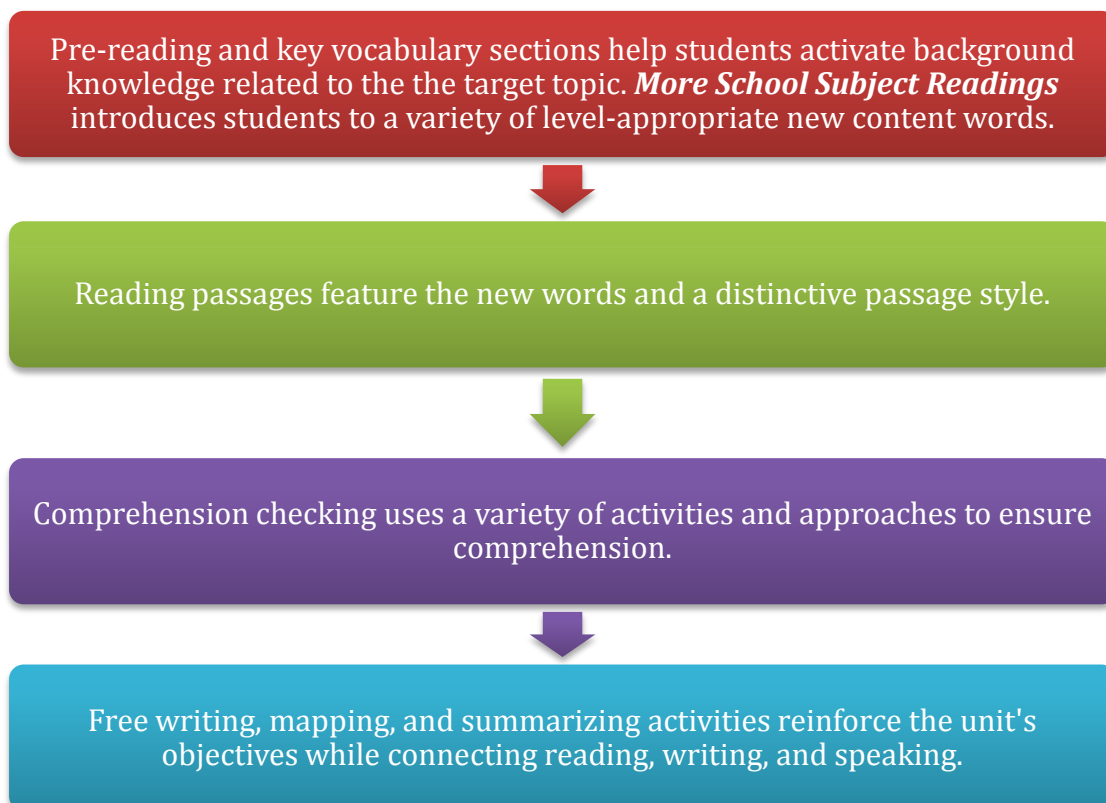


Teacher's Guide

Methodological Approach

Teachers who use cross-curricular themes create active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Hiebert, 1994). Cross-curricular literacy tasks extend beyond the classroom walls. They promote discussion and build upon students' interests, abilities, background, and language development (Hiebert, 1994; Paris et al., 1992). In *More School Subject Readings*, cross-curricular themes integrate reading, writing, and speaking activities, while covering a wide variety of content areas, including history, science, travel, social studies, art, and culture.

Each unit in *More School Subject Readings* has a clear subject and reading style. The flow of each unit ensures that key goals of language learning are met.



Why Choose *More School Subject Readings*?

More School Subject Readings is a three-level reading series designed to engage and assist intermediate to upper-intermediate students who are developing their reading fluency in English. This series incorporates the reading skills students need in order to understand and respond to a variety of texts covering multiple subjects. The content covers subject areas such as history, science, travel, social studies, travel, art, and culture. This ensures that students will be learning new language that relates both their daily lives and their school studies.

Features:

- Mix of familiar and new topics, organized with two passages per unit
- A variety of reading styles and forms
- Pre-reading questions designed to actively engage the student
- Reading, writing, and vocabulary activities to aid in overall comprehension
- Summary exercises that reinforce writing and comprehension skills
- Audio recordings of all passages for listening and read-along activities

Getting to Know the Book

Introduction to the *More School Subject Readings* Student Books

Each unit in the *More School Subject Readings* series includes eight parts. These parts work together by getting students to think about the unit's topic while learning new vocabulary, leading students through a reading passage, and then having students complete additional reading comprehension activities that integrate writing and speaking skills.

Student Book Contents:

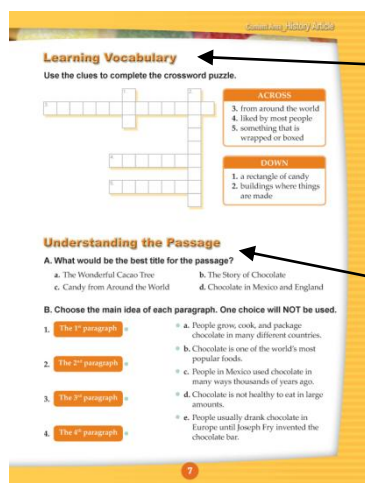


Pre-Reading

- Provides three questions about the unit topic
- Gives students speaking practice
- Allows students to gain familiarity with the unit topic

Reading and Key Vocabulary

- Reading passages range in length from 200 to 250 words
- Passages feature various distinctive reading styles and cross-curricular themes
- Definitions of challenging words are provided in the side border
- Audio CD provides recordings of each passage



Learning Vocabulary

- Assesses students' understanding of key vocabulary words
- Activity style encourages students to think critically and remember new words

Understanding the Passage

- Reinforces comprehension of the reading passage through multiple-choice questions connected to reading skills
- Question format prepares students for test-taking

Unit 1, Lesson 1

Understanding Details

Choose the best answer.

- According to the passage, chocolate is one of the world's most _____ foods.
a. popular b. healthy c. sweet d. expensive
- Thousands of years ago, people in Mexico killed dogs to _____.
a. give candy to the gods
b. protect young cacao trees
c. cook special food for the army
d. make the god of chocolate happy
- Which of the following is NOT true about chocolate?
a. People in the United States eat over a billion pounds of chocolate every year.
b. People ate chocolate bars in Mexico thousands of years ago.
c. People make chocolate from the seeds of cacao trees.
d. Long ago, people liked to drink chocolate instead of eating it.
- According to the passage, what can you guess about West Africa?
a. People there had a god of chocolate.
b. Most of the world's chocolate gets cooked and packaged there.
c. A large percentage of the world's cacao beans come from there.
d. Most people like to drink chocolate there instead of eating it.

Write in Your Own Words

Answer the following questions in 1 or 2 sentences.

- From what plant does chocolate come?
- Why is Joseph Fry famous?
- Why does the author call chocolate an "international" food?

Understanding the Details

- Provides additional exposure to reading comprehension questions
- Question format prepares students for test-taking

Write in Your Own Words

- Provides students with free-writing response practice
- Question types give students writing practice in response to direct questions

Unit 1, History Skills

Visualize the Passage: Classifying

Read the passage again and decide which facts were true in the past and which ones are true in the present. Write the correct letters in the boxes below.

The Past	The Present

a. Most people drink chocolate and do not eat it.
b. Most chocolate gets grown in West Africa.
c. People spend 10 billion dollars on chocolate every year.
d. People in Holland and the US cook and package most chocolate.
e. People sing songs to Ek-Chuah, the god of chocolate.

Summarize the Passage

Complete the summary by filling in the blanks.

Chocolate is one of the world's most _____ foods. It comes from the _____ of cacao trees. _____ of years ago, people in Mexico used chocolate as money and had a god of _____ called Ek-Chuah. At first, most people used to _____ chocolate. After Joseph Fry invented the chocolate bar, _____ in 1847, most people ate the candy instead of drinking it. Today, people in West Africa _____ many cacao trees. People _____ and package the candy mostly in Holland and the United States.

bar seeds grow thousands popular chocolate cook drink

Visualize the Passage

- Mapping activities assess students' comprehension of a wide variety of reading skills
- Graphic organizers help students comprehend how reading skills relate to the reading passages

Summary Practice

- Summary activities reinforce students' reading and vocabulary comprehension skills

Scope and Sequence

More School Subject Readings 1

<i>Unit</i>	<i>Title</i>	<i>Theme and Type of Reading</i>	<i>Vocabulary</i>
1	Lesson 1: All About Candy	History Article	chocolate bar, factory, international, package, popular
	Lesson 2: The Dentist's Office	Short Story	apologize, appointment, cavity, dentist's office, patient
2	Lesson 1: The Truth About Sharks	Science Article	attack, curious, exaggerate, fewer, fisherman
	Lesson 2: A Fishing Trip	Travel Journal	ashamed, calm, nap, nervous
3	Lesson 1: Who Invented the Telephone?	Social Studies & History Article	advanced, assistant, come up with, invent, patent
	Lesson 2: A Call from a Friend	Short Story	cheerful, opportunity, relieved, sulk, swear
4	Lesson 1: Jousting	History Article	noble, opponent, skill, tournament, weapon
	Lesson 2: A Trip to a Castle	Travel Journal	countryside, rent, ruin, thrilled, upset
5	Lesson 1: History of the Bicycle	History Article	accident, blacksmith, exciting, lucky, nowadays
	Lesson 2: Riding a Bike	Short Story	agree, envious, find out, forward, secret
6	Lesson 1: How My Eyes Work	Science Article	blind, complex, glasses, information, organ
	Lesson 2: New Glasses	Short Story	clear, healthy, nervous, reflection, startled
7	Lesson 1: Books and Printing	History Article	common, develop, expensive, improve, printing press
	Lesson 2: Books from the Library	Short Story	clever, crime, librarian, mystery, whale
8	Lesson 1: Karate Belts	History Article	dyed, karate, myth, rank, uniform
	Lesson 2: My First Karate Show	Short Story	alert, concerned, embarrass, pattern, perform
9	Lesson 1: Mona Lisa's Smile	Art History Article	create, gallery, mysterious, protection, tribute
	Lesson 2: The Art Contest	Journal Entry	college, contest, enter, palette, smock
10	Lesson 1: Sibling Rivalry	Social Science Article	compete, jealous, sibling rivalry, stressful, suffer
	Lesson 2: My Brother and I	Short Story	annoyed, eager, patience, weep

Suggested Lesson Plan

More School Subject Readings 1

Introduction:

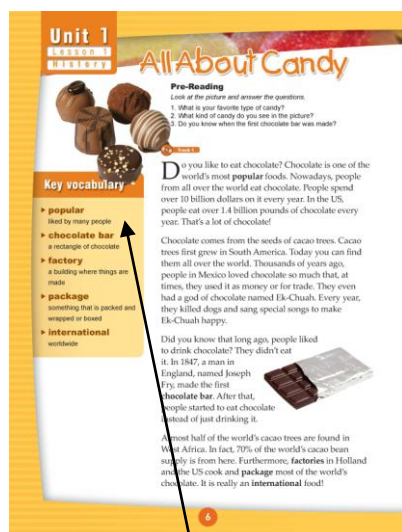
- Greet students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- Write two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible related to both words. Students can work in pairs.
- Homework Circulate around the room to ensure homework is complete.

Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

Pre-Reading:

Page 1)



Pre-Reading

Step 1:

Option 1)

- Teacher writes several words from the *Key Vocabulary* section on the board. Teacher then introduces the words and has students brainstorm as many words as possible related to the words on the board.

Option 2)

- The teacher asks students to create a background story about the picture(s) from the first page of the unit.

Step 2:

- The teacher has students open their books and look at the Pre-Reading section. The teacher directs students to the questions and asks them one at a time.
- Encourage students to write the answers next to the questions.

Key Vocabulary

- The teacher writes the key vocabulary on the board and reviews it with the students. The teacher then has students find the words in the text and rephrase the sentences using the key vocabulary words with words from the definitions or their own ideas.

Reading:

Passage

- The teacher writes the unit and passage title on the board and asks students to talk about either what the title means to them or what they think the passage will be about.
- The teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Introduce the meanings of the words.
- The teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the reading skill introduced on the last page of the lesson.

Optional Activity

- 1) Students create dramatic readings based on the content.
- 2) Students create three to four questions each about the passage and then take turns asking their questions to the class.
- 3) Students write about the author's point of view and explain why they feel the author has the particular point of view.

Page 2)

Learning Vocabulary

- The teacher introduces the learning vocabulary activity and then has students either complete the activity in class or do it for homework. A good homework extension assignment is to have students write sentences with the words from the puzzle.
- The teacher can also extend the activity by having students create their own word puzzles for homework.

Understanding the Passage

- The teacher introduces the reading comprehension section activity by having students close their books and first asking the questions verbally with students giving their own answers.
- The teacher asks students to open their books and answer the questions independently while walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher can then ask students how they knew the answers to the questions or why they think they got some answers wrong.

Unit 1, Lesson 1

Understanding Details

Choose the best answer.

- According to the passage, chocolate is one of the world's most _____ foods.
a. popular b. healthy c. sweet d. expensive
- Thousands of years ago, people in Mexico killed dogs to _____.
a. give candy to the gods
b. protect young cacao trees
c. cook special food for the army
d. make the god of chocolate happy
- Which of the following is NOT true about chocolate?
a. People in the United States eat over a billion pounds of chocolate every year.
b. People ate chocolate bars in Mexico thousands of years ago.
c. People make chocolate from the seeds of cacao trees.
d. Long ago, people liked to drink chocolate instead of eating it.
- According to the passage, what can you guess about West Africa?
a. People there had a god of chocolate.
b. Most of the world's chocolate gets cooked and packaged there.
c. A large percentage of the world's cacao beans come from there.
d. Most people like to drink chocolate there instead of eating it.

Write in Your Own Words

Answer the following questions in 1-2 sentences.

- From what plant does chocolate come?
- Why is Joseph Fry famous?
- Why does the author call chocolate an "international" food?

Understanding Details

- The teacher introduces the activity by having students close their books and asking the questions orally, with students giving their own answers.
- The teacher asks students to open their books and has them answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher can then ask students how they knew the answers to the questions or why they think they got some answers wrong

Write in Your Own Words

- This is a solid homework task.
- If this is not assigned for homework, the teacher should introduce the activity, brainstorm a few ideas for the most difficult question, and then give students time to complete the task before checking as a group.

Unit 1, Lesson 1

Visualize the Passage: Classifying

Read the passage again and decide which facts were true in the past and which ones are true in the present. Write the correct letters in the boxes below.

The Past	The Present

- Most people drink chocolate and do not eat it.
- Most chocolate gets grown in West Africa.
- People spend 10 billion dollars on chocolate every year.
- People in Holland and the US cook and package most chocolate.
- People sing songs to El-Chuah, the god of chocolate.

Summarize the Passage

Complete the summary by filling in the blanks.

Chocolate is one of the world's most 1 _____ foods. It comes from the 2 _____ of cacao trees. 3 _____ of years ago, people in Mexico used chocolate as money and had a god of 4 _____ called El-Chuah. At first, most people used to 5 _____ chocolate. After Joseph Fry invented the chocolate 6 _____ in 1847, most people ate the candy instead of drinking it. Today, people in West Africa 7 _____ many cacao trees. People 8 _____ and package the candy mostly in Holland and the United States.

bar seeds grow thousands popular chocolate cook drink

Visualize the Passage

- The teacher introduces the reading skill with a simple example. For example, to introduce classifying, the teacher says, *I have fresh tomatoes, lettuce, mushrooms, and onions. I also have a recipe book, a tablet with a recipe, and a phone with recipe app. How can I sort these objects? Why?*
- The teacher then has students complete the activity before checking it as a group.

Summarize the Passage

- The teacher first has students write their own passage summaries. The teacher should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage. The teacher should also ask students to incorporate the reading skill from the previous activity so that it's clear in the summary.
- The teacher then has students complete the summary practice activity.

Closure:

Homework:

- The teacher assigns homework. Homework can be unfinished student book activities or independent writing following the model passages from the book.

Final Activity Ideas

- 1) The teacher says a word from the passage; students say a sentence with the word.
- 2) The teacher spells words incorrectly on the board; students correct the spellings, and then say a sentence with the word.

Test Overview

More School Subject Readings Tests:

Tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

More School Subject Readings 1 Test

A. Write the correct word below each picture. One word is extra.

factory	blacksmith	healthy	karate	librarian	weapons
---------	------------	---------	--------	-----------	---------

1.



2.



3.



4.



5.



B. Match each word with its definition.

6. information

a. a paper from the government that says who created an invention

7. patience

b. knowledge

8. apologize

c. the ability to wait for something

9. patent

d. to say "I'm sorry" to someone

10. common

e. widespread

C. Fill in the blanks with the correct words. One word is extra.

reflection	jealous	exaggerated	ashamed	secrets
------------	---------	-------------	---------	---------

11. Sally was _____ of Kim's new shoes.

12. He _____ about how many people came to his party.

13. He looked at his _____ in the window.

14. My sister is very good at keeping _____.

D. Choose the correct word.

15. He is (envious / ribbon) of my new jacket.
16. He uses a dog because he is (blind / last).
17. We are eating (cheerful / dinner) at 6 o'clock tonight.
18. Sally is (lucky / forward) because she won the contest.
19. They like to eat (improve / healthy) foods like fruit.

E. Choose the correct word to fill in the blank.

20. We need to _____ a plan to fix this.
a. come up with b. sulk c. alert d. tribute
21. I _____ I'll come to your play tomorrow.
a. gallery b. swear c. international d. attack
22. She _____ a lovely painting.
a. organ b. find out c. package d. created
23. Sally's mom is _____ Sally won't do well on the test.
a. concerned b. crime c. uniform d. college
24. Bill has a(n) _____ with the principal after school.
a. ashamed b. pattern c. appointment d. clever

F. Fill in the blanks with the correct words.

calm	bicycle	relieved	play	protect	stolen
------	---------	----------	------	---------	--------

My 25. _____ disappeared! It was 26. _____ last week. I use it all the time. I ride it to my friend's house to 27. _____. I stayed 28 _____ when I saw it was missing. I called the police. The police found it three days later. I felt 29. _____. Now I use a lock to 30. _____ my bike.

G. Read and answer.

Kerry was looking for a new activity to do after school. She went to the message board at her school to find out what type of clubs there were that she could join. She saw a sign for the karate club. It said, "Come improve your skills and participate in our karate tournament at the end of the year." Kerry had always wanted to learn karate. She thought this would be a good opportunity to do it.

She went to the next meeting of the club and started learning karate. After a few months of training, she had improved a lot. Kerry felt ready to compete in her club's tournament. Her first opponent was also pretty new at karate. Kerry was nervous and excited before her first competition. However, Kerry was able to win and advance to the next round. In the next round of the tournament, Kerry won again. She was very surprised she was doing so well. She was now in the championship round. It was a very hard competition. In the end, Kerry was able to win that round too. She was now the top-ranked new member of her club.

31. What is the main idea of the second paragraph?

- a. Kerry learned how to protect herself.
- b. Kerry did really well in the tournament.
- c. Kerry should have joined a different club.
- d. Kerry spent many months learning karate.

32. How did Kerry first hear about the karate tournament?

- a. By joining the karate club
- b. By winning the tournament
- c. By reading about it on a sign
- d. By signing up for a new activity

33. How many rounds of the tournament did Kerry compete in?

- a. Four
- b. Three
- c. Two
- d. One

H. Read and answer.

At the young age of 12, Jimmy John had already made his first invention. His invention thrilled everyone who saw it. Jimmy got a lot of attention because of his invention. This made some of his friends jealous. They were upset that they had not thought of it first. Jimmy invented a machine that made doing homework much easier for students. It was very exciting and everyone wanted one. His invention was very advanced. It allowed students to just think about what they wanted to say. The machine would then write it down. It looked like a computer and typed like one too.

Students were able to just read information, think about what they wanted to say, and then they'd have an essay. Jimmy invented this machine to help a blind student in his class. It made his blind friend's life much easier. It also helped everyone else. The only people that did not like Jimmy's invention were the teachers. At first they were upset that students were having such an easy time doing their homework and big papers. However, they found a way to change that. They now give the students twice as much homework.

34. This reading is about _____.

- a. Jimmy's jealous friends
- b. a blind student in Jimmy's class
- c. an invention that Jimmy created
- d. teachers that were upset with Jimmy

35. What does Jimmy's invention do?

- a. It helps blind people see.
- b. It makes teacher easier.
- c. It helps students do their homework.
- d. It makes students learn new information.

36. What did teachers do because of Jimmy's invention?

- a. They stopped giving out homework.
- b. They gave more homework to students.
- c. They banned students from using the invention.
- d. They made the students' homework much harder.

More School Subject Readings 1 Test Answer Key

Exercise A

1. blacksmith
2. healthy
3. librarian
4. factory
5. weapons

Exercise B

6. b
7. c
8. d
9. a
10. e

Exercise C

11. jealous
12. exaggerated
13. reflection
14. secrets

Exercise D

15. envious
16. blind
17. dinner
18. lucky
19. healthy

Exercise E

20. a
21. b
22. d
23. a
24. c

Exercise F

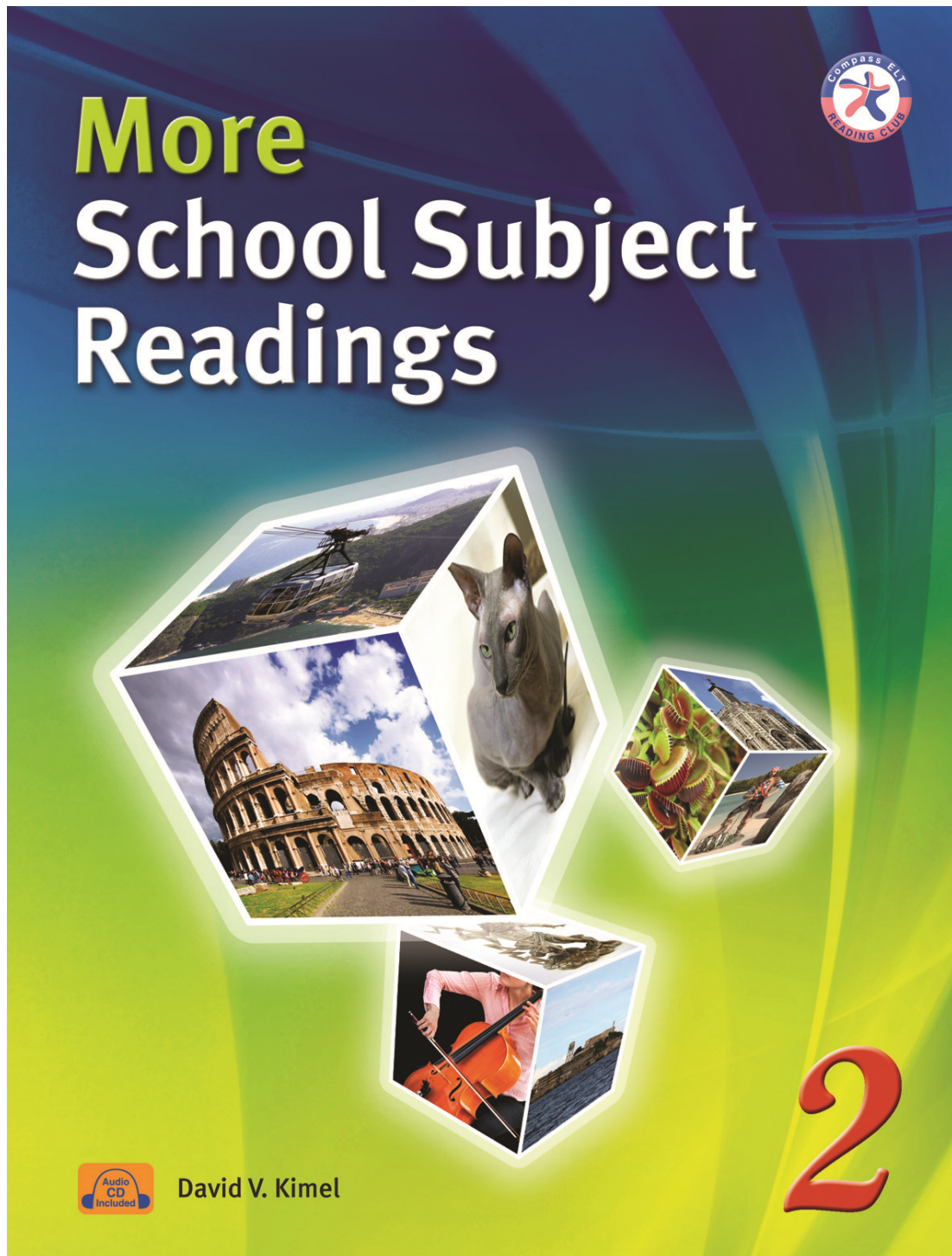
25. bicycle
26. stolen
27. play
28. calm
29. relieved
30. protect

Exercise G

31. a
32. c
33. b

Exercise H

34. c
35. c
36. b



Teacher's Guide

Scope and Sequence

More School Subject Readings 2

<i>Unit</i>	<i>Title</i>	<i>Theme and Type of Reading</i>	<i>Vocabulary</i>
1	Lesson 1 Emperor Nero	History Article	government, greedy, history, intelligent, mean, murder, servant, wife
	Lesson 2 Lost in Rome	Travel Journal	cone, crowd, entertainment, exhausted, gladiator, memorable, relived, tour group
2	Lesson 1 Killer Plants	Science Article	carnivorous, digest, organism, slippery, soil, survive, tropical, vine
	Lesson 2 A Bug's Life	Fantasy	all of a sudden, dresser, garbage, hatch, recycling bin, rotten, tasty, tissue
3	Lesson 1 The History of Domestic Cats	History Article	abundant, cherished, crop, notice, practice, rodent, sacred, tame
	Lesson 2 Magoo	Short Story	cautious, condominium, familiar, meow, neighborhood, odd, petite, post
4	Lesson 1 The Cellist Named Yo-Yo Ma	Art History Article	aspiring, contemporary, endow, finest, recital, rebellious, responsibility, talent
	Lesson 2 A Music Lesson	Short Story	anxious, approach, hesitate, hilarious, inherit, instructor, sign up
5	Lesson 1 Pirate Adventures	History Article	daring, disguise, end up with, fate, flee, illegal, pregnant, traditional
	Lesson 2 Life at Sea	Travel Journal	access, bunk, chef, decent, dinghy, lousy, seasick, unsteady
6	Lesson 1 Tower of Terror	History Article	fortress, ghost, haunted, jewel, lock, precious, royal, torture
	Lesson 2 The Tower Ravens	Travel Journal	attraction, balance, clip, drawbridge, get soaked, occasionally, postcard, raven
7	Lesson 1 Alcatraz Island	Geography Article	average, cell, criminal, crumble, drown, gangster, maintain, prison
	Lesson 2 Sweet Home, Alcatraz	Autobiography	conduct, connect, convenience, fountain, including, senior, treat, warden
8	Lesson 1 The Story of Elevators	History Article	bullet, double-deck, elevator, install, pressure, supplies, steam, tilt
	Lesson 2 Stuck in an Elevator	Short Story	expect, filed, mark, raise, replace, stall, strict, trap, trip
9	Lesson 1 Greek Gods	History Article	escape, ordinary, pretend, ruler, throne, vomit, yearn
	Lesson 2 Greek Day in School	Diary Entry	attendance, beneath, execute, fate, goddess, hearth, messenger, toga
10	Lesson 1 Fear of Heights	Social Science Article	environment, height, hypnosis, logical, normal, option, panic, productive
	Lesson 2 The Gigantic Tree	Short Story	evergreen, gather, gigantic, plot, stranded, survive, sweaty, terrified

Suggested Lesson Plan

More School Subject Readings 2

Introduction:

- The teacher greets students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- The teacher writes two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible that are related to both words. Students can work in pairs.
- Homework check: The teacher circulates around the room to ensure homework is complete.

Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

Pre-Reading:

Page 1)



Pre-Reading

Step 1:

Option 1)

- The teacher writes several words from the *Key Vocabulary* section on the board. The teacher then introduces the words and has students brainstorm as many words as possible related to the words on the board.

Option 2)

- The teacher asks students to create a background story about the picture(s) from the first page of the unit.

Step 2:

- The teacher has students open their books and look at the Pre-Reading section. Teacher directs students to the questions and asks them one at a time.
- Encourages students to write the answers next to the questions.

Key Vocabulary

- The teacher writes the key vocabulary on the board and reviews it with the students. The teacher then has students find the words in the text and rephrase the sentences using the key vocabulary words with words from the definitions or the students' own ideas.

Reading:

Passage

- The teacher writes the unit and passage title on the board and asks students to talk about either what the title means to them or what they think the passage will be about.
- The teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- The teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the reading skill introduced on the last page of the lesson.

Optional Activity

- 1) Students create dramatic readings based on the content.
- 2) Students create three or four questions each about the passage and then take turns asking their questions to the class.
- 3) Students write about the author's point of view and explain why they feel the author has that particular point of view.

Page 2)

Learning Vocabulary

Fill in the blanks with the key vocabulary words.

1. The _____ emperor cared only about himself.
2. Nero _____ many members of his own family.
3. Nero was not _____, nor was he a kind emperor.
4. Nero was one of the worst emperors in _____.
5. Nero told his _____ to kill Agrippina with a club.
6. Rome's _____ ruled many other countries thousands of years ago.
7. Nero killed both his first _____ and his second one.
8. Some emperors were kind to their people, but Nero was _____.

greedy government intelligent servant murdered history wife mean

Understanding the Passage

A. What would be the best title for the passage?

- a. The Castle of Rome
- b. Why Nero Murdered People
- c. The Worst Emperor
- d. The Government of Rome

B. Choose the main idea of each paragraph. One choice will NOT be used.

1. The 1st paragraph:
 - a. Nero ended his own life because his army was coming to kill him.
2. The 2nd paragraph:
 - b. Nero was one of the worst emperors in history.
3. The 3rd paragraph:
 - c. Nero put many members of his own family to death.
4. The 4th paragraph:
 - d. A fire destroyed a large part of Rome, and Nero built a castle for himself.
 - e. Nero was remembered by some people for his artistic talent.

Learning Vocabulary

- The teacher introduces the vocabulary activity and then has students either complete the activity in class or do it for homework. A good homework extension assignment is to have students write sentences with the words from the puzzle.
- The teacher can also extend the activity by having students create their own word puzzles for homework.

Understanding the Passage

- The teacher has students close their books and asks the questions orally, eliciting students' own ideas.
- The teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think got some answers wrong.

Unit 1 Lesson 1

Understanding Details

Choose the best answer.

- Thousands of years ago, _____ called emperors ruled the city of Rome.
a. soldiers b. governments c. kings d. presidents
- Nero tried to leave his mother in the middle of the sea; however, _____.
a. she was drowned b. she did not die
c. she was killed d. Nero regretted it
- Which of the following did Nero NOT do?
a. He killed his first wife.
b. He built a giant palace for himself.
c. He murdered his friends.
d. He sang while Rome burned.
- What can you guess from Nero's final words?
a. He did not see himself as a bad ruler.
b. He felt sorry for his crimes.
c. He admitted to having burned part of Rome.
d. He felt guilty for destroying art.

Write in Your Own Words

Answer the following questions in 1-2 sentences.

- At first, how did Nero try to murder his mother?
- Whom did Nero blame for burning Rome?
- Why do you think Nero killed himself?

Understanding Details

- The teacher introduces the activity by having students close their books and asking the questions orally, with students giving their own answers.
- The teacher asks students to open their books and has them answer the questions independently walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.

Write in Your Own Words

- This is a solid homework task.
- If this is not assigned for homework, the teacher should introduce the activity, brainstorm a few ideas for the most difficult question, and then give students time to complete the task before checking as a group.

Unit 1 Lesson 1

Visualize the Passage: Main Ideas & Details

Authors support main ideas with supporting details. Choose the details from the box that support the following five main ideas.

Main Ideas	Supporting Details
Nero murdered many members of his own family.	1. _____
Nero blamed others for a major fire in Rome.	2. _____
Even when he died, he did not understand that he was a bad emperor.	3. _____
Nero's city of Rome was one of the most powerful cities in history.	4. _____
Nero was a greedy ruler.	5. _____

a. The emperor told his servant to kill his mother.
b. Nero said, "What a great artist the world is losing!"
c. The emperor did not like Christian people.
d. Nero built a giant castle for himself after a large fire.
e. The Roman government ruled many other countries.

Summarize the Passage

Complete the summary by filling in the blanks.

Two thousand years ago, 1 _____ ruled the city of 2 _____. One of the 3 _____ Roman rulers was Nero. He murdered many members of his own 4 _____. He even put his own 5 _____ to death. In 64 CE, a 6 _____ burned a part of Rome. Nero built a 7 _____ for himself and said that Christians had 8 _____ the disaster. Finally, he killed himself. His last words were, "What a great artist the world is losing!"

family emperors castle worst started fire mother Rome

Visualize the Passage

- The teacher introduces the reading skill with a simple example.
- The teacher then has students complete the activity before checking it as a group.

Summarize the Passage

- The teacher first has students write their own passage summaries. The teacher should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage. The teacher should also ask students to incorporate the reading skill from the previous activity so that it's clear in the summary.
- The teacher then has students complete the summary practice activity.
- Teacher then has students complete the summary practice activity.

Closure:

Homework

- Teacher assigns homework. Homework can be unfinished student book activities, the worksheets, or independent writing following the model passages from the book.

Final Activity Ideas

- 1) Teacher says a word from the passage; students say a sentence with the word.
- 2) Teacher spells words incorrectly on the board; students correct the spellings, and then say a sentence with the word.

Test Overview

More School Subject Readings Tests:

Tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

More School Subject Readings 2 Test

A. Write the correct word below each picture. One word is extra.

fortress	cone	throne	rodent	gigantic	fountain
----------	------	--------	--------	----------	----------

1.



2.



3.



4.



5.



B. Choose the correct word.

6. I won't go upstairs because I think the bedroom is (logical / haunted).
7. They sent us a (tropical / postcard) with a beach on it.
8. Her (talent / strict) teacher helped her develop as a musician.
9. The food wasn't great but it was (decent / finest).
10. In the summertime, strawberries are very (maintain / abundant).

C. Fill in the blanks with the correct words. One word is extra.

instructor	install	tasty	neighborhood	balance
------------	---------	-------	--------------	---------

11. I made some _____ sandwiches for our picnic.
12. He asked for her help to him _____ a new part in his computer.
13. She could not keep her _____ while walking on the tightrope.
14. The _____ told everyone to run three kilometers before going home.

D. Match each word with its definition.

- | | |
|------------------|----------------------------|
| 15. abundant | a. current; modern |
| 16. contemporary | b. hard to forget |
| 17. intelligent | c. rich; plentiful |
| 18. vomit | d. smart |
| 19. memorable | e. to be sick and throw up |

E. Choose the correct word to fill in the blank.

20. Her _____ cleaned the house.
a. rotten b. clip c. vine d. servant
21. There was a large _____ watching the show.
a. replace b. finest c. crowd d. illegal
22. She _____ the accident because she was wearing her seat belt.
a. hesitated b. fled c. survived d. signed up
23. This hamburger is very _____.
a. tasty b. endow c. attendance d. ruler
24. We were _____ in the room for an hour.
a. garbage b. trapped c. yearn d. tropical

F. Fill in the blanks with the correct words.

practice	expected	treat	meowed	talented	strict
----------	----------	-------	--------	----------	--------

Kelly's cat 25. _____ at her. It was time for Kelly to wake up. Kelly had volleyball 26. _____ early on Saturdays. Kelly was the most 27. _____ player on her team. However, her coach didn't 28. _____ Kelly any differently. Kelly's coach still 29. _____ her to work hard and be on time. Her coach was very 30. _____.

G. Read and answer.

The tour group moved through the crowded streets of Rome. Their guide kept pointing to different buildings and telling them about their history. "This is an old government building," he said. The building he was pointing to was very memorable. It was the finest-looking building anyone on the tour had ever seen. The gigantic building had vines growing on the side. It looked like it was getting eaten by a tropical jungle.

The next stop on the tour was a traditional market that had all kinds of foods that Italians love to eat. There was even a place in the market where tourists could sign up for a class to learn to cook Italian food. It was taught by a real chef. Nothing about the market was ordinary. There were chickens, goats, and pigs all just running around. One man was dressed in a toga while trying to sell people tomatoes. At one point a pig came and ate some of his tomatoes. He chased the pig, but tripped over his toga and fell. It was hilarious, but everyone hesitated to laugh because they were worried the man might be hurt. However, when he started to laugh, everyone else in the market and the whole tour group laughed and took pictures.

31. The reading is about _____ .

- a. a tour group in Italy
- b. a man in a white toga
- c. a tomato-stealing pig
- d. an old government building

32. What was so memorable about the government building?

- a. It was an old building.
- b. The tour guide pointed it out.
- c. It was the finest-looking building.
- d. The building was covered in gigantic vines.

33. Why did everyone hesitate to laugh when the man in the toga fell?

- a. No one thought it was funny.
- b. Most people did not see it happen.
- c. The man in the toga would not let them.
- d. They were worried about the man.

H. Read and answer.

Henry the ghost really enjoys haunting the school he used to go to as a child. However, Henry is no ordinary ghost. You see, Henry doesn't scare people; he helps them. In fact, if it weren't for Henry, the very old school he haunts would be crumbling, but, thanks to Henry, it's actually very well maintained. Henry is very productive at night: he cleans and changes lights and fixes things around the school while no one else is there. And, if a student is having a bad day, Henry will put a treat in their locker. The surprise of finding candy cheers them up right away.

Henry the ghost does do other things, too. He loves to play tricks on the teachers and students. Sometimes he makes the school bell go off five minutes early so the students can get out of class and go home. He also hides people's pens from them when they're not looking. He makes the pen disappear from their desk and then puts it back for them to find the next day. They look so confused when they see it on their desk after looking for it for so long. Henry finds this to be hilarious and always gets a big laugh out of doing it. No one knows Henry is there, but the school benefits from him a lot.

34. What is the main idea of the second paragraph?

- a. Henry likes to help people in the school.
- b. No one knows that Henry is at the school.
- c. Playing tricks on people is a very easy thing to do.
- d. The other thing Henry enjoys doing is playing tricks.

35. What does Henry do for kids having a bad day?

- a. He plays tricks on them.
- b. He puts candy in their locker.
- c. He cleans their locker for them.
- d. He takes their pens and hides them.

36. What does Henry do when no one is around?

- a. He cleans the school.
- b. He hides pens in lockers.
- c. He helps the school crumble.
- d. He makes the school's bell go off.

More School Subject Readings 2 Test Answer Key

Exercise A

1. fountain
2. throne
3. rodent
4. fortress
5. cone

Exercise B

6. haunted
7. postcard
8. strict
9. decent
10. abundant

Exercise C

11. tasty
12. install
13. balance
14. instructor

Exercise D

15. c
16. a
17. d
18. e
19. b

Exercise E

20. d
21. c
22. c
23. a
24. b

Exercise F

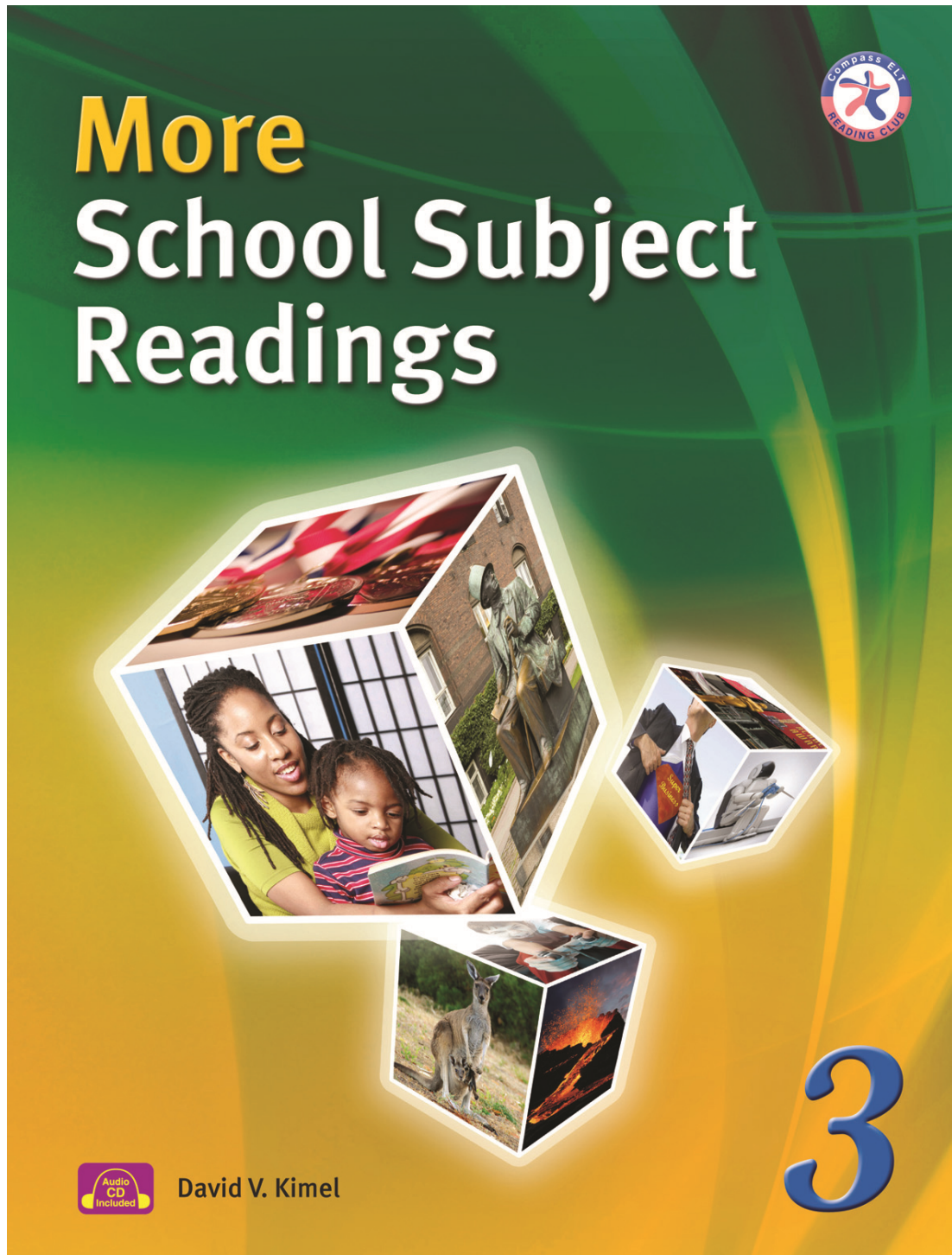
25. meowed
26. practice
27. talented
28. treat
29. expected
30. strict

Exercise G

31. a
32. c
33. d

Exercise H

34. d
35. b
36. a



Teacher's Guide

Scope and Sequence

More School Subject Readings 3

Unit	Title	Theme and Type of Reading	Vocabulary
1	Lesson 1 Superman	Social Studies Article	bandit, indestructible, origin, otherworldly, saying, series, supposedly, villain
	Lesson 2 The Hopper	Imaginary Story	assume, command, disable, disguise, distance, foremost, gadget, revenge
2	Lesson 1 The Greatest Volcano	History Article	atmosphere, devastation, erupt, inspire, natural disaster, scene, tear
	Lesson 2 The Story of Pele	Mythical Story	curse, dramatic, faraway, mighty, quench, ranger, shelter, summit
3	Lesson 1 The Academy Awards	Art History Article	actor/actress, announce, ceremony, embarrassing, filmmaking, nominate, prestigious honor, reward
	Lesson 2 Young Winners of Oscars	True Story	cheat, deaf, defeat, handful, lead, nominee, supporting actor/actress, talented
4	Lesson 1 Hans Christian Andersen	History Article	author, biography, bore, evidence, host, shy, tale, unique
	Lesson 2 Myth of the Little Mermaid	Mythical Story	assume, distracted, encounter, hooligan, inhabit, legendary, predecessor, psychologist
5	Lesson 1 Australia's Wildest Animals	Science Article	extinct, fossil, isolated, nurse, offspring, pouch, predator, propel,
	Lesson 2 Life in the Outback	Short Story	barren, convenience, field, forgive, oasis, ranch, untamed
6	Lesson 1 Early Home Video Games	Science & History Article	arcade, based on, deflect, lucrative, mobile, rapidly, similar
	Lesson 2 Virtual Reality Games	Short Story	attend, experience, helmet, object, participate, reach, tournament, virtual reality
7	Lesson 1 Artificial Intelligence	Science Article	analyze, artificial intelligence, calculate, display, hoax, manage to, sensation
	Lesson 2 A Brave New World	Imaginary Story	after all, casing, destroy, laundry, miraculous, pioneer, program, settlement
8	Lesson 1 Philanthropy	Social Studies Article	devastate, footage, frequently, hygiene supplies, in need, levee, temporary
	Lesson 2 A Community Service Project	Diary Entry	adequate, community service, contribution, donate, income, patron, senior citizen, volunteer
9	Lesson 1 Amazing Athletes	History Article	cater to, dedication, gymnastics, impediment, potential, reestablishment, showcase
	Lesson 2 A Special Gymnast	Biographical Story	exceptional, garner, prodigy, recognize, renowned, train, wow
10	Lesson 1 Feral Children	Social Studies Article	acquire, clothe, crucial period, cruel, feral, orphaned, separate, vital
	Lesson 2 "I Am Kaspar Hauser"	True Story	appear, communicate, coax, enthrall, gifted, origin, piece together, village

More School Subject Readings 3

- The teacher greets students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- The teacher writes two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible related to both words. Students can work in pairs.
- Homework check: The teacher circulates around the room to ensure homework is complete.

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

Unit 1

LESSON 1

Comic books

Superman

Key vocabulary

- ▶ **saying**
a short, well-known expression
- ▶ **origin**
the place from which something comes
- ▶ **series**
a set of similar things, such as books or TV shows, produced as a group
- ▶ **bandit**
a robber
- ▶ **supposedly**
presumed; according to popular opinion
- ▶ **otherworldly**
from a place beyond Earth
- ▶ **indestructible**
unable to be destroyed
- ▶ **villain**
a character with evil motives

Pre-Reading

Look at the picture and answer the questions.

1. Does the superhero look familiar?
2. What special abilities do you think this superhero has?
3. Can you name any superheroes that come from comic books?

"I took up in the sky! It's a bird... it's a plane... it's Superman!" Have you ever heard this familiar saying at the beginning of movies or television shows? It introduces a

famous character known around the world: Superman. He is a crime fighter with incredible powers. Do you know the **origin** of this famous superhero? Two childhood friends, Jerry Siegel and Joe Shuster, dreamed up Superman. Their first appearance in a **series** of comic books called Action Comics in June of 1938.

What makes Superman so different from other comic book heroes? He wasn't the first called upon to fight crime in comics. For example, he was called the Phantom fought bandits in a comic books before Superman. However, the Superman character was much more popular than the other heroes in comic books at the time. Superman **supposedly** comes from the distant planet of Krypton. He **otherworldly** brings gives him super powers on Earth. He is able to fly. He can bend steel with his bare hands. In fact, he is almost **indestructible**.

I might surprise you to learn that Superman was **originally** a villain. The two men realized that the character would be more popular as a hero. The character has appeared in television shows, movies, and music videos. His kindness and bravery have made him a popular superhero with people of all ages.

- The teacher has students open their books and look at the Pre-Reading section. Teacher directs students to the questions and asks them one at a time.
- Encourages students to write the answers next to the questions.

- The teacher writes the key vocabulary on the board and reviews it with the students. The teacher then has students find the words in the text and rephrase the sentences using the key vocabulary words with words from the definitions or the students' own ideas.

Reading:

Passage

- The teacher writes the unit and passage title on the board and asks students to talk about either what the title means to them or what they think the passage will be about.
- The teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- The teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the reading skill introduced on the last page of the lesson.

Optional Activity

- 1) Students create dramatic readings based on the content.
- 2) Students create three or four questions each about the passage and then take turns asking their questions to the class.
- 3) Students write about the author's point of view and explain why they feel the author has that particular point of view.

Page 2)

Learning Vocabulary
Use the clues to complete the crossword puzzle.

ACROSS

- 3. from around the world
- 4. liked by most people
- 5. something that is wrapped or boxed

DOWN

- 1. a rectangle of candy
- 2. buildings where things are made

Understanding the Passage

A. What would be the best title for the passage?

- a. The Wonderful Cocoa Tree
- b. The Story of Chocolate
- c. Candy from Around the World
- d. Chocolate in Mexico and England

B. Choose the main idea of each paragraph. One choice will NOT be used.

- The 1st paragraph
 - a. People grow, cook, and package chocolate in many different countries.
 - b. Chocolate is one of the world's most popular foods.
- The 2nd paragraph
 - c. People in Mexico used chocolate in many ways thousands of years ago.
 - d. Chocolate is not healthy to eat in large amounts.
- The 3rd paragraph
 - e. People usually drank chocolate in Europe until Joseph Fry invented the chocolate bar.
- The 4th paragraph

Learning Vocabulary

- The teacher introduces the vocabulary activity and then has students either complete the activity in class or do it for homework. A good homework extension assignment is to have students write sentences with the words from the puzzle.
- The teacher can also extend the activity by having students create their own word puzzles for homework.

Understanding the Passage

- The teacher has students close their books and asks the questions orally, eliciting students' own ideas.
- The teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think got some answers wrong.

Unit 1 Lesson 1

Understanding Details

Choose the best answer.

- According to the passage, chocolate is one of the world's most _____ foods.
a. popular b. healthy c. sweet d. expensive
- Thousands of years ago, people in Mexico killed dogs to _____.
a. give candy to the gods
b. protect young cacao trees
c. cook special food for the army
d. make the god of chocolate happy
- Which of the following is NOT true about chocolate?
a. People in the United States eat over a billion pounds of chocolate every year.
b. People ate chocolate bars in Mexico thousands of years ago.
c. People make chocolate from the seeds of cacao trees.
d. Long ago, people liked to drink chocolate instead of eating it.
- According to the passage, what can you guess about West Africa?
a. People there had a god of chocolate.
b. Most of the world's chocolate gets cooked and packaged there.
c. A large percentage of the world's cacao beans come from there.
d. Most people like to drink chocolate there instead of eating it.

Write in Your Own Words

Answer the following questions in 1-2 sentences.

- From what plant does chocolate come?
- Why is Joseph Fry famous?
- Why does the author call chocolate an "international" food?

Understanding Details

- The teacher introduces the activity by having students close their books and asking the questions orally, with students giving their own answers.
- The teacher asks students to open their books and has them answer the questions independently walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.

Write in Your Own Words

- This is a solid homework task.
- If this is not assigned for homework, the teacher should introduce the activity, brainstorm a few ideas for the most difficult question, and then give students time to complete the task before checking as a group.

Unit 1 Lesson 1

Visualize the Passage: Classifying

Read the passage again and decide which facts were true in the past and which ones are true in the present. Write the correct letters in the boxes below.

The Past	The Present

- Most people drink chocolate and do not eat it.
- Most chocolate gets grown in West Africa.
- People spend 10 billion dollars on chocolate every year.
- People in Holland and the US cook and package most chocolate.
- People sing songs to El-Chuah, the god of chocolate.

Summarize the Passage

Complete the summary by filling in the blanks.

Chocolate is one of the world's most 1 _____ foods. It comes from the 2 _____ of cacao trees. 3 _____ of years ago, people in Mexico used chocolate as money and had a god of 4 _____ called El-Chuah. At first, most people used to 5 _____ chocolate. After Joseph Fry invented the chocolate 6 _____ in 1847, most people ate the candy instead of drinking it. Today, people in West Africa 7 _____ many cacao trees. People 8 _____ and package the candy mostly in Holland and the United States.

bar seeds grow thousands popular chocolate cook drink

Visualize the Passage

- The teacher introduces the reading skill with a simple example.
- The teacher then has students complete the activity before checking it as a group.

Summarize the Passage

- The teacher first has students write their own passage summaries. The teacher should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage. The teacher should also ask students to incorporate the reading skill from the previous activity so that it's clear in the summary.
- The teacher then has students complete the summary practice activity.

Closure:

Homework

- Teacher assigns homework. Homework can be unfinished student book activities, the worksheets, or independent writing following the model passages from the book.

Test Overview

More School Subject Readings Tests:

Tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- The teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

More School Subject Readings 3 Test

A. Write the correct word below each picture. One word is extra.

laundry	gymnastics	villain	author	fossil	arcade
---------	------------	---------	--------	--------	--------

1.



2.



3.



4.



5.



B. Match each word with its definition.

6. assume

a. a youth who commits crimes

7. participate

b. unable to hear

8. hooligan

c. famous

9. deaf

d. to take part in

10. renowned

e. to take on a responsibility

C. Fill in the blanks with the correct words. One word is extra.

hoax	patron	convince	acquire	quench
------	--------	----------	---------	--------

11. He keeps trying to _____ me to try out for the talent show.

12. The _____ fooled everyone watching that news show last night.

13. I'm trying to _____ the new smart phone that just came out.

14. She is a regular _____ of that coffee shop on the corner.

D. Choose the correct word.

15. They were wearing a (disguise / ceremony).
16. The park (bore / ranger) gave us a tour.
17. Bill (cheated / hooligan) on the test and got in trouble.
18. The (filmmaker / deflect) is from my hometown.
19. She shows a lot of (hoax / potential) to improve her grades.

E. Choose the correct word to fill in the blank.

20. The _____ robbed the bank.
a. lead b. fossil c. garner d. bandit
21. She is the _____ rain forest scientist.
a. foremost b. evidence c. nominate d. recognize
22. The speaker was very _____.
a. temporary b. vital c. disable d. inspiring
23. I _____ she is a good singer.
a. devastation b. cater to c. assume d. impediment
24. My school is _____ of a new math teacher.
a. mighty b. in need c. patron d. villain

F. Fill in the blanks with the correct words.

based on	biography	nominated	orphaned	origin	author
----------	-----------	-----------	----------	--------	--------

Jen was 25 _____ as a young girl. She wanted to learn about her family's
26. _____. She got in touch with a(n) 27. _____ who wanted to help. He
wrote her 28 _____. The book was great. It got 29. _____ for
an award. A movie about Jen was made 30. _____ the book.

G. Read and answer.

Jackie was very distracted while sitting in her English class. She was very excited thinking about the talented actress coming to her school that day, Gina Dior. Gina was Jackie's favorite actress. She was coming to film a scene for her new movie at Jackie's school. Jackie thought Gina was a very talented actress and writer. Many people clearly agreed with Jackie because Gina had been nominated for two big awards that year. One award was for a movie and the other was for a book she had written about her life. Just to be nominated for either of these awards was a prestigious honor. Gina normally did dramatic movies that inspired people. Jackie was one of those people. That's why she could hardly wait for school to end so she could watch Gina film her movie.

Standing in the gym and seeing the film set was enthralling for Jackie. She listened to everything the gifted actress was saying. Jackie thought Gina was doing an exceptional job and at the end of one scene, she clapped. She was the only one doing it. Everyone stopped and looked at her, including Gina. Gina walked over to Jackie with a serious look on her face. But then smiled and started talking to Jackie for a few minutes. Then she went back to work. However, before she did that she gave Jackie an autograph and a great story to tell her friends.

31. The reading is about _____ .

- a. Gina Dior becoming a famous actress.
- b. Gina Dior winning prestigious awards.
- c. Jackie being distracted during her class.
- d. Jackie getting to meet her favorite actress.

32. What kind of movies does Gina normally do?

- a. She normally does dramatic movies.
- b. She normally does award-winning movies.
- c. She normally does movies she wrote herself.
- d. She normally does movies that are filmed in schools.

33. What made Gina come talk to Jackie?

- a. Jackie yelled out her name.
- b. Jackie went to see her filming.
- c. Jackie asked for an autograph.
- d. Jackie was the only one clapping.

H. Read and answer.

The villain was wearing a disguise when he went into the city. He wanted to get revenge against the people that had captured him before and put him in prison. His plan was to cause devastation in the city. He was going to use his new gadget to cause a natural disaster by having the nearby volcano erupt.

Luckily, the city's ranger force knew what the villain was up to. They were out looking for him. The rangers made an announcement to the people living in the city about what was going on. They offered a reward to anyone who could tell them where the villain was. The rangers already had a plan to defeat the villain. They just needed to find him. Their plan was that one of them would distract him while the others destroyed his gadget.

The rangers finally got a call on their mobile phone telling them where the villain was. The ranger force rapidly drove there and tried to catch the villain by surprise. However, the villain knew they were coming. He sent out his hooligans to fight them. While the rangers and hooligans fought, the villain got his gadget ready. But, just as he was about to turn it on, some of the rangers were able to get away from the hooligans and captured him. They destroyed his gadget and took him back to prison. The city was safe once again, thanks to the dedication of its ranger force.

34. What is the main idea of the third paragraph?

- a. The rangers were able to destroy the gadget.
- b. The villain was able to get his gadget ready.
- c. The rangers had to fight the villain's hooligans.
- d. The villain made the city safe.

35. What was the villain's plan?

- a. The villain's plan was to escape from prison.
- b. The villain's plan was to build a new gadget.
- c. The villain's plan was to cause a natural disaster.
- d. The villain's plan was to use hooligans to fight the rangers.

36. What did the rangers do to find the villain?

- a. They stayed dedicated to keeping the city safe.
- b. They fought his villains and destroyed his gadget.
- c. They found him by moving rapidly and surprising him.
- d. They offered a reward for information about where he was.

More School Subject Readings 3 Test Answer Key

Exercise A

1. villain
2. author
3. laundry
4. arcade
5. fossil

Exercise B

6. e
7. d
8. a
9. b
10. c

Exercise C

11. convince
12. hoax
13. acquire
14. patron

Exercise D

15. disguise
16. ranger
17. cheated
18. filmmaker
19. potential

Exercise E

20. d
21. a
22. d
23. c
24. b

Exercise F

25. orphaned
26. origin
27. author
28. biography
29. nominated
30. based on

Exercise G

31. d
32. a
33. d

Exercise H

34. a
35. c
36. d

Optional Activities

Vocabulary:

- The teacher has students create their own dictionary in a notebook. They create their own definitions and revise them throughout the course.
- Give students writing prompts for each unit and have them complete the prompts with written paragraphs including at least four vocabulary words.
- Provide students with a word bank every three to four units and have them create their own stories from the word bank. Their stories will serve as a review since they will cover multiple topics and vocabulary frameworks.

Reading Fluency:

- The teacher records students as they read the story aloud. An audio portfolio can be provided to the students at the end of a semester.
- Advanced students can create chants or songs based on the passages.
- Students can be encouraged to create their own storytelling version of the passage with a focus on adding more details and using dramatic voices. This can be included in the audio portfolio.
- Students create their own *Reader's Theater* based on the passages.

Comprehension Plus:

- The teacher has students create "next chapters" based on the fiction passages.
- The teacher assigns students to research the nonfiction passages. Students have one or two weeks to research their topic and then make a presentation based on their findings.
- Half the class creates questions about the passage; the other half of the class answers them, alternating roles regularly. Questions should be open-ended and encourage students to think creatively.

Extension:

- Each week, several students read the passage aloud and are assessed on pronunciation and fluency. Repeat throughout the semester so students have a record of improvement.

Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 6, 7	Unit 1, pages 8, 9
2	Unit 1, pages 10, 11	Unit 1, pages 12, 13
3	Unit 2, pages 14, 15	Unit 2, pages 16, 17
4	Unit 2, pages 18, 19	Unit 2, pages 20, 21
5	Review using additional activities, optional activities, vocabulary quizzes, etc.	
6	Unit 3, pages 22, 23	Unit 3, pages 24, 25
7	Unit 3, pages 26, 27	Unit 3, pages 28, 29
8	Unit 4, pages 30, 31	Unit 4, pages 32, 33
9	Unit 4, pages 34, 35	Unit 4, pages 36, 37
10	Review using additional activities, optional activities, vocabulary quizzes, etc.	
11	Unit 5, pages 38, 39	Unit 5, pages 40, 41
12	Unit 5, pages 42, 43	Unit 5, pages 44, 45
13	Midterm review and testing, if applicable.	
14	Unit 6, pages 46, 47	Unit 6, pages 48, 49
15	Unit 6, pages 50, 51	Unit 6, pages 52, 53
16	Unit 7, pages 54, 55	Unit 7, pages 56, 57
17	Unit 7, pages 58, 59	Unit 7, pages 60, 61
18	Review using additional activities, optional activities, vocabulary quizzes, etc.	
19	Unit 8, pages 62, 63	Unit 8, pages 64, 65
20	Unit 8, pages 66, 67	Unit 8, pages 68, 69
21	Unit 9, pages 70, 71	Unit 9, pages 72, 73
22	Unit 9, pages 74, 75	Unit 9, pages 76, 77
23	Review using additional activities, optional activities, vocabulary quizzes, etc.	
24	Unit 10, pages 78, 79	Unit 10, pages 80, 81
25	Unit 10, pages 82, 83	Unit 10, pages 84, 85
26	Review using additional activities, optional activities, vocabulary quizzes, etc. focusing on Units 1-5. **Complete reading fluency assessments.	
27	Review using additional activities, optional activities, vocabulary quizzes, etc. focusing on Units 6-10. **Complete reading fluency assessments.	
28	Final Test	Final test review and wrap-up