**Reading World 2**

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| **Part 1**  **Unit 1 Animals: Small Grazers**  Lesson 1 Rodent Town  Lesson 2 The Curious Case of the European Rabbit  Review Connecting Lesson 1 & Lesson 2  **Unit 2 The Origins of Names: Prizes**  Lesson 1 The Pulitzer Prize  Lesson 2 Humanity’s Greatest Award  Review Connecting Lesson 1 & Lesson 2  **Unit 3 Technology: Printing**  Lesson 1 The First Printing Press  Lesson 2 Did You Print That?  Review Connecting Lesson 1 & Lesson 2  **Unit 4 Sports: Ironman Triathlon**  Lesson 1 A Test of Endurance  Lesson 2 Team Hoyt  Review Connecting Lesson 1 & Lesson 2  **Unit 5 Arts: Pop Controversies**  Lesson 1 The Greatest Pop Scandal  Lesson 2 Elvis Is Corrupting the Youth!  Review Connecting Lesson 1 & Lesson 2 | **Part 2**  **Unit 6 Health: The Digestive System**  Lesson 1 In and Out  Lesson 2 Easy on Your Stomach  Review Connecting Lesson 1 & Lesson 2  **Unit 7 Environmental Issues: Soil**  Lesson 1 Returning the Goodness to the Soil  Lesson 2 Terra Preta  Review Connecting Lesson 1 & Lesson 2  **Unit 8 Smart Living: AI in Society**  Lesson 1 A Hidden Assistant  Lesson 2 The Robot Economy  Review Connecting Lesson 1 & Lesson 2  **Unit 9 Our Earth: Salt Flats**  Lesson 1 Reminders of a Constantly Changing Planet  Lesson 2 Salar de Uyuni  Review Connecting Lesson 1 & Lesson 2  **Unit 10 A “How-to” guide: Having Fun with Friends**  Lesson 1 The Perfect Group Activity  Lesson 2 A Clever Trick  Review Connecting Lesson 1 & Lesson 2 |

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| **Unit 1** | **Animals: Small Grazers** |
| **Lesson 1: Rodent Town** |

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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 insulate  2 colony  3 defend  4 social  5 cooperation | 6 resolve  7 consist  8 establish  9 refuge  10 conflict |

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| 2. During Reading | | | | |
| p. 14~16 | | | | |
| A | B | | C | D |
| 1 c  2 d  3 b  4 d  5 b | B-1: P2 – Prairie dogs like to live with other prairie dogs in a prairie dog town, which consists of many separate tunnel systems.  P3 – Prairie dog tunnels usually have several chambers and two or more escape holes.  B-2: | | 1 a  2 d | 1 b  2 d |
| E | F |
| Prairie dogs make tunnels.  They can span one or two square kilometers.  They are defended by male prairie dogs. | Humans build houses.  They can span many square kilometers.  They are protected by police. | 1 d | 1 c |
| Families can live together with each other.  Towns have conflicts, social gatherings, and cooperation. | |

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| 3. After Reading | | | |
| p. 17 | | | |
| A | B | C | D |
| 1 consists  2 colony  3 defend  4 insulate  5 established  6 cooperation  7 resolve  8 social  9 refuge  10 Conflict | 1 refuge  2 cooperation  3 conflict  4 established  5 insulate, defend | ***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 Curious Case of the European Rabbit** |

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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 situation  2 ideal  3 absent  4 explosion  5 unexpected | 6 ecology  7 disaster  8 plenty  9 condition  10 innocent |

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| 2. During Reading | | | | |
| p. 22~24 | | | | |
| A | B | | C | D |
| 1 d  2 b  3 c  4 a  5 b | 1. There are predators.  2. There are rabbit-specific diseases.  3. There isn’t a lot of food for rabbits. | 1. The number of European rabbits is declining.  2. They are now rare in Spain and Portugal. | 1 c  2 b | 1 d  2 a |
| E | F |
| 1. Rabbit diseases were absent.  2. They had plenty of food.  3. There weren’t any predators. | 1. The number of European rabbits increased rapidly.  2. They are still a big problem in Australia today. | 1 d | 1 c |

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| 3. After Reading | | | |
| p. 25 | | | |
| A | B | C | D |
| 1 ecology  2 explosion  3 absent  4 innocent  5 condition  6 plenty  7 disasters  8 unexpected  9 situation  10 ideal | 1 unexpected  2 plenty  3 ideal  4 innocent  5 absent | ***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: Rodent Town | |
| Main Ideas | 8. Prairie dogs are small, burrowing rodents native to the prairies of the U.S., Canada, and Mexico.  1. Prairie dogs like to live with other prairie dogs in prairie dog towns.  5. Each prairie dog tunnel is home to one family.  9. Prairie dog towns have conflicts and social gatherings just like a human town. |
| S. Detail | 4. The walls are lined with grass that grows near the burrow. |
| Lesson 2 Summary: The Curious Case of the European Rabbit | |
| Main Ideas | 7. European rabbits are native to Spain and Portugal, but their numbers are decreasing there.  3. The rabbits introduced to Australia didn’t have any problems. So their numbers grew.  2. European rabbits are very fast breeders.  6. The European rabbit is still a big problem in Australia today. |
| S. Detail | 10. Eastern Australia grows a lot of grass which is sometimes used in farming. |

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| 2. Vocabulary Review | | |
| p. 27~28 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. social  2. defend  3. unexpected  4. absent  5. resolve  7. consist  Across  6. innocent  7. conflict  8. insulate  9. establish  10. plenty  11. condition | 1 c  2 b  3 a  4 b  5 a  6 b  7 c  8 a  9 b  10 a | 1 colony  2 defended  3 disaster  4 ecology  5 innocent |

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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: Prizes** |
| **Lesson 1: The Pulitzer Prize** |

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| 1. Pre-Reading | | |
| p. 31 | | |
| 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 award  2 controversial  3 recipient  4 legacy  5 scholarship | 6 triumph  7 honor  8 influential  9 corruption  10 intrigue |

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| 2. During Reading | | | | |
| p. 34~36 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 c  4 d  5 a | B-1: P2 – Joseph Pulitzer was born in Hungry and immigrated to the United States.  P3 – Pulitzer founded a newspaper and took a new approach to news.  B-2: | | 1 a  2 c | 1 d |
| E | F |
| 1847 | Joseph Pulitzer was born in Hungry. | 1 b | 1 c  2 a |
| 1864 | He moved to the United States. |
|  | He fought in the American Civil War. |
| He worked for the *Westliche Post*. |
| 1878 | He started his own newspaper. |
|  | He became successful and wealthy. |
| He left two million dollars to Columbia University. |
| 1917 | The first Pulitzer Prize was awarded. |

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| 3. After Reading | | | |
| p. 37 | | | |
| A | B | C | D |
| 1 controversial  2 award  3 honor  4 corruption  5 influential  6 intrigue  7 triumph  8 legacy  9 scholarship  10 recipients | 1 controversial  2 intrigue  3 award  4 triumph  5 influential | ***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: Humanity’s Greatest Award** |

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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 grim  2 nomination  3 nationality  4 condemn  5 administer | 6 humanity  7 vote  8 merchant  9 category  10 fortune |

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| 2. During Reading | | | | |
| p. 42~44 | | | | |
| A | B | | C | D |
| 1 d  2 b  3 c  4 a  5 d | B-1: | | 1 d  2 c | 1 a  2 b |
| Alfred Nobel invented explosives, and he was a co-owner of a weapons company. | He earned a lot of money and a grim reputation. |
| He didn’t want to be remembered for death and destruction.  He wanted to leave a better legacy. | He decided to use his fortune to establish five Nobel Prizes. |
| A group of people make a great contribution to humanity. | They receive the Nobel Prize. |
|  | | E | F |
| B-2:  5  3  4  2  1 | | 1 d | 1 d |

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| 3. After Reading | | | |
| p. 45 | | | |
| A | B | C | D |
| 1 administer  2 humanity  3 category  4 merchants  5 nomination  6 nationality  7 fortune  8 vote  9 condemn  10 grim | 1 fortune  2 condemn  3 merchants  4 nomination  5 humanity | ***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: The Pulitzer Prize | |
| Main Ideas | 2. Pulitzer immigrated to the U.S.A., worked hard, and became successful.  4. Pulitzer formed a newspaper company and took a new approach to news.  5. Pulitzer left money so prizes could be awarded to great writers and composers.  7. The Pulitzer Prize is one of the highest honors for writers. |
| S. Detail | 8. Pulitzer produced exciting stories of scandal and intrigue. |
| Lesson 2 Summary: Humanity’s Greatest Award | |
| Main Ideas | 3. The Nobel Foundation was formed after Alfred outlined the categories for the Nobel prizes in his will.  1. Nobel decided to establish the five Nobel Prizes to leave a legacy.  6. Selecting the winners of the Nobel Prizes is a long and difficult process.  9. The people who made the greatest contributions to humanity receive the Nobel Prize. |
| S. Detail | 10. Alfred Nobel was a chemist and engineer. |

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| 2. Vocabulary Review | | |
| p. 47~48 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. legacy  2. administer  3. corruption  4. merchant  5. honor  6. grim  Across  7. categories  8. triumph  9. recipient  10. vote  11. nationality  12. intrigue | 1 b  2 a  3 a  4 a  5 c  6 c  7 a  8 b  9 a  10 c | 1 awarded  2 legacy  3 scholarships  4 merchants  5 nationality |

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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: Printing** |
| **Lesson 1: The First Printing Press** |

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| 1. Pre-Reading | | |
| p. 50~51 | | |
| 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 available  2 whereas  3 devise  4 literacy  5 stamp | 6 assemble  7 advantageous  8 mass production  9 spell  10 time-consuming |

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| 2. During Reading | | | | |
| p. 54~56 | | | | |
| A | B | | C | D |
| 1 c  2 b  3 a  4 d  5 d | B-1: | | 1 d  2 b | 1 c |
| 1. took a long time to make  2. cost a lot of money. | 1. were faster to make  2. didn’t cost a lot of money. |
| has thousands of characters. | has only 26 characters. |
| was water-based and dried fast. | was oil-based and didn’t dry as fast. |
| B-2: | | E | F |
| 2  5  7  4  6  1  3 | | 1 d | 1 a |

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| 3. After Reading | | | |
| p. 57 | | | |
| A | B | C | D |
| 1 devised  2 Mass production  3 time-consuming  4 available  5 advantageous  6 whereas  7 literacy  8 assemble  9 spell  10 stamped | 1 devised  2 assemble  3 available  4 advantageous | ***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: Did You Print That?** |

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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 selfie  2 miniature  3 sustainability  4 spare  5 import | 6 medical  7 customize  8 industrial  9 organ  10 prototype |

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| 2. During Reading | | | | |
| p. 62~64 | | | | |
| A | B | | C | D |
| 1 d  2 a  3 d  4 b  5 b | B-1: P1 - Today, more people can use 3D printing to create almost anything.  P4 - The sustainability and efficiency of 3D printing mean it has a bright future. | | 1 c  2 a | 1 b |
| B-2: | | E | F |
| 2 | 3D printing became widely adopted in the medical field for creating 3D organs. | 1 c  2 d | 1 a |
| 1 | 3D printing mainly became popular for creating prototypes of industrial products and designs. |
| 5 | As the technology continues to advance, more machines will be able to print locally. |
| 4 | 3D printing will build homes, design clothes, and save energy. |
| 3 | Some common things that are now 3D printed are toys, gifts, and spare parts for machines. |

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| 3. After Reading | | | |
| p. 65 | | | |
| A | B | C | D |
| 1 import  2 miniature  3 medical  4 selfies  5 customize  6 organ  7 spare  8 industrial  9 sustainability  10 prototype | 1 customize  2 miniature  3 import  4 spare  5 prototype | ***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: The First Printing Press | |
| Main Ideas | 2. Gutenberg’s printing press allowed the mass production of books.  4. Johannes Gutenberg developed a Latin alphabet movable type.  7. To help solve the problem of illiteracy, Gutenberg invented a mechanical way of printing books.  8. Gutenberg created a printing press that used ‘movable type’ printing. |
| S. Detail | 10. Chinese has thousands of characters. |
| Lesson 2 Summary: Did You Print That? | |
| Main Ideas | 3. These days, toys, gifts, and spare parts for machines are some of the most common 3D-printed items.  5. 3D printing is not new, but it has now become very accessible to the public, and anyone can use it.  6. More and more people are using 3D printing, so the future looks very bright for it.  9. With 3D printing, the possibilities of what can be created are endless. |
| S. Detail | 1. Interesting gifts like 3D selfies can be made with 3D printing. |

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| 2. Vocabulary Review | | |
| p. 67~68 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. imports  2. devise  3. assembled  4. spare  5. literacy  Across  3. advantageous  6. whereas  7. selfies  8. mass production  9. medical  10. spell  11. organs | 1 a  2 c  3 b  4 b  5 c  6 a  7 a  8 b  9 b  10 b | 1 selfie  2 stamp  3 sustainability  4 time-consuming  5 available |

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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: Ironman Triathlon** |
| **Lesson 1: A Test of Endurance** |

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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 dehydration  2 ensure  3 expand  4 pass out  5 participate | 6 endurance  7 gear  8 brag  9 burnout  10 feat |

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| 2. During Reading | | | | |
| p. 74~76 | | | | |
| A | B | | C | D |
| 1 b  2 a  3 b  4 a  5 d | B-1: P3: Sufficient training is critical if you hope to finish the race without causing too much damage to your body.  P4: Knowing how to transition quickly is very important if you truly hope to win the race.  B-2: | | 1 d  2 a | 1 d  2 b |
| E | F |
| Average Time | For most, it takes around 12 hours to complete the entire competition. | 1 c | 1 b |
| Inventors | The Ironman Triathlon was invented by John Collins and his wife, Judy. |
| First Ironman Triathlon | The first Ironman Triathlon took place in Hawaii in 1978. |
| Distance | In an Ironman Triathlon, participants swim for 4 km, cycle for 180 km, and run for 42 km. |
| Global Participants | Now, over 100,000 train and participate every year in one of the toughest endurance competitions ever. |

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| 3. After Reading | | | |
| p. 77 | | | |
| A | B | C | D |
| 1 gear  2 expand  3 dehydration  4 endurance  5 pass out  6 feat  7 ensure  8 participate  9 burnout  10 brag | 1 feat  2 participate  3 pass out  4 brag  5 gear | ***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: Team Hoyt** |

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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 pedal  2 paralyzed  3 life-sized  4 heroism  5 raise | 6 perseverance  7 sacrifice  8 bond  9 disability  10 symbolize |

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| 2. During Reading | | | |
| p. 82~84 | | | |
| A | B | C | D |
| 1 d  2 c  3 a  4 d  5 a | B-1: P3 – During their entire racing career, Team Hoyt participated in more than 1,000 competitions, including the Ironman Triathlon.  P4 – The race that meant the most to Team Hoyt was the Boston Marathon.  B-2: | 1 b  2 b | 1 a  2 c  3 b |
| E |  |
| 6  1  4  2  5  3 | 1 c |  |

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| 3. After Reading | | | |
| p. 85 | | | |
| A | B | C | D |
| 1 raise  2 bond  3 perseverance  4 heroism  5 pedal  6 life-sized  7 sacrifices  8 symbolize  9 disability  10 paralyzed | 1 symbolize  2 paralyzed  3 raise  4 bond  5 perseverance | ***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: A Test of Endurance | |
| Main Ideas | 1. Training for an Ironman Triathlon can be extremely tough, requiring hours of swimming, cycling, and running each week.  3. An Ironman Triathlon is a very tough endurance competition, so completing one rightfully earns someone the title of “Ironman.”  5. Being able to transition quickly is key to winning an Ironman Triathlon.  7. After first being invented in 1978, the Ironman Triathlon became a global event with thousands of participants. |
| S. Detail | 8. One thing triathletes can do during the transition period is grab a quick snack. |
| Lesson 2 Summary: Team Hoyt | |
| Main Ideas | 2. Team Hoyt inspired millions and showed that anything is possible with love and hope.  6. Dick and Rick ran in their first marathon to help a paralyzed college student.  9. The Boston Marathon was the most special race to Team Hoyt, and they were honored in 2013 with a life-sized bronze statue.  10. In the more than 1,000 competitions that they ran in, Team Hoyt completed Ironman Triathlons and Boston Marathons. |
| S. Detail | 4. In the Ironman Triathlon, Dick swam and pulled Rick in a raft. |

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| 2. Vocabulary Review | | |
| p. 87~88 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. sacrifices  2. burnout  3. pedal  4. endurance  5. raised  6. feat  Across  1. symbolize  7. ensure  8. bond  9. passed out  10. disability  11. expanded | 1 c  2 c  3 b  4 b  5 c  6 a  7 c  8 b  9 a  10 c | 1 raised  2 brag  3 participate  4 bond  5 burnout  6 heroism |

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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: Pop Controversies** |
| **Lesson 1: The Greatest Pop Scandal** |

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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 jam  2 snag  3 withdraw  4 accuse  5 confess | 6 skip  7 conference  8 critic  9 attractive  10 review |

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| 2. During Reading | | | | |
| p. 94~96 | | | | |
| A | B | | C | D |
| 1 c  2 d  3 a  4 d  5 b | B-1: P2 – Milli Vanilli was formed by Frank Farian.  P3 – Farian asked two handsome model/dancers to lip-sync his songs during concerts and in music videos.  B-2: | | 1 a  2 b | 1 a  2 b |
| E |  |
| The five singers were very good at singing but they were not very attractive. | Fab and Rob were asked to lip-sync the songs during concerts and in music videos. | 1 d  2 a |  |
| During a live performance, the recording jammed and began to skip, repeating the same part. | Fans didn’t notice but critics did, and they questioned Rob and Fab in their concert reviews. |
| Frank Farian confessed that Fab and Rob did not actually sing on the records. | Milli Vanilli’s Grammy Award was withdrawn. |

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| 3. After Reading | | | |
| p. 97 | | | |
| A | B | C | D |
| 1 conference  2 accuse  3 critic  4 attractive  5 review  6 skips  7 jammed  8 confessed  9 snag  10 withdraw | 1 conference  2 confessed  3 snag  4 withdraw  5 attractive | ***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: Elvis Is Corrupting the Youth!** |

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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 rebellion  2 youth  3 racism  4 security  5 embrace | 6 undermine  7 investigate  8 arrest  9 wiggle  10 judge |

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| 2. During Reading | | | | |
| p. 102~104 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 c  4 c  5 a | B-1:  Opinion  Fact  Opinion  Fact  Opinion  Fact  Opinion  B-2: | | 1 d  2 b | 1 d |
| E | F |
| 1 a | 1 c  2 a |
| 1954 | Elvis’s first radio single was played. |
| 1956 | A Florida judge called Elvis a “savage” and threatened to arrest him. |
| 1958 | He was drafted into the US Army. |
| 1961-1968 | He abandoned live performance in order to concentrate on his film career. |
| 1968 | He returned to live performance in his “Comeback Special.” |

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| 3. After Reading | | | |
| p. 105 | | | |
| A | B | C | D |
| 1 wiggle  2 rebellion  3 racism  4 investigating  5 judge  6 arrested  7 undermines  8 youth  9 embrace  10 security | 1 security  2 youth  3 investigating  4 rebellion  5 undermines | ***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: The Greatest Pop Scandal | |
| Main Ideas | 5. Milli Vanilli was a German pop group that became world famous.  1. Milli Vanilli had a problem because its singers were not attractive or good at dancing, but they had to perform in concerts and music videos.  3. Critics noticed that Milli Vanilli was lip-syncing during a live performance.  7. Farian confessed at a media conference that Fab and Rob did not sing on the record. |
| S. Detail | 8. In the studio, the songs were sung by five singers. |
| Lesson 2 Summary: Elvis Is Corrupting the Youth | |
| Main Ideas | 2. In the 1950s, Elvis Presley was a controversial performer.  9. Some people were shocked because Elvis sang in an African-American style.  4. For many adults, Elvis was a musical symbol of teenage rebellion.  10. Some people thought Elvis’s performance was a bad influence on America’s youth and a danger to national security. |
| S. Detail | 6. Elvis’s first radio single was *That’s All Right*. |

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| 2. Vocabulary Review | | |
| p. 107~108 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. review  2. accuse  3. rebellion  4. conference  5. racism  6. skips  7. embraced  Across  8. critic  9. snag  10. attractive  11. undermine  12. withdraw | 1 b  2 a  3 c  4 a  5 b  6 a  7 c  8 c  9 a  10 a | 1 arrest  2 snag  3 critic  4 confessed  5 security |

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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 Digestive System** |
| **Lesson 1: In and Out** |

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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 sack  2 mushy  3 saliva  4 release  5 bacteria | 6 particle  7 width  8 densely  9 absorb  10 digestion |

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| 2. During Reading | | | | | | | |
| p. 114~116 | | | | | | | |
| A | B | | | | | C | D |
| 1 d  2 d  3 c  4 b  5 a | B-1: P1 – The stomach is one of five major steps involved in the digestive system.  P3 – Food is broken down even more in the stomach until it is mushy enough to enter the small intestine. | | | | | 1 c  2 b | 1 a  2 b |
| B-2: | | | | | E | F |
| Pre-digestion | Esophagus | Stomach | Small Intestine | Large Intestine | 1 d | 1 b |
| 1 3 | 7 8 | 4 10 | 2 6 | 5 9 |

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| 3. After Reading | | | |
| p. 117 | | | |
| A | B | C | D |
| 1 width  2 absorb  3 saliva  4 sack  5 digestion  6 releases  7 densely  8 particles  9 mushy  10 bacteria | 1 releases  2 mushy  3 width  4 densely  5 sack | ***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: Easy on Your Stomach** |

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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 resist  2 trigger  3 intolerance  4 symptom  5 fluid | 6 anxiety  7 infection  8 poisoning  9 dairy  10 figure out |

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| 2. During Reading | | | | |
| p. 122~124 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 c  4 a  5 c | B-1: P3 – Food intolerance is when your body has difficulty digesting certain foods and experiences painful symptoms as a result.  P4 – In addition to food, emotional distress can also cause pain to your stomach. | | 1 d  2 a | 1 d  2 d |
| B-2: | |
| 1 | ⓐ-Cause  ⓑ-Effect | E |  |
| 1 b  2 b |  |
| 2 | ⓐ-Cause  ⓑ-Effect |
| 3 | ⓐ-Effect  ⓑ-Cause |

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| 3. After Reading | | | |
| p. 125 | | | |
| A | B | C | D |
| 1 poisoning  2 anxiety  3 dairy  4 intolerance  5 infections  6 figure out  7 trigger  8 symptoms  9 resist  10 fluids | 1 figure out  2 anxiety  3 trigger  4 symptoms  5 resist | ***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: In and Out | |
| Main Ideas | 1.  The entire process of digestion, from food entering to exiting, takes roughly 24 hours.  2. The small and large intestine are where nutrients and water are absorbed.  4. Pre-digestion consists of chewing and swallowing food before it enters the stomach.  8. Food is broken down further in the stomach, where it stays for approximately 4 hours. |
| S. Detail | 7. After a big meal, the stomach can become as big as a football. |
| Lesson 2 Summary: Easy on Your Stomach | |
| Main Ideas | 5. Stomach pain is not enjoyable, but it is important for teaching us how we can take better care of our bodies.  6. In addition to food, emotional distress is another cause of stomach pain.  9. Gastroenteritis is when bad bacteria or a virus enters our digestive system.  10. Food intolerance is when someone cannot digest particular foods very well and therefore experiences symptoms like stomach pain, gas, and diarrhea. |
| S. Detail | 3. Being hit in the stomach with a soccer ball is an obvious reason for a stomachache. |

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| 2. Vocabulary Review | | |
| p. 127~128 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. saliva  2. intolerance  3. sacks  4. dairy  5. triggers  Across  1. symptoms  6. width  7. bacteria  8. absorb  9. fluids  10. mushy  11. poisoning | 1 b  2 c  3 b  4 c  5 a  6 c  7 a  8 b  9 c  10 b | 1 densely  2 symptom  3 releases  4 Bacteria  5 width  6 Dairy |

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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: Soil** |
| **Lesson 1: Returning the Goodness to the Soil** |

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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 fertilize  2 pile  3 compost  4 positive  5 organic | 6 benefit  7 transform  8 impact  9 digest  10 material |

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| 2. During Reading | | | |
| p. 134~136 | | | |
| A | B | C | D |
| 1 c  2 d  3 b  4 a  5 d | B-1: P3 – The traditional method of composting is to gather organic materials and leave them in a pile for about a year.  P 4 – Worms enhance the compost by feeding on it and digesting it. | 1 a  2 c | 1 a |
| E |  |
| 1 a  2 d  3 c |  |
| B-2: |
| 2  3  1  4  5 |

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| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 137 | | | |
| A | B | C | D |
| 1 organic  2 fertilize  3 material  4 positive  5 digest  6 pile  7 transformed  8 compost  9 benefits  10 impact | 1 transformed  2 material  3 pile  4 positive | ***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: Terra Preta** |

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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 robust  2 pottery  3 rot  4 suited  5 fertile | 6 excess  7 gradual  8 combat  9 vary  10 range |

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| 2. During Reading | | | | |
| p. 142~144 | | | | |
| A | B | | C | D |
| 1 d  2 b  3 d  4 c  5 c | B-1: | | 1 b  2 d | 1 b  2 b |
| Humans added charcoal, broken pottery, animal waste, and plants to the soil in the Amazon basin. | The soil became fertile. |
| E | F |
| 1 d | 1 a |
| There is excess CO2 in our atmosphere. | It causes the greenhouse effect. |
| Making terra preta doesn’t require new technology, and the means of producing it are simple and robust. | It is suited to places where modern technology is scarce or unavailable. |
| B-2: NB: charcoal, terra preta, and forests can be in different positions as long as they are in the correct order | |
| charcoal  greenhouse effect  forests terra preta | |

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| 3. After Reading | | | |
| p. 145 | | | |
| A | B | C | D |
| 1 vary  2 rot  3 suited  4 robust  5 excess  6 gradual  7 combat  8 fertile  9 pottery  10 range | 1 excess  2 gradual  3 vary  4 pottery  5 combat  6 robust | ***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: Returning the Goodness to the Soil | |
| Main Ideas | 10. Composting is very old, and the traditional method is still used by many people.  2. Compost is plant materials that have been broken down by bacteria to form a rich soil.  6. Adding worms to compost makes it even better.  4. Composting is a way of using natural processes for human benefit, and it has a positive impact on the environment. |
| S. Detail | 8. Worm waste is called worm castings. |
| Lesson 2 Summary: Terra Preta | |
| Main Ideas | 9. Terra Preta was invented by people living in the Amazon basin to overcome the problem of low soil fertility.  3. By using charcoal to make terra preta, we could store our excess CO2.  1. By making terra preta, we can combat the greenhouse effect and produce fertile soil at the same time.  5. Terra preta could become very valuable in the future. |
| S. Detail | 7. One area of low soil fertility is the Amazon basin. |

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| 2. Vocabulary Review | | |
| p. 147~148 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. pile  2. fertilize  3. pottery  4. digest  5. material  6. combat  Across  6. compost  7. gradual  8. excess  9. fertile  10. organic  11. suited | 1 b  2 a  3 c  4 b  5 b  6 a  7 c  8 a  9 c  10 b | 1 positive  2 vary  3 fertilize  4 digest  5 transform |

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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: AI in Society** |
| **Lesson 1: A Hidden Assistant** |

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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 notify  2 minimize  3 typo  4 regulated  5 translate | 6 primary  7 assistance  8 wipe  9 upside  10 fingerprint |

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| 2. During Reading | | | | |
| p. 154~156 | | | | |
| A | B | | C | D |
| 1 a  2 b  3 d  4 b  5 c | B-1: P2 – There are several ways that AI makes life easier and more convenient.  P3 – AI is not a perfect technology and is not capable of doing everything.  B-2: | | 1 d  2 c | 1 d  2 c  3 a |
| E |  |
| 1 c |  |
| Cause | Effect |
| AI can automatically complete routine tasks. | People can save time and focus on more important things. |
| AI can suggest words and replies, or automatically correct typos. | People can communicate faster and get more done in a day. |
| AI lacks creativity and cannot think outside the scope of information it has. | AI cannot write a poem. |

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| 3. After Reading | | | |
| p. 157 | | | |
| A | B | C | D |
| 1 upsides  2 typos  3 primary  4 assistance  5 wiped  6 notify  7 minimize  8 translate  9 regulated  10 fingerprint | 1 minimize  2 assistance  3 primary  4 regulated  5 notify  6 wiped | ***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: The Robot Economy** |

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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 architect  2 shuttle  3 secure  4 adequately  5 lay off | 6 repetitive  7 replace  8 empathy  9 instruction  10 accordingly |

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| 2. During Reading | | | | |
| p. 162~164 | | | | |
| A | B | | C | D |
| 1 a  2 b  3 a  4 c  5 d | B-1: P3-Robots will increasingly take over delivery jobs and jobs that involve repetitive tasks.  P4-Workers who might be replaced by robots should move to jobs that only humans can do. | | 1 c  2 b | 1 b |
| B-2: | |
| Human Workers | Robotic Machines | E | F |
| 3, 4, 6, 8 | 1, 2, 5, 7 | 1 d | 1 b  2 a |

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| 3. After Reading | | | |
| p. 165 | | | |
| A | B | C | D |
| 1 instructions  2 replace  3 accordingly  4 shuttled  5 repetitive  6 lay off  7 architect  8 secure  9 adequately  10 empathy | 1 instructions  2 lay off  3 adequately  4 secure  5 accordingly | ***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: A Hidden Assistant | |
| Main Ideas | 1. As a technology with both pros and cons, it would be wise not to depend too heavily on AI.  4. There are many ways that AI makes your life easier and more convenient.  7. AI is a hidden assistant that has become essential in most people’s everyday lives.  9. In addition to all of its upsides, AI also has some limitations. |
| S. Detail | 5. With AI, you don’t need to move a finger to turn on or off the lights. |
| Lesson 2 Summary: The Robot Economy | |
| Main Ideas | 2. Workers who might lose their jobs to robots should transition to skills that only humans can do.  3. More and more, robots will do delivery jobs and jobs that involve repetitive tasks.  6. If we adequately prepare for the coming future, everyone can benefit from it.  8. As robotic machines are expected to take over many jobs, humans will need skills that cannot be automated by machines. |
| S. Detail | 10. Many of the laid-off workers had been working for the same company for most of their life. |

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| 2. Vocabulary Review | | |
| p. 167~168 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. translated  2. instructions  3. wipes  4. notify  5. replaced  6. repetitive  Across  7. accordingly  8. assistance  9. architect  10. fingerprint  11. secure  12. typos | 1 a  2 c  3 c  4 a  5 b  6 a  7 c  8 c  9 a  10 b | 1 lay off  2 adequately  3 primary  4 replace  5 typos  6 repetitive |

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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: Salt Flats** |
| **Lesson 1: Reminders of a Constantly Changing Planet** |

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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 evolve  2 evidence  3 planet  4 density  5 remains | 6 notably  7 exception  8 evaporate  9 visually  10 mineral |

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| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 174~176 | | | | |
| A | B | | C | D |
| 1 d  2 a  3 c  4 b  5 d | B-1: | | 1 c  2 d | 1 c  2 d |
| An area changes from fertile to arid. | The lakes there often evaporate and disappear. |
| Salt flats are rich in minerals. | They are mined for lithium (or minerals) which is used in batteries. |
| Salt flats have a flat, smooth, and hard surface. | They are sometimes used to set speed records for cars and motorcycles. |
| B-2:  2  6  5  4  1  3 | | E |  |
| 1 b  2 c |  |

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| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 177 | | | |
| A | B | C | D |
| 1 density  2 mineral  3 planet  4 exception  5 evaporate  6 visually  7 evidence  8 evolved  9 remains  10 notably | 1 evolved  2 notably  3 evidence  4 exception | ***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: Salar de Uyuni** |

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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 vegetation  2 comparable  3 heaven  4 deal with  5 construct | 6 remote  7 unforgettable  8 prehistoric  9 lodge  10 complement |

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| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 182~184 | | | | |
| A | B | | C | D |
| 1 d  2 c  3 c  4 b  5 d | B-1: P2 – Salar de Uyuni is a huge, white salt flat located in southwestern Bolivia.  P4 – A visit to Salar de Uyuni is no easy excursion, but visitors are rarely disappointed. | | 1 a  2 a | 1 d |
| B-2: | | E | F |
| A prehistoric salt lake dried up. | Salar de Uyuni was formed. | 1 c | 1 d  2 d |
| During the wet season, the salt lake is covered with a thin sheet of water. | The salt flat is like a giant mirror that reflects the sky. |
|  | Salar de Uyuni is located in an extremely mountainous and remote area. | Visitors are forced to deal with many difficulties. And it takes a long time to get there. |  |  |

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| 3. After Reading | | | |
| p. 185 | | | |
| A | B | C | D |
| 1 unforgettable  2 vegetation  3 comparable  4 heaven  5 lodge  6 constructed  7 prehistoric  8 remote  9 complement  10 deal with | 1 constructed  2 deal with  3 comparable  4 vegetation  5 unforgettable | ***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: Reminders of a Constantly Changing Planet | |
| Main Ideas | 10. Salt flats are the remains of old dried-up salt lakes which are found in arid regions around the world.  6. Salt flats are not only fascinating to look at, but they also have practical uses.  1. There are many salt flats around the world, all which vary in size and shape.  4. Salt flats are reminders that we live on a constantly changing planet. |
| S. Detail | 8. What is a desert today might have been covered by ice at some point in its history. |
| Lesson 2 Summary: Salar de Uyuni | |
| Main Ideas | 3. Salar de Uyuni is the largest salt flat in the world.  5. Salar de Uyuni was formed when part of a salt lake, Lago Minchín, dried up.  2. It’s very difficult to get to Salar de Uyuni because of its mountainous location.  7. Visitors enjoy the incredible scenery and sleep in a salt hotel in Salar de Uyuni. |
| S. Detail | 9. Many visitors describe the view as something comparable to heaven on Earth. |

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| 2. Vocabulary Review | | |
| p. 187~188 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. evolved  2. heaven  3. construct  4. lodge  5. visually  6. mineral  Across  7. density  8. prehistoric  9. exception  10. remains  11. evaporates  12. evidence | 1 c  2 a  3 b  4 c  5 a  6 b  7 a  8 c  9 a  10 a | 1 an unforgettable  2 deal with  3 evidence  4 Notably  5 complement |

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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: Having Fun with Friends** |
| **Lesson 1: The Perfect Group Activity** |

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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 around  2 divide  3 impossible  4 neighborhood  5 enjoyable | 6 event  7 minimum  8 head  9 difficulty  10 brainstorm |

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| 2. During Reading | | | |
| p. 194~196 | | | |
| A | B | C | D |
| 1 b  2 a  3 b  4 b  5 b | B-1: P3 – Think about where you want to have your scavenger hunt. Then make a list of items.  P4 – Each team will have the same amount of time to find all the items on the list. | 1 b  2 d | 1 d |
| E | F |
| 1 d | 1 b  2 d |
| B-2 |
| 3  7  5  1  2  6  4 |

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| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 197 | | | |
| A | B | C | D |
| 1 around  2 enjoyable  3 minimum  4 divide  5 impossible  6 brainstorm  7 difficulty  8 head  9 neighborhood  10 event | 1 event  2 minimum  3 head  4 enjoyable  5 divide  6 impossible | ***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: A Clever Trick** |

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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 prove  2 subtract  3 digit  4 probability  5 know-how | 6 shocked  7 correspond  8 model  9 magic trick  10 guess |

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| 2. During Reading | | | |
| p. 202~204 | | | |
| A | B | C | D |
| 1 d  2 c  3 b  4 c  5 c | 1. Find a friend, and tell your friend you have learned how to read people’s minds, and you can prove it.  2. Ask your friend to pick a number between 2 and 9.  3. Tell your friend to multiply that number by 9.  4. Ask your friend to add those two numbers together.  5. Tell your friend to subtract 5 from the total.  6. Tell your friend to correspond their number to a letter in the alphabet.  7. Have your friend think of a country that begins with that letter.  8. Have your friend take the second letter of the country’s name and think of an animal that starts with that letter.  9. Tell your friend you are going to guess the country and the animal.  10. Pretend to think for thirty seconds.  11. Look at your friend and say “I didn’t know they had elephants in Denmark.” | 1 a  2 a | 1 a  2 c |
| E |  |
| 1 c |  |

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| 3. After Reading | | | |
| p. 205 | | | |
| A | B | C | D |
| 1 subtract  2 guess  3 probability  4 magic trick  5 model  6 digits  7 shocked  8 know-how  9 corresponds  10 prove | 1 know-how  2 subtract  3 corresponds  4 model  5 probability  6 prove | ***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: The Perfect Group Activity | |
| Main Ideas | 4. A scavenger hunt is a perfect group activity which is fun and easy to organize.  6. Before starting your scavenger hunt, you must choose where you want to have it and the things that you will have to find.  9. A scavenger hunt is when two or more groups compete to see which group can find a list of specific items the fastest.  8. The team who finishes first or who has found the most items on the list wins. |
| S. Detail | 1. Find three yellow erasers, a red pen, a dog-shaped pencil case, and a pink backpack. |
| Lesson 2 Summary: A Clever Trick | |
| Main Ideas | 3. Say to your friend, “I have learned how to read people’s minds.”  2. You can impress your friends with a great mind-reading trick that is based on mathematics and probability.  10. Then ask your friend to choose a country and an animal.  5. Say, “I didn’t know they had elephants in Denmark.” |
| S. Detail | 7. Five times nine equals forty-five. |

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| 2. Vocabulary Review | | |
| p. 207~208 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. probability  2. model  3. head  4. know-how  5. digit  Across  6. correspond  7. shocked  8. neighborhood  9. guess  10. around  11. magic trick  12. difficulty | 1 c  2 a  3 b  4 a  5 c  6 a  7 b  8 c  9 a  10 b | 1 divide  2 prove  3 impossible  4 difficulty  5 brainstorming |

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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.)* |