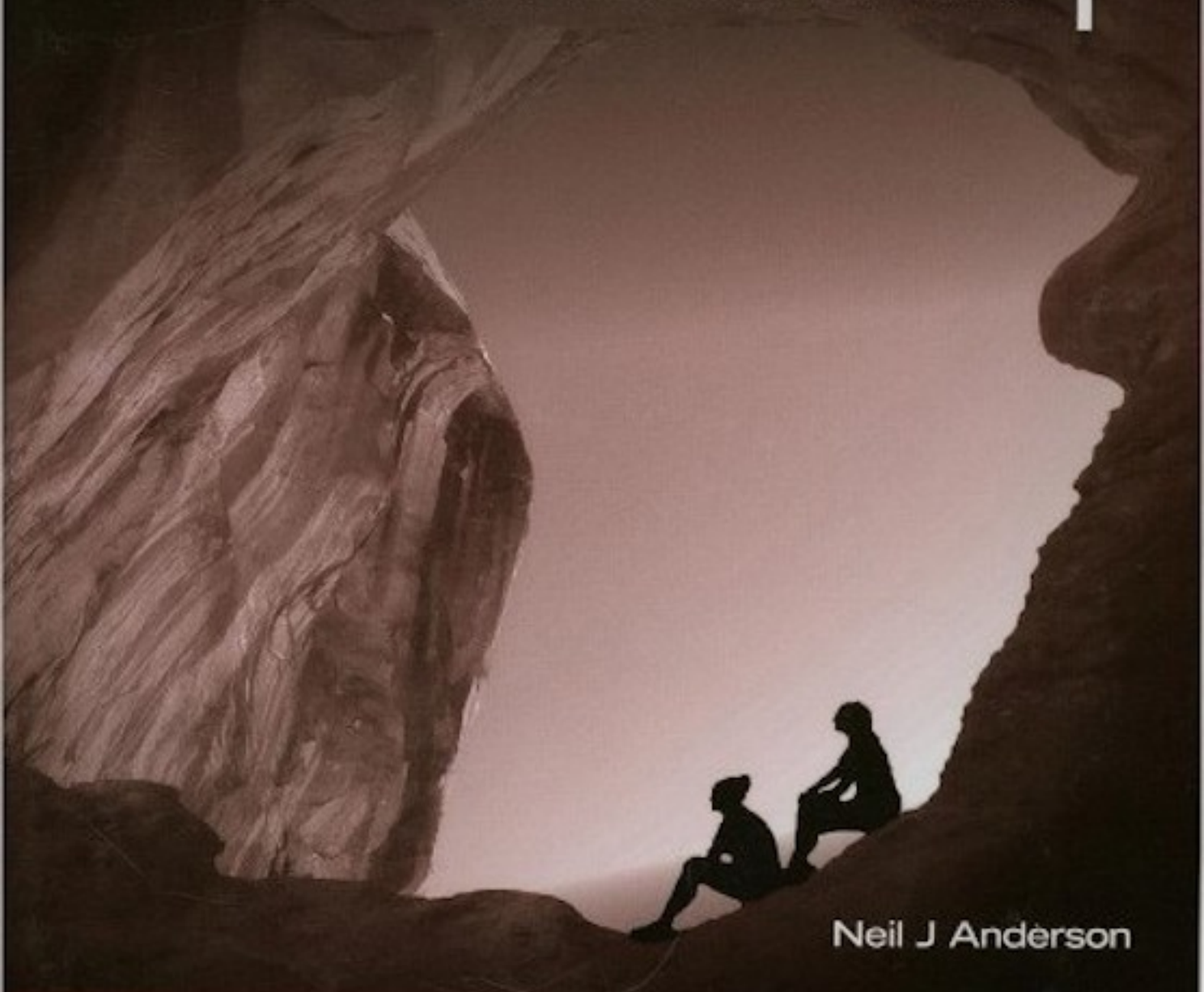


# ACTIVE

SKILLS FOR READING **1**



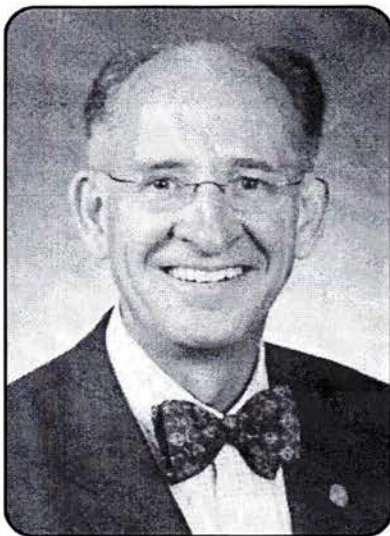
Neil J Anderson

TEACHER'S GUIDE

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# Frequently Asked Questions



irLanguage.com

Reading is such an important skill to develop. I continue to be amazed that many learners who have strong reading skills also have strong listening, speaking, and writing skills. I am confident that as you understand the ACTIVE pedagogical framework, you will get ideas of ways that you can strengthen your students' reading abilities. A textbook like ACTIVE Skills for Reading cannot possibly meet all of the needs of all learner groups around the world. But, as a teacher who understands how to use this text, you will be the greatest resource using the text and helping your students reach higher levels of reading performance.

As I have worked with teachers in various parts of the world, I have responded to several questions that have come up multiple times. Let me respond to some of those questions here. If you have additional questions, please contact your National Geographic Learning text representative and they can respond. If they do not have the answers to your questions, they will know how to reach me so that I can respond.

Best wishes as you use ACTIVE Skills for Reading, 3rd edition!

Neil J Anderson

## ***"How have your views on reading changed since the 1st and 2nd editions?"***

The ACTIVE framework for reading has stood the test of time. The six principles that have guided the development of this reading textbook have remained fairly consistent. Compare the two lists below that contrast the framework from 1995, when I first developed it, with the current one:

### **1995**

Activate prior knowledge  
Cultivate vocabulary  
Test comprehension  
Increase reading rate  
Verify strategies  
Evaluate progress

### **2013**

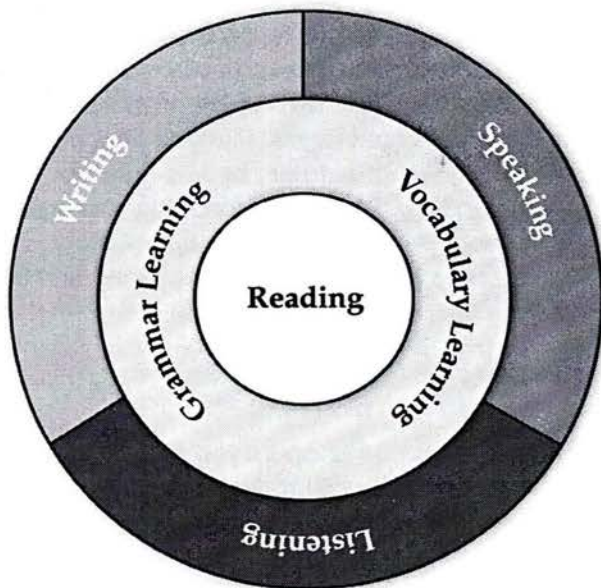
Activate prior knowledge  
Cultivate vocabulary  
*Think* about meaning  
Increase reading *fluency*  
Verify strategies  
Evaluate progress

As you can see, the T in ACTIVE has changed from *testing comprehension* to encouraging the learners to *think about*

*comprehension*. Rather than *testing* comprehension, I want teachers to consider ways that they can *teach* comprehension skills. I believe that the first step in that process is to get readers to *think* about and monitor their own comprehension skills.

The second minor change in the framework is focusing on reading fluency. For adult second language readers who will be reading silently, I define fluency as reading at 200 words-per-minute with at least 70% comprehension. Fluency is a combination of *both* rate and comprehension. I do not think that we can talk about fluency without including both of these essential aspects of reading.

One additional thing that has changed in my view of reading across the editions of the series is the importance of the integration of reading with other language skills. This visual helps to illustrate my thinking:



Although this does not have a direct impact on the ACTIVE framework, it does have an impact on how we view what we ask learners to do with reading. I am convinced more and more that if we can connect reading to the other language skills, learners will see how they can accomplish tasks in real life by using all of their knowledge and not just focusing on reading in isolation.

***“Many students are accustomed to translating intensive reading (IR) passages in order to get a complete understanding of the passage. How can we change their mind-set from word-to-word translation and help show them it’s more important to be a fluent reader?”***

In my experience, when students turn to translating all of the words in the reading passage it is because the material is too difficult for them. In selecting the correct level within the *ACTIVE Skills for Reading* series for intensive reading, you want to make sure that students know approximately 90% of

the vocabulary words. With this amount of knowledge of the vocabulary, the teacher can focus on the development of reading strategies and reading comprehension rather than individual word study.

***“The ASR books include more interactive speaking and writing activities than many other reading books. How can these activities be helpful for improving reading skills?”***

Reading comes alive when you have to do something with what you have read. If you have an opportunity to talk with someone about what you have read or record in writing information about what you have read, it provides an additional way to help remember what you have read. Including the other language skills with reading leads to higher levels of comprehension and enjoyment.

***“How can teachers make best use of the audio CDs?”***

The audio CDs can be used in a variety of ways. Shadow reading is one way. Another is to use the CD as part of a pre-reading activity. By explicitly tying listening comprehension to reading comprehension, both skills can be increased. For example, play a portion of the audio and stop. Ask the students to predict what will come next. Help them see that there are some similarities between what they do when they listen and what they do when they are reading. Have them listen to another segment and stop the CD. Ask them to describe what they visualize in their mind as they are listening. Finally, ask them to listen carefully and identify one or two words that they do not understand. See if they can still identify the overall idea of the passage even if they do not understand those words. Then move from listening to reading. The listening activity will have prepared them for a successful reading experience.

# 1 All About Food

## Getting Ready

### Answer key

1. Clockwise from the top left: steak with mushroom sauce, french fries, and a salad; waffles with maple syrup and strawberries; vegetables and herbs (including onions, carrots,

cabbage, cauliflower, tomatoes, parsley, dill); breads and pastries, both sweet and savory.

2, 3. Answers will vary. Encourage students to give reasons for their answers.

## CHAPTER 1: A Restaurant for Change

### Chapter Summary

**Target Vocabulary:** encourage, hands-on, healthy, ingredient, kitchen, qualified, recipe, serve

**Reading Skill:** Predicting

**Reading Passage Summary:** The article describes how celebrity chef, Jamie Oliver, known for his healthy eating campaigns, has opened restaurants dedicated to training young people as professional chefs.

**Vocabulary Skill:** Antonyms

## Answer Key

### Before You Read

**A:** Answers will vary. Possible answers include: 1. in a class in (high) school, culinary college, or evening classes; from their parents, family members, and friends; from TV cooking shows; from cookbooks or magazines; from the Internet; by working at a restaurant. 2. Studying cooking at culinary college or by working at a restaurant.

### Reading Skill

Answers will vary. Possible answers include:

**A:** by promoting healthy eating habits, by teaching skills and giving jobs, by making a chef successful.

**B:** 2. learning to cook, and how to run a restaurant.

**C:** 2. Answers will vary. The correct answer is: the number of original students.

### Reading Comprehension

**A:** 1. b (lines 4–5); 2. b (lines 7–9); 3. a (lines 10–14); 4. c (lines 26–27)

**B:** a. 3 (line 26); b. 2 (lines 16–17); c. 1 (lines 10–11); d. 4 (lines 27–30)

### Critical Thinking

**C:** Answers will vary. Possible answers include:

1. by giving them the skills to get a good job or even to open their own restaurant business. 2. the idea that these are important aspects of successfully running a restaurant or any business.

### Vocabulary Comprehension

**A:** 1. a; 2. b; 3. b; 4. a; 5. a; 6. b; 7. b; 8. b

**B:** Answers will vary. Possible answers include: 1. Go to a conversation class, become friends with native speakers of English, make friends online, and have video chats with them; 2. Pots, pans, cups, plates, knives, forks, spoons, stove, microwave, food; 3. Exercise and eat healthy foods.

### Vocabulary Skill

**A:** 2. easy; 3. rest; 4. unhealthy; 5. discourage; 6. free

**B:** 1. unhealthy; 2. easy; 3. rest; 4. discourage; 5. dislike; 6. busy

## CHAPTER 2: Let's Make Blueberry Muffins!

### Chapter Summary

**Target Vocabulary:** add, bake, check, mix, melt, pour, spray, cool

**Reading Skill:** Scanning

**Reading Passage Summary:** This article describes a simple recipe for blueberry muffins. It's easy to make delicious blueberry muffins by following the steps in this recipe.

**Vocabulary Skill:** Irregular Past Tense Verbs

### Answer Key

#### Before You Read

**A:** 1. **Clockwise:** scone with jam and cream; cheesecake; crepe with fresh berries; cupcakes with frosting. Answers will vary as to which ones students have eaten. 2. Answers will vary.

#### Reading Skill

**A:** 1. nine ingredients; 2. six steps in the recipe

**B:** 1. Step 2 (line 7); 2. Step 4 (line 15);

3. Step 4 (line 14); 4. Step 1 (line 5)

#### Reading Comprehension

**A:** 1. a (ingredients list); 2. b (line 10);

3. c (line 18); 4. c (line 20)

**B:** a. 3 (line 10); b. 4 (line 15); c. 6 (line 20);

d. 1 (line 5); e. 2 (line 7); f. 5 (line 18)

#### Critical Thinking

Answers will vary. Possible answers include:

**1. healthy ingredients:** eggs, milk, blueberries; **unhealthy ingredients:** sugar, butter. **2.** adding less butter or less sugar, or replacing the butter with an oil low in saturated fat, such as canola oil, and the sugar with a healthier sweetener, such as honey. The sugar on top of the muffins could also be left out.

#### Vocabulary Comprehension

**A:** 1. bake; 2. check; 3. pour; 4. spray;

5. mix; 6. melt; 7. add; 8. cool

**B:** Answers will vary. Possible answers include: **1.** ice; ice cream; snow; cheese can be melted, and metals and plastics can be melted down at very high temperatures for jewelry-making or recycling. **2.** You can insert something smooth and sharp, such as a fork or a toothpick, to check whether it's cooked on the inside. **3.** salt, pepper, herbs, spices, hot sauce, lemon zest, lemon juice, and butter.

#### Vocabulary Skill

**A:** broke; brought; bought; came; cut; did; ate; felt; got; went; had; kept; knew; lost; put; rode; spread; took. Possible additional irregular past tense verbs are: catch/caught; drive/drove; fight/fought; make/made

**B:** Answers will vary. Students might notice that some verbs do not change at all: cut/cut, put/put, spread/spread; some just change one vowel: know/knew, come/came, get/got, ride/rode; and some change one consonant: make/made, build/built. Some change both vowel and consonant, and some are simply irregular, following no pattern at all.

**C:** 1. brought; 2. broke; 3. came/went; 4. bought/got; 5. took/sold; 6. ate/had

#### Real Life Skill

**A:** 1. minerals; 2. vitamins; 3. preservatives;

4. additives; 5. ingredients; 6. calories

**B:** The second part of each answer may vary. Possible answers include: **1.** *Chocoblock* because it is sweet; **2.** *Slim Quick* because it is low in calories; **3.** *Power Up* because it is high in protein.

#### What Do You Think?

Answers will vary. Possible answers include: **1.** It is often healthier to eat at home where you have more control over the ingredients you use. **2.** When you are young, you need more vitamins and minerals because your body is still developing. When you are old, you might have problems eating some foods and also need more vitamins and minerals to stay healthy and strong. **3.** Many vegetarians believe in animal rights and don't want to hurt animals. Others are vegetarians for dietary, religious, or environmental reasons. Also, many people are becoming vegetarian these days because of concerns about the additives used in meat production.

# 2 Inventions

## Getting Ready

### Answer key

**A: Clockwise from top left:** d (microwave);  
c (dishwasher); f (vacuum cleaner);  
b (desktop computer); a (camera); e (smartphone)  
**B:** (camera) 1, 1826; (desktop computer) 5,  
1965; (dishwasher) 2, 1893; (microwave) 4,

1945; (smartphone) 6, 1997; (vacuum) 3,  
1901

**C:** Answers will vary. Possible answers include:  
They make our lives easier, more convenient, or  
more interesting.

## CHAPTER 1: Computer Beats Champs

### Chapter Summary

**Target Vocabulary:** beat, champion, competitor, confident, confuse, machine, opponent, (a) wonder

**Reading Skill:** Reading for Details

**Reading Passage Summary:** The article describes a special event when two champion competitors on the TV game show, *Jeopardy!*, went up against a computer called Watson and played for charity.

**Vocabulary Skill:** Prefixes *com-* and *con-*

## Answer Key

### Before You Read

**A:** Answers will vary. **1.** Students should be able to connect Watson with the machine in the picture.

### Reading Skill

**A:** **1.** F (They were both champions on the show.) (lines 3–8); **2.** T (lines 13–15); **3.** T (line 14, lines 28–32);  
**4.** F (The competition was in 2011.) (lines 1–5)

### Reading Comprehension

**A:** **1.** c (lines 15–16); **2.** c (lines 16–17);  
**3.** c (lines 30–31); **4.** a (line 35)  
**B:** **a.** 2; **b.** 3 and 4; **c.** 1; **d.** 5; **e.** 2 and 3

### Critical Thinking

Answers will vary. **1.** Students could point out that Watson has a memory bank equivalent to a million books of information. **2.** Students may note good/bad points of both: the computer

has a bigger memory bank but is unable to listen to its opponents' answers, while humans can use logic as well as their instincts, emotions, and feelings to answer questions even when they are not sure.

### Vocabulary Comprehension

**A:** **1.** g; **2.** c; **3.** a; **4.** f; **5.** d; **6.** h; **7.** b; **8.** e  
**B:** **1.** confuses; **2.** beat; **3.** competitors; **4.** confident;  
**5.** wonder; **6.** machines; **7.** opponent, champion

### Vocabulary Skill

**A: Com-:** compare; comfort; common; **Con-:** connect; contain  
**B:** **1.** connect; **2.** common; **3.** contain; **4.** communicate;  
**5.** compare; **6.** comfort  
**C:** **1.** comfort; **2.** contains; **3.** common; **4.** compare;  
**5.** communicate; **6.** connected

## CHAPTER 2: The Most Useful Inventions

### Chapter Summary

**Target Vocabulary:** discussion, during, keep in touch, opinion, surely, temperature, useful, vote

**Reading Skill:** Scanning

**Reading Passage Summary:** Three people use a Web forum to share their opinions on the most useful inventions of all time.

**Vocabulary Skill:** Suffixes *-ful* and *-less*

### Answer Key

#### Before You Read

**A:** Answers will vary. Possible answers include: 1. the bicycle, clock, elevator, mobile phone, MP3 player, e-reader, refrigerator, remote control, TV, the zipper.

**B:** Answers will vary.

#### Reading Skill

**A:** 1. b; 2. c; 3. a

**B:** 1. b; 2. a; 3. c

#### Reading Comprehension

**A:** 1. b (lines 5–6); 2. b (lines 16–17);  
3. a (lines 25–26); 4. b (lines 13–18)

**B:** 1. K (line 23); 2. C (lines 2–3); 3. J (line 14);  
4. C (line 1); 5. J (line 15)

#### Critical Thinking

Answers will vary. Encourage students to share their reasoning. For question 2, some students may be comfortable with posting and sharing their opinions online. Others might not want to post because they are worried about online privacy issues.

#### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. a

**B:** 1. temperature; 2. useful; 3. discussions; 4. surely

#### Vocabulary Skill

**A: Positive:** useful, careful, thoughtful, helpful, restful;

**Negative:** useless, careless, thoughtless, helpless, restless

**B:** 1. thoughtful; 2. restless; 3. careless; 4. helpless;  
5. restful; 6. useless

**C:** 1. careless; 2. careful; 3. helpless; 4. useless;  
5. thoughtless; 6. restless

#### Real Life Skill

**A:** Answers will vary and should use the correct parts of speech.

**B:** 1. adj.; 2. n; 3. v; 4. n; 5. v

#### What Do You Think?

Answers will vary. Possible answers include:

1. Fire, stone tools, the wheel, pottery, and agricultural tools.
2. Edison (light bulb), Wright (airplane), Watt (steam engine), Marconi (radio), Cai Lun (paper), Berners-Lee (World Wide Web).
3. Students might think about inventions related to energy resources, communications, and transportation.

# 3 Studying Abroad

## Getting Ready

### Answer key

1–3. Answers will vary. Encourage students to provide examples and reasons for their answers. If possible, bring a world map to

class and have students point to the countries they have visited, or would like to visit.

## CHAPTER 1: Want to Study Abroad?

### Chapter Summary

**Target Vocabulary:** abroad, comfortable, culture, excellent, exciting, experience, make sure, miss

**Reading Skill:** Using Subheadings to Predict Content

**Reading Passage Summary:** An advertisement gives information about studying abroad, including reasons to go, advice on things to think about before leaving home, and ways to adjust in a new country.

**Vocabulary Skill:** Compound Words

## Answer Key

### Before You Read

**A:** Answers will vary. Possible answers include: to find adventure, learn specific skills, study at a school, become independent, develop a global perspective.

**B:** Answers will vary. Students should give reasons.

### Reading Skill

**A:** Answers will vary. Possible answers include: **Why do it?:** Reasons for studying abroad, specifically ones like the list in A above; **Making the right choice:** The details of the decision, such as where to go, how long to stay, how to manage; **Getting ready to go:** Preparations ranging from reading up on the destination to packing and getting paperwork ready, like visas, passports, and applications; **Once you are there:** Suggestions for adjusting to a new place

### Reading Comprehension

**A:** 1. c (lines 9–14 & 34–35); 2. c (entire passage); 3. a (line 28); 4. c (lines 30–31)

**B:** a. 4 (lines 33–34); b. 3 (lines 27–28); c. 2 (line 25); d. 1 (lines 20–23)

### Critical Thinking

- Mostly students, but also teachers and parents who want to get more information for students.
- Answers will vary. Have students first list what is already given in the reading passage. Make sure they understand that their task is to provide *additional* advice.

### Vocabulary Comprehension

**A:** 1. kitchen; 2. competition; 3. homesick; 4. funny; 5. sick; 6. opinion; 7. work; 8. miss

**B:** 1. culture; 2. make sure; 3. miss; 4. comfortable

### Vocabulary Skill

**B:** 1. credit (credit card); 2. time (part-time); 3. water (water fountain); 4. book (notebook); 5. pass (password); 6. sick (homesick)

**C:** 1. credit card; 2. water fountain; 3. homesick; 4. part-time; 5. password; 6. notebook

## CHAPTER 2: My Travel Journal

### Chapter Summary

**Target Vocabulary:** awesome, embarrassed, hardly, improving, journal, lots of, practice, shy

**Reading Skill:** Reading for Details

**Reading Passage Summary:** Maria's travel journal tells of her gradual adjustment to life as a student in New York over a two-month period.

**Vocabulary Skill:** Adjectives ending in -ed

### Answer Key

#### Before You Read

**A:** 1. Maria; 2. New York City; 3. a (more than a month)

**B:** 1, 2. Answers will vary. Encourage students to support their answers with reasons.

#### Reading Skill

**A: checked:** 1 (line 13), 5 (lines 11–12), 6 (lines 10–11)

**B: checked:** 3 (lines 18–19), 4 (lines 17–18), 6 (line 17)

#### Reading Comprehension

**A:** 1. b (lines 2–4); 2. c (lines 5–6); 3. b (lines 10–11); 4. c (lines 20–21)

**B: order:** 3 (line 10); 1 (line 2); 2 (lines 2–4); 4 (line 17)

#### Critical Thinking

Answers will vary. Possible answers include: 1. If their classmates are from different countries, students will probably speak more English at school. 2. Phrases for students to use when they don't understand, are: *Excuse me, I'm just learning English. Could you repeat that?*

#### Vocabulary Comprehension

**A:** 1. a; 2. b; 3. a; 4. a; 5. b; 6. a; 7. b; 8. b

**B:** Answers will vary. Possible answers include:

1. mountains, forests, or specific places like Canada, Russia;
2. Watching movies in English with subtitles, reading English books, surfing on the Internet in English;
3. Students should name English-speaking TV or movie stars whom they admire;

4. Students should support their opinions with personal stories about language learning.

#### Vocabulary Skill

**A:** 1. depressed; 2. embarrassed; 3. excited; 4. tired; 5. worried; 6. interested

**B:** 1. depressed; 2. tired; 3. worried; 4. excited; 5. interested; 6. embarrassed

#### Real Life Skill

**C:** Answers will vary. Encourage students to use the entry in **B** as a model for their own journal entry. Make sure students write the date, use past tense, and a few sentences about the experience of reading/watching a book or story that they like.

#### What Do You Think?

Answers will vary. Possible answers include:

1. If students have already done the Homesickness Prevention Plan extension activity from Chapter 1 of this unit, they will have some ideas. Other ideas include making new friends; keeping a journal to share with friends and family at home; taking photographs and making a scrapbook; and getting lots of rest and exercise.
2. Answers may be similar to **Before You Read A** in Chapter 1 of this unit. Emphasize the importance of talking with and getting advice from people who have already studied abroad.

# 4 Money and Budgets

## Getting Ready

### Answer key

Answers will vary. Possible answers include:

1. Food, entertainment, clothing, etc. Students should use the pictures for inspiration. 2. Food,

transportation, or school expenses. 3. Having a budget, using cash instead of credit cards, and buying only what you need.

## CHAPTER 1: A Student Budget

### Chapter Summary

**Target Vocabulary:** advice, average, borrow, education, list, per, personal, worry

**Reading Skill:** Skimming for Main Ideas

**Reading Passage Summary:** The article discusses the costs of a college education, which is expensive, so students need to budget carefully to ensure that they will have enough money to pay for everything.

**Vocabulary Skill:** Prefixes *in-* and *ex-*

## Answer Key

### Before You Read

Answers will vary. Possible answers include:

- A:** technology and laboratory fees, and club membership fees.  
**B:** scholarships, or loans from family or from the bank.

### Reading Skill

- A:** 1. students and, possibly, parents; 2. Possible answers include: college newspapers, magazines for young adults, or university websites; 3. c (Note: 'a' and 'b' are mentioned, but are not the main idea.)

### Reading Comprehension

- A:** 1. c (lines 2–3); 2. a (lines 10–12); 3. b (lines 23–26); 4. c (lines 13–15)  
**B:** 1. T (lines 6–7); 2. T (lines 17–19); 3. F, they can also work part-time to earn more money. (lines 26–29), 4. T (lines 14–16 and 23–26)

### Critical Thinking

Answers will vary. Possible answers include:

1. Money trouble usually means debt, which happens when people spend more than their income. Credit

cards can be dangerous for young people who haven't learned to control their spending. Also, many students like to go out often, which can become expensive.

2. It can be difficult for some people to keep up with their course-work and also hold down a part-time job, but by planning carefully, many students manage to balance studies with part-time work.

### Vocabulary Comprehension

- A:** 1. f; 2. g; 3. e; 4. h; 5. b; 6. d; 7. a; 8. c  
**B:** 1. borrowed, worry; 2. education, average; 3. advice; 4. per

### Vocabulary Skill

- A:** 1. import; 2. inhale; 3. expense; 4. exclude; 5. introverted  
**B:** 1. import; 2. inhale; 3. exclude; 4. income; 5. introverted  
**C:** 1. inhale; 2. include/exclude; 3. expense; 4. extroverted; 5. imported

## CHAPTER 2: My Money

### Chapter Summary

**Target Vocabulary:** earn, interest, owe, rent, second-hand, split, stick to, transportation

**Reading Skill:** Identifying Supporting Details

**Reading Passage Summary:** In an online article, reporter Min Young interviews Lisa, an American college student, about her budget. Lisa talks about her income, her expenses, and the ways she economizes.

**Vocabulary Skill:** Organizing Vocabulary: Words Relating to Money

### Answer Key

#### Before You Read

**A:** 1–5. Answers will vary. **B:** Students may be uncomfortable sharing their financial situation, so allow students to select their own partners.

#### Reading Skill

**A:** Lisa has to work part-time. She also lists the following expenses on lines 19–20: rent, meals, cell phone, books, transportation, and clothes. These are things she pays for with the money she earns. The list doesn't include any additional luxuries.

**B:** Answers may vary. Lisa provides a total of six ways in which she saves money: rents movies and splits the cost with her roommates (line 24); cooks her own food (line 25); walks or rides a bicycle (line 27); buys second-hand clothes (lines 27–28); borrows books and magazine from the library (lines 28–29); is careful to save water and electricity (lines 29–30).

#### Reading Comprehension

**A:** 1. c (lines 10–11); 2. a (line 16);  
3. c (lines 22–24); 4. a (line 25)

**B:** 1. F, Min Young is interviewing Lisa. (lines 1–3); 2. F, Only some of Lisa's money comes from her parents. (lines 10–14); 3. T (line 23); 4. T (lines 27–28)

#### Critical Thinking

Answers will vary. Possible answers include:

1. Lisa is careful with money. She seems very responsible about working and saving. She also listens to and follows her mother's advice. Students should infer personality traits from this information.

2. To save money, students can typically buy second-hand textbooks, furniture, appliances, cars, etc. They can also save money by not eating out, going to the movies, or taking weekend trips, etc.

#### Vocabulary Comprehension

**A:** 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. a; 8. a

**B:** 1. earn/earned; 2. stick to; 3. transportation;  
4. rent; 5. split; 6. owe

#### Vocabulary Skill

**A:** 1. O; 2. I; 3. I; 4. I; 5. O; 6. O; 7. O; 8. O; 9. O; 10. O

**B:** 1. lend; 2. pay; 3. buy/borrow; 4. income; 5. spend

#### Real Life Skill

**A:** Students budgets will vary. Students should read each step and write their personal budget.

**B:** Students may find a variety of student budgets and suggestions for managing money. Assign this task for homework. Have students look for budgeting suggestions not already mentioned in the unit.

#### What Do You Think?

Answers will vary. Possible answers include:

1. by giving their children an allowance when they are young (children then learn to budget over a weekly or monthly time period). Parents can also teach by example: if parents are responsible with money, children will learn by watching them.
2. getting part-time jobs, including working in restaurants or shops, tutoring, babysitting, etc.
3. Extra money can be saved for an important event, used to buy something special, or invested.

# 5 Our Modern Lifestyle

## Getting Ready

### Answer key

Answers will vary. 1. Make sure students understand each technology concern.  
2. Possible answers include: misuse of cell

phone cameras or annoying ring tones. For the Internet, complaints might include illegal use of information or cyber-bullying.

## CHAPTER 1: Cell Phone Etiquette

### Chapter Summary

**Target Vocabulary:** address, annoying, pay attention, combination, constantly, convenient, emergencies, impolite

**Reading Skill:** Identifying Transition Words

**Reading Passage Summary:** In this letter to the editor, a newspaper reader comments that a recent article failed to deal with cell phone problems, so she gives some advice about how to deal with such problems.

**Vocabulary Skill:** Using Transition Words

## Answer Key

### Before You Read

**A:** Answers will vary. 1. Reasons should include the rudeness of answering the phone when someone else is speaking and the likelihood of disturbing other people. 2. Possible answers include: completely banning cell phones in classrooms, or permitting their usage in emergency circumstances only.

### Reading Skill

**A:** likewise (line 28); in fact (line 19); additionally (line 23); that's why (line 24); furthermore (line 15); for instance (line 27); on the other hand (lines 5–6)

**B:** 1. that's why; 2. additionally, furthermore, in fact; 3. likewise; 4. on the other hand; 5. for instance

### Reading Comprehension

**A:** 1. b (lines 5–7); 2. c (lines 13–14, 21–25)  
3. a (lines 24–25); 4. c (lines 26–29)

**B:** 1. paragraph 3; 2. paragraph 2;  
3. paragraph 3; 4. paragraph 2

### Critical Thinking

Answers will vary.

1. Students should give examples from their daily life.

2. Possible answers include: being able to meet up with friends and/or changing plans more easily, being able to make calls in places with no public phones, staying in contact easily with friends and family, quick access to a camera if you would like to take photos, being able to access the Internet for entertainment or information like maps and bus or train timetables, having GPS functionality, etc.

### Vocabulary Comprehension

**A:** 1. listen; 2. neglect; 3. company; 4. convenient;  
5. joke; 6. rarely; 7. impolite; 8. loud

**B:** 1. address; 2. constantly; 3. pay attention;  
4. convenient

### Vocabulary Skill

**A:** Students should understand how to use each transition word.

**B:** 1. for example/for instance;  
2. thus/therefore/that's why; 3. likewise/similarly;  
4. in contrast/on the other hand/however;  
5. in addition/additionally/furthermore;  
6. that's why; 7. likewise/similarly

## CHAPTER 2: Smartphone Apps for Travelers

### Chapter Summary

**Target Vocabulary:** combine, confirmation, download, frequent, imagine, prepare, translate, typically

**Reading Skill:** Making Inferences

**Reading Passage Summary:** This article describes three cell phone apps for travelers.

**Vocabulary Skill:** Word Webs

### Answer Key

#### Before You Read

**A:** 1. and 2. Answers will vary.

**B:** Examples include music, healthcare, fitness, social networking, lifestyle, news, entertainment, etc.

#### Reading Skill

**A:** 1. a; 2. c; 3. b; 4. b; 5. a

#### Reading Comprehension

**A:** 1. a (lines 1–4); 2. a (lines 5–10);  
3. c (lines 5–8); 4. a (lines 30–35)

**B:** Talk to Me 1, 3, and 5; Tripit 1, 4, and 5;  
Cityseekr 1, 2, and 5

#### Critical Thinking

Answers will vary. Possible answers include:

1. cost considerations plus the convenience of having useful information available on their phone rather than carrying a book around, as well as the fact that changing information can be quickly and easily updated in an app, but not in a printed book.
2. greater ease of access to travel changes and other travel information, and the convenience of online check-in rather than queuing to check-in.

#### Vocabulary Comprehension

**A:** 1. d; 2. b; 3. g; 4. f; 5. c; 6. h; 7. a; 8. e

**B:** Answers will vary.

#### Vocabulary Skill

**A:** Answers will vary. Many connections are possible.

**B:** Students should choose different words.

#### Real Life Skill

**A:** Answers will vary. Note that the popularity of some blogs may change as new ones are published.

**B:** Answers will vary. Possible additional blog categories include: food, shopping, and exercise.

#### What Do You Think?

Answers will vary. Possible answers include:

1. Students should discuss areas that have been improved by technology. (medical services, transportation, and communications)
2. Students should discuss how they get new information on a daily basis, and what effect the information or medium has on their daily lives.
3. Students who have their own Web pages or blogs might share what topics they write about.

# 6 The Olympics

## Getting Ready

### Answer key

1. **Clockwise:** the high jump; synchronized swimming; sprinting/track and field/athletics; fencing. Possible Olympic events include: archery, badminton, basketball, boxing, diving, football, gymnastics, hockey, judo, rowing, table tennis, volleyball, water polo, wrestling, etc.
2. Answers will vary. Recent Summer Olympics were held in London, England (2012); Beijing,

- China (2008); and Athens, Greece (2004). Recent Winter Olympics have been held in Vancouver, Canada (2010); Turin, Italy (2006); and Salt Lake City, USA (2002).
3. Answers will vary.

## CHAPTER 1: The Olympic Flame

### Chapter Summary

**Target Vocabulary:** honor, kick off, lighting, on foot, requirement, selected, symbol, take place

**Reading Skill:** Skimming for the Main Idea

**Reading Passage Summary:** The passage describes the process and significance of the Olympic torch relay at each Olympic Games.

**Vocabulary Skill:** Suffix *-ment*

## Answer Key

### Before You Read

**A:** Answers may vary. **Actual Answers:** 1. T; 2. F; 3. F; 4. F; 5. F; 6. T (answers on student book page 71)

### Reading Skill

**A:** b

**B:** Paragraph 2. b (lines 7–10); Paragraph 3. a (lines 14–16); Paragraph 4. b (lines 18–23)

### Reading Comprehension

**A:** 1. b (lines 5–6); 2. a (lines 7–8); 3. a (line 12); 4. b (line 24)

**B:** 1. F (The first modern Olympic torch relay took place in the summer of 1936 in Berlin.) (line 11); 2. F (The torch is not always carried on foot.) (lines 17–19); 3. T (lines 8–9); 4. T (lines 24–25); 5. T (entire passage)

### Critical Thinking

Answers will vary. 1. Students should deduce that this is the way fire was created in ancient times, and is

used to uphold the tradition and maintain a link with the ancient Olympics. 2. Possible reason: the flame represents eternal life and hope.

### Vocabulary Comprehension

**A:** 1. a; 2. a; 3. b; 4. b; 5. b; 6. a; 7. b; 8. b

**B:** 1–4. Answers will vary. Possible answers include:

3. being qualified through education or training or experience to carry out the required role.

4. final school exam results, grades, and any special abilities, skills, or talents, e.g. in music or sports.

### Vocabulary Skill

**A:** 1. agreement; 2. argument; 3. arrangement; 4. imagination; 5. judgment; 6. refusal; 7. selection; 8. submittal/submission **B:** 1. announcement; 2. government; 3. encouragement; 4. improvement; 5. achievement; 6. requirement; 7. entertainment

## CHAPTER 2: Unusual Olympic Sports

### Chapter Summary

**Target Vocabulary:** control, judge, look like, manage, object, racers, slide, take a wrong turn

**Reading Skill:** Reading for Details

**Reading Passage Summary:** Curling, trampoline, and skeleton racing are three unusual Olympic sports.

The reading passage describes why three athletes were attracted to these sports.

**Vocabulary Skill:** Organizing Vocabulary: Words Relating to Sports

### Answer Key

#### Before You Read

**A:** Answers will vary. **2.** Actual answer: tug-of-war.

#### Reading Skill

**A:** 1. T (line 4); 2. F (There are four players on each team.) (lines 4–5); 3. NG; 4. T (lines 15–16); 5. F (Judges look at ten different skills.) (lines 15–18); 6. T (lines 20–22); 7. F (Early skeleton sleds only looked like they were made out of bones.) (lines 27–28); 8. T (lines 31–32); 9. F (He discovered skeleton racing after the 1980 Olympics.) (lines 29–34)

#### Reading Comprehension

**A:** 1. b (lines 8–11, 19–20, 29–34); 2. c (lines 21–23); 3. a (entire passage); 4. c (lines 29–30)  
**B:** 1. curling, skeleton (lines 4 and 26); 2. trampoline (line 16); 3. curling (lines 4–5); 4. trampoline, skeleton, (lines 12–14 and 24–28); 5. skeleton (lines 26–27)

#### Critical Thinking

Answers will vary. Possible answers include:

1. Some people are naturally gifted in these areas or they find it more interesting to participate in. 2. Ages vary, but many Olympic athletes are young adults and teenagers who started training as children. There's no official age limit for the Olympics, but certain sports have fixed age ranges for health and safety reasons.

#### Vocabulary Comprehension

**A:** 1. h; 2. a; 3. e; 4. d; 5. c; 6. g; 7. f; 8. b

**B:** 1. control; 2. race, slide; 3. judge; 4. took a wrong turn

#### Vocabulary Skill

**A: Sports places:** court, stadium, course, ice rink, field, ring; **Sports equipment:** racket, ball, sled, skates, puck, sticks, gloves; **Sports people:** player, competitor, opponent, coach, team, champion, manager

**B:** 1. players, team; 2. field; 3. court, ball/racket, racket/ball; 4. gloves, ring; 5. ice rink, skates; 6. sticks, puck

#### Real Life Skill

**A:** 1. d; 2. e; 3. h; 4. f; 5. g; 6. c; 7. b; 8. a

**B:** 1. After the host city was selected, work began on the new sports center. 2. My father said, "I am not angry with you." 3. I have applied for a job at three companies: Acer, Motorola, and Westinghouse. 4. She refused to address the problem; she said she didn't have the time. 5. Call the police! This is an emergency! 6. She kept asking me, "Are you angry?" 7. I like soccer and basketball, but I really don't like baseball. 8. For dinner last night, we had take-out from a Vietnamese restaurant.

#### What Do You Think?

Answers will vary. Students should: 1. think about other competitive sports, or futuristic sports, etc. 2–3. give reasons for their answers.

# 7 Great Structures

## Getting Ready

### Answer key

1–3. Answers will vary. Encourage students to provide details. For question 1, if students

have never seen or visited any of the structures, ask which ones interest them most and why.

## CHAPTER 1: The World's Oldest Universities

### Chapter Summary

**Target Vocabulary:** claim, despite, establish, forbidden, former, found(ed), survive, subjects

**Reading Skill:** Identifying Supporting Details

**Reading Passage Summary:** The passage describes three ancient universities, and gives some background information on each one.

**Vocabulary Skill:** Expressing Certainty

### Answer Key

#### Before You Read

**A:** Answers will vary. For question 1, the University of Cambridge is in England, TsingHua University is in China, and Harvard University is in the U.S.

#### Reading Skill A:

##### University of Al-Karaouine

**Year founded:** approx. 859 B.C.; **Location:** Fes, Morocco; **Detail:** oldest surviving university in the world, specialized in natural sciences, added foreign languages, math, physics, and chemistry in 1957

##### Nalanda University

**Year founded:** 600 B.C.; **Location:** Bihar, India; **Detail:** may be the world's oldest university, scholars came from other continents to learn about science, medicine, and Buddhism; is now in ruins

##### University of Bologna

**Year founded:** 1088; **Location:** in Italy; **Detail:** not influenced by religion, professors weren't allowed to teach outside the university, has never closed (not even in wartime)

#### Reading Comprehension

**A:** 1. b (lines 5–8); 2. b (lines 13–15); 3. b (lines 8–9)

**B:** 1. F (Very few universities can claim to be among

the oldest in the world.) (line 2); 2. T (lines 5–7);

3. F (They only added math in 1957). (lines 15–18);

4. F (The University of Bologna has never closed its doors, not even during wartime.) (lines 27–29);

5. T (line 30)

#### Critical Thinking

Answers will vary. Possible answers include:

- the idea that new universities have the advantage of technology over old ones.
- knowledge was passed from generation to generation within families, or from tribal or religious leaders.

#### Vocabulary Comprehension

**A:** 1. a; 2. a; 3. a; 4. a; 5. a; 6. a; 7. b; 8. a

**B:** Answers will vary. Encourage students to provide details and reasons.

#### Vocabulary Skill

**S:** easily, for sure, clearly

**U:** probably, perhaps, possibly, likely

**A:** 1. U; 2. U; 3. S

**B:** Answers will vary. Possible answers include: 1. In 50 years, cars will most likely be rare. 2. When I finish school today, I will definitely go to the library. 3. In 100 years, money will probably not exist anymore.

## CHAPTER 2: Modern Engineering Wonders

### Chapter Summary

**Target Vocabulary:** century, efficient, engineer(ing), flood(ed), natural, prize, rotate, threaten

**Reading Skill:** Scanning

**Reading Passage Summary:** The passage describes five outstanding examples of modern engineering.

**Vocabulary Skill:** Superlatives

### Answer key

#### Before You Read

**A:** Answers will vary. Some students may be able to identify some of the structures in the pictures. If not, help students make associations between the bridge and the dam, and sources of energy.

#### Reading Skill

- A:** 1. Falkirk Wheel: a; 2. Millau Viaduct: b;  
3. Langed Pipeline: c; 4. Three Gorges Dam: d;  
5. Venice Tide Barrier: e  
**B:** 1. Falkirk, Scotland; 2. Millau/River Tam, France;  
3. The North Sea (from Norway to Britain);  
4. Yichang, China; 5. Venice, Italy

#### Reading Comprehension

**A:** 1. a (lines 3–9); 2. c (lines 29–30); 3. b (entire passage)

**B:** helps to control water: T, V;  
is built over a river: M, T;  
provides for people's energy needs: L, T;  
is the newest engineering wonder: V;  
is the only one of its kind: F;  
is the biggest/highest/longest of its kind: M, L, T

#### Critical Thinking

Answers will vary.

- Students should give specific examples of engineering challenges they know about.
- Encourage students to brainstorm structures in their area.

#### Vocabulary Comprehension

**A:** 1. b; 2. a; 3. a; 4. a; 5. a; 6. a; 7. a; 8. a

**B:** 1. natural, prize; 2. flooded; 3. centuries; 4. threatened

#### Vocabulary Skill

**B:** 1. e; 2. d; 3. b; 4. d; 5. e; 6. e; 7. d; 8. b; 9. e; 10. e;  
11. a; 12. f; 13. b; 14. e; 15. c; 16. a

**C:** Answers will vary.

#### Real Life Skill

**A:** order of preference: 2; multiple choice: 3;  
item selection: 1

**C:** Answers will vary.

#### What Do You Think?

Answers will vary. Possible answers include:

- The official Seven Wonders of the Ancient World were the Great Pyramid of Giza, Hanging Gardens of Babylon, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum of Maussollos at Halicarnassus, Colossus of Rhodes, and the Lighthouse of Alexandria. While there is no official list, some modern suggestions include the Channel Tunnel, and the Empire State Building.
- Differences would include the availability of man power, heavy machinery, and safety regulations.
- Some are built for practical purposes, others are built to honor someone great or to showcase the beauty of an area.

# 8 Language and Communication

## Getting Ready

### Answer key

Answers will vary. 1. *Nǐ hǎo!* is Chinese, *Konnichiwa!* is Japanese, *Bom dia!* is Portuguese, *¡Hola!* is Spanish, *Guten tag!* is German, *Bonjour!* is French, *Zdravstvuite!* is Russian, *Annyong ha shimnikka!* is Korean, *Aloha!* is Hawaiian, and *Namasté!* is Hindi.

2. Encourage students to give details and reasons. 3. English is a popular language to study because it is often used for international communication, but other popular languages include Mandarin Chinese, Spanish, Hindi, and Portuguese, which have the greatest numbers of speakers on Earth.

## CHAPTER 1: Which English Will We Speak?

### Chapter Summary

**Target Vocabulary:** calculate, develop, exist, originate, primary, replace, situation, variety

**Reading Skill:** Identifying Main Ideas

**Reading Passage Summary:** The passage describes different varieties of English and the ways people around the world use the language.

**Vocabulary Skill:** Loan Words

## Answer Key

### Before You Read

**A:** 1. e; 2. c; 3. b; 4. a; 5. d

**B:** Answers will vary. Possible answers include:

1. It's considered an international language by many; useful for travel, business, and entertainment such as movies and music. 2. differences in pronunciation, spelling, and slang.

### Reading Skill

**A:** 1. a; 2. d; 3. e; 4. c; 5. b

**B:** b

### Reading Comprehension

**A:** 1. b (lines 8–12); 2. c (lines 19–26);

3. c (lines 26–29); 4. b (lines 30–35)

**B:** 1. F (It originated in England.) (lines 3–4);

2. NG; 3. T (lines 14–17); 4. NG

### Critical Thinking

Answers will vary. Possible answers include:

1. Yes, because English is a common language for

the Internet, international business, communication, and transportation. No, because people are learning more languages. 2. Possibly Mandarin, which is becoming an internationally important language because of China's significant global economic power.

### Vocabulary Comprehension

**A:** 1. h; 2. a; 3. f; 4. b; 5. d; 6. g; 7. c; 8. e

**B:** 1. calculate; 2. replace, variety; 3. situation; 4. developed, primary

### Vocabulary Skill

**A:** Answers will vary. Possible answers include: blink (Dutch), average (Arabic), comedy (Greek), guitar (Spanish), umbrella (Italian), icon (Russian)

**B:** 1. tea; 2. mosquito; 3. shampoo; 4. ketchup, hamburger; 5. passport; 6. kiosk; 7. tsunami; 8. violin

## CHAPTER 2: Sign Language

### Chapter Summary

**Target Vocabulary:** communicate, formal, demonstrate, get the hang of, introductory, practical, similar, stand for

**Reading Skill:** Distinguishing Main Idea and Supporting Details

**Reading Passage Summary:** The passage describes how deaf people communicate with sign language as well as with many expressive physical movements.

**Vocabulary Skill:** Word Families

### Answer Key

#### Before You Read

Students should try to make the signs for each letter, then think of a word and spell it in sign language.

#### Reading Skill

**A:** 1. They can understand other speakers through lip reading; 3. They can communicate with sign language.

**B: Main idea:** Sign language is similar to spoken language. 1. It has words and an alphabet formed by movements. 2. It has its own grammar. 3. Different countries have their own sign language.

#### Reading Comprehension

**A:** 1. (own) voices (line 4); 2. lipreading (line 3); 3. sign language (line 6); 4. alphabet (line 11); 5. grammar/variety (lines 10 and 15); 6. eye contact (line 26); 7. hit (lines 25); 8. classes (line 28); 9. books (lines 28); 10. videos (lines 29–30)  
**B:** 1. NG; 2. T (line 26); 3. F (Sign language has letters and words.) (lines 7–11); 4. F (It is not considered rude among deaf people to wave your hands at someone.) (lines 25–26)

#### Critical Thinking

Answers will vary. Possible answers include:

1. hearing traffic before you see it, hearing clock alarms or other signals such as bells, buzzers, and noises from computer programs or games; being able to listen to the radio, the TV, and to music. 2. Designs could focus on senses other than hearing, for example, they could incorporate vibrations and flashing lights.

#### Vocabulary Comprehension

**A:** 1. a; 2. b; 3. b; 4. b; 5. a; 6. a; 7. a; 8. b

**B:** Answers will vary. Possible answers include:

1. weddings, funerals, interviews, graduation, court

hearings; 2. similarities might include personality, appearance, likes and dislikes; 3. text messaging phrases such as *BTW* for *by the way* and *LOL* for *laugh out loud*; 4. sound, movement, body posture

#### Vocabulary Skill

**A:** 1. introduction, introduce, introductory; 2. variety, vary, various/varied; 3. threat, threaten, threatening/threatened; 4. imagination, imagine, imaginative/imaginary; 5. harm, harm, harmful; 6. communication, communicate, communicative  
**B:** 1. harmful; 2. variety; 3. imagination; 4. threatened; 5. introduction; 6. communicate

#### Real Life Skill

**A:** line/queue; soccer/football; cookies/biscuits; gas/petrol; truck/lorry; restroom/toilet; apartment/flat; pants/trousers; trash/rubbish; elevator/lift  
**B:** 1. Answers will vary. 2. Possible answers include: candy/sweets; automobile/car; yard/garden; purse/handbag; eggplant/auergine, etc.

#### What Do You Think?

Answers will vary. Possible answers include:

1. Technology has damaged the quality of communication because we are now more inclined to send rushed emails and abbreviated text messages rather than think more carefully about how we want to express ourselves.  
2. Probably less because the world is becoming more and more centralized.  
3. Students should discuss the pros and cons of the written language of English as an international language. Point out that the writing system of English is very different from some other writing systems, such as Arabic or Chinese.

# 9 Festivals and Celebrations

## Getting Ready

### Answer key

1. In each picture, there are people in costume and spectators gathering for a public celebration or festival.

2, 3. Answers will vary.

## CHAPTER 1: How Do You Celebrate?

### Chapter Summary

**Target Vocabulary:** celebrate, dedicated to, festival, flashy, mask, parade, reunion, spread

**Reading Skill:** Scanning

**Reading Passage Summary:** The passage describes how New Year's Eve and Carnival are celebrated in various parts of the world.

**Vocabulary Skill:** Prepositions of Time: *in, on, at*

## Answer Key

### Before You Read

A: 1. Mexico; 2. Spain; 3. India; 4. Thailand; 5. England

### Reading Skill

A: 1. say; 2. make; 3. lose; 4. all; 5. take; 6. join; 7. get

### Reading Comprehension

A: 1. T (lines 4–6); 2. F (In many Asian countries, New Year usually falls between January 21 and February 21.) (lines 9–12); 3. T (lines 13–15); 4. F (Carnival is held just before Lent.) (lines 25–27); 5. T (lines 35–37)

B: 1. N, C; 2. N; 3. N; C; 4. C; 5. N; 6. N, C

### Critical Thinking

Answers will vary. Possible answers include:

1. People can mark the switch from the old year to the new, and leave old problems behind to start

a fresh new period. 2. Festivals are a good thing because they bring communities together and give people a cause to celebrate and enjoy themselves.

### Vocabulary Comprehension

A: 1. g; 2. e; 3. d; 4. f; 5. a; 6. h; 7. c; 8. b

B: 1. celebrate; 2. parade; 3. masks; 4. spread

### Vocabulary Skill

B: 1. on; 2. at; 3. on; 4. in; 5. at; 6. in; 7. in

C: Answers will vary, but students must use the correct prepositions. Possible answers include:

1. My birthday is in December. 2. I usually go on vacation in July. 3. I usually eat breakfast at 8 o'clock. 4. I typically go to bed at 11 o'clock. 5. On New Year's Day, I always have lunch with my family.

## CHAPTER 2: Edinburgh Festival Journal

### Chapter Summary

**Target Vocabulary:** ceremony, check in, dare, display, especially, fascinate, greet, separate

**Reading Skill:** Reading for Details

**Reading Passage Summary:** This passage consists of a few journal entries about attending an arts festival in Scotland.

**Vocabulary Skill:** Sensory Verbs

### Answer Key

#### Before You Read

**A:** 1. Answers will vary. Some other kinds of festivals are: theater and poetry festivals, opera or music festivals, and ethnic and religious festivals.

**B:** The festival is actually an arts festival, showing all kinds of art-forms.

#### Reading Skill

**A:** 2, 3, 5

**B:** 1, 2, 5

#### Reading Comprehension

**A:** 1. a (line 2); 2. b (lines 9–10);

3. b (lines 20–21); 4. c (lines 2–5)

**B:** a. 5 (line 31); b. 1 (line 14); c. 3 (lines 22–24);

d. 2 (lines 20–21); e. 4 (line 25)

#### Critical Thinking

Answers will vary. Possible answers include:

1. People in Scotland might be big fans of the arts because the arts festival held in their city is the biggest in the world. 2. Students might mention that the festival must be exciting with such a wide variety of people and events; on the other hand, for some, it may be a little overwhelming.

#### Vocabulary Comprehension

**A:** 1. obvious; 2. disguise; 3. express; 4. hold back; 5. especially; 6. fly in; 7. altogether; 8. education

**B:** 1. displayed; 2. dare (to); 3. check in; 4. separate

#### Vocabulary Skill

**A:** 1. c; 2. e; 3. c; 4. d; 5. a; 6. b; 7. a;

8. e; 9. e; 10. b; 11. d

**B:** 1. watch; 2. see; 3. taste;

4. listen, hear; 5. touch, feel

#### Real Life Skill

**B:** 1. weather forecasts; 2. tips; 3. reservations;

4. well in advance; 5. spectators; 6. souvenirs

**C:** 1. F (lines 11–13); 2. F (lines 5–7);

3. T (lines 14–17); 4. F (line 9)

Students should circle the information in the text.

#### What Do You Think?

1, 2. Answers will vary. For question 2, possible answers include: Festivals may be more popular now because of greater ease of travel. On the other hand, festivals may be less popular because online social networking has decreased the amount of actual socializing that people now do.

# UNIT 10 Growing Up

## Getting Ready

### Answer key

1. **Clockwise:** graduating (from college); working/getting a job; voting in an election; getting a driver's license/learning to drive; getting

married; starting a family/having children. Ages will vary. 2, 3. Possible answers include: moving to a new city or country; changing careers.

## CHAPTER 1: The Age of Adulthood

### Chapter Summary

**Target Vocabulary:** allow, consider, employ, no longer, prohibit, retirement, significant, transition

**Reading Skill:** Predicting

**Reading Passage Summary:** This passage discusses the ages at which a person becomes an adult, which varies throughout the world. Many countries celebrate the transition with special events.

**Vocabulary Skill:** Prefix *trans-*

## Answer Key

### Before You Read

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

B: Students should deduce that the items are only supposed to be available to people of a certain age, usually at, or past, the legal age of adulthood.

### Reading Skill

A: Answers will vary. Possible answers include:  
1. It refers to the age at which people are considered to be adults. 2. As he is in a car, odds are high that he looks so happy because he has just passed his driving test. 3. Celebrating birthdays, what people do at certain ages; important ages around the world; what it means to be an adult.

### Reading Comprehension

A: 1. c (entire passage); 2. b (lines 10–11); 3. a (lines 9 and 21); 4. c (lines 16–18, 23–24);  
B: 1. T (lines 5–11); 2. F (In many Latin American countries a young woman's 15th birthday is important.) (lines 12–13); 3. F (Many guests are

invited to celebrate the quinceañera.) (lines 18–19); 4. T (lines 28–30)

### Critical Thinking

Answers will vary. Possible answers include:

1. Some may feel that age is a good guideline; others may think that maturity is more important, and that maturity comes to people at different ages depending on their upbringing, culture, personality, and experiences.

### Vocabulary Comprehension

A: 1. b; 2. b; 3. a; 4. b; 5. a; 6. b; 7. b; 8. b

B: 1. prohibited; 2. transition; 3. retire;  
4. consider, significant

### Vocabulary Skill

A: transplant, transatlantic, transit, transported, transport, transplant, translated, transformed  
B: 2. transformed; 3. transport; 4. transatlantic;  
5. translated; 6. transplant

## CHAPTER 2: Firsts in Life

### Chapter Summary

**Target Vocabulary:** freedom, gradually, independent, interview, migrate, overcome, reluctant, suburb

**Reading Skill:** Making Inferences

**Reading Passage Summary:** In the passage, three students describe important "firsts" in their lives for a university's online magazine.

**Vocabulary Skill:** Prefix *sub-*

### Answer Key

#### Before You Read

**A:** Answers will vary. Make sure students circle the first experiences that they can remember. Possible additions to the list are: first tooth loss, first shopping trip with friends, first hospital stay, first visit to another country, first school, etc.

#### Reading Skill A:

1. a (realia); 2. b (lines 4–7);  
3. b (lines 12–14); 4. c (lines 21–23)

#### Reading Comprehension

**A:** 1. c (lines 4–11); 2. a (lines 13–14); 3. b (lines 19–20)

**B:** **used to be shy:** Marta, Soo-Jin; **lives in a big city:** Miguel; **went on a date at the age of 16:** Marta; **has friends from around the world:** Soo-Jin; **talks about being independent:** Miguel, Soo-Jin

#### Critical Thinking

**C:** Answers will vary. 1. Students may note that Marta and Soo-Jin were both shy, but Soo-Jin overcame

his shyness; and both Miguel and Soo-Jin talked about their love of independence.

#### Vocabulary Comprehension

**A:** 1. a; 2. c; 3. g; 4. f; 5. b; 6. h; 7. d; 8. e

**B:** 1. reluctant; 2. interview; 3. suburb;  
4. independent, migrated

#### Vocabulary Skill

**A:** 1. d; 2. f; 3. c; 4. e; 5. b; 6. a

**B:** 1. subway; 2. submarine; 3. submissive;  
4. submerging; 5. subside; 6. subtitles

#### Real Life Skill

**B:** 1. floor; 2. land; 3. ground; 4. Soil; 5. Earth; 6. land

#### What Do You Think?

Answers will vary. Possible answers include: 1. first international trip, first love, first time driving a car  
2. first time to ask directions in English, first native speaker friend, first all-English experience  
3. Have students give reasons.

# UNIT 11 Look into the Future

## Getting Ready

### Answer key

1–3. Answers will vary. Make sure students provide reasons. For question 3, possible answers include: changes that might come with

developments in medicine, technology, space travel, and developing new sources of energy.

## CHAPTER 1: Are You an Ophiuchus?

### Chapter Summary

**Target Vocabulary:** adjust, ancient, associate, break up, come up with, connect, keep track of, switch

**Reading Skill:** Summarizing

**Reading Passage Summary:** The passage discusses how and why the zodiac was developed, what it means, and how it might be changing to accommodate a slight shift in the Earth's rotation.

**Vocabulary Skill:** Phrasal Verbs

## Answer Key

### Before You Read

**A: left to right from top:** d, a, h, b, k, e, c, f, l, g, j, i  
(Students' guesses will vary.)

### Reading Skill

**A:** Main idea: how and why the zodiac began/that people in ancient times used the zodiac for practical reasons.

**B:** 1. c; 2. d; 3. a; 4. b

### Reading Comprehension

**A:** 1. c (lines 5–6); 2. a (lines 16–17);  
3. b (lines 7–10); 4. b (lines 27–28)

**B:** 1. T (lines 1–3); 2. F (If Ophiuchus is made a sign, it will fall between Scorpio and Sagittarius.) (lines 27–30) 3. T (lines 25–26); 4. F (Only some astrologers think there should be 13 zodiac signs.) (lines 21–22)

### Critical Thinking

**C:** Answers will vary. Possible answers include:  
1. the zodiac has existed for over a thousand years, so some continue to feel that it is worth believing in.

2. The sky often gives us a good indication of what kind of weather to expect, and understanding the position of the sun lets us know what time of day it is, both of which are practical knowledge for everyday life. For others, the sky, especially the night sky, is a vast and mysterious thing, which can make a person on Earth feel at the same time both very small and very connected to the universe and everything in it.

### Vocabulary Comprehension

**A:** 1. forget; 2. keep apart; 3. stay the same; 4. adjust;  
5. ignore; 6. unite; 7. divide; 8. ancient

**B:** 1. broken up into; 2. switch; 3. connected, keep track of; 4. come up with

### Vocabulary Skill

**A:** 1. h; 2. d; 3. g; 4. a; 5. c; 6. b; 7. e; 8. f

**B:** 1. warm up; 2. acts up; 3. come up with; 4. hang out;  
5. kick in; 6. drop in; 7. shake off; 8. passed away

## CHAPTER 2: Predicting Earthquakes

### Chapter Summary

**Target Vocabulary:** claim, evidence, limited, oddly, recent, sense, take into account, truth

**Reading Skill:** Identifying Transition Words

**Reading Passage Summary:** These two letters explore the idea that animals can predict earthquakes.

**Vocabulary Skill:** The Suffix -ness

### Answer Key

#### Before You Read

**A:** 1. Students' answers may vary. Actual answer: Most earthquakes occur along the edge of the oceanic and continental plates. The earth's crust (the outer layer of the planet) is made up of several pieces, called plates. The plates under the oceans are called oceanic plates and the rest are continental plates. These plates are always bumping into each other, pulling away from each other, or passing each other. Earthquakes usually occur where two plates are running into each other or sliding past each other. 2. Answers will vary.

#### Reading Skill

**A:** Students should circle the transition words and phrases in the passage: in fact (line 9); furthermore (line 13); also (line 14); since (line 17); on the other hand (lines 21–22); in short (line 26); but (line 27); however (line 27)

**B:** 1. a, c, g; 2. e; 3. b, d; 4. f; 5. h

#### Reading Comprehension

**A:** 1. c (lines 4–5); 2. a (lines 8–10); 3. b (lines 17–19 and 26–27); 4. b (lines 27–28)

**B:** a. NG; b. NG; c. T (lines 19–21); d. F (More research is required to find out if animals can predict earthquakes.) (lines 26–29)

#### Critical Thinking

Answers will vary. Possible answers include:

1. Some students may be aware of the techniques that seismologists use to measure plate movement and to monitor fault lines, but the fact is that predicting earthquakes is not yet an exact science.
2. Some studies show that animals can pick up on a chemical change in groundwater before an earthquake, other people believe that animals can feel vibrations in the earth before humans can, or

hear frequencies of sound that we can't hear, but there is still no solid, conclusive evidence for either.

#### Vocabulary Comprehension

**A:** 1. a; 2. a; 3. b; 4. b; 5. a; 6. a; 7. a; 8. b

**B:** 1. limited; 2. evidence; 3. odd, sense; 4. claims/claimed, take into account

#### Vocabulary Skill

**A:** 1. happiness; 2. kindness; 3. weakness; 4. darkness; 5. shyness; 6. usefulness

**B:** 1. formality; 2. forgetfulness; 3. convenience; 4. value; 5. curiosity; 6. openness; 7. flashiness; 8. loudness

#### Real Life Skill

**B:** Answers may vary. The generally received meanings of the proverbs are: **When sea-gulls fly to land, a storm is at hand:** You can tell that there's going to be a storm if the seagulls fly toward dry land. **Red sky at night, sailor's delight. Red sky in the morning, sailor take warning:** Redness in the sky at night is a sign of good weather, but redness in the sky in the morning indicates that bad weather is coming. **The higher the clouds the better the weather:** If the clouds are very high in the sky it means the weather is good (and the higher the better). **When the night goes to bed with a fever, it will awake with a wet head:** If it is very hot at night, it is likely to rain by morning. **When the forest murmurs and the mountain roars, then close your windows and shut your doors:** The movement and noise of animals in the mountains and forest is a sign of a storm or bad weather on its way.

**D:** Answers will vary. See Teaching Notes.

#### What Do You Think?

**1–3.** Answers will vary. Make sure students include their reasons and/or specific examples.

# UNIT 12 The Power of Stories

## Getting Ready

### Answer key

- 1. From left:** Two children appear to be asking an old woman for help; A girl wearing a red cloak is unaware that she is being watched by a wolf; A man is playing a pipe and children are following him.
- 2. From left:** a. Hansel and Gretel; c. The Pied Piper of Hamelin.; b. Little Red Riding Hood
- 3. Answers will vary.** Students should discuss their answers, as well as any other folktales they know.

## CHAPTER 1: A Japanese Folktale

### Chapter Summary

**Target Vocabulary:** declare, delicate, delight, dish, greedy, luxurious, out of breath, request

**Reading Skill:** Recognizing Sequence of Events

**Reading Passage Summary:** In this passage, a Japanese folktale describes the plan of a greedy innkeeper to trick her rich guest, but the plan fails and it is the innkeeper who loses out instead.

**Vocabulary Skill:** Adverbs

## Answer Key

### Before You Read

- A:** Answers will vary. Possible answers include:  
**give you nightmares:** cheese, spicy foods;  
**make you sleepy:** chamomile tea, turkey;  
**wake you up:** coffee, black tea, green tea;  
**make you smarter:** fish, protein (meat);  
**make you happy:** "comfort" foods, cakes, desserts

### Reading Skill

- A:** Students' guesses will vary. **Actual answers:** a. 6; b. 8; c. 1; d. 4; e. 2; f. 3; g. 7; h. 5  
**B:** Students should circle sequence words like *one day*, *then*, *later*, *after*, *the next*, etc., and then compare their answers.

### Reading Comprehension

- A:** 1. b (entire passage); 2. b (lines 24–26); 3. c (line 27); 4. a (lines 24–29)  
**B:** 1. F (We are not told the reason why the rich man stopped at that particular inn.) (lines 1–9) 2. T (lines 4–6); 3. F (There is no evidence in the story that the rich man knew what the innkeeper was plotting.)

4. F (The innkeeper ran after the rich man because he had forgotten to pay his bill.) (lines 26–28)

### Critical Thinking

- C:** Answers will vary. 1. The overall idea is that it does not pay to be dishonest (in which case, the innkeeper deserved what she got). 2. Sometimes greedy, dishonest people get what they deserve but, this is not always the case.

### Vocabulary Comprehension

- A:** 1. delicate; 2. frightened; 3. disapproval; 4. flag;  
5. greedy; 6. deserve; 7. plain; 8. deny  
**B:** 1. out of breath; 2. declared; 3. delicate;  
4. delight, greedy

### Vocabulary Skill

- B:** 1. crazily; 2. legally; 3. naturally; 4. delicately;  
5. fiercely; 6. curiously; 7. nicely, 8. hungrily  
**C:** 1. fiercely; 2. legally; 3. naturally, curious; 4. nicely;  
5. hungrily; 6. crazy

## CHAPTER 2: Internet Hoaxes

### Chapter Summary

**Target Vocabulary:** fare, fool, hoax, immense, obtain, promotion, shocking, terrible

**Reading Skill:** Identifying Cause and Effect

**Reading Passage Summary:** Some information on the Internet is false and meant to trick people. Three examples of Internet hoaxes are described.

**Vocabulary Skill:** Nouns that are also verbs

### Answer Key

#### Before You Read

**A:** Guesses will vary. All the statements are false.

#### Reading Skill

**A:** 1. C, E; 2. C, E; 3. C, E; 4. E, C; 5. E, C; 6. C, E

#### Reading Comprehension

**A:** 1. a (entire passage); 2. c (lines 5–9);

3. c (lines 22–25); 4. a (lines 26–28)

**B:** 1. F (The promotion was just a joke.) (lines 9–11);

2. T (lines 13–15); 3. F (There was no crocodile in New Orleans.) (lines 22–25); 4. F (No one received \$800 for sending emails.) (lines 31–33)

#### Critical Thinking

**C:** Answers will vary. 1. Some may think the hoax was simply harmless fun. Others may feel it was quite mean because, in a way, it was poking fun at those who are overweight. If true, the promotion would have financially penalized overweight people, which is discrimination. 2. The main principle is that if something sounds too good or too crazy to be true, it probably is a hoax, and should be checked out.

#### Vocabulary Comprehension

**A:** 1. f; 2. a; 3. g; 4. d; 5. h; 6. b; 7. c; 8. e

**B:** 1. fooled, fare; 2. obtained; 3. immense/terrible; 4. promotion

#### Vocabulary Skill

**A:** Answers will vary. Possible answers include: view, fool, watch, frame, call, and newer terms like *google*.

**B:** 1. water; 2. complimenting; 3. phone; 4. voting; 5. hosted; 6. covers; 7. lit; 8. salted

#### Real Life Skill

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

**B:** **app:** abbreviation for *application*, meaning a computer program or software; **friend:** verb for becoming “connected” to someone through an online social-networking site, such as Facebook; **like:** a verb which indicates that you approve of or like something you have seen on a website; **post:** to publish something online, such as a comment, an article, a photo, etc.; **profile:** the persona or identity which a person uses on the Internet, and the webpage it’s on; **spam:** unsolicited, unwanted (junk) email; **tag:** to add a person’s name or a location to an online post or photo; **tweet:** verb used for posting on the social-networking site, Twitter; **virus:** a computer program, usually malicious, which can reproduce itself and spread from one computer to another.

#### What Do You Think?

Answers will vary. Possible answers include:

Have students provide examples and reasons.

1. A good folktale is one with an interesting storyline and characters that are compelling. Most teach a life lesson as well. 2. Some people feel a sense of power in creating Internet hoaxes; they enjoy the attention the hoax gets. 3. Many think that if hoaxes hurt people or cause damage, then the people who created them should be legally punished.

## Fluency Strategy: SQ3R (Survey, Question, Read, Review, Recite)

SQ3R is a simple way to help students be better, more fluent readers and to increase reading comprehension. SQ3R stands for Survey, Question, Read, Review, Recite.

### Question Section

Answers will vary. Students should provide two or three questions about the content. Explain that these questions will help give purpose and guide their reading.

## FLUENCY READING: The Freshman Fifteen

### Answer Key

#### Review

**A:** Answers will vary. Make sure students refer back to their original questions.

**B:** 1. c (lines 3–8); 2. c (lines 12–13 and 22–35); 3. d (lines 25–27); 4. a (lines 33–34); 5. b (lines 32–35)

#### Recite

Make sure students close their books. Have them write down all the key points they remember. Then have students compare points in pairs.

## SELF-CHECK

### Personal Responses to Reading Strategy

1–8. All answers will vary. Tell the students that the questions are useful for thinking about the reading process. Encourage discussion about SQ3R.

## REVIEW READING 1: Four Funny Inventions

### Answer Key

#### Reading Comprehension

**A:** 1. c (title, entire passage); 2. b (lines 2–7); 3. c (lines 11–12); 4. d (lines 26–27); 5. b (line 14); 6. c (lines 16–21)

## REVIEW READING 2: My Working Holiday

### Answer Key

#### Reading Comprehension

**A:** 1. c (lines 29–31); 2. c (lines 4–7, 10); 3. d (lines 24–25); 4. a (lines 27–29); 5. d (entire passage); 6. b (entire passage)

**Fluency Strategy: KWL (Know, Want, Learn)**

Students should ask themselves three questions to improve their reading fluency and comprehension. The letters **K**, **W**, and **L** can be used to remind them of these questions. **KWL** stands for **Know**, **Want**, and **Learn**.

**FLUENCY READING: Not Your Regular Scholarship****Answer Key****Know**

**A:** Students should figure out that the topic of the passage is unusual scholarships.

**B:** Answers will vary. Tell students to recall the money and student budget tips from Unit 4.

**Want**

**A:** Answers will vary. Students should guess what the passage is about and note questions about things they want to learn from it.

**Learn**

**A:** Answers will vary. Make sure students understand that they should fill in this column after they have read the passage.

**B:** 1. b (title and lines 5–7); 2. c (inference from lines 4–5); 3. b (line 2); 4. c (lines 25–30);

5. a (lines 8–15); 6. d (although the scholarship is economics-related, math is not mentioned, lines 16–22)

**SELF-CHECK: KWL Strategy****Personal Responses to Reading Strategy**

Answers will vary. The questions are intended to encourage reflection on the reading process in general and, in particular, the use of this reading strategy.

**REVIEW READING 3: Real Mail vs. Email****Answer Key****Reading Comprehension**

1. b (entire passage); 2. c (lines 3–6); 3. a (lines 12–15); 4. a (lines 24–27); 5. d (lines 24–38); 6. a (entire passage)

**REVIEW READING 4: Selecting the Olympic Sports****Answer Key****Reading Comprehension**

1. b (entire passage); 2. a (lines 2–8); 3. a (lines 13–14); 4. c (lines 27–29); 5. c (lines 9–15); 6. a (lines 11–12, 14–16)

## Dealing with Unknown Words

Students identify unknown words by circling them as they read. They should not interrupt the flow of their reading to look up the unknown words. After reading, they list unknown words and their line numbers, and guess the meaning of the most important words, based on context.

## FLUENCY READING: Amazing Machines!

### Answer Key

**A:** Circled words will vary. Make sure students understand they should keep reading as they circle.

**B:** Answers will vary.

**C:** a (line 8)

**D:** Answers will vary.

### Reading Comprehension

1. b (line 15); 2. d (line 18); 3. a (lines 25–27); 4. c (lines 29–35); 5. a (lines 1–5); 6. c (entire passage)

## SELF-CHECK: Dealing with Unknown Words

### Personal Responses to Reading Strategy

Answers will vary. The questions are intended to encourage reflection on the reading process in general, and on unknown words in particular.

## REVIEW READING 5: Dying Languages

### Answer Key

### Reading Comprehension

1. c (title, entire passage); 2. d (lines 1–4); 3. b (lines 10–12); 4. b (lines 15–19); 5. b (lines 21–23); 6. d (lines 23–26)

## REVIEW READING 6: Celebrating Chusok

### Answer Key

### Reading Comprehension

1. b (entire passage); 2. d (lines 3–4); 3. b (lines 10–14); 4. a (lines 5–9); 5. b (line 18); 6. d (entire passage)

Please note that questions 2 and 3 should have “NOT” added to them. They should be:

Q2: Which of these do people NOT celebrate during Chusok?

Q3: According to the passage, in what ways has Chusok NOT changed?

**Reading ACTIVELY**

Students should *Activate* prior knowledge, *Cultivate* vocabulary, and *Think* about meaning as they read. As they read, they should *Verify* that they are using effective strategies and regularly *Evaluate* their progress.

**FLUENCY READING: Young People Are Adults, Too!****Answer Key****Activate Prior Knowledge**

**A:** Guesses will vary. Make sure students connect with the main topic of *young people as adults*.

**Cultivate Vocabulary**

**A:** Have students circle unknown words and evaluate how much they can understand anyway.

**B:** Guesses will vary. Point out to students that trying to guess is more important than accuracy.

**Think About Meaning**

Answers will vary. Possible answers include:

The article was written by a young person probably in the United States, but maybe someone who lives in another country and is thinking critically about U.S. laws. The writer's goal is to express an opinion and encourage people to think about laws that should be reformed. Opinion articles like this often appear as editorials in newspapers or in blogs. The writer wants the legal ages to be lowered.

**Increase Reading Fluency:** Make sure students check their predictions as they read.

**Verify Strategies:** Point out the usefulness of the Self-Check questions during this stage.

**Evaluate Progress**

1. a (lines 2–3); 2. a (lines 8–11); 3. c (entire passage); 4. c (entire passage); 5. c (lines 9–12); 6. a (lines 21–22)

**SELF-CHECK**

Answers will vary. Encourage students to reflect on the usefulness of reading skills and fluency strategies.

**REVIEW READING 7: The Mystery of the Fortune Cookie****Answer Key****Reading Comprehension**

1. b (entire passage); 2. d (lines 1–2 and 22–23); 3. c (lines 5–6); 4. c (lines 9–11 and 16–18); 5. d (lines 20–21); 6. c (entire passage)

**REVIEW READING 8: Three Centuries of Hoaxes!****Answer Key****Reading Comprehension**

1. b (entire passage); 2. d (entire passage); 3. b (lines 10–12); 4. a (lines 18–20); 5. a (lines 24–29); 6. a (entire passage)

## International Phonetic Alphabet (IPA)

### Vowels

| Symbol | Key Word | Pronunciation |
|--------|----------|---------------|
| /ɑ:/   | car      | /kɑ:(r)/      |
| /æ/    | cat      | /kæt/         |
| /aɪ/   | fine     | /faɪn/        |
| /aɪə/  | fire     | /faɪə(r)/     |
| /aʊ/   | house    | /haʊs/        |
| /aʊə/  | our      | /aʊə(r)/      |
| /e/    | bed      | /bed/         |
| /eɪ/   | name     | /neɪm/        |
| /eə/   | hair     | /heə(r)/      |
| /ɪ/    | sit      | /sɪt/         |
| /i:/   | need     | /ni:d/        |
| /ɪə/   | near     | /nɪə(r)/      |
| /ɒ/    | hot      | /hɒt/         |
| /oʊ/   | go       | /goʊ/         |
| /ɔ:/   | four     | /fɔ:(r)/      |
| /ɔɪ/   | toy      | /tɔɪ/         |
| /ʊ/    | book     | /bʊk/         |
| /u:/   | boot     | /bu:t/        |
| /ʊə/   | cure     | /kʊə(r)/      |
| /ɜ:/   | bird     | /bɜ:(r)d/     |
| /ʌ/    | cup      | /kʌp/         |
| /ə/    | about    | /əbaʊt/       |
| /ɪ/    | very     | /veri/        |

### Consonants

| Symbol | Key Word | Pronunciation |
|--------|----------|---------------|
| /b/    | boy      | /bɔɪ/         |
| /d/    | day      | /deɪ/         |
| /f/    | face     | /feɪs/        |
| /g/    | get      | /get/         |
| /h/    | hat      | /hæt/         |
| /j/    | yes      | /jes/         |
| /k/    | car      | /kɑ:(r)/      |
| /l/    | light    | /laɪt/        |
| /m/    | my       | /maɪ/         |
| /n/    | nine     | /naɪn/        |
| /p/    | pen      | /pen/         |
| /r/    | right    | /raɪt/        |
| /s/    | see      | /si:/         |
| /t/    | tea      | /ti:/         |
| /v/    | vote     | /voʊt/        |
| /w/    | west     | /west/        |
| /z/    | zoo      | /zu:/         |
| /ʃ/    | shoe     | /ʃu:/         |
| /ʒ/    | vision   | /vɪʒən/       |
| /tʃ/   | cheap    | /tʃi:p/       |
| /dʒ/   | just     | /dʒʌst/       |
| /ɪŋ/   | sing     | /sɪŋ/         |
| /θ/    | think    | /θɪŋk/        |
| /ð/    | they     | /ðeɪ/         |

## Coverage of TOEFL® iBT Reading Skills in ACTIVE Skills for Reading 1

| Reading Purpose                    | TOEFL® iBT Skills Covered in Level 1                                                                                                                                                                     |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading to find information        | Scanning for information: Units 1B, 2B, 7B, 9A<br>Reading for details: Units 2A, 3B, 6B, 9B<br>Increasing reading fluency: Reviews 1–4                                                                   |
| Reading for basic<br>Comprehension | Skimming for main ideas: Units 4A, 6A<br>Identifying main ideas: Unit 8A<br>Identifying supporting details: Units 4B, 7A, 8B<br>Making inferences: Units 5B, 10B<br>Dealing with unknown words: Review 3 |
| Reading to learn                   | Identifying cause and effect: Unit 12B<br>Identifying transition words: Units 5A, 11B<br>Recognizing sequence of events: Unit 12A<br>Summarizing: Unit 11A                                               |