

## Global Stories Teacher's Reference

### Chapter One: Landmines

While the most extensive explanations below deal with chapter one, they can be referred to for all chapter narratives (the second and third pages of every chapter). If you are not familiar with 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** introduces the issue and key vocabulary that will be found in the chapter. Teachers may suggest that students also define some of the key words in Japanese, or may provide the Japanese themselves.

**Second page of every chapter** provides the picture story with spaces for brainstorming vocabulary. 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 six large boxes on the board representing each of the six 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.

**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 check the "yes/no/not enough information" box. Please note that some answers are gray. Answering "yes" or "not enough information," for example, can depend on how much one chooses to make inferences of the narrative sentence. In these cases I embrace the ambiguity.

It's suggested to review correct answers later, after the entire narrative has been written by students. I do this when checking the narrative sentences that have been written on the board.

## **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, instructing students to write the narrative (take dictogloss dictation). The object is *\*not\** 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. At this point, students should be able to at least write several key words from each sentence. If not, you may want to play or read the narrative once, or even two more times. 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 students to finish incomplete sentences 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.

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 in the back of the book--it's much more instructive to have sentences written on the board with some errors. Write the sentences even if they are incorrect or vary from the original narrative sentences. Tell the class 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 check their sentences with the narrative transcripts at the back of the book. 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.

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

1. Students 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 (3<sup>rd</sup> Variation on Standard Dictogloss method)

An option is to, 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 – Put students in groups of three. Each of the three students needs to be assigned two sentences from the six sentence narrative (students may be provided a small paper with those sentences, or refer to the narrative transcripts at the back of the book.

. Thus, student one studies reads sentences 1-2 aloud for partners to write; student two studies and reads sentences 3-4; and then student three reads sentences 5-6. The non-readers listen and write the sentences.

**4th and 5th pages of every chapter** are reading and discussion.

Thinking Deeper (5th page of every chapter) – answers will vary.

Country Watch - see PDF for solutions.

### **6th page of every chapter**

#### *Find the Differences*

Students should be coached on how to read the narrative; 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.*

#### *Shadowing*

Again, students should be coached on how to properly read the narrative. That is, 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.

Conversely, the teacher can read or play the narrative, and the entire class can shadow talk.

#### *Structured Narrative*

One partner tells the narrative by reading the sentence fragments while looking at the pictures. The partner listening plays an important role. 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.

### *Storytelling Practice*

One partner tells the narrative looking at the pictures only (no reading). The listening partner helps in the same ways as above: by giving hints, asking questions and telling missing information that the speaker forgets.

### *Storytelling*

Ideally, throughout the use of the textbook, each student will have the chance to tell the narrative to the class at least one time. At this point, 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.). This is also good to be done as a review at the start of class.

## **Solutions**

For all vocabulary activities (first page of each chapter) the solutions are provided at the back of the textbook (p. 94, just before the narrative transcripts).

page 7

1. These native people's way of life is similar to modern people's..... NO
2. These people do not use money..... YES / NE Info
3. Valuable materials were found..... YES
4. These people agreed to develop the region..... NO
5. The actions of businessmen are ruining the tribe's way of life..... YES
6. Their traditional way of life ended.....NO

page 8

1. What are challenges that humans have always faced? (finding food, keeping warm and safe from danger)
2. What are some examples of ways humans control nature? (build islands, dam rivers and move mountains)
3. What are some environmental problems? (animal extinction, ocean dead zones, overfishing, rainforest destruction, global warming)
4. What are some ways humans can stop destroying the environment? (improving technology, changing habits, gaining wisdom)

page 10

1. Amazon rainforest people have ~~stylish clothing~~ sustainable lifestyles.
2. They grow ~~beards~~ beans, wear ~~wild earrings~~ hunt wild pigs, and gather honey.
3. Trouble started when ~~sneakers~~ resources were discovered.
4. A company built ~~stages~~ roads, cut down trees, and moved ~~hearts~~ mountains.
5. Developers plan to ~~steal~~ clear the forests to raise cows to sell ~~handbags~~ beef.
6. Many ~~band~~ tribe members were forced ~~around~~ into the ~~ancient~~ modern world.

page 13

1. Many kids ask for money.....YES
2. They find things with value in the garbage..... YES
3. Some find a part-time job.....NO
4. The kids may break the law.....YES
5. Many came together to make demands.....YES / NE Info
6. Governments refuse to take action to help.....NO

page 14

1. What was recognized in 1987? (that developed countries also had a problem with homelessness)
2. Where do homeless live? (tents, shacks, bridges, parks, train stations)
3. What are some causes of homelessness in Japan? (bankruptcy) What about in other countries? (drug abuse, alcoholism, mental illness)
4. What are some dangers the homeless face? (disease, discrimination, severe weather)

page 16

1. Many children have to ~~dance~~ beg to ~~perform~~ survive.
2. They check the ~~school~~ trash for food and ~~words~~ things to ~~spell~~ sell.
3. They ~~break~~ wash car windows ~~with~~ for spare change.
4. Street children often get involved with ~~exotic~~ pets illegal drugs.
5. In 1987 hundreds of ~~millions~~ thousands of people gathered to ~~party~~ protest.
6. A ~~raw~~ law was made to protect the ~~wrongs~~ rights of children.

page 19

1. The boy's dad didn't survive the explosion..... YES
2. Many people struggled with economic difficulties..... YES

3. The boy's living arrangements lacked space.....YES
4. His home situation improved when his family stopped fighting.....NO
5. Locals lost many things due to crime.....NO
6. The hope is that guns become illegal.....NO

page 20

1. Even if landmines don't explode, how do they make life difficult for locals? (valuable land can't be used)
2. How can landmines distinguish between soldiers and civilians? (they can't)
3. Are most victims living in countries fighting wars? (no)
4. Besides injury or death, what are some other problems landmines create? (kill animals, harm the environment)

page 20

1. When I was two my father ~~slipped~~ stepped on an iceberg a landmine and died.
2. Due to the rain civil war, mold poverty became widespread.
3. We lived in borrowed containers crowded conditions with few comforts.
4. We were thrilled relieved when the concert conflict finally ended.
5. But many species villagers still become victims of population landmine explosions.
6. All countries should sign a treaty to ban gum landmines and similar candy weapons.

page 25

1. The boy tried to retire..... NO
2. He didn't succeed..... YES
3. The boys tried a second time.....NO
4. Due to their busy schedule, the boys were out of shape.....NO
5. The boys were finally saved..... YES
6. Lately, their carpet making skills are improving.....NO

page 26

1. What are some characteristics of sweatshops? (harsh or dangerous conditions, long hours for little pay, no union)
2. What are ways to fight sweatshops? (labor unions, individual action)
3. Compare the wealth of Nike's owner, Nike factory workers, and Michael Jordan. Is it fair? (one is a billionaire, workers make about \$2 a day, Jordan is rich) (as for fairness, answers will vary)
4. Why did Keady take a job in Indonesia? (to learn about and write about conditions)

page 28

1. My brother and I attempted to ~~drive~~ **escape** from a ~~car~~ **carpet** factory.
2. We got caught and ~~crashed~~ **punished**.
3. The ~~famous~~ **factory** bosses threatened to ~~work~~ **hurt** us if we ran a ~~red light~~ **away** again.
4. We worked under ~~air~~ **harsh** conditions, like ~~tires~~ **slaves**.
5. Thanks to the ~~evils~~ **efforts** of ~~academies~~ **activists**, the police rescued us.
6. Now we have time to develop our ~~backhand~~ **bodies** and our ~~forehand~~ **minds**.

page 31

1. The girl's mother took a trip..... NO
2. The girl had problems with her relationship with her dad ..... YES
3. The girl left and didn't intend to return..... YES
4. Her roommates left the apartment a mess..... NO
5. She broke the law..... YES
6. Running away led to a better relationship with her dad..... YES

page 32

1. Why did the boy above run away from home? (he felt his parents hated him)
2. How does he feel about his past? (sad, guilty, regretful)
3. How old was the girl when she moved out of her parents' house? (when she was 15 or earlier)
4. What happened to her baby? (she and her boyfriend took care of it)

page 34

1. After ~~much~~ **agreements** ~~many~~ **arguments**, my parents separated.
2. I found it ~~possible~~ **impossible** to ~~grow~~ **get** along with my father.
3. One night, I ~~fixed~~ **packed** my ~~ear~~ **bags** and ~~drove~~ **ran** away from home.
4. It was not uncommon for ~~actors~~ **runaways** to get addicted to ~~TV~~ **drugs**.
5. I got caught ~~weight~~ **shop**lifting and was sent home.
6. Greater ~~transportation~~ **communication** and ~~technology~~ **empathy** brought us closer together.

page 37

1. The men convinced the boys to join the army..... NO
2. The boys' equipment was poor..... YES
3. The boy was forced to be a musician..... NO
4. The boys were not given enough food..... YES
5. The boy killed enemy soldiers..... NE Info
6. The boy is now an ambassador..... NO

page 40

1. About how many countries use child soldiers? 17
2. What are some things child soldiers must do? (carry weapons, do suicide attacks, carry supplies, cook and clean, act as spies)
3. What are some ways children become soldiers? (taken by force, escape poverty, revenge)
4. Why does Jal know about being a child soldier? (he used to be one)

page 40

1. ~~Hippies~~ **Soldiers** forced my friends and I to join the ~~protest~~ **army**.
2. We wore dirty, ~~far~~ **worn-out** clothes and ~~danced~~ **walked** barefoot.
3. Some ~~teams~~ **soldiers** beat us.
4. We had to carry heavy ~~flowers~~ **loads** on our small ~~muscular~~ **hungry** bodies.
5. We were forced to ~~hug~~ **punish** child soldiers who tried to run away.
6. Speaking ~~of~~ **at** the UN, I have urged ~~continents~~ **countries** to ban the use of ~~country singers~~ **child soldiers**.

page 43

1. The girl and her family immigrated to a foreign country..... NO
2. The girl expects to return home soon..... NO
3. The girl and her family traveled over water..... YES
4. There were many passengers on board..... YES
5. The girl couldn't communicate with the local people..... YES
6. The girl feels her new home is very convenient..... NE Info

page 44

1. What's the difference between a refugee and an IDP? (refugees leave their countries; IDPs leave their homes but stay in their countries)
2. Do refugees have a right to go to a foreign country? (Yes)
3. How have the policies of the developed countries changed in the past 50 years? (They have made it harder for people to become refugees)
4. What's the fundamental principle regarding refugees? (never send the person back to his or her home country) Why is it so important? (the refugees face great danger in their home countries)

page 46

1. ~~Destiny~~ **Discrimination** forced us to leave our ~~jobs~~ **country**.
2. It was painful to say good-bye to my friends and my ~~colleagues~~ **dog**.
3. We left our ~~bicycles~~ **belongings** behind and boarded the boat.
4. The overcrowded ~~subway~~ **ferry** took many refugees to a foreign ~~spa~~ **land**.

- The strange language and ~~customers~~ **customs** of our host ~~store~~ **country** frightened and confused me.
- Now I feel gratitude for locals who accepted us and ~~taxed~~ **treated** us ~~heavily~~ **fairly**.

page 49

- The narrator's mother adopted her at birth.....NO
- The person who found the baby was very surprised.....YES
- The boy carried the baby to his home.....YES / NE Info
- They didn't know who the parents were.....NE Info
- The baby was hospitalized.....NO
- Learning is the key to a better future.....YES

page 50

- What is the meaning of the "poverty line"? (the yearly income level below which people are considered to be living in poverty)
- What is the meaning of a "single mother"? (a mother who is caring for a child with no assistance from a partner)
- How does 2HJ support single mothers? (bring them food)
- What percentage of the world's children live free from poverty? (85%)
- Why did the UN establish World Food Day? (make people aware of poverty)

page 52

- My mother, who was too ~~proud~~ **poor** to care for another ~~penguin~~ **child**, ~~adopted~~ **abandoned** me.
- A boy was shocked to ~~feed~~ **find** me alone outside.
- His parents cared for, ~~dressed~~ **washed** and ~~wed~~ **fed** me.
- The family arranged for me to live at an ~~aquarium~~ **orphanage**.
- I arrived ~~underage~~ **underweight** and was nursed back to ~~hospital~~ **health**.
- We ~~dolphins~~ **orphans** are provided an education so we can break the cycle of ~~captivity~~ **poverty**.

page 55

- The girl is blind..... NO
- Some classmates enjoyed playing with the girl..... NO / NE Info
- The girl was often ill ..... NO
- With help from an NGO, the situation got better..... NO
- The situation improved after bullies started being punished.....NO
- Students at the school started acting and dressing in similar ways.....NO

page 56

- In your own words, define bullying. Then check your definition above. (a person or group

tries to hurt or control another person in a harmful way)

2. Give some examples of bullying behavior. (hitting, kicking, pushing, forcing)

3. How is bullying different from a normal disagreement? (one has more power and uses it in a hurtful way)

4. List reasons why people bully, then check above. (makes them feel superior, to get attention, they think it makes them popular, the need to control, etc.)

5. List guidelines to recognize bullying, then check above. (don't ignore problem, look for signs, work with teachers, take steps to make neighborhood safe, seek professional help if necessary)

page 58

1. After my ~~hip~~ **eye** was injured, I had to wear thick ~~dresses~~ **glasses**.

2. ~~Flatmates~~ **Classmates** made fun of my ~~fashion~~ **appearance**.

3. I often pretended to be ~~asleep~~ **sick** because I was ~~tired of~~ **teased at** school.

4. Then my school instituted a program to ~~increase diversity~~ **reduce bullying**.

5. Both ~~bulls and cows~~ **bullies** and **victims** learned attitudes and behaviors that help us get ~~together~~ **along**.

6. In particular, we became more able to ~~add~~ **accept** individual ~~species~~ **differences**.

page 61

1. The narrator's brother used to hit him..... NO

2. Students practiced karate..... NO

3. He dropped out of school..... YES

4. Gang members often did actions that were illegal..... YES

5. He lost his freedom..... YES

6. After getting out of prison he worked a social services job..... YES

page 62

1. What's another way to say "the death penalty"? (capital punishment)

2. Give reasons why some people support the death penalty. (it's punishment, the murderer can never kill again, will deter others, families are relieved)

3. Give reasons why some people oppose the death penalty. (wrong to kill, an innocent can be executed, poor receive it more often, does not discourage crime)

4. Name the countries that support or oppose the death penalty. (support are US, Yemen, China, north Korea, Japan and Iran, opposed are Canada, Australia, Italy, Norway and Germany). Then think about it and discuss other countries such as Thailand, Mexico, New Zealand and Ghana. Guess their policies.

page 64

1. I grew up in a tough ~~resort~~ neighborhood where ~~vacation~~ crime was common.
2. Some kids even ~~played~~ fought with ~~toys~~ weapons on school grounds.
3. I ~~graduated~~ quit high school and joined a ~~company~~ gang.
4. ~~Traders~~ enriched Members protected each other but often broke the law.
5. I was eventually ~~matriculated~~ arrested and sentenced to five years in ~~school~~ prison.
6. After getting ~~licensed~~ released, I started working as a ~~teacher~~ counselor for inner city elderly youth.

page 73

1. Everyone formed a queue..... YES
2. The girl got separated from her family as they got on.....YES
3. She couldn't see the boat because of the clouds and rain.....NO
4. Before that, the girl's house burned down.....NO
5. Dominique was a hero.....YES
6. The couple got married and live happily together.....NO

page 68

1. What's difference between a drought and a famine? (a drought is a lack of rain while a famine is widespread hunger)
2. Give examples of human activities that make natural disasters worse. (cutting down forests)
3. What are the phases (steps) of the water cycle that farmers rely on? (rain falling, being held by trees and plants, evaporating, then falling again)
4. Why will some coastlines on earth disappear? (rising sea levels due to melting ice)

page 70

1. When we heard "all ~~bored~~ aboard!" everyone got ~~up~~ in line.
2. Because I left to get my ~~wallet~~ doll I missed the ~~show~~ boat.
3. A terrible ~~dream~~ storm sank the ~~overweight~~ overloaded ferry into the ~~pond~~ sea.
4. Several months before that my neighbor's eat ~~house~~ caught a ~~bird~~ on fire.
5. Dominique ~~barely~~ bravely saved his younger ~~sisters~~ siblings.
6. A family ~~recruited~~ adopted us and several others who had ~~performed~~ professionally survived disasters.

page 73

1. The girl's father pressured her to teach English..... NO
2. Her field of study was language related..... YES
3. Classmates teased her.....NO
4. She had a hard time recovering from illness.....NO ("YES" if you

consider depression to be an illness)

5. She managed to turn her life around..... YES
6. Her new job requires a lot of overtime..... NO

page 74

1. Where does Korea rate in terms of countries with the highest suicide rates? (highest among industrialized countries)
2. How does Mr. Shige save people from suicide? (talking with them) How many has he saved? (150)
3. Describe Tsukino's efforts to prevent suicide. (organized a live show where people who had tried to commit suicide talk about their lives and their past)

page 76

1. My father ~~discouraged~~ encouraged his sisters daughters to learn foreign ~~dialects~~ languages.
2. I ~~minored~~ majored in English and could speak ~~fairly well~~ fluently.
3. After I ~~sang~~ moved my relationship with colleagues became ~~comical~~ strained.
4. I lost all enthusiasm for ~~humor~~ life and lacked energy to ~~tell jokes~~ do anything.
5. Reading ~~comic~~ self-help books and breaking bad habits put me on the ~~highway~~ road to ~~heaven~~ recovery.
6. Now I find time for ~~sneezing~~ leisure and ~~coughing~~ socializing as well as work.

page 79

1. The girl's family had to hunt to survive..... NO
2. Her dad agreed for her to move to get a job..... YES
3. The man was actually involved in illegal activities..... YES
4. She couldn't trust anyone in the city..... YES
5. The girl's boyfriend supported her..... NO
6. An NGO helped her reach her dream..... YES

page 86

1. About how many people are trafficked both within their own countries and to other countries? (millions)
2. What are some problems victims of human trafficking face? (they lose their freedom and rights, are forced to work, and may suffer physical and emotional abuse)
3. What are some ways traffickers transport drugs across borders? (land, sea, air)
4. Name as many types of trafficking as you can think of. (human, drug, guns, etc.)

page 82

1. My ~~dog~~ family did hard physical ~~tricks~~ labor to eat ~~put~~ food on the table.
2. A man promised my father I could ~~make~~ earn good ~~puppies~~ money in the city.
3. Instead, he forced me to ~~walk~~ work as a ~~pilgrim~~ prostitute.
4. Because of my low ~~salary~~ status and ~~ancestors~~ appearance I was often mistreated.
5. Then I heard ~~about~~ a man who rescues ~~eats~~ girls from these awful ~~fashions~~ circumstances.
6. His organization ~~hired~~ trained me and helped me realize my ~~nighttime~~ lifelong dream.

page 85

1. Craig made friends with Iqbal..... NO
2. Iqbal was a famous criminal.....NO
3. Iqbal worked to help others who were trapped as he had been..... YES
4. Craig joined an NGO to free child slaves.....NO
5. Craig and his friends made great effort to learn and teach..... YES
6. Craig believes children should never have to work.....NO / NE Info

page 86

1. What are some ways children become slaves in diamond mines? (parents might sell their kids, others are kidnapped)
2. What does the fair trade movement recommend? (boycotting certain companies)
3. How does the fair trade movement try to improve the lives of workers? (ensure safe working conditions, clean water, basic health care, fair wages)

page 88

1. One morning before ~~graduation~~ school, Craig read a ~~thesis~~ an article about Iqbal.
2. Iqbal escaped from a ~~video game~~ diamond mine where he had been forced to ~~play~~ work like a kid slave.
3. He ~~hired~~ became a lawyer an activist to free other child slaves.
4. Craig and his ~~housemates~~ classmates were shocked, so they started a ~~spiritual~~ an educational organization.
5. They did research, ~~dropped~~ distributed pamphlets, and gave ~~candies~~ speeches about child slaves.
6. All children have a right to ~~sweet~~ nourishing food, a safe ~~treat~~ environment, and a ~~toothbrush~~ an education.

For p. 92, Country Chart, see PDF.