

Reading is a thinking process!

READING Rocket

3



Cumulative
Reading Skill Practice

Student Book

READING Rocket 3

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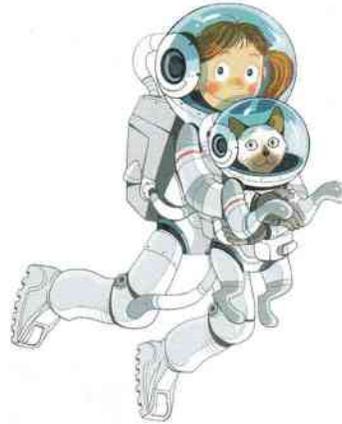
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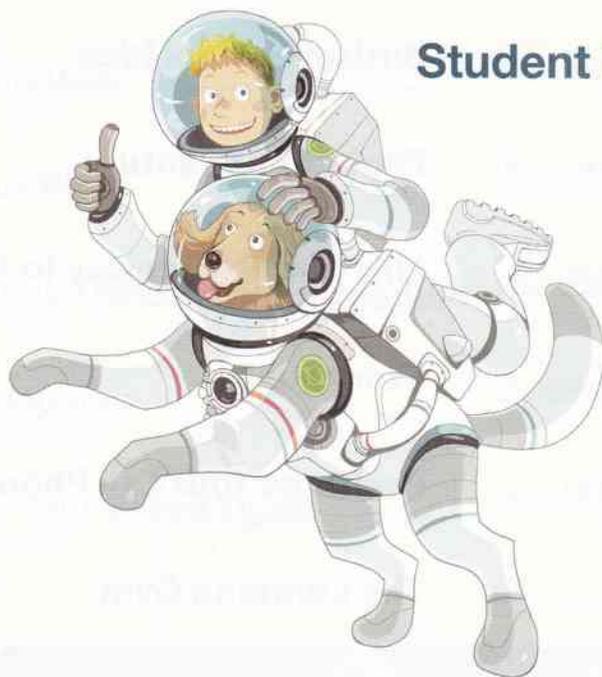
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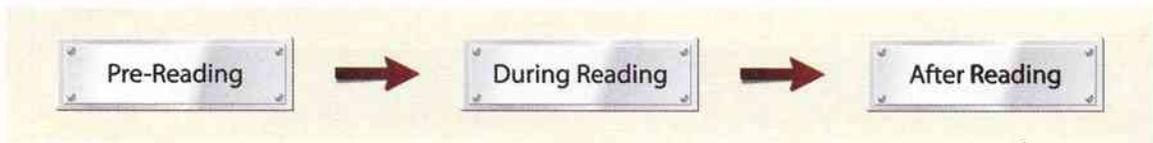
Part 3

Word List

92



1. Easy-to-Follow Lesson Process: Three Stages of Reading



2. Cumulative Reading Skill Practice

The following reading skills are practiced and consolidated throughout the series so students can become better readers.

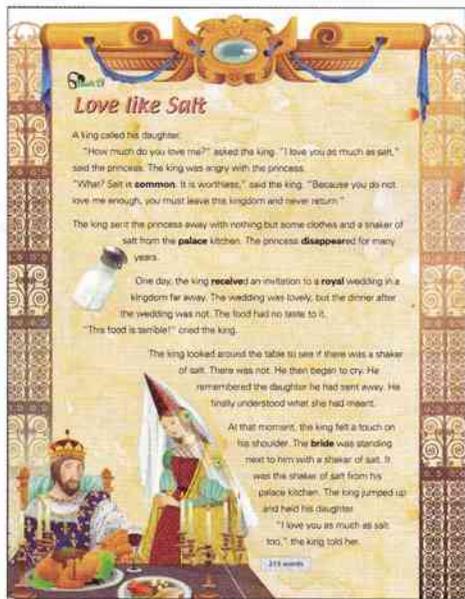
Cumulative Reading Skills Chart

Reading Skills	
Skill 1	Identifying main ideas
Skill 2	Identifying feelings and attitudes
Skill 3	Identifying details
Skill 4	Identifying cohesion: pronouns
Skill 5	Making inferences
Skill 6	Identifying cause and effect
Skill 7	Understanding the order of events (sequencing)
Skill 8	Identifying facts
Skill 9	Compare and contrast
Skill 10	Problem and solution

3. Cumulative Vocabulary Practice

Target words are practiced 6 times in the student book and the workbook. This cumulative practice will help students to memorize the new vocabulary.

4. Engaging Stories with Colorful Illustrations & Animated Audio Recording



- Engaging stories motivate students to read.
- Colorful illustrations help students to understand.
- Students can listen to the audio recording of the reading passage.
- Cute characters appeal to students.
- Carefully graded non-fiction passages help students to build academic reading skills.

Unit 11 Love Like Salt

1. Pre-Reading

Warm Up Look at the picture and talk about it.

- 1 Do you often use salt?
- 2 How do you use it?
- 3 Where does salt come from?



New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ of or about a king or queen
- 2 _____ a woman on the day of her wedding
- 3 _____ often seen; often happens
- 4 _____ to go away so people cannot see it
- 5 _____ a very large house where a king or queen lives
- 6 _____ get something that someone has given or sent to you

2. During Reading

Main Idea Circle the main idea of the story.

- A shaker of salt
- A surprise wedding
- The king learns a lesson
- The value of salt

Sequencing Number the sentences in the correct order.

- The king received an invitation to a royal wedding.
- "I love you as much as salt," said the princess.
- "I love you as much as salt too," the king told her daughter.
- A king asked her daughter, "How much do you love me?"
- The king was angry, so he sent the princess away.
- The bride was standing next to him with a shaker of salt.
- "This food is terrible!" cried the king and looked for a shaker of salt.

Making Inferences Discuss what the princess meant.



Details 1 Complete the chart.

I don't like salt because...	I like salt because...
I s _____	It makes food _____
I a _____	

Details 2 Circle the correct answer.

- 1 What did the princess take with her when she left the palace?
 - nothing
 - a shaker of salt
- 2 How did the king feel when he was looking for a shaker of salt?
 - He was sad because he missed his daughter.
 - He was angry because he remembered what his daughter had said.
- 3 How did the king know that the bride was his daughter?
 - He saw his salt shaker.
 - He saw her face.

3. After Reading

Word Practice Choose and complete the sentence.

- common palace disappeared royal bride receive
- 1 The Queen lives at Buckingham _____.
 - 2 The _____ looked very happy on her wedding day.
 - 3 Did you _____ my letter?
 - 4 I'm looking for my dog. It _____ yesterday.
 - 5 Tom is a _____ English name.
 - 6 Photographers are taking photos of the _____ family.

Discussion Write the answers and talk about them with your friend.

- 1 What is this story trying to teach us? _____
- 2 How do you think the princess felt about her father? _____
- 3 "I love you as much as salt / gold / diamond / silver." What would you choose? Why? _____

A. Pre-Reading

Part A. Warm up

The warm-up section helps students prepare for reading and understanding the passage.

Part B. New Words

The new target words are introduced in this activity.

B. During Reading

Part A. Main Idea

This question asks the student to identify the main idea of the passage.

Part B ~ Part D. Reading Skill Practice

- Identifying feelings and attitudes
- Identifying details
- Identifying cohesion: pronouns
- Making inferences
- Identifying cause and effect
- Understanding the order of events (sequencing)
- Identifying facts
- Compare and contrast
- Problem and solution

C. After Reading

Part A. Word Practice

Here the student has their first opportunity to review the target words.

Part B. Discussion

This section asks students to contribute personal opinions to an in-class discussion.

Meet the Characters

Mom

This is Mom.
She is 39 years old.
She is very good at math.



Dad

This is Dad.
He is 40 years old.
He likes helping his family.

Lucy

This is Lucy.
She is 10 years old.
She likes writing poems, and she has
a friend called Sally.

Brian

This is Brian.
He is 12 years old.
He likes climbing and playing the
drums, but he gets scared in elevators!

Rufus

This is Rufus. He is Brian's favorite pet dog.

Lovecat

This is Lovecat. She is Lucy's pet cat.

Brian's Family

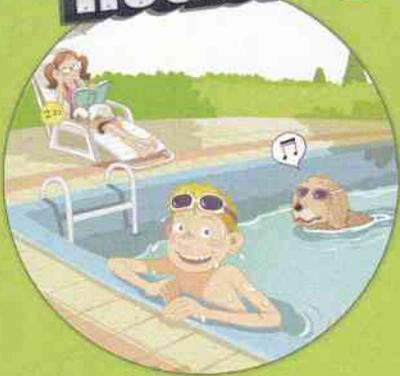
READING Rocket 3

Part 1

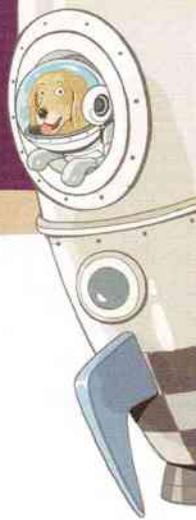
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READING Rocket 3



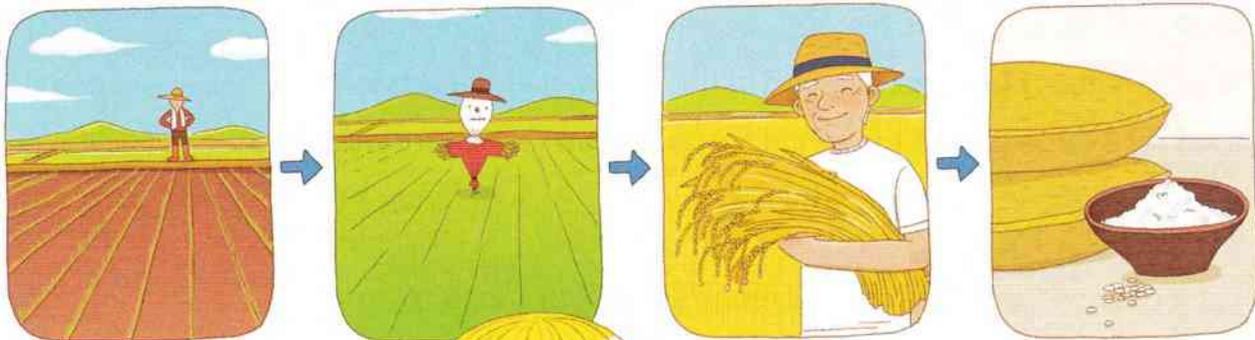
Have fun and study hard!



1. Pre-Reading

A Warm Up

- 1 Do you eat rice every day? How much rice do you eat?
- 2 Is rice an important food in your country?
- 3 Do you know how rice is grown? Look at the pictures below and talk about them.



B New Words Write the word next to its definition or picture. Use the words in bold from the story on the next page.

- 1 _____ the number of people who live in a place
- 2 _____ most important and necessary
- 3 _____ many times
- 4 _____ sugar _____ s sweet
- 5 _____ to give something to someone who needs it





Humans Eat Grass Too

Do you eat grass? You may be surprised by the answer. We usually think of grass as food for animals, but humans eat grass too. They eat the seeds. **Rice** is a special kind of grass that has big seeds, and they **taste** good!

Did you know?

There are over 100 different kinds of rice grown around the world.

5 Over many years, humans have changed rice to have more and larger seeds, and it has become a very important food. After corn, it is the most popular seed in the world. It is the **basic** food for a large part of the world's **population**, and it **provides** 20% of all the energy eaten by humans.

Read this!

Each grain of rice is a drop of sweat from a farmer. -A saying in the Philippines-

10 How **often** do **you** eat rice? Koreans are eating it less often than they used to. In 1980, Koreans ate 132.4 kg per person. By 2006, they were only eating 78.8 kg per person. Koreans are now eating more bread and meat instead of rice.

15 Even though Koreans now eat less rice, rice is a very important part of life for many people around the world. Did you eat some grass today?

173 words

2. During Reading

A Main Idea Circle the main idea of the story.

- a. Rice is a plant.
- b. Rice is an important food for many people.
- c. Rice is delicious.
- d. People eat less rice now.

B Graphic Summary Complete the diagram.

Paragraph	Summary
1	Rice is a special _____ of _____.
2	Rice is a very _____. It is the second most _____ in the world.
3	Koreans eat rice _____ than they used to.
4	Rice is a very important _____ of _____ for many people around the world.

C Details 1 Check (✓) True or False.

	True	False
1 Only animals eat grass as a food.	<input type="checkbox"/>	<input type="checkbox"/>
2 People eat 20% less rice now.	<input type="checkbox"/>	<input type="checkbox"/>
3 Corn is the most popular seed in the world.	<input type="checkbox"/>	<input type="checkbox"/>
4 Koreans are eating more rice instead of bread and meat.	<input type="checkbox"/>	<input type="checkbox"/>
5 Rice is an important food for people around the world.	<input type="checkbox"/>	<input type="checkbox"/>

D Details 2 Circle the correct answer.

- 1 What is the most popular seed in the world?
a. rice *b.* corn
- 2 How has rice changed over the years?
a. Now it tastes better. *b.* Now it has more and larger seeds.
- 3 In line 10, who does **you** refer to?
a. Koreans *b.* the reader

3. After Reading

A Word Practice Choose and complete the sentence.

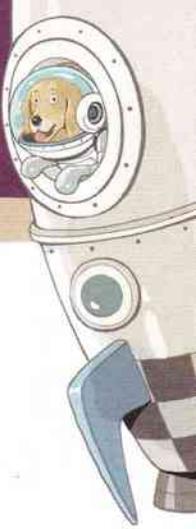
_____ rice tastes basic population often provide

- 1 I will _____ the food for the party.
- 2 Honey _____ sweet.
- 3 I _____ send email to my friends.
- 4 We eat _____ and vegetables every day.
- 5 What's the _____ of your country?
- 6 A person's _____ needs are food, clothing and a house.

B Discussion Write the answers and talk about them with your friend.

- 1 What's your favorite food? _____
- 2 Why do you think Koreans eat more bread and meat now? _____

- 3 What did you eat today? _____



1. Pre-Reading

A Warm Up Look at the picture and talk about the clothes.

- 1 What clothes can you see?
- 2 Which style do you like? Why?
- 3 Do you like shopping for clothes?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to take place
- 2 _____ belonging to a person or thing
- 3 _____ to choose
- 4 _____ two things that go together
- 5 _____ a thing
- 6 _____ usual, normal

New Clothes



"Brian, I think you need some new clothes," said Mom. "Why don't we go shopping tomorrow?"

"Ohhh, Mom," Brian said unhappily.

Brian was unhappy because he knew what would happen. They would go shopping, and his mom would choose his clothes. Brian didn't enjoy it at all.

"Mom, can I choose my **own** clothes this time?" he asked, hopefully.

"I don't have a lot of time, Brian dear," she said. "I just need you to get **regular** clothes for school, not fashion **items**."

"Awwwwwwwwww," went Brian.

10 The next day, they went shopping after school. Sure enough, Mom did the choosing, and Brian did the trying. After 15 minutes, he already had a **pair** of pants and two T-shirts **selected**. But then something strange **happened**. Mom chose a really stylish jacket and told Brian to try it on. It looked really cool! "Let's buy it," she said.

Fun Quiz!

Q: What has two legs
but can't walk?
A: A pair of pants!

15 Brian couldn't believe it. "Thanks, Mom. You're the best!" he said loudly.

"You're welcome," Mom replied.

Brian wore his jacket all the way home.

170 words



2. During Reading

A Main Idea Circle the main idea of the story.

- a. Brian needs some new clothes. b. Brian hates shopping.
c. Brian goes shopping with his Mom. d. Brian's mom is not kind.

B Graphic Summary Complete the diagrams.

	happen	wore	choose	T-shirts	jacket	pants
	What happened					Brian's feelings
Before shopping	Brian knew what would _____. His mom would _____ his clothes.					
During shopping	1 Mom chose 2 _____ and a pair of _____. 2 Then, mom chose a stylish _____.					
After shopping	Brian _____ the jacket all the way home.					(Draw Brian's feelings here.)

C Details 1 Match and write the letters.

- Brian usually doesn't enjoy shopping because ____.
- Mom usually doesn't choose fashion items because ____.
- Brian liked the jacket because ____.
- Mom bought the jacket because ____.
- Brian was happy because ____.

- (A) she thinks Brian needs regular clothes
(B) he cannot choose his own clothes
(C) she wanted Brian to be happy
(D) the jacket looked really cool
(E) his mom bought him a jacket

D Details 2 Circle the correct answer.

- 1 Why can't Brian choose his own clothes?
 - a. He might choose fashion items, not regular clothes.
 - b. He might choose items that are too big or too small for him.
- 2 What usually happens when they go shopping?
 - a. Mom chooses and Brian checks the fit.
 - b. Brian chooses and Mom pays.
- 3 Something strange happened while shopping. What was it?
 - a. Mom chose a pair of pants and some T-shirts.
 - b. Mom chose a stylish jacket.

3. After Reading

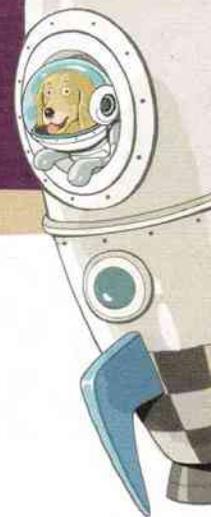
A Word Practice Choose and complete the sentence.

own regular item pair select happen

- 1 I need a new _____ of glasses.
- 2 Is that your _____ camera or did you borrow it?
- 3 A blouse is an _____ of clothing.
- 4 A: What kind of bag do you want? B: Just a _____ school bag.
- 5 _____ five words from the list and make sentences.
- 6 How did the accident _____?

B Discussion Write the answers and talk about them with your friend.

- 1 Where do you buy your clothes? _____
- 2 Can you choose your own clothes? _____
- 3 Think about your clothes. Which clothes do you like the most? _____



1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

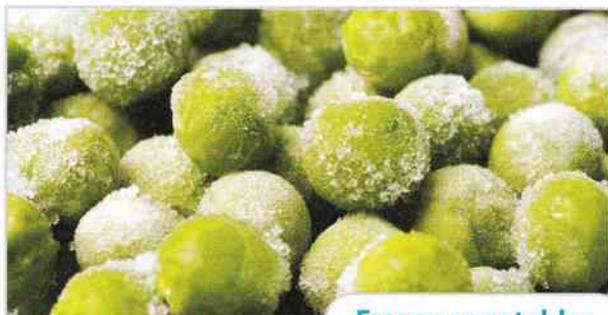
- 1 Do you buy frozen food? If yes, what kind of frozen food do you buy?
- 2 What are the good things about frozen food?
- 3 What are the bad things about frozen food?



Frozen fruit



Frozen fish



Frozen vegetables



Frozen meat

B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to test; to find out what will happen
- 2 _____ to want to know something; to be curious about
- 3 _____ to see
- 4 _____ at once; without delay; right away
- 5 _____ to become hard because it is so cold
- 6 _____ to make something bigger or better



Birdseye's Cool Idea



In 1912, Clarence Birdseye went to live with the Inuit people of the North American Arctic. The Inuit taught him how to fish under the ice. As Birdseye pulled the fish from the water, he put them on the snow and continued fishing. The fish froze almost **immediately** because of the cold Arctic air.

- 5 Birdseye went to eat the fish a few days later. He **noticed** that they tasted as fresh as the day he caught them. Usually, frozen fish tasted old, and less flavorful. He **wondered** why the fish tasted better. Maybe **it** was because of how fast they froze.

Birdseye moved to Massachusetts and began experimenting with freezing food. He **developed** a new way to **freeze** it. He blasted the food with air chilled to -43°C .

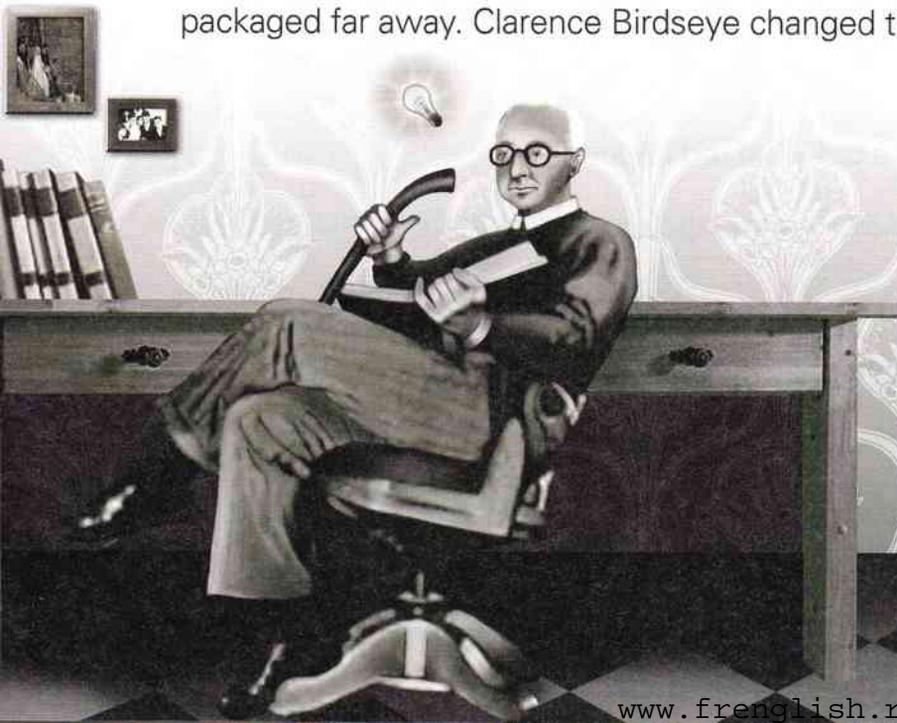
- 10 After he developed this method, he founded the General Seafood Corporation. Soon, Birdseye began **experimenting** with freezing other types of food.

Frozen food was a success! It revolutionized the food industry. Now people could enjoy fresh tasting food at any time of the year. They could even eat food that was packaged far away. Clarence Birdseye changed the way we eat.

189 words

Did you know?

Frozen vegetables contain almost the same amount of vitamins and minerals as fresh vegetables.

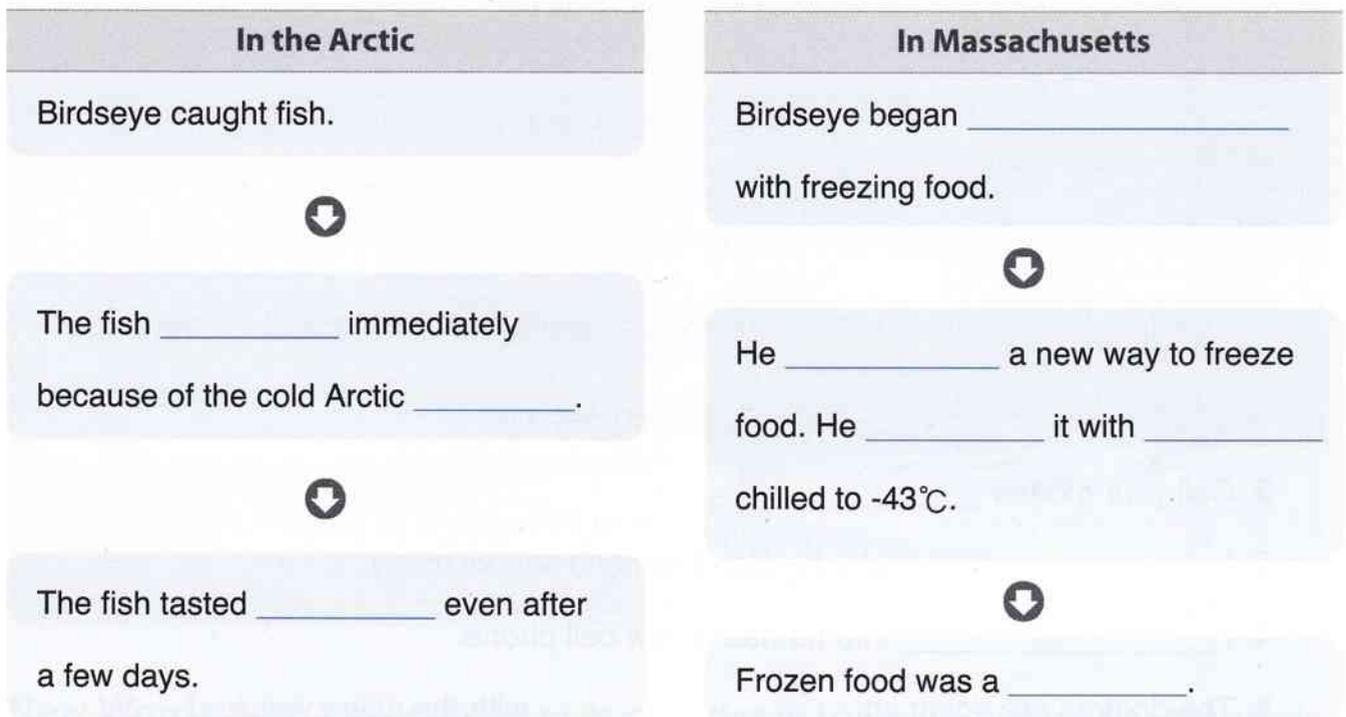


2. During Reading

A Main Idea Circle the main idea of the story.

- a. Frozen food is frozen at -43°C . b. Frozen fish tastes good.
 c. Inuit people live in the Arctic. d. Clarence Birdseye invented frozen food.

B Graphic Summary Complete the chart.



C Details 1 Explain the advantages of frozen food.

Taste	Frozen food tastes _____.
Time	People could enjoy frozen food at _____ of the _____.
Place	People could eat food that was packaged _____.

D Details 2 Circle the correct answer.

- 1 How did the frozen fish taste when Birdseye ate them a few days later?
a. They tasted old and less flavorful. *b.* They tasted as good as fresh fish.
- 2 How did Birdseye change the way we eat?
a. We can enjoy fresh tasting food at any time of the year.
b. We can eat more tasty Arctic fish.
- 3 In line 7, what does **it** refer to?
a. the fact that the fish were frozen *b.* the fact that the fish tasted better

3. After Reading

A Word Practice Choose and complete the sentence.

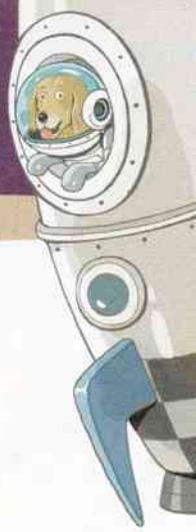
freezes immediately noticed wonder experiment developed

- 1 When water _____, it becomes ice.
- 2 Call your mother _____!
- 3 I _____ why he didn't come to school today.
- 4 I _____ that he had a new cell phone.
- 5 The doctors are doing an _____ with the new medicine.
- 6 He _____ a new computer system.

B Discussion Write the answers and talk about them with your friend.

- 1 What foods are in your freezer at home? _____

- 2 What frozen food do you eat most often? _____
- 3 Do you make your own frozen food? _____



1. Pre-Reading

A Warm Up Look at the picture and talk about tropical islands.

- 1 Have you been to a tropical island?
- 2 What can you see on a tropical island?
- 3 What can you do there?



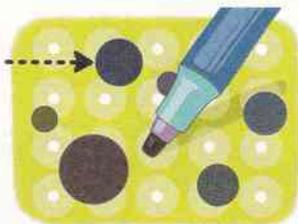
B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page

Grammar Tip

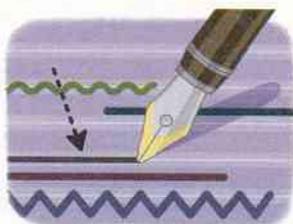
try - tried dry - dried

1 _____ a place smaller than a city

2 In the _____; far away



3 _____



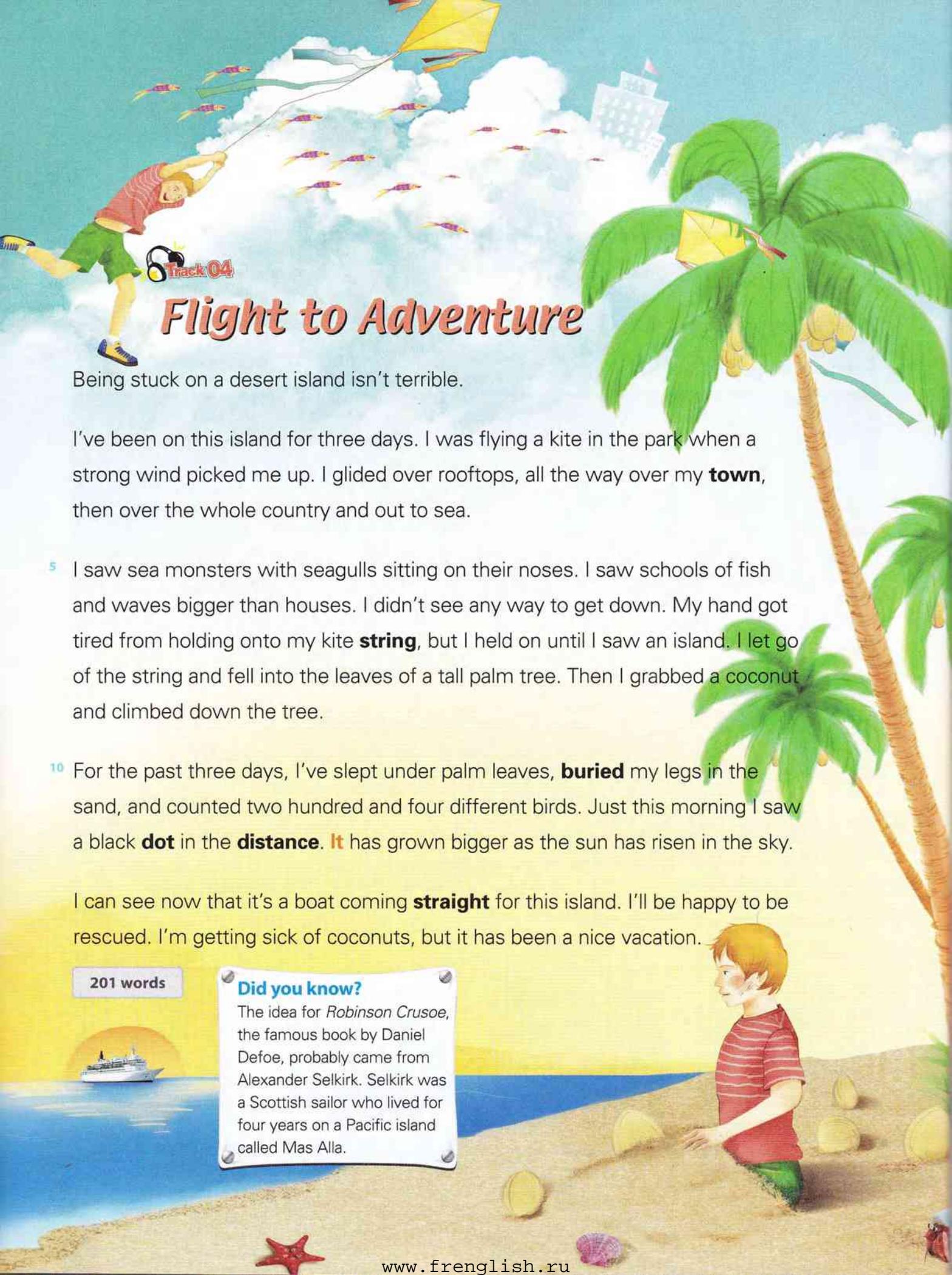
4 _____



5 _____



6 _____



Track 04

Flight to Adventure

Being stuck on a desert island isn't terrible.

I've been on this island for three days. I was flying a kite in the park when a strong wind picked me up. I glided over rooftops, all the way over my **town**, then over the whole country and out to sea.

- 5 I saw sea monsters with seagulls sitting on their noses. I saw schools of fish and waves bigger than houses. I didn't see any way to get down. My hand got tired from holding onto my kite **string**, but I held on until I saw an island. I let go of the string and fell into the leaves of a tall palm tree. Then I grabbed a coconut and climbed down the tree.
- 10 For the past three days, I've slept under palm leaves, **buried** my legs in the sand, and counted two hundred and four different birds. Just this morning I saw a black **dot** in the **distance**. **It** has grown bigger as the sun has risen in the sky.

I can see now that it's a boat coming **straight** for this island. I'll be happy to be rescued. I'm getting sick of coconuts, but it has been a nice vacation.

201 words

Did you know?

The idea for *Robinson Crusoe*, the famous book by Daniel Defoe, probably came from Alexander Selkirk. Selkirk was a Scottish sailor who lived for four years on a Pacific island called Mas Alla.

2. During Reading

A Main Idea Circle the main idea of the story.

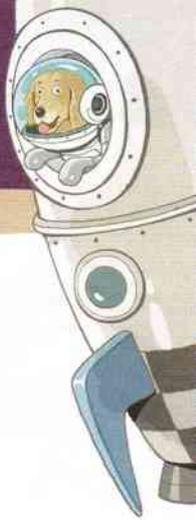
- a. A few days on a desert island can be fun. b. A kite is a good way to travel.
c. Sea monsters live in the ocean. d. Coconuts are not delicious.

B Graphic Summary

Where?	What happened?
In the park	He was flying a _____. A strong wind _____ him _____.
↓	
In the air	He was _____ onto his kite _____. He flew to an _____.
↓	
On an island	He spent _____ days there. A _____ was coming to _____ him.

C Making Inferences Write and discuss your answer.

Sentence from the story	Why?	Your answer
1 The boy said, "Being stuck on a desert island wasn't terrible."	Why? →	There were good things and bad things about the island.
2 He counted two hundred and four different birds.	Why? →	
3 He was getting sick of coconuts.	Why? →	



1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

- 1 What can you see in the pictures? What's happening?
- 2 Where are the people coming from? Where are they going?
- 3 Between 1850 and 1930 many people from Europe moved to the U.S.A. to live. Do you know why?

The composite image includes a map of the New York City area showing New Jersey, Hudson River, New York, Manhattan, East River, and Brooklyn. It also features four photographs: a historical black and white photo of Ellis Island, a modern color photo of the Statue of Liberty, a modern color photo of the Ellis Island building, and a modern color photo of the Ellis Island building. Handwritten annotations include 'Ellis Island (1892 ~ 1954)' with an arrow pointing to the historical photo, and 'Ellis Island (Now)' with an arrow pointing to the modern building photo.

B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to hurt something
- 2 _____ water that comes from your eye when you cry
- 3 _____ but
- 4 _____ the condition of your body (well or sick)
- 5 _____ being able to do anything or go anywhere
- 6 _____ a feeling of wanting something to happen and thinking that it will

Grammar Tip

move - moved
love - loved



Ellis Island: Gateway to America

From 1892 until 1954, twelve million people passed through Ellis Island to begin a new life in the U.S.A. Most of these people had traveled across the Atlantic Ocean from Europe. When they arrived they needed to sign their names, be interviewed, and pass a **health** test. During the health test the newcomers were checked for disease by having them climb some stairs.

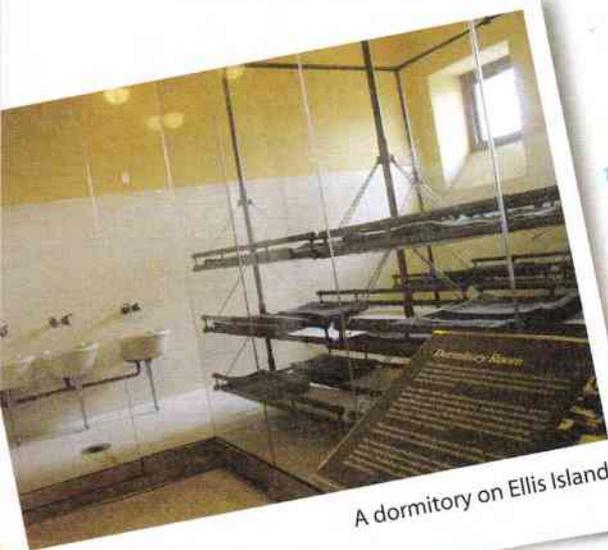
Read this!

During World War II (1939~1945), Ellis Island was a prison camp for Japanese, German and Italian Americans.

People who were sick or **injured** were checked further. They were put in the hospital on Ellis Island or sent back. Other people who were criminals, or who didn't have working skills were also sent home. People called Ellis Island "The Island of **Tears**," because some people weren't allowed into the U.S.A. **However**, only 2% of people were turned away.

Ellis Island is no longer used, but it remains a symbol of **hope** and **freedom** in the United States. It reminds Americans of the people who left everything to become part of their young country. The buildings on Ellis Island have been restored and are now part of a museum. When you visit New York, you can see what welcomed millions of Americans to their new home.

190 words



A dormitory on Ellis Island.



2. During Reading

A Main Idea Circle the main idea of the story.

- a. How to pass the health check b. Islands in New York Harbor
c. The history of Ellis Island d. How to immigrate to the U.S.A.

B Scanning for Information Find out about Ellis Island.

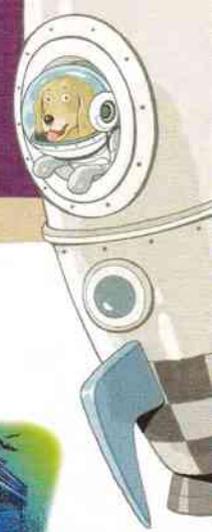
- 1 _____ people passed through Ellis Island.
2 People called Ellis Island "_____."
3 It remains a symbol of _____.

C Graphic Summary Complete the diagram.

When?	From _____ until _____
Where?	On _____
Who?	Twelve _____ people mostly from _____
What did they do?	They signed their _____. They were _____ and passed a _____. They started a _____ in the U.S.A.

D Details 1 Check (✓) True or False.

	True	False
1 The health check was simple.	<input type="checkbox"/>	<input type="checkbox"/>
2 Criminals were put in the prison on Ellis Island.	<input type="checkbox"/>	<input type="checkbox"/>
3 Many people couldn't get into the U.S.	<input type="checkbox"/>	<input type="checkbox"/>
4 Now there is a museum on Ellis Island.	<input type="checkbox"/>	<input type="checkbox"/>
5 Immigrants still come to Ellis Island.	<input type="checkbox"/>	<input type="checkbox"/>



1. Pre-Reading

A Warm Up Look at the picture and talk about the haunted house.

- 1 Have you been inside a haunted house?
- 2 What can you see in a haunted house?
- 3 Do you have scary costumes or scary toys?



B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

- 1 _____ often visited by ghosts
- 2 _____ clothes that people wear at special times

Grammar Tip

sing - sung



3 _____



4 _____



5 _____



6 _____

Scary Fun!



It was the weekend, and Brian and Lucy were bored.

Suddenly, Lucy had a good idea.

"I know! Let's change my room into a **haunted** house!" she said.

"Yeah, cool!" said Brian. "What do you think we need?"

5 "Well, I think we need some scary things, some scary **costumes**, and we need to make my room dark," Lucy replied.

"Good idea," said Brian. "I'll start working on the scary things. You do the costumes, and we'll make the room dark later."

Brian looked all around for his toys. He **hung** his rubber spiders and his rubber snake from
10 the ceiling with string. Lucy found the Halloween costumes and dressed like a **witch**. Brian chose a ghost costume. Then they closed the curtains and hung a blanket over the window to make the room extra dark.

"Mom, Dad, do you want to come into our haunted house?" they called out.

"Errrrrr, OK," said Mom and Dad.

15 Brian and Lucy got ready. Then Mom and Dad came in.

"Ahhhhhhgggg!" they **screamed** when they touched the snake and spiders.

"Ahhhhhhggggg!" they screamed when the witch came out of the closet.

20 "AHHHHGGGGG!" they screamed when the ghost came out from behind the door.

"**Turn** the lights **on**, kids!" they shouted.

206 words

Fun Quiz!

Q: A ghost can't go into one of the rooms of a house. Which room is it?

A: The living room.

Read this!

Halloween is an old tradition. However, modern Halloween with scary costumes, trick or treating and costume parties began in the USA in the 1930's.



2. During Reading

A Main Idea Circle the main idea of the story.

- a. Lucy had a good idea. b. Brian and Lucy made a haunted house.
c. Mom and Dad were scared. d. Brian and Lucy like scary things.

B Problem and Solution Complete the diagram.

Problem	Brian and Lucy were _____.
	↓
Solution	They _____ Lucy's room into a _____.
	↓
Result	1 Mom and Dad got _____ when they came into Lucy's room. 2 Mom and Dad asked Brian and Lucy to _____.

C Details 1 Who did what? Choose and write.

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

D Details 2 Circle the correct answer.

- 1 What was Lucy's idea?
a. going to a haunted house *b.* changing her room into a haunted house
- 2 Why did Lucy and Brian hang a blanket over the window?
a. to make curtains *b.* to make the room extra dark
- 3 Why did Mom and Dad scream?
a. because they were a little nervous *b.* because they were very scared

3. After Reading

A Word Practice Choose and complete the sentence.

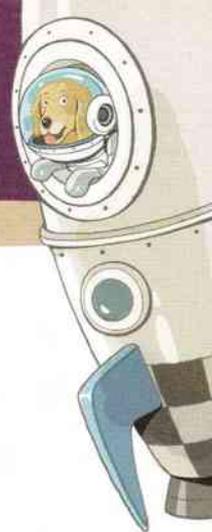
haunted costumes screamed turned on witch hang

- 1 The actors wore beautiful _____.
- 2 She _____ because she saw a snake.
- 3 We saw a movie about a _____ house.
- 4 _____ your coat on the hook.
- 5 He sat down on the sofa and _____ the TV.
- 6 In the story, the _____ changed the prince into a frog.

B Discussion Write the answers and talk about them with your friend.

- 1 Do you like scary things? _____
- 2 What else could Brian and Lucy do to make the room scarier? _____

- 3 When do you get scared? _____



1. Pre-Reading

A Warm Up Look at the picture and talk about it.

- 1 Can you guess what the machine is for?
- 2 Do you have a cell phone?
- 3 How do people usually recharge their cell phone battery?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ something that shows what other things are like
- 2 _____ a person who buys things from a store
- 3 _____ to send written messages using a cell phone
- 4 _____ it can happen or you can do it
- 5 _____ power that comes through wires
- 6 _____ an organization that makes or sells things

Recharge Your Cell phone As You Ride

Most people recharge their cell phones from the power socket in their house. Some people recharge their phone in their car. But what happens if you don't have a car, and you don't have **electricity** at home?

Motorola's boss, Ed Zander, thought about that very same problem. Then he
5 asked his **company's** engineers to invent a bicycle-powered cell phone recharging system! Mr. Zander showed the system to a large audience at the Consumer Electronics Show in Las Vegas, in January 2008.

Motorola believes that the bicycle cell phone charger will be especially useful in China. A lot of people ride bicycles and a lot of people are buying cell
10 phones there. However, this invention is not only for the Chinese. Mr. Zander also hopes to sell the charger to countries that have a poor electricity supply. For **example**, farmers in Senegal use cell phones to check on crop prices, and health workers in South Africa use their phones to check patient records.

Mr. Zander didn't mention students who ride their bicycles to school, but **they**
15 could be **possible customers** too. Perhaps students will ride an extra kilometer so they can **text** their friends in class!

195 words

Did you know?

Motorola is the second largest cell phone maker in the world. It has 14% of the world market. So does Samsung from South Korea. Nokia is the largest. It has 40% of the world market.



Ed Zander, at the Consumer Electronics Show

2. During Reading

A Main Idea Circle the main idea of the story.

- a. People who don't have electricity b. A new Motorola cell phone
c. Riding a bicycle to school d. A new cell phone charger

B Problem and Solution Complete the diagram.

Problem	People can't recharge their cell phones if they don't have a _____, or _____ at home.
Solution	Motorola's engineers invented a _____-powered cell phone _____ system.
What will happen?	<p>1 The bicycle cell phone charger will be especially useful _____.</p> <p>2 Motorola will also sell the charger to countries that have a poor _____.</p>

C Identifying Facts Check (✓) known or unknown.

	Known	Unknown
1 Mr. Zander is Motorola's boss.	<input type="checkbox"/>	<input type="checkbox"/>
2 A lot of people ride bicycles in Senegal.	<input type="checkbox"/>	<input type="checkbox"/>
3 A lot of people are buying cell phones in China.	<input type="checkbox"/>	<input type="checkbox"/>
4 Many people saw the bicycle-powered cell phone recharging system at the Consumer Electronics Show.	<input type="checkbox"/>	<input type="checkbox"/>
5 Many students who ride their bicycles to school use cell phones.	<input type="checkbox"/>	<input type="checkbox"/>

D Details Circle the correct answer.

- 1 Why will the bicycle-powered cell phone charger be very useful in China?
a. A lot of people don't have cars and they don't have electricity at home.
b. A lot of people ride bicycles and a lot of people are buying cell phones.
- 2 What do farmers in Senegal and health workers in South Africa have in common?
a. They ride their bicycles to work. *b.* They have a poor electricity supply.
- 3 In line 14, what does **they** refer to?
a. bicycles *b.* students

3. After Reading

A Word Practice Choose and complete the sentence.

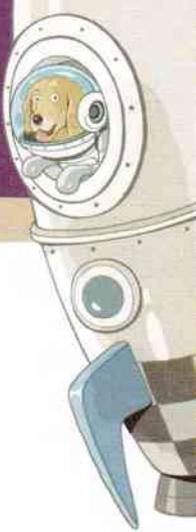
text company possible electricity customers examples

- 1 My father works for a computer _____.
- 2 Please call me or _____ me tomorrow.
- 3 Surfing and diving are good _____ of water sports.
- 4 If _____, I would like to go with you.
- 5 There were many _____ in the department store.
- 6 _____ can make heat and light.

B Discussion Write the answers and talk about them with your friend.

- 1 How long does the battery last on your cell phone? _____
- 2 Do you think the bicycle-powered cell phone charger is a good idea? Why or why not?

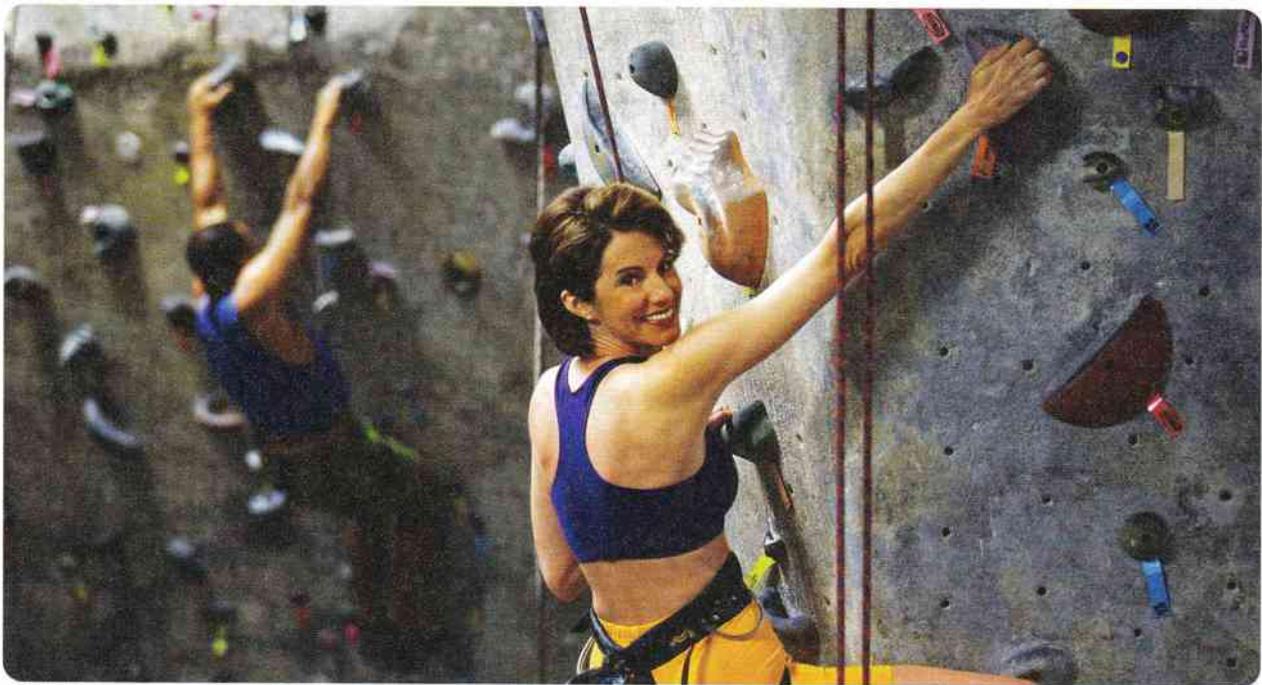
- 3 Do you want to buy the bicycle-powered cell phone charger? _____



1. Pre-Reading

A Warm Up Look at the picture below and talk about it.

- 1 Do you like climbing?
- 2 Have you ever climbed on a climbing wall?
- 3 What are some good things about climbing at a climbing gym?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ something bad that happens by chance
- 2 _____ a place where you exercise your body
- 3 _____ not dangerously
- 4 _____ to become well again
- 5 _____ a part of a tree that grows out from the trunk
- 6 _____ a person who teaches you how to do something

The Climbing Gym

Brian loves to climb. Mostly he loves to climb trees. Yesterday, Brian climbed a big oak tree. As Brian climbed, the branches got smaller and smaller, but Brian kept climbing. Finally, Brian stood on the top **branch**. Just then, the branch broke! Down went Brian and he hit the ground hard. His leg hurt a lot and his mom was very angry with him.

5 "Brian, I told you not to climb trees!" she said at the hospital.

"Sorry Mom. I will be more careful," Brian replied.

Brian's leg was broken and it took six weeks to **heal**, so he couldn't climb anything. Then, two months after the **accident** Brian started to think about climbing again. He told his friend Ross that he loved to climb.

10 "Why don't you join the climbing **gym**?" asked Ross.

"The what?" asked Brian.

"The climbing gym," Ross replied. "It is an indoor rock-climbing gym with **instructors** and ropes and everything. It's really fun."

"That sounds really cool, Ross!" said Brian.

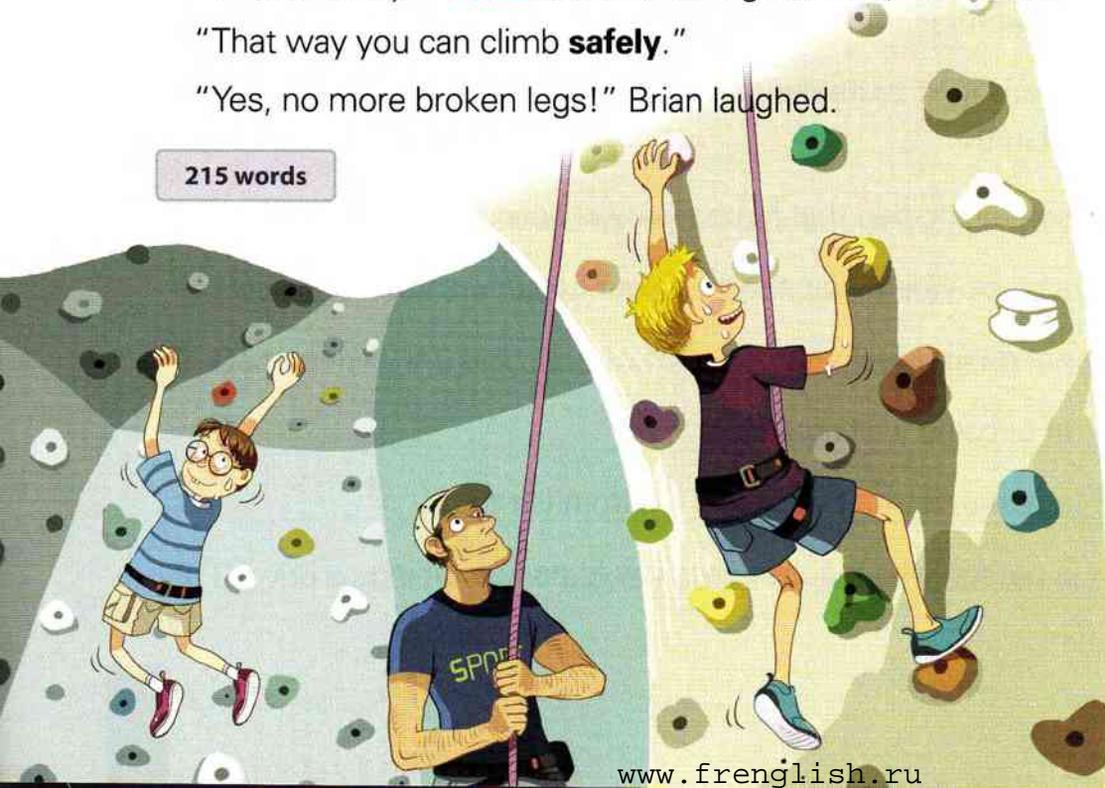
15 The next day, Brian followed Ross to the climbing gym. Of course, Brian loved it! That night he asked his mom if he could join the gym.

"Wow, Honey." "**That** sounds like a great idea," she said.

"That way you can climb **safely**."

"Yes, no more broken legs!" Brian laughed.

215 words



Read this!

A broken bone will normally return to 80% of full strength after 3 months. However, it can take up to 18 months to fully heal.

D Details Circle the correct answer.

- 1 How long did Brian's leg take to heal?
a. 6 weeks *b.* 2 months
- 2 What did Ross suggest?
a. Brian should join the climbing gym. *b.* Brian shouldn't climb trees again.
- 3 In line 17, what does **That** refer to?
a. having no more broken legs *b.* joining the climbing gym

3. After Reading

A Word Practice Choose and complete the sentence.

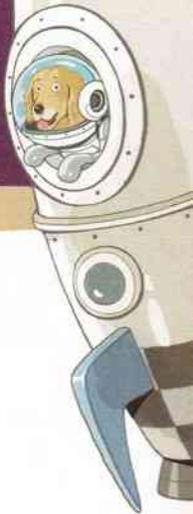
branch accident gym healed instructor safely

- 1 Call your parents and tell them you have arrived _____.
- 2 A monkey was swinging from a tree _____.
- 3 He is a ski _____. He teaches beginners how to ski.
- 4 I go to the _____ every day to exercise.
- 5 The cut on my hand _____ slowly.
- 6 My uncle had an _____. His car hit a tree, but he didn't get hurt.

B Discussion Write the answers and talk about them with your friend.

- 1 What things can you climb? _____
- 2 Why do you think people like climbing? _____

- 3 Have you ever broken your leg or arm? If yes, when and how? _____



1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

- 1 Where does rubber come from?
- 2 How is rubber made?
- 3 What things are made from rubber?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ not flowing easily; far from one side to the other
- 2 _____ a material that we use to make car tires
- 3 _____ something that people make or grow to sell
- 4 _____ to go through some steps to make or change something
- 5 _____ something that is not a solid or a gas
- 6 _____ a small piece of rubber that you use for taking away pencil marks



The Story of Rubber

Many things are made from **rubber**. We use rubber in tires, rubber gloves, rubber bands, pencil **erasers** and many other **products**, but did you know that rubber comes from trees? That's right! In tropical countries around the world, there are forests of Para rubber trees. These trees are used to make rubber.

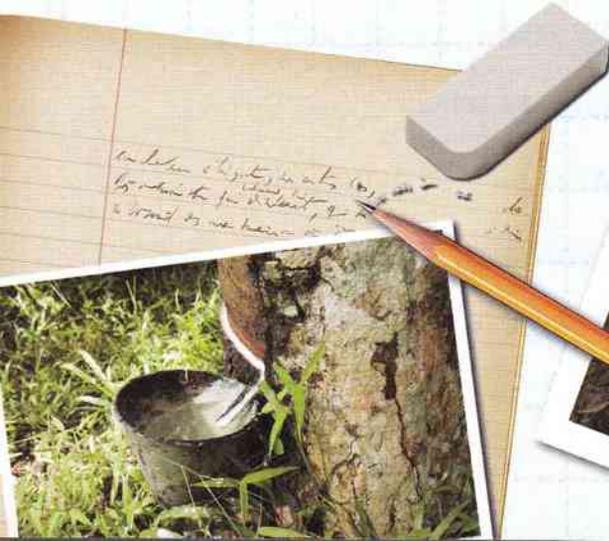
- 5 The tree farmer's job is to cut the trunk of these trees so a **thick**, sticky **liquid** will come out. The farmer then collects this liquid, called latex, in a bucket. After collecting the liquid, workers dry and **process** the latex to make rubber. 94% of all the rubber in the world comes from Asia, and the three biggest producers are Indonesia, Malaysia and Thailand. Around 56% of all this rubber goes into making
- 10 tires and tire tubes.

- Rubber may come from Asia, but the name "rubber" actually comes from England. When the first samples of processed latex arrived in England in 1770, **they** were given to a scientist named Joseph Priestley. Mr. Priestley saw that a piece of the material was extremely good for rubbing out pencil marks on paper. Because it was
- 15 good at rubbing, Priestley called the substance "rubber." Joseph Priestley was a great scientist and inventor. He probably found the rubber very useful when he was working on his inventions!

216 words

Did you know?

Rubber releases heat when it is stretched. Try holding a big rubber band on your lips and stretching it. Did it get warmer?





1. Pre-Reading

A Warm Up Look at the photo below and talk about parrots.

- 1 Have you ever seen a talking parrot?
- 2 What do you think the parrot is saying in the picture?
- 3 Which animal is smarter, a parrot or a dog? Why do you think so?

Parrots are among the most intelligent birds.

(Write what the parrot is saying.)

B New Words Write the word next to its definition or the picture. Use the words in bold from the story on the next page.

- 1 _____ kind and helpful
- 2 _____ a person who owns something
- 3 _____ with no sound; completely quiet
- 4 _____ a doctor for animals



5 _____



6 _____

The Parrot Who Knew His Address

In Japan, in May of 2008, a talking parrot called Yosuke flew away from home and couldn't get back. Luckily the parrot knew its own **address**!

Yosuke is an African Grey Parrot. He was rescued by the police from a neighbor's **roof** in the city of Nagareyama, near Tokyo, and taken back to the police station.

- 5 Police officer Uemura was in charge of the bird. He decided to take Yosuke to an animal hospital so he could be cared for. Meanwhile, officer Uemura worked to find the bird's **owners**.

- After a few days at the animal hospital, Yosuke started talking to the **vet**. "I'm Mr. Yosuke Nakamura," the bird said! The parrot also provided his full home address,
10 and even made the hospital staff laugh, by singing songs.

Officer Uemura checked the address and found that a Nakamura family really lived there, so **he** told them where Yosuke was. The Nakamura family was very

happy. They told Mr. Uemura the story of how they taught the bird its name and address for about two years.



- 15 Only one mystery was unanswered. Why wasn't Yosuke happy to talk to the police? "I tried to be **friendly** and I talked to him, but he was **silent**," Officer Uemura said. The Nakamura family said they couldn't explain it!

214 words

Did you know?

African Grey Parrots are expensive. Expect to pay around 1,000 dollars for a healthy baby parrot.



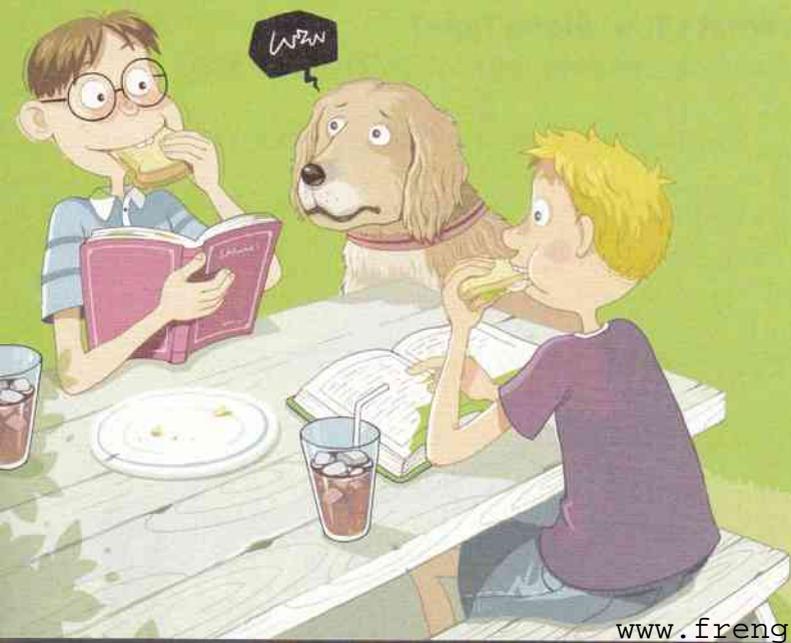
READING Rocket 3

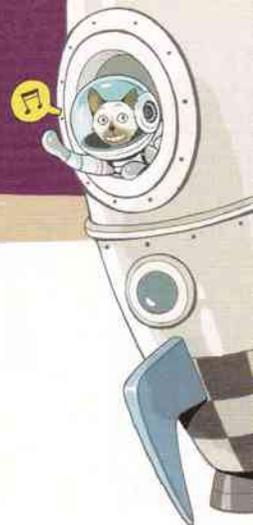
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READING Rocket 3

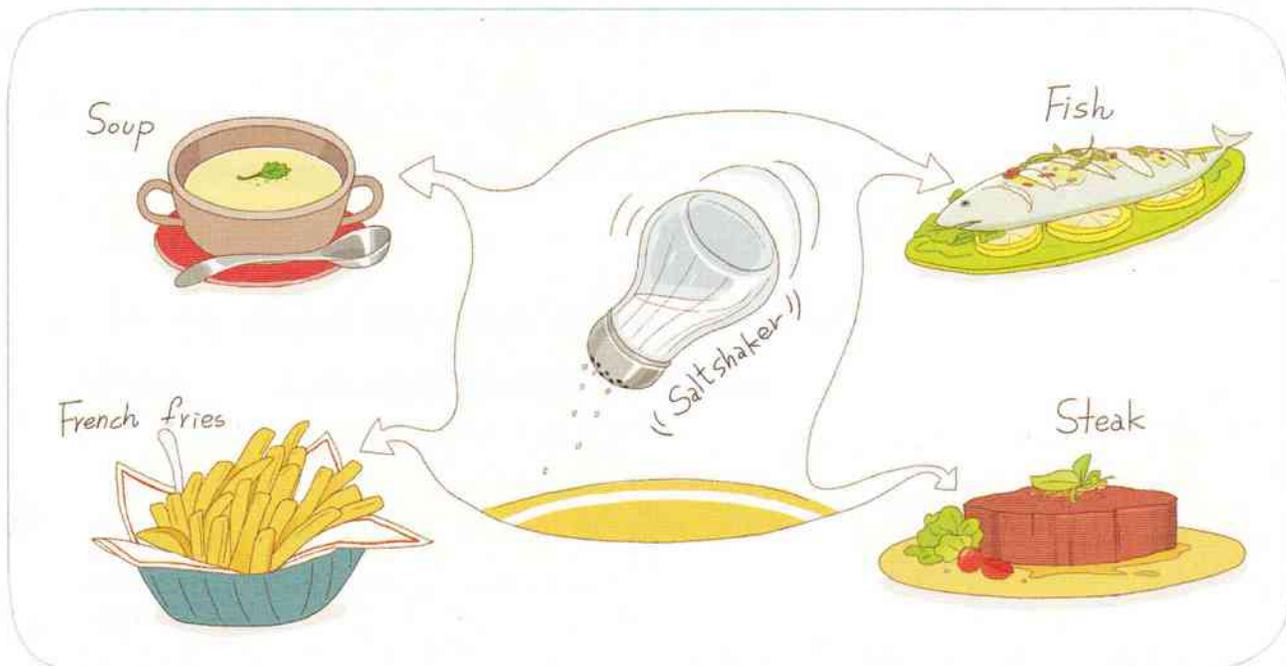




1. Pre-Reading

A Warm Up Look at the picture and talk about it.

- 1 Do you often use salt?
- 2 How do you use it?
- 3 Where does salt come from?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ of or about a king or queen
- 2 _____ a woman on the day of her wedding
- 3 _____ often seen; often happens
- 4 _____ to go away so people cannot see it
- 5 _____ a very large house where a king or queen lives
- 6 _____ get something that someone has given or sent to you

Love like Salt

A king called his daughter.

"How much do you love me?" asked the king. "I love you as much as salt," said the princess. The king was angry with the princess.

"What? Salt is **common**. It is worthless," said the king. "Because you do not
5 love me enough, you must leave this kingdom and never return."

The king sent the princess away with nothing but some clothes and a shaker of salt from the **palace** kitchen. The princess **disappeared** for many years.



One day, the king **received** an invitation to a **royal** wedding in a
10 kingdom far away. The wedding was lovely, but the dinner after the wedding was not. The food had no taste to it.

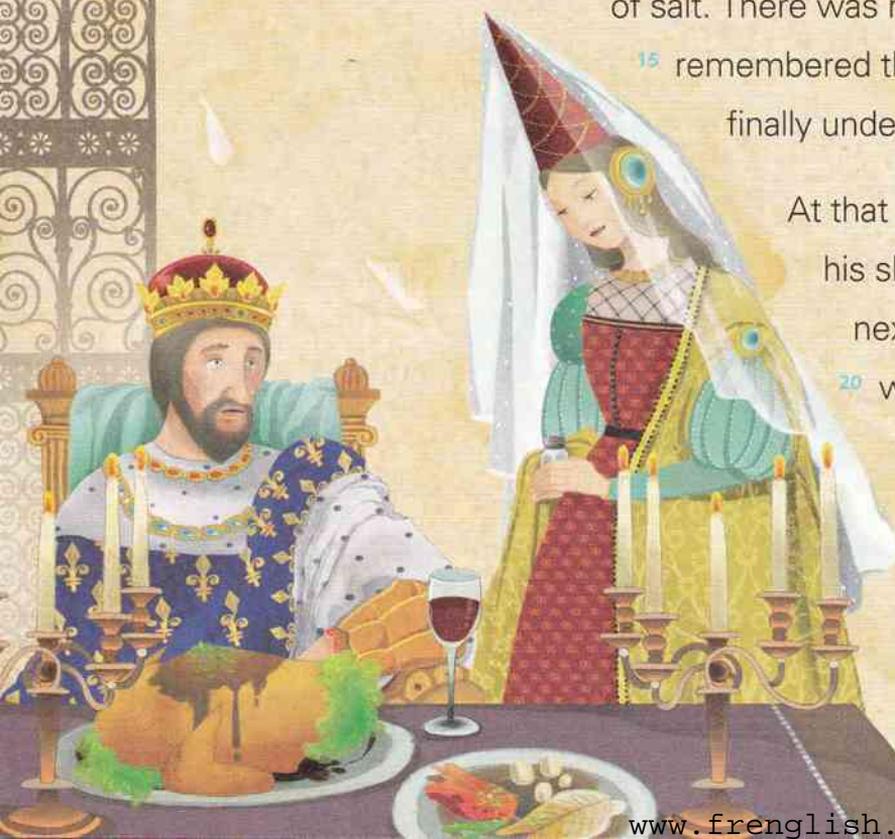
"This food is terrible!" cried the king.

The king looked around the table to see if there was a shaker of salt. There was not. He then began to cry. He
15 remembered the daughter he had sent away. He finally understood what she had meant.

At that moment, the king felt a touch on his shoulder. The **bride** was standing next to him with a shaker of salt. It
20 was the shaker of salt from his palace kitchen. The king jumped up and held his daughter.

"I love you as much as salt too," the king told her.

215 words



2. During Reading

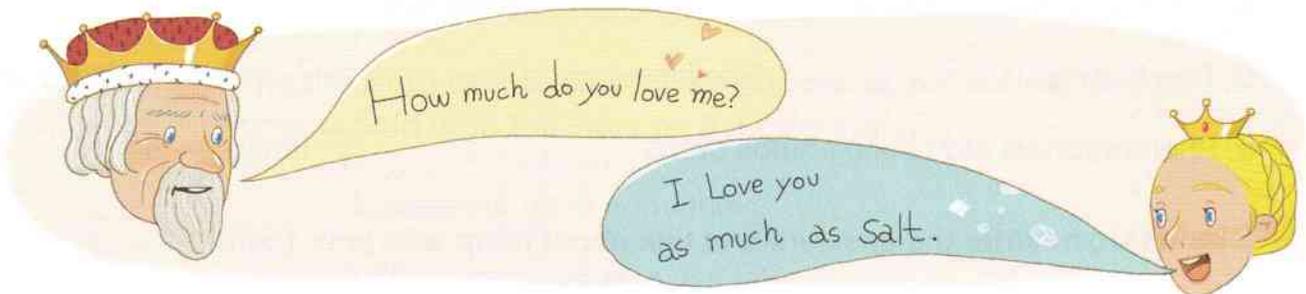
A Main Idea Circle the main idea of the story.

- a. A shaker of salt
b. A surprise wedding
c. The king learns a lesson
d. The value of salt

B Sequencing Number the sentences in the correct order.

- The king received an invitation to a royal wedding.
 "I love you as much as salt," said the princess.
 "I love you as much as salt too," the king told her daughter.
 1 A king asked her daughter, "How much do you love me?"
 The king was angry, so he sent the princess away.
 The bride was standing next to him with a shaker of salt.
 "This food is terrible!" cried the king and looked for a shaker of salt.

C Making Inferences Discuss what the princess meant.

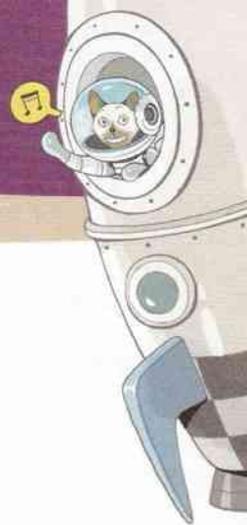


D Details 1 Complete the chart.

I don't like salt because...
It's _____.
It's _____.



I like salt because...
It makes food _____.



1. Pre-Reading

A Warm Up Look at the picture and talk about it.

- 1 Have you ever seen a mole?
- 2 Where do they live?
- 3 What do they eat?



B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

- 1 _____ to break or harm something
- 2 _____ to keep something to use later
- 3 _____ easy to hurt; good for finding things



4 _____



5 _____



6 _____

Moles

Have you ever seen a mole? They are difficult to see because they live underground, and they often hide the entrance to their **burrow**. Moles are very interesting animals because they are specially made for their underground life. They have big, powerful paws that are great for digging, and their eyes are small or covered over with skin. They have ears, but you can't see them, and their nose is long and **sensitive** for detecting food.

Moles eat earthworms, and **they** are specially made for that too. Their saliva has a chemical that stops the worm from moving, so the mole can **store** the fresh worm in a special underground room. Scientists have found rooms that contain over 1,000 earthworms. Because worms eat soil, moles must prepare the worm before they eat it. They **squeeze** the earthworm between their paws to get the **soil** out. That's pretty smart, isn't it?

Unfortunately, some people don't like moles because of the damage they cause to farms and gardens. Mole's burrows don't look good in the middle of a gardener's lawn. Moles also **damage** the grass that farmers grow for farm animals. For these reasons, many moles are killed by farmers and gardeners. Don't you think humans should be more understanding of such a special animal?

Read this!

The Star-nosed Mole is a very fast eater. It catches and eats its food quicker than you can blink.

213 words

mole hills

D Details Circle the correct answer.

- 1 What shows that moles are specially made for their underground life?
 - a. They store the fresh worm in a special underground room.
 - b. They have big powerful paws that are great for digging.
- 2 What is smart about moles' eating habits?
 - a. They eat earthworms.
 - b. They remove the soil from the earthworm.
- 3 In line 7, what does **they** refer to?
 - a. earthworms
 - b. moles

3. After Reading

A Word Practice Choose and complete the sentence.

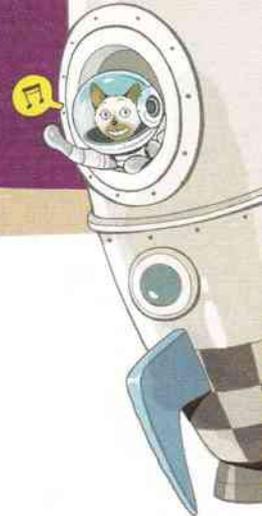
burrow(n) store squeezed soil damaged sensitive

- 1 The house was badly _____ by fire.
- 2 I _____ some oranges to make orange juice.
- 3 Most plants grow best in rich _____.
- 4 You can _____ information on a computer.
- 5 My skin is very _____. I have to use special lotion.
- 6 Moles live in a _____.

B Discussion Write the answers and talk about them with your friend.

- 1 Is it easy to see a mole in your country? _____
- 2 Would you be angry if a mole made a hole in your lawn? Why or why not? _____

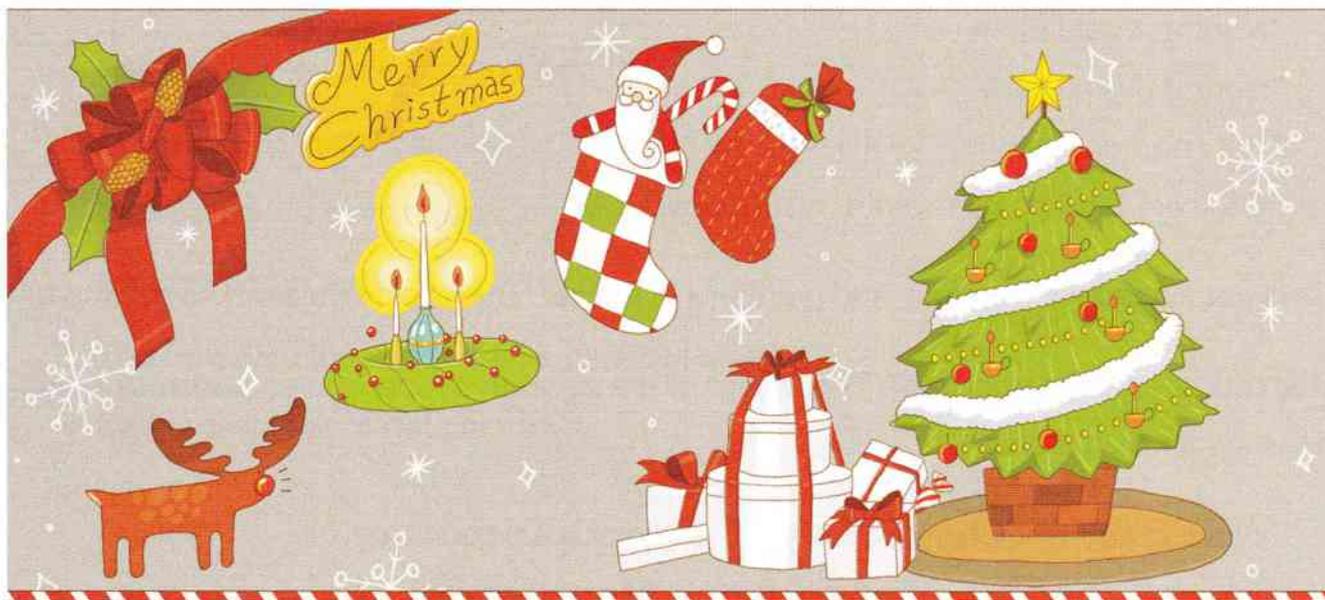
- 3 What other animals dig under the ground? _____



1. Pre-Reading

A Warm Up Look at the picture and talk about Christmas.

- 1 Do you like Christmas? Why or why not?
- 2 What do you normally do on Christmas day?
- 3 Does your house have a Christmas tree or some decorations at Christmas time?



B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

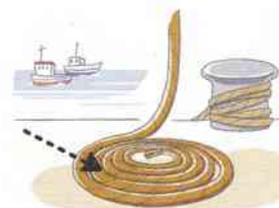
- 1 _____ very big
- 2 _____ to say that someone can do something
- 3 _____ to be the right size and shape for something



4 _____



5 _____



6 _____

A Real Christmas Tree



"This year, we're going to have a real Christmas tree!" Dad said. "And we're not going to pay \$30 – ohhh no." "I know where we can get one for free!"

"Hmmm, are you sure **that** is a good idea, darling?" said Mom. "I don't think you are **allowed** to cut your own tree."

5 "Don't worry dear," said Dad. "This tree is on my friend's farm." "Now, who wants to come and help me?"

"Not me," said Brian.

"Not me," said Lucy.

"Not me," said Mom.

10 "OK then, I will go by myself!" said Dad.

Dad got his **saw** and a **rope**, and put them in the car. Then he drove away to get the tree.

Two hours later, he was back. Tied on top of the car with a rope was an **enormous** tree. It was longer than the car!

"Wow, Dad!" said Brian and Lucy. "That looks like a good tree!"

15 "Hmmm," said Mom. "How is it going to **fit** in the house?"

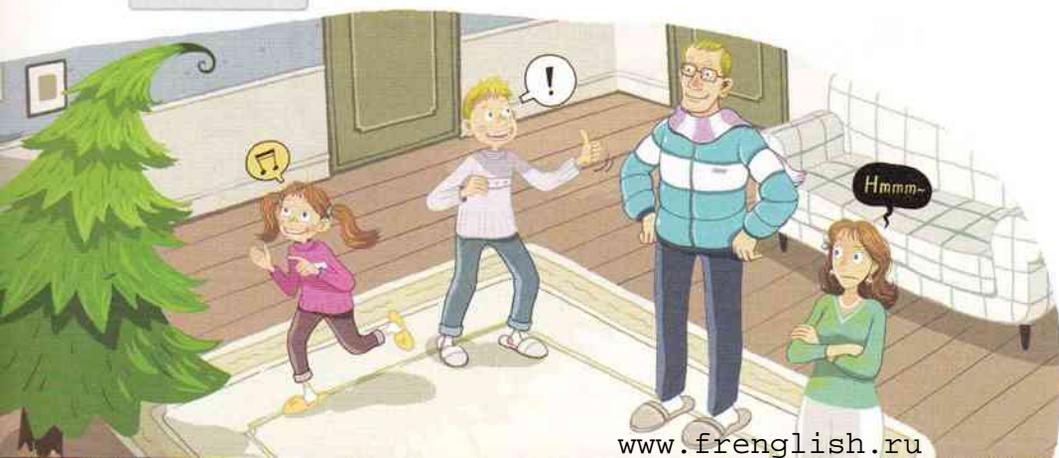
"No problem!" said Dad.

It WAS a problem. The tree was really big, and it didn't fit very well. It touched the **ceiling** and was bent over, but it filled the house with a beautiful smell.

"Great job, Dad!" said Brian and Lucy.

20 "Hmmm," said Mom.

213 words



Did you know?

In the late 90's it was estimated that Americans spent 1.5 billion dollars (\$1,500,000,000) on Christmas trees.

2. During Reading

A Main Idea Circle the main idea of the story.

- a. Brian and Lucy didn't help Dad.
- b. There was a problem with the tree.
- c. Christmas trees are expensive.
- d. Dad got a real Christmas tree.

B Sequencing Number the sentences in the correct order.

- Dad came back with an enormous tree on his car.
- Nobody wanted to come and help Dad.
- The tree was really big, and it didn't fit in the house very well.
- Dad wanted to have a real Christmas tree.
- Dad put a saw and a rope in his car.
- The tree filled the house with a beautiful smell.
- Dad drove away to get the tree.

C Details 1 Who said what? Match and write the letters.

1 Dad

2 Mom

3 Brian & Lucy

a "Are you sure that is a good idea?"

b "Wow, Dad!"

c "No problem!"

d "That looks like a good tree!"

e "How is it going to fit in the house?"

f "Don't worry, dear!"

D Details 2 Circle the correct answer.

- 1 What was the problem with the Christmas tree?
a. It didn't fit in the house very well. *b.* It didn't smell good.
- 2 How did Mom feel about the tree?
a. She was pleased. *b.* She wasn't very happy.
- 3 In line 3, what does **that** refer to?
a. paying \$30 for a Christmas tree *b.* getting a tree for free

3. After Reading

A Word Practice Choose and complete the sentence.

allowed saw rope ceiling fit enormous

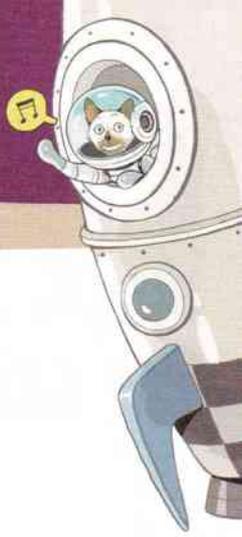
- 1 This is the wrong key. It doesn't _____ the lock.
- 2 He cut off a tree branch with a _____.
- 3 Dinosaurs were _____.
- 4 It's 3 meters from the floor to the _____.
- 5 She used a _____ to climb up the wall.
- 6 Smoking is not _____ in this building.

B Discussion Write the answers and talk about them with your friend.

- 1 Have you seen a real Christmas tree? If yes, when and where? _____

- 2 Which do you think is better, a real Christmas tree or a plastic tree? Why? _____

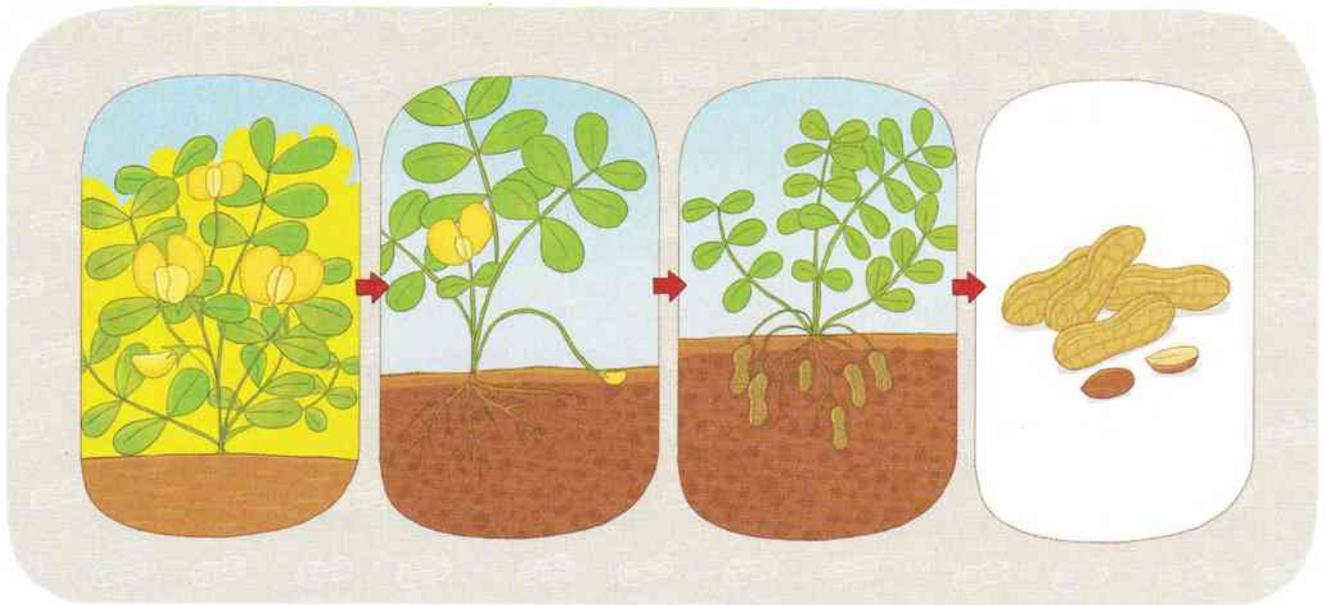
- 3 In your town, are you allowed to cut down trees? _____



1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

- 1 Do you like peanuts?
- 2 How do peanuts grow?
- 3 What can you make with peanuts?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to make or grow something
- 2 _____ a plant that a farmer grows
- 3 _____ to put a new or different thing in the place of another
- 4 _____ to find the answer to a question or problem
- 5 _____ a person who belongs to another person and must work for no money
- 6 _____ a place where people go to study

Grammar Tip

use - using make - making



The Peanut Man

George Washington Carver was born a **slave**, but he became one of America's greatest people. He worked hard at everything he did and became a teacher and scientist at a **college**. He loved plants and spent many hours with **them**. His work on plants is still very important today.

- Carver knew that different plants needed different vitamins and minerals. These vitamins and minerals are in the soil. If farmers grow the same plants again and again in the same field, the vitamins and minerals begin to run out. These vitamins and minerals can be **replaced** by growing different kinds of plants.

- Carver saw that the fields nearby were **producing** fewer **crops**. The people were poor and hungry. To help **solve** these problems, he asked farmers to grow many kinds of plants. This way, the fields would have a good balance of vitamins and minerals.

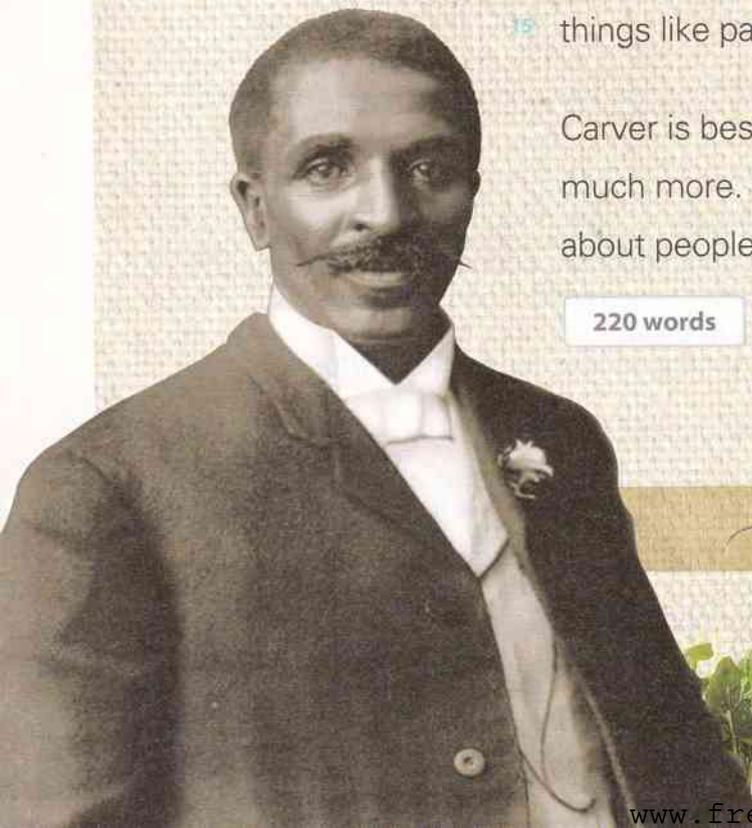
- Carver wanted people to grow peanuts. He knew that peanuts would replace the vitamins and minerals in the soil. Carver made over two hundred uses for peanuts. He thought of many different ways to eat them. He also made things like paint and makeup out of peanuts.

Carver is best known for his work with peanuts, but he did much more. He was a great man because he cared so much about people and the land.

220 words

Did you know?

The peanut is not actually a nut. It is really a kind of pea. The pod grows from a flower which burrows underground.



→ George Washington Carver



2. During Reading

A Main Idea Circle the main idea of the story.

- a. George Washington Carver's life and work b. How to grow plants
c. Vitamins and minerals in soil d. The many uses of peanuts

B Graphic Summary Complete the diagram.

Paragraph	Summary
1	George Washington Carver worked hard to become a _____ and _____.
2	Carver knew that different _____ needed different _____ and _____ from soil.
3	Carver asked farmers to _____ many _____ of plants. Then, the fields would have a good _____ of vitamins and minerals.
4	Carver wanted people to grow _____ because they would _____ the vitamins and minerals in the _____.
5	Carver is _____ known for his work with _____. He cared so much about _____ and the _____.

C Problem and Solution Complete the chart.

Problem	The fields were producing _____. People were _____ and _____.
Solution	Carver asked farmers to grow _____ of plants.
Result	The fields would have a good _____ of _____ and _____.

D Details Circle the correct answer.

- 1 Why were the fields nearby producing fewer crops?
 - a. because farmers didn't give the plants enough water
 - b. because the vitamins and minerals in the soil ran out
- 2 Why did Carver want people to grow peanuts?
 - a. They have many uses.
 - b. They can replace the vitamins and minerals in the soil.
- 3 In line 4, what does **them** refer to?
 - a. plants
 - b. farmers

3. After Reading

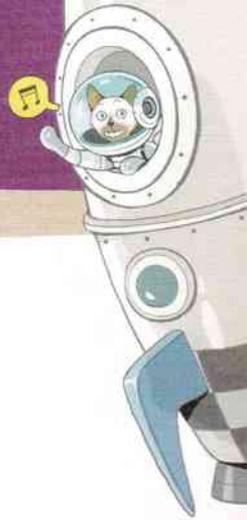
A Word Practice Choose and complete the sentence.

college solve slaves replaced crop produces

- 1 There was a good _____ of potatoes last year.
- 2 The watch was broken so the shop _____ it with a new one.
- 3 _____ have no freedom.
- 4 She's going to _____ next year to study law.
- 5 I can _____ these math questions.
- 6 This factory _____ cars.

B Discussion Write the answers and talk about them with your friend.

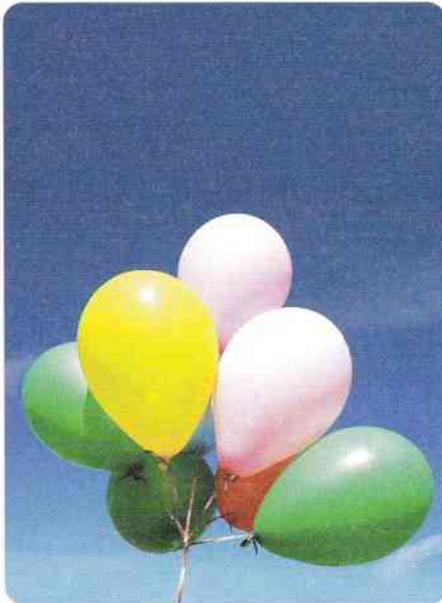
- 1 Did you know that peanuts have many different uses? _____
- 2 How often do you eat peanuts? _____
- 3 Why do you think George Washington Carver was a great man? _____



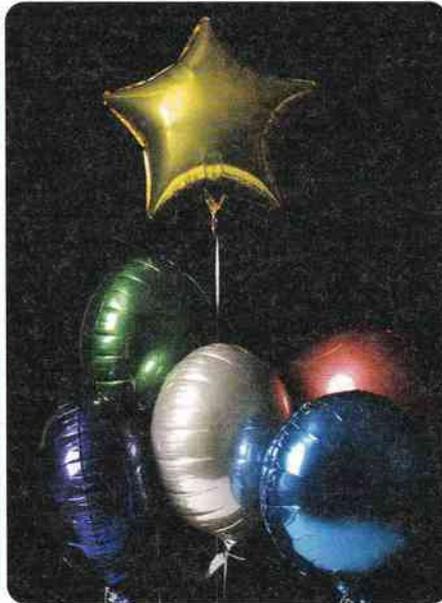
1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

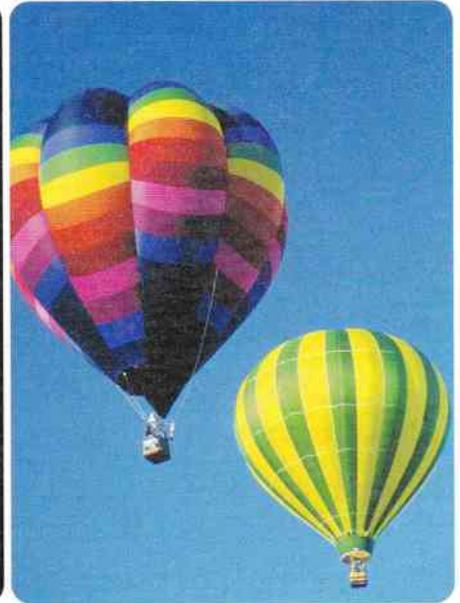
- 1 How do you feel when you see balloons?
- 2 When do people use balloons?
- 3 Balloons have different shapes and colors. What shapes have you seen?



Rubber balloons



Metallic balloons



Hot-air balloons

B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

- 1 _____ a person who flies an airplane
- 2 _____ to breathe deeply when you are worried or relieved

Grammar Tip

lie - lying
die - dying



3 _____



4 _____



5 _____



6 _____

Teddy Bear Goes Ballooning

"What are you doing?" Lucy asked Brian, when she saw him **tying** a string to his old Teddy Bear.

"Teddy is going to be a balloon **pilot**," Brian replied. "I'm using the helium balloon that we bought yesterday to make Teddy fly!"

5 "Wow, are you sure that Teddy wants to be a pilot?" Lucy asked.

"Oh, yes!" "Teddy is very bored with sitting in my closet," said Brian.

Brian tied the balloon to Teddy's arm and prepared for the test flight in the living room.

"3, 2, 1, liftoff!" he said.

Teddy **floated** gently up to the ceiling.

10 "Hey, it works!" Brian was excited. "Let's take Teddy outside."

Brian took Teddy outside and let **him** go. He floated up and over the **fence**, and was soon above the neighbor's house.

"We have to follow him!" Brian shouted.

Down the street they went. Teddy went first, followed by Brian and Lucy on their
15 bicycles.

"He's coming down," Lucy shouted. "Over there!"
Quickly, they **pedaled** up the street. They soon reached Teddy, who was now in a tree.

20 "I'll get you, Teddy," said Brian, and he climbed the tree to pull Teddy down.

"Whew" Brian **sighed**. "That was a bad idea." "Teddy can stay in my closet – I think he is much happier there!"

Read this!

Rubber balloons filled with helium will only keep their gas for about a day. Metallic balloons usually float for a week.

212 words



2. During Reading

A Main Idea Circle the main idea of the story.

- a. Brian made Teddy fly using a balloon. b. Teddy enjoyed flying.
c. Helium balloons are a lot of fun. d. Teddy was happy in the closet.

B Compare and Contrast Complete the diagram.

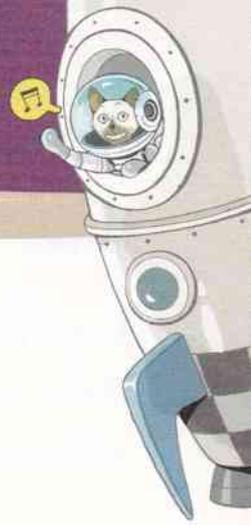
	Test flight	Real flight
Where?	In the _____	_____
What happened?	Teddy floated up to the _____.	Teddy floated up, over the _____, and above the _____.
How did Brian feel?	He was _____.	He thought that it was a _____.

C Making Inferences Discuss the questions.

- 1 How do you think Teddy felt during the test flight?
- 2 How do you think Teddy felt during the real flight?

D Sequencing Number the sentences in the correct order.

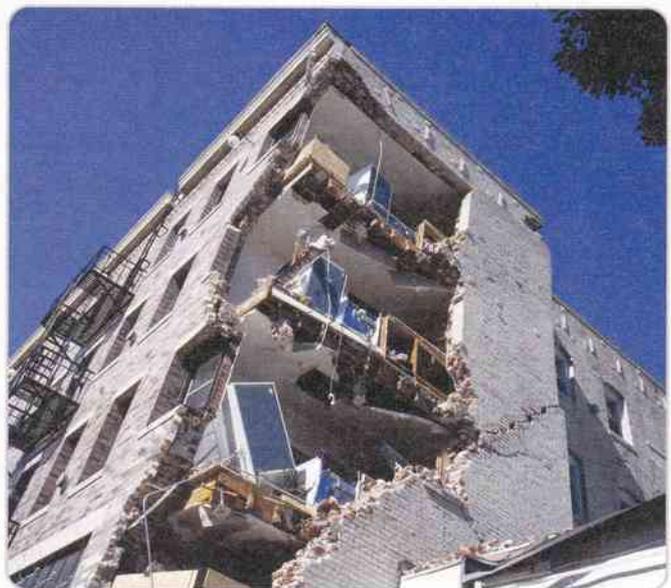
- Brian took Teddy outside and let him go.
- Brian and Lucy followed Teddy on their bicycles.
- Brian did a test flight in the living room.
- Teddy floated up and over the fence.
- Brian tied the balloon to Teddy's arm.
- Teddy was in a tree.
- Teddy floated gently up to the ceiling.



1. Pre-Reading

A Warm Up Look at these pictures and talk about earthquakes.

- 1 Have you ever felt an earthquake?
- 2 What damage can be caused by an earthquake?
- 3 Are you scared of earthquakes? Why or why not?



B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

Grammar Tip

leaf - leaves
knife - knives

- 1 _____ to happen
- 2 _____ to be the reason why something happens
- 3 _____ to write notes about things that have happened



- 4 _____
- 5 _____
- 6 _____

Earthquakes

When people hear the word “**earthquake**” they usually think of big disasters causing many deaths. However, most earthquakes are very small. Thousands of these small earthquakes **occur** every day, but we don’t notice them.

Scientists can **record** these small earthquakes because they use a tool called a
5 seismometer, which is very sensitive. It measures the strength of the earthquake. Then the scientists record the strength on the Richter scale, which goes from 0-12. We usually feel earthquakes that are above 3 on the scale. From 4, some damage can be **caused**. At this level, earthquakes can cause chimneys to **crack** and objects to fall off **shelves**. Earthquakes of 7 or larger can cause major damage across a large
10 area. If **they** strike near cities and towns, many people are usually killed.

The world’s largest recorded earthquake happened in Chile in 1960. It measured 9.5 on the Richter scale. The energy of the earthquake was the same as 178,000,000,000 tons of TNT*! A much smaller earthquake occurred in Korea on May 29th 2004. It measured 5.2 which was only about 150,000 tons of TNT.

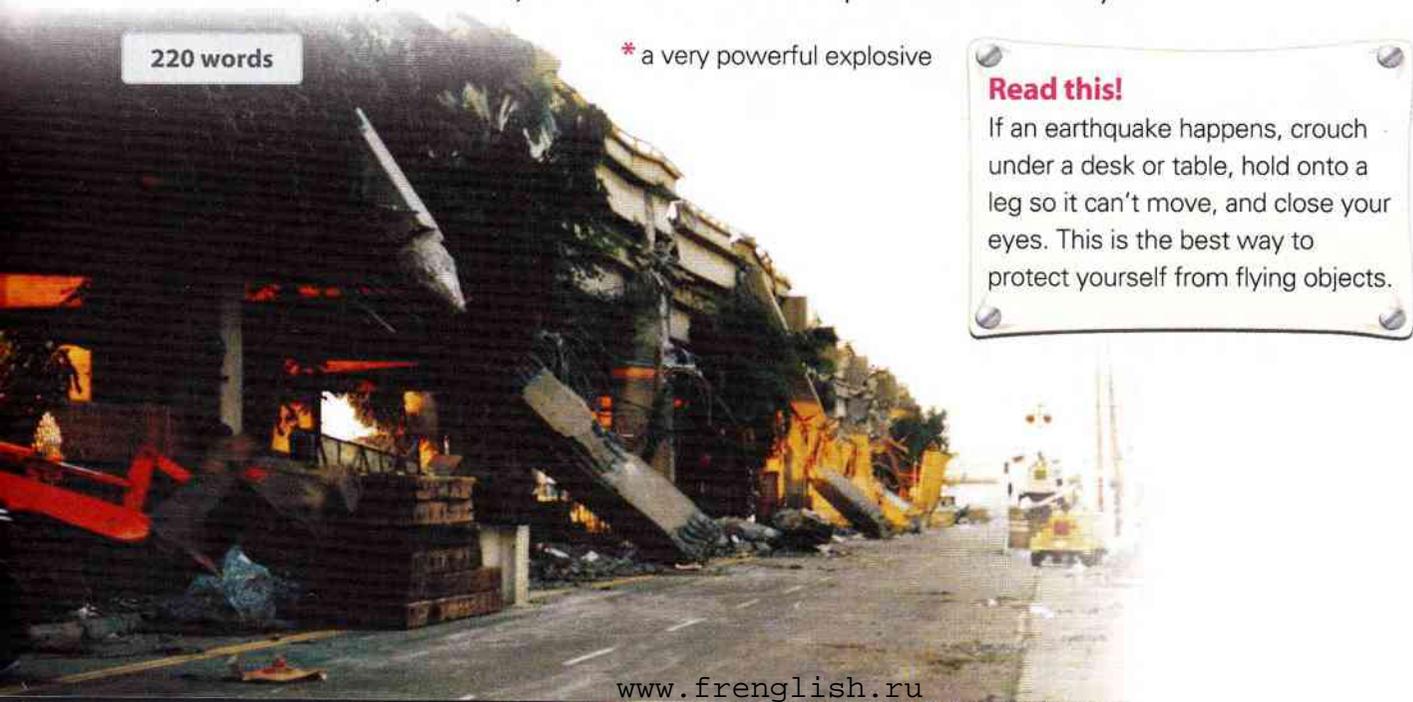
15 Korea doesn’t have many large earthquakes. Since modern recording began in 1978, there have only been five earthquakes in Korea above 5.0 on the Richter scale. Koreans are lucky that they live in such an earthquake-safe country.

220 words

* a very powerful explosive

Read this!

If an earthquake happens, crouch under a desk or table, hold onto a leg so it can’t move, and close your eyes. This is the best way to protect yourself from flying objects.



2. During Reading

A Main Idea Circle the main idea of the story.

- a. What to do in an earthquake b. The world's largest earthquake
c. Measuring the strength of earthquakes d. Earthquakes in Korea

B Graphic Summary Complete the diagram.

Richter Scale	Damage
7 ~ 12	Earthquakes can cause _____ damage across a _____ area. Many people can be _____.
4 ~ 6	Earthquakes can cause some damage. Chimneys _____ and objects _____ shelves.
3	We can usually _____ these earthquakes, but they don't cause any _____.
0 ~ 2	We don't normally _____ earthquakes at this level.

C Compare and Contrast Complete the diagram.

	The world's largest recorded earthquake	A much smaller earthquake
Which country?	_____	_____
When?	_____	_____
How strong?	_____ on the Richter scale	_____ on the Richter scale
How much energy?	The same as _____ tons of TNT	The same as _____ tons of TNT

D Details Circle the correct answer.

- 1 Which is NOT true about earthquakes?
a. Most earthquakes are very small. *b.* Scientists can't record small earthquakes.
- 2 Why is Korea an earthquake-safe country?
a. People are safe even when a large earthquake occurs in Korea.
b. Korea doesn't have many large earthquakes.
- 3 In line 10, what does **they** refer to?
a. earthquakes *b.* people

3. After Reading

A Word Practice Choose and complete the sentence.

earthquake recorded occurred caused crack shelf

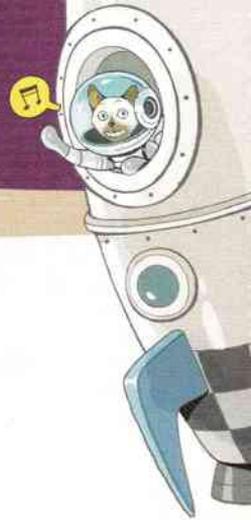
- 1 The fire was _____ by a cigarette.
- 2 He _____ everything he did in his diary.
- 3 Many people died because of the _____.
- 4 Put the books on the _____.
- 5 The accident _____ this morning.
- 6 The glass will _____ if you pour boiling water into it.

B Discussion Write the answers and talk about them with your friend.

- 1 Which countries often have earthquakes? _____

- 2 What is the best thing to do during an earthquake?

- 3 Name two other kinds of natural disaster. 1 _____ 2 _____



1. Pre-Reading

A Warm Up Look at the picture below and talk about it.

- 1 How often do you take a bus?
- 2 Does your mom or dad take the bus to work?
- 3 Is the bus comfortable? Why or why not?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to use your teeth to break up food and make it soft
- 2 _____ full of people
- 3 _____ complete, with no parts missing
- 4 _____ having the power and knowledge to do something
- 5 _____ something that you sit on
- 6 _____ a trip from one place to another



The Bus Ride



Dad takes the 5529 bus to work every day. He takes it back home too.

Last Tuesday he complained.

"The 5529 is always so **crowded**," he said. "One day I would love to sit in a **seat**."

That gave Mom a good idea.

5 "Why don't we take a bus ride this Sunday?" she said. "We can ride the 5529 to the last stop. I'm sure you will be **able** to get a seat on SUNDAY."

The next Sunday, my **whole** family was waiting at the bus stop. We jumped on Dad's bus and took seats near the back. Dad was VERY happy to get a seat. It was nice to look out the window and watch the world. Mom brought some snacks for the **journey**, so

10 everybody was **chewing** happily. Soon, the bus was out in the country.

"Wow," I said. "I didn't know the bus came out here."

"Oh yes," said Mom. "The 5529 goes to a lot of places."

Finally, it was the last stop. We all stepped off and looked around. We were in a tiny village.

"Let's have lunch at this restaurant," said Mom.

15 We had a great lunch, and then we jumped on the 5529 to go home again. "Wow, that was a great idea for a family day," said Dad. "I loved having a seat on the bus!"

222 words



Did you know?

The world's longest bus ride is from London, England to Sydney, Australia. This journey takes 12 weeks. The bus travels across Europe and Asia before traveling from Indonesia to Australia by boat.

2. During Reading

A Main Idea Circle the main idea of the story.

- a. Dad takes the bus to work every day. b. It's usually hard to get a seat on the bus.
 c. The 5529 bus goes to the country. d. Brian and Lucy's family took a bus ride.

B Graphic Summary Complete the diagram.

Family Trip	
Who?	_____, _____, Brian and Lucy went on a trip.
When?	On _____
Where to?	A tiny _____ (The last _____ for the 5529 bus.)
How?	They _____ the 5529 bus.
What did they do?	On the bus: They looked out the _____ and had some _____. In the village: They had _____.
Why did they go?	Mom suggested the bus ride on Sunday because Dad wanted to get a _____ on the 5529 bus.

C Details 1 Check (✓) True or False.

	True	False
1 Dad complained because the bus always came late.	<input type="checkbox"/>	<input type="checkbox"/>
2 Dad doesn't take the 5529 bus on his way home.	<input type="checkbox"/>	<input type="checkbox"/>
3 The whole family took a bus ride on Sunday.	<input type="checkbox"/>	<input type="checkbox"/>
4 They took seats near the front of the bus.	<input type="checkbox"/>	<input type="checkbox"/>
5 Lucy didn't know that the 5529 bus went out in the country.	<input type="checkbox"/>	<input type="checkbox"/>
6 They had lunch at a restaurant in a tiny village.	<input type="checkbox"/>	<input type="checkbox"/>

D Details 2 Circle the correct answer.

- 1 What gave Mom a good idea?
 - a. The fact that Dad takes the 5529 bus to work every day.
 - b. The fact that Dad would love to get a seat on the bus.
- 2 Why were they able to get seats on the bus?
 - a. because they were riding to the last stop
 - b. because it was Sunday
- 3 What did they do on the bus?
 - a. They looked out the window.
 - b. They had lunch.

3. After Reading

A Word Practice Choose and complete the sentence.

crowded seats able journey chew whole

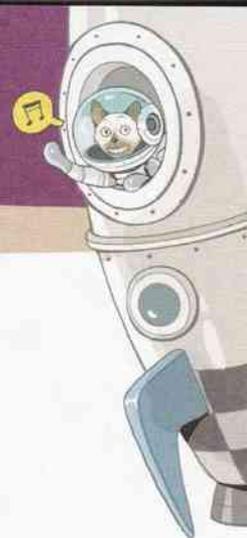
- 1 We had _____ at the front of the movie theater.
- 2 The train _____ will take two hours.
- 3 This steak is very tough. It's difficult to _____.
- 4 Will you be _____ to come to the party?
- 5 The department store was very _____ because of the sale.
- 6 He ate the _____ cake! Can you believe it?

B Discussion Write the answers and talk about them with your friend.

- 1 Do you like taking buses? Why or why not? _____

- 2 What does your family do together on the weekends? _____

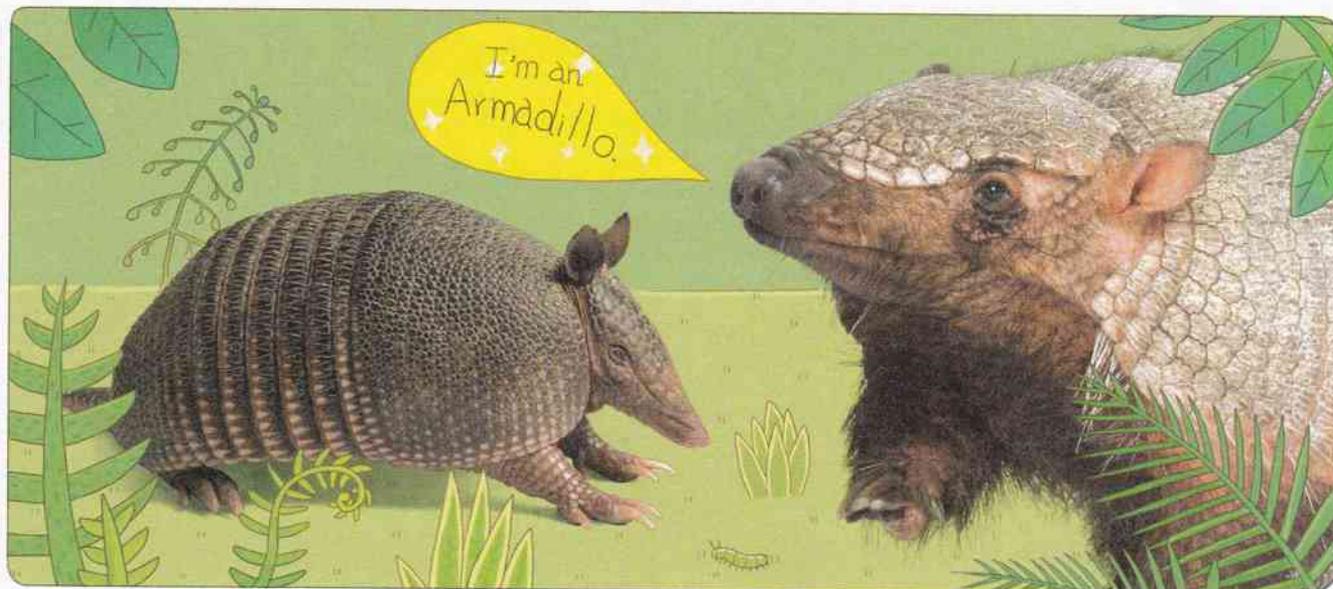
- 3 Do you want to go on a family bus trip? _____



1. Pre-Reading

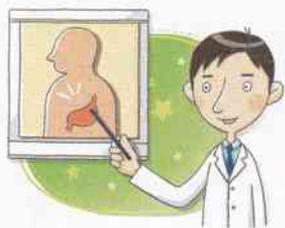
A Warm Up Look at the picture and talk about armadillos.

- 1 Have you seen an armadillo?
- 2 Where do armadillos live?
- 3 How do armadillos protect themselves?



B New Words Write the word next to its definition or below the picture. Use the words in bold from the story on the next page.

- 1 _____ to go from one side to the other
- 2 _____ to make food or drink move down your throat from your mouth
- 3 _____ to experience something that isn't fun



4 _____

5 _____

6 _____

The Many Tricks of the Armadillo

An armadillo is a warm-blooded mammal with a bony shell. The bony shell protects the armadillo from animals that might try to hurt it.



There are ten species of armadillos on Earth today. Pink fairy armadillos are only about 100 mm long, while giant armadillos are as big as 100 cm. All armadillos live in either North or South America.

The armadillo is a remarkable animal because it has many tricks. When they are scared, some armadillos **curl** up into a ball. An animal can try to hurt it, but its strong shell keeps the armadillo safe. Other armadillos have too much armor* to try that trick. These armadillos can either **endure** the attack, or quickly bury themselves in the dirt.

10 North American armadillos use a different trick to protect themselves. When **they** are attacked, they jump up into the air to frighten the attacker. They can jump up to four feet high!

Armadillos use their best trick when they want to **cross** a river or a pond. If an armadillo jumped straight into the water, it would **sink** because of its heavy armor. However, that doesn't stop an ambitious armadillo! Before an armadillo gets into the water, it **swallows** air until its **stomach** is full. Then, it can float across the water like a beach ball!

Can you do tricks like an Armadillo?

223 words



* armor

Did you know?

Armadillos can swim underwater for six minutes!



E Details 2 Circle the correct answer.

- 1 Which armadillos either endure the attack, or bury themselves in the dirt?
a. the armadillos that have too much armor
b. the armadillos that are too small
- 2 Before an armadillo gets into the water, how much air does it swallow?
a. enough air to fill a beach ball
b. enough air to fill its stomach
- 3 In line 10, what does **they** refer to?
a. attackers
b. armadillos

3. After Reading

A Word Practice Choose and complete the sentence.

endure curled cross stomach swallow sinks

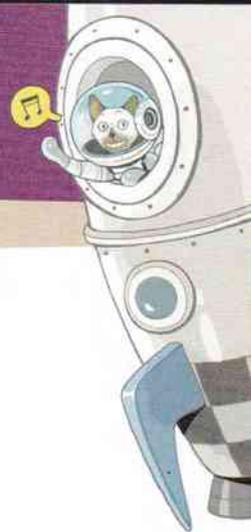
- 1 If you throw a stone into water, it _____.
- 2 I can't _____ these pills. They are too big.
- 3 I must _____ the pain. It is terrible.
- 4 The cat _____ up and slept.
- 5 I have a pain in my _____. I have to see a doctor.
- 6 Be careful when you _____ the road.



B Discussion Write the answers and talk about them with your friend.

- 1 What other animals have a shell? _____
- 2 What animals would attack armadillos? _____

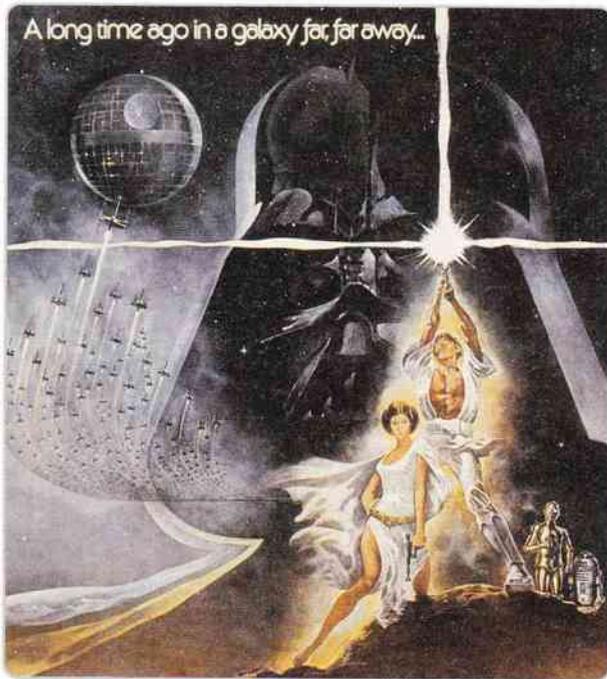
- 3 Do you think armadillos are interesting animals? Why or why not? _____



1. Pre-Reading

A Warm Up Look at the pictures and talk about them.

- 1 Have you seen any of the Star Wars or Star Trek movies?
- 2 Who are your favorite characters?
- 3 Why do you think Star Wars and Star Trek are so popular?



B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ to be at school or work.
- 2 _____ from then until now
- 3 _____ a person/animal/alien in a book or movie
- 4 _____ faithful and true
- 5 _____ to talk about something
- 6 _____ a number of things of the same kind that come one after another

Space Operas

You may know that a soap opera is a type of TV drama, but have you heard of a space opera? A space opera is like a soap opera, but instead of happening on earth, the story happens in space!

Read this!

The idea for folding cell phones came from *Star Trek*.

- 5 The most famous space opera of all time is *Star Wars*. It was created by George Lucas, an American writer, producer and director, during the 1970s. **Since** then, he has created six movies and sold many millions of toys, games, videos, DVDs and books. In 2008, he even made a *Star Wars* animated TV **series**.

- The second most famous space opera of all time is *Star Trek*. It was created by
10 Gene Roddenberry during the 1960s. Amazingly, the first television series, from 1966 to 1969, wasn't very popular. However, during the 1970s the series was replayed many times on television. After that, *Star Trek* had so many fans that Paramount Pictures decided to make a *Star Trek* movie. Later, it was decided to make four more *Star Trek* television series, and ten more movies. *Star Trek* is
15 now over 40 years old.

The popularity of space operas means **they** have some very **loyal** fans. Many fans enjoy dressing up as their favorite **characters** and **attending** fan festivals. There they can meet some of the actors and **discuss** the world's most popular space operas. What's your favorite space opera character?

229 words

2. During Reading

A Main Idea Circle the main idea of the story.

- a. The history of Star Wars
- b. George Lucas' films
- c. Space operas
- d. Popular television series

B Compare and Contrast Complete the diagram.

	Star Wars	Star Trek
Who created it?		
When was it created?	1970s	
How many movies are there?		
How many TV series are there?		

C Details 1 Check (✓) True or False.

	True	False
1 A soap opera is a type of movie.	<input type="checkbox"/>	<input type="checkbox"/>
2 In a space opera, the story happens in space.	<input type="checkbox"/>	<input type="checkbox"/>
3 The most popular space opera of all time is Star Wars.	<input type="checkbox"/>	<input type="checkbox"/>
4 George Lucas is a famous American actor.	<input type="checkbox"/>	<input type="checkbox"/>
5 Star Trek was invented in the 1970s.	<input type="checkbox"/>	<input type="checkbox"/>
6 Star Wars and Star Trek have a lot of fans.	<input type="checkbox"/>	<input type="checkbox"/>

D Details 2 Circle the correct answer.

- 1 When did Star Trek become popular?
 - a. after the TV series was replayed many times
 - b. after the Star Trek movies were made
- 2 What do many space opera fans enjoy?
 - a. meeting George Lucas
 - b. attending fan festivals
- 3 In line 16, what does **they** refer to?
 - a. fans
 - b. space operas

3. After Reading

A Word Practice Choose and complete the sentence.

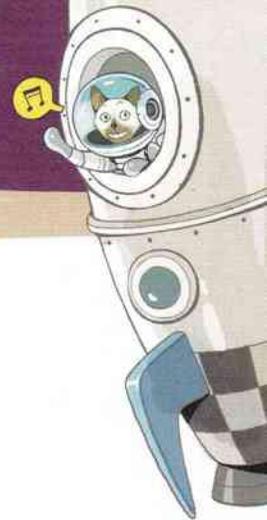
loyal series since character attend discuss

- 1 You should _____ the problem with your parents.
- 2 I watched an interesting TV _____ on planets.
- 3 It's important to _____ all your classes.
- 4 He is very _____ to the company he works for.
- 5 Shrek is a famous movie _____.
- 6 He left three years ago and we haven't seen him _____.

B Discussion Write the answers and talk about them with your friend.

- 1 Are you interested in space operas? _____
- 2 What is your favorite movie? Why do you like that movie? _____

- 3 Do you believe in aliens? Why or why not? _____



1. Pre-Reading

A Warm Up Talk about blood types and star signs.

- 1 Do you believe that blood type or star sign can affect personality?
- 2 Do a class survey of blood types and star signs.

Star Sign		Blood type			
Number of students		O	A	B	AB
Aries 21Mar - 20Apr	Taurus 21Apr - 20May	Gemini 21May - 20Jun	Cancer 21Jun - 20Jul	Leo 21Jul - 20Aug	Virgo 21Aug - 20Sep
Libra 21Sep - 20Oct	Scorpio 21Oct - 20Nov	Sagittarius 21Nov - 20Dec	Capricorn 21Dec - 20Jan	Aquarius 21Jan - 20Feb	Pisces 21Feb - 20Mar

B New Words Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 _____ usual and ordinary; not different or special
- 2 _____ the same in some ways but not completely the same
- 3 _____ a drawing that gives information about something
- 4 _____ to say what you think will happen
- 5 _____ happy
- 6 _____ what kind of person you are; your character

What's Your Blood Type?

Westerners who visit East Asia are often surprised by the question, "what's your blood type?" **Their** hosts are even more surprised when the Westerner replies "I don't know." For many East Asian people, it is **normal** to ask someone about their blood type. That's because they believe that blood type can be used to **predict** a person's personality. In contrast, Westerners often think that a person's star sign is important.

According to supporters of the blood type theory, blood type can explain the following good points and bad points of a person's **personality**.

Blood Type Personality Chart

	Best Points	Worst Points
Type A	serious, creative, sensible, calm	fussy, too serious
Type B	wild, busy, cheerful	selfish, irresponsible
Type AB	serious, controlled, thinks clearly	can't make decisions, finds bad points
Type O	happy, friendly, an optimist	careless, unkind

Korean blood type percentages are shown in the **chart** below.

Blood type	O ⁺	A ⁺	B ⁺	AB ⁺	O ⁻	A ⁻	B ⁻	AB ⁻
Percentage*	27.2%	35.1%	26.1%	11.3%	0.1%	0.1%	0.1%	0.05%

* Percentage of Korean people with that blood type

The chart below shows the percentages for Westerners. These percentages are for Australia, but England, the United States, Canada and New Zealand are all very **similar**.

Blood type	O ⁺	A ⁺	B ⁺	AB ⁺	O ⁻	A ⁻	B ⁻	AB ⁻
Percentage*	40%	31%	8%	2%	9%	7%	2%	1%

* Percentage of Australian people with that blood type

So, can we say that Korea has a lot more wild and **cheerful** people (B blood type) than Australia? Sometimes it may seem so, but you can be sure that the happy and friendly Australians (O blood type) are having fun too!

171 words

Did you know?
Some diseases can cause a person's blood type to change.



2. During Reading

A Main Idea Circle the main idea of the story.

- a. Star sign and blood type b. The difference between Asians and Westerners
 c. Blood type and personality d. How to find out your blood type

B Compare and Contrast Circle the correct answer.

	Westerners	East Asian People
Is it normal to ask people about their blood type?	Yes / No	Yes / No
Do many people know their own blood type?	Yes / No	Yes / No
Which is more important?	Blood type / Star sign	Blood type / Star sign

C Identifying Facts Check (✓) Fact or Opinion.

	Fact	Opinion
1 Korea has fewer people with O ⁺ blood than Australia.	<input type="checkbox"/>	<input type="checkbox"/>
2 People with blood type AB usually think clearly.	<input type="checkbox"/>	<input type="checkbox"/>
3 Korea has a lot more cheerful people than Australia.	<input type="checkbox"/>	<input type="checkbox"/>
4 The percentages of blood type for Australians and Canadians are very similar.	<input type="checkbox"/>	<input type="checkbox"/>
5 Australians are happy and friendly.	<input type="checkbox"/>	<input type="checkbox"/>
6 Korea has more people with B ⁺ blood than Australia.	<input type="checkbox"/>	<input type="checkbox"/>

READING Rocket 3

Part 3

Word List

92



Word List

Words from Book 3 are in blue. Write the translation in the blank.

A

B1 unit 02 ability

B3 unit 17 able

B1 unit 01 about

B3 unit 08 accident

B1 unit 05 acorn

B2 unit 07 across

B2 unit 16 act

B2 unit 15 actually

B3 unit 10 address

B1 unit 17 admire

B1 unit 11 air-conditioning

B3 unit 13 allow

B2 unit 13 almost

B1 unit 17 along

B1 unit 04 already

B2 unit 05 always

B1 unit 20 amazed

B2 unit 11 another

B1 unit 10 artist

B2 unit 09 attach

B1 unit 08 attack

B3 unit 19 attend

B

B2 unit 17 autumn

B2 unit 19 aware

B1 unit 05 background

B1 unit 02 balance

B2 unit 02 bald

B2 unit 13 bark (v)

B3 unit 01 basic

B2 unit 09 basket

B1 unit 14 become (became)

B1 unit 08 beetle

B1 unit 07 begin

B2 unit 20 believe

B2 unit 05 best

B1 unit 01 blind

B1 unit 12 bold

B2 unit 05 boring

B1 unit 09 brain

B3 unit 08 branch

B1 unit 02 break

B2 unit 07 breath

B3 unit 11 bride

B3 unit 12 burrow



B3 unit 04 **bury (buried)**

C

B1 unit 19 **call**

B2 unit 08 **captain**

B1 unit 18 **carry**

B3 unit 16 **cause**

B3 unit 13 **ceiling**

B2 unit 02 **change**

B3 unit 19 **character**

B3 unit 20 **chart**

B3 unit 20 **cheerful**

B1 unit 08 **chemical**

B3 unit 17 **chew**

B2 unit 11 **choice**

B1 unit 13 **choose**

B2 unit 01 **clearly**

B1 unit 17 **clothes**

B1 unit 05 **collect**

B3 unit 14 **college**

B3 unit 11 **common**

B3 unit 07 **company**

B2 unit 04 **compare**

B2 unit 10 **compete**

B2 unit 17 **complain**

B1 unit 01 **continue**

B2 unit 06 **cost**

B3 unit 06 **costume**

B2 unit 07 **cough**

B2 unit 06 **country (countries)**

B3 unit 16 **crack**

B1 unit 02 **create**

B3 unit 14 **crop**

B3 unit 18 **cross (v)**

B1 unit 15 **crowd**

B3 unit 17 **crowded**

B1 unit 06 **culture**

B1 unit 05 **curious**

B3 unit 18 **curl**

B3 unit 07 **customer**

D

B3 unit 12 **damage**

B2 unit 03 **dead**

B1 unit 15 **decide**

B1 unit 08 **defense**

B1 unit 06 **desert**

B3 unit 03 **develop**

B1 unit 04 **different**

B1 unit 10 **direction**

B2 unit 16 **director**

B3 unit 11 **disappear**

B3 unit 19 **discuss**

B3 unit 04 **distance**

B2 unit 01 **division**

B3 unit 04 **dot**

B1 unit 17 **dress (v)**

B1 unit 07 **during**

E

B3 unit 16 **earthquake**

B2 unit 16 **edit**

B3 unit 07 **electricity**

B1 unit 19 **embarrassed**

B3 unit 18 **endure**

B2 unit 19 **enjoy**

B3 unit 13 **enormous**

B3 unit 09 **eraser**

B2 unit 07 **even**

B3 unit 07 **example**

B1 unit 03 **exchange**

B1 unit 11 **expensive**

B2 unit 08 **experience**

B3 unit 03 **experiment**

B2 unit 18 **extra**

F

B1 unit 14 **fairy tale**

B1 unit 14 **famous**

B1 unit 14 **favorite**

B1 unit 01 **feather**

B1 unit 02 **female**

B3 unit 15 **fence**

B1 unit 07 **fight**

B2 unit 09 **fill**

B1 unit 03 **finally**

B2 unit 02 **fingernail**

B3 unit 13 **fit**

B1 unit 11 **fix**

B2 unit 18 **flat**

B2 unit 07 **flexible**

B3 unit 15 **float**



B2 unit 09 **fold**

B1 unit 05 **forget**

B3 unit 05 **freedom**

B3 unit 03 **freeze**

B3 unit 10 **friendly**

B2 unit 13 **frustrated**

B1 unit 04 **fur**

B2 unit 20 **furniture**

B2 unit 20 **future**

G

B2 unit 08 **gain**

B1 unit 03 **geography**

B2 unit 15 **get stuck**

B2 unit 06 **gift**

B3 unit 08 **gym**

H

B3 unit 06 **hang (hung)**

B3 unit 02 **happen**

B2 unit 11 **hang around**

B3 unit 06 **haunted**

B1 unit 09 **headache**

B3 unit 08 **heal**

B3 unit 05 **health**

B1 unit 01 **heavy**

B2 unit 02 **height**

B1 unit 16 **history**

B2 unit 19 **holiday**

B3 unit 05 **hope**

B2 unit 01 **hour**

B3 unit 05 **however**

I

B3 unit 03 **immediately**

B2 unit 04 **important**

B2 unit 18 **include**

B2 unit 18 **ingredient**

B3 unit 05 **injure (injured)**

B1 unit 13 **instead**

B3 unit 08 **instructor**

B2 unit 04 **invent**

B2 unit 03 **invite**

B1 unit 18 **iron**

B3 unit 02 **item**

J

B1 unit 18 **job**

B1 unit 15	join	.....	B1 unit 16	meat	.....
B2 unit 11	joke	.....	B1 unit 11	medium	.....
B3 unit 17	journey	.....	B1 unit 06	million	.....
K			B2 unit 10	modern	.....
B1 unit 12	kind	.....	B2 unit 13	mood	.....
L			B1 unit 05	more	.....
B2 unit 14	lay	.....	B2 unit 01	mostly	.....
B2 unit 14	leave	.....	B2 unit 16	movie	.....
B2 unit 13	lick	.....	B2 unit 06	museum	.....
B2 unit 13	lie (lying)	.....	B1 unit 15	musical instrument	.....
B1 unit 03	life	.....	B2 unit 11	musician	.....
B3 unit 09	liquid	.....	N		
B2 unit 09	lonely	.....	B1 unit 17	need	.....
B2 unit 04	loud	.....	B2 unit 09	neighbor	.....
B2 unit 20	lovely	.....	B2 unit 17	nod	.....
B3 unit 19	loyal	.....	B3 unit 20	normal	.....
M			B3 unit 03	notice	.....
B1 unit 06	major (adj)	.....	B1 unit 13	nurse	.....
B2 unit 02	makeup	.....	O		
B1 unit 09	massage	.....	B1 unit 10	object	.....
B2 unit 11	mean (meant)	.....	B3 unit 16	occur	.....
B2 unit 04	measure	.....	B1 unit 20	ocean	.....



B3 unit 01 **often**

B1 unit 19 **only**

B1 unit 03 **overseas**

B3 unit 02 **own**

B3 unit 10 **owner**

P

B2 unit 12 **pack**

B1 unit 10 **pain**

B1 unit 10 **painting**

B3 unit 02 **pair (n)**

B3 unit 11 **palace**

B2 unit 10 **past**

B1 unit 16 **pay**

B3 unit 15 **pedal (v)**

B1 unit 02 **perfect**

B2 unit 10 **perform**

B3 unit 20 **personality**

B3 unit 15 **pilot**

B1 unit 09 **pinch**

B1 unit 07 **pleased**

B1 unit 07 **poem**

B2 unit 17 **poor**

B3 unit 01 **population**

B3 unit 07 **possible**

B2 unit 17 **pour**

B2 unit 08 **powerful**

B1 unit 15 **practice**

B1 unit 20 **pray**

B3 unit 20 **predict**

B2 unit 12 **prepare**

B1 unit 09 **press**

B2 unit 02 **prevent**

B3 unit 09 **process**

B3 unit 14 **produce (producing)**

B3 unit 09 **product**

B2 unit 15 **project**

B3 unit 01 **provide**

B2 unit 15 **public**

Q

B2 unit 05 **quickly**

B2 unit 05 **quite**

R

B1 unit 17 **real**

B2 unit 19 **really**

B2 unit 12	reason	.....	B2 unit 16	script	.....
B3 unit 11	receive	.....	B3 unit 17	seat	.....
B2 unit 18	recipe	.....	B1 unit 04	seem	.....
B3 unit 16	record	.....	B3 unit 02	select	.....
B3 unit 02	regular	.....	B3 unit 12	sensitive	.....
B2 unit 19	relax	.....	B3 unit 19	series	.....
B2 unit 12	remind	.....	B2 unit 18	serve	.....
B3 unit 14	replace	.....	B2 unit 12	settle	.....
B1 unit 03	reply (replied)	.....	B1 unit 12	shape	.....
B1 unit 20	rescue	.....	B2 unit 14	sharp	.....
B2 unit 16	responsible	.....	B3 unit 16	shelf (shelves)	.....
B1 unit 14	return	.....	B1 unit 13	shut	.....
B3 unit 01	rice	.....	B3 unit 15	sigh	.....
B3 unit 10	roof	.....	B3 unit 10	silent	.....
B3 unit 13	rope	.....	B3 unit 20	similar	.....
B3 unit 11	royal	.....	B1 unit 10	simple	.....
B3 unit 09	rubber	.....	B3 unit 19	since	.....
S			B3 unit 18	sink	.....
B3 unit 08	safely	.....	B1 unit 12	size	.....
B3 unit 13	saw	.....	B1 unit 19	skate-park	.....
B2 unit 01	score	.....	B2 unit 08	skill	.....
B3 unit 06	scream	.....	B3 unit 14	slave	.....

**T**

B2 unit 03	smart	.....
B3 unit 12	soil	.....
B2 unit 07	solid	.....
B3 unit 14	solve	.....
B1 unit 04	spend	.....
B2 unit 10	spread	.....
B1 unit 18	square	.....
B3 unit 12	squeeze	.....
B2 unit 06	statue	.....
B2 unit 15	step (n)	.....
B2 unit 14	sticky	.....
B1 unit 11	still	.....
B3 unit 18	stomach	.....
B3 unit 12	store	.....
B1 unit 01	story	.....
B3 unit 04	straight	.....
B3 unit 04	string	.....
B1 unit 11	stylish	.....
B2 unit 01	subject	.....
B2 unit 20	successful	.....
B1 unit 15	suddenly	.....
B1 unit 20	survival	.....

B3 unit 18	swallow	.....
B1 unit 13	swell	.....
B2 unit 06	symbol	.....
B1 unit 04	take care of	.....
B3 unit 01	taste	.....
B2 unit 03	tasty	.....
B3 unit 05	tear (n)	.....
B1 unit 09	terrible	.....
B3 unit 07	text	.....
B3 unit 09	thick	.....
B2 unit 14	thin	.....
B1 unit 20	thirsty	.....
B1 unit 14	thousand	.....
B1 unit 19	through	.....
B3 unit 15	tie (tying)	.....
B2 unit 14	tongue	.....
B1 unit 16	tools	.....
B1 unit 19	toward	.....
B2 unit 05	towel	.....
B3 unit 04	town	.....
B1 unit 16	trade	.....
B1 unit 06	tradition	.....

B2 unit 17	treat	.....	B1 unit 06	wildlife	.....
B2 unit 10	trick	.....	B1 unit 18	wipe	.....
B2 unit 03	try (tried)	.....	B3 unit 06	witch	.....
B3 unit 06	turn on	.....	B3 unit 03	wonder	.....
B1 unit 08	twice	.....	B1 unit 12	wonderful	.....
U			B2 unit 03	worm	.....
B1 unit 06	unusual	.....	B2 unit 20	worth	.....
B1 unit 16	use	.....		
B2 unit 08	useful	.....		
B1 unit 12	usually	.....		
V					
B3 unit 10	vet	.....		
B2 unit 19	village	.....		
B2 unit 04	volcano	.....		
W					
B1 unit 07	wall	.....		
B1 unit 18	washing machine	.....		
B1 unit 13	wear	.....		
B2 unit 12	weather	.....		
B1 unit 08	weird	.....		
B2 unit 15	whistle (whistling)	.....		
B3 unit 17	whole	.....		

READING Rocket

is a three-level reading series for young learners of English. In each book, carefully graded reading passages are supported by a variety of exercises. By completing these exercises, students build vocabulary, extend grammatical knowledge, and progressively consolidate their reading skills.

In order to make the passages and exercises more appealing, the authors have created fun, same-aged characters for the fictional passages. These fictional passages are alternated with non-fiction passages to reflect the varied interests of elementary school students and to scaffold them towards academic reading.

Reading Rocket also provides an easy-to-follow lesson format that enables students to actively take part in the reading and thinking process.

Features

- A memorable and interesting family of characters
- Exciting fiction passages with warm feelings and humor
- Exciting non-fiction passages that prepare students for academic reading
- Cumulative vocabulary and reading skill practice
- A systematic lesson process
- A cumulative word list that summarizes the key vocabulary
- An innovative warm-up section to motivate students
- Accompanying audio recordings

Components



- **Student Book 1 2 3** • **Workbook 1 2 3**
- **Teacher's Manual** • **Audio CD (Included in Student Book)**

Reading Skills and Vocabulary Development Series for Elementary Students

- **Series 1** Reading Boat 1 2 3 (for Grades 1 & 2)
- **Series 2** Reading Train 1 2 3 (for Grades 3 & 4)
- **Series 3** Reading Rocket 1 2 3 (for Grades 5 & 6)

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