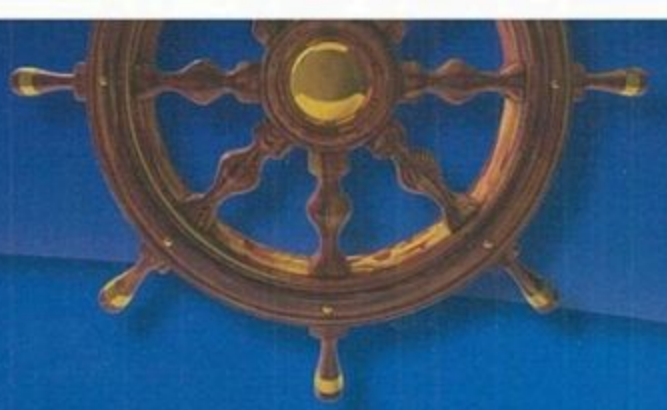


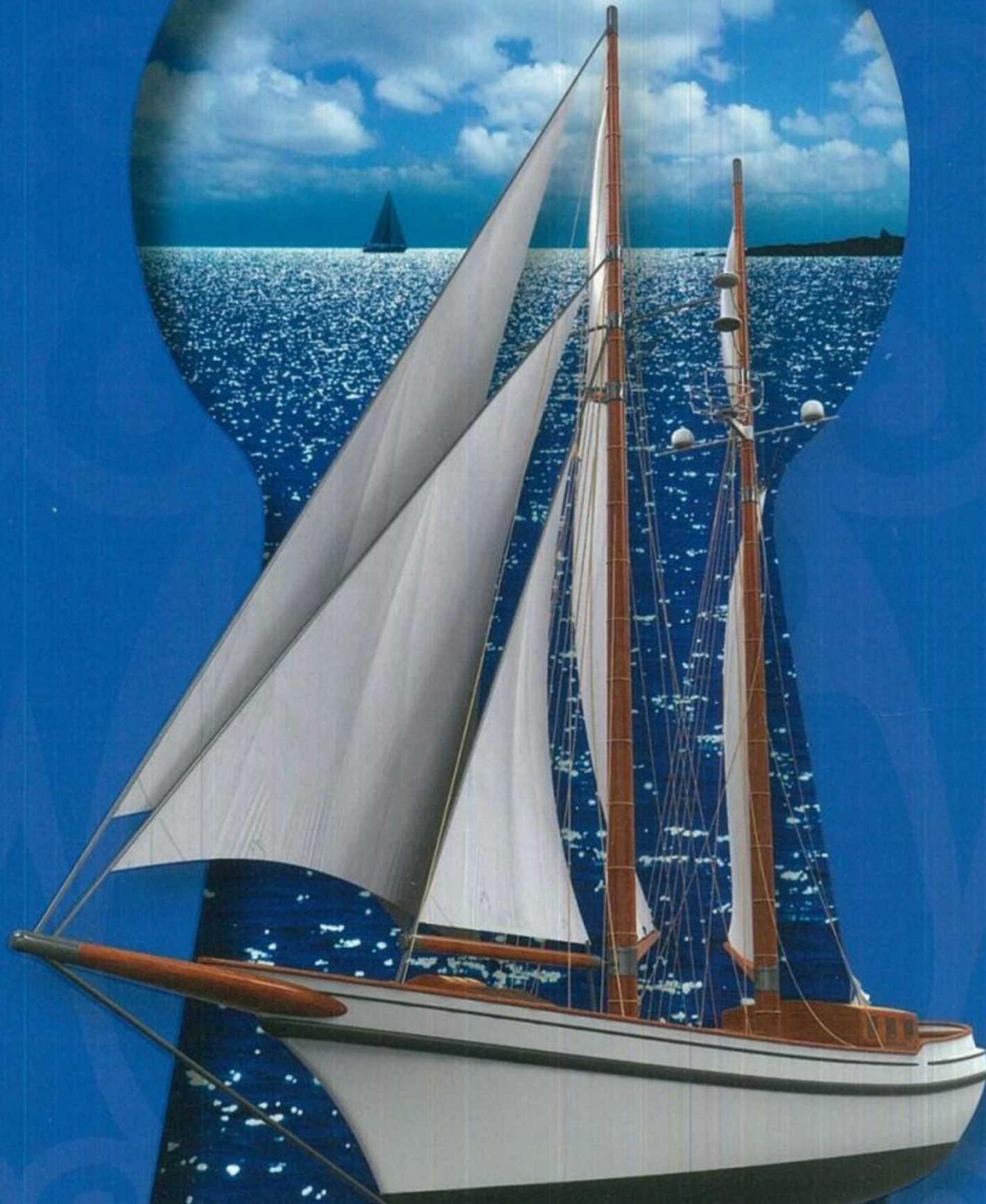
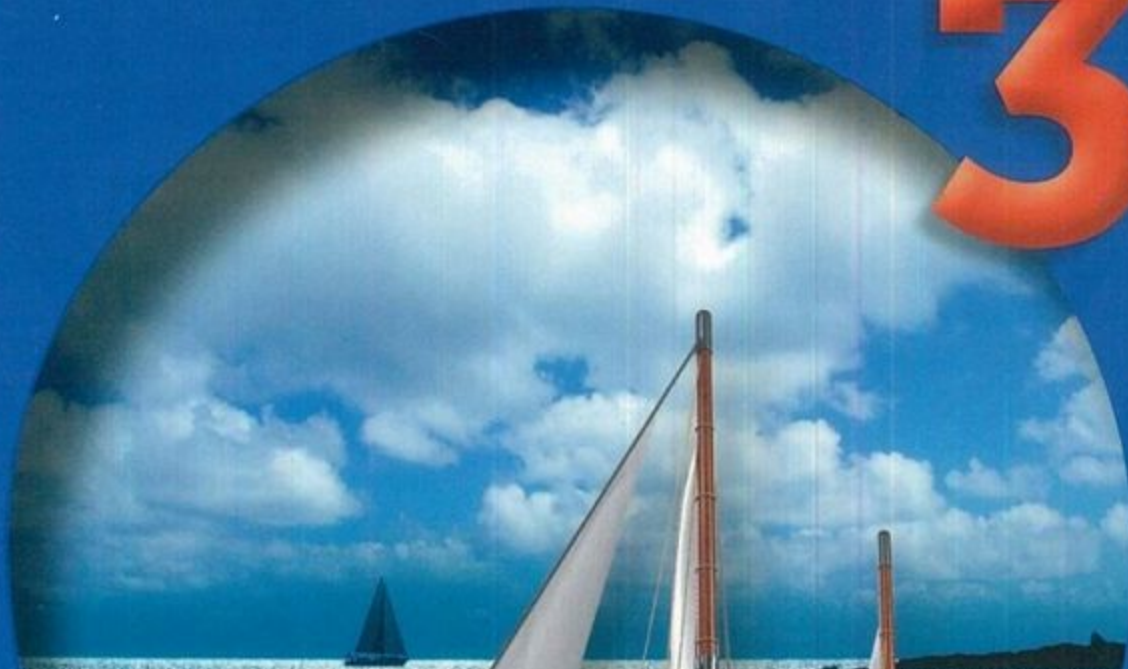
WonderSkills



# Reading

MASTER

3



Mc  
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# Reading

MASTER

3



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# Introduction

## Unit Opener

This section introduces the theme with a related picture to stimulate learners to think about what they will read and learn about.

## Essential Question

Each unit begins with a question that encourages relevant inquiry into the core unit content. Learners work to answer this question throughout the unit.

## Build Background

This section helps students activate their background knowledge by answering questions. Learners will talk about the picture and relate the theme to their own experiences.

## Reading Text

A variety of fiction and non-fiction texts with attractive illustrations and interesting text features is presented for learners to engage with the reading.

**UNIT 10**  
Theme Resources

### The Great ENERGY DEBATE

**Essential Question**  
How have energy resources changed over the years?  
Read about how someone prepares for a class debate about energy resources.

**Build Background**  
Read and say what you think.  
• Look at the two tall buildings and describe what you see between them.  
• What is another example of a renewable energy source?  
• Why is it important to develop new energy sources?

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## Vocabulary

A. Look at the pictures and read the words.



B. Write the words next to the correct meanings.

1. v. to reduce the amount of something until very little is left \_\_\_\_\_
2. n. the parts of something that are left when the other parts are gone or used \_\_\_\_\_
3. v. to change something from one form to another \_\_\_\_\_
4. v. to use something \_\_\_\_\_
5. n. a discussion between people in which they talk about their different opinions \_\_\_\_\_
6. n. something that happens as a result of an action or a condition \_\_\_\_\_
7. n. a feature that makes something better or more useful \_\_\_\_\_
8. adv. doing something well without wasting time, money, or energy \_\_\_\_\_

C. Read and choose the correct words.

1. Everyone in the neighborhood will **take / catch** part in the holiday celebration.
2. Jen is a good friend and will always be **on / in** my side.
3. The group argued **to / against** testing that harms animals.

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## Vocabulary

This section introduces key vocabularies with definitions and useful collocations from the text. This prepares learners for the subsequent reading text.

Genre Narrative Nonfiction

### The Great ENERGY DEBATE

**What is Energy?**  
The sun, wind, oil, and coal are all energy sources. We burn oil and coal to make heat. Solar panels use sunlight to make solar energy. Wind turbines produce wind energy. This energy is then changed to electrical energy. We use this to warm, cool, and light our homes.

There is a class debate about energy next Thursday. I will take part, but first I need to plan and study. We don't know which side we will be on. Our teacher will only tell us the day before. This means we have to prepare to speak for both sides.

One group will talk about an energy source and the advantages of using it. This group will show how the source is good for the Earth. The other group will argue against an energy source. They need to say why it is not good. They will also need to show the consequences of using each source.

We might have to talk about gasoline as an energy source. If so, I would say that it is made from oil, a fossil fuel. These fuels were made from the remains of ancient plants and animals. They formed millions

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of years ago. However, there is one problem with using fossil fuels. We are consuming them much faster than it takes for them to form. They are being depleted. One day, they will **run out**. Another drawback is that they pollute the air.

Some people say we need to stop using gasoline now. However, many cars and factories use this type of fuel. It would be expensive to change everything to another energy source.

Another source we might need to debate about is wind energy. I will say that it is a renewable energy source. This is because wind will never run out. One large wind turbine can make enough energy to power a city. Another benefit is that it does not harm the environment. But wind energy is not as **efficient** as other sources. Less than half of the wind collected can be converted into electricity. It would also be costly to put wind turbines everywhere.

We now use more energy than we did in the past. We need to think about what we use and how we use it. The debate will be hard, but I will be ready!



**Make Connections**  
How might our dependence on fossil fuels change in the future?  
ESSENTIAL QUESTION

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## Make Connections

This section helps learners connect the text to the Essential Question and expand their understanding of the text and the theme.

**Reread Comprehension Check**

**A. Choose the correct answers.**

- What is the passage mostly about?
  - It is about using wind energy as our main energy source.
  - It is about the effects that fossil fuels have on the environment.
  - It is about the advantages and disadvantages of different energy sources.
- What is NOT true about gasoline?
  - It can cause pollution and will be depleted one day.
  - It is not efficient because it is expensive.
  - It is made from the remains of ancient plants and animals.
- If one debate group says how good wind energy is, the other group will \_\_\_\_\_.
  - say it is renewable.
  - say it is not efficient.
  - say it is not expensive.
- Which one best describes the meaning of the underlined expression? *One day, they will run out.*
  - be completely used up
  - keep being produced without stopping
  - leave a place suddenly without warning
- What can be inferred from the last paragraph?
  - We need to debate more about energy issues to get better at it.
  - We need to use energy wisely because there isn't enough for our needs.
  - We need to look for other energy sources to solve the energy problem.

**B. Read and write T (True), F (False), or NG (Not Given).**

- The narrator's debate group will argue against the use of fossil fuels. \_\_\_\_\_
- Fossil fuels can be easily replaced. \_\_\_\_\_
- Wind energy does not cause air pollution. \_\_\_\_\_

**C. Answer the questions.**

- Why would it be hard to convert gasoline-powered cars to another energy source? \_\_\_\_\_
- How much energy can one large wind turbine make? \_\_\_\_\_

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**Reread Comprehension Strategy**

**Ask and Answer Questions**  
As you read, stop and ask yourself questions about what you don't understand. Then read and find the answers. Asking and answering questions can help you understand the text better.

**Use Text Evidence**  
**Step 1**  
Reread the text. Then read the questions and underline the answers in the text.

There is a class **debate** about energy next Thursday. I will take part, but first I need to plan and study. We don't know which side we will be on. Our teacher will only tell us the day before. This means we have to prepare to speak for both sides.

One group will talk about an energy source and the advantages of using it. This group will show how the source is good for the Earth. The other group will argue against an energy source. They need to say why it is not good. They will also need to show the **consequences** of using each source.



**Question 1** What will happen in class next Thursday?  
**Question 2** What will the group that supports an energy source say?  
**Question 3** What will the group that is against an energy source say?

**Step 2**  
Write the answers to the questions. Then write your own question and answer it.

**Answer 1** \_\_\_\_\_  
**Answer 2** \_\_\_\_\_  
**Answer 3** \_\_\_\_\_

**Your Question** \_\_\_\_\_  
**Your Answer** \_\_\_\_\_

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**Comprehension Strategy**

This section teaches learners important reading strategies that help them become active and purposeful readers. These techniques are taught in the series:

- visualize
- summarize
- reread
- make predictions
- ask and answer questions

**Comprehension Check**

This section provides a series of comprehension questions such as multiple-choice, true or false, and open-ended questions that check and ensure learners' understanding of the text.

**Reread Comprehension Skill**

**Main Idea and Key Details**  
The **main idea** is the most important idea an author wants to tell in a text or a section of the text. **Key details** give important information to support the main idea.

**Use Text Evidence**  
Reread the text. Look at the chart that shows the main idea and key details.

We might have to talk about gasoline as an energy source. If so, I would say that it is made from oil, a fossil fuel. These fuels were made from the remains of ancient plants and animals. They formed millions of years ago. However, there is one problem with using fossil fuels. We are **consuming** them much faster than it takes for them to form. They are being **depleted**. One day, they will run out.

Main Idea	← Key Detail: Gasoline is made from oil, which comes from plants and animals remaining.
	← Key Detail: Fossil fuels formed millions of years ago.
	← Key Detail: We consume fossil fuels much faster than it takes for them to form.

**Your Turn**  
Reread the text. Complete the chart with the main idea and key details.

Another source we might need to debate about is wind energy. I will say that it is a renewable energy source. This is because wind will never run out. One large wind turbine can make enough energy to power a city. Another benefit is that it does not harm the environment.

Main Idea	← Key Detail: _____
	← Key Detail: _____
	← Key Detail: _____

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**Summary**

Fill in the blanks to complete the summary.

energy sources	Two groups will discuss the advantages and disadvantages of different _____ in a class debate.
are consuming it	Gasoline is made from _____ ancient plants and animals. It takes a long time to form, and we _____ too fast. If we keep using it, gasoline will run out one day.
not run out	Gasoline also pollutes the air, but _____ doesn't.
wind energy	It is renewable and will _____. However, it is not as efficient, and could _____. People need to think and debate about different energy sources to solve the energy problem.
cost a lot	
the remains of	

**Vocabulary Review**

**A. Complete the sentences with the correct words. Two words will not be used.**

Word Box	efficient	advantage	remains
	drawbacks	depleted	debate

- Another \_\_\_\_\_ of buying this computer is that it is very cheap.
- Overfishing has \_\_\_\_\_ the number of fish in the lake.
- Scientists have found the \_\_\_\_\_ of an ancient civilization in Turkey.
- Sending invitations by email is more \_\_\_\_\_ than sending them by mail.

**B. Fill in the blanks with the correct form of the words.**

- A man on my street \_\_\_\_\_ (convert) his house into a hotel.
- I forgot to do my homework. I had to stay after school to face the \_\_\_\_\_ (consequence).
- Let's get these lights instead. They \_\_\_\_\_ (consume) less electricity.

**Make Connections** What can you do to save energy resources? \_\_\_\_\_

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**Summary**

This section is designed for learners to demonstrate their understanding of the text by completing the summary with key phrases from the reading.

**Vocabulary Review**

This section has two parts:

- Activity A aims to provide learners with additional practice in different contexts to consolidate their knowledge of the vocabulary.
- Activity B tests learners' understanding of word forms, synonyms, and antonyms.

**Comprehension Skill**

This section teaches learners important skills that help them build a sustainable reading routine and become fluent readers. These techniques are taught in the series:

- main idea and key details
- point of view
- author's point of view
- theme
- compare and contrast
- sequence
- problem and solution
- cause and effect

**Make Connections**

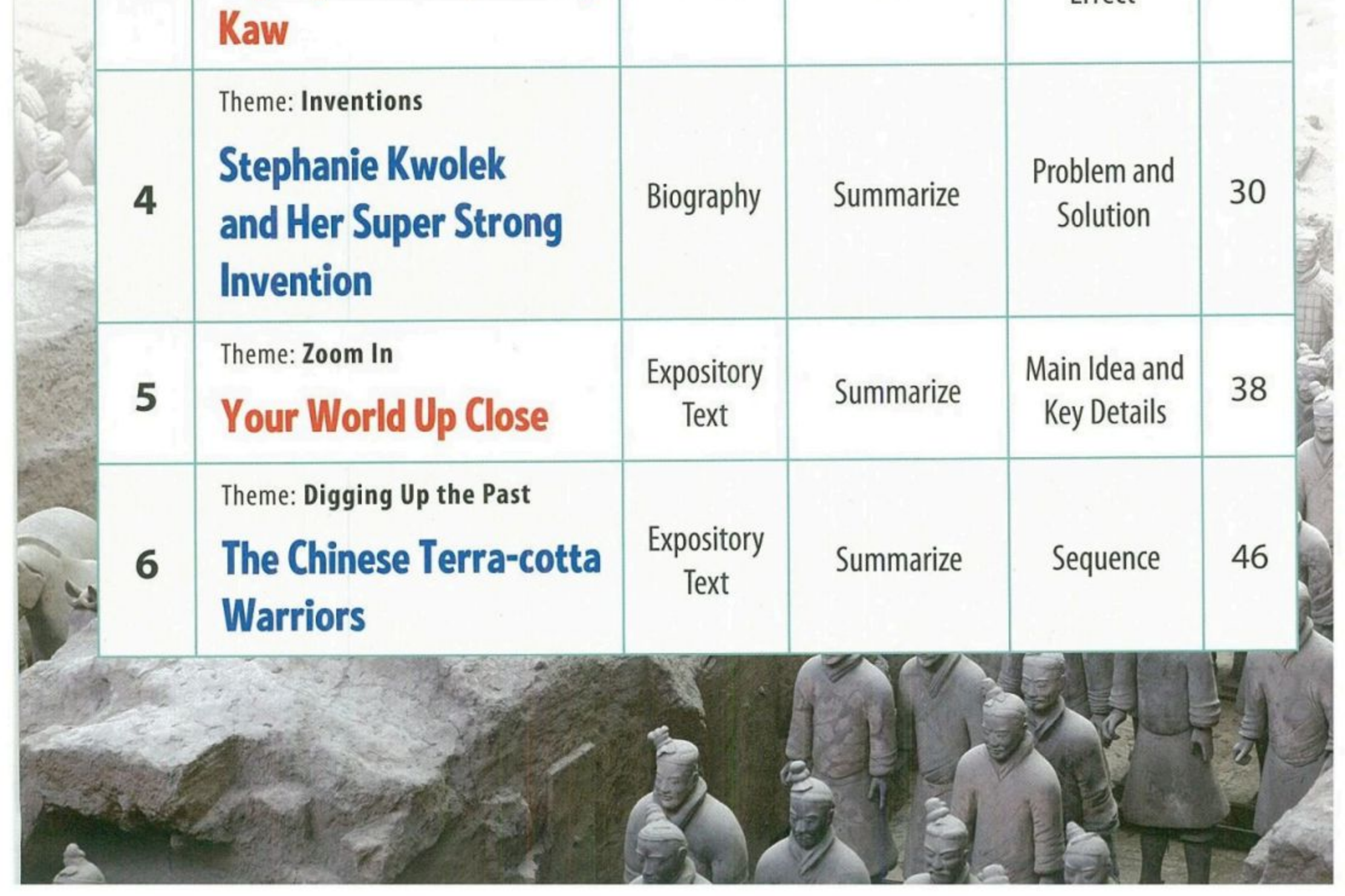
This section helps learners connect the Essential Question, theme, and the text to their personal experiences.

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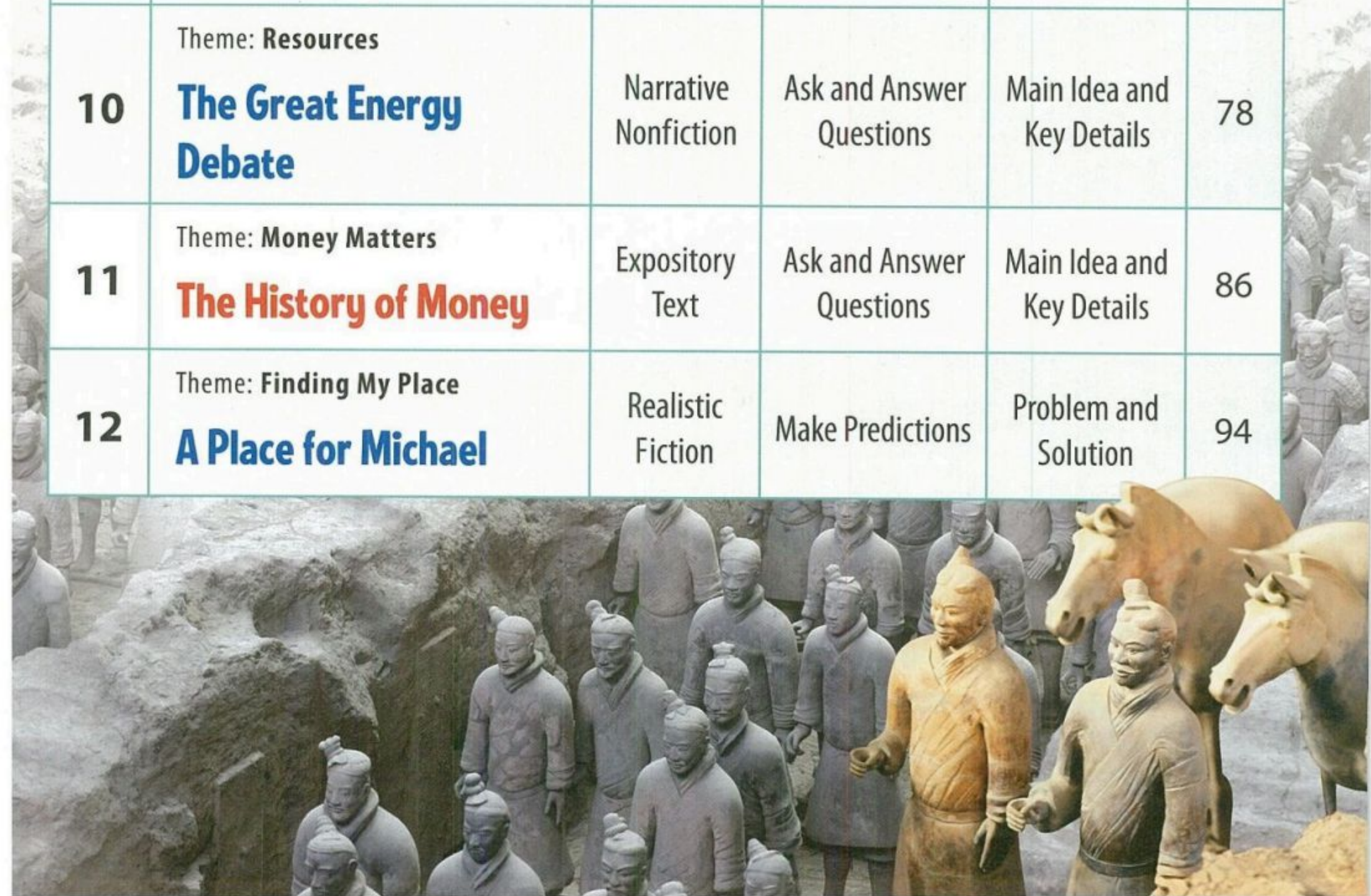
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UNIT

1

Theme  
Understanding  
Nature

# The Fight for Persephone



## Essential Question

How do myths explain what happens in nature?

Read about how the daughter of the Greek goddess Demeter was lost and found again.

## Build Background

Read and say what you think.

- What season of the year do you see in the picture?
- What happens during this season?
- How does your community celebrate this season?

# Vocabulary

A. Look at the pictures and read the words.  02



**bloom**



**ripen**



**abundance**



**pomegranate**



**underworld**



**snatch**



**wither**




**mighty**

B. Write the words next to the correct meanings.

1. *adj.* very strong and powerful \_\_\_\_\_
2. *v.* to become fully grown and ready to pick and eat \_\_\_\_\_
3. *v.* to take or pull away something quickly \_\_\_\_\_
4. *n.* a round fruit with thick skin and many large red seeds \_\_\_\_\_
5. *n.* the place where dead people go in myths or stories \_\_\_\_\_
6. *n.* a very large amount of something \_\_\_\_\_
7. *v.* to shrink, dry up, and die \_\_\_\_\_
8. *v.* to produce flowers \_\_\_\_\_

C. Read and choose the correct words.

1. As time went **by / with**, she started to find joy in other things and felt happy again.
2. He moved to England and lived there **in / for** the rest of his life.
3. According **from / to** the survey, most students take the bus to school.



# The Fight for Persephone

Long ago, the Greek goddess Demeter and her daughter Persephone lived above the clouds on Mount Olympus. Demeter was the goddess of harvest and agriculture on the Earth.

When Demeter and Persephone visited the Earth, the weather was perfect for all living things. Flowers would **bloom**, and fruits would **ripen**. Trees stretched to the sky, and grain grew tall.

There were no seasons. People ate well because there was always an **abundance** of food. However, one day, everything changed.

One morning, Persephone was playing in a meadow. There, she found a **pomegranate**. The fruit was believed to be evil because its juice looked like blood. Without thinking, Persephone took a bite. Suddenly, a huge crack opened in the ground. Hades, the ruler of the **underworld**, appeared in a chariot. He **snatched** Persephone and pulled her down into the crack. The ground closed, and just like that, they disappeared.

Demeter searched everywhere for her daughter without success. Then a young boy who saw Hades take Persephone told her what had happened.

Demeter was sad. She missed her daughter and stopped visiting the Earth. The plants began to **wither**. As time went by, she became furious. The weather turned cold. Snow fell for the first time.

**Mighty** Zeus, the king of the gods, was worried. He knew the cold would make the plants die. People would have no food. He spoke with Demeter and found out about Hades. Zeus became angry and went to speak with Hades.

“Persephone ate a pomegranate,” said Hades with a sly grin. “You know that makes her part of the underworld now.”

“Persephone will spend part of each year with you,” said Zeus. “But for the rest of the year, she’ll stay with Demeter. The Earth needs them. Do we have an agreement?”

“Yes,” answered Hades. Finally, Persephone was allowed to go home.

Today, for most of the year, plants grow, and flowers bloom. But then the air turns cold, and snow falls. According to the myth, when Persephone leaves for the underworld, winter comes. When she returns to the Earth, she brings spring, summer, and fall.



## Make Connections

According to the myth, how did the four seasons come about?

ESSENTIAL QUESTION

**A. Choose the correct answers.**

1. What is the main idea of the story?
  - a. It is a myth about the power that gods had in ancient times.
  - b. It is a myth about the love that mothers have for their daughters.
  - c. It is a myth about why the Earth has different seasons.
2. People ate well before there were seasons because \_\_\_\_\_.
  - a. the weather was perfect for growing an abundance of food
  - b. Persephone brought food back from the underworld
  - c. Demeter and Persephone grew lots of pomegranates
3. Why did Hades take Persephone to the underworld?
  - a. Persephone played in Hades' meadow.
  - b. Persephone ate a pomegranate.
  - c. Persephone made Zeus angry.
4. Which underlined her in the story refers to a different person?
  - a. her in the fourth paragraph
  - b. her in the fifth paragraph
  - c. her in the eighth paragraph
5. What can be inferred from the story?
  - a. Hades made plants wither and brought snow to the Earth.
  - b. Zeus cared about the people on the Earth and wanted them to eat well.
  - c. Persephone knew that eating a pomegranate was wrong, but she didn't care.

**B. Read and write T (True), F (False), or NG (Not Given).**

1. The Earth had four seasons before Hades took Persephone. \_\_\_\_\_
2. Demeter stopped visiting the Earth while Persephone was missing. \_\_\_\_\_
3. Hades and Zeus were enemies, and Zeus was glad to help Demeter. \_\_\_\_\_

**C. Answer the questions.**

1. What happened when Demeter and Persephone visited the Earth?  
\_\_\_\_\_

2. According to the myth, why do we have winter?  
\_\_\_\_\_

## Ask and Answer Questions

As you read, stop and ask yourself questions about what you don't understand. Then read and find the answers. **Asking and answering questions** can help you understand the story better.

## Use Text Evidence

### Step 1

Reread the text. Then read the questions and underline the answers in the text.

One morning, Persephone was playing in a meadow. There, she found a **pomegranate**. The fruit was believed to be evil because its juice looked like blood. Without thinking, Persephone took a bite. Suddenly, a huge crack opened in the ground. Hades, the ruler of the **underworld**, appeared in a chariot. He **snatched** Persephone and pulled her down into the crack. The ground closed, and just like that, they disappeared.



#### Question 1

Who is Hades?

#### Question 2

What did Hades do to Persephone after she ate a pomegranate?

#### Question 3

Why was the fruit of the pomegranate believed to be evil?

### Step 2

Write the answers to the questions. Then write your own question and answer it.

#### Answer 1

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#### Answer 2

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#### Answer 3

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#### Your Question

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#### Your Answer

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