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**Additional  
Reading  
Comprehension**





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Reading Comprehension

Unit 1A A Mysterious Visitor

Answer the following questions using information from the article.

VOCABULARY

1. The word *surprising* in paragraph A, line 6 is closest in meaning to \_\_\_\_\_.
- |               |                  |   |   |
|---------------|------------------|---|---|
| A. unexpected | C. familiar      |   |   |
| B. beautiful  | D. uninteresting | A | B |
|               |                  | C | D |
|               |                  | ○ | ○ |
|               |                  | ○ | ○ |

DETAIL

2. What does the author compare ‘Oumuamua to?
- |                |              |   |   |
|----------------|--------------|---|---|
| A. a vegetable | C. a star    |   |   |
| B. a weapon    | D. an animal | A | B |
|                |              | C | D |
|                |              | ○ | ○ |
|                |              | ○ | ○ |

DETAIL

3. Scientists definitely know that \_\_\_\_\_.
- |                                     |                                 |   |   |
|-------------------------------------|---------------------------------|---|---|
| A. ‘Oumuamua is simply a large rock | C. ‘Oumuamua is a spaceship     |   |   |
| B. ‘Oumuamua is smooth and round    | D. ‘Oumuamua came from far away | A | B |
|                                     |                                 | C | D |
|                                     |                                 | ○ | ○ |
|                                     |                                 | ○ | ○ |

VOCABULARY

4. The word *alien* in paragraph C, line 2 is closest in meaning to \_\_\_\_\_.
- |                         |                         |   |   |
|-------------------------|-------------------------|---|---|
| A. from another country | C. from another planet  |   |   |
| B. unidentified         | D. made up and not real | A | B |
|                         |                         | C | D |
|                         |                         | ○ | ○ |
|                         |                         | ○ | ○ |

DETAIL

5. In paragraph D, the author indicates that \_\_\_\_\_.
- |  |  |   |   |
|--|--|---|---|
| A. ‘Oumuamua is no longer visible              | C. ‘Oumuamua is no longer a mystery              |   |   |
| B. scientists are no longer studying ‘Oumuamua | D. scientists now know what ‘Oumuamua is made of | A | B |
|  |  | C | D |
|  |  | ○ | ○ |
|  |  | ○ | ○ |



## Reading Explorer: Theme-based Anthology (Beginner) (Third Edition)

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Additional Reading Comprehension

### Unit 1B The Lost City of Atlantis

Answer the following questions using information from the article.

#### VOCABULARY

1. The word *realized* in paragraph C, line 5 is closest in meaning to \_\_\_\_\_.

A. understood

C. responded

B. denied

D. created

A B C D  
○ ○ ○ ○

#### COHESION

2. In which position—[1], [2], [3], or [4]—should this sentence be added to this section of paragraph B?

*According to Plato, this destruction all happened “in a day and a night.”*

But the people became greedy—they had many things, but they still wanted more.

[1] So the gods became angry. [2] Earthquakes and large waves began to strike the island. [3] Finally, Atlantis sank into the sea. [4]

A. [1]

C. [3]

B. [2]

D. [4]

A B C D  
○ ○ ○ ○

#### DETAIL

3. According to Plato, which of these disasters destroyed Atlantis?

A. an invasion

C. a great fire

B. a typhoon

D. earthquakes

A B C D  
○ ○ ○ ○

#### DETAIL

4. Where is one location Atlantis could be, according to modern experts?

\_\_\_\_\_

#### INFERENCE

5. Would the author agree that the story of Atlantis has no purpose? Why?

\_\_\_\_\_



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Comprehension**

**Unit 1A The Incredible Dolphin**

Answer the following questions using information from the article.

GIST

1. What would be the best alternative title for this passage?
- |                         |                             |
|-------------------------|-----------------------------|
| A. Games in the Sea     | C. The Language of Dolphins |
| B. Dolphin Intelligence | D. How Dolphins Hunt        |
|                         | A B C D                     |
|                         | ○ ○ ○ ○                     |

DETAIL

2. A dolphin's name is communicated by \_\_\_\_\_.
- |                                     |   |
|-------------------------------------|---|
| A. a sound the dolphin makes        | C. the dolphin jumping out of the water |
| B. a movement of the dolphin's tail | D. what objects the dolphin carries     |
|                                     | A B C D                                 |
|                                     | ○ ○ ○ ○                                 |

DETAIL

3. The author indicates that scientists \_\_\_\_\_ how to "speak" the dolphin language.
- |                              |                                   |
|------------------------------|-----------------------------------|
| A. have already learned      | C. are attempting to learn        |
| B. will probably never learn | D. are not interested in learning |
|                              | A B C D                           |
|                              | ○ ○ ○ ○                           |

DETAIL

4. The author mentions that Brazilian dolphins help fishermen in order to show that dolphins can \_\_\_\_\_.
- |                            |                                 |
|----------------------------|---------------------------------|
| A. plan for the future     | C. cooperate with one another   |
| B. communicate with humans | D. eat different kinds of foods |
|                            | A B C D                         |
|                            | ○ ○ ○ ○                         |

REFERENCE

5. The word *They* in paragraph D, line 2 refers to \_\_\_\_\_.
- |                  |                             |
|------------------|-----------------------------|
| A. only people   | C. both people and dolphins |
| B. only dolphins | D. scientists               |
|                  | A B C D                     |
|                  | ○ ○ ○ ○                     |



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Comprehension**

**Unit 1B Master of Disguise**

Answer the following questions using information from the article.

INFERENCE

1. An octopus would be most likely to change color when \_\_\_\_\_.
- |                              |                             |
|------------------------------|-----------------------------|
| A. it wakes up after resting | C. another octopus is close |
| B. it needs to find food     | D. a predator is nearby     |
|                              | A B C D                     |
|                              | ○ ○ ○ ○                     |

INFERENCE

2. Which of these is an example of a disguise?
- |                                |   |
|--------------------------------|---|
| A. A person hides in a closet. | C. A man wears a mask and a fake beard. |
| B. A woman changes her name.   | D. A student tells a lie.               |
|                                | A B C D                                 |
|                                | ○ ○ ○ ○                                 |

DETAIL

3. Octopuses do not have \_\_\_\_\_.
- |            |            |
|------------|------------|
| A. bones   | C. muscles |
| B. a heart | D. eyes    |
|            | A B C D    |
|            | ○ ○ ○ ○    |

DETAIL

4. The author does NOT mention that octopuses protect themselves by \_\_\_\_\_.
- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| A. changing the color of their skin | C. changing the texture of their skin |
| B. swimming away quickly            | D. changing their shape               |
|                                     | A B C D                               |
|                                     | ○ ○ ○ ○                               |

DETAIL

5. Octopuses have the most neurons \_\_\_\_\_.
- |                                   |                        |
|-----------------------------------|------------------------|
| A. in their brains                | C. around their mouths |
| B. on either side of their hearts | D. in their arms       |
|                                   | A B C D                |
|                                   | ○ ○ ○ ○                |





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Reading Comprehension

Unit 1A Sweet Love

Answer the following questions using information from the article.

GIST

1. What would be the best alternative title for the reading?
- |                              |                              |   |   |   |   |
|------------------------------|------------------------------|---|---|---|---|
| A. Hooked on Sugar           | C. Illnesses Caused by Sugar |   |   |   |   |
| B. How the Body Stores Sugar | D. Sugar in Our Food         | A | B | C | D |
|                              |                              | ○ | ○ | ○ | ○ |

DETAIL

2. According to the information in paragraph A, \_\_\_\_\_.
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. sugar is more addictive than most drugs | C. good feelings begin when sugar is ingested |   |   |   |   |
| B. most tasty foods contain some sugar     | D. many adults have high blood pressure       | A | B | C | D |
|  |   | ○ | ○ | ○ | ○ |

DETAIL

3. Which of the following does Richard Johnson say for certain about sugar?
- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A. It is not a cause of high blood pressure.    | C. Our bodies do not need much sugar.           |   |   |   |   |
| B. Schools need to cut back on sugary desserts. | D. It is at least one cause of health problems. | A | B | C | D |
|   |   | ○ | ○ | ○ | ○ |

INFERENCE

4. In paragraph D, the author implies that \_\_\_\_\_.
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| A. food makers are trying to cut back on sugar       | C. it has become easier to avoid foods with sugar |   |   |   |   |
| B. some foods that are advertised as healthy are not | D. sugar is a good replacement for fat in foods   | A | B | C | D |
|  |   | ○ | ○ | ○ | ○ |

SCANNING

5. In which paragraph does the author discuss ways to fight sugar addiction?



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Reading Comprehension

Unit 1B Food for the Future

Answer the following questions using information from the article.

DETAIL

1. In paragraph A, the author warns that \_\_\_\_\_.
- |  |  |
|--|--|
| A. the Lumper potato may be affected again | C. crops can easily die from diseases            |
| B. dependence on one crop is dangerous     | D. plant diseases could cause a worldwide famine |
|  | A    B    C    D                                 |
|  | ○    ○    ○    ○                                 |

DETAIL

2. Farmers today are focused on \_\_\_\_\_.
- |   |   |
|---|---|
| A. developing new varieties of plants   | C. growing crops that can resist climate change |
| B. producing the maximum amount of food | D. growing crops that can resist disease        |
|   | A    B    C    D                                |
|   | ○    ○    ○    ○                                |

DETAIL

3. The author mentions the Philippines and China as places where \_\_\_\_\_.
- |  |  |
|--|--|
| A. the number of crop varieties has dropped by 50% | C. far fewer plant varieties are being grown today |
| B. new types of seeds have replaced old ones       | D. there are relatively more crop varieties        |
|  | A    B    C    D                                   |
|  | ○    ○    ○    ○                                   |

DETAIL

4. What do the people at Heritage Farm do to seeds besides storing them?  
\_\_\_\_\_

REFERENCE

5. What does the word *this* in paragraph E, line 11 refer to?  
\_\_\_\_\_



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Reading Comprehension

Unit 1C Traditional Food Culture Reinterpreted

Answer the following questions using information from the letter to the editor.

VOCABULARY

1. What is the meaning of the word *meddle* in the third line of paragraph A?

- A. create
- B. interfere

- C. ignore
- D. follow

A B C D

DETAIL

2. What did the popular television series *Shogun* accomplish for Americans?

- A. a reimagining of the sushi roll
- B. founding of Japanese-American cuisine

- C. a positive shift in attitudes towards Japanese culture
- D. greater popularity for Japanese television programs

A B C D

VOCABULARY

3. Find a word in paragraph B that has a similar meaning to *replacing*.

\_\_\_\_\_

REFERENCE

4. What do *these traditions* in the third line of paragraph C refer to?

\_\_\_\_\_

INFERENCE

5. Why does the author bring up the example of bubble tea?

- A. to show that bubble tea does not change like other recipes
- B. to argue that bubble tea is the most popular drink in the world

- C. to argue that bubble tea had to change to become popular
- D. to show that traditional food is not limited to one place or culture

A B C D



# **Additional Reading Practice**





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1A A Mysterious Visitor**

Read the passage and choose the correct answer for each question.

**Project Blue Book**

“An alien stole my homework,” a boy tells his third grade teacher. This might have been a common excuse in a 1950s American classroom. During this time, people were worried about UFOs—unidentified flying objects. They thought UFOs were dangerous aliens from outer space. The government began to research UFOs to see if there truly was any danger.

An organization called “Project Blue Book” began collecting information on UFO sightings. After 17 years of research, researchers had information on over 12,000 sightings. Six percent of these sightings were called “unidentified.” This meant that researchers did not have enough information to know what caused the sighting. The rest of the sightings, over 90 percent, were identified as natural events. For example, the sighting might have been a falling star or a person’s hot air balloon—not a dangerous alien from outer space.

As a result of Project Blue Book, the government decided that UFOs were not something to be afraid of. Project Blue Book, and official research on UFOs, ended in 1969.

**GIST**

1. What is the passage mainly about?
  - A. American classrooms in the 1950s
  - B. UFO sightings around the world
  - C. Project Blue Book’s research
  - D. people’s fear of UFOs

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A                     | B                     | C                     | D                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



REFERENCE

2. In the third line of the first paragraph, what does the word *They* refer to?
- A. aliens
  - B. UFOs
  - C. people
  - D. the government
- A   B   C   D

VOCABULARY

3. In the second line of the first paragraph, what does the word *excuse* mean?
- A. a subject of study (e.g. math, science, art, etc.)
  - B. a reason given for doing (or not doing) something
  - C. a normal childhood fear
  - D. a classroom rule
- A   B   C   D

DETAIL

4. What is a falling star an example of?
- A. an unidentified sighting
  - B. a natural event
  - C. an alien
  - D. a UFO
- A   B   C   D

DETAIL

5. In the second paragraph, which sentence is true?
- A. Unidentified sightings were dangerous.
  - B. People watched UFOs from hot air balloons.
  - C. Most of the UFO sightings were natural events.
  - D. Six percent of the UFO sightings were from outer space.
- A   B   C   D





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1B The Lost City of Atlantis**

Read the passage and choose the correct answer for each question.

**The Lost City of Tambora**

The lost island of Atlantis is a famous story. However, few people know of the lost city of Tambora. Unlike Atlantis, Tambora was definitely a real place on the island of Sumbawa, Indonesia. It disappeared completely over 200 years ago when a giant volcano erupted nearby. The explosion sent pieces of volcanic rock flying almost 43 kilometers into the air. These rocks, along with dangerous gases, covered the entire area. All 92,000 of the city's people were thought to have died.

Tambora disappeared in 1815. But it was only found again in 2004, when scientists decided to do research in the area. They were able to uncover Tambora's history by studying the things its people left behind. Scientists reported finding many bronze objects and concluded that the people of Tambora must have been quite rich.

The natural event that wiped out Tambora also killed another 200,000 people in other parts of the world, too. How did that happen? The volcanic gases rose into the air and created a very large, dark cloud which covered the sky for months. The year 1816 was called "the year without a summer" because the cloud simply stopped sunlight from reaching the Earth. Farmers could not grow enough food for everyone, and the cold weather caused many to become sick and die. Much more than a single city was lost in this unfortunate event.

**GIST**

1. The passage mainly \_\_\_\_.
- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| A. discusses how a volcano works                        | A                     | B                     | C                     | D                     |
| B. explains "the year without a summer"                 |                       |                       |                       |                       |
| C. shows how the Tambora eruption caused many problems  |                       |                       |                       |                       |
| D. explains why scientists took so long to find Tambora | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



INFERENCE

2. Why does the writer compare Atlantis and Tambora?
- A. They both had rich and successful people.
  - B. They both disappeared completely.
  - C. They are both true stories.
  - D. Scientists are busy studying both cities.
- A   B   C   D

DETAIL

3. Which of these statements is NOT true?
- A. No one in Tambora lived through the eruption.
  - B. Scientists found Tambora in 2004
  - C. All of Tambora's bronze objects melted in the eruption.
  - D. The city of Tambora had many rich people.
- A   B   C   D

REFERENCE

4. In the second line of the final paragraph, what does the word *that* refer to?
- A. the researchers who studied Tambora
  - B. the large, dark cloud
  - C. the death of 92,000 people
  - D. the death of 200,000 people
- A   B   C   D

VOCABULARY

5. In the final paragraph, what does the word *unfortunate* mean?
- A. sad
  - B. exciting
  - C. interesting
  - D. strange
- A   B   C   D



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1A The Incredible Dolphin**

Read the passage and choose the correct answer for each question.

**Elephant Trunks**

When you think of an elephant, you probably think of its trunk. An adult African elephant's trunk is about two meters long! It is actually a very long nose and upper lip. Like most noses, trunks are for smelling. But they are also for touching and picking things up.

African elephants use their trunks to help them keep cool. First, they spray cool water over their bodies. Then they blow a layer of dirt on their skin. Elephants pick up and spray the dirt the same way they do water—with their trunks. The dirt and water act as a kind of sunscreen for the elephant.

Elephants are social animals. They sometimes hug each other by wrapping their trunks together to say hello or show they care. If an elephant feels threatened by something, it will use its trunk to make loud noises to warn other elephants. Elephants will use their trunks to help push a baby elephant over something in its way, to rescue another elephant that is stuck in mud, or to gently raise a newborn elephant to its feet. And just as a human baby sucks its thumb, an elephant calf often sucks its trunk for comfort.

**GIST**

1. What could be another title for the passage?

- A. Newborn Elephants
- B. A Very Useful Body Part
- C. An Elephant's Cooling System
- D. Ways Elephants Protect Themselves

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A                     | B                     | C                     | D                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



DETAIL

2. What use of the trunk is NOT mentioned in the passage?
- A. to say hello
  - B. to spread sunscreen on their skin
  - C. to warn other elephants
  - D. to push another elephant
- A   B   C   D

DETAIL

3. According to the passage, why do elephants make loud noises with their trunks?
- A. to show they care about something
  - B. to warn other elephants
  - C. to show happiness
  - D. to make music
- A   B   C   D

DETAIL

4. Which paragraph shows what elephants do in hot weather?
- A. paragraph 1
  - B. paragraph 2
  - C. paragraph 3
  - D. paragraphs 2 and 3
- A   B   C   D

REFERENCE

5. In the last sentence of the final paragraph, what does the word *its* refer to?
- A. trunk's
  - B. thumb's
  - C. human baby's and elephant calf's
  - D. adult elephant's
- A   B   C   D



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1B Master of Disguise**

Read the passage and choose the correct answer for each question.

**How Do You Train an Elephant?**

Perhaps you have heard about elephants that can paint pictures or play musical instruments. They seem to be able to learn how to do everything except speak. Have you ever thought about what methods trainers use to get these huge animals to perform this way? Although elephants are very intelligent, they are still wild animals, after all.

First of all, an elephant knows the difference between a kind person and a mean one. The best trainers are able to imagine themselves in the elephant’s place. They realize that the better they understand the animal, the better teachers they will be. They are always gentle with the animals and prefer to encourage them to do things instead of forcing them.

Some trainers use a system that involves giving the animal a treat, such as an apple, whenever it does what it is asked to do. One advantage of this strategy is that it helps an elephant feel comfortable with its trainer. When an elephant does something wrong, a good trainer thinks, “How would elephants treat each other in this situation?” Sometimes the answer is to use force, but to use it properly and as gently as possible.

**GIST**

1. What is the passage mainly about?

- A. the advantages of training elephants
- B. why training elephants is dangerous
- C. how trainers teach elephants
- D. a very intelligent elephant

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A                     | B                     | C                     | D                     |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



DETAIL

2. According to the passage, a good elephant trainer \_\_\_\_.
- A. knows how to paint
  - B. forces the animal to do its job
  - C. is able to think like an elephant
  - D. uses music as part of the training
- A   B   C   D  
○   ○   ○   ○

REFERENCE

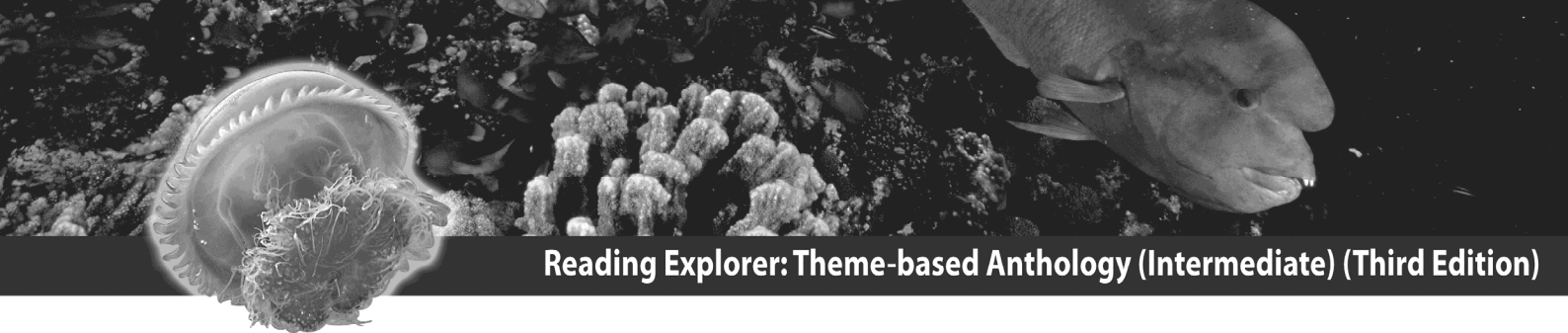
3. In the second sentence of the final paragraph, what does the word *its* refer to?
- A. elephant's
  - B. trainer's
  - C. system's
  - D. apple's
- A   B   C   D  
○   ○   ○   ○

DETAIL

4. According to the passage, which statement is NOT true?
- A. Elephants can tell if a trainer is mean.
  - B. Some trainers use treats to help train elephants.
  - C. Trainers never use force to train their elephants.
  - D. Trainers are unable to teach elephants how to speak.
- A   B   C   D  
○   ○   ○   ○

INFERENCE

5. In the second paragraph, what does the sentence *The best trainers are able to imagine themselves in the elephant's place* mean?
- A. Good trainers ride on top of their elephants.
  - B. Good trainers and elephants live in the same place.
  - C. Good trainers think about how their elephants are feeling.
  - D. Good trainers show elephants that they are in charge.
- A   B   C   D  
○   ○   ○   ○



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1A Sweet Love**

Read the passage and choose the correct answer for each question.

**Sweets from around the World**

Since the beginning of time, people have enjoyed foods that taste sweet. Originally, desserts were made from local, naturally sweet foods like fruit, nuts, and honey. However, during the Middle Ages, sugar from sugarcane plants began to be traded around the world. This provided a new ingredient for making sweets. At that time, sugar was something only the rich could afford to buy. But by the 19th century, sugar-filled desserts were being mass produced in factories and sold to common, everyday people.

Today, you can find aisles of sweet treats in almost any grocery store. There is no end to the cookies, cakes, chocolates, candy, ice cream, puddings, and pies that you can buy. But around the world, you can still find desserts that are unique—desserts that represent certain cultures or places. For example, churros from Latin America are fried dough sprinkled with cinnamon sugar. Fried plantains (a kind of banana) are a sweet treat in certain parts of Africa. Pastries made with honey and pistachio nuts can be found in the Middle East. And bean curd cookies are sold in Asia. These desserts are made from local ingredients, and local people have been eating them for generations.

How people eat dessert is different from place to place. Some people see dessert as an occasional treat—something they do not eat very often, maybe only as part of a celebration. Others have dessert on a daily basis, and perhaps even more than one dessert a day. Some people call a piece of fruit dessert. Others may eat leftover cake or cookies for breakfast. Although the way people eat dessert and the ingredients of the dessert may differ from place to place, one thing is certain. People will never stop enjoying a bit of something sweet.



GIST

1. What is the purpose of the passage?
- A. to tell a story
  - B. to give information
  - C. to compare cultures
  - D. to explain a process

A B C D

GIST

2. What is the first paragraph mainly about?
- A. how to make sugar
  - B. the history of desserts
  - C. the first kinds of desserts
  - D. when factories began making desserts

A B C D

VOCABULARY

3. In the second paragraph, what does the word *unique* mean?
- A. special, not like any other
  - B. traded around the world
  - C. small in size
  - D. very sweet

A B C D

REFERENCE

4. In the fourth line of the final paragraph, what does the word *Others* refer to?
- A. fruit
  - B. people
  - C. cookies
  - D. ingredients

A B C D

INFERENCE

5. What does the passage say is true about most people?
- A. They eat the same amount of desserts.
  - B. They eat the same kinds of desserts.
  - C. They only eat local desserts.
  - D. They like desserts.

A B C D





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Reading Practice**

**Unit 1B Food for the Future**

Read the passage and choose the correct answer for each question.

**Taking the Right Steps**

Since ancient times, people have used Earth’s natural resources to grow food. Farmers look for the best places to plant their crops. Yet, the land is not always right for farming. It can be too dry, too wet, or too rugged. If the land is not suited for farming, people change it. They reshape it. They build dams or cut down forests.

The Incas were expert farmers who changed their land. The Incas were an ancient people who lived in South America. They built a vast empire of 12 million people. These people lived among the snowy Andes mountains.

There was not a lot of flat land to farm on. Farming on a hillside was a bad idea. Water runs downhill when it rains. The water can cause erosion, or wearing away of the soil. When the soil is worn away, it takes valuable nutrients with it. Plants cannot grow.

To feed millions of people, the Incas had to create something new. So they invented a form of farming called terrace, or step, farming. The Incas changed their land by digging into it. They carved huge steps into the sides of the mountains. They stacked stones around each step to make a solid wall. Then they filled in the space behind the walls with soil. This made flat places to plant crops.

When flowing rainwater reached a terrace, it slowed down and soaked into the soil. The water helped crops grow. The walls in terrace farming also helped control erosion. The plants grew well. From far away, these terrace farms looked like a living staircase. The Incas grew corn, potatoes, and quinoa. Quinoa is a grain they used to make cereal, flour, and soups.

Today, people all over the world use terrace farming to grow crops. In Asia, rice grows in terraced fields called paddies. In Europe, grapes and olives grow on terrace farms.



GIST

1. What is the passage mainly about?
- A. the culture of the Incas
  - B. the history of the Incas
  - C. a method of farming
  - D. how to grow grain

A B C D

VOCABULARY

2. In the first paragraph, what does the phrase *suited for* mean?
- A. to have the right conditions
  - B. to use for another purpose
  - C. to buy from someone else
  - D. to not agree on something

A B C D

DETAIL

3. In the passage, what is NOT mentioned about the Incas?
- A. They built a large empire.
  - B. They were expert farmers.
  - C. They lived in the Andes mountains.
  - D. They ate only grains and vegetables.

A B C D

DETAIL

4. In the passage, what is NOT mentioned about terrace farming?
- A. It provides flat spaces to grow crops.
  - B. It is used to grow any kind of crop.
  - C. It slows down rain water.
  - D. It controls soil erosion.

A B C D

DETAIL

5. Which paragraph gives other examples of places where terrace farming takes place?
- A. the first paragraph
  - B. the second paragraph
  - C. the fourth paragraph
  - D. the final paragraph

A B C D

**Additional  
Vocabulary  
Crosswords**

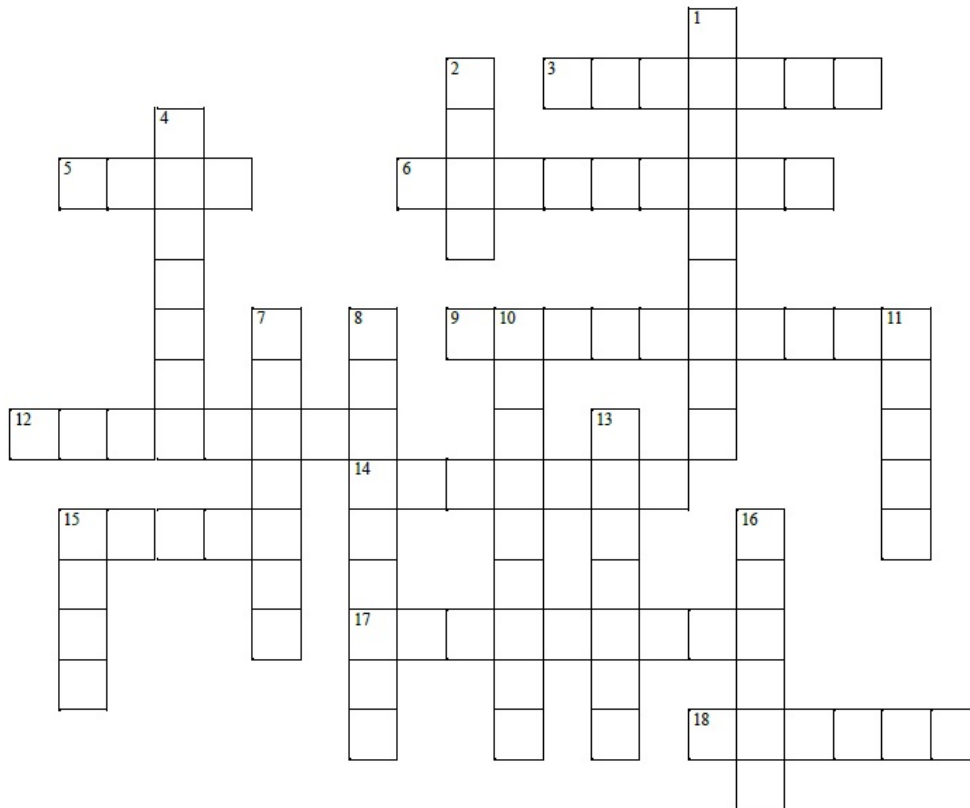




Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Vocabulary Crosswords**

**Unit 1 Food and Health**

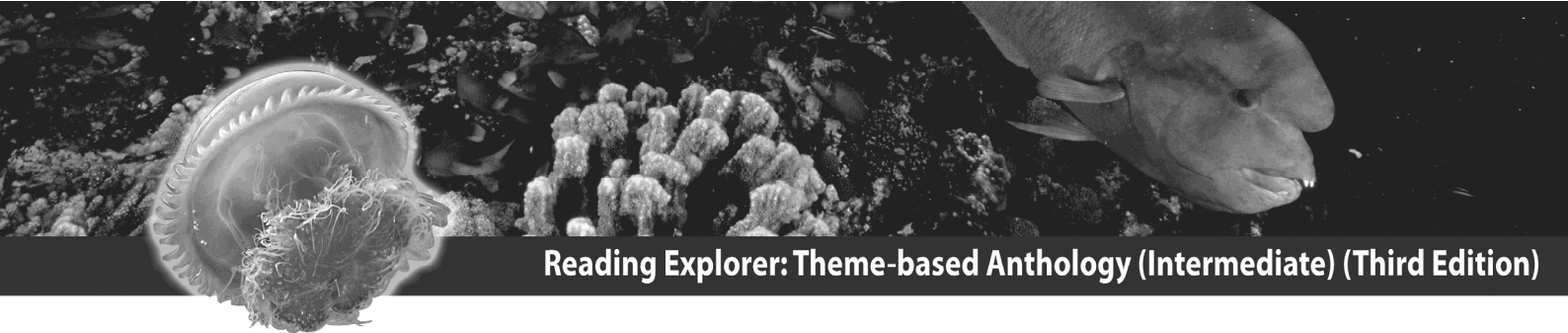


**Across**

- 3. to make or create
- 5. a substance that makes you want more of it
- 6. a piece of land consisting of countries
- 9. places or buildings used for particular activities
- 12. important to the past
- 14. easy to see or understand
- 15. to keep something
- 17. not wasting time or energy
- 18. how something tastes

**Down**

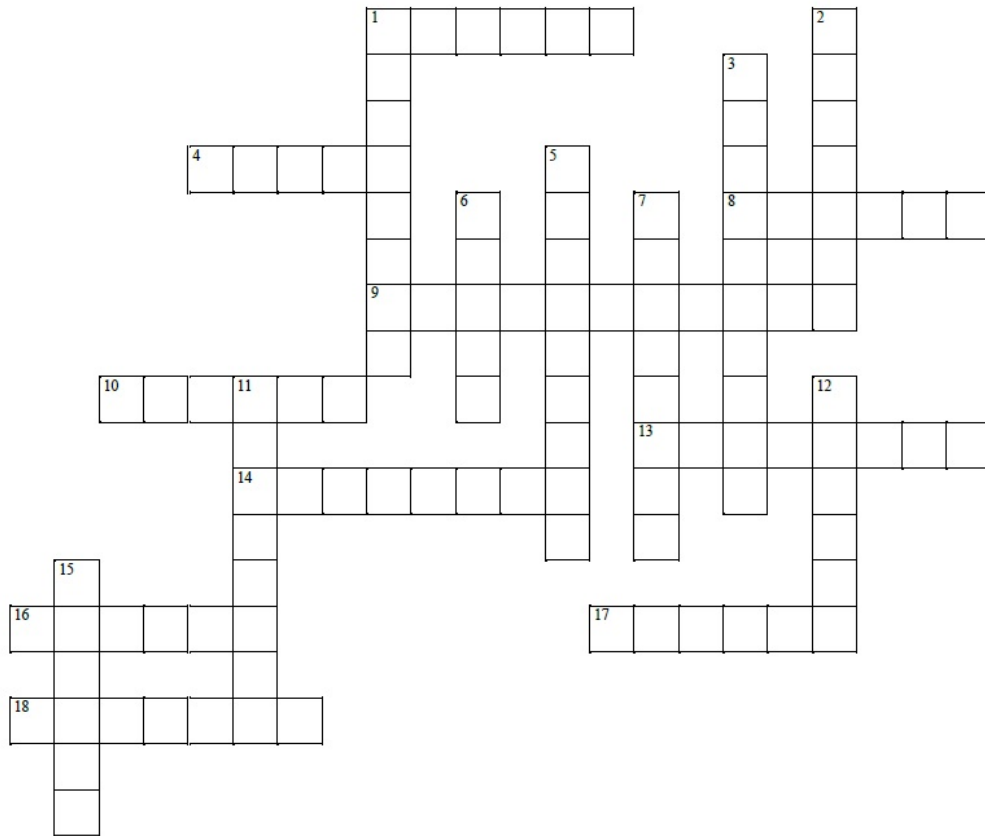
- 1. to persuade someone to buy something by telling them about it
- 2. a plant grown in large amounts
- 4. to put forward an idea
- 7. a range of different types
- 8. to suggest
- 10. a strong desire to have something regularly
- 11. the size or extent of something
- 13. a feature or characteristic of something
- 15. the part of a plant from which a new plant grows
- 16. a fight



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Vocabulary Crosswords

Unit 2 Call of the Wild



**Across**

- 1. The effect or influence that something has on something else
- 4. realizing or knowing that something exists
- 8. to develop and change over a long period of time
- 9. when two or more things are joined together
- 10. one part of something that has many parts
- 13. correct
- 14. relates to the ideas or customs of a particular society
- 16. a particular period of time during the year
- 17. only one
- 18. having many parts and being difficult to understand

**Down**

- 1. to spend time together and communicate
- 2. having no information about
- 3. to have something happen to you or affect you
- 5. in a way that shows you want to learn or know more about something
- 6. a person
- 7. regular and usual
- 11. the act of giving something and receiving something else
- 12. to make something new
- 15. to store sounds so that they can be listened to again

# **Additional Graphic Organizers**







Name: \_\_\_\_\_ ( )      Class: \_\_\_\_\_      Date: \_\_\_\_\_

**Additional Graphic Organizers**

**Unit 1A A Mysterious Visitor**

Complete the fact file about the object spotted in space as you read *A Mysterious Visitor*.

<b>Given name</b>	
<b>Description of object</b>	
<b>Facts</b>	1.  2.  3.
<b>Possible theories</b>	1.  2.

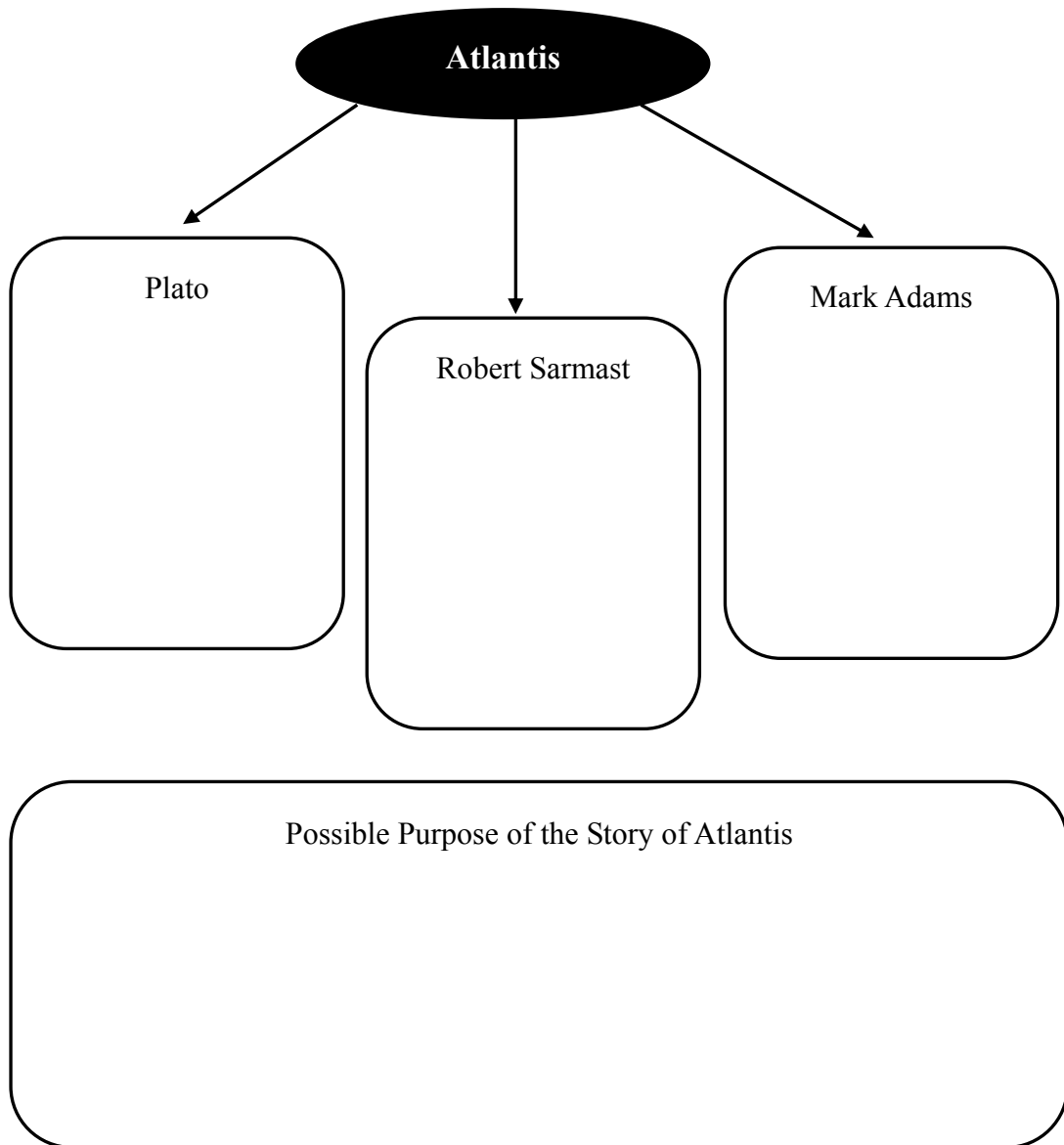


Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Graphic Organizers**

**Unit 1B The Lost City of Atlantis**

Complete the outline as you read *The Lost City of Atlantis*.



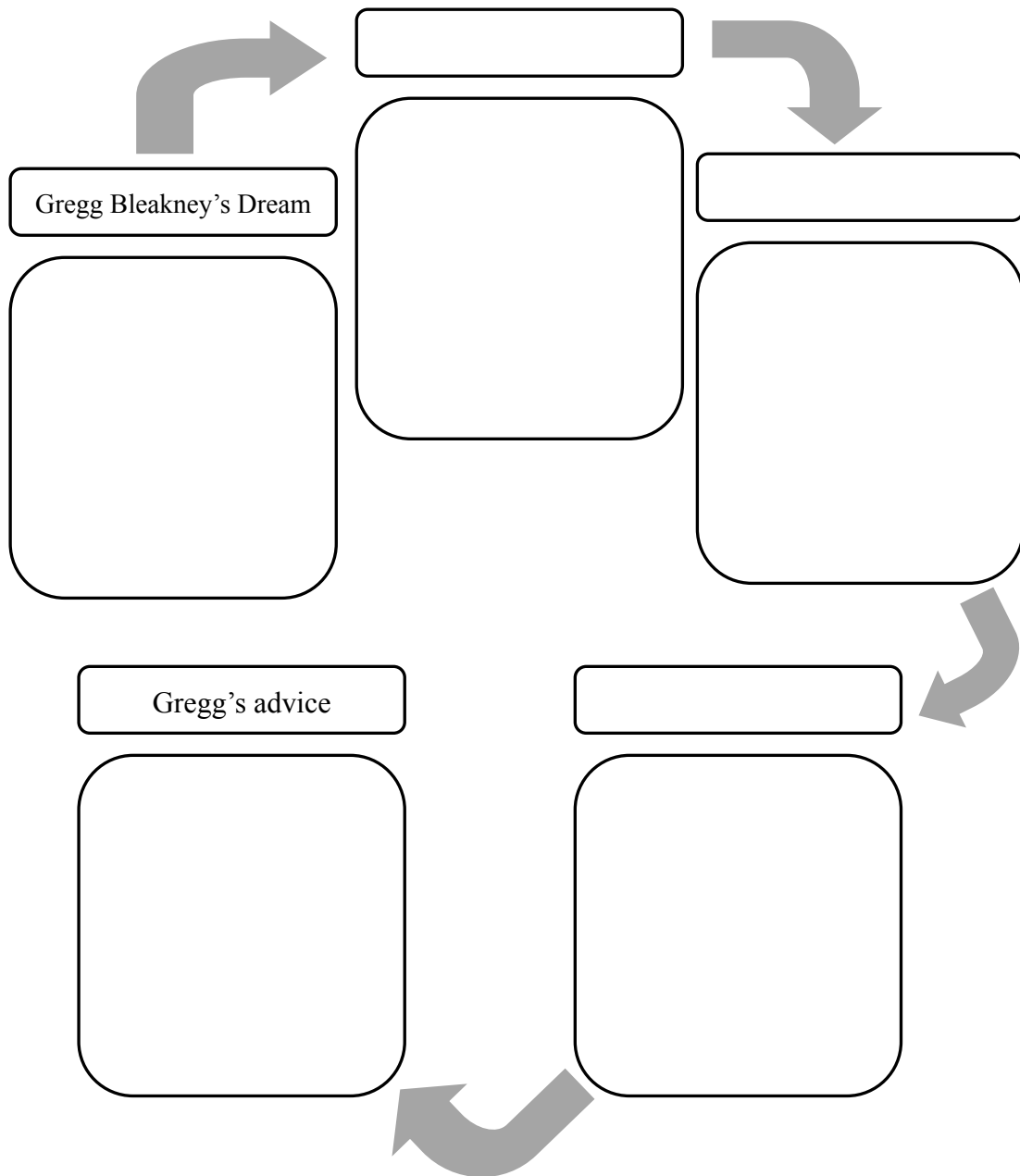


Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

Additional Graphic Organizers

Unit 2A The Trip of a Lifetime

Complete the flowchart as you read *The Trip of a Lifetime*.



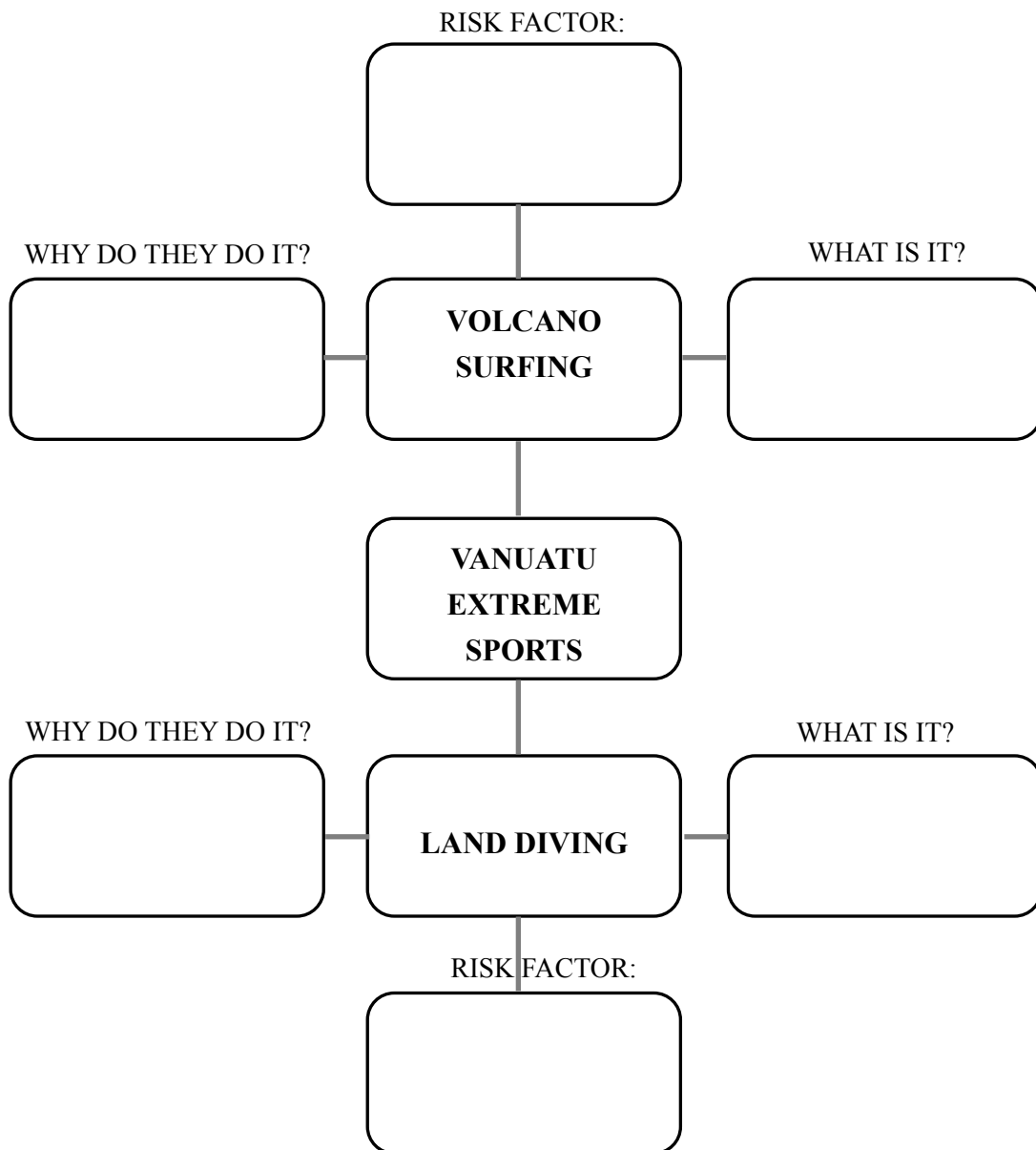


Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Graphic Organizers**

**Unit 2B Adventure Islands**

Complete the concept map as you read *Adventure Islands*.



**Additional  
Communicative  
Activities**





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Communicative Activities**

**Unit 3 The Power of Music**

**Group Discussion**

When you are studying, does music distract you or help you concentrate?	When you listen to a song, do you pay more attention to the words or the music?	What kind of music is best for exercise? Why?
What kind of music is good background music?	Do you like to sing? Do you have a wide vocal range?	Do you think there is a connection between being musical and being good at languages?
Is Western music popular in Hong Kong?	Do people of different ages like the same music? Why or why not?	Can music change your mood?
Does singing in English help you to learn new words?	Which musical instruments are the most difficult to learn to play?	Does music from your neighbors ever annoy you?



**Additional Communicative Activities**

**Unit 3 The Power of Music**

**Group Discussion—Teacher’s Notes**

**Activity Overview**

**Aim:** To discuss personal views on music while recycling target language from Unit 3

**Preparation:** Cut out the cards and place them in a pile for each group/pair.

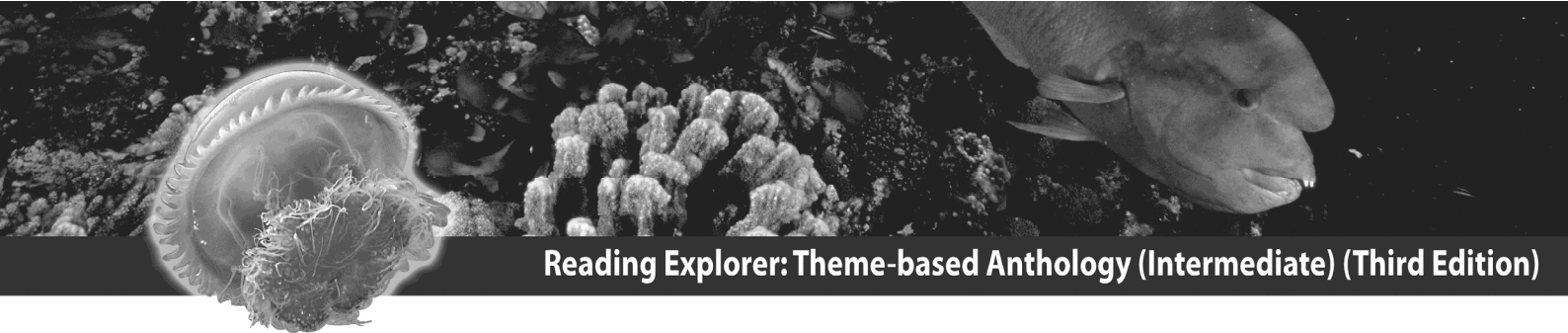
**Time:** 15–25 minutes

1. Have students form small groups. Have them take turns to take a card from the deck and read the question to their group.
2. Each member of the group should answer the question and explain any reasons.
3. Monitor the activity the make sure all students are participating and expressing their opinions. Provide help with unknown vocabulary when needed.

**Extension**

Ask each group to discuss and write down another music-related discussion question to share with the other groups.





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Communicative Activities**

**Unit 5 Finding Wonders**

**Info Gap Activity**

**Student A**

A. Read the text. Write the questions that ask about the missing information.

1. What \_\_\_\_\_ ?
3. How many \_\_\_\_\_ ?
5. What \_\_\_\_\_ ?
7. When \_\_\_\_\_ ?

For many years, Tanzania has been an important source of information about our early human ancestors. Human bones, tools, and fossils have all been found in the East African nation. For example, <sup>1</sup> \_\_\_\_\_ were recently discovered at a site in Engare Sero. The prints are thought to be between 5,000 and 19,000 years old. Scientists also believe that they were made by <sup>3</sup> \_\_\_\_\_ different people. Researchers are excited by the discovery because there are so many prints in a small area. The footprints show <sup>5</sup> \_\_\_\_\_. But these are not the oldest footprints found in Tanzania. In the 1970s, a set of footprints were found 100 kilometers from Engare Sero. These footprints were made <sup>7</sup> \_\_\_\_\_ ago. They provided early evidence of humans walking upright.

B. Take turns asking and answering questions. Complete the missing information in the text.



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Communicative Activities**

**Unit 5 Finding Wonders**

**Info Gap Activity**

**Student B**

A. Read the text. Write the questions that ask the missing information.

- 2. How old \_\_\_\_\_ ?
- 4. Why \_\_\_\_\_ ?
- 6. Where \_\_\_\_\_ ?
- 8. What \_\_\_\_\_ ?

For many years, Tanzania has been an important source of information about our early human ancestors. Human bones, tools, and fossils have all been found in the East African nation. For example, around 400 ancient footprints were recently discovered at a site in Engare Sero. The prints are thought to be <sup>2</sup> \_\_\_\_\_ years old. Scientists also believe that they were made by only a dozen different people. Researchers are excited by the discovery because <sup>4</sup> \_\_\_\_\_.

The footprints show that humans often ran and traveled through the area. But these are not the oldest footprints found in Tanzania. In the 1970s, a set of footprints were found <sup>6</sup> \_\_\_\_\_. These footprints were made 3.6 million years ago. They provided early evidence of <sup>8</sup> \_\_\_\_\_.

B. Take turns asking and answering questions. Complete the missing information in the text.



Additional Communicative Activities

Unit 5 Finding Wonders

Info Gap Activity—Teacher’s Notes

**Activity Overview**

**Aim:** To ask and answer questions to complete a short piece of text

**Preparation:** Give each pair a Student A and a Student B card.

**Time:** 15–25 minutes

**A**

1. Have students work in pairs. In each pair, give one student a Student A card and the other a Student B card. Ask them to read their part of the text to get a general idea of the content. Provide vocabulary support as needed.
2. Ask students to work out and write down questions to ask about the missing information. (The question words are provided as prompts.) **Option:** You may wish to group several A students and several B students together to work on their questions.
3. Monitor and assist students where necessary.

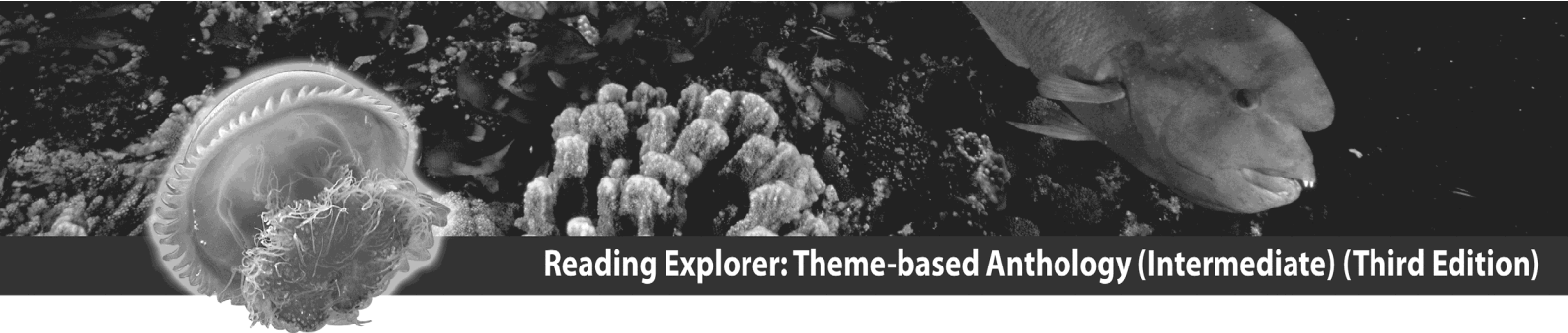
**B**

1. Have students work in pairs and take turns to ask the questions 1 to 8. Remind them not to read the whole sentences when responding, but only answer the question with the missing information. Have them write the missing information in the blanks.
2. After the students have filled in all the blanks, have them compare their final texts to check their answers.

**Answers**

Student A questions:

1. What was recently discovered in Engare Sero? (around 400 ancient footprints)
3. How many different people were the prints made by? (only a dozen)
5. What do the footprints show? (that humans often ran and traveled through the area)
7. When were the oldest footprints found? (3.6 million years ago)



Student B questions:

2. How old are the footprints thought to be? (between 5,000 and 19,000 years old)
4. Why are researchers excited by the discovery? (because there are so many prints in a small area)
6. Where were the oldest footprints found? (100 kilometers from Engare Sero)
8. What do the footprints provide evidence of? (humans walking upright)

# **Additional Video Worksheets**





Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Video Worksheets**

**Unit 1 Mysteries**

**Moon Mystery**

Fill in the blanks with the correct words from the box.

scientists	conditions	planet	surface
astronomers	robot	discovered	ingredient

Jupiter is the largest <sup>1</sup> \_\_\_\_\_ in the solar system. It is so big that 1,300 Earths could fit inside it. Due to its size, it also has a huge number of moons. So far, 79 have been <sup>2</sup> \_\_\_\_\_, but there could be more. Of those 79, one moon is especially interesting to scientists—Europa.

It is thought that this mysterious moon might be home to other forms of life. <sup>3</sup> \_\_\_\_\_ have known about Europa for a long time. It was discovered in 1610 by Galileo Galilei. However, <sup>4</sup> \_\_\_\_\_ still do not know much about it.

Europa is slightly smaller than Earth's moon, but it looks very different. Europa's <sup>5</sup> \_\_\_\_\_ is covered in ice. Long lines across the moon show where the ice has cracked. It is thought that beneath the ice is a salty, water ocean, and it is here that scientists think there might be life. Water is known to be an important <sup>6</sup> \_\_\_\_\_ for life to exist.

The ocean water on Europa would be very cold, but scientists have found life in similar <sup>7</sup> \_\_\_\_\_ on Earth. Future missions to Europa are being planned. Many scientists would like to send a <sup>8</sup> \_\_\_\_\_ to the moon's surface. Once there, a robot could drill through the ice, perhaps even deep enough to reach the ocean below. But for now, the icy moon's secrets remain a mystery.



Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Video Worksheets**

**Unit 1 Mysteries**

**Moon Mystery**

Fill in the blanks with the correct words.

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Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Additional Video Worksheets**

**Unit 1 Amazing Animals**

**A Chameleon's Colors**

Fill in the blanks with the correct words.

There are 202 species of chameleon in the world that scientists know about. 42% of these different types of chameleons live in Madagascar.

These creatures are famous for their <sup>1</sup> \_\_\_\_\_ to change color. For a long time, scientists thought chameleons changed color to hide from other animals. But now, they know that the main reason chameleons change color is to <sup>2</sup> \_\_\_\_\_ with each other. Chameleons can change color to attract other chameleons or to warn them to go away. They can use their colors to show that they are angry or scared. Sometimes, their colors also change because of changes in the temperature.

So, if chameleons don't change colors to <sup>3</sup> \_\_\_\_\_ from predators, how do they stay safe?

It turns out that chameleons stay safe by moving back and forth in a strange way. By following this odd system of <sup>4</sup> \_\_\_\_\_, the chameleon looks less like a moving animal and more like a leaf being blown by the wind.

A chameleon's tongue is very long and moves very fast. To catch food, a chameleon hides in the trees until a(n) <sup>5</sup> \_\_\_\_\_ walks by. Then it shoots out its tongue to catch the insect. A chameleon can catch insects as far away as two times its body length. A chameleon's tongue is made of bone and <sup>6</sup> \_\_\_\_\_. And the end of its tongue is very sticky. The muscles at the back of the tongue prepare the sticky parts to shoot out—just like how a person pulls back the string of a bow to get ready to shoot an arrow. Then they let go! The tongue shoots forward at a great speed, and the insect is caught in the <sup>7</sup> \_\_\_\_\_.



Chameleons are amazing creatures. But like many other animals, they're in trouble. Many species of chameleons are <sup>s</sup> \_\_\_\_\_. This is because the forests and other areas where they live are disappearing or are being changed by people. And when the area is changed too much, it becomes hard for chameleons to live there.

Scientists are working to help endangered chameleon species, by learning as much as they can about these colorful creatures.

# **Teacher's Guide**



# FOOD AND HEALTH



## UNIT INTRODUCTION

This unit focuses on how what we eat affects how we feel, and what we can do to ensure there will be enough food in the future for all humans. In “Sweet Love,” students read about the negative effects sugar has on our health. In “Food for the Future,” students read about different species of food crops, and how we can preserve the crops’ seeds before they disappear.

**Key Words for Internet Research:** *sugar addiction, high blood pressure, diabetes, healthy food, potato famine, Nikolay Vavilov, Svalbard Global Seed Vault, Diane Ott Whealy, Heritage Farm*

## WARM UP

### TEACHING NOTES

Cappadocia is located in central Turkey, and traditional food from the region combines influences from Central Asia, the Middle East, and the Mediterranean. The food is typically fresh and healthy, and the ingredients are full of flavor.

- Ask students to look at the photo. Ask what they think the connection is between food and health. Explain the words *traditional* and *meal*.
- Have students discuss the questions in the Warm Up box in pairs, and follow up with a class discussion.

**Challenge:** Have students work in small groups to brainstorm two lists of foods: healthy and unhealthy. Then ask students which of their lists is longer and which was easier to create.

## LESSON OVERVIEW

**Target Vocabulary:** *addiction, advertise, battle, cut down on, drug, efficient, facilities, obvious, recommend, store*

**Reading Passage Summary:** Many people consume more sugar than they realize because it's added to so many products—drinks, condiments, bread, to name a few. Excessive sugar can lead to increased risks of heart disease, high blood pressure, and diabetes, so it is important to read labels and limit sugar consumption.

## TEACHING NOTES

### Before You Read



**A. Quiz:** Explain that all items have been made with sugar. Have students do activity A and then check their answers in pairs. Ask which sugar amounts surprised them. Note that one teaspoon of sugar is about 4.2 grams.

**B. Scanning:** Tell students that scanning is useful when they have specific information they want to find out. Have students brainstorm in pairs before scanning the first paragraph. Remind them that they only need to find out why people love sugar.

### Reading Comprehension



**A. Comprehension:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the reading passage.

**B. Scanning:** Remind students that, when scanning, they are searching for specific information. Check answers to activity B as a class. Ask students to identify the paragraph in which they found the correct information.

### Reading Skill



Have students read the paragraph on **Skimming for the Main Idea of Paragraphs**. Tell students that, when skimming, they are looking over the picture, headings, and the first and last sentences of each paragraph to get the gist or general idea.

**A. Determining Main Ideas:** Before students skim, review the main components of a paragraph with

them: the topic sentence and supporting sentences. Explain that the main idea of a paragraph is in the topic sentence, which is usually the first or last sentence. Have students do activity A individually. Then check answers as a class.

- In paragraph B, the first sentence is a quote about the connection between sugar and illness. A quote is usually a form of support for a topic sentence, so this might confuse students at first. The main point is repeated again in the last sentence of the paragraph.

**B. Determining Main Ideas:** Have students do activity B individually. Then check answers as a class.

### Critical Thinking



Have students make a list of what they ate yesterday for breakfast, lunch, and dinner. Make sure they also include snacks, and any fruit and vegetables they ate. There are apps that calculate the amount of sugar in food. If possible, prepare a list of apps beforehand.

### Vocabulary Practice



**A. Completion:** This paragraph is about the history of sugar, and how our addiction started from sugarcane. Have students do activity A individually. Then have students check answers in pairs. The word *addiction* is often used to describe any compulsive behavior around a thing or activity, such as a *food addiction* or a *gambling addiction*. In general, the word is used to refer to serious problems, but it is also used in a more casual way to talk about something you like a lot. People may say that a person is addicted to a TV show that they love to watch, for example.

**B. Definitions:** Have students do activity B individually. Then check answers as a class.

- Question 6: The verb *store* is used in the reading passage to explain how our bodies hold onto (stock) sugar, as opposed to the noun *store*, which describes a place that stocks and sells things.
- Question 7: The phrase *cut down on* is used with a noun, such as *cut down on sugar*, or a noun phrase, such as *cut down on drinking soda*. The phrase is often used to talk about limiting something in your diet, but it can also be used to talk about limiting anything that you do in excess, i.e., *cut down on texting*.

**C. Word Parts:** Have students do activity C individually. Then ask students to write a new sentence with each phrasal verb.

**Challenge:** Have students make a list of their top three favorite sweet foods. Then divide the class into groups based on what their favorite sugary food is. Tell groups to brainstorm some ways in which they can cut down on that sugary item.

## READING 1B FOOD FOR THE FUTURE

### LESSON OVERVIEW

**Target Vocabulary:** *continent, crop, flavor, historic, produce, quality, scale, seed, suggest, variety*

**Reading Passage Summary:** Farmers have created “seed banks” to protect their food supply against hungry animals and extreme weather. Seed banks are crucial because they provide protection—a sort of insurance policy—for us and these plants.

### TEACHING NOTES

#### Before You Read

**A. Matching:** Have students look at the photo and read the caption. Get them to guess the meaning of each word by using the context. They may be familiar with the word *species* in relation to animals. Explain that the term can be used for a related group of any living thing, including plants. Students learned the verb *store* in Reading 1A for the action of saving something for later use. The definition for *preserve* may seem similar to students. Explain that the word *preserve* means to keep something alive or maintain it in its existing state. You can *store* a non-living thing but not a living thing. The verb *preserve* has another meaning specifically about food, which refers to the process of adding something to food to keep it from going bad.

**B. Predicting:** Ask students to look at the photo of Cary Fowler holding seeds in a special tube. Read aloud the caption and say that he’s a conservationist, which means he wants to protect certain species. Have

students discuss in pairs why he might want to protect these seeds. Ask students to think about how the Earth is changing, and how that might affect our food supply in the future. Students then practice *skimming* to get the gist of the entire passage and to check their ideas. Have them discuss with their partners again to see if their predictions have changed at all, but don’t give them the answers until they read the reading passage again in the next section.

#### Reading Comprehension

**A. Comprehension:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the reading passage. Tell them to also check their predictions for Before You Read, activity B.

**B. Matching:** Have students do activity B individually. Then have them compare their answers in pairs.

#### Reading Skill

Have students read the paragraph on **Identifying the Purpose of Paragraphs**. Explain that each paragraph in a text usually has a purpose or function. Have students read the list of purposes below the paragraph. Answer any questions that students may have about meaning.

**A. Identifying Purpose:** Have students do activity A. Then check answers as a class. Elicit examples from the text that helped students decide on each paragraph’s purpose. Write the correct answers on the board so

students can see the purpose of each paragraph, and therefore the presentation of ideas in the text. The author first gives historical background, then describes the problem, then reports data as supporting evidence, then offers a solution, then offers an additional example of the solution.

**B. Identifying Purpose:** Have students do activity B. Then check answers as a class. Elicit examples from the text that helped students decide on each paragraph's purpose.

**Challenge:** Have each student do research about a crop that should be saved. Then put students in groups of four. Ask them to present to their group about the crop they have chosen. Have the group vote on which crop they want to save. Then have each group present information about that crop to the class. After each group presents, have the class vote on which crop to save.

## Vocabulary Practice



**A. Completion:** This paragraph is about seed banks, the Svalbard Global Seed Vault being the largest. This seed bank was mentioned in Reading 1B. Have students do activity A individually. Then have students check their answers in pairs.

- Question 3: The word *scale* is preceded by a hyphen because it is paired with *large* and used as an adjective to modify *global crisis*. The noun *scale* is often used with an adjective of size, especially *large* and *small*, to specify to what size or extent something is.

**B. Definitions:** Have students do activity B individually. Check answers as a class. Have students write sentences for each word. As a verb, *crop* means to cut in on something, such as a photo or image, but here *crop* is used as a noun.

**C. Collocations:** Have students do activity C individually. The adjective *high* is often followed by a hyphen when it is used to form another adjective, as in *high-quality* or *high-paid*.

## READING 1C

## TRADITIONAL FOOD CULTURE REINTERPRETED

### LESSON OVERVIEW

**Reading Passage Summary:** To argue that food is always changing to fit local tastes and socioeconomic circumstances, and the same applies to traditional food

### TEACHING NOTES

#### Before You Read

#### Background to fusion cuisine

**Definition:** Fusion cuisine combines elements from the culinary traditions of different regions and cultures, and generally involves giving a foreign dish a local spin. The term can refer to individual dishes created as a result of culinary inventiveness, and/or a whole

region's cuisine that has evolved due to the integration of other culinary traditions.

**Origins of modern fusion:** Renowned chef Norman Van Aken claims to have coined the term "fusion cuisine" in the late 1980s, but the modern trend of "hybrid", "reimagined" traditional cuisine can be traced further back to California in the 70s. In 1971, Alice Waters opened her famed restaurant "Chez Panisse" in Berkeley, California, challenging the traditional French practice of serving food that is not in season. Her idea of using local seasonal produce to reinterpret French traditional dishes quickly spread. In 1975 Austrian chef Wolfgang Puck joined the West Hollywood restaurant "Ma Maison", and took the idea further with his "farm-to-plate" cross-cultural cooking. Puck dubbed the result "California



nouvelle”, and publicity generated by the restaurant’s celebrity clientele made the concept famous. Though the popularity of fusion cuisine is now global in scale, American and Australian chefs have been the most open to embracing the trend.

**Early cross-cultural culinary assimilations:** In addition to the above, the origins of many cultures’ “traditional” dishes can be traced to external influences and historical events. England’s fish and chips, for example, might be thought of as an early fusion dish borrowings from Jewish, Belgian and French cuisines. Japanese tempura has its roots in cooking practices of Portuguese missionaries to Asia. Yoshoku can be traced to the Meiji Restoration’s relaxation of the ban on eating red meat due to Western influences.

### Main criticisms

- **Cultural appropriation:** Budget-style restaurants in particular have been accused of racial stereotyping and commercial exploitation. For example, in 2012, McDonald’s in Germany released its version of bubble tea by promoting it with the character Chan McTi, regarded by many as a racist caricature. It is argued that this kind of cultural appropriation violates the human rights and identity of the plundered culture, alongside causing them economic damage.
- **Lowering standards of professional culinary training:** Critics accuse the trend of robbing young chefs of the opportunity to acquire foundational techniques. They argue mastery is achieved by refining a dish through repetition, and that chefs lacking this traditional training and discipline fail to acquire fundamental skills. Critics blame fusion cuisine for the emergence of a new generation of chefs who are easily bored and quit if asked to repeat the same dish every day<sup>1</sup>.
- **Lower quality food and restaurants:** Culinary commentators feel that fusion practices have created an ‘anything goes’ mentality resulting in poor quality–yet overpriced–meals. Entry of unskilled restaurateurs and chefs into the market caused by this spoils consumers’ experience of traditional food.
- **Loss of culinary traditions:** Fusion food can result in the loss of generational and cultural knowledge and tradition.

<sup>1</sup><https://www.forbes.com/sites/drosengarten/2015/01/13/whither-fusion/#121dd6da0d58>

## Reading Comprehension



**A. Comprehension:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the reading passage.

# Text Type Analysis

## Letter to the Editor

- Salutation
- Point of view: “expert” opinion
- Introduction: establishes problem / news story, expresses a strong reaction to rivaling views
- Main thesis: Reimagining traditional food is a long-standing practice, enriches global cultures
- First argument: reference to a famous example where famous dish was reimagined
- Explanation: description of the historical, social and economic circumstances that existed
- Conclusion: repeating the economic and cultural benefits of reimagining traditional food
- Irony: shows even Japanese people are open to the reimagining of sushi
- Second argument: implying Taiwanese food was not glamorous until reimagined
- Rhetorical question to invite the reader to infer supporting point
- Evidence: milk tea’s popular beyond local borders
- Conclusion: restatement of thesis
- Call to action
- Writer’s name
- Professional position
- District

Dear Editor,

As a food critic with an addiction to Asian cuisine, I am often surprised and dismayed when people call traditional food “boring” or even “old-fashioned”. More astonishing still are those who insist chefs should not meddle with traditional recipes, arguing that famous dishes are famous because they slavishly follow recipes created at some historic point in time and place. The truth is, cooks have always adapted traditional food or made new creations to suit local tastes, the produce available, and local social and economic circumstances. The world has been all the richer for it.

The successful large-scale introduction of Japanese cuisine into North America, for instance, was made possible through both the reimagining of one dish, the sushi roll, and a cultural shift in the attitude of average Americans towards Japanese culture. The popular 1980s television series *Shogun* accomplished the latter, while one enterprising chef was responsible for the former by easing Americans into accepting sushi rolls. Substituting raw tuna with crab and avocado and cutting down on foreign elements such as sesame seeds was ingenious, but the chef’s masterstroke was hiding the seaweed wrap *within* the rice to emphasize the familiar over the exotic. The California Roll was born, and arguably founded the Japanese-American fusion food industry. So successful is it that American-style sushi restaurants have appeared in Japan, becoming accepted by locals and considered playful and innovative.

Food considered ‘traditional’ has complex origins. Taiwanese food in fact incorporates the Hakka staples of pickled vegetables and dumplings, and the Hui’s pulled noodles, fusing these traditions together centuries ago. Now Taiwanese food is being reimagined in North America, becoming a glamorous global phenomenon born out of necessity and change. Taiwanese migrants from diverse ethnic backgrounds are innovating with new crop varieties and flavors, with cooks of each ethnic tradition experimenting with and refining their region’s traditional dishes. Already beef noodle soup is being garnished with local American ingredients. And who has not tried bubble tea? This humble Taiwanese milk tea has become a global superstar—advertised on billboards across continents and drunk at McCafés in Germany. Traditional dishes can most definitely be reinvented while preserving their essential qualities—and there is both cultural and commercial value in doing so, too!

Just think of the benefits for Hong Kong if our traditional dishes received similar creative makeovers.

George Lam  
Editor of *Asian Food Adventures*  
Tsim Sha Tsui

## Language tips

- To keep a formal tone:
  - Avoid contractions and slang e.g. *I am* rather than *I'm*
- To create an authoritative, persuasive tone:
  - Use first person
  - Take a perspective that shows expertise in the topic: e.g. a food critic
  - Display a passionate reaction: e.g. *I am often surprised and dismayed*
  - Address counterpoints: e.g. claims against reimaging traditional food
  - Use specialized terms: *cuisine, complex*
- To present arguments:
  - Use direct speech: *"boring", "old-fashioned"*
  - Use rhetorical questions to encourage the reader to agree: *who has not tried bubble tea?*
  - Use conditionals: *Just think of the benefits for Hong Kong if our traditional dishes received similar creative makeovers.*
  - Contrast opposites: *the familiar over the exotic; this humble Taiwanese milk tea has become a global superstar*
  - Use verbs: *insist, think, refine, popularize*
- To link ideas:
  - Use connectives: *while, More astonishing still, for instance*

## VIDEO

## SPACE FOOD



**Video Summary:** The video provides information about the type of food NASA provides its astronauts. There are food scientists at the NASA Space Food Systems Laboratory who work to design special meals that can be eaten easily in space.

**Key Vocabulary:** *balanced diet, duration, zero gravity*

## TEACHING NOTES

### Before You Watch

**A. Previewing:** Ask students to look at the photo and read the caption and the paragraph. They should think about the meaning of the words in bold using context clues from the text. Have them do activity A and then check answers in pairs. The adjective *balanced* means "equal."

**B. Predicting:** The photo shows food floating due to zero gravity. Have students imagine why it would be difficult to eat food in space. In pairs, have students brainstorm what things would be important when creating space food. Don't check answers yet, as students will revisit this in the next section.

### While You Watch

**A. Gist:** Play the video and have students check their predictions.

**B. Short Answer:** Have students read the questions (1–3). Then play the video again and have students do activity B. Check answers as a class.

### Critical Thinking

Have students work in pairs and make a list of what would be good or bad space food. Have them describe each food as they think about how to rank it. Is it easy to hold? Is it healthy? Does it taste good? If time allows, have pairs present their rankings and reasons to the class.

### Vocabulary Review

Have students work alone to check their understanding of the unit's target vocabulary. If time allows, have students write an example sentence with each word. Ask for volunteers to read their completed sentences aloud to the class.



# CALL OF THE WILD



## UNIT INTRODUCTION

This unit focuses on how animals use sound to communicate, and whether those sounds have changed over time. In “Song of the Humpback Whale,” students read about a marine biologist’s research into how and why these gentle giants communicate. In “The 1,000-Year Bird Song,” students read about swamp sparrows and how their song has remained largely the same for hundreds of years.

**Key Words for Internet Research:** *animal traditions, conformist bias, humpback whale song, mimicry, singing whales, swamp sparrow, whale migration*

## WARM UP

### TEACHING NOTES

Tundra wolves, also called Arctic wolves, live in the Arctic regions of North America. They can be found in Alaska, Canada, and Greenland. Wolves live together in packs, and howl to communicate across long distances about things such as location, present dangers, and where prey can be found nearby.

- Read aloud the Unit Title as students look at the photo. Point out that “Call of the Wild” is an expression that describes the desire to go out into the wilderness, far away from other people. It is also the title of a famous book by Jack London.

- Read aloud the caption and explain the words *wolf*, *howl*, *conservation*.
- Have students discuss the questions in the Warm Up box in pairs, and follow up with a class discussion.

## LESSON OVERVIEW

**Target Vocabulary:** *apparently, aware, complex, curious, experience, interact, record, season, single, unknown*

**Reading Passage Summary:** Humpback whales are well known for their magical songs. Marine biologists, such as Jim Darling, have spent their careers researching and recording the humpback whales' song and looking for clues to explain why they sing as they do.

## TEACHING NOTES

### Before You Read

**A. Quiz:** Have students look at the photo, read the short description in activity A, and guess the correct word to complete each statement. Note that students will skim the passage in activity B to find the correct answers.

**B. Scanning:** Remind students that scanning means looking over a text quickly to find specific information. Check answers to activity A as a class. Ask students to identify the paragraph in which they found the correct information.

- Questions 1 and 2 are answered in paragraph A.
- Question 3 is answered in paragraph D. (Although the text mentions the whale's song in earlier paragraphs, communication isn't mentioned until paragraph D.)

### Reading Comprehension

**A. Comprehension:** Have students read the entire passage silently and then answer the questions. If necessary, play the audio and have students read along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the reading passage.

**Challenge:** Point out the photo and the caption of the whale calf, and write the following questions on the board: *What does calf mean? Do you know any other baby animals called calves?*

**B. Identifying Purpose:** Remind students that they learned about identifying purpose in the reading skill section from Unit 1B. Review this skill again. Have students work individually to match the purpose to each paragraph. Then have them compare their answers in pairs.

### Reading Skill

Have students read the paragraph on **Understanding Pronoun Reference**. Explain that the reference usually refers to something earlier in the same sentence or in a previous sentence. Tell students they should think about the context, too.

**A. Reference:** Remind students that a pronoun is a word that takes the place of a noun. Elicit a quick list of pronouns to write on the board: *he, she, we, I, they, it, one, this, that, those, these, him, her, them*, etc.

- Question 1: While *schools of small fish* is the last noun phrase to appear in the previous sentence, the pronoun *one* is instead referring back to *humpbacks*, which is the subject of the previous sentence. Students should understand from context that the whale, not the school of fish, is what sings.

**B. Reference:** Have students do activity B, and then check answers as a class.

- Questions 3 and 4: Make sure students understand that the whale is a different one. Ask students to read paragraphs C and G aloud and say *the humpback whale* instead of the pronoun *it*. Point out how much longer the two sentences become.

**Challenge:** Have students circle all the pronouns in paragraphs C and G and identify the paragraph reference for each.

### Critical Thinking

The passage is divided into two parts: "Recording Gentle Giants" and "Why Do They Sing?" Encourage students to summarize the main idea of each section to see that the answer to the first question can be found in the second section. For the second question, have students brainstorm reasons why people communicate and consider whether humpback whales might have similar reasons.

### Vocabulary Practice

**A. Completion:** Have students do activity A and then check answers in pairs. The word *apparently* means "as far as we know" and is used to introduce a theory that you have been told or know but are not completely certain is true.

**B. Definitions:** This paragraph is about blue whales and how they are being studied. Have students do activity B. Check answers as a class. Students will probably be familiar with the word *season* in relation to spring, summer, autumn/fall, and winter. Explain that *season* can also be used to describe any period of time during a year when a particular event occurs.

**C. Word Parts:** Have students do activity C and then check answers in pairs. Point out that there is no space between the prefix *inter-* and the base word. If time allows, have students make a new sentence with each word.

## READING 2B

# THE 1,000-YEAR BIRD SONG

### LESSON OVERVIEW

**Target Vocabulary:** *accurate, aspect, combination, create, cultural, evolve, exchange, human, impact, standard*

**Reading Passage Summary:** Research has shown that, like humans, baby swamp sparrows learn to sing by copying adult swamp sparrows. Robert Lachlan is a biologist who wanted to know how long these birds have been singing the same songs, so he created a study to measure their longevity. His research shows that these same songs may have existed for the past 1,000 years.

### TEACHING NOTES

#### Before You Read



**A. Previewing:** Elicit a class discussion about what bird calls sound like. Have students consider what things birds might want to communicate. Draw a comparison between humans mimicking sounds and birds mimicking sounds. Then focus the discussion on the great horned owl and the lyrebird.

**B. Skimming:** Remind students that skimming means reading quickly to find specific information. Point out the title of the passage and explain that the name of the bird is in paragraph A, and details about the research are in paragraph E. Check answers as a class.

#### Reading Comprehension



**A. Comprehension:** Have students read the entire passage silently and then answer the questions. Alternatively, play the audio and have students read

along. Check answers as a class, asking students to give evidence for their answers using paragraph references from the reading passage.

**B. Evaluating Statements:** Have students read the statements and choose the correct answer. Remind them that NG means that the information isn't given in the passage so there is no way to know if it is true or false.

- Question 3: The research was carried out across the northeastern U.S.
- Question 4: The researchers divided each recorded song into syllables using computer software. There is no information given about how many syllables are in each sparrow song in nature.

#### Reading Skill



Have students read the paragraph on **Scanning for Details**. Remind students that they practiced this skill in Lesson 1A and 2A. Explain that scanning means to look quickly to find specific information. Often this information is data in the form of a name, place, date, number, or reason.

**A. Scanning:** Have students skim the reading passage silently to do activity A. Check answers as a class.

**B. Scanning:** Tell students to first answer the questions based on what they remember from the reading. Then have them check their answers by scanning for the specific information. Check answers as a class.

#### Critical Thinking



Remind students that *conformist bias* refers to the

way humans or animals follow common behavior. Have students share experiences where they have changed their behavior to match new styles or trends. Provide ideas such as: hairstyles, clothing, vocabulary, technology, music, etc.

## Vocabulary Practice



**A. Completion:** This paragraph is about the vocalization of parrots. Have students do activity A. Then have the students check their answers with a partner. Point out that *exchange* can be a noun, and a *vocal exchange* means “communication.”

**B. Definitions:** Have students do activity B. Check answers as a class.

**C. Word Forms:** Have students do activity C individually and then compare answers in pairs.

## VIDEO

## THE LION'S ROAR



**Video Summary:** Lions have extremely loud roars, which can be heard up to eight kilometers away. Like many other animals, lions use their sound to communicate and a roar can mean a variety of things from “Stay away” to “I’m hungry.” Lions live in groups called *prides* with a dominant male as the leader and female lions who hunt and care for the cubs. Since they are such social animals, they need to communicate to survive.

**Key Vocabulary:** *thunder, dominant, territory*

## TEACHING NOTES

### Before You Watch

**A. Previewing:** Ask students to read the information and think about the meaning of the words in bold. Have them do activity A and then check their answers in pairs.

**B. Quiz:** Have students work in pairs to answer the questions. Tell them not to worry if they don’t know the answers; they will revisit this section after watching the video.

### While You Watch

**A. Gist:** Have students check their answers to the quiz in Before You Watch.

**B. Completion:** Have students read the sentences before watching the video. If necessary, elicit or explain the meanings of *Asiatic* and *endangered*. After students watch the video, have them check their answers in pairs.

### Critical Thinking

- ▶ Have students take notes on what they remember about each animal. Then have them thumb through the unit and find one or two more facts to add to their list. In pairs, have them compare their ideas.
- ▶ In small groups, have students brainstorm ten interesting animals. Then ask each student to choose one animal and write down three questions they have about how it communicates. What would they like to know? Why would it be interesting to find out the answers? Have students share their questions in pairs.

### Vocabulary Review

Have students work alone to check their understanding of the unit’s target vocabulary. If time allows, have students write an example sentence with each word. Ask for volunteers to read their completed sentences aloud to the class.