and initial vowels, as in *spec'* (*expect*). It might be helpful for students to read aloud Jim's exchanges to sound out the words. Students may also notice instances of incorrect grammar (e.g. *I's*, *she don't*, *I warn't*), and slang such as *gimme* (*give me*) and *lemme* (*let me*) that are meant to reflect the natural speech patterns of the characters.

- Play the audio and have students follow along in their book.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Ask students to think about their answers in 3 and compare them to what they have read in the novel.
- Have them discuss in pairs how close they were.

**Answer Key**

Answers will vary.

**5. Getting meaning from context**

- Read the instructions.
- Ask students to look at the italicized words and repeat them after you.
- Give students time to reread the novel and cooperate with their partner to find the meaning of the words.
- Ask volunteers to report their answers.

**Answer Key**

1. B; 2. C; 3. A; 4. A; 5. B; 6. A; 7. C; 8. B; 9. A; 10. C; 11. A

## 6. Understanding figurative meaning

- Read the instructions in class.
- Have students read items 1 to 3 and tell them that they are free to look up the meaning of any unknown words in a dictionary. Then they can try to figure out the meaning of the italicized expressions.
- Ask students to compare their answers with a partner.
- Have volunteers share their answers with the class.

### Answer Key

Suggested answers:

1. Aunt Polly's unpainted fence is described as a far-reaching continent because it seems endless to Tom.
2. The thought of his friends mocking him is so painful to him that it is compared to being burned.
3. The slaughter of more innocents refers to Tom fooling more of his unsuspecting/naive friends into doing his work for him.

## 7. Making inferences about characters

### Best Practice – Cultivating Critical Thinking

In this activity, students must use information from the story to make inferences about the characters. This activity requires students to draw conclusions based on the information provided by the author. Making inferences is a skill that students will need to use in a variety of academic contexts.

- Read the instructions and example as students follow along silently.
- Before reading the inference from the example excerpt, ask volunteers to express their views about Tom's character. See if their suggestions are close to the answer given as an example.
- Have students get into pairs and complete the task.
- Have volunteers share their pair's views with the class.

### Answer Key

1. Jim isn't very responsible. Maybe he's easily distracted, especially by the other boys when he goes to get water at the pump.
2. Aunt Polly is probably quite strict with the boys. Perhaps she doesn't trust them to do their chores, so she keeps a close eye on them.
3. Tom must be an imaginative and intelligent boy. Even when things seem hopeless, he comes up with an idea to get himself out of a bad situation.
4. Mark Twain has got a good sense of humor. From his use of the exaggerated phrase "great and wise philosopher", he must not take himself too seriously and is probably trying to make his readers laugh.

### Language Focus – Colloquial Language

- Read the Language Focus box as students follow along.
- Ask them if they are aware of colloquialisms in their native language and if they belong to a dialect or are part of informal language (slang). Encourage them to give some examples and explain.

## 8. Understanding colloquial language

- Read the instructions.
- Put students in pairs and ask them to read the sentences orally in turns to help figure out meanings.
- Once they have finished, go over answers with the class. Make corrections when necessary.

**Answer Key**

1. I can't Master Tom. The old missus told me to go and get this water and not stop anywhere to fool around with anybody.
2. Oh, I dare not, Master Tom. The old missus will take my head.
3. Oh my! That's a mighty marble! But I am terribly afraid the old missus...
4. I believe that there is not one boy in a thousand, maybe two thousand, that can do it the way it has to be done.

**After You Read****Skills Focus – Theme****Strategy – Expressing the Theme**

- Read the Skills Focus box as students follow along.
- Explain as needed.

**9. Expressing the theme**

- Have a volunteer read the instructions and the possible theme statements.
- Have students work in pairs or in a small group and discuss which is the best theme statement for the extract.
- Call on students to share their answer and justify it.

**Answer Key**

Suggested answer: 2

**10. Recalling information**

- Read the instructions.
- Ask students to work on their own and select the correct phrase to complete the sentences.
- Note that they are expected to recall information from the reading text and not reread the text.
- Go over answers with the class.

**Answer Key**

1. alone; 2. asked Jim to exchange chores; 3. he was focused on his work; 4. was fooled into thinking; 5. was given; 6. they do not consider a job

**11. Thinking critically**

- Put students in small groups to discuss the theme.
- Move around the class to ensure that students are participating.
- Combine groups to share opinions.

**Answer Key**

Answers will vary.

**Writing – Spicing Up a Story with Dialogue****Section Aims**

**Skills Focus:** The function of dialogue

**Writing:** Writing a dialogue following a set of images; developing characters; outlining a story; including a dialogue in a story; drafting, editing, and finalizing a narrative

**1. Topic**

- Read the instructions and ask volunteers to read each question for the class.
- Have students form pairs and discuss the questions.

- Tell them to keep brief notes of their answers in order to present them to the rest of the class.
- Circulate around the class to check students' progress.
- When finished, call on students to share their answers with the class.
- Compare and discuss their dialogues. Focus on what makes a good dialogue and what it offers a story.

**Answer Key**

Answers will vary.

**Skills Focus – The Function of Dialogue**

- Read the Skills Focus box as students follow along.
- Compare students' suggestions in 1 with the information in the Skills Focus box. Ask: *Which one of these functions haven't you thought of?*

**2. Brainstorming**

- Read the instructions.
- Ask students to take some time to think about a story they would like to write about.
- Draw their attention to the images and ask them if any of these can be related to the story they have in mind.
- Give students time to brainstorm words, phrases, and ideas that relate to the event they are going to describe.

**Answer Key**

Answers will vary.

**3. Developing characters**

- Read the instructions and draw students' attention to the Tip. Ask a volunteer to read it for the class.
- Tell students that before drafting their written work, they have to play the role of a film director who best knows all the characters involved in the "play".
- Give them time to fill in the information about their story's characters.
- This task can be assigned as homework.

**Answer Key**

Answers will vary.

**4. Outlining your story**

- Read the points listed and make sure students understand what they have to do. Explain as needed.
- Give students time to make notes on the questions and outline their story.
- This task can be assigned as homework.

**Answer Key**

Answers will vary.

**5. Including dialogue in the story**

- Read the instructions and the steps students should follow.
- Explain that they are expected to have a clear picture of the dialogue that will be included in their story before actually drafting it.
- This task can be done for homework.

**Answer Key**

Answers will vary.

## 6. Drafting your narrative

- Read the instructions.
- Have students use their notes to write their first drafts. This can also be assigned for homework.

### Answer Key

Answers will vary.

## 7. Drafting and editing 1: peer review

- Ask students to swap their drafts with a partner. Remind students to look at the checklist provided before they read their partner's drafts so that they have an idea of what to look for.
- Have students review their partner's draft and suggest corrections based on the checklist. This can be done for homework.

### Answer Key

Answers will vary.

## 8. Drafting and editing 2: peer review

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

### Answer Key

Answers will vary.

## 9. Editing, rewriting, and finalizing

- Ask students to work with their partners to finalize their narratives. This can be done as homework.

### Answer Key

Answers will vary.

## 10. Blogging

- Ask students to post their narratives as well as comment on their peers' narratives.

### Answer Key

Answers will vary.

## SELF-EVALUATION

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

## Chapter 10 – It’s a Crime!

### Chapter Goals

**Reading:** Students will read about fraud and identity theft, and discuss how to take precautions against them. The article about the Canadian Anti-Fraud Centre in Part 1 will give students the chance to identify English spelling variations and acronyms to increase their understanding of the text. In Part 2, students will read a fictional crime story by Arthur Conan Doyle that features the famous detective Sherlock Holmes. They will understand the plot of the story and identify the main events.

**Writing:** Students will make a storyboard of the story they have read in Part 2, and also take notes on their research findings about the creator of Sherlock Holmes or another well-known fictional detective. Finally, they will study an article on privatized prisons and describe the accompanying chart. They will draft, review, and finalize their written work and edit their classmates’ work.

### Focus on the Images

Ask students to:

1. look at the images; Ask: *How does listening to the word crime make you feel? What kind of crimes do you think of first?*
2. say if they usually take any special precautions that make them feel safe when at home or away
3. explain why criminals should be punished, or what the role of punishment is (*to penalize the criminal, to satisfy the victim, to discourage potential criminals, to punish the criminal*)
4. say if the fact that most countries do not use the death penalty anymore shows progress in human rights. Ask them to explain their views.

#### Answer Key

Answers will vary.

### Brainstorm and Associate

Ask students to:

1. work in pairs or groups and make a list with words and phrases about crime and criminals
2. make a list of thoughts and feelings about punishment and justice
3. compare the two lists. Are there words and phrases that can go into both lists?

#### Answer Key

Answers will vary.

### Think and Comment

*“Justice that love gives is surrender, justice that law gives is punishment.”*

- Have students identify the main idea of the quote and rephrase it.
- Ask them to give their opinion on the quote and justify it.

#### Answer Key

Answers will vary.



## Reading 1 – Recognize it! Report it! Stop it!

### Section Aims

**Reading:** Using headings to make predictions about a topic; answering questions using existing knowledge on a topic; identifying the main ideas in paragraphs; getting the meaning of specialized terms from context; making inferences from the text; reflecting on the topic and ideas of a text and expressing opinions

**Skills Focus:** Identifying acronyms in an article

**Language Focus:** Identifying spelling variations

### Before You Read

#### 1. Topic

##### Best Practice – Activating Prior Knowledge

Pre-reading the questions, get students to draw upon the information they already know about the topic of crime and fraud and share it with their classmates. By doing this, they will be better prepared to deal with the information presented in the article and throughout the chapter.

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

#### Answer Key

Answers will vary.

#### 2. Thinking and predicting

- Read the instructions and direct students' attention to the title, subheadings, and image in the reading text in 3.
- Read the subheadings and ask students for unknown words. Help them with their meaning. At this phase they can also use a dictionary.
- Give students time to write what they expect to read in the text under each subtitle.
- Call on volunteers to share their answers.

#### Answer Key

Answers will vary.

### While You Read

#### 3. Reading

##### Content Note

The CAFC was set up in North Bay, Ontario, in 1993 by a member of the Ontario Provincial Police. Originally called Project Phonebusters, it aimed to prevent telemarketing fraud in Ontario and Quebec. Complaints began flooding in from all over Canada, so the centre expanded and was renamed the Phonebusters National Call Centre in 2001. With the growth in Internet and email use, new types of fraud emerged. Thus, in 2010, it became the Canadian Anti-Fraud Centre to reflect that the scope included a wider range of fraud-related crimes.

- Play the audio and have students follow along in their books.
- Remind students not to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they do not understand.
- Once students have finished reading the passage, have them compare the information with their answers in 2.

**Answer Key**

Answers will vary.

**Skills Focus – Identifying Acronyms in an Article**

- Read the Skills Focus box as students follow along.
- Ask students for acronyms they use and write them on the board. Ask them if they know what they stand for.
- Write some commonly used acronyms and ask for the expanded form. For example, ASAP (as soon as possible), FAQ (frequently asked question), EOD (end of day), CIA (Central Intelligence Agency).
- To expand this activity, you can divide the class into teams to research and compile a list with commonly used acronyms (in conversation, in business, etc.), along with the expanded forms.
- Ask each team to write their acronyms on the board and have the others try to guess the expanded form. The team that gets the most correct answers wins.

**4. Scanning for acronyms**

- Read the instructions.
- Have students scan the article for acronyms and match them to their phrases or names.
- Go over the answers.

**Answer Key**

1. CAFC; 2. ID; 3. IP; 4. SMS; 5. SIN (pronounced as a word); 6. OSU; 7. RCMP

**5. Reading for the main ideas**

- Read the instructions.
- Ask a volunteer to read paragraph C and the answer given as an example to the class.
- Ask students to follow the example and do the same with the rest of the paragraphs.
- Have students work individually or in pairs to fill in the chart.
- Circulate among students and offer help if necessary.
- Review answers with the class.

**Answer Key**

<b>Phishing</b>	<b>Fraudulent Contests and Vacation Offers</b>	<b>Bogus Charities</b>	<b>Overpayment Fraud</b>	<b>Identity Theft and Fraud</b>
<p>(a) <i>Email / Website asking for personal info</i></p> <p>(b) <i>Don't respond</i></p> <p><i>Report to bank</i></p> <p><i>Anti-virus software / spyware filters</i></p>	<p>(a) Don't remember entering contest Asked to pay fee / join club</p> <p>(b) –</p>	<p>(a) Pushy telemarketer</p> <p>(b) Check charity is legal Ask questions about organization</p>	<p>(a) Buyer sends bigger cheque, asks for refund of excess amount</p> <p>(b) Know client Ask for cheque to be reissued</p>	<p>(a) Credit application approved without your knowledge, unknown charges on credit card, missing bank statements</p> <p>(b) Contact financial institutions Report to police</p>

## 6. Getting the meaning of specialized terms from context

- Read the instructions.
- Ask students to form pairs and go over the text to complete the task.
- Check the answers with the class.

### Answer Key

1. scams; 2. identity theft; 3. victims; 4. duped; 5. hackers; 6. defrauders; 7. impersonators; 8. rip off; 9. spoofing; 10. phishing; 11. counterfeit; 12. perpetrators; 13. suspect; 14. investigations

## Vocabulary Note

Specialized crime terms are used in academic courses such as sociology, criminology, and criminal justice. These words are also common in the everyday language of current events. Students will see this kind of terminology in journals, magazines, and newspapers.

## 7. Guessing the meaning of adjectives from context and structure

- Read the instructions.
- Ask students to work independently and choose the correct meaning of the target words.
- Have students form pairs and compare their answers. If their answers differ, ask them to explain their choice to each other.
- Call on volunteers to report their answers.

### Answer Key

1. B; 2. A; 3. B; 4. C; 5. A; 6. C; 7. A; 8. C

## 8. Making inferences

- Read the instructions.
- Ask students to go back to the text and check the statements that correspond to its content.
- Call on students to share their answers with the class and say which phrases in the text helped them answer.

### Answer Key

- ✓ “According to a 2019 survey conducted for Chartered Professional Accountants of Canada (CPA Canada), seven in 10 respondents are more concerned about fraud than they were five years ago. Most (69%) said that identity theft was a concern for them.”
- ✓ “And they are virtually impossible to trace because they keep their identity concealed by using encrypted phone numbers, by spoofing computer systems with bogus email addresses and fake Websites, or by masking IP (Internet Protocol) numbers.”
- 
- 

## After You Read

### Language Focus – Identifying Spelling Variations

- Read the Language Focus box as students follow along.
- Explain as needed.

## 9. Identifying spelling variations

- Read the instructions.
- Have students complete the task on their own.
- While they are still working on the task, write the words spelled in American on the board.
- When finished, ask volunteers to write next to each word the same words in Canadian spelling as they appear in the text.

**Answer Key**

1. Centre; 2. realise; 3. combatting; 4. recognise; 5. honourable; 6. organisation; 7. cheques;  
8. analysed

**10. Thinking and discussing**

- Read the questions and have students think about their opinion.
- Ask students to work in small groups to discuss the questions.
- Circulate around the class. Spend some time with each group to keep up with the discussion.

**Answer Key**

Answers will vary.

**11. Thinking critically****Best Practice – Interacting with Others**

Small group discussions give students the chance to participate in authentic conversations about academic and general interest topics. Focused topics such as the questions in this activity give students an opportunity to increase their fluency by expressing their ideas and opinions in conversations on a specific topic.

- Read the instructions.
- Have a volunteer read the paragraph “Using the Death Penalty”.
- Review the three questions that follow the paragraph.
- Put students into small groups to discuss the questions.
- You may wish to have some students share their opinions with the whole class to model the language of opinion-giving.

**Answer Key**

Answers will vary.

**Reading 2 – The Dying Detective****Section Aims**

**Reading:** Answering questions using existing knowledge on a topic; brainstorming words and phrases related to a topic; skimming for information about characters and conflict; making a storyboard

**Skills Focus:** Understanding the plot

**Research and Document:** Researching and presenting findings about a person or character

**Before You Read****1. Brainstorming**

- Ask students to look at the images and brainstorm ideas, words, and feeling related to mystery and detective stories.
- Then compare their answers with a partner.
- Invite students to report their answers to the class as you write them on the board.

**Answer Key**

Answers will vary.

**2. Thinking critically**

- Read the instructions as students follow along.
- Have them form pairs and discuss the questions.
- Ask them to keep brief notes of their answers in order to present them in class.
- Call on students from different pairs to share their answers with the class.

**Answer Key**

Answers will vary.

**3. Skimming for information about characters and conflict**

- Ask a volunteer to read the instructions and the first set of questions (1 and 2).
- Give students time to answer these questions.
- Follow with the next set of questions (3 and 4).
- Give students time to answer these questions as well.
- Have students form pairs and compare their answers. Ask them to check the ones that agree with each other.

**Answer Key**

Answers will vary.

**While You Read****4. Reading**

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

**Answer Key**

Answers will vary.

**Skills Focus – Plot****Strategy – Understanding the Plot**

- Read the descriptions of a plot and a storyboard in the Strategy box.
- Explain as needed.

**5. Making a storyboard of *The Dying Detective*****Best Practice – Organizing Information**

A storyboard is a sequential depiction of a story. A storyboard will help students recall the key parts of the narrative and pull the most important details from the story. The visual nature of this activity will help students remember the most important events of the story and the order in which they occurred.

- Put students in pairs.
- Read the instructions and steps, and explain as needed.
- Give pairs ample time to complete their storyboards. Move around the class and help as needed.
- When they have finished, have pairs compare their storyboards with those of their classmates.

**Answer Key**

Answers will vary.

**6. Getting the meaning of specific terms from context**

- Read the instructions.
- Do the first item with the class as an example.
- Have students complete the activity.
- Go over the answers.
- Check comprehension by having students use the words in new sentences.

**Answer Key**

1. D; 2. E; 3. B; 4. H; 5. A; 6. F; 7. C; 8. G

**7. Finding descriptive adverbs**

- Read the instructions. Remind students that adverbs are used to describe verbs and adjectives.
- Have students complete the activity independently.
- Go over the answers.

**Answer Key**

1. earnestly; 2. incessantly; 3. listlessly; 4. infallibly; 5. bitterly; 6. obviously; 7. horribly; 8. desperately; 9. roughly; 10. gingerly

**Grammar Notes**

Most adverbs end with the suffix -ly. Some adverbs require no suffix: least, worst, well, much, and little. Adverbs can be categorized into four general groups:

- Adverbs of degree (describe the extent): Examples include more, very, barely.
- Adverbs of time (describe when): Examples include then, soon, now.
- Adverbs of place (describe where): Examples include here, nowhere, there.
- Adverbs of manner (describe how): Examples include quickly, happily, carefully.

**After You Read****8. Thinking and discussing**

- Read the instructions in class and explain as needed.
- Have students form small groups and work on the activity.
- Ask them to read the story carefully and note any clues that reveal Holmes' plan.
- Circulate around the class and offer help as needed.
- Once they have finished, ask volunteers from different groups to report their findings to the rest of the class.

**Answer Key**

Suggested answers:

Holmes did not want Watson to approach him.

He did not let Watson touch the box.

He gave Watson precise instructions about lighting the lamp and positioning various objects.

He made Watson wait until it was late enough to justify lighting a lamp.

He asked Watson to return before Smith.

**9. Researching and presenting****Best Practice – Scaffolding Instructions**

Activities such as this will enable students to link knowledge recently acquired with new information they gather from their research.

- Read the instructions and research topics aloud.
- Tell students to research the topic of their choice on the Internet.
- Have students report their findings to the class.
- This task can be assigned as homework.

**Answer Key**

Answers will vary.

**10. Blogging**

- Read the instructions.
- Ask students to post their comments on the most surprising scene/element they can recall from a mystery or detective story they have read.

**Answer Key**

Answers will vary.

## Writing – A Look at U.S. Prisons

### Section Aims

**Reading:** Reflecting on the topic and ideas of a text and expressing opinions; interpreting charts

**Writing:** Describing a chart; drafting, editing, redrafting, and finalizing written work; reviewing and commenting on peers' work

#### 1. Topic

- Draw students' attention to the images and have them form pairs to discuss the questions.
- Ask students to make brief notes of their answers.
- Once they have finished, instruct them to compare their answers with those of other pairs.
- Ask volunteers to share their answers with the class. Discuss openly opposite opinions.
- At the end of the discussion, read the paragraph about "Privatized Prisons" as students follow along silently.

**Answer Key**

Answers will vary.

#### 2. Thinking critically

- Read the instructions.
- Ask students to take a stand and decide if they agree or disagree with the statements.
- Have them form small groups to discuss their views.
- Tell students to take notes on each other's ideas and be prepared to report their group's opinions to the class.

**Answer Key**

Answers will vary.

#### 3. Interpreting charts

- Have students form pairs.
- Ask them to read the paragraph *The U.S. Prison Population* silently and study the chart that follows.
- Then have them complete the sentences in items 1 to 3 based on the information they have read.
- Once they have finished, ask them to share their answers with the class.
- Then have them read questions 4 and 5 and exchange views with each other.

**Answer Key**

1. 11; 2. down; 3. The population in federal prisons  
4. Answers will vary.  
5. Answers will vary.

#### 4. Describing a chart

- Read the instructions as students follow along. Explain as needed.
- Give students time to study again the paragraph *The U.S. Prison Population* and the accompanying chart.
- Tell them that they are expected to prepare a short description of the situation presented in the text, as well as a brief analysis of the chart. At the end they can give their opinion on the subject.
- This can be done for homework.

**Answer Key**

Answers will vary.

**5. Drafting and editing 1: peer review**

- Ask students to swap their drafts with a partner.
- Have students review their partner's draft and suggest corrections. This can be done for homework.

**Answer Key**

Answers will vary.

**6. Drafting and editing 2: peer review**

- Have students rewrite their drafts based on their partner's comments and corrections. Encourage pairs to discuss changes and improvements constructively.

**Answer Key**

Answers will vary.

**7. Editing, rewriting, and finalizing**

- Ask students to work individually or with their partners to finalize their drafts. This can be done as homework.

**Answer Key**

Answers will vary.

**SELF-EVALUATION**

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