

READING Rocket 3 CONTENTS

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- Check the homework on pages 6~7 of workbook 3.

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 clothes in the picture, from left to right: Blouse, skirt, hat, trousers, jacket, shirt, tie, sweatshirt, jeans, t-shirt, shorts.

- 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 happen 2 own 3 select
4 pair 5 item 6 regular

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.

(Before shopping) **happen**
choose

(During shopping) **1 T - shirts, pants**
2 jacket

(After shopping) **wore** 😊

- Help students identify details to further understand the passage.

1 B 2 A 3 D
4 C 5 E

- Help students identify details to further understand the passage.

1 a 2 a 3 b

Word Practice

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

1 pair 2 own 3 item
4 regular 5 Select 6 happen

- 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 3: pages 8~9
- The answer key to the homework can be found on page 150.

- Check the homework on pages 8~9 of workbook 3.

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)*: The good things about frozen food are that it is convenient and cheap. The bad things about it are that it uses a lot of fossil fuels in its transport and manufacture, and it is not as healthy as fresh food. Some frozen foods are high in fat and sugar.

- 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 experiment 2 wonder 3 notice
4 immediately 5 freeze 6 develop

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.

B Graphic Summary

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

```
graph TD; A["(In the Arctic)"] --> B["froze, air"]; B --> C["fresh"]; D["(In Massachusetts)"] --> E["experimenting"]; E --> F["developed, blasted, air"]; F --> G["success"];
```

(In the Arctic)
froze, air
↓
fresh

(In Massachusetts)
experimenting
↓
developed, blasted, air
↓
success

- Help students identify details to further understand the passage

(Taste) **fresh**
(Time) **any time, year**
(Place) **far away**

- 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 freezes 2 immediately 3 wonder
4 noticed 5 experiment 6 developed

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 3: pages 10~11
- The answer key to the homework can be found on page 151.

- Check the homework on pages 10~11 of workbook 3.

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)*: On a tropical island you can see the ocean, sand, the beach, palm trees, hotels and restaurants. On a tropical island you can swim, relax, catch fish, snorkel, sail and ride a bicycle.

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.

1 town 2 distance 3 dot
4 straight 5 string 6 bury (buried)

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 q

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.

(In the park) kite
picked, up
(In the air) holding, string
island
(On an island) three
boat, rescue

Making Inferences

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

- 1 There were good things and bad things about the island.
- 2 He was bored. (or)
He was interested in the birds.
- 3 He had to eat coconuts everyday because there was no other food.

D Details 2

- Help students identify details to further understand the passage.

1 b 2 a 3 a

3 After Reading

A Word Practice

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

1 buried 2 distance 3 string
4 straight 5 town 6 dots

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 3: pages 12~13
- The answer key to the homework can be found on page 151.

memo

- Check the homework on pages 12~13 of workbook 3.

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 pictures show a map of New York Harbor, the immigration building on Ellis Island, and new immigrants to the United States. We can tell that the people have come from a cold place because they are wearing a lot of clothing. They may have come from Europe. We can see a flag next to the immigration building. It is an American flag, so we know they have come to America. In the 19th century many people immigrated to the United States in search of better jobs and better lives for their families.

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.

1 injured 2 tear 3 however
4 health 5 freedom 6 hope

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.

A c

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.

Scanning for Information

- Help students scan the passage for the required information.

- 1 Twelve million
- 2 The Island of Tears
- 3 hope and freedom

C Graphic Summary

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

(When?) 1892, 1954
(Where?) Ellis Island
(Who?) million, Europe
(What did they do?) names
interviewed, health test
new life

D Details 1

- Help students identify details to further understand the passage.

1 True 2 False 3 False
4 True 5 False

E Details 2

- Help students identify details to further understand the passage.

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.

1 hope 2 injured 3 However
4 Tears 5 freedom 6 health

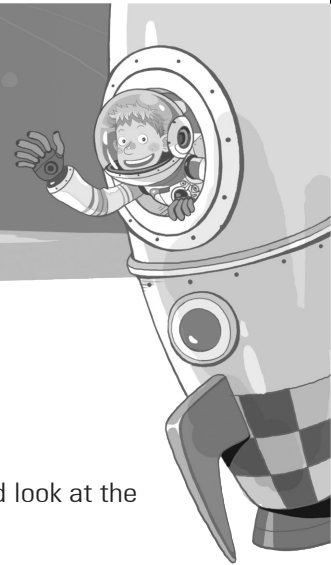
B Discussion

- 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 152.

memo



- Check the homework on pages 14~15 of workbook 3.

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)* : A haunted house usually contains ghosts. Because no one lives there, it also contains a lot of spiders, spider's webs, insects and other animals. It may also have a resident witch or wizard!

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 haunted 2 costume 3 witch
4 scream 5 turn on 6 hang (hung)

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 Problem and Solution

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

Answers

(Problem) **bored**

(Solution) changed, haunted house

(Result) 1 scared

2 turn the lights on

C Details 1

- Help students identify details to further understand the passage

Answers

1 Brian 2 Lucy 3 Brian and Lucy
4 Lucy 5 Brian 6 Mom and Dad
7 Mom and Dad

D Details 2

- Help students identify details to further understand the passage.

Answers

1 b 2 b 3 b

3 After Reading

Word Practice

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

Answers

1 costumes 2 screamed 3 haunted
4 Hang 5 turned on 6 witch

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 3: pages 18~19
- The answer key to the homework can be found on page 152.

memo

- Check the homework on pages 18~19 of workbook 3.

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)*: People usually recharge their cell-phone by connecting the phone to an electric socket with a charger. This electric socket can be at home or in the car.

- 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 example 2 customer 3 text
4 possible 5 electricity 6 company

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 recognize the problem and the solution in the passage.

(Problem) **car, electricity**
(Solution) **bicycle, recharging**
(What will happen?) **1 in China**
2 electricity supply

- Help students identify facts to further understand the passage.

1 Known 2 Unknown 3 Known
4 Known 5 Unknown

- Help students identify details to further understand the passage.

1 b 2 b 3 b

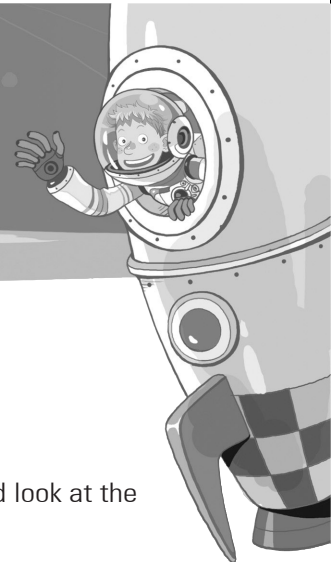
Word Practice

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

1 company 2 text 3 examples
4 possible 5 customers 6 Electricity

- 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 3: pages 20~21
- The answer key to the homework can be found on page 153.



Check Homework

- Check the homework on pages 20~21 of workbook 3.

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.37):* Climbing at a climbing gym is good because it's fun, it makes you strong and physically fit, it is safe, and you get a feeling of satisfaction when you overcome your fear.

New Words

- 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.

Answers

- 1 accident 2 gym 3 safely
4 heal 5 branch 6 instructor

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) climb
broke
angry

(Solution) joined, rock-climbing gym

(Result) safely
happy

C Compare and Contrast

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

Answers

(Climbing at a gym)

indoor
ropes
safe
↓
Climbing at a gym

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 safely 2 branch 3 instructor
4 gym 5 healed 6 accident

B Discussion

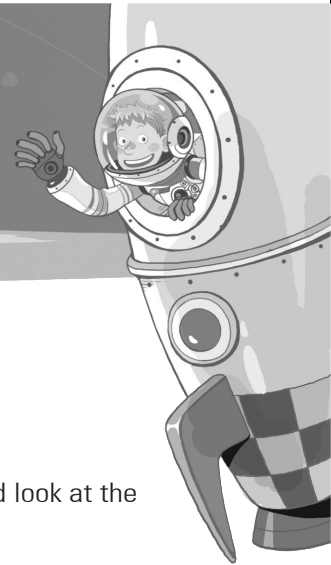
- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 3: pages 22~23
- The answer key to the homework can be found on page 153.

memo

UNIT 09 The Story of Rubber



Check Homework

- Check the homework on pages 22~23 of workbook 3.

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.41)*: Rubber comes from special trees which grow in tropical countries. To make rubber you must first cut the rubber tree to release a white liquid (latex). Then you must process this liquid at a factory. With rubber you can make gloves, tires, rubber bands, rubber boots, and many other things.

New Words

- 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.

Answers

1 thick 2 rubber 3 product
4 process 5 liquid 6 eraser

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) **1 rubber**
2 Para rubber

(Paragraph 2) **1 collect, make**
2 Asia

(Paragraph 3) **scientist, inventor**
rubbing out

C Sequencing

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

Answer

3 - 1 - 5 - 2 - 4

D Details

- Help students identify details to further understand the passage.

Answer

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 process 2 eraser 3 rubber
4 liquids 5 thick 6 products

B Discussion

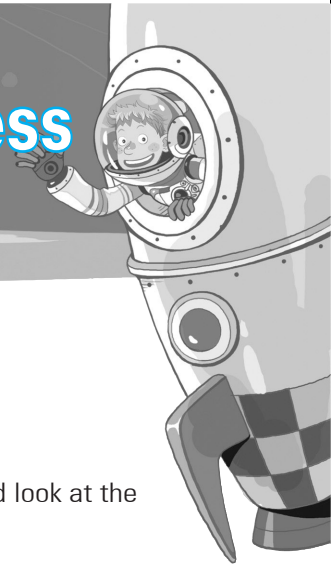
- This section is a student-led pair or small group discussion that reviews the unit. It is left to the teacher's discretion to decide how to teach and answer this section. After discussing the questions the students can summarize their discussion by writing the answers in the spaces provided.

Homework

- Workbook 3: pages 24~25
- The answer key to the homework can be found on page 154.

memo

The Parrot Who Knew His Address



Check Homework

- Check the homework on pages 24~25 of workbook 3.

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 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.

Answers

- 1 friendly 2 owner 3 silent
4 vet 5 roof 6 address

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

Ad

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 Problem and Solution

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

Answers

(Problem) flew away
get back

(Solution) knew
told, vet

(Result) returned
happy

C Details 1

- Help students identify details to further understand the passage.

Answers

Nakamura's home → Neighbor's roof →
Police station → Animal hospital

D Details 2

- Help students identify details to further understand the passage.

Answers

1 b 2 a 3 a

3 After Reading

Word Practice

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

Answers

1 friendly 2 address 3 vet
4 roof 5 silent 6 owner

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 3: pages 26~27
- The answer key to the homework can be found on page 154.

memo

- Check the homework on pages 30~31 of workbook 3.

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)* : Moles live under the ground. Molehills are the excess soil created when the mole excavates a new tunnel or burrow. Moles eat earthworms almost exclusively.

- 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 damage 2 store 3 sensitive
4 squeeze 5 soil 6 burrow (noun)

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.

(Where do they live?) **underground**

(What do they look like?)

- Paws : **big, powerful**
- Eyes : **small, covered over with skin**
- Ears : **hidden**
- Nose : **long and sensitive for detecting food**

(What do they eat?) **worms**

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

1 C 2 D 3 B
4 E 5 A

- Help students identify details to further understand the passage.

1 b 2 b 3 b

A Word Practice

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

1 damaged 2 squeezed 3 soil
4 store 5 sensitive 6 burrow

- 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 3: pages 32~33
- The answer key to the homework can be found on page 155.

- Check the homework on pages 32~33 of workbook 3.

- 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)*: Christmas was originally a Northern European festival called Sol Invictus, held to celebrate the passing of the winter solstice. After Christianity became popular, this festival was renamed “Christmas” to celebrate the birth of Jesus Christ. Gift giving and feasting have been common features of mid-winter festivals since ancient times.

- 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 enormous 2 allow 3 fit
4 ceiling 5 saw 6 rope

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

- 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

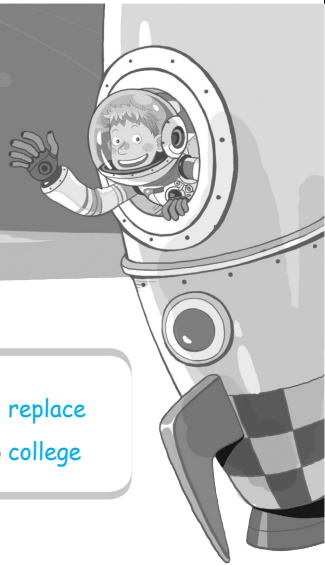
- Have students complete the sentences.
- Check the answers as a class or individually.

1 fit 2 saw 3 enormous
4 ceiling 5 rope 6 allowed

- 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 3: pages 34~35
- The answer key to the homework can be found on page 156.

UNIT 14 The Peanut Man



Check Homework

- Check the homework on pages 34–35 of workbook 3.

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)*: If you plant a peanut, the flowers of the plant burrow underground to become the shell and the nuts. From peanuts you can make peanut butter, peanut oil and many other things.

NB: In the passage the word “college” is used to mean university. College is an American word for university. In the Commonwealth countries, e.g Britain, Canada, Australia, New Zealand, it can refer to a high school.

B 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 produce (producing) 2 crop 3 replace
4 solve 5 slave 6 college

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 a

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.

Answers

- (Paragraph 1) teacher, scientist
(Paragraph 2) plants, vitamins, minerals
(Paragraph 3) grow, kinds
balance
(Paragraph 4) peanuts, replace, soil
(Paragraph 5) best, peanuts
people, land

C Problem and Solution

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

Answers

- (Problem) fewer crops
poor, hungry
(Solution) many kinds
(Result) balance, vitamins, minerals

D Details

- 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 crop 2 replaced 3 Slaves
4 college 5 solve 6 produces

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 3: pages 36–37
- The answer key to the homework can be found on page 156.

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UNIT 16 Earthquakes

Check Homework

- Check the homework on pages 38–39 of workbook 3.

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)*: Earthquake damage can include: broken houses, broken buildings, broken roads, and broken services such as sewage, electricity, water, gas. Broken services can also cause fires.

B 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 occur 2 cause 3 record
4 shelf (shelves) 5 crack 6 earthquake

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.

Answers

- (7 ~ 12) major, large killed
(4 ~ 6) crack, fall off
(3) feel, damage
(0 ~ 2) feel

C Compare and Contrast

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

Answers

<Largest>

Which country? Chile
When? 1960
How strong? 9.5
How much energy? 178,000,000,000

<Smaller>

Which country? Korea
When? 2004.5.29
How strong? 5.2
How much energy? 150,000

D Details

- 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 caused 2 recorded 3 earthquake
4 shelf 5 occurred 6 crack

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 3: pages 42–43
- The answer key to the homework can be found on page 157.

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- Check the homework on pages 42~43 of workbook 3.

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)*: Taking the bus can be uncomfortable because it is crowded and you have to stand. Standing on the bus is not easy because you have to steady yourself as the bus driver accelerates and brakes.

- 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 chew 2 crowded 3 whole
4 able 5 seat 6 journey

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.

(Who?) Mom, Dad
(When?) Sunday
(Where to?) village, stop
(How?) rode
(What did they do?) window, snacks
lunch
(Why did they go?) seat

- Help students identify details to further understand the passage.

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

- Help students identify details to further understand the passage.

1 b 2 b 3 a

A Word Practice

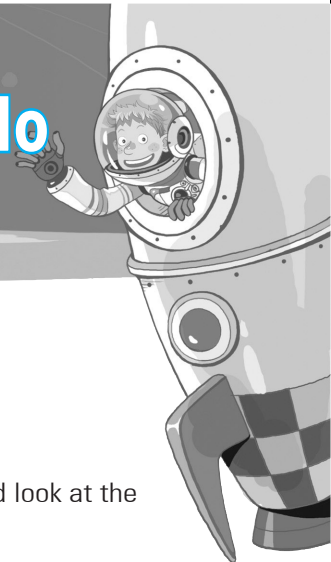
- Have students complete the sentences.
- Check the answers as a class or individually.

1 seats 2 journey 3 chew
4 able 5 crowded 6 whole

- 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 3: pages 44–45
- The answer key to the homework can be found on page 158.

The Many Tricks of the Armadillo



Check Homework

- Check the homework on pages 44~45 of workbook 3.

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.79)*: Armadillos live in North and South America. They protect themselves by having a hard skin, like a shell, on their backs.

New Words

- 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.

Answers

- 1 cross 2 swallow 3 endure
4 stomach 5 curl 6 sink (verb)

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

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 Graphic Summary 1

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

Answers

- 1 mammals 2 shell
- 3 ten 4 North, South

C Graphic Summary 2

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

Answers

- (To protect themselves) 1 curl, ball
2 bury, dirt
3 jump, air
- (To cross a river or a pond) swallow air,
stomach, full,
float across

D Details 1

- Help students identify details to further understand the passage.

Answers

- 1 are only about 100 mm long.
- 2 are as big as 100 cm.
- 3 can jump up to four feet high.

E 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 sinks 2 swallow 3 endure
4 curled 5 stomach 6 cross

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 3: pages 46~47
- The answer key to the homework can be found on page 158.

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UNIT 19 Space Operas

Check Homework

- Check the homework on pages 46–47 of workbook 3.

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.83)*: Star Wars characters include: Obi Wan Kenobi, Anakin Skywalker, Luke Skywalker, Princess Leia, Han Solo, Chewbacca, Yoda, R2D2, and C3PO.

Star Trek characters in the original series include Captain Kirk, Scotty, Spock, and Dr. "Bones" McCoy. In "The Next Generation" series they include: Captain Jean-Luc Picard, Commander William Riker, Deanna Troi, Marina Sirtis, and Worf.

B New Words

- 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 attend | 2 since | 3 character |
| 4 loyal | 5 discuss | 6 series |

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 Compare and Contrast

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

Answers

- (Star Wars) *George Lucas, 1970s, six, one*
(Star Trek) *Gene Roddenberry, 1960s, ten, five*

C Details 1

- Help students identify details to further understand the passage.

Answers

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

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 discuss | 2 series | 3 attend |
| 4 loyal | 5 character | 6 since |

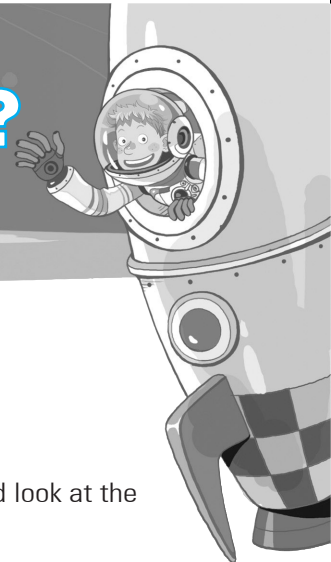
B Discussion

- 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 3: pages 48–49
- The answer key to the homework can be found on page 159.

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Check Homework

- Check the homework on pages 48~49 of workbook 3.

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 students should begin by surveying their classmates about their blood type. They can then collate the data with the chart provided.

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 normal 2 similar 3 chart
4 predict 5 cheerful 6 personality

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 Compare and Contrast

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

Answers

(Westerners)	(East Asian People)
No	Yes
No	Yes
Star sign	Blood type

Identifying Facts

- Help students identify facts to further understand the passage.

Answers

1 Fact 2 Opinion 3 Opinion
4 Fact 5 Opinion 6 Fact

D Details

- Help students identify details to further understand the passage.

Answers

1 a 2 a 3 a

3 After Reading

Word Practice

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

Answers

1 personality 2 cheerful 3 chart
4 predicted 5 similar 6 normal

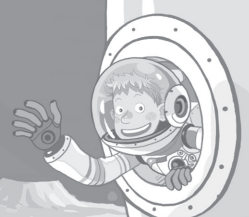
B Discussion

- 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 3: pages 50~51
- The answer key to the homework can be found on page 159.

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UNIT 01 Humans Eat Grass Too

1 Word Practice

- 1 basic 2 population 3 rice
4 provide 5 often 6 taste



The mystery word is **perfect**.

2 Summary

grass, humans, larger, corn,
popular, energy, life

3 Writing Practice

The answers may vary.

- A** I like rice because it tastes good and it goes well with other foods. The other kinds of seeds I eat are sesame seeds, and beans.

- B** 1 You may be surprised by the answer.
2 Rice is a special kind of grass.
3 Corn is the most popular seed in the world.
4 Koreans are eating rice less often.
5 Rice is a very important part of life.

4 Grammar Practice

- A** 1 the 2 eaten 3 were
4 surprised 5 of

UNIT 02 New Clothes

1 Word Practice

- 1 regular 2 pair 3 own
4 select 5 happen 6 item

2 Summary

shopping, own, time, regular, selected,
strange, stylish, great, wore

3 Writing Practice

The answers may vary.

When I go clothes shopping, I usually want to buy expensive clothes but my mom says "no", so I have to buy cheaper ones.

4 Word Review (Unit 1)

- A** 1 taste 2 basic 3 population
4 often 5 provide 6 rice
B 1 often
2 provide

5 Grammar Practice

- 1 Asia
2 five times
3 don't need
4 bigger
5 tongue
6 is

UNIT 03 Birdseye's Cool Idea

1 Word Practice

- 1 experiment 2 develop 3 immediately
4 wonder 5 notice 6 freeze



The mystery word is **favorite**.

2 Summary

froze, fresh, developed, air,
revolutionized, time, packaged

3 Writing Practice

The answers may vary.

I eat frozen food a lot. This is because my father does the cooking so he buys things that he can cook quickly and easily.

4 Word Review (Unit 1~2)

- A** 1 basic 2 Rice 3 happen
4 provides 5 select 6 population
7 items
B 1 basic 2 select
A 1 two
2 doesn't share
3 every day
4 were not
5 sweet

UNIT 04 Flight to Adventure

1 Word Practice

- 1 dot 2 straight 3 distance
4 Bury 5 string 6 town

2 Summary

stuck, wind, island, saw, slept,
counted, ship, rescued

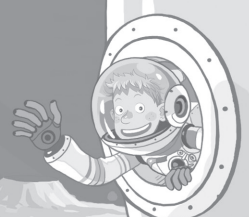
3 Writing Practice

The answers may vary.

One day I would like to ride through my town on a beautiful white horse. I would jump over cars so I could get to school very quickly.

4 Word Review (Unit 2~3)

- A** 1 regular 2 happen 3 pair
4 develop 5 items 6 select
B 1 regular
2 pair
C 1 don't need
2 0 °C
3 now
4 think
5 difficult
6 try



UNIT 05 Ellis Island: Gateway to America

1 Word Practice

- 1 freedom 2 injured 3 however
4 health 5 hope 6 tear



The mystery word is **tourist**

2 Summary

passed, life, arrived, interviewed,
symbol, left, part, welcomed

3 Writing Practice

The answers may vary.

I wouldn't like to be an immigrant because
moving to a new country could be difficult and
stressful.

4 Word Review (Unit 3~4)

- A** 1 distance 2 freeze 3 notice
4 experiment 5 develop 6 wonder
7 string
- B** 1 develop 2 notice
- C** 1 hide
2 ruler
3 smaller
4 now
5 small, round

UNIT 06 Scary Fun!

1 Word Practice

- 1 scream 2 haunted 3 Hang
4 witch 5 Turn on 6 costume

2 Summary

haunted, scary, snake, dark, costumes,
witch, ghost, screamed

3 Writing Practice

The answers may vary.

When I am bored, I read some of the children's
books on my bookshelf. I have read them many
times, but I still like them.

4 Word Review (Unit 4~5)

- A** 1 string 2 straight 3 bury
4 injured 5 town 6 health
- B** 1 bury
2 straight
- C** 1 will
2 1.5
3 far away from
4 don't eat
5 eyes
6 can

UNIT 07 Recharge Your Cell Phone As You Ride

1 Word Practice

- 1 company 2 possible 3 customer
4 electricity 5 text 6 example



The mystery word is **excellent**

2 Summary

invented, recharging, useful, buying,
electricity, customers, extra, text

3 Writing Practice

The answers may vary.

I can think of a great invention. It is a hat umbrella.
The umbrella is inside the hat. When it started
to rain, the umbrella would pop out automatically.

4 Word Review (Unit 5~6)

- A** 1 health 2 costume 3 However
4 freedom 5 hope 6 tears
7 haunted
- B** 1 health 2 hope
- C** 1 was
2 black, broom
3 help
4 loud
5 doesn't touch

UNIT 08 The Climbing Gym

1 Word Practice

- 1 accident 2 gym 3 safely
4 branch 5 heal 6 instructor

2 Summary

climb, branch, heal, suggested, indoor,
ropes, instructors, join, safely

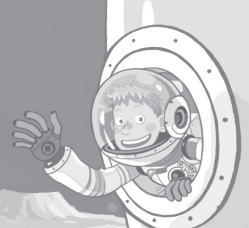
3 Writing Practice

The answers may vary.

I think playing dangerous sports is a silly idea
because you might do something to your body
that causes a permanent injury.

4 Word Review (Unit 6~7)

- A** 1 example 2 company 3 customer
4 haunted 5 hanging 6 witch
7 scream
- B** 1 customer 2 scream
- C** 1 can
2 can't
3 written
4 cold
5 clothes, wear



UNIT 09 The Story of Rubber

1 Word Practice

- 1 process 2 rubber 3 product
4 liquid 5 thick 6 eraser



The mystery word is practice.

2 Summary

rubber, tropical, cut, collect, latex,
dry, process, Asia, rubbing

3 Writing Practice *The answers may vary.*

I think rubber is very useful because it can stretch, it is waterproof, and it is quite cheap.

4 Word Review (Unit 7~8)

- A** 1 possible 2 electricity 3 safely
4 company 5 accident 6 example
7 heal
- B** 1 safely 2 heal
- C** 1 exercise
2 cell phone number
3 buys
4 trunk
5 teaches

UNIT 10 The Parrot Who Knew His Address

1 Word Practice

- 1 roof 2 silent 3 address
4 friendly 5 owner 6 vet

2 Summary

talking, flew, rescued, roof, hospital,
cared, name, address, owner

3 Writing Practice *The answers may vary.*

If I had a talking parrot, I would teach it to say
"you smell funny" to my sister.

4 Word Review (Unit 8~9)

- A** 1 branch 2 accident 3 thick
4 process 5 gym 6 instructor
7 products
- B** 1 thick 2 instructor
- C** 1 Oil
2 small
3 Rain boots
4 healthy
5 pencil

UNIT 11 Love Like Salt

1 Word Practice

- 1 disappear 2 common 3 bride
4 royal 5 receive 6 palace



The mystery word is problem.

2 Summary

salt, angry, enough, terrible,
shaker, understood, bride

3 Writing Practice *The answers may vary.*

I love my parents as much as all the money
in the world because they care for me a lot.

4 Word Review (Unit 9~10)

- A** 1 products 2 eraser 3 address
4 process 5 liquid 6 silent
7 owner
- B** 1 silent 2 eraser
- C** 1 top
2 isn't, is
3 always
4 animals
5 stretches

UNIT 12 Moles

1 Word Practice

- 1 store 2 damage 3 soil
4 Squeeze 5 sensitive 6 burrow

2 Summary

underground, digging, detecting,
chemical, store, smart, soil, damage

3 Writing Practice *The answers may vary.*

I think shellfish are interesting animals because
they make their own house. Some of their
houses are really beautiful.

4 Word Review (Unit 10~11)

- A** 1 roof 2 palace 3 receive
4 vet 5 common 6 friendly
7 owner
- B** 1 receive 2 common
- C** 1 can't
2 woman
3 A prince
4 tests
5 send him a letter



UNIT 13 A Real Christmas Tree

1 Word Practice

- 1 rope 2 ceiling 3 saw
4 enormous 5 fit 6 allow



The mystery word is tomorrow.

2 Summary

real, free, nobody, saw, himself,
enormous, longer, problem, fit

3 Writing Practice *The answers may vary.*

On Christmas Day, I want to eat lots and lots of
Christmas cake. Christmas cake is one of my
favorite foods.

4 Word Review (Unit 11~12)

- A** 1 bride 2 royal 3 disappeared
4 soil 5 receive 6 squeezed
7 damaged
- B** 1 soil 2 receive
- C** 1 rabbit
2 isn't
3 later
4 can
5 home

UNIT 14 The Peanut Man

1 Word Practice

- 1 crop 2 college 3 Replace
4 solve 5 Slave 6 produce

2 Summary

slave, needed, soil, kinds, balance,
peanuts, replace, cared

3 Writing Practice *The answers may vary.*

I think Sir Isaac Newton is one of the greatest
people because he discovered gravity and
he made the first telescope.

4 Word Review (Unit 12~13)

- A** 1 allowed 2 damage 3 burrow
4 squeezed 5 enormous 6 stored
7 sensitive
- B** 1 burrow 2 enormous
- C** 1 cut
2 right
3 earth
4 highest
5 boats

UNIT 15 Teddy Bear Goes Ballooning

1 Word Practice

- 1 float 2 pedal 3 pilot
4 tie 5 fence 6 sigh



The mystery word is station.

2 Summary

bored, tied, test flight, let,
followed, bicycles, happier

3 Writing Practice *The answers may vary.*

My favorite toy is my slot car set. I keep it
under my bed. I often play with it.

4 Word Review (Unit 13~14)

- A** 1 rope 2 fit 3 saw
4 produce 5 replace 6 allowed
7 ceiling
- B** 1 ceiling 2 produce
- C** 1 blue whale
2 an answer
3 after
4 farmers
5 another person

UNIT 16 Earthquakes

1 Word Practice

- 1 earthquake 2 record 3 caus(ed)
4 crack 5 occur 6 shelf

2 Summary

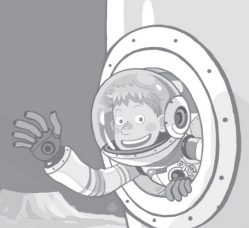
occur, tool, strength, feel, caused,
major, largest, measured, smaller

3 Writing Practice *The answers may vary.*

I think the worst natural disaster is a volcanic
eruption because it has hot gas, dust, and
hot rock and it can kill a lot of people.

4 Word Review (Unit 14~15)

- A** 1 float 2 pedaled 3 crop
4 slaves 5 college 6 replace
7 fences
- B** 1 float 2 college
- C** 1 out
2 can't
3 airplanes
4 a string
5 can't



UNIT 17 The Bus Ride

1 Word Practice

- 1 chew
- 2 journey
- 3 crowded
- 4 seat
- 5 whole
- 6 able



The mystery word is halloween

2 Summary

complained, crowded, sit, suggested,
ride, whole, country, seat, last

3 Writing Practice *The answers may vary.*

I often ride a bus. I want to take a bus to London
because I think it would be very interesting.

4 Word Review (Unit 15~16)

- A

1 pilot

2 cause

3 sighed

4 earthquake

5 fence

6 occur

7 tie
- B

1 tie

2 occur
- C

1 write it down

2 on

3 move

4 plate

5 plastic cup

UNIT 18 The Many Tricks of the Armadillo

1 Word Practice

- 1 stomach
- 2 sink
- 3 curl
- 4 endure
- 5 swallow
- 6 cross

2 Summary

remarkable, protect, scared, curl,
bury, frighten, river, air, float

3 Writing Practice *The answers may vary.*

I think a cat can also do a trick. It can climb
up a tree and walk along a very thin branch.

4 Word Review (Unit 16~17)

- A

1 whole

2 occur

3 cracked

4 record

5 journey

6 shelf

7 caused
- B

1 whole

2 journey
- C

1 sit down

2 before

3 a lot of

4 were

5 have

UNIT 19 Space Operas

1 Word Practice

- 1 since
- 2 series
- 3 character
- 4 discuss
- 5 loyal
- 6 attend



The mystery word is yesterday

2 Summary

popular, second, famous, replayed,
fans, attending, actors, discuss

3 Writing Practice *The answers may vary.*

My favorite movie is Brother Bear. It's about
a boy who becomes a bear. My favorite character
is Kenai.

4 Word Review (Unit 17~18)

- A

1 crowded

2 able

3 swallowed

4 sink

5 seat

6 whole

7 stomach
- B

1 crowded

2 whole
- C

1 the other

2 isn't

3 don't need

4 experience

5 travel to another place

UNIT 20 What's Your Blood Type?

1 Word Practice

- 1 cheerful
- 2 normal
- 3 similar
- 4 chart
- 5 personality
- 6 predict

2 Summary

predict, personality, believe, cheerful,
creative, serious, B, O

3 Writing Practice *The answers may vary.*

My blood type is O+. I am usually happy and kind.
I don't believe that blood type can be used to
predict a personality.

4 Word Review (Unit 18~19)

- A

1 discuss

2 crossed

3 stomachs

4 swallow

5 endured

6 attend

7 curled
- B

1 discuss

2 attend
- C

1 heavy

2 will

3 Hermione

4 before

5 are many movies