

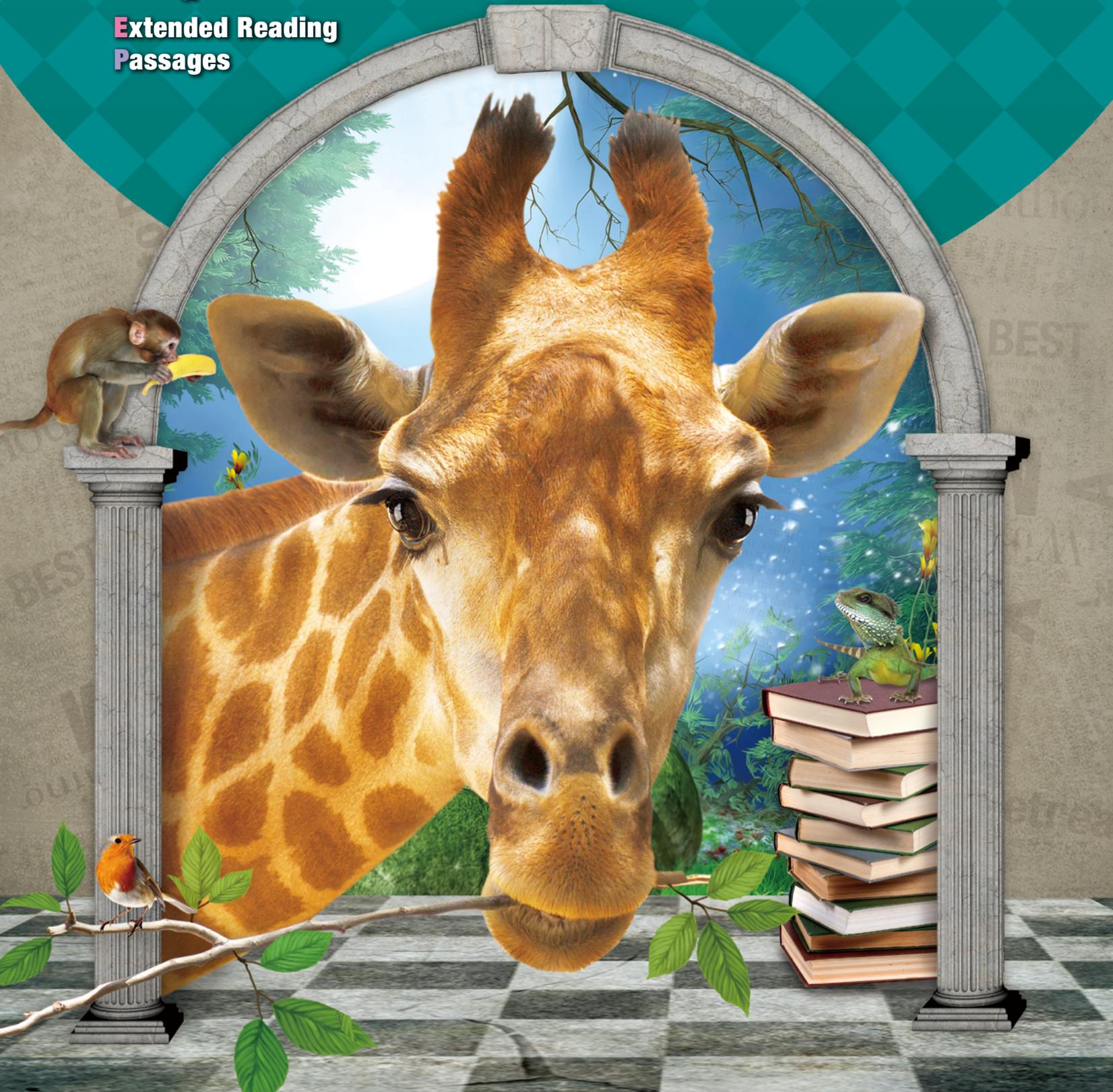
# GO FURTHER 1

## READING 1

American  
Textbook Topics

&

Extended Reading  
Passages



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2	Friendship	Social Studies / Fiction	① My Best Friend ② Stella's Diary	kind, nervous, generously, scared, friendly, courage	11
3	Pets	Social Studies / Fiction	① Naughty... but Cute ② Dear Marisa	mess, neighbor, complain, thief, fur, naughty	15
4	Animals	Science / Nonfiction	① Beavers ② Spider Builders	lodge, log, safe, lake, build, dam	19
5	The Human Body	Science / Fiction	① Magic Eye ② 101 Optical Illusions	hidden, look, shape, see, illusion, color	23

① MAIN PASSAGE ② FURTHER PASSAGE

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7	Travel	Social Studies / Fiction	① The Letter from Rio de Janeiro ② Lydia's Diary	city, visit, flight, awesome, cable car, statue	31
8	Field Trip	Social Studies / Fiction	① City Planetarium ② Astronomy Club Star Party	dome, star, ceiling, universe, planet, planetarium	35
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13	Painters	Art / Nonfiction	① History of Van Gogh ② The Starry Night	street scene, famous, artwork, interested, valuable, style	55
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15	Safety	P.E. / Fiction	① Goods for Safe In-line Skating ② In-line Skating Safety Tips	purchase, goods, helmet, protect, knee pads, wrist pads	63

## UNIT 16~20

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18	World Festivals	Social Studies / Fiction	① What a Funny Cheese Rolling Festival! ② The Indian Festival of Holi	silly, spectator, winner, grab, festival, costume	75
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# Features

## Before Reading

Short questions help students' focus their attention on the topic and allow students to recall prior knowledge about the theme.

## Student Book

## Word Map

Students learn the relationships and groupings of different vocabulary items through a word map of key words related to the theme.

## Vocabulary Definition

Students reinforce their knowledge of vocabulary by matching words from the word map with definitions.

## True or False

Several true or false questions help students check their comprehension of each paragraph.

## Reading Text

Students are presented with a fiction or nonfiction text related to the theme of the unit. These engaging and informative texts help students become familiar with various genres and topics. Each text has a title, key vocabulary in red, and illustrations or pictures related to the text.

## Check-Up Vocabulary

Students use vocabulary to complete new sentences. This activity helps students better understand the use of vocabulary.

## Reading Comprehension

Several multiple-choice questions check students' reading comprehension. The questions evaluate students' understanding of the main idea as well as details in the passage.

## Summary

A chart allows students to reuse vocabulary by completing a summary of the passage.

## POINT 2 FURTHER PASSAGE

## Further Activities

Students are presented with opportunities to expand upon the theme of the unit. They can prepare a written response to questions, or listen to and practice a dialog about the theme. Both exercises provide students with opportunities to use the language they have been studying in the unit.

## Further Reading

This section is built around an extended reading passage that is related to theme of the main passage. Students learn to recognize familiar phrases and structures in new contexts through using key vocabulary in gray from the main passage and new vocabulary in red.

## Workbook

- Vocabulary Review
- Structure Review
- Dictation
- Further Dialog

The workbook activities expand students' knowledge and develop their language fluency through vocabulary, sentence structure, dictation and further dialog. Students reinforce their listening and word-recognition skills through dictation activities. In addition, students are introduced to new, related vocabulary to complete a dialog.



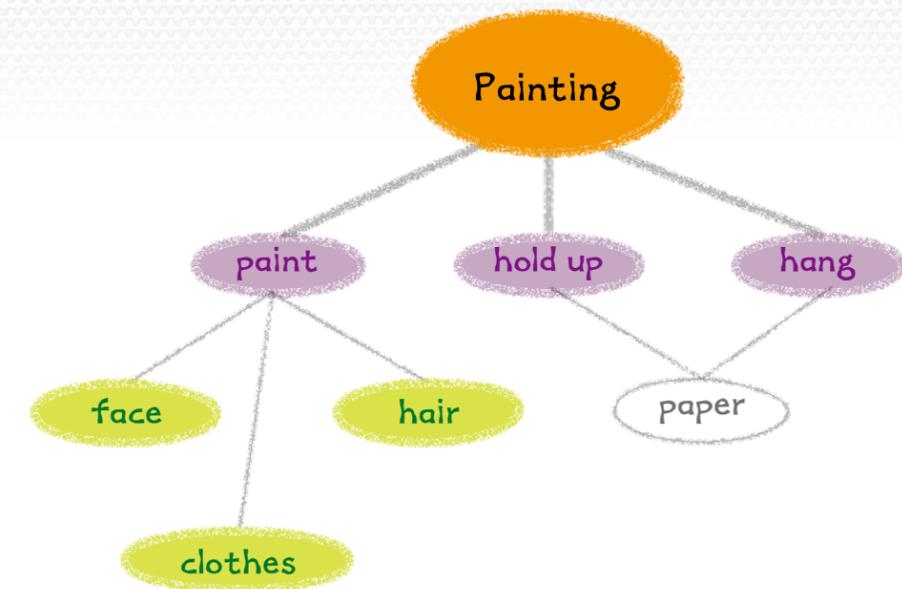
# 01

Social Studies / Fiction

## Family Members

### Before Reading

1. What do you usually paint in your art class?
2. What family member do you want to paint?



### Go Further! READING

Write the correct word from the colored words above.

- \_\_\_\_\_ : to raise something in the air
- \_\_\_\_\_ : fine threads growing on the head
- \_\_\_\_\_ : to attach something to a wall
- \_\_\_\_\_ : to make a picture with paints
- \_\_\_\_\_ : the things that people wear
- \_\_\_\_\_ : the front part of the head between the forehead and the chin



hold up



clothes



face

# My Brother, the Messy Artist



Track 02

The other day I picked up my younger brother at his daycare. His **face** was covered in paint like a clown. He had paint on his **clothes**, in his **hair**, and on his school bag too.

“What happened to you?” I asked.  
“We did finger painting!” he replied. “I **ainted** everything!”

“You certainly did,” I replied. “You’re a mess!”  
My brother just smiled. He looked so happy.  
“Look at these pictures I made!”

He **held up** three big pieces of paper. They were covered in colorful lines.

“I want to **hang** them on the wall when we get home. I love painting!” he said.

“Perhaps you love it too much. Next time, don’t paint everything! Just paint the paper.”



## True or False

**A.** The writer attended a daycare with his younger brother.

T / F

**B.** The writer’s brother didn’t use brushes in his painting.

T / F

**C.** The writer’s brother didn’t want to hang his pictures in the house.

T / F

## Check-Up Vocabulary

Write the correct word.

- Please \_\_\_\_\_ your family picture and introduce your family.
- My parents always \_\_\_\_\_ my pictures on the wall in the living room.
- In my art class, I wear an apron to prevent my \_\_\_\_\_ from getting dirty.

hang      face      hold up      clothes



What is “finger painting”?

It is the process or art of painting with fingers and hands.

## Reading Comprehension

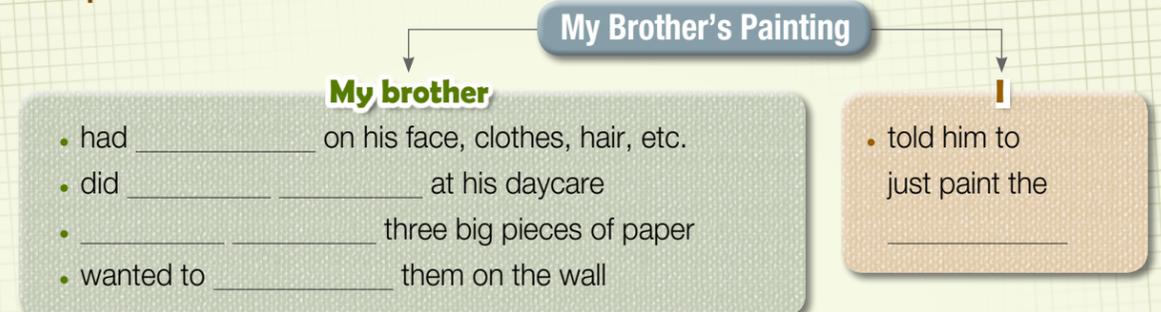
- What is this passage about?
  - a. Why the writer liked his brother’s painting
  - b. What the writer’s brother painted on the paper
  - c. How much the writer’s brother enjoyed painting
- How does the writer feel when he saw his brother?
  - a. surprised
  - b. happy
  - c. angry
- What is true about the writer’s brother according to the passage?
  - a. He was worried about his messy face.
  - b. He was proud of his pictures.
  - c. He painted his clothes to look like a clown.

► Main Idea

► Details

## Summary

Complete the chart.



## Further Reading Track 03

Harper's Diary,

I **finished** painting Mom's portrait today. I painted her **clothes** in very **bright** colors. The most **difficult** part was painting her hair. It was hard to get it right. It took me a long time. I showed it to her, and she was very happy. She is going to **hang** it on the wall.



### Quick Check-up

- finish
- paint
- clothes
- bright
- difficult
- hang

[ Main Idea ] Choose the best answer. And then write it.

This passage is about \_\_\_\_\_.

- why Harper painted Mom's portrait and how difficult painting was
- how Harper painted Mom's portrait and how much she liked it

## Further Activities

[ Writing ] Write about your painting experience by answering the questions.

1. Have you ever painted your family member's portrait? How did you paint him/her?

I have painted \_\_\_\_\_.

2. Did you show the portrait to the person? Did he/she like it?

I showed it to \_\_\_\_\_.

[ Speaking ] Listen to the dialog and talk about your family members with your partner.  Track 04  See workbook page 03 for the sample dialog.

# 02

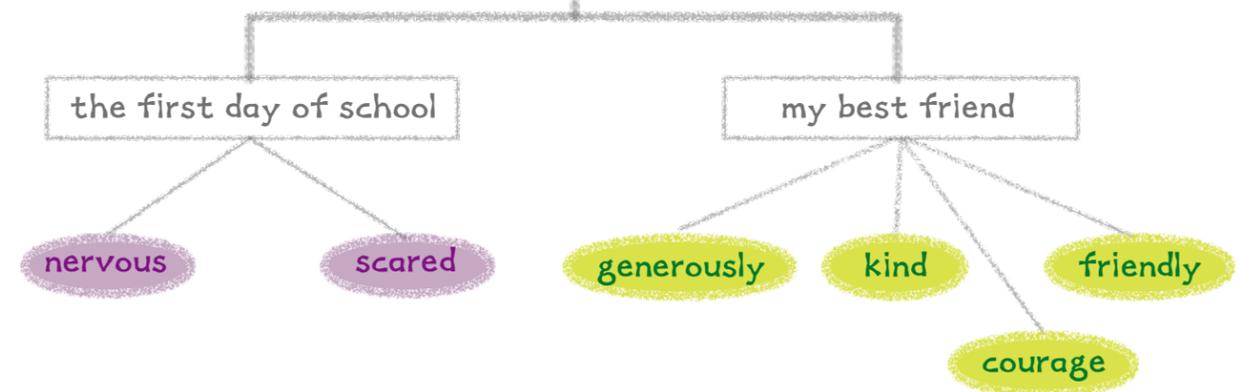
Social Studies / Fiction

## Friendship

### Before Reading

- Who is your best friend? What is he/she like?
- How did you meet your best friend?

### Friendship



Write the correct word from the colored words above.

- \_\_\_\_\_ : gentle, caring and generous
- \_\_\_\_\_ : worried about something
- \_\_\_\_\_ : willingly giving; freely
- \_\_\_\_\_ : frightened of someone or something
- \_\_\_\_\_ : behaving in a kind and pleasant way
- \_\_\_\_\_ : the ability to do something difficult



nervous



scared



courage