

Reading Town 1

Part 1

Unit 1 Animals: Two Big Cats

Lesson 1 Lions around the World

Lesson 2 Tigers as Pets

Review Connecting Lesson 1 & Lesson 2

Unit 2 The Origins of Names: A Wheel and a Tuba

Lesson 1 Ferris's Ferris Wheel

Lesson 2 Sousa's New Tuba

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Unit 3 Technology: The Microworld

Lesson 1 A Little Look

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Unit 4 Sports: Weightlifting

Lesson 1 An Amazing Sport

Lesson 2 The World's Strongest Woman?

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Unit 5 Arts: J.R.R. Tolkien

Lesson 1 The Master of Fantasy

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Part 2

Unit 6 Health: Human Eyes

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Review Connecting Lesson 1 & Lesson 2

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Review Connecting Lesson 1 & Lesson 2

Unit 9 Our Earth: Erosion

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Lesson 2 Monument Valley

Review Connecting Lesson 1 & Lesson 2

Unit 10 A "How-to" Guide: Buying Fresh Food

Lesson 1 Fresh is Best

Lesson 2 The Taste of Summer

Review Connecting Lesson 1 & Lesson 2

Unit 1	Animals: Two Big Cats
	Lesson 1: Lions Around the World

Warm up
p 11
<p>The answers may vary.</p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 12	
A	B
<p>The answers may vary.</p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The colored lions show where lions live now. The grey lions show where lions lived in the past.)</i></p>	<p>1 extinct</p> <p>2 region</p> <p>3 mammal</p> <p>4 philosopher</p> <p>5 as well as</p> <p>6 the rest</p> <p>7 century</p> <p>8 firearms</p>

2. During Reading				
p. 14~16				
A	B	C	D	
1 b	10,000	Lions lived all around the world.	1 a	1 b
2 a	2,500	Lions were common in Eastern Europe, The Middle East, Asia and most of Africa.	2 c	2 b
3 c				
4 b	300 BC	Lions were rare in Europe.		
5 a	Until 500 AD	Lions lived in Palestine.	E	F
	10 th century	The last lions in Europe disappeared.	1 c	1 b
	18 th century	Lions disappeared from the rest of Central Asia after the arrival of firearms.	2 b	2 b

	Late 19 th century to ~ early 20 th century	Lions became extinct in North Africa and the Middle East. They also disappeared from Turkey and most of northern India.		
	Now	About 300 lions live in a protected area in and around northwestern India.		

3. After Reading			
p. 17			
A-1	A-2	B	C
1 extinct 2 mammals 3 century 4 firearms 5 the rest of 6 philosopher 7 region 8 as well as	region extinct as well as firearms century	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 1	Lesson 2: Tigers as Pets
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1. Pre-Reading	
p. 18	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 unfortunately 2 contact</p> <p>3 companionship 4 breed</p> <p>5 sufficiently 6 according to</p> <p>7 association 8 professional</p>

2. During Reading			
p. 20~22			
A	B	C	D
1 c	B-1: 1 b 2 c	1 a	1 c
2 b		2 b	2 a
3 b	B-2 (the answers can be in any order)		
4 b	1. not expensive	1. expensive	1 c
5 c	2 may live inside with their owners	2. cannot be trusted	2 c
	3. play safely	3. still want to attack and bite	
	4. look very cute	4. must live in a cage	

3. After Reading			
p. 23			
A-1	A-2	B	C
1 breed	1 association	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>
2 association	2 contact		
3 companionship	3 companionship		
4 unfortunately	4 sufficiently		
5 according to	5 unfortunately		
6 contact	6 professional		
7 professional			
8 sufficiently			

Unit 1	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 24 (<i>Note, the main ideas can be in any order</i>)	
Lesson 1 Summary, Lions Around the World	
Main Ideas	4. Now, lions are found only in some parts of India and Africa. 6. Until 10,000 years ago, lions lived all around the world. 7. Lions in Asia disappeared later than lions in Europe.
Supporting Detail	2. Firearms arrived in Asia in the 18 th century.
Lesson 2 Summary: Tigers as Pets	
Main Ideas	1. Pet tigers are kept for show rather than for companionship. 3. Caring for a pet tiger is very expensive, difficult and dangerous. 8. There are more pet tigers than wild tigers.
Supporting Detail	5. 12,000 is a very large number of tigers.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 25		
A Word Definition	B Crossword Puzzle	
1 b	<u>Down</u>	<u>Across</u>
2 c	1. firearms	5. the rest of
3 a	2. century	6. professional
4 a	3. philosopher	7. companionship
5 c	4. sufficiently	8. mammals
6 a		
7 b		
8 c		

Unit 2	The Origins of Names: A Wheel and a Tuba
	Lesson 1: Ferris's Ferris Wheel

Warm up

p 27

The answers may vary.

(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)

1. Pre-Reading	
p. 28	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows a Ferris wheel.)</i></p>	1 observation 2 landmark 3 steel 4 appear 5 engineering 6 advanced 7 take apart 8 steam

2. During Reading					
p. 30~32					
A	B			C	D
1 a	B-1: 1 d 2 a			1 b	1 b
2 c				2 c	2 c
3 c	B-2 (1)				
4 a	City	Paris	Chicago		
5 a	Centerpiece	Eiffel Tower	Ferris Wheel	E	F
	B-2 (2)			1 b	1 c
	Location	Chicago	Singapore	Beijing	2 c
	Year	1893	2008	Not completed yet	
	Height	80m	165m	208m	

3. After Reading			
p. 33			
A-1	A-2	B	C
1 observation	1 steam	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 appeared	2 took apart		
3 engineering	3 observation		
4 took apart	4 advanced		
5 steel	5 appeared		
6 advanced			
7 landmark			
8 steam			

Unit 2	Lesson 2: Sousa's New Tuba
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1. Pre-Reading									
p. 34									
A	B								
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage. (For your information: This activity is called "marching" or "playing in a marching band".)</i></p>	<table> <tr> <td>1 upright</td> <td>2 connection</td> </tr> <tr> <td>3 existence</td> <td>4 conduct</td> </tr> <tr> <td>5 audience</td> <td>6 narrow</td> </tr> <tr> <td>7 wrap</td> <td>8 composer</td> </tr> </table>	1 upright	2 connection	3 existence	4 conduct	5 audience	6 narrow	7 wrap	8 composer
1 upright	2 connection								
3 existence	4 conduct								
5 audience	6 narrow								
7 wrap	8 composer								

2. During Reading			
p. 36~38			
A	B	C	D
1 b	B-1	1 a	1 b
2 c	1 a 2 c	2 c	
3 a	B-2	E	F
4 a	narrow, upright	large, wide, forward facing	1 b
5 b	up and away from the audience	directly to the audience's ears	2 c
	no information	1. It wrapped itself around the player. 2. It worked very well for marching.	

3. After Reading			
p. 39			
A-1	A-2	B	C
1 connection	1 connection	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>
2 conduct	2 upright		
3 narrow	3 existence		
4 composers	4 narrow		
5 audience			
6 upright			
7 existence			
8 wrap			

Unit 2	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 40 (<i>Note, the main ideas can be in any order</i>)	
Lesson 1 Summary, Ferris's Ferris Wheel	
Main Ideas	7. Ferris built a huge observation wheel for the 1893 World's Fair in Chicago. 4. George Washington Gale Ferris was a bridge builder. 1. Today, many cities have Ferris wheels as landmarks.
Supporting Detail	5. The centerpiece of the 1889 World Fair was the Eiffel Tower.
Lesson 2 Summary: Sousa's New Tuba	
Main Ideas	2. Sousa worked with the instrument maker to develop the sousaphone. 6. John Phillip Sousa was an American conductor and composer. 8. Sousa wanted a tuba that could send its sound directly to the audience.
Supporting Detail	3. The Sousa Band only marched once in its existence.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review			
p. 41			
A Word Definition		B Crossword Puzzle	
1 a	5 b	<u>Down</u>	<u>Across</u>
2 b	6 c	1. conduct	1. composer
3 a	7 a	2. wrap	5. steel
4 c	8 c	3. engineering	6. existence
		4. steam	7. landmark

Unit 3	Technology: The Microworld
	Lesson 1: A Little Look

Warm up
p 43
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 44	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The machine in the picture is a microscope.)</i></p>	<p>1 rapid</p> <p>2 accomplishment</p> <p>3 detail</p> <p>4 fundamental</p> <p>5 multiple</p> <p>6 progress</p> <p>7 discover</p> <p>8 magnify</p>

2. During Reading				
p. 46~48				
A	B		C	D
1 c	B-1		1 b	1 b
2 b	1 d 2 b		2 c	
3 c	B-2		E	F
4 a	A magnifying glass was created.	A microscope was developed.	1 b	1 b
5 a	Scientists could see small things.	Scientists could see even smaller things.	2 a	
	A new understanding of the world began.	A fundamental understanding of our world began.		

3. After Reading			
p. 49			
A-1	A-2	B	C
1 progress	1 accomplishment	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 discover	2 progress		
3 magnified	3 discover		
4 accomplishment	4 fundamental		
5 multiple	5 rapid		
6 fundamental			
7 rapid			
8 details			

Unit 3	Lesson 2: A Cloud of Hope and Danger
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1. Pre-Reading	
p. 50	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows some kind of glass machine or robot. The red doughnut shaped objects are red blood cells)</i></p>	<p>1 patient</p> <p>2 decision</p> <p>3 disease</p> <p>4 surround</p> <p>5 repair</p> <p>6 purpose</p> <p>7 risk</p> <p>8 suffer</p>

2. During Reading			
p. 52~54			
A	B	C	D
1 c	B-1	1 c	1 a
2 b	1 b 2 a	2 a	2 b
3 c	B-2		
4 a	Using nanorobots for good purposes may be the solution to many of today's problems.	Nanorobots may be a dangerous risk.	E
5 c	1. Nanorobots can fight disease. 2. They can repair the environment.	1. Things can go wrong in the reproduction programming. 2. Nanorobots can get out of control and destroy the Earth.	F
	We should continue researching nanorobots.	We should search for other methods.	

3. After Reading			
p. 55			
A-1	A-2	B	C
1 suffer	1 disease	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 risk	2 suffer		
3 patient	3 patient		
4 purpose	4 purpose		
5 disease	5 risk		
6 decision	6 repair		
7 surrounded			
8 repair			

Unit 3	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 56 <i>(Note, the main ideas can be in any order)</i>	
Lesson 1 Summary, A Little Look	
Main Ideas	2. Using microscopes, scientists made many useful discoveries. 5. A magnifying glass was created by Ibn al-Haytham. 8. Microscopes give us a fundamental understanding of our world.
Supporting Detail	4. Scientists eagerly began to look through the magnifying glasses.
Lesson 2 Summary: A Cloud of Hope and Danger	
Main Ideas	3. We will have to make a decision about nanorobots in the future. 6. Using nanorobots for good purposes may solve many problems. 7. Nanorobots may be a dangerous risk.
Supporting Detail	1. The cloud in the hospital operating room is made of nanorobots.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 57		
A Word Definition	B Crossword Puzzle	
1 c	<u>Down</u>	<u>Across</u>
2 b	1. purpose	5. multiple
3 b	2. surround	6. fundamental
4 a	3. detail	7. disease
5 a	4. decision	8. risks
6 b		
7 c		
8 b		
9 a		

Unit 4	Sports: Weightlifting
	Lesson 1: An Amazing Sport

Warm up
p 59
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 60	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 muscle</p> <p>2 appreciate</p> <p>3 maximum</p> <p>4 proper</p> <p>5 quality</p> <p>6 require</p> <p>7 atmosphere</p> <p>8 combine</p>

2. During Reading			
p. 62~64			
A	B	C	D
1 b	B-1	1 a	1 b
2 a	1 c	2 a	2 b
3 c	B-2	E	F
4 a	Weightlifters: 1, 3, 6	1 b	1 a
5 c	Coaches: 5		G
	Audience: 2, 4		1 a

3. After Reading

p. 65

A-1	A-2	B	C
1 appreciates	1 combine	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 maximum	2 qualities		
3 combine	3 requires		
4 qualities	4 atmosphere		
5 requires	5 proper		
6 proper	6 maximum		
7 muscles			
8 atmosphere			

Unit 4	Lesson 2: The World's Strongest Woman?
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1. Pre-Reading	
p. 66	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: Jang Mi-ran is a Korean weightlifter.)</i></p>	<p>1 workload</p> <p>2 cautious</p> <p>3 look forward to</p> <p>4 previous</p> <p>5 monitor</p> <p>6 declare</p> <p>7 accept</p> <p>8 manage</p>

2. During Reading			
p. 68~70			
A	B	C	D
1 c	B-1	1 a	1 c
2 a	Name: Jang Mi-ran	2 c	2 a
3 c	Job: Weightlifter		
4 b	Personality: Modest		
5 a	Awards: gold medal, 2008 Olympics	E	F
	World records: snatch-140kg, clean and jerk-186kg, total-326kg	1 b	1 a
	Future plans: To compete in future competitions and the 2012 Olympic Games.	2 c	
	B-2		
	Name: Jang Mi-ran Mu Suang-suang		
	Nationality: Korean Chinese		
	Record Weight: 326kg 319kg		

3. After Reading			
p. 71			
A-1	A-2	B	C
1 accept	1 cautious	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 cautious	2 monitors		
3 manage	3 accept		
4 declared	4 declared		
5 monitors	5 previous		
6 previous	6 manage		
7 looking forward to			
8 workload			

Unit 4	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 72 (<i>Note, the main ideas can be in any order</i>)	
Lesson 1 Summary, An Amazing Sport	
Main Ideas	3. It's important for weightlifters to train properly, or they could get hurt. 4. Weightlifters have to have very strong muscles, especially in their legs. 8. Weightlifting is a very exciting spectator sport.
Supporting Detail	6. 20,000 kilograms is the same as 15 medium-sized cars.
Lesson 2 Summary: The World's Strongest Woman?	
Main Ideas	2. Jang Mi-ran was declared the world's strongest woman after winning a gold medal at the 2008 Olympics. 5. Jang wants to continue working to beat her records. 7. Jang set three new world records at the Olympics in Beijing.
Supporting Detail	1. Jang's record was 7 kg more than the previous world record.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 73		
A Word Definition		B Crossword Puzzle
1 a	5 a	<u>Down</u>
2 b	6 c	1. atmosphere
3 c	7 b	2. managed
4 a	8 a	3. declared
		4. workload
		<u>Across</u>
		5. muscles
		6. quality
		7. look forward to
		8. maximum

Unit 5	Arts: J.R.R. Tolkien
	Lesson 1: The Master of Fantasy

Warm up
p 75
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 76	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 publish</p> <p>2 author</p> <p>3 professor</p> <p>4 release</p> <p>5 fantasy</p> <p>6 generation</p> <p>7 inspire</p> <p>8 persuade</p>

2. During Reading					
p. 78~80					
A	B			C	D
1 b	Year 1892	John Ronald Reuel Tolkien is born in		1 b	1 c
2 b		England.		2 a	2 b
3 c	In World War 1	Tolkien was a soldier .			
4 a	After	Tolkien created a fantasy world called			
5 c	World War 1	Middle Earth .		E	F
	1937	Tolkien's first book, <i>The Hobbit</i> , was		1 a	1 b
	1954 – 1955	published .		2 a	
		<i>The Lord of the Rings</i> was published.			

	1960s	<i>The Lord of the Rings</i> became hugely popular.		
	1973	Tolkien died.		
	1977	Tolkien's son edited and released <i>The Silmarillion</i> .		
	2001 – 2003	Tolkien's story, <i>The Lord of the Rings</i> was made into three movies.		

3. After Reading			
p. 81			
A-1	A-2	B	C
1 professor	1 author	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 generation	2 persuaded		
3 published	3 fantasy		
4 author	4 published		
5 persuaded	5 release		
6 inspired			
7 released			
8 fantasy			

Unit 5	Lesson 2: The Hobbit
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1. Pre-Reading	
p. 82	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows a map of Wilderland in Middle Earth.)</i></p>	1 dwarf 2 overcome 3 wizard 4 battle 5 introduce 6 treasure 7 challenge 8 reclaim

2. During Reading			
p. 84~86			
A	B	C	D
1 c	B-1: 5, 7, 2, 6, 4, 1, 3	1 a	1 b
2 b		2 c	2 b
3 c	B-2		
4 b		Fact	
5 c		Fact	
	Fact	E	F
	Opinion	1 b	1 b
		2 c	

3. After Reading			
p. 87			
A-1	A-2	B	C
1 reclaim	1 battle	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>
2 introduces	2 reclaim		
3 wizard	3 treasures		
4 treasure	4 challenges		
5 challenges	5 overcome		
6 dwarves			
7 battle			
8 overcome			

Unit 5	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 88 (<i>Note, the main ideas can be in any order</i>)	
Lesson 1 Summary: The Master of Fantasy	
Main Ideas	1. J.R.R. Tolkien was a famous fantasy writer from England. 3. Tolkien created Middle Earth, which was the scene for many of his stories. 5. He wrote The Hobbit, The Lord of the Rings, and the Silmarillion.
Supporting Detail	2. J.R.R. Tolkien was a soldier in World War 1.
Lesson 2 Summary: The Hobbit	
Main Ideas	4. The Hobbit is about a character who has to reclaim some treasure. 6. The Hobbit became very popular after it was published in 1937. 8. The Hobbit is full of challenges and ends with a spectacular battle scene.
Supporting Detail	7. There is a dragon called Smaug in The Hobbit.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 89		
A Word Definition		B Crossword Puzzle
1 b	5 b	<u>Down</u>
2 c	6 a	1. wizard
3 a	7 c	2. generation
4 b	8 c	3. fantasy
		4. battle
		<u>Across</u>
		5. dwarves
		6. persuaded
		7. reclaim
		8. inspired

	B-2 (2)		
	Light passes through the lens and gets recorded on film or a computer chip .	Light passes through the eye lens and gets recorded on the back of the eye .	

3. After Reading			
p. 99			
A-1	A-2	B	C
1 detect 2 organs 3 nerves 4 cone 5 signal 6 impulse 7 sense 8 rod	1 rod 2 detect 3 signal 4 sense	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 6	Lesson 2: Caring For Our Eyes
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1. Pre-Reading	
p. 100	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The colored lions show where lions live now. The grey lions show where lions lived in the past.)</i></p>	<p>1 expression</p> <p>2 period</p> <p>3 entire</p> <p>4 vital</p> <p>5 furthermore</p> <p>6 reduce</p> <p>7 maintain</p> <p>8 vision</p>

2. During Reading			
p. 102~104			
A	B	C	D
1 c	B-1: 1 c	1 a	1 b
2 b	B-2	2 b	2 a
3 c	1. Eat vegetables that contain lots of beta carotene .	By eating carrots, sweet potatoes and spinach.	E
4 c	2. Shield our eyes in bright sunlight .	By wearing sunglasses .	F
5 a	3. Protect our eyes from dangerous chemicals .	By wearing goggles .	1 c
	4. Don't spend too much time in front of the computer or TV .	By taking a short break every 15 or 30 minutes .	2 b

3. After Reading			
p. 105			
A-1	A-2	B	C
1 expression	1 entire	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p> <p>For your information, possible English expressions relating to eyes include:</p> <p>An eye for an eye</p> <p>Your eyes are bigger than your belly/stomach</p> <p>I'm up to my eyes in _____</p> <p>A sight for sore eyes</p>	<p><i>The answers may vary.</i></p>
2 Furthermore	2 furthermore		
3 reduce	3 vision		
4 maintain	4 period		
5 period	5 vital		
6 entire	6 reduce		
7 vital			
8 vision			

Unit 6	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion

A. Main Ideas and Supporting Details

p. 106 (*Note, the main ideas can be in any order*)

Lesson 1 Summary, How Eyes Work
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Main Ideas	2. Our eyes work like cameras. 6. The retina changes the image from the lens into electric signals. 7. Signals from the retina are sent to the brain through the optic nerve.
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Supporting Detail	8. Our eyes help us to play.
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Lesson 2 Summary: Caring For Our Eyes
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Main Ideas	1. Eating fresh fruits and vegetables helps to maintain good eyesight. 4. You can protect your eyes by wearing sunglasses or goggles, or by taking breaks when you watch T.V. / use a computer. 5. If we do a few simple things, we can protect our eyes.
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Supporting Detail	3. Some sunglasses have 100% U.V. protection.
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B. Discussion

The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)

2. Vocabulary Review

p. 107

A Word Definition	B Crossword Puzzle	
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1 a	<u>Down</u>	<u>Across</u>
2 b	1. signal	5. vision
3 b	2. impulses	6. maintain
4 c	3. nerve	7. period
5 b	4. cone	8. sense
6 a		
7 a		
8 c		

Unit 7	Environmental Issues: Water
	Lesson 1: Watering the Great Plains

Warm up
p 109
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 110	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	1 run out 2 within 3 certain 4 plain 5 issue 6 resident 7 shortage 8 rainfall

2. During Reading			
p. 112~114			
A	B	C	D
1 c	B-1	1 b	1 c
2 b	18 th century	2 c	
3 a	20 th century	E	F
4 b		1 c	1 c
5 c		2 b	
	21 st century		

The first Europeans to visit the Plains thought that **the land was too dry for farming**.

1. Underground water was **discovered**.

2. Parts of the great plains turned into **the best farms in the world**.

1. The water is **running out**.

2. Some scientists believe **the Great Plains will dry up within the next 25 years**.

	B-2			
	Cause	The underground water is not being replaced fast enough. Residents of the Great Plains use more water than is returned underground from rainfall .		
	Effect	1. The water is running out. 2. Food production is at risk.		

3. After Reading			
p. 115			
A-1	A-2	B	C
1 rainfall 2 residents 3 plain 4 issue 5 shortage 6 within 7 run out 8 certain	1 shortage 2 residents 3 plain 4 issue 5 certain	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 7	Lesson 2: Farming Without Soil
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1. Pre-Reading	
p. 116	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	1 shrink 2 method 3 equip 4 circulate 5 mist 6 orbit 7 root 8 laboratory

2. During Reading				
p. 118~120				
A	B		C	D
1 a	B-1	Aeroponics first appeared in the laboratory while researchers were studying the way plants' roots developed.	1 a	1 a
2 b	1940s		2 b	2 b
3 b				
4 c				
5 c	1960s		1. NASA became interested in aeroponics. 2. Aeroponics was considered the perfect way to grow plants in space.	E 1 c 2 a
	Now	Aeroponic farms may solve many of the problems seen in modern farming today.		
	B-2			

	<p>The roots grow in soil.</p> <p>Water is sprayed directly on to the plants.</p> <p>Water is lost into the ground.</p>	<p>The roots grow into an open tube.</p> <p>A fine mist of water is sprayed onto the roots inside a tube.</p> <p>Water is not lost into the ground because the water is circulated within the tubes.</p>		
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3. After Reading			
p. 121			
A-1	A-2	B,	C
1 mist 2 shrink 3 circulates 4 equipped 5 root 6 orbit 7 method 8 laboratory	1 orbit 2 equipped 3 mist 4 circulates 5 laboratory 6 shrink	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 7	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 122 <i>(Note, the main ideas can be in any order)</i>	
Lesson 1 Summary, Watering the Great Plains	
Main Ideas	2. The Great Plains are running out of water. 3. Something must be done to solve the water storage problem in the Great Plains. 7. The Great Plains are special because they produce a lot of food.
Supporting Detail	5. The water under the Great Plains is over 10,000 years old.
Lesson 2 Summary: Farming Without Soil	
Main Ideas	1. NASA developed aeroponic systems that were extremely water efficient. 4. Aeroponic farms may solve many of the problems seen in modern farming today. 6. Aeroponics is a method of growing plants without soil.
Supporting Detail	8. Researchers grew their plants in glass tubes.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 123		
A Word Definition		B Crossword Puzzle
1 b	5 a	<u>Down</u>
2 a	6 b	1. plain
3 b	7 a	2. roots
4 b	8 c	3. circulates
		4. mist
		<u>Across</u>
		5. certain
		6. laboratory
		7. within
		8. shortage

Unit 8	People and Culture: The Zulu
	Lesson 1: Great Warriors

Warm up
p 125
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 126	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The people are members of the Zulu tribe from southern Africa.)</i></p>	1 tribe 2 defeat 3 fear 4 reputation 5 respect 6 ethnic 7 update 8 fierce

2. During Reading				
p. 128~130				
A	B		C	D
1 a	B-1	Zulu kaNtombela brought several tribes together as one group and led them to the Mkhumbane river.	1 b	1 a
2 b	1709		2 c	2 a
3 c			E	F
4 b		Shaka Zulu came to power. He updated the weapons and he also trained his warriors to be fiercer, harder fighters.	1 c	1 a
5 c	1816		2 a	
	1879	The British Army invaded Zululand, but they were defeated.		

	Now	The Zulu people live mainly in South Africa . Today, their lives are much like any other people .			
	B-2				
	The Zulu warriors were well equipped and well trained.	They were feared and respected as great warriors.			
	The Zulu warriors defeated the British Army .	The reputation of the Zulu warriors spread across the world .			
3. After Reading					
p. 131					
A-1	A-2	B	C		
1 respect 2 reputation 3 fierce 4 ethnic 5 update 6 fear 7 defeat 8 tribe	1 defeat 2 respect 3 fear 4 update 5 fierce	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>		

Unit 8	Lesson 2: Clever Jackal Gets Away
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1. Pre-Reading	
p. 132	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	1 realize 2 path 3 crush 4 pay attention 5 entertain 6 surroundings 7 further 8 concentrate

2. During Reading				
p. 134~136				
A	B		C	D
1 a	B-1		1 a	1 a
2 b	At the beginning	Jackal was sniffing the ground .	2 c	2 a
3 b	of the story			
4 c				
5 b	Then	Jackal saw Lion. Jackal knew he would be in trouble if he were caught.		
			E	F
	Then	Jackal had an idea. He pushed on some rocks and asked Lion to help him stop the rocks from falling.	1 a 2 b	1 c
	Then	Lion started pushing on the rocks and Jackal ran away .		
	At the end of the story	Lion realized that he had been tricked again by Jackal!		
	B-2			

	Fact		
	Fact		
	Opinion		
	Fact		
	Fact		
	Opinion		

3. After Reading			
p. 137			
A-1	A-2	B	C
1 crushed	1 path	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 Concentrate	2 surroundings		
3 surroundings	3 entertained		
4 entertained	4 concentrate		
5 further	5 crushed		
6 pay attention			
7 path			
8 realized			

Unit 8	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 138 <i>(Note, the main ideas can be in any order)</i>	
Lesson 1 Summary: Great Warriors	
Main Ideas	4. The Zulu are the largest ethnic group in Africa. 8. The Zulu warriors were feared and respected. 6. The Zulu people live mainly in South Africa.
Supporting Detail	1. The British were well trained and equipped.
Lesson 2 Summary: Clever Jackal Gets Away	
Main Ideas	5. Jackal got away safely 7. The Zulu people have animal stories that teach important lessons to children. 2. Jackal saw Lion and decided to trick him.
Supporting Detail	3. Lion used his great strength
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 139		
A Word Definition	B Crossword Puzzle	
1 b	<u>Down</u>	<u>Across</u>
2 c	1. entertain	5. defeated
3 b	2. path	6. surroundings
4 c	3. further	7. ethnic
5 c	4. tribes	8. crushed
6 a		
7 a		
8 b		

Unit 9	Our Earth: Erosion
	Lesson 1: Ever-Changing Lands

Warm up
p 141
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 142	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The cliffs were formed by the river cutting away the rock over thousands of years.)</i></p>	1 mine 2 sights 3 clearance 4 process 5 affect 6 erosion 7 contribute 8 rely

2. During Reading			
p. 144~146			
A	B	C	D
1 c	B-1 1 c 2 b	1 b	1 a
2 b		2 c	2 c
3 b	B-2	E	F
4 b	Natural processes	1 b	1 b
5 a	1. Heavy rains wash away land 2. Rivers cut through mountains 3. Winds move sand and rocks	2 c	
	Erosion happens		

	Human's land uses: 1. mining, 2. forest clearance, 3. farming	Erosion is accelerated		
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3. After Reading			
p. 147			
A-1	A-2	B	C
1 erosion 2 contribute 3 rely 4 sights 5 clearance 6 process 7 affect 8 mine	1 rely 2 clearance 3 process 4 affect 5 sights	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 9	Lesson 2: Monument Valley
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1. Pre-Reading	
p. 148	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The rocks were formed because they are made of a harder type of rock. The softer rock that used to surround them has been eroded by the rivers that used to flow in the valley .)</i></p>	<p>1 monument</p> <p>2 disappoint</p> <p>3 unique</p> <p>4 formation</p> <p>5 advertising</p> <p>6 typically</p> <p>7 vivid</p> <p>8 original</p>

2. During Reading			
p. 150~152			
A	B	C	D
1 c	B-1	1 a	1 a
2 b	1 c	2 b	2 c
3 c	B-2	E	F
4 a	There are natural monuments.	1 c 2 b	1 b
5 c	1. They are made of stone and earth . 2. They were caused by natural erosion .		
	There are human-made monuments such as walls and statues .		

3. After Reading			
p. 153			
A-1	A-2	B	C
1 monument	1 monument	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 advertisement	2 advertisement		
3 formation	3 original		
4 vivid	4 typically		
5 unique	5 vivid		
6 original			
7 disappoint			
8 typically			

Unit 9	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 154 <i>(Note, the main ideas can be in any order)</i>	
Lesson 1 Summary: Ever Changing Lands	
Main Ideas	1. Natural erosion is very slow but, sometimes, erosion is accelerated by humans. 5. Humans need to think about accelerated erosion and its effects. 7. The surface of the Earth is always changing.
Supporting Detail	2. Humans mine the Earth to obtain minerals.
Lesson 2 Summary: Monument Valley	
Main Ideas	3. Many visitors visit Monument Valley every year. 4. Monument Valley is a national park in Utah and Arizona. 8. The park has natural monuments made of stone and earth. They were caused by natural erosion.
Supporting Detail	6. Cowboys fight Indians in old American western movies.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 155		
A Word Definition		B Crossword Puzzle
1 b	5 b	<u>Down</u>
2 c	6 a	1. mine
3 b	7 a	2. process
4 c	8 b	3. contribute
		4. affect
		<u>Across</u>
		5. erosion
		6. disappoint
		7. monument
		8. advertisement

Unit 10	A "How-to" Guide: Buying Fresh Food
	Lesson 1: Fresh is Best

Warm up
p 157
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 158	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 bouncy</p> <p>2 harvest</p> <p>3 reward</p> <p>4 flesh</p> <p>5 dull</p> <p>6 sour</p> <p>7 delay</p> <p>8 moist</p>

2. During Reading			
p. 160~162			
A	B	C	D
1 c	B-1	1 b	1 b
2 b	A fish is caught at sea.	2 a	
3 c	It is transported to shore .	E	F
4 b	It is delivered to the fish market .	1 b	1 b
5 b	The fish shop owner selects and purchases the fish .	2 c	2 c
	The fish shop owner sells the fish .		
	You buy a fish and have a tasty meal.		
	B-2		

	eyes	bright, clear, round	dull, hazy, sunken		
	skin	moist, shiny	no information		
	gills	red or pink	no information		
	smell	mild	strong, fishy, sour		

3. After Reading			
p. 163			
A-1	A-2	B	C
1 dull	1 delay	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 bouncy	2 moist		
3 harvest	3 flesh		
4 sour	4 reward		
5 delay	5 dull		
6 flesh			
7 reward			
8 moist			

3. After Reading			
p. 169			
A-1	A-2	B	C
1 hollow	1 hollow	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>
2 refreshing	2 supply		
3 thirst	3 satisfy		
4 vine	4 refreshing		
5 satisfy	5 ripe		
6 stem			
7 supply			
8 ripe			

Unit 10	Review: Connecting Lesson 1 and Lesson 2
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1. Summary and Discussion	
A. Main Ideas and Supporting Details	
p. 170 <i>(Note, the main ideas can be in any order)</i>	
Lesson 1 Summary, Fresh is Best	
Main Ideas	3. Open ocean fish go through many steps before they get to us. 2. Check the eyes, skin, gills, flesh, and smell when you choose a fish. 8. It's difficult to choose a fresh fish, but they make a tasty and nutritious meal.
Supporting Detail	6. The fish shop owner sells the fish to you.
Lesson 2 Summary: The Taste of Summer	
Main Ideas	1. One of the most popular summer fruits is the watermelon. 5. There are five simple rules to follow when you choose a watermelon. 7. Follow the five rules to enjoy the taste of watermelon this summer.
Supporting Detail	4. Watermelon is very sweet and juicy.
B. Discussion	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

2. Vocabulary Review		
p. 171		
A Word Definition		B Crossword Puzzle
1 b	5 a	<u>Down</u>
2 c	6 a	1. harvest
3 b	7 c	2. thirst
4 c	8 a	3. flesh
		4. delay
		<u>Across</u>
		5. ripe
		6. satisfy
		7. hollow
		8. stem