**Reading World 3**

|  |  |
| --- | --- |
| **Part 1**  **Unit 1 Animals: Birds of Prey**  Lesson 1 Haast’s Eagle  Lesson 2 Vultures  Review Connecting Lesson 1 & Lesson 2  **Unit 2 The Origins of Names: Places**  Lesson 1 A Big Name for a Little Place  Lesson 2 Done for Fame  Review Connecting Lesson 1 & Lesson 2  **Unit 3 Technology: Food Production**  Lesson 1 Feeding the World  Lesson 2 Lab-Grown Meat  Review Connecting Lesson 1 & Lesson 2  **Unit 4 Sports: Golf**  Lesson 1 The World’s Most Dangerous Golf Course  Lesson 2 Arnold Palmer: The King of Golf  Review Connecting Lesson 1 & Lesson 2  **Unit 5 Arts: Film**  Lesson 1 The Silent Era  Lesson 2 The Golden Age of Hollywood  Review Connecting Lesson 1 & Lesson 2 | **Part 2**  **Unit 6 Health: Psychology**  Lesson 1 Our Emotions  Lesson 2 What Is “Normal” Anyway?  Review Connecting Lesson 1 & Lesson 2  **Unit 7 Environmental Issues: Nuclear Energy**  Lesson 1 The Fukushima Nuclear Disaster  Lesson 2 A New Path for Nuclear Energy?  Review Connecting Lesson 1 & Lesson 2  **Unit 8 Smart Living: The Sharing Economy**  Lesson 1 Sharing Is More Than Caring  Lesson 2 Airbnb  Review Connecting Lesson 1 & Lesson 2  **Unit 9 Our Earth: Hot Springs and Geysers**  Lesson 1 Earth’s Natural Spas and Fountains  Lesson 2 Yellowstone National Park  Review Connecting Lesson 1 & Lesson 2  **Unit 10 A “How-to” Guide: Surviving in the Outdoors**  Lesson 1 Mastering Map and Compass Navigation  Lesson 2 Water, Water Everywhere and Not a Drop to Drink  Review Connecting Lesson 1 & Lesson 2 |

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

|  |  |  |
| --- | --- | --- |
| 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 disappearance  2 puncture  3 practically  4 diet  5 snap | 6 fauna  7 seize  8 specialize  9 scavenger  10 browse |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2. During Reading | | | | | | |
| p. 14~16 | | | | | | |
| A | B | | | | C | D |
| 1 d  2 a  3 b  4 c  5 a | B-1: | | | | 1 a  2 a | 1 c  2 d |
| New Zealand is so isolated. | | Animals on other continents couldn’t reach New Zealand so it has its own unique fauna. | |
| E | F |
| 1 b | 1 d |
| Land mammals were practically unknown. | | Birds evolved to take the place of land mammals. | |
| Haast’s eagle probably had enough power in its talons to snap a human’s neck, or to puncture a human skull. | | It may have been a danger to the Maori people, especially children. | |
| The moa disappeared. | | Haast’s eagle soon disappeared. | |
| B-2: | | | |
| Weight  Length  Ability fly  Favorite food | 9-15 kilograms  1.4 meters  Yes  Moa | | Up to 230 kilograms  No information  No  Plants |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 17 | | | |
| A | B | C | D |
| 1 puncture  2 snap  3 fauna  4 scavengers  5 diet  6 seize  7 Practically  8 browse  9 disappearance  10 specialized | 1 snap  2 practically  3 seize  4 disappearance | ***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.*** |

|  |  |
| --- | --- |
| **Unit 1** | **Lesson 2: Vultures** |

|  |  |  |
| --- | --- | --- |
| 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 transmit  2 lead to  3 infected  4 hygiene  5 exceptionally | 6 eyesight  7 poison  8 carcass  9 acid  10 specially |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 22~24 | | | | |
| A | B | | C | D |
| 1 c  2 b  3 d  4 a  5 b | B-1: | | 1 c  2 b | 1 d  2 b |
| They eat dead animals and stop the spread of disease. | They are of great value to humans. |
| Vultures’ stomach acid is exceptionally strong. | They can safely digest rotten carcasses infected with bacteria. | E | F |
| 1 d | 1 d |
| Flies, rats, and dogs are often found in human homes. | They can easily transmit disease to humans. |
| Farmers are giving their animals a drug called diclofenac. | Vultures are being poisoned. |
| Dead animals are left to rot, or are eaten by rats and wild dogs. | There are hygiene problems in some areas. |
| B-2: | |
| Europe, Asia, and Africa | North and South America |
| eyesight | eyesight and sense of smell |
| Fearsome appearance with a bald head | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 25 | | | |
| A | B | C | D |
| 1 acid  2 hygiene  3 poisoned  4 transmit  5 eyesight  6 carcass  7 infected  8 lead to  9 exceptionally  10 specially | 1 eyesight  2 hygiene  3 carcass  4 exceptionally  5 transmit | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 26 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Haast’s Eagle | |
| Main Ideas | 6. Haast’s eagle was the largest predator in New Zealand.  5. Haast’s eagle was a very large and impressive bird.  8. Haast’s eagle specialized in attacking and eating the moa, a browsing bird that couldn’t fly.  2. Haast’s eagle became extinct around 1400 AD after its prey disappeared. |
| S. Detail | 10. Haast’s eagle probably ate the dead moa over a number of days. |
| Lesson 2 Summary: Vultures | |
| Main Ideas | 3. Vultures are scavenging birds, feeding mostly on the carcasses of dead animals.  7. Vultures are specially adapted for scavenging.  1. Vultures help to stop the spread of disease and protect human health.  9. Vulture populations have declined, which has led to hygiene problems. |
| S. Detail | 4. Flies, rats, and dogs are often found in human homes. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 27~28 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. fauna  2. specially  3. acids  4. poison  5. diet  6. browse  Across  7. carcass  8. specialize  9. eyesight  10. disappearance  11. scavengers  12. infected | 1 a  2 b  3 c  4 a  5 b  6 c  7 a  8 b  9 a  10 a | 1 exceptionally  2 acids  3 seized  4 eyesight  5 punctured |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 2** | **The Origins of Names: Places** |
| **Lesson 1: A Big Name for a Little Place** |

|  |  |  |
| --- | --- | --- |
| 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 whenever  2 perhaps  3 list  4 translation  5 knee | 6 appropriate  7 beauty  8 erect  9 describe  10 eastern |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 34~36 | | | | |
| A | B | | C | D |
| 1 c  2 c  3 b  4 c  5 b | B-1: P2 – The name comes from the Maori language, and it tells a story about a man named Tamatea.  P3 – Today, if you visit this location, you’ll see a hill, grass, trees, and sheep.  B-2: | | 1 b  2 a | 1 d  2 b |
| E |  |
| 1 c |  |
| Tamatea | Taumata |
| 1, 4, 5, 7 | 2, 3, 6 |
|  | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 37 | | | |
| A | B | C | D |
| 1 Whenever  2 erected  3 list  4 beauty  5 Perhaps  6 translation  7 appropriate  8 knee  9 describe  10 eastern | 1 perhaps  2 describe  3 appropriate  4 whenever  5 eastern  6 erected | ***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.*** |

|  |  |
| --- | --- |
| **Unit 2** | **Lesson 2: Done for Fame** |

|  |  |  |
| --- | --- | --- |
| 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 challenging  2 hot spring  3 contestant  4 task  5 steamy | 6 yearly  7 citizen  8 reward  9 enter  10 wrongly |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 42~44 | | | | |
| A | B | | C | D |
| 1 d  2 b  3 a  4 b  5 b | B-1: P2 – In the 1950s, Hot Springs was a small town known for its hot springs.  P3 – The citizen of Hot Springs liked to listen to the radio trivia quiz *Truth or Consequences*. | | 1 a  2 d | 1 a  2 c  3 d |
| B-2: | | E |  |
| Contestants got the question wrong. | They had to perform a strange task. | 1 d |  |
| The tasks were so fun. | Most contestants chose to answer the questions wrongly. |
| In 1950, Ralph Edwards announced that he would perform his show in the town that changes its name to Truth or Consequences. | Hot Springs changed its name to Truth or Consequences. |
| Ralph Edwards enjoyed his visit to Truth or Consequences so much. | He continued to visit the town every May for nearly the rest of his life. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 45 | | | |
| A | B | C | D |
| 1 task  2 challenging  3 yearly  4 hot springs  5 enter  6 wrongly  7 citizen  8 steamy  9 contestant  10 rewarded | 1 contestant  2 citizen  3 wrongly  4 task  5 yearly  6 challenging | ***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.*** |

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

|  |  |
| --- | --- |
| 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 Big Name for a Little Place | |
| Main Ideas | 6. A famous hill in New Zealand has the longest place name in the world.  1. The name is in the Maori language. It tells a story about a man called Tamatea.  4. Taumata is a popular tourist destination, even though there isn’t much to see.  3. New Zealanders call the town “Taumata” to save time, but are still proud of the name and its connection with local Maori history. |
| S. Detail | 8. At Taumata they have erected a sign. |
| Lesson 2 Summary: Done for Fame | |
| Main Ideas | 9. Hot Springs, New Mexico was a small town known for its hot springs.  5. *Truth or Consequences* was a popular radio game show in the 1950s.  2. Hot Springs changed its name to Truth or Consequences so that the game show host would perform the show there.  7. The citizens of the town still celebrate with a fiesta on the first weekend in May. |
| S. Detail | 10. The hot springs poured out over 99 liters of water every second. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 47~48 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. knee  2. reward  3. citizen  4. steamy  5. hot spring  6. whenever  Across  7. task  8. beauty  9. describe  10. enter  11. eastern  12. wrongly | 1 c  2 b  3 a  4 b  5 c  6 b  7 a  8 a  9 b  10 c | 1 appropriate  2 contestant  3 describe  4 list  5 yearly |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 3** | **Technology: Food Production** |
| **Lesson 1: Feeding the World** |

|  |  |  |
| --- | --- | --- |
| 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 soar  2 alert  3 yield  4 household  5 agricultural | 6 scarcity  7 concentrated  8 crop  9 precise  10 satellite |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. During Reading | | | | | |
| p. 54~56 | | | | | |
| A | B | | | C | D |
| 1 b  2 a  3 c  4 d  5 c | B-1: P2 – Precision agriculture uses technology to increase farming efficiency and overall output.  P4 – Food waste is another major issue that food technology is solving.  B-2 | | | 1 d  2 d | 1 b  2 d |
| Precision Agriculture | Vertical Farming | Food Waste Apps | E | F |
| 2,4 | 1,3,7 | 5,6,8 | 1 a | 1 c |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 57 | | | |
| A | B | C | D |
| 1 precise  2 crops  3 household  4 concentrated  5 scarcity  6 yields  7 satellites  8 agricultural  9 alert  10 soared | 1 alert  2 scarcity  3 soared  4 concentrated  5 precise | ***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.*** |

|  |  |
| --- | --- |
| **Unit 3** | **Lesson 2: Lab-Grown Meat** |

|  |  |  |
| --- | --- | --- |
| 1. Pre-Reading | | |
| p. 58~59 | | |
| 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 edible  2 slaughter  3 breed  4 vegetarian  5 cruelty | 6 welfare  7 downside  8 revolutionary  9 incomprehensible  10 harvest |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 62~64 | | | | |
| A | B | | C | D |
| 1 b  2 c  3 d  4 c  5 b | B-1: P 3 – Lab-grown meat has two major upsides: helping the environment and stopping animal cruelty.  P 4 – The future is positive for the lab-grown meat industry.  B-2: | | 1 b  2 a | 1 b  2 d  3 d |
| Cause | Effect | E |  |
| People choose not to eat meat to protect the environment and to save animals. | Roughly 10% of people in the world are vegetarians. | 1 a |  |
| The meat is made through the scientific process of tissue engineering. | No animal needs to be fed, bred, or slaughtered. |
| Aleph Farms developed the first “slaughter-free” beef steak. | Zero cows were harmed in the process. |
| Global investors have shown interest in the revolutionary technology. | The number of start-up companies in the industry has skyrocketed. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 65 | | | |
| A | B | C | D |
| 1 vegetarian  2 revolutionary  3 bred  4 cruelty  5 incomprehensible  6 slaughtered  7 edible  8 welfare  9 downsides  10 harvested | 1 incomprehensible  2 cruelty  3 revolutionary  4 vegetarian  5 slaughtered  6 welfare | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 66 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Feeding the World | |
| Main Ideas | 2. Crops can be grown on a series of levels in concentrated spaces using the concept of vertical farming.  3. Food waste is another major issue that food technology, through social media and various apps, can solve.  5. Precision agriculture uses GPS tracking systems and satellite imagery to increase farming efficiency and overall output.  8. Food technology will hopefully allow us to efficiently feed more people and create a more sustainable world. |
| S. Detail | 6. Through apps like Leloca, customers receive alerts for sales on food. |
| Lesson 2 Summary: Lab-Grown Meat | |
| Main Ideas | 4. Clean meat essentially allows people to enjoy all of the positives of meat without any of its downsides.  7. The future of the lab-grown meat industry is positive, so you may soon be able to buy it from your local grocery store.  9. Lab-grown meat can help improve our environment and stop animal cruelty.  10. The scientific process of tissue engineering is used to make lab-grown meat. |
| S. Detail | 1. Land that is now used for farms to breed animals used to have trees on it. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 67~68 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. scarcity  2. vegetarian  3. downside  4. welfare  5. breeds  6. household  Across  1. soar  7. slaughter  8. edible  9. agricultural  10. yields  11. crop | 1 b  2 b  3 a  4 b  5 c  6 b  7 c  8 a  9 c  10 b | 1 edible  2 alert  3 precise  4 scarcity  5 revolutionary  6 household |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 4** | **Sports: Golf** |
| **Lesson 1: The World’s Most Dangerous Golf Course** |

|  |  |  |
| --- | --- | --- |
| 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 rebellious  2 unfairly  3 curiously  4 unwelcoming  5 blow up | 6 associate  7 armed  8 artificial  9 technically  10 zone |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 74~76 | | | | |
| A | B | | C | D |
| 1 a  2 c  3 c  4 d  5 d | B-1: P2 – The Camp Bonifas golf course is located in a military base next to the border between North and South Korea.  P3 – There is one simple par-3 hole at the Camp Bonifas golf course.  B-2 | | 1 a  2 b | 1 b  2 b |
| E |  |
| 1 c |
| Close to beaches, resorts, and hotels | Next to the border between North and South Korea in a war zone |
| 18 | 1 |
| Real grass | Artificial grass |
| Palm trees, waterfalls, lakes, caddies, fancy clubhouses, steak and champagne lunches | Landmines |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 77 | | | |
| A | B | C | D |
| 1 artificial  2 rebellious  3 blow up  4 armed  5 Technically  6 unwelcoming  7 unfairly  8 zone  9 associate  10 Curiously | 1 associate  2 zone  3 blow up  4 unwelcoming  5 artificial  6 unfairly | ***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.*** |

|  |  |
| --- | --- |
| **Unit 4** | **Lesson 2: Arnold Palmer: The King of Golf** |

|  |  |  |
| --- | --- | --- |
| 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 excel  2 stock market  3 charismatic  4 amateur  5 crash | 6 client  7 debut  8 recognizable  9 exceed  10 phenomenon |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. During Reading | | | |
| p. 82~84 | | | |
| A | B | C | D |
| 1 c  2 b  3 c  4 b  5 b | B-1: P3 – Arnold became so famous he was the world’s first superstar sportsperson.  P4 – Mark McCormack used television to make Arnold Palmer famous.  B-2  5  2  6  4  1  3 | 1 a  2 c | 1 c  2 d |
| E | F |
| 1 a | 1 d |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 85 | | | |
| A | B | C | D |
| 1 stock market  2 excelled  3 client  4 exceed  5 amateur  6 phenomenon  7 recognizable  8 crashed  9 charismatic  10 debut | 1 phenomenon  2 crashed  3 client  4 exceed  5 amateur  6 charismatic | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 86 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: The World’s Most Dangerous Golf Course | |
| Main Ideas | 4. Camp Bonifas is a military base located in the DMZ between North and South Korea.  10. A real golf course might replace “the most dangerous hole in golf” if North and South Korea reunite.  8. The Camp Bonifas golf course is very different from other golf courses.  6. The golf course is surrounded by landmines so the golfers must be very careful. |
| S. Detail | 3. There are no palm trees at the Camp Bonifas golf course. |
| Lesson 2 Summary: Arnold Palmer: The King of Golf | |
| Main Ideas | 7. Arnold Palmer became very famous and earned a lot of money as a pro golfer.  9. After turning professional in 1954, Arnold Palmer’s story as a pro golfer became very different to many others of his era.  2. Arnold was not only an amazing golfer but also perfect for TV marketing.  5. Arnold Palmer was one of the first examples of successful sports marketing. |
| S. Detail | 1. Arnold Palmer opened golf courses, clubhouses, and a restaurant. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 87~88 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. phenomenon  2. Technically  3. associate  4. zone  5. unfairly  6. blow up  Across  3. amateur  7. recognizable  8. client  9. armed  10. excel  11. unwelcoming | 1 c  2 a  3 b  4 c  5 a  6 a  7 b  8 c  9 b  10 a | 1 exceed  2 recognizable  3 crash  4 armed  5 rebellious |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 5** | **Arts: Film** |
| **Lesson 1: The Silent Era** |

|  |  |  |
| --- | --- | --- |
| 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 employ  2 entertainment  3 accompany  4 comment  5 technician | 6 dialogue  7 represent  8 frequently  9 thunder  10 emphasize |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 94~96 | | | | |
| A | B | | C | D |
| 1 d  2 c  3 b  4 c  5 b | B-1: P2 – Silent films didn’t have dialogue, so musicians in the theater played music from a score to accompany the film.  P3 – Larger cinemas employed many musicians and technicians, while smaller cinemas made do with one pianist.  B-2: | | 1 c  2 a | 1 c |
| 1. They used live music and sound effects created by musicians and technicians.  2. They used intertitles on the screen to explain the story.  3. Actors emphasized body language and facial expressions.  4. The film was dyed various colors.  5. They were very popular in the late 19th century to the late 1920s. | 1. The first sound film was released in 1927.  2. They used a recorded soundtrack.  3. They put many professional musicians out of work. | E | F |
| 1 a | 1 c  2 b |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 97 | | | |
| A | B | C | D |
| 1 thunder  2 accompany  3 entertainment  4 comment  5 dialogue  6 employs  7 represents  8 frequently  9 technician  10 emphasize | 1 accompany  2 emphasize  3 dialogue  4 technician  5 represents  6 frequently | ***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.*** |

|  |  |
| --- | --- |
| **Unit 5** | **Lesson 2: The Golden Age of Hollywood** |

|  |  |  |
| --- | --- | --- |
| 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 issue  2 emerge  3 assembly  4 description  5 option | 6 standardize  7 belong  8 relatively  9 craft  10 aspect |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 102~104 | | | | |
| A | B | | C | D |
| 1 a  2 c  3 d  4 a  5 a | B-1: | | 1 d  2 c | 1 c  2 b |
| The Golden Age of Hollywood | After the Golden Age of Hollywood |
| 2, 5, 6 | 1, 3, 4 | E |  |
| B-2: | | 1 d |  |
| Henry Ford invented a new way of making cars quickly and cheaply. It influenced the movie industry. | The result was a new way of making movies. |
| The “Hollywood studio system” standardized the way movies were produced. | A large number of films were made, and they were all quite similar. |
| The studios were producing hundreds of movies a year. | Many great movies emerged from this period of “assembly-line” film-making. |
| Movie ticket sales started falling. | The Golden Age of Hollywood ended in the 1960s. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 105 | | | |
| A | B | C | D |
| 1 issue  2 emerged  3 assembly  4 standardize  5 craft  6 description  7 relatively  8 aspect  9 options  10 belong | 1 aspect  2 assembly  3 relatively  4 options  5 issue  6 emerged | ***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.*** |

|  |  |
| --- | --- |
| **Unit 5** | **Review: Connecting Lesson 1 and Lesson 2** |

|  |  |
| --- | --- |
| 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 Silent Era | |
| Main Ideas | 9. From the late 19th century to the late 1920s, silent films were very popular.  6. Silent films had no dialogue, but musicians produced live music and sound effects.  3. In silent films, intertitles were displayed and actors emphasized body language and facial expressions.  1. After the release of the first sound film in 1927, silent films gradually disappeared. |
| S. Detail | 8. Some cinemas employed a whole orchestra. |
| Lesson 2 Summary: The Golden Age of Hollywood | |
| Main Ideas | 10. The Golden Age of Hollywood was from 1927 to 1961.  7. Many great movies emerged from this period of assembly-line film-making.  2. The Hollywood studio system standardized the way movies were produced.  5. The Golden Age of Hollywood ended as movie ticket sales started falling. |
| S. Detail | 4. Henry Ford’s car was called the Model T. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 107~108 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. belong  2. standardize  3. entertainment  4. technician  5. comment  6. thunder  Across  7. description  8. emphasize  9. represents  10. crafts  11. relatively  12. assembly | 1 c  2 a  3 b  4 a  5 c  6 a  7 b  8 c  9 a  10 b | 1 accompany  2 comment  3 frequently  4 emerge  5 option  6 entertainment |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 6** | **Health: Psychology** |
| **Lesson 1: Our Emotions** |

|  |  |  |
| --- | --- | --- |
| 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 emotional  2 variety  3 doubt  4 nervous  5 anger | 6 joy  7 state  8 overwhelmed  9 loneliness  10 excitement |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 114~116 | | | | |
| A | B | | C | D |
| 1 b  2 a  3 c  4 b  5 d | B-1: P3 – Sometimes our emotions trick us, but it is possible to overcome them. This is an important life lesson.  P4 – When our emotions fall out of our control, we should find someone who can help us. | | 1 a  2 d | 1 b  2 c |
| B-2: | | E |  |
| Problems | Solutions | 1 d  2 a |  |
| 1, 5, 7 | 2, 3, 4, 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 117 | | | |
| A | B | C | D |
| 1 nervous  2 overwhelmed  3 emotional  4 joy  5 doubt  6 loneliness  7 excitement  8 anger  9 variety  10 state | 1 state  2 doubt  3 joy  4 nervous  5 variety | ***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.*** |

|  |  |
| --- | --- |
| **Unit 6** | **Lesson 2: What Is “Normal” Anyway?** |

|  |  |  |
| --- | --- | --- |
| 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 isolation  2 prefer  3 medication  4 individually  5 side effect | 6 cure  7 suppress  8 definition  9 inform  10 conclude |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 122~124 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 a  4 d  5 d | B-1: P2 – Lots of kids have problems, but solutions need to be found that do not try to change a child’s natural behavior.   |  | | --- | | P3- Some kids do not feel that they fit in with normal school life, so it’s important they know they can talk to an adult. | | | 1 b  2 a | 1 b  2 c  3 b |
| B-2: | |
| 1. Students can function in a modern classroom.  2. Other students are not distracted.  3. Teachers’ jobs are made easier. | 1. Medicines may have side effects.  2. Medicine can sometimes suppress the good sides of a child's character as well as the bad. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 125 | | | |
| A | B | C | D |
| 1 medication  2 conclude  3 isolation  4 prefer  5 inform  6 suppress  7 side effect  8 cure  9 Individually  10 definition | 1 conclude  2 definition  3 inform  4 prefer  5 suppress  6 individually | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 126 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Our Emotions | |
| Main Ideas | 4. Emotions are part of us, but we have control over the way we feel.  5. Sometimes we feel bad, but we must remember that good feelings will return to us.  7. Sometimes our emotions fall out of control, but we have the power to get help.  9. Overcoming the emotions that hold us back is an important lesson of life. |
| S. Detail | 2. Maybe your brother wanted to play you at chess, but you were really angry after losing the last game. |
| Lesson 2 Summary: What Is “Normal” Anyway? | |
| Main Ideas | 3. Many children have problems. Some are overactive and some are depressed.  8. Medication is often given to children to regulate their emotions and to change their behaviors.  6. Medication is not always bad, but it may have side effects.  10. We need to think about the best ways to help children overcome their problems. |
| S. Detail | 1. In a modern classroom, lessons are taught to many students at a time. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 127~128 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. side effects  2. doubt  3. isolation  4. anger  5. prefer  6. medication  Across  3. individually  7. excitement  8. emotional  9. nervous  10. variety  11. loneliness | 1 b  2 a  3 b  4 b  5 a  6 b  7 c  8 b  9 a  10 c | 1 doubt  2 joy  3 suppress  4 prefer  5 cure  6 isolation |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 7** | **Environmental Issues: Nuclear Energy** |
| **Lesson 1: The Fukushima Nuclear Disaster** |

|  |  |  |
| --- | --- | --- |
| 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 magnitude  2 radius  3 tsunami  4 restore  5 abandon | 6 infant  7 leak  8 evacuation  9 radiation  10 infrastructure |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. During Reading | | | |
| p. 134~136 | | | |
| A | B | C | D |
| 1 b  2 c  3 a  4 d  5 c | B-1: P3 – Residents around the power plant were worried about being exposed to leaked radiation.  P4 – The disaster caused concern about the environment and people’s health. | 1 c  2 c | 1 b  2 a |
| B- 2 | E |  |
| 1  5  6  3  4  2 | 1 d |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 137 | | | |
| A | B | C | D |
| 1 restored  2 radiation  3 leaked  4 radius  5 infrastructure  6 tsunami  7 evacuation  8 abandon  9 magnitude  10 infants | 1 abandon  2 tsunami  3 magnitude  4 infants  5 restored | ***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.*** |

|  |  |
| --- | --- |
| **Unit 7** | **Lesson 2: A New Path for Nuclear Energy?** |

|  |  |  |
| --- | --- | --- |
| 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 optimistic  2 figure  3 extensively  4 virtually  5 convince | 6 sophisticated  7 function  8 overlook  9 reliability  10 hazardous |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. During Reading | | | | | |
| p. 142~144 | | | | | |
| A | B | | | C | D |
| 1 c  2 c  3 a  4 c  5 a | B-1: P 3 – One of the major priorities with the TWR is safety.  P 4 – The TWR is sustainable and eco-friendly, and therefore perfect for dealing with climate change.  B-2: | | | 1 b  2 d | 1 d  2 a |
|  | Current Reactors | TWR | E |  |
| Cooling Method | cooled with water | cooled with liquid sodium | 1 d  2 c |  |
| Safety Testing | less precise and accurate | uses incredibly sophisticated computer models |
| Fuel Source | run on enriched uranium | runs on used uranium |
| Waste | do not recycle waste from the reactor | fuels itself with its own waste |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 145 | | | |
| A | B | C | D |
| 1 hazardous  2 virtually  3 overlooking  4 functions  5 optimistic  6 reliability  7 figures  8 sophisticated  9 convince  10 extensively | 1 functions  2 overlooking  3 convince  4 virtually  5 sophisticated  6 optimistic | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 146 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: The Fukushima Nuclear Disaster | |
| Main Ideas | 2. The disaster in Fukushima helped change the image of nuclear energy from positive to negative.  4. In March 2011, a disastrous chain reaction was started when a tsunami hit the Fukushima Daiichi Nuclear Power Plant.  5. The future is uncertain for nuclear energy, as it has both upsides and downsides.  7. The government ordered an evacuation of the surrounding area to protect residents against leaked radiation. |
| S. Detail | 8. If females are exposed to radiation as infants, they have a 70% higher risk of developing thyroid cancer. |
| Lesson 2 Summary: A New Path for Nuclear Energy? | |
| Main Ideas | 1. The TWR has great potential to provide the world with a safe and reliable energy source.  6. The TWR is safer than modern nuclear reactors.  9. The TWR is ideal for dealing with climate change because it is sustainable and eco-friendly.  10. Bill Gates has invested in a company that aims to create a safer and more eco-friendly nuclear reactor called the Traveling Wave Reactor. |
| S. Detail | 3. Liquid sodium functions at a lower temperature than water. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 147~148 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. radius  2. tsunamis  3. convinced  4. leaks  5. abandoned  6. virtually  7. figure  Across  1. restored  8. evacuation  9. extensively  10. hazardous  11. radiation | 1 b  2 c  3 c  4 c  5 a  6 b  7 c  8 a  9 b  10 c | 1 radius  2 sophisticated  3 overlooking  4 figure  5 virtually  6 infrastructure |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 8** | **Smart Living: The Sharing Economy** |
| **Lesson 1: Sharing Is More Than Caring** |

|  |  |  |
| --- | --- | --- |
| 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 contract  2 belongings  3 transaction  4 peer  5 income | 6 regulation  7 entrepreneur  8 passive  9 split  10 expectation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 154~156 | | | | |
| A | B | | C | D |
| 1 c  2 b  3 d  4 a  5 c | B-1: P 2 – The sharing economy provides a way for people to sell, rent, or share their personal belongings.  P 4 – There are negative aspects of the sharing economy that one must consider before entering it.  B-2: | | 1 b  2 c | 1 c  2 d |
| Pros | Cons | E |  |
| 3,4,5,8 | 1,2,6,7 | 1 a |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 157 | | | |
| A | B | C | D |
| 1 belongings  2 split  3 passive  4 peers  5 transactions  6 income  7 entrepreneur  8 expectations  9 regulation  10 contract | 1 income  2 entrepreneur  3 passive  4 regulation  5 split | ***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.*** |

|  |  |
| --- | --- |
| **Unit 8** | **Lesson 2: Airbnb** |

|  |  |  |
| --- | --- | --- |
| 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 adventure  2 book  3 local  4 post  5 trustworthiness | 6 arrange  7 accommodation  8 property  9 native  10 commission |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 162~164 | | | | |
| A | B | | C | D |
| 1 b  2 b  3 a  4 d  5 d | B-1: P 4 – Airbnb is a growing business, and is considered one of the best businesses for homeowners.  P 5 – Airbnb now provides more than just a place to spend a night in a local’s home.  B-2: | | 1 c  2 b | 1 a  2 c |
| E |  |
| 1 b  2 b |  |
| Cause | Effect |
| Many people are traveling to live like a local. | People are booking Airbnb accommodations. |
| Joe Gebbia and Brian Chesky rented out three airbeds on their living room floor. | They came up with the idea for Airbnb. |
| Airbnb is known for its reliability and trustworthiness.  Airbnb provides what no hotel can – a personal and meaningful opportunity to live like a local. | Airbnb has grown. |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 165 | | | |
| A | B | C | D |
| 1 local  2 property  3 commission  4 posted  5 trustworthiness  6 booked  7 adventures  8 accommodation  9 native  10 arranged | 1 posted  2 trustworthiness  3 booked  4 arranged  5 accommodation | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 166 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Sharing Is More Than Caring | |
| Main Ideas | 3. There are some downsides to the sharing economy that people should be aware of.  6. The sharing economy is a growing industry that is changing the way we buy and sell things.  8. The sharing economy allows individuals to buy, sell, lend, or borrow personal belongings.  9. There are numerous advantages to using the sharing economy. |
| S. Detail | 1. Rides with peer-to-peer service drivers are cheaper if you split the cost with another rider. |
| Lesson 2 Summary: Airbnb | |
| Main Ideas | 2. Airbnb is now a thriving online marketplace that connects hosts with guests through their website.  4. In addition to allowing guests to live like a local, Airbnb allows guests to book unique adventures.  7. Airbnb allows guests to affordably live like a local while traveling.  10. Airbnb is a growing business and is one of the best businesses for homeowners. |
| S. Detail | 5. For each booking that is made, Airbnb earns a commission. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 167~168 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. expectations  2. post  3. peer  4. commission  5. book  6. belongings  Across  7. local  8. adventure  9. contract  10. passive  11. accommodation  12. entrepreneur | 1 c  2 c  3 b  4 c  5 c  6 a  7 a  8 c  9 a  10 b | 1 transaction  2 income  3 split  4 adventure  5 property |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 9** | **Our Earth: Hot Springs and Geysers** |
| **Lesson 1: Earth’s Natural Spas and Fountains** |

|  |  |  |
| --- | --- | --- |
| 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 plumbing  2 molten  3 interior  4 volcanic  5 geothermal | 6 eruption  7 portion  8 capable  9 crust  10 shame |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 174~176 | | | | |
| A | B | | C | D |
| 1 a  2 c  3 b  4 c  5 a | B-1: | | 1 c  2 d | 1 b  2 c |
| 1. Water enters the Earth’s interior through cracks or holes in the Earth’s crust.  2. Water has contact with the hot rocks and gets heated.  3. Water travels back to the Earth’s surface through natural pipes. | Hot springs are formed. |
| B-2:  1. Water comes in contact with magma.  2. The water becomes extremely hot.  3. If the plumbing is just right, the water builds up steam pressure.  4. The water explodes out of the Earth. | | E | F |
| 1 d | 1 a |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 177 | | | |
| A | B | C | D |
| 1 interior  2 portion  3 capable  4 Volcanic  5 crust  6 Geothermal  7 molten  8 shame  9 plumbing  10 eruption | 1 molten  2 portion  3 shame  4 plumbing  5 eruption  6 interior | ***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.*** |

|  |  |
| --- | --- |
| **Unit 9** | **Lesson 2: Yellowstone National Park** |

|  |  |  |
| --- | --- | --- |
| 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 primarily  2 unlike  3 predictable  4 search  5 metropolitan | 6 found  7 rural  8 somewhat  9 widespread  10 immerse |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 182~184 | | | | |
| A | B | | C | D |
| 1 b  2 d  3 b  4 c  5 b | B-1: P2 – Yellowstone National Park is located in a remote part of Wyoming, U.S.A.  P3 – Yellowstone National Park is centered over the largest active volcano in North America. | | 1 a  2 c | 1 d  2 a |
| B-2: | | E |  |
| Old Faithful Geyser | It’s one of the most predictable.  It erupts approximately once every 35 to 120 minutes. | 1 a |  |
| Steamboat Geyser | It’s the largest active geyser in the world. |  |  |
| Riverside Geyser | Its eruptions are an impressive 20 minutes long. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 185 | | | |
| A | B | C | D |
| 1 somewhat  2 widespread  3 founded  4 primarily  5 search  6 rural  7 predictable  8 Unlike  9 immerse  10 metropolitan | 1 metropolitan  2 rural  3 widespread  4 primarily  5 somewhat  6 unlike | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 186 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Earth’s Natural Spas and Fountains | |
| Main Ideas | 3. Hot springs are ponds, pools, or lakes that are heated by natural underground sources.  10. Geysers are extremely rare because very special conditions are needed for them to form.  5. When the heated water explodes out of the Earth, it’s called a geyser.  7. Hot springs and geysers are some of the world’s greatest natural attractions. |
| S. Detail | 2. If you visit a hot spring or geyser, take lots of pictures. |
| Lesson 2 Summary: Yellowstone National Park | |
| Main Ideas | 8. Yellowstone National Park is located in Wyoming, U.S.A.  4. The park is centered over the largest active volcano in North America, so it’s full of volcanic activity.  6. The park is also full of exciting wildlife, beautiful scenery, and lots of outdoor activities.  1. Hot springs and geysers are the park’s most well-known attractions. |
| S. Detail | 9. If you are planning to visit the park, don’t worry about a volcanic eruption. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 187~188 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. predictable  2. metropolitan  3. shame  4. unlike  5. volcanic  6. interior  Across  7. found  8. geothermal  9. eruption  10. crust  11. immerse  12. plumbing | 1 b  2 a  3 b  4 c  5 a  6 b  7 c  8 a  9 b  10 c | 1 portion  2 molten  3 predictable  4 immersed  5 rural  6 somewhat |

|  |
| --- |
| 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.)* |

|  |  |
| --- | --- |
| **Unit 10** | **A “How-to” Guide: Surviving in the Outdoors** |
| **Lesson 1: Mastering Map and Compass Navigation** |

|  |  |  |
| --- | --- | --- |
| 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 mark  2 align  3 arrow  4 orient  5 navigation | 6 magnetic  7 prerequisite  8 degree  9 definite  10 position |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. During Reading | | | |
| p. 194~196 | | | |
| A | B | C | D |
| 1 c  2 b  3 d  4 a  5 c | 5  7  2  11  4  9  1  8  3  10  6 | 1 b  2 d | 1 b |
| E |  |
| 1 d  2 b |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 197 | | | |
| A | B | C | D |
| 1 position  2 orient  3 definite  4 degrees  5 magnetic  6 prerequisite  7 aligned  8 arrows  9 Mark  10 navigation | 1 prerequisite  2 aligned  3 arrows  4 position  5 definite | ***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.*** |

|  |  |
| --- | --- |
| **Unit 10** | **Lesson 2: Water, Water Everywhere and Not a Drop to Drink** |

|  |  |  |
| --- | --- | --- |
| 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 harmful  2 microorganism  3 container  4 contaminate  5 sediment | 6 venture  7 purify  8 debris  9 formula  10 parasite |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2. During Reading | | | | |
| p. 202~204 | | | | |
| A | B | | C | D |
| 1 c  2 c  3 b  4 c  5 d | B-1: P2 – In the wilderness, you need to choose your water source carefully.  P4 – The two most popular chemicals for purifying water are iodine and bleach. | | 1 a  2 d | 1 b |
| B-2 | | E |  |
| Water that you can drink | Water that you cannot drink | 1 c  2 b |  |
| 2, 4, 8 | 1, 3, 5, 6, 7 |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. After Reading | | | |
| p. 205 | | | |
| A | B | C | D |
| 1 debris  2 harmful  3 contaminate  4 sediment  5 venture  6 formula  7 container  8 metal  9 parasite  10 purify | 1 formula  2 venture  3 contaminate  4 sediment  5 harmful | ***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.*** |

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

|  |  |
| --- | --- |
| 1. Summary and Discussion | |
| A. Main Ideas and Supporting Details | |
| p. 206 (Note, the main ideas can be in any order) | |
| Lesson 1 Summary: Mastering Map and Compass Navigation | |
| Main Ideas | 4. If you enjoy outdoor activities, you should learn how to use a map and compass.  2. First, you need to understand an orienteering compass and its five parts.  8. Mark your starting and ending points on the map, and align the orienting lines with the meridian lines on the map.  5. Hold the compass, align the compass needle with the orienting arrow, and walk where the direction of travel arrow points you. |
| S. Detail | 9. GPS systems are not 100% reliable. |
| Lesson 2 Summary: Water, Water Everywhere and Not a Drop to Drink | |
| Main Ideas | 7. Purify the water before you drink it because it might be contaminated.  1. Always get water from a clean, fast-flowing stream or river, and avoid collecting dirt and debris.  3. The two most common ways to purify water are boiling and using chemicals.  10. Purifying water is a great survival skill to learn, especially for outdoor enthusiasts. |
| S. Detail | 6. In an emergency anything can happen. |

|  |  |  |
| --- | --- | --- |
| 2. Vocabulary Review | | |
| p. 207~208 | | |
| A Crossword Puzzle | B Word Definition | C Words in Context |
| Down  1. degree  2. orient  3. parasites  4. venture  5. formula  6. sediment  Across  1. definite  3. prerequisite  7. magnetic  8. arrow  9. navigation  10. container | 1 b  2 a  3 c  4 a  5 b  6 a  7 c  8 a  9 b  10 c | 1 align  2 purify  3 debris  4 container |

|  |
| --- |
| 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.)* |