



DEVELOPING READING SKILLS (pages 8–11)

Reading Skill: Identifying the Main Idea

The Reading Skill box explains that the main idea of a reading is what the writer wants readers to understand about a topic. It's important to be able to determine the main idea so that students can understand the general meaning of a passage. Ask students to read the text in the Reading Skill box. When they have finished, ask students to close their books. Ask them what the reading was about. (Hint: Mexico isn't happy. How have students open their books again and read the statements. Working as a class, they should see that sentence 1 is the main idea; the other two sentences provide supporting details.)

1 Matching

Each of the sentences is a main idea for one of the paragraphs in the reading. Explain that students should read and match the paragraphs to the main ideas.

- Allow time for students to complete the task individually.
- Have students check answers in pairs.
- Discuss answers as a class.

2 Identifying the Main Idea

Students read the paragraph about Denmark. If possible, point out the location of Denmark on a map. Ask students if they think people there will be happy or not. Ask them to justify their reasons.

- Allow students time to read the paragraph and write the main idea individually.
- Have them compare their answers in pairs.
- Discuss answers as a class. If time permits, ask volunteers to write their answers on the board, and ask students to discuss what makes a good main idea sentence.

ANSWER KEY

DEVELOPING READING SKILLS

1. C 2. D 3. F 4. H 5. D
- Answers will vary. Possible answer: Being healthy makes people feel happier.

Video



VIEWING: LONGEVITY LEADERS (pages 8–10)

Overview of the Video

The video discusses the factors that enable people to live to be 100 years old. The video describes how the number of elderly people in the world is growing, and it investigates factors that enable people to live to a very old age. Two of the places it focuses on are Sweden, Italy, and Denmark. Japan.

Online search terms: Sweden, longevity, Denmark, Italy.

BEFORE VIEWING

1 Predicting

Predicting the video content helps students understand it better when they view it. The title suggests that this is about people who live a long time. The photograph shows that elderly people, such as this elephant, can still lead active lifestyles. The caption reinforces this, stating that the men in Sweden still work outside. Students might infer that the video will be about people around the world who live a long time.

- Allow some time for students to study the title, photo, and caption.
- Discuss as a class. On the board, write the words “long life,” and make a word web with students’ ideas. Ask students, “Do they know anyone over 100 years old?” “What is the secret to living a long life?”

2 Learning About the Topic

The paragraph prepares students for the video by giving them background information about the links between being a long time and being happy.

- Have students complete the task individually.
- Discuss answers as a class. (Hint: example answers. Ask students whether they agree with these findings. Would they follow this guide to live a longer life?)

3 Vocabulary in Context

This exercise introduces students to some of the key words used in the video.

- Have students complete the task individually.
- Check answers as a class. (Hint: example sentences for each word. Remind students to use the inferring meaning from context skills that they learned earlier in the unit. Ask what is the part of speech for each of these words? What are the clues that helped to determine the meanings?)

ANSWER KEY

BEFORE VIEWING

- Answers will vary. Possible answers: They eat healthy food, they stay active, they have hobbies, they have a positive attitude, they have families that take care of them.
1. eat healthy foods, exercise, have a positive outlook
2. Answers will vary. Possible answers: When people are unhappy, the stress can cause them to lose sleep and not take care of themselves. This can affect their health. When people are happy, they are more likely to be healthier.
1. traditional lifestyle
2. centenarian (noun): The last of the word, cent, means 100. One hundred years is a century (percent is a number divided by 100 and 100 cents make a \$1). 100s.
3. processed food

WHILE VIEWING

1 Understanding the Main Idea

Have students read the items closely before you play the video.

- Have them complete the task while the video is playing.
- Check the answers as a class. Discuss why the other statements are incorrect.

2 Understanding Details

Have students read the questions and write any answers. They recall from the first viewing before playing the video a second time.

- Have students complete the task while the video is playing.
- Check answers as a class. Ask students whether any facts in the video surprised them.

ANSWER KEY

WHILE VIEWING

1. (State: The narrator in the video talks about an aging population, but he doesn't mention a struggle between happiness factors. It is not mentioned as the most important factor. Both medicine and lifestyle choices are mentioned, so C is the correct answer.)
2. People are living longer.
3. Answers will vary. Possible answers: whales—200+ years, giant tortoises—150+ years, elephants—up to 70 years.

- Answers will vary. Possible answers: They stay active, have hobbies, eat locally grown food, have access to good medical care, and keep their friends and family close.
- They eat more processed foods and may be less active.

AFTER VIEWING

1 Reacting to the Video

Students are asked to reflect on the information in the video and relate it to their own lives.

- Have students discuss questions 1 in pairs. Ask students: How are the elderly treated in their community? (Hint: take care of the elderly in their community?)
- Have students analyze the quote in question 2 in pairs. Ask why they think this has changed from how citizens viewed aging in the past.
- Ask for volunteers to share their answers.

2 Critical Thinking: Synthesizing

Students draw on information from both Reading 1 and the Video to synthesize their answers. Ask students to start with Reading 1 again to refresh their memories.

- Allow students time to answer the questions in pairs.
- Discuss as a class. (Hint: example answers, and write them on the board.)

Think-In: EXPANSION

Have students work in groups of three or four to create a pamphlet (online or on paper) with advice for people who want to live longer. Encourage students to use both the information from the video and their own class. Have students share their pamphlets with the class.

ANSWER KEY

AFTER VIEWING

- Answers will vary. Possible answers:
- 1. There are many elderly people in my community. I think this is because we have very good medical care here and a healthy environment.
- 2. I think this means that some people think of aging as a bad thing, so scientists are trying to find ways to prevent or delay the effects of aging.
- 3. (Synthesize) they have access to good medical care. (Analyze) they have the support of their families.

5228 Teacher Guide

Karin Nielsen-Saines

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

5228 Teacher Guide:

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