

**Instructor's Manual**  
**Books 3 and 4**

**Weaving It Together**  
**Connecting Reading and Writing**  
**Third Edition**

*Teaching Hints and Answer Key*  
*Writing Handbook*

Milada Broukal • John Chapman • Patricia Brenner



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

**Weaving It Together: Connecting  
Reading and Writing, Instructor's Manual,  
Books 3 and 4, Third Edition**  
Milada Broukal, John Chapman, and  
Patricia Brenner

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# To the Teacher

## Organization of the Student Book

***Weaving It Together, Book 3***, has eight units. Each unit is divided into two chapters related to the unit theme. ***Weaving It Together, Book 4***, has nine chapters. Each chapter has two readings related to a single chapter theme. The themes have been carefully selected to appeal to a wide range of interests and to promote discussion and comparison of different cultures.

The sequence of activities in each chapter follows this pattern:

- What Do You Think? activity
- Pre-reading and predicting activities
- Reading
- Vocabulary activities
- Comprehension activities
- Discussion and critical thinking questions
- Writing skills
- Writing practice activities

Each step in the sequence is important to the final goal of enabling students to produce excellent written English. All skills of reading, writing, generating ideas, and developing vocabulary are integrated throughout each chapter with the aim of achieving this goal.

## Grading of Written Work

The criteria you choose for grading your students' written work will vary according to the aims in your course description. In general, your students can be expected to hand in at least one preliminary draft of their work before handing in their final draft. The process of re-writing and editing written work is

consistently emphasized in this series. The editing tips at the end of each section will help students become effective editors of their own and each other's work. It is also important to value original and thoughtful writing as well as the amount of effort invested in the work.

Here are some suggestions for correcting students' written work:

- Use written correction symbols so that students have to find their own mistakes (see page 13 for examples).
- Make clear your criteria for grading written work. You may want to use the same criteria each time, or you may prefer to focus on specific points. You might focus on paragraph formatting for the first assignment, for example, and then gradually add other criteria such as grammar, vocabulary, and content. See page 12 for possible writing rubrics, which may be adapted for your class.
- Have students work in pairs to check their essays before handing them in. Peer editing is a great way to help students learn to become more independent. Encourage students to use the editing checklist at the end of each chapter in the student book when correcting each other's work.
- Remember that a page covered in corrections is going to be very discouraging for your students. If one mistake recurs frequently in an essay, correct it just once and ask the student to find other examples of the mistake by himself or herself.
- Remember to use a balance of both praise and criticism in your comments!

## Journals

Journals provide an effective way of increasing the value of class time, as they encourage learning outside of class. Students can experiment with new language they have recently learned or read, prepare their thoughts about a topic before discussing it in class, or respond in a personal way to the topics that are discussed in class. Journals are especially effective with shy or quiet students, who may not feel comfortable speaking out in class. They are also an excellent way for you to get direct feedback from students as to how well they have understood a lesson and what their feelings are about the topics under discussion. Journals allow teachers to communicate directly with individual students on a regular basis.

There is no doubt that the use of journals creates extra work for the teacher! Be realistic about how much time you can spend on reading and responding to your students' journal writing. However, the more enthusiastic you are about journals, the better your students will respond, and you may find yourself learning a great deal that will ultimately help you to understand your students better and aid you in your classroom teaching. Suggestions for journal writing tasks are given throughout this manual.

Following are some suggestions for using journals in your class:

- Use journals for freewriting. Do not correct spelling, grammar, or other errors.
- Respond with brief, supportive comments that show you appreciate the writer's feelings as an individual or engage in dialog with the student by asking questions about what has been written.
- Provide a model journal entry to show students the length and the type of writing you expect to see.
- State your criteria for grading journals at the beginning of the semester. You may find it sufficient if students complete the required number of journal entries, or you may want to grade effort or relevance to course material. It is important that these criteria be clear to your students before they begin journal writing.
- Set a fixed number of journal entries and a fixed number of times for journals to be handed in over the course of the semester.

## Internet Activity

Also at the end of each unit is an Internet activity, which gives students the opportunity to develop their Internet research skills. This activity can be done in a classroom setting with the guidance of the teacher or, if students have Internet access, as a homework task leading to a classroom presentation or discussion. The Internet activities are designed to help students develop a critical approach to information obtained on the Internet. We have not suggested any specific Websites, but this manual provides suggested keywords to be used with a search engine as well as additional activity ideas. Go to [elt.heinle.com/weavingittogether](http://elt.heinle.com/weavingittogether) to find out more about how to do an Internet search.

Note: Remember that not all Websites provide accurate information. Students should be advised to compare a few Websites to help verify data. Be careful to warn students of the dangers of giving up any personal information on Websites or downloading any files from unknown sources.

Each chapter in *Weaving It Together, Book 3*, follows a carefully designed sequence of activities, which guides students through the process of connecting reading to writing. Each chapter takes approximately 2 hours of class time.

## Lesson 1 (60 minutes)

### 1. Unit Photo and Warm-Up (10 minutes)

The unit opens with one or more photos reflecting the theme of the unit. Use the photos to ask questions related to the general theme and to gather ideas to be used later in the two chapters. The unit opener also contains the What Do You Think? activity which is meant to tap background knowledge and generate interest in the topic of the readings in the unit. Have students complete the What Do You Think? activity individually. When they have finished, match students with a partner and have them compare answers and agree on one answer for each item. The teaching hints for each chapter give additional information related to the chapter theme and creative ways of introducing the theme, thereby activating the visual, audio, and kinesthetic learning styles of students.

### 2. Chapter Photo, Pre-Reading Questions (5 minutes)

Use the chapter photo to elicit more focused discussion on the topic of the reading. Use the pre-reading questions

to introduce the specific theme of the chapter. Activating students' background knowledge of the topic will make the readings easier to understand.

### 3. Predicting (5 minutes)

This activity helps students focus more closely on the material they will encounter in the reading. The aim of the predicting activity is not to find the correct answers (though they may check the answers after doing the reading), but to develop the skill of anticipating what the text is going to be about by looking at a few key items. The predicting activity in Unit 2, for example, encourages students to guess the meaning of words and compare their guesses with the meanings in the reading; the predicting activity in Unit 4 encourages students to guess what the story is about by looking at a few of the key words.

### 4. Vocabulary and Comprehension Questions (25 minutes)

To encourage rapid and effective reading skills, you may wish to follow this pattern:

- a. Ask students two or three easy comprehension questions that guide them to the main points of the reading. (See the teaching hints for suggested questions.) Set a time limit of about 3 minutes for students to find the answers quickly.
- b. Have students read the Vocabulary in Context questions, work in

pairs to answer them, and then go back to the reading to check their answers. Have students work in pairs to answer the Vocabulary Building questions and then compare their answers as a group. Ask them if they can think of any additional word forms for each of the vocabulary items. Then have students work individually or in pairs to complete the Vocabulary in New Context sentences.

- c. Have students read the general comprehension questions (Looking for the Main Ideas), and set a time limit of 3 minutes for a second reading of the passage. Then give students 10 minutes to write the answers or discuss them in pairs. Have them check the answers by referring back to the passage.
- d. Give students a chance to search for and guess the meaning of any unknown words. Then ask students to answer the detailed comprehension questions (Looking for Details) and the questions in the section Making Inferences and Drawing Conclusions, referring back to the passage for the answers.
- e. Use the teaching hints for additional ideas on using the reading and extending the comprehension activity.

## 5. Discussion (15 minutes)

The discussion questions and critical thinking questions give students a chance to respond to the readings on a personal level by relating the theme to their own concerns and giving their own opinions. The result is a deeper

processing of the material, which will help students remember the vocabulary and the theme and develop ideas to use in their writing later. You may assign students to summarize ideas from the discussion for homework.

## Lesson 2 (45 minutes)

### 1. Review (10 minutes)

Review the vocabulary and themes from the first part of the chapter. Extend the vocabulary to include words and phrases related to students' own cultural context, if appropriate. Encourage students to keep a systematic record of new vocabulary in a notebook or on cards, adding definitions and example sentences to help them remember. To provide an opportunity for peer teaching, match students with a partner and have them compare their vocabulary notes and suggest additional examples.

### 2. Writing Skills (15 minutes)

Present the new grammar or organizational writing point to be practiced in this lesson. Set a time limit for students to complete the guided writing exercises. Allow plenty of time so that all students are able to complete the task. Encourage students to read each other's work and offer comments. Call on students to write their sentences on the board and invite constructive criticism from the rest of the class.

### 3. Writing Practice (20 minutes)

Get students started on their essay by having them choose a title and

brainstorm ideas. Those who work fast can start writing; those who need more time to develop ideas may discuss in pairs or groups. (Note: Essays are assigned starting in Chapter 5 of Book 3.)

## Lesson 3 (90 minutes) Weaving It Together

This page is composed of a Timed Writing activity, an Internet activity, and an opportunity to complete the What Do You Think Now? activity after having gathered the information from the readings. These activities provide an opportunity for further practice and are optional.

### 1. Timed Writing (50 minutes)

At the end of each unit, you will find a Timed Writing activity. It is optional and may be used at different stages of the unit, as appropriate. Review the organizing principles introduced in the Writing Skills section. Have students choose a topic that they have not written about in the Writing Practice activity. Ask students to take 5 minutes to brainstorm ideas that they would like to address in their essay. Set a time limit for students to write their essay.

### 2. Internet Activity (30 minutes)

At the end of each unit, you will find an Internet activity. One of the aims of Internet activities is to provide students with an opportunity to develop the skills needed for independent study. These tasks, therefore, are designed for students to complete on their own time, bringing the results of their research to class for discussion or using the information in their writing. Encourage

students to share tips and advice on how to search for and to be critical of the information they obtain. Advise students to use a search engine such as **www.google.com** or **www.yahoo.com**. Suggestions for alternative keywords are given in the teaching hints. *Note:* Be careful to warn students of the dangers of giving up any personal information on Websites or downloading any files from unknown sources.

### 3. What Do You Think Now? Activity (10 minutes)

At the end of each unit, you will find a What Do You Think Now? activity. This activity provides an opportunity for final discussion of the topic and the readings covered. Have students complete the activity individually without referring to the readings. Match students with a partner and have them compare their answers and identify one item of information that they strongly agree or disagree with. Do a class check. Elicit opinions from student pairs and write them on the board. Choose one or two of the most prevalent opinions and have a class discussion.

### Journal (optional)

The journal can be used in a variety of ways—as a personal record the student uses for brainstorming ideas; as a dialog between the teacher and the student; or as a class journal in which each member of the class takes a turn writing his or her opinions and ideas. However you decide to use the journal, you will find many suggestions for journal writing topics in the teaching hints.



Each chapter in *Weaving It Together, Book 4*, follows a carefully designed sequence of activities, which guides students through the process of connecting reading to writing. Each chapter has two readings on a related theme. The whole chapter takes approximately 3 hours of class time.

## Reading 1 (45 minutes)

### 1. Chapter photo and What Do You Think? activity (5 minutes)

Use the chapter photo and pre-reading questions to introduce the theme of the first reading. Activating students' background knowledge of the topic will make the readings easier to understand.

### 2. Pre-Reading activity (10 minutes)

The pre-reading activity helps students focus on the general theme of the chapter. In Chapter 1, for example, the activity is about other famous artists. In Chapter 2, the activity focuses on general knowledge about English spelling.

### 3. Vocabulary and comprehension questions (15 minutes)

To encourage rapid and effective reading skills, you may wish to follow this pattern:

- a. Ask students two or three easy comprehension questions that

guide them to the main points of the reading. (See the teaching hints for suggested focus questions.) Set a time limit of about 3 minutes for students to find the answers quickly.

- b. Have students read the Vocabulary in Context questions, work in pairs to answer them, and then go back to the reading to check their answers.
- c. Have students work in pairs to answer the Vocabulary Building questions and compare their answers as a group. Then have students work individually to write sentences for the Vocabulary in New Context activity. Match students with a partner for peer editing. Then elicit example sentences from pairs.
- d. Have students read the general comprehension questions (Looking for the Main Ideas) and set a time limit of 3 minutes for a second reading of the passage. Then give students 10 minutes to write the answers or discuss them in pairs. Have them check the answers by referring back to the passage.
- e. Give students a chance to search for and guess the meaning of any unknown words. Then ask students to answer the detailed comprehension questions (Skimming and Scanning for Details) and the questions in the section Making Inferences and Drawing Conclusions, referring back to the passage for the answers.

- f. Use the teaching hints for additional ideas on using the reading and extending the comprehension activity.

#### 4. Discussion and critical thinking questions (15 minutes)

The discussion and critical thinking questions give students a chance to respond to the readings on a personal level by relating the theme to their concerns and giving their own opinions. The result is a deeper processing of the material, which will help students remember the vocabulary and the theme and develop ideas to use in their writing later. You may ask students to summarize ideas from the discussions for homework.

### Reading 2 (90 minutes)

#### 1. Review (5 minutes)

Review the vocabulary and themes from the previous reading. Extend the vocabulary to include words and phrases related to students' own cultural context, if appropriate. Encourage students to keep a systematic record of new vocabulary in a notebook or on cards, adding definitions and example sentences to help them remember. To provide an opportunity for peer teaching, match students with a partner and have them compare their vocabulary notes and suggest additional examples.

#### 2. Vocabulary and comprehension questions (15 minutes)

Follow the same procedure as for Reading 1.

#### 3. Writing (20 minutes or homework, optional)

This section emphasizes writing summaries, paraphrasing, and doing research. Familiarize students with the tips on summarizing and paraphrasing at the end of the book. This section is optional, but the research section may help students with writing their essays later in the chapter.

#### 4. Student essay, follow-up, and exercises (30 minutes)

Use the student essay and follow-up questions to introduce the essay type for the chapter. This section gives students an overview of the essay type and provides language practice specific to this type of essay.

#### 5. Writing practice (20 minutes)

Get students started on their essay by having them choose a title and brainstorm ideas. Those who work fast can start writing; those who need more time to develop ideas may discuss in pairs or groups.

### Lesson 3 (90 minutes)

#### Weaving It Together

This page is composed of a Timed Writing activity, an Internet activity, and an opportunity to complete the What Do You Think Now? activity after having gathered the information from the readings. These activities provide an optional opportunity for further practice and offer students the chance to consolidate skills practiced in the unit.

### 1. Timed writing (50 minutes)

At the end of each unit, you will find a Timed Writing activity. It is optional and may be used at different stages of the unit, as appropriate. Review the organizing principles introduced in the Writing Skills section. Have students choose a topic that they have not written about in the Writing Practice activity. Ask students to take 5 minutes to brainstorm ideas that they would like to address in their essay. Set a time limit for students to write their essay.

### 2. Internet activity (30 minutes)

At the end of each unit, you will find an Internet activity. One of the aims of Internet activities is to provide students with an opportunity to develop the skills needed for independent study. These tasks, therefore, are designed for students to complete on their own time, bringing the results of their research to class for discussion or using the information in their writing. Encourage students to share tips and advice on how to search for and to be critical of the information they obtain. Advise students to use a search engine such as **www.google.com** or **www.yahoo.com**. Suggestions for alternative keywords are given in the teaching hints. *Note:* Be careful to warn students of the dangers of giving up any personal information

on Websites or downloading any files from unknown sources.

### 3. What Do You Think Now? activity (10 minutes)

At the end of each unit, you will find a What Do You Think Now? activity. This activity provides an opportunity for final discussion of the topic and the readings covered. Have students complete the activity individually without referring to the readings. Match students with a partner and have them compare their answers and identify one item of information that they strongly agree or disagree with. Do a class check. Elicit opinions from student pairs and write them on the board. Choose one or two of the most prevalent opinions and have a class discussion.

## Journal Homework (Optional)

The journal can be used in a variety of ways—as a personal record the student uses for brainstorming ideas; as a dialog between the teacher and the student; or as a class journal in which each member of the class takes a turn writing his or her opinions and ideas. However you decide to use the journal, you will find many suggestions for journal writing topics in the teaching hints.

# Sample Grading Rubric for Written Work

The following rubric may be adapted to the needs of your class. Choose the categories you wish to use for your grading. Assign a grade of 1 to 5 for each item (1 = inadequate; 5 = excellent). To find the average grade, add all the grades together and divide the sum by the total number of items.

## 1. Content

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Clear development of main idea             | 1 | 2 | 3 | 4 | 5 |
| b. Sufficient and relevant supporting details | 1 | 2 | 3 | 4 | 5 |
| c. Original thinking about the topic          | 1 | 2 | 3 | 4 | 5 |

## 2. Organization

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Correct organization of ideas into paragraphs<br>(or within a paragraph) | 1 | 2 | 3 | 4 | 5 |
| b. Logical sequence of ideas  | 1 | 2 | 3 | 4 | 5 |
| c. Main points and supporting details clearly expressed                     | 1 | 2 | 3 | 4 | 5 |

## 3. Vocabulary

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Good range of vocabulary for this level    | 1 | 2 | 3 | 4 | 5 |
| b. Appropriate choice of words for this level | 1 | 2 | 3 | 4 | 5 |

## 4. Language Use

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Correct use of grammar structures for this level                                     | 1 | 2 | 3 | 4 | 5 |
| b. Few major errors (in such areas as subject-verb agreement,<br>word order, and tense) | 1 | 2 | 3 | 4 | 5 |
| c. Correct use of articles, nouns, and prepositions                                     | 1 | 2 | 3 | 4 | 5 |
| d. Correct use of cohesive devices such as pronouns and<br>transition words             | 1 | 2 | 3 | 4 | 5 |

## 5. Mechanics

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Correct spelling and use of punctuation and capitalization   | 1 | 2 | 3 | 4 | 5 |
| b. Correct use of paragraph format  | 1 | 2 | 3 | 4 | 5 |
| c. Good presentation (handwriting is legible; paper is neatly<br>prepared, with title, name, and class) | 1 | 2 | 3 | 4 | 5 |

# Sample Correction Symbols

<b>Symbol</b>	<b>Explanation</b>
<b>cap</b>	Capital letter
<b>lc</b>	Lowercase (word or words incorrectly capitalized)
<b>P</b>	Punctuation incorrect or missing
<b>sp</b>	Spelling mistake
<b>sv</b>	Mistake in agreement of subject and verb
<b>^</b>	Omission (you have left something out)
<b>frag</b>	Sentence fragment (correct by completing sentence)
<b>ro</b>	Run-on sentence (insert period and capital letter or add comma and conjunction)
<b>vt</b>	Incorrect verb tense
<b>vf</b>	Verb incorrectly formed
<b>modal</b>	Incorrect use or formation of modal
<b>cond</b>	Incorrect use or formation of a conditional sentence
<b>ss</b>	Incorrect sentence structure
<b>wo</b>	Incorrect or awkward word order
<b>conn</b>	Incorrect or missing connector
<b>pass</b>	Incorrect formation or use of passive voice
<b>unclear</b>	Unclear message
<b>art</b>	Incorrect or missing article
<b>num</b>	Problem with the singular or plural of a noun
<b>wc</b>	Wrong word choice, including prepositions
<b>wf</b>	Wrong word form
<b>nonidiom</b>	Nonidiomatic (not expressed this way in English)
<b>coh</b>	Coherence; one idea does not lead to the next
<b>pro re</b>	Pronoun reference unclear or incorrect
<b>pro agree</b>	Pronoun agreement unclear or incorrect
<b>¶</b>	Begin a new paragraph here (indent)

# Sample Student Essay with Correction Symbols

○	My Friends
<b>vt</b>	I am very lucky to <u>meet</u> many kinds of people in my youthful days. Some
<b>WC</b>	of them only say hi and <u>fleet</u> away. Some of them leave strong impressions on
	my mind but soon wave goodbye. However, others stay and become closer and
	closer to me as time goes by. Those who choose to stay in my life give me not
	only their friendship but also chances to know myself better; that is, I discover
	varied aspects of my character through the types of my friends. My friends,
<b>ss</b>	<u>according to their personalities, can be divided into four basic categories:</u> the
	romantics, the critics, the philosophers, and the nurturers.
	The romantics are mostly my best friends because we share many
	common interests and possess similar qualities. We are spirited in temper
<b>ro</b>	and erratic by nature. <u>We are also incurably sentimental, and unrealistic,</u> the <b>p</b>
○	<u>most important thing among us</u> is to discuss literary works and write
	poems. We skip classes sometimes just because we are not in the right
	mood to stay in the classroom and want to go somewhere else. We
	understand each other so well that most of the time, by merely a glance, we
	immediately catch what the others weep for or laugh at. Being perfectly
	matched, we are always envied by other classmates.
	The critics are those I can only admire but rarely have intimate
	contact with. We meet mostly in classrooms, club meetings and group
	discussions. We have almost nothing in common. However, the reason why we
	are friends is because I want someone to teach and analyze the real world
	for me, and they happen to need someone to listen to their opinions. In
	class, they are talkative, active and are often the ones who are eager to
	have debate. They focus all their attention <u>to</u> instructors' lectures to the <b>WC</b>
	point of trying to find fault in them. Though I don't quite agree <u>to</u> their <b>WC</b>
	"aggressive" manner, I must admit that they are really somebody. I like to
○	watch them <u>in</u> some distance so as not to be involved in their argument. <b>WC</b>

○		
<b>modal</b>	Also, such a distance <u>could</u> allow me to appreciate with ease their outstanding skills of observing and criticizing.	
<b>lc</b>	The <u>Philosophers</u> are often thought to be strange, because they are unsocial, pensive, and self-indulgent. Yet for me, they are like hidden treasures, waiting for the right time to be explored. We spend most of our time in silence, reading or contemplating. Though it sometimes seems boring to be with them, it is worthwhile. They dare to overturn old concepts and always burst out something intelligent and inspiring. They like to sit <u>behind</u>	<b>wc</b>
<b>cond</b>	the classroom, burying their heads in books or looking out of the window. I <u>would</u> not disturb them; rather, I <u>would stare at them</u> as if they were <u>greek</u>	<b>cap</b>
<b>cond</b>	statues. They are rarely associated with emotions, for they all wear a serious facial expression. However, once something touches their hearts, they <u>would</u> cry louder than anyone. I cherish <u>their</u> boldness of their thoughts and frailty of their feelings.	<b>art</b>
○		
<b>num</b>	If the friendship with the romantics is built upon passion, then with the nurturers it is upon tenderness. The nurturers are soft, kind, considerate, and forbearing. Though with them I can hardly share my fantasies, they are the very <u>persons</u> I would turn to every time I need hearty comfort. When I am sick, they pass me hot water, tissues, and encouraging notes. When they find me distracted in class, they <u>would</u> tap my shoulder to warn me. However, they usually <u>have serious homesick</u> . They manage to go home at least twice a month. When they go back to school, they have to spend <u>few</u> days recovering <u>form</u> sadness. Their family is always their favorite subject. <u>There's</u> no exaggeration that at the moment I know <u>them</u> . I know their moms as well! Possessing both <u>tenderness</u> of a mother and <u>dependence</u> of a child, these nurturers are remarkably cute and attracting.	<b>nonidiom</b>
<b>art</b>		<b>sp</b>
<b>wc</b>		<b>pro re</b>
<b>art</b>		<b>art</b>
<b>pro agree</b>	Each kind of my friends has <u>their</u> own unique <u>personalities</u> . The romantics are sentimental, the critics are <u>argumental</u> , the philosophers are pensive, and the nurturers are tender. Though I am more attached to the romantics and the nurturers, I appreciate and cherish the critics and the philosophers. They together meet my different needs and enrich my life.	<b>num</b>
<b>wf</b>		
○		

# UNIT 1 Symbols

## Chapter

# 1

# Color Me Pink



CD 1  
Track 1

The readings and activities in this unit describe some hidden meanings associated with certain colors and numbers. Some of our beliefs about colors and numbers are thousands of years old. Here are some interesting facts about colors:

- The room where people wait before appearing on TV shows is usually painted green because studies have shown that the color green helps people feel calm and relaxed.
- Yellow is the hardest color for the eye to take in, and babies have been found to cry more in rooms painted yellow.
- Pink has been shown to tranquilize people. Sports teams sometimes paint the locker room used by the opposing team pink so that the team will lose energy.

## Warm-Up

You may start the lesson in one of these ways:

- Have students look at the symbols on the unit opener page. The symbol on the upper left—a rod entwined by a snake with a mortar and pestle and prescription symbol—signifies a pharmacy and medicine. The rod comes from the magic rod of Hermes, the Greek

messenger of the gods. The symbol on the top right represents poison. The symbol on the lower left signifies peace. The one on the lower right signifies the passage of time. The symbols in the middle refer to recycling and e-mail. Have students think of some symbols that are used in their country. Then ask students to define the word *symbol*. (A symbol is something that expresses an idea without using words.)

- Ask students to stand up and form groups according to the main color of the clothing they are wearing that day. Point out different parts of the room where those wearing mostly green, blue, pink, etc., can gather. Ask students to discuss among themselves how the color they are wearing makes them feel. After a few minutes, invite the groups to share their findings with the class.
- Write the following color names on the board: black, white, green, yellow. Ask different students to tell the class about any special significance each color has for people in their culture or for them personally. Compare the meanings each color has for different cultural groups and individuals.



## Reading

Ask students to read the first sentence of each paragraph to get a general understanding of the reading passage. Then ask such questions as the following:

Which paragraph tells us about *colorgenics*? (paragraph 3)

Which paragraphs discuss how colors affect us? (paragraphs 6 and 7)

Then write the following questions on the board and ask students to read the entire passage:

What do the colors we wear communicate to others?

What does the word *colorgenics* mean?

What color is helpful in treating depression? Heart disease?

When students finish reading, discuss the questions with the class. During the discussion, ask students to point out the section of the reading passage that answers each question.

## Journal

Have students write about their favorite color: When did you first discover it was your favorite color? How does it make you feel? How do you make use of that color in your life?

## Predicting, p. 2

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

## Vocabulary

### A. Vocabulary in Context, p. 4

1. ailments 2. soothe 3. stimulating
4. subconsciously 5. coincidence
6. attitude 7. contentment 8. Pace

### B. Vocabulary Building, p. 5

1. a. symbolizes b. symbolically
2. a. emotionally b. emotions
3. a. psychologists b. psychological

### C. Vocabulary in New Context, p. 5

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 6

1. c 2. c 3. a

### B. Looking for Details, p. 6

1. A person who likes to wear pink is warm and understanding.
2. White symbolizes purity in many cultures.
3. Yellow is a symbol of luck in Peru.
4. Red makes us feel stimulated and excited.
5. Blue makes us feel calm.
6. Green is good for heart conditions.
7. The Luscher color test is used to help psychologists treat their patients.

### C. Making Inferences and Drawing Conclusions, p. 7

Answers will vary. Possible answers:

1. A decorator could choose colors that would help people feel calm and happy in their homes.
2. Colors have strong symbolic meanings.
3. The psychologist could find out about

patients' personalities, based on the colors they like and dislike. **4.** We could learn to use color to make ourselves and others happier. **5.** I would use soft

blue in a child's bedroom because it is a calming color and bright yellow in a classroom because it energizes people.

## Writing Skills

### Exercise B 1, p. 11

TOPIC	CONTROLLING IDEA
1. The colors we wear	change our emotions.
2. People who wear orange	like to communicate with others.
3. People who wear red clothes	want to have fun.
4. Shoes	give us lots of information about the person wearing them.
5. Patterns on clothing	give us clues to the mood of the wearer.
6. People who wear yellow	are often creative.
7. Turquoise	is good for people who have decisions to make.
8. People who wear green	often like the outdoors.

### Exercise B 2, p. 12

**1. c 2. a 3. a 4. c**

### Exercise B 3, p. 13

Answers will vary. Possible answers:

- 1.** A person's favorite color reveals something about his or her personality.
- 2.** Colors can have positive effects on health.
- 3.** A color wheel can help you identify your favorite colors and their healing aspects.

# And the Lucky Number Is...

Chapter

# 2



Here are some interesting superstitions:

- Breaking a mirror brings seven years of bad luck.
- If a broken clock suddenly starts working, someone in the house will die.
- If you say goodbye to a friend on a bridge, you will never see that person again.

## Warm-Up

You may start the lesson in one of these ways:

- Ask students to share with the class some superstitions they pay attention to even though they may not really believe in them. For example, they may avoid walking under a ladder even though they don't think it will necessarily bring bad luck. Start off the discussion with superstitions you believe in or pay attention to.
- If there are students from several different cultures in your class, invite them to tell about animal or number superstitions that are found in their part of the world. If possible, compare and contrast superstitions about a particular animal or number across several different cultures.
- Ask each student to write his or her own lucky number on a slip of paper. Then put the numbers in a box and have a class lottery. Choose two or three

winners. (You may wish to give the winners a small prize, such as a candy bar.) Have the winners tell why they consider the number they wrote down to be their lucky number.

## Using the Photo

Discuss the symbols in the photos. (Having a black cat cross your path is unlucky, as is Friday the 13th. Finding a four-leafed clover is lucky, as is a horseshoe hung with the open end up.) Ask students what other animal, plant, or number superstitions they know of.

## Pre-Reading Activity

Ask students what superstitions they have heard of in connection with numbers. List their responses on the board. As students read the passage, ask them to note how many of the superstitions listed on the board are mentioned.

## Journal

Interview older family members and friends about lucky numbers and other superstitions they believe in. Describe the superstitions. Tell how each person came to adopt this particular belief. What proof

or examples does he or she give to support the belief that the superstition is true?

## Culture Cue

Remind students that although they may not believe in a particular superstition, it may have deep significance to a person from another culture. It is important to be sensitive to the feelings of others who have belief systems different from our own.

## Internet Activity

If students are interested, suggest that they research the numbers of a famous person's birth date as well as the numbers of their own birth date.

Suggested keywords:

**numerology**

**lucky numbers**

**number superstitions**

**lucky dates**

Predicting, p. 14

Answers will vary.

## Vocabulary

**A. Vocabulary in Context, p. 16**

**1. a 2. a 3. b 4. b 5. d 6. a 7. d**

**B. Vocabulary Building, p. 17**

**1. a. superstitious b. superstitions**

**2. a. lucky b. luck 3. a. believe**

**b. belief**

**C. Vocabulary in New Context, p. 18**

Answers will vary.

## Reading Comprehension

**A. Looking for the Main Ideas, p. 18**

**1. b 2. a 3. d**

**B. Looking for Details, p. 19**

**1.** A seventh child had special gifts.

**2.** A dream repeated three times will come true. **3.** The seventh year in a

person's life brought great change.

**4.** Three was lucky because it symbolized birth, life, and death. **5.** Five is

considered a holy and lucky number

in Egypt. **6.** Four symbolized unity, endurance, and balance. **7.** One of the earliest written stories about the number 13 appeared in Norwegian mythology.

**8.** The thirteenth day of the month is considered unlucky for new enterprises

or journeys. **9.** They give a room the number 12A or 14 instead of 13.

**C. Making Inferences and Drawing Conclusions, p. 20**

Answers will vary. Possible answers:

**1.** Pythagoras stated that things

happen in sets of three. **2.** A seventh child might be thought of as special

because the number seven was thought to govern the lives of human beings.

**3.** People might not want to stay in a room with the number 13 assigned

to it. **4.** Belief in the power of numbers has persisted in spite of the advances

made by science and technology.

**5.** People believe in superstitions

because they are a way of making the world feel safer and more controllable.

## Writing Skills

### Exercise B 1, p. 24

The thesis statements are items 1, 4, 6.

### Exercise B 2, p. 25

The details are items 2, 3, 5.

## Writing Model: Essay

Thesis statement: last sentence in paragraph 1

Paragraph 2 topic sentence: first sentence in paragraph

Paragraph 3 topic sentence: first sentence in paragraph

## Writing Practice, p. 26

Answers will vary. Possible answers:

### I. Introduction

Thesis statement: **1.** Two of the most popular superstitions are concerned with the evil eye and throwing water.

### II. Body

**A.** Topic sentence: **2.** People believe that they must protect themselves . . .

**1.** Support: **3.** second sentence in paragraph

**2.** Support: **4.** third sentence in paragraph

**3.** Support: **5.** fourth sentence in paragraph

**B.** Topic sentence: **6.** Another popular superstition . . .

**1.** Support: **7.** second sentence in paragraph

**2.** Support: **8.** fourth sentence in paragraph

**3.** Support: **9.** fifth sentence in paragraph

### III. Conclusion

**A.** Concluding sentence: **10.** In conclusion, certain superstitions have become rituals . . .

## Weaving It Together

## What Do You Think Now?

p. 28

**1.** yellow **2.** do not have **3.** isn't **4.** isn't  
**5.** four

## UNIT 2 Customs

### Chapter

# 3 Thanksgiving— Hawaiian Style



CD 1  
Track 3

The readings and activities in Chapter 3 focus on some interesting holiday and festival customs in Hawaii and China. Chapter 4 presents information about some other holidays and describes a frog-jumping contest that has become a California tradition. Here are some interesting facts about customs around the world:

- As part of the New Year celebration in Ecuador, families burn a toy figure outside their house. The destruction of the toy figure represents getting rid of anything bad that happened during the previous year.
- In Denmark, people save old dishes all year long and throw them at their friends' houses on New Year's Eve. Many broken dishes show that a family has a lot of friends.

### Warm-Up

You may start the lesson in one of these ways:

- Have students describe the clothing of the woman in the photo on page 30. Ask them what they think of dressing in

traditional clothes. Ask them to draw or describe clothes from their own cultures and traditions.

- Ask each student to name her or his favorite holiday food. Group the students according to their choices. Have the groups discuss the different ways this food can be prepared and present their results to the class.
- Have students make a list of facts they know about Hawaii. Compare lists and see if there are contradictions. Then have students write three questions about things they would like to know about Hawaii. If no one in the class can answer these questions, assign them as a homework task.

### Reading

To help students get a general idea of the information in the reading passage, ask them to read the first sentence in each paragraph. Then ask the following questions:

Which paragraphs describe holiday celebrations in U.S. states other than Hawaii? (**paragraphs 1 and 2**)

Which paragraphs describe the preparation of Thanksgiving food in Hawaii? (paragraphs 4, 5, 6, 7, 8, and 9)

## Extension Activity

More advanced students may benefit from doing a summarizing activity. Ask them to take notes as they listen to the audio or reread the text. Then have them present an oral summary to the class.

## Journal

Write about a recent holiday celebration with your family. Name the holiday, explain its significance, and describe what you did, what you wore, and what you ate. Tell whether you enjoyed it or not.

## Predicting, p. 30

1. feast 2. colorful shirts 3. rings of flowers 4. earth oven

## Vocabulary

### A. Vocabulary in Context, p. 32

1. piled up 2. pasted 3. trace  
4. patted down 5. line 6. emerge  
7. shovel 8. Bundles

### B. Vocabulary Building, p. 33

1. a. celebrate b. celebration  
2. a. Traditional b. tradition  
3. a. carefully b. careful

### C. Vocabulary in New Context, p. 33

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 34

1. b 2. c 3. d

### B. Looking for Details, p. 34

1. luau 2. imu 3. collect stones  
4. line the hole with stones 5. several rocks are put inside the turkey or pig  
6. pieces of the banana plant, ti leaves, bundles of food 7. ti leaves, wet sacks, a canvas covering 8. Three to four

### C. Making Inferences and Drawing

#### Conclusions, p. 35

Answers will vary. Possible answers:

1. The people in different parts of the United States have different ethnic backgrounds. 2. It is an island. It is the only state in the United States that was once an independent nation with its own language and culture. 3. Holidays are a time when people honor their historical roots. 4. Both parents and children get involved. 5. The dirt holds in the heat while the food cooks.

## Writing Skills

### Exercise C 1, p. 38

Paragraph 5: before

Paragraph 6: first, then, finally, then, then

Paragraph 7: before, finally

Paragraph 8: then

Paragraph 9: later, then

### Exercise C 2, p. 38

Introduction 1: 3, 2, 4, 1

Introduction 2: 1, 3, 4, 2, 5

**Introduction 3:** 2, 1, 5, 3, 4

**Introduction 4:** 3, 1, 4, 5, 2

## Writing Model: Essay, p. 39

Thesis statement: last sentence in paragraph 1

**Paragraph 2** topic sentence: first sentence in paragraph

**Paragraph 3** topic sentence: first sentence in paragraph

**Paragraph 4** topic sentence: first sentence in paragraph

**Paragraph 5** topic sentence: first sentence in paragraph



# Hop to It!

## Chapter

# 4



CD 1  
Track 4

Here are some interesting facts about Mark Twain (1835–1910) and his story “The Celebrated Jumping Frog of Calaveras County.”

- Mark Twain grew up in Hannibal, Missouri. His real name was Samuel Langhorne Clemens; the name Mark Twain came from the words used by riverboat captains as they measured the depth of the river bottom. At various times in his life, he worked as a printer, a writer, and a riverboat pilot. He traveled widely and wrote about what he saw, usually in a humorous way.
- Twain’s story “The Celebrated Jumping Frog of Calaveras County” made him famous. It was first published in 1865, when Twain was a struggling journalist in California, and it inspired a contest that is still held today. The Calaveras County Fair and Jumping Frog Contest is held the third weekend of each year at the Calaveras County Fairgrounds, better known as Frogtown.

## Warm-Up

You may start the lesson in one of these ways:

- Ask students to share experiences they have had in trying to train pets. Invite

them to tell what they wanted to teach the animals to do and how successful they were.

- Bring to class photos of animal competitions, such as a horse race, a dressage competition, and a dog obedience show. Divide the class into groups and give each group a picture to discuss. Have one person from each group show the picture to the rest of the class and summarize the group’s discussion.
- Bring in photos of different animals—lions, elephants, horses, dogs, goats, cats, monkeys, parrots, fish—and discuss whether or not each animal can easily be trained to help humans.

## Reading

To help students get a general idea of the information in the reading passage, ask them to read the first and the last paragraphs. Then ask the following questions:

How old is this frog-jumping contest?

How many people attended it the first year?

How many people attend it now?

What activities have been added over the years?

Play the audio or read the passage aloud to help students find the answers to these questions.

## Additional Discussion Questions

Why do you think humans are so interested in training animals?

Do you think animals understand what they are doing when they perform tricks?

Do you think it is cruel to train animals for human entertainment?

## Journal

For a week, note in your journal all of the animals you encounter in the street or on television or at the movies. Describe each animal, tell where you saw it, and report what it was doing.

## Culture Cue

Some people believe that it is cruel for humans to train animals. Some cultures have taboos about touching certain types of animals or keeping them as pets.

## Internet Activity

You might suggest that students compare customs relating to a specific event in various societies. For example, how are marriage customs different in different countries? Suggested keywords: the name of the custom (for example, *marriage customs*) followed by the name of a country (for example, *India*)

## Predicting, p. 41

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 43

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

### B. Vocabulary Building, p. 45

1. a. competitors b. competitive  
2. a. entry b. entrants 3. a. predict  
b. predictable

### C. Vocabulary in New Context, p. 45

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 45

1. c 2. a 3. d

### B. Looking for Details, p. 46

1. The idea for the Jumping Frog Contest came from a short story by Mark Twain. 2. The contest takes place each year. 3. Approximately 50,000 people attend the contest. 4. The entry fee includes the cost of renting a frog. 5. People can rent a frog. 6. The “jockey” tries to make the frog jump. 7. The frog must make three jumps. 8. The frogs lift weights, eat centipede soup, and do high dives.

### C. Making Inferences and Drawing Conclusions, p. 47

Answers will vary. Possible answers:

1. People enjoy simple, uncomplicated ways of having fun. 2. The sponsors make their money from the food, rides,

and other attractions. **3.** The “jockey” wants his or her frog to move ahead, not backwards. **4.** Frogs can’t really be trained. **5.** They enjoy the contest whether or not they win.

## Writing Skills

### Exercise B, p. 49

Possible answers:

**Conclusion 2:** In summary, Japan’s elaborate rules for table manners have a long tradition.

**Conclusion 3:** In summary, birthday celebrations, though different around the world, have the same purpose: to symbolically celebrate a person’s life.

## Weaving It Together

### What Do You Think Now?

p. 52

**1.** is **2.** isn’t **3.** celebrate **4.** 50,000 **5.** can

# UNIT 3 Mind and Body

## Chapter

# 5

# Personality Revealed



CD 1  
Track 5

The readings and follow-up activities in this unit focus on the interconnections among body, mind, and personality. Chapter 5 suggests how a person's physical form may reveal personality characteristics. Chapter 6 looks at how pets affect our mental and physical health. Here are some interesting facts about phrenology, the study of bumps on the head:

- Although phrenology is not regarded as a science, it provided an important first step toward modern medical research into how different areas within the brain function.
- During the nineteenth century, some people studied phrenology in an attempt to find compatible marriage partners.

## Warm-Up

You may start the lesson in one of these ways:

- Ask students to describe what the person in the photo on page 53 is doing. Invite anyone who knows to explain what tai chi is. (The person practices a set of slow

physical movements that look like ballet while concentrating the mind deeply on the process. Regular practice of tai chi is said to boost the immune system, decrease anxiety and depression, and reduce asthma and allergy problems.)

- Bring in photos of different film stars or personalities. Number them and put them up on the walls of your classroom. Have students walk around and identify each numbered photo a personality trait. Then compare results on the board.

## Reading

Before the first reading, write the words *physiognomy* and *phrenology* on the board. Divide the class into two groups. Ask one group to read the second paragraph about physiognomy and the other to read the fourth paragraph about phrenology. Then call on students from the two groups to explain what the terms mean. Make notes on the board. Then read and discuss the comprehension questions on page 58 and have students read the text on their own, looking for the answers.

## Pronunciation

Play the audio or read the passage aloud so that students can hear the pronunciation of any difficult vocabulary. You may wish to have students raise their hand whenever they hear a difficult word so that you can pause the audio and practice the word together.

## Journal

Choose a picture of a person from a newspaper or magazine, and write a short description of the person's personality, based on her or his appearance.

## Culture Cue

Be careful to avoid referring to the facial characteristics of students in your class or generalizing about appearance based on ethnicity.

## Predicting, p. 54

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

## Vocabulary

### A. Vocabulary in Context p. 56

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

### B. Vocabulary Building, p. 57

1. **a.** decisive **b.** decisions  
2. **a.** courageous **b.** courage  
3. **a.** science **b.** scientific

### C. Vocabulary in New Context, p. 58

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 58

1. c 2. d 3. a

### B. Looking for Details, p. 58

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

### C. Making Inferences and Drawing Conclusions, p. 59

Answers will vary. Possible answers:

1. They wanted to understand human behavior better. 2. He was looking for a scientific way of explaining personality. 3. They didn't believe his theory. 4. Other doctors ridiculed him, and he couldn't get a good job. 5. A physiognomist might say that the person is not practical and does not think clearly because those physical characteristics indicate curiosity, indecisiveness, and an artistic nature.

## Writing Skills

### Exercise B, p. 64

1. for example 2. For instance  
3. for example

## Writing Model: The Example Essay, p. 64

Thesis statement: last sentence in paragraph 1

Paragraph 2 topic sentence: first sentence in paragraph

Paragraph 3 topic sentence: first sentence in paragraph

**Paragraph 4** topic sentence: first sentence  
in paragraph

**Paragraph 5** topic sentence: first sentence  
in paragraph

**Transition words for introducing  
examples:**

**Paragraph 2:** one example, for example,  
also, also, e.g.

**Paragraph 3:** another example, also

**Paragraph 4:** finally, also, for instance

# Pets to the Rescue

Chapter

# 6



Here are some interesting facts about animals:

- Most people think of pets as being a cat or dog, something you can hold and pet or take for a walk. But aquarium fish can be beneficial, too. Studies have shown that watching fish can lower blood pressure, calm hyperactive children, and reduce general stress levels.
- In addition to their use in therapeutic settings, animals can be trained to perform many kinds of services for people with disabilities. These are called service animals, and they form close bonds with their owners, preventing loneliness and promoting a sense of independence for many disabled people.

## Warm-Up

You may start the lesson in one of these ways:

- Ask students to look at the picture on page 69. How is the woman in the picture feeling? Why do they think the dog has this effect on her? Have students form small groups and brainstorm a list of all the reasons they think people enjoy having pets. Ask each group to share items from their list and write them on the board.

- Faith, tradition, and economics influence how people in different cultures view pets. Ask students to share what different kinds of pets are accepted in their culture and what role they play in family life.
- Have a pet fair. Students can bring in pictures of their pets, or of a pet they would like to have, and post them around the room for others to look at. Have each student talk briefly about their pet.

## Reading

Have students make two columns on their paper, one titled “Hospitals and Nursing Homes” and the other “In the Home.” As students read the passage, have them note examples of health benefits of therapy animals in hospitals and nursing homes, and health and well-being benefits of pets in the home on their paper. Have students compare this list with the one the class brainstormed in the warm-up activity.

## Alternative Reading Activity

Ask more advanced students to read the passage only once and not look back as they answer the follow-up questions. If you want to make the activity even more challenging, set a time limit for the reading.

## Journal

Describe an experience you have had with an animal that affected your well-being or the well-being of another family member or friend. Why do you think the animal had this effect?

## Internet Activity

Instead of having the whole class research phrenology, you might wish to have some students look up information on physiognomy, or “face reading,” and report on what they learn.

## Predicting, p. 69

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 72

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

### B. Vocabulary Building, p. 73

1. a. significance b. significant  
2. a. detected b. detection  
3. a. treatment b. treated

### C. Vocabulary in New Context, p. 73

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 74

1. c 2. d 3. b

### B. Looking for Details, p. 74

1. Pet owners have better mental health because pets make them happier and less stressed. 2. Pet-owning children are more likely to be involved in sports

and hobbies. 3. Dogs help elders exercise more because they take them out for walks. 4. Therapy animals are trained to give comfort and affection to patients. 5. Good therapy animals are gentle, friendly, and patient. 6. Dolphins help to heal people with the sounds they make underwater, and they make people feel peaceful and happy. 7. Dogs can smell cancer on patients' breath because their sense of smell is very strong and they can detect the presence of certain chemicals. 8. A dog's sense of smell is 10,000 to 100,000 times better than that of humans.

### C. Making Inferences and Drawing Conclusions, p. 76

Answers will vary. Possible answers:

1. People with high blood pressure would benefit from having a pet. 2. The main reason therapy animals are good for sick people is that they bring enjoyment to people, which aids in healing. 3. Dogs will probably be used much more frequently to detect the early stages of cancer in patients. 4. Our relationships with animals are an important part of bringing happiness, and therefore well-being, into our lives.

## Writing Skills

### Exercise B 1, p. 78

2. Children get many benefits from pet ownership, such as helping them cope with family illness and death. 3. Owning pets improves people's health in several ways, such as lowering cholesterol and blood pressure, which can help extend their lives.



**4.** Studies show that pets do wonders for the elderly, such as helping them feel less lonely and encouraging them to exercise. **5.** Healing programs use many different animals, such as dogs, cats, rabbits, and birds, to help the sick feel better. **6.** Today there are quite a few animal healing programs, such as the Dolphin Program and a program that uses dogs to detect cancer.

### **Exercise B 2, p. 79**

**1.** Pet-owning children, for instance, tend to be calmer. **2.** Birds, for example, are easy for elders to love and care for. **3.** Not all animal healing programs use dogs, for example, the Dolphin Program. **4.** Some pets are brought into medical facilities, such as nursing homes. **5.** For instance, some nursing homes let their residents have cats. **6.** A remedy such as pet ownership is easy to like.

## Weaving It Together

### What Do You Think Now?

p. 84

**1.** can **2.** bumps **3.** live **4.** can **5.** less

# UNIT 4 People

## Chapter

# 7

# The Sherpas: Life at 10,000 Feet



CD 1  
Track 7

This unit focuses on the lives of extraordinary people. Chapter 7 describes the Sherpas, whose lives and culture are adapted to living at altitudes of 10,000 to 14,000 feet in the Himalayan Mountains. Chapter 8 summarizes the accomplishments of George Washington Carver, an African American who became famous for discovering 100 uses for peanuts.

Here are some interesting facts about the the Sherpas:

- *Sherpa* is actually a Western mispronunciation of the word *Shar-wa*, which means “eastern people.”
- The traditional garment of the Sherpa people is called a *chuba*, an ankle-length wool robe, tied in the middle with a sash. The sleeves, when unrolled, go past the fingertips, and the top portion is used as a pocket.

## Warm-Up

You may start the lesson in one of these ways:

- The Sherpas’ way of life has changed in some ways since foreigners began to

climb Mount Everest. Ask students to think about ways in which their own culture, or another culture they are familiar with, has changed because of contact with people from other lands. List examples on the board and discuss. Have students discuss if these changes have been for the better or worse.

- The Sherpas build homes that are adapted to their environment and culture. Have students make a list of features of a typical home in their native country and describe how it is suited to the environment and culture. Suggest they consider building materials, structure, and design. Have volunteers share their ideas with the class.

## Pre-Reading Activity

Before students read the passage, have them scan to find the answers to these questions:

Where were the Sherpas originally from?

What vegetable is the main staple of their diet?

In what year did the first Sherpa guide reach the summit of Mount Everest?

## Extension Activity

After going over the vocabulary and comprehension questions with the class, play the audio or read the passage aloud and have students write down all the adjectives they hear. Then have them explain how each adjective is related to the topic.

## Journal

Write about beliefs, practices, daily life, and special accomplishments of the people in a community that you are familiar with. If possible, write about a group from your native country.

## Predicting, p. 86

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 89

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

### B. Vocabulary Building, p. 90

1. **a.** hospitably **b.** hospitality  
2. **a.** adapt **b.** adaptation  
3. **a.** Considering **b.** consideration

### C. Vocabulary in New Context, p. 90

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 90

1. a 2. c 3. d

### B. Looking for Details, p. 91

1. The Sherpas originally came from Tibet. 2. The Sherpas settled in Nepal

about 300 years ago. 3. The Sherpas show their hospitality by always offering tea, and sometimes a meal, to visitors. 4. Butter tea is made with Himalayan tea, butter, salt, and spices. 5. A Sherpa home has heavy rocks placed on the roof. 6. Historically, the Sherpas were farmers and traders. 7. The Sherpas have become famous for being porters and guides to foreign mountain climbers. 8. Before 1907, the Sherpas did not climb Mount Everest because they considered it a holy place.

### C. Making Inferences and Drawing

#### Conclusions, p. 92

Answers will vary. Possible answers:

1. Sherpas don't get mountain sickness because their bodies have adapted to living at high altitudes. 2. The description of the Sherpa diet implies that they live simply, using mainly what they can grow in their cooking. 3. The Sherpas' homes are adapted to their life in the mountains. 4. We can conclude that Babu Chiri Sherpa liked to take risks and challenge himself.

## Writing Skills

### Exercise B, p. 94

1. a, e 2. b, d 3. b, c

## Writing Model: Using Dominant Impression in a Descriptive Essay, p. 95

Thesis statement: last sentence in paragraph 1

Paragraph 2 topic sentence: first sentence in paragraph

**Paragraph 3** topic sentence: first sentence  
in paragraph

**Paragraph 4** topic sentence: first sentence  
in paragraph

**Words that give the dominant  
impression:**

**Paragraph 1:** a teacher, very nice person,  
very good qualities

**Paragraph 2:** believes all people are equal

**Paragraph 3:** a good leader

**Paragraph 4:** very nice, a very good  
teacher, the best company

# From Slavery to Greatness: The Life of George Washington Carver

Chapter

# 8



## Warm-Up

You may start the lesson in one of these ways:

- With students, brainstorm a list of famous African Americans and their achievements. The list might include the following pioneers in the American civil rights movement: Harriet Tubman (1820–1913); Martin Luther King, Jr. (1929–1968); Rosa Parks (1913–2005).
- Elicit from students what they know about the history of civil rights in America and have them research famous dates and achievements of African Americans.

## Reading

After discussing the pre-reading questions in the book, write these questions on the board:

What was Carver's early life like?

How was Carver able to attend college?

Why did peanuts become so important to Southern farmers?

Then have students read the passage, looking for the answers to these three questions.

## Extension Activity

After they have read and answered the vocabulary and comprehension questions, have students listen to the audio and, as they listen, note down all the numbers they hear (1861; 1865; 12; 12; 1890; 1891; 1896; 300; 1921; 100; 1930; 100,000; 125; 1940; 33,000; 1943). Then have students work in pairs to remember what each number meant in the story.

## Journal

Write a brief description of how a minority group is (or was) treated in your home country. Name the group, describe who the members are, tell where they came from, and tell how they are (or were) treated differently from other citizens.

## Culture Cue

Some of the material in this chapter could arouse painful feelings among students who have experienced discrimination because of their minority status. Be sure to take this into account as you monitor class discussions.

## Internet Activity

You might ask students to write a short summary of what they find out about Sherpas and download a picture of some Sherpa people and their homes. Have them display their writing and pictures in the classroom so that others can look at them.

## Predicting, p. 99

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 102

1. b 2. d 3. b 4. a 5. c 6. a 7. d  
8. b 9. c 10. a 11. b

### B. Vocabulary Building, p. 103

1. a. worn b. wear 2. a. discovered  
b. discoveries 3. a. agricultural  
b. agriculture

### C. Vocabulary in New Context, p. 103

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 104

1. a 2. b 3. d

### B. Looking for Details, p. 104

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

### C. Making Inferences and Drawing Conclusions, p. 105

Answers will vary. Possible answers:

1. They were kind and generous.
2. He was trying to get an education.
3. Black Americans were not allowed to attend some schools.
4. Booker T. Washington had heard of the important agricultural research that George Washington Carver had done.
5. He wanted to support a school that black Americans attended.
6. Many farmers switched from cotton to peanuts.

## Writing Skills

### Exercise C 1, p. 108

Paragraph 2: soon after, in 1865, at age 12

Paragraph 3: for the next 12 years, when, eventually, in 1890, soon

Paragraph 4: in 1891, after

Paragraph 5: one day

Paragraph 6: in 1896, after a while, now

Paragraph 7: meanwhile

Paragraph 8: by the 1930s

Paragraph 9: in 1940, in 1943

### Exercise C 2, p. 108

3, 1, 5, 8, 2, 4, 7, 10, 11, 13, 6, 9, 12

### Exercise C 3, p. 108

Paragraph 1: greatest scientists; quiet . . . kind man; he . . . rich; greatest good; greatest number

Paragraph 2: last name

Paragraph 3: next . . . years; he . . . black

**Paragraph 4:** black student; small jobs;  
special work; work . . . outstanding

**Paragraph 5:** respected black educator;  
black agricultural school; poor black  
school; high salary

**Paragraph 6:** new ways; poor, struggling  
farmers; different crops; soil . . . richer;  
more peanuts; more money

**Paragraph 7:** many uses; more uses;  
peanut man; many prizes . . . awards;  
more products; postage stamps

**Paragraph 8:** Carver . . . famous; generous  
offer; monthly salary

**Paragraph 9:** life savings; golden door

## Weaving It Together

### What Do You Think Now?

p. 112

**1.** 1953 **2.** were **3.** hospitable **4.** could  
not **5.** has

## Chapter

# 9

# A Taste of America



This unit describes eating and drinking habits that have developed in various parts of the world. Chapter 9 focuses on the kinds of foods that are prevalent in different parts of the United States. Chapter 10 describes the wide variety of breakfast foods found in different countries.

Here are some interesting facts about food in the United States:

- People in the southern part of the United States enjoy drinking iced tea with meals, even in the winter. They drink it with lemon and lots of sugar.
- People who live in Maine, the northeastern-most state in the United States, are known for their delicious lobster picnics. The most authentic way to cook lobster is to boil this sea creature in sea water over a wood fire on an ocean beach.
- Sushi is a typical food from Japan, made from rice, seaweed, and raw fish. It has been adapted for U.S. tastes into the now-famous California roll—sushi made with crab, avocado, and cucumber. Most people in Japan have never heard of a California roll.

## Warm-Up

You may start the lesson in one of these ways:

- Have students look at the unit opener picture on page 113 and name as many of the foods as they can.
- Have a contest to see who can come up with the longest list of typically American foods. Set a time limit of 3 minutes. Find out who has the longest list and write it on the board. Invite others to add items to the list. Discuss what part of the United States each food is found in. Help students make connections between foods and the ethnic groups that popularized them.
- Ask students to take turns describing their favorite American food and telling why they like it. Then help them make connections between the food and its origin (pizza, Italy; hamburgers, Germany; stir-fry, China; tacos, Mexico; milkshakes, the United States).

## Pre-Reading Activity

Ask students to scan the reading, looking for all the different ethnic groups mentioned.



As students name the groups, make a master list on the board—the Germans, the Pueblo Indians (Native Americans), the Spanish, and the English. Next, ask them to scan the story again to find one food associated with each ethnic group. List the foods after the group names on the board and discuss them with the class.

## Reading

Write these questions on the board and ask students to keep them in mind as they read:

What does history have to do with the foods people eat?

What are some foods that represent a mix of cultures?

## Dictation

Use the last paragraph of the reading as a dictation exercise. Play the audio or read the paragraph aloud at normal speed and have students take notes. Have them work together in groups to reconstruct the paragraph. Play the audio again before letting them check their answers in the book.

## Journal

Write about your favorite food. Tell when and where you first tasted it, what else you like to eat with it, and whether you think it is a healthy food or not.

## Predicting, p. 114

Answers will vary. Possible answers: New England: cod fish, apples, baked beans, cranberries, clams, bland food; The Deep

South: pecans, peaches, fried chicken, shrimp, crayfish, spicy food

## Vocabulary

### A. Vocabulary in Context, p. 117

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

### B. Vocabulary Building, p. 118

1. a. diverse b. diversity  
2. a. influenced b. influential  
3. a. flavorful b. flavored

### C. Vocabulary in New Context, p. 118

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 119

1. d 2. a 3. c

### B. Looking for Details, p. 119

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

### C. Making Inferences and Drawing Conclusions, p. 120

Answers may vary. Possible answers:

1. The early settlers learned from the Native Americans how to adapt their cuisine to their new environment.  
2. The waters off the coast in New England and the South differ in temperature and therefore in the kinds of seafood they support. 3. The Puritans did not value pleasure and indulgence and discouraged it in food habits as well. 4. The people who settled America have kept their native food traditions alive.

## Writing Skills

### Exercise B, p. 124

- 1.** While Montana has frigid winters, Florida has a warm climate year-round.
- 2.** Whereas apples grow well in Vermont, Georgia is known for its peaches.
- 3.** While lobsters do well in the cold, northern coastal waters, shrimp and crayfish are abundant in warm, southern waters.
- 4.** Whereas Maryland is famous for fried chicken, Arkansas is known for its barbecued ribs.
- 5.** While New Englanders use maple sugar to sweeten their foods, southerners use molasses for their sweetener.

### Writing Model: Comparison and Contrast Essay, p. 125

Thesis statement: first sentence in paragraph 1

**Paragraph 2** topic sentence: first sentence in paragraph

**Paragraph 3** topic sentence: first sentence in paragraph

**Paragraph 4** topic sentence: first sentence in paragraph

# What's for Breakfast?

Chapter

# 10



Here are some interesting facts about breakfast:

- The word *cereal* comes from Ceres, the Roman goddess of grain.
- Research indicates that skipping breakfast makes it more difficult to lose weight. The body goes into a mode of fasting and actually holds on to fat and burns muscle for energy instead.
- The world's largest pancake breakfast is held every year in Springfield, Massachusetts. Hundreds of volunteers help with the event. In 1999, more than 71,233 servings of pancakes were served to over 40,000 people. A stack of this many pancakes would be more than two miles high!

## Warm-Up

You may start the lesson in one of these ways:

- Have students make their own ideal breakfast menu. Compare menus in small groups and have students rank each item's popularity in their group. Have each group report and record results on the board. Find out what is the most popular breakfast item in the class.

- Have student volunteers share breakfast experiences they have had in other countries. Ask them what they liked and what they didn't like.

## Reading

To help students get a general idea of the information in the reading passage, ask them to read paragraphs 2 and 6 to find the answers to these questions:

In what parts of the world do people tend to eat a large breakfast? A smaller one?

How has modern life and globalization affected what people eat for breakfast?

Then have students read the entire passage and make a list of all the breakfast foods mentioned in the reading. Can students think of any breakfast foods that are not mentioned?

## Journal

How important is breakfast in your life? Growing up, did your family have breakfast together? Does what you eat for breakfast now differ from when you were younger?

## Internet Activity

Have half the class research types of breakfast breads and the other half types of breakfast coffee and tea around the world. After they have discussed the research in their groups, have students present a summary of their findings to the other group.

## Predicting, p. 129

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 131

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

### B. Vocabulary Building, p. 133

1. a. vary b. varied 2. a. suits  
b. suitable 3. a. distinction  
b. distinctively

### C. Vocabulary in New Context, p. 133

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 134

1. b 2. a 3. c

### B. Looking for Details, p. 134

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

### C. Making Inferences and Drawing Conclusions, p. 135

Answers will vary. Possible answers:

1. The climate in which people live often influences their choices of foods.

2. The breakfast menu in a Vietnamese restaurant may have similar items as the lunch and dinner menu. 3. The faster pace of modern life makes people more likely to choose “fast foods.” 4. Colonization introduced different eating habits to the local culture, sometimes resulting in a long-term influence.

## Writing Skills

### Exercise B, p. 138

1. Although the English muffin sounds like it comes from England, it is actually an American invention. 2. Even though breakfast in Central America commonly includes eggs, sausages, and plantains, the South American breakfast is more like the light “continental” breakfast of France and Italy. 3. Although some Russians like coffee for breakfast, most Russians enjoy an early cup of strong, hot tea. 4. Although breakfast foods are different among various countries across the continent, fresh fruit is popular at breakfast in parts of Africa. 5. Even though eggs, potatoes, and curries are commonly eaten at breakfast in India, breakfast in Kashmir to the north is just tea and bread. 6. Although people drink tea throughout the day in China, they don’t often drink tea at meals.

## Weaving It Together

### What Do You Think Now?

p. 143.

- 1.** are not
- 2.** is not
- 3.** do not have
- 4.** is
- 5.** Colombia and Peru

# UNIT 6 Language

## Chapter

# 11

# Keeping It Secret



The readings and follow-up activities in this unit are about language and communication. Chapter 11 discusses secret languages and codes and the roles they play in people's lives. Chapter 12 is about the English language and its influence around the world. Here are some interesting facts about secret languages and codes:

- President Thomas Jefferson was very interested in cryptology. He taught a secret code to Meriwether Lewis, who headed the Lewis and Clark Expedition to explore the western frontier of the U.S. beginning in 1803, in order to keep information safe from those who were opposed to Jefferson's views on expansion of the new nation.
- The Spartans of ancient Greece used a code system for transmitting secret military information in which the sender wrote a message on a strip of paper or leather wound around a cylinder. The strip was then unwound and sent to the receiver, who decoded it by winding it around a cylinder of the very same size. The two cylinders had to be exactly the same size or the message was garbled.

## Warm-Up

You may start the lesson in one of these ways:

- Ask students to study the writing on page 145. Invite them to share anything they know about these alphabets and languages. Ask: How are languages that use an alphabet different from your own codes?
- Have students work in pairs and try their hand at developing a simple code, using either letter exchanges or numbers to represent letters. Each pair can write a short message (one sentence) to trade with another pair for decoding, using a key.
- Ask if students are familiar with the spoken code language pig Latin. Give brief instructions (found in reading) and have pairs try to have a conversation speaking this way.

## Pre-Reading Activity

Ask students to brainstorm as many kinds of code languages and reasons for using codes as they can. Make a list on the board and after they have read the selection, have the class check off each item found in the reading.

## Reading

After they have completed the vocabulary and comprehension questions, ask students to read the passage on their own again, underlining the main idea in each paragraph. When they finish, have students exchange their ideas with a partner and discuss them together.

## Additional Discussion Question

Ask students if they can think of professions that use their own “code language” (musicians, mathematicians, financial industry analysts, doctors/nurses, etc.). Ask students to describe and give some examples of the “languages” these professions use.

## Journal

How is learning a new language similar to breaking a code? What does it feel like when you don’t understand the language someone else is speaking? How did you feel when you began to “break the code” of English?

## Predicting, p. 146

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 148

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

### B. Vocabulary Building, p. 150

1. a. coded b. code 2. a. electronically  
b. electronic 3. a. existence b. exist

### C. Vocabulary in New Context, p. 150

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 150

1. d 2. c 3. a

### B. Looking for Details, p. 151

1. Secret languages are meant to keep information from others. 2. You can make words invisible on paper with a pen dipped in lemon juice or vinegar. 3. Codes have existed since the beginning of recorded history. 4. Codes are made by either substituting letters, numbers, or symbols for letters or whole words, or by rearranging the letters in words. 5. During WWII, the British developed a machine to decode German messages. 6. The Navajo word for hummingbird meant “fighter plane” in code talk. 7. Web lingo is a shorthand that allows for quick communication via cell phones and other electronic devices. 8. Parents are learning the rules of Webspeak because too many secrets can be dangerous.

### C. Making Inferences and Drawing Conclusions, p. 152

1. The human need for secret languages has existed since the beginning of communication and still exists today. 2. The Navajo code talkers were very skilled and were essential to winning WWII. 3. People who do the same kind of work develop secret languages to protect information and to make communication easier. 4. Parents understand why teens use Webspeak for privacy, but they also are

making efforts to learn it in order to  
keep their children safe.

## Writing Skills

### Exercise B 1, p. 155

line 24: Because

line 27: Because

line 51: As

### Exercise B 2, p. 155

**1.** As businesses need to keep information private, they use a secret language or code.

Businesses use a secret language or code as they need to keep information private.

**2.** As the Navajo language was complex and unwritten, few outsiders were able to understand it. Few outsiders were able to understand the Navajo language as it was complex and unwritten. **3.** As pig Latin is easy to form, children use it to keep secrets. Children use pig Latin to keep secrets as it is easy to form.

## Writing Model: Cause-and-Effect Essay, p. 156

Thesis statement: last sentence in  
paragraph 1

**Paragraph 2** topic sentence: first sentence in  
paragraph

**Paragraph 3** topic sentence: first sentence in  
paragraph

**Paragraph 4** topic sentence: first sentence  
in paragraph



# English Around the World

Chapter

# 1 2



Here are some interesting facts about world languages:

- Over one billion people speak Mandarin Chinese, making it the most widely spoken language in the world. It is followed by English (over 500 million people), Hindi (almost 500 million people), and Spanish (over 400 million people).
- English is the official first language or one of several official languages in over 70 countries (including Fiji, Nigeria, and Singapore), but in some of these places very few citizens speak it.

## Warm-Up

You may start the lesson in one of these ways:

- Ask each student to bring to class a native language newspaper or magazine. Conduct a contest to see who can find the most borrowed English words in 3 minutes. As you check student responses, write the words they found on the board and discuss them with the class.
- Ask each student to brainstorm a list of English words that have become part of her or his native language over the years. On the board, make a column head for each language represented in your classroom and list the words.

- Discuss what types of words are most commonly borrowed from English (technical or scientific terms, references to popular culture, etc.).

## Reading

Ask students to read the first sentence of each paragraph to get a general understanding of the reading passage. Then ask students to read the entire story on their own. When they finish, ask students to think of three questions about the reading.

## Additional Discussion Questions

You might use one of these questions for a class discussion:

- Why do you think English has spread so quickly in the last 50 years?
- How do you think the Internet affects the spread of English?

## Journal

For one week, every time you hear or see an English word that is commonly used in your native language, write it in your journal. At the end of the week, divide the

words by category: sports, science, clothing, etc. Then write a paragraph describing the kinds of English words that are most commonly borrowed in your language.

## Culture Cue

As explained in the reading, some English words change their spelling and pronunciation when they are borrowed by another language. Be careful to avoid labeling such changes as incorrect. When words are borrowed by another language, they conform to the rules of that language.

## Internet Activity

Have students research the development of English and how many languages English has “borrowed” from.

## Predicting, p. 161

1. haircut, rush hour, sweater, telephone
2. Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 163

1. b
2. d
3. a
4. a
5. b
6. a
7. d
8. a

### B. Vocabulary Building, p. 164

1. **a.** understandable **b.** understood
2. **a.** spoken **b.** Speaking
3. **a.** threat **b.** threaten

### C. Vocabulary in New Context, p. 165

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 165

1. d
2. a
3. b

### B. Looking for Details, p. 166

1. English is the official language in over 40 countries.
2. The Swedish language has borrowed the plural “s” form.
3. *Sweater* has been changed to *sueter* in Spain and *rush hour* to *rushawa* in Japan.
4. The French started a commission to stop the use of English words in the French language.
5. Gaelic is the native Irish language.
6. Language experts say that many languages are disappearing.

### C. Making Inferences and Drawing Conclusions, p. 167

Answers will vary. Possible answers:

1. France feels that the purity of its language is threatened.
2. English is the main language spoken in Ireland.
3. Gaelic may disappear.
4. Yiddish and some Native American languages are disappearing.
5. English words can describe scientific processes very clearly and quickly. However, borrowing English words may cause some traditional words and phrases to disappear from other languages.

## Writing Skills

### Exercise B 1, p. 171

1. **a.** effect **b.** cause
2. **a.** effect **b.** cause
3. **a.** cause **b.** effect
4. **a.** effect **b.** cause
- c. cause

### Exercise B 2, p. 171

**1.** Sometimes English words are changed to make them more like the native language consequently, they are easier to say and remember. **2.** In France, where English is not spoken, many words are borrowed therefore, a French worker looks forward to *le weekend*. **3.** English words are becoming popular in other languages; consequently, some people are afraid that the purity of their language is threatened. **4.** People have strong feelings about the importance of their language; therefore, there will be no universal language in the near future.

## Weaving It Together

### What Do You Think Now?

p. 176

- 1.** since the beginning of recorded history
- 2.** use **3.** 3,000 **4.** English **5.** English

# UNIT 7 Environment

Chapter

# 13

## Behind Bars at the Zoo



CD 1  
Track 13

The readings and follow-up activities in this unit explore some positive and negative effects of human alteration of the world's natural environment. Chapter 13 discusses the pros and cons of zoos. Chapter 14 presents the pros and cons of growing and consuming genetically modified food. Use the unit opener photo on page 177 to elicit from students a list of environmental concerns affecting the world today. How many of those concerns are represented in this seemingly idyllic picture?

Here are some interesting facts about zoos:

- The largest zoos in the world are the Berlin Zoo in Germany (13,000 animals), the Bronx Zoo in New York (6,000 animals), the San Diego Zoo in California (4,000 animals), and the Pretoria Zoo in South Africa (3,500 animals).
- The oldest zoo in the world is the Vienna Zoo in Austria, which opened in 1752.
- The Singapore Zoo doesn't use fences. It separates the animals from the humans through the use of deep moats or ditches, some of which are filled with water.

### Warm-Up

You may start the lesson in one of these ways:

- Bring in pictures of endangered species, such as the black bear, the blue whale, the bison, the bottlenose dolphin, and the cheetah. Ask students what they think humans can do to prevent these species from dying out. Ask what role they think zoos play in preserving endangered species.
- Have students work in small groups to list the problems that are causing some animal species to die out. Ask them to think of at least three solutions for each problem.
- Have students imagine that they could choose 10 animals to be saved from extinction. Which animals would they choose and why?

### Pre-Reading Activity

Before students read, ask them to scan the reading, looking for the names of specific animals. Write the names on the board (polar bear, golden lion tamarin monkey).

Next, ask them to look at these names again and find out what problem each animal has. (The polar bears get zoochosis and pace back and forth. The monkeys die when they are released back into the wild.)

## Extension Activity

After reviewing the answers to the comprehension questions, ask pairs of students to work together to make up one more question, which one of the students then asks the class. The other students should answer the question and say whether it was a general, detailed, or inference question.

## Journal

Write a paragraph about a visit to a zoo—either a recent visit or one that took place when you were a child. What were your reactions to seeing the animals in captivity? How were the animals being treated?

## Predicting, p. 178

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 180

1. pacing up and down
2. instinct
3. an endangered species
4. extinct
5. dignity
6. was founded
7. conserve
8. database
9. confined
10. adapt

### B. Vocabulary Building, p. 181

1. **a.** risk **b.** risky
2. **a.** entertainment **b.** entertaining
3. **a.** survive **b.** survival

### C. Vocabulary in New Context, p. 182

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 182

1. b
2. a
3. c

### B. Looking for Details, p. 182

1. London
2. Zoological Society
3. *Animal Rights*
4. lack of space, lack of interest, an unsuitable diet
5. pacing up and down, rocking from side to side
6. been confined in a small area for 28 years
7. 10,000
8. pets, zoos
9. 30 survived
10. did not move

### C. Making Inferences and Drawing Conclusions, p. 183

Answers may vary. Possible answers:

1. They no longer behave the way they did in the wild.
2. The animals no longer look proud and happy.
3. Among other things, they can lose their ability to survive in the wild.
4. We can work to pass laws that halt the pollution and destruction of natural habitats.
5. People are becoming more aware of the importance of treating animals in a humane way.

## Writing Skills

### Exercise B 1, p. 186

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

### Exercise B 2, p. 186

1. R
2. R
3. R
4. NR
5. NR
6. NR

## Writing Model: Argument Essay, p. 187

Thesis statement: last sentence in  
paragraph 1

**Paragraph 2** topic sentence: first sentence  
in paragraph

**Paragraph 3** topic sentence: first sentence  
in paragraph

**Paragraph 4** topic sentence: last sentence  
in paragraph

# Crops, Codes, and Controversy

Chapter

# 14



Here are some interesting facts about genetically modified (GM) food:

- GM seeds are made and patented by three large multinational companies and are often expensive to buy.
- Genes from GM crops can be transferred to conventional crops by the wind, tractors, or bees.
- Some examples of GM food are wheat that is resistant to pesticides, a tomato that ripens more slowly, a potato with more protein (the “protato”), and rice with extra vitamin A.

## Warm-Up

You may start the lesson in one of these ways:

- Have students look at the picture on page 192 and share what they know about organic food. (It is produced without the use of chemical fertilizers, hormones, or genetic engineering.) Ask them to list organic foods that are available in their community. Make a list of possible problems in determining whether food is really organic or not.
- Ask students to bring in ingredient labels from foods containing corn, soybeans, milk, or cottonseed oil (breakfast cereals,

baked goods, frozen pizza, etc.). Ask students to locate these ingredients on the labels. Explain that some ingredients may have been produced using genetic engineering.

## Reading

Have students read the selection all the way through without stopping to get a general idea of what it is about. Play the audio or read the text aloud as they are reading. Before a second reading, ask the following questions:

Which paragraph gives us statistics about where GM crops are grown worldwide? (**paragraph 5**)

Which paragraph discusses the importance of GM crops to poorer countries? (**paragraph 2**)

In which paragraphs are specific genetic modifications of food discussed? (**paragraphs 3 and 4**)

Which paragraphs tell how genetic modifications work? (**paragraphs 3 and 4**)

Then have students reread the passage on their own.

## Journal

For one week, whenever possible, check the labels of things you eat and drink at home or in restaurants, as well as anything you buy at the grocery store. Keep a list of items you think may be GM foods. At the end of the week, write about how you feel about eating these foods.

## Internet Activity

Do a class survey to see who is in favor of GM foods and who is against them. Then ask some students to volunteer to research the opposite viewpoint in order to broaden their understanding of the issue.

## Predicting, p. 192

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

## Vocabulary

### A. Vocabulary in Context, p. 194

1. pest 2. weed 3. nutritional value
4. exceed 5. scarce 6. absorb
7. developing countries 8. Herbicides
9. resistant 10. crops

### B. Vocabulary Building, p. 195

1. a. insects b. insecticides
2. a. nutritious b. nutritional
3. a. production b. produces

### C. Vocabulary in New Context, p. 195

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 196

1. a 2. a 3. d

### B. Looking for Details, p. 196

1. The increase in world population will be mostly in developing countries.
2. Forty thousand people die from hunger each day.
3. The most common genetic modification is herbicide-resistant plants.
4. GM cotton is an example of a plant resistant to herbicides.
5. GM rice contains vitamin A.
6. GM potatoes might contain less starch.

### C. Making Inferences and Drawing Conclusions, p. 197

Answers will vary. Possible answers:

1. GM foods can resist diseases and insects and grow faster than regular plants.
2. Most of the development in these countries takes place in cities, so many people go there looking for work.
3. The population is growing quickly and there is a limited amount of land and water.
4. Farmers can make more money with GM foods.
5. Long-term scientific studies must be completed before we will know about any possible risks of GM foods.

## Writing Skills

### Exercise B, p. 199

Statements 2 and 3 use reliable sources.



## Weaving It Together

### What Do You Think Now?

p. 203

1. aren't
2. do
3. grows
4. nutritious
5. decreased

# UNIT 8 Readings from Literature

Chapter

# 15

## A Poetic Look at Languages



CD 1  
Track 15

Unit 8 focuses on two literary genres—poetry and fables. Use the unit opening photo to ask students about books or poetry they have read in English. Ask students to bring in one book that they would recommend to the class and then compile a reading list of recommended books.

Here is some information about Carl Sandburg, the author of the poem in this chapter:

- Carl Sandburg (1878–1967) was born in Galesburg, Illinois, to poor Swedish immigrants.
- He was a central figure in the “Chicago Renaissance,” a movement that expressed the new tone of American life in the twentieth century, and he played a significant role in the development of American poetry from 1910 to 1960.
- His poetry uses the ordinary language of the people to connect the traditions of America’s frontier past to the industrial present.

### Warm-Up

You may start the lesson in one of these ways:

- Discuss the picture on page 206. It is an example of Egyptian hieroglyphics, a language developed in ancient times that is no longer written or spoken.
- Brainstorm with students a list of ways poetry is different from prose. Accept all reasonable answers and list them on the board. The list may include the following ideas:

In poetry, the ends of lines rhyme.

Poetry is more often about feelings, like love or hate.

Poetry is more difficult to understand.

Review the list and lead students to understand that their statements are true of some poems some of the time, but there are many different types of poems.

Write the words *rhyme*, *rhythm*, *form*, and *imagery* on the board. Elicit definitions of each from students, adding your own explanations as necessary. (*Rhymes* are words that echo each other, like *bell* and *tell*. *Rhythm* is the beat or flow, including the amount of time between words as they are read aloud. *Form* is the length of the lines and how they are arranged on the page. *Imagery* is the pictures the words make in your mind.) Return to your notes on the board after completing the exercises based on the Carl Sandburg poem.

## Reading

Ask students to close their books as you read the poem aloud or play the audio. After the first reading, ask simple comprehension questions, such as the following:

What is the poem about? (languages, how languages change)

What is language compared to? (a river flowing down a mountain to the ocean)

Then have students open their books. As you read the poem aloud again, ask them to follow along, looking for answers to the above questions and the following question:

What verbs and other phrases describe what happens to languages over time? (breaking, changing, moving, crossing borders, mixing, die like rivers, wrapped round your tongue, broken to shape of thought, shall be faded hieroglyphics, is not here to-morrow)

After reading the poem and answering the vocabulary and comprehension questions,

return to the predicting exercise on page 206 and explore some of these images more thoroughly. Have students write their own poems about language in groups or individually for homework, using their answers to the exercise.

## Journal

Write about your favorite native-language or English-language poem. Explain why you like the poem. Include the name of the poem, the author's name, and a brief description of the rhyme (if any), rhythm, form, and imagery used.

## Predicting, p. 206

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 208

1. Whereby
2. course
3. border
4. handle
5. fade
6. Hieroglyphics
7. valley
8. wrap around

### B. Vocabulary Building, p. 208

1. **a.** handle **b.** handled
2. **a.** death **b.** died
3. **a.** speech **b.** spoke

### C. Vocabulary in New Context, p. 209

Answers will vary.

## Reading Comprehension

### A. Analyzing Images, p. 209

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

### B. Understanding the Poem, p. 210

Answers will vary. Possible answers:

1. It flows easily from place to place, and its qualities change over time.

- 2.** It flows along without set borders.
- 3.** Languages die like rivers because each language flows into other languages as rivers flow into oceans.
- 4.** Language is like the wind because it may exist at one moment but then die and be gone.

**C. Recognizing Style, p. 211**

Answers will vary. Possible answers:

- 1.** The words have a flowing rhythm. There are many images (word pictures) in the writing. For example, language is seen as a river flowing down a mountain.
- 2.** Some lines are long, and some are short. Some lines end in punctuation, and some don't.
- 3.** There are a few long lines mixed in with a lot of short lines.
- 4.** Answers will vary.

## Writing Skills

**Exercise B 1, p. 213**

Answers will vary. Possible answers:

- 1.** an old car
- 2.** a plant without water
- 3.** little jokes
- 4.** a brick house
- 5.** the sky

**Exercise B 2, p. 214**

Answers will vary. Possible answers:

- 1.** a word game
- 2.** learning to dance with words
- 3.** the dances

# A Fable about an Untouchable Man

Chapter

# 16



Here are some interesting facts about fables:

- Aesop, an ancient Greek writer, wrote over 640 fables. His fables have been around for over 3,000 years, but everyday people from schoolchildren to philosophers still contemplate the messages contained in his stories.
- One popular North American fable concerns a man named Paul Bunyan, who is said to have been a giant. According to the fable, he was so large that his footprints formed the Great Lakes and he was able to create the Mississippi River with his plow.

## Warm-Up

You may start the lesson in one of these ways:

- Point out that every culture in the world has its own fables. Asians have the Jataka stories; Native Americans in the Southwest have the Tricky Coyote stories. Ask students to describe some of the fables from their home cultures. Then elicit from students the definition of a fable (a story that demonstrates a moral truth).

- Divide the class into groups. Write a few proverbs on the board:

More haste, less speed.  
Better safe than sorry.  
Too many cooks spoil the broth.  
Don't cry over spilled milk.

Ask each group to write a short story illustrating the truth of one of the sayings. Have each group read its story to the class. The other groups have to guess which proverb each story illustrates.

## Reading

Explain that this fable, like most fables, is a very brief story told in chronological order. Point out that the story is intended to leave the reader with a clear and simple moral lesson. Ask students to look for the moral of the story as they read the fable.

## Additional Discussion Questions

What is the effect of having the two people take refuge and meet in a cave? (It emphasizes the fact that they are both facing a similar problem.)

Why do you think the untouchable was so afraid to be touched? (Maybe he preferred to remain isolated because he was afraid of change.)

## Journal

Describe a time when you made a choice that later turned out to be a wrong decision. What did you learn from this experience? Summarize the moral of your story in one sentence.

## Internet Activity

Students can use cue words, such as “famous poets,” or the name of an individual poet to find biographical information on the Internet. Some well-known poets are Eliot, Longfellow, Keats, Shelley, and Rosetti.

## Predicting, p. 216

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 218

1. honorable
2. precede
3. audacity
4. envy
5. an outcast
6. take refuge
7. stumble
8. precisely
9. totter
10. draw back
11. lay in another field

### B. Vocabulary Building, p. 219

1. **a.** precedence **b.** preceding
2. **a.** envious **b.** envied **3. a.** precision **b.** precise

### C. Vocabulary in New Context, p. 219

Answers will vary.

## Reading Comprehension

### A. Understanding the Story, p. 219

1. The traveler goes into a cave.
2. An untouchable man is there already.
3. The man is warming himself by a fire.
4. The traveler sits on the other side of the fire.
5. The other man has the same feelings as the traveler.
6. There are no physical differences.
7. The traveler touches the untouchable.
8. Nothing happens after the traveler touches the untouchable.

### B. Analyzing Ideas, p. 220

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

### C. Recognizing Style, p. 221

Answers will vary. Possible answers:

1. It takes place in India. Because there are untouchables and mountains in the story we know that the country is India. The clues are general. The writer chose them to make the story more universal.
2. None of these three things happened. The questions are exaggerated in tone. They emphasize the moral of the story.
3. The characters are surprised when nothing happens, but the writer is not. The writer conveys his opinion by simply telling the story and not commenting on the characters' thoughts or actions. This style is effective because it allows the truth to come through without making the reader feel that the writer is preaching to him or her.
4. The untouchable represents humility and the traveler represents fairness.

## Weaving It Together

### What Do You Think Now?

p. 225

1. die
2. change
3. prose
4. people
5. do have

## Unit 1

### Chapter 1: Writing a Paragraph

Rules	Examples
Use a topic sentence.	<i>Scientists have shown that there is no scientific basis for a belief in numerology.</i>
Include a controlling idea in the topic sentence.	The topic of this sentence is numerology. The fact that the writer doesn't believe in numerology is the controlling idea.
Supporting sentences develop the topic sentence.	<i>I was born on Friday the 13th, and I have been lucky all my life.</i>
The concluding sentence restates the topic sentence in different words or summarizes the main points in the paragraph.	<i>As you can see, numerology is not a true science.</i>

### Chapter 2: Writing an Essay

Rules	Examples
An essay must have an introduction, a body, and a conclusion.	An essay is at least three paragraphs long.
The introduction contains general statements.	<i>In the past 25 years, many new breeds of dogs have been developed.</i>
The introduction must also contain a thesis statement.	<i>Some breeds of dogs are not suitable for families.</i>
The body can be one or more paragraphs.	Each body paragraph has a topic sentence, supporting sentences, and sometimes a concluding sentence.
The body supports the thesis statement.	<i>Very large dogs can accidentally injure small children.</i>
The conclusion is the last paragraph of an essay.	The conclusion summarizes the main points and restates the thesis in different words.
Transitions or linking words are used to connect paragraphs.	<i>Another type of dog that has become popular is the pit bull.</i>



## Unit 2

### Chapter 3: Writing an Introduction to an Essay

Rules	Examples
The first statement in an introduction is a general statement.	<i>The New Year is celebrated on January 1 in most countries.</i>
The general statement is followed by several increasingly specific statements.	<i>One of the biggest celebrations is in Times Square in New York City. Millions of people gather there, beginning at 9 o'clock in the evening.</i>
The thesis statement is often the last sentence in the introduction and gives the controlling ideas for the essay.	<i>I spent last New Year's Eve in Times Square, and I will never forget the experience!</i>

### Chapter 4: Writing a Conclusion to an Essay

Rules	Examples
The conclusion can summarize the main points of the essay.	<i>In conclusion, I found the people friendly the weather bracing, and the entertainment on the giant monitors absolutely amazing. I have never been so close to so many people at the same time in my life.</i>
You can rewrite the thesis statement from the introduction in different words.	<i>New Year's Eve in Times Square was unforgettable.</i>
You can include a final comment or thought on the subject.	<i>It was great fun, but I don't think I'll ever do it again.</i>

## Unit 3

### Chapter 5: Writing an Example Essay

Rules	Examples
Use appropriate transitions to introduce examples.	For the first paragraph: <i>One example of . . .</i> For the second paragraph: <i>Another example of . . .</i> For the last paragraph: <i>A final example of . . .</i>
You can use <i>e.g.</i> to show examples.	<i>I like all kinds of animals, e.g., cats, dogs, and monkeys.</i>
In the middle of a sentence, use commas before and after <i>e.g.</i> , <i>for example</i> , and <i>for instance</i> .	<i>People often get nervous when they have to speak in public, for instance, when they have to answer a question in class.</i>

### Chapter 6: Using Examples in an Example Essay

Rules	Examples
Use transition words like <i>such as</i> to introduce examples.	<i>Alternative therapies, such as homeopathy, are not as popular as conventional Western medicine.</i>
If the information within the commas is nonessential, use commas before and after phrases with <i>such as</i> .	<i>Chronic illnesses, such as headaches, can sometimes be cured by herbal remedies.</i>
Each body paragraph must contain a clear example.	<i>For example, herbal medicines are often less expensive than conventional drugs.</i>
Each body paragraph must have a topic sentence with a controlling idea.	<i>I think that herbal medicines are the wave of the future.</i>

## Unit 4

### Chapter 7: Creating a Dominant Impression

Rules	Examples
The first topic sentence in a paragraph usually gives the dominant impression.	<i>My sister's college roommate, Lisa, had the most beautiful eyes I have ever seen.</i>
To create a dominant impression, choose the most important feature or character trait of a person and emphasize it.	<i>Although she wasn't really beautiful, I will always remember how soft her eyes were.</i>
Adjectives help create a dominant impression.	<i>She had big, dark brown, almond-shaped eyes.</i>
Details help support the dominant impression.	<i>When she talked with you, she would look at you without blinking for several minutes at a time.</i>

### Chapter 8: Organizing a Narrative

Rules	Examples
A narrative follows the natural sequence of events; it puts the events in logical order.	<b>1. Finished college</b> <b>2. Applied to medical school</b> <b>3. Received a response</b>
Time order words and phrases are used at the beginning of sentences in a narrative to emphasize the time sequence.	<i>First, he finished college. Then he applied to medical school. A few weeks later, he received a response.</i>
Time order words (except <i>then</i> ) are followed by a comma.	<i>Soon afterward, I saw him in the grocery store.</i>
The conclusion of a narrative tells the end of the story or the result of the events.	<i>It turned out that he had not only been accepted, but also received a full scholarship.</i>

## Unit 5

### Chapter 9: Comparing and Contrasting

Rules	Examples
Comparisons look at similarities between two things, people, or ideas.	<i>Coffee is usually served hot. Tea is also usually served hot.</i>
Contrasts look at differences.	<i>Americans drink more coffee than tea. In contrast, the British drink more tea than coffee.</i>
Items to be compared or contrasted must be of the same general class.	Correct: <i>In the North, tea is always served hot. However, in the South, iced tea is very popular.</i>  Incorrect: <i>In the North, tea is always served hot. However, in the South, people like fried chicken.</i>
The points you use for support must be the same for both items being compared and contrasted.	Correct: <i>Tea is served hot in the North because the weather is cold there. Iced tea is popular in the South because the weather is warmer there.</i>  Incorrect: <i>Tea is served hot in the North because the weather is cold there. However, people in the South like iced tea because it's traditional.</i>
To clarify comparisons and contrasts, you can use a variety of words and phrases to introduce ideas. (See page 123.)	<i>In Japan, tea is usually drunk plain, <u>whereas</u> in Britain, it is drunk with milk and sugar.</i>

## Chapter 10: Using Block Organization vs. Point-by-Point Organization

Rules	Examples
<p>With block organization, all the similarities are discussed in one block of paragraphs, followed by all the differences in another block of paragraphs (or the other way around).</p>	<p><i>Similarities and Differences Between Coffee and Tea</i></p> <ol style="list-style-type: none"> <li><b>1. Similarities</b> <ol style="list-style-type: none"> <li><b>a.</b> <i>Where it is grown</i></li> <li><b>b.</b> <i>Who drinks it</i></li> <li><b>c.</b> <i>How much it costs</i></li> </ol> </li> <li><b>2. Differences</b> <ol style="list-style-type: none"> <li><b>a.</b> <i>Where it is grown</i></li> <li><b>b.</b> <i>Who drinks it</i></li> <li><b>c.</b> <i>How much it costs</i></li> </ol> </li> </ol>
<p>With point-by-point organization, each paragraph contains a discussion of similarities and differences relating to one of the points.</p>	<p><i>Similarities and Differences Between Coffee and Tea</i></p> <ol style="list-style-type: none"> <li><b>1. Where it is grown</b> <ol style="list-style-type: none"> <li><b>a.</b> <i>Similarities: coffee and tea</i></li> <li><b>b.</b> <i>Differences: coffee and tea</i></li> </ol> </li> <li><b>2. Who drinks it</b> <ol style="list-style-type: none"> <li><b>a.</b> <i>Similarities: coffee and tea</i></li> <li><b>b.</b> <i>Differences: coffee and tea</i></li> </ol> </li> <li><b>3. How much it costs</b> <ol style="list-style-type: none"> <li><b>a.</b> <i>Similarities: coffee and tea</i></li> <li><b>b.</b> <i>Differences: coffee and tea</i></li> </ol> </li> </ol>
<p>To introduce unexpected ideas, you can use an adverbial clause beginning with <i>although</i>, <i>even though</i>, or <i>though</i> and follow it with a comma.</p>	<p><i>Although it wasn't very cold, I decided to wear my coat.</i></p>

## Unit 6

### Chapter 11: Stating Cause and Effect

Rules	Examples
Look at all the possible causes of an effect.	<i>People who want to extend their lives may benefit from sleeping more, eating less, and increasing the amount of exercise they get.</i>
Support each cause with a good example.	<i>Studies show that people who sleep from seven to eight hours a night live longer than people who sleep less.</i>
State your most important cause last.	<i>Although sleeping more and eating less are important in increasing longevity, the single most important factor is the amount of exercise you get.</i>
Use <i>because</i> and <i>as</i> to introduce reason clauses.	<i>Exercise is important <u>because</u> it can help keep your weight under control.</i>

### Chapter 12: Using Block Organization vs. Chain Organization

Rules	Examples
With block organization, you discuss all the causes in one block of paragraphs and all the effects in another block.	<i>How to Live Longer</i> <b>1. Causes</b> <b>a.</b> <i>Sleep more</i> <b>b.</b> <i>Eat less</i> <b>c.</b> <i>Exercise</i> <b>2. Effects</b> <b>a.</b> <i>The body repairs itself.</i> <b>b.</b> <i>You don't become overweight.</i> <b>c.</b> <i>Muscles become stronger.</i>

With chain organization, each paragraph contains a discussion of a single cause and effect.

To signal causes, you can use structure words or phrases such as *the first reason*, *the next reason*, and *because* to introduce clauses.

To signal effects, you can use structure words or phrases such as *the first effect*, *as a result*, and *consequently* to introduce clauses.

When these structure words are used to introduce a second clause that is the result of the first clause, use a semicolon before the structure words and a comma after them.

### *How to Live Longer*

#### **1. Cause and effect 1**

**a. Cause:** *Sleep more*

**b. Effect:** *The body repairs itself.*

#### **2. Cause and effect 2**

**a. Cause:** *Eat less*

**b. Effect:** *You don't become overweight.*

#### **3. Cause and effect 3**

**a. Cause:** *Exercise*

**b. Effect:** *Muscles become stronger.*

*Because it is so difficult to do, many people don't start an exercise program.*

*Linda started exercising. The first effect was that she lost 15 pounds.*

*Larry quit smoking; as a result, his lungs cleared and he could breathe better.*

## Unit 7

### Chapter 13: Writing an Argument Essay

Rules	Examples
An argument essay contains reasons to support the ideas of the writer.	<i>We must stop environmental pollution in order to keep our children healthy and to make our cities more attractive.</i>
The writer can use description, comparison and contrast, or cause and effect to illustrate the points in the essay.	Description: <i>There are 68 hazardous waste sites in California alone.</i> Comparison and contrast: <i>Although Massachusetts has 22 hazardous waste sites, neighboring Connecticut has only 13.</i>
Reasons may be facts or opinions.	Cause and effect: <i>Because many large manufacturing companies were located in New Jersey over the last 50 years, there are many hazardous waste sites in this state.</i> Opinion: <i>Poor air quality is a big problem.</i> Fact: <i>In 1986, the air quality in Los Angeles was unacceptable on 88 days.</i>

### Chapter 14: Writing an Argument Essay (continued)

Rules	Examples
A convincing argument requires concrete facts.	<i>The air quality in Phoenix, Arizona, has improved. In 1987, air quality there was unacceptable on 42 days. In 1996, that figure had dropped to 5 days.</i>
Avoid phrases such as <i>they say</i> and <i>authorities agree</i> .	Avoid: <i>They say that the closing of several factories helped improve the air quality.</i>
Do not use a friend or relative as an authority.	Avoid: <i>My uncle lives in Phoenix, and he says that the use of better emission systems in cars has made the air cleaner.</i>
All statements that support an argument must be relevant.	<i>Parents let their children play outside more when the air quality is better.</i>



## Unit 8

### Chapter 15: Using Imagery

Rules	Examples
By using colorful words and expressions in comparisons, imagery often makes writing come alive for the reader.	<i>The room was as dark as a night with no moon or stars.</i>
A simile uses <i>like</i> or <i>as</i> to show the similarity between two things.	<i>Paul Bunyan was as tall as a tree.</i>
A metaphor compares two things without the use of <i>like</i> or <i>as</i> .	<i>The cold water was a slap in the face.</i>

The readings in this chapter encourage students to think about different types of art and talk about what art is. Reading 1 focuses on the life and works of one artist, Frida Kahlo. Reading 2 discusses digital photo illustration as an art form.

Two of the most important art movements of the past 150 years are Impressionism and Expressionism:

- *Impressionism* (late 19th century): This movement started in France and focused on the artist's "impression" of reality. Light and color were important. Claude Monet (France), Paul Gauguin (France), and Vincent van Gogh (Netherlands) were impressionists.
- *Expressionism* (20th century): This movement started in Europe and focused on the artist's "expression" of emotion. The inner experience was important. Kahlo was an expressionist. Other expressionists include Gustav Klimt (Germany), Henri Matisse (France), and Wassily Kandinsky (Russia, Germany).

## Reading 1 Frida Kahlo: Triumph Over Tragedy, p. 5



CD 1  
Track 1

### Warm-Up

You may start the lesson by asking the following questions:

- What catches your eye in this self-portrait? What characteristic of the artist stands out? Do you think she is beautiful? Do you like the frame around the head? Why or why not?
- Imagine your self-portrait. What facial characteristic would be the most important? With what would you surround yourself?

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What were some of the main influences on Frida's life?

Why do you think she became an artist?

## Extension Activity

Have students, in pairs, write five to seven *wh*- questions (*who, what, where, when, why, and how*) they would ask Frida if she were alive today. Then select one student to be Frida. The rest of the class should interview her, using the questions they created. If the class is large, divide it into groups of six to eight, with one student in each group selected to be Frida.

## Additional Discussion Questions

- What kind of art is popular in your country?
- Do you enjoy going to art museums? Why or why not?

## Journal

Write the following prompt on the board:

Write about your favorite artist. Why is he or she your favorite?

## Pre-Reading

### Exercise 1, p. 2

Answers will vary.

### Exercise 2, p. 2

**a.** O'Keeffe **b.** Monet **c.** van Gogh  
**d.** Dali **e.** Gauguin **f.** I.M. Pei

## Vocabulary

### A. Vocabulary in Context, p. 8

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

### B. Vocabulary Building, p. 9

Answers may vary. Possible answers are given in italics: **1.** *e, look, movement, ideas* **2.** *d, group, reputation, criminal* **3.** *b, accident, injury, wound* **4.** *a, artist, musician, painting* **5.** *f, turbulence, life, pain* **6.** *c, decoration, design, painting*

### C. Vocabulary in New Context, p. 10

Answers will vary. Possible answers: **1.** In what way did Frida have a radical look? **2.** Why did Frida join a notorious group? **3.** How did Frida have an accident that was nearly fatal? **4.** Which celebrated artist did she marry? **5.** In what way was her life emotionally turbulent? **6.** How did people know that Frida had elaborate decoration on her bed?

## Reading Comprehension

### A. Looking for the Main Ideas, p. 10

**1.** The main idea of paragraph 3 is how Frida Kahlo's life was influenced by her having polio at the age of six. **2.** Paragraph 9 is mostly about the terrible bus accident in which Frida was badly injured. **3.** Line 1 states the main idea of paragraph 11. **4.** Sentences 1 and 2 contain the main idea in paragraph 12.

### B. Skimming and Scanning for Details, p. 10

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

### C. Making Inferences and Drawing Conclusions, p. 11

The statements that can be inferred are 1, 2, 3, 6, 7, and 9.



CD 1  
Track 2

## Reading 2 How a Building Changed a City, p. 14

### Warm-Up

You may start the lesson by saying one of the following:

- Look at the picture. How does this building differ from other buildings you are familiar with? What does it remind you of? What do you think its purpose is?
- How are art and architecture different? How are they similar?

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

Where is this building located?

Why was it built?

What do the people of this city think of it?

### Extension Activity

Ask students to look in newspapers, magazines, or online, and bring in a picture of a building, either famous or not so well-known. Put the pictures on the wall or spread out on tables, with a blank piece of paper under each one. Have the students move around the classroom and write, under each picture, one or two words to describe it, as well as a guess as to the purpose of the building. Then discuss the results.

### Journal

Suggest the following questions for students to write about:

Which requires more skill: art or architecture?

Which has more of an impact on people's lives? Why do you think so?

### Internet Activity

Ask students to brainstorm a list of artists or architects from their native countries. Have them search the Internet for information about one or two of them to share with the class.

### Vocabulary

#### A. Vocabulary in Context, p. 16

1. on the verge of
2. d
3. surpassed
4. geared up
5. a
6. c
7. bust
8. c
9. loner
10. b

#### B. Vocabulary Building

##### Exercise 1, p. 17

Answers may vary. Possible answers are given in italics.

1. b, boom, *icon, movement*
2. a, trouble, *industry, status*
3. d, process, *element, flaw*
4. e, spaces, *design, shapes*
5. c, motion, *hair, pattern*
6. f, program, *engineering, development*

##### Exercise 2, p. 18

1. cultural boom
2. software program
3. financial trouble
4. design process
5. rectangular spaces
6. wavy motion

#### C. Vocabulary in New Context, p. 18

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 18

1. M
2. S
3. S
4. S
5. M
6. S
7. M
8. S

### B. Skimming and Scanning for Details, p. 19

1. Walt Disney Concert Hall, Millennium Park
2. Northern Spain
3. visitors, businesses
4. Austria, Japan, United States
5. keep costs down
6. a silvery gray metallic element
7. wavy motion
8. art on exhibit
9. Gothic cathedral
10. "the Bilbao effect"

### C. Making Inferences and Drawing Conclusions, p. 19

1. F
2. I
3. I
4. F
5. F
6. F
7. I
8. I

## Writing Skills

### Exercise 1, p. 27

Sentences 1, 3, 5, 8, and 12 are thesis statements.

### Exercise 2, p. 28

**1. a.** The topic is a comparison between being an onlooker and being a true observer of art. **b.** The first sentence is the thesis statement. **c.** The writer begins with a strong opinion. **2. a.** The topic is the definition of art. **b.** The last sentence is the thesis statement. **c.** The writer begins with a question. **3. a.** The topic is the relationship between madness and creativity. **b.** The last sentence is the thesis statement. **c.** The writer begins with a quotation.

### Exercise 3, p. 29

Answers will vary. Possible answers:

1. Each child gets more individual attention.
2. People exercise less.

3. There are differences in transportation.
4. Information from all over the world can be easily accessed.
5. You can improve your physical health.

### Exercise 4, p. 30

Answers will vary. Possible answers:

**1.** To sum up, defining art is becoming more and more difficult. As technology is connecting the world, people are widening their understanding of art by learning more about art from other parts of the world. Secondly, art of this century cannot be conveniently characterized and classified. Finally, art is being created from previously unimagined sources, one of the most widespread being electronic images. In the future, the search for a definition of art will probably become even more complex. **2.** In conclusion, the connection between the artist's emotional state, whether stable or unstable, and his or her creativity serves to increase the observer's awareness that what characterizes an artist's work often relates to his or her inner world. Many famous artists who have suffered great hardships have overcome their misfortunes and transformed their emotions into brilliant art that can touch the observer deeply.

## Weaving It Together

### What Do You Think Now?

p. 32

1. Mexico
2. was
3. Diego Rivera
4. architect
5. was not

# 2 Language

The readings in this chapter discuss historical aspects of English language development. Students will consider and discuss what they know about the background of their own language, as well as about English. Reading 1 deals with the history of English spelling. Reading 2 discusses the historical development of several words used in English.

- Do you know where the first printing press was invented? In China. The Chinese used wooden blocks to make handprints in the 9th century. They used moveable type imprinted with thousands of Chinese characters around the year 1040, more than 400 years before Johannes Gutenberg's printing press. Gutenberg printed the Bible in 1454.
- Who is Geoffrey Chaucer? Geoffrey Chaucer (ca. 1343–1400) is considered one of the greatest poets in English literature. His major work, *The Canterbury Tales*, is a collection of twenty-four stories written in verse. Each story is told by one of a group of pilgrims making their way to Canterbury in Kent. The pilgrims include characters from all walks of life—for example, a knight (a soldier), a nun, a miller, a physician, and a clerk. The stories give vivid and often humorous insights into the daily life and politics of the times. Chaucer wrote in English at

a time when French was still the official language of the government. He helped to establish the rebirth of English as a national language and as a language of great literature. *The Canterbury Tales* was widely read, and it was the first nonreligious work to be printed in England.

## Reading 1 Spell It in English, p. 35



### Warm-Up

Write the first word of each of the first five lines of the poem on p. 33 on the board in a column: *Whilom, Ther, Of, And, That*. Then play the first five lines of Audio CD 1, Track 3. Ask students to try to complete the lines while listening. Play the track several times. Then have students, in pairs, compare their answers and guess the meaning of the passage. Finally, listen to the modern version (the last four lines of the audio track). Compare the meaning to the interpretation on the board. What was difficult to guess?

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage.

Have them discuss, in small groups, what they found.

Why is English spelling so confusing?

What is the connection between the invention of the printing press and English spelling?

What is “spelling reform”?

## Extension Activity

Conduct a spelling bee, using the italicized words (*dough, bough, rough, through, colonel, ache, etc.*) from the reading. Divide the class into two groups. Ask one member of one team to spell a word. If the spelling is correct, 1 point is given to the group. If it is incorrect, the group is not given a point and a member of the other group is asked to spell the word. Continue asking one group and then the other to spell the words. Keep a running score.

## Additional Discussion Questions

- Do you use alternative spelling when you e-mail or write text messages on your cellular phone? What are some examples? (Often people drop vowels to shorten words or use alternative spelling to shorten what they are saying, such as C U 2nite for “see you tonight”). Do you think some of the alternative spellings may become acceptable ways to spell words in the future? Why or why not?
- English has many homonyms (words that sound the same but are spelled differently), for example, *to, too, two* and *bear, bare*. Think of some more homonyms with a partner. Write your list

on the board. Are there also homonyms in your language?

## Journal

Ask students to choose one of the following topics:

If a native English speaker were to learn your language, what do you think she or he would find most difficult about it? Why?

Can you think of any words from other languages that are used in your native language? Do you know how they became common in your language?

## Pre-Reading

### Exercise 1, p.34

Answers will vary.

### Exercise 2, p. 34

**a.** correct **b.** bachelor **c.** superintendent  
**d.** excerpt **e.** correct **f.** tariff **g.** occurrence  
**h.** newsstand **i.** correct **j.** correct

### Exercise 3, p. 34

color/colour; center/centre; behavior/behaviour; theater/theatre; jail/gaol; judgment/judgement; program/programme; skillful/skilful; check/cheque; draft/draught

## Vocabulary

### A. Vocabulary in Context, p. 38

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

### B. Vocabulary Building

### Exercise 1, p. 40

Answers may vary. Possible answers are given in italics: **1.** b, language, *title*,

regulation **2.** e, spelling, pronunciation, measurement **3.** c, offense, crime, behavior **4.** f, system, spelling, symbol **5.** d, process, story, problems **6.** a, change, discussion, developments

### Exercise 2, p. 40

- 1.** ongoing process **2.** Standard spelling  
**3.** major changes **4.** phonetic system  
**5.** official language **6.** punishable offense

### C. Vocabulary in New Context, p. 41

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 41

- 1.** a **2.** b **3.** d

### B. Skimming and Scanning for Details, p. 42

**1.** The Celtic language was a combination of the early forms of Irish, Scottish, and Welsh. **2.** The Romans, the Germanic tribes, the Norsemen, and the French were all conquering peoples whose languages influenced the development of the English language. **3.** English was mostly a spoken language before the invention of the printing press. **4.** The typesetters of the 1500s weren't very helpful in making spelling standard because they were very careless with their spelling. They changed the spellings of words to make them fit on the lines. Sometimes they made up their own spellings, and different printers spelled words differently, depending on what they liked. **5.** Samuel Johnson gave English its first great dictionary. **6.** Noah Webster favored a more simplified, phonetic spelling system.

**7.** Shorthand, which was invented by Isaac Pitman, is a system in which symbols represent words, phrases, and letters. **8.** Spelling reform associations simplified the spellings of many words. **9.** The word *their* in the last sentence of paragraph 11 refers to *catalogue* and *dialogue*. **10.** We are not likely to see major changes in the way words are spelled because people are most comfortable with what is familiar to them.

### C. Making Inferences and Drawing

Conclusions, p. 42

- 1.** c **2.** b **3.** c **4.** a

Reading 2 May I Borrow  
a Word?, p. 45



CD 1  
Track 4

## Warm-Up

You may start the lesson in one of the following ways:

- Bring in pictures of recognizable objects from a magazine. Give each pair of students one magazine picture and ask them to identify the object. Then have them write a paragraph telling the story of where the word came from. Encourage them to be creative!
- Write a list of words on the board that you are sure no one can define. Put students in pairs and assign one word to each pair. Ask students to write down what they think the definition of the word is. Then share the real definitions. Was anyone close to the real meaning? Were there any definitions that sounded logical but were wrong?



## Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

In what part of the house was the original idea for a “window”?

What kind of animal was called a “pie”?

How did horses become the inspiration for “bangs”?

## Extension Activity

Choose one of the following:

- Share with students the fact that some countries currently have institutions whose job it is to make decisions about language, such as correct spelling, whether or not to admit new words into the language (such as new technological terms or words from other languages), and even grammar rules. Some examples are the Real Academia Española in Spain and the Académie Française in France. Then ask students: *What are the pros and cons of institutions like these? Does your country have an institution like this? If so, what do you know about it?*
- In advance, prepare a list of words and/or phrases that students are familiar with. Ask one student to come to the front of the class, and show him or her one of the words. The student must describe the word to the class while the rest of the class tries to guess it. For example, if the word is *language*, the student might say, *It's how we communicate. Examples are English, Spanish, Chinese. You can write it and speak it. . . .* Once someone guesses the word, it

becomes another student's turn to come to the front. If the class is small, repeat the process until each student has a turn. If the class is large, repeat the process several times.

## Additional Discussion Questions

- What are some English words that are used in your language? Make a list on the board.
- Why is it valuable to study old forms of English, such as the kind of English Chaucer used?

## Journal

Write the following prompt on the board:

Select two or three of these terms: *discotheque, hot dog, automobile, philosopher, radio, radar, OK*. Look in a dictionary or on the Internet to find out where they came from and write about the information you find.

## Internet Activity

Have students use the Internet to find out what a “spelling bee” is. What do you do at a spelling bee? What is the history of the spelling bee?

## Vocabulary

### A. Vocabulary in Context, p. 47

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

### B. Vocabulary Building, p. 48

2. admit 3. whistle 4. term  
5. display 6. take note

**C. Vocabulary in New Context, p. 49**

1. Take note
2. whistles
3. admit
4. display
5. modified
6. termed

## Reading Comprehension

**A. Looking for the Main Ideas, p. 49**

1. M
2. S
3. S
4. M
5. S
6. M
7. S
8. M
9. S
10. S

**B. Skimming and Scanning for Details, p. 50**

1. leather thongs
2. a hole in the roof
3. the wind whistled through it
4. late eighteenth
5. pie's nest
6. 1303
7. a horse's tail
8. money
9. square
10. Designers

**C. Making Inferences and Drawing Conclusions, p. 50**

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

## Writing Skills

**Exercise B 1, p. 55**

Time and sequence words:

**Paragraph 2:** over the centuries; It all started with; When; later; In the 9th century; in the 11th century

**Paragraph 3:** By the 14th century; At that time; over the centuries; today; when

**Paragraph 4:** in the late 15th century; in the 1500s

**Paragraph 5:** Throughout this period

**Paragraph 6:** By the late 16th century and early 17th century; By then; By the time

**Paragraph 7:** Finally, in 1755; Eventually; Meanwhile

**Paragraph 9:** For a while; In 1876; three years later

**Paragraph 10:** In 1906

**Paragraph 11:** Eventually; for centuries

**Paragraph 12:** As long as

**Exercise B 2, p. 55**

1. in 1499
2. still
3. After
4. then
5. later
6. in 1542
7. When
8. during
9. 1561
10. while
11. for
12. until
13. in 1637

## Student Essay Follow-Up p. 58

**1.** The writer is trying to explain the development of the written Chinese language. **2.** The thesis statement is the last sentence of the introductory paragraph: *Chinese is one of the world's oldest languages, and its written form, like that of most languages, developed from the pictograph.*

**3.** Yes, time signals are used through each phase of the process.

**Paragraph 2:** 5,000 years ago

**Paragraph 3:** Then, after a few centuries

**Paragraph 4:** Later **4.** The topic sentence in each body paragraph (paragraphs 2, 3, and 4) is the first sentence. The topic sentences are supported by the details in the body paragraphs. **5.** The process of development is clear.

## Weaving It Together

### What Do You Think Now?

p. 61

1. was
2. 1755
3. spelled
4. meant
5. a bird's nest

# Hygiene

## Chapter

# 3

The readings in this chapter give information on how and why living things clean themselves or are cleaned. Reading 1 offers some interpretations and examples of personal cleanliness throughout history. Reading 2 focuses on examples of fish species that clean other fish and the process of cleaning. You may want to introduce the topic of hygiene by giving students these interesting facts:

- Did you know that, at the end of the Roman Empire, bathhouses were ordered to be shut down all over Europe because they were considered corrupt? However, the most northern countries—Finland, Estonia, and northern Russia—were so far away that they escaped this ruling. The operation of bathhouses in those countries has continued uninterrupted until today.
- Did you know that, in Finland, there are almost as many saunas (sweat baths) as cars? In 1998, there were 2.0 million cars and 1.6 million saunas. A sauna is a room that is heated to very high temperatures by a wood or coal stove. People take saunas for relaxing and cleansing. After sitting in the heat, people often jump into cold water or take a cold shower to cool off.

## Reading 1 How Clean Is Clean?, p. 64



### Warm-Up

You may start the lesson by asking one of the following questions:

What are the differences between how the people in the photo on page 62 are taking a bath and how people in your culture take baths today?

Would you like to take a bath in this way? Why or why not?

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

How have people in different cultures kept clean throughout history?

What significance has cleanliness had for people in different cultures throughout history?

## Extension Activity

Play the audio track, pausing at the end of each paragraph. Have students write a content question for the paragraph they have just heard. Continue paragraph-by-paragraph until the end. Have students ask their questions to the class and discuss the answers.

## Additional Discussion Questions

- What are the main functions of water? Generate a list with a partner. Then arrange the items in order of importance.
- Are there any other resources on Earth that are more important, in your opinion? Why or why not?
- What types of bathing products do you use when you take a bath or shower?

## Journal

Ask students to answer the following questions in their journal:

What are some ways to keep our environment clean?

What do you do to keep your environment clean?

## Culture Cue

Cleanliness is personal and has many different interpretations. Be aware of this when interacting with members of different cultures so as not to cause misunderstanding or offense. When discussing this topic, try to avoid stereotypes and labeling of behavior as clean or unclean.

## Pre-Reading Activity

### Exercise 1, p. 63

Answers will vary.

### Exercise 2, p. 63

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

## Vocabulary

### A. Vocabulary in Context, p. 67

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

### B. Vocabulary Building

#### Exercise 1, p. 68

Answers may vary. Possible answers are given in italics:

1. e, relaxation, *ability, exercise* 2. a, treatment, *herb, root* 3. f, evidence, *survey, site* 4. b, offense, *blunder, activity* 5. c, overtones, *service, art* 6. d, hygiene, *belief, trainer*

#### Exercise 2, p. 68

1. archaeological evidence 2. mental relaxation 3. medicinal treatment  
4. religious overtones 5. social offense  
6. Personal hygiene

### C. Vocabulary in New Context, p. 69

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 69

1. d 2. c 3. b

## B. Skimming and Scanning for Details, p. 70

1. Over the centuries, the bathing habits of people have been influenced by religion, culture, and technology.
2. The Greeks' bathing habits differed from the Egyptians' in that the Greeks did not use soap. Instead, they put oil and ashes on their bodies, scrubbed with blocks of rock or sand, and scraped themselves clean with a curved metal instrument.
3. In the last sentence of paragraph 3, the word *them* refers to the Greeks.
4. First, Roman bathers entered a warm room to sweat and converse. Fine oils and sand were used to cleanse the body. Next, they went into a hot room for more sweating and talk, splashing with water, and more oils and scraping. Finally, the bathers concluded the process by plunging into a cool and refreshing pool.
5. The leaders of the Christian church discouraged bathing during the Middle Ages because they associated it with the corruption of Roman society and its baths.
6. Commoners found it difficult to bathe because there was no running water, the rivers were polluted, and soap was too expensive for them to afford since it was taxed as a luxury item.
7. Europeans and Americans changed their cleanliness habits when it became known that filth led to disease and the governments of Europe and America began to improve sanitation standards. They built wash houses, and bathing began to be considered a good thing.
8. The Muslim tradition of using *hammams*, or sweat baths, for cleansing and as retreats and places for socializing was brought to Europe by the Crusaders

and consequently influenced the use of thermal baths as therapy for a variety of ills. **9.** The word *people* in paragraph 9, sentence 3, refers to Middle Easterners. **10.** Two hygienic habits of the Japanese are removing their shoes and putting on special slippers before entering any house or building and washing extensively before meals.

## C. Making Inferences and Drawing Conclusions, p. 70

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

## Reading 2 Eat My Bugs, Please, p. 72



## Warm-Up

The picture on p. 72 shows a fish that cleans other fish. Ask students to describe the picture. Write *symbiosis* on the board. Give students examples of animals and/or plants that have symbiotic relationships, such as the clown fish and sea anemone, bees and flowers, the oxpecker (a parasite-eating bird) and zebra, intestinal bacteria and humans. Ask them to write a definition of *symbiosis* based on these examples.

## Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

Why must all creatures stay clean?

How does one fish clean another?  
Describe the process.

What are some of the characteristics of fish that are being cleaned?

## Extension Activity

Listen to the audio track, stopping after each paragraph. Have students write down a new vocabulary word or phrase they remember from each paragraph. Ask one student to state his or her word or phrase to the class and another student to give the meaning. Have a few students call out their word or phrase a few times before going on to the next paragraph and repeating the procedure.

## Journal

Give students the following prompt:

Write about one or two things you learned from this reading that surprise or impress you.

## Internet Activity

Look up one of the cleaner fish mentioned in this reading (*Labroides dimidiatus*, goby, Senorita Fish, or another of the wrasse family). Find some details about their behavior that have not been mentioned in the reading. Share them with the class.

## Vocabulary

### A. Vocabulary in Context, p. 75

1. d (or b)
2. b
3. groomed
4. a
5. a
6. b
7. c
8. a
9. c
10. the bulk of

### B. Vocabulary Building, p. 76

Answers may vary. Possible answers are given in italics: **1.** d, behavior, *colors*, *habits* **2.** c, ferocity, *friendship*, *hostility* **3.** f, a service, *a duty*, *a function* **4.** a, a station, *a company*, *a process* **5.** e, effects, *behavior*, *actions* **6.** b, smaller fish, *animals*, *victims*

### C. Vocabulary in New Context, p. 76

Answers will vary. Possible answers:

1. Why do some of the aggressive fish have to modify their behavior in order to be cleaned?
2. When do the fish being cleaned display ferocity?
3. Why do the cleaner fish perform a service for some of the larger, aggressive fish?
4. Why do the cleaner fish set up a station where other fish can be cleaned?
5. Who observed the effects of removing all the cleaner fish from one locality?
6. What are the names of some fish that prey on smaller fish?

## Reading Comprehension

### A. Looking for the Main Ideas, p. 76

1. S
2. M
3. S
4. S
5. M
6. M
7. S
8. M
9. S
10. S

### B. Skimming and Scanning for Details, p. 79

1. shark, barracuda, moray eels
2. establish a cleaning symbiosis
3. pale brown, pink
4. suddenly closing its mouth, leaving only a small gap to allow the goby to escape
5. visit cleaning stations
6. six, Senorita
7. develop the fuzzy marks that are an indication of fungal infection
8. fungi, restore the fish to health
9. *swimming* in a vertical position, head downward, and undulating its body from side to side
10. small, cigar

### C. Making Inferences and Drawing Conclusions, p. 78

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

## Writing Skills

### Exercise B 1, p. 82

Answers may vary. Possible answers:

1. Art is a means by which an artist graphically represents the world as seen through his or her own vision.
2. accurate
3. Wind is one of the most powerful forces in nature and can be beneficial—for example, as a source of energy—as well as destructive, such as in storms.
4. Powered flight, by adding an engine to a flying machine, is the means by which humans can fly, thus realizing man’s fondest dream for thousands of years.
5. A keynote address is a speech at the beginning of a conference or convention outlining the issues that will be considered.
6. accurate
7. Mountain sickness is an impaired physical state marked by shortness of breath, nausea, and headache and caused by insufficient oxygen at high altitudes.
8. accurate
9. Good sense is the ability to think and reason soundly, something everyone should hope to have.
10. Education is obtaining knowledge through instruction, which is the key to prosperity.

### Exercise B 2, p. 82

Literal meanings are given; extending meanings will vary.

1. an open expanse, blank or empty area
2. a continuum in which events occur from the past through the present to the future
3. the sense by which odors are perceived
4. assertiveness, boldness
5. the condition of being humble, proper, and/or reserved
6. esteem; regard

### Exercise 3, p. 83

Possible answers:

1. *fanaticism*: excessive or irrational behavior
2. *loyalty*: faithfulness
3. *education*: the action or process of being given knowledge, instruction, or training, usually in school
4. *happiness*: joyfulness
5. *creativity*: originality, imaginativeness
6. *friendship*: a close, trusting, and warm relationship with another person
7. *independence*: freedom from the control of others
8. *leadership*: the ability to provide guidance to others

## Student Essay Follow-Up p. 85

1. The thesis statement is the last sentence of the introductory paragraph:  
*In my country, Japan, our basic sense of cleanliness may be more clearly defined by looking at basic aspects of our lives such as our buildings, our food, and hygiene.*
2. To define cleanliness, the writer focuses on three aspects of life in Japan: buildings, food, and hygiene.
3. Yes, buildings, food, and hygiene are all developed in the body paragraphs.
4. All the ideas in paragraph 2 support and illustrate the topic sentence. Topic sentence: *Traditionally, it is the custom in Japan to keep our homes clean, since a clean house is a reflection of one’s self.* Support ideas: *taking off our shoes; clean socks with no holes; changing into different slippers; bathrooms separated from the toilets; floors are clean*
5. Answers will vary.

## Additional Writing Practice

### Exercise A, Summary, p. 87

Answers will vary. Sample answer:  
The reading about cleanliness states that religion, culture, and technology have always exercised strong influences on hygiene. Baths existed in ancient times; the later Roman baths were extensive and ultimately corrupt. In reaction to this corruption, bathing was uncommon in the Middle Ages but regained favor in the 1800s when it became known that filth led to disease. Personal hygiene is highly valued in Japan, and cleanliness is a religious requirement in the Middle East. There are clearly many different methods of and reasons for personal cleanliness.

### Exercise B, Paraphrasing, p. 87

Answers will vary. Sample answer:  
According to Perry, most cleaners are fish. There are more than 45 known cleaner species. In order for cleaners to function, client fish must often change their normal behavior. Even aggressive fish let their cleaners safely clean them. The client fish help their cleaners by becoming still or slow-moving and allowing the cleaners safe access to all body parts. Some species have probably died out because they were unable to create a client-cleaner relationship. Without the benefit of cleaner fish, so many fish may have been harmed by fungal infection that the population could not survive.

## Weaving It Together

### What Do You Think Now?

p. 89

1. did not bathe 2. Romans 3. more than seven 4. cleaner 5. don't eat



# Groups, Organizations, and Societies

The readings in this chapter describe two groups that make positive contributions to the world. Reading 1 describes a worldwide emergency health care organization called Doctors Without Borders. Reading 2 describes a humanitarian organization called the Peace Corps, which began in the United States in 1961.

- Did you know that the Amish (*aw-mish*) people, a group that came to the United States in the mid-1700s from Switzerland, have worn the same kind of clothing for 270 years? The women wear dresses with long skirts and aprons and cover their hair with a scarf or hat, and the men wear hats, coats without collars and pockets, and pants that are held up with suspenders.
- Did you know that the Mormon religion was founded in 1830 in New York State and is now centered in the state of Utah? Mormons don't smoke or drink alcohol or caffeine. Ten percent of their income goes to their church—a practice called *tithing*. One result of tithing is that they extend financial support to church members who need help and do not make use of the country's federal assistance programs.

Reading 1 Crisis, Disaster,  
and Doctors Without  
Borders, p.93



## Warm-Up

You may start the lesson in one of the following ways:

- Have students describe the pictures on page 90. Where and who are these people? What do they appear to be doing? Ask students to write their own caption for each of the photos and share it with the class.
- Have students read the five descriptions of groups in the Pre-Reading, Exercise 2 on page 91 and match the names with the descriptions. What are some characteristics that are true of all of these groups?
- Write the word *volunteering* on the board. Elicit from students what they know about the term and elicit words or phrases related to it. Write these ideas on the board. Match students in pairs and ask them to identify two important volunteering groups that they know of

and generate as much information about them as they can. Have pairs present their summaries/descriptions to the class.

- Have students bring some pictures of people wearing clothing unique to their group, such as that of mountain rescue groups or people who belong to traditional cultures such as the Amish or Inuits. Put the pictures on the wall and have students move around the classroom to view them. Ask students about the people in the pictures: What kind of a group might they be? What activities do they engage in? Where might they be from? Why do you think so?

## Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is the philosophy of Doctors Without Borders?

How did the organization develop and how does it survive?

What is their procedure in a crisis?

What do they do besides provide medical care?

## Extension Activity

Have students, in pairs, write five questions that they would ask a volunteer in the Doctors Without Borders organization. Then divide the class into groups of four or five. Select one student in each group to be the volunteer. The others in the group should ask the questions they have created.

## Additional Discussion Questions

- Many organizations, such as Doctors Without Borders, are formed with the goal of helping others. What benefits do such organizations have for the people who join them? What organizations have you heard of that you might like to participate in? Why?
- Describe an organization that you would like to create. What would its purpose be?

## Journal

Write these questions on the board and ask students to answer them:

Are there any aspects of Doctors Without Borders that impress you?

Do you think that this organization is making a difference in the world? Why or why not?

## Pre-Reading

### Exercise 1, p. 91

Answers will vary.

### Exercise 2, p. 91

1. Scouts
2. The Amish
3. Greenpeace
4. Salvation Army
5. Masons

## Vocabulary

### A. Vocabulary in Context, p. 96

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

### B. Vocabulary Building, p. 97

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

**C. Vocabulary in New Context, p. 97**

Answers will vary. Possible answers:

1. Why does Doctors Without Borders give emergency aid to victims of war?
2. Why did Doctors Without Borders want to take a professional approach?
3. How does Doctors Without Borders deal with emergencies?
4. To whom does Doctors Without Borders provide medical assistance?
5. Why is Doctors Without Borders allowed to maintain its independence?
6. How does Doctors Without Borders live up to its ideals?

- Ask students these questions: What kinds of challenges can arise when members of one group or culture interact with members of another? What are some possible negative outcomes? What are some possible positive outcomes? What role does people's intent play in these interactions?

## Reading Comprehension

**A. Looking for the Main Ideas, p. 98**

1. M
2. S
3. M
4. S
5. M
6. S
7. S
8. M
9. S
10. S

**B. Skimming and Scanning for Details, p. 98**

1. race, religion, political affiliation
2. France
3. New York
4. United Nations
5. nonprofit
6. 2,500
7. ideals
8. emergency kits

**C. Making Inferences and Drawing Conclusions, p. 99**

1. I
2. F
3. I
4. F
5. I
6. F
7. I
8. F

## Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What motivated President Kennedy to start the Peace Corps?

What challenges may arise for volunteers when they go to a country where they have never been before?

What conditions must be met by a country in order to host volunteers?

What do you think are the reasons for these conditions?

## Extension Activity

Write the following information on the board:

**Peace Corps Volunteers by Work Area**

Education: 35%

Health & HIV/AIDS: 21%

Environment: 15%

Business Development: 15%

Agriculture: 5%

Youth Development: 5%

Other: 4%

What does this information say about what is viewed as the most important

## Reading 2 Inspired to Serve, p.101



CD 1  
Track 8

## Warm-Up

You may start the lesson in one of the following ways:

- Have students look at the picture and describe it. What are these people doing?
- Find out how many students have heard of the Peace Corps. Elicit what they know or have heard.

need by host countries? Do you agree or disagree about the emphasis placed on education and health care? What arguments can you make for increasing assistance in other areas?

## Journal

Write these questions on the board and have students answer them:

What kind of volunteer work do you think you would be best suited for?

Where would you like to do this? What would you hope to accomplish?

## Internet Activity

Provide the names of several local charities or volunteer organizations. Divide the class into groups; have each group research one organization and then share their information with the class.

## Vocabulary

### A. Vocabulary in Context, p. 103

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

### B. Vocabulary Building, p. 104

1. design 2. establish 3. serve 4. face  
5. devote

### C. Vocabulary in New Context, p. 105

Answers will vary. Possible answers:

1. What was the Peace Corps designed to do? 2. When was the Peace Corps established? 3. How long do volunteers serve? 4. What kinds of challenges do volunteers face? 5. What personal qualities are necessary to devote oneself to being a Peace Corps volunteer?

## Reading Comprehension

### A. Looking for the Main Ideas, p. 105

1. The main idea of this reading is to describe the history and goals of the Peace Corps volunteer organization. 2. Paragraph 4 describes the different areas of work that volunteers can participate in, from education and health care to business and agriculture, to name a few. 3. Paragraph 6 tells what conditions must be met for a country to host Peace Corps volunteers. 4. Paragraph 8 summarizes the goals of the Peace Corps and describes the state of the organization today.

### B. Skimming and Scanning for Details, p. 105

1. President Kennedy made his speech at the University of Michigan at Ann Arbor. 2. The Peace Corps was designed to promote understanding between Americans and other cultures of the world. 3. Robert Sargent Shriver, the president's brother-in-law, was the first director. 4. Volunteers serve for two years. 5. A stipend is given to volunteers for basic needs, such as room, board, and a few essentials. 6. Volunteers are expected to do the same work, eat the same food, and speak the same language as the nationals of the country in which they are stationed. 7. Volunteers teach and share their skills to help solve challenges faced by their host country. 8. The first goal of the Peace Corps is to meet the needs of host countries for skilled workers. 9. Host countries must invite the Peace Corps. 10. Eastern Europe became open to American interests in 1990.

**C. Making Inferences and Drawing Conclusions, p. 106**

**1.** a **2.** c **3.** From the three goals of the Peace Corps, we can conclude that the purpose of the Corps is not only to provide workers to a country but to promote mutual understanding between Americans and people of other cultures. **4.** Peace Corps volunteers will not be sent to a country that is experiencing war or internal strife.

## Writing Skills

**Exercise B 1, p. 109**

Answers will vary. Possible answers:

- 1.** faithful dogs **2.** nails **3.** a lion  
**4.** sunshine **5.** the air we breathe  
**6.** teachers on the first day of school **7.** a team of mountain lions **8.** water in the desert

**Exercise B 2, p. 110**

**1.** This compares the difficulty of the rescue to the myth of Hercules, who had to carry out near-impossible tasks as a penance. **2.** This compares the relief experienced by those awaiting the rescue team to how it feels when the sun comes out after a storm. **3.** This compares the dark feelings and experiences of war to the dark of night. **4.** Lifting the villagers loads off their backs is metaphorical for making their lives easier in many ways by easing their problems. **5.** This compares testimony (a statement of what was experienced) to a torch (a light that makes it easier to see). Giving testimony to make the experience public makes people aware of others suffering similar circumstances in other places. **6.** This compares a knock

on the door (signifying the appearance of help) to not losing hope.

## Student Essay Follow-Up p. 111

**1.** The thesis statement is the last sentence of the introductory paragraph: *Most vegans can be characterized by their avoidance of consuming animal foods and their derivatives, their avoidance of using products derived from animals, and their support for animal rights groups.* **2.** The writer focuses on vegans' avoidance of consuming animal foods and their derivatives, their avoidance of using products derived from animals, and their support for animal rights groups. **3.** Yes, each of these characteristics is developed in the body paragraphs. **4.** All the ideas in paragraph 2 support the main idea. Descriptive words such as *cruel* and *suffer* strengthen the dominant impression. **5.** Dominant aspect or impression of the body paragraphs: **Body paragraph 1:** Vegans do not eat meat, fish, poultry, eggs or animals' milk and its derivatives such as yogurt, cheese, and butter. **Body paragraph 2:** Vegans avoid using any products derived from animals. **Body paragraph 3:** Most vegans support animal rights groups.

## Weaving It Together

### What Do You Think Now? p. 115

- 1.** France **2.** is not **3.** more than 80  
**4.** two-year **5.** do not receive

The readings in this chapter discuss theories of personality. Reading 1 focuses on different theories about the relationship between physical characteristics and personality. Reading 2 describes a theory claiming that differences in personality are based on psychological and physiological differences.

- After blood typing was discovered in the 19th century, theories began to emerge about the effect of different blood types on personalities. For example, people with type O blood tend to be independent and expressive and are risk takers. Those with blood type A are said to be careful, introspective, and structure-oriented, and blood type B personalities are characterized as emotional, sociable, and unconventional. It's said that people with type AB blood are rational, efficient, and personable.
- The Meyers-Briggs Type Indicator test is a personality questionnaire that asks you to identify your reactions to certain situations in order to identify what type of person you are. The classifications are based on these categories: introversion/extroversion, intuitive/sensing, thinking/feeling, and perceiving/judging.

## Reading 1 What Our Bodies Say About Us, p. 118



### Warm-Up

Find a simple personality quiz on the Internet or in a magazine. Bring it in for students to complete individually. Ask students if they agree with the outcome.

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What was William Sheldon's proposal?

What are "body splits"?

How does stereotyping relate to the topic?

### Extension Activity

Choose one of the following:

- Play the audio track. As students listen to paragraphs 4, 6, 7, and 8, ask them to draw the shapes that describe the contents of the paragraphs. Then have them compare their drawings with classmates' drawings.

- Have students, in groups of three to five, create their own personality tests. First, they select a category, such as colors, shapes, months of the year, or weather. Then they choose some items from that category and give them meanings that make sense to them. For example, common but very different Western associations with the color green are jealousy and relaxation. They can make up a simple story about the items so they represent personality traits. Have them give their test to another group.

## Additional Discussion Question

Ask students the following question:

- How, in your opinion, might stereotypes about the connection between body shape and personality be hurtful to the individual?

## Journal

Ask students to explain which of the following statements they think is correct, and why:

The body type determines the personality.

The personality determines the body type.

Body type and personality are unrelated.

## Pre-Reading Activity, p. 117

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 120

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

### B. Vocabulary Building

#### Exercise 1, p. 122

1. confident 2. troubles 3. stress  
4. forceful 5. timid 6. warmhearted

#### Exercise 2, p. 122

1. confident 2. timid 3. warmhearted  
4. forceful 5. troubles 6. stress

### C. Vocabulary in New Context, p. 122

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 123

1. c 2. d 3. b

### B. Skimming and Scanning for

#### Details, p. 123

1. The relationship between physical characteristics and personality has been used to predict and explain the actions of others. 2. According to the Greek theory, there are four body fluids, each with its own related personality type: blood, producing a sanguine, or hopeful, temperament; black bile, producing a melancholic, or sad, temperament; yellow bile, producing a choleric, or hot-tempered, temperament; and phlegm, producing a phlegmatic, or lazy or slow, temperament. 3. William Sheldon divided people into three shapes: the endomorph, with an oval shape; the mesomorph, with a triangular shape and a muscular, firm, upright body; and the ectomorph, with a thin, fragile body. 4. The word *their* in paragraph 5, sentence 1, refers to *researchers*. 5. In the theory of “body splits,” the upper body is expressive and relates our feelings to others through gestures and facial

expressions. **6.** The words *this theory* in paragraph 6, line 1, refer to the theory of “body splits.” **7.** According to the theory of “body splits,” four clues to personality are weight distribution, muscular development, grace and coordination, and general health. **8.** The front of the body is associated with our conscious self, the one we think about and show to others. **9.** An energetic person may not be a good listener because it’s hard for energetic people to sit still and they can sometimes be impatient. **10.** The stereotype of fat people is that they are happy and warmhearted.

### C. Making Inferences and Drawing

**Conclusions, p. 124**

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



CD 1  
Track 10

## Reading 2 Why We Are What We Are, p. 126

### Warm-Up

You may start the lesson in one of the following ways:

- Make two cluster diagrams on the board, one with the word *outgoing* in the middle and the other with the word *shy* in the middle. Be sure that everyone understands the meanings of these words. Then write the word *party* over these clusters and ask the students to come to the board and write adjectives or descriptive phrases for outgoing and shy people at a party. Discuss the results.
- Look at the chart on page 126. Using the contents of the chart, move around the room and ask each student to describe himself or herself with two of the

adjectives. When the process has been completed, find out whether the students in your classroom tend to share the same personality types. You may want to speculate on why this might be true.

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is a supertrait?

According to Eysenck, how do extraverts and introverts differ physiologically?

What part of Eysenck’s theory is accepted today?

### Extension Activity

You may start the lesson in one of the following ways:

- Play the audio track. Pause the audio after each paragraph and have students, in pairs, write a phrase or sentence that expresses the main idea of the paragraph. Continue this procedure until the end of the reading. Then have students share some of their answers. Write some answers on the board. Indicate that this is the groundwork for a summary of the reading.
- Have students prepare a short skit or dialog between an introvert and an extravert in a particular situation. Divide the class into pairs and assign a different situation to each pair (for example, at a party, at work, in the library). Then have students share their skit or dialog with the class. It can be creative and humorous.



## Additional Discussion Questions

Have students compare their school life to their life at home. Ask them the following questions:

- Are you more extraverted or introverted in one place than the other? If not, why not? If so, why do you think this is true?
- What professions do you think attract extraverts? Which ones attract introverts? Why?

## Journal

Write these questions on the board for students to answer:

Do you classify yourself as an extravert or an introvert? Why?

Describe some of your characteristics.

## Internet Activity

Have students find out more about the connection between blood type and personality or between the hand and personality (“palmistry”). Ask students to share their information with the class.

## Culture Cue

Be sensitive to different cultures’ ideal body types when discussing the first reading. In addition, be aware that the Zodiac can be offensive to some religions.

## Vocabulary

### A. Vocabulary in Context, p. 129

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

### B. Vocabulary Building

#### Exercise 1, p. 130

1. observe 2. possess 3. maintain  
4. propose 5. seek out 6. select

#### Exercise 2, p. 130

1. possesses 2. seek out 3. select  
4. observed 5. maintained 6. proposed

### C. Vocabulary in New Context

#### Exercise 1, p. 131

Answers will vary. Possible answers:

1. What kinds of personality traits do you possess? 2. What kinds of situations do you tend to seek out? 3. When do you select solitude? 4. How can we observe someone’s personality? 5. What did Eysenck maintain? 6. What theory did Eysenck propose?

#### Exercise 2, p. 131

1. *inoffensive* person 2. *inflexible* boss  
3. *impractical* way 4. *indiscreet* manner  
5. *infallible* judge of character  
6. *inefficient* worker 7. *irreproachable* character  
8. *irrational* thinker  
9. *impatient* onlooker  
10. *unenlightened* colleague  
11. *insincere* woman 12. *inconsistent* behavior  
13. *incorruptible* officer  
14. *indecisive* child 15. *inelegant* posture  
16. *injudicious* judgment  
17. *irresponsible* person 18. *impersonal* judge  
19. *unbending* father  
20. *unpretentious* millionaire

## Reading Comprehension

### A. Looking for the Main Ideas, p. 131

1. The main idea of paragraph 1 is that Eysenck divided the elements

of personality into various units based upon behavior. **2.** Lines 17–19 state the main idea in paragraph 2. **3.** Paragraph 3 is mostly about the characteristics of extraverts and introverts. **4.** In paragraph 4, sentence 1 contains the main idea.

**B. Skimming and Scanning for Details, p. 131**

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

**C. Making Inferences and Drawing Conclusions, p. 133**

The statements that can be inferred are 3, 4, 6, 8, 9, and 10.

## Writing Skills

**Exercise B 1, p. 137**

**1. Motorcycle.** All the others have four wheels. **2. Swimming.** All the others use a ball. **3. Newspaper article.** All the others are forms of literature. **4. By bus.** All the others are more general forms of travel. **5. Brilliance.** All the others are types of degrees teachers might have. **6. Beachwear.** All the others are general styles of clothes. **7. Tennis.** All the others do not require a ball. **8. Monkey.** All the others are reptiles. **9. Sugar.** All the others are major food categories. **10. Hallucinogens.** All the others are legal drugs.

**Exercise 2, p. 140**

**1.** level of intelligence **2.** types of graders **3.** shapes of faces **4.** color hair **5.** types of drivers **6.** types of food bats eat **7.** types of burns **8.** people's residential status

**Exercise 3, p. 142**

**1.** On the other hand **2.** In addition to **3.** first **4.** typical of **5.** Next **6.** Third

**7.** fourth **8.** Whereas **9.** Last **10.** Besides **11.** A good example

## Student Essay Follow-Up

p. 141

**1.** The thesis statement is the last sentence of the introductory paragraph: *These twelve astrological signs can be classified into the four elements in this world, which are wind, earth, fire, and water.* **2.** The writer classified astrological signs into the four elements in the world: wind, earth, fire, and water. **3. Category:** wind; Signs: Gemini, Libra, Aquarius; Characteristics: natural-born debaters, more advantages than others in their careers, overcome difficulties easily, don't like steady jobs, like exciting jobs and challenges **Category:** earth; Signs: Taurus, Virgo, Capricorn; Characteristics: decisive, solid, immovable, patient, like routine and stable tasks, obstinate, loyal, reliable partners **Category:** fire; Signs: Aries, Leo, Sagittarius; Characteristics: impatient, in a hurry; strong desire for success, often leaders, risk-takers, explorers, inventors **Category:** water; Signs: Cancer, Scorpio, Pisces; Characteristics: sensitive, artistic, creative, expressive, can be very close friends or relatives, romantic **4.** The writer uses supporting examples for each element. See answer 3, above. **5.** All members of my class fall under one of the elements because astrological signs, which relate to birth dates, cover all calendar dates.

## Weaving It Together

### What Do You Think Now?

p. 144

**1.** isn't **2.** are not **3.** are **4.** Introverts **5.** Extraverts

# Gender

Chapter

# 6

The readings in this chapter discuss gender differences. Reading 1 looks at research that indicates the differences between men's and women's behavior is based on actual differences in our brains. Reading 2 considers the cross-cultural research of anthropologist Margaret Mead, who concludes that gender roles are often culturally determined.

Here are some interesting research findings about differences between men and women:

- In general, women have a more acute sense of hearing and smell than men.
- Women have a higher sensitivity to pain, due to larger numbers of nerve receptors.
- In general, women claim to be far happier than men with their lives and report higher levels of personal progress in the last five years.
- Women express greater concern about family-life issues, while men express more concern about political issues.
- Men are happier with their family life and more optimistic about their own future and that of their children.

## Reading 1 Males and Females: What's the Difference?, p. 147



### Warm-Up

You may start the lesson in one of the following ways:

- Have students write down three adjectives that describe themselves and three different adjectives that describe an opposite-sex friend or family member.
- Have students, in pairs, guess which adjectives describe their partner and which describe the opposite-sex friend or family member. What conclusions can students draw from this exercise?

### Focus Questions

Write the following questions on the board. Have students skim the passage and discuss what they find.

What are some differences between girl and boy babies?

Who talks more—men or women?

Who is more vengeful and less forgiving?

What are some ways in which men and women use communication differently?

## Extension Activity

Have students take an online questionnaire to determine their learning style (search keywords “learning style questionnaire”). Have them compile the results for each member of the class, according to gender. Discuss the results.

## Additional Discussion Questions

- Do you agree with the conclusions in the reading?
- Is school easier for boys or girls? Why?

## Journal

Write the following questions on the board for students to answer:

Do you see yourself as a typical man/woman in your culture?

Describe some qualities you have that are typical, and some that perhaps aren't so typical.

## Pre-Reading

### Exercise 1, p. 146

Answers will vary.

### Exercise 2, p. 146

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 150

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

### B. Vocabulary Building

#### Exercise 1, p. 151

1. centered 2. conscious 3. assured  
4. appreciated 5. colored

#### Exercise 2, p. 151

Answers will vary. Examples: bright-eyed, bright-hued; much-maligned, much-adored; self-taught, self-satisfied

### C. Vocabulary in New Context, p. 151

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 152

1. The main idea of paragraph 2 is that, although it was not always believed to be true, research now shows that men's and women's brains function differently.  
2. The main idea of paragraph 3 is in the second sentence of the paragraph.  
3. The main idea of paragraph 4 is in sentences 1 and 2 of the paragraph.  
4. Paragraph 6 is about how men and women express themselves in Internet communications much as they do in face-to-face communications.

### B. Skimming and Scanning for Details, p. 152

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

### C. Making Inferences and Drawing Conclusions, p. 153

The statements that can be inferred are 1, 3, 5, 7, and 10.



## Reading 2 Society and the Sexes, p. 155

### Warm-Up

You may start the lesson in one of the following ways:

- Ask students: *Do you think men and women are basically alike around the world? If so, why do you think so? If not, give some examples of your experience to the contrary.*
- Have students brainstorm as many occupations as they can think of and compile a list of them on the board. Then have each student write down whether they think of the occupation as being held by a man, a woman, or either. Have them note if they think their personal view differs from society's view. Compile the results by a raise of hands and discuss any occupations where there is disagreement and the reasons for the disagreement. Find out if there are cultural differences between the students that affect their difference of opinion. If there are any occupations where all or most are in agreement that it is exclusively a male or female occupation, discuss what it would be like for the opposite gender to pursue that occupation. Ask: *Would it be possible? What would the reaction be?*

### Focus Questions

Write the following questions on the board. Have students read the passage and look for the answers.

In what parts of the world do women do the heavy labor?

Where did Margaret Mead conduct most of her gender studies?

What kinds of differences did she find?

What conclusion did Mead, and others, draw about the perceived value of men's and women's work in different societies?

### Extension Activity

Choose one of the following:

- Have students spend a few moments writing in response to the following prompt: *Being male/female means . . .* Have them list as many statements as they can think of in about 5 to 10 minutes. Then in small groups, have students share one or two statements and discuss them. Ask: *Which statements are true? Which are stereotypes?*
- As a way to explore the media's representation of gender roles, bring in contemporary magazines (or have students bring them in). Tell students to imagine they are new to this planet, and these magazines will teach them about men and women. Have them look through the magazines and take notes, and then discuss what conclusions they drew.

### Additional Discussion Questions

Have students discuss the following questions in pairs:

- Are the responsibilities of mothers and fathers different in your culture? Are fathers capable of carrying out the responsibilities of mothers, and vice versa?

## Journal

Write these questions on the board for students to answer:

Do you think boys and girls should be brought up and treated differently?

Why or why not?

## Internet Activity

Have students search for “girls’ toys” and “boys’ toys” on the Internet. Have them make a list of the types of toys marketed for boys and girls and then analyze the results. Ask students if there is any crossover, and if so, in what areas.

## Culture Cue

There is a wide range of beliefs regarding men’s and women’s roles in different cultures. Encourage students to be sensitive to and respectful of these differences.

## Vocabulary

### A. Vocabulary in Context, p. 157

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

### B. Vocabulary Building

#### Exercise 1, p. 158

Answers may vary. Possible answers are given in italics: 1. c, life, *etiquette*, *event*  
2. e, roles, *equality*, *identity* 3. d, norms, *traditions*, *differences* 4. a, traits, *inventory*, *characteristics* 5. b, societies, *roles*, *values*  
6. f, force, *ability*, *exertion*

#### Exercise 2, p. 159

1. gender roles 2. traditional societies  
3. social life 4. Physical force  
5. personality traits 6. Cultural norms

### C. Vocabulary in New Context, p. 159

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 159

1. M 2. S 3. S 4. S 5. S 6. M 7. M  
8. S 9. M 10. S

### B. Skimming and Scanning for Details, p. 160

1. carrying goods to market, hauling firewood, constructing houses  
2. Russia 3. gender arrangements differ from our own 4. New Guinea  
5. posturing, boasting, exploitative attitude 6. beauty, romance  
7. hunters 8. routine, mundane  
9. spinning machines 10. resources

### C. Making Inferences and Drawing Conclusions, p. 161

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

## Writing Skills

#### Exercise 1, p. 166

Comparison indicators:

Reading 1 Paragraph:

- 1: And; 2: not only . . . but also; 3: Also;  
4: And, also; 5: both, all; 6: and; 7: also, and, too; 8: Not only . . . but also, And;  
9: Furthermore; 10: also, In addition, And

**Reading 2 Paragraph:**

**1:** Similarly, and; **2:** both, both, both;  
**4:** Furthermore; **5:** as well as

Contrast indicators:

**Reading 1 Paragraph:**

**1:** However; **2:** Nevertheless; **3:** On the other hand, But, however; **4:** whereas, But, on the other hand, But, Whereas;

**5:** However, In contrast; **6:** But; **9:** whereas, On the other hand

**Reading 2 Paragraph:**

**1:** But, however; **2:** In contrast, opposite of;  
**3:** While; **4:** but, however; **5:** however

**Exercise 2, p. 167**

Answers will vary.

**Exercise 3, p. 167**

**1.** Although most people think women talk more than men, research has shown that men actually talk more than women overall. **2.** Whereas boys use language for competition, girls use language to make friendships. **3.** Gender studies help educators teach more effectively. Likewise, they help doctors treat patients better. **4.** Girls naturally practice carrying infants, just as boys naturally play more aggressively. **5.** Males and females are basically alike; however, researchers have found some real and distinct differences between the sexes. **6.** The online language of males is adversarial. In contrast, females use language that is supportive. **7.** Men are good at remembering symbolic and spatial things. On the other hand, women are good at remembering faces and events. **8.** While girls have an ability for language, boys are good at solving technical problems. **9.** Society does influence the thinking and behavior of males and

females. Nevertheless, research has shown that gender differences are not just social.

**10.** Women use the Internet to strengthen or make new friendships. In contrast, men use Internet technology to influence others and extend their authority.

**Student Essay Follow-Up, p. 169**

**1.** Thesis statement: *From my own experience and observations, there are similarities and differences in the behavior of males and females in my family in regard to how they communicate, what they communicate, and the way they shop.* **2.** Topic sentences:

**Paragraph 2:** *When it comes to communicating, there are similarities and differences.*

**Paragraph 3:** *The content of the conversations on the phone has similarities and differences too.*

**Paragraph 4:** *Males and females in our family shop differently too.* **3.** This essay uses

point-by-point organization. **4.** The men tend to check their e-mail and write more messages than the women. The women tend to talk on the phone more often. Men use both methods to convey direct information, whereas women give each other support and share feelings.

**5.** Comparison indicators: *both, just like, and;* Contrast indicators: *however, whereas, on the other hand.*

## Weaving It Together

### What Do You Think Now? p. 173

**1.** talk **2.** have **3.** don't send **4.** women  
**5.** women

# 7 Nutrition

The readings in this chapter are concerned with nutrition—in particular, the unhealthy effects of substances that humans introduce into food and into animals involved in food production. Reading 1 informs the reader about chemicals that are added to food and focuses on three unsafe food additives. Reading 2 discusses health concerns related to BST, a hormone given to cattle to increase milk production.

- Did you know that sugar, honey, and salt are natural preservatives? High levels of sugar can be used in jams, boiled sweets, and chocolates to preserve them. Honey is a natural food preservative that also prevents bacteria and infection. Salt has been used since ancient times to preserve meat. It is even believed that salt contributed to the preservation of Egyptian mummies.



## Reading 1 What's Really On Your Dinner Plate?, p. 176

### Warm-Up

You may start the lesson in one of the following ways:

- Bring in—or have the students bring in—some unopened food items. Ask students to read the labels. Then ask

them the following questions: *What do the labels mean to you? Do you understand the contents? Do you read labels when purchasing food items? Do you assume that food sold with a label is safe?*

- Ask students: *What are food additives? Why are they used?*

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

- What are some historical examples of food adulteration?
- What are some purposes of food additives?
- What are the three unsafe additives discussed? Describe them briefly.

### Extension Activity

Play the audio track. Ask students to take notes on the unsafe additives that are discussed in paragraphs 7, 8, and 9. Ask: *What are they? How are they used and why? What are some of the risks associated with these additives?* Play the audio section once or twice more. Have students compare notes with classmates.



## Additional Discussion Questions

Have students discuss the following questions in pairs:

- Do you think vegetarians eat safer foods than meat eaters do? Why or why not?
- What are some foods that you think are healthy? Why do you think so?
- What is your opinion of the growing focus on organic foods? Why do you think this is happening?

## Journal

Suggest the following cue for students to write about:

Write about how the information you have gained from this reading will affect your awareness of the foods that you eat. What changes will you make, if any? Will you shop differently? Are there certain foods that you will add to or subtract from your diet?

## Pre-Reading

### Exercise 1, p. 175

Answers will vary.

### Exercise 2, p. 175

1. bread
2. ham
3. margarine
4. mayonnaise

## Vocabulary

### A. Vocabulary in Context, p. 179

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

### B. Vocabulary Building, p. 180

1. a, j: Chemicals are added to everything we eat.
2. d, l: Pepper was

adulterated with mustard husks. **3.** f, i: Tea was mixed with dried leaves.

**4.** e, h: Candy was contaminated with copper salts. **5.** c, g: Saccharin has been linked to cancer. **6.** b, k: Breakfast cereals are loaded with food dyes.

### C. Vocabulary in New Context

#### Exercise 1, p. 181

Answers may vary. Possible answers:

1. What is added to everything we eat?
2. What was adulterated with mustard husks?
3. What was tea mixed with?
4. What was contaminated with copper salts?
5. To what disease has saccharin been linked?
6. What are breakfast cereals loaded with?

#### Exercise 2, p. 181

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 181

1. c
2. d
3. a

### B. Skimming and Scanning for Details, p. 182

1. Additives are put into food to make things lighter, tastier (more flavorful), easier to prepare, last longer, look more appetizing, and feel better in our mouths (more pleasing to the palate).
2. Tea was adulterated in eighteenth-century London because it was brought all the way from China and was very expensive.
3. Artificial gassing tricks the tomato into turning red so that it looks ripe, but it doesn't have the flavor of a ripe tomato.
4. Antioxidants are added to oil-containing foods to prevent the oil from spoiling. Chelating agents stop food from discoloring. Emulsifiers keep oil and water mixed together.

Flavor enhancers improve the natural flavor of foods. Thickening agents absorb some of the water present in food and make food thicker. They also keep oils, water, and solids well mixed.

**5.** In the last sentence of paragraph 6, *these* refers to *chemicals that are not safe*. **6.** NutraSweet is commonly used in diet beverages. **7.** The word *its* in paragraph 8, sentence 2, refers to *meat*. **8.** Bacon is a special problem because it is thinly sliced and fried at a high temperature. Nitrate, which is harmless, is quickly changed into the more dangerous nitrite by a chemical reaction that occurs at high temperatures of frying. **9.** Dyes are widely used in foods to make them more natural looking and more attractive. **10.** Red No. 3 has been banned for some uses because it has caused tumors in rats.

### C. Making Inferences and Drawing Conclusions, p. 182

**1.** b (or a) **2.** a **3.** d **4.** b



## Reading 2 More Than Milk in Your Glass, p. 185

### Warm-Up

You may start the lesson in one of the following ways:

- Ask students what their opinion is about using animals to serve the needs of human beings. Here are some examples: Monkeys are experimented on in medical laboratories; chickens are given substances so that they will become fatter for human consumption and so that their eggs will be larger; cows are injected with hormones to increase milk production.

- Ask students what the advantages and disadvantages of being a vegetarian are.

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is the advantage of injecting BST into cows?

Why is BST used in some countries and not in others?

What are some of the human and animal health issues related to BST?

### Extension Activity

Ask students: *Is it acceptable for animals to be experimented with to serve human needs?* Have students prepare for a debate on this topic. Divide the class in half and assign each group a different position to argue. Have each group draw up three arguments to support their position. Then ask each group to present their arguments. At the end of the debate, discuss the strength of the arguments and the effectiveness of the examples used to support the arguments.

### Additional Discussion Questions

Have students discuss the following questions in pairs:

- In the United States it is argued that it would be too difficult to label milk from BST-treated cows. What do you think of this?
- Do you think products that have been treated with hormones should be labeled? Why or why not?

## Journal

Suggest the following cue for students to write about:

Write about how the information you have gained from this reading affects your opinion about animal experimentation. Are you now more informed on this topic?

## Internet Activity

Have students find a food label with ingredients or additives they don't know and then use the Internet to find out what they are and why they are used.

## Vocabulary

### A. Vocabulary in Context, p. 188

1. c 2. a 3. gut 4. herds 5. b 6. b  
7. veterinary 8. b 9. d 10. assessment

### B. Vocabulary Building

#### Exercise 1, p. 189

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

#### Exercise 2, p. 189

1. insect-resistant 2. human-like 3. large-scale 4. long-standing 5. high-ranking

### C. Vocabulary in New Context, p. 190

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 190

1. b 2. b 3. a 4. a

### B. Skimming and Scanning for Details, p. 191

1. One effect of BST is to cause the liver to secrete another substance, the insulin-like growth factor (IGF). 2. A cow produces

milk for about 300 days after calving, providing it is milked regularly after the calf is taken away. 3. A cow produces the most milk naturally at about 7–9 weeks after calving. 4. In the 1930s, it was found that injecting cows with BST increased milk production. 5. Cows are injected with BST every 14–28 days after their natural lactation has peaked. 6. BST could improve milk yields by around 10% or more. 7. BST was approved for use in the United States in 1994. 8. Antibiotics are used to treat mastitis in cows. 9. The United States thinks it is too difficult to label milk cartons because the milk comes from so many different sources, some using BST and some not. 10. Small-scale farmers are allowed to label cartons of milk from cows not treated with BST.

### C. Making Inferences and Drawing Conclusions, p. 191

The statements that can be inferred are 1, 2, 3, 4, 5, 9, and 10.

## Writing Skills

### Exercise B 1, p. 197

Answers will vary. Encourage students to argue the case as being cause or effect.

### Exercise B 2, p. 198

Causes are underlined; effects are in italics.

1. *Ear pain occurs* when there is a buildup of fluid and pressure in the middle ear. Often during a cold or an allergy attack, particularly in small children, the ear tube becomes swollen shut, *preventing the normal flow of fluid from the middle ear*. Fluid begins to accumulate, causing *stiffness and decreased hearing*. Sometimes a bacterial infection starts in the fluid, *resulting in*

pain and fever. Ear pain and ear stuffiness can also result from high altitudes, such as when flying in an airplane or driving in the mountains. Swallowing will frequently *relieve the pressure in the ear tube*. **2.** Eating candy can produce *acids in the body*. Consuming carbohydrates can even produce *an alcoholic condition in your body*. One of our great orators, William Jennings Bryan, gave speeches nationwide about the bad effects of drinking alcohol, causing *more than one person to change his drinking habits*. Ironically, Bryan himself died of an alcoholic stomach as a result of *eating 13 pancakes with syrup for breakfast*. Eating the pancakes, which are full of carbohydrates, and the sugary syrup created *a kind of alcoholic brew in his stomach*. This innocently consumed brew produced alcohol poisoning, which in turn led to *his death*. **3.** Exercise is the central ingredient of good health because it *tones the muscles, strengthens the bones, makes the heart and lungs work better, and prevents disease*. It increases energy and vitality and gives you a good feeling about yourself. This sense of well-being helps you *deal better with stress, eases depression, and aids sleep*. There are three kinds of exercises, of which strengthening is the least important because it *builds more bulky muscles, although it increases general strength*. Stretching exercises *keep the muscles loose* and are a bit more important than weightlifting. Stretching before doing other kinds of exercises *warms up the muscles and makes them looser and less susceptible to injury*. Aerobic exercises are the key to fitness because they *improve your heart and lungs*. Your heart speeds up to pump larger amounts of blood. You breathe more frequently and more deeply to increase the

*oxygen transfer from the lungs to the blood*. As a result of these efforts, *the heart becomes larger and stronger and your lungs healthier*.

## Student Essay Follow-Up

p. 201

- 1.** The thesis statement is the following: *There are many side effects related to this popular eating habit, most of which are damaging to our health and personal care.*
- 2.** The writer is considering two effects of eating fast food: not getting the vitamins and minerals necessary to maintain good health and not being able to break the addiction to fast food.
- 3.** The first sentence of paragraph 2 is the topic sentence: *The food sold in most fast food restaurants may not be all that good for us*. This is clearly supported with information about how franchises use food that is not fresh and has many preservatives and a statement about the fast food focus on low prices rather than on food quality.
- 4.** The difficulty of changing the addictive fast food diet is the effect the writer is considering in paragraph 3. The writer gives evidence of this by citing a magazine survey.
- 5.** In the conclusion, the writer restates the thesis statement in other words: *In conclusion, eating fast food is not only an unhealthy habit but also a corrupting one.*

## Weaving It Together

### What Do You Think Now?

p. 204

- 1.** was not
- 2.** are
- 3.** five
- 4.** The United States
- 5.** do not use

# Issues for Debate

# 8

The readings in this chapter address issues related to the humane treatment of animals. Reading 1 traces the development of animal rights movements throughout the world. Reading 2 is concerned with the challenges of cloning, in particular as it relates to the treatment of the animals involved. Here are some interesting facts to initiate discussion on the topic:

- In the 1960s, there were 29,000 wild and 11,000 domesticated elephants in Thailand. Forty years later, only 2,000 wild and 3,000 domesticated elephants existed there.



## Reading 1 Do Animals Have Rights?, p. 207

### Warm-Up

You may start the lesson in one of the following ways:

- Bring in—or have students bring in—some pictures of animals. Ask students: *What are the animals in the pictures doing? Are they wild or domesticated? Where are they commonly found? What are some other animals you can think of that help humans, and what knowledge do you have of them?*
- Ask students: *What are some ways in which humans help animals?*

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is the main issue that affects the animal rights debate?

Who were Henry Salt and Peter Singer?

Why is Germany mentioned?

### Extension Activity

Choose one of the following activities:

- Ask students to consider the following question: *Do you think that the belief in equality, freedom, and the right to be treated in a certain way applies to animals as well as humans?* Prepare the class for a debate on this topic. Divide the class in half and assign a position on the question to each group. Then have each group draw up three arguments to support their position. At the end of the debate, discuss the strength of the arguments and the effectiveness of the examples used to support the arguments.
- Divide the class into teams of four to six students. Each team should form a small circle with their chairs, with one chair—the “hot seat”—facing away from

the board. Write the name of an animal on the board so that everyone except the students in the hot seats can see it. Students in each circle should quickly give the student in their hot seat clues about the animal. The first student in a hot seat to guess the animal wins a point for that team. Everyone then rotates seats, and the game continues with the name of another animal on the board.

## Additional Discussion Questions

Have students discuss the following questions in pairs:

- Animals in zoos and circuses entertain and educate the public.
- What is your opinion of zoos and circuses?
- Do you think they provide a useful function? Why or why not?

## Journal

Write the following prompt on the board:

Animals can be categorized into groups such as pets, wild animals, farm animals, and animals used for medical experimentation. Select one of these groups and discuss the help they give to humans.

## Pre-Reading, p. 206

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 209

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

### B. Vocabulary Building, p. 210

1. human rights, *Possible answers:* equal rights, inalienable rights, animal rights 2. equal treatment, *Possible answers:* abusive treatment, royal treatment, medical treatment 3. moral duty, *Possible answers:* familial duty, professional duty, military duty 4. moral code, *Possible answers:* secret code, area code, legal code 5. human behavior, *Possible answers:* animal behavior, typical behavior, acceptable behavior

### C. Vocabulary in New Context, p. 211

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 211

1. Paragraph 3 describes the main issue affecting the debate about animal rights. 2. Henry Salt's philosophy was that human beings are not made to eat meat and that we have a moral duty to treat animals "like us." 3. Human rights became universal in 1948 with the U.N. Declaration of Human Rights. In the 1970s, Peter Singer wrote an essay about how animals should be treated just as humans should. He used the term "animal liberation." 4. Their treatment in captivity and their use in testing products for humans.

### B. Skimming and Scanning for Details, p. 211

1. To find and punish the people who deliberately harmed animals. 2. Henry Salt's book on animal rights started a discussion on the subject. 3. Researchers have learned that chimpanzees experience almost

every emotion that humans do. Like humans, they use tools, think ahead, and take care of one another. Key genes in humans and chimpanzees are 99.4 percent the same. Researchers also believe that gorillas, whales, and dolphins have many similarities to humans. **4.** Germany was the first country to guarantee animal rights in its constitution. The government determines the conditions under which animals can be held in captivity. Animal testing for cosmetics and nonprescription drugs is also controlled. Finally, Germany funds projects that seek alternatives to testing animals.

### C. Making Inferences and Drawing Conclusions, p. 212

**1.** Since laws protecting animals preceded laws protecting children in Britain, one might infer that animals were being treated cruelly. **2.** Because eating meat requires the killing of animals. **3.** Based on information in paragraph 6, one could infer that gorillas, whales, and dolphins, as well as the chimpanzees discussed, might be like humans in terms of their emotional and intellectual capacities.

their discussion: *battery farms, free-range chickens/eggs.*

- Play an animal-association game. Write the names of different animals on cards. Divide the class into two to four teams. The object is for students to provide a word they associate with the animal on the card. For example, if the card says *elephant*, a student might offer “wise” or “big.” The student who calls out the first associative word gets a point for his or her team.

## Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

How do the goals of the researchers and farmers differ?

What is the difference between a clone and a chimera?

What are Origen’s two major challenges?

## Extension Activity

Choose one of the following activities:

- Organize role-playing in groups of four: battery farm owner, free-range chicken owner, customer, animal rights campaigner. Have students discuss whether it would be a good idea to ban battery farms.
- Split the class in half and assign one half to be representatives of an animal rights organization and the other to be members of the National Institute of Science and Technology. Have each group draw up three arguments to support their position on the mass production of chickens and then hold a debate.



## Reading 2 The Clone Factory, p. 213

### Warm-Up

You may start the lesson in one of the following ways:

- Have students look at the picture on page 213 and describe what is happening. You may wish to give students some useful vocabulary for

## Additional Discussion Questions

Have students discuss the following questions in pairs:

- Do you believe that cloning has more advantages or disadvantages? Discuss your position.
- How can human beings make treatment of chickens more humane and yet benefit from the eggs and meat of chickens?

## Journal

Give students the following cue:

Discuss your position regarding the cloning of chickens as it is presented in the reading.

## Vocabulary

### A. Vocabulary in Context, p. 215

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

### B. Vocabulary Building, p. 216

Answers may vary. Possible answers are given in italics: 1. *c*, research, *a project*, *education* 2. *a*, suffering, *employment*, *income* 3. *e*, demand, *requirements*, *obligations* 4. *b*, production, *your lifestyle*, *expectations* 5. *d*, machines, *behavior*, *expenses*

### C. Vocabulary in New Context, p. 217

Answers will vary.

## Reading Comprehension

### A. Looking for the Main Ideas, p. 217

1. a 2. Because they grow at the same rate, have the same amount of meat,

and taste the same. 3. Because it increases the suffering of farm birds. 4. The advantages of mass-producing identical chickens are that the birds can be made to be disease-resistant, they can grow quickly and with less food, and farmers can quickly adopt strains that don't carry food-poisoning bacteria. The disadvantages are that many embryos die, more birds go lame because their bone growth cannot keep pace with their muscle growth, and when one bird is vulnerable to a disease it affects all the clones.

### B. Skimming and Scanning for Details, p. 217

1. In paragraph 3, line 4, *it* means the prospect of cloning chickens. 2. A chimera is created in a two-step process. First, embryonic stem cells are removed from a freshly laid (before the cells differentiate), fertilized egg. Then these (donor) cells are injected into the embryo of another freshly laid, fertilized, recipient egg. 3. A chimera contains cells from both donor and recipient. A clone contains only donor cells. 4. Origen plans to scale up production of genetically engineered chickens by using machines that can inject 50,000 eggs each hour. 5. Origen's first challenge is to create a chimera. 6. The discrepancy is that Origen's Web site discusses the process of engineering birds that lay eggs containing medical drugs, yet Origen's spokesperson says that the company is not considering genetic modification.



### C. Making Inferences and Drawing

#### Conclusions, p. 218

**1.** Some shoppers might hesitate to buy meat from cloned chickens because the chickens have not been raised naturally or because they have been injected with drugs. **2.** From the article, it can be deduced that chicken farmers are in favor of the process because it would mean higher profits. **3.** Origen might be unwilling to reveal details of its results because genetic modification might be involved. **4.** From the article, it can be deduced that chicken farming in the United States is going to become more and more mass-produced. **5.** The article presents a balanced view of the topic by providing information about and stating positions of groups on both sides of the cloning issue. The author's opinion is not given.

## Writing Skills

### Exercise B 1, p. 223

Possible answers: **2.** For: **a.** It leads to cures for diseases. **b.** It determines product safety. Against: **a.** Animals have feelings. **b.** Animals do not exist for human manipulation. **3.** For: **a.** It will increase food yield. **b.** It will provide consistent taste. Against: **a.** It will increase animal suffering. **b.** Consumers will not buy unnaturally altered meat and fish products. **4.** For: **a.** Animals have the same right to life as humans. **b.** Animals have feelings. Against: **a.** Animal products serve the well-being of humans. **b.** Experimentation on animals advances our medical knowledge.

### Exercise B 2, p. 224

Sentences 2 and 3 do not use a reliable authority. They are very general and offer no facts or statistics to support their claims.

## Student Essay Follow-Up p. 226

**1.** Paragraph 1: *However, it is my belief that this does not mean that animals should have the same rights as humans.* **2.** The student's argument is against animal rights. The three reasons he gives in the introductory paragraph are that animals are not the same as humans, that we would not be able to eat animals if we gave them the same rights as humans, and that we would not be able to have animals as pets or for entertainment if we gave them the same rights as humans. **3.** The first two reasons are developed in the first two body paragraphs; however, the third reason is not developed. **4.** All the ideas in body paragraph 1 support the student's opinion. **5.** In the conclusion, the writer gives a final comment on the topic. He also restates two of the points he made in the introduction. The conclusion mentions nothing about pleasure or entertainment, both of which are mentioned in the introduction as supports for his position.

## Weaving It Together

## What Do You Think Now? p. 229

**1.** passed **2.** Henry Salt **3.** Germany  
**4.** chimpanzees **5.** are not

## Chapter

# 9

# Readings from Literature

Both readings in this chapter are excerpts from short stories by authors who live in the United States but whose parents are from other cultures. Reading 1 describes the different views that an adult son and his Chinese-born mother have of family. Reading 2 explores the different understandings that a young American boy and a woman from India have of the word *home*.



CD 2  
Track 7

## Reading 1 Winterblossom Garden by David Low. p. 232

### Warm-Up

You may start the lesson in one of the following ways:

- Have students look at the picture on page 230. Ask them to describe this woman. What is she doing, wearing, thinking about?
- Divide the class into groups of four or five. Each group should generate a list of words connected with the word *home* and then sort the words into categories, without writing category headings. Have groups look at each other's work and try to guess what the categories are.

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is the son's reason for visiting his mother? What is her reaction?

Why are the photos important?

### Extension Activity

Divide the class into groups of three. Each group should create a skit in which a parent and child are discussing a topic about which they disagree because it reflects a difference in values. The third member of each group is the narrator, who tells the story to the class as it is being acted. After each group is finished, students identify the value that the parent and child disagreed about.

### Additional Discussion Questions

Have students discuss the following questions in pairs:

- How is food regarded in your home? What is the importance of having a meal together? Who prepares the meal? Who helps (sets the table, cleans up, etc.)?
- Do you think the mother and son will ever accept each other's differences? Why or why not?

## Journal

Write the following prompt on the board:

Write a story about one of your relatives. It can be true or fictional.

## Pre-Reading

### Exercise 1, p. 231

Answers will vary.

### Exercise 2, p. 231

Answers will vary.

### Exercise 3, p. 231

Answers will vary.

### Exercise 4, p. 231

Answers will vary.

## Vocabulary

### A. Vocabulary in Context, p. 235

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

### B. Vocabulary Building

#### Exercise 1, p. 236

1. run 2. bring back 3. leave 4. gaze  
5. clutch 6. hide

#### Exercise 2, p. 236

1. clutching 2. leave 3. gazes  
4. hide 5. run 6. bring back

### C. Vocabulary in New Context, p. 236

Answers will vary.

## Reading Comprehension

### A. Understanding the Story, p. 236

See story on p. 232.

### B. Interpreting the Story, p. 237

1. The mother values family and marriage, which she demonstrates by showing her son family photos and encouraging him to get married. The son values his career and independence, which he demonstrates by inviting his mother to his show and encouraging her to do something for herself. 2. The blue cookie tin, which contains family photographs, is important to the son and his mother because the photos provide a connection to the family. 3. The mother's idea of marriage is that it is necessary and expected and that it gives meaning and fulfillment to life. The son believes that he is fulfilled without marriage. He does not equate marriage with happiness.

### C. Understanding the Characters, p. 237

1. The mother sees marriage as happiness and stability. She mentions to her son that he should get married; says that he would take better pictures if he were married; and suggests that, if he doesn't, he may end up like Uncle Lao-Hu, whom she thinks does unwise things. 2. The son values independence and doesn't believe that marriage equals happiness. He wonders why his mother thinks getting married would make him happy. He suggests that his mother be more independent and visit

Uncle Lao-Hu or take English lessons. He looks at his parents' wedding photo and doesn't see his mother as happy or fulfilled. **3.** Role plays will vary.

#### D. Recognizing Style, p. 242

**1.** The story is told from the son's point of view. He wants us to sympathize with his point of view. **2.** a. The teapot symbolizes tradition. **b.** The blue cookie tin symbolizes the importance of family and, by extension, marriage. **c.** The parents' wedding picture symbolizes the son's doubts about marriage. **3.** Some examples of similes and metaphors in the story and how they help us understand the characters are as follows:

"My mother looks at me as if I have spoken in Serbo-Croatian." Serbo-Croatian is a foreign language to both of them. When the son asks his mother why she thinks that his getting married would make him happy, he is speaking nonsense to her, like a foreign language. To the son, taking English lessons is a metaphor for his mother's independence, which her husband rejects.

The wedding picture of the narrator's parents is a metaphor for the uncertainties of marriage and the doubts the narrator has about getting married.



## Reading 2 Mrs. Sen's by Jhumpa Lahiri, p. 239

### Warm-Up

You may start the lesson in one of the following ways:

- Have students look at the photo on page 239. Ask: *What do you think the story will be about?*
- Have students sit back-to-back with a classmate. One classmate describes his or her living room, specifying directions (for example, "on the left," "in the middle," "under the table") and describing the photos and artwork on the walls or elsewhere in the room. The other classmate draws what is described. Then they change roles. Finally, have students share their drawings and talk about how accurate they are.

### Focus Questions

Write these questions on the board. Ask students to skim the reading passage. Have them discuss, in small groups, what they found.

What is the relationship between Eliot and Mrs. Sen?

What does Mrs. Sen do every day?

Why is Eliot interested in Mrs. Sen's activities?

### Extension Activity

Choose one of the following activities:

- Play the audio track two more times. Have students write down words or phrases they hear that form a picture in their minds. Then ask them to draw a picture of one image they have from the story and share it with their classmates.
- Ask students to think about the different values of "home" that are important to Mrs. Sen and to Eliot's mother and prepare for a debate on this topic. Each

group should prepare three values to support their side's position. After the debate, discuss the strength of the arguments from both sides.

## Additional Discussion Questions

Have students discuss the following questions in pairs:

- What activities, places, and people do you remember from your childhood? Why do you remember them?
- Have you ever had the opportunity to spend time with someone from another culture? If so, how has that affected you?

## Journal

Give students the following cue:

Write about a vivid memory you have of your childhood home. Be descriptive.

## Internet Activity

Other authors who students may want to research are Julia Alvarez, Maxine Hong Kingston, and Frank McCourt. They may also want to find other English-speaking authors who write about cultural alienation.

## Vocabulary

### A. Vocabulary in Context, p. 242

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

### B. Vocabulary Building, p. 243

Answers may vary. Possible answers are given in italics: 1. e, shells, *fruit*, *firewood* 2. d, vegetables, *meat*, *wood*

3. a, a potato, *an orange*, *the banana*  
4. b, your voice, *your salary*, *your arms*  
5. c, the noise, *your voice*, *the music*

### C. Vocabulary in New Context, p. 244

1. gather shells 2. chop vegetables  
3. peel a potato 4. raised her voice  
5. keep down the noise

## Reading Comprehension

### A. Understanding the Story, p. 244

1. Because his mother works and the beach house where he lives with his mother is very cold. 2. At Mrs. Sen's house, Eliot sits on the sofa and watches her chop vegetables, talks to her, looks at the newspaper comics, and eats snacks. 3. Mrs. Sen's home is warm, sometimes too warm, whereas Eliot's home is very cold. In Eliot's home it is very quiet, whereas in Mrs. Sen's home she and Eliot talk to each other.

### B. Interpreting the Story, p. 244

1. He feels isolated, lonely, and cold. 2. Eliot lives with his mother, who is usually at work or tired. His mother wants the environment quiet and doesn't like to go anywhere. 3. Eliot feels engaged. He enjoys watching her chop vegetables with a strange blade; listening to her tell stories about her country, India; hearing about how close people are in India because he himself feels isolated. 4. Eliot is in school. He may be about 8 or 9. 5. To Eliot, *home* means a quiet and lonely place. Mrs. Sen's memories of home are just the opposite.

### C. Understanding the Characters, p. 245

1. The values that are important to Mrs. Sen are friendship and a sense of

community. She likes to spend time with others, share grief and joy, and help other people. **2.** Privacy, distance from other people, and quiet. **3.** Mrs. Sen and Eliot's mother would agree that Eliot's well-being and safety are important. They would agree that Eliot is able to help in doing some chores. They would disagree about issues of privacy and quiet and their idea of "home."

#### D. Recognizing Style, p. 245

- 1.** The story is told from Eliot's point of view. It is the same as the author's point of view. The point of view becomes apparent because the reader only sees and experiences things as Eliot does.
- 2. a.** The chopping blade symbolizes something traditional to Mrs. Sen and something exotic to Eliot. **b.** The car wash symbolizes the intimacy of a small and warm space, the opposite of Eliot's cold and isolated house. **c.** The scarlet powder symbolizes something exotic and curious and something permanent that can't be lost.
- 3.** Following are some examples of similes and metaphors in the story and how they help to convey images:

"The radiators continuously hissed like a pressure cooker" conveys the loud, almost explosive sound of the radiator. It contributes to the warm image of Mrs. Sen's apartment.

Mrs. Sen's slippers had ". . . soles as flat as cardboard" conveys an extremely flat image.

The blade was "curved like the prow of a Viking ship." This simile helps the

reader understand that it was a very curved blade. The comparison to a Viking ship also makes the blade seem strong and relentless.

## Writing Skills

### Exercises, p. 248

- 1.** The reader becomes more distant from the son. **2.** The story seems much more immediate.

## Student Essay Follow-Up

### p. 250

- 1.** The thesis statement is the last sentence of paragraph 1. **2.** A similarity in the use of point of view in these two stories is that both are told through the eyes of one major character. A difference is that "Winterblossom Garden" is told in the first person and "Mrs. Sen's" is told in limited third person. **3.** An additional point of similarity between the stories is that they both address cultural alienation. An additional point of difference is the age of the narrators in the two stories. Their age difference affects the issues that are important to them and the way they see the world around them.

## Weaving It Together

## What Do You Think Now?

### p. 252

- 1.** isn't **2.** perspective **3.** isn't **4.** short **5.** changes



## Chapter 1: Essay Organization

Part of Essay	Function	What to Write
Introduction	Introduces the essay topic	General statement and thesis statement
General statement	Grabs reader's attention	Opinion Quote Anecdote Question
Thesis statement	States topic and central idea of essay	Main topic Divisions of topic How essay is organized
Body paragraph	Supports thesis statement and talks about one aspect of thesis	Reasons Steps in process Advantages/disadvantages Cause and effect Examples Comparison/contrast
Conclusion	Wraps up ideas and ends essay	Thesis restated in another way  Main points of essay restated with a final comment

## Chapter 2: Process Essay

**Process essay:** an essay that describes events chronologically, describes a technical process, or tells someone how to do or make something (a “how-to” essay).

Type	Example	Organization
Chronological, historical	The Life of Lincoln	Thesis statement Paragraphs organized by time periods Time expressions used to indicate time (Example: <i>During his . . .</i> )
Technical process	How Computers Work	Thesis statement Paragraphs organized by steps of process Time expressions used to indicate steps
How-to	How to Make a Sandwich	Thesis statement Paragraphs organized by steps of process Time expressions used to indicate steps

## Chapter 3: Definition Essay

**Definition essay:** an essay that defines a word or concept through either a literal definition or an extended definition.

Part of Essay	Function
Introduction	States the term you will define and a literal definition; example: <i>Cleanliness is the state of being free from dirt.</i>
	OR
Thesis	States the term you will define and an extended definition; example: <i>In America, cleanliness means not only free of dirt but free of odor as well.</i>
	Restates the term Tells how you will define it
Body	States the aspects of the term that you will write about
	Develops one aspect of the term in each body paragraph Supports each aspect with clear examples
Conclusion	Summarizes the definition
	Makes a final comment on the term



## Chapter 4: Description Essay

**Descriptive essay:** an essay that gives a dominant impression and appropriate supporting details.

Characteristics	Examples
Makes narration or exposition more interesting	Descriptor (makes subject memorable): They were put in cages <i>all their lives</i> .
Creates a dominant impression by emphasizing most important characteristic	Vivid language (impacts our feelings): <i>cold-blooded</i> thugs
Uses figures of speech	Simile (shows similarity using <i>as</i> or <i>like</i> ): <i>She is as pretty as a picture.</i>  <i>He eats like a bird.</i>  Metaphor (shows similarity indirectly): <i>You are my cup of tea.</i>

## Chapter 5: Classification Essay

**Classification essay:** an essay that is organized by classifying the subject matter into groups.

Part of Essay	Function	Examples
Introduction	Defines a category of classification	Types of pollution
Thesis statement	Includes all group members  Uses parallel structure (words of the same grammatical form)	Air, water, noise  <i>Some causes of air pollution are factories, cars, aerosol products, and deforestation. (all nouns)</i>
Body	Uses transitions to introduce categories, shows comparison/contrast, or shows examples	<i>First, next, finally unlike, whereas, typically, one example</i>

## Chapter 6: Comparison-and-Contrast Essay

**Comparison:** showing how aspects of one item are similar to aspects of another.

**Contrast:** showing how aspects of one item are different from aspects of another.

### Essay Organization

Type	Organization
Block	Each item is discussed in its own block.
Point-by-Point	Similarities and differences on the same point are discussed together.

### Structure Words

	Sentence Connectors	Clause Connectors	Others
Comparison	similarly	as	like (+ noun)
	likewise	just as	both . . . and
	also	and	(be) similar to
Contrast	however	although	but
	nevertheless	even though	yet
	in contrast	while	despite (+ noun)
	on the other hand	whereas	in spite of (+ noun)

## Chapter 7: Cause-and-Effect Essay

**Cause-and-effect essay:** an essay in which the reasons (the causes) for a situation (the effect) are explored.

Type of Essay	Structure	Examples
Cause Analysis: explains multiple causes that lead to one effect	<pre> C → E C → E C → E           </pre>	<p>Why do some children have low IQs?</p> <p>malnutrition → low IQ</p> <p>exposure to toxins → low IQ</p> <p>indifferent parents → low IQ</p>
Effect Analysis: explains the multiple effects of one cause	<pre> C → E C → E C → E           </pre>	<p>What are the effects of caffeine addiction?</p> <p>caffeine addiction → insomnia</p> <p>caffeine addiction → restlessness</p> <p>caffeine addiction → high blood pressure</p>
Causal Chain: connects causes and effects in a chain	$C \rightarrow E \rightarrow C \rightarrow E$	<p>cows get BST → cows get infections → cows get antibiotics → antibiotics get into human milk supply</p>

## Chapter 8: Argument Essay

**Argument essay:** an essay that argues a point by providing evidence in a logical manner.

Part of Essay	Function	Examples
Introduction	<p>Gives background information</p> <p>States position in thesis statement</p>	<p><i>It is necessary to use animals for medical experimentation.</i></p>
Body paragraph 1	Argument 1	<p><i>Computer or artificial models are not effective enough.</i></p>
Body paragraph 2	Argument 2 (stronger than 1)	<p><i>Most medical advances result from animal experimentation.</i></p>
Body paragraph 3	Argument 3 (strongest)	<p><i>Scientists don't know enough about living systems, so they must experiment on one.</i></p>
Body paragraph 4	Refutation	<p><i>It's true animals may feel pain or die, but we would not be able to make medical advances without experimenting on them.</i></p>

Conclusion	Restates thesis or summarizes  Suggests alternative or demands an action	<i>Animal experimentation is necessary for further medical advancements. There needs to be worldwide acceptance of the fact that animals are necessary for human health and progress.</i>
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## Chapter 9: Narrator and Point of View

Narrator	Characteristics
First person	<p>Story told from the narrator's point of view</p> <p>Uses "I"</p> <p>Reader knows only the mind of the narrator</p> <p>Can be used to increase suspense, create empathy with or distance from the narrator</p>
Third-person omniscient	<p>Story told from an "all-knowing" point of view</p> <p>Uses "he," "she," or "they"</p> <p>Reader knows the minds of all characters</p> <p>No restriction of time and place</p>
Third-person limited	<p>Story told from one character's point of view</p> <p>Uses "he," "she," or "they"</p> <p>Reader knows only the mind and experiences of one character</p> <p>Restriction of time and place</p>

# Glossary of Grammar/ Language Terms

## Books 3 & 4

**adjectives** words, such as *red*, *tall*, and *interesting*, that describe nouns

**argument essay** a persuasive essay that uses description, comparison and contrast, or cause and effect to illustrate its points

**block organization** the essay form in which all the similarities between two things are discussed in one block of paragraphs, followed by another block of paragraphs in which all the differences are discussed, or vice versa

**body; body paragraphs** the paragraphs in an essay that follow the introductory paragraph and precede the conclusion

**brainstorming** gathering ideas on a topic in preparation for writing an essay, often by listing, clustering, or freewriting

**cause-and-effect essay** an essay in which the reasons (the causes) for a situation (the effect) are explored

**chain organization** the essay form in which each paragraph contains contrasting information or opinions; a cause-and-effect essay with chain organization would explore one cause and its effect in each paragraph, rather than having all the causes together in one block of paragraphs and all the effects in a second block

**chronological order** time order, used to describe personal or historical events in the sequence in which they happened

**clustering** making a visual plan of the connections among ideas in preparation for writing an essay

**colon** a punctuation mark (:) used to introduce a series after a complete sentence or to introduce a quotation

**comma** a punctuation mark (,) used to show a break between sense groups within a sentence

**comparison** examining the similarities between two or more items

**concluding sentence** sentence that comes at the end of a paragraph and summarizes the ideas in the paragraph

**conclusion** the last paragraph of an essay, which summarizes the main points in the essay

**concrete supporting detail** a statement containing specific information or exact factual details

**contrast** examining the differences between two or more items

**controlling idea** an idea that limits the content of a paragraph to one aspect of the topic

**dash** a line (—) used to show a break in thought or tone

**dominant impression** the main effect a person or thing has on our feelings or senses

**drafting** writing a first version of an essay

**editing** checking an essay to see if it follows the rules for expressing ideas clearly and the rules for grammar, spelling, and punctuation

**e.g.** an abbreviation for the Latin words *exempli gratia*, which mean “for example”

**essay** a composition of several paragraphs that gives the writer’s opinion on a topic

**exclamation point** punctuation mark (!) used after interjections, strong commands, and emphatic statements

**fact** a statement that is known to be true, such as a statement of specific information

**fragment** a dependent phrase that stands alone as if it were a sentence

**freewriting** writing freely on a topic without stopping

**general statement** a nonspecific statement that introduces the topic of an essay or gives background information on the topic

**imagery** comparisons used to provide clear, vivid descriptions

**inference** a reader’s guess about something that is not directly stated in a reading passage

**introduction** the first paragraph of an essay

**linking words** transition words; words used to show relationships between sentences or paragraphs

**listing** making a list of ideas on a topic in preparation for writing an essay

**logical order** a sequence of ideas that is understandable

**metaphor** a comparison of two things without the use of *like* or *as*

**narrative** a piece of writing that relates a story of events or actions

**noun** a word, such as *man*, *school*, or *car*, that represents a person, place, or thing

**opinion** a statement that describes an individual’s personal belief

**paragraph** a group of sentences that develop one main idea

**\*parallel construction** a sentence structure in which two or more ideas in a series are expressed in the same grammatical form

**\*paraphrase** information put into different words without changing the meaning of the original

**period** a punctuation mark (.) used at the end of a statement or after an abbreviation

**point-by-point organization** the essay form in which similarities and differences of one point are discussed in each paragraph

**point of view** the perspective from which events are reported; first-person point of view uses *I* or *we*, whereas third-person point of view uses *he*, *she*, or *they*

**question mark** a punctuation mark (?) used to indicate that a question is being asked

**quotation marks** punctuation marks (“ ”) used to indicate a direct quotation or the exact words of a speaker

**relevant statement** a statement that is logically related to the fact or opinion it supports

**restatement** repetition of an original statement using different words

**revising** changing the organization or content of an essay and editing the sentences

**run-on sentence** two independent clauses written together without any

punctuation separating them or with just a comma between them

**semicolon** a punctuation mark (;) used between two independent clauses not joined by one of the connecting words *and*, *but*, *for*, *or*, *nor*, *yet*, *so* or used to separate phrases or clauses in a series if the phrases or clauses contain commas

**simile** a comparison in which *like* or *as* is used to show the similarity between two things

**structure words** words that signal the type of information that will follow; in a cause-and-effect essay, *because* is a structure word that signals that a cause will follow

**\*summary** the important information from a published work, reduced in

quantity and put into different words, without changing its meaning; similar to a paraphrase, only shorter

**supporting sentence** a sentence that helps expand and support the ideas in the topic sentence

**thesis statement** the main idea of an essay; a complete sentence that states an opinion, idea, or belief

**time-order words and phrases** words and phrases, such as *next* and *after a while*, that show the order in which events happen

**topic sentence** the most important sentence in a paragraph

**transitions; transition words** linking words; words used to show relationships between sentences or paragraphs

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\*Words marked by an asterisk are in Book 4 only.

