

# Reading Town 2

<p><b>Part 1</b></p> <p><b>Unit 1 Animals: Ocean Giants</b>  Lesson 1 Killer Sharks  Lesson 2 Whales Like Us  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 2 The Origins of Names:  A Sandwich and a Pizza</b>  Lesson 1 The Earl's Lunch  Lesson 2 A Pizza Fit for a Queen  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 3 Technology: Energy</b>  Lesson 1 Revolutionary Steam  Lesson 2 Power From the Breeze  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 4 Sports: Soccer</b>  Lesson 1 Soccer or Football?  Lesson 2 A Soccer Success  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 5 Arts: Opera</b>  Lesson 1 An Italian Success Story  Lesson 2 Appreciating Opera  Review Connecting Lesson 1 &amp; Lesson 2</p>	<p><b>Part 2</b></p> <p><b>Unit 6 Health: Human Muscles</b>  Lesson 1 Marvelous Muscles  Lesson 2 Muscle Man  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 7 Environmental Issues:  Rainforests</b>  Lesson 1 The Amazing Amazon  Lesson 2 Saving the Rainforest  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 8 People and Culture:  The Iroquois</b>  Lesson 1 The People of the Longhouse  Lesson 2 Thanks to the Little People  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 9 Our Earth: Glaciers</b>  Lesson 1 Rivers of Ice  Lesson 2 Franz Joseph Glacier  Review Connecting Lesson 1 &amp; Lesson 2</p> <p><b>Unit 10 A "How-to" Guide:  Do It Yourself</b>  Lesson 1 Homemade Fashion  Lesson 2 Spy Games  Review Connecting Lesson 1 &amp; Lesson 2</p>
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Unit 1	Animals: Ocean Giants
	Lesson 1: Killer Sharks?

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

1. Pre-Reading	
p. 12	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 encounter</p> <p>2 species</p> <p>3 research</p> <p>4 layer</p> <p>5 victim</p> <p>6 definitely</p> <p>7 explore</p> <p>8 naturally</p>

2. During Reading			
p. 14~16			
A	B	C	D
1 c	B-1 1 c 2 c	1 b	1 a
2 a		2 a	2 c
3 c	B-2	E	F
4 b	Sharks are curious when they	Sharks bite people.	1 a
5 b	encounter humans.	2 b	1 c
	Humans have a lot of bones.	It is difficult for sharks to eat humans.	
	A human lying on a surfboard looks like a seal.	Sharks mistake people for seals.	

	Humans kill almost 40 million sharks a year.	Sharks should be afraid of people.		
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3. After Reading			
p. 17			
A-1	A-2	B	C
1 victim 2 explored 3 encounter 4 layers 5 species 6 research 7 definitely 8 naturally	1 definitely 2 species 3 naturally 4 encounter 5 research 6 victim	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 1	Lesson 2: Whales Like Us
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1. Pre-Reading	
p. 18	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows two humpback whales.)</i></p>	<p>1 lungs</p> <p>2 similarity</p> <p>3 occasion</p> <p>4 lifespan</p> <p>5 depend on</p> <p>6 support</p> <p>7 adapt</p> <p>8 communicate</p>

2. During Reading				
p. 20~22				
A	B		C	D
1 b	B-1    1 a   2 d		1 b	1 c
2 c			2 c	2 b
3 b	B-2			
4 c	Similarities	Differences	E	F
5 a	<p>1 Both breath <b>air</b>.</p> <p>2 Both have warm <b>blood</b>.</p> <p>3 Both feed their babies <b>milk</b>.</p> <p>4 Both have some <b>hair</b>.</p> <p>5 Both need <b>sleep</b>.</p> <p>6 Both have about the same <b>lifespan</b>.</p> <p>7 Both communicate using <b>sounds</b>.</p>	<p>1 Whales live in <b>water</b>.</p> <p>2 Only one half of the whale's brain <b>sleeps while the other half is awake</b>.</p> <p>3 Whales have different <b>lungs</b>.</p>	1 c	1 b 2 c

3. After Reading			
p. 23			
A-1	A-2	B	C
1 occasions 2 lifespan 3 lungs 4 adapted 5 similarities 6 supported 7 communicate 8 Depending on	1 similarities 2 occasions 3 adapted 4 supported 5 communicate	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 1</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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1. Summary and Discussion		
A. Main Ideas and Supporting Details		
p. 24 (Note, the main ideas can be in any order)		
Lesson 1 Summary: Killer Sharks?		
Main Ideas	3. Sometimes sharks bite humans because they are curious about us. 4. Other times sharks mistake humans for tasty seals. 7. Sharks probably only bite humans once because humans have a lot of bones.	
Supporting Detail	1. A surfer looks like a seal.	
Lesson 2 Summary: Whales Like Us		
Main Ideas	8. Whales and humans both need sleep. 2. Whales are different from humans because they have special lungs. 6. Whales and humans have similar lifespans, and an ability to communicate.	
Supporting Detail	5. One half of the whale’s brain sleeps while the other half is awake.	
B. Discussion		
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher’s discretion to decide how to teach and answer this section.)</i>		
2. Vocabulary Review		
p. 25		
A Word Definition	B Crossword Puzzle	
1 c	<u>Down</u>	<u>Across</u>
2 a	1. victim	5. depends on
3 b	2. communicate	6. lifespan
4 a	3. layer	7. definitely
5 b	4. lungs	8. research
6 a		
7 a		
8 b		

Unit 2	The Origins of Names: A Sandwich and a Pizza
	Lesson 1: The Earl's Lunch

Warm up
p 27
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 28	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 elsewhere</p> <p>2 navy</p> <p>3 false</p> <p>4 slice</p> <p>5 politics</p> <p>6 probably</p> <p>7 undoubtedly</p> <p>8 filling</p>

2. During Reading			
p. 30~32			
A	B	C	D
1 b	B-1	1 b	1 a
2 b	1 b 2 b	2 c	2 c
3 b	B-2	E	F
4 c	One popular story about the Earl: 2, 3, 6		
5 b	The story that is most likely to be true: 1, 4, 5		
		1 a	1 c
		2 b	

3. After Reading			
p. 33			
A-1	A-2	B	C
1 elsewhere 2 undoubtedly 3 politics 4 probably 5 false 6 slices 7 navy 8 filling	1 filling 2 elsewhere 3 slices 4 false	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>



Unit 2		Lesson 2: A Pizza Fit for a Queen				
1. Pre-Reading						
p. 34						
A				B		
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows an Italian style pizza. The students may know that it is a pizza Margherita.)</i></p>				<p>1 might</p> <p>2 in common</p> <p>3 crown</p> <p>4 patriotic</p> <p>5 international</p> <p>6 base</p> <p>7 invention</p> <p>8 paste</p>		
2. During Reading						
p. 36~38						
A	B			C	D	
1 a	B-1: 1 a    2 c			1 b	1 b	
2 b				2 a	2 a	
3 c	B-2			E	F	
4 a	1. Popular in the 19 <sup>th</sup> century		1. Invented in the 19 <sup>th</sup> century		1 c	
5 c	2. Named after Naples		2. Named after Queen Margherita			2 b
	3. Ingredients: bread base, cheese, and tomato paste		3. Ingredients: bread base, cheese, tomato paste and basil.			
3. After Reading						
p. 39						
A-1		A-2		B	C	
<p>1 base</p> <p>2 patriotic</p> <p>3 invention</p> <p>4 paste</p> <p>5 international</p> <p>6 in common</p> <p>7 might</p> <p>8 crowned</p>		<p>1 invention</p> <p>2 might</p> <p>3 international</p> <p>4 in common</p> <p>5 base</p>		<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>	

<b>Unit 2</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 40 ( <i>Note, the main ideas can be in any order</i> )	
<b>Lesson 1 Summary: The Earl's Lunch</b>	
Main Ideas	<p>3. The sandwich was invented by John Montague, the 4<sup>th</sup> Earl of Sandwich.</p> <p>7. The Earl worked with the navy and in politics</p> <p>5. The Earl put his lunch between two pieces of bread and ate it while he worked because he was busy.</p>
Supporting Detail	2. The Earl probably got the idea for a sandwich from other similar foods.
<b>Lesson 2 Summary: A Pizza Fit for a Queen</b>	
Main Ideas	<p>8. The people of Naples created a new kind of pizza for the new queen.</p> <p>4. The pizza Margherita has red tomatoes, white cheese and green basil.</p> <p>1. In 19<sup>th</sup> century Italy, pizza was very popular.</p>
Supporting Detail	6. Not all restaurants serve pizza Margherita with buffalo cheese.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>			
p. 41			
<b>A Word Definition</b>		<b>B Crossword Puzzle</b>	
1 b	5 c	<u>Down</u>	<u>Across</u>
2 b	6 a	1. filling	5. patriotic
3 b	7 c	2. politics	6. elsewhere
4 a	8 a	3. crown	7. in common
		4. navy	8. might

Unit 3	Technology: Energy
	Lesson 1: Revolutionary Steam

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

1. Pre-Reading	
p. 44	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The train works by creating steam in a boiler then using the pressure of the steam to drive the wheels. In the past there were steam powered ships, steam powered cars, and steam powered machinery)</i></p>	<p>1 influence</p> <p>2 transportation</p> <p>3 capture</p> <p>4 technology</p> <p>5 deliver</p> <p>6 efficient</p> <p>7 kettle</p> <p>8 factory</p>

2. During Reading			
p. 46~48			
A	B	C	D
1 b	B-1: 2, 4, 1, 3, 5	1 a	1 b
2 c		2 b	2 c
3 c	B-2		
4 b	First Steam Engines	Later Steam Engines	E
5 c	Late 17 <sup>th</sup> century They were used to power water pumps.  Not really	Late 18 <sup>th</sup> century They were used to power factories, boats, trains and other machines.  Yes, they changed the world forever.	F

3. After Reading			
p. 49			
A-1	A-2	B	C
1 efficient 2 capture 3 transportation 4 influence 5 delivered 6 Technology 7 kettle 8 Factories	1 capture 2 delivered 3 transportation 4 influence 5 efficient	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 3</b>	<b>Lesson 2: Power From the Breeze</b>
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1. Pre-Reading	
p. 50	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: Electricity is produced in generation plants. The plants can be powered by oil, coal, gas, rivers, nuclear fission, the sun, ocean currents, or wind.)</i></p>	<p>1 landscape</p> <p>2 blade</p> <p>3 source</p> <p>4 rise</p> <p>5 spin</p> <p>6 remain</p> <p>7 generator</p> <p>8 advantage</p>

2. During Reading				
p. 52~54				
A	B		C	D
1 c	B-1		1 c	1 c
2 c	For	Against	2 a	2 a
3 a	1. Wind is an endless <b>source of clean energy.</b> 2. Wind has been <b>used by humans for a long time.</b> 3. Wind remains an important part <b>of a greener future.</b>  Wind turbines might be the <b>best solution</b> for some areas	1. Wind turbines cause <b>some problems.</b> 2. The fast moving blades are <b>a danger to birds.</b> 3. Wind turbine towers look <b>ugly and ruin the landscape</b> 4. The cost is high.  Wind turbines might not be the <b>best solution</b> for some areas.		
4 a				
5 a				
	B-2:  Fact  Fact  Opinion  Opinion		E	F
			1 b	1 a
			2 a	
			3 b	

3. After Reading			
p. 55			
A-1	A-2	B	C
1 source 2 rise 3 advantages 4 landscape 5 generator 6 blades 7 spin 8 remain	1 remain 2 spin 3 source 4 rise 5 advantages	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 3</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 56 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: Revolutionary Steam</b>	
Main Ideas	<p>2. James Watt made the steam engine more efficient and this changed everything.</p> <p>3. The first steam machines were not very useful.</p> <p>6. By the end of the 18<sup>th</sup> century, steam engines were powering factories, boats, trains and other machines.</p>
Supporting Detail	8. A whistling kettle means that the water has boiled.
<b>Lesson 2 Summary: Power from the Breeze</b>	
Main Ideas	<p>1. Although wind turbines are clean, they do have some disadvantages.</p> <p>5. Wind turbines are a great way to create clean electricity.</p> <p>7. People have been using the wind for hundreds of years.</p>
Supporting Detail	4. A group of wind turbines is called a wind farm.
<b>B. Discussion</b>	
<p><i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	

<b>2. Vocabulary Review</b>		
p. 57		
<b>A Word Definition</b>		<b>B Crossword Puzzle</b>
1 a      5 a	<u>Down</u>	<u>Across</u>
2 b      6 a	1. kettle	5. generator
3 c      7 b	2. technology	6. landscape
4 c      8 c	3. blades	7. remains
	4. factory	8. transportation

Unit 4	Sports: Soccer
	Lesson 1: Soccer or Football?

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

1. Pre-Reading	
p. 60	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	1 avoid 2 shorten 3 organize 4 nickname 5 obvious 6 whatever 7 meanwhile 8 confusion

2. During Reading			
p. 62~64			
A	B	C	D
1 b	B-1: 1 b    1 a	1 a	1 c
2 c		2 b	
3 a	B-2	E	F
4 c	England (19 <sup>th</sup> century)	1 c	1 c
5 b	There <b>were</b> many different styles of football and each style had <b>its own</b> rules.	2 c	
	All over the world (now) The different styles of football have developed into different sports. There <b>is one style</b> of Association Football now.		



	<p>Association Football</p> <p>The players were not allowed to pick up the ball and run with it.</p>	<p>The “Rugby” style of football</p> <p>The players were <b>allowed</b> to pick up the ball and run with it.</p>		
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3. After Reading			
p. 65			
A-1	A-2	B	C
<p>1 organize</p> <p>2 whatever</p> <p>3 obvious</p> <p>4 nickname</p> <p>5 Meanwhile</p> <p>6 confusion</p> <p>7 avoid</p> <p>8 shorten</p>	<p>1 organize</p> <p>2 avoid</p> <p>3 meanwhile</p> <p>4 obvious</p> <p>5 shorten</p>	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>

Unit 4		Lesson 2: A Soccer Success			
1. Pre-Reading					
p. 66					
A			B		
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The player in the picture is Pelé.)</i></p>			<p>1 opponent    2 consider</p> <p>3 talent        4 mention</p> <p>5 hero           6 earn</p> <p>7 former        8 athletic</p>		
2. During Reading					
p. 68~70					
A	B			C	D
1 c	B-1			1 c	1 c
2 a	1 b    2 d			2 b	2 b
3 c	B-2			E	3 a
4 b	1940	Pele was born in Brazil.		1 c	
5 a	1940 - 1955	He was very poor He shined shoes to earn money.			
	1956	Talent scout noticed Pele's ability.			
	At age 15	Pele began playing professional soccer.			
	At age 17	He won his first World Cup.			
	Since the 1950s	He has been a national hero of Brazil.			
3. After Reading					
p. 71					
A-1		A-2	B	C	
1 earn 2 hero 3 talent 4 consider 5 athletic 6 mention 7 opponents 8 former		1 consider 2 former 3 mention 4 earn 5 talent	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>	

<b>Unit 4</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 72 ( <i>Note, the main ideas can be in any order</i> )	
<b>Lesson 1 Summary: Soccer or Football?</b>	
Main Ideas	<p>7. There were many different styles of football and each style had its own rules.</p> <p>2. The Football Association gathered and wrote the rules for a game they called "Association Football."</p> <p>8. "Association Football" was too long so it was shortened to "soccer."</p>
Supporting Detail	5. In England, there is a boys school called Rugby.
<b>Lesson 2 Summary: A Soccer Success</b>	
Main Ideas	<p>3. He played for the Brazilian national team and he won his first World Cup at age 17.</p> <p>4. Pelé is considered to be the greatest soccer player of all time.</p> <p>6. Pelé succeeded because of his hard work and natural talent.</p>
Supporting Detail	1. Pelé was very poor so he earned extra money by shining shoes.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 73		
<b>A Word Definition</b>	<b>B Crossword Puzzle</b>	
<p>1 a      5 c</p> <p>2 c      6 a</p> <p>3 b      7 c</p> <p>4 a      8 a</p>	<p><u>Down</u></p> <p>1. talent</p> <p>2. confusion</p> <p>3. meanwhile</p> <p>4. opponent</p>	<p><u>Across</u></p> <p>5. athletic</p> <p>6. hero</p> <p>7. shorten</p> <p>8. nickname</p>

Unit 5	Arts: Opera
	Lesson 1: An Italian Success Story

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

1. Pre-Reading	
p. 76	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The person's name is Luciano Pavarotti.)</i></p>	<p>1 note</p> <p>2 brilliance</p> <p>3 no longer</p> <p>4 leading</p> <p>5 among</p> <p>6 grace</p> <p>7 especially</p> <p>8 elementary school</p>

2. During Reading				
p. 78~80				
A	B		C	D
1 c	B-1		1 c	1 c
2 b	1935	Luciano Pavarotti was born in Italy.	2 a	2 b
3 b	At the age of 19	He began his musical studies.		3 b
4 c	At the age of 26	He made his singing debut.		
5 b	1966-1972	He earned a position as a leading tenor opera singer.	E	
	Mid-1970s	He became known worldwide for the beauty and brilliance of his tone.	1 c	
	Late 1970s-1980s	He continued to sing leading roles in the world's best opera houses.	2 b	

	1990	He performed at the soccer World Cup. He also began performing as a member of the group, The Three Tenors.		
	2007	He died from cancer.		
	At the age of 71			

3. After Reading			
p. 81			
A-1	A-2	B	C
1 elementary school 2 note 3 no longer 4 among 5 leading 6 brilliance 7 grace 8 especially	1 among 2 leading 3 especially 4 brilliance 5 no longer 6 note	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 5	Lesson 2: Appreciating Opera
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1. Pre-Reading	
p. 82	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 occasionally    2 formal</p> <p>3 even if        4 emotion</p> <p>5 distinctive    6 stage</p> <p>7 refer to       8 production</p>

2. During Reading				
p. 84~86				
A	B		C	D
1 b	B-1		1 b	1 c
2 c	1 c    2 b		2 a	2 a
3 c	B-2		E	F
4 a	1. Orchestra is quiet.	1. Orchestra plays music.	1 a	1 c
5 c	2. Singers tell the story.	2. Singers sing the melody.	2 c	
	3. Singers sing in a speaking style.	3. It provides emotion and beauty.		
		4. It is a very popular part of an opera production.		

3. After Reading			
p. 87			
A-1	A-2	B	C
1 emotion 2 formal 3 production 4 distinctive 5 occasionally 6 stage 7 refers 8 even if	1 even if 2 distinctive 3 refers 4 emotion 5 occasionally 6 formal	<p><i>The answers may vary.</i></p> <p><i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	<p><i>The answers may vary.</i></p>

<b>Unit 5</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 88 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: An Italian Success Story</b>	
Main Ideas	1. Pavarotti worked hard and became successful. 3. Luciano Pavarotti was a famous opera singer. 4. He died in 2007, but we can always listen to his voice through recordings.
Supporting Detail	6. Pavarotti performed at the soccer World Cup in Italy.
<b>Lesson 2 Summary: Appreciating Opera</b>	
Main Ideas	5. You can still enjoy an opera, even if you don't understand the words. 8. In opera, recitata is a speaking style and arias are songs. 7. An opera is a story told through singing.
Supporting Detail	2. "Recitata" and "aria" are Italian words.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 89		
<b>A Word Definition</b>	<b>B Crossword Puzzle</b>	
1 c      5 c 2 a      6 b 3 a      7 b 4 c      8 a	<u>Down</u> 1. even if 2. graced 3. production 4. stage	<u>Across</u> 5. elementary school 6. brilliance 7. refer 8. note

Unit 6	Health: Human Muscles
	Lesson 1: Marvelous Muscles

Warm up
p 93
<p><i>The answers may vary.</i></p> <p><i>(This section is a teacher-led small group discussion. It is designed to prepare the students for reading both of the passages in the unit. Please note, the questions are a guide only so the teacher should feel free to modify them or use them in another way.)</i></p>

1. Pre-Reading	
p. 94	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The strongest muscle in the human body is the quadriceps, which is located at the front of your thigh (upper leg).)</i></p>	<p>1 adaptable</p> <p>2 fascinating</p> <p>3 load</p> <p>4 specific</p> <p>5 throughout</p> <p>6 reminder</p> <p>7 upper</p> <p>8 Latin</p>

2. During Reading			
p. 96~98			
A	B	C	D
1 a	B-1	1 a	1 c
2 b	1 c    2 b	2 b	
3 b	B-2		
4 c	Muscles can only pull in <b>one</b>	1 b	1 a
5 a	direction.	2 c	2 b
	If you ask your muscles to lift		
	heavy loads,		
	If you don't <b>use your muscles</b> ,		
	They often work <b>in pairs</b> .		
	They will grow <b>bigger and stronger</b> .		
	They will get <b>smaller</b> .		



3. After Reading			
p. 99			
A-1	A-2	B	C
1 throughout 2 fascinating 3 Latin 4 load 5 reminder 6 adaptable 7 upper 8 specific	1 upper 2 adaptable 3 specific 4 fascinating 5 throughout	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 6	Lesson 2: Muscle Man
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1. Pre-Reading	
p. 100	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: A person's size and shape is the result of both their genes and their lifestyle. Healthy human beings come in a wide range of sizes and shapes. While it is possible to change a person's body shape, these changes can not erase the persons genetic inheritance)</i></p>	<p>1 drug</p> <p>2 pressure</p> <p>3 focus</p> <p>4 depression</p> <p>5 desire</p> <p>6 individual</p> <p>7 permanently</p> <p>8 confidence</p>

2. During Reading				
p. 102~104				
A	B		C	D
1 a	B-1: 1 a 2 a		1 b	1 a
2 b			2 a	2 b
3 c	B-2			
4 c	Having the desire to be muscular	1. They spend huge amounts of time in a gym.	E	F
5 c		2. They start diets focused only on growing muscle.	1 a	1 b
		3. They even take drugs that help their muscles to grow.		
	Not reaching the goal of becoming muscular	1. They might have emotional problems such as a lack of confidence, or depression.		
		2. They might become angry, hard to talk to, or may stop spending time with people all together.		
		3. They might need professional help.		

3. After Reading			
p. 105			
A-1	A-2	B	C
1 focus 2 confidence 3 Depression 4 desire 5 individual 6 permanently 7 pressure 8 Drugs	1 individual 2 focus 3 desire 4 permanently 5 depression 6 confidence	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 6</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 106 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: Marvelous Muscles</b>	
Main Ideas	<p>8. Muscles are found all over your body and are responsible for your movement.</p> <p>3. Muscles can only pull in one direction, so they often work in pairs.</p> <p>5. Muscles can grow bigger or smaller depending on the work they have to do.</p>
Supporting Detail	7. The muscle moving in your arm looks like a mouse running under your skin.
<b>Lesson 2 Summary: Muscle Man</b>	
Main Ideas	<p>2. Boys who want to look “perfect” sometimes go to extremes to reach their goal.</p> <p>6. The desire to be muscular can lead to emotional problems.</p> <p>4. Too much strain at a young age can permanently damage bones.</p>
Supporting Detail	1. Drug taking can cause many problems.
<b>B. Discussion</b>	
<p><i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i></p>	

<b>2. Vocabulary Review</b>		
p. 107		
<b>A Word Definition</b>		<b>B Crossword Puzzle</b>
1 b      5 c	<u>Down</u>	<u>Across</u>
2 b      6 b	1. adaptable	5. confidence
3 c      7 b	2. focus	6. pressure
4 a      8 a	3. drug	7. Latin
	4. reminder	8. load

Unit 7	Environmental Issues: Rainforests
	Lesson 1: The Amazing Amazon

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

1. Pre-Reading	
p. 110	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: Rainforests are important because they support a great number of animal and plant species, are home to indigenous tribes, and produce a lot of oxygen while absorbing carbon dioxide.)</i></p>	<p>1 announce</p> <p>2 statistic</p> <p>3 effort</p> <p>4 tropical</p> <p>5 fund</p> <p>6 government</p> <p>7 decade</p> <p>8 preserve</p>

2. During Reading			
p. 112~114			
A	B	C	D
1 c	B-1 1 c	1 c	1 b
2 a	B-2	2 a	2 b
3 c	Cause	Effect	E
4 a	Two many trees were being cut down in the Amazon.	The Brazilian government announced a plan to cut down fewer trees in the Amazon.	1 b
5 b			1 a
	Brazil's Amazon fund needs money to help support its projects.	Norway donated one billion U.S. dollars to Brazil's Amazon fund.	G
			1 b

3. After Reading			
p. 115			
A-1	A-2	B	C
1 government 2 tropical 3 decade 4 effort 5 preserve 6 announce 7 statistic 8 fund	1 preserve 2 announce 3 decade 4 effort 5 fund	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 7</b>	<b>Lesson 2: Saving the Rainforest</b>
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1. Pre-Reading	
p. 116	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: The picture shows rainforest than has been cut down. If we don't protect the rainforest many species will become extinct and the Earth's climate will change drastically. We will also lose a valuable source of new medicines.)</i></p>	<p>1 clear</p> <p>2 blame</p> <p>3 society</p> <p>4 mature</p> <p>5 climate</p> <p>6 local</p> <p>7 examine</p> <p>8 lifestyle</p>

2. During Reading			
p. 118~120			
A	B	C	D
1 c	B-1	1 a	1 c
2 b	(blue) cattle ranching	2 a	2 b
3 c	(red) logging		
4 c	(green) palm oil production		
5 a	(purple) small-scale farming	E	
	B-2	1 c	
	Many social and environmental problems:	2 a	
	1. loss of animal and plant species	3 b	
	2. destruction of forest-based societies		
	3. climate change		

3. After Reading			
p. 121			
A-1	A-2	B	C
1 society 2 lifestyle 3 mature 4 climate 5 blame 6 examine 7 local 8 cleared	1 examine 2 lifestyle 3 local 4 society 5 mature	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>



<b>Unit 7</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 122 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: The Amazing Amazon</b>	
Main Ideas	2. The Amazon rainforest contains more living things than any other single place in the world. 5. The Brazilian government announced that they would cut down fewer trees. 7. Lula Da Silva hopes that other countries will follow Norway's lead
Supporting Detail	4. 60% of the Amazon rainforest is located in Brazil
<b>Lesson 2 Summary: Saving the Rainforest</b>	
Main Ideas	1. Not protecting the rainforest will result in social and environmental problems. 3. There are different reasons for rainforest clearance, including farming. 8. We need to examine our lifestyle to protect the rainforest.
Supporting Detail	6. In today's world, international trade is common.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 123		
<b>A Word Definition</b>	<b>B Crossword Puzzle</b>	
1 a    5 b 2 b    6 b 3 a    7 c 4 c    8 a	<u>Down</u> 1. local 2. societies 3. fund 4. tropical	<u>Across</u> 5. government 6. effort 7. lifestyle 8. blame

Unit 8	People and Culture: The Iroquois
	Lesson 1: The People of the Longhouse

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

1. Pre-Reading	
p. 126	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	1 empire 2 basis 3 democracy 4 celebration 5 equality 6 founder 7 convert 8 nation

2. During Reading			
p. 128~130			
A	B	C	D
1 a	B-1	1 a	1 c
2 c	Location: <b>North America</b> Population: <b>125,000</b>	2 a	2 a
3 c	Formed: <b>1142</b> Style of government: <b>democratic</b>		
4 b	Expanded: <b>1720</b> Main foods: <b>corn, beans and squash</b>		
5 b			
	B-2	E	F

	Year 1142	Five native tribes came together to form a great nation.	1 a 2 c	1 a
	Year 1720	They conquered surrounding nations and converted their people.		
	Now	The Iroquois nation added a sixth tribe. Over 80,000 people claim Iroquois heritage in the United States and 45,000 claim it in Canada.		

3. After Reading			
p. 131			
A-1	A-2	B	C
1 democratic 2 nation 3 convert 4 empire 5 celebration 6 equality 7 basis 8 founder	1 convert 2 basis 3 nation 4 founder 5 equality	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 8	Lesson 2: Thanks to The Little People
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1. Pre-Reading	
p. 132	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 lazy</p> <p>2 orphan</p> <p>3 offer</p> <p>4 valuable</p> <p>5 rag</p> <p>6 knowledge</p> <p>7 greet</p> <p>8 elder</p>

2. During Reading				
p. 134~136				
A	B		C	D
1 a	B-1		1 a	1 a
2 b	A young orphan boy was dressed in rags. Dirty clothes shot a squirrel and gave it to the Je-Ge-Oh.  Many years passed and Dirty Clothes was a man.	The boy became known as "Dirty Clothes". The Je-Ge-Oh taught Dirty Clothes their special knowledge. When he returned to his village, he was greeted as a stranger.	2 b    	2 b    
3 c				
4 a				
5 a				
	B-2		E	F
	Fact: 1, 5 Legend: 2, 3, 4		1 a 2 c	1 a

3. After Reading			
p. 137			
A-1	A-2	B	C
1 knowledge 2 orphan 3 elder 4 offer 5 greet 6 lazy 7 rags 8 valuable	1 knowledge 2 greet 3 offer 4 elder 5 valuable 6 lazy	<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 8</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 138 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: The People of the Longhouse</b>	
Main Ideas	8. In 1142, five Native American tribes formed a great nation. 3. The Iroquois Nation was based on equality and democratic values. 6. The Iroquois hold festivals that revolve around farming.
Supporting Detail	2. The three sisters grow well together.
<b>Lesson 2 Summary: Thanks to the Little People</b>	
Main Ideas	1. The Je-Ge-Oh taught Dirty Clothes their special knowledge. 7. Dirty Clothes, a young orphan, hunted a squirrel and gave it to the Je-Ge-Oh. 4. The village elders learned the valuable lessons.
Supporting Detail	5. Dirty Clothes was an orphan.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 139		
<b>A Word Definition</b>	<b>B Crossword Puzzle</b>	
1 c	<u>Down</u>	<u>Across</u>
2 c	1. democratic	5. knowledge
3 a	2. greeted	6. basis
4 b	3. orphan	7. empire
5 c	4. nation	8. celebrations
6 c		
7 a		
8 c		

Unit 9	Our Earth: Glaciers
	Lesson 1: Rivers of Ice

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

1. Pre-Reading	
p. 142	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information: This picture was taken on Mount Kilimanjaro in Tanzania. The evidence that the glacier is moving comes from the absence of snow on the ground. The glacier has obviously formed elsewhere and moved to where this photograph was taken.)</i></p>	<p>1 bond</p> <p>2 valley</p> <p>3 melt</p> <p>4 grind</p> <p>5 continent</p> <p>6 slide</p> <p>7 carve</p> <p>8 stick</p>

2. During Reading			
p. 144~146			
A	B	C	D
1 b	B-1	1 b	1 a
2 a	1 b    2 b	2 a	2 b
3 b	B-2	E	F
4 a	Many snowflakes fall.		
5 c	The weight of the snow presses the snowflakes together.		
	The snowflakes become an ice field.		
	The ice field grows big and its depth reaches 18 meters.	1 b	1 c
	The ice begins to move.	2 c	
		3 b	

3. After Reading			
p. 147			
A-1	A-2	B	C
1 stick 2 grind 3 slide 4 melt 5 valleys 6 carve 7 bond 8 continents	1 slide 2 carve 3 stick 4 melt 5 bond	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>



Unit 9	Lesson 2: Franz Josef Glacier
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1. Pre-Reading	
p. 148	
A	B
<i>The answers may vary.</i> <i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i>	1 adventure    2 seek 3 accessible    4 slip 5 feature    6 extreme 7 located    8 attraction

2. During Reading			
p. 150~152			
A	B	C	D
1 c	B-1	1 a	1 a
2 a	1 a    2 c	2 c	2 b
3 c	B-2	E	F
4 c	Location: the west coast of New Zealand's South Island		
5 b	Length: 12 kilometers Speed: 30 centimeters a day Activities: hiking, skydiving, helicopter rides		
		1 c	1 b
		2 b	

3. After Reading			
p. 153			
A-1	A-2	B	C
1 accessible 2 adventure 3 attractions 4 located 5 slip 6 extreme 7 features 8 seek	1 accessible 2 adventure 3 features 4 slip 5 seek 6 extreme	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 9</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 154 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: Rivers of Ice</b>	
Main Ideas	4. Glaciers are formed when snow sticks together and forms a huge field of ice. 2. Glaciers crush, grind, and carve out the landscape. 7. Glaciers can move in two ways; sliding on water or being pushed by layers on top.
Supporting Detail	5. Glaciers are normally around 18 meters thick.
<b>Lesson 2 Summary: The Franz Joseph Glacier</b>	
Main Ideas	1. The Franz Joseph Glacier is one of the most popular attractions in New Zealand. 8. The glacier is popular with adventure tourists because they are permitted to hike on the ice. 3. The Glacier is 12 km long and is still growing.
Supporting Detail	6. Most helicopter rides last for 30 minutes.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 155		
<b>A Word Definition</b>		<b>B Crossword Puzzle</b>
1 a     5 a	<u>Down</u>	<u>Across</u>
2 b     6 c	1. extreme	5. slip
3 a     7 c	2. continent	6. attraction
4 b     8 a	3. located	7. valleys
	4. stick	8. adventure

Unit 10	A "How-to" Guide: Do It Yourself
	Lesson 1: Homemade Fashion

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

1. Pre-Reading	
p. 158	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p> <p><i>(For your information, the items in the picture are articles of tie-dyed clothing.)</i></p>	<p>1 surface</p> <p>2 fabric</p> <p>3 dye</p> <p>4 instructions</p> <p>5 fade</p> <p>6 dissolve</p> <p>7 soak</p> <p>8 twist</p>

2. During Reading			
p. 160~162			
A	B	C	D
1 b	B-1	1 a	1 a
2 b	Essential steps: 1, 3, 4	2 a	2 b
3 c	Advice: 2, 5		
4 c	B-2: (Note, step 6 from page 159 is omitted in this sequence)		
5 c	9, 2, 6, 5, 4, 3, 7, 8, 1	E	
		1 b	
		2 b	
		3 a	

3. After Reading			
p. 163			
A-1	A-2	B	C
1 fade 2 dissolve 3 surface 4 fabric 5 dye 6 twist 7 soak 8 instructions	1 surface 2 fabric 3 twist 4 dye 5 dissolve	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

Unit 10	Lesson 2: Spy Games
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1. Pre-Reading	
p. 164	
A	B
<p><i>The answers may vary.</i></p> <p><i>This section is a teacher-led small group discussion. It is designed to prepare the students for reading the passage.</i></p>	<p>1 impress</p> <p>2 complicated</p> <p>3 heat</p> <p>4 invisible</p> <p>5 else</p> <p>6 light bulb</p> <p>7 dip</p> <p>8 toothpick</p>

2. During Reading			
p. 166~168			
A	B	C	D
1 a	B-1) 1.	1 b	1 c
2 b	2, 4, 1, 3, 5	2 a	2 a
3 b			
4 c	B-1) 2.		
5 b	first step 3	E	F
	5	1 b	1 a
	1	2 c	
	4		
	last step 2		

3. After Reading			
p. 169			
A-1	A-2	B	C
1 invisible 2 heat 3 complicated 4 toothpick 5 light bulb 6 impress 7 else 8 dip	1 dip 2 impress 3 invisible 4 complicated 5 heat	<i>The answers may vary.</i> <i>(This section is a student-led pair or small group discussion that reviews the lesson. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	<i>The answers may vary.</i>

<b>Unit 10</b>	<b>Review: Connecting Lesson 1 and Lesson 2</b>
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<b>1. Summary and Discussion</b>	
<b>A. Main Ideas and Supporting Details</b>	
p. 170 <i>(Note, the main ideas can be in any order)</i>	
<b>Lesson 1 Summary: Homemade Fashion</b>	
Main Ideas	1. You only need six things to make a tie-dyed t-shirt. 4. Follow the step by step instructions. 7. It is simple and fun to make a tie-dyed t-shirt.
Supporting Detail	3. You can put the wet shirt on a table or desk.
<b>Lesson 2 Summary: Spy Game</b>	
Main Ideas	8. Use the squeezed lemon juice as ink and the toothpick as a pen. 5. If you want to write a secret message to your friend, use invisible ink. 2. Your friend has to heat up the paper to reveal the message.
Supporting Detail	6. If you tell people a secret, it isn't a secret anymore.
<b>B. Discussion</b>	
<i>The answers may vary. (This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section.)</i>	

<b>2. Vocabulary Review</b>		
p. 171		
<b>A Word Definition</b>	<b>B Crossword Puzzle</b>	
1 c    5 c 2 a    6 c 3 b    7 b 4 a    8 c	<u>Down</u> 1. dye 2. dissolve 3. Dip 4. light bulb	<u>Across</u> 5. instructions 6. heat 7. toothpick 8. fade