

Reading is a thinking process!

# READING Rocket 2



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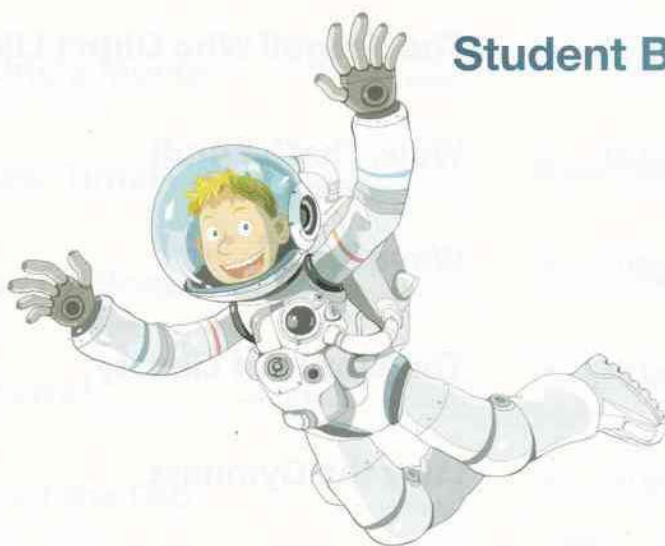
Cumulative  
Reading Skill Practice

Student Book

# READING Rocket

Student Book

2





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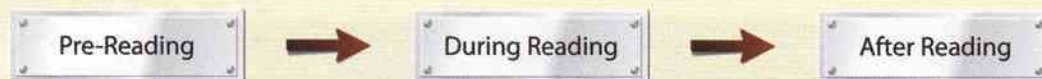
### Word List

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 10 Surfing

## 1. Pre-Reading

**Warm Up** Look at the picture and talk about surfing.

- 1 Can you surf? If not, do you want to learn to surf?
- 2 Why do you think people like surfing?
- 3 Is surfing popular in your country?



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

- 1 \_\_\_\_\_ to try to win a race or competition
- 2 \_\_\_\_\_ go to many places
- 3 \_\_\_\_\_ something clever that you have learned to do
- 4 \_\_\_\_\_ to do something
- 5 \_\_\_\_\_ of the present time
- 6 \_\_\_\_\_ the time before now

Reading Book 2

## 2. During Reading

**Main Idea** Circle the main idea of the story.

- a. There are many surfing competitions.
- b. It's fun to ride waves.
- c. How surfing started and developed.
- d. It's easy to make surfboards.

**Graphic Summary** Complete the diagram.

Paragraph	Topic	Summary
1	Surfing	It is the sport of _____ ocean waves. It started in _____. It is now _____ all around the world.
2	Surfboards	Past: made of _____ / _____ meters long Now: made from _____ and fiberglass / _____ meters long
3	Surfers	Most surfers do it for _____ and _____. Professionals compete for _____.
4	Surf school	Many beaches now have a surf school. You can _____ to surf there.

**Details 1** Check (✓).

	True	False
1 Surfing became popular in Australia first.	<input type="checkbox"/>	<input type="checkbox"/>
2 In the past, surfboards were made of wood.	<input type="checkbox"/>	<input type="checkbox"/>
3 Modern surfers use longer surfboards.	<input type="checkbox"/>	<input type="checkbox"/>
4 Some surfers compete for prize money.	<input type="checkbox"/>	<input type="checkbox"/>
5 Most surfers love danger and surf 10-20 meter waves.	<input type="checkbox"/>	<input type="checkbox"/>

Reading Book 2

**Details 2** Circle the correct answer.

- 1 How are the modern surfboards different from the old surfboards?
  - a. They are shorter.
  - b. They are made of wood.
- 2 Today surfing is popular all around the world. How has it spread?
  - a. Australia California Hawaii
  - b. Hawaii California Australia
- 3 In line 11, who does **They** refer to?
  - a. most surfers
  - b. professional surfers

## 3. After Reading

**Word Practice** Choose and complete the sentence.

- spread modern past tricks performed compete
- 1 We learned about the \_\_\_\_\_ in history class.
  - 2 They \_\_\_\_\_ the rumor around the school.
  - 3 The magician showed us some card \_\_\_\_\_.
  - 4 Soccer teams from many countries \_\_\_\_\_ to win in the World Cup.
  - 5 The dancers \_\_\_\_\_ beautifully.
  - 6 The new library building is very \_\_\_\_\_.

**Discussion** Write the answers and talk about them with your friends.

- 1 What skills do people need when they surf?
- 2 Do you think surfing is safe or dangerous?
- 3 Is surfing popular in your country?

## 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 hiking and helping his family.



## Brian

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



## Lucy

This is Lucy.  
She is 10 years old.  
She likes poems, gymnastics and her friend Sally.



## Rufus

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



## Lovecat

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



## Uncle John and Aunt Kerry

This is Uncle John and Aunt Kerry.  
They are ski patrollers.

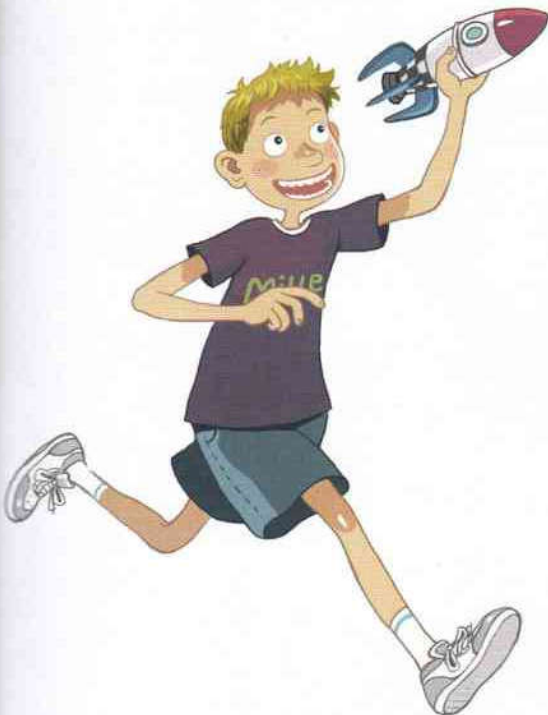
Brian's Family

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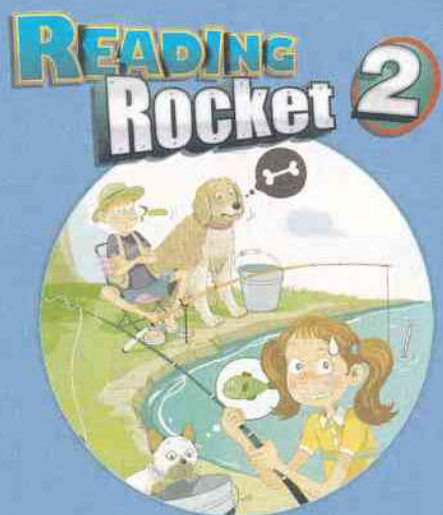
# READING Rocket 2

## Part 1

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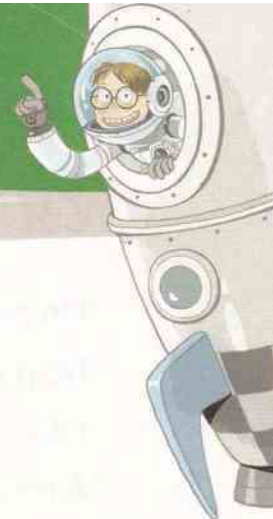






Have fun and study hard!

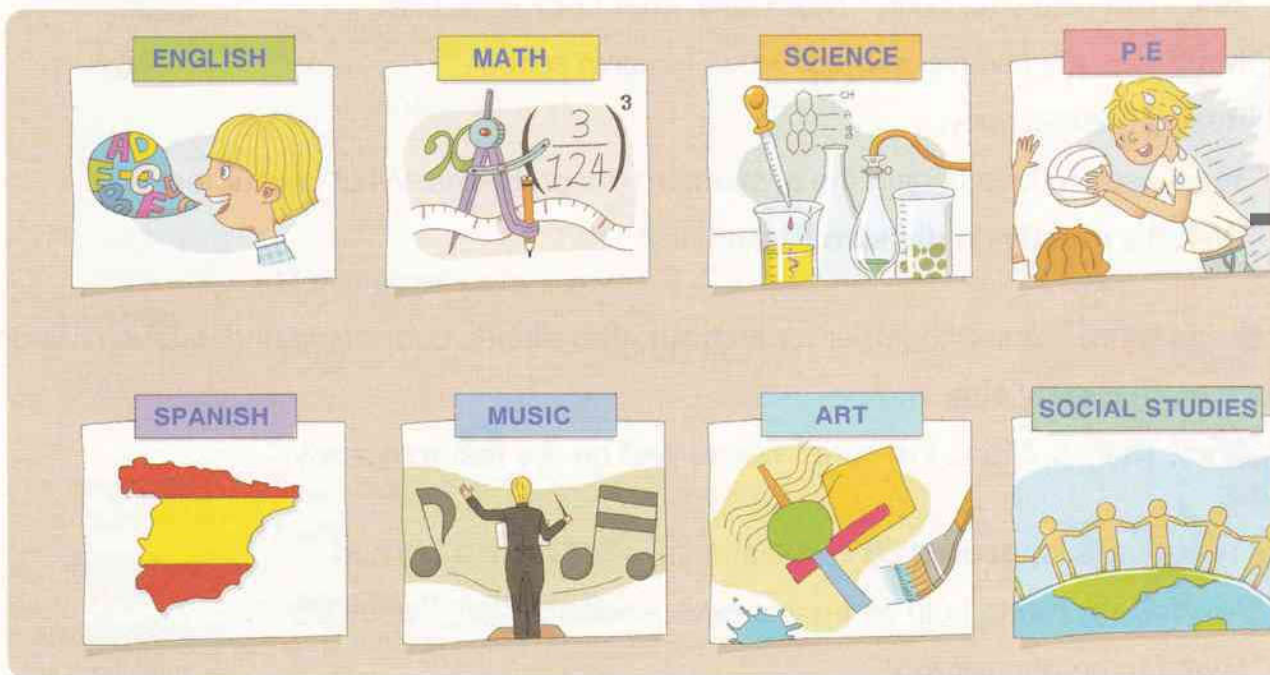
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## 1. Pre-Reading

**A Warm Up** Talk about the subjects you study at school.

- 1 What's your favorite subject?
- 2 What is your classmates' favorite subject?
- 3 Look at the subjects below. Which subject is the most popular? Why?



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

- 1 \_\_\_\_\_ a measure of time, 60 minutes
- 2 \_\_\_\_\_ something you study at school
- 3 \_\_\_\_\_ to win a point in a game or test
- 4 \_\_\_\_\_ in a way that is easy to see, hear or understand
- 5 \_\_\_\_\_ 75%; mainly
- 6 \_\_\_\_\_  $10 \div 2 = 5$



# Study, Study, Study



"Oh no," said Lucy. "I have a test tomorrow."

"No problem," said Dad. "I will help you."

"OK," said Lucy. "It's a math test."

"A math test?" said Dad. "Hmmm, I don't think

5 I can help you with that. How about talking to your Mom?"

"Yes, I can help you, Lucy," Mom said, after Lucy asked her.

"Math was my favorite **subject** when I was at school."

"Really?" asked Lucy.

"Yes, I used to love finding the answers to the problems. What is your test on?"

10 "Well, it's **mostly** on **division**," said Lucy.

Lucy and Mom studied together for an **hour** after dinner. Lucy could understand division much more **clearly** after **that**.

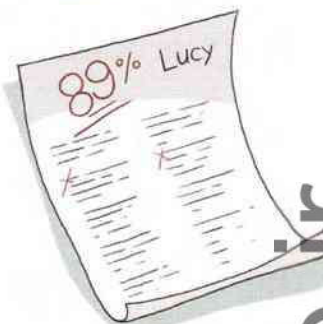
"Cool! Thanks, Mom. I'm sure I will do well on the test tomorrow."

The next day, Lucy **scored** 89% and she gave her mom a big hug.

15 "Awww, ask me to help when you have a science test," said Dad.

"I want to be popular too!"

158 words



## Fun Quiz!

Q: What did one math book say to the other?

A: I have a lot of problems!



## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. Lucy's mom is popular.      b. Dad helped Lucy with science.  
c. Math was mom's favorite subject.      d. Mom helped Lucy with math.

### B Problem and Solution Complete the diagram.

#### Problem

- Lucy had a \_\_\_\_\_ test.
- It was mostly on \_\_\_\_\_.



#### Solution

- Mom helped Lucy.
- They \_\_\_\_\_ together.



#### Result

- Lucy \_\_\_\_\_ 89%.
- She gave her mom a big \_\_\_\_\_.



### C Identifying Feelings Circle the correct answer.

- 1 Before studying, Lucy found division    easy / difficult .
- 2 Lucy was    worried / happy .
- 3 After studying with Mom, Lucy was    ready / worried .
- 4 Lucy scored 89%. She was    happy / sad .
- 5 Lucy was    sorry / thankful .
- 6 Dad is    proud / jealous . He wants to be popular too.



**D Details** Circle the correct answer.

- 1 What do you think Dad's favorite subject was?  
**a.** It was science. **b.** It was math.
- 2 How did Lucy feel when she said, "Oh no, I have a test tomorrow."?  
**a.** She was excited. **b.** She was worried.
- 3 In line 12, what does **that** refer to?  
**a.** math test **b.** studying together with mom

**3. After Reading**

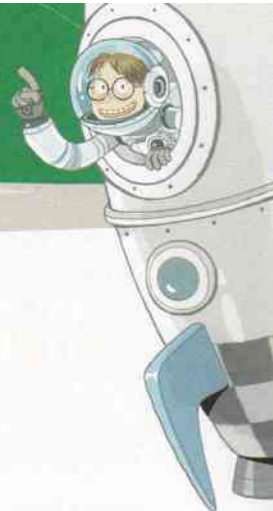
**A Word Practice** Choose and complete the sentence.

subjects   mostly   division   hour   clearly   scored

- 1 I waited for my friend for an \_\_\_\_\_, from 2 o'clock to 3 o'clock.
- 2 The students in my class are \_\_\_\_\_ girls.
- 3 Please speak louder. I can't hear you very \_\_\_\_\_.
- 4 I'm studying three \_\_\_\_\_: English, math and science.
- 5 A: Can you do \_\_\_\_\_? B: Yes, I learned it in my math class.
- 6 Brazil \_\_\_\_\_ two goals against France in the soccer match.

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

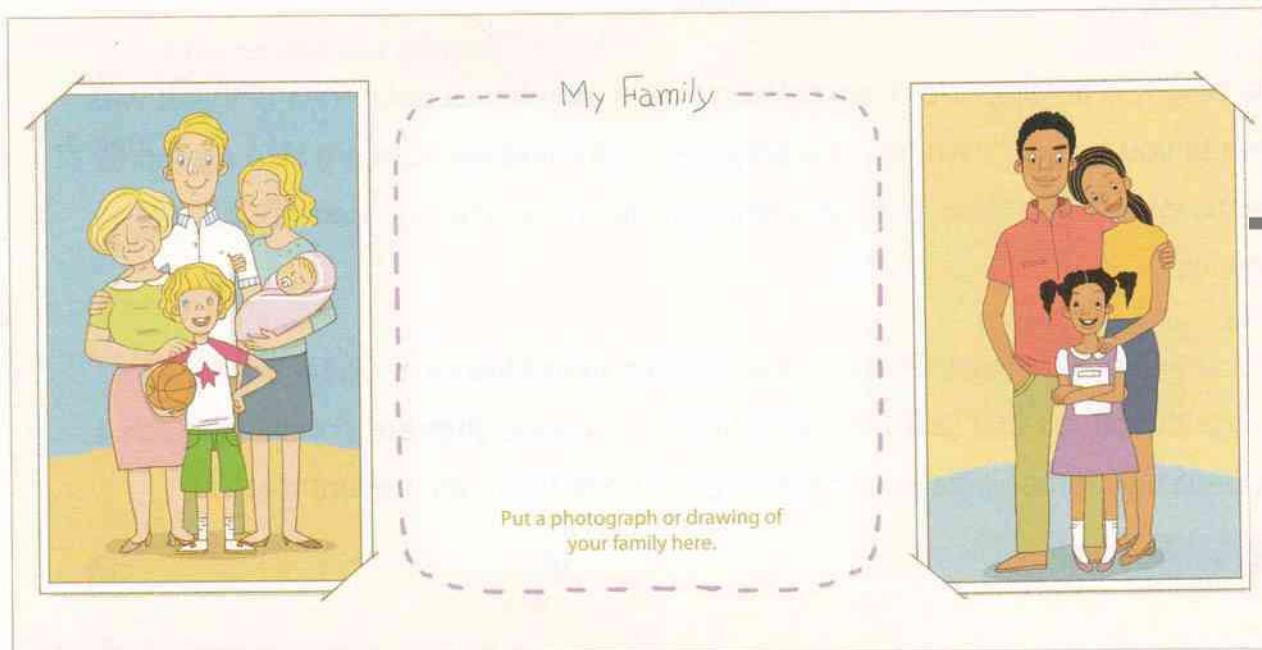
- 1 Who helps you with your homework? \_\_\_\_\_
- 2 How often do you have a test at school? \_\_\_\_\_
- 3 How do you feel when you have a test? \_\_\_\_\_



## 1. Pre-Reading

### A Warm Up Talk about the family photos.

- 1 Who are the people in the photos?
- 2 Do the children in the photos look like their parents?
- 3 Do you look more like your mother or father?



### 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 stop something from happening

2 \_\_\_\_\_ to make something different



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_





## Thanks, Mom and Dad!

We all like to change the way we look. Many people like to change their hair style, paint their **fingernails** or wear **makeup** to make themselves look different. It is easy to change these things, but there are some things you can't **change**. For example, have you ever tried to change your **height**?

- 5 Your height is an example of something that is genetic. Genetic means that it was given to you by your parents. Skin color, eye color and hair loss are also examples of genetic differences. Hair loss? Yes, some men and women go bald because of genetics!

- 10 Do you want to go **bald**? Probably not. Maybe in the future it will be possible to change the genes that you were born with. **This** could **prevent** conditions such as baldness. My father is bald with hairy ears. I hope they can prevent that!

155 words

### Read this!

Can you roll your tongue? Not everyone can. When you go home, check if your parents can roll their tongues.





## 2. During Reading

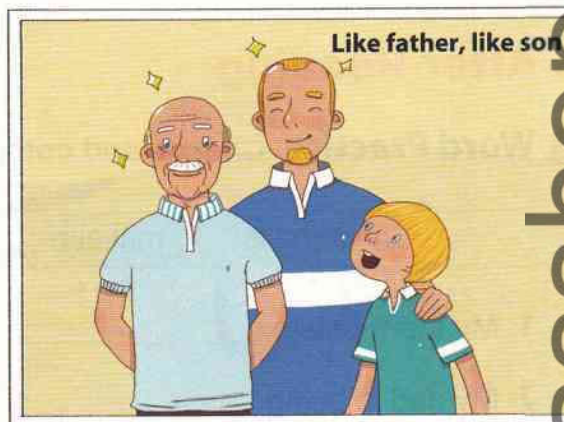
### A Main Idea Circle the main idea of the story.

- a. Changing your height
- b. Going bald
- c. Genetic differences
- d. Changing the way you look

### B Graphic Summary Complete the diagram.

#### Things that are genetic

- 1 height
- 2 \_\_\_\_\_ color
- 3 \_\_\_\_\_ color
- 4 hair loss (= going \_\_\_\_\_)



### C Details 1 Check (✓).

	It can happen now.	It might happen in the future.
1 You can change your hair color.	<input type="checkbox"/>	<input type="checkbox"/>
2 You can change the genes that you are born with.	<input type="checkbox"/>	<input type="checkbox"/>
3 Some men and women go bald because of genetics.	<input type="checkbox"/>	<input type="checkbox"/>
4 You can prevent conditions such as baldness.	<input type="checkbox"/>	<input type="checkbox"/>

**D Details 2** Circle the correct answer.

- 1 What's an example of a genetic difference?  
**a.** wearing makeup **b.** hair loss
- 2 What does genetic mean?  
**a.** It was given to you by your parents. **b.** It can be changed easily.
- 3 In line 10, what does **this** refer to?  
**a.** the genes that you were born with **b.** changing your genes

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

fingernails      makeup      changed      height      bald      prevent

- 1 My mom puts on \_\_\_\_\_ before she goes out.
- 2 My dad is going \_\_\_\_\_. He doesn't have much hair.
- 3 Cut your \_\_\_\_\_. They are too long and sharp.
- 4 She's not tall. She is of medium \_\_\_\_\_.
- 5 I wanted to go to Japan, but I \_\_\_\_\_ my plan. I went to China instead.
- 6 They are developing a medicine that could \_\_\_\_\_ the disease.

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

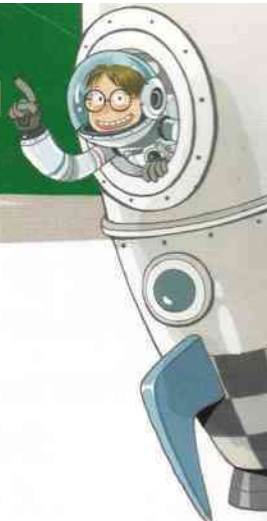
- 1 How tall are your parents? How tall are you?

Mom: \_\_\_\_\_ Dad: \_\_\_\_\_ Me: \_\_\_\_\_

- 2 Do you want to go bald? Why or why not? \_\_\_\_\_

- 3 Do you want to change your hair color? What color do you like? \_\_\_\_\_

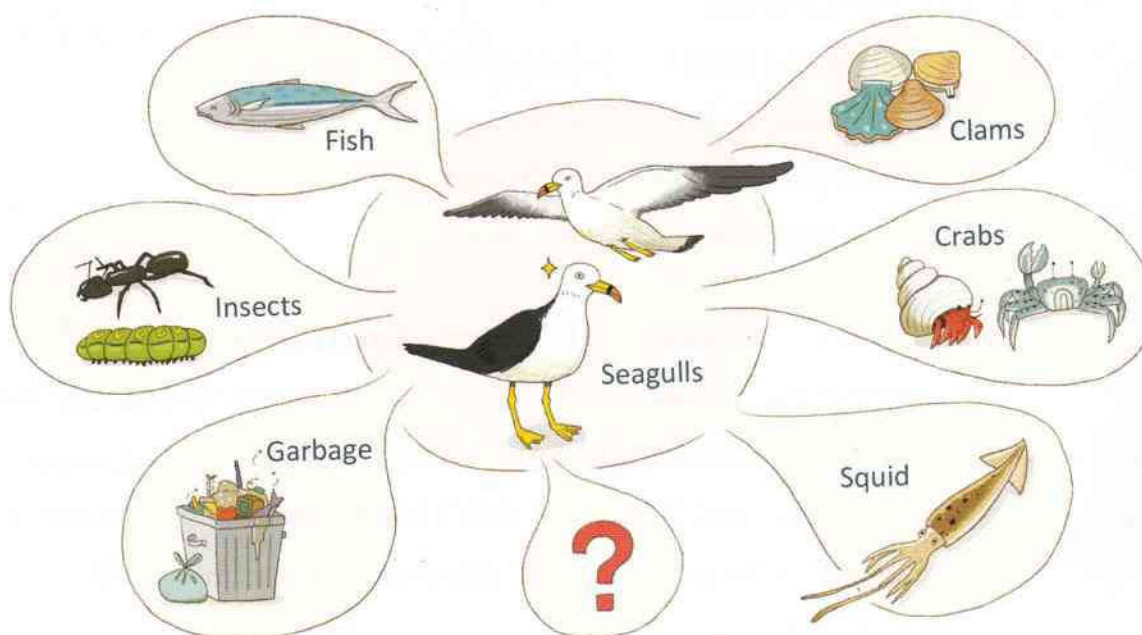




## 1. Pre-Reading

**A Warm Up** Look at the picture and talk about seagulls.

- 1 Where do seagulls live?
- 2 What do seagulls eat?
- 3 Do you know any other facts about seagulls?



**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 \_\_\_\_\_ 
- 2 \_\_\_\_\_ to ask someone to come to a party or a meeting
- 3 \_\_\_\_\_ attempt
- 4 \_\_\_\_\_ not living
- 5 \_\_\_\_\_ good to eat; delicious
- 6 \_\_\_\_\_ clever

### Grammar Tip

study - studied  
cry - cried

# The Seagull Who Didn't Like Fish

Sharon Seagull is a very strange seagull because she doesn't like fish. On Thursday, her friends tried to **invite** her out to lunch.

"There's a yummy **dead** shark at the beach," John said at 11 o'clock.

"Would you like to go and eat some?"

"No, thank you, John," said Sharon. "I don't like fish."

At 12 o'clock, Ronald **tried**.

"There're some tasty fish heads at the beach," he said.

"Would you like to go and eat some?"

"No, thank you, Ronald," said Sharon. "I don't like fish."

John and Ronald just shook their heads.

Suddenly, John had an idea. (John was a **smart** seagull.)

"I heard that the **worms** under the big pine tree are very **tasty**," **he** said. "Would you like to go and eat worms, Sharon?"

"Sounds great," said Sharon. "I didn't know you boys liked worms."

"Awww, we're hungry seagulls," squawked Ronald and John.

"We'll eat anything!"

148 words

## Read this!

The Little Gull is the smallest kind of seagull. It is 29 cm from bill to tail. The Great Black-backed Gull is the biggest. It is 76 cm from bill to tail.





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. John Seagull is a smart seagull.
- b. The three seagulls eat lunch together.
- c. The seagulls eat a dead fish.
- d. Sharon Seagull likes worms.

### B Cause and Effect Complete the diagram.

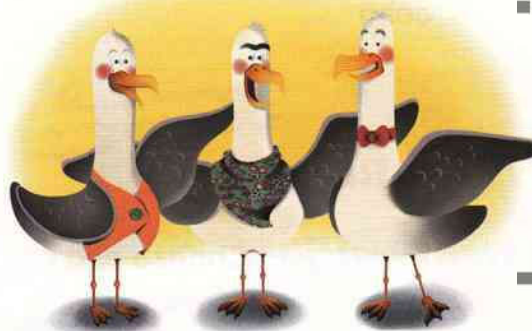
Cause
Sharon Seagull doesn't _____ _____.



1 She didn't want to eat a _____ _____.
2 She didn't want to eat some _____.



Effect
Sharon, Ronald and John ate _____ for _____.



### C Details 1 Who said what? Check (✓).

	Sharon	John	Ronald
1 There's a yummy dead shark at the beach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 There're some tasty fish heads at the beach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 No, thank you. I don't like fish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Would you like to go and eat worms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I didn't know you boys liked worms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 We're hungry seagulls. We'll eat anything!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**D Details 2** Circle the correct answer.

- 1 Why is Sharon Seagull a very strange seagull?  
**a.** because she doesn't like fish      **b.** because she doesn't eat with her friends
- 2 How did John and Ronald feel when they shook their heads?  
**a.** They didn't want to eat squid.      **b.** They couldn't understand Sharon.
- 3 In line 12, who does **he** refer to?  
**a.** John      **b.** Ronald

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

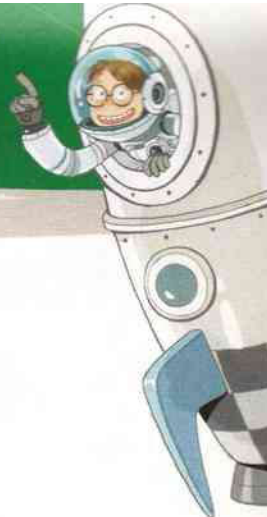
invited      dead      try      smart      worms      tasty

- 1 He is a \_\_\_\_\_ student and a fast learner.
- 2 My houseplant is \_\_\_\_\_. How about yours?
- 3 The food at the party was very \_\_\_\_\_.
- 4 I'm not sure if I can help you, but I'll \_\_\_\_\_.
- 5 My friend \_\_\_\_\_ me to her birthday party.
- 6 \_\_\_\_\_ live in the ground.

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

- 1 Do your friends like the same food as you? \_\_\_\_\_  
\_\_\_\_\_
- 2 How often do you eat fish? \_\_\_\_\_
- 3 What did you eat for lunch today? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

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

- 1 Which sounds do you hear every day?
- 2 Which sounds do you like? Which sounds don't you like?
- 3 What is the loudest sound you have heard?

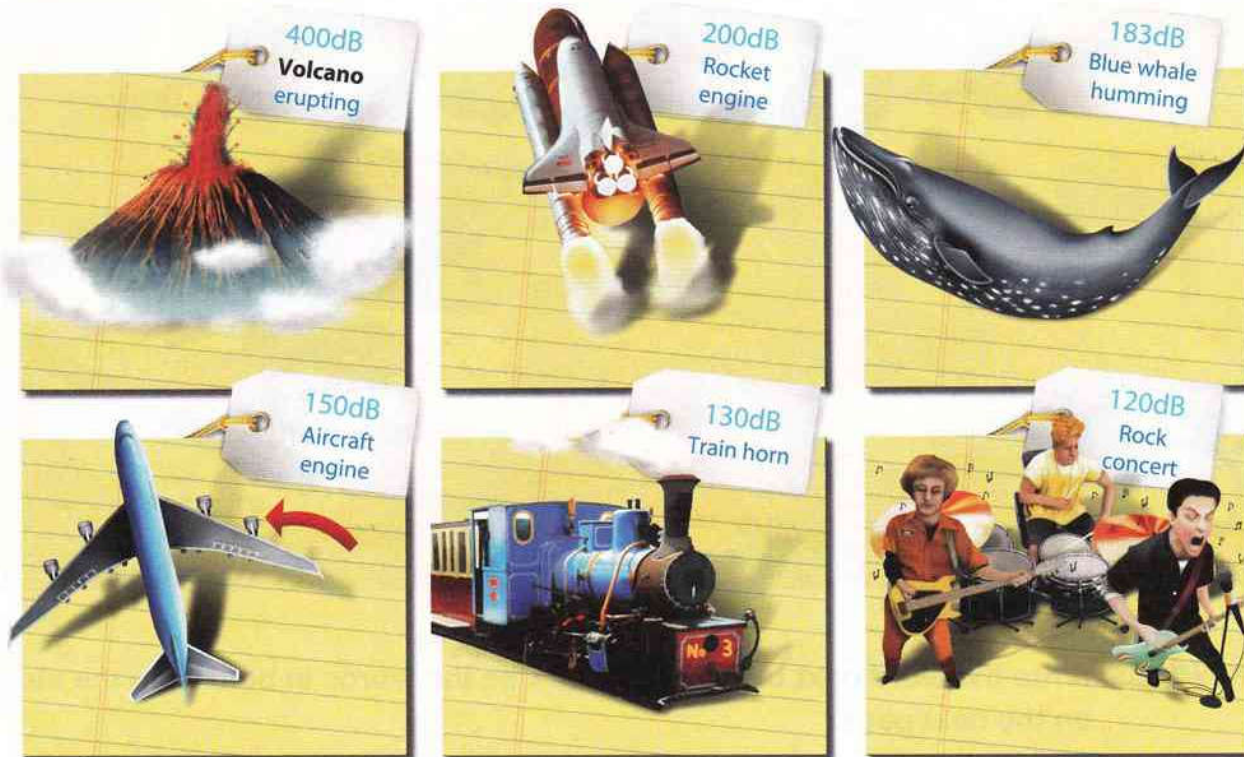


**B New Words** Write the word next to its definition. Use the words in bold from the story on the next page.

- 1 \_\_\_\_\_ to make or think of something for the first time
- 2 \_\_\_\_\_ not quiet, making a lot of noise
- 3 \_\_\_\_\_ something that really matters
- 4 \_\_\_\_\_ to find the size, weight or amount of something
- 5 \_\_\_\_\_ a mountain that sometimes shoots fire
- 6 \_\_\_\_\_ to see how things are different or similar

# Wow, That's Loud!

The world we live in is often very loud. We hear loud sounds every day. What is the loudest sound you have heard? We **measure** the loudness of a sound with a unit called the decibel. The decibel was named after Alexander Graham Bell, the same man who **invented** the telephone. By using decibels we can **compare** the power of different sounds. Some loud things that we might hear every day are trucks, airplanes, trains, and rock music. Here are some loud sounds measured in decibels:



It is **important** to be careful around **loud** sounds. If a sound hurts you, you should put your fingers in your ears. For really noisy places, you should wear ear protection, such as ear plugs or ear muffs. DID **YOU** HEAR THAT?

## Read this!

Protect your ears! Be careful of power tools, planes, loud music, and busy roads.

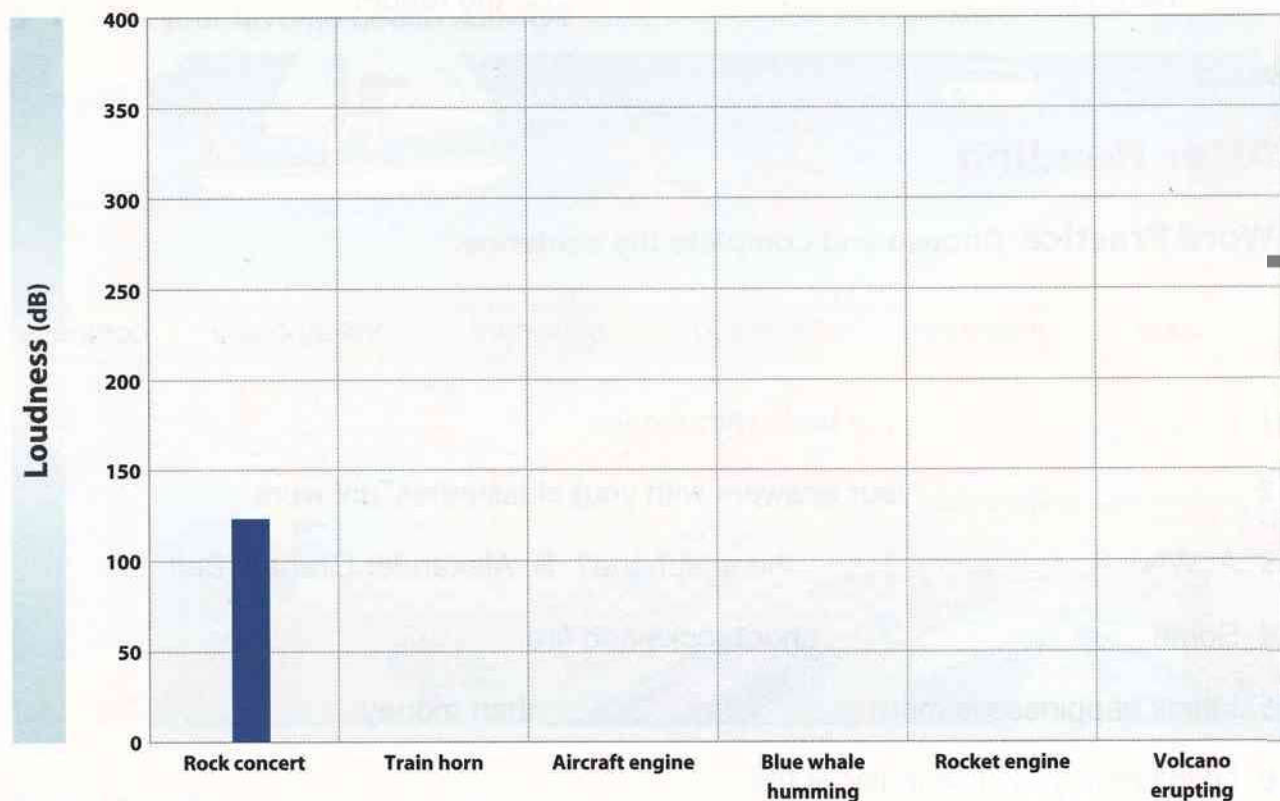


## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. Alexander Graham Bell's invention      b. How to measure loud sounds
- c. Our noisy world      d. How to protect your ears

**B Graphic Summary** Complete the bar graph.



**C Compare and Contrast** Circle the loudest sound in each pair.

- 1 a. Rock concert      b. Train horn
- 2 a. Rocket engine      b. Aircraft engine
- 3 a. Blue whale humming      b. Volcano erupting
- 4 a. Train horn      b. Aircraft engine
- 5 a. Blue whale humming      b. Rock concert

**D Details** Circle the correct answer.

- 1 Which is a loud sound that we might hear everyday?
  - a. an airplane engine
  - b. a volcano erupting
- 2 What should you do to protect your ears?
  - a. wear ear plugs
  - b. wear earrings
- 3 In line 10, who does **YOU** refer to?
  - a. the writer
  - b. the reader

### 3. After Reading

**A Word Practice** Choose and complete the sentence.

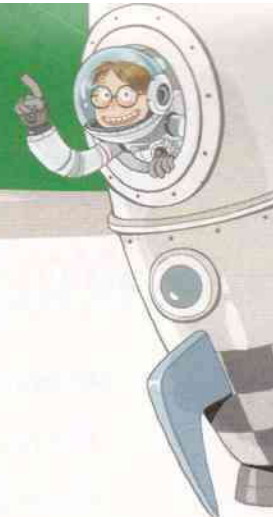
loud      measured      invented      important      volcanoes      compare

- 1 I \_\_\_\_\_ the table with a ruler.
- 2 \_\_\_\_\_ your answers with your classmates' answers.
- 3 A: Who \_\_\_\_\_ the telephone? B: Alexander Graham Bell.
- 4 Some \_\_\_\_\_ shoot rocks and fire.
- 5 I think happiness is more \_\_\_\_\_ than money.
- 6 I can't hear you. The music is too \_\_\_\_\_.

**Discussion** Write the answers and talk about them with your friends.

- 1 What noises can you hear right now? \_\_\_\_\_
- 2 Do you listen to loud rock music? \_\_\_\_\_
- 3 What is the most beautiful sound that you have ever heard? \_\_\_\_\_





## 1. Pre-Reading

### A Warm Up Talk about beach activities.

- 1 What are the people doing in the picture?
- 2 Do you often go to the beach?
- 3 What's your favorite beach activity?



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

- 1 \_\_\_\_\_ at all times, every time
- 2 \_\_\_\_\_ a piece of cloth that you use for drying yourself
- 3 \_\_\_\_\_ good - better - (            )
- 4 \_\_\_\_\_ a little < (            ) < very
- 5 \_\_\_\_\_ not interesting
- 6 \_\_\_\_\_ happening fast

# Wave Riding



"Hurry up, Dad!" said Brian.

"I'm coming," Dad replied.

"Have you kids got your **towels**?" asked Mom.

"Yes, Mom!" Brian and Lucy said together.

5 "OK then, I think we're ready," Mom said happily, as everybody got into the car.

As **always**, the drive was long and **boring**, but when they got to the beach it looked really beautiful.

"Wow, can you see the waves?" asked Mom. "They are **quite** big today."

"Yeah!" said the kids. "We can ride our body boards!"

10 Everyone jumped out of the car. Brian and Lucy raced each other to the water. The waves ran over their toes and they called out to Mom and Dad.

"Hey, it's really warm!"

Brian and Lucy waited for the **best** wave to ride. When the wave was just behind them they jumped onto their body boards. "Swish," went the

15 wave as **it** carried them **quickly** to the beach.

"Wow, that was cool!" said Lucy.

Brian laughed. "Yeah, let's ride another one!" he said.

## Read this!

Ocean waves are made by the wind. Sometimes they travel for thousands of kilometers and get very large.

164 words





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. Brian and Lucy's family went to the beach.
- b. The beach was beautiful.
- c. Brian and Lucy's family was getting ready.
- d. The waves were quite big.

### B Graphic Summary Complete the chart.

In the car	<ul style="list-style-type: none"><li>The drive was _____ and _____.</li></ul>
At the beach	<ul style="list-style-type: none"><li>The beach looked _____.</li><li>The waves were _____.</li><li>The water was really _____.</li><li>Wave riding was _____.</li></ul>

### C Details 1 Match and write the letters.

1 The waves

2 Mom

3 Brian and Lucy

a said, "I think we are ready."

b raced each other to the water.

c said, "The waves are quite big today."

d carried Brian and Lucy to the beach.

e ran over Brian and Lucy's toes.

f waited for the best wave to ride.

**D Details 2** Circle the correct answer.

- 1 What did Brian and Lucy do when they got out of the car?  
**a.** They ran to the sea. **b.** They jumped onto their body boards.
- 2 How did Lucy feel when she said, "Wow, that was cool!"?  
**a.** She was cold. **b.** She was excited.
- 3 In line 15, what does **it** refer to?  
**a.** the wave **b.** body board

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

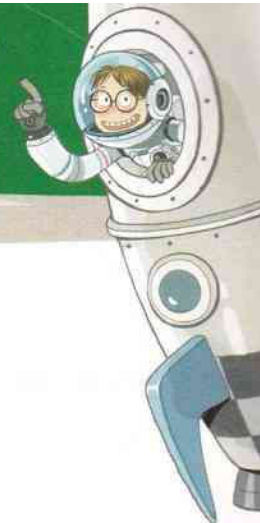
towel      always      boring      quite      best      quickly

- 1 It's \_\_\_\_\_ warm today, but it's not hot.
- 2 He's a good student. He \_\_\_\_\_ does his homework.
- 3 This is the \_\_\_\_\_ movie I have ever seen!
- 4 I washed my hands and dried them on a \_\_\_\_\_.
- 5 Come on! Run as \_\_\_\_\_ as you can!
- 6 The lesson was so \_\_\_\_\_. I almost fell asleep.

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

- 1 Do you like going to the beach? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
- 2 Have you ever ridden a body board? \_\_\_\_\_
- 3 Which water sports do you want to try? \_\_\_\_\_  
\_\_\_\_\_

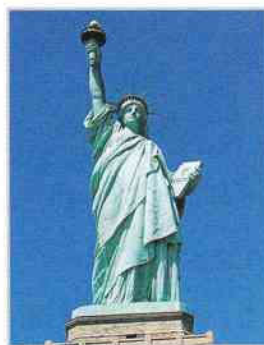




## 1. Pre-Reading

**A Warm Up** Look at the picture and talk about the statues.

- 1 Match each statue with its name.
- 2 Do you know where these statues are standing?
- 3 Do you know any other famous statues?



Statue of Liberty

Venus de Milo

Christ the Redeemer

The Thinker

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

- 1 \_\_\_\_\_ a present
- 2 \_\_\_\_\_ the price of something
- 3 \_\_\_\_\_ an area of land with its own people
- 4 \_\_\_\_\_ an object, sign or picture that has meaning
- 5 \_\_\_\_\_ a building for learning about history
- 6 \_\_\_\_\_ a copy of a person or an animal that is made of stone or metal

### Grammar Tip

one baby - two babies  
one lady - two ladies

# The Statue of Liberty

The Statue of Liberty is a famous **statue** in the United States. France gave the statue to the United States as a **gift** in October, 1886. It is a **symbol** of friendship between these two **countries**.

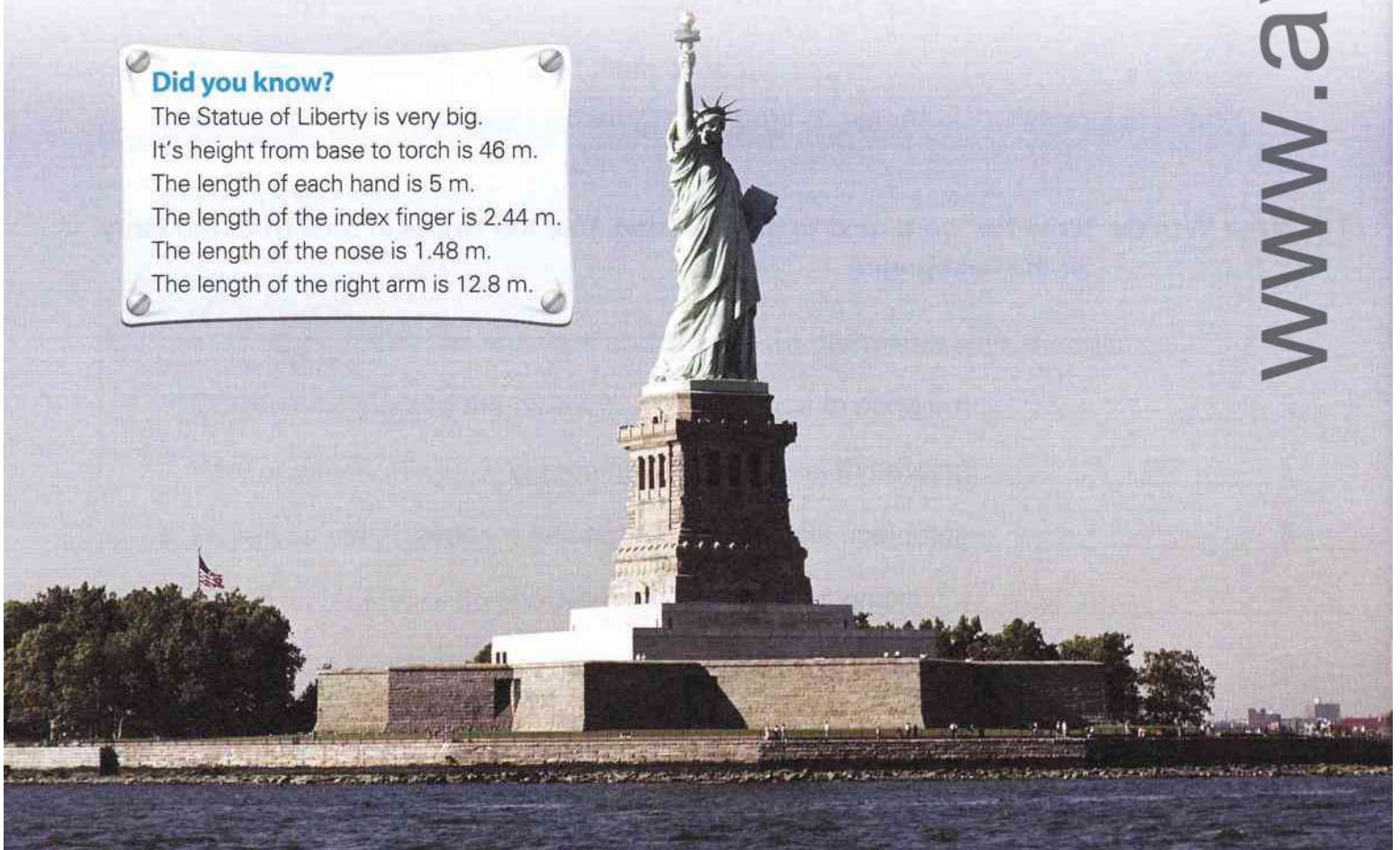
5 The statue is a 46 meter tall woman made of copper and steel, and she stands on an island in New York Harbor. She is holding a torch and a book, and wearing a crown. If you buy a ticket, you can walk or take an elevator to the top of the statue. From the top, you can see all of New York.

10 When France first gave the Statue of Liberty to the United States, there was no place to put it. Today, the statue stands on a pedestal. This pedestal **cost** a lot of money, and it took a long time to build. The Statue of Liberty had to wait eleven months before it could be put together. There is now a **museum** in the pedestal. You can visit **it** to learn all about the Statue of Liberty.

175 words

## Did you know?

The Statue of Liberty is very big.  
It's height from base to torch is 46 m.  
The length of each hand is 5 m.  
The length of the index finger is 2.44 m.  
The length of the nose is 1.48 m.  
The length of the right arm is 12.8 m.





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. How to visit to the Statue of Liberty      b. The history of the Statue of Liberty  
c. Things to see in New York      d. Friendship between the U.S.A. and France

### B Graphic Summary Label the picture.

#### Word Bank

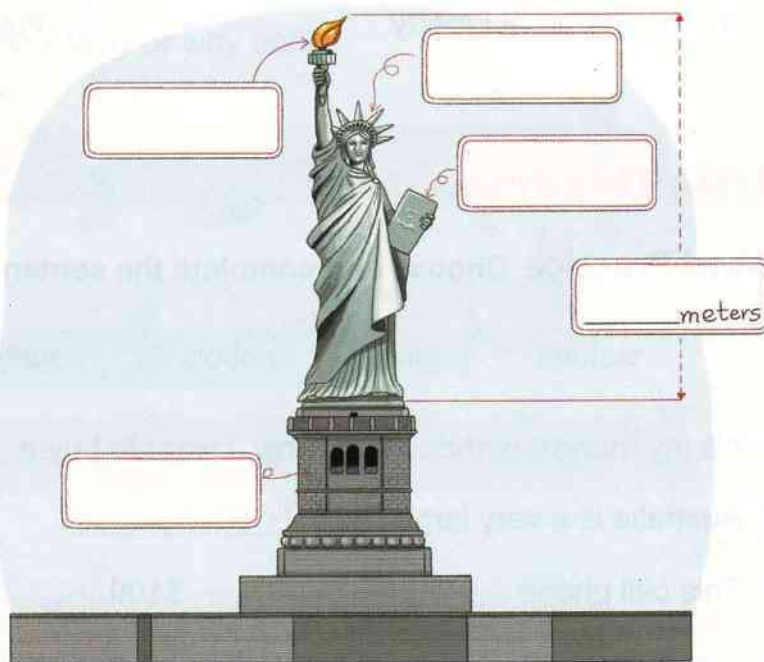
crown

torch

book

pedestal

46



### C Details 1 Check (✓).

- 1 The Statue of Liberty is a famous statue in France.
- 2 The pedestal is 46 meter high.
- 3 The statue is made of copper and stone.
- 4 There is a museum on the top of the statue.
- 5 People can go to the top of the statue.
- 6 The statue is a symbol of friendship between France and the U.S.A.

True

False

☐  
☐  
☐  
☐  
☐  
☐
☐  
☐  
☐  
☐  
☐  
☐

**D Details 2** Circle the correct answer.

- 1 What is the statue holding in her hand?  
**a.** a crown and an elevator                      **b.** a torch and a book
- 2 Where does the statue stand?  
**a.** It stands on a pedestal.                      **b.** It stands in a museum.
- 3 In line 12, what does **it** refer to?  
**a.** the Statue of Liberty                      **b.** the museum in the pedestal

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

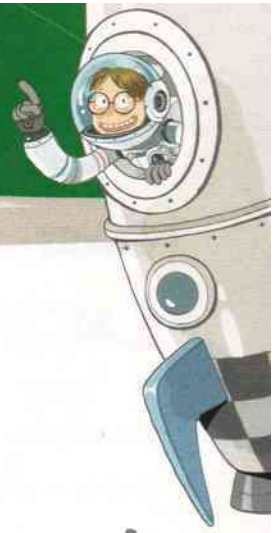
statues      gift      symbols      country      costs      museum

- 1 It's my friend's birthday tomorrow. I want to buy a \_\_\_\_\_.
- 2 Australia is a very large \_\_\_\_\_.
- 3 This cell phone \_\_\_\_\_ \$100.
- 4 + and - are \_\_\_\_\_ for plus and minus in math.
- 5 We saw some famous paintings at the art \_\_\_\_\_.
- 6 In the park, you can see some \_\_\_\_\_ of famous people.

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

- 1 Do you want to visit the Statue of Liberty? \_\_\_\_\_
- 2 What's the most famous statue in your country? \_\_\_\_\_  
\_\_\_\_\_
- 3 Why is it famous? \_\_\_\_\_  
\_\_\_\_\_

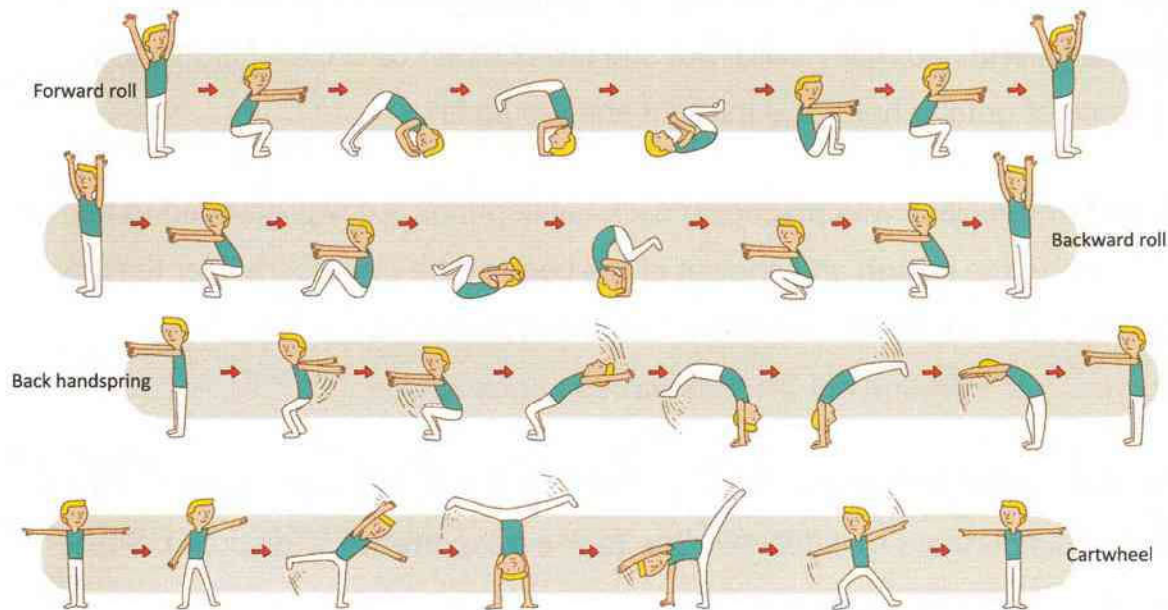




## 1. Pre-Reading

**A Warm Up** Look at the picture and talk about gymnastics.

- 1 Have you tried gymnastics before?
- 2 Can you do any of these gymnastic tricks?
- 3 Do you want to learn these tricks? 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 \_\_\_\_\_ hard, not a liquid or a gas
- 2 \_\_\_\_\_ to send air out of your throat with a loud noise
- 3 \_\_\_\_\_ bending easily without breaking
- 4 \_\_\_\_\_ the air you take in through your nose or mouth
- 5 \_\_\_\_\_ from one side to the other side of something
- 6 \_\_\_\_\_ this is a word that you use to make another word stronger, or to say that something is surprising

# Lucy the Gymnast



Lucy loved doing gymnastics. She could do a forward roll. She could do a cartwheel. She could **even** walk on her hands. But there was one move Lucy couldn't do. It was the back handspring.

Lucy was **flexible** and strong. She worked very hard, and was a good student in gymnastics class. She had many skills, but she still couldn't do a back handspring. She was scared of getting hurt. She thought she would fall.

When the rest of the class was practicing back handsprings, Lucy pretended to be sick. She pretended to **cough** and she sat in the back of the classroom. Her teacher saw her and went to talk to her. He knew that she was scared.

"I'll help **you**," he said and put his arm **across** her back.

His arm felt like a **solid** bar behind her. She didn't think she would fall. Even if she did, her teacher would be there to catch her. She took a deep **breath** and sprang. She didn't fall! Lucy did a back handspring!

173 words

## Fun Quiz!

A: Why are gymnasts so cool?

B: Because they have many fans.





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. The teacher helped Lucy with a back handspring.      b. Lucy was strong.  
c. Lucy was scared of getting hurt.      d. Lucy could do a cartwheel.

### B Problem and Solution Complete the diagram.

Problem
Lucy couldn't do a _____.
She was scared of getting _____.
She thought she would _____.



Solution
The teacher _____ Lucy.
He put his _____ across her _____.

back handspring (X2)
helped      fall (X2)
arm      hurt      back



Result
She did a _____.
She didn't _____.

### C Details 1 Check (✓).

	True	False
1 Lucy could walk on her hands.	<input type="checkbox"/>	<input type="checkbox"/>
2 Lucy didn't work very hard in gymnastics class.	<input type="checkbox"/>	<input type="checkbox"/>
3 Lucy really was sick.	<input type="checkbox"/>	<input type="checkbox"/>
4 The teacher knew that Lucy was scared.	<input type="checkbox"/>	<input type="checkbox"/>
5 Lucy didn't fall! She did a back handspring!	<input type="checkbox"/>	<input type="checkbox"/>
6 The teacher put a solid bar behind her.	<input type="checkbox"/>	<input type="checkbox"/>

**D Details 2** Circle the correct answer.

- 1 Why couldn't Lucy do a back handspring?  
**a.** She didn't have the skills. **b.** She was scared of getting hurt.
- 2 How did she feel when the teacher put his arm across her back?  
**a.** She was worried. **b.** She felt safe.
- 3 In line 10, who does **you** refer to?  
**a.** Lucy **b.** Lucy's teacher

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

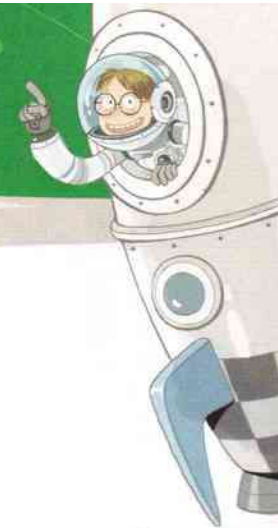
even      flexible      coughed      across      solid      breath

- 1 The river is 200 meters \_\_\_\_\_.
- 2 I \_\_\_\_\_ a lot when I had a cold.
- 3 He didn't laugh. He didn't \_\_\_\_\_ smile.
- 4 Take a deep \_\_\_\_\_ and relax.
- 5 Dancers need to be strong and \_\_\_\_\_
- 6 Water becomes \_\_\_\_\_ when it freezes.

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

- 1 Have you ever pretended to be sick? If yes, when and why? \_\_\_\_\_  
\_\_\_\_\_
- 2 Are you flexible and strong? \_\_\_\_\_
- 3 If you want to be a good gymnast, what do you have to do? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

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

- 1 What's happening in the picture?
- 2 Can you guess what the small boat's job is?
- 3 Do you know what the small boat is called?



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

- 1 \_\_\_\_\_ very strong, with a lot of power
- 2 \_\_\_\_\_ ability
- 3 \_\_\_\_\_ the person who is in charge of a ship or an aircraft
- 4 \_\_\_\_\_ good and helpful for doing something
- 5 \_\_\_\_\_ to get more of something
- 6 \_\_\_\_\_ knowing about something because you have seen it or done it





# Tugboats



Tugboats are special boats. They are small and **powerful**, and they have a special job to do. When a big ship comes into the harbor, the tugboats push it and pull it into the dock. Tugboats can also tow ships that have broken down, and they can fight fires with their powerful water cannons. Tugboats are very **useful**!

- 5 The **captain** of a tugboat has to be skilful to move the big ships safely. For the biggest ships, two, or even three, tugboats will work together. It is dangerous work because the big ship is much heavier than the tugboats, and **it** could pull them under the water. The captain also has to know every danger in the harbor, such as rocks, shallow areas
- 10 and waves.

Would you like to be a tugboat captain? First, you need to **gain** some **experience** on a tugboat as a captain's assistant. After learning all the **skills** of the job, you might have a chance to become a captain too!

## Fun Quiz!

A: What kind of ship can never sink?

B: Friend-ship.

## Did you know?

'Tug' means 'pull something hard and quickly.'

166 words





## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. What tugboats do
- b. How to become a tugboat captain
- c. Special boats in the harbor
- d. Danger in the harbor

**B Graphic Summary** Match and write the letters.

Tugboats	(b)
Tugboat captains	

- a have to be skillful to move the big ships safely
- b push and pull the big ship into the dock
- c fight fires
- d tow ships that have broken down
- e need to be a captain's assistant first
- f have to know every danger in the harbor
- g are small and powerful

**C Details 1** Complete the diagram.

Fact	Reason
1 You need to work as a captain's assistant before you become a captain.	You need to gain _____.
2 The big ship could pull the tugboats under the water.	The big ship is much _____ the tugboats.
3 The tugboat captains have to be skillful.	They need to move _____.

**D Details 2** Circle the correct answer.

- 1 What do tugboats do?  
**a.** They push and pull big ships.                      **b.** They find danger in the harbor.
- 2 What do you need to do if you want to become a tugboat captain?  
**a.** work together with other tugboats                      **b.** gain some experience
- 3 In line 8, what does **it** refer to?  
**a.** the tugboat                      **b.** the big ship

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

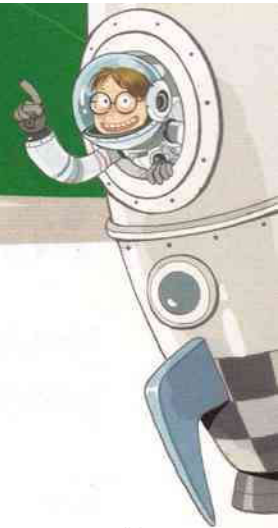
powerful      useful      captain      gained      experience      skills

- 1 If you want to do this job, you have to learn some \_\_\_\_\_.
- 2 This car has a very \_\_\_\_\_ engine.
- 3 I have \_\_\_\_\_ a lot of knowledge at school.
- 4 My teacher has ten years of teaching \_\_\_\_\_.
- 5 My uncle is a \_\_\_\_\_. He's in charge of a ship.
- 6 A dictionary is \_\_\_\_\_ for language learners.

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

- 1 Do you want to travel on a ship? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
- 2 Have you ever seen a tugboat? \_\_\_\_\_
- 3 What are the dangers for ships at sea? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

### A Warm Up Talk about your best friends.

- 1 Who are your best friends?
- 2 What do you do together with your best friends?
- 3 Do you write to your friends?



### My best friend

Write about one of your best friends.

♦ Name:

♦ Age:

♦ Likes:

♦ Dislikes:

### 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 \_\_\_\_\_ unhappy because you are not with other people

2 \_\_\_\_\_ a person who lives near you



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

# My New Neighbor



Last weekend, a new girl moved in next door. She had long hair and glasses. It looked like she was the same age as me.

I saw her throwing a tennis ball in the air and catching it. Then I saw her reading on her front porch. After that, I saw her listening to music with her head cupped in her hands. She looked **lonely**.

I had a great idea. First I **folded** a piece of paper into the shape of a **basket**. Next, I picked some grass and put **it** inside. Then I **filled** the rest of the basket with candy and flowers. Finally, I **attached** a card that said;



## Read this!

Koreans sometimes use the word "neighbor-cousin" because neighbours often become friends, and sometimes they become as close as cousins!

I left the basket on her doorstep, rang her doorbell, ran away and hid behind a tree. She opened the door, picked up the basket and smiled.

We became good friends after that.

164 words





## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. Lucy made a flower basket.      b. Lucy was a lonely girl.  
c. Lucy wrote a card to her friend.      d. Lucy made a new friend.

**B Sequencing** Number the sentences in the correct order.

- ☐ Lucy left the basket on her doorstep.  
☐ Lucy filled the basket with candy and flowers.  
☐ The girl opened the door and picked up the basket.  
☐ The girl looked lonely.  
☐ The girl moved in next door.  
☐ Lucy folded a piece of paper into the shape of a basket.  
☐ Lucy and the girl became good friends.

**C Making Inferences** Circle the correct answer.

>> What kind of person is Lucy?

- a. friendly      b. kind      c. thoughtful      d. all of these

**D Details 1** Write the past tense of these verbs.

1	have	had
3	put	
5	ring	
7	hide	

2	see	
4	leave	
6	run	
8	become	

**E Details 2** Circle the correct answer.

- 1 What was the great idea?  
**a.** playing together with the girl      **b.** making a basket and giving it to the girl
- 2 How did Lucy feel when she left the basket and hid behind a tree?  
**a.** She was bored.      **b.** She was excited.
- 3 In line 7, what does **it** refer to?  
**a.** the basket      **b.** grass

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

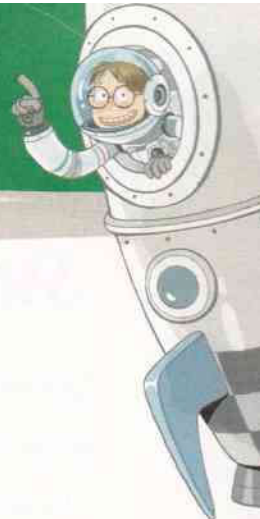
lonely      folded      basket      fill      attached      neighbor

- 1 I was very \_\_\_\_\_ when I first moved to this town.
- 2 I \_\_\_\_\_ the card to the present.
- 3 Please \_\_\_\_\_ this glass with water.
- 4 He \_\_\_\_\_ the letter and put it in the envelope.
- 5 She is my \_\_\_\_\_. She lives in the house next to mine.
- 6 The \_\_\_\_\_ was full of fresh fruit.

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

- 1 What is a good way to make friends? \_\_\_\_\_  
\_\_\_\_\_
- 2 What do you do when you feel lonely? \_\_\_\_\_
- 3 Do you have many friends in your neighborhood? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

**A Warm Up** Look at the picture and talk about surfing.

- 1 Can you surf? If not, do you want to learn to surf?
- 2 Why do you think people like surfing?
- 3 Is surfing popular in your country?



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

- 1 \_\_\_\_\_ to try to win a race or competition
- 2 \_\_\_\_\_ go to many places
- 3 \_\_\_\_\_ something clever that you have learned to do
- 4 \_\_\_\_\_ to do something
- 5 \_\_\_\_\_ of the present time
- 6 \_\_\_\_\_ the time before now



## Surfing

Surfing is the sport of riding ocean waves. Today it is popular all around the world, but it began in Hawaii. Many years later, a Hawaiian man called Duke Kahahamoku made surfing popular in California, U.S.A. Soon after, it became popular in Australia, and  
5 today it has **spread** to beaches around the world.

**Modern** surfers use boards made from plastic and fiberglass, but in the **past** they were made of wood. Surfboards have gotten a lot smaller too; shrinking from 4 meters down to 2 meters since the 1960s. This change has allowed surfers to **perform** amazing **tricks**, such as jumps and 360 degree turns.

10 Most surfers ride waves for enjoyment and fitness, but some surfers have become professionals. **They compete** in competitions for prize money. Other surfers love danger and they have surfed huge 10-20 meter waves with the help of jet skis.

Many beaches now have a surf school where you can learn to surf. Look for it  
15 next time you are at the beach!

167 words



An old-style surfboard

### Fun Quiz!

Q: How do you know  
the ocean is friendly?  
A: Because it waves!





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. There are many surfing competitions.      b. It's fun to ride waves.  
c. How surfing started and developed.      d. It's easy to make surfboards.

### B Graphic Summary Complete the diagram.

Paragraph	Topic	Summary
1	Surfing	It is the sport of _____ ocean waves. It started in _____. It is now _____ all around the world.
2	Surfboards	Past: made of _____ / _____ meters long Now: made from _____ and fiberglass / _____ meters long
3	Surfers	Most surfers do it for _____ and _____. Professionals compete for _____.
4	Surf school	Many beaches now have a surf school. You can _____ to surf there.

### C Details 1 Check (✓).

	True	False
1 Surfing became popular in Australia first.	<input type="checkbox"/>	<input type="checkbox"/>
2 In the past, surfboards were made of wood.	<input type="checkbox"/>	<input type="checkbox"/>
3 Modern surfers use longer surfboards.	<input type="checkbox"/>	<input type="checkbox"/>
4 Some surfers compete for prize money.	<input type="checkbox"/>	<input type="checkbox"/>
5 Most surfers love danger and surf 10-20 meter waves.	<input type="checkbox"/>	<input type="checkbox"/>

**D Details 2** Circle the correct answer.

- 1 How are the modern surfboards different from the old surfboards?  
**a.** They are shorter. **b.** They are made of wood.
- 2 Today surfing is popular all around the world. How has it spread?  
**a.** Australia→California→Hawaii **b.** Hawaii→California→Australia
- 3 In line 11, who does **They** refer to?  
**a.** most surfers **b.** professional surfers

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

spread      modern      past      tricks      performed      compete

- 1 We learned about the \_\_\_\_\_ in history class.
- 2 They \_\_\_\_\_ the rumor around the school.
- 3 The magician showed us some card \_\_\_\_\_.
- 4 Soccer teams from many countries \_\_\_\_\_ to win in the World Cup.
- 5 The dancers \_\_\_\_\_ beautifully.
- 6 The new library building is very \_\_\_\_\_.

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

- 1 What skills do people need when they surf? \_\_\_\_\_  
\_\_\_\_\_
- 2 Do you think surfing is safe or dangerous? \_\_\_\_\_
- 3 Is surfing popular in your country? \_\_\_\_\_  
\_\_\_\_\_



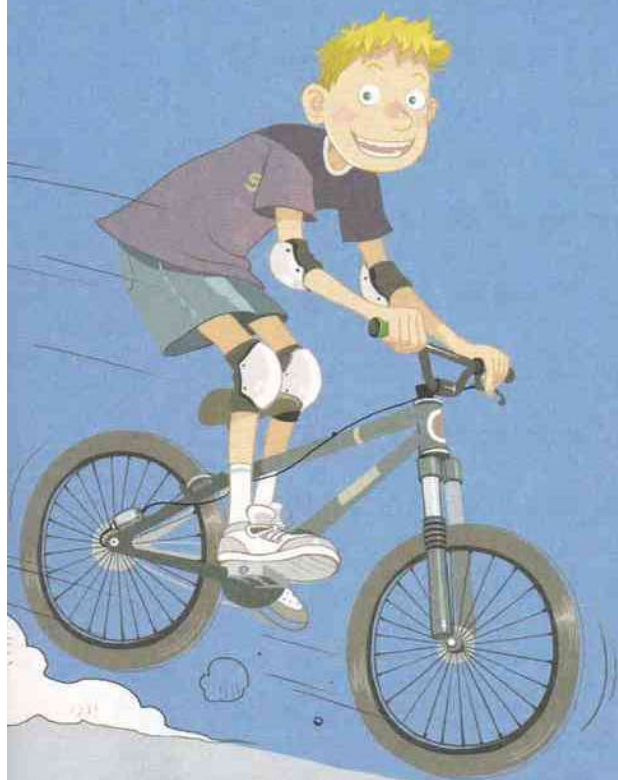
# READING Rocket 2

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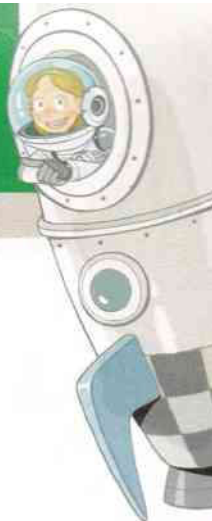


# READING Rocket 2



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## 1. Pre-Reading

**A Warm Up** Talk about the musical instruments in an orchestra.

- 1 How many instruments can you name?
- 2 Do you know the sound of each instrument?
- 3 Which instrument do you want to play? Why?



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

- 1 \_\_\_\_\_ something you say to make people laugh
- 2 \_\_\_\_\_ deciding which one to have
- 3 \_\_\_\_\_ to say the true message of something
- 4 \_\_\_\_\_ a person who makes music
- 5 \_\_\_\_\_ one more
- 6 \_\_\_\_\_ to spend time with

**Grammar Tip**

burn - burnt



# Drumsticks



Brian played the drums in the school orchestra, and he was usually very happy with his **choice**. There were many good things about playing the drums. Brian thought that drums made a very cool noise, and he loved having lots of different drums to play. Brian loved the “boom” of the bass drum the most, and it sounded great when he played all the drums in the drum kit.

**Another** reason Brain loved the drums was that drumsticks were very light. He felt sorry for the trombone and saxophone players. **Their** instruments were heavy. Brian only had to carry his drumsticks, and he was very happy about it.

However, being a drummer also **meant** listening to a lot of bad **jokes**. Other **musicians** loved to make fun of drummers. For example, just last Tuesday, Brian saw his friend Theo in the hallway at school.

“Hey Brian,” said Theo. “What do you call someone that **hangs around** with musicians?”

“I don’t know,” said Brian.

“A drummer,” Theo replied.

“Whatever, Theo!” said Brian. “That’s not even funny.”

Brian thought about his drumsticks in his bag and he smiled. Theo played a cello!

## Fun Quiz!

Q: Why did the chicken play the drums?

A: Because it had drumsticks.

192 words





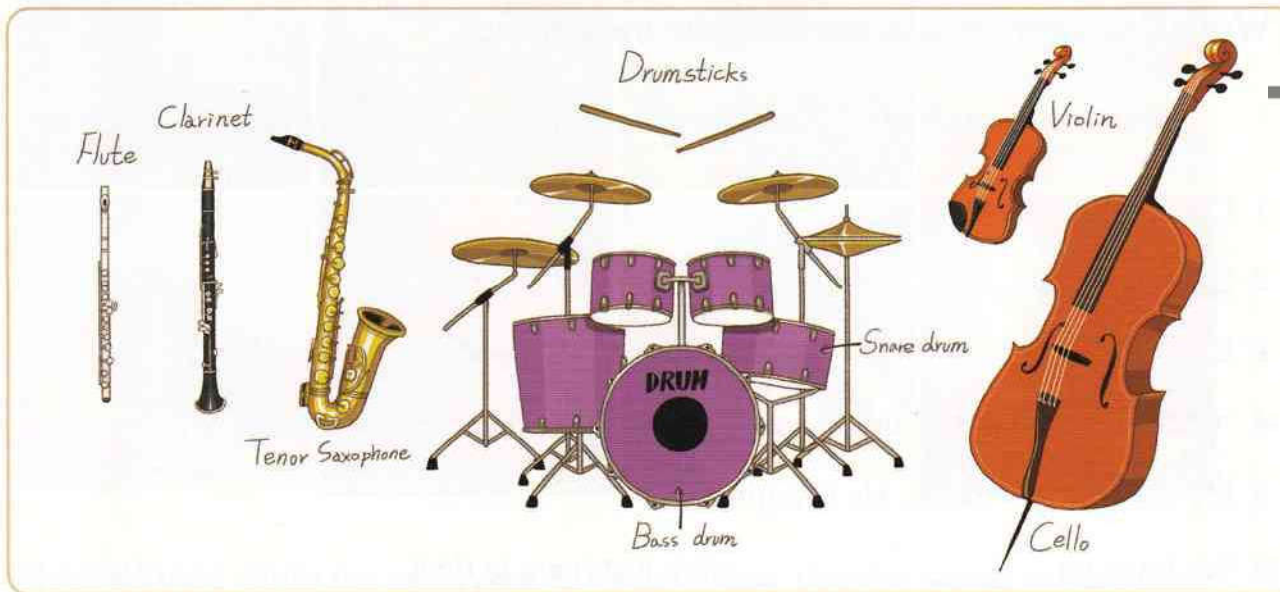
## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. Brian can't read music.
- b. Theo made fun of Brian.
- c. Theo plays the cello.
- d. Brian plays the drums.

**B Compare and Contrast** Look at the pictures and discuss the questions.

- 1 What sounds do these instruments make?
- 2 Which instruments are easy to carry? Why?
- 3 Which instruments are hard to carry? Why?



**C Details 1** Write the answer.

- 1 Who makes fun of drummers?

---

- 2 What was Theo's joke?

---

- 3 What instrument does Theo play?

---

**D Details 2** Circle the correct answer.

- 1 What was the third reason that Brian chose to play the drums?  
**a.** The drums made a very cool noise.      **b.** Drumsticks are very light.
- 2 How did Brian feel when Theo told him a joke about drummers?  
**a.** He was angry.      **b.** He was not angry.
- 3 In line 7, what does **Their** refer to?  
**a.** the trombone and saxophone players'      **b.** the drummers'

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

mean      another      musician      joke      hang around      choice

- 1 Can I please have \_\_\_\_\_ cookie?
- 2 She told us a \_\_\_\_\_ and we all laughed.
- 3 I \_\_\_\_\_ with my friends after school.
- 4 "I don't understand, what do you \_\_\_\_\_?" he asked.
- 5 My uncle writes music. He is a great \_\_\_\_\_.
- 6 We have no \_\_\_\_\_. We just have to do it.

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

- 1 When Theo made a joke, Brian thought about his drumsticks in his bag and smiled.  
Why? \_\_\_\_\_
- 2 Do you think a musical instrument shows the player's personality? \_\_\_\_\_  
\_\_\_\_\_
- 3 Which instrument is most like you? Why? \_\_\_\_\_  
\_\_\_\_\_

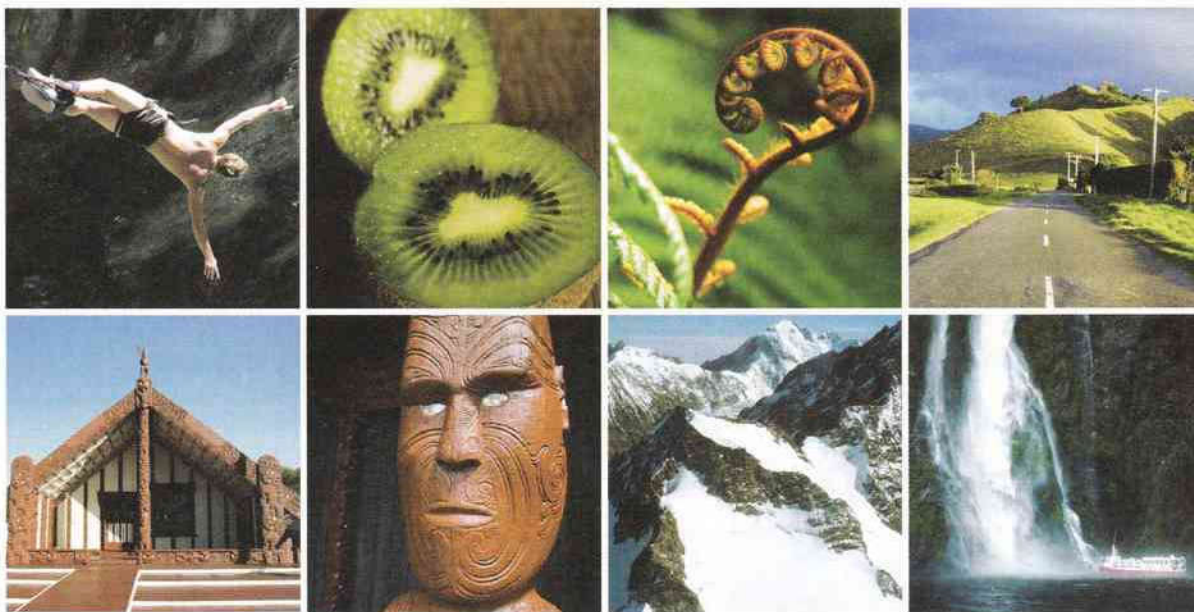




## 1. Pre-Reading

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

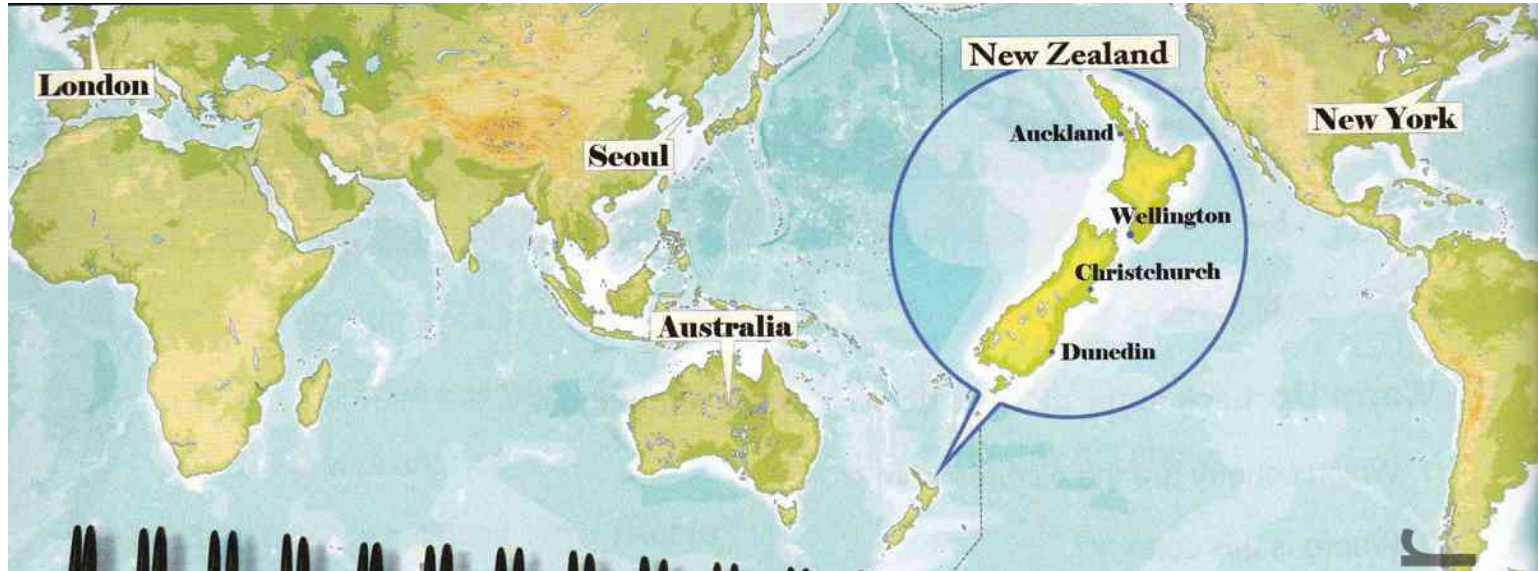
- 1 Which country are the pictures from?
- 2 Where is this country?
- 3 Have you been there? What do you know about this place?



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

- 1 \_\_\_\_\_ to make someone remember something
- 2 \_\_\_\_\_ why you do something or why something happens
- 3 \_\_\_\_\_ to put things into a bag before you go somewhere
- 4 \_\_\_\_\_ to make someone or something ready
- 5 \_\_\_\_\_ to go to live in a new place and stay there
- 6 \_\_\_\_\_ sunshine, wind, rain, cloud, hot day, cold day





## New Zealand

New Zealand is far away from everywhere. It is 18,000 kilometers from London, 14,000 kilometers from New York and more than 9,000 kilometers from Seoul. It is even 2,000 km from Australia. Because it is so far away, New Zealand was one of the last countries on earth to be inhabited\*. The Māori people arrived in

5 New Zealand about 800 years ago, and European people **settled** in New Zealand in the late 18th century.

"Zealand" is a Dutch word meaning "sea land." When the Dutch explorer Abel Tasman arrived in 1642, the new land **reminded** him of a place called "Zealand" in the Netherlands, so he named **it** New Zealand.

- 10 Because New Zealand is alone in the ocean, the **weather** changes very fast. It can be cloudy in the morning, raining at lunchtime, sunny in the afternoon, and raining again in the evening. For this **reason**, if you visit New Zealand you need to be **prepared**. Make sure that you **pack** an umbrella, a jacket and a T-shirt because you will need all three!

174 words

\* **inhabited**: to be lived in

### Did you know?

The Māori named New Zealand "Aotearoa" which means "The Land of the Long White Cloud."

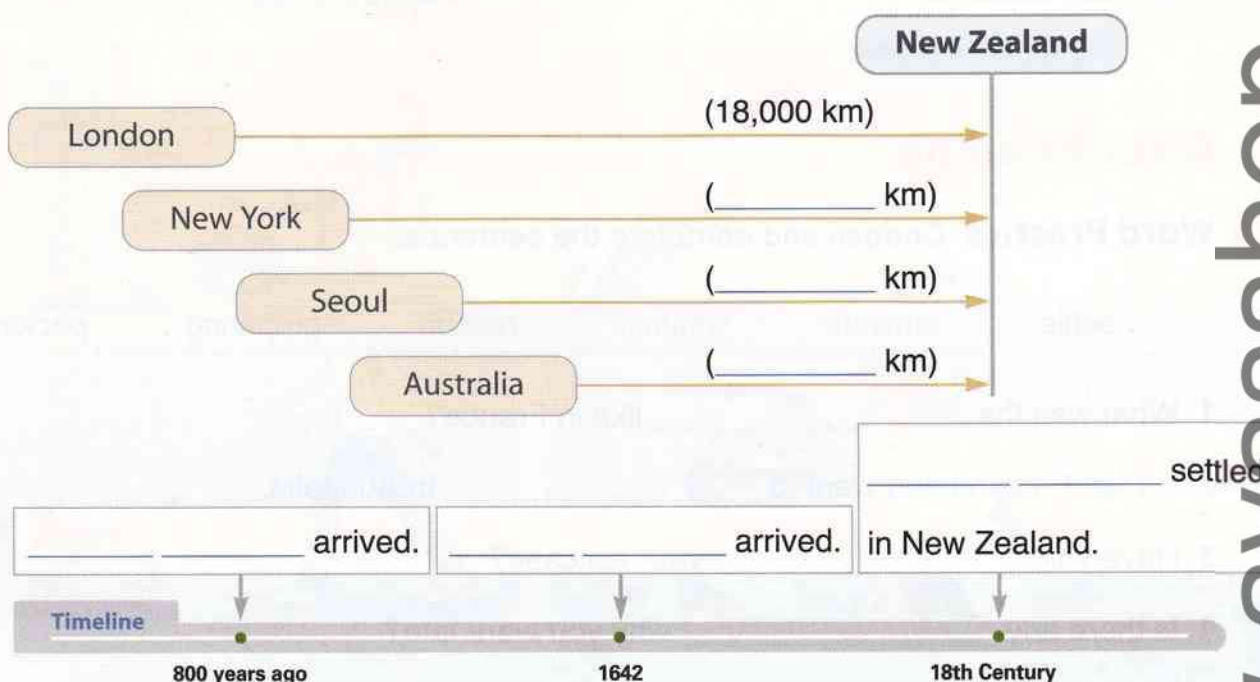


## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. New Zealand weather      b. All about New Zealand  
c. The Māori in New Zealand      d. How to visit New Zealand

**B Graphic Summary** Complete the diagram.



**C Details 1** Check the correct tense (✓).

- 1 New Zealand is far away from everywhere.
- 2 You will need an umbrella, a jacket and a T-shirt.
- 3 European people settled in New Zealand.
- 4 The weather changes very fast.
- 5 Abel Tasman named the new country.

Past	Present	Future
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**D Details 2** Circle the correct answer.

- 1 Why is New Zealand one of the last countries on earth to be inhabited?  
**a.** because it's far away from everywhere    **b.** because it's a new country
- 2 Why do you need to be prepared when you visit New Zealand?  
**a.** because it rains a lot    **b.** because the weather changes very fast
- 3 In line 9, what does **it** refer to?  
**a.** New Zealand    **b.** the Netherlands

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

settle    reminds    weather    reason    preparing    packed

- 1 What was the \_\_\_\_\_ like in France?
- 2 He left England and went to \_\_\_\_\_ in Australia.
- 3 Have you \_\_\_\_\_ your suitcase?
- 4 Is there any \_\_\_\_\_ why you were late?
- 5 Mom is \_\_\_\_\_ dinner in the kitchen.
- 6 He \_\_\_\_\_ me of my cousin. They look alike.

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

- 1 Do you know where New Zealand is? \_\_\_\_\_
- 2 Have you ever visited another country? If yes, where? \_\_\_\_\_  
\_\_\_\_\_
- 3 What are the things you need when you travel to another country? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

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

- 1 Do you have a dog? If not, do you want to have a dog?
- 2 What do dog owners have to do?
- 3 Have you ever walked a dog?



**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 \_\_\_\_\_ how you feel

2 \_\_\_\_\_ nearly but not quite

3 \_\_\_\_\_ feeling angry because you cannot do what you want to do

## Grammar Tip

tie - tying die - dying



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



### Did you know?

The SPCA is a group that helps animals in danger. You can find a lot of information about taking care of pets on their website. Is there an SPCA in your country?



## Walking the Dogs

I didn't want to take the dogs for a walk today. I was in a bad **mood**.

My mom likes to help homeless dogs. She has found many since I was a little boy. One was found in a trashcan. One was in a basket outside our back door. Rufus, my favorite dog, was **lying** hurt by the side of the road.

- 5 We now have six dogs. The biggest one is **almost** the size of a pony, and the smallest one can sit in the palm of my hand. Walking them is very difficult, but it's my job. I have to do **it**.

I put a leash on each of the six dogs and led them down the block. They ran around me in a pack. They **licked** me and **barked**. I was feeling **frustrated**.

- 10 Then, Rufus looked at me from the sidewalk. He held his paw up to me. He wanted to shake hands with me. I think he knew I was in a bad mood. I shook his paw and smiled.

Walking the dogs isn't so bad!

179 words





## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. Brian doesn't like dogs.
- b. Brian's mom helps dogs.
- c. Brian had to walk six dogs.
- d. Rufus is Brian's favorite dog.

### B Problem and Solution Complete the diagram.

<b>Problem</b>	Brian didn't want to take the dogs _____.
	He was in _____.
↓	
<b>Problem gets worse</b>	The dogs ran _____ him.
	They _____ him and _____.
	He was feeling _____.
↓	
<b>Problem solved</b>	Rufus wanted to _____ with Brian.
	Brian _____ Rufus's paw and _____.
	Brian thought walking the dogs _____.

### C Details 1 Who does/did what? Match and write the letters.

1 Brian

☐  
☐

2 Brian's Mom

☐  
☐

3 Rufus

☐  
☐

- a likes to help homeless dogs.
- b wanted to shake hands with Brian.
- c has to walk the dogs.
- d was lying hurt by the side of the road.
- e has found many dogs.
- f put a leash on each of the six dogs

**D Details 2** Circle the correct answer.

1 Where did Brian's mom find Rufus?

a. by the side of the road

b. outside their back door

2 How did Brian feel when he shook Rufus's paw and smiled?

a. He was still frustrated.

b. He felt good.

3 In line 7, what does **it** refer to?

a. helping the dogs

b. walking the dogs

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

mood

lying

almost

licking

barks

frustrated

1 It's \_\_\_\_\_ six o'clock. I have to go home now.

2 She is \_\_\_\_\_ on her bed and trying to get some sleep.

3 I couldn't understand French so I was \_\_\_\_\_ in France.

4 The dog always \_\_\_\_\_ at people it doesn't know.

5 The child is \_\_\_\_\_ the ice cream.

6 A: What's wrong with Tim? B: I don't know. He's in a bad \_\_\_\_\_.

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

1 What do people in your country usually do with homeless dogs? \_\_\_\_\_

2 Are you in a good mood today? \_\_\_\_\_

3 Why do you think people have pets? \_\_\_\_\_





## 1. Pre-Reading

**A Warm Up** Look at the picture and talk about the animals.

- 1 Have you seen these animals?
- 2 What do they have in common?
- 3 Talk about the special features of each animal.



Sugar glider



Koala



Echidna



Kangaroo



Possum



Wombat

**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.

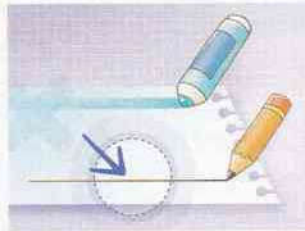
- 1 \_\_\_\_\_ to go away from someone or something
- 2 \_\_\_\_\_ covered with a kind of glue that can stick to things



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



## The Spiny Anteater

A lot of very strange animals live in Australia. The spiny anteater, or echidna, is one of the strangest.

The echidna is short, small and covered in spines. It has a long **thin** nose. It uses its nose to sniff\* for ants and worms. It uses a long, **sticky tongue** to lick **them** up. Echidnas are very slow animals, but their **sharp** spines protect them from animals that want to eat them.

Unlike most mammals, spiny anteaters do not give birth to live babies. Instead, they **lay** eggs! The echidna only lays one egg at a time. When the egg hatches, the baby is called a puggle.

While the puggle is very little, the mother carries it in a special pouch on her belly. After the baby grows bigger, the mother digs a special home for **it**. Then she **leaves** to hunt for food. She only comes back every five days! You probably think she is not a good mother, but it works just fine for the echidna!

168 words

### Did you know?

The echidna and the platypus are the only living mammals that lay eggs instead of giving birth to babies.

\* **sniff**: to smell



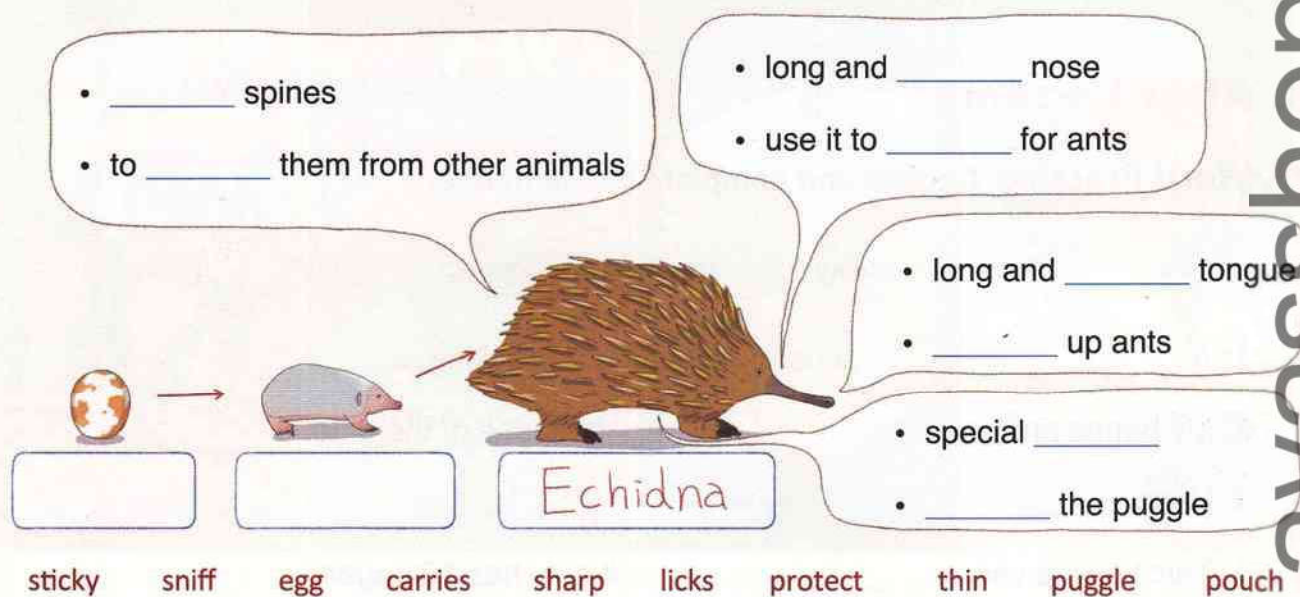


## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. The echidna looks strange.
- b. The echidna is a strange animal.
- c. Echidnas are mammals.
- d. Echidnas are not good mothers.

### B Graphic Summary Complete the diagram.



### C Details 1 Write the answer.

1 Echidnas don't give birth to live babies. What do they do instead?

\_\_\_\_\_

2 Why does the mother echidna leave her home?

\_\_\_\_\_

3 How often does the mother come back home?

\_\_\_\_\_

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- ### 3. After Reading

thin      sticky      tongue      sharp      lay      leave

- 1 A \_\_\_\_\_ is used for tasting and licking.
- 2 My hands are very \_\_\_\_\_ because of the glue.
- 3 Hens \_\_\_\_\_ eggs.
- 4 This book is very \_\_\_\_\_. It only has 10 pages.
- 5 That knife is very \_\_\_\_\_. Be careful!
- 6 She's going to \_\_\_\_\_ at 10 o'clock tomorrow.

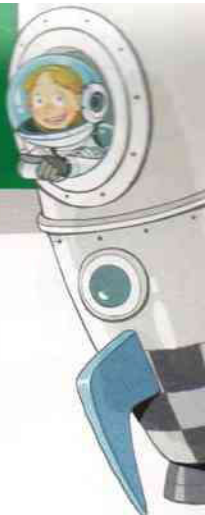
1 Do you know any other strange animals? \_\_\_\_\_

If yes, what are they? Why are they weird? \_\_\_\_\_

\_\_\_\_\_

2 Name three animals you can only see in Australia.

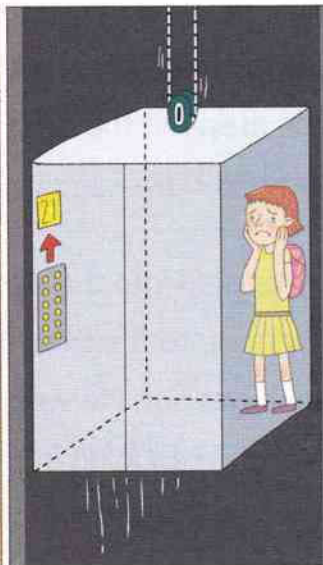
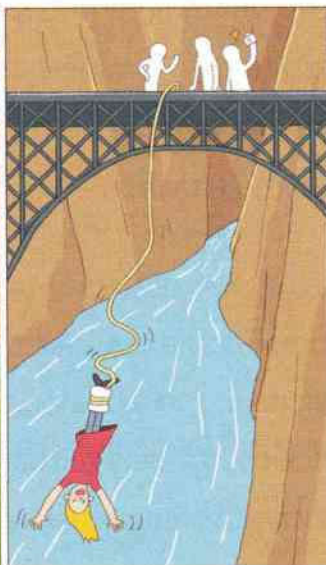




## 1. Pre-Reading

**A Warm Up** Look at the pictures and talk about the things people are afraid of.

- 1 Are you afraid of any of these things?
- 2 What else are you afraid of?
- 3 Do you try to overcome your fear? If yes, how?



**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 \_\_\_\_\_ can't move, trapped
- 2 \_\_\_\_\_ really, in fact
- 3 \_\_\_\_\_ all people
- 4 \_\_\_\_\_ a piece of work that you do at school

## Grammar Tip

make - making    take - taking



5 \_\_\_\_\_



6 \_\_\_\_\_



## Singing in the Elevator

Brian didn't like elevators. When he was inside an elevator, he always felt sick. Then he would imagine the elevator **getting stuck** or falling down, and feel even worse.

One day, Brian had to take the elevator to the seventh floor of the **public** library. He was looking for a book for his science **project**. He didn't want to take the elevator, but he had to. Walking up the **steps** to the seventh floor would be too slow. He decided to try the trick his friend had told **him**—singing in the elevator.

The door opened and he walked into the elevator. He started to sing his favorite song in his head. The elevator went up to the third floor. People got in and out of the elevator. On the fifth floor, everyone got out. He was alone in the elevator, so he sang loudly!

### Read this!

Archimedes (287 BC - 212 BC) was a Greek mathematician, engineer and inventor. He was very good at designing new machines. It was reported that he built the first elevator in 236 BC.

10 Singing in the elevator was **actually** fun! He forgot about the elevator getting stuck or falling down.

He got the science book from the seventh floor. Then, he got into the elevator again while **whistling** his favorite song.

183 words



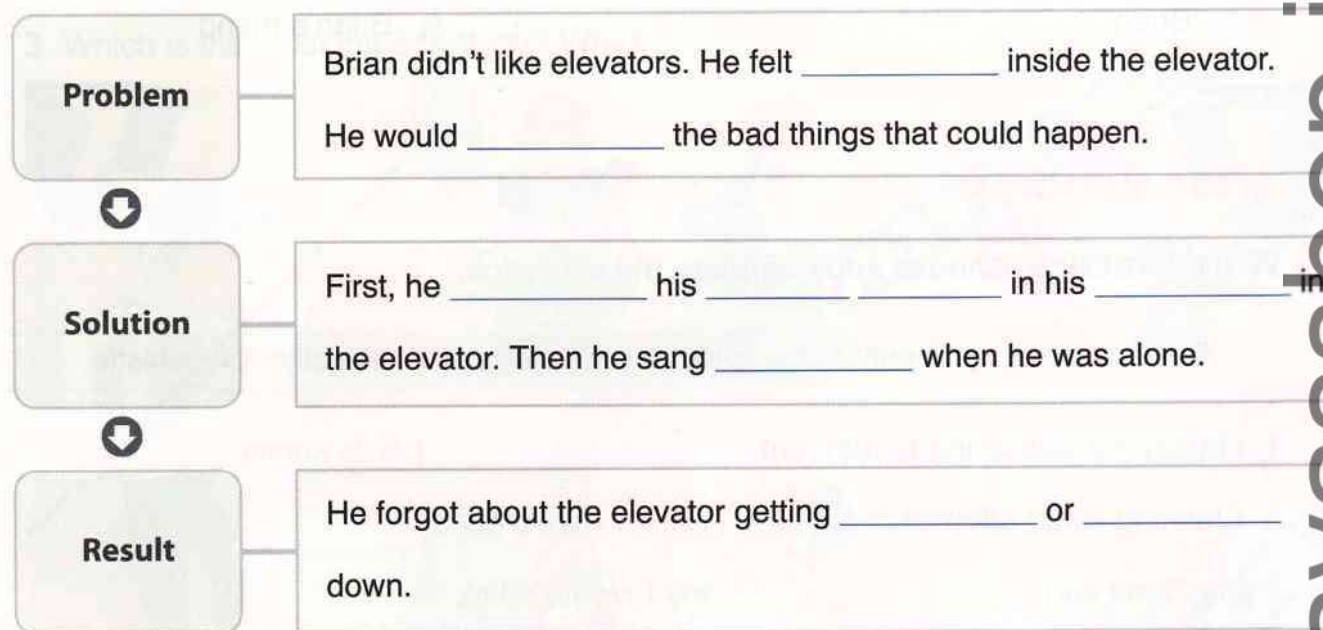


## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. Brian borrowed a science book.      b. Brian sang in the elevator.  
c. Brian likes singing.      d. Brian likes walking up steps.

### B Problem and Solution Complete the diagram.



### C Identifying Facts Check (✓).

	Fact	Imagination
1 Brian took the elevator to the seventh floor.		
2 The elevator cable was breaking.		
3 Brian walked up the steps and it was very slow.		
4 Brian was alone in the elevator on the fifth floor.		
5 Brian was stuck in the elevator.		
6 Brian got into the elevator while whistling.		

**D Details** Circle the correct answer.

- 1 Why did Brian have to take the elevator?  
**a.** Walking up the steps would be too slow. **b.** He didn't like the steps.
- 2 How did Brian feel when he got into the elevator again?  
**a.** He felt sick. **b.** He felt good.
- 3 In line 6, what does **him** refer to?  
**a.** Brian **b.** Brian's friend

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

get stuck    public    project    steps    actually    whistle

- 1 I thought it was going to rain, but \_\_\_\_\_ it was sunny.
- 2 Smoking is not allowed in \_\_\_\_\_ places.
- 3 My friend can \_\_\_\_\_ my favorite song.
- 4 Don't crawl under the car. You might \_\_\_\_\_.
- 5 Don't run down the \_\_\_\_\_. It's dangerous.
- 6 I have to do a \_\_\_\_\_ on a famous person, so I need some information.

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

- 1 How do you feel in the elevator? \_\_\_\_\_
- 2 Do you imagine bad things like the cable breaking or getting stuck? \_\_\_\_\_  
\_\_\_\_\_
- 3 What would you do if you got stuck in the elevator? \_\_\_\_\_  
\_\_\_\_\_

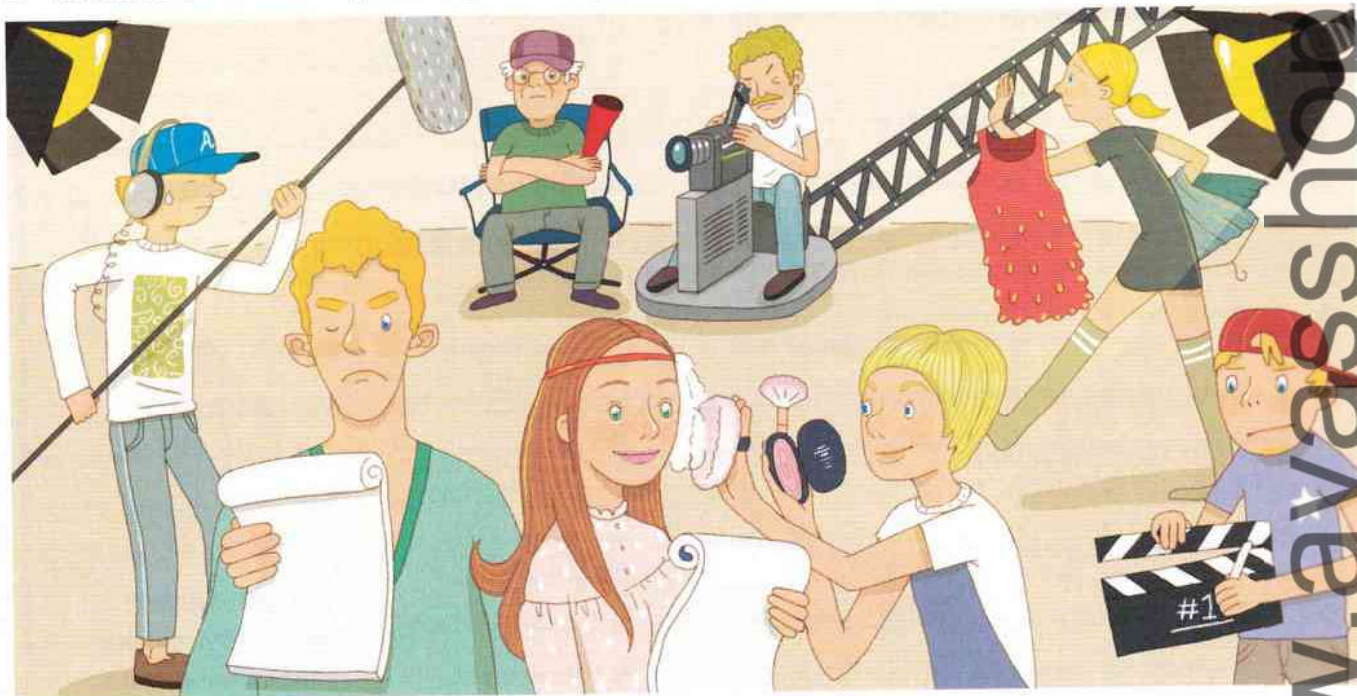




## 1. Pre-Reading

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

- 1 What are the people doing in the picture?
- 2 Can you guess each person's job?
- 3 Which is the most important job? Why?



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

- 1 \_\_\_\_\_ to pretend to be someone else in a play or film
- 2 \_\_\_\_\_ hard working and careful
- 3 \_\_\_\_\_ another word for film
- 4 \_\_\_\_\_ a person who controls a film or play
- 5 \_\_\_\_\_ the written words that actors speak in a play or film
- 6 \_\_\_\_\_ to prepare a book or film by making corrections and changes



## Making a Movie

Making a **movie** is hard work. The first thing you need is a good story. Then you have to write a **script**. After you have a script, you will need some **responsible** friends to help you out.

If you are the **director**, you need to find people to **act** in your movie. You also need a person to help with sound, and another person to work the camera. Other people can help to hold lights, do makeup, and build sets.

When you have all the people and things you need, you can start to shoot your movie. It will take time, but it will be fun. Everybody works together to make it great.

When the shooting is over, you need a computer to **edit** your movie. Some people think editing is the best part of making a movie. This is when your story starts to come together. When you finish editing, you can show your movie to your friends and family.

All you have to do now is watch the movie and relax!

173 words

### Did you know?

Movie, film, cinema and motion picture all mean the same thing. "Movie" is used more commonly in the US. "Film" is used in the UK.





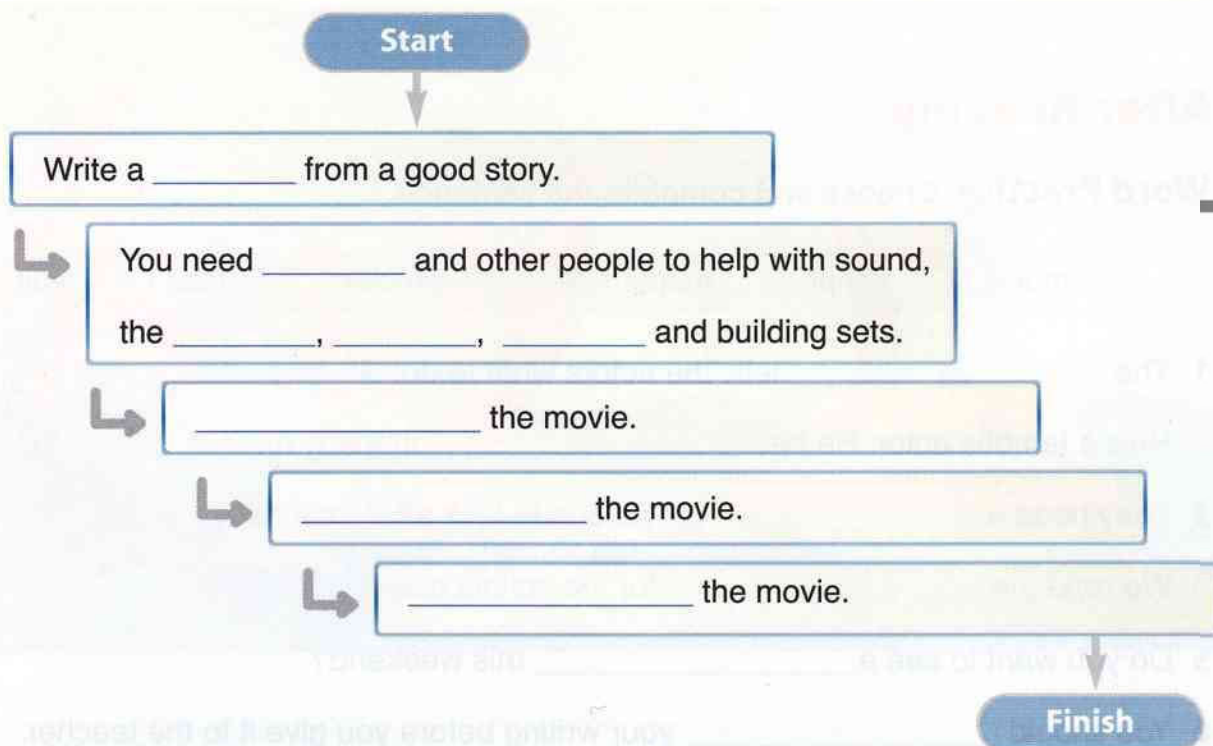
## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. How to make a movie
- b. The director's job
- c. The best part of making a movie
- d. Working together with your friends

**B Graphic Summary** Complete the diagram. Use the words below.

camera   edit   shoot   lights   script   makeup   show   actors



**C Details 1** Circle Before or After.

- 1 Before / After editing, you can show your movie to your friends.
- 2 Before / After shooting, you need to edit your movie.
- 3 Before / After you shoot the movie, you need to find actors.
- 4 Before / After you write a script, you need a good story.
- 5 Before / After you have all the things you need, you can start to shoot your movie.

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- ### 3. After Reading

movie	script	responsible	director	acted	edit
-------	--------	-------------	----------	-------	------

- B Discussion** Write the answers and talk about them with your friends.

- 1 How often do you watch movies? \_\_\_\_\_
- 2 What kind of movies do you like? Why? \_\_\_\_\_  
\_\_\_\_\_
- 3 Do you want to try making your own movie? \_\_\_\_\_





## 1. Pre-Reading

**A Warm Up** Look at the pictures and talk about hiking.

- 1 How often do you go hiking?
- 2 What do you take when you go hiking?
- 3 How do you feel after hiking?



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

- 1 \_\_\_\_\_ to say that you are unhappy about something
- 2 \_\_\_\_\_ not happy or healthy
- 3 \_\_\_\_\_ to move your head down and up again quickly
- 4 \_\_\_\_\_ the part of the year between summer and winter
- 5 \_\_\_\_\_ to make liquid flow out of or into something
- 6 \_\_\_\_\_ something special that makes you happy

# Noodle Time!



Last Saturday, Mom, Dad, Brian and Lucy went hiking up a mountain near their house.

"We will see the beautiful **autumn** leaves," said Mom while they were driving.

"Yes, that's right," said Dad.

Brian and Lucy just **nodded**.

5 "Can we eat noodles, and drink some cocoa?" Lucy asked.

"Yes," Mom sighed. "You can do **that** too."

"Yay!" said Brian and Lucy.

When they got there, they hiked all the way up the mountain and Brian and Lucy didn't **complain** at all.

10 "Well done, kids!" said Dad, "You are very good hikers."

Brian and Lucy smiled.

"Can we have some noodles now?" they asked.

Mom reached into her backpack and pulled out two cup-noodles and a thermos\* of hot water. She **poured** the hot water into each noodle cup and handed them to Brian and Lucy.

15 "Remember to wait for 2 minutes," she reminded them.

Two minutes later, Brian and Lucy started eating. Mmmmmm!

What a **treat**! Brian and Lucy didn't talk. They just munched their noodles.

"You **poor** kids," said Dad, "didn't you have breakfast?"

20 "We did, Dad," said Brian, "But hiking makes us hungry!"

## Read this!

Australians call hiking, "bushwalking." New Zealanders call it "tramping." In India and Nepal, it is called "trekking." In the UK, it is "walking" or "rambling."

185 words



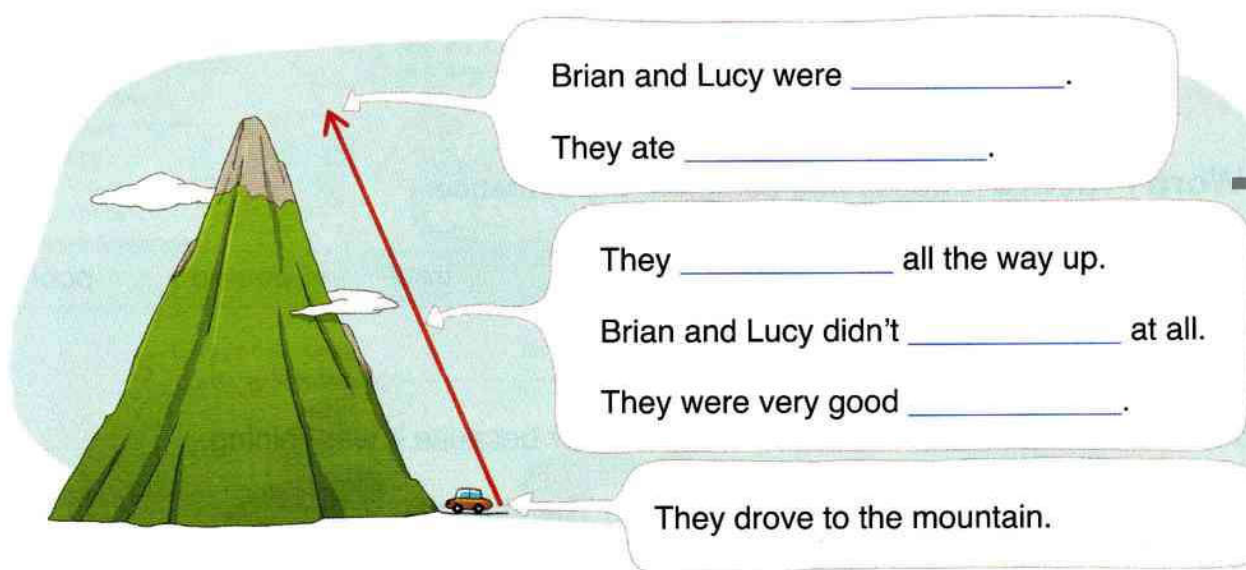


## 2. During Reading

### A Main Idea Circle the main idea of the story.

- a. Brian and Lucy were strong.
- b. Brian and Lucy like noodles.
- c. The family saw some autumn leaves.
- d. The family went hiking.

### B Graphic Summary Complete the diagram.



### C Details 1 Match the beginning and the ending of the sentence.

- |                                          |   |                            |
|------------------------------------------|---|----------------------------|
| 1 The family hiked all the way...        | • | • ...into her backpack.    |
| 2 Mom reached...                         | • | • ...from her backpack.    |
| 3 She pulled out two cup-noodles...      | • | • ...up the mountain.      |
| 4 She poured the hot water...            | • | • ...for 2 minutes.        |
| 5 She reminded Brian and Lucy to wait... | • | • ...into each noodle cup. |
| 6 Brian started eating his noodles...    | • | • ...two minutes later.    |

**D Details 2** Circle the correct answer.

1 Why were Brian and Lucy hungry?

- a. because they didn't eat breakfast
- b. because they had hiked up the mountain

2 How did Dad feel when he said, "Well done, kids! You are very good hikers."?

- a. He was shocked.
- b. He was surprised and proud.

3 In line 6, what does **that** refer to?

- a. seeing the beautiful autumn leaves
- b. eating noodles and drinking cocoa

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

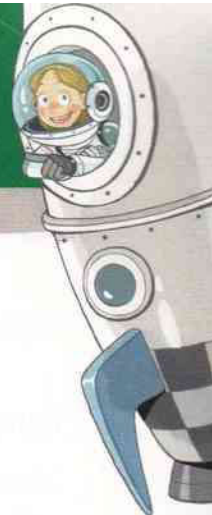
autumn      nodded      complained      treat      poured      poor

- 1 We had pizza for dinner. It was a \_\_\_\_\_.
- 2 She \_\_\_\_\_ about the weather because it was raining.
- 3 "Do you understand?" asked the teacher. The students \_\_\_\_\_.
- 4 \_\_\_\_\_ Sandy! She's very sick.
- 5 In \_\_\_\_\_, the leaves begin to fall from the trees.
- 6 She \_\_\_\_\_ orange juice into my glass.

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

- 1 Why is hiking popular? \_\_\_\_\_
- 2 Do you like cup noodles? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
- 3 What is the highest mountain you have climbed? \_\_\_\_\_  
\_\_\_\_\_

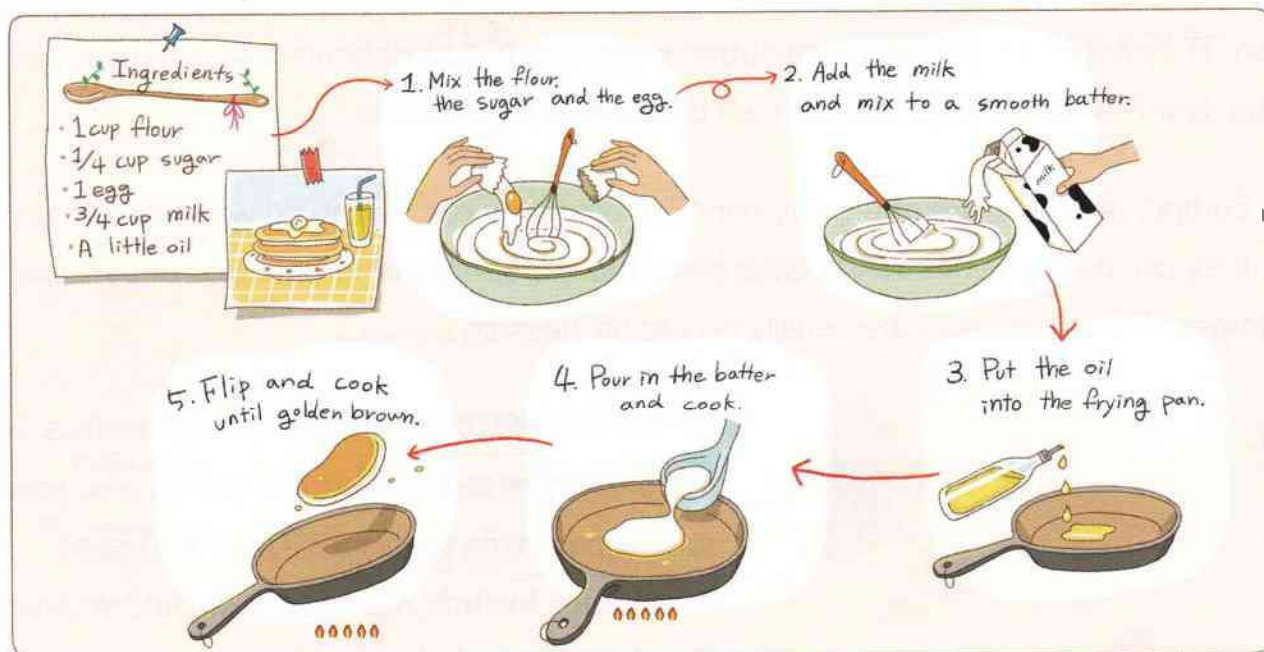




## 1. Pre-Reading

**A Warm Up** Look at the pancake recipe and talk about pancakes.

- 1 Do you like pancakes?
- 2 Have you tried pancakes with jam, butter, ice cream or fresh fruit?
- 3 Try making pancakes at home. Don't forget to ask an adult first!



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

- 1 \_\_\_\_\_ more than what is usual
- 2 \_\_\_\_\_ to give food or drink to someone
- 3 \_\_\_\_\_ to put one thing together with other things
- 4 \_\_\_\_\_ a piece of writing that tells you how to cook
- 5 \_\_\_\_\_ one of the things you put in when you cook
- 6 \_\_\_\_\_ smooth, with no bumps

## Cakes for Breakfast?

They're delicious! They're sweet! They're round and **flat**! They're pancakes!

Pancakes are seen all over the world, but every country has a slightly different kind.

Many people eat pancakes for breakfast, but **they** may also be eaten as a dessert. Some countries even cook their pancakes with **extra ingredients** to make them good for dinner.

- 5 North American pancakes are made from a sweet batter and are usually cooked in a frying pan. They are usually **served** with butter and syrup, but sometimes they are topped with fruit. North Americans usually eat their pancakes for breakfast.

In Europe, pancakes are often very thin. The pancakes can be served with honey or syrup, or they can be filled with fruit or ice cream. There are many different kinds of pancake

- 10 **recipes**. These pancakes are usually served for dessert.

In Asia, people often eat the sweet pancakes seen in North America and Europe, but they also make special pancakes for dinner. These pancakes sometimes **include** meat, seafood, and vegetables.

- 15 They're not sweet, but they're very tasty.

Any time of the day, pancakes can be a delicious meal.

184 words

### Did you know?

A pancake race is a popular event in England. In a pancake race, each runner carries a pancake in a frying pan. All runners must toss their pancakes as they run and catch them in the pan.





## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. How to make pancakes                      b. The best pancakes in the world  
c. Different kinds of pancakes              d. Different pancake recipes

**B Graphic Summary** Complete the diagram.

<b>Pancakes in North America</b>	<ul style="list-style-type: none"> <li>• made from a sweet _____</li> <li>• served with _____ and syrup / topped with fruit</li> <li>• served for breakfast</li> </ul>
<b>Pancakes in _____</b>	<ul style="list-style-type: none"> <li>• often very _____</li> <li>• served with _____ or syrup / filled with fruit or _____</li> <li>• served for _____</li> </ul>
<b>Pancakes in _____</b>	<ul style="list-style-type: none"> <li>• special pancakes with meat, _____, and _____</li> <li>• not sweet, but very _____.</li> <li>• served for _____</li> </ul>

**C Details 1** Check (✓).

	True	False
1 Pancakes are only seen in a few countries.	<input type="checkbox"/>	<input type="checkbox"/>
2 In Asia, People make sweet pancakes for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
3 Pancakes are usually round and flat.	<input type="checkbox"/>	<input type="checkbox"/>
4 In Asia, people don't eat the sweet pancakes.	<input type="checkbox"/>	<input type="checkbox"/>
5 Every country has a slightly different kind of pancake.	<input type="checkbox"/>	<input type="checkbox"/>
6 In Europe, pancakes are often very thick.	<input type="checkbox"/>	<input type="checkbox"/>

**D Details 2** Circle the correct answer.

- 1 Some pancakes are cooked with extra ingredients for dinner. What are they?  
**a.** honey, fruit, ice cream                      **b.** meat, seafood, and vegetables
- 2 Who usually eat pancakes for breakfast?  
**a.** North Americans                      **b.** Asians
- 3 In line 3, what does **they** refer to?  
**a.** many people                      **b.** pancakes

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

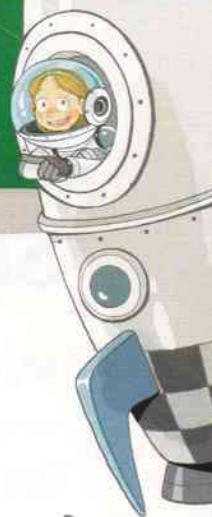
flat      extra      ingredients      served      recipe      includes

- 1 Can I have the \_\_\_\_\_ for this soup? It's delicious!
- 2 A table has a \_\_\_\_\_ top.
- 3 Breakfast is \_\_\_\_\_ from 7:30 to 9:30.
- 4 Bring some \_\_\_\_\_ clothes. It will be cold tonight.
- 5 This book \_\_\_\_\_ some grammar exercises.
- 6 The \_\_\_\_\_ for this cake are flour, butter, sugar and eggs.

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

- 1 Which style of pancakes do you like: North American, European or Asian? \_\_\_\_\_  
\_\_\_\_\_
- 2 Do you often eat pancakes? \_\_\_\_\_
- 3 Which special ingredients would you use to create your own pancake? \_\_\_\_\_  
\_\_\_\_\_





## 1. Pre-Reading

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

- 1 Can you ski? Have you been to a ski resort?
- 2 What are the dangers at a ski resort?
- 3 Have you ever seen ski patrollers?



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

- 1 \_\_\_\_\_ knowing about something
- 2 \_\_\_\_\_ to rest and be calm
- 3 \_\_\_\_\_ a small place where people live
- 4 \_\_\_\_\_ in fact; truly; very
- 5 \_\_\_\_\_ to have fun; to like something
- 6 \_\_\_\_\_ a day or days when you do not go to work or school



## Ski Patrol



My Aunt Kerry and Uncle John are ski patrollers. They live near the top of a mountain. Their job is to help skiers who are hurt. Aunt Kerry and Uncle John love their job, but sometimes it is dangerous. They have to help people when the weather is bad, and they must also be **aware** of avalanches\*.

- 5 A good thing about their job is the place where they live. It is beautiful, and the air is very fresh. When summer comes, Aunt Kerry and Uncle John **enjoy** hiking and mountain biking close to their home. But, after a long winter they **really** want to enjoy some warm weather. So, the first thing they do is to take a **holiday** at the beach!

- 10 After a hard day of ski patrolling, Aunt Kerry and Uncle John are cold and tired.



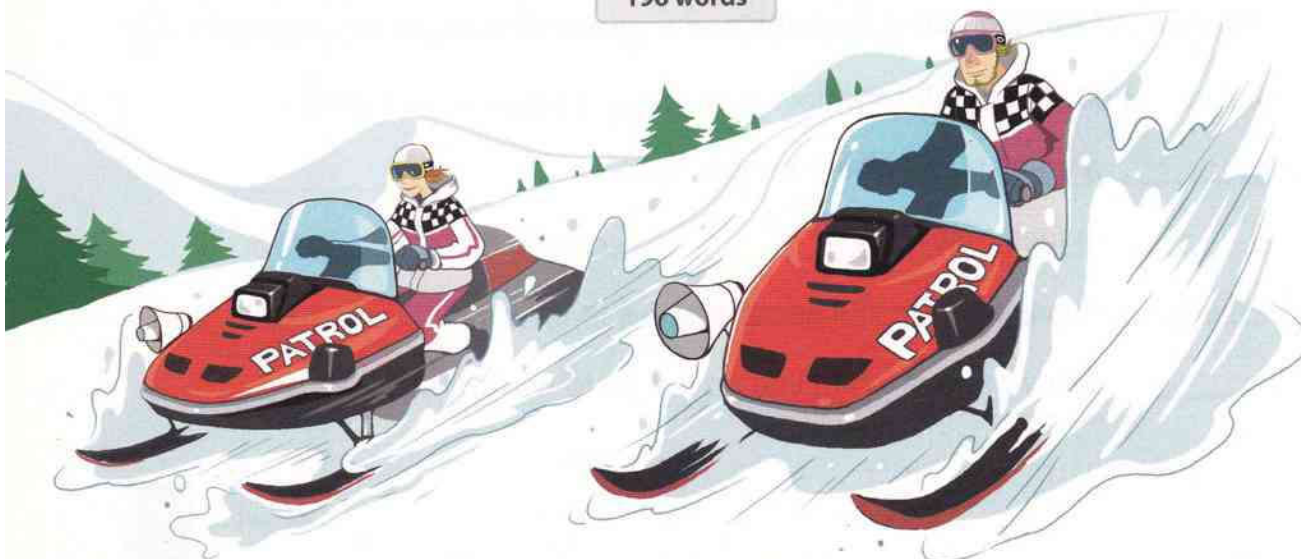
\* **avalanche:**

the fast movement of snow down a mountain slope

They **relax** in the sauna at the ski resort. They are hungry too, but food is expensive at the resort. They usually do their shopping in the **village** near the mountain, and cook dinner at home.

- 15 Would you like to be a ski patroller? Keep practicing skiing, and you could get a job like my aunt and uncle's!

196 words





## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. Aunt Kerry and Uncle John's holiday
- b. Aunt Kerry and Uncle John's life as ski patrollers
- c. How to become a ski patroller
- d. Why ski patroller is a dangerous job

**B Compare and Contrast** Complete the diagram.

Aunt Kerry and Uncle John's job: \_\_\_\_\_



The job is good.	The job is dangerous.
<ul style="list-style-type: none"><li>• The place where they _____ is beautiful.</li><li>• The air is very _____.</li><li>• They enjoy _____ and _____ _____ in summer.</li></ul>	<ul style="list-style-type: none"><li>• Sometimes they have to help people in bad _____.</li><li>• They must be aware of _____.</li></ul>



They love their job.

**C Sequencing** Number the sentences in the correct order.

- ☐ They relax in the sauna at the ski resort.
- ☐ They go home.
- ☐ They do their shopping in the village.
- ☐ Aunt Kerry and Uncle John finish ski patrolling.
- ☐ They cook dinner.

**D Details** Circle the correct answer.

- 1 Where do Aunt Kerry and Uncle John live?  
**a.** in the village near the mountain      **b.** near the top of a mountain
- 2 How do Aunt Kerry and Uncle John feel after a hard day of ski patrolling?  
**a.** They are relaxed but hungry.      **b.** They are cold and tired.
- 3 What's the first thing they do when spring comes?  
**a.** take a holiday at the beach      **b.** enjoy hiking and mountain biking

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

aware      enjoy      really      holidays      relax      village

- 1 I live in a small \_\_\_\_\_ in the mountains.
- 2 I \_\_\_\_\_ playing the piano.
- 3 We usually go to the beach during our summer \_\_\_\_\_.
- 4 I'm \_\_\_\_\_ hungry! I have to eat something now!
- 5 At night, I \_\_\_\_\_ by listening to music.
- 6 I was \_\_\_\_\_ of the problem, but I couldn't do anything about it.

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

- 1 Do you think ski patroller is a good job? \_\_\_\_\_  
Why or why not? \_\_\_\_\_
- 2 What do you want to be when you grow up? Why? \_\_\_\_\_  
\_\_\_\_\_
- 3 Do you want to live near the top of a mountain? \_\_\_\_\_





## 1. Pre-Reading

**A Warm Up** Talk about the antique items in the picture.

- 1 Would you like to buy these things?
- 2 Which do you think is the most expensive item?
- 3 Do you like old things or new things?



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

- 1 \_\_\_\_\_ to think that something is true or right
- 2 \_\_\_\_\_ beautiful; very nice
- 3 \_\_\_\_\_ table, chairs, beds
- 4 \_\_\_\_\_ the time that will come
- 5 \_\_\_\_\_ having a good life
- 6 \_\_\_\_\_ with a value of; good or useful enough



## Love of the Old

When most people decorate their houses, they think about all the new **furniture** they want to get. A soft couch, a wide table, or a matching set of chairs are **lovely** things to have. Many people feel that buying new items means that they are **successful**.

5 However, there are some people who don't want new furniture.

**They** like old furniture. In fact, the older their furniture is, the better it is. This furniture isn't called, "old furniture." It's called, "antique furniture." Antique furniture is usually one hundred years old or older.

10 People who collect antique furniture are willing to pay a lot of money for it. **Believe** it or not, some people will pay millions of dollars for a piece of furniture. An auction at the famous Christie's auction house sold an antique secretary (a writing desk) made in 1760 for over twelve million dollars!

The next time your mother tells you to  
15 take your feet off the table, you should do as she says. Maybe she is protecting your investment for the **future**. Who knows, someday the furniture in your house may be **worth** millions of dollars too.

### Did you know?

Furniture is an uncountable noun. So, you can't say "two furnitures," you have to say "two pieces of furniture."

### Fun Quiz!

Q: What is the most valuable type of ant?

A: An ant-ique.

188 words



Photo by Byunghwan Lim, Ph.D



## 2. During Reading

**A Main Idea** Circle the main idea of the story.

- a. Some people collect antique furniture.      b. Old furniture is better.  
c. Your furniture may become valuable.      d. Most people like new furniture.

**B Graphic Summary** Complete the diagram.

	100	pay	new	someday	decorate	worth	collectors
Paragraph 1	Most people _____ their houses with _____ furniture.						
Paragraph 2	There are some people who like antique furniture. Antique furniture is usually _____ years old or older!						
Paragraph 3	Antique furniture _____ are willing to _____ a lot of money for it.						
Paragraph 4	_____ the furniture in your house may be _____ millions of dollars too.						

**C Compare and Contrast** Complete the diagram.

Many people	Antique collectors
1 They like _____ furniture.	1 They like _____ furniture.
2 They feel that buying _____ items means that they are _____.	2 They think the _____ the furniture is, the _____ it is.
	3 They are willing to _____ a lot of _____ for antique furniture.

**D Details** Circle the correct answer.

- 1 What do many people want to do when they decorate their house?  
**a.** They want to buy new furniture.                      **b.** They want to buy antique furniture.
- 2 The older the furniture is, the better it is. Why?  
**a.** Older furniture is cheaper.                      **b.** Older furniture is worth more.
- 3 In line 6, who does **They** refer to?  
**a.** people who are successful                      **b.** people who don't want new furniture

**3. After Reading**

**A Word Practice** Choose and complete the sentence.

furniture      lovely      successful      believe      future      worth

- 1 He worked very hard and became a \_\_\_\_\_ businessman.
- 2 Nobody knows what will happen in the \_\_\_\_\_.
- 3 They bought some \_\_\_\_\_ for the new house.
- 4 That's a \_\_\_\_\_ dress. You look so beautiful in that dress.
- 5 This house is \_\_\_\_\_ one million dollars.
- 6 A: I didn't take the money. B: I don't \_\_\_\_\_ you.

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

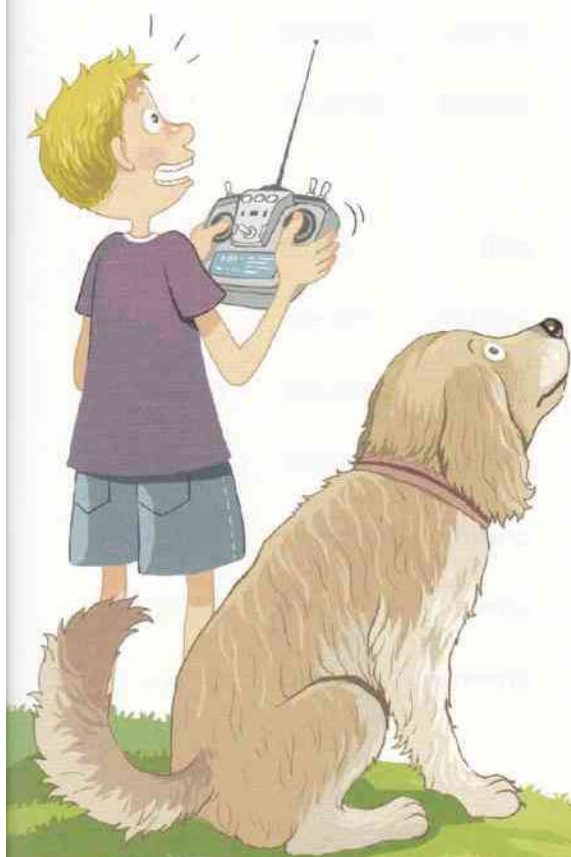
- 1 Are you interested in antiques? \_\_\_\_\_
- 2 Do you know anyone who collects antiques? \_\_\_\_\_  
If yes, what do they collect? \_\_\_\_\_
- 3 Which furniture do you prefer for your room, new furniture or antique furniture? Why?  
\_\_\_\_\_  
\_\_\_\_\_



# READING Rocket 2

## Part 3

### Word List



www.avasshop.ir

# Word List

» Words from Book 2 are in blue. Write the translation in the blank.

## A

B1 unit 02	<b>ability</b>	.....
B1 unit 01	<b>about</b>	.....
B1 unit 05	<b>acorn</b>	.....
B2 unit 07	<b>across</b>	.....
B2 unit 16	<b>act</b>	.....
B2 unit 15	<b>actually</b>	.....
B1 unit 17	<b>admire</b>	.....
B1 unit 11	<b>air-conditioning</b>	.....
B2 unit 13	<b>almost</b>	.....
B1 unit 17	<b>along</b>	.....
B1 unit 04	<b>already</b>	.....
B2 unit 05	<b>always</b>	.....
B1 unit 20	<b>amazed</b>	.....
B2 unit 11	<b>another</b>	.....
B1 unit 10	<b>artist</b>	.....
B2 unit 09	<b>attach</b>	.....
B1 unit 08	<b>attack</b>	.....
B2 unit 17	<b>autumn</b>	.....
B2 unit 19	<b>aware</b>	.....

## B

B1 unit 05	<b>background</b>	.....
B1 unit 02	<b>balance</b>	.....

B2 unit 02	<b>bald</b>	.....
B2 unit 13	<b>bark (v)</b>	.....
B2 unit 09	<b>basket</b>	.....
B1 unit 14	<b>become (became)</b>	.....
B1 unit 08	<b>beetle</b>	.....
B1 unit 07	<b>begin</b>	.....
B2 unit 20	<b>believe</b>	.....
B2 unit 05	<b>best</b>	.....
B1 unit 01	<b>blind</b>	.....
B1 unit 12	<b>bold</b>	.....
B2 unit 05	<b>boring</b>	.....
B1 unit 09	<b>brain</b>	.....
B1 unit 02	<b>break</b>	.....
B2 unit 07	<b>breath</b>	.....

## C

B1 unit 19	<b>call</b>	.....
B2 unit 08	<b>captain</b>	.....
B1 unit 18	<b>carry</b>	.....
B2 unit 02	<b>change</b>	.....
B1 unit 08	<b>chemical</b>	.....
B2 unit 11	<b>choice</b>	.....
B1 unit 13	<b>choose</b>	.....





B2 unit 01 **clearly** .....

B1 unit 17 **clothes** .....

B1 unit 05 **collect** .....

B2 unit 04 **compare** .....

B2 unit 10 **compete** .....

B2 unit 17 **complain** .....

B1 unit 01 **continue** .....

B2 unit 06 **cost** .....

B2 unit 07 **cough** .....

B2 unit 06 **country (countries)** .....

B1 unit 02 **create** .....

B1 unit 15 **crowd** .....

B1 unit 06 **culture** .....

B1 unit 05 **curious** .....

## D

B2 unit 03 **dead** .....

B1 unit 15 **decide** .....

B1 unit 08 **defense** .....

B1 unit 06 **desert** .....

B1 unit 04 **different** .....

B1 unit 10 **direction** .....

B2 unit 16 **director** .....

B2 unit 01 **division** .....

B1 unit 17 **dress (v)** .....

B1 unit 07 **during** .....

## E

B2 unit 16 **edit** .....

B1 unit 19 **embarrassed** .....

B2 unit 19 **enjoy** .....

B2 unit 07 **even** .....

B1 unit 03 **exchange** .....

B1 unit 11 **expensive** .....

B2 unit 08 **experience** .....

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** .....

B1 unit 07 **fight** .....

B2 unit 09 **fill** .....

B1 unit 03 **finally** .....

B2 unit 02 **fingernail** .....

B1 unit 11 **fix** .....B2 unit 18 **flat** .....B2 unit 07 **flexible** .....B2 unit 09 **fold** .....B1 unit 05 **forget** .....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** .....**H**B2 unit 11 **hang around** .....B1 unit 09 **headache** .....B1 unit 01 **heavy** .....B2 unit 02 **height** .....B1 unit 16 **history** .....B2 unit 19 **holiday** .....B2 unit 01 **hour** .....**I**B2 unit 04 **important** .....B2 unit 18 **include** .....B2 unit 18 **ingredient** .....B1 unit 13 **instead** .....B2 unit 04 **invent** .....B2 unit 03 **invite** .....B1 unit 18 **iron** .....**J**B1 unit 18 **job** .....B1 unit 15 **join** .....B2 unit 11 **joke** .....**K**B1 unit 12 **kind** .....**L**B2 unit 14 **lay** .....B2 unit 14 **leave** .....B2 unit 13 **lick** .....B2 unit 13 **lie (lying)** .....B1 unit 03 **life** .....B2 unit 09 **lonely** .....B2 unit 04 **loud** .....B2 unit 20 **lovely** .....



**M**

B1 unit 06 **major (adj)** .....

B2 unit 02 **makeup** .....

B1 unit 09 **massage** .....

B2 unit 11 **mean (meant)** .....

B2 unit 04 **measure** .....

B1 unit 16 **meat** .....

B1 unit 11 **medium** .....

B1 unit 06 **million** .....

B2 unit 10 **modern** .....

B2 unit 13 **mood** .....

B1 unit 05 **more** .....

B2 unit 01 **mostly** .....

B2 unit 16 **movie** .....

B2 unit 06 **museum** .....

B1 unit 15 **musical instrument** .....

B2 unit 11 **musician** .....

**N**

B1 unit 17 **need** .....

B2 unit 09 **neighbor** .....

B2 unit 17 **nod** .....

B1 unit 13 **nurse** .....

**O**

B1 unit 10 **object** .....

B1 unit 20 **ocean** .....

B1 unit 19 **only** .....

B1 unit 03 **overseas** .....

**P**

B2 unit 12 **pack** .....

B1 unit 10 **pain** .....

B1 unit 10 **painting** .....

B2 unit 10 **past** .....

B1 unit 16 **pay** .....

B1 unit 02 **perfect** .....

B2 unit 10 **perform** .....

B1 unit 09 **pinch** .....

B1 unit 07 **pleased** .....

B1 unit 07 **poem** .....

B2 unit 17 **poor** .....

B2 unit 17 **pour** .....

B2 unit 08 **powerful** .....

B1 unit 15 **practice** .....

B1 unit 20 **pray** .....

B2 unit 12 **prepare** .....

B1 unit 09 **press** .....

B2 unit 02 **prevent** .....

B2 unit 15 **project** .....

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 18 **recipe** .....

B2 unit 19 **relax** .....

B2 unit 12 **remind** .....

B1 unit 03 **reply (replied)** .....

B1 unit 20 **rescue** .....

B2 unit 16 **responsible** .....

B1 unit 14 **return** .....

**S**

B2 unit 01 **score** .....

B2 unit 16 **script** .....

B1 unit 04 **seem** .....

B2 unit 18 **serve** .....

B2 unit 12 **settle** .....

B1 unit 12 **shape** .....

B2 unit 14 **sharp** .....

B1 unit 13 **shut** .....

B1 unit 10 **simple** .....

B1 unit 12 **size** .....

B1 unit 19 **skate-park** .....

B2 unit 08 **skill** .....

B2 unit 03 **smart** .....

B2 unit 07 **solid** .....

B1 unit 04 **spend** .....

B2 unit 10 **spread** .....

B1 unit 18 **square** .....

B2 unit 06 **statue** .....

B2 unit 15 **step (n)** .....

B2 unit 14 **sticky** .....

B1 unit 11 **still** .....

B1 unit 01 **story** .....

B1 unit 11 **stylish** .....

B2 unit 01 **subject** .....

B2 unit 20 **successful** .....

B1 unit 15 **suddenly** .....





B1 unit 20 **survival**

B1 unit 13 **swell**

B2 unit 06 **symbol**

## T

B1 unit 04 **take care of**

B2 unit 03 **tasty**

B1 unit 09 **terrible**

B2 unit 14 **thin**

B1 unit 20 **thirsty**

B1 unit 14 **thousand**

B1 unit 19 **through**

B2 unit 14 **tongue**

B1 unit 16 **tools**

B1 unit 19 **toward**

B2 unit 05 **towel**

B1 unit 16 **trade**

B1 unit 06 **tradition**

B2 unit 17 **treat**

B2 unit 10 **trick**

B2 unit 03 **try (tried)**

B1 unit 08 **twice**

## U

B1 unit 06 **unusual**

B1 unit 16 **use**

B2 unit 08 **useful**

B1 unit 12 **usually**

## V

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)**

B1 unit 06 **wildlife**

B1 unit 18 **wipe**

B1 unit 12 **wonderful**

B2 unit 03 **worm**

B2 unit 20 **worth**

# READING 2 Rocket



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## 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)

