**Reading World 3**

|  |  |
| --- | --- |
| **Part 1****Unit 1 Animals: Birds of Prey**Lesson 1 Haast’s EagleLesson 2 VulturesReview Connecting Lesson 1 & Lesson 2**Unit 2 The Origins of Names: Places**Lesson 1 A Big Name for a Little PlaceLesson 2 Done for FameReview Connecting Lesson 1 & Lesson 2**Unit 3 Technology: Food Production**Lesson 1 Feeding the WorldLesson 2 Lab-Grown MeatReview Connecting Lesson 1 & Lesson 2**Unit 4 Sports: Golf** Lesson 1 The World’s Most Dangerous Golf CourseLesson 2 Arnold Palmer: The King of GolfReview Connecting Lesson 1 & Lesson 2**Unit 5 Arts: Film** Lesson 1 The Silent EraLesson 2 The Golden Age of HollywoodReview Connecting Lesson 1 & Lesson 2 | **Part 2****Unit 6 Health: Psychology** Lesson 1 Our EmotionsLesson 2 What Is “Normal” Anyway?Review Connecting Lesson 1 & Lesson 2**Unit 7 Environmental Issues: Nuclear Energy**Lesson 1 The Fukushima Nuclear DisasterLesson 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 CaringLesson 2 AirbnbReview Connecting Lesson 1 & Lesson 2**Unit 9 Our Earth: Hot Springs and Geysers**Lesson 1 Earth’s Natural Spas and FountainsLesson 2 Yellowstone National ParkReview Connecting Lesson 1 & Lesson 2**Unit 10 A “How-to” Guide: Surviving in the Outdoors**Lesson 1 Mastering Map and Compass NavigationLesson 2 Water, Water Everywhere and Not a Drop to DrinkReview 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 disappearance2 puncture3 practically4 diet5 snap | 6 fauna7 seize8 specialize9 scavenger10 browse |

|  |
| --- |
| 2. During Reading  |
| p. 14~16 |
| A | B | C | D |
| 1 d2 a3 b 4 c5 a | B-1:  | 1 a2 a | 1 c2 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: |
| WeightLengthAbility flyFavorite food | 9-15 kilograms1.4 metersYesMoa | Up to 230 kilogramsNo informationNoPlants |

|  |
| --- |
| 3. After Reading  |
| p. 17 |
| A | B | C  | D |
| 1 puncture2 snap3 fauna4 scavengers5 diet6 seize7 Practically8 browse9 disappearance10 specialized | 1 snap2 practically3 seize4 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 transmit2 lead to3 infected4 hygiene5 exceptionally | 6 eyesight7 poison8 carcass9 acid10 specially |

|  |
| --- |
| 2. During Reading  |
| p. 22~24 |
| A | B | C | D |
| 1 c2 b3 d4 a5 b | B-1:  | 1 c2 b | 1 d2 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 acid2 hygiene3 poisoned4 transmit5 eyesight6 carcass7 infected8 lead to9 exceptionally10 specially | 1 eyesight2 hygiene3 carcass4 exceptionally5 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 |
| Down1. fauna2. specially3. acids4. poison5. diet6. browseAcross7. carcass8. specialize9. eyesight10. disappearance11. scavengers12. infected | 1 a2 b3 c4 a5 b6 c7 a8 b9 a10 a | 1 exceptionally2 acids3 seized4 eyesight5 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 whenever2 perhaps3 list4 translation5 knee | 6 appropriate7 beauty8 erect9 describe10 eastern |

|  |
| --- |
| 2. During Reading  |
| p. 34~36 |
| A | B | C | D |
| 1 c2 c3 b4 c5 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 b2 a | 1 d2 b |
| E |  |
| 1 c |  |
| Tamatea | Taumata |
| 1, 4, 5, 7 | 2, 3, 6 |
|  |

|  |
| --- |
| 3. After Reading  |
| p. 37 |
| A | B | C | D |
| 1 Whenever2 erected3 list4 beauty5 Perhaps6 translation7 appropriate8 knee9 describe10 eastern | 1 perhaps2 describe3 appropriate4 whenever5 eastern6 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 challenging2 hot spring3 contestant4 task5 steamy | 6 yearly7 citizen8 reward9 enter10 wrongly |

|  |
| --- |
| 2. During Reading  |
| p. 42~44 |
| A | B | C | D |
| 1 d2 b3 a4 b5 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 a2 d | 1 a2 c3 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 task2 challenging3 yearly4 hot springs5 enter6 wrongly7 citizen8 steamy9 contestant10 rewarded | 1 contestant2 citizen3 wrongly4 task5 yearly6 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 |
| Down1. knee2. reward3. citizen4. steamy5. hot spring6. wheneverAcross7. task8. beauty9. describe10. enter11. eastern12. wrongly | 1 c2 b3 a4 b5 c6 b7 a8 a9 b10 c | 1 appropriate2 contestant3 describe4 list5 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 soar2 alert3 yield4 household5 agricultural | 6 scarcity7 concentrated8 crop9 precise10 satellite |

|  |
| --- |
| 2. During Reading  |
| p. 54~56 |
| A | B | C | D |
| 1 b2 a3 c4 d5 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 d2 d | 1 b2 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 precise2 crops3 household4 concentrated5 scarcity6 yields7 satellites8 agricultural9 alert10 soared | 1 alert2 scarcity3 soared4 concentrated5 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 edible2 slaughter3 breed4 vegetarian5 cruelty | 6 welfare7 downside8 revolutionary9 incomprehensible10 harvest |

|  |
| --- |
| 2. During Reading  |
| p. 62~64 |
| A | B | C | D |
| 1 b2 c3 d4 c5 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 b2 a | 1 b2 d3 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 vegetarian2 revolutionary3 bred4 cruelty5 incomprehensible6 slaughtered7 edible8 welfare9 downsides10 harvested | 1 incomprehensible2 cruelty3 revolutionary4 vegetarian5 slaughtered6 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 |
| Down1. scarcity2. vegetarian3. downside4. welfare5. breeds6. householdAcross1. soar7. slaughter8. edible9. agricultural10. yields11. crop | 1 b2 b3 a4 b5 c6 b7 c8 a9 c10 b | 1 edible2 alert3 precise4 scarcity5 revolutionary6 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 rebellious2 unfairly3 curiously4 unwelcoming5 blow up | 6 associate7 armed8 artificial9 technically10 zone |

|  |
| --- |
| 2. During Reading  |
| p. 74~76 |
| A | B | C | D |
| 1 a2 c3 c4 d5 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 a2 b | 1 b2 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 artificial2 rebellious3 blow up4 armed5 Technically6 unwelcoming7 unfairly8 zone9 associate10 Curiously | 1 associate2 zone3 blow up4 unwelcoming5 artificial6 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 excel2 stock market3 charismatic4 amateur5 crash | 6 client7 debut8 recognizable9 exceed10 phenomenon |

|  |
| --- |
| 2. During Reading  |
| p. 82~84 |
| A | B | C | D |
| 1 c2 b3 c4 b5 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-2526413 | 1 a2 c | 1 c2 d |
| E | F |
| 1 a | 1 d |

|  |
| --- |
| 3. After Reading  |
| p. 85 |
| A | B | C | D |
| 1 stock market2 excelled3 client4 exceed5 amateur6 phenomenon7 recognizable8 crashed9 charismatic10 debut | 1 phenomenon2 crashed3 client4 exceed5 amateur6 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 |
| Down1. phenomenon2. Technically3. associate4. zone5. unfairly6. blow upAcross3. amateur7. recognizable8. client9. armed10. excel11. unwelcoming | 1 c2 a3 b4 c5 a6 a7 b8 c9 b10 a | 1 exceed2 recognizable3 crash4 armed5 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 employ2 entertainment3 accompany4 comment5 technician | 6 dialogue7 represent8 frequently9 thunder10 emphasize |

|  |
| --- |
| 2. During Reading  |
| p. 94~96 |
| A | B | C | D |
| 1 d2 c3 b4 c5 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 c2 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 c2 b |

|  |
| --- |
| 3. After Reading  |
| p. 97 |
| A | B | C | D |
| 1 thunder2 accompany3 entertainment4 comment5 dialogue6 employs7 represents8 frequently9 technician10 emphasize | 1 accompany2 emphasize3 dialogue4 technician5 represents6 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 issue2 emerge3 assembly4 description5 option | 6 standardize7 belong8 relatively9 craft10 aspect |

|  |
| --- |
| 2. During Reading  |
| p. 102~104 |
| A | B | C | D |
| 1 a2 c3 d4 a5 a | B-1: | 1 d2 c | 1 c2 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 issue2 emerged3 assembly4 standardize5 craft6 description7 relatively8 aspect9 options10 belong | 1 aspect2 assembly3 relatively4 options5 issue6 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 |
| Down1. belong2. standardize3. entertainment4. technician5. comment6. thunderAcross7. description8. emphasize9. represents10. crafts11. relatively12. assembly | 1 c2 a3 b4 a5 c6 a7 b8 c9 a10 b | 1 accompany2 comment3 frequently4 emerge5 option6 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 emotional2 variety3 doubt4 nervous5 anger | 6 joy7 state8 overwhelmed9 loneliness10 excitement |

|  |
| --- |
| 2. During Reading  |
| p. 114~116 |
| A | B | C | D |
| 1 b2 a3 c4 b5 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 a2 d | 1 b2 c |
| B-2: | E |  |
| Problems | Solutions | 1 d2 a |  |
| 1, 5, 7 | 2, 3, 4, 6 |

|  |
| --- |
| 3. After Reading  |
| p. 117 |
| A | B | C | D |
| 1 nervous2 overwhelmed3 emotional4 joy5 doubt6 loneliness7 excitement8 anger9 variety10 state | 1 state2 doubt3 joy4 nervous5 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 isolation2 prefer3 medication4 individually5 side effect | 6 cure7 suppress8 definition9 inform10 conclude |

|  |
| --- |
| 2. During Reading  |
| p. 122~124 |
| A | B | C | D |
| 1 b2 d3 a4 d5 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 b2 a | 1 b2 c3 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 medication2 conclude3 isolation4 prefer5 inform6 suppress7 side effect8 cure9 Individually10 definition | 1 conclude2 definition3 inform4 prefer5 suppress6 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 |
| Down1. side effects2. doubt3. isolation4. anger5. prefer6. medicationAcross3. individually7. excitement8. emotional9. nervous10. variety11. loneliness | 1 b2 a3 b4 b5 a6 b7 c8 b9 a10 c | 1 doubt2 joy3 suppress4 prefer5 cure6 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 magnitude2 radius3 tsunami4 restore5 abandon | 6 infant7 leak8 evacuation9 radiation10 infrastructure |

|  |
| --- |
| 2. During Reading  |
| p. 134~136 |
| A | B | C | D |
| 1 b2 c3 a4 d5 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 c2 c | 1 b2 a |
| B- 2 | E |  |
| 156342 | 1 d |  |

|  |
| --- |
| 3. After Reading  |
| p. 137 |
| A | B | C | D |
| 1 restored2 radiation3 leaked4 radius5 infrastructure6 tsunami7 evacuation8 abandon9 magnitude10 infants | 1 abandon2 tsunami3 magnitude4 infants5 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 optimistic2 figure3 extensively4 virtually5 convince | 6 sophisticated7 function8 overlook9 reliability10 hazardous |

|  |
| --- |
| 2. During Reading  |
| p. 142~144 |
| A | B | C | D |
| 1 c2 c3 a4 c5 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 b2 d | 1 d2 a |
|  | Current Reactors | TWR | E |  |
| Cooling Method | cooled with water | cooled with liquid sodium | 1 d2 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 hazardous2 virtually3 overlooking4 functions5 optimistic6 reliability7 figures8 sophisticated9 convince10 extensively | 1 functions2 overlooking3 convince4 virtually5 sophisticated6 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 |
| Down1. radius2. tsunamis3. convinced4. leaks5. abandoned6. virtually7. figureAcross1. restored8. evacuation9. extensively10. hazardous11. radiation | 1 b2 c3 c4 c5 a6 b7 c8 a9 b10 c | 1 radius2 sophisticated3 overlooking4 figure5 virtually6 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 contract2 belongings 3 transaction4 peer5 income | 6 regulation7 entrepreneur8 passive9 split10 expectation |

|  |
| --- |
| 2. During Reading  |
| p. 154~156 |
| A | B | C | D |
| 1 c2 b3 d4 a5 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 b2 c | 1 c2 d |
| Pros | Cons | E |  |
| 3,4,5,8 | 1,2,6,7 | 1 a |  |

|  |
| --- |
| 3. After Reading  |
| p. 157 |
| A | B | C | D |
| 1 belongings2 split3 passive4 peers5 transactions6 income7 entrepreneur8 expectations9 regulation10 contract | 1 income2 entrepreneur3 passive4 regulation5 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 adventure2 book3 local4 post5 trustworthiness | 6 arrange7 accommodation8 property9 native10 commission |

|  |
| --- |
| 2. During Reading  |
| p. 162~164 |
| A | B | C | D |
| 1 b2 b3 a4 d5 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 c2 b | 1 a2 c |
| E |  |
| 1 b2 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 local2 property3 commission4 posted5 trustworthiness6 booked7 adventures8 accommodation9 native10 arranged | 1 posted2 trustworthiness3 booked4 arranged5 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 |
| Down1. expectations2. post3. peer4. commission5. book6. belongingsAcross7. local8. adventure9. contract10. passive11. accommodation12. entrepreneur  | 1 c2 c3 b4 c5 c6 a7 a8 c9 a10 b | 1 transaction2 income3 split4 adventure5 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 plumbing2 molten3 interior4 volcanic5 geothermal | 6 eruption7 portion8 capable9 crust10 shame |

|  |
| --- |
| 2. During Reading  |
| p. 174~176 |
| A | B | C | D |
| 1 a2 c3 b4 c5 a | B-1:  | 1 c2 d | 1 b2 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 interior2 portion3 capable4 Volcanic5 crust6 Geothermal7 molten8 shame9 plumbing10 eruption | 1 molten2 portion3 shame4 plumbing5 eruption6 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 primarily2 unlike3 predictable4 search5 metropolitan | 6 found7 rural8 somewhat9 widespread10 immerse |

|  |
| --- |
| 2. During Reading  |
| p. 182~184 |
| A | B | C | D |
| 1 b2 d3 b4 c5 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 a2 c | 1 d2 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 somewhat2 widespread3 founded4 primarily5 search6 rural7 predictable8 Unlike9 immerse10 metropolitan | 1 metropolitan2 rural3 widespread4 primarily5 somewhat6 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 |
| Down1. predictable2. metropolitan3. shame4. unlike5. volcanic6. interiorAcross7. found8. geothermal9. eruption10. crust11. immerse12. plumbing | 1 b2 a3 b4 c5 a6 b7 c8 a9 b10 c | 1 portion2 molten3 predictable4 immersed5 rural6 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 mark2 align3 arrow4 orient5 navigation | 6 magnetic7 prerequisite8 degree9 definite10 position |

|  |
| --- |
| 2. During Reading  |
| p. 194~196 |
| A | B | C | D |
| 1 c2 b3 d4 a5 c | 5721149183106 | 1 b2 d | 1 b |
| E |  |
| 1 d2 b |  |

|  |
| --- |
| 3. After Reading  |
| p. 197 |
| A | B | C | D |
| 1 position2 orient3 definite4 degrees5 magnetic6 prerequisite7 aligned8 arrows9 Mark10 navigation | 1 prerequisite2 aligned3 arrows4 position5 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 harmful2 microorganism3 container4 contaminate5 sediment | 6 venture7 purify8 debris9 formula10 parasite |

|  |
| --- |
| 2. During Reading  |
| p. 202~204 |
| A | B | C | D |
| 1 c2 c3 b4 c5 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 a2 d | 1 b |
| B-2 | E |  |
| Water that you can drink | Water that you cannot drink | 1 c2 b |  |
| 2, 4, 8 | 1, 3, 5, 6, 7 |

|  |
| --- |
| 3. After Reading  |
| p. 205 |
| A | B | C | D |
| 1 debris2 harmful3 contaminate4 sediment5 venture6 formula7 container8 metal9 parasite10 purify | 1 formula2 venture3 contaminate4 sediment5 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 |
| Down1. degree2. orient3. parasites4. venture5. formula6. sedimentAcross1. definite3. prerequisite7. magnetic8. arrow9. navigation10. container | 1 b2 a3 c4 a5 b6 a7 c8 a9 b10 c | 1 align2 purify3 debris4 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.)* |