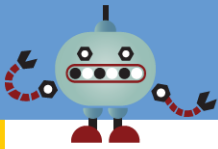


READING JUICE PLUS

Developing comprehension skills and building vocabulary power

1



Introduction

The Reading Juice Plus series will capture the interest and imagination of young English learners. Research has shown that one of the best ways for learners to improve their English proficiency simply by immersing themselves in high-interest passages. Since Reading Juice Plus is filled with engaging nonfiction stories, students will be eager to read more. The comprehension exercises that accompany each passage offer opportunities for learners to think, talk and write in English.

Vocabulary

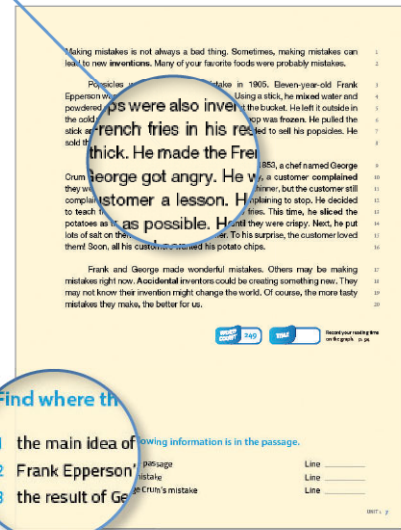
Essential vocabulary words are defined as a pre-reading activity. These words are boldfaced in every passage. Students can read the definitions and then see how each term is used within the text. Learning words in context is the most powerful way to master new vocabulary.



Passage

The passages promote young minds' curiosity by offering a wide variety of topics that are fun to read and easy to teach. Since this nonfiction includes fascinating facts and details about people, places and events, learners will expand their knowledge base as well as their language skills.

Appealing text is vital in order to inspire and encourage students to strive for greater English fluency. Each passage is written in natural English at the appropriate proficiency level, and a word count is included. The teacher can use this information to determine how quickly students read the material. This nurtures both fluency and ease with written English.



Skimming & Scanning

Each passage includes skimming and scanning questions to help learners improve their ability to quickly find specific information in the text. This activity gives students practice in a skill all readers use daily: identifying the key words from a question and then locating the associated information in the passage.

Comprehension

Choose the correct responses.

2. Why did Frank leave the mixing bucket outside?

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

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

- softer
- thinner
- hotter

4. Which is NOT true according to the passage?

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

B Match the actions and the correct results.

- leaving the mixing bucket outside a. soda pop
- cut thinly and deep-fried b. potato chips
- mixing water and powdered soda c. peepikies

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.

- It was so cold last night that the car was _____.
- Use a big towel to _____ the car.
- Nobody intended the fire. It was _____.
- The _____ of the Internet changed the world.

Choose the word that best completes the sentence.

- mixed
- lead
- frozen
- customer

crispy

- mix
- beautiful
- intentional
- mistake

invention

Choose the word that best completes the sentence.

- two examples of foods
- soda pop that is frozen

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.

_____ how mistakes can be _____.

_____ are _____.

_____ 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 _____ it detects vibrations from movement. It darts out and grabs the prey. Using its long, hairy legs, the spider pulls the prey into its clammy burrow. Since it has no teeth, it injects digestive juices with its fangs. The juices break down the soft parts of the prey. The animal turns into a soupy mess. The spider sucks up the soupy soup. Unlike most spiders, this one is not alert. It ties the bundles 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 _____.

- they don't have teeth
- they only like to eat hard parts of the prey
- they have poor eyesight
- 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.

1 Tasty Mistakes

Word

Word	Definition
frozen	_____
complain	_____
invention	_____
crispy	_____
porch	_____

Contents



UNIT 1

Tasty Mistakes 6

UNIT 2

Blue People 10

UNIT 3

Building a Volcano 14

UNIT 4

The First Fireworks 18

UNIT 5

Goliath Birdeater Spider 22

CHECK UP 1

Tropical Storms 26

UNIT 6

Monsters in Stories 28

UNIT 7

A Child Engineer 32

UNIT 8

The Origin of Numbers 36

UNIT 9

Colored Vegetables 40

UNIT 10

The Subway Superman 44

CHECK UP 2

The Brothers Grimm 48

READING JUICE PLUS 1

UNIT 11

Boxing Day 50

UNIT 12

Chocolate Celebration 54

UNIT 13

Pet Worms 58

UNIT 14

Soap Box Derby 62

UNIT 15

Kid Writers 66

CHECK UP 3

Unlucky Numbers 70

UNIT 16

Goodfellow's Tree Kangaroo 72

UNIT 17

The King of Colors 76

UNIT 18

Money in Ancient Times 80

UNIT 19

Making a TV Commercial 84

UNIT 20

The Florida Strangler Fig 88

CHECK UP 4

Treasure Hunters 92

APPENDIX

Reading WPM Graph 94

Tasty Mistakes

UNIT 1



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.

1
2

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.

3
4
5
6
7
8

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.

9
10
11
12
13
14
15
16

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.

17
18
19
20

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 |



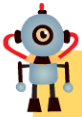
Choose the word that best completes each sentence.

- 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.