

READING TOWN



e future

2

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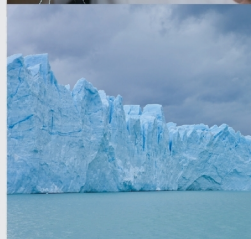
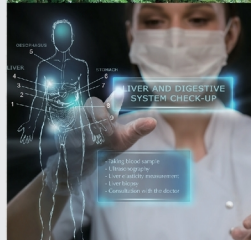
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Part 3

Word List

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7 High-Interest Passages

The Reading Town series features an exciting array of non-fiction content. Each reading passage provides students with a balanced and informative look at a range of subjects, such as animals, technology, sports, the environment, and the arts.



2 Effective Reading Skill Practice

Various reading skills are practiced repeatedly throughout the series so students can consolidate their reading skills step by step.

Reading Skills

- Sequencing
- Compare and Contrast
- Classification
- Identifying Cause and Effect
- Identifying Fact and Opinion
- Identifying Ideas For and Against

Some reading skills are practiced using graphic organizers so they can be understood easily.

Reading Skill 1B
Organizing the main events of the passage in order of time helps you understand the text better.

8B: Organizing Information: Sequencing
Complete the timeline.

1066	William the Conqueror
16th century	After the arrival of soldiers needed lighter, faster horses.
17th century	From the English Great Horse came the _____
1878	The name was changed to _____
1884	The name was changed again to _____
20th century	The number of Shires _____
Today	The number of Shire horses is _____

8C: Organizing Information: Compare and Contrast
Complete the chart.

The English Great Horse	The Shire Horse
① Used to carry _____	① Often pulled _____
② Used for _____ and heavy loads	② Used for breeding _____
	③ Seen in _____

Reading Skill 1C
When you compare and contrast, you can explain the similarities and differences between two or more things.

Reading Skills

- Scanning for Information
- Identifying Main Ideas
- Understanding Words in Context
- Identifying Referents
- Making Inferences
- Identifying Purpose
- Recognizing Restatement

Some reading skills are practiced using multi-choice TOEFL-type questions.



2. During Reading

A Scanning for Information Circle the correct answer.

1. What are draft horses bred to do?
 - a. run fast
 - b. pull heavy loads
 - c. look beautiful
2. Why did the number of Shire horses begin to fall?
 - a. because people used tractors and trucks instead of Shire horses
 - b. because their names were changed many times
 - c. because people liked lighter and faster horses
3. When did the Great Horses come to England?
 - a. in 1066
 - b. in 1678
 - c. between the 16th and the 20th century
4. Which sentence about Shire horses is true?
 - a. The number of Shires is decreasing now.
 - b. They weigh about 200 kg.
 - c. The Shire horse was called the "Old English Black Horse" before.
5. Which sentence about Shire horses is NOT true?
 - a. The Great Horse is descended from the Shire horse.
 - b. We can see Shire horses in draft horse competitions worldwide.
 - c. They have a dense rounded body and strong powerful legs.

Fact File 2



Did you know?

In 1816, the English government passed the "Horse Height Act" which limited the height of horses to a maximum of 16 hands. The Shire horse was the tallest breed of horses at the time. A hand is the distance from the top of the horse's hoof to the height of its ear. How many hands tall are you?

3 Cumulative Vocabulary Practice

Each target word is practiced 5 times throughout the Student Book. This cumulative practice will help students to acquire the new vocabulary easily.

Lesson 2
The Biggest Horse

1. Pre-Reading

1 Discussion

1. Look at the picture above and discuss.
 - a. What do you know about draft horses?
 - b. What do farmers and ranchers expect?
2. Do you agree or disagree? Compare and discuss your answers.
 - a. Draft horses weigh 400 kg. Agree Disagree
 - b. Draft horses are used to pull heavy loads. Agree Disagree
 - c. Draft horses are still used for farming. Agree Disagree

2 Key Vocabulary

Look for the words mentioned in the strategy in the response page. Write each word down in its correct meaning. Use the word bank for the words.

_____ being and downward motion

_____ a horse pulled from one place to another

_____ an activity to which you compete a contest

_____ horse

_____ a thick power that makes and is found in bones

_____ a small part of a larger whole; a percentage of something

3. After Reading

1 Vocabulary Practice Fill in the blanks.

dense	lamb	tempting	muscular
richer	average	temptingly	powerful

1. You can see a lot of _____ people in the body building contest.
2. The factory will be _____ to push the ball.
3. To be _____, you have to _____ with an enemy.
4. Only a small _____ of factory workers are women.
5. Exercise is that _____ which explains in the air.
6. I wish like that cake. It was light and it was _____.
7. There is a search _____ each year at the school.
8. The more sheep there are _____, the better.

2 Synonyms and Antonyms Fill in the blanks using the words in the box above.

1	heavy	is	_____	light
2	gentle	is	_____	rough
3	gentle	is	_____	powerful

3 Discussion Talk with a partner and then have class discussion.

1. Have you ever been on a horse? If you have, what was it like?
2. What do you think will happen to the number of draft horses in the future?
3. What animals can do the same work as horses?

4 Writing Practice Write your opinion about draft horse jobs.

1. I think draft horse horses are the best transport animal for humans.

2. Vocabulary Review

1 Word Definition Circle the best answer.

1. average	a. usual	b. thoughtful	c. weak
2. gentle	a. angry	b. strong	c. fast
3. powerful	a. slow	b. thick	c. heavy
4. tempting	a. attractive	b. strong	c. thoughtful
5. temptingly	a. attractive	b. strong	c. thoughtful
6. average	a. usual	b. thoughtful	c. weak
7. average	a. usual	b. thoughtful	c. weak
8. average	a. usual	b. thoughtful	c. weak

2 Crossword Puzzle Complete the puzzle.

across
down

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3 Crossword Puzzle Complete the puzzle.

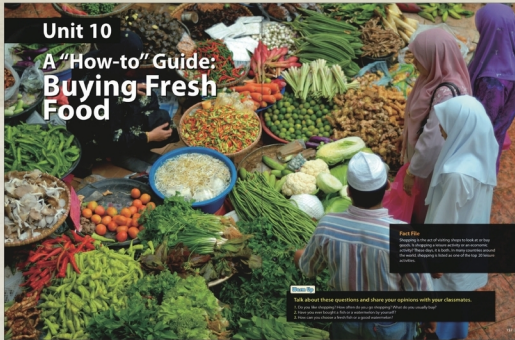
across
down

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4 Systematic Four-Skills Practice

All four language skills (reading, writing, listening, and speaking) are practiced in every unit so students can improve their English as a whole.

Unit Structure



1 Unit Opening

Colorful pictures and illustrations not only grab students' attention but also get them interested in reading. Warm Up questions guide students into exploring the topic.

Lesson 1

Animated Age

1. Pre-Reading

2. Discussion

3. Key Vocabulary

Stand 10

Animated Age

By 1928, Walt Disney produced the world's first cartoon film, one of the first cartoons featuring sound, which also featured the first cartoon character, Mickey Mouse. Since then, cartoons have enjoyed popularity for both kids and adults. Cartoons are around through the ages of animation, which are often called "anime" in the morning. There are two types of animation: traditional animation and computer animation.

Throughout most of the 20th century, animation had been done by hand-drawn way. The traditional way includes the steps:

1. The artist or animator, who often draws, sketches the background and foreground, scene by scene. When you look at the photos on the left, it looks like the original drawings.
2. An animator becomes faster and better, and animation began to be done by computer. This is called computer-generated animation or CG. The most common form of computer animation is 3D animation. This allows for greater detail in the characters, objects, and background. For 3D, made in 1988, was the first animated movie done entirely with computer animation.

One of the big differences between the two styles comes during the editing process. With computer animation, artists can quickly change the background and characters, which can save time. This can make the editing process with traditional animation very time-consuming. For example, a 30-minute cartoon can take up to 10 months to be finished with traditional way and 4 months with computers.

Whether you like traditional or computer animation better, we'll tell you that cartoons are a great form of entertainment that will keep you entertained and content for all ages.

2 Two Consecutive Lessons

In each unit, students read two related passages from the same subject area. They provide students with content-based vocabulary and, at the same time, help students develop greater understanding of the topic.

Review

Connecting Lesson 1 & Lesson 2

1. Summary and Discussion

1. Main Idea and Supporting Details

2. Discussion

2. Vocabulary Review

1. Word Definition

2. Crossword Puzzle


3. Down

4. Across

3 Review - Connecting Lesson 1 and Lesson 2

The Unit Review section provides students an opportunity to review and reinforce what they have read and learned.

Lesson 1
Teddy's Bear



1. Pre-Reading

1 Discussion

- Look at the picture above and discuss.
 - Do you have a teddy bear? What does it look like?
 - Why do you think teddy bears are popular?
- Which do you think is best? Compare and discuss your answers.
 - The first teddy bear was made in the early 1900s. Y N
 - The teddy bear is named after a famous American president. Y N
 - Teddy bears are still popular. Y N

2 Key Vocabulary Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the box form of the word.

- _____ a large device that kills a enemy
- _____ a cat and soft looking huggable
- _____ another thing of the same type or category
- _____ to organize something
- _____ something immediately without delay
- _____ stored and fat in a cat or pleasant way
- _____ to move quickly and safely across an area
- _____ someone or a thing which people vote for others to represent them in government

108 20 100 11

1 Pre-Reading

Warm-up Discussion

Discussion questions provide students with some background knowledge as well as an opportunity to predict what they are going to read.

Key Vocabulary

Eight key words are introduced in each lesson.

2 During Reading

Various activities to practice reading skills

Reading skills are recycled throughout the series, so students can practice repeatedly and consolidate their learning.

Fact Files


Fact files not only provide additional information, but also make the lesson more interesting.

2. During Reading

1 Scanning for Information Circle the correct answer.

- What happens when a gaspander is touched by fire?
 - It releases fireworks.
 - It explodes the fire.
 - It explodes.
- Scientists discovered many uses for rockets. What was one of them?
 - gaspander
 - fireworks
 - fire arrows
- How did people feel about the fireworks rocket?
 - People thought they were destructive.
 - People thought they were elegant.
- Which sentence about gaspanders is true?
 - Chinese had gaspanders around 600 BC 1700.
 - For fireworks, rockets are shot into the air without any gaspanders.
 - Berlin's cannons, the arrows, and rockets all use gaspanders.
- Which sentence about rockets is NOT true?
 - Rockets can fly through the air easily.
 - Rocket's controls didn't make many advances in rocket science.
 - Rockets can go into space.

Fact File



Read this
The great thought leader, Guy Fawkes, had an idea for how to blow up the new queen, Mary II. He had to get the plan across the border, but he was caught by the King's soldiers. He was executed by the King's soldiers in 1606.

109 20 100 11

3. After Reading

1 Vocabulary Practice Fill in a column.

reaction	continually	delight	military
element	determined	compound	explode

- H₂O and water is a chemical _____ of oxygen and hydrogen.
- I am _____ to finish this project and finish this day as the _____.
- In my _____, there are four schools and a library.
- If you are being rude and arrogant, you'll get a _____.
- She is a _____ model. She always works hard.
- The bomb didn't _____ because of a quick work by the police.
- The teacher has to spend one year in _____ after high school.
- Science students separated a chemical into two _____.

2 Synonyms and Antonyms Fill in the blanks using the words in the box above.

1	any	2	combination
3	element	4	blow up

3 Discussion Talk with a partner and then have a class discussion.

- What would the world be like without gaspanders?
- Have you ever seen a fireworks show? What was it like?
- Have you seen a space-rocket launch on TV? What happened?

4 Writing Practice Write your opinion and share it with your class.

If discovered the secret to making rockets, I would _____

110 20 100 11

3 After Reading

Vocabulary Practice

Here, the key words are reviewed in two different activities.

Discussion

This activity provides students with a chance to express their personal opinions.

Writing Practice

In this activity, students' opinions are expressed in writing.



Unit 1 *Animals: Ocean Giants*



Unit 2 *The Origins of Names: A Sandwich and a Pizza*



Unit 3 *Technology: Energy*



Unit 4 *Sports: Soccer*



Unit 5 *Arts: Literature*

READING TOWN 2

Part 1

Unit 1 *Animals: Ocean Giants*

Lesson 1 Killer Sharks?

Lesson 2 Whales like Us

Review Connecting Lesson 1 & Lesson 2

Unit 2 *The Origins of Names: A Sandwich and a Pizza*

Lesson 1 The Earl's Lunch

Lesson 2 A Pizza Fit for a Queen

Review Connecting Lesson 1 & Lesson 2

Unit 3 *Technology: Energy*

Lesson 1 Revolutionary Steam

Lesson 2 Power from the Breeze

Review Connecting Lesson 1 & Lesson 2

Unit 4 *Sports: Soccer*

Lesson 1 Soccer or Football?

Lesson 2 A Soccer Success

Review Connecting Lesson 1 & Lesson 2

Unit 5 *Arts: Literature*

Lesson 1 Literature and Social Networks

Lesson 2 Publishing in the Digital Age

Review Connecting Lesson 1 & Lesson 2

Unit 1

Animals:

Ocean Giants





Fact File

The ocean covers 75% of the Earth's surface and is home to thousands of species, many still undiscovered. Scientists estimate that only 10% of all sea life has been catalogued. And that's good news for marine biology students! There is still so much we need to learn about one of the most important and least explored parts of our world - the ocean.



Warm Up

Talk about these questions and share your opinions with your classmates.

1. Do you think ocean animals are in danger? Why or why not?
2. What do you think can be done to protect the ocean and the animals that live in it?

Killer Sharks?



1. Pre-Reading

A Discussion

1. Look at the picture above and discuss.

- What do you know about sharks?
- Are you afraid of sharks? Why or why not?

2. Which do you think is true? Compare and discuss your answers.

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| a. Sharks like the taste of humans. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| b. Sharks are afraid of some animals. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| c. Sharks like eating seals. | <input type="checkbox"/> T | <input type="checkbox"/> F |

B Key Vocabulary

Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the *base form* of the word.

- _____ to find; to meet
- _____ a type of plant or animal
- _____ a detailed study of something in order to find out new information
- _____ a covering that has a consistent thickness
- _____ something that has been attacked by something else
- _____ really; certainly; without a doubt
- _____ to find out about or learn more about something
- _____ in a normal way

Killer Sharks?

Should we be afraid of sharks? Maybe not. New **research** into the causes of shark attacks suggests that sharks don't like the way humans taste! In fact, most shark attack **victims** survive after receiving only one bite. Why is this?

- 5 There are many theories to explain why sharks sometimes attack people. One theory is that sharks are just curious. We know that sharks are the strongest animals in their environment, so they are not scared of anything. **Naturally**, that means they are curious when they **encounter** something unusual. Because
- 10 they don't have hands or feet, the only way they can **explore** an object is to bite **it!** It is thought that sharks sometimes bite **humans for this reason**, and then swim away.

- Scientists also say that sharks would not waste energy trying to eat a human, as we have a lot of bones. It is hard for a shark
- 15 to eat us because sharks don't have hands, and they can't pull the meat off our bones. Maybe that's why they only bite us once. Unfortunately, one bite from a large shark is enough to cause a lot of damage!

- Another theory is that sharks attack humans by mistake. Some
- 20 **species**, such as the great white sharks, may sometimes mistake humans for a seal. An example of **this** is when a shark attacks a surfer. A surfer lying on a surfboard looks like a seal when seen from below. Sharks like seals because they have a thick **layer** of tasty fat.

- 25 Whatever the reason for shark attacks on humans, sharks should **definitely** be afraid of us. Sadly, we kill almost 40 million of them each year. 275 words



A great white shark



A surfer lying on a surfboard



A tiger shark



Fact File 1

Did you know?

Sharks never need to see a dentist! When a tooth is damaged, it simply falls out. Then another tooth comes up to fill its place.

2. During Reading

Reading Skill Tip

When you scan, don't read every word, and don't stop when you see a word you don't know. Read quickly and stop only to find the information you are looking for.

A Scanning for Information

 Circle the correct answer.

1. What happens to shark attack victims?

- a. Only a few survive.
- b. Most of them die.
- c. Most of them live.

2. What do sharks like to eat?

- a. They like to eat seals because of their thick layer of fat.
- b. They like to eat humans because they have lots of meat.
- c. They like to eat fish because they have lots of fat.

3. According to one theory, how do sharks explore an unusual object?

- a. by smelling
- b. by touching
- c. by biting

4. Which sentence about sharks is true?

- a. Sharks pull meat off bones when they eat.
- b. Sharks might mistake humans for seals.
- c. Sharks only attack surfers.

5. Which sentence about sharks is NOT true?

- a. One bite from a shark can cause a lot of damage.
- b. Sharks like the taste of humans.
- c. Sharks don't have hands to help them eat.

Fact File 2



Read this!

The great white shark lives in coastal waters all around the world. They can grow up to 6 meters long and weigh up to 2000 kg. They like to eat fish, seals, and sea lions.

Reading Skill Tip

Every paragraph has a main idea. Often, but not always, the main idea is contained in a topic sentence.

B-1 Identifying Main Ideas Circle the correct answer.**1. Which is the main idea of paragraph 2?**

- a. The only way that sharks can explore an object is to bite it.
- b. Sharks are the strongest animals in their environment.
- c. Sharks sometimes attack people because they are curious about anything that is unusual.
- d. Sharks swim away after biting humans.

2. Which is the main idea of paragraph 3?

- a. Sharks can't pull the meat off our bones.
- b. Sharks don't have hands.
- c. Sharks don't like humans because we have a lot of bones.
- d. One bite from a large shark is enough to cause a lot of damage.

Reading Skill Tip

Identify the various actions that occur in the passage. Then consider the consequences of each of those actions. Use this method to summarize what happened in the passage.

B-2 Organizing Information: Identifying Cause and Effect

Complete the chart.

Cause	Effect
Sharks are _____ _____.	Sharks bite people.
Humans have _____ _____.	It is difficult for sharks to eat humans.
A human lying _____ _____ looks like _____.	Sharks mistake people for seals.
Humans _____ _____.	Sharks should be afraid of people.



Reading Skill Tip

Think about how the target word is related to the topic of the passage. Then look at the words around the target word to guess its meaning.

Reading Skill Tip

A referent refers to something that has been mentioned before. Substitute the possible answer for the referent and see if the sentence makes sense.

Reading Skill Tip

While making inferences, you combine the information in the passage with your general knowledge.

Reading Skill Tip

Read carefully and choose the restatement that best summarizes the highlighted passage. Your goal should be to leave the meaning unchanged and to include all important information.

C Understanding Words in Context Circle the correct answer.

1. In line 5, what does the word 'theories' mean?

- a. reasons b. ideas c. facts

2. In line 7, what does the word 'environment' mean?

- a. surroundings b. mind c. species

D Identifying Referents Circle the correct answer.

1. In line 11, what does **it** refer to?

- a. an object b. a human c. a shark

2. In line 21, what does **this** refer to?

- a. the great white shark
b. attacking a surfer
c. mistaking a human for a seal

E Making Inferences Circle the correct answer.

1. Why do you think sharks don't like to eat humans?

- a. Humans are harder to eat than fish and seals.
b. There isn't any meat on a human.
c. Humans are too hard to find.

2. Why do you think sharks are curious about humans?

- a. because humans look like seals
b. because sharks don't see humans often
c. because sharks want to be friends with humans

F Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 11?

- a. This is the reason why sharks bite us.
b. This is the only reason why sharks always bite us.
c. Some people think this is why sharks sometimes bite us.

3. After Reading

A-1 Vocabulary Practice

 Fill in the blanks.

encounter	victim	species	definitely
research	layers	naturally	explored

1. The _____ is in hospital with serious injuries.
2. The new students _____ their classroom excitedly.
3. Tourists who are prepared rarely _____ problems when travelling.
4. In the winter, it is important to wear two or three _____ of clothing.
5. There are many different _____ of shark.
6. Scientists do a lot of _____ to find out about something new.
7. It is _____ a good idea to wear a sun hat in summer.
8. Wild mushrooms grow _____ in our area. They are not planted.

A-2 Synonyms and Antonyms

 Fill in the blanks using the words in the box above.

1	<i>absolutely</i>	=		4	<i>meet</i>	=	
2	<i>kinds/types</i>	=		5	<i>a study</i>	=	
3	<i>normally</i>	=		6	<i>attacker</i>	↔	

= synonym ↔ antonym

B Discussion

 Talk with a partner and then have a class discussion.

1. Have you ever seen a shark? Where and when?
2. What should swimmers do if they see a shark?
3. What interesting facts do you know about sharks?

C Writing Practice

 Write your opinion and share it with your class.

I think people (should / shouldn't) be afraid of sharks because _____

Whales like Us



1. Pre-Reading

A Discussion

1. Look at the picture above and discuss.

- What can you see in the picture?
- What do you know about whales? Do you think they are interesting animals?

2. Do you agree or disagree? Compare and discuss your answers.

- Whales and humans are a lot alike. Agree Disagree
- Whales don't sleep. Agree Disagree
- Whales generally live longer than humans. Agree Disagree

B Key Vocabulary

Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the *base form* of the word.

- _____ the organ that mammals breathe with
- _____ a way that people or things are the same
- _____ a time when things happen
- _____ the length of time something is expected to live
- _____ to be controlled or determined by something else
- _____ to help show that something is true; to help
- _____ suited well for a particular situation or purpose
- _____ to exchange information by speaking, writing, or gestures