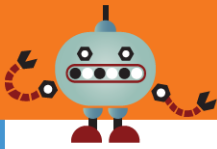


READING JUICE PLUS

Developing comprehension skills and building vocabulary power

2



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.

UNIT 1 The Vegetable Orchestra

Vocabulary

Match the words and the correct definitions.

1 develop	=	a	a variety of choice
2 range	=	b	to change or improve
3 hollow	=	c	tools used in a kitchen
4 utensils	=	d	difficult and not simple
5 complicated	=	e	having an empty space inside
6 potential	=	f	a chance that may be developed

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.

Imagine you are a member of a famous orchestra in Vienna. Now imagine that you play an instrument made of vegetables. You blow into a carrot. Other musicians bang on a cucumber. The only difference is that they are all vegetables.

The Vegetable Orchestra is a complicated instrument. It is made up of vegetables. In 1998, it was created by a man named Gunter Rambow. He is a composer and conductor. He has written music for the orchestra. The orchestra has performed in many places. It has even performed in a restaurant. The orchestra is very popular. It has many fans. The orchestra is always creating new music. It is a very interesting and fun orchestra.

The Vegetable Orchestra gives almost thirty concerts a year. An hour before a show, the members are busy making their instruments. They usually go to an open market to find the freshest vegetables. Then they chop and peel the vegetables. At the end of the show, they make soup with the instruments. The entire audience can enjoy the vegetables one more time.

The musicians were quite imaginative to see the musical possibilities in vegetables. They think that each onion, carrot and beet has the potential to create music. It is wrong to tell them, "Do not play with your food!" Instead, why not dancing to the beat of the beet with these great musicians?

Find where the information is in the passage.

1 when the orchestra started _____ Line _____

2 what the musicians make flutes out of _____ Line _____

3 the event at the end of their show _____ Line _____

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 answer.

1. What is done with the vegetables at the end of the show?

- They are sold to the audience.
- They are cooked in a soup.
- They are saved for later shows.

2. Which is NOT included in the orchestra?

- a cook
- a vegetable farmer
- several artists

3. Which is NOT a potential instrument for this orchestra?

- carrot recorder
- wooden violin
- pumpkin base

B. Choose where the following sentences fit best in the passage.

1. There are also a sound engineer and a video artist in the orchestra.

- Ⓐ
- Ⓑ
- Ⓒ

2. Each sound makes a great harmony in the orchestra.

- Ⓐ
- Ⓑ
- Ⓒ

3. The vegetable soup is enough for all the audience.

- Ⓐ
- Ⓑ
- Ⓒ

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 fits best in the sentence.

1. The town has _____.

- carried
- collected
- collected
- differed

2. We have to do very _____.

- complicated
- hollow
- hollow
- hollow

3. Mr. Harding gave us a whole _____ of books.

- orchestra
- range
- several
- reading

4. All children have the great _____ to achieve their dream.

- orchestra
- upgrading
- magic
- potential

Summary

Write the passage summary with the correct sentences.

- It started in Vietnam.
- The members make their own instruments.
- It started in Vietnam.
- The members make their own instruments.

2. Instruments: _____

3. Before the show: _____

4. After the show: _____

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.

Final Test

According to the passage, which one is true about lamp-lighters?

- They worked like police officers before.
- They invented and guarded streetlights.
- They were replaced with watchmen.
- They were like pilots or garbage men.

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.

The Vegetable Orchestra

Word	Definition
develop	to grow or improve
range	a variety of things or people
potential	a chance that may be developed
possibility	something that may happen
orchestra	a group of people that play music

Contents



UNIT 1

The Vegetable Orchestra 6

UNIT 2

Corntainer 10

UNIT 3

Vomiting Caterpillars 14

UNIT 4

Machu Picchu 18

UNIT 5

The True Story of Dracula 22

CHECK UP 1

Food Eating Contests 26

UNIT 6

The Glowworm Grotto 28

UNIT 7

The Power of Music 32

UNIT 8

The Beginning of the Alphabet 36

UNIT 9

Don Quixote 40

UNIT 10

Dragons: East and West 44

CHECK UP 2

The California Gold Rush 48

READING JUICE PLUS 2

UNIT 11

The Hungry Blue Whale 50

UNIT 12

The Use of Masks 54

UNIT 13

Life-Changing Discovery 58

UNIT 14

Johnny Appleseed 62

UNIT 15

The Cursed City 66

CHECK UP 3

Tickling and Laughter 70

UNIT 16

Disappearing Honeybees 72

UNIT 17

Jobs of the Past 76

UNIT 18

**Cave Diving:
The World's Deadliest Sport** 80

UNIT 19

The Siesta 84

UNIT 20

Early Traffic Lights 88

CHECK UP 4

The Burning of Zozobra 92

APPENDIX

Reading WPM Graph 94

The Vegetable Orchestra

UNIT 1



Courtesy of the Vegetable Orchestra



Vocabulary

Match the words and the correct definitions.

- | | | | | |
|---|-------------|---|-----|--------------------------------|
| 1 | develop | • | • a | variety of choice |
| 2 | range | • | • b | to change or improve |
| 3 | hollow | • | • c | tools used in a kitchen |
| 4 | utensils | • | • d | difficult and not simple |
| 5 | complicated | • | • e | having an empty space inside |
| 6 | potential | • | • f | a chance that may be developed |

Imagine you are a member of a famous orchestra in Vienna. Now imagine that your instrument is a vegetable. You blow into a carrot. Other musicians bang on gourds or blow into beans. Just like any other orchestra, there are different kinds of instruments in your Viennese orchestra. The only difference is that they are all vegetables.

The Vegetable Orchestra began in Vienna, Austria, in 1998. ① It is made up of eleven musicians and a cook. ② The musicians come from different musical backgrounds. Together, they **developed** new ideas about instruments. They make flutes from carrots. ③ They also make pumpkin basses and celery bongos. One of the most **complicated** instruments is the carrot recorder. It has many holes that have to be carved out. The members are constantly creating new instruments.

The Vegetable Orchestra is able to make a whole **range** of sounds. ④ A squash can make **hollow** sounds. ⑤ Little holes in carrots produce high notes. Sometimes they use kitchen **utensils** to add more sounds. Of course, a fresh vegetable *tastes* the best. ⑥ These musicians believe that a fresh vegetable *sounds* the best too. They always create their instruments from the freshest vegetables.

The Vegetable Orchestra gives almost thirty concerts a year. ⑦ An hour before a show, the members are busy making their instruments. They usually go to an open market to find the freshest vegetables. ⑧ Then they chop and peel the vegetables. At the end of the show, they make soup with the instruments. ⑨ The entire audience can enjoy the vegetables one more time.

The musicians were quite imaginative to see the musical possibilities in vegetables. They think that each celery, onion and carrot has the **potential** to create music. It is wrong to tell them, "Do not play with your food!" Instead, why not try dancing to the beat of the beet with these great musicians?

WORD COUNT 307

TIME

Record your reading time on the graph. p. 94

Find where the following information is in the passage.

- 1 when the orchestra started Line _____
- 2 what the musicians make flutes out of Line _____
- 3 the event at the end of their show Line _____



A Choose the correct answers.

- 1 What is the passage mainly about?
 - a the problems with making vegetable instruments
 - b the benefits of the Vegetable Orchestra
 - c a unique orchestra from Vienna

- 2 What is done with the vegetables at the end of the show?
 - a They are sold to the audience.
 - b They are cooked in a soup.
 - c They are saved for later shows.

- 3 Which is NOT included in the orchestra?
 - a a cook
 - b a vegetable farmer
 - c several artists

- 4 Which is NOT a potential instrument for this orchestra?
 - a carrot recorder
 - b wooden violin
 - c pumpkin base

B Choose where the following sentences fit best in the passage.

- 1 There are also a sound engineer and a video artist in the orchestra.
 - a ①
 - b ②
 - c ③

- 2 Each sound makes a great harmony in the orchestra.
 - a ④
 - b ⑤
 - c ⑥

- 3 The vegetable soup is enough for all the audience.
 - a ⑦
 - b ⑧
 - c ⑨



Choose the word that best completes each sentence.

- 1 The town has _____ from a small farming village into a tourist attraction.
a carried b developed c complicated d differed
- 2 We have to do very _____ research to complete the assignment in two weeks.
a complicated b hollow c wonderful d accessible
- 3 Mr. Harding gave us a whole _____ of books to read for the project.
a orchestra b range c several d reading
- 4 All children have the great _____ to achieve their dream.
a orchestra b upgrading c magic d potential



Summary Complete the passage summary with the correct sentences.

- The members make instruments with fresh vegetables.
- It started in Vienna, Austria, in 1998.
- The members offer the audience the vegetable soup.
- There are pumpkin basses, celery bongos and carrot recorders.

The Vegetable Orchestra

1. Origins: _____
2. Instruments: _____
3. Before the show: _____
4. After the show: _____