

# SKILL UP FOR THE TOEFL PRIMARY® TEST

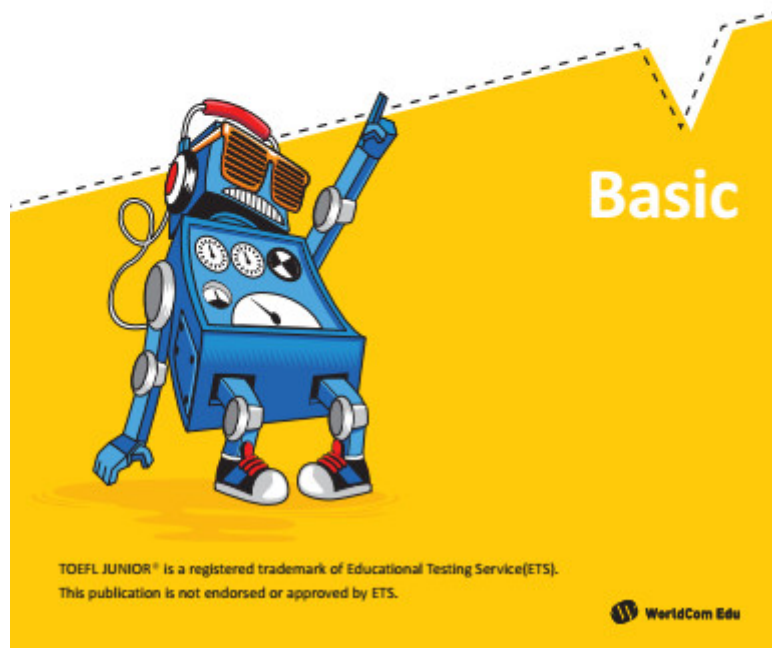
## Teacher's Resources

### BASIC

★ MP3 CD with TOEFL JUNIOR® Listening passages



# SKILL UP FOR THE TOEFL JUNIOR® TEST



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## TOEFL JUNIOR BASIC A 8 LESSON Syllabus

Class	Lesson	Classwork	Homework
1	Chapter 1 Listening Comprehension - Question types 1-7 & Practice Test 1 (p. 16-37)	* Word Study * Sample Questions * Question Solving	* Workbook Review * Word Study Prep. * Students prepare the presentation about the shark in workbook.
2	Chapter 1 Listening Comprehension - Practice Test 2 (p. 38-39)	* Word Test * Question Solving * Students present their homework (about the 'shark') to the class.	* Word Study Review * Workbook Review * Word Study Prep.
3	Chapter 2 Language Form and Meaning - Question types 1-7 & Practice Test 1 (p. 46-63)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. * Students prepare the presentation their essay in workbook.
4	Chapter 2 Language Form and Meaning - Practice Test 2 (p. 64-65)	* Word Study * Question Solving * Students present their homework (essay) to the class.	* Word Study Review * Workbook Review * Word Study Prep.
5	Chapter 3 Reading Comprehension - Question types 1-6 & Practice Test 1 (p. 72-97)	* Word Study * Sample Questions * Question Solving	* Word Study Review * Workbook Review * Word Study Prep. * Students prepare the presentation their summary about the reading passage in workbook.
6	Chapter 3 Reading Comprehension - Practice Test 2 (p. 98-101)	* Word Study * Question Solving * Students present their homework (their summary) to the class.	* Word Study Review * Workbook Review * Word Study Prep.
7	Actual Test 1	* Word Test * Question Solving	* Word Study Review * Workbook Review * Word Study Prep.

8	Actual Test 2	* Word Test * Question Solving	* Word Study Review * Workbook Review
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## TOEFL JUNIOR BASIC A 16 LESSON Syllabus

Class	Lesson	Classwork	Homework
1	Chapter 1 Listening Comprehension Question Types and Strategies 1- 7 (p. 16-35)	* Word Study * Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'.	* Word Study Prep. (SB - p. 36-37) * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English-English dictionary and example sentences)
2	Chapter 1 Listening Comprehension Practice Test 1 (p. 36-37)	* Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class	* Word Study Review * Word Study Prep. (SB - p. 38-39) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time.
3	Chapter 1 Listening Comprehension Practice Test 2 (p. 38-39)	* Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class.	* Workbook review
4	Chapter 2 Language Form and Meaning Question Types and Strategies 1- 7 (p. 46-61)	* Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'.	* Word Study Prep. (SB - p. 62-63) * Workbook review * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English-English dictionary and example sentences)
5	Chapter 2 Language Form and Meaning Practice Test 1 (p. 62-63)	* Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class	* Word Study Review * Word Study Prep. (SB - p. 64-65) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time.
6	Chapter 2 Language Form and Meaning Practice Test 2 (p. 64-65)	* Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class.	* Workbook review
7	Chapter 3 Reading Comprehension Question Types and Strategies 1- 6 (p. 72-93)	* Word Study * Explain Question types and Sample Questions * Make some question sentences using the 'Question Formulas'.	* Word Study Prep. (SB - p. 62-63) * Workbook review * Students select 5 words of their choices and present them to the class next time. The selected words should be described in English (students are encouraged to use an English-English dictionary and example sentences)

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8	Chapter 3 Reading Comprehension Practice Test 1 (p. 94-97)	* Word Test * Question Solving - Practice Test 1 * Student may present their homework (list of words) to the class	* Word Study Review * Word Study Prep. (SB - p. 64-65) * Workbook review * The teacher finds short and easy informational texts in workbook and ask students to present them next time.
9	Chapter 3 Reading Comprehension Practice Test 2 (p. 98-101)	* Word Test * Question Solving - Practice Test 2 * Students may present their homework to the class.	* Word Study Prep. (SB - p. 105-113) * Workbook review
10	Actual Test 1 Listening Part (pp. 105-113)	* Word Test * Question Solving * Student presentation: students present their summaries of the passage to the class.	* Word Study Review * Word Study Prep. (SB - p. 115-126) * Workbook review
11	Actual Test 1 Language Form and Meaning (pp. 115-126)	* Review of Reading Parts that need additional comments * Students may present their homework (summary) to the class.	* Word Study Review * Word Study Prep. (SB - p. 129-142) * Workbook review
12	Actual Test 1 Reading Part (pp. 129-142)	* Word Test * Question Solving	* Word Study Review * Word Study Prep. (SB - p. 147-155) * Workbook review
13	Actual Test 2 Listening Part (pp. 147-155)	* Review of Listening Parts that need additional comments * Students present their summaries of the passage to the class. The teacher may help students with additional comments on their presentation.	* Word Study Review * Word Study Prep. (SB - p. 157-169) * Workbook review
14	Actual Test 2 Language Form and Meaning (pp. 157-169)	* Word Test * Question Solving * Students present their lists of words to the class.	* Word Study Review * Word Study Prep. (SB - p. 171-184) * Workbook review
15	Actual Test 2 Reading Part (pp. 171-184)	* Word Test * Question Solving	* Word Study Review * Workbook review
16	Actual Test 1 & 2 Review	* Review of Actual Test 1 and 2 questions that need additional comments	* Workbook Review

## Word Study Review #1 – LISTENING COMPREHENSION

pp: 16-37

### Lesson #1

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

English → Korean

	English	Korean
1	noisy	
2	excellent	
3	raise	
4	cheek	
5	obvious	
6	puffy	
7	mosquito	

Korean → English

	Korean	English
1	가려운	
2	굽다	
3	곤충	
4	제출하다	
5	전문가	
6	흠치다	
7	반대,반대의	

◆ **Workbook Review**

**Dictation: Lesson 1**

[pp. 36-37]

**1. Track 001**

Everybody, you have 50 minutes to finish the **s**\_\_\_\_\_ test. Do not look at the person next to you. Please **t**\_\_\_\_\_ **o**\_\_\_\_\_ your cell phone and put it away. If you have any questions or need to use the restroom, please **r**\_\_\_\_\_ your hand and I will come over to you. You may now start writing. Good luck!

**2. Track 002**

I would like to congratulate the school tennis team on their wonderful **p**\_\_\_\_\_ this year. They played very well **t**\_\_\_\_\_ the year, winning 8 times and losing 3. In the **i**\_\_\_\_\_ contest last weekend, they may not have won but they came very close and played with great honor. Everybody commented on their excellent court manner and **i**\_\_\_\_\_. Thank you for representing Kingston Middle School.

**[3-6] Track 003**

**B:** Hi, Mary, what **h**\_\_\_\_\_ to your cheek? It looks really red.

**G:** Oh is it? I was hoping it wasn't too **o**\_\_\_\_\_. I'll tell you what happened, it was a really unlucky thing.

**B:** Yes, it's very red and it looks really **p**\_\_\_\_\_. I can see that your left cheek is much bigger than your right one at the moment.

**G:** Well, about an hour ago when we went out for our lunch break, a **m**\_\_\_\_\_ or some kind of insect bit me on the cheek. I tried to **f**\_\_\_\_\_ it away but I was just a little bit too late. And after that it's just been really itchy. I can't stop **s**\_\_\_\_\_ it.

**B:** Well it doesn't look so good. I don't think it's a good idea to scratch it. You should try something else. Is there anything you can do to fix an insect bite?

**G:** I don't know, maybe I should have a look at it in the **m**\_\_\_\_\_.

**B:** Yes, I think you should see it. **P**\_\_\_\_\_ it would be a good idea to go to the **n**\_\_\_\_\_ station. I think they will have some cream that might make it **i**\_\_\_\_\_ itchy at least.

**G:** That's a good idea! Thanks, Pete. I will go over there now.

**[7-11] Track 007**

Thomas Edison was an American **i**\_\_\_\_\_ who was born in 1847. He was very intelligent, and invented many new things. He worked very hard and in his lifetime, **o**\_\_\_\_\_ more than 1,000 patents. He also helped to **a**\_\_\_\_\_ many ideas.

Edison had a daughter, and one day he made a toy for her that eventually became known as the phonograph. The toy was made from wood, and had a voice **a**\_\_\_\_\_ to it. The first song recorded on it was, "Mary had a Little Lamb," which is still popular among children. People were excited about this invention. Some thought Edison was a genius. The way he added the voice was via a special needle that could make holes on wax. Edison was the first person to come up with that idea.

In the old days people used candles in their homes. While **e**\_\_\_\_\_ lights and **g**\_\_\_\_\_

did exist, not many people used them in their homes. People worried that if they used those lights, a fire would break out. Edison wanted more people to use electric lights so he invented the electric light bulb with a **w**\_\_\_\_\_ inside it. The wire could **l**\_\_\_\_\_ **u**\_\_\_\_\_ inside the light bulb. The light bulb had a lot of energy and lasted much longer than a candle.

In 1888, an Englishman came to Edison wanting pictures of horses to be matched to sound. This became one of the many **p**\_\_\_\_\_ that Edison worked on. **U**\_\_\_\_\_, the project didn't go well. After trying lots of ideas, Edison decided to work with another inventor, William Dickson. After a lot of trial and error, they succeeded in inventing moving pictures, which were later known as movies. At first, movies were scary for a lot of people because they were so real. Later, however, movies became **a** as a popular form of **e**\_\_\_\_\_.

By inventing so many useful things, Thomas Edison helped improve people's lives. He will be remembered as a great inventor who really cared about **o**\_\_\_\_\_ people.

## ◆ Grammar and Speaking Tips

[p.36]

- **turn off:** ~을 끄다

동사 ‘turn’은 전치사와 함께 여러 의미로 사용하는데 가장 대표적인 숙어표현은 외워두도록 하자.

(ex.) - turn up [down]: (소리, 온도 등을) 올리다, 높이다 [낮추다]

→ Can you please turn the radio up? (라디오 소리 좀 높여 줄래요?)

- **in turn:** 차례차례

(ex.) Mr. Johnson calls his students’ names in turn.

(Mr. Johnson 은 차례차례 자신의 학생들의 이름을 부른다.)

- **turn on:** ~을 켜다

(ex.) I turn on the TV first when I come back home.

(나는 집에 돌아오면 TV 를 먼저 켜다.)

- **put away:** ~을 치우다, (보관 장소에) 놓다

‘이어 동사’라고 불리는 숙어표현들 중 하나로, ‘타동사+전치사+명사’ 또는 ‘타동사+대명사+전치사’순서로 사용한다.

(ex.) My little brother always puts his toys away in a right place.

(내 남동생은 항상 자신의 장난감을 제 자리에 치워 놓는다.)

A: Jane, where can I put this book? (Jane, 이 책은 어디에 둘까?)

B: Put it away on top of the book shelf, please. (책 선반 제일 위에 올려 놔 줘.)

- **look+형용사 vs. look like+명사:** ~처럼 보인다

‘look’은 2 형식의 문장에서 ‘감각동사’로서 ‘~처럼 보인다’의 의미로 사용할 수 있으며, 이때, 뒤에 나오는 단어는 형용사로서 주격보어의 역할을 한다. 또는 전치사 ‘like+명사’가 나오기도 한다.

(ex.) The artificial light far away looks like a star.

(멀리 떨어져 있는 인공조명이 별처럼 보인다.)

(ex.) It looks precious. (그것은 소중한해 보인다.)

## Word Study Review #2 – LISTENING COMPREHENSION

pp: 38-39

### Lesson #2

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

English → Korean

	English	Korean
1	creative	
2	biology	
3	amazing	
4	sense	
5	scary	
6	sight	
7	marine	

Korean → English

	Korean	English
1	생물, 창조물, 인간	
2	환영하다	
3	구하다	
4	상상(력)	
5	북극해	
6	나타나다, 출현하다	
7	숨기다, 숨다	

◆ **Workbook Review**

**Dictation: Lesson 2**

[pp. 38-39]

**1. Track 012**

Paul, here is your creative essay. It was really wonderful. I **e**\_\_\_\_\_ liked the part when the hero, Jacky, saved the old lady. You have a talent for writing stories and a great **i**\_\_\_\_\_. I think if you submitted one of your stories to a **l**\_\_\_\_\_ newspaper or magazine, they would probably print it. What do you think?

**2. Track 013**

We have a very special **g**\_\_\_\_\_ everybody. He comes from Chillweather University. He’s an expert in marine **b**\_\_\_\_\_ who has spent a lot of time researching the Arctic Ocean and the Black Sea. He has come here today to talk about sea **c**\_\_\_\_\_ and when he’s finished, he will take some questions from you. Please give a very **w**\_\_\_\_\_ welcome to Professor Dean Baker.

**[3-6] Track 014**

**B:** Guess what’s happening at camp tonight, Linda?

**G:** I don’t know. I haven’t looked at the **s**\_\_\_\_\_ but I bet it’s going to be something **e**\_\_\_\_\_. Everything we’ve done so far on camp has been amazing!

**B:** It **c**\_\_\_\_\_ has been! We’re having a campfire tonight! Can you believe it? A real campfire!

**G:** I’ve never been to a real campfire before, but I’ve heard that they’re pretty amazing.

**B:** They are! Once I was at a campfire with my grandpa and my uncle Harpo.

**G:** How was it? Was it fun?

**B:** Well it was a pretty big campfire. We cooked marshmallows and potatoes on the fire. And then we went **a**\_\_\_\_\_ and everybody told a story.

**G:** Really? Wow! That must have been a great **e**\_\_\_\_\_. Did you tell a story too? I **b**\_\_\_\_\_ you told a baseball story!

**B:** I told a story but not about baseball. I told the story we **l**\_\_\_\_\_ in school about the frog that drank too much water.

**G:** Ah, I **r**\_\_\_\_\_ that story. That was a great story!

**B:** Yes! The campfire was amazing because when it came to my grandpa’s turn, he told a really long really **i**\_\_\_\_\_ story.

**G:** Wow! I hope we can have a night like that tonight!

**B:** I hope so too! Just in **c**\_\_\_\_\_, I’m going to have a story ready.

[7-11] Track 018

**M (Teacher):**

Many ocean creatures are hunters that find and eat other fish. But none of them can **h**\_\_\_\_\_ like a shark. Sharks are the best hunters in the water. Is it because of their big strong teeth? It’s true they have scary teeth, but their senses are even **s**\_\_\_\_\_. Picture this. A drop of blood falls into the ocean. A few **m**\_\_\_\_\_ later ten sharks appear. How do they know? Sharks actually have a very good sense of smell. Their noses are amazing. They know **e**\_\_\_\_\_ where a smell is coming from. If a shark smells a fish, it knows which way to swim to find it.

**W (Student):**

What about their **s**\_\_\_\_\_? Can sharks see me if I’m swimming in the ocean?

**M (Teacher):**

That’s a great question. Sharks can actually see very well. Even while swimming in a part of the ocean that doesn't get much light, a shark can **s**\_\_\_\_\_ find fish. If you still don’t think sharks are the best hunters, then try hiding from one. It’s not easy. It will find you. On top of their sense of smell and their **v**\_\_\_\_\_, sharks can feel things **m**\_\_\_\_\_ in the water. They can feel the water change if something swims near them. **W**\_\_\_\_\_ also special about sharks is that some of them can sleep with their eyes open. So how would we know if one is merely sleeping or looking for something to eat? We **w**\_\_\_\_\_! There’s only one way to find out.

## ◆ Grammar and Speaking Tips

[p.38]

- That **must have been** a great experience. : ‘정말 멋진 경험이었을 것 같아.’  
‘must have+과거분사(p.p) ~이었음이 분명하다’의 형태를 가진 조동사 완료형이다. 뒤에 ‘a great experience’가 주어 ‘that’를 가리키는 2 형식의 문장으로 주동사 ‘be’의 과거분사인 ‘been’이 나왔다.

[p.39]

- But **none** of them can hunt like a shark. : ‘그러나 그들 중 아무도 상어 같은 사냥꾼은 없다.’  
‘none’은 ‘아무도, 하나도 (...않다, 없다)’의 의미를 가진 부정대명사로, 단어 자체에 ‘부정’의 뜻이 있다. 그래서 문장에 따로 ‘not’이 나오지 않아도 부정문장으로 해석해야 한다. 이와 같은 의미로 사용하는 부정대명사로는 ‘nobody (-one)’와 ‘nothing’이 있으며, 이들은 단수로 취급되며, 단수 동사가 나온다.  
(ex.) Nobody is in the classroom. (교실에 아무도 없다.)  
Jack and Mark spent money all. They don’t have nothing in their wallet.  
(Jack 과 Mark 는 돈을 다 썼다. 그들의 지갑에는 아무것도 없다.)

◆ **Presentation Project**

**Shark**

In Number 7 of Practice Test 2 in student book, we heard that the teacher and students discuss about the ocean creature, the shark.

In this passages, we could get some information about the shark.

Would you research more information about the shark that is not mentioned in the passage?

Then, give a presentation on your research in class.

• **The things you find out.**

- When does the shark move most actively?
- Where does the shark live mostly?
- What is the shark’s life span?
- How would we know if the shark is sleeping or looking for something to eat?
- Why does the shark swim with its mouth open?



## Word Study Review #3 – Language Form and Meaning

pp. 38-39

### Lesson #3

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

English → Korean

	English	Korean
1	reluctant	
2	offer	
3	awake	
4	irregular	
5	mass	
6	altitude	
7	drowsy	

Korean English

	Korean	
1	명작, 고전	
2	여러 가지의, 다양한	
3	차고, 주차장	
4	시도하다, 시도	
5	알아보다, 인정하다	
6	거대한	
7	전체의, 완전한	

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 3**

[pp. 62]

**A. Choose the correct answer.**

have been doing	inside	come over
-----------------	--------	-----------

1. If you want to \_\_\_\_\_ sometime to do a workout with me, then please let me know.
2. Guess what I \_\_\_\_\_ over the last week?
3. \_\_\_\_\_, I’ve got a bench-press, some dumbbells and an exercise bike.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < garage my setting up >

→ I have been \_\_\_\_\_ as a home gym and I’ve just finished.

2. < annoyed which his mistakes >

→ John was reluctant to admit \_\_\_\_\_, \_\_\_\_\_ all of us

3. < enough to was kill >

→ A simple massive eruption \_\_\_\_\_ almost all living things in the region.

4. < the to explain auroras >

→ There is an interesting theory that attempts \_\_\_\_\_.

## ◆ Grammar and Speaking Tips

[p.53]

- **be (형용사/부사) enough to+동사원형**: ~하기에 충분하다  
(1) ‘enough’ 앞에 ‘형용사 / 부사’가 올 경우, ‘부사’로 쓰여 ‘형용사/부사’를 수식한다.  
(ex.) The old lady is rich enough to donate a plenty of money to orphanage.  
(그 노부인은 고아원에 많은 돈을 기부할 만큼 충분히 부자이다.)  
(2) ‘enough’ 뒤에 ‘명사’가 올 경우, 이 명사를 수식하는 ‘enough’는 형용사로 쓰인다.  
(ex.) He has enough pens to give me some.  
(그는 내게 줄 수 있을 만큼 충분한 펜을 가지고 있다.)

[p.62]

- **have been+동명사**: ~을 하고 있던 중이었다  
현재완료 진행형의 문장 구조이다. 완료형 ‘have+과거분사’와 진행형 ‘be 동사+동사-ing’를 섞은 형식으로 과거분사에 ‘been(be의 과거분사)’을 넣고 ‘동사-ing’를 더하였다. 과거 어느 시점부터 시작해서 현재까지 진행 중이던 것을 말할 때 사용한다.  
(ex.) Emily has been playing tennis for three month. (Emily는 3개월째 테니스를 치고 있다.)

**Word Study Review #4 – Language Form and Meaning**

pp. 58-65

**Lesson #4**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

**English → Korean**

	<b>English</b>	<b>Korean</b>
1	feature	
2	article	
3	recent	
4	diplomat	
5	expect	
6	fluency	
7	competently	

**Korean → English**

	<b>Korean</b>	<b>English</b>
1	필수적인, 완전한	
2	체육관, 체조	
3	아령	
4	연습, 운동	
5	뽑다, 선거하다	
6	기쁨, 즐거움	
7	상당하다, 참고하다	

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 4**

[pp. 64-65]

**A. Choose the correct answer.**

has only been	feature	who
---------------	---------	-----

1. Each month, in our school magazine, we like to do a \_\_\_\_\_ article on a student.
2. This time, our subject is Chris Baxter \_\_\_\_\_ some of you might not recognize.
3. Chris, a year six student, \_\_\_\_\_ at the school for the last two years.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **the answer to be expecting** >

→ We asked Chris how many languages he could speak, \_\_\_\_\_ just two or three.

2. < **languages four another** >

→ Chris said, “I can also speak \_\_\_\_\_ competently.”

3. < **both and chess club** >

→ He is an integral member of \_\_\_\_\_ our \_\_\_\_\_ soccer team.

4. < **say hello language in any** >

→ If you see Chris in the yard or somewhere in the school, \_\_\_\_\_.

## ◆ Grammar and Speaking Tips

[p.64]

- **expecting the answer to be just two or three:** ‘2~3 개일 거라 기대하면서... ‘  
 현재분사가 쓰인 문장 형식이다. ‘~하는 것을’이라고 해석하며, 주절과 분사절의 주어가  
 같을 경우, 분사절에 나오는 주어를 생략하고, ‘동사+ing’형을 만들어 사용할 수 있다.  
 (ex.) I listen to music, and I read a book. (나는 음악을 듣고, 책을 읽는다.)  
 분사구문: I listen to music reading a book. (나는 음악을 들으면서 책을 읽는다.)

[p.65]

- **both A and B:** A 와 B 둘 모두  
 (ex.) Jim fought with Frank. Dad gave a punishment both Jim and Frank.  
 (Jim 과 Frank 는 싸웠다. 아빠는 Jim 과 Frank 둘 모두에게 벌을 주었다.)
- **... say hello in any language:** 어떤 언어로든 인사를 해 보아라...  
 명령문의 문장 형식이다. 명령문을 만들 때는 주어가 생략하고 동사원형이 문장 맨 앞으로  
 나온다. 명령문의 부정형은 문장 앞에 ‘Don’t’를 붙이며, 이는 일반동사와 be 동사의 구분을  
 두지 않는다.  
 (ex.) Be careful when you cross the street. (길을 건널 때는 조심해라.)  
 Don’t drink too much cold water. (찬 물을 너무 많이 마시진 마라.)  
 Don’t be afraid of challenges. (도전을 두려워하지 마라.)



## Word Study Review #5 – Reading Comprehension

pp. 72-97

### Lesson #5

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	scorpion	
2	creepy	
3	noticeable	
4	venomous	
5	immune	
6	flavor	
7	contestant	

#### Korean → English

	Korean	English
1	신진대사	
2	살아남다, 생존하다	
3	백조	
4	소화하다	
5	낱다, 양육하다, 번식하다	
6	증가하다, 곱하다	
7	유명한, 명성 있는	

◆ **Workbook Review**

**Reading Comprehension: Lesson 5**

[pp. 94-95]

**[Questions 1-5]**

Line	John and Graham rode home from school together every day by bike. John had an old red bike that he got from his brother but Graham had a fast new bike with 10 gears.
	“Hurry up,” Graham would say, “you’re too slow.”
5	Sometimes they stopped by on the way home and got an ice cream at the store. They both liked the chocolate chip flavor.
	Every day on the way home, they went by the park to say hello to Hester. Hester was a beautiful white swan that lived at the lake in the park. The boys fed her. Hester would come right up to <u>them</u> .
10	But then one day when they stopped by the park, Hester wasn't there. The boys looked around. All over the park they looked but there was no Hester. “I don't like the look of it,” said Graham. The next day the boys <u>returned</u> to the lake, hoping that Hester would be there. She wasn't.
15	For a week the boys looked and called for Hester but she had gone. For a while, the boys stopped coming to the lake. Months later they went to the lake to skim stones. “Hester,” called Graham just in case. There was no reply. The boys rode away. Suddenly they heard a sound in the leaves. They saw something move. It was Hester!
	“Hey Hester,” the boys called, “where have you been, little girl?” Hester came up to them and they gave her some food.

**1. What is the passage mainly about?**

- (A) John likes to ride a bike.
- (B) John’s and Graham’s bikes
- (C) A missing swan
- (D) The boys and swans

**2. According to the passage, which of the following is NOT true about John?**

- (A) His bike is old and red.
- (B) His bike is faster than his friend’s.
- (C) He rides a bike every day.
- (D) He goes to the lake every day.

**3. What can be inferred from the passage?**

- (A) The friends like to look at the lake.
- (B) The friends always purchase ice creams.
- (C) The swan likes ice cream.
- (D) The swan goes away and comes back.

**4. In line 8, the word them refers to \_\_\_\_\_.**

- (A) the boys
- (B) the swan
- (C) the ice cream
- (D) the bikes

**5. In line 11, the word returned is closest in meaning to \_\_\_\_\_.**

- (A) came after
- (B) came back
- (C) went away
- (D) went out

## ◆ Grammar and Speaking Tips

[p.94]

- **would:** ~하곤 했다  
‘would’는 ‘will’의 과거형 또는 격식을 차려 무언가를 묻거나 부탁할 때 사용하는 것 외에도 ‘과거의습관(동작)’을 표현할 때 사용하기도 한다.  
(ex.) Sam and Amanda would take a walk after dinner.  
(Sam 과 Amanda 는 저녁식사 후 산책을 하곤 했다.)
  
- **stop by:** ~에 들르다 (=come over, drop by)  
(ex.) I sometimes stop by Jenny’s house after school on the way home.  
(나는 방과 후 집에 가는 길에 가끔 Jenny의 집에 들린다.)
  
- **return:** - 돌아오다(가다) (= come / go back)  
돌려 주다 (= bring / give back)  
(ex.) When will Nick return (go back) to Paris? (Nick 은 언제 파리로 돌아갈 것입니까?)  
She went to the library to return (give back) the book.  
(그녀는 그 책을 돌려주기 위해 도서관에 갔다.)

## Word Study Review #6 – Reading Comprehension

pp. 98-101

### Lesson #6

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

English → Korean

	English	Korean
1	annual	
2	promise	
3	compete	
4	self-defense	
5	display	
6	international	
7	trick	

Korean → English

	Korean	English
1	이상한, 기묘한	
2	공공의, 대중의	
3	등록하다	
4	산소	
5	해가 없는	
6	강습회, 작업장	
7	견본	

◆ **Workbook Review**

**Reading Comprehension: Lesson 6**

[pp. 96-97]

**[Questions 1-5]**

Line	<p>Have you ever seen a scorpion? A scorpion is an animal that has some similarities with spiders. For a start, both animals have eight legs. Neither of them has wings or antennas. And both animals look fairly creepy. But there are also some differences between the two.</p>
5	<p>The scorpion has a very special tail, which is the most noticeable feature of the creature. All scorpions have venom that they can use via their tail. They use this venom for hunting or for self defense. However, they try not to use <u>it</u> too often because it takes a lot of energy to make that venom.</p>
10	<p>You can find scorpions on six out of the seven continents and there is not just one type. In fact, there are more than 2000 different types of scorpion. While some types are more venomous than others, they have an interesting thing in common. The baby scorpion can sting you with the same amount of venom as the adult. So just because <u>it</u> is small doesn't mean it is <u>harmless</u>.</p>
15	<p>Another interesting thing is that a scorpion has low metabolism. It can digest food very slowly, which means it can eat rarely and still survive. Scorpions are able to use very little oxygen and live on one insect for a whole year! Be careful if you see a scorpion.</p>

**1. What is the best title for this passage?**

- (A) How to catch a scorpion
- (B) All about scorpions
- (C) The history of scorpions
- (D) Scorpion eating patterns

**2. Based on the passage, which of the following is true about baby scorpions?**

- (A) Baby scorpions use venom very often.
- (B) Baby scorpions use venom as much as the adult.
- (C) Baby scorpions are the same with the spiders.
- (D) Baby scorpions are delicious.

**3. What can be inferred from the article about scorpions?**

- (A) The scorpion is quite fast.
- (B) The scorpion uses its venom often.
- (C) Scorpion adults and babies are equally venomous.
- (D) Scorpions have fast metabolism.

4. In line 7, the word it refers to \_\_\_\_\_.

- (A) tail
- (B) venom
- (C) hunting
- (D) scorpion

5. In line 11, the word harmless is closest in meaning to \_\_\_\_\_.

- (A) good
- (B) dangerous
- (C) harmful
- (D) safe

## ◆ Grammar and Speaking Tips

[p.96]

- **Have you ever+과거분사~?:** 너는 ~한 적이 있니?,  
과거에 경험했던 일에 대해 물을 때 ‘현재완료형’을 사용해서 질문을 한다.  
이때 함께 쓰이는 부사가 ‘ever’이다.  
답을 할 때는 ‘never’  
(ex.) A: **Have you ever been to** Singapore? (너희는 싱가포르에 가 본 적이 있니?)  
B: Yes, I **have been there** three times. (응, 난 세 번 가봤어.)  
C: No, I **have never been there**. (아니, 난 한 번도 가본 적이 없어.)  
\*tips: ‘~에 가본 적이 있다’고 표현할 때는 ‘go’가 아닌 ‘be 동사’의 과거분사를 사용한다.  
‘go (gone)’를 사용할 경우는 그곳에 가서 돌아 오지 않고 계속 그곳에 있을 때, 즉 떠나버  
다’는 의미가 강할 때 사용한다.
  
- **between A and B:** ‘between’ 뒤에는 흔히 ‘A and B’가 나온다고 배우고, 또 그렇게 많이들  
사용하지만, ‘두 개 또는 두 사람’이 나오기도 한다.  
(ex.) There is a teddy bear **between a toy car and a robot**.  
(장난감 차와 로봇 사이에 곰 인형이 있다.)  
(ex.) There is a green rose **between the two pictures**. (두 그림들 사이에 녹색 장미가 있다.)  
cf. **between vs. among**  
둘 모두 ‘~사이에’의 뜻으로 사용한다. ‘between’은 두 개 또는 두 사람 사이를 말할 때  
사용하며, ‘among’은 셋 이상일 경우 사용한다.  
(ex.) There is a diamond ring **between** a necklace and a bracelet.  
(목걸이와 팔찌 사이에 다이아몬드 반지가 있다.)  
(ex.) Sheri is the prettiest **among** those girls. (그 소녀들 중 Sheri가 가장 예쁘다.)  
cf. 셋 이상이라도 between이 사용되는 경우가 있는데 주로 ‘언급되는 대상이 동등한 위치  
에 있을 때’이다. 따라서, 대개 두 개 이상의 대상을 비교 혹은 관계 등에 대해서 이야기  
할 때는 대상이 셋 이상이라도 between을 쓸 수 있다.  
(ex.) Trade negotiations **between** Korea, USA, and Japan will be held in Washington next month.  
‘한국, 미국, 그리고 일본 간의 무역 협상이 다음 달 워싱턴에서 개최될 것이다.’

◆ Summarize

**Managing Mosquitos**

People hate mosquito bites. They are really itchy and make you scratch. The other bigger problem with them is that they can spread diseases like yellow fever or malaria. These diseases are still huge issues in some parts of the world. And so we need to manage mosquito populations. We need to keep their numbers low. There are 3 ways that this can be done. The first is to look at the places mosquitos breed, and if possible, to get rid of those places. For example, if you get rid of dirty water, this can reduce the amount of mosquitos in the area. A second way is to bring in a predator of mosquitos, like the dragonfly. The idea is that the dragonfly comes in, eats the mosquito and gets rid of the problem. On the downside, if you bring in dragonflies, you might get rid of some mosquitos, but now you've got more dragonflies! The third option is to use chemicals to deal with mosquitos. Of course there are downsides to this option. The mosquito may become immune to one chemical so you have to find another. Also, any chemicals you bring in may get rid of some mosquitos but they may be bad for us too. Of course if there are some mosquitos left when all options have been tried, then using netting and screens on windows can serve as a final resort.

**Summarize the passage.**

- Think about the whole story and then find out what main articles are.
- Remove or write shortly the matters that are not important in the flow of the story.
- Make a group with similar cases.

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## Word Study Review #7 – Actual Test 1

pp. 105-146

### Lesson #7

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	odd	
2	fascinating	
3	slam	
4	excursion	
5	life vest	
6	dispose	
7	benefit	

#### Korean → English

	Korean	English
1	비상한, 비범한	
2	멸종된	
3	친숙한	
4	영양소, 영양분	
5	지름, 직경	
6	놀라운, 주목할 만한	
7	도전적인, 힘든	

◆ **Workbook Review**

**Dictation: Lesson 7**

[pp. 106-107]

**1. Track 023**

Good morning everyone. We have a new classroom cell phone **p**\_\_\_\_\_ that will start from Monday. You may bring your cell phone to school and **u**\_\_\_\_\_ it as much as you want **d**\_\_\_\_\_ breaks. However, during classes it must be switched off and **p**\_\_\_\_\_ **a**\_\_\_\_\_. If your phone rings during class, or if I see you using it, you will lose it for the day.

**2. Track 024**

Right everyone, we’re now going to make two **t**\_\_\_\_\_. Please **c**\_\_\_\_\_ one by one, reach into the box and take a number. If you get an **o**\_\_\_\_\_ number you’re on the blue team and if you get an **e**\_\_\_\_\_ number, you’re on the red team. Can the odds please **l**\_\_\_\_\_ by the exit and the evens on the other side of the hall? Let’s go!

**3. Track 025**

Don’t **w**\_\_\_\_\_ **a**\_\_\_\_\_ the spider on the window. Class, it’s not a **d**\_\_\_\_\_ one. It looks like it’s just taking a walk. We don’t **n**\_\_\_\_\_ hurt him. In fact, if someone can give me a piece of paper and a jar I’ll show you how to safely catch him. Then we can take him outside to continue his walk.

**4. Track 026**

Thank you for all **v**\_\_\_\_\_ to help clean up the school. You will all be **r**\_\_\_\_\_ **f**\_\_\_\_\_ cleaning up the playground and the area behind the new classrooms. Take one of these big bags each and pick up any pieces of trash or **g**\_\_\_\_\_ you can find. I’ll give you 30 minutes, so see you all back here at 2:25. Let’s get started!

**5. Track 027**

Many students have been **r**\_\_\_\_\_ books late to the library, in some cases weeks or **m**\_\_\_\_\_ late. When this happens, other students are **u**\_\_\_\_\_ to borrow those books. So **f**\_\_\_\_\_, if you return a book late, you will not be able to borrow any more books for two weeks. Please bring your books back on time and help each other out.

**6. Track 028**

You have probably noticed recently that the school has a new pet dog called Bert. Bert is a young dog who was **a**\_\_\_\_\_ and **n**\_\_\_\_\_ a new home. As you can see he is very friendly. We ask you not to feed Bert any foods. We give him **s**\_\_\_\_\_ food and don’t **w**\_\_\_\_\_ him **e**\_\_\_\_\_ junk. However, if you see him around please treat him kindly.

**7. Track 029**

Today is Plant a Tree Day. In a few moments, we will all **h**\_\_\_\_\_ outside and plant a tree **e**\_\_\_\_\_ in the school grounds \_\_\_\_\_ in the community nearby. We **h**\_\_\_\_\_ **p**\_\_\_\_\_ lots of tiny trees. In fact there’s one for each of you. Please collect a small tree and line up with your homeroom teacher to **w**\_\_\_\_\_ **f**\_\_\_\_\_ more instructions.

**8. Track 030**

Attention everybody, during the lunch break a nice looking **w**\_\_\_\_\_ was **f**\_\_\_\_\_ on the basketball court. It is a dark brown wallet **w**\_\_\_\_\_ any name on it. Firstly, thank you to the kind student who handed it in. Secondly, could the owner of the wallet please come to my **o**\_\_\_\_\_, so I can return it.

**9. Track 031**

The water cycle is a very **f**\_\_\_\_\_ and **i**\_\_\_\_\_ thing. It involves a connection **b**\_\_\_\_\_ clouds, rain **a**\_\_\_\_\_ the oceans. In short, **e**\_\_\_\_\_ from the oceans occurs and helps to form clouds up in the sky. From here, the clouds can move **i**\_\_\_\_\_ and eventually create rain. This rain feeds rivers. And the water ends up back in the oceans for the cycle to start again. If it were not for this cycle, there wouldn't be much life on earth.

**10. Track 032**

The era of dinosaurs is a very interesting one for earth. They lived on earth for about 165 million years. That's a long time when you think that us humans **h**\_\_\_\_\_ **b**\_\_\_\_\_ here for one million. What happened next is also **e**\_\_\_\_\_. About 66 million years ago, the dinosaurs became extinct. There are different beliefs about why this might have happened. The most likely is that a **c**\_\_\_\_\_ or **a**\_\_\_\_\_, and probably a very large one, slammed into the earth.

◆ **Grammar and Speaking Tips**

[p.106]

- **switch off:** ‘(스위치 등을 눌러서) ~을 끄다’

본문(p.106 - 1 번)에서는 ‘be switched off’로 사용되었는데, 이는 수동태 문장 형식이다. 수동태는 주어는 동작을 움직이는 주체가 아닌 동작의 대상이 될 경우 사용하는 문장이다. 때문에 본문에서 ‘수업시간에 그것은 꺼져야 한다...’의 의미로 ‘During classes it must be switched off...’로 사용되었다.

(ex.) Liam, **switch off the lights** as you leave, please.  
(Liam, 나갈 때는 모든 전등을 **제발** 꺼 주렴.)

**volunteer:** (명사) 자원 봉사자, 자원해서 하는 사람, (동사) 자원하다, 자원봉사 하다.’

(ex.) Some **places** in this town need volunteers to help children to study.  
(이 도시의 몇몇 **장소**들은 아이들의 공부를 도와 줄 자원봉사자들이 필요하다.)  
Several people volunteered to clean up their community.  
(몇몇 사람들이 자신들의 동네를 청소하는데 자원했다.)

[p.107]

- **interested vs. interesting:** ‘interest (n. 관심, 흥미 / v. 관심을 보이다)’에서 파생된 단어로 뜻을 같지 주어에 따라 사용하는 단어가 다르다. 감정의 주체가 사람이 될 경우 ‘interested’를, 사물이 될 경우 ‘interesting’을 사용한다.

(ex.) I was **so interested in** playing musical instruments.  
(나는 악기를 연주하는 것에 정말 관심이 많았다.)

(ex.) This movie is really interesting. (이 영화는 정말 흥미로워.)

◆ **Workbook Review**

**Dictation: Lesson 8**

[pp. 108-110]

**[11-13] Track 033**

- M:** Wendy, you know the soccer season is starting soon, don't you? I was **w**\_\_\_\_\_ you're going to try out for the team this year?
- G:** Oh, I don't think so Coach. I've been **t**\_\_\_\_\_ about playing another sport this year. I might try Ping-Pong.
- M:** That's a shame. Why is that? Don't you like soccer **a**\_\_\_\_\_?
- G:** It's not that coach. I love soccer. It will always be my **f**\_\_\_\_\_ game.
- M:** Then why would you want to play a **d**\_\_\_\_\_ sport?
- G:** Well, last year I worked pretty hard and I **w**\_\_\_\_\_ really **e**\_\_\_\_\_ about joining the soccer team. But then I **t**\_\_\_\_\_ **o**\_\_\_\_\_ and I didn't make it. I guess I wasn't quite good enough. So I **f**\_\_\_\_\_ really **d**\_\_\_\_\_. This year I'm worried I'll get excited about playing and then be disappointed again.
- M:** That was last year, Wendy. And think about all the great players. All the players you watch on Television. They all had times when they missed out but they came back stronger the next time. This year you're a lot older and bigger and everyone says you've **i**\_\_\_\_\_ a lot.
- G:** Thanks for the **e**\_\_\_\_\_ Coach.
- M:** How about this idea, Wendy? If you try out and come down I will put you in the team. I can't promise you that you will play all the time. That depends on how hard you work. But I will make sure you play some games on the team.
- G:** Really? That's wonderful! Then count me in Coach!

**[14-17] Track 036**

- G:** Hey, George, where's your bike? I **t**\_\_\_\_\_ you would be riding your bike home from school today?
- B:** I have some bad news **a**\_\_\_\_\_. Someone stole my bike.
- G:** Oh no! What happened?
- B:** It was yesterday at the mall. I just went there **q**\_\_\_\_\_ to get an ice cream. Because I was just getting an ice cream I thought, "George, you don't need to bother locking up your bike, it's only a moment. **N**\_\_\_\_\_ going to take it." So I didn't. I just went in to the shop quickly, got my ice cream and came out.
- G:** Uh oh. This is starting to sound bad.
- B:** Right. Well I got a chocolate chip ice cream. You know my favorite one with the double cone? And I came outside to my bike and it wasn't there.
- G:** No way! You must have been very upset!
- B:** I was very upset. I just couldn't believe it. I **t**\_\_\_\_\_ my eyes **o**\_\_\_\_\_ it for about ten seconds.
- G:** Did you see anyone riding it away?
- B:** No that's the weird part. I looked left and right and couldn't see anyone riding a bike anywhere.
- G:** Was your mother angry?
- B:** Yeah she was really mad. She's not going to get me another bike **f**\_\_\_\_\_ **a**\_\_\_\_\_ **t**\_\_\_\_\_, so I'll have to walk to school from now on.
- G:** I see. Well why don't we walk together?

[18-21] Track 040

- B:** Hi, Rachel, you look like **y**\_\_\_\_\_ **h**\_\_\_\_\_ to the library.
- G:** Yes I am. I’m heading there to do some research.
- B:** I’m very **s**\_\_\_\_\_ to hear that because I’ve never seen you in the library and I’m always there.
- G:** That’s true. I just can’t study in the library. It’s too quiet for me in there.
- B:** Really? I thought “quiet” would be good for study.
- G:** **I**\_\_\_\_\_ **\_\_\_\_\_** **\_\_\_\_\_** most people, but not for me. That silence makes me go crazy. I seem to study best when there’s a lot of noise. If there are a lot of things happening and a lot of activity, then I can study.
- B:** So why are you going to the library now?
- G:** Actually I need to find some books. I have a big **r**\_\_\_\_\_ to do on the **h**\_\_\_\_\_ of the Atlantic Ocean and I don’t know anything about it. So I **f**\_\_\_\_\_ I’ll go to the library and look for some books. What about you? What are you going to the library for?
- B:** Well, we’re **o**\_\_\_\_\_. I like to study **s**\_\_\_\_\_ that’s quiet. My house is really noisy. My brother is always **w**\_\_\_\_\_ television, my mother is talking **o**\_\_\_\_\_ **t**\_\_\_\_\_ **p**\_\_\_\_\_ and my sister keeps asking me questions. I can’t get anything done. So I go to the library every day. It’s **p**\_\_\_\_\_ and no one bothers me. Hey, why don’t you find your book and sit next to me and get some good research done. Maybe you’ll start to like the library again if you have a library **b**\_\_\_\_\_.
- G:** Sure, let’s go together.

[22-25] Track 044

- G:** Hi, Clark, it’s good to see you. Your class went on an excursion yesterday, right?
- B:** Yes, that’s right. We went to the old **c**\_\_\_\_\_ **m**\_\_\_\_\_ out east, beyond Wilmott Village.
- G:** How was it? Was it a good day?
- B:** It **w**\_\_\_\_\_ definitely **w**\_\_\_\_\_ it. I thought it was very interesting and I learnt some pretty cool things. On the down side it was a long drive to go out there and a long drive **b**\_\_\_\_\_.
- G:** I see. What did you **l**\_\_\_\_\_ out there?
- B:** I thought that a long time ago the biggest **d**\_\_\_\_\_ for the workers was an **a**\_\_\_\_\_ or rocks **f**\_\_\_\_\_ and making it hard to get out. But we learnt that there was a bigger **p**\_\_\_\_\_ than that.
- G:** Oh, really? What was the most dangerous part?
- B:** The most dangerous part, because they were under the ground, was the bad **a**\_\_\_\_\_. Sometimes there wasn’t any fresh air down there and if there’s no fresh air, that’s a problem.
- G:** Did you go down into the mine?
- B:** Yes, we went down \_\_\_\_\_ **b**\_\_\_\_\_. We all had to wear a hard hat that had a light on it and the light showed us the way to go.
- G:** That sounds really **c**\_\_\_\_\_.
- B:** It was cool but I’m pretty tall so I kept hitting my helmet on the roof and everyone **k**\_\_\_\_\_ **l**\_\_\_\_\_. It was also funny because Robbie’s light didn’t work.
- G:** Next week, our class is going on an **e**\_\_\_\_\_ too. I’m looking forward to it.
- B:** Are you going to the coal mine?
- G:** No, our class isn’t going there, we will go to see the inside of the main baseball **s**\_\_\_\_\_.

## ◆ Grammar and Speaking Tips

[p.108]

- **try out:** ‘~을 테스트(시험)해 보다’  
(ex.) **I tried out for the** school play. (나는 학교 연극에 지원했었다.)
- **feel (be) disappointed:** ‘~에 실망을 느끼다(실망하다)’  
(ex.) Tom failed the exam, he **felt disappointed** it. (Tom 은 시험에 실패했고, 실망감을 느꼈다.)
- **take one’s eyes off:** 한눈을 팔다, (ex.)He **took his eyes off** for a second from his car. (그는 자신의 차에서 잠깐 눈을 땀다.)

### 자주 사용하는 take off 의 여러 의미

(1) ~을 벗다, 벗기다

(ex.) The gentleman **took off his hat** when he came into the room.

(그紳사는 방으로 들어와서 자신의 모자를 벗었다.)

(2) 이륙하다, 날아오르다.

(ex) The plane **takes off** on time. (그 비행기는 제 시간에 이륙한다.)

[p.109]

- **head to:** ‘~로 가다 (향하다)’  
(ex.) Many tourists **head to Jeju Island** these days. (요즘 많은 관광객들이 제주도로 갑니다.)
- **be surprised to:** ‘~하는 것에 놀라다 / be surprised at: ~에 놀라다’  
(ex.) Jane may **be surprised to** know the rumor. (Jane 이 그 소문을 알면 놀랄지도 몰라.)  
**I was surprised at the news** yesterday. (나는 어제 그 뉴스에 놀랐어.)
- **be worth:** ‘~의 가치다 있다’  
(ex.) He is sure this work will be **worth keeping**.  
(그는 이 작품이 소장할 가치가 있을 거라고 확신한다.)

## ◆ Workbook Review

### Dictation: Lesson 9

[pp. 111-113]

[26-29] Track 048

In January 1982, there was a really big **s**\_\_\_\_\_ in Washington, D.C. A plane took off from a local Washington airport. It was called Flight 90. **U**\_\_\_\_\_, there was too much ice on the airplane wings. Due to this, and the cold winter day, the plane was unable to climb high in the air. It began to fly lower and lower, heading **s**\_\_\_\_\_ for the city. Within a few minutes, the plane **c**\_\_\_\_\_ **i**\_\_\_\_\_ a bridge next to the Potomac River. Part of the plane crashed into the bridge and hit several cars. Then it fell into the river, breaking through the layer of ice on top of it. Of the 79 people on the plane, only five **s**\_\_\_\_\_. All the traffic on the bridge stopped. People called the police. But the snowstorm was so bad that it was difficult to drive. Soon, a **r**\_\_\_\_\_ helicopter arrived at the river. It **l**\_\_\_\_\_ a cable. The survivors needed to hold onto the rescue cable and then they would be lifted into the helicopter.

Then an **a**\_\_\_\_\_ thing happened. One of the passengers from the plane, a 50-year old man, climbed out of the plane. He went into the **f**\_\_\_\_\_ cold river and tried to help the other four people who were alive. The rescuers in the helicopter **d**\_\_\_\_\_ life vests into the river. The man passed them to the other survivors. He would not let the helicopter rescue him. He did not take a life vest for himself. He only helped the others.

After **s**\_\_\_\_\_ the passengers, the 50-year old man did not live. The river was too cold. Today, the bridge has a new name. It is called the Arland D. Williams Jr. Memorial Bridge. That was the name of the man who had saved the lives of others. He was a great hero.

[30-33] Track 052

Are you familiar with the **c**\_\_\_\_\_ that are inside you, in the human body? Well, you may not know them well. But your body is made up of several. For a start, oxygen is a very **i**\_\_\_\_\_ chemical. Without it, we wouldn't be able to **b**\_\_\_\_\_ freely. Oxygen plays a big role in the physical and chemical changes that occur **c**\_\_\_\_\_ in the body. It helps to build new **t**\_\_\_\_\_, replace old tissue, convert food to energy and dispose of waste materials. Hydrogen is also important to us. Without that, we wouldn't have water, a **s**\_\_\_\_\_ that makes up around 60% of the body. This is because water is made up of two thirds **h**\_\_\_\_\_ and one third **o**\_\_\_\_\_. Hydrogen keeps cells hydrated, helps **g**\_\_\_\_\_ **r**\_\_\_\_\_ waste, and helps deliver nutrients to the cells that need them. It also makes sure the body's immune system is able to fight viruses and bacteria. Carbon and nitrogen also make up part of your body. **C**\_\_\_\_\_ makes up 18%. It helps with how your body **r**\_\_\_\_\_ energy. **N**\_\_\_\_\_ makes up just 3% of the body, but it is important. Nitrogen is an important part of your DNA, which **d**\_\_\_\_\_ what you are like in many ways. The rest of your body is made up of other chemicals. It's **a**\_\_\_\_\_ that all these chemicals work together to make up your body.

**[34-37] Track 056**

When most people think about bees, they might think about the **p**\_\_\_\_\_ bee sting or they might think about honey. They most **l**\_\_\_\_\_ wouldn’t wish to work with bees. But that’s **e**\_\_\_\_\_ what the job of a beekeeper **i**\_\_\_\_\_. Beekeeping is an occupation that has been going on for more than 8000 years. Very old rock paintings from 6000 BC show that humans at that time were involved in **b**\_\_\_\_\_. It’s not so easy to access a **n**\_\_\_\_\_ beehive and so humans have tended to make beehives for the bees and get bees to live in them. In ancient times, beehives were made from **h**\_\_\_\_\_ logs or from holes built in **m**\_\_\_\_\_ walls. That way, if it became necessary to move the bees to a different place, it was pretty easy to do. Today’s beekeeper uses boxes with stacks. There might be between 8 and 12 levels in all. The **b**\_\_\_\_\_ level is where the bees have **l**\_\_\_\_\_ and create more bees. Up above is where the bees make honey. Bees make honey by eating **n**\_\_\_\_\_ and **t**\_\_\_\_\_ it **i**\_\_\_\_\_ honey. People think this is how bees are most useful to us, but that’s not quite true. Bees offer many more benefits economically when they move pollen for us. In this case, they take pollen from plants like almonds and **t**\_\_\_\_\_ it somewhere else. In this way they can help farmers grow more **c**\_\_\_\_\_. The next time you see a bee, think of how good it is before you run away.

**[38-42] Track 060**

**W (Teacher):**

Have you ever heard of Yellowstone National Park? It is a huge park located in the state of Wyoming. Yellowstone National Park **w**\_\_\_\_\_ **e**\_\_\_\_\_ in 1872 and was in fact the **w**\_\_\_\_\_ first national park. It is a world heritage site that is so **p**\_\_\_\_\_ that in 2010 more than 3.6 million people **v**\_\_\_\_\_ the park. In 2016, visits were above 4.5 million.

**M (Student):**

What is it famous for?

**W (Teacher):**

Great question! The park is famous for its hot springs and **w**\_\_\_\_\_, of which there are 290 of the latter. The park is also said have between 1,000 and 3,000 **e**\_\_\_\_\_ every year. But the park is also famous for being home to a lot of bears. In fact, you can see two **k**\_\_\_\_\_ bears in the park, Grizzly Bears and Black Bears. In the past, it was **p**\_\_\_\_\_ **e**\_\_\_\_\_ to see bears at the park. You could even see them along the **r**\_\_\_\_\_. The bears learned that people left food that could be eaten. As a result, a lot of them searched **g**\_\_\_\_\_ **d**\_\_\_\_\_ for food. And a lot of people enjoyed watching the bears eating food, even going so far as to feed the cute animals. As time passed, bears became less easy to see at Yellowstone.

**M (Student):**

So what’s the chance of being injured by a bear at Yellowstone?

**W (Teacher):**

Pretty small actually. Some statistics have been compiled on the question. Between 1980 and 2002, over 62 million people visited the park. **D**\_\_\_\_\_ that time, bears **i**\_\_\_\_\_ 32 of them. So the chance of being injured by a bear while in the park is about 1 in 1.9 million. That is very small. So what are you waiting for? Go visit Yellowstone today.

## ◆ Grammar and Speaking Tips

[p.111]

- **crash into:** ‘~와 충돌하다’  
(ex.) The meteorite **crashed into** the earth. (운석이 지구와 충돌하였다.)
- **be familiar with:** ‘~에 익숙하다, ~을 알다’  
(ex.) Ian felt that he **is familiar with** this situation.  
(Ian 은 자신이 이 상황에 익숙하다고 느꼈다.)

[p. 112]

- **turn into:** ‘~이 되다, ~으로 변하다(=change)’  
(ex.) Milk **turns into** the cheese or yogurt. (우유는 치즈나 요거트로 변한다.)
- **be established (in):** ‘~이 설립되다, 세워지다’  
(ex.) This National Ballet School **was established** in 1791.  
(이 국립 발레 학교는 1791 년에 세워졌다.)
- During vs. for: ‘~하는 동안’, During vs. For : ‘~하는 동안’ 둘 모두 ‘~하는 동안’의 뜻을 가지고 있지만, 뒤에 오는 단어에 따라 선택해서 사용한다.  
[during+기간]  
She has studied French during summer vacation.  
(그녀는 여름방학 동안 프랑스어를 공부했다.)  
[for+숫자]  
She has studied French for three months. (그녀는 세 달 동안 프랑스어를 공부했다.)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 10**

[pp. 116-118]

**A Choose the correct answer.**

believe	through	not only	broken
---------	---------	----------	--------

1. One day, Fred was driving \_\_\_\_\_ the forest when his car got a flat tire.
2. Fred couldn't \_\_\_\_\_ his bad luck.
3. \_\_\_\_\_ was his tire flat, his light were \_\_\_\_\_.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **your house by stopped** >

→ I \_\_\_\_\_ but nobody was home.

2. < **prefer or to eat first** >

→ Would you \_\_\_\_\_ go bowling first and eat later?

3. < **have to in hand** >

→ I \_\_\_\_\_ my homework tomorrow.

4. < **As as soon finish my homework I** >

→ \_\_\_\_\_, I will do all my chores.

## ◆ Grammar and Speaking Tips

[p.117]

- **prefer to:** ‘~을 선호하다 (좋아하다)’

‘~을 좋아하다’라는 의미의 ‘prefer’는 ‘prefer to 부정사’ 또는 비교를 위한 ‘prefer A to B’의 두 가지 형식으로 사용한다. 이때 ‘prefer A to B’의 ‘to’는 전치사의 의미로 쓰인 것임을 명심해야 한다.

[prefer to] ~을 선호하다

(ex.) Mia **prefers to** go bowling every Friday.

(Mia 는 매주 금요일마다 볼링 하러 가는 것을 좋아한다.)

[prefer A to B] B 보다는 A 를 더 선호하다

(ex.) I **prefer watching** soccer game to playing soccer.

(나는 축구를 하는 것보다 축구경기를 보는 것을 더 좋아한다.)

[p.118]

- **have to:** ~해야 한다 (=need to)

‘have to’는 규칙이나 해야 할 일들을 표현할 때 사용한다.

(ex.) You **have to do** your homework before watching TV.

(넌 TV 를 보기 전에 숙제를 해야만 한다.)

- **Have to vs. Must vs. Should**

‘~해야 한다’의 의미를 가진 단어들이지만, ‘should’는 충고나 조언에 많이 쓰이며, 강제성이 가장 약하다. ‘must’는 규칙, 법 등에 쓰이며, 무조건 해야 하는 강제성이 가장 강하다. ‘have to’는 이 두 단어의 중간 단계이다. (미국 영어 회화체에서는 ‘must’ 보다는 ‘have to’를 더 많이 사용한다.)

[must]

(ex.) You **must** do it whether you like or dislike it. (넌 좋든 싫든 그것을 꼭 해야 한다.)

[should]

(ex.) You **should** take a rest for a second. (넌 잠시 쉬는 게 좋겠다.)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 11**

[pp. 119-122]

**A. Choose the correct answer.**

Borrowed	since	therefore	writing to	possible
----------	-------	-----------	------------	----------

1. I am \_\_\_\_\_ you from the Port Folds Library.
2. The book, Whales and Dolphins, which you \_\_\_\_\_ on October 4th, has been overdue \_\_\_\_\_ October 17th.
3. \_\_\_\_\_, we ask that you return the book as soon as \_\_\_\_\_.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < coming up holidays public >

→ As you might know, we have some \_\_\_\_\_ on Tuesday and Wednesday June 20 and 21.

2. < Because of holidays these >

→ \_\_\_\_\_, the school has decided to announce a special school holiday on Monday June 19.

3. < there will no school be >

→ To confirm, \_\_\_\_\_ on Monday June 19.

4. < that can now start to use we >

→ We are very excited \_\_\_\_\_ it.

## ◆ Grammar and Speaking Tips

[p.119]

- **Borrow vs. Lend:** ‘빌리다, 빌려주다’

내가 ‘빌리는’ 경우 ‘borrow’를, 내게 ‘빌려주는’ 경우 ‘lend’를 사용한다.

**[borrow]**

(ex.) Can I borrow your English-English dictionary? (너의 영영 사전을 빌려줄 수 있니?)

**[lend]**

(ex.) I have lent some books to Mary, but she didn’t return them.

(나는 Mary 에게 몇 권의 책을 빌려 주었지만, 그녀는 그것들을 돌려주지 않았다.)

[p.122]

- **유도부사 there (& here)**

주어는 아니지만 문장의 맨 앞에 쓰여서 문장을 이끄는 ‘부사’ 역할을 하는 것을 말하며 ‘there’과 ‘here’이 있다. ‘there / here’을 사용할 때는 문장의 주어와 동사의 위치가 바뀌어 ‘There (Here)+동사+주어’의 순서가 된다.

(ex.) There is a big basket in the garage. (창고 안에 커다란 바구니가 하나 있다.)

(ex.) Here are some cheese and butter for you. (여기 약간의 치즈와 버터가 있습니다.)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 12**

[pp. 123-126]

**A. Choose the correct answer.**

Nero, the Roman Emperor	can be found	the more
-------------------------	--------------	----------

1. Emeralds \_\_\_\_\_ in many places around the globe.
2. The deeper the color of the emerald, \_\_\_\_\_ valuable it is.
3. It has been said that \_\_\_\_\_ watched Gladiator matches through an emerald-like green gemstone lens.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < calling Stone of the Earth the them >

→ The Aztecs also like emeralds, \_\_\_\_\_.

2. < second the hottest >

→ Strangely, it is hot the hottest planet, but \_\_\_\_\_.

3. < its is thin because atmosphere >

→ This is \_\_\_\_\_, which allows heat to escape.

4. < it 88days takes only >

→ In terms of its orbit, \_\_\_\_\_ for Mercury to orbit the sun.

◆ Grammar and Speaking Tips

[p.123]

- 수동태 ‘be (am, are, is, was, were)+과거분사+by 목적어’

어떤 일이 어떻게 일어나게 되었는지에 대해 초점을 맞춘 문장으로 스스로 행동 할 수 없는 사물이 동작의 주체로서 주어에 사용될 경우 수동태문장을 사용한다. 수동태는 능동태(평서문)의 목적어가 주어가 되며, 동사의 형태는 ‘be 동사+과거분사’의 형태를 가진다.

(ex.) Many people call Mozart a genius. [능동태] (많은 사람들이 모짜르트를 천재라고 부른다.)

(ex.) Mozart is called a genius by many people. [수동태]

(모짜르트는 많은 사람들에 의해 천재라고 불리 운다.)

\*More: 능동태 주어(many people)이 수동태에서 ‘by+목적어’ 형태가 되고, 능동태의 목적어(Mozart)가 수동태의 주어가 되었다. 능동태에서 ‘a genius’는 목적격보어로 그대로 자리에 위치하고, 능동태 문장이 현재형이므로 수동태에서 ‘be 동사’ 역시 주어에 맞게 현재형인 ‘is’가 사용되었고, ‘call’의 과거분사 ‘called’가 나왔다.

[p.126]

- Because vs. Because of

‘because’ 뒤에는 ‘주어+동사’로 이루어진 문장(절)이 나와야 하며, ‘because of’ 뒤에는 (동)명사가 나온다.

[because] ‘왜냐하면’

(ex.) Andy is so excited because he will go to the amusement park this Sunday.

(Andy 는 이번 주 일요일에 놀이공원에 갈 것이기 때문에 매우 신이나 있다.)

[because of] ‘~때문에’

(ex.) Because of early success, he is arrogant. (이른 성공 때문에 그는 오만하다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 15**

[pp. 132-133]

Line	Dear Tony, How are you? Guess what? My birthday is coming up and I’m having a party! I have never had a birthday party before but I asked my mother and she said that I can. It’s going to be a great day! I remember going to your party last year. It was wonderful. I didn't get many strikes in the bowling
5	game at your party but I sure had fun. I hope we can have as much fun this time. I have added a copy of the invitation for you. Please take a look at <u>it</u> and let me know if you can make it.
	 Rex
10	Invitation to Rex’s 12 <sup>th</sup> Birthday party!
	 <b>Where</b> The Essendon Fun House, 17 Grove Road, Essendon
15	<b>When</b> Saturday March 17, 1PM – 4PM
	 <b>What</b>
20	<b>Schedule</b> 1-1:30 Lunch 1:30-3 Fun and games in the Fun House 3:00-4:00 Singing & eating Cake
25	For lunch we will eat pizza.
	 Send a message to Rex or call Rex’s Mom on 934-4485 See you there!

**1. What is the passage mainly about?**

- (A) A bowling game
- (B) A birthday party at the fun house
- (C) A birthday party at the bowling alley
- (D) Lunch with Rex and friends

**2. What time will everybody sing a song?**

- (A) At 1:00
- (B) At 1:30
- (C) At 4:00
- (D) At 3:00

**3. According to the passage, which of the following will not happen at the birthday party?**

- (A) The eating of lunch
- (B) Playing baseball
- (C) Singing
- (D) Fun and games

**4. Based on the passage, what is probably true about Rex?**

- (A) He is not good at bowling.
- (B) He has had many birthday parties before.
- (C) He likes to eat chocolate cake.
- (D) He is currently 12 years old.

**5. In paragraph 1, the word it refers to?**

- (A) The birthday party
- (B) Bowling
- (C) An invitation
- (D) A birthday present

## ◆ Grammar and Speaking Tips

[p.130]

- **thank you for~:** `~대해 감사하다`  
(ex.) Thank you for reading my letter. (내 편지를 읽어주셔서 감사합니다.)
- **thanks to~:** `~덕분에, 때문에`  
(ex.) Thanks to your help, I could finish my report well.  
(당신의 도움 덕분에 보고서를 잘 끝낼 수 있었습니다.)
- **a piece of cake:** `누워서 떡 먹기`. <속담표현>  
(ex.) It’s just a piece of cake. I can control it by myself.  
(그건 누워서 떡 먹기지. 내 스스로 그것을 통제할 수 있어.)

[p.132]

- **have a party:** `파티를 열다`  
(ex.) George and Marian will have a party for their baby.  
(George 와 Marian 은 자신들의 아기를 위해 파티를 할 것이다.)
- **Will vs. Be going to:** `~할 예정이다`  
둘 모두 `~할 것이다`의 의미로 사용되며, 둘의 공통점은 뒤에 동사원형이 온다는 것이다.  
‘will’은 조동사로서 주어에 따른 인칭 변화가 없으며, ‘be going to’는 주어에 따라 ‘be’ 대신 ‘am, are is’를 넣어준다. ‘will’과 ‘be going to’는 함께 사용할 수 없다.

**[will]**

(ex.) They will travel to Europe for a month. (그들은 한달 동안 유럽을 여행할 것이다.)

**[be going to]**

(ex.) We are going to make a wonderful plan for our parents.

(우리는 부모님을 위해 멋진 계획을 짤 것이다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 13**

[pp. 134-135]

Line Clara was the smallest of three sisters.  
 She was 11 years old. Her two older sisters were aged 13 and 15.  
 Clara was a happy child, but there was one thing that bugged her.  
 She was always the last sister to do something or to wear something.

5 When her big sisters grew out of their shoes, or their dresses, they gave them to Clara.  
 Clara’s older sister was the first sister to get a cellphone.  
 Her second sister was next. Later, Clara got a cellphone.  
 Her two sisters were able to go to the mall with their friends but Clara wasn’t allowed to go  
 to the mall with her friends.

10 One day, Clara spoke to her mom.  
 “Mom, I’m always last to get things and do things. My sisters do everything first.  
 I want to be first for once.”  
 “That’s true,” said Mother, “but it’s only because they are older than you.”  
 “I know,” said Clara, “but still there must be something I can do first.”

15 “Alright,” said Mother, “I understand. Why don't you tell me something that you would  
 really like to do that your sisters have never done and maybe you can do it first.”  
 Clara thought for a while. She’d recently become interested in music after watching a  
 classical concert on TV.  
 “Mom, none of my sisters play a musical instrument. What if I learn how to play the  
 20 violin? Would that be possible?” Clara had to wait a few months, but on her next  
 birthday, she got a violin. It was the first time anyone in the family got a musical instrument.  
 And from then on everybody listened to her play. In fact, she gave her first concert in the  
 living room.

**1. What would be the best title for this story?**

- (A) Learning the violin
- (B) Teenage years
- (C) Not always last to do things
- (D) New clothes

**2. What is true about Clara’s oldest sister?**

- (A) She is 11 years old.
- (B) She is 15 years old.
- (C) She borrows Clara’s clothes.
- (D) She plays the violin.

**3. According to the passage, what did Clara NOT do last?**

- (A) Get a cellphone
- (B) Go to the mall
- (C) Play music
- (D) Get shoes

**4. What is true about Clara’s violin?**

- (A) Her mother bought one right away.
- (B) It plays lovely music.
- (C) She gave a performance on her birthday.
- (D) She had to wait some months before she got it.

**5. In line 3, the word bugged is closest in meaning to?**

- (A) Annoyed
- (B) Surprised
- (C) Excited
- (D) Scared

**6. In line 7, the word them refers to?**

- (A) Her sisters
- (B) Shoes or dresses
- (C) Friends
- (D) Activities

**7. What can be inferred from the story about Clara?**

- (A) She is never first to get things.
- (B) Her older sisters don’t play with her.
- (C) Her mother will not buy an instrument.
- (D) Her favorite thing may be a violin.

◆ Grammar and Speaking Tips

[p.134]

● **비교급과 최상급**

비교급은 ‘형용사/부사+er’의 형태이며 ‘than’과 함께 쓰인다. 형용사/부사의 단어가 2 음절 이상일 경우 뒤에 ‘-er’대신 단어 앞에 ‘more’을 붙인다. 최상급은 ‘형용사/부사+est’의 형태이며 앞에 ‘the’가 나온다. 형용사/부사의 단어가 3 음절 이상일 경우 뒤에 ‘-est’대신 단어 앞에 ‘most’를 붙인다.

**[비교급]**

(ex.) My English-English dictionary is thicker than my English-Korean dictionary.

(내 영영 사전은 한영 사전보다 더 두껍다.)

**[최상급]**

(ex.) . The Nile is the longest river in the world.

(나일 강은 세계에서 가장 긴 다리이다.)

● **When** her big sisters grew out of their shoes, or their dresses, they gave them to Clara. :

‘그녀의 언니들이 그들의 신발이나 옷이 작아졌을 때, 그들은 그것을 Clara 에게 주었다.’

‘시간, 때’를 나타내는 ‘when’은 의문문에서는 ‘언제’라는 의미로 사용되지만, 평서문 에서 시간의 부사절을 이끄는 접속사 역할을 하며 ‘~할 때’의 의미로 사용 한다.

‘when+주어+동사~’절은 문장의 앞에 또는 뒤에 나올 수 있으며, 의미는 크게 다르지 않다.

(ex.) Jamie was weak when she was young. (= When Jamie was young, she was weak.)

(Jamie 는 어렸을 때 몸이 약했다.)

[p.136]

● **Whenever** his family went there for a meal, Ned always got the T-bone steak.

:그의 가족이 식사를 하기 위해 그곳에 갈 때마다, Ned 는 항상 T-bone 스테이크를 먹었다.

‘whenever’는 ‘~할 때마다’의 뜻으로 ‘매 번’의 의미를 가지고 있다. 역시 문장 안에서 시간의 부사절을 이끄는 접속사로 쓰인다.

(ex.) **Whenever** I travel around, I take a picture.

(나는 여기저기 여행을 다닐 때 마다 사진을 찍는다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 14**

[pp. 138-139]

Line The history of earrings is not only long and deep, but also rather diverse.  
 From when earrings began, to who wore them, even to the kinds of earrings that were worn.  
 People have been wearing earrings for thousands of years. This fact is agreed upon.  
 However, there are some historians who say that the earliest earrings were worn around  
 5 1500 B.C, which is over 3,500 years ago, while there are others suggesting it was much earlier.  
 The latter belief is that earrings were worn in ancient Asia 7,000 years ago! Who can truly say?  
 With such a wide span of years, it’s actually unclear when the first earring was worn. What is  
 certain is that earrings aren’t going out of fashion. In many parts of the world earrings are worn  
 by people.  
 10 Earrings made from beads. Earrings made from precious metal or stones like gold or  
 diamonds. Sometimes, very big earrings are worn. In Myanmar, for example, the Karen  
 women wear really large earrings. When they are young, they actually wear smaller earrings  
 but as they get older they start to wear bigger and bigger earrings. In Thailand, some women  
 wear earrings with flowers that are as big as 5 cm in diameter. There are East African tribes  
 15 that have been wearing earrings for a long time. In this case, not only do both men and women  
 wear earrings, but they  
 also wear them on the top and bottom parts of their ear. They tend to wear a string of beads  
 on the top part of their ear and a disc of rods on the lower part. On the point about men  
 wearing earrings, times have changed. In the early days, only men wore earrings. It was only  
 20 after hundreds of years before women started wearing them. Nowadays, it is common to see  
 more women wearing earrings. What earrings do you commonly see?

**1. What title best describes the article?**

- (A) Large earrings
- (B) Earrings in different countries and times
- (C) A string of beads
- (D) 1500BC

**2. Which of the following is true about the Karen?**

- (A) They wear smaller and smaller earrings.
- (B) As they age they get bigger ears.
- (C) Both males and females wear earrings.
- (D) They get bigger and bigger earrings as they get older.

**3. Which of the following is NOT mentioned in the passage?**

- (A) The first earring
- (B) Myanmar
- (C) East African tribes
- (D) Nose rings

**4. According to the passage, where might the first earrings have been worn?**

- (A) Egypt
- (B) Rome
- (C) Europe
- (D) Asia

**5. What can be inferred from the passage about the first earring?**

- (A) It was worn in Egypt.
- (B) Not all historians agree when it was worn.
- (C) It was definitely worn in 1500 BC.
- (D) It was made from diamonds.

**6. In line 11, the word they refers to?**

- (A) Earrings
- (B) Historians
- (C) Diamonds
- (D) Karen women

**7. In line 8, the words out of fashion are closest in meaning to?**

- (A) Common
- (B) Uncommon
- (C) Pretty
- (D) Not expensive

**8. According to the passage, who wore earrings in the early days?**

- (A) Women
- (B) Men
- (C) Children
- (D) Men and women

## ◆ Grammar and Speaking Tips

[p.138]

- **Be made of** vs. **Be made from**: ‘~로 만들어지다’

**[be made of]** (재료의 성질 변화가 없다)

(ex.) Long time ago, some coins were **made of gold**.

(오래 전에 어떤 동전들은 금으로 만들어졌다.)

**[be made from]** (재료의 성질에 화학적 변화가 있다)

Most shoes are **made from** rubber. (대부분의 신발들은 고무로 만들어 진다.)

[p.140]

- These salmon can be found in the rivers of North America as well as in Asia, **which** both offer access to the Pacific Ocean.

‘이런 연어들은 아시아뿐만 아니라 북미의 강에서 찾을 수 있는데, 이 두 지역 모두 태평양에 접근 할 수 있다.’

관계대명사 ‘which 절’ 앞에 ‘콤마(,)’가 있을 경우 ‘관계대명사의 계속적 용법’이라 하고, 해석은 앞 절에서부터 순서대로 한다.

(ex.) Jason composed some songs, **which** became popular.

(Jason 은 노래 몇 개를 작곡했는데, 그것들은 인기를 얻게 되었다.)

- they **offer** great nutritional value because their flesh is high in omega-3 fatty acids.

‘오메가 3 지방산이 풍부하기 때문에 높은 영양가를 제공한다.’

‘offer’는 ‘~을 제안, 제의 하다’의 뜻을 가지고 있으며, 문장의 구조로는 ‘주어+offer+명사 to 사람’의 형식이 된다. 주의할 점은 자주 함께 쓰이는 어구로 ‘offer+to’를 생각하는데, ‘offer’는 전치사 ‘to’와 함께 숙어처럼 쓰이지 않는다는 것을 기억해야 한다.

(ex.) The boss decided to offer the special project to Jimmy.

(그 상사는 Jimmy 에게 특별 프로젝트를 제안하기로 결정했다.)

(cf.): The boss decided to **offer** Jimmy the special project. (O)

The boss decided to offer to Jimmy the special project (X)

## Word Study Review #8 – Actual Test 2

pp. 147-184

## Lesson #8

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	behave	
2	contribution	
3	disgusting	
4	overtake	
5	accurate	
6	stink	
7	cooperation	

### Korean → English

	Korean	English
1	참을성있는, 인내심있는	
2	가치, 평가하다, 가치있게 여기다	
3	수확, 농작물, 곡물	
4	보여주다, 입증하다	
5	발톱, 집게발	
6	뒤쫓다, 추적하다	
7	작업, 운영, 수술	

◆ **Workbook Review**

**Dictation: Lesson 16**

[pp. 148-149]

**1. Track 065**

I found this jacket in the **h**\_\_\_\_\_ after our Cinderella rehearsal. Does anyone own it? The size is a medium, and it doesn't have a name on it **a**\_\_\_\_\_. It has a **p**\_\_\_\_\_ of baseball cards in one of the pockets as well as a small hole in the left **s**\_\_\_\_\_. I will hold onto it so if you find out **w** it is, please send them to me to collect it.

**2. Track 066**

The school sports day was a great success. Thank you everyone for making it such a wonderful day. I was very impressed with the way you all **p**\_\_\_\_\_ and **b**\_\_\_\_\_. As for the results, the red team came first with 174 points. Congratulations to the Reds! The blue team came in second, yellow third and green fourth. **K**\_\_\_\_\_ **p**\_\_\_\_\_ and let's do even better next year!

**3. Track 067**

That's it for today, everybody. Please take your paint, paintbrush, and container to the **w**\_\_\_\_\_, and **c**\_\_\_\_\_ everything \_\_\_\_\_ as you found it. Once that's done and all the tables are clean, we'll all head back to your homeroom. Anybody who **h**\_\_\_\_\_ **f**\_\_\_\_\_ their painting today can take it home to show their parents. Max, that's a nice picture of a car!

**4. Track 068**

The end of year yearbook is **coming out** in December. It will have lots of photos from this year and will also have some information about certain events that took place and sports contests that were played. The editors are also **l**\_\_\_\_\_ **f**\_\_\_\_\_ stories or contributions from you. So please **t**\_\_\_\_\_ **a**\_\_\_\_\_ something special you did at school this year, write about it, and **s**\_\_\_\_\_ it to the yearbook editors.

**5. Track 069**

Frank, you've got nineteen stickers at the moment - nineteen stickers for your hard work. If you get just one more sticker, you'll have 20 stickers. And you know what that **m**\_\_\_\_\_? You'll get a \$10 coupon from the school that you can **s**\_\_\_\_\_ at the school store. **K**\_\_\_\_\_ \_\_\_\_\_ the good work!

**6. Track 070**

Good morning class 7A. Your homeroom teacher, Mr. Vincent is not **h**\_\_\_\_\_ today. Unfortunately, he's sick and had to go to the **h**\_\_\_\_\_. Instead, Mrs. Alfredo, a substitute teacher, **w**\_\_\_\_\_ \_\_\_\_\_ **t**\_\_\_\_\_ you. Mrs. Alfredo has a lot of **e**\_\_\_\_\_ and I'm sure you'll have a good time with her today. Please give her a warm welcome and be on your best behavior for her. Thanks.

**7. Track 071**

We’ve got only about 5 minutes left everyone, so I recommend that you **s**\_\_\_\_\_ the work you're doing and **c**\_\_\_\_\_ any **a**\_\_\_\_\_ on the computer. It’s the last class for today, so could you **t**\_\_\_\_\_ **o**\_\_\_\_\_ your computers and clean your workstation also? At 2:45, we will all go back to your homeroom.

**8. Track 072**

Unfortunately, the air conditioner in here is broken everyone. We have called for a repairman to come and fix it ASAP, but he can’t come **u**\_\_\_\_\_ tomorrow. Therefore, let’s keep the windows open and try our best to be **p**\_\_\_\_\_. I promise, everything will be **m**\_\_\_\_\_ **c**\_\_\_\_\_ in here tomorrow and things will get back to normal.

**9. Track 073**

The movie we’re about to watch is called Lion. It was released in 2016 and was **n**\_\_\_\_\_ for six Oscars, **a**\_\_\_\_\_ it didn't win any of them. You’ll notice that the first half of the movie takes place in India and the second part in Australia. As you watch, think about the story and the **t**\_\_\_\_\_ in the story because at the end, we’ll have a discussion. Now let’s watch it.

**10. Track 074**

These days, we use money whenever we want to buy something but a long time ago, there wasn't always something like money that everybody could **r**\_\_\_\_\_ and **b**\_\_\_\_\_ in. So people used seashells, leaves, seeds or pieces of gold or silver if they wanted to trade with each other. Today, those **i** have different **v**\_\_\_\_\_. Gold and silver still are quite valuable **a**\_\_\_\_\_ because we have money and currency, they are used much less frequently.

## ◆ Grammar and Speaking Tips

[p.148]

- **소유격 관계대명사 whose; ‘누구의’**  
관계대명사 ‘who’의 소유격으로, 선행사가 소유격을 나타낼 때 사용한다.  
(ex.) Mina has a jacket. **Its** color is so bright. [선행사: Jacket]  
(ex.) Mina has a jacket **whose** color is so bright.  
(Mina는 색이 아주 밝은 재킷을 가지고 있다.)
- **keep+동사-ing: ‘~하는 것을 계속하다(유지하다)’**  
(ex.) Toby **keeps practicing** the piano every day.  
(Toby 는 매일 계속해서 피아노를 연습한다.)
- **think about: ‘~에 대해 생각하다 (=think of)’**  
(ex.) We have thought about the problem last three days.  
(우리는 지난 3 일 동안 그 문제에 대해 생각해 봤다.)

[p.149]

- **부사의 위치**  
‘부사’는 문장의 맨 앞에 위치해서 문장 전체를 꾸며준다. 또한 형용사나 다른 부사 앞에 쓰여서 그들을 수식하기도 한다. 부사는 일반동사 뒤에 위치 한다.  
**[부사+문장]**  
(ex.) **Luckily**, I didn’t hurt from the accident. (다행히도, 난 그 사고에서 다치지 않았다.)  
**[부사+형용사]**  
(ex.) This math quiz is **pretty** easy to me. (이 수학 문제는 내게 꽤 쉽다.)  
**[부사+부사]**  
He talked **very** angrily. (그는 아주 화를 내며 말했다..)
- **much +비교급: ‘훨씬 더 ~한’**  
비교급을 강조할 때 사용하는 부사로는 ‘even, far, much, still, a lot’이 있으며, 이들은 모두 ‘훨씬’이라는 뜻으로 사용된다.  
(ex.) Sarah bought far **more flowers than** before.  
(Sarah 는 이전보다 훨씬 더 많은 꽃들을 샀다.)

◆ **Workbook Review**

**Dictation: Lesson 17**

[pp. 150-152]

**[11-13] Track 075**

- B:** Hi, Jessie, I really like your sunglasses. Where did you **g**\_\_\_\_\_ them?
- G:** My Aunt Vivian got them for me when she went \_\_\_\_\_ **h**\_\_\_\_\_. She gave them to me last Sunday when she got back. She also gave me some chocolates. She’s a great aunt.
- B:** Really? You have a very nice aunt. What **c**\_\_\_\_\_ did she go on holidays to?
- G:** She went to Europe. Italy, France, Germany and some other countries but I forget their names.
- B:** That’s nice. They’re **p**\_\_\_\_\_ pretty good sunglasses if she bought them over there.
- G:** Maybe. I like the **s**\_\_\_\_\_ but another **r**\_\_\_\_\_ I like to wear them is they **p**\_\_\_\_\_ my eyes from the sun on bright days like today. You should get a pair of sunglasses as well, Brad.
- B:** Yeah, I never thought about that. I thought if I wear a cap, my eyes would be protected.
- G:** They can but sunglasses can protect your eyes a bit better than a cap. And there is another **a**\_\_\_\_\_ **b**\_\_\_\_\_.
- B:** Oh yeah? What’s that?
- G:** Sometimes, flies and mosquitos fly into your eyes. It’s really annoying. But if you’re wearing sunglasses, they can’t **h**\_\_\_\_\_ you in the eye. They hit the **l**\_\_\_\_\_ instead.
- B:** I never thought about that. I’m going to ask my aunt if she can get me some sunglasses too, Jessie.

**[14-17] Track 078**

- G:** Oscar, what are you taking a photo of now?
- B:** I’m just taking a picture of the trees. Aren’t they a nice color at the moment? They’re really **c**\_\_\_\_\_ and the green grass in the **b**\_\_\_\_\_ **m**\_\_\_\_\_ them very well.
- G:** That’s true. You take a lot of photos. How many have you taken \_\_\_\_\_ **t**\_\_\_\_\_?
- B:** I have a hard drive at home and on it there are over 10,000 photos that I’ve taken in the **p**\_\_\_\_\_ three years.
- G:** That’s a lot of photos! Do you **u**\_\_\_\_\_ them or look at any of them after you **t**\_\_\_\_\_ them?
- B:** Sure I do. I always **l**\_\_\_\_\_ **b**\_\_\_\_\_ and edit the photos I take. Sometimes I change them a **l**\_\_\_\_\_ bit.
- G:** Why do you take so many photos?
- B:** The reason is because I want to **r**\_\_\_\_\_ things. If I see a picture I can remember it really **e** and have good **m**\_\_\_\_\_ about it.
- G:** I write things in my diary to remember but I might try taking some pictures like you.
- B:** I tell you what, Tina. You know you’re my good friend and I want to always remember you. Why don’t we take a photo **t**\_\_\_\_\_ now?
- G:** That’s sounds like a great **i**\_\_\_\_\_! Maybe we can have some colorful trees in the background too!

[18-21] Track 082

- B:** Julie, what do you think about this weather?
- G:** Are you **k**\_\_\_\_\_? I think it’s terrible! It’s **b**\_\_\_\_\_ **r**\_\_\_\_\_ **f**\_\_\_\_\_ three days and I’m sick of it.
- B:** Yes, I totally agree. We haven’t been able to go outside at all. We’ve had to stay in all day.
- G:** That’s right. Mrs. Rogers has had us doing so many coloring exercises, I feel really bored of coloring. And I used to love coloring. Right now, I just want to run and **b**\_\_\_\_\_ **o**\_\_\_\_\_ some energy.
- B:** That would be hard to do. It’s so wet outside. Have you seen the lake behind the school?
- G:** No, my house is the other way, I don’t go near the lake \_\_\_\_\_ **w**\_\_\_\_\_ home.
- B:** There’s been so much rain, that lake has overflowed.
- G:** Really?
- B:** Yes. It looks bad. The water has **f**\_\_\_\_\_ **o**\_\_\_\_\_ and crossed the road and there are big **p** all over the place. It’s even become difficult for cars to drive down that road now.
- G:** My mother usually drives **e**\_\_\_\_\_ but she doesn’t like the rain. She said she’s not going to drive as much until the rain stops and the roads get **d**\_\_\_\_\_.
- B:** Well, I just hope this rain **s**\_\_\_\_\_ so we can play our sports game on Friday.

[22-25] Track 086

- B:** Hi, come over here for a **m**\_\_\_\_\_, Tanya. I want to show you something **r**\_\_\_\_\_ cool.
- G:** Sure, what have you got there, Bart?
- B:** **L**\_\_\_\_\_ **d**\_\_\_\_\_ at this little hill, and tell me what you see.
- G:** Yuck! I see something really gross.
- B:** Aren’t they beautiful? There are probably five thousand ants here.
- G:** Ants are not beautiful, Bart. In fact, they’re **d**\_\_\_\_\_.
- B:** In some ways you’re right, Tanya. They can be pretty disgusting, but these ants are special ants **c** Leafcutter ants.
- G:** What’s special about Leafcutter ants?
- B:** Leafcutter ants work as a team. Some ants go back and forth to places where there are leaves. The bigger ants **c**\_\_\_\_\_ those **l**\_\_\_\_\_. So sometimes you will see a leaf with a piece cut out of it. Leafcutter ants probably did that. They cut **p**\_\_\_\_\_ from leaves and **c**\_\_\_\_\_ them **b**\_\_\_\_\_ to the nest. That’s why they’re called Leafcutter ants.
- G:** Hey, I see an ant right there. He’s carrying a piece of leaf and it’s bigger than him!
- B:** Yes, I see him too. He’s taking the leaf back to the nest. The **r**\_\_\_\_\_ of the ants will be **a**\_\_\_\_\_ to use it. Who knows? He may then go back and get another **p**\_\_\_\_\_ of leaf. So maybe they’re disgusting, but they’re still pretty **i**\_\_\_\_\_, don’t you think?
- G:** I guess so.

## ◆ Grammar and Speaking Tips

[p.150]

- **go on holiday(s)**: `휴가를 가다 (=go on vacation(s))’  
(ex.) Amy will go on holiday to Pattaya. (Amy 는 파타야로 휴가를 갈 것이다.)

[p.151]

- 자주 쓰이는 ‘look’ 숙어 표현

**[look for]** `~을 찾다’

(ex.) Excuse me, I’m **looking for** the science fiction novels.  
(실례합니다, 전 공상 과학 소설들을 찾고 있어요.)

**[look at]** `~을 보다 (take a look at ~을 살펴보다)’

(ex.) **Look at** this newspaper. A big scandal is the main article.  
(이 신문을 봐. 큰 스캔들이 주요 기사인데.)

**[look up (at)]** `~위를 쳐다보다 / [look up to]~을 존경하다’

(ex.) **Look up** there! There is a swarm of locusts! (저 위를 봐! 메뚜기 떼가 있어!)  
(ex.) I **look up to** my parents. (나는 내 부모님을 존경해요.)

**[look down]** `아래를 쳐다보다, 내려보다, 얕보다’

(ex.) We **looked down** the hill. Everything looked so small.  
(우리는 언덕 아래를 내려다 봤다. 모든 것이 아주 작게 보였다.)  
(ex.) Don’t **look down on** me so. (나를 그렇게 얕보지 말아요.)

◆ **Workbook Review**

**Dictation: Lesson 18**

[pp. 153-155]

**[26-29] Track 090**

The Incan people lived in South America long ago. They first **a**\_\_\_\_\_ in the Andes in the 1100s A.D. and slowly built a **h**\_\_\_\_\_ kingdom. Their land area went from Northern Ecuador to Central Chile. In this area there were 12 million Incans from more than 100 different **e**\_\_\_\_\_ groups at the **c**\_\_\_\_\_ strongest point. **D**\_\_\_\_\_ their huge numbers, the Spanish, who brought better weapons and **d**\_\_\_\_\_, **o**\_\_\_\_\_ the Incans in 1572. While they were in existence, the Incans developed a lot of great things **i**\_\_\_\_\_ roadway systems, centralized religion and language. They also had **a**\_\_\_\_\_ methods of farming and **a**\_\_\_\_\_. The Incan farmers grew many different crops. Interestingly, some of them are still eaten by people today. Several of these crops are fruits. Three different fruits - the pepinodulce, the naranjilla, and the cherimoya – **a**\_\_\_\_\_ the best **k**\_\_\_\_\_. The color of the pepinodulce is similar to that of the melon, and it **t**\_\_\_\_\_ like a honeydew **m**\_\_\_\_\_ with cucumber. The naranjilla tastes like a citrus fruit, and its juice is used as a drink. As for the cherimoya, what’s special is that different people describe its taste in different ways. Incan farmers also grew **s**\_\_\_\_\_ different roots. Two different roots – the arracacha and the ulluco – are best known. The arracacha looks like a carrot, and the inside of the root is white, yellow, or purple. The leaves of the ulluco **a**\_\_\_\_\_ **s**\_\_\_\_\_ to those of the spinach.

**[30-33] Track 094**

GPS, or the global **p**\_\_\_\_\_ system, is everywhere these days. We take it for **g**\_\_\_\_\_ that we can find where we are on our smart phones. We locate cars or use watches with GPS. In the beginning, the idea for such a system was a **m**\_\_\_\_\_ one. It was to help in the long-range **n**\_\_\_\_\_ of ships and planes. GPS was first used by the US military in the cold war days. Navigation systems were used **e**\_\_\_\_\_ **t**\_\_\_\_\_ this but they were not as accurate. That’s when the idea of using satellites in space was considered. The first satellite **u**\_\_\_\_\_ **f**\_\_\_\_\_ these purposes was launched in 1978. Today there are more than 30 satellites in the sky that help us with GPS navigation and there are always \_\_\_\_\_ **l**\_\_\_\_\_ 24 of them that are active. What’s more, they don’t always just handle navigation data, they have other **d**\_\_\_\_\_ on them and collect other forms of information. In the 1980s the Americans **d**\_\_\_\_\_ \_\_\_\_\_ allow anyone to use the GPS system for free. They did however keep one thing to themselves, which was a more accurate reading option. And then On May 1, 2000, they **a**\_\_\_\_\_ everyone else to utilize that accurate option as well. GPS is so popular that there are even GPS shoes. What GPS items do you have?

**[34-37] Track 098**

Do you know what taste buds are? Taste buds help animals, including us, taste food. Humans can sense four basic flavors: sweet, salty, bitter, and sour. In general, for us at least, foods that are sweet or salty will tend to be **n** \_\_\_\_\_ while bitter or sour foods may be a **b** \_\_\_\_\_ sign – that the food is old or bad for us. The catfish has about 250,000 taste **b** \_\_\_\_\_ all over it, so it is the animal with the best sense of taste. **O** \_\_\_\_\_, humans only have about 10,000 taste buds or **l** \_\_\_\_\_, giving us a much poorer sense of taste. Many people think that taste buds are only located on the tongue, but there are some in the back of the throat, down the **t** \_\_\_\_\_, as well as in the nose and **s** \_\_\_\_\_. You might also think you can see your taste buds but you can’t. Taste buds can’t be seen by the **n** \_\_\_\_\_ eye because they are too small. The bumps you can see and feel on your tongue are not actually taste buds. However, each one of those bumps holds about 6 taste buds on **t** \_\_\_\_\_ of it. The sweet taste buds are located at the **t** \_\_\_\_\_ of the tongue. Just like the buds for sweetness, the salty taste buds are located at the tip of the tongue. On the other hand, the **b** \_\_\_\_\_ taste buds are **n** \_\_\_\_\_ the back of the tongue. The sour taste buds are **f** \_\_\_\_\_ on the sides of the tongue.

**[38-42] Track 102**

**M (Teacher):**

Something that a lot of cities are not only **p** \_\_\_\_\_, but are remembered for, are their skyscrapers. The word skyscraper means, "something that **s** \_\_\_\_\_ the **s** \_\_\_\_\_." Of course, **n** \_\_\_\_\_ can scrape the sky. So, the word usually means, "a very tall building." Let’s **l** \_\_\_\_\_ some of the skyscrapers in the world. In 1930, the Chrysler Building **w** \_\_\_\_\_ **c** \_\_\_\_\_ and became the world's first skyscraper taller than 1,000 feet.

**W (Student):**

What about the Empire State Building? Wasn’t it the **t** \_\_\_\_\_ building?

**M (Teacher):**

Great point! At 1,046 feet, the Chrysler Building was **i** \_\_\_\_\_ the tallest building, but only for 11 months and you guessed it, the Empire State Building went past it. In 1931, the Empire State Building was officially opened. At 1,250 feet, it was the world's tallest building for **n** \_\_\_\_\_ 40 years. New York is sometimes **r** \_\_\_\_\_ to as the Empire State, and the name of the skyscraper comes from that nickname. **I** \_\_\_\_\_, that Chrysler Building is still the world's tallest brick building.

**W (Student):**

Were all the tall buildings only in New York?

**M (Teacher):**

Not for long. In 1968, the John Hancock Center was built in Chicago and became the world's tallest building outside New York. At 1,128 feet, it is the **s** \_\_\_\_\_ tallest building in the United States. In 1971, the twin towers of the World Trade Center were completed and at 1,350 feet, it was the world's tallest building for two years. In these times, a great many cities **p** \_\_\_\_\_ tall skyscrapers. From buildings, to towers, almost every trip to a big city is not **c** \_\_\_\_\_ **w** \_\_\_\_\_ a trip to the tallest skyscraper’s **o** \_\_\_\_\_ deck. What is your favorite one?

## ◆ Grammar and Speaking Tips

[p.153]

- **at least:** ‘최소한’  
(ex.) I need **at least** five lollipops for my students.  
(나는 내 학생들을 위해 최소 5 개의 막대사탕이 필요하다.)
- **over there:** ‘저기에 (≠ over here 여기에)’  
(ex.) Jerry, can you move this box **over there**? (Jerry, 이 박스를 저기로 옮겨줄 수 있니?)

[p.154]

- 쓰이는 ‘use’ 숙어 표현  
[be used to+(동)명사] ‘~하는데 익숙하다’  
(ex.) Harry **is used to** drawing pictures with crayons.  
(Harry 는 크레파스로 그림을 그리는데 익숙하다.)  
[be used to+동사] ‘~하기 위해 사용되다’  
Solar energy will **be used to** solve the problem.  
(그 문제를 해결하기 위해 태양열 에너지가 사용될 것이다.)  
[used to+동사원형] ‘~하곤 했다’  
(ex.) She **used to** get up early on Sundays. (그녀는 일요일마다 일찍 일어나곤 했다.)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 19**

[pp. 158-160]

**A. Choose the correct answer.**

his name	down	wanted to
----------	------	-----------

1. It’s a wooden ruler with \_\_\_\_\_ in black marker on it.
2. I really \_\_\_\_\_ come but unfortunately, my grandmother got hurt on that day.
3. She fell \_\_\_\_\_ in her house and hurt her hip.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < in instead of groups >

→ This month I’d like to sit \_\_\_\_\_ in rows.

2. < groups yourselves >

→ I’ll let you choose your \_\_\_\_\_.

3. < item missing >

→ Everyone, we have a \_\_\_\_\_.

4. < one has no longer >

→ Raymond had a ruler at the start of the day but he \_\_\_\_\_ now.

## ◆ Grammar and Speaking Tips

[p.158]

- **would like to:** `~하고 싶다 (=want to)`

(ex.) I **would like to** learn figure skating. (나는 피겨 스케이팅을 배우고 싶다.)

**[would like+(동)명사]** `~을 원한다`

(ex.) I would like eating a big strawberry ice cream cone.

(나는 커다란 딸기 아이스크림 콘이 먹고 싶다.)

- **재귀대명사 ‘-self(selves)’**

‘재귀 대명사’는 ‘~자신(oneself)’을 표현할 때 사용한다. 단수형태 인칭대명사는 ‘-self’를, 복수형태 인칭대명사는 ‘-selves’를 붙여준다.

(ex.) I believe **myself** all the time. (나는 항상 나 자신을 믿는다.)

(ex.) Jack fixed the broken radio **himself**. (Jack 은 직접 고장 난 라디오를 고쳤다.)

<b>단수</b>	I - myself	you - yourself	he - himself	she - herself	it - itself
<b>복수</b>	we - ourselves	you - yourselves	they - themselves		

[p.160]

- **fall down:** `넘어지다`

(ex.) The boy **fell down** the stairs. (그 소년은 계단에서 굴러 넘어졌다.)

**[fall off]** `~에서 떨어지다`

(ex.) My friend **fell off** the bicycle. (내 친구는 자전거에서 떨어졌다.)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 20**

[pp. 161-164]

**A. Choose the correct answer.**

What to do	broke	of
------------	-------	----

1. It was 2 PM on the day \_\_\_\_\_ the big game.
2. Eric didn’t know \_\_\_\_\_ so he hit the television.
3. The television \_\_\_\_\_ and thus Eric couldn’t watch the game.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < a bike new policy >

→ Starting from March 1st, there will be \_\_\_\_\_ at school.

2. < the most for >

→ \_\_\_\_\_ part, they did that safely and with concern for others.

3. < there have been however >

→ \_\_\_\_\_ some accidents between bike riders and other students in recent times.

4. < when arrive at you >

→ From now on, \_\_\_\_\_ the front gate, please get off your bike and walk with it to the bike parking area.

## ◆ Grammar and Speaking Tips

[p.162]

- **be allowed to:** ‘~하는 것이 허락되다’  
(ex.) Our team **is allowed to** research the rumor.  
(우리 팀은 그 소문에 대해 조사하는 것을 허락 받았다.)

[p.163]

- **however:** ‘하지만, 그렇지만 (=but)’  
앞 절과 뒤의 절의 관계가 반대를 의미할 때 사용한다.  
(ex.) A: I agree with her idea. (나는 그녀의 의견에 동의해.)  
B: **However**, her idea is so nonsense. (하지만, 그녀의 의견은 너무 터무니 없어.)

- **there+동사+주어**  
유도부사 ‘there’을 사용할 때는 동사와 주어의 자리가 바뀐다. ‘There+동사+주어~’의 순서로 사용한다. 또한 의문문을 만들 때는 ‘동사+there+주어~?’의 순서가 된다는 것을 기억하자.  
(ex.) **There is** a little jam in the jar. (단지 안에서는 잼이 조금 있다.)  
(ex.)- **Are there** any bananas in the basket? (바구니에 바나나가 조금 있니?)

[p.164]

- **enjoy+(동)명사:** ‘~을 즐기다’  
동사 ‘enjoy’의 목적어로는 ‘to 부정사’는 올 수 없으며, 오직 ‘(동)명사’만이 올 수 있다.  
(ex.) Jenny, do you **enjoy cooking**? (Jenny, 넌 요리하는 것을 즐기니?)

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 21**

[pp. 165-169]

**A. Choose the correct answer.**

travelling anywhere	will continue	in comparison
---------------------	---------------	---------------

1. A long time ago, \_\_\_\_\_ is a speedy manner was totally out of the question.
2. \_\_\_\_\_ we now have trains that can travel at over three hundred kilometers an hour.
3. It seems that mankind \_\_\_\_\_ in its quest to become faster and faster.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < to discovered have been >

→ One of the oldest drums \_\_\_\_\_ is called the alligator drum, which was used around 4,000 years ago.

2. < the drum roughly has maintained >

→ Incidentally, throughout its long history, \_\_\_\_\_ same shape.

3. < kit drum largest >

→ In the world’s \_\_\_\_\_, there are 813 different pieces.

4. < each individual to hit >

→ It would take 1 hour \_\_\_\_\_ piece.

◆ Grammar and Speaking Tips

[p.165]

- **in comparison:** ‘(~와) 비교해 보면, (~에) 비해’  
(ex.) The ending part of this movie was not interesting in comparison with the first.  
(이 영화의 마지막 부분은 첫 부분에 비해 재미있지 않았어.)
- **· 동명사 (동사+ing)**  
‘동사+-ing’의 형태로 명사의 역할을 하며 문장 안에서 ‘주어, 보어, 목적어’ 역할을 한다.  
[주어: ~하는 것은]  
(ex.) **Baking cookies** is not difficult. (쿠키를 굽는 것은 어렵지 않다.)  
[보어: ~하기, ~하는 것]  
(ex.) Mary’s hobby is **taking pictures**. (Mary의 취미는 사진 찍기 이다.)  
[목적어: ~하는 것을, ~하기를]  
(ex.) Many teenagers imagine **being a movie star**.  
(많은 십대들은 영화 스타가 되기를 상상한다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 22**

[pp. 174-175]

Line	Hi Stacy,
5	Thanks for your email about the plan for our team project. Your idea to do the project about science is a good one. I am sure that nobody else will be doing something like that. Doing a science-based project would be an interesting option because it gives <u>us</u> the <u>chance</u> to do a presentation and give a demonstration at the same time.
10	However, I am a bit worried about the idea for a few reasons. First, if we do a science project, we probably need to get a lot of equipment and that will cost some money. Who’s going to pay for it? Also, after we buy the materials we have to make something and build it and test it. We don’t know how long that will take. And on the day of our presentation, what if it doesn’t work? The other thing is, there is not really anybody on our team who is good at science. I mean, you and I aren’t too bad, but we’re not science experts.
15	On the other hand, a few of us are in the school band. You play the violin and I play some guitar. So what do you think about doing our project on music instead because we know about music? We can also demonstrate music, maybe by playing a song during our presentation. What do you think?
	Let me know, Barbara.

**1. What is the purpose of the communication?**

- (A) To agree with an idea
- (B) To offer an alternative
- (C) To talk about science
- (D) To offer congratulations

**2. According to the letter, what is true about Clara?**

- (A) She is not good at science.
- (B) She plays music in the school band.
- (C) She has two brothers.
- (D) her project team only has two members.

**3. What is NOT mentioned in the passage?**

- (A) A science project
- (B) A musical performance
- (C) A science teacher
- (D) The school band

**4. Based on the passage what can be inferred about Stacy?**

- (A) She wants to do a science-based project.
- (B) She is a science expert.
- (C) She plays the guitar.
- (D) She is not a friend of Barbara.

**5. In line 5, the word us refers to?**

- (A) The school band
- (B) The students on the project team
- (C) Stacy and Barbara
- (D) The school community

**6. In line 5, the word chance is closest in meaning to?**

- (A) Risk
- (B) Gamble
- (C) Opportunity
- (D) Excitement

## ◆ Grammar and Speaking Tips

[p.172]

- **after & before:** `~한 후에 & ~하기 전에`  
문장과 문장을 이어주는 역할을 하는 접속사 역할을 할 때 ‘after / before’뒤에는 ‘주어+동사’의 문장이 올 수 있다.

**[after]**

(ex.) Bella has to write a report **after** she reads this book.

(Bella 는 이 책을 읽은 후 독후감을 써야 한다.)

**[before]**

(ex.) Wash your hands **before** you eat a meal. (음식을 먹기 전에 손을 씻어라.)

[p.174]

- **plan:** `(명사) 계획, (동사) 계획하다`  
명사로서 사용할 때 ‘plan’은 주로 전치사 ‘for’와 함께 쓰이며, 동사로서 사용할 때는 전치사 ‘to’와 함께 쓰인다.

**[plan for]**

(ex.) Both us agree to a detailed **plan for** keeping the peace.

(우린 둘 모두 평화 유지를 위한 상세한 계획에 동의한다.)

**[plan to]**

(ex.) I **plan to** arrive some time after two. (나는 두 시 조금 지나 도착하려고 계획한다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 23**

[pp. 180-181]

Line	Have you ever wondered how ancient people counted time? Today we can look at a cellphone, a watch, or the internet to tell the time, but it wasn't so easy in olden times. A variety of ways of telling the time and date have existed over the centuries, ranging from huge structures like at Stonehenge, where there are huge boulders, to mere sundials. It was China that is credited with discovering the clock as a device, with creating the first workable clock. The difficulty early on was
5	how to make a clock that was accurate at describing how much time had passed. And in China, around 1000 <u>scholars</u> showed the movement of the sun and the stars, and thus time, in a clever way. They created huge clocks that were driven by the flow of water. Eventually, Europeans came to know and like the designs of these Chinese clocks. They had been relying on weights to tell them how much time had passed. The Europeans first had clocks at about the year 1300, but <u>their</u> clocks
10	were hard to produce. And if everyone is not able to have a clock, how can accuracy of time be useful? A hundred years later, in 1400, they were making a clock that was more practical. And in 1560 even more accurate clocks that used a pendulum were telling people the time. In the late 1800s, things got even better as electricity came along and started to power the clock. Next time you look at the time, think what a luxury that was long ago.
15	

**1. What is the article mainly about?**

- (A) Digital clocks
- (B) The first clock
- (C) How clocks have evolved
- (D) Water clocks

**2. According to the passage, how had the Europeans been powering their clocks at first?**

- (A) By water
- (B) By electricity
- (C) By weights
- (D) By laser

**3. According to the article, what is NOT mentioned as a modern method of telling the time?**

- (A) A watch
- (B) A cell phone
- (C) A television
- (D) The Internet

**4. What kinds of clocks are NOT mentioned in the passage?**

- (A) Water based clocks
- (B) Weight based clocks
- (C) Wind based clocks
- (D) Pendulum based clock

**5. From the passage, what can be inferred about the first clocks?**

- (A) It took many people to make them.
- (B) They were never accurate.
- (C) They were rather pretty.
- (D) Everyone had one.

**6. In line 7, the word scholars is closest in meaning to?**

- (A) Children
- (B) Rulers
- (C) Experts
- (D) Wanders

**7. In line 12, the word their refers to?**

- (A) The Chinese
- (B) Scholars
- (C) The Europeans
- (D) The clocks

## ◆ Grammar and Speaking Tips

[p. 176 ]

- **I don’t think that’s correct.** : ‘난 그게 옳다고 생각하지 않아’.  
영어에서 ‘~라고 생각하지 않아’라는 표현을 할 때 간혹 혼돈하는 경우가 자신이 어떠한 것에 대해 동의하지 않거나 그렇게 생각하지 않는다는 표현을 할 경우이다.  
대부분의 실수가 ‘I think this is not....’ 이라고 말하는 부분인데, 정확한 표현은 ‘I don’t think...’가 옳다는 것을 기억해야 한다.  
(ex.) I **don’t think** that Tom is smarter than Julie.  
(난 Tom 이 Julie 보다 더 똑똑하다고 생각하지 않아.)

[p. 180 ]

- Have you ever wondered **how ancient people counted time?** : ‘당신은 어떻게 고대 사람들이 시간을 잴는지 궁금해 한 적이 있는가?’  
의문사가 문장 중간에 들어가서 ‘의문사+주어+동사’의 형태를 갖는 것을 간접 의문문이라고 한다. 위의 문장은 직접의문문에 간접의문문을 더한 의문문이라고 할 수 있다.  
**[간접의문문]**  
(ex.) Dad said, “Where is my wallet?” <직접의문문>  
Dad asked **where his wallet was.** <간접의문문>  
(아빠는 자신의 지갑이 어디 있는지 물었다.)

◆ **Workbook Review**

**Reading Comprehension: Lesson 24**

[pp. 182-184]

Line	Have you ever heard of the Hoatzin? The Hoatzin is a tropical bird that tends to be found in Amazon swamps. It is very different from the birds that we know. First of all, the Hoatzin is sometimes called the stink bird.
5	It’s called that because it has a really bad smell. The Hoatzin is said to smell like manure, which is actually the solid waste of animals. The reason the Hoatzin has such a bad smell is similar to the reason why other animals that have bad smells have bad smells. It keeps enemies away.
10	Who wants to follow a smelly <u>beast</u> ? And one of the creatures the Hoatzin wants to keep away is the human! Another interesting thing about the Hoatzin is that it doesn’t eat worms or the usual things we expect of a bird. In fact, it eats the leaves, fruits and flowers of plants. It has been estimated that the hoatzin eats from about 50 different plants, which is quite many.
15	What’s fascinating is which part of those plants it eats. A study found that, of the Hoatzin’s diet, it eats 82% leaves, 10% flowers and only 8% fruit. As eaters of fruit, this seems an odd diet from the human perspective. What might explain these eating patterns is its digestive system, which is similar to cows. As such, it eats leaves from trees.
20	Even the sound it makes is unusual. It has been said that its sound is more like an alligator than a bird. So with its smell and its sound, it’s no wonder it’s not that familiar to people. Perhaps because of where they live, the baby Hoatzins learn to swim long before they learn to fly. They also have claws on the edges of their wings. This is another unusual feature, although it makes sense when you look a little more closely.
25	The Hoatzin, as an animal that eats leaves, needs to get into trees. How can this be done? One way would be to fly? Another way would be to climb. This is where their claws help. They use their claws to climb trees and access quality leaves. They also use them to get away from predators. If you go to a tropical jungle look or smell for a Hoatzin.

**1. What is the best title for this passage?**

- (A) Wild animals
- (B) An unusual bird
- (C) The Amazon
- (D) A friendly bird

**2. Which of the following is true of the Hoatzin?**

- (A) It has a terrible smell.
- (B) It is related to the alligator.
- (C) It eats a lot of fish.
- (D) It is friendly to people.

**3. What is NOT mentioned in the passage about the Hoatzin?**

- (A) Where it is found

- (B) What it eats
- (C) Its sleeping habits
- (D) The sounds it makes

**4. What does the author imply about the Hoatzin?**

- (A) It’s quite easy to locate.
- (B) It’s uncommon.
- (C) It is extinct.
- (D) It has a long beak.

**5. In line 10, the word beast is closest in meaning to?**

- (A) Bird
- (B) Human
- (C) Monster
- (D) Animal

**6. Why does the author mention manure?**

- (A) To describe the Hoatzin’s appearance
- (B) To describe the Hoatzin’s living situation
- (C) To describe a smell
- (D) To describe what Hoatzins produce

**7. According to the passage, what does the Hoatzin mostly eat?**

- (A) Flowers
- (B) Leaves
- (C) Fruits
- (D) Meat

**8. In terms of its digestive system, the Hoatzin can be compared to which animal?**

- (A) Human
- (B) Alligator
- (C) Cow
- (D) Beast

## ◆ Grammar and Speaking Tips

[p. 182]

- **first of all:** ‘무엇보다 더’  
(ex.) I need at least five lollipops for my students.  
(나는 내 학생들을 위해 최소 5 개의 막대사탕이 필요하다.)
- **want to:** ‘~하고 싶다 (=would like to)’  
(ex.) Jerry, can you move this box over there? (Jerry, 이 박스를 저기로 옮겨줄 수 있니?)
- **get into**  
[(특정한 습관을) 들이다]  
(ex.) I want you to let yourself get into bad habits.  
(난 네가 나쁜 버릇은 들이지 않았으면 좋겠다.)  
[(특정한 상태에) 처하다, 만들다]  
(ex.) I **got into a real state** before the audition.  
(난 오디션 전에 정말 초조해 졌어.)  
[~에 들어가다]  
(ex.) You should stand in line to **get into the theater**.  
(극장에 들어가려면 당신은 줄을 서야 해요.)

## **Answer Key and Appendix**

## Word Study Review #1 – LISTENING COMPREHENSION

pp. 16-37

### Lesson #1

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	noisy	시끄러운, 소란스러운
2	excellent	우수한, 뛰어난
3	raise	높이다, 올리다
4	cheek	볼, 뺨
5	obvious	분명한, 명백한
6	puffy	부푼, 부풀어오른
7	mosquito	모기

#### Korean → English

	Korean	English
1	가려운	itchy
2	긁다	scratch
3	곤충	insect
4	제출하다	submit
5	전문가	expert
6	훔치다	steal
7	반대,반대의	opposite

## Word Study Review #2 – LISTENING COMPREHENSION

pp. 38-39

### Lesson #2

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	creative	창조적인, 독창적인
2	biology	생명활동[작용], 생물학
3	amazing	놀라운, 경탄할 만한
4	sense	감각, 감지하다
5	scary	무서운, 두려운
6	sight	시야, 풍경, 시력
7	marine	바다의, 해양의

#### Korean English

	Korean	English
1	생물, 창조물, 인간	creature
2	환영하다	welcome
3	구하다	save
4	상상(력)	imagination
5	북극해	Arctic Ocean
6	나타나다, 출현하다	appear
7	숨기다, 숨다	hide

## Word Study Review #3 – Language Form and Meaning

pp. 38-39

### Lesson #3

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	reluctant	마음 내키지 않는, 꺼리는
2	offer	제안하다, 권하다, 제공하다
3	awake	깨어있는, 깨우다
4	irregular	불규칙적인
5	mass	질량, 덩어리
6	altitude	고도, 높이
7	drowsy	졸리는, 나른한

#### Korean → English

	Korean	English
1	명작, 고전	<b>classic</b>
2	여러 가지의, 다양한	<b>various</b>
3	차고, 주차장	<b>garage</b>
4	시도하다, 시도	<b>attempt</b>
5	알아보다, 인정하다	<b>recognize</b>
6	거대한	<b>massive</b>
7	전체의, 완전한	<b>entire</b>

## Word Study Review #4 – Language Form and Meaning

pp. 58-65

### Lesson #4

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	feature	특징, 특색
2	article	글, 기사
3	recent	최근의
4	diplomat	외교관
5	expect	기대하다, 예상하다
6	fluency	유창성, 능변
7	competently	유능하게, 능력있게

#### Korean → English

	Korean	English
1	필수적인, 완전한	integral
2	체육관, 체조	gym
3	아령	dumbbell
4	연습, 운동	workout
5	뽑다, 선거하다	elect
6	기쁨, 즐거움	pleasure
7	상담하다, 참고하다	consult

## Word Study Review #5 – Reading Comprehension

pp. 72-97

### Lesson #5

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	flavor	맛, 풍미
2	option	선택권
3	bite	(이빨로) 물다, 물기, 무는 행위
4	get rid of	~을 제거하다, 없애다
5	disease	질병
6	resort	의지, 의존
7	chemical	화학의

#### Korean → English

	Korean	English
1	구매하다	purchase
2	(힘든 일을) 간신히 해내다, (어떻게든) ~ ~하다	manage
3	~을 다루다	deal with
4	놓치다, 그리워하다	miss
5	천적	predator
6	인구, 주민	population
7	백조	swan

## Word Study Review #6 – Reading Comprehension

pp. 98-101

### Lesson #6

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	annual	1년의, 해마다의
2	additionally	게다가
3	contestant	(대회, 시합 등의) 참가자
4	self-defense	자기 방어
5	metabolism	신진 대사
6	in particular	특히, 특별히
7	ingredient	요소, 재료

#### Korean → English

	Korean	English
1	이상한, 기묘한	weird
2	공공의, 대중의	public
3	등록하다	register
4	산소	oxygen
5	유명한, 명성 있는	renowned
6	전갈	scorpion
7	유사성, 닮은 점	similarity

## Word Study Review #7 – Actual Test 1

pp. 105-146

### Lesson #7

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

#### English → Korean

	English	Korean
1	odd	이상한, 홀수의
2	fascinating	매혹적인, 황홀한
3	slam	꽂다, 세게 치다
4	excursion	소풍, 짧은 여행
5	rescue	구조하다
6	dispose	배치하다, 처리하다
7	benefit	혜택, 이득

#### Korean → English

	Korean	English
1	영양소, 영양분	nutrient
2	멸종된	extinct
3	친숙한	familiar
4	영양소, 영양분	nutrient
5	지름, 직경	diameter
6	놀라운, 주목할 만한	remarkable
7	속삭이다	whisper

## Word Study Review #8 – Actual Test 2

pp. 147-184

## Lesson #8

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

### English → Korean

	English	Korean
1	calculation	계산, 산출
2	contribution	기여, 공헌
3	disgusting	역겨운, 메스꺼운
4	overtake	따라잡다, 추월하다, 만회하다
5	accurate	정확한, 정밀한
6	stink	역겹다, 악취가 나다
7	cooperation	협력, 협동

### Korean → English

	Korean	English
1	특이한, 드문, 흔치 않은	unusual
2	중앙집권화하다	centralize
3	추정(치), 추산	estimate
4	보여주다, 입증하다	demonstrate
5	발톱, 집게발	claw
6	뒤쫓다, 추적하다	chase
7	실질적인, 현실적인	practical

◆ **Workbook Review**

**Dictation: Lesson 1**

[pp. 36-37]

**1. Track 001**

Everybody, you have 50 minutes to finish the science test. Do not look at the person next to you. Please turn off your cell phone and put it away. If you have any questions or need to use the restroom, please raise your hand and I will come over to you. You may now start writing. Good luck!

**2. Track 001**

I would like to congratulate the school tennis team on their wonderful performance this year. They played very well throughout the year, winning 8 times and losing 3. In the interschool contest last weekend, they may not have won but they came very close and played with great honor. Everybody commented on their excellent court manner and integrity. Thank you for representing Kingston Middle School.

**[3-6] Track 003**

**B:** Hi, Mary, what happened to your cheek? It looks really red.

**G:** Oh is it? I was hoping it wasn't too obvious. I'll tell you what happened, it was a really unlucky thing.

**B:** Yes, it's very red and it looks really puffy. I can see that your left cheek is much bigger than your right one at the moment.

**G:** Well, about an hour ago when we went out for our lunch break, a mosquito or some kind of insect bit me on the cheek. I tried to flick it away but I was just a little bit too late. And after that it's just been really itchy. I can't stop scratching it.

**B:** Well it doesn't look so good. I don't think it's a good idea to scratch it. You should try something else. Is there anything you can do to fix an insect bite?

**G:** I don't know, maybe I should have a look at it in the mirror.

**B:** Yes, I think you should see it. Perhaps it would be a good idea to go to the nurse's station. I think they will have some cream that might make it less itchy at least.

**G:** That's a good idea! Thanks, Pete. I will go over there now.

**[7-11]** Track 007

Thomas Edison was an American inventor who was born in 1847. He was very intelligent, and invented many new things. He worked very hard and in his lifetime, obtained more than 1,000 patents. He also helped to advance many ideas.

Edison had a daughter, and one day he made a toy for her that eventually became known as the phonograph. The toy was made from wood, and had a voice added to it. The first song recorded on it was, "Mary had a Little Lamb," which is still popular among children. People were excited about this invention. Some thought Edison was a genius. The way he added the voice was via a special needle that could make holes on wax. Edison was the first person to come up with that idea.

In the old days people used candles in their homes. While electric lights and gaslights did exist, not many people used them in their homes. People worried that if they used those lights, a fire would break out. Edison wanted more people to use electric lights so he invented the electric light bulb with a wire inside it. The wire could light up inside the light bulb. The light bulb had a lot of energy and lasted much longer than a candle.

In 1888, an Englishman came to Edison wanting pictures of horses to be matched to sound. This became one of the many projects that Edison worked on. Unfortunately, the project didn't go well. After trying lots of ideas, Edison decided to work with another inventor, William Dickson. After a lot of trial and error, they succeeded in inventing moving pictures, which were later known as movies. At first, movies were scary for a lot of people because they were so real. Later, however, movies became accepted as a popular form of entertainment.

By inventing so many useful things, Thomas Edison helped improve people's lives. He will be remembered as a great inventor who really cared about ordinary people.

◆ **Workbook Review**

**Dictation: Lesson 2**

[pp. 38-39]

**1. Track 012**

Paul, here is your creative essay. It was really wonderful. I especially liked the part when the hero, Jacky, saved the old lady. You have a talent for writing stories and a great imagination. I think if you submitted one of your stories to a local newspaper or magazine, they would probably print it. What do you think?

**2. Track 013**

We have a very special guest everybody. He comes from Chillweather University. He’s an expert in marine biology who has spent a lot of time researching the Arctic Ocean and the Black Sea. He has come here today to talk about sea creatures and when he’s finished, he will take some questions from you. Please give a very warm welcome to Professor Dean Baker.

**[3-6] Track 014**

**B:** Guess what’s happening at camp tonight, Linda?

**G:** I don’t know. I haven’t looked at the schedule but I bet it’s going to be something exciting. Everything we’ve done so far on camp has been amazing!

**B:** It certainly has been! We’re having a campfire tonight! Can you believe it? A real campfire!

**G:** I’ve never been to a real campfire before, but I’ve heard that they’re pretty amazing.

**B:** They are! Once I was at a campfire with my grandpa and my uncle Harpo.

**G:** How was it? Was it fun?

**B:** Well it was a pretty big campfire. We cooked marshmallows and potatoes on the fire. And then we went around and everybody told a story.

**G:** Really? Wow! That must have been a great experience. Did you tell a story too? I bet you told a baseball story!

**B:** I told a story but not about baseball. I told the story we learnt in school about the frog that drank too much water.

**G:** Ah, I remember that story. That was a great story!

**B:** Yes! The campfire was amazing because when it came to my grandpa’s turn, he told a really long really interesting story.

**G:** Wow! I hope we can have a night like that tonight!

**B:** I hope so too! Just in case, I’m going to have a story ready.

[7-11] Track 018

**M (Teacher):**

Many ocean creatures are hunters that find and eat other fish. But none of them can hunt like a shark. Sharks are the best hunters in the water. Is it because of their big strong teeth? It’s true they have scary teeth, but their senses are even scariet. Picture this. A drop of blood falls into the ocean. A few minutes later ten sharks appear. How do they know? Sharks actually have a very good sense of smell. Their noses are amazing. They know exactly where a smell is coming from. If a shark smells a fish, it knows which way to swim to find it.

**W (Student):**

What about their sight? Can sharks see me if I’m swimming in the ocean?

**M (Teacher):**

That’s a great question. Sharks can actually see very well. Even while swimming in a part of the ocean that doesn't get much light, a shark can still find fish. If you still don’t think sharks are the best hunters, then try hiding from one. It’s not easy. It will find you. On top of their sense of smell and their vision, sharks can feel things moving in the water. They can feel the water change if something swims near them. What’s also special about sharks is that some of them can sleep with their eyes open. So how would we know if one is merely sleeping or looking for something to eat? We wouldn’t! There’s only one way to find out.

◆ **Presentation Project**

**Shark**

In Number 7 of Practice Test 2 in student book, we heard that the teacher and students discuss about the ocean creature, the shark.

In this passages, we could get some information about the shark.

Would you research more information about the shark that is not mentioned in the passage?

Then, give a presentation on your research in class.

• **The things you find out.**



- When does the shark move most actively?

: There is no specific time for sharks to move. They are either relaxing or always moving.

- Where does the shark live mostly?

: Sharks are widely distributed throughout the world and they do not live in freshwater with a few exceptions such as the bull shark and the river shark which can swim both in seawater and freshwater. In general, there are many types of temperate and tropical regions, and in one small and low latitude. Sharks live in depths of 2,000 meters, and some live even deeper.

- What is the shark’s life span?

: Shark lifespan varies by species, although most of them live 20 to 30 years in the wild, there are some that live much longer than others. For example, the spiny dogfish has one of the longest lifespans with more than 100 years. Whale sharks may also live over 100 years.

- How would we know if the shark is sleeping or looking for something to eat?

: Shark sleep, but they do it with their eyes open. Only one side of the brain sleeps at a time so that they can continue the breathing cycle while they rest. And at the same time, they actively follow the movements and as such, they are not truly asleep.

- Why does the shark swim with its mouth open?

: Most fish actively move their grills to absorb the maximum amount of oxygen in the water. most dilute oxygen. But there is no movement in the gills of sharks. So they have to keep moving to breath.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 3**

[pp. 62]

**A. Choose the correct answer.**

have been doing	inside	come over
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1. If you want to come over sometime to do a workout with me, then please let me know.
2. Guess what I have been doing over the last week?
3. Inside, I’ve got a bench-press, some dumbbells and an exercise bike.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < garage my setting up >

→ I have been setting up my garage as a home gym and I’ve just finished.

2. < annoyed which his mistakes >

→ John was reluctant to admit his mistakes, which annoyed all of us

3. < enough to was kill >

→ A simple massive eruption was enough to kill almost all living things in the region.

4. < the to explain auroras >

→ There is an interesting theory that attempts to explain the auroras.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 4**

[pp. 64-65]

**A. Choose the correct answer.**

has only been	feature	who
---------------	---------	-----

1. Each month, in our school magazine, we like to do a feature article on a student.
2. This time, our subject is Chris Baxter who some of you might not recognize.
3. Chris, a year six student, has only been at the school for the last two years.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **the answer to be expecting** >

→ We asked Chris how many languages he could speak, expecting the answer to be just two or three.

2. < **languages four another** >

→ Chris said, “I can also speak another four languages competently.”

3. < **both and chess club** >

→ He is an integral member of both our chess club and soccer team.

4. < **say hello language in any** >

→ If you see Chris in the yard or somewhere in the school, say hello in any language.

◆ **Write**

- **Theme:** school life, hobby, activity
- **Form:** an essay, a story, an email, a newsletter and so on
- **Direction:** 1. Choose a theme.  
2. Think about the form that you want to write.  
3. Write with introduction, body, and conclusion.

<Example - email; Primary step 2 p.30>

To : Justin

From : Ivan

Subject : I’m sorry but...

I was happy when I got your email.

It was a good suggestion to volunteer at the Winter Olympics.

I know that working at the Olympics is not a chance that comes by often. So your suggestion made me so glad.

But, I’m sorry I can’t. I have already sent the form to do volunteer work at a children’s center in my community. I got their email first before yours arrived.

I would like to have an invaluable experience as a community volunteer this vacation.

Anyway, I thank you for your offer.

I wish you a great experience at the Winter Olympics.

Best regards,

Ivan

◆ **Workbook Review**

**Reading Comprehension: Lesson 5**

[pp. 94-95]

**[Questions 1-5]**

Line John and Graham rode home from school together every day by bike. John had an old red bike that he got from his brother but Graham had a fast new bike with 10 gears.  
 “Hurry up,” Graham would say, “you’re too slow.”  
 Sometimes they stopped by on the way home and got an ice cream at the store. They both  
 5 liked the chocolate chip flavor.  
 Every day on the way home, they went by the park to say hello to Hester. Hester was a beautiful white swan that lived at the lake in the park. The boys fed her. Hester would come right up to them.  
 But then one day when they stopped by the park, Hester wasn't there. The boys looked  
 10 around. All over the park they looked but there was no Hester. “I don't like the look of it,” said Graham. The next day the boys returned to the lake, hoping that Hester would be there. She wasn't.  
 For a week the boys looked and called for Hester but she had gone. For a while, the boys stopped coming to the lake. Months later they went to the lake to skim stones. “Hester,”  
 15 called Graham just in case. There was no reply. The boys rode away. Suddenly they heard a sound in the leaves. They saw something move. It was Hester!  
 “Hey Hester,” the boys called, “where have you been, little girl?” Hester came up to them and they gave her some food.

**1. What is the passage mainly about?**

- (A) John likes to ride a bike.
- (B) John’s and Graham’s bikes
- (C) A missing swan**
- (D) The boys and swans

**2. According to the passage, which of the following is NOT true about John?**

- (A) His bike is old and red.
- (B) His bike is faster than his friend’s.**
- (C) He rides a bike every day.
- (D) He goes to the lake every day.

**3. What can be inferred from the passage?**

- (A) The friends like to look at the lake.
- (B) The friends always purchase ice creams.
- (C) The swan likes ice cream.
- (D) The swan goes away and comes back.**

4. In line 8, the word them refers to \_\_\_\_\_.

- (A) the boys
- (B) the swan
- (C) the ice cream
- (D) the bikes

5. In line 11, the word returned is closest in meaning to \_\_\_\_\_.

- (A) came after
- (B) came back
- (C) went away
- (D) went out

◆ **Workbook Review****Reading Comprehension: Lesson 6**

[pp. 96-97]

**[Questions 1-5]**

Line	Have you ever seen a scorpion? A scorpion is an animal that has some similarities with spiders. For a start, both animals have eight legs. Neither of them has wings or antennas. And both animals look fairly creepy. But there are also some differences between the two.
5	The scorpion has a very special tail, which is the most noticeable feature of the creature. All scorpions have venom that they can use via their tail. They use this venom for hunting or for self defense. However, they try not to use <u>it</u> too often because it takes a lot of energy to make that venom.
10	You can find scorpions on six out of the seven continents and there is not just one type. In fact, there are more than 2000 different types of scorpion. While some types are more venomous than others, they have an interesting thing in common. The baby scorpion can sting you with the same amount of venom as the adult. So just because <u>it</u> is small doesn't mean it is <u>harmless</u> .
15	Another interesting thing is that a scorpion has low metabolism. It can digest food very slowly, which means it can eat rarely and still survive. Scorpions are able to use very little oxygen and live on one insect for a whole year! Be careful if you see a scorpion.

**1. What is the best title for this passage?**

- (A) How to catch a scorpion
- (B) All about scorpions**
- (C) The history of scorpions
- (D) Scorpion eating patterns

**2. Based on the passage, which of the following is true about baby scorpions?**

- (A) Baby scorpions use venom very often.
- (B) Baby scorpions use venom as much as the adult.**
- (C) Baby scorpions are the same with the spiders.
- (D) Baby scorpions are delicious.

**3. What can be inferred from the article about scorpions?**

- (A) The scorpion is quite fast.
- (B) The scorpion uses its venom often.
- (C) Scorpion adults and babies are equally venomous.**
- (D) Scorpions have fast metabolism.

4. In line 7, the word it refers to \_\_\_\_\_.

- (A) tail
- (B) venom
- (C) hunting
- (D) scorpion

5. In line 11, the word harmless is closest in meaning to \_\_\_\_\_.

- (A) good
- (B) dangerous
- (C) harmful
- (D) safe

## ◆ Summarize

### Managing Mosquitos

People hate mosquito bites. They are really itchy and make you scratch. The other bigger problem with them is that they can spread diseases like yellow fever or malaria. These diseases are still huge issues in some parts of the world. And so we need to manage mosquito populations. We need to keep their numbers low. There are 3 ways that this can be done. The first is to look at the places mosquitos breed, and if possible, to get rid of those places. For example, if you get rid of dirty water, this can reduce the amount of mosquitos in the area. A second way is to bring in a predator of mosquitos, like the dragonfly. The idea is that the dragonfly comes in, eats the mosquito and gets rid of the problem. On the downside, if you bring in dragonflies, you might get rid of some mosquitos, but now you've got more dragonflies! The third option is to use chemicals to deal with mosquitos. Of course there are downsides to this option. The mosquito may become immune to one chemical so you have to find another. Also, any chemicals you bring in may get rid of some mosquitos but they may be bad for us too. Of course if there are some mosquitos left when all options have been tried, then using netting and screens on windows can serve as a final resort.

### Summarize the passage.

- Think about the whole story and then find out what main articles are.
- Remove or write shortly the matters that are not important in the flow of the story.
- Make a group with similar cases.

This passage is about the mosquito. People hate mosquito bites that are really itchy and make us scratch. So this passage suggests us how to reduce or remove the mosquitos.

Here are three ways that this can be done.

The first is to look at the places mosquitos breed, and if possible, to get rid of those places.

For example, get rid of dirty water.

A second way is to bring in a predator of mosquitos, like the dragonfly. Because of dragonflies, you might get rid of some mosquitos, however, be careful, we might get more dragonflies.

The third option is to use chemicals to deal with mosquitos. Of course there are downsides to this option. The mosquito may become immune to one chemical. Also, any chemicals us bring in may get rid of some mosquitos but they may be bad for us too.

I really hate mosquito bites, either. I like those three ways but their downsides makes me hesitate to choose. So I choose another way. It's a mosquito net. It protects me from mosquitos as well.

And I don't have to worry about more dragonflies or chemicals.

◆ **Workbook Review**

**Dictation: Lesson 7**

[pp. 106-107]

**1. Track 023**

Good morning everyone. We have a new classroom cell phone policy that will start from Monday. You may bring your cell phone to school and use it as much as you want during breaks. However, during classes it must be switched off and put away. If your phone rings during class, or if I see you using it, you will lose it for the day.

**2. Track 024**

Right everyone, we’re now going to make two teams. Please come up one by one, reach into the box and take a number. If you get an odd number you’re on the blue team and if you get an even number, you’re on the red team. Can the odds please line up by the exit and the evens on the other side of the hall? Let’s go!

**3. Track 025**

Don’t be worried about the spider on the window. Class, it’s not a dangerous one. It looks like it’s just taking a walk. We don’t need to hurt him. In fact, if someone can give me a piece of paper and a jar I’ll show you how to safely catch him. Then we can take him outside to continue his walk.

**4. Track 026**

Thank you for all volunteering to help clean up the school. You will all be responsible for cleaning up the playground and the area behind the new classrooms. Take one of these big bags each and pick up any pieces of trash or garbage you can find. I’ll give you 30 minutes, so see you all back here at 2:25. Let’s get started!

**5. Track 027**

Many students have been returning books late to the library, in some cases weeks or months late. When this happens, other students are unable to borrow those books. So from now on, if you return a book late, you will not be able to borrow any more books for two weeks. Please bring your books back on time and help each other out.

**6. Track 028**

You have probably noticed recently that the school has a new pet dog called Bert. Bert is a young dog who was abandoned and needed a new home. As you can see he is very friendly. We ask you not to feed Bert any foods. We give him special food and don’t want him eating junk. However, if you see him around please treat him kindly.

**7. Track 029**

Today is Plant a Tree Day. In a few moments, we will all head outside and plant a tree either in the school grounds or in the community nearby. We have prepared lots of tiny trees. In fact there’s one for each of you. Please collect a small tree and line up with your homeroom teacher to wait for more instructions.

**8.** Track 030

Attention everybody, during the lunch break a nice looking wallet was found on the basketball court. It is a dark brown wallet without any name on it. Firstly, thank you to the kind student who handed it in. Secondly, could the owner of the wallet please come to my office, so I can return it.

**9.** Track 031

The water cycle is a very fascinating and important thing. It involves a connection between clouds, rain and the oceans. In short, evaporation from the oceans occurs and helps to form clouds up in the sky. From here, the clouds can move inland and eventually create rain. This rain feeds rivers. And the water ends up back in the oceans for the cycle to start again. If it were not for this cycle, there wouldn't be much life on earth.

**10.** Track 032

The era of dinosaurs is a very interesting one for earth. They lived on earth for about 165 million years. That's a long time when you think that us humans haven't been here for one million. What happened next is also extraordinary. About 66 million years ago, the dinosaurs became extinct. There are different beliefs about why this might have happened. The most likely is that a comet or asteroid, and probably a very large one, slammed into the earth.

◆ **Workbook Review**

**Dictation: Lesson 8**

[pp. 108-110]

[11-13] Track 033

- M:** Wendy, you know the soccer season is starting soon, don't you? I was wondering if you're going to try out for the team this year?
- G:** Oh, I don't think so Coach. I've been thinking about playing another sport this year. I might try Ping-Pong.
- M:** That's a shame. Why is that? Don't you like soccer anymore?
- G:** It's not that coach. I love soccer. It will always be my favorite game.
- M:** Then why would you want to play a different sport?
- G:** Well, last year I worked pretty hard and I was really excited about joining the soccer team. But then I tried out and I didn't make it. I guess I wasn't quite good enough. So I felt really disappointed. This year I'm worried I'll get excited about playing and then be disappointed again.
- M:** That was last year, Wendy. And think about all the great players. All the players you watch on Television. They all had times when they missed out but they came back stronger the next time. This year you're a lot older and bigger and everyone says you've improved a lot.
- G:** Thanks for the encouragement Coach.
- M:** How about this idea, Wendy? If you try out and come down I will put you in the team. I can't promise you that you will play all the time. That depends on how hard you work. But I will make sure you play some games on the team.
- G:** Really? That's wonderful! Then count me in Coach!

[14-17] Track 036

- G:** Hey, George, where's your bike? I thought you would be riding your bike home from school today?
- B:** I have some bad news actually. Someone stole my bike.
- G:** Oh no! What happened?
- B:** It was yesterday at the mall. I just went there quickly to get an ice cream. Because I was just getting an ice cream I thought, "George, you don't need to bother locking up your bike, it's only a moment. Nobody's going to take it." So I didn't. I just went in to the shop quickly, got my ice cream and came out.
- G:** Uh oh. This is starting to sound bad.
- B:** Right. Well I got a chocolate chip ice cream. You know my favorite one with the double cone? And I came outside to my bike and it wasn't there.
- G:** No way! You must have been very upset!
- B:** I was very upset. I just couldn't believe it. I took my eyes off it for about ten seconds.
- G:** Did you see anyone riding it away?
- B:** No that's the weird part. I looked left and right and couldn't see anyone riding a bike anywhere.
- G:** Was your mother angry?
- B:** Yeah she was really mad. She's not going to get me another bike for a long time, so I'll have to walk to school from now on.
- G:** I see. Well why don't we walk together?

[18-21] Track 040

- B:** Hi, Rachel, you look like you’re heading to the library.
- G:** Yes I am. I’m heading there to do some research.
- B:** I’m very surprised to hear that because I’ve never seen you in the library and I’m always there.
- G:** That’s true. I just can’t study in the library. It’s too quiet for me in there.
- B:** Really? I thought “quiet” would be good for study.
- G:** It is for most people, but not for me. That silence makes me go crazy. I seem to study best when there’s a lot of noise. If there are a lot of things happening and a lot of activity, then I can study.
- B:** So why are you going to the library now?
- G:** Actually I need to find some books. I have a big report to do on the history of the Atlantic Ocean and I don’t know anything about it. So I figured I’ll go to the library and look for some books. What about you? What are you going to the library for?
- B:** Well, we’re opposites. I like to study somewhere that’s quiet. My house is really noisy. My brother is always watching television, my mother is talking on the phone and my sister keeps asking me questions. I can’t get anything done. So I go to the library every day. It’s peaceful and no one bothers me. Hey, why don’t you find your book and sit next to me and get some good research done. Maybe you’ll start to like the library again if you have a library buddy.
- G:** Sure, let’s go together.

[22-25] Track 044

- G:** Hi, Clark, it’s good to see you. Your class went on an excursion yesterday, right?
- B:** Yes, that’s right. We went to the old coal mine out east, beyond Wilmott Village.
- G:** How was it? Was it a good day?
- B:** It was definitely worth it. I thought it was very interesting and I learnt some pretty cool things. On the down side it was a long drive to go out there and a long drive back.
- G:** I see. What did you learn out there?
- B:** I thought that a long time ago the biggest danger for the workers was an avalanche or rocks falling and making it hard to get out. But we learnt that there was a bigger problem than that.
- G:** Oh, really? What was the most dangerous part?
- B:** The most dangerous part, because they were under the ground, was the bad air. Sometimes there wasn’t any fresh air down there and if there’s no fresh air, that’s a problem.
- G:** Did you go down into the mine?
- B:** Yes, we went down a bit. We all had to wear a hard hat that had a light on it and the light showed us the way to go.
- G:** That sounds really cool.
- B:** It was cool but I’m pretty tall so I kept hitting my helmet on the roof and everyone kept laughing. It was also funny because Robbie’s light didn’t work.
- G:** Next week, our class is going on an excursion too. I’m looking forward to it.
- B:** Are you going to the coal mine?
- G:** No, our class isn’t going there, we will go to see the inside of the main baseball stadium.

◆ **Workbook Review****Dictation: Lesson 9**

[pp. 111-113]

**[26-29]** Track 048

In January 1982, there was a really big snowstorm in Washington, D.C. A plane took off from a local Washington airport. It was called Flight 90. Unfortunately, there was too much ice on the airplane wings. Due to this, and the cold winter day, the plane was unable to climb high in the air. It began to fly lower and lower, heading straight for the city. Within a few minutes, the plane crashed into a bridge next to the Potomac River. Part of the plane crashed into the bridge and hit several cars. Then it fell into the river, breaking through the layer of ice on top of it.

Of the 79 people on the plane, only five survived. All the traffic on the bridge stopped. People called the police. But the snowstorm was so bad that it was difficult to drive. Soon, a rescue helicopter arrived at the river. It lowered a cable. The survivors needed to hold onto the rescue cable and then they would be lifted into the helicopter.

Then an amazing thing happened. One of the passengers from the plane, a 50-year old man, climbed out of the plane. He went into the freezing cold river and tried to help the other four people who were alive. The rescuers in the helicopter dropped life vests into the river. The man passed them to the other survivors. He would not let the helicopter rescue him. He did not take a life vest for himself. He only helped the others. After saving the passengers, the 50-year old man did not live. The river was too cold. Today, the bridge has a new name. It is called the Arland D. Williams Jr. Memorial Bridge. That was the name of the man who had saved the lives of others. He was a great hero.

**[30-33]** Track 052

Are you familiar with the chemicals that are inside you, in the human body? Well, you may not know them well. But your body is made up of several. For a start, oxygen is a very important chemical. Without it, we wouldn't be able to breathe freely. Oxygen plays a big role in the physical and chemical changes that occur continually in the body. It helps to build new tissue, replace old tissue, convert food to energy and dispose of waste materials. Hydrogen is also important to us. Without that, we wouldn't have water, a substance that makes up around 60% of the body. This is because water is made up of two thirds hydrogen and one third oxygen. Hydrogen keeps cells hydrated, helps get rid of waste, and helps deliver nutrients to the cells that need them. It also makes sure the body's immune system is able to fight viruses and bacteria. Carbon and nitrogen also make up part of your body. Carbon makes up 18%. It helps with how your body releases energy. Nitrogen makes up just 3% of the body, but it is important. Nitrogen is an important part of your DNA, which defines what you are like in many ways. The rest of your body is made up of other chemicals. It's amazing that all these chemicals work together to make up your body.

**[34-37]** Track 056

When most people think about bees, they might think about the painful bee sting or they might think about honey. They most likely wouldn’t wish to work with bees. But that’s exactly what the job of a beekeeper involves. Beekeeping is an occupation that has been going on for more than 8000 years. Very old rock paintings from 6000 BC show that humans at that time were involved in beekeeping. It’s not so easy to access a natural beehive and so humans have tended to make beehives for the bees and get bees to live in them. In ancient times, beehives were made from hollow logs or from holes built in mud walls. That way, if it became necessary to move the bees to a different place, it was pretty easy to do. Today’s beekeeper uses boxes with stacks. There might be between 8 and 12 levels in all. The bottom level is where the bees have larva and create more bees. Up above is where the bees make honey. Bees make honey by eating nectar and turning it into honey. People think this is how bees are most useful to us, but that’s not quite true. Bees offer many more benefits economically when they move pollen for us. In this case, they take pollen from plants like almonds and transport it somewhere else. In this way they can help farmers grow more crop. The next time you see a bee, think of how good it is before you run away.

**[38-42]** Track 060**W (Teacher):**

Have you ever heard of Yellowstone National Park? It is a huge park located in the state of Wyoming. Yellowstone National Park was established in 1872 and was in fact the world’s first national park. It is a world heritage site that is so popular that in 2010 more than 3.6 million people visited the park. In 2016, visits were above 4.5 million.

**M (Student):**

What is it famous for?

**W (Teacher):**

Great question! The park is famous for its hot springs and waterfalls, of which there are 290 of the latter. The park is also said have between 1,000 and 3,000 earthquakes every year. But the park is also famous for being home to a lot of bears. In fact, you can see two kinds of bears in the park, Grizzly Bears and Black Bears. In the past, it was pretty easy to see bears at the park. You could even see them along the roadside. The bears learned that people left food that could be eaten. As a result, a lot of them searched garbage dumps for food. And a lot of people enjoyed watching the bears eating food, even going so far as to feed the cute animals. As time passed, bears became less easy to see at Yellowstone.

**M (Student):**

So what’s the chance of being injured by a bear at Yellowstone?

**W (Teacher):**

Pretty small actually. Some statistics have been compiled on the question. Between 1980 and 2002, over 62 million people visited the park. During that time, bears injured 32 of them. So the chance of being injured by a bear while in the park is about 1 in 1.9 million. That is very small. So what are you waiting for? Go visit Yellowstone today.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 10**

[pp. 116-118]

**A. Choose the correct answer.**

believe	through	not only	broken
---------	---------	----------	--------

1. One day, Fred was driving through the forest when his car got a flat tire.
2. Fred couldn’t believe his bad luck.
3. Not only was his tire flat, his light were broken.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **your house by stopped** >

→ I stopped by your house but nobody was home.

2. < **prefer or to eat first** >

→ Would you prefer to eat first or go bowling first and eat later?

3. < **have to in hand** >

→ I have to hand in my homework tomorrow.

4. < **As as soon finish my homework I** >

→ As soon as I finish my homework, I will do all my chores.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 11**

[pp. 119-122]

**A. Choose the correct answer.**

Borrowed	since	therefore	writing to	possible
----------	-------	-----------	------------	----------

1. I am writing to you from the Port Folds Library.
2. The book, Whales and Dolphins, which you borrowed on October 4th, has been overdue since October 17th.
3. Therefore, we ask that you return the book as soon as possible.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < coming up holidays public >

→ As you might know, we have some public holidays coming up on Tuesday and Wednesday June 20 and 21.

2. < Because of holidays these >

→ Because of these holidays, the school has decided to announce a special school holiday on Monday June 19.

3. < there will no school be >

→ To confirm, there will be no school on Monday June 19.

4. < that can now start to use we >

→ We are very excited that we can now start to use it.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 12**

[pp. 123-126]

**A. Choose the correct answer.**

Nero, the Roman Emperor	can be found	the more
-------------------------	--------------	----------

1. Emeralds can be found in many places around the globe.
2. The deeper the color of the emerald, the more valuable it is.
3. It has been said that Nero, the Roman Emperor watched Gladiator matches through an emerald-like green gemstone lens.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **calling Stone of the Earth the them** >

→ The Aztecs also like emeralds, calling them the Stone of the Earth.

2. < **second the hottest** >

→ Strangely, it is hot the hottest planet, but the second hottest.

3. < **its is thin because atmosphere** >

→ This is because its atmosphere is thin, which allows heat to escape.

4. < **it 88days takes only** >

→ In terms of its orbit, it takes only 88 days for Mercury to orbit the sun.

◆ **Workbook Review**

**Reading Comprehension: Lesson 15**

[pp. 132-133]

Line	Dear Tony,
	How are you? Guess what? My birthday is coming up and I’m having a party! I have never had a birthday party before but I asked my mother and she said that I can. It’s going to be a great day! I
5	remember going to your party last year. It was wonderful. I didn't get many strikes in the bowling game at your party but I sure had fun. I hope we can have as much fun this time. I have added a copy of the invitation for you. Please take a look at <u>it</u> and let me know if you can make it.
	Rex
10	Invitation to Rex’s 12 <sup>th</sup> Birthday party!
	<b>Where</b>
	The Essendon Fun House, 17 Grove Road, Essendon
15	
	<b>When</b>
	Saturday March 17, 1PM – 4PM
	<b>What</b>
20	
	<b>Schedule</b>
	1-1:30 Lunch
	1:30-3 Fun and games in the Fun House
	3:00-4:00 Singing & eating Cake
25	
	For lunch we will eat pizza.
	Send a message to Rex or call Rex’s Mom on 934-4485
	See you there!
30	

**1. What is the passage mainly about?**

- (A) A bowling game
- (B) A birthday party at the fun house**
- (C) A birthday party at the bowling alley
- (D) Lunch with Rex and friends

**2. What time will everybody sing a song?**

- (A) At 1:00
- (B) At 1:30
- (C) At 4:00
- (D) At 3:00

**3. According to the passage, which of the following will not happen at the birthday party?**

- (A) The eating of lunch
- (B) Playing baseball
- (C) Singing
- (D) Fun and games

**4. Based on the passage, what is probably true about Rex?**

- (A) He is not good at bowling.
- (B) He has had many birthday parties before.
- (C) He likes to eat chocolate cake.
- (D) He is currently 12 years old.

**5. In paragraph 1, the word it refers to?**

- (A) The birthday party
- (B) Bowling
- (C) An invitation
- (D) A birthday present

◆ **Workbook Review**

**Reading Comprehension: Lesson 13**

[pp. 134-135]

Line Clara was the smallest of three sisters.  
She was 11 years old. Her two older sisters were aged 13 and 15.  
Clara was a happy child, but there was one thing that bugged her.  
She was always the last sister to do something or to wear something.  
5 When her big sisters grew out of their shoes, or their dresses, they gave them to Clara.  
Clara’s older sister was the first sister to get a cellphone.  
Her second sister was next. Later, Clara got a cellphone.  
Her two sisters were able to go to the mall with their friends but Clara wasn’t allowed to go  
to the mall with her friends.  
10 One day, Clara spoke to her mom.  
“Mom, I’m always last to get things and do things. My sisters do everything first.  
I want to be first for once.”  
“That’s true,” said Mother, “but it’s only because they are older than you.”  
“I know,” said Clara, “but still there must be something I can do first.”  
15 “Alright,” said Mother, “I understand. Why don’t you tell me something that you would  
really like to do that your sisters have never done and maybe you can do it first.”  
Clara thought for a while. She’d recently become interested in music after watching a  
classical concert on TV.  
“Mom, none of my sisters play a musical instrument. What if I learn how to play the  
20 violin? Would that be possible?” Clara had to wait a few months, but on her next  
birthday, she got a violin. It was the first time anyone in the family got a musical instrument.  
And from then on everybody listened to her play. In fact, she gave her first concert in the  
living room.

**1. What would be the best title for this story?**

- (A) Learning the violin
- (B) Teenage years
- (C) Not always last to do things
- (D) New clothes

**2. What is true about Clara’s oldest sister?**

- (A) She is 11 years old.
- (B) She is 15 years old.
- (C) She borrows Clara’s clothes.
- (D) She plays the violin.

**3. According to the passage, what did Clara NOT do last?**

- (A) Get a cellphone
- (B) Go to the mall
- (C) Play music
- (D) Get shoes

**4. What is true about Clara’s violin?**

- (A) Her mother bought one right away.
- (B) It plays lovely music.
- (C) She gave a performance on her birthday.
- (D) She had to wait some months before she got it.

**5. In line 3, the word bugged is closest in meaning to?**

- (A) Annoyed
- (B) Surprised
- (C) Excited
- (D) Scared

**6. In line 7, the word them refers to?**

- (A) Her sisters
- (B) Shoes or dresses
- (C) Friends
- (D) Activities

**7. What can be inferred from the story about Clara?**

- (A) She is never first to get things.
- (B) Her older sisters don’t play with her.
- (C) Her mother will not buy an instrument.
- (D) Her favorite thing may be a violin.

◆ **Workbook Review****Reading Comprehension: Lesson 14**

[pp. 138-139]

Line The history of earrings is not only long and deep, but also rather diverse.  
 From when earrings began, to who wore them, even to the kinds of earrings that were worn. People  
 have been wearing earrings for thousands of years. This fact is agreed upon.  
 However, there are some historians who say that the earliest earrings were worn around  
 5 1500 B.C, which is over 3,500 years ago, while there are others suggesting it was much earlier.  
 The latter belief is that earrings were worn in ancient Asia 7,000 years ago! Who can truly say? With  
 such a wide span of years, it’s actually unclear when the first earring was worn. What is certain is  
 that earrings aren’t going out of fashion. In many parts of the world earrings are worn by people.  
 Earrings made from beads. Earrings made from precious metal or stones like gold or diamonds.  
 10 Sometimes, very big earrings are worn. In Myanmar, for example, the Karen women wear really  
 large earrings. When they are young, they actually wear smaller earrings but as they get older they  
 start to wear bigger and bigger earrings. In Thailand, some women wear earrings with flowers that  
 are as big as 5 cm in diameter. There are East African tribes that have been wearing earrings for a  
 long time. In this case, not only do both men and women wear earrings, but they  
 15 also wear them on the top and bottom parts of their ear. They tend to wear a string of beads  
 on the top part of their ear and a disc of rods on the lower part. On the point about men wearing  
 earrings, times have changed. In the early days, only men wore earrings. It was only after hundreds  
 of years before women started wearing them. Nowadays, it is common to see  
 more women wearing earrings. What earrings do you commonly see?  
 20

**1. What title best describes the article?**

- (A) Large earrings
- (B) Earrings in different countries and times**
- (C) A string of beads
- (D) 1500BC

**2. Which of the following is true about the Karen?**

- (A) They wear smaller and smaller earrings.
- (B) As they age they get bigger ears.
- (C) Both males and females wear earrings.
- (D) They get bigger and bigger earrings as they get older.**

**3. Which of the following is NOT mentioned in the passage?**

- (A) The first earring
- (B) Myanmar
- (C) East African tribes
- (D) Nose rings**

**4. According to the passage, where might the first earrings have been worn?**

- (A) Egypt
- (B) Rome
- (C) Europe
- (D) Asia

**5. What can be inferred from the passage about the first earring?**

- (A) It was worn in Egypt.
- (B) Not all historians agree when it was worn.
- (C) It was definitely worn in 1500 BC.
- (D) It was made from diamonds.

**6. In line 11, the word they refers to?**

- (A) Earrings
- (B) Historians
- (C) Diamonds
- (D) Karen women

**7. In line 8, the words out of fashion are closest in meaning to?**

- (A) Common
- (B) Uncommon
- (C) Pretty
- (D) Not expensive

**8. According to the passage, who wore earrings in the early days?**

- (A) Women
- (B) Men
- (C) Children
- (D) Men and women

◆ **Workbook Review**

**Dictation: Lesson 16**

[pp. 148-149]

1. [Track 065]

I found this jacket in the hallway after our Cinderella rehearsal. Does anyone own it? The size is a medium, and it doesn't have a name on it anywhere. It has a packet of baseball cards in one of the pockets as well as a small hole in the left sleeve. I will hold onto it so if you find out whose it is, please send them to me to collect it.

2. [Track 066]

The school sports day was a great success. Thank you everyone for making it such a wonderful day. I was very impressed with the way you all played and behaved. As for the results, the red team came first with 174 points. Congratulations to the Reds! The blue team came in second, yellow third and green fourth. Keep practicing and let's do even better next year!

3. [Track 067]

That's it for today, everybody. Please take your paint, paintbrush, and container to the washroom, and clean everything up as you found it. Once that's done and all the tables are clean, we'll all head back to your homeroom. Anybody who has finished their painting today can take it home to show their parents. Max, that's a nice picture of a car!

4. [Track 068]

The end of year yearbook is coming out in December. It will have lots of photos from this year and will also have some information about certain events that took place and sports contests that were played. The editors are also looking for stories or contributions from you. So please think about something special you did at school this year, write about it, and submit it to the yearbook editors.

5. [Track 069]

Frank, you've got nineteen stickers at the moment - nineteen stickers for your hard work. If you get just one more sticker, you'll have 20 stickers. And you know what that means? You'll get a \$10 coupon from the school that you can spend at the school store. Keep up the good work!

6. Track 070

Good morning class 7A. Your homeroom teacher, Mr. Vincent is not here today. Unfortunately, he's sick and had to go to the hospital. Instead, Mrs. Alfredo, a substitute teacher, will be teaching you. Mrs. Alfredo has a lot of experience and I'm sure you'll have a good time with her today. Please give her a warm welcome and be on your best behavior for her. Thanks.

7. Track 071

We've got only about 5 minutes left everyone, so I recommend that you save the work you're doing and close any applications on the computer. It's the last class for today, so could you turn off your computers and clean your workstation also? At 2:45, we will all go back to your homeroom.

**8.** Track 072

Unfortunately, the air conditioner in here is broken everyone. We have called for a repairman to come and fix it ASAP, but he can’t come until tomorrow. Therefore, let’s keep the windows open and try our best to be patient. I promise, everything will be much cooler in here tomorrow and things will get back to normal.

**9.** Track 073

The movie we’re about to watch is called Lion. It was released in 2016 and was nominated for six Oscars, although it didn't win any of them. You’ll notice that the first half of the movie takes place in India and the second part in Australia. As you watch, think about the story and the themes in the story because at the end, we’ll have a discussion. Now let’s watch it.

**10.** Track 074

These days, we use money whenever we want to buy something but a long time ago, there wasn't always something like money that everybody could recognize and believe in. So people used seashells, leaves, seeds or pieces of gold or silver if they wanted to trade with each other. Today, those items have different values. Gold and silver still are quite valuable although because we have money and currency, they are used much less frequently.

◆ **Workbook Review**

**Dictation: Lesson 17**

[pp. 150-152]

**[11-13]** Track 075

- B:** Hi, Jessie, I really like your sunglasses. Where did you get them?
- G:** My Aunt Vivian got them for me when she went on holidays. She gave them to me last Sunday when she got back. She also gave me some chocolates. She’s a great aunt.
- B:** Really? You have a very nice aunt. What countries did she go on holidays to?
- G:** She went to Europe. Italy, France, Germany and some other countries but I forget their names.
- B:** That’s nice. They’re probably pretty good sunglasses if she bought them over there.
- G:** Maybe. I like the style but another reason I like to wear them is they protect my eyes from the sun on bright days like today. You should get a pair of sunglasses as well, Brad.
- B:** Yeah, I never thought about that. I thought if I wear a cap, my eyes would be protected.
- G:** They can but sunglasses can protect your eyes a bit better than a cap. And there is another added benefit.
- B:** Oh yeah? What’s that?
- G:** Sometimes, flies and mosquitos fly into your eyes. It’s really annoying. But if you’re wearing sunglasses, they can’t hit you in the eye. They hit the lens instead.
- B:** I never thought about that. I’m going to ask my aunt if she can get me some sunglasses too, Jessie.

**[14-17]** Track 078

- G:** Oscar, what are you taking a photo of now?
- B:** I’m just taking a picture of the trees. Aren’t they a nice color at the moment? They’re really colorful and the green grass in the background matches them very well.
- G:** That’s true. You take a lot of photos. How many have you taken in total?
- B:** I have a hard drive at home and on it there are over 10,000 photos that I’ve taken in the past three years.
- G:** That’s a lot of photos! Do you use them or look at any of them after you take them?
- B:** Sure I do. I always look back and edit the photos I take. Sometimes I change them a little bit.
- G:** Why do you take so many photos?
- B:** The reason is because I want to remember things. If I see a picture I can remember it really easily and have good memories about it.
- G:** I write things in my diary to remember but I might try taking some pictures like you.
- B:** I tell you what, Tina. You know you’re my good friend and I want to always remember you. Why don’t we take a photo together now?
- G:** That’s sounds like a great idea! Maybe we can have some colorful trees in the background too!

**[18-21]** Track 082

- B:** Julie, what do you think about this weather?
- G:** Are you kidding? I think it’s terrible! It’s been raining for three days and I’m sick of it.
- B:** Yes, I totally agree. We haven’t been able to go outside at all. We’ve had to stay in all day.
- G:** That’s right. Mrs. Rogers has had us doing so many coloring exercises, I feel really bored of coloring. And I used to love coloring. Right now, I just want to run and burn off some energy.
- B:** That would be hard to do. It’s so wet outside. Have you seen the lake behind the school?

- G:** No, my house is the other way, I don't go near the lake on my way home.
- B:** There’s been so much rain, that lake has overflowed.
- G:** Really?
- B:** Yes. It looks bad. The water has flowed over and crossed the road and there are big puddles all over the place. It’s even become difficult for cars to drive down that road now.
- G:** My mother usually drives everywhere but she doesn't like the rain. She said she’s not going to drive as much until the rain stops and the roads get dry.
- B:** Well, I just hope this rain stops so we can play our sports game on Friday.

[22-25] Track 086

- B:** Hi, come over here for a minute Tanya. I want to show you something really cool.
- G:** Sure, what have you got there, Bart?
- B:** Look down at this little hill, and tell me what you see.
- G:** Yuck! I see something really gross.
- B:** Aren’t they beautiful? There are probably five thousand ants here.
- G:** Ants are not beautiful, Bart. In fact, they’re disgusting.
- B:** In some ways you’re right, Tanya. They can be pretty disgusting, but these ants are special ants called Leafcutter ants.
- G:** What’s special about Leafcutter ants?
- B:** Leafcutter ants work as a team. Some ants go back and forth to places where there are leaves. The bigger ants cut those leaves. So sometimes you will see a leaf with a piece cut out of it. Leafcutter ants probably did that. They cut pieces from leaves and carry them back to the nest. That’s why they’re called Leafcutter ants.
- G:** Hey, I see an ant right there. He’s carrying a piece of leaf and it’s bigger than him!
- B:** Yes, I see him too. He’s taking the leaf back to the nest. The rest of the ants will be able to use it. Who knows? He may then go back and get another piece of leaf. So maybe they’re disgusting, but they’re still pretty interesting don’t you think?
- G:** I guess so.

◆ **Workbook Review****Dictation: Lesson 18**

[pp. 153-155]

**[26-29]** Track 090

The Incan people lived in South America long ago. They first appeared in the Andes in the 1100s A.D. and slowly built a huge kingdom. Their land area went from Northern Ecuador to Central Chile. In this area there were 12 million Incans from more than 100 different ethnic groups at the civilization’s strongest point. Despite their huge numbers, the Spanish, who brought better weapons and diseases, overtook the Incans in 1572. While they were in existence, the Incans developed a lot of great things including roadway systems, centralized religion and language. They also had advanced methods of farming and agriculture. The Incan farmers grew many different crops. Interestingly, some of them are still eaten by people today. Several of these crops are fruits. Three different fruits - the pepinodulce, the naranjilla, and the cherimoya – are the best known. The color of the pepinodulce is similar to that of the melon, and it tastes like a honeydew mixed with cucumber. The naranjilla tastes like a citrus fruit, and its juice is used as a drink. As for the cherimoya, what’s special is that different people describe its taste in different ways. Incan farmers also grew several different roots. Two different roots – the arracacha and the ulluco – are best known. The arracacha looks like a carrot, and the inside of the root is white, yellow, or purple. The leaves of the ulluco are similar to those of the spinach.

**[30-33]** Track 094

GPS, or the global positioning system, is everywhere these days. We take it for granted that we can find where we are on our smart phones. We locate cars or use watches with GPS. In the beginning, the idea for such a system was a military one. It was to help in the long-range navigation of ships and planes. GPS was first used by the US military in the cold war days. Navigation systems were used earlier than this but they were not as accurate. That’s when the idea of using satellites in space was considered. The first satellite used for these purposes was launched in 1978. Today there are more than 30 satellites in the sky that help us with GPS navigation and there are always at least 24 of them that are active. What’s more, they don’t always just handle navigation data, they have other devices on them and collect other forms of information. In the 1980s the Americans decided to allow anyone to use the GPS system for free. They did however keep one thing to themselves, which was a more accurate reading option. And then On May 1, 2000, they allowed everyone else to utilize that accurate option as well. GPS is so popular that there are even GPS shoes. What GPS items do you have?

**[34-37]** Track 098

Do you know what taste buds are? Taste buds help animals, including us, taste food. Humans can sense four basic flavors: sweet, salty, bitter, and sour. In general, for us at least, foods that are sweet or salty will tend to be nutritious while bitter or sour foods may be a warning sign – that the food is old or bad for us. The catfish has about 250,000 taste buds all over it, so it is the animal with the best sense of taste. On the other hand, humans only have about 10,000 taste buds or less, giving us a much poorer sense of taste. Many people think that taste buds are only located on the tongue, but there are some in the back of the throat, down the throat, as well as in the nose and sinuses. You might also think you can see your taste buds but you can’t. Taste buds can’t be seen by the naked eye because they are too small. The bumps you can see and feel on your tongue are not actually taste buds. However, each one of those bumps holds about 6 taste buds on top of it. The sweet taste buds are located at the tip of the tongue. Just like the buds for sweetness, the salty taste buds are located at the tip of the tongue. On the other hand, the bitter taste buds are near the back of the tongue. The sour taste buds are found on the sides of the tongue.

**[38-42]** Track 102

**M (Teacher):**

Something that a lot of cities are not only proud of, but are remembered for, are their skyscrapers. The word skyscraper means, "something that scrapes the sky." Of course, nothing can scrape the sky. So, the word usually means, "a very tall building." Let's look at some of the skyscrapers in the world. In 1930, the Chrysler Building was completed and became the world's first skyscraper taller than 1,000 feet.

**W (Student):**

What about the Empire State Building? Wasn't it the tallest building?

**M (Teacher):**

Great point! At 1,046 feet, the Chrysler Building was indeed the tallest building, but only for 11 months and you guessed it, the Empire State Building went past it. In 1931, the Empire State Building was officially opened. At 1,250 feet, it was the world's tallest building for nearly 40 years. New York is sometimes referred to as the Empire State, and the name of the skyscraper comes from that nickname. Interestingly, that Chrysler Building is still the world's tallest brick building.

**W (Student):**

Were all the tall buildings only in New York?

**M (Teacher):**

Not for long. In 1968, the John Hancock Center was built in Chicago and became the world's tallest building outside New York. At 1,128 feet, it is the seventh tallest building in the United States. In 1971, the twin towers of the World Trade Center were completed and at 1,350 feet, it was the world's tallest building for two years. In these times, a great many cities possess tall skyscrapers. From buildings, to towers, almost every trip to a big city is not complete with a trip to the tallest skyscraper's observation deck. What is your favorite one?

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 19**

[pp. 158-160]

**A. Choose the correct answer.**

his name	down	wanted to
----------	------	-----------

1. It’s a wooden ruler with his name in black marker on it.
2. I really wanted to come but unfortunately, my grandmother got hurt on that day.
3. She fell down in her house and hurt her hip.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < **in instead of groups** >

→ This month I’d like to sit in groups instead of in rows.

2. < **groups yourselves** >

→ I’ll let you choose your groups yourselves.

3. < **item missing** >

→ Everyone, we have a missing item.

4. < **one has no longer** >

→ Raymond had a ruler at the start of the day but he no longer has one now.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 20**

[pp. 161-164]

**A. Choose the correct answer.**

What to do	broke	of
------------	-------	----

1. It was 2 PM on the day of the big game.
2. Eric didn’t know what to do so he hit the television.
3. The television broke and thus Eric couldn’t watch the game.

**B. Put the words or phrases in the right order to complete the sentence.**

1. < a bike new policy >

→ Starting from March 1st, there will be a new bike policy at school.

2. < the most for >

→ For the most part, they did that safely and with concern for others.

3. < there have been however >

→ However there have been some accidents between bike riders and other students in recent times.

4. < when arrive at you >

→ From now on, when you arrive at the front gate, please get off your bike and walk with it to the bike parking area.

◆ **Workbook Review**

**LFM: Complete the sentences: Lesson 21**

[pp. 165-169]

**A Choose the correct answer.**

Travelling anywhere	will continue	in comparison
---------------------	---------------	---------------

1. A long time ago, travelling anywhere is a speedy manner was totally out of the question.
2. In comparison we now have trains that can travel at over three hundred kilometers an hour.
3. It seems that mankind will continue in its quest to become faster and faster.

**B Put the words or phrases in the right order to complete the sentence.**

1. < to discovered have been >

→ One of the oldest drums to have been discovered is called the alligator drum, which was used around 4,000 years ago.

2. < the drum roughly has maintained >

→ Incidentally, throughout its long history, the drum has maintained roughly same shape.

3. < kit drum largest >

→ In the world’s largest drum kit, there are 813 different pieces.

4. < each individual to hit >

→ It would take 1 hour to hit each individual piece.

◆ **Workbook Review**

**Reading Comprehension: Lesson 22**

[pp. 174-175]

Line Hi Stacy,

Thanks for your email about the plan for our team project. Your idea to do the project about science is a good one. I am sure that nobody else will be doing something like that. Doing a science-based project would be an interesting option because it gives us the chance to do a presentation and give a demonstration at the same time.

5 However, I am a bit worried about the idea for a few reasons. First, if we do a science project, we probably need to get a lot of equipment and that will cost some money. Who’s going to pay for it? Also, after we buy the materials we have to make something and build it and test it. We don't know how long that will take. And on the day of our presentation, what if it doesn't work?

10 The other thing is, there is not really anybody on our team who is good at science. I mean, you and I aren’t too bad, but we’re not science experts.

On the other hand, a few of us are in the school band. You play the violin and I play some guitar. So what do you think about doing our project on music instead because we know about music? We can

15 also demonstrate music, maybe by playing a song during our presentation. What do you think?

Let me know, Barbara.

**1. What is the purpose of the communication?**

- (A) To agree with an idea
- (B) To offer an alternative**
- (C) To talk about science
- (D) To offer congratulations

**2. According to the letter, what is true about Clara?**

- (A) She is not good at science.
- (B) She plays music in the school band.**
- (C) She has two brothers.
- (D) her project team only has two members.

**3. What is NOT mentioned in the passage?**

- (A) A science project
- (B) A musical performance
- (C) A science teacher**
- (D) The school band

4. Based on the passage what can be inferred about Stacy?

- (A) She wants to do a science-based project.
- (B) She is a science expert.
- (C) She plays the guitar.
- (D) She is not a friend of Barbara.

5. In line 5, the word us refers to?

- (A) The school band
- (B) The students on the project team
- (C) Stacy and Barbara
- (D) The school community

6. In line 5, the word chance is closest in meaning to?

- (A) Risk
- (B) Gamble
- (C) Opportunity
- (D) Excitement

◆ **Workbook Review****Reading Comprehension: Lesson 23**

[pp. 180-181]

Line	Have you ever wondered how ancient people counted time? Today we can look at a cellphone, a watch, or the internet to tell the time, but it wasn't so easy in olden times. A variety of ways of telling the time and date have existed over the centuries, ranging from huge structures like at Stonehenge, where there are huge boulders, to mere sundials. It was China that is credited with discovering the clock as a device, with creating the first workable clock. The difficulty early on was
5	how to make a clock that was accurate at describing how much time had passed. And in China, around 1000 <u>scholars</u> showed the movement of the sun and the stars, and thus time, in a clever way. They created huge clocks that were driven by the flow of water. Eventually, Europeans came to know and like the designs of these Chinese clocks. They had been relying on weights to tell them how much time had passed. The Europeans first had clocks at about the year 1300, but <u>their</u> clocks
10	were hard to produce. And if everyone is not able to have a clock, how can accuracy of time be useful? A hundred years later, in 1400, they were making a clock that was more practical. And in 1560 even more accurate clocks that used a pendulum were telling people the time. In the late 1800s, things got even better as electricity came along and started to power the clock. Next time you look at the time, think what a luxury that was long ago.
15	

**1. What is the article mainly about?**

- (A) Digital clocks
- (B) The first clock
- (C) How clocks have evolved
- (D) Water clocks

**2. According to the passage, how had the Europeans been powering their clocks at first?**

- (A) By water
- (B) By electricity
- (C) By weights
- (D) By laser

**3. According to the article, what is NOT mentioned as a modern method of telling the time?**

- (A) A watch
- (B) A cell phone
- (C) A television
- (D) The Internet

**4. What kinds of clocks are NOT mentioned in the passage?**

- (A) Water based clocks
- (B) Weight based clocks
- (C) Wind based clocks
- (D) Pendulum based clock

**5. From the passage, what can be inferred about the first clocks?**

- (A) It took many people to make them.
- (B) They were never accurate.
- (C) They were rather pretty.
- (D) Everyone had one.

**6. In line 7, the word scholars is closest in meaning to?**

- (A) Children
- (B) Rulers
- (C) Experts
- (D) Wanders

**7. In line 12, the word their refers to?**

- (A) The Chinese
- (B) Scholars
- (C) The Europeans
- (D) The clocks

◆ **Workbook Review****Reading Comprehension: Lesson 24**

[pp. 182-184]

Line	Have you ever heard of the Hoatzin?
	The Hoatzin is a tropical bird that tends to be found in Amazon swamps. It is very different from the birds that we know.
	First of all, the Hoatzin is sometimes called the stink bird.
5	It’s called that because it has a really bad smell.
	The Hoatzin is said to smell like manure, which is actually the solid waste of animals.
	The reason the Hoatzin has such a bad smell is similar to the reason why other animals that have bad smells have bad smells.
	It keeps enemies away.
10	Who wants to follow a smelly <u>beast</u> ? And one of the creatures the Hoatzin wants to keep away is the human!
	Another interesting thing about the Hoatzin is that it doesn’t eat worms or the usual things we expect of a bird. In fact, it eats the leaves, fruits and flowers of plants. It has been estimated that the hoatzin eats from about 50 different plants, which is quite many.
15	What’s fascinating is which part of those plants it eats. A study found that, of the Hoatzin’s diet, it eats 82% leaves, 10% flowers and only 8% fruit. As eaters of fruit, this seems an odd diet from the human perspective. What might explain these eating patterns is its digestive system, which is similar to cows. As such, it eats leaves from trees.
	Even the sound it makes is unusual. It has been said that its sound is more like an alligator than a bird. So with its smell and its sound, it’s no wonder it’s not that familiar to people. Perhaps because of where they live, the baby Hoatzins learn to swim long before they learn to fly. They also have claws on the edges of their wings. This is another unusual feature, although it makes sense when you look a little more closely.
20	
	The Hoatzin, as an animal that eats leaves, needs to get into trees. How can this be done? One way would be to fly? Another way would be to climb. This is where their claws help. They use their claws to climb trees and access quality leaves. They also use them to get away from predators. If you go to a tropical jungle look or smell for a Hoatzin.
25	

**1. What is the best title for this passage?**

- (A) Wild animals
- (B) An unusual bird**
- (C) The Amazon
- (D) A friendly bird

**2. Which of the following is true of the Hoatzin?**

- (A) It has a terrible smell.**
- (B) It is related to the alligator.
- (C) It eats a lot of fish.
- (D) It is friendly to people.

**3. What is NOT mentioned in the passage about the Hoatzin?**

- (A) Where it is found
- (B) What it eats
- (C) Its sleeping habits
- (D) The sounds it makes

**4. What does the author imply about the Hoatzin?**

- (A) It’s quite easy to locate.
- (B) It’s uncommon.
- (C) It is extinct.
- (D) It has a long beak.

**5. In line 10, the word beast is closest in meaning to?**

- (A) Bird
- (B) Human
- (C) Monster
- (D) Animal

**6. Why does the author mention manure?**

- (A) To describe the Hoatzin’s appearance
- (B) To describe the Hoatzin’s living situation
- (C) To describe a smell
- (D) To describe what Hoatzins produce

**7. According to the passage, what does the Hoatzin mostly eat?**

- (A) Flowers
- (B) Leaves
- (C) Fruits
- (D) Meat

**8. In terms of its digestive system, the Hoatzin can be compared to which animal?**

- (A) Human
- (B) Alligator
- (C) Cow
- (D) Beast

# Vocabulary List

SKILL UP FOR THE TOEFL JUNIOR TEST: Listening practice test 1

Vocabulary List 1

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
raise	v. (무엇을 위로) 들어올리다(들다)	
next to	prep. ~바로 옆에	
noisy	adj. (사람 등이) 시끄러운(떠들썩한)	
excellent	adj. 훌륭한, 탁월한	
turn something off	(전기, 가스, 수도 등을) 끄다	
cheek	n. 볼, 뺨	
mosquito	n. 모기	
error	n. 실수, 오류	
itchy	adj. 가려운, 가렵게 하는	
scratch	v. (보통 가려운 데를) 긁다	
integrity	n. 진실성, 온전함	
puffy	adj. (눈, 얼굴 등이) 부어 있는 (것 같은)	
obvious	adj. 분명한, 명백한	
expert	n. 전문가	
record	v. 기록하다 n. 기록	
opposite	adj. 다른 편의, 건너편의	
add	v. 첨가하다, 더하다	
teal	n. 쇠오리, 상오리	
insect	n. 곤충	
submit	v. 제출하다	

SKILL UP FOR THE TOEFL JUNIOR TEST: Listening practice test 2

**Vocabulary List 2**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
creative	adj. 창의적인	
Arctic Ocean	n. 북극해	
biology	n. 생물학	
welcome	v. (다정하게) 맞이하다, 환영하다	
amazing	adj. 놀라운	
creature	n. 생물	
hide	v. 숨다	
sense	n. 감각 v. 감지하다, 느끼다	
imagination	n. 상상	
submit	v. 제출하다	
marine	adj. 바다의, 해양의	
scary	adj. 무서운, 겁나는	
appear	v. 나타나다, 보이기 시작하다	
save	v. 구하다, (돈을) 모으다	
spend	v. (돈을) 쓰다(들이다)	
sight	n. 시력	
advance	v. 전진시키다, 나아가게 하다 n. 전진, 진출	
hunter	n. 사냥꾼	
look for	v. 찾다, 구하다	
merely	adv. 그저, 단지	

SKILL UP FOR THE TOEFL JUNIOR TEST: LFM practice test 1

**Vocabulary List 3**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
reluctant	adj. 마음 내키지 않는, 꺼리는	
classic	n. 명작, 고전	
awake	adj. 깨어있는 v. 깨우다	
offer	v. 제안하다	
attempt	v. 시도하다, 애써 해보다 n. 시도	
garage	n. 차고, 주차장	
irregular	adj. 불규칙적인, 고르지 못한	
altitude	n. 태도	
various	adj. 여러 가지의, 다양한	
massive	adj. 거대한	
drowsy	adj. 졸리는, 나른하게 만드는	
mass	n. 질량, 덩어리	
recognize	v. 분간하다, 인지하다	
entire	adj. 전체의, 완전한	
workout	n. 운동	

SKILL UP FOR THE TOEFL JUNIOR TEST: LFM practice test 2

**Vocabulary List 4**

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
feature	n. 특색, 특징	
integral	adj. 필수적인, 완전한	
article	n. 기사	
recent	adj. 최근의	
expect	v. 예상(기대)하다	
lastly	adv. 최근에	
gym	n. 체육관, 체조	
diplomat	n. 외교관	
consult	v. 상담하다, 참고하다	
pleasure	n. 즐거움, 기쁨	
fluency	n. 유창성, 능변	
dumbbell	n. 아령	
competently	adv. 유능하게, 능력 있게	
elect	v. 뽑다, 선거하다	
workout	n. 연습, 운동	

SKILL UP FOR THE TOEFL JUNIOR TEST: Reading practice test 1

Vocabulary List 5

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
stop by	(~에) 잠시 들르다, 가는 길에 들르다	
flavor	n. 맛, 풍미	
swan	n. 백조	
reply	v. 대답하다, 답장을 보내다 n. 대답, 답장	
miss	v. 놓치다, 그리워하다	
bite	v. (이빨로) 물다 n. 물기, 무는 행위	
feed	v. 먹이를 주다	
disease	n. 질병	
purchase	v. 구매하다	
predator	n. 천적	
manage	v. (힘든 일을) 간신히 해내다, (어떻게든) ~하다	
option	n. 선택권	
situation	n. 상황	
get rid of	~을 제거하다, 없애다	
taste	n. 맛 v. 맛이 ~하다	
deal with	~을 다루다	
population	n. 인구, 주민	
chemical	adj. 화학의	
breed	v. 새끼를 낳다, 사육하다	
resort	n. 의지, 의존	

SKILL UP FOR THE TOEFL JUNIOR TEST: Reading practice test 2

Vocabulary List 6

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
annual	adj. 매년의, 연례의	
oxygen	n. 산소	
additionally	adv. 게다가	
self-defense	n. 자기 방어	
creepy	adj. 오싹하게 하는, 으스스한	
competition	n. 경쟁, 대회	
scorpion	n. 전갈	
in particular	특히, 특별히	
similarity	n. 유사성, 닮은 점	
weird	adj. 이상한, 기묘한	
contestant	n. (대회, 시합 등의) 참가자	
renowned	adj. 유명한, 명성 있는	
public	adj. 공공의, 대중의	
continent	n. 대륙	
survive	v. 살아 남다	
venom	n. (뱀 등의) 독(독액)	
take part in	~에 참여하다	
metabolism	n. 신진 대사	
ingredient	n. 요소, 재료	
register	v. 등록하다	

SKILL UP FOR THE TOEFL JUNIOR TEST: Actual test 1

Vocabulary List 7

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
odd	adj. 이상한	
slam	v. 쿵 닫다, 닫히다	
economically	adv. 경제적으로	
excursion	n. (보통 단체로 짧게 하는) 여행	
familiar	adj. 친숙한, 익숙한	
research	n. 연구, 조사 v. 연구(조사)하다	
dispose	v. (물건 또는 사람을) 배치하다	
extinct	adj. 멸종된	
fascinating	adj. 대단히 흥미로운, 매력적인	
rescue	v. 구조하다	
release	v. 풀어주다, 석방하다, 방출하다	
nutrient	n. 영양소, 영양분	
benefit	n. 혜택, 이득	
remarkable	adj. 놀라운, 주목할 만한	
statistics	n. 통계, 통계자료	
valuable	adj. 소중한, 귀중한	
diameter	n. 지름, 직경	
nonetheless	adv. 그렇지는 하지만, 그렇더라도	
connect	v. 연결하다	
whisper	v. 속삭이다	
delight	n. (큰) 기쁨, 즐거움	
value	n. 가치 v. 가치 있게 생각하다	
commonly	adv. 흔히, 보통	

SKILL UP FOR THE TOEFL JUNIOR TEST: Actual test 2

Vocabulary List 8

Date \_\_\_\_\_ Class \_\_\_\_\_ Name \_\_\_\_\_

Vocabulary	Definition	Check
nod	v. (고개를) 끄덕이다	
calculation	n. 계산, 산출	
background	n. (일의) 배경, 배후 사정	
contribution	n. 기여, 공헌	
navigation	n. (배, 항공기의) 운항, 항해	
comparison	n. (A와 B의) 비교	
disgusting	adj. 역겨운, 메스꺼운	
overflow	v. (그릇 등에 가득 담겨) 넘치다	
centralize	v. 중앙집권화하다	
overtake	v. 따라잡다, 추월하다, 만회하다	
signal	n. (동작, 소리로 하는) 신호	
accurate	adj. 정확한	
practical	adj. 실질적인, 현실적인	
claw	n. 발톱, 집게발	
demonstrate	v. 증거를 들어가며 보여주다, 입증하다	
stink	v. 역겹다, 악취가 나다	
estimate	n. 추정(치), 추산	
chase	v. 뒤쫓다, 추적하다	
cooperation	n. 협력, 협동	
perspective	n. 관점, 시각	
unusual	adj. 특이한, 드문, 흔치 않은	
quality	n. 질	
quite	adv. 꽤, 상당히	
tropical	adj. 열대 지방의, 열대의	

# Word Index

A

actually 실제로  
 add 더하다  
 adult 어른, 성인  
 advanced 선진의, 고급의  
 alley 골목  
 altitude 태도  
 amazing 놀라운  
 ancient , 고대의  
 annual 연간의  
 ant 개미  
 antenna (곤충의) 더듬이  
 arise 생기다, 발생하다  
 arouse 불러 일으키다  
 asleep 잠이 든  
 attempt 시도, 시도하다  
 aurora 오로라  
 avalanche (눈/산) 사태

B

be allowed to ~하는 것을 허락 받다  
 be pleased 기뻐하다  
 be related to ~와 관련되어 있다  
 bead 구슬  
 beginning 시작, 출발  
 belief 믿음  
 biology 생물학  
 bite 물다  
 bitter 맛이 쓴  
 blanket 담요  
 break 부서지다, 부서다  
 breed 새끼를 낳다  
 bug 괴롭히다, 벌레

C

captain 선장  
 catfish 메기

challenging 도전적인  
 cheek 볼, 뺨  
 chemical 화학의  
 civilization 문명  
 classic 고전, 명작  
 classical 고전적인  
 climb 오르다  
 comfortable 편안한  
 comment 논평  
 commonly 흔히, 보통  
 compare 비교하다  
 competently 유능하게  
 competition 대회, 경쟁  
 confused 혼란스러운  
 congratulate 축하하다  
 consult 상담하다, 참고하다  
 contest 대회  
 contestant (대회 등의) 참가자  
 continent 대륙  
 creative 창의적인  
 creature 생물  
 creepy 오싹하게 하는  
 cucumber 오이  
 customer 고객

D

damaged 손상을 입은  
 dangerous 위험한  
 deal 나누어 주다, 분배하다  
 decade 10년  
 decide 결정하다  
 detect 감지하다  
 diameter 지름  
 digest 소화하다  
 diplomat 외교관  
 disease 질병  
 disgusting 역겨운  
 diverse 다양한

downside 불리한 면  
 dragonfly 잠자리  
 drowsy 졸리는  
 due to ~때문에

E

elect 선출하다  
 emperor 황제  
 emphasize 강조하다  
 empire 제국  
 energy 힘  
 excellent 훌륭한  
 excursion 여행  
 expert 전문가  
 extremely 극도로

F

fairly 상당히, 꽤  
 fatty acid 지방산  
 feed 먹이를 주다  
 female 여성(여자)인  
 festival 축제  
 finish 마치다  
 flavor 맛  
 flick (손가락 등으로) 튀기다

G

garage 차고, 주차장  
 get rid of ~을 제거하다  
 gladiator (고대 로마의) 검투사  
 gross 총, 모두  
 grow out of 자라서 ~을 못 입게(신계) 되다  
 guest speaker 초청 연사  
 gym 체육관

H

harmless 무해한

hatch 부화하다

heal 치료하다

hide 숨다

hiking 야영

hold back ~을 저지하다

huge 거대한

hungry 배고픈

hunter 사냥꾼

I

ignore 무시하다

immune 면역성이 있는

ingredient 재료, 구성 요소

injury 부상을 입다

insect 곤충

integral 필수적인

integrity 진실성

invitation 초대

irregular 불규칙적인

itchy 아픈

J

journey 여행

Jurassic 쥐라기의(중생대 중기의)

L

lake 호수

lay 놓다

life vest 구명 조끼

lifetime 일생

light 밝은, 가벼운

light bulb 전구

literary 문학의

local 지역의

location 장소, 위치

look for ~을 찾다

M

manage 간신히 해내다

marine 바다의, 해양의

metabolism 신진대사

mosquito 모기

mushroom 버섯

N

navigation 항해, 운항

nitrogen 질소

noisy 시끄러운

noticeable 뚜렷한, 현저한

nutritional 영양상의

O

observation 관찰

obvious 분명한

offer 제공하다

On top of ~의 위에

order 주문하다, 순서

overflow 넘치다

overtake 추월하다

oxygen 산소

P

passenger 승객

peaceful 평화로운

pet 애완동물

phonograph 사진

pollen 화분, 꽃가루

potato 감자

precious 귀중한

predator 천적

prefer 선호하다

prepare 준비하다

promise 약속하다

proud 자랑스러운

public 대중

public holiday 공휴일

puddle 물웅덩이

puffy 부어 있는 (것 같은)

R

raise 들어올리다

rarely 드물게

recognize 인식하다

region 지방, 지역

remarkable 놀랄 만한

report 알리다, 보도하다

represent 대신하다, 대표하다

research 조사, 연구

resort 의지, 의존

restroom 화장실

review 검토, 복습

ride 타고 달리기

rod 막대, 매

S

sail 항해하다

sale 판매

salmon 연어

satellite 위성

sauce 소스

scorpion 전달

scratch 긁다

screen 화면

seldom 좀처럼 ~않는

self defense 자기 방어

sense 감각, 느끼다

shark 상어

skim 스치듯 하며 지나가다

sleep disorder 수면 장애

smell 냄새를 맡다

snack 간식

sour 맛이 신

span 기간

spread 퍼다, 펼치다, 확산

stack 무더기, 더미

statistics 통계(표)

stomach 위장

stop by (~에) 들르다

stream 개울, 시내

strike 치다, 파업

submit 제출하다

suggest 제안하다, 암시하다

surprised 놀란

survive 살아 남다

swan 백조

Y

yard 마당, (학교의) 운동장

T

take part in 참여하다

talent 재능

tasty 맛있는

throat 목

tongue 혀

trick 장난, 농담

trouble 문제

turn off (전기, 수도, 가스 등

을) 끄다

U

underground 지하

upcoming 다가오는

upset 화가 난

V

vacation 휴가

vegetarian 채식주의자

venom (뱀 등의) 독

vision 시력

volunteer 자원봉사자, 자원하

다

W

waterfall 폭포

weather 날씨

weird 이상한

whisper 속삭이다