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Answer Key to Workbook 2 98

Reading Rocket 3

110







- Check the homework on pages 8~9 of workbook 2.

## 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)*: “Seagull” is the common English name for a bird that is more correctly called a “gull”. Gulls live in many different environments, but they commonly live close to the sea, hence the name “seagull”. Seagulls eat a very wide range of food and they are famous for being scavengers.

- 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.

1 worm      2 invite      3 try (tried)  
4 dead      5 tasty      6 smart

## 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.

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 identify examples of cause and effect in the passage.

(Cause) like fish

- 1 yummy dead shark
- 2 tasty fish heads

(Effect) worms, lunch

- Help students identify details to further understand the passage

1 John	2 Ronald	3 Sharon
4 John	5 Sharon	6 John, Ronald

- Help students identify details to further understand the passage.

1 a                      2 b                      3 a

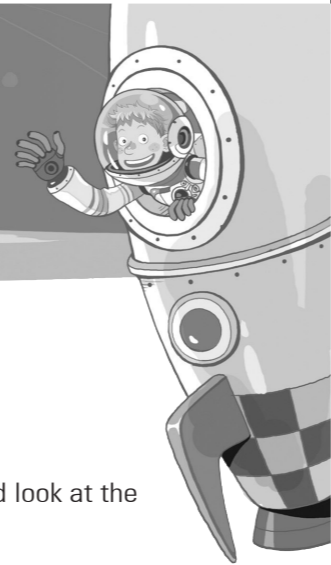
## A Word Practice

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

1 smart      2 dead      3 tasty  
4 try      5 invited      6 Worms

- 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 2: pages 10~11
- The answer key to the homework can be found on page 99.



## Check Homework

- Check the homework on pages 10~11 of workbook 2.

## 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)*: Sounds in the picture... Top left: bell, motorcycle/traffic, loudspeaker, hammer/ construction. Bottom left: baby crying, alarm clock, voice. Right: fire alarm, airplane, train, television, piano.

## 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 invent      2 loud      3 important  
4 measure      5 volcano      6 compare

## 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

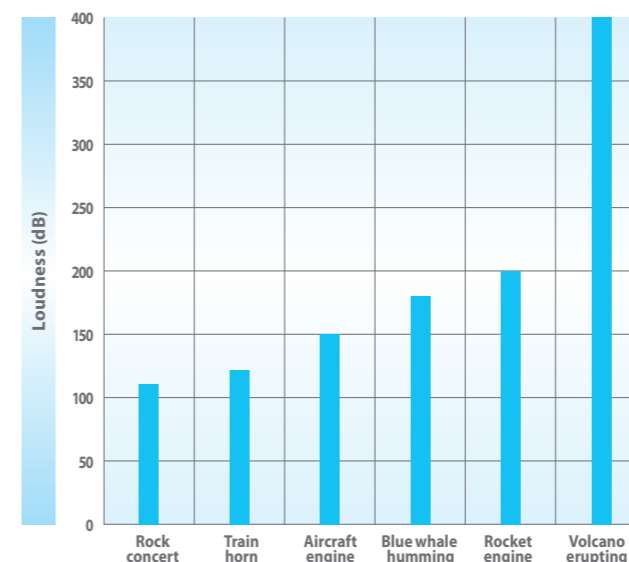
## BCD Reading Skills

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 Graphic Summary

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



**C Compare and Contrast**

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

## Answers

- 1 b                      2 a                      3 b  
4 b                      5 a

**D** Details

- Help students identify details to further understand the passage.

## Answers

- 1 a                      2 a                      3 b

### 3 After Reading

## Word Practice

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

## Answers

- 1 measured    2 Compare    3 invented  
4 volcanoes    5 important    6 loud

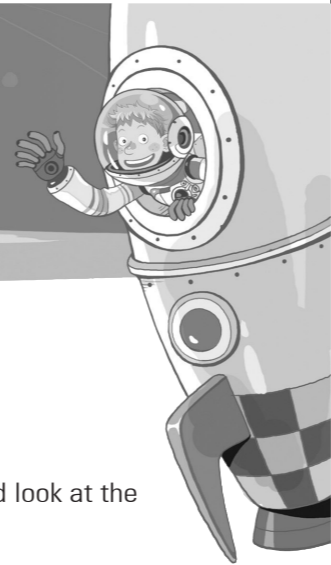
## B Discussion

- 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 2: pages 12~13
- The answer key to the homework can be found on page 99.

**memo**



## Check Homework

- Check the homework on pages 12~13 of workbook 2.

## 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.25):* The people are: sailing, swimming, surfing, floating, splashing, snorkeling, playing, talking, sunbathing, playing volleyball, making a sandcastle and drinking.

## New Words

- Ask students to look for the words in bold from the reading passage on page 26. 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 always    2 towel    3 best  
4 quite    5 boring    6 quickly

## 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 Graphic Summary

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

## Answers

(In the car) **long, boring**

(At the beach) • really beautiful  
• quite big  
• warm  
• cool

## C Details 1

- Help students identify details to further understand the passage.

## Answers

1 d, e      2 a, c      3 b, f

## D Details 2

- Help students identify details to further understand the passage.

## Answers

1 a                      2 b                      3 a

### 3 After Reading

## Word Practice

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

## Answers

1 quite      2 always      3 best  
4 towel      5 quickly      6 boring

## 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 2: pages 14~15
- The answer key to the homework can be found on page 100.

**memo**

- Check the homework on pages 14~15 of workbook 2.

## 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 statues, from left to right: Christ the Redeemer (Rio de Janeiro, Brazil), The Thinker (the original is in Paris, France), the Statue of Liberty (New York, U.S.A.), Venus de Milo (Paris, France).

## 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.

1 gift      2 cost      3 country  
4 symbol      5 museum      6 statue

### **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.

## 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.

## Graphic Summary

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

A diagram of the Statue of Liberty. The statue is shown holding a torch in its right hand and a tablet in its left. Labels with leader lines point to the torch, crown, book, and pedestal. A vertical dashed line on the right indicates the height of the statue, labeled '46 meters'.

## C Details 1

- Help students identify details to further understand the passage.

1 False      2 True      3 False  
4 False      5 True      6 True

## D Details 2

- Help students identify details to further understand the passage.

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.

1 gift      2 country      3 costs  
4 symbols      5 museum      6 statues

## 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 2: pages 18~19
- The answer key to the homework can be found on page 100.

**memo**

- Check the homework on pages 18~19 of workbook 2.

## 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 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.

1 solid      2 cough      3 flexible  
4 breath      5 across      6 even

### **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.

## Ag

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.

(Problem)	(Solution)	(Result)
back handspring hurt	helped arm	back handspring fall
fall	back	

- Help students identify details to further understand the passage

1 True      2 False      3 False  
4 True      5 True      6 False

- Help students identify details to further understand the passage.

1 b                      2 b                      3 a

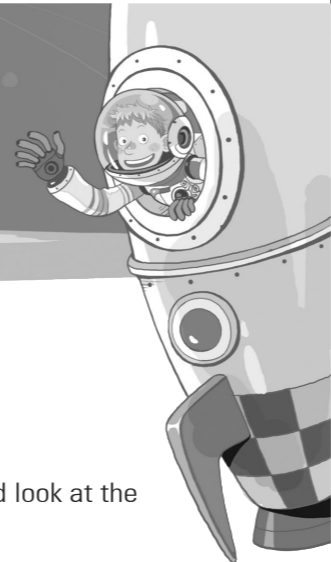
## Word Practice

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

1 across      2 coughed      3 even  
4 breath      5 flexible      6 solid

- 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 2: pages 20~21
- The answer key to the homework can be found on page 101.



- Check the homework on pages 20~21 of workbook 2.

## 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)*: The ship and a tugboat (the smaller boat) are in a harbor. The tugboat is pushing a ship so it can dock or return to sea safely. This is the job of tugboats, because big ships are too large to maneuver in a harbor.

- 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 powerful      2 skill      3 captain  
4 useful      5 gain      6 experience

### **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.

## Ag

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.

(Tugboats) **b, d, c, g**

(Tugboats captains) **a, e, f**

- Help students identify details to further understand the passage.

- 1 some experience on a tugboat
- 2 heavier than
- 3 the big ships safely

- Help students identify details to further understand the passage.

1 a                      2 b                      3 b

## Word Practice

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

1 skills      2 powerful      3 gained  
4 experience      5 captain      6 useful

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

**memo**

- Check the homework on pages 22~23 of workbook 2.

## 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.41)*: In preparation for this unit, the teacher should ask students to bring a small photograph or a drawing of their best friend(s). This photograph or drawing can be attached to the warm-up section.

- 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 lonely      2 neighbor      3 attach  
4 fold      5 fill      6 basket

### **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.

5 - 4 - 6 - 2 - 1 - 3 - 7

- Help students to make inferences by drawing on their past experience.

d

- Help students identify details to further understand the passage.

1 had                  2 saw                  3 put  
4 left                5 rang                6 ran  
7 hid                 8 became

- Help students identify details to further understand the passage.

1 b      2 b      3 b

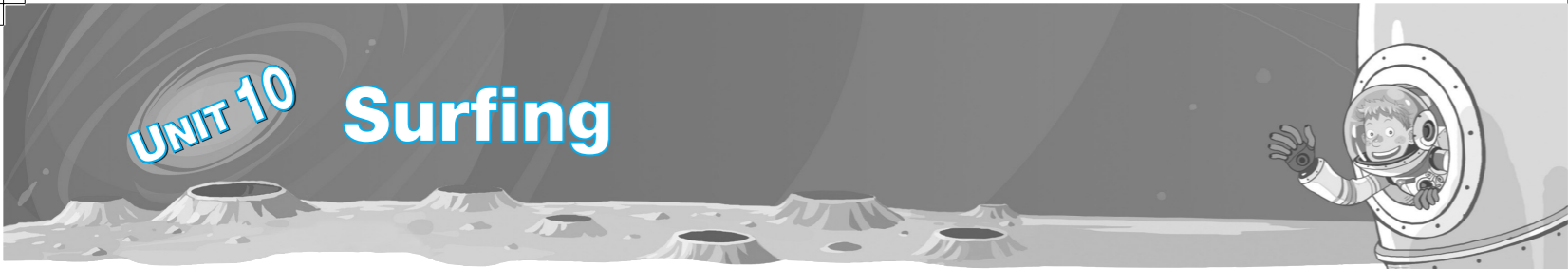
## Word Practice

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

1 lonely      2 attached      3 fill  
4 folded      5 neighbor      6 basket

- 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 2: pages 24~25
- The answer key to the homework can be found on page 102.



- Check the homework on pages 24~25 of workbook 2.

## 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 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 compete      2 spread      3 trick  
4 perform      5 modern      6 past

### **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.

## A C

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 riding Hawaii popular	2 wood, 4 plastic, 2
3 enjoyment, fitness prize money	4 learn

- Help students identify details to further understand the passage.

1 False      2 True      3 False  
4 True      5 False

- Help students identify details to further understand the passage.

1 a                      2 b                      3 b

## A Word Practice

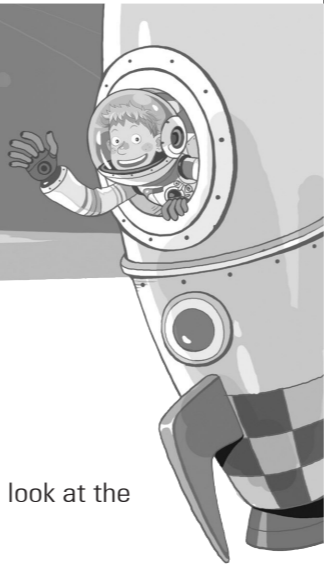
- Have students complete the sentences.
- Check the answers as a class or individually.

1 past      2 spread      3 tricks  
4 simple      5 performed      6 modern

- 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 2: pages 26~27
- The answer key to the homework can be found on page 102.

# UNIT 11 Drumsticks



## Check Homework

- Check the homework on pages 26–27 of workbook 2.

## 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): Left: violin, viola, cello, double bass. Right: snare drum, cymbals, bass drum, tympani, French horn, clarinet.

### B 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 joke    2 choice    3 mean (meant)  
4 musician    5 another    6 hang around

## 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 Compare and Contrast

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

#### Answers

The answers may vary.

- Drums go "boom, boom, boom", clarinets go "toot, toot, toot" etc.
- Violins, flutes and clarinets are easy to carry because they're not heavy.
- Saxophones are hard to carry because they're heavy.  
Drums and cellos are hard to carry because they are so big.

## C Details 1

- Help students identify details to further understand the passage.

#### Answers

- Other musicians make fun of drummers.
- Q: What do you call someone that hangs around with musicians?  
A: A drummer.
- Theo plays a cello.

## D Details 2

- Help students identify details to further understand the passage.

#### Answers

- 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.

#### Answers

- 1 another    2 joke    3 hang around  
4 mean    5 musician    6 choice

## 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 2: pages 30–31
- The answer key to the homework can be found on page 103.

## memo

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- Check the homework on pages 30~31 of workbook 2.

## 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.55)*: The pictures are from New Zealand. From left, top row they are: a man bungee jumping, a kiwifruit, the new frond of a “punga” tree fern, and a country road. From left, bottom row they are: a Māori Wharehenui (meeting house), a Māori carving, a snowy mountain in the Southern Alps, a waterfall in Fiordland National Park. New Zealand is in the South Pacific Ocean, to the east of Australia.

- 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.

1 remind      2 reason      3 pack  
4 prepare      5 settle      6 weather

### **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 graphically represent one of the main points from the passage.

(New York) 14,000  
(Seoul) 9,000  
(Australia) 2,000  
(800 years ago) Māori people  
(1642) Abel Tasman  
(18th Century) European people

- Help students identify details to further understand the passage.

1 Present      2 Future      3 Past  
4 Present      5 Past

- Help students identify details to further understand the passage.

1 a                      2 b                      3 a

## Word Practice

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

1 weather      2 settle      3 packed  
4 reason      5 preparing      6 reminds

- 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 2: pages 32~33
- The answer key to the homework can be found on page 103.

- Check the homework on pages 32~33 of workbook 2.

- 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.59)*: Dog owners have to: exercise their dog, feed their dog, brush and bathe their dog, take their dog to the vet, and register their dog.

- Ask students to look for the words in bold from the reading passage on page 60. 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 mood      2 almost      3 frustrated  
4 bark      5 lick      6 lie (lying)

- 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 **C**

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.

(Problem) for a walk  
a bad mood

(Problem gets worse) around  
licked, barked  
frustrated

(Problem solved) shake hands  
shook, smiled  
wasn't so bad

- Help students identify details to further understand the passage.

1 c, f      2 a, e      3 b, d

- Help students identify details to further understand the passage.

1 a                      2 b                      3 b

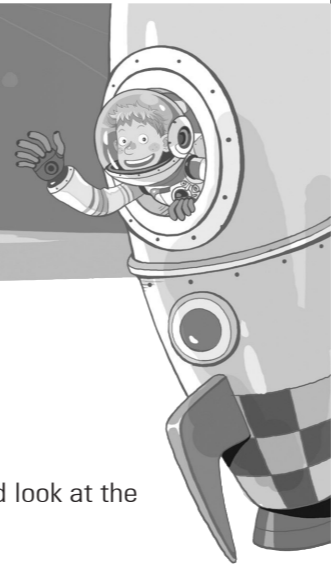
- Have students complete the sentences.
- Check the answers as a class or individually.

1 almost      2 lying      3 frustrated  
4 barks      5 licking      6 mood

- 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 2: pages 34~35
- The answer key to the homework can be found on page 104.

# UNIT 14 The Spiny Anteater



## Check Homework

- Check the homework on pages 34~35 of workbook 2.

## 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.63)*: The animals in the picture have one thing in common, they are all native to Australia. Special features of the animals could include: Sugar glider – able to glide through the air as it moves from tree to tree. Koala, kangaroo and opossum - marsupials, so they have a pouch for there babies. Wombats - very good at digging. Echidnas - sharp spines for protection.

## New Words

- 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 leave      2 sticky      3 lay  
4 tongue      5 thin      6 sharp

## 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**

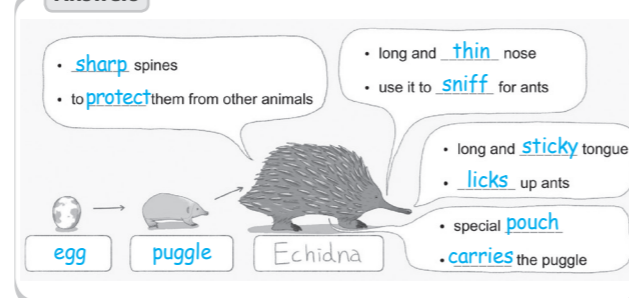
In this section, students will improve their reading proficiency and thinking ability by studying the specific **READING SKILLS** that are listed as headings below. While doing the activity, encourage students to refer back to the passage as many times as they need to.

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 Graphic Summary

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

## Answers



## C Details 1

- Help students identify details to further understand the passage.

## Answers

- 1 They lay eggs.
- 2 She leaves to hunt for food.
- 3 She comes back every five days.

## D Details 2

- Help students identify details to further understand the passage.

## Answers

- 1 b                      2 b                      3 a

### 3 After Reading

## Word Practice

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

## Answers

- 1 tongue      2 sticky      3 lay  
4 thin      5 sharp      6 leave

## 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 2: pages 36~37
- The answer key to the homework can be found on page 104.

**memo**



- Check the homework on pages 36~37 of workbook 2.

## 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 68. 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 get stuck    2 actually    3 public  
4 project    5 step    6 whistle (whistling)

## 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**

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.

## **B Problem and Solution**

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

## Answers

(Problem) sick  
imagine  
(Solution) sang, favorite song, head  
loudly  
(Result) stuck, falling

## Identifying Facts

- Help students identify facts to further understand the passage

## Answers

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

## D Details 2

- Help students identify details to further understand the passage.

## Answers

1 a                      2 b                      3 a

### 3 After Reading

## **A** Word Practice

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

## Answers

1 actually      2 public      3 whistle  
4 get stuck      5 steps      6 project

## 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 2: pages 38~39
- The answer key to the homework can be found on page 105.

**memo**



- Check the homework on pages 42~43 of workbook 2.

## 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.75):* When you go hiking you usually take some water, some food, and some warm clothing.

- 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 complain      2 poor      3 nod  
4 autumn      5 pour      6 treat

## 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.

Brian and Lucy were hungry.  
 They ate noodles.  
 They hiked all the way up.  
 Brian and Lucy didn't complain, at all.  
 They were very good hikers.  
 They drove to the mountain.

- Help students identify details to further understand the passage.

- 1 up the mountain
- 2 into her backpack
- 3 from her backpack
- 4 into each noodle cup
- 5 for 2 minutes
- 6 two minutes later

- Help students identify details to further understand the passage.

1 b                      2 b                      3 b

## Word Practice

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

1 treat      2 complained      3 nodded  
4 Poor      5 autumn      6 poured

- 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 2: pages 44~45
- The answer key to the homework can be found on page 106.

- Check the homework on pages 44~45 of workbook 2.

## 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.79)*: After completing this unit the teacher could set the students the task of making their own pancakes at home.

- Ask students to look for the words in bold from the reading passage on page 80. 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 extra      2 serve      3 include  
4 recipe      5 ingredient      6 flat

### **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.

A **C**

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.

- (Pancakes in North America) • batter
- butter
- (Pancakes in Europe) • thin
- honey, ice cream
- dessert
- (Pancakes in Asia) • seafood, vegetables
- tasty
- dinner

- Help students identify details to further understand the passage.

1 False      2 False      3 True  
4 False      5 True      6 False

- Help students identify details to further understand the passage.

1 b                      2 a                      3 b

## Word Practice

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

1 recipe    2 flat    3 served  
4 extra    5 includes    6 ingredients

- 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 46~47
- The answer key to the homework can be found on page 106.

- Check the homework on pages 46~47 of workbook 2.

## 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)*: The dangers at a ski resort can include: collisions, falls, falling rocks, avalanches and hypothermia.

- 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.

1 aware      2 relax      3 village  
4 really      5 enjoy      6 holiday

### **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.

## 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.

## ski patroller

(The job is good.) • live  
• fresh  
• hiking, mountain biking

(The job is dangerous.) • weather  
• avalanches

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

2 - 4 - 3 - 1 - 5

- 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 village

2 enjoy

### 3 holidays

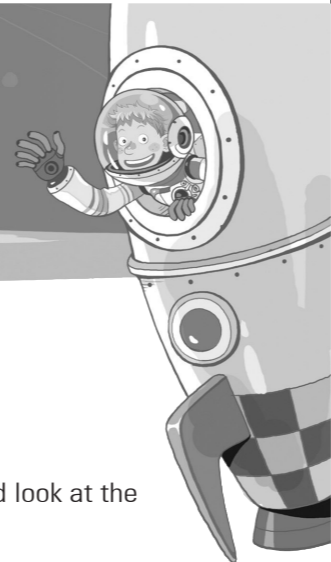
4 really

5 relax

6 aware

- 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 2: pages 48~49
- The answer key to the homework can be found on page 107.



## Check Homework

- Check the homework on pages 48~49 of workbook 2.

## 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.87)*: The picture on the left shows a vase from the Chinese Ming dynasty (1368 to 1644 AD). The object in the centre is a 19th century antique chest of drawers (also called a dresser or a bureau) from the United States. The object on the right is a carved wooden elephant from India.

## New Words

- 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 believe      2 lovely      3 furniture  
4 future      5 successful      6 worth

## 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 Graphic Summary

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

## Answers

(Paragraph 1) decorate, new  
(Paragraph 2) 100  
(Paragraph 3) collectors, pay  
(Paragraph 4) Someday, worth

**C Compare and Contrast**

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

## Answers

(Many People) 1 new  
2 new, successful

(Antique collectors) 1 old  
2 older, better  
3 pay, money

## 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 successful      2 future      3 furniture  
4 lovely      5 worth      6 believe

## 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 2: pages 50~51
- The answer key to the homework can be found on page 107.

**memo**



UNIT 01 Study, Study, Study

1 Word Practice

- 1 clearly
- 2 mostly
- 3 division
- 4 score
- 5 hour
- 6 subject



The mystery word is dictionary

2 Summary

math, helped, division, understand,  
favorite, scored, hug, science

3 Writing Practice *The answers may vary.*

**A** Science is my favorite subject. I like it because  
I like to learn about the world and how it works.

- B**
- 1 I don't think I can help you with that.
- 2 Lucy gave her mom a big hug.
- 3 Lucy and Mom studied together for an hour.
- 4 I'm sure I will do well on the test tomorrow.
- 5 Math was my favorite subject at school.

4 Grammar Practice

- A**
- 1 talking
- 2 to love
- 3 to help
- 4 to be

UNIT 02 Thanks, Mom and Dad!

1 Word Practice

- 1 Change
- 2 prevent
- 3 makeup
- 4 bald
- 5 height
- 6 fingernail

2 Summary

makeup, height, genetic difference,  
parents, possible, genes, baldness

3 Writing Practice *The answers may vary.*

I am 130 centimeters tall. I have brown  
eyes and black hair. I think I look more like  
my father.

4 Word Review (Unit 1)

- A**
- 1 clearly
- 2 division
- 3 subject
- 4 hours
- 5 scored
- 6 mostly
- B**
- 1 mostly
- 2 division
- C**
- 1 75%
- 2 hours
- 3 math
- 4 get
- 5 could
- 6 study at school

UNIT 03 The Seagull  
Who Didn't Like Fish

1 Word Practice

- 1 dead
- 2 tasty
- 3 invite
- 4 try
- 5 worm
- 6 smart



The mystery word is swimmer

2 Summary

strange, fish, invited, shark,  
heads, worms, idea, anything

3 Writing Practice *The answers may vary.*

I like eating potatoes because they are  
delicious, but I don't like eating seaweed  
because it is green and it doesn't taste good.

4 Word Review (Unit 1~2)

- A**
- 1 change
- 2 scored
- 3 subjects
- 4 mostly
- 5 prevent
- 6 fingernails
- B**
- 1 mostly
- 2 change
- C**
- 1 no
- 2 can't
- 3 Height
- 4 hours
- 5 different
- 6  $8 \div 2 = 4$

UNIT 04 Wow, That's Loud!

1 Word Practice

- 1 loud
- 2 important
- 3 Compare
- 4 volcano
- 5 measure
- 6 invent

2 Summary

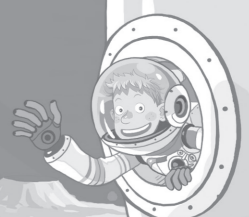
loud, trains, measure, decibel,  
compare, engine, careful, protection

3 Writing Practice *The answers may vary.*

I like the sound of helicopters because they  
make a cool "whump, whump, whump" sound.  
I can hear the sound of a truck now. It is loud.

4 Word Review (Unit 2~3)

- A**
- 1 invite
- 2 makeup
- 3 tasty
- 4 bald
- 5 smart
- 6 try
- 7 dead
- B**
- 1 dead
- 2 tasty
- C**
- 1 small
- 2 can
- 3 doesn't have
- 4 becomes different
- 5 height



## UNIT 05 Wave Riding

### 1 Word Practice

- 1 boring      2 quickly      3 always  
4 best      5 towel      6 quite



The mystery word is **tourist**.

### 2 Summary

ready, boring, beautiful, waited,  
ride, jumped, carried, enjoyed

### 3 Writing Practice *The answers may vary.*

I like going to the beach because it is really fun. At the beach, I go swimming, build sandcastles, and eat fried chicken.

### 4 Word Review (Unit 3~4)

- A** 1 worm      2 tried      3 loud  
4 compare      5 smart      6 invented  
7 important
- B** 1 loud      2 smart
- C** 1 didn't get  
2 Gas, hot  
3 wasn't  
4 is  
5 size or weight

## UNIT 06 The Statue of Liberty

### 1 Word Practice

- 1 symbol      2 gift      3 cost  
4 statue      5 museum      6 country

### 2 Summary

famous, gift, friendship, made,  
torch, crown, build, museum

### 3 Writing Practice *The answers may vary.*

I want to visit Ulleung Island because it is famous for dried squid. I want to eat some squid and go hiking there.

### 4 Word Review (Unit 4~5)

- A** 1 boring      2 volcano      3 best  
4 towel      5 loud      6 quite  
7 important
- B** 1 best      2 boring
- C** 1 quickly  
2 compare  
3 before  
4 first  
5 never

## UNIT 07 Lucy the Gymnast

### 1 Word Practice

- 1 cough      2 even (adverb)      3 flexible  
4 across      5 solid      6 breath



The mystery word is **exercise**.

### 2 Summary

gymnastics, skills, hurt, practicing,  
sick, helped, sprang, fall

### 3 Writing Practice *The answers may vary.*

I couldn't do a handstand, but my teacher helped me. He told me to practice doing a handstand against the wall at home.

### 4 Word Review (Unit 5~6)

- A** 1 gift      2 quickly      3 museum  
4 always      5 quite      6 best  
7 costs
- B** 1 always      2 quickly
- C** 1 stone or metal  
2 love  
3 boring  
4 country  
5 Dry

## UNIT 08 Tugboats

### 1 Word Practice

- 1 experience      2 useful      3 captain  
4 skill      5 gain      6 powerful

### 2 Summary

harbor, pull, tow, fires,  
useful, skillful, experience

### 3 Writing Practice *The answers may vary.*

I want to be a farmer. First, I need to learn about farming. Then, I need to buy my own farm.

### 4 Word Review (Unit 6~7)

- A** 1 statue      2 across      3 symbol  
4 countries      5 museum      6 gift  
7 cough
- B** 1 gift      2 symbol
- C** 1 dive underwater  
2 easy  
3 solid  
4 45 dollars  
5 can



UNIT 09 My New Neighbor

1 Word Practice

- 1 basket    2 attach    3 neighbor  
4 fill    5 lonely    6 fold



The mystery word is skateboard

2 Summary

moved, age, lonely, basket,  
attached, neighborhood, smiled, friends

3 Writing Practice *The answers may vary.*

My best friend is Tom. He is 10 years old.  
We play together, watch TV together and go to  
piano class together.

4 Word Review (Unit 7~8)

- A 1 solid    2 powerful    3 breath  
4 flexible    5 experience    6 even
- B 1 flexible  
2 powerful
- C 1 throat  
2 leader  
3 helpful  
4 put on  
5 the other  
6 know

UNIT 10 Surfing

1 Word Practice

- 1 past    2 compete    3 Spread  
4 Trick    5 perform    6 modern

2 Summary

popular, surfboards, plastic,  
enjoyment, professional, danger

3 Writing Practice *The answers may vary.*

I want to learn to snowboard because it  
looks really cool and snowboarders are very  
handsome. It is a popular sport.

4 Word Review (Unit 8~9)

- A 1 skills    2 gain    3 folded  
4 captain    5 useful    6 basket
- B 1 useful  
2 gain
- C 1 doing something  
2 full  
3 glue  
4 strong  
5 no  
6 near

UNIT 11 Drumsticks

1 Word Practice

- 1 another    2 hang around    3 musician  
4 joke    5 choice    6 mean



The mystery word is instrument

2 Summary

chose, different, noise, instrument,  
carry, fun, joke, cellos

3 Writing Practice *The answers may vary.*

I like playing the guitar because it can  
make lots of different sounds and it looks  
really cool.

4 Word Review (Unit 9~10)

- A 1 Spread    2 neighbor    3 fill  
4 basket    5 attach    6 lonely
- B 1 attach  
2 fill
- C 1 win  
2 knows  
3 can  
4 present  
5 fold  
6 present

UNIT 12 New Zealand

1 Word Practice

- 1 pack    2 weather    3 reason  
4 remind    5 settle    6 prepare

2 Summary

everywhere, arrived, settled, named,  
changes, alone, visit, pack

3 Writing Practice *The answers may vary.*

I think South Africa is an interesting country  
because there are many different people all  
living together.

4 Word Review (Unit 10~11)

- A 1 choices    2 modern    3 past  
4 compete    5 tricks    6 joke
- B 1 modern  
2 compete
- C 1 do  
2 open  
3 means  
4 friends  
5 two  
6 musician



## UNIT 13 Walking the Dogs

### 1 Word Practice

- 1 almost    2 lie    3 frustrated  
4 lick    5 bark    6 mood



The mystery word is difficult.

### 2 Summary

homeless, job, mood, difficult,  
licked, frustrated, favorite, shook

### 3 Writing Practice *The answers may vary.*

I like dogs because they are cute and fun to play with.

### 4 Word Review (Unit 11~12)

- A** 1 choice    2 another    3 musician  
4 hang around    5 mean    6 remind
- B** 1 choice  
2 hang around
- C** 1 laugh  
2 cooking  
3 wants  
4 put things into  
5 why  
6 sunny

## UNIT 14 The Spiny Anteater

### 1 Word Practice

- 1 sharp    2 thin    3 leave  
4 lay    5 tongue    6 sticky

### 2 Summary

strange, spines, nose, tongue, slow,  
protect, pouch, digs, hunt

### 3 Writing Practice *The answers may vary.*

The strangest animal I know is the seahorse.  
It is very strange because it looks like a horse  
and it swims with tiny wings.

### 4 Word Review (Unit 12~13)

- A** 1 barked    2 pack    3 settle  
4 prepare    5 reason    6 lie  
7 almost
- B** 1 lie    2 almost
- C** 1 alike  
2 tongue  
3 angry  
4 unhappy  
5 nice

## UNIT 15 Singing in the Elevator

### 1 Word Practice

- 1 public    2 get stuck    3 step  
4 actually    5 project    6 whistle



The mystery word is library.

### 2 Summary

elevators, sick, public library, trick,  
singing, loudly, whistling

### 3 Writing Practice *The answers may vary.*

I'm afraid of being up high because I always think what would happen if I fell down.

### 4 Word Review (Unit 13~14)

- A** 1 leave    2 sharp    3 lying  
4 thin    5 licking    6 almost  
7 lay
- B** 1 thin    2 leave
- C** 1 soft, mouth  
2 feeling  
3 dog  
4 is  
5 frustrated

## UNIT 16 Making a Movie

### 1 Word Practice

- 1 movie    2 script    3 edit  
4 responsible    5 act    6 director

### 2 Summary

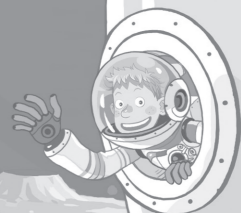
script, responsible, director, actors,  
shoot, computer, editing

### 3 Writing Practice *The answers may vary.*

My favorite movie is Brother Bear. I like that movie because it is a really great story about a boy who becomes a bear.

### 4 Word Review (Unit 14~15)

- A** 1 public    2 Actually    3 sticky  
4 project    5 thin    6 tongue  
7 lay
- B** 1 project    2 actually
- C** 1 walk  
2 away from  
3 couldn't  
4 not sharp  
5 lips



UNIT 17 Noodle Time!

1 Word Practice

- 1 complain    2 autumn    3 nod  
4 pour    5 treat    6 poor



The mystery word is popular

2 Summary

hiking, autumn, noodles, cocoa,  
complain, proud, talk, hungry

3 Writing Practice *The answers may vary.*

I sometimes go hiking. I think hiking is  
interesting because you are in the mountains.  
Hiking is also tiring!

4 Word Review (Unit 15~16)

- A 1 project    2 director    3 Public  
4 edits    5 whistles    6 get stuck  
7 Actually
- B 1 public    2 get stuck
- C 1 say  
2 will  
3 act  
4 can  
5 the same

UNIT 18 Cakes For Breakfast?

1 Word Practice

- 1 include    2 recipe    3 extra  
4 flat    5 ingredient    6 serve

2 Summary

world, kind, breakfast, ice cream,  
dessert, seafood, dinner, delicious

3 Writing Practice *The answers may vary.*

I can cook spaghetti. It's easy. You just need to  
cook the spaghetti noodles, and mix them with  
the sauce.

4 Word Review (Unit 16~17)

- A 1 movie    2 pour    3 responsible  
4 poor    5 script    6 acted  
7 treat
- B 1 movie    2 treat
- C 1 summer  
2 edit  
3 not happy  
4 director  
5 yes

UNIT 19 Ski Patrol

1 Word Practice

- 1 really    2 holiday    3 relax  
4 village    5 aware    6 enjoy



The mystery word is lovely

2 Summary

patrollers, hurt, love, dangerous, place,  
fresh, hungry, relax, practicing

3 Writing Practice *The answers may vary.*

When I grow up, I want to be a wrestler because  
they are very strong and very famous.

4 Word Review (Unit 17~18)

- A 1 treat    2 autumn    3 include  
4 ingredients    5 nodded    6 served
- B 1 include  
2 autumn
- C 1 borrow  
2 not nice  
3 full  
4 sick  
5 aren't any  
6 how

UNIT 20 Love of the Old

1 Word Practice

- 1 furniture    2 believe    3 lovely  
4 future    5 worth    6 successful

2 Summary

decorate, successful, like, called,  
collect, pay, auction, sold, worth

3 Writing Practice *The answers may vary.*

I like old things because I don't have to be  
careful when I play with them.

4 Word Review (Unit 18~19)

- A 1 aware    2 recipe    3 flat  
4 includes    5 really    6 extra
- B 1 aware  
2 extra
- C 1 like  
2 will  
3 more, less  
4 don't go  
5 cook  
6 smaller