

**3**

Reading

Master

Teacher’s

Manual

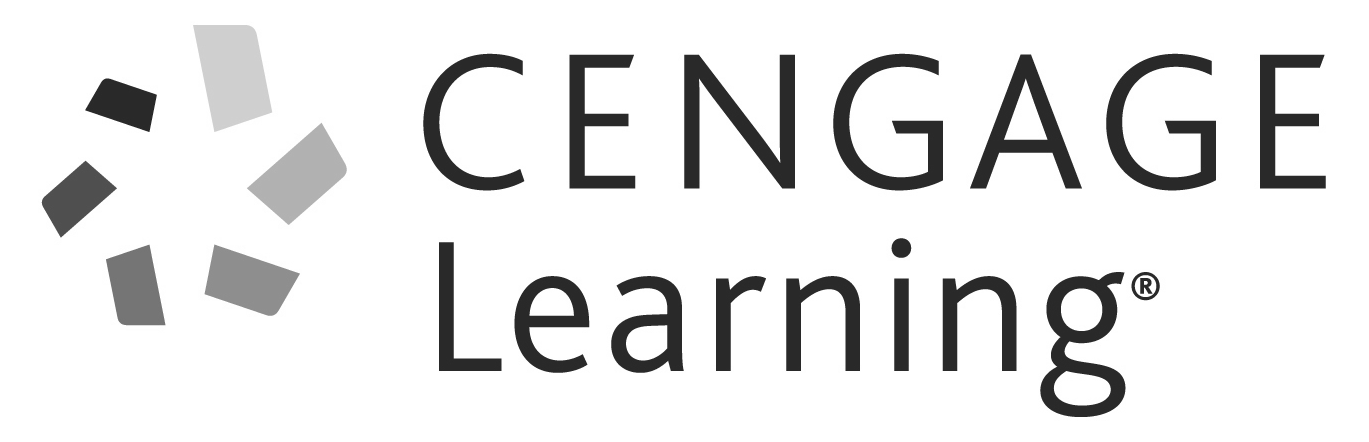
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**Reading Master 3**

**Teacher**’**s Manual**

Michael Vergara

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***Table***

***of***

***Contents***

Table of Contents

3

**Unit**

**Topic**

**Page**

**1**

The Concrete Jungle

*4*

**2**

A Question of Taste

*9*

**3**

Keeping in Touch

*14*

**Review 1 (Units 1-3)**

*19*

**4**

When the Curtain Falls

*20*

**5**

In the Mood for Love

*26*

**6**

The Origin of Species

*31*

**Review 2 (Units 4-6)**

*36*

**7**

Life’s Songbook

*37*

**8**

The Life of Riley

*42*

**9**

Lost in Space

*47*

**Review 3 (Units 7-9)**

*52*

**10**

Just Business

*53*

**11**

The Deep Blue

*58*

**12**

The Next Big Thing

*63*

**Review 4 (Units 10-12)**

*68*

**The Concrete Jungle**

**Unit 1**

**Unit Goal**

The primary goal of this unit is to introduce the concept of city life as it relates to squatting and moving to a big city. The first reading details some of the problems that arise when squatters decide to exercise their right make someone else’s home their own. The key word *break* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to houses and homes. This ties in with the grammar focus on cohesion. The Further Reading section discusses how Amish youths are given the chance to experience life outside of their communities where they grew up.

**Before You Start**

In addition to the student questions, you may introduce the idea of what a squatter is and ask if it is possible to squat on a piece of vacant land/house in their country. Ask them to describe it in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. The majority of people in my country live in cities because that is where they make their livelihoods.

2. Homelessness is not a huge problem here, but it does exist to some extent because I have seen people sleeping under some bridges.

3. There is public housing but I don’t think it is enough to take care of everyone who needs it.

**Reading**

**Main Goal:** To introduce the squatting and squatters’ rights in the U.S.

Give the students time to scan the reading. Ask them what the central issue with squatting is. Do

they think squatters should have rights? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

4

*Reading Master 3* Teacher’s Manual

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *break* and phrasal verbs related to houses and homes are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *break***

The word *break* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to houses and homes. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Unit 1 The Concrete Jungle

5

***Key:*** 1. will cut, off 2. clean, up 3. moved from 4. settling in 5. put, in 6. fixing, up

***Key:*** 1. broke out 2. break into 3. break 4. broke 5. breaking up 6. broke into

***Key:*** 1. prosecuted 2. burglar 3. resident 4. legalizing 5. judgment 6. residential 7. civilians

8. possessions 9. foreclosure 10. infringement

***Key:*** 1. d 2. b 3. b 4. b

***Key:*** 1. e 2. d 3. c 4. a 5. a 6. a 7. d 8. c

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**Key:**

**C. Enhance Your Grammar**

**Cohesion: Text References**

Review the grammar notes and examples as a class. Go over any related questions from students.

You may explain that in many cases you are simply substituting or replacing phrases with these

commonly used words: he/she, him/her, it, this, that, these, those, here, there, so, etc.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class. Remind them that all of the examples refer to the first reading. The teacher may want to demonstrate and review the first 2 to get students started.

6

*Reading Master 3* Teacher’s Manual

***Key:*** 1. the police

2. *They* = the squatters; *it* = the situation of the squatters living in the apartment.

3. establishing residency

4. squatters

5. cutting off the utilities

6. *those* = water and electricity; *they* = the squatters; *the same* = (taking) legal action

7. *It* = the judge’s decision; *he* = the judge

8. The eviction process

9. Foreclosed homes are a major target for squatters.

10. It’s = the rap video; *him* = Barbosa; *this* = squatting

**Preposition Noun/Verb**

to

of for on with over

threat, authority, solution

threat, matter, effect, problem respect, matter, problem

effect

matter, problem dispute, problem

**D. Reading Overview**

***Sample Answer:***

*I would be appalled by the situation of finding strangers living on my property. However, even more appalling is the fact that these squatters have rights and I have to swallow the cost of getting them off my property.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to creative and come up with interesting answers!

**B. *Sample Answers***

1. I believe there are some people who occupy government property such as parks and underneath highways from time to time. They often get removed by authorities but return quickly the next day or even a few hours later. It is difficult for authorities to deal with this problem.

2. I guess the case for squatting may be acceptable in times of war or in other extreme circumstances. It is hard to justify allowing someone to just pick an empty place and move in.

3. Governments need to enforce trespassing but also provide locations for homeless people to go.

They should also make a concerted effort to deal with this by collaborating with the appropriate agencies that provide support and aid to the homeless.

 **Further Reading** 

**Main Goal**: To introduce Rumspinga, the Amish tradition of permitting their youths to experience the modern world.

Give the students time to scan the reading. Ask them what is special about the Amish teens

mentioned. In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Unit 1 The Concrete Jungle

7

***Key:*** 1. b 2. c 3. a

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. The Amish lifestyle is intriguing at first because it seems that they are very self-sufficient. But I don’t think I would last very long in their society since I embrace modern technology on a daily basis whether it is surfing the net or texting my friends.

2. Seeing everyone with a smartphone might make one think people are inattentive and zombie-like.

Another shock might be the commercialism we are exposed to everywhere we go.

8

*Reading Master 3* Teacher’s Manual

**A Question of Taste**

**Unit 2**

**Unit Goal**

The primary goal of this unit is to introduce art and how tastes vary depending on the person and the artwork. The first reading details some of the interpretations of art by some well-known academics and artists. The key word *pay* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to drawing, painting and creative activities. This ties in with the grammar focus on inversion. The Further Reading section discusses how a forger of art almost got away with selling fake art.

**Before You Start**

In addition to the student questions, you may ask what sort of art they are most interested in. Remind students that art is not limited to paintings but also sculptures, mosaics and pottery as well as others. Ask them to describe some art in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. I once saw a Monet exhibit at the local art museum. He used a lot of colors and painted mostly natural scenery; he is considered to be an impressionist.

2. We have a lot of art galleries and museums where I live. Sometimes we can see local artists’

works as well as famous exhibits throughout the year.

3. I have seen some abstract paintings, but it doesn’t really appeal to me. I know a lot of people appreciate strange artworks but I like natural scenery.

**Reading**

**Main Goal:** To introduce some historical interpretations of art by Hume, Barthes and Duchamp.

Give the students time to scan the reading. Ask them what was wrong with Humes argument about

art. Do they think Duchamp’s submission is art? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Unit 2 A Question of Taste

9

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *pay* and phrasal verbs related to drawing, painting and creative activities are also

introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *pay***

The word *pay* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to houses and homes. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

10

*Reading Master 3* Teacher’s Manual

***Key:*** 1. coloring in/to color in 2. paint over 3. touch up 4. cut out 5. put together 6. pencil in

7. papered over 8. roughed out 9. printing out

***Key:*** 1. tribute 2. a fine 3. through the nose 4. a compliment 5. lip service 6. the price

7. her way 8. peanuts 9. the bill 10. his dues

***Key:*** 1. contemporary 2. disciplines 3. groundbreaking 4. meaningful 5. endeavors

***Key:*** 1. c 2. d 3. c 4. c 5. b

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

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**Other common compounds:** lifetime, crosswalk, moonlight, cannot, elsewhere, scapegoat,

peppermint, homemade, passport, skateboard, footprint

**C. Enhance Your Grammar**

**A. Inversion: Function**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class. The teacher may review the first one to get students started.

**B. Inversion: Form**

Review the grammar notes and examples as a class. Go over any related questions from students.

Then, have students practice the following questions.

Unit 2 A Question of Taste

11

***Key:*** 1. b 2. b 3. a 4. a 5. b

1. should small children be allowed to go on the roller coaster. a. No sooner b. Under no circumstances

2. after months of planning were they ready for the graduation ceremony. a. Rarely b. Only

3. had I left than I heard them laughing.

a. No sooner b. Only when

4. Now to escape from prison and he jumped from the window. a. was the time b. the time was

5. Many a time plan to quit her job, but she never did. a. she did b. did she

***Key:*** 2. Only after he had been walking for several hours did Clive begin to feel tired.

3. Not until we got home did we realize that we had left our umbrella at the restaurant.

4. Never will Herbie forget the vacation he had in Spain.

5. So annoyed was the teacher that she shouted at the students.

**D. Reading Overview**

***Sample Answer:***

*Generally speaking, the appreciation of art is up to the individual who is viewing it. Everyone has their own opinion on art so there can never be one single definition I believe. I think that the academics from the reading struggled with this because they believed in a specific form of art. However, any piece of art can be interpreted in a variety of ways.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to creative and come up with interesting answers!

**B. *Sample Answers***

1. Beauty is in the eye of the beholder, isn’t it? What one person believes to be beautiful does not always lead to the consensus of others.

2. I think the fountain mentioned works as a piece of art. It must hold some artistic value if it is still a topic even today. However, it may not mean that everyone agrees with it or values it as an art piece.

3. An artist friend of mine told me once that all art has been done. I think this is sad for the future of art and budding artists. However, there are so many more electronic applications today than ever

before. I think the future of art lies in the technologies we use on computers today.

 **Further Reading** 

**Main Goal:** To introduce the true story of Andrew Fathey a forger of famous art.

Give the students time to scan the reading. Ask them what is special about the artist mentioned. In

pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

12

*Reading Master 3* Teacher’s Manual

***Key:*** 1. a 2. a 3. c

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. As long as the buyer of a forgery knows that they are buying a fake, I see no problem with copying a work of art. This is no different than taking a photo. An upcoming artist may also benefit from doing this since they can make extra money to fund their original works.

2. Of course they were annoyed at having paid for a fake, but even more because they were fooled.

This doesn’t reflect well on their so-called expertise. This case tells us that anyone can be an expert and critic of art as long as they show interest and have an opinion on artworks.

Unit 2 A Question of Taste

13

**Keeping in Touch**

**Unit 3**

**Unit Goal**

The main goal of this unit is to introduce a fun mode of communication through smartphone usage. The first reading discusses an Italian method of communicating with friends using the missed call function on smartphones. The key word *point* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to communication. This ties in with the grammar focus on comparative adverbs. The Further Reading section talks about how communication over long distances took place before the modern telegraph.

**Before You Start**

In addition to the student questions, you may ask what sort of smartphone they use. What do they primarily use it for? Ask them to describe their smartphone in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. Smartphones are so common in my country that it is hard to imagine the world without them.

Everyone has one; even elderly people can be seen on the streets utilizing their devices.

2. I use text messages or Line to communicate with everyone. It is quick, easy to use, and cheap.

3. I think Line is interesting to use. You don’t have to write anything; just send stickers to express your mood or show what you are doing at the moment.

**Reading**

**Main Goal:** To introduce Squillo, a common mode of communication on smartphones used by

Italians.

Give the students time to scan the reading. Ask them what Squillo is. Do they use anything similar

on their smartphone? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

14

*Reading Master 3* Teacher’s Manual

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *point* and phrasal verbs related to communication are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *point***

The word *point* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to communication. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Unit 3 Keeping in Touch

15

***Key:*** 1. running late 2. cutting out 3. called in 4. posted, up 5. send out 6. taken down

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

***Key:*** 1. utilizes 2. standard 3. subtle 4. endearing 5. interact 6. versatile

***Key:*** 1. a 2. a 3. c 4. b 5. d

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

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions. Some of the words listed can go under more than one category.

***Key:***

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out A**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class. The teacher may review the first one to get students started.

**Try It Out B**

Review the examples as a class. Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

16

*Reading Master 3* Teacher’s Manual

***Key:*** 1. Adults lose their concentration *less easily than* young children / Adults do not lose their concentration *as easily as* young children.

2. Tony’s friends didn’t have to walk *as far as he did* to get to school. (Note: *less far* does not work here.)

3. My colleagues have treated me *less kindly than /* My colleagues have not treated me *as kindly as* my manager has.

4. The restaurant’s pasta is selling *better than* its pizza.

5. Most people go for checkups *more regularly than* Shirley.

***Key:*** as simply yet effectively as, much more inventively, much more easily, more cheaply, as expressively as, more vocally, as efficiently as

**Make**

**Send**

**Give**

call inquiry comment advice

message letter

e-mail

text

answer response advice call

message [possible]

text [possible]

**D. Reading Overview**

***Sample Answer:***

*It is an interesting way to communicate I think, but it doesn’t seem too different from emoticons and smiley faces. In my opinion just about any kind of short hand messages work for most people. In my country, the cuter something is the more likely it will appeal to the general public.*

**E. Thinking Cap**

Remind students that the questions given are simply used as greeting and not meant as a serious in- depth question about their lives. Ask them how they might answer these questions in a conversation and write them on the board.

**A. Possible answers for, “How’s it going?”**

Good, you? / Great, how about you? / Good, what’s up with you?

**Possible answers for, “How have you been doing lately?”**

Pretty good, you? / Great and you? / Not much, and you? / Good, what about you?

**B.** In this section, students may write their answers on paper or practice answering out loud

with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Smartphone seem to have endless functions these days because of all the apps available. I like the video chat function on my phone especially when I travel I can still see my family and friends when we speak.

2. I definitely would have a difficult time without my smartphone. In many ways it is my lifeline to the world. I can do anything from research to writing to communicating with anyone I know.

3. Smartphones can be a little impersonal especially when sending text messages. We rely on it too much and sometimes a person to person chat is more appropriate. Another problem I see is

people with their face constantly buried in the smartphone screen.

 **Further Reading** 

**Main Goal**: To explain some of old ways that were used to communicate messages over long distances.

Give the students time to scan the reading. Ask them if they would ever think about writing and

sending a letter to someone. Which way of communicating is most interesting to them? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any

Unit 3 Keeping in Touch

17

difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the

students that you are going to play the track and that they may listen and follow in their text books.

**A. Multiple Matching**

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

Have the students look at the italicized words ask them how they could change these to sound more formal. You may write their ideas on the board.

**A. Possible answer**

In my opinion, most of these ways of communicating are *relatively* slow compared to the all the

*apps and devices* we have these days.

**B.** In this section, students may write their answers on paper or practice answering out loud

with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. I don’t think we use a fax machine as much as we used to. Nowadays, we can scan and send a document more quickly on our computer. A smartphone also has the capability of photographing a document as well.

2. I don’t think a government has the right to control our private communications. However, there might be a time when we have to give up some of that freedom for the greater good. For example,

they may screen private information to catch criminals etc.

18

*Reading Master 3* Teacher’s Manual

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

**Units**

**1-3**

**Review 1**

**A. Reading Comprehension**

**B. Find the Word**

Review 1

19

***Key:*** 1. endorsement 2. dare 3. shelved 4. catchphrase 5. capitalize

***Key:*** 1. b 2. d

**When the Curtain Falls**

**Unit 4**

**Unit Goal**

The main goal of this unit is to discuss movies and entertainment. The first reading reveals some movie first including the addition of color and sound to films. The key word *quite* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to acting or entertainment. This ties in with the grammar focus on question tags. The Further Reading section talks about TMZ, a website dedicated to scoops on celebrities.

**Before You Start**

In addition to the student questions, you may ask if they have ever seen a black and white movie or TV show. What did they think of it? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. I really enjoy watching movies, but I don’t go to the theater very often. I usually wait for the

DVD release and either buy or rent the film.

2. I am into most movie genres, but psychological thrillers or mysteries tend to be more fun to watch because you have to use your brain to solve a murder for example.

3. Brad Pitt is still one of my favorites because he is talented and has played so many roles over the

years.

**Reading**

**Main Goal:** To introduce some movie firsts including the first feature film made, and the addition of sound and color.

Give the students time to scan the reading. Ask them if they surprised that Australia came out with

the first film. Do they think they would enjoy a film with no sound and color? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

20

*Reading Master 3* Teacher’s Manual

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *quite* and phrasal verbs related to acting or entertainment are also introduced in this

section.

Unit 4 When the Curtain Falls

21

***Key:*** 1. a 2. c 3. b 4. a 5. a

***Key:*** 1. a 2. c 3. d 4. b 5. c 6. b

**Cultural Notes**

At the height of his career in the 1930s, the singer Al Jolson was one of the most famous entertainers in the world, and certainly the biggest star of stage and screen in the U.S. His extroverted, expressive style of performance was greatly influenced by African-American jazz and ragtime, and – like many white entertainers before him – he famously performed in blackface makeup. This controversial practice largely died out after the 1930s as it was seen as promoting racist stereotypes. However, it is worth noting that Jolson was one of the first white performers to champion the cause of African-American entertainers and use them in his shows. He was also popular in the African-American community, many of whom saw him as promoting their music. The black-owned and operated *Amsterdam News,* a weekly newspaper, praised *The Jazz Singer f*or bringing black music to white audiences and, when Jolson died in 1950, many prominent black entertainers attended his funeral.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *quite***

The word *quite* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to acting or entertainment. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

***Key:***

22

*Reading Master 3* Teacher’s Manual

**Director**

**Actor**

**Movie**

chair

cut camera vision

rehearse

role script portrayal

cinematography

location budget

box office

***Key:*** 1. put, in 2. act out 3. reading out 4. stepping out 5. show off 6. get across

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

***Key:*** 1. hoodlums 2. landscape 3. inception 4. massacres 5. trailblazing 6. lengthy

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**D. Reading Overview**

***Sample Answer:***

*Personally sound is the most important for me. I know that Charlie Chaplin films had no speaking in them, but I think there is only so much you can do with a movie with no dialogue. I can watch a movie with no color, but the dialogue is a key element in any performance.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

Unit 4 When the Curtain Falls

23

***Key:*** 1. doesn’t he 2. aren’t you 3. did she 4. hasn’t he 5. isn’t he 6. was she 7. is he 8. won’t they 9. hasn’t he 10. don’t they 11. aren’t there 12. aren’t I

**Additional Activity**

Please try to write down the most appropriate question tags for each of the following questions.

1. He sometimes studies Spanish, ?

2. You are American, ?

3. Peggy didn't use her calculator, ?

4. David has answered the teacher's question, ?

5. The boy is from Malaysia, ?

6. Sue wasn’t listening, ?

7. Andrew isn't sleeping, ?

8. Tom and Sheila will arrive in London tonight, ?

9. He’s been to California,\_ ?

10. Dogs like meat, ?

11. There are some cookies left, ?

12. I’m early, ?

***Key:*** 1. b 2. c 3. a 4. c 5. b

**B. *Sample Answers***

1. The Americans seem to have a knack for producing some great movies. They also have the greatest amount of investment in their films so they can really create high quality movies with excellent actors.

2. One director comes to mind and his name is Ang Lee. He is well-recognized in Hollywood and his films have been successful worldwide.

3. It will be interesting to see what technology can bring to the big screen in the future, but I think a

good story and great acting outweighs any high-tech additions to films.

 **Further Reading** 

**Main Goal:** To introduce and discuss TMZ, a website dedicated to bringing the latest news on celebrities.

Give the students time to scan the reading. Ask them if they have heard of the paparazzi. If they

were famous would they like to get so much attention and adoration? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Multiple Matching**

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

Ask students if they know any other words used as opposite meanings. You may write their ideas on the board.

**A. More slang expressions**

**destroy:** To “destroy” means to do really well on something. Example: I didn't expect to destroy that exam. I got an A!

**frenemy:** An enemy that pretends to be your friend. Most of the time both people know that

they are not really friends, but continue to associate with each other anyway.

24

*Reading Master 3* Teacher’s Manual

***Key:*** 1. a 2. b 3. c 4. a 5. c 6. b

**B.** In this section, students may write their answers on paper or practice answering out loud

with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. Most media outlets seem to have at least some sections dedicated to celebrity news stories. This is because the public is so interested in seeing their favorite stars going through their daily lives.

2. I don’t think I have the ambition to do this sort of work. I’ve heard it requires long hours of sitting and waiting. This sort of job also requires the person to be a skilled detective and less of a professional photographer.

3. They certainly have some responsibility to behave themselves in public and keep out of trouble.

However, they are also entitled to some privacy and shouldn’t always have to worry about trespassers or overzealous photographers.

Unit 4 When the Curtain Falls

25

**In the Mood for Love**

**Unit 5**

**Unit Goal**

The main goal of this unit is to discuss love and its effect on humans. The first reading reveals some of the factors which determine whether or not you are truly in love. The key word *feel* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to love and relationships. This ties in with the grammar focus on the usage of *wish* and *if only*. The Further Reading section talks about how to keep the passion going in a relationship.

**Before You Start**

In addition to the student questions, you may ask if they believe in love at first sight. Why or why not? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. Yes I was in love in high school. He was my boyfriend for a whole year but he had to go away to attend college in another city.

2. I hope to get married one day and have kids. However, I need to do a few things before I settle down such as traveling, studying and establishing a career.

3. Love is definitely an important part of any relationship. Of course, there are other key elements

like respect and emotional support for each other.

**Reading**

**Main Goal:** To introduce some key factors in love and happiness which may determine if someone is the right match for you.

Give the students time to scan the reading. Ask them if they can identify any interesting statistics.

Do they agree with the 3 key factors mentioned? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

26

*Reading Master 3* Teacher’s Manual

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *feel* and phrasal verbs related to love and relationships are also introduced in this

section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Unit 5 In the Mood for Love

27

***Key:*** 1. heightened 2. lot 3. obsession 4. mutual 5. startling 6. bond 7. reciprocate 8. crushed

***Key:*** 1. a 2. d 3. b 4. a 5. c

***Key:*** 1. c 2. c 3. a 4. b 5. a 6. b

**Cultural Notes**

Advice columns are extremely popular in newspapers and Webs sites in English-speaking countries. One of the most famous is the column Dear Abby which started in 1956 by Pauline Phillips, who used the pen name Abigail Van Buren. Her daughter took over the writing duties in 2002 and the column is still featured in newspapers across the United States and abroad. Love and relationships are common subjects of the letters that are written to Abby. Instead of using the names of the letter writers, an adjective describing their feelings is commonly used with an accompanying location. Examples might include: CONFUSED IN TEXAS, WORRIED IN VERMONT, or RUNNING

OUT OF IDEAS IN MICHIGAN.

 **Key Word: *feel***

The word *feel* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to love and relationships. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**D. Reading Overview**

***Sample Answer:***

*In my view all three are important but passion seems to be the catalyst that starts it all. Without passion there can be no intimacy or commitment since it is what triggers the act of falling in love. It is true that this may erode over time but it is always strongest at the beginning for a reason I think.*

28

*Reading Master 3* Teacher’s Manual

***Key:*** 1. had 2. were 3. were hanging out 4. would show 5. were being performed 6. were

7. could have seen 8. Wouldn’t leave

***Key:*** 1. a 2. a 3. b 4. a 5. c

***Key:*** 1. cheating on 2. split/broken up 3. drift apart 4. hit on 5. asked, out 6. fallen for

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

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Of course a person can love two at the same time, but that doesn’t mean they should. Morally it is wrong to do this and may lead to problems in one’s love life.

2. It is difficult to know when or if to leave your spouse if you are no longer in love. Every situation is different. If a relationship is unworkable or abusive, I think it is ok to call it quits.

3. I guess the expression means that you are free to love whoever you want. This is acceptable in

most societies and it is appropriate in my country.

 **Further Reading** 

**Main Goal:** To introduce and discuss some helpful ways to keep the fire burning in a relationship.

Give the students time to scan the reading. Ask them if they have ever tried any of these strategies

for love. Would they like it if someone did some of these things for them? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Multiple Matching**

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. I think it is equally important for both sexes. Traditionally, women have been more into romance but more and more men are being just as romantic nowadays.

2. Little notes that say “I love you” can work wonders for the recipient. Sometimes a person just

needs a little boost to lift up their spirits during the day.

Unit 5 In the Mood for Love

29

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

3. In my opinion it depends on the woman. Many women appreciate the gestures of having doors

held open for them for example, while others are more independent and may be indifferent.

30

*Reading Master 3* Teacher’s Manual

**The Origin of Species**

**Unit 6**

**Unit Goal**

The main goal of this unit is to discuss evolution and change. The first reading reveals some of the arguments against mainstream science. The key word *claim* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that argue for or against something. This ties in with the grammar focus on the reported speech. The Further Reading section examines an excerpt from F. Kafka’s *Metamorphosis*.

**Before You Start**

In addition to the student questions, you may ask if they have heard of Darwin. What does evolution mean to them? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. Most apes are similar to humans. Physically speaking they are almost identical to humans.

2. Evolution is taught as part of the science curriculum at school. However, we do not spend a great deal of time on the subject but everyone knows who Darwin is.

3. It is rare to hear anyone dispute evolution. I think nowadays it is a generally accepted scientific

theory with lots of proof to back it.

**Reading**

**Main Goal:** To introduce some arguments against the existence of evolution.

Give the students time to scan the reading. Ask them if they have heard of any pf these arguments.

Do they agree any mentioned? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Unit 6 The Origin of Species

31

**Cultural Notes**

The debate over whether intelligent design should be taught alongside science at schools in the United States came to a head in 2004 with a landmark court case. A group of parents objected to a rule implemented by their local school district that forced schools to teach creationist beliefs as an alternative to Darwinian evolutionary science. The parents won the case when the judge decided that intelligent design was not science, but clearly a religious doctrine. The court ruled that teachers within the district could not be forced to teach theories that undermined proven science.

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of  *claim* and phrasal verbs related to *for* and *against* arguments are also introduced in this

section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *claim***

The word *claim* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to for and against arguments. Explain to students that these phrasal verbs are sometimes separable.

32

*Reading Master 3* Teacher’s Manual

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

***Key:*** 1. credible 2. validity 3. folklore 4. malfunctioning 5. tack 6. Proponents

***Key:*** 1. c 2. c 3. a 4. b 5. c

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

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

***Key*:**

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out A:**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

Unit 6 The Origin of Species

33

**Additional Activity: Speaking Activity for the Reported Speech**

Work in small groups and ask each other *wh*-questions. Report on what was asked. Use the topics below to guide you.

***tonight music vacation last summer this weekend***

**Tracy**: What are you going to do *tonight*?

**Bob**: I’m going to *a movie*.

**Mary**: Tracy asked Bob what he was going to do *tonight* and Bob answered he was going to *a movie*.

***Key:*** 1. He/She said she had given the money to Samantha.

2. They told me they had been walking in the lane when they had heard the gunshot.

3. He/She said he would finish his homework later.

4. He/She asked me where I lived.

Plants

Mammals

Fish

photosynthesis

stems stamen

warm-

blooded anthropoid feline

fins

gills aquatic

***Key:*** 1. glosses over 2. rule, out 3. put forward 4. drum up 5. stand by 6. point out

**D. Reading Overview**

***Sample Answer:***

*In my view the arguments made are very naïve and unrealistic. One just has to open an encyclopaedia and do a little research to see that evolution is real science. To me none of the arguments is credible.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Evolution is, of course, still a theory that one can argue against but like any argument it should be supported by concrete evidence. In addition, creationists should avoid religious connotations if they are to make any claims against evolution.

2. The Big Bang Theory as an explanation for the creation of the universe has been disputed on

many scientific grounds. However, these claims are also theoretical so they are just as valid as the big bang. One such claim is the existence of multiverses as opposed to one main universe.

3. It is the right of parents to home school their children. However if only religious beliefs guide

what they learn, then it may cause problems for the children in the future.

 **Further Reading** 

**Main Goal:** To introduce an excerpt from F. Kafka’s *Metamorphosis* as a way to describe extreme change.

Give the students time to scan the reading. Ask them if they have ever heard of this or any similar

story. How would they feel if they were forced to change into something like an insect? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

34

*Reading Master 3* Teacher’s Manual

***Key:*** 1. b 2. a 3. c

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. If I could change into any life form I would like to be a wolf. Wolves intrigue me because they are excellent survivors. Although they hunt and kill, they are also very nurturing and loving animals.

2. Humans will continue to evolve just like other animals. Our hearts may become stronger and our lives may continue to be longer. Of course, evolution doesn’t happen overnight so this may

literally take millions of years!

Unit 6 The Origin of Species

35

**Units**

**4-6**

**Review 2**

**A. Reading Comprehension**

**B. Find the Word**

36

*Reading Master 3* Teacher’s Manual

***Key:*** 1. destined 2. unparalleled 3. exorbitant 4. eminently

***Key:*** 1. d 2. a 3. c

**Life’s Songbook**

**Unit 7**

**Unit Goal**

The main goal of this unit is to discuss music. The first reading talks about the popularity of The Beatles and some of their artistic firsts. The key word *sound* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to music. This ties in with the grammar focus on causative verbs. The Further Reading section examines three unique music genres and those who like them.

**Before You Start**

In addition to the student questions, you may ask about their favorite music genre. What do they enjoy most about their favorite genres? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. I really like Katy Perry at the moment. She is fun to listen to and her lyrics can be inspirational.

2. A lot of teenagers are into K-pop. Korean pop music has been around for a while, but their boy and girl bands have really made an impact on the international stage.

3. Music makes me feel happy and relaxed especially if it is a slow song. If I listen to fast music it

makes me want to jump and dance.

**Reading**

**Main Goal:** To introduce some interesting facts about The Beatles.

Give the students time to scan the reading. Ask them if they have heard of The Beatles. Do they

know any of their songs or have they sung them? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Unit 7 Life’s Songbook

37

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *sound* and phrasal verbs related to music are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

38

*Reading Master 3* Teacher’s Manual

***Key:*** 1. a 2. c 3. d 4. c 5. b

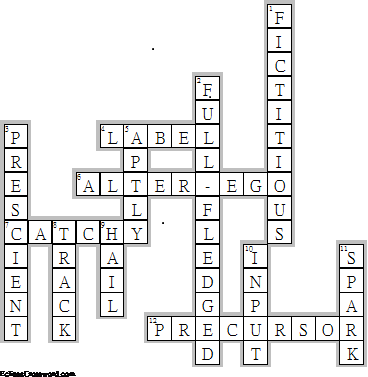
***Key:*** 1. c 2. a 3. a 4. b 5. b 6. c 7. c 8. a

**Cultural Notes**

The album cover of *Sgt. Pepper's Lonely Hearts Club Band* is one of the most iconic images in the history of music. The cover was created by Peter Blake and his then wife Jann Haworth, both

leading exponents of the pop art movement in Britain. It features four rows of cardboard cut-outs of famous people, with the Beatles at the front in colorful military outfits. The faces that can be

spotted in the crowd include the writer Oscar Wilde, the actress Marilyn Monroe and the philosopher Karl Marx. Several images were removed from the original design as their inclusion was considered controversial. Jesus Christ, Mahatma Gandhi and Adolf Hitler were among those that didn't make the cut.



**Key**:

 **Key Word: *sound***

The word *sound* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to music. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

Unit 7 Life’s Songbook

39

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

***Key:*** 1. beat out 2. tuned up 3. put out 4. belted out 5. sold out 6. tune in

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

**D. Reading Overview**

***Sample Answer:***

*In my view the changes were extraordinary at the time since they were allowed to present themselves more as music artists than just regular musicians. Music videos were a step in the right direction because they could reach more and more fans worldwide.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Michael Jackson comes to mind when you think about music and innovation. His style of dance and performance were such a big part of his music that many upcoming artists, then and now, must be held to the same standards.

2. Pop music is still big and will be for a long time to come. Shows like American Idol really reflect the demand for music by audiences.

3. It seems that now with computers and digitized music, artists have become less reliant on raw talent. Nowadays the sound of music and voice can be edited and changed so that fans no longer

know if they are hearing the “real” thing.

40

*Reading Master 3* Teacher’s Manual

**Further Practice: Speaking Activity for Causative Verbs**

Work in small groups and ask each other the questions below. Use causative verbs, if possible, to answer them.

․ Who had something repaired recently? What was it? Who fixed it? Where did you go to get it fixed?

․ In school, what does/did your teacher have you do?

․ At work, what does/did your boss make you do?

․ Where do you usually go to get your hair cut/ check up / massage / etc.?

***Key:*** 1. made 2. forced 3. let 4. had 5. has 6. gets

 **Further Reading** 

**Main Goal:** To introduce three music genres and the people who enjoy them.

Give the students time to scan the reading. Ask them if they have ever heard of any of these music

genres. Which one do they think they would enjoy most? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Multiple Matching**

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. Usually people are into different music at different stages of their lives. However, certain music, such as The Rolling Stones or U2, certainly seems to transcend time so they have fans that are young and old.

2. In comparing his gangster rap to Hollywood actors, Paul is saying that this type of music is really just an act. It is a fair point if in fact it is all part of the show. However, I am sure De Niro and Pacino go home and rid themselves of their costumes, makeup, accents, etc.

3. I like all genres of music but like anything, too much is not a good thing. I get tired if I keep

listening to any single genre or artist. It is better to have varied tastes.

Unit 7 Life’s Songbook

41

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

**The Life of Riley**

**Unit 8**

**Unit Goal**

The main goal of this unit is to discuss happiness and well-being. The first reading discusses a U.N. report on the world’s happiest countries. The key word *live* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that use *live*. This ties in with the grammar focus on expressing preferences. The Further Reading section takes a look at living life without money.

**Before You Start**

In addition to the student questions, you may ask if people are generally happy where they are from. What things make them especially happy in life? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. I really like where I live because it is centrally located and has good transportation. Unfortunately it is also one of the busiest parts of the city so it can be noisy and crowded.

2. The countryside can be a lot of fun for a vacation, but I still prefer the comforts and conveniences of city life.

3. Generally, it is mostly western countries that have the high standards of living. It is easy to see

this in the large houses and buildings that they build.

**Reading**

**Main Goal:** To introduce some of the world’s happiest nations and to describe how this measured.

Give the students time to scan the reading. Ask them if they are surprised by the results. Why so

they think Nordic countries fare so well in the report? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

42

*Reading Master 3* Teacher’s Manual

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *live* and phrasal verbs using *live* are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Unit 8 The Life of Riley

43

***Key:*** 1. commissioned 2. protracted 3. dip 4. prominently 5. Instability 6. methodology

***Key:*** 1. c 2. a 3. d 4. b 5. b

***Key:*** 1. a 2. b 3. c 4. d 5. c

**Cultural Notes**

Scandinavia refers to the nations of Denmark, Norway and Sweden. These three countries speak languages that are so closely related to one another that speakers from one country can generally understand speakers from either of the other countries. There is a common misconception that Finland is part of the Scandinavian group of countries, but the Finns have their own distinct language, which is completely unrelated to Scandinavian tongues. The term Nordic is used to refer to Finland and Iceland in addition to the Scandinavian nations.

 **Key Word: *live***

The word *live* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to music. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

***Key:***

**C. Enhance Your Grammar**

**A.** Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

44

*Reading Master 3* Teacher’s Manual

***Key:*** 1. like to 2. prefers to, than 3. likes 4. prefer 5. prefer, to 6. Like

**Country**

**Nationality**

**Language**

The United States of America

American

English

**France**

**French**

French

The Netherlands

**Dutch**

**Dutch**

Argentina

Argentinian

**Spanish**

Brazil

**Brazilian**

Portuguese

Egypt

Egyptian

**Arabic**

Denmark

**Danish**

Danish

***Key:*** 1. lives off 2. live down 3. live by 4. living out 5. live on/off 6. live through

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

**B.** Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**D. Reading Overview**

***Sample Answer:***

*I definitely thought that the United States would have scored higher. My guess is that social infrastructure such as medical care and worker benefits are lagging far behind many European countries and even Canada. This likely has an impact on happiness.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. I believe the best measurements of happiness are the accessibility to things such as health care and education, and salaries.

2. Things have definitely improved over the years, but many believe that we could improve things even more. We have pretty good health care, but salaries are somewhat stagnant even though living costs have risen.

3. I think wealth and the pursuit of material things is good, but it is not everything in life. People

need to understand how to live without things in order to really appreciate what they already have.

 **Further Reading** 

**Main Goal:** To introduce three music genres and the people who enjoy them.

Give the students time to scan the reading. Ask them if they have ever heard of any of these music

genres. Which one do they think they would enjoy most? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Unit 8 The Life of Riley

45

***Key:*** 1. would prefer 2. to 3. would rather, than 4. prefer 5. more than 6. prefer 7. likes, more than

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. The author is stating that Boyle is rich in terms of what he has accomplished, but not in monetarily. It is apparent that Boyle has chosen to live a life without spending and receiving money.

2. I think Ghandi wanted us to lead by example just as he did. The best way to show that we care or are serious about something is to act on it.

3. It sounds like it would be very difficult to do. Although these are extreme examples, they show

that by being smart and frugal it can be done.

46

*Reading Master 3* Teacher’s Manual

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

**Lost in Space**

**Unit 9**

**Unit Goal**

The primary goal of this unit is to discuss space and space travel. The first reading talks about the possibility of life on Mars. The key word *space* and its usage is introduced. The exercise on phrasal verbs focuses on expressions related to space travel. This ties in with the grammar focus on indirect objects. The Further Reading section examines a famous quote by Neil Armstrong.

**Before You Start**

In addition to the student questions, you may ask if they believe humans will ever find life on other planets. What kinds of life forms might we find? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. With so many unexplored stars and planets, I believe there is a good chance that life exists somewhere out in the universe.

2. Contact with intelligent life seems more like science fiction. However, with new technologies we may one day find communication signals from other regions of space.

3. I have heard that there are plans by some countries to colonize the moon and Mars. I am not sure if this is doable or practical since there is still much cost and danger associated with having

people living in these places.

**Reading**

**Main Goal:** To introduce Mars’ watery past and how it may have contained life.

Give the students time to scan the reading. Ask them if they think the Mars rover will find ever

evidence of life. Why is it so difficult to find proof of life? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Unit 9 Lost in Space

47

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *space* and phrasal verbs using space travel related expressions are also introduced in

this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Key Word: *space***

The word *space* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to space travel. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

48

*Reading Master 3* Teacher’s Manual

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

***Key:*** 1. habitability 2. revelations 3. stimulated 4. churns 5. tantalizing 6. substantial

7. terrestrial 8. multiple

***Key:*** 1. c 2. c 3. d 4. a 5. b

***Key:*** 1. a 2. b 3. a 4. c 5. b 6. c

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

***Key:***

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**D. Reading Overview**

***Sample Answer:***

*I think it is very likely that Mars once had life. It is just a matter of time before we find concrete proof that it once existed there. However, I don’t believe there is life there now since the conditions are very cold and harsh.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

Unit 9 Lost in Space

49

***Key:*** 1. direct object = details; indirect object = everyone

2. direct object = present; indirect object = Ralph

3. direct object = letter; indirect object = company

4. direct object = file; indirect object = Helen

5. direct object = breakfast; indirect object = the whole family

6. direct object = a piece of cake; indirect object = Todd

7. direct object = the best raw materials; indirect object = market-leading Asian manufacturers

8. direct object = a favor; indirect object = Scott

**Spacecraft and technology**

**The universe**

**Life- forms**

shuttle

UFO launchpad telescope

galaxy

meteorite supernova

astronaut

Martian organism

***Key:*** 1. blasted off 2. rained down 3. touched down 4. broke up 5. search out 6. give off

**B. *Sample Answers***

1. Humans are innately curious creatures. It seems that historically humans have always looked to the stars to find answers about God and how the universe works. I think the unknown is what drives the human spirit to continue exploring beyond our own world.

2. We don’t really know what other intelligent life might look like. It may in fact turn out to be inherently evil so we would do well to proceed cautiously.

3. I think investment in space exploration is money well spent. You have to look at it from a long term perspective. Money spent today on space projects will benefit humans for generations to

come.

 **Further Reading** 

**Main Goal:** To examine Neil Armstrong’s famous quote as he became the first human to step down on the moon.

Give the students time to scan the reading. Ask them if they have ever heard Armstrong’s quote. Do

they think it was spontaneous? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. The grammar and the spontaneity of the quote are controversial for some people. However, a review of the sound bite reveals that the grammar was ok and Armstrong’s consistent explanations of the quote show that there is no real controversy.

2. Neil Armstrong said, “There can be no accomplishments without risk.” Like everything in life,

you have to take a chance if you are to succeed in anything.

50

*Reading Master 3* Teacher’s Manual

***Key:*** 1. a 2. d 3. c

3. It is difficult to justify the cost of going to the moon. Unless we find some use for the moon and

its minerals, it is not likely to have human visitors any time soon.

Unit 9 Lost in Space

51

**Units**

**7-9**

**Review 3**

**A. Reading Comprehension**

**B. Find the Word**

**C. Grammar**

52

*Reading Master 3* Teacher’s Manual

***Key:*** 1. have 2. prefer

***Key:*** 1. tight-lipped 2. undeterred 3. ascertained 4. wiz

***Key:*** 1. B 2. A

**Just Business**

**Unit 10**

**Unit Goal**

The main goal of this unit is to discuss business and financial success. The first reading takes a look at three multibillionaires and how they use their wealth. The key word *spend* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that describe finances. This ties in with the grammar focus on appositive phrases. The Further Reading section examines two start-up companies with great potential.

**Before You Start**

In addition to the student questions, you may ask if they would be happy with unlimited wealth. What problems might arise from being so rich? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. Business is very important and it is the lifeblood of my country. Every day more and more people enroll at universities to study business degrees such as an MBA.

2. In my country, the electronics industry is very important industry. We have brands which are famous worldwide and these brands employ people locally.

3. HTC comes to mind when I think of local brands going global. It doesn’t hold the largest share of

the world market but it is certainly an important player.

**Reading**

**Main Goal:** To introduce three of the world’s wealthiest men.

Give the students time to scan the reading. Ask them if they have heard of any of these men. Why

have they become so wealthy? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Unit 10 Just Business

53

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *spend* and phrasal verbs related to finances are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

54

*Reading Master 3* Teacher’s Manual

***Key:*** 1. magnate 2. helm 3. roster 4. eradicate 5. forefront 6. philanthropic 7. dent

8. monetize

***Key:*** 1. b 2. d 3. d 4. c 5. d

***Key:*** 1. c 2. b 3. a 4. a 5. c 6. c 7. b 8. b

**Cultural Notes**

Fast fashion retailers have experienced a massive boom around the world over the last couple of decades. Brands like Zara, the Swedish company H&M, and the Japanese retailer Uniqlo have become immensely popular for providing simple, yet fashionable garments at a reasonable price. The philosophy behind fast fashion is to cut the time between the launch of new clothing lines, so that collections are in and out of stores at warp speed.

 **Key Word: *spend***

The word *spend* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to finances. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

Unit 10 Just Business

55

***Key:*** 1. Emma, not/rather than Terence, sealed the deal.

2. The man, an extremely gifted singer, amazed the audience. / An extremely gifted singer, the man amazed the audience.

3. She has a wide range of interests – literature, economics and biology – which keep her occupied in her free time.

4. The villa, located in a beautiful, mountainous stretch of countryside, was everything I dreamed it would be. / Located in a beautiful, mountainous stretch of countryside, the villa was everything I had dreamed it would be.

***Key:*** 1. cash in 2. put in 3. go through 4. running out 5. call off 6. cut back

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

**D. Reading Overview**

***Sample Answer:***

*I think part of it has to do with luck, but I also believe that these particular businessmen had the foresight to see future trends in their respective industries. It is important to have a good vision in business and these men likely had it.*

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Business leaders need to be forward thinking. They may like to change the status quo if it is to benefit the company.

2. Sometimes electronic devices only work with certain software. Apple is a good example of this since all their devices work well with their own products, but not so well with others.

3. I believe that there are many rich and successful businesswomen, but they just haven’t reached this kind of wealth. However, this will change in the future as more and more women enter the

business world. One example is Cher Wang, one of the cofounders of HTC.

 **Further Reading** 

**Main Goal:** To introduce two start-up companies.

Give the students time to scan the reading. Ask them if they have ever heard of these companies.

Which one do they think has greater potential? In pairs or small groups you may ask them to read

the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over

56

*Reading Master 3* Teacher’s Manual

**Further Practice: Speaking activity for appositive phrases**

In small groups have students list at least three of the most important inventions of the past 120 years. Tell them they will present their list to the class. Ask them to use the following questions as guidelines:

․ What are your three inventions listed? Why does your group think are they important?

․ Which invention brought the most happiness/unhappiness to people?

․ Are any of the inventions listed considered luxury items? Which ones have become accepted

as necessities?

․ What would the world be like without one of these inventions?

any questions they may have as a class. Explain to the students that you are going to play the track

and that they may listen and follow in their text books.

**A. Multiple Matching**

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. I like ZinePak’s potential because it appeals to so many young people. I also think that packaging music with related thing from your favorite band is definitely forward thinking.

2. Some new businesses include mostly software and online companies. Nowadays, there is so

much available through the Internet that it is really a buyer’s market. For this reason, start-ups are everywhere but they tend to not last very long. If they are very successful they seem to get

bought out by the giant corporations such as Google or Microsoft.

Unit 10 Just Business

57

***Key:*** 1. a 2. a 3.b 4. b 5. a 6. a

**The Deep Blue**

**Unit 11**

**Unit Goal**

The main goal of this unit is to discuss the overall threats to marine life. The first reading discusses the issue of overfishing and the problems associated with this. The key word *water* and its usage is introduced. The exercise on phrasal verbs focuses on expressions related to the sea. This ties in with the grammar focus on comparatives. The Further Reading section takes a look at some of the

ocean’s endangered species.

**Before You Start**

In addition to the student questions, you may ask if they eat seafood. What kinds of seafood do they eat? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. One of my favorite activities in the summer is to go to the ocean. The air is so clean and the view is beautiful.

2. Fishing is very important to the local economy I believe. We have easy access to the ocean so seafood is available everywhere in my country.

3. Generally, there are some protected areas in my country. However, the government could do

more to enforce existing regulations which protect everyone from pollution etc.

**Reading**

**Main Goal:** To introduce some of the issues associated with overfishing.

Give the students time to scan the reading. Ask them if they can name one issue mentioned. Why is

this a problem according to the reading? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

58

*Reading Master 3* Teacher’s Manual

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on

the usage of *water* and phrasal verbs related to the sea are also introduced in this section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Unit 11 The Deep Blue

59

***Key:*** 1. abide 2. fleet 3. excessive 4. reassess 5. stock, replenishing

***Key:*** 1. a 2. d 3. c 1. d 5. b

***Key:*** 1. a 2. b 3. c 4. b 5. d 6. d 7. a 8. c

**Cultural Notes**

Fish and chips is a famously British staple. However this dish came onto the British culinary scene at a relatively late stage and has foreign influences. It is thought that fried fish was introduced to Britain by Jewish refugees from the Mediterranean. The Scottish city of Dundee claims to have been the home of the first “chip,” produced by a Belgian immigrant. In the U.S., the food that the British refer to as a “chip” is known as a French fry (though these are generally a lot thinner cut), while American potato chips are known as “crisps” in the U.K. Other common items that can be found in fish and chip shops (or “chippies” as they are known) are meat pies and pasties a flat, baked pastry item which contains meat and vegetables

 **Key Word: *water***

The word *water* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to the sea. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

***Key:***

**C. Enhance Your Grammar**

Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**D. Reading Overview**

***Sample Answer:***

*In my opinion time has run out for some species of fish. The best thing to do right now is to stop fishing them and see if they can make a comeback in a few years.*

60

*Reading Master 3* Teacher’s Manual

***Key:*** 1. b 2. a 3. b 4. c 5. a 6. c 7. c

**Sea**

**Beach**

**Fishing**

shell weed breeze food horse

ball house towel

boats rod fleets net tackle

***Key:*** 1. washed up 2. comes in 3. swept, out 4. crashed down 5. put out

***Key:*** 1. a 2. a 3. c 4. b

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. A large drop in any kind of ocean plant or fish will upset the ecosystem I believe. Not enough predatory fish means less income for some who rely on them to survive economically.

2. I think pollution in our oceans is also very threatening to the ecosystem. We can’t really police all the world’s oceans so governments should unite to protect and prevent people from polluting the sea.

3. I eat fish and I would gladly take it out of my diet if it meant having a huge impact on protecting fish. Sadly, I don’t think people are ready to this in large numbers even though they know it is the

right thing to do.

 **Further Reading** 

**Main Goal:** To introduce some of the endangered species from around the world.

Give the students time to scan the reading. Ask them if they have ever heard of any of these sea

creatures. Are they surprised to read that they are endangered? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

Unit 11 The Deep Blue

61

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

**B. *Sample Answers***

1. This shows us that humans have a profound effect on the ecosystem and animal species. The information suggests that we are hurting the manatees indirectly with our machines and pollution.

2. I think we will need to learn to cope without seafood. It will become a luxury and be very costly.

Ultimately, this may create poverty in many places where fishing is a primary industry.

62

*Reading Master 3* Teacher’s Manual

**The Next Big Thing**

**Unit 12**

**Unit Goal**

The main goal of this unit is to discuss fads from the past. The first reading examines three fads from history. The key word *interest* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to trends and interests. This ties in with the grammar focus on nominal adjectives. The Further Reading section takes a look at popular Internet memes.

**Before You Start**

In addition to the student questions, you may ask if they remember any strange fads from the past. What are they? Ask them to describe this in pairs or groups. Share their answers with the class.

***Sample Answers:***

1. One current trend that I see young people doing is wearing eyeglass frames without the glass. I guess it is a fashion trend, but most people who really need glasses would rather not have to wear them.

2. I know that in the 60s people, both men and women, wore a lot of flower patterns and bright colors. These have reappeared from time to time, but never like the 60s.

3. Foreign trends are always popular and sometimes never go out of style. One example is karaoke

from Japan.

**Reading**

**Main Goal:** To introduce three bizarre fads from history.

Give the students time to scan the reading. Ask them if they find any of the fads unusual. Which on

and why? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a

class. Explain to the students that you are going to play the track and that they may listen and follow

in their text books.

Unit 12 The Next Big Thing

63

**A. Do You Get It?**

**Main Goal:** To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

 **Multiple Matching**

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

 **Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Master Your Vocabulary**

**Main Goal:** To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *interest* and phrasal verbs related to trends and interests are also introduced in this

section.

 **Find the Word**

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

64

*Reading Master 3* Teacher’s Manual

***Key:*** 1. morbid 2. daftest 3. was stumbling 4. prestige 5. gobbled 6. forbears

***Key:*** 1. a 2. d 3. c 4. b 5. c

***Key:*** 1. c 2. a 3. b 4. c 5. b 6. a

**Cultural Notes**

Although the exact origin of the word *fad* is unclear, several sources have been suggested. One idea is the old-fashioned English expression *fiddle-faddle*, which was used as an interjection by a

speaker to show that they thought what someone was saying was nonsense. An alternative theory is that it may derive from the Latin word *fatuus*, meaning *stupid.* This is also the root of the English word *fatuous,* which means stupid or foolish (usually in a way that implies a person hasn't given much thought to something, e.g. *a fatuous remark*).

 **Key Word: *interest***

The word *interest* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

 **Phrasal Verbs**

These are all common pairings as they relate to trends and interests. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have

them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

 **Vocabulary Helper**

Ask the students to review the notes from this section. Go over the information as a class and

review any difficulties and/or related questions.

**C. Enhance Your Grammar**

**A.** Review the grammar notes and examples as a class. Go over any related questions from students.

**Try It Out A**

Students can work individually on this exercise. Then, have them compare their answers with a friend or two and review the answers as a class.

**B.** Review the grammar notes and examples as a class. Go over any related questions from students.

**D. Reading Overview**

***Sample Answer:***

*The rotting teeth of the Elizabethans are really weird. It is funny that an unhygienic habit could actually establish one’s status in society.*

Unit 12 The Next Big Thing

65

***Key:*** 1. c 2. c 3. c

***Key:*** 1. a 2. b 3. c 4. b 5. c

***Key:*** 1. keeps up with 2. come back; falling out of 3. get into 4. come in 5. taking up

6. die out

***Key:*** 1. charge 2. stake 3. desire 4. persuade 5. hobby

**E. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

**B. *Sample Answers***

1. Trends don’t really have to make sense or be practical. If everyone believes a trend to be good then there is nothing really stopping us from doing it.

2. It was pretty trendy to play with a *tamagotchi* when I was a kid. This Japanese game was a kind of “pet” designed to be hours of fun. I regret all the time I wasted on such a simple product.

3. I think some fads just don’t turn out to be as fun or interesting as people thought. Or perhaps it is

replaced by something newer or better.

 **Further Reading** 

**Main Goal:** To introduce popular Internet memes.

Give the students time to scan the reading. Ask them if they have ever heard of any of these so-

called memes. Which one do they like most and why? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

**A. Reading Comprehension**

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

**B. Thinking Cap**

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

**B. *Sample Answers***

1. Internet bullying is a recent phenomenon because it involves social media. While some people don’t think twice about posting content, I think more and more users are being careful about what they say and post.

66

*Reading Master 3* Teacher’s Manual

***Key:*** 1. b 2. a 3. c

2. I remember a few years back a video went viral about Britany Spears. One fan begged and cried

for the press to stop tormenting her. It was unintentionally hilarious!

Unit 12 The Next Big Thing

67

**Units**

**10-12**

**Review 4**

**A. Reading Comprehension**

**B. Find the Word**

68

*Reading Master 1* Teacher’s Manual

***Key:*** 1. lurking 2. malfunction 3. forsook

***Key:*** 1. c 2. c