**Content-based English: Global Stories 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. Please see the website for audio downloads and ordering information at

http://www.globalstoriespress.com/

A general English learning site for students that I maintain is http://gsenglish.net/

Audio is available online or by purchasing a CD. Teachers can also read the sentences below to conduct the dictation activity for each chapter.

1. Homelessness

1. Many homeless children beg to survive.
2. We check the trash for food and things to sell.
3. We wash car windows for spare change.
4. Crowds protested, demanding laws to protect children.

2. Work

1. My mother, who was too poor to care for another child, abandoned me.
2. Kind strangers brought me to their home where they washed and fed me.
3. The police put me into an orphanage.
4. Orphans are given an education and are taught practical skills.

3. Natural Disasters

1. When we heard "all aboard!" everyone got in line.
2. Because I left to get my doll I forgot, I missed the boat.
3. A sudden storm sank the overloaded ferry into the sea.
4. A family adopted us and others who had survived disasters.

4. Child Labor

1. My brother and I worked like slaves with barely enough food to eat.
2. Feeling our situation was hopeless, we planned to escape at night.
3. After we were caught and punished, our situation became worse.
4. When police learned about our factory, they rescued us.

5. Sweatshops

1. During the Industrial Revolution, farmers moved from the countryside to work in crowded factories.
2. Many factory workers barely make enough money to survive.
3. If sweatshop workers try to form a labor union, they are threatened or fired.
4. As technology develops, more and more factory jobs have been lost, increasing unemployment.

6. Landmines

1. My father was working in a field when his tool struck a landmine.
2. My family lived in crowded conditions with few comforts.
3. We felt relieved when the war ended, but our country was in rough shape.
4. Many villagers are still injured or killed by the landmines left in the ground.

7. Child Soldiers

1. My friends and I were playing when soldiers forced us to fight in their war.
2. We wore dirty, worn-out clothes and walked barefoot.
3. We had to carry heavy loads on our hungry bodies.
4. I explained at the U.N. that ex-child soldiers need lots of support to recover.

8. Refugees

1. People of my family's religion and ethnic background faced discrimination.
2. We left our belongings behind and boarded a boat to find refuge abroad.
3. The strange language and customs of our host country frightened and confused me.
4. Now I feel gratitude for locals who accepted us and treated us fairly.

9. Population

1. Many people in developed countries are choosing to stay single and childless.
2. Meanwhile, the elderly are not only living longer but living healthier.
*For example, Mr. Miura reached the top of the world's highest mountain in 2013.*
3. The age group that is most productive and creative, those 30-44, will decrease.
4. Many empty houses are left standing because it costs too much to tear them down.

10. Native Peoples
1. Amazon rainforest people have sustainable lifestyles.
2. A company built roads through native people's land to remove minerals and other resources.
3. Developers plan to clear the forests to raise cows to sell beef.
4. Many tribe members were forced into the modern world where they struggle to survive.

11. Bullying
1. A class bully kept on making fun of my appearance.
2. When I was in the fourth grade I often pretended to be sick because he bullied me at school.
3. Then my school started a program to reduce bullying. Students and teachers had many good discussions about the problem.
4. We learned attitudes and behaviors that helped us cope with problems and get along better.

12. Depression
1. When I was a university student I studied hard, had many friends, and enjoyed club activities.
2. My working life became strained as I often felt rejected by colleagues.
3. After I quit I lost all motivation and lacked energy to do anything.
4. After trying self-help and other therapies, my relationships improved.

13. Runaways
1. My home life became unbearable because my parents couldn't get along.
2. Although I had no idea where I would sleep or get food, I packed my bags and ran away from home.
3. One day I got caught shoplifting. Instead of arresting me and putting me in prison, the police sent me home.
4. Each parent, who was now living separately, made effort to support me. Our relationship improved.

14. Gangs
1. My older brother kept getting in trouble with the police as a member of our neighborhood's toughest gang.

2. Fights that broke out at school were often caused by our loyalty to our gang.
3. I was eventually arrested and sentenced to five years in prison.
4. After getting released, I started working as a counselor for inner city youths.

15. Trafficking
1. My family were poor farmers who hardly had enough food to survive.
2. A man made many promises about all the money I could earn in the city.
3. I was taken on a scary trip across the border and forced to be a prostitute.
4. An NGO helped us escape and trained us to do various jobs.

## 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 below)

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.

**Mistakes version (to review the dictation sentences)**

1. Homelessness
1. Many **handsome** children beg to survive.
2. We check the **farm** for food and things to **grow**.
3. We **break** car windows for spare change.
4. **Criminals** protested, demanding laws to **kidnap** children.

2. Work
1. My mother, who was too **cool** to care for another **dress**, abandoned me.
2. **Mad scientists** brought me to their **lab** where they washed and **studied** me.
3. The police put me into **a factory**.
4. Orphans are given a **present** and are taught **English** skills.

3. Natural Disasters
1. When we heard "all **excited**!" everyone **jumped** in line.
2. Because I left to get my **wallet**, I missed the boat.
3. A sudden **story** sank the overloaded **book** into the sea.
4. A family adopted us and others who had survived **English classes**.

4. Child Labor
1. My brother and I worked like **robots** with barely enough **oil** to eat.
2. Feeling our **relationship** was **hopeful**, we planned to **marry** at night.
3. After we were caught and **divorced**, our situation became worse.
4. When police learned about our **school**, they rescued us.

5. Sweatshops
1. During the **American** Revolution, farmers moved from the countryside to **fight** in crowded factories.
2. Many factory **chefs** barely make enough **bread** to survive.
3. If sweatshop workers try to form a labor **pool**, they are threatened or **drowned**.
4. As **television** develops, more and more **movie** jobs have been lost, increasing unemployment.

6. Landmines
1. My father was working in a **bar** when his **tooth** struck a **fist**.
2. My family lived in crowded **cities** with few **taxis**.
3. We felt relieved when the war ended, but our **hip** was in **round** shape.
4. Many **tigers** are still injured or killed by the **tanukis** left in the ground.

7. Child Soldiers
1. My friends and I were playing when **teachers** forced us to **study** in their **class**.
2. We wore dirty, **far**-out clothes and walked **barely**.
3. We had to carry heavy **hearts** on our hungry **buddies**.
4. I explained at **Hollywood** that ex-child **actors** need lots of support to recover.

8. Refugees
1. People of my family's **age** and ethnic background faced **the music**.
2. We left our **babies below** and **built** a boat to find refuge abroad.
3. The **strong** language and customs of our host **father** frightened and confused me.
4. Now I feel gratitude for locals who **entertained** us and treated us fairly.

9. Population
1. Many people in developed countries are choosing to stay **sexy** and childless.
2. Meanwhile, the elderly are not only living **taller** but living **thinner**.
*For example, Mr. Miura reached the top of the world's highest mountain in 2013.*
3. The age group that is most **stylish** and creative, those 30-44, will **decide**.
4. Many empty **orchestras** are left **singing** because it costs too much to tear them down.

10. Native Peoples
1. Amazon rainforest **fish** have sustainable **rivers**.
2. A **dentist** built roads through native people's **mouths** to remove minerals and other **teeth**.
3. **Mothers** plan to clear the forests to raise **babies** to sell **toys**.
4. Many tribe members were forced into the **pachinko parlor** where they struggle to **win**.

11. Bullying
1. A class **bell** kept making fun of my **sound**.
2. When I was in fourth grade, I often **wished** to be **well** because he bullied me at school.
3. Then my **TV** started a program to reduce studying. Students and teachers had many good **laughs** about the problem.
4. We learned **vocabulary** and **grammar** that helped us cope with problems and get along better.

12. Depression
1. When I was a university student I studied **soft**, had many friends, and enjoyed **dangerous** activities.
2. My **housewife** became strained as I often felt rejected by **girlfriends**.
3. After I quit I lost all **money** and lacked energy to **buy** anything.
4. After trying self-help and other **recipes**, my **cookies** improved.

13. Runaways
1. My home **team** became **unstoppable** because my parents couldn't get along.
2. Although I had no idea where I would sleep or get food, I packed my **bento** and ran away from **class**.
3. One day I got caught **weight**lifting. Instead of arresting me and putting me in prison, the police sent me **dumbells**.
4. Each parent, who was now living **luxuriously**, made effort to **sell** me. Our relationship improved.

14. Gangs
1. My older brother kept getting in trouble with the **priest** as a member of our neighborhood's toughest **church**.
2. **Diseases** that broke out at school were often caused by our loyalty to our **genes**.
3. I was eventually arrested and sentenced to five years in **school**.
4. After getting a **textbook**, I started working as a **tutor** for inner city youths.

15. Trafficking
1. My family were **popular** farmers who hardly had enough food to survive.
2. A man made many promises about all the **dreams** I could earn in the **night**.
3. I was taken on a **sudden** trip across the **universe** and forced to be a prostitute.
4. An NGO helped us **graduate** and trained us to do various **tricks**.

## 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 (see page 93).** 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, then rank how well they understood. For the second listening, students read a sentence after listening to the corresponding sentence and answer "yes," "no," or "not enough information." It is suggested to review correct answers later, after the entire narrative has been written by students. I check answers just after checking the narrative sentences (the dictation 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.
Great News in History - This is a reading activity.

**The 6th page of every chapter** contains either a discussion activity or "Country Watch." For 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).

**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)**
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responsibility to find the errors, not the reader's.

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**Storytelling**

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# What do you know about... ?

*Ask ten different partners what he or she knows about a country below. Ask about culture, customs, religion, geography, famous people, famous places, climate, language, history, etc. Take notes.*

| country | partner's name | notes |
|---|---|---|
| 1. Australia | | |
| 2. South Korea or North Korea or both Koreas | | |
| 3. Egypt | | |
| 4. U.S.A. | | |
| 5. China | | |
| 6. Italy | | |
| 7. U.K. | | |
| 8. Kenya | | |
| 9. Thailand | | |
| 10. India | | |

**Solutions**

1. Resources

Page 3

1. shelter - e
2. unemployment - d
3. crowded - a
4. economy - c
5. depressed - b

1. non-profit - d
2. organization - c
3. medical - f
4. empathy - e
5. a volunteer - a
6. magazine - g
7. earn - b

- She was taken to the hospital because of a <u>medical</u> emergency.
- Let's find a temporary <u>shelter</u> until the storm ends.
- The train is too <u>crowded</u>. I'm going to walk.
- The <u>unemployment</u> rate reached a record high last month.
- She is a <u>volunteer</u>, trying to find homes for stray dogs and cats.

Page 4 (suggestion for brainstorm words which students can use to say sentences about the pictures)

Picture one: beg, refuse, carry

Picture two: trash, garbage, search/look for

Picture three: tips, wipe, windshield

Picture four: protest, signs, gather

Page 5 (Second listening)

1. True
2. True
3. False
4. True

(Third listening) transcripts available for free online or for purchase on a CD. See beginning of this guide for transcripts.
chapter. The transcript is below:

Page 5: Grammar and Usage Check
1. Sentence one, sentence two and sentence three.
2. Sentence four.
3. Homeless children.

Page 6: Comprehension Questions
1. Canada.
2. He used to be homeless himself.
3. Medical care, free clothes, and meals.
4. Rest and chat.
5. Bring food to homeless in parks and other places.

Page 7: Thinking Deeper
1. d (rank for each will vary)
2. h
3. j
4. a
5. c
6. b
7. f
8. g
9. e
10. i

**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)

## Chapter 2: Poverty

Page 9
1. hungry - d
2. poverty - a
3. healthcare - c
4. U.N. - b

1. income - f
2. elderly - e
3. disability - g
4. welfare - h
5. agriculture - a
6. abroad - b
7. citizen - d
8. continent - c

- Many **elderly** stay active, playing sports and even hiking.
- Thanks to technology, she can work despite her **disability**.
- She decided to study **abroad** to improve her English.
- Is Australia an island or a/an **continent**?
- His yearly **income** reached $100,000 in 2014.

Page 10 (suggestion for brainstorm words which students can use to say sentences about the pictures)
Picture one: abandon, pile, poverty
Picture two: bathe, wash, bare
Picture three: blanket, carry, police officer
Picture four: orphanage, orphan, swings

Page 11 second listening
1. no
2. no
3. no
4. yes

Grammar and Usage check

1. 1. Alisha's mother, who was too poor to care for another child, abandoned her.
2. Kind strangers brought her to their home where they washed and fed her.
3. The police put Alisha into an orphanage which takes good care of orphans.
4. In addition to plenty of chances to play, orphans learned practical skills and attended school.
2. (1) was (is, be), abandoned (abandon)
(2) brought (bring), washed (wash), fed (feed)
(3) put (put)
(4) learned (learn)
3. Orphans are given an education and learn practical skills.

Page 12 - Comprehension questions
1. 1.2 million yen a year
2. About 15,360,000 people
3. 500,000 and 16,000,000,000
4. elderly and disabled people
5. above
6. convenience stores and restaurants
7. deliver it to people in need

Page 13 - Thinking Deeper
1. c 2. e 3. d 4. h 5. a 6. g 7. f 8. b

**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)
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## Chapter 3 Natural Disasters

Page 15 - Vocabulary
1. a
2. b
3. e
4. c
5. d

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

economy (n) - economize (v)
organization (n) - organize (v)
hungry (adj) - hunger (n)
elderly (adj) - elder (n)
destroy (v) - destruction (n)
estimate (n) - estimate (v)
evaporate (v) - evaporation (n)
preserve (v) - preservation (n)

page 16 - brainstorm words
Picture one - board, passengers, ride
Picture two - crowded, sink, watch
Picture three - sink, storm, drown
Picture four - orphans, orphanage, safety

Page 17
1. yes
2. yes
3. yes

4. yes

Grammar and usage guide
1. “all aboard”
2. heard (hear), got (get), left (leave), forgot (forget), missed (miss)
3. sank (sink),
4. adopted (adopt), survived (survive)

1. When Farah and her family heard “all aboard!” everyone got in line.
2. Because she left to get the doll she forgot, she missed the boat.
3. A sudden storm sank the overloaded ferry into the sea.
4. A family adopted myself and others who had survived disasters.

Page 18
1. their leaves hold water (which evaporates)
2. preserving forests
3. islands and coastlines will be covered by the sea
4. global warming

Page 19 (have students letter the pictures “A” to “I”, top left, then left to right)
1. b
2. i
3. c
4. a
5. f
6. d
7. e
8. g
9. h

## Chapter 4 Child Labor

Page 21 - Vocabulary
1. c
2. d
3. e
4. b
5. a

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

factory
rights
agriculture
mining
labor

brainstorm words (p. 22):
picture 1: carry, order (v), severe
pic 2: factory, whisper, shelf
pic 3: punish, grab, abuse
pic 4: rescue, save, blanket

p. 23
1. yes
2. no
3. no
4. no

page 24 reading

1. learned a craft
2. lives became difficult
3. earn money, didn't learn a skill
4. yes, no
5. 1920s

Page 27 vocabulary

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

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

industry (n) - industrial (adj)
agriculture (n) - agricultural (adj)
mining (n) - a mine (n)
depression (n) - depressed (adj)
slave (n) - slavery (n)
fair (adj) - fairness (n)
protest (v) - protest (n)
government (n) - govern (v)

Page 28 brainstorming

Pic 1: pollution, factories, smoke
Pic 2: needle & thread, crowded, sew
Pic 3: strike, march, signs
Pic 4: assembly line, parts, repetitive

Page 29

1. yes
2. yes
3. yes

4. no

1. Page 30 reading
2. many can demand safe and fair conditions
3. minimum wage laws
4. ¥782
5. got a sweatshop job
6. Nike was embarrassed

Page 32

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

Page 33

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

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

fear
environment

injury
treaty
banned

Page 35
1. yes
2. yes
3. no
4. yes

Page 36 reading
1. remove landmines
2. over 40
3. how to avoid injury and death
4. employing them
5. never use or produce

page 37
1. g
2. a
3. i
4. j
5. e
6. h
7. f
8. b
9. d
10. c

Chapter 7
7. Child Soldiers p. 39
1. c
2. e
3. a
4. d
5. b

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

recruiting
supplies
soldiers
aide
revenge

p. 41
1. no (they *forced* them)
2. n.e.i. (the clothes were ragged and few but hard to say they were uniforms)
3. yes
4. no

p. 42
1. they are forced, they are lied to, join for revenge
2. delicious food and nice clothing
3. 18
4. 17
5. China, Germany, USA / Iran, Pakistan, the UK
6. he used to be one

chapter 8
1. b
2. c
3. e
4. d
5. a

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

explosion (n) - explode (v)
environment (n) - environmental (adj)
injury (n) - injure (v)
employ (v) - employment (n)
refugee (n) - refuge (n)
religion (n) - religious (adj)
obligate (v) - obligation (n)
translation (n) - translate (v)
discriminate (v) - discrimination (n)

p. 47
1. no
2. no (they left their things behind)
3. yes
4. no or NEI

p. 48
1. 1951
2. help people after WWII
3. European, North American countries and Australia
4. send the person back to the dangerous situation at home
5. they wait or are sent back
6. 300
7. translation and legal advice

p. 49
1. b
2. f
3. j
4. e
5. h

6. c
7. d
8. i
9. a
10. g

page 51

| | | |
|---|---|---|
| 1. | population - e | a) to guess the future |
| 2. | resources - b | b) oil, wood, water, etc. |
| 3. | predict - a | c) plans and actions to solve a problem |
| 4. | measures - c | d) to die or nearly die due to lack of food |
| 5. | starvation - d | e) the number of people in an area |

| | | |
|---|---|---|
| 1. | depopulation - g | a) countryside |
| 2. | government - d | b) for example wheat, rice, corn, barley, etc. |
| 3. | rural - a | c) sell goods and send them abroad |
| 4. | community - e | d) the people who run a country |
| 5. | grain - b | e) groups of people like in a neighborhood or town |
| 6. | climate - f | f) the weather for a region |
| 7. | export - c | g) decreasing the number of people |

- He has often **predicted** the winner of the championship game.
- The global **climate** is getting warmer every year.
- That country has many natural **resources** so they export a lot.
- Many deer died of **starvation** during that very cold winter.
- People think corn is a vegetable but it's actually a/an **grain**.

page 53
1. no
2. no
3. yes
4. yes

page 54
1. Any developed country--UK, US, Canada, France, etc.
2. Couples are having fewer children or no children at all.
3. Japan
4. by 79 million

5. Less because the number of elderly will increase while the number of middle-aged people decreases.
6. The elderly will die and young people move to cities.

page 55
Answers will vary.

page 57

| | | |
|---|---|---|
| 1. | ancient - e | a) using science to improve human lives |
| 2. | machine - d | b) a group of people related by blood or common purpose |
| 3. | technology - a | c) the opposite of ancient; this era |
| 4. | modern - c | d) a device made by technology |
| 5. | tribe - b | e) very old |

| | | |
|---|---|---|
| 1. | desert - c | a) making the environment dirty or harmful |
| 2. | species - g | b) an extremely difficult situation |
| 3. | extinction - f | c) a dry area with sand and not much rain |
| 4. | over- - e | d) having paid work |
| 5. | pollution - a | e) too much |
| 6. | crisis - b | f) when every member of a species disappears |
| 7. | employment - d | g) types or kinds of animals |

| | |
|---|---|
| population n - populate v | desert n - desert v |
| predict v - prediction n | extinction n - extinguish* v |
| starvation n - starve v | pollution n - pollute v |
| government n - govern v | employment n - employ v |

Not sure we can say this is a different form of "extinction."

page 59
1. no or NEI (the sentence doesn't indicate longevity)
2. no
3. yes
4. yes

page 60
1. Cutting down too many trees.
2. 25%
3. An area of a lake or see where no life is found.
4. Air pollution
5. Improvements in technology, individual habits, new laws

page 61 - Answers will vary.

page 63

| | | |
|---|---|---|
| 1. | to bully - e | a) intelligent; knowledgeable |
| 2. | threaten - c | b) too heavy |
| 3. | tease - d | c) to say something like, 'I will hurt you if you don't do XXX.' |
| 4. | overweight - b | d) to say things to try to annoy a person, sometimes playfully |
| 5. | smart - a | e) repeatedly hurting a person, usually physically |

| | | |
|---|---|---|
| 1. | aggressive - e | a) an event done because of a positive experience |
| 2. | victim - g | b) a feeling understanding what another person feels |
| 3. | jealous - d | c) deal with; handle (a problem) |
| 4. | empathy - b | d) feel negative about a person's good life |
| 5. | cope - c | e) behavior that attacks either physically or with words |
| 6. | fear - f | f) the state of being scared |
| 7. | celebrate - a | g) the person hurt or injured |

- Fans **celebrated** the win all night.
- She is **smart** enough to attend the best colleges in the world.
- I just can't **cope** with all the conflicts at work.
- Most **victims** of violent crime are women.
- She gets very **jealous** when girls talk to her boyfriend.

page 65

1. no - just the bully treated her unkindly
2. no
3. no
4. yes

6. In sentence one, "kept on" shows the action continued over time. Change it to simple past tense. **keep on** Next add "kept on" to sentence two and rewrite it. When I was in the fourth grade I often pretended to be sick because he **kept on bullying** me at school.
7. Circle all the nouns. Which are singular? Which are uncountable? bully, appearance, I, grade, I, school, school, program, bullying, Students, teachers, discussions, problem, attitudes, behaviors, problems.
8. The girl who told this story is named Kelly. Say the sentences using third person ("Kelly," "she" or "her") instead of first person ("I," "my," etc.).

A class bully kept on making fun of **Kelly's** appearance.

2. When **Kelly** was in the fourth grade **she** often pretended to be sick because **a boy** bullied me at school.
3. Then **her** school started a program to reduce bullying. Students and teachers had many good discussions about the problem.
4. **They** learned attitudes and behaviors that helped **them** cope with problems and get along better.

page 66

1. Are the bully and victim of equal strength? No, the bully is stronger
2. What are some reasons why people bully? It makes them feel strong; to get attention; to control other people; they may be unhappy and want others to feel pain; they may be **jealous** of their victims; they don't feel **empathy**.
3. Is bullying always physical? No
4. Should a victim keep quiet or tell somebody after being bullied? Tell somebody
5. Is it better for a bullied person to respond with anger or keep calm? Keep calm
6. Is avoiding a place where bullies go a good idea? Yes

page 69

| | | |
|---|---|---|
| 1. | depressed - e | a) a professional who listens to a person's problems and helps |
| 2. | struggle - d | b) having no value |
| 3. | fault - c | c) blame for doing something wrong |
| 4. | worthless - b | d) great difficulty doing something |
| 5. | counselor - a | e) feeling down or sad for a period of time |

| | | |
|---|---|---|
| 1. | mood - d | a) the people who run a country |
| 2. | gratitude - c | b) save or take care of |
| 3. | blessings - g | c) appreciation; a feeling of thanks |
| 4. | abroad - e | d) a state or feeling that doesn't last long |
| 5. | sustainable - f | e) outside the country |
| 6. | conservation - b | f) can continue |
| 7. | government - a | g) positive things; good things received from God |

- I take responsibility for the problem. It's my **fault**.
- You are very lucky. You have many **blessings**.
- Our habit of throwing out so much trash is not **sustainable**.
- She's in a good **mood** today.

- Since that elderly man's dog died his life has been a/an **struggle**.

page 71
1. yes
2. yes
3. yes
4. no

Which phrase in sentence four is the independent clause, the phrase that can be alone to make a sentence? My relationships improved.
Circle the adjectives in the first two sentences. hard, strained, isolated, rejected
The girl who told this story is named Mary. Say the sentences using third person ("Mary," "she" or "her") instead of first person ("I," "my," etc.).

1. When **Mary** was a university student **she** studied hard, had many friends, and enjoyed club activities.
2. **Her** working life became strained as **she** often felt isolated and rejected by **her** colleagues.
3. Unable to cope, **she** quit, leading **her** into a period when **she** lost all motivation and lacked energy to do anything.
4. After trying a few therapies, some self-help and others involving a counselor, **Mary's** relationships improved.

page 72
1. How can you spread happiness? by smiling and laughing
2. What are three examples of ways we can help other people? hold door open, offer a snack, give up our seat
3. What are three things most people in Japan can feel gratitude for? comfortable place to sleep, kind friends, loving family
4. What are some physical activities that can improve our mental health? dancing, sports, bicycling
5. What are three examples of new activities that can make us happy? hiking, traveling, learning something new

page 75

| | |
|---|---|
| 1. (can't) stand - b | a) a mother or father who raises a child alone |
| 2. addicted - d | b) unable to endure |
| 3. get along - e | c) when married people separate |
| 4. single parent - a | d) can't stop doing something harmful |
| 5. divorce - c | e) have a good relationship with |

| | | |
|---|---|---|
| 1. | runaways - d | a) steal |
| 2. | risky - e | b) a woman with a baby she will give birth to |
| 3. | pregnant - b | c) moral fairness |
| 4. | crime - g | d) youth who leave their home and don't return |
| 5. | treatment - f | e) dangerous |
| 6. | rob - a | f) medical care given to a person |
| 7. | justice - c | g) an action that breaks the law |

threaten v - threat n
jealous adj - jealousy n
celebrate v - celebration n
depressed adj - depression n
mood n - moody adj
addicted adj - addiction n
crime n - criminal n
treatment n - treat v

page 77
1. no
2. yes
3. yes
4. no

Rewrite sentence one cutting "because" and using "since" instead. 1. **Since** my parents couldn't get along, my home life became unbearable.
In sentence one, an adjective has a root with a prefix (letters at the beginning) and a suffix (letters at the end). What does the root mean? What are some other words that use the same prefix and suffix? bear means to stand or endure, "un" is the prefix and "able" is the suffix
The girl who told this story is named Janet. Say the sentences using third person ("Janet," "she" or "her") instead of first person ("I," "my," etc.).
1. Janet's home life became unbearable because her parents couldn't get along.
2. Although she had no idea where she would sleep or get food, she packed her bags and ran away from home.
3. One day she got caught shoplifting. Instead of arresting her and putting her in prison, the police sent her home.
4. Each parent, who was now living separately, made effort to support her. Their relationship improved.

page 78
1. What are some dangerous situations that runaways encounter? sex and drugs
2. Do many American runaways become criminals? yes (40% take drugs)

3. What's a problem when a runaway gets sick or depressed? they don't get treatment
4. What crimes are committed against runaways? attacked or robbed
5. What are some things the government can do to help? build shelters and provide counseling
6. What can social workers do to help? provide counseling so kids don't run away

page 14

| | | |
|---|---|---|
| 6. | immigrant - d | a) opposite of "rich" |
| 7. | poor - a | b) move towards someone aggressively or violently |
| 8. | neighborhood - c | c) a small community in a town or city |
| 9. | attack - b | d) a person who moves to a foreign country permanently |

| | | |
|---|---|---|
| 1. | punishment - h | a) opposite of "guilty" |
| 2. | execute - g | b) money citizens must pay to the government |
| 3. | innocent - a | c) breaking an unjust law |
| 4. | death row - f | d) an economic activity that produces goods |
| 5. | minorities - e | e) smaller ethnic groups in a country |
| 6. | tax - b | f) a prison area where prisoners await execution |
| 7. | civil disobedience - c | g) carry out (do) a death penalty |
| 8. | industry - d | h) a penalty for doing something wrong |

- My grandfather was an Italian **immigrant** in the U.S.
- He says he is **innocent** but the judge found him guilty.
- Everyone in the **neighborhood** enjoyed the festival.
- A famous saying is "the **punishment** should fit the crime."
- That team kept **attacking** until they finally scored.

page 83
1. no
2. yes
3. yes
4. yes

Did the situation in sentence one happen once or more than once? How do you know? More than once because of the phrase "kept getting in trouble"
Which word in sentence one is a "superlative" adjective showing the extreme? toughest

Make it a "comparative" adjective that just shows more or less than another. tough-er

10. The boy who told this story is named Rosario. Say the sentences using third person ("Rosario," "he" or "him") instead of first person ("I," "my," etc.).

1. Rosario's older brother kept getting in trouble with the police as a member of his neighborhood's toughest gang.
2. Fights that broke out at school were often caused by our loyalty to their gang.
3. He was eventually arrested and sentenced to five years in prison.
4. After getting released, Rosario started working as a counselor for inner city youths.

page 84

1. Give reasons why some people support the death penalty. The criminal can never hurt again, it discourages violent crime and families of victims are relieved
2. Give reasons why some people oppose the death penalty. An innocent person may be executed, minorities are more often given the death penalty, and they say it does not in fact discourage violent crime
3. Who was Anthony Porter? A man on death row who was actually innocent
4. Name the countries that most often executed criminals. China, Iran, Iraq, Japan, North Korea, Saudi Arabia, Somalia, Sudan, U.S.A. and Yemen
5. Name some countries that oppose the death penalty. Canada, Australia, Italy, Norway, and Germany

page 87

| | |
|---|---|
| 1. trafficking - c | a) the person hurt or injured |
| 2. criminal - d | b) a maid; a hired person to do housework |
| 3. victim - a | c) trading something, often something illegal |
| 4. prostitute - f | d) a person who breaks the law |
| 5. domestic worker - b | e) hurt |
| 6. abuse - e | f) a person who takes money for sex |

| | |
|---|---|
| 1. illegal - c | a) weapons |
| 2. addicted - f | b) a sudden change of government; a great change |
| 3. arms - a | c) against the law |
| 4. elect - e | d) a system of government with elections |
| 5. revolution - b | e) to choose by voting |
| 6. democracy - d | f) unable to stop doing something like smoking |

immigrant n - immigrate v
punishment n - punish v
industry n - industrial adj
trafficking n - traffic v
victim n - victimize v
illegal adj - legal aj
addicted adj - addiction n
elect v - election n

page 89
1. no
2. yes
3. yes
4. no

What's the adverb in sentence one? What does it mean? "hardly" means almost not
Change sentence 3 from passive to active. 3. **Criminals took her** on a scary trip across the border and then forced **her** to be a prostitute.
Circle all the past tense verbs. were, had, made, was, forced, helped, trained
Try to say the story with future tense verbs.
The girl who told this story is named Achara. Say the sentences using third person ("Achara," "she" or "her") instead of first person ("I," "my," etc.).

1. My family **will be** poor farmers **with** hardly enough food to survive.
2. A man from **will make** many promises about all the money I **can** earn in the city.
3. I **will be** taken on a scary trip across the border and then forced to be a prostitute.
4. An NGO **will help** us get out and **train** us to do various jobs.

1. **Achara's** family were poor farmers who hardly had enough food to survive.
2. A man from made many promises about all the money she could earn in the city.
3. She was taken on a scary trip across the border and then forced to be a prostitute.
4. An NGO helped them get out and trained them to do various jobs.

page 90
1. Compare the two types of trafficking mentioned above. human and drug
2. What are some ways drug traffickers bring drugs into another country? airports, ships, over land

3. How might drugs hurt a person? they get AIDS or become criminals
4. What is trafficked into Canada? handguns
5. Why do Americans traffic guns into Mexico? to fight the "War on drugs"
6. What are three kinds of trafficking described in this chapter? drug, human, handguns

| country | ex. Japan | 1. Ireland | 2. Mexico | 3. Costa Rica | 4. Egypt | 5. Ghana | 6. Germany | 7. Denmark | 8. Bangladesh | 9. Kazakhstan | 10. Kenya | 11. Bhutan | 12. Brazil |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| population | 127,370,000 | 4,470,000 | 112,336,000 | 4,563,500 | 79,979,000 | 24,233,000 | 81,802,000 | 5,560,000 | 150,267,000 | 15,776,000 | 38,610,000 | 695,822 | 190,732,694 |
| population density | 337/km2 | 63 | 57 | 90 | 79 | 100 | 229 | 128 | 1,127 | 5.8 | 69 | 46 | 23 |
| life expectancy | 82.6 (all)<br>78 (male)<br>86.1 (female) | 78.9<br>76.5<br>81.3 | 76.4<br>73.6<br>79.4 | 78.8<br>76.5<br>81.2 | 71.3<br>69.1<br>73.6 | 60.0<br>59.6<br>60.5 | 79.4<br>76.5<br>82.1 | 78.3<br>76.0<br>80.6 | 64.1<br>63.2<br>65.0 | 68.5<br>63.2<br>74 | 54.1<br>53.0<br>55.2 | 65.6<br>64.0<br>67.5 | 72.4<br>68.8<br>76.1 |
| capital | Tokyo | Dublin | Mexico City | San Jose | Cairo | Accra | Berlin | Copenhagen | Dhaka | Astana | Nairobi | Thimphu | Brasilia |
| languages | Japanese, English | English & Irish (Gaelic) | Spanish & local languages | Spanish (official) & English | Arabic (official), English & French | English (official), Swahili & many others | German & English | Danish, Faroese, Greenlandic, German & English | Bangali (official), local languages & | Kazakh Russian | English (official), Swahili & many others | Dzongkha (official), Tibetan & Nepalese | Portuguese (official), Spanish, English, French |
| main exports | cars, electronic devices, computers | metals, medicines, software | machinery, fuel, foodstuffs | bananas, coffee, electronics, medicine | oil, cotton, farm produce | gold, cocoa, diamonds, metals | automobiles, machinery, scientific equip- | machinery, chemicals, furniture, foodstuffs | garments, leather & seafood | oil, paper, steel & leather | tea, coffee & foodstuffs | electricity, foodstuffs & wood | oil, aircraft, automobiles, coffee & soybeans |
| religion | Shinto, Buddhist, atheist | Rep. of Ireland is Catholic; northern Ireland | Catholic | 90% are Catholic | Muslim | 41% Christian; 38% native religion; 12% Muslim | traditionally Christian | Christianity, but few practice | 80% Muslim, Hindu | Islam, Eastern Christianity | Chrisitan & Muslim | only country with official rel. of Buddhism | Catholic |