

READING JUICE PLUS

Developing comprehension skills and building vocabulary power

1



Audio CD included

A* List

Comprehension

Choose the correct answer for each question.

2 Why did Frank leave the mixing bucket outside?

- a He wanted to freeze it.
- b He forgot to bring it inside.
- c He wanted to make soda pop.

3 How did George Crum's customer want his French fries?

- a saltier
- b thinner
- c hotter

4 Which is NOT true according to the passage?

- a The customers loved the chef's potato chips.
- b Frank thought his mistake tasted great.
- c People should avoid making mistakes with food.

B Match the actions and the correct results.

| | | |
|-------------------------------------|---|--------------|
| 1 leaving the mixing bucket outside | a | soda pop |
| 2 cut thinly and deep-fried | b | potato chips |
| 3 mixing water and powdered soda | c | popskies |

Comprehension

Following each passage, multiple-choice comprehension questions evaluate the learners' understanding of the material. The main idea is always tested. The remaining questions require students to identify details, find information, draw conclusions, make inferences, and differentiate between facts and opinions. Additional comprehension exercises require the highest-level thinking skills such as deciding where to insert sentences in the passage or choosing which statement would best introduce or conclude the text.

Vocabulary Expansion

Each passage's vocabulary expansion exercise strengthens learners' knowledge of the key words since they must truly understand each word's meaning to finish the word analogies or complete the cloze sentences and paragraphs. By doing these exercises learners will be able to "own" the words. Such ownership makes it more likely that students will use them in speaking and writing. Independent use of vocabulary words is the strongest indicator that a word has been learned—that is, stored in students' long-term memories.

Vocabulary Expansion

Choose the word that best completes the sentence.

1 It was so cold last night that the ice cream was _____.

- a mixed
- b firm
- c soft
- d **crispy**

2 Use a big bowl to _____ the ingredients.

- a lead
- b mix
- c stir
- d freeze

3 Nobody intended the fire. It was _____.

- a frozen
- b beautiful
- c intentional
- d accidental

4 The _____ of the Internet changed the world.

- a customer
- b mistake
- c invention
- d crispy

Summary

Each unit concludes with a summary activity designed to activate the students' recall of the facts contained in the passage. To complete the summary, students must interpret information and then synthesize the main ideas and supporting details.

Summary

Complete the passage summary with the correct phrases.

_____ foods _____
 _____ butter _____
 _____ deep-fried _____

_____ how mistakes can be _____ made from mistakes. One example is _____
 _____ accidental _____ they are _____. Another example is _____
 _____ is potato chips. They are French fries _____
 _____ Not all mistakes are bad. Some _____
 _____ for people.

Final Test

_____ spider has eight eyes, but it cannot see well. It stays in its underground burrow until it detects vibrations from movement. It darts out and grabs the prey. Using its long, hairy legs, the spider pulls the prey into its damp burrow. Since it has no teeth, it injects digestive juices into its fangs. The juices break down the soft parts of the prey. The animal turns into a soupy mess. The spider sucks up the tasty soup. Unlike most spiders, this one is not silent. It rubs the bristles on its legs together and makes a hissing noise. Wise people get out of its way.

According to the passage, spiders inject digestive juices into their prey because _____.

- a they don't have teeth
- b they only like to eat hard parts of the prey
- c they have poor eyesight
- d they don't want to make a hissing noise

Final Test for NEAT

The final test assesses students' academic achievement with the complete set of the Reading Comprehension part of NEAT.

Vocabulary Booklet

This vocabulary booklet will help students improve their vocabulary.

Tasty Mistakes

Word

frozen

complain

invention

crispy

porch

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APPENDIX

Reading WPM Graph 94





Vocabulary

Match the words and the correct definitions.

- | | | |
|--------------|---|--|
| 1 frozen | • | • a to add different things together |
| 2 complain | • | • b happening by chance |
| 3 mix | • | • c to say or express unhappy feeling |
| 4 accidental | • | • d a new thing that someone has created |
| 5 slice | • | • e to cut into thin pieces |
| 6 invention | • | • f made into ice |

Making mistakes is not always a bad thing. Sometimes, making mistakes can lead to new **inventions**. Many of your favorite foods were probably mistakes.

Popsicles were invented by mistake in 1905. Eleven-year-old Frank Epperson was making soda pop on the porch. Using a stick, he **mixed** water and powdered soda in a bucket. Then he forgot about the bucket. He left it outside in the cold winter night. The next morning, the soda pop was **frozen**. He pulled the stick and licked the ice. It tasted great! Frank decided to sell his popsicles. He sold them for five cents each.

Potato chips were also invented by mistake. In 1853, a chef named George Crum served French fries in his restaurant. One day, a customer **complained** they were too thick. He made the French fries a little thinner, but the customer still complained. George got angry. He wanted the complaining to stop. He decided to teach the customer a lesson. He made more fries. This time, he **sliced** the potatoes as thinly as possible. He fried them until they were crispy. Next, he put lots of salt on them and served the customer. To his surprise, the customer loved them! Soon, all his customers wanted his potato chips.

Frank and George made wonderful mistakes. Others may be making mistakes right now. **Accidental** inventors could be creating something new. They may not know their invention might change the world. Of course, the more tasty mistakes they make, the better for us.

WORD COUNT 249

TIME

Record your reading time on the graph. p. 94

Find where the following information is in the passage.

- | | | |
|---|-------------------------------------|------------|
| 1 | the main idea of the passage | Line _____ |
| 2 | Frank Epperson's mistake | Line _____ |
| 3 | the result of George Crum's mistake | Line _____ |



A Choose the correct answers.

- 1 What is the passage mainly about?
 - a different kinds of mistakes
 - b how to make mistakes into inventions
 - c how mistakes make foods

- 2 Why did Frank leave the mixing bucket outside?
 - a He wanted to freeze it.
 - b He forgot to bring it inside.
 - c He wanted to make soda pop.

- 3 How did George Crum's customer want his French fries?
 - a saltier
 - b thinner
 - c hotter

- 4 Which is NOT true according to the passage?
 - a The customers loved the chef's potato chips.
 - b Frank thought his mistake tasted great.
 - c People should avoid making mistakes with food.

B Match the actions and the correct results.

- | | | |
|-------------------------------------|---|------------------|
| 1 leaving the mixing bucket outside | • | • a soda pop |
| 2 cut thinly and deep-fried | • | • b potato chips |
| 3 mixing water and powdered soda | • | • c popsicles |



Choose the word that best completes each sentence.

- 1 It was so cold last night that the pond was _____.
 a mixed b frozen c invented d crispy

- 2 Use a big bowl to _____ flour, butter, and milk.
 a lead b mix c make d complain

- 3 Nobody intended the fire. It was _____.
 a frozen b beautiful c intentional d accidental

- 4 The _____ of the Internet changed the world.
 a customer b mistake c invention d crispy



Summary

Complete the passage summary with the correct phrases.

- how mistakes can make new foods
- accidental mistakes make things better
- that are cut very thinly and deep-fried
- two examples of foods
- soda pop that is frozen

The passage is about _____.

There are _____ made from mistakes. One example is
 popsicles. They are _____.

Another example
 is potato chips. They are French fries _____
 _____.

Not all mistakes are bad. Some _____
 _____ for people.