**Reading World 1**

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| **Part 1**  **Unit 1 Animals: Living Fossils**  Lesson 1 The Tuatara: A New Zealand Survivor  Lesson 2 The Most Powerful Jaws in the World  Review Connecting Lesson 1 & Lesson 2  **Unit 2 The Origins of Names: Food**  Lesson 1 A Special Drink for a Special Child  Lesson 2 The Story of a Special Salad  Review Connecting Lesson 1 & Lesson 2  **Unit 3 Technology: Thrill Rides**  Lesson 1 It’s the Thrill  Lesson 2 Gravity Can Be Fun  Review Connecting Lesson 1 & Lesson 2  **Unit 4 Sports: Surfing**  Lesson 1 Riding the Wave  Lesson 2 The Unstoppable Surfer  Review Connecting Lesson 1 & Lesson 2  **Unit 5 Arts: Tapestry**  Lesson 1 Painting With Thread  Lesson 2 A Tapestry for the Ages  Review Connecting Lesson 1 & Lesson 2 | **Part 2**  **Unit 6 Health: The Human Heart**  Lesson 1 An Interesting Organ  Lesson 2 Aerobic Exercise  Review Connecting Lesson 1 & Lesson 2  **Unit 7 Environmental Issues: Fishing**  Lesson 1 Tuna: A Threatened Species?  Lesson 2 A Danger to Marine Life  Review Connecting Lesson 1 & Lesson 2  **Unit 8 Smart Living: Future Transportation**  Lesson 1 The Arrival of Flying Cars  Lesson 2 Sit Back and Relax  Review Connecting Lesson 1 & Lesson 2  **Unit 9 Our Earth: Coral Reefs**  Lesson 1 Underwater Cities in Trouble  Lesson 2 The Belize Barrier Reef  Review Connecting Lesson 1 & Lesson 2  **Unit 10 A “How-to” guide: Doing Well at School**  Lesson 1 How to Survive a Bad Report Card  Lesson 2 Playing It Cool with Bullies  Review Connecting Lesson 1 & Lesson 2 |

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| **Unit 1** | **Animals: Living Fossils** |
| **Lesson 1: The Tuatara: A New Zealand Survivor** |

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| 1. Pre-Reading | | |
| p. 11 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 distinct  2 fossil  3 hatch  4 survey  5 flourish | 6 habitat  7 status  8 classify  9 scientific  10 response |

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| 2. During Reading | | | | |
| p. 14~16 | | | | |
| A | B | | C | D |
| 1 b  2 c  3 b  4 a  5 b | B-1: P2 – The tuatara is an example of a living fossil.  P3 – The tuatara was threatened by habitat loss and predators.  B-2: | | 1 c  2 a | 1 d  2 c |
| E |  |
| habitat loss  predators such as the Polynesian rat | The tuatara became an endangered species. | 1 c |  |
| The DOC operates a successful breeding program.  The DOC created a number of predator-free island sanctuaries. | In 2005, Tuataras were reintroduced to the New Zealand mainland.  The tuatara is no longer on the list of endangered species. |

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| 3. After Reading | | | |
| p. 17 | | | |
| A | B | C | D |
| 1 flourish  2 hatch  3 scientific  4 response  5 distinct  6 classify  7 surveyed  8 fossils  9 status  10 habitat | 1 flourish  2 distinct  3 classify  4 surveyed  5 response  6 status | ***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.)* | ***The answers may vary.*** |

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| **Unit 1** | **Lesson 2: The Most Powerful Jaws in the World** |

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| 1. Pre-Reading | | |
| p. 19 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 streamlined  2 nowadays  3 jaw  4 unlikely  5 therefore | 6 despite  7 adaptation  8 enable  9 thrive  10 fearsome |

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| 2. During Reading | | | | |
| p. 22~24 | | | | |
| A | B | | C | D |
| 1 c  2 a  3 c  4 c  5 b | B-1: P3 – The crocodile is well adapted to its environment.  P4 – The crocodile has very powerful jaws. | | 1 a  2 b | 1 c |
| B-2: | | E | F |
| Crocodiles have a number of adaptations. | These have helped crocodiles to survive. | 1 b | 1 a |
| They have a streamlined body. | They can swim swiftly. |
| They have webbed feet. | They can make fast turns and sudden moves in the water. |
| They have powerful jaws. | They can attack and kill large prey. |
| Wild crocodiles are thriving.  Captive crocodiles live on crocodile farms. | It all adds up to a large number of crocodiles. |

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| 3. After Reading | | | |
| p. 25 | | | |
| A | B | B | C |
| 1 Adaptations  2 nowadays  3 streamlined  4 thrive  5 Therefore  6 unlikely  7 fearsome  8 enabled  9 jaw  10 despite | 1 fearsome  2 adaptations  3 nowadays  4 thrive  5 despite  6 unlikely | ***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.)* | ***The answers may vary.*** |

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| **Unit 1** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 26 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: The tuatara: A New Zealand Survivor | |
| Main Ideas | 6. Living fossils are animals which have survived, while many members of their scientific family have become extinct.  3. The tuatara is a living fossil which lives mainly in New Zealand.  2. The tuatara is no longer on the list of endangered species and its future looks bright.  7. The New Zealand Department of Conservation is helping to increase the tuatara population. |
| S. Detail | 9. In 2015, researchers surveyed Little Barrier Island. |
| Lesson 2 Summary: The Most Powerful Jaws in the World | |
| Main Ideas | 8. Crocodiles are living fossils that have survived for 200 million years.  10. Crocodiles are one of the four remaining members of the Crocodylomorpha family.  4. Among the crocodile’s adaptations, the most valuable one is their powerful jaws.  5. There are a large number of crocodiles now and they continue to thrive. |
| S. Detail | 1. The crocodile’s bite force is more than 352 kilograms per square centimeter. |

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| 2. Vocabulary Review | | |
| p. 27~28 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. despite  2. distinct  3. fearsome  4. therefore  5. jaw  6. unlikely  Across  7. thrives  8. scientific  9. enable  10. response  11. fossil  12. streamlined | 1 c  2 c  3 b  4 b  5 b  6 a  7 a  8 c  9 b  10 a | 1 hatch  2 scientific  3 distinct  4 habitat  5 classify  6 status |

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| 3. Discussion |
| p.28 |
| ***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.)* |

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| **Unit 2** | **The Origins of Names: Food** |
| **Lesson 1: A Special Drink for a Special Child** |

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| 1. Pre-Reading | | |
| p. 30 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 encouragement  2 decoration  3 actress  4 flavor  5 fancy | 6 touching  7 mixture  8 professionalism  9 knowledgeable  10 financially |

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| 2. During Reading | | | | |
| p. 34~36 | | | | |
| A | B | | C | D |
| 1 c  2 c  3 b  4 d  5 b | B-1: | | 1 d  2 b | 1 d  2 c |
| Only adults drank cocktails because cocktails contain alcohol. | Shirley Temple felt frustrated. |
| E | F |
| 1 b | 1 d |
| The financially troubled world needed a little encouragement. | Shirley Temple’s movies were popular because they were feel-good stories. |
| The new cocktail was delicious, fancy, and alcohol free. | The new drink quickly caught on with children across the country. |
| B-2: | |
| 1. It is alcohol free.  2. Children can drink it. | 1. They contain alcohol.  2. Children can’t drink them. |
| Both of them are fancy and popular. | |

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| 3. After Reading | | | |
| p. 37 | | | |
| A | B | C | D |
| 1 actress  2 flavor  3 encouragement  4 mixture  5 touching  6 fancy  7 decoration  8 financially  9 knowledgeable  10 professionalism | 1 fancy  2 touching  3 mixture  4 flavor  5 knowledgeable | ***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.)* | ***The answers may vary.*** |

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| **Unit 2** | **Lesson 2: The Story of a Special Salad** |

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| 1. Pre-Reading | | |
| p. 39 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 law  2 crunchy  3 raw  4 grated  5 enterprise | 6 chef  7 familiar  8 prohibit  9 soggy  10 escape |

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| 2. During Reading | | | |
| p. 42~44 | | | |
| A | B | C | D |
| 1 d  2 b  3 d  4 b  5 a | B-1: P2 – Caesar Cardini invented Caesar salad in 1924 at his Tijuana hotel.  P3 – Caesar Cardini started selling Caesar salad dressing in bottles and it became very popular. | 1 b  2 a | 1 d  2 c |
| B-2: | E | F |
| 1. Put fresh romaine lettuce in a bowl.  2. Combine olive oil, lemon juice, Worcestershire sauce, black pepper, and raw egg to make the dressing.  3. Lightly toss with grated Parmesan cheese and crunchy croutons.  4. Serve with grilled chicken or strips of steak if you want to.  5. Eat right away. | 1 a | 1 b |

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| 3. After Reading | | | |
| p. 45 | | | |
| A | B | C | D |
| 1 law  2 familiar  3 prohibited  4 chef  5 soggy  6 grated  7 crunchy  8 enterprise  9 escaped  10 raw | 1 familiar  2 raw  3 soggy  4 prohibited  5 enterprise  6 escaped | ***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.)* | ***The answers may vary.*** |

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| **Unit 2** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p.46 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: A Special Drink for a Special Child | |
| Main Ideas | 3. Shirley Temple was a famous actress in the 1930s.  2. Shirley Temple went to parties with adults, but felt left out during cocktail hour.  8. One bartender invented a non-alcoholic cocktail and named it after Shirley Temple.  10. The drink, made of ginger ale, orange juice, and grenadine, became popular. |
| S. Detail | 7. The world was financially troubled in the 1930s. |
| Lesson 2 Summary: The Story of a Special Salad | |
| Main Ideas | 6. The Caesar salad was invented in Mexico in 1924 by Caesar Cardini.  5. The salad is made with romaine lettuce, olive oil, lemon juice, and eggs.  1. Later, Cardini sold his Caesar salad dressing in bottles.  9. Caesar salad is a light salad that is full of flavor. |
| S. Detail | 4. Caesar Cardini would prepare the salad at the table. |

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| 2. Vocabulary Review | | |
| p.47~48 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. encouragement  2. fancy  3. touching  4. financially  5. actress  6. decoration  Across  7. grated  8. crunchy  9. prohibit  10. professionalism  11. chef  12. law | 1 c  2 a  3 a  4 c  5 b  6 b  7 a  8 b  9 c  10 b | 1 law  2 chef  3 touching  4 escape  5 fancy  6 knowledgeable |

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| 3. Discussion |
| p. 48 |
| ***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.)* |

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| **Unit 3** | **Technology: Thrill Rides** |
| **Lesson 1: It’s the Thrill** |

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| 1. Pre-Reading | | |
| p. 51 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 approach  2 effect  3 involved  4 yawn  5 warning | 6 elderly  7 boundary  8 thrill  9 consideration  10 pregnant |

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| 2. During Reading | | | |
| p. 54~56 | | | |
| A | B | C | D |
| 1 d  2 d  3 d  4 c  5 a | B-1: P2 – Thrill rides are designed to give riders a sense of danger.  P3 – The physical effects of thrill rides make them dangerous for some people but fun for others. | 1 c  2 a | 1 d |
| B-2: | E |  |
| 1. We ride thrill rides.  2. The rides give us a sense of danger.  3. The sense of danger speeds up the heart rate.  4. Our bodies release adrenaline into the bloodstream.  5. Adrenaline makes us feel alive and energized.  6. We enjoy thrill rides! | 1 b  2 b |  |

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| 3. After Reading | | | |
| p. 57 | | | |
| A | B | C | D |
| 1 elderly  2 warning  3 yawning  4 effects  5 boundary  6 thrill  7 involved  8 consideration  9 approaching  10 pregnant | 1 thrill  2 approaching  3 involved  4 boundary  5 effects  6 elderly | ***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.)* | ***The answers may vary.*** |

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| **Unit 3** | **Lesson 2: Gravity Can Be Fun** |

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| 1. Pre-Reading | | |
| p. 59 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 loop  2 calculate  3 sensation  4 fearful  5 ultimate | 6 backward  7 steep  8 passenger  9 physics  10 upside down |

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| 2. During Reading | | | |
| p. 62~64 | | | |
| A | B | C | D |
| 1 d  2 b  3 b  4 c  5 b | B-1: P3 – Roller coasters are designed by special engineers.  P4 – Sometimes roller coasters get stuck on the track. | 1 c  2 a | 1 d |
| B-2: |
| 1. Gravity – Roller Coasters  2. Engine – Ordinary Trains  3. Go straight – Ordinary Trains  4. Twist, turn, and go upside down – Roller Coasters  5. To go somewhere – Ordinary Trains  6. To enjoy the thrill – Roller Coasters | E |  |
| 1 c  2 a |  |

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| 3. After Reading | | | |
| p. 65 | | | |
| A | B | C | D |
| 1 passengers  2 steep  3 sensation  4 fearful  5 upside down  6 calculate  7 loop  8 physics  9 ultimate  10 backward | 1 upside down  2 backward  3 sensation  4 loop  5 fearful | ***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.)* | ***The answers may vary.*** |

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| **Unit 3** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p.66 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: It’s the Thrill | |
| Main Ideas | 5. Thrill rides are special rides that excite riders with a sense of danger.  9. The ‘danger’ of a thrill ride causes the body to release adrenaline, which feels good.  7. Thrill rides are not for everyone.  2. New technology is helping thrill rides to become safer and more fun. |
| S. Detail | 3. You may lose your hat on a thrill ride. |
| Lesson 2 Summary: Gravity Can Be Fun | |
| Main Ideas | 10. Roller coasters are rides that go up and down steep hills, and even upside down.  4. A roller coaster gets all of its energy from the first drop.  8. Roller coasters are designed by special engineers who must understand physics and math.  6. Roller coasters sometimes stop or get stuck in the middle of the track. |
| S. Detail | 1. The energy generated on the first drop is called potential energy. |

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| 2. Vocabulary Review | | |
| p.67~68 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. approach  2. physics  3. upside down  4. calculate  5. pregnant  6. thrill  Across  7. loop  8. yawn  9. warning  10. considerations  11. steep  12. backward | 1 a  2 b  3 a  4 a  5 c  6 b  7 c  8 c  9 b  10 a | 1 steep  2 elderly  3 sensation  4 boundary  5 physics  6 yawned |

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| 3. Discussion |
| p. 68 |
| ***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.)* |

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| **Unit 4** | **Sports: Surfing** |
| **Lesson 1: Riding the Wave** |

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| 1. Pre-Reading | | |
| p. 71 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 core  2 invariably  3 patience  4 unpredictable  5 angle | 6 stabilize  7 renowned  8 scan  9 bend  10 flexibility |

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| 2. During Reading | | | | | |
| p. 74~76 | | | | | |
| A | B | | | C | D |
| 1 b  2 c  3 c  4 a  5 a | B-1: P1 – There are three essential surfing skills: balance, flexibility, and endurance.  P2 – Balance is one of the essential surfing skills. | | | 1 b  2 d | 1 d  2 c |
| E | F |
| 1 c | 1 a |
| B-2: | | |
| Balance | Flexibility | Endurance |
| 2, 3, 7 | 6, 8 | 1, 4, 5 |

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| 3. After Reading | | | |
| p. 77 | | | |
| A | B | C | D |
| 1 angle  2 unpredictable  3 renowned  4 bend  5 invariably  6 core  7 flexibility  8 stabilize  9 patience  10 scan | 1 bend  2 core  3 invariably  4 renowned  5 unpredictable | ***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.)* | ***The answers may vary.*** |

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| **Unit 4** | **Lesson 2: The Unstoppable Surfer** |

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| 1. Pre-Reading | | |
| p. 79 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 overcome  2 guaranteed  3 outweigh  4 motivational  5 deal | 6 compete  7 initially  8 vicious  9 unstoppable  10 realize |

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| 2. During Reading | | | | |
| p. 82~84 | | | | |
| A | B | | C | D |
| 1 c  2 c  3 b  4 a  5 b | B-1: P 3 – Soon after the shark attack, Bethany started surfing again.  P 5 – Bethany’s incredible story is encouraging many people who face difficulties. | | 1 d  2 b | 1 d  2 a |
| E |  |
| 1 d  2 c |  |
| B-2: | |
| 2003 | While surfing, a shark had taken her entire left arm. |
| 2009 | She made her World Tour debut. |
| 2016 | She won third place at the Fiji Women’s Pro. |
| Since the shark attack | Her story has led to many TV interviews, book deals, and public speaking events. |

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| 3. After Reading | | | |
| p. 85 | | | |
| A | B | C | D |
| 1 outweighed  2 guaranteed  3 motivational  4 compete  5 realize  6 overcome  7 vicious  8 unstoppable  9 initially  10 deal | 1 realize  2 outweighed  3 unstoppable  4 vicious  5 initially  6 deal | ***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.)* | ***The answers may vary.*** |

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| **Unit 4** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p.86 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Riding the Wave | |
| Main Ideas | 2. One of the essential skills in surfing is flexibility.  5. It may take some time to learn how to surf, but once you do, you are sure to enjoy it.  6. To surf successfully, you must have sufficient endurance.  8. In surfing, you must be able to balance yourself on your board. |
| S. Detail | 7. When a wave comes in, be ready to jump up, stand, and move with the wave. |
| Lesson 2 Summary: The Unstoppable Surfer | |
| Main Ideas | 1. Just 26 days after the shark attack, Bethany started surfing again.  3. The shark attack left Bethany’s once-promising career in doubt.  4. Bethany overcame a shark attack and became a champion surfer.  9. The story of Bethany Hamilton has inspired many and led to the making of books and movies about her. |
| S. Detail | 10. At the age of 8, Bethany started competing in competitions. |

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| 2. Vocabulary Review | | |
| p. 87~88 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. stabilize  2. deal  5. outweighs  7. patience  9. core  Across  3. bend  4. compete  6. unstoppable  8. overcome  10. vicious  11. angle  12. realize | 1 a  2 c  3 c  4 b  5 a  6 a  7 b  8 b  9 c  10 a | 1 renowned  2 stabilize  3 scan  4 invariably  5 bend  6 patience |

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| 3. Discussion |
| p. 88 |
| ***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.)* |

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| **Unit 5** | **Arts: Tapestry** |
| **Lesson 1: Painting with Thread** |

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| 1. Pre-Reading | | |
| p. 91 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 standing  2 draft  3 religious  4 chemical  5 dye | 6 vertical  7 thread  8 decorate  9 antique  10 interpret |

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| 2. During Reading | | | | |
| p. 94~96 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 b  4 a  5 d | B-1: P 2 – From the 14th to the 18th century, tapestries were used for various purposes.  P 3 – Unlike in the past, tapestries are now made by a team of specialists.  B-2: | | 1 c  2 a | 1 c  2 d |
| 6 | Weavers interpret the artist’s painting. | E | F |
| 4 | Bobbin makers wind up single or double-colored thread onto bobbins. | 1 a | 1 c |
| 5 | The loom maker prepares the loom by threading non-colored threads vertically onto a large wooden frame. |
| 7 | Weavers begin weaving. |
| 2 | Dyers mix chemicals to create the right colors to dye the threads. |
| 1 | An artist creates a painting with the tapestry in mind. |
| 3 | The threads are dyed and dried. |

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| 3. After Reading | | | |
| p. 97 | | | |
| A | B | C | D |
| 1 religious  2 decorate  3 dye  4 interpret  5 antique  6 vertical  7 draft  8 thread  9 standing  10 chemicals | 1 vertical  2 interpret  3 decorate  4 draft  5 thread  6 antique | ***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.)* | ***The answers may vary.*** |

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| **Unit 5** | **Lesson 2: A Tapestry for the Ages** |

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| 1. Pre-Reading | | |
| p. 99 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 interact  2 loyalty  3 artifact  4 furious  5 narrate | 6 chaotic  7 feast  8 glimpse  9 conquest  10 occupy |

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| 2. During Reading | | | | |
| p. 102~104 | | | | |
| A | B | | C | D |
| 1 b  2 a  3 d  4 c  5 b | B-1: P 1 - The Bayeux Tapestry is a very important piece of history that tells a famous story from the European Middle Ages.  P 5 – The Bayeux Tapestry is special for a number of reasons.  B-2: | | 1 d  2 a | 1 b  2 b |
| E | F |
| 1 c  2 a |  |
| Cause | Effect |
| Harold stole the crown for himself. | William began preparing to invade England. |
| William defeated Harold in the Battle of Hastings. | William earned the nickname “William the Conqueror.” |
| The Bayeux Tapestry is considered an important historical artifact. | It was officially registered into the UNESCO Memory of the World in 2007. |

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| 3. After Reading | | | |
| p. 105 | | | |
| A | B | C | D |
| 1 occupies  2 loyalty  3 conquest  4 furious  5 chaotic  6 narrate  7 glimpse  8 interact  9 feast  10 artifacts | 1 chaotic  2 conquest  3 loyalty  4 feast  5 interact  6 glimpse | ***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.)* | ***The answers may vary.*** |

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| **Unit 5** | **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: Painting with Thread | |
| Main Ideas | 1. Tapestries take a long time to make, and therefore are usually quite expensive.  5. In modern times, making a tapestry is a team effort that requires various jobs.  6. Tapestries were used in a variety of different ways between the 14th and 18th centuries.  8. Despite now being less popular, the art of tapestry, or “painting with thread,” is still alive today. |
| S. Detail | 2. In 17th century Paris, tapestries reached their peak in popularity. |
| Lesson 2 Summary: A Tapestry for the Ages | |
| Main Ideas | 3. Scenes from the tapestry reveal lessons about the Norman way of life at that time in history.  4. The Bayeux Tapestry is recognized as a historical treasure for a number of reasons.  9. The Bayeux Tapestry is an important artifact from the Middle Ages that tells the famous story of William of Normandy’s conquest of England.  10. A notable part of the tapestry visually narrates the events that led to William’s victory in the Battle of Hastings. |
| S. Detail | 7. William earned the nickname “William the Conqueror” from his victory in the Battle of Hastings. |

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| 2. Vocabulary Review | | |
| p. 107~108 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. vertical  2. dyed  3. chemical  4. thread  5. antique  8. feast  Across  2. drafts  3. conquest  6. glimpse  7. narrate  9. loyalty  10. interpret | 1 b  2 a  3 c  4 b  5 a  6 b  7 c  8 c  9 b  10 b | 1 occupy  2 Religious  3 decorate  4 standing  5 chaotic  6 artifact |

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| 3. Discussion |
| p. 108 |
| ***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.)* |

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| **Unit 6** | **Health: The Human Heart** |
| **Lesson 1: An Interesting Organ** |

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| 1. Pre-Reading | | |
| p. 111 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 blood vessel  2 cell  3 on the other hand  4 stretch  5 nutrient | 6 fist  7 vein  8 artery  9 romance  10 in fact |

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| 2. During Reading | | | | | |
| p. 114~116 | | | | | |
| A | B | | | C | D |
| 1 b  2 d  3 b  4 d  5 a | B-1: P2 – The heart has a difficult job because it is the center of the circulatory system.  P3 – Many animals in the world have hearts, but not all of them are the same. | | | 1 b  2 d | 1 b |
| B-2: | | | E | F |
| Hummingbird | the size of a pencil eraser | 1,400 times/minute | 1 d | b |
| Human | the size of our fist | 70 times/minute |
| Blue Whale | as big as a small car | 8 times/minute |
| The smaller the heart is, the faster it beats. | | |

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| 3. After Reading | | | |
| p. 117 | | | |
| A | B | C | D |
| 1 artery  2 In fact  3 nutrients  4 Romance  5 cells  6 blood vessels  7 On the other hand  8 stretched  9 veins  10 fist | 1 in fact  2 on the other hand  3 romance  4 stretched | ***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.)* | ***The answers may vary.*** |

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| **Unit 6** | **Lesson 2: Aerobic Exercise** |

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| 1. Pre-Reading | | |
| p. 119 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 physical education  2 productive  3 physician  4 habit  5 creative | 6 properly  7 membership  8 normally  9 promote  10 heart rate |

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| 2. During Reading | | | | |
| p. 122~1244 | | | | |
| A | B | | C | D |
| 1 d  2 b  3 a  4 b  5 d | B-1: P3 – Schools are teaching kids to exercise so they will have healthy lives in the future.  P4 – Aerobic exercise is now being promoted at work because healthy employees are more productive and creative. | | 1 d  2 b | 1 c |
| B-2: | |
| People spend more time watching TV than they do on exercise. | They are more likely to be tired, depressed, or sick. | E | F |
| 1 b | 1 d |
| If children learn good exercise habits when they are young, they will continue them when they get older. | Schools are trying to teach kids to exercise when they are young. |
| Employees who get regular aerobic exercise are more productive and creative in their jobs. | Companies are now offering fitness classes, organizing company sports programs, or giving free gym membership. |

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| 3. After Reading | | | |
| p. 125 | | | |
| A | B | C | D |
| 1 physical  education  2 heart rate  3 membership  4 promote  5 normally  6 creative  7 habits  8 physicians  9 productive  10 properly | 1 promote  2 properly  3 productive  4 normally  5 creative | ***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.)* | ***The answers may vary.*** |

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| **Unit 6** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 126 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: An Interesting Organ | |
| Main Ideas | 4. Many animals have hearts, including humans.  6. The heart is a muscular organ that pumps blood through our bodies.  2. The heart is the center of the circulatory system.  8. It’s important to keep our hearts healthy. |
| S. Detail | 9. A blue whale’s heart beats 8 times a minute. |
| Lesson 2 Summary: Aerobic Exercise | |
| Main Ideas | 1. Nowadays, people get less aerobic exercise than before, and it affects their health and happiness.  7. If you get regular aerobic exercise, you can live a long and healthy life.  10. To promote good health, schools and companies are teaching and encouraging aerobic exercise.  5. There are many forms of aerobic exercise. Find one you like and do it regularly. |
| S. Detail | 3. The average American watches four hours of TV a day. |

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| 2. Vocabulary Review | | |
| p. 127~128 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. fists  2. membership  3. arteries  4. physician  5. stretch  6. cell  Across  7. normally  8. veins  9. creative  10. properly  11. blood vessels  12. productive | 1 a  2 c  3 b  4 c  5 a  6 b  7 c  8 a  9 c  10 b | 1 cells  2 creative  3 circulatory  4 properly  5 nutrients  6 habit |

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| 3. Discussion |
| p. 128 |
| ***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.)* |

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| **Unit 7** | **Environmental Issues: Fishing** |
| **Lesson 1: Tuna: A Threatened Species?** |

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| 1. Pre-Reading | | |
| p. 131 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 quota  2 overfish  3 stock  4 severely  5 carnivorous | 6 hopefully  7 widely  8 either  9 succeed  10 sustainable |

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| 2. During Reading | | | | |
| p. 134~136 | | | | |
| A | B | | C | D |
| 1 c  2 b  3 d  4 c  5 d | B-1: P3 – The fishing of skipjack tuna is sustainable, but other species have been overfished.  P4 – Yellowfin, bluefin, and bigeye have been overfished because they are prized for use as sashimi. | | 1 c  2 b | 1 d |
| E |  |
| 1 d  2 d |  |
| B-2: | |
| Bluefin tuna have been severely overfished. | Bluefin tuna stocks are now at risk of collapse. |
| In response to decreasing tuna stocks, scientists have been trying to breed tuna in captivity. | Tuna are now being farmed in tanks. |
| If we all play our part, | tuna stocks will recover to their former levels. |

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| 3. After Reading | | | |
| p. 137 | | | |
| A | B | C | D |
| 1 succeed  2 severely  3 either  4 hopefully  5 sustainable  6 carnivorous  7 overfished  8 quota  9 widely  10 stock | 1 severely  2 stock  3 hopefully  4 widely  5 succeed  6 carnivorous | ***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.)* | ***The answers may vary.*** |

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| **Unit 7** | **Lesson 2: A Danger to Marine Life** |

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| 1. Pre-Reading | | |
| p. 139 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 creature  2 regulate  3 drift  4 enforce  5 adopt | 6 strictly  7 controversial  8 hazard  9 resolution  10 critically |

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| 2. During Reading | | | |
| p. 142~144 | | | |
| A | B | C | D |
| 1 b  2 d  3 b  4 a  5 b | B-1: P2 – Before the 1980s, drift nets were small and didn’t cause a problem. However, in the 80s and 90s large drift nets were very damaging.  P3 - Drift nets can become “ghost nets” and cause huge amounts of damage.  B-2:  1. ⓐ There is a lot of controversy around the use of drift nets.  – Effect  ⓑ Drift nets create large amounts of bycatch. – Cause  2. ⓐ Drift nets are sometimes lost and become ghost nets.  – Effect  ⓑ Drift nets are not anchored to the sea bottom or to boats.  – Cause  3. ⓐ Drift nets were catching massive amounts of bycatch and destroying fishing stocks. - Cause  ⓑ The UN banned the use of drift nets in international waters. - Effect | 1 b  2 b | 1 d  2 d |
| E | F |
| 1 b | 1 a |

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| 3. After Reading | | | |
| p. 145 | | | |
| A | B | C | D |
| 1 adopt  2 hazards  3 controversial  4 strictly  5 enforcing  6 creatures  7 drifted  8 resolution  9 regulated  10 critically | 1 creatures  2 critically  3 regulated  4 hazards  5 controversial | ***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.)* | ***The answers may vary.*** |

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| **Unit 7** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 146 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Tuna: A Threatened Species? | |
| Main Ideas | 1. Overfishing of tuna continues, despite repeated warnings and recommended quota.  3. The highest grades of tuna are especially prized in Asia for sashimi.  5. Bluefin tuna have been severely overfished, and they are now threatened.  8. You can help save the wild tuna by not eating threatened species. |
| S. Detail | 9. Some tuna live in tanks. |
| Lesson 2 Summary: A Danger to Marine Life | |
| Main Ideas | 10. In the 1980s and 90s, drift nets were blamed for destroying fish stocks.  2. Drift nets are controversial because they create large amounts of bycatch.  7. Sometimes, drift nets become ghost nets and kill all kinds of marine creatures.  4. Drift net fishing is banned in some places and regulated in others, but it continues to be a problem. |
| S. Detail | 6. The North Pacific Ocean contains tuna, salmon, and squid. |

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| 2. Vocabulary Review | | |
| p. 147~148 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. hazard  2. severely  3. widely  4. resolution  5. overfished  6. critically  Across  1. hopefully  7. quota  8. adopted  9. drift  10. sustainable  11. enforcing | 1 b  2 b  3 a  4 c  5 a  6 c  7 b  8 a  9 c  10 a | 1 drifted  2 creature  3 strictly  4 severely  5 carnivorous  6 regulated |

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| 3. Discussion |
| p. 148 |
| ***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.)* |

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| **Unit 8** | **Smart Living : Future Transportation** |
| **Lesson 1: The Arrival of Flying Cars** |

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| 1. Pre-Reading | | |
| p. 151 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 founder  2 privately  3 commercial  4 require  5 runway | 6 attempt  7 afford  8 land  9 remark  10 transition |

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| 2. During Reading | | | | | |
| p. 154~156 | | | | | |
| A | B | | | C | D |
| 1 d  2 a  3 c  4 a  5 c | B-1: P3 – The Volocopter is a new form of public transportation that has been called “the world’s first flying taxi.”  P4 – The Pal-V is a personal air land vehicle that is a good option for those who like to travel privately. | | | 1 a  2 b | 1 c  2 b |
| E | F |
| 1 d | 1 b |
| B-2: | | |
| Type of Transportation | Take-off & Landing: | Vehicle Capabilities |
| Private – Pal-V  Public – Volocopter | Vertical – Volocopter  Needs a runway – Pal-V | Can be driven or flown – Pal-V  Can only fly – Volocopter |

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| 3. After Reading | | | |
| p. 157 | | | |
| A | B | C | D |
| 1 land  2 Commercial  3 attempts  4 remark  5 transition  6 privately  7 afford  8 require  9 runway  10 founder | 1 attempts  2 remark  3 require  4 land  5 privately  6 runway | ***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.)* | ***The answers may vary.*** |

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| **Unit 8** | **Lesson 2: Sit Back and Relax** |

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| 1. Pre-Reading | | |
| p. 159 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 phase  2 careless  3 drowsy  4 destination  5 autonomous | 6 insurance  7 detect  8 distracted  9 delay  10 jaywalker |

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| 2. During Reading | | | | |
| p. 162~163 | | | | |
| A | B | | C | D |
| 1 d  2 a  3 b  4 b  5 b | B-1: | | 1 b  2 d | 1 c |
| They can sense their environment and drive safely. | |
| They will reduce traffic accidents. | |
| They have been tested multiple times for safety. | |
| 10 million were predicted to be on the road by 2020. | |
| 1,400 were in the safety testing phase. | |
|  | |
| B-2: ***\*Order may vary.*** | |
| Cause | Effect | E | F |
| a. Humans can get distracted, drowsy, or drunk. | f. Over 90% of car crashes are caused by human error. | 1 c | 1 a |
| d. An autonomous car failed to detect a female jaywalker. | b. The self-driving car crashed into her. |
| e. There were a few incidents involving fatal crashes. | c. Carmakers started to consider situations like careless bikers and traffic signal failure. |

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| 3. After Reading | | | |
| p. 165 | | | |
| A | B | C | D |
| 1 jaywalker  2 careless  3 insurance  4 detect  5 autonomous  6 destination  7 drowsy  8 phases  9 delay  10 distracted | 1 careless  2 phases  3 detect  4 destination  5 distracted  6 delay | ***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.)* | ***The answers may vary.*** |

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| **Unit 8** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 166 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: The Arrival of Flying cars | |
| Main Ideas | 1. Inventors have been trying to make flying cars since the first airplane in 1903.  4. The Pal-V is a personal air land flying car that can be privately driven or flown.  6. After many failed attempts in the past, flying cars are finally ready to reach the market.  10. The Volocopter is an eVTOL flying taxi that will become a new mode of public transportation. |
| S. Detail | 7. Due to the economic crisis at the time, the public could not afford to buy the Arrowbile. |
| Lesson 2 Summary: Sit Back and Relax | |
| Main Ideas | 2. Self-driving cars have many advantages over ones that need to be operated by humans.  5. Due to additional safety concerns, several carmakers have delayed production of their autonomous cars.  8. There are some disadvantages of self-driving cars that should not be ignored.  9. After some fatal incidents, carmakers realized that they had to consider more potentially dangerous situations for self-driving cars. |
| S. Detail | 3. The majority of car crashes are caused by human error. |

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| 2. Vocabulary Review | | |
| p. 167~168 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. attempts  2. jaywalker  3. distracted  4. privately  5. insurance  6. founder  7. delay  Across  8. transition  9. commercial  10. afford  11. runway  12. land | 1 a  2 c  3 a  4 c  5 c  6 a  7 b  8 b  9 b  10 a | 1 runway  2 attempt  3 land  4 delay  5 remark  6 distracted |

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| 3. Discussion |
| p. 168 |
| ***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.)* |

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| **Unit 9** | **Our Earth: Coral Reefs** |
| **Lesson 1: Underwater Cities in Trouble** |

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| 1. Pre-Reading | | |
| p. 171 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 harsh  2 host  3 forever  4 ecosystem  5 megacity | 6 pollution  7 politician  8 quarter  9 pace  10 shallow |

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| 2. During Reading | | | | |
| p. 174~176 | | | | |
| A | B | | C | D |
| 1 c  2 b  3 d  4 c  5 b | B-1: P2 – A coral reef is an underwater city made of coral.  P3 – The reality is that much of the world’s coral is at risk of extinction. | | 1 d  2 a | 1 c |
| B-2: | | E | F |
| What are they made of? | They are made of coral which is the skeleton of a coral polyp. | 1 b  2 b | 1 b |
| Where are they found? | They are found in shallow tropical waters. |
| What do they do? | They support about 25% of all marine life. |
| Why are they decreasing? | They are decreasing because of irresponsible fishing, pollution, and climate change. |

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| 3. After Reading | | | |
| p. 177 | | | |
| A | B | C | D |
| 1 harsh  2 hosts  3 pollution  4 megacities  5 quarter  6 politicians  7 ecosystem  8 forever  9 shallow  10 pace | 1 quarter  2 pace  3 shallow  4 politicians  5 harsh | ***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.)* | ***The answers may vary.*** |

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| **Unit 9** | **Lesson 2: The Belize Barrier Reef** |

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| 1. Pre-Reading | | |
| p. 179 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 threat  2 hemisphere  3 biologist  4 site  5 heritage | 6 human being  7 recognition  8 global warming  9 majority  10 designate |

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| 2. During Reading | | | | |
| p. 182~184 | | | | |
| A | B | | C | D |
| 1 b  2 c  3 c  4 a  5 c | B-1: P2 – The Belize Barrier Reef is becoming more famous and, in 1996, it was designated as a UNESCO World Heritage Site.  P3 – The reef is a popular destination for scuba diving and snorkeling because it is packed full of exotic animals. | | 1 b  2 c | 1 d  2 b |
| B-2: | | E |  |
| The reef is a great destination for scuba diving and snorkeling. | The reef attracts over 100,000 visitors. It is Belize’s number one tourist attraction. | 1 b |  |
| The reef is the second largest in the world and there are hundreds of species of marine life on the reef. | It is a UNESCO Natural World Heritage Site. |
| The reef faces many challenges and threats to its survival. | The reef may not survive in the future. |

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| 3. After Reading | | | |
| p. 185 | | | |
| A | B | C | D |
| 1 majority  2 heritage  3 human being  4 hemispheres  5 biologists  6 threat  7 designated  8 Global warming  9 site  10 recognition | 1 threat  2 site  3 majority  4 recognition  5 human being  6 designated | ***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.)* | ***The answers may vary.*** |

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| **Unit 9** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 186 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Underwater Cities in Trouble | |
| Main Ideas | 4. Coral reefs are built with coral, which is the skeleton of a sea animal.  6. Coral reefs support a lot of marine life. They are like underwater cities.  9. The world’s coral is at risk of extinction as ocean temperatures continue to rise.  1. We should change our lifestyles to help save our coral reefs. |
| S. Detail | 3. Some people think coral is a lifeless rock. |
| Lesson 2 Summary: The Belize Barrier Reef | |
| Main Ideas | 8. There are hundreds of species of marine life on the Belize Barrier Reef.  2. The Belize Barrier Reef is a protected heritage site and only 10% of it has been researched.  7. The Belize Barrier Reef is a popular tourist attraction.  5. Many factors, including global warming, are damaging the Belize Barrier Reef. |
| S. Detail | 10. Belize is in the Northern Hemisphere. |

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| 2. Vocabulary Review | | |
| p. 187~188 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. ecosystem  2. biologist  3. majority  4. quarter  5. politicians  6. forever  Across  7. site  8. pollution  9. global warming  10. heritage  11. megacity  12. hemisphere | 1 b  2 a  3 c  4 c  5 a  6 b  7 b  8 a  9 b  10 c | 1 harsh  2 pace  3 politician  4 threat  5 megacity  6 majority |

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| 3. Discussion |
| p. 188 |
| ***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.)* |

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| **Unit 10** | **A “How-to” Guide: Doing Well at School** |
| **Lesson 1: How to Survive a Bad Report Card** |

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| 1. Pre-Reading | | |
| p. 191 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 semester  2 failure  3 behavior  4 at least  5 commitment | 6 participation  7 recommendation  8 grade  9 report card  10 classic |

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| 2. During Reading | | | | | |
| p. 194~195 | | | | | |
| A | B | | | C | D |
| 1 b  2 b  3 d  4 c  5 b | B-1: | | | 1 d  2 b | 1 a |
| 1. Bad test  2. Lack of participation  3. A failure to complete  homework | | You get bad grades. |
| E |  |
| 1 a  2 d |  |
| You get a bad report card. | | 1. You will be worried.  2. Your parents will be angry. |
| B-2: | | |
| You got bad report card. | | |
| Talk to your teacher and find out how your grades were calculated. | | |
| You can solve the problem on your own. | If you have been studying hard and still got a bad grade, | |
| Change your behavior. | Get some extra help. | |  |  |
| Make a detailed plan of how you will improve your grades. | | |  |  |
| Talk to your parents. | | |  |  |

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| 3. After Reading | | | |
| p. 197 | | | |
| A | B | C | D |
| 1 failure  2 classic  3 behavior  4 semester  5 recommendation  6 participation  7 commitment  8 report card  9 at least  10 grades | 1 failure  2 recommendation  3 classic  4 commitment  5 grades  6 semester | ***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.)* | ***The answers may vary.*** |

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| **Unit 10** | **Lesson 2: Playing It Cool with Bullies** |

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| 1. Pre-Reading | | |
| p. 199 | | |
| A | B | |
| ***The answers may vary.***  *This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.* | 1 incident  2 pretend  3 violence  4 ignore  5 vulnerable | 6 bully  7 aggressive  8 bother  9 regardless  10 confrontation |

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| 2. During Reading | | | | |
| p. 202~204 | | | | |
| A | B | | C | D |
| 1 c  2 d  3 a  4 c  5 b | B-1: P2 – A bully’s main goal is to make you upset so they feel in control.  P3 – When it is impossible to ignore a bully, you will have to take more aggressive steps. | | 1 c  2 a | 1 b |
| B-2: | | E | F |
| What bullies do | What students who are being bullied should do | 1 d | 1 c  2 d |
| 2 3 5 | 1 4 6 |

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| 3. After Reading | | | |
| p. 205 | | | |
| A | B | C | D |
| 1 incident  2 regardless  3 aggressive  4 confrontation  5 violence  6 bother  7 ignore  8 vulnerable  9 bully  10 pretended | 1 vulnerable  2 confrontation  3 ignore  4 incident  5 bother  6 aggressive | ***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.)* | ***The answers may vary.*** |

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| **Unit 10** | **Review: Connecting Lesson 1 and Lesson 2** |

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| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 206 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: How to Survive a Bad Report Card | |
| Main Ideas | 5. If you get a bad report card, it’s important to figure out what to do next.  8. In the classic case of the bad report card, there is nothing you can do to change the past.  10. Talk to your teacher, make a commitment to change your behavior, or get some help.  2. Make a detailed plan on how you will improve your grades and talk to your parents. |
| S. Detail | 7. Grades are how most schools evaluate students. |
| Lesson 2 Summary: Playing It Cool with Bullies | |
| Main Ideas | 1. Most bullies make others feel bad so they feel better about themselves.  6. If it is impossible to ignore a bully, you must take more aggressive steps.  4. Report the bully to a teacher and never get in a fight with them.  9. If you follow these simple steps, you will survive the bully at your school. |
| S. Detail | 3. Say “Stop it!” and walk away if the bully says something to you. |

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| 2. Vocabulary Review | | |
| p. 207~208 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. participation  2. classic  3. ignore  4. commitment  5. bullies  6. vulnerable  Across  1. pretended  6. violence  7. report card  8. behavior  9. at least  10. aggressive | 1 b  2 b  3 a  4 c  5 a  6 c  7 c  8 b  9 a  10 b | 1 failure  2 An incident  3 confrontation  4 bothering  5 recommendation  6 report card |

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| 3. Discussion |
| p. 208 |
| ***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.)* |