**Reading World 1**

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| **Part 1****Unit 1 Animals: Living Fossils**Lesson 1 The Tuatara: A New Zealand SurvivorLesson 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 ChildLesson 2 The Story of a Special SaladReview Connecting Lesson 1 & Lesson 2**Unit 3 Technology: Thrill Rides**Lesson 1 It’s the ThrillLesson 2 Gravity Can Be FunReview Connecting Lesson 1 & Lesson 2**Unit 4 Sports: Surfing**Lesson 1 Riding the WaveLesson 2 The Unstoppable SurferReview Connecting Lesson 1 & Lesson 2**Unit 5 Arts: Tapestry**Lesson 1 Painting With ThreadLesson 2 A Tapestry for the AgesReview Connecting Lesson 1 & Lesson 2 | **Part 2****Unit 6 Health: The Human Heart**Lesson 1 An Interesting OrganLesson 2 Aerobic ExerciseReview Connecting Lesson 1 & Lesson 2**Unit 7 Environmental Issues: Fishing** Lesson 1 Tuna: A Threatened Species?Lesson 2 A Danger to Marine LifeReview Connecting Lesson 1 & Lesson 2**Unit 8 Smart Living: Future Transportation** Lesson 1 The Arrival of Flying CarsLesson 2 Sit Back and RelaxReview Connecting Lesson 1 & Lesson 2**Unit 9 Our Earth: Coral Reefs**Lesson 1 Underwater Cities in TroubleLesson 2 The Belize Barrier ReefReview Connecting Lesson 1 & Lesson 2**Unit 10 A “How-to” guide: Doing Well at School**Lesson 1 How to Survive a Bad Report CardLesson 2 Playing It Cool with BulliesReview 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 distinct2 fossil3 hatch4 survey5 flourish | 6 habitat7 status8 classify9 scientific10 response |

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| 2. During Reading  |
| p. 14~16 |
| A | B | C | D |
| 1 b2 c3 b4 a5 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 c2 a | 1 d2 c |
| E |  |
| habitat losspredators 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 flourish2 hatch3 scientific4 response5 distinct6 classify7 surveyed8 fossils9 status10 habitat | 1 flourish2 distinct3 classify4 surveyed5 response6 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 streamlined2 nowadays3 jaw4 unlikely5 therefore | 6 despite7 adaptation8 enable9 thrive10 fearsome |

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| 2. During Reading  |
| p. 22~24 |
| A | B | C | D |
| 1 c2 a3 c4 c5 b | B-1: P3 – The crocodile is well adapted to its environment. P4 – The crocodile has very powerful jaws. | 1 a2 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 Adaptations2 nowadays3 streamlined4 thrive5 Therefore6 unlikely7 fearsome8 enabled9 jaw10 despite | 1 fearsome2 adaptations3 nowadays4 thrive5 despite6 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 |
| Down1. despite 2. distinct 3. fearsome4. therefore5. jaw6. unlikelyAcross7. thrives8. scientific9. enable10. response11. fossil12. streamlined | 1 c2 c3 b4 b5 b6 a7 a8 c9 b10 a | 1 hatch2 scientific3 distinct4 habitat5 classify6 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 encouragement2 decoration3 actress4 flavor5 fancy | 6 touching7 mixture8 professionalism9 knowledgeable10 financially |

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| 2. During Reading  |
| p. 34~36 |
| A | B | C | D |
| 1 c2 c3 b4 d5 b | B-1:  | 1 d2 b | 1 d2 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 actress2 flavor3 encouragement4 mixture5 touching6 fancy7 decoration8 financially9 knowledgeable10 professionalism | 1 fancy2 touching3 mixture4 flavor5 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 law2 crunchy3 raw4 grated5 enterprise | 6 chef7 familiar8 prohibit9 soggy10 escape |

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| 2. During Reading  |
| p. 42~44 |
| A | B | C | D |
| 1 d2 b3 d4 b5 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 b2 a | 1 d2 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 law2 familiar3 prohibited4 chef5 soggy6 grated7 crunchy8 enterprise9 escaped10 raw | 1 familiar2 raw3 soggy4 prohibited5 enterprise6 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 |
| Down1. encouragement2. fancy3. touching4. financially5. actress6. decorationAcross7. grated8. crunchy9. prohibit10. professionalism11. chef12. law | 1 c2 a3 a4 c5 b6 b7 a8 b9 c10 b  | 1 law2 chef3 touching4 escape5 fancy6 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 approach2 effect3 involved4 yawn5 warning | 6 elderly7 boundary8 thrill9 consideration10 pregnant |

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| 2. During Reading  |
| p. 54~56 |
| A | B | C | D |
| 1 d2 d3 d4 c5 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 c2 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 b2 b |  |

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| 3. After Reading  |
| p. 57 |
| A | B | C  | D |
| 1 elderly2 warning3 yawning4 effects5 boundary6 thrill7 involved8 consideration9 approaching10 pregnant | 1 thrill2 approaching3 involved4 boundary5 effects6 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 loop2 calculate3 sensation4 fearful5 ultimate | 6 backward7 steep8 passenger9 physics10 upside down |

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| 2. During Reading  |
| p. 62~64 |
| A | B | C | D |
| 1 d2 b3 b4 c5 b | B-1: P3 – Roller coasters are designed by special engineers. P4 – Sometimes roller coasters get stuck on the track. | 1 c2 a | 1 d |
| B-2: |
| 1. Gravity – Roller Coasters2. Engine – Ordinary Trains3. Go straight – Ordinary Trains4. Twist, turn, and go upside down – Roller Coasters5. To go somewhere – Ordinary Trains6. To enjoy the thrill – Roller Coasters | E |  |
| 1 c2 a |  |

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| 3. After Reading  |
| p. 65 |
| A | B | C | D |
| 1 passengers2 steep3 sensation4 fearful5 upside down6 calculate7 loop8 physics9 ultimate10 backward | 1 upside down2 backward3 sensation4 loop5 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 |
| Down1. approach2. physics3. upside down4. calculate5. pregnant6. thrillAcross7. loop8. yawn9. warning10. considerations11. steep12. backward | 1 a2 b3 a4 a5 c6 b7 c8 c9 b10 a | 1 steep2 elderly3 sensation4 boundary5 physics6 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 core2 invariably3 patience4 unpredictable5 angle | 6 stabilize7 renowned8 scan9 bend10 flexibility |

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| 2. During Reading  |
| p. 74~76 |
| A | B | C | D |
| 1 b2 c3 c4 a5 a | B-1: P1 – There are three essential surfing skills: balance, flexibility, and endurance. P2 – Balance is one of the essential surfing skills.   | 1 b2 d | 1 d2 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 angle2 unpredictable3 renowned4 bend5 invariably6 core7 flexibility8 stabilize9 patience10 scan | 1 bend2 core3 invariably4 renowned5 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 overcome2 guaranteed3 outweigh4 motivational5 deal | 6 compete7 initially8 vicious9 unstoppable10 realize |

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| 2. During Reading  |
| p. 82~84 |
| A | B | C | D |
| 1 c2 c3 b4 a5 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 d2 b | 1 d2 a |
| E |  |
| 1 d2 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 outweighed2 guaranteed3 motivational4 compete5 realize6 overcome7 vicious8 unstoppable9 initially10 deal | 1 realize2 outweighed3 unstoppable4 vicious5 initially6 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 |
| Down1. stabilize2. deal5. outweighs7. patience9. coreAcross3. bend4. compete6. unstoppable8. overcome10. vicious11. angle12. realize | 1 a2 c3 c4 b5 a6 a7 b8 b9 c10 a | 1 renowned2 stabilize3 scan4 invariably5 bend6 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 standing2 draft3 religious4 chemical5 dye | 6 vertical7 thread8 decorate9 antique10 interpret |

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| 2. During Reading  |
| p. 94~96 |
| A | B | C | D |
| 1 b2 d3 b4 a5 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 c2 a | 1 c2 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 religious2 decorate3 dye4 interpret5 antique6 vertical7 draft8 thread9 standing10 chemicals | 1 vertical2 interpret3 decorate4 draft5 thread6 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 interact2 loyalty3 artifact4 furious5 narrate | 6 chaotic7 feast8 glimpse9 conquest10 occupy |

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| 2. During Reading  |
| p. 102~104 |
| A | B | C | D |
| 1 b2 a3 d4 c5 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 d2 a | 1 b2 b |
| E | F |
| 1 c2 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 occupies2 loyalty3 conquest4 furious5 chaotic6 narrate7 glimpse8 interact9 feast10 artifacts | 1 chaotic2 conquest3 loyalty4 feast5 interact6 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 |
| Down1. vertical2. dyed3. chemical4. thread5. antique8. feastAcross2. drafts3. conquest6. glimpse7. narrate9. loyalty10. interpret | 1 b2 a3 c4 b5 a6 b7 c8 c9 b10 b | 1 occupy2 Religious3 decorate4 standing5 chaotic6 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 vessel2 cell3 on the other hand4 stretch5 nutrient | 6 fist7 vein8 artery9 romance10 in fact |

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| 2. During Reading  |
| p. 114~116 |
| A | B | C | D |
| 1 b2 d3 b4 d5 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 b2 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 artery2 In fact3 nutrients4 Romance5 cells6 blood vessels7 On the other hand8 stretched9 veins10 fist | 1 in fact2 on the other hand3 romance4 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 education2 productive3 physician4 habit5 creative | 6 properly7 membership8 normally9 promote10 heart rate |

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| 2. During Reading  |
| p. 122~1244 |
| A | B | C | D |
| 1 d2 b3 a4 b5 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 d2 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 education2 heart rate3 membership4 promote5 normally6 creative7 habits8 physicians9 productive10 properly | 1 promote2 properly3 productive4 normally5 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 |
| Down1. fists2. membership3. arteries4. physician5. stretch6. cellAcross7. normally8. veins9. creative10. properly11. blood vessels12. productive | 1 a2 c3 b4 c5 a6 b7 c8 a9 c10 b  | 1 cells2 creative3 circulatory4 properly5 nutrients6 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 quota2 overfish3 stock4 severely5 carnivorous | 6 hopefully7 widely8 either9 succeed10 sustainable |

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| 2. During Reading  |
| p. 134~136 |
| A | B | C | D |
| 1 c2 b3 d4 c5 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 c2 b | 1 d |
| E |  |
| 1 d2 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 succeed2 severely3 either4 hopefully5 sustainable6 carnivorous7 overfished8 quota9 widely10 stock | 1 severely2 stock3 hopefully4 widely5 succeed6 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 creature2 regulate3 drift4 enforce5 adopt | 6 strictly7 controversial8 hazard9 resolution10 critically |

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| 2. During Reading  |
| p. 142~144 |
| A | B | C | D |
| 1 b2 d3 b4 a5 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. – Cause2. ⓐ Drift nets are sometimes lost and become ghost nets. – Effectⓑ Drift nets are not anchored to the sea bottom or to boats. – Cause3. ⓐ 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 b2 b | 1 d2 d |
| E | F |
| 1 b | 1 a |

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| 3. After Reading  |
| p. 145 |
| A | B | C | D |
| 1 adopt2 hazards3 controversial4 strictly5 enforcing6 creatures7 drifted8 resolution9 regulated10 critically | 1 creatures2 critically3 regulated4 hazards5 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 |
| Down1. hazard2. severely3. widely4. resolution5. overfished6. criticallyAcross1. hopefully7. quota8. adopted9. drift10. sustainable11. enforcing | 1 b2 b3 a4 c5 a6 c7 b8 a9 c10 a  | 1 drifted2 creature3 strictly4 severely5 carnivorous6 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 founder2 privately3 commercial4 require5 runway | 6 attempt7 afford8 land9 remark10 transition |

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| 2. During Reading  |
| p. 154~156 |
| A | B | C | D |
| 1 d2 a3 c4 a5 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 a2 b | 1 c2 b |
| E | F |
| 1 d | 1 b |
| B-2: |
| Type of Transportation | Take-off & Landing: | Vehicle Capabilities |
| Private – Pal-VPublic – Volocopter | Vertical – VolocopterNeeds a runway – Pal-V | Can be driven or flown – Pal-VCan only fly – Volocopter  |

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| 3. After Reading  |
| p. 157 |
| A | B | C | D |
| 1 land2 Commercial3 attempts4 remark5 transition6 privately7 afford8 require9 runway10 founder | 1 attempts2 remark3 require4 land5 privately6 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 phase2 careless3 drowsy4 destination5 autonomous | 6 insurance7 detect8 distracted9 delay10 jaywalker |

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| 2. During Reading  |
| p. 162~163 |
| A | B | C | D |
| 1 d2 a3 b4 b5 b | B-1:  | 1 b2 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 jaywalker2 careless3 insurance4 detect5 autonomous6 destination7 drowsy8 phases9 delay10 distracted | 1 careless2 phases3 detect4 destination5 distracted6 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 |
| Down1. attempts2. jaywalker3. distracted4. privately5. insurance6. founder7. delayAcross8. transition9. commercial10. afford11. runway12. land | 1 a2 c3 a4 c5 c6 a7 b8 b9 b10 a | 1 runway2 attempt3 land4 delay5 remark6 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 harsh2 host3 forever4 ecosystem5 megacity | 6 pollution7 politician8 quarter9 pace10 shallow |

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| 2. During Reading  |
| p. 174~176 |
| A | B | C | D |
| 1 c2 b3 d4 c5 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 d2 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 b2 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 harsh2 hosts3 pollution4 megacities5 quarter6 politicians7 ecosystem8 forever9 shallow10 pace | 1 quarter2 pace3 shallow4 politicians5 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 threat2 hemisphere3 biologist4 site5 heritage | 6 human being7 recognition8 global warming9 majority10 designate |

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| 2. During Reading  |
| p. 182~184 |
| A | B | C | D |
| 1 b2 c3 c4 a5 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 b2 c | 1 d2 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 majority2 heritage3 human being4 hemispheres5 biologists6 threat7 designated8 Global warming9 site10 recognition | 1 threat2 site3 majority4 recognition5 human being6 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 |
| Down1. ecosystem2. biologist3. majority4. quarter5. politicians6. foreverAcross7. site8. pollution9. global warming10. heritage11. megacity12. hemisphere | 1 b2 a3 c4 c5 a6 b7 b8 a9 b10 c | 1 harsh2 pace3 politician4 threat5 megacity6 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 semester2 failure3 behavior4 at least5 commitment | 6 participation7 recommendation8 grade9 report card10 classic |

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| 2. During Reading  |
| p. 194~195 |
| A | B | C | D |
| 1 b2 b3 d4 c5 b | B-1: | 1 d2 b | 1 a |
| 1. Bad test2. Lack of participation3. A failure to complete homework | You get bad grades. |
| E |  |
| 1 a2 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 failure2 classic3 behavior4 semester5 recommendation6 participation7 commitment8 report card9 at least10 grades | 1 failure2 recommendation3 classic4 commitment5 grades6 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 incident2 pretend3 violence4 ignore5 vulnerable | 6 bully7 aggressive8 bother9 regardless10 confrontation |

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| 2. During Reading  |
| p. 202~204 |
| A | B | C | D |
| 1 c2 d3 a4 c5 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 c2 a | 1 b |
| B-2: | E | F |
| What bullies do | What students who are being bullied should do | 1 d | 1 c2 d |
| 2 3 5 | 1 4 6 |

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| 3. After Reading  |
| p. 205 |
| A | B | C | D |
| 1 incident2 regardless3 aggressive4 confrontation5 violence6 bother7 ignore8 vulnerable9 bully10 pretended | 1 vulnerable2 confrontation3 ignore4 incident5 bother6 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 |
| Down1. participation2. classic3. ignore4. commitment5. bullies6. vulnerableAcross1. pretended6. violence7. report card8. behavior 9. at least 10. aggressive  | 1 b2 b3 a4 c5 a6 c7 c8 b9 a10 b | 1 failure2 An incident3 confrontation4 bothering5 recommendation6 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.)* |