

Content-based English: Inspiring Solutions Teacher's Reference

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Narrative Transcripts

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

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

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

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

1. Chipko Tree Huggers (short/easy version)

1. Village women have to walk far to get wood to cook meals and heat their homes.
2. A man said his company would be cutting down many of the trees.
3. Without enough trees, floods occur more often and soil washes away easily.
4. One day, village women wrapped their arms around a huge tree to save it.

1. Chipko Tree Huggers (higher level)

1. Village women rely on wood to cook meals and heat their homes.
2. They had to walk further and further to gather firewood because so many trees were being cut down.
3. Without enough trees, floods occur more often and soil washes away easily after rain.
4. One day, village women wrapped their arms around a huge tree so it couldn't be cut down.

2. The Moneyless Man (short/easy version)

1. A woman donated a mobile home on land where Boyle spent his year of moneyless living.
2. To start, he invited friends to a festival featuring food gathered or picked from his garden.
3. For transportation he either rode a mountain bike into town, or he walked.
4. Boyle gathered wild plants and mushrooms to make tea and meals.

2. The Moneyless Man (higher level)

1. A woman donated an old mobile home on land where Boyle spent his year of moneyless living.
2. To start, he invited friends and media to a festival featuring food gathered or picked from his garden.
3. For transportation he either rode a mountain bike that could carry food and goods, or he walked.
4. In addition to garden vegetables, he gathered wild plants and mushrooms to make tea and meals.

3. Butterfly's Treesit (short/easy version)

1. Environmentalists failed to stop a company from clear-cutting ancient redwood trees.
2. A woman nicknamed Butterfly began treesitting as a protest while friends supported her.
3. The company harassed her with helicopters and horns to make her come down.
4. After 738 days, she touched ground again after the company promised to save Luna.

3. Butterfly's Treesit (higher level)

1. Environmentalists failed to stop a company from clear-cutting ancient redwood trees.
2. To protest and save trees, a woman nicknamed Butterfly lived up a tree she called Luna. Friends supported her by sending supplies up in a bucket.
3. The company harassed her with helicopters and loud horns to make her come down.
4. After 738 days living up a tree, she touched ground again after the company promised to save Luna.

4. Microfinance (short/easy version)

1. Muhammad Yunus wondered if teaching economics was a good way to reduce poverty in Bangladesh.
2. He started making \$50 loans to poor people so they could start their own businesses.
3. Many borrow money for farm animals, others to buy goods to sell, and others to pay for education.
4. Microfinance spread, empowering poor people, especially women, around the world.

4. Microfinance (higher level)

1. Muhammad Yunus wondered if teaching economics at university was a good way to reduce poverty in Bangladesh.

2. He started making small loans of about 50 dollars to poor people so they could start their own businesses.
3. Many borrow money for farm animals, others to buy goods to sell, and still others to pay for education.
4. Microfinance spread, bringing economic relief and empowering poor people, especially women, around the world.

5. Giving Away Gardens (GAG) (short/easy version)

1. Barker believes that planting seeds and keeping gardens makes people healthy and cities beautiful.
2. His NGO builds a vegetable garden for the elderly and those with physical challenges.
3. Kids pull weeds and pick fresh vegetables which helps them appreciate nutritious food.
4. Gardeners share extra vegetables with friends and neighbors which strengthens communities.

5. Giving Away Gardens (GAG) (higher level)

1. Dan Barker believes that doing chores like planting seeds, pulling weeds and harvesting makes people healthy and cities beautiful.
2. His NGO builds a vegetable garden for people who need help such as the elderly and those with physical challenges.
3. Kids get involved in the gardens pulling weeds and picking fresh vegetables which helps them appreciate nutritious food.
4. Gardeners enjoy sharing surplus vegetables with friends and neighbors which strengthens communities.

6. UNICEF's Goodwill Ambassador (short/easy version)

1. After getting kicked out of public school, Tetsuko enjoyed more freedom at a progressive private school.
2. She started an organization that helps deaf people create original plays and perform in front of audiences.
3. The Japanese government constructed 36 early childhood development centers in Congo.
4. As Asia's first UNICEF Goodwill Ambassador, Tetsuko helped kids suffering from disasters, poverty and war.

6. UNICEF's Goodwill Ambassador (higher level)

1. After getting kicked out of a strict public school, Tetsuko enjoyed more freedom at a progressive private school.
2. She started an organization that introduces theater to the deaf, helping them

create original plays and perform in front of audiences.

3. The Japanese government constructed 36 early childhood development centers in Congo to prepare thousands of kids for school.

4. As Asia's first UNICEF Goodwill Ambassador, Tetsuko brought attention and donations to kids suffering from disasters, poverty and war.

7. House Hermits (short/easy version)

1. Hermits suffer from a psychological condition that makes leaving their home, or even just their room, difficult.

2. Okumura has introduced victims and their families who discuss their struggles in a supportive environment.

3. Watanabe counsels patients who have been hospitalized and prescribes medicine when needed.

4. Minami created a place where hermits can interact and learn skills so they can eventually return to society.

7. House Hermits (higher level)

1. House hermits suffer from a psychological condition that makes interacting with others, leaving their home, or even just leaving their room, nearly impossible.

2. Okumura has introduced victims and their families to others with similar struggles so they can discuss their struggles in a supportive environment.

3. Watanabe counsels patients who have been hospitalized and prescribes medicine when needed.

4. Minami created a refuge in Saitama, a place where hermits can interact and learn practical and social skills so they can eventually return to society.

8. (FGM) (short/easy version)

1. Dirie was forced to endure a painful and unnecessary operation that made her suffer throughout her life.

2. While hitchhiking to the capital she fought off a truck driver who was trying to hurt her.

3. She found work in the U.K. as a domestic helper before becoming a famous international model.

4. The UN has given Waris the chance to speak out against her country's dangerous custom.

8. (FGM) (higher level)

1. Waris Dirie was forced to endure a painful and unnecessary operation that made her suffer throughout her life.

2. While hitchhiking to the capital she fought off a truck driver who was trying to hurt her.

3. With the help of a relative, she found work in the U.K. as a domestic helper before becoming a famous international model.
4. The United Nations has given Waris the chance to speak out against her country's dangerous custom.

9. Prison Reform (include some about Japan's prisons) (short/easy version)

1. Prisons in the U.S. are crowded and fail to reform criminals.
2. The Prison Project helped prisoners by introducing activities like yoga that strengthen the mind and body.
3. Programs helped prisoners learn a language or graduate college.
4. Counselors lead support groups so criminals can take responsibility rather than feel anger.

9. Prison Reform (higher level)

1. Prisons in the U.S. are crowded and fail to reform criminals who often get arrested after they are released.
2. The Prison Project helped prisoners by introducing activities like yoga that strengthen the mind and body.
3. Programs helped prisoners learn a language or graduate college so they can be successful after getting released from prison.
4. Counselors lead support groups so criminals can take responsibility for their actions rather than feel anger.

10. Chiune Sugihara (short/easy version)

1. The Japanese government refused to write visas for Jews hoping to escape from Poland.
2. Sugihara constantly wrote visas without permission even as his train left Lithuania.
3. After the war, Sugihara couldn't get a job and his family suffered because he had bravely signed so many visas.
4. The Israeli government gave him the "Righteous Among Nations" award for saving over 6,000 Jews.

10. Chiune Sugihara (higher level)

1. The Japanese government refused to write visas for Jews hoping to escape from Poland.
2. Sugihara constantly wrote visas, even signing more as the train taking him out of Lithuania pulled out of the station.
3. After the war, Sugihara couldn't get a job and his family suffered because he had bravely signed so many visas without permission.
4. The Israeli government gave him the "Righteous Among Nations" award, their

highest honor, for saving over 6,000 Jews.

11. Zero Landmines (short/easy version)

1. Moon did volunteer work overseas, clearing fields that had landmines.
2. During a civil war, he and two interpreters were captured by rebels who intended to kill them.
3. When Moon encountered thousands of beautiful butterflies in the jungle he felt hope.
4. He lost his leg and arm to a deeply buried landmine and very nearly died.
5. Rather than feel sorry for himself, he was determined to run again.
6. Just 13 months later, he entered the London marathon to raise money for landmine victims.

11. Zero Landmines (higher level)

1. As an ex-soldier concerned about civilians, Moon did volunteer work overseas, clearing fields that had landmines.
2. During a civil war, Moon and two interpreters were captured by rebels who intended to kill them.
3. Moon had a *deja vu* experience when he encountered thousands of beautiful butterflies in the jungle. He then felt hope that the rebels would let him go.
4. While using a landmine detection machine, he lost his leg and arm to a deeply buried landmine and very nearly died.
5. Rather than feel sorry for himself, he was determined to live an active life and even race again.
6. Just 13 months after the accident he entered the London marathon to raise money for landmine victims.

12. Bikes not Bombs (BNB) (short/easy version)

1. Bikes Not Bombs educates people about the benefits of bicycles and ships used bicycles to developing countries.
2. BNB provides training and jobs for troubled inner city youth.
3. Some bicycles get transformed into machines to make corn or pump or filter water.
4. Bicycle shops opened in Central America, providing jobs and promoting a healthy activity.

12. Bikes not Bombs (BNB) (higher level)

1. Bikes Not Bombs educates people about the benefits of bicycles, provides employment opportunities to people out of work, and ships used bicycles to developing countries.
2. BNB provides training and jobs for troubled inner city youth who learn to repair

bicycles.

3. Some bicycles get transformed into machines to make corn, pump or filter water, or sharpen knives.

4. Thanks to BNB, bicycle shops opened all over Central America, providing jobs while promoting an activity that's good for human health and the environment.

13. Free the Children (short/easy version)

1. When Kielburger was 12, he read about kids working in terrible conditions in diamond mines and other industries.

2. He and classmates researched the issue and started an educational organization.

3. After traveling abroad to observe and interview child laborers, they lectured about the problem and solutions.

4. All children have a right to nourishing food, a safe environment, and an education.

13. Free the Children (higher level)

1. When Kielburger was 12 he was shocked to read a newspaper article about kids working under terrible conditions in diamond mines and other industries.

2. He recruited classmates, and together they went to the library to research the issue and later started an educational organization.

3. After traveling abroad to observe and interview children working in difficult conditions or even as slaves, they gave lectures about the problem and solutions.

4. They concluded that the amount of labor a child should do depends on the circumstances, but certainly all children have a right to nourishing food, a safe environment, and an education.

14. Reporters without borders (short/easy version)

1. Nagai studied in the U.S. and later worked as a freelance photojournalist in countries at war.

2. He arrived in Myanmar while Buddhist monks were protesting against the military government.

3. Witnesses saw a soldier shoot and kill Nagai because he was videoing the protests.

4. The Burma Media Association announced an award in Nagai's name to recognize the bravery of journalists covering war.

14. Reporters without borders (higher level)

1. As a youth, Kenji Nagai studied abroad in the U.S. and later worked as a freelance photojournalist traveling to countries at war.

2. He arrived in Myanmar while Buddhist monks were protesting against the military government that had removed Suu Kyi from power in a coup d'etat. (could

be sentence 1 with Suu Kyi pic)

3. Witnesses saw a soldier shoot and kill Nagai because he was videoing the protests, an embarrassment to the Myanmar government.
4. The Burma Media Association announced an award in Nagai's name to recognize the bravery of journalists covering war.

1. Kenji Nagai studied abroad in the U.S. and later worked as a **corporate specialist** documenting the **creativity** in countries involved in armed **kickboxing**.
2. He **landed** in Myanmar while Buddhist monks were protesting against the **democratic** government that had removed Suu Kyi from power in a **mabodofu**.
3. Witnesses saw a soldier shoot and **kiss** Nagai because he was **leading** the protests, an **excitement** to the Myanmar government.
4. The Burma Media Association **allowed** an award in Nagai's name to recognize the bravery of journalists **baking cake**, especially those in Myanmar who face **recreation** or violence for covering the news.

15. Whistleblowers (short/easy version)

1. In 1971 Ellsberg released top secret papers which revealed that the U.S. told lies about the Vietnam War.
2. In 2010 Wikileaks published a secret video showing American military killing unarmed Iraqi citizens.
3. Edward Snowden took evidence to the media that showed his government collects data on individuals and spies on ordinary citizens.
4. Japan passed a law in 2013 that toughens penalties for those who leak sensitive information to the press while expanding the definition of "state secrets."

15. Whistleblowers (higher level)

1. In 1971 Daniel Ellsberg released top secret papers which revealed that the U.S. lied about the Vietnam War and secretly bombed Cambodia and Laos which was not reported in the media.
2. In 2010 Wikileaks published a secret video showing American military killing unarmed citizens, including journalists, with machine gun fire shot from an attack helicopter.
3. Edward Snowden took evidence to the media that showed his government collects data on individuals, spies on ordinary citizens, and even spies on world leaders.
4. Japan passed a law in 2013 that toughens penalties for those who leak sensitive information to the press while expanding the definition of "state secrets."

Listening Transcripts (for authentic listening activity)

- Chapter 1: Survival:**
1. **Over a hundred** tribes around the world (like the Carubo choose to) reject contact with outsiders.
 2. For them the outside world has brought only **violence, murder, disease, and exploitation**.
 3. Ohai was forced out of his forest home for the first time just three years ago. "I'm very worried about **this destruction** because we don't know exactly where the people still in the forest are living. I have a sister among them."
 4. When a tribe is first contacted, many of them die from diseases they have never known before. (Isolated) Tribal people have no immunity to ordinary Western diseases like **flu, chicken pox, or even the common cold**.
 5. Recognizing and protecting **tribal people's lands** gives them the time and space to make their own choices about how they interact with the world around them and puts them in control of their own lives. (136 words)

Chapter 2: How to Reduce your carbon footprint

Your "carbon footprint" is how many greenhouse gases you release in your daily activities.

- Step 1. One: Turn your thermostat up in the summer or down in the winter by just two degrees.
2. Step Two: Turn off and unplug your computer, TV and other electronics when you are not using them.
 3. Step Three: Close doors to rooms that you are not using to maximize heating and air conditioning.
 4. Step Four: Do your laundry or run a dishwasher only when you have a full load.
 5. Step Five: Eat local.
 6. Step Six: Bring your own cup or mug when you buy coffee.
 7. Step Seven: Cut back on bottled water.
 8. Step Eight: Plant a tree. Trees help reduce greenhouse grasses and every one counts.
 9. Step Nine: Don't jump in your car every time you feel the urge to run an errand.
 10. Step Ten: When you can, car pool, use public transportation or ride your bicycle--or walk.

Chapter 3: Butterfly's Treelit

Michael: Tell me, when did you first get the idea to climb Luna and go up in that tree?

1. Butterfly: In **November of '97**.

M: Tell us about what it was like when you first went up Luna.

2. B: When I climbed that tree December 10th, 1997, I was prepared to stay **three weeks to a month**. But I wasn't really prepared, I had never lived in a tree before.

3. I didn't know that I was climbing up in the **worst winter of recorded history** in California.

M: Luna's actually on private property. So one of the things was, you were trespassing. You were violating the law.

4 B: Pacific Lumber **violated the law over 300 times in three years**. They have a huge criminal record.

Chapter 4: 1. So this idea that these new stories of business and of hope might be shared with my friends and family, and through that, maybe we could get some of the money that they needed, um, to be able to continue their businesses as loans... That's this little idea that turned into **Kiva**.

2. A few months later, I went back to Uganda with a **digital camera and a basic website** that my partner, Matthew, and I had kind of built,

3. and took **pictures** of seven of my new friends, posted their stories, these **stories of entrepreneurship**, up on the website.

4. The money came in basically **overnight**. We sent it over to Uganda.

5. And over the next six months, a beautiful thing happened; the **entrepreneurs received the money, they were paid, and their businesses, in fact, grew, and they were able to support themselves**.

Chapter 5: Giving Away Gardens: Reporter: 1. He is a **poet**, and a **novelist**, and a former **construction worker** and **Vietnam vet** but each year from the end of March until the middle of June, Dan Barker is a giver of gardens.

2. Barker puts in four gardens a day, for the **elderly, single parent families, the disabled, people in need of food**, and more.

3. And I want them to feel good. R: And they do.

4. Especially after Dan gives the new gardener all of the **seeds, fertilizer, instruction even recipes** for a summer's worth of good food. R: It's hard work, but he made four more this very day.

5. By our count, at the beginning of this spring, Dan Barker had put in a total of **676** gardens in our city.

Chapter 6: Peace One Day (for UNICEF chapter): 1. My name's Jeremy Gilley. I was an **actor** for many years taking whatever roles I could.

2. The last job I did was a crazy **sci-fi**. My character was trying to save the planet. I thought it would be my big break.

3. I heard it was seen in **Eastern Europe**.

4. Then I started making my own **low budget films**:-

5. In July 1998 I had the idea: **What if there was one day, just 24 hours, when the world stopped killing?** I was going to try to create a day of peace, and make a documentary about that journey.

6. If I failed it would make an interesting film about a world unwilling to change.

7. If I succeeded—well that was almost inconceivable.

Chapter 7: House Hermits:

1. Ex-Hermit: I was underachieving at school, and I was kind of started losing hope, I basically stopped going to school and stay(ed) in my room,

2. **playing the video game and reading manga**.

Anchor: Claudia, you've been to Japan and seen and spoken to some of these teenagers.

3. Claudia (a psychologist): Yes, it sounds very similar to the people I met, and people would have stayed in for years and years at a time. And very many of them spoke to me about feeling a **real sort of mental pain**.

Anchor: How does it start and at what age?

4. Claudia: Often it starts with refusing to go to school. Sometimes it can start later. So **the average age used to be 21, now the average age is 32**.

Chapter 8: FGM: Host: In 1997 Somali supermodel Waris Dirie decided to speak out against female genital mutilation (FGM). Waris:

1. The only thing you know is just like this shocking horrible pain, you know?
2. Host: Over 90 percent of Somali girl children are genitally mutilated, without anesthetic, usually between 5 and 6 years old.
3. Female Genital Mutilation or FGM happens in 28 countries.
4. 6000 girls a day are at risk. Many bleed to death. Others die later from infections and related causes. Two years ago Waris returned to see her mother for the first time since she left Somalia at the age of 13. Waris:
5. I never blame (on) my mother what happened to me. I know it wasn't her fault. It was out of her control you know, there was nothing she could do about it. Women have no power over it at all.
6. Women are treated like a cattle you know, like animals. We have to fight to stop this.
7. Everyone must be aware of the whole issue...it's got to be kept it in the newspapers, it's got to be speak about it, talk about it, anywhere and everywhere you can.

Chapter 9: Prison Life: At the beginning it is all about the number. 1. It means a **loss of identity**. From there your name is 4182. 2. There are many regulations to remember, a **40 page book**, describing all the rules you must follow inside the prison, the exercises you must do, the movements you shouldn't do. 3. & 4. Out of the **2,000** prisoners here, **300** are foreigners. It's especially tough for us. The organization of the cell is very, very strict. The guard, when looking into the cell should always see exactly the same sight, everything in the same place, including the prisoners. 5. It means you don't have the right to **stand**. That is absolutely forbidden. **Stretching the legs** on the tatami is forbidden. You must keep the lotus position. It is absolutely forbidden to **lean your back against the wall**. It is forbidden to **look through the window**. 6. We had to sit at our table and be busy with an activity like **learning a language, reading...** But it is absolutely forbidden to do nothing.

Chapter 10: Sugihara:

1. Those people told me the kind of horror they would have to face if they didn't get away from **the Nazis**, and I believed them. There was no place else for them to go.
2. They **trusted** me. If I had waited any longer, even if permission came, it might have been too late.
3. Finally, **at the end of July, 1940**, Sugihara agreed to issue the transit visas.
4. I may have disobeyed my government, but if I didn't, I would be **disobeying God**.

Chapter 11: Zero Landmines: 1. If we **do the best we can**, then, we can hold our heads high. For me the challenge was not to think like a victim.
2. Perhaps for all of us in life, the challenge is **how we think, to not give up...**
3. I stayed in **Cambodia** for nearly another two years. I then went to work in **Mozambique, East Africa**. I'd been there four months when I was walking up the middle of a cleared lane--ironically, one of the least dangerous things I ever did, and I was blown up by a landmine. I just saw it as a change I had to manage.
4. And I started to focus on the **opportunities**, and I started to work hard to focus on the **positives**.

Chapter 12: BNB: 1. We have hundreds of volunteers that come out over the course of the year to **load containers of bicycles** to ship overseas.

2. BNB has shipped **32,000 bicycles** over the course of our history to communities in nine different countries. The idea was to formulate a small bicycle workshop, a microenterprise, teaming up with a local partner.

3. That local partner would provide certain aspects of the program, **the site** to do it, they would **recruit the individuals** who were going to be trained,

4. and we provide the **bicycles, the tools, the training, and collaborate.** (93 words) (clear dead air)

Chapter 13: Kielburger: 1. Over the past year I've had the opportunity, to travel through **five countries in South Asia.** And I met many children who are suffering, children who are living on the streets of some of the world's largest cities.

2. I met children sold as bonded laborers, working **12 to 16 hours a day** in the carpet industry. And today I am here to speak for these children.

3. Mother Theresa once said that we could do no great things. We could only do **small things with great love.**

4. And if everyone around the world were willing to **open their eyes, and open their hearts,** then there would be no more poverty, there would be no more injustice, and there would be no more abuse. And that is the challenge that we all must face.

Chapter 14: Reporters without Borders

1. **90** journalists died in 2012 in their work to bring the truth to the public.

2. Hundreds of others suffer from **persecution, discrimination and imprisonment,** yet their roles in furthering the causes of human rights and democratic accountability is priceless.

3. Reporters Without Borders website details the past year, reporting successes and failures, like **the number of journalists killed, wounded or imprisoned** while trying to do their jobs.

4. Despite the Arab Spring, **the Middle East** remains the worst ranked region, but there are some bright spots like **Myanmar** where the ending of dictatorship has seen the country rise 18 places up the rankings. (137 words) Euronews (in English)

Chapter 15: Whistleblowers

1. Every time you **pick up the phone, dial a number, write an email, make a purchase, travel on the bus carrying a cell phone, swipe a card somewhere,** you leave a trace.

2. And the government has decided that it's a good idea to **collect it all,** everything, even if you've never been suspected of any crime.

3. Traditionally, the government would **identify a suspect, they would go to a judge, they would say, 'We suspect he's committed this crime' they would get a warrant,**

4. and then they would be able to use the totality of their powers in pursuit of the investigation. Nowadays what we see is they want to apply the totality of their powers **in advance, prior to an investigation.**

Overview of text

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

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

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

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

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

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

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

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

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

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

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

Grammar Dictation/Dictogloss

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

Play the audio or read the narrative a third and fourth time (the first time, as explained above, they just listen, and the second time they answer the yes/no/not enough information questions), instructing students to write the narrative (take dictogloss dictation). The object is not necessarily for students to write the

narratives word for word, but rather be challenged, and perhaps only write half or three-quarters of the narrative. Make it clear to students that they won't be able to write everything. Of course the amount each student writes will vary, but if most students can write the entire narrative, it is being spoken too slowly, and/or it is too easy. If reading (instead of playing the CD), adjust your speed to match the proficiency of students. On the other hand, students should be able to at least write a few key words from each sentence. If not, you may want to play or read the narrative more than once, but it's only recommended to say it two times as they try to write. Don't, however, keep replaying or restating the narrative until students write it entirely (that would be dictation, not dictogloss).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Student Dictators (4th variation)

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

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

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

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

The 5th page of every chapter

Thinking Deeper - Answers will vary.

Country Watch

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

The 6th page of every chapter contains various discussion activities.

Review

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

Shadowing

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

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

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

Practice using Pictures

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

Storytelling

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

Solutions

1. Resources

Page 3

1. villager - a
2. firewood - d
3. surrounding - e
4. environment - b
5. hug - c

1. throw off - d
2. determined - a
3. discrimination - b
4. nonviolent - c
5. independence - e

I hug my son every night before he goes to sleep.

The natural environment of that country is still very clean and beautiful.

I think Japan will make a law against racial discrimination in the near future.

He was determined to win the race.

Page 5 (Second listening)

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

(Third listening) transcripts (audio available as a free download (sorry--it will be uploaded soon) or on a CD

1. Village women rely on wood to cook meals and heat homes.
2. When they arrived at a wooded area they saw men chopping down trees.
3. Without enough trees, floods occur more often and women have to walk further and further to gather firewood.
4. One day, village women wrapped their arms around a huge tree so it couldn't be cut down.

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

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

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

Chapter 1: Survival transcript:

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

Page 6

1. South Africa
2. train
3. he threw Gandhi off the train
4. plant the seeds, (harvest the cotton) and use the machine
5. a way to make money and it wasn't supporting the British
6. nonviolent protest

Page 7

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

Country Watch: India

Culture facts (available on CD. Play as many as you like)

- Chess was invented in India.
- The value of "pi" in math was first calculated by Budhayana.
- Yoga originated in this country 5,000 years ago.
- It has more mosquitoes than any other country.
- Citizens pray wash clothes and wash themselves in the Ganges River.
- India is the world's biggest exporter of bananas.
- The lotus flower is sacred.
- The sitar is a 1.2 meter high stringed instrument.
- The banyan, the fig tree, is the symbol of long life.
- The idea of the number zero came from this country.

- 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)

2. Simple Living

Page 9

1. fundamental - c
2. society - b
3. harm - e
4. material - d
5. goods - a

1. rights - c
2. tribal - e
3. malaria - a
4. protest - b
5. oil - h
6. drilling - f
7. embassy - g
8. lawyer - d

Cotton is the most common **material** for making clothes.
All people have **rights** such as freedom and equality.
A huge crowd gathered to **protest** the war.

Page 11 second listening

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

Steps to Reduce Your Carbon Footprint (sample answers)

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

Page 12

1. Helping tribal peoples.

2. Provide information and give aid.
3. They helped the Yanomami Indians reduce malaria.
4. Many sent protest letters.
5. Yes. They stopped oil drilling.
6. Companies, banks, environmentalists and the UN.

Page 13 - Kenya culture facts

- Roses are common flowers.
- The largest animals are here including African elephants, rhinoceros and lions.
- Many citizens are strong middle and long distance runners.
- They export coffee, but do not drink it. Instead, tea and beer are popular.
- When marrying in rural regions, the man's family must pay the woman's family at least ten cows.
- Men can have more than one wife.
- Ugali, the staple food, is like bread but made from corn flour.
- Barbequed meat, cooked on a stick, is common.
- In rural areas, homes are made with dried mud and don't have a toilet.

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: Butterfly's Treesit

Page 15

1. redwood - maple
2. landslide - soil erosion
3. destroy - damage
4. environmentalist - naturalist
5. court - lawyer

forgive - forgave

2. apologize - apology
3. enemy - enemies
4. arrest - arrested
5. boycott - boycotted
6. principle - principles
7. harmony - harmonious
8. faith - faithful

- » The lawyer appeared in **court** to defend the person who was said to steal money.
- » I will **apologize** to her because I was wrong.
- » I have **faith** justice will win in the end.
- » Her house was damaged by a/an **landslide**.

Page 17

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

Butterfly! Live on the Radio

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

Page 18

1. Because King was black.
2. Very well. He was calm and forgave the man.
3. He learned that an enemy can become a friend.
4. It was the law.
5. She refused to move.

6. They boycotted city buses.

Page 19: Country Watch USA

- Most of the world's tornados occur in the midwest (a huge area southwest of the Great Lakes).
- Neil Armstrong, was the first man to walk on the moon.
- The most popular sport is football in which the ball is often thrown.
- Elvis Presley is buried in Graceland in Tennessee (a southern state 500 km from the Gulf of Mexico).
- Much maple syrup is made in Vermont (in the northeast).
- 66% of citizens are overweight.
- More people are in prisons than any other country.
- Redwood trees are in northern California.
- The bald eagle is the national bird.

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)

Unit Review (page 20)

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

Page 21: Money

1. poverty - e
2. injustice - f
3. poor - c
4. interest - a
5. trust - b
6. micro - d

1. **microloan** c
2. **sewing machine** d
3. **fee** e
4. **personal** a
5. **neighbors** b

- » You can **trust** me. I'll never let you down.
- » Many people are living in **poverty** in rural Africa.
- » I'm a **poor** man with no house, car or savings.
- » I don't write anything **personal** on my Facebook page.

Page 23

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

4. Kiva Microloans

Please note the numbering for the second and third should be “2” then “3”.

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

Page 24

1. Microloans
2. She bought a sewing machine.
3. She bought a cow.
4. Renting out a computer.
5. Her son is attending university and daughter is in school.
6. It has made them more knowledgeable.

Page 25: Country Watch Bangladesh

- One-third of the land floods every year during the monsoon season.
- Other natural disasters include tornados and earthquakes.
- Cricket is the national sport.
- Lilies are the national flowers.
- There are many mangrove, trees (see right) with many roots on the ground.
- Sarees (see left) are traditional colorful clothes that women still wear.
- Popular food includes green chili peppers and other spices.
- Chai, a sweet, milky hot tea, is very popular.
- There are many cycle rickshaw taxis.

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 4: Page 26

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

5 Community: page 27

1. **divorce** a
2. **rob** c
3. **neighbor** e
4. **elderly** b
5. **physical** d

1. **cuisine** b
2. **ingredient** a
3. **nutrition** d
4. **conservation** c
5. **aroma** f
6. **pollute** e

- » Junk food has no **nutrition** so avoid it.
- » I couldn't sleep because my **neighbor** was making too much noise.
- » Her soup has a secret **ingredient** that makes it delicious.
- » There is a discount for **elderly** people.
- » It can be hard to say whether a health problem is **physical** or mental.

Page 29

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

Dan Barker--Live!

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

Page 30

1. Italy
2. a protest against McDonald's.
3. the importance of traditional food and food culture
4. hata-hata (sandfish)
5. nutrition
6. good smell (aroma), no pollution, and fair to producers

Page 31 Country Watch Bolivia

- ◇ La Paz is the highest capital city in the world at 3650 meters.
- ◇ Lake Titicaca keeps the La Paz air warm.
- ◇ Madidi National Park, north of La Paz, has jaguar.
- ◇ The Andes Mountains in the southwest have glaciers.
- ◇ There are many species of colorful tropical birds.
- ◇ Farmers grow soy beans, coffee, Brazil nuts and cocoa.
- ◇ It rains a lot.
- ◇ The Salar de Uyuni in the southwest has the most salt on Earth.
- ◇ Folk musicians play the guitar, drums and traditional wind instruments.

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 6 NGO

Page 33

1. **nutrition** - healthful
2. **competition** - race
3. **praise** - approval
4. **destroy** - damage

1. **decent** Ben is a decent (adj) man.
2. **landlord** I contacted the landlord (n) because the air conditioner broke.
3. **kick out** Glen got kicked out (v) of school for fighting.
4. **church** We will meet in front of the church (n) at 2:30p.m.

- I asked my **landlord** whether it would be fine to pay my rent late.
- Saying you are sorry is the **decent** thing to do.
- With **competition**, there are winners and losers.
- Many people **praised** me for the speech I made last week.
- It's sad that a tiny insect **destroyed** most of the corn this year.

Page 35

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

Peace One Day--Live!

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

Page 36

1. many poor houses
2. He started Habitat for Humanity.
3. Ghana
4. She (and her kids) got kicked out of her room.

Page 37: Country Watch Egypt

- Ships travel through the Suez Canal.
- Great Pyramids are south of Cairo.
- About 95% of the population lives along the Nile.
- Egypt exports oil.
- The most important god was Ra, the sun god.
- Clocks were invented in this country.
- Many of the pharaohs, the kings, were buried as mummies (ミラ) .
- This was one of the first countries to ever do math.
- The Nile River crocodile is the largest in the world.
- The country averages just 2.5 cm of rain a year.

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)

Page 38 Review

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

7 Relationships, Page 39

1. **modern** - b
2. **graduate** - a
3. **harmful** - c
4. **violent** - d

1. **depression** - d
2. **a psychologist** - g
3. **a researcher** - e
4. **disappointment** - f
5. **gene** - c

6. **optimism** - b
7. **gratitude** - a
8. **unselfishness** - h

- The **researcher** is trying to find a cure for cancer.
- She will **graduate** from college in 2016.
- I feel **gratitude** for my parents because they took care of me for so long.
- Cigarette smoking is **harmful** to your health.
- The **modern** world has a lot of amazing technology.

Page 41

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

A Discussion about House Hermits

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

Page 42

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

Page 43: Country Watch Japan

- The Namahage Festival takes place on Oga Peninsula.
- Tea ceremony is practiced .
- *Koyo*, fall foliage, occurs in November in Kyoto.
- Tokyo Sky Tree has been the highest building since 2012.
- Toyama is famous for sushi.
- The spring sumo basho tournament takes place in Osaka.
- Karaoke started in this country.
- Karate started in Okinawa.
- Samurai fought with swords.
- Families and friends have a picnic under cherry trees in spring.

- 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 8: Women's Rights (page 45)

1. **desert** - b
2. **survive** - f
3. **elderly** - a
4. **relative** - d
5. **domestic worker** - c
6. **abuse** - e

1. **vote** - g
2. **discrimination** - f
3. **burqa** - b
4. **appearance** - c
5. **accomplishment** - d
6. **disorder** - a
7. **rights** - e

- Not many animals live in the **desert**.
- All citizens of that country have a right to **vote** for a president.
- The movie star made a brief **appearance** on stage.
- He found a way to **survive** six months alone on an island.
- Publishing a book would be a fine **accomplishment**.

Page 47

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

Waris--Live!

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

Page 48

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

Page 49: Country Watch Ghana

- Cocoa and gold are important exports.
- The Ashanti in the central region are short and powerful people who play drums.
- They believe everything in nature has a soul.
- There are great beaches in the south.
- Both cargo boats and ferry boats use Lake Volta.
- Mothers carry babies on their backs.
- People carry things on their heads—even tables.
- A chief can have more than 20 wives!
- There are many stories about Anansi, the spider-god who plays jokes on people.

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)

9 Justice (page 51)

1. sail - ocean
2. drugs - marijuana
3. prisoner - criminal
4. prison - jail
5. self-discipline - self-control
6. concentration - focus
7. depressed - sadness

1. criminals - crime
2. prison - prisoner
3. execute - execution
4. release - release
5. strict - strictness
6. kneel - knee
7. cell - ex. All living things are made of cells.

Page 53

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

Prisons in Japan

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

Page 54

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

Country Watch: France (page 55)

- The weather is good for growing grapes.

- France produces more wine than any other country.
- Five lines of the high speed train leave Paris.
- Croissants are popular breakfast foods.
- Escargot, cooked snails, is a popular dish.
- Citizens kiss on the cheeks a lot.
- There are many ski resorts.
- France invented the hot air balloon.
- There is a castle in Versailles, near Paris.
- The Eiffel Tower is in Paris.

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)

Unit Review (page 55)

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

Heroes Chapter 10 (page 57)

1. **foreign minister** - d
2. **refugee** - g
3. **interpreter** - a
4. **quit** - e
5. **mistreat** - c
6. **encounter** - b
7. **Jew** - f

1. **conflict** - b
2. **harmony** - g
3. **reflect** - a

4. **judgment** - d
5. **selfish**- f
6. **blame** - c
7. **annoy** - e

- I was surprised to **encounter** several wild animals on the mountain road.
- I don't understand Spanish so I need a/an **interpreter**.
- After teaching I **reflected** on what was effective and what wasn't.
- I'll take the **blame**; it was my fault.
- She **quit** after working ten years at that company.

Page 59

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

Sugihara's Heroism

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

Page 60

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

Country Watch Israel (page 61)

- The Dead Sea because is nine times saltier than the ocean so it's easy to float. Also, it's the lowest point on Earth.
- Israel has many museums.
- Since 1948, it has fought six wars with its neighbors.
- All must join the military, males for three years and females for two.
- More graduate from university than any other country.
- It has the most high tech companies in the world.
- Making a "test-tube baby," a baby outside the body is quite common.
- Figs are popular.
- Israelis light candles for many holidays.

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(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)

Weapons Chapter 11 (page 63)

1. **landmine** - b
2. **determination** - g
3. **injure** - f
4. **folk** - e
5. **donate** - a
6. **remove** - d
7. **generation** - c

- Could you **remove** this junk from the living room?
- Many good **folk** live in that town.
- She will **donate** \$100 to that NGO.
- I'm not sure that my **generation** is living as well as my parent's.
- It takes great **determination** to climb a mountain like K2.

Page 65

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

Page 66 listening

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

Country Watch: Great Britain (page 67)

- Citizens enjoy afternoon tea with bread and butter, jam, and bisquits (cookies).
- Nessie is a monster in Lochness, a lake in the middle of Scotland.
- The Beatles came from Liverpool, just north of Wales.
- Big Ben is the nickname of the bell over the big clock at the Palace of Westminster in London.
- J.K. Rowling, born in Yate near Bristol, wrote the Harry Potter series of books.
- About 80,000 umbrellas are lost every year on the London tube.
- Fish-n-chips is a popular dish.
- Many inventions have come from Scotland including golf, telephones, refrigerators and the character Peter Pan.

- Birdwatching with binoculars is popular.
- Jack and the Beanstalk is a fairy tale about a boy who gets magic beans and climbs up into the clouds.

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 12: Peace

1. **civil war** - d
2. **foreign policy** - b
3. **pollute** - e
4. **citizens** - c
5. **weapon** - a

1. **justice** - b
2. **economic** - c
3. **float** - d
4. **locals** - f
5. **climate** - a
6. **atmosphere** - e

- The Arctic ice is melting because the **climate** is getting warmer.
- A gun is a powerful **weapon**.
- That restaurant has a lovely **atmosphere**. Let's go eat there.
- I think that piece of wood will **float**. Put it in the water.

Page 71

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

BNB--Live!

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

Page 72

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

Country Watch: Denmark (page 73)

- Skagen, the northernmost town, makes watches.
- Citizens have been ranked happiest in the world.
- Ten km north of Copenhagen is the world's oldest amusement park.
- The famous children's toy, Lego, are from this country.
- The longest bridge in Europe, and the third longest in the world, is between Zealand and Funen.
- Viking ships traveled all the way to America in the year 985.
- A favorite fish to eat is herring, ニシン in Japanese.
- People in this country love to ride bicycles.
- A 2,000 year old man with red hair was found in a bog. He is in a museum in Århus, east-central region of the mainland.

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)

Page 74 Review

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

13 Education (page 75)

1. **murder** - a
2. **rural** - e
3. **factory** - b
4. **nutrition** - f
5. **laborer** - c
6. **slave** - d

1. **dig** - f (change to “the action of making a hole in the ground”)
2. **a mine** - e (as is, f is also correct)
3. **kidnap** - a
4. **orphan** - d
5. **fair trade** - c
6. **wages** - b

- Spinach and other green vegetables have lots of **nutrition**.
- **Wages** are very low for people working the fast food industry.
- Everyone at the **factory** has to work overtime.
- To plant that seed you should **dig** a deep hole.
- After living at a **rural** location I will now move to Tokyo.

Page 77

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

Craig Kielburger--Live

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

Page 78

1. they think they are beautiful
2. they are mistreated; they are treated like slaves
3. families might sell them; they might be kidnapped; some are ex-child soldiers who are orphans
4. boycotting companies which treat workers unfairly
5. increased wages and improved health and environmental conditions

6. coffee and chocolate

Country Watch: Canada (page 79)

- Canada holds the record for the most gold medals won at the Winter Olympics, 14 in 2010.
- There are many churches with bell towers in Montreal.
- More than half of the world's polar bears live in this country.
- Basketball was invented in Canada.
- The most popular sport is ice hockey.
- There are many maple trees and maple syrup.
- The fictional character Anne of Green Gables is from Prince Edward Island, a small island in the southeast.
- Geese, which fly together in a "V" formation, migrate to the north in summer.
- Vikings arrived on the east coast in the year 1000.
- Canada is the home of Sasquatch, a giant sloth-like creature.

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)

14 Journalism

1. **journalist** - b
2. **committed** - c
3. **monk** - e
4. **fuel** - a
5. **democracy** - d

1. **independence** - f
2. **house arrest** - e
3. **elections** - d
4. **military dictator** - c
5. **meditation** - b
6. **award** - a

- As a **journalist** he covers international conflicts.
- Next month we will **award** her for 20 years of service to the company.
- She is **committed** to helping the homeless.
- Galileo was put under **house arrest** for saying the earth goes around the sun.
- Winter will be expensive because **fuel** prices are high.

Page 83

1. True
2. False (no election was scheduled)
3. False (but the Myanmar government claims it was an accident)
4. True

Reporters sans Borders

1. 90
2. persecution, discrimination and imprisonment
3. the number of journalists killed, wounded and imprisoned
4. the worst ranked is the Middle East; Myanmar is a bright spot

Page 84

1. He was a general and a hero.
2. He was murdered (killed).
3. more than 11 years
4. military dictators
5. studying French and Japanese, exercising and meditating
6. for her efforts to promote democracy

Country Watch: Myanmar (Page 85)

- People who are overweight are thought to be healthy.
- Rice and green tea are served with every meal.
- Country people's teeth are red because they chew betel nut all day.
- A violent form is very popular.
- Wine-making is very popular.
- During British rule it was the richest country in SE Asia.

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

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

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

1. **whistle** - c
2. **democracy** - a
3. **innocent** - b

1. **pass (a law)** - b
2. **criticize** - f
3. **penalty** - e
4. **harsh** - a
5. **prison** - c
6. **oppose** - d

- That coach's methods are **harsh**, but his teams are successful.
- That boss is always **criticizing** those who work under him.
- After 20 years in **prison** he got released and lived as a model citizen.
- She can **whistle** a lovely tune.
- The judge found that man **innocent**, but I still have doubts.

Page 89

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

Edward Snowden--Live!

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

Country Watch: Australia (page 91)

- Uluru (Ayers Rock) in the central region covers more than three square kilometers and is 345 meters high.
- More than 80% of all citizens live within 100 kilometers of the coast.
- Many farmers raise cows.
- There are over 150 million sheep in Australia.
- Many ants live in the outback, desert areas.
- In the outback you can see almost 6,000 stars at night.
- Aborigines can start a fire with sticks.
- Slot machines and gambling are very popular.
- The Sydney Harbour Bridge is one of the widest and longest steel bridges in the world.

15. Whistleblowers (short/easy version)

1. In 1971 Ellsberg **grasped bottom** secret papers which revealed that the U.S. told **truths** about the Vietnam War.
2. In 2010 Wikileaks **printed** a secret video showing American military killing **unwed** Iraqi **seniors**.
3. Edward Snowden took **arrogance** to the media that showed his government collects **stamps** on individuals and spies on **crazy** citizens.
4. Japan passed a **bill** in 2013 that toughens **points** for those who leak **silly** information to the press while expanding the **translation** of “state secrets.”

15. Whistleblowers (higher level)

1. In 1971 Daniel Ellsberg **grasped bottom** secret papers which revealed that the U.S. lied about the Vietnam War and **selfishly built** Cambodia and Laos which was not reported in the media.
2. In 2010 Wikileaks published a secret **victory** showing American **athletes** killing unarmed citizens, including journalists, with **toy** gun fire shot from an **defense** helicopter.
3. Edward Snowden took **arrogance** to the media that showed his government collects **stamps** on individuals, spies on **crazy** citizens, and even spies on **planet** leaders.
4. Japan passed a **bill** in 2013 that toughens **points** for those who leak **silly** information to the press while expanding the **translation** of “state secrets.”

Review (page 92)

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

Reviewing the narrative sentences (lower level scripts)

Partner A reads a sentence; Partner B listens and tries to catch the mistakes.

1. Chipko Tree Huggers (short/easy version WITH MISTAKES)

1. Village women **hate** to walk far to get wood to cook meals and heat their **hearts**.
2. A man said his **stylist** would be cutting down many of the **hairs**.
3. Without enough **candy**, **hunger** occur more often and **dreams** washes away easily.
4. One day, **ancient** women wrapped their arms around a huge **present** to **steal** it.

2. The Moneyless Man (short/easy version)

1. A woman donated a mobile **phone** on land where Boyle spent his year of **silent** living.
2. To start, he invited **pigs** to a festival featuring food gathered or picked from his **nose**.
3. For **laughs** he either **wore** a mountain bike into town, or he **danced**.
4. Boyle gathered wild **ideas** and mushrooms to make **books** and meals.

3. Butterfly's Treesit (short/easy version with mistakes)

1. **Monkeys** failed to stop a company from clear-cutting ancient **banana** trees.
2. A woman nicknamed Butter**ingers** began treesitting as a **prayer** while friends **teased** her.
3. The **boss** harassed her with **honey** and horns to make her come down.
4. After 738 days, she touched **heart** again after the company promised to **buy** Luna.

4. Microfinance (short/easy version)

1. Muhammad Yunus wondered if teaching **poetry** was a good way to reduce **attendance** in Bangladesh.
2. He started making \$50 **bets on** poor people so they could start their own **Pachinko Parlors**.
3. Many borrow money for **zoo** animals, others to buy goods to sell, and others to pay for **lottery tickets**.
4. **Butter** spread, empowering poor **bread**, especially **toast**, around the world.

5. Giving Away Gardens (GAG) (short/easy version)

1. Barker **barks** that planting seeds and keeping **dogs** makes people healthy and cities beautiful.
2. His NGO builds a **rose** garden for the **lovers** and those with **emotional** challenges.
3. Kids pull **hair** and pick fresh **flowers** which helps them **research** nutritious food.
4. **Body builders** share extra vegetables with friends and neighbors which strengthens **muscles**.

6. UNICEF's Goodwill Ambassador (short/easy version)

1. After getting **burned** out of public **office**, Tetsuko enjoyed more freedom at a private school.
2. She started a(n) **team** that helps deaf people create original plays and perform in front of **mirrors**.
3. The Japanese government **destroyed** 36 early **adulthood** development centers in Congo.
4. As **Gifu's** first UNICEF Goodwill Ambassador, Tetsuko helped kids **surfing** from **waves**, poverty and war.

7. House Hermits (short/easy version)

1. **Students** suffer from a psychological condition that makes **doing** their homework, or even just their **tests**, difficult.
2. Okumura has introduced **fishermen** and their **boats** who discuss their struggles in a **watery** environment.
3. Watanabe counsels **products** who have been **industrialized** and prescribes medicine when needed.
4. Minami created a place where hermits can interact and learn **relaxation** so they can eventually return to **bed**.

8. (FGM) (short/easy version)

1. Dirie was forced to endure a painful and unnecessary **lesson** that made her **think** throughout her life.
2. While _____ hiking to the **mountain**, she fought off a **snake** who was trying to hurt her.
3. She found **love** in the U.K. as a **baseball player** before becoming a famous international **boxer**.
4. The UN has given Waris the chance to **strike** out against this dangerous **pitcher**.

9. Prison Reform (include some about Japan's prisons) (short/easy version)

1. Prisons in the U.S. are over**excited** and often fail to **redecorate** criminals.
2. The Prison Project helped prisoners by introducing **snacks** like **Kit Kats** that strengthen the **teeth** and **nails**.
3. Programs helped prisoners learn a **song** or graduate **karaoke**.
4. **Canadians** lead support groups so criminals can take **a rest** rather than feel **alone**.

10. Chiune Sugihara (short/easy version)

1. The Japanese government refused to write **poems** for Jews hoping to escape from **hell**.
2. Sugihara **never** wrote visas without permission even as his **plane** left Lithuania.
3. After the war, Sugihara couldn't get a **life** and his family suffered because he had bravely **sailed** so many **seas**.
4. The Israeli government gave him the "Righteous Among **Teams**" award for **recruiting** over 6,000 Jews.

11. Zero Landmines (short/easy version)

1. Moon did volunteer work overseas, clearing fields that had landmines.
2. During a civil war, he and two interpreters were captured by rebels who intended to kill them.
3. When Moon encountered thousands of beautiful butterflies in the jungle he felt hope.
4. He lost his leg and arm to a deeply buried landmine and very nearly died.
5. Rather than feel sorry for himself, he was determined to run again.
6. Just 13 months later he entered the London marathon to raise money for landmine victims.

12. Bikes not Bombs (BNB) (short/easy version)

1. Bikes **And** Bombs educates people about the **beauties** of **balloons** and ships used bicycles to developing countries.
2. BNB **steals** training and jobs **on** troubled inner city **elderly**.
3. Some bicycles get transformed into **monsters** to make **money** or pump or **drink** water.
4. Bicycle **books** opened in **Under** America, providing jobs and promoting a healthy activity.

13. Free the Children (short/easy version)

1. When Kielburger was 12 he read about kids **wearing** in terrible conditions in diamond **rings** and other **jewelry**.
2. He and classmates **resumed** the issue and started a(n) **profitable** organization.
3. After traveling **inside** to **hire** and interview child **performers**, they lectured about the problem and solutions.
4. All children have a **plate** to nourishing food, a safe **pool**, and an **instruction**.

14. Reporters without borders (short/easy version)

1. Nagai studied in the U.S. and later worked as a **corporate specialist** in countries at war.
2. He **landed** in Myanmar while Buddhist monks were protesting against the **democratic** government.
3. Witnesses saw a soldier shoot and **kiss** Nagai because he was **leading** the protests.
4. The Burma Media Association **allowed** an award in Nagai's name to recognize the bravery of journalists **baking cake**.

15. Whistleblowers (short/easy version)

1. In 1971 Ellsberg **grasped bottom** secret papers which revealed that the U.S. told **truths** about the Vietnam War.
2. In 2010 Wikileaks **printed** a secret video showing American military killing **unwed** Iraqi **seniors**.
3. Edward Snowden took **arrogance** to the media that showed his government collects **stamps** on individuals and spies on **crazy** citizens.
4. Japan passed a **ball** in 2013 that toughens **points** for those who leak **silly** information to the press while expanding the **translation** of "state secrets."

Reviewing the narrative sentences (higher level sentences)

Partner A reads a sentence; Partner B listens and tries to catch the mistakes.

1. Chipko Tree Huggers (higher level)

1. Village women **realize** on wood to cook meals and heat their **hearts**.
2. They had to walk further and further to gather **fireplaces** because so many trees were being cut **up**.
3. Without enough **candy**, **hunger** occur more often and **dreams** washes away easily after rain.
4. One day, **ancient** women wrapped their arms around a huge **present** so it couldn't be **given-away**.

1. Chipko Tree Huggers (higher level)

1. Village women **realize** on wood to cook meals and heat their **hearts**.
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3. Without enough **candy**, **hunger** occur more often and **dreams** washes away easily after rain.
4. One day, **ancient** women wrapped their arms around a huge **present** so it couldn't be **given-away**.

3. Butterfly's Treesit (higher level with mistakes)

1. **Monkeys** failed to stop a company from clear-cutting ancient **banana** trees.
2. To **pray** and save **souls**, a woman nicknamed Butter**fingers** lived up a tree she called Luna. Friends supported her by sending **puppies** up in a bucket.
3. The **boss** harassed her with **honey** and loud horns to make her come down.
4. After 738 days living up a tree, she touched **heart** again after the company promised to **purchase** Luna.

4. Microfinance (higher level)

1. Muhammad Yunus wondered if teaching **poetry** at university was a good way to reduce **attendance** in Bangladesh.
2. He started making small **bets** of about 50 dollars to poor people so they could start their own **Pachinko Parlors**.
3. Many borrow money for **zoo** animals, others to buy goods to sell, and still others to pay for **lottery tickets**.
4. **Butter** spread, bringing **breakfast** relief and empowering poor **bread**, especially **toast**, around the world.

5. Giving Away Gardens (GAG) (higher level)

1. Dan Barker **barks** that **breeding** chores like planting seeds, pulling weeds, and harvesting makes people healthy and **pets** beautiful.
2. His NGO builds a **rose** garden for **lovers** who need help such as the elderly and those with **emotional** challenges.
3. Kids get involved too by pulling **hairs** and picking fresh **flowers** which helps them **research** nutritious food.
4. **Body-builders** enjoy sharing surplus vegetables with friends and neighbors which strengthens **muscles**.

6. UNICEF's Goodwill Ambassador (higher level)

1. After getting **burned** out of a **silly** public **office**, Tetsuko enjoyed more freedom at a progressive private school.
2. She started a(n) **team** that introduces **magic** to the deaf, helping them create original plays and perform in front of **mirrors**.
3. The Japanese government **destroyed** 36 early **adulthood** development centers in Congo to prepare thousands of kids for school.
4. As **Gifu's** first UNICEF Goodwill Ambassador, Tetsuko brought attention and donations to kids **surfing** from **waves**, poverty and war.

7. House Hermits (higher level)

1. **Some-students** suffer from a psychological condition that makes interacting with **teachers**, **doing** their homework, or even just **taking** their **tests**, nearly impossible.
2. Okumura has introduced **fishermen** and their **boats** to others with similar struggles so they can discuss their **methods** in a **watery** environment.
3. Watanabe counsels **products** who have been **industrialized** and prescribes medicine when needed.
4. Minami created a **spa** in Saitama, a place where hermits can interact and learn practical and **deep-relaxation** so they can eventually return to **bed**.

8. (FGM) (higher level)

1. As a child, Waris Dirie was forced to endure a painful and **unbelievable lesson** that has caused her great **thoughts** and **wisdom** throughout her entire life.
2. While _____ hiking to the **mountains**, she fought off a **snake** who was trying to **bite** her. Another time she awoke in the **restaurant** with a **nachos** standing near her.
3. With the help of a **teammate**, she found **love** in the U.K. as a **baseball-player** before becoming a famous international **boxer**.
4. The **major-league** has given Waris the chance to **strike** out against this dangerous and cruel **pitcher** that traumatizes so many girls.

9. Prison Reform (higher level)

1. Prisons in the U.S. are over**excited** and fail to **redecorate** criminals who often get **displayed** after they are released.
2. The Prison Project helped prisoners by introducing personal development **snacks** like **Kit Kats** that strengthen the **teeth** and **nails**.
3. Programs helped prisoners learn a **song** or graduate from **karaoke** so they have a chance to fully integrate back into **music** after getting released from **parties**.
4. **Canadians** lead support groups so criminals can take **a rest** for their actions rather than feeling **alone** and blaming **the weather**.

10. Chiune Sugihara (higher level)

1. The Japanese **investment** refused to write **poems** for Jews hoping to escape from **hell** after the Nazis started their plan to murder them all.
2. Sugihara **never** wrote unauthorized visas, even signing more as the **plane** taking him out of Lithuania pulled out of the **airport**.
3. After the war, Sugihara couldn't get a **life** and his family suffered because he had bravely **sailed** so many **seas** without permission.
4. **Minutes** later, the Israeli government gave him the "Righteous Among **Teams**" award, their highest honor, for **recruiting** over 6,000 Jews.

11. Zero Landmines (higher level)

1. As an ex-soldier concerned about civilians, Moon did volunteer work overseas, clearing fields that had landmines.
2. During a civil war, Moon and two interpreters were captured by rebels who intended to kill them.
3. Moon had a deja vu experience when he encountered thousands of beautiful butterflies in the jungle. He then felt hope that the rebels would let him go.
4. While using a landmine detection machine, he lost his leg and arm to a deeply buried landmine and very nearly died.
5. Rather than feel sorry for himself, he was determined to live an active life and even race again.
6. Just 13 months after the accident he entered the London marathon to raise money for landmine victims.

12. Bikes not Bombs (BNB) (higher level)

1. Bikes **And** Bomb educates people about the **beauties** of **balloons**, provides **entertainment** opportunities to people out of work, and ships **racing** bicycles to developing countries.
2. BNB **steals** training and jobs **on** troubled inner city **elderly** who learn to repair bicycles.
3. Some bicycles get transformed into **monsters** to make **money**, pump or filter **beer**, or sharpen knives.
4. Thanks to BNB, bicycle shops opened all over **Under** America, providing jobs while promoting an activity that's good for **robot** health and the **universe**.

13. Free the Children (higher level)

1. When Kielburger was 12 he was shocked to read a **diary** article about kids **wearing** under terrible conditions in diamond **rings** and other **jewelry**.
2. He recruited **applicants**, and together they went to the library to research the issue and later started a(n) **profitable** organization.
3. After traveling **inside** to **hire** and interview children working in **entertaining** conditions or even as **stars**, they gave lectures about the problem and solutions.
4. They **introduced** that the amount of **games** a child should do depends on the **stars**, but certainly all children have a **plate** to nourishing food, a safe environment, and an **instruction**.

14. Reporters without borders (higher level)

1. Kenji Nagai studied abroad in the U.S. and later worked as a **corporate specialist** documenting the **creativity** in countries involved in armed **kickboxing**.
2. He **landed** in Myanmar while Buddhist monks were protesting against the **democratic** government that had removed Suu Kyi from power in a **mabodofu**.
3. Witnesses saw a soldier shoot and **kiss** Nagai because he was **leading** the protests, an **excitement** to the Myanmar government.
4. The Burma Media Association **allowed** an award in Nagai's name to recognize the bravery of journalists **baking cake**, especially those in Myanmar who face **recreation** or violence for covering the news.

15. Whistleblowers (higher level)

1. In 1971 Daniel Ellsberg **grasped bottom** secret papers which revealed that the U.S. lied about the Vietnam War and **selfishly built** Cambodia and Laos which was not reported in the media.
2. In 2010 Wikileaks published a secret **victory** showing American **athletes** killing unarmed citizens, including journalists, with **toy** gun fire shot from an **defense** helicopter.
3. Edward Snowden took **arrogance** to the media that showed his government collects **stamps** on individuals, spies on **crazy** citizens, and even spies on **planet** leaders.
4. Japan passed a **ball** in 2013 that toughens **points** for those who leak **silly** information to the press while expanding the **translation** of "state secrets."

Country Chart

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

country	ex. Japan	India	Kenya	USA	Ban- gla- des	Bolivia	Egypt	Japan	Ghana	France	Israel	Great Britain	Den- mark	Can- ada	Myan- mar	Austra- lia
capital	Tokyo	New Delhi	Nairobi	Wash- ington, DC	Dhaka	La Paz	Cairo	Tokyo	Accra	Paris	Tel Aviv	London	Copen- hagen	Ottawa	Thim- phu	Canber- ra
population	127,728,000	1,237,430,000	38,610,000	316,668,567	152,518,015	10,027,254	83,661,000	127,728,000	24,658,823	65,806,000	8,107,000	63,705,000	5,623,501	35,158,304	695,822	23,259,542
main exports	cars, electrical goods	textiles, gems, leather	tea, coffee, oil, fish	steel, motor vehicles, aerospace, telecommunications	clothing, leather, fish, seafood	Soybeans, natural gas, zinc, gold, wood	oil, cotton, metal products	cars, electrical goods	gold, cacao, trees, tuna	Machinery, transportation equipment, plastics, pharmaceuticals, food	software, cut diamonds, machinery & equipment	food, beverages, tobacco	machinery, meat, dairy products, fish	motor vehicles & parts, aircraft, wood	electricity, spices, handicrafts	Coal, gold, meat, wool, alumina, iron ore
population density (rank)	337/km ² (30th)	390	69	32/ km ²	1034	9.5/ km ²	84/ km ²	337/ km ² (30th)	103	117/ km ²	367	262	130	3.5	46	3/ km ²
life expectancy	all: 82.6 males: 79 females: 86.1	65 64 67	54.1 53.0 55.2	79 76 81	70 69 70	67 (all) 65 (male) 69 (fe- male)	73 (all) 71 (male) 75 (fe- male)	all: 82.6 males: 79 females: 86.1	64 62 65	82 (all) 78 (male) 85 (female) 82 tied for 4th	82 80 84	80 79 82	79 77 82	82 80 84	65.6 64.0 67.5	82 (all) 80 (male) 84 (female) 82 tied for 4th
religion	Shinto, Buddhist, atheist	Hindu	Christian (70%), Muslim (6%)	Christian, Muslim, Buddhist, atheist	Muslim (90%), Hindu (9%)	Cath- olic	Muslim	Bud- dhist, Shinto, none	Christian (74%), Muslim (17%)	Catholic (85%), Muslim (7%)	Jewish	Chris- tian, Muslim, atheist	Chris- tian, Muslim, atheist	Chris- tian, Muslim, atheist	Buddhist	Christian, atheist
language(s)	Japanese, English	Hindi, English	Swahili, English	English, Spanish	Bengali, Urdu (im- migrants), many others	Spanish, local lan- guages	Arabic, English	Japa- nese, English	English (official), tribal lan- guages	French, English	Hebrew, English	English, Celtic	Danish, German, English	English, French	Bur- mese, Mon	English, Poly- nesian languages
Quality of life rank	25th (7.08) (out of 80 countries)	66 (5.67)	79 (4.91)	16 (7.38)	77 (5.07)	n/a	60 (5.76)	25 (7.08)	n/a	26 (7.04)	20 (7.23)	27 (7.01)	5 (8.01)	9 (7.81)	n/a	2 (8.12)
other																

For "Quality of life rank" see http://en.wikipedia.org/wiki/Where-to-be-born_Index