



READING FUTURE

DEVELOP

3

Thomas Hong · Tapanga Koe
Charles Liou · Gareth Powell

TABLE OF CONTENTS

Scope and Sequence	4
How to Use This Book	6
Unit 1 What Did Dinosaurs Really Look Like?	10
Unit 2 How to Make a Fossil	14
Unit 3 Mass Extinctions	18
Unit 4 DNA Cloning	22
Unit 5 Sailing Around the World	28
Unit 6 Antarctic Adventurer	32
Unit 7 The Deep Dive	36
Unit 8 The First Female Astronaut	40
Unit 9 Oshibana	46
Unit 10 Art Toys	50
Unit 11 Optical Illusions	54
Unit 12 Sand Animation	58
Unit 13 A Disappearing Job	64
Unit 14 Dangerous Jobs	68
Unit 15 Automation	72
Unit 16 Future Skills	76
Reading Speed Chart	80

SCOPE & SEQUENCE

Subject	Unit	Title	Word Count	Reading Skill	Project
SCIENCE	1	What Did Dinosaurs Really Look Like?	89	Main Idea & Details	What Did They Look Like?
	2	How to Make a Fossil	92	Sequencing	What Kind of Fossil Is It?
	3	Mass Extinctions	96	Summarizing	Research an Extinct Animal
	4	DNA Cloning	95	Main Idea & Details	Which Animal Shall We Bring Back?
SOCIAL STUDIES	5	Sailing Around the World	97	Main Idea & Details	Let's Go on an Adventure!
	6	Antarctic Adventurer	97	Sequencing	Plan an Adventure
	7	The Deep Dive	97	Main Idea & Details	Imagining a Deep-Sea Creature
	8	The First Female Astronaut	96	Summarizing	Skills for Space Jobs
ART	9	Oshibana	94	Main Idea & Details	How Does the Live Flower Look?
	10	Art Toys	95	Summarizing	Making Art Toys
	11	Optical Illusions	92	Main Idea & Details	What's Wrong With It?
	12	Sand Animation	98	Summarizing	Shadow Puppets Perform
CAREERS	13	A Disappearing Job	90	Main Idea & Details	Jobs Long Gone
	14	Dangerous Jobs	96	Main Idea & Details	Safety First!
	15	Automation	90	Activating Prior Knowledge	Automate a Chore
	16	Future Skills	97	Classifying	What Skills Do You Need?

Vocabulary						21 st Century Skills	
giant	scary	dinosaur	lizard	claw	feather	Critical Thinking	Creativity
fossil	dry	destroy	bone	age	form	Critical Thinking	Communication
condition	climate	asteroid	temperature	pollution	cause	Critical Thinking	Communication
clone	unfortunately	fiction	DNA	damaged	someday	Collaboration	Communication
century	explorer	ship	crew	sail	return	Creativity	Communication
route	ocean	freezing	finish	adventure	rescue	Critical Thinking	Communication
mystery	canyon	waterfall	reach	submarine	deep	Creativity	Communication
surprisingly	skydiver	talent	astronaut	land	launch	Critical Thinking	Creativity
press	piece	petal	knight	souvenir	heavy	Critical Thinking	Creativity
collectible	teddy bear	doll	painter	graffiti	limited	Critical Thinking	Communication
shortcut	drawing	track	equal	length	further	Critical Thinking	Communication
traditional	animation	performance	sand	shadow	audience	Creativity	Collaboration
alarm	clock	hire	elderly	knock	reliable	Critical Thinking	Communication
logging	reason	tool	chainsaw	cut down	believe	Critical Thinking	Communication
fear	unemployed	replace	ATM	accountant	future	Creativity	Communication
skill	smart	social media	mobile	technology	useful	Critical Thinking	Communication

HOW TO USE THIS BOOK

Student Book

ACADEMIC OBJECTIVES

Academic Objectives introduce what students will learn in the four thematically integrated units.



READ AND THINK

This section previews questions to help draw students' focus.

WARM-UP

A level-appropriate introduction and questions with a captivating image help students activate their background knowledge and think about the topic.



NEW WORDS

Students learn the meanings of new vocabulary words through images.

VOCABULARY SKILLS

This section helps students enhance their understanding of vocabulary from the reading.

READING SKILLS

This section provides a quick comprehension check and guides what reading skills to use for each passage.

READING

A variety of interesting non-fiction reading passages are presented. Target words are bolded and colored in the passage.

VIDEO LINK

Video links related to the main passage are available to boost students' understanding. To access them, click the icons in the eBook.

READING COMPREHENSION
Choose the correct answer.

1. What is the reading mainly about?
a. The biggest and scariest dinosaurs
b. How dinosaurs actually looked
c. How to make a dinosaur movie

2. Actually, many dinosaurs looked quite like _____.
a. giants b. birds c. lizards

3. How big was a velociraptor?
a. Bigger than a giant lizard
b. Smaller than most birds
c. Similar in size to a turkey

READING SKILLS Main Idea & Details
Complete the chart. One word is extra.

	giant	fact	movies	covered
Main Idea	In real life, dinosaurs often looked different from how they look in 1. _____.			
Detail 1	Movies often show them as 2. _____, scary lizards.			
Detail 2	In movies, the velociraptor often looks bigger than a person and has long, sharp teeth and claws.			
Detail 3	The velociraptor was only as big as a turkey and was 3. _____ in feathers.			

VOCABULARY REVIEW
Choose the correct word to complete each sentence.

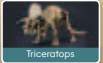


scary claws dinosaurs lizards

1. _____ actually looked quite different in real life.
2. Most dinosaurs looked like birds, not _____.
3. In movies, the velociraptor is shown to have sharp _____ and teeth.
4. In truth, velociraptors were not that big or _____.

21st CENTURY SKILLS *analyzing* *creating* *collaborating* *communicating*

PROJECT What Did They Look Like?
You learned about how one dinosaur actually looked. Now let's look at some other examples.

Step 1 Choose one of the three dinosaur skeletons. Try to imagine how it looked when it was alive.

Draw your idea.

Step 2 Compare your drawing with your classmates'. Are they similar or very different?

VOCABULARY REVIEW
In this section, students practice their vocabulary skills through circling and fill-in-the-blank activities.

PROJECT
The Project expands students' knowledge related to the topic. It helps students develop 21st century skills through fun and engaging project activities.

READING COMPREHENSION
This section checks students' understanding of the passage with multiple-choice questions.

READING SKILLS
A wide variety of graphic organizers give students practice with reading and vocabulary skills.

Workbook

1 What Did Dinosaurs Really Look Like?

VOCABULARY CHECK
Complete the puzzle and find the secret word.

giant scary dinosaurs lizards claws feathers

Across

3. Movies show dinosaurs as _____ scary lizards.
4. The velociraptor is shown with sharp _____ and teeth.
5. It was covered in _____.
6. In fact, they were not that big or _____.

Down

1. Real _____ actually looked quite different.
2. Many dinosaurs looked more like birds than _____.




Secret word: _____

SENTENCE CHECK
Unscramble the sentences.

1. _____ years ago millions of lived Dinosaurs
2. _____ 150 million for years they ruled
3. _____ Velociraptors the size were about of a turkey
4. _____

COMPREHENSION CHECK

A Check the correct sentence.

1.  Dinosaurs lived thousands of years ago. Dinosaurs lived millions of years ago.
2.  In movies, dinosaurs look like giant lizards. In movies, dinosaurs look like giant birds.
3.  Many dinosaurs looked like birds. All dinosaurs looked like birds.

B Circle T for true or F for false.

1. Dinosaurs lived a long time ago. T F
2. Many dinosaurs looked more like lizards than birds. T F
3. The velociraptor was a giant dinosaur. T F

SUMMARY
Complete the summary.

lizards giant feathers dinosaurs scary claws

_____ ruled Earth millions of years ago. In movies, they look like _____, scary lizards. But many real dinosaurs looked more like birds than _____. Take the velociraptor, for example. It's often shown in movies to be bigger than humans, with sharp _____ and teeth. Actually, velociraptors were covered in _____. And they weren't that big or _____.

COMPREHENSION CHECK
Students recall key information from the reading and practice what they have learned.

SUMMARY
Students learn how to summarize information from the passage and check their understanding by completing the summary.

VOCABULARY CHECK
This section provides an opportunity to review the New Words and practice spelling them through a puzzle.

SENTENCE CHECK
Students practice writing sentences by doing an unscrambling activity.



Scan and find the tracks.

Dangerous Jobs

WARM-UP

Dangerous jobs pay a lot of money. This is because workers have a higher chance of getting hurt.

Answer the questions.

- What do you think is the most dangerous job?
- Would you do this job? Why or why not?



NEW WORDS



Write the correct word and listen.

logging

reason

tool

chainsaw

cut down

believe

1



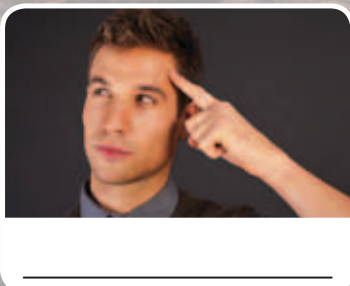
2



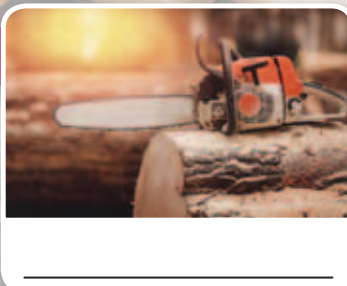
3



4



5



6



READING



Listen and read.



What's the most dangerous job? Some people think it's **logging**. Over 100 loggers out of every 100,000 die in a work accident.

There are many **reasons** for this. Loggers use dangerous **tools**, like **chainsaws**. They work with big machines. They **cut down** heavy trees. They also work in hard-to-reach places. So, it's difficult for an ambulance to reach a hurt logger.

Loggers do have rules to stay safe. But many still die every year. Some people **believe** we should only use machines for this work. But then all the loggers will lose their jobs.



Reading Time: _____ m _____ s / 96 words

VOCABULARY SKILLS

1. What does dangerous mean in the reading?
 - a. difficult to handle
 - b. likely to hurt or kill
 - c. powerful
2. Which word is similar to hurt?
 - a. safe
 - b. lost
 - c. injured

READING SKILLS Main Idea & Details

1. Why is it difficult for an ambulance to reach a hurt logger?
Underline the sentence(s) in the passage.
2. What do loggers have to stay safe?
Circle the word(s) in the passage.

READING COMPREHENSION

Choose the correct answer.

- MAIN IDEA** 1. What is the reading mainly about?
- a. Reasons why logging is dangerous
 - b. How to cut down heavy trees
 - c. Rules that loggers have to stay safe
- DETAIL** 2. Loggers work in places that are _____ to reach.
- a. safe
 - b. hard
 - c. dangerous
- DETAIL** 3. Which is true about loggers?
- a. They fix big machines.
 - b. They use dangerous tools.
 - c. They are losing their jobs.

READING SKILLS Main Idea & Details

Complete the chart. One word is extra.

ambulances dangerous jobs logging cut				
Main Idea	Details			
Some people believe 1. _____ is the most dangerous job.	• Loggers use 2. _____ tools, such as chainsaws and big machines.			
	• They 3. _____ down heavy trees.			
	• They work in places that are hard for 4. _____ to reach.			
	• There are safety rules, but many still die.			

VOCABULARY REVIEW

Circle the correct word.

1. Some people think the most dangerous job is (logging / chainsaws).
2. There are many (tools / reasons) why people think so.
3. Loggers use dangerous (places / tools) to cut down heavy trees.
4. Some people (believe / reason) that only machines should do the job of logging.



CENTURY SKILLS

Critical Thinking

Creativity

Collaboration

Communication

PROJECT Safety First!

You learned about one of the most dangerous jobs in the world, logging. Think about some other jobs that are very dangerous.

Step 1 Answer the questions about a dangerous job.

Job: _____	
Why is this job dangerous?	
What kinds of skills are needed for this job?	
What kinds of tools are used to do this job?	
What do people do to stay safe in this job?	

Step 2 Think about what kinds of tools or machines you could use to make this job safer? Share your ideas with the class.