

SIXTH EDITION

# MOSAIC

Reading

2

TEACHER'S  
MANUAL WITH  
TESTS

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Teacher's Manual by  
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Mc  
Graw  
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Mosaic 2 Reading, Teacher's Manual with Tests, Sixth Edition

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## Welcome to the Teacher's Manual

The Teacher's Manual of *Interactions/Mosaic* provides support and flexibility to teachers using the *Interactions/Mosaic* 18-book academic skills series. The Teacher's Manual provides step-by-step guidance for implementing each activity in the Student Book. The Teacher's Manual also provides expansion activities with photocopiable masters of select expansion activities, identification of activities that support a Best Practice, valuable notes on content, answer keys, audioscripts, end-of-chapter tests, and placement tests. Each chapter in the Teacher's Manual begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with an engaging photo and related discussion questions that strengthen the educational experience and connect students to the topic.

- **Procedural Notes**

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

- **Answer Keys**

Answer keys are provided for all activities that have definite answers. For items that have multiple correct answers, various possible answers are provided. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for the Chapter Tests and the Placement Tests.

- **Expansion Activities**

A number of expansion activities with procedural notes are included in each chapter. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Activities include games, conversation practice, presentations, and projects. These expansion activities often allow students to practice integrated language skills, not just the skills that the student book focuses on. Some of the expansion activities include photocopiable black line masters included in the back of the book.

- **Content Notes**

Where appropriate, content notes are included in the Teacher's Manual. These are notes that might illuminate or enhance a learning point in the activity and might help teachers answer student questions about the content. These notes are provided at the logical point of use, but teachers can decide if and when to use the information in class.

- **Chapter Tests**

Each chapter includes a chapter test that was designed to test the vocabulary, reading, writing, grammar, and/or listening strategies taught in the chapter, depending on the language skill strand being used. Teachers can simply copy and distribute the tests, then use the answer keys found in the Teacher's Manual. The purpose of the chapter tests is not only to assess students' understanding of material covered in the chapter but also to give students an idea of how they are doing and what they need to work on. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill-in-the blank, and true/false. Audioscripts are provided when used.

- **Black Line Masters (Photocopiable Masters)**

Each chapter includes a number of expansion activities with black line masters, or master worksheets, that teachers can copy and distribute. These activities and black line masters are



optional. They can help reinforce and expand on chapter material in an engaging way. Activities include games; conversation practice; working with manipulatives such as sentence strips; projects; and presentations. Procedural notes and answer keys (when applicable) are provided in the Teacher's Manual.

- **Placement Tests**

Each of the four language skill strands has a placement test designed to help assess in which level the student belongs. Each test has been constructed to be given in under an hour. Be sure to go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. Following each placement test, you'll find a scoring placement key that suggests the appropriate book to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

## The Interactions/Mosaic Program

*Interactions/Mosaic* is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advance levels within each of the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

- **Reading Strand**

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (\*) in each chapter's Self-Assessment Log.

- **Listening/Speaking Strand**

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the *Interactions* books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

- **Writing Strand**

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre-writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

- **Grammar Strand**

Questions and topical quotes in the four Grammar books, coupled with instructional photos stimulate interest, activate prior knowledge, and launch the topic of each chapter. Engaging academic topics provide context for the grammar and stimulate interest in content as well as grammar. A variety of activity types, including individual, pair, and group work, allow students to build grammar skills and use the grammar they are learning in activities that cultivate critical thinking skills. Students can refer to grammar charts to review or learn the form and function of each grammar point. These charts are numbered sequentially, formatted consistently, and indexed systematically, providing lifelong reference value for students.

- **Focus on Testing for the TOEFL® iBT**

The TOEFL® iBT *Focus on Testing* sections prepare students for success on the TOEFL® iBT by presenting and practicing specific strategies for each language skill area. The Focus on Testing sections are introduced in Interactions 1 and are included in all subsequent levels of the Reading, Listening/Speaking, and Writing strands. These strategies focus on what The Educational Testing Service (ETS) has identified as the target skills in each language skill area. For example, “reading for basic comprehension” (identifying the main idea, understanding pronoun reference) is a target reading skill and is presented and practiced in one or more *Focus on Testing* sections. In addition, this and other target skills are presented and practiced in chapter components outside the *Focus on Testing* sections and have special relevance to the TOEFL® iBT. For example, note-taking is an important test-taking strategy, particularly in the listening section of the TOEFL® iBT, and is included in activities within each of the Listening/Speaking books. All but two of the *Interactions/Mosaic* titles have a *Focus on Testing* section. Although *Interactions Access Reading* and *Interaction Access Listening/Speaking* don’t include these sections because of their level, they do present and develop skills that will prepare students for the TOEFL® iBT.

- **Best Practices**

In each chapter of this Teacher's Manual, you'll find Best Practices boxes that highlight a particular activity and show how this activity is tied to a particular Best Practice. The team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices.

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## Interactions/Mosaic Best Practices

### Best Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning. Identifying Best Practices helps teachers to see, and make explicit for students, how a particular activity will aid the learning process.

#### **M**aking Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

#### **O**rganizing Information

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

#### **S**caffolding Instruction

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

#### **A**ctivating Prior Knowledge

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

#### **I**nteracting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

#### **C**ritical Thinking

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

# 1 Language and Learning

## In this CHAPTER

Students will read about language, technology, and learning. The first reading discusses the research that reports the cognitive advantages of multilingualism. The second article describes the use of social media to improve classroom participation and learning. The reading skills of skimming, scanning, and summarizing will be practiced. Ample opportunities are provided for students to practice presenting their ideas on academic topics both orally and in writing.

### Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Have students discuss the languages that they know. Do they think that there are more multilingual or monolingual people in the world? (There are more multilingual people.) What are the advantages of knowing more than one language?
- Read the quotation by Johann Wolfgang von Goethe (1749–1832). Do they know of other proverbs in another language that refer to being multilingual?

“Those who know nothing of a foreign language know nothing of their own.”

Johann Wolfgang von Goethe  
German writer



## Chapter Overview

### Reading Selections

*Why Bilinguals are Smarter* by Yudhijit Bhattacharjee

*Speaking Up in Class, Silently, Using Social Media* by Tripp Gabriel

### Reading Skills and Strategies

Skimming for main ideas

Scanning for specific information: expressions and set phrases

Completing a summary

### Critical-Thinking Skills

Comparing ideas about a reading

Debating a topic: The use of social media in schools

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Writing a summary statement

### Vocabulary Building

Getting meaning from context and word structure

Focusing on words from the Academic Word List

Understanding the use of strong verbs in context

Matching specialized terms to their definitions

### Focus on Testing **TOEFL® iBT**

Analyzing summary statements on reading comprehension tests

## Vocabulary

### Nouns

- aspects\*
- backchannel
- biped
- cadre
- cell phone
- cyberspace
- dementia
- devices\*
- function\*
- imprint
- inhibition
- interactions\*
- interference
- laptop
- medium\*
- microblogging
- monolinguals
- platform
- peers
- processes\*
- series\*
- skeptics
- smartphone
- tasks\*
- Twitter
- virtual room\*

### Verbs

- confiscate
- distract
- enhance\*
- focused\*
- ignore\*
- monitor\*
- oversharing
- require\*
- sort
- texting-on-task

### Adjectives

- bilingual
- cognitive
- digital
- globalized
- inappropriate\*

### Adverb

- randomly\*

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist](http://www.victoria.ac.nz/lals/resources/academicwordlist)

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## Why Bilinguals are Smarter

### Before You Read

#### Best Practice

##### Scaffolding Instruction

In the following activities, students must break down words into smaller parts and use the context to figure out meaning. Learning to do this will enable students to become less dependent on dictionaries. This important skill is easier in reading, where there are no time-processing constraints, than in listening, where there is not visual representation of the words and no time to analyze the language while paying attention to the meaning.

### Strategy



#### Getting Meaning from Context and Word Structure

Guessing the meaning of new words is a valuable skill for English language learners who often rely only on dictionaries. You can demonstrate this strategy by handing out a reading passage with some of the words deleted and encouraging students to guess at the missing words.

- Read the information in the first part of the Strategy box.
- Refer students to the first sentence of the article on page 7 in the Student Book.
- Ask students to choose the correct answer for the question in the Strategy box: What is the meaning of *bilinguals*? (c. people who speak two languages)
- Review the additional clue explained in the last part of the Strategy box. Note that students whose native languages have Greek and Latin heritage may have the equivalent of *bi-* as a prefix in their language.

### 1 Getting Meaning from Context and Word Structure

- A major goal of this section is to have students realize that a great deal of vocabulary can be learned implicitly, or without instruction.
- Discuss the difference between passive and active vocabulary in first and other languages. Point out that students can comprehend a much larger body of vocabulary than they can actually produce or use.
- Explain that the majority of these words and expressions, if not in the chapter's vocabulary list, do not need to be mastered as active vocabulary.
- The purpose of this activity is to make student better able to use context and knowledge of affixes (prefixes and suffixes) to figure out unknown words and thus be less dependent on their dictionaries.
- Discuss guessing word meaning from context. Point out that students should read past an unknown word to guess accurately at its meaning; they must read the next sentences or two to see if there is information to clarify the meaning of the word.
- Tell students to also look for known or similar words and roots within the unknown word.
- Remind students that they can also use their knowledge of grammar to figure out what part of speech the word is.
- Encourage students to try to make educated guesses at the meaning of new words based on the context as well as on the meaning of prefixes and suffixes. If they cannot guess a meaning entirely, have them try to narrow down its meaning to a few possibilities. In such a case, writing down the possibilities in the margin and returning to it later may help things become clear.
- Read the directions for the activity with students.
- Complete the first item together with the class.
- Have students work independently and then compare their answers together.

#### ANSWER KEY

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



### Expansion Activity

- The aim of this activity is to help students identify English words with affixes and to comprehend them by breaking them down into smaller pieces—their roots.
- Tell students that in English, prefixes are generally meaning-related and suffixes tend to change the part of speech of the word.
- Also point out that most English affixes come from both Latin and Greek and sometimes there are two with a similar meaning. (example: “uni-” and “mono-”)
- Ask student to list as many prefixes and suffixes in English as they can. Write the prefixes on one side of the board and the suffixes on the other side. If feasible, create a chart to post on the classroom wall for future reference.
- Go through the lists and ask students to give examples of words using these prefixes and suffixes.
- Encourage students to keep a list of these in their personal dictionary.
- Bring in copies of a newspaper or magazine article and ask students to highlight or underline all of the prefixes and suffixes they find.



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### Expansion Activity

- The goal of this activity is to build on what students know about prefixes and suffixes in English.
- Photocopy and distribute **Black Line Master 1** “Affixes” on page BLM 1 of this Teacher’s Manual.
- The activity is designed to teach students to focus on the prefixes and suffixes found in English words.
- They are asked to recognize any similarities or differences between affixes in their native language and English.

### Strategy



#### Skimming for Main Ideas

- Discuss the importance of skimming. Read the Strategy box on page 6 in the Student Book.
- Demonstrate how to skim by holding your book so that students can see it and running your finger quickly across the page as you skim the reading passage.

#### 2 Skimming for Main Ideas

- Give students two minutes to skim the selection and have them put a check in front of the ideas that are discussed in the reading.
- Ask students what information they used to find the ideas. They should mention the title, introduction and conclusion.

#### ANSWER KEY

Check for: some advantages of being bilingual; views about how the brain deals with the interference of a second language; studies by psychologists of children sorting objects by shape and color; how a second language improves the ability for *inhibition*; the influence of the bilingual experience on older people

#### Content Note

In the U.S., there is no official language at the federal level. Some people believe that English should be made the official language. Supporters of this position believe that driver’s license exams and election ballots, as well as other environmental print, should not be translated into other languages. They also oppose bilingual or dual language education in which students study in another language as well as English. You may wish to discuss your students’ opinion of this position and compare it to the situation in their country.

## Read

## Introduction

- Read the Introduction with students.
- Have them answer the questions.

Why Bilinguals Are Smarter 

- Have students read the passage silently within a time limit or follow along as they listen to the audio.
- Tell students to underline any words or phrases that are new or that they don't understand.
- Remind students not to use a dictionary during this part of the lesson.

## After You Read

## Strategy

Scanning for Specific Information:  
Expressions and Set Phrases

- Read the information in the Strategy box with students.
- Confirm that students understand that scanning, unlike skimming, involves looking for specific information. They already know what they are looking for.

3 Scanning for Specific Information:  
Expressions and Set Phrases

- Read the directions aloud.
- You may wish to encourage students to mark the text by highlighting or underlining once they find the information they are looking for.
- Do the Example with the class. Ask students to locate the information in the reading passage. (Paragraph A)
- Have students scan for the remaining items. You may wish to have them work in pairs.
- Go over answers with the whole class.

## ANSWER KEY

1. blessing in disguise 2. for instance 3. with comparable ease 4. stay focused 5. twilight years 6. onset of dementia

#### 4 Testing Your Comprehension

- Read the directions for this activity with students.
- Have them decide if the statements are true or false. They need to correct the false statements to make them true.
- Review the answers with the class.

#### ANSWER KEY

1. F; Bilingualism improves all cognitive skills  
 2. T 3. T 4. F; Bilinguals are much better at solving mental puzzles than monolinguals. 5. F; Speaking more than one language improves the brain's command system and helps a person to stay focused on a task. 6. T 7. F; Monolinguals are more likely than bilinguals to suffer from dementia in old age.

#### 5 Focusing on Words from the Academic Word List

- In this activity, students use words from the Academic Word List in a fill-in-the-blank exercise. The goal of this activity is to have them use the vocabulary in context.
- Read the directions aloud.
- Remind students to cross off the words as they use them.
- Let students know that they may have to read farther into the passage to guess the correct word.
- Advise students that if they are unable to fill in one or two items on the first pass, they may decide on the answer through a process of elimination, looking at the words that they haven't crossed off.
- Have students compare their answers with a partner to verify the correct answers.
- If there are any questions, have students return to the reading passage to find the answers.

#### ANSWER KEY

- |              |              |
|--------------|--------------|
| 1. function  | 6. ignore    |
| 2. processes | 7. tasks     |
| 3. tasks     | 8. require   |
| 4. focused   | 9. series    |
| 5. aspects   | 10. randomly |

#### 6 Guided Academic Conversation

- Put students into pairs.
- Read the directions with the class.
- Tell students to write down the answers to the questions in this activity.
- Circulate to assist where needed.
- Have students work with another pair of students to compare their answers.

#### ANSWER KEY

1. There are fewer monolingual people in the world.  
 Remaining answers will vary.

## FOCUS ON TESTING

## TOEFL® iBT

## Analyzing Summary Statements

- This activity will help student with test-taking strategies on reading comprehension tests such as the TOEFL® iBT.
- Read the instructions to the class.
- Walk students through the steps of analyzing the answer choices.
- For the Practice section, have students work with a partner to determine the statement that best summarizes the reading.
- Discuss students' choices and have them give their reasons for their choice.

**ANSWER KEY**

B; the other two choices are false

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## Speaking Up in Class, Silently, Using Social Media

### Before You Read

#### Strategy



#### Understanding the Use of Strong Verbs in Context

- Read the information in the Strategy box as a whole class.
- Tell students that learning to use strong verbs can strengthen student writing as well as aid in comprehension.

### 1 Scanning for Strong Verbs in Context

- Read the directions.
- Remind students that they are to scan the article for the strong verbs.
- Tell students that the goal is to show them how strong verbs convey more information than weak verbs and to give students practice in identifying synonyms.
- Have students work independently and then compare their answers with a partner. Be sure students give reasons for their answers.
- Circulate and call on students to share their responses with the class.

### Expansion Activity

- The aim of this Expansion Activity is to give students additional practice with descriptive and strong verbs and using a thesaurus.
- Write these sentences on the board: “She dashed through the park.” “She strolled through the park.” “She walked through the park.” Ask students which they would most likely use in their speaking and writing. Which sentences are stronger and more descriptive? Why? (“dashed” and “stroll” indicate the speed of the walk)
- Explain that the best place to look for words like “stroll” and “dash” is a thesaurus. Dictionaries may also provide strong synonyms.
- Show students the entries for “walk” in a thesaurus and a dictionary, or have students look them up.
- Photocopy and distribute **Black Line Master 2** “Replacing Weak Verbs with Stronger Ones” from page BLM 2 of this Teacher’s Manual. Have students complete this worksheet in class or as homework.
- Check their work.

### ANSWER KEY

1. confiscated, warned
2. exploit, enhance
3. echoed, fed
4. monitored, absorb
5. entice, express
6. pose, shed, voicing
7. carried, pipe up
8. tune out
9. projected
10. mesh
11. widened

## 2 Matching Specialized Terms to Their Definitions

- Read the instructions aloud.
- Have students work independently and then compare their answers with a partner.
- Remind students to cross off the words as they use them.

### ANSWER KEY

1. d 2. g 3. l 4. a 5. e 6. j 7. f 8. k  
9. b 10. h 11. i 12. c

### Read

#### Introduction

- Read, or have a volunteer read, the information in the Introduction.

#### Speaking Up in Class, Silently, Using Social Media



- Direct students to read the selection silently, or have them follow along as you play the audio.
- Encourage students to read fluently by setting a time limit (10 minutes).
- Tell students not to use a dictionary while they read but to try to determine meaning from the context and from the analysis of affixes.
- Students may wish to read the article a second (or third) time to better understand the main idea of the reading passage.
- Inform students that they will be completing a summary of the article after they read it.

### After You Read

#### Best Practice

Students often get bogged down in excessive detail when reading and writing. Completing a summary is a useful organizational tool to assist student to simplify and organize their thinking.

### Strategy



#### Completing a Summary

- Ask a volunteer to read the information in the Strategy box.
- Rather than write their own summary, here students will complete portions of the model summary that has already been written.



### 3 Completing a Summary

- Go over the directions with the class.
- Remind students to cross out the words as they use them.
- Advise them that when they encounter an unknown word, they should read past it because hints of its meaning are often found a little later in the text.
- Encourage students to try to fill in the words without looking back at the reading passage.
- For a challenge, have students cover up the list of words provided and see if they can come up with the correct words on their own.
- Have students work independently and then compare their answers with a partner.

#### ANSWER KEY

- |                |                   |
|----------------|-------------------|
| 1. confiscate  | 10. texting       |
| 2. devices     | 11. skeptics      |
| 3. cadre       | 12. laptops       |
| 4. enhance     | 13. distract      |
| 5. backchannel | 14. inappropriate |
| 6. questions   | 15. negative      |
| 7. monitor     | 16. interactions  |
| 8. digital     | 17. peers         |
| 9. distracted  |                   |

### 4 Guided Academic Conversation



#### Best Practice

##### Interacting with Others

Students at the university level in the U.S. are often required to participate interactively with each other as part of class and lab work. Activities such as this one will help students to become more comfortable working together in small groups. It will also help them organize thoughts as well as to work on ways of showing disagreement and ways of getting the floor (being given the opportunity to speak in a group setting).

- The goals of this activity are to have students discuss the reading's topic in more detail and to develop and express their own opinions. Pair and small group activities help students get to know each other.
- Read the directions.
- Divide the class into pairs. Students may wish to make notes about their partner's answers to the questions in the activity.
- Circulate and offer suggestions or answer questions.
- Have students share something that they learned about their partner with the rest of the class.

**5 What Do You Think?**

- Read the directions.
- Preview the questions that follow the paragraph “Social Media Revolutions.”
- Have students work in small groups to read the paragraph and to discuss the answers to the questions.
- Ask for volunteers to share the key points of their group’s discussion. You might want to conduct a poll of the groups to determine students’ opinions on items 2 and 3.

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## 1 The Great Debate

- Write the Topic on the board: Backchanneling and most other types of social media should have no place in high school or university classrooms.
- Ask students who agree to move to one side of the classroom.
- Students who disagree, i.e., who believe that social media can be beneficial in the classroom, should gather at the other side of the classroom.
- Review the debate instructions on page 22 in the Student Book.
- Remind students that they can either make a new point, with supporting reasons for it, or they can refute (disagree with) the previous student's statement and provide a supporting reason for their opposing opinion.
- You may wish to provide sentence frames for students to present their view, such as these:  
"In my opinion... because..." "I disagree with (student's name) because..." "I believe that social media is inappropriate in the classroom because..."  
"Laptops/Tablets are/are not useful in the classroom because..."
- Each student returns to his or her seat after presenting an argument for or against the topic.
- After all students are seated, have them vote to decide which point of view won today.

## 2 Making Connections



- Read the three research topics with the class.
- Have students choose the one that interests them most. Ideally have each of the three items covered by one or more students.
- Explain to students that they will be presenting their research findings to their classmates either in a small group or for the whole class.
- Remind students to take notes and to record the URLs and dates of access for the information they collect from the Internet.
- Encourage students to use visuals or technology tools to present their research.

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## Responding in Writing

## Best Practice

**Making Use of Academic Content**

Activities such as the one that follows are very similar to the types of activities that students may be called on to perform in an English-speaking university classroom. Summary statements are used frequently in academic writing and in annotated bibliographies.

## FOCUS

**Writing Tip: A Summary Statement is Short and Inclusive**

- Read the information in the Focus box or have a student volunteer read it aloud for the class.
- Check comprehension by asking what *inc'usive* means. (Includes the most important details; not just the details from the beginning or end, and not all the details)

**3 Writing a Summary Statement**

- Review the instructions.
- Go over Step 1 with the class. Remind students that they are writing a summary statement of a paragraph in this activity. Answer the questions together. (Answers: **1.** 4 **2.** emphasize “brief” and “simple” **3.** Choice (a) is the best answer. It covers the basic idea of communication and bilingualism’s effect on the brain. Choice (b) is wordy, not brief and simple. Choice (c) includes only one detail, about the effect of bilingualism on the aging brain.)
- Do Step 2 with students. Solicit what they believe to be the main idea. (Answers: 4 sentences. Answers will vary)
- Have students write a one-sentence summary of the paragraph in Step 3. (Possible main idea of the paragraph: Research shows that bilinguals monitor their environment more efficiently.)
- Read the instructions in Step 4 with students. Have them do the tasks.
- Put students into small groups and have them complete Step 5.
- Debrief by asking the groups to share their best paragraph summary from their group with the whole class.

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## Self-Assessment Log

- Explain to students that when they pause to think about their learning, they can see the progress that they have made and what they still need to study. The Self-Assessment Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take responsibility for their own learning.
- Read the directions aloud.
- Have students check off the vocabulary they have learned. Point out that this should be vocabulary that they could easily use in speaking or writing.
- Then have students check off the strategies that they know how to use. Have them place a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Ask students to find an activity related to each strategy in the chapter for the strategies they are not comfortable using. Instruct them to review the information and the activity.
- Put students in small groups and have them discuss any vocabulary words that they have not checked. Encourage students to refer to a dictionary if necessary.
- If possible, meet individually with each student on a regular basis and review his or her Self-Assessment Log. This provides an opportunity for the student to ask questions and for you to see where additional help may be needed, as well as to offer encouragement.

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# 2 Danger and Daring

## In this CHAPTER

Students will read two passages about adventurous people putting their lives at risk for entertainment or self-fulfillment. Then students will practice their test-taking skills by reading a scientific article that describes the anatomy of fear and adrenaline. The first reading is about a deadly mountain climbing expedition on Mount Everest. The second reading is from Farley Mowat's autobiographical account, *Never Cry Wolf*, a book about his experiences living among and researching wolves in Canada. Both articles examine the rush of adrenaline that goes with fear. Students will develop skills in previewing reading, identifying more exact or colorful synonyms, making inferences, comprehending phrases or idioms, creating a storyboard, using flow charts to sequence emotions and events, and expanding vocabulary.

“I'll try anything once.”

Alice Roosevelt Longworth (1884–1980) daughter of Theodore Roosevelt, 26th president of the United States, as she was about to give birth at age 41 to her first child

### Chapter Opener

- Direct students' attention to the photograph of a skier. Then have them work in small groups to discuss the questions in the Connecting to the Topic section.
- Call on students to share their ideas with the class.



## Chapter Overview

### Reading Selections

*Into Thin Air* by Jon Krakauer

*The World We Lost* by Farley Mowat

### Reading Skills and Strategies

Previewing a reading

Making inferences

Identifying the theme

### Critical-Thinking Skills

Recapitulating the action of a narrative with a graphic organizer (storyboard)

Analyzing discussion questions

Using a graphic organizer (chain diagram) to sequence events and emotions

Summarizing group opinions

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Following a structure to write letters

### Vocabulary Building

Identifying more exact or colorful synonyms

Getting the meaning of everyday phrases from context

Recalling vocabulary of fear and anger

Focusing on words from the Academic Word List

Inventing sentences on the spot for vocabulary words

### Focus on Testing

**TOEFL® iBT**

Answering schematic-table questions

## Vocabulary

### Nouns

- bravado
- burrow
- claustrophobia
- compadres
- den
- familiarity
- fury
- gaggle
- gopher
- measuring tape\*
- paralysis
- prejudices
- rage
- resentment
- self-preservation

- shock
- sojourn
- summit
- terror
- throng
- visibility\*

### Verbs

- amputated
- dallied
- deteriorate
- enable\*
- fantasized
- heeded
- snapped (a photo)

### Adjectives

- appalled
- aware
- banal
- excruciating
- frightened
- inevitable\*
- irrational\*
- reacted\*
- scrunched
- spectacular
- sufficient\*

### Preposition

- despite\*

### Idioms and Expressions

- blanket of clouds
- into an apparent death trap
- moving at the snail's pace
- on the roof of the world
- release of emotion
- striking summit poses\*
- using up precious ticks of the clock

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

## Into Thin Air

### Before You Read

#### Best Practice

##### Activating Prior Knowledge

A useful skill for students is to consider what they already know about a subject before they read a passage. This information is known as prior knowledge and is based on a concept of second-language learning known as schema theory. To make this easily understandable for students, you might use the example of the expression, “once upon a time.” Based on students’ prior knowledge, they should know that if they read “once upon a time,” they can expect a children’s story. Studies have shown that activating schema, or helping students to think about what they already know about a subject, can be helpful in improving comprehension. The main goal in preview reading activities is to activate students’ previous knowledge.

#### Strategy



##### Previewing a Reading

The following steps can guide students through previewing a reading:

- Look briefly at the title, headings, charts, tables, graphs, and bibliography.
- Look up any words in the titles or headings that seem important, but are unclear, even when using the context for meaning.
- Read the first and last paragraphs. Is it what you were expecting? Try to make predictions about what will be discussed.
- Think about the kind of information you want to get from this article. Do you need to read the whole article or can you just skim and read certain sections?

### 1 Previewing a Reading



- Ask students why previewing a reading might be important or useful.

Have students work in pairs to complete the activity.

- Go over answers as a class.

#### Strategy



##### Identifying More Exact or Colorful Synonyms

- Read the information in the Strategy box as a class.
- Tell students that using synonyms is an important skill in English. *I danced up the stairs* gives more information than *I went up the stairs*. Likewise, *I gobbled down* OR *nibbled at her cooking* gives more information than *I ate her cooking*.

#### ANSWER KEY

straddling; hunched a shoulder; stared

### 2 Identifying More Exact or Colorful Synonyms

- The goal of this activity is to increase students’ awareness of synonyms and richer language.
- Have the students read the 12 sentences and phrases, then scan the reading for more exact, concise, or colorful synonyms of the word in parentheses. You may wish to do the first few together as an example.
- Remind students that scanning means to read fast by moving the eyes quickly over the page and looking only for the phrases in the activity.

**ANSWER KEY**

1. spectacular 2. fantasized 3. summit
4. excruciating 5. snapped 6. amputated
7. deteriorate, heeded 8. gaggle 9. throng
10. banal 11. visibility 12. compadres, dallied

**Content Note**

- Because the United States is located near Mexico and Puerto Rico and because of its increasing Hispanic population, more and more Spanish words are showing up in English. Thus, the word *compadre*, above, is accepted in this context in English. Likewise, words and expressions such as *amigo*, *hasta la vista*, and *adios* are frequently heard from the mouths of people who are not speakers of Spanish.

**Expansion Activity**

- The aim of this activity is to help students use descriptive adjectives more effectively.
- On the board, write the sentence “I went into a big store where there was a very big woman working behind the counter. She was wearing a small flower in her hair, which made her big head appear even bigger.”
- Ask the students to make the sentence more interesting by introducing more descriptive adjectives.
- Some synonyms for *big* include *large*, *grandiose*, *huge*, *humongous*, and *gigantic*.
- Encourage students to use synonyms rather than repeating the same word in their writing.

**Read****Introduction**

- Bring in some photographs of Mount Everest or of mountain climbers. Pass them around or display them so students can see them.
- Elicit answers from the students to the two prereading questions in the box.
- Ask students to describe the problems and dangers of mountain climbing. They might speak of the lack of oxygen at high altitudes, altitude sickness, dangerous weather, and the need to carry food and water up the mountain.

**Into Thin Air**

- Have students read the passage silently or follow along as you play the audio.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to complete activities 3 and 4, Making Inferences and Getting Meaning from Context: Everyday Phrases, on pages 34 and 35, when they finish reading the passage.

**After You Read****Strategy****Making Inferences**

- Inferring messages is a very important cultural aspect of learning a second language.
- With your students, read the Making Inferences Strategy box on page 33.
- Let students know that different languages have different levels of directness. Compared to German, English seems indirect. Compared to Japanese, English seems very direct.

On the one hand, if one is too direct in speaking, there is the risk of insulting the speech partner. On the other hand, if one is too indirect, the other person may not understand the request or implication.

## Strategy



### Getting Meaning from Context: Everyday Phrases

This strategy again emphasizes the importance of context for understanding meaning.

### 3 Making Inferences

- Ask students to complete this activity individually, then go over the answers as a class. Be sure students are prepared to explain their answers.

#### ANSWER KEY

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

### Expansion Activity

- The aim of this activity is to help students grasp the concept of inferences and of indirect speech.
- Inferring is also important in reading and listening. Writers and speakers often leave out rhetorical markers that indicate how things are related. Such markers include words like *therefore*, *as a result*, *nevertheless*, and *consequently*. If these are omitted, it is left to the reader or listener to figure out that the writer is stating that some factors caused something else to happen or had no effect on something.
- Give the example of a person saying “it’s cold in here” meaning “please close the door.” Ask them for other examples (e.g., “It’s getting late,” meaning “It’s time for us to go.”)
- Discuss inferences and direct and indirect speech. If your students all share the same native language, give some examples in their own language.

### 4 Getting Meaning from Context: Everyday Phrases

- Go over the directions, pointing out the italicized phrases and line numbers.
- Point out the sample item in the activity and the line numbers at the end of each question.
- Have students complete the activity, then go over the answers with the whole class.

#### ANSWER KEY

1. The author is on the summit and expects to feel strong emotions that he had to keep inside himself before.
2. posing at the peak of the mountain
3. at the highest place on Earth
4. heavy cover of clouds
5. into a situation that would most likely kill people
6. moving very slowly
7. wasting valuable time



## Expansion Activity

- The aim of this activity is to introduce students to everyday phrases, idioms, and expressions.
- Show students examples of idioms and phrases where the actual meaning is not related to the meanings of the individual words. Consider the following: *I have a bone to pick with you* (I disagree with you about something, and I want to talk about it), *raining cats and dogs* (raining very hard), and *up the creek without a paddle* (in trouble).
- Ask students if they have any similar expressions in their native languages.
- Ask students to share any misunderstandings or miscommunication they have had with expressions or phrases in English.
- If you have had any miscommunication with phrases in a second language, you may want to share it with class. It is important to show students that making mistakes is an important part of learning a language and that good learners are not error-free learners.
- Depending on the first language of the students, you may want to show that many expressions can be the same in more than one language. For example, most languages have an expression like “on the tip of my tongue.”
- Copy and hand out **Black Line Master 3** “Practice with Expressions in Context” on page BLM 3 of this book. Have students complete the activity and compare their answers with a classmate. Serve as the referee in cases of disagreement.

## Best Practice

### Organizing Information

Educational theory has now shown that students learn in different ways. Some learn material better when they hear it; others when they read it. The following activity is ideal for those who learn best in a spatial or visual manner. It introduces a method to depict a story in a linear but visual fashion.

## FOCUS

### Creating a Storyboard

- A storyboard is a visual depiction of a story or dramatic events, sometimes used in the planning of movies or television programs or commercials.
- Storyboarding may be new to your students. You may wish to demonstrate this activity for them.

### 5 Creating a Storyboard

- It is not necessary for students to have strong artistic talent for this task; focus students’ attention on the story and its key points.
- Answers to this activity will vary, but be sure that students use their time well to do the task and can justify their answers.

### 6 Guided Academic Conversation

- This activity gives students the opportunity to engage in discussion about the topic of the reading and to relate it to their own lives.
- Break students into small conversation groups of three to six people.
- Circulate around the classroom to be sure that students are focused on the task and to answer questions and offer suggestions.
- If time permits, ask each group to summarize their discussion.



## The World We Lost

### Before You Read

#### 1 Previewing the Reading



- Arrange students in pairs and have them discuss questions 1 and 2.
- Encourage students to make predictions about the selection. Based on the photographs and the title, what do they think it will be about? Write the ideas on the board. After the students have completed the reading, return to the board and test the accuracy of their predictions.
- Have students complete the next item by skimming the first paragraph and answering the questions in item three.

#### ANSWER KEY

Answers will vary. Possible answers:

1. The photo shows wolves being docile. This is contrary to common thought. Wolves have a reputation of being fierce. Fairy tales, or children's stories, such as *The Three Little Pigs* and *Little Red Riding Hood*, illustrate this point.
2. The meaning of the title is not easy to guess at. However, seeing the wolves in what appears to be a peaceful moment, the reader may think it has something to do with humans losing contact with nature.
3. The author is investigating wolves and is nervous about entering the den.

#### 2 Getting Meaning from Context

- Be sure that you have completed the prereading activities above, priming the students for discussing wolves. This will help with the vocabulary for this activity.
- The aim of this activity is to have students guess at the meanings of unknown words by using context.
- Go over the first part of question 1 with the students. Together find the contextual clues.
- Review the answers as a class.

#### ANSWER KEY

1. B, C   2. C, A   3. B   4. C, B  
5. A, B   6. B, C



REPRODUCIBLE

#### Expansion Activity

- The aim of this activity is to train students in the use of a thesaurus to develop their use of descriptive adjectives in writing.
- If you or your students have access to a printed or online thesaurus, copy and hand out **Black Line Master 4** "Using a Thesaurus or Online Synonym Finder" on page BLM 4 of this book. You may have students work either alone or in pairs. This activity can also be used for homework.

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**Read****Introduction**

- Discuss with the class the question at the beginning of the introduction, as well as the questions at the end.

**Content Note**

- Mowat wrote a book called *Never Cry Wolf*. The expression “to cry wolf” means to give a false alarm. This expression comes from one of Aesop’s Fables, “The Boy Who Cried Wolf,” in which a little shepherd boy repeatedly shouts, or cries, “Wolf!” because he enjoys seeing the startled reaction of the adults from the village. However, when a real wolf comes and the boy screams that there is a wolf, no villagers come to help because they have been tricked by him before and no longer believe him.

**The World We Lost**

- Have students read the passage silently or follow along as they listen to the audio.
- Tell students to underline any words or phrases that are new or that they don’t understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to complete activities 3 and 4, Recalling Vocabulary of Fear and Anger and Sequencing Events and Emotions in a Diagram, when they finish the passage.

**After You Read****3 Recalling Vocabulary of Fear and Anger**

- Read the directions and call on one student to read the first statement. You can ask the same student for the answer or ask another student or the class as a whole.

- Continue with the rest of the phrases. Make corrections as needed.
- Try to involve all of the students, including the less talkative ones, in the activity.

**ANSWER KEY**

1. black 2. claustrophobia 3. frightened, paralysis 4. bravado 5. scrunched  
6. shock 7. self-preservation 8. rage 9. fury  
10. resentment 11. terror 12. appalled
- The phrase that does not refer to Mowat is 5.

**Expansion Activity**

- Ask students to write a short paragraph about a time when they were afraid. What happened? How did they react to and confront their fear?
- Ask a few students to share their stories with the class.
- If you want, ask students to write a longer narrative for homework.

**Strategy****Sequencing Events and Emotions in a Diagram**

Diagramming the sequence of events in a story or narrative can assist students with comprehension.

**4 Sequencing Events and Emotions in a Diagram**

- Tell students that making diagrams like flow charts can aid comprehension.
- Have students work in pairs to complete the chain diagram.
- Have students share their diagrams with the class.

## ANSWER KEY

EventsEmotions/Feelings

| Problem   |  |
|---|--|
| The narrator does not have much time left and needs to find out more about the den. | in a hurry, stress                         |
| Complication  |  |
| Mowat goes down the wolves' burrow.   | claustrophobia                             |
| Climax  |  |
| There are two scared wolves, apparently the mother and a pup, in the burrow.        | fear                                       |
| Resolution  |  |
| Mowat wiggles out unharmed.   | first feels rage; then resentment and fury |

### 5 Focusing on Words from the Academic Word List

- In this activity, students use words from the Academic Word List in a fill-in-the-blank exercise. The goal of this activity is to have them use the vocabulary in context.
- Read the directions with the students.
- To make this task easier, students can also go back into the text after a first pass through to try and get more context from the reading.
- To make this activity more challenging, ask students to initially try to do this activity with the word list covered.
- Call on one student to read the first paragraph. Ask the class if they agree with the answers. If not, ask why. Help students if they do not agree on correct answers. Continue with the next two paragraphs.

## ANSWER KEY

1. sufficient
2. enable
3. tape
4. Despite
5. irrational
6. inevitable
7. aware
8. irrational
9. reacted

## Best Practice

## Interacting with Others

Students in the United States are often required to participate interactively with each other as part of class and lab work. Activities such as the one that follows will help students to become more comfortable working together in pairs and small groups. It will also help them examine a text for details and compare their lives with the reading.

### 6 Guided Academic Conversation

- Divide students into conversation groups of three to four for this activity. Read the directions.
- Decide on an amount of time to give the students. Remind them of time remaining during the activity.
- Tell students to work together at answering the questions. They should write down their answers. If there is disagreement within the group, have both answers written.
- Circulate among the groups and help students or check the answers.
- When the groups are finished, have them hand in their notes or summarize their discussions for the class.

**ANSWER KEY**

1. Mowat knows the wolves and he talks about his close familiarity with them and then we see he has named the mom Angeline and knows the pups.

He fears that the wolves will defend their den and thus attack him. He feels angry because he felt he was ready to shoot the wolves in his fear.

He is shamed by his reaction to fear and his willingness or ability to throw out everything he had gained by being with the wolves because of fear and human ego. He also felt shamed by how humans have abused animals and how we have alienated ourselves from nature.

He feels the loss upon hearing George's (the leader of the wolf family) call, looking for his own. At that point, the author is overcome by a strong set of emotions dealing with what he had experienced that summer and how man and animals now live in such different worlds that do not complement each other.

2. Answers will vary.
3. Answers will vary.

**Best Practice****Cultivating Critical Thinking**

In the following activity, students will work on summarizing or concisely expressing their ideas. In order to do this type of activity, students must separate main ideas from supporting details. This is more tricky in literature than in persuasive or nonfiction writing as frequently there is no stated main idea in literature.

**7 Expressing the Theme**

- The aim of this activity is to have students summarize main ideas or themes.
- You may want to allow students to discuss this in pairs before they write their answers.
- There are probably going to be two or three correct answers and students should be encouraged to explain why they think their answer is correct.
- Remind students that different people may interpret stories differently and that multiple interpretations are acceptable.

**ANSWER KEY**

Answers will vary, but the two most important themes deal with overcoming fear and the irrationality of fear. The other major theme is how humans have distanced ourselves so much from nature that we have lost an important part of our heritage.

**8 Thinking Your Way Out of Danger**

- The aim of this activity is to get students to collaborate to solve problems.
- Arrange students in small groups and decide on a time limit to give them.
- You might want to suggest that students draw a chart of possibilities and outcomes to help solve Situation B.
- Many students will fail to get the answer. Do not let their inability to solve this problem affect their grades. This is not a language task as such.

**ANSWER KEY**

The answers are printed upside down in the Student Book.

## 9 What Do You Think?



- This activity is designed to promote spoken communication and is best done in small groups although you can have a student read the passage aloud to the class to make sure there are no vocabulary or grammar questions.
- If students finish quickly, expand on the question with other questions: Should producers of dangerous TV shows be legally liable when people emulate what they see on TV and get hurt? Should health insurance pay for injuries caused by extreme or dangerous activities and sports?

## Best Practice

## Making Use of Academic Content

Activities such as the one that follows are very similar to the type of activities that students may be called upon to perform in higher education in the United States. Classifying information is a key academic task in many disciplines. Reading with time constraints is common in academic settings as well as on high-stakes tests.

## FOCUS ON TESTING

## TOEFL® iBT

## Schematic-Table Questions

- This is a test simulation. Do not do any prereading activities with students.
- Read the instructions aloud. Make sure that students completely understand the instructions.
- Point out the organizational chart at the end of the reading so the students understand what they will be doing with the information and have a clearer understanding of the task.
- Assign an amount of time for this reading. The TOEFL® test and other standardized tests have time constraints. Do not give the students too much time.
- After students have finished, go over the answers as a whole class.

## ANSWER KEY

**Psychological:** b, d, f, g, h, i

**Physiological:** a, c, e

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### 1 Did You Catch That?

- This activity attempts to get students to think quickly in producing real-time sentences with recently learned vocabulary.
- Before you try this activity in class, consider how you will handle the following situations:
  - A student makes a sentence but uses the target word incorrectly.
  - The target word is used correctly in terms of meaning but incorrectly in terms of grammar.
  - Is it the teacher's decision to stop the action and correct, or should students try first?
- To make this task easier, review the words together as a class before trying the game.

### 2 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective web searches and of the importance of evaluating their sources.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they used to conduct online searches or to print copies of the pages.

### 3 Writing Practice

- The aim of this activity is to have students practice a typical structure for writing letters in English.
- As a variation of this activity, have the students use fictitious names. Give the letters to a randomly assigned classmate and have that person try to figure out who wrote the letter.
- Decide in advance whether you will collect the letters and return them with comments, or whether you will let peers comment on the work of their classmates.

#### Self-Assessment Log

- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Put students in small groups. Have students discuss any words that they have not checked. Encourage students to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework if you prefer.

#### Responding in Writing

##### FOCUS

#### Writing Tip: Follow a Structure to Write Letters

- Have a student read aloud the information in the Focus box.
- If your students aren't familiar with the norms of letter writing in English, you may want to review the format and style of personal and business letters.



# Gender and Relationships

In this  
CHAPTER

Students read a book review about the changing role of the woman as a breadwinner, an article about the meaning of friendship in the virtual world of Facebook, and Elizabeth Barrett Browning's well-known poem "How Do I Love Thee?" From these diverse selections, there are ample opportunities to answer discussion questions and present opinions based on the engaging topic of gender and relationships. Students analyze author's point of view and express their own point of view in writing. Metaphors are studied and students also practice reading a long passage to simulate a prose-summary type question found on the TOEFL® iBT.

## Chapter Opener

- Have students look at the photo, then work in small groups to discuss the questions in the Connecting to the Topic section.
- Direct students' attention to the quotation on page 54 by Ralph Waldo Emerson (1803–1882) and ask them to share their idea of what it means to be a friend.
- Have students respond to Question 3 in Connecting to the Topic. After students have presented their positions, take a poll to determine where the majority of the class stands on the question.

"The only way to have a friend is to be one."

Ralph Waldo Emerson  
U.S. essayist and poet



## Chapter Overview

### Reading Selections

*How Women Became the New Breadwinners: A Review of the Book "The Richer Sex"* by Matthew DeLuca

*Has Facebook Destroyed the Word "Friend"?* by Christopher Parr

### Reading Skills and Strategies

- Matching a paragraph to a theme
- Understanding metaphors in context
- Reading a love poem for meaning
- Scanning for effective nouns, adjectives, and verbs

### Critical-Thinking Skills

- Analyzing a book review
- Comparing opinions and interpretations
- Determining a point of view in an essay

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Using your point of view to structure a paragraph

### Vocabulary Building

- Getting meaning from context for everyday words and phrases
- Focusing on words from the Academic Word List
- Identifying everyday expressions and their definitions

### Focus on Testing

TOEFL® iBT

Answering prose-summary questions

## Vocabulary

### Nouns

- aversion
- breadwinner
- chivalry
- contacts\*
- gender\*
- hegemony
- inner circle
- phenomena\*
- preconception
- trade-off
- version\*

### Verbs

- abandon\*
- cited\*
- established\*
- finance\*
- involve\*
- lag
- marry up
- trump

### Adjective

- intangible

### Idioms and Expressions

- 20-something
- fast track
- long-term acquaintance
- mutual understanding
- pick up the check
- public persona
- shoulder one's load
- tap into
- wise up

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist](http://www.victoria.ac.nz/lals/resources/academicwordlist)

## How Women Became the New Breadwinners: A Review of the Book *The Richer Sex*

### Before You Read

#### Content Note

While many students may be highly interested in this chapter's topic, be aware that some students may feel uncomfortable discussing interpersonal relationships.

- Remind students to skim.
- Go over the correct answers with the whole class.

#### ANSWER KEY

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

### Strategy



#### Analyzing a Book Review

- Read aloud the information about book reviews in the Strategy box.
- You may wish to assign students to write a short book review of something they have read, using the model in this chapter.

### Best Practice

#### Scaffolding Instruction

In Chapter 2, students worked on using more precise or colorful vocabulary. In this chapter, they will study metaphors in the context of the reading. The pre-reading activity provides scaffolding for students so they can understand the metaphors as they read the passage.

### Strategy



#### Understanding Metaphors in Context

- Read the information in the Strategy box.
- Test comprehension by asking for some metaphors that students may know. (Life is a journey. I'm a night owl.) Song lyrics often have metaphors. (*We All Live in a Yellow Submarine*, *You Are the Sunshine of My Life*)

### 1 Analyzing a Book Review



- Have students work with a partner.
- Remind them that they are to skim to find the information for the first four items.
- Review the technique they learned for skimming in Chapter 1, page 6, in the Student Book.
- Review the answers for the first questions with the class. (1. *The Richer Sex* 2. Liza Mundy 3. A 4. A)
- Then review the instructions for the matching activity on the bottom of page 56 of the Student Book.
- Show students the List of Themes in the box in the middle of page 57 in the Student Book. They are to match the letter of the theme with the paragraph it best describes from the five items above.

## 2 Understanding Metaphors in Context

- Read the directions.
- Students might work with a partner to find the answers or to check their work.
- If needed, students can scan the reading passage to find the context for the metaphors.
- Review the answers with the class and clarify any misunderstandings.

### ANSWER KEY

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

### Read

#### Introduction

- Have a student volunteer read the Introduction.
- Tell students that they will discuss the two questions with a small group after they read the passage.

#### How Women Became the New Breadwinners: A Review of the Book *The Richer Sex*



- Have students read the passage silently or read and listen as you play the audio.
- Remind students to read the subheadings.
- Tell students to underline any words or phrases that they don't understand, but not to use a dictionary during this part of the lesson.
- Have students note the author's affiliation and clarify. (*The Daily Beast* is an American news and opinion-reporting website.)
- When students finish reading, ask them to discuss their answers to the two questions in the Introduction.

### After You Read

## 3 Getting Meaning from Context for Everyday Words and Phrases

- Read the directions aloud.
- Remind students that it is OK to guess the meanings. They can scan the reading passage to locate the context if they wish.
- When they finish, have students compare their answers with a partner.
- Circulate to answer questions and clarify as needed.
- Review the correct answers with the whole class.

### ANSWER KEY

1. earning the same amount of money; to fall behind
2. an idea that a person holds without evidence
3. a feeling of great dislike; contamination with new components
4. a person who is between 20 and 30 years of age
5. a factor that is hard to define
6. to do better than or win against (another person)
7. to pay the bill (at a restaurant or event)
8. an exchange in which a person gains something and loses something

#### 4 Reading a Love Poem



- Read the information that introduces the poem.
- Clarify and check comprehension as needed.
- You may wish to bring in some samples of the poetry of Robert and Elizabeth Barrett Browning.
- Have students skim the poem first and mark any words they aren't sure about. Go over the pronunciation of any challenging words. Clarify meanings of unknown vocabulary as needed.
- Divide the class into groups of three and instruct students to orally read the poem to each other either.
- Have students answer the questions in their group.
- Debrief by reviewing the answers to the questions with the whole class.

#### ANSWER KEY

1. 8 ways Other answers will vary.

#### 5 Focusing on Words from the Academic Word List

- Read the directions.
- You may want to have students work with a partner to help prevent them from looking back at the reading.
- Remind students to cross off the words as they use them. One of the words will be used twice.
- Let students know that they may have to read farther into the passage to guess the correct word.
- Advise students that if they are unable to fill in one or two items on the first pass, they may decide on the answer through a process of elimination, looking at the words that they haven't crossed off.
- Have each pair compare their answers with another pair of students to verify the correct answers.
- If there are any questions, have students return to the reading passage to find the answers.

#### ANSWER KEY

1. phenomena 2. gender 3. abandon
4. gender 5. cited 6. established 7. involve
8. finance 9. version

#### Best Practice

##### Making Use of Academic Content

University students learn to diversify their use of rhetorical markers, or connectors, to increase their precision, to vary their word choice, and to suit the demands of various kinds of academic writing. The following Expansion Activity will help students see the subtle nuances differentiating the meaning and grammatical structure of some of these rhetorical markers.



## Expansion Activity

- The aim of this activity is to help students learn about the correct use of rhetorical markers.
- Explain to students that rhetorical markers are an important feature of academic writing and appear prominently in academic lectures. They can indicate sequence (*therefore, at the same time, next, for example*) and contrasting information (*on the one hand, in contrast, however*).
- Ask students to identify as many rhetorical markers of time as they can. (Examples include *in the meantime, meanwhile, concurrently, as, leading up to, following*.)
- Photocopy and distribute **Black Line Master 5** “Rhetorical Markers” found on page BLM 5 of this Teacher’s Manual.
- Go over the expressions at the top of the worksheet. Explain how these are useful in making language more comprehensible by helping the listener or reader find their way in the discourse.
- Have students complete the worksheet on their own, then review the answers.
- Alert students that there may be more than one correct solution.
- Encourage students to use this vocabulary in their academic writing and speaking. You may wish to create a chart of common rhetorical markers to post in the classroom for students to reference.

## 6 Guided Academic Conversation



### Best Practice

#### Academic Conversation

Students in classes at English-speaking universities are often required to discuss their understanding and present their opinions of academic topics. They must be confident and able to support their opinions with facts and details, as well as compare and contrast their thoughts with those of their classmates and the information in their reading.

- The aims of this activity are to have students discuss the reading and, in so doing, review and expand upon it.
- Ample practice in small groups builds confidence in their English language skills.
- Read the directions.
- Divide the class into small groups.
- Remind students to use rhetorical markers to make their language more academic and easier to follow.
- Have students take notes on the answers developed in their group so that they can present them to the class. Is there a consensus or disagreement within their group?
- Call on a variety of students to present the groups’ thinking.

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## Has Facebook Destroyed the Word “Friend”?

### Before You Read

#### Strategy



#### Determining the Point of View in an Essay

- Read the information in the Strategy box.
- Check comprehension of students' understanding of an author's point of view. Ask: *What are the differences between a positive point of view, a negative point of view, and an objective point of view?*
- Ask students for ways they might be able to tell if the author's point of view is a negative one. (use of negative statements about the topic; complaints; comparisons with something positive)

### 1 Determining the Point of View



- Review the four items in the activity before students begin to read.
- Have students skim the first 26 lines of the article independently or with a partner.
- Then have students complete the items, discussing the answers with their partner.
- Check answers with the whole class.

#### ANSWER KEY

1. negative point of view
2. Answers will vary: negative language such as *obsessive*, *insecurities*, *lowered standard* (paragraph B); *eroding true friendships* to describe Facebook's effects (paragraph C); use of phrases like *too obsessed* and *try to be cool* to describe Facebook users (paragraph D); saying *people get too casual*, *too chatty*, *too quick* on Facebook (paragraph H)

### 2 Scanning for Effective Nouns, Adjectives, and Verbs

- Remind students about the skill of scanning that they learned in Chapter 1. They should not to read the selection, but rather look for the specific words described in the items below.
- Read the instructions aloud.
- Go over the Example with the class.
- Have students work independently or with a partner to find the effective nouns, adjectives and verbs in the reading passage.
- When everyone has finished, review the answers and the context where they are found in the reading passage.

#### ANSWER KEY

- |                 |                    |
|-----------------|--------------------|
| 1. juggernaut   | 7. hover           |
| 2. ubiquitous   | 8. launch          |
| 3. trashed      | 9. empathy         |
| 4. obsessive    | 10. counterpart    |
| 5. insecurities | 11. reciprocity    |
| 6. eroding      | 12. self-conscious |



**Read****Introduction**

- Have a volunteer read the Introduction.
- Ask students what they know about Facebook and if they use it. Be sure all students have some familiarity with what a virtual social network is.

**Has Facebook Destroyed the Word “Friend”?**

- Instruct students to read silently or follow along as you play the audio.
- Allow students to read the essay a second time if desired.
- Have students underline any words or phrases that they don't understand but not to use a dictionary during this part of the lesson.
- When they finish, have students complete Activity 5 Matching Everyday Expression to Their Definitions.

**After You Read****3 Matching Everyday Expressions to Their Definitions**

- Read the directions aloud.
- Encourage students to practice their scanning skills to find the expression and its context in the reading passage.
- Remind students to cross off the choices in the right column as they use them. In that way, they can use the remaining unused definitions to help with the more difficult items.
- Have students compare their answers with a partner.
- Resolve any remaining questions.

**ANSWER KEY**

1. g 2. b 3. k 4. d 5. h 6. i 7. l  
8. e 9. c 10. a 11. f 12. j

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### Expansion Activity

- The purpose of this activity is to teach students ways to conduct dialogue and debate when the participants disagree.
- Discuss some diplomatic ways to acknowledge the other side before criticizing the opposing viewpoint.
- Introduce the following expressions:
  - You raise a good point with xxx, but I believe you failed to take yyy into account.
  - An alternative view would be...
  - In your thinking on xxx, you are correct, but the facts don't mesh with your opinion on zzz.
  - While I agree with you that xxx is true, this does not necessarily mean that yyy is true.
- You may wish to create a chart of these and other examples to post in the classroom for students' reference when they are debating an issue.

- If time is short, each item in the activity can be assigned to a different group, so that all five items are discussed. Alternatively, you may allow the groups to choose the topic they wish to discuss.
- Remind students to use rhetorical markers to make their discussions more academic.
- Have students take notes and create a response either individually or as a group, summarizing the discussion in their group. You may wish to have them present their ideas to the whole class in an oral summary.

### 5 What Do You Think?



- Review the directions with the class.
- Have students work in small groups to discuss the answers to the questions in the activity.
- Remind students to use rhetorical markers and polite disagreement language.
- You may wish to make this activity a written assignment.

### 4 Guided Academic Discussion



- Before starting this activity, review the Expansion Activity above on polite disagreement. Remind students that in an academic discussion, respect of the other person's opinion is expected.
- This activity is designed for groups of three or four students. You may want to assign the groups so that you have opposing viewpoints to discuss.

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## FOCUS ON TESTING

## TOEFL® iBT

## Prose-Summary Questions

- The aim of this activity is to help students on reading comprehension tests like the ones in this book as well as TOEFL® and other standardized ESL tests. If you have a computer in the classroom and a good TOEFL® preparation CD, you may wish to show an example of this type of question on the computer. Alternatively, if you have Internet access, you can access TOEFL® preparation sites.
- Read the instructions aloud to students as they follow along in their books. Make sure that students understand the directions. Their answers should be based on “information that is truly in the reading passage.” This means that students do not need to infer anything but rather only restate information from the reading.
- Before students begin this activity, have them turn to the end of the reading and read the instructions for the task that follows.
- Tell students not to use dictionaries for the reading. Do not give them any help during the activity. This activity is to simulate a test situation.
- Go over the answers as a class and explain why the wrong answers (distractors) are not possible answers.

## ANSWER KEY

Correct answers: A, D, F

Choice B is factually incorrect.

Choice C is merely an example and thus would not fit in a summary statement.

Choice E is true, but once again it is not relevant to the summary of social purposes nor is it a main point of the article.

## Expansion Activity

- Have students reread the passage on matchmaking.
- Tell students to underline the main ideas and to note the supporting details in each paragraph by making notes in the margin.
- Discuss the answers as a class.

## Best Practice

## Interacting with Others

Students in the U.S. are often asked to debate each other, or to argue different points of view. You may find that some students are more aggressive than others when giving their opinions. Try to help students find the right balance between arguing and remaining polite.

## 1 The Word-Winner Game



- Games are often effective ways to learn new vocabulary, no matter the age of the student. In this activity, students compete to define vocabulary learned in this chapter and give an example using the word.
- You may have students work in teams to review the key words and phrases in exercises 2, 3, and 5 in Part 1 and exercise 2 and 3 in Part 2 before the game begins.
- Have each vocabulary word or expression written on a note card or small piece of paper. Place the cards or slips of paper in a basket or bowl.
- Divide the class into two teams; have the teams pick a team name.
- The game begins when a student from one team goes to the front and picks a word from the container.
- Review the directions with students. You may want to make a list of steps to post on the board for students to follow.
- You can call the game after a set time or when all the vocabulary has been used.
- The team with the most points wins.
- You may wish to use this game to review vocabulary and expressions from the other chapters in the Student Book.

## Best Practice

### Making Use of Academic Content

University students are often called upon to do research in their writing. Most instructors welcome a combination of library and online research. Thus students must possess the ability to evaluate websites for authenticity and validity. A study done at the University of California, Berkeley, revealed that factual errors abounded in articles on the commonly-accessed online encyclopedia *Wikipedia*. Such websites allow anyone to post information with no authoritative review process. Students need to learn to assess the reliability of a website before using it as a source in their research. The following activities will enable students to reflect on how they search through the vast resources available on the web.

## 2 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective web searches and remind them of the importance of evaluating their sources.
- Read the instructions with students.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After students have completed the assignment, have them discuss their successful and unsuccessful search strategies. Ask students to include the address of the websites they used to conduct online searches or to print copies of the web pages.

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## Responding in Writing

### FOCUS

#### Writing Tip: Use Your Point of View to Structure a Persuasive Paragraph

- Read the information in the Focus box.
- Tell students that they are going to write a paragraph that **will** require them to take a positive or negative point of view.
- Instruct them to write their main idea and details to support their point of view in an informal outline form.

### 3 Writing a Paragraph from a Definite Point of View

- Read the instructions and go over the Steps listed in the activity.
- Be sure students start with a statement of their position and that they create an informal outline.
- Circulate around the room as students write, offering help as needed.
- Remind students to create an effective closing statement for their paragraph, and to check their spelling, grammar and punctuation.
- When they finish, have students exchange their paragraph with a classmate. Tell them to read and make suggestions for improvement of the writing.
- After students make the suggested corrections and improvements to their paragraph, collect students' papers along with their outlines.

## Self-Assessment Log

- Read the directions aloud.
- Have students check off the vocabulary they have learned. Point out that this should be vocabulary that they could easily use in speaking or writing.
- Then have students check off the strategies that they know how to use. Have them place a plus sign (+) next to strategies that they are very comfortable using and a minus sign (−) next to those that they are less comfortable using.
- Put students into small groups. Have them discuss any words that they have not checked. Tell them to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework if you prefer.

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# 4 Beauty and Aesthetics

## In this CHAPTER

Students will read two passages about beauty and then practice their test-taking skills by reading an article about the beauty of music and other sounds. The first reading describes the construction and features of one of the world's most beautiful buildings, the Taj Mahal. The second reading explains man-made beauty of a different type—plastic surgery. In Asia, the number of people choosing to undergo plastic surgery has grown exponentially during the last decade. Students will develop skills in previewing reading, understanding unknown and specialized terms, identifying synonyms for adjectives, illustrating ideas, giving precise explanations, getting meaning from context, and structuring an argument from the weakest to the strongest point.

### Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Ask the class if they think that different cultures view beauty very differently. What is considered to be beautiful in people? In buildings? In art?
- Ask the class how they think concepts of beauty change over time. They might consider Renaissance art like the Sandro Botticelli painting *The Birth of Venus*, in which Venus, considered very beautiful at the time of the painting would be considered heavy by today's standards. On the other hand, the 1960s fashion icon Twiggy would be considered too thin in today's world. The hair styles popular in the 1950s are not considered beautiful or fashionable today.
- If time permits, consider the proverb "beauty is only skin-deep."

"Beauty is in the eye of the beholder."

English proverb



## Chapter Overview

### Reading Selections

*Taj Mahal, India* by Flavio Conti (translated by Patrick Cregg)

*Korea's Makeover from Dull to Hip Changes the Face of Asia* by Gordon Fairclough

### Reading Skills and Strategies

Previewing a reading for its organization

Understanding the importance of a good opening

Previewing a reading to identify the key people

### Critical-Thinking Skills

Comparing opinions

Illustrating ideas

Using a graphic organizer (Venn diagram) to draw a comparison

Analyzing facts

Evaluating opinions

## Vocabulary

### Nouns

- arched alcove
- aspiring actress
- before-and-after photos
- bridge (of the nose)
- celebrities
- crypt
- dome
- draftsmen
- export\*
- gossip
- horror flicks
- image\*
- image-enhancing work
- mausoleum
- media\*
- minarets
- mixed blessing
- Mogul design
- mosque
- nose jobs
- region\*
- standard
- surgical makeover
- trend\*

### Adjectives

- bee-stung
- Caucasian
- concerted
- cool
- costliest

Structuring an argument: Weakest to strongest point

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Supporting an argument

### Vocabulary Building

Getting meaning from context for specialized terms related to architecture

Getting meaning from structure and context: Identifying synonyms for adjectives

Understanding specialized terms relating to personal beauty

Getting meaning from context by choosing synonyms or antonyms

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Answering vocabulary questions in the context of a reading

### Verbs

- benefited\*
- dominate\*
- establishing\*
- redefining (style)
- retract
- tuned in

### Idioms and Expressions

- all the buzz
- banking too much on (something)
- big influx of private capital
- gone under the knife

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

## Taj Mahal

## Before You Read

## FOCUS

## Organization

- Understanding the overall organization of a reading can be a great help in comprehending the reading as a whole.

## 1 Previewing a Reading for Its Organization



- The aims of this activity are to give students practice in skimming a reading and to have them look for its organization. These steps should help reading comprehension.
- Put students into small groups and have them complete the previewing activity on page 80.

## ANSWER KEY

Organizational description: c

Reason for choosing this structure: Answers will vary, but the author may have chosen this structure to attract readers' attention. Starting with a description of the architecture before describing its purpose could be boring.

## Content Notes

In the 1960s linguist Robert B. Kaplan first promoted the concept of contrastive rhetoric. This is the idea that writers from different language and cultural backgrounds use different rhetorical patterns to organize their writing. Kaplan concluded that writers from Asia often gradually find their way to the main idea; Middle Eastern writers often make the same point twice; and writers in English proceed in a direct and orderly manner from one point to the next and make their main idea very directly. He illustrated these points with diagrams. You may wish to consider the implications of this for your own students' writing in English and for their ability to recognize organizational patterns in the writing of others.

## FOCUS

## Understanding the Importance of a Good Opening

- You may wish to bring in several opening paragraphs as examples.

## 2 Understanding the Importance of a Good Opening

- Ask students to share what they know about the Taj Mahal.
- Make sure that students understand the words *proverb*, *faith*, *vanity*, and *architect*.
- Have students read the first paragraph of the reading. You may wish to read the paragraph aloud or have a student read it aloud.
- Discuss the questions together as a class.
- Ask the students for predictions of what the text will be about. Did they find the introduction sufficiently clear?

**ANSWER KEY**

1. A proverb is a popular expression with a brief message. An author may begin a passage with a proverb in order to catch the reader's attention or to hint at what the message in a reading will be.
2. Faith and vanity are the human qualities that have usually provided work for architects. Many great buildings were built for religious purposes.
3. The Taj Mahal is an exception in that it was built as a memorial for a wife who had died. It was a monument to show how great the couple's love had been. This information might attract the reader's attention because it is in contrast to the other reasons or because people are interested in the love and suffering of others and in the idea of romance.

**Content Notes**

- The United States is a relatively young country and does not have one national religion. Therefore religious architecture in the United States is not as elaborate as it is in many other countries of the world. There are some examples of great religious architecture in the United States, but not to the extent found in older countries.
- Some religious buildings in the United States of architectural significance are the National Cathedral in Washington, D.C.; St. Patrick's Cathedral in New York City, and the Mormon Temple in Salt Lake City.
- You may want to discuss some U.S. buildings of architectural importance. These could include the Empire State Building in New York City, the Sears Tower in Chicago, and others.

**FOCUS****Understanding Specialized Terms**

- Key terms in any subject area are important to comprehension. Here it is the language of architecture that is practiced.

**3 Understanding Specialized Terms Related to Architecture**

- The aim of this activity is for students to practice guessing the meaning of vocabulary through use of contextual cues. Note that some of this vocabulary is specialized and is not essential, active vocabulary for nonspecialists.
- Remind students that sometimes they need to read through a passage twice or more to make a good guess at unknown vocabulary.
- This passage contains new and difficult vocabulary. To make it easier, you may wish to permit your students to use dictionaries after they have initially attempted to guess the vocabulary from context.

**ANSWER KEY**

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

**Best Practice****Activating Prior Knowledge**

Priming vocabulary is a useful strategy for students about to read a new topic. Priming vocabulary means exposing students to words that are new in English but that students already know in their first language. One good way to do this is by using a bilingual picture dictionary to identify vocabulary and to see what the item is in English and what it is in the student's native language. Another method is to bring in materials such as mail-order catalogs or repair manuals, which have labeled diagrams.

### Expansion Activity

- The aim of this activity is to show students how accessible vocabulary can be. There is no need to make a list of words in their first language and then look them up in English.
- Show students the architecture pages from a picture or photo dictionary. If easily accessible, bring in an architecture or homebuilding magazine such as *Architectural Digest* or *Fine Homebuilding*.
- Ask students to use their bilingual dictionaries to do a special study of the word *mogul*, which is in this reading passage. A good dictionary will provide at least two definitions. One will be related to Indian Muslims while the other is a bump in the snow on a ski hill. Ask the students to look up *mogul* to see if both definitions are given in their dictionaries. Then, have them look up the architectural terms *header*, *stud*, and *trim*. There should be at least two meanings for all of these words, one of which is related to construction.
- Bring in a mail-order catalog and show students how catalogs have a great deal of vocabulary with accompanying photos. Explain to students how they can receive free catalogs or where and how to find them online. This empowers students to take responsibility for their own learning. It also allows them to match their language needs to the type of catalog that will help them with vocabulary.

### Read

#### Introduction

- If you can find them, bring in more photographs of the Taj Mahal. If possible, obtain photos of the gardens, the mausoleum, the crypt, and the exterior with its domes. Color photos showing the Taj Mahal with different lighting are ideal. If there is a computer with Internet access in the classroom, you may want to show the students some of the photos and information on [www.taj-mahal.net](http://www.taj-mahal.net).

- If there is no Internet connection, pass around the photos or have a slide presentation so the students can see a fair amount of the Taj Mahal. Describe the photos as you show them to help students gain insight into some of the new vocabulary terms.
- Elicit answers from the students to the two prereading questions in the Introduction box on page 83.
- Ask students to describe an architectural landmark in their native country.

#### Taj Mahal, India



- Have students read the passage silently, or have students follow along as they listen to the audio.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to complete activity 4, Getting Meaning from Structure and Context, on pages 85 and 86 when they finish reading the passage.

#### After You Read

#### 4 Getting Meaning from Structure and Context: Identifying Synonyms for Adjectives

- There is not always a one-to-one correspondence of words across languages. Some of the adjectives listed in this activity may not have a one-word equivalent in students' first language. It is also possible that the closest word in the students' first language will be slightly different in meaning. Note that the adjectives in the left column, which appear in the reading passage, are a bit less common than those on the right.
- Have students do this activity on their own, perhaps for homework. Discuss the answers in class or collect them for your comments.



**ANSWER KEY**

Note that more than one synonym may be possible. 1. true 2. true 3. false; shining 4. false; peaceful 5. true 6. true 7. false; fitting, deserving, valuable 8. true 9. true 10. false; peaceful, beautiful 11. true 12. false; of religious importance 13. true 14. true 15. false; most expensive



REPRODUCIBLE

**Expansion Activity**

- The aim of this activity is to have students decide if an adjective is sufficiently detailed and specific or if a synonym should be used instead. Students often understand how synonyms work and can recognize them passively but are unable to use them when producing language on their own.
- Copy and distribute **Black Line Master 6** “Choosing the Best Adjective” on page BLM 6 of this book.

**5 Guided Academic Conversation**

- The first part of this activity introduces questions known as *wh- questions* in English. In introductory journalism classes, students are instructed to ask the *wh- questions*, which are questions that begin with *who, what, why, when, where, or how*. (*How* does not begin with *wh* but does contain the letters *w* and *h*.) A good piece of journalistic writing will answer these six questions.
- You may want to give a quick grammatical review of the difference between *wh- questions* and *yes/no questions*.
- Break students into groups of three. Decide on a time frame for this activity. Have each student be the moderator and note taker for one of the three questions. Tell them to be prepared to present their findings to the class upon the completion of their discussion.
- If you are short of time, you may have each group choose to answer only one or two of the three questions.

**ANSWER KEY****1. The Five Ws of the Taj Mahal:  
When, Where, Why, Who, and What?**

Shah Jahan had it built from 1631 to 1655. The Taj Mahal is located in India. It was built to commemorate the love between the Shah and his wife, Mumtaz Mahal, who died in childbirth. The structure cost 40 million rupees to build and employed 20,000 workers. The human toll was that the Shah had the chief architect beheaded, had the architect's assistants hands chopped off, and the draftsmen blinded. This was done in order to keep them from building anything else as lovely as the Taj Mahal. Other answers will vary. Students may think of the pyramids of Giza in Egypt.

**2. Tradition and Fame of One of the World's Most Famous Buildings: The Taj Mahal**

The Taj Mahal combines traditional architecture of Persia, India, and Central Asia. Five distinctive features of the Taj Mahal are the mausoleum, the iwans (half domes), a bulbous dome, a mosque, the *jawab*, a garden, and a crypt. William of Sweden preferred the Taj Mahal at night because of the lighting and reflections. Other answers will vary.

**3. The Style and Function of a Garden**

“Unlike the French and English gardens, the Persian garden is not a setting for recreation and pleasure but rather a retreat or scared refuge from the disorder of temporal life.” Persian gardens are designed to foster spiritual contemplation. Other answers will vary.

## Best Practice

## Scaffolding Instruction

An important aspect of scaffolded instruction is that tasks are flexible to give students the opportunity to negotiate meaning and to construct meaning together from moment to moment based on authentic interactions. The following activity does just that.

## Strategy



## Illustrating Ideas

You may wish to alleviate student concerns about their drawing ability by putting some stick figures or other simple illustrations on the board.

## 6 Illustrating Ideas



## Step 1

- The aims of this activity are to improve students' ability to describe something clearly and to further develop language pertaining to architecture and homes.
- You may want to begin by listing some architectural terms on the board. Words like *floor plan*, *front view*, and *aerial view* would be useful. As noted earlier, a great deal of this vocabulary can be found in a picture dictionary or in a magazine about homes or architecture.
- Group students in pairs. If the students in your class are from different countries and language backgrounds, consider whether you want them to work with students from the same background or students from different backgrounds.
- Let students know that you are not looking for architectural quality drawings in this activity; they should concentrate on communicating clearly with words.

## Step 2

- Have students take turns describing their drawings to each other. You may wish to permit students to use dictionaries for this activity.
- Have students keep a list of vocabulary words they used, especially ones they had to look up or explain to their partners. Have them write these on the board and then explain them so the others will understand the new words. Don't worry if you do not know every word in the list. Many native speakers of English do not have large vocabularies dealing with architecture. If there are words or meanings that seem questionable to you, ask two students to check on their meanings.
- You may want to divide the list into groups. One group can be basic architectural vocabulary that is fairly common language. This would include words like *trim*, *molding*, *doorknob*, and so on. These are words that most students should study and know at least passively. On the other hand, there are some words that only a specialist in architecture needs to know. You need not emphasize these words with your students.
- Type and distribute the list and say you will go over it during the following class. This will allow you time to double-check the meaning of any words you are uncertain about.

## Expansion Activity

- The aims of this activity are to make students better at description and to reinforce the architectural vocabulary being studied in this chapter.
- Bring in or have students cut out pictures from magazines of similar rooms or buildings (e.g., three kitchens, three churches). You will need about three sets of pictures for each student.
- Arrange students in pairs. Have one student describe one of the rooms and have the partner figure out which room or type of building is being described. Students should alternate to describe their pictures.



- To make this activity more challenging, have one student describe their picture to another student who is unable to see the photograph. The listening student must then try to make as accurate a sketch of the room or building as possible.

- Be sure that students compare the Alhambra to the Himeji Castle. They should not use the Taj Mahal for this activity although some of the vocabulary listed comes from that reading.

### Best Practice

#### Organizing Information

Comparing and contrasting are ways to analyze what we know about a topic, and so better understand it. Activities such as completing the Venn diagram that follows will help students to compare and contrast ideas, an important organizational tool that will help in academic and professional pursuits. In this activity, they will compare the architecture and features of two famous buildings.

### 7 Around the Globe: Outstanding Architecture of the World



- In the following two readings, two other examples of outstanding architecture are described. The goals of this section are to improve students' ability to read aloud, to develop additional vocabulary related to architecture, and to practice critical thinking skills by distinguishing between architectural characteristics in a reading. The first building discussed is the Alhambra in southern Spain, which was built by the Arabs who occupied that area in the late 14th century. The second building is the Himeji Castle in Japan, built by samurai in the early 17th century.

### 8 Comparing Two Buildings



- The easiest way for students to complete the Venn diagram is to have both students use one of their books to write in. When the first student reads a characteristic of one of the buildings, the partner will write the characteristic in the Venn diagram under either the Alhambra or Himeji Castle. When an item is discovered that fits in both categories, it should be erased and written in the middle. You may wish to model this on the board for your students.

### ANSWER KEY

| The Alhambra Palace        | Both                         | Himeji Castle                       |
|----------------------------|------------------------------|-------------------------------------|
| alcoves                    | built for defense            | built in early 1600s                |
| built in 1300s             | considered a famous building | built on a rocky base               |
| desert oasis               | courtyards                   | a castle                            |
| fountains or running water |                              | delicate-looking structure          |
| gardens                    |                              | gabled roofs                        |
| Islamic                    |                              | has withstood centuries of invaders |
| mosques                    |                              | maze                                |
| palace                     |                              | white color                         |
| prisons                    |                              |                                     |
| towers                     |                              |                                     |
| walkways                   |                              |                                     |

The Himeji Castle and the Alhambra Palace are more different than similar.

## Korea's Makeover from Dull to Hip Changes the Face of Asia

### Content Note

The slang and cultural references in this title may be challenging for students. *Dull* can mean the opposite of *sharp*, like a dull knife, or it can mean *boring*. Here it means *boring*. *Hip* is a part of the human body at the top of the legs, but in this case, it means “fashionable,” or “in style.” The word *makeover* refers to the practice of helping a person become more attractive by changing their clothing, hairstyle, and makeup. To *change the face* of a place is an idiom that means to make it very different. For example, World War II *changed the face* of Europe. For our purposes, the changing of the face is more literal and refers to plastic surgery.

### Before You Read

### Strategy



#### Previewing a Reading to Identify the Key People

Although we have looked at some previewing skills in earlier chapters, this activity focuses on a special topic: keeping track of different people or characters.

### 1 Previewing a Reading to Identify the Key People

- This activity has two parts. In the first, students are asked to skim the reading to get a general idea of what it is all about. Skimming involves reading quickly by passing the eyes over the page and taking in general information. Skimming should take place very rapidly, in fact, perhaps more rapidly than is really comfortable for students. It may be helpful to have students use a piece of paper, a pen or pencil held horizontally, or their finger to demonstrate to you how quickly they are reading.

- In the second part of the activity, students are asked to scan for specific information. Scanning is different from skimming in that students are looking for specific information; in this case, the names of people in the reading. For this part of the activity, have students look first at the list of names in Column 1. Then have them read quickly, looking only for those names. Once they find the names, they can read the surrounding text to find information about the names. You should also push students to read quickly in this section. Try to give a time limit that is a little bit short and encourage them to go faster during the task. You can use prompts like, “You should have finished number four by now.”
- Do not answer vocabulary or syntax questions if they arise in this section. You can go over them after the skimming activity is completed and before the reading begins.

### ANSWER KEY

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

### 2 Understanding Specialized Terms: Personal Beauty

- The goal of this activity is to raise students' awareness of how a word's meaning can be extended. Some of these words are used in a standard but unusual way, while others are used metaphorically.
- Many of the vocabulary items in this section are words whose primary meaning is not connected with personal beauty. For example, the word *prominent* in question 1 usually refers to important people in society, not how far out one's nose protrudes. However, many words in English can be used in more than one arena like this. Remind students to look beyond the initial meaning in their dictionaries and to choose the meaning most appropriate to this context.
- Ask students to do this activity individually, then check the answers together.

**ANSWER KEY**

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

**Read****Introduction**

- Discuss the questions from the Introduction box about beauty and the title of the reading.
- If time permits, ask students the following questions:
  - Do you know of anyone who has had bad experiences as a result of plastic surgery?
  - Would you have plastic surgery to change a part of your appearance if it were free? What would you change?

**Korea's Makeover from Dull to Hip Changes the Face of Asia**

- Have students read the passage silently within a time limit or follow along as they listen to the audio.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to complete Activities 3 and 4, Getting Meaning from Context and Focusing on Words from the Academic Word List, when they finish the passage.

**After You Read****3 Getting Meaning from Context: Synonym or Antonym?**

- The aim of this activity is to have students work with synonyms and antonyms. At times when we cannot remember a word, it is helpful to think of the antonym, or opposite, as that word may have associations that will help in recalling the word or meaning.
- Read the directions and call on one student to read the first statement. Ask the class for the answer. If you have some very talkative students and some quieter ones, you can ask one of the quieter ones.
- Continue with the rest of the statements. Make corrections as needed.

**ANSWER KEY**

1. the same as 2. the opposite of 3. the same as  
4. the same as 5. the opposite of 6. the opposite of  
7. the same as 8. the same as  
9. the same as

**4 Focusing on Words from the Academic Word List**

- Discuss the importance of guessing at words from context, a skill that has been discussed previously.
- You may wish to point out to students that this activity only asks them to recognize the meaning of words, not to produce them. You might, for homework, ask students to use these words in sentences or to use them in another writing assignment.
- Have students complete this activity alone.
- Upon finishing the activity, have one or two students read the two paragraphs with the included words and correct the answers with the class.

**ANSWER KEY**

1. trend 2. image 3. export 4. benefited
5. establishing 6. ethnic 7. region
8. dominate 9. media

**Best Practice****Interacting with Others**

Students in the United States are often required to participate interactively with each other as part of class and lab work. Activities such as the two that follow will help students to become more comfortable working together in pairs and small groups. The activities will also require students to scan for some of the information, giving practice in an important skill. The second activity will also help them learn how to show disagreement in socially acceptable ways.

**5 Guided Academic Discussion**

- Group the students in pairs. If some of your students speak the same language and some different languages, try to make the pairs as culturally diverse as possible.
- You may want to ask students to scan the article for evidence that would prove or disprove the true/false statements. This reinforces the skill of scanning. At least mention that this is a common use of scanning—to have read something and have an idea of what was said in an article but to need to go back and check something.
- Direct students to discuss their reactions to these statements, not their opinions of the veracity of the statements.

**ANSWER KEY**

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

**Content Notes**

- In the United States, students are encouraged to show their own opinions and even to disagree with their professors. Professors usually give their opinions with a little room for alternative viewpoints. At times, they will present both sides of an argument and show why they prefer one interpretation. If a student argues skillfully for an alternative viewpoint, a professor will almost never lower the student's grade.
- In the United States, independent thinking is a highly valued skill that is developed in schools. U.S. education tends to have less rote activities and more interpretational activities than educational systems of many other countries.
- United States' professors and teachers expect students to ask questions for clarification or to show a different point of view. If students have doubts, it is their responsibility to ask for clarification. If students do not ask questions and participate actively in class discussions, U.S. teachers will generally give them a lower grade.
- In some cultures, students are expected to absorb information that the professors present and then restate this information on exams or in papers. Students may be taught to believe that they are not experts, so it is not their job to have opinions. Rather, their job is to find what experts say and report it. This can lead to problems with plagiarism in a U.S. context.

## 6 Expressing Opinions

- Divide students into small groups.
- Read the directions with the students.
- Tell students to work together to answer the questions and to take notes on their answers. If there is disagreement within a group, have students note both sides of the argument. To help keep students focused on the task, you may tell students that you will collect their notes at the end of the activity.
- Remind students about respectful ways of showing disagreement. Write two columns on the board, one headed with the words *acceptable ways of showing disagreement* and the other with *disrespectful ways of showing disagreement*. List ways under each heading.
- Circulate among the groups and assist students or check their answers.
- Avoid showing a preference for one argument or another in this debate. There are no right or wrong answers here, only opinions.
- If time permits, have the students come back together and discuss the answers as a whole class.

### Best Practice

#### Making Use of Academic Content

Activities such as the one that follows are very similar to the type of activities that students may be called upon to perform in higher education in the United States. Persuasive writing is a key academic task in many disciplines.

### Strategy



#### Structuring an Argument: Weakest to Strongest Point

An argument essay requires students to support their assertions. This can be a weakness in some students' writing.

## 7 Structuring an Argument: Weakest to Strongest Point

- Persuasive writing is an important skill that will transfer to persuasive speaking. This activity aims to improve these skills. Explain the concept of persuasive writing as writing that is trying to change the mind of the reader or to make the reader agree with the author.
- Go over the instructions and remind students that some experts think English is more direct in its style of argument.
- After the students have completed the activity, go over it as a class.

### ANSWER KEY

**Position 1.** A, F, D; **Position 2.** E, C, B

**Note:** there may be some disagreement within the order but there should be no disagreement as to which argument each idea supports.



### Expansion Activity

- The aim of this activity is to help students organize and process information in a reading passage. Students sometimes understand the information in a reading in a general way but are not clear how some bits of information relate to others.
- Copy and distribute **Black Line Master 7** “Using a T-Chart to Map Pros and Cons” on page BLM 7 of this book.
- This type of graphic organizer is not only helpful for reading comprehension but can also be a useful prewriting strategy.



## Best Practice

## Cultivating Critical Thinking

Activities such as the one that follows will enable students to use information and to approach problems in a critical manner. A critical approach is vital for higher education in the United States.

## 8 What Do You Think?



- This activity is designed to promote spoken communication and is best done in small groups. You can approach the activity in one of two ways: Have a student read the passage aloud to the class and make sure there are no vocabulary or grammar questions. Or you can have the students read the passage in their groups and then go over any questions before they begin.
- Alternatively, you may wish to use these questions as an opportunity for a debate. Assign students to argue on one side or the other of the questions. Give them time to prepare their answers and then give limited time to argue their points in front of the class.

## Expansion Activity

- The aim of this activity is to have students practice persuasive writing.
- The activity above can be done as persuasive writing and turned into an interesting out-of-class assignment.
- Have students break into pairs and work together on the questions from Activity 8, What Do You Think? You can choose to have them answer either one question or the entire set.
- Tell them to be sure to back up their opinions with supporting details.
- Once the assignment is complete, you may choose to have students read their papers to the class. Allow for some debate.

## FOCUS ON TESTING

## TOEFL® iBT

## Vocabulary Questions

- Go over the instructions here carefully. These instructions are true for many standardized vocabulary tests.
- When finished, go through the answers and distractors and explain or have students explain why they do not work for the answer.
- After students have completed the Practice section, review the initial instructions, pointing out examples from the questions.

## ANSWER KEY

1. B 2. D 3. D 4. A 5. C 6. B



## 1 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective Web searches and remind them of the importance of evaluating their sources.
- Read the instructions with the students.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they used to conduct online searches or to print copies of the pages.

### Responding in Writing

#### FOCUS

#### Writing Tip: Support Your Argument

- Remind students of the importance of supporting ideas to back up their main points.

## 2 Writing Practice

- The aim of this activity is to give students practice in supporting an argument.
- Make sure students understand the types of variations that the options in the parentheses allow in each topic. You may want to allow them to change option 3 to an architectural structure in their native country or city.
- Give students some instruction on how to critique a partner's paper. One useful technique is to have them write about one thing that they liked, one thing that they had a question about, and one thing that could be improved. Encourage students to pay attention to global issues such as organization and meaning rather than to work on mechanics such as spelling, punctuation, and grammar.

- Write the details of the assignment on a handout or the board.
  - When is the first draft due?
  - When will the final paper be due?
  - How much time will students have to revise with partners? What length paper do you want?
  - Do you have a minimum number of references required?
  - Are you grading the partners for their critiques?
- Although it is time consuming, it is a good idea to collect partners' comments in order to see what type of feedback they are giving. In this way, you can make sure that they are paying as much or more attention to global issues as to mechanics. Also, depending on students' cultures, they may feel uncomfortable giving too much positive or negative feedback. Based on the feedback you see, discuss this issue with the class.

### Self-Assessment Log

- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (-) next to those that they are less comfortable using.
- Put students in small groups. Have students discuss any words that they have not checked. Encourage students to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework if you prefer.

# 5 Transitions

## In this CHAPTER

Students will read two passages about the transition of leaving home to go to another country or to a big city. The readings discuss cultural differences as well as materialistic and lifestyle differences. The first reading may be surprising to students as most of it is written in the words of a nonnative speaker of English. The second reading is about a Russian woman who has a bittersweet reunion with her brother in Canada. Both of these articles are written or narrated in a more British than American English, and part of this chapter will examine the differences between these two varieties. Students will develop skills in making comparisons, identifying the differences between standard English and global English, getting meaning from word structure and context, finding support for main ideas, paraphrasing, recognizing flashbacks, predicting story events, identifying spelling differences, and summarizing a story.

### Chapter Opener

- Arrange students in small groups and have them discuss the three questions in the Connecting to the Topic section.
- Read or have a student volunteer read the opening quotation aloud. Discuss it and its implications.
- Have students discuss the advantages and disadvantages of living in a city or a town. Where do they live? Which is better for raising a family? For a career?
- Call on students to share their ideas with the class.

“Life is pleasant.  
Death is peaceful.  
It’s the transition  
that’s troublesome.”

Isaac Asimov  
U.S. writer (1920–1992)

## Chapter Overview

### Reading Selections

*Conversations in Malaysia* by V.S. Naipaul

*Grisha Has Arrived* by Tanya Filanovsky  
(translated by Ruth Schacter)

### Reading Skills and Strategies

Comparing genres of writing

Finding support for main ideas

Recognizing a flashback

Predicting story events

### Critical-Thinking Skills

Paraphrasing

Comparing answers

Interviewing and answering interview questions

Summarizing a story

Role-playing

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Using a flashback

### Vocabulary Building

Identifying differences between standard English and global English

Getting meaning from word structure and context

Recognizing regional vocabulary differences

Selecting adjectives to fit the context

Identifying regional spelling differences

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Avoiding “traps” in standardized vocabulary tests

## Vocabulary

### Nouns

- achievements\*
- commitments\*
- computer\*
- concreteness
- excessiveness
- framework\*
- next of kin
- pollution
- restrictions\*
- significance\*
- waste

### Verbs

- found (find)\*
- inspecting\*
- roam

### Adjectives

- exhausted
- exorbitant
- exquisite
- financial\*
- Herculean
- indefatigable
- inebriated
- marshy
- materialistic
- mundane
- nasty
- polluted
- prosaic
- rejuvenated

### Adverb

- finally\*

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

## Conversations in Malaysia

### Before You Read

#### Best Practice

##### Organizing Information

Comparing and contrasting are ways to analyze what we know about a topic and therefore better understand it. Activities such as this will help students to organize their knowledge of a subject and more easily identify gaps in that knowledge, an important academic skill.

### Strategy



#### Making Comparisons

Making comparisons can help students understand what they are reading.

#### 1 Making Comparisons



- The aim of this activity is to have students compare and contrast two types of spoken language: conversations and interviews.
- Have students work in pairs and discuss their answers.
- While they are in pairs, circulate around the class, pay attention to their discussions, and offer help as needed.
- When finished, bring the class back to a discussion. Have students read the statements and volunteer their answers. Where there is disagreement, ask students why they chose their responses and to give an example.

#### ANSWER KEY

1. C 2. both 3. both 4. both 5. both 6. I

A conversation tends to be much more of a two-way exchange of information than an interview. The biggest difference however, is probably one of record. A conversation is informal while an interview

is more likely to be recorded. Therefore, people tend to contemplate their speech more for an interview. A conversation and an interview are similar in that two people are talking and exchanging ideas. They are different in that an interview is more a one-way flow of information and the sense of being for the record.

#### Content Notes

- There are many differences between written and spoken language. Written language gives the writer time to think and to correct and make changes. Spoken language is full of hesitations, false starts, and repetition.
- It is not uncommon for native speakers to make misstatements or grammatical errors; however, these “performance errors” are not due to a lack of knowledge or acquisition. Students should realize that some mistakes are really quite normal; they should learn to distinguish between those and more significant errors that indicate that speakers really don't understand certain grammatical structures.
- As a teacher, you will serve your students well if you focus on those language errors that truly impede communication and meaning and let the less important mistakes go by without comment.

#### Expansion Activity

- Give students a list of interview topics and have them choose two topics and a partner. Each student should have an opportunity to be both the interviewer and the respondent.
- After students have had a chance to interview each other, ask the students to write up their feelings about what kind of language was used.
- Alternatively, you could videotape the interviews and then play them back for comment.

## Strategy



### Identifying Differences Between Standard English and Global English

Students may be surprised at some of the nonstandard grammar found in global English.

## 2 Identifying Differences Between Standard English and Global English

- Read the directions with the class, then have students do this activity alone.
- After completing the activity, review the answers as a class. Use the board as necessary to explain the grammar points.
- You may wish to point out to students that in conversations between two nonnative speakers, the participants tend to speak more slowly than most native speakers and use a more limited vocabulary. This may actually make nonnative speakers easier to understand! However, at other times, accent as well as grammar and vocabulary problems can make communication difficult.

### ANSWER KEY

1. *was*, because it is past tense
2. *you, I*
3. "I was just floating around without any direction."
4. *wanted*, because it is a type of conditional
5. *are*, because the word *things* is plural; the adverb should go next to the verb: "that probably are not real."

## 3 Getting Meaning from Word Structure and Context

- The aim of this activity is to build on the students' knowledge of vocabulary. This exercise promotes guessing at meaning from context.
- Reiterate the importance of using context to guess at meaning of new words.

- Read the instructions or have a student volunteer read them. Make sure everyone understands the activity.
- Students can do this individually or in pairs.
- Answer vocabulary questions that come up for the distractors.
- When students finish, call on volunteers to read each question and answer. When an incorrect answer is given, ask the students to correct it.

### ANSWER KEY

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

## Read

### Introduction

- Make sure that the students know that this reading is an interview and that the person being interviewed is a nonnative speaker.
- Teachers should be sensitive to the fact that some students might find Shafi's comments about women to be objectionable.
- Elicit answers from the students to the two prereading questions in the box. Make sure that they realize that Shafi is a practicing Muslim.

### Conversations in Malaysia



- Have students read the passage silently or have students follow along and listen.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to complete activities 4 Finding Support for Main Ideas and 5 Paraphrasing when they finish reading the passage.



## After You Read

## Best Practice

**Activating Prior Knowledge**

In writing assignments or in writing classes, students may have learned about writing outlines and developing topics. Generally speaking, each paragraph should have one main idea, which is supported with details. Students don't usually think of reading in this sense. It is important for students to differentiate main ideas from supporting details. The following activity reinforces this in reading.

## Strategy

**Finding Support for Main Ideas**

Identifying supporting details can help students comprehend the reading.

**4 Finding Support for Main Ideas**

- Discuss the importance of being able to distinguish main ideas from supporting details.
- Call on volunteers to answer the questions. Correct them as necessary.

**ANSWER KEY**

1. City life is not as good as village life because it lacks structure. Support from the reading is found in paragraphs B, C, D, I, J, and M.
2. People in the city are wasteful. Support from the reading is found in paragraphs K and L.
3. The village (*kampong*) offers a sense of community that improves people's lives. Support from the reading is found in paragraphs C, L, and M.

## Best Practice

**Making Use of Academic Content**

Activities such as the one that follows are very similar to the type of activities that students may be called upon to perform in higher education in the United States. Paraphrasing is a key academic task in many disciplines.

## Content Notes

- In colleges and universities in the United States, research papers are routinely assigned for classes. In these papers, students are not expected to reproduce the professor's words or ideas, but to read a variety of views and opinions in order to have and present their own ideas and conclusions. Expert opinions and ideas should be included in these papers. Students must give credit to the experts by citing their publications and by putting authors' words into quotation marks. A failure to do this is considered plagiarism and is a very serious offense in the United States. Students can be expelled from college for plagiarism.

## Strategy

**Paraphrasing**

When students fail to paraphrase they either have a paper full of quotations, or they may be suspected of plagiarism. The following activity gives students guided practice with paraphrasing.

**5 Paraphrasing**

- Discuss the strategy box about paraphrasing.
- Explain to students how to use three dots to show ellipses [...] Give an example of how the mark would be used to remove extraneous information from a passage.

- Students should do this activity individually.
- When they finish, review the answers as a class. Note that answers here will most likely not be completely wrong, but may be lacking some essential information or be too similar to the wording of the original.

## ANSWER KEY

Answers will vary. Possible answers include:

1. He didn't reply to my question in a direct way. We had just started talking, and he still didn't feel comfortable with me, so he didn't give examples and details from his life.
2. An animal that is used to being confined, when given freedom, will wander around with no direction.
3. TVs are bad in that their advertising is used to lure people into living a wasteful life.
4. Psychologically and socially the quality of life is better in villages. Also there is less pollution.

## 6 Guided Academic Conversation

- The object of this activity is to have students discuss the reading and expand upon it.
- If having the students discuss all four questions in detail is too time consuming, you can have different groups discuss different questions.
- Break the students into groups of three. Let them know if you want them to take notes or if you will expect them to present a summary of their ideas to the class at the end of the activity.
- Circulate among the groups as they discuss the questions. Do not correct their spoken language unless there are global errors which impede communication.

## 7 Interviewing a Classmate: A Time of Transition

- Break students into pairs.
- Read through the instructions step by step. Make sure all students understand the activity.

- Make sure that students know the answers will be turned in and read aloud to the class. Therefore, they should not write anything too personal. As the teacher, be sure to read through the answers before reading them to the class. This will avoid embarrassment.
- This activity can be expanded into a take-home writing assignment.



## Expansion Activity

- The aim of this activity is to make students better at paraphrasing and quoting sources.
- Copy and distribute **Black Line Master 8** “Paraphrasing and Quoting” on page BLM 8 of this book.
- Review with the students the reasons for paraphrasing and caution against what constitutes plagiarism in the United States.
- Have students write about what their partners described as a life transition. Each partner should paraphrase and use selected quotations.

## Content Notes

- Historically, British English has had greater impact on language teaching in Europe while American English has been more popular in the Americas. Both varieties are popular in Asia.
- American and British speakers communicate with each other easily, both orally and in writing. The most significant differences are in pronunciation and word use.
- Many differences between U.S. and British English are due to the lexicographer Noah Webster, who compiled the first dictionary of American English and who changed many of the spellings.

## Strategy



### Recognizing Regional Vocabulary Differences

Don't let students become overly concerned about these regional differences. The similarities are much greater than the differences.

## Content Notes

- Presently in the United States, there is an English language requirement as well as a U.S. history test as part of the citizenship exam.
- In many states, people can take driving exams and vote in a language other than English such as Spanish, Filipino, and Chinese. Some Americans oppose this and support “English Only” laws.
- People all over the United States speak English, but there are some differences in word choice, accent, and even grammar based on region, ethnic and social background, and education.

### 8 Recognizing Regional Vocabulary Differences

- This section deals with international differences and, in particular, will examine differences in spelling and word choice between U.S. and British English.
- Students can do this activity individually. Let them know if you want to allow them to use dictionaries and other resources or if they should leave the answers blank when they do not know the country.
- Review the answers as a whole class. Discuss any generalizable differences, for example, the spellings of the endings of the words *color* and *honor* in British and U.S. English.

### 9 What Do You Think?



- Although this activity has a very short reading paragraph, it has the potential to encourage lengthy debate or writing.
- Decide whether you prefer to do this activity as a whole class or in small groups. Read to students the instructions, the brief reading passage, and the discussion questions. Go over any vocabulary or other questions they have.
- See if you can personalize the questions for your students to make them more relevant to their own experiences. This may mean talking about Turks in Germany, Arabs in France, or the Vietnamese or Sudanese in the United States.
- You may want to set up a debate with these topics. You could also have the students do a persuasive writing assignment as discussed in Chapter 4.

## ANSWER KEY

|    | U.S.       | U.K.         | U.S.     | U.K.      |
|----|------------|--------------|----------|-----------|
| 1. | subway     | under-ground | program  | programme |
| 2. | cord       | flex         | check    | cheque    |
| 3. | stove      | cooker       | color    | colour    |
| 4. | hood       | bonnet       | catalog  | catalogue |
| 5. | flashlight | torch        | behavior | behaviour |

## Grisha Has Arrived

### Before You Read

#### Best Practice

##### Scaffolding Instruction

In Chapter 2 students examined synonyms. You may have also made use of the Expansion Activity and Black Line Master on using a thesaurus to find richer synonyms. The following activity gives more practice in choosing adjectives that provide greater detail and clearer information.

#### Strategy



##### Selecting Adjectives to Fit the Context

Adjectives, along with verbs, help the reader to picture what is described. “The thirsty man drank his water” does not give as vivid a picture as, “The parched man gulped his water.”

#### 1 Selecting Adjectives to Fit the Context

- Students should do this activity individually. Read the directions for the activity. Show the students the example question. Make sure they understand the activity.
- Tell students that this type of activity is often difficult to complete in order. They might wish to try writing a few options in the margin for the difficult items and return to them after eliminating some words from the list. If students are having difficulty, encourage them to scan the reading for contextual clues.
- After students complete the activity, have volunteers read the sentences with the proper answer. Correct as necessary.

#### ANSWER KEY

- |                |                     |
|----------------|---------------------|
| 1. rejuvenated | 6. indefatigable    |
| 2. shabby      | 7. Herculean        |
| 3. marshy      | 8. prosaic, mundane |
| 4. exquisite   | 9. exhausted        |
| 5. inebriated  |                     |

#### Strategy



##### Recognizing a Flashback

Authors sometimes need to give background historical information in the middle of a text. If a character in a book is 26 years old when first introduced to the reader, it is hard for the author to explain her childhood without a flashback of some sort.

#### 2 Recognizing a Flashback

- The aims of this activity are for students to get an understanding of flashbacks in a reading and to have them practice scanning.
- Have a student volunteer explain the answer.

#### ANSWER KEY

- a. in her childhood

#### Read

##### Introduction

- Read or have a student read the paragraph in the Introduction box, then discuss as a class the question in the Student Book.

## Strategy

**Predicting Story Events**

Predicting actions in a story helps comprehension.

**3 Predicting Story Events****Grisha Has Arrived**

- Have the students read the first section of the reading then discuss the information and question before moving on to the next section. Repeat this sequence for the entire reading.
- If you choose instead to have students read the entire passage at once, allow a little extra time for this reading as students will need to pause and complete the activities that are part of it.
- Tell students to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.

**ANSWER KEY**

1. We learn that Inna and Grisha's parents had died. Grisha appears to be Inna's only close living relative. Inna was expecting to see her brother, whom she had not seen in some years.  
The answer to this prediction question is B.
2. Grisha arrived in shabby clothing because he believed his sister would replace his poor clothes with nice clothes. Inna only tolerated Grisha's wife but was very fond of his children. Boris, a married man, was Inna's boyfriend when she was still living in Russia. He had also been her professor and a good friend.  
The answer to this prediction question is C.

3. Inna works in a laboratory in the university. Her lifestyle is modest; she is not wealthy by Canadian standards. Grisha was impressed by Inna's travels. Inna feels old and lonely when she compares herself to her brother's impressions of her life. She has more material wealth than he, but he has a family. Also, her success in work seemed less significant to her.

The answer for the prediction question is C. We are beginning to realize that Grisha is overly interested in material things and his sister's ability to buy them for him.

4. They shop. Grisha is probably enjoying himself. He is seeing much more of the wealth he was expecting in North America and he reencountered his eighth grade classmate. He was imagining how he would recount this to his friends and family back home. Inna was miserable. She hadn't had any emotional conversations with her only brother. She felt very lonesome.  
The answer to this prediction question is C.

**After You Read****Best Practice****Cultivating Critical Thinking**

In the following activity, students must think critically and examine test questions. Students may take many standardized English tests during the time they study English. These may include placement exams and the TOEFL® or TOEIC® tests. Knowing how tests are constructed can help students improve their test performances.



## FOCUS ON TESTING

TOEFL® iBT



## Avoiding “Traps” in Standardized Vocabulary Tests

- Knowing test writers’ strategies is helpful for test takers. This knowledge can help students improve their standardized test scores.
- Read the description of vocabulary test questions on page 127 of the Student Book. Make sure students understand these instructions.
- Show some real examples of standardized test vocabulary questions. You can use a TOEFL® or TOEIC® test preparation book, CD, or online site for this. Show how the strategies suggested in the book play out in the real tests.
- Have students do this activity individually. Give them 10 minutes to complete it.
- When correcting these activities as a class, point out the different ways the writers are trying to trick students.

## ANSWER KEY

1. 1A, 3B, 5 A and B, 7D, 10A
2. 2A, 4 B and C, 9A, 10B

## Practice

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

## Best Practice

## Interacting with Others

Students in the United States are often required to participate interactively with each other as part of class and lab work. Activities such as the one that follows will help students to become more comfortable working together in pairs and small groups.

## 4 Guided Academic Conversation

- The goal of this activity is to have students discuss their interpretations of the story.
- Break students into groups of three or four. Make sure they understand all of the questions.

## ANSWER KEY

Answers will vary. Possible answers include:

1. Grisha was interested in material things while Inna wanted to have a family reunion.
2. Answers will vary.
3. “Experience determines consciousness.” Grisha’s experience of remaining in Russia has caused his outlook to be very different from Inna’s.
4. In the beginning, the image of the airplane represents childhood play. In the end, it represents the departure of Grisha and perhaps the end of Inna’s former close connection with her brother.
5. Answers will vary.

## FOCUS

## Identifying Spelling Differences

- Spelling differences can also help distinguish between Canadian and American English.

## 5 Identifying Spelling Differences

- Spelling differences between British and American English were discussed earlier in this chapter. This section emphasizes the similarities between Canadian and British English. If students do not know the answers to the spelling items, they can search for them in the text.
- If you feel it is important, tell students which variety of spelling is more standard for them. Do you accept either in written work? The most important thing here is consistency. Mention that most spell checking programs allow users to choose U.S. or British English spelling. University professors in British, Canadian, or U.S. settings will expect students to use the spelling practices of that country.
- Some students may need to scan the text for the vocabulary.

**ANSWER KEY**

Canadian spelling is more like British spelling because Canada remained a colony of Great Britain longer than the United States did. Canada remains a member of the Commonwealth. Noah Webster changed U.S. spelling. 1. labour 2. grey 3. colour 4. centre 5. colourful



REPRODUCIBLE

**Expansion Activity**

- The aim of this activity is to give students practice at recognizing differences between U.S. and British varieties of English. Additional aims are to have students note why and how quotations and paraphrasing are used in news articles and to give them practice using the Internet for research.
- Copy and distribute **Black Line Master 9** “Differences in British and American English” on page BLM 9 of this book.
- In this activity, students must first access two websites, one of a U.S. news source and one of a British news source. They will then find and print a story from each paper on the same event or topic. After that, they will compare U.S. and British English looking for differences in spelling, vocabulary, and grammar.
- You will need to give students time to complete this activity during class time or you can assign it for homework.
- If you and your students don't have access to the Internet, see if you can obtain two different articles and copy and distribute them for the students.

**Best Practice****Scaffolding Instruction**

In Chapter 1, students worked on writing a summary statement. Writing summaries is important both in everyday life as well as in academic pursuits.

**6 Summarizing a Story**

- This activity can be done in class or assigned for homework. You could also have students do it in pairs if you feel that some are weak in this area and would benefit from collaborative work.
- Review the importance of summarizing and separating main points from supporting arguments and details.
- Be sure that students understand that the focus of this writing assignment is answering the questions and writing a summary paragraph. They need not produce beautifully polished prose.
- No correct written passage is given below but the answer key lists the important points.

**ANSWER KEY**

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

1. The two main characters are Inna and Grisha.
2. Inna wanted to spend time with her brother, whom she had not seen in many years. She wanted to discuss their lives and emotions. Grisha was more interested in the materialistic side of things in North America and was experiencing culture shock.
3. At Lyova's party, Inna is outside and observing Grisha. She realizes that Grisha's trip has not been a success for her; she hasn't done what she had hoped with her brother, who saw her as a rich Westerner. She says she feels as if she is being observed, as if on a stage. At the same time, we can see that Grisha is not comfortable here, as seen by his forced smile when his schoolmate is showing his CD player.
4. The resolution of the story is Grisha's return to Russia. Inna's feelings, however, are left unresolved.

## 7 Focusing on Words from the Academic Word List

- Have students do this individually. Read the instructions and let them know how much time will be allotted for the activity.
- Remind them of testing strategy. If they are unsure of a blank, write the possibilities next to it and go on. Sometimes this type of question requires students to use a process of elimination.
- After the students have completed the activity, have a volunteer read the paragraph with the correct answers. Go over any questions.

### ANSWER KEY

- |               |                 |
|---------------|-----------------|
| 1. inspecting | 5. financial    |
| 2. computer   | 6. achievements |
| 3. found      | 7. significance |
| 4. finally    |                 |

## 8 Role-Playing



- Divide students into pairs. The gender of the participants need not mirror the gender of Inna and Grisha.
- You may wish to share some background information about what life was like in Russia when it was a communist country.
- Tell students not to stick too much to the script or the order. Try to make the interview natural by asking follow up questions and allowing for tangential answers.
- After the students have completed the activity, go over any language or content questions that come up.

ایران توفیق  
توشه ای برای موفقیت

## 1 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective Web searches and remind them of the importance of evaluating their sources.
- Read the instructions with the students.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they use to conduct online searches or to print copies of the pages.

### Content Notes

- In English, new words are created through a process called *blending*. Parts from two or more words are used to create a new word. Examples include a drink Starbucks makes called a *frappuccino*, which is a blend of the words *frappe* and *cappuccino*. Likewise, the tunnel that crosses the English Channel is called the *Chunnel*, blending *channel* and *tunnel*.
- When languages are in contact with each other, they cause changes. There are words in both languages that cannot be said in one word in the other language and are seen as more cumbersome constructions.
- People who are bilingual sometimes mix two languages in the same utterance. This is known as *code switching*. Researchers believe that this does not show an inability on the speakers' part, but rather shows a complex knowledge of both languages. One of the main reasons for code switching is to show solidarity between speakers from the same language communities. Some popular literature and poetry includes code switching. It has become very common for radio announcers to use two languages in parts of Florida, California, and the Southwest.

## Responding in Writing

### FOCUS

#### Writing Tip: Using a Flashback

- Here the students will be given practice on writing with a flashback. Be sure students understand that the flashback can be done at the beginning or later in the paper. Help students to brainstorm useful language for showing that the time frame has changed.

## 2 Writing on a Topic

- Before students write their essays individually, you may want to have them work in pairs to discuss possible transitions and see which would be more interesting and more plausible to write about. The partner can help with the organization of the paper.
- Give students some instruction on how to critique a partner's paper. One useful technique is to have them write about one thing that they liked, one thing that they had a question about, and one thing that could be improved. Encourage them to pay attention to global issues such as organization and meaning rather than to work on mechanics such as spelling, punctuation, and grammar.
- Write the details of the assignment on a handout or the board.
  - When is the first draft due?
  - When will the final paper be due?
  - How much time will students have to revise with partners? What length paper do you want?
  - Do you have a minimum number of references required?
  - Are you grading the partners for their critiques?

## Self-Assessment Log

- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Put students in small groups. Have students discuss any words that they have not checked. Encourage students to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework if you prefer.

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توشه ای برای موفقیت



# 6 The Mind

## In this CHAPTER

Students will read two passages, the first about memory and the second about the mind of a madman. A third passage, in the testing section, is about a savant, someone who has a severe mental handicap but who also has the ability of a genius in a specific area. The first article describes academic research into human memory and discusses the nature versus nurture debate regarding memory. The second reading is a short story by Edgar Allan Poe, a well-known American writer. It was written in the first half of the nineteenth century and is intended to frighten the reader. Students will learn about mnemonic devices, previewing and predicting, identifying synonyms, underlining and marginal glossing, recalling information, making a study map, finding support for or against a hypothesis, getting the meaning of words from context, recalling information, identifying elements in a story, and reading for speed and fluency.

“Glasses are a vehicle for the eyes, the eyes are a vehicle for the mind, the mind is a vehicle for insight, and insight is a vehicle for the conscience.”

M. Fethulla Gülen  
Turkish scholar and writer (1938–)

### Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Read or have a student volunteer read the quotation by Gülen aloud. Discuss it and its implications.
- Call on students to share their ideas with the class.

## Chapter Overview

### Reading Selections

*A Memory for All Seasonings* by Stephen Singular

*The Tell-Tale Heart* by Edgar Allan Poe

### Reading Skills and Strategies

Previewing and predicting

Recalling information

Identifying elements in a story

### Critical-Thinking Skills

Improving study skills: Underlining and marginal glossing

Understanding mnemonic systems

Supporting or challenging a hypothesis

Summarizing from a different point of view

Writing Tip: Illustrating an argument with strong examples

### Vocabulary Building

Identifying synonyms

Getting the meaning of words from context

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Reading for speed and fluency on standardized tests: Skimming and scanning

## Vocabulary

### Nouns

- bosom
- hypothesis\*
- intellectual skills
- labors\*
- novice
- subordinate\*

### Verbs

- bade (bid)
- ceased\*
- convinced\*
- cooperate\*
- detected\*
- fancy
- found\*
- insure
- memorized
- removed\*
- vex

### Adjectives

- distinct\*
- exceptional
- exclusive\*
- extraordinary
- fashionable
- impressed
- rare (describing meat)
- secure\*

### Adverbs

- adequately\*
- at length
- effortlessly
- in vain

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

## A Memory for All Seasonings

### Before You Read

#### Best Practice

##### Activating Prior Knowledge

In Chapters 2 and 5 students examined previewing and predicting. These are two important skills in reading that increase comprehension. Previewing in a second language is similar to what one should do in the first language; however, in the second language, students can find vocabulary they need to look up. They also may find different organizational patterns than they are used to in the first language.

### Strategy



#### Previewing and Predicting

Review the discussion from Chapter 2 about good prereading practices. Remind students to read the title, look for headings, pictures, photos, tables, and charts. They should read the introductory and concluding sentences of paragraphs.

#### 1 Previewing and Predicting



- After prereading, students should take a minute or two to think about the topic and to predict what the article will contain. They might think about what they want to get from the article. Does it require a careful reading or can it be scanned?
- Explain differences in methods for prereading different genres. For instance, you would not want to skim a novel to see the ending. Academic reading is different.
- Students should work on this task in pairs.

#### ANSWER KEY

1. The article will be about memory.
2. Answers will vary.
3. ways of improving memory
4. Answers will vary.
5. Answers will vary.

#### 2 Identifying Synonyms

- The goal of this activity is to have students start thinking of synonyms or simple definitions for unknown words in the text by using the surrounding context.
- Remind students that scanning the text means to look through it quickly for a specific piece of information. Remind them that when guessing vocabulary from context, it is frequently necessary to read another sentence or two after the word in question before being able to guess its meaning.
- Note that synonyms are rarely if ever completely interchangeable with each other. For example, *sad* and *depressed* are quite similar in meaning and may be synonymous, but the meanings and connotations are not exactly the same. If all of your students share the same first language, give them examples of synonyms that are close but not quite exact in meaning and use.

#### ANSWER KEY

1. false (trendy, stylish) 2. true 3. false (affected, influenced) 4. true 5. false (unusual, impressive) 6. true 7. true 8. true 9. true 10. false (satisfactorily) 11. false (underling, working for her) 12. true 13. true 14. false (without difficulty)

**Read****Introduction**

- Read the explanation in the Introduction box with students.
- Discuss the three questions in the box as a class.
- Ask students what techniques they use to help them memorize or remember things.

**A Memory for All Seasonings**

- Note that this passage is longer than most of the other passages in the Student Book.
- Have students read the passage silently or follow along while they listen.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- You may wish to have students complete activity 4, Recalling Information, on page 145 before doing activity 3, Underlining and Marginal Glossing, on page 143. This means skipping activity 3 which immediately follows the reading. You will want to give students detailed directions on how to complete this activity.
- Explain to students that the initial scene of the reading is a restaurant where a young man is working.

**Content Notes**

- In the United States universities are not funded as well as those in some other countries, so students pay a great amount for tuition. Many students also move away from home to go to college and are thus in need of money. Working as a waiter in a restaurant is a common way to earn money while in college.
- A large part of a waiter's earnings come from tips. In an American restaurant it is customary to tip the waiter 15 percent of the bill. If the service is particularly good, it is customary to leave 20 percent.

**After You Read****Strategy****Improving Study Skills: Underlining and Marginal Glossing**

In colleges and universities, students need to read large numbers of articles and books and be able to repeat the information in papers and on tests. This is a lot to remember. Taking notes on reading can help. Highlighting, underlining, and writing notes in the margin are all useful tools to help remember information more effectively and to help locate the information more readily when it is needed at a later time. The Strategy box gives instruction and practice on these important skills.

**3 Underlining and Marginal Glossing**

- Discuss with students when it is appropriate to underline in a book. Ask students to discuss what they do with important or academic readings in their first language. Do they underline? Do they use highlighter pens? How about marginal notes? Notes on note cards or on paper?
- Review the concept of main points and supporting details to assist students in knowing what to highlight.
- Go over the way the underlining and note taking were done in the example paragraphs in the Student Book on pages 143–144. What type of information is underlined? What information has boxes drawn around it? Were complete sentences underlined?
- The role of marginal glossing is for the student to leave indications summarizing the material in a paragraph or section. It does not matter if others understand what the student writes in the margins.

- Marginal glossing and underlining should be seen as complementary, not competing. A student reading a social science article about a study might underline the number of subjects who participated. Then in a shorthand in the margin, the student might write “n=24” meaning the sample size, n, was 24 subjects. The margin is also a good place to make note of a particularly good quotation or to indicate agreement or disagreement with the author’s point of view.

### ANSWER KEY

Answers will vary. Make sure students are highlighting or underlining the main points and not the supporting details unless they have a specific reason for doing so. Also, check to see if they are doing anything special with names and dates. Check their marginal notes to be sure that students are writing in short phrases rather than lengthy, complete sentences.

### Expansion Activity

- The aim of this activity is to have students practice marginal note-taking, highlighting, and underlining.
- Have students turn in their books to the last reading in Chapter 2, *The Psychology and Physiology of Taking Risks* on page 47. If students do not write in their books, you can provide copies of the reading.
- Have students reread the passage, highlighting, underlining, and writing notes in the margins. When they are done, ask them a quick series of comprehension questions based on the main ideas in the reading. Possible questions might include:
  - Where are the adrenal glands and what do they do to the body? (paragraph B)
  - What are the biochemical-psychological mechanisms motivating some risky behavior? (paragraph C)
  - What are norepinephrine and dopamine? When are they released? (paragraph D)

- Do not read the questions in the order that the answers appear in the text.
- The answers to all of these questions should have been underlined or noted in the students’ texts. They are introducing new ideas or explaining main points.

### 4 Recalling Information

- This section is a bit different from other comprehension sections so far in that it asks students to complete the sentences with the correct information. All of the answers are correct or incorrect based on their veracity and not on grammatical accuracy.
- Have students complete this task individually. You may wish to give them a specific time limit.
- Correct the answers together as a class.

### ANSWER KEY

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

### Best Practice

#### Organizing Information

Writing a schematic diagram of materials can help students organize their thoughts and figure out what doesn’t flow well or where there are gaps. The study map in the following Strategy and activity helps students figure out the main ideas and supporting details. A study map can also be used to show causality or correlation.



## Strategy



### Improving Study Skills: Making a Study Map

Research has shown that some students learn better visually. A study map is a useful representation of a reading.

## Strategy



### Understanding Mnemonic Systems

Do you have any memory devices that you use to help remember student names? Share them with your class.

## 5 Making a Study Map



- Read the explanatory paragraph together and point out the features and organization on the sample study map. Help students see where the main points are located and how the supporting details are attached to them.
- Have students look at the incomplete study map. Ask volunteers to identify the main parts of the map. Explain that the circles need to be filled in with details and other information from the reading selection.
- Have students work with a partner to complete the study map. Then arrange the pairs in small groups to compare and discuss their study maps. Go over possible answers with the class.

### ANSWER KEY

#### Possible answers:

Conrad was motivated by money. In order to remember, Conrad used physical appearance associations, mental graphs or pictures, and word or sound patterns. Faloon increased the average students' ability to remember from 7 to 80 digits. Faloon associated digits with running times. Chase and Ericsson's theory says that adult memory can be described by a single model. Erdelyi's theory says that there are more individual differences. Other famous mnemonists are Shereshevskii and Toscanini.

## 6 Understanding Mnemonic Systems



- Review the five mnemonic systems listed in the Strategy box and ask students to give real life examples.
- Do the first question together with the class.
- Break students into groups of three to do the activity.

### ANSWER KEY

#### Answers will vary. Possible answers include:

1. Word or sound pattern association: Paul's son (Polson) and Eric's son (Ericsson) lure (Luria) the nicer guy (Neisser) to help chase (Chase).
2. Loci: I was walking down the street when I went under an apple tree, and one fell and hit me in the head and knocked me to the ground. There was rice on the ground from a wedding and a milk carton, too. I got up, fixed my dress and decided to cross the street to walk under pepper and olive trees, so if something fell it wouldn't hurt. Word or sound pattern: am drop: apples, milk, dressing, rice, olives, pepper.
3. Mental graph or picture: Musicians might picture these notes on a scale. Others might imagine a four point scale with *A* at one extreme and *D* at the other, then imagine a line going up or down to the point representing the grade.

4. Number association: 0915 can be recalled by thinking of September 15, about the first day of school; 1220 can be recalled by thinking of December 20th, the last day before Christmas vacation; and in 1492, Columbus sailed the ocean blue
5. Physical appearance association: Mrs. Stenski is like stemware (wineglasses), tall and slender. Mr. Barnes is built like a barn animal (a cow or bull). Miss Rich has a rich smile, and Mr. Winter is sad in the winter.

### Expansion Activity

- The aim of this activity is to give students further practice in using mnemonic devices. Ask three student volunteers to write their parents' names and birthdays on the board (six names, six dates).
- Tell the students not to write down any of the information. You should write down the information in a place where students cannot access it. Ask students to try to think of some mnemonic devices to remember them. Erase the board and continue with the class.
- About 20 or 30 minutes later, ask the students to take out a piece of paper and write down the information. See which students were the most successful and have them describe their strategies. You may want to reward the student who can best remember the information.

### ANSWER KEY

1. There are many other professions where it is useful to have a good memory. Some include working as a cashier in a supermarket or produce store where one has to remember the codes of countless fruits and vegetables. Also, taxi drivers, who have to remember street names and locations throughout a city, make good use of their memories.
2. John Conrad, Shereshevskii, Arturo Toscanini, Steve Faloon.
3. Answers will vary.

### 8 Finding Support For or Against a Hypothesis

- Discuss the difference between a hypothesis and a theory as described in the Student Book on page 148.
- Note that some writers present data that support their hypothesis but either leave out or paint a weaker version of any contradictory information.
- The answers to the third question are related to students' own beliefs.
- This activity should be done individually with some time given to discuss the answers either as a whole class or in small groups.

### 7 Guided Academic Conversation



- Arrange students in small groups.
- Ask students to write down their answers to help keep them focused on their task.
- Most of the questions have more than one section. The first section is usually related to the reading and the second section to the students' personal experiences and beliefs.

**ANSWER KEY**

1. Conrad's mental ability was described as average. Faloon showed incredible improvement due to the training he received. Conrad explained that by never writing orders down, he forced his memory to improve. He also tried to improve by starting with small tables and eventually working up to larger parties. The book states that researchers believe that Toscanini trained his memory and exercised it regularly.
2. Before any training, Conrad's memories, when compared to other people's memories, were much greater and more detailed. For example, he mentions never taking notes in high school classes, and he has memories dating back to the time he was in diapers. Brooklyn College researcher Matthew Erdelyi writes that even with memory training, students' ability to remember varies from person to person.
3. Answers will vary.

ایران توتنه

توشه ای برای موفقیت

## The Tell-Tale Heart

### Before You Read

#### Best Practice

##### Scaffolding Instruction

In Chapter 5 students examined differences between British and American English. Another part of language variation is change that takes place over time. Some words change meaning over time and others are lost entirely from a lexicon. The following activity deals with change over time and archaic English.

### Strategy



#### Getting the Meaning of Words from Context

The following activity demonstrates that even the meanings of old-fashioned and archaic words can be guessed from the surrounding context.

#### 1 Getting the Meaning of Words from Context

- The choice of the reading in this section is aimed partly at broadening students' reading choices. Inform students that a great deal of shared cultural knowledge is based on classic literature and movies.
- When reviewing the answers as a class, have students point out what cues helped them ascertain the meaning.

#### ANSWER KEY

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

### Read

#### Introduction

- Review the Introduction and have students discuss the two questions.
- Give any additional background that you may know about the life and work of Edgar Allan Poe.
- Make sure students are aware that the language they encounter will have some differences from contemporary English.

#### 2 Getting Meaning from Context

- Encourage students to use what they have already learned in the book for this activity.
- Tell students to write a marginal note near a word so they remember to come back to it. They should try to guess at the word or hypothesize about the meaning before continuing.
- Remind students that after reading the next sentence or two, they should look back at the word and see if its meaning is any more transparent.
- There is no Answer Key for this activity.

#### The Tell-Tale Heart



- Have students read the passage silently within a time limit or follow along as they listen.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson. Remind them that they should come back to the underlined words at the end of their reading to see if they can make a better guess of the meaning.
- Tell students to do activity 3, Recalling Information after they finish the reading.

## After You Read

### 3 Recalling Information

- Read the directions and have students work individually to complete the activity.
- Go over the answers as a class.

#### ANSWER KEY

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

### 4 Guided Academic Conversation

- The goal of this activity is to have students discuss their interpretation of the story.
- Some answers may be more correct than others, but there isn't necessarily only one correct interpretation of the work.
- Help students stay focused on the task by asking them to take notes that they will hand in.

#### ANSWER KEY

1. Following are three statements the narrator makes to prove he is sane: “The disease had sharpened my senses...not dulled them”; “...observe how healthily—how calmly I can tell you the whole story”; “You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded—with what caution—with what foresight—with what dissimulation I went to work!” In the second paragraph the narrator admits he was haunted day and night, and that there was no reason to kill the man whom he had loved and who had never wronged or insulted him.

2. The murderer may have been a caretaker or a boarder in the old man's house.
3. It is unclear to whom the story is being told. Maybe to a ghost? Maybe to a cellmate in prison. It could possibly be to a judge in court.
4. Answers will vary. An evil eye is a way that someone can look at you that can cause unease or problems. It probably is based on beliefs of sorcery. The narrator was probably upset by the evil eye because he was afraid of how it could affect his future.
5. This question asks for interpretation. Choice b is the most plausible. As he gets more and more nervous, his heart beats faster and louder. Also, it is 4 AM when the police arrive. There is not much other noise at this hour.

### 5 Focusing on Words from the Academic Word List

- By now students should be familiar with this type of activity.
- Briefly go over the instructions, then have students do this activity individually.
- Let students know that the only reason for looking back at the passage would be to get the answers. The context is the same as in the passage provided.
- To make this task more challenging, have students attempt to complete it without looking at the possible word choices.

#### ANSWER KEY

1. ceased 2. removed 3. detected  
4. labors 5. secure 6. convinced  
7. distinct 8. distinct 9. found



## FOCUS

## Summarizing from a Different Point of View

- Discuss or write on the board the sentence, “There are two sides to every story.”
- Discuss how this expression pertains to *The Tell-Tale Heart*. From the narrator’s perspective, there was no reason for the police to doubt his story. From the point of view of the police, there was evidence that they should investigate further.

## 6 Summarizing from a Different Point of View

- Ask students for their ideas about what clues the police had to suspect the man. Have students review the text quickly and jot down things that would make them suspicious.

## ANSWER KEY

**Answers will vary. Possible answers:** The police must have thought it odd that the narrator would be so awake and talkative at four o’clock in the morning and so happy to show them the house. If the police came to most people’s homes at four o’clock in the morning, the residents would be less than cheerful and try to quickly satisfy the police in order to get back to sleep.

## Strategy



## Identifying Narrative Elements

Consider the elements of narrative. These include especially plot and characterization.

7 Identifying Narrative Elements 

- Write the opening “Once upon a time” on the board. Ask students what this introduces (a children’s story).
- Ask them to speculate how an author can do something similar to introduce horror or terror.

## ANSWER KEY

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

1. The character’s discussion of madness. His mentioning that his hearing is becoming more acute, as frequently insane people think that they hear things. His mentioning that he heard many things in hell. The author uses the word *haunted*. When talking about the old man’s eye, he compares it to that of a vulture, a bird that circles the dying waiting for death. In describing the light from his lantern, he compares it to the web of a spider, which some people find scary.
2. For the setting, the room is completely dark.



REPRODUCIBLE

## Expansion Activity

- The aim of this activity is to heighten students’ awareness of word choice issues.
- Copy and distribute **Black Line Master 10** “Identifying Poe’s Vivid Vocabulary” on page BLM 10 of this book.
- You may point out to students that, as writers, they should seek to use the more interesting and precise word, rather than the less interesting one.

## 8 What Do You Think?

- Give a brief introduction of the concepts in the paragraph.
- Once students have had an opportunity to get familiar with the topic, move to the Expansion Activity that follows.



## Expansion Activity

- The aim of this activity is to heighten students' awareness of looking at both sides of a story and looking for other perspectives when reading or writing. The activity also gives students an opportunity to debate.
- Copy and distribute **Black Line Master 11** "Seeing Both Sides of a Story" on page BLM 11 of this book.
- Put students in groups to complete the Venn diagram on the handout.
- Then break students into teams for debate. Give them a time limit to prepare their arguments and then have two to three representatives from each side argue in favor of their positions.
- If you wish, this assignment can be made into a writing assignment in which the students have to write a persuasive paper.

### FOCUS ON TESTING

### TOEFL® iBT

#### Reading for Speed and Fluency

- Many tests have time limits, so skimming and scanning can be useful skills.
- Remind students of the difference between skimming and scanning.
- After students have answered the questions that follow, give them time to go back and read the passage more slowly to check their answers.

## ANSWER KEY

### Answers for before the reading:

1. May is Leslie Lemke's adoptive mother.
2. Leslie Lemke is the focus of the reading. He is blind, retarded, and has cerebral palsy, but he is a musical genius, a savant.
3. He is famous for his musical abilities despite his disabilities. He is also well-known for being on TV displaying his talent.

### Answers for after the reading:

1. B
2. B

## Best Practice

### Interacting with Others

Students in the United States are often required to participate interactively with each other as part of class and lab work. Activities such as the one that follows will help students to become more comfortable working together in pairs and in small groups.

### 9 Guided Academic Conversation

- The object of this activity is to have students discuss the reading and expand upon it and to think about the speed at which they read.
- Why do you think the authors included question 3 about reading speed? You may wish to have a whole-class discussion around this point.

# ایران تونته

## توشه ای برای موفقیت

## 1 Test Your Own Memory



- The object of this activity is to put the memory devices studied in Part 1 of this chapter to use.
- You may want to model this in class by having five to ten students volunteer their email addresses and write them on the board. Then have classmates try to memorize them. Go on to a different activity for 10–15 minutes and then return and see how many addresses people were able to remember. Have students describe their processes.

## 2 Making Connections



- Decide early on how you would like students to share the results of their research. Is discussion with a partner sufficient? Do you want them to make a presentation? Be specific.
- This activity requires students to use the Internet as a research tool. Discuss search engines and ways of avoiding useless websites. Depending on how well your students can use the Internet, you may want to demonstrate different ways of performing effective searches. Make sure students use only English-language websites.
- You may want to help students figure out how to have an effective search. Simply searching on the term “mnemonic tricks” will result in hundreds of websites.
- Warn the students that there are web-based companies that sell old student papers on common topics such as the writing of Poe. Use of these sites constitutes plagiarism and can lead to expulsion from their college or university.
- After students have completed the assignment, discuss what they did in their Web searches that was successful and what gave bad results.

## Responding in Writing

### FOCUS

#### Writing Tip: Use Examples

- Many students make vague assertions without supporting detail. Examples can help give credibility to writing.

## 3 Using Examples in Writing

- In this activity, students practice writing a main thesis and supporting it with evidence.
- Review the topics and your expectations with the students. With the help of the class, model writing a thesis statement and supporting it. Use an organizational tool such as a cluster diagram.
- Discuss types of supporting evidence. Usually, personal experience and hearsay are considered the worst types of evidence. Evidence from large scale studies presented in refereed journals is considered the best.
- Write the details of the assignment on a handout or the board.
  - When is the first draft due?
  - When will the final paper be due?
  - How much time will students have to revise with partners? What length paper do you want?
  - Do you have a minimum number of references required?
  - Are you grading the partners for their critiques?
- It is often helpful when thinking about a paper to discuss the topic with someone, especially a devil's advocate. Group the students into pairs and have them discuss their topic choices and ideas. Each partner, by asking questions and giving feedback, can help with the organization of the paper.

- Give students some instruction on how to critique a partner's paper. One useful technique is to have them write about one thing that they liked, one thing that they had a question about, and one thing that could be improved. Encourage them to pay attention to global issues such as organization and meaning rather than to work on mechanics such as spelling, punctuation, and grammar.
- Although it is time consuming, it is a good idea to collect partners' comments in order to see what type of feedback they are giving. In this way, you can make sure that they are paying as much or more attention to global issues as to mechanics. Also, depending on students' cultures, they may feel uncomfortable giving too much positive or negative feedback. Based on the feedback you see, discuss this issue with the class.

### Self-Assessment Log

- Explain to students when they pause to think about their learning, they can see the progress they have made and what they still need to study. The Self-Assessment Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take responsibility for their own learning.
- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (-) next to those that they are less comfortable using.
- Put students in small groups. Have students discuss any words that they have not checked. Encourage students to check a dictionary if necessary. Ask students to find an activity related to each strategy in the chapter.
- If possible, meet individually with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask questions and for you to see where additional help may be needed and to offer encouragement.

ایران توفیق

توشه ای برای موفقیت

# 7 Working

In this  
CHAPTER

Students will read about a Mexican-born sculptor living and working in San Francisco. The next selection is a narrative on what makes for successful business managers. A shorter reading, *Around the Globe: Women Moving to the Top*, discusses successful women in countries that have traditionally had glass ceilings. Students will also complete a timed reading of short narratives describing poor job applicants. Skills addressed in this chapter include previewing and predicting, scanning, forming adjectives from nouns, recalling information, finding the basis for inferences, understanding idiomatic phrases, using a chart for comparison, and reading for speed and fluency.

“Everyone has been made for some particular work, and the desire for that work has been put in every heart.”

Jalalu'l-Din Rumi (1207–1273)  
Persian poet

## Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Read or have a student volunteer read the quotation by Rumi aloud. Discuss it and its implications. Tell students the year that the quote was written. Does the meaning of the quotation still hold true today?
- Call on students to share their ideas with the class.



## Chapter Overview

### Reading Selections

*The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"* by Kristine M. Carber

*A Lifetime of Learning to Manage Effectively* by Ralph Z. Sorenson

### Reading Skills and Strategies

Previewing a reading: Predicting

Scanning for specific words

Recalling information

Finding the basis for inferences

Reading for fluency and speed: Concentration

### Critical-Thinking Skills

Interviewing and answering interview questions

Applying inferences to a situation

Making comparisons with a chart

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Summarizing by writing a sentence to cover each of the main points

### Vocabulary Building

Forming adjectives from nouns

Understanding idiomatic phrases from the context

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Understanding grammar-oriented reading questions

## Vocabulary

### Nouns

- achievement\*
- art nouveau
- aspects\*
- crane
- exposure\*
- goals\*
- integrity\*
- landmarks
- mantel
- options\*
- pilgrimage
- urns
- warehouse

### Verbs

- chiseled
- concluded\*
- occupied\*

### Adjectives

- Belgian
- cultural\*
- curly
- European
- industrial
- liberal\*
- memorable
- monumental
- mythological
- Sicilian
- traditional\*
- Victorian

### Adverb

- finally\*

### Idioms and Expressions

- broad human beings
- cut corners
- hard knocks
- in the short run
- a labor of love
- raw brain power
- sense of integrity

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)

## The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"

### Before You Read

#### Best Practice

##### Activating Prior Knowledge

Previewing a reading helps students access their existing knowledge of a topic. This makes the meaning of new vocabulary easier to figure out. When students are encouraged to think about sculpture and dragons and then preview the reading to trigger base knowledge, they will have greater comprehension and easier reading than otherwise.

- When correcting the activity, have students volunteer the words. Help with pronunciation if needed. Alternatively you can read the vocabulary list aloud before they start so they can grasp the pronunciation.

#### ANSWER KEY

- |              |                |                |
|--------------|----------------|----------------|
| 1. warehouse | 5. art nouveau | 8. chiseled    |
| 2. mantel    | 6. landmark    | 9. crane       |
| 3. Victorian | 7. urns        | 10. pilgrimage |
| 4. options   |                |                |

### 1 Previewing a Reading: Predicting



- The aim of this activity is to have students practice previewing readings.
- Remind students of the steps used in preview reading including looking at the title and section headings as well as at any photos or illustrations. Students should check unfamiliar vocabulary in headings and titles.
- Have students work alone to try to predict the content of the article by what they see when previewing.
- Discuss the answers with the class as a whole.

#### ANSWER KEY

The two topics not covered will be Nicolas Cage's movies and the habits of dragons, lizards, and salamanders. These are not in the scope of the article, which is about the sculptor Manuel Palos.

### 2 Scanning for Specific Words

- The aim of this activity is twofold. First, it reinforces the practice of scanning a text. Second, it presents the chapter vocabulary in context, thus making it more accessible to students.
- Have students work on this activity alone before proceeding to the reading.

### Read

#### Introduction

- Have students read the paragraph silently or choose a volunteer to read it aloud.
- Go over any vocabulary questions from the Introduction.
- Ask students about their impressions of the photos of the artist's sculpture.
- Discuss the three introductory questions at the bottom of the box.

#### The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"



- Have students read the passage silently, or have students follow along as they listen to the reading of the passage.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to do activities 3 and 4, Forming Adjectives from Nouns and Recalling Information, when they finish the passage.
- When the time limit is reached or the audio program is finished, answer any vocabulary or grammar questions that the students have before continuing to the following activities.

### Content Notes

- As described in the reading, Nicholas Cage has a Victorian house in San Francisco. This style of architecture was popular from 1860 through 1900, which parallels a tremendous growth in San Francisco’s population. Victorian houses, many of which are painted pastel colors, are made primarily of wood. This architecture is noted for bay windows, high ceilings and ornate woodwork. Perhaps the most famous Victorians are in Alamo Square.
- Actor Nicolas Cage has appeared in more than 50 films. Some of the most popular among movie fans are *Adaptation* (2002), *Raising Arizona* (1987), and *Leaving Las Vegas* (1995) for which he won the Academy Award for Best Actor.
- You can learn more about sculptor Manuel Palos at his website, [www.manuelpalos.com](http://www.manuelpalos.com).

### After You Read

#### Strategy



#### Forming Adjectives from Nouns

Helping students learn about the formation of suffixes in English can be of great use in student writing.

### 3 Forming Adjectives from Nouns

- If you have not had students begin this activity immediately after the reading, then read the directions and call on one student to read the first statement. Ask the class for the answer.
- Continue with the rest of the statements, making corrections when necessary.

### ANSWER KEY

- |                 |                |
|-----------------|----------------|
| 1. industrial   | 7. memorial    |
| 2. monumental   | 8. challenging |
| 3. curly        | 9. Victorian   |
| 4. traditional  | 10. Sicilian   |
| 5. European     | 11. Belgian    |
| 6. mythological |                |

### Expansion Activity

- The aim of this activity is to give students some tools to quickly and effectively increase their vocabulary through the use of suffixes.
- Write the words below on the board in three columns.

|           |              |       |
|-----------|--------------|-------|
| industry  | industrial   | -al   |
| monument  | monumental   | -al   |
| curl(s)   | curly        | -y    |
| tradition | traditional  | -al   |
| Europe    | European     | -ean  |
| mythology | mythological | -ical |
| memory    | memorial     | -al   |
| challenge | challenging  | -ing  |
| Victoria  | Victorian    | -an   |
| Sicily    | Sicilian     | -an   |
| Belgium   | Belgian      | -an   |

- Explain to students how to make adjectives from nouns by adding suffixes. Note the most common suffixes.
- Extending the concept of changing parts of speech by adding suffixes, show students how to make adjectives from verbs by adding suffixes. Write the following verbs on the board: *marry, eat, sleep, shoot*. Ask the students to change these verbs into adjectives. You might suggest that they create sentences to illustrate the adjectives such as the following:

- I am a married man.
  - My one-year-old son leaves half-eaten pretzels on the floor.
  - I am sleepy because he keeps me awake at night.
  - However, last night I saw a shooting star, and I think my luck will change.
- Note that the form of the past participle is the most common way to change verbs to adjectives (*married, eaten, broken*). A few verbs can take a *-y* to become adjectives (*sleepy*). Some verbs use the form of the present participle to act as an adjective (*shooting, flashing*).

**ANSWER KEY**

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

**Best Practice****Making Use of Academic Content**

University students learn to infer a great deal both in reading and in lectures. At times, professors intentionally leave information for listeners or readers to infer while at other times, they are unaware of the vagueness or effort required by the listener or reader. The following activity gives students practice at finding the basis for inferences.

**Strategy****Finding the Basis for Inferences**

English is full of indirect language. Thus if we hear someone say, “It sure is cold in here,” we might infer that they want the window in the room to be closed, even though this was not stated directly.

REPRODUCIBLE

**Expansion Activity**

- The aim of this activity is for students to practice using suffixes to transform verbs into adjectives. This will help them think about transforming words from one part of speech to another.
- Copy and distribute **Black Line Master 12** “Forming Adjectives from Verbs” on page BLM 12 of this book.
- Have students complete the activity on their own and then check the answers with the class.

**4 Recalling Information**

- The aim of this activity is to check reading comprehension.
- If students did not complete this activity immediately following the reading, then read the directions and call on one student to read the first statement. Ask the class for the answer.
- Have students individually complete the activity individually and then correct the answers together as a class. You may wish to ask students to document their answers by indicating where in the text they are located.

**5 Finding the Basis for Inferences**

- The aim of this activity is to have students practice inferring information that is not stated directly.
- Have the students do this activity in small groups.
- Ask them to write down the line numbers where they found the information for each sentence. Then have each group correct their answers.
- During the activity, circulate and assist students as needed.

**ANSWER KEY****Answers will vary. Possible answers include:**

1. Palos's sculptures appear in many important businesses and residences in San Francisco.
2. He played along when Cage, whom he did not recognize, requested a sculpture of a dragon.
3. He makes an annual pilgrimage to Carrara, Italy, the source of Michelangelo's marble.
4. When Palos was carving the face, every line had to match.
5. If any part of the face broke, he would have had to start over.
6. Palos worked on the sculpture for nearly five months and labored intensively during its installation.

**ANSWER KEY****Answers will vary. Possible answers include:**

1. Mr. Palos was clearly very motivated and not only worked but attended school in the evenings. He also had a dream that he was able to follow.
2. Mr. Palos loves his work. He dreamed of being a sculptor. He has not only fulfilled his dreams, but he appears to make a good living at it. He takes commissions that he wants and does not have to do commercial work that he may find unsatisfactory. He is able to work with his daughter and to travel to Mexico and Italy frequently.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

**6 Guided Academic Conversation:**  
**How Our Work Affects Our Life**


- The aims of this activity are to have the students reinforce what they have read and to give them the opportunity to practice speaking on an organized theme. The first two questions are closely related to the text. The last three questions are more extended and ask the students about their life goals. These questions are related to the text but indirectly.
- Divide the students into pairs, and have them discuss the questions. Go around the room, listening and giving assistance as needed. Note any difficulties with language such as incorrect usage of verbs or vocabulary words.
- When all groups are finished, ask volunteers from each group to share the most interesting information and ideas from their partners.
- After the students have presented their details, you may want to go over some problems with language that you noticed when circulating among the students.

**Best Practice****Cultivating Critical Thinking**

Students in the United States are often required to think critically about questions. The discussion activity that follows will help students to activate these skills and become more comfortable relying on their own critical thinking abilities.

**7 What Do You Think?**


- The aim of this activity is to give students speaking practice.
- Group students in pairs. Read this passage aloud or call on a student to read it aloud and then have the pairs complete the task.



## A Lifetime of Learning to Manage Effectively

### Before You Read

### Best Practice

#### Scaffolding Instruction

An important aim of this book is vocabulary expansion through context. When the reader comes to a word that he knows little or nothing about, he has nothing more than the context before and after the unknown word to help ascertain the meaning. The following activity supports and expands previous activities, building a scaffold to help students use context to understand idiomatic phrases.

### Strategy



#### Understanding Idiomatic Phrases from the Context

Context is needed to help understand when the word is not being used in its normal, or traditional, sense. This is true in such idiomatic phrases as *to hit the hay*, which means to go to bed. Individually the words *to hit the hay* are simple, but when combined, their meaning is completely changed. The following activity will give students practice in figuring out the meanings of idiomatic phrases by using context.

- Students should do this activity alone. Read them the instructions and make sure they understand what they are doing and why.
- Have them complete the activity then correct it together as a class.

### ANSWER KEY

Answers will vary. Possible answers include:

1. simple intelligence and nothing more
2. well-rounded people; those who are knowledgeable about more than just business; “business, culture, society, politics, history, international affairs”
3. knowledge of what is morally right or wrong; “the line between right and wrong”
4. take short cuts or economize to save money; “to meet profit objectives”
5. in the near future or for immediate purposes; opposite of “long-term interests”
6. learning by making mistakes or by difficult experiences; “actual work experience”

### Read

#### Introduction

- Have students read the paragraph silently or choose a student to read it aloud.
- Go over any vocabulary questions from the Introduction.
- Read the two Introduction questions at the bottom of the box. Remind students that they are trying to predict what the reading will say.

#### A Lifetime of Learning to Manage Effectively



- Have students read the passage silently, or have them follow along as they listen to the audio.
- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.

### 1 Understanding Idiomatic Phrases from the Context

- There are three aims to this activity. The first is to teach the students something about idiomatic language. The second is to have students scan the text for the idiomatic language. And the third is for students to use contextual cues to find the meaning of the idiomatic language.
- An idiomatic phrase is a group of words that have a special meaning when used together. For example, *he's lost his marbles* means that someone has gone crazy. It may be helpful to have students identify some idiomatic expressions in their own language.

- Tell students to do activity 2, Recalling Information, when they finish the passage.
- When the time limit is reached or the audio program is finished, go over any vocabulary or grammar questions that students may have. Then continue with the following activities.
- Give students time to read and complete the questions; then correct the answers together. You may wish to ask students to document the location in the text where they found their answers.

### Content Note

- One of the important traits emphasized by Ralph Z. Sorenson is a strong sense of integrity. As Sorenson says, “He or she must know where to draw the line between right and wrong.” The first decade of the twenty-first century proves Sorenson correct if one looks at the number of high-profile businessmen and businesswomen convicted of crimes. Home improvement and cooking queen Martha Stewart spent close to a year in prison for false testimony under oath while being investigated for insider trading. Former CEO of Tyco, Dennis Kozlowski, was sentenced to prison for stealing from his company. Bernard Ebbers, who had been the chairman and CEO of WorldCom, was sentenced to serve 25 years in federal prison for fraud. This fraud amounted to \$11 billion and caused the company to go out of business. Enron, one of the United States’s leading energy companies, was the seventh-largest company in the United States and had assets of approximately \$100 billion. Kenneth Lay, the founder and for many years the CEO of Enron, and Jeffrey Skilling, the one-time CEO, were charged with defrauding their company and shareholders of millions of dollars through wire and bank fraud. Their company also went out of business.

### ANSWER KEY

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

### Best Practice

#### Interacting with Others

Students in the United States are often required to participate interactively with each other as part of class and lab work. Activities such as the one that follows will help students to become more comfortable working together in pairs and small groups. It will also help them examine their reading in greater detail and expand upon it to put its notions into effect.

#### 3 Guided Academic Conversation: Applying Inferences to a Situation



- The aim of this activity is to apply the concepts of the reading in the simulated activity of choosing a new department manager for a company.
- In this activity students will debate whom to choose for a job opening. Remind them that they are asked to decide whom the author would hire, not whom they would choose.
- Read the instructions to the students. Review ways of disagreeing without showing disrespect.
- Inform students that all of the candidates are well-qualified. They need to search for the qualifications that Sorenson would approve of.
- Have students complete this activity. Then discuss the answers as a class.

### After You Read

#### 2 Recalling Information

- The aim of this activity is to check reading comprehension.
- If students have not already begun this activity following the reading, then read the directions and

**ANSWER KEY**

The candidate most likely to be hired by Sorenson is Candidate B.

Candidate A would be eliminated. She is bright but not well-rounded; nor has she learned through experience. Candidate B is the most likely candidate. He has good grades, is well-rounded, knows how to communicate, has traveled, is described as honest, and has learned by doing—he was assistant manager of the college bookstore. Last, he successfully managed school, work, extracurricular activities, and has volunteered in community services. Candidate C might be given the job. Using Sorenson’s criteria, one finds Candidate C is as strong as Candidate B except for being caught cheating on an exam. If he learned from his mistake, he would be ideal. He is well-rounded, a good communicator (edited a magazine), fluent in three languages, has more educational background in business than Candidate B, and was described as a natural leader. However, employers are usually dissuaded by any evidence of dishonesty, so Candidate B is the most likely candidate.

**4 Focusing on Words from the Academic Word List**

- The goal of this activity is to have students use the target vocabulary. Read the directions aloud. Remind students not to look back at the text.
- Tell students it is OK to skip around and use a process of elimination to answer the questions. They need not complete all the blanks in order.
- Have a student lead the class in the correction of the answers. Give help as needed.

**ANSWER KEY**

- |                |               |
|----------------|---------------|
| 1. achievement | 6. exposure   |
| 2. goals       | 7. liberal    |
| 3. concluded   | 8. Finally    |
| 4. cultural    | 9. occupied   |
| 5. aspects     | 10. integrity |

**Best Practice****Organizing Information**

As discussed in Chapter 2, it appears that different cultures write with different organizational styles. These differences can lead to comprehension difficulties for nonnative speakers. The following activity helps them learn to organize a reading into a table that will help them compare and contrast things discussed in the article.

REPRODUCIBLE

**Expansion Activity**

- The aim of this activity is for students to take notes from a reading and to make a checklist from them.
- Copy and distribute **Black Line Master 13** “Hiring a New Manager” on page BLM 13 of this book.
- Instruct students to find the qualities that Sorenson describes and list them in the chart. They should then figure out which candidates best match those qualifications.
- Have students work in pairs or groups of three to do this activity.
- Discuss the answers as a class when everyone is finished. Ask students to explain their answers.

**5 Around the Globe: Women Moving to the Top**

- The aims of this activity are to develop note-taking skills and to develop reading comprehension. The postreading activity is a graphic organizer that will help with comparing and contrasting the three women discussed in the reading.
- Students should do this activity independently.
- Decide whether you wish to let them use dictionaries during the reading. Let them know if you will help them with vocabulary, grammar, and usage during the activity.
- After completing this have them go on immediately to activity 6, Using a Chart for Comparison.

**Strategy**



**Using a Chart for Comparison**

Sometimes a chart can help you remember and clearly see distinctive traits, similarities, and differences between people or items you wish to compare.

**6 Using a Chart for Comparison**

- Circulate among the students while they work.
- Pay attention to how they are reading and taking notes. Give them feedback if they are not highlighting or underlining.
- Review the answers with the class when they are done. Ask students to scan the reading in order to supply the line numbers where they found the information.

**ANSWER KEY**

| Description  | Izumi Kobayashi | Kim Sung Joo | María Asunción Aramburuzabala |
|--|-----------------|--------------|-------------------------------|
| Has had to put up with opposition from her family or society       | ✓               | ✓            |                               |
| Is the richest woman in her country                                |                 |              | ✓                             |
| Is the head of a company   | ✓               | ✓            |                               |
| Sells luxury goods   |                 | ✓            |                               |
| Sells beer   |                 |              | ✓                             |
| Heads a securities firm  | ✓               |              |                               |
| Wants to help women in her country get ahead in politics           |                 |              | ✓                             |
| Family started with no money and built a big company               |                 |              | ✓                             |
| Started her own company, which now has many outlets in her country |                 | ✓            |                               |

| Description   | Izumi Kobayashi | Kim Sung Joo | María Asuncion Aramburuzabala |
|---|-----------------|--------------|-------------------------------|
| Brought her company from a loss to a big profit                                     | ✓               |              |                               |
| Invests in a media company, Internet start-ups, and real estate                     |                 |              | ✓                             |
| Her father wanted her to focus on getting married and having children               |                 | ✓            |                               |
| Started out making copies and pouring tea for male colleagues in a chemical company | ✓               |              |                               |
| Her family still opposes her career, despite her success                            |                 | ✓            |                               |
| Works in the family business  |                 |              | ✓                             |

## Strategy



### Reading for Speed and Fluency: Concentrating

Help students concentrate by limiting distractions and getting them to focus on the task at hand.

## 7 Timed Reading: Reading for Speed and Fluency

- The aim of this activity is to mirror real-life academic language constraints and test-taking situations and to encourage faster reading.
- In this test-like activity, students should not be allowed to use dictionaries nor should they be given help with vocabulary or structures. Do not give an introduction to this reading aside from the introduction box.
- Some students find it helpful to read the questions in advance of reading the passage in this type of test situation. Let students know that that is acceptable.
- Remind students to write down their starting and ending times.
- When finished with the two parts of the quiz, ask students to correct their papers or have a classmate correct them. Go over the answers as a class.

## ANSWER KEY

### Comprehension Quiz:

Students should have checked numbers 1, 4, 10, 11, 12, 13, 14

### Multiple choice:

1. C 2. D



## 1 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective Web searches and of the importance of evaluating their sources.
- Read the instructions with the students.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they use to conduct online searches or to print copies of the pages.

## FOCUS ON TESTING

## TOEFL® iBT

## Grammar-Oriented Reading Questions

- The goal of this activity is to help students prepare for the TOEFL® test or other reading examinations.
- Explain to students that pronouns can often be a source of confusion. Tests sometimes examine comprehension of pronouns.
- Another way of examining comprehension is by asking students to rephrase something they have read or heard. This will also be tested. A common question is “What is the best title for the passage you have just read?”
- Read or have a student read the instructions aloud. Make sure there are no comprehension difficulties.
- Demonstrate how to complete the first question. Show students the shaded area in the text and discuss why the incorrect answers are incorrect.
- Have students complete this activity individually and then correct the answers together.

## ANSWER KEY

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

## Expansion Activity

- The aim of this activity is for students to further develop their knowledge of test questions, as discussed in the previous activity. Giving students the opportunity to examine and practice both sides of a task will give them a more in-depth understanding of how tests and test questions work.
- Choose an earlier reading from either this or a previous chapter that did not have reading comprehension questions. All students should work from the same passage.
- Arrange students in pairs or groups of three and have them reread the passage.
- Assign two paragraphs to each group. Students should design three reading comprehension questions for their paragraphs. One should be a general reading comprehension question, one should test pronoun comprehension, and the third can either be separating main points from supporting details or another topic of your choice. Direct students to look at the reading comprehension questions and answers in this section of the text as models.
- Once completed, these questions can be given to other groups to answer, turned in for feedback, or read aloud to the class, which then has to decide on the correct solutions.

## Best Practice

## Scaffolding Instruction

Activities completed earlier in Chapter 5 focused on differentiating between main ideas and supporting details. Listing the main ideas is an integral part of writing a summary as will be seen in the activity below. In writing the reading summary, the supporting details are usually not mentioned. Writing summaries is a common task in academic and professional settings.

## Responding in Writing

## FOCUS

## Writing Tip: Write a Sentence to Cover Each of the Main Points

- Be sure the summary does not miss the key points.

## 2 Writing Practice

- The aim of this activity is to have students write a summary of an entire reading passage. This is an expansion of summarizing activities in Chapters 1, 5, and 6.
- Read through the steps of the instructions here, stopping at the end of each paragraph to allow students to ask for clarification. When finished, ask a student to summarize the requirements of the assignment.

## ANSWER KEY

Manuel Palos, a sculptor in San Francisco, CA, does two types of work: “traditional, and the other softer and rounder in scale.” Over the course of his 30-year career, Palos has designed many fireplaces for businesses and private residences, including many of the city’s famous landmarks. But it is the “Dreadful Dragon” fireplace for actor Nicolas Cage’s Pacific Heights home that is his most memorable piece. Using a children’s book about dragons, Palos sketched a design, and the ensuing work took five months to create. Due to its size and weight as well as the home’s construction, the sculpture took three weeks to install; a heavy-duty project by any standard. The artist had humble beginnings in Mexico and came to the United States at age 20 to pursue sculpting. Now he has an office and employees

When Ralph Z. Sorenson started his career as a young professor at Harvard’s Business School, he believed the key to developing managerial

leadership lay in raw brain power. Time and other professional experiences changed that. He later added that the foremost skill is the *ability to express oneself* in a clear, articulate fashion. Second, one must possess that intangible set of qualities called *leadership skills*. Next, he concluded that effective managers must be *broad human beings and have courage and a strong sense of integrity*, which can be difficult. Reflecting on all of his experiences as well as the state of ethics in business, he now feels that what matters most in the majority of organizations is to have reasonably intelligent, hard-working managers who have a sense of pride and loyalty toward their organization; who can get to the root of a problem and are inclined toward action; who are decent human beings who possess humor, humility, and common sense; and who are able to couple drive with “stick-to-it-iveness” and patience in the accomplishment of a goal.

He adds “It is the *ability to make positive things happen* that most distinguishes the successful manager from the mediocre or unsuccessful one. Only hard knocks and actual work experience will fully develop the kinds of managerial traits, skills, and virtues that I have discussed here.”

In an article in the *Wall Street Journal*, human resource and other executives described the worst mistakes they have seen potential employees make during job interviews. One applicant bit his fingernails and proceeded to bleed onto his tie. Another candidate made himself a little too comfortable in terms of social distance. A third lied about his qualifications. Finally, one stated that he was accustomed to first-class travel when his prospective boss had just told him employees of the new company flew in economy class.

## Self-Assessment Log

- Explain to students when they pause to think about their learning, they can see the progress they have made and what they still need to study. The Self-Assessment Log at the end of each chapter helps students track their own strengths and weaknesses and also encourages them to take responsibility for their own learning.
- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Put students in small groups. Have students discuss any words that they have not checked. Encourage students to check a dictionary if necessary. Ask students to find an activity related to each strategy in the chapter.
- If possible, meet individually with each student on a regular basis and review his or her assessment log. This provides an opportunity for the student to ask questions and for you to see where additional help may be needed and to offer encouragement.

# 8 Breakthroughs

## In this CHAPTER

This chapter, is about science and improving life for human beings. The first reading, *Trees for Democracy*, is an excerpt of Wangari Maathai's speech, given when she received the Nobel Peace Prize. The second reading, *A Revolution in Medicine*, was written by Cowley and Underwood and published in *Newsweek* magazine. This chapter also contains a shorter reading, *Nunavut, a Breakthrough in Social Justice*, about a new territory in Canada, as well as short readings on stem cells and on computers. Students will develop skills including previewing a speech, building new words with prefixes and suffixes, finding evidence to disprove false arguments, identifying compound words, analyzing an author's point of view, reading timelines, understanding idiomatic phrases in contexts, distinguishing fact from opinion, and reading for speed and fluency.

“If at first you don't succeed, try, try again.”

English proverb

### Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Read the proverb aloud. Discuss it and its implications. Do the students' native languages have a similar proverb?
- Call on students to share their ideas with the class.

## Chapter Overview

### Reading Selections

*Trees for Democracy* by Wangari Maathai

*A Revolution in Medicine* by Geoffrey Cowley and Anne Underwood

### Reading Skills and Strategies

Previewing a speech

Finding evidence to disprove false arguments

Previewing: Reading diagrams

Scanning a timeline

Reading for speed and fluency: Viewing words in groups or clusters

### Critical-Thinking Skills

Analyzing the author's point of view

Separating fact from opinion

Synthesizing Internet content: Taking notes and presenting results

Expressing opinions and justifying answers

Writing Tip: Clearly separating a summary from an opinion

### Vocabulary Building

Building new words with prefixes and suffixes

Building new words from the same root

Identifying compound words

Understanding idiomatic phrases in context

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Speaking in front of people during an oral exam, interview, or meeting

## Vocabulary

### Nouns

- advocacy\*
- conservation
- degradation
- desertification
- detection\*
- deterioration
- erosion\*
- harassment
- rainfall
- researchers\*
- sequence\*
- topsoil
- vision\*

### Verbs

- analyze\*
- benefit\*
- predict\*
- respond\*

### Adjectives

- nutritious
- sequenced\*
- unsuitable
- worldwide

### Adverb

- primarily\*

### Idioms and Expressions

- a handful
- a normal\* life span
- be routine
- can spot
- go that route\*
- half dead
- not (a procedure) to be taken lightly
- started making sense
- take (her concerns) more seriously
- trigger\* a flood

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)



## Trees for Democracy

### Before You Read

#### 1 Previewing a Speech

- This activity asks students to scan the written text of a speech. Read the introduction or have a student read it aloud.
- Give the students time to do this scanning.
- Some of the information is available from the introduction, which they will have read before starting the activity. See if students catch that and answer questions 2 and 3 before starting their scanning. Mention this when they are done. An important step in previewing a reading is to look at titles and introductions.
- When completed, go over the answers as a whole group. Answer any pre-reading questions they may have.

#### ANSWER KEY

1. Kikuyu
2. Kenya, Africa
3. trees
4. poverty
5. Green Belt

### Best Practice

#### Scaffolding Instruction

In Chapter 7, students worked on transforming nouns and verbs into adjectives by adding suffixes. In earlier chapters, breaking words down into smaller parts to help ascertain meaning was discussed. In this activity, prefixes and suffixes are examined in greater detail. Prefixes and suffixes are used extensively in English, and it is imperative that students be comfortable first in comprehending them and later in using them.

### Strategy



#### Building New Words with Prefixes and Suffixes

- Word building can greatly extend students' vocabulary.
- Read or have a student volunteer read the information aloud. Go over the three examples given and discuss how suffixes frequently have a transforming role and give more examples. Ask students for examples of words that have suffixes and show the root and the suffix.

#### 2 Building New Words with Prefixes and Suffixes

- The aim of this activity is to start students thinking about creating words using prefixes and suffixes. All of the words to be produced come from the text and the instructions call for scanning if the students get lost.
- Many suffixes and a couple of prefixes used in this activity have not been taught explicitly yet.
- You can either have students do this individually or pairs. In pairs, they will have to think aloud and discuss possible solutions. Remind them that it is OK to scan the reading.
- When students finish the activity, go over the answers as a group. Write prefixes and suffixes on the board and how they function. Also answer any other usage, affix, or vocabulary questions that arise.

**ANSWER KEY**

- |                 |                     |
|-----------------|---------------------|
| 1. unsuitable   | 7. degradation      |
| 2. nutritious   | 8. deterioration    |
| 3. erosion      | 9. deforestation    |
| 4. conservation | 10. advocacy        |
| 5. ecological   | 11. harassment      |
| 6. primarily    | 12. desertification |

**Expansion Activity**

- The aim of this activity is for students to examine prefix and suffix use in greater detail.
- Have students copy a newspaper article of about 500 words. Ask them to highlight the first 30 prefixes in the article in one color and the first 30 suffixes in another. If students don't have highlighter pens, have them circle the prefixes and put squares around the suffixes. Ask them to guess the meaning, or role, of the affixes without using a dictionary. Have them write these up as a list and bring them to class.
- Have students review the lists in class and write them on the board. Have one category for prefixes and their meanings and another category for suffixes and their meanings.
- As an alternative, you can have all the students work from the same article.

**Read****Introduction**

- Discuss the three questions in the box with the class. Also ask them to add any personal experiences with ecological or grassroots movements.
- Direct students' attention to the photo of Wangari Maathai and discuss it.

**Trees for Democracy**

- Have students read the passage silently, or have students follow along as they listen to the audio.
- Tell them to underline any words or phrases that are confusing or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to do activity 3, Finding Evidence to Disprove False Arguments, when they finish reading.

**Content Notes**

- Students are often interested in the Nobel Peace Prize and its winners because of the international nature of the awards. You can learn more about the prizes and their recipients at [www.nobelprize.org](http://www.nobelprize.org).
- You can learn more about the Green Belt Movement and about Wangari Maathai at [www.greenbeltmovement.org](http://www.greenbeltmovement.org).
- In her speech, Wangari Maathai alludes to the challenges facing women in Kenya. For more on this, go to [www.pbs.org](http://www.pbs.org) and search for the *Frontline World* documentary "Run, Lomah, Run."

**Best Practice****Cultivating Critical Thinking**

Students in the United States are often required to think critically about questions and readings. The activity that follows requires students to recall information from the text and restate it in a way that disproves the erroneous statements supplied. This activity also leads into a follow-up discussion of persuasive writing.

## After You Read

## Strategy



### Finding Evidence to Disprove False Arguments

This strategy helps to disprove negative statements about a person.

### 3 Finding Evidence to Disprove False Arguments

- The aim of this activity is to have students apply the knowledge learned from their reading by writing statements correcting erroneous information.
- Be sure the students understand the directions.
- Have students complete this activity individually.
- Ask volunteers to report their answers.

## ANSWER KEY

1. When the author was a child, there was not even a word for *desert* as they couldn't conceive of one.
2. Women like the trees because they improve the quality of life. Clean water is closer, crops are more plentiful, and animals have more grazing lands. Also, having trees makes for more rain.
3. President Daniel arap Moi was a corrupt dictator. He put her in jail to censor her.
4. The Green Belt Movement found that the deforestation was linked to the corrupt politics of President Moi and his cronies. To stop the deforestation, they had to change the political situation in Kenya.

### 4 The Word Builder Challenge



- The aim of this activity is to have fun with a bit of competition while working on suffix use.
- Divide students into groups of three to five.
- Read the instructions to the class and demonstrate on the board how the activity works.
- To make this activity more challenging, instead of making just one person on the team responsible for using the word in a sentence, require every person on the team to know it.

## ANSWER KEY

## Possible answers include:

corruption, democratic, undemocratic, development, developmental, disappearance, ecological, educated, educational, educate, encouragement, encouraging, energetic, environmental, fertility, globalization, improvement, inspiration, inspirational, management, managerial, protection, protected, unprotected, protest, protestation, recognition, unrecognizable, irresponsible, scarcity, wooden.

## Strategy



### Identifying Compound Words

- Compound words are frequently created when there is no word to meet our needs. Students must be able to comprehend the compound words, and they should work toward producing first those that they have studied or heard and later create their own.
- Read the instructions and go over the example, *rainfall*. Have students volunteer five other compound words and write them on the board as examples (e.g., *checkbook*, *raincoat*, *tailpipe*, *screwdriver*, *download*).

## 5 Identifying Compound Words

- The aim of this activity is to heighten students' awareness of compound words and to have them start producing some that have been practiced or studied. A second goal of this activity is to have students scan the reading. They will need to scan to find many of these words.
- Have students do this activity individually.
- When finished, call on volunteers to give their answers and write on the board. Correct as necessary.

### ANSWER KEY

1. household
2. topsoil
3. rainfall
4. well-connected
5. worldwide

### Content Note

- Compound nouns in English, especially those made up of two nouns, are most commonly pronounced with the strong stress or accent on the first syllable: TOPsoil, HOUSEhold, RAINfall.

### Best Practice

#### Interacting with Others

Students in the United States are often required to participate interactively with each other as part of class work and lab work. Activities such as the one that follows will help students to become more comfortable working together in pairs and small groups. It will also help them to learn to describe their political opinions and to expand on the ideas in the reading.

## 6 Guided Academic Conversation: Analyzing the Author's Point of View



- The aims of this activity are to have students discuss topics related to the reading and in so doing, review and expand upon it.
- Read the instructions to the students and group them in pairs.
- Circulate among students while they are talking and help with vocabulary problems or questions. Do not correct their grammar while they are speaking.
- If time permits, have students discuss their findings with the class as a whole group.

### ANSWER KEY

#### Answers will vary. Possible answers:

1. The cycle of poverty describes a pattern in which poor people continue to be poor and in which their poverty limits their opportunities to improve their lives.
2. Answers will vary.
3. Answers will vary.
4. Sustainable management describes agricultural practices that have no negative effect on the land and can therefore be continued for a long period of time without damage to the land.

## A Revolution in Medicine

### Before You Read

#### Best Practice

##### Making Use of Academic Content

In academic reading, especially in journal articles, diagrams are very common. Understanding diagrams is crucial to comprehending the papers. They also help with comprehension of the article, and frequently students can skim parts of the article that are explained by tables and diagrams. The following activity has students read a diagram and answer comprehension questions based on it.

### Strategy



#### Previewing: Reading Diagrams

A clear understanding of diagrams in a reading can lead to better comprehension.

### 1 Previewing: Reading Diagrams

- The aim of this activity is to have students practice reading diagrams and to learn how that increases comprehension of a reading.
- Read the instructions together and draw their attention to the diagram on page 210 of the Student Book.
- Have students complete this activity individually.
- Ask volunteers to report their answers. Correct the answers as necessary. Go over any language or factual questions that arise.

### ANSWER KEY

1. A code is a way to hold and send information, sometimes in such a way that it cannot be read without a key. Codes are used in the military. The Morse code was used to send messages by telegraph. Special software can encrypt, or code, messages so that they can't be read.
2. A person's genetic code determines his or her physical characteristics. It is located in the DNA.
3. DNA is a spiral-shaped chromosome that carries the genes that determine one's physical characteristics.
4. A gene is a segment of DNA that carries instructions that guide the development and behavior of cells.

### 2 Understanding Idiomatic Phrases in Context

- The aim of this activity is to further students' abilities to guess at the meaning of phrases by using contextual cues. The phrases in this activity are important because they are commonly used.
- Point out the line numbers in the activity that students can use to check the full context for the italicized expressions. However, ask them to try first without looking at the full text.
- After students complete the activity, go over the answers, calling on students. Have volunteers explain what clues they used to make their responses.

### ANSWER KEY

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



## Read

### Introduction

- Have a student volunteer read the Introduction box aloud. Ask for volunteers to answer the discussion questions. Try to have as many students with different ideas as possible participate in the discussion. Remind students of ways of politely showing disagreement.
- You may want to point out the unusual use of the pronoun *it* in the first sentence of the Introduction box. It is rare in English to use a pronoun before giving the idea or proper noun to which it refers. In this case, the purpose is to create suspense or interest on the part of the reader as to what *it* refers to.
- Answer vocabulary questions for words in headings or the title. Defer other questions until after the reading and encourage the students to try and find contextual cues to help them guess the meaning.

### A Revolution in Medicine



- Have students read the passage silently or have students follow along as they listen to the audio recording of the reading.
- Tell them to underline any words or phrases that are confusing or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to do activity 3, Separating Fact from Opinion, when they finish reading. If they finish early, start them on activity 4, Focusing on Words from the Academic Word List.

## After You Read

### Strategy



#### Separating Fact from Opinion

- Very few people are truly objective when they write. This is why some newspapers are considered conservative while others are considered liberal; they write about the same event with different biases. Good readers must be able to decipher what is opinion and what is fact and ask questions while reading regarding the veracity and the interpretations of facts.
- Have a student volunteer read the tips on separating fact from opinion. Give clarification as needed. Call attention to the words often used in opinions. You may want to add the terms *everyone knows*, *we have all experienced*, *it is clear*, and *clearly* to this list.
- Give an example of a present-day debate in the country where you teach. Ask students for some facts such as numbers. What are some opinions that people have based on those facts? Show how they differ.

### 3 Separating Fact from Opinion

- This activity can either be done individually or in pairs, which will cause more give-and-take of ideas and rethinking.
- Go over the answers with the class, having volunteers point out words in the statements that triggered their responses.

#### ANSWER KEY

1. F 2. O 3. F 4. O 5. O 6. O 7. F  
8. F 9. F 10. F 11. O



### Expansion Activity

- The aim of this activity is to give students additional practice at separating facts from opinions and to examine bias in reporting.
- Copy and distribute **Black Line Master 14** “Separating Fact from Opinion” on page BLM 14 of this book.
- In this activity, students will find news articles from very different news sources, one conservative and the other liberal. The articles need to be about the same event or topic. By comparing and contrasting the two, they should see how facts are presented and how opinion at times looks like fact. The students will then complete a graphic organizer based on their findings.

#### 4 Focusing on Words from the Academic Word List

- Remind students that to figure out what word best fits in each blank, they must pay attention to the context and the part of speech. They should consider reading down a line or two before guessing at the word.
- Review the activity as a class, having students volunteer to read the sentence with the answer. Correct students as necessary.

#### ANSWER KEY

- |                |              |
|----------------|--------------|
| 1. detection   | 6. analyze   |
| 2. respond     | 7. vision    |
| 3. benefit     | 8. sequenced |
| 4. researchers | 9. sequence  |
| 5. predict     |              |

### Best Practice

#### Organizing Information

It is helpful to put events you read about into a timeline. An example of this could be reading about the precursors to World War II. One chapter of a book may be on what was happening in Germany to cause their desire to expand while another could discuss the isolationism of the United States. It will help, after reading these chapters, to put events from both countries onto one timeline, possibly in different colors. The following activity introduces students to timelines.

### Strategy



#### Scanning a Timeline

The aim of this activity is to have students read a timeline and extract information from it. Timelines are helpful in that they present a lot of temporal information in a very effective package. They answer the questions who, what, and when, but they do not give detail on how and why things happen. Timelines are useful in previewing a reading, and they are also useful study tools.

#### 5 Scanning a Timeline

- Introduce the activity discussing timelines. Ask students if they are familiar with timelines and if they write them when studying. Explain the activity.
- When finished, call on student volunteers to supply answers. Correct as necessary.

#### ANSWER KEY

1. double helix (twisted ladder) in 1953
2. Gregor Mendel
3. peas
4. a restriction enzyme
5. on chromosomes inside the cell's nucleus
6. 1910
7. started 1990, finished 2000
8. Oswald Avery
9. yes
10. between 2001–2006

### Expansion Activity

- The aim of this activity is to help students practice what they are learning in this chapter as well as to reinforce it by writing a timeline. There are two activity choices. Choose A or B.
- **A** Ask students to think of something of historical importance that happened in their country. They should then do a bit of research on this topic and write up a timeline of events. These timelines can then be hung in the classroom for a couple of days and be presented by students to their peers.
- **B** Assign the students a historical topic, such as events leading up to the Vietnam War. Have them then write out a timeline with all key events. You may want to ask them to color code the timeline. If you'd like, expand on this by having students give a five-minute presentation on what they found.

### 6 Guided Academic Conversation: Expressing Your Opinion



- The aims of this activity are to have students discuss aspects of the reading and, in so doing, review and expand upon it.
- Read the instructions to the students. This activity forces students to make a yes or no choice about controversial items. This is deliberate as it is an attempt to provoke debate.
- Have students read the statements and then write their answers.
- Arrange students in pairs and have them complete the activity.
- If time permits, have students discuss their findings with the class as a whole group.

### FOCUS ON TESTING

TOEFL® iBT

### Speaking in Front of People

- The aim of this activity is to have students practice oral presentations. This important, real-life task is similar to what students will need to do on tests, in school, and in the working world.
- Go over the suggestions and tips for speaking in public. Model some of the behaviors and tactics that are mentioned in the instructions.
- You may wish to have students do the expansion activity below, which will help them think about the qualities of a good speech.
- Have students look over the speech topics. Give them a day or two to think about and to prepare their speech topic.
- Assign a three- to five-minute time limit for their speeches and enforce it consistently.
- Have students provide feedback to their classmates using the chart devised in the expansion activity below.



REPRODUCIBLE

### Expansion Activity

- The aim of this activity is to have students consider the qualities of good public speaking, which will make them more aware of what to think about when they give their own speeches. It will also provide them with a table to help them critique the speeches of their classmates.
- On the board, copy the table from BLM 15, “Qualities of a Good Speech.” Have students help you brainstorm the qualities of a good speech.
- Copy and distribute **Black Line Master 15** “Qualities of a Good Speech” on page BLM 15 of this book. Break students into groups and have them complete the table.
- Explain how students will need to critique each other's work. Review the meaning of *critique*. When completed, the table will be used for critiquing student work.

## Best Practice

**Activating Prior Knowledge**

It is frequently difficult for students to involve themselves in intellectual or political conversations. This is not due to a lack of knowledge but rather because of a lack of vocabulary and strategies. In the following activity, students will discuss some very personal beliefs about scientific advancement and ethics.

**7 What Do You Think?**

- The aim of this activity is to have students discuss controversial issues.
- This activity has the potential for strong argument as there may be very different points of views, some tied to religious beliefs. Remind students of polite ways of showing disagreement.
- Arrange the students in pairs. It is probably a good idea to have students self-select their partners here as there will be less animosity if opinions differ.
- Decide on a time limit for this activity and make the students aware of how much time they will have.
- Due to varying opinions and the personal nature of some of these questions, you may not want to have the pairs summarize their discussions for the class. Instead, ask if there are any vocabulary or other questions that the students would like you to review.

## Strategy

**Reading for Speed and Fluency:  
Viewing Words in Groups or Clusters**

Seeing words in a cluster or group rather than one by one can lead to breakthroughs in reading speed.

**8 Timed Reading: Reading for Speed and Fluency**

- The aim of this activity is to help students read more quickly without compromising comprehension. The Strategy of grouping words is discussed in the strategy box preceding this activity.
- Have a student read the Introduction aloud. Go over any vocabulary or structure questions that arise.
- As this is a test simulation activity, do not mention any preview reading skills or tell students what to expect at the end of the reading.
- Allow them eight minutes to complete the activity. Be firm on the time and ask them to jot down their time at the end of the reading.
- Review answers as a whole-class activity, having students volunteer their answers. If students have incorrect answers, first ask others why the choice is incorrect. If students do not answer, explain it to them.

**ANSWER KEY**

1. C 2. A 3. A 4. B 5. A

**9 Around the Globe**

- The aim of this section is to have students complete a short reading and discuss it critically.
- You may want to show a world map and point out the exact location of the map in the Student Book on page 219.
- Have volunteers read aloud the three paragraphs.
- Discuss the questions as a class.

## 1 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective Web searches and remind them of the importance of evaluating their sources.
- Read the instructions with the students.
- Let students know their timeline for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they used to conduct online searches or to print copies of the pages.

### Responding in Writing

#### FOCUS

#### Writing Tip: Clearly Separate a Summary from Your Opinion

- Help students to distinguish between their own opinions and a summary of the reading.

## 2 Writing Practice

- The aims of this section are to give students practice implementing a strategy they learned earlier, differentiating between fact and opinion and to write a persuasive piece.
- Review the difference between fact and opinion as discussed in the first section of this chapter.
- Have a volunteer student read the instructions. You can go through the steps and paraphrase them. Do a comprehension check with one of the students in the class.
- Have students do this outside of class and give them time in class to review each other's writing.

### Self-Assessment Log

- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Put students in small groups. Have them discuss any words that they have not checked. Encourage students to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework if you prefer.



# 9 Art and Entertainment

## In this CHAPTER

Students will read an article about the life and paintings of the renowned artist Vincent van Gogh. The second reading is a long, abridged version of *A Scandal in Bohemia*, the first of Sir Arthur Conan Doyle's stories of the adventures of the British detective Sherlock Holmes. Doyle and van Gogh were contemporaries in the mid-19th century, yet students today will be moved by their art and storytelling. Students are given opportunities to express ideas and opinions, to make inferences, and to respond to the readings. Writing dialogue and creating a story culminate the chapter's activities.

### Chapter Opener

- Draw students' attention to the van Gogh painting on pages 224–225 of the Student Book. If you can, bring in a copy to use for discussion.
- Have students work in small groups to discuss the questions in the Connecting to the Topic section.
- Have a volunteer read the proverb on page 224. Do students know a similar proverb in another language?
- Poll students to determine which form of art is the most popular with the class.

“A picture is worth a thousand words.”

Traditional proverb

## Chapter Overview

### Reading Selections

*What Makes van Gogh So Great?* by Peter Simpson

*A Scandal in Bohemia* by Sir Arthur Conan Doyle

### Reading Skills and Strategies

Identifying false inferences

Paraphrasing what you read

Preparing for an extensive reading

Predicting the plot

### Critical Thinking Skills

Comparing answers to discussion questions

Using a chart to organize information from a reading

Finding the flaw in a statement by reviewing facts

Interpreting facts and actions in a reading

Giving a short talk on a topic

Researching a topic and reporting to the class

Writing Tip: Writing dialogue using correct punctuation

### Vocabulary Building

Getting the meaning of words and phrases from structure and context: Synonyms

Changing verbs and adjectives into nouns from the same word family

Focusing on words from the Academic Word List

### Focus on Testing **TOEFL® iBT**

Understanding inference questions

## Vocabulary

### Nouns

- chagrin
- clarity\*
- euphony
- fervor
- intensity\*
- masterpiece
- symbols\*

### Verbs

- baffled
- calculated
- composed
- condescend
- conveyed into
- created\*
- exhibited\*
- exorcize
- exult
- found\*
- illustrates\*
- ransacked
- symbolize\*

### Adjectives

- abhorrent
- compromising
- determined
- disguised
- familiar
- gruesome
- iconic
- indebted
- mad
- menaced
- mental\*
- obscure

### Adverbs

- incognito
- maniacally

### Expressions

- mental turmoil
- through sheer effort and will

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist](http://www.victoria.ac.nz/lals/resources/academicwordlist)

## What Makes van Gogh So Great

### Before You Read

#### Best Practice

##### Scaffolding Instruction

Previewing what will come in a reading is a valuable skill that was practiced in earlier chapters. Pre-reading, skimming, and scanning the text in advance provide good opportunities to improve students' comprehension.

### 1 Getting the Meaning of Words and Phrases from Structure and Context

- The aim of this activity is to have students identify and use more varied and precise language.
- Discuss the importance of using synonyms to give writing more precision and strength. You may wish to use some examples from students' own writing (keep the examples anonymous) and have the class suggest how to replace weak words and phrases with stronger ones.
- Read the directions for the activity.
- Ask a student volunteer to model the first item and to describe the elimination process. (Answer is C. An art museum generally exhibits works of art, not painting supplies, and not necessarily artists' biographies with childhood photos)
- Remind students to scan—not read—the article if they need more context clues.
- Review the answers with the class.

#### ANSWER KEY

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

#### Best Practice

##### Cultivating Critical Thinking

Students in the U.S. are often required to read critically, as opposed to reading for rote memorization of facts. The aim of several of the activities in this chapter is to have students examine, interpret, and synthesize the information that they read.

#### Strategy



##### Identifying False Inferences

- Read the information in the Strategy box.
- To verify comprehension, ask students to give examples of a false inference that they may have experienced or can imagine.

## 2 Identifying False Inferences

- Read the directions aloud.
- Have a volunteer read the first excerpt from the reading.
- Go over the process of analyzing each of the four statements to determine if they are true inferences or false inferences. Have students decide the answers as a whole class activity, discussing their thinking.
- Have students complete the activity.
- When they finish, have them compare their answers with a partner.
- Resolve any discrepancies and clarify the reasoning for the false inferences.

### ANSWER KEY

- |          |           |
|----------|-----------|
| 1. minus | 7. minus  |
| 2. plus  | 8. plus   |
| 3. minus | 9. minus  |
| 4. plus  | 10. plus  |
| 5. plus  | 11. minus |
| 6. plus  | 12. plus  |

## Read

### Introduction

- Direct students' attention to the illustrations of van Gogh's paintings. If possible bring in larger copies or prints of other works by van Gogh.
- Read the Introduction aloud or have a student volunteer read it.
- Ask students to discuss what they think makes van Gogh's work "great."

### What Makes van Gogh So Great



- Have students read the passage silently within a time limit or follow along as they listen to the audio.
- Instruct students to underline any words or phrases that are confusing or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Encourage students to read the passage a second or third time, to encourage fluent reading.

## After You Read

## Strategy


**Changing Verbs and Adjectives into Nouns from the Same Word Family**

- Read the information in the Strategy box.
- Check comprehension by asking students to give you some examples they may know to show how to change adjectives and verbs into nouns.

**3 Changing Verbs and Adjectives into Nouns from the Same Word Family**

- Put these suffixes on the board: *-ity, -ion, -ness, -ism*.
- Have a volunteer read the directions for the activity.
- Review the example with the class.
- Explain that the nouns in the activity are found in the reading that they just finished. They are used in the order that they appeared in the reading. If students want to check the context, they may do so.
- When students are finished, have them check their answers with a partner.
- Review the correct answers with the class.

**ANSWER KEY**

- |                  |               |
|------------------|---------------|
| 1. familiarity   | 6. darkness   |
| 2. composition   | 7. symbolism  |
| 3. determination | 8. exorcism   |
| 4. exhibition    | 9. exultation |
| 5. illustration  | 10. madness   |

**4 Paraphrasing**

- Read the directions aloud.
- Refer students to Chapter 5, Part 1, and review the instructions about paraphrasing.
- Remind students of the dangers of plagiarism. Paraphrasing is one of the important tools to use in order to avoid plagiarism.
- Tell students that their paraphrase should be shorter than the original passage and only include the main points.
- Have students work independently to paraphrase the two passages in Activity 4 on page 233 in the Student Book.
- After they have finished, have students share their paraphrase with a partner. Remind them to be sure that their partner has used his or her own words and not copied from the text. Ask them to check that the main idea is correct.
- Ask for volunteers to share their work with the whole class.





## Expansion Activity

- The aim of this activity is to have students practice paraphrasing. University students write many papers for which they have done research. They need to summarize the opinions of experts on the topics they are writing about, but they can't have a paper with too many quotations. Paraphrasing is thus an important skill in writing academic papers.
- In this activity students will identify the main idea of some sentences and paraphrase them.
- Photocopy and distribute **Black Line Master 16** "Paraphrasing" on page BLM 16 of this Teacher's Manual.
- Read the directions with students and have them summarize the first paragraph as a group activity.
- Check the answers together with the whole class.
- Then have students complete the activity in class or as homework.
- Check the answers together.

### 5 Focusing on Words from the Academic Word List

- Read the directions.
- Have students work independently and remind them not to look back at the reading.
- Tell them to cross off the words as they use them. If they are unsure of one of the answers, they can refer to the unused words in the box.
- Remind students that one word will be used twice.
- Have them check their answers with a classmate and then double check with the reading passage.

#### ANSWER KEY

- |              |            |
|--------------|------------|
| 1. intensity | 4. created |
| 2. found     | 5. clarity |
| 3. mental    | 6. found   |

### 6 Guided Academic Conversation



- The aim of this activity is to have student discuss the reading and, in doing so, review and expand upon it.
- Read the instructions.
- Group the class into small groups of three or four.
- Circulate among students while they are talking and help with vocabulary or questions. Remind them to use rhetorical markers and the language of polite disagreement when presenting their opinions.
- If time permits, have students share the outcomes of their discussions with the class.

#### ANSWER KEY

1. Answers will vary
2. He was described as a "strange boy."
3. art dealer, clergy, missionary, magazine illustrator
4. Answers will vary.
5. Answers will vary.



## Expansion Activity

- The aim of this activity is to help students understand more about the context of modern art.
- Copy and distribute **Black Line Master 17** “Painters and Their Art Periods” found on page BLM 17 of this Teacher’s Manual.
- Have students complete the activity individually or with a partner.
- Instruct students to use the Internet or the library to find information about these artists. They may wish to bring copies of their favorite artist’s work to show classmates.
- Review the correct answers in class.

## Practice

- Read the directions.
- Have students complete the activity independently.
- Ask students to volunteer their answer and to tell the class why they chose it.
- Verify correct answers.

## ANSWER KEY

1. C 2. B

## FOCUS ON TESTING

## TOEFL® iBT

### Inference Questions

- This activity deals with students’ ability to infer meaning in reading. Briefly review how inferring works.
- Read the information in the first two paragraphs with the class.
- Explain that the inference questions may deal with relationships between ideas as well as author’s attitudes, certainty, and reasoning.
- Also explain to students that this activity is a test simulation. You will not help them in any way once they begin.
- You may want to take notes about student strategies and discuss them when students finish. Check if students look to see what kinds of questions will be asked and if they actually read the questions before reading the passage. Also, watch to see if they highlight words or phrases in the text as they read. These strategies can be reviewed after students finish the activity.

## A Scandal in Bohemia

### Before You Read

#### Strategy



#### Preparing for an Extensive Reading

- Read the information in the Strategy box.
- Explain that the setting, characters, and point of view may not always appear in the first part of the reading. However, encourage students to scan before they read to find out this information. It will help them understand the reading.

### 1 Preparing for an Extensive Reading



#### Best Practice

#### Making Use of Academic Content

Analyzing character, setting, plot, and author's point of view in a literary reading is a common assignment in university literature classes. Students can use a graphic organizer such as the one in this activity to focus on these literary elements.

- Read the directions.
- Put students into pairs to complete the activity.
- Remind students to scan, not read closely, to find the information to fill in the chart. If they do not find the needed information, they may scan a few more pages of the reading to find the answers.

#### ANSWER KEY

**Setting:** March 20, 1888, London, England

**Character 1:** Watson, narrator, tells the story;

**Character 2:** Holmes, clever, plans a solution to help the king;

**Character 3:** King of Bohemia, wealthy snob, desperate, afraid to be ruined.

**Point of View:** Watson is telling the story; he describes the characters and what happens; he is helping his old friend Holmes.

### 2 Getting the Meaning of Words from Structure and Context

- Have a student volunteer read the directions.
- Go over item 1 with the class. Tell students that they may need to read the entire paragraph to understand the phrase more completely.
- Have students complete the activity independently. Remind them to scan the passage if needed, to gather more information.
- Ask for students to volunteer the correct answers. Review the hints as you go through each item.

#### ANSWER KEY

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

## Read

## Introduction

- Quickly read the information in the Introduction.
- Ask students to tell you what *abridged form* means. (shortened, but no words have been changed)

A Scandal in Bohemia 

- Tell students to read this section fairly quickly as it is meant to be read for pleasure. They can read a second time to gain fluency and increase comprehension.
- Ask students to note of various text elements: the “handwritten” passage in the middle of page 239 and the footnotes on page 240 and page 242.
- After they finish reading this section, instruct students to complete Activity 3 Finding the Flaw by Reviewing the Facts on page 243 in the Student Book.

## After You Read

## Best Practice

## Critical Thinking

Students must be able to read closely and to analyze if statements are correct, based on what they have read and understood. With activities such as the following, students must identify false statements and rewrite them so that they reflect the facts presented in the story. This strongly tests students’ reading comprehension and allows them to use language to create true statements based on what they read.

## 3 Finding the Flaw by Reviewing the Facts

- Read the directions.
- Discuss the difference between “seeing” and “observing” as described by Holmes.
- Have students work independently or with a partner.
- Review answers in pairs or with the entire class.

## ANSWER KEY

1. he did not feel any emotions
2. he had a cocaine habit
3. he said Watson had gained 7 ½ pounds
4. the stethoscope was hidden in his top hat
5. there were 17 steps
6. the visitor was coming the same night
7. the mask was black
8. True
9. Adler was an opera star (prima donna)
10. the king was planning to marry Clotilde Othman von Saxe-Meningen, daughter of the King of Scandinavia
11. The photograph shows both the king and the opera star in it; no mention of dress
12. True

**4 Predicting the Plot** 

- Assign each student a partner.
- Have each pair read the instructions. Clarify if there are any questions.
- Remind students that they are to base their prediction on what they know about the characters and plot thus far.
- Students can discuss their answers with their partner and do not have to agree with their partner's prediction.
- After they read Section 2 of the story, have them return to this activity to see if their predictions were accurate.

**Before You Read****5 Getting the Meaning of Words from Structure and Context**

- Read the directions.
- Remind students to look for root words, affixes, and the context to find meaning.
- Alert students to watch for these new words as they read the next section of the story to confirm or correct their understanding.

**ANSWER KEY**

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



## Read



- Have students continue with Section 2 of the story.
- Remind students to underline words or phrases that they do not understand, but not to refer to a dictionary while they read. They should try to guess meaning from word structure, part of speech, and context.
- When they finish, have students read the section a second time. Ask them to see if they notice new details and understand the action more clearly.
- Have students return to their predictions on page 244 to see if they were correct or not.
- If desired, have pairs of students dramatize parts of the reading. You may select dialogue passages, such as those on pages 239–242, 246–247, and 248–250. Alternatively, you may have a group of students take the characters' roles and act out the entire story.

## After You Read

**6 What Is Your *Brilliant Deduction?*  
Interpreting Facts and Actions**

- Read the directions.
- Have student work with a partner and write their answers to the questions.
- When students finish, have them compare their answers with that of another pair of students.
- You may wish to collect the notes and review.

**ANSWER KEY**

1. He needed to disguise himself as a horse groom to find out more information.
2. He was asked to be the witness for the marriage of Adler and Norton.
3. He wants to get into her house and arranged for Watson to throw in a smoke bomb. When the fire alarm is sounded, Adler rushes to the place where the photograph is hidden, to save it.
4. Adler left town, taking the photo with her, but leaving him her photo instead and a note.
5. Because Adler is now married to the man she loves, a better man than the king; she won't blackmail the king.
6. Answers may vary. Holmes was perhaps distracted by the photo of Adler, "the woman" whom he admired.

**7 Guided Academic Conversation****Best Practice****Interacting with Others**

Students in the U.S. are often required to participate interactively with each other and in class discussions. Activities such as the one that follows will help students become more comfortable and confident in academic discourse settings as well as in less formal conversations in English.

- Review the directions.
- Have a volunteer read each of the four topics of conversation.
- Divide the class into small groups of three or four. Have them choose one of the topics or all of the topics to discuss.
- Assign a spokesperson to report each group's answers.
- Remind students to use respectful academic language to express disagreement with each other.

**ANSWER KEY**

1. Answers will vary.
2. Answers will vary.
3. "Your Majesty" still used in some countries today (United Kingdom is one example)
4. Answers will vary.

**8 What Do You Think?**

- Read the directions and the three questions that appear at the bottom of page 251 in the Student Book.
- Draw students' attention to the illustration and ask them to comment on it.
- Divide students into small groups.
- Have a student volunteer in each group read the paragraph aloud to his or her group members.
- In their small groups, have students discuss the answers to the questions.

## 1 Expressing Your Ideas in a Small Group



- Review the directions with the class.
- Divide students into small groups.
- Read the Topics in the box and have each group decide which topic they will discuss. Other discussion topics may be suggested.
- Have each group identify their leader/timekeeper.
- You may also have the group decide who will present the group's discussion ideas to the whole class. Instruct that student to take notes.
- Remind students to use rhetorical markers and language of polite disagreement when they speak.
- Circulate around the classroom to be sure everyone is participating.

## 2 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to conduct effective Internet searches and remind them of the importance of evaluating the reliability of their sources.
- Read the instructions.
- Let students know their timeframe for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they used to conduct online searches or print copies of the web pages.
- Remind students to use rhetorical markers when presenting their findings.

## Responding in Writing

### FOCUS

#### Writing Tip: When Writing Dialogue, Pay Attention to Correct Punctuation

- Read the information in the Focus box aloud.
- Point out when the comma is used and how the punctuation is placed inside the quotation marks.
- Write these examples on the board without quotation marks:

It is nothing very formidable he said.

Mr. Sherlock Holmes, I believe? said she.

I am Mr. Holmes, answered my companion.

- Have a student volunteer, with help from the class, write in the quotation marks correctly.

("It is nothing very formidable," he said.)

("Mr. Sherlock Holmes, I believe?" said she.)

("I am Mr. Holmes," answered my companion.)

### 3 Writing Dialogue

- Read the directions with the class.
- Write the topic on the board.
- Ask students to brainstorm some ideas and jot down these ideas on a piece of paper.
- Instruct students to expand on their ideas and create an outline of the dialogue.
- Have students write the dialogue and create a title for it.
- Then have students exchange their writing with a partner and read each other's dialogue.
- Collect the dialogues and check students' use of quotation marks and other punctuation.
- Select humorous dialogues for students to dramatize for the class.

### Self-Assessment Log

- Read the directions aloud. Have students check vocabulary that they have learned. Point out that this should be vocabulary that they can easily use in speaking or writing.
- Then have students place a check mark next to the strategies that they know how to use. Have them place a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Ask students to find an activity related to each strategy in the chapter.
- Put students into small groups. Have them discuss any words that they have not checked. Encourage students to check a dictionary if necessary, and add these words to their personal dictionary.
- If preferred, this may be assigned as homework.

# 10 Conflict and Resolution

## In this CHAPTER

This chapter, about apologizing and forgiving, contains two main readings and two readings as test simulations. The first main reading, *Contrite Makes Right*, by Dr. Deborah Tannen is about the strength of the apology. It includes an interesting discussion about how men and women view apologies differently. The second main reading for this chapter is a Russian poem, *When One Person Reaches Out with Love*. This poem also touches on apologies in its discussion of shared sorrow at the end of World War II. Additional readings deal with one father's reconciliation of his feelings towards an enemy, the role of mediation in solving housemates' problems, and a reading by peace activist Thich Nhat Hahn. Students will develop skills including previewing a reading, using contextual as well as structural cues, analyzing cause and effect, inferring the meaning of idioms, reading and understanding poetry, identifying synonyms, using a chart for comparisons, and reading for speed without losing comprehension.

“What kind of victory is it when someone is left defeated?”

Mahatma Gandhi  
Indian religious leader who championed the concept of nonviolence (1869–1948)

### Chapter Opener

- Arrange students in small groups and have them discuss the questions in the Connecting to the Topic section.
- Read or have a student volunteer read the quotation by Gandhi aloud. Discuss it and its implications.

## Chapter Overview

### Reading Selections

*Contrite Makes Right* by Deborah Tannen  
*When One Person Reaches Out with Love*  
by Yevgeny Yevtushenko

### Reading Skills and Strategies

Previewing a reading for its organization  
Previewing a poem  
Reading for fluency and speed: Not vocalizing while reading

### Critical-Thinking Skills

Analyzing causes and effects  
Synthesizing information and applying to real-life situations: Using a chart for comparison  
Comparing opinions

Interpreting an anecdote

Synthesizing Internet content: Taking notes and presenting results

Writing Tip: Writing a strong first sentence

### Vocabulary Building

Getting meaning from word structure and context

Inferring the meaning of idioms and expressions

Focusing on words from the Academic Word List

Identifying synonyms

### Focus on Testing **TOEFL® iBT**

Understanding negative questions and sentence-insertion questions

## Vocabulary

### Nouns

- bevy
- conflicts\*
- context\*
- contrition
- demeanor
- equilibrium
- evidence\*
- remorse
- schisms
- slaughter
- strategies\*

### Verbs

- acknowledge\*
- clenching
- empathize
- hobbling
- resolve\*
- restore\*
- shuffling
- tottering
- grotesque
- hunched
- inclined\*
- litigious
- massive
- philanthropic
- plebeian
- roughened
- swarmed

### Adjectives

- cultural\*
- dead (as in dead silent)

### Adverb

- disdainfully

### Idioms and

### Expressions

- cement the relationship
- day-to-day situations
- his/her side of the story
- join their ranks
- lay the groundwork
- let bygones be bygones
- letting her down
- lies at the heart
- magic bullets
- make amends
- takes a toll
- would have fallen all over herself

\*These words are from the Academic Word List. For more information on this list, see [www.victoria.ac.nz/lals/resources/academicwordlist/](http://www.victoria.ac.nz/lals/resources/academicwordlist/)



## Contrite Makes Right

### Before You Read

#### Best Practice

##### Scaffolding Instruction

There have been instructions on previewing a reading throughout this book. Building schema, predicting content, scanning for headings, titles, and charts, and skimming the reading have all been examined. Knowing the order or organization of a reading is also important in helping improve comprehension. In the following activity students preview a reading and predict its content while focusing on organization.

### 1 Previewing a Reading for its Organization

- The aim of this activity is to give students practice previewing a reading. It requires hypothesizing about organization.
- Read the instructions or call on a student volunteer to do so.
- Explain preview reading: Students quickly hypothesize the order of the main points of the reading based on a quick skimming of the text. Have students work individually skimming the text.
- Check the answers together as a class.

#### ANSWER KEY

3, 4, 5, 1, 2

### 2 Getting Meaning from Word Structure and Context

- The aim of this activity is to have students guess at the meaning of new words based on use of contextual cues.
- Discuss the importance of learning vocabulary implicitly through reading. This is one of the best ways to learn new vocabulary.
- Read or have a volunteer student read the

instructions aloud. Also, have a strong student model the first question and describe the elimination process.

- Have the students complete this activity individually.
- When completed, have students read the questions and answers. Correct as necessary.

#### ANSWER KEY

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

### Read

#### Introduction

- Read the Introduction box aloud and go over any vocabulary or structure questions that students may have.
- Discuss the questions in the box with the class.
- Ask students if they have noticed any cross-cultural differences regarding apologizing and if so, to explain them.
- Refer to the content note on the next page of this Teacher's Manual about author Deborah Tannen. Discuss the fact that her research is based on American models that are not necessarily universal. You may also want to introduce the English expression "actions speak louder than words" as a possible counter example to the theme of the reading.

#### Contrite Makes Right



- Have students read the passage silently, or follow along as they listen to the audio of the reading.
- Tell them to underline any words or phrases that are confusing or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Tell students to do activity 3, Analyzing Cause and Effect, when they finish reading.

### Content Note

Dr. Deborah Tannen, author of this reading, is a professor of linguistics at Georgetown University in Washington, D.C. Much of her work looks at gender differences in speech. Her best known book, *You Just Don't Understand*, examines how men and women communicate differently. You can learn more about Tannen and her work at [www.georgetown.edu/faculty/tannend/](http://www.georgetown.edu/faculty/tannend/).

### Expansion Activity

- The aims of this activity are to have students understand how subvocalization works and to be able to make a conscious decision as to whether it can help their comprehension or hurt their speed. Subvocalization means to move the lips and tongue while reading silently. Although this practice is often discouraged by teachers, it is actually a useful tool to help with comprehension when a task is mentally difficult.
- Give the students two newspaper or magazine articles. One should be from a relatively simple source such as *USA Today*. The second should be a more difficult and technical article from a publication such as the *Economist*.
- Ask students to read the two silently while moving their lips and tongues. In which passage do they feel a greater amount of movement?
- Discuss the implications of this with the students.

### After You Read

#### Strategy



#### Analyzing Cause and Effect

Be sure that students understand the concept of cause and effect.

### Best Practice

#### Activating Prior Knowledge

In the following activity students will examine cause and effect. The cause is what permits or makes something happen. The effect is the resulting action. Thus, in a sentence like “We lit a fire and warmed up” there is no rhetorical marker stating that the fire warmed us up, but it is clear that the cause is lighting, or making, a fire whose effect was to warm us up.

### 3 Analyzing Cause and Effect

- The aims of this activity are to check students’ reading comprehension and to further instill the concept of cause and effect. Many of the relationships are not made clear by the direct use of rhetorical markers and thus require inference on the part of the students.
- If students have not begun this activity directly after the reading, go over the directions together.
- This activity is to be done individually.
- Review the answers in a whole-class discussion.

**ANSWER KEY**

1. As a result, the woman got very angry and couldn't get over her bad feeling toward her husband. She felt as though he didn't care.
2. As a result, the employees forgave him, and they became more loyal to him.
3. Admitting fault can put you in a dangerous legal position, but failing to admit fault takes a spiritual toll.
4. As a result, the government showed that they cared about the African-American population.
5. Because of the apology, the Germans set up a fund to help the Czechs who had been persecuted by the Nazis during World War II. Consequently, the Czech Republic was asked to join the European Union and NATO.
6. As a result, the Khmer Rouge seemed to be forgiving itself because its statement of apology was not sufficient for the crimes it had committed. One can infer that this insufficient apology outraged the people of Cambodia as well as the general public.

**ANSWER KEY**

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



REPRODUCIBLE

**Expansion Activity**

- The aim of this activity is to have students compare idioms in English to those in their native language. Translating idioms word for word into a second language can cause great misunderstanding, but idioms are an important part of spoken language.
- Copy and distribute **Black Line Master 18** "Idioms" on page BLM 18 of this book. Model the first few idioms with students from one or two different first languages to show how this works. Allow students time to complete this activity at home or in a computer lab. Then share the results with the class.
- This activity will work differently depending on whether your students all speak the same first language or if they speak different first languages.

**4 Inferring the Meaning of Idioms and Expressions**

- This activity requires students to use contextual cues to infer the meaning of new phrases and idioms.
- Review how idioms work in English; they frequently have nothing to do with the meaning of their individual words. Give examples such as *hit the hay* or *beat around the bush*.
- Read or have a volunteer student read the instructions aloud. Go over the first question and its answer.
- Give students time for the remaining questions. They should complete this activity individually.
- Go over answers, calling on volunteers. Correct or have other students correct any erroneous answers.

**5 Focusing on Words from the Academic Word List**

- The aim of this activity is to reinforce the vocabulary selections for this chapter. You may want to have students first attempt this with the list of words covered.
- The students are using the words in context and thus must make use of contextual cues as well as their knowledge of grammar.
- This activity is best done individually. Read the instructions. Remind students that one word will be used twice.
- When students have finished the activity, have volunteers read the three paragraphs with their answers. Correct errors and pronunciation as needed and answer any questions the students may have.

**ANSWER KEY**

- |                |               |
|----------------|---------------|
| 1. resolve     | 6. strategies |
| 2. conflicts   | 7. cultural   |
| 3. acknowledge | 8. context    |
| 4. restore     | 9. evidence   |
| 5. restore     | 10. inclined  |

**Best Practice****Cultivating Critical Thinking**

Students in the United States are often required to participate interactively with each other as part of class and lab work. They are also expected to read critically, as opposed to reading for rote memorization of facts. The aim of the following activities is to have students examine, reinterpret, and synthesize information.

**6 Guided Academic Conversation:  
Report from the Psychologists**


- The aims of this activity are to have students discuss the reading and in so doing, review and expand upon it.
- Read the instructions to the students, and break them into groups of three.
- Circulate among students while they are talking and help with vocabulary problems or questions. Do not correct their grammar while they are speaking.
- To shorten the activity, you may want to assign a single topic to each group rather than have each group discuss all of the topics.
- Have students present their findings to the class.

**7 What Do You Think?**


- The aim of this activity is to have students discuss a reading and their opinions.
- Decide in advance if you prefer to do this as a whole-class activity, in small groups, or in pairs. You might ask students to write about their opinions after the discussion.
- Have students look at the photo of Nelson Mandela talking with rock singer, Bono. Explain apartheid and Mandela's forgiveness of the former government.
- Read the passage aloud. Give students a time limit for their discussion and circulate while they are talking, offering suggestions and answering questions.

## When One Person Reaches Out with Love

### Before You Read

#### Strategy



#### Reading a Poem

You may wish to help students become more comfortable with reading poetry by bringing other examples to class.

### 1 Previewing a Poem

- The aim of the first activity is to make students skim the poem and think about World War II as well as the title of the poem.
- When finished, have students volunteer to read the questions and answer them. Give background information about World War II if necessary.

#### ANSWER KEY

1. The dominant emotion of the first half of the poem is hatred; of the second half, sorrow.
2. The action in the poem occurred in Moscow in 1944. Much of the world was involved with World War II and suffering from food shortages and from the destruction of cities and lives.
3. A transforming moment is a turning point or a time when you as a person are enlightened. Something makes a great impression. These types of moments can happen throughout life.

### 2 Identifying Synonyms

- The aim of this activity is to reinforce the vocabulary selections for this chapter.
- This activity is best done individually. Read the instructions aloud.
- When students have finished the activity, have volunteers read their answers. Correct errors and pronunciation as needed and answer any questions the students may have.

#### ANSWER KEY

1. swarmed
2. roughened, hunched
3. massive, disdainfully
4. demeanor, plebian
5. clenching
6. hobbling
7. dead
8. shuffling
9. tottering

### Read

#### Introduction

- Have a student read the Introduction aloud. Ask for volunteers to answer the discussion questions.

#### When One Person Reaches Out with Love



- Have students silently read the poem twice or follow along as they listen to the audio and then reread the poem.
- Ask students to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.
- Direct students to look over activity 3, Using a Chart for Comparison, when they finish the passage. They should wait to begin as it is a paired activity.

**After You Read**

**Best Practice**

**Organizing Information**

Good organization helps readers to comprehend and to know where they have gaps in their knowledge. Students should be encouraged to take notes when reading. These notes should then be organized. In the following activity, students will use a chart for comparing the three groups described in Yevtushenko’s poem.

**3 Using a Chart for Comparison** 

- The aims of this activity are twofold. First, in completing the chart, the students must reexamine the reading and scan for information. This will increase their comprehension. Second, they will learn to work with a graphic organization tool.
- Ask a student volunteer to read the instructions aloud. Go over the chart in the Student Book. Explain that this type of chart will let them examine similarities and differences. You may want to model what would go in the first slot.
- Group students in pairs and have them complete the activity. Remind students that after they fill in the charts, they must answer the questions in the instructions.
- Review the activity as a class, having students volunteer their answers. Correct students as necessary.

**ANSWER KEY**

| Groups Present                                  | Physical Appearance                       | Attitude and Emotions             | What happened in their past  |
|---|---|-----------------------------------|--|
| Crowd of onlookers                              | Overworked, no lipstick. Few, if any, men | Hatred                            | Worked for the war cause. Most had a husband or son killed in the war. |
| German prisoners who were generals and officers | Arrogant, chins out, wearing cologne      | Thought of themselves as superior | Lost the war   |
| German prisoners who were common soldiers       | Hurt, mal-nourished, bandaged             | Beaten and ashamed                | Lost the war   |

At first, the onlookers and prisoners are hostile to each other. Then the onlookers realize the shared humanity of the defeated soldiers because the compassionate gesture of one woman helps them to realize that the soldiers were people, and no longer enemies.



#### 4 Guided Academic Conversation: War and Peace



- The aim of this activity is to have students reflect further upon the topic of the poem. Note that this activity has the potential to become problematic if students in your class are from countries that have fought wars against each other.
- Arrange the students into small groups and read the instructions. You may ask them to take notes on their discussions to keep them on task.
- When the students are discussing the questions, circulate among them offering any English help they may need. Try to stay impartial in this discussion and let the students express their opinions. Do not correct grammar or pronunciation unless intelligibility is impaired.

#### 5 Around the Globe



- The aims of this activity are to give students additional speaking practice and to have them read aloud.
- Arrange students into groups and have a student read the instructions and Introduction aloud.
- When the students are discussing the questions, circulate among them offering any English help they may need.
- When students have finished the activity, have volunteers present their groups' findings. Correct errors and pronunciation as needed and answer any questions the students may have.

#### ANSWER KEY

Answers will vary. Possible answers may include:

1. Cyprus has two main ethnic groups: Greek (the majority) and Turkish (the minority). After World War II, there was a movement to unite with Greece, but the Turkish minority opposed unification. Cyprus became an independent republic in 1959 and guaranteed rights to the Turkish minority, but fighting has continued despite cease-fire agreements and the efforts of peacekeeping forces. In 1975, the Turkish Cypriots voted to form their own independent state.
2. There are other places with similar conflicts. Countries that have different factions in large numbers where one group is excluded from the power structure will face similar problems.
3. The toy rifle makes the father realize that his little boy does not feel safe. He is afraid because of the bitterness and hatred between the Greek and Turkish Cypriots. The father had felt the same way when he was a child.
4. The father learned that he was perpetuating the cycle of hatred to his son, the same way that he had learned as a boy. The only way to stop the cycle of hatred was to take the first step himself. He thus began to work for a future without such bitter conflicts.

#### Strategy



##### Reading for Speed and Fluency: Not Vocalizing Words as You Read

Recall that *not* moving the lips helps with reading speed, though it may impair comprehension.

**Best Practice****Making Use of Academic Content**

In colleges and universities, students are expected to read large amounts of articles and books. It is important to be able to read quickly and efficiently and to answer questions based on the reading.

**Content Note**

Buddhist monk Thich Naht Hahn has written on the subject of “mindfulness.” By this he means helping people to focus on what is happening in the present moment, rather than worrying about the future or past. This practice of meditation also emphasizes an awareness of breathing.

**6 Timed Reading: Reading for Speed and Fluency**

- The aim of this activity is to help students prepare for timed test situations.
- Give the students advice on improving their reading. First, in tests or other timed readings, they should avoid subvocalization except for very difficult readings or parts of readings. Second, they should not use rulers or pieces of paper under the line they are reading. This does not allow for eye movement in the page. Third, by prereading the questions in a test section, students can allow themselves to scan more and to not get bogged down in understanding all the details.
- Read the instructions and remind students that they will need to time themselves and to write down their times at the end of the reading.
- This is a test simulation. Therefore, give no help once the students start reading. Circulate to make sure students are not using a ruler or index card under the line they are actively reading. This would keep them from being able to move their eyes up and down the page. Also, look at their mouths and lips to see if there is any subvocalization.
- When students finish, go over answers with them. Correct answers as necessary.

**ANSWER KEY**

1. B 2. A 3. C 4. A 5. C

**7 Your Opinion**

- The aim of this activity is to make the students apply their prior knowledge to the content of the reading.
- The questions here are solely asking for students' opinions. There are no right or wrong answers.
- Arrange the students in pairs and have them complete this activity.
- As they speak, circulate and listen to conversations. Do not interject your opinions and do not correct student speech unless it is incomprehensible.

## 1 Making Connections



- The goal of this activity is for students to use the Internet in English as a research tool.
- Remind students how to do effective Web searches and remind them of the importance of evaluating their sources.
- Read the instructions with the students.
- Let students know their timeframe for doing this assignment as well as what you expect of them.
- After they have completed the assignment, have students discuss their successful and unsuccessful search strategies. Ask students to include the addresses of the websites they used to conduct online searches or to print copies of the pages.

### FOCUS ON TESTING

TOEFL iBT

### Negative Questions and Sentence-Insertion Questions

- The aim of this activity is to expose students to two types of TOEFL® reading questions: questions that ask for things **not** in the text, and questions asking students to add a sentence to a paragraph. As in similar test situations, it is helpful for students to read the questions in advance before starting to read the text. Read the instructions and then go to the question section to point out the two question types.
- Have the students read the passage and answer the questions individually with a 10–15 minute time limit. They should not use a dictionary or any other outside materials and should rely on contextual cues for new vocabulary. They can, if time permits, underline or write a marginal note for vocabulary and structures they'd like you to review.
- After students have completed the activity, go over the answers.

### ANSWER KEY

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

## Responding in Writing

### FOCUS

#### Writing Tip: Write a Strong First Sentence

- Ask a student to read aloud the information.
- Have students look back at other reading selections in the Student Book and identify strong first sentences.

## 2 Writing Practice

- Discuss the importance of planning before writing, especially in academic work. The aim of this paper is to have students write a narrative with a strong title and first sentence. The students will use either a cluster diagram or another form of outline.
- Review the use of cluster diagrams.
- Write the details of the assignment on a handout or the board.
  - When is the first draft due?
  - When will the final paper be due?
  - How much time will students have to revise with partners? What length paper do you want?
  - Do you have a minimum number of references required?
  - Are you grading the partners for their critiques?
- When the students share first drafts, remind them how to critique a paper.
- Look for both positive areas and areas that need improvement.
  - First, examine global issues before paying attention to local ones.
  - Give critiques that tell *how* to make something better.
  - Tell a partner exactly *what* was good about something, not just that it was good or excellent.
  - Useful terms to write on the board are “I like how you ....” Or “It was very effective when you did xxx in this way...”

## Self-Assessment Log

- Read the directions aloud. Have students check vocabulary they have learned. Point out that this should be vocabulary they could easily use in speaking or writing. Then have students check the strategies they know how to use. Have them put a plus sign (+) next to strategies that they are very comfortable using and a minus sign (–) next to those that they are less comfortable using.
- Put students in small groups. Have them discuss any words that they have not checked. Encourage students to check a dictionary if necessary.
- Ask students to find an activity related to each strategy in the chapter.
- This may be assigned as homework.



## Chapter 1 Part 1: Affixes

### DIRECTIONS:

- I. Does your native language have affixes? Supply three prefixes and three suffixes and explain their use with examples.

#### Native Language

Prefixes \_\_\_\_\_

\_\_\_\_\_

Suffixes \_\_\_\_\_

\_\_\_\_\_

List three prefixes and three suffixes in English. Explain their meanings and uses and give examples.

#### English

Prefixes im=not (impossible) \_\_\_\_\_

\_\_\_\_\_

Suffixes -er=person who does (noun) (banker) \_\_\_\_\_

\_\_\_\_\_

- II. Break the following words into affixes and roots and guess their meanings.

1. irregular ir (not) + regular meaning: not regular or not normal \_\_\_\_\_
2. interact \_\_\_\_\_
3. bilingual \_\_\_\_\_
4. inappropriate \_\_\_\_\_
5. impossible \_\_\_\_\_
6. teacher \_\_\_\_\_
7. monolingual \_\_\_\_\_
8. unusual \_\_\_\_\_
9. disinterested \_\_\_\_\_
10. possession \_\_\_\_\_
11. pleasantness \_\_\_\_\_
12. attraction \_\_\_\_\_
13. security \_\_\_\_\_
14. invention \_\_\_\_\_
15. rethink \_\_\_\_\_
16. researcher \_\_\_\_\_



## Chapter 1 Part 2: Replacing Weak Verbs with Stronger Ones

**DIRECTIONS:** In English there are often many ways of expressing an action. To describe looking at something, we could say *I glanced*, *I watched*, *I saw*, *I stared at*, *I gawked at*, or *I examined*. Each of these words has a slightly different meaning, and they cannot be interchanged and still maintain the exact meaning.

Change the weak verbs in italics below to more precise or accurate verbs. You may use a thesaurus or a dictionary if you like. There may be more than one possible answer as in the example above.

1. She *fell* on a banana peel and broke her wrist. \_\_\_\_\_ slipped \_\_\_\_\_
2. While *quickly descending* the stairs she fell, breaking her ankle. \_\_\_\_\_
3. He *walked* around the neighborhood in a daze. \_\_\_\_\_
4. My dog *ate* the turkey so quickly that nobody realized what she had done.  
\_\_\_\_\_
5. The doctor *quickly and sloppily wrote* my prescription. \_\_\_\_\_
6. The mother of the kidnapped child *asked* the kidnappers to release her baby.  
\_\_\_\_\_
7. I *looked* at the wreckage in amazement for five minutes without moving. I had never witnessed anything so horrifying. \_\_\_\_\_
8. The professor *spoke* for 45 minutes, and I don't think a thing he said was important.  
\_\_\_\_\_
9. We *walked* up that path and through the muddy fields in last week's storm.  
\_\_\_\_\_
10. In her ear, I *said*, "I think I love you." \_\_\_\_\_





## Chapter 2 Part 1: Practice with Expressions in Context

**DIRECTIONS:** Guess the meaning of the underlined expressions by reading the complete sentences below. These expressions are idiomatic, so they will have a different meaning from the individual words.

1. Martha was very upset with her co-worker. When she saw her in the cafeteria at lunch she said, "I have a bone to pick with you."
2. When the boss called John into his office to fire him, he said, "You know, John, I have enjoyed working with you all these years, but your work no longer cuts the muster."
3. Peter was tired of his son's roundabout explanation of how the window was broken and told him to stop beating around the bush.
4. His wife is extremely loyal to him. I wouldn't have stayed together all these years. He has really put her through hell and high water.
5. Mary is stuck between a rock and a hard place. If she goes out with her boyfriend, her parents will be upset. And if she doesn't go out with him, her boyfriend will be upset.
6. Nobody expected her to win. She was the dark horse in the race.
7. She was exasperated with her boss before that night, but his asking her to wash and iron his shirt was the straw that broke the camel's back. She quit the next day.
8. Because I forgot to buy flowers for my wife on our anniversary, I am in the doghouse.
9. I was very tired last night, so I hit the hay early.
10. The teacher was tired of his students taking so long to get started, so he asked them to shake a leg.



## Chapter 2 Part 2: Using a Thesaurus or Online Synonym Finder

**DIRECTIONS:** A thesaurus is a reference book full of synonyms. These dictionaries of synonyms can help you avoid boring, inappropriate, or incorrect vocabulary in your writing. Find a printed thesaurus such as *Roget's Thesaurus* or access an online thesaurus such as those found at [thesaurus.com](http://thesaurus.com) or [www.m-w.com](http://www.m-w.com).

1. Think of the word *fat*. Generally writers avoid saying that someone is fat as this has negative connotations. What other words can you use to describe a fat person that do not have such negative connotations? How do these words differ? Are there different words for men and women? Find five synonyms and use one of them in a sentence.

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2. A writer describing a filthy apartment that had not had a window opened in months would not use the adjective “unpleasant.” She would more likely use a stronger word like *foul*, *putrid*, *nauseating*, or *sickening*. Using your thesaurus, write stronger synonyms for the following words:

dirty \_\_\_\_\_ ugly \_\_\_\_\_

funny \_\_\_\_\_ strange \_\_\_\_\_

clean \_\_\_\_\_

3. Some possible alternate expressions for the verb *to die* include *kick the bucket* and *pass away*. Give an example of how each of these is used and how they differ. Find two additional synonyms for the verb *to die*.

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4. Some synonyms for the verb *laugh* include *snicker*, *chuckle*, and *guffaw*. Give an example of how each of these is used and how they differ. Find two additional synonyms for the verb *to laugh*.

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5. The verb *to ask* is considered to be bland and boring. More precise verbs include *pester*, *request*, *insist*, and *demand*. Use each of these words in a sentence; then find two more synonyms for *to ask*.

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## Chapter 3 Part 1: Rhetorical Markers

**DIRECTIONS:** Fill in the blanks below with the most logical word or set of words from the list. Some answers are used more than once.

due to the fact

meanwhile

conversely

although

nevertheless

on the other hand

for example

as a result

1. Bill Clinton was impeached \_\_\_\_\_ due to the fact \_\_\_\_\_ that he lied, not because of scandal.
2. In Alaska last night, the low temperature was 12 degrees below zero.  
\_\_\_\_\_, in Hawaii last night, the low was 61 degrees Fahrenheit.
3. This bad weather is not bad for everything.  
\_\_\_\_\_ rangers are expecting fewer forest fires this year than last.
4. \_\_\_\_\_ she had an accident during her pregnancy, her child was perfectly normal.
5. \_\_\_\_\_ he is very tall and is a star jumper on the track team, he is horrible at basketball.
6. She missed the first two weeks of classes and received a bad grade.  
\_\_\_\_\_ she worked hard the rest of the semester and received an A in the class.
7. In the late 1920s, New Yorkers were out on the streets looking for work.  
\_\_\_\_\_ in the Midwest, they were suffering one of the greatest droughts they had ever seen.
8. \_\_\_\_\_ of your missing the test, you will not receive a good grade in this class.
9. The architecture of the late 1800s in San Francisco was very detail oriented and technical.  
\_\_\_\_\_ by the early 1900s, architecture was much simpler and easier for novices.
10. In the United States, the consumption of red meat and the rate of heart attacks is high.  
\_\_\_\_\_, in Japan, more fish is consumed and heart disease is less common.

## Chapter 4 Part 1: Choosing the Best Adjective: Working with Synonyms

**DIRECTIONS:** Review the italicized adjectives in the following sentences. If the existing adjective is the most vivid, write OK in the blank at the end of the sentence. If there is a better synonym from the list at the top of the page, then write that synonym in the blank at the end of the sentence.

|            |         |               |
|------------|---------|---------------|
| huge       | bizarre | ecstatic      |
| impeccable | greasy  | flabbergasted |
| clean      | immense | filthy        |

1. His yard is so *big* he has to put on jogging shoes to pick up the newspaper.  
\_\_\_\_\_ immense \_\_\_\_\_
2. Her house is so *pristine* because she makes everyone remove their shoes and put on gloves before entering. \_\_\_\_\_
3. I was *surprised* to find out that he had sold his multimillion dollar a year business and given away all of his money to live in a commune. \_\_\_\_\_
4. When my wife heard that we had won 28 million dollars in the lottery she was *very happy*.  
\_\_\_\_\_
5. I have decided to join that company because they have been in business for 20 years and have a *clean* reputation. \_\_\_\_\_
6. A 75-pound rottweiler is a *large* dog. \_\_\_\_\_
7. Something *odd* happened to me last night. I was walking down the street when I saw three cows jumping off the side of a building as if they were gymnasts. \_\_\_\_\_
8. My fifteen year old son, the basketball player, hasn't showered or changed his clothes in three days. His hair is *dirty* and his clothes are *dirty* too. \_\_\_\_\_  
\_\_\_\_\_



## Chapter 4 Part 2: Using a T-Chart to Map Pros and Cons

**DIRECTIONS:** The aim of this activity is to make you better at organizing materials you read. Look back at the article *Korea's Makeover from Dull to Hip Changes the Face of Asia* and the activities immediately following it. There are discussions of positive and negative things associated with the plastic surgery boom in Korea. In the following t-chart (a form of graphic organizer), write five pros and five cons mentioned in the article and activities.

| Pros (benefits) associated with the plastic surgery boom | Cons (disadvantages/problems) associated with the plastic surgery boom |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



## Chapter 5 Part 1: Paraphrasing and Quoting

**DIRECTIONS:** Your partner has written a short paper on a transition in his or her life. Write a new paper in which you retell your partner's story in your own words, including the most important facts and supporting details. You may use up to three quotations to support your points or to bring out the style of your partner's writing. The rest of the information must be paraphrased or omitted. You may choose to add extra information that was not in your partner's paper but that can help the reader to more clearly understand the story.

To help you write your paper, make a list of the following items before you begin.

1. Main ideas and parts you'd like to keep:

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2. Parts of the narrative that are not important to include in your summary:

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3. Parts of your partner's writing you'd like to quote:

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4. Review the parts you just listed in number 3, above. Are there any unnecessary parts you can shorten? If so, cross them out and replace them with ellipses [...].

5. Write your version of the story and hand it in to your teacher with this preparation sheet.





## Chapter 5 Part 2: Differences in British and American English

**DIRECTIONS:** Obtain two newspaper or magazine articles about the same event or topic; one from a U.S. source and one from a British publication. If you have Internet access, you may download articles from some of the following websites. (Note that some of these sites require a free registration.)

### U.S. Sources

www.nytimes.com

www.usnews.com

### British Sources

www.thetimes.co.uk

www.guardiannews.com

Print the articles you selected and include them when you hand in this activity.

- Examine the two articles and find five differences in spelling and five differences in vocabulary. Write them in the table below.

| British English  | U.S. English |
|------------------|--------------|
| Example: parlour | parlor       |
| 1.               |              |
| 2.               |              |
| 3.               |              |
| 4.               |              |
| 5.               |              |
| 6.               |              |
| 7.               |              |
| 8.               |              |
| 9.               |              |
| 10.              |              |

- Do you notice any differences in grammar? If so explain.

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- Examine any quotations in the two articles. Did the articles give the same quotations? Do you notice any differences in what was quoted? Why do you think that the writers of the articles chose to use the quotations they did?

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- Show one example of paraphrasing from each article.

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## Chapter 6 Part 2: Identifying Poe's Vivid Vocabulary

**DIRECTIONS:** In the following paragraphs, Poe masterfully creates a sense of fear in the reader by using vivid vocabulary words and phrases. How might a lesser writer have used simpler and less interesting words to express these ideas instead of using Poe's words or phrases? Write your answers on the lines after each word or phrase. The first one is done for you as an example.

When I had waited a long time, very patiently, without hearing him lie down, I resolved to open a little—a very, very little *crevice* in the lantern. So I opened it—you cannot imagine how *stealthily*, stealthily—until, at length a single dim ray, *like the thread of the spider*, shot from out the crevice and fell full upon the *vulture eye*.

It was open—wide, wide open—and I grew furious as I gazed upon it. I saw it with perfect distinctness—all a dull blue with a *hideous* veil over it that *chilled the very marrow in my bones*; but I could see nothing else of the old man's face or person: for I had directed the ray, as if by instinct, precisely upon the *damned* spot.

1. crevice \_\_\_\_\_ crack \_\_\_\_\_
2. stealthily \_\_\_\_\_
3. like the thread of a spider \_\_\_\_\_
4. vulture eye \_\_\_\_\_
5. hideous \_\_\_\_\_
6. chilled the very marrow in my bones \_\_\_\_\_
7. damned \_\_\_\_\_

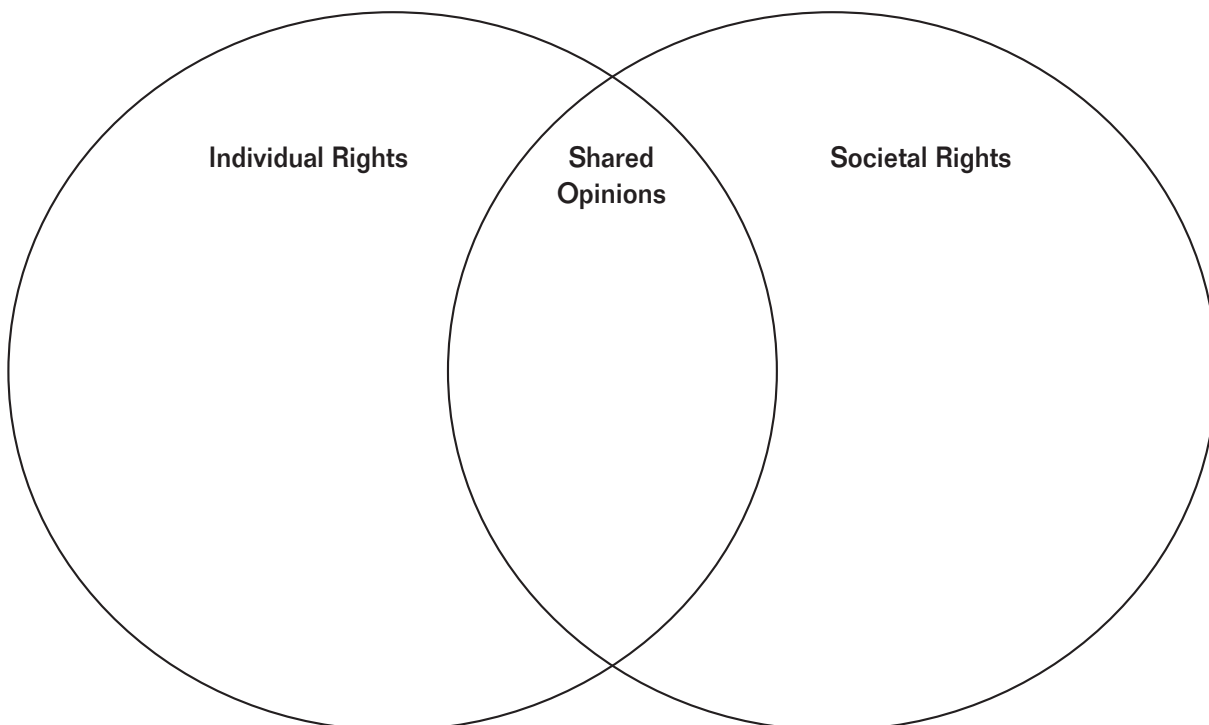
## Chapter 6 Part 2: Seeing Both Sides of a Story

**DIRECTIONS:** Examine the topic below and think of arguments from both sides of the issue. One side of the issue is individual rights. Supporters of individual rights believe that the individual is more important than the larger society. The opposite side of the issue is societal rights. Supporters of societal rights believe that the greater good of the larger society is more important than the individual.

Using the diagram below, in the circle on the left, write arguments that would support individual rights. These arguments support the position that if a person is harmless without her medications, she should not be forced to take them even though she cannot focus in society. In the circle on the right, write arguments that would support societal rights. These arguments support the position that if medications exist that can help a person with mental illness, that person should be forced to take the medications so that she will not become homeless or dependent upon government support and handouts. Any arguments shared by both positions should be written in the center.

**Topic**

Individuals with mental illnesses can be treated with medications, but these medications sometimes make them feel bad and have side effects. Should an individual who is not dangerous to others have the right to decide that she does not want to take her medications? What if this means she will be unable to work and participate in society? On the other hand, should society have the right to force mentally ill people to take their medications?





## Chapter 7 Part 1: Forming Adjectives from Verbs

**DIRECTIONS:** Add suffixes to the verbs in parentheses to change them to adjectives. Some irregular verbs require an additional change in form. Use a dictionary if necessary.

1. I have an old (break) \_\_\_\_\_ broken \_\_\_\_\_ tricycle in the garage.
2. I don't know if I will give it to my younger son, Marc, because it is very (rust) \_\_\_\_\_.
3. The (boil) \_\_\_\_\_ water did not splash me, fortunately.
4. That was a (strike) \_\_\_\_\_ photo you took on the top of the mountain.
5. Have you heard the (shock) \_\_\_\_\_ news yet?
6. Her work was so well (write) \_\_\_\_\_ that the teacher doubted its authenticity.
7. I have a very (squirm) \_\_\_\_\_ boy. I think as he gets older, he will be better at sitting still.
8. I went to the dentist last week because I had a (swell) \_\_\_\_\_ gum.
9. I met a very interesting and handsome (divorce) \_\_\_\_\_ man last night.
10. She lives in a small well-(keep) \_\_\_\_\_ apartment.



## Chapter 7 Part 2: Hiring a New Manager

**DIRECTIONS:** In the reading *A Lifetime of Learning to Manage Effectively*, Ralph Z. Sorenson describes many qualities he finds important in young managers.

- Imagine you and your colleagues are reading résumés and interviewing candidates for a new department manager at your company.
- Think about what qualities you would look for in a good candidate. In the first column below, list qualities, traits, skills, or experience that would be desirable for the position.
- Read through the background information for each candidate on page 182. Under the column for each candidate, give a rating of 1–5 for each category: 5 is best, 1 is worst.
- Add up the scores to help your group decide on the strongest candidate. Who will you hire?

| Qualities, traits, skills, or experience | Candidate A | Candidate B | Candidate C |
|--|-------------|-------------|-------------|
| 1.                                       |             |             |             |
| 2.                                       |             |             |             |
| 3.                                       |             |             |             |
| 4.                                       |             |             |             |
| 5.                                       |             |             |             |
| 6.                                       |             |             |             |
| 7.                                       |             |             |             |
| 8.                                       |             |             |             |
| 9.                                       |             |             |             |
| 10.                                      |             |             |             |
| <b>Total points</b>                      |             |             |             |



## Chapter 8 Part 2: Separating Fact from Opinion

**DIRECTIONS:** In this activity you will compare and contrast two newspaper articles, one from a more conservative paper and the other from a more liberal paper. Your goal is to further investigate differences between fact and opinion. Below is a list of the websites of some conservative and liberal U.S. newspapers.

### Conservative Papers

*Manchester Union Leader*  
(www.unionleader.com)

*Chicago Tribune*  
(www.chicagotribune.com)

*Washington Times*  
(www.washingtontimes.com)

### Liberal Papers

*Washington Post*  
(www.washingtonpost.com)

*New York Times*  
(www.nytimes.com)

*Los Angeles Times*  
(www.latimes.com)

- Visit one website from each column.
- Download an article or editorial about the same topic from each of the two sites you visit.
- After reading the article or editorial, complete the table below. Then answer the questions.

| Newspaper | Fact | Opinion |
|-----------|------|---------|
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |
|           |      |         |

1. Are any facts presented differently in the two articles?
2. Did either article make use of ellipsis (...)?
3. Did the facts used to back up opinions seem to be comparable?





## Chapter 8 Part 2: Qualities of a Good Speech

**DIRECTIONS:** In this activity, you and your partners will discuss the good and bad qualities of a public speech. First, discuss these characteristics and give examples. Take notes. When you feel that you have discussed most aspects of good and bad speaking, come up with categories. Sample categories might include stage presence, transitions, and use of visual aids.

### Categories

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Think of more specific traits within the categories. Write these specific traits or characteristics in the left column of the box below.

| Trait or characteristic | Excellent | OK | Needs Improvement | Comments |
|-------------------------|-----------|----|-------------------|----------|
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |
|                         |           |    |                   |          |

After you have finished, you will use this chart to critique your classmates.



## Chapter 9 Part 1: Paraphrasing

**DIRECTIONS:** Paraphrasing is an important skill in writing. In academic writing in English, we typically reword expert opinions and make reference to factual sources. Occasionally, we quote a few lines of the original if there is a compelling reason to do so.

Read the following excerpts from readings from earlier in the Student Book. Then paraphrase each excerpt.

1. Peter Polson took his son and daughter to dinner at Bananas, a fashionable restaurant in Boulder. When the waiter took their orders, Polson noticed that the young man didn't write anything down. He just listened, made small talk, told them that his name was John Conrad, and left. Polson didn't think this was exceptional.

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2. Anders Ericsson, a young Swedish psychologist recently involved in memory research, would be joining the university faculty soon, and Polson thought that he would be interested in exploring memory methods with the waiter. Conrad said he would be glad to cooperate. He was always on the lookout for ways to increase his income, and Polson told him he would receive \$5 an hour to be a guinea pig.

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3. Alexander R. Luria, the distinguished Soviet psychologist, studied a Russian newspaper reporter named Shereshevskii for many years and wrote about him in *The Mind of a Mnemonist* (Basic Books, 1968). Luria says that Shereshevskii was able to hear a series of 50 words spoken once and recite them back in perfect order 15 years later.

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4. Some university researchers, including Polson and Ericsson, go a step further than Neisser. They believe that there are no physiological differences at all between the memories of a Shereshevskii or a Toscanini and that of the average person. The only real difference, they believe, is that Toscanini trained his memory, exercised it regularly, and wanted to improve it.

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## Chapter 9 Part 1: Painters and Their Art Periods

**DIRECTIONS:** Match the famous artists in the right column with the art periods in the left column. Some painters did work in more than one of these styles but are best known for one style. Write the letter before the artist's name next to the period he represents.

If you are unfamiliar with the artists or need some extra help, do an Internet keyword search for the art periods or the artists.

- |   |                     |
|---|---------------------|
| 1. _____ Realism (1830s–1850s)            | a. Pablo Picasso    |
| 2. _____ Impressionism (1870s–1890s)      | b. Vincent van Gogh |
| 3. _____ Post Impressionism (1880s–1910s) | c. Claude Monet     |
| 4. _____ Fauvism (1900s–1920s)            | d. Henri Matisse    |
| 5. _____ Cubism (1907–1914)               | e. Andy Warhol      |
| 6. _____ Surrealism (1920s–1940s)         | f. Diego Velazquez  |
| 7. _____ Abstract Expressionism (1940s)   | g. Salvador Dali    |
| 8. _____ Pop Art (1961–1968)              | h. Jackson Pollock  |



## Chapter 10 Part 1: Idioms

**DIRECTIONS:** The object of this activity is to compare idioms in English to those of your native language. Translating idioms word for word into a second language can cause misunderstandings, but idioms are an important part of spoken language.

- Look at the three idioms and their meanings in rows 1–3. If there is an idiom with a similar meaning in your language, write it in the third column.
- Think of additional common idioms in English and write them in rows 4–10 along with their meanings. Write similar idioms from your language in the third column. If there is no similar idiom, write “none.”
- When you are finished, share your answers with the class.
- You may wish to consult a dictionary, a special dictionary of idioms, or an idioms website such as [www.idiomsite.com](http://www.idiomsite.com).

| English                            | Meaning                                 | Your Language<br>_____ |
|------------------------------------|---|------------------------|
| 1. a needle in a haystack          | hard to find                            |                        |
| 2. it's on the tip of my tongue    | to forget a word and almost remember it |                        |
| 3. the early bird catches the worm | it's good to get an early start         |                        |
| 4.                                 |   |                        |
| 5.                                 |   |                        |
| 6.                                 |   |                        |
| 7.                                 |   |                        |
| 8.                                 |   |                        |
| 9.                                 |   |                        |
| 10.                                |   |                        |

## BLM #1 Answer Key

### Affixes

- irregular: (ir = not) + regular = not regular or not normal
- interact: (inter = between) + act = action between two people or things
- bilingual: (bi = 2) + (lingual = language) = two languages
- inappropriate: (in = not) + appropriate = not appropriate
- impossible: (im = not) + possible = not possible
- teacher: teach + (er = someone who does this) = someone who teaches
- monolingual: (mono = 1) + (lingual = language) = one language
- unusual: (un = not) + usual = not usual
- disinterested: (dis = not) + interested = not interested
- possession: (possess = verb "to possess") + -ion = thing possessed (noun)
- pleasantness: (pleasant = adjective meaning "nice") + -ness = something nice (noun)
- attraction: (attract = verb "to pull near") + -ion = something that pulls near (noun)
- security: (secure = adjective for safe) + -ity = safety (noun)
- invention: (invent = verb "to create something") + -ion = something created (noun)
- rethink: (re = do again) + think = to think again

## BLM #2 Answer Key

### Replacing Weak Verbs with Stronger Ones

**Possible Answers:** 1. slipped 2. running down, flying down 3. trudged, wandered, meandered 4. chewed up, consumed 5. scribbled 6. begged, pleaded with 7. stared, gaped, gazed, gawked 8. rambled (on), prattled, talked 9. hiked, trudged, trekked 10. whispered

## BLM #3 Answer Key

### Practice with Expressions in Context

- I have a bone to pick with you* means that I am upset about something you said or did.
- The phrase *cuts the muster* means that something meets with approval, or is good enough. A similar expression is *to cut the mustard*. This expression is usually used in its negative form.
- The phrase *stop beating around the bush* means get to the point and stop delaying.
- Through hell and high water* means a person has overcome many problems and challenges.
- Between a rock and a hard place* means a person has two options from which to choose; each one has a negative side.
- A *dark horse* is expected to do poorly; it is not a favorite but is a surprise if it does well.
- The phrase *the straw that broke the camel's back* means something that ends a person's patience.
- In the doghouse* indicates a time when someone is mad at you and therefore things are not going well at home.
- The phrase *hit the hay* means went to bed.
- Shake a leg* means to move quickly, or hurry up.

## BLM #4 Answer Key

### Using a Thesaurus or Online Synonym Finder

- obese, large, plump, husky, corpulent, chunky, stout.* *Obese* and *corpulent* suggest very large. *Husky* and *chunky* are usually used with men or boys. *Plump* is more commonly used with women and girls.
- Possible answers include: *dirty: filthy; ugly: hideous; funny: hysterical; strange: bizarre; clean: spotless.*
- Pass away* is a polite term for someone's death. For example: "I was sorry to hear about your sister's passing away." *Kick the bucket* is colloquial and somewhat vulgar. For example: "Not many people cried when that mean old man kicked the bucket." Other possible synonyms and expressions include: *to expire, to breathe one's last breath, to be deceased.*

4. A *snicker* is a light-hearted laugh, used frequently when you are laughing at someone and you don't want them to hear. A *chuckle* is more like a normal laugh and is fairly neutral. *Guffaw* means to laugh loud and hard. Other possible synonyms include *giggle* and *cackle*.
5. Answers will vary. Possible answers might be: "She pestered me to take her to the concert," "I am requesting a written explanation of her appeal," "I insist that you open the door," and "She demanded that her employees respect her." Other possible synonyms include *to question* and *to query*.

## BLM #7 Answer Key

Using a T-Chart to Map Pros and Cons

Answers will vary. Sample answers below.

| Pros (benefits) associated with the plastic surgery boom               | Cons (disadvantages/problems) associated with the plastic surgery boom  |
|--|---|
| Allows people without natural beauty a chance at modeling or acting    | Possible long-term psychological damage to women who bank too much on their looks   |
| Korea becoming more popular and hip                                    | Korean looks are the most Western of Asia so Asians trying to look Korean are still trying to look Western instead of celebrating Asian beauty. |
| Good for the Korean economy (10 to 15% of clients are foreigners)      | People believe that a plastic surgeon can make them look like the stars   |
| Shows rebellion against Caucasian models                               | Continues the societal importance given to beauty   |
| Korean actresses readily admit to having had plastic surgery           | Reliance on plastic surgery to boost self-esteem, which should come from within   |
| Patients may be able to get better jobs, marry better, make more money | Expense for no improved health; money could be more wisely spent  |
| Can improve a patient's self-esteem                                    | Risk of side effects  |

## BLM #5 Answer Key

Rhetorical Markers

1. due to the fact 2. Conversely/On the other hand  
3. For example 4. Although 5. Although  
6. Nevertheless 7. Meanwhile 8. As a result  
9. Conversely/On the other hand 10. Conversely/On the other hand

## BLM #6 Answer Key

Choosing the Best Adjective: Working with Synonyms

1. OK 2. OK 3. flabbergasted 4. ecstatic  
5. impeccable 6. huge 7. bizarre 8. greasy, filthy

## BLM #8 Answer Key

Paraphrasing and Quoting

Answers will vary due to the open-ended nature of this activity; however, you should correct this work or have students review it in small groups.



## BLM #9 Answer Key

### Differences in British and American English

Answers will vary due to the open-ended nature of this activity; however, you should correct this work or have students review it in small groups.

## BLM #10 Answer Key

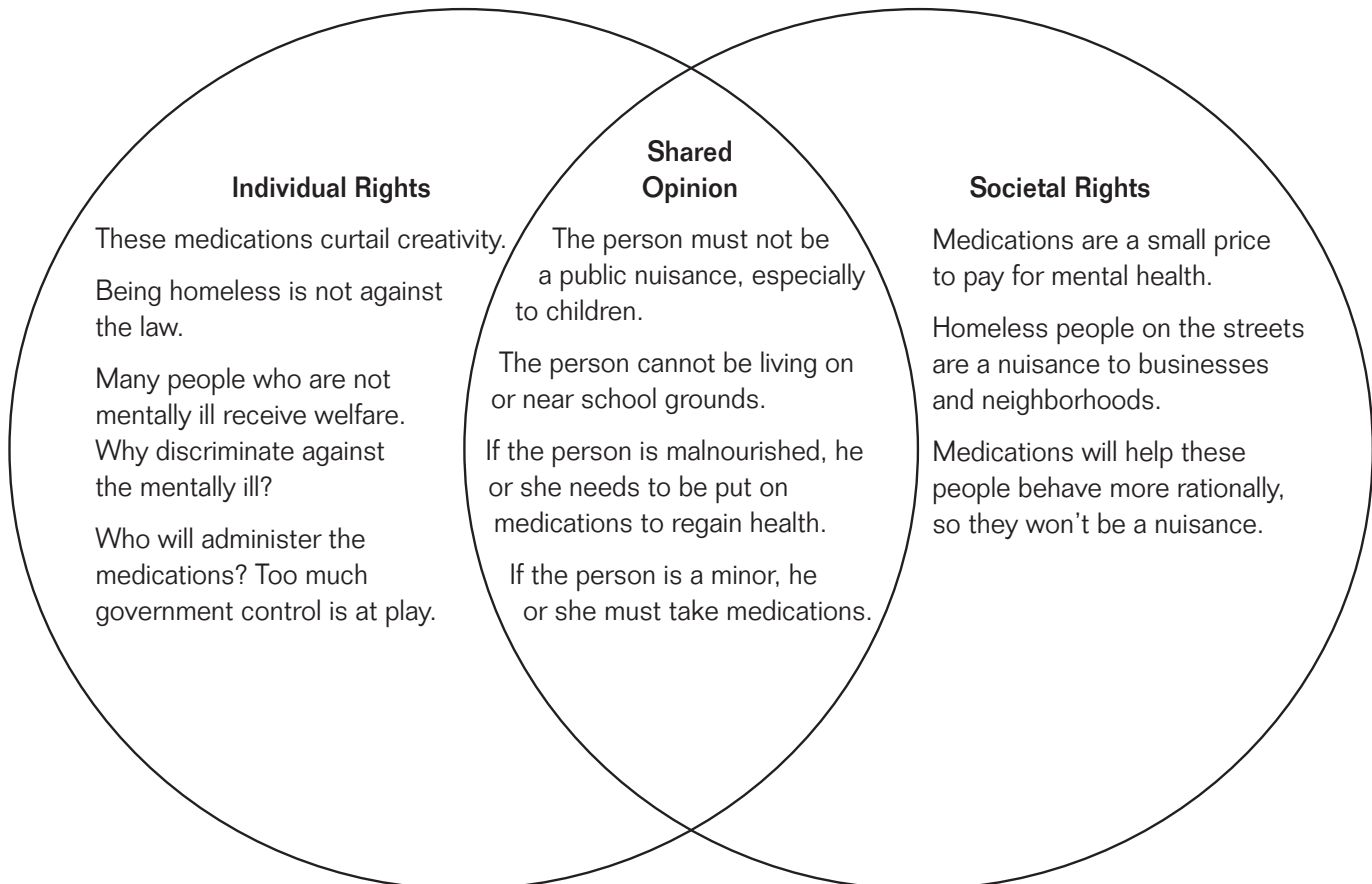
### Identifying Poe's Vivid Vocabulary

Answers will vary. Possible answers: 1. crack  
2. quietly, unobtrusively 3. like the finest silk thread  
4. discolored or hazy eye 5. disturbing, unappealing, grotesque 6. frightened me 7. hideous, bothersome

## BLM #11 Answer Key

### Seeing Both Sides of a Story

Answers will vary. Possible answers include:



## BLM #12 Answer Key

### Forming Adjectives from Verbs

1. broken
2. rusty
3. boiling
4. striking
5. shocking
6. written
7. squirmy
8. swollen
9. divorced
10. kept

## BLM #13 Answer Key

### Hiring a New Manager

Answers will vary. Possible answers for qualities, traits, skills, or experiences might include: clear communicator, good leadership skills, well-educated, hard worker, honest, and has international experience.

## BLM #17 Answer Key

### Painters and Their Art Periods

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

## CHAPTER 1

## Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the following passage then answer the questions that follow. (8 points each)

- A The world is losing languages at an alarming rate. Michael Krauss suggested that of the approximately 6,000 human languages alive today, only 350 to 500 are safe from extinction. Some linguists estimate that a language dies every two weeks or so. At the current rate, by 2100, about 2,500 native languages could disappear.
- B Languages become extinct for many reasons. Through imperialism, colonizers impose their languages on colonies. Some politicians believe multilingualism will fragment national interests. Thus they prohibit education in all but the national language. Another reason for language death is the spread of more powerful languages. In the world today, several languages, including English, are so dominant in commerce, science, and education, that languages with fewer speakers have trouble competing.
- C Although in the past, governments have been one of the primary causes of language death, many have now become champions of preserving endangered languages and have had some significant successes. Two outstanding examples are the revival of Hebrew and Irish. Hebrew was considered a dead language, like Latin, but is now the national language of Israel. Irish was not dead, but severely threatened by English when the government of Ireland began its rescue immediately after the establishment of the Irish Free State in 1922. In Ireland, all students in public schools must now take some classes in Irish and there are Irish programs in major media, such as television and radio. According to the Irish government, approximately 37 percent of the population of Ireland now speaks Irish.
- D One of the largest programs to revive languages, Documenting Endangered Languages (DEL), is being conducted by three U.S. government agencies: the National Science Foundation, the National Endowment for the Humanities, and the National Museum of Natural History. Researchers funded by these agencies are recording interviews with the mostly elderly people who still speak the languages. Analyses of these interviews will help linguists publish dictionaries and grammars of the languages. Eventually, linguists hope to establish language-training programs where younger people can learn the languages, carrying them on into the future.
- E The linguists participating in DEL defend spending millions of dollars to preserve dying languages. They point out that when a language dies, humanity loses all of the knowledge of the world that that culture held. Traditional healers in rural areas have given scientists important leads in finding new medicines; aspirin is an example of these. But one of the most common reasons given by these researchers is that studying languages gives us insight into the radically different way humans organize their world. David Lightfoot, an official at the National Science Foundation, gives the example of Guguyimadjir, an Australian aboriginal language, in which there are no words for *right* or *left*, only for *north*, *south*, *east*, and *west*.
- F Many researchers are optimistic that the efforts to save dying languages will succeed, at least in part. Bruce L. Cole, Chairman of the National Endowment for the Humanities said, "Not only is this a time of great potential loss, it is also a moment for enormous potential gain. In this modern age of computers and our growing technological capabilities, we can preserve, assemble, analyze, and understand unprecedented riches of linguistic and cultural information."

1. What is the best title for this passage?
  - (A) Similarities Between Endangered Species
  - (B) Preserving Endangered Languages and Languages
  - (C) Linguistic Globalization
  - (D) How Languages Die and Efforts to Revive Them
2. What does the italicized word mean in the following sentence?  
Language become *extinct* for many reasons.
  - (A) dead
  - (B) popular
  - (C) required
  - (D) encouraged
3. According to the article, which language is a dead language?
  - (A) Irish
  - (B) English
  - (C) Hebrew
  - (D) Latin
4. According to the article, what would linguists in the DEL project like to do someday?
  - (A) record interviews with elderly people
  - (B) get funding from the government
  - (C) teach endangered languages to young people
  - (D) write a dictionary and grammar for Irish
5. How would you describe Bruce Cole's opinion of the DEL project?
  - (A) He thinks that we will lose the fight to save endangered languages.
  - (B) He believes that it isn't worth the time and energy required to save languages.
  - (C) He believes we can save significant amounts of information about languages.
  - (D) He thinks that we will be able to save Guguyimadir, the aboriginal language.

**SECTION II Strategy: Combining Prefixes and Roots** Circle the letter of the word which best fits in the following sentences. (2.5 points each)

- The sailors were \_\_\_\_\_ and therefore had to be given fluids by means of an intravenous feeder.  
 (A) disenfranchised  
 (B) unseemly  
 (C) dehumidified  
 (D) dehydrated
- After jet airplanes were created, \_\_\_\_\_ travel became much easier.  
 (A) international  
 (B) multinational  
 (C) intranational  
 (D) polysyllabic
- The late President Reagan's \_\_\_\_\_ of the airline industry allowed for competition and thus caused prices to drop in some markets.  
 (A) regulating  
 (B) dispossession  
 (C) deregulation  
 (D) intertwining
- Unfortunately, foreign languages are not taught with much success in U.S. schools. As a result, most Americans are \_\_\_\_\_.  
 (A) unilateral  
 (B) multilingual  
 (C) bilingualistic  
 (D) monolingual
- We are having a(n) \_\_\_\_\_ number of mosquitoes this year due to all the rain last winter. Therefore, I am putting up screen windows.  
 (A) abnormal  
 (B) subnormal  
 (C) reduced  
 (D) infinitesimal
- After our house and store were flooded, we \_\_\_\_\_ to higher ground.  
 (A) refracted  
 (B) relocated  
 (C) dislocated  
 (D) related

7. The meat is frozen. If you want it for dinner tonight, we have to \_\_\_\_\_ it.
- (A) defrost
  - (B) refreeze
  - (C) detest
  - (D) conceal
8. There are kids from six different countries in my son Alex's class. It is very \_\_\_\_\_.
- (A) homogenous
  - (B) polymorphic
  - (C) interscholastic
  - (D) multinational

**SECTION III New Words** Use the words in the box to complete the sentences below.  
(2 points each)

|         |          |              |         |          |
|---------|----------|--------------|---------|----------|
| devices | focused  | ignore       | medium  | randomly |
| enhance | function | interactions | monitor | tasks    |

1. Students in today's language classrooms have access to a variety of electronic \_\_\_\_\_.
2. To help students learn, the teacher can assign \_\_\_\_\_ that require students to communicate with each other.
3. \_\_\_\_\_ between students are encouraged because they are realistic and because students are engaged.
4. The \_\_\_\_\_ of the electronic device is to require students to use the new language.
5. The message is communicated by a non-traditional \_\_\_\_\_.
6. Instructors can \_\_\_\_\_ student learning by providing realistic assignments.
7. Students are less distracted and more \_\_\_\_\_.
8. Students can \_\_\_\_\_ any sense of embarrassment in trying out new ways to communicate.
9. Teachers will want to \_\_\_\_\_ student performance and can do so electronically.
10. The instructor can check student work \_\_\_\_\_ and students are aware that they may be monitored at any moment.

**SECTION IV Building Vocabulary** Match a synonym/definition from the box with the verbs in italics. Write your choice in the blank. (2.5 points each)

|                  |           |            |             |
|------------------|-----------|------------|-------------|
| carefully walked | drank     | looking at | talks about |
| destroyed        | interests | read       | took        |

1. After falling from his bicycle and badly twisting his ankle, John *limped* home.  
\_\_\_\_\_
2. When we found Len, he hadn't had anything to drink for three days. He *gulped down* two liters of water. \_\_\_\_\_
3. I went to the doctor about the mark on my nose. After five minutes of *examining* it with magnifying glasses, he determined it was not a skin cancer. \_\_\_\_\_
4. Olivia has been a huge fan of Futbol Club Barcelona most of her life. Therefore, she *jumped at* the opportunity to go to their game when they came to Los Angeles. \_\_\_\_\_
5. Hurricane Katrina *wrecked* many homes in New Orleans. \_\_\_\_\_
6. My son always *discusses* interesting events at dinner. \_\_\_\_\_
7. This topic clearly *fascinates* him. \_\_\_\_\_
8. In the last week, he has *devoured* six books and taken 70 pages of notes. \_\_\_\_\_

TOTAL \_\_\_\_/100 pts.



## CHAPTER 2

## Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the following passage and then answer the questions that follow. (8 points each)

- A In the last fifteen years there has been a great increase in the number of television shows promoting risky behavior. In these shows, contestants risk life and limb for the entertainment of the American public, who seem fascinated with danger and the possibility of disaster. Two of the most popular of these shows are *The X Games* and *Fear Factor*.
- B NBC's *Fear Factor* routinely tests the abilities of contestants to persevere in extremely dangerous stunts as well as perform trials. Contestants might rappel down a rope from a helicopter or jump from one moving vehicle to another while driving on a freeway. Some of the trials have included people being locked in boxes with rats, snakes, or scorpions and people eating raw animal organs or mushed up earthworms. The show has been criticized by animal rights activists.
- C *Fear Factor's* website at [www.nbc.com/Fear\\_Factor](http://www.nbc.com/Fear_Factor) has a disclaimer stating that many of the stunts are inherently dangerous and done under the supervision of professional stuntmen. Meanwhile, the website boasts of the show's popularity with children: "Congrats to *Fear Factor* on its Nickelodeon Kids' Choice nomination for favorite television show." It seems only a matter of time before the children who enjoy the show try to emulate it.
- D Another show promoting danger is ESPN's *X Games*. (The *X* stands for Generation X, a term for young people born between 1965 and about 1980. The term also refers to an abbreviation of the word *extreme*.) The summer X Games first aired in 1995 and have been an annual event since. Although the sports are not mainstream and many of the athletes are not clean-cut, straight-laced types, the marketing of these events has attracted conservative corporate America. Sponsors include Chevrolet, Taco Bell, AT&T, Snickers, VISA, Sony, and the U.S. Marine Corps. A large part of this has to do with consumerism.
- E The summer games' sports include dirt biking, in-line skating, skateboarding, sky surfing, snowboarding, sport climbing, and street luge racing. Street luge may be the most dangerous of the lot. In this sport, contestants fly downhill on modified ice luges, attaining speeds of 70 miles per hour. The athlete lies on his back approximately three inches off the ground on equipment that looks like a cross between a sled and a coffee table with shortened legs. The athlete steers the contraption with his feet and can only see ahead by lifting his head and peering down the hill. One major difference between street and Olympic luge is that in ice luge, there is only one luge on the track, which is closed, banked, and designed specifically for luges. In street luge, the athletes compete on open roads, frequently with multiple luges.
- F Clearly, these are not our parents' or grandparents' sports or television shows. Both of these new spectacles are about competition between individuals. Also both have potential for very serious injuries.

1. What would be the best title for this reading?
  - (A) *The X Games* and *Fear Factor*
  - (B) Who Fears the *X Games*?
  - (C) Blood Thirst in America and Its TV Shows
  - (D) Street Luge vs. Ice Luge
2. How does the author feel about the show *Fear Factor*?
  - (A) He likes the feats and bug eating.
  - (B) He is happy that Nickelodeon has nominated it as a favorite kids' show.
  - (C) He disapproves of the risk-taking and grotesque feats.
  - (D) He secretly desires to be a contestant.
3. Why does the author mention that there is a disclaimer about not trying the stunts at home and that the show boasts of its popularity with children?
  - (A) He fears that children will get hurt trying to imitate what they see on the show.
  - (B) He thinks the show is being responsible by clearly telling children not to try these stunts at home.
  - (C) He feels the show is producing a bad-boy image that will appeal to children.
  - (D) He feels it may increase the number of children who want to become stuntmen.
4. What does the italicized word in the following sentence mean?

In the last fifteen years there has been a great increase in the number of television shows *promoting* risky behavior.

|                |                  |
|----------------|------------------|
| (A) inducing   | (C) popularizing |
| (B) increasing | (D) emphasizing  |
5. What is the author showing with the discussion of mainstream American sponsors for *The X Games*?
  - (A) that these games are no longer extreme
  - (B) that the athletes eat Taco Bell fast food and Snickers bars, and they use VISA credit cards
  - (C) that these games can draw interest from various parts of America
  - (D) that even though many of the athletes in these games lead alternate lifestyles, corporations use them for marketing purposes

**SECTION II Strategy: Using Synonyms** In the sentences below, the word in italics is inappropriate, bland, or incorrect. Explain why each word is not a good choice and supply a better alternative. (4 points each)

1. When we found our cat, who had clearly been a stray, she was so *dirty* that we had to have her cleaned by professionals.
2. After running a marathon in 90 degree heat, Stephen was *tired*.
3. Because she was so *smart*, she started attending Harvard University at age 13.

4. Because the food he prepared was *good*, he was asked to cook for the White House.
5. She was *surprised* to find out that her father had been a spy for thirty years.
6. He was *happy* when he discovered that he had won \$20 million in the lottery.

**SECTION III Vocabulary** Fill in the blanks with the most suitable word from the list below.  
(1.5 points each)

|           |         |            |           |            |
|-----------|---------|------------|-----------|------------|
| amputated | aware   | fantasized | scrunched | sufficient |
| appalled  | despite | prejudices | snapped   | summit     |

1. Because we didn't have \_\_\_\_\_ time or money, we didn't take a boat to the outer islands.
2. Her right arm was \_\_\_\_\_ at the elbow after a strange surfing accident.
3. I am not \_\_\_\_\_ of any research that suggests that an automobile is the best place to study a language.
4. The world was \_\_\_\_\_ by the terrible news.
5. While stuck in a cold prison cell in the north, Pieter \_\_\_\_\_ about sitting on a beach in Cuba enjoying the sunshine.
6. I had to laugh when I saw the way they drove across the country. They had a ton of baggage and little room for themselves. Their poor kids were \_\_\_\_\_ in the backseat along with a cooler and two suitcases.
7. We should reach the \_\_\_\_\_ of the mountain in about 15 minutes. From there we get to descend into town and have lunch.
8. Time was running out, but he wanted to have a memento of this historic moment. He quickly \_\_\_\_\_ three photos and shoved his camera back into his pack.
9. Her parents' \_\_\_\_\_ kept her from marrying a man of a different religious background.
10. \_\_\_\_\_ the fact that he is on a diet, he ate three scoops of ice cream for dessert.

**SECTION IV Vocabulary from Context** Use the context to choose the best meaning for the italicized word. (3 points each)

1. Today it haunts me to drive down the freeway and see traffic slow so that drivers can *rubberneck* when there is an accident on the side of the road.
 

|  |  |
|--|--|
| <p>(A) keep looking straight ahead</p> <p>(B) avoid looking at something</p> | <p>(C) turn their heads to observe</p> <p>(D) have a lump in their throats</p> |
|--|--|

2. Likewise, many of us ask ourselves, who buys police chase videos that end in *carnage*?
- (A) disappointment
  - (B) disagreements
  - (C) arrests
  - (D) bloodshed
3. Some of the grotesque feats have included people being locked in boxes with rats, snakes, or scorpions and people eating raw animal organs or *mushed up* earthworms.
- (A) curled
  - (B) squirming
  - (C) crushed
  - (D) living
4. It seems only a matter of time before the children who enjoy the show try to *emulate* it.
- (A) apply for
  - (B) copy
  - (C) outdo
  - (D) criticize
5. Although the sports are not mainstream and many of the athletes are not *clean-cut, straight-laced types*, the marketing of these events has attracted conservative corporate America.
- (A) wearing normal shoes
  - (B) hippie
  - (C) conservative
  - (D) custodial
6. In this sport, contestants *fly* downhill on modified ice luges, attaining speeds of 70 miles per hour.
- (A) lift off the ground
  - (B) skate
  - (C) go very quickly
  - (D) go through the air
7. The athlete lies on his back approximately three inches off the ground on equipment that looks like a *cross between* a sled and a coffee table with shortened legs.
- (A) a crucifix
  - (B) an intersection
  - (C) a combination of
  - (D) a struggle

**CHAPTER 3** Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the following passage and answer the comprehension questions that follow. (8 points each)

- A Demographers closely watch increases and decreases in the world's populations. In recent decades, they have become extremely interested in a rapidly changing statistic—the fertility rate in countries.
- B The fertility rate of a country is measured by averaging the number of babies that women have over their lifetimes. From 1950 to 1999, the world fertility rate declined from approximately 5.0 to 2.8, a decrease of about 44 percent. A fertility rate of 2.1 births per woman is considered “replacement fertility,” the rate at which a population remains stable.
- C Currently, about half of the people of the world live in countries with “sub-replacement fertility,” birth rates under 2.1 percent. Urbanized, industrial countries generally have much lower fertility rates than rural, agricultural societies. Hong Kong, for example, has a fertility rate of only .98 while Niger, in sub-Saharan Africa has a fertility rate of 7.46, the world's highest.
- D Demographers have a wide variety of explanations for the declines in birth rates. The truth is most likely a combination of them. The number of urban areas is increasing. In urban areas, land is expensive, so families cannot afford an apartment or house for a large family. In many societies, there is less pressure on men and women to get married and have children. Contraception is more widely available, so couples are able to have children only when they truly want them. The changing role of women in many societies is a factor cited by many population experts. More of the world's women are going to college and getting jobs outside the home, both of which may push couples to delay having children or to decide to have fewer children.
- E Demographers are not in agreement over the long-term effects of falling fertility rates, but some trends are clear now. In many industrialized countries, the population is aging rapidly. A relatively small number of young people will be working to pay for the social services and medical care of an increasingly large elderly population. Wealthy, urbanized countries may need a large influx of young immigrants from poorer, agricultural countries in order to keep their societies operating smoothly.
- F An additional effect of falling birth rates is the increased attention that parents lavish on their smaller number of children. In industrialized countries, parents are spending more time with children, buying them better clothes, and sending them to better schools than in the past. In addition, when a child dies, it is a much greater tragedy for the family than in the days when there were seven or eight children in a family.
- G For the long term, the effect of declining birth rates is difficult to predict. Some demographers believe that the world's population will level off or slightly decline. Others believe that it will continue to grow, but at a slower pace. Economists and sociologists tend to worry about the costs and social disruption that may accompany an aging population while a large number of environmentalists think that fewer people will mean a healthier world with less pollution. The one thing that almost everyone agrees on is that the future will bring big changes and that we need to keep studying the situation.

1. What is the best title for this reading?
  - (A) Population Problems for Our Future
  - (B) Fertility Rates and the World
  - (C) Falling Fertility Will Mean a Better World
  - (D) Rural to Urban Immigration
2. Which of the following is *not* mentioned in this article as a cause for declining birth rates?
  - (A) women working more
  - (B) availability of birth control
  - (C) increasing urbanization
  - (D) increasing levels of pollution
3. What is the best synonym for the word in *italics* in the sentence below?

A relatively small number of young people will be working to pay for the social services and medical care of an increasingly large *elderly* population.

  - (A) immigrant
  - (B) industrialized
  - (C) aged
  - (D) fertile
4. Which of the following statements would the author most likely agree with?
  - (A) The short-term effects of declining fertility rates are easier to understand than the long-term effects.
  - (B) The main cause of the decline in world fertility rates is the increasing independence of women.
  - (C) The world's population will decrease significantly in the next century.
  - (D) We understand the causes and effects of declining fertility rates quite well.
5. In the following sentence, what does the pronoun *them* refer to?

Demographers have a wide variety of explanations for the declines in birth rates. The truth is most likely a combination of *them*.

  - (A) explanations
  - (B) demographers
  - (C) birth rates
  - (D) declines



**SECTION II Drawing Conclusions from a Table** Answer the questions below each of the following tables. (2 points each)

**Table 1: Comparative Sales by Region and Year**

|    | 2008 | 2009 | 2010 | 2011   | 2012 |
|----|------|------|------|--------|------|
| NE | 8%   | 12%  | 0.5% | (-20%) | 0%   |
| SW | 10%  | 11%  | 3%   | 2%     | 0%   |

1. How many columns of data are there in this table? \_\_\_\_\_
2. How many rows of data are there in this table? \_\_\_\_\_
3. In what year did the SW region have its greatest percent of sales? \_\_\_\_\_
4. In how many years did the company experience no growth or a decrease in sales in at least one region? \_\_\_\_\_

**Table 2: Participants in Study**

|         | # of participants (N) | % smokers | % women |
|---------|-----------------------|-----------|---------|
| Group A | 2300                  | 42.4      | 52.5    |
| Group B | 1950                  | 43.1      | 51.6    |

5. What is the total number of participants in this study? \_\_\_\_\_
6. What percent of the participants in group A were men? \_\_\_\_\_
7. What percent of the participants in group B were nonsmokers? \_\_\_\_\_

**Table 3: Clif & Power Bars**

|           | Total calories | Total Fat (calories) | Protein (grams) |
|-----------|----------------|----------------------|-----------------|
| Clif Bar  | 250            | 50                   | 12              |
| Power Bar | 240            | 30                   | 10              |

8. Which bar has more fat? \_\_\_\_\_
9. Which bar has more protein? \_\_\_\_\_
10. Which bar has fewer calories? \_\_\_\_\_

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**SECTION III New Words** Use the words in the box to complete the sentences below. NOTE: One word will be used twice. (2 points each)

|         |             |         |           |         |
|---------|-------------|---------|-----------|---------|
| abandon | contacts    | finance | involve   | version |
| cited   | established | gender  | phenomena |         |

1. The important role of women in the workplace is firmly \_\_\_\_\_ today.
2. The growing percentage of women in the workplace is one of many \_\_\_\_\_ that are causing changes in American society.
3. Her \_\_\_\_\_ no longer restricts the role that a woman can have in the business world.
4. For example, in the world of banking and \_\_\_\_\_, women are playing an increasingly important role.
5. A woman's communication skills are often \_\_\_\_\_ as an important asset in business.
6. Solutions in international business may \_\_\_\_\_ collaboration and cooperation rather than competition.
7. The ability to form and maintain many cordial business \_\_\_\_\_ is important skill.
8. However, the small number of female chief executives tells another \_\_\_\_\_ of this phenomenon.
9. Despite the small percentage of female senior executives, women are not going to \_\_\_\_\_ the business world.
10. The goal is equality of opportunity in the workplace for either \_\_\_\_\_.

**SECTION IV Vocabulary from Context** Write the meaning of the words in italics. You may want to scan the reading for more context. The paragraph where the word appears in the reading is provided at the end of the sentence. (4 points each)

1. A fertility rate of 2.1 births per woman is considered “replacement fertility,” the rate at which a population remains *stable*. (Paragraph B)

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2. In urban areas, land is expensive, so families cannot *afford* an apartment or house for a large family. (Paragraph D)

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3. Wealthy, urbanized countries may need a large *influx* of young immigrants from poorer, agricultural countries in order to keep their societies operating smoothly. (Paragraph E)

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4. An additional effect of falling birth rates is the increased attention that parents *lavish* on their smaller number of children. (Paragraph F)

---

5. Other believe that it will continue to grow, but at a slower *pace*. (Paragraph G)

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TOTAL \_\_\_\_ /100 pts.

**SECTION I Reading Comprehension** Read the following passage and then answer the questions that follow. (8 points each)

- A Tourists to Spain have a wealth of architectural treasures to choose from during their visits: Roman ruins, Moorish palaces, splendid cathedrals, and more recently, the magnificent works of Gaudi in Barcelona. This tradition of architectural excellence has been continued with the construction in Bilbao, Spain of the Guggenheim Museum Bilbao, a building that upon its completion in 1997, was immediately acclaimed as a masterpiece.
- B The Guggenheim Foundation, which was responsible for the new museum, has a long history of building architecturally significant art museums, starting with the Guggenheim Museum in New York City, which was designed by Frank Lloyd Wright. The architect in Bilbao was Frank Gehry, one of the present era's most celebrated architects. Gehry is famous for using metallic surfaces and organic shapes, such as complex curves, which make his buildings look more like living creatures than cold, dead objects.
- C The new museum in Bilbao gave the Guggenheim Foundation a way to exhibit more of its extensive art collections and to help the city of Bilbao move away from its traditional focus on industry to a more balanced economy that included tourism. The Guggenheim Museum Bilbao is located on the Nervion River, which runs through the city. As Bilbao has a long history as a port where Basque fishermen put out to sea, the museum's basic shape is that of a ship with the walls' titanium panels reminiscent of fish scales.
- D Gehry is a strong advocate of using computers in the design and actual construction of his buildings. For the Bilbao museum, Gehry used a computer program called Computer Aided Three-dimensional Interactive Application. This allowed Gehry to use computer simulations of the building that allowed the construction of shapes that architects in the past would not have been able to build.
- E An additional remarkable aspect of the Guggenheim Museum Bilbao is that it was constructed on time and on budget, an extremely rare occurrence in the world of big construction projects. Gehry has very strong ideas about managing the design and construction of large projects and outlined three critical concepts for Bilbao. First, he made sure that his artistic vision of the building prevailed. Politicians and businesspeople were not given the opportunity to change his design. Second, he made sure that the time and cost estimates for the museum were detailed and accurate. Finally, using his extremely detailed design plans for the building, he worked closely with the contractors who actually built the museum to control building costs.
- F The completed museum has 11,000 square meters of exhibition space in 19 galleries arranged around a central atrium. The largest artworks are displayed in a special gallery that is 30 meters wide and 130 meters long. The permanent collections of the museum cover the entire 20th century, but also contain extensive examples from contemporary artists including works by Basque and Spanish artists. Temporary exhibitions round out the permanent collections.
- G The Guggenheim Museum Bilbao is in all aspects a remarkable structure. It will contribute to our understanding of art and architecture for many years to come.

1. What is the best title for this reading?
  - (A) Spanish Architecture and Frank Gehry
  - (B) Bilbao's Architectural Jewels
  - (C) Gehry and the Guggenheim Museum Bilbao
  - (D) The Life of Frank Gehry
2. What aspect of Bilbao's history and culture does the museum design reflect?
  - (A) its tradition of architectural excellence
  - (B) its religious and political influence
  - (C) its long art heritage
  - (D) its involvement with the sea
3. In the following sentences, what does the italicized word mean?  
He made sure that his artistic *vision* of the building prevailed. Politicians and businesspeople were not given the opportunity to change his design.
  - (A) mental picture
  - (B) control
  - (C) eyesight
  - (D) prediction
4. Which of the following is *not* mentioned as one of Gehry's ideas for managing large construction projects?
  - (A) working closely with contractors to control costs
  - (B) ensuring that all of the workers are paid on time
  - (C) making sure that all time and cost estimates are accurate
  - (D) keeping artistic control of the project for himself
5. Which of the following descriptions best describes Frank Gehry's ideas about architecture?
  - (A) A building's function and cost are much more important than whether it is beautiful or not.
  - (B) A building must be beautiful, but does not have to be related to the area it's built in.
  - (C) Architects must include the ideas of politicians and business people in their designs.
  - (D) With modern technology, designs can be created that better reflect the ideas of the architect.

**SECTION II Strategy** Below you will find five topic sentences each followed by two supporting points. Rank the two supporting points in terms of strength. Place a number 1 in front of the weaker or less convincing point. Place a number 2 in front of the stronger or more convincing point. (6 points each)

1. People in this state need to get more exercise. We are currently rated as the least healthy state in the Union.  
\_\_\_\_\_ Our people look overweight and thus seem unattractive.  
\_\_\_\_\_ Our health costs are among the highest in the country due to obesity.

2. It is imperative that we conserve gasoline in these difficult times.
  - \_\_\_\_\_ The price of gasoline is very high. If we use less, the price will decline.
  - \_\_\_\_\_ The world has a limited supply of fossil fuels which is being used more quickly than ever. We will use it up before scientists develop alternative fuels if we do not conserve.
3. Greyhound dog racing should be prohibited.
  - \_\_\_\_\_ Greyhound dogs are abused in their training and discarded when they can no longer race.
  - \_\_\_\_\_ Greyhound dog racing hurts the revenues of horse racing, which is a more dignified sport and employs more people.
4. In the United States, it is important that Hispanic children learn Spanish.
  - \_\_\_\_\_ By learning Spanish, they will be able to travel to visit their relatives with greater ease.
  - \_\_\_\_\_ By being bilingual, they will be able to fill many important jobs in both the private and public sector.
5. A statistics course should be a graduation requirement in high school.
  - \_\_\_\_\_ Currently, only a small percentage of Americans know the difference between a mean, a mode, and a median.
  - \_\_\_\_\_ A basic knowledge of statistics, such as probability and averaging, is essential in everyday life.

**SECTION III New Words** Fill in the blanks with the most suitable word from the list below.  
(1.5 points each)

|                    |               |           |           |          |
|--------------------|---------------|-----------|-----------|----------|
| aspiring actresses | gossip        | nose job  | redefined | shimmer  |
| go under the knife | horror flicks | prominent | retracted | standard |

1. My girlfriend and I rarely go to the movies together. She likes artistic movies while I prefer \_\_\_\_\_.
2. The biggest problem I had growing up in a small town was the \_\_\_\_\_. In a large city, people don't care so much about other people's business.
3. The American system of measurement is being used less and less. The metric system is really the world's \_\_\_\_\_.
4. Henry Ford did not invent the automobile but he \_\_\_\_\_ the way the world thought about it.
5. Because the reporter was unwilling to reveal her sources, the newspaper has \_\_\_\_\_ the story.
6. Whenever I hear Otis Redding's song "(Sittin) On the Dock of the Bay," I recall our dinner sitting in a window booth watching the moonlight \_\_\_\_\_ on the San Francisco Bay.



7. Baseball players' most common injuries are to their throwing arms. Last year our team had three players \_\_\_\_\_ for tendon and ligament repair.
8. Because he is the son of a \_\_\_\_\_ politician, he cannot allow himself to get into any trouble.
9. She must have had a \_\_\_\_\_. Last month she looked like Pinocchio, and now her nose is smaller than yours.
10. Hollywood is filled with \_\_\_\_\_ who, due to a lack of work, end up working as waitresses.

**SECTION IV Building Vocabulary** Match the word from the academic vocabulary list on the left with its definition or synonym from the column on the right. Write the letter of the correct answer on the blank in front of each word. (1.5 points each)

- |                    |  |
|--------------------|--|
| 1. _____ trend     | a. a group of people who share a common language, culture, or background |
| 2. _____ export    | b. depend on   |
| 3. _____ image     | c. start or create   |
| 4. _____ region    | d. help or advance   |
| 5. _____ ethnic    | e. representation  |
| 6. _____ establish | f. ship or sell abroad   |
| 7. _____ benefit   | g. pattern of popularity   |
| 8. _____ bank on   | h. area, location, or part of a state or province                        |
| 9. _____ concerted | i. most common, accepted, or normal                                      |
| 10. _____ standard | j. planned   |

TOTAL \_\_\_\_/100 pts.

**SECTION I Reading Comprehension** Read the following passage and then answer the questions that follow. (8 points each)

- A The state of Florida moves fast. Its history is packed with stories of people coming in and going out. It is constantly changing and facing new challenges.
- B In the beginning, events in Florida unfolded rather slowly. Florida was inhabited by Native American tribes, such as the Calusa and Timucua, for thousands of years before the Europeans arrived. The Spanish came to Florida in the 16th century and established a few settlements, never truly controlling the peninsula. Through the next three centuries, Florida changed hands several times between Spain and Britain, finally ending up as part of the United States in 1819.
- C It was in the 20th century that the pace of change exploded. From 1900 to 2000, the population of Florida increased from about 530,000 to almost 16,000,000. By the end of the century, there was a diverse mix of people living in Florida, most of whom had not been born there. Much has been written about the contributions of Cubans working in cigar factories, Greeks diving for sponges, and Central Americans laboring on farms. Attracted by the mild weather, senior citizens, including a large Jewish population, arrived by the thousands. These retired people were responsible for a building boom on the coasts, especially in Miami and around Tampa Bay.
- D Florida's economy has been going through a transformation similar to that of its population. At the beginning of the 20th century, Florida's economy was firmly grounded in agriculture, cattle raising, and fishing. With the coming of railroads early in the century, however, tourism began to provide significant revenue for the state. Large hotels were built in Miami and crept northward along the Atlantic coast. As a major force in Florida's economy, tourism took a giant leap with the opening of Disneyworld in 1971. Other major tourist attractions, such as Sea World and Universal Orlando Resort, followed Disney and now central Florida is dominated by the tourist industry.
- E In the 21st century, Florida faces new challenges and changes. The ever-increasing population is creating gigantic suburbs that spread out from Florida's cities. This urban sprawl has resulted in crowded roads, threatened wildlife, pollution, and worries about the state's water supply. The greatest potential problems for the state, however, come from climate.
- F Research published in 2005, shows that the number of Category 4 and 5 hurricanes—the largest ones—doubled from 1970 to 2005. Florida lies directly in the path of Atlantic hurricanes. Peter Webster and Judith Curry, the scientists who did the research, believe that this increase in hurricane frequency and intensity is directly tied to global warming. Other scientists who are studying increases in Earth's temperature worry that the faster-than-expected melting of the polar ice caps and glaciers may raise sea levels by as much as 20 feet, a rise that would put about half of Florida under water. If these researchers are correct about global warming, Florida must accept its share of the blame for the problem as the state is the United States' fifth-largest producer of greenhouse gases, the chemicals blamed for global warming.
- G In the 21st century, Florida will continue to experience rapid and continual change. The people of Florida will be challenged to come up with creative solutions for a variety of problems.

1. Which of the following would be the best title for this reading?
  - (A) The Future of Florida
  - (B) Florida in the 20th Century
  - (C) Florida, a State in Transition
  - (D) Florida's Economy
2. Which industry did *not* decrease in importance in Florida during the 20th century?
  - (A) tourism
  - (B) agriculture
  - (C) cattle raising
  - (D) fishing
3. What does the italicized word mean in the following sentence?  
Attracted by the mild weather, *senior citizens* arrived by the thousands. These retired people were responsible for a building boom on the coasts.
  - (A) well-educated workers looking for factory jobs
  - (B) people from countries that have cold climates
  - (C) older people who have stopped working full time
  - (D) well-trained construction workers, like carpenters
4. What may cause Florida disastrous problems in the future?
  - (A) crowded roads around urban areas
  - (B) a lack of pure drinking water
  - (C) suburbs spreading out from its cities
  - (D) increases in the world's temperature
5. What does the italicized phrase mean in the sentence below?  
The ever-increasing population is creating gigantic suburbs that spread out from Florida's cities. This *urban sprawl* has resulted in crowded roads, threatened wildlife, pollution, and worries about the state's water supply.
  - (A) an environment that becomes completely polluted
  - (B) more people in the center of an urban area
  - (C) cities and suburbs that keep getting bigger
  - (D) many people selling their homes and leaving Florida

**SECTION II Strategy** Identify the main idea and one supporting detail in each of the five paragraphs below. (6 points each: 3 for main ideas and 3 for supporting detail)

1. The basics of matchmaking are simple. After collecting information about marriageable men and women, a matchmaker decides which would be a good match. Sometimes the matchmaker represents the male or his family and therefore assesses available females. Sometimes the matchmaker represents the female side and looks at available males. In still other cases, the matchmaker is an independent judge, representing neither side but hoping to make a choice that will satisfy both.

Main Idea \_\_\_\_\_

Supporting Detail \_\_\_\_\_

2. The Taj Mahal is a balanced and symmetric grouping of buildings. A harmonious synthesis of the architecture of Persia, India, and central Asia, it combines, for example, the traditional design of Mogul gardens with the characteristically Indian use of minarets, or towers, and a dominant dome. The placement of a dome over an arched alcove is a characteristic of Persian architecture, successfully adapted in the Taj Mahal to a Mogul design.

Main Idea \_\_\_\_\_

Supporting Detail \_\_\_\_\_

3. English prevails in transportation and the media. The language of the international transportation airwaves is English. Pilots and air traffic controllers speak English at all international airports. Maritime traffic uses flag and light signals, but “if vessels needed to communicate verbally, they would find a common language, which would probably be English,” says the U.S. Coast Guard’s Werner Siems.

Main Idea \_\_\_\_\_

Supporting Detail \_\_\_\_\_

4. The world is losing languages at an alarming rate. Michael Krauss suggested that of the approximately 6,000 human languages alive today, only 350 to 500 are safe from extinction. Some linguists estimate that a language dies every two weeks or so. At the current rate, by 2100, 2,500 native languages could disappear.

Main Idea \_\_\_\_\_

Supporting Detail \_\_\_\_\_

5. One reality program routinely tests the abilities of contestants to persevere in extremely dangerous stunts as well as perform trials. Contestants might rappel down a rope from a helicopter or jump from one moving vehicle to another while driving on a freeway. Some of the trials have included people being locked in boxes with rats, snakes, or scorpions and people eating raw animal organs or mushed up earthworms. The show has been criticized by animal rights activists.

Main Idea \_\_\_\_\_

Supporting Detail \_\_\_\_\_

**SECTION III New Words** Fill in the blanks with the most suitable word from the list below.  
(1 1/2 points each)

|            |           |            |              |              |
|------------|-----------|------------|--------------|--------------|
| concrete   | exquisite | polluted   | restrictions | significance |
| exorbitant | financial | rejuvenate | roamed       | waste        |

1. Because of their \_\_\_\_\_ problems, they sold their house and moved into an inexpensive apartment.
2. The professor argued that personal experience lacks \_\_\_\_\_ in academic papers.
3. The state of Nevada, which is fairly dry and does not have active earthquakes, has a long history of making money by burying nuclear \_\_\_\_\_.
4. After hearing the news, I was in a daze and went out for a walk. I wasn't going anywhere in particular, and just \_\_\_\_\_ around for an hour or two.
5. The prices in their store were \_\_\_\_\_, so I went to the supermarket and found what I needed at half the price.
6. The politician's promises were interesting but lacked details. The voters wanted something more \_\_\_\_\_.
7. As gas prices have soared and commuting times increased, many people have returned to the inner city to \_\_\_\_\_ old homes and rundown neighborhoods.
8. There are more \_\_\_\_\_ on my life when I am in my parent's small town. In the city, I feel completely free.
9. You cannot swim or fish in that lake because it is \_\_\_\_\_. We hope to have it cleaned up within a couple of years.
10. She has \_\_\_\_\_ taste. Her house looks like a photograph from a magazine.

**SECTION IV Building Vocabulary** Choose the correct synonym of the italicized word in each sentence. Be careful not to choose antonyms or words that sound like the correct answer. (3 points each)

1. One of England's goals, as that of most colonizers, was to *extract* profit and goods from its colonies.  
 (A) search  
 (B) inject  
 (C) take  
 (D) extradite
2. After I moved to the city, I forgot about my religion and my *commitments*, in the sense that you had to pray.  
 (A) obligations  
 (B) institutions  
 (C) results  
 (D) liberties
3. When you live in a small village and do something bad, you are free from society who normally *criticize* you.  
 (A) disapprove of  
 (B) classicize  
 (C) organize  
 (D) compliment
4. A popular definition of a refugee is a person in flight from a *desperate* situation, whether it be war, a change of borders, or political or religious persecution.  
 (A) destitute  
 (B) encouraging  
 (C) hopeless  
 (D) clashing
5. Do you know, all of our acquaintances advised me to travel in my oldest clothes so that I could *discard* them without regret here.  
 (A) pollute  
 (B) hold on to  
 (C) throw away  
 (D) discredit

TOTAL \_\_\_\_/100 pts.



## CHAPTER 6

## Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the following passage and then answer the questions that follow. (8 points each)

- A For many centuries scholars and scientists have been trying to figure out how the human brain produces and comprehends human language. The ancient Greeks knew that injuries to the head could limit language use and came up with the term *aphasia*, which we still use today to refer to language problems associated with a head injury. The best way to examine language in the brain, until very recently, was by examining injuries to the head or brain and pinpointing their location and then examining the type, if any, of language impairment. This was usually done through a postmortem examination of a patient's brain. Much of the brain damage in older people was caused by strokes, while in younger people the damage was usually the result of a trauma. We have known for many years that among victims, a stroke in the left side of the brain affects the right side of the body and vice versa. Through studying brain injuries, we also know that human language is much more present in the left hemisphere than in the right. One interesting aspect of brain injuries in bilingual patients is that sometimes one language will be affected while the other will not. This too has to do with how the brain stores language.
- B One of the first scientists to empirically study human language and the brain was Paul Broca, a French surgeon. Broca found that speech production was hampered by injuries to the left frontal cortex. Patients with injuries to the left frontal cortex can frequently comprehend language perfectly well but are incapable of producing much speech. This area of the brain has been given the name Broca's area, and people suffering from speech loss due to an injury there have Broca's aphasia.
- C The opposite type of injury also occurs, in which a patient can produce strings of words that sound normal but has great difficulty comprehending speech. Also, if one pays close attention to the patient's message, we find that usually the words are mixed together in a strange order that really makes no sense. The part of the brain that controls these functions of speech are farther back, lower and deeper in the brain. This region has become known as Wernicke's area after Karl Wernicke, the German doctor who found the correlation between comprehension difficulties and this area of the brain in the 1870s.
- D Clearly, language production and comprehension are not completely independent of each other. There is a bundle of nerves called the arcuate fasciculus that connects Broca's area to Wernicke's area. Injuries to this area of the brain are much scarcer than to the other areas mentioned. When the arcuate fasciculus is damaged, the resulting aphasia is called conductive aphasia. Patients with this type of injury usually have good comprehension of language and can articulate speech well, but their delivery is problematic. Their speech is riddled with unnatural stops and pauses.

1. What is the best title of this reading?
  - (A) Doctors and their Aphasias
  - (B) What the Greeks Discovered About Language
  - (C) Language Loss and the Brain
  - (D) How the Brain Functions with Language
2. Where in the brain is speech production located?
  - (A) in the right and left cortex
  - (B) in the temporal lobe
  - (C) in the left frontal cortex
  - (D) in Wernicke's area
3. What does the italicized word mean in the following sentence?  
Much of the damage in older people was caused by strokes, while in younger people the damage was usually the result of a *trauma*.
  - (A) an injury
  - (B) a work of theater
  - (C) a birth defect
  - (D) a blood clot
4. What does the italicized word mean in the following sentence?  
This was usually done by examining a patient's brain *postmortem*.
  - (A) during surgery
  - (B) with computers and monitors
  - (C) after death
  - (D) that was sick
5. What is the name of the area that causes conductive aphasia?
  - (A) Wernicke's area
  - (B) Boca's area
  - (C) the frontal lobe
  - (D) the arcuate fasciculus

**SECTION II Strategy: Identifying Types of Mnemonic Devices** Determine what type of mnemonic system each of the following uses. Write the letter of the correct answer on the numbered line. Answers may be used more than once. (6 points each)

- |                                    |                          |
|------------------------------------|--------------------------|
| a. loci                            | d. word or sound pattern |
| b. physical appearance association | e. number association    |
| c. mental graph or picture         |                          |

1. \_\_\_\_\_ To remember the term *arcuate faciculus*, think of “The ark you ate was fastidious.”
2. \_\_\_\_\_ To remember my sister’s new address, 1492 Scenic Boulevard, I think, “In 1492 Columbus had beautiful scenery when he sailed the ocean.”
3. \_\_\_\_\_ I need to buy eggs, coffee, orange juice, ham, and a chicken. My way of remembering this is “I wake up, have some coffee, go outside and get some eggs from our chickens and pick a few oranges from the tree to make juice. I look over at the pigs and feel sorry for them because soon they’ll be made into ham, which I can have for breakfast.”
4. \_\_\_\_\_ You are a waiter at a hamburger restaurant and there are five customers. The oldest is at the head of the table. They all order burgers and shakes. In order of how they are seated, they want their burgers cooked rare, rare, well done, medium, and rare. You think of a graph with a level line that rises sharply to a peak and then declines slowly.
5. \_\_\_\_\_ You are the same waiter at the same table as above. The customers order milkshakes: a medium strawberry, a large vanilla, a large chocolate, a small chocolate, and a medium chocolate. You remember this by thinking “must lava latch smatcho and mecho” where the beginning of each word is the size and the second syllable is the flavor.

**SECTION III New Words** Fill in the blanks with the most suitable word from the list below.  
(1.5 points each)

|          |              |              |           |        |
|----------|--------------|--------------|-----------|--------|
| convince | effortlessly | found        | impressed | novice |
| detected | fashionable  | hypothesized | memorized | rare   |

1. I \_\_\_\_\_ that if I were to eat only a half-pound of mushrooms a day I would lose ten pounds in three weeks.
2. I have only been skiing once before, so I would consider myself a \_\_\_\_\_.
3. In my research, I have \_\_\_\_\_ that double negatives are used more frequently than was originally thought.
4. I am amazed when I watch her swim. She is so at ease and comfortable, it looks as if she swims world record times \_\_\_\_\_.
5. We had to evacuate the building when they \_\_\_\_\_ a gas leak.
6. As hard as he tried, my son was unable to \_\_\_\_\_ me to buy him a motorcycle for his fifteenth birthday.
7. The students were all surprised that the teacher had \_\_\_\_\_ their names by the second day of class. His mnemonics training had worked.
8. My wife says I am a cannibal because I like my steak so \_\_\_\_\_.
9. One thing I miss about living in the city is seeing all the \_\_\_\_\_ designs people wear when they go out.
10. The students are always \_\_\_\_\_ when they hear how well he speaks their language.

**SECTION IV Building Vocabulary: Choosing Synonyms** Read the phrases and words below and choose the best synonym for the word in italics. (3 points each)

1. She had a *distinctive* voice that made her easily recognizable on the phone.

- (A) high pitched
- (B) uncommon
- (C) mundane
- (D) distant

2. Their home is really *extraordinary*, although not my style.

- (A) exceptional
- (B) bland
- (C) really ordinary
- (D) uncommon

3. I did a lot of work on that project, but it was all *in vain*.

- (A) beautiful
- (B) for no reason
- (C) worthwhile
- (D) intravenous

4. She *fancied* a piece of pie.

- (A) thought about
- (B) decorated
- (C) devoured
- (D) prepared

5. They painted the house *adequately*.

- (A) acceptably
- (B) adamantly
- (C) joyfully
- (D) colorfully

TOTAL \_\_\_\_/100 pts.

**SECTION I Reading Comprehension** Read the following passage then answer the questions that follow. (8 points each)

- A Sarah Susanka is a visionary and a breath of fresh air in this McMansion-filled landscape of sprawling suburbia. Americans in the last 40 years have been leaving towns and cities to live in larger and frequently less interesting homes in the suburbs. The average home size has mushroomed in the past 40 years from 1,385 to 2,060 square feet. During this period, the number of occupants in homes in the United States dropped by 16 percent. Many of these homes, especially those in the suburbs, are built as tract homes, where one company builds a large number of homes in a subdivision, all with very similar features and architecture. They are too big, contribute to longer commute times, and are wasteful.
- B Susanka discusses McMansions saying, “I call (this) the starter castle complex—the notion that houses should be designed to impress rather than nurture. More rooms, bigger spaces, and vaulted ceilings do not necessarily give us what we need in a home. And when the impulse for big spaces is combined with outdated patterns of home design and building, the result is more often than not, a house that doesn’t work.” She later refers to these McMansions as “massive storage containers for people.”
- C In today’s world of architecture, usually the big name players design landmark buildings—bridges, skyscrapers, airports, and so on, while residential architecture receives less attention and prestige. However, Susanka, whose work is residential and small in scale, is recognized as one of America’s best known architects. Most of Ms. Susanka’s fame comes not from her homes, but from her writing about homes, architecture, and the American lifestyle. Her first book, *The Not So Big House*, was published in 1998 and was on Amazon.com’s Home & Garden best-selling list for two years. Her next book, *Creating the Not So Big House*, published in 2000, was ranked in the *New York Times* Best Seller list in the Advice and How-To category. Susanka also writes columns for a few magazines, including *Fine Homebuilding*.
- D She states that she wants to “interest our clients in houses with less square footage built with more care and detail.” Her designs emphasize beauty and habitability rather than eye-catching and provocative homes that are poorly designed in terms of their use. Typically, Susanka’s homes have done away with the outdated concept of formal living and dining rooms and instead have large kitchens with plenty of seating adjoining a family room. The family room fills many of today’s needs. One can watch TV there, play a board game, work at a built-in desk, or read next to the fireplace. Tall ceilings and vast spaces, so common in many lofts today, are out. In their place, she stresses varying heights of ceilings and small nooks and built-ins that make you feel more comfortable and cozy. It’s a smaller house, rich in details, built to be comfortable and to withstand change.

1. What is the best title for this reading?
  - (A) The Fame of Sarah Susanka and Her Homes
  - (B) Changing Our Homes One Book at a Time
  - (C) An Architect's View on Why McMansions Are Bad
  - (D) Sarah Susanka and Her Vision for Smaller, More Comfortable Homes
2. What does the word *habitability* mean in the following sentence?  
"Her designs emphasize beauty and *habitability* rather than eye-catching and provocative homes that are poorly designed in terms of their use."
  - (A) awe
  - (B) livability
  - (C) compatibility
  - (D) austerity
3. What are typically not found in homes that Susanka designs?
  - (A) large kitchens
  - (B) comfortable formal dining rooms
  - (C) places to watch TV
  - (D) more than one bathroom
4. What does the word *mushroomed* mean in the following sentence?  
"The average home size has *mushroomed* in the past 40 years."
  - (A) increased dramatically in size
  - (B) encountered problems with fungus
  - (C) grown outwards
  - (D) grown upwards
5. What do you think a Susanka-designed family room would look like?
  - (A) It would be large, with industrial furnishings to be adaptable to go from party room to homework room.
  - (B) It would be next to a kitchen and have seating, a TV, and a fireplace.
  - (C) It would have high ceilings to give kids more height for games and playing.
  - (D) It would be built to save money since it is only for family and not guests. Thus, there would be little detail.



**SECTION II Using a Chart for Comprehension** Based on your reading of the passage above, put a checkmark under the name of the architecture that best fits each of the descriptions in the column on the left. (2 points each)

| Description  | Susanka's architecture | McMansions |
|--|------------------------|------------|
| 1. located in suburbs                                  |                        |            |
| 2. large and not very interesting                      |                        |            |
| 3. similar in design and features to surrounding homes |                        |            |
| 4. impresses friends and neighbors                     |                        |            |
| 5. built to nurture its occupants                      |                        |            |
| 6. more carefully built                                |                        |            |
| 7. eye catching and provocative                        |                        |            |
| 8. have living and dining rooms                        |                        |            |
| 9. have vast spaces                                    |                        |            |
| 10. has small nooks                                    |                        |            |

**SECTION III Vocabulary** Fill in each blank below with the best word from the list. (2 points each)

|             |             |            |             |           |
|-------------|-------------|------------|-------------|-----------|
| Art Nouveau | cut corners | exposure   | mantel      | Victorian |
| conclude    | European    | industrial | traditional | warehouse |

When I was a child living with my parents, we had a typical San Francisco early 1900s \_\_\_\_\_<sub>1</sub> house with all of its \_\_\_\_\_<sub>2</sub> features including a parlor, a living room, and a dining room. The only time we used the \_\_\_\_\_<sub>3</sub>, or for that matter the fireplace itself, was for hanging our Christmas stockings.

Like many Americans, I left home to go to college and spent a year at a top \_\_\_\_\_<sub>4</sub> university in Barcelona, Spain. This was a fascinating city architecturally as it seamlessly mixed \_\_\_\_\_<sub>5</sub> buildings and \_\_\_\_\_<sub>6</sub> design. My \_\_\_\_\_<sub>7</sub> to the lifestyle differences and different home preferences in Europe led me to \_\_\_\_\_<sub>8</sub> that

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upon my return to the United States, I would not live in a house in the suburbs but in an apartment in the heart of a city. I thus rented an apartment in a building that was a converted \_\_\_\_\_<sup>9</sup>; during World War II it had been occupied by a shipbuilding company. Unfortunately, during the conversion to residences, the carpenters \_\_\_\_\_<sup>10</sup> so the apartments leak and the floors squeak.

**SECTION IV Forming Adjectives from Nouns** Change the noun in parentheses to its adjectival form.  
(2 points each)

1. Susanka's (architecture) \_\_\_\_\_ sketches have notes on the function of each area.
2. Much of her work is influenced by (tradition) \_\_\_\_\_ homes from the turn of the last century.
3. Frank Lloyd Wright is considered to be a very (influence) \_\_\_\_\_ architect.
4. Her ideas, although not (revolution) \_\_\_\_\_, are catching on.
5. Her homes are not (spectacle) \_\_\_\_\_ at first sight, but they are comfortable, like your favorite jeans and tennis shoes.
6. It is said that (from the period of queen Victoria) \_\_\_\_\_ architecture was too formal.
7. The (trend) \_\_\_\_\_ architecture seen in lofts is devoid of character and is uncomfortable.
8. Old warehouses in (industry) \_\_\_\_\_ sections of cities can be transformed into comfortable living spaces, but the houses must have clearer divisions, lower ceilings, and cozy spaces.
9. A great mix of architectural styles is common in major (Europe) \_\_\_\_\_ cities.
10. The architect is (care) \_\_\_\_\_ to design houses that are nurturing rather than just impressive.

TOTAL \_\_\_\_\_/100 pts.

## CHAPTER 8

## Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the passage and answer the five questions that follow.  
(8 points each)

The use of vegetable oils for engine fuels may seem insignificant today. But such oils may become in course of time as important as petroleum and the coal tar products of the present time.

—Dr. Rudolf Diesel, the inventor of the diesel engine, 1912

- A The diesel engine dates back to the last decades of the 19th century when Dr. Rudolf Diesel invented an engine that could use multiple sources of energy, ranging from coal dust mixed with water, to mineral oil to vegetable oil. In his most important public showing of the diesel engine, at the 1900 World's Fair in Paris, Diesel described experiments he had done with the engine using peanut oil as fuel. He saw the future of his engine as a boon for farming. He said that by running on vegetable oils, his engine could "help considerably with the development of agriculture in the countries which use it."
- B Unfortunately though, for most of their commercial life in the United States, diesel engines in cars and machinery have run on petroleum-based diesel fuel. Petroleum is a fossil fuel, something America is not blessed with in abundance. It is also in short supply globally. Diesel fuel made from plant or animal fats and oils is called biodiesel and is gaining in popularity in the United States and abroad. It is truly a green product as it can be made from any plant oil or even from recycled cooking oils. It is estimated that there are presently 4.5 billion gallons of used vegetable oil available per year in the United States, which could replace 10 percent of our current fuel expenditures.
- C Today, gasoline prices are at an all time high in the United States. Biodiesel fuel costs less and is better for your car and for the environment. It also employs farmers in the United States in its production and is a local product. Perhaps the most interesting thing about driving or walking near a car or truck running on biodiesel is the smell of french fries. Biodiesel is the only alternative fuel that can be run in a standard car (diesel engine) without modifying the engine. It is also flexible in that it can be mixed with petroleum-based diesel or used on its own. Because of the glycerin in the fuel, biodiesel acts as a cleanser and thus prolongs the life of the engine. With regular diesel, sulfur is used as a lubricant, which when burned produces sulfur dioxide, the main component in acid rain. Biodiesel needs no such lubricating agent and therefore does not produce sulfur dioxide. It burns more cleanly as well, producing 50 percent less air pollution than standard diesel.
- D Another advantage is its much higher ignition temperature. Regular diesel ignites at 125 degrees Fahrenheit compared to approximately 300 degrees for biodiesel. This difference can save lives in cases of accidents since biodiesel will have a much lower likelihood of bursting into flames. It is also biodegradable. A University of Idaho study found that biodiesel mixed with water was 95 percent degraded by the end of a 28 day period. The regular diesel in the same study was only 40 percent degraded after the same period.

1. What is the main point of this article?
  - (A) Dr. Rudolf Diesel's prophecy has come true 90 years later.
  - (B) We should conserve gasoline and diesel.
  - (C) Biodiesel is cleaner than regular diesel.
  - (D) Biodiesel is a feasible fuel for today and is better than regular diesel.
  
2. What does the italicized word mean in the following sentence?  
Petroleum is a fossil fuel, something America is not blessed with in *abundance*.
  - (A) a place in the United States.
  - (B) demand
  - (C) great supply
  - (D) scarcity
  
3. Which of the following is not mentioned as an advantage of biodiesel?
  - (A) It burns more cleanly than standard diesel.
  - (B) It is easy to find in many gas stations.
  - (C) It does not contribute to acid rain.
  - (D) It causes an engine to last longer.
  
4. Why is biodiesel considered safer than regular diesel?
  - (A) Its vapors smell like french fries.
  - (B) It burns at a higher temperature.
  - (C) It contains glycerin.
  - (D) It is made in the United States
  
5. What is the author's attitude towards biodiesel's smell?
  - (A) He prefers the smell of french fries to that of regular diesel.
  - (B) It reminds him of a fast-food restaurant.
  - (C) He dislikes it.
  - (D) He finds it amusing.

**SECTION II Differentiating Facts from Opinions** Identify two facts and two opinions in each of the three paragraphs below. (24 points, 2 points per answer)

1. Biodiesel is clearly the fuel solution of the future. It comes from a renewable source, vegetable oil, and pollutes less than traditional diesel fuel. Our switching to biodiesel will also create jobs for American farmers and keep capital (money) in the country. In 20 years, the majority of Americans will want biodiesel cars.

Fact 1 \_\_\_\_\_

Fact 2 \_\_\_\_\_

Opinion 1 \_\_\_\_\_

Opinion 2 \_\_\_\_\_

2. All of the facts make biodiesel a better choice than traditional diesel. It pollutes less, its price is comparable, and it makes an engine last longer. It also requires no modification to a standard diesel engine. You'd have to be crazy to want to use normal diesel these days.

Fact 1 \_\_\_\_\_

Fact 2 \_\_\_\_\_

Opinion 1 \_\_\_\_\_

Opinion 2 \_\_\_\_\_

3. The production of biodiesel fuel is very undemanding. Before long, there will be biodiesel producers in every state. It can be produced locally in any region of the country because its base oil can come from so many different plants, including soybeans, sunflower, rapeseeds (canola), palm oil, and even algae. It can also be produced from used cooking oils.

Fact 1 \_\_\_\_\_

Fact 2 \_\_\_\_\_

Opinion 1 \_\_\_\_\_

Opinion 2 \_\_\_\_\_

**SECTION III Vocabulary** Write the letter of the definition in the column on the right in the blank next to its matching vocabulary word on the left. (2 points each)

- |                       |  |
|-----------------------|--|
| 1. _____ conservation | a. to work in favor of something         |
| 2. _____ analyze      | b. normal, commonplace, ordinary         |
| 3. _____ unsuitable   | c. plan, goal                            |
| 4. _____ a handful    | d. will not work with, isn't a match for |
| 5. _____ routine      | e. answer                                |
| 6. _____ respond      | f. falling apart, breaking down          |
| 7. _____ degradation  | g. a small group or bunch                |
| 8. _____ advocacy     | h. examine in detail                     |
| 9. _____ harassment   | i. not wasting, planning for the future  |
| 10. _____ vision      | j. pestering, annoying, persecuting      |

**SECTION IV Building Vocabulary** Look at each italicized word and the comments about it. Add a suffix or prefix to the root of that word to form a new word. There will be no new prefixes or suffixes in this section. (2 points each)

1. **ordinary** Here's your chance to build an adverb from the adjective *ordinary*, meaning "normal, not exceptional." Change the *y* to *i* and add the suffix, which almost always indicates an adverb.

\_\_\_\_\_, I wouldn't call you this late, but this is important.

2. **vary** The verb *vary* means "to be different." Turn it into a noun by changing the *y* to *ia* and adding a suffix.

There is great \_\_\_\_\_ in the age when children start speaking.

3. **lamine** Start with the verb *lamine*, which means "to glue a sheet." Now you want a word that refers to ungluing or coming apart of sheets. Begin with a prefix that means to take *away*, *undo*. Add that to *lamine* to have a verb that describes sheets coming unglued.

Leaving the plywood out in the rain caused it to \_\_\_\_\_.

4. **develop** The verb *develop* means "to build up, to construct." Change it to a noun by adding the right suffix.

Many people are opposed to the \_\_\_\_\_ of those parklands.

5. **migrate** The verb *migrate* means "to travel or journey." Turn it into an adjective by dropping the *e* and adding a suffix.

The birds' \_\_\_\_\_ patterns are changing due to global warming.



6. **question** The verb *question* means “to ask about or to doubt.” For example, you can say, “I question his honesty.” Add a suffix to make an adjective making the word mean having questions or can be doubted.

The originality of her work was \_\_\_\_\_.

7. **explode** The verb *explode* means “to blow up or pop.” It is often used to describe a loud banging noise and a destructive rush moving outward from the sight where something explodes. Add the correct suffix to the root *explo-*, and you get the noun that refers to this action.

This winter an electrical substation in San Francisco had a small \_\_\_\_\_, which left hundreds of homes and businesses without power.

8. **neurology** The noun *neurology* means “the study of the nervous system.” Change the *y* to *i* and add the correct suffix to get the adjective describing this action.

Long-term exposure to these chemicals can cause \_\_\_\_\_ damage.

TOTAL \_\_\_\_/100 pts.

**SECTION I Reading Comprehension** Read the passage and answer the questions that follow.*(8 points each)*

- A The life of Grandma Moses is a true Horatio Alger, rags-to-riches American story. She was born Anna Mary Robertson on a farm in upstate New York in September 1860, one of 10 children. At age 27, she married Thomas Salmon Moses, and they moved to the state of Virginia where they bought a farm and lived for almost 20 years. During that period, Mrs. Moses gave birth to 10 children, only five of whom survived through childhood. Later, the family returned to upstate New York, and in 1927 Mr. Moses died. Mrs. Moses continued working on their farm as long as she could, all the while working on art projects around the house. Most of these projects were needlepoint or embroidery. As she got older and her arthritis progressed, her sister recommended she turn in her needle for a paintbrush. She was, at that point, more than 70 years old. The rest, as they say, is history.
- B In 1938, with the United States still in the Great Depression, Grandma Moses displayed some of her paintings at a local drugstore in Hoosick Falls, New York, in an effort to make a little extra money. An amateur art collector, Louis J. Caldor, bought all of the paintings, and after inquiring about the artist, he went to her home to buy more. Mr. Caldor convinced New York's Museum of Modern Art to feature Grandma Moses' artwork in a special show on naïve art in 1939. *Naïve art* is the term used for art created by artists without formal training. Her work was so good that the following year, Otto Kallir, the manager of the Galerie St. Etienne in New York City, decided to feature her in a one-woman show called "What a Farmwife Painted." Grandma Moses did not attend either show, thinking there was no reason as she had already seen everything being displayed. Her work received rave reviews, and Grandma Moses' reputation as a popular artist grew.
- C Her work has been described as showing a "profound respect for the American work ethic, sensitivity to local lore, the changing seasons and weather, and a love of fun and festivity." Her fame was not only that of a folk artist. One of her closest professional colleagues was Norman Rockwell. She appeared on the covers of *Time* and *Life* magazines and on television. Her work has been reproduced by the millions and put on greeting cards and art posters. In the first year that Hallmark used her art for Christmas cards, more than six million cards were sold. Today, her art hangs in some of America's most important museums, including the National Museum of Women in the Arts, the Art Institute of Chicago, and the Portland Art Museum. Considering that she did not begin painting until well into her 70s, Grandma Moses had a prolific career; she created over 1,600 paintings. The last one, *Rainbow*, was completed just after her 100th birthday. It has been described as "a joyous celebration of life." She died at the age of 101 in 1961.

1. What is the best title for this reading?
  - (A) Grandma Moses: 101 Years as an Artist
  - (B) Grandma Moses: An Artist Comes of Age at 80
  - (C) Christmas Cards for the Farmer: The Story of Grandma Moses
  - (D) A Rainbow Life: The Work of Grandma Moses
2. What does the italicized word mean in the following sentence?  
Her work received *rave* reviews.
  - (A) rare
  - (B) harsh
  - (C) excellent
  - (D) many
3. What do you think a Horatio Alger story is?
  - (A) one in which an old person does well
  - (B) one in which a woman does well
  - (C) one in which a farmer finds a better way of making a living
  - (D) one in which someone who starts poor becomes wealthy
4. How did Grandma Moses first become famous?
  - (A) from being on television
  - (B) from being written about in magazines
  - (C) from a small show in New York which led to a larger one
  - (D) from selling Christmas cards
5. Who convinced Grandma Moses to paint?
  - (A) her sister
  - (B) her children
  - (C) her husband
  - (D) Otto Kallir

**SECTION II Summarizing** Circle the letter that best summarizes the paragraph above it.  
(6 points each)

1. The simplest part of Conrad's system is his encoding of salad dressings. He uses letters: *B* for blue cheese; *H* for the house dressing; *O* for oil and vinegar; *F* for French; *T* for Thousand Island. A series of orders, always arranged according to entree, might spell a word like *B-O-O-T*, or a near-word like *B-O-O-F*, or make a phonetic pattern like *F-O-F-O*. As Ericsson says, Conrad remembers orders, regardless of their size, in chunks of four. This is similar to the way Faloan stores digits, and it seems to support Chase and Ericsson's contention that short-term memory is limited and that people are most comfortable working with small units of information.
  - (A) Conrad assigns letters to different dressings, which make words or sound patterns. The letter *F* means French, *T* is Thousand Island, and so on. Examples are words like *B-O-O-T*, meaning blue cheese, oil, oil, and Thousand Island.

- (B) Conrad memorizes in chunks of four, something the experts believe is common due to limitations of working memory. He also uses letters as part of his mnemonic system.
- (C) Conrad, like Faloon, stores chunks in bits of four. This way, when dealing with his mnemonics for salad orders, he will create easy-to-remember strings like *F-O-F-O* and *B-O-O-T*. The letters are associated with a type of dressing.
2. “The difference between someone like John, who has a trained memory, and the average person,” says Ericsson, “is that he can encode material in his memory fast and effortlessly. It’s similar to the way you can understand English when you hear it spoken. In our tests in the lab, he just gets better and faster.” “What John Conrad has,” says Polson, “is not unlike an athletic skill. With two or three hundred hours of practice, you can develop these skills in the same way you can learn to play tennis.”
- (A) Memory training, according to Ericsson and Polson, “is not unlike an athletic skill. With two or three hundred hours of practice, you can develop these skills in the same way you can learn to play tennis.” Therefore the brain can be trained to do this work effortlessly. This is what causes the difference between people with normal memories and those with super memories.
- (B) According to the researchers Ericsson and Polson, a super memory can be trained with lots of practice in the same way an athlete improves his body. Tasks that at one point were challenging or impossible become easy.
- (C) Ericsson and Polson feel that training someone’s memory is like training any other part of the body, and thus, they can greatly improve anyone’s memory capabilities.
3. “One of the most interesting things we’ve found,” says Ericsson, “is that just trying to memorize things does not insure that your memory will improve. It’s the active decision to get better and the number of hours you push yourself to improve that make the difference. Motivation is much more important than innate ability.”
- (A) According to Ericsson, the key factor to memory improvement is not just trying but is the decision to get better and to train yourself to do so.
- (B) The researchers found that motivation and training are the keys to successful memory improvement. They feel this is one of their most interesting findings.
- (C) Hours spent working hard at improving your memory is more useful than being born with good memory genes according to Ericsson.
4. “The important thing about our testing Faloon is that researchers usually study experts,” Chase says. “We studied a novice and watched him grow into an expert. Initially, we were just running tests to see whether his digit span could be expanded. For four days he could not go beyond seven digits. On the fifth day he discovered his mnemonic system and then began to improve rapidly.”
- (A) The testing of Mr. Faloon was important because it showed that with his discovery of his mnemonic system he could go from average to expert.
- (B) The tests run on Mr. Faloon taught him enough about memory that in five days he was able to greatly improve his skill.
- (C) The subject, Mr. Faloon, was stuck on a normal memory digit span of seven digits until day five, when he discovered mnemonic memory systems.

5. Faloon's intellectual abilities didn't change, the researchers say. The storage capacity of his short-term memory didn't change, either. Chase and Ericsson believe that short-term memory is a more-or-less fixed quantity. It reaches saturation quickly, and to overcome its limitations, one must learn to link new data with material that is permanently stored in long-term memory. Once the associations have been made, the short-term memory is free to absorb new information. Shereshevskii transferred material from short-term to long-term memory by placing words along Gorky Street in Moscow. Faloon's hobby was long-distance running, and he discovered that he could break down a spoken list of 80 digits into units of three or four and associate most of these with running times.
- (A) Associations with hobbies and passions can frequently help people with expert memories store information in long-term memory. Thus, Faloon associated things with running times and Shereshevskii placed bits of things to be remembered along streets of his hometown.
- (B) Chase and Ericsson believe that short-term memory and intellectual capacity do not improve with their training. The key is transferring information from short-term to long-term memory, which is frequently done through association.
- (C) Short-term memory, according to Chase and Ericsson, fills up quickly, at which point it cannot absorb any more unless things are transferred into long-term memory. Successful memory experts are more adept at transferring this information through associations with hobbies, sounds, and loci.

**SECTION III New Words** Use the words in the box to complete the sentences below. NOTE: One word will be used twice. (1.5 points each)

|         |           |             |         |           |
|---------|-----------|-------------|---------|-----------|
| clarity | exhibited | illustrates | mental  | symbolize |
| created | found     | intensity   | symbols |           |

- Dale Chihuly, innovative artist and sculptor, \_\_\_\_\_ glass to be the perfect element to display his artistic talent.
- On a large piece of paper, he \_\_\_\_\_ how a finished work or art should look and then his team creates a glass version of the design.
- He has \_\_\_\_\_ thousands of drawings that have been blown into glass objects.
- He tries to \_\_\_\_\_ real objects, such as Navajo Indian blankets or baskets and beautiful flowers.
- Many times, the \_\_\_\_\_ are very abstract and strange-looking.
- The \_\_\_\_\_ of the colors is striking, with vibrant oranges, reds, blues.
- However, the natural \_\_\_\_\_ of glass is maintained.
- Chihuly shows \_\_\_\_\_ flexibility in that he says he likes to try new techniques.
- Despite being disabled by two accidents, he \_\_\_\_\_ a successful art business.
- The works of Dale Chihuly are \_\_\_\_\_ and sold throughout the world.

**SECTION IV Getting the Meaning of Words from Structure and Context** Choose the best synonym or definition for each of the italicized words or phrases in the following sentences. Use structure and context to help you. (3 points each)

1. The higher cause in art burned in van Gogh with *fiery* intensity, like the sun in many of his paintings.  
 (A) creative  
 (B) sunny  
 (C) full of strong emotion  
 (D) yellow
2. In the end, we're left with *conjecture* to explain van Gogh's appeal.  
 (A) nothing  
 (B) a guess  
 (C) a drawing  
 (D) clarity
3. As I passed the well-remembered door, I was seized with *a keen* desire to see Holmes again.  
 (A) an intense  
 (B) a new  
 (C) strength  
 (D) a mad
4. The man sprang from his chair and paced up and down the room in uncontrollable *agitation*.  
 (A) speed and agility  
 (B) strangeness  
 (C) excitement and nervousness  
 (D) surprising
5. It was close upon four before the door opened, and a drunken-looking groom, ill-kempt, with *disreputable* clothes, walked into the room.  
 (A) dishonest  
 (B) amazing  
 (C) respectable  
 (D) not respectable

TOTAL \_\_\_\_/100 pts.

**CHAPTER 10** Test

## Mosaic 2 Reading

**SECTION I Reading Comprehension** Read the following passage and then answer the questions that follow. (8 points each)

- A For centuries, European countries engaged in bloody conflicts with each other. Instead of letting the bloodshed continue, however, Europeans joined together to form the European Union, a strong organization that would foster cooperation, instead of competition.
- B The origins of the European Union (EU) lie in the post-World War II period. World War II devastated Europe in a way that no previous war had done. All over Europe, people asked themselves if there wasn't a better way for the future.
- C In the beginning, the attempt to unify Europe had modest ambitions. A large percentage of Western Europe's factories had been destroyed in World War II. Many European leaders, with the French economist Jean Monnet leading the way, thought that cooperation in the mining of coal and the production of steel would help all of Western Europe recover more quickly. In 1951, this idea resulted in the signing of the Treaty of Paris, which created the European Coal and Steel Community (ECSC). France, Germany, Italy, the Netherlands, Belgium, and Luxemburg formed a common market for coal and steel, meaning that those commodities could be sold freely across the borders without import fees. Coal and steel prices were determined by market forces, not by governments. A small governing body, the "High Authority," was led by Jean Monnet.
- D Encouraged by the success of the ECSC, the same six countries decided to integrate other aspects of their economies. They signed the Treaties of Rome in 1957, which created the European Atomic Energy Community (EURATOM) and the European Economic Community (EEC), popularly known as the "Common Market." Trade barriers between the six countries dropped away. The existence of three separate "European communities," the ECSC, EURATOM, and the EEC, meant a certain degree of confusion and overlap. In 1967 in a "Merger Treaty," the three became part of a new organization, the "European Communities," under a new executive body, the European Commission. The three organizations now also had a unified budget.
- E While the EEC was evolving, other European countries, led by Great Britain had formed a parallel organization, the European Free Trade Association. Beginning in 1973, when the British, Irish, and Danish joined the EEC, the two organizations were slowly merged, greatly expanding the membership of the EEC.
- F In 1992, the European countries took a giant step forward with the Treaty of Maastricht, which created the European Union (EU). The ambitions of the new organization went far beyond trade and finance. This was the creation of the EU that we recognize today. The treaty created a plan for a new unified currency, the euro, and called for cooperation in criminal justice and defense. Increased political and economic integration has led to common policies on the environment and consumer affairs.
- G Since Maastricht, the EU has added new members and expanded the "euro zone." Many people now doubt that European countries will ever achieve full political and economic integration, but the EU has already achieved a level of cooperation that would make Jean Monnet very proud.



1. What is the best title for this reading?
  - (A) The History of the European Economic Community
  - (B) The European Union Today
  - (C) Jean Monnet, Father of the European Union
  - (D) The Development of the European Union
  
2. What does the italicized word mean in the following sentence?  
Instead of letting the bloodshed continue, however, Europeans joined together to form the European Union, a strong organization that would *foster* cooperation, instead of competition.
  - (A) force
  - (B) prevent
  - (C) determine
  - (D) encourage
  
3. What was the first trade organization formed by European countries?
  - (A) the EEC
  - (B) the ECSC
  - (C) the EU
  - (D) EURATOM
  
4. Which of the following was *not* a result of the Merger Treaty?
  - (A) The European Communities finally had a single budget.
  - (B) A new unified ruling body, the European Commission, was created.
  - (C) Three organizations were combined into the European Community.
  - (D) The European countries decided to cooperate in criminal justice.
  
5. What does the italicized word mean in the following sentence?  
France, Germany, Italy, the Netherlands, Belgium, and Luxemburg formed a common market for coal and steel, meaning that those *commodities* could be sold freely across the borders without import fees.
  - (A) countries
  - (B) markets
  - (C) materials
  - (D) industries

**SECTION II Inferring the Meaning of Idioms and Expressions** Look at the common phrases and idioms written in italics and given in context in the sentences below. Choose the correct meaning from the three options. (6 points each)

1. If I stayed home with my sick girlfriend, my little brother would be disappointed because I would miss his graduation. If I went to the graduation, my girlfriend would be upset with me for leaving her home sick. *I was stuck between a rock and a hard place.*
  - (A) I had a big problem.
  - (B) I was going to have a problem regardless of the choice I made.
  - (C) I had a hard decision to make.
2. I got accepted *by the skin of my teeth*. They required a minimum 3.0 grade point average, and mine was a 3.02.
  - (A) with very little margin
  - (B) comfortably
  - (C) because of my smile
3. My uncle *lost his shirt* in the Enron collapse. In 2000, his retirement account was worth approximately \$1,000,000. In 2004, it was worth \$28,000.
  - (A) went crazy
  - (B) lost a great deal of money
  - (C) got involved in
4. I was able *to kill two birds with one stone* when talking to my boss yesterday. I got a raise and a nicer office.
  - (A) I intimidated my boss with a stone.
  - (B) I did two things at once.
  - (C) I hurt my boss.
5. His idea was really *half-baked*. Upon closer examination we saw it wouldn't work for many reasons.
  - (A) crude
  - (B) thoughtful
  - (C) not well planned

**SECTION III New Words** Fill in the blanks with words from the vocabulary list below.  
(1.5 points each)

|             |           |             |          |           |
|-------------|-----------|-------------|----------|-----------|
| acknowledge | evidence  | litigious   | massive  | slaughter |
| cultural    | grotesque | make amends | resolved | strategy  |

1. I would like to \_\_\_\_\_ and thank my wife and children for all of their support in this project.
2. The \_\_\_\_\_ differences between the United States and Canada are very minor.
- 3-4. There is plenty of \_\_\_\_\_ leading us to believe that she is guilty of the \_\_\_\_\_ she was accused of having committed.
5. The United States is such a \_\_\_\_\_ society that we are being trained never to admit blame when we apologize.
6. I wished to \_\_\_\_\_ with my neighbor and thus apologized for calling her nosy.
- 7-8. The new addition to their house is both ugly and huge; no, better yet \_\_\_\_\_.  
In fact, I think it is \_\_\_\_\_.
9. After crashing her car, she \_\_\_\_\_ to not drive again if she were sleepy.
10. My \_\_\_\_\_ for these tests is to eliminate as many easy answers as I can the first time through.

**SECTION IV Identifying Synonyms** Choose a synonym from the box to fill in each of the blanks in the sentences below. (1.5 points each)

|          |          |                        |         |              |
|----------|----------|------------------------|---------|--------------|
| clenched | demeanor | let bygones be bygones | remorse | swarmed      |
| dead     | hobbled  | philanthropic          | restore | takes a toll |

1. Their jaws were (tightly closed) \_\_\_\_\_ and their eyes frowning as they followed the unpopular orders.
2. One great thing about Marc is he has a very happy (quality, outlook on life) \_\_\_\_\_.
3. Bill Gates appears to be much more (giving to charities and causes) \_\_\_\_\_ than Larry Ellison.
4. The kindergartners (surrounded) \_\_\_\_\_ around us when we started passing out candy.
5. Even though my neighbor and I had a history of squabbling, I decided to (forget the past) \_\_\_\_\_ and help her when she was in need.
6. Commuting for a couple of hours in traffic is OK for one or two days but by the end of a week of it you notice that it (bothers, takes away from) \_\_\_\_\_ on you.
7. It was sort of eerie walking into the classroom without the kids. There was a (complete) \_\_\_\_\_ silence that I had never experienced in that school.
8. The wetlands have been damaged over the years by pollution and human encroachment. The Sierra Club has a lofty plan to (revitalize) \_\_\_\_\_ them to their original state.
9. On the day of her trial, she showed no (sorrow) \_\_\_\_\_ for having run over and killed the pedestrian. She simply pleaded with the judge to allow her to continue driving.
10. After playing the entire game with a sore back and scoring the winning goal, Alex (walked gingerly, limped) \_\_\_\_\_ off of the field.

TOTAL \_\_\_\_/100 pts.

## Chapter 1 Test Answer Key

### Section I Reading Comprehension

1. D 2. A 3. D 4. C 5. C

### Section II Strategy: Combining Prefixes and Roots

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

### Section III New Words

1. devices 2. tasks 3. Interactions 4. function  
5. medium 6. enhance 7. focused 8. ignore  
9. monitor 10. randomly

### Section IV Building Vocabulary

1. carefully walked 2. drank 3. looking at 4. took  
5. destroyed 6. talks about 7. interests 8. read

## Chapter 2 Test Answer Key

### Section I Reading Comprehension

1. A 2. C 3. A 4. C 5. D

### Section II Strategy: Using Synonyms

- Dirty* is rather weak. A stronger term is *filthy*.
- Tired* is weak. A stronger term is *exhausted*.
- Smart* is an ordinary word that does not show the extreme meaning implied. *Brilliant* is a better choice.
- Good* is inexact and lacks detail. *Delicious* is much stronger.
- Surprised* does not show the extreme nature desired. *Shocked* is a better choice.
- Happy* does not give enough detail. *Ecstatic* is a better word.

### Section III Vocabulary from Word List

1. sufficient 2. amputated 3. aware 4. appalled  
5. fantasized 6. scrunched 7. summit 8. snapped  
9. prejudices 10. Despite

### Section IV Vocabulary from Context

1. C 2. D 3. C 4. B 5. C 6. C 7. C

## Chapter 3 Test Answer Key

### Section I Reading Comprehension

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

### Section II Drawing Conclusions From a Table

1. 5 2. 2 3. 2009 4. 3 (2010, 2011, 2012)  
5. 4250 6. 47.5% 7. 56.9% 8. Clif  
9. Clif 10. Power

### Section III Vocabulary

1. established 2. phenomena 3. gender  
4. finance 5. cited 6. involve 7. contacts  
8. version 9. abandon 10. gender

### Section IV Vocabulary From Context

Answers may vary and some students may give a phrase instead of a single word.

- the same, steady
- pay the money for
- arrival, incoming
- give to in large amounts, provide generously to
- rate, speed

## Chapter 4 Test Answer Key

### Section I Reading Comprehension

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

### Section II Strategy

1. 1, 2; 2. 1, 2; 3. 2, 1; 4. 1, 2; 5. 1, 2

### Section III New Words

1. horror flicks 2. gossip 3. standard 4. redefined  
5. retracted 6. shimmer 7. go under the knife  
8. prominent 9. nose job 10. aspiring actresses

### Section IV Building Vocabulary

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

## Chapter 5 Test Answer Key

### Section I Reading Comprehension

1. C 2. A 3. C 4. D 5. C

### Section II Strategy

- Main:** Matchmakers collect information about marriageable men and women and then decide which ones would be well-suited to marry each other.

**Supporting:** Matchmakers sometimes represent the male or his family or sometimes represent the female and her family. In other cases the matchmaker works independently, not representing either side.
- Main:** The balanced and symmetrical grouping of buildings which make up the Taj Mahal are a harmonious synthesis of the architecture of Persia, India, and central Asia.

**Supporting:** The architecture combines the traditional design of Mogul gardens with the characteristically Indian use of minarets or towers and a dome. The use of the dome is characteristic of Persian architecture.
- Main:** English is the dominant language of international transportation.

**Supporting:** English is used by pilots and air traffic controllers at international airports. According to Werner Siems of the U.S. Coast Guard, if maritime vessels needed to communicate verbally they would probably use English.
- Main:** The world's languages are disappearing very quickly.

**Supporting:** According to Michael Krauss, only 350 to 500 of the world's 6,000 human languages are safe from extinction. Some linguists estimate that a language dies every two weeks or so. It is possible that 2500 native languages could disappear by the year 2100.
- Main:** This show routinely tests contestants' abilities to persevere in extremely dangerous stunts as well as perform trials.

**Supporting:** Some of the trials include people being locked in boxes with rats, snakes, or scorpions and people eating raw animal organs or mushed up earthworms.

### Section III New Words

1. financial 2. significance 3. waste 4. roamed  
5. exorbitant 6. concrete 7. rejuvenate  
8. restrictions 9. polluted 10. exquisite

### Section IV Building Vocabulary

1. C 2. A 3. A 4. C 5. C

## Chapter 6 Test Answer Key

### Section I Reading Comprehension

1. C 2. C 3. A 4. C 5. D

### Section II Strategy

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

### Section III New Words

1. hypothesized 2. novice 3. found 4. effortlessly  
5. detected 6. convince 7. memorized 8. rare  
9. fashionable 10. impressed

### Section IV Building Vocabulary

1. B 2. A 3. B 4. C 5. A

## Chapter 7 Test Answer Key

### Section I Reading Comprehension

1. D 2. B 3. B 4. A 5. B

## Section II Using a Chart for Comprehension

| Description  | Susanka's architecture | McMansions |
|--|------------------------|------------|
| 1. located in suburbs                                  |                        | ✓          |
| 2. large and not very interesting                      |                        | ✓          |
| 3. similar in design and features to surrounding homes |                        | ✓          |
| 4. impresses friends and neighbors                     |                        | ✓          |
| 5. built to nurture its occupants                      | ✓                      |            |
| 6. more carefully built                                | ✓                      |            |
| 7. eye catching and provocative                        |                        | ✓          |
| 8. have living and dining rooms                        |                        | ✓          |
| 9. have vast spaces                                    |                        | ✓          |
| 10. has small nooks                                    | ✓                      |            |

## Section III Vocabulary

1. Victorian 2. traditional 3. mantel 4. European  
 5. Art Nouveau 6. industrial 7. exposure  
 8. conclude 9. warehouse 10. cut corners

## Section IV Forming Adjectives from Nouns

1. architectural 2. traditional 3. influential  
 4. revolutionary 5. spectacular 6. Victorian  
 7. trendy 8. industrial 9. European 10. careful

## Chapter 8 Test Answer Key

## Section I Reading Comprehension

1. D 2. C 3. B 4. B 5. D

## Section II Differentiating Facts from Opinions

1. **Facts:** It comes from a renewable source, vegetable oil, and it pollutes less than traditional diesel fuel. Switching to biodiesel will also create jobs for American farmers and keep capital (money) in the country.

**Opinions:** Biodiesel is clearly the fuel solution of the future. In 20 years, the majority of Americans will want biodiesel cars.

2. **Facts:** It pollutes less, its price is comparable, and it makes an engine last longer. It also requires no modification to a standard diesel engine.

**Opinions:** All of the facts make biodiesel a better choice than traditional diesel. You'd have to be crazy to want to use normal diesel these days.

3. **Facts:** Its base oil can come from so many different plants, including soybeans, sunflower, rapeseeds (canola), palm oil, and even algae. It can also be produced from used cooking oils.

**Opinions:** The production of biodiesel fuel is very undemanding. Before long, there will be biodiesel producers in every state. It can be produced locally in any region of the country.

## Section III New Words

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



**Section IV Building Vocabulary**

1. ordinarily
2. variation
3. delaminate
4. development
5. migration
6. questionable, questioned
7. explosion
8. neurological

**Chapter 9 Test Answer Key****Section I Reading Comprehension**

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

**Section II Summarizing**

1. B
2. B
3. A
4. A
5. B

**Section III New Words**

1. found
2. illustrates
3. created
4. symbolize
5. symbols
6. intensity
7. clarity
8. mental
9. created
10. exhibited

**Section IV Getting Meaning Through Word Structure and Context: Verbs**

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

**Chapter 10 Test Answer Key****Section I Reading Comprehension**

1. D
2. D
3. B
4. D
5. C

**Section II Inferring the Meaning of idioms and Expressions**

1. B
2. A
3. B
4. B
5. C

**Section III New Words**

1. acknowledge
2. cultural
3. evidence
4. slaughter
5. litigious
6. make amends
7. massive
8. grotesque
9. resolved
10. strategy

**Section IV Identifying Synonyms**

1. clenched
2. demeanor
3. philanthropic
4. swarmed
5. let bygones be bygones
6. takes a toll
7. dead
8. restore
9. remorse
10. hobbled

**VOCABULARY I** Choose the best word to complete each sentence. (2 points each)

**Example** Brazil and Argentina are the largest \_\_\_\_\_ in South America.

- A categories
- B cities
- C countries
- D neighborhoods

1. No one lives with Rosa in her apartment. She lives \_\_\_\_\_.
  - A alone
  - B lonely
  - C only
  - D together
2. Tom's family has 3 children, Amy's family has 3 children, Reina's family has 2 children, and Ben's family has 2 children. The \_\_\_\_\_ number of children in these families is 2.5.
  - A small
  - B average
  - C equal
  - D total
3. When teachers speak too softly and rapidly, it is \_\_\_\_\_ for their students to understand them.
  - A easy
  - B little
  - C different
  - D difficult
4. In many cultures, women do most of the \_\_\_\_\_. For example, they clean the floors and wash the clothes for their families.
  - A farming
  - B homework
  - C housework
  - D cooking
5. Mr. Lee's restaurant is successful because he always waits on his \_\_\_\_\_ politely and serves them wonderful meals.
  - A customs
  - B customers
  - C consumers
  - D users

6. In a basketball game, two teams \_\_\_\_\_ against each other to score points by throwing a ball into a basket.
- (A) compete
  - (B) cooperate
  - (C) complete
  - (D) exercise
7. In this country doctors usually have high \_\_\_\_\_, or position in the society.
- (A) profession
  - (B) situation
  - (C) state
  - (D) status
8. Many companies in the computer industry were started by very young people. For example, Bill Gates was only twenty years old when he and Paul Allen \_\_\_\_\_ the Microsoft Corporation in 1975.
- (A) based
  - (B) discovered
  - (C) located
  - (D) founded
9. \_\_\_\_\_ up to 20% is customary in U.S. restaurants. Some places even add 15% to the bill for all parties of six or more.
- (A) Waiting
  - (B) Tipping
  - (C) Buying
  - (D) Eating
10. I wouldn't go to the new mall just yet. If you can \_\_\_\_\_ another week or two, until the Grand Opening is over, the crowds will be much more manageable.
- (A) hold out
  - (B) hold up
  - (C) wait on
  - (D) hold onto

**VOCABULARY II** Read each item and then answer the vocabulary question below it. (2 points each)

**Example** The city government recently announced plans to build a new road through Mountain Dale, a beautiful neighborhood on the south side of the city. The residents of Mountain Dale are angry about the road. Yesterday a group of them went to a meeting at City Hall to express their *views* on the city's plans.

Which of the following is closest in meaning to *views* as it is used above?

- (A) pictures
- (B) opinions
- (C) sights
- (D) beautiful scenery

1. The brain is divided into many parts. Each part serves specific and important functions. The cerebrum is the largest and most complex *area* of the brain. It controls thought, learning, and many other activities.

Which of the following is closest in meaning to *area* as it is used above?

- (A) the size of a surface, calculated by multiplying the length by the width
  - (B) a particular subject or group of related subjects
  - (C) a particular part or section
  - (D) a part of an activity or a thought
2. By studying the pyramids of Egypt, researchers have learned a great deal about ancient Egyptian *culture*. They have discovered, for example, that different social classes existed even in the earliest cities.

Which of the following is closest in meaning to *culture* as it is used above?

- (A) activities that are related to art, music, and literature
  - (B) a society that existed at a particular time in history
  - (C) a scientific experiment of people from a particular country
  - (D) education of people in a certain social group
3. Timothy is going to ride his bike around the world. In order to see all the countries and sights he wants to, before he begins his adventure, he will *map* his route.

Which of the following is the closest in meaning to *map* as used above?

- (A) to pack bags for a trip
  - (B) to plan the path of a trip
  - (C) to prepare a bicycle for a trip
  - (D) to talk about something
4. With today's computer networks, the *transmission* of data from one place in the world to another can happen instantly.

Which of the following is closest in meaning to *transmission* as it is used above?

- (A) the process of working together on the same computer network
  - (B) a job that involves traveling from one place to another
  - (C) the set of parts of a vehicle that take power from the engine to the wheels
  - (D) the process of sending information using electronic equipment
5. Roger has some annoying tendencies. For one thing, he's *inclined* to talk about himself and his achievements.

Which of the following is closest in meaning to *inclined* as it is used above?

- (A) bending forward to say something
- (B) likely to do something or behave in a particular way
- (C) holding a particular opinion
- (D) talking a lot about the same thing

6. At medical centers throughout the United States, researchers are *conducting* investigations into the causes of heart disease.

Which of the following is closest in meaning to *conducting* as it is used above?

- (A) carrying out an activity or process in order to get information or prove facts
- (B) directing the playing of an orchestra, band, etc.
- (C) carrying something like electricity or heat to cure heart disease
- (D) guiding or leading someone somewhere

7. In recent years, it seems that headlines and articles about war and violence have *occupied* the front pages of newspapers everywhere.

Which of the following is closest in meaning to *occupied* as it is used above?

- (A) taken up time
- (B) lived in a place
- (C) controlled a place by military force
- (D) filled a particular amount of space

8. Studies in public schools have shown that *exposure* to art and music has many benefits for children. It improves their literacy, critical thinking, and math skills.

Which of the following is closest in meaning to *exposure* as it is used above?

- (A) a situation in which someone is not protected from risk or danger
- (B) attention that someone gets from newspapers, television, etc.
- (C) the chance to experience something
- (D) the act of showing something that is usually hidden

9. Ronald and James are roommates in a university dormitory. They have frequent arguments because Ronald prefers to go to sleep early and James always stays up late. Also, Ronald likes quiet while he studies, but James insists that loud music helps him concentrate. How can James and Ronald *resolve* these conflicts?

Which of the following is closest in meaning to *resolve* as it is used above?

- (A) make a definite decision to do something
- (B) solve again using new techniques
- (C) gradually change into something else
- (D) find a satisfactory way of dealing with a problem or difficulty

10. It is important that students learn to read and write before they go to college. In particular, they need to practice reading on their own and learn how to write a *succinct* and logical argument.

Which of the following is the closest in meaning to *succinct* as used above?

- (A) taking a long time to explain
- (B) correct
- (C) original
- (D) clearly and concisely expressed

## Reading Section

**DIRECTIONS:** Read each passage and answer the questions below it. (2 points each)

### Reading Passage 1

- A How do you react to the taste of different foods, like coffee or lemon? Do they have a flavor that you like? Or do they taste very strong to you? Why do people react differently to different flavors?
- B We all know that different people have different food preferences. Researchers have discovered some reasons for these differences. Your culture and your life experience are partly responsible for your preferences for certain foods. Your food preferences are also partly genetic. (Your genetic preferences are the ones that you were born with.) In order to discover people's genetic preferences, researchers use a chemical called PROP. People taste it and respond to the taste. To some people, PROP has no flavor. The researchers classify these people as "nontasters." To other people, the flavor of PROP is a little bitter, or sharp. These people are "tasters." Then there are the people who can't stand the flavor of PROP. They find it to be unbearably bitter. These people are the "supertasters." Tasters have more taste buds on their tongues than nontasters do, and supertasters have many more taste buds than tasters do. This explains why supertasters are more sensitive to PROP and to the flavors in certain foods. So if you think the flavors in coffee, grapefruit juice, and broccoli are very strong, you may be a "supertaster."

**Example** The topic of the reading passage is \_\_\_\_\_.

- A the flavor of coffee
- B becoming a supertaster
- C differences in people's taste sensitivity
- D research in the flavor of different foods

1. The main idea of the reading is that \_\_\_\_\_.
  - A there are people who like different foods
  - B there are cultural and genetic reasons for the differences in people's food preferences
  - C some foods have a very strong flavor
  - D PROPs can be used to identify different types of tastes
2. The meaning of *genetic* preferences is \_\_\_\_\_.
  - A preferences for certain foods
  - B preferences researchers have discovered
  - C the preferences of some people
  - D the preferences that people are born with
3. What is PROP?
  - A a chemical
  - B something that people are born with
  - C a discovery
  - D a researcher

4. Why do researchers use PROP?
- (A) because it has no flavor
  - (B) to find out the responses to foods people were born with
  - (C) to discover the flavors in certain foods
  - (D) because people like its flavor
5. A food that is bitter has \_\_\_\_\_.
- (A) no flavor
  - (B) little flavor
  - (C) a coffee flavor
  - (D) a sharp flavor
6. People who \_\_\_\_\_ are classified as *supertasters*.
- (A) can't stand the flavor of PROP
  - (B) think that PROP has no flavor
  - (C) think that PROP tastes a little bitter
  - (D) like bitter flavors
7. Taste buds are probably \_\_\_\_\_.
- (A) tiny pieces of food
  - (B) the small bumps on the surface of people's tongues
  - (C) chemicals in food that give it its flavor
  - (D) something in broccoli, grapefruit juice, and coffee

### Reading Passage 2

- A After a cold, snowy winter, many people look forward to the long hot days of summer. The normal heat of summer can be pleasant. However, it's important to be aware that excessive—that is, too much—heat can be dangerous. There are other summer weather dangers, for example, tornadoes, lightning, and floods, but excessive heat kills more people each year than any of these. According to meteorologists (weather scientists), a heat wave is a period of excessive heat that lasts two days or more. A heat wave stresses people and can cause illnesses. These illnesses include heat cramps, heat exhaustion, and heat stroke. The people who are at the greatest risk during heat waves are the elderly, babies, and those with serious diseases.
- B High humidity (moisture in the air) can make the effects of heat even more harmful. As humidity increases, the air seems warmer than it actually is because it's more difficult for the body to cool itself through the evaporation of perspiration. During heat waves, meteorologists use the heat index to determine the level of danger. The heat index measures how hot it really feels when high humidity is added to the actual air temperature. As an example, if the air temperature is 95° F (Fahrenheit) and the humidity is 35%, the heat index is 98° F. But if the air temperature is 95° F and the humidity is 70%, the heat index is 124° F. Doctors say that even young, healthy people can die of heat stroke if they exercise outside when the heat index is high. During a heat wave, it's best to take it easy, drink plenty of water, and stay out of the heat as much as possible.



1. The main idea of Paragraph A is that \_\_\_\_\_.
  - (A) people look forward to the long hot days of summer
  - (B) too much heat can have dangerous effects
  - (C) tornadoes, lightning, and floods are dangerous
  - (D) meteorologists can define heat waves
2. The main idea of Paragraph B is that \_\_\_\_\_.
  - (A) humidity is moisture in the air
  - (B) meteorologists use the heat index during heat waves
  - (C) high humidity increases the danger of high air temperatures
  - (D) it's important to stay inside during a heat wave
3. The word *excessive* means \_\_\_\_\_.
  - (A) too much
  - (B) important
  - (C) long
  - (D) coming in waves
4. In the passage, lightning is mentioned as an example of \_\_\_\_\_.
  - (A) excessive heat
  - (B) a storm
  - (C) a stress on people
  - (D) a summer weather danger
5. A meteorologist is \_\_\_\_\_.
  - (A) a doctor
  - (B) a weather scientist
  - (C) a space scientist
  - (D) a dangerous weather condition
6. The heat index measures \_\_\_\_\_.
  - (A) the amount of moisture in the air
  - (B) air temperature
  - (C) a person's body temperature
  - (D) the temperature the body feels when heat and humidity are combined
7. Based on the information in the passage, which statement is true?
  - (A) Young, healthy people are more likely to die from excessive heat than elderly people are.
  - (B) The elderly, babies, and people with serious diseases are most likely to die from excessive heat, but it can kill young, healthy people, too.
  - (C) Perspiration is a dangerous effect of excessive heat.
  - (D) All heat waves include high humidity.

8. Why did the author write this passage?

- (A) To warn people about the dangers of excessive heat and give suggestions about avoiding them.
- (B) To give people useful information about the weather in the summer.
- (C) To describe the work of meteorologists and their use of the heat index.
- (D) To let people know how the body can cool itself naturally.

### Reading Passage 3

- A Even though education is compulsory (required by law) for children in the United States, it is not compulsory for them to go to a conventional school to get that education. In every one of the 50 states, it is legal for parents to educate their children at home, or to “home school” their children. Although no state requires parents to have special training to home school their children, the regulations parents must follow vary widely from state to state. New Jersey, for example, imposes virtually no requirements. In contrast, New York requires home schoolers to notify their school districts, file instructional plans and frequent reports, and submit the results of tests or other forms of assessment for each child.
- B Increasing numbers of American families have been opting for home schooling. According to the National Center for Educational Statistics, about 1.1 million children were being home schooled in the spring of 2003. This represents an increase from the 850,000 who were being home schooled in the spring of 1999. In addition, the home-schooling rate—the percentage of the school-age population that was being home schooled—increased from 1.7 percent in 1999 to 2.2 percent in 2003.
- C A survey conducted in 2003 asked parents to give their most important reasons for home schooling their children. Thirty-one percent cited concerns about the environment in conventional schools, including safety, drugs, or negative peer pressure. Thirty percent said that the most important reason was to provide religious or moral instruction. Sixteen percent said that the most important reason was dissatisfaction with academic instruction at conventional schools. Parents gave other reasons, too; for instance, many said that they wanted to strengthen family bonds or allow their children more freedom.
- D It is difficult to show whether conventional schooling or home schooling works better. Home-schooled children tend to score significantly higher than the national average on college entrance tests. But educators say that it isn't easy to determine how meaningful the figures are, given the complexities of making direct comparisons. In the debate about home schooling, socialization is more of an issue than achievement. Advocates of conventional education believe that home-schooled children are at a disadvantage because they miss out on the kinds of social interaction and relationships with peers that are an essential part of a total education. Advocates of home schooling say that home-schooled children are not socially isolated; they think that home-schooled children have a larger social structure because they can be out in the world, in contact with people of different ages, and having experiences that they could never have in conventional schools.

**DIRECTIONS:** For each question, choose the best answer based on the reading passage.

1. The word *conventional* means \_\_\_\_\_.
- (A) relating to a meeting
  - (B) following what is normal or usual
  - (C) following a religion
  - (D) educational

2. According to the passage, increasing numbers of American families are choosing home schooling. What information does the author give to support this statement?
- (A) In every one of the 50 states, it is legal for parents to educate their children at home.
  - (B) Thirty-one percent of parents say that the most important reason for home schooling is concerns about the environment in conventional schools.
  - (C) The number of children who were being home schooled increased from 850,000 in 1999 to about 1.1 million in 2003.
  - (D) A survey was conducted in 2003.
3. Scan (look quickly through) the passage to find the answer to this question: How many of the parents surveyed in 2003 said that the most important reason for home schooling their children was dissatisfaction with academic instruction at conventional schools?
- (A) 1.1 million
  - (B) 30 percent
  - (C) 16 percent
  - (D) 2.2 percent
4. Three of the following statements give facts, and one gives an opinion. Based on the reading passage, which one is the opinion?
- (A) Home-schooled children are at a disadvantage because they miss out on some kinds of social interaction and relationships.
  - (B) Thirty percent of parents who home school their children said that the most important reason was to provide religious or moral instruction.
  - (C) The home-schooling rate increased from 1.7 percent in 1999 to 2.2 percent in 2003.
  - (D) The regulations that parents of home schoolers must follow vary widely from state to state.
5. Which paragraph gives information about the number of home-schooled children who attend college?
- (A) Paragraph B
  - (B) Paragraph C
  - (C) Paragraph D
  - (D) That information is not given in the passage.
6. In Paragraph D, the author implies, but does not state directly, that \_\_\_\_\_.
- (A) home-schooled children tend to score significantly higher than the national average on college entrance tests
  - (B) it should be easy to make direct comparisons between conventional and home schooling
  - (C) parents are not academically qualified to teach their children
  - (D) there is controversy about the benefits of home schooling
7. Based on Paragraph D, we can conclude that advocates of conventional education object to home schooling mainly because home-schooled children \_\_\_\_\_.
- (A) cannot achieve academically
  - (B) cannot be compared to conventionally educated children
  - (C) are not well socialized
  - (D) have too much freedom

**Reading Passage 4**

- A In recent years, the game of golf and golf tourism have grown in popularity in many places in the world. Golf, which traces its roots back to 15th century Scotland, is often viewed as a pleasant and harmless way to relax in a natural setting. But golf courses are not natural developments. They are artificial constructions that have a big environmental impact. As a result, there is often controversy about the building of golf courses.
- B Opponents of the use of land for golf courses bring up a number of environmental concerns. One is that a golf course covers a great deal of land, typically up to 200 acres, and in the process of developing this land into a golf course, it is common for fragile native ecosystems such as wetlands, rainforests, or coastal dunes to be destroyed. Indigenous grasses, shrubs, and trees are removed and replaced by foreign vegetation. The construction process causes soil erosion and results in the loss of biodiversity and habitat for wildlife. Another concern is the amount of chemical pesticides, herbicides, and fertilizers used to maintain the grass on a golf course once it is established. These chemicals can result in toxic contamination of the air, the soil, the surface water, and the underground water, and this in turn leads to health problems for people who live near the course or downstream from it, for people who work at the course, and even for the golfers. Yet another concern is that golf courses require an enormous amount of water every day. Their water consumption can lead to depletion of scarce fresh water resources. These and other concerns about golf courses have provoked protests, most recently in east and southeast Asia, against planned golf projects.
- C Designers, developers, and operators of golf courses have become increasingly aware of the environmental issues and of the protests. Consequently, they have sponsored research into more environmentally sensitive ways of constructing and maintaining courses. They believe that it is possible to build golf courses which protect and preserve the natural features of the landscape and natural habitats for wildlife. Their suggested practices include using native trees and shrubs, planting types of grass that require less water and are best adapted to the local climate, and using reclaimed water. Proponents of golf courses believe that these “green” golf courses can actually provide environmental benefits to their sites.
- D However, even a “green” golf course is likely to result in some environmental degradation and loss of habitat. Therefore, many biologists and wildlife ecologists, such as Lawrence Woolbright, a professor at Siena College in Albany, New York, contend that the best places to construct new golf courses are places that are already degraded, such as former landfills (garbage dumps) and old industrial sites, rather than on undeveloped land. A golf course that transforms a degraded site into a scenic landscape with wetlands and woodlands and habitat for wildlife could actually be a benefit to the environment.

1. Which of the following is the best statement of the main idea of the reading passage?
- (A) Golf courses are artificial constructions, and are often built with no regard for the environment.
  - (B) Controversies about golf courses affect the tourist trade.
  - (C) Golf courses have significant effects on the environment, and these effects lead to controversy.
  - (D) Golf and golf tourism are growing in popularity internationally, leading to a more negative effect on the environment.

2. What word is opposite in meaning to the word *indigenous*?
- (A) native
  - (B) foreign
  - (C) natural
  - (D) vegetation
3. Which of the following is *not* mentioned in the passage as a negative environmental impact of a golf course?
- (A) the destruction of fragile native ecosystems
  - (B) soil erosion caused by cutting down trees
  - (C) pollution caused by traffic and maintenance equipment
  - (D) depletion of scarce fresh water resources
4. Which of the following best summarizes the environmental concerns of opponents of the use of land for golf courses?
- (A) They are concerned about the amount of land that a golf course covers.
  - (B) They are concerned about the impact of the process of constructing new golf courses.
  - (C) They are concerned about the impact of the maintenance of established golf courses.
  - (D) All of the above.
5. Based on Paragraphs C and D, we can infer that a “green” golf course is one that \_\_\_\_\_.
- (A) consumes a great deal of water
  - (B) is environmentally sensitive
  - (C) is new and not degraded
  - (D) has grass, shrubs, and trees
6. Based on the information in Paragraph C, we can conclude that \_\_\_\_\_.
- (A) it is certain that “green” golf courses have already been built
  - (B) it is certain that “green” golf courses will be built in the future
  - (C) it is not certain that any “green” golf courses have already been built or will be built in the future
  - (D) opponents of golf courses accept the idea that “green” golf courses can actually provide environmental benefits to their sites
7. Based on Paragraph D, we can infer that the author of the passage \_\_\_\_\_.
- (A) agrees with Lawrence Woolbright
  - (B) disagrees with Lawrence Woolbright
  - (C) is willing to accept some environmental degradation and loss of habitat
  - (D) is opposed to all golf courses
8. What would be an appropriate title for this reading passage?
- (A) A Brief History of Golf
  - (B) Golf’s Dirty Side
  - (C) Why Make Golf Green?
  - (D) The Beauty of Golf

## Interactions/Mosaic Reading Placement Test Answer Key

### Vocabulary I

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

### Vocabulary II

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

### Reading Passage 1

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

### Reading Passage 2

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

### Reading Passage 3

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

### Reading Passage 4

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

### SCORING FOR INTERACTIONS/MOSAIC READING PLACEMENT TEST

| Score  | Placement           |
|--------|---------------------|
| 0–40   | Interactions Access |
| 41–55  | Interactions 1      |
| 56–70  | Interactions 2      |
| 71–85  | Mosaic 1            |
| 86–100 | Mosaic 2            |

This is a rough guide. Teachers should use their judgment in placing students and selecting texts.