

# Content-based English: Humanities Teacher's Guide

John Spiri, [globalstoriespress@gmail.com](mailto:globalstoriespress@gmail.com)

## Narrative Transcripts

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

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

There are three versions of the same sentences that will be used for the dictation (dictogloss). The first (in green) is shortest and easiest; the second in black is the recommended version. The third (in red) is longest and most difficult. Some points are below.

- Audio is available online and CD, so teachers can start with one level then try a higher or lower level.
- Instead of using the audio, a teacher could read the sentences. In that case the sentences it would be easy to use from any level as desired.
- If using one of the shorter versions, the longer version can serve as a reference for the teacher to add details verbally or by writing on the board.
- The sentences should be challenging for students because they will be listened to several times, explained, practiced, and later read or remembered.
- Audio for level 3, the most difficult level, is available on request.
- Learners will listen to the sentences and write them, doing a dictation activity. Ideas for dictation are explained later in this teacher's manual.

## Listening Transcripts:

The listening transcripts are on the following pages. There are now four levels. Level 2 and level 3 are the recommended levels; audio is available for both of those levels (either free download or CD). Audio for the other two levels is available upon request. I often read the sentences as students take dictation. That way I can vary the speed for each individual class or tweak the sentences further. If students are struggling, it might be a good idea to try an easier level. Level 4 is a little impractical to have students write unless they're advanced, but if nothing else, they serve as a good reference for teachers. You can use the information to simply tell students while going over the dictation.

## Chapter 1 (found on pages 4-5)

CD tracks and audio downloads are available for the middle two versions.

### Child Development

1. When just three months old babies can recognize many voices.
2. School-age kids start to doubt parents and teachers.
3. Peer pressure can make middle schoolers do either good or bad behavior.
4. Teenagers share their possessions and develop closer relationships.

Child Development (short/easy version, 48 words) (CD and downloads available)

1. When just three months old babies can recognize a wide range of voices.
2. School-age kids start to question, doubt and criticize parents and teachers.
3. Peer pressure can make middle schoolers do either good or bad behavior.
4. Teenagers are more able to share their possessions and develop closer relationships.

Child Development (58 words) (CD and downloads available)

1. Even when just three months old babies can recognize a wide range of voices.
2. School-age kids start to question, doubt and criticize authorities like parents and teachers.
3. In middle school, peer pressure can make kids do either productive or risky behavior.
4. Teenagers care more deeply about people and things, are more able to share their possessions, and develop closer relationships.

1. Child Development (highest level version, 74 words)

1. Even when just three months old infants can recognize a wide range of sounds and can distinguish their mother's voice.
2. School-age kids start to rebel as they question, doubt and criticize authorities like parents and teachers.
3. In middle school, peer pressure can make kids do either productive or risky behavior.
4. As teenagers become more independent, they care more deeply about people and things, are more able to share their possessions, and develop closer relationships.

## 2. Music (four versions) (pages 8-9)

CD tracks and audio downloads are available for the middle two versions.

1. Children who play an instrument do better at school and have better listening skills.
2. Experiments show that plants grow faster when music is played.
3. Listening to music while working out increases motivation and concentration.
4. Music can be therapy for pain and depression.

1. Children who play a musical instrument have more success at school and have better listening skills.
2. Experiments show that plants grow faster when music is played.
3. Listening to music while working out increases motivation and focuses the mind.
4. Music can be therapy for pain and depression and reduce blood pressure.

1. Children who play a musical instrument do better at school, work better in teams, and have better listening skills.
2. Experiments show that plants grow faster when music is played.
3. Listening to music while working out increases motivation, focuses the mind, and increases the heart rate.
4. Music can be therapy for pain and depression, it can reduce blood pressure, and it can improve athletic performance.

1. Children who play a musical instrument are more likely to excel in their studies, cooperate with group members, and have better listening skills.
2. Experiments have shown that plants grow faster when exposed to music, perhaps because they are receiving and responding to sound waves.
3. Listening to music while working out increases motivation, focuses the mind, and increases the heart rate, especially when the tempo is fast.
4. Music has many health benefits including therapy for pain and depression, reducing blood pressure, and improving athletic performance.

### 3. Anthropology / World Cultures (four versions) (pages 12-13)

CD tracks and audio downloads are available for the middle two versions.

1. The Awa tribe picks fruit and hunts wild animals.
2. Ainu came under the control of the Japanese after losing a battle in 1789.
3. Korean cuisine features kimichee, a spicy mixture of pickled vegetables.
4. British humor is told without emotion, even about sensitive subjects.
5. Americans believe that a person's happiness is more important than group desires.
6. Japanese arts have been greatly influenced by Zen.

1. The Awa tribe lives like stone age people picking fruit and hunting wild animals.
2. Ainu came under the control of the Japanese after losing a battle in 1789.
3. Korean cuisine features kimichee, a spicy mixture of fermented and pickled vegetables.
4. British humor is often told without emotion, even about sensitive subjects.
5. Americans believe that a person's effort to find happiness is more important than the desires of a group.
6. Japanese arts have been greatly influenced by Zen which teaches simplicity.

1. The Awa tribe lives like stone age people picking fruit, hunting wild animals, and migrating by season.
2. Ainu came under the control of the Japanese after losing a battle in 1789.
3. Korean cuisine features kimichee, a spicy mixture of fermented and pickled vegetables made from Chinese cabbage.
4. British humor is often told without emotion, even about sensitive subjects.
5. Americans believe that an individual's effort to find happiness is more important than the desires of a group.
6. Japanese arts have been greatly influenced by Zen which emphasizes calmness, simplicity, and self-development.

1. The Awa tribe still lives like stone age people picking fruit, hunting wild pigs and monkeys, and migrating by season.
2. The Ainu, who probably descended from Jōmon people, came under the control of the Japanese after losing a battle in 1789.
3. In addition to garlic and ginger, Korean cuisine often features kimichee, a spicy mixture of fermented and pickled vegetables which is made from Chinese cabbage or white radishes.
4. British humor is often sarcastic and told without emotion, even about sensitive subjects.
5. Americans believe that an individual's effort to fulfill needs and find happiness is more important than the desires of a group or society.
6. Japanese arts such as tea ceremony, flower arrangement and calligraphy have been greatly influenced by Zen which emphasizes calmness, simplicity, and self-development.

#### 4. Japanese (four versions) (pages 18-19)

CD tracks and audio downloads are available for the middle two versions.

1. Chinese writing appeared thousands of years ago on bones, then later on wood and bamboo.
2. Schoolchildren learn kanji by drilling and memorization.
3. Honorific language is used when speaking to high status people.
4. People in Kansai and northeast Japan have regional dialects.

1. Chinese writing appeared thousands of years ago on bones, then later on wood and bamboo.
2. Schoolchildren learn 2,136 kanji by drilling and memorization.
3. Honorific language is used when speaking to high status people like company presidents and the elderly.
4. Speakers in Kansai and northeast Japan have regional dialects.

1. Chinese writing appeared thousands of years ago on bones, then later on wood and bamboo.
2. Schoolchildren learn 2,136 kanji by drilling and memorization but need to know thousands more to read literature and newspapers.
3. Honorific language is used when speaking to high status people like company presidents and the elderly.
4. Besides Japan's standard Tokyo dialect, speakers in Kansai and the northeast have distinctive speaking styles as well.

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1. Chinese characters first appeared thousands of years ago on bones and turtle shells, then later on wood and bamboo.
2. Schoolchildren in Japan learn 2,136 kanji by drilling, memorization and repetition but need to know thousands more to read literature, newspapers and magazines.
3. Honorific language is used when speaking to high status people like company presidents and the elderly. Japanese also communicate nonverbally by bowing, offering presents with two hands, and silence.
4. Besides Japan's standard Tokyo dialect, speakers in Kansai the northeast, and Kyushu have distinctive speaking styles as well. For example, Kyushu speakers often add "ka" to the end of adjectives rather than "i".

## 5. Physical Education (four versions) (pages 22-23)

CD tracks and audio downloads are available for the middle two versions.

1. Physical education helps kids to have a positive experience.
2. Exercise improves muscle tone, speed, and reduces stress.
3. Stretching gives muscles a chance to loosen before exercise.
4. Students learn concentration by practicing non-competitive activities.

1. Physical education encourages kids to have a positive experience without worrying about winning or losing.
2. Exercise improves muscle tone, speed, and reduces stress.
3. Stretching helps improve flexibility and gives muscles a chance to loosen before exercise.
4. Students can learn concentration by practicing non-competitive activities.

1. Physical education activities encourage kids to have a positive experience without worrying about winning or losing.
2. Exercise improves muscle tone, speed, endurance, and reduces stress.
3. Stretching helps improve flexibility and circulation, and gives muscles a chance to loosen before exercise.
4. Students can learn concentration by practicing non-competitive activities such as kyudo.

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1. At the elementary level, physical education activities encourage kids to have a positive experience without worrying about winning or losing.
2. Students compete or do physical activities to improve muscle tone, gain speed and endurance, learn to work with teammates, and reduce stress.
3. Stretching helps improve flexibility and circulation, gives muscles a chance to loosen before exercise, and is helpful for relieving lower back pain.
4. Students can learn concentration by practicing non-competitive activities such as kyudo, Japanese archery, and kendo, fencing with sticks.



## 6. Education (four versions) (pages 26-27)

CD tracks and audio downloads are available for the middle two versions.

1. Schools assess a student's knowledge by testing and giving grades.
2. Dewey said schools should help kids contribute to society.
3. Kids at the Albany Free School study whatever and whenever they like.
4. Waldorf schools are painted in lively colors and decorated with student artwork.
5. Finnish schools, which have very little homework, rank very highly.
6. Education includes learning to think clearly and feel empathy.

1. Schools constantly assess a student's knowledge by testing and giving grades.
2. Dewey said schools should help kids learn to serve others and contribute to society.
3. Kids at the Albany Free School study whatever and whenever they like.
4. Waldorf schools are painted in lively colors and decorated with student artwork.
5. Finnish schools, which have no entrance exams and very little homework, rank higher than schools in other developed countries.
6. Education includes learning to think, reason, and feel empathy.

1. Schools continually assess a student's knowledge by testing and giving a grade from A to F.
2. Dewey said schools should help kids realize their potential so they can serve others and contribute to society.
3. Kids at the Albany Free School study whatever and whenever they like.
4. The walls of Waldorf schools are painted in lively colors and decorated with student artwork.
5. Finnish schools, which have no uniforms, no entrance exams and very little homework, rank higher than schools in other developed countries.
6. Education includes learning to think, reason, feel compassion and gain wisdom.

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1. Schools demand obedience and continually assess a student's knowledge by testing him and giving him a grade from A to F.
  2. Dewey said a school should teach youth how to live and help them realize their potential so they can serve others and contribute to society.
  3. At the Free School there are no grades, no set curriculum, no standardized tests, no homework and unnecessary rules are avoided.
  4. The walls of Waldorf schools are painted in lively colors and decorated with student artwork which encourages students to learn the arts.
  5. Finnish schools, which have no uniforms, no entrance exams, and very little homework, rank higher than schools in other developed countries. Classes are small and teachers constantly collaborate to find solutions.
  6. In addition to gaining knowledge, education includes learning to think, reason, feel compassion and gain wisdom.

## 7. English (four versions) (pages 32-33)

CD tracks and audio downloads are available for the middle two versions.

1. After Germans attacked Britain, Celtic people escaped north.
2. The Canterbury Tales were written in Middle English by the poet Chaucer.
3. Johnson took nine years to write A Dictionary of the English Language.
4. English is called the lingua franca because it's used around the world.

1. After German speaking tribes attacked Britain, Celtic people escaped north.
2. The Canterbury Tales were written in Middle English by the great poet Chaucer.
3. After recording every word by himself for nine years, Johnson completed A Dictionary of the English Language.
4. English is called the lingua franca because it's used around the world.

1. After German speaking tribes from northern Europe attacked Britain, Celtic people escaped west and north.
2. The Canterbury Tales, written in Middle English by Chaucer, are critical of English society, particularly the Church.
3. After recording every word by himself for nine years, Samuel Johnson completed A Dictionary of the English Language.
4. English is called the lingua franca because it's used by people who don't share a common tongue.

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1. After German speaking tribes from northern Europe attacked Britain, Celtic people escaped west and north. The Old German of those invaders evolved into English.
2. The Canterbury Tales, written in Middle English by Chaucer, are critical of English society, particularly the Church. It's about a group of pilgrims traveling together trying to win a contest.
3. Samuel Johnson, who was a poet, writer and editor, completed A Dictionary of the English Language by recording every word by himself for over nine years.
4. English is called the lingua franca because it's often used by people who don't share a common tongue or culture and is the language of business, government and research.



## 8. Home Economics (four versions) (pages 36-37)

CD tracks and audio downloads are available for the middle two versions.

1. Housework includes removing garbage and washing clothes.
2. Families can save money by making a budget.
3. Addicts should reach out for support and start healthy habits.
4. Consumers should be aware that advertisements are often not true.

1. Housework includes removing garbage, dusting and vacuuming, and washing clothes.
2. Individuals and families can save money by making a budget.
3. Addicts should reach out for support, reduce stress, and start healthy habits.
4. Consumers should be aware of the ways advertisers lie to sell their products.

1. Housework includes removing garbage, dusting and vacuuming, polishing furniture and washing clothes.
2. Individuals and families can save money by making a budget and looking for ways to reduce spending.
3. Addicts should reach out for support, reduce stress, and start healthy habits to replace their substance abuse.
4. Consumers should be aware of the ways advertisers exaggerate or lie to sell their products.

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1. Housework includes removing garbage, keeping things organized, dusting and vacuuming, polishing furniture and washing clothes.
2. Individuals and families can save money by making a budget of income and expenses, then look for ways to reduce spending.
3. Addicts should reach out for support, reduce stress, and start healthy habits to replace their substance abuse. Common substances include illegal drugs and legal substances like cigarettes.
4. Consumers should be aware of the ways advertisers exaggerate, lie, and manipulate imagery to sell their products.

## 9. Ethics and Morality (four versions) (pages 40-41)

CD tracks and audio downloads are available for the middle two versions.

1. Ethics is the study of human values.
2. Hindus follow a guru who teaches and inspires them.
3. Buddha taught that desire is the cause of all suffering.
4. Jesus taught followers to love everyone and feed the poor.
5. Islam's teachings include faith, praying five times a day, and fasting.
6. Epicurus taught that philosophy can help us find happiness.

1. Ethics is the study of what humans value.
2. Hindus follow a guru who is supposed to help them live a life of service.
3. Buddha taught that desire is the cause of all suffering.
4. Jesus taught followers to love everyone, take care of the sick, and feed the poor.
5. Four of Islam's basic teachings are faith, praying five times a day, giving money to charity and fasting.
6. Epicurus taught that philosophy can free us from fear of death and find happiness.

1. Ethics is the study of what humans value and how they decide right and wrong.
2. Hindus follow a guru who is supposed to help them live a humble life of service.
3. Buddha taught that desire is the cause of all suffering.
4. Jesus taught followers to love everyone, including enemies, take care of the sick, and feed the poor.
5. Islam's five basic teachings are faith, praying five times a day, giving money to charity, fasting, and pilgrimage to Mecca.
6. Epicurus taught that philosophy can free us from fear of death and help us find happiness.

1. Ethics is the study of what humans value and how they decide right and wrong. The Greek root of the word means custom or character.
2. In Hinduism, the path to God should go through a guru who is like a spiritual guide who is supposed to help followers live a humble life of service.
3. Buddha taught four noble truths that explain desire is the cause of all suffering.
4. Jesus taught followers to love everyone, including enemies, take care of the sick, and feed the poor.
5. Islam's five basic teachings are faith, praying five times a day, giving money to charity, fasting, and pilgrimage to Mecca.
6. Athiests often quote the ancient Greek Epicurus who taught that philosophy can liberate us from fears of death and belief in supernatural powers.

*In 33 AD Epicurus wrote, "Is God willing to prevent evil, but not able? Then he his not all-powerful. Is he able, but not willing? Then he is cruel. Is he both able and willing? Then why is there evil? Is he neither able nor willing? Then why call him God?"*

## 10. The Environment (four versions) (pages 46-47)

CD tracks and audio downloads are available for the middle two versions.

1. There are 1,556 endangered species because people are destroying their habitat.
2. Scientists expect desert lands to increase by 30 percent due to climate change.
3. Coral reefs are important ecosystems which support thousands of species.
4. A billion people do not have safe drinking water and a child dies every 20 seconds due to a water-related illness.

1. There are 1,556 endangered species because people are destroying their habitat and killing them to make money.
2. Scientists expect desert lands to increase by 30 percent due to climate change.
3. Coral reefs are valuable ecosystems which support thousands of species.
4. Almost a billion people do not have safe drinking water, a child dies every 20 seconds due to a water-related illness, and women spend 200 million hours a day collecting water.

1. There are 1,556 endangered or nearly extinct species because people are destroying their habitat and killing them to make money.
2. Scientists expect the land affected by inadequate rainfall to increase by 30 percent due to climate change.
3. Coral reefs are valuable ecosystems which support thousands of species from which medicine for diseases are being found.
4. Almost a billion people do not have safe drinking water, a child dies every 20 seconds due to a water-related illness, and women spend 200 million hours a day collecting water.

1. There are 1,556 endangered or nearly extinct species because people are destroying their habitat and killing them to sell their organs for Chinese medicine or selling their body parts like gorilla hands for ashtrays.
2. Scientists expect sea levels to rise and the amount of land affected by inadequate rainfall to increase by 30 percent due to climate change.
3. Coral reefs are valuable ecosystems which support more species than any other marine environment. Their biodiversity is key to finding medicines for cancer, viruses, and other diseases.
4. Almost a billion people do not have safe drinking water, a child dies every 20 seconds due to a water-related illness, and women spend 200 million hours a day collecting water.

## 11. Math Education (four versions) (pages 50-51)

CD tracks and audio downloads are available for the middle two versions.

1. In the 18th century schools started teaching math because telling time and counting became important skills.
2. Kids in math class do arithmetic, word problems and projects.
3. In a “flip classroom,” students watch math videos at home then go to class to practice.
4. Math has become important to science and other fields.

1. In the 18th century public schools started teaching math because telling time and counting money became essential skills.
2. In addition to arithmetic, kids in math class can do word problems and projects.
3. In a “flip classroom,” students first watch math videos online and later go to class to practice.
4. Mathematics has become important to science and other fields.

1. In the 18th century public schools started teaching math because the Industrial Revolution made telling time and counting money essential skills.
2. In addition to adding, subtracting, multiplying and dividing, kids in math class can do word problems and projects.
3. In a “flip classroom,” students first watch math videos online and later go to class to practice.
4. Mathematics has become important to fields like engineering, finance and statistics.

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1. In the 18th century public schools started teaching math because the Industrial Revolution made telling time and counting money essential skills.
2. In addition to arithmetic, word problems can deepen students’ math understanding, improve their ability to reason and communicate mathematically, and make them curious.
3. In a “flip classroom,” students first watch math videos online and later go to class to practice rather than the other way around.
4. Mathematics is important to many fields. In the life sciences, for example, statistical analysis is necessary to do research.

## 12. Foreign Language Acquisition (four versions) (pages 54-55)

CD tracks and audio downloads are available for the middle two versions.

1. When learners listen and move they passively learn grammar.
2. Students listen to grammar explanations in their native language.
3. Learners have meaningful classroom interactions.
4. Students focus on a theme such as history or science.
5. The teacher says a sentence and students repeat it without vocabulary explanations.
6. Word frequency lists show which words are most common.

1. When learners listen and move around they passively learn grammar.
2. Students listen to explanations of grammar made in their native language.
3. With this method, learners have meaningful classroom interactions.
4. Learners focus on a theme such as history or science.
5. The teacher presents a correct sentence and students repeat it without vocabulary explanations.
6. Word frequency lists show which words are most common.

1. Learners enjoy getting out their chairs and moving while they passively learn grammar.
2. Students listen to explanations of grammar made in their native language.
3. This method emphasizes authentic and meaningful classroom interactions.
4. Learners focus on a theme such as history or science rather than studying grammar. 58
5. The instructor presents the correct model of a sentence and students repeat it without vocabulary explanations or translations.
6. Word frequency lists show which words are most common and thus important to learn.

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1. Learners enjoy getting out their chairs and moving, they can quickly recognize meaning by observing, and they passively learn grammar and structure.
2. Learners listen to explanations of grammar made in their native language. This classical method is now mainly used for understanding and translating literature.
3. This method emphasizes authentic materials and meaningful classroom interactions, often about the learners' own experiences.
4. Learners focus on a theme such as history or science that stimulates their interest and curiosity. The target language becomes a tool to learn other subjects.
5. The instructor presents the correct model of a sentence and students repeat it without vocabulary explanations or translations. To practice, one word of a sentence pattern is often replaced with another.
6. Word frequency lists show which words are most common and therefore important to learn. Lower level students should focus on high frequency words.

### 13. Health (four versions) (pages 60-61)

CD tracks and audio downloads are available for the middle two versions.

1. Millions of children can be saved with bed nets, immunizations and proper nutrition.
2. The number of new AIDS cases in Japan in 2013 was a record high.
3. The 1,000 days from pregnancy to a child's second birthday are most important.
4. Diseases that used to kill many children have been stopped thanks to vaccines.

1. Millions of children can be saved with bed nets, immunizations and proper nutrition.
2. While the number of HIV cases in Japan is just 17,000, the number of new cases in 2013 was a record high.
3. The 1,000 days from pregnancy to a child's second birthday are most important.
4. Diseases that used to kill thousands of children have been eliminated thanks to vaccines.

1. Millions of children can be saved with low-cost bed nets, childhood immunizations and proper nutrition.
2. While the number of HIV cases in Japan is low, just 17,000, the number of new cases in 2013 was a record high.
3. The 1,000 days from pregnancy to a child's second birthday are most important for physical and mental development.
4. Diseases such as polio that used to kill thousands of children have been eliminated thanks to safe and effective vaccines.

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1. Millions of children can be saved with low-cost bed nets which prevent malaria, childhood immunizations which can eradicate diseases, and proper nutrition.
2. While the number of HIV cases is low, just 17,000, Japan broke its annual record for new AIDS patients in 2013 with 484.
3. The 1,000 days from pregnancy to a child's second birthday are most important for physical and mental development. For infants under two, undernutrition can result in permanent damage.
4. Diseases such as polio that used to injure or kill thousands of children have been eliminated or are close to extinction thanks to safe and effective vaccines.



## 14. Art (four versions) (pages 64-65)

CD tracks and audio downloads are available for the middle two versions.

1. Learning to draw helps students fully understand light, shading and forms.
2. Drama helps students gain confidence and improve concentration.
3. Hold the brush firmly while leaving empty space inside the hand.
4. A literature classic that U.S. students read is *The Call of the Wild* about the love between a man and a dog.

1. Learning to draw helps students fully understand the use of light, shading and forms.
2. Drama has benefits including more self-confidence, greater concentration, and better social skills.
3. To master calligraphy hold the brush firmly while leaving empty space inside the hand.
4. Two literature classics that U.S. students read are *1984* about freedom and *The Call of the Wild* about the love between a man and a dog.

1. Learning to draw with a pencil allows students to fully understand the use of light, shading and forms.
2. Drama has benefits including more self-confidence, improved public speaking and listening skills, greater concentration, and better social skills.
3. A technique to master calligraphy is to hold the brush firmly while leaving empty space inside the hand.
4. Two literature classics that U.S. students read are *1984* about freedom and *The Call of the Wild* about the love between a man and a dog.

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1. Learning to draw with a graphite pencil allows students to fully understand the use of light, shading and forms, and provides the foundation for learning to paint.
2. An expressive art such as drama has many benefits including more self-confidence, improved public speaking and listening skills, greater focus and concentration, and better social skills.
3. A key to technique to master calligraphy is to hold the brush firmly while leaving empty space inside the palm.
4. Literature classics that U.S. students read are *A Tale of Two Cities* about the French Revolution, *1984* about freedom, and *The Call of the Wild* about the love between a man and a dog.

## 15. World History (four versions) (pages 68-69)

CD tracks and audio downloads are available for the middle two versions.

1. 10,000 years ago people began domesticating plants and animals.
2. The pencil was invented after a mine was discovered in England.
3. The Industrial Revolution started in Britain in the late 1700s.
4. During the Renaissance, people learned that the earth revolves around the sun.
5. The American Revolutionary War against the British ended in 1783.
6. Three planes were hijacked and flown into buildings, killing over 3,000 people.

1. 10,000 years ago people began domesticating plants and animals.
2. The pencil was invented after a huge mine was discovered in England.
3. The Industrial Revolution started in Britain in the late 1700s.
4. During the Renaissance, people learned that the earth revolves around the sun.
5. The American Revolution ended in 1783 when the 13 colonies overthrew the British.
6. Three passenger planes were hijacked and flown into buildings, killing over 3,000 people.

1. 10,000 years ago people began domesticating plants such as beans and animals such as goats and pigs.
2. The pencil was invented after a huge mine was discovered in England which made writing much easier.
3. The Industrial Revolution started in Britain in the late 1700s when factories started to mass produce goods.
4. During the Renaissance, scientific truths such as the fact the earth revolves around the sun challenged religious teachings.
5. The American Revolution ended in 1783 when the 13 colonies overthrew the British because they didn't want to pay taxes, among other reasons.
6. Three passenger planes were hijacked by terrorists and flown into buildings, killing over 3,000 people.

1. The agricultural revolution began 10,000 years ago when people began domesticating plants such as barley and beans and animals such as wolves, goats and pigs.
2. Romans created a writing instrument using lead, then the pencil was invented after a huge graphite mine was discovered in England in 1564.
3. The Industrial Revolution started in Britain in the late 1700s when farmers moved to cities to work in factories which mass produced goods.
4. During the Renaissance, scientific truths such as the fact the earth revolves around the sun challenged and eventually replaced religious teachings.
5. The American Revolution occurred from 1765 to 1783 when the 13 colonies overthrew the authority of the British to tax and rule them.
6. Three passenger planes were hijacked by terrorists and flown into buildings, killing over 3,000 people. A fourth hijacked plane crash landed in a field.

## Bonus pages War and Peace (four versions) (pages 74-75)

CD tracks and audio downloads are available for the middle two versions.

1. When Mongolia attacked in the 1200s, a kamikaze saved Japan.
2. One reason for the French Revolution is the middle class wanted more political power and respect.
3. Alexander the Great created a Greek empire on three continents.
4. After the Prince of Hungary was murdered, World War One started.
5. The largest conflict in history, World War Two, cost over 50 million lives.
6. The fall of the Berlin Wall in 1989 ended the Cold War.

1. When Mongolia attacked Japan in the 1200s, Samurai were easily killed, but a kamikaze saved them.
2. Two reasons for the French Revolution are the middle class wanted more political power and respect and the government was nearly bankrupt.
3. Alexander the Great created a Greek empire on three continents.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that caused much death and destruction.
5. The largest conflict in history cost over 50 million lives and destroyed much of the world.
6. The fall of the Berlin Wall in 1989 ended the Cold War.

1. During the Mongol army's attacks on Japan in the late 1200s, Samurai were easily killed, but a so-called divine wind saved them both times.
2. Three reasons for the French Revolution were the middle class wanted more political power and respect, the poor rejected the feudal system, and the government was nearly bankrupt.
3. Alexander the Great led his army over 20,000 kilometers, creating an empire that stretched across three continents, followed Greek customs, and used the Greek language.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that utilized modern weaponry which created much death and destruction.
5. The largest conflict in history cost over 50 million lives and destroyed the infrastructure of cities as well as much of the natural world.
6. World powers were divided between two different economic systems, communism and capitalism. The fall of the Berlin Wall in 1989 ended the Cold War.

1. During the Mongol army's first attack on Japan in 1274, Samurai were easily killed, but a taifun saved them. Then in 1281 the Japanese were struggling to keep the Mongols out when a taifun, called a kamikaze, again saved them.
2. Some reasons for the French Revolution are a bigger middle class wanted more political power and respect; the poor, called peasants, were less willing to support a feudal system; the government was nearly bankrupt; and crop failures in 1788 caused more poverty and anger.
3. Alexander the Great became king after conquering many lands without a single military defeat. He led his army over 20,000 kilometers, creating an empire that stretched across three continents, followed Greek customs and used the Greek language.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that utilized modern weaponry that created more death and destruction than any previous war. which killed more than nine million soldiers and millions of civilians killed by November 1918. The Central Powers of Germany, Austria-Hungary and the Ottoman Empire fought against the Allied forces of Great Britain, the United States, France, Russia, Italy and Japan.
5. Shortly after Germany attacked Poland in September 1939, Britain and France declared war on Germany. The U.S. entered after Japan attacked Pearl Harbor, killing 2,402 U.S. soldiers. By 1941 Italy's army was defeated. Germany continued to successfully bomb enemies so Hitler decided to attack Russia. During the "Battle of Midway" Japan lost thousands of soldiers and suffered significant damage to their navy. It was the turning point of the Pacific War. With greater resources and power, allies overcame all axis countries by 1945. The largest conflict in history had cost over 50 million lives and destroyed the infrastructure of cities as well as much of the natural world.
6. World powers were divided between two different economic systems, communism and capitalism. The fall of the Berlin Wall in 1989 ended the Cold War.

### 3rd of 4 levels

1. Ethics is the study of what humans value and how they decide right and wrong.
  2. Hindus follow a guru who is supposed to help them live a humble life of service.
  3. Buddha taught that desire is the cause of all suffering.
  4. Jesus taught followers to love everyone, including enemies, take care of the sick, and feed the poor.
  5. Islam's five basic teachings are faith, praying five times a day, giving money to charity, fasting, and pilgrimage to Mecca.
  6. Epicurus taught that philosophy can free us from fear of death and help us find happiness.
- 
1. There are 1,556 endangered or nearly extinct species because people are destroying their habitat and killing them to make money.
  2. Scientists expect the land affected by inadequate rainfall to increase by 30 percent due to climate change.
  3. Coral reefs are valuable ecosystems which support thousands of species from which medicine for diseases are being found.
  4. Almost a billion people do not have safe drinking water, a child dies every 20 seconds due to a water-related illness, and women spend 200 million hours a day collecting water.
- 
1. In the 18th century public schools started teaching math because the Industrial Revolution made telling time and counting money essential skills.
  2. In addition to adding, subtracting, multiplying and dividing, kids in math class can do word problems and projects.
  3. In a "flip classroom," students first watch math videos online and later go to class to practice.
  4. Mathematics has become important to fields like engineering, finance and statistics.
- 
1. Learners enjoy getting out their chairs and moving while they passively learn grammar.
  2. Students listen to explanations of grammar made in their native language.
  3. This method emphasizes authentic and meaningful classroom interactions.
  4. Learners focus on a theme such as history or science rather than studying grammar. 58
  5. The instructor presents the correct model of a sentence and students repeat it without vocabulary explanations or translations.
  6. Word frequency lists show which words are most common and thus important to learn.
- 
1. Millions of children can be saved with low-cost bed nets, childhood immunizations and proper nutrition.
  2. While the number of HIV cases in Japan is low, just 17,000, the number of new cases in 2013 was a record high.
  3. The 1,000 days from pregnancy to a child's second birthday are most important for physical and mental development.
  4. Diseases such as polio that used to kill thousands of children have been eliminated thanks to safe and effective vaccines.
- 
1. Learning to draw with a pencil allows students to fully understand the use of light, shading and forms.
  2. Drama has benefits including more self-confidence, improved public speaking and listening skills, greater concentration, and better social skills.
  3. A technique to master calligraphy is to hold the brush firmly while leaving empty space inside the hand.
  4. Two literature classics that U.S. students read are 1984 about freedom and The Call of the Wild about the love between a man and a dog.
- 
1. 10,000 years ago people began domesticating plants such as beans and animals such as goats and pigs.
  2. The pencil was invented after a huge mine was discovered in England which made writing much easier.
  3. The Industrial Revolution started in Britain in the late 1700s when factories started to mass produce goods.
  4. During the Renaissance, scientific truths such as the fact the earth revolves around the sun challenged religious teachings.
  5. The American Revolution ended in 1783 when the 13 colonies overthrew the British because they didn't want to pay taxes, among other reasons.
  6. Three passenger planes were hijacked by terrorists and flown into buildings, killing over 3,000 people.
- 
1. When Mongolia attacked Japan in the 1200s, Samurai were easily killed, but a kamikaze saved them.
  2. Two reasons for the French Revolution are the middle class wanted more political power and respect and the government was nearly bankrupt.
  3. Alexander the Great created a Greek empire on three continents.
  4. After the Prince of Hungary was murdered, Europe fell into a global conflict that caused much death and destruction.
  5. The largest conflict in history cost over 50 million lives and destroyed much of the world.
  6. The fall of the Berlin Wall in 1989 ended the Cold War.



## Overview of text

While the most explanations below specifically deal with chapter one, they can be referred to for the main listening activity in every chapter (which students take dictation/dictogloss for). If you are not familiar with various forms of dictation such as dictogloss (grammar dictation) it is particularly recommended that you read the section below. Also, variations on the basic dictogloss method are provided.

**The first page of every unit** (which is a grouping of three chapters within which the first chapter is a bit more academic, the second of three unit chapters is lighter (Music, Home Economics, etc.) and the third is a chapter that contains six instead of four pictures and is hence harder) contains vocabulary activities. Solutions to the vocabulary are provided later in this teachers manual. Each unit ends with a quiz about that unit. The answers will generally be found in the narrative sentences that students listen to and write.

**The first page of every chapter** (page 4 for example) provides an introduction to the chapter theme and a picture story with spaces for brainstorming vocabulary. Activities for the bold words are found on the previous page.

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

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

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

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

**Talk about the pictures (see page 80).** Looking at the picture story with students, ask who has taken the Eiken test. Usually a few have. For the speaking part of the Eiken, students are provided a picture and are given one minute to think about the picture. After that minute, they talk about the picture. I explain that I'd like to

have partners do a similar activity. That is, take about one minute to think about the pictures, then choose one picture and talk about it to a partner. Their talk can start with a **description**. For lower level English speakers in particular, I model forms, and even write some starters on the board such as, “I see a XXX” and “There is a YYY.” I also speak other sentence examples with simple vocabulary: ‘There are some women. They are carrying something. They look worried...’

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

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

**The second page of every chapter** (for ex. p. 5): Students listen to the narrative sentences one time while looking at the pictures. Read or play the audio of the narrative a second time and have students answer “true” or “false”. It is suggested to review correct answers later, after the entire narrative has been written by students. I check T/F answers just after checking the narrative sentences that have been written on the board. If the T/F sentence is not related to the dictation sentence, the answer is “F”.

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

### **Grammar Dictation/Dictogloss**

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

Play the audio or read the narrative a third and fourth time (the first time, as explained above, they just listen, and the second time they answer the yes/no/not enough information questions), instructing students to write the narrative (take dictogloss dictation). The object is not necessarily for students to write the narratives word for word, but rather be challenged, and perhaps only write half or three-quarters of the narrative. Make it clear to students that they won’t be able to write everything. Of course the amount each student writes will vary, but if most students can write the entire narrative, it is being spoken too slowly, and/or it is too easy. If reading (instead of playing the CD), adjust your speed to match the proficiency of students. On the other hand, students should be able to at least write a few key



words from each sentence. If not, you may want to play or read the narrative more than once, but it's only recommended to say it two times as they try to write. Don't, however, keep replaying or restating the narrative until students write it entirely (that would be dictation, not dictogloss).

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

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

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

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

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

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

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

Have one partner of each pair write the sentence. Students can decide who writes, but taking turns is best. Encourage good sentences even if what they write is

somewhat different from the dictated sentence. Continue this process for each sentence of the narrative. Have sentences written on the board. See above for standard dictogloss.

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

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

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

This works best with the rule that a student can only say “stop, go back to...” one time. Without this rule, the same few students--invariably the highest level students--will completely control the pace. The lower level students might be lost, but will be too shy to speak. After each member of the class has controlled the teacher once, then anyone can again control one time, until all have taken a turn. Once the class comprehends that everyone can and should control the teacher, and you get nearly full participation, this rule need not be followed absolutely.

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

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

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

## **4. Student Dictators** (4th variation)

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

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

**The 3rd page of every chapter** (for ex. p. 6) contains discussion activities.

**The 4th page of every chapter** (for ex. p. 7)

**Geography** - In addition to page instructions, see the additional instructions on page 93. The Country Chart (p. 79) is a listening activity (that can also be done as a gap activity if you provide two students information about two different countries).

**History timeline** - This reading gives overviews of Japanese and European history. After reading students see pages 76-77, write the date for each period in the empty box, answer the question. If time allows they can write something they learned about that period under the question.

### **Review**

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

### **Shadowing**

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

### **Find the Differences**

Play the audio. I like to have students stand up for this. When they hear a mistake, they raise their hand and tell me. If correct, they sit down. Another student should say what the mistaken word should be (and then sit down). The wrong choices tend to be ridiculous to avoid interference and inject some humor into the class. Conversely, instead of playing the audio, one student can be provided a copy of the mistakes (provided later in this manual), and read it to a partner who listens and says "STOP" for each mistake. The reader circles the wrong word and writes the correct word in its place.

### **Practice using Pictures**

One partner tells the narrative looking at the pictures only (no reading). The listening partner can be reading the full narrative and providing assistance as

## Solutions

See the section at the end of this guide for "Geography" transcripts.

### Unit 1, Page 3

1.1 attitude - e	2.1 traditional - d	3.1 biology - d
1.2 innocent - c	2.2 complex - a	3.2 tribe - b
1.3 observe - a	2.3 folk - e	3.3 harmony - a
1.4 behavior - d	2.4 record - c	3.4 genetic - e
1.5 infancy - b	2.5 recognize - b	3.5 race - c

- If you carefully **observe** the garden you'll notice changes every day.
- I will wear **traditional** clothes to the spring festival.
- It is said a person is **innocent** until proven guilty in court.
- She was **recognized** for 25 years of service in the company.
- I **recorded** the conversation so I could go back and check what he said.

### Chapter 1 Child Development, page 4

Brainstorming suggestions (p. 4): blanket, toy, chubby, blonde, library, uniforms, bookshelf, earphones

### Page 5 (Second listening)

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

Third listening - students listen and write dictation (audio available as a free download or on a CD)

Page 6 - Each box at the bottom contains one behavior for each of the four stages

#### infant behaviors

- sleep 14-16 hours a day
- start to crawl
- cry often
- first teeth grow

#### child behaviors

- start to speak sentences
- know the alphabet
- make first drawings
- can paint with a large brush and tear paper

#### school age behaviors

- go places without parents
- can multiply and divide
- girls, in general, become better students
- girls become women, then at the end of this period, boys become men

#### teenager behaviors

- use abstract thought
- dating and relationships become important
- two leading causes of death are accidents and suicide
- think about a future career

## Reviews for page 5 dication sentences:

- (1) **Shadow talk** (teacher or a partner reads while all or one student repeats)
- (2) **Find the Differences review** (see last pages of this guide for transcripts with mistakes)
- (3) **Retelling** (partners take turns saying sentences while just looking at pictures)

## 2. Music (starting on page 8)

Page 8 brainstorming: club, rattle, houseplants, stringed instrument, path, endurance, barefoot, a sign

Page 9 second listening

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

Page 10

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

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

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

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

## Chapter 3 Anthropology/World Culture (p. 12)

Page 12 brainstorming: bow, bare, straw, agriculture, plates, dishes, coast, waves, surround, figures, garden, porch

**Review of page 13 dictation sentences** - As explained in the "Overview of text" section, it's good to review the dictation sentences by doing shadowing and "find the differences" in a subsequent class. "Find the differences" is a listening activity whereby students listen and try to catch the "mistakes". Transcripts for each of the three levels is below.

Folktales - While there is no correct ending to the two folktales, a summary of the actual ending of these Native American stories are below.

The Origin of Strawberries - So he... took a handful of seeds and threw them at the strawberry. Many of them stuck to the outside. And that's why seeds are on the outside of strawberries.

The Origin of Dogs - ...the man heard a loud noise... it was many buffalo running towards him. He used the magic bow and arrow and killed one, then another, buffalo. Now the man and his family had plenty of food. That had a great dinner--and invited the wolf. The wolf brought his family too. They stayed many days. After that, the



wolves and humans decided to live together. Those wolves became the first dogs.

Unit 1 Quiz (page 16): 1. c, 2. b, 3. a, 4. d, 5. a, 6. a, 7. d, 8. d, 9. c, 10. c, 11. c, 12. c

Unit 2 Vocabulary (p. 17)

4.1 origin - (see example in text)

4.2 linguist - language, linguistically

4.3 theory - theoretical, theorize

4.4 character - characteristic (point out that the chapter *character* 字 is different)

4.5 represent - representative, representation

5.1 in shape (see text)

5.2 gather - gatherer, gathering

5.3 survive - survival

5.4 competitive - competition, compete, competitor

5.5 fit - fitness

6.1 curriculum - curriculur

6.2 performance - perform, performer

6.3 standardized - standard, standardization

6.4 knowledge - know, knowledgable

6.5 critical - critic, criticize, criticism

- Let's **gather** at 6 a.m. in front of the school.
- She made a new **theory** about the origin of the universe.
- His **performance** on stage was wonderful.
- Please choose one person to **represent** the group.
- His **knowledge** of geography is very impressive.

#### Chapter 4 The Japanese Language (p. 18)

Page 18 brainstorming: characters, original, assignment, serious, vending machine, exchange, regions, map

Page 19 T/F: 1. True, 2. False, 3. False, 4. False

Page 20

- |  |                                  |
|--|----------------------------------|
| 1. Take off your shoes. / Remove your shoes.     | 1. Noh                           |
| 2. False   | 2. Flower arrangement / ikebana  |
| 3. rice, egg, onion, pepper, pork, sausage, etc. | 3. Hayao Miyazaki                |
| 4. Yes (a twin sister)                           | 4. Hideo Nomo                    |
| 5. Ukiyo-e                                       | 5. Hakata (Fukuoka) to Kagoshima |
| 6. Tie them on a bamboo tree                     | 6. Hayabusa                      |
| 7. A turtle                                      | 7. Fireworks                     |
| 8. Ninja   | 8. 1-e, 2-d, 3-a, 4-c, 5-b       |



- Reviews:** (1) **Shadow talk** (teacher or a partner reads while all or one student repeats)  
 (2) **Find the Differences review** (see last pages of this guide for transcripts with mistakes)  
 (3) **Retelling** (partners take turns saying sentences while just looking at pictures)

### Chapter 5 Physical Education (p. 22)

Page 22 brainstorming: slippery, pole, track, baton, bright, loosen, archery, aim

Page 23

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

Page 24

standing stretch, forward bend, chest stretch, groin stretch, leg stretch, toe touch

Have students try the stretches!

- Reviews:** (1) **Shadow talk** (teacher or partner reads while all or one student repeats)  
 (2) **Find the Differences review** (see transcripts with mistakes)  
 (3) **Retelling** (partners take turns saying sentences while just looking at pictures)

### Chapter 6 Education (p. 26)

There's a mistake on p. 26. The brainstorm words on page 26 don't match the pictures. I make a joke about it ("Pickles?! There are no pickles here?!) and have them cross out the words and add brainstorm words such as those below:

Brainstorm words: strict, blackboard, ~~Ainu~~, smile, assist, concentrate, ~~individualism~~, folding chairs, crowded, counsel, ~~humor~~, grounds, balconey, leaves, ~~pickles~~, blonde, experiment, pre-schoolers, ~~Zen~~, brain, intelligence, education

Page 28

1. e, 2. c, 3. h, 4. a, 5. d, 6. j, 7. g

Page 30 Unit 2 Quiz

1. c, 2. a, 3. d, 4. b, 5. a, 6. a, 7. b, 8. c, 9. b, 10. b, 11. d, 12. a

Unit 3 Vocabulary

7.1 linguist - d

7.2 roots - c

7.3 Celtic - b

7.4 lingua franca - e

7.5 colonization - a

8.1 consumer - d

8.2 nutrition - c

8.3 hygiene - a

8.4 career - e

8.5 pregnancy - f

8.6 awareness - b

9.1 ethics - e

9.2 religion - c

9.3 hell - a

9.4 reason - d

9.5 just - b

- She wrote many papers throughout her 50 year **career** as a scientist.
- The treaty says America will help if Japan is **colonized**.
- The **roots** of the tree go down deep.
- Native American **tribes** lived in harmony with nature.
- That **religion** has a story about the origin of the universe.

### Chapter 7 The English Language

Page 32 brainstorming: sails, sunrise, document, Middle English, definition, thick, cloth, jewelry

Page 33

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

Page 34 (top)

football	soccer
a bonnet	a hood
a flat	an apartment
a lift	an elevator
bisquits	cookies
underground	subway
a queue	a line

Page 34 (bottom): 1. c, E; 2. c, I, 3. j, B; 4. b, A, 5. a, F, 6. l, B; 7. k, G; 8. g, H; 9. d, E; 10. m, C (a “garden of kids” in German); 11. f, A; 12. e, D

### Chapter 8: Home Economics (page 36)

Page 36 brainstorming: wipe, countertop, budget, add, cell phones, behavior, ban, faceless

Page 37: 1. True, 2. True, 3. False, 4. False

Page 38

1. fruits & vegetables
2. dairy products (milk, cheese, yogurt, cream, butter, etc.)
3. sweets, sugar, candy, desserts
4. meat, poultry (chicken), fish, eggs (protein)
5. carbohydrates (bread, rice, grains, etc.)

### Chapter 9 Ethics

Page 40 brainstorming: ruins, violet, robes, dreadlocks, kneel, prayer rug, statue, meditation, cross, Jesus, Greece, Socrates

Unit 3 Quiz page 44

1. c, 2. b, 3. a, 4. a, 5. a, 6. b, 7. d, 8. a, 9. c, 10. b, 11. a, 12. b

#### Unit 4 Vocabulary, p. 45

10.1 movement - c

11.1 civilization - c

12.1 evidence - d

10.2 pollution - b

11.2 calculate - a

12.2 bilingual - b

10.3 agricultural - e

11.3 measure - e

12.3 intelligence - e

10.4 resources - a

11.4 arithmetic - b

12.4 acquire - c

10.5 sustain - d

11.5 industry - d

12.5 abroad - a

#### Chapter 10 (page 46)

Page 46 brainstorming: leaves, gorilla (ape), dry, soil, tropical, colorful, carry, buckets

Page 47 T/F: 1. False, 2. True, 3. True, 4. False

#### Chapter 11 Mathematics (page 50)

Page 50 brainstorming: instruct, fractions, project, cooperative learning, academy, website, calculator, pie chart

Page 51: 1. False, 2. True, 3. False, 4. False

#### Page 52 Elementary Word Problems

Kindergarten - 6, First grade - three, Second grade - 81, Third grade - \$64 (Mr. Smith), \$48 (Mrs. Jones), \$112 (total), Fourth grade - \$84.27, Fifth grade - 1,962 (total bulbs), 2.79 (strings of lights decorated per hour), Sixth grade - 52 mph (miles per hour)

#### Chapter 12, page 54, Foreign Language Acquisition

Page 54 brainstorming: shadowing, Simon Sez, traditional (education), passive, active, meaningful, academic, castle, parrots, repeat, rank, research

#### Page 56: Parts of Speech (chart)

interjection, verb, preposition, conjunction, noun, adjective, pronoun, adverb

#### Common Errors

1. advise, 2. effect, 3. bored, 4. lend, 5. by, 6. closed, 7. accept, 8. expect, 9. dress up, 10. hardly, 11. hear, 12. loose, 13. quite, 14. stay, 15. then

Page 71: 1. True, 2. True, 3. True, 4. True

#### Page 58 Unit 4 Quiz

1. a, 2. c, 3. a, 4. c, 5. a, 6. c, 7. b, 8. a, 9. c, 10. d, 11. a, 12. b

## Unit 5 Vocabulary (page 59)

13.1 attitude - c	14.1 poetry - a	15.1 invention - d
13.2 nutrition - e	14.2 literature - f	15.2 transform - c
13.3 reproduction - a	14.3 cave - e	15.3 achievement - a
13.4 diabetic - b	14.4 pottery - b	15.4 geography - e
13.5 fatal - d	14.5 decorate - d	15.5 justice - b
	14.6 museum - c	

1. Luckily, that disease is not **fatal**.
2. He studied yoga and practiced Zen meditation to **transform** his heart.
3. We will **decorate** the cake with many colors and creams.
4. Her greatest **achievement** was writing a best-selling book.
5. That man lived in a **cave** in the mountains for five years.

## Chapter 13 Health (page 60)

Page 60 brainstorming: infant, breast feeding, exhibit, museum, carry, back, immune system, shot

Page 61 : 1. True, 2. False, 3. False (first two *years* are especially important), 4. False

## Chapter 14 The Arts (page 64)

Page 64 brainstorming: sketch, kitchen, play, stage, curtain, brush, posture, bookshelf, library

Page 65: 1. False (it's unrelated to the dictation sentence), 2. False, 3. False, 4. False

Page 66 (audio is in the order shown below)

1. Reiko Watanabe (Japan) "To stay sharp I avoid alcohol and caffeine, especially the night before a performance."
2. Thuy Thi Dao (Vietnam) "The ingredients include shellfish, tomatoes, and other vegetables, but the chili sauce makes it delicious. It's a secret recipe."
3. Joe Rozario (Malaysia) "It's passion and pleasure. There's nothing difficult about it. It's like magic, people deliver to me and I deliver to others. Yeah."
4. Yun Yong Eun (Korea) "To train I jog and lift weights. I like to sweat."
5. "Sarina" Wu (Taiwan) "During my second year at university we drew a model in art class. 'I can do that' I thought to myself."
6. Wang Wei (China) "I don't have much time to chat with customers, but we talk to negotiate the price."
7. Wanvimon (Thailand) "My salary is not much compared to other designers at this international company because I don't speak English."
8. Mr. Songham (Laos) "I encouraged local farmers to plant teak, then started buying them for export."
9. "Wooly" Yu Mei (Taiwan) "In the old days I had to make thread from grass and

make the clothes ourselves. It was tough.”

### **Chapter 15 World History (page 68)**

Page 68 brainstorming: field, burden, monk, handwritten, factory, machines, rebirth, European history, revolt, protest, hijack, attack

Page 70

1. b, 2. a , 3. c, 4. c, 5. b, 6. c, 7. c, 8. b, 9. c, 10. a

### **Bonus Pages: War and Peace (page 74)**

Page 74 brainstorming: kamikaze, divine wind, Bastille prison, Waterloo, conquer, destroy, chemical warfare, fox hole, headline, declaration, separation, communism and capitalism

Page 76 Timelines

1. d, 2. c, 3. c, 4. b, 5. a, 6. a, 7. b, 8. b, 9. b, 10. a

11. d This is not found in the reading, so omit or read the following then have students answer, “In 1584, Ieyasu decided to support Oda Nobukatsu, the eldest son and heir of Oda Nobunaga, against Hideyoshi... Hideyoshi was understandably distrustful of Ieyasu, and five years passed before they fought as allies.” (Wikipedia)

12. b, 13. a, 14. b, 15. b, 16. a, 17. d

## Chapter 1 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. When just three **minutes** old babies can recognize many **boys**.
2. School-age kids start to **become** parents and teachers.
3. **Performance** pressure can make middle schoolers do either good or bad **jokes**.
4. Teenagers share their **answers** and develop closer **scores**.

1. When just three **minutes** old babies can recognize a **wild** range of voices.
2. School-age kids start to question, **call** and **kiss** parents and teachers.
3. **Performance** pressure can make middle schoolers do either good or bad **jokes**.
4. Teenagers are more able to share their **answers** and develop closer **scores**.

1. Even when just three **minutes** old, babies can recognize a **wild** range of voices.
2. School-age kids start to question, **call** and **kiss** authorities like parents and teachers.
3. In middle school, **atmospheric** pressure can make kids do either productive or **stormy** behavior.
4. Teenagers care more deeply about people and **tests**, are more able to share their **answers**, and develop closer **scores**.

1. Even when just three **minutes** old infants can recognize a **wild** range of sounds and can **develop** their mother's voice.
2. School-age kids start to **run** as they question, **call** and **kiss** authorities like parents and teachers.
3. In middle school, **atmospheric** pressure can make kids do either productive or **stormy** behavior.
4. As teenagers become more independent, they care more deeply about people and **tests**, are more able to share their **answers**, and develop closer **scores**.

## Chapter 2 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Children who play an **agricultural** do better at school and have better listening **drills**.
2. **Movies** show that **planets** grow faster when music is played.
3. Listening to music while working **in** increases **sweat** and **consideration**.
4. Music can be therapy for **trains** and **expressions**.

1. Children who play a **agricultural** instrument have more success at school and have better listening **drills**.
2. **Movies** show that **planets** grow faster when music is played.
3. Listening to music while working **in** increases **sweat** and focuses the **telescope**.
4. Music can be therapy for **trains** and **expressions** and reduce blood pressure.

1. Children who play a(n) **agricultural** instrument do better at school, work better in teams, and have better **listing** skills.
2. **Movies** show that **planets** grow faster when music is played.
3. Listening to music while working **in** increases **sweat**, focuses the mind, and increases the heart **passion**.
4. Music can be therapy for **trains** and **expressions**, it can reduce blood pressure, and it can improve athletic **perfection**.

1. Children who play a **agricultural** instrument are more likely to excel in their **games**, cooperate with group members, and have better **listing** skills.
2. **Movies** have shown that **planets** grow faster when exposed to music, perhaps because they are receiving and responding to **ocean** waves.
3. Listening to music while working **in** increases **sweat**, focuses the mind, and increases the heart **passion**, especially when the tempo is **doubled**.
4. Music has many health benefits including therapy for **trains** and **expressions**, reducing blood pressure, and improving athletic **perfection**.

## 3 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. The Awa **bubble** picks **cherries** and hunts **zoo** animals.
2. Ainu came under the **thumb** of the Japanese after losing a **bet** in 1789.



3. Korean **pop** features kimichee, a spicy mixture of **pretty** vegetables.
4. British **panic** is told without emotion, even about **sensational** subjects.
5. Americans believe that a person's happiness is more **interesting** than group **games**.
6. Japanese arts have been **slightly annoyed** by Zen.

1. The Awa **bubble** lives like stone age people picking **fighters** and hunting wild animals.
2. Ainu came under the **thumb** of the Japanese after losing a **bet** in 1789.
3. Korean **pop** features kimichee, a spicy mixture of fermented and **pretty** vegetables.
4. British **panic** is often told without emotion, even about **emergency** subjects.
5. Americans believe that a person's effort to find happiness is more **involved** than the **determination** of a group.
6. Japanese arts have been **slightly annoyed** by Zen which teaches **silliness**.

1. The Awa **bubble** lives like stone age people picking **fighters**, hunting wild animals, and **marrying** by season.
2. Ainu came under the **thumb** of the Japanese after losing a **dollar** in 1789.
3. Korean **cousin** features kimichee, a spicy mixture of fermented and **pretty** vegetables made from Chinese **raisins**.
4. British **panic** is often told without emotion, even about **emergency** subjects.
5. Americans believe that an individual's effort to find happiness is more **involved** than the **determination** of a group.
6. Japanese arts have been **slightly annoyed** by Zen which emphasizes **silliness**, simplicity, and self-development.

1. The Awa **bubble** still lives like stone age people picking **fighters**, hunting wild pigs and monkeys, and **marrying** by season.
2. The Ainu, who probably **dated with** Jōmon people, came under the **thumb** of the Japanese after losing a **dollar** in 1789.
3. In addition to **ginger** and **ale**, Korean **cousin** often features kimichee, a spicy mixture of fermented and **pretty** vegetables which is made from Chinese cabbage or white **raisins**.
4. British **panic** is often sarcastic and told without emotion, even about **emergency** subjects.
5. Americans believe that an individual's effort to fulfill **socks** and find happiness is more **involved** than the **determination** of a group or society.
6. Japanese arts such as tea **bags**, flower arrangement and calligraphy have been **slightly annoyed** by Zen which emphasizes **silliness**, simplicity, and self-development.

4 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Chinese writing appeared thousands of years ago on **bananas**, then later on **shoes** and bamboo.
2. Schoolchildren learn kanji by **digging** and **remodeling**.
3. Honorific **action** is used when speaking to high **statue** people.
4. People in Kansai and northeast Japan have **global connections**.

1. Chinese writing appeared thousands of years ago on **bananas**, then later on **shoes** and bamboo.
2. Schoolchildren learn 2,136 kanji by drilling and **digging**.
3. Honorific **action** is used when speaking to high status people like **country** presidents and the **ancients**.
4. Speakers in Kansai and northeast Japan have **restless** dialects.

1. Chinese writing appeared thousands of years ago on **bananas**, then later on **shoes** and bamboo.
2. Schoolchildren learn 2,136 kanji by drilling and **digging** but need to know thousands more to read **faces** and newspapers.
3. Honorific **action** is used when speaking to high status people like **country** presidents and the **ancients**.
4. Besides Japan's standard Tokyo **dinner**, speakers in Kansai and the **northwest** have distinctive **baking** styles as well.

1. Chinese **walls** first appeared thousands of years ago on **bananas** and turtle shells, then later on **shoes** and bamboo.
2. Schoolchildren in Japan learn 2,136 kanji by **digging, imagination** and repetition but need to know thousands more to read **faces**, newspapers and **mathematics**.
3. Honorific **action** is used when speaking to high status people like **country** presidents and the **ancients**. Japanese also communicate nonverbally by **twisting**, offering presents with **three** hands, and silence.
4. Besides Japan's standard Tokyo **dinner**, speakers in Kansai the north**west**, and Kyushu have distinctive **baking** styles as well. For example, Kyushu speakers **rarely** add "ka" to the end of **rainbows** rather than "i".

5 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Physical education helps kids to have a **possible expression**.
2. Exercise improves **brain** tone, speed, and reduces **rest**.
3. **Dreaming** gives **socks** a chance to loosen before **school**.
4. Students learn **fashion** by practicing non-competitive **clothing**.

1. Physical education encourages kids to have a **possible** experience without worrying about winning or **studying**.
2. Exercise improves **brain** tone, speed, and reduces **rest**.
3. **Dreaming** helps improve flexibility and gives **socks** a chance to loosen before exercise.
4. Students can learn **fashion** by practicing non-competitive **clothing**.

1. Physical education activities encourage kids to have a **possible** experience without worrying about **passing** or **studying**.
2. Exercise improves **brain** tone, speed, **envelopes**, and reduces stress.
3. **Dreaming** helps improve flexibility and circulation, and gives **socks** a chance to loosen before exercise.
4. Students can learn **fashion** by practicing non-competitive **clothing** such as kyudo.

1. At the elementary level, physical education activities encourage kids to have a positive experience without worrying about winning or losing.
2. Students compete or do physical activities to improve muscle tone, gain speed and endurance, learn to work with teammates, and reduce stress.
3. Stretching helps improve flexibility and circulation, gives muscles a chance to loosen before exercise, and is helpful for relieving lower back pain.
4. Students can learn concentration by practicing non-competitive activities such as kyudo, Japanese archery, and kendo, fencing with sticks.

6 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Schools assess a student's **knees** by **teasing** and giving **scares**.
2. Dewey said schools should help **poodles** contribute to **teachers**.
3. Kids at the Albany Free School study **whoever** and **however** they like.
4. Waldorf schools are painted in **dark** colors and decorated with student **labor**.
5. Finnish schools, which have very little **hair**, rank very **lightly**.
6. Education includes learning to **gamble boldly** and feel **cash**.

1. Schools constantly **allow** a student's **automobile** by testing and giving grades.
2. Dewey said schools should help kids learn to serve **teachers** and contribute to **unions**.
3. Kids at the Albany Free School study **whoever** and whenever they like.
4. Waldorf schools are painted in **dark** colors and decorated with student **labor**.
5. Finnish schools no **exit** exams and very little homework **wish** higher than schools in other developed countries.
6. Education includes learning to **gamble**, reason, and feel **cash**.

1. Schools continually **allow** a student's **automobile** by testing and giving a grade from A to Z.
2. Dewey said schools should help kids **finish** their **homework** so they can serve **teachers** and contribute to society.
3. Kids at the Albany Free School study **whoever** and whenever they like.
4. The **floors** of Waldorf schools are painted in **dark** colors and decorated with student **labor**.
5. Finnish schools, which have no uniforms, no **exit** exams and very little homework, **wish** higher than schools in other developed countries.
6. Education includes learning to think, **gamble**, feel compassion and gain **cash**.

1. Schools demand **peaches** and continually **allow** a student's **automobile** by testing him and giving him a grade from A to Z.
2. Dewey said a school should teach **rocks** how to live and help them **finish** their **homework** so they can serve **teachers** and contribute to society.
3. At the Free School there are no grades, no set **tables**, no **modernized** tests, no homework and unnecessary rules are **cool**.
4. The **floors** of Waldorf schools are painted in **dark** colors and decorated with student **labor** which encourages students to learn the **ABC's**.
5. Finnish schools, which have no uniforms, no **exit** exams, and very little homework, **wish** higher than schools in other developed countries. **Glasses** are small and teachers constantly collaborate to find **snacks**.
6. In addition to gaining **weight**, education includes learning to think, **cook**, feel compassion and gain **time**.

7 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. After Germans attacked **Gifu**, Celtic people escaped north.
2. The Canterbury **Cakes** were **cooked** in Middle English by the poet Chaucer.
3. Johnson took nine years to **read** A Dictionary of the **Swahili** Language.
4. English is called the **carpe diem** because it's used around the **neighborhood**.

1. After German speaking **bears** attacked **Gifu**, Celtic people escaped north.
2. The Canterbury **Cakes** were **cooked** in Middle English by the great poet Chaucer.
3. After recording every **song** by himself for nine years, Johnson **started** A Dictionary of the English Language.
4. English is called the **carpe diem** because it's used around the **neighborhood**.

1. After German speaking **bears** from northern **Gifu** attacked Britain, Celtic people escaped west and north.
2. The Canterbury **Cakes**, written in Middle English by Chaucer, are critical of English **soccer**, particularly the **Field**.
3. After recording every **song** by himself for nine years, Samuel Johnson **started** A Dictionary of the English Language.
4. English is called the **carpe diem** because it's used by people who don't share a **beef** tongue.

1. After German speaking **bears** from northern **Gifu** attacked Britain, Celtic people escaped west and north. The Old German of those invaders **escalated** into English.
2. The Canterbury **Cakes**, written in Middle English by Chaucer, are critical of English **soccer**, particularly the **Field**. It's about a group of pilgrims **swimming** together trying to win a contest.
3. Samuel Johnson, **what** was a poet, writer and editor, **started** A Dictionary of the English Language by recording every **song** by himself for over nine years.
4. English is called the **carpe diem** because it's often used by people who don't share a **beef** tongue or culture and is the language of business, government and **revision**.

8 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Housework includes **building garages** and washing **cars**.
2. Families can save money by **filling a bucket**.
3. Addicts should **strike** out for support and start **humble** habits.
4. Consumers should be aware that **sleepers** are often not **dreaming**.

1. Housework includes **building garages**, dusting and vacuuming, and washing **cars**.
2. Individuals and families can save money by **filling a bucket**.
3. Addicts should **strike** out for support, reduce stress, and start **humble** habits.
4. **Kings** should be aware of the ways **sleepers** lie to sell their **dreams**.

1. Housework includes **building** garbage, dusting and vacuuming, polishing **apples** and **sewing** clothes.
2. Individuals and families can save money by making a **bucket** and looking for ways to reduce **water**.
3. Addicts should **strike** out for support, reduce stress, and start healthy habits to replace their **starting pitcher**.
4. **Kings** should be aware of the ways advertisers **examine** or lie to sell their products.

1. Housework includes **building** garbage, keeping things organized, dusting and vacuuming, polishing **apples** and **sewing** clothes.
2. Individuals and families can save money by making a **bucket** of income and **airplanes**, then look for ways to reduce **space**.
3. Addicts should **strike** out for support, reduce stress, and start healthy habits to replace their **starting pitcher**. Common substances include illegal drugs and legal substances like **pandas**.
4. **Kings** should be aware of the ways advertisers **examine**, lie, and manipulate imagery to sell their products.

9 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Ethics is the **purchase** of **store** values.
2. Hindus follow a **goat** who teaches and **bills** them.
3. Buddha taught that **homework** is the **cost** of all suffering.
4. Jesus taught followers to love every **teacher** and **fail** the **test**.
5. Islam's teachings include faith, **playing** five times a day, and **slowing**.
6. Epicurus taught that **pastry** can help us find **smiles**.

1. Ethics is the **purchase** of what **stores** value.
2. Hindus follow a **goat** who is supposed to help them live a life of **climbing**.
3. Buddha taught that **homework** is the **image** of all suffering.
4. Jesus taught followers to love someone, take care of the sick, and **fail** the **test**.
5. Four of Islam's basic **rules** are faith, praying five times a day, giving **love** to charity and fasting.
6. Epicurus taught that **pastry** can free us from fear of **dentists** and find **smiles**.

1. Ethics is the study of what **stores** value and how they decide **sales** and **discounts**.
2. Hindus follow a **Dragonball** who is supposed to help them live a humble **pie** of service.
3. Buddha taught that **homework** is the **image** of all suffering.
4. Jesus taught followers to love **someone**, including **teachers**, take care of the sick, and **fail** the **test**.
5. Islam's five basic **rules** are faith, praying five times a day, giving **love** to charity, fasting, and pilgrimage to Mecca.
6. Epicurus taught that **pastry** can free us from fears of **dentists** and help people find **smiles**.

1. Ethics is the study of what **stores** value and how they decide **sales** and **discounts**. The Greek root of the **tree** means custom or character.
2. In Hinduism, the path to God should go through a **goat** who is like a spiritual **guy** who is supposed to help **customers** live a humble **pie** of service.



3. Buddha taught four noble **lessons** that explain **homework** is the **image** of all suffering.
4. Jesus taught followers to love **someone**, including **teachers**, take care of the sick, and **fail** the **test**.
5. Islam's five basic **rules** are faith, praying five times a day, giving **love** to charity, fasting, and pilgrimage to Mecca.
6. Athiests often **call** the ancient Greek Epicurus who taught that **pastry** can liberate us from fears of **dentists** and belief in supernatural **smiles**.

*In 33 AD Epicurus wrote, "Is God willing to prevent evil, but not able? Then he his not all-powerful. Is he able, but not willing? Then he is cruel. Is he both able and willing? Then why is there evil? Is he neither able nor willing? Then why call him God?"*

#### 10 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. There are 1,556 **dangerous** species because people are destroying their **hobbies**.
2. Scientists expect desert **stocks** to increase by 30 percent due to **economic** change.
3. Coral **beefs** are important ecosystems which support thousands of **steaks**.
4. A billion people do not have **expensive bottled** water and a child dies every 20 seconds due to a water-related **balloon**.

1. There are 1,556 **dangerous** species because people are destroying their **hobbies** and killing them to make money.
2. Scientists expect desert **stocks** to increase by 30 percent due to **economics** change.
3. Coral **beefs** are valuable ecosystems which support thousands of **steaks**.
4. Almost a billion people do not have **bottled** drinking water, a child dies every 20 **years** due to a water-related illness, and women spend 200 million hours a day **spilling** water.

1. There are 1,556 **dangerous** or nearly **expensive** species because people are destroying their **hobbies** and killing them to make money.
2. Scientists expect the **pools** affected by inadequate rainfall to increase by 30 percent due to **clothing** change.
3. Coral reefs are valuable ecosystems which support thousands of **letters** from which **words** for diseases are being found.
4. Almost a billion people do not have **bottled** drinking water, a child dies every 20 **years** due to a water-related illness, and women spend 200 million hours a day **spilling** water.

1. There are 1,556 **dangerous** or nearly **expensive** species because people are destroying their **hobbies** and killing them to sell their **oranges** for Chinese medicine or selling their body parts like gorilla hands for **high fives**.
2. Scientists expect **pool** levels to rise and the amount of land affected by inadequate **farming** to increase by 30 percent due to **clothing** change.
3. Coral reefs are valuable ecosystems which support more **letters** than any other marine **alphabet**. Their **door** is key to finding medicines for cancer, **violets**, and other diseases.
4. Almost a billion people do not have safe **bottled** water, a child dies every 20 **years** due to a water-related **sport**, and women spend 200 million hours a day **spilling** water.

#### 11 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. In the 18th **grade** schools started teaching math because telling **secrets** and counting became important skills.
2. Kids in math class do arithmetic, **weird** problems and **paintings**.
3. In a "flip **moon**," students watch **sky** videos at home then go to class to **observe**.
4. Math has become important to **socialism** and other **isms**.

1. In the 18th century, schools started teaching math because telling **secrets** and counting **sheep** became essential skills.
2. In **subtraction** to arithmetic, kids in math class can do **weird** problems and projects.
3. In a "flip **moon**," students first watch **sky** videos online and later go to class to **observe**.
4. Mathematics has become important to fields like **corn**, **wheat** and **soccer**.

1. In the 18th century public schools started teaching math because the Industrial **Radio** made telling **secrets** and counting **sheep** essential skills.
2. In addition to adding, **subtitling**, multiplying and **divorcing**, kids in math class can do **weird** problems and projects.
3. In a “flip **moon**,” students first watch **sky** videos online and later go to class to **observe**.
4. Mathematics has become important to fields like **corn**, **wheat** and **soccer**.

1. In the 18th century public **baths** started teaching math because the Industrial **Radio** made telling **secrets** and counting **sheep** essential skills.
2. In addition to adding, **subtitling**, multiplying and **divorcing**, kids do **weird** problems which improves their ability to **rhyme** and communicate mathematically.
3. In a “flip **moon**,” students first watch **sky** videos online and later go to class to **observe** rather than the other way **up**.
4. Mathematics is important to many **deserts**. In the **sand** sciences, for example, statistical analysis is necessary to do **nothing**.

## 12 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. When learners listen and move they **passionately** learn **grandpa**.
2. Students listen to **grandma** explanations in their native **land**.
3. Learners have meaning**less** classroom **interviews**.
4. **Gorillas** focus on a **leaf** such as history or science.
5. The **priest** says a **prayer** and students repeat it without vocabulary **calculations**.
6. Word frequency lists show which **people** are most **missed**.

1. When learners listen and move **mountains** they **passionately** learn grammar.
2. Students listen to explanations of **grandpa** made in their native **land**.
3. With this method, learners have meaning**less** classroom **interviews**.
4. Learners focus on a **leaf** such as **pine** or **maple**.
5. The **priest** presents a correct sentence and students repeat it without vocabulary **calculations**.
6. Word frequency lists show which **people** are most **missed**.

1. Learners enjoy getting out their **skin** and moving while they **passionately** learn **humor**.
2. Students listen to explanations of **grandpa** made in their native **land**.
3. This method emphasizes **automatic** and meaning**less** classroom interactions.
4. Learners focus on a **leaf** such as **pine** or **maple** rather than studying grammar.
5. The **priest** presents the correct model of a **fashion** and students repeat it without vocabulary explanations or **calculations**.
6. Word frequency lists show which words are most **careless** and thus important to **avoid**.

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1. Learners enjoy getting out their **skin** and moving, they quickly recognize meaning by observing, and they **passionately** learn **humor** and structure.
2. Learners listen to explanations of **grandpa** made in their native **land**. This classical **music** is now mainly used for understanding and translating **economics**.
3. This method emphasizes **automatic** materials and meaning**less**-classroom interactions, often about the learners’ own **desires**.
4. Learners focus on a **leaf** such as **pine** or **maple** that stimulates their interest and curiosity. The target language becomes a tool to **dig** other **vegetables**.
5. The **priest** presents the correct model of a **fashion** and students repeat it without vocabulary explanations or **calculations**. To practice, one word of a **novel** pattern is often replaced with another.
6. Word frequency lists show which **theories** are most **careless** and therefore important to **avoid**. Lower level students should **believe in** high frequency words.

## 13 - Sentences with mistakes for listening review (students listen & catch mistakes)



1. Millions of children can be **caught** with bed nets, immunizations and proper **fishing poles**.
2. The number of new **ABC** cases in Japan in 2013 was a record **label**.
3. The 1,000 days from **production** to a child's second **bicycle** are most important.
4. **Devils** that used to kill many children have been stopped thanks to **vacations**.

1. Millions of children can be **caught** with bed nets, **institutions** and proper nutrition.
2. While the number of **ABC** cases in Japan is just **26**, the number of new **letters** in 2013 was a record high.
3. The 1,000 days from **production** to a child's second **bicycle** are most important.
4. **Devils** that used to kill thousands of children have been eliminated thanks to **vacations**.

1. Millions of children can be **caught** with low-cost bed nets, childhood **institutions** and proper nutrition.
2. While the number of **ABC** cases in Japan is low, just **26**, the number of new **letters** in 2013 was a record high.
3. The 1,000 days from **production** to a child's second **bicycle** are most important for **fast** and mental development.
4. **Devils** such as polio that used to kill thousands of children have been eliminated thanks to **fair** and **funny** vaccines.

1. Millions of children can be **caught** with low-cost bed nets which prevent malaria, childhood **institutions** which can eradicate **cockroaches**, and proper nutrition.
2. While the number of **ABC** cases is low, just **26**, Japan broke its **musical** record for new AIDS **letters** in 2013 with 484.
3. The 1,000 days from **production** to a child's second **bicycle** are most important for **fast** and mental development. For infants under two, undernutrition can result in **temporary** damage.
4. **Devils** such as polio that used to **involve** or kill thousands of children have been eliminated or are close to **losing** thanks to **fair** and **funny** vaccines.

14 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. Learning to **bake** helps students fully understand light, **seasoning** and **cookies**.
2. Drama helps students gain **ground** and improve **competition**.
3. Hold the **bow** firmly while leaving empty space inside the **head**.
4. A literature **comic** that U.S. students read is The Call of the Wild about the love between a man and a **hot** dog.

1. Learning to **bake** helps students fully understand the use of light, **seasoning** and forms.
2. Drama has benefits including more self-confidence, greater **transportation**, and better **study** skills.
3. To master **hunting** hold the **bow** firmly while leaving empty space inside the **head**.
4. Two literature **comics** that U.S. students read are 1984 about freedom and The Call of the Wild about the love between a man and a **hot** dog.

1. Learning to draw with a **finger** allows students to fully understand the use of **nails**, shading and forms.
2. Drama has benefits including greater self-**pity**, improved public speaking and listening skills, greater **transportation**, and better **study** skills.
3. A technique to master **hunting** is to hold the **bow** firmly while leaving empty space inside the **head**.
4. Two literature **comics** that U.S. students read are 1984 about **feeding** and The Call of the Wild about the love between a man and a **hot** dog.

1. Learning to draw with a graphite **finger** allows students to fully understand the use of **nails**, shading and forms, and provides the **paper** for learning to paint.
2. An expressive art such as **diary** has many benefits including greater self-**pity**, improved public

speaking and listening skills, greater focus and **transportation**, and better **study** skills.

3. A key to technique to master **hunting** is to hold the **bow** firmly while leaving empty space inside the **head**.

4. Literature **comics** that U.S. students read are A Tale of Two Cities about the French **Cuisine**, 1984 about **feeding**, and The Call of the Wild about the love between a man and a **hot** dog.

15 - Sentences with mistakes for listening review (students listen & catch mistakes)

1. 10,000 years ago people began **smoking** plants and **sausages**.

2. The pencil was **imagined** after a **your** was discovered in **English**.

3. The Industrial **Recipe** started in Britain in the **great** 1700s.

4. During the Renaissance, people learned that the earth **rocks** around the **clock**.

5. The American **Iraq** War against the **World** ended in 1783.

6. Three **pigeons** were hijacked and **thrown** into buildings, killing over 3,000 people.

1. 10,000 years ago people began **smoking** plants and **sausages**.

2. The pencil was **imagined** after a huge **your** was discovered in **English**.

3. The Industrial **Recipe** started in Britain in the **great** 1700s.

4. During the Renaissance, people learned that the earth **rocks** around the **clock**.

5. The American Revolution ended in 1783 when the **30** colonies **overheard** the British.

6. Three passenger **pigeons** were hijacked and **thrown** into buildings killing over 3,000 people.

1. 10,000 years ago people began **smoking** plants such as beans and animals such as goats and **sausages**.

2. The pencil was **imagined** after a huge **balloon** was discovered in England which made writing much **airier**.

3. The Industrial **Recipe** started in Britain in the late 1700s when **restaurants** started to mass produced **foods**.

4. During the Renaissance, scientific **teeth** such as the fact the earth **rocks** around the **clocks** challenged **musical** teachings.

5. The American Revolution ended in 1783 when the 13 colonies **overheard** the British because they didn't want to pay **tuition**, among other reasons.

6. Three passenger **pigeons** were hijacked by **terribles** and flown into buildings killing over 3,000 people.

1. The agricultural revolution began 10,000 years ago when people began **smoking** plants such as barley and **bananas** and animals such as wolves, goats and **sausages**.

2. Romans created a **musical** instrument using **bamboo**, then the **computer** was invented after a **tiny** graphite mine was discovered in **Ethiopia** in 1564.

3. The Industrial **Recipe** started in Britain in the late 1700s when **dishwashers** moved to cities to work in **restaurants** which mass produced **foods**.

4. During the Renaissance, scientific **teeth** such as the fact the earth revolves around the **mouth** challenged and eventually replaced **nutritious** teachings.

5. The American Revolution occurred from 1765 to 1783 when the 13 colonies **overheard** the **majority** of the British to **toy** and rule them.

6. Three passenger **pigeons** were hijacked by **terribles** and flown into buildings killing over 3,000 people. A fourth hijacked plane crash landed **on an asteroid**.

## Bonus chapter, 16

1. When Mongolia attacked in the 1200s, a kamikaze saved Japan.
2. One reason for the French Revolution is the middle class wanted more political power and respect.
3. Alexander the Great created a Greek empire on three continents.
4. After the Prince of Hungary was murdered, World War One started.
5. The largest conflict in history, World War Two, cost over 50 million lives.
6. The fall of the Berlin Wall in 1989 ended the Cold War.

1. When Mongolia attacked Japan in the 1200s, Samurai were easily killed, but a kamikaze saved them.
2. Two reasons for the French Revolution were the middle class wanted more political power and respect and the government was nearly bankrupt.
3. Alexander the Great created a Greek empire on three continents.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that caused much death and destruction.
5. The largest conflict in history cost over 50 million lives and destroyed much of the world.
6. The fall of the Berlin Wall in 1989 ended the Cold War.

1. During the Mongol army's attacks on Japan in the late 1200s, Samurai were easily killed, but a so-called divine wind saved them both times.
2. Three reasons for the French Revolution were the middle class wanted more political power and respect, the poor rejected the feudal system, and the government was nearly bankrupt.
3. Alexander the Great led his army over 20,000 kilometers, creating an empire that stretched across three continents, followed Greek customs, and used the Greek language.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that utilized modern weaponry which created much death and destruction.
5. The largest conflict in history cost over 50 million lives and destroyed the infrastructure of cities as well as much of the natural world.
6. World powers were divided between two different economic systems, communism and capitalism. The fall of the Berlin Wall in 1989 ended the Cold War.

1. During the Mongol army's first attack on Japan in 1274, Samurai were easily killed, but a taifun saved them. Then in 1281 the Japanese were struggling to keep the Mongols out when a taifun, called a kamikaze, again saved them.
2. Some reasons for the French Revolution are a bigger middle class wanted more political power and respect; the poor, called peasants, were less willing to support a feudal system; the government was nearly bankrupt; and crop failures in 1788 caused more poverty and anger.
3. Alexander the Great became king after conquering many lands without a single military defeat. He led his army over 20,000 kilometers, creating an empire that stretched across three continents, followed Greek customs and used the Greek language.
4. After the Prince of Hungary was murdered, Europe fell into a global conflict that utilized modern weaponry that created more death and destruction than any previous war. which killed more than nine million soldiers and millions of civilians killed by November 1918. The Central Powers of Germany, Austria-Hungary and the Ottoman Empire fought against the Allied forces of Great Britain, the United States, France, Russia, Italy and Japan.
5. Shortly after Germany attacked Poland in September 1939, Britain and France declared war on Germany. The U.S. entered after Japan attacked Pearl Harbor, killing 2,402 U.S. soldiers. By 1941 Italy's army was defeated. Germany continued to successfully bomb enemies so Hitler decided to attack Russia. During the "Battle of Midway" Japan lost thousands of soldiers and suffered significant damage to their navy. It was the turning point of the Pacific War. With greater resources and power, allies overcame all axis countries by 1945. The largest conflict in history had cost over 50 million lives and destroyed the infrastructure of cities as well as much of the natural world.
6. World powers were divided between two different economic systems, communism and capitalism. The fall of the Berlin Wall in 1989 ended the Cold War.

### Level 3 starting with Home Ec chapter

1. Housework includes **building** garbage, dusting and vacuuming, polishing **apples** and **sewing** clothes.
2. Individuals and families can save money by making a **bucket** and looking for ways to reduce **water**.
3. Addicts should **strike** out for support, reduce stress, and start healthy habits to replace their **starting pitcher**.
4. **Kings** should be aware of the ways advertisers **examine** or lie to sell their products.

1. Ethics is the study of what **stores** value and how they decide **sales** and **discounts**.
2. Hindus follow a **Dragonball** who is supposed to help them live a humble **pie** of service.
3. Buddha taught that **homework** is the **image** of all suffering.
4. Jesus taught followers to love **someone**, including **teachers**, take care of the sick, and **fail** the **test**.
5. Islam's five basic **rules** are faith, praying five times a day, giving **love** to charity, fasting, and pilgrimage to Mecca.
6. Epicurus taught that **pastry** can free us from fears of **dentists** and help people find **smiles**.

1. There are 1,556 **dangerous** or nearly **expensive** species because people are destroying their **hobbies** and killing them to make money.
2. Scientists expect the **pools** affected by inadequate rainfall to increase by 30 percent due to **clothing** change.
3. Coral reefs are valuable ecosystems which support thousands of **letters** from which **words** for diseases are being found.
4. Almost a billion people do not have **bottled** drinking water, a child dies every 20 **years** due to a water-related illness, and women spend 200 million hours a day **spilling** water.

1. In the 18th century public schools started teaching math because the Industrial **Radio** made telling **secrets** and counting **sheep** essential skills.
2. In addition to adding, **subtitling**, multiplying and **divorcing**, kids in math class can do **weird** problems and projects.
3. In a "flip **moon**," students first watch **sky** videos online and later go to class to **observe**.
4. Mathematics has become important to fields like **corn**, **wheat** and **soccer**.

1. Learners enjoy getting out their **skin** and moving while they **passionately** learn **humor**.
2. Students listen to explanations of **grandpa** made in their native **land**.
3. This method emphasizes **automatic** and meaningless classroom interactions.
4. Learners focus on a **leaf** such as **pine** or **maple** rather than studying grammar.
5. The **priest** presents the correct model of a **fashion** and students repeat it without vocabulary explanations or **calculations**.
6. Word frequency lists show which words are most **careless** and thus important to **avoid**.

1. Millions of children can be **caught** with low-cost bed nets, childhood **institutions** and proper nutrition.
2. While the number of **ABC** cases in Japan is low, just **26**, the number of new **letters** in 2013 was a record high.
3. The 1,000 days from **production** to a child's second **bicycle** are most important for **fast** and mental development.
4. **Devils** such as polio that used to kill thousands of children have been eliminated thanks to **fair** and **funny** vaccines.

1. Learning to draw with a **finger** allows students to fully understand the use of **nails**, shading and forms.
2. Drama has benefits including greater self-**pity**, improved public speaking and listening skills, greater **transportation**, and better **study** skills.
3. A technique to master **hunting** is to hold the **bow** firmly while leaving empty space inside the **head**.
4. Two literature **comics** that U.S. students read are 1984 about **feeding** and The Call of the Wild about the love between a man and a **hot** dog.

1. 10,000 years ago people began **smoking** plants such as beans and animals such as goats and **sausages**.
2. The pencil was **imagined** after a huge **balloon** was discovered in England which made writing much **airier**.
3. The Industrial **Recipe** started in Britain in the late 1700s when **restaurants** started to mass produce **foods**.
4. During the Renaissance, scientific **teeth** such as the fact the earth **rocks** around the **clocks** challenged **musical** teachings.
5. The American Revolution ended in 1783 when the 13 colonies **overheard** the British because they didn't want to pay **tuition**, among other reasons.
6. Three passenger **pigeons** were hijacked by **terribles** and flown into buildings killing over 3,000 people.

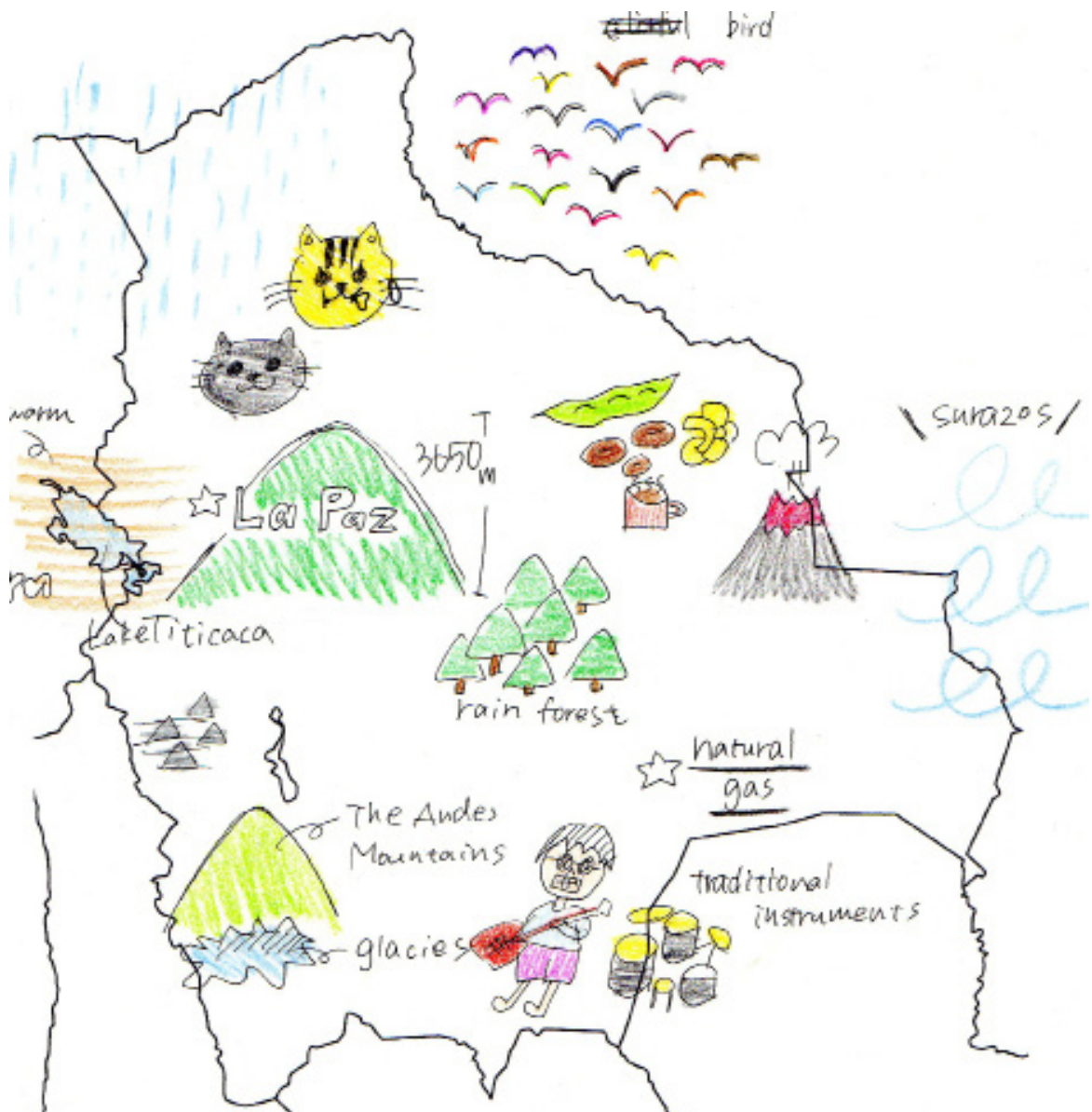
1. When Mongolia attacked Japan in the 1200s, Samurai were easily killed, but a kamikaze saved them.
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## Geography (top half of 4th page of every chapter)

This is designed as a fun activity whereby students learn geography, the culture of different countries, and of course English. I have often brought colored pencils, pens and crayons to class to share with students, but for a large class this can be challenging to organize and take a long time. Thus, another option is to assign students to do this geography activity at home. If the culture facts (next pages) are done in class it's a listening activity; if done at home it's a reading activity. Here are suggested directions for chapter one, page 7:

- 1) Have students share what they know about Italy per the directions.
- 2) Draw a rough map of Italy on the board.
- 3) Read the bullet points on page 7 and label the maps by writing "Rome," "Pisa," etc. in the proper places (I sometimes check a map of Italy my iPhone before or during class). Pisa is directly west of Florence, on the coast.
- 4) Print and give students a handout (next page) of Italy (and other countries) listing culture facts. At home, students are to draw a symbol for each culture fact. Show the sample map below of Bolivia.
- 5) Instruct students who don't like to draw or can't draw to do the best they can, sometimes simply labeling the map with a word rather than a symbol.
- 6) Check some maps in class to make sure students understand and are doing it.



*Draw a symbol for each point below. Use the internet or a dictionary as needed.*

### **Page 7 Geography: Italy**

- The Leaning Tower is in Pisa.
- Italy introduced ice cream, coffee and fruit pies to the world.
- There are 500 different kinds of pasta.
- Guchi bags, which are famous around the world, are made in Florence.
- Ferrari sports cars are made in this country.
- Pinocchio is the story about a doll that magically became a boy. Every time Pinocchio told a lie its nose became longer.
- There are stories about witches on Sardinia.
- Italians invented the telescope and the violin.
- The area outside Pisa grows lots of grapes and has many different kinds of wine.

### **Page 11 - Geography 2: Iran**

- Most homes do not have tables and chairs. Instead, people sit on cushions on the floor to eat their meals.
- One of the world's oldest cats is the Persian cat.
- Women must wear a cloth which covers all hair and nose, just leaving the eyes out.
- Backgammon is a popular, and ancient, game.
- Couples who want to marry have to attend a one hour class about birth control about topics like condoms.
- Oil is a major export.
- Blogging is very popular.
- It is traditional for families to eat a meal together on the floor, with the food on top of a cloth.
- This country produces many beautiful hand-made carpets.

### **Page 15: Geography Brazil (read some or all and students represent with a picture)**

- Farmers grow a lot of coffee.
- Samba is a unique music genre using guitar and tanborim drum.
- Carnival is a colorful festival and parade where people wear costumes and dance.
- Some of the best beaches are from the northeast corner down the coast.
- Soccer is the most popular sport.
- "Favela" are city neighborhoods in Sao Paulo where many poor people live in very crowded conditions.
- Homosexuals, gay people, can get married.
- The "Christ the Redeemer" statue is a huge statue of Jesus in Rio De Janeiro.

### **Page 21: Geography 4 Korea**

- A high-speed train between Seoul and Busan started in 2004.
- Korean food uses lots of garlic. Kimchee is very popular.
- Companies such as Sanyo export many electronic goods like TVs and computers.
- The DMZ, made after World War II, is a four km wide area along the border that separates North Korea from South Korea.
- A new highway goes from Seoul into the North.
- Citizens use metal chopsticks.
- Exports include cars and ships.
- Pansori is a traditional performance, like Japanese Noh. The performers hold a folding fan.
- In 2010 this country started using robots in the classroom.
- There are many typhoons in autumn.

### **Page 25: Turkey**

- Coffee is strong and dark. This country introduced coffee to Europe.
- Citizens eat fresh baked bread with every meal.
- Citizens enjoy shish kebab: stuffed bell peppers, zucchini and grape leaves, rice, olives, lots of fresh fruit and vegetables on a stick.
- Santa Claus, who was originally St. Nicholas, came from this country.

Since this is a Muslim country, citizens pray five times a day: at dawn, noon, afternoon, sunset, and evening.

### **Page 29, Thailand**

- Chao Phraya River runs from the sea, through Bangkok, to the north. River taxi run on the Chao Phraya in Bangkok.
- Many tourists go sunbathing and partying on or near Koh Samui, the largest island in the Gulf (east of the long narrow region).
- There are pagodas, Buddhist temples and Buddha statues throughout the country.
- Foot massage is popular around the country.
- The whale shark, the world's largest fish, swims in nearby ocean waters.
- More than 1,500 species of orchids grow wild in forests.
- A ten meter long python came from this country.
- Elephants from this country are smaller than African elephants. They sometimes walk city streets.
- Food is spicy and often uses chili peppers.
- This country is called the "Land of Smiles" because citizens smile a lot.
- Siamese cats are from this country.

### **Page 35: Ireland**

- Potatoes are the staple food.
- Many citizens emigrated to the U.S. in the 1840s because the potato harvest failed.
- After many years of fighting, in 1998, peace was made with Britain.
- Halloween started as a holiday here.
- A shamrock, a green three leaf clover, is the country symbol.
- Traditionally, kids are held upside-down on their birthdays, and their heads are bumped once every time for their age.
- The Titanic was made here.
- Their most famous band is U2 who sing “New Years Day” and other hit songs.
- This country invented the submarine, color photography, and Guinness beer.
- A popular food is meat pie.
- Visitors kiss the Blarney Stone at Blarney castle in the southeast.
- Throughout history, many Europeans attacked, arriving in Dublin.
- Bogs, found in the north, are wet ground and can be dangerous to walk through.

### **Page 39: New Zealand**

- The tuatara is an ancient reptile species, a kind of lizard, with three eyes.
- Kiwi—the nickname for people from this country—are keen bicyclists.
- Penguins, which live on Stewart Island, have a bar of yellow hair above their eyes.
- Bungee-jumping became a popular activity in Queenstown, the southern region of the South Island.
- Lake Taupo, in the center of the North Island, had the largest known volcanic eruption in the past 70,000 years.
- The Maori name for New Zealand is Aotearoa, which means “the land of the long white cloud.”
- 30% of this country is forest.
- There are nine sheep for every one person.
- There are no snakes.

### **Page 43: China**

- In 2003 they sent a spaceship with a person in it into space.
- China invented fireworks.
- They also invented the compass, toilet paper and many other things.
- The first kites were made here in the 4th century B.C.
- A Great Wall section is near Beijing.
- Chopsticks originally came from this country.
- Many myths are about dragons.
- Ping pong, also called table tennis, is the most popular game.

## **Page 49 Germany**

- 31% of the country has forests and woodlands.
- There are over 300 kinds of bread.
- 98% of citizens own a cell phone.
- The first book ever printed was in German.
- There are over 150 castles.
- The tradition of decorating a Christmas tree started here.
- There are over 1,000 kinds of the most famous food, the sausage.
- This country has one of the strongest soccer teams in the world.
- To ask for a beer in a pub, raise your thumb, not your index finger.
- They recycle 48% of their waste.
- There are 20,000 windmills on the north sea coasts.

## **page 53 Geography: Egypt**

- Ships can continue through the Suez Canal to reach the Mediterranean Sea from the Red Sea.
- Great Pyramids are in or around Giza, just south of Cairo.
- About 95% of the population lives along the Nile.
- The most important god was Ra, the sun god.
- Clocks were invented in this country.
- Many of the pharaohs, the kings of ancient Egypt, were buried as mummies (ミラ) .
- Egypt was one of the first countries to ever do math.
- The Nile River crocodile is the largest in the world.
- These were the first people to keep cows.
- The country averages just 2.5 cm of rain a year.

## **page 57: South Africa**

- Diamonds have been mined for over 100 years, many at mines along the Orange River.
- Discrimination against blacks ended in 1991. Now it's called the "Rainbow Nation."
- Penguins live on the southwest coast, near Cape Point, the end of Cape Peninsula.
- South Africa had nuclear weapons, then got rid of them.
- The FIFA World Cup Soccer Tournament took place here in 2010.
- It has many solar panels to absorb abundant sunshine.
- It has the second most "windmill" farms in the world.



### **Page 63: Vietnam**

- Vietnam is the largest exporter of cashews and the second largest exporter of rice.
- About 10 million motorbikes travel on roads.
- Rice wine with a pickled snake inside is a traditional drink.
- Many people have pet pigs.
- Some people go “fishing” for large lizards between big rocks. The lizards are later cooked and eaten.
- Most Vietnamese nap after lunch.
- Phu Quoc Island, off the northwest coast near Cambodia, is popular for diving and snorkeling.
- Spring rolls are seafood, chicken or pork with fresh vegetables wrapped in rice paper.
- Farmers wear wide, round hats that come to a tip at the top.
- The most popular karaoke songs are *Hotel California* and *Papa*.

### **Page 67: Costa Rica**

- Many tourists view Tortuguero National Park by boat or walk on the beach to see the eggs of sea turtles.
- Costa Rica country has no army.
- There are many different animal and plant species in rainforests.
- An important agricultural export is bananas.
- There are many coffee farms. Much of the coffee is fair trade.
- There are over 1,000 species of butterfly.
- Since 2010 this country has had a female president, Laura Chinchilla.
- Many dishes include garlic, black beans and rice.
- To say hello and goodbye people often kiss on the cheek.
- However, men do not kiss men; instead, they shake hands.

### **Page 71: Mexico**

- Corn, chocolate and chili peppers originally came from Mexico
- The Chihuahua is the world’s smallest dog and is named for a state.
- Stone tools show humans lived there 23000 years ago.
- Tacos and burritos are popular foods.
- This country produces and exports a lot of honey.
- Mexico-city sinks every year because it uses the underground water.
- Jaguar live in rainforests in the south.
- Poinsetta, the red Christmas flower, are from Mexico.
- The Chichen Itza Pyramid in Mexico is one of the new Seven Wonders of the World.

## Country Chart

*Listen and fill out the chart for each country you read about in "Country Watch."*

country	ex. Japan	Italy	Iran	Brazil	Korea	Turkey	Thailand	Ireland	New Zealand	China	Germany	Egypt	South Africa	Vietnam	Costa Rica	Mexico
capital	Tokyo	Rome	Tehran	Brasilia	Seoul	Ankara	Bangkok	Dublin	Wellington	Beijing	Berlin	Cairo	Pretoria	Ho Chi Minh City	San Jose	Mexico City
population	127,728,000	60,920,000	77,046,000	190,732,694	50,219,669	75,627,384	65,926,261	4,593,100	4,499,810	1,351,000,000	82,490,000	83,661,000	52,981,991	90,388,000	4,667,096	118,395,000
main exports	cars, electrical goods	clothing, cars, transportation equipment	oil, carpets, fruit & nuts, iron & steel	soybeans, shoes, coffee	Electronics, machinery & equipment, motor vehicles, steel	clothing, foodstuffs, transport equipment	computers, seafood, rice	computers, medicines, live animals	dairy products, meat, wool, fish	clothing, toys, sporting goods	machinery, vehicles, metals, foodstuffs	oil, cotton, metal products	gold, diamonds, minerals, metals	oil, marine products, rice, coffee, rubber	coffee, bananas, sugar, pineapple	oil, silver, fruits, vegetables
population density (rank)	337/km <sup>2</sup> (30th)	200 / km <sup>2</sup>	47 / km <sup>2</sup>	23 / km <sup>2</sup>	505 / km <sup>2</sup>	98 / km <sup>2</sup>	125 / km <sup>2</sup>	65 / km <sup>2</sup>	16.6 / km <sup>2</sup>	141 / km <sup>2</sup>	229 / km <sup>2</sup>	84 / km <sup>2</sup>	43 / km <sup>2</sup>	268 / km <sup>2</sup>	90 / km <sup>2</sup>	57 / km <sup>2</sup>
life expectancy	all: 82.6 males: 79 females: 86.1	82 (all) 80 (male) 85 (female)	73 (all) 72 (male) 75 (female)	74 (all) 71 (male) 78 (female)	81 (all) 77 (male) 84 (female) tied for 17th	76 (all) 73 (male) 78 (female)	74 (all) 71 (male) 77 (female)	81 (all) 79 (male) 83 (female)	81 (all) 79 (male) 83 (female)	76 (all) 74 (male) 77 (female) tied for 49th	81 (all) 78 (male) 83 (female)	73 (all) 71 (male) 75 (female)	58 (all) 57 (male) 60 (female)	75 (all) 73 (male) 77 (female)	79 (all) 77 (male) 81 (female)	76 (all) 74 (male) 79 (female)
religion	Shinto, Buddhist, atheist	Catholic (Christian)	90% Shi'a Muslim 9% Sunni Muslim	65% Catholic (Christian); 22% Protestant (Christian); 8% no religion	29% Christian; 23% Buddhist; 47% no religion	72% Sunni Muslim; 28% other or no religion	92% Buddhist; 5.5% Muslim	84% in Rep. of Ireland is Catholic; only 4% is Catholic in Northern Ireland	44% Christian; 39% no religion	22% 'folk' religion; 18% Buddhist, but no clear lines between rel.	62% Christian; 30% no religion	90% Muslim; the rest are mostly Christian	74% Christian; 15% traditional African; 9% no rel.	45% folk; 16% Buddhist; 8% Christian	72% Catholic; 14% Protestant; 12% none	81% Catholics; 9% Protestants
language(s)	Japanese, English	Italian and other Latin languages	68% speak Persian as a first language	Portuguese; also about 200 native languages	Korean, Linguisists not sure of related languages.	Constitution says 'only Turkish in schools'.	Thai; Karen language spoke on Myanmar border	English, Irish (Gaelic)	English, Maori	Han Chinese, plus 55 other ethnic languages	German, English	Egyptian Arabic, some English & French	11 official languages including English, Afrikaans, Swazi & Zulu	Vietnamese, French	Spanish and five native languages	Spanish & 66 native Amerindian languages
Quality of life rank	25th (7.08) (out of 80 countries)	21st, 7.21	58 <sup>th</sup> , 5.78	28 <sup>th</sup> , 6.99	19th, 7.25	51 <sup>st</sup> , 5.95	50 <sup>th</sup> , 5.96	12th, 7.74	7th, 7.95	49 <sup>th</sup> , 5.99	16 <sup>th</sup> , 7.38	60 <sup>th</sup> , 5.76	53 <sup>rd</sup> , 5.89	68 <sup>th</sup> , 5.64	31 <sup>st</sup> , 6.92	39 <sup>th</sup> , 6.41
other																

For "Quality of life rank" see [http://en.wikipedia.org/wiki/Where-to-be-born\\_Index](http://en.wikipedia.org/wiki/Where-to-be-born_Index)