

READING Rocket



Teacher's Manual

READING Rocket 1

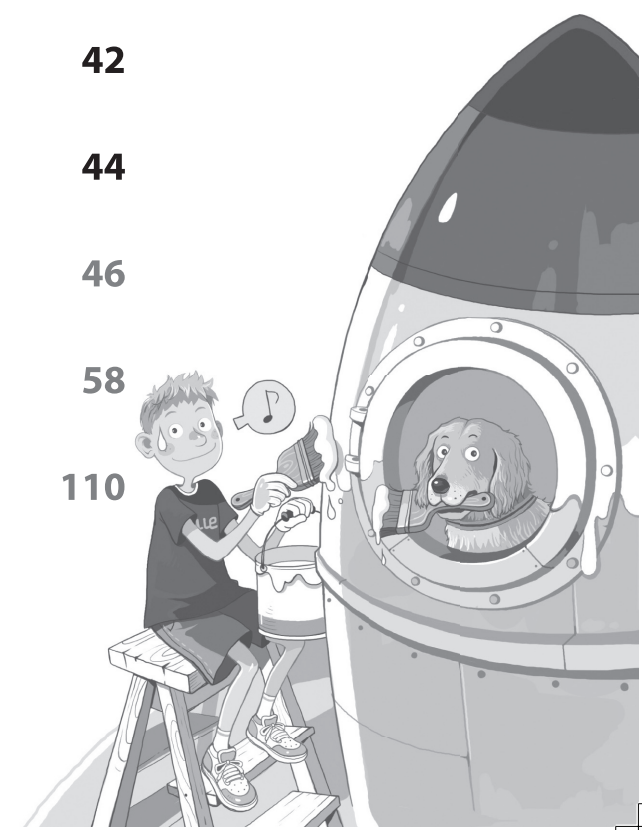
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An Introduction to This Book

Reading Rocket is the highest level in this © future reading series for elementary school students.

This series focuses on three main areas. These are: the development of **reading skills**, the cumulative revision of **vocabulary**, and the teaching of reading **in English**. By teaching reading in English, the authors aim to make reading a **thinking process** instead of a translation task. Therefore, it is the intention of the authors that the teacher uses **as little translation as possible** in the classroom.

However, in saying this it must be remembered that effective teaching requires **understanding**. Helping students to understand is the teacher's role. For this reason, the authors are not supporters of a strict 'English only' environment in the classroom. We believe that the teacher should be free to use the student's first language as and when required. Nonetheless, use of the first language should not be a substitute for good lesson planning and a sound teaching strategy.

• Text Selection

When preparing for any reading class, it is the teacher's responsibility to assess their student's English ability and choose the reading text which best fits their student's needs. If the text requires a lot of translation to be understood, it is probably too difficult! The teacher should replace it with an easier text in this or another series.

• Independent Reading

While teaching reading, it is important that students have a chance to read the passage independently, at their own pace. By becoming an independent reader, students can begin to enjoy reading for pleasure.

Reading for pleasure is a very effective way of becoming fluent in a language.

Independent reading puts great demands on lesson planning because of the differing abilities of students. Some students will finish reading before others. Therefore, supplementary activities should be prepared that allow the teacher to occupy fast finishers. One possible method is to use the **During Reading** exercises in the student book as supplementary material. Let the fast finishers work through the exercises independently while the less able students finish reading. The less able students could do the same exercises for home-work.

• During the Lesson

It is a good idea to teach the students some basic strategies that will reduce their dependence on the teacher while they read independently.

These could include :

- 1) **Phonics** : decoding an unfamiliar word phonetically could help students to recognize its meaning.
- 2) **Using a Dictionary** : Make electronic or paper dictionaries available in the classroom. This will allow students to investigate the meaning of words they don't know.
- 3) **Peer questioning** : If a student doesn't understand a word or phrase, they can ask their friend first. This reduces dependence on the teacher and creates a learning opportunity for both students.

It is worthwhile reviewing these strategies regularly. During independent reading, monitor the students and use appropriate prompts to encourage their use. Praise the correct use of these strategies.

• Reading as a class

After the students have read the passage independently, the teacher may want to have the students reread the passage as a class. This allows the teacher to check student understanding. During this activity, limited use of the students' first language is acceptable.

Throughout the Reading Rocket series, the following reading skills are practiced to help students understand the passage better:

Reading Skills	
Skill 1	Identifying main ideas
Skill 2	Identifying feelings and attitudes
Skill 3	Identifying details
Skill 4	Identifying cohesion - pronouns
Skill 5	Making inferences
Skill 6	Identifying cause and effect
Skill 7	Understanding the order of events (sequencing)
Skill 8	Identifying facts
Skill 9	Compare and contrast
Skill10	Problem and solution

Help students make these reading skills become part of their reading strategies too. Encourage students to use them regularly when they read something new.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.9)*: In the picture there is a tyrannosaurus rex, a velociraptor, a triceratops, a stegosaurus and a brachiosaurus dinosaur. Brachiosaurus, stegosaurus, and triceratops eat plants; tyrannosaurus rex and velociraptor eat meat.

New Words

- Ask students to look for the words in bold from the reading passage on page 10. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 feather 2 about 3 continue
4 blind 5 heavy 6 story

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

Ab

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

Compare and Contrast

- Help students recognize the similarities and differences between two things.

Answers

- 1 as tall as
- 2 as heavy as
- 3 birds, feathers

C Details 1

- Help students identify details to further understand the passage.

Answers

1 Brian 2 Mom 3 Mom
4 Brian 5 Mom

Details 2

- Help students identify details to further understand the passage.

Answers

1 b 2 a 3 b

3 After Reading

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 heavy 2 blind 3 feather
4 about 5 continued 6 story

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 6~7
- The answer key to the homework can be found on page 46.

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- Check the homework on pages 6~7 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.13)*: The dancers in the photographs could be described as strong, muscular, slim, and beautiful/handsome.

- Ask students to look for the words in bold from the reading passage on page 14. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

1 perfect 2 create 3 female
4 break 5 balance 6 ability

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Ad

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students graphically represent one of the main points from the passage.

1 Polina is skinny
but **strong**

Qualities of a Prima Ballerina

She has perfect foot arches.

She must create the idea of being weightless

2 a ability b work

- Help students identify details to further understand the passage.

1 True 2 False 3 False
4 False

- Help students identify details to further understand the passage.

1 b 2 b 3 a

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

1 break 2 ability 3 perfect
4 created 5 balanced 6 female

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 8~9
- The answer key to the homework can be found on page 46.

- Check the homework on pages 8~9 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p. 17)*: An exchange student is a student who is studying and living away from home.

- Ask students to look for the words in bold from the reading passage on page 18. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 life 2 finally 3 overseas
4 reply(replied) 5 exchange 6 geography

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A C

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Graphic Summary

- Help students graphically represent one of the main points from the passage.

Answers

1 Japanese, Tokyo, Japan, boy	2 English, London, England, girl	3 Indian, Unknown, India, boy
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- Help students identify facts to further understand the passage.

Answers

1 known 2 unknown 3 unknown
4 known

- Help students identify details to further understand the passage.

Answers

1 b 2 a 3 b

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 Geography 2 overseas 3 replied
4 life 5 finally 6 exchanged

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 10~11
- The answer key to the homework can be found on page 47.

UNIT 04 Picking a Pet

Check Homework

- Check the homework on pages 10–11 of workbook 1.

1 Pre-Reading

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- For your information (p.21): Fish can be easy to take care of, but tropical fish need special conditions. Reptiles can be difficult to take care of, but they do not need any exercise. Dogs are easy to care for, but they need regular exercise. Because of this, deciding which pet is easiest and hardest to take care of is a matter of personal preference.

B New Words

- Ask students to look for the words in bold from the reading passage on page 22. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

- 1 seem 2 take care of 3 fur
4 spend 5 different 6 already

2 During Reading

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking "What do you think this story is about?" This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A d

B C D Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Summary

- Help students summarize the main points from the passage.

Answers

- (Before you Get a Pet) • animals
• pets
• time, space, money
(When You Get a Pet) • eyes
• fur, scales
• playful

C Details 1

- Help students identify details to further understand the passage.

Answers

- 1 True 2 True 3 False
4 False

D Details 2

- Help students identify details to further understand the passage.

Answers

- 1 b 2 b 3 b

3 After Reading

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

- 1 fur 2 different 3 already
4 spent 5 take care of 6 seems

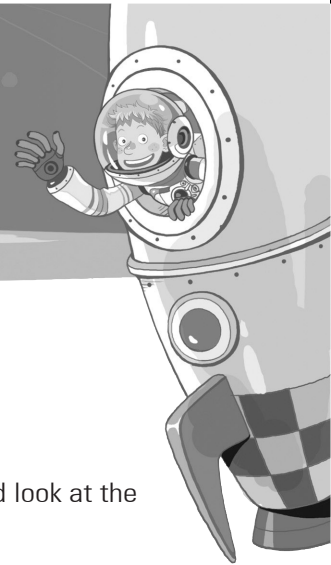
B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 12~13
- The answer key to the homework can be found on page 47.

memo



Check Homework

- Check the homework on pages 14–15 of workbook 1.

1 Pre-Reading

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- For your information (p.29)*: The pictures show Australia. Clockwise, from top left they are: the Sydney Opera House, A road in the outback (the desert area of Australia), Surfers Paradise, a wallaby, a koala, and Pre European Aboriginal life. Australia is in the southern hemisphere, and lies between the Indian and Pacific oceans.

B New Words

- Ask students to look for the words in bold from the reading passage on page 30. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

- 1 million 2 major 3 wildlife
4 unusual 5 desert 6 tradition

2 During Reading

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking "What do you think this story is about?" This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A c

B C D Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Graphic Summary

- Help students graphically represent one of the main points from the passage.

Answer

- 1 • sixth
• 21 million people
• unusual wildlife (kangaroos, koalas, platypuses, wombats)
• aboriginal people (Australian aborigines)

2



C Details 1

- Help students identify details to further understand the passage.

Answers

- 1 Present 2 Past 3 Present
4 Present 5 Past

D Details 2

- Help students identify details to further understand the passage.

Answers

- 1 b 2 a 3 b

3 After Reading

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

- 1 desert 2 major 3 million
4 wildlife 5 tradition 6 unusual

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 18–19
- The answer key to the homework can be found on page 48.

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- Check the homework on pages 18~19 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.33)*: The different types of writing are: top left - diary, bottom left - email, center - poem, right - letter.

- Ask students to look for the words in bold from the reading passage on page 34. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 pleased 2 during 3 begin
4 fight 5 wall 6 poem

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

Ad

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students identify facts to further understand the passage.

Answers

1 Fact 2 Imagination 3 Imagination
4 Imagination 5 Imagination 6 Fact

- Help students identify details to further understand the passage.

Answers

1 a

2 b

3 a

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 poems

2 wall

3 fight

4 during

5 begins

6 pleased

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 20~21
- The answer key to the homework can be found on page 49.

- Check the homework on pages 20~21 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.37)*: For their own protection the skunk can squirt a bad smelling liquid, the hedgehog has sharp spines, the chameleon can change its color and the turtle has a hard shell.

- Ask students to look for the words in bold from the reading passage on page 38. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

1 beetle 2 weird 3 chemical
4 defense 5 twice 6 attack

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Ab

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students recognize the similarities and differences between two things.

(a bombardier)	(a bombardier beetle)
person	animal
cannon	chemicals

- Help students identify examples of cause and effect in the passage.

1 afraid, attacked → chemicals, insect, animals
2 a bad rash

- Help students understand the order of events in the passage.

2 - 4 - 1 - 3

- Help students identify details to further understand the passage.

1 b 2 b 3 a

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

1 twice 2 defense 3 beetles
4 attacked 5 weird 6 chemicals

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 22~23
- The answer key to the homework can be found on page 49.

- Check the homework on pages 22~23 of workbook 1.

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.41)*: From the left side of the picture the following things can cause headaches: too much computer use or television, loud noises, coffee. From the right side of the picture the following things can prevent headaches: eating fruit and vegetables, sleeping well, exercising.

- Ask students to look for the words in bold from the reading passage on page 42. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

1 terrible 2 headache 3 press
4 pinch 5 brain 6 massage

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking "What do you think this story is about?"
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

A a

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students recognize the problem and the solution in the passage.

(Brian's Problem) **headache**

(Mom's Solution)

- water
- cloth, forehead

(Result)

terrible

(Dad's Solution)

- left hand

- massaged

- pinched

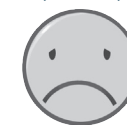
(Result)

gone

- Help students recognize the similarities and differences between two things.

(Before)

(Before)



nails, brain

(After)



lovely again

- Help students identify details to further understand the passage.

Answers

1 b

2 a

3 b

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 press

2 terrible

3 pinch

4 headache

5 message

6 brain

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 24~25
- The answer key to the homework can be found on page 50.

memo

- Check the homework on pages 24~25 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.45)*: *Mona Lisa* was painted by Leonardo da Vinci. It is a portrait of an Italian noblewoman. da Vinci tried to show her personality in the painting. *Sunflowers* is by Vincent van Gogh. It is a "still life" painting so van Gogh tried to show every detail of the sunflowers. *The Dream* is by Pablo Picasso. It is a painting of his lover so it shows her beauty and her happiness.

New Words

- Ask students to look for the words in bold from the reading passage on page 46. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

1 painting 2 object 3 artist
4 simple 5 direction 6 pain

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking "What do you think this story is about?"
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Ad

B C D E Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Summary

- Help students summarize the main points from the passage.

Spain, France, artist, twentieth, paintings

C Cause and Effect

- Help students identify examples of cause and effect in the passage.

- 1 more, direction → strange
- 2 feelings → emptiness, happiness, pain
- 3 unique → inspiration, artists

Think and Draw

- Help students to draw a simple object from more than one point of view.

E Details

- Help students identify details to further understand the passage.

1 b 2 b 3 a

3 After Reading

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

1 direction 2 artist 3 object
4 simple 5 painting 6 pain

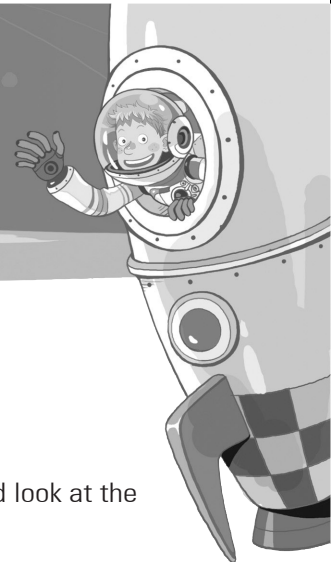
B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 26–27
- The answer key to the homework can be found on page 50.

memo



Check Homework

- Check the homework on pages 26~27 of workbook 1.

1 Pre-Reading

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.51)*: The cars in the picture are... Top row: limousine. Middle row from left: sports car, city car, van, jeep. Bottom row from left: small car, medium/family car, large/luxury car.

New Words

- Ask students to look for the words in bold from the reading passage on page 52. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 expensive 2 stylish 3 still
4 fix 5 medium 6 air-conditioning

2 During Reading

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A **C**

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Summary

- Help students summarize the main points from the passage

Answers

(Problem) air - conditioning,
messaging up mom's hair

(Possible Solutions) 1 Buy
2 Fix

(Result) **expensive**

Finding the Reason

- Help students match the main points of the passage with their explanations.

Answers

- 1 ... because they have no style.
- 2 ... because it messes up her hair.
- 3 ... because they are too expensive.
- 4 ... because they are too small.
- 5 ... because they will get the air-conditioning fixed in the old car.

D Details

- Help students identify details to further understand the passage.

Answers

1 a 2 b 3 b

3 After Reading

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 medium 2 still 3 stylish
4 air-conditioning 5 fixes 6 expensive

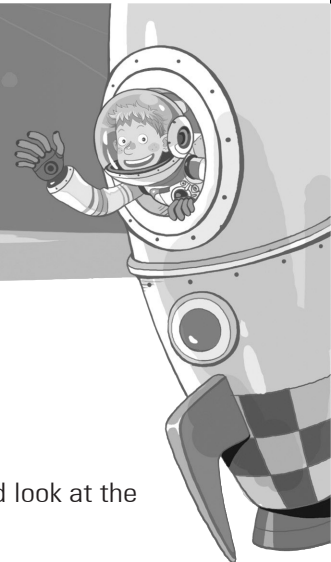
B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 30~31
- The answer key to the homework can be found on page 51.

memo



Check Homework

- Check the homework on pages 30~31 of workbook 1.

1 Pre-Reading

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.

New Words

- Ask students to look for the words in bold from the reading passage on page 56. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 shape 2 usually 3 wonderful
4 size 5 kind 6 bold

2 During Reading

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

Ag

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Summary

- Help students summarize the main points from the passage.

Answers

Dogs come in different shapes and **sizes**.
The **biggest** dogs: Mastiffs
The **smallest** dogs: Chihuahuas
The **heaviest** dogs: English Mastiffs
The **tallest** dogs: German Mastiffs
They can all be wonderful **pets**.

Finding the Subject

- Help students to check their understanding of the passage.

Answers

(Mastiffs) **f**
 (German Mastiffs) **d, a**
 (Chihuahuas) **b, e**
 (English Mastiffs) **c**

D Details

- Help students identify details to further understand the passage.

Answers

1 a 2 b 3 b

3 After Reading

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 kind 2 wonderful 3 shape
4 bold 5 usually 6 size

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 32~33
- The answer key to the homework can be found on page 51.

memo

- Check the homework on pages 34~35 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.63)*: The boy who is pulling the sword out of the stone is King Arthur. (Pulling a sword called excaliber from a stone is one of the famous stories about King Arthur).

- Ask students to look for the words in bold from the reading passage on page 64. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 famous 2 favorite 3 thousand
4 become (became) 5 fairy tale 6 return

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

Ad

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Summary

- Help students summarize the main points from the passage.

Answers

(A thousand years ago) kindness, honesty
(During the middle Ages) traveled
(Today) new

- Help students scan the passage for the required information.

Answers

1 Yes 2 No 3 Yes
4 No 5 Yes

- Help students identify details to further understand the passage.

Answers

1 b 2 b 3 a

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 favorite 2 became 3 fairy tales
4 thousands 5 returned 6 famous

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 36~37
- The answer key to the homework can be found on page 52.

The Navajo People



Check Homework

- Check the homework on pages 38~39 of workbook 1.

1 Pre-Reading

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.71)*: The Navajo are the second largest tribe of native American people in Northern America. Since the 10th century, their home has been located in New Mexico, U.S.A. Nowadays, most Navajo people wear western style clothes, live in western style houses and have normal jobs. However, traditional Navajo culture such as language, festivals, and crafts are maintained and celebrated. Traditional Navajo crafts include weaving and silver work. The traditional Navajo house in the illustration is called a Hogan. It is an 8 sided structure made of mud and wood.

New Words

- Ask students to look for the words in bold from the reading passage on page 72. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

- 1 use 2 history 3 trade
4 pay 5 tools 6 meat

2 During Reading

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A b

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Sequencing

- Help students understand the order of events in the passage.

Answers

(1000AD) moved farmers
(1600AD) sheep, horses animals clothes, blankets, rugs
(2000AD) rugs

C Details 1

- Help students identify details to further understand the passage.

Answers

(The Navajo) **b, d**
(Navajo rugs) **c, e**
(The Spanish) **a, f**

D Details 2

- Help students identify details to further understand the passage.

Answers

1 b 2 a 3 b

3 After Reading

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

1 tools 2 history 3 trade
4 paid 5 meat 6 use

B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 42~43
- The answer key to the homework can be found on page 53.

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- Check the homework on pages 42~43 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.

- Ask students to look for the words in bold from the reading passage on page 76. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

1 need 2 real 3 admire
4 along 5 clothes 6 dress (verb)

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Ad

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students understand the order of events in the passage.

2 - 5 - 3 - 6 - 1 - 4

- Help students graphically represent one of the main points from the passage.

(Toy Store) clothes
(Birthday Party) clothing set, (or) present
dressed, admired
(Playground) sandbox,
real beach party

- Help students identify details to further understand the passage.

1 a 2 b 3 a

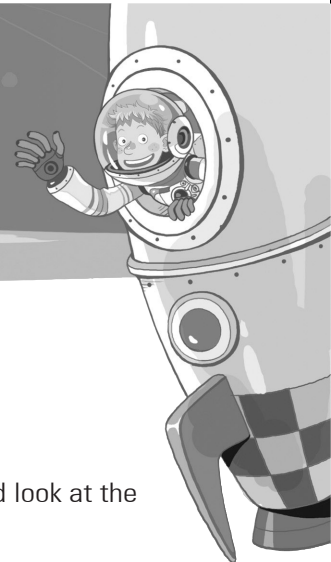
A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

1 clothes 2 real 3 dressed
4 along 5 admire 6 needs

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 44~45
- The answer key to the homework can be found on page 54.



- Check the homework on pages 46~47 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.83)*: In the picture, the park has: an outdoor movie theater, a lawn, a pond, a skating rink, a fountain, a playground and a badminton court.

- Ask students to look for the words in bold from the reading passage on page 84. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

- 1 only 2 embarrassed 3 skate-park
4 call 5 toward 6 through

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

Ag

BCD Reading Skills

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

B Graphic Summary

- Help students graphically represent one of the main points from the passage.

Answers

- 1 it was an interesting place
- 2 4:00 p.m.
- 3 her name
- 4 Hayden's got a girlfriend

- Help students check their understanding of the passage.

Answers

- 1 Lucy was going to piano class.
- 2 Two men were practicing rock climbing.
- 3 The boys were riding inline skates and skateboards.
- 4 Hayden is the boy who lived near Lucy's grandmother's house.

D Details

- Help students identify details to further understand the passage.

Answers

- 1 b 2 a 3 b

3 After Reading

A Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

Answers

- 1 skate-park 2 called 3 through
4 embarrassed 5 toward 6 only

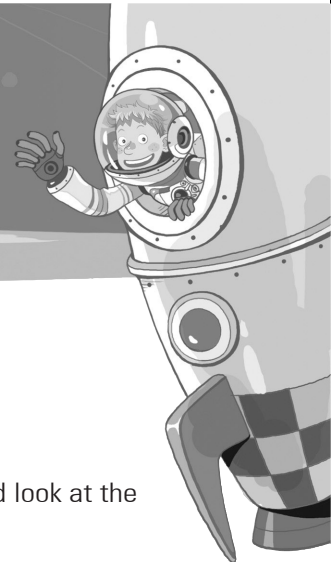
B Discussion

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 1: pages 48~49
- The answer key to the homework can be found on page 55.

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- Check the homework on pages 48~49 of workbook 1.

A Warm up

- This section is a teacher-led small group discussion. Before teaching the warm-up the teacher should have read the passage and anticipated any difficulties the students may encounter while reading. Preparing students for these difficulties is a very important part of this section. After the warm-up all students should have a good idea of what the passage is about.
- Please note, the questions in the warm-up are a GUIDE only and the teacher should feel free to modify, discard or replace them.
- *For your information (p.87):* “Diving” can refer to both snorkeling and SCUBA diving. Snorkeling requires only a mask and a snorkel (breathing tube). SCUBA is a complex system that uses an air tank. Robert Hewitt was SCUBA diving when he was swept out to sea

- Ask students to look for the words in bold from the reading passage on page 88. Choose the correct answers from these words and write them in the blanks.
- Check to see if students have fully understood the meaning of the words. Translate these words into the student's first language if necessary.

Answers

1 amazed	2 rescue	3 survival
4 pray	5 ocean	6 thirsty

A Main Idea

- Have students read the title and look at the pictures.
- Briefly discuss the story as a class by asking “What do you think this story is about?”
This is a follow-up to section 1A. (Warm up)
- Have students read the story silently at their own pace. Ask students to focus on the 'big picture' without worrying about the details at this stage of reading.
- Have students circle the main idea of the story.

Answer

A b

In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

During or after this section the teacher may want to reread the passage as a class, in order to check student understanding. Limited use of the students' first language is acceptable at this time.

- Help students recognize the similarities and differences between two things.

Answers

(Problem) diving, carried, sea
(Survival) thought, children
ate, shellfish
prayed, sea
(Rescue) 75, rescued

- Help students identify details to further understand the passage.

Answers

1 True 2 False 3 False
4 True 5 False

- Help students identify details to further understand the passage.

Answers

1 b 2 b 3 a

Word Practice

- Have students complete the sentences.
- Check the answers as a class or individually.

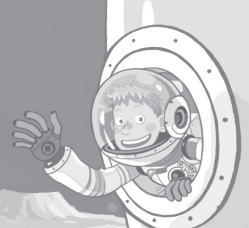
Answers

1 prayed 2 rescued 3 survival
4 ocean 5 amazed 6 thirsty

- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

- Workbook 1: pages 50~51
- The answer key to the homework can be found on page 55.

memo



UNIT 01 A Very Funny Dinosaur

1 Word Practice

- 1 story 2 blind 3 feather
4 heavy 5 about 6 continue

2 Summary

excited, heavy, big, feathers,
learned, joke, laughed, called

3 Writing Practice

The answers may vary.

A Yesterday, I learned about insects in my science class at school. It was cool.

- B 1 The largest dinosaurs were as tall as a three story building.
2 You sure learned a lot about dinosaurs.
3 Velociraptor dinosaurs actually had feathers.
4 Brian's class was studying dinosaurs at school.
5 Some dinosaurs were as heavy as two trucks.

C The answers may vary.

- 1 I am as tall as a Giraffe.
2 I am as smart as a scientist.
3 An elephant is as heavy as 4 cows.
4 She is as beautiful as a flower.

UNIT 02 A Difficult Dance

1 Word Practice

- 1 female 2 balance 3 break
4 create 5 ability 6 perfect



The mystery word is ballet practice

2 Summary

born, companies, best, weightless,
strong, balance, toes, easy

3 Writing Practice

The answers may vary.

I was born in Korea in 1998. I want to be an artist when I grow up.

4 Word Review (Unit 1)

- A 1 heavy 2 stories 3 blind
4 about 5 feathers 6 continue
- B 1 heavy
2 continue
- C 1 has
2 wants
3 soft
4 see
5 is
6 An elephant

UNIT 03 Exchange Students

1 Word Practice

- 1 overseas 2 exchange 3 finally
4 life 5 geography 6 reply

2 Summary

exchange, overseas, life, first,
Japanese, English, Finally, Indian

3 Writing Practice

The answers may vary.

Now, I live in Seoul, Korea. One day, I want to be an exchange student. I want to go to France and learn French.

4 Word Review (Unit 1~2)

- A 1 perfect 2 continued 3 balanced
4 female 5 create 6 blind
- B 1 female 2 create
- C 1 about
2 feathers
3 have
4 have
5 throw
6 heavy

UNIT 04 Picking a Pet

1 Word Practice

- 1 take care of 2 spend 3 different
4 fur 5 seem 6 already



The mystery word is student

2 Summary

best, animals, feeding, time,
money, bright, clean, playful

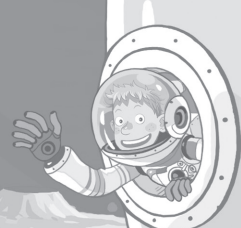
3 Writing Practice

The answers may vary.

I think a cat is the best pet for my family because we live in an apartment.

4 Word Review (Unit 2~3)

- A 1 broke 2 overseas 3 create
4 exchanged 5 life 6 ability
7 reply
- B 1 reply 2 overseas
- C 1 female
2 in the end
3 doesn't fall
4 Earth
5 nothing



UNIT 05 No More Hungry Squirrels!

1 Word Practice

- 1 acorn 2 curious 3 collect
4 background 5 more 6 forget

2 Summary

making, collecting, winter, not,
hungry, helping, forest

3 Writing Practice *The answers may vary.*

I want to help dolphins because they are so beautiful and free. I will only buy canned tuna from companies that try to protect dolphins.

4 Word Review (Unit 3~4)

- A** 1 finally 2 exchanged 3 already
4 spends 5 reply 6 takes care of
7 life
- B** 1 spent 2 replied
- C** 1 not the same
2 country
3 don't have
4 early
5 geography

UNIT 06 Australia

1 Word Practice

- 1 desert 2 million 3 wildlife
4 unusual 5 major 6 tradition



The mystery word is dinosaur.

2 Summary

largest, wildlife, million, eastern,
European, aboriginal, tradition, favorite

3 Writing Practice *The answers may vary.*

I want to visit Cambodia because I want to see Ankhor Wat temple. I also want to try some Cambodian food.

4 Word Review (Unit 4~5)

- A** 1 background 2 seems 3 fur
4 more 5 different 6 collect
- B** 1 different
2 collect
- C** 1 can't
2 did it yesterday
3 pay
4 nut
5 collect
6 forget

UNIT 07 Ppfffftttt, Said Marvin

1 Word Practice

- 1 poem 2 wall 3 during
4 pleased 5 fight 6 begin

2 Summary

poems, space, astronaut, planets,
pleased, wall, better, spelled

3 Writing Practice *The answers may vary.*

In writing class, I wrote a poem about autumn leaves. In the poem, the leaves fall from the tree and a boy has a lot of fun playing in them.

4 Word Review (Unit 5~6)

- A** 1 acorns 2 traditions 3 background
4 forget 5 desert 6 wildlife
7 unusual
- B** 1 forget 2 unusual
- C** 1 together
2 behind
3 more
4 is
5 six

UNIT 08 Nature's Cannon- The Bombardier Beetle

1 Word Practice

- 1 twice 2 beetle 3 defense
4 attack 5 chemical 6 weird



The mystery word is animal.

2 Summary

scary, defense, cannon, attacked,
explode, smell, kill, rash

3 Writing Practice *The answers may vary.*

I think the horse is a very interesting animal because it is so fast, strong and beautiful.

4 Word Review (Unit 6~7)

- A** 1 pleased 2 millions 3 wildlife
4 wall 5 begin 6 major
- B** 1 major
2 pleased
- C** 1 doesn't happen
2 difficult, dry
3 while
4 play jokes
5 hurt
6 writing



UNIT 09 Father's Magic Touch

1 Word Practice

- 1 terrible 2 massage 3 pinch
4 Press 5 brain 6 headache

2 Summary

terrible, water, forehead, massaged,
pinched, thumb, gone, pressure

3 Writing Practice The answers may vary.

When I'm sick, I usually stay in bed and rest .
My mother or father sometimes brings me some grapes and some lemonade .

4 Word Review (Unit 7~8)

- A 1 beetles 2 weird 3 fight
4 defense 5 poem 6 during
7 begin
- B 1 defense 2 begin
- C 1 happy
2 chemistry
3 high
4 killed
5 two

UNIT 10 A Great Artist

1 Word Practice

- 1 object 2 painting 3 direction
4 simple 5 pain 6 artist



The mystery word is important

2 Summary

important, objects, direction, strange,
feelings, inspiration, simple, child

3 Writing Practice The answers may vary.

I think some of Picasso's paintings look strange .
I feel like I don't understand when I look at
Picasso's paintings.

4 Word Review (Unit 8~9)

- A 1 chemicals 2 attack 3 beetle
4 headache 5 twice 6 press
- B 1 massaged
2 pinched
- C 1 relaxed
2 strange
3 head
4 protecting
5 bad
6 hurts

UNIT 11 The New Car

1 Word Practice

- 1 fix 2 still 3 medium
4 expensive 5 air-conditioning 6 stylish

2 Summary

stylish, air conditioning, windows, messing up,
shopping, expensive, small, fixed

3 Writing Practice The answers may vary.

In the future, I want to buy a really big car because
I want to take all my friends to the beach .

4 Word Review (Unit 9~10)

- A 1 direction 2 massaged 3 pinch
4 brain 5 headache 6 terrible
7 object
- B 1 terrible 2 object
- C 1 can, don't need
2 painting
3 push
4 artist
5 hurt

UNIT 12 Big Dog, Little Dog

1 Word Practice

- 1 shape 2 wonderful 3 usually
4 size 5 bold 6 kind



The mystery word is holiday

2 Summary

shapes, sizes, kinds, biggest,
heaviest, tallest, smallest, pets

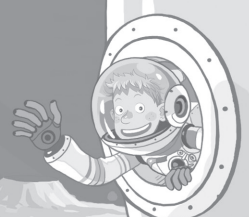
3 Writing Practice The answers may vary.

I like small dogs because they are very cute and you can cuddle them easily .

4 Word Review (Unit 10~11)

- A 1 still 2 pain 3 paintings
4 artist 5 simple 6 expensive
7 fix
- B 1 expensive 2 fix
- C 1 summer
2 where
3 is
4 can
5 not big and not small

Answer Key to Workbook 1



UNIT 13 Beware of Peanuts

1 Word Practice

- 1 shut 2 nurse 3 wear
4 Choose 5 instead 6 Swell

2 Summary

allergic, swell, tea, carefully,
chocolate, muffins, dress, hat

3 Writing Practice

The answers may vary.

I usually eat an apple for an afternoon snack. My favorite snack is potato chips because they are so delicious.

4 Word Review (Unit 11~12)

- A** 1 fix 2 kinds 3 wonderful
4 air-conditioning 5 stylish 6 size
7 bold
- B** 1 bold 2 wonderful
- C** 1 Medium
2 expensive
3 often
4 ate
5 shape

UNIT 14 The Story of King Arthur

1 Word Practice

- 1 fairy tale 2 famous 3 thousand
4 favorite 5 become 6 return



The mystery word is beautiful.

2 Summary

England, knights, kindness, traveled,
Middle, famous, fairy, today

3 Writing Practice

The answers may vary.

My favorite story is Where the Wild Things Are.
I like that story because it has beautiful pictures and the story is about how a boy dances with some monsters.

4 Word Review (Unit 12~13)

- A** 1 nurse 2 usually 3 choose
4 bold 5 size 6 shape
7 shut
- B** 1 choose 2 shut
- C** 1 didn't have
2 are
3 doesn't wear
4 was
5 rain

UNIT 15 Wonderful Music

1 Word Practice

- 1 Suddenly 2 practice 3 join
4 instrument 5 decide 6 crowd

2 Summary

join, musical instrument, imagined,
trumpet, choice, practiced, ready, music

3 Writing Practice

The answers may vary.

I want to play the accordion because then my friends and I can sit around and sing together.

4 Word Review (Unit 13~14)

- A** 1 instead 2 fairy tales 3 shuts
4 choose 5 return 6 wear
- B** 1 wear
2 return
- C** 1 Many
2 doctors
3 always
4 bigger
5 three
6 wasn't

UNIT 16 The Navajo People

1 Word Practice

- 1 meat 2 trade 3 use
4 history 5 tools 6 pay



The mystery word is treasure.

2 Summary

tribes, moved, farmers, rugs,
expensive, museums, lucky, culture

3 Writing Practice

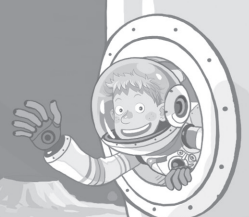
The answers may vary.

I am interested in the history and culture of the Romans because they were very rich and powerful.

4 Word Review (Unit 14~15)

- A** 1 favorite 2 thousand 3 Suddenly
4 famous 5 decided 6 became
- B** 1 famous
2 favorite
- C** 1 came back
2 guitar
3 were
4 Snow White
5 together with them
6 should

Answer Key to Workbook 1



UNIT 17 The Birthday Beach Party

1 Word Practice

- | | | |
|-----------|---------|----------|
| 1 along | 2 dress | 3 real |
| 4 clothes | 5 need | 6 admire |

2 Summary

toy store, clothing, party, dressed,
admired, outside, sand, beach

3 Writing Practice

The answers may vary.

I bought a set of paints for my friend's birthday
because she really likes painting.

4 Word Review (Unit 15~16)

- A** 1 pay 2 join 3 tools
4 musical instrument 5 crowd 6 decided

- B** 1 join
2 pay

- C** 1 meat
2 buy and sell
3 was
4 past
5 with
6 practices

UNIT 18 A Job For Winter Weekends

1 Word Practice

- | | | |
|----------|---------|-------------------|
| 1 square | 2 carry | 3 washing machine |
| 4 job | 5 wipe | 6 iron |



The mystery word is snowman.

2 Summary

job, iron, square, blow,
wipe, fun, warm, carries

3 Writing Practice

The answers may vary.

I carry a handkerchief in my pants because
it is really useful when I want to blow my nose.

4 Word Review (Unit 16~17)

- A** 1 clothes 2 trade 3 use
4 admire 5 meat 6 history

7 tools

- B** 1 trade 2 admire

- C** 1 put on
2 give, to
3 along
4 wasn't
5 tell

UNIT 19 Hi, Lucy !

1 Word Practice

- | | | |
|-----------|---------------|--------------|
| 1 through | 2 toward | 3 skate-park |
| 4 only | 5 embarrassed | 6 call |

2 Summary

skate-park, near, surprised, name,
another, girlfriend, embarrassed

3 Writing Practice

The answers may vary.

I often go to a park. At the park, I usually talk
with my friends and we try to talk to grils.
Sometimes some girls talk to us !

4 Word Review (Unit 17~18)

- A** 1 wiped 2 admired 3 real
4 dressed 5 ironing 6 along
7 job

- B** 1 real 2 job

- C** 1 four
2 clothes
3 Shirts and jeans
4 heavy
5 don't need

UNIT 20 Prayers for Tangaroa

1 Word Practice

- | | | |
|----------|-----------|------------|
| 1 ocean | 2 rescue | 3 survival |
| 4 amazed | 5 thirsty | 6 pray |



The mystery word is interest.

2 Summary

rescued, diving, wave, thirsty,
stop, thought, prayed, survival

3 Writing Practice

The answers may vary.

I think being a motorcycle delivery person is very
dangerous because they have to ride fast and
there is so much traffic.

4 Word Review (Unit 18~19)

- A** 1 only 2 washing machine 3 carry
4 through 5 skate-park 6 square

- B** 1 carry
2 only

- C** 1 shy, worried
2 job
3 burn
4 face
5 clean, dry
6 wanted