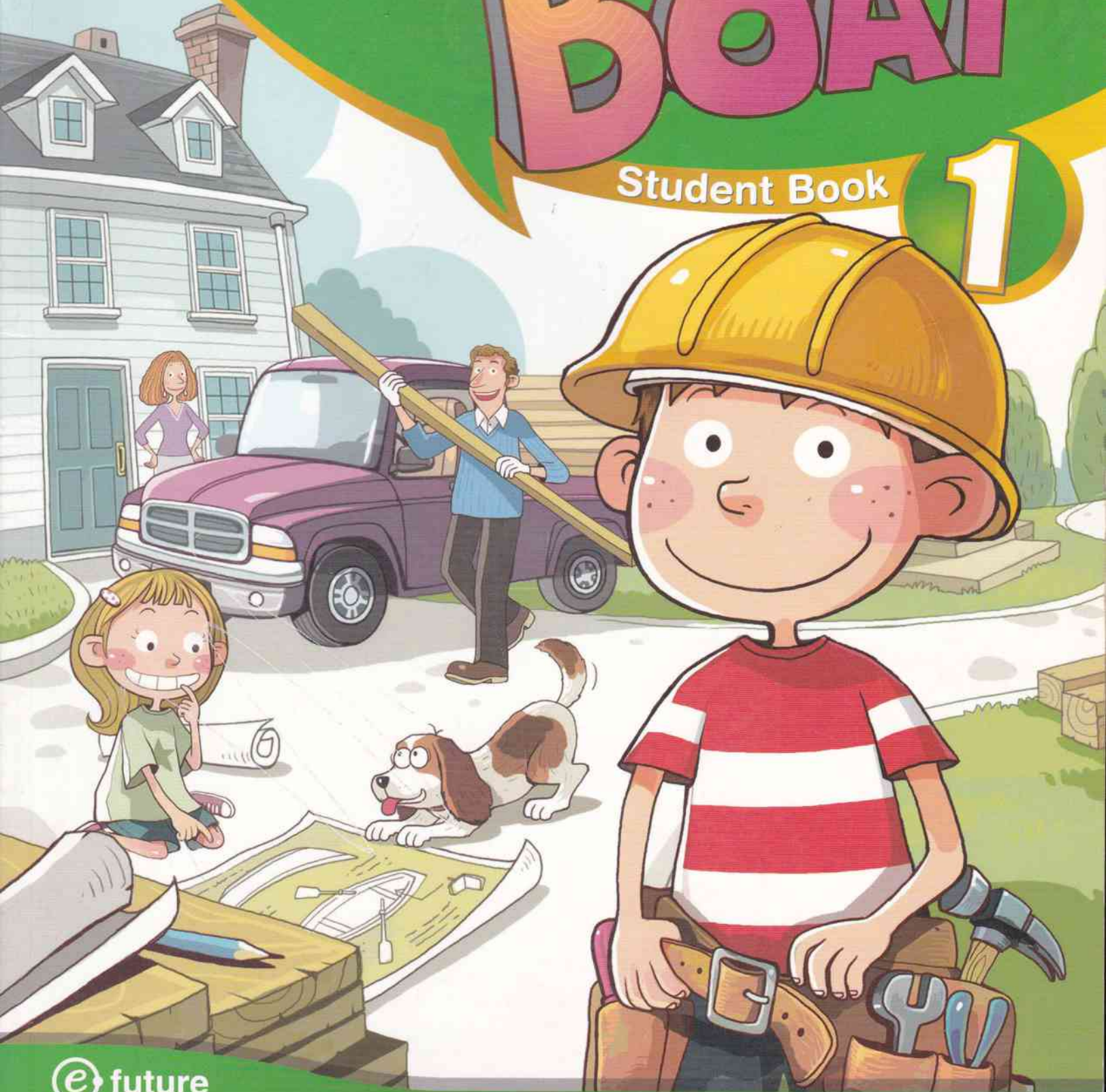


Reading is a thinking process!

# READING BOAT

Student Book

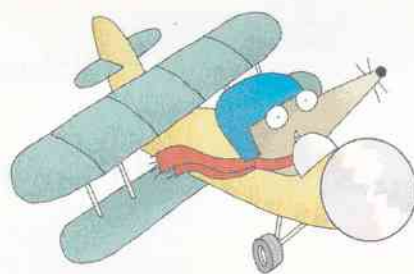
1



# READING BOAT

1

Student Book





# Contents

Welcome to Reading Boat	04
Meet the Characters	06

## Part 1

Unit 01	Buster the Dog	09
Unit 02	Chase Me, Dad!	13
Unit 03	Babies, Babies, Babies	17
Unit 04	At the Supermarket	21
Unit 05	Sid the Alphabet Snake	25
Unit 06	What Do Birds Like?	29
Unit 07	Hide and Seek	33
Unit 08	Baboon	37
Unit 09	I Drink Milk	41
Unit 10	Buying Shoes	45

**READING  
BOAT**



## Part 2

Unit 11	Like an Angel	51
Unit 12	Tall, Taller, Tallest	55
Unit 13	The Rich King	59
Unit 14	The World of Insects	63
Unit 15	Thanks, Mr. Bee	67
Unit 16	On the Beach	71
Unit 17	Valentine's Day	75
Unit 18	My Fashion	79
Unit 19	Two-Minute Exercise	83
Unit 20	Rock-Paper-Scissors	87

## Part 3

Picture Dictionary	92
--------------------	----





# READING BOAT Series



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



## 2. Cumulative Reading Skill Practice

Reading skills are recycled through the Reading Series, so students can practice repeatedly and consolidate their reading skills step by step.

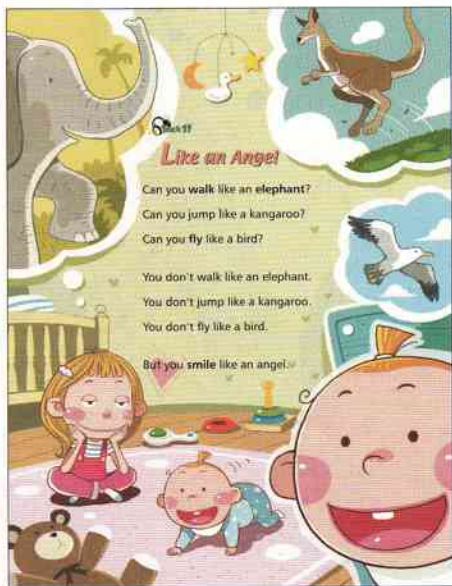
Reading Skills		Book 1	Book 2	Book 3
<b>Skill 3</b>	Identifying feelings and attitudes			✓
<b>Skill 2</b>	Identifying main ideas		✓	✓
<b>Skill 1</b>	Scanning for information	✓	✓	✓

## 3. Cumulative Vocabulary Practice

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

Student Book		Workbook			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
New	Word	Word	Word	Word	Word
Words	Practice 1	Practice 2	Review 1	Review 2	Link

## 4. Engaging Stories with Colorful Illustrations & Animated Audio Recording



- Engaging stories motivate students to read.
- Colorful illustrations help students to understand the stories better.
- Students can listen to the audio recording of the reading.
- Key Vocabulary is in bold-face type.



## 1. Pre-Reading

## A Look and match.

- 1 walk 2 elephant 3 fly 4 smile



## B Learn the grammar. Ask and answer.

Can you walk like an elephant?	Yes, I can.	No, I can't.
he	he	he
she	she	she

## C Look at the picture on the next page and talk about it.

- What animals can you see?
- What is Cindy doing?
- What is the baby doing?

## 1. Pre-Reading

## Part A: New Words

New target words are introduced in this activity.

## Part B: Grammar

A grammar chart concisely shows the target grammar point of each unit.

## Part C: Warm-up Questions

Warm-up questions help students guess what the passage is about.

## 2. During Reading

## Part A: Reading Skill 1- Scanning for Information

This activity trains students to find specific information, fast.

## Part B: Visualization

Students organize the main points as they fill in the chart.

## Part C: Comprehension

These questions check students' understanding of the reading passages.

## 2. During Reading

## A Read and mark your answers in the story.

- Find and circle.
  - Circle the animals.
- Act out.
  - Walk like an elephant.
  - Jump like a kangaroo.

## B Complete the chart.

Cindy's Baby Sister	No	She doesn't _____ like an elephant.
	No	She doesn't _____ like a kangaroo.
	No	She doesn't _____ like a bird.
	Yes	She _____ like an angel.

## C Check (✓) True or False.

- The baby walks like an elephant. ☐ True ☐ False
- The baby doesn't fly like a bird. ☐ True ☐ False
- The baby can jump like a kangaroo. ☐ True ☐ False
- The baby smiles like an angel. ☐ True ☐ False

## 3. After Reading

## A Circle the correct word(s).

- Cindy's baby sister doesn't walk like a bird / like an elephant.
- Cindy's baby sister doesn't eat / jump like a kangaroo.
- Cindy's baby sister doesn't fly like a bird / like a cat.
- Cindy's baby sister smiles like Cindy / like an angel.

## B Ask your friend and check the answer.

- Can you walk like an elephant? ☐ Yes, I can. ☐ No, I can't.
- Can you jump like a kangaroo? ☐ Yes, I can. ☐ No, I can't.
- Can you fly like a bird? ☐ Yes, I can. ☐ No, I can't.

## C Choose and write.

elephant smile walk fly

- I \_\_\_\_\_ to school every morning.
- You can see an \_\_\_\_\_ at the zoo.
- Birds can \_\_\_\_\_ but I can't.
- I'll take a photo. \_\_\_\_\_!

## D Write and draw.

I can \_\_\_\_\_

Illustrate your answer here.



## 3. After Reading

## Part A: Comprehension

These questions check students' understanding of the reading passages.

## Part B &amp; D: Personalization

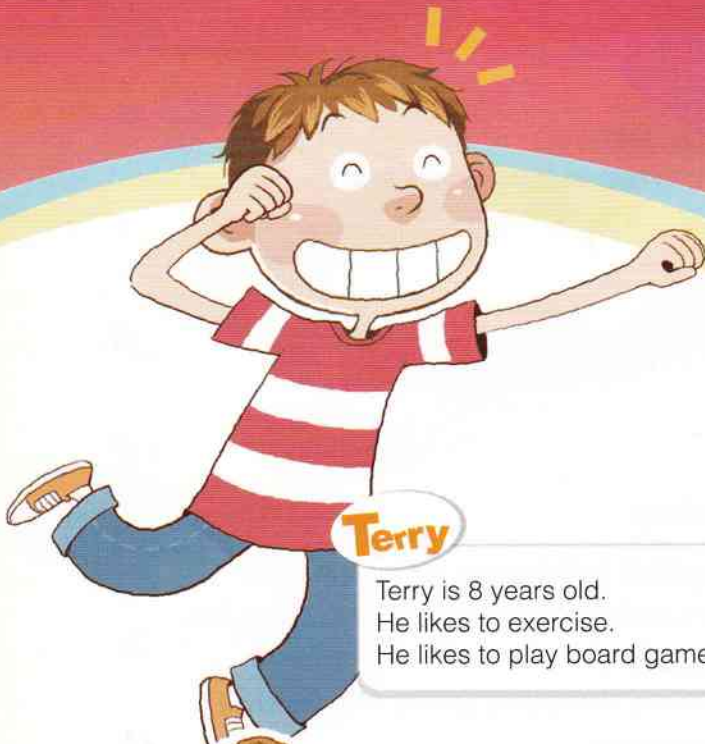
Students identify with the characters and imagine themselves in the story.

## Part C: Word Practice

Students review and practice the target words.



# Meet the Characters



**Terry**

Terry is 8 years old.  
He likes to exercise.  
He likes to play board games.



**Sam, Jane and Tom**

They are Terry's friends.



**Cindy**

This is Terry's sister.  
She is 6 years old.  
She likes to drink milk.



**Buster**

Buster is Terry's family dog.  
He is 1 year old.  
He likes to chase cats.



**Dad**

This is Terry's dad.  
He is 36 years old.  
He likes to drink green tea.

**Mom**

This is Terry's mom.  
She is 35 years old.  
She likes to drink coffee.



**Baby**

This is Terry's baby sister.  
She is 1 year old.  
She smiles like an angel.



## Part 1

Unit 01	Buster the Dog	09
Unit 02	Chase Me, Dad!	13
Unit 03	Babies, Babies, Babies	17
Unit 04	At the Supermarket	21
Unit 05	Sid the Alphabet Snake	25
Unit 06	What Do Birds Like?	29
Unit 07	Hide and Seek	33
Unit 08	Baboon	37
Unit 09	I Drink Milk	41
Unit 10	Buying Shoes	45





# READING BOAT

Hi, friends.  
Welcome to  
**Reading Boat 1!**

Have fun!

Woof! Woof!



# Buster the Dog



## 1 Pre-Reading

### A Choose and write.

Word Bank

run

jump

park

cat

1



2



3



4



### B Learn the grammar. Read and compare.

Buster likes	to run.
	to jump.
	to eat.

Buster likes	bones.
	flowers.
	cats.

### C Look at the picture on the next page and talk about it.

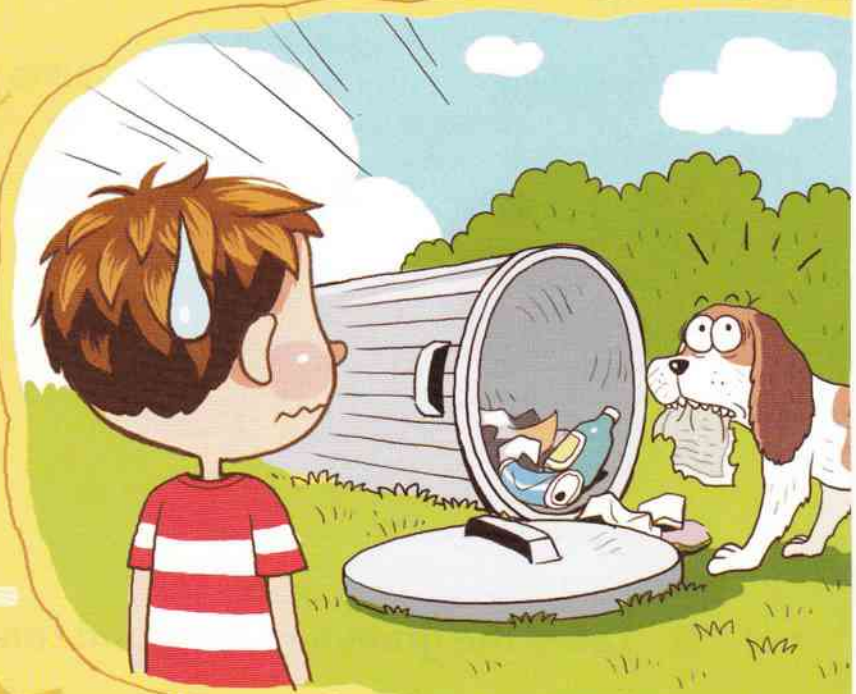
- 1 What is Buster chasing?
- 2 Why is Terry angry?
- 3 How does Buster feel?





## Buster the Dog

Buster likes to run.  
Buster likes to jump.  
Buster likes to go to the park.  
Buster likes to chase cats.  
Buster likes to eat trash.  
Nooooooo, Buster!!

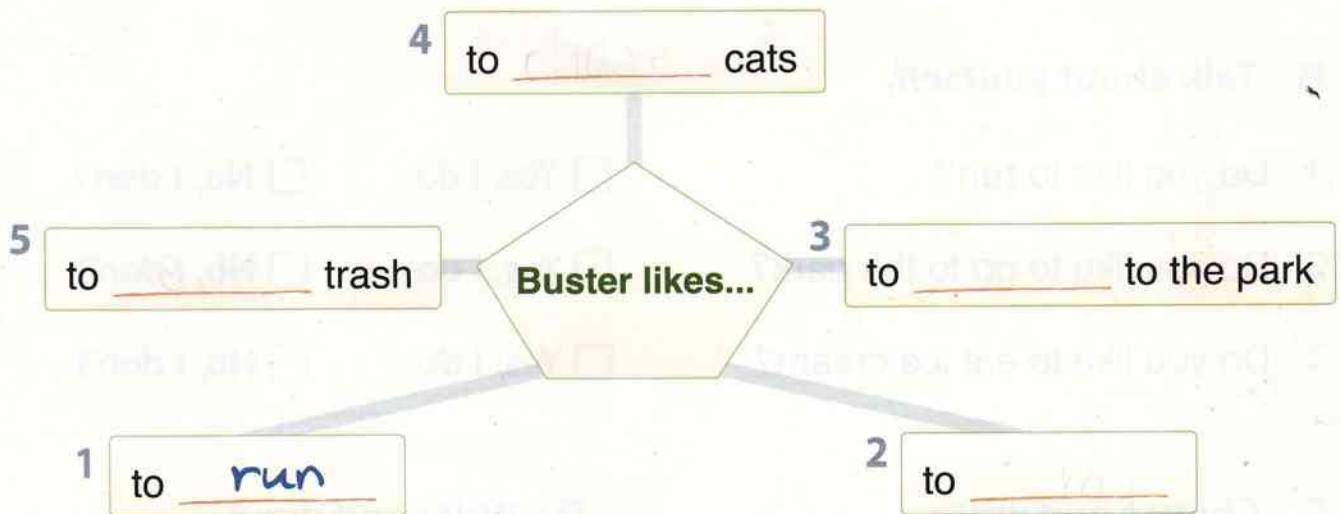


## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➔ What does Buster like to do?
- 2 Find and count. ➔ How many things does Buster like to do?

### B Complete the chart.



### C Check(✓) True or False.

- |                                   |                               |                                |
|-----------------------------------|-------------------------------|--------------------------------|
| 1 Buster likes to walk.           | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 Buster likes to jump.           | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Buster likes to chase birds.    | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 Terry says, "Noooooo, Buster!!" | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Circle the correct word(s).

- 1 Buster is Terry's cat / dog.
- 2 Buster likes to jump / jump.
- 3 Buster likes to chase mice / cats.
- 4 Buster likes to eat trash / to run.

#### B Talk about yourself.

- |                                  |                                     |                                       |
|----------------------------------|-------------------------------------|---------------------------------------|
| 1 Do you like to run?            | <input type="checkbox"/> Yes, I do. | <input type="checkbox"/> No, I don't. |
| 2 Do you like to go to the park? | <input type="checkbox"/> Yes, I do. | <input type="checkbox"/> No, I don't. |
| 3 Do you like to eat ice cream?  | <input type="checkbox"/> Yes, I do. | <input type="checkbox"/> No, I don't. |

#### C Choose and write.

jump   run   cat   park

- 1 Kangaroos can \_\_\_\_\_.
- 2 Let's go to the \_\_\_\_\_.
- 3 The \_\_\_\_\_ is sleeping.
- 4 The horse can \_\_\_\_\_ fast.

#### D Write and draw.

I like to \_\_\_\_\_.

<Draw your answer here.>



# Chase Me, Dad!



## 1 Pre-Reading

### A Look and match.

- 1 watch      2 neck      3 ~~dad~~      4 face



### B Learn the grammar. Read and say.

Dad is      watching TV.  
reading a book.  
sleeping.

#### Grammar Tip

jump - jumping  
run - running  
chase - chasing

### C Look at the picture on the next page and talk about it.

- 1 What is Cindy doing?
- 2 What is Dad doing?
- 3 How does Dad feel?





## Chase Me, Dad!

Dad is watching TV.

I can tickle his feet.

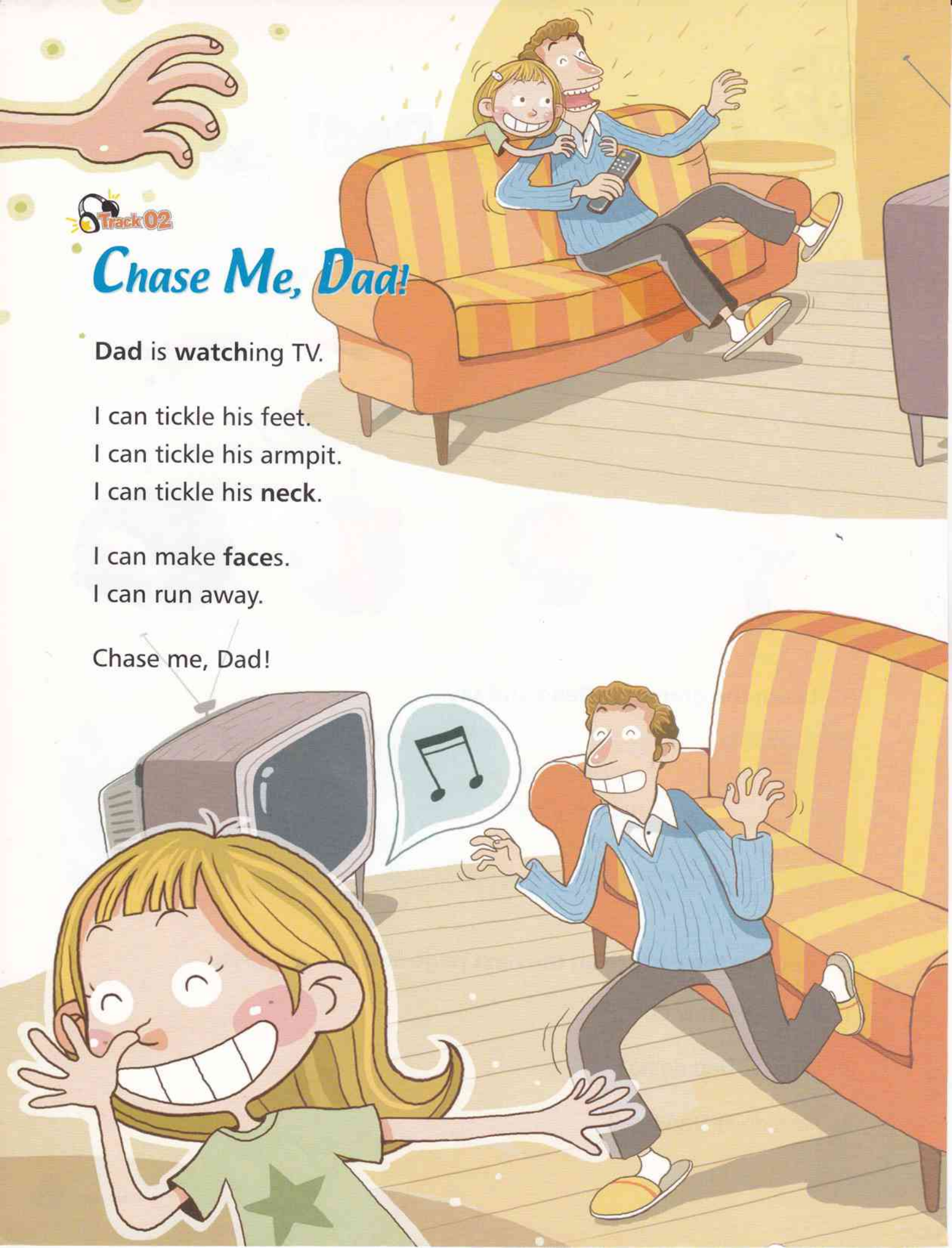
I can tickle his armpit.

I can tickle his **neck**.

I can make **faces**.

I can run away.

Chase me, Dad!



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Circle the body parts.
- 2 Find and underline. ➡ What can Cindy do?

### B Complete the chart.



### C Number the sentences.


Cindy runs away.

Dad chases Cindy.


Cindy tickles her dad.

Cindy makes faces.

### D Check(✓) True or False.

1 Cindy is watching TV.

☐ True☐ False

2 Cindy tickles Dad's feet.

☐ True☐ False

3 Dad runs away.

☐ True☐ False



### 3 After Reading

#### A Circle the correct word(s).

- 1 Cindy's dad is watching TV / sleeping.
- 2 Cindy tickles her dad's hands / feet.
- 3 Cindy makes faces and runs away / watches TV.

#### B Talk about yourself.

- 1 Do you play with your dad? ☐ Yes, I do. ☐ No, I don't.
- 2 Do you tickle your dad? ☐ Yes, I do. ☐ No, I don't.

#### C Choose and write.

dad face neck watch

1



The giraffe has a long \_\_\_\_\_.

2



This is my \_\_\_\_\_.

3



They like to \_\_\_\_\_ soccer games.

4



He is washing his \_\_\_\_\_.



# Babies, Babies, Babies



## 1 Pre-Reading

### A Look, choose and write.

Word Bank

hungry

wet

tired

homework

1



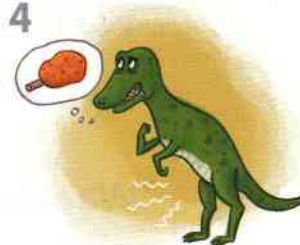
2



3



4



### B Learn the grammar. Read and compare.

I am | hungry.  
tired.  
wet.

Are you | hungry?  
tired?  
wet?

#### Grammar Tip

Are you hungry?  
Yes, I am.  
No, I'm not.

### C Look at the picture on the next page and talk about it.

- 1 Why is the baby crying?
- 2 What is Mom doing?
- 3 What is Terry doing?





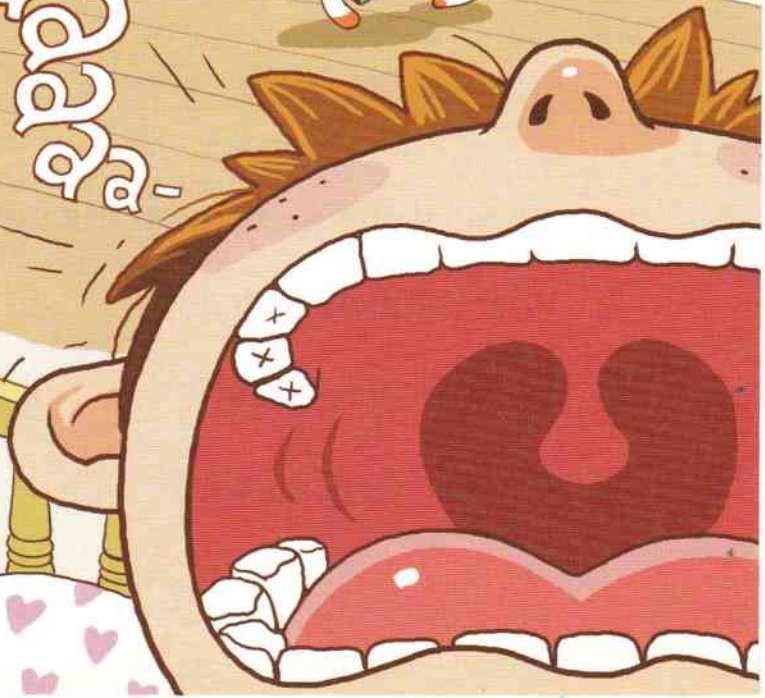
## Babies, Babies, Babies

"Waaaaaaah," said the baby.  
"Are you **hungry**?" asked Mom.

"Waaaaaaah," said the baby.  
"Are you **tired**?" asked Mom.

"Waaaaaaah," said the baby.  
"Are you **wet**?" asked Mom.

"Waaaaaaah," said Terry.  
"Go and do your **homework**!" said Mom.



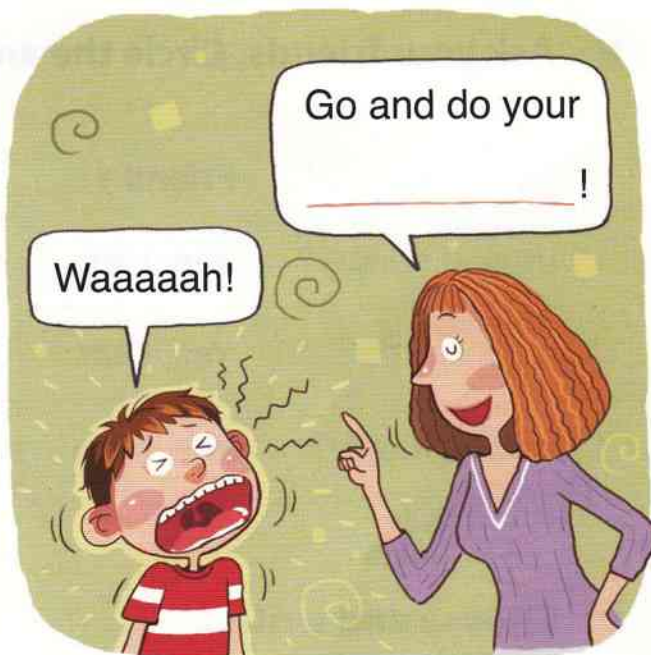


## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➔ Who said "Waaaaah?"
- 2 Find and underline. ➔ What did Mom say to the baby?
- 3 Find and check(✓). ➔ What did Mom say to Terry?

### B Complete the sentence.



### C Number the sentences.

- ☐ "Waaaaah!" said Terry.
- ☐ "Go and do your homework!" said Mom.
- ☐ "Are you tired?" asked Mom.
- ☒ "Waaaaah!" said the baby.



### 3 After Reading

#### A Circle the correct answer.

1 What did mom say to the baby?

a Are you wet?

b Do you have homework?

2 Who said "Go and do your homework!"?

a Terry did.

b Mom did.

#### B Ask your friends. Circle the answers.

	Friend 1: _____	Friend 2: _____
1 Are you hungry?	Yes, I am.	No, I'm not.
2 Are you tired?	Yes, I am.	No, I'm not.
3 Are you happy?	Yes, I am.	No, I'm not.

#### C Choose and write.

Word Bank

homework

hungry

tired

wet

1 I walked in the rain. My shoes are \_\_\_\_\_.

2 I want to sleep. I am \_\_\_\_\_.

3 I don't want to eat. I'm not \_\_\_\_\_.

4 Hurray! We don't have \_\_\_\_\_ today.



# At the Supermarket



## 1 Pre-Reading

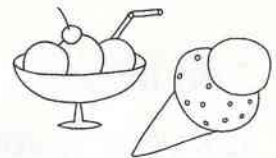
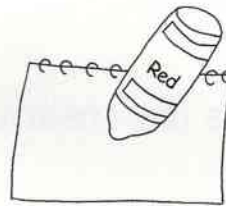
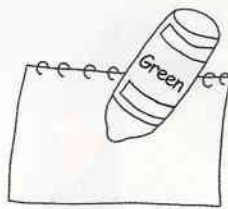
### A Read and color.

1 buy

2 green

3 red

4 ice cream



### B Learn the grammar. Read and say.

Let's  
buy some green beans!  
buy some red peppers!  
buy some ice cream!

#### Grammar Tip

Let's go!  
Let's eat!  
Let's run!

### C Look at the picture on the next page and talk about it.

- 1 Where are the boy and his mother?
- 2 What vegetables can you see?
- 3 What does the boy want?





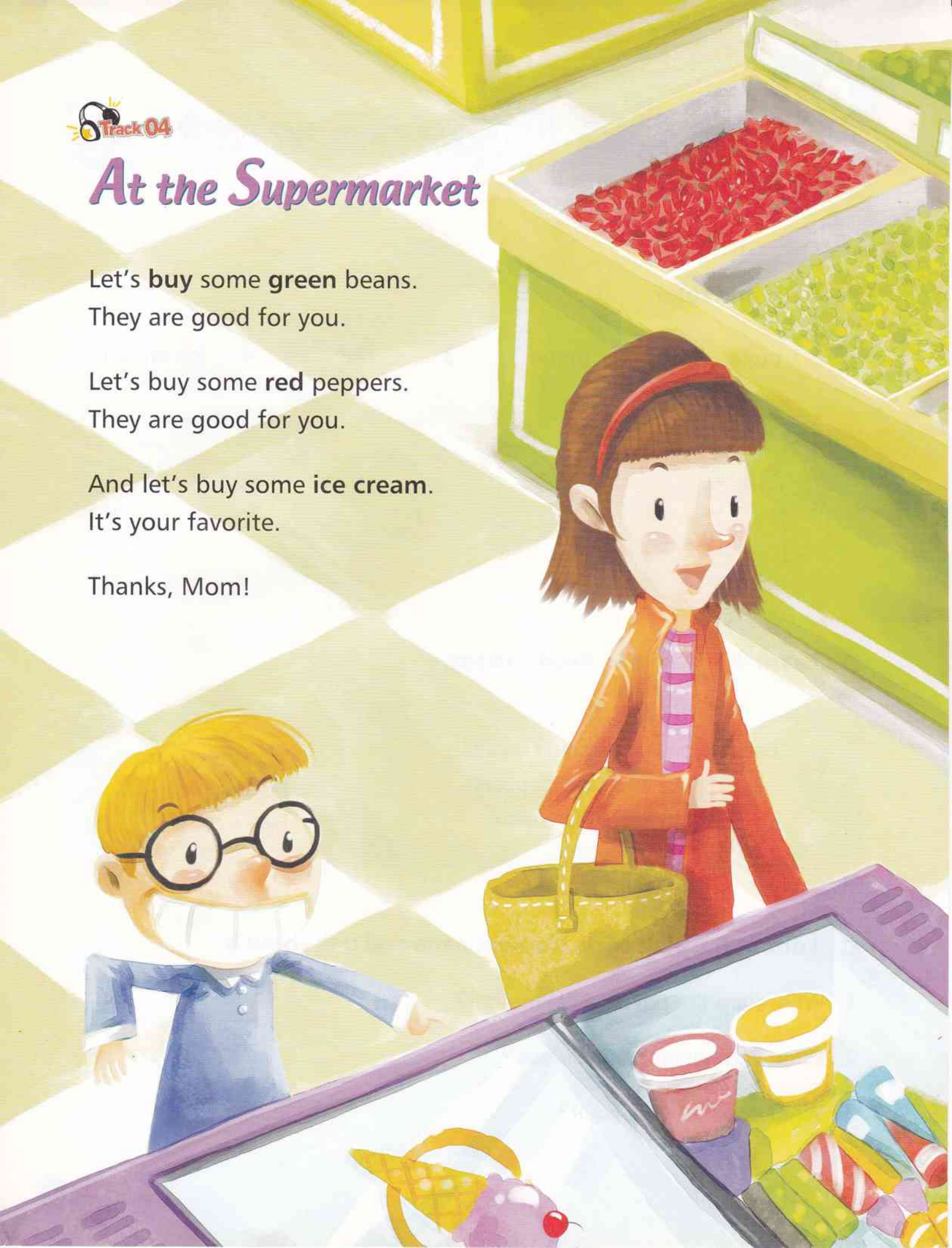
## At the Supermarket

Let's **buy** some **green** beans.  
They are good for you.

Let's buy some **red** peppers.  
They are good for you.

And let's buy some **ice cream**.  
It's your favorite.

Thanks, Mom!



## 2 During Reading

### A Read and mark your answers in the story.

- Find and circle. ➡ Where are they?
- Find and underline. ➡ What are they buying?

### B Read, match and write.

- Let's buy some  
\_\_\_\_\_ cream.



It's \_\_\_\_\_  
favorite.

- Let's buy some  
\_\_\_\_\_ peppers.



They are \_\_\_\_\_  
for you.

- Let's buy some  
\_\_\_\_\_ beans.



They are \_\_\_\_\_  
for you.

### C Check(✓) True or False.

- |                                     |                               |                                |
|-------------------------------------|-------------------------------|--------------------------------|
| 1 The boy is at the ice cream shop. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 The boy likes ice cream.          | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Green beans are good for you.     | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 They buy red peppers.             | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Circle the correct word(s).

- 1 The boy and his mom are at the ice cream shop / supermarket.
- 2 Mom buys some green / red beans.
- 3 Ice cream / Red pepper is the boy's favorite.

#### B Talk about yourself.

- 1 Do you go to the supermarket with your mom? ☐ Yes, I do. ☐ No, I don't.
- 2 Is ice cream your favorite? ☐ Yes, it is. ☐ No, it isn't.
- 3 Do you like going to the supermarket? ☐ Yes, I do. ☐ No, I don't.

#### C Choose and write.

buy green red Ice-cream

- 1 The fire truck is \_\_\_\_\_.
- 2 I want to \_\_\_\_\_ some candy.
- 3 \_\_\_\_\_ is very cold.
- 4 Rabbits like \_\_\_\_\_ grass.

#### D Write and draw.

I like \_\_\_\_\_.

<Draw your answer here.>



# Sid the Alphabet Snake



## 1 Pre-Reading

### A Look and match.

1 come

2 like

3 letter

4 make



### B Learn the grammar. Read and say.

What can	Sid	make?	He	can make	letters.
	Mom		She		salad.
	you		I		cookies.

#### Remember?

I can tickle his feet.  
I can make faces.  
I can run away.

### C Look at the picture on the next page and talk about it.

- 1 What color is the snake?
- 2 What is the snake doing?
- 3 What noise does a snake make?



# Sid the Alphabet Snake

Here comes Sid.  
Sssssssssssssss



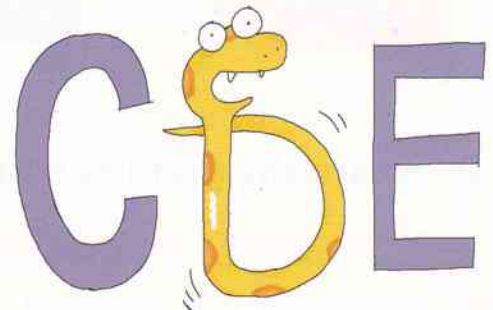
Sid likes the alphabet.  
Sssssssssssssss



Sid can make letters.  
Look, it's an L!



Now he's making a D!



What else can you make, Sid?

SSSSSSSSSSSSSSSSSSSS!



**2 During Reading****A Read and mark your answers in the story.**

- 1 Find and circle. ➔ What sound does Sid make?
- 2 Find and underline. ➔ What letters can Sid make?

**B Read, write and draw.**

Sid likes the \_\_\_\_\_.



1 Sid can make an L.

<Draw your answer here.>

2 Sid can make a \_\_\_\_\_.

<Draw your answer here.>

3 Sid can make an \_\_\_\_\_.

<Draw your answer here.>

**C Check(✓) True or False.**

- |                                  |                               |                                |
|----------------------------------|-------------------------------|--------------------------------|
| 1 Sid is a snake.                | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 Sid doesn't like the alphabet. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Sid can't make letters.        | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 Sid is making B now.           | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Circle the correct answer.

1 Who is Sid?

a He's the snake alphabet.

b He's the alphabet snake.

2 What does Sid like to do?

a He likes to make letters.

b He likes to eat letters.

#### B Talk about yourself.

1 Can you write the alphabet?

☐ Yes, I can.

☐ No, I can't.

2 Can you make a T with your fingers?

☐ Yes, I can.

☐ No, I can't.

3 Can you make a W with your fingers?

☐ Yes, I can.

☐ No, I can't.

#### C Choose and write.

make      Come      like      letters

1 There are 26 \_\_\_\_\_ in the alphabet.

2 \_\_\_\_\_ here, please.

3 I \_\_\_\_\_ ice cream. It's my favorite.

4 Can you \_\_\_\_\_ a sand castle?

#### D Write and draw.

I can \_\_\_\_\_.

<Draw your answer here.>



# What Do Birds Like?



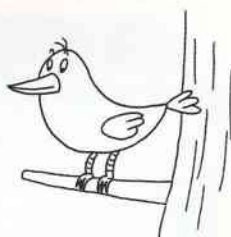
## 1 Pre-Reading

### A Color the picture.

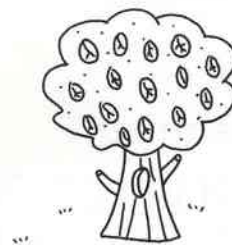
1 nest



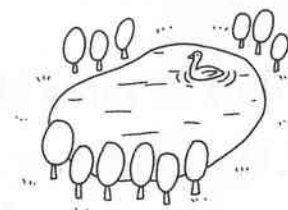
2 bird



3 tree



4 lake



### B Learn the grammar. Read and compare.

There is a  
bird.  
nest.  
tree.

There are some  
birds.  
nests.  
trees.

#### Grammar Tip

letter - letters  
bean - beans  
lake - lakes

### C Look at the picture on the next page and talk about it.

- 1 What color is the bird on the lake?
- 2 How many birds are in the tree?
- 3 What color is the bird in the nest?



## What Do Birds Like?

Some **birds** like fields.  
Some birds like **lakes**.  
Some birds like **trees**.  
Some birds like the ocean.


But all birds like one thing.  
Do you know what it is?

Yes!  
All birds like **nests**.



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find, circle and count.  Circle and count the word "birds."
- 2 Find and underline.  What do birds like?

### B Fill in the blanks. Choose the words from the story.

Some birds like \_\_\_\_\_.

Some birds like \_\_\_\_\_.

All birds like \_\_\_\_\_.

Some birds like \_\_\_\_\_.

Some birds like \_\_\_\_\_.

### C Check(✓) True or False.

- |                                |                               |                                |
|--------------------------------|-------------------------------|--------------------------------|
| 1 All birds like lakes.        | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 Some birds like trees.       | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Some birds don't like nests. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 All birds like nests.        | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Circle the correct word.

- 1 All / Some birds like lakes.
- 2 Some birds / bird like trees.
- 3 All / Some birds like nests.
- 4 All / Some birds like the ocean.

#### B Talk about yourself.

- |                                   |                                      |  |
|-----------------------------------|--------------------------------------|--|
| 1 Do you like birds?              | <input type="checkbox"/> Yes, I do.  | <input type="checkbox"/> No, I don't.  |
| 2 Did you ever see a bird's nest? | <input type="checkbox"/> Yes, I did. | <input type="checkbox"/> No, I didn't. |
| 3 Do you have a bird at home?     | <input type="checkbox"/> Yes, I do.  | <input type="checkbox"/> No, I don't.  |

#### C Choose and write.

lake   nest   bird   tree

- 1 Can you climb a \_\_\_\_\_?
- 2 I want to swim in the \_\_\_\_\_.
- 3 A \_\_\_\_\_ is singing beautifully.
- 4 A \_\_\_\_\_ is a baby bird's home.

#### D Write and draw.

I like \_\_\_\_\_.

<Draw your answer here.>



# Hide and Seek



## 1 Pre-Reading

### A Look, choose and write.

Word Bank

behind

between

next to

in front of

1



2



3



4




---

### B Learn the grammar. Read and compare.

I	don't know.
We	
They	

He	doesn't know.
She	

### C Look at the picture on the next page and talk about it.

- Where is Sam hiding?
- Where is Jane hiding?
- Who is in front of Terry?





## Hide and Seek

Tom is **behind** the door.  
But Terry doesn't know.

Jane is **between** the chairs.  
But Terry doesn't know.

Sam is **next to** the TV.  
But Terry doesn't know.

"I can catch you first, Buster!"  
says Terry.

"You're right in **front of** me!"

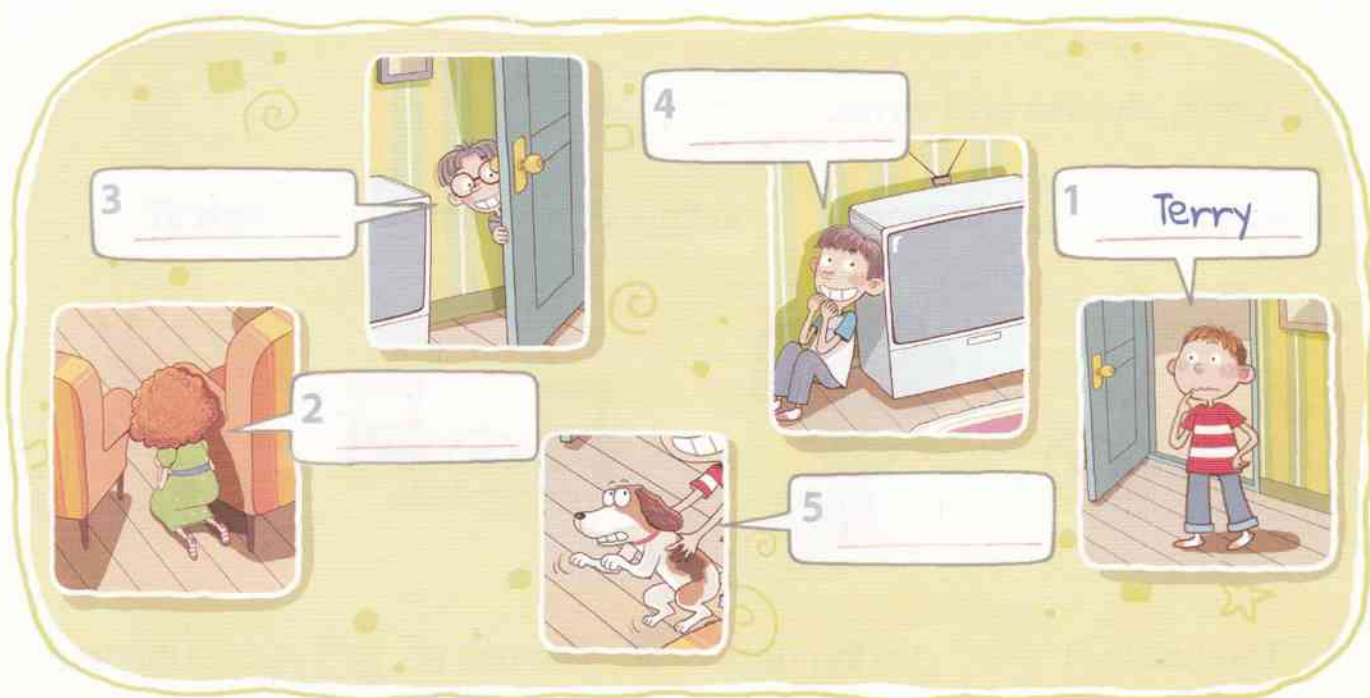


## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find, circle and count. ➡ Circle and count the names.
- 2 Find and underline. ➡ Where are Tom, Jane and Sam?

### B Write the names.



### C Check(✓) True or False.

- |                             |                               |                                |
|-----------------------------|-------------------------------|--------------------------------|
| 1 Tom is behind the door.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 Jane is next to the TV.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Terry can see Sam.        | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 Terry can't catch Buster. | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Read and match.

- |                |                        |
|----------------|------------------------|
| 1 Tom is...    | ...in front of Terry.  |
| 2 Jane is...   | ...behind the door.    |
| 3 Sam is...    | ...between the chairs. |
| 4 Buster is... | ...next to the TV.     |

#### B Look, choose and write.

Word Bank

between

in front of

behind

next to



- 1 The ball is \_\_\_\_\_ the desk.    2 The ball is \_\_\_\_\_ the tree.  
3 The ball is \_\_\_\_\_ the chairs.    4 The ball is \_\_\_\_\_ the dog.

#### C Talk about yourself.

- 1 Do you like to play games with your friends? ☐ Yes, I do. ☐ No, I don't.  
2 Do you play "hide and seek"? ☐ Yes, I do. ☐ No, I don't.  
3 Is someone sitting next to you right now? ☐ Yes. ☐ No.





# 1 Pre-Reading

## A Look and match.

1 name

2 say

3 dog

4 grandmother



## B Learn the grammar. Read and compare.

The music is	slow.
	loud.
	nice.

Say it	slowly.
	loudly.
	nicely.

### Grammar Tip

slow - slowly  
loud - loudly  
nice - nicely

## C Look at the picture on the next page and talk about it.

- 1 What is the boy saying to the dog?
- 2 How does the dog feel?
- 3 What is the boy thinking about?





# Baboon

Baboon is a funny **name**.

Say it slowly, "Baaa-boooooooooon."

Say it loudly "BA-BOOOON."

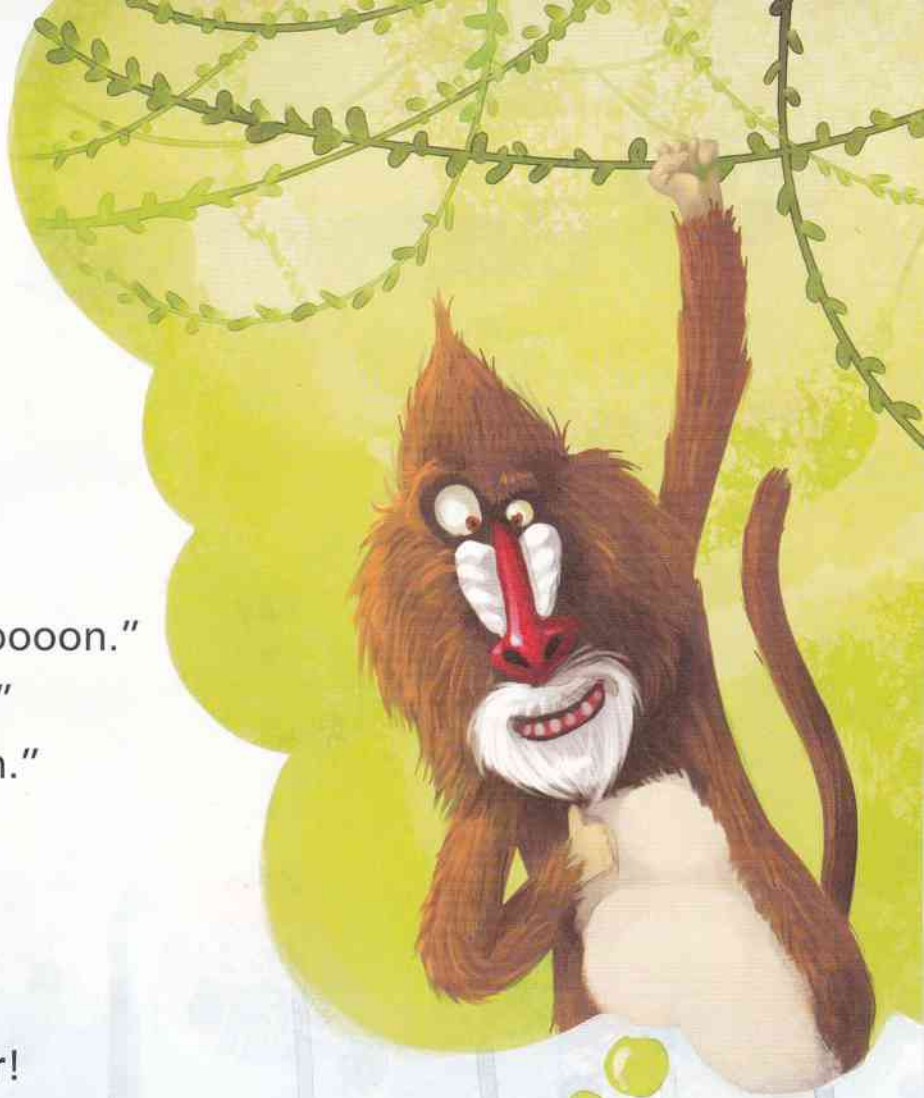
Say it to your **dog**, "Baboon."

But, never-ever,

Ever,

Ever, ever,

Say it to your **grandmother**!



Ba-b-ooooooooon



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find, circle and count. ➔ Find the word "baboon."
- 2 Find, underline and count. ➔ Underline and count the word "it."
- 3 Act out. ➔ Say "Baboon" slowly, fast, loudly and quietly.

### B Complete the chart.

Word Bank

grandmother

dog

funny

Baboon is a \_\_\_\_\_ name.

Say it to your \_\_\_\_\_.

Never say it to your \_\_\_\_\_.

### C Check(✓) True or False.

- 1 The boy thinks "Baboon" is a funny name. ☐ True ☐ False
- 2 He says "Baboon" loudly. ☐ True ☐ False
- 3 He says "Baboon" fast. ☐ True ☐ False
- 4 Never say "Baboon" to your dog. ☐ True ☐ False



### 3 After Reading

#### A Circle the correct word(s).

- 1 The boy says "Baboon"  slowly / fast .
- 2 The boy says "Baboon"  quietly / loudly .
- 3  Say / Never say "Baboon" to your grandmother.
- 4  Say / Never say "Baboon" to your dog.

#### B Talk about yourself.

- 1 Do you think "Baboon" is a funny name? ☐ Yes, I do. ☐ No, I don't.
- 2 Do you like your name? ☐ Yes, I do. ☐ No, I don't.
- 3 Do you know another funny English word? ☐ Yes, I do. ☐ No, I don't.

#### C Choose and write.

dog Say name grandmother

- 1 My \_\_\_\_\_ is Terry.
- 2 My \_\_\_\_\_ is 65 years old.
- 3 I have a \_\_\_\_\_. It's a poodle.
- 4 \_\_\_\_\_ hello to your friends.

#### D Write and draw.

My name is \_\_\_\_\_.

<Draw your answer here.>





# 1 Pre-Reading

## A Look, choose and write.

Word Bank

cold

milk

hot

drink

1



2



3



4



## B Learn the grammar. Read and compare.

I	drink milk.
We	
They	

He	drinks milk.
She	
Buster	

### Grammar Tip

run - runs  
watch - watches  
say - says

## C Look at the picture on the next page and talk about it.

- 1 What is Mom drinking?
- 2 What is Dad giving Cindy?
- 3 How does Cindy feel?





## *I Drink Milk*

Mom **drinks** coffee.  
It's too bitter for me.

Dad drinks green tea.  
It's too **hot** for me.

I drink **milk**.  
It's just right for me.

Mmmm! It's nice and **cold**.  
Can I have some more?



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Circle the drinks.
- 2 Find and underline. ➡ Underline the people.

### B Complete the chart.

» What does Cindy like to drink? Draw 😊 or ☹️.



Coffee

<Draw your answer here.>



Green Tea

<Draw your answer here.>



Milk

<Draw your answer here.>

It's too \_\_\_\_\_.

It's too \_\_\_\_\_.

It's just \_\_\_\_\_.

### C Circle the correct picture and write.

- 1 What does Cindy's mom drink?

She drinks \_\_\_\_\_.



- 2 What does Cindy's dad drink?

He drinks \_\_\_\_\_.





### 3 After Reading

#### A Circle the correct answer.

1 What does Cindy drink?

☐ a She drinks coffee.

☐ b She drinks milk.

2 How does milk taste?

☐ a It is bitter.

☐ b It's nice and cold.

#### B Talk about yourself.

1 Do you like milk?

☐ Yes, I do.

☐ No, I don't.

2 Does your mom drink coffee?

☐ Yes, she does.

☐ No, she doesn't.

3 Does your dad drink green tea?

☐ Yes, he does.

☐ No, he doesn't.

#### C Choose and write.

milk hot cold drink

1 I want to \_\_\_\_\_ water.

2 I drink \_\_\_\_\_ every day.

3 It's \_\_\_\_\_ in the winter.

4 Don't touch it! It's \_\_\_\_\_.

#### D Write and draw.

I like to drink \_\_\_\_\_.

<Draw your answer here.>



# Buying Shoes



## 1 Pre-Reading

### A Look and match.

1 shoes

2 small

3 big

4 bright



### B Learn the grammar. Read and compare.

This is	big.
	small.
	bright.

These are	big.
	small.
	bright.

#### Grammar Tip

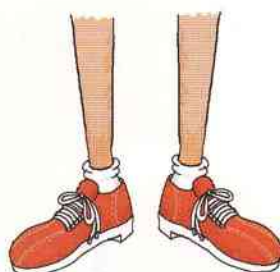
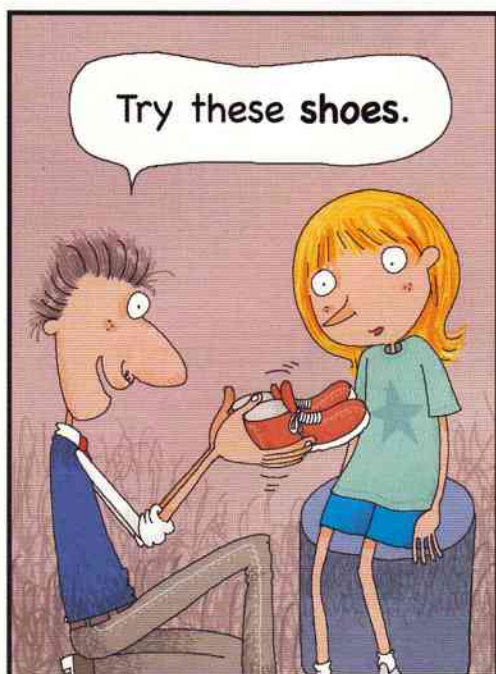
shoe - shoes  
this - these  
is - are

### C Look at the picture on the next page and talk about it.

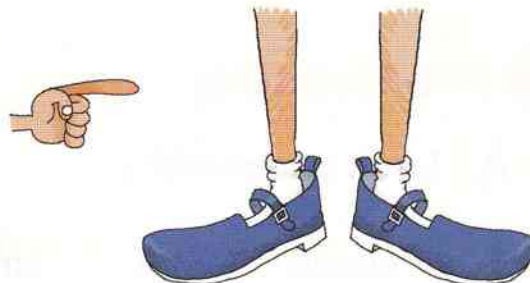
- 1 Where is Cindy?
- 2 What is she doing?
- 3 What color shoes does she buy?



# Buying Shoes



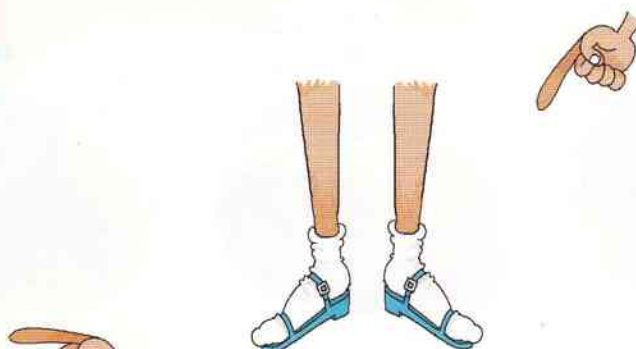
These are too **small**.



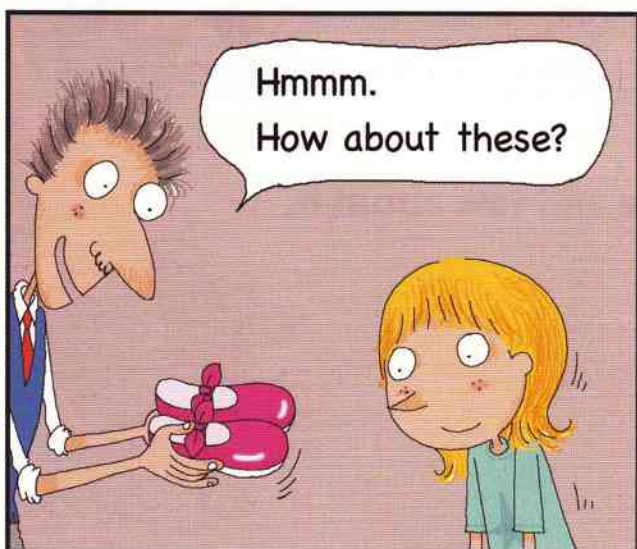
These are too **big**.



These are too **bright**.



These are too **tight**.



These are not small.  
These are not big.  
These are not tight.  
These are not bright.  
These are **perfect**!



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and count. ➔ How many pairs of shoes does Cindy try?
- 2 Find, circle and count. ➔ Circle and count the word "these."

### B Complete the chart.

Shoes 1		These are too _____.	Cindy doesn't buy them.
Shoes 2		These are too _____.	
Shoes 3		These are too _____.	
Shoes 4		These are too _____.	Cindy buys them.
Shoes 5		These are _____.	

### C Number the sentences.

- |                            |                      |                          |                    |
|----------------------------|----------------------|--------------------------|--------------------|
| <input type="checkbox"/> 1 | Try these shoes.     | <input type="checkbox"/> | How about these?   |
| <input type="checkbox"/>   | These are not small. | <input type="checkbox"/> | These are perfect. |
| <input type="checkbox"/>   | These are too small. |                          |                    |



### 3 After Reading

#### A Circle the correct answer.

1 Where is Cindy?

- ☐ a At the bookstore      ☐ b At the shoe store      ☐ c At the supermarket

2 What is Cindy buying?

- ☐ a T-shirts      ☐ b Socks      ☐ c Shoes

3 How many pairs of shoes does Cindy try?

- ☐ a Four pairs      ☐ b Five pairs      ☐ c Six pairs

4 Which ones does she buy?

- ☐ a The perfect ones      ☐ b The tight ones      ☐ c The big ones

#### B Choose and write.

big    bright    small    shoes

1 I have a new pair of \_\_\_\_\_.

2 I like \_\_\_\_\_ colors.

3 My bag is \_\_\_\_\_ and heavy.

4 Ants are \_\_\_\_\_ insects.

#### C Write and draw.

My shoes are \_\_\_\_\_.

<Draw your answer here.>





## Part 2

Unit 11	Like an Angel	51
Unit 12	Tall, Taller, Tallest	55
Unit 13	The Rich King	59
Unit 14	The World of Insects	63
Unit 15	Thanks, Mr. Bee	67
Unit 16	On the Beach	71
Unit 17	Valentine's Day	75
Unit 18	My Fashion	79
Unit 19	Two-Minute Exercise	83
Unit 20	Rock-Paper-Scissors	87







Hi, friends.

How is it going?

Do you like  
Reading Boat,  
Buster?

Woof! Woof!

## Like an Angel



## 1 Pre-Reading

## A Look and match.

1 walk

2 elephant

3 fly

4 smile



## B Learn the grammar. Ask and answer.

Can you walk like an elephant?

he

she

Yes, I can.

he

she

No, I can't.

he

she

## C Look at the picture on the next page and talk about it.

- 1 What animals can you see?
- 2 What is Cindy doing?
- 3 What is the baby doing?





## Like an Angel

Can you **walk** like an elephant?

Can you **jump** like a kangaroo?

Can you **fly** like a bird?

You don't walk like an elephant.

You don't jump like a kangaroo.

You don't fly like a bird.

But you **smile** like an angel.



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Circle the animals.
- 2 Act out. ➡ Walk like an elephant.  
Jump like a kangaroo.

### B Complete the chart.

<div style="border: 2px solid orange; border-radius: 15px; padding: 10px; display: inline-block;"> Cindy's Baby Sister </div>	No	She doesn't _____ like an elephant.
	No	She doesn't _____ like a kangaroo.
	No	She doesn't _____ like a bird.
	Yes	She _____ like an angel.

### C Check(✓) True or False.

- |                                      |                               |                                |
|--------------------------------------|-------------------------------|--------------------------------|
| 1 The baby walks like an elephant.   | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 The baby doesn't fly like a bird.  | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 The baby can jump like a kangaroo. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 The baby smiles like an angel.     | <input type="checkbox"/> True | <input type="checkbox"/> False |



### 3 After Reading

#### A Circle the correct word(s).

- 1 Cindy's baby sister doesn't walk like a bird / like an elephant .
- 2 Cindy's baby sister doesn't eat / jump like a kangaroo.
- 3 Cindy's baby sister doesn't fly like a bird / like a cat .
- 4 Cindy's baby sister smiles like Cindy / like an angel .

#### B Ask your friend and check the answer.

- |                                  |                                      |                                       |
|----------------------------------|--------------------------------------|---------------------------------------|
| 1 Can you walk like an elephant? | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> No, I can't. |
| 2 Can you jump like a kangaroo?  | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> No, I can't. |
| 3 Can you fly like a bird?       | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> No, I can't. |

#### C Choose and write.

elephant   Smile   walk   fly

- 1 I \_\_\_\_\_ to school every morning.
- 2 You can see an \_\_\_\_\_ at the zoo.
- 3 Birds can \_\_\_\_\_ but I can't.
- 4 I'll take a photo. \_\_\_\_\_ !

#### D Write and draw.

I can \_\_\_\_\_ .

<Draw your answer here.>



# Tall, Taller, Tallest



## 1 Pre-Reading

### A Color the picture.

1 house	2 apartment	3 mountain	4 climb

### B Learn the grammar. Read and compare.

I'm	tall.
My mom is	taller.
My dad is	the tallest.

#### Grammar Tip

big - bigger - biggest  
small - smaller - smallest  
cold - colder - coldest

### C Look at the picture on the next page and talk about it.

- 1 Where is Terry?
- 2 Who is taller, Mom or Dad?
- 3 What is behind the house?



# Tall, Taller, Tallest

My mom is tall.  
But my dad is taller.

Our **house** is tall.  
But **apartments** are taller.

Trees are tall.  
But **mountains** are taller.

If I **climb** a mountain,  
am I the tallest?



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Find the words "tall," "taller," and "tallest."
- 2 Find and complete. ➡ ① Mom < Dad ② House < \_\_\_\_\_  
③ Tree < \_\_\_\_\_
- 3 What do you think? ➡ Is Terry the tallest?

### B Write and circle.



1 Mom  
tall taller



2 \_\_\_\_\_  
tall taller



3 \_\_\_\_\_  
tall taller



4 \_\_\_\_\_  
tall taller



5 \_\_\_\_\_  
tall taller



6 \_\_\_\_\_  
tall taller



7 Terry on a mountain  
tall taller tallest



### 3 After Reading

#### A Check(✓) True or False.

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| 1 Terry's dad is taller than his mom.          | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 2 Terry's house is taller than the apartments. | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 3 Trees are taller than mountains.             | <input type="checkbox"/> True | <input type="checkbox"/> False |
| 4 Terry is the tallest person in the world.    | <input type="checkbox"/> True | <input type="checkbox"/> False |

#### B Talk about yourself.

- |                                      |                                      |  |
|--------------------------------------|--------------------------------------|--|
| 1 Is your dad taller than your mom?  | <input type="checkbox"/> Yes, he is. | <input type="checkbox"/> No, he isn't. |
| 2 Are you taller than your mom?      | <input type="checkbox"/> Yes, I am.  | <input type="checkbox"/> No, I'm not.  |
| 3 Are you the tallest in your class? | <input type="checkbox"/> Yes, I am.  | <input type="checkbox"/> No, I'm not.  |

#### C Choose and write.

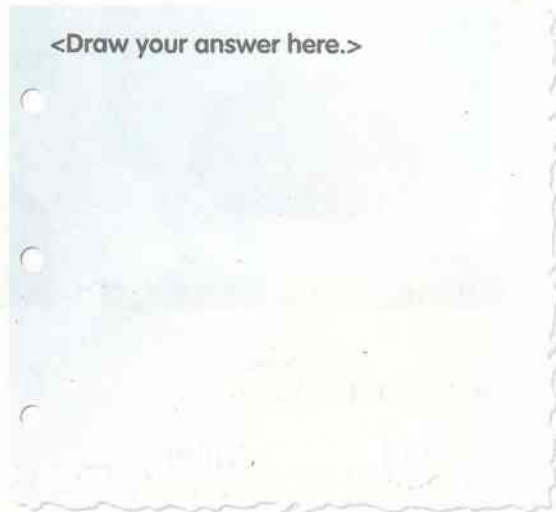
house apartment mountain climb

- 1 I live in an \_\_\_\_\_ building.
- 2 Cats can \_\_\_\_\_ trees.
- 3 Let's go up the \_\_\_\_\_.
- 4 There are two bedrooms in the \_\_\_\_\_.

#### D Circle and draw.

This is my house / apartment .

<Draw your answer here.>



# The Rich King



## 1 Pre-Reading

### A Look, choose and write.

Word Bank

king

rich

gold

tooth

1



2



3



4



### B Learn the grammar. Ask and answer.

Is he happy?  
she

Yes, he is. No, he isn't.  
she she

Remember?

Are you hungry?  
Yes, I am.  
No, I am not.

### C Look at the picture on the next page and talk about it.

- 1 What is the king's bath made of?
- 2 Is the king happy?
- 3 Point to the king's teeth. What is wrong?

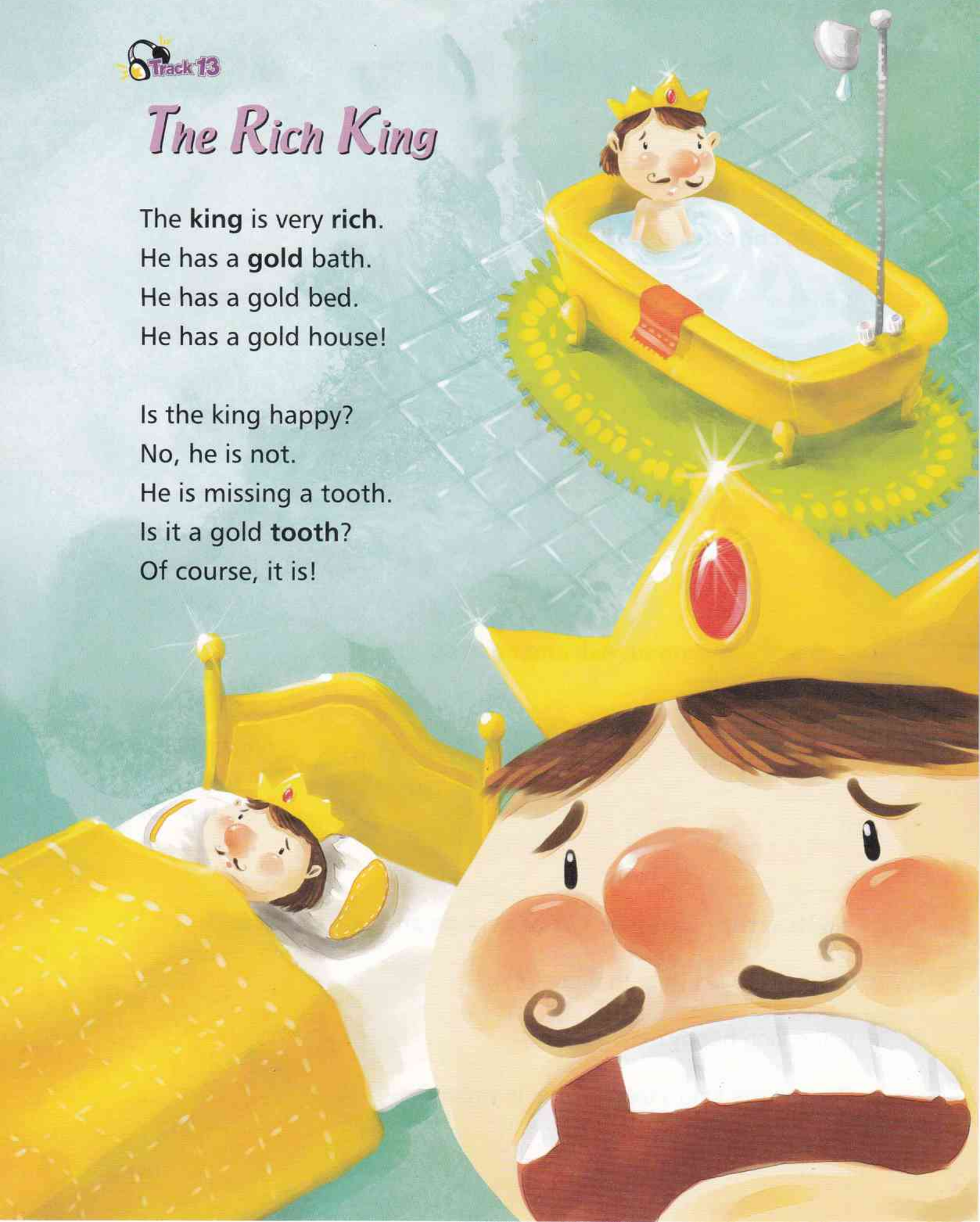




## *The Rich King*

The **king** is very rich.  
He has a **gold** bath.  
He has a gold bed.  
He has a gold house!

Is the king happy?  
No, he is not.  
He is missing a tooth.  
Is it a gold **tooth**?  
Of course, it is!



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➔ What does the king have?
- 2 Find and underline. ➔ Underline the word "gold."
- 3 What do you think? ➔ Is the king happy? Why not?

### B Complete the chart.

The king has a gold...			The king is missing...
<u>bath</u>			
<Draw your answer here.>	<Draw your answer here.>	<Draw your answer here.>	<Draw your answer here.>
			He is not happy.

### C Number the sentences.

- ☐ He is missing a tooth.
- ☐ He has a gold bath, gold bed and gold house.
- ☒ 1 The king is very rich.
- ☐ He is not happy.



### 3 After Reading

#### A Circle the correct answer.

1 Is the king rich?

a Yes, he is.

b No, he isn't.

2 Why is the king not happy?

a He lost a gold shoe.

b He lost a gold tooth.

#### B Talk about yourself.

1 Are you rich?

☐ Yes, I am.

☐ No, I'm not.

2 Are you happy?

☐ Yes, I am.

☐ No, I'm not.

3 Do you have anything gold?

☐ Yes, I do.

☐ No, I don't.

#### C Choose and write.

tooth rich gold king

1 He's \_\_\_\_\_.

He has a lot of money.

2 The \_\_\_\_\_ lives in the castle.

3 The baby has only one \_\_\_\_\_.

4 My mom has a \_\_\_\_\_ ring.

#### D Imagine, write and draw.

The king has a gold \_\_\_\_\_.

<Draw your answer here.>



# The World of Insects



## 1 Pre-Reading

### A Look and match.

1 tiny

2 inside

3 outside

4 pretty



### B Learn the grammar. Read and compare.

It is	tiny.
	pretty.
	inside.

They are	tiny.
	pretty.
	inside.

#### Remember?

This is small.  
These are small.

### C Look at the picture on the next page and talk about it.

- How many insects are there?
- What are they doing?
- Which insects are pretty?



# *The World of Insects*



They crawl.  
They jump.  
They fly.



They are **tiny**.  
They are scary.  
They are **pretty**.

They are **inside**.  
They are **outside**.  
They are everywhere.



Look closely.  
Look quietly.  
Look carefully.

Can you see them?



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ What do insects do?
- 2 Find and check (✓). ➡ What do insects look like?
- 3 Find and underline. ➡ Where are the insects?

### B Complete the chart.

What do insects do?	What do insects look like?	Where are the insects?	How do you look for insects?
crawl	tiny	inside	closely

### C Check(✓) True or False.

- 1 Insects can smile. ☐ True ☐ False
- 2 Insects are everywhere. ☐ True ☐ False
- 3 Insects are big. ☐ True ☐ False
- 4 Some insects can fly. ☐ True ☐ False
- 5 Insects can crawl. ☐ True ☐ False



### 3 After Reading

#### A Circle the correct answer.

1 How do the insects move in the story?

a They crawl.

b They run.

2 How can you see insects?

a Look for them quietly.

b Look for them noisily.

#### B Talk about yourself.

1 Do you like insects?

☐ Yes, I do.

☐ No, I don't.

2 Do you see insects in your house?

☐ Yes, I do.

☐ No, I don't.

3 Can you touch insects?

☐ Yes, I can.

☐ No, I can't.

#### C Choose and write.

outside    pretty    inside    tiny

1 Ants are very small. They are \_\_\_\_\_.

2 That's a \_\_\_\_\_ dress.

3 Don't go out. It's raining \_\_\_\_\_.

4 It's cold today. Play \_\_\_\_\_.

#### D Circle and draw.

It's a pretty / scary insect.

<Draw your answer here.>



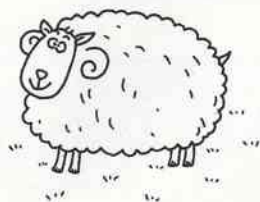
# Thanks, Mr. Bee



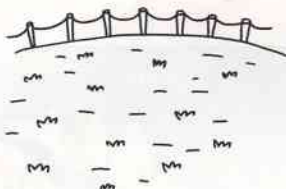
## 1 Pre-Reading

### A Read and color.

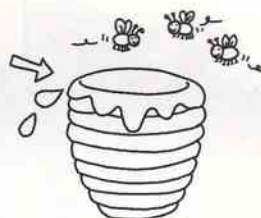
1 sheep



2 grass



3 honey



4 bee



### B Learn the grammar. Ask and answer.

Do you want  
honey?  
milk?  
ice cream?

Yes, please.  
No, thank you.

#### Grammar Tip

Do you want to go?  
Yes, I do.  
No, I don't.

### C Look at the picture on the next page and talk about it.

- 1 What animals does Cindy meet?
- 2 What does the bee have?
- 3 Why is Cindy happy?

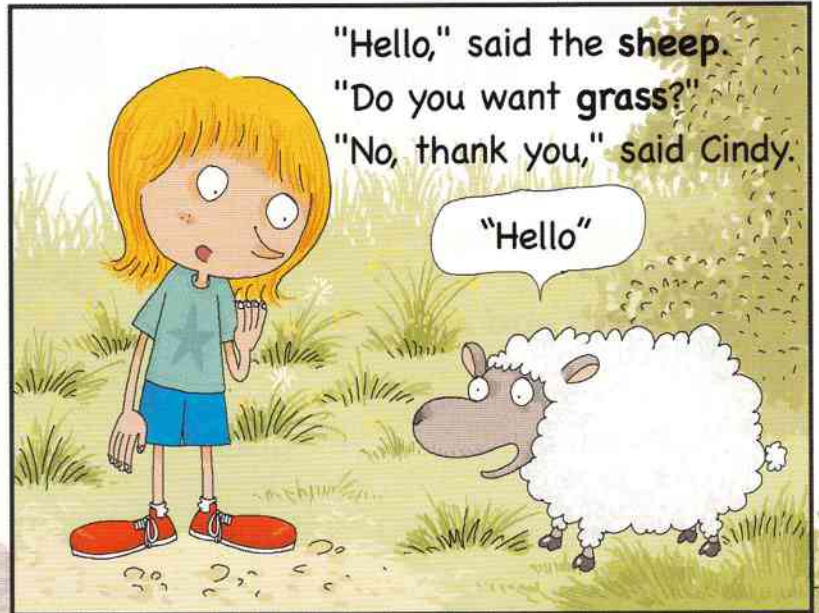


# Thanks, Mr. Bee

"Hello," said the worm.  
 "Do you want mud?"  
 "No, thank you," said Cindy.



"Hello," said the sheep.  
 "Do you want grass?"  
 "No, thank you," said Cindy.



"Hello," said the bee.  
 "Do you want honey?"  
 "YES, PLEASE!" Cindy said.



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Who said "Hello"?
- 2 Find and underline. ➡ Underline the questions.
- 3 Find and check (✓). ➡ Check the answers.

### B Complete the chart.

<div style="border: 1px solid black; padding: 5px; text-align: center;">worm</div> <div style="border: 1px solid black; padding: 5px;">Do you want _____?</div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">_____</div> <div style="border: 1px solid black; padding: 5px;">Do you want _____?</div>	<div style="border: 1px solid black; padding: 5px; text-align: center;">_____</div> <div style="border: 1px solid black; padding: 5px;">Do you want _____?</div>
↓		
<div style="border: 1px solid black; padding: 5px; text-align: center;">Cindy 😞</div> <div style="border: 1px solid black; padding: 5px;">No, _____.</div>		<div style="border: 1px solid black; padding: 5px; text-align: center;">Cindy 😊</div> <div style="border: 1px solid black; padding: 5px;">Yes, _____.</div>

### C Who said what? Read and Match.

- |   |                      |   |   |           |
|---|----------------------|---|---|-----------|
| 1 | "Do you want grass?" | • | • | Cindy     |
| 2 | "No, thank you."     | • | • | the worm  |
| 3 | "Do you want honey?" | • | • | Cindy     |
| 4 | "Yes, please!"       | • | • | the bee   |
| 5 | "Do you want mud?"   | • | • | the sheep |



### 3 After Reading

#### A Write Yes, she does or No, she doesn't.

- 1 Does Cindy want mud? \_\_\_\_\_
- 2 Does Cindy want grass? \_\_\_\_\_
- 3 Does Cindy want honey? \_\_\_\_\_

#### B Think and circle.

- 1 The sheep  likes / doesn't like  grass.

Cindy  likes / doesn't like  grass.

- 2 The bee  eats / doesn't eat  honey.

Cindy  eats / doesn't eat  honey.

- 3 I  eat / don't eat  mud and grass.

I  eat / don't eat  honey.

#### C Choose and write.

grass Bees Honey Sheep

- 1 \_\_\_\_\_ live on a farm.
- 2 \_\_\_\_\_ is very sweet.
- 3 Let's sit on the \_\_\_\_\_.
- 4 \_\_\_\_\_ like honey for breakfast.

#### D Write and draw.

I want to eat \_\_\_\_\_.

<Draw your answer here.>



## On the Beach



### 1 Pre-Reading

#### A Look, choose and write.

Word Bank

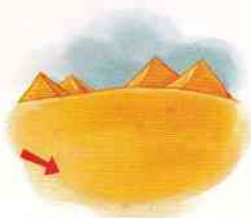
beach

feet

water

sand

1



2



3



4



#### B Learn the grammar. Read and compare.

His face is	hot.
	small.
	cold.

His feet are	hot.
	small.
	cold.

#### Grammar Tip

bird - birds  
foot - feet  
tooth - teeth

#### C Look at the picture on the next page and talk about it.

- 1 How's the weather?
- 2 How does Terry feel?
- 3 Why is Terry running across the sand?



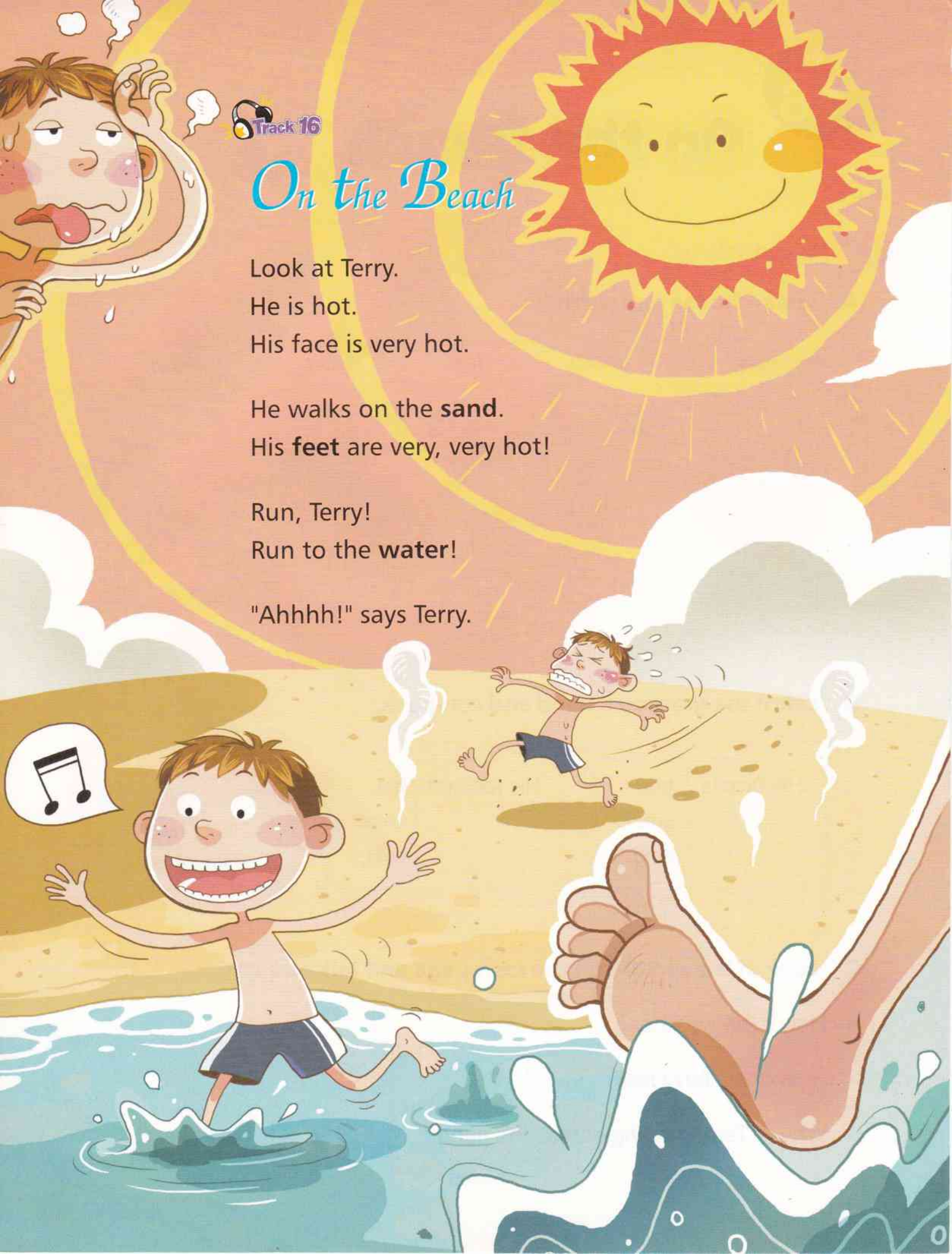
## On the Beach

Look at Terry.  
He is hot.  
His face is very hot.

He walks on the **sand**.  
His **feet** are very, very hot!

Run, Terry!  
Run to the **water**!

"Ahhhh!" says Terry.



## 2 During Reading

### A Read and mark your answers in the story.

- Find, circle and count. ➔ Circle and count the word "hot."
- Find and underline. ➔ Underline the body parts.

### B Complete the chart.

Problem	Solution	Result
On the sand		In the _____
Terry is very _____.	He runs to the _____.	He is nice and cool.

### C Number the sentences.

☐

He says "Ahhhh!"

☐

His feet are very hot.

☐

Terry is hot.

☐

He runs to the water.

☐

He walks on the sand.

☒

Look at Terry.

### D Circle the correct word.

1 He walk / walks on the sand / sands.2 Run / Runs to the water / waters !



### 3 After Reading

#### A Circle the correct answer.

1 Where is Terry?

a At the park

b On the beach

2 Why does Terry run to the water?

a He is hot.

b He doesn't like the sand.

#### B Talk about yourself.

1 Are you hot now?

☐ Yes, I am.

☐ No, I'm not.

2 Can you swim?

☐ Yes, I can.

☐ No, I can't.

3 Do you like going to the beach?

☐ Yes, I do.

☐ No, I don't.

#### C Choose and write.

beach feet water sand

1 I can't walk. My \_\_\_\_\_ hurt.

2 I made a \_\_\_\_\_ castle.

3 Do you want to drink \_\_\_\_\_?

4 We had a picnic on the \_\_\_\_\_.

#### D Write and draw.

I like to \_\_\_\_\_ on the beach.

<Draw your answer here.>





# 1 Pre-Reading

## A Read and color.

1 present	2 candy	3 cake	4 socks
			

## B Learn the grammar. Ask and answer.

Are	socks	OK?
	shoes	
	chocolates	

Is	a card	OK?
	a cake	
	a present	

### Grammar Tip

A card is good.  
Socks are OK.

## C Look at the picture on the next page and talk about it.

- 1 What is Cindy thinking about?
- 2 What does Dad have in his hand?
- 3 How does Cindy feel about the socks?



# Valentine's Day

Today is Valentine's Day.  
Dad is buying a **present** for Mom.  
What can he buy?

Chocolates are good.  
**Candy** is good.  
A card is good.  
A **cake** is good.

Are **socks** OK?  
Maybe not!



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Who is buying a present?
- 2 Find and check (✓). ➡ Who is the present for?
- 3 Find and underline. ➡ Underline the good presents.
- 4 What do you think? ➡ Are socks a good present?

### B Circle the good presents from the story.



chocolate



purse



shoes



card



socks



cake



shirt



book



candy



flowers

### C Check(✓) True or False.

- 1 Today is Mom's birthday.
- 2 Dad is buying a present for Cindy.
- 3 Candy is good for Valentine's Day.
- 4 Socks are not good for Valentine's Day.

☐ True

☐ False

☐ True

☐ False

☐ True

☐ False

☐ True

☐ False



### 3 After Reading

#### A Circle the correct word(s).

- 1 Dad / Cindy is buying a present for Mom.
- 2 A cake is good / not good for Valentine's Day.
- 3 Chocolates / Socks are not good for Valentine's Day.

#### B Talk about yourself.

- 1 Do you give presents to your mom and dad? ☐ Yes, I do. ☐ No, I don't.
- 2 Do you know your mom's birthday? ☐ Yes, I do. ☐ No, I don't.
- 3 Do you want socks on your birthday? ☐ Yes, I do. ☐ No, I don't.
- 4 Do you want chocolates on Valentine's Day? ☐ Yes, I do. ☐ No, I don't.

#### C Choose and write.

present Candy cake socks

- 1 My mom baked a \_\_\_\_\_.
- 2 I'm wearing white \_\_\_\_\_.
- 3 \_\_\_\_\_ and chocolates are sweet.
- 4 Can I open my \_\_\_\_\_ now?

#### D Write and draw.

I want \_\_\_\_\_ for my birthday.

<Draw your answer here.>





## 1 Pre-Reading

### A Look and match.

1 winter

2 shorts

3 sunny

4 boots



### B Learn the grammar. Ask and answer.

What's the weather like today?

It's	cold.
	hot.
	sunny.

#### Grammar Tip

windy	cloudy
rainy	snowy

### C Look at the picture on the next page and talk about it.

- How does Mom feel?
- Look at the snowy day. What is Cindy wearing?
- Look at the sunny day. What is Cindy carrying?





## My Fashion

It's cold today.

Why are you wearing **shorts**?

It's **sunny** today.

Why are you carrying an umbrella?

It's hot today.

Why are you wearing **winter boots**?

Mom, you just don't understand my fashion!

Honey, you just don't understand the weather!

## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➔ How's the weather?
- 2 Find, underline and count. ➔ Underline and count the word "why."
- 3 Find and check (✓). ➔ Check Cindy's fashion items.

### B Complete the chart.

You just don't understand  
the \_\_\_\_\_.



**Weather**

cold

**Cindy's fashion**

shorts

You just don't understand  
my \_\_\_\_\_.



### C Match the weather with your fashion.

1 It's rainy.



I carry an umbrella.

2 It's cold.



I wear shorts.

3 It's hot.



I wear winter boots.



### 3 After Reading

#### A Circle the correct answer.

1 What does Cindy wear on a cold day?

a winter boots

b jacket

c shorts

2 What does Cindy carry on a sunny day?

a hat

b umbrella

c sunglasses

#### B Talk about yourself.

1 Do you wear shorts in the summer?

☐ Yes, I do.

☐ No, I don't.

2 Do you wear boots in the winter?

☐ Yes, I do.

☐ No, I don't.

3 Do you like Cindy's fashion?

☐ Yes, I do.

☐ No, I don't.

#### C Choose and write.

shorts boots winter sunny

1 It snows in the \_\_\_\_\_.

2 I have new winter \_\_\_\_\_.

3 It's \_\_\_\_\_. Let's play outside.

4 I wear \_\_\_\_\_ in the summer.

#### D Write and draw.

I am wearing \_\_\_\_\_.

<Draw your answer here.>



## Two-Minute Exercise



### 1 Pre-Reading

A Look, choose and write.

Word Bank

stand

bend

open

close

1



2



3



4



B Learn the grammar. Ask and answer.

(You)

Stand up!

Bend down!

Open your arms!

Grammar Tip

Be quiet, please!

Open the door, please!

C Look at the picture on the next page and talk about it.

- 1 Who is in the picture?
- 2 What are they doing?
- 3 How do they feel?





## Two-Minute Exercise



**Stand up.**

Put your hands up and stretch.

Up. Up. Reach for the sky.



**Bend down.**

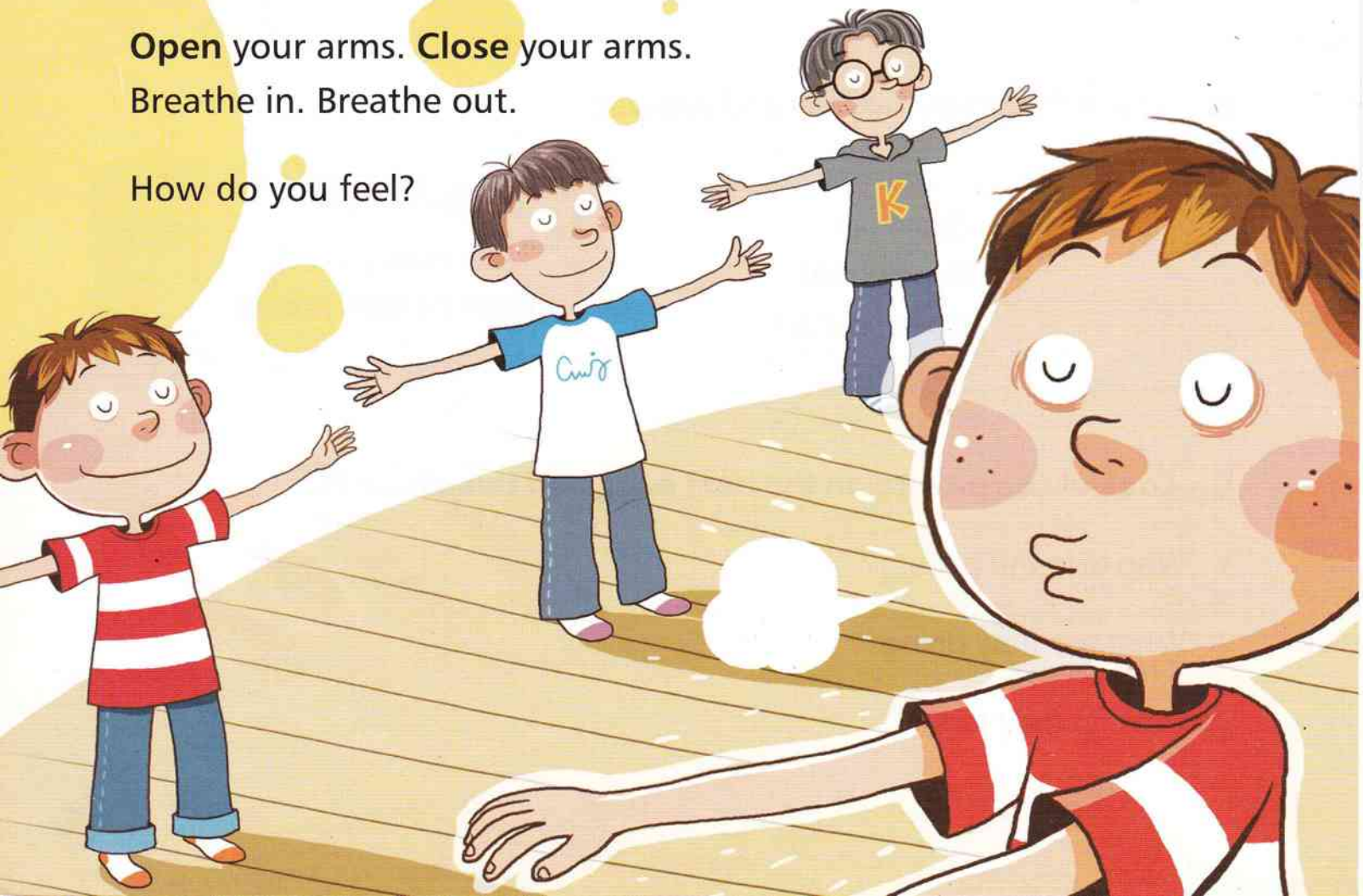
Put your hands down and stretch.

Down. Down. Reach for your toes.

**Open your arms. Close your arms.**

Breathe in. Breathe out.

How do you feel?



## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and circle. ➡ Circle the "body parts."
- 2 Find and complete. ➡ ① Stand \_\_\_\_\_. ② Bend \_\_\_\_\_.  
③ \_\_\_\_\_ your arms. ④ \_\_\_\_\_ your arms.
- 3 Act out. ➡ Do "Two-Minute Exercise" together.

### B Complete the chart.

Step 1

Stand \_\_\_\_\_. ➡ Put your hands \_\_\_\_\_ and \_\_\_\_\_.

Step 2

Bend \_\_\_\_\_. ➡ Put your hands \_\_\_\_\_ and \_\_\_\_\_.

Step 3

Open your arms. ➡ \_\_\_\_\_ your arms.

Breathe \_\_\_\_\_. ➡ \_\_\_\_\_ out.

### C Label the picture.



leg  
arm  
neck  
toe  
hand  
foot  
face



### 3 After Reading

#### A Read and match.

- |                                    |   |                        |
|------------------------------------|---|------------------------|
| 1 Put your hands up and stretch.   | • | • Reach for the sky.   |
| 2 Put your hands down and stretch. | • | • Close your arms.     |
| 3 Open your arms.                  | • | • Breathe out.         |
| 4 Breathe in.                      | • | • Reach for your toes. |

#### B Talk about yourself.

- |                                     |                                      |                                       |
|-------------------------------------|--------------------------------------|---------------------------------------|
| 1 Do you exercise?                  | <input type="checkbox"/> Yes, I do.  | <input type="checkbox"/> No, I don't. |
| 2 Can you bend and touch your toes? | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> No, I can't. |
| 3 Can you touch the sky?            | <input type="checkbox"/> Yes, I can. | <input type="checkbox"/> No, I can't. |

#### C Choose and write.

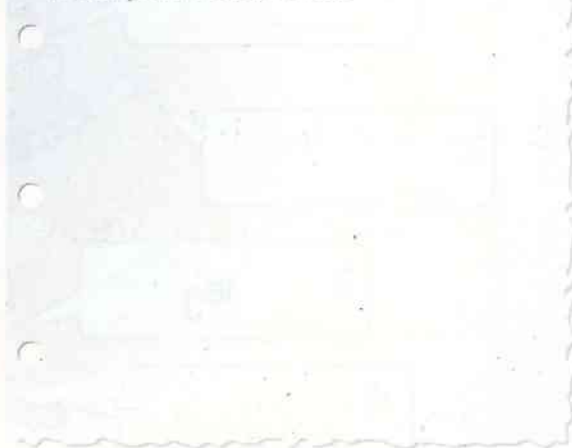
bend    Open    Stand    Close

- \_\_\_\_\_ up, please!
- It's cold. \_\_\_\_\_ the door.
- Can you \_\_\_\_\_ and touch your toes?
- It's hot. \_\_\_\_\_ the window.

#### D Circle and draw.

I feel  good / great / wonderful !

<Draw your answer here.>


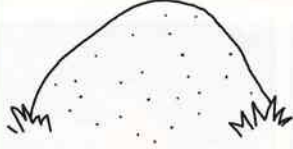
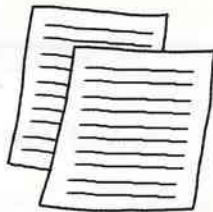



# Rock-Paper-Scissors



## 1 Pre-Reading

### A Read and color.

1 toy	2 rock	3 paper	4 scissors
			

### B Learn the grammar. Ask and answer.

What do you want **to** do?  
**to** eat?  
**to** drink?

I want **to** play games.  
**to** eat ice cream.  
**to** drink milk.

#### Remember?

Buster likes  
**to** run.

### C Look at the picture on the next page and talk about it.

- 1 How many children are there?
- 2 What are they doing?
- 3 How do they feel?



# Rock-Paper-Scissors

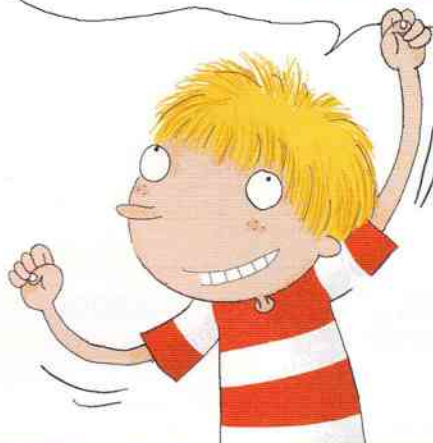
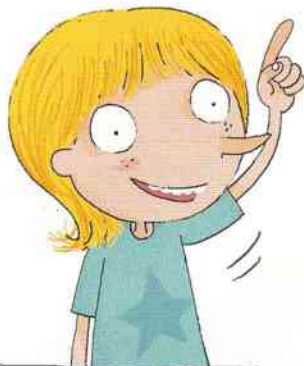
I want to play with toys.



I want to play board games.

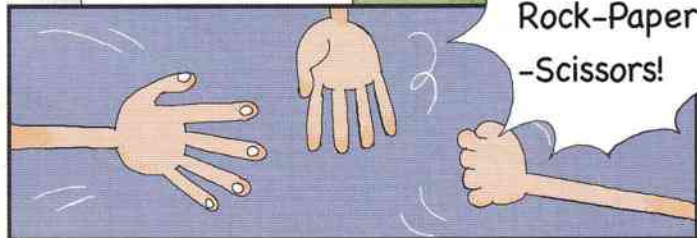


I want to play outside.

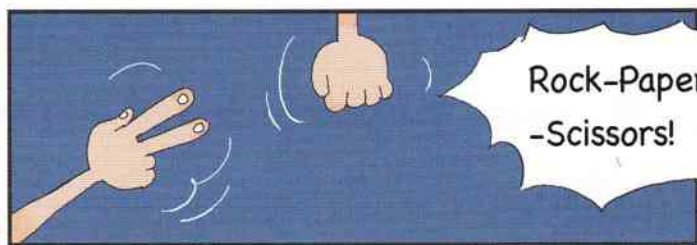


Let's play rock-paper-scissors to decide.

Good idea!



Rock-Paper-Scissors!



Rock-Paper-Scissors!

First, we play board games.  
Second, we play outside.  
Then, we play with toys.

Great idea!




## 2 During Reading

### A Read and mark your answers in the story.

- 1 Find and count. ➔ How many children are there?
- 2 Find and underline. ➔ What do they want to do?
- 3 Find and number. ➔ What do they do first, second and third?
- 4 Act out. ➔ Play "Rock-Paper-Scissors" with friends.

### B Complete the chart.

Problem	Solution	Result
Cindy wants to play with _____.	 R _____	1 Play _____.
Terry wants to play _____.	 P _____	2 Play _____.
Jane wants to play _____.	 S _____ !	3 Play with _____.

### C Check(✓) True or False.

- 1 The children do "rock-paper-scissors". ☐ True ☐ False
- 2 They will play board games first. ☐ True ☐ False
- 3 They will play outside last. ☐ True ☐ False
- 4 They will not play with toys. ☐ True ☐ False



### 3 After Reading

#### A Circle the correct answer.

1 Who wants to play board games?

a Cindy

b Terry

c Jane

2 Who wins "rock-paper-scissors"?

a Cindy

b Terry

c Jane

#### B Talk about yourself.

1 Do you play "rock-paper-scissors" with your friends?

☐ Yes, I do. ☐ No, I don't.

2 Are you good at "rock-paper-scissors"?

☐ Yes, I am. ☐ No, I'm not.

3 Do you think "rock-paper-scissors" is a good idea?

☐ Yes, I do. ☐ No, I don't.

#### C Choose and write.

rock paper toys scissors

1 Write your name on the \_\_\_\_\_.

2 Children like to play with \_\_\_\_\_.

3 Cut the paper with the \_\_\_\_\_.

4 This \_\_\_\_\_ is from the moon.

#### D Write and draw.

I want to play \_\_\_\_\_.

<Draw your answer here.>

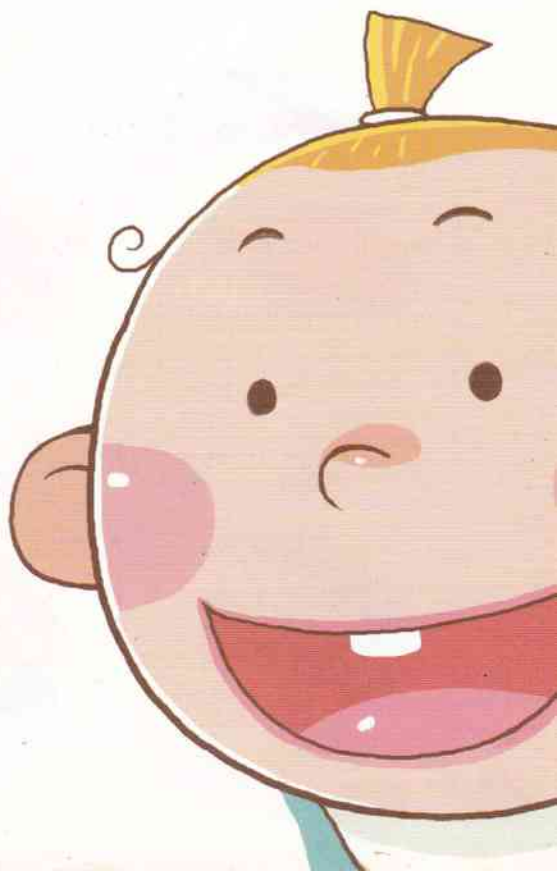




## Part 3

Picture Dictionary

92





**A**

apartment

**B**

beach



bee



behind



bend



between



big



bird



boots



bright



buy

**C**

cake



candy



cat



climb



close



cold



come

**D**

dad



dog



**D**

drink



**E**

elephant



**F**

face



feet



**G**

fly



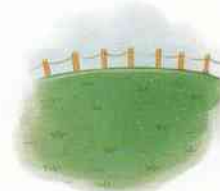
gold



grandmother



grass



**H**

green



homework



honey



hot

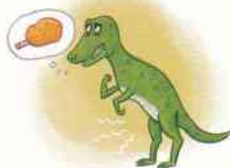


**I**

house



hungry



ice cream



in front of



**J**

inside



jump



**K**

king



**L**

lake





L

letter



M

like



make



milk



N

mountain



name



neck



nest



O

next to



open



outside



P

paper



R

park



present



pretty



red



S

rich



rock



run



sand

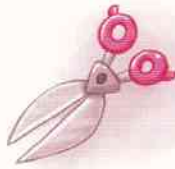


S

say



scissors



sheep



shoes



shorts



small



smile



socks



T

stand



sunny



tiny



tired



W

tooth



toy



tree



walk



watch



water



wet



winter



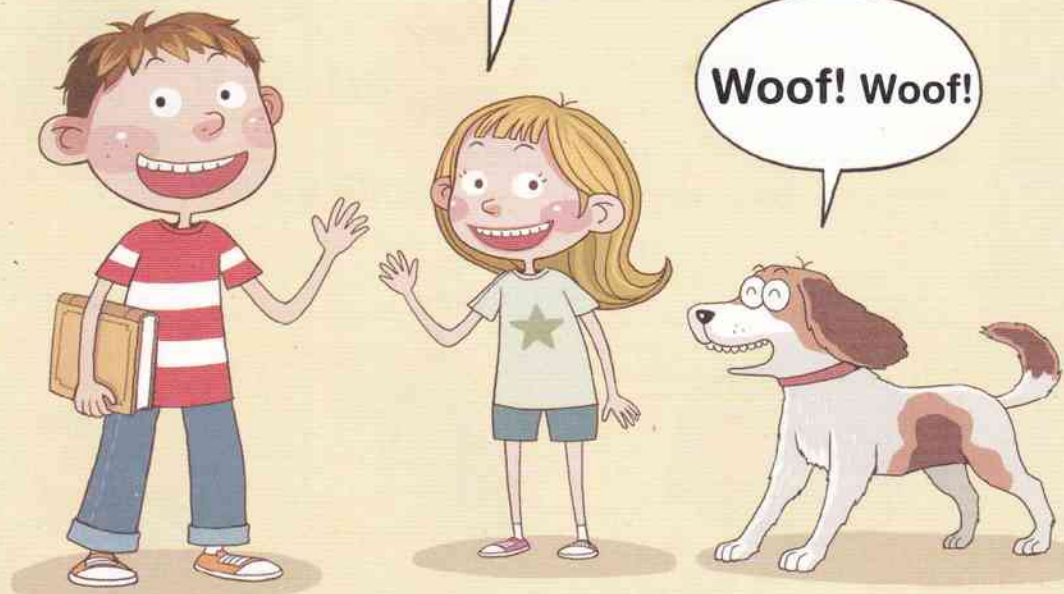


# READING BOAT

Great work!  
See you in  
**Reading Boat 2!**

Goodbye,  
friends!

Woof! Woof!



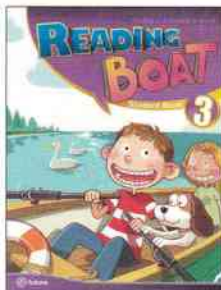
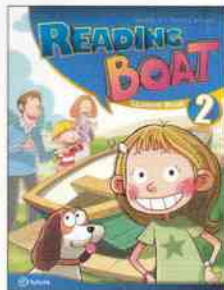
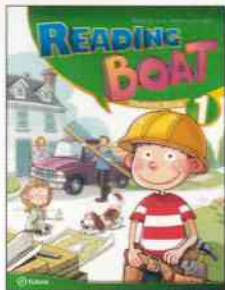
# READING BOAT

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. To make this easier, the authors have created fun, same-aged characters who lead each passage and capture the imagination of young learners. Thus, students maintain interest in the series from the first to the last passage. **Reading Boat** also provides an easy-to-follow lesson format which enables students to actively take part in the reading and thinking process.

## Features

- A memorable & interesting family of characters
- Exciting passages with warm feelings & humor
- Cumulative vocabulary & reading skill practice
- Vivid illustrations to spark learners' imagination
- A concise grammar chart in each unit
- A systematic lesson process
- A picture dictionary featured in each book
- Accompanying audio recordings
- Fun comics

## Components



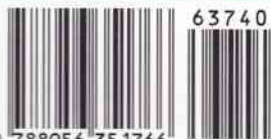
- Student Book 1 2 3
- Teacher's Manual

- Workbook 1 2 3
- Audio CD

## 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)

  
www.e-future.co.kr



9 788956 351766

ISBN 978-89-5635-176-6

115000d

