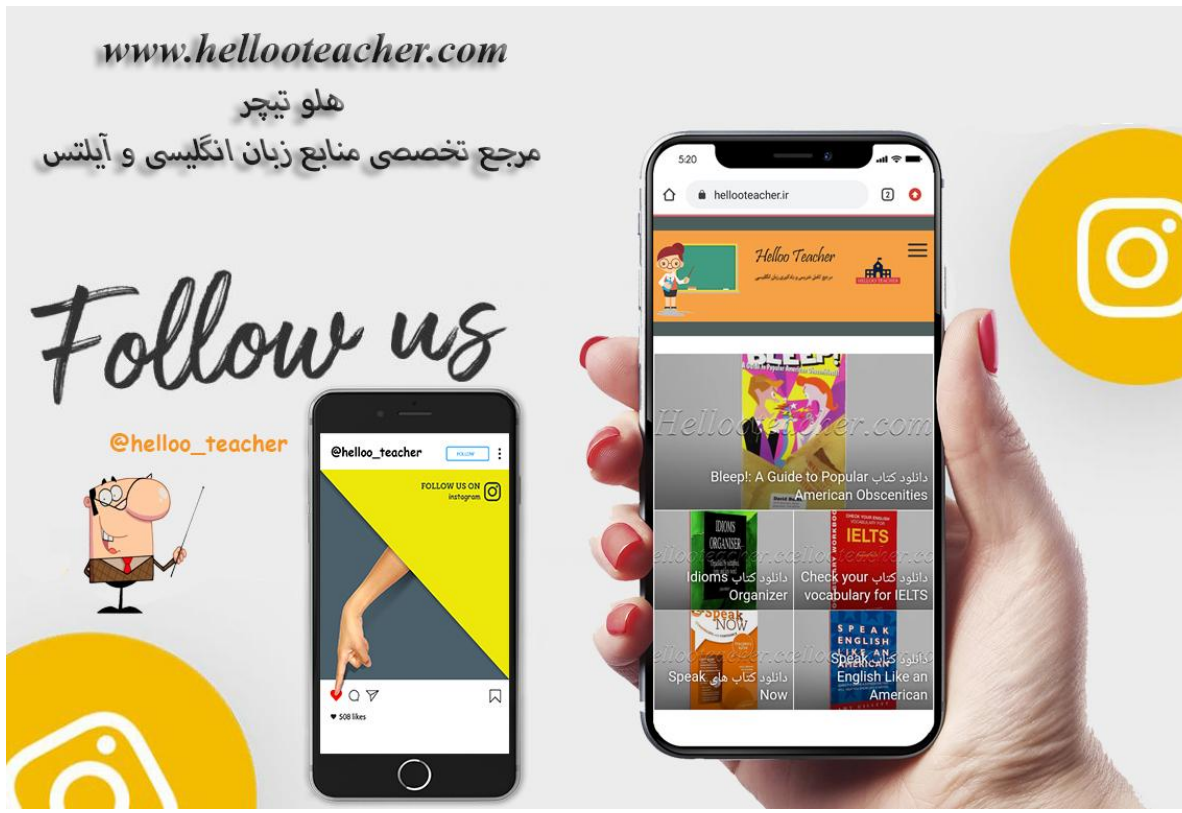
www.hellooteacher.com

Helloo Teacher

مرجع کامل تدریس و یادگیری زبان انگلیسی

HELLOO TEACHER



www.hellooteacher.com

Elementary

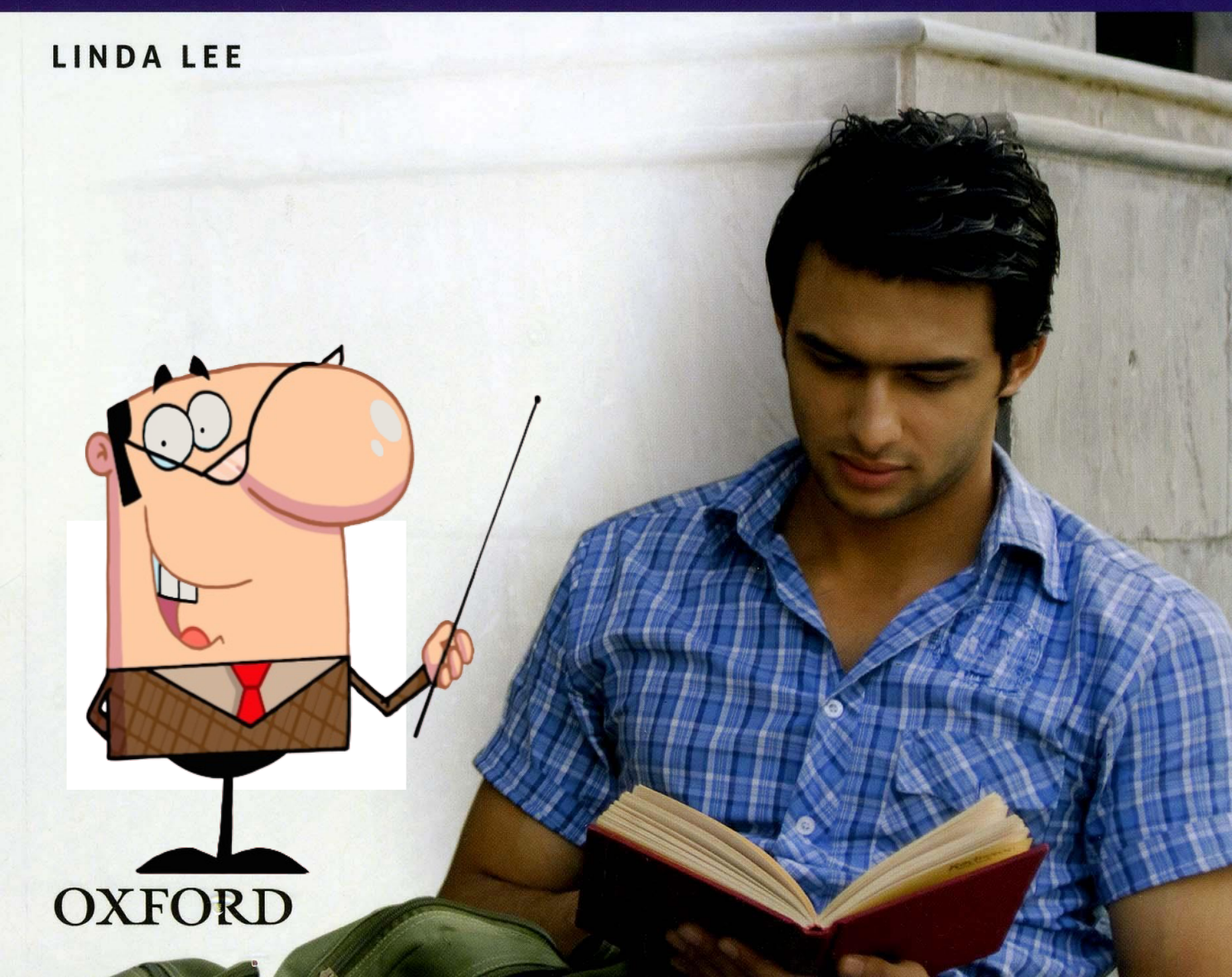
AUDIO DOWNLOAD

SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE



OXFORD

www.hellooteacher.com

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2011

The moral rights of the author have been asserted

First published in 2011
2015 2014 2013 2012 2011
10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsiblilty for the materials contained in any third party website referenced in this work

General Manager: Laura Pearson
Editorial Director, International Schools and Adult: Pam Murphy
Executive Publishing Manager: Erik Gundersen
Associate Editor: Tracey Gibbins
Associate Editor: Hana Yoo
Director, ADP: Susan Sanguily
Executive Design Manager: Maj-Britt Hagsted
Associate Design Manager: Michael Steinhofer
Electronic Production Manager: Julie Armstrong
Image Manager: Trisha Masterson
Image Editor: Liaht Pashayan
Production Coordinator: Elizabeth Matsumoto
Senior Manufacturing Controller: Eve Wong

ISBN: 978 0 19 433223 1

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Front Cover photo: Mika/Corbis; *Back Cover photo:* D. Hurst/Alamy

The author and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:

pg. 108 Reproduced by permission of Oxford University Press. From *Oxford Basic American Dictionary for learners of English* © Oxford University Press 2010.

Realia by: Pronk Media

Maps: Alan Kikuchi

Illustrations by: Jamey Christoph, pg. 13 (dream home); Barb Bastian, pg. 26 (natural resources); Peter Malone, pg. 33 (Nasreddin and his son)

We would also like to thank the following for permission to reproduce the following photographs: pg. iii Yuri_Arcurs/istockphoto.com (business woman); pg. iii UpperCut Images/Getty Images (man); pg. iii Fuse/Getty (woman); pg. 1 PEDRO UGARTE/AFP/Getty Images; pg. 2 Imagestate/age fotostock (cricket); pg. 2 Matt King/Getty Images (field hockey); pg. 2 Photodisc/Oxford University Press (soccer); pg. 2 Vibe Images/Alamy (tennis); pg. 2 Aflo Foto Agency/Alamy (volleyball); pg. 3 WYSOCKI Pawel/age fotostock (field hockey); pg. 3 Wu Wei/Xinhua Press/Corbis (ping pong); pg. 5 Francois Laplante/Freestyle Photography/Getty Images; pg. 7 david pearson/Alamy; pg. 8 elena moiseeva/shutterstock.com (white rice); pg. 8 Robert Anthony/shutterstock.com (brown rice); pg. 8 Ildi Papp/shutterstock.com (fruit); pg. 8 the food passionates/Corbis (vegetables); pg. 8 SuperStock (snacks); pg. 8 WR Publishing/Oxford University Press (fried food); pg. 8 Cathleen A Clapper/shutterstock.com (white bread); pg. 8 EYESITE/Alamy (wheat bread); pg. 14 Marka/SuperStock (lake); pg. 14 Stephen Barnes/Living History/Alamy (ballroom); pg. 14 Look Photography/Beateworks/Corbis (two story house); pg. 14 Rosemary Calvert/Getty Images (garden); pg. 14 Larry Malvin/Alamy (pool); pg. 14 All Canada Photos/SuperStock (gym); pg. 15 DIVYAKANT SOLANKI/epa/Corbis (building); pg. 15 Images & Stories/Alamy (cabin); pg. 15 Chris Ryan/Getty Images (hospital); pg. 19 Image Source/Getty Images; pg. 20 Jeremy Woodhouse/Getty Images (bow); pg. 20 prodakszyn/shutterstock.com (shake); pg. 20 PICTURE CONTACT BV/age fotostock (hug); pg. 20 Masterfile (kiss); pg. 20 Frankie Angel/Alamy (pat); pg. 20 ejwhite/shutterstock.com (fist bump); pg. 21 Ty Milford/Masterfile (hug); pg. 21 Rick Strange/Alamy (wai); pg. 25 Duncan Chard/Bloomberg via Getty Images; pg. 27 BEHROUZ MEHRI/AFP/Getty Images (oil rig); pg. 27 ALI HAIDER/epa/Corbis (Masdar); pg. 27 AP Photo/Kamran Jebreili (Masdar vehicle); pg. 31 Flirt/SuperStock; pg. 32 Image Source/Getty Images (school); pg. 32 Getty Images (commuter); pg. 32 Flirt/SuperStock (breakfast); pg. 37 AP Photo/Nasser Nasser; pg. 38 Sebastian Duda/shutterstock.com (desert camels); pg. 38 Sergio Pitamitz/CORBIS (dunes); pg. 39 Radius Images/Alamy; pg. 43 John Peter Photography/Alamy; pg. 44 Siephoto/Masterfile; pg. 45 David A. Barnes/Alamy (bike lane); pg. 45 Michael Klinec/Alamy (bikers); pg. 49 BBC Press; pg. 50 amana images inc./Alamy (fried rice); pg. 50 Jeff Shaffer/Dawn Smith/Getty Images (wok); pg. 50 Photodisc/Oxford University Press (eggs); pg. 51 Harper Collins/Jamie Cho (Ching); pg. 51 Allan Davey/Masterfile (stir fry); pg. 55 AlaskaStock/Masterfile; pg. 56 RAW FILE/Masterfile (backpackers); pg. 56 William Stevenson/SuperStock (camping); pg. 56 Carl & Ann Purcell/CORBIS (tour); pg. 56 Robert Harding/Masterfile (cruise); pg. 56 STOCKFOLIO®/Alamy (working holiday); pg. 57 Jason Lugo/istockphoto.com (hiker); pg. 57 STOCKFOLIO®/Alamy (harvest); pg. 57 Biggie Productions/Getty Images (sleeping); pg. 61 YOSHIKAZU TSUNO/AFP/Getty Images; pg. 63 AP Photo/Tsugufumi Matsumoto (book cover); pg. 63 YOSHIKAZU TSUNO/AFP/Getty Images (Ototake); pg. 67 MARIANA BAZO/X00023/Reuters/Corbis; pg. 69 Digital Vision/Oxford University Press (London); pg. 69 Yonhap News Agency (ganggangsullae); pg. 69 REUTERS/Fatih Saribas (wrestlers); pg. 69 TIMM SCHAMBERGER/AFP/Getty Images (gingerbread); pg. 73 PRNewsFoto/Aloha Airlines; pg. 74 Your Day In Pictures Ltd/Alamy (flight attendant); pg. 74 Ton Koene/age fotostock (pilot); pg. 74 Jack Sullivan/Alamy (passengers); pg. 74 Angelo Cavalli/age fotostock (seat belt); pg. 74 chantal de bruijne/shutterstock.com (cockpit); pg. 74 Gene Chutka/istockphoto.com (life vest); pg. 75 AP Photo/Robert Nichols; pg. 79 National Geographic/SuperStock; pg. 80 Angela Hampton Picture Library/Alamy (test); pg. 80 Monashee Frantz/Alamy (reference letter); pg. 80 Peter Alvey/Alamy (essay); pg. 80 Dennis MacDonald/age fotostock (football); pg. 81 Spencer Grant/age fotostock (test); pg. 81 Blend Images/Masterfile (orchestra); pg. 97 Rick Strange/Alamy.

www.hellooteacher.com

Teacher-approved readings for today's students

Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully-selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

Paul Batt, EMLI, Taichung

Andrew Boon, Toyo Gakuen University, Japan

Crystal Brunelli, Tokyo Jogakkan Middle and High School, Japan

İlke Büyükduman, Istanbul Sehir University, Turkey

Esther Chen, Southern Taiwan University, Tainan City

Tina Chantal Chen, English Language Institute of Testing and Education, Zhonghe City

Simon Choe, English House, Korea

Kim Dammers, Konyang University, Korea

Erdogan Erturkoglu, Bezmi Alem University, Turkey

Lee Faire, Toyama College of Foreign Languages, Japan

Yuehchiu Fang, National Formosa University, Huwei

Wendy M. Gough, St. Mary College/Nunoike Gaigo Senmon Gakko, Japan

Michael Griffin, Chung-Ang University, Korea

Hirofumi Hosokawa, Fukuoka Jo Gakuin University, Japan

Zoe Hsu, National Tainan University, Tainan

Cecile Hwang, Changwon National University, Korea

Zeynep Kurular, ITU SFL Prep School, Turkey

Carmella Lieske, Shimane University, Japan

Desiree Lin, Tunghai University, Taichung City

Wan-yun Sophia Liu, CEO Language Institute, Sanchong City

Wen-Hsing Luo, National Hsinchu University of Education, Hukou

Shuji Narita, Osaka University of Economics, Japan

Aybike Oğuz, Özyeğin University, Turkey

Sakae Onoda, Kanda University of International Studies, Japan

Zekariya Özşevik, KTO Karatay University, Turkey

Erick Romero, Centro de Educación Integral de Celaya S.C., Mexico

Alan Scott, Okan University, Turkey

Jessica Hsiu-ching Shen, Chia Nan University of Pharmacy & Science, Tainan

Mi-Young Song, Kyungwon University International Language Center, Korea

Susan Sunflower, Teacher Education Consultant, U.S.

David Tonetti, Sullivan School, Korea

Melody Vernon, English House, Korea

N J Walters, Kagoshima Immaculate Heart University, Japan

Shan-Shan Wang, National Taiwan University, Taipei

Miyuki Yokoi, Keimei Gakuin Junior and Senior High School, Japan

www.hellooteacher.com

Contents

Scope and Sequence vi

Series Overview viii

Chapter 1 The Most Popular Sports in the World 1

"What are the five most popular sports in the world? Some of the answers may surprise you!"

Chapter 2 Are You a Healthy Eater? 7

"How well do you eat? Be honest. Answer the way you really eat, not the way you think you should eat."

Chapter 3 Dream Homes 13

"Some people dream of a simple house in a special place. Others want a large house with every convenience."

Chapter 4 Kiss, Bow, or Shake Hands? 19

"People greet each other in many different ways. We asked four people to describe the ways they greet people in their country."

Chapter 5 A City Without Oil 25

"Oil will not last forever. But there is another resource people can use instead of oil—the sun."

Chapter 6 You Can't Please Everyone 31

"Stories about Nasreddin, a teacher and philosopher from the 1200s, are popular in many countries. These stories make us laugh and also teach us a lesson about people."

Chapter 7 Across the Desert 37

"Kevin Lin, Ray Zahab, and Charlie Engle decided to do something very difficult. They made the decision to run across the Sahara Desert."

www.hellooteacher.com

Chapter 8 Denmark Loves Bicycles **43**

"Roughly 40 percent of the people in Denmark's capital, Copenhagen, commute to school or work by bicycle."

Chapter 9 A Passion for Cooking **49**

"Many people are afraid to cook Chinese food. Ching-He Huang, a young chef, business owner, and TV star, is changing their ideas."

Chapter 10 Travel More, Spend Less **55**

"Daniel's Cheap Travel Blog: This was a great year for traveling. I took trips to France, Australia, and Turkey."

Chapter 11 A Very Able Man **61**

"Hirotada Ototake is a happy, successful man. He was born with a condition called *tetra-amelia*. It is a rare condition, and children with tetra-amelia are born without arms or legs."

Chapter 12 Protecting Cultural Traditions **67**

"UNESCO wants to protect cultural traditions around the world. These traditions include types of dance, music, festivals, cooking, and more."

Chapter 13 Emergency in the Air **73**

"The first 18 feet of the airplane behind the cockpit were completely open. Only the floor and the passengers' seats were still there."

Chapter 14 University Admissions Around the World **79**

"Let's look at university admissions in four countries: Austria, Turkey, the United Kingdom, and the United States."

Culture and Language Notes **85**

Reading Skills Guide **92**

Maps **103**

Mini-Dictionary **108**

www.hellooteacher.com

Scope and Sequence

Chapter	Content	Reading Skills	Vocabulary Skills
Chapter 1 The Most Popular Sports in the World	What are the most popular sports in the world?	Scanning Taking notes	Understanding synonyms
Chapter 2 Are You a Healthy Eater?	A quiz on eating habits	Previewing Taking notes	Understanding suffixes: *-ly* Using synonyms
Chapter 3 Dream Homes	Three special dream homes	Scanning Taking notes	Learning word forms Using a dictionary
Chapter 4 Kiss, Bow, or Shake Hands?	How do you greet people?	Previewing Taking notes	Using adjectives and adverbs Using indirect and direct objects
Chapter 5 A City Without Oil	How can people live in a city without oil?	Predicting Identifying cause and effect	Understanding prefixes: *re-*
Chapter 6 You Can't Please Everyone	A Nasreddin story	Previewing Understanding the order of events	Learning word forms Using a dictionary Understanding indefinite pronouns
Chapter 7 Across the Desert	Is it possible to run across the Sahara Desert?	Predicting Taking notes Using context clues	Understanding prefixes: *un-*

www.hellooteacher.com

Chapter	Content	Reading Skills	Vocabulary Skills
Chapter 8 Denmark Loves Bicycles	Why are bicycles so popular in Denmark?	Predicting Identifying main ideas and details	Learning word forms Understanding signal words
Chapter 9 A Passion for Cooking	How did Ching-He Huang become a famous chef?	Previewing Taking notes Understanding the order of events	Learning word forms Understanding time expressions
Chapter 10 Travel More, Spend Less	What is the best way to travel?	Scanning Taking notes Making inferences	Using *go* + *-ing* form of a verb Understanding signal words
Chapter 11 A Very Able Man	A successful man with no arms or legs	Using context clues Previewing Understanding the order of events Taking notes Making inferences	Understanding signal words Using a dictionary
Chapter 12 Protecting Cultural Traditions	Which cultural traditions should we protect?	Previewing Taking notes	Understanding suffixes: *-al*, *-ful*, *-ive*
Chapter 13 Emergency in the Air	A story of an airplane emergency	Predicting Understanding the order of events Taking notes	Learning word forms Grouping words Understanding compound nouns
Chapter 14 University Admissions Around the World	What do students do to get into a university?	Previewing Taking notes	Learning word forms Understanding signal words

www.hellooteacher.com

Series Overview
with Teaching Suggestions

Select Readings*, *Second Edition is a reading course for students of English. In ***Select Readings*, *Second Edition***, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres, including newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions, chosen and approved by experienced teachers.

General Approach to Reading Instruction

The following principles have guided the development of ***Select Readings*, *Second Edition***:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as previewing and scanning and vocabulary-building strategies such as learning word forms and understanding prefixes. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Elementary level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of ***Select Readings*, *Second Edition*** is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

Chapter Overview

Each chapter in ***Select Readings*, *Second Edition* Elementary** includes the sections described below.

1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.

www.hellooteacher.com

Teaching Suggestions:

- Ask students to describe what they see in the photo or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

2. Before You Read

The first activity in each *Before You Read* section introduces important vocabulary from the reading passage. Where appropriate, visuals are used to illustrate key terms while accompanying questions get students to use the new terms. The second activity in each *Before You Read* section provides students with a specific task for previewing the reading passage. This activity also gives students the opportunity to practice an important reading skill, such as predicting or scanning. Additional information about each reading skill is provided in the *Reading Skills Guide* on pages 92–102.

Teaching Suggestions:

- Have students describe what they see in the photos. Students can work in pairs or groups to answer the questions and then report their answers to the class.
- Have students work in pairs to do the previewing activity. They can then share answers before they read the article.
- If students have questions about a particular reading skill, take some time to go over the information in the *Reading Skills Guide*.

3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

Vocabulary glosses. Challenging words and expressions are glossed throughout the readings. In some cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

Culture and Language Notes. On pages 85–91, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

Maps. Each location featured in a reading passage is clearly marked on one of the maps found on pages 103–107

Numbered lines. For easy reference, every fifth line of each reading passage is numbered.

Recorded reading passages. Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

www.hellooteacher.com

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

4. Understanding the Text

Following each reading, there are five to six activities that give students the chance to a) explore the reading passage in more detail as they take notes, b) interact with the text several times, c) check their understanding of the text, d) discuss the issues raised in the reading, e) use key terms in a new context, and f) learn useful vocabulary skills.

Teaching Suggestions:

- Have students refer back to the reading as they take notes in the chart. Encourage them to then use their notes to retell important information from the reading. Together students can make a master chart of notes on the board and discuss any differences in their notes.
- For the *Comprehension* activity, encourage students to show where in the reading passage they found the information to support their answer. Doing this gives students the opportunity to discuss the text in greater detail and to clarify any comprehension issues.
- Have students work in pairs or small groups to do the *What do you think?* activity. Pairs or groups can then share answers with the rest of the class.

5. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns. The final activity in this section is a *Web Search* that gives students a simple task to accomplish online.

Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Assign the *Web Search* activity for homework. Remind students that they don't need to understand every word in the material they read online in order to complete the task.

www.hellooteacher.com

6. Words to Remember

Each chapter ends with a list of *Words to Remember* A majority of these words are Oxford 2000 keywords, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new *Mini-Dictionary*** on pages 108–114 features carefully crafted definitions of each *Word to Remember* from the new ***Oxford Basic American Dictionary for learners of English***, giving students an alphabetical reference of the words and their definitions all in one place.

Reading Skills Guide

The *Reading Skills Guide* on pages 92–102 serves as an additional reference tool for Elementary students. While tasks in the chapters guide students in applying important reading skills such as previewing and taking notes, the *Reading Skills Guide* provides a resource for students who are ready to explore the reading skills in greater depth. The *Reading Skills Guide* gives useful information about the purpose of each reading skill and illustrates how to apply each skill to a text. Additional practice activities follow these explanations.

Teaching Suggestions:

- Elicit what students already know about the reading skill and then encourage students to guess how using this skill might help them become better readers.
- After students do an activity, ask them to reflect on how using the skill affected the way they read.

Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

www.hellooteacher.com

Series Components

Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. ***Select Readings, Second Edition*** offers an exciting new Testing Program CD-ROM, including tests modelled after the **IELTS™**, **TOEFL®**, and **TOEIC®** standardized tests, as well as **general achievement and chapter tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts. All chapter tests feature new and different reading passages to test the skills learned in that chapter.

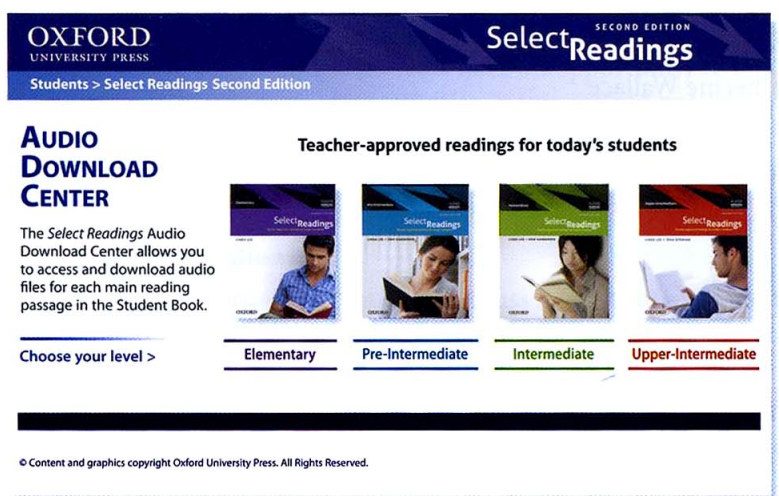
Oxford iTools CD-ROM: Digital Classroom Resources

Oxford iTools are digital resources to meet your teaching and learning needs. Specifically designed for use on interactive whiteboards, iTools can also be used with data projectors, PCs, or laptops. ***Select Readings, Second Edition*** iTools features each Student Book onscreen with **embedded audio** and **answer keys**. In addition, iTools includes a **bonus audio recording** for most chapters.

Class Audio CDs

Select Readings, Second Edition offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. Each Class Audio CD features a **variety of accents**.

Audio Download Center



Every main reading from the series is available for **download** through the ***Select Readings, Second Edition*** Audio Download Center. Students and teachers can visit *www.oup.com/elt/selectreadings2e* for access to the downloadable mp3s for anytime, anywhere practice and self-study.

*TOEIC® and TOEFL® are registered trademarks of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

www.hellooteacher.com

The Most Popular Sports in the World

Chapter 1

Chapter Focus

CONTENT
What are the most popular sports in the world?

READING SKILLS
Scanning
Taking notes

VOCABULARY SKILLS
Understanding synonyms

"I think that every single person should play sports."

—Donovan Bailey, Jamaican athlete (1967–)

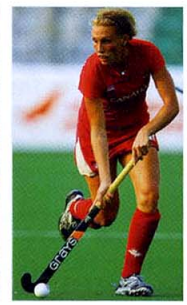
www.hellooteacher.com

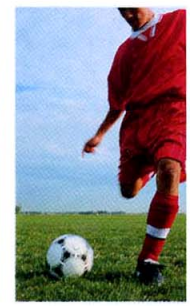
Before You Read

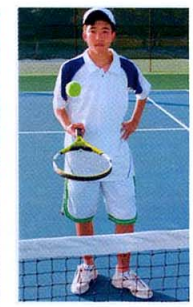
A. Study the pictures and answer the questions below.

Vocabulary Preview

cricket


field hockey


football


tennis

volleyball

Questions

1. Which of the sports above do you play? Which do you like to watch?
2. Cricket is very popular in India. Many people there play or watch this sport. Is cricket popular in your country?
3. Every sport has rules. For example, a football player can't touch the ball with his or her hands. Do you know the rules of tennis? What is one rule in your favorite sport?
4. Most football games last for about 90 minutes. Do you know how long a basketball game usually lasts? Can a tennis game last longer than three hours?
5. Football and field hockey are similar in some ways. For example, both sports use a ball, and both are outdoor sports. Think of two other sports. How are they similar?

Reading Skill: *Scanning* page 93

B. Read the sentences below and circle True or False in the *My Guesses* column. Then look quickly over the article on page 3 for the same information and circle the answer from the reading.

Sentences	My Guesses		Answers from the Reading	
1. Football is the most popular sport in the world.	True	False	True	False
2. The most popular sport in India is tennis.	True	False	True	False
3. Table tennis is popular in China.	True	False	True	False
4. Basketball is one of the five most popular sports in the world.	True	False	True	False

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

The Most Popular Sports in the World

What are the five most popular sports in the world? Some of the answers may surprise you!

1. Football ("**soccer**" in the U.S.) is the world's most popular sport. Today, about 3.5 billion[1] people watch or play football. Football is popular in Europe, Asia, South America, Africa, North America. .almost everywhere!
Fun fact: In a professional football game, players run about five miles (eight km).

2. The world's number two sport is cricket. Cricket is originally[2] from the UK, but today it is also popular in Australia, New Zealand, some African countries, and some Caribbean countries. In India and Pakistan, cricket is more popular than football. About three billion people around the world watch or play cricket each year.
Fun fact: Four hundred million people—40 percent of India's population—watch important cricket games on TV.

3. Field hockey is number three. Approximately two billion people play or watch field hockey, mostly in Asia, Europe, Australia, and Africa. In the United States, field hockey is mainly for high school girls.
Fun fact: Field hockey is a very old sport. In Egypt, 4,000-year-old drawings show people playing field hockey. Of course, the rules of the game are different today.

4. Next is tennis. Today there are roughly one billion players and **spectators**[3] of tennis around the world. Tennis is originally from France, but today it is very popular in the United States, Asia, Australia, and Europe.
Fun fact: The longest tennis game lasted eleven hours and five minutes!

5. Table tennis (**ping-pong**) is popular around the world, with about 900 million players and spectators. Today, table tennis is especially popular in China, Korea, and Singapore.
Fun fact: In table tennis, the ball can go more than 100 mph (160 km/h).

There are many popular sports around the world, but these are the top five. What is similar about all of these sports? They're fun, they're fast, and they use a ball. Is that why the expression "have a ball" means "have a lot of fun?" Maybe!

Maps pages 103–107

Culture and Language Notes page 85

Word Count: 333 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

[1] **1 billion** 1,000,000,000
[2] **originally** from the beginning
[3] **spectators** people who watch

www.hellooteacher.com

Understanding the Text

Reading Skill: *Taking Notes* page 94

A. Read the article on page 3 to complete the chart below.

Name of Sport	Number of People (players and spectators)	Details
football		*popular almost everywhere players run a lot*

B. Comprehension. Read each sentence and check (✓) True or False.

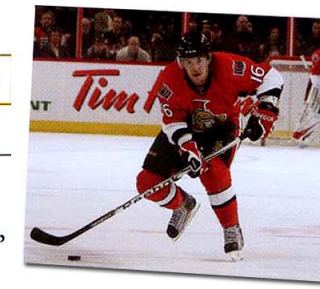
	True	False
1. Football, the first sport in the reading, is the most popular sport in the world.	☐	☐
2. A professional football player needs to be a good runner.	☐	☐
3. Field hockey is more popular than cricket.	☐	☐
4. In most countries, field hockey is a sport for high school girls.	☐	☐
5. Tennis isn't popular in Asia.	☐	☐
6. Table tennis and field hockey are popular mainly in Europe.	☐	☐
7 A tennis game can start in the morning and end in the evening.	☐	☐
8. Players use a ball in all of the five most popular sports.	☐	☐

C. **What do you think?** Work with your classmates to answer the questions below.

1. Why do you think cricket is the most popular sport in India and Pakistan?
2. What do you think is the 6th most popular sport in the world? Why?
3. Which of the fun facts on page 3 is the most interesting to you? Why?
4. Why do most sports have a lot of rules?
5. How did the writer organize the information in the reading? Why do you think the writer did it this way?

www.hellooteacher.com

D. Vocabulary. Choose the correct words to complete each paragraph.



approximately	especially	mainly	percent	players	popular

Sports are very (1)_____ at my university. Roughly 20 (2)_____ of the students at my school play a sport regularly. That is (3)_____ 800 students. Ice hockey is (4)_____ popular this year. Ten years ago, ice hockey was (5)_____ a sport for men, but today more and more hockey (6)_____ are women.

professional	about	rules	similar

Football and field hockey are different in some ways and (7)_____ in other ways. One important difference is that football is a popular spectator sport, but field hockey isn't. That is probably why there are few (8)_____ field hockey players. Many of the (9)_____ for football and field hockey are also very different. For example, field hockey players can't touch the ball with their feet, but football players can. In both sports, however, the players need to be good runners. After all, the sizes of a football field and a hockey field are (10)_____ the same.

E. Understanding Synonyms. For each boldfaced word below, find a synonym in the reading on page 3. Then use the synonym to complete the sentence. (More than one answer may be possible.)

> **Synonyms** are words that are similar in meaning. For example, the words *approximately*, *roughly*, and *about* have similar meanings. Writers often use a synonym because they don't want to use the same word again and again.

1. There are **approximately** two billion field hockey players and spectators and _____ one billion tennis players.
2. A tennis game usually **goes on** for about three hours, but sometimes a game _____ for much longer than that.
3. In the United States, field hockey is **mostly** for girls, but wrestling is _____ for boys.
4. The top five sports around the world are **alike** in many ways and have _____ qualities.

www.hellooteacher.com

Discussion & Writing

1. What do you think are the five most popular sports in your country? Work with a partner to list the sports from *1* to *5*. Then compare lists with your classmates.

2. What sports do students play at your school? Write about these sports in a chart like the one below.

Example

Sports at My School	How Popular?	Details
lacrosse	Not very popular. Roughly ten percent of the students at my school play this sport.	It's not a big spectator sport. Not many students watch the games.

3. Choose a sport to research. Look on the Internet for information to complete the chart below. Then tell your classmates three interesting things you learned.

Web Search! ▶ badminton baseball ice hockey rugby

Name of Sport	Number of People (players and spectators)	Popular Where?	Other Details

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
fun	last	different	about
game		important	especially
percent		popular	mainly
player		professional	mostly
rule		similar	
		top	

www.hellooteacher.com

Are You a Healthy Eater?

Chapter

2

Chapter Focus

CONTENT
A quiz on eating habits

READING SKILLS
Previewing
Taking notes

VOCABULARY SKILLS
Understanding suffixes: *-ly*
Using synonyms

"The greatest wealth is health."

—Virgil, Roman poet (70–19 BCE)

www.hellooteacher.com

Before You Read

A. How often do you eat these foods? Write your answers in the list below. Then think of other foods to add to each group.

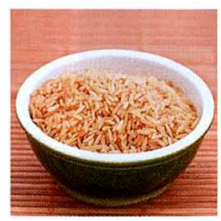
Vocabulary Preview

white rice

fresh fruit

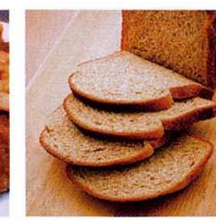
junk food

white bread


brown rice

fresh vegetables

fried food


wheat bread

I never eat ____.	I eat ____ once in a while.	I eat ____ every day.

Reading Skill: *Previewing* page 96

B. Look quickly at the reading on page 9 to answer the questions below.

Questions

1. What is this reading about?
2. What kind of reading is it—a newspaper article, a blog, a story, a quiz?

C. Take the healthy eating quiz on page 9.

www.hellooteacher.com

AUDIO DOWNLOAD

Are You a Healthy Eater?

How well do you eat? To find out, read each question below and circle the number of your answer. Be honest. Answer the way you really eat, not the way you think you should eat.

A. How often do you eat breakfast?
1 I never eat breakfast.
2 I have breakfast once or twice a week.
3 I eat breakfast 3–6 times a week.
4 I eat breakfast every morning.

B. How often do you snack on[1] fresh fruits and vegetables?
1 I never snack on fresh fruits and vegetables.
2 I snack on fresh fruits and vegetables once in a while.
3 I snack on fresh fruits and vegetables once a day.
4 I snack on fresh fruits and vegetables more than once a day.

C. Do you eat junk food?
1 Yes, I often eat junk food.
2 Yes, I sometimes eat junk food.
3 No, I hardly ever eat junk food.
4 No, I never eat junk food.

D. Do you eat quickly?
1 Yes, I always eat quickly.
2 Yes, I eat quickly 90 percent of the time.
3 Yes, I sometimes eat quickly.
4 No, I usually eat slowly.

E. How often do you skip meals?[2]
1 I frequently skip meals.
2 I skip meals about 3 times a week.
3 I rarely skip a meal.
4 I never skip meals.

F. How often do you eat something just before you go to bed?
1 I always eat something just before I go to bed.
2 I often have something to eat just before I go to bed.
3 I rarely eat just before I go to bed.
4 I never eat just before I go to bed.

G. How often do you eat your largest meal in the evening?
1 I always eat my largest meal in the evening.
2 I frequently eat my largest meal in the evening.
3 I rarely eat my largest meal in the evening.
4 I never eat my largest meal in the evening.

H. How often do you eat brown rice or wheat bread instead of white rice or white bread?
1 I never eat brown rice or wheat bread.
2 I sometimes eat brown rice or wheat bread.
3 I usually eat brown rice or wheat bread.
4 I eat brown rice or wheat bread all the time.

Your Score[3]

Look at the numbers you circled and add them together. The total is your score. (For each question on this quiz, the number 4 is the healthiest answer.)

32	Congratulations! You have a perfect score. You are a healthy eater.
26–31	Good job! You eat very well.
20–25	Not bad, but you could eat better.
14–19	Oops! You aren't a healthy eater. Remember, fruits and vegetables are really good for you. Junk food isn't.
8–13	Oh no! You need to change the way you eat. Can you do it?

Word Count: 440 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

Culture and Language Notes page 85

1 **snack on** eat between meals
2 **skip a meal** not eat a meal
3 **score** the number of points you get on a test, quiz, or game

www.hellooteacher.com

Understanding the Text

A. Read the quiz again. What do healthy eaters do? What don't they do? Take notes in the chart below.

Reading Skill: *Taking Notes* page 94

Healthy eaters...	Healthy eaters don't...
eat breakfast every day	*eat junk food*

B. Comprehension. Check (✓) True or False based on the information in the reading. Then correct the false statements.

	True	False
1. It's good to eat your largest meal of the day in the evening.	☐	☐
2. Eating slowly is a good idea.	☐	☐
3. It's important to eat breakfast every day.	☐	☐
4. White rice is better for you than brown rice.	☐	☐
5. It's healthy to eat something just before you go to bed.	☐	☐
6. An apple or an orange is a healthy snack.	☐	☐
7 You should snack on junk food instead of vegetables.	☐	☐
8. Healthy eaters frequently skip meals.	☐	☐

C. **What do you think?** Work with your classmates to answer the questions below.

1. Are you a healthy eater? Why or why not?
2. What is your favorite healthy snack? What are some other healthy snacks?
3. Why is breakfast an important meal?
4. Lots of people like junk food. Why do you think junk food is so popular?

www.hellooteacher.com

D. Vocabulary. Choose the correct word to complete each sentence.

fresh	healthy	instead of	meal	total

1. I think I'm a _____ eater because I never skip breakfast. Every morning I have a bowl of cereal and some fresh fruit.
2. I usually eat my biggest _____ in the middle of the day.
3. I try to snack on _____ fruit when I get hungry between meals.
4. I usually eat a _____ of five small meals every day.
5. I know I should snack on fresh fruit _____ junk food.

E. Understanding Suffixes. Rewrite each sentence using the adverb form of the boldfaced adjective.

In English, we add the suffix *–ly* to some adjectives to form an adverb.

Adjective		**Adverb**
quick + *ly*	=	quickly
frequent + *ly*	=	frequently
real + *ly*	=	really

1. My **usual** breakfast is cereal. — I *usually* have cereal for breakfast.
2. My parents are **slow** eaters. — My parents eat _____.
3. It is **rare** for me to eat junk food. — I _____ eat junk food.
4. I have a **quick** meal in the evening. — I eat _____ in the evening.
5. My sister is a **professional** cook. — My sister cooks _____.

F. Using Synonyms. Rewrite each sentence using a synonym for the boldfaced words.

one time	frequently	sometimes	hardly ever

1. Some people prefer to eat **once** a day.
   Some people prefer to eat one time a day.
2. We go to restaurants **once in a while**.
   _____.
3. My brother skips breakfast **often**.
   _____.
4. We **almost never** eat a big breakfast.
   _____.

www.hellooteacher.com

Discussion & Writing

1. Work with a partner to add answers to the health quiz below. (The best answer to each question is number 4.) Then share your quiz with your classmates.

A. **How often do you exercise?**

1 I never exercise.
2 I exercise once or twice a week.
3 I exercise 3–6 times a week.
4 I exercise every day.

B. **How often do you drink 6–8 glasses of water a day?**

1 _____
2 _____
3 _____
4 I drink 6–8 glasses of water every day.

C. **Do you drink juice instead of soda?**

1 _____
2 _____
3 _____
4 I always drink juice instead of soda.

D. **How often do you get 8 hours of sleep at night?**

1 _____
2 _____
3 _____
4 I always get 8 hours of sleep at night.

2. Choose one of these items and look on the Internet for more information. Tell your classmates three interesting things you learned.

Web Search! ▶ a healthy breakfast | junk food snacks | healthy eating quiz

Mini-Dictionary page 108

Words to Remember

NOUNS	ADJECTIVES	ADVERBS
breakfast	fresh	hardly ever
meal	healthy	instead of
total	perfect	just
		once in a while
		quickly
		rarely

www.hellooteacher.com

Dream Homes

Chapter

3

Chapter Focus

CONTENT
Three special dream homes

READING SKILLS
Scanning
Taking notes

VOCABULARY SKILLS
Learning word forms
Using a dictionary

"Where we love is home."

—Oliver Wendell Holmes, American writer (1809–1894)

www.hellooteacher.com

Before You Read

A. What does your dream home (your perfect house or apartment) have? Check (✓) the things below.

Vocabulary Preview

☐ a view of a lake

☐ lots of room

☐ two stories

☐ a garden

☐ a swimming pool

☐ a gym

B. Scan the article on page 15 to answer the questions below.

Reading Skill: *Scanning* page 93

Questions

1. How many dream homes are in the article?
2. Where is each dream home?
3. How similar do the dream homes look?

C. Which dream home is the most interesting to you? Read the article to find out. Then share answers with your classmates.

www.hellooteacher.com

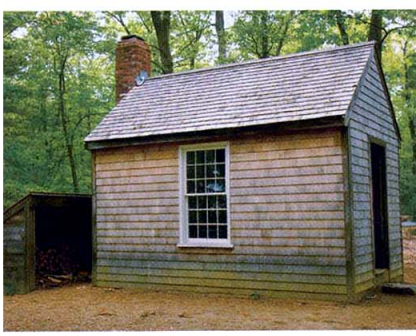
Reading Passage

AUDIO DOWNLOAD

Dream Homes

People have very different ideas for their dream home—their perfect house or apartment. Some people dream of a simple house in a special place. Others want a large house with every convenience.[1] Is your dream home similar to any of the dream homes below?

Mukesh Ambani, a businessman in **India**, is the owner of the most expensive house in the world. Ambani's dream house is 27 stories high, so it has room for everything his family needs and wants. Mr. Ambani owns a lot of cars, so the first six floors of his house are just just for cars. Another floor of the house has a movie theater with seats for 50 people. Two floors of the house are for a health center with a gym and a swimming pool. Another floor is for guests[2] of the Ambani family. The four floors at the top of the building are just for the Ambani family. From there, they have a view of the Arabian Sea.



Henry David Thoreau, an American writer, lived from 1817 to 1862. At the age of 28, he built his perfect house. It was a very small house—just 10 feet by 15 feet (3 m by 4.5 m). Inside there were just three chairs, a bed, a table, and a small desk. The location of his house was very important to Thoreau. He built his house in the woods close to a beautiful lake.

Dikembe Mutombo, a professional basketball player, built a very different type of dream home. Mutombo grew up in the **Democratic Republic of the Congo**, but he moved to the United States to study. He wanted to be a doctor, but instead he became a famous basketball player. Mutombo's dream home is in the Congo, and it has beds for 150 people. It also has an emergency room,[3] many exam rooms, and some beautiful gardens. Mutombo didn't build his dream home for himself. Instead, he built it for the people in his native country. Mutombo's dream home is a hospital.

Maps
pages 104–106

Culture and Language Notes
page 86

Word Count: 340 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

---

1 **convenience** thing that makes life easy

2 **guests** people you ask to visit your house

3 **emergency room** the place in a hospital where you go when you need help quickly

www.hellooteacher.com

Understanding the Text

A. Read the article again and take notes in the chart below. List three details about each dream home.

Reading Skill: *Taking Notes* page 94

Ambani's Dream Home	Thoreau's Dream Home	Mutombo's Dream Home
1. *very tall—27 stories*	1. *close to a lake*	1.
2.	2.	2.
3.	3.	3.

B. Comprehension. Fill in the circle of the correct answer.

1. Mukesh Ambani's home is very ___.
   Ⓐ simple Ⓑ big Ⓒ small
2. Henry David Thoreau's home was ___ than Ambani's home.
   Ⓐ taller Ⓑ much smaller Ⓒ more expensive
3. Thoreau's house did not have ___.
   Ⓐ beds for guests Ⓑ room for a bed Ⓒ a view of the woods
4. Dikembe Mutombo ___ his dream home.
   Ⓐ doesn't like Ⓑ didn't build Ⓒ doesn't live in
5. Both Ambani's and Mutombo's homes ___.
   Ⓐ were expensive to build Ⓑ have a movie theater Ⓒ have a view of water
6. Each of the dream homes is ___ in a different way.
   Ⓐ simple Ⓑ expensive Ⓒ special

C. What do you think? Work with your classmates to answer the questions below.

1. What do you like about each dream home? What do you dislike?
2. What does each dream house tell you about its owner?
3. What is similar about the three dream homes?
4. What else do you want to know about each dream home?
5. Which dream home do you like best? Why?

www.hellooteacher.com

D. Learning Word Forms. Choose the correct word in parentheses to complete each sentence.

Noun	Verb	Adjective
owner	own	
building	build	
beauty		beautiful
difference	differ	different

1. Mr. Ambani _____ a big company. He and his brother are both _____ of the company. (owners / owns)
2. Thoreau's house is a very small _____. He _____ it by himself. (building / built)
3. The woods are a _____ place for a home. (beauty / beautiful)
4. Thoreau's house and Ambani's house are very _____. One important _____ is the size. (difference / different)

E. Using a Dictionary. Choose the correct dictionary definition for the boldfaced word in each sentence. Write the number of the definition on the line.

Many words in English have more than one meaning. It's important to choose the correct meaning of the word in the sentence you are reading.

sto·ry /'stɔri/ *noun*
1 words that tell you about people and things that are not real: *He has written many stories for children.* **2** words that tell you about things that really happened: *My grandmother told me stories about when she was a child.* **3** one level in a building: *The building has four stories.*

just /dʒʌst/ *adverb*
1 exactly: *This jacket is just my size. You're just in time. She looks just like her mother.* **2** a very short time before: *I just heard the news. Jim isn't here—he just went out.* **3** at this or that moment; now or very soon: *I'm just going to make some coffee. She called just as I was going to bed.* **4** a word that makes what you say stronger: *Just look at that funny little dog!* **5** only: *It's just a small gift.*

from the *Oxford Basic American Dictionary for learners of English*

1. _2_ My parents like to tell **stories** about their children.
2. ___ Someday I want to live on the top floor of a building with twenty **stories**.
3. ___ I read a great **story** about a man who can fly.
4. ___ I usually eat something **just** before I go to bed.
5. ___ There is **just** a bed in my room—nothing else.
6. ___ I want a house **just** like Thoreau's house.

www.hellooteacher.com

Discussion & Writing

1. Interview a partner. Ask the questions below. Record your partner's answers.

   a. Where is your dream home?

   in the city in the country on the beach other: _____

   b. How many floors or stories does your dream home have?

   one two three other: _____

   c. How big is your dream home?

   small medium-sized large other: _____

   d. What is special about your dream home? Choose four things.

   - _____
   - _____
   - _____
   - _____

2. Write a short description of your partner's dream home. Then read the description to your classmates.

   Example

   My partner's dream home is on the beach. It's a small house with two stories and lots of windows. It has a great view of the ocean. It also has a beautiful garden and lots of trees.

3. Choose one of these people and look on the Internet for more information. Tell your classmates three interesting things you learned.

Web Search! ▶ Mukesh Ambani Henry David Thoreau Dikembe Mutombo

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
building	build	beautiful	close
floor	own	expensive	
garden		simple	
guest		special	
lake			
place			
seat			
type			
view			

www.hellooteacher.com

Kiss, Bow, or Shake Hands?

Chapter

4

Chapter Focus

CONTENT
How do you greet people?

READING SKILLS
Previewing
Taking notes

VOCABULARY SKILLS
Using adjectives and adverbs
Using indirect and direct objects

"Everybody laughs in the same language."

—Yakov Smirnoff, Ukranian comedian (1951–)

www.hellooteacher.com

Before You Read

A. Study these pictures of different ways to greet people and answer the questions below.

Vocabulary Preview

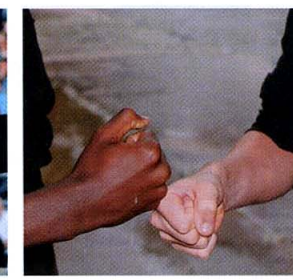
bow

shake hands firmly

give a hug

kiss on the cheek

give a pat on the back



touch fists

Questions

1. Which of the greetings above do you frequently use?
2. How do you usually greet your close friends?
3. How do you greet people in formal situations, such as at a job interview?
4. Which of the ways to greet people above is the most formal? Which is the least formal?

B. Answer the questions below to preview the reading on page 21.

Reading Skill: *Previewing* page 96

1. Read the title of the article and look at the pictures. What do you think the reading is about?
2. Read the first sentence in each paragraph. Now what do you think the reading is about?
3. Which of the sentences below describes the reading? Skim the article and check (✓) your answer.
   - ☐ It's an article by one writer.
   - ☐ Each paragraph in the article is by a different writer.
   - ☐ It's a short quiz.

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

Kiss, Bow, or Shake Hands?

People greet each other in many different ways. We asked four people to describe the ways they greet people in their country. Here's what they wrote:

I greet people differently depending on the situation. In formal situations, I usually shake hands. And when I meet someone for the first time, I almost always shake hands. It's important to shake hands firmly. When I greet casual friends, I just say, "Hi!" For close friends, I usually give them a hug. It's a little different for men though. Where I live, it's not very common for male friends to hug each other. They do other things like the "**fist bump**." That's when two people touch fists.

—*Sandra* (*U.S.*)

In formal situations or when I meet someone for the first time, I shake hands. It's important to shake hands firmly and look the other person in the eye when you greet them. I always hug my friends. Hugging is perfectly acceptable. It's OK for men to hug other men, for men to hug women, and for women to hug other women.

—*Kamal* (*Turkey*)

In a formal situation or when I meet someone for the first time, I always shake hands. When I greet a male friend, I give him a hug and a pat on the back. When I greet a close female friend, I give her a small hug and a kiss on the cheek. My female friends greet each other in this way too.

—*Octavio* (*Venezuela*)

When I meet a friend, I greet them with a *wai*—I put my hands together in front of my chest and bow slightly—and say, "*Sawadee*," which means "Hello." In formal situations, some people still use this traditional Thai greeting, but these days more and more businesspeople shake hands. Times are changing.

—*Noi* (*Thailand*)

Maps
pages 103–105

Culture and Language Notes
page 86

Word Count: 302 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

www.hellooteacher.com

Understanding the Text

Reading Skill: *Taking Notes* page 94

A. Read the article on page 21 and take notes about greetings in the chart below. Then compare charts with a partner.

Country	Greetings in Formal Situations	Greetings Among Friends
in the United States	*shake hands firmly*	
in Turkey		
in Venezuela		
in Thailand		

B. Comprehension. Read each sentence and check (✓) True or False. Then rewrite the false statements to make them true.

	True	False
1. Greetings are the same everywhere in the world.	☐	☐
2. Female friends in the United States hug each other, but men don't usually hug other men.	☐	☐
3. In Turkey, both male and female friends hug each other.	☐	☐
4. In Turkey, you should look at the other person when you shake hands.	☐	☐
5. Male friends greet each other with a hug and a kiss in Venezuela.	☐	☐
6. In Venezuela, both female and male friends greet each other with a hug.	☐	☐
7. In formal situations in Thailand, some people bow and some people shake hands.	☐	☐

C. What do you think? Work with your classmates to answer the questions below.

1. Do you greet male friends differently from female friends? If so, how?
2. Is it important to learn about different ways of greeting people? If so, why?
3. Greetings are different in different countries. How can this cause problems for travelers?
4. Are greeting traditions changing in your country? How?

www.hellooteacher.com

D. Vocabulary. Complete the sentences with your own ideas. (Many different answers are possible.)

1. When close friends meet, it is common for them to _____.
2. The most traditional way of greeting someone is to _____.
3. It's acceptable for females to greet each other _____.

E. Using Adjectives and Adverbs. Choose the correct form of the word in parentheses to complete each sentence.

We use adjectives and adverbs in different ways.

a + adjective + noun	verb + adverb
a **firm** handshake	shake hands **firmly**
a **formal** situation	talk **formally**
a **casual** friend	talk **casually**
a **perfect** game	play **perfectly**

1. At a _____ dance, men wear suits and women wear long dresses. (formal / formally)
2. The children behaved _____ at school. (perfect / perfectly)
3. The teacher spoke _____ to the noisy children. (firm / firmly)
4. My boss invited everyone to a _____ lunch. (casual / casually)

F. Using Indirect and Direct Objects. Use information from the reading to answer the questions below.

With some verbs in English, it's necessary to use both an indirect object and a direct object.

verb	indirect object	direct object
give	close friends	a hug
give	them	a hug
give	John	a pat on the back
give	him	a pat on the back

1. How does Sandra greet her close friends?

   She gives them a hug.

2. How does Octavio greet his male friends?

   _____.

3. How does Octavio greet his female friends?

   _____.

www.hellooteacher.com

Discussion & Writing

1. How do you say goodbye? What body language do you use? Take notes in the chart below.

How do you say goodbye?		
In Formal Situations	**To a Casual Friend**	**To a Close Friend**

2. Write three sentences using the information in your chart above. Then read your sentences to a partner.

Example

In formal situations, I almost always shake hands when I say goodbye.

- In formal situations, I _____ when I say goodbye.
- When I say goodbye to a casual friend, I _____.
- To say goodbye to a close friend, I _____.

3. Choose a country. On the Internet, search for the words below. Look for three interesting things about greetings to report to your class.

Web Search! ▶ greeting people in *(name of country)*

Mini-Dictionary page 108

Words to Remember

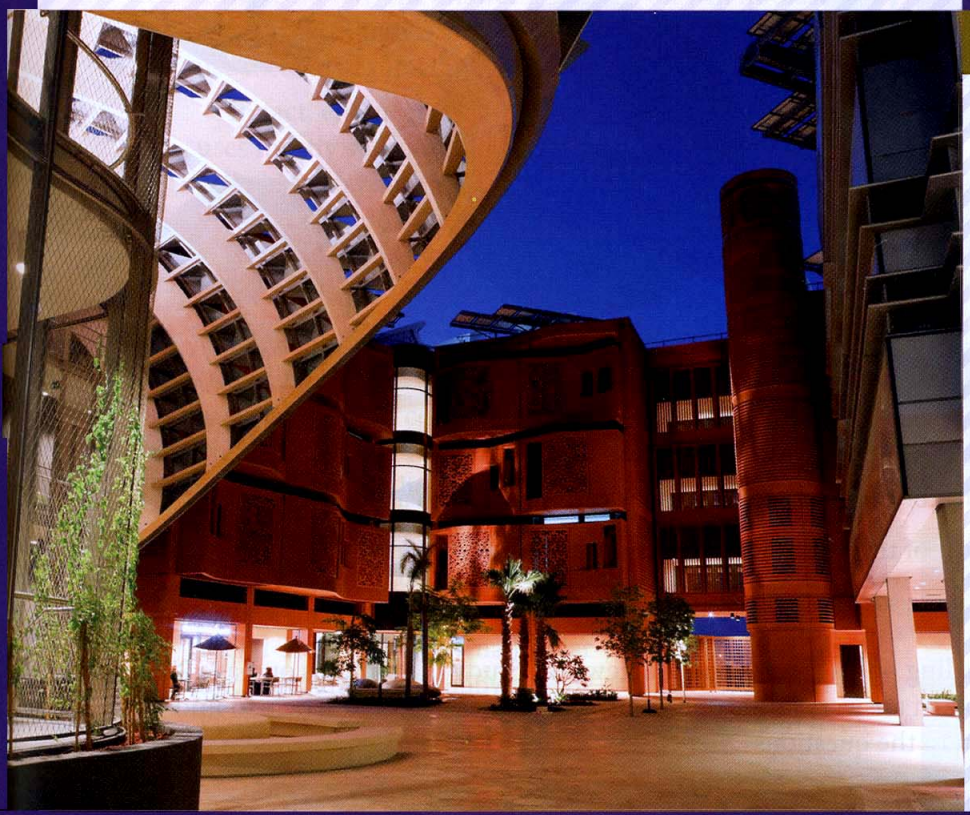
NOUNS	VERBS	ADJECTIVES	ADVERBS
situation	change	acceptable	slightly
way	depend	common	though
	describe	formal	together
	shake hands	traditional	
	touch		

www.hellooteacher.com

A City Without Oil

Chapter

5



Chapter Focus

CONTENT
How can people live in a city without oil?

READING SKILLS
Predicting
Identifying cause and effect

VOCABULARY SKILLS
Understanding prefixes: *re-*

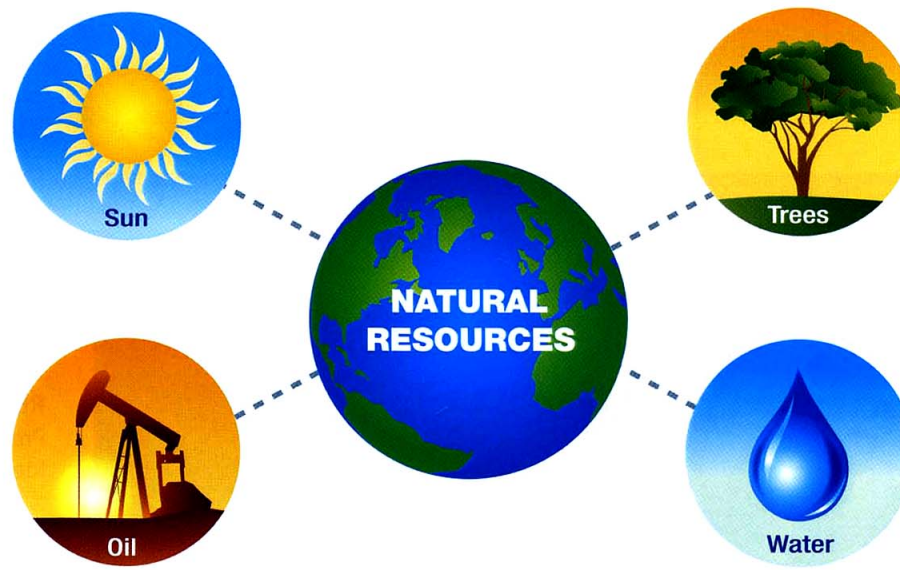
"The city needs a car like a fish needs a bicycle."

—Dean Kamen, American inventor (1951–)

www.hellooteacher.com

Before You Read

A. Vocabulary Preview. Study the diagram below and answer the questions.



Questions

1. Which of these natural resources can we use to heat a building?
2. Which of these resources can we use to power a car?
3. What are some other natural resources?

B. The reading on page 27 is about a new city. Study the pictures on page 27 and predict answers to the questions below. Then read the article to find answers to the questions.

Reading Skill: *Predicting* page 102

Questions	My Answers	Answers from the Reading
1. Where is this city?	somewhere near the water	
2. What is special about this city?		
3. How do people get around in this city?		

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

A City Without Oil

The **United Arab Emirates** (UAE) is a country with a lot of **oil**. Oil brings the country billions of dollars each year. So why is the UAE building a city that uses very little or no oil? The answer is simple: oil will not last forever. But there is another resource people can use instead of oil—the sun.

In fact, engineers are now building a new city that uses mostly solar[1] energy for its power. The city is called Masdar, and it is about 20 miles (32 km) from Abu Dhabi, one of the largest cities in the UAE. If it is a success, Masdar will be the first city in the world that uses little or no oil.

Masdar is a small city—only 2.3 square miles (6 sq. km). In the future, it will hold 50,000 people, more than 1,000 companies, and a university. Its streets are very narrow. The houses are close to each other. The shade[2] from the houses helps keep the streets cool.

There are no cars on the streets of Masdar. Because the city is so small, people can walk to most places. If they get tired, they can use the PRT: Personal Rapid Transit. These small, solar-powered cars move underground, like a subway. The cars have no drivers. People just tell the car where they want to go, and it takes them there.

Masdar will reuse as many resources as possible. It will reuse about 80 percent of its water and change most of its waste[3] into more energy. People in Masdar are even using building materials that they can reuse in the future.

Can this city really be successful? No one knows. But if it is, there could be other low-energy cities around the world in the future.

Map page 104

Culture and Language Notes page 87

Word Count: 301 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

1 **solar** from the sun

2 **shade** dark places not in the sun

3 **waste** trash; garbage

www.hellooteacher.com

Understanding the Text

A. Identifying Cause and Effect. Look for information in the reading on page 27 to complete the diagrams below.

1. **Cause:** The streets in Masdar are narrow.
   ↓
   Effect: *The houses are close together*.

2. **Cause:** The houses in Masdar shade the streets.
   ↓
   Effect: _____.

3. **Cause:** The city is small, and there aren't any cars.
   ↓
   Effect: _____.

B. Comprehension. Read the article again. Then read the sentences below and check (✓) True or False. Tell where in the reading you found the information. Write the number of the line.

	True	False	Line #
1. Masdar will get most of its electricity from solar power.	☐	☐	____
2. There will be few businesses in Masdar.	☐	☐	____
3. Most people in Masdar will use their own cars.	☐	☐	____
4. The cars in Masdar move underground.	☐	☐	____
5. The cars in Masdar don't need drivers.	☐	☐	____
6. We don't know if Masdar will be a success.	☐	☐	____
7 The city will use its waste to make energy.	☐	☐	____

C. What do you think? Work with your classmates to answer the questions below.

1. What is the most interesting thing you learned about Masdar?
2. Would you like to live in Masdar? Why or why not?
3. Do you think Masdar will be a success? Why or why not?
4. Is it important to reuse natural resources? Why or why not?

www.hellooteacher.com

D. Vocabulary. Choose the correct word to complete each sentence.

cool	narrow	shade	successful	tired	waste

1. Trees, umbrellas, and tall buildings all help to provide _____ from the sun.
2. Running for an hour makes me feel _____.
3. It's hot here during the day, but after the sun goes down, it feels _____.
4. In a big city, the streets are often very wide, but in a small town, the streets are usually _____.
5. You can put old papers and other _____ in that box.
6. You can't be _____ at everything you do.

E. Understanding Prefixes. Complete each conversation using a synonym for the boldfaced verb.

In English, we can sometimes add a **prefix**, or small word part, to a word to change its meaning. For example, we can add the prefix ***re-*** to the verb *use*. *Reuse* means *use again*.

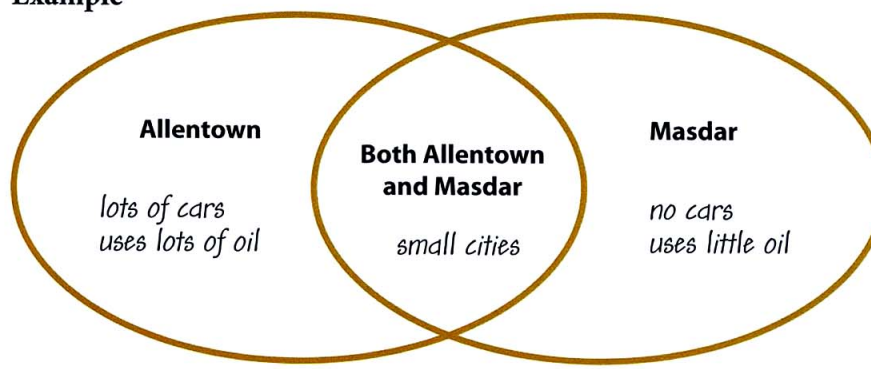
1. A: I didn't get your e-mail. Can you **send** it **again**?
   B: I already *resent* it.
2. A. Do you want me to **write** this letter **again**?
   B: Sure. How long do you think it will take to _____ it?
3. A: Do you want to **play** the video **again**?
   B: No, I _____ it twice already.
4. A: Did the fire completely destroy the school?
   B: Yes, but they are going to **build** it **again** in the same place.
   A: How long will it take to _____ it?
   B: No one knows for sure.
5. A. My shirt is still dirty. Can you **wash** it **again**?
   B: OK, I will _____ it tomorrow.

www.hellooteacher.com

Discussion & Writing

1. How is your town or city similar to and different from Masdar? Make a diagram like the one below with information about your city and Masdar. Then compare ideas with a partner.

Example



2. You described your dream house in Chapter 3. Now describe your dream city. What is special about it? Tell a partner.

Examples

"My dream city is a large city near the ocean. There are a lot of clothing stores and excellent restaurants in my dream city because I love to shop and eat! There is also a big park where people meet to play games and talk."

"My dream city is small and peaceful. Masdar doesn't use much oil, and neither does my dream city. People there use solar energy and recycle a lot. The weather in this city is perfect—always sunny and warm."

3. Think of one more thing you want to know about Masdar. Write your question. Then look for an answer to your question on the Internet.

Web Search! ▶ *your question about Masdar*

Mini-Dictionary page 108

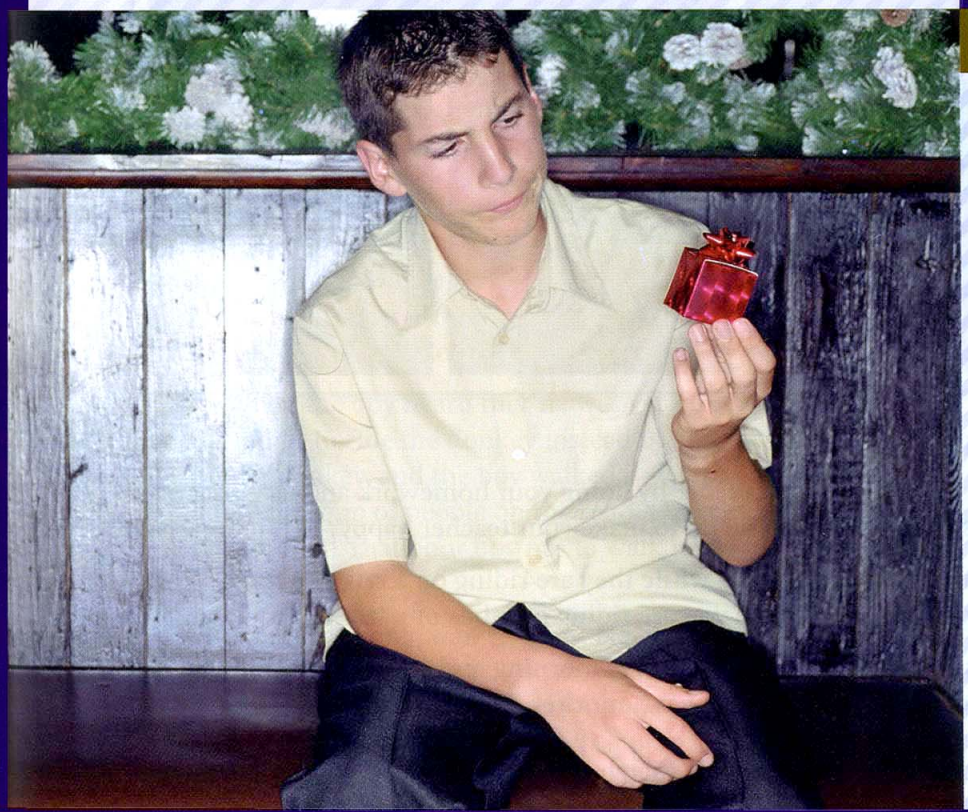
Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
company	bring	another	forever
energy		cool	(in) fact
power		narrow	
resource		possible	
shade		tired	
success			
waste			

www.hellooteacher.com

You Can't Please Everyone

Chapter 6



Chapter Focus

CONTENT
A Nasreddin story

READING SKILLS
Previewing
Understanding the order of events

VOCABULARY SKILLS
Learning word forms
Using a dictionary
Understanding indefinite pronouns

"You can please some of the people some of the time, but you can't please all of the people all of the time."

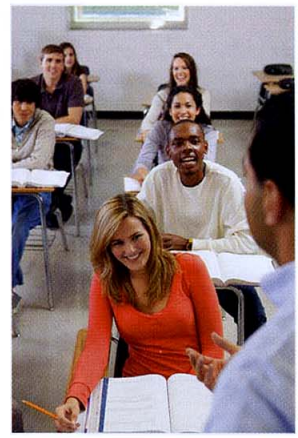
—Abraham Lincoln, American president (1809–1865)

www.hellooteacher.com

Before You Read

A. Use context to guess the meaning of the boldfaced words. Then answer the questions.

Vocabulary Preview



Questions

1. You can **please** your teacher by doing your homework and listening in class. What else can you do to make your teacher happy?
2. Some people like to read **while** they are riding on a bus or a train. What do you like to do **while** you are riding on a bus or a train?
3. Most people have one meal in the morning and **another** meal in the middle of the day. Do you have **another** meal in the evening?

Reading Skill: *Previewing* page 96

B. Study the pictures on page 33. Match each picture to a description below. Write the number of the picture next to the description.

___ In this picture, a man and a young boy are walking with a donkey.

___ In this picture, a man is riding a donkey, and a young boy is walking next to him.

___ In this picture, a man and a young boy are riding a donkey.

___ In this picture, a young boy is riding a donkey, and a man is walking next to him.

C. Based on the pictures, what do you think the story is about? Make a guess. Then read the story to find out.

www.hellooteacher.com

AUDIO DOWNLOAD

You Can't Please Everyone

Stories about ***Nasreddin****, a teacher and philosopher from the 1200s, are popular in many countries. These stories make us laugh and also teach us a lesson about people.*

One day, Nasreddin wanted to take his young son into town. "You can ride the donkey," he told his son, "and I'll walk next to you." So Nasreddin's son got on the donkey, and they started down the road into town.

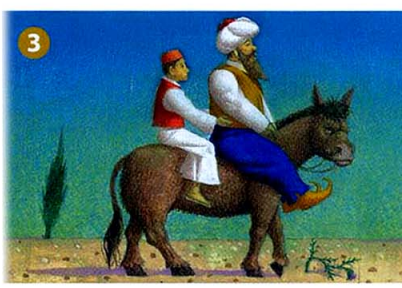
A little while later, Nasreddin and his son **came across**[1] some people on the road. The people looked at the boy on the donkey with disapproval.[2] One person said, "Look at that healthy young boy! Can you believe today's young people? They have no respect[3] for their parents. That boy rides on the donkey, and his poor father has to walk."

When the boy heard this, he was very unhappy. He asked his father to ride the donkey instead of him. So Nasreddin got on the donkey, and the boy walked next to him. Soon they met another group of people on the road. One person said, "Well, look at that! That poor boy has to walk while his father rides the donkey."

After the people walked away, Nasreddin told his son to get on the donkey with him. "No one can criticize[4] us now," he said. But soon they met two old men on the road. The men looked at Nasreddin and his son with disapproval. "That poor donkey looks very tired," one of the men said.

Nasreddin stopped the donkey and got off. Then he said to his son, "The best thing is for both of us to walk. Then no one can criticize us." So Nasreddin and his son walked down the road, and the donkey walked behind them. Soon they met some more people on the road. One person said, "Just look at those fools.[5] Both of them are walking in this hot weather, and no one is riding the donkey. How stupid they are!"

Nasreddin looked at his son and said, "You can't please everyone."



Culture and Language Notes page 87

Word Count: 341 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

1 **came across** met
2 **with disapproval** with the opinion that someone is behaving badly
3 **respect** good opinion of someone
4 **criticize** say that someone is wrong
5 **fool** silly or stupid person

www.hellooteacher.com

Understanding the Text

A. Understanding the Order of Events. Number the events in the story from first (*1*) to last (*8*).

___ A man says Nasreddin's donkey looks very tired.

___ Nasreddin and his son are walking down the road, and the donkey is walking behind them.

___ One person criticizes Nasreddin's son because he is riding the donkey.

1 Nasreddin's son is riding the donkey, and his father is walking next to him.

___ One person says Nasreddin and his son are stupid because they aren't riding the donkey.

___ Both Nasreddin and his son get on the donkey.

___ Nasreddin is riding the donkey, and his son is walking next to him.

___ Some people criticize Nasreddin because he is riding the donkey and his son is walking.

B. Comprehension. What does each pronoun refer to? Look back at the story and then fill in the circle of the correct answer.

1. In line 5, *he* refers to ___.

Ⓐ Nasreddin Ⓑ the son Ⓒ the donkey

2. In line 11, *they* refers to ___.

Ⓐ the people on the road Ⓑ today's young people Ⓒ parents

3. In line 31, *they* refers to ___.

Ⓐ Nasreddin and his son Ⓑ the people on the road Ⓒ Nasreddin and the donkey

C. What do you think? Work with your classmates to answer the questions below.

1. Do you think this story is interesting? Why or why not?

2. Nasreddin says that you can't please everyone. Do you agree? Why or why not?

3. Did you criticize anyone last week? What did you say?

4. What is an example of good or helpful criticism? What is an example of bad or unhelpful criticism?

www.hellooteacher.com

D. Learning Word Forms. Choose the correct word in parentheses to complete each sentence.

Noun	Verb
belief	believe
disapproval	disapprove
criticism	criticize

1. How do you feel when someone _____ you? (criticism / criticizes)
2. How do people show _____? (disapproval / disapprove)
3. Long ago people _____ the earth was flat. Today this _____ seems very strange to us. (belief / believed)

E. Using a Dictionary. Choose the correct dictionary definition for the boldfaced word in each sentence. Write the number of the definition on the line.

so /soʊ/ *conjunction*
1 because of this or that: *The store is closed, so I can't buy any bread.* **2** (also **so that**) in order that: *Speak louder so that everyone can hear you. I'll give you a map so you can find my house.* **3** a word you use when you want to start talking about something: *So, Susan, how's school this year?*

while /waɪl/ *conjunction*
1 during the time that; when: *The telephone rang while I was taking a shower.* **2** at the same time as: *I listen to the radio while I'm eating my breakfast.*

while /waɪl/ *noun*
3 a period of time: *Let's sit here for a while. I'm going home in a while* (= soon).

from the *Oxford Basic American Dictionary for learners of English*

1. ___ **So**, what did you think of the story?
2. ___ Some people criticized Nasreddin's son, **so** he got off the donkey.
3. ___ Nasreddin went to town **so** he could buy some food.
4. ___ A little **while** later, Nasreddin met some people on the road.
5. ___ At the beginning of the story, Nasreddin's son rode the donkey **while** his father walked next to him.

F. Understanding Indefinite Pronouns. Complete each sentence with *everyone*, *someone*, or *no one*.

The words *everyone*, *someone*, and *no one* are **indefinite pronouns**. We use these pronouns when we don't want to name a specific person.

everyone = every person *someone* = a person *no one* = no person

1. In the story, Nasreddin tries to please _____.
2. _____ in the story says that Nasreddin and his son are fools.
3. _____ in the story says anything nice about Nasreddin and his son.

www.hellooteacher.com

Discussion & Writing

1. Who did you try to please last week? Complete the chart with information. Then tell a partner.

Who did you try to please?	What did you do to please this person?
Example: *my mother*	*I helped her at home.*

2. What are some important lessons that parents try to teach their children? Work with a partner to add more ideas to the list below.

Lessons parents try to teach their children:

- You should respect older people.
- _____.
- _____.
- _____.

3. Think of an important lesson you learned from your parents. What was the lesson? How did you learn it? Write a few sentences to describe this lesson. Then read your sentences to a partner.

Example

My parents taught me not to steal. When I was very young, I took some cards from a friend's house. I didn't understand that I was stealing. I just liked the cards. My parents made me take the cards back to my friend and apologize.

4. Look on the Internet for more information about Nasreddin. Tell your classmates three interesting things you learned.

Web Search! ▶ Nasreddin

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
disapproval	believe	poor	so (conjunction)
group	come across	stupid	soon
respect	criticize	young	while (conjunction)

www.hellooteacher.com

Across the Desert

Chapter 7

Chapter Focus

CONTENT
Is it possible to run across the Sahara Desert?

READING SKILLS
Predicting
Taking notes
Using context clues

VOCABULARY SKILLS
Understanding prefixes: *un-*

"A long journey begins with a single step."

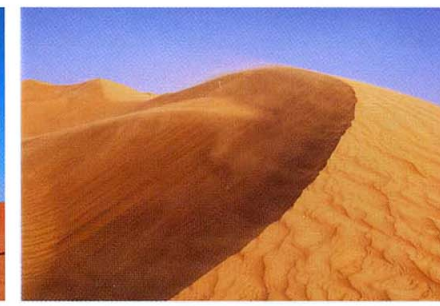
—Chinese proverb

www.hellooteacher.com

Before You Read

A. Study the pictures and answer the questions below.

Vocabulary Preview



Questions

1. Which of these words describe a desert environment?

hot	cold	rainy	windy	dry	shady

2. During the day, it is sometimes 140°F (60°C) in the Sahara Desert. How would the heat make you feel?
3. Would you like to travel in the Sahara Desert? What would you take on your trip?
4. What problems might you have on a trip across the Sahara Desert?

B. Study the pictures on page 39 and read the first sentence in each paragraph. Then predict answers to the questions below.

Reading Skill: *Predicting* page 102

Questions	My Answers	Answers from the Reading
1. What did the three men decide to do?		
2. Why did they need to eat a lot of food?		
3. Were the three men successful?		

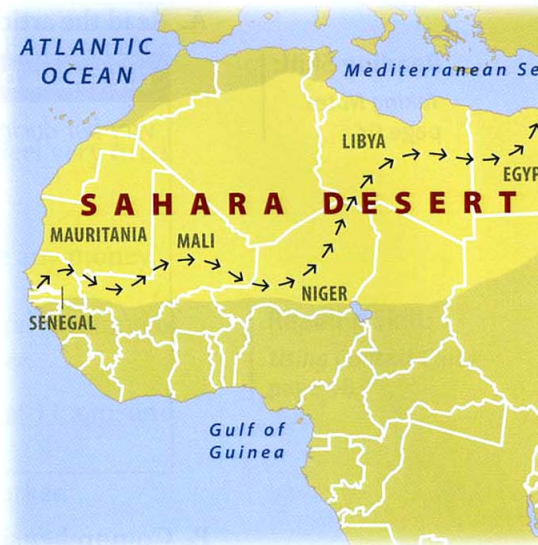
C. Read the article to find the answers to the questions above.

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

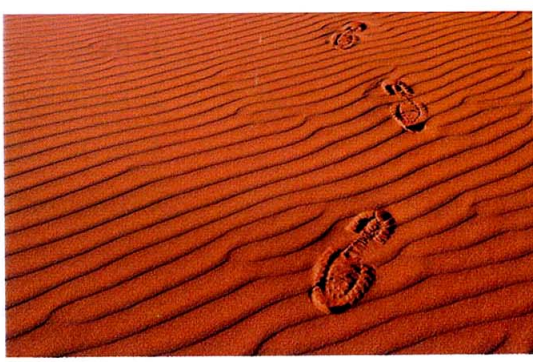
Across the Desert



The **Sahara Desert** is the largest desert in the world. It stretches across Africa from Senegal to Egypt. The Sahara Desert is an unfriendly environment. During the day it's very hot, and at night it's sometimes very cold. It is also difficult to find water in the Sahara.

In 2006, Kevin Lin, Ray Zahab, and Charlie Engle decided to do something very difficult. They made the decision to run across the Sahara Desert—4,300 miles (6,920 km). It seemed impossible to do, but they wanted to try. The three men liked to test themselves, and this would be a very big test.

On the morning of November 2, Kevin, Ray, and Charlie started their trip across the Sahara. Every morning they began running at 5:00. At 11 a.m. they stopped and rested until 5 p.m. Then they ran again until 9:30 in the evening. Each day they ran about 40 miles (64 km). Every day it was the same thing. They got up and ran. They listened to music on their iPods, and they ran and ran.



Kevin, Ray, and Charlie needed to eat a lot of food during their trip. Most people need about 2,000 **calories** of food each day. Kevin, Ray, and Charlie needed between 6,000 and 9,000 calories every day. That's a lot of food! They also needed to drink a lot of water.

The three men had some problems on their trip, and many times they wanted to quit[1] and go home. It was often very hot (140°F/60°C) during the day, and the heat made them sick. Their legs and feet hurt. Sometimes it was very windy, and they couldn't see. One time they got lost. But they didn't quit. After 111 days, Kevin, Ray, and Charlie successfully finished their trip across the Sahara Desert. They hugged each other and put their hands in the water of the Red Sea. Then they ran to a hotel to take a long shower.

Map page 106

Culture and Language Notes page 88

Word Count: 326 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

[1] **quit** stop trying

www.hellooteacher.com

Understanding the Text

Reading Skill: *Taking Notes* page 94

A. Read the article again and take notes in the chart below.

The Sahara Desert	A Typical Day on the Run	Difficulties on the Run
very hot during the day	started running at 5:00	got lost

B. Comprehension. Read the sentences below and check (✓) True or False. Then correct the false sentences.

	True	False
1. It's not always hot in the Sahara Desert.	☐	☐
2. Each day the men ran for approximately eight hours.	☐	☐
3. In the middle of the day, the men usually stopped running.	☐	☐
4. They sometimes felt sick because it was so hot.	☐	☐
5. Sometimes they couldn't see the road because it was windy.	☐	☐
6. Luckily, they never got lost.	☐	☐
7 On their trip across the desert, the three men ran through five countries.	☐	☐

C. **What do you think?** Work with your classmates to answer the questions below.

1. If someone invited you to run across the Sahara, would you go? Why or why not?
2. What do you think was the most difficult problem the three men had on their trip?
3. The men usually started running early in the morning. Why was that?
4. A bowl of spaghetti with tomato sauce has about 460 calories. How many bowls of spaghetti would Kevin, Ray, and Charlie need to eat in one day?
5. How do you think the three men felt at the end of the trip?

www.hellooteacher.com

D. Vocabulary. Choose the correct word to complete each sentence.

get lost	heat	hurts	quit	seem

1. Does it _____ impossible to run for six hours without stopping?
2. I don't like to run. It _____ my feet and legs.
3. Most people don't like the _____. It makes them feel very tired.
4. My car has a GPS, so I never _____ anymore.
5. My brother _____ his job, so now he doesn't have any money.

E. Use the underlined words (the context) to guess the general meaning of each boldfaced word. Fill in the circle of the correct answer.

Reading Skill: *Using Context Clues* page 98

1. The three men started running at 5 a.m. They stopped at 11 a.m. and **rested** until 5 p.m. Then they ran again until 9:30 p.m.
   Ⓐ relaxed Ⓑ talked Ⓒ worked
2. The three men had some **problems** on their trip. It was often very hot during the day, and the heat made them sick. Sometimes it was very windy, and they couldn't see. One time they got lost.
   Ⓐ fun Ⓑ rules Ⓒ difficulties

F. Understanding Prefixes. Choose the correct word in parentheses to complete each sentence.

The prefix ***un-*** = ***not***

un*healthy*	=	*not healthy*	**un***happy*	=	*not happy*
un*successful*	=	*not successful*	**un***important*	=	*not important*
un*friendly*	=	*not friendly*	**un***common*	=	*not common*

1. It's _____ to drink a lot of water in hot weather. (important / unimportant)
2. It's _____ to run in very hot weather. (healthy / unhealthy)
3. Kevin, Ray, and Charlie ran across the desert in 111 days. Their trip was _____. (successful / unsuccessful)
4. Kevin, Ray, and Charlie met lots of nice people on their trip. The people were very _____. (friendly / unfriendly)
5. Trees and water are _____ in the desert. (common / uncommon)

www.hellooteacher.com

Discussion & Writing

1. The Sahara is an unfriendly environment. Why? What are some other unfriendly environments in the world? Write your answers in the chart below. Then report your ideas to a partner.

Unfriendly Environments	Why?
the Sahara Desert	little water

2. A *goal* is something you want to do in the future. Kevin, Ray, and Charlie wanted to run across the Sahara Desert. That was their goal. What are three of your goals? Complete the sentences below. Then read your sentences to a partner.

Examples
I want to learn to play the piano someday.
I hope to be a doctor in the future.
I would like to visit Australia someday.

- I want to _____ someday.
- I hope to _____ in the future.
- I would like to _____ someday.

3. Choose one of these items and look on the Internet for more information. Tell your classmates three interesting things you learned.

Web Search! ▶ running the Sahara | Kevin Lin | Ray Zahab | Charlie Engle

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
decision	begin	lost	across
desert	decide	same	during (preposition)
environment	hurt	windy	until (conjunction)
heat	rest		
problem	seem		
trip			

www.hellooteacher.com

Denmark Loves Bicycles

Chapter 8

Chapter Focus

CONTENT
Why are bicycles so popular in Denmark?

READING SKILLS
Predicting
Identifying main ideas and details

VOCABULARY SKILLS
Learning word forms
Understanding signal words

"Nothing compares to the simple pleasure of a bike ride."

—John F. Kennedy, American president (1917–1963)

www.hellooteacher.com

Before You Read

A. Work with your classmates to answer the questions below.

Vocabulary Preview

Questions

1. What are some things that pollute the air, or make it dirty?
2. Many people are worried about air pollution. They think air pollution is causing health problems. Are you worried about air pollution? What other things are you worried about?
3. How do you commute to school or work? Do you travel every day by bus, car, train, or on foot?

B. Skim the reading on page 45 and then predict answers to the questions below. Then read the article to find answers to the questions.

Reading Skill: *Predicting* page 102

Questions	My Answers	Answers from the Reading
1. Bicycles are popular in Denmark. Why is that?	*Maybe bicycles are popular because cars are expensive.*	
2. What can the government of Denmark do to get even more people to ride bicycles?		

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

Denmark Loves Bicycles

Denmark is one of the most **bicycle-friendly** countries in the world. Roughly 40 percent of the people in its capital, Copenhagen, commute to school or work by bicycle.

Why are bikes so popular in Denmark? First of all, the government is worried about pollution. Cars pollute the air, and the number of cars is growing. Denmark has a very high tax[1] on cars because the government wants more people to ride bikes instead.

Another reason for the popularity of bicycles is that Denmark is a very flat country. The highest place in the country is only 557 feet (170 m), so it is a very easy place to ride a bike. In Copenhagen, there are also special lanes[2] just for cyclists.[3] Cars must stop when a bike is crossing the road. Some places have special traffic lights to tell drivers that bikes are going to cross the road.

About 20 percent of people in nearby towns commute to Copenhagen on their bikes. But Denmark wants to double[4] this number. The government is planning to build bicycle "**superhighways**." These roads will only be for cyclists. Cyclists will have special places on these highways to stop and rest or put air in their tires.

Denmark is also making traffic lights friendlier for cyclists. Most people ride their bikes at about 8 mph (20 km/h). On the bicycle superhighways, people going this speed will only see green traffic lights. They won't have to stop for a red light.

With these bicycle superhighways, Copenhagen may become the most bicycle-friendly city in the world. Many other cities, such as New York, London, and Guangzhou, China, are thinking about copying its plans. In fact, there is a new word for making a city more bicycle-friendly: "Copenhagenization."

Map page 103

Culture and Language Notes page 88

Word Count: 294 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

1 **tax** money people pay to the government
2 **lanes** parts of a road
3 **cyclists** people who ride bikes
4 **double** multiply by two

www.hellooteacher.com

Understanding the Text

Reading Skill: *Identifying Main Ideas and Details* page 100

A. Read the article on page 45 again. Look for two more details to support each main idea below.

1. Main Idea: Bicycles are very popular in Denmark for several reasons.
   Supporting Details: *There is a high tax on cars*.
   _____.
   _____.

2. Main Idea: Denmark is doing things to double the number of cyclists.
   Supporting Details: *The government is building superhighways just for bikes*.
   _____.
   _____.

B. Comprehension. Read the sentences below and check (✓) True or False. Tell where in the reading you found the information. Write the number of the line.

	True	False	Line #
1. Bicycles are more popular in Denmark than in many other countries.	☐	☐	____
2. The government of Denmark wants more people to commute by bicycle.	☐	☐	____
3. In Denmark, it is expensive to have a car.	☐	☐	____
4. It's dangerous to ride a bicycle in Denmark because of the cars.	☐	☐	____
5. In Denmark, drivers must stop for bicycles.	☐	☐	____
6. Both cars and bicycles can use the superhighways in Denmark.	☐	☐	____
7 The superhighways will make it easier and faster to commute by bicycle.	☐	☐	____

C. What do you think? Work with your classmates to answer the questions below.

1. Why does the government in Denmark want more people to ride bicycles? Do you think this is a good reason?
2. What are some things the government is doing to double the number of bike riders? Do you think these are good things? Why or why not?
3. Do you think it's important for more countries to become bicycle-friendly? Why or why not?

www.hellooteacher.com

. **Vocabulary.** Choose the correct words to complete the paragraph.

commutes	copy	cross	place	reason	traffic

Where I live no one (1)_____ to work by bicycle. Why? The main (2)_____ is that people travel a long way to get to their jobs—sometimes an hour by car. There is also a lot of (3)_____ on the roads, and we don't have special lanes for bicycles. Cars don't have to stop when a cyclist wants to (4)_____ the road. In other words, it's not a safe (5)_____ to ride a bicycle. Some big cities may (6)_____ Denmark's plans, but my town probably never will.

. **Learning Word Forms.** Choose the correct word in parentheses to complete each question. Then ask a partner the questions.

Noun	Verb	Adjective
pollution	pollute	
popularity		popular
government	govern	
specialty	specialize	special

1. Which _____ the air more—bicycles or cars? (pollution / pollutes)
2. Can you explain the _____ of bicycles in Denmark? (popularity / popular)
3. Why do you think we have a _____? (government / governs)
4. What is _____ about Denmark? (specialize / special)

. **Understanding Signal Words.** Add your own examples to the sentences below.

Writers use **signal words** to help readers follow their ideas. Notice how the words *such as* signal that an example is coming next.

- Many cities, *such as* New York and London, are planning to copy Denmark.
- Denmark is doing things *such as* building special bike lanes and making traffic lights friendly to get more people to ride bicycles.

1. Some sports, such as _____ and _____, are popular around the world.
2. Some foods, such as _____ and _____, are not good for you.
3. You should snack on healthy foods such as _____ and _____.

www.hellooteacher.com

Discussion & Writing

1. Is your country bike-friendly? Complete the chart below with your ideas.

Ways My Country Is Bike-Friendly	Ways My Country Is Not Bike-Friendly

2. Choose one of these main ideas or think of your own. On the lines below, list three or more supporting details. Then read your ideas to a partner.

Main Ideas

- Football is popular for several reasons.
- Masdar will be a low-energy city.
- It's important to be a healthy eater.
- Deserts are unfriendly environments.

Main Idea: _____

Supporting Details: _____

_____

_____

3. Look on the Internet for more information about one of the items below. Tell your classmates three interesting things you learned.

Web Search! ▶ Copenhagenization bike-friendly cities

Mini-Dictionary page 108

Words to Remember

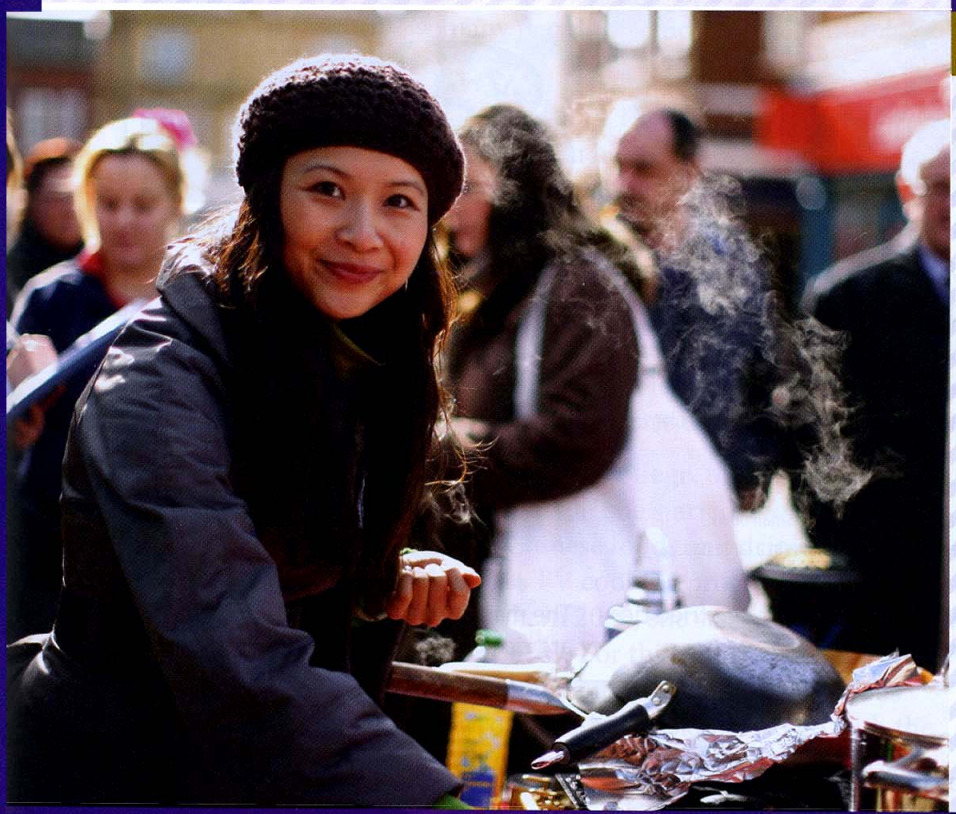
NOUNS	VERBS	ADJECTIVES	ADVERBS
capital	commute	flat	even
pollution	copy	nearby	first of all
tax	cross	such as	only
tire			
traffic			

www.hellooteacher.com

A Passion for Cooking

Chapter

9



Chapter Focus

CONTENT
How did Ching-He Huang become a famous chef?

READING SKILLS
Previewing
Taking notes
Understanding the order of events

VOCABULARY SKILLS
Learning word forms
Understanding time expressions

"Cooking is an art, but you eat it too."

—Marcella Hazan, Italian cookbook writer (1924–)

www.hellooteacher.com

Before You Read

A. Study these pictures and read the captions. Then answer the questions below.

Vocabulary Preview

Egg fried rice is a popular **dish** in many countries.

It takes about ten minutes to **prepare** egg fried rice.

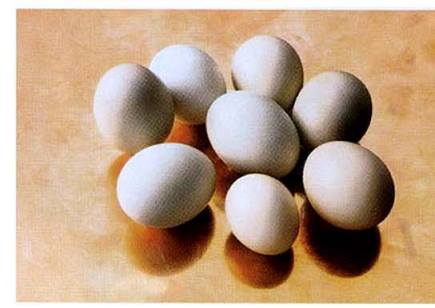
Egg Fried Rice

1 egg	3 cups rice
2 teaspoons sesame oil	3 spring onions

DIRECTIONS

1. Beat the egg and oil in a small bowl.
2. Fry rice and spring onions in a large pan.

You can find a **recipe** for egg fried rice in a cookbook.



The main **ingredients** in egg fried rice are rice and eggs.

Questions

1. What is your favorite dish?
2. How long does it take to prepare your favorite dish?
3. Do you need a recipe to prepare your favorite dish?
4. What ingredients are in this dish?

B. Answer the questions below to preview the reading on page 51.

Reading Skill: *Previewing* page 96

1. Read the title and look at the pictures. What do you think the article is about?
2. Read the first sentence in each paragraph. Now what do you think the article is about?

www.hellooteacher.com

AUDIO DOWNLOAD

A Passion[1] for Cooking

Many people are afraid to cook Chinese food. They think it is difficult to prepare Chinese dishes. Ching-He Huang, a young **chef**,[2] business owner, and TV star, is changing their ideas. She teaches people quick and easy ways to prepare Chinese food. Thanks to Ching-He, many people around the world now love to cook Chinese food!

Ching-He was born in Taiwan in 1978. She first learned about traditional Chinese cooking from her grandparents. They shopped for fresh ingredients every day, and they always ate freshly-cooked meals.

When Ching-He was eleven years old, she and her family moved to London. Because her mother often traveled for work, Ching-He cooked meals for her family. Her mother taught her a little bit about Chinese cooking. Soon, Ching-He started to create her own recipes. She especially loved to make rice dishes and noodle soups.

Ching-He studied economics in **college**, but her big passion was cooking. After she graduated,[3] she started a food and drink company. She sold healthy Chinese foods and drinks to stores. In 2005, Ching-He had her first TV cooking program. The next year, she wrote her first **cookbook**. In 2008, she starred in another TV series,[4] *Chinese Food Made Easy*. For this **TV show**, she traveled around the UK and taught people to make simple, delicious Chinese food. She also wrote another cookbook to go with the TV show. Over three million people watched the TV series.

Today, Ching-He is famous in the UK. Her TV shows are also popular in several other countries. What is Ching-He's secret to success? She creates recipes that combine traditional and modern flavors.[5] She makes Chinese cooking fast and easy. And because she has a friendly personality, she is fun to watch on TV.

Ching-He is a very busy woman, but she still finds time to relax. What does Ching-He Huang do in her free time? She cooks, of course!

Maps pages 103, 104

Culture and Language Notes page 89

Word Count: 321 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

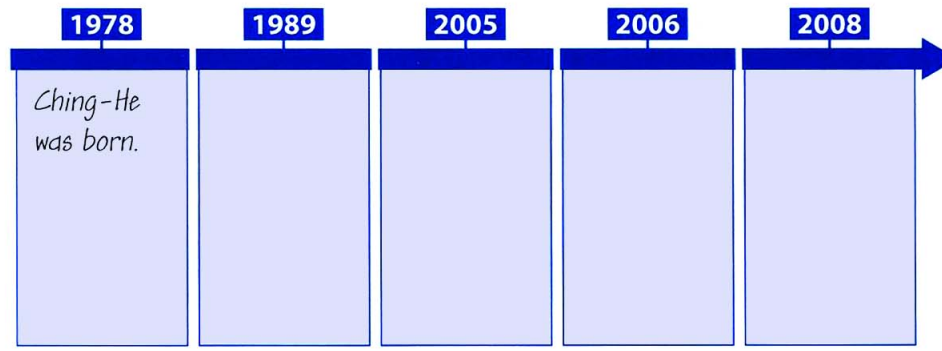
1 **passion** a strong feeling
2 **chef** a professional cook
3 **graduated** finished her studies
4 **TV series** TV show with many episodes
5 **flavors** tastes of food

www.hellooteacher.com

Understanding the Text

A. Understanding the Order of Events. Read the article on page 51 and take notes on the timeline below.

Reading Skill: *Taking Notes* page 94



B. Comprehension. Fill in the circle of the correct answer.

1. Ching-He is originally from ___.
   Ⓐ Taiwan Ⓑ London Ⓒ Hong Kong
2. She learned to cook ___.
   Ⓐ in school Ⓑ from her father Ⓒ from her grandparents and mother
3. Ching-He changed people's ideas about ___.
   Ⓐ fresh ingredients Ⓑ Chinese cooking Ⓒ junk food
4. Because of Ching-He, more people in the UK ___.
   Ⓐ go to Chinese restaurants Ⓑ prepare Chinese food Ⓒ drink tea
5. Which sentence about Ching-He is not true?
   Ⓐ She works hard. Ⓑ She never relaxes. Ⓒ She's very busy.

C. What do you think? Work with your classmates to answer the questions below.

1. Which of these words would you use to describe Ching-He? Why?

smart	creative	important	successful	friendly	famous

2. Ching-He is good at many different things. What are they?
3. Why is Ching-He successful? What do you think is the most important part of her secret to success?
4. In your opinion, what makes a successful cooking show?

www.hellooteacher.com

D. Learning Word Forms. Choose the correct word in parentheses to complete each sentence.

Noun	Verb	Adjective	Adverb
combination	combine		
creation	create	creative	creatively
passion		passionate	passionately
preparation	prepare		
success	succeed	successful	successfully
tradition		traditional	traditionally

1. Morir Soñando is a drink from the Dominican Republic. It's a _____ of milk, orange juice, and sugar. (combination / combine)
2. If you aren't a _____ cook, you can use the recipes in a cookbook. (create / creative)
3. In Europe, lots of people have a _____ for soccer. (passion / passionate)
4. It takes a lot of _____ to cook a meal for a large group of people. (preparation / prepare)
5. If you want to _____ in any profession, you need to work hard. (success / succeed)
6. Most families have special eating _____ on holidays. (traditions / traditionally)

E. Understanding Time Expressions. Choose the correct time expression from the box below to complete the paragraph.

Writers use special words and expressions to help readers understand the order of events in a story.

in 1989	today	the next year	many years later
when	in 2005	two years later	

Ching-He Huang was born in Taiwan, but (1)_____ she moved to London. (2)_____ she was in London, she began cooking meals for her family. (3)_____, Ching-He was cooking professionally. (4)_____, she starred in her first cooking show, and (5)_____, she wrote her first cookbook. (6)_____, Huang starred in another successful cooking show. (7)_____, Ching-He is still cooking and writing cookbooks.

www.hellooteacher.com

Discussion & Writing

1. Choose a famous TV personality. What do you think this person's "secret to success" is? Tell your classmates.

   Examples

   "Julia Child starred in a popular cooking show for many years. I think her secret to success was that she was very natural. When she made a mistake during a show, she just laughed. You could also feel her passion for cooking."

   "Michael Kwan reports the weather on TV. I think his secret to success is that he has lots of energy and that he explains things very well."

2. Ching-He loves to cook. What do you love to do? List three or more answers in the chart below. For each activity, list two or more professions or jobs that would allow you to do what you love.

What do you love to do?	Professions or Jobs
I love to watch movies.	*movie reviewer, camera person*

3. Choose one of these famous chefs and look on the Internet for information about this person. Tell your classmates three interesting things you learned.

Web Search! ▶ Sang-Hoon Degeimbre | Fehmi Samanci | Jacques Pépin

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES
dish	combine	busy
flavor	create	famous
idea	prepare	modern
personality		
program		
secret		
series		
star		

www.hellooteacher.com

Travel More, Spend Less

Chapter 10

Chapter Focus

CONTENT
What is the best way to travel?

READING SKILLS
Scanning
Taking notes
Making inferences

VOCABULARY SKILLS
Using *go* + *-ing* form of a verb
Understanding signal words

"The journey, not the arrival, matters."

—T.S. Eliot, British poet (1888–1965)

www.hellooteacher.com

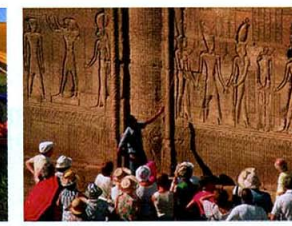
Before You Read

A. Study the pictures of ways to travel and answer the questions below.

Vocabulary Preview

backpacking

camping



taking a tour

going on a cruise

going on a working holiday

Questions

1. What is the cheapest way to travel?
2. What is the easiest way to travel?
3. Which of the ways to travel above is the most interesting to you? Why?

B. How did the writer of the blog on page 57 travel? Scan the reading and list two more ways in the chart below. Next think of three things you want to know about each trip. Write your ideas as questions.

Reading Skill: *Scanning* page 93

How did the writer travel?	What do you want to know about his trip?	What did you learn about his trip?
He went on a working holiday.	Where did he go? What did he do for work? How long did he stay there?	

C. Read the blog on page 57 and look for answers to your questions above.

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

Travel More, Spend Less: Daniel's Cheap Travel Blog

Home | News | Business | Sports | Entertainment | Health | Blog | A&E/Living

This was a great year for traveling. I took trips to France, Australia, and Turkey. I spent almost a month in each country. Besides[1] the cost of transportation, I only spent $600 total for all three trips. How? Well, I didn't stay in any hotels, and I didn't eat in expensive restaurants. It's easy when you know the secrets to cheap travel.

For my first trip, I went on a **working holiday** in France. Every year, farmers in France hire[2] travelers to come and work on their farms. I slept at a farm for free,[3] and every weekend I traveled around the country. During the week, however, I picked fruit for eight hours a day, five days a week. Picking fruit isn't easy, and sometimes it didn't feel like I was on vacation! But I met a lot of great people, and I ate a lot of delicious food at the farm.

For my next trip, I went backpacking in Australia. During the day I went hiking, and each night I slept in my tent. Carrying a backpack and tent all day can be tiring. However, the mountains and beaches were so beautiful that I didn't think about my heavy backpack.

Finally, in Turkey, I tried **couchsurfing**. To couchsurf, you join a special online network.[4] This network connects travelers with hosts in different countries. Hosts invite travelers to sleep in their home instead of spending money on a hotel. You sleep in a bed, or even on a couch. That's why people call it couchsurfing. Couchsurfing is a great way to meet people when you travel. All my hosts were really nice, but one guy had two big dogs, and they were noisy. It was hard to sleep there!

I have to go for now. Two couchsurfers from Canada are coming in an hour, and I need to clean my house! Happy travels!

Word Count: 317 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

Maps pages 103, 107

1 **besides** in addition to
2 **hire** give a job to
3 **for free** for no money
4 **network** a group of people or things

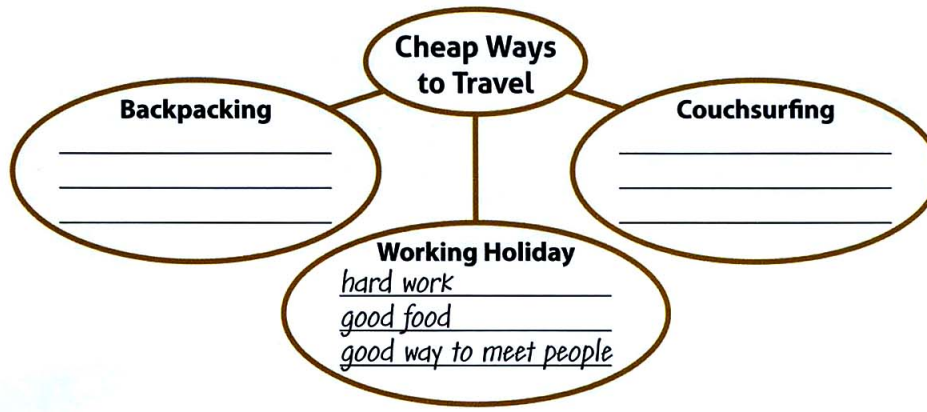
Culture and Language Notes page 89

www.hellooteacher.com

Understanding the Text

Reading Skill: *Taking Notes* page 94

A. Complete the diagram below with information from the reading on page 57



B. Comprehension. Fill in the circle of the correct answer.

1. In the first paragraph, the word *cheap* means ___.
   - Ⓐ healthy
   - Ⓑ easy
   - Ⓒ not expensive
2. On his vacation in France, Daniel ___.
   - Ⓐ stayed in an apartment
   - Ⓑ ate good food
   - Ⓒ went hiking
3. Daniel liked Australia because ___.
   - Ⓐ it was beautiful
   - Ⓑ he made a lot of friends
   - Ⓒ the food was delicious
4. In paragraph 4, *hosts* are people who ___.
   - Ⓐ travel a lot
   - Ⓑ don't spend money
   - Ⓒ invite other people to their home
5. Daniel likes couchsurfing because ___.
   - Ⓐ you make new friends
   - Ⓑ you sleep in a hotel
   - Ⓒ the food is very good

C. What do you think? Work with your classmates to answer the questions below.

Reading Skill: *Making Inferences* page 101

1. Do you think Daniel enjoyed his working holiday in France? What lines in the text help you to know?
2. Do you think Daniel spent much money in Australia? What lines in the text help you to know?
3. Would you prefer to go on a working holiday, go backpacking, or couchsurf? Why?

www.hellooteacher.com

D. Using *go* + *-ing* Form of a Verb. Complete the chart below with words from the box. Then add your own ideas.

In English, we often use ***go*** + the ***–ing*** form of a verb.

go hiking	go swimming	go skiing
go camping	go backpacking	go running
go walking	go shopping	go surfing

Things You Can Only Do Outdoors	Things You Can Only Do Indoors	Things You Can Do Indoors or Outdoors
go hiking		

E. Understanding Signal Words. Complete the sentences with your own ideas.

Writers use **signal words** to help their readers follow their ideas. Notice how the word *however* signals that the next sentence contrasts with an idea that came before.

Examples

- On the weekend, I always did something *fun*. **However**, during the week, I *worked very hard*.
- Carrying a backpack can be *tiring*. **However**, I *didn't even think about* my backpack.

1. Yesterday I felt tired all day. However, _____ _____.
2. It's important to eat breakfast every morning. However, _____ _____.
3. All of my classmates had fun on their vacations. However, _____ _____.
4. Backpacking is a great way to travel. However, _____ _____.

www.hellooteacher.com

Discussion & Writing

1. Describe a trip you took. Answer the questions in the chart. Then tell a partner about your trip.

1. Where did you go on your trip?	
2. How did you get there?	
3. What did you do on your trip?	
4. What did you like best about your trip?	

2. Choose one of the ways to travel on page 56. Make a chart with the advantages (+) and disadvantages (–) of this way to travel. Then share your chart with your classmates.

Example: Going on a Cruise

Advantages	Disadvantages
It's comfortable. *It's easy to meet new people.*	*It's expensive.* *The rooms on the ship are small.*

3. Choose a place you would like to visit. Look on the Internet for more information about this place. Tell your classmates three interesting things you learned.

Web Search! ▶ *a place you would like to visit*

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
beach	carry	cheap	however
mountain	connect	easy	
transportation	hire	great	
vacation		heavy	
		noisy	

www.hellooteacher.com

A Very Able Man

Chapter

11

Chapter Focus

CONTENT
A successful man with no arms or legs

READING SKILLS
Using context clues
Previewing
Understanding the order of events
Taking notes
Making inferences

VOCABULARY SKILLS
Understanding signal words
Using a dictionary

"I know that you can do the impossible."

—Terry Fox, Canadian athlete (1958–1981)

www.hellooteacher.com

Before You Read

A. Vocabulary Preview. Use context clues to guess the meaning of each boldfaced word. Then answer the questions.

Reading Skill: *Using Context Clues* page 98

1. An air conditioner makes a room **comfortable** in hot weather. What makes a room **comfortable** in cold weather? What other things make a room **comfortable**?
2. Tall buildings, buses, and stores are common in a city; tents, donkeys, and large gardens are **rare**. What other things are **rare** in a city?
3. Most people need to eat about 2,000 calories each day. A person who eats only 1,000 calories is not eating **enough** food. Did you eat **enough** food yesterday?
4. **Regular** water is usually free in a restaurant, but you can also buy mineral water. Do you prefer **regular** water or mineral water?
5. Exercise makes the body **strong**. What other things make a person **strong**?

B. Follow the steps below to preview the article on page 63.

Reading Skill: *Previewing* page 96

Step 1. Read the title of the article and look at the pictures. What do you think the article is about?

_____

Step 2: Read the first sentence in each paragraph. Now what do you think the article is about?

_____

Step 3: What do you want to learn about Hirotada Ototake—the man in the pictures? Add three more questions to the list below. Then read the article and look for answers to your questions.

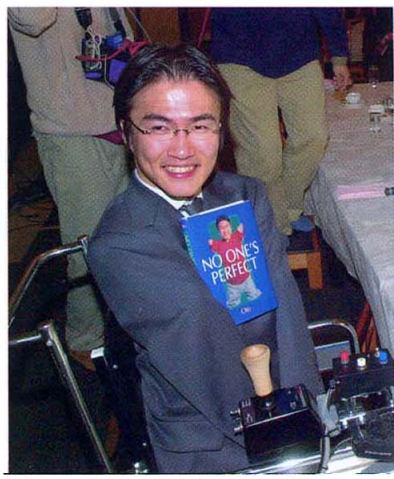
Questions	Answers from the Reading
1. *How is Mr Ototake a successful man?*	1.
2.	2.
3.	3.
4.	4.

www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

A Very Able Man



Hirotada Ototake is a happy, successful man. He graduated from **Waseda University**, one of Japan's top universities. While he was a student there, he played a lot of sports. After graduating, he worked as a sports journalist.[1] Then, in 1998, he wrote a book about his life. This book became a bestseller[2] in Japan.

Mr. Ototake, or "Oto," as his friends call him, has a disability.[3] He was born with a condition[4] called *tetra-amelia*. It is a rare condition, and children with tetra-amelia are born without arms or legs.

As a young boy, Oto's parents sent him to a regular school. They didn't want him to go to a special school for children with disabilities. Oto says that it is sometimes hard for people to feel comfortable around someone with disabilities. By going to a regular school, Oto helped his classmates learn about people with disabilities. He showed them that people with disabilities were just like them. Oto talks about this in his book, ***No One's Perfect***.

Oto believes that if you want something, you have to work hard for it. He worked very hard at school to get into Waseda University. He also worked hard at sports such as baseball, basketball, and swimming, and he worked hard to get a good job.

Oto got married in 2001, and he now has two young sons. In 2007, he also decided to change his job. Now he works as an **elementary school** teacher in Tokyo. He teaches science and social studies. As a teacher, Oto believes that his students will learn that people are the same with or without disabilities.

Did Oto's disability make him different? Actually, yes, it did. It taught him to be strong and to work hard, and that made him able to do many things. Oto shows us that anything is possible if you work hard enough.

Map page 104

Word Count: 312 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

Culture and Language Notes page 90

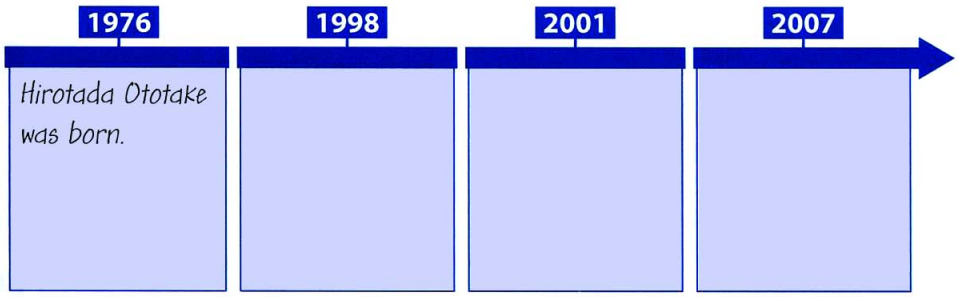
1 **journalist** news writer
2 **bestseller** a book that sells very well; a very popular book
3 **disability** a problem that means you cannot use a part of your body completely
4 **condition** medical problem

www.hellooteacher.com

Understanding the Text

A. Understanding the Order of Events. Read the article on page 63 again and take notes on the timeline below.

Reading Skill: *Taking Notes* page 94



B. Comprehension. Fill in the circle of the correct answer.

Reading Skill: *Using Context Clues* page 98

1. The main idea of this article is that ____.
   - Ⓐ children with disabilities shouldn't go to special schools
   - Ⓑ you can be successful if you work hard
   - Ⓒ people feel uncomfortable around someone with a disability
2. Oto went to school with ____.
   - Ⓐ other children with his disability
   - Ⓑ children with rare conditions
   - Ⓒ children without disabilities
3. In line 12, the word *hard* means ____.
   - Ⓐ difficult Ⓑ firm Ⓒ not fun
4. In line 16 , the word *just* means ____.
   - Ⓐ now Ⓑ exactly Ⓒ a short time before
5. Which statement about Oto is not true?
   - Ⓐ He worked as a journalist soon after he graduated from Waseda University.
   - Ⓑ He wrote about sports when he was a journalist.
   - Ⓒ He works as a journalist now.

C. What do you think? Work with your classmates to answer the questions below.

Reading Skill: *Making Inferences* page 101

1. What do you know about Oto's parents from the reading?
2. Why do you think it is hard for some people to feel comfortable around someone with disabilities?
3. Why do you think Oto's book became a bestseller?

www.hellooteacher.com

D. Understanding Signal Words. Complete each sentence below with your own ideas. (Many different answers are possible.)

Writers sometimes use the words *actually* or *in fact* to **signal** that the next information is real or factual. They use *actually* when the factual information is also unexpected or surprising.

- Did Oto's disability make him different? **Actually**, yes, it did.
- Many cities are thinking about becoming bicycle-friendly like Copenhagen. **In fact**, there is even a new word for making a city more bicycle-friendly: "Copenhagenization."

1. Lots of people like football. In fact, _____.
2. Some people think it is hot in the desert all the time. Actually, _____
_____.
3. Some people think it's difficult to prepare Chinese food. Actually, _____
_____.

E. Using a Dictionary. Choose the correct dictionary definition for each boldfaced word. Write the number of the definition on the line.

con·di·tion /kənˈdɪʃn/ *noun*
1 the state that someone or something is in: *The car was cheap and in good condition, so I bought it.* **2 conditions** [plural] the situations in which people live, work, or do things: *The prisoners lived in terrible conditions.* **3** something that must happen before another thing can happen: *One of the conditions of the job is that you agree to work on Saturdays.* **4** a medical problem that you have for a long time: *He has a heart condition.*

hard /hɑrd/ *adjective*
1 not soft: *These apples are very hard. I couldn't sleep because the bed was too hard.* **2** difficult to do or understand: *The exam was very hard.* **3** full of problems: *He's had a hard life.* **4** not kind or gentle: *She is very hard on her children.*

hard /hɑrd/ *adverb*
5 a lot: *She works very hard. You need to try harder!* **6** strongly: *It's raining hard. She hit him hard.*

from the *Oxford Basic American Dictionary for learners of English*

1. 4 Is *tetra-amelia* a serious **condition**?
2. ___ Is your school in good **condition**?
3. ___ Under what **conditions** can a student leave class early?
4. ___ The **conditions** in the hospital were terrible. Everything was dirty.
5. ___ Is it **hard** to learn a new language?
6. ___ Do you study **hard**?
7. ___ Do you need to push **hard** to open the door?
8. ___ Did you have a **hard** day yesterday?

www.hellooteacher.com

Discussion & Writing

1. Hirotada Ototake worked hard to play sports and to get a good job. Think of people you know who work hard to do something. Write about them in the chart below. Then tell a partner about the people in your chart.

Who?	Works Hard to Do What?
my father	works hard to earn money
my friend Sylvia	works hard to get good grades in school

2. Hirotada Ototake's book *No One's Perfect* was a bestseller. Name one of your favorite books. Was it a bestseller? Why did you like it? Write several sentences telling your classmates about the book.

Example

One of my favorite books is the bestseller Into Thin Air by Jon Krakauer. This book is about some people who climbed Mount Everest. I liked this book because it told an exciting story.

3. Look on the Internet for more information about one of the items below. Tell your classmates three interesting things you learned.

Web Search! ▶ Hirotada Ototake tetra-amelia Terry Fox

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
condition	feel	comfortable	actually
life	(get) married	hard	enough
	show	rare	
		regular	

www.hellooteacher.com

Protecting Cultural Traditions

Chapter

12

Chapter Focus

CONTENT
Which cultural traditions should we protect?

READING SKILLS
Previewing
Taking notes

VOCABULARY SKILLS
Understanding suffixes: *-al, -ful, -ive*

"I prefer to choose which traditions to keep and which to let go."

—Theodore Bikel, Austrian actor (1924–)

www.hellooteacher.com

Before You Read

A. Vocabulary Preview. Use context to guess the meaning of each boldfaced word below. Then answer the questions.

1. The birth of a child is an important **event** for a family. What are some other important **events** for a family?
2. A healthy meal **includes** fruit and vegetables. The most popular sports in the world **include** football and tennis. What does a good education **include**?
3. Stories and old photographs **connect** people to the past. What are some other things that **connect** people to the past?
4. Football is a very popular sport. In fact, many people say football is their **favorite** sport. What is your **favorite** sport?
5. A **skillful** cook is very good at cooking food. A **skillful** tennis player is very good at playing tennis. What are you **skillful** at?

B. Follow the steps below to preview the article on page 69.

Reading Skill: *Previewing* page 96

Step 1. Read the title of the article and look at the pictures. What do you think the article is about?

_____

Step 2: Read the first sentence in each paragraph. Now what do you think the article is about?

_____

Step 3: Complete the chart below.

Name of Tradition	What do you know about this tradition from the first sentence in each paragraph?	What do you want to learn about this tradition?
ganggangsullae	*It's a Korean tradition. It's a type of dance.*	*When do people do the round dance?*
oil wrestling		
gingerbread		

C. Read the article on page 69 and look for answers to your questions above.

www.hellooteacher.com

AUDIO DOWNLOAD

Protecting[1] Cultural Traditions

UNESCO—the United Nations Educational, Scientific, and Cultural Organization—wants to protect cultural traditions around the world. These traditions include types of dance, music, festivals, cooking, and more. Every year, UNESCO adds more traditions to the list. UNESCO calls these traditions "intangible[2] cultural heritage." **Big Ben** is a tangible example of British heritage—you can see it and touch it. But what are some examples of intangible heritage? Here are three of our readers' favorite intangible traditions.

In Korea, we have a beautiful tradition called *ganggangsullae*, or the Korean round dance. This tradition is 5,000 years old. Under a full moon, women dance in a circle, sing, and play games all night. The songs and dances are easy to learn, so everyone can join in. Many years ago, people celebrated[3] the harvest[4] with the round dance. Today, this tradition brings friends together, and it is an important part of Korean culture.

—Sang-mi, Korea

Every June, there is an oil wrestling festival in Edirne, Turkey. The first Turkish oil wrestling festival was almost 650 years ago. It is the oldest wrestling competition in the world. Men wear leather pants and put oil all over their bodies. Then they wrestle. The winner gets a golden belt and a lot of money. At the festival, there is also food, music, and dancing. Every year, thousands of people of different ages, cultures, and regions come together for this exciting event.

—Adem, Turkey

Croatia has a gingerbread tradition. In the 1500s, people in Croatia started making gingerbread (a sweet bread), and it is still very popular today. Making gingerbread is not easy, so gingerbread makers need to be very skillful. They make gingerbread in many shapes; hearts are the most popular. Then they decorate the gingerbread with pictures and words. People often give gingerbread on holidays and for special events such as weddings. Today, gingerbread is an important part of local festivals and other special events. Gingerbread is beautiful and delicious, and it connects Croatian people to their past.

—Ivana, Croatia

Maps
pages 103, 104

Culture and Language Notes
page 90

Word Count: 336 | Reading Time: _____ (Minutes) | Words per Minute: _____ (Word Count/Reading Time)

1 **protecting** keeping safe
2 **intangible** can't be touched
3 **celebrate** do something to show you are happy
4 **harvest** the time of year when grain, fruit, and vegetables are ready to cut or pick

www.hellooteacher.com

Understanding the Text

A. Read the article again and take notes in the chart. Then compare charts with a classmate.

Reading Skill: *Taking Notes* page 94

Tradition	Where is it from?	How old is it?	Details
the round dance	Korea	5,000 years old	women dance in a circle under the moon
oil wrestling			
gingerbread			

B. Comprehension. Fill in the circle of the correct answer.

1. Which of these is not part of a culture's intangible heritage?
   Ⓐ a festival Ⓑ a building Ⓒ a dance
2. Which of the traditions on page 69 is a type of sport?
   Ⓐ the round dance Ⓑ oil wrestling Ⓒ gingerbread
3. Which of the traditions in the article takes place at night?
   Ⓐ the round dance Ⓑ oil wrestling Ⓒ gingerbread
4. In line 22, *this exciting event* refers to ___.
   Ⓐ the wrestling competition Ⓑ the food Ⓒ winning a lot of money
5. Gingerbread is ___.
   Ⓐ easy to make Ⓑ a type of bread Ⓒ a type of dance
6. In Croatia, people give gingerbread ___.
   Ⓐ every day Ⓑ only on birthdays Ⓒ for special events

C. What do you think? Work with your classmates to answer the questions below.

1. Which of the cultural traditions on page 69 is the most interesting to you? Why?
2. What do the three cultural traditions on page 69 have in common?
3. Which is more important—tangible cultural traditions such as buildings or intangible traditions such as music and dance? Why do you think so?
4. Do you think it's important to protect cultural traditions? Why or why not?

www.hellooteacher.com

D. Vocabulary. Choose the correct word or words to complete each sentence.

include	together	protect	join	competition	favorite	tradition

1. We have an important _____ in my family. Every year we get _____ at my grandparents' house for a big meal.
2. At the end of every school year, we have a big sports _____. Everyone in school is on one of two teams, and the team with the most points wins.
3. My _____ holiday is the New Year's celebration. I like this holiday best because we eat delicious food, and I can go out with all my friends.
4. At my school almost everyone plays a sport. These sports _____ tennis, volleyball, and field hockey.
5. When you travel, you should put your computer in a special case to _____ it from damage.
6. Most students at my school _____ a school club. I belong to a photography club and a journalism club.

E. Understanding Suffixes. Choose the correct word in parentheses to complete each sentence.

In English, we can add a **suffix**, or small word part, to change some nouns to adjectives. The most common adjective suffix is *-al*. Two other common adjective suffixes are *-ive* and *-ful*.

Examples

Noun	**Adjective**	**Noun**	**Adjective**
tradition	tradition**al**	beauty	beauti**ful**
culture	cultur**al**	success	success**ful**
expense	expens**ive**	skill	skill**ful**

1. It takes a lot of _____ to make gingerbread. (skill / skillful)
2. In my _____, people celebrate a person's birthday. (culture / cultural)
3. You will be _____ if you work hard. (success / successful)
4. On holidays we eat _____ food. (traditions / traditional)
5. My brother is a _____ person; he doesn't like to talk about himself. (secret / secretive)
6. Owning a house or apartment is a big _____. (expense / expensive)

www.hellooteacher.com

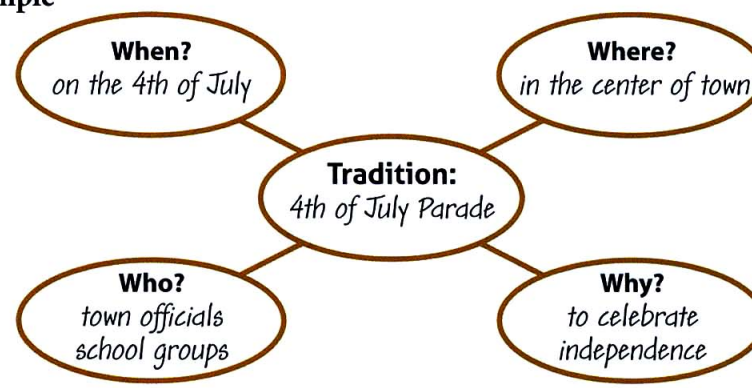
Discussion & Writing

1. What are some of your favorite traditions? Add two ideas to each group below. Then compare ideas with your classmates.

Dances	Music	Festivals	Cooking	Other

2. Choose one of your favorite traditions from Activity 1 and take notes about it in a chart like the one below. Then tell your classmates about the tradition.

Example



3. Each of the traditions below is on UNESCO's list of intangible cultural heritage. Choose one of these traditions and look on the Internet for more information. Tell your classmates three interesting things you learned.

Web Search! ▶ The Scissors Dance | La Tumba Francesa | Aubusson tapestry

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES
competition	celebrate	favorite
culture	include	local
event	join in	skillful
festival	protect	
region		
shape		

www.hellooteacher.com

Emergency in the Air

Chapter

13

Chapter Focus

CONTENT
A story of an airplane emergency

READING SKILLS
Predicting
Understanding the order of events
Taking notes

VOCABULARY SKILLS
Learning word forms
Grouping words
Understanding compound nouns

"I don't have a fear of flying; I have a fear of crashing."

—Billy Bob Thornton, American actor (1955–)

www.hellooteacher.com

Before You Read

A. Can you identify the people and things in the pictures below? Write the words on the lines.

cockpit	life jacket	pilot	flight attendant	seat belt	passengers

Vocabulary Preview

_____ _____ _____

_____ _____ _____

B. Study the pictures on page 75. Then read the questions below and predict the answers.

Reading Skill: *Predicting* page 102

Questions	My Predictions	Answers from the Reading
1. What happened to the airplane?		
2. How did the passengers feel?		
3. What caused the problem?		

C. Read the story on page 75 and look for answers to the questions above. Write the answers in the chart.

www.hellooteacher.com

AUDIO DOWNLOAD

Emergency in the Air

On April 28, 1988 at 1:25 p.m., Flight 243 left Hilo, **Hawaii**. It was a 40-minute flight to Honolulu, and the weather was good. The 89 passengers were in their seats with their seat belts on.

At 1:40 the plane reached 24,000 feet, and the three **flight attendants** started serving drinks. Suddenly, at 1:45 there was a loud noise. Mr. Dennin, a businessman, was in a window seat in the back of the airplane. He looked at the front of the airplane and saw a big hole. "A third of the roof was gone," Mr. Dennin said, "I saw blue sky."

David Kupihea was in a seat in the front of the airplane. His suitcase was under the seat in front of him. Suddenly, the suitcase flew out of the airplane. Then a piece of metal hit his arm and cut it. The passenger next to him had a large cut on his head. "Everything was flying around—books, paper, money," said passenger Stanford Samson.

When the pilot heard the noise, he looked back. The cockpit door wasn't there, and he saw blue sky above the passengers. The first 18 feet (5.5 m) of the airplane behind the cockpit were completely open. Only the floor and the passengers' seats were still there.

The pilot decided to put the airplane into a fast descent.[1] They were close to the airport on the island of Maui, and maybe he could land[2] the airplane there.

At 1:58 p.m. the pilot made an emergency landing at Kahului Airport in Maui. The passengers couldn't believe it. They were safe on the ground.

What caused the emergency? It was an old plane. It made many short flights during its life. It took off and landed many times, and this weakened the plane.

Maps
pages 105, 107

Culture and Language Notes
page 91

Word Count: 297 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

1 **descent** going down
2 **land** put the airplane on the ground

www.hellooteacher.com

Understanding the Text

A. Understanding the Order of Events. Look back at the story and number the events in order from first (*1*) to last (*8*).

___ The flight attendants started serving drinks.

___ The pilot landed the plane.

___ The passengers heard a loud noise.

1 The passengers got on the airplane.

___ Pieces of metal flew through the airplane.

___ The airplane left the ground.

___ The plane started to go down.

___ The passengers put on their seat belts.

B. Look again at the reading on page 75 and complete the notes in the diagram below. Then compare ideas with a partner.

Reading Skill: *Taking Notes* page 94

What happened at the beginning of the story?

Flight 243 *left* _____ Hilo, Hawaii with 89 _____.

What happened in the middle of the story?

There was a loud _____, and suddenly, part of the _____ of the airplane was gone.

Paper, books, and metal _____ around the passengers.

What happened at the end of the story?

_____

_____.

C. What do you think? Work with your classmates to answer the questions below.

1. The passengers had their seat belts on. Why was this important?
2. How do you think the passengers felt when the roof was gone?
3. The airplane made many short trips during its life. What effect did that have on the airplane?
4. What could you do to stay calm in a situation like this?

www.hellooteacher.com

D. Learning Word Forms. Choose the correct word in parentheses to complete each sentence.

Noun	Verb	Adjective	Adverb
belief	believe		
descent	descend		
noise		noisy	noisily
completion	complete	complete	completely
safety		safe	safely

1. Children's _____ change as they grow up. (beliefs / believe)
2. Be careful when you _____ the stairs. (descent / descend)
3. The plane landed _____ on the ground. (noisy / noisily)
4. Don't forget to close the door _____. (complete / completely)
5. Please put this money in a _____ place. (safe / safely)

E. Grouping Words. Grouping words can help you remember new words. Add your own words to the lists below.

Parts of an Airplane		Parts of a House	
wing	_____	roof	_____
_____	_____	_____	_____
_____	_____	_____	_____

F. Understanding Compound Nouns. Choose words from the reading on page 75 to complete the compound nouns below.

A **compound noun** is made from two or more words. The words work together as one word or idea.

Examples: suit + case = *suitcase* flight + attendant = *flight attendant*

We write most compound nouns as either one word (*suitcase*) or two words (*flight attendant*).

1. life + jacket = life jacket (two words)
2. seat + _____ = _____ (two words)
3. _____ + man = _____ (one word)
4. window + _____ = _____ (two words)

www.hellooteacher.com

Discussion & Writing

1. Think of an emergency you or a person you know experienced. Take notes in a diagram like the one below.

Example

What happened at the beginning?
I was at the beach with my mother and sister

↓

What happened in the middle?
I looked down and saw lots of blood on my foot. Next to my foot was a broken bottle.

↓

What happened at the end?
My mother took me to the doctor. I got twelve stitches[3] in my foot.

2. Tell a partner your story. Listen to your partner's story and ask three questions.

Example

How old were you? *Where was the beach?* *Did you cry?*

3. Choose one of the items below and look on the Internet for more information. Tell your classmates three interesting things you learned.

Web Search! ▶ Aloha Airlines Flight 243 emergency landing

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
flight	cause	loud	completely
ground	cut	safe	still
hole	hit		suddenly
passenger	reach		
piece			
roof			

[3] **stitches** short pieces of thread that doctors use to sew a cut together

www.hellooteacher.com

University Admissions Around the World

Chapter 14

Chapter Focus

CONTENT
What do students do to get into a university?

READING SKILLS
Previewing
Taking notes

VOCABULARY SKILLS
Learning word forms
Understanding signal words

"A university should be a place of light, of liberty, and of learning."

—Benjamin Disraeli, British prime minister (1804–1881)

www.hellooteacher.com

Before You Read

A. What do you have to do to get into a university? Check (✓) your answers below.

Vocabulary Preview

☐ take a special test or exam

☐ get a reference letter from a teacher

☐ write an essay

☐ describe your extracurricular activities such as sports and clubs

Greater Portland High School

Student: Jeffrey Lyman — Spring Semester

Mathematics	B
Biology	A–
English	A
U.S. History	B+

☐ send your high school grades

B. Answer the questions below to preview the article on page 81.

Reading Skill: *Previewing* page 96

1. Read the first paragraph. What do you think the article is about?

_____

2. Read the first sentence in each paragraph and complete the chart below.

Country	What do you know about getting into a university?	What more do you want to know?
Austria	*It's very simple.*	*How is it simple?*
Turkey		
the United Kingdom		
the United States		

C. Read the article on page 81 and look for answers to your questions above.

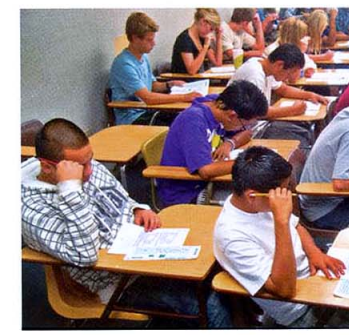
www.hellooteacher.com

Reading Passage

AUDIO DOWNLOAD

University Admissions[1] Around the World

What do you need to do to get into a university? Actually, it depends on where you live. Let's look at university admissions in four countries: **Austria**, Turkey, the **United Kingdom**, and the United States.



In Austria

In Austria, getting into a university is very simple. Getting into a university in Austria depends completely on a student's score on a national achievement exam.[2] Subjects on this exam include German, mathematics, and a foreign language. Students who pass this exam can go to a university in Austria.

In Turkey

In Turkey, high school students take a national achievement exam in March. If they pass that exam, they take another exam in June. Getting into a Turkish university depends mostly on these exam scores, but universities also consider high school grades. In Turkey, students usually study very hard for the national exam. If they don't pass the exam, they can't go to university.

In the United Kingdom

Students in the United Kingdom take achievement exams when they are 16, 17, and 18 years old. Universities consider a student's scores on all of these exams. Students also provide[3] a very short personal statement, a reference letter from one teacher, and information about their extracurricular activities.[4]

In the United States

The university admissions system in the United States is quite different from those in Austria, Turkey, and the UK. Most universities in the United States consider a student's score on a special aptitude test called the SAT. Unlike an achievement exam, an aptitude test measures a student's ability to learn. It does not measure a student's knowledge of school subjects. Most universities also look at a student's high school grades, an admissions essay, and several reference letters. Extracurricular activities, such as sports, clubs, and volunteer work, are also very important. Students often do many activities in high school so they can get into a good university.

Maps
pages 103, 105

Culture and Language Notes
page 91

Word Count: 312 Reading Time: _____ (Minutes) Words per Minute: _____ (Word Count/Reading Time)

1 **university admissions** getting into a university
2 **achievement exam** an exam that measures what you learned in school
3 **provide** give
4 **extracurricular activities** things that a student does outside of class

www.hellooteacher.com

Understanding the Text

A. Read the article on page 81 again. What are the differences in university admissions? Take notes in the chart below.

Reading Skill: *Taking Notes* page 94

In Austria	In Turkey	In the United Kingdom	In the United States
take an achievement exam			

B. Comprehension. Check (✓) True or False based on the information in the reading. Then correct the false statements.

	True	False
1. Austrian universities don't consider a student's high school grades.	☐	☐
2. In Turkey, high school grades are more important than test scores.	☐	☐
3. Students in the UK take more than one achievement exam.	☐	☐
4. Joining clubs in high school can help you get into a university in the United States.	☐	☐
5. Universities in Austria and the UK don't consider a student's grades.	☐	☐
6. Students in the U.S. and Turkey take an aptitude exam instead of an achievement exam.	☐	☐
7 Extracurricular activities are important in Austria.	☐	☐

C. What do you think? Work with your classmates to answer the questions below.

1. Do you think universities should consider a student's extracurricular activities? Why or why not?
2. In some countries, universities look only at a student's score on an achievement exam. What is positive and negative about this system?
3. Which type of admissions system do you like best? Why?

www.hellooteacher.com

D. Vocabulary. Choose the correct words to complete the paragraph.

ability	knowledge	measures	quite	subjects

In my country, students take achievement exams in different (1)_____ such as history, science, and a foreign language. Each achievement exam tests the student's (2)_____ in that area. An aptitude exam is (3)_____ different. This type of exam (4)_____ a student's (5)_____ to read, write, and solve problems.

E. Learning Word Forms. Choose the correct word in parentheses to complete each question. Then ask a partner the questions.

Noun	Verb
achievement	achieve
consideration	consider
measurement	measure

1. What is your greatest _____? (achievement / achieve)
2. What do you hope to _____ in the future? (achievement / achieve)
3. Why do some universities give careful _____ to extracurricular activities? (consideration / consider)
4. Do you think university admissions should _____ the sports a student plays? (consideration / consider)
5. What do you use to take _____? (measurements / measures)

F. Understanding Signal Words. Complete the sentences below with your own ideas. (More than one answer is possible.)

Writers use **signal words** to help readers follow their ideas. Notice how the words *like* and *unlike* signal a comparison or contrast is coming next.

- **Like** students in Austria, students in Turkey take an achievement exam.
- **Unlike** an achievement exam, an aptitude test measures a student's ability to learn.

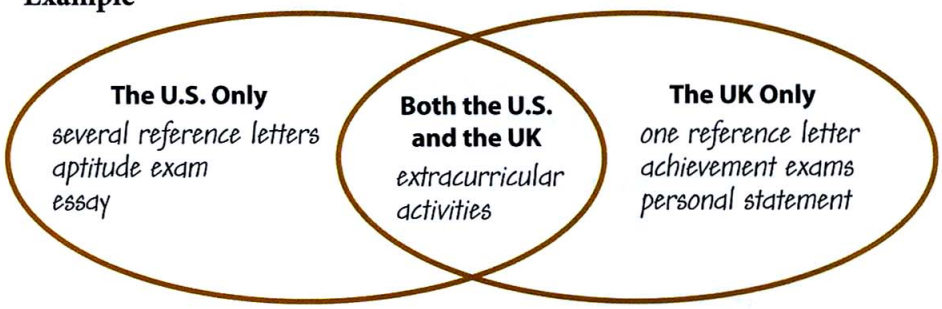
1. Like football, cricket _____.
2. Unlike backpacking, staying in a hotel _____.
3. Unlike the Sahara Desert, the environment where I live _____
_____.

www.hellooteacher.com

Discussion & Writing

1. Compare university admissions in your country and another country. Make a diagram like the one below.

Example



2. Write three sentences with information from your chart in Activity 1.

Example

1. In both the U.S. and the UK, universities look at a student's extracurricular activities.
2. In the U.S., universities look at several reference letters, but in the UK, they only look at one reference letter
3. Unlike students in the UK, students in the U.S. take an aptitude exam.

3. Choose one of these universities and look on the Internet for information. Where is this university? How many students does it have? Tell your classmates three more interesting things you learned.

Web Search! ▶ Yale University | McGill University | University of Edinburgh

Mini-Dictionary page 108

Words to Remember

NOUNS	VERBS	ADJECTIVES	ADVERBS
ability	consider	national	quite
achievement	measure	personal	
activity	pass		
grade	provide		
knowledge			
statement			
subject			
system			

www.hellooteacher.com

Chapter 1 | Culture and Language Notes

Soccer In the United States, people use the word *soccer* for the sport of association football. When people in the United States say *football*, they are talking about "gridiron football," a different sport.

Spectator The word *spectator* comes from the Latin word *spectare* which means *to look* or *to watch*. Some other words from the same root are: *spectacle* (something interesting or unusual to look at), *spectacles* (eyeglasses), *specimen* (an example to look at), and *inspect* (look carefully into).

Ping-pong *Ping-pong* is another name for the game of table tennis. Originally, people used the names *ping-pong* and *table tennis* interchangeably. Today, people who play the sport for fun still use both names. However, serious players of the sport prefer the name *table tennis*. In China, the name *ping-pong* is popular with all players.

Chapter 2 | Culture and Language Notes

Breakfast A *fast* is a period of time when you don't eat. The word *breakfast* means literally to break the fast. The food people eat for breakfast varies widely from culture to culture.

Many hotels offer a continental breakfast, a full breakfast, and a complementary breakfast. A continental breakfast is a small breakfast. You get tea or coffee, juice, and some form of bread. A full breakfast is a big breakfast. You usually get eggs and some kind of meat. A complimentary breakfast is a free breakfast.

Junk food English speakers use the word *junk* for things that have no use. The term *junk food* refers to food with little nutritional value. There is nothing good in junk food for your body to use. The term *junk food* became popular in 1976 because of a song called "Junk Food Junkie."

Other terms commonly used with the word *food* include:

Term	Meaning	Term	Meaning
baby food	food for babies	health food	natural food that is good for your health
finger food	food that you can easily eat with your fingers	snack food	food that you eat between meals

www.hellooteacher.com

Chapter 3 | Culture and Language Notes

India

Population: 1,189,172,906
Capital: New Delhi
Largest cities: Mumbai (Bombay), Calcutta, Bangalore
Monetary unit: Rupee
Official languages: Hindi and English
Interesting facts:

- India has more daily newspapers than any other country in the world.
- The name *India* comes from the River Indus.
- Chess is originally from India.
- The Indian Railways is the largest employer in India. It employs more than one million people.

Thoreau *Henry David Thoreau* was a philosopher, writer, and naturalist. *Walden* is one of his most famous books. It tells about his experiences and his reasons for living alone in the woods for several years. One of his famous quotes is: "Live your beliefs, and you can turn the world around."

Democratic Republic of the Congo

Population: 71,712,867
Capital: Kinshasa
Monetary unit: Congolese franc
Official language: French
Interesting facts:

- *Congo* is from *kong*, which means *mountain* in the Bantu language.
- The Democratic Republic of the Congo lies on the Equator. One-third of the country is north of the Equator; two-thirds is south of the Equator.
- The Democratic Republic of the Congo had other names in the past: the Belgian Congo and the Republic of Zaire.

Chapter 4 | Culture and Language Notes

Fist bump A *fist bump* is a popular greeting for young American men. It is also common for baseball and basketball players to fist bump before and after games. A fist bump can replace a handshake as an informal greeting.

www.hellooteacher.com

Chapter 5 | Culture and Language Notes

United Arab Emirates (UAE)

Population: 5,148,664
Capital: Abu Dhabi
Largest city: Dubai
Monetary unit: U.A.E. dirham
Official language: Arabic
Interesting facts:

- About 84% of people in the UAE live in cities.
- People from the United Arab Emirates are called *Emiratis*.
- People from other countries make up about 85% of the workforce.

Oil We use *oil* to make different types of fuel (gasoline, jet fuel, diesel fuel, and propane). Oil is also an ingredient in a wide variety of products such as balloons, carpets, shoes, shampoo, and cosmetics. The top five producers of oil are Saudi Arabia, Russia, the United States, Iran, and Mexico. The top five consumers of oil are the United States, China, Japan, Russia, and Germany.

Chapter 6 | Culture and Language Notes

Nasreddin *Nasreddin* was born in the 1200s in the town of Sivrihisar in Turkey. During his lifetime, Nasreddin was a religious leader (an imam), a university professor, a judge, and a great storyteller.

Come across We often use the word *come* with another small word such as *across*. The two words together have a special meaning. Here are some other examples:

Words	Definition	Example Sentence
come across	meet or find by chance	We *came across* an interesting story about oil.
come back	return	Do you plan to *come back* later?
come apart	break into pieces	Be careful! That box is *coming apart*.
come out	appear	After the rain stopped, the sun *came out*.

www.hellooteacher.com

Chapter 7 | Culture and Language Notes

Sahara Desert
Interesting facts:

- Half of the Sahara gets less than 20mm of rain each year.
- There are about 500 different kinds of plants in the Sahara Desert.
- Some of the sand dunes in the Sahara are 180 meters high.
- Tadrart Acacus, a mountainous area in the Sahara, is a UNESCO World Heritage Site. This site has thousands of cave paintings.

Calorie How much energy does a particular amount of food produce? We use *calories* as the unit of measurement to answer that question. Here are the calories in some common foods:

Food	Calories	Food	Calories
1 medium egg	65	1 small orange	45
1 medium carrot	25	1 chicken leg (roasted)	170
1 cup yogurt	160	1 slice of bread	80

Chapter 8 | Culture and Language Notes

Bicycle-friendly The term *bicycle-friendly* means good for or helpful to bicycles. We use the word *friendly* with a few other nouns:

Noun + friendly	Definition	Example sentence
user-friendly	helpful to users; easy to use	My computer is very *user-friendly*.
child-friendly	helpful to children; good for children	*Child-friendly* restaurants often have toys for children.
family-friendly	good for families	Most parks are *family-friendly*.

Superhighway The prefix *super-* means *above* or *beyond*. A *superhighway* is a highway that is larger than other highways. Some other common words with the prefix *super-* are: *superstar* (a very famous person), *supercomputer* (a very powerful computer), and *supermarket* (a very large food store).

www.hellooteacher.com

Chapter 9 | Culture and Language Notes

Chef vs cook People who prepare food at home or in a restaurant are *cooks*. The person in charge of the cooks in a restaurant is the *chef*. The chef writes menus and recipes, orders the food, and hires the cooks.

College vs university In the United States, the words *college* and *university* both refer to post-secondary education. You can get a bachelor's degree at either a college or a university in the United States. In many other countries, the word *college* refers to secondary school or high school.

Cookbook A *cookbook* is a book with recipes or instructions for cooking. We use the word *book* with other nouns:

Word	Definition	Word	Definition
phonebook	a book with lists of phone numbers	textbook	a book with texts or articles on a particular subject
guidebook	a book with information for tourists	handbook	a small book with useful information on how to do something

TV show We use the word *show* for programs on television: *cooking shows*, *comedy shows*, *quiz shows*. We also use the word *show* for exhibitions: *fashion show*, *flower show*, *boat show*.

Chapter 10 | Culture and Language Notes

Working holiday Every country has its own rules for *working holidays*, and you need to get a working holiday visa before you go. For example, Australia offers a working holiday visa to people between the ages of 18 and 30 for a stay in Australia of up to a year. You can do any kind of temporary work while you are there, but you can't work for more than six months with the same employer.

Couchsurfing Casey Fenton had the idea for *couchsurfing* in 1999. According to Fenton, he had a cheap flight from Boston to Iceland, but he didn't have a place to stay there. As an experiment, Fenton randomly e-mailed 1,500 students at the University of Iceland and asked for a place to stay. Fifty people responded. Over the next few years, Fenton worked on a website to help other people meet each other and find free places to stay when they travel. In 2004, his website became public, and today it has roughly 2.5 million members.

www.hellooteacher.com

Chapter 11 | Culture and Language Notes

Waseda University, Japan

Total number of students:	54,179
Number of international students:	3,535
Number of undergraduate schools:	13
Number of graduate/professional schools:	22

No One's Perfect The book *No One's Perfect* became the third-best-selling book in Japan since World War II. It has been translated into English, French, Korean, and Chinese.

Elementary school In some countries, such as Japan and the United States, students go to *elementary school* for their primary education, or first years of school. Other countries, such as the United Kingdom and Australia, use the term *primary school* instead of elementary school.

Chapter 12 | Culture and Language Notes

UNESCO

Interesting facts:

- More than 180 countries belong to UNESCO.
- The headquarters of UNESCO is in Paris, France.
- UNESCO sponsors many educational, scientific, and cultural programs.
- One of UNESCO's most important jobs is to keep a list of world heritage sites. These are important natural or historical places around the world. There are now more than 800 of these sites.

Big Ben One of London's most famous landmarks is the clock tower of the Palace of Westminster. The clock on this tower was once the largest clock in the world. Today, it is still the largest clock in Great Britain. *Big Ben* is the name of the largest of the clock's five bells. This bell rings every hour on the hour.

www.hellooteacher.com

Chapter 13 | Culture and Language Notes

Hawaii

Interesting facts:

- In 1959, Hawaii became the 50th state in the United States.
- There are more than 100 islands in Hawaii. The eight main islands are: Nihau, Kauai, Oahu, Maui, Molokai, Lanai, Kahoolawe, and Hawaii.
- More than 80% of Hawaii's population lives on Oahu.
- Hawaiian and English are the official languages of the State of Hawaii.

Flight attendants

Interesting facts:

- The first flight attendants were men. They were called *stewards*.
- In 1930, some airlines started hiring female nurses as flight attendants. They were called *stewardesses*. By 1936, most flight attendants were women.
- By the 1940s, stewardesses didn't have to be nurses, but they had to be unmarried.
- The no-marriage law no longer exists, and we now use the term *flight attendant* for both men and women.

Chapter 14 | Culture and Language Notes

Austria

Population:	8,217,280
Capital:	Vienna
Largest cities:	Vienna, Graz, Linz, Salzburg
Monetary unit:	Euro
Official language:	German

Interesting facts:

- The name *Austria* comes from the Germanic word *austro*, which means *east*.
- Austrian children start primary school at age six. They usually have the same teacher for all four years of primary school.
- About a quarter of the population of Austria lives in the capital, Vienna.

United Kingdom vs Great Britain *Great Britain* refers to three areas: England, Scotland, and Wales. The *United Kingdom* (the UK) refers to Great Britain (England, Scotland, and Wales) and Northern Ireland. The UK's full name is the United Kingdom of Great Britain and Northern Ireland.

www.hellooteacher.com

Reading Skills Guide
Table of Contents

Scanning	93
Taking Notes.	94
Previewing	96
Using Context Clues	98
Identifying Main Ideas and Details	100
Making Inferences	101
Predicting	102

www.hellooteacher.com

Reading Skill: Scanning

What is scanning?
Scanning means looking quickly over a text to find specific information, such as a name, date, or fact.

Why should you scan a text?
Scanning a text saves time. You can quickly find a specific fact by scanning a text.

How do you scan a text?
Think about the information you need. Then move your eyes quickly over the text looking for important words or numbers.

Try It!

A. Scan this flight information to answer the questions below. Remember to look only for the answer to each question. Try not to read every word.

Flight	From	Arrival Time	Flight	From	Arrival Time
JP 143	Vienna	10:45	LH 493	Vancouver	11:20
SK 1637	Copenhagen	11:00	LH 421	Boston	11:30
BA 906	London	11:10	LH 1029	Paris	12:05

1. When does flight SK 1637 arrive? _____
2. Which flight arrives at 11:20? _____
3. Where is flight BA 906 arriving from? _____

B. Scan these dictionary definitions to find the answers to the questions below. Remember· don't read the definitions. Instead move your eyes quickly over the definitions to find the answers to the questions.

foot·ball /ˈfʊtbɔl/ *noun*
1 a game that is played by two teams of eleven players who throw, carry, or kick the ball to the end of the field. The players wear special clothing to protect their heads and bodies: *He played football in high school and college.* **2** a ball for playing this game

from the *Oxford Basic American Dictionary for learners of English*

foot·step /ˈfʊtstɛp/ *noun*
the sound of a person walking: *I heard footsteps, and then a knock on the door.*

1. How many definitions does the dictionary give for the word *football*?
_____
2. Is the word *footstep* a noun or a verb? _____

www.hellooteacher.com

Reading Skill: Taking Notes

Why should you take notes?
Taking notes as you read helps you organize and remember important ideas and information.

How do you take notes?
When you take notes, you write only the most important words and ideas. It's not necessary to write complete sentences.

- Sometimes you want to take notes on the main topics and details in a text.

Example

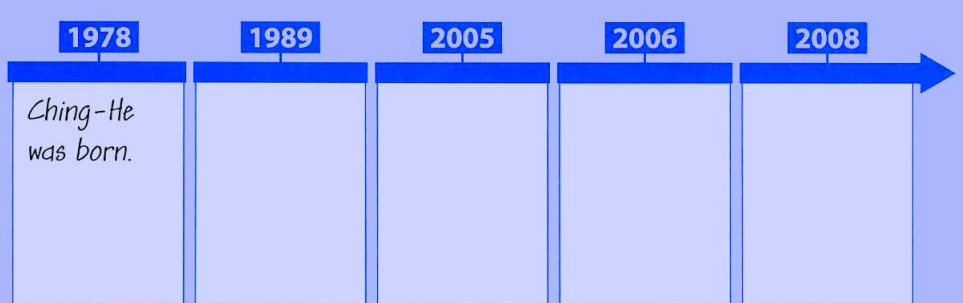
Topic	Details
football	*has about 3.5 billion players or spectators* *is popular around the world* *people in the U.S. call it soccer*

Example

Ambani's Dream Home	Thoreau's Dream Home	Mutombo's Dream Home
1. *very tall—27 stories*	1. *close to a lake*	1.
2.	2.	2.
3.	3.	3.

- Sometimes you want to take notes on the order of events in a text.

Example



www.hellooteacher.com

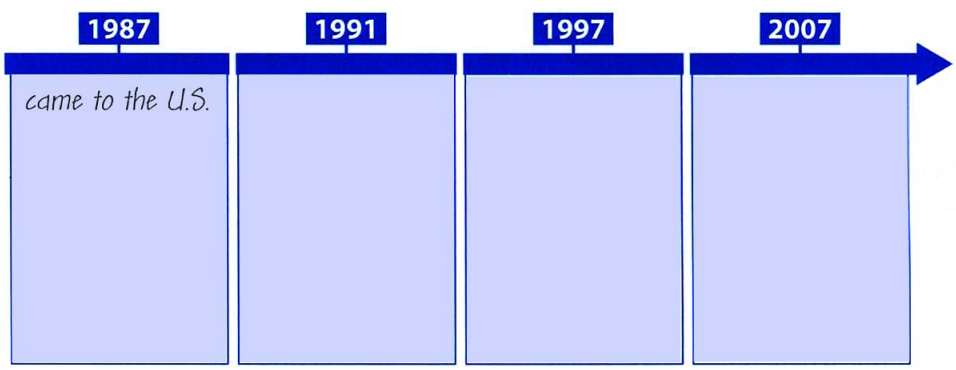
Try It!

A. Read the paragraph below and take notes in this chart.

Topic	Details

Volleyball is a very popular sport. In fact, it is the sixth most popular sport in the world. More than 900 million people play or watch this sport. Volleyball is originally from the United States, but today it is also popular in Brazil, Russia, China, Japan, and many European countries.

B. Read the paragraph below and take notes on this timeline.



Dikembe Mutombo, the famous basketball player, is originally from the Democratic Republic of the Congo. In 1987, he came to the United States to study. At Georgetown University, Mutombo was both a good student and a good basketball player, and in 1991, he became a professional basketball player. In 1997, Mutombo started the Dikembe Mutombo Foundation. The first job of the foundation was to build a hospital in the Democratic Republic of the Congo. This hospital opened in 2007

www.hellooteacher.com

Reading Skill: Previewing

What is previewing?
The word *preview* means *to look before*. When you preview a reading, you look it over before you start to read.

Why should you preview a reading?
Previewing prepares you to read a text. When you are prepared, a text is easier to understand. Previewing allows you to:

- set a purpose for reading
- think about what you already know about the topic
- decide how you want to read the text

How do you preview a reading?
You can preview a reading in different ways. Here are some things you can do:

- Read the title of the article. Ask yourself questions about the title and guess the answers.

  Example

Title of the Reading: *The Most Popular Sports in the World*		
Sample Q & A:	What are the most popular sports in the world?	I think football, basketball, and baseball are the most popular sports in the world.

- Look at the pictures. Guess what the reading is about.
- Read the first sentence in each paragraph. What do you think you will learn in each paragraph?
- Set a purpose for reading. Think about what you want to learn from the reading. Write your ideas as questions.

Try It!

A. Read the title of the article on page 97 What questions does the title raise for you? Write two questions in the chart below. Then guess the answers to your questions.

What questions does the title raise for you?	What are some possible answers to your questions?
1.	**1.**
2.	**2.**

www.hellooteacher.com

B. Look at the picture with the article below and complete this sentence.

I think this reading is about _____.

C. Read the introduction and the first sentence in each paragraph below. What do you expect to learn from the reading? Check (✓) your answers.

- ☐ what to do at a meal in a foreign country
- ☐ what sports are popular in three countries
- ☐ how people greet each other in three countries
- ☐ how to drive in foreign countries
- ☐ how friends greet each other

Kiss, Bow, or Shake Hands?

People greet each other in many different ways. We asked three people to describe the ways they greet people in their country. Here's what they wrote:

I greet people differently depending on the situation.

—*Sandra* (*U.S.*)

In formal situations or when I meet someone for the first time, I shake hands.

—*Kamal* (*Turkey*)

When I meet a friend, I greet them with a *wai*—I put my hands together in front of my chest and bow slightly—and say, "*Sawadee*," which means "Hello."

—*Noi* (*Thailand*)

D. Set a purpose for reading. Think about what you want to learn from the text and write two more questions. Then compare ideas with your classmates.

- How do friends greet each other in Turkey?
- _____?
- _____?

www.hellooteacher.com

Reading Skill: Using Context Clues

What are context clues?
Sometimes you can guess the meaning of an unfamiliar word by looking at the context—the other words in the sentence or nearby sentences. The context gives you clues, or helpful information about the meaning of the unfamiliar word.

How do you use context clues?
Below are three types of context clues. Notice how the underlined context clues help you guess the meaning of the boldfaced words.

- An example:
  I greet people differently depending on the situation. In a **formal situation**, such as a job interview, I usually shake hands.
- A description:
  Denmark is a very **flat** country. The highest place is only 557 feet.
- A cause and effect relationship:
  The streets in Masdar are very narrow, and the houses are very close to each other. The **shade** from the houses helps keep the streets cool.

Using context clues for definitions
Many words in English have more than one meaning. When you look up a word in a dictionary, remember to use context clues to choose the correct definition.

1. You read: It's not a good idea to skip meals.
2. You look up the word *skip* in your dictionary.

   skip /skɪp/ *verb*
   1 to move along quickly with little jumps from one foot to the other: *The children were skipping along the road.*
   2 to not do or have something that you should do or have: *I skipped my class today and went swimming.*

   from the *Oxford Basic American Dictionary for learners of English*
3. You choose definition 2 for the meaning of *skip* in this context.

www.hellooteacher.com

Try It!

A. Use the underlined context clues to guess the meaning of each boldfaced word. Fill in the circle of the correct answer.

1. From the top of the building <u>you can see the Arabian Sea</u>. It's a great **view**.

A **view** is _____.

Ⓐ what you can see from a place
Ⓑ what you can do in the water
Ⓒ what you hear outdoors

2. The bread comes in many different **shapes**; <u>hearts are the most popular</u>.

Shapes are _____.

Ⓐ the way things taste
Ⓑ the outer form
Ⓒ ways to cook food

3. The **location** of Thoreau's dream house was very important to him. <u>He wanted to build his house in the woods near a beautiful lake</u>.

Location is _____.

Ⓐ the way something looks
Ⓑ where something is
Ⓒ how much something costs

B. Use context clues to choose the correct dictionary definition for the boldfaced word in each sentence. Write the number of the definition.

hard	**spend**	**roughly**	**story**
1 a lot **2** strongly	**1** pay money **2** pass time	**1** about; not exactly **2** not gently	**1** words that tell you about people and things that are not real **2** words that tell you about things that really happened **3** one level in a building

1. ___ My brother works **hard**. He almost never takes a vacation.
2. ___ When I fell, I hit the ground **hard** and broke my arm.
3. ___ We **spent** three weeks in Turkey.
4. ___ I **spent** five dollars for a cup of coffee!
5. ___ If you play football **roughly**, you might get hurt.
6. ___ There are **roughly** 200 field hockey players at my school.
7. ___ We live in a one **story** house.
8. ___ I just heard an interesting **story** about my grandmother's life.

www.hellooteacher.com

Reading Skill: Identifying Main Ideas and Details

What are main ideas and details?
Main ideas are the most important ideas in a piece of writing. The details support and make clear the main ideas.

One sentence in a paragraph usually states the main idea. The other sentences give details or supporting ideas. In the example below, the first sentence states the main idea. The other sentences support and explain the main idea.

Example

Football is the world's most popular sport. Today, about 3.5 billion people watch or play football. Football is popular in Europe, Asia, South America, Africa, North America…almost everywhere!

Why should you identify main ideas and details?
Identifying the main ideas and details helps you understand the writer's meaning. What is the writer trying to say?

Try It!

A. One sentence in each group below states a main idea. Label it *MI* for main idea. The other sentences in each group give details. Label these sentences *D* for details.

1. ___ The size of a football field and a hockey field are about the same.
___ Both field hockey and football players need to be good runners.
___ Football and field hockey are similar in some ways.
___ You can't play field hockey or football without a ball.

2. ___ In formal situations, I usually shake hands with people.
___ I say, "Hi," to my friends when I see them.
___ I always greet my grandparents with a big hug.
___ I greet people differently depending on the situation.

3. ___ It's very hot during the day in the Sahara Desert.
___ The Sahara Desert is an unfriendly environment.
___ There isn't much water there.
___ At night it sometimes gets very cold.

www.hellooteacher.com

Reading Skill: Making Inferences

What is an inference?
An inference is an educated guess. When you make an inference, you look at the evidence and draw a conclusion.

Evidence		Inference
Your friend is crying.	→	She is unhappy.

Why should you make inferences as you read?
Writers don't always state an opinion or an important idea directly. Instead, readers must infer, or guess, the writer's idea from the details.

Example
Details It's difficult to find water in the Sahara Desert.

↓

Inferences There probably aren't a lot of trees in the desert.
It's difficult to live in the desert.
You need to take water with you when you travel in the desert.

Try It!

A. What can you infer from the statements below? (More than one idea is possible.)

1. Four hundred million people—40 percent of India's population—watch important cricket games on TV.
   What can you infer about cricket in India?

   _____

2. The longest tennis game lasted eleven hours and five minutes.
   What can you infer about the two tennis players in the longest tennis game?

   _____

3. There are no cars in the city of Masdar.
   What can you infer about a city without cars?

   _____

4. Roughly 40 percent of the people in Copenhagen, Denmark travel to school or work by bicycle.
   What can you infer about life in Copenhagen?

   _____

www.hellooteacher.com

Reading Skill: Predicting

What is predicting?
Predicting means saying what you think will happen.

Examples
I think it's going to rain this afternoon.
I think I'm going to be late to school today.
I think this article is about five sports.

Why should you make predictions as you read?
Making predictions helps you read actively. You make a prediction, and then you read to check your prediction.

Try It!

A. Read the titles of three articles below. What do you expect to learn about in each article? Write your ideas as questions. Then predict answers to your questions.

1. Title: *Great Places to Live*

Questions	My Predictions
Where are some great places to live?	
Why are they great?	

2. Title: *The World's Healthiest Diet*

Questions	My Predictions

3. Title: *Scott's Working Holiday in France*

Questions	My Predictions

www.hellooteacher.com

Map 1 **Europe**

www.hellooteacher.com

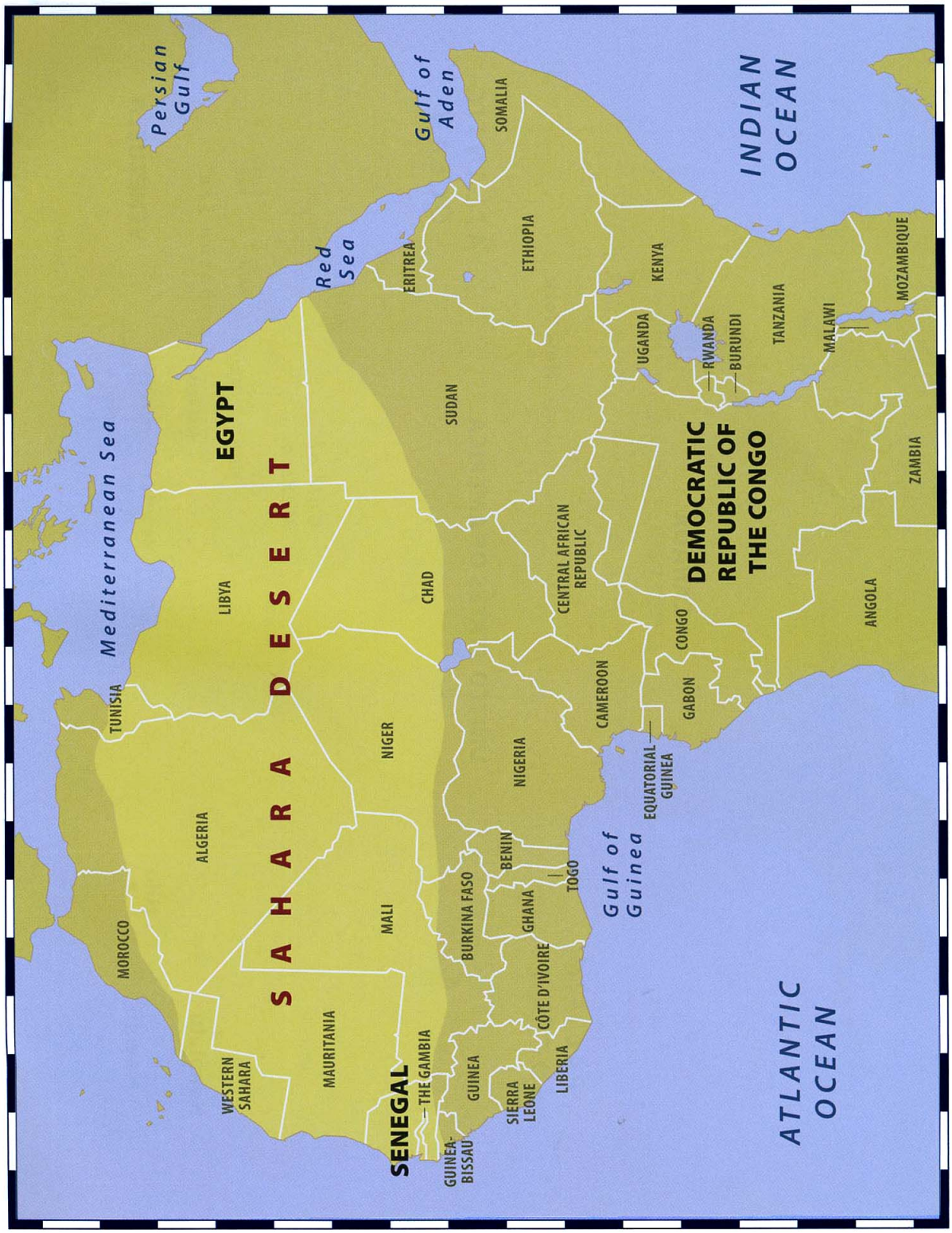
Map 2 **Asia**

www.hellooteacher.com

Map 3 The Americas

www.hellooteacher.com

Map 4 Africa



www.hellooteacher.com

Map 5 The South Pacific

Mini-Dictionary

All dictionary content is taken from the *Oxford Basic American Dictionary for learners of English* © Oxford University Press.

AWL Academic Word List

The Academic Word List contains 570 words that are commonly used in academic English.

Oxford 2000 keywords

The orange 2000 keywords are the words that are used most often across the widest range of contexts, so they are important words to know, and to know well.

a·bil·i·ty /əˈbɪləţi/ *noun* the power and knowledge to do something: *She has the ability to pass the test, but she needs to work harder.*

a·bout /əˈbaʊt/ *adverb* a little more or less than; a little before or after: *She's about 30 years old.*

ac·cept·a·ble /əkˈsɛptəbl/ *adjective* allowed by most people; good enough: *It's not acceptable to make so many mistakes.*

a·chieve·ment AWL /əˈtʃivmənt/ *noun* something that someone has done after trying hard: *Climbing Mount Everest was his greatest achievement.*

a·cross /əˈkrɔs/ *adverb, preposition* from one side to the other side of something: *We walked across the field.*

ac·tiv·i·ty /ækˈtɪvəţi/ *noun* something that you do, usually regularly and because you enjoy it: *The hotel offers a range of sports activities.*

ac·tu·al·ly /ˈæktʃuəli; ˈæktʃəli/ *adverb* really; in fact: *You don't actually believe her, do you?*

an·oth·er /əˈnʌðər/ *adjective, pronoun* a different thing or person: *I can't see you tomorrow—can we meet another day?*

beach /biţʃ/ *noun* a piece of land next to an ocean or a lake that is covered with sand or stones: *a sandy beach*

beau·ti·ful /ˈbyuţəfl/ *adjective* very nice to see, hear, or smell: *Those flowers are beautiful.*

be·gin /bɪˈgɪn/ *verb* to start to do something or start to happen: *I'm beginning to feel cold.*

be·lieve /bɪˈliv/ *verb* to think that something is true or possible, although you are not sure: *"Does Paul still work here?" "I believe so."*

break·fast /ˈbrɛkfəst/ *noun* the first meal of the day: *I had breakfast at seven o'clock.*

bring /brɪŋ/ *verb* to make something happen: *Money doesn't always bring happiness.*

build /bɪld/ *verb* to make something by putting parts together: *He built a wall in front of the house.*

build·ing /ˈbɪldɪŋ/ *noun* a structure with a roof and walls. Houses, schools, churches, and stores are all **buildings**: *There are a lot of old buildings in this town.*

bus·y /ˈbɪzi/ *adjective* with a lot of things happening: *I had a busy morning.*

cap·i·tal /ˈkæpəţl/ *noun* the most important city in a country or state, where the government is: *Austin is the capital of Texas.*

car·ry /ˈkæri/ *verb* to hold something and take it to another place or keep it with you: *He carried the suitcase to my room.*

cause /kɔz/ *verb* to be the reason why something happens: *What caused the accident?*

cel·e·brate /ˈsɛləbreɪt/ *verb* to do something to show that you are happy, for a special reason or because it is a special day: *If you do well on your exams, we'll have a party to celebrate.*

change /tʃeɪndʒ/ *verb* to become different: *She has changed a lot since the last time I saw her—she looks much older*

cheap /tʃip/ *adjective* costing little money: *That restaurant is very good, and relatively cheap.*

close /kloʊs/ *adjective, adverb* near: *We live close to the train station.*

com·bine /kəm'baɪn/ *verb* to join; to mix two or more things together: *The two schools combined and moved to a larger building.*

come /kʌm/ *verb*
come across something to find something when you are not looking for it: *I came across these old photos yesterday.*

com·fort·a·ble /'kʌmftərbl/ *adjective* physically relaxed; without pain or fear that something bad will happen: *Sit down and make yourself comfortable.*

com·mon /'kɑmən/ *adjective* happening often or found in many places: *Back pain is a common medical problem.*

com·mute /kə'myut/ *verb* to travel a long way from home to work every day: *She lives in New Jersey and commutes to New York.*

com·pa·ny /'kʌmpəni/ *noun* a group of people who work together to make or sell things: *an advertising company*

com·pe·ti·tion /ˌkɑmpə'tɪʃn/ *noun* a game or test that people try to win: *I entered the painting competition and won first prize.*

com·plete·ly /kəm'plitli/ *adverb* in every way: *The money has completely disappeared.*

con·di·tion /kən'dɪʃn/ *noun* a medical problem that you have for a long time: *He has a heart condition.*

con·nect /kə'nɛkt/ *verb* to have a connection with another person or thing: *There is no evidence to connect her to the crime.*

con·si·der /kən'sɪdər/ *verb* to think carefully about something: *I'm considering applying for another job.*

cool /kul/ *adjective* a little cold; not hot or warm: *It was a cool evening, so I put on a sweater.*

copy /'kɑpi/ *verb* to do or try to do the same as someone else: *He copies everything his brother does.*

cre·ate AWL /kri'eɪt/ *verb* to make something happen or exist: *We plan to create more jobs in the area.*

crit·i·cize /'krɪtəsaɪz/ *verb* to say that someone or something is wrong or bad: *She was criticized for not following orders.*

cross /krɔs/ *verb* to go from one side of something to the other: *Be careful when you cross the street.*

cul·ture AWL /'kʌltʃər/ *noun* the customs, ideas, and way of life of a group of people or a country: *the language and culture of the Aztecs*

cut /kʌt/ *verb* to break or damage something with something sharp, for example a knife or scissors: *She cut her finger on some broken glass.*

de·cide /dɪ'saɪd/ *verb* to choose something after thinking about the possibilities: *I can't decide what color to paint my room.*

de·ci·sion /dɪ'sɪʒn/ *noun* choosing something after thinking; deciding: *I have to make a decision about what I'm going to do when I finish school.*

de·pend /dɪ'pɛnd/ *verb*
it depends; that depends words that you use to show that something is not certain: *I don't know whether I'll see him. It depends what time he gets here.*

de·scribe /dɪ'skraɪb/ *verb* to say what someone or something is like or what happened: *Can you describe the man you saw?*

des·ert /'dɛzərt/ *noun* a large, dry area of land with very few plants: *the Sahara Desert*

dif·fer·ent /'dɪfrənt/ *adjective* not the same: *These two shoes are different sizes!*

dis·ap·prov·al /ˌdɪsə'pruvl/ *noun* a feeling that something is bad or that someone is behaving badly: *She shook her head in disapproval.*

dish /dɪʃ/ *noun* a type of food prepared in a particular way: *We had a fish dish and a vegetarian dish.*

dur·ing /'dʊrɪŋ/ *preposition* all the time that something is happening: *The sun gives us light during the day.*

eas·y /'izi/ *adjective* not difficult to do or understand: *The homework was very easy.*

en·er·gy AWL /ˈɛnərʤi/ *noun* the power from electricity, gas, oil, etc. that is used to make machines work and to make heat and light: *It is important to try to save energy.*

e·nough /ɪˈnʌf/ *adjective, pronoun, adverb* as much or as many as you need: *There isn't enough food for ten people.*

en·vi·ron·ment AWL /ɛnˈvaɪərnmənt/ *noun* the conditions in which you live, work, etc.. *Children need a happy home environment.*

es·pe·cial·ly /ɪˈspɛʃəli/ *adverb* more than usual, or more than others: *I hate getting up early, especially in winter*

e·ven /ˈivən/ *adverb* a word that you use to make another word stronger: *Their house is even smaller than ours.*

e·vent /ɪˈvɛnt/ *noun* something important that happens: *My sister's wedding was a big event for our family.*

ex·pen·sive /ɪkˈspɛnsɪv/ *adjective* Something that is **expensive** costs a lot of money: *The meal was very expensive.*

fact /fækt/ *noun*
in fact; in actual fact used to show that something is true; really: *I thought she was 21 years old, but in actual fact she's only 19.*

fa·mous /ˈfeɪməs/ *adjective* known by many people: *New York is famous for its museums.*

fa·vor·ite /ˈfeɪvrət/ *adjective* Your **favorite** person or thing is the one that you like more than any other: *What's your favorite food?*

feel /fil/ *verb* to know something because your body tells you: *How do you feel? I don't feel well.*

fes·ti·val /ˈfɛstəvl/ *noun* a series of public events, for example concerts and shows, in one place: *Do you like jazz festivals?*

first /fərst/ *adverb*
first of all before anything else: *I'm going to cook dinner, but first of all I need to buy some food.*

flat /flæt/ *adjective* smooth, with no parts that are higher or lower than the rest: *The landscape in Kansas is very flat.*

fla·vor /ˈfleɪvər/ *noun* the taste of food: *They sell 20 different flavors of ice cream.*

flight /flaɪt/ *noun* a trip in an airplane: *Our flight leaves at 10 a.m.*

floor /flɔr/ *noun* all the rooms at the same height in a building: *I live on the top floor.*

for·ev·er /fəˈrɛvər/ *adverb* for all time: *I will love you forever.*

for·mal /ˈfɔrml/ *adjective* You use **formal** language or behave in a formal way at important or serious times and with people you do not know very well: *"Yours sincerely" is a formal way of ending a letter.*

fresh /frɛʃ/ *adjective* (used especially about food) made or picked not long ago; not frozen or in a can: *I'll make some fresh coffee.*

fun /fʌn/ *noun* pleasure and enjoyment; something that you enjoy: *Sailing is great fun.*

game /geɪm/ *noun* something you play that has rules: *How about a game of tennis?*

gar·den /ˈgɑrdn/ *noun* a piece of land by your house where you can grow flowers, fruit, and vegetables: *I'm growing tomatoes in my garden.*

grade AWL /greɪd/ *noun* a number or letter that a teacher gives for your work to show how good it is: *She got very good grades on all her exams.*

great /greɪt/ *adjective* very nice or enjoyable: *I had a great weekend.*

ground /graʊnd/ *noun* the surface of the earth: *We sat on the ground to eat our picnic.*

group /grup/ *noun* a number of people or things together: *A group of people were standing outside the store.*

guest /gɛst/ *noun* a person that you invite to your home or to a party or special event: *There were 200 guests at the wedding.*

hard /hɑrd/ *adjective* difficult to do or understand: *The exam was very hard.*

hard·ly /ˈhɑrdli/ *adverb*
hardly ever almost not; only just: *We hardly ever go out anymore.*

health·y /'hɛlθi/ *adjective* helping to make or keep you well: *healthy food*

heat /hit/ *noun* hot weather: *I love the heat.*

heav·y /'hɛvi/ *adjective* weighing a lot; difficult to lift or move: *I can't carry this bag—it's too heavy.*

hire /'haɪər/ *verb* to give someone a job: *We hired a new salesperson for the northeast region.*

hit /hɪt/ *verb* to touch someone or something hard: *He hit my ankle with his shopping cart.*

hole /hoʊl/ *noun* an empty space or opening in something: *I'm going to dig a hole in the sand.*

how·ev·er /haʊ'ɛvər/ *adverb* but: *She's very intelligent. However, she's somewhat lazy.*

hurt /hərt/ *verb* to feel pain: *My leg hurts.*

i·de·a /aɪ'diə/ *noun* an opinion or a belief: *She has her own ideas about how to bring up children.*

im·por·tant /ɪm'pɔrtnt/ *adjective* If something is **important**, you must do, have, or think about it: *It is important to sleep well the night before an exam.*

in·clude /ɪn'klud/ *verb* to have someone or something as one part of the whole: *The price of the room includes breakfast.*

in·stead /ɪn'stɛd/ *adverb, preposition* in the place of someone or something: *He's been watching TV all afternoon instead of studying.*

join /dʒɔɪn/ *verb*
join in to do something with other people: *Everyone started singing, but he refused to join in.*

just /dʒʌst/ *adverb* a very short time before: *I just heard the news.*

knowl·edge /'nɑlɪdʒ/ *noun* what you know and understand about something: *He has a good knowledge of U.S. history.*

lake /leɪk/ *noun* a big area of water with land all around it: *We went swimming in the lake.*

last /læst/ *verb* to continue for a time: *The concert lasted for three hours. How long did the game last?*

life /laɪf/ *noun* the time that someone is alive: *He has lived here all his life.*

lo·cal /'loʊkl/ *adjective* of a place near you: *Her children go to the local school.*

lost /lɔst/ *adjective* If you are **lost**, you do not know where you are: *I took a wrong turn, and now I'm lost.*

loud /laʊd/ *adjective, adverb* making a lot of noise: *I couldn't hear what he said because the music was too loud.*

main·ly /'meɪnli/ *adverb* mostly: *The students here are mainly from the East Coast.*

mar·ried /'mærid/ *adjective*
get married *verb* to take someone as your husband or wife: *Fran and Paul got married last year.*

meal /mil/ *noun* food that you eat at a certain time of the day: *What's your favorite meal of the day?*

meas·ure /'mɛʒər/ *verb* to find the size, weight, or amount of someone or something: *Could you measure these windows for me?*

mod·ern /'mɑdərn/ *adjective* of the present time; of the kind that is usual now: *modern art*

most·ly /'moʊstli/ *adverb* almost all: *The students in my class are mostly from this area.*

moun·tain /'maʊntn/ *noun* a very high hill: *Granite Peak is the highest mountain in Montana.*

nar·row /'næroʊ/ *adjective* not far from one side to the other: *The bridge was very narrow.*

na·tion·al /'næʃənl/ *adjective* connected with all of a country; typical of a country: *She wore the Greek national costume.*

near·by /'nɪrbaɪ/ *adjective* not far away; close: *We took her to a nearby hospital.*

nois·y /'nɔɪzi/ *adjective* making a lot of noise; full of noise: *The children are very noisy.*

once /wʌns/ *adverb*
once in a while sometimes, but not often

on·ly /'oʊnli/ *adjective, adverb* and no one or nothing else; no more than: *I invited twenty people to the party, but only five came.*

own /oʊn/ *verb* to have something that is yours: *We don't own our apartment—we rent it.*

pass /pæs/ *verb* to do well enough on an examination or test: *Did you pass your driving test?*

pas·sen·ger /'pæsəndʒər/ *noun* a person who is traveling in a car, bus, train, or airplane but not driving or flying it: *The plane was carrying 200 passengers.*

per·cent AWL /pər'sɛnt/ *noun* one part in every hundred: *90 percent of the people who work here are men* (= in 100 people, there are 90 men).

per·fect /'pərfɪkt/ *adjective* so good that it cannot be better; with nothing wrong: *Her French is perfect.*

per·son·al /'pərsənl/ *adjective* of or for one person: *Please keep all your personal belongings with you.*

per·son·al·i·ty /ˌpərsə'nælətɪ/ *noun* the qualities that a person has that make them different from other people: *Mark has a great personality.*

piece /pis/ *noun* a part of something: *Would you like another piece of cake?*

place /pleɪs/ *noun* a particular building, city, town, country, etc.. *Boston is a very interesting place.*

play·er /'pleɪər/ *noun* a person who plays a game: *football players*

pol·lu·tion /pə'luʃn/ *noun* dirty and dangerous chemicals, gases, etc. that harm the environment: *Our rivers are full of pollution.*

poor /pʊr/ *adjective* a word that you use when you feel sad because someone has problems: *Poor Tina! She's not feeling well.*

pop·u·lar /'pɑpyələr/ *adjective* liked by a lot of people: *Baseball is a popular sport in the U.S.*

pos·si·ble /'pɑsəbl/ *adjective* able to happen or to be done: *Is it possible to get to your house by train?*

pow·er /'paʊər/ *noun* energy that can be collected and used for making machines work, making electricity, etc.. *nuclear power*

pre·pare /prɪ'pɛr/ *verb* to make someone or something ready; to make yourself ready: *Martin is in the kitchen preparing dinner.*

prob·lem /'prɑbləm/ *noun* something that is difficult; something that makes you worry: *She has a lot of problems. Her husband is sick and she may lose her job.*

pro·fes·sion·al AWL /prə'fɛʃənl/ *adjective* doing something for money as a job: *a professional tennis player*

pro·gram /'proʊgræm/ *noun* something on television or radio: *Did you watch that program about cats on TV last night?*

pro·tect /prə'tɛkt/ *verb* to keep someone or something safe: *Parents try to protect their children from danger.*

pro·vide /prə'vaɪd/ *verb* to give something to someone who needs it: *I'll provide the food for the party.*

quick·ly /'kwɪkli/ *adverb* fast; in a short time: *Come as quickly as you can!*

quite /kwaɪt/ *adverb* very, but not extremely: *It's quite warm today, but it's not too hot.*

rare /rɛr/ *adjective* If something is **rare**, you do not find or see it often: *Pandas are rare animals.*

rare·ly /'rɛrli/ *adverb* not very often: *We rarely agree with each other.*

reach /ritʃ/ *verb* to arrive somewhere: *It was dark when we reached the campsite.*

re·gion AWL /'ridʒən/ *noun* a part of a country or of the world: *tropical regions of the world*

reg·u·lar /'rɛgyələr/ *adjective* standard, average, or normal: *Would you like regular coffee or decaf?*

re·source AWL /'risɔrs/ *noun* something that a person, an organization, or a country has and can use: *Oil is one of our most important natural resources.*

re·spect /rɪ'spɛkt/ *noun* feeling that you have a good opinion of someone: *I have a lot of respect for your father.*

rest /rɛst/ *verb* to relax, sleep, or do nothing after an activity or an illness: *We worked all morning and then rested for an hour before starting work again.*

roof /ruf/ *noun* the top of a building or car, which covers it

rule /rul/ *noun* something that tells you what you must or must not do: *It's against the rules to smoke.*

safe /seɪf/ *adjective* not in danger; not hurt: *Don't go out alone at night—you won't be safe.*

same /seɪm/ *adjective*
the same not different; not another: *Emma and I like the same kind of music.*

seat /sit/ *noun* something that you sit on: *the back seat of a car*

se·cret /'sikrət/ *noun* something that you do not or must not tell other people: *I can't tell you where I'm going—it's a secret.*

seem /sim/ *verb* to give the impression of being or doing something: *She seems tired.*

se·ries AWL /'sɪriz/ *noun* a number of television or radio programs, often on the same subject, that come one after another: *The first episode of the new series is on Saturday.*

shade /ʃeɪd/ *noun* a place where it is dark and cool because the sun does not shine there: *We sat in the shade of a big tree.*

shake /ʃeɪk/ *verb*
shake hands to hold someone's hand and move it up and down when you meet them

shape /ʃeɪp/ *noun* what you see if you draw a line around something; the form of something: *What shape is the table—round or square?*

show /ʃoʊ/ *verb* to make something clear; to explain something to someone: *Can you show me how to use the computer?*

sim·i·lar AWL /'sɪmələr/ *adjective* the same in some ways but not completely the same: *Rats are similar to mice, but they are bigger.*

sim·ple /'sɪmpl/ *adjective* without a lot of different parts or extra things: *She wore a simple black dress.*

sit·u·a·tion /ˌsɪtʃu'eɪʃn/ *noun* the things that are happening in a particular place or at a particular time: *We are in a difficult situation at the moment.*

skill·ful /'skɪlfl/ *adjective* very good at doing something: *a very skillful tennis player*

slight·ly /'slaɪtli/ *adverb* a little: *I'm feeling slightly better today.*

so /soʊ/ *conjunction* because of this or that: *The store is closed, so I can't buy any bread.*

soon /sun/ *adverb* not long after now, or not long after a particular time: *John will be home soon.*

spe·cial /'spɛʃl/ *adjective* not usual or ordinary; important for a reason: *It's my birthday today, so we're having a special dinner.*

star /stɑr/ *noun* a famous person who performs something or plays sports, for example an actor: *a basketball star*

state·ment /'steɪtmənt/ *noun* something that you say or write, especially officially: *The driver made a statement to the police about the accident.*

still /stɪl/ *adverb* a word that you use to show that something has not changed: *Do you still live in Denver?*

stu·pid /'stupəd/ *adjective* not intelligent; silly: *Don't be so stupid!*

sub·ject /'sʌbdʒɪkt/ *noun* something you study at school, college, or university: *I'm studying three subjects: Math, Physics, and Chemistry.*

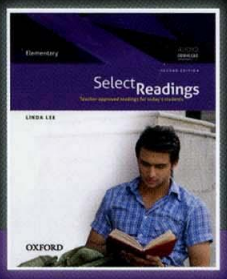
suc·cess /sək'sɛs/ *noun* someone or something that does well or that people like a lot: *The party was a great success.*

such /sʌtʃ/ *adjective*
such as words that you use to give an example: *Sweet foods such as chocolate can make you fat.*

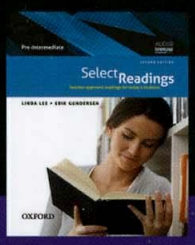
sud·den·ly /'sʌdnli/ *adverb* quickly, and when you are not expecting it: *He left very suddenly at the age of 23.*

www.hellooteacher.com

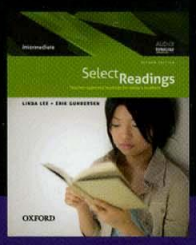
Select Readings SECOND EDITION



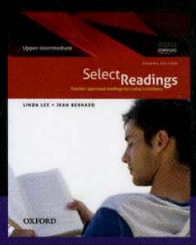
Elementary



Pre-Intermediate



Intermediate



Upper-Intermediate

New for the Second Edition

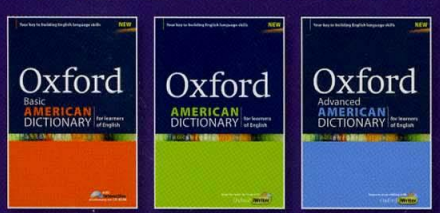
- **ALL-NEW Elementary course** completes 4-level curriculum
- **50% more reading content** promotes intensive reading skill development
- **Downloadable audio files** for all main readings help students learn on the go
- **Mini Oxford American Dictionary** at back of book builds academic vocabulary skills

Components

- **Student Book**
- **Testing Program CD-ROM** features:
  - Chapter tests with new reading passages
  - Midterm and final exams in the style of the TOEFL® test, the TOEIC® test, IELTS, and other major tests
  - Student Book Answer Key
- **Class Audio CDs**
- **Audio Download Center**

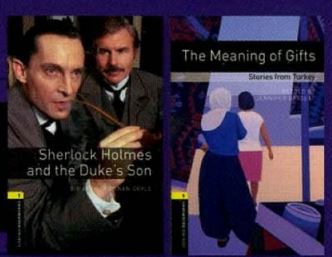
Helloo Teacher
مرجع کامل تدریس و یادگیری زبان انگلیسی
HELLOO TEACHER

FOR VOCABULARY SUPPORT



FOR EXTENSIVE READING

Select Readings is comprehensively correlated to the **Oxford Bookworms Library.** See inside back cover for details.



OXFORD UNIVERSITY PRESS

www.oup.com

* TOEIC® and TOEFL® are registered trademarks of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

CEF B1 A2 A1

ISBN 978-0-19-433223-1