

# ACTIVE

## SKILLS FOR READING INTRO



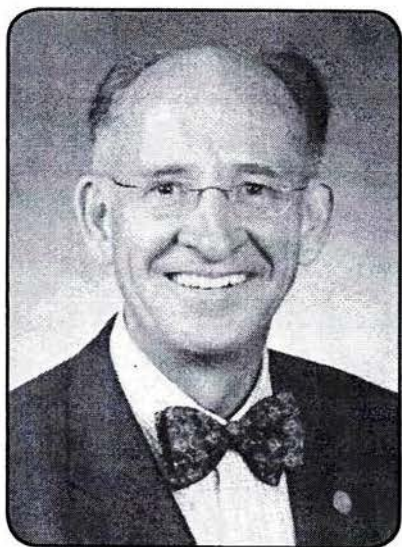
Neil J Anderson

TEACHER'S GUIDE

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## Frequently Asked Questions



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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!

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Neil J. Anderson

***"It's sometimes difficult to get my students motivated to read in English. How can this book help?"***

I understand exactly how you feel. I face that same challenge in my classes. Motivation can come from outside the reader (external motivation) as well as inside the reader (internal motivation). I work hard to make sure that I am providing the appropriate external motivations so that my students will want to be in class and improve their reading.

ACTIVE Skills for Reading uses high-interest texts relevant to students' lives and interests. For example, there are readings on studying abroad, money and budgets, use of the Internet, and cross-cultural topics. In the third edition, We have included a wider variety of text types. Students will get practice reading magazine articles, interviews, recipes, diary extracts, online articles and forums,

etc.—the kinds of reading materials they'll face in real life. I find that these text types, in combination with the topics, really help to motivate readers. In this edition, I have also included several motivational tips to help students stay motivated as they work to improve their reading fluency.

***"My students want to read in English but they think it's too difficult. How can this book help?"***

Sometimes students get discouraged because they are reading a book that is too difficult. There are five books in this series. The passages in each of these books are carefully graded to the appropriate level. The passages here are designed so that they are not too long and incorporate suitable vocabulary and grammar. I encourage teachers to select the appropriate level of

# 1 Living Online

## Getting Ready

### Answer Key

**A: Clockwise:** e. a cell phone; b. a video game;  
d. a website; c. an e-reader; a. a computer

**B:** Answers will vary based on each student's individual use of technology.

## CHAPTER 1: Meeting Friends Online

### Chapter Summary

**Target Vocabulary:** area, buy, discussion, favorite, (leave a) message, make friends, photo, (send a) text message

**Reading Skill:** Scanning

**Reading Passage Summary:** On *Face2Face*, a social media network, students can create a personal homepage, meet new friends, start a blog, discuss interesting topics, play games, and do many other things online.

**Vocabulary Skill:** Singular and Plural Nouns

### Answer Key

#### Before You Read

**A:** Answers will vary based on personal experience.

#### Reading Skill

**A:** Students' predictions will vary. Actual answers:

1. true; 2. true; 3. false; 4. false

#### Reading Comprehension

**A:** 1. c (line 2); 2. a (lines 4 and 13); 3. a (lines 10–11);  
4. c (line 17)

**B:** 1. Music; 2. My Page; 3. Members/Blogs/Groups;  
4. Groups/Blogs

#### Critical Thinking

1. Answers will vary based on personal opinions;  
2. Students may mention *Facebook* or *Qzone*.

#### Vocabulary Comprehension

**A:** 1. picture; 2. like; 3. on the Internet; 4. talk; 5. send;  
6. leave a message; 7. city; 8. money

**B:** Answers will vary. For question 1, possible answers include: online pen pals, meeting people who share similar interests at school, or meeting new people who are friends of friends. For question 4, note that many different places can be beautiful. They might have natural scenery, or interesting architecture. Areas might be considered *not beautiful* because they are too urban, too dirty, or too polluted.

#### Vocabulary Skill

**A:** 1. singular; 2. plural; 3. singular; 4. singular;  
5. plural; 6. singular; 7. plural; 8. plural; 9. singular;  
10. plural

**B:** 1. actor, movies; 2. messages; 3. games;  
4. blog/homepage; 5. member

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## CHAPTER 2: Extreme Gamers

### Chapter Summary

**Target Vocabulary:** connected, crazy, feel like, machine, rock (music), terrific, tired, turn off

**Reading Skill:** Predicting from the Title

**Reading Passage Summary:** *Active* games, like the one in the text, are video games that can be played by one person, or more, and require physical activity, which makes the game feel more real.

**Vocabulary Skill:** Adding *-er* or *-r* to form new nouns

### Answer Key

#### Before You Read

**A:** 1. playing a computer game; 2. Answers will vary; 3. doing things that require energy and moving physically

#### Reading Skill

**A:** 1. Answers will vary. Possible answers include: *games* or *video games* or *computer games*.

#### Reading Comprehension

**A:** 1. c (line 10); 2. b (lines 29–31); 3. b (lines 33–34); 4. a (line 12)

**B:** a. 5 (line 28); b. 1 (lines 1–2); c. 3 (lines 21–22); d. 6 (lines 39–40); e. 2 (lines 4–7); f. 4 (lines 24–28)

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

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

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

computer, cell phone, television, DVD player, microwave, car, train, GPS (or *sat nav*), elevator, etc.

#### Vocabulary Skill

**A:** 1. dancer; 2. surfer; 3. writer; 4. designer; 5. painter; 6. player; 7. reader; 8. speaker; 9. listener; 10. singer

**B:** 1. designer; 2. surfer; 3. listener; 4. painters; 5. writer

**C:** Answers will vary. See **Teaching Notes** below for homework suggestions.

#### Real Life Skill

**A:** 1. Students' blog profiles will vary.

**B and C:** Students' blog posts and emails will vary.

#### What Do You Think?

Answers will vary. See **Teaching Notes** for some suggestions.

# 2 Study and Education

## Getting Ready

### Answer Key

1–3. Answers will vary. Have students support their opinions with examples. Make sure that students

understand all the terms in question 2 before they discuss their answers with a partner.

## CHAPTER 1: Doing Something Different

### Chapter Summary

**Target Vocabulary:** at some point, commercial, continue, graduate, import, job, just about to, program

**Reading Skill:** Recognizing Purpose

**Reading Passage Summary:** Two students are interviewed about developing skills (cooking and modeling) in special programs instead of attending university.

**Vocabulary Skill:** Contractions

## Answer Key

### Before You Read

**A:** 1. Answers may vary. Actual answers: **top:** cooking; **bottom:** modeling; 2. Answers will vary. Possible answers include colleges or schools/institutes where skills or vocations are taught. Students should comment on past learning experiences in these places.

### Reading Skill

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

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

1. One purpose is to help students learn about continuing education/things they can learn after high school.
2. Generally students can learn about different types of training courses; about ways to continue education other than going to university.

### Reading Comprehension

**A:** 1. b (entire passage); 2. b (lines 10–13); 3. a (lines 18–20); 4. c (lines 1–2)

**B:** 1. Maiko (line 5); 2. Diego (line 24); 3. Both (lines 11, 20–21); 4. Maiko (line 9–10)

### Critical Thinking

1. **Maiko can:** work in a restaurant or hotel, write for a food magazine, do a TV cooking show, work for a food company. New answers might include writing a cookbook or starting a catering business.

**Diego can:** model for TV commercials and magazine ads, act in TV or radio commercials. Other options might be working as a model for fashion shows or working in the fashion industry.

2. Answers will vary based on personal opinions.

### Vocabulary Comprehension

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

**B:** Answers will vary.

### Vocabulary Skill

**A:** 1. It's = It is; 2. I'm = I am; 3. they're = they are; 4. don't = do not; 5. I'd = I would

**B:** 1. isn't, He's; 2. doesn't; 3. Who's, What's; 4. There's; 5. That's, He's

**C:** 1. I'm; 2. What's; 3. It's; 4. I'm; 5. isn't; 6. Who's; 7. He's; 8. doesn't

## CHAPTER 2: The Learning Center

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### Chapter Summary

**Target Vocabulary:** conversation, discount, expensive, fast, outgoing, poorly, score, shy

**Reading Skill:** Skimming

**Reading Passage Summary:** In this pamphlet, a facility for continuing education, the Learning Center, advertises workshops on test preparation, meeting people, getting acting jobs, and planning low-cost travel.

**Vocabulary Skill:** *-ly* Adverbs

### Answer Key

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#### Before You Read

**A:** 1. Answers will vary. Possible answers include: test preparation, cram courses, art, calligraphy, and music. 2. Answers will vary based on what different people consider fun. Possible answers include music lessons, writing classes, language classes, exercise programs, martial arts, dance, etc.

#### Reading Skill

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

#### Reading Comprehension

**A:** 1. c (lines 5–10); 2. a (line 14); 3. c (lines 18–19); 4. b (lines 25–29)

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

#### Critical Thinking

1. Answers will vary based on personal interests.
2. Workshop 4 (travel) is available online, but all the others depend on interacting with people face-to-face.

#### Vocabulary Comprehension

**A:** 1. horse; 2. \$90; 3. never; 4. a lot of (money)  
5. shy; 6. speak; 7. It's 4 to 2.

**B:** Answers will vary.

#### Vocabulary Skill

**A:** Answers are provided in the text. Students should read and notice the patterns.

**B: (top to bottom, left column)** 1. quietly; 2. loudly;  
3. angrily; 4. easily; **(top to bottom, right column)**  
5. busily; 6. softly; 7. nervously; 8. neatly

**C:** 1. loudly; 2. quiet; 3. softly; 4. quickly, 5. nervous;  
6. poorly

#### Real Life Skill

**A:** 1. Yes, Mathematics; 2. Answers will vary.

**B:** Answers will vary with personal information. See **Teaching Notes** for clarification of some items.

#### What Do You Think?

Answers will vary. For the second question, note that students should consider options in addition to attending university.

# 3 Work Choices

## Getting Ready

### Answer Key

1. **Clockwise from top left:** secretary/receptionist, mechanic, flight attendant, sales clerk, journalist.  
2. Answers will vary. Possible answers include:

- nurse, plumber, accountant, bus driver, actor, painter, decorator, social worker, electrician, etc.  
3. Answers will vary based on personal experience.

## CHAPTER 1: One Man, 52 Jobs

### Chapter Summary

**Target Vocabulary:** after all, encourage, enjoy, experience, (set a) goal, promise, occupation, right away

**Reading Skill:** Scanning

**Reading Passage Summary:** This article describes how Sean Aiken, a college graduate, tried a different job every week for a full year in order to find out what kind of work he enjoyed best.

**Vocabulary Skill:** Synonyms for *work*

## Answer Key

### Before You Read

- A:** 1. Answers will vary. Students should discuss the advantages and disadvantages of starting a job right after graduating. 2. The words are all related to careers. 3. The man in the photo is a firefighter.

### Reading Skill

**A:** a

- B:** 1. After graduating from college, Sean wasn't sure what kind of work he wanted to do. (line 3);  
2. His goal was to find a job he was passionate about. (lines 6–7); 3. He did each job for one week. (3rd paragraph); 4. His favorite job was teaching. (lines 10–11); 5. Today, Sean Aiken speaks to college and university students and tells them his story. (lines 13–15)

### Reading Comprehension

- A:** 1. b (lines 2–3); 2. a (lines 4–5);  
3. c (entire passage); 4. b (line 12)

- B:** 1. T (line 4); 2. F (lines 5–6);  
3. T (lines 10–11); 4. T (line 14)

### Critical Thinking

Answers will vary. Encourage students to support their opinions with examples.

### Vocabulary Comprehension

- A:** 1. hobby; 2. disagreed; 3. right away; 4. lied; 5. take a chance; 6. from the start; 7. enjoyed; 8. stay home  
**B:** 1. right away; 2. experience; 3. set a goal;  
4. enjoyed

### Vocabulary Skill

- A:** Students should underline these words: line of work; career; livelihood; job; trade; assignments; professions  
**B:** 1. assignment; 2. career (also acceptable: profession), trade; 3. professions (also acceptable: careers, line of work, jobs); 4. line of work (also acceptable: jobs)



## CHAPTER 2: Working Holiday

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### Chapter Summary

**Target Vocabulary:** cash, document, earn, expenses, project, skill, tip, trip

**Reading Skill:** Understanding Main Ideas

**Reading Passage Summary:** This article describes how mature students can incorporate paid work into their travels.

**Vocabulary Skill:** Compound Nouns

### Answer Key

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#### Before You Read

**A:** 1. Answers will vary. Possible answers include: go to the beach, rest, and travel. For the blank option, possible answers include sightseeing or doing seasonal sports, such as hiking or skiing.

2. Answers will vary. Students should describe a holiday that combines work with fun.

#### Reading Skill

**B:** 1. What Is A Working Holiday? 2. Getting Started; 3. Types Of Travel Projects; 4. How Long Can I Work In Another Country? 5. Things To Bring With You

#### Reading Comprehension

**A:** 1. c (lines 2–3); 2. a (lines 4–5); 3. a (lines 19–22); 4. b (line 23)

**B:** 1. c (line 6); 2. d (lines 4–5); 3. e (lines 12–13); 4. b (line 7); 5. a (line 18–19)

#### Critical Thinking

1. Answers will vary based on individual interests.
2. Answers will vary. Possible tips include: Explore places online before you make a decision; Go to a country where you are familiar with the language; Bring basic health supplies with you; Keep important phone numbers handy; Use Internet cafes if you don't bring a laptop; Travel light, don't bring more than you need.

#### Vocabulary Comprehension

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

**B:** Answers will vary. For question 1, examples of skills include playing a musical instrument, being good at a sport, or speaking another language.

#### Vocabulary Skill

**A:** 1. suitcase; 2. guidebook; 3. laptop; 4. sunglasses; 5. backpack; 6. homework; 7. boyfriend; 8. travel agent; 9. credit card

**B:** All are one word, except 8 and 9 (travel agent and credit card).

**C:** Answers will vary. Possible answers include: guidebook, sunglasses, backpack, and credit card.

#### Real Life Skill

**B:** 1. DJ; 2. DJ2Day; 3. now/immediately/right away; 4. 10–15 hours a week; 5. at different locations for events, party spaces, office parties, nightclubs; 6. \$30 an hour; 7. You need to know all kinds of music and have an outgoing, fun, lively personality; 8. by email

**C and D:** Answers will vary.

#### What Do You Think?

Answers will vary.

# 4 The World of Sports

## Getting Ready

### Answer Key

- 1. Clockwise:** tennis, soccer, volleyball, bowling.  
Answers will vary. Possible answers include:  
These sports are similar in that they are all played with a ball. They differ in a variety of ways, including the number of players they require, the kind of balls they use and the surfaces they are played on.
- Answers will vary. Possible answers include: baseball, rugby, golf, cricket, hockey, basketball, swimming, etc.
- Answers will vary. Students should give reasons why the sport is their favorite.

## CHAPTER 1: Sepak Takraw

### Chapter Summary

**Target Vocabulary:** club, compete, originally, point, spread, team, traditional, win

**Reading Skill:** Reading for Details

**Reading Passage Summary:** This article describes *sepak takraw*, Malaysia's national sport, which is popular throughout Asia and beyond. It is similar in some ways to volleyball and soccer.

**Vocabulary Skill:** Word Webs

### Answer Key

#### Before You Read

**A:** 1. Students should act out each verb. 2. Answers will vary. Students should note that players use their bodies to hit a small woven ball across a net, and that sepak takraw is a team sport.

#### Reading Skill

**A:** 1. paragraphs 3 and 4

**B:** 1. small; 2. three; 3. heads; 4. drops; 5. three; 6. 15; 7. two

#### Reading Comprehension

**A:** 1. b (line 7); 2. c (line 23); 3. b (lines 10–13); 4. a (lines 15–16)

**B:** 1. main idea; 2. detail; 3. detail; 4. main idea

#### Critical Thinking

1, 2. Answers will vary.

#### Vocabulary Comprehension

**A:** 1. traditional; 2. Soccer; 3. never; 4. correctly; 5. wins; 6. Brazil; 7. larger; 8. ten members

**B:** Answers will vary.

#### Vocabulary Skill

**A: sports verbs:** hit, kick, lose, win, compete, score, throw; **water sports:** surfing, swimming, rowing; **winter sports:** (ice) hockey, skiing; **sports using a ball:** baseball, tennis, basketball, golf, sepak takraw, hockey (Note: Field hockey is played with a ball.)

**B:** Answers will vary. Students could add words to the categories, or create new categories such as *number of players*, *professional teams*, or *equipment used*.

## CHAPTER 2: Are Sports Important?

### Chapter Summary

**Target Vocabulary:** athlete, competitive, divide, event, fan, fight, parent(s), tourist

**Reading Skill:** Making Inferences

**Reading Passage Summary:** In this online forum, three individuals respond to the question: *Are sports important?*

**Vocabulary Skill:** Word Families

### Answer Key

#### Before You Read

- A:** 1. A *sports fan* is someone who supports and follows a sports team.  
2. Answers will vary. Some people are not interested in sports and others find attending games very expensive. Some may have entire families that have supported the same team for many years.

#### Reading Skill

- A:** b  
**B:** Answers will vary.  
**C:** 1. T: (Vlad feels that people were brought together when the national team qualified for the 2006 World Cup.)  
2. B: Kelly feels that sports can bring people together, but sports can also be too competitive, which divides fans;  
3. T: Oba feels positive about how soccer has brought people together in African countries.

#### Reading Comprehension

- A:** 1. c (entire passage); 2. a (lines 20–22);  
3. c (line 16); 4. b (line 6)  
**B:** 1. sports; 2. people; 3. sporting events

#### Critical Thinking

Answers will vary based on personal opinions. Students may mention the importance of sports in terms of entertainment plus the revenue it generates, or the unimportance of sports in terms of the number of overpaid sportspeople and the fact that the world has serious problems such as poverty.

#### Vocabulary Comprehension

- A:** 1. F (An athlete is someone who plays sports.);

2. T; 3. F (A fan of a sports team supports the team.); 4. T; 5. F (Your parents are your mother and father.); 6. F (Hiking is not usually a competitive sport.); 7. F (A sports tournament is a kind of event.); 8. T

- B:** Answers will vary. Possible answers for question 1 include: the Olympics, the World Cup, the Commonwealth Games, or the Asian Games.

#### Vocabulary Skill

- A:** 1. **Noun:** competition, competitor; **Verb:** compete;  
2. **Noun:** winner; **Adjective:** winning  
**B:** 1. competitive, win; 2. competitor; 3. winning;  
4. competition

#### Real Life Skill

- A:** 1. lost, competed; 2. compete; 3. lose  
**B:** 1. brought (I); 2. divided (R); 3. dropped (R);  
4. got (I); 5. went (I); 6. hit (I); 7. kicked (R);  
8. made (I); 9. scored (R); 10. threw (I)

#### What Do You Think?

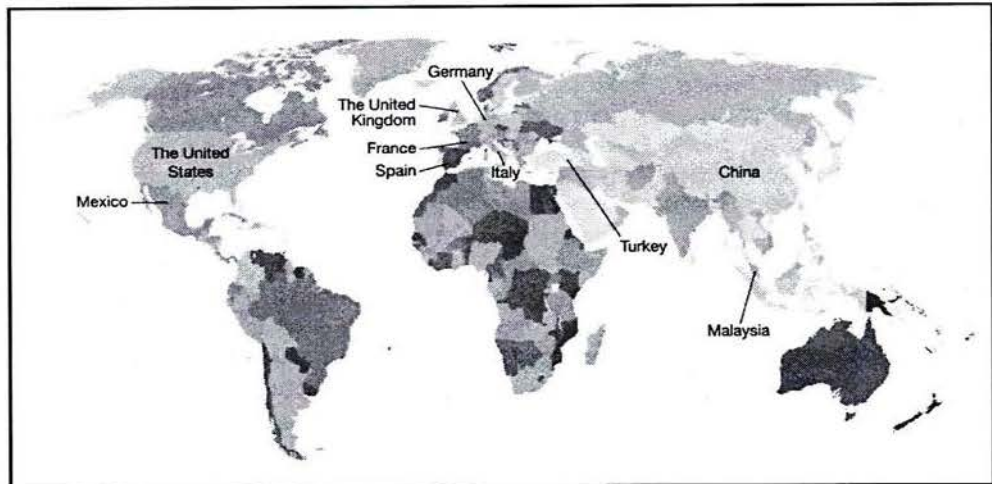
Answers will vary.

- Choosing which events to attend will depend on specific sporting interests. Attending an event may also depend on whether your country's team is participating and where the event is held.
- Famous female athletes participate in sports such as tennis, track, soccer, figure skating, and gymnastics. Some possible answers are Serena Williams (tennis), Michelle Wie (golf), Li Na (tennis), Danica Patrick (racecar driving), Mia Hamm (soccer), and Shizuka Arakawa (figure skating).

## Getting Ready

## Answer Key

1.



2–3. Answers will vary. Students should provide reasons.

## CHAPTER 1: A Postcard from Hong Kong

## Chapter Summary

**Target Vocabulary:** arrive, crowded, incredible, lunch, return, souvenir, tour, view**Reading Skill:** Understanding the Order of Events**Reading Passage Summary:** In this postcard, Jacquie's friend Natalie, who is in Hong Kong, describes the places she visited and her impressions of the city.**Vocabulary Skill:** The Prefix *re-*

## Answer Key

## Before You Read

**A: 1.** Answers will vary; **2.** The postcard is from Hong Kong. Students may know the history of the city, and its famous harbor. The city is densely populated and has one of the world's busiest airports.

## Reading Skill

**A: time words in passage:** on Friday night (lines 3–4); on Saturday (line 5); in the afternoon (line 8); in the evening (line 9); Yesterday (line 15); Today, Monday (line 20); this afternoon (line 21); tomorrow (line 22), soon (lines 14 and 24)

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

**C: a.** Saturday morning; **b.** Friday night; **c.** Saturday evening; **d.** Monday; **e.** Sunday

## Reading Comprehension

**A: 1.** c (entire postcard, line 4); **2.** a (lines 5–8); **3.** b (line 12); **4.** c (line 16)

**B: 1.** F (On her tour, Hong Kong is her last stop.); **2.** T; **3.** T

## Critical Thinking

Answers will vary based on personal opinions.

**Vocabulary Comprehension**

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

**B:** Answers will vary.

**Vocabulary Skill**

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

**B:** 1. repay; 2. recall; 3. reheat; 4. review; 5. reuse;  
6. reunited

## CHAPTER 2: Destination: Singapore

### Chapter Summary

**Target Vocabulary:** chef, dining, feast, guest, huge, impressive, relax, tall

**Reading Skill:** Scanning

**Reading Passage Summary:** This online travel article/hotel review describes The Marina Bay Sands Hotel in Singapore which is a huge hotel with many special features, including impressive views of Singapore; a wide variety of restaurants; and the world's longest rooftop swimming pool.

**Vocabulary Skill:** Adjectives for Size and Height

### Answer Key

#### Before You Read

**A:** Answers will vary.

#### Reading Skill

**A:** 1. You can go to the luxury shopping center, to the casino, or to one of the two theaters (line 4), or go to the rooftop observation deck and look at the views of Singapore (lines 5–8), or eat at one of the many restaurants (lines 14–16), or go to the Art & Science museum (lines 4 and 18), go ice-skating, or swim in or relax by the rooftop swimming pool (lines 18–21); 2. almost three years (line 12); 3. a famous chef (lines 14–15); 4. 55 storeys/floors (line 9); 200 meters (line 21); 5. 150 meters (line 20)

**B:** Answers will vary. Have students provide examples

#### Reading Comprehension

**A:** 1. c (entire passage); 2. a (line 4); 3. a (line 5); 4. b (lines 11 and 14)

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

**Critical Thinking:** Answers will vary.

#### Vocabulary Comprehension

**A:** 1. F (Vic is short and Carl is tall.); 2. T; 3. T; 4. T; 5. F (In most houses, people sleep in the bedrooms. or In most houses, people eat in the dining room.); 6. F (A chef is someone who cooks professionally.); 7. T; 8. F (A sandwich and some apples are usually considered a simple lunch, not a feast.)

**B:** Answers will vary.

#### Vocabulary Skill A:

	tall	short	huge	massive	chubby	fat	tiny	petite	slim	giant
height	✓	✓					✓		✓	✓
size/weight			✓	✓	✓	✓	✓	✓	✓	✓
people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
things	✓	✓	✓	✓			✓			✓

**B:** Answers will vary.

#### Real Life Skill

**A:** 1. **Openings:** *Hi; Greetings!* **Closings:** *All the best!, Take care.* The other expressions are better used in formal letters.

2. Answers will vary based on location.

**B:** Answers will vary.

#### What Do You Think?

Answers will vary.

# 6 Comparing Cultures

## Getting Ready

### Answer Key

**1. Quick Cultural Quiz:** (answers can be found on page 70 of the student book.)

- 1.** kiss; **2.** 18; **3.** Kerry paid for everyone;  
**4.** Spain; **5.** black and purple

**2. Answers will vary.** Students should

compare the customs in the quiz to customs in their own country.

**3. Answers will vary.** Possible answers include: reading books, surfing websites, and talking to people from other countries.

## CHAPTER 1: Table Manners

### Chapter Summary

**Target Vocabulary:** bite, custom, host, meal, offer, reach, rude, take off

**Reading Skill:** Similarities and Differences

**Reading Passage Summary:** This article describes table manners in Morocco and Tanzania, which are different in some ways but similar in others.

**Vocabulary Skill:** Words for Comparing and Contrasting

### Answer Key

#### Before You Read

- A:** **1.** Answers will vary. Possible answers include different cuisines such as Italian, Chinese, etc.;  
**2.** Answers will vary. Example answer: It is bad manners to speak with food in your mouth.  
**3.** Answers will vary.

#### Reading Skill

- A: Morocco:** People sit on the floor to eat; Everyone drinks water from the same glass; You shouldn't reach across another person for food that is not in front of you; **Tanzania:** People sit at a table on small stools to eat; People do not share drinks; Sometimes, men and women sit at different tables.  
**B: Both:** You can use small pieces of bread, or your fingers, to eat food, but you must only use your right hand when eating; Don't say "no" to food, try everything you are offered; In the home, take off your shoes; People eat from the same plate.

#### Reading Comprehension

- A:** **1.** c (lines 1–2); **2.** b (line 16); **3.** c (lines 15–16);  
**4.** a (lines 30–31)  
**B:** **1.** NG; **2.** F (In Tanzania, it is OK to eat with your right hand, using bread or chapati to pick up food; lines 25–26); **3.** T (line 10); **4.** T (line 23)

#### Critical Thinking

Answers will vary with location.

#### Vocabulary Comprehension

- A:** **1.** a; **2.** a; **3.** b; **4.** a; **5.** a; **6.** b; **7.** a; **8.** a  
**B:** Answers will vary according to individual opinions and situations.

#### Vocabulary Skill

- B: both:** S; **however:** D; **also:** S; **too:** S; **but:** D;  
**instead:** D  
**C:** **1.** However; **2.** both; **3.** also; **4.** Instead

## CHAPTER 2: Homestay Diary

### Chapter Summary

**Target Vocabulary:** confused, down, holiday, kind of, neighbors, unusual, warm, weather

**Reading Skill:** Making Inferences

**Reading Passage Summary:** Daniela's diary shows her stages of adjustment to living with a family in the United States.

**Vocabulary Skill:** The Prefix *un-*

### Answer Key

#### Before You Read

**A and B:** 1. Answers will vary, but in **B** students should give reasons for their choices.

#### Reading Skill

**A:** Have students write one feeling word next to each diary entry or paragraph. Possible answers include:

1. good, positive, happy; 2. worried, confused, anxious; 3. sad, unhappy, homesick;  
4. happy, pleased

**B:** 1. was; 2. unsure about what to do; 3. sad; 4. good

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

**June 13:** new, unusual, great, hope to do well;

**June 25:** didn't understand, confused;

**July 1:** kind of down, so different, cold;

**July 5:** very friendly and warm, fun

#### Reading Comprehension

**A:** 1. c (line 6); 2. a (lines 11–12);

3. c (line 19); 4. c (lines 24–25)

**B:** 1. F (This is Daniela's first time in the U.S.) (lines 2–3); 2. F (In the U.S., Daniela lives with three people.) (lines 6–7); 3. T (lines 23–24); 4. NG

#### Critical Thinking

Answers will vary. 1. Possible answers include: American culture and family life; 2. Students should support their answers with examples. Daniela's diary shows her mostly happy and excited to be in the U.S.

#### Vocabulary Comprehension

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

**B:** 1. confused; 2. kind of; 3. holiday;  
4. weather, unusual

#### Vocabulary Skill

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

**B:** 1. **Verbs:** 6 (unpack), 7 (unwrap);  
2. **Adjectives:** 1 (unable), 2 (uneasy), 3 (unfair),  
4 (unkind), 5 (unlike)

**C:** 1. unpack; 2. uneasy; 3. unable; 4. unwrap;  
5. unkind; 6. Unlike; 7. unfair

#### Real Life Skill

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

**B:** 1. ATM; 2. AC; 3. ID; 4. GPA; 5. IM; 6. FYI

#### What Do You Think?

Answers will vary.



# 7 Listening to Advice

## Getting Ready

### Answer Key

- School rules:** Don't sleep in class; If you have a question, raise your hand; Turn off your cell phone.  
**Home rules:** No TV after 10 p.m.; Clean your room; When you finish eating, wash your plate.
- Answers will vary. Some possible rules are: Don't chew gum in class; Don't talk to anyone during a test; Be home for dinner at six.
- Answers will vary. Students should provide reasons as to why rules are good or bad.

## CHAPTER 1: Ask Emma

### Chapter Summary

**Target Vocabulary:** child, control, describe, go out, grow up, protect, rule, strict

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

**Reading Passage Summary:** In this online advice column, a boy called Josh asks the "expert" Emma for advice on communicating with his parents who seem to be very strict.

**Vocabulary Skill:** Guessing Vocabulary Meaning from Context

## Answer Key

### Before You Read

**A: 1.** Answers will vary based on personal opinions, but students might point out that Amy suggests a compromise—if Jenna finishes the school year, her father will have fewer objections to her getting a job.

**2.** Answers will vary, but students should give some suggestions or advice.

**B:** Emma writes an advice column. People write her to ask for help with their problems.

### Reading Skill

**A:** a

**B:** Answers will vary. Possible answers include: Emma will tell him to obey his parents' rules as long as he lives at home.

### Reading Comprehension

**A:** 1. b (lines 2–3); 2. b (lines 11–12); 3. a (lines 20–21); 4. c (lines 18–19, 22–23)

**B:** Check all except *his childhood* (lines 21–22)

### Critical Thinking

**1.** Answers will vary. **2.** Answers will vary. Possible answers include: Josh should have his parents get to know his friends, and show them he can be mature and has good judgment.

### Vocabulary Comprehension

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

**B:** Answers will vary.

### Vocabulary Skill

**B:** 1. verb, fights; 2. noun, thoughts and opinions;  
3. verb, say something not true; 4. adverb, calmly

**C:** Answers will vary. Possible answers include:  
1. never agree; 2. what you think; 3. tell the truth;  
4. Don't yell.

## CHAPTER 2: Peer Pressure

### Chapter Summary

**Target Vocabulary:** care about, childish, crowd, frown, make fun of, outsider, (peer) pressure, put on

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** In this article, when three friends go shopping together, one of them likes a jacket that the others don't like, so they try to pressure her to change her mind about buying it.

**Vocabulary Skill:** The Suffix *-ish*

### Answer Key

#### Before You Read

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

3. The word *pressure* is usually negative.

#### Reading Skill

**A:** 1. They are in a shopping mall, department store, or clothing store. 2. Because Alicia likes a jacket designed for men. 3. Answers may vary. Possible answers include: It looks like she will give in to pressure from her friends and not buy the jacket.

**B and C:** Answers will vary.

#### Reading Comprehension

**A:** 1. c (lines 8–12); 2. c (lines 12–16); 3. a (lines 14–16); 4. b (lines 24–25)

**B:** wear certain clothes (line 14); listen to certain music (line 15); have a certain boyfriend or girlfriend (lines 20–21)

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. T; 2. F (You put on a coat when you leave a house.); 3. F (You frown when you are not happy.); 4. F (If you feel a lot of pressure at school, you do not feel good.); 5. T; 6. F (Phil is very childish. This means he's not serious.); 7. F (An outsider is someone who is different from everyone else.); 8. T

**B:** 1. care about; 2. make fun of; 3. childish; 4. put on

#### Vocabulary Skill

**A:** 1. British; 2. selfish; 3. Swedish, Irish; 4. boyish; 5. Turkish, English; 6. girlish

**B and C:** Answers will vary.

#### Real Life Skill

**A:** Answers will vary, but many cities have signs in English, especially at airports, for example, *Exit*; *No Entry*; *Toilets*; etc.

**B: Pictures from left to right:** (4) NO ONE UNDER 21 ALLOWED (at a bar); (2) CAUTION: CHILDREN CROSSING (near a school); (5) Passengers only beyond this point. (at an airport or train station); (6) Take a number. Wait your turn. (at a post office or supermarket); (1) CANS AND GLASS BOTTLES ONLY (at a recycling center); (3) KEEP DOG ON LEASH (in a park)

#### What Do You Think?

Answers will vary. Example answers:

1. **Situation 1.** She could get outside advice from someone your parents trust.

**Situation 2.** Ben could ignore people who make fun of him or he could try to fit in more by learning to become more outgoing.

2. Answers will vary. In real life, there are consequences when you don't follow the rules. For example, if you break a driving rule, there are punishments such as fines, a bad record on your driving license, or even jail.

# 8 Remarkable People

## Getting Ready

### Answer Key

1–3. Answers will vary. Students should provide reasons for their choice of the most remarkable

person. See further details about each person in the **Teaching Notes**.

## CHAPTER 1: A Real Life Superhero

### Chapter Summary

**Target Vocabulary:** afraid, brave, climb, fear, give up, look for, native, reach

**Reading Skill:** Understanding the Order of Events

**Reading Passage Summary:** This article describes how Alain Robert started climbing buildings when he was 12. Today, after climbing the world's tallest buildings, he still believes you have to get past your fears to be successful.

**Vocabulary Skill:** Synonyms

## Answer Key

### Before You Read

**A:** 1. Answers will vary; 2. The man is climbing the outside of a building. Students' guesses might range from washing windows to breaking into a building. Some students may think the story is about a rescue.

### Reading Skill

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

### Reading Comprehension

**A:** 1. c (entire reading, especially lines 14–16);  
2. b (lines 9–10); 3. c (lines 12–13); 4. a (lines 15–16)  
**B:** 1. a (line 2); 2. b (line 4); 3. b (lines 4–5); 4. b (lines 7–8)

### Critical Thinking

1. Answers will vary. Encourage students to provide reasons; 2. His message is that you can achieve your dreams if you keep trying and don't give up.

Note that some people feel that Alain Robert takes too many risks and that his dream of climbing skyscrapers is not very practical.

### Vocabulary Comprehension

**A:** 1. F (If you are afraid of something, you do not like it.); 2. T; 3. F (If you climb a tree, you go up.); 4. F (Fear is not a good feeling.); 5. F (If you are native to a place, you come from there.); 6. T; 7. F (If you give up smoking, you stop smoking.); 8. F (A brave person is not afraid of many things / afraid of few things.)

**B:** Answers will vary. Students should explain their ideas to a partner.

### Vocabulary Skill

**A:** 1. scared; 2. searched; 3. dangerous; 4. quit  
**B:** 1. dangerous; 2. quit; 3. searching; 4. scared

## Chapter 2: The Tiffin Men

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### Chapter Summary

**Target Vocabulary:** challenge, deliver, distance, mistake, option, organized, pick up, system

**Reading Skill:** Scanning

**Reading Passage Summary:** An online article describes how there is a remarkably efficient system in Mumbai, India, of delivering home-made lunches to office workers.

**Vocabulary Skill:** *make* + noun

### Answer Key

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#### Before You Read

**A:** Answers will vary.

#### Reading Skill

**A:** 1. b (lines 12–13); 2. b (lines 2–3); 3. a (line 11); 4. a (line 20); 5. a (lines 24–25)

#### Reading Comprehension

**A:** 1. c (lines 14–15); 2. b (lines 20–21); 3. c (lines 22–24); 4. b (lines 23–24)

**B:** 1. F (Mumbai is a city with 12 million people.); 2. F (The dabbawallahs deliver lunches by bicycle, train, and foot.); 3. F (Every day, the dabbawallahs deliver 200,000 lunches.); 4. T

#### Critical Thinking

Answers will vary. 1. Example answer: The dabbawallahs do a difficult task very well, all the more remarkable since they cannot read or write.

#### Vocabulary Comprehension

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

**B:** Answers will vary.

#### Vocabulary Skill

**A:** **Underlined phrases:** make a call; make plans; make a decision; make a reservation; make dinner

**B:** 1. make a reservation; 2. make a call; 3. make plans; 4. make dinner; 5. make a decision

#### Real Life Skill

**A:** Answers will vary.

**B:** All the information here is from the official J.K. Rowling website, [www.jkrowling.com](http://www.jkrowling.com); 1. **birth date:** 31 July, 1965; 2. **birthplace:** Yate General Hospital in South Gloucestershire, England; 3. **fan mail address in the US:** J.K. Rowling, c/o Scholastic Inc., 555 Broadway, New York, NY 10012; **fan mail address in the U.K.:** J. K. Rowling, c/o Bloomburg Publishers, 38 Soho Square, London, W1V 5DF, UK.

**C:** Answers may vary as students share different facts. Possible answers include: She graduated from Exeter University; She thought of the Harry Potter idea on a train trip; She taught English in Portugal; She now lives in Scotland with her husband and three children.

#### What Do You Think?

Answers will vary. Remind students that not all remarkable people are famous, that someone in their family, or among their friends, could be considered remarkable too.

# 9 That's Entertainment

## Getting Ready

### Answer Key

1–3. Answers will vary. Expect a range of different answers, but in each case, ask students if they

can give further information. See **Teaching Notes** for further information about each person.

## CHAPTER 1: Artists in Two Languages

### Chapter Summary

**Target Vocabulary:** compliment, current, exchange, expression, film, perform, poetry, role

**Reading Skill:** Understanding Cause and Effect

**Reading Passage Summary:** This article describes how Shakira and Jay Chou developed their performing careers in their first languages, but they both learned English to expand their audiences.

**Vocabulary Skill:** Feelings

## Answer Key

### Before You Read

**A:** 1. Answers will vary; 2. Shakira is a Spanish-speaking singer from Columbia and Jay Chou is a Chinese singer and actor. See **Teaching Notes**.

### Reading Skill

**A:** b

**B:** 1. b (lines 8–11); 2. a (lines 12–16); 3. a (lines 30–32); 4. c (lines 36–37); 5. a (lines 46–48)

### Reading Comprehension

**A:** 1. b (lines 17–18); 2. c (lines 18–21); 3. b (lines 34–35); 4. b (lines 41–43)

**B:** **Shakira:** a, b, e, f; **Jay Chou:** c, d

### Critical Thinking

1. Answers will vary; 2. Shakira found it difficult, at first, to write songs in English; Jay Chou spoke very little English before he got the movie role, and could only pronounce his lines phonetically.

### Vocabulary Comprehension

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

**B:** 1, 2. Answers will vary.

### Vocabulary Skill

**A:** **Positive feelings:** calm, energized, happy, hopeful, inspired; **Negative feelings:** afraid/scared, bored, confused, grumpy, lazy, nervous

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

**positive feelings:** relaxed, satisfied, proud;

**negative feelings:** anxious, worried, angry, jealous

**C:** Answers will vary with individual personalities.

## CHAPTER 2: Pilobolus

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### Chapter Summary

**Target Vocabulary:** create, flexible, graceful, live, lift, original, performance, stage

**Reading Skill:** Understanding Main Ideas

**Reading Passage Summary:** In this blog post, the writer describes her first experience attending a modern dance performance.

**Vocabulary Skill:** Homographs

### Answer Key

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#### Before You Read

**A:** a. ballroom dancer; b. acrobat; c. ballerina; d. modern dancer; 1, 2. Answers will vary. Possible answers include: **In common:** The dancers are flexible and strong. **Differences:** They're different dance styles. Different types of people like each type of dance.

#### Reading Skill

**B:** Yes, topic sentences often introduce main ideas, and the subsequent sentences support these ideas.

#### Reading Comprehension

**A:** 1. c (lines 1–2); 2. a (lines 13–16); 3. a (lines 17–19); 4. b (lines 23–25)

**B:** Answers will vary. Possible answers include:  
1. amazing show; 2. strong swimmer; 3. graceful dancer; 4. flexible gymnast; 5. original performance

#### Critical Thinking

Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. reused; 2. live; 3. performance; 4. break; 5. window; 6. stiff; 7. clumsy; 8. lift

**B:** Answers will vary based on personal opinions.

#### Vocabulary Skill

**A:** The word *live* looks the same in both sentences, but each example is a different part of speech and has a different meaning and pronunciation. In the first sentence it is a verb, and in the second sentence it is an adverb.

**B:** 1. verb, b; adverb, a; 2. noun, b; verb, a; 3. noun, a; verb, b

#### Real Life Skill

**A–B:** Answers will depend on where students live. Some American films distributed overseas have ratings on them. In other places, local censors decide on ratings or who can view the film.

**C:** 1. depends on the student's age, if 17 or older, then all movies apply; 2. *Toy Story 3*; 3. *Inception* and *Toy Story 3* (plus *Girl with the Dragon Tattoo*, but only if accompanied by an adult)

#### What Do You Think?

Answers will vary. Students should talk about talents they have and would like to develop in the future.

# 10 Fashion and Trends

## Getting Ready

### Answer Key

**1. Clockwise:** The young man is wearing a colorful, striped sweater and blue jeans. The businessman is wearing a gray business suit, a blue shirt, and a dark blue, patterned necktie. The woman is wearing a short-sleeved, gold, sequined top with a knee-length, black skirt, and high-heeled

shoes. The woman is wearing a pink, spotted (polka dot) party dress with yellow trim, and open-toed heels/shoes. The man is wearing a gray hat, a tartan, casual jacket over a long-sleeved, black top, ripped jeans, and sneakers.  
**2, 3.** Answers will vary.

## CHAPTER 1: Fashion Focus: Street Style

### Chapter Summary

**Target Vocabulary:** dress, fashion, pay attention, report, runway, simply, snap a picture, style

**Reading Skill:** Understanding Main Ideas in Paragraphs

**Reading Passage Summary:** This article describes how fashion bloggers use the Internet to share photos of stylish people from their city and provide a record of street style for others to view and adopt or copy.

**Vocabulary Skill:** Verbs Used with Clothing

## Answer Key

### Before You Read

**A:** 1. Answers will vary. Possible answers include: The person who took the photos thought these people looked fashionable/different/original; 2. b

### Reading Skill

**A:** Paragraph 1: b; Paragraph 2: a; Paragraph 3: a; Paragraph 4: b

**B:** *Street style* describes forms of fashion made public by bloggers who photograph stylish and fashionable people they see on the streets.  
(Paragraphs 2 and 3.)

### Reading Comprehension

**A:** 1. c (entire passage); 2. a (lines 8–11); 3. b (lines 20–22); 4. b (lines 25–27)

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

### Critical Thinking

1–3. Answers will vary.

### Vocabulary Comprehension

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

**B:** Answers will vary based on individual opinions.

**Vocabulary Skill**

<b>A:</b>	<b>sunglasses</b>	<b>shoes</b>	<b>a jacket</b>	<b>a necktie</b>	<b>make up</b>	<b>a dress</b>
put on	✓	✓	✓	✓	✓	✓
try on	✓	✓	✓	✓	✓	✓
button			✓			✓
tie		✓		✓		
zip up		✓	✓			✓
wear	✓	✓	✓	✓	✓	✓

**B:** 1. take off; 2. get undressed; 3. untie; 4. unbutton; 5. unzip



## CHAPTER 2: From Trash to Fashion

### Chapter Summary

**Target Vocabulary:** admit, come up with, designer, made out of, recycling, remind, take care of, weird

**Reading Skill:** Reading for Detail

**Reading Passage Summary:** The article describes how the city of Austin uses fashion and creativity—in particular, a fashion show of clothes made of recyclable materials—as part of its recycling campaign.

**Vocabulary Skill:** Word Webs

### Answer Key

#### Before You Read

**A:** 1–3. Answers will vary. For 2, possible answers include: washing, repairing, or recycling the item.

#### Reading Skill

**A: An Unusual City:** b; **Remember to Recycle:** a;  
**Recycling Can Be Creative:** b

#### Reading Comprehension

**A:** 1. c (lines 5–8); 2. b (lines 10–12); 3. b (lines 15–18);  
4. c (lines 24–26)

**B:** Answers will vary. Possible answers include:  
1. bottles, cans, paper, furniture, electronics;  
2. printing on both sides of a page; switching off electrical devices when not in use; taking public transportation or walking/cycling instead of driving; using less plastic; turning off the tap while brushing your teeth; using energy-saving light bulbs, etc.

#### Critical Thinking

1, 2. Answers will vary based on personal opinions.

#### Vocabulary Comprehension

**A:** 1. T; 2. F (A designer is a person who plans the look and structure of something, such as clothing or furniture.); 3. T; 4. T; 5. F (A house made of grass will not be very strong.); 6. T; 7. T; 8. F (If your friends are weird, they don't do very normal things.)

**B:** 1. remind; 2. come up with;  
3. made out of, recycle; 4. weird

#### Vocabulary Skill

**A: for women:** bikini, blouse, dress, skirt; **for men and women:** coat, jacket, jeans, shirt, shorts, suit, sweater, T-shirt; **for men:** tie; **accessories:** belt, earrings, sunglasses, watch; **types of shoes:** boots, sandals, slippers

**B:** Students should try add words to each category. Possible answers include: tank top, vest, necklace, bracelet, cufflinks, sneakers, etc.

#### Real Life Skill

**A:** Answers will vary depending on climate. Possible answers include: 1. **summer:** cotton, silk, linen; 2. **winter:** wool, fake fur; 3. **all year:** polyester, leather

**B:** 1. iron; 2. hand wash; 3. machine wash;  
4. dry; 5. hang dry

**C** 1. F (It is best to wash only the shirt in warm water.); 2. F (Only the shirt is machine washable.); 3. F (You can only dry the shirt in a dryer.); 4. F (You can iron the jacket.)

#### What Do You Think?

1, 2. Answers will vary based on personal opinions.

# 11 A Mysterious World

## Getting Ready

### Answer Key

1. Answers will vary. Possible answers include: the police, detectives, forensic experts, and private investigators for crime; doctors and nurses for

medical mysteries; and scientists and professors for scientific and academic mysteries.  
2, 3. Answers will vary.

## CHAPTER 1: A Mysterious Book

### Chapter Summary

**Target Vocabulary:** a number of, author, discover, expert, full of, handwritten, mean, mysterious

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** This article describes how, in 1912, a book dealer bought a strange manuscript, which may have been written in the 15<sup>th</sup> century. Even today, who wrote it, when it was written, and what its contents mean, remain a mystery.

**Vocabulary Skill:** Antonyms

## Answer Key

### Before You Read

**A: 1.** Answers will vary. Possible answers include: the military (to protect confidential information); postal codes are used in many countries to make addresses easier to locate; Braille—the reading and writing system for blind people—is a kind of code; barcodes are used on products; businesses might use encoded data to protect products they are developing from their competitors; etc. **2.** Answers will vary. Remind students that a code does not have to be complicated or long. It could be a single word whose meaning is a secret to most.

### Reading Skill

Answers will vary. Possible answers include:

**A:** medicine, religion, art, farming, etc.

**B:** the writer wanted to keep the contents secret from the authorities; protect information from enemies; or it may be an elaborate hoax.

### Reading Comprehension

**A: 1.** b (lines 14–15); **2.** a (lines 6–8);  
**3.** b (lines 22–25); **4.** c (lines 1, 9–10)

**B: 1.** F (Wilfred Voynich bought the manuscript in Italy.); **2.** T; **3.** T; **4.** F (Experts don't know who wrote it; some experts think Francis Bacon wrote it.)

### Critical Thinking

Answers will vary. For **2**, possible answers include: the writer may have wanted to keep the information in the manuscript a secret among only those who know the code, or it may have been a test for people to figure out the code, or perhaps it means nothing and was written in code just for fun.

### Vocabulary Comprehension

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

**B:** Answers will vary based on personal opinions.

### Vocabulary Skill

**A: 2.** discovered; **3.** a number of/many; **4.** hoax;  
**5.** full of; **6.** expert  
**B: 1.** hoax; **2.** expert; **3.** full of; **4.** discovered;  
**5.** a number of/many; **6.** mysterious

## CHAPTER 2: Into the Night Sky

### Chapter Summary

**Target Vocabulary:** case, curious, demand, flight, give instructions, passenger, take off, worry

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

**Reading Passage Summary:** This article recounts the mysterious disappearance of D.B. Cooper. In 1971, a man *hijacked* (took over by force) a plane in the United States. He demanded cash and parachutes from the authorities in return for releasing all of the passengers. Then, he asked to be flown to Mexico. On the way there, he jumped from the plane with a parachute and the money, and was never seen again.

**Vocabulary Skill:** Travel

### Answer Key

#### Before You Read

**A:** 1. Answers will vary. 2. Answers will vary. Some famous cases include: the disappearance of Madeleine McCann; the Chicago Tylenol murders; the unsolved case of Jon Benét Ramsey; the murder of Elizabeth Short (*The Black Dahlia*) in 1947, etc.

**Reading Skill A:** b

#### Reading Comprehension

**A:** 1. b (lines 24–25); 2. b (line 19–20);  
3. b (lines 14–18); 4. c (lines 26–27)

#### Vocabulary Skill A:

	ticket	flight	plane	airport
round-trip	✓	✓		
domestic	✓	✓		✓
private		✓	✓	✓
commercial		✓	✓	✓
non-refundable	✓			
direct		✓		
passenger	✓	✓	✓	✓
international		✓		✓

**B:** 1. direct flight; 2. private plane; 3. international;  
4. round-trip ticket; 5. non-refundable ticket;  
6. domestic flight; 7. passenger plane;  
8. domestic airport

#### Real Life Skill

**A:** 1. curious; 2. dead; 3. rate; 4. serious;  
5. notice; 6. kids

**B:** 1. F (Cooper bought a plane ticket.); 2. F (He demanded parachutes (and money) from the police.); 3. F (The police don't know what Cooper's real name is.)

**Critical Thinking:** Answers will vary.

#### Vocabulary Comprehension

**A:** 1. crew/flight (*The crew is alive./A flight is an event.*);  
2. do; 3. passenger; 4. tell a secret;  
5. watch; 6. happy; 7. solution; 8. normal  
**B:** 1. gave instructions; 2. flight; 3. cases;  
4. passengers

**B:** 1. 2; 2. 2; 3. 1; 4. 1; 5. 2; 6. 1

#### What Do You Think?

1. Answers will vary. Students may discuss: UFOs; ghosts; Stonehenge; the Pyramids of Egypt; crop circles; the Bermuda Triangle, etc.  
2. Answers will vary based on personal experience.

UNIT  
**12 True Life Stories**

**Getting Ready**

**Answer Key**

1. Answers will vary, but should include: newspapers, Internet, word-of-mouth, television, radio, etc. 2. Answers will vary. Expect students

to mention a particular news reader or journalist. For the second part, point out the difference between trusting a source and finding it useful.

**CHAPTER 1: Face to Face with a Chupacabra**

**Chapter Summary**

**Target Vocabulary:** believe, find out, nightmare, noise, real, run away, scream, stand up

**Reading Skill:** Understanding the Order of Events

**Reading Passage Summary:** In this interview, Maria Theresa Perez tells a reporter about the night she thought she saw a chupacabra, which attacked her chickens.

**Vocabulary Skill:** Ways of Saying Things

**Answer Key**

**Before You Read**

**A:** 1. a (A vampire is supposed to be a blood-sucking creature.); 2. A chupacabra is a *mythical* (not proven to be real) kind of vampire that attacks animals, particularly goats.

**Reading Skill**

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

**Reading Comprehension**

**A:** 1. c (lines 1–2); 2. b (line 15); 3. b (lines 18, 24); 4. a (line 24)

**B:** 1. T; 2. F (The chupacabra was in the yard.); 3. F (The chupacabra drank the chicken blood.)

**Critical Thinking**

1. Answers will vary but it is probably a myth. Depending on culture and country, though, some students may believe. Students should give reasons for their answers. 2. Answers will vary. Many countries have vampire stories.

**Vocabulary Comprehension**

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

**B:** Answers will vary.

**Vocabulary Skill**

**A:** **loud sounds:** screamed, calls, yells, shouts;  
**soft/quiet sounds:** whispered, sighs

## CHAPTER 2: Alive to Tell His Tale

### Chapter Summary

**Target Vocabulary:** accident, celebrate, elevator, rescue, survive, terrifying, tools, trap

**Reading Skill:** Making and Checking Predictions

**Reading Passage Summary:** This article describes the events of the Chilean mine rescue in 2010, when 33 men were trapped in a mine in Chile. They survived underground for 69 days before being rescued.

**Vocabulary Skill:** The Suffix *-ful*

### Answer Key

#### Before You Read

**A:** 1. b; 2. Answers will vary. Possible answers include: There were many men trapped underground. The men survived and were able to tell their story.

#### Reading Skill

**A:** 1. The men were trapped in the mine, 700 meters underground; 2. They worked underground in a gold and copper mine. / There was an accident that trapped them there; 3. Answers will vary. Students should predict, based on the title and the photos, that the men were rescued.

**B:** 1. Answers will vary. 2. The men sent notes up once the rescue workers made a big enough hole in the mine; 3. Answers will vary. Students should predict that the rescue workers were able to get all of the men out safely.

**C:** Answers will vary. For 2, students should predict that the men will get out alive.

#### Reading Comprehension

**A:** 1. b (lines 1–4); 2. c (lines 9–12); 3. a (lines 22–23); 4. c (line 27)

**B:** a. 1; b. 7; c. 4; d. 3; e. 5; f. 2; g. 6;  
Students should then retell the story to a partner.

#### Critical Thinking

Answers will vary. Possible answers include:

1. not having enough food to eat; being underground for almost ten weeks; worrying that they might die; etc.
2. They probably hugged their families; took a bath; and had a long sleep.

#### Vocabulary Comprehension

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

**B:** 2. accident; 3. elevator; 4. celebrate

#### Vocabulary Skill

**A:** 2. helpful; 3. youthful; 4. joyful; 5. painful; 6. playful

**B:** 1. painful; 2. colorful; 3. helpful; 4. youthful

#### Real Life Skill

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

**B:** *Angela's Ashes:* 5, 6;

*The Diary of a Young Girl:* 5, 6;

*The Da Vinci Code:* 4, 1;

*Twilight:* 1, 2;

*Life of Pi:* 6

#### What Do You Think?

Answers will vary based on personal opinions and experiences.

## Fluency Strategy: PRO (Preview, Read, Organize)

PRO is a three-step strategy for building reading fluency and increasing comprehension. In the first step, *Preview*, readers look at the title, any pictures, and words written in italics to survey the passage. Based on these elements, students should make predictions about the content of the passage. Then, students *Read* the passage and check their predictions with the actual contents of the passage. In the third step, *Organize*, readers use graphic organizers, such as word webs, to organize information from the passage, and to help clarify meaning.

**Note:** Fluency is the ability to use a language easily, without hesitations or making many mistakes.

## FLUENCY READING: *Can the Internet be bad for you?*

### Answer Key

**Preview:** 1–2. Answers will vary. 3. Internet addiction

**Read:** Students read and check their predictions.

**Organize A:** Answers may vary. Possible answers include: **good:** pay bills; buy clothes; read news; **special software to help:** stop using the Internet as an escape, focus on real life; **Internet addiction:** stop spending time with friends and family

**B:** Answers will vary

### Reading Comprehension

1. c (entire passage); 2. c (entire passage); 3. b (lines 9–11); 4. b (lines 22–25); 5. a (lines 18–20)

## SELF CHECK: *PRO Strategy*

Individual students will have different responses. The questions are intended to encourage reflection on the reading process.

## REVIEW READING 1: *Lifelong Learning*

### Answer Key

### Reading Comprehension

1. c (lines 3–4, and entire passage); 2. b (lines 10–12); 3. d (line 13); 4. c (lines 16–18); 5. b (lines 1–5)

## REVIEW READING 2: *Earning Power*

### Answer Key

### Reading Comprehension

1. d (lines 1–2); 2. b (lines 3–4, 6–8, and 14–15); 3. b (lines 5–8); 4. a (\$159,000); 5. b (entire passage)

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

In the *Survey* part of the strategy, students activate prior knowledge by skimming features of the text, such as title, headings, first sentences of sections, and specially-formulated words. They also take note of the pictures and captions. Based on the survey, students should create two or three *Questions* which provide a reason for reading. After *Reading*, students *Review* their questions and, finally, *Recite* or discuss important things they have learned from the reading passage.

**Sample Questions for Fluency Reading: *Special Guests***

Why do people take their pets on holiday? What can pets do at the special hotels? How much does it cost?

**FLUENCY READING: *Special Guests***

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**Answer Key**

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**Review**

A: 1–3. Answers will vary. Make sure students refer back to their original questions.

B: 1. b (lines 6–8); 2. d (entire passage); 3. c (lines 9–10); 4. a (lines 15–17); 5. b (lines 27–29)

**SELF CHECK: *SQ3R Strategy***

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**Personal Responses to Reading Strategy**

Individual students will have different responses to the questions. 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: *World Cup Blog***

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**Answer Key**

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**Reading Comprehension**

1. a (lines 2–4); 2. b (lines 10–12); 3. a (line 9); 4. c (lines 17–20); 5. b (lines 9–20)

**REVIEW READING 4: *Tony Wheeler of Lonely Planet***

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**Answer Key**

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**Reading Comprehension**

1. b (entire passage, lines 11–14); 2. d (lines 8–9); 3. c (lines 11–13); 4. c (lines 15–17); 5. a (entire passage, lines 18–21)

**Dealing with Unknown Words**

Here, students identify unknown words by underlining 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.

**A–B:** Underlined words will vary.

**C:** b

**D:** Underlined words will vary.

**FLUENCY READING: *Help Me Train My Pet***

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**Answer Key**

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**Reading Comprehension**

1. d (the whole first letter, lines 7–8); 2. b (line 6 of the second letter); 3. b (lines 6–7 of the second letter); 4. c (lines 9–10 of the second letter); 5. b (lines 12–15 of second letter)

**SELF CHECK: *Dealing with Unknown Words***

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**Personal Responses to Reading Strategy**

Individual students will have different responses to the questions. The questions are intended to encourage reflection on the reading process in general, and on how to deal with unknown words in particular.

**REVIEW READING 5: *Running the Distance***

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**Answer Key**

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**Reading Comprehension**

1. b (lines 6–8); 2. a (lines 11–14); 3. c (lines 22–25); 4. b (lines 22–23); 5. a (lines 26–27)

**REVIEW READING 6: *At the Movies: Bollywood***

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**Answer Key**

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**Reading Comprehension**

1. c (lines 4–5); 2. c (lines 12–14); 3. b (entire passage); 4. c (lines 17–19); 5. a (lines 22–23)



**Reading ACTIVELY**

Expect students to *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: *Style Rookie***

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**Answer Key**

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**Reading Comprehension**

1. c (lines 1–6); 2. c (lines 1–6); 3. b (lines 13–16); 4. c (line 19); 5. d (entire passage)

**Activate Prior Knowledge**

**A:** a young fashionable person

**B:** The article is about a young fashion blogger. *Rookie* refers to one who is young or new at something.

**Cultivate Vocabulary:** Answers will vary.

**Think About Meaning:** a young blogger; The writer admires her/thinks she's cool; Answers will vary.

**SELF CHECK: *Review of Reading Skills in Book Intro***

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**Personal Responses to Reading Strategy**

Individual students will have different responses. The questions encourage reflection on the reading skills and strategies presented in the Intro book, and to think about whether or not they find them useful.

**REVIEW READING 7: *Celebrity Chef Anthony Bourdain***

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**Answer Key**

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**Reading Comprehension**

1. d (lines 1–8); 2. b (lines 7–12); 3. b (entire passage); 4. c (lines 13–15); 5. d (lines 19–20)

**REVIEW READING 8: *Just a Dream?***

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**Answer Key**

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**Reading Comprehension**

1. b (lines 14–25); 2. c (lines 3–7); 3. c (lines 1 and 8); 4. c (lines 9–10); 5. c (lines 20–25)

# TEACHER'S GUIDE

THIRD EDITION

# ACTIVE

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### ACTIVE Reading

**A** = Activate Prior Knowledge

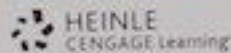
**C** = Cultivate Vocabulary

**T** = Think About Meaning

**I** = Increase Reading Fluency

**V** = Verify Strategies

**E** = Evaluate Progress



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