

## Lesson 1A Secrets of the Maya

### Lesson Overview

**Target Vocabulary:** abashed, astonished, demise, flourish, grueling, inspect, penetrate, plunge, sacrifices, transparent

**Reading Passage Summary:** The passage covers recent discoveries by archeologists about the practices of the ancient Maya people. Archeologists have learned that caves, or cenotes, in Mexico could act like sundials, and helped the Maya create their incredibly accurate calendars. The cenotes were also part of their religious beliefs, and are linked to their planting cycles.

### Answer Key

#### Before You Read

- A.** 1. Answers will vary. Possibilities include: archeologist, geologist, cave explorer.  
2. Answers will vary. Possibilities include: religion, culture, mineral wealth, fresh water; The light shining down may signify time, God, seasons.  
**B.** 1. ancient Mayan city (line 2); 2. the God of life-giving rain and ruler of cenotes and caves (line 42 and line 66); 3. a combination of corn, beans, and squash that constitutes their basic source of protein (lines 84–86); 4. a Maya holy man (lines 123–124)

#### Reading Comprehension

1. b (lines 3–7); 2. c (line 17); 3. a (lines 25–34);  
4. a (lines 64–73); 5. c (lines 86–87); 6. d (lines 94–101); 7. d

#### Reading Skill

- A.** 1. b; 2. d; 3. c; 4. a  
**B.** 1. NG; 2. F; 3. F; 4. T; 5. NG; 6. F

#### Vocabulary Practice

- A.** 1. flourished; 2. grueling; 3. inspected;  
4. penetrate; 5. demise  
**B.** 1. b; 2. a; 3. b; 4. a; 5. b

### Teaching Notes

#### Before You Read

**A. Discussion:** Students will need to read the information under the photo before they can answer the discussion questions. Tell students to give reasons for their ideas.

**B. Scanning:** Review what scanning is and strategies for scanning for specific information [looking for capital letters, looking for different formatting such as the use of italics]. Students individually complete the task and then compare answers with a partner.

#### Reading Comprehension

Have students read the entire passage silently and answer the comprehension questions. Check answers as a class, asking students to give evidence for their answers using line numbers from the reading passage.

As you review students' answers, point out how detail questions are different from those that ask about the main idea. For detail questions like 2 (NOT questions), point out that students have to confirm that the men are investigating three things, but not the fourth. It functions almost like four true/false questions.

Comprehension questions often include an item about the author's purpose. Sometimes the question is about the purpose of the entire passage, and sometimes it is about specific paragraphs as it is in question 7. In answering figurative language questions, such as 3, you may want to review common figurative language forms (i.e., similes and metaphors) so students know how to identify comparisons.

#### Critical Thinking

**Inferring:** The reading passage goes on to discuss the difficulty of farming in this area—the fact that successful farming requires a particular sequence of events and that droughts can be catastrophic. Luis Un Ken talks about a recent rain as he wipes

section, but the first sentence of each paragraph identifies different time spans. You may want to suggest students answer the questions based on their memory of the text, and then go back and reread to confirm their answers.

### Vocabulary Practice

**A. Completion:** Students will have to change word forms to complete this activity. *Position* and *set up*, in particular, require manipulation as they are both gerunds following prepositions in the passage and are in participle form as part of passive sentences in this exercise. Students may know the word *operation* when used to mean a surgery, but may not know this meaning, being in the process of working.

**B. Words in Context:** Have students use their knowledge of word parts to help with this task. For example, *companion* and *accompany* have the same root—*com* + *panis*, which means “with bread.” A companion is someone you would share bread with. Both *interpret* and *interrupt* use the prefix *inter-* which means “between” or “among.” The word *coordinate* uses the prefix *co-*, meaning “with” or “together.”

### Word Link

To help students expand their vocabularies, elicit the noun forms for these verbs, which will involve adding the suffix *-ission* to each.

## Lesson 2B Planet Hunters: Are We Alone?

### Lesson Overview

**Target Vocabulary:** comment, composition, exert, hence, inconspicuous, nucleus, orient, scope, steady, to date

**Reading Passage Summary:** The passage covers our search for other worlds in the universe, including the ways that scientists can discern planets that might be similar to the Earth and so be habitable. It also addresses the challenges of detecting life on other planets, especially as it may be unlike life as we know it on Earth.

### Answer Key

#### Before You Read

**A. 1.** They know its size, mass, and distance from its sun.; It's the largest exoplanet they have found.; **2.** Answers will vary. An exoplanet is a planet orbiting a star other than the sun. One reason for hunting for them is that some may have conditions suitable for life. The main challenges involve the distances these planets are from the Earth, and their relatively small size and brightness compared to stars.

**B. 1.** the first and third questions; **2.** Answers will vary.

### Reading Comprehension

**1.** c; **2.** d; **3.** a (lines 7–8); **4.** c;  
**5.** b (lines 104–110); **6.** a (lines 114–120); **7.** c

### Reading Skill

**A. 1.** e; **2.** c; **3.** h; **4.** a; **5.** f; **6.** g; **7.** b; **8.** d

### Vocabulary Practice

**A. 1.** composition; **2.** To date; **3.** exerted;  
**4.** conspicuous; **5.** Hence; **6.** commented;  
**7.** scope  
**B. 1.** nucleus; **2.** scope; **3.** oriented; **4.** comment;  
**5.** exert; **6.** steadily; **7.** to date; **8.** conspicuous;  
**9.** composition; **10.** hence