Instructor’s Manual to accompany

Challenges 1:

Reading and Vocabulary for Academic Success

Unit 1: Street Performers (pages 1-22)

Objectives:

• learn about street performers and discuss related topics with classmates
• learn about and practice previewing a text (Reading Skill: Previewing, page 4)
• read and understand a text well enough to answer comprehension questions
• learn about and practice setting goals (Study Tip: Setting Goals, page 8)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• learn about and practice scanning for details (Reading Tip: Scanning for Details, page 13)
• understand your own study styles and habits (Study Tip: Understanding How You Study, page 17)
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 1)

• Books Closed. Ask students to think of a very busy tourist section or a busy street in a big city that they know. (If some students have never been to a big city, they can think of one they have seen on TV or in a movie.) Ask them what they might experience if they were standing in that spot. To guide them, elicit answers based on each of the five senses: What do you see? What do you hear? What do you taste? What do you smell? What do you feel? What can you touch? After eliciting some answers, consider asking a few individuals where and when they experienced these things.
Expansion: Out of Your Comfort Zone!

Put the students in groups of 5 or 6. Ask them to interview each other about their talents and hobbies and decide which group member would be the best street performer. Encourage them to think about activities that are unique to their cultures and countries, for example, playing a unique instrument. Then bring the whole class back together and allow every group to tell why they selected their street performer. Ask if any of the students selected would be willing to do a performance for the next class.

Options:

1. **A student performance:** Hold an election for students to vote for one student to perform.
2. **Talent show:** Turn this into a mini talent show by allowing anyone who would like to perform to do so during the next class or in a special outside-of-class meeting.

3. **Class outing:** Take students to an open microphone (open mic) night or a poetry slam at a coffee shop to see rough “talent” in another context.

4. **Campus street performance:** If the weather permits, encourage students to set up a street performance outside in a busy area of campus, complete with a money box. See if the performer can collect any money! Or, if there are multiple performers, see who can collect the most money. Spend some time afterward talking about what it would be like to be “real” street performer—what would the benefits and challenges be?

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**Chapter 1: The Zip Code Man (pages 2–10)**

- Direct students’ attention to the photograph on page 2.
- Ask what kind of street performance this might be and what kind of location is pictured.
- Read the title and explain that it is the title of the main reading of the chapter on page 5.
- Tell students that they will work with some vocabulary and with a reading skill to prepare them to read the text.

**Getting Ready to Read (page 2)**

- Read the Getting Ready to Read text out loud. Put students in pairs and have them orally exchange phone numbers. Do not allow them to write. Tell them they should try to remember their partner’s number. Give them a few minutes to repeat it to themselves—or to use any other means to aid memory.

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**Expansion: Distraction**

If the next exercise (the Vocabulary Preview) will be assigned as homework, do something at this point to distract the students and check their memorization of the phone numbers afterwards. For example, go around the class and ask students to recite the alphabet letter by letter. Or, ask each student to name a favorite food or TV program. Then challenge students to try to remember their partner’s phone number and write it on a piece of paper. Allow partners time to check. Ask for a show of hands to answer the question: *How many of you remembered your partner’s phone number?*
Remind students that the ability to remember is important not only to people like street performers, but also to language learners. Tell them the next exercise will help them to remember new words. Explain that they will see how a vocabulary word is used in a sentence, and that they will then use other English words to define the new word. Explain that this will help them make connections with information they already have in their minds, and that it will help them to remember the words. Familiarize students with the ways in which this text supports vocabulary. Tell them that to learn a new word, they must see and use it several times. Point out the bold words in the text on pages 5–6, the Vocabulary Comprehension Chart on page 8, the Matching activity and the Word Forms activity on page 9, and the instructions asking students to use vocabulary words in the Write About It activity on page 10. Also point out Appendix 3: Index of Target Words on page 221. Explain that these, or similar, tasks, will occur in every unit to provide students an opportunity to truly acquire—to absorb, to remember, to be able to use—the new words.

Expansion: Discussing the Importance of Frequently Used Words

Instruct students to turn to page xv in the To the Teacher section and read this sentence from lines 2–4 at the top of the page: “Roughly half of the target words are from the list of 2,000 most frequent words used in English and the other half from the Academic Word List.” Explain that this means that there is a list showing what words are used the most in English and that half of the words in this book are selected from among the 2,000 words that people use the most. Explain that the other half come from a list of words that are most useful for college students and these are words that they will see in the texts for their academic classes.

Vocabulary Preview (pages 2–3)

Review the information about the vocabulary activities in this text in the To the Teacher section on pages xiv and xv.

• Read the directions. Ask students What is a phrase? and elicit an acceptable answer. (A phrase is a group of words that mean something, but a phrase is not a complete sentence because it does not contain both a subject and a verb.)
• Go over items in the list by asking students which items are words and which are phrases. Continue until they have read out all the items from the list.
• Make sure students understand that they are going to use these words and phrases to define the words in bold in the items on page 3. Do item 1 together as a class. Give students time to complete the rest of the items individually.

• Check answers by asking for volunteers to read the completed items.

ANSWER KEY
1. remember
2. make a picture
3. a show
4. more or less
5. brings something to another place
6. a system used to give or show information with signs or symbols
7. not average or typical
8. enjoyable

• If students have not already checked their memory using their classmates’ phone numbers, read the question at the bottom of page 3 and ask students to try to write their partner’s number from memory. After partners check, survey the students to see how many could remember their partner’s phone number.

Reading Skill: Previewing (page 4)
Carefully go over the information in the box. Ask students what the root word in previewing is; elicit view. Ask what the prefix pre means; elicit before. Show them that this is what is described next to the heading Purpose, and read that line. Go on to read the Explanation heading and the explanation. Make sure students are familiar with terms such as subtitles, diagrams, charts, tables, and illustrations. Expand the discussion by mentioning that one of the biggest challenges for international students is keeping up; that often students feel they do not have time for all the reading in their classes. Tell them that previewing will help them save time. It will help them to read more quickly.

Previewing (page 4)
• Go over the directions, and read the questions together as a class before putting students in pairs to complete the three items in the Previewing activity.

• Check answers as a class.

ANSWER KEY
Answers will vary, but possible answers are:
1. The title is “The Zip Code Man.” This reading is about a man who knows a lot of zip codes.
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2. The first drawing is an envelope with an arrow pointing to where the zip code is. The name of the article is “The Zip Code Man.”
3. The second photo shows a juggler. Maybe the Zip Code Man is a juggler, too.

Reading: The Zip Code Man (pages 5–6)
Give students time to read the text, assign it as homework, or read it together as a class.

Note: Even if students read the text individually, it can be useful to do a follow-up whole class reading. At this early point in the term or textbook, it may even be beneficial for you to read the text to the students when they have their books closed, after they have read it as homework or independently in class. Then ask them to open the book and allow them to ask you questions about anything they don’t understand. (Or, have students work in groups, asking each other about anything they don’t understand. Consider inviting students to ask for the meanings of any words or phrases they don’t understand, and encourage classmates to try to answer.)

Another option is to encourage students to answer questions that make some of the language more personal: What’s your zip code? Are there zip codes in your country of origin? Is “David” a (common) name in your language? [For international or immigrant students in the U.S.] Are there any differences between malls here and malls in your native country? What’s the biggest mall you have ever been in? Where is it? What is the capital of this state?

Expansion: Geography Challenge
If time allows, post or write a list of states on the board or white board or project them on an overhead or screen. Put students in groups and require them to copy the list. Stage a competition to see which group can list the most capitals without checking any reference. Then have students go online to check their lists.

Reading Comprehension (pages 6–7)
Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read the sentence from the text where they found the answer.

Or, assign this as homework, and check it at the beginning of the next class.
ANSWER KEY

1. b
2. a
3. c
4. c
5. b
6. b
7. a
8. He entertains people by listening to their zip code and then telling them what city they are from.

Cultural Note: Zip Codes

There are over 42,000 zip codes in the United States. They are mostly used for the tracking and delivery of mail. However, recently other uses for zip codes have emerged. Sometimes a customer at a retail store may be asked to enter a zip code on a key pad. This provides marketing information. First, it helps the company know how far people have traveled to shop and helps them plan new locations for stores. Second, sometimes computers have been used to connect the zip code with the name on a credit or debit card so that the company can learn even more personal information about a customer, such as his or her address. Zip codes are also helpful sometimes when searching for a store or other business location using the Internet. You can search the name of the business (or company) and then often you can enter your zip code to get a list of locations or branch locations at various distances from the area of the zip code.

Expansion: Research

Request that students find the five nearest branches for the bank they use. Tell them to type the name of their bank and the word locations into a search box online. Tell them to look for a web page that asks for a zip code to be entered into a box. Explain that they should enter their zip codes to get a list of bank branches nearby.

Option

Alternate research: Instead, or in addition, have students search for the five nearest branches of a major gas station, retailer (e.g. Barnes and Noble or Target) or the five nearest post office branches. If desired, require them to list the number of miles, the address, and the days and hours of operation.
Cultural Note: Boulder

Boulder is home to the University of Colorado, the largest university in the state. The population is over 94,000. It has a reputation for being liberal, and it is considered by many to be among the best places to live in the United States. It is in the foothills of the Rocky Mountains, and it attracts residents and visitors who love outdoor activities. There are excellent hiking areas in and surrounding the city, and there is a lot of open recreational space. People can find world-class rock climbing in Boulder. There is a great emphasis on bicycling in the city and on preservation of the environment and of wildlife. Boulder is also known for arts and for many festivals, including some major film festivals.

Discuss Your Ideas (page 7)

• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY

Answers will vary.

Study Tip: Setting Goals (page 8)

• Go over the headings and the information in the box. Ask students if they can think of ways to make the five given goals more specific. For example, for the first item, “I want to pass a test,” ask, Does anyone have this goal? If a student answers in the affirmative, ask additional questions such as: What is the test? When will you take it? What score do you have to get to pass? Is that score your goal, or do you have another score as your personal goal? What are you doing to prepare? Is this a realistic goal? Invite the class to wish the student luck.
• Go through similar questions with different students for items 2–5.
• Share a goal of your own with the class, if desired.
• Direct students to fill in two goals of their own to complete items 6 and 7 in the box.
Expansion: Set Personal Academic Goals for the Term

Ask students to set goals individually. Go over some types of goals but explain that this is not an exhaustive list.

Some possible types of goals to offer to students include:

**Attendance:** Example: *I will attend 95% of my classes.* Explain that it is often more important to set a possible goal than one you know you can’t reach. Provide the example that if they know they will have to miss a class or two for travel or health reasons, they should not set a goal of 100% attendance. Discuss how impossible goals result in people setting themselves up for failure. Instead, encourage them to set a goal they can attain and that they are happy with. Schedule time for them to work with classmates to figure out what to do about work and classes they will miss.

**Performance on quizzes:** Example: *I will get an 85% or higher average on my quizzes.*

**Classroom participation:** Example: *I will volunteer to speak or to answer questions at least two times each class.*

**Homework:** Example: *I will do my homework before 10:00 each night.*

**Drafts of papers:** Example: *I will show a classmate (or a person in the writing lab or a native speaker) my most important writing assignments and projects before I turn them in so that I can revise them and make improvements.*

**Exams:** Example: *I will pass my midterm and my final exam.*

**Passing class.** Example: *I will pass this class.*

**Note:** You may want to simply ask students to complete six or eight sentences beginning with “I will.” If necessary or useful, meet during office hours or outside of class with individual students about their goals. Help them to make their goals more specific, check to see that they are attainable, and develop a plan to achieve them.

Vocabulary Comprehension (page 8)

- Books closed. Go over the relevant parts of speech (nouns, verbs, adjectives, adverbs) with the class. Write the four parts of speech across the top of the board or whiteboard or project on a screen. Elicit examples to write in the correct category under each word.
- If desired, ask students to give example sentences or phrases for the words they list.
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- Tell students to open their books to page 8. Put them in pairs to do the Vocabulary Comprehension activity. Circulate and help as needed.
- When students have finished, check their answers, if possible by projecting the completed chart on a screen. Alternatively, write the completed chart on a large piece of poster paper and post it on the wall so that students have reference to it for the entire term. If none of the above is possible, invite students to read a column head and all of the words in the column to check.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>approximation</td>
<td>approximate</td>
<td>approximate</td>
<td>approximately</td>
</tr>
<tr>
<td>code</td>
<td>1. code</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>delivery</td>
<td>deliver</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>drawing</td>
<td>draw</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. entertainer</td>
<td>entertain</td>
<td>entertaining</td>
<td>X</td>
</tr>
<tr>
<td>2. entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. memory</td>
<td>memorize</td>
<td>memorable</td>
<td>memorably</td>
</tr>
<tr>
<td>2. memorization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. performance</td>
<td>perform</td>
<td>performing</td>
<td>X</td>
</tr>
<tr>
<td>2. performer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>unusual</td>
<td>unusually</td>
</tr>
</tbody>
</table>

**Matching (page 9)**

- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
- Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.
ANSWER KEY
1. h
2. f
3. a
4. e
5. g
6. c
7. b
8. d

Expansion: Conversations
Have pairs of students create short conversations using a specific number of words from both lists (e.g., three words from each). Or, challenge pairs to generate two or three question-answer exchanges using a word from the list on the left (target words) and the opposite on the right.

Example:
A: How far did you run this morning?
B: I don’t know exactly. Approximately three miles.

Word Forms (page 9)
- Read the heading and the directions out loud. Remind students that they can refer to the chart on page 8 as they do the activity.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.

ANSWER KEY
1. entertaining
2. drawing
3. memorize
4. unusual
5. approximate
6. deliver
7. perform
Vocabulary Use (page 10)

Vocabulary Note (page 10)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 10)
• Read the heading and directions. Direct students to complete the items alone or assign this as homework. Go over answers as a class.

ANSWER KEY
1. F
2. T
3. T
4. F (Note: False if you use the narrowest definition, but otherwise true.)
5. T

Write about It (page 10)
• Books closed. Read the statement (prompt, in green) out loud. Give students a few seconds of silence to process it and then read it again. Ask if anyone needs to hear it again. If so, repeat it once more. If not, ask students how many of them agree with the statement and how many disagree with it.
• Ask the students who agree to give examples of some movie stars and performers who they think are overpaid.
• Ask students who disagree whether they don’t believe the people make so much money, or whether they agree the people make a lot of money but think they deserve it. Encourage them to explain.
• Inquire about what professions in society should be paid the most money. Challenge students to defend their answers.
• Ask students if there are specific movie stars and musicians who have had an influence on them. Expand by determining if that influence was or is important.
• Direct students to open their books. Draw attention to the Write about It section and the directions. Depending on the program, explain that this is not solely a writing class, and that the most important thing is to express ideas clearly; explain that mistakes in punctuation, grammar, spelling, etc. are not as important as they would be in a formal writing class. Encourage students to say what they want to say and to not worry about making mistakes.
• When they have finished, encourage students to exchange papers with a classmate and to ask each other questions about anything that is unclear. Or, assign the writing as homework or as a journal entry.

ANSWER KEY
Answers will vary.

Chapter 2: Walking in the Air (pages 11–22)

Teaching Notes
Direct students’ attention to the photograph. Ask where this person might be performing.

Getting Ready to Read (page 11)
• Read the title and the directions. Tell students to quickly answer the three questions with a partner. When students have finished, solicit volunteers to share their answers with the class.
• Tell students that they will work with some vocabulary and with a reading skill to prepare them to read the text.

Vocabulary Preview (pages 12–13)
• Read the directions. Ask students Who remembers what a phrase is? and elicit an acceptable answer. (A phrase is a group of words that mean something, but a phrase is not a complete sentence because it does not contain both a subject and a verb.)
• Go over items in the list by asking students which items are words and which are phrases. Continue until they have read out all the items from the list.
• Make sure students understand that they are going to use these words and phrases to define the words in bold in the sentences on pages 12 and 13. Do item 1 together as a class. Give students time to complete the rest of the items individually.
• Check answers by asking for volunteers to read the completed items.

ANSWER KEY
1. focus
2. building
3. recognition
4. wish
5. allowed by law
6. favorable
7. hanging
8. unlike anything else
Expansion: Mini-Writing Using New Words

Write the bold words on the board. Put students in pairs or groups of three or four and tell them to write a very short story or a paragraph using at least four of the words. Choose two or three pairs or groups to read their story or paragraph to the class.

Reading Skill: Scanning for Details (page 13)

Books closed. Ask students what is different about the way they read an article for enjoyment and the way they read a train or a bus schedule. See if they ever check ads in the newspaper to learn what is on sale. Ask them how they read the advertisements. Elicit the idea that people scan when there is something specific that they are looking for. Direct students to open their books to the Reading Skill on page 13. Carefully go over the information about purpose and technique. Ask a student to read the two example questions and direct the class to quickly scan the passage in the box to find the answers.

**Scanning for Details (page 13)**

- Go over the directions and read the questions together as a class before directing students to scan the reading for the answers.
- Check answers as a class.

**ANSWER KEY**

1. in New York State
2. 1974
3. 45 minutes
4. 8


Read the title and ask students what hints the photo may give about the text. Give students time to read the text, assign it as homework, or read it together as a class.

**Note:** If desired, students can read straight through. Students will have scanned the reading for the activity on page 13, so they will be somewhat familiar with it. After going over the title and photograph, ask students to read the text through one time without using dictionaries, taking notes, or marking up the text. Then read the text again as a class (with different students reading each paragraph, if desired). Pause
after each paragraph to invite any questions about content, vocabulary, or pronunciation. Encourage classmates to answer each others’ questions.

**Reading Comprehension (pages 15–16)**

Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. b
2. b
3. c
4. b
5. eight times
6. a
7. a
8. b

**Expansion: Watch Man on Wire**

The film *Man on Wire* about Philippe Petit’s walk between the Twin Towers of the World Trade Center won an Oscar in 2008 and many other prestigious awards for a documentary film. The film was directed by James Marsh. It includes some footage of actual preparations for the walk as well as still shots from the event and reenactment by actors. Order the film and watch it as a class, if possible, or encourage students to order it themselves through Netflix or another movie service. If watching the film is not possible, encourage students to go to YouTube and type in “Philippe Petit” as homework, in class, or in the computer lab. They may find some actual footage of the walk. They will likely find interviews with Philippe and promotional clips from “Man on Wire.” Encourage them to write their search terms and some notes about the information or entertainment they found. In the next class, allow students to discuss what they found online in pairs or small groups. Alternately, if projection from your computer or a console is possible in your classroom, conduct the search and viewing and hold the discussion together in class.
Cultural Note: Idiomatic Language: “walk a tightrope” or “be on a tightrope”

The expression to walk a tightrope means “to be in a very difficult situation.” The expression is often followed by between, as in For a few months after she married, Jamie walked a tightrope between pleasing her parents and pleasing her in-laws.

Other examples: I feel like I’m on a tightrope between my boss and the people who report to me. The president is walking a tightrope between the people who gave him money for his campaign and all of the people who voted for him. Children in the second generation of immigrant families often walk a tightrope between two cultures—the old and the new.

Discuss Your Ideas (page 16)

• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY

Answers will vary.

Study Tip: Understanding How You Study (page 17)

• Go over the headings and the information in the box.
• Tell students to write short answers to the questions.
• Put students in pairs or small groups to discuss their answers.

Vocabulary Comprehension (page 17)

• Books closed. Go over the relevant parts of speech (nouns, verbs, adjectives, adverbs) with the class. Write the four parts of speech across the top of the board or whiteboard or project them on a screen. Elicit examples to write in the correct category under each word.
• If desired, ask students to give example sentences or phrases for the words they list.
• Tell students to open their books to page 17. Put them in pairs to do the Vocabulary Comprehension activity. Circulate and help as needed.
• When students have finished, check their answers, if possible by projecting the completed chart on a screen. Alternatively, write the completed chart on a large piece of poster paper and post it on the wall so that students have reference to it for the entire term. If none of the above is possible, invite students to read a column head and all of the words in the column to check.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>attention</td>
<td>X</td>
<td>attentive</td>
<td>attentively</td>
</tr>
<tr>
<td>construction</td>
<td>construct</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. credit</td>
<td>credit</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. creditor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>desire</td>
<td>desire</td>
<td>desirable</td>
<td>X</td>
</tr>
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<td>legalize</td>
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</tr>
<tr>
<td>X</td>
<td>X</td>
<td>unique</td>
<td>uniquely</td>
</tr>
</tbody>
</table>

Expansion: Study the Words with a Partner

Tell students to work in pairs to choose a study technique of their choice in order to memorize the columns in the chart. Explain, however, that this will not give them long-term memory of the word forms; vocabulary has to be revisited and practiced several times before it is learned. Give students 10–12 minutes. Then ask volunteers to tell you how they studied to remember the word forms and how effective the strategy was.

Sentence Completion (page 18)

• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. credit
2. desire
3. construction
4. unique
Odd One Out (page 18)

- Read the heading and the directions out loud and give students five minutes to complete the exercise.
- Check answers as a class.
- Alternatively, assign this as homework and go over answers in the next class.

**ANSWER KEY**

1. take
2. upset
3. attentive
4. land
5. legal
6. normal
7. card
8. desire
Vocabulary Use (pages 19–20)

Vocabulary Note (page 19)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used either of the words. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them. Possible examples: to be positive you returned a library book; to be positive you gave a cashier a $20.00 bill rather than a $10.00 bill; to be positive the man you see in court is the man you saw commit the crime; to test positive for Lyme disease; to suspend a driver’s license for D.U.I. or for repeated speeding in a construction zone; to suspend production of products that are found to be safety hazards; to suspend production during a strike.

Short Answer (page 19)
• Read the directions out loud and tell students to complete the sentences as a class. Remind them that they can look at the chart they completed earlier.
• Check answers as a class. Make sure students understand that answers will vary. After the first answer to each item, see if anyone has a different answer. Encourage discussion about any answers that seem interesting to the class.

ANSWER KEY
Answers will vary, but possible answers are:
1. It is legal to drive on the left side of the street in England and Japan.
2. use bricks or wood
3. all the time

Expansion: Telephone Game
Conduct the activity as a telephone game if your class is big enough and students are seated in rows. Give a slip containing each of the four words in the first item to the students seated in the back of each row. Tell them not to show the slip to anyone. When prompted to begin, the students should whisper the words to the student directly in front of him or her; then that student should whisper the words to the student in front of him or her. Students continue until the words reach the person in the front of the row. When the last student hears all four words, he or she runs up to the board and writes the odd word. The first row to do this correctly (to be able to justify their choice of the odd word) wins. Continue for each of the eight items.
Write about It (page 19)

• Call on a student to read the directions.
• Tell students that if they wrote something very similar to this topic for Unit 1, they can write about extreme sports or any kind of activity that involves risk-taking.
Or: Assign the writing as homework or as a journal entry.

ANSWER KEY
Answers will vary.

Expansion: Additional In-Class Writing

Give students a chance to do a second in-class writing of their topic from Chapter 1—either as a revision, or as a second “cold” writing (without referring to what they wrote earlier). Then allow students to compare both versions of their writing.

Vocabulary Skill: Keeping a Vocabulary Journal (page 20)

• Go over the skill, purpose, and technique as a class and present the example.
• Discuss ideas for using the journal as a study tool. Discuss the possibility of an electronic journal—advantages, disadvantages, differences from a paper vocabulary journal, etc. Ask students which they would prefer and remind them to do what works best for them, experimenting, if necessary.

Keeping a Vocabulary Log (page 20)

• Encourage students to have a notebook for exclusive use of their vocabulary log.
• Give them time to start their log with entries for the three words provided.

ANSWER KEY
Answers will vary.

Timed Reading (pages 21–22)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 209 of text)
1. T
2. F
Unit 2: Traveling on Foot (pages 23–48)

Objectives:

• learn about long-distance walks and pilgrimages
• skim for main ideas (Reading Skill: Skimming for Main Idea, page 26)
• read and understand a text well enough to answer comprehension questions
• learn to use Internet maps (Study Tip: Using the Internet: Finding Maps, page 29)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• learn about metaphors and similes (Reading Skill: Understanding Metaphors and Similes, page 36)
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 23)

• Books Closed. Ask students to think about any famous walks they know about. These can include pilgrimages, walking to raise awareness about causes (such as breast cancer, AIDS research, or muscular dystrophy), civil rights and human rights marches, hiking the Appalachian trail, or Aboriginal walkabouts. Direct students to open their books to page 23 and call attention to the picture. Ask questions such as Look at the people in the picture. Who do you think they are? Where do you think they are? How long do you think their walk will take? Have you ever walked or hiked in a place like this? Invite students to tell you about hiking experiences or about good places to walk that they know about.
• Solicit a volunteer to read the introductory text on page 23.
• Direct students to complete items 1–5 with a partner. Allow time for pairs to share some of their answers with the class.
ANSWER KEY
Answers will vary, but possible answers are:
1. exercise, getting to work, shopping, walking a dog, relaxation, thinking
2. sightseeing, exploring, hiking
3. invention of personal and public transportation, locations being built further away; ability/need to get places more quickly
4. losing weight, stress relief, healthier heart, sickness prevention
5. Answers will vary.

Expansion: Collocations and Phrases with Walk
Provide extra vocabulary work for students by focusing on a few collocations and expressions using walk. You can consult a dictionary (a collocation dictionary or a learner’s dictionary is recommended), look online, or start with the provided list and invite students to add other words or expressions they may have heard.

- take a walk
- walk the dog
- walk away from
- walk it off
- let him (her) walk
- a walking tour
- sleepwalking

Chapter 3: Fat Man Walking (pages 24–32)
- Direct students’ attention to the outline of the United States. Ask if anyone has visited San Diego or New York and invite individuals to tell you about their experiences in these places.
- Read the title and explain that it is the title of the main reading of the chapter on page 27.
- Tell students that they will work with some vocabulary and with a reading skill to prepare them to read the text.

Getting Ready to Read (page 24)
Read the Getting Ready to Read text out loud. Continue to read each question out loud, pausing to allow for individual students to volunteer answers after each question.
Vocabulary Preview (pages 24–25)

• Read the directions. Ask students *Who remembers what a phrase is?* and elicit an acceptable answer. (A phrase is a group of words that mean something, but a phrase is not a complete sentence because it does not contain both a subject and a verb.)

• Go over items in the list by asking students which items are words and which are phrases. Continue until they have read out all the items from the list.

• Ask students to give you an example to illustrate the meaning of each word or phrase listed on page 24. Some questions are listed.
  
  - *What does “extra credit” mean? When do we use the phrase “extra large”? When might we ask for “extra cheese”?
  - *Can anyone tell us the difference in the way we use “feel sorry for” and “feel sorry about”? Can anyone give example sentences?
  - *Can anyone tell us about a person who is not selfish or who is giving?
  - *Why can physical heaviness be a health problem? (Note: If there are heavy or obese students in your class, you may want to change this to How do we measure physical heaviness?).
  - *What’s an example of something you have refused or said no to?
  - *What kinds of things cause people sadness?
  - *What advice do doctors have for people who are very overweight? (Note: if there are heavy or obese people in your class, change this to either Can you think of a famous person in history or who is now living who is overweight? or Can you think of someone who seems comfortable and active although they are overweight?).
  - *Do you think men and women have different ways of seeing things? Give examples.
  - *Do you think that young people and elderly people have mostly the same or mostly different points of view? Why?

• Make sure students understand that they are going to use these words and phrases on page 24 to define the words in bold in the items on page 25. Do item 1 together as a class. Give students time to complete the rest of the items individually.

• Check answers by asking for volunteers to read the completed items.

ANSWER KEY

1. sad
2. physical heaviness; extra
3. being very overweight
4. not selfish, giving
5. way of seeing, point of view
6. feeling sorry
7. refuse or say no

**Expansion: Additional Vocabulary Drill**

To reinforce the vocabulary, review the same list of questions you used to elicit the meanings of the words on page 24. Ask them again, but this time, invite students to answer using the bold words from the exercise on page 25. As this is just practice manipulating the vocabulary, it’s fine if students repeat the same information using the new vocabulary words.

**Reading Skill: Skimming for the Main Idea (page 26)**

Instruct students to keep their books closed. Write the word *skimming* on the board. Ask students to quickly write down a definition for skimming, and to guess the meaning if they don’t know it. Call on students to read their definitions. Call attention to any correct information they give. Direct students to open their books to page 26 and call on a student to read the information in the box. Point out that as college or university students they will have enormous amounts of material to read for their courses, and skimming will help them read faster and more efficiently. Point out that in doing research, skimming is valuable as students look through various sources of information they find and decide which ones to use.

**Skimming for the Main Idea (page 26)**

- Go over the directions. Point out the numbers in parentheses in the reading *Fat Man Walking* on page 27. Read through the main idea sentences out loud. Tell students that in a matching exercise like this one, it is important to read the sentence in the item carefully. This is not the part of the text exercise they should speed through. Reading these answer choices thoroughly will help them be confident and efficient in matching the paragraphs to choices.
- Direct students to complete the exercise.
- Check answers as a class.

**ANSWER KEY**

3, 5, 1, 2, 4
Or: Give students a time limit (perhaps of 90 seconds) to complete the exercise.  
Or: Direct students to work as quickly as possible and to raise their hands when they finish. (This will give you an idea of who might be struggling.)

**Reading: Fat Man Walking (pages 27–28)**

Give students time to read the text, assign it as homework, or read it together as a class.

**Note:** Even if students read the text individually, it can be useful to do a follow-up whole class reading. At this early point in the term or textbook, it may even be beneficial for you to read the text to the students when they have their books closed, after they have read it as homework or independently in class. Then ask them to open the book and allow them to ask you questions about anything they don’t understand. (Or, have students work in groups, asking each other about anything they don’t understand. Consider inviting students to ask for the meanings of any words or phrases they don’t understand, and encourage classmates to try to answer.)

**Expansion: Marking the Text**

Give some tips about marking the text. Explain that overmarking—highlighting, underlining, or writing too much—isn’t always helpful. Tell students that this is especially true if it slows them down during the first reading of a text. Tell them that one option that works for some students is to read the text through without the use of a dictionary the first time, simply writing question marks lightly in pencil in the margin in places where they don’t understand something. Then, on a second reading, they can mark or use a dictionary at these places more thoroughly.

**Reading Comprehension (pages 28–29)**

Direct students to complete the seven items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. a
2. Vaught stayed in a tent or in the homes of generous strangers.
3. c
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4. Positive: He found a sense of peace. Negative: He was lonely.
5. a
6. b
7. He is living in a hotel in San Diego and still trying to lose weight.
8. He plans to walk around the world.

**Cultural Note: Walkathons**

A walkathon is a special walk undertaken to raise money for a cause. Participants get supporters to pledge a specific amount of money for a specific distance traveled (or to donate a fixed amount). For example, a walker may have a list of 20 supporters or sponsors. The walk may be a 20-mile route around a city. One sponsor might pledge five cents per mile walked. Another might pledge two dollars per mile walked. These walks are fundraisers for such causes as AIDS and breast cancer research.

**Discuss Your Ideas (page 29)**

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.

**ANSWER KEY**

Answers will vary.

**Expansion: Research Project**

Direct groups to conduct research on an important walk, ride, boat trip, or flight. Allow them to brainstorm in class to choose a topic. Then encourage them to research their topic and prepare a brief presentation or report. Encourage them to use the computer lab and library resources (including the reference librarian).

**Option**

*Allow other related topics:* Expand the possible topics to include long trips by animals, including reports on migrations or lost pets returning home.

**Study Tip: Using the Internet: Finding Maps (page 29)**

- Go over the headings and the information in the box. Ask students if they can think of other helpful information and features that come up when they look for maps.
Elicit answers such as various “views,” including street views and other views from Google Earth, reverse directions, alternate routes, zooming tools, printing options.

- Extend the discussion by asking how many students use maps and driving directions from the Internet before traveling, how many use GPS devices, and if they can think of any advantages of paper maps.

**Vocabulary Comprehension (page 30)**

- Books closed. Elicit an example or two for each part of speech (nouns, verbs, adjectives, adverbs).
- If desired, ask students to give example sentences or phrases for the words they list.
- Tell students to open their books to page 30. Put them in pairs to do the Vocabulary Comprehension activity. Circulate and help as needed.
- When students have finished, check their answers, if possible by projecting the completed chart on a screen. Alternatively, write the completed chart on a large piece of poster paper and post it on the wall so that students have reference to it for the entire term. If none of the above is possible, invite students to read a column head and all of the words in the column to check.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>depression</td>
<td>X</td>
<td>depressed</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>depressing</td>
<td></td>
</tr>
<tr>
<td>excess</td>
<td>X</td>
<td>excess</td>
<td>excessively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>excessive</td>
<td></td>
</tr>
<tr>
<td>generosity</td>
<td>X</td>
<td>generous</td>
<td>generously</td>
</tr>
<tr>
<td>obesity</td>
<td>X</td>
<td>obese</td>
<td>X</td>
</tr>
<tr>
<td>perspective</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>regret</td>
<td>regret</td>
<td>regrettable</td>
<td>regrettably</td>
</tr>
<tr>
<td>resistance</td>
<td>resist</td>
<td>resistible</td>
<td>X</td>
</tr>
<tr>
<td>weight</td>
<td>weigh</td>
<td>weighty</td>
<td>X</td>
</tr>
</tbody>
</table>

**Matching (page 30)**

- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
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- Check answers as a class. Make sure that students have not had trouble with the
  defining words in the second column, perhaps by eliciting example sentences using
  these words.

**ANSWER KEY**

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

**Expansion: Vocabulary Journal Update**

Direct students to add new words to the vocabulary journal they started on page
20. Encourage them to show their entries to partners to see if they can clarify or
add information or organize information differently.

**Expansion: Tic-Tac-Toe**

Draw a tic-tac-toe grid on the board. Write a word from the Vocabulary Compre-
hension exercise in each space. Divide the class into two teams. Decide which team
will go first. Ask them to produce a sentence using a word from the tic-tac-toe
grid. If the sentence is correct (both in terms of meaning and grammatically), the
team can claim that space with their choice of an x or an o. Continue the game
until one team marks three boxes in a row.

**Option**

*Limit to a specific context:* To make this more challenging, specify that students
have to use the context of the reading, or of walking.

**Word Forms (page 31)**

- Read the directions out loud and tell students to complete the sentences as a class.
  Remind them that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.
ANSWER KEY
1. excessive
2. Generous
3. Obesity
4. regret
5. resist
6. weigh

Expansion: Using the “Wrong” Words
Encourage students to write sentences on the same general topics using the “wrong” form given in bold.

Vocabulary Use (pages 31–32)

Vocabulary Note (page 31)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 32)
Read the heading and directions. Direct students to complete the items alone, or assign this as homework. Go over answers as a class.

ANSWER KEY
1. T
2. F
3. F
4. T
5. T
6. F
7. F

Write about It (page 32)
• Call on one student to read the directions and the prompt.
• Write social and cultural, genetic, emotional, and economic on the board. Direct students to think about causes of obesity that might fall into these categories as they
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write. Also, ask them if they think there are any ways people are encouraged or manipulated into habits and lifestyles that encourage obesity.

• Assign the activity as homework. This topic is not usually ideal for pair or group work because of sensitivity issues with weight.

ANSWER KEY

Answers will vary.

Chapter 4: Travelogues (pages 33–46)

• Direct students’ attention to the photo that opens Chapter 4. Ask who the people are, where they are, and what they are doing.

• Call attention to the heading Travelogues. Ask if anyone knows or can guess what the word means. (travelogue: a film, lecture, slideshow, brochure, blog, etc. describing travel).

• Call on a student to read the quote. Ask the class for ideas about what the quote means. Call on a student to continue reading the text below the quote.

• Challenge students to name famous poets from their cultures/countries (or from around the world). Ask if they know of any poets or writers who are famous for describing their travels. Give an example, if necessary: Basho, from Japan.

Expansion: Quotations Research and Lists

Direct students to look online for quotes about travel. Make sure that they know that they can search for quotations by topic, using such search terms as “travel quotations,” “famous travel quotes,” “quotations about travel,” or “famous sayings about travel.” Make sure that students understand that they need to include the source as well as the quotation. Explain that not all online sources can be trusted. Encourage them to double check quotes they would like to include by searching for the quote using some exact words from the quote and the source, e.g. “traveler without observation is a bird without wings Sadi” / “Sadi traveler bird without wings” as well as the name of the source and the general topic, e.g. “Sadi travel quotations.” Assign a list of travel quotations as homework. When students bring in their lists of quotations, have them compare them in groups. Ask a few students to tell the class their favorite quotations and to explain what they mean.
Getting Ready to Read (page 34)

Read the Getting Ready to Read text out loud. Continue to read each question out loud, pausing to allow for individual students to volunteer answers after each question.

Vocabulary Preview (pages 34–35)

- Read the directions. Ask *Who remembers what a phrase is?* Elicit an acceptable answer. (A phrase is a group of words that mean something, but a phrase is not a complete sentence because it does not contain both a subject and a verb.)
- Go over items in the list by asking students which items are words and which are phrases. Continue until they have read out all the items from the list.
- Check answers as a class.

ANSWER KEY

1. piled up
2. get
3. very much, a lot
4. rest
5. looking for
6. make something necessary
7. machines for transportation
8. told about a risk or danger

Expansion: More Vocabulary in Context

Ask these follow-up questions to further practice the new vocabulary or distribute the questions to pairs of students to discuss.

1. What is something that might accumulate at work while you are on vacation?
2. What else do children derive pleasure from?
3. Point out that the use of *indefinitely* here is used as an exaggeration and that a more common use might be related to time. *After the flood, school was postponed indefinitely.* Follow-up question: *Do you think it is right to hold people in prison indefinitely without criminal charges or a trial if the government thinks they are dangerous?* (This is commonly referred to in the media: *indefinite detention.*)
4. How often do you find time to relax with family or friends? What do you do?
5. What are some things people do when they are seeking a job?
6. What else do universities require for entrance?
7. Can you drive any vehicles other than a car? If so, what?
8. Did your parents ever warn you about anything? If so, what?
Reading Skill: Understanding Metaphors and Similes (page 36)

Books closed. Write these two sentences on the board: *All the world’s a stage and men and women merely players.* (Shakespeare, *As You Like It*) *The Kingdom of Heaven is like treasure hidden in a field.* (Christian Bible, New Testament, Matthew 13:44). Ask for volunteers to explain the meaning of each quotation.

Ask the class which quotation is an example of a simile (the second) and which is an example of a metaphor (the first). See if students know the difference between similes and metaphors. At this point, direct students to open their books to the Reading Skill box on page 36. Read and go over the information with the class.

Defining Metaphors and Similes (page 36)

- Read the directions and direct students to do the exercise.
- Direct students to check their answers in pairs.

Or: Pass out blank overhead transparencies and tell pairs to write two of their new sentences on the transparencies. Then put up the transparencies and complete correction work as a class.

ANSWER KEY

Answers will vary, but possible answers are:

1. The sound of the lightning was as loud as cymbals in a band and the rain was like beautiful music.
2. The statue is located at the top of the altar.
3. The road has energy, or power, that can be sensed by people who walk on it.
4. The walking stick would be helpful to me. I would feel a sense of connection to it, and know that it was the stick I could walk with. It would be as if we were having a conversation.

Reading: Excerpts from *The Camino: A Journey of the Spirit* by Shirley MacLaine (pages 37–39)

Call students’ attention to the map of Spain. Ask them if they know about a famous walk in Spain. You can hint that it is religious in nature or a pilgrimage. Read the first sentence of the text to the class. Ask if anyone has seen the movie *The Way*. Direct students to look at the glossed words at the bottom of page 37–39. Point out that glossed words are often not key words. They are not considered vocabulary words, and they do not usually occur as the focus of test items. Rather they are words the writers provide meanings for so that students don’t interrupt their reading by looking up the words in a dictionary. Give students time to read the text, assign it as homework, or read it together as a class. After reading, ask students if they had any diffi-
culty or if they would like you to go over any particular lines of the text. Provide help as needed. Ask if students know of any other famous walks or pilgrimages.

**Cultural Note:** *The Way* is a 2010 American drama about the Camino de Santiago. The director was Emilio Estevez and the film starred Martin Sheen. Promotional clips can be found on You Tube.

**Reading Comprehension (pages 39–40)**

Direct students to complete the ten items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. It is a road in northern Spain that is called the Santiago de Compostela Camino.
2. a
3. a
4. a
5. c
6. b
7. b
8. b
9. It makes her feel very happy and “part of everything.”
10. a

**Discuss Your Ideas (page 41)**

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.

**ANSWER KEY**

Answers will vary.

**Study Tip: Understanding Ellipsis Marks (page 41)**

- Books closed. Write *ellipsis* on the board. Ask if anyone can pronounce the word. Ask if anyone knows what the word refers to. Write *There are many punctuation marks . . . and understanding them will help you to be a better reader.* Ask why there are three dots between *marks* and *understanding.* Elicit the idea that there is some missing text or words that haven’t been included.
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• Explain that this most commonly happens when someone is quoting another source, but doesn’t want to include all the words in the quotation. Explain to students that, in this case, for example, the missing words might be *such as the comma, the colon, the hyphen, the dash, the exclamation mark, etc.* or the missing words might be *that writers use in English and other languages.*

• Explain that the ellipsis not only shortens the quote, but it helps to keep the attention on the point that the writer feels is most important to the reader.

• Help students find the three dots after *skip* in Line 8. Point out that these are punctuation, and that they differ from the three dots that separate paragraphs in this reading.

Vocabulary Comprehension (page 42)

• Call students’ attention to the Vocabulary Comprehension chart on page 42. Explain that they will complete another vocabulary comprehension chart in this chapter and in every chapter going forward.

• Do the first row as a class. Elicit example usages for each form of the word. (Examples do not have to be full sentences.)

• Tell students to finish the chart in pairs or in groups of three.

• When students have finished, check their answers, if possible by projecting the completed chart on a screen. Alternatively, write the completed chart on a large piece of poster paper and post it on the wall so that students have reference to it for the entire term. If none of the above is possible, invite students to read a column head and all of the words in the column to check.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>accumulation</td>
<td>accumulate</td>
<td>accumulative</td>
<td>X</td>
</tr>
<tr>
<td>derivation</td>
<td>derive</td>
<td>derivative</td>
<td>X</td>
</tr>
<tr>
<td>derivative</td>
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<td>X</td>
</tr>
<tr>
<td>infinity</td>
<td>X</td>
<td>infinite</td>
<td>infinitely</td>
</tr>
<tr>
<td>relaxation</td>
<td>relax</td>
<td>relaxing</td>
<td>X</td>
</tr>
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<td>X</td>
</tr>
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</tr>
<tr>
<td>warning</td>
<td>warn</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Sentence Completion (pages 42–43)
• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. seek
2. warning
3. requirements
4. relaxing, derive
5. vehicle
6. infinite
7. accumulate

Expansion: Sentence Construction
Require pairs or groups choose 12 words from the chart and write sentences for them. Circulate and offer corrections as students work. When students have finished, call on students to read single sentences from the pair or group work, saying “blank” where the vocabulary word occurs. Classmates give the correct word. This can also be done by combining two pairs or two groups. Each pair or group reads their sentences to the other, saying “blank” in place of the vocabulary word. The other group provides the word.

Odd One Out (page 43)
• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. jog
2. throw away
3. bicycle
4. seek
5. derive
Expansion: One Man Out Game

If the class divides exactly into groups of four, play a game in groups. Have group members count off by four. Explain that you will read four words. Member number 1 should pay attention to the first word, member number 2 the second word, member number 3 the third word, and member number 4 the fourth word. Explain that they should stand, listen to all four words, and the person whose word is “out” should sit down. The first group to have someone with the odd word out sitting wins. To be sure they understand instructions, ask everyone to stand. Ask for a show of hands for member numbers 1, 2, 3, and 4. Read these four words as practice: *apples, cucumbers, chicken, pears*. Check responses. In each group, member number 3 should sit down after the words are called out. Call on the first group that had a member sit down. Confirm that this member is number three. Ask for the odd word out. Continue by reading the items in the book.

Vocabulary Use (pages 43–46)

Vocabulary Note (page 43)

Read the heading and the explanation out loud and go over the examples with the class. Give students the following additional examples, or your own: *Some people actually derive pleasure from the failure or misfortune of others. Some elderly people in nursing homes derive pleasure from pets brought into the homes. What's the derivation of this word?*

Short Answer (page 44)

• Read the directions out loud and tell students to complete the sentences as a class. Remind them that they can look at the chart they completed earlier.
• Check answers as a class. Make sure students understand that answers will vary. After the first answer to each item, see if anyone has a different answer. Encourage discussion about any answers that seem interesting to the class.

ANSWER KEY

Answers will vary, but possible answers are:

1. an ambulance
2. by saving some of the money you earn
3. from his or her mother
4. inside a building

**Write about It (page 44)**

- Read the directions and the prompt.
- Tell students that they should state their belief and that they should give reasons for their belief. Say, “Raise your hand if you believe in astrology.” Call on someone who raised his or her hand to explain why. Call on someone who didn’t raise his or her hand to explain why not. Say, “Raise your hand if you ever read your horoscope.” Call on someone who raised his or her hand to tell the class where they read it and how often.
- Explain that students can write about their belief in the Western zodiac or about another planet-based belief, such as belief in the Chinese zodiac.
- After students have written their paragraphs, put them in groups. Direct them to pass their papers to the right, reading the papers that are handed to them. Continue until everyone in each group has read all other group members’ papers. When the papers come back to the writer, direct the writer to read the paragraph out loud. Tell others to comment, ask questions, or offer corrections.

**ANSWER KEY**

Answers will vary.

**Vocabulary Skill: Understanding Word Forms: Nouns, Verbs, Adjectives, and Adverbs (page 45)**

- Direct students’ attention to the skill box. Point out that students have already been working with parts of speech in doing the vocabulary charts in the chapters.
- Read through the information in the skill box. Be sure students generally understand the difference between action verbs and non-action verbs. Elicit some sentences using the example verbs provided in the text. Point out that you can make continuous (progressive) sentences with action verbs, but that non-action verbs don’t usually take the progressive form.

**Expansion: Vocabulary Log Additions**

Allow students time to update their vocabulary logs for this chapter. Or assign this task as homework.
Word Forms (page 46)

• Read the heading and directions. Direct students to complete the items alone or assign this as homework.
• Go over answers as a class.

ANSWER KEY

1. AV
2. N
3. NV
4. N
5. N
6. N
7. N or AV
8. ADJ or ADV
9. ADJ
10. ADJ
11. NV
12. AV
13. N
14. ADJ
15. ADV
16. AV
17. AV or N
18. ADV
19. N
20. ADJ

Timed Reading (pages 47–48)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 210 of text)

1. T
2. F
3. F
4. T
Unit 3: The Ends of the Earth (pages 49–78)

Objectives:

• learn about remote places and people who explore them and discuss related topics with classmates
• learn about when to use a dictionary (Reading Skill: Deciding When to Use a Dictionary, page 52)
• read and understand a text well enough to answer comprehension questions
• learn about finding and creating good environments for study (Study Skill: Managing Your Study Space, page 59)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment
• understand dictionary entries (Reading Skill: Parts of a Dictionary Entry, page 64)
• practice skimming
• learn about managing study time
• practice understanding meanings of words from their context

Teaching Notes

Unit Opener (page 49)

• Books closed. Tell students you are going to read them a list of questions. They don't need to take notes. Tell them to just listen and see which questions they remember when you are finished. Read the following questions out loud to the class without pausing for answers or discussion.

  Have you ever heard either of these terms—ends of the earth or off the beaten path? What do you think they mean?
  Have you ever traveled or lived in a remote place?
  Have you ever spent a day in nature without seeing another person? A night?
Have you ever hiked, biked, sailed, or camped alone for more than a couple days?
Have you ever spent time in a place without electricity or running water?
What places have you been where you could see the stars clearly or hear the sounds of nature clearly?
Have you ever traveled in a place that was dangerous or physically challenging?
Have you ever spent more than a day or two in a place without Internet or wireless access?
Have you ever traveled somewhere that you couldn’t get to by car?

When you have finished reading the questions, put students in pairs or in small groups. Tell them to ask and answer any questions they remember. Encourage them to discuss any related topics. Allow 5–10 minutes for this, then ask if anyone would like to share anything with the class. At the end of the activity, invite students to ask you one or two questions from the list.

Or: Give pairs of students the list and direct them to ask and answer the questions.

Or: After reading the list out loud to the class, ask individuals to ask any other individuals the questions.

• Tell students to open their books to page 49. Direct their attention to the unit title and to the photograph. Ask if anyone has ever been on a small island like this. Invite related discussion.
• Solicit a volunteer to read the introductory text under the photograph. Have the volunteer continue with directions for the exercise that follows. Allow students a couple minutes to complete the exercise in pairs, and then check answers as a class.

**ANSWER KEY**
1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. a, d, c, e, b

**Chapter 5: My Bookworm Blog (pages 50–61)**
• Direct students’ attention to the photograph.
• Ask where this might be. If students are from a variety of countries, ask how many students might find a place like this hear their hometowns.
Getting Ready to Read (page 50)
Read the directions and direct students to complete the activity individually. Check answers as a class.

Expansion: Short Writing Assignment or Journal Entry
Ask students to write about a person they know or know of who has lived a life without many physical belongings. Examples might include famous people, people in religious monasteries, “green” people who opt for a simple lifestyle, travelers and homeless people who sleep in cars by choice. Tell students they can write about someone they know personally, or they can use the Internet to find information about someone. (If anyone really gets stuck, encourage them to search for blogs using key words such as “my simple life” or “life without money” or to search for “famous religious hermit” or “simple lifestyle.”)

Vocabulary Preview (pages 51–52)
• Read the directions.
• Ask students to do the exercise without using their dictionaries.
• When students have finished, ask if anyone has any questions about items on the list before checking answers. Clarify and elicit or give examples as needed.
• Check answers by asking for volunteers to read the completed items.

ANSWER KEY
1. think something was special
2. opinion
3. stay alive
4. a place to live
5. an exciting experience
6. bad use of something
7. dependent on oneself
8. making bad decisions

Reading Skill: Deciding When to Use a Dictionary (pages 52–53)
Ask students how many times a day they think they look up a word, how many words they think they looked up in the last chapter’s reading, and how many look up every word they don’t know. Invite a show of hands. Call on one or two of these students to describe when they use a dictionary. Ask who uses mostly paper dictionaries and who
uses mostly online dictionaries and discuss the benefits to either. Go over the information in the box. Direct students’ attention to the flow chart on page 53. Explain that this is general and that there are always exceptions. Also explain that this applies mostly to a first or second reading.

**Deciding When to Use a Dictionary (page 54)**

- Go over the directions.
- Put students in pairs to complete the exercise.
- Check answers as a class.

**ANSWER KEY**

1. squandered
2. refuge
3. acquiesced

**Reading: Into the Wild by Jon Krakauer (pages 55–56)**

Ask if anyone has read the book or seen the movie *Into the Wild*. If anyone has read or seen it, invite them to share the story with the class. Give students time to read the text, assign it as homework, or read it together as a class.

**Reading Comprehension (pages 57–58)**

Direct students to complete the ten items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. c
2. a
3. b
4. c
5. b
6. b
7. c
8. b
9. c
10. a

**Discuss Your Ideas (page 58)**

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.
ANSWER KEY

Answers will vary.

Study Tip: Managing Your Study Space (page 59)

- Go over the headings and the information in the box.
- Ask students to share ideas about good places to study on campus or nearby.

Vocabulary Comprehension (page 59)

- Read the directions and tell students to complete the chart in pairs.
- Circulate and assist as needed.
- Check answers as a class, providing or eliciting examples for each word added to the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>admiration</td>
<td>admire</td>
<td>admirable</td>
<td>admirably</td>
</tr>
<tr>
<td>1. adventure</td>
<td>X</td>
<td>adventurous</td>
<td>X</td>
</tr>
<tr>
<td>2. adventurer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fool</td>
<td>fool</td>
<td>foolish</td>
<td>foolishly</td>
</tr>
<tr>
<td>impression</td>
<td>X</td>
<td>1. impressed</td>
<td>impressively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. impressive</td>
<td></td>
</tr>
<tr>
<td>self-reliance</td>
<td>X</td>
<td>self-reliant</td>
<td>X</td>
</tr>
<tr>
<td>shelter</td>
<td>shelter</td>
<td>sheltered</td>
<td>X</td>
</tr>
<tr>
<td>survival</td>
<td>survive</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>waste</td>
<td>waste</td>
<td>wasteful</td>
<td>wastefully</td>
</tr>
</tbody>
</table>

Expansion: Applying Vocabulary to Pictures

Collect pictures from magazines or other sources. Put students in small groups. Give each group some pictures. Tell them that each group should choose at least 10 words from the chart and should try to say something about each picture using the word. It may be best to keep this oral so that students don’t get bogged down in grammatical accuracy unrelated to the words. When most groups have finished, ask for group members to show a picture and say something about it using one of the words.
Matching (page 60)

- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
- Check answers as a class. Make sure that students have not had trouble with the defining words in the second column, perhaps by eliciting example sentences using these words.

ANSWER KEY
1. d
2. g
3. e
4. h
5. f
6. c
7. b
8. a

Expansion: Conversations
Ask pairs of students to create short conversations using a specific number of words from both lists (e.g., three words from each).

Option
Dialogues with opposites: Ask pairs to generate two or three question-answer exchanges using a word from the list on the left (target words) and the opposite on the right.

Example:
A: Hey, you really impressed me with your presentation in class today.
B: Really? Thanks. I thought maybe people would think it was boring.

Word Forms (page 60)
- Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.
ANSWER KEY
1. impressive
2. self-reliance
3. admire
4. adventure
5. shelter
6. waste
7. fool
8. survival

Vocabulary Use (page 61)

Vocabulary Note (page 61)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 61)
• Read the heading and directions. Direct students to complete the items alone, or assign this as homework. Go over answers as a class.

ANSWER KEY
1. T
2. F
3. F
4. T
5. F
6. F
7. T
8. T

Write about It (page 61)
• Books closed. Tell students you are going to read something to them, and that they should listen and then quickly write a response to it.
• Read the statement (prompt, in green) out loud. Give students a few seconds of silence to process it and then read it again. Ask if anyone needs to hear it again. If so, repeat it once more.
Instructor’s Manual

- Tell students they have five minutes. Direct them to begin writing. Tell them to write their thoughts as quickly as possible, without checking dictionaries or worrying about errors.
- After five minutes, stop the students. Tell them they can read the prompt, on the bottom of page 61 for themselves if desired. Tell them they can now use dictionaries or ask classmates for feedback to improve their writing.
- Give them ten more minutes to rewrite.
- When they have finished, put students in groups of three or four. Direct students to read their writing to the group. The other group members should listen and then give advice as to how the reader might “go confidently” toward this dream – what steps the writer could take.

Or: Assign the writing as homework or as a journal entry.

ANSWER KEY
Answers will vary.

Chapter 6: Saving Antarctica (pages 62–78)

Direct students’ attention to the picture of Antarctica on page 62. Remind students that they should always look at pictures and illustrations and graphics that accompany a text because they give a hint about the content and activate thoughts about it.

Getting Ready to Read (page 62)
- Read the title and the directions. Tell students to quickly complete the activity with a partner.
- Go through the list word-by-word, asking students to tell you how each might relate to Antarctica.

Vocabulary Preview (pages 63–64)
- Read the directions and complete the first item as a class.
- Direct students to complete the exercise individually.
- Check answers by asking for volunteers to read the completed items.
ANSWER KEY
1. completed
2. take possession of
3. lead
4. ate
5. tolerate
6. using, often in a bad way
7. pulled out
8. illegal

Reading Skill: Parts of a Dictionary Entry (page 64)
Books closed. Tell students that the targeted words in a dictionary are called entries. Ask what kinds of information a dictionary usually includes. Direct students to open their books to page 64. Carefully go over the information in the reading skill box. Begin by reading the entry itself. Then go over the various boxes describing each part of the entry, going back to the entry to provide the example for each box. Ask if students have any questions or if there is anything they do not understand. Answer and clarify as needed.

Identifying Parts of a Dictionary Entry (page 65)
• Go over the directions and give students a few minutes to complete the activity.
• Give students time to check their answers with a partner.
• Ask the following questions to spot check.
  1. Look at item 1, “commerce.” What type of word is this? (What part of speech?)
  2. What sample in context is given?
  3. How many syllables does the word have?
  4. What usage information is given?
  5. Look at the second entry, “motive.” What usage information is given?
  6. What other form of the word is given?
**ANSWER KEY**

- **the type of word**
- **usage information**

**com•merce /ˈkʌməs/ n. [U] 1 the buying and selling of goods and services: interstate commerce (=among U.S. states) 2 OLD-FASHIONED relationships and communication between people**

- **the meaning of the word**
- **a sample in context**

**mo•tive /ˈmʌtɪv/ n. [C] something or someone that makes you want to do or achieve something, especially when the reason is kept hidden: Police say the motive for the killing was an unpaid drug debt. —motiveless adj.**

- **the pronunciation**
- **the number of syllables**
- **the spelling**
- **other word forms**

**Skimming Practice (page 66)**

- Ask if anyone can remember what skimming is. Solicit a volunteer to give an answer.
- Read the directions and have students complete the activity.
- Check the answers as a class. When checking, point out that in this type of exercise, readers can’t always count on a word-for-word match between the main ideas listed and the words in the text.

**ANSWER KEY**

2, 3, 1
Reading: *Shirley Metz: The First Woman to Ski to the South Pole* (pages 67–68)

Remind students that the words in bold are target vocabulary, which students have already worked with. Remind them about the glossed words, with definitions at the bottom of the page. Encourage students to read the text straight through without using a dictionary. Direct them to read a second time, deciding when to use a dictionary and then marking those words in the text. When students have finished, ask if anyone has any questions about the meaning of the text (the content). Solicit volunteers to give a word they looked up. Ask how many others looked up this word. Discuss whether the word is important in terms of understanding the main ideas of the text. Direct students to look up some of the words in their dictionaries. Ask what information they find with the entries.

**Reading Comprehension (pages 68–69)**

Direct students to complete the ten items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. c
2. b (This answer is figured out by dividing 750 miles by 2 ½ months.)
3. a
4. c
5. whales and seals
6. b
7. 89
8. 43
9. She gives lectures and writes articles.
10. c

**Expansion: Summarizing Paragraphs**

Review the main ideas in the skimming practice on page 66. Read each main idea. Divide the class into thirds – Group 1, Group 2, and Group 3. Explain that students will work individually, but that the students in Group 1 will work individually on the first paragraph, students in Group 2 will work on the second paragraph, and students in Group 3 will work on the third paragraph. Tell the stu-
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...ents to think about the main idea for their paragraph. Then direct them to re-read, finding details to support the main idea. Tell them to try to write a brief summary of the paragraph, using the main idea sentence provided and their own words. Review basic information about plagiarizing and talk about using different vocabulary words and grammar to summarize in order to avoid plagiarizing. Explain that it is sometimes helpful to close books after reading and then trying to write a summary from memory. Ask if students would like to try their summaries again. If so, allow this. When everyone has a summary, put students with a partner or a couple classmates from their original group. Direct them to compare their summaries. Solicit volunteers to read their summaries.

Option

Multiple paragraphs: Assign groups different paragraphs until each group has completed all three.

Discuss Your Ideas (page 70)

• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY

Answers will vary.

Study Tip: Managing Your Study Time (page 70)

• Go over the heading and the information in the box.
• Ask how many students have ever studied all night before a test. Expand by asking how many study at regular times every day.
• Point out the importance of sleep.

Cultural Note: McMurdo

McMurdo is a base in Antarctica. It is a center for scientific research, and it is also a point from which expeditions begin. Scientists conduct a lot of work there, but there are also a lot of support workers who stay there year-round, often for a season or a year. There is some competition for jobs and volunteer opportunities at McMurdo. Only about 250 people stay there in the winter.
Vocabulary Comprehension (page 71)

- Books closed. Review the relevant parts of speech (nouns, verbs, adjectives, adverbs) with the class, eliciting a few examples of each.
- Direct students to complete the activity in pairs.
- Tell students that when they finish, they can divide the words between the two of them and look in their dictionaries to check the parts of speech.
- Check answers as a class.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplishment</td>
<td>accomplish</td>
<td>accomplished</td>
<td>X</td>
</tr>
<tr>
<td>claim</td>
<td>claim</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>conduct</td>
<td>conduct</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>consumption</td>
<td>consume</td>
<td>consumable</td>
<td>X</td>
</tr>
<tr>
<td>endurance</td>
<td>endure</td>
<td>1. endurable</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. enduring</td>
<td></td>
</tr>
<tr>
<td>exploitation</td>
<td>exploit</td>
<td>1. exploitable</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. exploitative</td>
<td></td>
</tr>
<tr>
<td>extraction</td>
<td>extract</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>prohibition</td>
<td>prohibit</td>
<td>prohibitive</td>
<td>prohibitively</td>
</tr>
</tbody>
</table>

**Expansion: Work with Suffixes**

Tell students to look at the 4th row of the chart. Point out that there are various nouns related to this word—consumption, consumer, and consumerism. Write these three words on the board. Talk about the meanings of these words, encouraging students to use dictionaries, if desired. Give example sentences. Our consumption of energy doubled last year. We live in a society that encourages consumerism. We need to learn to be smart consumers.) Go back to the words on the board and underline the endings –tion, –er, –ism. Ask volunteers to tell you other words that have these endings. Put the students in small groups and direct the groups to write whatever words they can think of for each ending.
Sentence Completion (page 72)

• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. prohibits
2. conduct
3. exploit
4. extract
5. claim
6. accomplish
7. endure
8. consume

Expansion: Whole Class Activity

If this activity immediately follows work with the chart, consider doing it as a class with books closed. Read each item, saying “blank” in the place of the missing word. See if students can remember the appropriate word from the chart. If they call out the correct word, read the sentence again, inserting the word where it was missing. If students cannot come up with the correct answer, proceed to the next item, and at the end, allow students to open their books and read the items that gave them trouble, and ask them again to try to supply the word.

Odd One Out (page 73)

• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. build
2. exploit
3. goal
4. complaint
5. prohibit
6. frustration
7. extract
8. deny

Expansion: Telephone Game

Conduct the activity as a telephone game if your class is big enough and students are seated in rows. Give a slip containing each of the four words in the first item to the students seated in the back of each row. Tell them not to show the slip to anyone. When prompted to begin, the students should whisper the words to the student directly in front of him or her; then that student should whisper the words to the student in front of him or her. Students continue until the words reach the person in the front of the row. When the last student hears all four words, he or she runs up to the board and writes the odd word. The first row to do this correctly (to be able to justify their choice of the odd word) wins. Continue for each of the eight items.

Vocabulary Use (pages 73–76)

Vocabulary Note (page 73)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of the words. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.
Or: Have students check print or online dictionaries to see if they can find examples for these usages. It may be best to do this in groups, especially if students have different dictionaries.

Short Answer (page 74)
• Read the directions and tell students to complete the exercise individually.
• Check answers as a class. Elicit several possible answers for each item. Don’t worry about correcting grammar unless it relates to the use of the target vocabulary word.

ANSWER KEY
Answers will vary, but possible answers are:
1. Answers will vary.
2. fruits, vegetables
3. from driving too fast
4. cold, snowy weather

**Write about It (page 74)**

- Call on a student to read the directions.
- Ask students to tell you what the quote means in their own words.
- Allow them time to complete the assignment in class or assign it as homework.

Or: Assign the writing as homework or as a journal entry.

**ANSWER KEY**

Answers will vary.

**Vocabulary Skill: Four Techniques for Understanding the Meanings of Words in Context (pages 74–75)**

- Go over the skill, purpose, and explanation as a class.
- Solicit a volunteer to read each technique and example.
- Address any questions students might have.

**Learning Meanings from Context (page 76)**

- Read the title and go over the text.
- Direct students to the exercise following the reading passage. Point out that the words listed appear in bold in the text.
- Tell students they will read the text again, paying attention to the words in bold and trying to guess their meanings from context. Ensure they understand what a synonym is; remind them if necessary.
- Make sure they understand they are not to use dictionaries.
- Direct them to begin the exercise.
- Check answers as a class. You may wish to elicit more than one answer for each item.

**ANSWER KEY**

Answers will vary, but possible answers are:

1. riches
2. died
3. difficult
4. piece of land
5. grow things
6. shown
7. strong
Timed Reading (pages 77–78)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 211 of text)

1. T
2. F
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. F

Unit 4: Unusual Jobs (pages 79–102)

Objectives:

- learn about unique jobs and discuss related topics with classmates
- learn about asking questions as you read (Reading Skill: Asking Questions as You Read, page 82)
- read and understand a text well enough to answer comprehension questions
- learn about checking spelling in word programs (Study Tip: Checking Your Spelling, page 86)
- learn and practice new vocabulary
- learn common word forms for new vocabulary words
- learn to connect a reading to personal experience (Reading Skill: Thinking as You Read: Making Connections to Experience, page 91)
- match new vocabulary to words and phrases with opposite meanings
- use some of the new vocabulary in a writing assignment
Teaching Notes

Unit Opener (page 79)

• Books Closed. Ask students if they know anyone who has an unusual job. If any students volunteer answers, encourage them to tell what they know about the jobs in detail.
• Tell students to open their books to page 79, and direct their attention to the unit title and then to the photograph. Ask them where this scene might be. Ask them what kind of work they think the two women might be doing.
• Solicit a volunteer to read the introductory text under the photograph. Encourage the volunteer to continue with directions for the activity that follows. Allow students a couple minutes to complete the exercise individually and then check answers as a class.
• Ask the students if they might enjoy any of the jobs on the list. Encourage volunteers to give reasons for their answers.

ANSWER KEY
1. b
2. d
3. e
4. g
5. a
6. h
7. f
8. c

Chapter 7: Life Coaches (pages 80–88)

• Direct students’ attention to the photograph and the chapter title.
• Ask students what the word coach usually means. (The leader of a sports team.) Ask if anyone knows anything about the work of life coaches. If you have students from various countries in your class, ask if the occupation exists in their countries. Invite students to tell you what a life coach does, or to guess what a life coach does.

Getting Ready to Read (page 80)

Read the Getting Ready to Read text out loud. Put students in pairs and have them discuss the questions. Invite a few students to answer each question, encouraging them to elaborate on their answers.
Expansion: Mini Role Play

Tell the pairs of students that they will write notes for a brief conversation between a life coach and a client and then role-play the conversation. Explain that they should first decide on a life problem or series of problems and then they should think of advice for it. Encourage them to have fun with this—tell them it doesn’t have to be serious.

Vocabulary Preview (pages 81–82)

- Read the directions and direct students to complete the activity individually. Make sure they know that the exercise continues onto page 82.
- When students have finished, tell them to check their answers with a partner. Then ask volunteers to share answers with the class.

**ANSWER KEY**
1. suggestions
2. belief in oneself
3. money owed
4. come out of
5. give a job to
6. pushed or encouraged
7. focuses on
8. pressure

Expansion: Questioning a Partner

Direct students to work in pairs. Tell them that each student should choose six of the words and use the words to write six questions to ask his or her partner. When pairs have finished writing their questions and have finished asking and answering, call on a few pairs to ask and answer one of their questions for the class.

Reading Skill: Asking Questions as You Read (page 82)

Carefully go over the information in the box. Make sure students understand that this skill box is not talking about asking questions about words so much as questions about the information learned in the reading. If they have trouble with this, proceed quickly into the activity that follows. Present the material.
Asking Questions (page 82)

• Go over the directions. If students seemed confident about understanding the skill box, direct them to do this individually. Solicit volunteers to share the questions that they wrote. If it seems students may have difficulty, do this together as a class. 
Read item number 1. Ask What question or questions come into your mind when you read this sentence? Explain that if they ask questions as they read, it helps focus them because they are alert for this information. Tell them it is especially good to ask questions about main ideas or topic sentences when they can identify them.
Direct students to try the second item in pairs and then check answers as a class.

ANSWER KEY

Answers will vary, but possible answers are:
1. What are some reasons to hire a life coach?
2. What can you do about the debt?

Reading: Life Coaches (pages 83–84)

• Take advantage of this opportunity to practice the reading skill. Read the text to the class, pausing to ask what questions might be formed in specific places.
• Begin by reading the first sentence. Stop and ask what question students might ask or what question they would expect an answer to as they read. Elicit any reasonable answers. Continue reading the paragraph. Ask if the question was answered in the reading.
• Read the first sentence of the next paragraph. Ask for a question. Elicit something like, “What new kind of coaching has emerged?” Continue reading and ask students if there was an answer to the question. (Yes, life coaching.)
• Continue in the same manner with the last paragraph, pausing to elicit the question after you read the first two sentences.
• When you are finished, have students close their books and tell you what the reading was about. Encourage details. Encourage them to consider that forming questions may have helped them remember information.

Reading Comprehension (pages 84–85)

Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.
ANSWER KEY
1. a
2. a
3. b
4. c
5. b
6. c
7. c
8. a

Cultural Note: Self Help
Self-help refers to self-guided improvement and exists in many areas—social, psychological, relationships, satisfaction and fulfillment, personal finance. There are entire sections of self-help books at bookstores, and there are many workshops, conferences, and seminars related to self-help. Also, there are small self-help groups that form to help achieve goals and issues. Technically, Alcoholics Anonymous and other similar groups could be considered self-help groups. Critics believe that various aspects of the self-help movement are not useful, and they are actually harmful. They point out that many of the people who are involved in these activities and buy these products are “repeaters” who pay a lot of money to continue indefinitely without a lot of real improvement.

Expansion: Internet Research
Direct students to conduct an online search for “life coach” in the area where they live. Tell them to write notes about two or three different life coaches, including similarities and differences in their services. Encourage them to read the blogs or free articles on the sites they visit and to take notes on anything interesting so they can discuss it with their classmates.

Discuss Your Ideas (page 85)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.
ANSWER KEY
Answers will vary, but possible answers are:
1. I’m lonely. → meeting people/dating
My dog died. → bereavement
I weigh 300 pounds. → health issues
My spouse left me. → divorce
I want a raise. → job/career
I hate my boss. → interpersonal skills
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Study Tip: Checking Your Spelling (page 86)
Go over the information in the box. Point out to students that by selecting a word and right clicking, they can usually get synonym and thesaurus options. This might be especially useful to ESL students as they learn to summarize and expand their vocabulary.

Vocabulary Comprehension (page 86)
• Read the directions and tell students to complete the exercise with a classmate.
• Direct them to use their dictionaries to check their word forms.
• For the nouns with two forms, tell pairs to write an example of each—either their own example or the examples from their dictionaries.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. advice</td>
<td>advise</td>
<td>advisable</td>
<td>X</td>
</tr>
<tr>
<td>2. advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td>X</td>
<td>confident</td>
<td>confidently</td>
</tr>
<tr>
<td>1. debt</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. debtor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>emergence</td>
<td>emerge</td>
<td>emergent</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>hire</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. motivation</td>
<td>motivate</td>
<td>motivated</td>
<td>X</td>
</tr>
<tr>
<td>2. motivator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. specialization</td>
<td>specialize</td>
<td>specialized</td>
<td>X</td>
</tr>
<tr>
<td>2. specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stress</td>
<td>stress</td>
<td>stressful</td>
<td>stressfully</td>
</tr>
</tbody>
</table>

Challenges, Book 1: Reading and Vocabulary for Academic Success
Cynthia A. Boardman and Laurie Barton
http://www.press.umich.edu/2674719/challenges_book_1
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Michigan ELT
Matching (page 87)

• Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
• Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.

ANSWER KEY
1. f
2. b
3. g
4. c
5. a
6. e
7. d

Expansion: Computer Lab Activity

This activity can also be done as a class if the classroom has a computer console, smartboard, or projector. Encourage students to work with word program dictionaries and online thesaurus entries. Instruct them to use their computers to type a list of the words in both columns. Tell them to right click each word to see synonyms and to check thesaurus entries for the word. Remind them that any misspelled word will probably have a squiggly red underline. By right-clicking on the word, students can access the correct spelling.

Word Forms (page 87)

• Read the heading and the directions out loud.
• Give them time to complete the activity individually.
• Check answers as a class or have students compare answers with a partner.

ANSWER KEY
1. advisor, advice
2. confidently, confident
3. motivate
4. specializes, specialist
5. stressful
**Expansion: Writing Sentences**

When students have finished, tell them to practice using the forms that were the incorrect answers in the activity by writing sentences using the words. When students have finished, direct pairs to practice the words by asking their partner five questions using any of the words in bold (correct answers or the other answer choices).

---

**Vocabulary Use (page 88)**

**Vocabulary Note (page 88)**

Give the students examples of being in debt: credit cards, school loans, medical expenses, national debt. Point out there is good debt and bad debt. For example, taking a mortgage on a house will leave people in debt, but this is a debt that might make sense. Expand the discussion by talking about being in someone’s debt. Tell them about people you are in debt to—parents, teachers, people who may have helped you financially.

---

**Expansion: Impromptu Speech**

Give students five minutes to prepare an “almost impromptu speech” about a debt they have or someone they are indebted to.

---

**True or False (page 88)**

Read the heading and directions. Direct students to complete the items alone or assign this as homework. Go over the answers as a class.

Or: Direct students to write new sentences correcting the items they marked as false.

**ANSWER KEY**

1. T
2. F
3. T
4. F
5. T
6. T
Write about It (page 88)

- Read the directions and the prompt and ask students if they have any questions. Clarify or give additional information as needed.
- Point out that different writing styles are required for different audiences. Draw attention to the last two sentences of the prompt. Explain that, given the wording of the prompt, a paragraph or two using the first person and a personal style of writing are acceptable. For example, a writer could begin:

  Many people work at home these days, and I understand many advantages of working at home. However, for me, the disadvantages would outweigh the advantages. I am a very social person, and it would be difficult for me to be alone all day . . . I do not have a lot of self-discipline, so I think it would be difficult for me to focus on my work with other distractions around me . . .

- Explain that in academic writing, this personal approach is not usually encouraged. When dealing with a prompt like this, the student might want to ask the teacher for clarification about whether a personal approach or a more academic approach is desired. Discuss that when the prompt is not at all personal, students should assume a more academic approach. For example, the writing might begin:

  There are several advantages and disadvantages to working at home.

  OR There are several advantages to working at home, but a work-at-home job also has problems.

ANSWER KEY

Answers will vary.

Chapter 8: Skywriters (pages 89–102)

Teaching Notes

- Books Closed. Ask students if they have seen any unusual forms of advertising recently. If they have, elicit descriptions and opinions about the ads.
- Inform students that they are going to read about skywriters in Chapter 8. Ask if any of them have seen any skywritten ads or any other ads in the air or in the sky (e.g., signs from balloons, blimps, light projections, etc.).
- Tell students to open their books to page 89 and draw attention to the photo. Ask how many students think it would be enjoyable to fly a plane like this and explain why or why not.
Getting Ready to Read (page 89)

- Read the directions and direct the students to do the activity in pairs.
- Check answers as a class.
- Point out that this list doesn’t go into sophisticated detail about the kinds of advertising people encounter every day. If appropriate, given the background of the class, talk about product placement in movies, advertising at sports events, or the kinds of advertising targeting users of electronic devices and social networks. Consider mentioning subliminal messaging, corporate brands and logos. Ask the students how the reaction to a skywritten message might be different from a reaction to a billboard, a pop-up or banner ad, or a magazine ad.

Cultural Note: Media Literacy

Media literacy refers to people’s abilities to recognize the aims of media messages and to interpret them and be critical of them. For example, someone who is media literate can identify the purpose of a media message and see what the message is trying to do before becoming hooked. Author purpose, genres and techniques, patterns, dissemination, bias, and attempted propaganda are all things that media literacy education might address. It is also important to recognize the effects of media, both social/cultural and personal. More and more classes on media literacy are being offered, and more people are questioning messages, for example, those offered by mainstream news sources. However, with the advance of technology, people are arguably exposed to more and more types of intentional messaging and a greater range of messages. Children, in particular, are vulnerable to a wide range of messages that can shape their entire development if they are less educated and if there is no check or control on exposure to media.

Vocabulary Preview (page 90)

- Read the directions and go over the phrases above the items.
- If time allows, use the phrases to ask students questions, such as:

  *Is there anyone you know well who has a career that requires a very specific education?*

  *If there is a flood (or earthquake, fire, etc.) while we are in this class, what is something we are encouraged strongly to do?*

  *Have you ever seen a person, object, or event that you couldn’t stop looking at for a long time?*
Do you have any kind of machine, tool, or device in your house or apartment that isn't used much anymore?

Would you like to be a person who creates messages that are used to sell products?

What is something you believe a government, religious, or business leader might say privately but not say publicly?

What interruptions are typical when you are trying to work or study?

Has anyone heard any very interesting news this week?

• Give students time to complete the exercise.
• Direct students to compare answers with a partner.
• Go over answers with the class.

**ANSWER KEY**

1. career requiring a specific education
2. typical
3. people who create messages to sell products
4. not used much anymore
5. said publicly
6. look at something for a long time
7. encouraged strongly
8. very interesting

**Reading Skill: Thinking as You Read:**

**Making Connections to Experience (page 91)**

Carefully go over the information in the box. Explain that this skill can be used as a pre-reading, during reading, or post-reading skill. As soon as readers see a title or images that accompany a reading, their minds usually start making associations. It is useful to be aware of those associations because this engages readers with the text and helps them to understand and remember it more easily. The same is true while reading. If readers come to a part of the text and remember something they’ve read before or relate it to an experience from their own lives, it helps them understand the reading better. Finally, after reading, it is helpful to ask ourselves if we have any experience similar to that which we read about or if we have other information that can be connected to what we’ve just read.

**Making Connections (page 91)**

• Read the directions. Present the information in parts. Read the first item. Direct students’ attention back to the green text at the bottom of the Reading Skill Box. Point out that it is helpful to develop questions when trying to make connections.
Solicit a volunteer to read the example in the Reading skill box again. Then ask for other volunteers to give possible questions for the first item.
• Repeat this with the second item.
• Then allow students a few minutes to complete the activity.

**ANSWER KEY**
Answers will vary.

**Skimming Practice (page 92)**
• Read the directions and give students no more than three minutes to complete the exercise.
• Go over the answers with the class. If necessary, help students to understand the main idea as opposed to supporting ideas or details of each paragraph. Find the sentence or sentences that contain the main idea. Show how the corresponding item is a rewording of this idea. Go through each paragraph sentence-by-sentence, showing how everything supports the main idea.

**ANSWER KEY**
5, 3, 1, 2, 4

**Reading: The Story of Skywriters (pages 93–94)**
Point out that this reading doesn’t have any glossed words. Encourage students to try to read through the text once without using a dictionary. Remind them that on their second reading they should carefully decide which unknown words need to be looked up and which don’t. Give students time in class to read the text once or twice, or give them time to read it once in class and elicit questions, then direct them to read it again at home. Or simply assign the reading as homework.

**Reading Comprehension (pages 94–95)**
Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.
Or: Assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**
1. c
2. People write romantic messages in the sky.
3. Pepsi Cola
4. b
5. up to ten minutes
6. c
7. Both his son and grandson are skywriting professionals.
8. c

**Discuss Your Ideas (page 95)**

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.

**ANSWER KEY**

Answers will vary.

**Study Tip: Taking Notes While You Read (page 95)**

- Go over the headings and the information in the box.
- Remind students of the importance of one reading to get main ideas of the text.
- Tell students that studies indicate that successful students usually only highlight or underline about ten percent of a text. It is important not to clutter the text with more underlining and highlighting than necessary. Highlighting and underlining should be used primarily to indicate main points.
- Offer the idea that question marks in the margins can be used to indicate parts of the reading that are difficult to understand, that require checking or research, or that indicate items to ask the instructor or classmates about.
- Explain that whether using paper or a computer, organization is very important in note-taking. It’s useful to go over notes soon after taking them to see if they are comprehensible or determine if reorganizing them is necessary.

**Expansion: Compare Notes from Other Classes**

Put students in groups. Tell them to show each other their notes from a reading passage from a text for another class and to discuss and compare their notes.

**Vocabulary Comprehension (page 96)**

- Read the directions and do the first item with the class.
- Direct students to complete the exercise in pairs.
- Check answers as a class.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. advertiser</td>
<td>advertise</td>
<td>advertising</td>
<td>X</td>
</tr>
<tr>
<td>2. advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>common</td>
<td>commonly</td>
</tr>
<tr>
<td>declaration</td>
<td>declare</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>intrigue</td>
<td>intrigue</td>
<td>1. intriguing</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. intrigued</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>old-fashioned</td>
<td>X</td>
</tr>
<tr>
<td>1. professional</td>
<td>professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>professionally</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
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</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Sentence Completion (page 97)

- Read the directions and tell students to complete the exercise.
- Check answers as a class.
- Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY

1. advertisers
2. common
3. declaration
4. intrigue
5. stare
6. urge
7. profession
8. old-fashioned
Odd One Out (page 97)

• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. recreation
2. up-to-date
3. glance
4. deny
5. former
6. bore
7. advertise
8. unimportant

Vocabulary Use (pages 98–100)

Vocabulary Note (page 98)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

Short Answer (page 98)
• Read the heading and directions. Direct students to complete the items individually or assign this as homework.
• Go over answers as a class. Point out that answers will vary.

ANSWER KEY
Answers will vary, but possible answers are:
1. You might hurt your eyes.
2. Mothers want their children to be healthy.
3. They read for a long time without stopping.
4. roses
5. They want to sell a lot of products and make a lot of money.
**Cultural Note: Occupational Outlook Handbook**

The *Occupational Outlook Handbook* is published by the United States Department of Labor every two years. It provides information about various jobs and industries, such as wages and salaries, working conditions, educational requirements, and training options. It also includes employment projections for specific jobs and industries for a number of years. These projections have often been criticized, and some people don’t see them as very accurate. However, the background information on different kinds of jobs can be very useful for people seeking employment or people who are interested in starting businesses. The handbook is available in its entirety online and most public libraries also have printed copies.

**Write about It (page 98)**

- Books closed. Ask students how many of them have had job interviews. Ask volunteers to tell a little about this experience. Elicit questions that might have been asked. Explain that students are going to write a list of interview questions for an unusual job.
- Tell students to open their books to page 98. Ask a volunteer to read the directions and the prompt.
- Give students time in class to write their questions.
- Collect the questions to check them, or direct students to share their questions in groups and then ask a few volunteers to share their questions with the class.

**ANSWER KEY**

Answers will vary.

**Expansion: Role Play**

Direct students to work in pairs. Tell each pair to role-play an interview for one of the unusual jobs, starting with *thank you* and *goodbye*.

**Vocabulary Skill: Learning Suffixes (page 99)**

- Go over the information in the box.
- If desired, elicit an example word using each of the suffixes listed. This can be done by students individually, in pairs, in groups, or as a class. If individually, encourage students to check their work in pairs or groups.
Identifying Word Types (page 99)

- Go over the directions and the first item with the class.
- Ask students what the suffix is in the first item (-er). Point out that -er usually indicates a noun.
- Direct students to complete the items individually, and also to underline the suffix in each item.
- Check answers as a class.
- After checking, ask questions about suffixes and parts of speech, e.g., What part of speech does -ful usually indicate?

ANSWER KEY
1. N
2. N
3. ADJ
4. V
5. ADJ
6. V
7. N
8. ADJ
9. V
10. N

Recognizing Suffixes (page 100)

- Read the directions and tell students to complete the chart in pairs. Or, you can direct students to complete as much of the chart as possible individually, then work with a partner or small group.
- Check answers as a class. Be sure to elicit several answers for the items in the example column.
ANSWER KEY

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word Type</th>
<th>Example</th>
<th>Your Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>ADJ</td>
<td>recyclable</td>
<td>enjoyable</td>
</tr>
<tr>
<td>-al</td>
<td>ADJ</td>
<td>professional</td>
<td>personal</td>
</tr>
<tr>
<td>-ance, -ence</td>
<td>N</td>
<td>evidence</td>
<td>difference</td>
</tr>
<tr>
<td>-ate</td>
<td>V</td>
<td>appreciate</td>
<td>create</td>
</tr>
<tr>
<td>-en</td>
<td>V</td>
<td>darken</td>
<td>lighten</td>
</tr>
<tr>
<td>-er</td>
<td>N</td>
<td>teacher</td>
<td>player</td>
</tr>
<tr>
<td>-fy, -ify</td>
<td>V</td>
<td>verify</td>
<td>horrify</td>
</tr>
<tr>
<td>-ful</td>
<td>ADJ</td>
<td>restful</td>
<td>wonderful</td>
</tr>
<tr>
<td>-ity</td>
<td>N</td>
<td>obesity</td>
<td>activity</td>
</tr>
<tr>
<td>-ive</td>
<td>ADJ</td>
<td>positive</td>
<td>negative</td>
</tr>
<tr>
<td>-ize</td>
<td>V</td>
<td>memorize</td>
<td>specialize</td>
</tr>
<tr>
<td>-less</td>
<td>ADJ</td>
<td>effortless</td>
<td>priceless</td>
</tr>
<tr>
<td>-ment</td>
<td>N</td>
<td>equipment</td>
<td>agreement</td>
</tr>
<tr>
<td>-ness</td>
<td>N</td>
<td>kindness</td>
<td>loudness</td>
</tr>
<tr>
<td>-ous</td>
<td>ADJ</td>
<td>generous</td>
<td>famous</td>
</tr>
<tr>
<td>-tion, -sion</td>
<td>N</td>
<td>transportation</td>
<td>information</td>
</tr>
</tbody>
</table>

Expansion: Whole-Class Drill

Prepare an overhead transparency of the chart or a version to project, including the words given. Ask students not to use notes, copy the chart, or open their books. Cover all but the first column of the chart. Elicit as many examples as possible for each suffix.
Expansion: Internet Search

Direct students to search online and find a website that lists prefixes and suffixes. Tell them to write down all examples they find for the suffixes listed in the chart on page 100. Tell them to write the name of the website and the URL.

Timed Reading (pages 101–102)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 212 of text)

1. F
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. F
10. T

Unit 5: Towns with Purpose (pages 103–127)

Objectives:

- learn about towns that are famous for specific reasons and discuss related topics with classmates
- learn about and practice making predictions while reading (Reading Skill: Making Predictions as You Read, page 106)
- read and understand a text well enough to answer comprehension questions
- learn about smart use of the Internet (Study Tip: Using the Internet: Some Caution, page 111)
- learn and practice new vocabulary
- learn common word forms for new vocabulary words
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• understand the use of coordinating conjunctions in compound sentences (Reading Skill: Understanding Compound Sentences with Coordinating Conjunctions, page 116)
• learn about correct use of commas (Study Tip: Self-Editing: Using Commas, page 121)
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 103)
• Books Closed. Ask students to think about a city or town they know well and if there is any event, or landmark, that this city or town is famous for. Encourage students to share their answers.
• Direct students to open their books to page 103 and focus on the picture. Ask them what they see in the picture and where they think it might be. Ask them what this town might be famous for.
• Read the introductory text below the unit title.
• Read the directions for the exercise on page 103 and instruct students to complete it in pairs.
• Check answers as a class.
• Ask if any students have been to any of these cities. Encourage any students who have lived or traveled in these cities to share more information about them with the class.

ANSWER KEY
Answers will vary, but possible answers are:
1. hot weather, tourism
2. Olympics, the Great Wall
3. Pyramids, the Nile River
4. wealth, tall buildings
5. murals, large population
6. sand, beaches, Carnival
7. Golden Gate Bridge, earthquakes
8. commuter trains, temples
Chapter 9: Gilroy, California (pages 104–113)

- Direct students’ attention to the photograph. Ask how many students in the class like garlic. Call on one or two individuals to tell you what their favorite dish is that uses garlic.
- Survey the class to see if anyone has ever grown garlic or has eaten the scapes (the green curly shoots), and if so, in what dishes. Explain that in this chapter, they will read about Gilroy, California, a place that is famous for garlic.

Cultural Note: Uses of Garlic

Garlic is used by many people as a supplement in the form of capsules or in other forms. It is believed to strengthen the immune system. In some cultures, garlic is thought to be an aphrodisiac. It is also claimed that mosquitoes are repelled by garlic, and some pet food manufacturers include small amounts of garlic in the food to help repel fleas, ticks, and other parasites from animals that eat it. In fact, garlic is often used as part of a holistic-natural approach to parasite prevention and treatment for people. Some gardeners claim that garlic mixed with pepper and soap can be used to keep some types of pests out of the garden.

Expansion: Group Research

Put students in groups. Direct one group to research garlic production, another group to research garlic health benefits, another group to research garlic festivals (domestic or international), and another group to research common uses of garlic in cooking. Devote some class time to letting groups prepare short presentations for the class. Set time aside in another period for groups to present. It might be best to not grade these presentations depending on the objectives of the course, especially if students have not received guidance on presentation skills.

Getting Ready to Read (page 104)

- Read the directions and direct students to complete the activity with a partner.
- When pairs have finished their discussions, solicit volunteers to tell other proverbs they know about garlic.

Vocabulary Preview (pages 105–106)

- Read the directions and do the first item together as a class.
- Direct students to complete the exercise individually.
- Check answers as a class.
Reading Skill: Making Predictions as You Read (page 106)

Carefully go over the information in the box. Ask students how many of them have worked with the skill of predicting in previous reading classes. Point out that this skill is related to the previous skill, Asking Questions as You Read. Draw attention to the two examples of predictions in the box. Explain that each is the answer to a question readers could ask about the reading. Inform students that prediction takes readers beyond their questions. It starts them guessing as to what the information in the text might be. Explain that there are no right or wrong predictions. If students make predictions about what information they will find in the text and that information isn’t found, that doesn’t mean the predictions are wrong or bad.

Making Predictions (page 107)

• Go over the directions and require students to make the two predictions.
• Tell students to compare their answers with a partner.
• Check answers as a class. Point out that answers will vary.

ANSWER KEY
Answers will vary.

Skimming Practice (page 107)

• Solicit a volunteer to remind the class the definition of skimming.
• Tell students that they are going to skim the reading.
• Advise them to read through the items in the Skimming Practice activity on page 107 before reading the passage quickly for the answers.
• Check answers as a class.

ANSWER KEY
5, 2, 3, 1, 4

Direct students to read the text again more carefully in class or assign this as homework.

**Cultural Note: Cook-Offs**

Around the United States, there are different types of cook-offs, but chili cook-offs are among the most common. There is a group called the International Chili Society. The group’s members have an annual World Championship Chili Cook-Off at a different location each year. The website offers detailed information about the rules and regulations for cook-offs, how to organize cook-offs, and the champions. The website also has a blog and winning recipes.

**Reading Comprehension (pages 109–110)**

Direct students to complete the nine items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or, assign this as homework, and check it at the beginning of the next class.

**ANSWER KEY**

1. c
2. c
3. a
4. a
5. b
6. a
7. a
8. a crown of garlic and $1,000
9. a

**Discuss Your Ideas (page 110)**

• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

*Note:* If enough similar or related discussion has already occurred, do this quickly as a whole-class activity, calling on individuals to answer the questions.

**ANSWER KEY**

Answers will vary.
Vocabulary Comprehension (page 111)

Go over the directions and direct students to complete the chart with a classmate. Check answers as a class.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>anticipation</td>
<td>anticipate</td>
<td>anticipatory</td>
<td>X</td>
</tr>
<tr>
<td>benefit</td>
<td>benefit</td>
<td>beneficial</td>
<td>X</td>
</tr>
<tr>
<td>demonstration</td>
<td>demonstrate</td>
<td>demonstrative</td>
<td>X</td>
</tr>
<tr>
<td>devotion</td>
<td>devote</td>
<td>devoted</td>
<td>X</td>
</tr>
<tr>
<td>host</td>
<td>host</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-profit</td>
<td></td>
<td>non-profit</td>
<td>X</td>
</tr>
<tr>
<td>specialty</td>
<td></td>
<td>specialty</td>
<td>X</td>
</tr>
<tr>
<td>submission</td>
<td>submit</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Expansion: Review Suffixes

Tell students to check the words in the chart against the suffixes on page 100. Create a class list of words. Elicit example sentences using the words from the class.

Study Tip: Using the Internet: Some Cautions (page 111)

- Go over the headings and the information in the box.
- Point out that information from any source can be biased, but that a dot-com site is usually trying to sell something, so readers can expect information to be geared to support sales of associated products or services.
- Discuss information on blogs. Mention that this information will often support the bias of the person writing the blog.
- Explain that even government sites may contain subtle bias toward the current government.
- Ask students if anyone has verified a charity using a charity navigator. This is a rater of various charities. Usually charities with high ratings can be expected to be relatively truthful in the information they release.
Expansion: Domain names

Write the following names on the board: Amazon, Umich, Savethechildren, Whitehouse. Ask students which website they think ends with .com, which with .gov, which with .org, and which with .edu. Ask if they can think of other businesses, educational institutions, organizations, or government sites with these endings. If desired, require students to conduct an out-of-class search for the domain names for NASA, PBS, NBC, New York Times, Democracy Now, State University of New York, Oxfam, Smithsonian, Food and Drug Administration, E-Bay, and Twitter. When they come back to class, ask volunteers to explain the ending of the domain name.

Matching (page 112)

- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
- Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.

**ANSWER KEY**

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

Word Forms (page 112)

- Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.

Or, review the items and ask students what part of speech the incorrect form in bold is and what part of speech the correct form is. Ask if anyone can give an example sentence using the form in bold (the incorrect form).
ANSWER KEY
1. benefit
2. submitted
3. demonstrated
4. anticipation
5. devote

Vocabulary Use (page 113)

Vocabulary Note (page 113)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 113)
• Read the heading and directions. Direct students to complete the items alone or assign this as homework. Go over answers as a class.

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

Write about It (page 113)
• Books closed. Read the statement (prompt, in green) out loud. Give students a few seconds of silence to process it and then read it again. Ask if anyone needs to hear it again.
• If desired, allow students to free-write a quick answer in class.
• Work on topic sentences. Give an example: Life in a big city and life in a small town have similarities, but they also have major differences. This is actually a tricky paragraph because contrast is more natural than comparison and because no opinion or point of view is called for. Encourage students to think about things that are similar, but not the same. For example, people go shopping in both a town and in a city, but they have a bigger variety of stores and products in the city. Or, people can enjoy nature in both a small town and in a city; however, in a small town it is common to have a home with a yard, and in a city, most people have to go to parks or other public places to enjoy nature.
• Point out that in order to get this into one paragraph, connecting words like but, while, however, and in contrast will be useful. Encourage students to revise their writing and use these words.

ANSWER KEY
Answers will vary.

Expansion: Paragraph Writing
Show students how this prompt doesn’t call for them to write about personal experience. Then tell them to write a new paragraph explaining why they prefer small town life to city life or vice versa.

Chapter 10: Loveland, Colorado (pages 114–127)
Teaching Notes
Direct students’ attention to the photograph. Ask students if they know any places similar to this one and where it is located.

Getting Ready to Read (page 114)
• Direct the students to ask and answer the questions with the partner.
• When pairs have finished, call on individuals to give their answers for the class.

Expansion: Internet Research
Tell students to use the Internet and visit Colorado.gov or other websites to find the state motto, flower, and bird. If desired, ask them to find the population, the capital, and the main geographical features. Encourage them to put this information into a chart.

Vocabulary Preview (pages 115–116)
• Read the directions and direct students to complete the eight items individually.
• Check answers by asking for volunteers to read the completed items.

ANSWER KEY
1. not reserved yet
2. due date
3. being nice
4. communication
5. speaks or takes action for others
6. marked in a special way
7. non-paid worker
8. question (v.)

**Reading Skill: Understanding Compound Sentences with Coordinating Conjunctions (page 116)**

Carefully go over the information in the box.

*Note:* You can point out that *and* and *or* can also be used to join things in a simple series of actions or items, such as *I can sing and dance. I don’t like pork or beef.* Point out that this is common, but it is not the only function of the words. In this unit, the focus is on taking what could be two separate sentences and joining them. *I can sing. I can dance = I can sing and I can dance.* Explain that some sentences can be reduced, but not all sentences can. This box also deals with combining sentences like, *I can sing. I enjoy performing. = I can sing and I enjoy performing.* The word *or* usually involves a choice. For example, *Where are you going to go on your next vacation? I don’t know. I might go to Rome, or I might visit Greece.*

**Using Conjunctions (page 117)**

- Go over the directions and do the first item as a class.
- Direct students to complete the activity individually.
- Go over answers as a class.

**ANSWER KEY**

1. but (contrast)
2. so (result)
3. and (addition)
4. so (result)
5. and (addition)
6. or (choice)

**Expansion: Additional Practice**

Write the following on the board, and ask students to complete the sentences.

1. You can send your message by email, or . . .
2. His mother was always kind to his friends, and . . .
3. I’m not available Saturday night, but . . .
4. I have an important deadline this afternoon, so . . .

Before checking answers, ask students to look at their sentences and circle the comma and check the connector in each. Ask a few students to come to the board and write their examples.
Reading: *Sent with Love from Loveland, Colorado* (pages 118–119)

Give students a chance to review a previous reading skill by asking them to read the title and look at the stamp and to create a question they think will be answered in the reading or to make a prediction statement about the reading. Ask a few volunteers to share their answers. Remind students to be sure to look for the answer to the question or the accuracy of the prediction as they read.

Whether reading in class or whether this is assigned as homework, encourage students to skim once without a dictionary for main ideas. Point out that they should try to read once without using a dictionary. Remind them to look for the definitions of glossed words as they read.

**Cultural Note: Letters to Santa**

There are many agencies, groups, businesses, online organizations, and cities (New York has the largest participating organization) that address children’s letters to Santa each year. One of the most popular and famous is the one run by the United States Post Office (USPS). This program is over 100 years old. Every year, hundreds of thousands of children send letters to Santa Claus at the North Pole (in Alaska). They don’t include a proper street address or postal code. Local post offices collect these letters and black out the children’s names and addresses, assigning the letters numbers. Volunteers choose to reply to letters. They write a response, put it in a stamped envelope, and return it to the post office where they got it. Postal employees match the child’s number back with a name and address and the response is sent to the child.

**Reading Comprehension (pages 119–120)**

Direct students to complete the nine items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

**Answer Key**

1. b
2. People want to send their Valentine cards and letters in a special way. They want to have them stamped with the Loveland postmark.
3. a
4. Miss Loveland Valentine
5. c
6. b
7. b
8. b
9. sculptures from Loveland's famous sculpture garden

Discuss Your Ideas (page 121)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.
• Encourage them to talk about Valentine’s Day or similar days in their own countries and cultures.
• Ask for volunteers to report to the class on what their groups discussed.
• Survey the students to see if they would like to volunteer in the Loveland program. Extend the discussion by soliciting their reasons.

ANSWER KEY
Answers will vary.

Expansion: Online Research
Valentine’s Day has been traced to a real person. Direct students to conduct online or library research on St. Valentine. Require a short report from each student.

Expansion: Chocolate Study
Possibly in coordination with computer lab staff and/or reference librarians, direct students to research how much chocolate is purchased on Valentine’s Day, how many greeting cards are exchanged, and how many flowers are produced and sold. Encourage students to think about and research environmental factors related to these commercial aspects of the holiday (where the flowers are produced and worker conditions and pesticide use there, how much paper is used for cards, what the ingredients of chocolate are and how much waste is generated). Encourage students to think about other consumption related to Valentine’s Day (stickers, balloons, dinners at restaurants). Consider directing students to work in groups and to prepare short oral reports, possibly supported by PowerPoint slides or other visual aids.
Study Tip: Using Commas (page 121)

• Go over the information in the box with students.
• For additional practice, write additional sentences on the board, on a transparency, or on a handout to distribute.

1. I like fish but I don’t like shrimp.
2. I eat fish shrimp mussels and scallops but I don’t like oysters.
3. My husband is allergic to seafood so I never cook fish.
4. Because of paper waste I think people should avoid sending Valentines cards or they should send e-cards.
5. My job requires good communication math and organizational skills.
6. After class I study in a coffee shop or I go to the library for a while.
7. Climate change is a very serious problem and its causes are complicated.
8. Lakes rivers aquifers and wildlife are all threatened by fracking.
9. Prices are rising but wages are actually decreasing.
10. Many people prefer alternative approaches to health and healing but insurance doesn’t always cover them.

Vocabulary Comprehension (page 122)

• Read the directions and put students in pairs to complete the activity.
• When pairs have finished, check answers as a class.
• Encourage students to write example sentences for some of the words to add to their vocabulary logs.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>availability</td>
<td>X</td>
<td>available</td>
<td>X</td>
</tr>
<tr>
<td>deadline</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>kindness</td>
<td>X</td>
<td>kind</td>
<td>kindly</td>
</tr>
<tr>
<td>message</td>
<td>message</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. representation</td>
<td>represent</td>
<td>representative</td>
<td>X</td>
</tr>
<tr>
<td>2. representative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stamp</td>
<td>stamp</td>
<td>stamped</td>
<td>X</td>
</tr>
<tr>
<td>volunteer</td>
<td>volunteer</td>
<td>voluntary</td>
<td>X</td>
</tr>
<tr>
<td>wonder</td>
<td>wonder</td>
<td>wonderful</td>
<td>wonderfully</td>
</tr>
</tbody>
</table>
Sentence Completion (pages 122–123)

• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. deadline
2. volunteer
3. availability
4. representatives
5. messages
6. wonder
7. kindness
8. stamps

Odd One Out (page 123)

• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. valuable
2. lawsuit
3. kind
4. style
5. enemy
6. volunteer
7. know

Vocabulary Use (pages 123–125)

Vocabulary Note (page 123)

Go over the note and examples with the class. Consider explaining that the House of Representatives and the Senate together constitute Congress. Continue by discussing the fact that sometimes people may use the word representative or congressman to refer to either a member of the House or of the Senate, but that senator always refers to a member of the Senate. Provide sample sentences.
representative:

The view of the writer is not necessarily representative of the opinions of this website.
Is this statement representative of the whole committee?
That priest’s theology isn’t really representative of the Catholic church.

Wonder:

Often young children have a sense of wonder.
Beautiful natural scenes such as waterfalls can leave people with a sense of wonder, but so can devastating weather and geographical events such as tidal waves and tornadoes. Many scientists are very rational people, but they have a strong sense of wonder.

Short Answer (page 124)

• Go over the directions and give students time to complete the exercise in class or assign it as homework.
• If desired, use the sentences the students generate to work on corrections, focusing primarily on parts of speech.

ANSWER KEY

Answers will vary, but possible answers are:
1. Someone might collect stamps from different countries or stamps with special kinds of pictures (flowers, hearts, famous people).
2. the people of their country, their families, and/or their fellow athletes
3. by looking online or in the newspaper or by asking friends
4. Volunteers don’t get paid.
5. a voice message, a text message, or an email on a cell phone

Write About It (page 124)

• Read the directions and the prompt to the class.
• If desired, and if the writing is to be done out of class, encourage students to go to the tourist information page of the website for the town where they live, work, or study.

ANSWER KEY

Answers will vary.

Vocabulary Skill: Recognizing Compound Nouns (page 124)

Go over the information in the box.

Create Compound Nouns (page 125)

• Read the directions and do the first item as a class.
• Direct students to complete the exercise individually.
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• Ask students if they notice anything about the accented syllable in these words. (The first syllable is generally stressed.)
• Point out that the next exercise will practice this skill.

ANSWER KEY
1. airport
2. daylight
3. hometown
4. lifetime
5. newspaper
6. postmark
7. railroad
8. teammate
9. textbook
10. weekend

Expansion: Compound Noun Lists
Direct students to search online outside of class using the search term “compound nouns.” Tell them to look at several sites and compile a list of 20 words.

Timed Reading (pages 126–127)
Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 213 of text)
1. F
2. F
3. T
4. T
5. F
6. F
7. F
8. T
9. T
10. T
Unit 6: Americana (pages 129–152)

Objectives:

• learn about activities and things specific to American culture and discuss related topics with classmates
• learn about and practice making inferences (Reading Skill: Making Inferences, page 132)
• practice scanning
• read and understand a text well enough to answer comprehension questions
• learn about ways to reduce anxiety about taking tests (Study Tip: Reducing Test Anxiety, page 137)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• learn how to identify what pronouns in a text refer to (Reading Skill: Understanding Pronoun References, page 142)
• learn some test-taking techniques (Study Tip: Test-Taking Techniques, page 146)
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 129)

• Books Closed. Ask students if they can think of any foods, sports, music, or fashions that they associate mostly with the United States of America.
• Direct students to open their books to page 129 and to look at the picture. Ask how many students consider apple pie American.
• Read the text below the photograph and put students in small groups to discuss the questions.
• Give students at least five minutes to discuss the questions.
• Solicit volunteers to share group answers with the class.

ANSWER KEY
1. Answers will vary.
2. Answers will vary.
3. Answers will vary; possible answers are: a baseball bat, apple pie, an eagle, a cowboy hat
Chapter 11: Spelling Bees (pages 130–139)

• Ask students if they know what a spelling bee is, if they are common in other parts of the world, and if they have participated in a spelling bee or other academic context. Encourage a few students to talk about their experiences.
• Tell students they will learn more about spelling bees, particularly from an American cultural angle in this chapter.

Getting Ready to Read (page 130)

Make sure students understand the directions. You might prefer to have one student read the words and have the other student write the words on notebook paper. When pairs have finished the activity, direct students to check their own answers.

Expansion: Movie Day

Show the film Spellbound or Akeelah and the Bee in class and schedule time for discussion.

Expansion: Online Spelling Games

Encourage students to look online for free spelling bee games and to practice. Point out that it’s fine to use sites designed for English speaking children. Ask if anyone has seen or used any apps. Solicit recommendations from students.

Expansion: Class Spelling Bee

Organize a spelling bee and conduct it in class. Consult one of the many online sites to help with organizing the event. Use vocabulary words from previous units as the target words if desired.

Vocabulary Preview (pages 131–132)

• Read the directions. Make sure students understand all the words before the activity items. Give examples if necessary.
• Direct students to complete the exercise individually.
• Check answers by asking for volunteers to read the completed items.
ANSWER KEY
1. similar
2. stopped
3. a lot
4. took a strong position
5. urged
6. collected together
7. first
8. useful

Reading Skill: Making Inferences (page 132)
Ask students how many of them have studied inferences before. Elicit a definition or explanation or provide one if students don't know what an inference is (informed guess). Explain that people make inferences all the time, not just in reading. Give an example: If someone is caught in traffic on a street that isn’t usually busy, the driver might make an inference that there has been an accident or that there is road work ahead. Explain that good readers make inferences as they read. They understand things that the writer doesn’t say directly based on clues in the text. When presenting the information, stop after the example and ask students what they can infer based on the sentence. Elicit possible answers, and then proceed with the explanation.

Making Inferences (page 133)
- Go over the directions, and direct students to complete the exercise with a partner. (If preferred, direct students to complete the exercise individually, and then tell them to check their work in pairs.)
- Check answers as a class.

ANSWER KEY
1. a
2. a
3. a
4. b

Scanning Practice (page 133)
- Ask for a volunteer to tell the class what scanning is. If necessary, refer the class back to page 13 and review the information in the skill box found there.
- Direct students to scan the text for answers to the four questions. Allow only three minutes.
- Check answers as a class.
Reading: Spelling Bees (pages 134–135)
Give students time to read in class, assign it as homework, or read it together as a class. Remind students about some of the reading skills they have learned to date, in particular, skimming, asking questions, making predictions, making inferences, deciding when to use a dictionary, and taking notes. Ask them which skills they think they might use on a first reading.

Reading Comprehension (pages 135–136)
Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

ANSWER KEY
1. a
2. Calvin Coolidge
3. 284
4. c
5. c
6. b
7. c
8. b (multiple choice question)

Discuss Your Ideas (page 136)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY
Answers will vary.

Study Tip: Reducing Test Anxiety (page 137)
• Ask students how many of them feel very anxious or nervous before or during a test.
• Go over the information in the box.
• Ask students if they have other advice or tips for test-taking and what tips they used if they had to take the TOEFL®, TOEIC®, or any other English entrance or placement exam. Ask if they learned any test-taking strategies and which ones work best for them. Encourage individuals to share their ideas and experiences with the class.

**Vocabulary Comprehension (page 137)**

• Point out that students have done this type of exercise in every chapter of the textbook.
• Direct students to complete the exercise in pairs.
• Go over answers as a class.
• Encourage students to write example sentences for some of the words to add words to their vocabulary logs, etc.

**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>alike</td>
<td>X</td>
</tr>
<tr>
<td>cessation</td>
<td>cease</td>
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</tr>
<tr>
<td>X</td>
<td>X</td>
<td>considerable</td>
<td>considerably</td>
</tr>
<tr>
<td>domination</td>
<td>dominate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>encouragement</td>
<td>encourage</td>
<td>encouraging</td>
<td>X</td>
</tr>
<tr>
<td>gathering</td>
<td>gather</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>1. origination</td>
<td>originate</td>
<td>original</td>
<td>originally</td>
</tr>
<tr>
<td>2. original</td>
<td>practical</td>
<td>practical</td>
<td>practically</td>
</tr>
</tbody>
</table>

**Matching (page 138)**

• Read the title and directions out loud, and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
• Check answers as a class. Make sure that students have not had trouble with the defining words in the second column, perhaps by eliciting example sentences using these words.
ANSWER KEY
1. c
2. a
3. b
4. e
5. d
6. f
7. g

Word Forms (page 138)
• Read the heading and the directions out loud. Remind students that they can refer to the chart they completed earlier.
• Give them time to complete the activity individually.
• Check answers as a class or have students compare answers with a partner.

ANSWER KEY
1. encouragement
2. gathers
3. originally
4. considerably
5. practical

Vocabulary Use (page 139)

Vocabulary Note (page 139)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used any of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

True or False (page 139)
• Read the heading and directions. Direct students to complete the items alone or assign this as homework. Go over answers as a class.

ANSWER KEY
1. T
2. F
3. T
4. T
5. F
6. F
Write about It (page 139)

• Read the directions and the prompt.
• Give students 10–15 minutes to do a quick first draft in class.
• Circulate and help as needed.
• Remind students that if and when they work electronically, they can use the Word feature to find synonyms and spellings easily.
• When students have finished, put them in groups and direct them to read their writing to the other students. Group members should ask questions about the choices of artifacts and about anything in the writing that they didn’t understand.
  Or: Assign the writing as homework or as a journal entry.

ANSWER KEY

Answers will vary.

Chapter 12: Teddy Bear Mania (pages 140–152)

Direct students’ attention to the photograph. Ask students if they still have any stuffed animals from when they were children.

Getting Ready to Read (page 140)

• Read the chapter title and ask the class if anyone knows what “mania” means (craze or extreme excitement about a fad).
• Read the directions for Getting Ready to Read.
• Direct students to discuss the questions with a partner.
• Check answers as a class.

Vocabulary Preview (pages 141–142)

• Read the directions.
• Direct students to complete the activity individually.
• Check answers by asking volunteers to read the completed items.

ANSWER KEY

1. established
2. planned in a special way
3. types
4. related to money
5. not too proud
6. a completed goal or task
7. focused
8. set of steps
Reading Skill: Understanding Pronoun Reference (page 142)

Carefully go over the information in the box. Tell students that the referent can refer to either the subject or an object in a sentence. Provide examples:

- The tornado hit the house and then it destroyed the garage. *(it refers to subject)*
- The cat seemed to sense the earthquake before it hit. *(it refers to object)*
- The lights flickered before they went out.
- This shirt has a stain on it.
- This shirt has a stain on it and I can’t get it out.

For classes that might be advanced enough, point out that a referent might refer to a subject or object in another sentence, often the sentence right before the referent occurs. Offer examples.

- My computer is giving me problems. It has been crashing a lot lately. *(It refers to the computer.)*
- Countries need to work together for the protection and restoration of our planet. If they don’t, our children and grandchildren will never know what it is to live in a vibrant, healthy environment. *(They refers to countries.)*

Understanding Pronoun Reference (page 142)

- Read the directions and direct the class to complete the exercise individually.
- If possible, show correct answers on an overhead transparency or a computer screen. Otherwise, perhaps invite students to write correct sentences on the board.

ANSWER KEY

1. a. underline: teddy bears; b. circle: these
2. a. underline: toys; b. circle: them
3. a. underline: a teddy bear; b. circle: one
   a. underline: other children; b. circle: they

Reading: Build-a-Bear® Workshop (pages 143–144)

Point out the photograph of Theodore Roosevelt and let students know this American president was important to the history of the teddy bear. Give students time to read the text, assign it as homework, or read it together as a class.

Cultural Note: Theodore Roosevelt

Theodore Roosevelt was the president of the United States from 1901–1909. He was born in New York City. In 1884, his first wife and his mother died on the same day. He married Edith Carow in 1886. He became president at a very young age (42) when President McKinley was assassinated. He served in the Spanish-
American war, and his mediation efforts in the Russo-Japanese War won him a Nobel Peace Prize. One of the areas where Roosevelt made the greatest impact was in environmental conservation. He added a lot of land to national parks and set aside other public lands as well. He had been sickly as a child; as an adult, he was a promoter of a vigorous life and of outdoor activity.

Expansion: Popular Toy Project
Assign a research project in which students research and report on the history of a famous toy or character for children. Brainstorm a list for students to choose from, including Barbie dolls, Slinky, Legos®, Hello Kitty, Mickey Mouse, Transformers, and Play-Doh®. Let students discuss traditional toys from other cultures if preferred.

Reading Comprehension (pages 144–145)
Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

ANSWER KEY
1. c
2. a
3. c
4. b
5. c
6. b
7. c
8. b

Discuss Your Ideas (page 146)
Put students in small groups and direct them to discuss the questions. When groups are finished, invite volunteers to share their group’s opinions with the class.
ANSWER KEY

Answers will vary.

Study Tip: Test-Taking Techniques (page 146)

- Read the information in the box to the class.
- Ask students how many of them have purchased books of tips for test-taking, including practice exam books.
- If there have been class discussions about test-taking tips before (e.g. with the tip on page 137, Reducing Test Anxiety), ask for volunteers to remind the class of some of the ideas. If the class has not shared tips for test-taking before, invite them to do so at this time.

Vocabulary Comprehension (page 147)

- Read the directions and direct students to complete the activity in pairs.
- Encourage students to add new words to their vocabulary logs.
- Point out suffixes on words in the chart.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>achievement</td>
<td>achieve</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>creator</td>
<td>create</td>
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<td>creatively</td>
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<tr>
<td>creation</td>
<td>design</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>designer</td>
<td>design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>design</td>
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<td></td>
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</tr>
<tr>
<td>emphasis</td>
<td>emphasize</td>
<td>emphatic</td>
<td>emphatically</td>
</tr>
<tr>
<td>finance(s)</td>
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<td>financially</td>
</tr>
<tr>
<td>modesty</td>
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<td>process</td>
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</tr>
<tr>
<td>style</td>
<td></td>
<td>stylish</td>
<td>stylishly</td>
</tr>
</tbody>
</table>

Sentence Completion (pages 147–148)

- Read the directions and tell students to complete the exercise.
- Check answers as a class.
- Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.
ANSWER KEY
1. designer
2. stylishly
3. process, creative
4. emphasize
5. achievement, modesty
6. financially

Odd One Out (page 148)
• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. effort
2. improve
3. realize
4. final
5. proud
6. result
7. selection
8. increase

Expansion: Similies—Subtle Differences
Go over the words in each item with the class. Point out that three words are similar, but that their meaning and usage can be slightly different. Give an example: in the first item, people can accomplish a goal or achieve a goal, but they don’t succeed a goal. When people use an object with succeed, it usually takes a preposition + the gerund form: succeed in ____ ing. Even with achieve and accomplish, there can be subtle differences. Provide examples.

We achieved our sales goal.
We accomplished our mission.
We succeeded in beating last year’s record.
We succeeded in achieving our sales goal.
We succeeded in accomplishing our mission.

Discuss words in other items with the class. Be prepared with many examples of usage. Or, create a worksheet and ask students to select words to make common collocations.
Vocabulary Use (pages 148–150)

Vocabulary Note (page 149)
Read the heading and explanation out loud and go over the examples with the class. Ask if students have ever heard or used either of these expressions. Elicit any examples they can give. Provide more if it seems useful, but don’t discourage students by dwelling on these other usages if students have difficulty with them.

Short Answer (page 149)
• Read the heading and directions out loud.
• Give them time to complete the activity individually.
• Check answers as a class or have students compare answers with a partner.

ANSWER KEY
Answers will vary, but possible answers are:
1. The design of a tropical home should be open so that cool breezes can get in.
2. People should open savings accounts to take care of themselves financially.
3. Some teachers emphasize reading.
4. A painter is more creative than a salesperson.

Vocabulary Skill: Learning Prefixes (page 149)
• Go over the information in the box with the class.
• If desired, put students in groups to brainstorm lists of words for each prefix. Then go over the lists as a class.

Prefixes (page 150)
• Read the directions and do the first item as a class.
• Direct students to finish the exercise individually.
• Go over answers with the class.

ANSWER KEY
1. possible, impossible
2. human, subhuman
3. predawn, dawn
4. dishonest
5. international
6. supermarket, market

Write about It (page 150)
• Call on a student to read the directions and the prompt.
• Consider using this as an in-class writing assignment.
• Ask some students to bring in photos of the flags of their countries (downloadable online) and to explain the flag and its history.
• Put students in groups to discuss the flags. (If students are all from the same country, discuss the flag as a class.)
• Ask students to think about what flag they would design if their government called for a new one. Encourage them to draw this flag as well as to write a description and offer an explanation.

ANSWER KEY
Answers will vary.

Timed Reading (pages 151–152)
Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 214 of text)
1. T
2. T
3. T
4. T
5. F
6. F
7. T
8. F
9. T
10. F

Unit 7: Car Racing (pages 153–178)
Objectives:
• learn about race cars and car racing and discuss related topics with classmates
• learn about how to recognize facts and opinions (Reading Skill: Distinguishing Fact from Opinion, page 156)
• read and understand a text well enough to answer comprehension questions
• learn about text organization (Study Tip: Understanding How a Text is Organized, page 160)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 153)
• Books Closed. Survey the class to see how many students are interested in car racing. Ask how many students have ever been to a car race or have seen one on TV. Ask if anyone is a fan of a specific racer. Invite individuals to elaborate after each question.
• Direct students to open their books to page 153 and to look at the photo.
• Tell students to complete the activity with a partner. Let them know they can check their answers at the bottom of the page.

ANSWER KEY
1. T
2. T
3. F (It was Honda.)
4. T
5. F (The first speeding ticket was given in 1902.)
6. F (The United States has the largest.)
7. F (The average is 2.28.)
8. T (in Massachusetts)

Chapter 13: Online Instructions (pages 154–163)
• Ask what activities students have completed using directions they found online. Discuss whether or not these instructions were effective. Compare and contrast them to printed instructions.
• Direct students’ attention to the photograph on page 154. Ask what kinds of car problems or maintenance they know how to solve or do themselves. See if anyone has ever taken a class in auto mechanics or small engine repair or if anyone has learned anything about auto mechanics from a relative or friend.

Getting Ready to Read (page 154)
Direct students to read the directions and discuss the items in pairs. Check answers as a class.

Vocabulary Preview (page 155)
Read the directions out loud.
• Do item 1 together as a class. Give students time to complete the rest of the items individually.
• Check answers by asking for volunteers to read the completed items.

**ANSWER KEY**
1. the shape something is in
2. completion
3. items needed for a purpose
4. buy
5. group of similar things or people
6. time period
7. physical or mental power
8. rules

**Reading Skill: Distinguishing Fact from Opinion (page 156)**
Carefully go over the information in the box. Put students in groups to list facts and opinions about the following topics: (1) the English language, (2) an event on campus or in town, (3) a fact about the town where the school is located, (4) an opinion about the town where the school is located.

**Expansion: Fact and Opinion Lists**
Ask students to work in groups to generate two lists. Put a T-chart on the board that students can use to compile facts and opinions about current world or national events. Compare lists as a class, checking to make sure students are accurate as to what is fact and what is opinion.

**Fact or Opinion? (page 156)**
Read the directions. Explain that the sentences come from the reading and that recognizing whether they are fact or opinion will help them understand the text.
Direct the students to complete the exercise individually.
Check answers as a class.

**ANSWER KEY**
1. a. F; b. O
2. a. O; b. F
3. a. F; b. O
4. a. O; b. F
Reading: How to Make Your Own Race Car (pages 157–158)

Remind the students that this reading is taken from a website. Point out that bulleted lists are often found on websites and that when reading listed items it is helpful to try to repeat the information in your own words. Remind students that the target vocabulary in bold is important and that there are glossed words at the bottom of page 157. Encourage students to read without using a dictionary the first time they read the passage. Give students time to read the text or assign it as homework.

Expansion: Directions

Direct students to search online for other instructions on how to convert a car into a race car. Elicit possible search words, e.g., “convert car to race car,” “make your car go faster.” Remind them that various web browsers (e.g., Firefox, Safari, Explorer) and search engines (Yahoo, Google) exist, and it is wise to use the basic, most popular ones. Remind students that they can also search video posting sites, such as YouTube. Direct students to list sources and to choose one site to summarize. Encourage students to bring in printed pages when possible. Allow some time in class to look at some of the websites if wireless and projection capability is available.

Expansion: Webpage Content

Direct students to work individually or in pairs or groups to write material for a webpage that gives directions on how to do something (or to create and upload a “how-to” video to YouTube). Tell students to first brainstorm some possible processes they could teach—cooking a simple dish, knitting, dancing. Point out that it helps to list things or to make them as simple as possible. If desired and possible, encourage students to upload a how-to video to a video-sharing site or to contribute their “how to” articles to actual blogs or websites. (If the class or school has an appropriate page, for example, that might be a good place to do this.)

Reading Comprehension (pages 159–160)

Direct students to complete the eight items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.
ANSWER KEY
1. c
2. the historical category
3. a
4. c
5. a
6. c
7. c
8. c

Discuss Your Ideas (page 160)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY
Answers will vary.

Study Tip: Understanding How a Text is Organized (page 160)
• Read the information in the box out loud. Point out that in this unit, much of the text was in the form of a bulleted list. Teach students that while such lists are not paragraphs, and don’t always follow paragraph organization (i.e., don’t have a topic sentence and supporting sentences). They are designed to give information as clearly and briefly as possible, emphasizing important points.
• Direct students’ attention back to the reading.
• Point out that in this particular reading, the information in the list part of the text actually follows paragraph format pretty closely. The first sentence contains a main idea and the following sentences support it.
• Solicit a volunteer to read the first (introductory) paragraph out loud. Point out that the main idea here is not about a paragraph, but applies to the whole reading. Ask if anyone can identify the sentence that contains the main idea of the whole reading (the last sentence).
• Instruct students to read each bulleted item. After each, stop and ask if it is clear that the first sentence is the topic sentence for each bullet. If necessary, explain how other sentences support the topic sentence.
• Ask for a volunteer to read the rest of the reading out loud.

Vocabulary Comprehension (page 161)
• Read the directions and direct students to complete the activity in pairs.
• Note any prefixes and suffixes.
• Check answers as a class.
ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>category</td>
<td>categorize</td>
<td>categorical</td>
<td>categorically</td>
</tr>
<tr>
<td>condition</td>
<td>X</td>
<td>conditional</td>
<td>conditionally</td>
</tr>
<tr>
<td>equipment</td>
<td>equip</td>
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<td>X</td>
</tr>
<tr>
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<td>fulfillment</td>
<td>fulfill</td>
<td>1. fulfilling</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. fulfilled</td>
<td></td>
</tr>
<tr>
<td>purchase</td>
<td>purchase</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>regulation</td>
<td>regulate</td>
<td>regulated</td>
<td>X</td>
</tr>
</tbody>
</table>

Matching (page 161)
Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework. Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.

ANSWER KEY
1. d
2. a
3. f
4. g
5. b
6. c
7. e

Word Forms (page 162)
• Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
• Give them time to complete the activity individually.
• Check answers as a class or have students compare answers with a partner.
ANSWER KEY
1. categories
2. equipped
3. energize
4. fulfill
5. regulation

Vocabulary Use (pages 162–163)

Vocabulary Note (page 162)
Go over the words and explanations with the class. Provide the following examples:

Bruce just got out of surgery two days ago. He is **in no condition** to return to work.
You have had too much to drink. You’re **not in any condition** to drive.
Jim was in a car accident. He’s OK, but the driver of the other car is **in critical condition** at the hospital.
My father was in **critical condition** following his heart surgery.
A publisher would like my novel, but I’m not happy about the **conditions of the contract**.
When you rent a house or apartment, be sure you understand the **conditions of the contract**.
The Harlem Renaissance was a **golden era** for African-American arts and culture.
Many middle-aged Japanese people remember the bubble of the late 1980s as a **golden era**.
Often, a candidate running for president will tell people we are moving into a **new era**.
We have entered a **new era** in science.

True or False (page 163)
• Read the heading and directions. Direct students to complete the items alone, or assign this as homework. Go over answers as a class.

ANSWER KEY
1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. F
Write about It (page 163)

- Read the directions and the statement (prompt, in green) out loud.
- Point out that it is important to read prompts carefully. Explain that, for example, the first sentence in this one is about car racing. However, if students look carefully at the two questions that follow, they'll see that they are asked to write more generally about why people enjoy and benefit from doing dangerous activities. Tell students that whenever they have a question about what is required, they should ask the instructor. Explain that, in this case, an instructor might decide that it is OK if students focus on the appeal of car racing or any other single dangerous activity. However, in some cases, an instructor might give a student the very lowest grade—for failing to address a prompt. Give students your own parameters.
- Remind students that they should write in paragraphs. This prompt may only require one. Remind students about their work identifying topic sentences and understanding how a text is organized. Suggest that they create a topic sentence and then support it. If necessary, elicit a few example topic sentences and write them on the board.

ANSWER KEY
Answers will vary.

Expansion: Work with List Format
Allow students to write in list form, following the model of the reading on pages 157–158. Give students time to write in class, or assign the writing as homework. Comment on and correct the students' writing. Choose one or two students to read their writing in class.

Chapter 14: NASCAR (pages 164–178)
Students are directed to draw lines from the words to label the photograph. The directions in Getting Ready to Read indicate that this should be done in pairs. Consider alternatives based on your students. Students may not need to do this in pairs. One possibility is to read the words out loud, describing them if necessary, as the students draw the lines to the corresponding part of the picture. Another possibility is to direct students to do the labeling individually and then check their answers with a partner.

Getting Ready to Read (page 164)
- Read the directions to the class.
• If students have not already labeled the parts of the car, direct them to do so with a partner, along with the two items listed below the directions.
• Check answers as a class.

ANSWER KEY

Vocabulary Preview (pages 165–166)
Read the directions and direct students to complete the exercise individually.

ANSWER KEY
1. value
2. co-workers
3. make someone think about something
4. a period of ten years; a way of living
5. setting up
6. in time
7. permission

Reading Skill: Recognizing Transition Words (page 166)
Carefully go over the information in the box. Try to elicit an example from the students for each transition word, providing examples as necessary when students struggle.
Using Transitions (page 167)

• Go over the directions and direct students to complete the exercise individually.
• Check answers as a class.

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

Scanning Practice (page 167)

• Ask for a volunteer to tell the class what scanning is. If necessary, refer the class back to page 13 and review the information in the skill box found there.
• Direct students to scan the text for answers to the five questions. Allow only three minutes.
• Check answers as a class.

ANSWER KEY
1. The National Association for Stock Car Racing
2. almost 100
3. more than 75 million
4. 1936
5. 1947

Reading: The National Association for Stock Car Racing (pages 168–169)

Direct students to read the text individually, making careful decisions about when to use a dictionary. Read the text again as a class, calling on volunteers to read each paragraph. After each paragraph, pause and ask students to identify the sentence with the main idea. (It’s the first sentence in each paragraph.) Point out how details in the paragraph support the topic sentence. Allow students to ask questions about meaning.

Reading Comprehension (pages 169–170)

Direct students to complete the ten items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.
ANSWER KEY
1. b
2. b
3. Because there aren’t a lot of rules, and it’s easy to understand
4. b
5. b
6. a
7. He had to find sponsors and places for races.
8. 1947
9. a
10. c

Cultural Note: NASCAR
The three largest races associated with NASCAR are The Sprint Cup Series, the Nationwide Series, and the Camping World Truck Series. NASCAR oversees a lot of other racing, including local races in the United States. NASCAR is actually a family business, although a very large one. It was founded by Bill France, Sr. As of 2009, his grandson, Brian France, is the CEO. Headquarters are in Daytona Beach, Florida. NASCAR has 75 million fans, and its races are broadcast in over 150 countries.

Discuss Your Ideas (page 171)
• Put students in small groups and direct them to discuss the questions.
• When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY
Answers will vary.

Study Tip: Reading Transitions Carefully (page 171)
Go over the information in the Study Tip box with the class.

Expansion: Transition Cloze
Write the following text on the board, with the bracketed words blanked out (or show it using an overhead projector or computer screen). Invite students to think of transition words to be used in the blanks. They can refer to the Reading Skill box on page 166 if necessary.
Your writing can be improved by choosing good transition words. [In fact,] transition words are very important for getting your idea across. [However], there are many transition words that can perform the same function. [Therefore], it’s a good idea to look up synonyms for common transitions. Various words show sequence. For example, after that, afterward, next, subsequently, and following this can all show that the writer is moving from event to event. You should learn some basic transition words, but later, as you become more skilled, you should try to include a greater variety. This will make your writing more interesting. [Furthermore], it will help you to control tone and formality level.

Vocabulary Comprehension (page 172)

• Remind students that they have done this type of exercise in every chapter of this textbook.
• Direct students to complete the exercise in pairs.
• Go over answers as a class.
• Encourage students to write example sentences for some of the words to add words to their vocabulary logs.

ANSWER KEY

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
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<td>appreciatively</td>
</tr>
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<td>1. colleague</td>
<td>X</td>
<td>collegial</td>
<td>X</td>
</tr>
<tr>
<td>2. collegiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conviction</td>
<td>convince</td>
<td>convincing</td>
<td>convincingly</td>
</tr>
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<tr>
<td>decade</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>establishment</td>
<td>establish</td>
<td>established</td>
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<tr>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>license</td>
<td>license</td>
<td>licensed</td>
<td>X</td>
</tr>
</tbody>
</table>
Sentence Completion (pages 172–173)

• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. eventually
2. colleagues
3. culture
4. license
5. establish
6. convincing
7. appreciate
8. decade

Odd One Out (page 173)

• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.

ANSWER KEY
1. regretful
2. aunt
3. create
4. nature
5. finish
6. eventually
7. failure
8. day

Expansion: Story or Dialogue Writing

Direct students to work in pairs. Assign each pair one of the eight items from the exercise (a set of four words). Challenge them to write a brief story or dialogue using all four of the items on their list.

Option

Item choice: Assign all pairs the same item or let pairs choose their own.
Vocabulary Use (pages 174–176)

Vocabulary Note (page 174)
Go over the two items with the class, giving the following examples:

*We bought our house fifteen years ago, and it has appreciated in value.*
*My grandmother’s diamond ring has appreciated in value.*
*Whistleblowers can get into trouble when they expose powerful people in the Establishment.*
*It is common, in every generation, to find young people who protest against the Establishment.*

**Note:** You might want to point out that the opposite of appreciate in value is depreciate in value and give examples of items that depreciate (cars, computers, boats) and appreciate (real estate).

Short Answer (page 174)

- Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.

**ANSWER KEY**

Answers will vary, but possible answers are:
1. paintings
2. 10 decades
3. the government
4. another teacher
5. Students give gifts.

Write about It (page 174)

- Read the directions and the prompt.
- Give students ten minutes to generate a first draft in class.
- Assign a second draft as homework.
- Allow students to compare their writing in small groups in the next class before collecting it for your own comment and corrections.

**ANSWER KEY**

Answers will vary.
Vocabulary Skill: Recognizing Word Roots (page 175)

- Ask the class if anyone knows what the root of a word is. See what students come up with.
- Call students’ attention to the Vocabulary Skill box.
- Give them up to five minutes to read through it on their own.
- Direct students’ attention to the Common Roots section of the box. Go over each word in the Example column, giving an example sentence for each word.

Matching (page 176)

- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
- Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.

ANSWER KEY

1. e
2. c
3. j
4. d
5. h
6. f
7. b
8. i
9. a
10. g

Timed Reading (pages 177–178)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 215 of text)

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. F
9. T
10. T

Unit 8: A Passion for Nature (pages 179–207)

Objectives:
• learn about people who work in creative ways to help the natural world
• learn about cause and effect (Reading Skill: Understanding Cause and Effect, page 182)
• read and understand a text well enough to answer comprehension questions
• learn about stress management (Study Tip: Managing Stress, page 188)
• learn about fact and opinion in a text (Reading Skill: Distinguishing Facts, Opinions, and Unknowns, page 194)
• learn about and discuss forming study groups (Study Tip: Forming Study Groups, page 199)
• learn and practice new vocabulary
• learn common word forms for new vocabulary words
• match new vocabulary to words and phrases with opposite meanings
• use some of the new vocabulary in a writing assignment

Teaching Notes

Unit Opener (page 179)
• Books Closed. Tell students they have two minutes to write all the words they think of when they think of nature. Time them and stop them after two minutes. Ask whether they believe they have these associations more because of first-hand experience, because of TV and video viewing, or because of reading. See how many students think they have had a lot of first-hand experience with nature. Call on one or more students who raise their hands to elaborate. Ask if they know anyone or know of anyone who has a special love of nature. Encourage students to elaborate.
• Direct students to open their books to page 179. Ask them where they think the photos were taken.
• Direct them to complete the five items with a classmate.
• Invite some pairs to share their answers with the class.
ANSWER KEY
Answers will vary.

Chapter 15: Robert Wyland, Ocean Artist (pages 180–191)

• Direct students’ attention to the photograph. Ask if they know what a mural is. Let them know this photo is an example of a mural. Discuss examples they have seen or are familiar with.

Getting Ready to Read (page 180)

Read the Getting Ready to Read text out loud. Put students in pairs and direct them to discuss the items. Check answers as a class. Since some students may not have seen murals or may not remember them in detail, consider discussing these items as a class in more depth.

Vocabulary Preview (page 181)

• Direct the students to read the directions and complete the exercise individually.
• Check answers by asking for volunteers to read the completed items.

ANSWER KEY
1. detailed, containing many parts
2. giving attention to
3. something to keep someone safe
4. natural surroundings
5. respond to something
6. step by step
7. notice
8. help by giving money or time

Expansion: Sentence Generation

Assign another example sentence for each item as homework. Let students know whether you think it’s OK to them copy example sentences from the Internet or other sources. Tell them to include the source, as a way to remind students about plagiarizing.

Reading Skill: Understanding Cause and Effect (page 182)

Carefully go over the information in the box. Be careful to keep the focus on cause and effect, but remind students of the concept of making inferences. Review the information if necessary.
Understanding Cause and Effect (pages 182–183)

• Go over the directions and do the first item as a class.
• Direct students to complete the exercise individually.
• Check answers as a class.

ANSWER KEY
1. a
2. b
3. a
4. a

Scanning Practice (page 183)

• Ask for a volunteer to tell the class what scanning is. If necessary, refer the class back to page 13 and review the information in the skill box found there.
• Direct students to scan the text for answers to the four questions. Allow only three minutes.
• Check answers as a class.

ANSWER KEY
1. 100
2. The Center for Creative Studies in Detroit, Michigan
3. 1992
4. Hawaii

Reading: Saving the Whales, One Wall at a Time (pages 184–185)

Ask the students if they can remember some reading skills from previous units. Invite them to explain any they name. Remind them that not every skill can be applied to every reading, which is why it is helpful to have a number of skills at one’s disposal. Encourage them to try to apply one or more skills from previous units to the current reading. Remind students that the bold words are target vocabulary and that the glosses are provided so that students are not focused on these words, but can quickly understand them and continue with the reading. Assign the reading as homework or give students time in class.
Cultural Note: Environmental Artists

Chris Jordan is another artist who combines art with environmental work. He worked as an attorney in Seattle before dedicating his time to photography. His works make statements about consumerism. He photographs things such as plastic bottles or paper bags, but he does so in a way that shows the scale of our waste and the impact on the environment, often repeating the image so that it corresponds with numerical statistics. However, much of his work is debatably very beautiful.

Reading Comprehension (pages 186–187)

Direct students to complete the nine items individually. Check answers as a class. If desired, when checking answers, ask students to read out the sentence from the text where they found the answer.

Or: Assign this as homework, and check it at the beginning of the next class.

ANSWER KEY
1. b
2. b
3. c
4. b
5. a
6. the world’s largest mural, painted by Wyland
7. a
8. c
9. b

Discuss Your Ideas (page 187)

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY
Answers will vary.
Expansion: Mural Plan

Mention that often painters and other artists plan or sketch their work before they begin. Tell them to imagine they are submitting a proposal for an environmental-themed mural to a city government or a neighborhood group. Direct them to sketch the mural (or draw it, paint it, or generate it on computer if so inclined). Tell them to number the main features/characters/objects on their mural and then to write an explanation or provide background information about all the items they numbered. Decide how long the report should be, but also consider letting students submit it in list form. Suggest students include descriptions of the features, reasons for including them, explanations for their importance, and current concerns or issues related to the features/characters/objects they chose.

Option:

Plan a display: Help students organize and develop an actual mural for display somewhere indoors or outdoors on campus.

Study Tip: Managing Stress (page 188)

- Go over the headings and the information in the box.
- Invite students to share other ways they deal with stress. Put students in small groups and direct them to list healthy and unhealthy ways of dealing with stress. When groups are finished, ask volunteers to talk about the things they do most often to deal with stress.

Vocabulary Comprehension (page 188)

- Direct students to complete the activity in pairs.
- Check answers as a class.
- Ask if anyone has any questions about the meaning or use of any of the forms.
- Elicit example sentences for some of the forms, if desired.
**ANSWER KEY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
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<td>supportively</td>
</tr>
<tr>
<td>2. supporter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Matching (page 189)**
- Read the title and directions out loud and do the first item with the class. Allow students time to complete the activity individually or assign it as homework.
- Check answers as a class. Make sure that students have not had trouble with defining the words in the second column, perhaps by eliciting example sentences using these words.

**ANSWER KEY**
1. g
2. d
3. a
4. f
5. h
6. c
7. b
8. e
Word Forms (pages 189–190)

- Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.

ANSWER KEY
1. gradually
2. protection, protectors
3. react
4. environment, environmentalist
5. concentrate
6. supportive, support
7. complex
8. observe

Vocabulary Use (pages 190–191)

Vocabulary Note (page 190)
Go over the note with the class, giving the following additional examples:

The label on the juices says “not from concentrate.” That means it is fresh squeezed.

Is juice from concentrate as healthy as fresh squeezed juice?

Urban areas always have a high concentration of people.

Luckily the hurricane didn’t hit any areas with high concentrations of people.

True or False (page 191)
- Read the heading and directions. Direct students to complete the items alone or assign this as homework. Go over answers as a class.

ANSWER KEY
1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. F
Write about It (page 191)

• Read the directions and the prompt out loud.
• Ask how many students studied art in elementary school, junior high school, and high school or if they have ever taken a class in art history.
• Survey the students to see how many considered art one of their favorite subjects. Ask how many disliked art class, and why.
• Expand by discussing if students think art is more important at some ages—in some grades—than others. Invite a few students to explain their answers.
• Direct students to write a response to the prompt.
• Or: Assign the writing as homework or as a journal entry.

ANSWER KEY

Answers will vary.

Chapter 16: Saving Luna (pages 192–207)

Teaching Notes

Direct students’ attention to the photograph. Ask students what kind of tree they think this is and where it might be located (Headwaters Forest, North of San Francisco, CA. Redwood forest).

Getting Ready to Read (page 192)

• Read the title, and ask if anyone knows what it refers to. Explain that luna means moon, but that in this chapter, it is the name that someone gave to a tree. With this clue, ask again if anyone has heard anything about a tree named Luna, or about someone saving a tree. Entertain any answers.
• Read the directions under Getting Ready to Read.
• Direct students to complete the chart individually.
• Put students in small groups to compare their answers.
• Invite a few volunteers to share some of the answers with the class.

Vocabulary Preview (pages 193–194)

• Read the directions and tell students to complete the exercise individually.
• Check answers as a class. Allow several students to give their answers for each question. Do not correct language as long as the meaning of the target vocabulary is conveyed.

ANSWER KEY

1. very big; familiar with
2. form of communication; stay
3. trade; places to live
4. set up; worthwhile

**Reading Skill: Distinguishing Facts, Opinions, and Unknowns (page 194)**

Go over the information in the box with the class. Tell students that some test items will require them to make these distinctions. If possible, go directly into the exercise on page 195.

**Fact, Opinion, or Unknown? (page 195)**

- Read the directions and make sure students understand them.
- Allow only a short time for students to complete the three items.
- Direct students to compare answers with a partner, giving reasons and explanations for their answers.
- Check answers again as a class.

**ANSWER KEY**
1. O, U, F
2. F, O, U
3. U, F, O

**Reading: Julia Butterfly Hill (pages 196–197)**

Direct students’ attention to the photograph of Julie Butterfly Hill. Ask what can be inferred about her from the picture and from exercises in the chapter so far. Remind students to think about reading skills they can apply to the reading (skimming, deciding whether to use a dictionary, or asking questions as you read). Give students time to read in class, or assign the reading as homework.

**Reading Comprehension (pages 198–199)**

- Direct students to complete the exercise individually.
- Check answers as a class.

**ANSWER KEY**
1. b
2. a
3. a
4. Pacific Lumber Company
5. b
6. c
7. A friend sent them up in a basket.
8. a
9. b

10. She has founded an environmental organization, written several books, and written a blog.

Cultural Note: Redwood Forest

The Redwood National and State Parks are in California in areas near the coast. In 1850, redwood trees covered more than two million acres (over 8,000 square kilometers). By the late 1960s, almost 90 percent of the redwoods had been logged. The parks now protect less than half of the remaining redwoods, which are the main pillar of an ecosystem that is home to many threatened species of animals. The parks attract many visitors who find the environment almost magical. The size and age of the trees and the peaceful atmosphere make the forests unlike other parks or wilderness areas. Scenes from popular movies have been filmed in the park, most notably, perhaps, the Endor scenes in *Star Wars Episode VI: Return of the Jedi*.

Discuss Your Ideas (page 199)

- Put students in small groups and direct them to discuss the questions.
- When groups are finished, invite volunteers to share their group’s opinions with the class.

ANSWER KEY

Answers will vary.

Study Tip: Forming Study Groups (page 199)

Read the information in the box out loud. Ask if any students are in study groups or have been in the past. Invite them to tell about these experiences. Put students in pairs or small groups and ask them to list all the possible ways they can think of that a study group might be helpful.

Vocabulary Comprehension (page 200)

- Read the directions, or remind students they have done this type of exercise in every chapter.
- Direct them to complete the chart with a classmate.
- Go over answers as a class. Answer questions, clarify, and give meanings or examples of usage as needed.
- Remind students that they can add words to their vocabulary logs.
Answer Key

<table>
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<tr>
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<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
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<td>value</td>
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</table>

Sentence Completion (page 201)
• Read the directions and tell students to complete the exercise.
• Check answers as a class.
• Alternatively, this exercise can be assigned as homework and checked at the beginning of the next class.

ANSWER KEY
1. value, remains
2. founded
3. media
4. enormous, residents
5. accustomed, exchange

Odd One Out (page 201)
• Read the heading and the directions out loud and give students five minutes to complete the exercise.
• Check answers as a class.
• Alternatively, assign this as homework and go over answers in the next class.
ANSWER KEY

1. unknown
2. enormous
3. exchange
4. destroy
5. diary
6. leave
7. resident
8. valuable

Vocabulary Use (pages 202–205)

Vocabulary Note (page 202)
Go over the information, and give these, or your own additional examples of usage:

*He's famous for his paintings, but actually pencil is his favorite medium.*

*When your cat died, what did you do with his remains?*

Short Answer (page 202)

- Read the heading and directions out loud. Remind students that they can look at the chart they completed earlier.
- Give them time to complete the activity individually.
- Check answers as a class or have students compare answers with a partner.

ANSWER KEY

Answers will vary, but possible answers are:

1. elephant, tiger, monkey, frog
2. house, car, bicycle, camera
3. There are more residents in urban areas than there are in rural areas.
4. You need to exchange money.
5. They might remain until the end of August.

Write about It (page 202)

Read the directions and the prompt. Explain whether you would like students to write in the first person or third person or in paragraph form or list form.

Give students time to write in class.

Or: Assign the writing as homework or as a journal entry.
Expansion: Additional Writing

Challenge students to write about things they might have been afraid of while living in the tree mentioned in the assignment. Or ask them to write about ways a person might change as the result of such an action. Encourage them to think of physical, emotional and psychological and spiritual changes, as well as changes in public persona, and beliefs.

ANSWER KEY

Answers will vary.

Vocabulary Skill: Using Word Roots and Affixes to Understand the Meanings of Words in Context (page 203)

Go over the information in the box.

Explain that students will not be able to apply this skill to every word, but that it can often be helpful.

True or False (pages 204–205)

Give students time to read the passage and do the ten items, or assign this as homework. Read the passage out loud in class, since pronunciation isn’t always phonetic or intuitive in this passage.

ANSWER KEY

1. F
2. F
3. T
4. T
5. T
6. F
7. T
8. T
9. T
10. F
Timed Reading (pages 206–207)

Review the details about timed and paced reading in the To the Teacher section on page xv. Make use of Appendix 2, which includes procedures for timed and paced readings and charts for recordkeeping. Questions to accompany the timed readings are located in Appendix 1.

ANSWER KEY (questions on page 216 of text)

1. F
2. T
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. F