

Content-based English: Inspiring Solutions Teacher's Reference

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Narrative Transcripts

The narrative sentences below are an integral aspect of the textbook as learners listen to them (available in CD and online) while they look at the corresponding narrative pictures. Later in the chapter, learners write the sentences, and practice speaking them. See the website for audio downloads and ordering information:

<http://www.globalstoriespress.com/>

There are two versions of the same sentences. The first is shorter and easier. All audio is available online, so teachers can start with one level then try the other, or mix and match. If using the shorter version, the longer version can serve as a reference for the teacher to add details verbally or by writing on the board.

1. Butterfly's Treesit 93 words

1. Protests by environmentalists failed to stop a company from **clear-cutting** redwoods, a kind of **cedar** tree.
2. Julia Butterfly Hill went up a tree nicknamed "Luna" to protest and protect it, **braving** frightful storms, strong winds and loneliness.
3. Environmentalists strategized ways to save the redwoods, and supported her by sending **supplies** up in a bucket.
4. The company **harassed** her by flying helicopters nearby and by **blaring** loud horns so she couldn't sleep at night.
5. Butterfly finally touched ground again over two years later because the company finally promised to save the huge, ancient tree.

2. Materialism: a. Moneyless Living: The Moneyless Man 109

1. To start his year of moneyless living, Mark Boyle invited friends and media to a party featuring fresh garden vegetables.
2. For **transportation** he either rode a mountain bike that could carry food and goods, or he walked.
3. Boyle survived one year without money by **harvesting** garden vegetables and by **identifying** and gathering nutritious wild plants and mushrooms.

2b: Peace Pilgrim

1. With few **possessions** and no money, Peace Pilgrim walked all over the **continent**, spreading a message of peace.
2. Throughout her 28 year **pilgrimage**, she **fasted** until offered food and slept outside if no one offered shelter.
3. Once she fearlessly faced a **blizzard** but remained committed to her moneyless pilgrimage for peace.

3. Chipko Tree Huggers 102

1. When **laborers** attempted to secretly cut down and harvest many trees, a village girl noticed and alerted her neighbors.

The laborers drove an alternative route to the forest to avoid the town, on a day when most villagers were away, planning to secretly cut the trees down.

2. Brave village women **confronted** the laborers, explaining the **practical** and **spiritual** value of the trees.
3. Without the trees, village women had to walk farther and farther to gather firewood for heat and cooking.
4. The loss of so many trees caused a **flood**, displacing villagers who were already suffering from **poverty**.
5. One day, a girl threw her arms around a tree in desperation just before the laborer's **ax struck** it.
6. Other villagers followed her example and the "Tree Hugging Movement" took root in India.

4. Microfinance 97

1. After Bangladesh gained independence in the 1970s, Muhammad Yunus returned to help rebuild the country.
2. However, he felt dissatisfied with **academic** life because the economic **theories** he taught failed to reduce poverty.
3. Yunus started lending money to **disadvantaged** people so they could start their own businesses.
4. The borrowers, who were mostly women, got small loans to purchase farm animals, start a business, or pay their kids' **tuition**.
5. To acknowledge the contributions of the poor, Yunus brought a village woman to accept the Nobel Peace Prize from Norway's king and queen.
6. Yunus gives lectures, explaining that **microloans** have spread, bringing economic **relief** and empowering women around the world.

5. Giving Away Gardens (GAG) 99

1. Dan Barker felt **despondent** when he was **robbed** at **gunpoint** in a grocery store days after getting divorced.
2. After **reflecting** on his life, he decided to respond **compassionately** rather than live with **bitterness** and fear.
3. Dan believes that seeds and gardens have **healing** powers that are **beneficial** to society and the global community.
4. His NGO provides the elderly and other people in need with a vegetable garden and the knowledge to grow food.
5. Kids help by pulling weeds and picking fresh veggies which provide them with nutritious snacks.
6. The whole community benefits as gardeners share their **produce** with neighbors.

6. UNICEF's Goodwill Ambassador 105

1. After getting kicked out of a strict public school, Tetsuko Kuroyanagi thrived in an educational environment that valued creativity more than competition.
2. Already a **celebrity**, Tetsuko became even more famous after **publishing** *Tottochan*, a book praising the **liberal** education she received.
3. She started an organization that introduces theater to the **deaf**, helping create original plays and performances.
4. As Asia's first UNICEF **Goodwill Ambassador**, Tetsuko brought attention and **donations** to kids suffering from disasters, poverty and war.
5. To promote child welfare, the Japanese government built 36 early childhood development centers in Congo.
6. In 2000, Kuroyanagi became the first winner of the Global Leadership for Children Award.

7. House Hermits 103

1. While technological **devices** have brought convenience and entertainment, they also have resulted in greater **alienation**.
2. Some youth become **obsessed** with the **virtual** worlds of video games.
3. House **hermits** suffer from a psychological condition that makes interacting with others, or even just leaving their room, an extreme challenge.
4. Okumura has introduced victims and their families to others with similar problems so they can discuss their struggles in a supportive environment.
5. Watanabe counsels patients who have been hospitalized and **prescribes** medicine when needed.
6. Minami created a **refuge** in Saitama where youth can interact and learn practical and social skills so they can return to society.

8. (FGM) 117

1. Female **genital mutilation** is most concentrated in 29 countries located in Africa and the Middle East, but the majority occur in just 5 countries.
2. Dirie was forced to **endure** a painful and unnecessary mutilation that made her suffer throughout her life.
3. With the help of a **relative**, she found work in the U.K. as a **domestic** helper before becoming a famous international model.
4. Throughout her years in the spotlight she kept the trauma of FGM and physical pain buried deep in her heart.
5. The United Nations gave Dirie the chance to speak out against this dangerous custom that leaves girls scarred.
6. Even **conservative** communities have begun to question FGM while **advocates urge** locals to stop the practice.

9. Prison Reform 98

1. After Lozoff's friend got caught **trafficking** illegal drugs, he got **sentenced** to 25 years in prison.
2. Many U.S. **convicts**, who have been imprisoned for nonviolent drug crimes, become bitter and violent rather than **rehabilitated**.
3. To help them deal with **isolation**, he taught convicts techniques that help them become productive members of society.
4. Lozoff started entering prisons to teach spiritual practices so convicts have a chance to turn their lives around.
5. Counselors lead support groups so convicts can deal with anger, frustration and **destructive** habits.
6. Relatives and spouses are encouraged to visit frequently and offer support by corresponding regularly.

Unfortunately, Kindness House, a center created to help ex-convicts transition back to society, closed due to charges of sexual misconduct by Lozoff.

10. Chiune Sugihara 123

1. Before and during World War II, Nazi Germans attempted to kill all **Jews**, **gypsies**, homosexuals and other minorities.
2. Due to its **alliance** with Germany, the Japanese government refused to give permission for Sugihara to write visas for Jews trying to escape Poland.
3. Ignoring orders, Sugihara constantly wrote visas, even signing more as his train pulled out of the station and out of Lithuania.
4. Many **refugees** used their visas to get to Vladivostok, then escape by boat to Kobe where there was a Jewish community.
5. After the war, Sugihara couldn't get a job and his family suffered because he had bravely signed so many visas against orders.
6. Years later, Sugihara arrived in Israel to accept the "**Righteous Among Nations**" award for saving over 6,000 Jews.

Representatives from Japan, Israel and Lithuania came for the ceremony.

11. Zero Landmines 120

1. As an ex-soldier, Moon did volunteer work overseas, clearing fields that had **landmines**.
2. During the civil war in Cambodia, Moon and two interpreters were captured by **rebels** who intended to kill them.
3. After a **deja vu** experience when he encountered thousands of beautiful butterflies in the jungle, Moon felt hope that he would survive.
4. While Moon scanned the ground with a **detection** machine, a deeply buried landmine exploded causing the loss of his leg and arm--and very nearly his life.
5. After the hospital fitted him with an **artificial** leg, he refused to feel sorry for himself and determined to live an active life.
6. Just 13 months after the accident, Moon entered the London marathon to raise money for landmine **victims**.

12. Bikes not Bombs (BNB) 108

1. Karl Kurtz believes conflicts like the two Gulf Wars in Iraq are fought over energy resources such as oil.
2. Bikes Not Bombs educates people about the benefits of bicycles, provides **employment** opportunities, and **ships** used bicycles to developing countries.
3. BNB provides training and jobs for troubled inner city youth who gain skill as **mechanics** and **entrepreneurs**.
4. Some bicycles get **transformed** into machines to make corn, pump or filter water, or sharpen knives.
5. Thanks to BNB, bicycle shops opened all over Central America, providing jobs and promoting environmentally-friendly transportation.
6. BNB employs inner city minorities who have grown up in difficult circumstances. All employees get involved in community volunteer work.

13. Reporters without Borders 113

1. As a youth, Kenji Nagai studied abroad in the U.S. then worked as a freelance photojournalist covering global conflicts.
2. He arrived in Myanmar while Buddhist monks were protesting the military government that had removed Suu Kyi in a coup detat.
3. Witnesses saw a soldier shoot and kill Nagai because he was videoing the protests, an embarrassment to the Myanmar government.
4. The Burma Media Association announced an award in Nagai's name to recognize the importance and bravery of journalists covering war.
5. Daniel Pearl, a journalist with American and Israeli citizenship, was kidnapped by terrorists then beheaded in Pakistan.
6. In 2006, Russian journalist Anna Politkovskaya was assassinated for opposing the Chechen conflict and criticizing Putin.

She authored several books about the Chechen wars, as well as Putin's Russia, and received numerous international awards for her work. Her murder, believed to be a contract killing, sparked a strong international reaction.

14. Whistleblowers 134

1. Frank Serpico, a **whistleblower** who **accused** the police of **corruption**, was shot and killed during an attempted **arrest**.
2. In 1971 Daniel Ellsberg released top secret papers which revealed that the U.S. lied about the Vietnam War and secretly bombed Cambodia and Laos.
3. Erin Brockovich was a legal clerk and environmental activist whose **lawsuit** against a U.S. company for lethal pollution was successful.
4. In 2010, Wikileaks published a video showing American military killing unarmed citizens, including journalists, with machine guns shot from an attack helicopter.
5. Edward Snowden took evidence to the media that showed his government collects data on individuals, **spies** on ordinary citizens, and even spies on world leaders.
6. Japan passed a law in 2013 that toughens penalties for those who leak sensitive information to the press while expanding the definition of “state secrets.”

15. Free the Children 127

1. When Craig Kielburger was 12 he read a newspaper article about kids working under terrible conditions in diamond mines and other industries.
2. He learned about Iqbal who had escaped from a factory in Pakistan where he was being forced to do slave labor.
3. After escaping, Iqbal became an activist to free other child slaves, but was then murdered under mysterious circumstances.
4. Kielburger recruited classmates, researched the issue of child labor, then started an educational organization.
5. After traveling abroad to observe and interview child laborers and child slaves, members gave public lectures about the problem and solutions.
6. Free the Children concluded that the amount of labor a child should do depends on circumstances, but all children have a right to nourishing food, a safe environment, and an education.

Overview of text

If you are not familiar with various forms of dictation such as dictogloss (grammar dictation) it is particularly recommended that you read the section below. Also, variations on the basic dictogloss method are provided.

The first page of every chapter contains vocabulary activities (solutions provided later in the teachers manual).

The second page of every chapter provides an introduction to the chapter theme and a picture story with spaces for brainstorming vocabulary. Activities for the bold words are found on the previous page.

After reading, students brainstorm more vocabulary about the pictures. Here are a few ways to do the brainstorming:

Option 1: Students write vocabulary directly onto the blanks. In this case, each student's vocabulary will be somewhat different. Teacher can walk around room checking and giving suggestions.

Option 2: Students write vocabulary on scrap paper. After sufficient time is given, draw four large boxes on the board representing each of the four illustrations. Ask students to say a vocabulary word that corresponds to a picture; write the vocab in the appropriate box. When writing the vocab on the board, you may want to reject overly simple words. This short warm-up introduces vocabulary, gets students thinking about the pictures in English, and can review the parts of speech.

Option 3: Teacher writes some relevant, useful and appropriate vocabulary on the board; have students stand up and raise their hands to match the vocab on the board (as well as the vocab written in the text between the picture) with one of the pictures. After each student gives an answer, that student sits down (this is to encourage participation). Depending on the class, having students think of vocab can be a rather weak activity (when they use overly simple words) and time-consuming.

Option 4: Looking at the picture story with students, ask who has taken the Eiken test. Usually a few have. For the speaking part of the Eiken, students are provided a picture and are given one minute to think about the picture. After that minute, they talk about the picture. I explain that I'd like to have partners do a similar activity. That is, take one minute to think about the pictures, then discuss the pictures with a partner. For lower level students in particular, I model forms, and even write some starters on the board such as, "I see a XXX" and "There is a YYY." I also speak

other sentence examples with simple vocabulary: 'There are some women. They are carrying something. They look worried...'

Talk about the pictures. Looking at the picture story with students, ask who has taken the Eiken test. Usually a few have. For the speaking part of the Eiken, students are provided a picture and are given one minute to think about the picture. After that minute, they talk about the picture. I explain that I'd like to have partners do a similar activity. That is, take about one minute to think about the pictures, then choose one picture and talk about it to a partner. Their talk can start with a **description**. For lower level English speakers in particular, I model forms, and even write some starters on the board such as, "I see a XXX" and "There is a YYY." I also speak other sentence examples with simple vocabulary: 'There are some women. They are carrying something. They look worried...'

After describing the picture, learners should use their imagination to predict what will happen next and guess what happened before. Again, you can provide starters such as "Just before this scene... (something happened)" and "Right after this (something happened)".

They should also use the picture as a springboard to talk about their own ideas and experiences whenever possible. Encourage them to talk as much as possible, providing suggestions and examples. If practiced every chapter, this can become an effective activity.

The third page of every chapter: Students listen to the narrative one time while looking at the pictures. Read or play the audio of the narrative a second time and have students "true" or "false".

It is suggested to review correct answers later, after the entire narrative has been written by students. I check T/F answers just after checking the narrative sentences that have been written on the board.

See the "Solutions" section of this guide below for the answers for each chapter.

Grammar Dictation/Dictogloss

For a thorough explanation of the dictogloss method, see "Grammar Dictation" by Ruth Wajnryb (Oxford Resource Books for Teachers series). Dictogloss is a kind of cooperative learning where students go through a series of steps to write down and understand what they have heard. Specific instructions follow.

Play the audio or read the narrative a third and fourth time (the first time, as explained above, they just listen, and the second time they answer the yes/no/not enough information questions), instructing students to write the narrative (take dictogloss dictation). The object is not necessarily for students to write the narratives word for word, but rather be challenged, and perhaps only write half or three-quarters of the narrative. Make it clear to students that they won't be able to write everything. Of course the amount each student writes will vary, but if most students can write the entire narrative, it is being spoken too slowly, and/or it is too easy. If reading (instead of playing the CD), adjust your speed to match the proficiency of students. On the other hand, students should be able to at least write a few key words from each sentence. If not, you may want to play or read the narrative more than once, but it's only recommended to say it two times as they try to write. Don't, however, keep replaying or restating the narrative until students write it entirely (that would be dictation, not dictogloss).

Next, students meet with a partner and compare what they have written. This important step in the dictogloss process should be made clear to students. Instruct pairs of students to finish incomplete sentences checking cooperatively and, if there is a discrepancy between a word or word form between two students, instruct students to discuss why and figure out the correct word or form. At this point, students should be encouraged, first and foremost, to write good sentences that approximate the meaning of the narrative.

When students are ready, choose students to write sentences on the board (or ask students to read sentences while you write them as spoken on board). Make sure students don't resort to checking the correct answer if you have provided them the transcripts for every chapter--it's more instructive to have sentences written on the board with some errors. Write the student sentences even if they are incorrect or vary from the original narrative sentences. Tell the class it's fine if a sentence is correct and/or understandable even though it might vary from the original.

In the end, the sentences that were narrated should be provided to the students. This can be done while correcting sentences on the board. Students should eventually make sure that their narrative sentences are written correctly. It's important that students have the sentences written correctly, as dictated, because they will practice the narrative later.

Below are some variations on the standard dictogloss method that the teacher can use at her or his discretion.

1. Dictogloss Negotiation (variation on the standard Dictogloss method)

1) Students may sit with a partner with desks face to face rather than side by side. This encourages discussion. Read or play a single sentence from the narrative at natural, or close to natural, speed. Give students one to three minutes to discuss what they think they heard. Allow no writing for this discussion period.

Teacher may want to take time to coach students on collaborative learning skills. Encouraging students to speak in the target language, and providing them with useful request words is helpful ("Once more please," "It's your turn," etc.). In this way the process of arriving at a written sentence is more important than the actual sentence. Student's memories are challenged as well as their analytical skills for deciding on a grammatically correct sentence.

Have one partner of each pair write the sentence. Students can decide who writes, but taking turns is best. Encourage good sentences even if what they write is somewhat different from the dictated sentence. Continue this process for each sentence of the narrative. Have sentences written on the board. See above for standard dictogloss.

2. Student-Controlled Dictation (2nd variation on standard dictogloss method)

This variation encourages student autonomy; the student negotiation and text re-creation aspects of dictogloss, however, are lost.

Explain that you the teacher will read a narrative as a tape recorder would, complete with stop, rewind and fast-forward buttons. Emphasize that each student is responsible for controlling the teacher by telling her/him to "STOP, go back to...". Proceed to read the narrative at natural speed (in this case, not slowing your normal speaking speed); if no student says "stop" do not stop even if it's clear that students are unable to write it all. Students are responsible to say, "STOP," when they can't keep up, and "Go back to (the last word or phrase they have written)." Encourage students to be persistent; they can "rewind" the teacher as many times as necessary.

This works best with the rule that a student can only say "stop, go back to..." one time. Without this rule, the same few students--invariably the highest level students--will completely control the pace. The lower level students might be lost, but will be too shy to speak. After each member of the class has controlled the teacher once, then anyone can again control one time, until all have taken a turn. Once the class

comprehends that everyone can and should control the teacher, and you get nearly full participation, this rule need not be followed absolutely.

By the end each student should have written exactly or close to exactly the given narrative. There is, however, a saturation point where lower level students are embarrassed and perhaps simply unable to comprehend and write what's being spoken. For that reason partner conferencing (step three above under standard dictogloss) can be done for this variation as well. This dictation variation is fun for students to control the teacher; it encourages autonomy and careful attending to every word.

3. Sentence Ordering (3rd Variation on Standard Dictogloss method)

An option is to, while using the standard dictogloss method, scramble the order of the sentences (in which case teacher must read the narrative). At the end, students can then decide the correct order of the narrative.

4. Student Dictators (4th variation)

Put students in groups of four. Each of the four students needs to be assigned one sentence from the four sentence narrative (students may be provided a small paper with those sentences).

Thus, student one studies and then reads sentence 1 aloud for partners to write; student two studies and reads sentence 2; and then student three reads sentences 3, etc. The non-readers listen and write the sentences.

The 4th page of every chapter is reading and discussion.

Students read, check vocabulary, answer questions, and write.

The 5th page of every chapter

Thinking Deeper - Answers will vary.

Country Watch

In addition to page instructions, see the additional instructions on page 93. The Country Watch chart is a listening activity (that can also be done as a gap activity if you provide two students information about two different countries).

The 6th page of every chapter contains various activities.

Review

I always begin a subsequent class by reviewing and practicing the narrative that students wrote in the previous class. Below are a series of activities that will help students practice.

Shadowing

One option is to simply read the sentences and have students shadow talk (repeat). Conversely, students can be coached on how to properly read the narrative and read to a partner who shadow talks. The reading partner should slow the pace down and/or speak in smaller chunks if their partner is having trouble repeating or understanding; likewise, if the shadowing partner is repeating and understanding with great ease, the reading partner should increase the speed and/or speak in larger chunks.

Find the Differences (see last pages of this guide for transcripts with mistakes)

This is a listening activity for which students listen to the narrative sentences which they wrote and checked with partners. One way to do this activity is to read the sentences to the whole class. I like to have everyone stand; when someone catches a mistake, or then says the original (correct) word, they can sit down. Another way to do it is to copy and hand out the transcripts of the sentences with mistakes and have one partner read the mistake sentence, and the other partner try to catch the mistakes and say the correct word. Students should be coached on how to read the mistake sentences; the reader should not identify the error by slowing down or signaling, but read each sentence naturally. Whenever the listener hears something strange, she says “STOP” and each partner circles the discrepancy. It’s the listener’s responsibility to find the errors, not the reader’s.

Practice using Pictures

One partner tells the narrative looking at the pictures only (no reading). The listening partner can be reading the full narrative and providing assistance as needed by giving hints, asking questions and telling missing information that the speaker forgets. Depending on the level of students, certain skills can be isolated and practiced: Pronunciation and intonation; speaking volume; eye contact; affectation, etc. Use the good speaker / good listener checklist (photocopiable handout), or supplement with your own exercises (pronunciation, etc.).

Storytelling

Without intentionally try to memorize, students have probably learned one or more

of the sentences. You can ask for a volunteer to say a sentence, one picture at a time. Conversely, you can ask a student to say it, or ask two or three partners to recite it together or help each other as they stand and say it for the class to hear. The idea is to have students say the main idea of the sentence without reading. If they know students will be expected to do this they tend to practice the sentences a little more seriously. Having students stand and say sentences is like having them give mini-presentations.

Solutions

page 3

1. clearcut __ a) to remove all the trees from an area
2. landslide __ h) when earth suddenly falls down a hill or mountainside
3. sue __ c) to seek money in court due to harm
4. trial __ j) the process of determining if a person is innocent or guilty
5. discrimination __ f) mistreatment due to race, gender, etc.
6. obey __ g) to do what one is told to do
7. apologize __ e) to say "sorry"
8. boycott __ i) an organized protest of not buying or using something
9. harmony __ b) interacting well, without conflict or trouble
10. faith __ d) belief in something or someone

1. cedar __ c) a type of evergreen tree (with needles, not leaves)
2. to brave __ d) to overcome fear and do with courage
3. supplies __ a) necessary things
4. harass __ b) purposely bother because of gender or some other reason
5. to blare __ e) to sound out loudly

- » Most countries have a law banning racial discrimination.
- » Police harassed the suspect. (was supposed to be "arrested" but "harass" fits).
- » To protest, many people plan to boycott that company's product.
- » After a three week trial the defendant was found "not guilty."
- » My male boss got fired for harassing my female colleague.

Page 5

Butterfly! Live on the Radio

1. November of '97.
2. Three weeks to a month.
3. Very bad.
4. Over 300 times in three years.

page 6

1. Why did the classmate say he would kill King? **because King was black** How did King handle the situation? **he spoke with the man** What did he learn from the situation? **an enemy can become a friend**
2. Why did blacks sit at the back of the bus in the 1950s? **it was the law**
3. Why was Parks arrested? **she refused to give up her seat**

4. How did King and other leaders protest Parks' arrest? **they boycotted city buses**

page 8

pictures: hydro-electrical, electrical, nuclear, hydro

- | | |
|----------------|--|
| 1. biofuel | f) plant-derived gasoline substitutes |
| 2. coal | i) black fuel from matter in the shape of rocks |
| 3. electrical | h) flowing of electrons between atoms |
| 4. fossil fuel | j) made from the remains of living organisms |
| 5. geothermal | e) use of earth's internal heat |
| 6. hydro | a) captures energy from falling water |
| 7. hydrogen | g) produced by cracking of hydrocarbons or water electrolysis |
| 8. nuclear | b) uses fission to release energy stored in atoms |
| 9. solar | d) use of sunlight |
| 10. wind | c) propellers capture energy from breezes |

page 9

- | | |
|-------------------|--|
| 1. sustainable __ | h) something that continue |
| 2. pilgrim __ | f) a person who goes on a spiritual journey |
| 3. joyous __ | c) with great happiness |
| 4. right __ | g) something everyone should be allowed to have or do |
| 5. tribal __ | d) belonging to a group of native people |
| 6. malaria __ | e) a disease spread by the bite of a mosquito |
| 7. extinction __ | b) the last of a species dies out |
| 8. embassy __ | i) a foreign office where a country's representatives stay |
| 9. lawyer __ | a) a person who works to defend people in court |
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- | | |
|----------------------|--|
| 1. transportation __ | h) a way for people to get around like bus, train, plane, etc. |
| 2. harvest __ | e) to pick the crops when ready |
| 3. identify __ | g) to tell what something is |
| 4. possession __ | c) something we own |
| 5. continent __ | f) a large land mass such as South America |
| 6. pilgrimage __ | b) a spiritual trip, like Muslims traveling to Mecca |
| 7. fast __ | a) to stop eating for a period of time |
| 8. blizzard __ | d) a snow storm |

» I will go to the embassy next week to apply for a new passport.

» All children have a right to food, shelter, and an education.

» He was filled with joy after the birth of his child.

» Many Muslims make a pilgrimage to Mecca before they die.

» She lost all her possessions in the flood.

page 11

Survival International--Live! (preteach vocabulary as needed)

1. Over 100
2. Violence, murder, disease, and exploitation.
3. the destruction / where people are living / his sister
4. the flu, chicken pox, the common cold
5. tribal people's land

Note: This authentic listening is challenging. I will make a second file of the same sentences spoken more slowly and clearly. The speed of the speaking varies by chapter. The transcript is below:

1. What is Survival's mission (their objective)? **protect the rights of tribal peoples**
2. What do they do, in general, to help tribal people? **provide tribal peoples with information and tell them about dangers**
3. What is a specific example of how they have helped tribal people? **they helped the Yanomami Indians reduce malaria**
4. Who are "these outsiders" mentioned in the second paragraph? **Brazilians**
5. Was Survival successful in Russia? What happened? **Yes. They stopped drilling for oil.**
6. Who might support Survival? **lawyers, companies, banks and environmentalists**

Chapter 1: Survival transcript:

1. Over a hundred tribes around the world reject contact with outsiders.
2. For them the outside world has brought only violence, murder, disease, and exploitation.
3. Ohai was forced out of his forest home for the first time just three years ago. "I'm very worried about this destruction because we don't know exactly where the people still in the forest are living. I have a sister among them."
4. When a tribe is first contacted, many of them die from diseases they have never known before. (Isolated) Tribal people have no immunity to ordinary Western diseases like flu, chicken pox, or even the common cold.
5. Recognizing and protecting tribal people's lands gives them the time and space to make their own choices about how they interact with the world around them and puts them in control of their own lives.

page 14

Stat Check: Consumption

As many as **2.8** billion people on the planet struggle to survive on less than **\$2** a day, and more than one billion people lack reasonable access to safe drinking water.

The U.N. reports that **825** million people are still undernourished. The United States, with

less than 5% of the global population, uses about a quarter of the world's fossil fuel resources—burning up nearly 25% of the coal, 26% of the oil, and 27% of the world's natural gas. Just over ten years ago, in 2003, the U.S. had more private cars than licensed drivers, and SUV (sport utility vehicles) were best-selling despite using much gas.

10. How often is a forest the size of a football field felled?

a) every 2 seconds

11. What percentage of trees are processed into pulp for making paper products such as tissue paper, toothpaste, magazines and more.

b) 40%

12. What percentage of the world's plants and animals are living in forests?

c) 70%

13. Which is NOT a reason for deforestation?

d) soil erosion

14. What percentage of the world's paper does the United States consume?

a) 26%

15. What percentage of the world's paper does Japan consume?

c) 6%

Page 15

- | | |
|-----------------|--|
| 1. spirit __ | h) soul; an inner light |
| 2. resource __ | c) for example, water, oil, wood, etc. |
| 3. scarce __ | a) very uncommon |
| 4. preserve __ | d) keep |
| 5. colony __ | f) a country or territory controlled by an outside power |
| 6. economic __ | g) regarding all the buying and selling in society |
| 7. justice __ | b) fairness or correctness |
| 8. humble __ | e) the opposite of arrogant |
| | |
| 1. laborer __ | f) a person who does physical work |
| 2. confront __ | e) to approach someone to discuss something uncomfortable |
| 3. practical __ | b) sensible; opposite of dreamy |
| 4. spiritual __ | e) non-material |
| 5. flood __ | c) water rising to cover streets, houses, etc. |
| 6. poverty __ | d) a state where people lack material goods including food |
| 7. ax __ | a) a tool used to split wood |
| 8. struck __ | r) hit (past tense) |

» She's a dreamer. She's not interested in a practical job.

- » Humans hope to start a colony on Mars sometime this century.
- » In ancient times, Japanese believed each rock, tree and mountain had a spirit.
- » Many foreign laborers entered the country to work construction.
- » He never brags about his great skill. He is very humble.

page 17

Steps to Reduce Your Carbon Footprint (sample answers)

Turn it up in summer or down in the winter.

2. Turn off and unplug electronics.
3. Close doors to rooms you are not using.
4. Do laundry only when full.
5. Eat local.
6. Use your own cup.
7. Cut back on bottled water.
8. Plant a tree.
9. Reduce driving.
10. Car pool or ride your bicycle--or walk.

page 18

1. Where was Gandhi in 1893? **South Africa**
 2. What type of transportation was he using in South Africa? **train**
 3. What did the police officer do when Gandhi refused to change his seat? **he threw Gandhi off the train**
 4. To make their own clothes, what did Indians have to do? **plant the seeds, (harvest the cotton) and use the machine**
 5. Why did Gandhi think it better for Indians to make their own clothes? **a way to make money and it wasn't supporting the British**
 6. What is Gandhi famous for? **nonviolent protest**
-
1. What was one reason environmentalists attempted to protect redwoods?
 - c) Redwoods are very old trees.
 2. Why did Butterfly live up a tree?
 - a) To protest and save trees.
 3. How did the company try to get Butterfly down from Luna? They
 - d) blew horns and flew helicopters nearby.
 4. How long did she stay up Luna?
 - d) About two years.
 5. The image shows
 - c) clearcutting.

6. Where did the food for the Moneyless Man's party come from?

c) Edible plants and veggies he grew.

7. How did Boyle get around?

a) Bicycle and on foot.

8. Where did Peace Pilgrim walk?

b) The U.S., Canada and Mexico.

9. Peace Pilgrim's policy regarding sleeping was

c) sleep outside if no one invited her to their home.

10. Peace continued her pilgrimage for

c) almost three decades.

11. When the Chipko women encountered the laborers they

d) explained the significance of the trees.

12. What was one bad result due to a lack of trees?

b) A flood.

13. What did the Chipko women do to save trees?

c) They hugged the trees.

Match the key unit vocabulary with the answer. Then write original sentences for 2 or 3.

- | | |
|-------------------|------------------------------|
| 1. ecosystem | f) a forest community |
| 2. discrimination | i) ex. racial, sexual, power |
| 3. harmony | h) peacefulness |
| 4. humanity | g) all people |
| 5. protest | a) demonstrate |
| 6. preserve | c) keep |
| 7. right | d) to vote is one |
| 8. resource | e) ex. oil, trees, water |
| 9. ecology | j) environmentalism |
| 10. determination | b) for ex., "I will do it!" |

page 21

- | | |
|---------------------|---|
| 1. apply __ | i) to submit in an attempt to get something |
| 2. collateral __ | g) something of value that guarantees a loan |
| 3. financial __ | d) money related |
| 4. injustice __ | c) unfair |
| 5. invest __ | h) buy something, like stock, to make money |
| 6. decent __ | a) pretty good |
| 7. affordable __ | j) can be bought; not too expensive |
| 8. interest __ | f) the extra amount that must be repaid with a loan |
| 9. landlord __ | e) a person who owns and rents out property |
| 10. construction __ | b) building |

- | | |
|-------------|---|
| 1. academic | d) related to higher learning, like at university |
| 2. theory | f) an explanation or an idea |

3. disadvantaged e) having obstacles to deal with
4. tuition a) school fee
5. microloan c) a small amount of money that must be repaid
6. relief b) a positive feeling after difficulties end

- » Due to financial troubles, her shop went bankrupt.
- » We should fight injustice wherever we encounter it.
- » I wasn't able to pay tuition for my senior year so got a job.
- » To apply for that job you should send in your CV.
- » I asked my landlord whether it would be fine to pay my rent late.

page 23

1. Kiva
2. A digital camera and a (basic) website
3. Her new friends' stories
4. Overnight (it came in the next day).
5. The entrepreneurs received the money and their business grew.

page 24

1. What did Fuller see as a child? **many poor houses**
2. What did Fuller do to help? he started **Habitat for Humanity**
3. Where is Pomaah from? **Ghana**
4. What happened after Pomaah's husband died? **She and her family were evicted.**

page 27

1. elderly __ e) people over 70
 2. dementia __ h) an illness of mental decline of the elderly
 3. consumption __ f) eat, drink, use
 4. cuisine __ b) food and dishes from a country or region
 5. ingredient __ a) food to make a dish; the parts of a recipe
 6. nutrition __ d) the healthy aspects of food
 7. conservation __ c) preservation; saving or keeping
 8. aroma __ g) a smell
 9. pollute __ i) make dirty
-
1. despondent __ d) negative feelings about a past event
 2. rob __ a) steal
 3. reflect __ e) carefully consider past actions
 4. compassionate __ b) loving; kind-hearted

5. bitterness __ f) very down; a feeling of hopelessness
6. heal __ c) make healthy again; cure
7. beneficial __ g) having positive effects
8. produce __ f) fruits and vegetables

- » Junk food has no nutrition so avoid it.
- » What a wonderful aroma! It must be dinner time.
- » I was very grateful to the doctor after she healed my disease in one week.
- » There is a discount for elderly people.
- » Tomatoes are a key ingredient in Italian cuisine.

Page 29

1. True
2. True
3. False
4. True
5. True
6. False

Dan Barker--Live!

1. Poet, novelist (writer), construction worker, soldier
2. the elderly, single parent families, the disabled, people in need of food
3. good
4. food, fertilizers, instructions, recipes
5. 676

Page 30

1. Italy
2. a protest against McDonald's.
3. the importance of traditional food and food culture
4. Japanese needed it for nutrition
5. good smell (aroma), no pollution, and fair to producers
6. an event hosted by Slow Food

page 32

cauliflower Only the head is eaten. It's the same species as cabbage.

spinach This edible flowering plant can survive the winter. The character Popeye made it famous by eating it whenever he wanted big muscles.

pumpkin In addition to eating as a side dish, this vegetable can be made into a pie

for dessert. The roasted seeds can be eaten as well. It's used on Halloween.

carrots This orange vegetable is popular raw, in salads or as is. The character Bugs Bunny was often seen eating one.

broccoli People joke about this being an undesirable vegetable. It's usually eaten boiled but can be eaten raw in salads. It looks like a tiny tree.

1. Roger Moore 1991 **f**
2. Jackie Chan 2004 **c**
3. Danny Glover 2004 **d**
4. Lionel Messi 2010 **b**
5. Katy Perry 2013 **e**
- Novak Djokovic 2015 **a**

page 33

1. field __ d) professional categories
2. politics __ g) regarding the actions of government
3. publish __ f) put into print or make something, like a book, available
4. welfare __ h) regarding that which is good for humans
5. poverty line __ b) the border for people who are truly struggling economically
6. necessity __ c) essential
7. microfinance __ a) small loans, like of \$100, that regular banks won't consider
8. rural __ e) countryside

1. celebrity __ a) a famous person
2. liberal __ e) opposite of conservative; forward-thinking
3. deaf __ f) inability to hear
4. goodwill __ b) sincere, positive intentions
5. ambassador __ c) a representative, often of a country, seeking cooperation
6. donation __ d) contribution

- Her third book got published last week.
- Religion and politics are taboo topics for a first date.
- After the election, Ghana will appoint a new ambassador in Japan.
- Many celebrities use their fame to raise money for charity.
- The government's liberal policies annoyed many conservatives.

page 35

1. Tetsuko's school went bankrupt.....False
2. Many copies of the book she wrote were sold..... True

3. She supports the handicapped.....True
4. She spent a lot of time abroad.....True
5. Educational places were built for young children.....True
6. Tetsuko's efforts were ignored for many years.....False

1. an actor
2. sci-fi (science fiction)
3. Eastern Europe
4. low budget films
5. let's make a day for no war
6. he could make a film about a world unwilling to change
7. it would be inconceivable (he couldn't imagine)

Page 36

1. How many people globally can't get financial services? **3 billion**
2. What are some examples of financial services they need? **start a business, pay kid's tuition**
3. What are organizations that help the poor get financial services called? **microfinance banks**
4. About how many such organizations are there? **10,000**
5. How many people have these organizations supported? **80 million**
6. How many men live on less than \$1.25 per day? **300,000**
7. About what percentage of the world population lives on less than \$2.50 a day? **50%**

Thinking Deeper - There are no right answers. Answers will vary.

Reviews: (1) Shadow talk (teacher or a partner reads while all or one student repeats)

(2) Find the Differences review (see last pages of this guide for transcripts with mistakes)

(3) Retelling (partners take turns saying sentences while just looking at pictures)

1. Yunus decided to return to Bangladesh because
c) his country had just gained freedom.

2. He started lending small amounts of money so people could
b) open a shop.

3. Many microloan borrowers invest in
d) farm animals.

4. People who typically receive microloans are
a) poor women.

5. After Barker's personal crisis he
b) decided to start an NGO.

6. Giving Away Gardens (GAG) commonly helps
c) old and disabled people.

7. How do kids benefitting from GAG do to help?
c) They pull out weeds.

8. Who especially benefits from GAG?
a) Local people.

9. Why did Tetsuko leave her first school?
c) She was forced to leave.

10. Her NGO helps people
b) who can't hear.

11. Japan's donation helped the education system of people on which continent?
a) Africa.

12. Which NGO did she work with?
a) UNICEF

13. What are microloans? small loans to lift people out of poverty

Match the key unit vocabulary with the answer. Then write original sentences for 2 or 3.

- | | |
|-----------------|----------------------------|
| 1. justice | f) fairness |
| 2. financial | b) money related |
| 3. benefit | j) advantageous |
| 4. harvest | d) pick ripe crops |
| 5. conservation | i) keep, especially nature |
| 6. pollute | h) make dirty |
| 7. welfare | e) healthfulness |
| 8. afford | a) have enough money |
| 9. field | c) area of ground |
| 10. publish | g) put in print |

page 39

1. youth __ h) generally people under 20 years old
 2. socialize __ a) interaction with others
 3. hikikomori __ e) a person who stays in his room; a house hermit
 4. depression __ f) feeling down for a long period of time
 5. contentment __ b) satisfaction
 6. intelligent __ i) knowing, through mental ability, the best action
 7. wise __ g) intelligence about life
 8. gene __ c) this body part carries information
 9. optimism __ d) positive feelings and thoughts
-
1. device __ b) a useful thing, often electronic
 2. alienation __ f) a feeling of separation
 3. obsessed __ g) a mental problem of a constantly recurring thought
 4. virtual __ e) something that seems like something else, but is not
 5. hermit __ d) a person who separates himself from society
 6. prescribe __ a) say what is needed, like a doctor suggesting medicine
 7. refuge __ c) a place of safety and protection
- I don't drink much but enjoy going to a pub to socialize.
 - Many youth feel alienated due to technology and modern lifestyles.
 - That lightning looks dangerous! Let's take refuge in a cave for awhile.
 - His relationships suffered after he became obsessed with winning.
 - Everyone asked the old woman for advice because she was very wise.

Page 41

1. He stopped going to school and stayed in his room.
2. He played video games and read comics (manga).
3. a real sort of mental pain
4. 21 (before) 32 (now)

Page 42

1. medicine, counseling and therapy
2. people not suffering from mental illness
3. no
4. strong relationships
5. yes
6. optimism, gratitude and unselfishness

page 44

community, budget, business, elderly, invite
troubled, monthly, material, wealthy, world
refusers, dormitory, exchange, foreigners, cheer

page 45

1. urinate __ c) to pee
2. infection __ i) a disease that can spread in the body
3. trauma __ b) a feeling of shock that stays with a person after a disaster
4. genital __ e) a man's or woman's sexual organs
5. mutilate __ g) to cut up or harm
6. hijab __ f) a cloth to cover the head of a woman
7. to traffic __ d) illegally bring something into a country
8. accomplishment __ h) achievement; finishing something difficult
9. disorder __ a) mental illness

1. endure __ c) stand (difficulties); an ability to deal with pain
2. relative __ f) for example, a person's brother, cousin, grandmother, etc.
3. domestic __ a) inside the home or country
4. conservative __ b) opposite of liberal; a desire to keep traditional ways
5. advocate __ d) promote or encourage
6. urge __ e) strongly encourage

- The earthquake was a traumatic experience for her.
- Due to old age, he is having trouble urinating.
- Publishing a book would be a fine accomplishment.
- Where is the domestic terminal? We will fly from Kansai Airport to Narita.
- Clean the wound thoroughly so you won't get a/an infection.

page 47, Waris--Live!

1. this horrible, shocking pain
2. over 90%
3. 28 countries
4. 6,000
5. no
6. like cattle, like animals
7. put it in the newspapers and talk about it

page 48

1. vote or own their own home
2. no, many could not work (outside the home)
3. If a father or brother disagrees with some a girl did, he kills her.

page 51

- | | |
|-------------------|--|
| 1. inmate __ | d) a person in prison; a prisoner |
| 2. threat __ | h) to tell others they will be harmed if they don't do XXX |
| 3. authority __ | i) a person with power |
| 4. solitary __ | a) alone |
| 5. confinement __ | b) to be kept inside |
| 6. execute __ | g) kill to carry out a court's decision |
| 7. cruel __ | f) very mean; opposite of "very kind" |
| 8. reform __ | e) to make corrections to improve |
| 9. cell __ | j) the prison room where inmates are forced to live |
| 10. kneel __ | c) to be upright on one's knees |
-
- | | |
|--------------------|---|
| 1. to sentence __ | f) to declare a punishment, like "ten years in prison" |
| 2. a convict __ | b) a person in prison |
| 3. rehabilitate __ | c) to make better, like after an injury |
| 4. isolation __ | d) separation |
| 5. frustration __ | a) a negative feeling of not getting or achieving what you should |
| 6. destructive __ | e) harmful |

- That inmate on Death Row will be executed next month.
- That old man lives on a mountain, isolated from society.
- The bully threatened a boy, demanding money.
- The president doesn't have the authority to arrest the peaceful protesters.
- Many maintain that solitary confinement is an overly cruel punishment.

page 53 Prisons in Japan

1. their identity
2. 40 pages
3. 2,000
4. 300
5. stand, stretching the legs, leaning back against the wall
6. study a language or read

Page 54

1. They were executed or sent to Australia.
2. Utopia
3. Prisons were very dirty.
4. a toilet and sink
5. violence, overcrowding, many return after getting released
6. so prisoners become stronger (mentally) and control themselves

1. "House hermits" almost never
c) leave their room.
2. Okumura introduces house hermits and their families to
a) other house hermits and their families.
3. Watanabe tries to help
d) hermits who are in a hospital.
4. Minami has provided hermits with
b) a place to live and interact.
5. Which continent has the most cases of FGM?
a) Africa
6. What happened to Dirie as a young girl?
b) She suffered from genital mutilation.
- 7.-What was Dirie's first job in the U.K.?
a) Domestic worker
8. Which organization supports Dirie?
a) the U.N.
9. Bo Lozoff's friend was imprisoned for
c) bringing drugs across a national border.
10. What problem was The Prison Project trying to fix?
a) The attitude of inmates worsen in prison.
11. Family members of inmates help by
b) sending letters.
12. From the chapter it is clear that
d) countries have different approaches to prison.
13. Take turns describing the picture at the right with a partner. Can you speak for one minute or longer?

Match the key unit vocabulary with the answer. Then write original sentences for 2 or 3 words.

- | | |
|---------------|------------------------------|
| 1. depression | j) feeling down for extended |
| 2. optimism | i) positive thinking |
| 3. gratitude | g) appreciation |
| 4. vote | e) choose a candidate |
| 5. rural | c) countryside |
| 6. custom | b) cultural habit |
| 7. ethnic | f) race / culture |
| 8. authority | h) one with power |
| 9. isolation | d) aloneness |
| 10. arrest | a) police take suspect |

page 57

- | | |
|-------------------|---|
| 1. refugee __ | a) a person forced to leave her country due to war, etc. |
| 2. interpreter __ | i) a person who restates a message in another language |
| 3. mistreat __ | h) to do unkind things to someone or something |
| 4. Jewish __ | e) a race of people who now live in Israel |
| 5. conflict __ | b) fight or disagreement |
| 6. resolution __ | f) solving a problem or difficult situation |
| 7. negotiation __ | g) discuss a conflict or situation to find an acceptable solution |
| 8. minority __ | c) the smaller group |
| 9. selfish __ | e) thinking too much about oneself |
| 10. blame __ | d) to say, for example, "it's your fault!" |
-
- | | |
|-----------------|---|
| 1. a Jew __ | b) a person whose race is mainly found in Israel |
| 2. Romani __ | a) a race of people with no fixed home, formerly called "gypsy" |
| 3. alliance __ | e) a cooperative agreement, often between countries |
| 4. visa __ | d) a document that is often required for entering a country |
| 5. righteous __ | c) having positive characteristics like honesty and compassion |

- I don't understand Spanish so I need a/an interpreter.
- The conflict between those two lasted for decades. There's much bad blood.
- I'll take the blame; it was my fault.
- Many countries signed a treaty to accept and protect minorities.
- The two weak countries formed a/an alliance to deal with their powerful neighbor.

Page 59

1. True
2. False
3. True
4. False
5. True
6. True

Sugihara's Heroism

1. Nazis
2. They trusted him.
3. In July 1940.
4. He was disobeying God.

1. to end conflicts and bring harmony to human relationships
2. reflect
3. say how we feel
4. say what we need
5. make a specific request

1. Which country were "Soviets" from? **mainly Russia**
2. What's a "POW"? **prisoner of war**
3. Which country are "Poles" from? **Poland**
4. What's another word for "disabled"? **physically challenged; handicapped**
5. Which religion do Jehovah's Witnesses belong to (for example, are they Christians, Muslims, Buddhists, etc.)? **Christianity**

- | | |
|-------------------|---|
| 1. landmine __ | e) an underground bomb |
| 2. estimate __ | a) approximate number |
| 3. deminer __ | h) a person who removes landmines |
| 4. IDP __ | b) an internally displaced person |
| 5. wealth __ | c) much money and/or valuable possessions |
| 6. collaborate __ | f) work together |
| 7. folk __ | g) people; locals |
| 8. generation __ | d) individuals living in the same era; contemporaries |

- | | |
|---------------------|---|
| 1. rebel __ | g) a person who fights against authority |
| 2. déjà vu __ | f) a feeling of having previously lived an experience |
| 3. detection __ | a) noticing; xx machines notice metal under the ground, for ex. |
| 4. bury __ | c) to put underground |
| 5. artificial __ | e) not real |
| 6. raise (money) __ | b) convince to donate |
| 7. victim __ | d) the person hurt or injured |

- Some say pirates buried a treasure in this area many years ago.
- Let's call the moving company to get a/an estimate of the moving expense.
- Let's raise money for those who lost their home in the landslide.
- I know she's intelligent and easygoing because we have collaborated on projects.
- She acquired great wealth by making many excellent investments.

Page 65

1. False
2. False
3. True
4. False
5. True
6. False

Page 65 listening

1. the best we can (try our best)
2. (change our thinking) and to not give up
3. Cambodia and Mozambique
4. opportunities and the positives (positive things and positive ideas)

Page 66

1. What inspired Sakamoto to compose the Zero Landmines CD? **a program about Chris Moon**
2. What qualities of Moon does Sakamoto admire? **his strength and determination**
3. How did Sakamoto research to make the CD? **He looked at maps and listened to world music**
4. Which Japanese musician/group helped Sakamoto? **Mr. Children**
5. The CD uses musical themes from which countries? **Korea, Cambodia, India, Tibet, and Bosnia**
6. What is done with the money made from CD sales? **it is donated to NGOs that remove landmines**

page 68

This is my home
The land of my mother
The place I **play**
With sisters And brothers
The trees are rooted
In the **ground** beneath
Take away the violence
Give he Earth back its peace

In the **space** between the trees
In the forests and fields
On pathways, in **dreams**

The stars are **whispering**
To the ground beneath
Take away the **violence**
Give the Earth back its peace

The land of my mother
The place I **play**
With sisters and brothers
The trees are rooted
In the **ground** beneath
Take away the violence
Give the Earth back its peace

This is our world
Our common salvation
It knows no **borders**
It serves no **nation**
The same sun shines equally
On those beneath
Take away the violence
Give the Earth back its peace
There's fire in the ground

Who **painted** the green grass Red
with danger?
Who colored the big sky blue with
danger?
A strong wind
Carrying **fear** and anger
Came and went
And **stole** tomorrow
This is my home

The same sun **shines equally**
On those beneath
Take away the darkness
Give the Earth back its peace

Like trees we're rooted
In the ground beneath
Take away the violence
Give the Earth back its **peace**

poll results

1. USA 25%, 2. Pakistan 8%, 3. China 6%, 4. Iran 4%

page 69

1. civil war __ e) a conflict fought within a country
2. pollution __ a) to make a public resource like air, water, etc., dirty
3. foreign policy __ f) guidelines a country has for other countries
4. economic __ b) regarding the production of goods and services in society
5. float __ g) to stay on top of water
6. local __ c) people in a small region, like a town
7. climate __ d) the weather of a region
8. atmosphere __ h) the feeling of a place

1. employment __ b) work related
2. ship __ f) send
3. mechanic __ c) a person who fixes machines
4. entrepreneur __ a) a person who starts and runs her own business
5. transform __ d) fundamentally change
6. pump __ e) a device that pushes something like water

- The Arctic ice is melting because the climate is getting warmer.
- That restaurant has a lovely atmosphere. Let's go eat there.
- I think that piece of wood will float. Put it in the water.
- After the civil war ended, a new country, South Sudan, was made.
- My car engine was making strange noises so I called my mechanic.

Page 71

1. False
2. True
3. True
4. True
5. True
6. False

BNB--Live!

1. load containers of bicycles
2. 32,000 bicycles
3. finding the site and recruiting people (to volunteer or work)

4. bicycles, the tools, training and collaboration

Page 72

1. to learn more about WWII
2. the Cold War era
3. human rights, environmental issues, economic issues and peace issues
4. talking to locals
5. Israeli/Palestinian conflict, globalization, mass media; HIV / AIDS and climate change
6. 5

page 74

1. What were Jews hoping for when they met Sugihara?
c) A way to escape.
2. How did Sugihara help?
d) By signing visas.
3. What happened to Sugihara after the war?
a) He couldn't find work.
4. Which country honored Sugihara?
c) Israel
5. Where were the landmines Moon found?
d) In fields.
6. The people who kidnapped Moon
b) planned to kill him.
7. Where did Moon see the butterflies?
b) In the jungle.
8. How did Moon get injured?
b) He stepped on a landmine.
9. How did Moon react to the injury?
d) He thought positively.
10. Moon tried to get money to donate to landmine victims by
c) running in a race.
11. Where does BNB send bicycles?
c) To poor countries.
12. Who does BNB employ?
b) City youth with problems.
13. What's one unique way bikes are used?

d) Pumping water.

14. Where did many bike shops open?

a) In Central America.

- | | |
|--------------|-------------------------------------|
| 1. refuge | e) a safe place |
| 2. refugee | f) a person forced to leave country |
| 3. conflict | d) fight; disagreement |
| 4. landmine | i) an underground bomb |
| 5. wealth | c) things of value |
| 6. explosion | h) "BOOM!" |
| 7. rebel | b) a fighter vs authority |
| 8. citizen | g) a person living in a country |
| 9. victim | a) person hurt or injured |
| 10. a local | j) a person from a region |

page 75

- | | |
|--------------------|--|
| 1. journalist __ | c) reporter |
| 2. censor __ | f) to not allow a message to be shared; to silence |
| 3. declaration __ | i) a formal statement or assertion |
| 4. bullet-proof __ | h) something, like a vest, that protects the wearer from gunshot |
| 5. assassinate __ | d) murder a well-known person, often for political purposes |
| 6. house arrest __ | e) a punishment of not being free to leave a home |
| 7. dictator __ | g) an all-powerful country leader from the army |
| 8. meditation __ | b) to sit quietly to find greater calm and peace |
| 9. reputation __ | a) an image or belief about someone or something |
-
- | | |
|-------------------|---|
| 1. monk __ | f) a person who lives and practices in a religious community |
| 2. coup d'état __ | d) the removal of a government, often by the military |
| 3. witness __ | a) a person who has seen an event such as a crime |
| 4. recognize __ | c) acknowledge |
| 5. kidnap __ | e) to take a prisoner and demand something like money |
| 6. terrorist __ | g) a person who does violence to cause fear for political aims |
| 7. criticize __ | b) point out the wrong or inappropriate things someone is doing |

- As a journalist, he covers international conflicts.
- Her excellent reputation is probably the reason she got the job.
- Galileo was put under house arrest for saying the earth goes around the sun.
- The assassination of a prince started World War I.
- He was recognized for 30 years of service to the local community.

9 Justice (page 51)

Reviews: (1) Shadow talk (teacher or a partner reads while all or one student repeats)

(2) Find the Differences review (see last pages of this guide for transcripts with

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(3) **Retelling** (partners take turns saying sentences while just looking at pictures)

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1. 90

2. persecution, discrimination and imprisonment

3. the number of journalists killed, wounded and imprisoned

4. the worst ranked is the East; Myanmar is a bright spot

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1. He was a general and a hero.

2. He was murdered (killed).

3. more than 11 years

4. military dictators

5. studying French and Japanese, exercising and meditating

6. for her efforts to promote democracy

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1. Which of the above countries is part of North America? **Mexico**

2. On October 7, 2001, about one month after the 9.11 terrorist attacks, the U.S. invaded this country. **Afghanistan**

3. Which country used to be part of the Soviet Union? **Ukraine**

4. Which country is Aung San Suu Kyi a citizen of? **Myanmar**

5. This Middle Eastern country very close to Ethiopia and Somalia has been devastated by a civil war. **Yemen**

6. This is the largest country in South America. **Brazil**

7. This Muslim country is the rival of India. **Pakistan**

8. This country in west Africa has great mineral wealth but is very poor. **Guinea**

9. This country is considered part of both Asia and Europe. **Turkey**

10. In 2003, the US led by George W. Bush and some allies invaded this country. **Iraq**

11. Rebels in this Middle Eastern country have been fighting President Assad for almost 7 years as of 2018. **Syria**

12. The leader of this country, Muammar Gaddafi, was killed by rebels supported by the U.S. in 2011. Various groups in this country are still fighting as of 2018. **Libya**
13. This huge country in South Asia has the world's second largest population. **India**
14. Pirates from the east African country have attacked ships. **Somalia**

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- | | |
|--------------------|---|
| 1. whistle __ | e) a high-pitched sound |
| 2. democracy __ | f) a form of government whereby citizens have power |
| 3. transparent __ | c) no secrets; see-through |
| 4. ally __ | h) two persons or countries working towards a common goal |
| 5. pass (a law) __ | d) to enact; to agree to put a rule into effect |
| 6. penalty __ | a) a kind of punishment |
| 7. poll __ | b) a survey to learn people's opinion on a subject |
| 8. oppose __ | g) be against |
-
- | | |
|---------------------|--|
| 1. whistleblower __ | d) a person who says that an authority is acting inappropriately |
| 2. accuse __ | b) claim someone did something wrong |
| 3. corruption __ | f) inappropriate activities |
| 4. arrest __ | e) police take a person they suspect of committing a crime |
| 5. sue (v) __ | g) demand money in court for wrongdoing |
| 6. unarmed __ | a) without a weapon |
| 7. spy (v) __ | c) secretly observe |

- There will be a penalty for handing work in late.
- She can whistle a lovely tune.
- We should not accuse him of a crime without evidence.
- Millions opposed the president when he ordered attacks on protesters.
- Japan and Germany were allies in World War II.

Page 83, Edward Snowden--Live!

1. pick up the phone, dial a number, write an email, make a purchase, travel on the bus carrying a cell phone, swipe a card somewhere
2. collect all information
3. identify a suspect and go to a judge to get a warrant
4. in advance, prior to an investigation

1. Which country wanted Japan to make a law to protect state secrets? **the US**
2. Was there much discussion within the government before passing the law? **No**
3. What do people say is required in a democracy? **Transparency**

Minamata disease is caused by **severe** mercury poisoning. **Symptoms** include numb hands and feet, muscle **weakness**, and damage to hearing and speech. In the most severe cases **victims** die. The disease can affect unborn babies.

From 1932, the water around Chisso Corporation's chemical **factory** in Kumamoto was being polluted with mercury. This continued until 1968. The poison became **concentrated** in fish and shellfish in Minamata Bay and the Shiranui Sea. The disease first **appeared** in cats and dogs. The effects were severe enough that the condition was first called "dancing cat fever". Soon humans got the disease as well. Locals got poisoned when they ate fish and **shellfish**. However, the government and company did little to stop the pollution.

As of March 2001, 2,265 victims had been officially recognised as having Minamata **disease** and 1,784 of those died. Over 10,000 victims **received** financial compensation from Chisso. Chisso Corporation paid \$86 million in compensation, and in 2004 was **ordered** to clean up. On March 29, 2010, a settlement was reached to compensate uncertified victims.

A second outbreak of Minamata disease **occurred** in Niigata Prefecture in 1965 due to pollution by another company. The original Minamata disease and Niigata disease are considered two of four big **pollution** diseases of Japan. The other two are "Itai-itai" disease in Toyama caused by Cadmium poisoning and Yokkaichi asthma caused by Sulfur dioxide in Mie.

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- | | |
|----------------------|---|
| 1. slavery __ | b) the practice of owning and controlling other people |
| 2. factory __ | e) a place where goods are produced |
| 3. undernourished __ | g) a person that lacks healthy food, vitamins, minerals, etc. |
| 4. a mine __ | f) a place underground or in a mountain to get resources |
| 5. desperate __ | a) a feeling of panic and hopelessness |
| 6. orphan __ | d) a child with no parents |
| 7. fair trade __ | h) a movement to do business justly |
| 8. wages __ | c) hourly pay |

- | | |
|------------------|---|
| 1. article __ | g) a report, often in a newspaper or magazine |
| 2. industry __ | d) all the business related to a particular product |
| 3. slave __ | a) a person who is forced to work, often in terrible conditions |
| 4. mysterious __ | c) having unknown or unknowable aspects |
| 5. recruit __ | f) try to get someone to join something |
| 6. abroad __ | b) outside the country |
| 7. observe __ | e) watch |

- Wages are very low for people working the fast food industry.
- Everyone at the factory has to work overtime.
- He doesn't read weather forecasts because he observes signs in nature.
- In winter, many companies recruit at universities for new employees.
- The pharmaceutical industry promoted several new vaccines.

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1. False 2. True 3. False 4. False 5. True 6. True

Craig Kielburger--Live

1. South Asia, five countries
2. 12 to 16 hours
3. small things with great love
4. open their eyes and open their hearts

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1. they think they are beautiful
2. families might sell them; they might be kidnapped; some are ex-child soldiers who are orphans
3. increased wages and improved health and environmental conditions
4. coffee and chocolate

1. As a journalist, Nagai mainly wrote about
d) international conflicts.

2. Who was protesting in Myanmar?
a) Monks.

3. Who shot Nagai?
c) Myanmar soldiers.

4. The award Nagai received is for
b) brave journalists.

5. Daniel Ellsberg educated people about
 - b) the Vietnam War.
6. Who got killed in the Wikileaks video?
 - c) Unarmed civilians.
7. What DIDN'T Snowden's information show about his country?
 - b) It collects research data from its enemies.
8. Japan's law that passed in 2013
 - d) punishes whistleblowers.
9. When Kielburger first read about child slaves he was
 - c) 12 years old.
10. Who helped him start and run his NGO?
 - b) Classmates.
11. Who did he interview to learn more?
 - d) Child slaves.
12. Which is NOT a right of children?
 - d) The latest technology.

- | | |
|----------------|---------------------------------|
| 1. declare | i) to state formally |
| 2. election | d) a contest to choose a person |
| 3. dictator | c) an all-powerful leader |
| 4. witness | b) to observe |
| 5. democracy | a) a people's government |
| 6. accurate | j) correct |
| 7. innocent | h) not guilty |
| 8. knowledge | g) information a person has |
| 9. wages | f) hourly pay |
| 10. nutritious | e) healthy food |

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