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READING

Train 2

Student Book

READING Train

Student Book **2**



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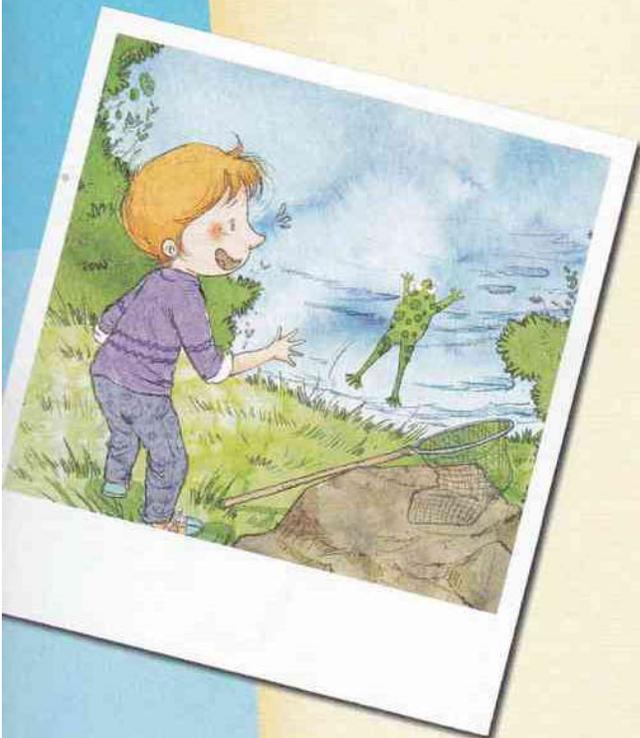
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1. Easy-to-Follow Lesson Process: Three Stages of Reading



2. Cumulative Reading Skill Practice

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

Reading skills		Book 1	Book 2	Book 3
Skill 7	Understanding the order of events			✓
Skill 6	Identifying cause and effect			✓
Skill 5	Making inferences		✓	✓
Skill 4	Identifying cohesion: pronouns	✓	✓	✓
Skill 3	Identifying details	✓	✓	✓
Skill 2	Identifying feelings and attitudes	✓	✓	✓
Skill 1	Identifying main ideas	✓	✓	✓

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

Surfer Rabbit

Ken Rabbit lives in Hawaii. He loves to surf the ocean waves. The waves in Hawaii are very big, but Ken is not scared. He thinks big waves are the best.

Ken often goes surfing in the morning. First, he puts on his swimsuit. Then, he takes his surfboard out onto the ocean. Look, here comes a big wave!

Ken stands up to ride the wave. His friends watch him surf to the left and right.

"Go, Ken!" shouts Penny the Penguin.
 "Way to go, Ken!" shouts Sid the Seal.
 "Nice move, Ken!" bubbles Timmy the Tuna.
 "Whoooooo!" Ken shouts back.

Go, Ken!
 Way to go, Ken!
 Whoooooo.

- Engaging stories motivate students to read.
- Colorful illustrations help students to understand.
- Students can listen to the audio recording of the reading passage.
- The cute characters appeal to students.

Unit 05 Surfer Rabbit

1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- Where is Ken Rabbit?
- What is Ken Rabbit doing?
- What other animals can you see?

B. Learn the New Words Choose and write.

1.  2.  3. 

4.  5.  6. 

2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- Ken has three friends.
- Ken is a good surfer.
- Ken lives in Hawaii.
- Ken is not scared.

1 Pre-Reading

Part A. Warm up

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

Part B. Learn the New Words

The target words are introduced in this activity.

B. Practice the Reading Skills

1. Read the story again and complete the chart.
What does Ken do?

- Ken puts on his _____.
- He takes his _____ out onto the ocean.
- He stands up to ride the _____.
- He _____ to the left and right.

2. Circle the correct answer.

- "He loves to surf the ocean waves." He means _____ in this sentence.
 Ken Rabbit Sid the Seal
- "His friends watch him surf." Him means _____ in this sentence.
 Ken's friend Ken Rabbit
- How does Ken feel when a big wave comes?
 He's scared. He's excited.
- What do Ken's friends think about Ken?
 They think Ken is a good surfer. They think Ken is a good swimmer.
- What did Timmy the Tuna say?
 Way to go, Ken! Nice move, Ken!

2 During Reading

Part A. Find the Main Idea

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

Part B. Practice the Reading Skills

- Identifying feelings and attitudes
- Identifying details
- Making inferences
- Identifying cohesion: pronouns

3 After Reading

A. Check Your Understanding Circle the correct word.

- The waves in Hawaii are very small / big .
- Ken goes surfing in the morning / in the evening .
- Ken thinks big waves are good / the best .

B. Practice the New Words and Grammar

1. Choose and write.

- When you go swimming, you put on your _____.
- Don't go right. Go _____.
- Most people write with their _____ hand.
- _____ is the sport of riding waves.
- Look at the big _____.

Word Bank
Surfing, waves, swimsuit, left, right

2. Find the mistake and correct it.

- He think big waves are the best. ✘ _____
- Ken then go surfing in the morning. ✘ _____
- He friends watch him surf. ✘ _____
- He loves surf the ocean waves. ✘ _____

C. Write about Yourself Write the answer.

- Can you surf? _____
- Do you like big waves? _____
- What do you do at the beach? _____

3 After Reading

Part A. Check Your Understanding

These questions check the students' comprehension of the reading passages.

Part B. Practice the New Words and Grammar

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

Part C. Write about Yourself

The exercise asks the student to write a personal response to the passage.

Meet the Characters

Mom

This is Mom.
Mom is 37 years old.
She likes watching soccer and gardening.

Dad

This is Dad.
Dad is 38 years old.
He likes vacations and his family.

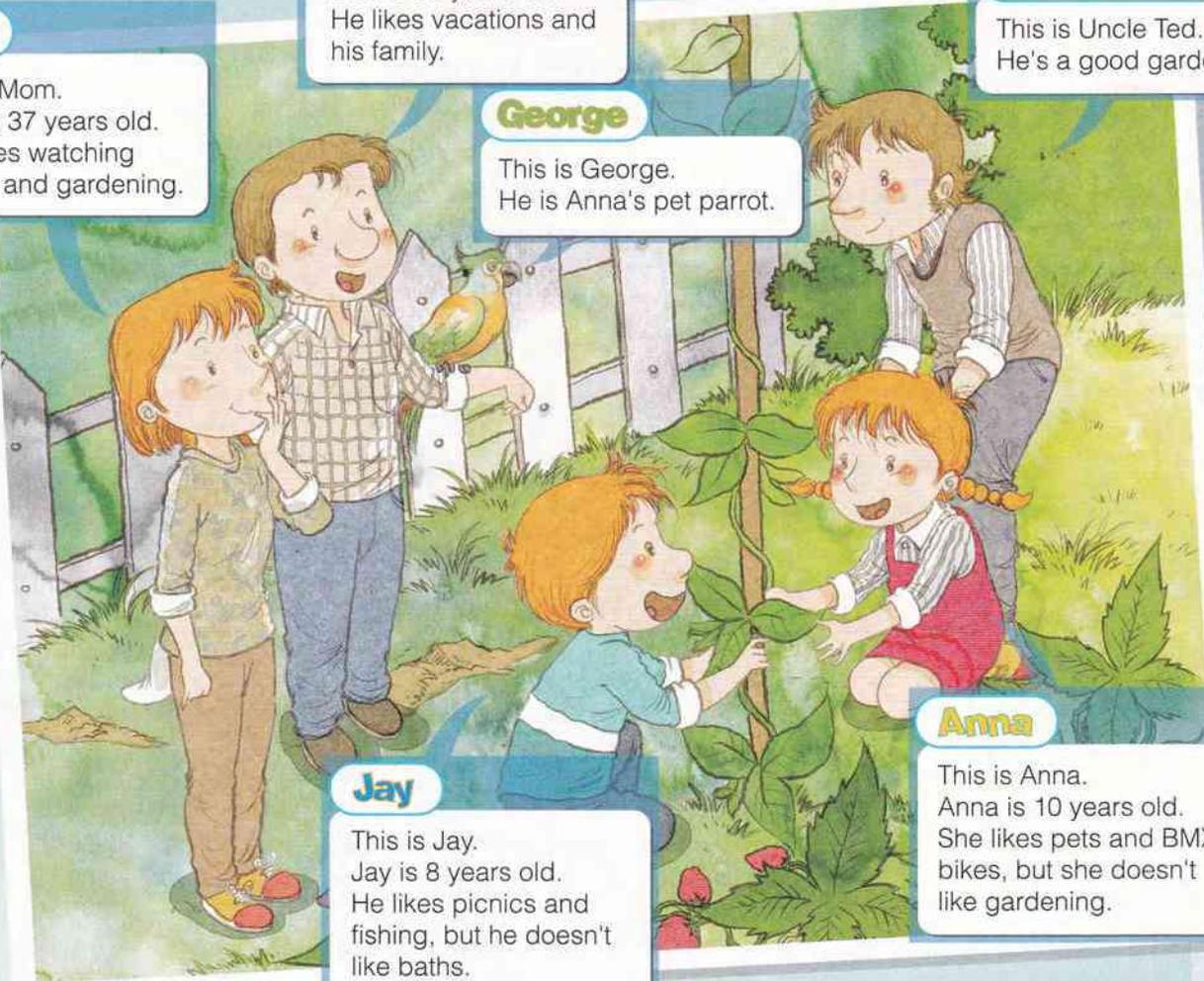
Uncle Ted

(Anna's mom's brother)

This is Uncle Ted.
He's a good gardener.

George

This is George.
He is Anna's pet parrot.



Jay

This is Jay.
Jay is 8 years old.
He likes picnics and fishing, but he doesn't like baths.

Anna

This is Anna.
Anna is 10 years old.
She likes pets and BMX bikes, but she doesn't like gardening.

Mrs. Hickmore

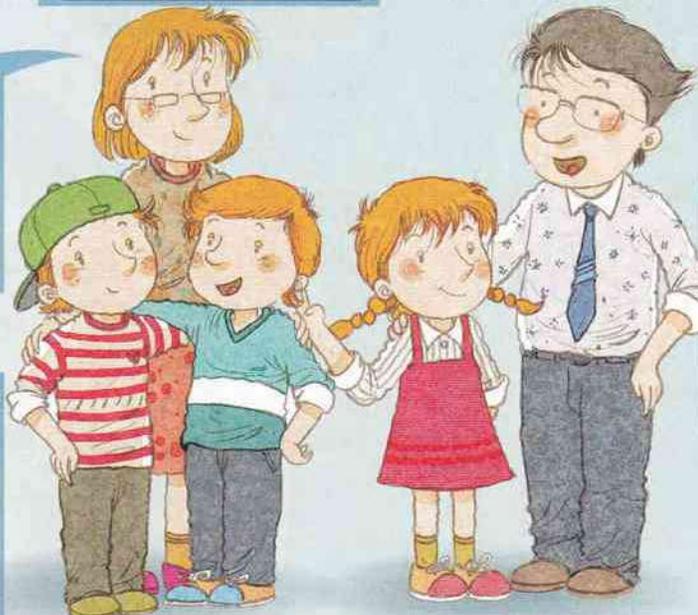
(Jay's teacher)

This is Mrs. Hickmore.
She is Jay's teacher.
Jay likes her a lot.

Mark

(Jay's friend)

This is Mark.
Mark is Jay's friend.
He sometimes plays at Jay's house.



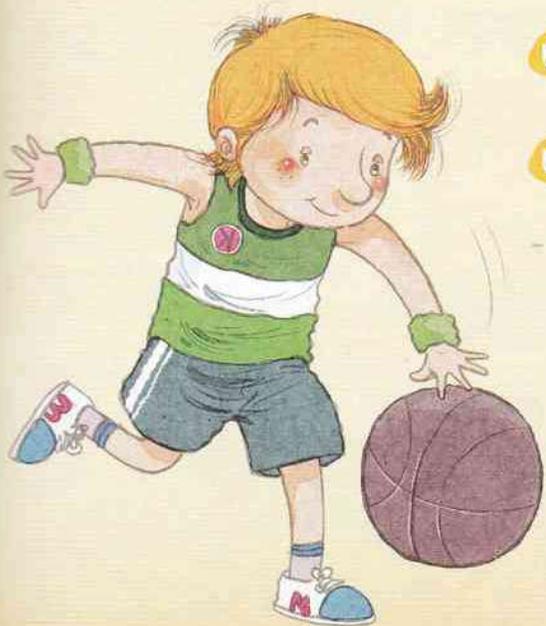
Mr. Jones

(Anna's science teacher)

This is Mr. Jones.
He is Anna's science teacher. He thinks Anna is funny.

Part 1

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Unit 02	Fast Cleaning	13
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Hi, friends.
Welcome to
Reading Train 2.



Mmmmm,
more Reading Train!



Have **fun** and
study hard!



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What fruit and vegetables can you see?
- 2 What are Mom and Anna doing?
- 3 Point to Uncle Ted's thumb. What color is it?

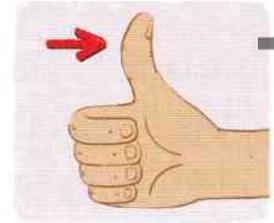
B. Learn the New Words Choose and write.

plant
vegetable
onion
tie
thumb

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Uncle Ted helps Anna and Mom.
- b Uncle Ted is a farmer.
- c Green beans need sun.
- d Anna eats healthy vegetables.

Garden

Uncle Ted is a farmer. He knows a lot about plants.

He came over and helped with **our** garden. We're growing healthy **vegetables** like crispy green beans, delicious **onions** and big orange pumpkins. We're also growing fruit; plums, peaches and sweet strawberries!

Uncle Ted helped us **tie** our green beans to a pole. Now **they** will be off the ground, and they'll get more sun. He's very smart. Mom says he has a real green **thumb**, but his thumbs look normal to me.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

1 What do they grow in their garden?

Vegetables	
a _____	b _____
c _____	

Fruit	
a _____	b _____
c _____	

2 What did they do to the green bean plant?

What did they do?
They tied the plant to a _____.

What will happen?
The plant will get more _____.

2. Circle the correct answer.

1 "He came over and helped with **our** garden." **Our** means _____ in this sentence.

a Anna and Mom's

b Anna and Uncle Ted's

2 "Now **they** will be off the ground." **They** means _____ in this sentence.

a Anna and Mom

b Green beans

3 Uncle Ted helped Anna and Mom. How did Anna and Mom feel?

a They were tired.

b They were happy.

4 They tied beans to a pole to get more sun. What can you learn from this?

a Beans need lots of sun to grow.

b Beans are green and crispy.

5 Uncle Ted has a real 'green thumb'. What do you think it means?

a His thumb is really green.

b He is good at growing plants.

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Uncle Ted is a .
- 2 Uncle Ted's thumbs look .
- 3 Uncle Ted is very because he knows a lot about plants.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Cutting an _____ can make you cry.
- 2 A tree is a _____. It isn't an animal.
- 3 My hand has four fingers and one _____.
- 4 Can you _____ your shoelaces?
- 5 Is a tomato a fruit or a _____?

Word Bank

plant
vegetable
onion
tie
thumb

2. Find the mistake and correct it.

- 1 Uncle Ted is ~~a~~ farmer. →
- 2 He know a lot about plants. →
- 3 We're grow healthy vegetables. →
- 4 ...peaches and sweet strawberrys! →

a

C. Write about Yourself Write the answer.

- 1 What is your favorite vegetable? _____
- 2 Do you grow plants at home? _____
- 3 Which are better; flowers or vegetables? _____

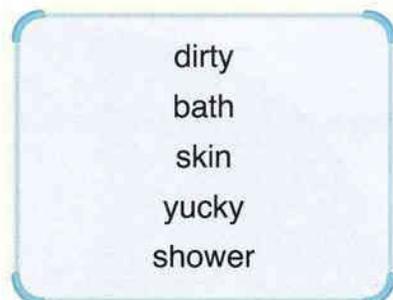


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What do you see in the tub?
- 2 What is Jay doing?
- 3 How is Jay feeling?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Jay doesn't like bath time. | <input type="radio"/> b Jay wants to stay dirty. |
| <input type="radio"/> c Jay needs to take a bath everyday. | <input type="radio"/> d Dad takes showers. |

Fast Cleaning

I don't like bath time. Everyday I get **dirty**, and everyday I need to take a **bath**. Getting clean is not fun. I want to stay dirty!

Mom wanted to make bath time more fun. First, she put toys into the tub, but they hurt my **skin**. Then, she put bubbles in the tub, but **they** felt **yucky**. Bath time was still long, and I was getting unhappy.

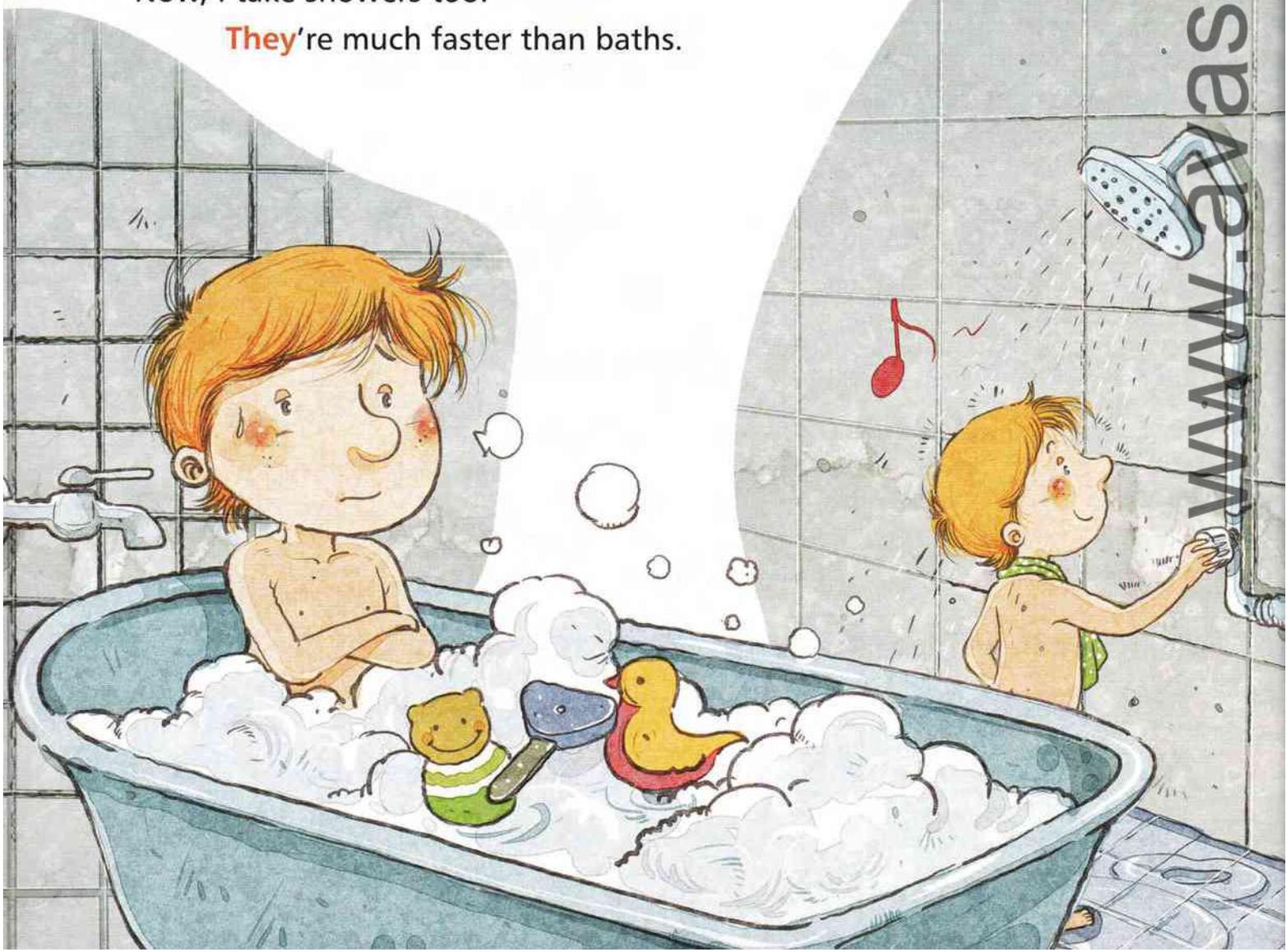
"Dad, how do you make bath time fun?" I asked.

"I don't take baths," he answered.

"I take **showers**, instead."

Now, I take showers too.

They're much faster than baths.



3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Mom wanted to make bath time for Jay.
- 2 Toys .
- 3 Dad takes .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I play with a toy boat in the _____.
- 2 Your hands are _____. Go and wash them.
- 3 I have a suntan. My _____ is brown.
- 4 I don't like cheese. It tastes _____.
- 5 I always take a _____ after swimming.

Word Bank

dirty
bath
skin
yucky
shower

2. Find the mistake and correct it.

- 1 I need take a bath. → _____
- 2 Get clean is not fun. → _____
- 3 How are you make bath time fun? → _____
- 4 They're much fast than baths. → _____

C. Write about Yourself Write the answer.

- 1 Which do you like; showers or baths? _____
- 2 Why? _____
- 3 How often do you take a shower or a bath? _____

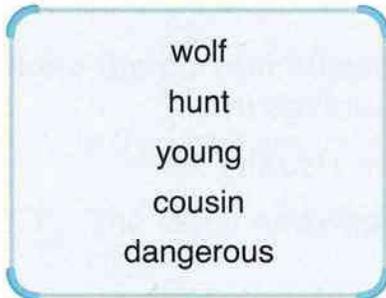


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What animal can you see?
- 2 What are they doing?
- 3 How do you feel about this animal?

B. Learn the New Words Choose and write.



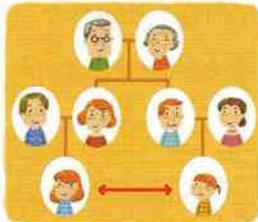
1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Wolf families hunt together. | <input type="radio"/> b Wolves are dangerous. |
| <input type="radio"/> c There is one wolf in charge. | <input type="radio"/> d Wolves live in families. |



Wolf Families

Did you know that wolves live in a family like you do? Yes! **Wolf** families **hunt**, eat, sleep, play, and sing together. Wolf families are called packs.

In a wild wolf pack, there are usually two wolves in charge. They are the father and the mother. Usually, all the **young** wolves in the pack are **their** children.

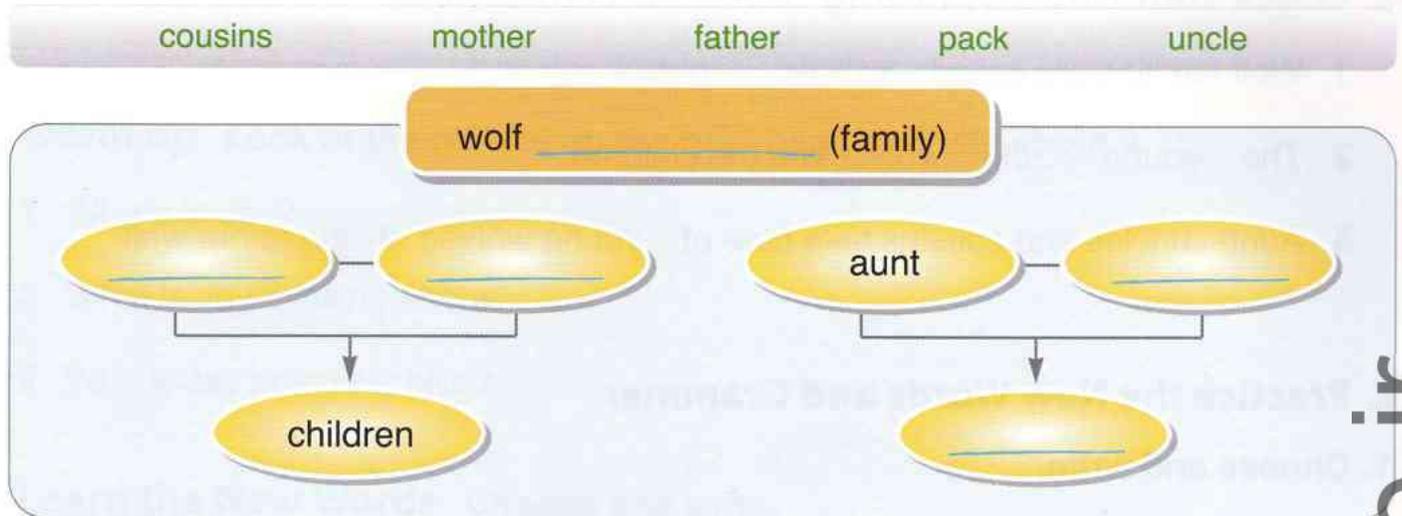
There may be other wolves in the pack too. They are the aunts, uncles and **cousins**. **They** help with hunting and taking care of the young wolves.

It is fun to learn about wolves. They are not as **dangerous** as people think.



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

1 "...in the pack are **their** children." **Their** means _____ in this sentence.

a The father and mother

b The uncle and aunt

2 "**They** help with hunting." **They** means _____ in this sentence.

a Aunts, uncles and cousins

b Mother and father

3 How do people feel about wolves?

a They think wolves are fun.

b They think wolves are dangerous.

4 What do wolves do together?

a They sing together.

b They take a bath together.

5 The writer thinks that learning about wolves is _____.

a fun

b dangerous

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Wolf families are called .
- 2 The wolves are the children.
- 3 Aunts, uncles and cousins take care of .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 My uncle's son is my _____.
- 2 They have a _____ child. He's only 2 years old.
- 3 Lions _____ small animals for food.
- 4 Watch out! That snake is very _____.
- 5 My dog looks like a _____.

Word Bank

wolf
hunt
young
cousin
dangerous

2. Find the mistake and correct it.

- 1 Wolf families is called packs. → _____
- 2 They help with take care of the young wolves. → _____
- 3 There may be other wolf in the pack too. → _____
- 4 They are not as dangerous than people think. → _____

C. Write about Yourself Write the answer.

- 1 Where can you see wolves? _____
- 2 Do you think wolves are dangerous? _____
- 3 What do you know about wolves? _____



1 Pre-Reading

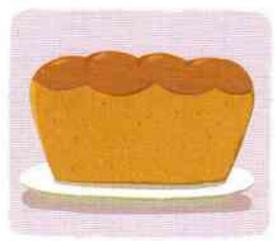
A. Warm up Look at the picture on the next page and talk about it.

- 1 Where is Jay?
- 2 What is Jay thinking about?
- 3 Why is Jay riding his bike?

B. Learn the New Words Choose and write.

store
bread
wish
now
great

1



2



3



4



5



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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Jay wants a car.
- b Mom wants some bread.
- c Jay goes to the store for his mom.
- d Jay has a bike.

Getting to the Store

One day, Jay's Mom said; "Jay, go to the **store** and buy some **bread**, please."

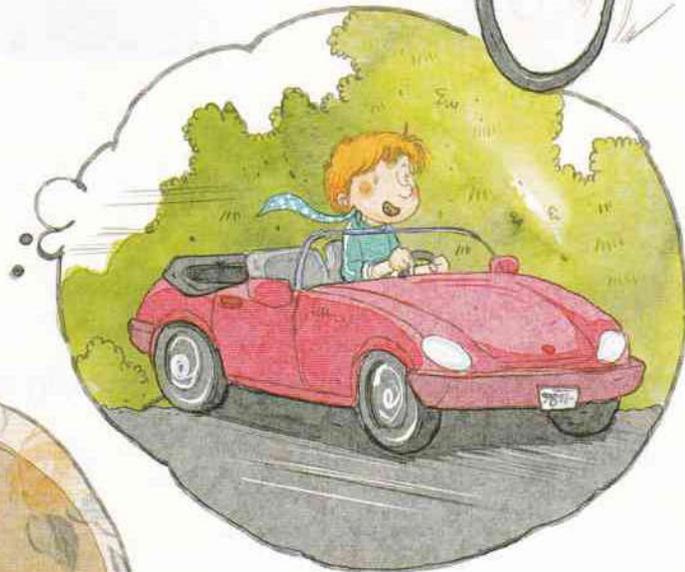
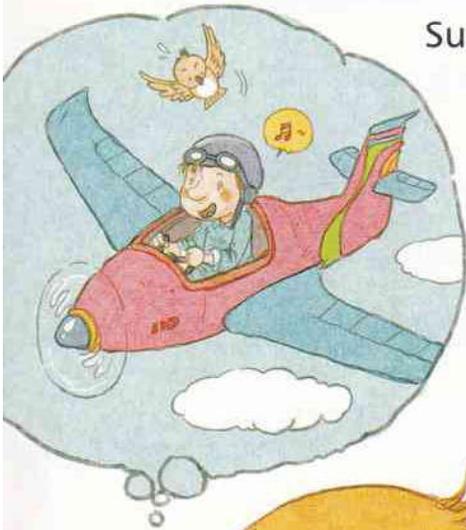
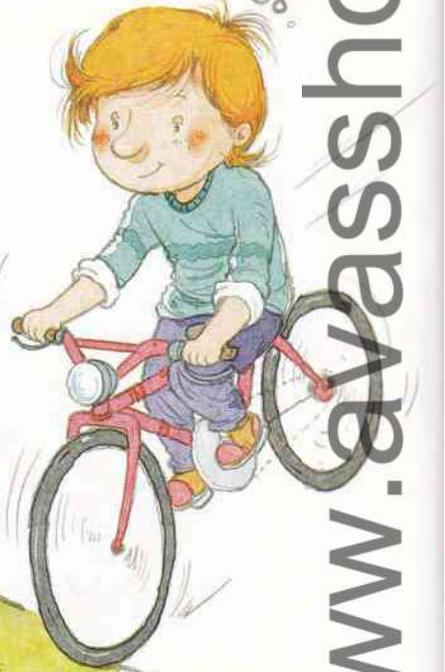
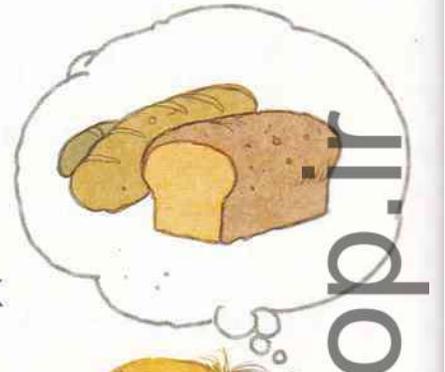
Jay was sad. He didn't want to walk to the store. He **wished** he could fly there.

"Jay," said his mom. But Jay really didn't want to **WALK** to the store. **Now** he wished he could drive there.

"Jay!" said Jay's mom. But Jay really, really didn't want to **WALK** to the store.

Suddenly, he had an idea. Wow, what a **great plan!** Jay got on his bike and rode to the store.

"Good thinking, Jay," said his mom.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

Problem	Jay didn't want to _____ to the store.
Jay's Wishes	He wished he could _____ to the store. Then he wished he could _____ there.
Solution	Jay had an idea. He _____ his bike to the store.

2. Circle the correct answer.

1 How did Jay feel about going to the store?

a He was happy to go.

b He didn't want to walk to the store.

2 How did Jay's mom feel when Jay didn't move?

a She felt angry.

b She felt worried.

3 What was Jay's first wish?

a He wished he could fly there.

b He wished he could drive there.

4 What was Jay's idea?

a To ride his bike to the store

b To walk to the store

5 What can we guess about Jay?

a He likes to imagine things.

b He doesn't listen to his mom.

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Jay's mom asks Jay to go and buy some **milk / bread** .
- 2 Jay didn't want to **walk / ride** to the store.
- 3 Jay **got on his bike / got in his car** and rode to the store.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 A: How was the movie? B: It was _____!
- 2 I want to buy something at the _____.
- 3 She is going to the bakery to buy some _____.
- 4 You don't have much time. Do it _____!
- 5 I _____ I could have a pet tiger.

Word Bank

store
bread
wish
now
great

2. Find the mistake and correct it.

- 1 Buy some breads please. → _____
- 2 He didn't want walk to the store. → _____
- 3 Jay got on his bike and ride to the store. → _____
- 4 Good think, Jay. → _____

C. Write about Yourself Write the answer.

- 1 Do you often ride your bike to the store? _____
- 2 Do you go to the store for your mom? _____
- 3 What do you usually buy at the store? _____

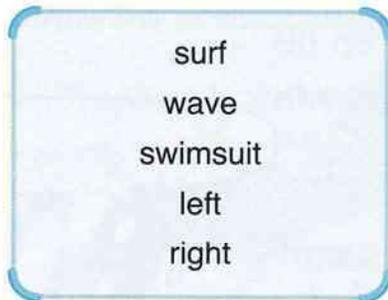


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Where is Ken Rabbit?
- 2 What is Ken Rabbit doing?
- 3 What other animals can you see?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Ken has three friends. | <input type="radio"/> b Ken is a good surfer. |
| <input type="radio"/> c Ken lives in Hawaii. | <input type="radio"/> d Ken is not scared. |



Surfer Rabbit

Ken Rabbit lives in Hawaii. **He** loves to **surf** the ocean waves. The waves in Hawaii are very big, but Ken is not scared. He thinks big waves are the best.

Ken often goes surfing in the morning. First, he puts on his **swimsuit**. Then, he takes his surfboard out onto the ocean. Look, here comes a big wave!

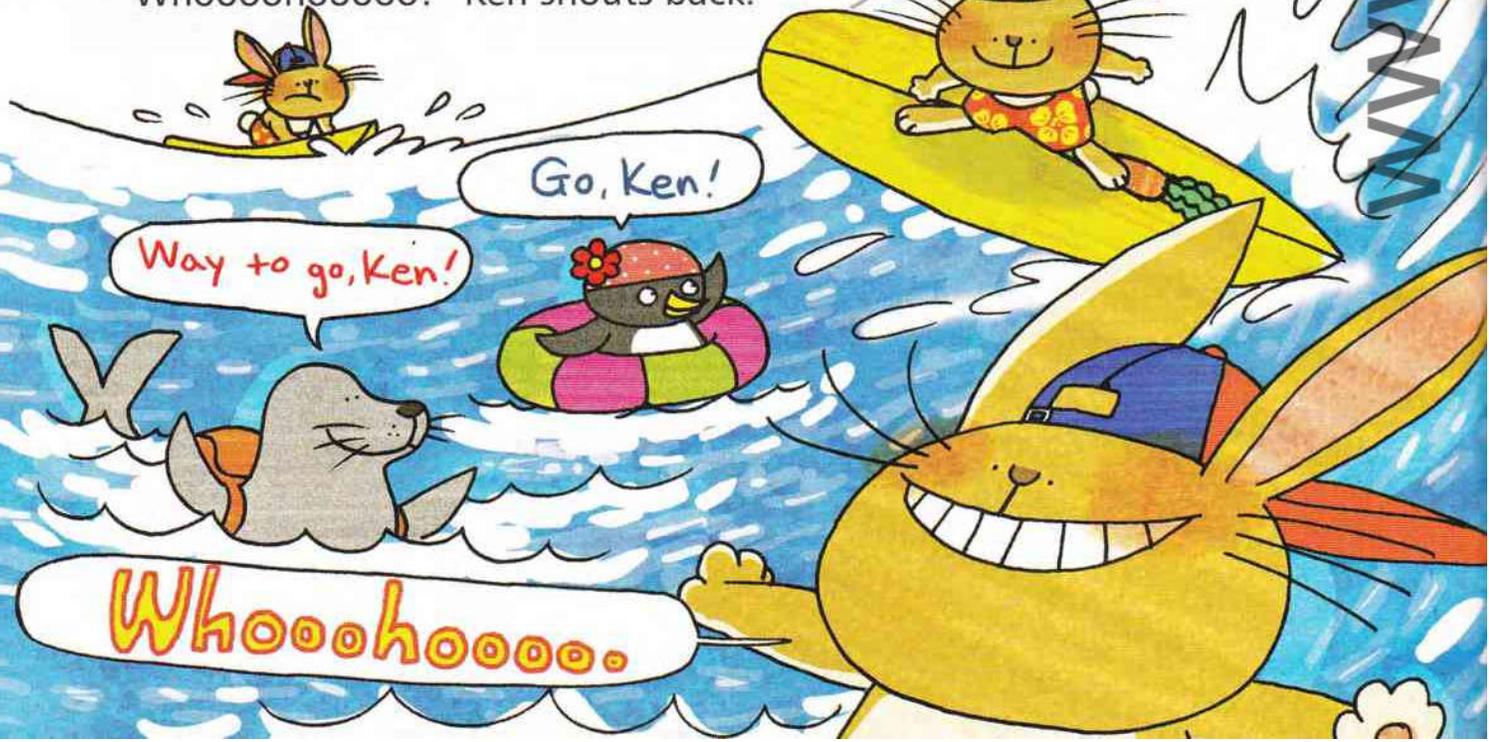
Ken stands up to ride the wave. His friends watch **him** surf to the **left** and **right**.

"Go, Ken!" shouts Penny the Penguin.

"Way to go, Ken!" shouts Sid the Seal.

"Nice move, Ken!" bubbles Timmy the Tuna.

"Whoooohooooo!" Ken shouts back.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

⇒ What does Ken do?

1 Ken puts on his _____.

↳ 2 He takes his _____ out onto the ocean.

↳ 3 He stands up to ride the _____.

↳ 4 He _____ to the left and right.

2. Circle the correct answer.

1 "He loves to surf the ocean waves." He means _____ in this sentence.

a Ken Rabbit

b Sid the Seal

2 "His friends watch him surf." Him means _____ in this sentence.

a Ken's friend

b Ken Rabbit

3 How does Ken feel when a big wave comes?

a He's scared.

b He's excited.

4 What do Ken's friends think about Ken?

a They think Ken is a good surfer.

b They think Ken is a good swimmer.

5 What did Timmy the Tuna say?

a Way to go, Ken!

b Nice move, Ken!

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 The waves in Hawaii are very .
- 2 Ken goes surfing .
- 3 Ken thinks big waves are .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 When you go swimming, you put on your _____.
- 2 Don't go right. Go _____.
- 3 Most people write with their _____ hand.
- 4 _____ is the sport of riding waves.
- 5 Look at the big _____.

Word Bank

Surfing
waves
swimsuit
left
right

2. Find the mistake and correct it.

- 1 He think big waves are the best. → _____
- 2 Ken often go surfing in the morning. → _____
- 3 He friends watch him surf. → _____
- 4 He loves surf the ocean waves. → _____

C. Write about Yourself Write the answer.

- 1 Can you surf? _____
- 2 Do you like big waves? _____
- 3 What do you do at the beach? _____

What is a Robot?



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Point to the robot that looks like a human.
- 2 Point to the robot that looks like a dog.
- 3 Which robot is your favorite? Why?

B. Learn the New Words Choose and write.

robot
human
space
move
learn

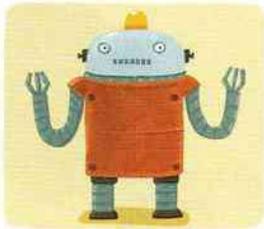
1



2



3



4



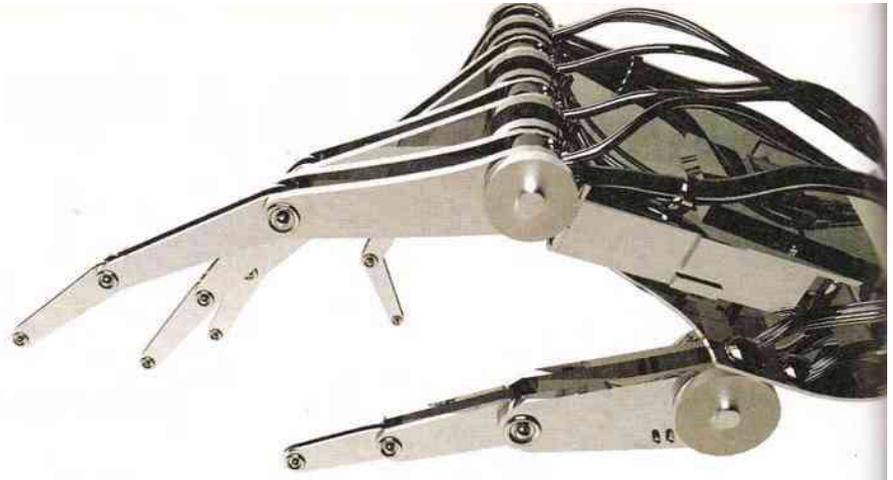
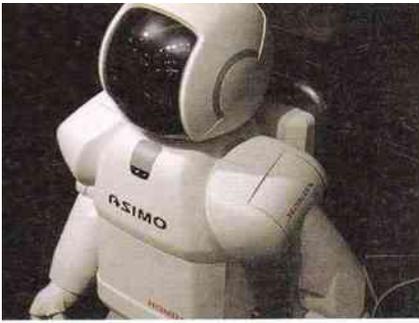
5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a What humans can do | <input type="radio"/> b What robots can do |
| <input type="radio"/> c What robots like | <input type="radio"/> d What robots need to do |

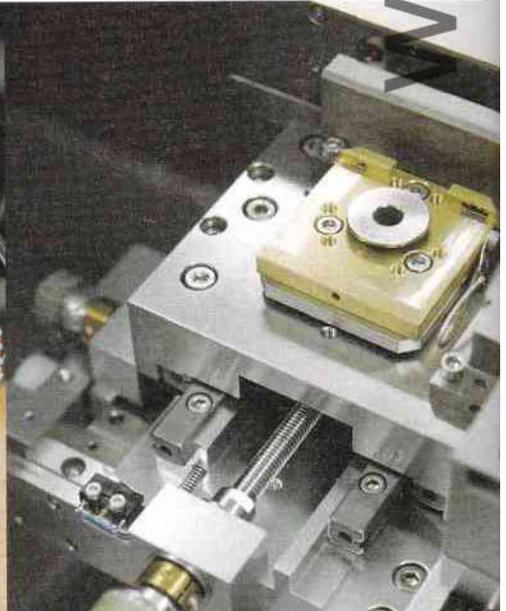


What is a Robot?

Do **robots** look like **humans**? Sometimes they do, but not always. Some robots have arms or legs, but most do not.

Robots do the same jobs as people and other living things. Robots do not need to eat or sleep. **They** do not get bored or tired. They can work in dangerous places, like in **space** or deep under the water. Robots can **move**, make things, or record information.

Robots help **us** to do our work and to **learn** new things. Robots may not always look like us, but they are helpful to us all.



B. Practice the Reading Skills

1. Read the story again. Check (✓) the correct box.

	Humans	Robots
1 They need to eat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 They don't get bored.	<input type="checkbox"/>	<input type="checkbox"/>
3 They don't need to sleep.	<input type="checkbox"/>	<input type="checkbox"/>
4 They get tired.	<input type="checkbox"/>	<input type="checkbox"/>
5 They can work in dangerous places such as space.	<input type="checkbox"/>	<input type="checkbox"/>

2. Circle the correct answer.

1 "They do not get bored or tired." **They** means _____ in this sentence.

a Humans

b Robots

2 "Robots help **us** to do our work." **Us** means _____ in this sentence.

a Humans

b Kids

3 How are robots different from humans?

a They don't have feelings.

b They can make things.

4 Which is correct?

a All robots look like humans.

b Some robots look like humans.

5 What do robots do?

a They eat and sleep like humans.

b They help humans to do their work.

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 All / Some robots have arms and legs.
- 2 Robots need / don't need to sleep.
- 3 Robots help / don't help us to do our work.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Let's fly into _____ in a rocket.
- 2 _____ these words. We'll have a test tomorrow.
- 3 A _____ is a useful machine.
- 4 I am a person. You are person. We are _____.
- 5 Please help me to _____ this desk. It's very heavy.

Word Bank

robot
humans
space
move
Learn

2. Find the mistake and correct it.

- 1 Robots do not need eat or sleep. →
- 2 Are robots look like humans? →
- 3 They do not get boring. →
- 4 Robots can record informations. →

C. Write about Yourself Write the answer.

- 1 Are you interested in robots? _____
- 2 Do you want to have a robot? _____
- 3 How can a robot help you? _____

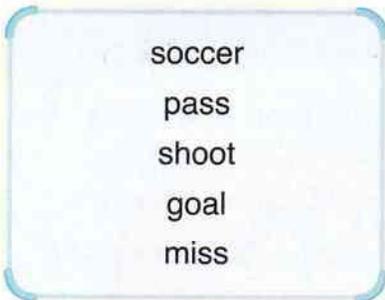


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What is Anna wearing?
- 2 What is Anna doing?
- 3 How does Anna feel?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <p><input type="radio"/> a Anna loves playing soccer.</p> <p><input type="radio"/> c Anna's mom likes watching soccer.</p> | <p><input type="radio"/> b Anna shoots for a goal.</p> <p><input type="radio"/> d Anna misses a goal.</p> |
|--|---|

I Love Soccer

I play **soccer** every day. I play soccer at break, I play soccer at lunchtime, and I play soccer after school! My friends also like playing soccer. **We** usually have a game together on Sundays.

Last Sunday my mom came to watch the game.

"Look at me, Mom. I'm **passing** the ball!"

I shouted.

But the pass wasn't very good.

"Look at me, Mom. I'm **shooting** for a **goal**!"

I shouted.

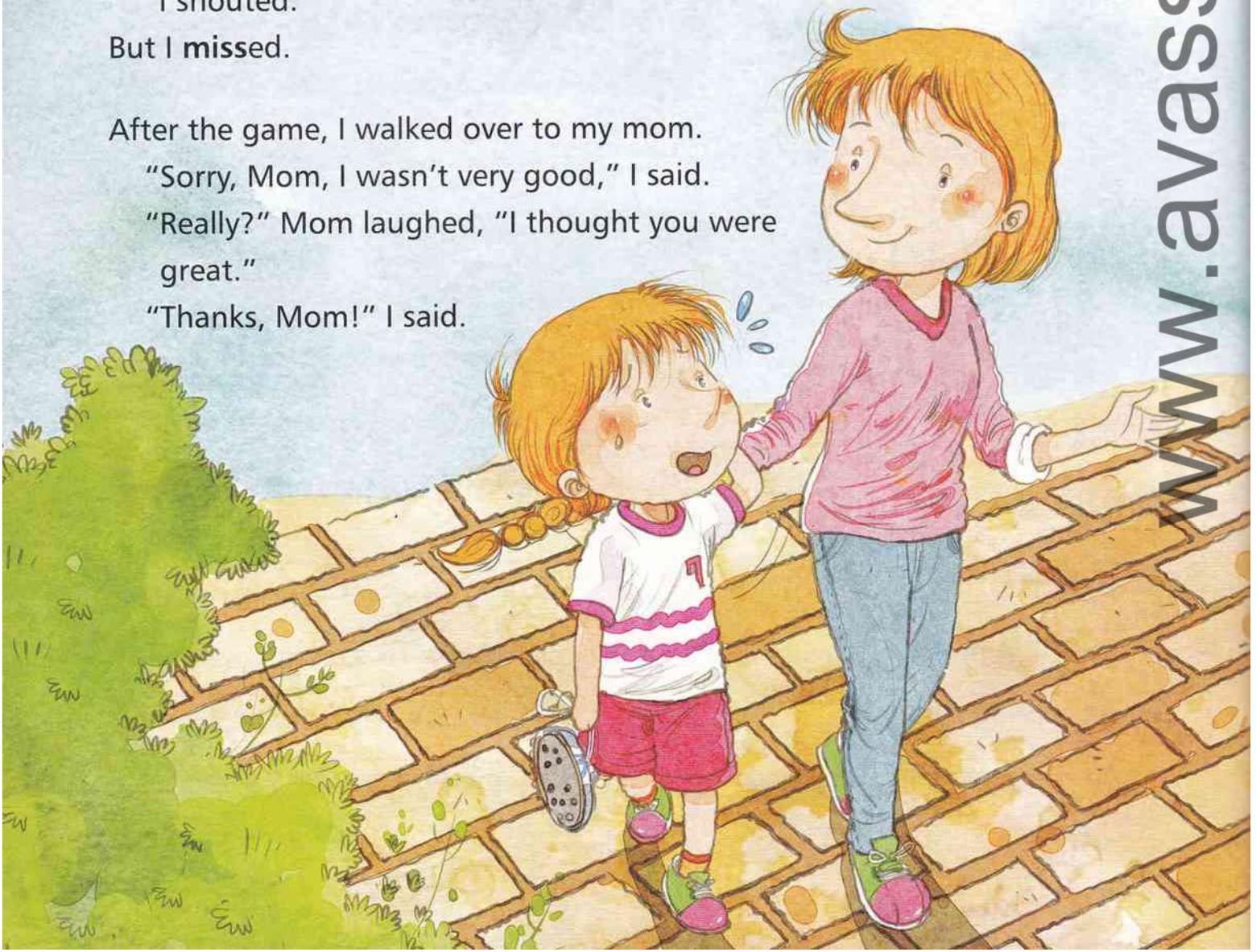
But I **missed**.

After the game, I walked over to my mom.

"Sorry, Mom, I wasn't very good," I said.

"Really?" Mom laughed, "I thought you were great."

"Thanks, Mom!" I said.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

**In the
Soccer Game**

Anna passed the _____. It wasn't _____.
She shot for a _____. She _____.

**After the
Soccer Game**

Anna said, "_____, I wasn't very good."
Mom said, "I thought you were _____."

2. Circle the correct answer.

1 "We usually have a game together...." **We** means _____ in this sentence.

a Anna and her friends

b Anna and her mom

2 When does Anna play soccer? (Five answers)

a Before lunch

b At break

c At lunchtime

d After dinner

e On Sundays

f Before school

g After school

h Every day

3 What happened when Anna tried to score a goal?

a She missed.

b She scored.

4 Why did Anna say, "Sorry, Mom"?

a She didn't like soccer.

b She wasn't very good.

5 Why did Anna say, "Thanks"?

a Mom came to watch the game.

b Mom said something nice.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Anna plays soccer .
- 2 Anna plays soccer on Sundays.
- 3 Mom came to watch Anna play Sunday.



B. Practice the New Words and Grammar

1. Choose and write.

- 1 A _____ team has eleven players.
- 2 John is in front of the goal. _____, John!
- 3 Could you _____ me the cup? I can't reach it.
- 4 I tried to score a goal, but I _____.
- 5 Anna's team won because Anna scored a _____.

Word Bank

soccer
pass
Shoot
goal
missed

2. Find the mistake and correct it.

- 1 I plays soccer every day. → _____
- 2 My friends also like play soccer. → _____
- 3 Last Sunday my mom come to watch the game. → _____
- 4 I'm shoot for a goal. → _____

C. Write about Yourself Write the answer.

- 1 Do you play soccer? _____
- 2 What's your favorite sport? _____
- 3 Are you good at sports? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Point to the ants on the ant hill. What are they doing?
- 2 What are the people doing?
- 3 Where are the ants going?

B. Learn the New Words Choose and write.

ant
picnic
old
speak(spoke)
people

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a The ants want to have a picnic. | <input type="radio"/> b The old ant is the leader. |
| <input type="radio"/> c The weather is very good. | <input type="radio"/> d The ants don't have a blanket. |

The Ants' Picnic

It was a beautiful summer day on the ant hill. The ants wanted to have a picnic, but they had two problems.

"We do not have a blanket," cried one ant.

"We do not have any picnic food," cried another.

"What will we do?" cried all the ants.

An old ant stood up and spoke.

"Silly ants, we do not need a blanket or picnic food. We are ants. When we go on a picnic, we use other people's blankets. We eat **their** picnic food."

"Oh, yes," cried the ants. "We will go and FIND a picnic!"

And that is what **they** did.



3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 The ants wanted to have a .
- 2 The old ant teaches the young ants how have a picnic.
- 3 The ants will use blanket.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 My grandmother is very _____. She is 80.
- 2 It's sunny today. Let's have a _____ in the park.
- 3 How many _____ were at the party? There were ten.
- 4 _____ are very small insects. They live in big groups.
- 5 He can _____ two languages, English and Korean.

Word Bank

Ants
picnic
old
speak
people

2. Write the verb in the past tense.

- 1 is It _____ a beautiful summer day.
- 2 stand, speak An old ant _____ up and _____.
- 3 cry "Oh, yes," _____ the ants.
- 4 do And that is what they _____.

C. Write about Yourself Write the answer.

- 1 Do you like picnics? _____
- 2 What is your favorite picnic food? _____
- 3 Do you like having ants at your picnic? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What animals can you see?
- 2 Where are they?
- 3 What are they doing?

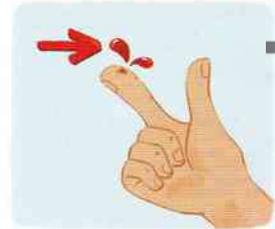
B. Learn the New Words Choose and write.

dolphin
blood
scientist
land
Earth

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Where dolphins live | <input type="radio"/> b Why dolphins are special animals |
| <input type="radio"/> c How dolphins breathe air | <input type="radio"/> d Who the dolphin's enemies are |

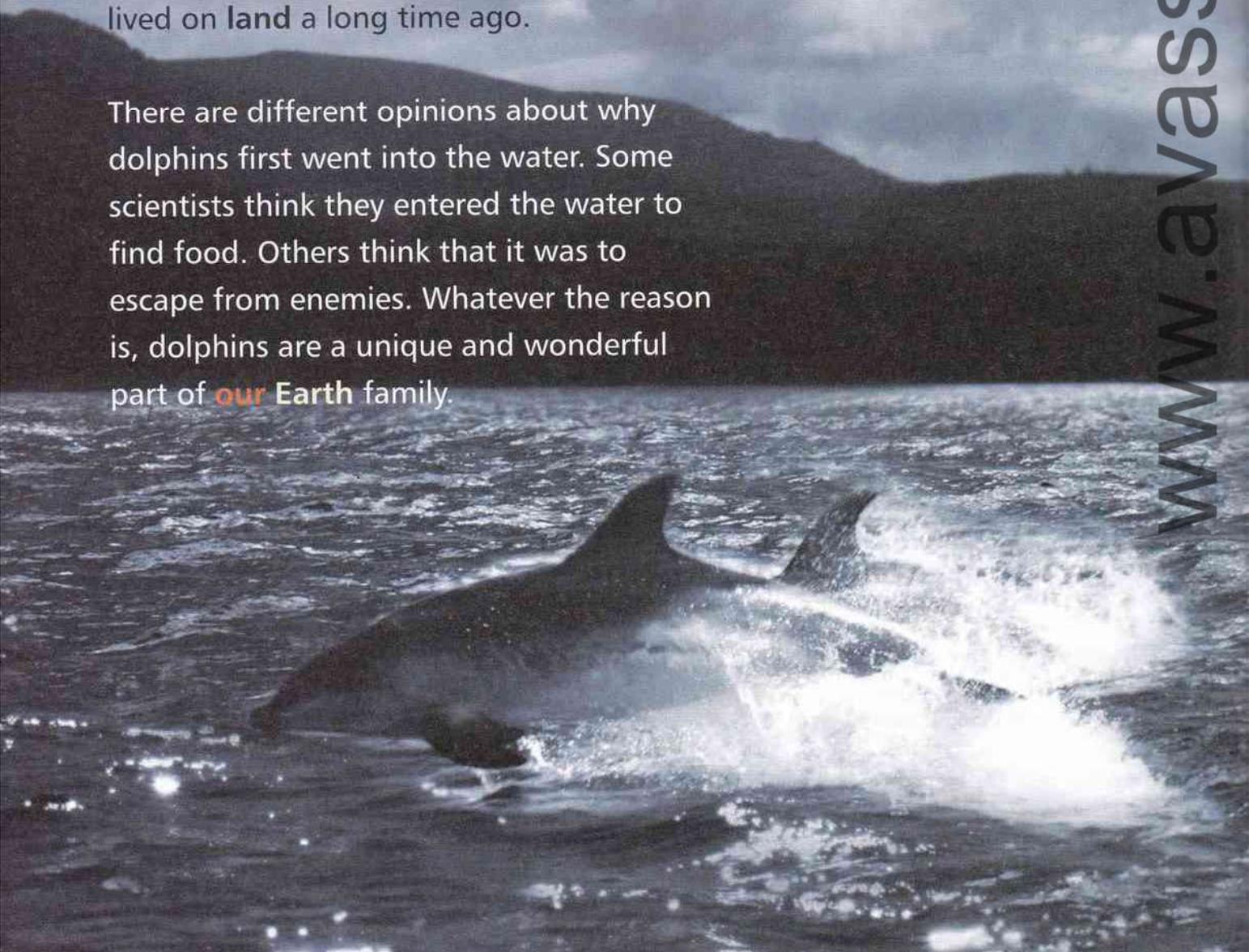


Dolphins

Dolphins are impressive animals. They are mammals with warm **blood**. They breathe air just like you and **me**. Except for humans and sharks, dolphins have no enemies.

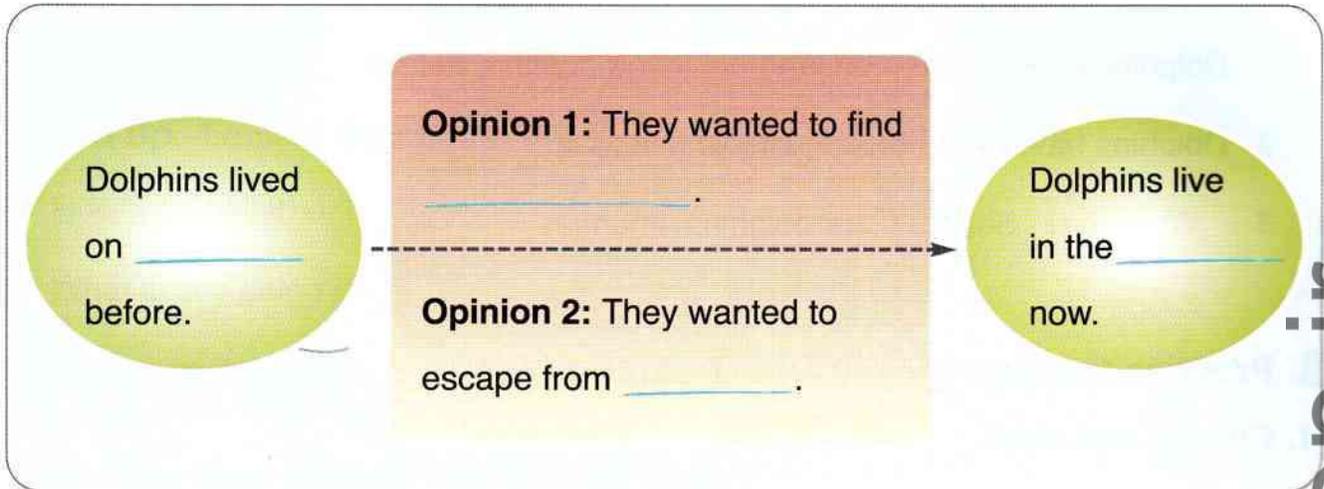
Dolphins are sea animals, but they have not always lived in the water. By studying fossils, scientists can tell that dolphins lived on **land** a long time ago.

There are different opinions about why dolphins first went into the water. Some scientists think they entered the water to find food. Others think that it was to escape from enemies. Whatever the reason is, dolphins are a unique and wonderful part of **our Earth** family.



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

1 "They breathe air just like you and **me**." **Me** means _____ in this sentence.

a The writer

b Scientists

2 "Wonderful part of **our** Earth family." **Our** means _____ in this sentence.

a Scientists

b Humans

3 What kind of animal is a dolphin?

a A fish

b A mammal

4 How can scientists tell that dolphins lived on land a long time ago?

a By studying fossils

b By reading about dolphins

5 Why do some scientists think dolphins started living in the water?

a To find food

b To swim

3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Dolphins used to live on land / in the ocean before.
- 2 Dolphins have warm blood just like humans / sharks .
- 3 Whales / Sharks are dolphins' enemies.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 _____ is the red liquid inside our body.
- 2 Fish don't live on _____. They live in water.
- 3 I'm interested in science. I want to be a _____.
- 4 _____ are friendly and intelligent sea animals.
- 5 _____ is the planet that we live on.

Word Bank

Dolphins
Blood
scientist
land
Earth

2. Circle the correct preposition.

- 1 Dolphins first went for / into the water.
- 2 Except for / about humans, dolphins have no enemies.
- 3 There are different opinions into / about dolphins.
- 4 It was to escape from / into enemies.

C. Write about Yourself Write the answer.

- 1 Did you know that dolphins used to live on land? _____
- 2 Where can you see a dolphin? _____
- 3 Why do people like dolphins? _____



1 Pre-Reading

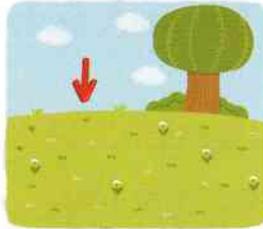
A. Warm up Look at the picture on the next page and talk about it.

- 1 How's the weather?
- 2 What is Jay doing?
- 3 How does Jay feel?

B. Learn the New Words Choose and write.



1



2



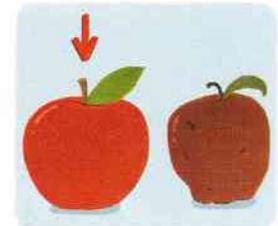
3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|---|
| <input type="radio"/> a Jay enjoyed a foggy day. | <input type="radio"/> b Fog is a cloud on the ground. |
| <input type="radio"/> c Jay couldn't pay attention at school. | <input type="radio"/> d Jay's head was in the clouds. |

Head in the Clouds

Jay woke up and looked out his window. Everything looked **white**, and he could not see anything.

"Why is it all white outside, Dad?" asked Jay.

"That is **fog**," his dad said.

"What is fog?" Jay asked again.

"Fog is like a **cloud** on the **ground**," answered his dad.

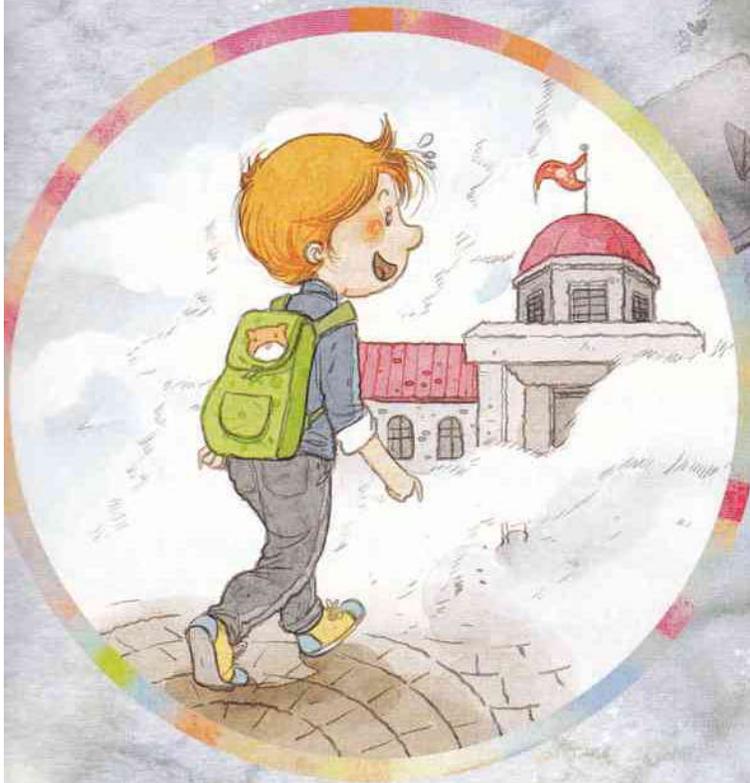
Jay walked to school in the fog. The cloud was clean and **fresh**, so he liked breathing it in. **It** felt thick and wet.

At school, Jay couldn't pay attention.

He couldn't stop thinking about the fog.

"Is **your** head in the clouds?" asked Jay's teacher.

"Yes," said Jay, "I am thinking about the fog."



3 After Reading

A. Check Your Understanding Circle the correct word.

- 1 Fog is like a cloud in the sky / on the ground .
- 2 Jay couldn't stop breathing in / thinking about the fog.
- 3 "Is your head / hand in the clouds?" asked Jay's teacher.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 The color of snow and fog is _____.
- 2 There weren't any benches, so we sat on the _____.
- 3 In the country, the air smells _____.
- 4 Drive carefully in the _____ because you can't see clearly.
- 5 Rain comes from a _____.

Word Bank

white
fog
cloud
ground
fresh

2. Find the mistake and correct it.

- 1 Why it is all white outside? → _____
- 2 He couldn't stop think about the fog. → _____
- 3 Fog is like a cloud in the ground. → _____
- 4 I is thinking about the fog. → _____

C. Write about Yourself Write the answer.

- 1 Do you like foggy days? _____
- 2 Do you sometimes have your head in the clouds? _____
- 3 What's the weather like today? _____

Part 2

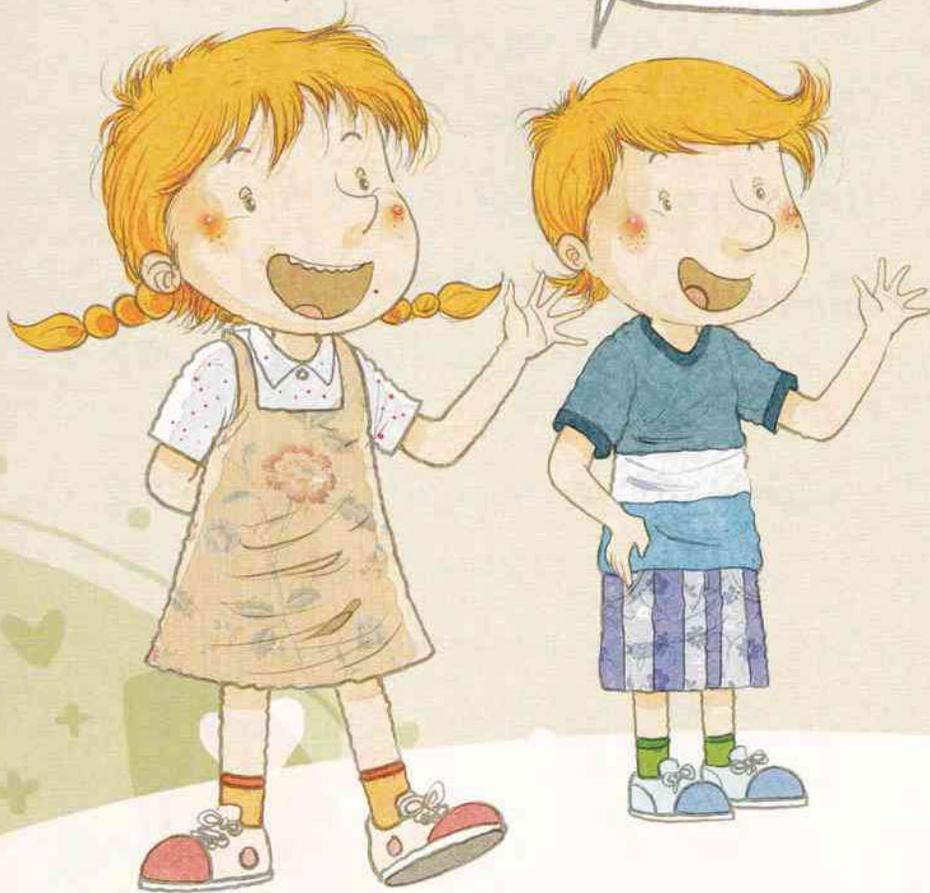
Unit 11	Olivia the Princess	51
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Hi, friends.
How is it going?

Do you like the
stories in **Reading
Train**, George?

Oh, yes!
The pictures are
cool!





1 Pre-Reading

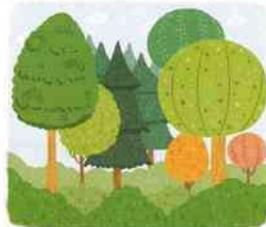
A. Warm up Look at the picture on the next page and talk about it.

- 1 How many dolls can you see?
- 2 How many frogs can you see? What are they doing?
- 3 How does the princess feel?

B. Learn the New Words Choose and write.

indoors
outdoors
forest
noise
feel(felt)

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Olivia found some frogs. | <input type="radio"/> b Olivia is not clean and quiet. |
| <input type="radio"/> c Olivia loves to play outside with frogs. | <input type="radio"/> d Olivia has many dolls. |



Olivia the Princess

Princess Olivia had many wonderful dolls. People always gave her dolls because they were clean and quiet; just like a princess.

The princess did not like the dolls. **They** had to stay **indoors**, and they couldn't do anything fun; just like a princess.

But Olivia liked to go **outdoors**. She liked to play in the **forest**. There she found some frogs. The frogs were wet and dirty; not at all like a princess. They made wild **noises** in their throats, and **they** could do anything.

Olivia **felt** free with the frogs. She thought the frogs were lovely and wonderful, much better than dolls.



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B. Practice the Reading Skills

1. Read the story again and complete the chart.

noises	quiet	dirty	better	fun	outdoors
Dolls			Frogs		
• Olivia doesn't like dolls.			• Olivia thinks frogs are _____ than dolls.		
1 They are clean and _____.			1 They are wet and _____.		
2 They stay indoors.			2 They live _____.		
3 They can't do anything _____.			3 They make wild _____.		

2. Circle the correct answer.

- "**They** had to stay indoors." **They** means _____ in this sentence.
a Princess Olivia and her friends *b* The dolls
- "**They** could do anything." **They** means _____ in this sentence.
a Frogs *b* Princesses
- Why did people give Princess Olivia dolls?
a Princess Olivia liked them. *b* They were clean and quiet.
- How did the princess feel about the dolls?
a She thought they were boring. *b* She thought they were fun.
- How did the princess feel about the frogs?
a She thought they were dirty and wet. *b* She thought they were lovely and wonderful.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Olivia liked to stay indoors / go outdoors .
- 2 The dolls / frogs couldn't do anything fun; just like a princess.
- 3 When Olivia was with the frogs, she felt like a princess / free .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 There are a lot of trees in the _____.
- 2 Playing the drums makes a lot of _____.
- 3 A: How do you _____ today? B: Much better, thanks.
- 4 It's nice and sunny. Let's eat lunch _____.
- 5 Let's go _____. It's cold out here.

Word Bank

indoors
outdoors
forest
noise
feel

2. Write the verb in the past tense.

- 1 give People always _____ her dolls.
- 2 find There she _____ some frogs.
- 3 feel Olivia _____ free with the frogs.
- 4 think She _____ the frogs were lovely.

C. Write about Yourself Write the answer.

- 1 Where do you like to play? _____
- 2 Do you think frogs are better than dolls? _____
- 3 Do you want to play with frogs? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What color is the saucepan?
- 2 What color is the playdough?
- 3 What are the children making with the playdough?

B. Learn the New Words Choose and write.

adult
flour
salt
stove
soft

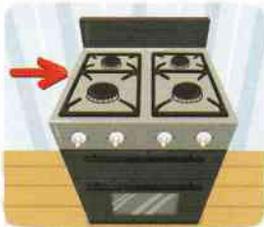
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2



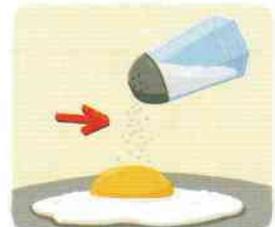
3



4



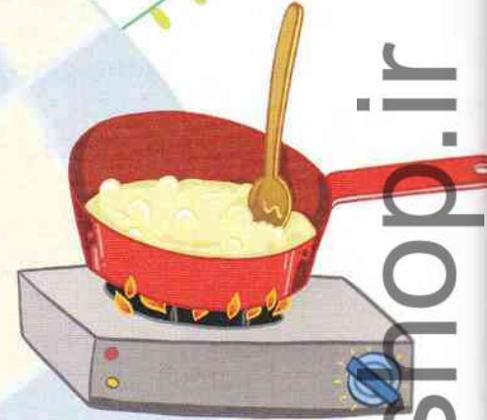
5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a How to play with playdough | <input type="radio"/> b What to make with playdough |
| <input type="radio"/> c How to make playdough | <input type="radio"/> d How to make playdough animals |



Playdough

Do you like playing with playdough? Can you make playdough animals?

It is easy to make your own playdough, but remember to ask an **adult** first. All you need is one cup of **flour**, one cup of warm water, $\frac{1}{2}$ cup of **salt**, and some food coloring.

First, mix the flour, water and salt together in a saucepan. Then, turn the **stove** on low, and heat everything gently. Stir it until it makes dough. When it is nice and **soft**, add the food coloring to make the dough a beautiful color. Once it cools, you can play with **YOUR** playdough!



B. Practice the Reading Skills

1. Read the story again. Number the pictures and complete the sentences.

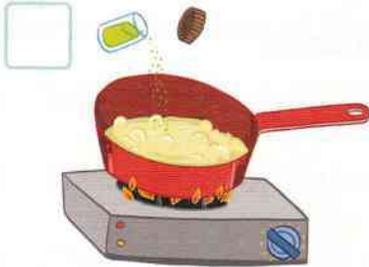
Add

Mix

Cool

Stir

Heat



_____ the food coloring.



_____ it down.



_____ it gently.



Mix flour, water and salt.



_____ it until it makes dough.

2. Circle the correct answer.

1 "It is easy." It means _____ in this sentence.

a Making playdough

b Making things with playdough

2 What should you do before you make playdough?

a Get the things you need

b Ask an adult

3 What does the food coloring do?

a It makes the playdough taste good.

b It makes the playdough look nice.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Turn the stove on **high / low** , and heat everything **gently / quickly** .
- 2 When **it is mixed / it is nice and soft** , add the food coloring.
- 3 Once it **cooks / cools** , you can play with YOUR playdough!

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Bread is made from _____.
- 2 Rabbits are nice and _____.
- 3 The water is boiling. Turn off the _____.
- 4 He is 21 years old now. He is an _____.
- 5 The soup doesn't taste good. Add a little _____ and pepper.

Word Bank

adult
flour
salt
stove
soft

2. Find the mistake and correct it.

- 1 Do you like play with playdough? → _____
- 2 It is easy make your own playdough. → _____
- 3 Stir it until it make dough. → _____
- 4 Remember asking an adult first. → _____

C. Write about Yourself Write the answer.

- 1 Do you like playing with playdough? _____
- 2 What can you make with playdough? _____
- 3 What are your favorite toys? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Tell the story of the first picture.
- 2 Tell the story of the second and third pictures.
- 3 What happens in the end?

B. Learn the New Words Choose and write.



1



2



3



4



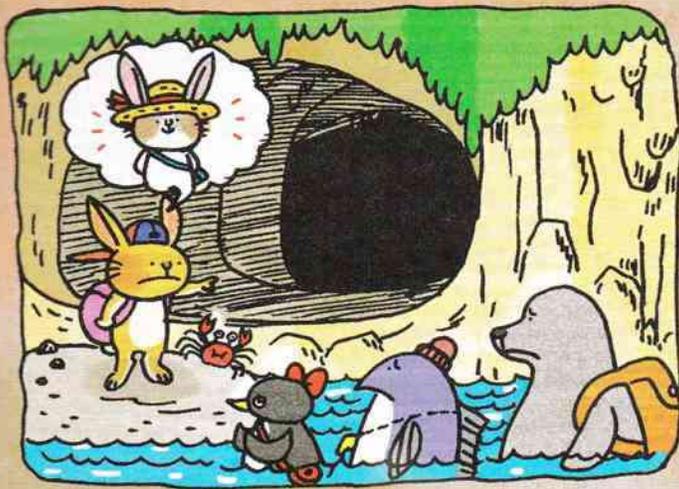
5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Kelly Rabbit is lost. | <input type="radio"/> b The cave is very scary. |
| <input type="radio"/> c Ken Rabbit isn't afraid. | <input type="radio"/> d Ken Rabbit saves Kelly Rabbit. |



Ken Rabbit Saves His Friend

Ken Rabbit is a very brave **rabbit**. One day, Ken went into a big cave to find his friend, Kelly Rabbit. She was lost, and Ken's friends were worried.

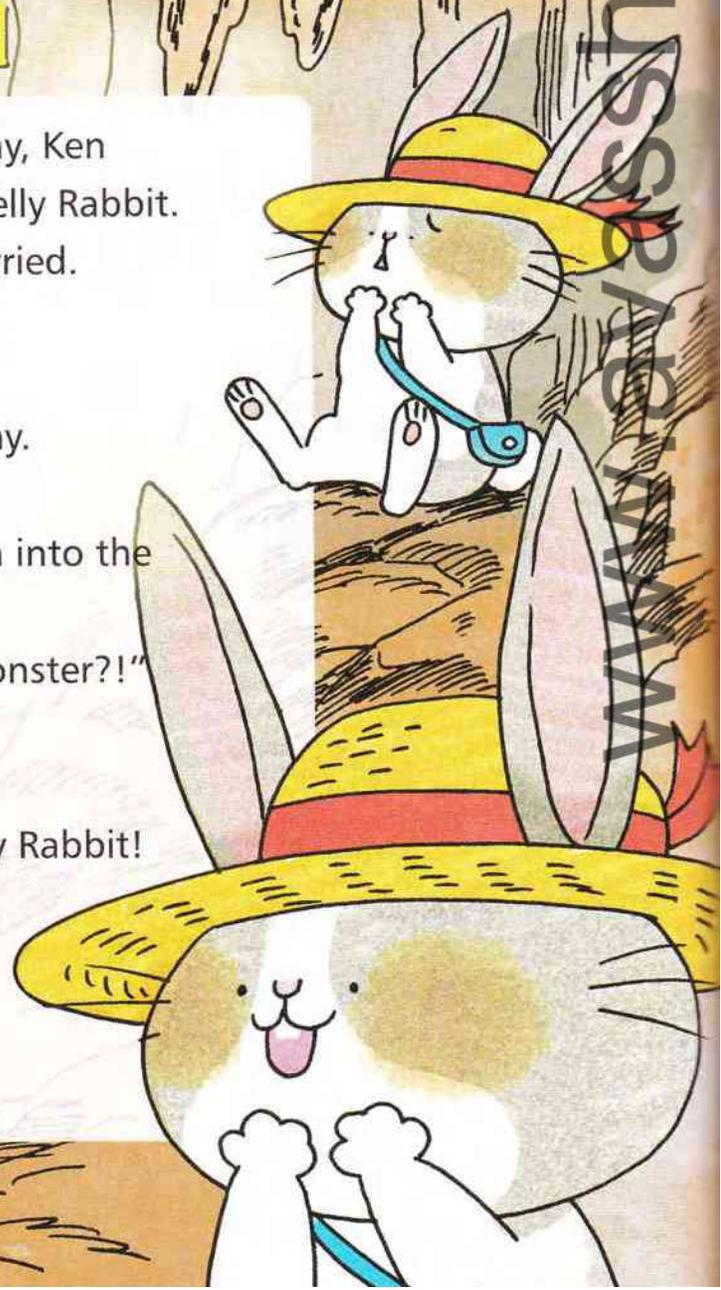
"Look out for **spiders**, Ken!" said Penny.
"Look out for **bats**, Ken!" said Sid.
"Look out for **monsters**, Ken!" said Timmy.

Ken Rabbit wasn't **afraid**. He went down into the cave. Just then, **he** heard a noise.

"Oh no, is it a spider... or a bat... or a monster?!" he wondered.

No, it wasn't anything scary - it was Kelly Rabbit!
"You're safe now, Kelly," said Ken.
"Thank you for **saving** me," said Kelly.

Ken Rabbit is very brave!



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B. Practice the Reading Skills

1. Read the story again and complete the chart.

Problem	Kelly Rabbit was _____. Ken's friends were _____.
Idea	Ken went into the big _____. He wasn't _____.
Result	Ken _____ Kelly. Ken was very _____.

2. Circle the correct answer.

- "Just then, **he** heard a noise." **He** means _____ in this sentence.
 a Ken Rabbit b A monster
- What happened to Kelly Rabbit?
 a She ran away. b She was lost.
- How did Penny, Sid and Timmy feel?
 a They were brave. b They were worried.
- How did Kelly Rabbit feel after Ken saved her?
 a She was scared. b She was happy.
- What was making the noise in the cave?
 a A monster b Kelly Rabbit c Bats d Spiders

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Ken Rabbit / afraid of spiders, bats and monsters.
- 2 Ken Rabbit said to Kelly Rabbit, "You are / now."
- 3 Kelly Rabbit was in the cave because she was / .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 A _____ has big ears and soft fur.
- 2 I am very _____ of the dark.
- 3 The firefighters _____ the children.
- 4 A _____ hangs upside down to sleep.
- 5 A _____ has eight legs.

Word Bank

rabbit
spider
bat
afraid
saved

2. Circle the correct preposition.

- 1 Ken went / a big cave to find his friend.
- 2 "Look out / spiders," said Penny.
- 3 Ken Rabbit wasn't afraid / monsters.
- 4 "Thank you / saving me," said Kelly.

C. Write about Yourself Write the answer.

- 1 Would you go into a cave? _____
- 2 Are you brave? _____
- 3 What are you afraid of? _____

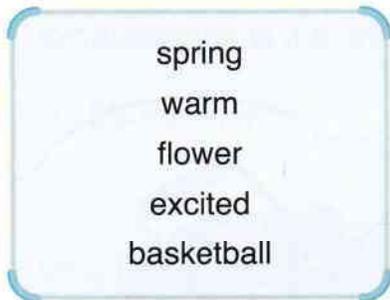


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Read the title and look at the picture. What are they talking about?
- 2 What is Mark thinking about?
- 3 What is Jay thinking about?

B. Learn the New Words Choose and write.



1



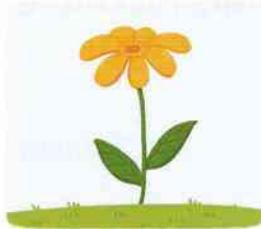
2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a The picnic is on May 20th. | <input type="radio"/> b Jay's class is going on a school picnic. |
| <input type="radio"/> c Spring is good for picnics. | <input type="radio"/> d Mark is going to bring a water pistol. |

The School Picnic

Every year, Jay's class goes on a picnic in the **spring**. It is **warm**, and the **flowers** are beautiful.

This year, the class is planning to go on a picnic on May 20th. Jay is really **excited**.

"I'm going to take a really good lunch, and I'm going to bring my soccer ball," he said to Mark.

"Good idea," said Mark. "I'm going to bring some lemonade and my water pistol!"

Mrs. Hickmore was listening to Jay and Mark.

"Mark, no water pistols at the picnic, please," she said loudly.

"OK," said Mark, "I'm going to bring my **basketball** instead."

"That sounds better," said Mrs. Hickmore.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

⇒ What are they going to bring to the picnic?

Jay is going to bring...	
1	a good _____.
2	a _____.

Mark is going to bring...	
1	some _____.
2	a _____.

2. Circle the correct answer.

1 What season is it in the story?

a It's summer.

b It's spring.

2 Why is Jay excited?

a His class is going on a picnic.

b He's going to take a really good lunch.

3 What is Mark going to bring to the picnic?

a A basketball

b A soccer ball

4 Who is going to bring some lemonade?

a Jay

b Mark

5 What did Mrs. Hickmore say to Mark?

a "No lemonade, please."

b "No water pistols, please."

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 It is and the flowers are in spring.
- 2 Every , Jay's class goes on a picnic in the spring.
- 3 Jay likes . He wants to take a soccer ball.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I am very _____ about my birthday party.
- 2 It's fun to shoot a _____.
- 3 I like _____ water. I don't like cold water.
- 4 My mom's favorite _____ is the rose.
- 5 _____ comes after winter and before summer.

Word Bank

Spring
warm
flower
excited
basketball

2. Find the mistake and correct it.

- 1 The class is plan to go on a picnic. → _____
- 2 I'm going to taking a really good lunch. → _____
- 3 Jay is really exciting. → _____
- 4 Mrs. Hickmore said it loud. → _____

C. Write about Yourself Write the answer.

- 1 Does your school go on picnics? _____
- 2 What do you like to bring to school picnics? _____
- 3 Are water pistols OK at your school picnics? _____

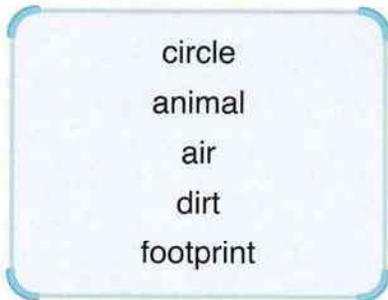


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Point to the Earth. What color is it?
- 2 Point to the astronaut. What is he wearing?
- 3 Point to the moon. What do you see?

B. Learn the New Words Choose and write.



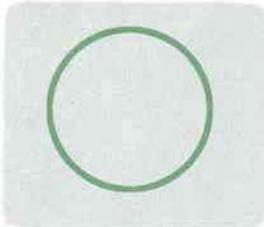
1



2



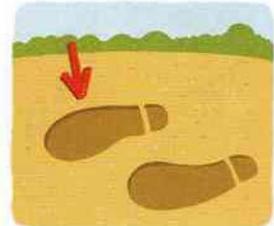
3



4



5



2 During Reading

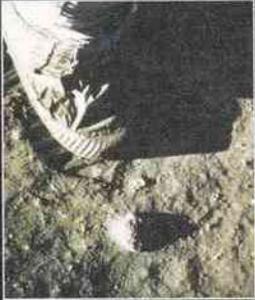
A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a All about the moon | <input type="radio"/> b All about space |
| <input type="radio"/> c How to visit the moon | <input type="radio"/> d How to become an astronaut |



To the Moon

Once you leave the Earth, you are in space. In space, you will find the sun, the moon, and the stars. The moon goes around the Earth in a circle. From the Earth, it looks warm, but it is really cold and rocky. There are no plants or **animals** on the moon. There is no **air** on the moon. There is no wind or rain.



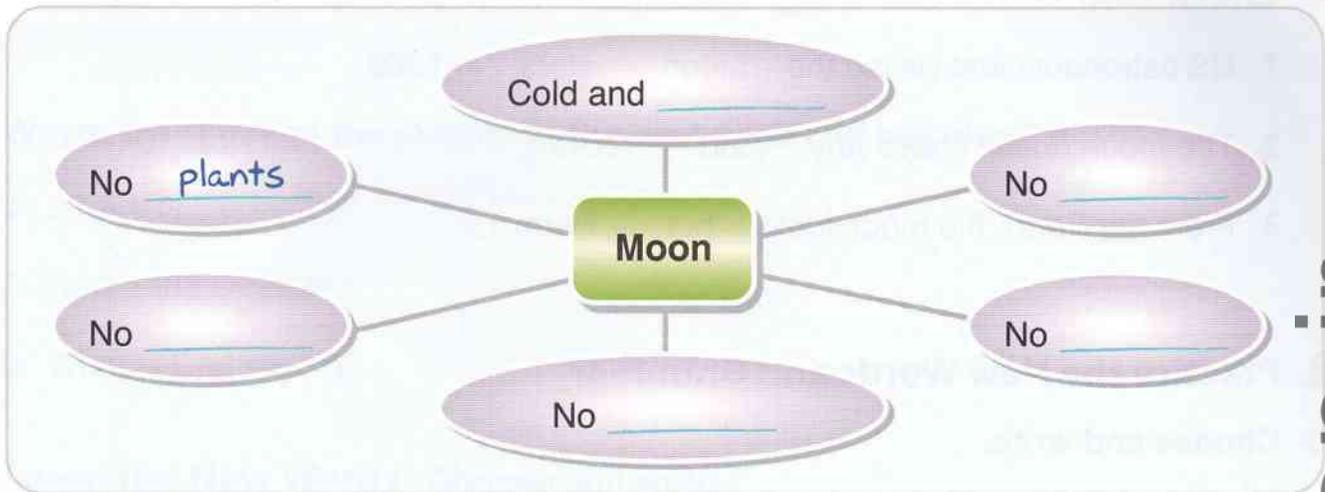
US astronauts first visited the moon in 1969. They brought rocks and **dirt** from the moon back to Earth. The people came home, but **their** footprints are still there.

Would you like to visit the moon some day?



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

1 "...but **their** footprints are still there." **Their** means _____ in this sentence.

a The astronauts

b Animals

2 Where can you find the sun, the moon, and the stars?

a In space

b On Earth

3 What can you see on the moon?

a Rain

b Rocks

c Plants

d Animals

4 What's it like on the moon?

a It's warm and sunny.

b It's cold and rocky.

5 What did the astronauts leave on the moon?

a They left their footprints.

b They left rocks and dirt.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 US astronauts first visited the in 1969.
- 2 The moon doesn't have any .
- 3 From the Earth, the moon looks .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 When you walk in snow, you make a _____.
- 2 Humans need food, water and _____.
- 3 It's not a square or a triangle. It's a _____.
- 4 Cats, birds and insects are _____. They are not plants.
- 5 Take your shoes off! Don't bring _____ inside.

Word Bank

circle
animals
air
dirt
footprint

2. Find the mistake and correct it.

- 1 The moon go around the Earth. 
- 2 There are no air on the moon. 
- 3 US astronauts first visit the moon in 1969. 
- 4 Would you like visit the moon some day? 

C. Write about Yourself Write the answer.

- 1 Do you want to visit the moon? _____
- 2 How do astronauts go to the moon? _____
- 3 Do you like to learn about space? _____

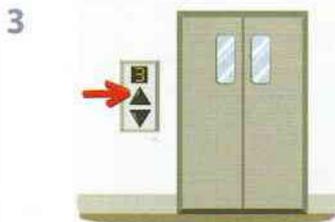
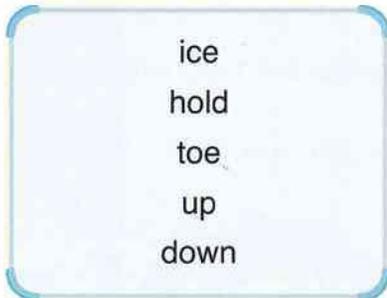


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Where is the family?
- 2 How's the weather?
- 3 What is Dad saying?

B. Learn the New Words Choose and write.



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|-----------------------------------|---|
| a Jumping warms your toes. | b Jay's family tries to keep warm. |
| c The bus didn't come. | d It was a cold day in January. |

We're So Cold!

It was a cold day in January, and Jay's family was at the bus stop.

Jay and Anna were very cold.

"I'm so cold. My fingers are like ice!" Anna said to Mom.

"Hold my hands," Mom replied.

Mom's hands were nice and warm.

Next, Jay was cold.

"I'm so cold, my toes are like ice!" Jay said to Mom.

"Jump up and down," said Mom.

Jay jumped up and down, and his toes felt better.

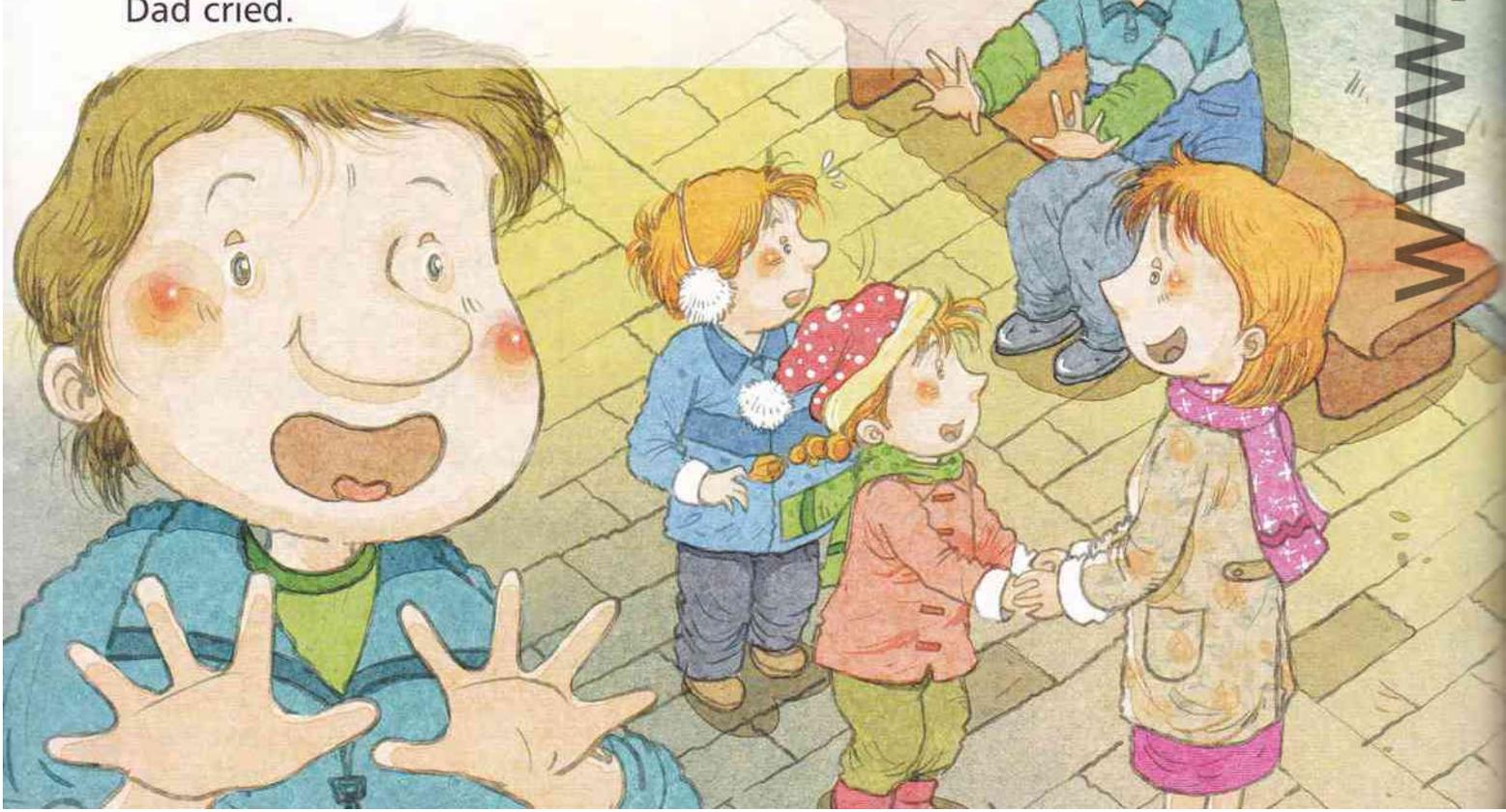
The bus still didn't come.

"We are so cold. Our noses are like ice!" shouted Jay and Anna again.

"Go and kiss Dad," Mom laughed.

"Nooooo, don't touch me with your cold noses!"

Dad cried.



B. Practice the Reading Skills

1. Read the story again. Fill in the blanks and match.

Problem	Mom's Idea
1 Anna's _____ were cold.	• "Go and _____ Dad."
2 Jay's _____ were cold.	• "_____ up and down."
3 Jay and Anna's _____ were cold.	• "_____ my hands."

2. Circle the correct answer.

- "Our noses are like ice!" **Our** means _____ in this sentence.
a Jay and Anna's *b* Mom and Dad's
- "Don't touch **me** with your cold noses!" **Me** means _____ in this sentence.
a Mom *b* Dad
- What did Anna do to warm her fingers?
a She jumped up and down. *b* She held Mom's hands.
- What did Jay do to warm his toes?
a He kissed Dad. *b* He jumped up and down.
- Mom told Jay and Anna to kiss Dad, but he said "No." Why?
a Jay and Anna's noses were cold. *b* Dad doesn't like kissing.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Jay had cold .
- 2 Jay's family was .
- 3 Dad said, "Don't me with your cold noses!"

B. Practice the New Words and Grammar

1. Choose and write.

- 1 My sock has a hole. I can see my _____.
- 2 Water becomes _____ when it is very cold.
- 3 Put your hand _____ if you know the answer.
- 4 Don't stand up. Sit _____.
- 5 The road is busy. _____ my hand and walk carefully.

Word Bank

ice
Hold
toe
up
down

2. Find the mistake and correct it.

- 1 It were a cold day in January. → _____
- 2 Jay and Anna was very cold. → _____
- 3 Jay's family were at the bus stop. → _____
- 4 My fingers is like ice! → _____

C. Write about Yourself Write the answer.

- 1 Are you cold now? _____
- 2 What month is it now? _____
- 3 What do you do to keep warm in winter? _____

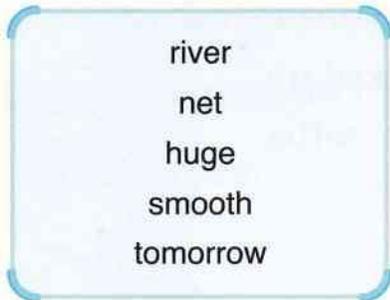


1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 Where is Jay?
- 2 What is he looking at?
- 3 How does Jay feel?

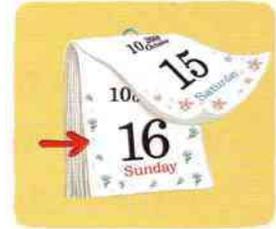
B. Learn the New Words Choose and write.



1



2



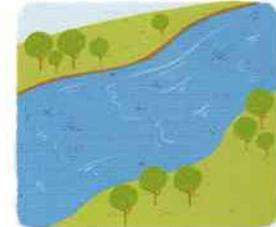
3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a Jay had a big net. | <input type="radio"/> b Jay found a frog at the river. |
| <input type="radio"/> c A frog jumped into the net. | <input type="radio"/> d The fish swam away. |

Fishing Fun

Jay hurried home. He wanted to visit the **river** behind his house.

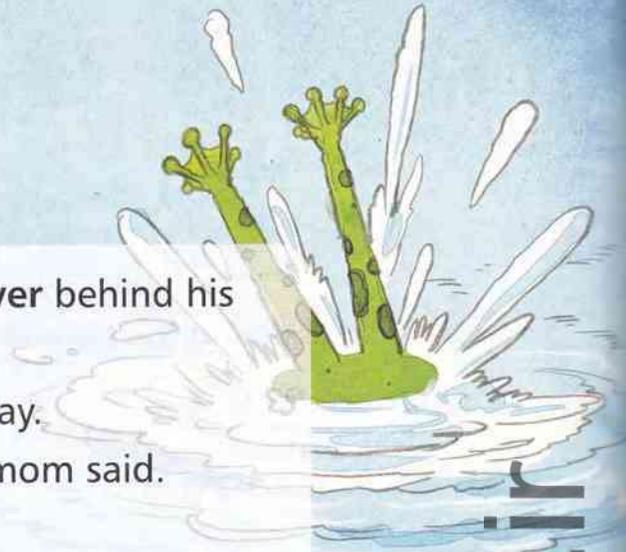
"Mom, I'm going to the river today!" said Jay.

"Be careful walking on the wet rocks," his mom said.

Jay hoped to catch many fish. He had a big **net**. He put his net into the river, but the fish swam away. Jay sat on a rock and wondered what to do.

Just then, a **huge** frog jumped into his net! Jay picked up the frog. **It** was wet and **smooth**. The frog croaked softly, so Jay let it jump away.

"See you **tomorrow!**" he said, and he ran home.



B. Practice the Reading Skills

1. Read the story again. Number the sentences in the correct order.



Jay picked up the frog.



Jay let the frog jump away.



He put the net into the river.



Jay said, "See you tomorrow!"



He ran back home.



A frog jumped into the net.



The frog croaked softly.



Jay went to the river.

2. Circle the correct answer.

1 "It was wet and smooth." It means _____ in this sentence.

a Jay's hand

b The frog

2 How did Jay feel when he hurried home?

a He was worried.

b He was excited.

3 How did Mom feel about Jay going to the river?

a She was worried.

b She was excited.

4 What happened to the fish?

a They swam into the net.

b They swam away.

5 What happened to the frog?

a Jay let it go.

b Jay kept it.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 River rocks are dangerous because they are .
- 2 Jay hoped to catch many .
- 3 Jay let the frog away.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 A baby's skin is very soft and _____.
- 2 Fishermen often catch fish in a _____.
- 3 A boat can travel on a _____.
- 4 Today is Monday. _____ is Tuesday.
- 5 Some whales are bigger than elephants. They are _____.

Word Bank

river
net
huge
smooth
Tomorrow

2. Write the verb in the past tense.

- 1 Jay _____ home.
- 2 The fish _____ away.
- 3 Jay _____ on a rock.
- 4 He _____ what to do.

C. Write about Yourself Write the answer.

- 1 Do you like going to the river? _____
- 2 What can you do at the river? _____
- 3 Have you ever touched a frog? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What is Anna studying?
- 2 Why is she afraid?
- 3 What is Mr. Jones saying?

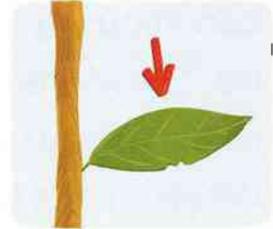
B. Learn the New Words Choose and write.

strange
trap
leaf
meet
lucky

1



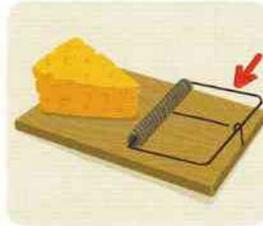
2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a The Venus flytrap is very strange. | <input type="radio"/> b A Venus flytrap can't eat people. |
| <input type="radio"/> c Venus flytraps are small. | <input type="radio"/> d Anna learns about the Venus flytrap. |

The Venus Flytrap

One day, Anna read a book about a special plant. It was a Venus flytrap. The Venus flytrap is very **strange**. It sets a **trap** for an insect with its special **leaves**. Then, when the plant catches an insect, **it** eats **it**! Anna couldn't believe it! She was worried.

"If I **meet** a Venus flytrap, will it eat me?!" she asked **herself**.

The next day Anna asked Mr. Jones, her teacher, about it.

"Can Venus flytraps eat people?" she asked.

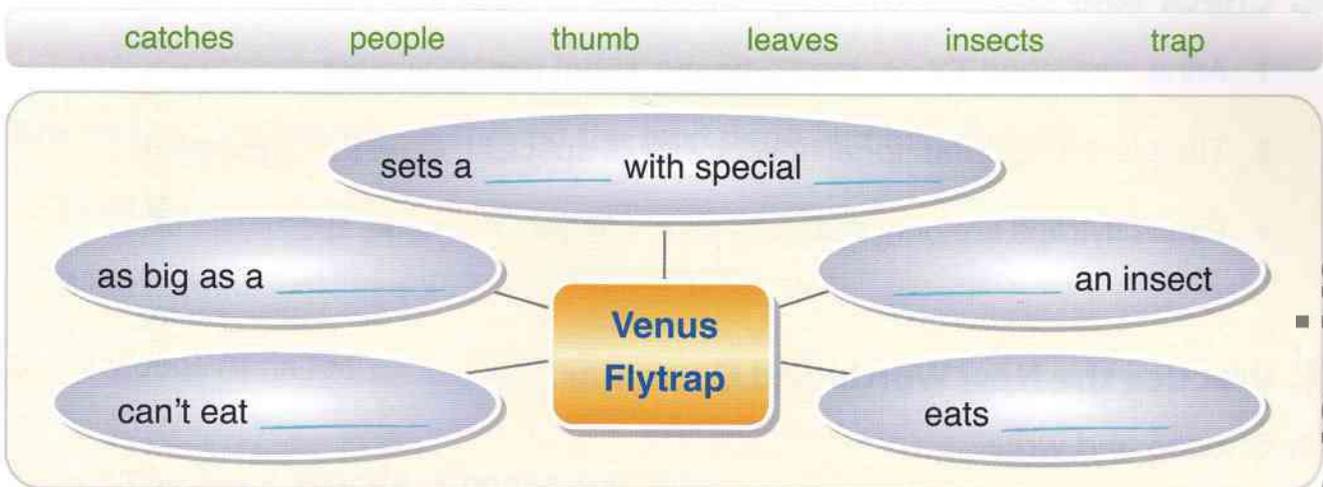
"No," answered Mr. Jones. "Venus flytraps are only as big as your thumb."

"Whew, that's **lucky**!" thought Anna.



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

1 "It eats it!" What does it mean?

a The insect eats the plant.

b The plant eats the insect.

2 "She asked herself." **Herself** means _____ in this sentence.

a Anna

b Anna's teacher

3 What couldn't Anna believe about the Venus flytrap?

a It is a strange plant.

b It catches and eats insects.

4 Why was Anna worried?

a The plant eats an insect.

b The plant might eat people.

5 Venus flytraps are very small. How did Anna feel about this?

a She was happy.

b She was scared.

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Anna watched TV / read a book about a special plant.
- 2 The plant sets a trap for an insect with its special leaves / flowers .
- 3 Venus flytraps are only as big as your finger / thumb .

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Let's _____ at 3 o'clock at the library.
- 2 They will use a _____ to catch the mouse.
- 3 Did you hear that _____ noise?
- 4 The rabbit is eating a lettuce _____.
- 5 We won again! We are so _____ !

Word Bank

strange
trap
leaf
meet
lucky

2. Find the mistake and correct it.

- 1 It sets a trap for an insect with it's special leaves. → _____
- 2 Anna couldn't believed it! → _____
- 3 She was worry. → _____
- 4 Venus flytraps are only as big than your thumb. → _____

C. Write about Yourself Write the answer.

- 1 Have you seen a Venus flytrap? _____
- 2 What's the strangest plant or animal you know of? _____
- 3 Do you like reading about plants? _____



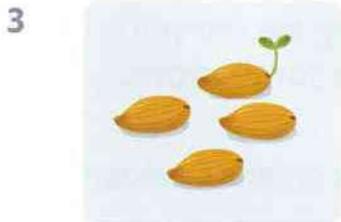
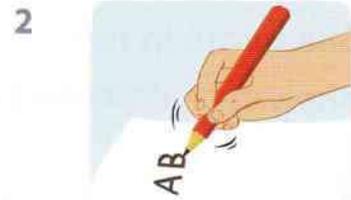
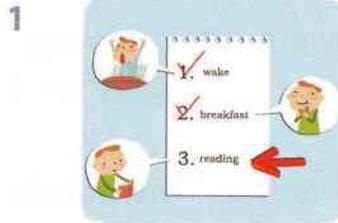
1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What is Anna doing?
- 2 What is Anna looking at?
- 3 How does Anna feel?

B. Learn the New Words Choose and write.

write(wrote)
hobby
seed
next
seven



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|---|
| <input type="radio"/> a Anna's seeds are not growing. | <input type="radio"/> b Anna likes gardening. |
| <input type="radio"/> c Anna likes writing more than gardening. | <input type="radio"/> d Anna needs a hobby. |

Anna's Hobby

Anna **wrote** in her book, "I need a **hobby**. I will grow a garden."

She planted some **seeds**.

Anna wrote in her book, "I planted seeds. **They** are not growing yet."

The **next** day, Anna went back.

She looked at her garden and wrote in her book, "The seeds are still not growing."

Every day for a week, Anna looked at her garden.

She wrote in her book, "They are not growing."

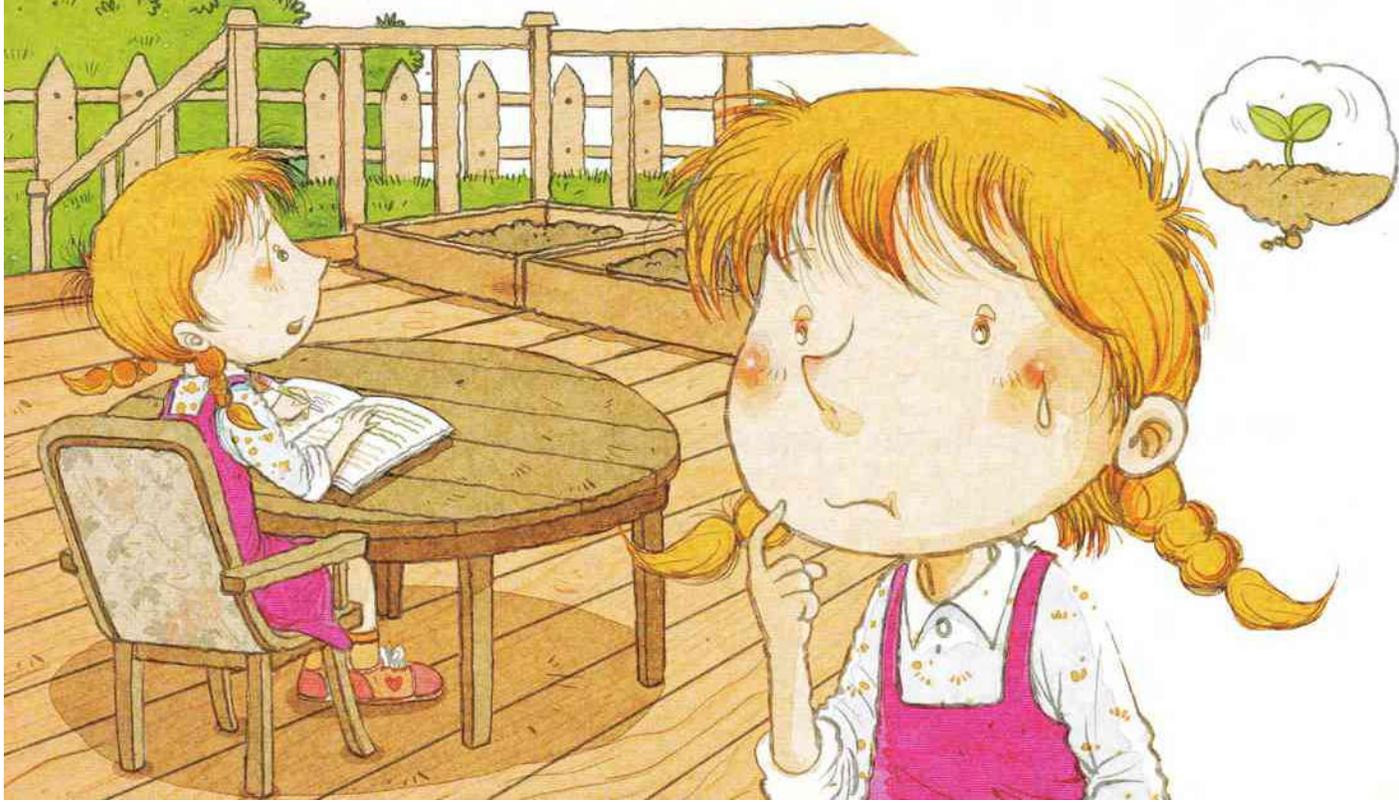
She wrote **it** seven times.

On the last day, Anna wrote, "My plants will not grow."

Anna looked back through her book.

She wrote, "Writing is a better hobby than gardening."

Anna took her book and went off to write some more.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

Problem 1	Anna needed a _____.
Idea 1	She decided to grow a _____.
Problem 2	Anna _____ some seeds, but they were not _____.
Idea 2	She thought _____ was a better hobby than gardening.

2. Circle the correct answer.

- "**They** are not growing yet." **They** means _____ in this sentence.
 a Flowers b Seeds
- "She wrote **it** seven times." **it** means _____ in this sentence.
 a They are not growing. b My plants will not grow.
- What did Anna do after she decided to grow a garden?
 a She wrote a book. b She planted some seeds.
- How often did Anna look at her garden?
 a Every day b Every week
- Which is a better hobby for Anna?
 a Gardening b Writing

3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 She wrote, "They are not growing," times.
- 2 On the day, Anna wrote, "My plants will not grow."
- 3 Anna took her book and went off to some more.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 My _____ is reading. I love reading.
- 2 I'm busy this week, but I'll be there _____ week.
- 3 Three plus four is _____.
- 4 A new plant grows from a _____.
- 5 I often _____ stories. I want to be a writer.

Word Bank

write
hobby
seed
next
seven

2. Write the verb in the past tense.

- 1 Anna _____ in her book.
- 2 She _____ some seeds.
- 3 She _____ her book.
- 4 She _____ off to write some more.

C. Write about Yourself Write the answer.

- 1 What's your hobby? _____
- 2 Do you grow plants? _____
- 3 Do you think writing is a better hobby than gardening? _____



1 Pre-Reading

A. Warm up Look at the picture on the next page and talk about it.

- 1 What animal can you see?
- 2 What are the men doing?
- 3 What are the people doing?

B. Learn the New Words Choose and write.

February
fat
hole
shadow
early

1



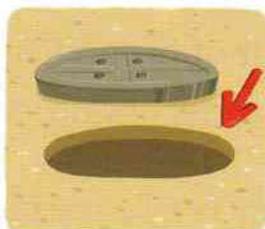
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3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a American holidays | <input type="radio"/> b All about Groundhogs |
| <input type="radio"/> c All about Groundhog Day | <input type="radio"/> d Winter in America |



Groundhog Day

Groundhog Day is a special day in America, celebrated on **February 2nd**.

Groundhogs are like big mice. **They** are fat and eat grass, seeds, and berries. Groundhogs are good diggers and live in **holes**.

On Groundhog Day, Americans wait for a groundhog to come out of its hole. If the groundhog sees his **shadow**, he will get scared and run back into his hole. People believe that this means there will be six more weeks of winter. If the groundhog does not see his shadow, he will come out of his hole and look for food. This means that there will be an **early spring**.

Do you think Groundhog Day is a funny day? **I** do.



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3 After Reading

A. Check Your Understanding Circle the correct answer.

- 1 Groundhog Day is a special day in .
- 2 If the groundhog sees his shadow, he will get .
- 3 Groundhogs are like mice.

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I have to get up _____ tomorrow.
- 2 You'll get _____ if you eat too much.
- 3 Stand in front of the light to see your _____.
- 4 I'll dig a _____ in the garden and plant a tree.
- 5 _____ is the second month of the year.

Word Bank

February
fat
hole
shadow
early

2. Circle the correct answer to make a true sentence.

- 1 If the groundhog sees its shadow, there be an early spring.
- 2 If it runs back into its hole, there be six more weeks of winter.
- 3 If it does not see its shadow, there be six more weeks of winter.
- 4 If it comes out and looks for food, there be an early spring.

C. Write about Yourself Write the answer.

- 1 Do you think Groundhog Day is fun? _____
- 2 Do you have a similar holiday in your country? _____
- 3 Which season do you like best? _____

Part 3

Picture Dictionary

92

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This picture dictionary is cumulative.
The new vocabulary has a blue outline.

A

adult



afraid



air



alone



animal



ant



arrive

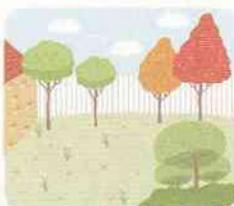


awake



B

backyard



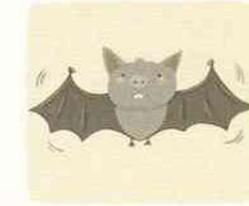
bamboo



basketball



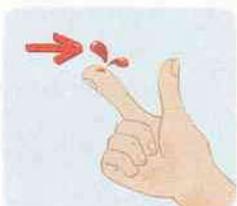
bat



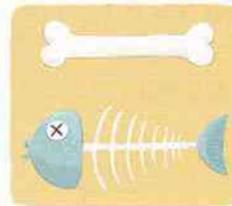
bath



blood



bone



bookshop



bored



brave



bread



breakfast



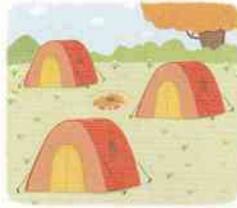
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bug



C

camp



catch



chase



circle



cloud



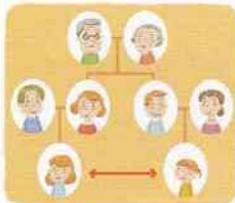
computer



count



cousin



cover



D

dangerous



daughter



delicious



dig



dirt



dirty



dish



dolphin

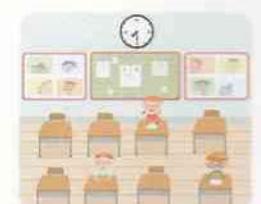


down



E

early



Earth



easy



egg



e-mail



excited



F

Family



far



farmer



fat



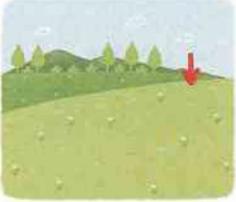
February



feel(felt)



field



find



fire



firefighter



fishing



flour



flower



fog

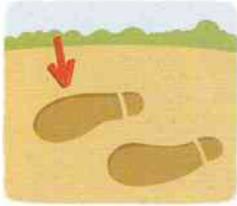


food



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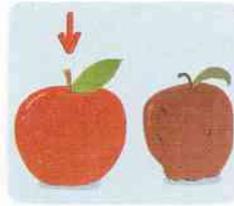
footprint



forest



fresh



fruit

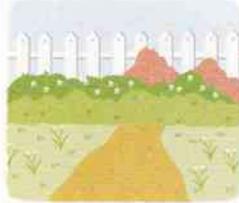


funny



G

garden



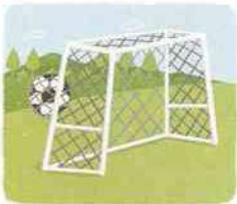
ghost



glow



goal



goat



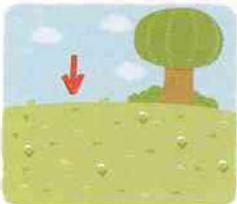
grab



great



ground



H

helmet



hide



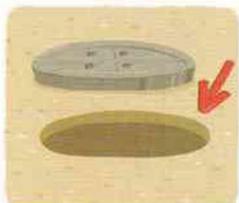
hobby



hold



hole



hotel



huge



human



hunt



hurt



I

ice



in



indoors



insect



K

kid



kitchen



L

land



last



leaf



learn



left



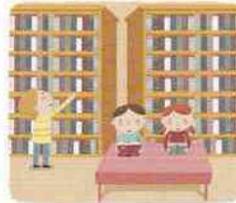
leg



letter



library



light



little



loudly



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lucky



lunchtime



M

meet



minute



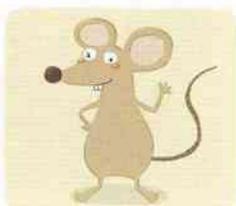
miss



motorcycle



mouse



move



N

net



next



noise



now



O

old



onion



out



outdoors



P

panda



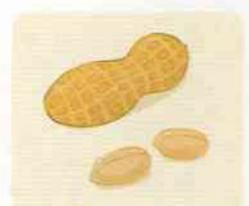
pass



peach



peanut



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pear



people



picnic



plant



playground



pocket



pole



proud



pumpkin



Q

quietly



R

rabbit



restaurant



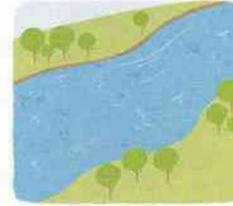
right



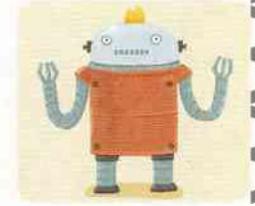
ring(rang)



river



robot



S

sad



salt



save



scared



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science



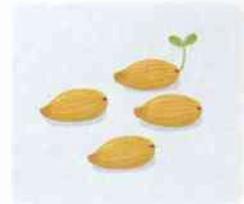
scientist



scratch



seed



send



seven



shadow



shoot



shower



silly



sing



skin



sleepy



smooth



soccer



soft



space



speak(spoke)



spider



spray



spring



store



story



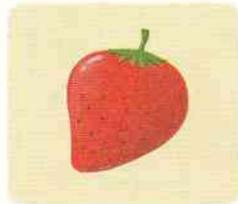
stove



strange



strawberry



surf



surprise



swimsuit



T

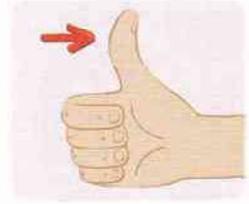
tank



textbook



thumb



tie



tire



toe



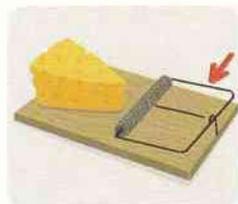
together



tomorrow



trap



trash



U

uncle



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under



understand



up



V

vacation



vegetable



visit



voice



W

want



warm



wave



week



white



window



wish



wolf



work



write(wrote)



Y

yesterday



young



yucky



READING 2
Train



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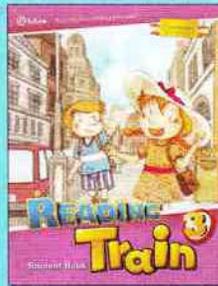
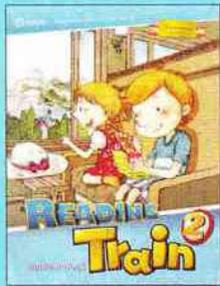
READING Train

is a three level reading series for young learners of English. In each book, carefully graded reading passages are supported by a variety of exercises. By completing these exercises, students build vocabulary, extend grammatical knowledge, and progressively consolidate their reading skills. To make the passages and exercises appealing, the authors have created fun, same-aged characters for the fictional passages. In student book 2 and 3 these fictional passages are interspersed with a small number of non-fiction passages that reflect the varied interests of elementary school students. **Reading Train** 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 passages with warm feelings and humor
- Cumulative vocabulary and reading skill practice
- Vivid illustrations to spark learners' imagination
- A systematic lesson process
- A picture dictionary in each book
- Accompanying audio recordings
- Fun Comics

Components



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

Reading Skills and Vocabulary Development Series for Elementary Students

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

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