

Reading Issues 3

**A Classroom
Teacher's Guide**

Galapagos Islands

Learning
Focus

| | |
|-----------------------|--|
| Objectives | To read and comprehend the story "Galapagos Islands" |
| Target words | geology, isolated, evolve, species, marine, weigh, equator, pant, reserve, interference. |
| Target grammar | for vs. during |

Warm-up

A. Greeting

1. Greet students with a smile, calling them by their names.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 7)
2. Look at the picture on the top of page 7. Discuss.
 - Ⓣ What do you see in the picture?
 - (→ I see the blue sea and a bay. It is surrounded by hills.)

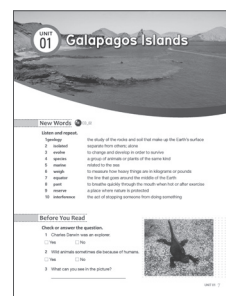
Presentation

A. New Words

1. Play the CD_02, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.
 - Ⓣ - What's the answer for question 1?
 - (→ Yes. He was an explorer and a naturalist.)
 - Why do you think question 1 is 'yes'? Can you think of an example?
 - (→ He wrote a famous book *The Origin of Life* which still is a basis of evolutionary biology.)
3. Ask another student to read and answer question number 2.
 - Ⓣ What do you think about number 2?
 - (→ No. Humans hunt wild animals for their fur, ivory or skin. Also the rubbish thrown away by humans is causing wild animals health hazards.)
4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.



- ① What can you see in this picture?
 (→ I see an iguana on a pebbly ground. The iguana is black.)

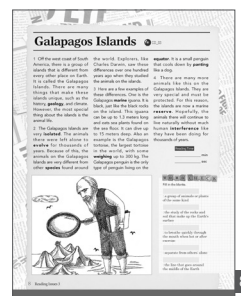
C. Story Reading: Galapagos Islands

1. Have the students listen to the main story with their books closed. Play the CD_03.
2. Ask students what words they could remember.
3. Open to page 8, and observe the picture at the bottom of the page. Ask questions.

① What do you see in the picture at the bottom of page 8?
 (→ There is a man holding a big book on one hand and a big magnifying glass on the other hand. He is looking through a magnifying glass at a tortoise climbing up a mountain. His feet are submerged in water up to his ankle.)
4. Play the CD_03 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.
5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

① What is a word that you don't understand? / Can you guess what it means?
 What are the words around it? / By relating the whole story, can you guess what it means?
6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

① - What do you think the story is about? (→ It is about Galapagos Islands.)
 - What words are repeated? (→ Galapagos Islands, animals, different, difference)
 - What kind of animal names could you hear? (→ Iguana, tortoise, penguin)
7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 8.
8. Ask students to do a word check. Give them 2 minutes to fill in the blanks.

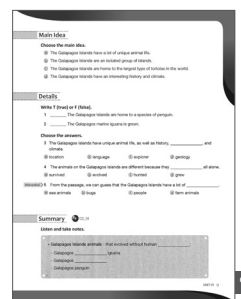


Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.
2. Ask a student what the answer is and why.
3. Check and explain the answer.

① - What is the answer? (→ The answer is ②.)
 - Why do you think so?
 (→ All other sentences are mentioned in the story but these are not the main idea. Therefore, ② is the answer.)



B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

① Why do you think it is true? / Can you find the answer from the story?
 (→ The third paragraph, line 13-18; The Galapagos penguin is the only type of penguin living on the equator.)
3. Ask another student what the answer is for number 2 and why.

① Why do you think it is false? / Can you find the answer from the story?
 (→ The third paragraph, line 4; It is black, just like the black rocks on the island.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.

Q3 → Ⓐ (The first paragraph, line 9; There are many things that make these islands unique such as the history, geology, and climate.)

Q4 → Ⓑ (The second paragraph, line 4; The animals there were left alone to evolve for thousands of years.)

Q5 → Ⓐ (The third paragraph gives examples of animals that are only found on the Galapagos Islands and these are all marine animals such as the marine iguana, tortoise, and penguin. Therefore the answer is Ⓐ.)

C. Summary

1. Listen to the CD_04.

Script and Answer

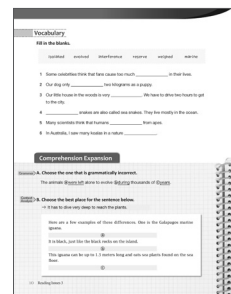
The Galapagos Islands, off the west coast of South America, are filled with unique animal life. The animals there evolved without human interference over thousands of years. Some examples of unique species on the island are the Galapagos marine iguana, the Galapagos tortoise, and the Galapagos penguin. Since it is such a unique place, it has been made a marine reserve. (→ interference, marine, tortoise)

2. Check the answers, and read the completed summary aloud.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → interference / Q2 → weighed / Q3 → isolated / Q4 → Marine /
Q5 → evolved / Q6 → reserve



10

E. Comprehension Expansion: Grammar

1. Give students a minute to answer the question.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓓ - What is the answer? (→ It's Ⓓ.)

- What should the answer be instead? (→ It should be 'for'.)

- Both 'for' and 'during' is to tell a length of time. The preposition 'for' is usually followed by a length of time—for example, for three hours, for a week, for few years, etc. whereas 'during' is followed by a period of time or event. For example, during the vacation, during the service, during the stay, etc.

F. Comprehension Expansion: Context Analysis

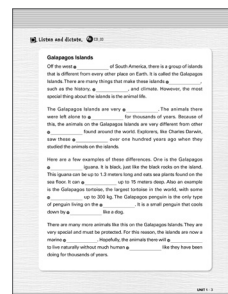
1. Read the question aloud.
2. Ask a student to read the sentences and ask for the right answer.

Ⓓ What is the correct answer?

(→ The key sentence says that it has to dive deep for plants. Therefore, the sentence should come right before or after a sentence which mentions 'diving' or 'plants'. Also, in the key sentence, the word 'plants' has 'the' before it, which means it is referring to the word 'plants' that has been mentioned already. Therefore, the answer is Ⓓ.)

G. Workbook

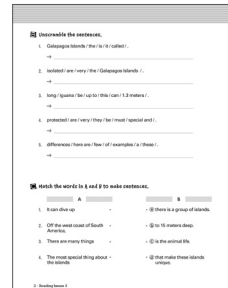
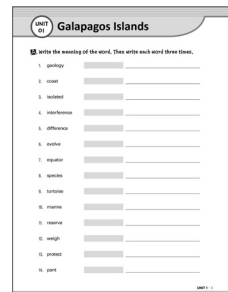
1. Open to page 3 of the workbook.
2. Play the CD_03 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 1 and 2).
3. Tell students about the next lesson.

Ⓢ In the next class, we will be doing unit 2, Fraser Island.
4. Good bye.



Learning
Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Fraser Island" |
| Target words | stunning, crash, paradise, sand dune, valley, freshwater, rare, rent, vehicle, describe |
| Target grammar | Adverbs |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

① - Can you tell me what our lesson was about?

(→ It was about the Galapagos Islands.)

- What can you remember from the story?

(→ The Galapagos Islands have unique history, geography and climate. The Galapagos Islands are also famous for unique animals such as the Galapagos marine iguana, Galapagos tortoise, and Galapagos penguin.)

- What does 'isolate' mean?

(→ To isolate is to separate from others. It also means alone.)

4. Check homework.

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 11)
2. Observe the picture on the top of page 11. Discuss.

① What do you see in the picture?

(→ It is a beach which seems endless. The sea and the sky are blue. On the sand there are car (tire) tracks.)

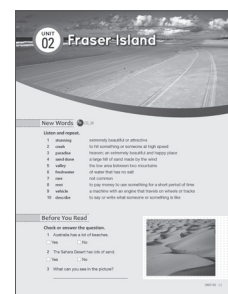
Presentation

A. New Words

1. Play the CD_05, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.



- Ⓣ What's the answer for question 1?
(→ Yes. Australia is surrounded by the sea and has many beautiful beaches.)

3. Ask another student to read and answer question number 2.

- Ⓣ What's the answer for question 2? (→ Yes. The desert is covered with sand.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

- Ⓣ What can you see in this picture?

(→ I see a lot of sand. It looks like a desert. There are many sand dunes.)

C. Story Reading: Fraser Island

1. Have the students listen to the main story with their books closed. Play the CD_06.
2. Ask students what words they could remember.
3. Open to page 12, and observe the picture at the bottom of the page. Ask questions.

- Ⓣ What do you see in the picture at the bottom of page 12?

(→ There is a couple sitting on a picnic mat. There is a camping tent and a four-wheel drive vehicle. It looks like a beach.)

4. Play the CD_06 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.
5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.
6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

- Ⓣ - What do you think the story is about? (→ It is about an island called Fraser.)
- What words are repeated? (→ island, sand, beach, beauty, beautiful)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 12.
8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



12

Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.
2. Ask a student what the answer is and why.
3. Check and explain the answer.

- Ⓣ - What is the answer? (→ The answer is ⓐ.)
- Why do you think so?

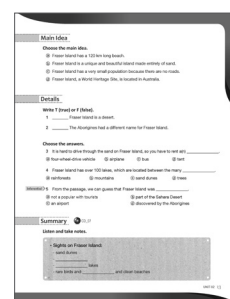
(→ All other sentences are mentioned in the story but these are not the main idea. In ⓐ, it is true that the island had a small population, and there are no roads but it is not the cause for it. Therefore ⓐ is the answer.)

B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

- Ⓣ Why do you think it is false? / Can you find the answer from the story?

(→ The first paragraph, line 3-4; Waves of crystal clear water crash onto the white sandy beaches.)



13

3. Ask another student what the answer is for number 2 and why.

Ⓣ Why do you think it is true? / Can you find the answer from the story?

(→ The first paragraph, line 6-7; The Aborigines who first lived there called it K'gari. It means paradise...)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → ⓐ (The third paragraph, line 6-10; ...you can rent a four-wheel-drive vehicle.

You need this type of vehicle because you have to drive through sand.)

Q4 → ⓐ (The second paragraph, line 9-12; In the valleys between the sand dunes are freshwater lakes...over 100 of these small clean lakes.)

Q5 → ⓐ (The first paragraph, line 6-7, It mentions the Aborigines who first lived there called it K'gari. Therefore the answer is ⓐ.)

C. Summary

1. Listen to the CD_07.

Script and Answer

Fraser Island is a beautiful island in Australia. It is very special because it is made of sand. It has sand dunes, rainforests, freshwater lakes, rare birds and animals, and clean beaches. Because there are no roads on the island, visitors have to rent a four-wheel-drive vehicle and drive along the sandy beach.
(→ rainforests, freshwater, animals)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.

2. Go through the words and review the meaning of each word.

3. Give students some time to fill in the answers from 1-6.

4. Students take turns answering the questions.

Q1 → stunning / Q2 → rest / Q3 → crashed / Q4 → sand dune / Q5 → rare / Q6 → vehicle

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.

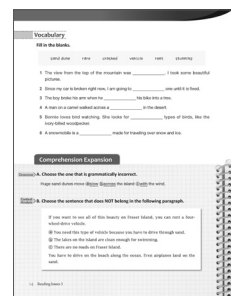
2. Ask for a volunteer to give the right answer. Correct the sentence.

3. Explain why the answer is correct.

Ⓣ - What is the answer? (→ It's ⓐ.)

- What should the answer be instead? (→ It should be 'slowly'.)

- In this sentence the word 'slow' is used to describe the verb 'move'. To describe or to modify a verb, an adverb is needed. However, the word 'slow' is an adjective, which describes nouns, pronouns, or other noun forms. The adverb of 'slow' is 'slowly'.



F. Comprehension Expansion: Context Analysis

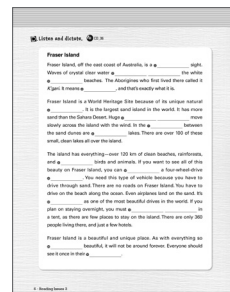
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

Ⓣ What is the correct answer?

(→ The paragraph talks about transportation and each sentence mentions words that are related to transportation such as vehicle, roads, and drive. However, the sentence ⑥ talks about something different (a clean lake for swimming) from other sentences. Therefore, ⑥ is the answer.)

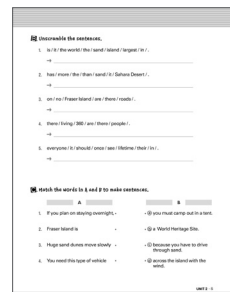
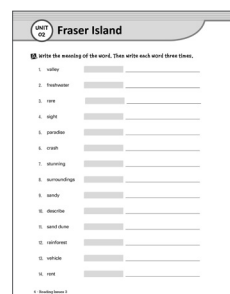
G. Workbook

1. Open to page 6 of the workbook.
2. Play the CD_06 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 4 and 5).
3. Tell students about the next lesson.
Ⓣ In the next class, we will be doing unit 3, Natural Disasters in Indonesia.
4. Good bye.



Learning
Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Natural Disasters in Indonesia" |
| Target words | tsunami, earthquake, disaster, flood, incident, unstable, plate, shift, depend, survive |
| Target grammar | Present perfect tense |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - Ⓣ - Can you tell me what our last lesson was about? (→ It was about Fraser Islands)
 - What does 'stunning' mean?
(→ It means something or someone is extremely beautiful or attractive.)
 - Can you make a sentence using the word 'stunning' please?
(→ I remember my wife walking down the aisle on our wedding day. She was simply stunning.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 15)
- Observe the picture on the top of page 15. Discuss.
 - Ⓣ What do you see in the picture?
(→ There is a gigantic wave about to cover a town.)

Presentation

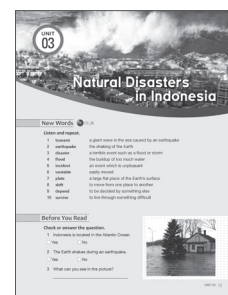
A. New Words

- Play the CD_08, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.

- Ⓣ What's the answer for question 1?
(→ No. Indonesia is in between Indian Ocean and South Pacific Ocean.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ Yes. The Earth shakes during the earthquake. When there was an earthquake in Japan on March 11th, 2011, the earth's rotational axis was shifted by 10 centimeters.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see a lot of water. There is a tree and a house half-submerged in the flood.)

C. Story Reading: Natural Disasters in Indonesia

1. Have the students listen to the main story with their books closed. Play the CD_09.

2. Ask students what words they could remember.

3. Open to page 16, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 16?

(→ There is a gigantic wave about to engulf houses. There is a ship on top of the wave.)

4. Play the CD_09 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about natural disasters in Indonesia.)

- What are the words repeated? (→ killed, earthquake, plates, tsunami)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 16.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ The answer is Ⓒ.)

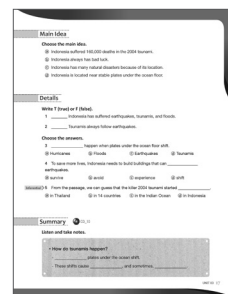
- Why do you think so?

(→ Ⓐ is true but is not the main idea. Ⓑ and Ⓓ are not true. When we look at Ⓒ, it says Indonesia always has bad luck and Ⓐ says that Indonesia is near stable plates under the ocean floor. However, in the story it says Indonesia has had a lot of bad luck lately and Indonesia is close to unstable plates under the ocean floor.)

B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.

2. Ask a student what the answer is for number 1 and why.



Ⓙ Why do you think it is true?

(→ Throughout the second paragraph, it talks about Indonesia's earthquakes, tsunamis and floods.)

3. Ask another student what the answer is for number 2 and why.

Ⓙ Why do you think it is false?

(→ The third paragraph, line 14-15; Sometimes there is no tsunami at all after an earthquake.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → Ⓒ (The third paragraph, line 7-8; When the plates shift, it causes earthquakes.)

Q4 → Ⓐ (The fourth paragraph, line 4-7; People in Indonesia need to start building houses and buildings strong enough to survive earthquakes.)

Q5 → Ⓒ (First paragraph, line 9-12; A huge earthquake in the Indian Ocean caused a tsunami which killed people in 14 countries.)

C. Summary

1. Listen to the CD_10.

Script and Answer

Indonesia has suffered many natural disasters. The biggest was the deadly 2004 earthquake. Indonesia has suffered many more natural disasters since then. It gets regular earthquakes and floods. This is because it is located near unstable plates under the ocean. These plates shift and cause earthquakes, and sometimes tsunamis.

(→ unstable, earthquakes, tsunamis)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → unstable / Q2 → tsunami / Q3 → earthquake / Q4 → disaster /

Q5 → depends / Q6 → shifting

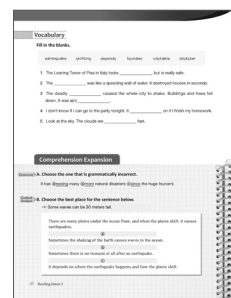
E. Comprehension Expansion: Grammar

1. Give students a minute to answer the question.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓙ - What is the answer? (→ It is Ⓐ.)

- What should the answer be instead? (→ The answer is 'seen'.)

- The verb of the sentence is an active verb 'has', but this does not sound right because the tense is not right. If we change 'seeing' to 'seen', then the verb tense becomes present perfect and the whole sentence makes sense.



F. Comprehension Expansion: Context Analysis

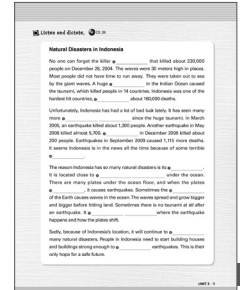
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

Ⓙ What is the correct answer?

(→ The paragraph talks about earthquakes and tsunamis. The key sentence talks about 'waves'. The use of the word 'some' gives an idea that it should go after a sentence with the word 'wave'. The second sentence talks about waves. Therefore, Ⓙ which is right after it, is the answer.)

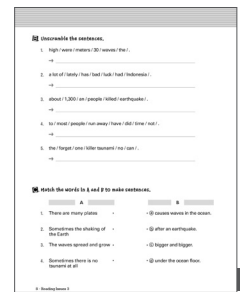
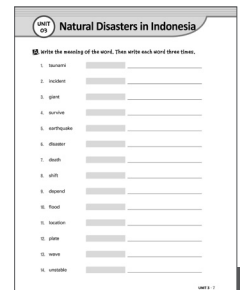
G. Workbook

1. Open to page 9 of the workbook.
2. Play the CD_09 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
 2. Assign homework (Workbook page 7 and 8).
 3. Tell students about the next lesson.
- Ⓙ In the next class, we will be doing unit 4, History of Surgery.
4. Good bye.



Learning
Focus

Objectives

To read and comprehend the story "History of Surgery"

Target words

surgery, recover, surgeon, field, patient, infection, operate, scrap, anesthetic, germ

Target grammar

Comparative forms for countable and uncountable nouns

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about natural disasters in Indonesia)
- What do you think 'survive' means?
(→ To survive is to live through something difficult.)
- Can you make a sentence with the word 'survive'?
(→ It is a miracle that you survived the car accident.)

4. Check homework.

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 19)
 2. Observe the picture on the top of page 19. Discuss.
- ① What do you see in the picture? (→ There is a syringe with bottles of medicine.)

Presentation

A. New Words

1. Play the CD_11, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1?
(→ No. Although math plays a part when studying medicine, medicine is not the study of math.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. I don't think there were many hospitals and doctors hundreds of years ago.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see surgeons wearing masks and head cover. They are in an operating room and are operating on a patient.)

C. Story Reading: History of Surgery

1. Have the students listen to the main story with their books closed. Play the CD_12.

2. Ask students what words they could remember.

3. Open to page 20, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 20?

(→ There are people in an auditorium observing people on stage. On stage, there are two men standing, and one man lying on a bed. It looks like they are about to operate on the man on the bed.)

4. Play the CD_12 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about? (→ It is about the history of surgery.)

- What words are repeated?

(→ surgery, hospital, doctors, medicine, patients, infection)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 20.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

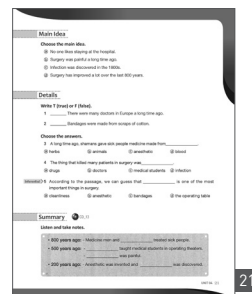
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ The answer is @.)

- Why do you think so?

(→ Even though other points were mentioned in the story, these are not the main idea. The story mentions that no one likes staying at the hospital, surgery was painful a long time ago because the anesthetic was not invented yet, and the infection was discovered in the 1800s but these points are to support how surgery has improved a lot over the last 800 years. Therefore the answer is @.)



B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.
(T) Why do you think it is false?
(→ The first paragraph, line 8-10; You might not get to see a doctor since there were not enough of them.)
3. Ask another student what the answer is for number 2 and why.
(T) Why do you think it is true?
(→ The third paragraph, line 7-9; Bandages were made from old scraps from cotton factories.)
4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.
Q3 → @ (The first paragraph, line 13-16; You would probably see a local medicine man or shaman, who would give you some medicine made from herbs.)
Q4 → @ (The third paragraph, line 4-5; ...that killed many patients...was infection.)
Q5 → @ (The fourth paragraph talks about how the discovery of infection has reduced the number of patients dying on the operating table. In fighting infections, cleanliness is very important. Therefore the answer is @.)

C. Summary

1. Listen to the CD_13.

Script and Answer

Eight hundred years ago in Europe, there were not enough doctors or surgeons. Medicine men and shamans treated sick people. Five hundred years ago, surgeons were learning more and taught medical students in operating theaters. However, many people died due to infection, and surgery was very painful. In the 1800s anesthetic was invented and infection was discovered. Surgery became safer after this.

(→ shamans, surgeons, surgery, infection)

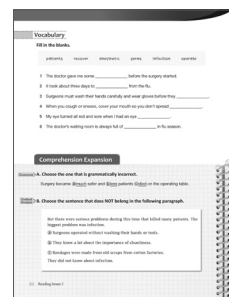
2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.
Q1 → anesthetic / Q2 → recover / Q3 → operate / Q4 → germs / Q5 → infection / Q6 → patients

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.
(T) - What is the answer? (→ It is @.)
- What should the answer be instead? (→ The answer should be 'fewer'.)
- When used for something uncountable, 'less' is used and for something countable, 'fewer' is used. Here, the number of patients is countable, therefore, 'fewer' instead of 'less' should be used.



F. Comprehension Expansion: Context Analysis

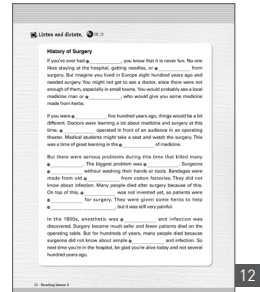
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

(→ The paragraph is about infection and how it caused many deaths of patients. ① and ③ are about the reasons for infections: hands and tools not being washed and bandages being made with old cotton scraps. However, ② is about surgeons knowing a lot about the importance of cleanliness, which is contrary to other sentences. Therefore the answer is ②.)

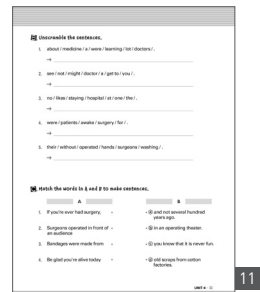
G. Workbook

1. Open to page 12 of the workbook.
2. Play the CD_12 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 10 and 11).
3. Tell students about the next lesson.
- ① The next lesson will be on unit 5, Stockholm, the Green City.
4. Good bye.



Stockholm, the Green City

Learning
Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Stockholm, the Green City" |
| Target words | pollution, environment, population, cut down on, organic goods, variety, renewable, material, take pride in, attractive |
| Target grammar | Relative pronouns |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about the history of surgery.)
- What does 'recover' mean? (→ To recover is to get better from a sickness.)
- Can you make a sentence using the phrase 'recover from'?
(→ After a week in bed, I have recovered from a terrible flu.)

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 23)
2. Look at the picture on the top of page 23. Discuss.

- ① What do you see in the picture?
(→ There are many buildings on a hill. There are many windows on the buildings. There is also a river with ferries.)

Presentation

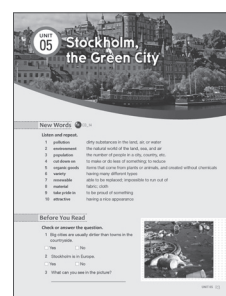
A. New Words

1. Play the CD_14, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to students to help them understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1?
(→ Yes. Because there are more people in big cities than towns in the countryside. More people means more household waste.)



3. Ask another student to read and answer question number 2.

Ⓙ What's the answer for question 1?

(→ Yes. Stockholm is the capital city of Sweden in Northern Europe.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓙ What can you see in this picture?

(→ I see very dirty water. There is lots of garbage like a bicycle wheel and takeout cups, empty cans and many more. The water is polluted with garbage.)

C. Story Reading: Stockholm, the Green City

1. Have the students listen to the main story with their books closed. Play the CD_15.

2. Ask students what words they could remember.

3. Open to page 24, and observe the picture at the bottom of the page. Ask questions.

Ⓙ What do you see in the picture at the bottom of page 24?

(→ There is a road laid with bricks. There are two strange looking cars. There is also a man walking a dog. There are many trees. The people in the picture are all smiling.)

4. Play the CD_15 again. This time students will follow the words with eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓙ - What do you think the story is about?

(→ The story is about Stockholm, which is successful in caring for the environment in other words, being 'green'.)

- What words are repeated?

(→ organic, environment, pollution, green, Stockholm, city)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 24.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

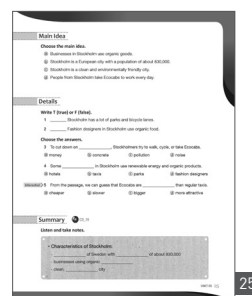
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓙ - What is the answer? (→ The answer is Ⓒ.)

- Why do you think so?

(→ The sentences Ⓐ and Ⓑ are true but these are not the main idea of the story. The sentence Ⓐ is not true because people from Stockholm do not take Ecocabs to work everyday. Therefore the answer is Ⓒ.)



B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

Ⓣ Why do you think it is true?

(→ The second paragraph, line 3-5; ...there are a lot of parks and people walking and riding bikes.)

3. Ask another student what the answer is for number 2 and why.

Ⓣ Why do you think it is false?

(→ The third paragraph, line 11-13; ...fashion designers in Stockholm ...use organic materials.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.

Q3 → Ⓢ (The second paragraph, line 8-10; Stockholmers try to leave their cars at home whenever they can to cut down on pollution.)

Q4 → ⓐ (The third paragraph, line 7-11; There are seven green hotels in Stockholm. The hotels use only organic products and renewable energy.)

Q5 → ⓑ (At the end of the second paragraph, there is a section. It says Ecocab... is a taxi with no motor; the driver uses pedals to power the vehicle. Since the driver has to use pedals to power the vehicle, it must be slower than conventional cars.)

C. Summary

1. Listen to the CD_16.

Script and Answer

Stockholm, the capital of Sweden, has a population of about 830,000. It has parks and green spaces in the middle of the city. The people of Stockholm try to walk, ride bicycles, or take Ecocabs whenever they can. Many businesses in Stockholm use organic goods. As a result, Stockholm is clean and attractive.
(→ capital, population, goods, attractive)

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → population / Q2 → material / Q3 → renewable / Q4 → environment /
Q5 → takes pride in / Q6 → attractive

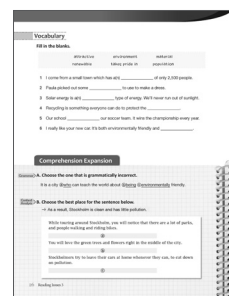
E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓣ - What is the answer? (→ It is ⓐ.)

- What should the answer be instead? (→ The answer is 'that' or 'which'.)

- The word ⓐ 'who' is there to refer to the city. However 'who' is only used when referring to a person or people. Therefore ⓐ should be changed to 'that' or 'which'. Here, the use of 'that' makes the sentence sound better.



F. Comprehension Expansion: Context Analysis

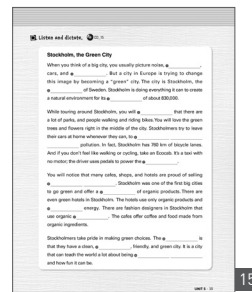
1. Read the question aloud.
2. Ask a student to read the sentences and ask for the right answer

Ⓓ What is the correct answer?

(→ The key sentence starts with a phrase 'as a result', which means the previous sentence (or sentences) should contain the cause. The third sentence talks about what Stockholmers do to cut down the pollution which makes perfect sense when put right before key sentence. Therefore the answer is Ⓒ.)

G. Workbook

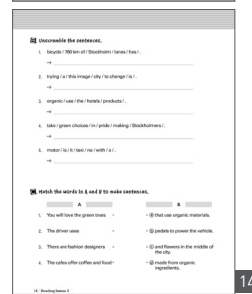
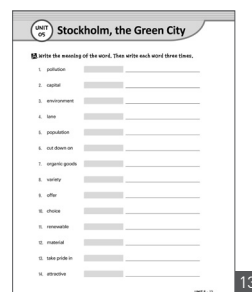
1. Open to page 15 of the workbook.
2. Play the CD_15 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 13 and 14).
3. Tell students about the next lesson.

Ⓓ The next lesson will be on Inuit people and their diet.
4. Good bye.



Eating with the Inuit

Learning
Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Eating with the Inuit" |
| Target words | manners, intriguing, preparation limited, ingredient, harpoon, platter, raw, nutritious, take part in |
| Target grammar | Reflexive pronouns (intensive pronouns) |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about the green city, Stockholm.)
- What does 'cut down on' mean?
(→ It means to make or do less of something to reduce.)
- Can you make a sentence using the phrase 'cut down on'?
(→ Doctor said that I need to cut down on junk food to lose weight.)

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 27)
2. Look at the picture on the top of page 27. Discuss.

- ① What do you see in the picture?
(→ The ground is covered with snow. There is an igloo.)

Presentation

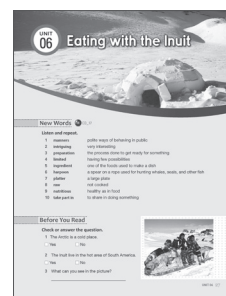
A. New Words

1. Play the CD_17, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1?
(→ Yes. The temperature in the Arctic can go down to -50°C.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. The Inuit live in the Arctic which is a very cold area.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see a field covered with snow. There are people on a big sled. There is also a dog. There are some houses far behind the people on sled.)

C. Story Reading: Eating with the Inuit

1. Have the students listen to the main story with their books closed. Play the CD_18.

2. Ask students what words they could remember.

3. Open to page 28, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 28?

(→ There is a man with a spear in one hand. He is looking at a hole on the ground very attentively. The hole looks like it is made by cutting the ice. There is a dog. There are two fish on the ground.)

4. Play the CD_18 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about the Inuit people's diet, and how they hunt and share their food with others.)

- What words are repeated? (→ food, meat, hunt)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 28.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ The answer is Ⓐ.)

- Why do you think so?

(→ The sentence Ⓒ is true but this is not the main idea of the story. The sentence Ⓓ is not mentioned in the article. The sentence Ⓐ is not true because the Inuit's diet is nutritious. Therefore the answer is Ⓐ.)

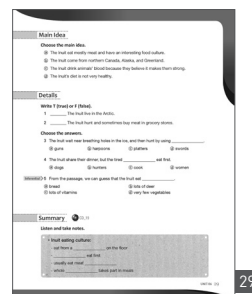
B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.

2. Ask a student what the answer is for number 1 and why.

Ⓣ Why do you think it is true?

(→ The second paragraph, line 4-5; Since the Inuit live in the arctic...)



3. Ask another student what the answer is for number 2 and why.

Ⓣ Why do you think it is false?

(→ The second paragraph, line 9-10; ...since there are no grocery stores they have to hunt it themselves.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → ⓑ (The second paragraph, line 15-18; They hunt them by waiting near breathing holes in the ice, and then using harpoons to kill them.)

Q4 → ⓑ (The third paragraph, line 7-9; Usually the hunters eat first because they are tired from the hunt.)

Q5 → ⓐ (At the end of the third paragraph, it says the Inuit's diet of mostly fatty meat is actually very nutritious.)

C. Summary

1. Listen to the CD_19.

Script and Answer

The Inuit have to hunt for their food, which is usually seals, caribou, polar bears, whales, and birds. They mainly hunt seals. The Inuit eat from a large platter on the floor. The hunters eat first because they are tired. They usually eat the meat raw, and sometimes drink the blood. The whole community takes part in the meals.

(→ platter, hunters, raw, community)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.

2. Go through the words and review the meaning of each word.

3. Give students some time to fill in the answers from 1-6.

4. Students take turns answering the questions.

Q1 → platter / Q2 → limited / Q3 → nutritious / Q4 → intriguing / Q5 → manners / Q6 → preparation

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.

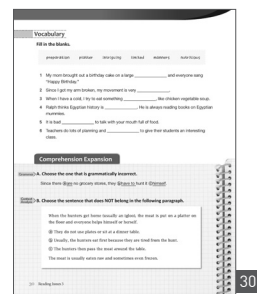
2. Ask for a volunteer to give the right answer. Correct the sentence.

3. Explain why the answer is correct.

Ⓣ - What is the answer? (→ It is ⓐ.)

- What should the answer be instead? (→ The answer should be 'themselves'.)

- The word ⓐ 'himself' is to emphasize that they hunt on their own. However since the subject of the sentence is 'they', the word ⓐ should be changed to 'themselves' instead of 'himself'.



F. Comprehension Expansion: Context Analysis

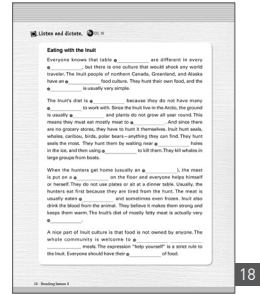
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

Ⓙ What is the answer?

(→) The paragraph talks about the Inuit people's table manners. When we look closely, then we can find that Ⓐ and Ⓒ are opposite to each other. This means the answer would be any one of these two. Also, the first sentence talks about how the meat is presented on a platter on the floor and everybody helps themselves. The idea of helping themselves rather than passing the meat around is also opposite Ⓒ. Therefore the answer is Ⓒ.)

G. Workbook

1. Open to page 18 of the workbook.
2. Play the CD_18 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.

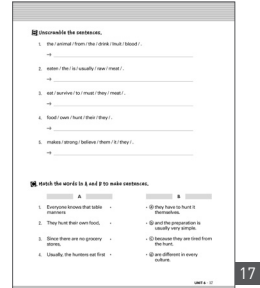


Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 16 and 17).
3. Tell students about the next lesson.

Ⓙ The next lesson will be on New Zealand.

4. Good bye.



Learning Focus

| | |
|-----------------------|--|
| Objectives | To read and comprehend the story "New Zealand: Real Life Fantasyland" |
| Target words | scenery, setting, fictitious, landscape, volcano, plains, lush, incredible, appeal to, shoot |
| Target grammar | Simile |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about Inuit people and their diet.)
 - What do you think 'take part in' means?
(→ The phrase 'take part in' is to share in doing something.)
 - Can you make a sentence with the phrase 'take part in'?
(→ The suspects denied that they took part in the whole incident.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 31)
- Look at the picture on the top of page 31. Discuss.
 - ① What do you see in the picture?
(→ I see a open field with green grass. It is surrounded by high mountains. One of the mountains is covered with snow. There are sheep grazing on the field. In between the mountains and the field there is a wide river. It looks very peaceful and beautiful.)

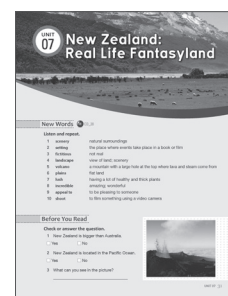
Presentation

A. New Words

- Play the CD_20, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.



Ⓣ What's the answer for question 1?

(→ No. New Zealand is smaller than Australia. In fact, Australia is about 28 times bigger than New Zealand.)

3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ Yes. It is located in the southwestern Pacific Ocean.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see a volcano erupting. There is red hot lava overflowing and it is coming out of the volcano.)

C. Story Reading: New Zealand: Real Life Fantasyland

1. Have the students listen to the main story with their books closed. Play the CD_21.

2. Ask students what words they could remember.

3. Open to page 32, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 32?

(→ There are hills with a lot of caves. There are fences. There are people looking around and taking pictures. I recognize it from the film *The Lord of the Rings*, where hobbits live.)

4. Play the CD_21 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about New Zealand's beautiful and exotic landscapes, which is a reason for it being a popular setting for fantasy movies. *The Last Samurai*, *Wolverine*, *King Kong*, and *The Chronicles of Narnia* are examples of films shot in New Zealand, but the most famous movie would be *The Lord of the Rings*.)

- What are the words repeated?

(→ fantasy, beautiful, films, setting, landscape, scenery)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 32.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

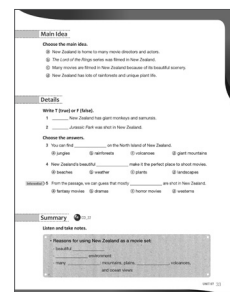
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ The answer is ③.)

- Why do you think so?

(→ The sentence ⑥ and ④ are true but these are not the main idea of the story. The sentence ③ is not true because New Zealand is not home to many movie directors and actors. Therefore, the answer is ③.)



B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

Ⓙ Why do you think it is false?

(→ Although the first paragraph, line 3-6 says Elves, wizards, giant monkeys and samurai lived in New Zealand's valley; it is only referring to its scenery being a setting for fantasy novels. Therefore, it is not true.)

3. Ask another student what the answer is for number 2 and why.

Ⓙ Why do you think it is false?

(→ The third paragraph gives a list of movies that were shot in New Zealand; those are *The Last Samurai*, *Wolverine*, *King Kong*, *The Chronicles of Narnia*, and *The Lord of the Rings*. In the fourth paragraph, there are more movies to be shot in New Zealand including *The Hobbit*. However, there is no mention of *Jurassic Park*. It was actually filmed in Costa Rica.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.

Q3 → Ⓒ (The second paragraph, line 4-8; It has...volcanoes on the North Island.)

Q4 → Ⓐ (The first paragraph, line 7-12; The landscapes of New Zealand are as beautiful as any in a faraway land. That's why it is often chosen as the setting of fantasy movies.)

Q5 → Ⓐ (The third paragraph, line 1-3; ...New Zealand appeals to directors of fantasy films.)

C. Summary

1. Listen to the CD_22.

Script and Answer

New Zealand's beautiful scenery and clean environment make it the perfect place for shooting fantasy films. It has so many landscapes: mountains, plains, rainforests, volcanoes, and ocean views. *The Lord of the Rings*, *Wolverine*, *King Kong*, and *The Last Samurai* were shot there.

(→ scenery, clean, landscapes, rainforests)

2. Check the answers and read aloud the completed summary.

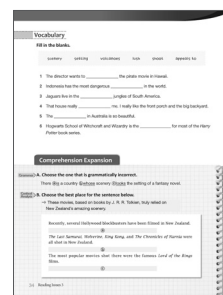
D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → shoot / Q2 → volcanoes / Q3 → lush / Q4 → appeals to / Q5 → scenery / Q6 → setting

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.



- Ⓣ - What is the answer? (→ It is ©.)
- What should the answer be instead? (→ The answer is 'looks like'.)
 - The word © 'looks' is to say the scenery is like the setting of a fantasy novel. However, the sentence does not seem to project what it is meant to say. To modify the word to have the same meaning, we need to put the word 'like' after 'looks'. This is called simile. A simile is a figure of speech that says that one thing is like another, and phrases like 'as (adjective) as (something)' or '(be or do) like' are used such as 'as hard as a rock' and 'fly like a bird'.

F. Comprehension Expansion: Context Analysis

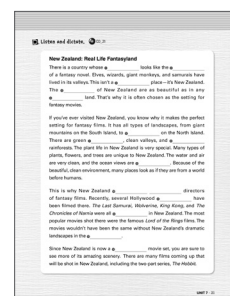
1. Read the question aloud.
2. Ask a student to read the sentences and ask for the right answer.

Ⓣ What is the correct answer?

(→ The key sentence begins with 'these movies'. Therefore, we need to find what the phrase 'these movies' refers to. And we need to find clue, which is the author of the books J. R. R. Tolkien. He is famous for his novels *The Lord of the Rings*. Therefore, the key sentence should be put right after the third sentence and the answer is ©.)

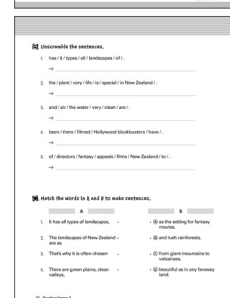
G. Workbook

1. Open to page 21 of the workbook.
2. Play the CD_21 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
 2. Assign homework (Workbook page 19 and 20).
 3. Tell students about the next lesson.
- Ⓣ The next lesson will be on a university graduate Daniel Seddequi and how he had 50 job experiences in 50 weeks.
4. Good bye.



Fifty Jobs in Fifty Weeks

Learning Focus

| | |
|-----------------------|--|
| Objectives | To read and comprehend the story "Fifty Jobs in Fifty Weeks" |
| Target words | job interview, graduate, broke, goal, experience, undecided, related to, identity, factory, mechanic |
| Target grammar | Simple present tense vs. Simple past tense |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about New Zealand's exotic landscape which is very suitable for fantasy movies.)
 - What does 'appeal' mean? (→ It means to be pleasing to someone.)
 - Can you make a sentence using the word 'appeal'?
(→ The idea of hot chocolate after hours of making a snowman will appeal to children.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 35)
- Look at the picture on the top of page 35. Discuss.
 - ① What do you see in the picture?
(→ There is a pin and a map. It is pinned on somewhere near Detroit.)

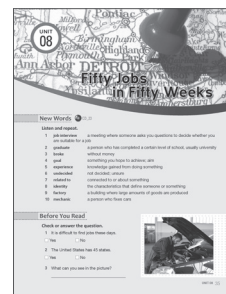
Presentation

A. New Words

- Play the CD_23, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.



Ⓣ What's the answer for question 1?

(→ Yes. It is becoming harder and harder to find jobs these days. It is a problem that keeps growing worldwide.)

3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. The United States has 50 states.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see a man. There is a car with its hood opened. He is fixing a car. He is a car mechanic.)

C. Story Reading: Fifty Jobs in Fifty Weeks

1. Have the students listen to the main story with their books closed. Play the CD_24.

2. Ask students what words they could remember.

3. Open to page 36, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 36?

(→ There is a man. He is holding chunks of cheese. He is wearing an apron and a hat. There are wheels of cheese stacked up behind him.)

4. Play the CD_24 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about a man called Daniel Seddequi who was a recent university graduate and unable to get a job. He decided to get as many job experiences as possible so he went and tried to get a job in each state related to its identity. In the end, he had 50 job experiences in 50 states in only 50 weeks, earned 60,000 dollars and became a celebrity.)

- What words are repeated? (→ jobs, experience, work)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 36.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

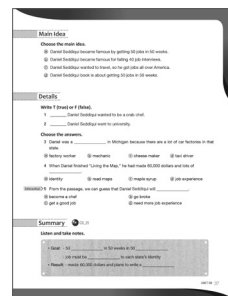
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It is @.)

- Why do you think so?

(→ @, © and @ are all not true. Daniel Seddequi did not become famous because he failed 40 interviews, nor he got the jobs because he wanted to travel. Also the book he wrote is not about getting 50 jobs in 50 weeks but is about what he learned from his project. Therefore, the answer is @.)



B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

Ⓙ Why do you think it is false?

(→ The second paragraph, line 3-5; ...one of his goals was to get as much job experience as possible and line 10-12; ...he tried to get jobs that were related to each state's identity.)

3. Ask another student what the answer is for number 2 and why.

Ⓙ Why do you think it is true?

(→ The first paragraph line 5-6; He was a new university graduate.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.

Q3 → Ⓓ (The second paragraph, line 13-17; ...Michigan is famous for having a lot of car factories, so during his week in Michigan, he worked as a mechanic.)

Q4 → Ⓐ (The third paragraph, line 1-3; Daniel not only had fun trying all kinds of interesting jobs but also he made 60,000 dollars...)

Q5 → Ⓒ (At the end of the third paragraph; ...it looks like there are many more jobs in his future.)

C. Summary

1. Listen to the CD_25.

Script and Answer

After Daniel Seddequi failed 40 job interviews, he decided to get some job experience. His goal was to get 50 jobs in 50 weeks in 50 states. He called the project "Living the Map". He got a job in each state that was related to the state's identity. In the end, he made \$60,000 and plans to write a book on his experience.

(→ jobs, states, related, book)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → goal / Q2 → undecided / Q3 → mechanic / Q4 → graduate / Q5 → identity / Q6 → related to

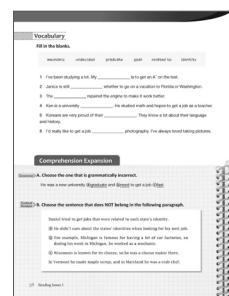
E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓙ - What is the answer? (→ It is Ⓓ.)

- What should the answer be instead? (→ The answer should be 'needed'.)

- The sentence has two predicates; the first one is he was a new university student, and the second one is (he) need to get a job fast. However, the verbs in these predicates don't match; 'was' is in simple past tense, while 'need' is in simple present tense. Therefore, Ⓓ 'need' should be changed to 'needed'.



F. Comprehension Expansion: Context Analysis

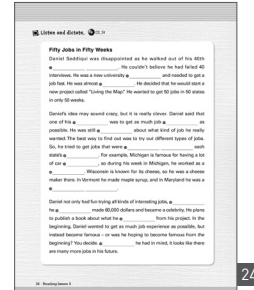
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the answer?

(→ The first sentence says that Daniel tried to get jobs that were related to each state's identity. The sentences ⑥ and ⑦ give good examples of this. However, the sentence ⑧ says that he didn't care about the states' identities, which is contrary to all other sentences. Therefore, the answer is ⑧.)

G. Workbook

1. Open to page 24 of the workbook.
2. Play the CD_24 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.

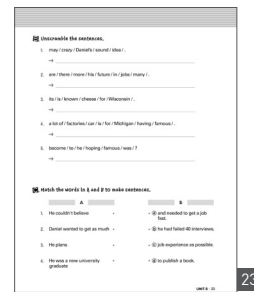


Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 22 and 23).
3. Tell students about the next lesson.

① The next lesson will be on Metéora, the monasteries built on a steep cliff.

4. Good bye.



Learning
Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story “Metéora” |
| Target words | invade, monk, monastery, formation, pillar, guarantee, privacy, steep, attraction, towering |
| Target grammar | Words that can be both nouns and verbs |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about a man called Daniel Seddequi trying 50 different jobs in 50 states in 50 weeks.)
- What do you think ‘related to’ means in this passage?
(→ It means connected to or about something.)
- Can you make a sentence with the phrase ‘related to’?
(→ Fatigue is related to poor nutrition and lack of sleep.)

4. Check homework.

B. Introduction

1. Introduce today’s topic. Read the title aloud. (page 39)
2. Look at the picture on the top of page 39. Discuss.

- ① What do you see in the picture?
(→ There is a building on top of a cliff. It is surrounded by mountains.)

Presentation

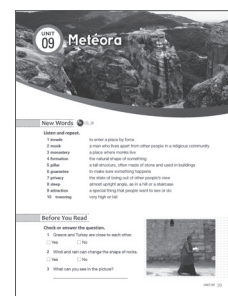
A. New Words

1. Play the CD_26, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What’s the answer for question 1?
(→ Yes. Greece and Turkey are very close; some parts of these countries are adjacent to each other, some parts are parted by the Aegean Sea and Mediterranean Sea.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ Yes. Wind and rain can change the shape of rocks. It is called the weathering process. More scientific words for this would be erosion and sedimentation.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ I see a monk. He is holding a basket. He has his head shaved. He is walking. He is wearing a red rope.)

C. Story Reading: Metéora

1. Have the students listen to the main story with their books closed. Play the CD_27.

2. Ask students what words they could remember.

3. Open to page 40, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 40?

(→ There are two men at a corner of castle-like building. One man is inside a bag of net and the other man is trying to pull him up. He is sweating and frowning because it is hard to pull him up.)

4. Play the CD_27 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about how Greek monks found a peaceful place to meditate away from Turkish pirates. The monks built their monastery on top of tall rocks and they found peace because no one can move in and out of the building unless someone helps them.)

- What words are repeated? (→ rock, monks, monastery)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 40.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

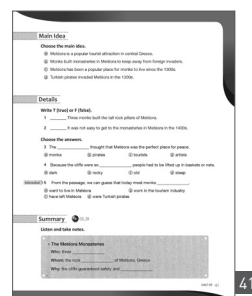
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It's ⓑ.)

- Why do you think so?

(→ First, the sentences Ⓒ and Ⓓ are not true. Meteora has not been a popular place for monks to live since the 1300s. They chose to live there because the location guaranteed protection and privacy. Also, the place where Turkish pirates invaded in the 1300s was Northern Greece, not Meteora. Therefore, these are not the answers. Ⓐ is true but is not the main idea. Therefore, the answer is ⓑ.)



B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

Ⓙ Why do you think it is false?

(→ Second paragraph, line 3-4; The rock formations in Meteora look like giant pillars.)

3. Ask another student what the answer is for number 2 and why.

Ⓙ Why do you think it is true?

(→ The third paragraph explains why it was not easy to get to the monasteries in Meteora. The cliffs were so steep that visitors had to be lifted up in nets of baskets tied to ropes. It was a dangerous trip to visit the monasteries.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → Ⓐ (The second paragraph, line 6-9; The monks thought that this would be the perfect place to be safe from the Turkish invaders.)

Q4 → Ⓐ (The third paragraph, line 7-8; ...because the cliffs were too steep...)

Q5 → Ⓒ (The fourth paragraph, line 1-4; Today, there are only six monasteries left and they are mostly museums and tourist attractions. When we consider the fact that there were more than 20 monasteries during the 1300s and 1400s, we can guess that most monks have left Meteora.)

C. Summary

1. Listen to the CD_28.

Script and Answer

In the 1300s, in Greece, three monks had to leave their home because of Turkish invaders. They decided to settle in Meteora with its towering rock pillars. During the 1300s and 1400s, over 20 monasteries were built on top of the tall cliffs. The cliffs guaranteed safety and privacy. To reach the monasteries, visitors had to be lifted up in baskets or nets.

(→ monks, pillars, privacy)

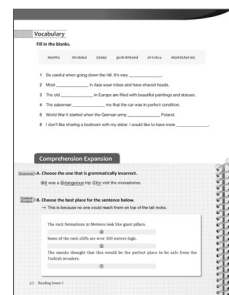
2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → steep / Q2 → monks / Q3 → monasteries / Q4 → guaranteed /

Q5 → invaded / Q6 → privacy



E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

- ① - What is the answer? (→ It's ③.)
- What should the answer be instead? (→ The answer should be 'to'.)
- The word 'visit' can be a noun and a verb. Here, when used with 'for' in front of the word, 'visit' becomes a noun. However, when considering the whole sentence, the phrase 'for visit' does not go with the sentence. Therefore, 'visit' is not to be used as a noun but as a verb. To do so, the word 'to' should be added, then 'to visit' is an infinitive and the whole sentence makes sense.

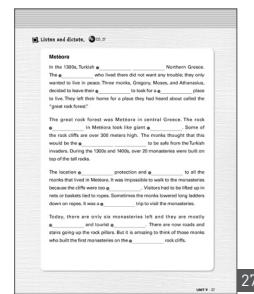
F. Comprehension Expansion: Context Analysis

1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

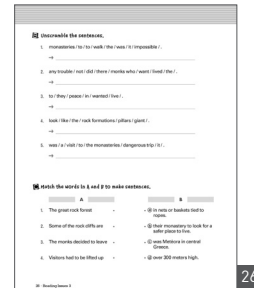
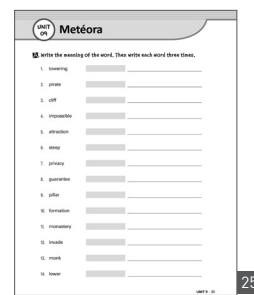
- ① What is the correct answer?
- (→ The key sentence starts with a phrase 'this is because'. This means the sentence provides a reason for a context. If the key sentence is put in ③, then the reason for monks to think Meteora would be the perfect for safety is because no one can reach them, and this makes sense for the whole paragraph. Therefore, the answer is ③.)

G. Workbook

1. Open to page 27 of the workbook.
2. Play the CD_27 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.

**Wrap-up**

1. Praise students for today's work.
2. Assign homework (Workbook page 25 and 26).
3. Tell students about the next lesson.
- ① The next lesson will be on the history of movies with sound effects.
4. Good bye.



Learning Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Talk about Talkies" |
| Target words | available, industry, sound effects, challenge, crew, behind the scenes, microphone, accent, memorize, lines |
| Target grammar | Adjectives |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about monks who built monasteries on top of a very tall rock cliff to run away from Turkish pirates.)
 - What words have we learned? What does 'invade' mean?
(→ Invade means to enter a place by force.)
 - Can you make a sentence using the word 'invade'?
(→ Viruses replicate themselves by invading healthy cells.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 43)
- Look at the picture on the top of page 43. Discuss.
 - ① What do you see in the picture?
(→ There is a strip of a negative. There is an old-style movie projector. There is a word 'cinema' in red.)

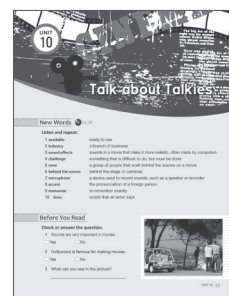
Presentation

A. New Words

- Play the CD_29, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.



① What's the answer for question 1?

(→ Yes. Sounds are very important in movies and this is becoming more so as there are many theaters with dolby digital surround sound system.)

3. Ask another student to read and answer question number 2.

① What's the answer for question 2?

(→ Yes. Hollywood is the most famous place for making movies.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

① What can you see in this picture?

(→ There are two people in a cart. There are people gathered together. One man is holding an extended microphone above the heads of the two people in the cart. It looks like they are making a film or TV drama.)

C. Story Reading: Talk about Talkies

1. Have the students listen to the main story with their books closed. Play the CD_30.

2. Ask students what words they could remember.

3. Open to page 44, and observe the picture at the bottom of the page. Ask questions.

① What do you see in the picture at the bottom of page 44?

(→ There are people in a room. One is behind an old-style video camera, one with a hat looks like he is thinking hard. There is a couple; the man is on his knees and the woman turned around facing away from him. It looks like they are filming a movie or something similar.)

4. Play the CD_30 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

① - What do you think the story is about?

(→ It is about the history of movies with sound and how sound has changed the film industry.)

- What are the words repeated? (→ sound, talkies, movies, actors)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 44.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

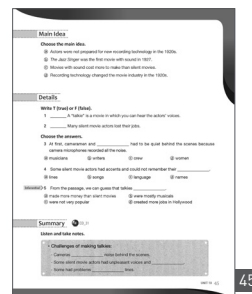
2. Ask a student what the answer is and why.

2. Check and explain the answer.

① - What is the answer? (→ It's @.)

- Why do you think so?

(→ @ and ⑥ are true but these are not the main idea. ③ is probably true because of new equipment and settings. However, it is not mentioned in the story. Therefore, it is not the answer. The right answer is @.)



B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

① Why do you think it is true?

(→ At the end of the first paragraph; ...cameras were able to record actors and their voices, as well as music and sound effects. These new movies were called 'talkies'.)

3. Ask another student what the answer is for number 2 and why.

② Why do you think it is true?

(→ Third paragraph explains why those silent movie actors lost their jobs; first, some of them did not have nice voices, some even had accents and the actors had to memorize the lines.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.

Q3 → ③ (The second paragraph, line 10-14; The cameramen and crew could not move around very much behind the scene because they made too much noises.)

Q4 → ② (The third paragraph, line 12-15: ...actors now had to memorize lines, which some silent movie actors found too difficult.)

Q5 → ② (In the second paragraph, after the first talkie *The Jazz Singer* in 1927 turned out with huge success, with making 2.6 million dollars, Hollywood studios started to make talkies only despite the difficulties associated with making talkies. If talkies were not making more money than silent movies, the studios would have kept making silent movies. Therefore the answer is ②.)

C. Summary

1. Listen to the CD_31.

Script and Answer

In the 1920s, cameras could finally record pictures and sound. Movies using this new technology were called 'talkies'. But movie crews faced challenges when making talkies. Cameras recorded noise behind the scenes. Some silent movie actors had unpleasant voices and accents. Some also had trouble memorizing lines. But studios overcame these challenges and silent movies are a thing of the past.

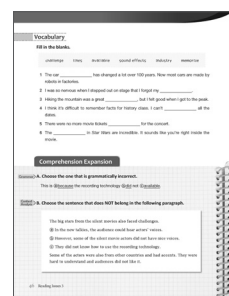
(→ recorded, accents, memorizing)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → industry / Q2 → lines / Q3 → challenge / Q4 → memorize / Q5 → available / Q6 → sound effects



E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

- ① - What is the answer? (→ It's ⑥.)
- What should the answer be instead? (→ The answer should be 'was'.)
- The sentence is made up of two clauses. The first one is 'This is' followed by the second clause 'because the recording technology did not available'. However, the second clause does not make any sense because with an adjective 'available', linking auxiliary verb 'be' is needed.

F. Comprehension Expansion: Context Analysis

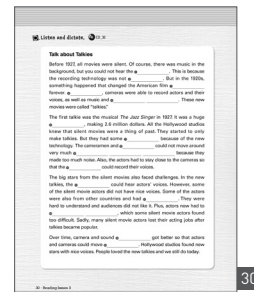
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

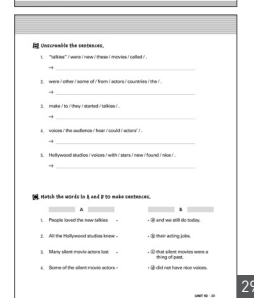
(→ The paragraph talks about the challenges faced by big silent movie stars when talkies became popular. The first sentence ① mentions 'actor's voices', and the second sentence ⑥ also talks about some people not having nice voices. However, the sentence ③ does not contain anything about voices or sounds nor should the actors know how to use the recording technology. Therefore, the answer is ③.)

G. Workbook

1. Open to page 30 of the workbook.
2. Play the CD_30 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.

**Wrap-up**

1. Praise students for today's work.
 2. Assign homework (Workbook page 28 and 29).
 3. Tell students about the next lesson.
- ① The next lesson will be on Spanish Bullfighting.
4. Good bye.



Spanish Bullfighting

Learning Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Spanish Bullfighting" |
| Target words | bow, bleed, bull, stab, sword, risk, tease, weaken, injure, boo |
| Target grammar | Gerunds |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about how movies with sounds called talkies affected silent movie industry.)
 - What words have we learned? / What does 'available' mean?
(→ It means it is ready to use.)
 - Can you make a sentence using the word 'available'?
(→ I won't be available next weekend. I'm going on a vacation to Bali.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 47)
- Look at the picture on the top of page 47. Discuss.
 - ① What do you see in the picture?
(→ There is a stadium filled with people. There is a man and a bull on the ground. The man is holding a red sheet.)

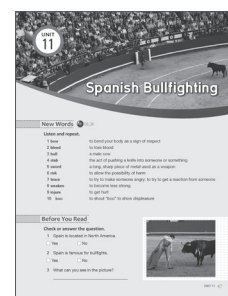
Presentation

A. New Words

- Play the CD_32, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to students to help them understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.
 - ① What's the answer for question 1?
(→ No. Spain is located in Northwestern Europe.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ Yes. Spain is famous for bullfights, but is also famous for the paella, tomato festival, and for soccer fans, Real Madrid.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ There is a man and a bull. The man is wearing an elaborate jacket and pants. He is also holding a sword and a red cape. The bull is bleeding.)

C. Story Reading: Spanish Bullfighting

1. Have the students listen to the main story with their books closed. Play the CD_33.

2. Ask students what words they could remember.

3. Open to page 48, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 48?

(→ It is a stadium filled with people. There is a man doing a bow. The people are cheering at the man throwing roses. He is wearing a hat, a jacket with a tie. On his arm he has a big sheet of cloth. There is a dead bull with a sword, and an arrow on its shoulder. It looks like he is a matador and he has just finished his act and people are cheering for him.)

4. Play the CD_33 again. This time students will follow the words with eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ It is about the Spanish bullfighting, especially fighting bulls on foot which started in 1726.)

- What are the words repeated? (→ bull, matador, bullfight, stab)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 48.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

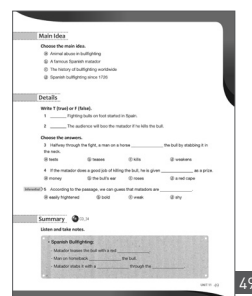
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It is Ⓐ.)

- Why do you think so?

(→ The answer is Ⓐ. The other three are not true. The story does not talk about the animal abuse in bullfighting, nor a famous Spanish matador. It does not talk about the history of bullfighting worldwide, but of Spain. Therefore, the answer is Ⓐ.)



B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.
Ⓣ Why do you think it is true?
(→ The second paragraph, line 2-5; ...fighting bulls on foot is a new type of bullfighting. It started in Spain in 1726.)
3. Ask another student what the answer is for number 2 and why.
Ⓣ Why do you think it is false?
(→ The third paragraph, line 11-14; If the matador fails to kill the bull... he will get booed by the audience.)
4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.
Q3 → ⓐ (The second paragraph, line 12-16; ...a man on a horse comes out and stabs the bull in the back of its neck. This weakens the bull and makes him less dangerous.)
Q4 → ⓑ (At the end of the third paragraph; If he does a good job and kills the bull with one stab of the sword, he is given a prize: one of the bull's ears.)
Q5 → ⓑ (The second paragraph, line 7-8; (In bullfighting)... it was exciting to watch the matador risk his life & Third paragraph, line 9-11; Many matadors are injured... some are even killed. Therefore matadors must be brave and courageous. In the multiple choices from ⓐ to ⓓ, the most appropriate answer would be ⓑ, because the word 'bold' means brave and courageous.)

C. Summary

1. Listen to the CD_34.

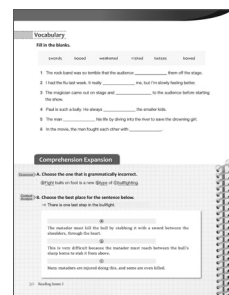
Script and Answer

Spanish bullfighting has been around since 1726. The matador uses a red cape to tease the bull. Halfway through the fight a man on horseback stabs the bull to weaken it. The last step is for the matador to kill the bull by stabbing it with a sword through the heart. It is very difficult and dangerous. If he is successful, he wins the bull's ear.
(→ cape, stabs, sword, heart)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.
Q1 → booed / Q2 → weakened / Q3 → bowed / Q4 → teases / Q5 → risked /
Q6 → swords



E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

- Ⓣ - What is the answer? (→ It's Ⓜ.)
- What should the answer be instead? (→ The answer should be 'fighting'.)
- The word 'fight' can also be either a noun or a verb. Here it should be used as a noun but the sentence does not seem right. The gerund of 'fight' could be used in this case, which is 'fighting'. If we put the word 'fighting' in place of 'fight', then the whole sentence makes sense. Therefore, the answer is Ⓜ and it should be changed to 'fighting'.

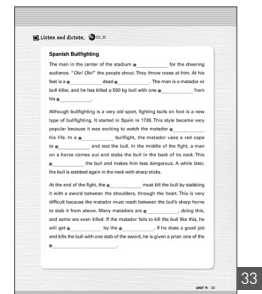
F. Comprehension Expansion: Context Analysis

1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

- Ⓣ What is the correct answer?
- (→ The key sentence starts with 'There is one last step'. This means there will be sentences explaining what this last step is after it. When we look at the sentences given, the first sentence has the main idea and the sentences following are just adding more information to it. Therefore Ⓜ is the best place for the key sentence.)

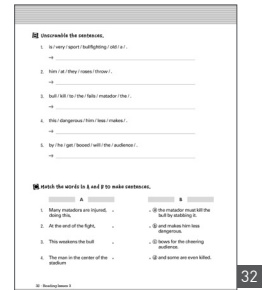
G. Workbook

1. Open to page 33 of the workbook.
2. Play the CD_33 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 31 and 32).
3. Tell students about the next lesson.
- Ⓣ The next lesson will be on the Silk Road.
4. Good bye.



Learning Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "The Real Silk Road" |
| Target words | route, valuable, branch out, spice, ivory, slave, technology, compass, advanced, Buddhism |
| Target grammar | Preposition |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about Spanish bullfights, which started in 1726.)
 - What words have we learned? What does 'risk' mean?
(→ It means to allow the possibility of harm.)
 - Can you make a sentence using the word 'risk'?
(→ Too much sugar intake may increase the risk of getting diabetes.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 51)
- Look at the picture on the top of page 51. Discuss.
 - ① What do you see in the picture?
(→ I see a map, a quill (feather pen), a candlelight and a compass.)

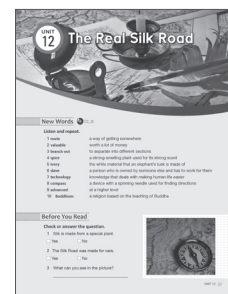
Presentation

A. New Words

- Play the CD_35, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to students to help them understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.
 - ① What's the answer for question 1?
(→ No. Silk is made from cocoons of silkworms.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. The Silk Road was not made for cars because back then, there were no cars invented.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ There is a map and a compass. The map looks old.)

C. Story Reading: The Real Silk Road

1. Have the students listen to the main story with their books closed. Play the CD_36.

2. Ask students what words they could remember.

3. Open to page 52, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 52?

(→ There are people walking on a rock which looks like a cliff. There are also camels carrying loads.)

4. Play the CD_36 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ I think it is about the history of Silk Road or Roads, which started from China and branched out to the west. It was a way for trading valuable goods, but more importantly it was how ideas and technologies are shared between countries.)

- What words are repeated?

(→ Silk Road, goods, routes, trade, ideas, China/Chinese)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 52.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It is ③.)

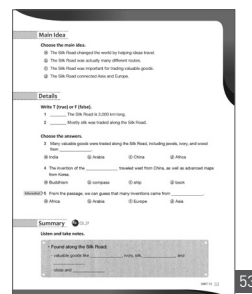
- Why do you think so?

(→ All ①, ②, and ④ sentences are mentioned in the story, but these are not the main idea. Therefore, the answer is ③.)

B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.

2. Ask a student what the answer is for number 1 and why.



Ⓙ Why do you think it is false?

(→ The fourth paragraph, line 1; The 11,000km Silk Road shaped the world we know today.)

3. Ask another student what the answer is for number 2 and why.

Ⓙ Why do you think it is false?

(→ From the end of the first paragraph to the beginning of the third paragraph, types of valuable goods are listed, and these are not just silk alone, but many other valuable goods such as ivory, jewels, and animals. Even ideas and technologies were carried by tradesmen.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → Ⓐ (The second paragraph, line 6-7; ...jewels, ivory and wood from India)

Q4 → Ⓑ (The third paragraph, line 9-11; The compass is an example of an invention that came west from China.)

Q5 → Ⓐ (In the third paragraph, it talks about what sort of ideas and inventions were spread from China (huge Chinese ships, compass), Korea (maps), and India (Buddhism). Therefore, the answer is Ⓐ.)

C. Summary

1. Listen to the CD_37.

Script and Answer

The Silk Road was a lot of different routes that branched out west from Asia. Many valuable goods were traded along the Silk Road for 3000 years, like jewels, ivory, silk, spices, and wood. But the most important thing people had with them was ideas. Ideas and technology spread with the people traveling along the Silk Road and that changed the world.

(→ jewels, spices, wood, technology)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → valuable / Q2 → spices / Q3 → branched out / Q4 → route / Q5 → slaves / Q6 → advanced

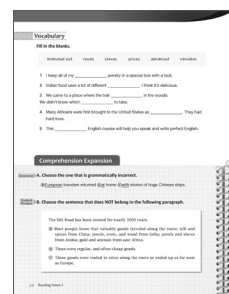
E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓙ - What is the answer? (→ It's Ⓑ.)

- Why is that? (→ There should not be 'at' before home in this sentence.)

- The phrasal verb 'return to' is used here in the sentence, so it should be "... returned to home with stories..." but for the word 'home', the preposition 'to' should be omitted. There is no grammatical explanation for this. It is just an idiom of English. Therefore, the answer is Ⓑ and it should be omitted.



F. Comprehension Expansion: Context Analysis

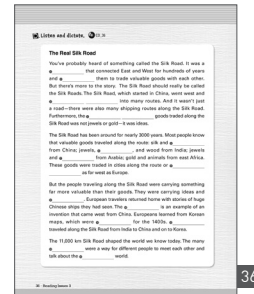
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

(→ In the sentence ①, it talks about 'valuable goods', while the sentence ② says these are 'regular' and 'cheap goods' which is contrary to each other. This means one of these two sentences does not belong to the paragraph and is the answer. If ② is the answer and if we take this sentence out, then the whole paragraph makes sense. The word 'these' in sentence ③ can be referred to the list of goods in sentence ①. Therefore, the answer is ②.)

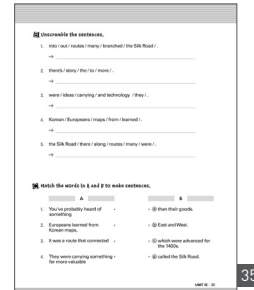
G. Workbook

1. Open to page 36 of the workbook.
2. Play the CD_36 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 34 and 35).
3. Tell students about the next lesson.
- ① The next lesson will be on different government types.
4. Good bye.



Monarchies, Old and New

Learning
Focus

| | |
|-----------------------|--|
| Objectives | To read and comprehend the story "Monarchies, Old and New" |
| Target words | rule, government, monarchy, democracy, royal family, exist, elect, prime minister, representative, constitutional monarchy |
| Target grammar | most vs. most of |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about? (→ It was about the Silk Road.)
- What words have we learned? What does 'valuable' mean?
(→ It means something or someone is worth a lot of money.)
 - Can you make a sentence using the word 'valuable'?
(→ I keep all of my valuable jewelry in a special box.)

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 55)
2. Look at the picture on the top of page 55. Discuss.

- ① What do you see in the picture?
(→ There is a lady waving her hand. She is wearing lots of jewelry. She is wearing a white glove as well. She is dignified.)

Presentation

A. New Words

1. Play the CD_38, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1?
(→ No. Not all countries have a king or queen. There are more countries which elect their own leader.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. Saudi Arabia does not have a president but the King of Saudi Arabia Abdulla Bin Abdul Aziz rules the country.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ There are two women voting for a president. One woman is putting in the voting paper into the box.)

C. Story Reading: The Real Silk Road

1. Have the students listen to the main story with their books closed. Play the CD_39.

2. Ask students what words they could remember.

3. Open to page 56, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 56?

(→ There is a carriage. On top of the carriage, there is a royal crown. There is a woman wearing a crown on her head. She must be a queen. There is a royal horse guard behind the carriage.)

4. Play the CD_39 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ I think it is about different types of government, monarchy and democracy. Some countries have both and this is called constitutional monarchies, like the United Kingdom.)

- What words are repeated?

(→ king/queen, government, monarchy, democracy, royal, president, prime minister)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 56.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



56

Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

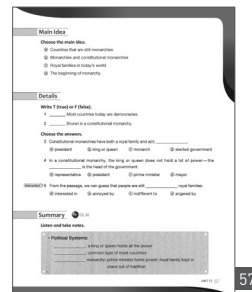
2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ The answer is ⑤.)

- Why do you think so?

(→ The story does give some examples of countries that are still monarchies ⑤, and of royal families in today's world, one of which is Queen Elizabeth II in the United Kingdom ⑥, but these are not the main idea. The sentence ⑥ is not mentioned in the story therefore, it is not the answer.)



57

B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.
Ⓣ Why do you think it is true?
(→ The first paragraph, line 9-12; Most countries have decided that democracy is the best form of government.)
3. Ask another student what the answer is for number 2 and why.
Ⓣ Why do you think it is false?
(→ The second paragraph, line 2-3; Brunei has a sultan. Sultan is like a king in some Muslim countries.)
4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).
5. Ask a student to answer.
Q3 → ⓐ (The third paragraph, line 1-5; But some countries have both a monarch and an elected government. These countries are called constitutional monarchies.)
Q4 → ⓐ (The third paragraph, line 10-15; ...ruling king, queen, prince, or princess, but they usually don't use their power to make decisions. They let the prime minister and the government do that.)
Q5 → ⓐ (The fourth paragraph talks about how kings and queens are more like celebrities rather than heads of countries. People are interested in celebrities.)

C. Summary

1. Listen to the CD_40.

Script and Answer

A long time ago, most countries were monarchies. A king or queen held all the decision making power. But today most countries are democracies. Some countries have both a royal family and an elected prime minister and representatives. They are called constitutional monarchies. The royal family is kept because of tradition, but holds little power.
(→ monarchies, democracies, constitutional)

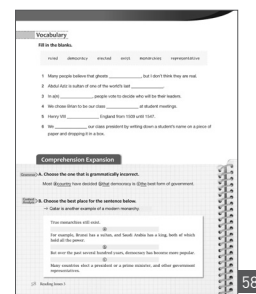
2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.
Q1 → exist / Q2 → monarchies / Q3 → democracy / Q4 → representative /
Q5 → ruled / Q6 → elected

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.
Ⓣ - What is the answer? (→ It's ⓐ.)
- What should the answer be instead? (→ There should be 'countries'.)
- When 'most' is placed before an adjective, 'most + adjective' becomes a superlative (e.g. most beautiful) Here, the word 'most' is used as a determiner



because it is placed before a noun, meaning the majority of what the noun is. When the noun is countable, then plural form of noun should follow 'most'. Here, the noun following 'most' is 'country' and is a countable noun. Therefore, we need to change it to its plural form 'countries'.

F. Comprehension Expansion: Context Analysis

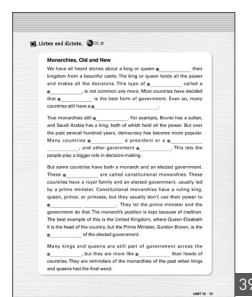
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

Ⓙ What is the correct answer?

(→ We should note that the key sentence has a phrase "Qatar is another example", which means the key sentence should come after sentences stating an example (or examples) of modern monarchy. When we look at the sentences given, the second sentence gives a list of countries which still have kings holding all the power, i.e. monarchies. Therefore, the answer is Ⓓ.)

G. Workbook

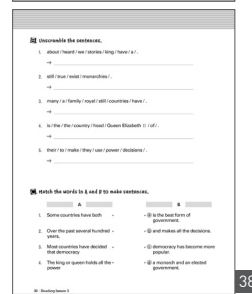
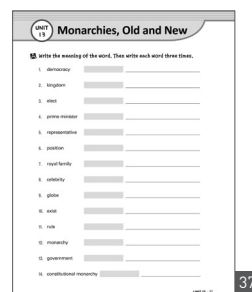
1. Open to page 39 of the workbook.
2. Play the CD_39 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 37 and 38).
3. Tell students about the next lesson.

- Ⓙ The next lesson will be on how democracy began in a city called Athens.
4. Good bye.



Learning Focus

| | |
|-----------------------|--|
| Objectives | To read and comprehend the story "Athens: Birthplace of Democracy" |
| Target words | citizen, military, punish, estimate, majority, opinion, foreigner, criticize, unfair, forward-thinking |
| Target grammar | Copular |

Warm-up

A. Greeting

1. Greet students with a smile.
2. Break the ice by asking questions about their weekend, weather, work, school, etc.
3. Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about different types of government: monarchy, democracy, and constitutional monarchy.)
- What does 'exist' mean? (→ It means to be.)
- Can you make a sentence using the word 'exist'?
(→ If the dinosaurs still existed, we'd be in trouble.)

4. Check homework.

B. Introduction

1. Introduce today's topic. Read the title aloud. (page 59)
2. Look at the picture on the top of page 59. Discuss.

- ① What do you see in the picture? (→ There is a temple with big pillars.)

Presentation

A. New Words

1. Play the CD 41, listen and repeat. Ask students to read the meaning of each word.
2. Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

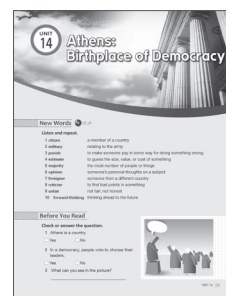
1. Read the question aloud.
2. Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1? (→ No. Athens is one of the cities in Greece.)

3. Ask another student to read and answer question number 2.

- ① What's the answer for question 2?

- (→ Yes. In a democracy, people vote to choose their leaders.)



4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

① What can you see in this picture?

(→ There is a group of people. A person in red raised a hand. Some people in black raised their hands too.)

C. Story Reading: Athens: Birthplace of Democracy

1. Have the students listen to the main story with their books closed. Play the CD_42.
2. Ask students what words they could remember.
3. Open to page 60, and observe the picture at the bottom of the page. Ask questions.

① What do you see in the picture at the bottom of page 60?

(→ There are men gathered together. A man looks like a leader. Some people are raising their hands. It looks like they are casting a vote.)

4. Play the CD_42 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.
5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.
6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

① - What do you think the story is about?

(→ It is about how democracy has begun in 500 BCE. At first, only men who are citizens of Athens and had finished their military training could vote.)

- What are the words repeated? (→ Athens, democracy, vote, citizens)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 60.
8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.
2. Ask a student what the answer is and why.
3. Check and explain the answer.

① - What is the answer? (→ It is @.)

- Why do you think so?

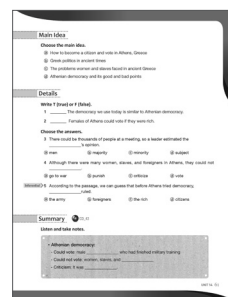
(→ All other sentences are not true according to the story. The story does not mention how to become a citizen in Athens, nor the Greek politics in ancient times. It mentions very little about problems women and slaves faced in ancient Greece. Therefore, the answer is @.)

B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.
2. Ask a student what the answer is for number 1 and why.

① Why do you think it is false?

(→ At the end of the first paragraph, it says "The democracy was much different from the form we use today.")



3. Ask another student what the answer is for number 2 and why.

Ⓣ Why do you think it is false?

(→ The third paragraph, line 3-7; Only men who were citizens of Athens could vote. This means that women...could not vote.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → ⓑ (At the end of the second paragraph, it says "Since there could be thousands of men at a meeting, there were too many hands to count. A leader estimated the majority's opinion.")

Q4 → ⓐ (The third paragraph, line 5-7; ...women, foreigners, and slaves could not vote.)

Q5 → ⓐ (The fourth paragraph, line 5-6; It was the first step towards taking power out of the hands of the rich ... since power means ruling, the answer is ⓐ.)

C. Summary

1. Listen to the CD_43.

Script and Answer

Athens, Greece, was the first democracy. Any male citizen of Athens who had finished their military training could attend meetings and vote on political subjects. Athenian democracy has been criticized for being unfair because women, slaves and foreigners could not vote. They were not considered citizens. Even so, it was the first step towards democracy as we know it today.
(→ citizen, foreigners, unfair)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → opinion / Q2 → punished / Q3 → military / Q4 → majority / Q5 → estimate / Q6 → criticizes

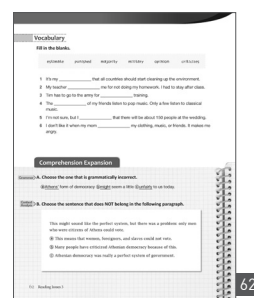
E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

Ⓣ - What is the answer? (→ It's ⓐ.)

- What should the answer be instead? (→ The answer should be 'unfair'.)

- The word ⓐ 'unfairly' is to modify the verb 'seem'. The verb 'seem' is a copular which is complemented by an adjective. However, since the word 'unfairly' is an adverb it has to be replaced with something that may go with it, which is the adjective form of 'unfairly' (i.e., 'unfair').



F. Comprehension Expansion: Context Analysis

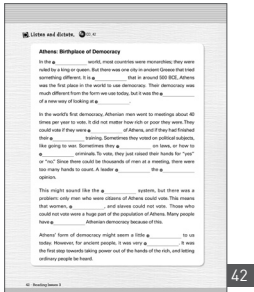
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

(→) The paragraph talks about the problems of the Athenian democracy. ② talks about the fact that women, foreigners, and slaves have no chance to vote, ③ talks about people criticizing Athenian democracy because of this. However, ④ says Athenian democracy being a perfect system of government, which stands out from other sentences. Therefore the answer is ④.)

G. Workbook

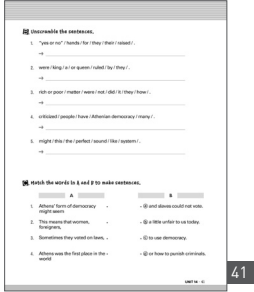
1. Open to page 42 of the workbook.
2. Play the CD_42 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 40 and 41).
3. Tell students about the next lesson.

① The next lesson will be on North Pole Politics.
4. Good bye.



Learning Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "North Pole Politics" |
| Target words | resource, international, territory, extend, base, willing, effort, global warming, drill, benefit |
| Target grammar | Comparative form |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.
 - ① - Can you tell me what our last lesson was about?
(→ It was about how democracy first began in Athens in 500 BCE.)
 - What do you think 'unfair' means?
(→ It means something or someone is not fair, not honest.)
 - Can you make a sentence with the word 'unfair'?
(→ It is unfair that I have to do all the work while Sam is playing games.)
- Check homework.

B. Introduction

- Introduce today's topic. Read the title aloud. (page 63)
- Look at the picture on the top of page 63. Discuss.
 - ① What do you see in the picture?
(→ There is a ship with people on. There are blocks of ice floating in the ocean. There are mountains covered with snow. It looks very cold.)

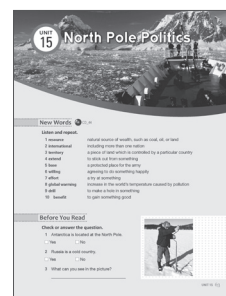
Presentation

A. New Words

- Play the CD_44, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.
 - ① What's the answer for question 1?
(→ No. Antarctica is the southernmost continent, where South Pole is.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ Yes. Siberia is famous for the extremely cold weather.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ There is a man standing on a frozen lake. He is wearing a hat, warm clothes and boots. He is using a drill to make a hole in the ice.)

C. Story Reading: North Pole Politics

1. Have the students listen to the main story with their books closed. Play the CD_45.

2. Ask students what words they could remember.

3. Open to page 64, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 63?

(→ There are five people standing on a piece of land. Each person is holding a flag of their country. These are flags of America, Canada, Denmark, Norway, and Russia. They are all wearing warm clothes.)

4. Play the CD_45 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ I think the story is about five countries fighting over the North Pole because of its natural resources, oil and natural gas.)

- What words are repeated?

(→ North Pole, valuable, countries, oil and natural gas)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 64.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It is ⓑ.)

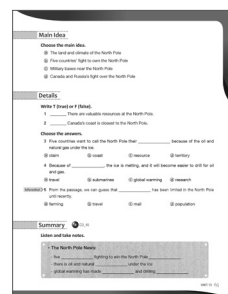
- Why do you think so?

(→ ⓐ is hardly mentioned in the story therefore, it is not the answer. ⓒ may be referring to Canada's plans to set up a military base in the north. However, it is not the main idea of the story. Therefore, the answer is ⓑ.)

B. Details

1. Read the questions aloud and give students a few minutes to fill in either T or F.

2. Ask a student what the answer is for number 1 and why.



① Why do you think it is true?

(→ Towards the end of the first paragraph, it says "Many people believe that there are large amounts of these valuable resources under the freezing water and ice in the far north.")

3. Ask another student what the answer is for number 2 and why.

① Why do you think it is false?

(→ The second paragraph, line 11-13; Denmark's coast (Greenland) is the closest to the North Pole.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → ① (The second paragraph, line 3-6; ...the five countries closest to the North Pole are fighting over who is the owner.)

Q4 → ③ (The third paragraph, line 8-10; Because of global warming, a lot of ice is melting in the far north, making it easier for ships to travel there. With less ice, it will be easier to drill for oil.)

Q5 → ① (The third paragraph, line 5-8; Because of global warming, a lot of ice is melting in the far north, making it easier for ships to travel there. When we consider the fact that ice melting makes ships to travel more easily, we could say that it's hard for ships to travel. Therefore, the answer is ①.)

C. Summary

1. Listen to the CD_46.

Script and Answer

Recently, five countries have been fighting to call the North Pole their territory. They are all willing to do anything to win the North Pole. Under the ice is valuable oil and natural gas. Because of global warming, it is easier to travel to the North Pole and easier to drill for the oil and gas.

(→ countries, territory, gas, travel, easier)

D. Vocabulary

1. Ask students to read the questions and the words.
2. Go through the words and review the meaning of each word.
3. Give students some time to fill in the answers from 1-6.
4. Students take turns answering the questions.

Q1 → bases / Q2 → territory / Q3 → effort / Q4 → willing / Q5 → extend /

Q6 → benefit

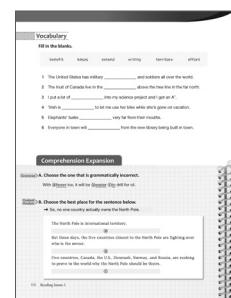
E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.
2. Ask for a volunteer to give the right answer. Correct the sentence.
3. Explain why the answer is correct.

① - What is the answer? (→ It is ①.)

- What should the answer be instead? (→ There should be 'less'.)

- It is because ice cannot be quantified. However, when referring to blocks of ice it can be quantified and 'fewer' can be used. For something that cannot be quantified, 'less' is used. Therefore, the answer is ① and it should be replaced with 'less'.



F. Comprehension Expansion: Context Analysis

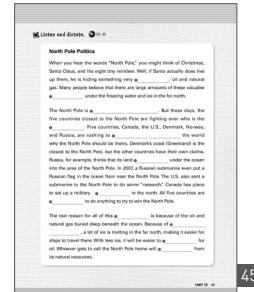
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

(→) The key sentence starts with a conjunction 'so'. This means there should be a sentence which can explain the idea of no one country actually owns the North Pole. In the first sentence, a term 'international territory' is used. When we put the key sentence in ②, then it redefines the meaning of the term "international territory", and the sentences sound smooth. Therefore, the answer is ②.)

G. Workbook

1. Open to page 45 of the workbook.
2. Play the CD_45 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.

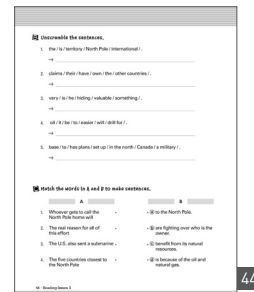
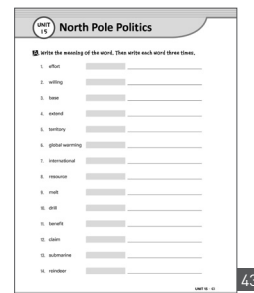


Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 43 and 44).
3. Tell students about the next lesson.

① The next lesson will be on Celebrity Politics.

4. Good bye.



Learning Focus

| | |
|-----------------------|---|
| Objectives | To read and comprehend the story "Celebrity Politics" |
| Target words | politician, mayor, ambassador, senator, advantage, run, admire, achievement, governor, policy |
| Target grammar | until vs. for |

Warm-up

A. Greeting

- Greet students with a smile.
- Break the ice by asking questions about their weekend, weather, work, school, etc.
- Review the last lesson. Ask questions on the topic, target words, and target grammar.

- ① - Can you tell me what our last lesson was about?
(→ It was about the fight of five countries over North Pole.)
- What do you think 'advantage' means?
(→ It means something that helps you be more successful than others.)
- Can you make a sentence using the word 'advantage'?
(→ The hare had an advantage over the tortoise when running the race.)

B. Introduction

- Introduce today's topic. Read the title aloud. (page 67)
 - Look at the picture on the top of page 67. Discuss.
- ① What do you see in the picture?
(→ There is a picture of Arnold Schwarzenegger waving his hand. Next to him there are other men who seem to be bodyguards.)

Presentation

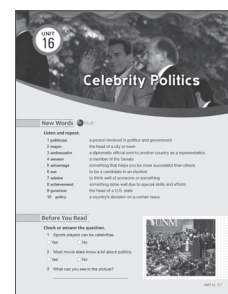
A. New Words

- Play the CD_47, listen and repeat. Ask students to read the meaning of each word.
- Prepare pictures of the words if possible and show them to help students understand better. Alternatively, pictures can be drawn on white/blackboards.

B. Before You Read

- Read the question aloud.
- Ask a student to read question number 1 and answer it.

- ① What's the answer for question 1?
(→ Yes. Sports players can be celebrities. David Beckham is a good example.)



3. Ask another student to read and answer question number 2.

Ⓣ What's the answer for question 2?

(→ No. Not all movie stars know a lot about politics, their specialty would be acting.)

4. Ask another student to read and answer question number 3. Encourage them to answer in full sentences.

Ⓣ What can you see in this picture?

(→ There is a woman making a speech. There are a lot of people listening to the speaker. Some people are holding up blue signs.)

C. Story Reading: Celebrity Politics

1. Have the students listen to the main story with their books closed. Play the CD_48.

2. Ask students what words they could remember.

3. Open to page 68, and observe the picture at the bottom of the page. Ask questions.

Ⓣ What do you see in the picture at the bottom of page 68?

(→ There is a man on a podium. It looks like he is giving a speech. There are people holding up signs and pictures of Arnold. It looks like it is a scene from an election campaign.)

4. Play the CD_48 again. This time students will follow the words with their eyes as they listen to the story. Tell students to circle the words that they don't understand.

5. Ask students what words they don't understand. Have them try to guess the meaning of the word, and encourage them to guess the right meaning of the word.

6. Ask students what the main story is about. Encourage them to retell the story in their own words. Listen to the CD again if necessary.

Ⓣ - What do you think the story is about?

(→ I think the story is about celebrities becoming politicians, pros and cons of celebrity politics.)

- What words are repeated? (→ celebrity, politics, politicians)

7. Ask students to form pairs, and then take turns reading the story aloud while the other records the time taken at the bottom right hand corner of page 68.

8. Ask students to do the word check. Give them a few minutes to fill in the blanks.



Practice

A. Main Idea

1. Read the question. Give students a few minutes to write down the answer.

2. Ask a student what the answer is and why.

3. Check and explain the answer.

Ⓣ - What is the answer? (→ It is @.)

- Why do you think so?

(→ @ and © are not true and are not the main idea. @ is mentioned in the story however, it is not the main idea. Therefore, the answer is @.)

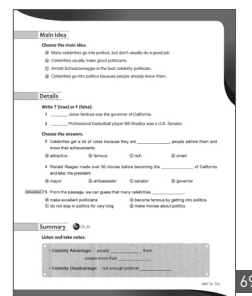
B. Details

1. Read aloud the questions and give students a few minutes to fill in either T or F.

2. Ask a student what the answer is for number 1 and why.

Ⓣ Why do you think it is false?

(→ Third paragraph, line 8-11; Jesse Ventura... was a professional wrestler. He was a governor of Minnesota for four years.)



3. Ask another student what the answer is for number 2 and why.

Ⓣ Why do you think it is true?

(→ The first paragraph, line 8-10; Professional basketball player Bill Bradley was a senator for three terms.)

4. Read the sentences and answer choices from a to d aloud (Qs 3 to 5).

5. Ask a student to answer.

Q3 → ⓑ (The second paragraph, line 5-7; People admire celebrities, and already know about their history and achievements.)

Q4 → ⓐ (The fourth paragraph, line 3-5; Ronald Reagan who became the governor of California and later the president of the United States...)

Q5 → Ⓒ (The third paragraph gives an example of Jesse Ventura being unsuccessful in politics, and at the end of the fourth paragraph it says Reagan was lucky to have talent for both acting and politics. Since Reagan became the President of the United States, you can say he was successful at being a politician, but when we consider the very last sentence “However a celebrity politician such as Reagan is very rare” we can guess that many politicians did not stay in politics very long. Therefore, the answer is Ⓒ.)

C. Summary

1. Listen to the CD_49.

Script and Answer

It's easy for celebrities to get into politics because they are already famous. People admire them and know what their achievements are. They often fail as politicians because they do not have enough political knowledge. Sometimes celebrities do find success in politics, as with Ronald Reagan, who became the president of the United States.

(→ admire, achievements, knowledge)

2. Check the answers and read aloud the completed summary.

D. Vocabulary

1. Ask students to read the questions and the words.

2. Go through the words and review the meaning of each word.

3. Give students some time to fill in the answers from 1-6.

4. Students take turns answering the questions.

Q1 → ambassadors / Q2 → run / Q3 → achievements / Q4 → mayor /

Q5 → advantage / Q6 → policy

E. Comprehension Expansion: Grammar

1. Give a minute to students to answer.

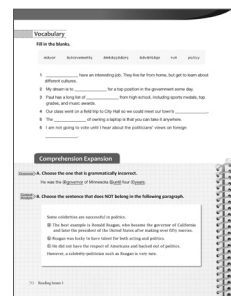
2. Ask for a volunteer to give the right answer. Correct the sentence.

3. Explain why the answer is correct.

Ⓣ - What is the answer? (→ It is ⓑ.)

- What should the answer be instead? (→ The answer should be 'for'.)

- 'Until' is used when something happened or done up to a particular point in time whereas 'for' is used for how long. Here the word following ⓑ is 'four years' which is a period of time, not a particular point in time. Therefore, 'until' should be replaced with 'for'.



F. Comprehension Expansion: Context Analysis

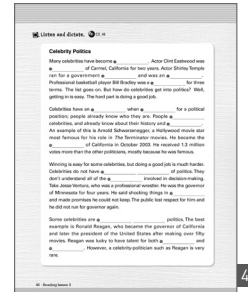
1. Read the question aloud.
2. Ask students to read the sentences and ask for the right answer.

① What is the correct answer?

(→ The paragraph talks about a successful celebrity politician, Ronald Reagan. In sentences ③ and ⑥, the good qualities of this celebrity politician are talked about. However, in sentence ⑤, there are things like loss of respect from Americans. Therefore, the sentence ⑤ does not belong in the paragraph, and this makes the sentence the answer.)

G. Workbook

1. Open to page 48 of the workbook.
2. Play the CD_48 and fill in the blanks.
3. Form pairs, and then ask the students to trade books and check each other's answers.



Wrap-up

1. Praise students for today's work.
2. Assign homework (Workbook page 46 and 47).
3. Tell students about the next lesson.
- ① This is the end of Reading Issues 3. Well done students!.
4. Good bye.

