

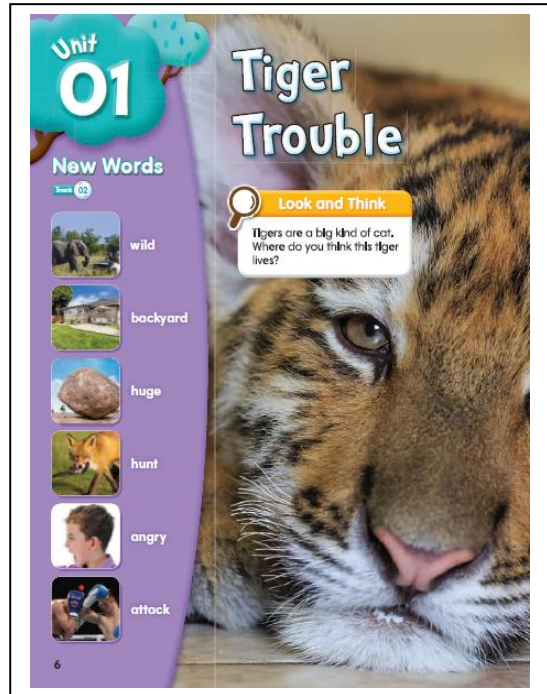
Unit 1 Tiger Trouble

Objectives

- New words: *wild, backyard, huge, hunt, angry, attack*
- Sentence pattern: *The with Proper Nouns*

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they know where the tiger lives, ask for volunteers to talk about what they know about other big cats. Ask follow-up questions like: Aside from tigers, what are other big cats? Where do other big cats live? How can people help these animals?



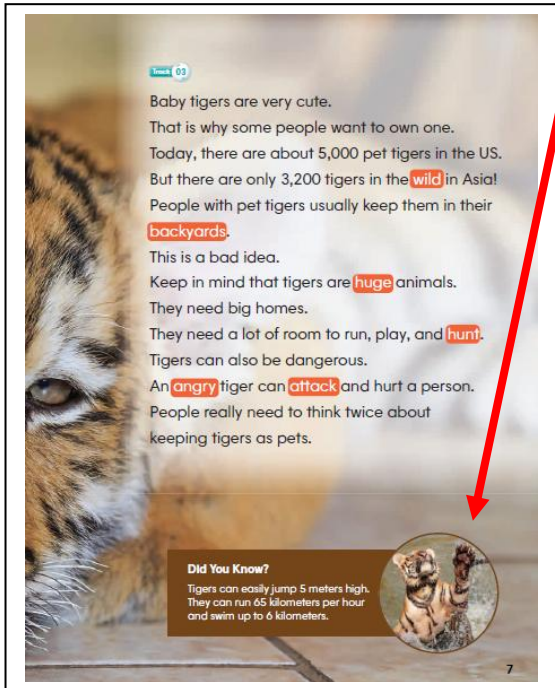
Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 02 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Track 03

Baby tigers are very cute.
That is why some people want to own one.
Today, there are about 5,000 pet tigers in the US.
But there are only 3,200 tigers in the **wild** in Asia!
People with pet tigers usually keep them in their **backyards**.
This is a bad idea.
Keep in mind that tigers are **huge** animals.
They need big homes.
They need a lot of room to run, play, and **hunt**.
Tigers can also be dangerous.
An **angry** tiger can **attack** and hurt a person.
People really need to think twice about keeping tigers as pets.

Did You Know?
Tigers can easily jump 5 meters high.
They can run 65 kilometers per hour
and swim up to 6 kilometers.

7

Did You Know?

- Focus students to the related content at the bottom of page 7. Read the information aloud to the class.
- When we think of tigers, we think of them as large orange and black cats. Some tigers can be white and black.
- Possible Extension: Ask students to talk about why tigers are able to jump so high, run so fast, and swim so far.
- Possible Extension: Ask students to think about the target grammar, *the* with proper nouns. Ask students to make their own sentences to include the with proper nouns and talk about wild animals.

Reading

Reading: "Tiger Trouble"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 03. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about wild animals.

- Remind students of the warm-up discussion about big cats.
- Ask students to think about a wild animal (tiger or otherwise) that they really like (should only be a few minutes at most) and write down some reasons why they like these animals.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the wild animals that students like.


Check It

A Choose the best answers.


- What is the reading about?
 - a. Tigers as pets
 - b. Good pets for kids
 - c. Tigers and cats
- Today, there are more pet tigers in _____ than wild tigers in _____.
 - a. Asia / Africa
 - b. Europe / China
 - c. the US / Asia
- Where do people usually keep their pet tigers?



a. In backyards




b. In kitchens



c. On farms

B Put the words in the right places.

attacks
wild
angry
hunt



Problems with
Pet Tigers

- These huge ¹ wild animals need big homes.
- These animals need room to run, play, and ² _____.
- These animals can be dangerous when they are ³ _____.
- If one of these animals ⁴ _____, it can kill a person.

8

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.


- My grandmother grew vegetables in her _____.
a. factory **b. backyard** c. bank
- Bats sleep during the day and _____ for food at night.
a. believe b. solve c. hunt
- A mammoth is a(n) _____ animal that looks like an elephant.
a. huge b. harmful c. amazing

Challenge It

Study. Then circle the correct words.

Language Point **The with Proper Nouns**

The Pyramids are on the west side of **the** Nile River.
He crossed **the** Alps into Italy.



- People can have a tiger as a pet in **(the) / a** US.
- There are only 3,200 tigers in the wild in **(the) / a** Asia.
- Tigers are **(the) / a** huge animals.
- People usually keep pet tigers in their backyards in **(the) / a** US.

Tip

Find and circle the words from the reading.
* **keep in mind** to remember, to consider

9

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that in most cases, they should add *the* before a proper noun.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.


Tip

- Direct students’ attention to the Tip at the bottom of page 9. Have students refer back to the passage and find the phrase “keep in mind” within the text.



Homework

Unit 01 Tiger Trouble Read, write, and say.

1. wild		is natural environment that is not controlled by people	
2. backyard		an open space behind a house	
3. huge		very big	
4. home		a house where people live	
5. play		to do things to have fun	
6. hunt		to capture or kill animals for food or sport	
7. dangerous		unsafe or risky	
8. angry		feeling mad or upset	
9. attack		to try to hurt someone or something	
10. person		a human being	




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 6, Unit 1
- Writing Workbook 3: pages 24-25

Unit 01 Tiger Trouble

Practice

Choose the correct sentences.

-  a. The garden in the backyard is amazing.
 b. The island in the ocean is natural.
-  a. The crab attacks the large mouth.
 b. The lion attacks the huge animal.
-  a. The small octopus is in the sea.
 b. The angry tiger is in the wild.

Word Review

Write the correct words.

hunt backyard huge wild

- In Asia, there are only 3,200 tigers in the wild.
- People with pet tigers usually keep them in their backyard.
- Keep in mind tigers are dangerous animals.
- They need a lot of room to run, play, and hunt.

Reading Fluency

Read the passage to answer the questions.

If you see a snake in your backyard, do not try to catch or kill it. Some snakes are very dangerous. If they are scared or angry, they could attack. If you stay away, the snake may leave on its own. If it does not, one of your parents can help you scare it away.

Reading Check

Choose the best answers.

- The reading is about a snake.
a. backyard b. tiger
- If you see a snake in the backyard, stay away.
a. kill it b. step on it c. stay away
- Snakes could attack if they are angry.
a. attack b. shout c. cry
- If you see a snake, ask your dad to scare it away.
a. your dad b. a brave child c. a genie

Writing Workbook 3

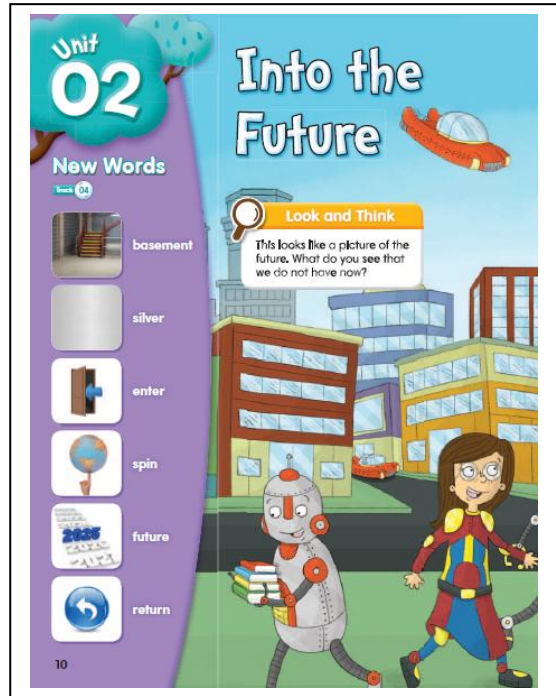
Unit 2 Into the Future

Objectives

- New words: *basement, silver, enter, spin, future, return*
- Sentence pattern: *-ing Adjectives (verb+ing)*

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they see in the picture, ask for volunteers to talk about what they think the future will be like. Ask follow-up questions like: How has technology changed in the last 10 years? How do you think technology will change in the next 10 years? What do you think you will be doing in the future?



Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

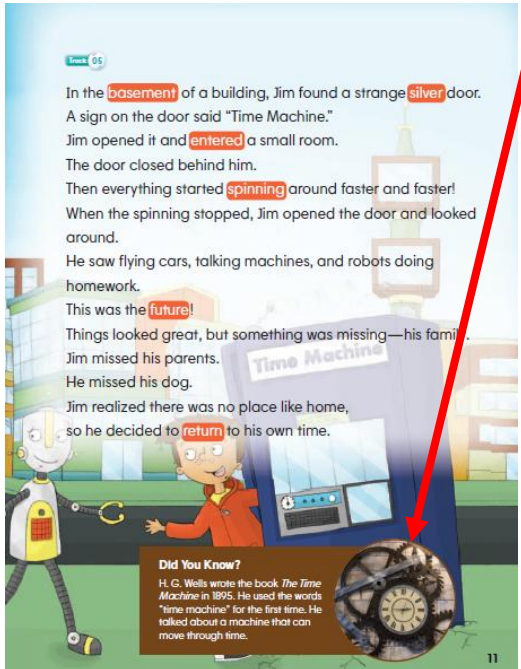
Before Reading

New Words

- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 04 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Track 05

In the **basement** of a building, Jim found a strange **silver** door. A sign on the door said "Time Machine."
 Jim opened it and **entered** a small room.
 The door closed behind him.
 Then everything started **spinning** around faster and faster!
 When the spinning stopped, Jim opened the door and looked around.
 He saw flying cars, talking machines, and robots doing homework.
 This was the **future!**
 Things looked great, but something was missing—his family.
 Jim missed his parents.
 He missed his dog.
 Jim realized there was no place like home, so he decided to **return** to his own time.



Did You Know?
 H. G. Wells wrote the book *The Time Machine* in 1895. He used the words "time machine" for the first time. He talked about a machine that can move through time.

11

Did You Know?

- Focus students to the related content at the bottom of page 7.
- The idea of time travel has been a major topic in literature for many years. Science fiction books and movies are one of the most popular genre.
- Possible Extension: Ask students to talk about what makes a good science fiction story.
- Possible Extension: Ask students to think about the target grammar, *-ing* adjectives. Ask students to make their own sentences with *-ing* adjectives to talk about the future.

Reading

Reading: "Into the Future"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 05. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about life in the future.

- Remind students of the warm-up discussion about what they envision for the future.
- Ask students to think about what their life will be like in the future (should only be a few minutes at most) and write down some reasons why they think their lives will be this way.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the students' ideas about their futures lives.


Check It

A Choose the best answers.


- What is the reading about?
 - A boy's dream
 - Going to the future
 - Making a machine
- The robots were _____, and the machines were talking.
 - driving cars
 - doing homework
 - making food
- Who did Jim miss?



a. His parents



b. His friends



c. His teacher

B Match to put the story in order.

1

2

3

4

5

- a. Jim saw flying cars in the future.
- b. Jim found a time machine.
- c. Everything started spinning around faster and faster.
- d. Jim opened the silver door and entered the machine.
- e. Jim missed his family, so he decided to go back home.

12

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

basement
return
spin
future

1. _____ return : to go back to
2. _____ : a room of a building below the ground
3. _____ : the time after now
4. _____ : to turn around and around

Challenge It

Study. Then circle the correct words.

Language Point **~ing Adjectives**

He is looking for his missing dog.
 Sleeping Beauty hurt her finger on a spinning wheel.

1. Jim stepped out of the door and saw (talked / talking) machines.
2. He also saw robots (did / doing) homework.
3. In the future, people could travel faster through the sky with (flying / fly) cars!
4. Many people have (talking / talk) machines in their cars that tell them where to go.

Tip

Find and circle the words from the reading.
*look around to see things all around a place

13

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can add *-ing* to verbs to create an adjective.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 13. Have students refer back to the passage and find the phrase “look around” within the text.



Homework

Unit 02 Into the Future Read, write, and say.

1. is down below a house. **basement**

2. shiny grey-white in color. **silver**

3. is large piece of wood or metal that is used as an entrance or exit. **door**

4. to go into a place. **enter**

5. all things. **everything**

6. to turn around and around. **spin**

7. to quit doing something. **stop**

8. is time that has not come yet. **future**

9. is mother or father. **parent**

10. to go back somewhere or to something. **return**

7

Vocabulary Workbook 3

Unit 02 Into the Future

Practice

Choose the correct sentences.

- a. The man's jacket is painted gold.
 b. The man's face is painted silver.
- a. The bottles of water are in ice.
 b. The jars of fruit are in the basement.
- a. The door will spin if someone enters the building.
 b. The window will spin if someone enters the backyard.

Word Review

Write the correct words.

silver return entered spinning

- In the basement of a building, Jim found a strange _____ door.
- Jim opened it and _____ a small room.
- Then everything started _____ around faster and faster!
- He decided to _____ to his own time.

26

Reading Fluency

Read the passage to answer the questions.

Before, no one would have imagined that everyone would have a cell phone. In the same way, I think that drones will be a part of our everyday lives. Instead of ambulances, drones will be available for emergency situations. If someone is drowning in the ocean, a lifeguard won't have to swim out—the drone can get them faster. Think drones will be able to help save more lives.

Reading Check

Choose the best answers.

- The reading is about _____.
 a. cell phones b. drones c. computers
- The writer thinks the drone will replace the _____ if there is a car accident.
 a. lifeguard b. ambulance c. nurse
- The advantage of a drone is its _____.
 a. price b. appearance c. speed
- The writer thinks drones will help save _____ in the future.
 a. less people b. more lives c. more money

27

Writing Workbook 3

- Vocabulary Workbook 3: page 7, Unit 2
- Writing Workbook 3: pages 26-27

Unit 3 Time for Tea

Objectives

- New words: *meal, invite, tradition, thin, thick, fresh*
- Sentence pattern: Using Infinitives and Gerunds in sentences

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students about the food in the picture, ask for volunteers to talk about beverages they like to drink regularly. Ask follow-up questions like: Do you like to drink tea? What other beverages do you like to drink? What makes tea or other beverages good? Are some beverages bad for you?



Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 14. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 06 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 14. Read the information aloud to the class.
- Historically, the British get their tea from different countries in Asia.
- Possible Extension: Ask students to talk about the traditions around food and drink in their families.
- Possible Extension: Ask students to think about the target grammar, infinitives and gerunds. Ask students to make their own sentences with infinitives and/or gerunds to talk about tea.

Reading

Reading: "Time for Tea"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 07. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about drinking tea.

- Remind students of the warm-up discussion about different beverages they drink.
- Ask students to think about how the British have their teatimes (high tea and low tea). This should only be a few minutes at most. Ask students which they would prefer. Have students write down some reasons why they might favor high or low tea.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the students' preferences.


Check It

A Choose the best answers.


- What is the reading about?
 - Making sandwiches
 - Choosing the best tea
 - Having teatime
- The Duchess of Bedford started this because she _____.
 - drank all kinds of tea
 - wanted her friends to drink tea
 - was hungry between meals
- Which of the following would be served for high tea?



a. A hot dish



b. Coffee



c. A thin sandwich

B Put the information in the right places.

- It includes things to drink and eat.
- It includes a hot dish and thick sandwiches.
- It is also called "afternoon tea."
- It includes scones and tea.

1. Low Tea

2. Both

3. High Tea

16

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Choose the best answers.


- One winter _____ in the US is to decorate houses with lights.
a. meal b. scone c. tradition
- The snake was _____ enough to enter the small crack.
a. high b. thick c. thin
- In summer, my family enjoys having _____ outside in the backyard.
a. cups b. meals c. traditions

Challenge It

Study. Then write the correct words.

Infinitives	Gerunds
Emily began to write a letter. Nick starts to draw a picture.	Emily began writing a letter. Nick starts drawing a picture.

- The Duchess began to **drink** tea during the day. (*drink*)
- She started _____ her friends to join her. (*invite*)
- British people began _____ foods like scones with tea. (*serve*)
- Others started to _____ the tradition with these meals. (*enjoy*)



Tip

Find and circle the words from the reading.
*begin to to start doing something

17

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
 - Ask students why they think the colored words are colored.
 - Explain to students that **infinitives** are base verbs with *to* placed before it; they can be nouns, adjectives, or adverbs. **Gerunds** are verbs with *-ing* at the end; they function as nouns.
 - Complete number 1 together as a class
 - Have students complete number 2 by themselves.
- Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 17. Have students refer back to the passage and find the phrase “begin to” within the text.



Homework

Unit 03 Time for Tea Read, write, and say.

- British**  of or relating to Great Britain.
- hungry**  wanting or needing food.
- meat**  what you eat for breakfast, lunch, or dinner.
- invite**  to ask people to spend time with you.
- teatime**  a time when people have a small snack and drink tea.
- tradition**  a way of doing something that has been passed down.
- thin**  slim.
- scone**  a small, round-shaped bread.
- thick**  wide or not thin.
- fresh**  made recently.




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 8, Unit 3
- Writing Workbook 3: pages 28-29

Unit 03 Time for Tea

Practice

Choose the correct sentences.

-  a. This meal is served with fresh fish.
 b. This soda is served with frozen fruit.
-  a. She is eating a thick sandwich.
 b. She is drinking a cup of tea.
-  a. Bees enjoy these purple blooms in the spring.
 b. People enjoy this fun tradition in the spring.

Word Review

Write the correct words.


invite meals tradition thin

- Anna, the Duchess of Bedford, was always hungry between _____.
- Anna began to _____ her friends to drink and eat together.
- This is how the _____ of teatime started.
- Usually _____ sandwiches, scones, and tea are served for low tea.

Reading Fluency

Read the passage to answer the questions.

Scones are a popular treat in England. They come in different shapes and sizes. Some are thin like small pancakes. Some are thick like muffins. No matter the shape, scones are eaten with cream and jam. Fresh scones are a great breakfast and snack!



Reading Check

Choose the best answers.

- The reading is about _____.
a. kinds of tea b. scones c. sandwiches
- Scones are a popular treat in _____.
a. England b. America c. Japan
- Scones can be _____.
a. dark or light b. thin or thick c. sour or sweet
- Scones are usually eaten with _____.
a. a fried egg b. coffee c. jam

Writing Workbook 3

Unit 4 Inside Royalty

Objectives

- New words: *queen, palace, country, church, leader, bow*
- Sentence pattern: Using Proper Nouns in sentences

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students how many people they think the queen meets each year, ask for volunteers to talk about what they know about kings and queens. Ask follow-up questions like: What countries do you know of that have/had kings and queens? What makes a king and/or queen special?



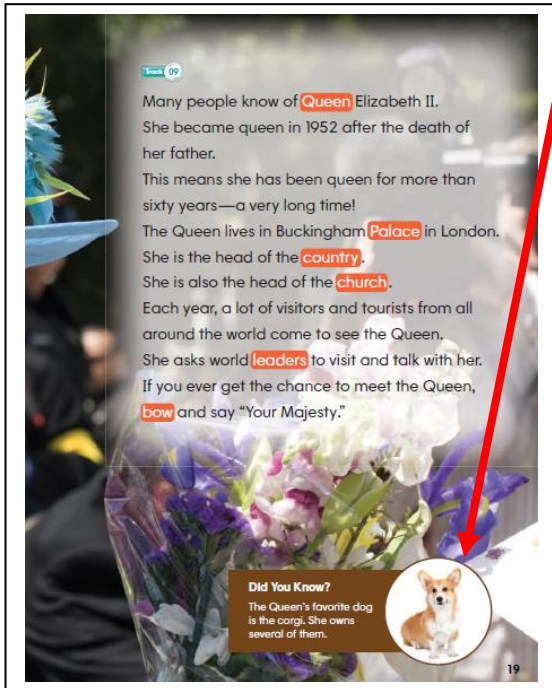
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 18. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 08 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 19. Read the information aloud to the class.
- In 2012, Queen Elizabeth celebrated her Diamond Jubilee. It was a year-long event to celebrate the queen's 60-year reign.
- Possible Extension: Ask students to talk about past rulers or leaders of their own country.
- Possible Extension: Ask students to think about the target grammar, using proper nouns. Ask students to make their own sentences with proper nouns to talk about monarchies.

Reading

Reading: "Inside Royalty"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 09. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about monarchs.

- Remind students of the warm-up discussion about kings and queens.
- Ask students to think about a country with a monarchy (England or someplace else) that they know about (should only be a few minutes at most) and write down some reasons why they think these countries have monarchs instead of (or in addition to) a president or prime minister.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the countries students come up with.


Check It

A Choose the best answers.


- What is the reading about?
 - King Elizabeth
 - Queen Elizabeth I
 - Queen Elizabeth II
- Elizabeth II has been queen for _____ years.
 - twenty
 - forty
 - sixty
- What is the Queen NOT the head of?



a. A church



b. The world



c. A country

B Match the causes to the effects.

Causes	Effects
1. Elizabeth II's father died.	a. People bow and say "Your Majesty" to Elizabeth.
2. The Queen lives in a palace in London.	b. Elizabeth became queen.
3. The Queen is head of the country and the church.	c. Many world leaders come to London to see her.

20

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Write the correct words.

leaders palace bow church

1. My parents go to church every Sunday.
2. The people are going to _____ to the King.
3. There are more than 150 rooms in this _____.
4. Gandhi was one of the greatest _____ in the world.


Challenge It

Study. Then circle the errors and rewrite.

Language Point

Proper Nouns			
Name	Mike, Elizabeth	City	London, Beijing
Country	England, France	Place	Buckingham Palace, White House

1. queen elizabeth II has four children. Queen Elizabeth
2. london is the capital city of england. _____
3. People call her “your majesty.” _____
4. Queen Elizabeth II lives in buckingham palace. _____



Find and circle the words from the reading.
* **get the chance** to find a time to do what you want

21

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should capitalize proper nouns in a sentence.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 21. Have students refer back to the passage and find the phrase “get the chance” within the text.



Homework

Unit 04 Inside Royalty Read, write, and say.

1. the king's wife _____ 1. queen

2. the end of someone or something's life _____ 2. death

3. a man who is a parent _____ 3. father

4. a large and beautiful building where a king or leader lives _____ 4. palace

5. the land of a nation _____ 5. country

6. a place that is used for Christian religious services _____ 6. church

7. a person that visits a new place for fun _____ 7. tourist

8. someone who controls a group and makes decisions _____ 8. leader

9. a possibility something might happen _____ 9. chance

10. to bend your body forward to show respect _____ 10. bow


Vocabulary Workbook 3


- Vocabulary Workbook 3: page 9, Unit 4
- Writing Workbook 3: pages 30-31


Unit 04 Inside Royalty

Practice

Choose the correct sentences.

1.  a. The palace has many windows.
 b. The church has high ceilings.

2.  a. The birds follow their leader.
 b. The children follow their teacher.

3.  a. The woman is bowing to greet the man.
 b. The boy is waving to greet the girl.

Word Review

Write the correct words.

Palace country Queen leaders

1. Many people know of _____ Elizabeth II.
2. The Queen lives in Buckingham _____ in London.
3. She is the head of the _____.
4. She asks world _____ to visit and talk with her.

Reading Fluency

Read the passage to answer the questions.

In America, people shake hands or wave hello to greet one another. But in some countries in Asia, people bow to greet each other. Some people bow with just a nod of the head. Others use their whole body to bow. It can be done standing or on one's knee. You may also see someone in Europe bowing. This may be when you greet Her Majesty the Queen of England at her palace.

Reading Check

Choose the best answers.

1. The reading is about _____.
a. bowing in different countries b. solving a problem c. being polite

2. To greet each other, people in Asia _____.
a. shake hands b. kiss c. bow

3. Bowing can be done standing or _____.
a. lying down b. sitting c. on your knee

4. If you meet the Queen of England, _____.
a. wave hello b. bow c. shake her hand

Writing Workbook 3

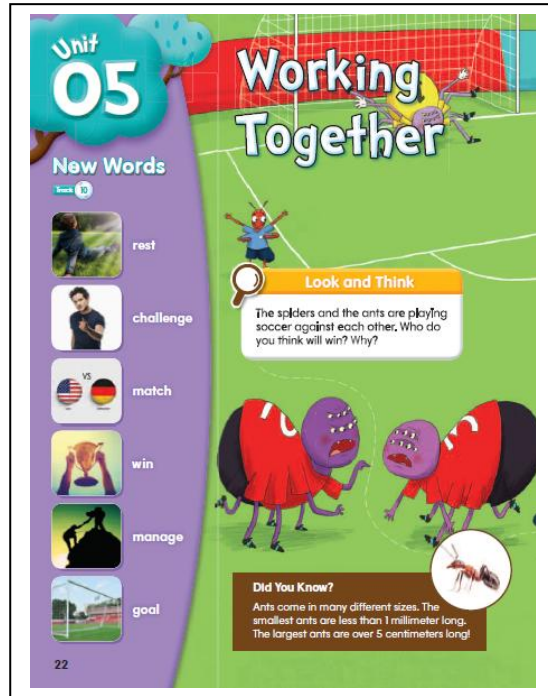
Unit 5 Working Together

Objectives

- New words: *rest, challenge, match, win, manage, goal*
- Sentence pattern: Conditional (*If...can + verb...*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students who they think will win, ask for volunteers to talk about different team sports or events they have participated in.



Ask follow-up questions like: Why is it good to play on a team? What sports work better with a team? Which sports are better with individuals?

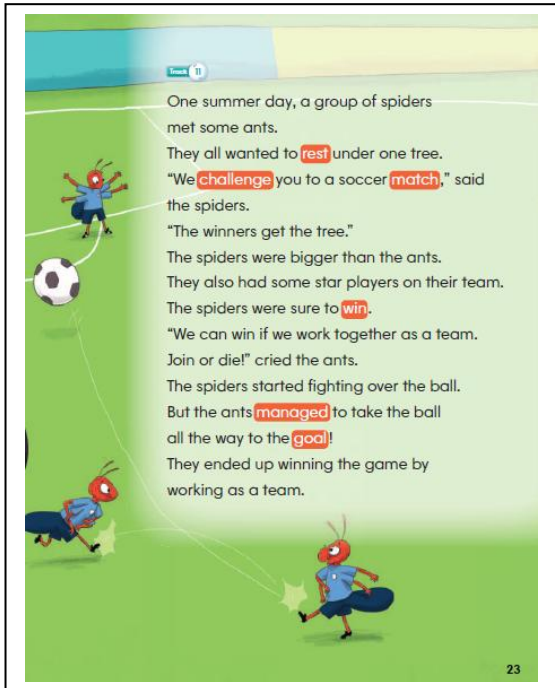
Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 22. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 10 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 22.
- Ants work together for the good of their entire colony.
- Possible Extension: Ask students to talk about animals that work in groups.
- Possible Extension: Ask students to think about the target grammar, the conditional. Ask students to make their own sentences with the conditional to talk about animal groups.

Reading

Reading: "Working Together"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 11. Have students just listen the first

time, and repeat the second time.

- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about teamwork.

- Remind students of the warm-up discussion about team sports.
- Ask students to think about something (sports or otherwise) that works better when in a team (should only be a few minutes at most) and write down some reasons why these things work better.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the ideas the students come up with.


Check It

A Choose the best answers.


- What is the reading about?
 - A school activity
 - A soccer match
 - A tennis match
- The winning team will get to _____.
 - have a special meal
 - keep the soccer ball
 - rest under the tree
- Where did the ants manage to take the ball?



a. To the goal



b. To the tree



c. To their home

B Match to put the story in order.

- 1
- 2
- 3
- 4
- 5

- a. The ants won the game.
- b. The spiders challenged the ants to a soccer match.
- c. Both spiders and ants wanted to rest in the same place.
- d. The ants took the ball all the way to the goal.
- e. The spiders fought over the ball.

24

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

managed
rest
challenge
win

1. After lunch, I will _____ you to a game of tennis.
2. If we _____ the next game, our team will be the champion.
3. The kids _____ to make \$500 by selling cookies and cupcakes.
4. If you're tired, we'll stop and _____ for a while.

Challenge It

Study. Then write the correct words.

Language Point

Conditional If she exercises, she **can be** healthy.
 If you need more information, you **can call** him.

1. If we work together as a team, we _____ . (win)
2. If the spiders win the game, they _____ under the tree. (rest)
3. If the spiders fight, ants _____ the ball to the goal. (take)
4. If two groups want to rest under one tree, they _____ a soccer match. (have)

TIP

Find and circle the words from the reading.
 * **end up** to finally become or do

25

Challenge It

This exercise provides additional grammar skills through various activities. Read the information aloud to the class.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should include the word *if* at the beginning of conditional sentences. They should also include the words *can + verb* to complete conditional sentences. Students should use adverbs to describe verbs, or the way something was done.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.











Tip

- Direct students' attention to the Tip at the bottom of page 25. Have students refer back to the passage and find the phrase “end up” within the text.



Homework




Unit 05 Working Together Read, write, and say.

- rest  to relax or sleep
- challenge  to make a person or compete in a game
- match  a game between two or more players
- winner  someone who wins a game
- player  a person who plays a sport or game
- team  a group of people who play a sport together
- win  to come in first place or receive a reward in a game
- fight  to battle someone or something
- manage  to succeed in doing something
- goal  a point that a player gets by putting a ball in a net

Unit 05 Working Together

Practice

Choose the correct sentences.

-  a. The team in purple is winning the soccer game.
 b. The woman in white is winning the tennis match.
-  a. The squirrel managed to find a nut.
 b. The player managed to score a goal.
-  a. The young woman is winning the race.
 b. The young woman is sitting in a chair.

Word Review

Write the correct words.

challenge win rest managed

- They all worked to _____ under one tree.
- "We _____ you to a soccer match," said the spiders.
- The spiders were sure they would _____.
- But the ants _____ to take the ball all the way to the goal!

Reading Fluency

Read the passage to answer the questions.

In the 2015 Women's Soccer World Cup, Japan and England faced each other in one of the final matches. This was England's first time getting so far. Both teams scored a goal in the first half. The score was 1-1. Unfortunately, in the 52nd minute, England put the ball in its own goal. That meant Japan won and would move to the final. England lost and would play for 3rd place.

Reading Check

Choose the best answers.

- The reading is about a _____.
a. soccer match b. basketball game c. baseball game
- One of the final matches was between England and _____.
a. Canada b. Japan c. South Africa
- In the 52nd minute, England put the ball _____.
a. in Japan's goal b. out of the game c. in its own goal
- The team that won the game was _____.
a. Japan b. Canada c. England

Vocabulary Workbook 3

Writing Workbook 3

- Vocabulary Workbook 3: page 10, Unit 5
- Writing Workbook 3: pages 32-33

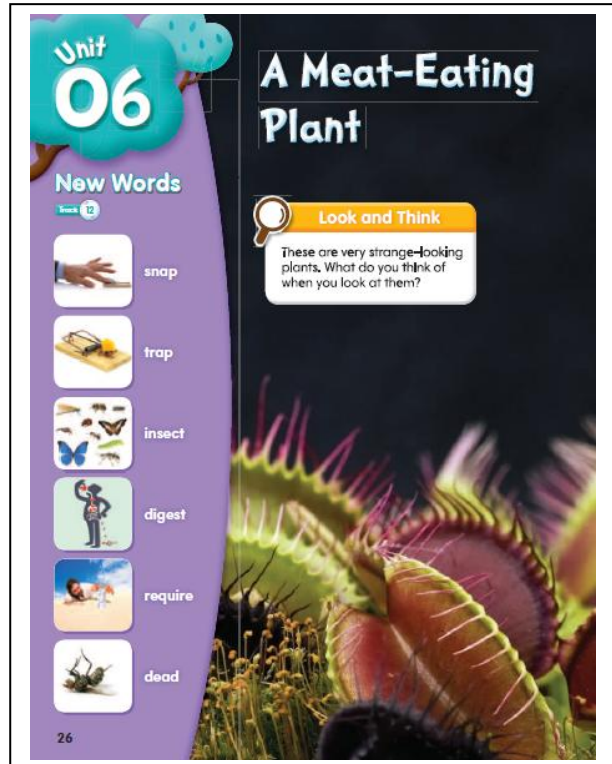
Unit 6 A Meat-Eating Plant

Objectives

- New words: *snap, trap, insect, digest, require, dead*
- Sentence pattern: Using *Can* and *Be Able To*

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think of when they see the plant, ask for volunteers to talk about how plants get their food. Ask follow-up questions like: What do plants need to grow? How do plants use the sunlight to help them? How do plants help people?



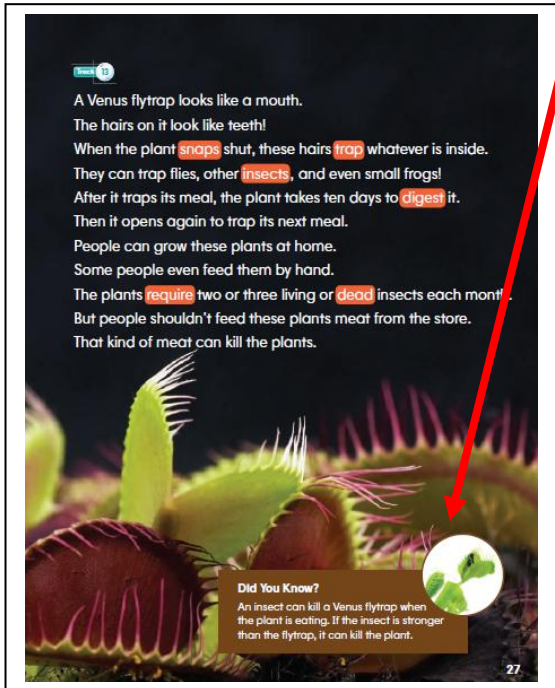
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 12 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 27. Read the information aloud to the class.
- Plants like the Venus flytrap can be found all over the world. Not all of them look like the Venus flytrap; some are shaped like cups, while others catch insects on their stems.
- Possible Extension: Ask students to talk about how catching insects would be beneficial for these plants.
- Possible Extension: Ask students to think about the target grammar, using *can* and *be able to*. Ask students to make their own sentences with *can* or *be able to* to talk about meat-eating plants.

Reading

Reading: "A Meat-Eating Plant"

- Read the story once yourself, slowly, giving

students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 13. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about plants.

- Remind students of the warm-up discussion about how plants get food.
- Ask students to think about a kind of plant (Venus flytrap or otherwise) that they think is interesting (should only be a few minutes at most) and write down some reasons why they like these plants.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the plants that students think are interesting.


Check It

A Choose the best answers.


- What is the reading about?
 - Dangerous insects
 - An insect-eating plant
 - How to grow a plant
- The Venus flytrap needs to eat a few insects _____.
 - each day
 - each week
 - each month
- Which is NOT something that this plant can eat?



a. Red meat



b. A dead insect




c. A small frog

B Write the correct words.

require
mouths
digest
insects

eat flies, other
1 insects
and small frogs.



Venus flytraps ...

look like they have
2 _____.

3 _____ a few insects
as food each month.

take ten days to
4 _____ their
meals.

28

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Choose the best answers.

- To become a good piano player _____ lots of practice.
a. returns b. bites c. requires
- Some people cannot _____ goat's milk well.
a. digest b. practice c. solve
- My favorite _____ is the ladybug because it looks pretty.
a. insect b. pepper c. secret


Challenge It

Study. Then circle the correct words.

Language Point

Can = Be able to	Can't = Not be able to
He can play the piano. = He is able to play the piano.	Pete can't ride a horse. = Pete is not able to ride a horse.

- A Venus flytrap is (able to / not able to) trap flies, other insects, and even small frogs.
- These plants are (able to / not able to) digest meat from the store.
- A strong insect is (able to / not able to) kill a Venus flytrap when it is eating.
- Some people are (able to / not able to) feed Venus flytraps by hand.



Tip

Find and circle the words from the reading.
* **look like** to have the appearance of; to remind you of

29

Challenge It

This exercise provides additional grammar skills through various activities. Read the information aloud to the class.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the words *can* or *be able to* to talk about ability.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.











Tip

- Direct students' attention to the Tip at the bottom of page 29. Have students refer back to the passage and find the phrase “look like” within the text.



Homework

Unit 06 A Meat-Eating Plant Read, write, and say.

 what you chew food with	1. teeth
 to move into a position quickly with a sharp hole	2. snip
 to catch something or someone	3. trap
 in something	4. inside
 it is a	5. insect
 what your stomach does to break down food	6. digest
 to give food to someone or something	7. feed
 to need something	8. require
 not alive	9. dead
 one of the twelve parts of the year	10. month




11

Vocabulary Workbook 3

- Vocabulary Workbook 3: page 11, Unit 6
- Writing Workbook 3: pages 34-35

Unit 06 A Meat-Eating Plant

Practice
Choose the correct sentences.

-  a. The dog is playing dead.
 b. The cat is playing with a string.
-  a. A library card is required to borrow the book.
 b. A pencil is required to take the test.
-  a. That looks like a dead insect.
 b. That looks like a living plant.

Word Review
Write the correct words.

insects require digest snips

- When a Venus flytrap _____ shut, these hairs trap whatever is inside.
- They can trap flies, other _____, and even small frogs!
- After it traps its meal, it takes ten days to _____ it.
- The plants _____ two or three living or dead insects each month.

34

Reading Fluency
Read the passage to answer the questions.

Spiders have an interesting way of feeding food. They spin a web of silk. Insects get trapped in these webs. Then the spider can eat them. Some spiders sit in the middle of their webs to digest their meals. Making a web is not easy. It takes an hour for a spider to make a web. And many spiders must make new webs every day!

Reading Check
Choose the best answers.

- The reading is about how spiders _____.
a. find food b. make webs c. digest meals
- Spider webs are made of _____.
a. string b. flesh c. silk
- Some spiders sit in the middle of the web _____.
a. to digest a meal b. to hide from attacks c. to make its web more easy
- Many spiders make new webs _____.
a. once a year b. every hour c. every day

35

Writing Workbook 3

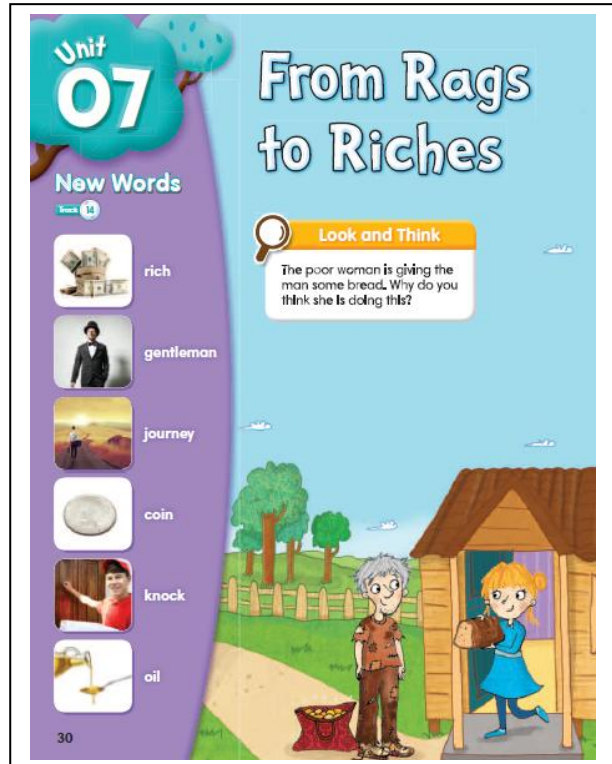
Unit 7 From Rags to Riches

Objectives

- New words: *rich, gentleman, journey, coin, knock, oil*
- Sentence pattern: Present Perfect tense (*has/have + perfect verb*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students why they think the woman is giving the man bread, ask for volunteers to talk about ways they can help people in need. Ask follow-up questions like: What are the things that make you happy? How can you help others if they don’t have much? What organizations do you know of that help the poor?



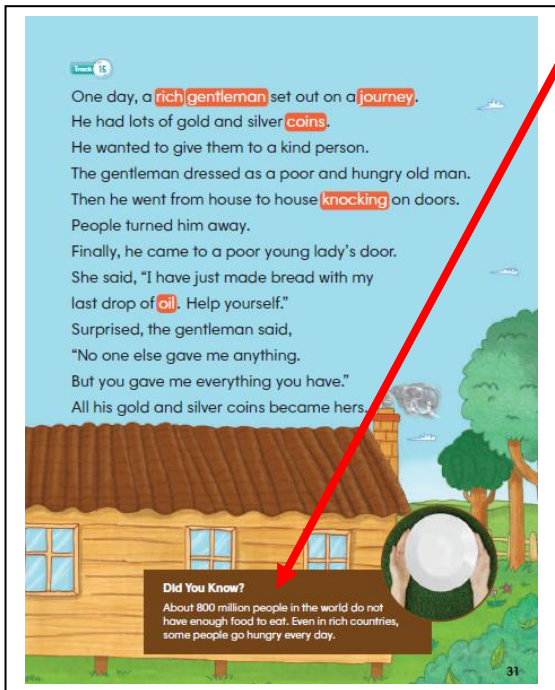
Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 30. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Track 15

One day, a **rich gentleman** set out on a **journey**.
 He had lots of gold and silver **coins**.
 He wanted to give them to a kind person.
 The gentleman dressed as a poor and hungry old man.
 Then he went from house to house **knocking** on doors.
 People turned him away.
 Finally, he came to a poor young lady's door.
 She said, "I have just made bread with my last drop of **oil**. Help yourself."
 Surprised, the gentleman said,
 "No one else gave me anything.
 But you gave me everything you have."
 All his gold and silver coins became hers.

Did You Know?
 About 800 million people in the world do not have enough food to eat. Even in rich countries, some people go hungry every day.

31

Did You Know?

- Focus students to the related content at the bottom of page 31.
- In some places, people don't earn money for their work. They receive food instead. Children can also get food when they go to school in some very poor areas.
- Possible Extension: Ask students to talk about how being hungry can affect student learning.
- Possible Extension: Ask students to think about the target grammar, *help* + pronoun + base verb. Ask students to make their own sentences with *help* + pronoun + base verb using the words "doctor" and/or "nurse."

Reading

Reading: "From Rags to Riches"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 15. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about helping people in need.

- Remind students of the warm-up discussion about helping people.
- Ask students to think about ways they can help people in need (can talk about giving food, shelter, clothing, etc.). This should only be a few minutes at most. Have students write down their ideas.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the students' ideas for helping people in need.


Check It

A Choose the best answers.


- What is the reading about?
 - A generous woman
 - A hungry boy
 - A wild animal
- The woman gave the gentleman _____ to eat.
 - pumpkin soup
 - fresh bread
 - a huge meal
- What did the gentleman give to the woman in return?



a. Money




b. Some oil




c. A new house

B Put the information in the right places.

- This person set out on a journey.
- This person made bread.
- This person gave everything she had.
- This person was poor at first.
- This person was very rich at first.
- This person looked poor and hungry.



Gentleman



Woman

1. _____ 2. _____

32

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Write the correct words.

journey
coin
rich
knock


1. _____ : a piece of metal used as money
2. _____ : having a lot of money
3. _____ : to make a noise by hitting or tapping
4. _____ : traveling from one place to another

Challenge It

Study. Then write the verbs in the present perfect tense.

Language Point	Past	Present	Present Perfect
	He <i>made</i> breakfast. You <i>gave</i> me an eraser.	He <i>makes</i> breakfast. You <i>give</i> me an eraser.	He <i>has made</i> breakfast. You <i>have given</i> me an eraser.

1. A rich gentleman _____ out on a journey. (*set*)
2. She said, “I _____ just _____ bread with my last drop of oil.” (*made*)
3. He said, “You _____ me everything you have.” (*give*)
4. The kind lady _____ all of the gentleman’s gold and silver coins. (*receive*)



Tip

Find and circle the words from the reading.
* **turn away** not allow someone to enter a place

33

Challenge It

This exercise provides additional grammar skills through various activities. Read the information aloud to the class.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use present perfect to talk about events that started and ended at an unknown point in the past.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 33. Have students refer back to the passage and find the phrase “turn away” within the text.



Homework

Unit 07 From Rags to Riches Read, write, and say.

- rich  having a lot of money
- gentleman  a man who is polite
- journey  a trip to a faraway place
- gold  made of a valuable metal that is bright yellow in color
- coin  a piece of metal used for money
- poor  having very little money
- knock  to tap or hit something with your hand
- drop  a small amount of a liquid
- oil  a thick liquid used for cooking
- no one  nobody

32




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 12, Unit 7
- Writing Workbook 3: pages 36-37

Unit 07 From Rags to Riches

Practice

Choose the correct sentence.

-  a. The rich gentleman bought a new car.
 b. The poor kid bought a wooden toy.
-  a. The girl found the egg in the bushes.
 b. The boy found a coin in the grass.
-  a. The oil floats on top of the water.
 b. The ice floats on top of the lake.

Word Review

Write the correct words.


knocking journey coins oil

- One day, a rich gentleman set out on a _____.
- He had lots of gold and silver _____.
- Then he went from house to house _____ on doors.
- He met a lady who made bread with her last drop of _____.

36

Reading Fluency

Read the passage to answer the questions.



Pele is a famous soccer player from Brazil. But when he was young, he was very poor. He didn't even have any clothes to buy a soccer ball. So he made one out of old rags. At age 15, he signed with Santos Football Club. Over the years, Pele helped Brazil win three World Cups and scored 1,281 goals. His journey through soccer led him to riches and fame. Now he helps young soccer players as well as the poor in Brazil.

Reading Check

Choose the best answers.

- The reading is about a _____.
a. famous soccer player b. famous singer c. handsome actor
- The soccer player in the reading is from _____.
a. Canada b. Brazil c. South Africa
- Before he played soccer, he was _____.
a. very poor b. a rich gentleman c. a church leader
- Today, this player is _____.
a. coaching World Cup teams b. helping others c. trying to score 1,000 more goals

37

Writing Workbook 3

Unit 8 A Clever Son

Objectives

- New words: *steal, jewelry, police, visit, weak, bury*
- Sentence pattern: Using *Because* or *Because Of* in sentences

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the police officers are looking for, ask for volunteers to talk how the police help us. Ask follow-up questions like: How do people become police officers? What do the police do for the community? Have you ever need to call the police?



Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.


Before Reading

New Words

- Have students open their SBs to page 34. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 16 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

7

John **stole** some **jewelry**.
 He went to prison, but the **police** couldn't find the jewelry.
 John's old mother **visited** him in prison.
 She said, "It's spring, and I wish I could plant my garden.
 I'm too old and **weak** to dig up the old plants."
 The next day, John wrote a letter to his mom.
 It said, "Don't dig in the garden because I **buried** the
 jewelry there."
 Of course, the police read the letter. They dug up
 the whole garden but found nothing.
 John was happy. Because of him, the police
 were a big help to his mom.



Did You Know?

- Focus students to the related content at the bottom of page 34.
- In some cities, people not only grow their own gardens for fruit and vegetables, but they keep chickens as well. People can eat the chicken's eggs instead of buying them from the store.
- Possible Extension: Ask students to talk about what they would plant in their own garden.
- Possible Extension: Ask students to think about the target grammar, *because* / *because of*. Ask students to make their own sentences with *because* / *because of* to talk about the police or gardening.

Reading

Reading: "A Clever Son"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 17. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about police officers and firefighters.

- Remind students of the warm-up discussion about the police officers.
- Ask students to think about how police officers and firefighters help the community (should only be a few minutes at most) and write down some ideas about how these people help us.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the ideas of the students regarding the police as well as firefighters.


Check It

A Choose the best answers.


- What is the reading about?
 - How John helped his mom
 - How John hid the jewelry
 - How John helped the police
- John _____ bury the jewelry in the yard.
 - did not really
 - wanted to
 - asked his mom to
- What were the police looking for in the garden?



a. Money



b. A statue



c. Jewelry

B Match to put the story in order.

- 1 .
- 2 .
- 3 .
- 4 .
- 5 .

- a. John stole jewelry and went to prison.
- b. John's mom wanted to plant a garden.
- c. John's mom can plant her garden.
- d. The police dug up John's yard.
- e. John said he hid the jewelry in the yard.

36

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Choose the best answers.

- Emma went to Seattle to _____ her cousins.
a. include b. visit c. receive
- The thief thought of many ways to _____ a car.
a. steal b. agree c. dive
- My sister is dressing up and wearing a pretty _____.
a. liquid b. puzzle c. jewelry


Challenge It

Study. Then circle the correct words.

Language Point

Because	We can't go to the picnic because it is raining hard.
Because of	We can't go to the picnic because of the heavy rain.

- I can't dig up the old plants (because / because of) I'm too old and weak.
- Don't dig in the garden (because / because of) I buried the jewelry there.
- John went to prison (because / because of) his bad action.
- The police dug up the whole garden (because / because of) John's letter.



TIP

Find and circle the words from the reading.

* of course certainly; no question

37

Challenge It

This exercise provides additional grammar skills through various activities. Read the information aloud to the class.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that *because* and *because of* are used to express the reasons for something happening. The word *because* (by itself) is a conjunction and is followed by a subject and verb. *Because of* is a preposition and is usually followed by a noun or noun phrase.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 37. Have students refer back to the passage and find the phrase “of course” within the text.



Homework

Unit 08 A Clever Son Read, write, and say.

1. **steal** to take something without asking or paying for it

2. **jewelry** an accessory that people wear on their neck, ears, or fingers

3. **police** a group of people who protect you from criminals

4. **visit** to go to a place for a short time

5. **weak** very tired or having little strength

6. **letter** a thing you write to another person

7. **bury** to hide something in the ground

8. **while** something in one unbroken piece

9. **find** to discover something after looking for it

10. **nothing** not anything


13


Vocabulary Workbook 3


Unit 08 A Clever Son

Practice

Choose the correct sentences.

1.  a. No one saw the man steal jewelry from the store.
b. No one saw the man steal the phone from the purse.

2.  a. The police are standing next to the car.
b. The teachers are standing next to the board.

3.  a. Our grandma felt weak, so we took her to a doctor.
b. Our dog felt weak, so we took it to a vet.

Word Review

Write the correct words.

steal police weak jewelry

1. John stole some _____.

2. He went to prison, but the _____ couldn't find the jewelry.

3. John's old mother _____ him in prison.

4. She said, "I'm too old and _____ to dig up the old plans."

38

Reading Fluency

Read the passage to answer the questions.

Secretly a woman was caught stealing from a store. The woman had six children. Three of her children didn't have shoes on. She needed diapers and food for them, but she didn't have money. The police did not put her in jail for stealing. Instead they bought food for her. And they bought shoes for her children. Do you think the police did the right thing? What would you have done?

Reading Check

Choose the best answers.

1. This reading is about _____.
a. going to prison b. generous police c. poor children

2. A woman was caught _____.
a. mopping animals b. stealing things c. cracking kids

3. She did this because she _____.
a. lived in a basement b. loved jewelry c. was poor

4. The police _____.
a. put her in jail b. yelled at her c. helped her

39

Writing Workbook 3

- Vocabulary Workbook 3: page 13, Unit 8
- Writing Workbook 3: pages 38-39

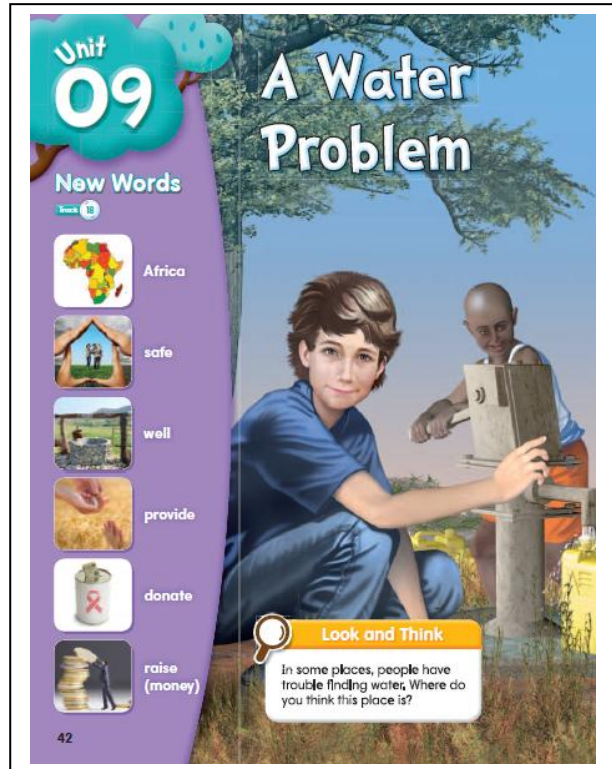
Unit 9 A Water Problem

Objectives

- New words: *Africa, safe, well, provide, donate, raise*
- Sentence pattern: Determiners (*enough, some*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on page 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students where they think the place in the picture is, ask for volunteers to talk about what they know about how we get our water. Ask follow-up questions like: Where does water come from? Can we drink any water we want? Why is water so important for people to have?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

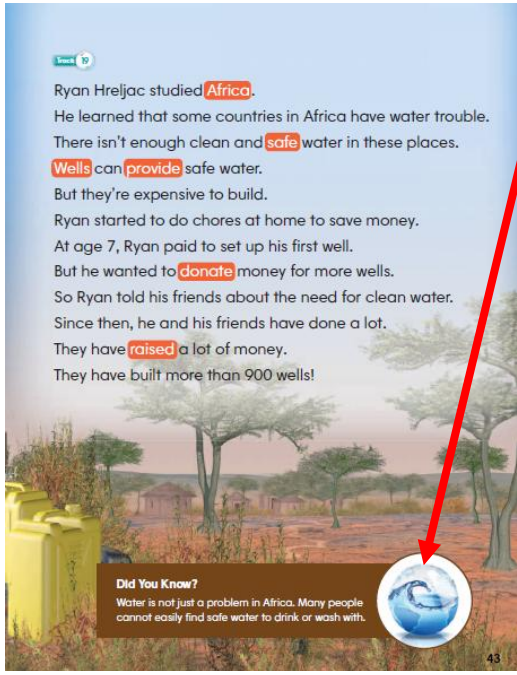
New Words

- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 18 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Track 19

Ryan Hreljac studied **Africa**.
 He learned that some countries in Africa have water trouble.
 There isn't enough clean and **safe** water in these places.
Wells can **provide** safe water.
 But they're expensive to build.
 Ryan started to do chores at home to save money.
 At age 7, Ryan paid to set up his first well.
 But he wanted to **donate** money for more wells.
 So Ryan told his friends about the need for clean water.
 Since then, he and his friends have done a lot.
 They have **raised** a lot of money.
 They have built more than 900 wells!

Did You Know?
 Water is not just a problem in Africa. Many people cannot easily find safe water to drink or wash with.



43

Did You Know?

- Focus students to the related content at the top of page 43. Read the information aloud to the class.
- Because of water pollution, much of the water people have access too is unsafe. In some cases, people drink bad water anyway because it's the only water nearby.
- Possible Extension: Ask students to talk about other places where getting water is a problem.
- Possible Extension: Ask students to think about the target grammar, determiners (*enough* and *some*). Ask students to make their own sentences using determiners and including reference to water.

Reading

Reading: "A Water Problem"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 19. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about clean water.

- Remind students of the warm-up discussion about water.
- Ask students to think about why having clean water is important (should only be a few minutes at most) and write down some reasons why they think so. Ask students to talk about how people can go about cleaning the water.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare students' ideas about cleaning water.


Check It

A Choose the best answers.

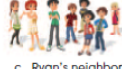
- What is the reading about?
 - A boy's idea to help
 - A rich country
 - A school in Africa
- Wells can provide safe water, but they are _____.
 - expensive
 - hard to set up
 - made of metal
- Who built more than 900 wells?



a. Ryan



b. Ryan and his friends



c. Ryan's neighbors

B Match the causes to the effects.

Causes	Effects
1. Ryan learned about Africa.	a. They raised enough money to build more wells.
2. Ryan did chores to save money.	b. Ryan set up his first well when he was 7.
3. Ryan told his friends about the need for clean water.	c. Ryan heard about some countries there with water trouble.

44

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

provided
safe
raise
donate

1. Coffee and biscuits are _____ after dinner.
2. Our school will try to _____ money by selling scones baked by students.
3. Always remember that the street is not _____ for kids to play in.
4. People can also _____ time instead of money to help others.

Challenge It


Study. Then circle the correct words.

Language Point

Determiners

He made **enough** money, so he can set up a well.
He made **some** money, but he needs to make more money.

1. Ryan learned that (enough / some) countries in Africa have water trouble.
2. There is not (enough / some) clean and safe water in some places.
3. Ryan earned (enough / some) money, but he needed more.
4. Ryan and his friends raised (enough / some) money to build 900 wells.



Tip

Find and circle the words from the reading.

* **set up** to build; to make for the first time

45

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use determiners to talk about *how much* of something there is.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write a series of sentences on the board, include errors in the sequence words in a few of the sentences. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 45. Have students refer back to the passage and find the phrase “set up” within the text.



Homework

Unit 09 A Water Problem Read, write, and say.

- Africa the continent south of Europe
- trouble a problem
- enough as many or as much as somebody needs or wants
- safe not in danger
- well a hole that provides water
- provide to give something to someone
- build to make something
- pay to give money for something
- donate to give money to help
- raise to collect money from people

14

Vocabulary Workbook 3

- Vocabulary Workbook 3: page 14, Unit 9
- Writing Workbook 3: pages 40-41

Unit 09 A Water Problem

Practice

Choose the correct sentence.

- a. Many countries in Africa are dry in the summer.
 b. Many places in Canada are beautiful in the winter.
- a. A river can provide a mill with power.
 b. A well can provide a village with water.
- a. She is donating money to help others.
 b. She is raising money by selling jewelry.

Word Review

Write the correct words.

donate Africa raised Wells

- Ryan learned that some countries in _____ have water trouble.
- _____ can provide safe water.
- He wanted to _____ money to set up more wells.
- Ryan and his friends have _____ a lot of money.

40

Reading Fluency

Read the passage to answer the questions.

In most homes, it is easy to get water. Just go into the kitchen or bathroom. But long ago, people had to dig deep holes to get clean water from under the ground. Back then, people had to dig wells by hand. Now, most wells are dug by machines. Perhaps that is better. Some wells are had a mile deep!

Reading Check

Choose the best answers.

- The reading is about _____.
a. wells b. waterfalls c. machines
- Today, you can easily get water _____.
a. by the sea b. in the kitchen c. on a mountain
- People had to dig _____ to get clean water long ago.
a. deep holes b. small holes c. short holes
- The reading says deep wells are _____ these days.
a. dug by machines b. made by hand c. needed in Africa

41

Writing Workbook 3

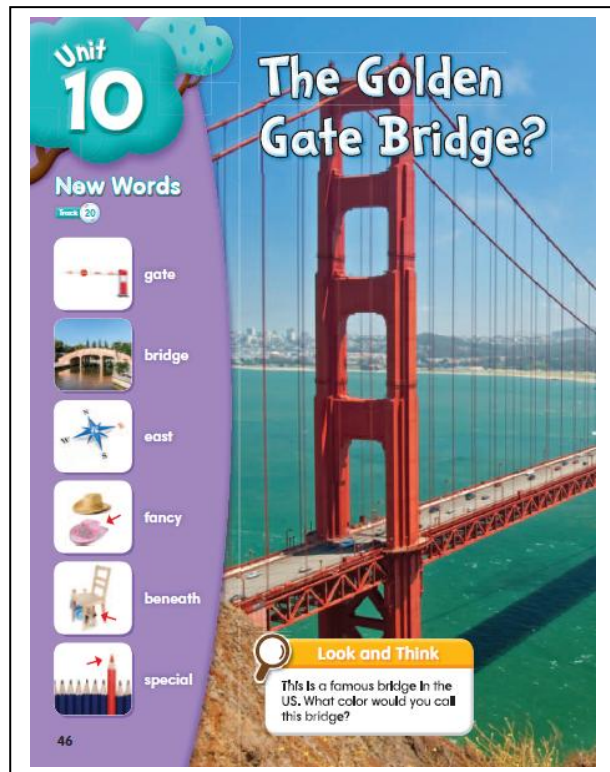
Unit 10 The Golden Gate Bridge?

Objectives

- New words: *gate, bridge, east, fancy, beneath, special*
- Sentence pattern: Passive Voice

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what color the bridge is, ask for volunteers to talk about what they know about bridges. Ask follow-up questions like: What are bridges used for? What makes a strong bridge? How are bridges helpful?



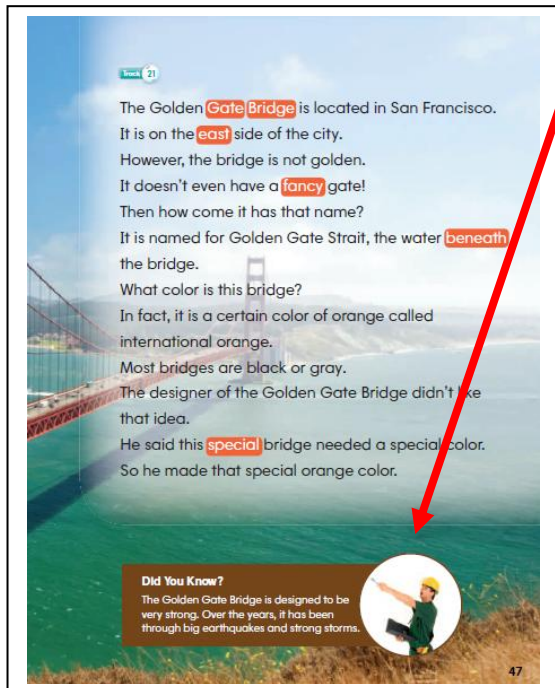
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 46. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Track 21

The Golden **Gate Bridge** is located in San Francisco.
 It is on the **east** side of the city.
 However, the bridge is not golden.
 It doesn't even have a **fancy** gate!
 Then how come it has that name?
 It is named for Golden Gate Strait, the water **beneath**
 the bridge.
 What color is this bridge?
 In fact, it is a certain color of orange called
 international orange.
 Most bridges are black or gray.
 The designer of the Golden Gate Bridge didn't like
 that idea.
 He said this **special** bridge needed a special color.
 So he made that special orange color.

Did You Know?
 The Golden Gate Bridge is designed to be
 very strong. Over the years, it has been
 through big earthquakes and strong storms.

47

Did You Know?

- Focus students to the related content at the bottom of page 47. Read the information aloud to the class.
- The earliest types of bridges were simply pieces of wood put down so people could cross bodies of water. Stone bridges were first built during the Bronze Age.
- Possible Extension: Ask students to talk about how they would build a bridge (what materials they'd use and how it would look).
- Possible Extension: Ask students to think about the target grammar, passive voice. Ask students to make their own sentences in passive voice to talk about building or crossing bridges.

Reading

Reading: "The Golden Gate Bridge?"

- Read the story once yourself, slowly, giving

students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 21. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about bridges.

- Remind students of the warm-up discussion about bridges.
- Ask students to think about a bridge they have crossed (should only be a few minutes at most) and write down some details about their experience. They can talk about how they crossed it, how it was made, etc.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the types of bridges students have crossed and their details pertaining to those bridges.


Check It

A Choose the best answers.


- What is the reading about?
 - A bridge's history
 - A city's special joke
 - A bridge's problems
- The name for the bridge comes from a(n) _____.
 - building in the city
 - international law
 - body of water
- Which color is unusual for bridges?



a. Black



b. Gray




c. Orange

B Write the correct words.

beneath
east
fancy
international

Is located on the _____ side of San Francisco.



doesn't have a golden color or a " _____ gate.

Is named for the water _____ the bridge.

The Golden Gate Bridge ...

Is a certain color of orange called " _____ orange.

48

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- Are you doing anything _____ for your birthday?
a. thick b. nervous c. special
- The wooden _____ looks weak, so I'm afraid to walk across it.
a. glasses b. bridge c. needle
- He put a trap _____ the tree to catch a squirrel.
a. beneath b. about c. of


Challenge It

Study. Then write the sentences in the passive.

Language Point **Passive**

I name my puppy Goldie. → My puppy Goldie is named by me.
He writes a letter. → The letter is written by him.

- I choose the special orange color.
→ _____
- He designs the Golden Gate Bridge.
→ _____



Tip

Find and circle the words from the reading.
* how come why; for what reason

49

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the base forms and past tense verbs together.
- Explain to students that they can form passive sentences by switching the subject and the object of the sentence around the verb.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence, focusing on irregular verbs. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 49. Have students refer back to the passage and find the phrase “how come” within the text.



Homework

Unit 10 The Golden Gate Bridge? Read, write, and say.

1. is door on a fence or a wall. 1. gate

2. is road that goes over water or another road. 2. bridge

3. is city in California that has the Golden Gate Bridge. 3. San Francisco

4. the direction that the sun faces in. 4. east

5. very expensive, very high quality, or attractive. 5. fancy

6. is word that a person, animal, place, or thing is called. 6. name

7. is narrow passage of water. 7. strait

8. under. 8. beneath

9. the color you get when you mix black and white. 9. gray

10. better or more important than other things. 10. special

15


Vocabulary Workbook 3


- Vocabulary Workbook 3: page 15, Unit 10
- Writing Workbook 3: pages 42-43


Unit 10 The Golden Gate Bridge?

Practice

Choose the correct sentences.

1.  a. The buried coins are silver.
 b. The huge gate is fancy.

2.  a. My mother and I drink soda on a special day.
 b. My mother and I eat cake on a special day.

3.  a. There are people on the bridge.
 b. There are rocks beneath the prison.

Word Review

Write the correct words.

fancy east beneath special

1. The Golden Gate Bridge is on the _____ side of the city.

2. It doesn't even have a _____ gate!


3. It is named for Golden Gate Strait, the water _____ the bridge.

4. The designer said this _____ bridge needed a special color.

42

Reading Fluency

Read the passage to answer the questions.

1.  Hanging bridges are common in the East. They are not usually fancy. Most of the hanging bridges are made from rope and wood. They were built to cross rivers. The wood does not last a long time, so they can be dangerous. Still, people must use them often to travel.

Reading Check

Choose the best answers.

1. The reading is about _____.
 a. the Golden Gate Bridge b. Golden Gate Bridge c. hanging bridges

2. Hanging bridges are common in _____.
 a. rich countries b. San Francisco c. the East

3. These kinds of bridges are _____.
 a. very colorful b. not fancy c. quite safe

4. Hanging bridges are usually made from _____.
 a. silver and gold b. wood and rope c. thick steel

43

Writing Workbook 3

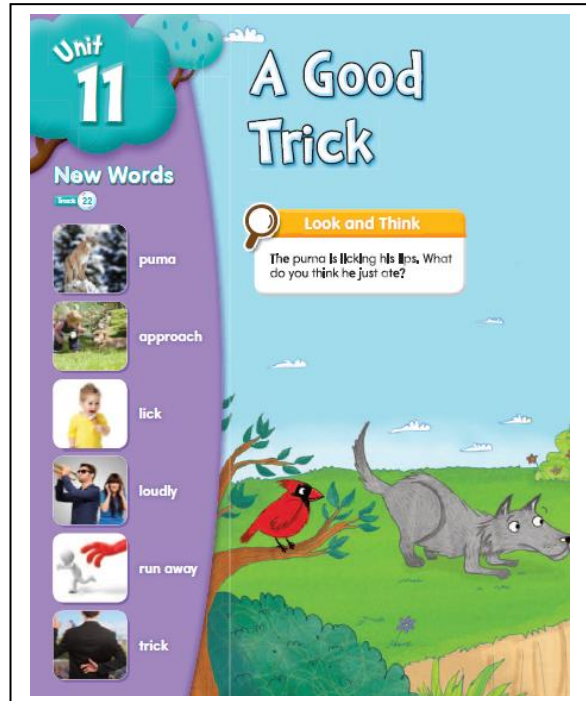
Unit 11 A Good Trick

Objectives

- New words: *puma*, *approach*, *lick*, *loudly*, *run away*, *trick*
- Sentence pattern: Past Continuous (was/were + verb(ing))

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the puma ate, ask for volunteers to talk how they have tricked someone in the past. Ask follow-up questions like: What reasons would you have to trick someone? Are you good at tricking people? How might tricking others be a problem?



Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.


Before Reading

New Words

- Have students open their SBs to page 50. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 22 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Track 23

An old puma saw that a young wolf was approaching.
The wolf looked like it might attack him.
So the puma sat down, licked his lips, and said very loudly,
"That was such a delicious wolf! I must find myself another
one to eat!"
The wolf quickly changed his mind, turned, and ran away.
A red bird saw this happen.
She knew the puma was tricking the wolf, so she flew after
the wolf and told him the truth.
They returned together. Seeing them, the puma
said loudly, "Where is my bird friend?
Oh, I forgot. She went to find me another wolf."



Did You Know?
Pumas actually have many different names in English. They are also known as mountain lions, cougars, and panthers.



51

Did You Know?

- Focus students to the related content at the bottom of page 51. Read the information aloud to the class.
- Pumas live only in the Americas. They used to range from northern Canada to the southern parts of Chile and Argentina.
- Possible Extension: Ask students to talk about large predators that they are familiar with.
- Possible Extension: Ask students to think about the target grammar, past continuous. Ask students to make their own sentences in past continuous to talk about pumas or other large predators.

Reading

Reading: "A Good Trick"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 23. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about how animals survive.

- Remind students of the warm-up discussion about tricking people.
- Ask students to think about an animal that they think is very smart (should only be a few minutes at most) and write down some reasons why they think the animal is clever. Ask students to talk about how animals might trick other animals to catch them or to avoid being caught.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students consider to be smart as well as if the animals are predators or prey.


Check It

A Choose the best answers.


- What is the reading about?
 - A smart puma
 - Three friends
 - A day at the zoo
- Because the puma was _____, the wolf wasn't able to attack him.
 - wise
 - handsome
 - quiet
- Which animal is easily tricked?



a. The bird



b. The wolf



c. The puma

B Match the causes to the effects.

Causes	Effects
1. The puma said the wolf he ate was delicious.	a. The puma tricked the wolf again.
2. The bird knew the puma tricked the wolf.	b. The wolf decided not to attack the puma.
3. The bird and the wolf came back together.	c. The bird went to tell the wolf.

52

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

run away
approach
trick
loudly

- _____ : to move near
- _____ : to leave a place very quickly
- _____ : in a way that makes a lot of noise
- _____ : to make someone believe something that is not true


Challenge It

Study. Then write the verbs in past continuous tense.

Language Point

Singular	Plural
I / He / She / It + was + ~ing She was washing the dishes.	We / You / They + were + ~ing My sister and I were washing the dishes.

- A young wolf _____ an old puma. (*approach*)
- The old puma _____ of a good trick. (*think*)
- The wolf didn't know that the puma _____ him. (*trick*)
- The wolf and bird _____ together. (*return*)



Find and circle the words from the reading.
* **change one's mind** to make a different choice

53

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the past tense of *be* with a *verb(ing)* to form the past continuous.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion










- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 53. Have students refer back to the passage and find the phrase “change one's mind” within the text.

Homework

Unit 11 A Good Trick Read, write, and say.

- puma  a large, wild cat
- wolf  a wild animal like a large dog
- approach  to come closer to someone or something
- stir  to see the bottom part of your body on something
- lick  to take something with your tongue
- loudly  in a way that makes a lot of noise
- run away  to quickly move away from something or someone
- happen  to take place
- stuck  to hold someone
- truth  something that is true




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 16, Unit 11
- Writing Workbook 3: pages 44-45

Unit 11 A Good Trick

Practice

Choose the correct sentences.

-  a. The artist showed us a painting.
 b. The magician showed us a trick.
-  a. The cat is licking its fur.
 b. The dog is licking my hand.
-  a. The lion tricked the hunter.
 b. The diver approached the shark.

Word Review

Write the correct words.

run away licked approaching loudly

- An old puma saw that a young wolf was _____.
- The puma sat down and _____ his lips.
- He said very _____, "That was such a delicious wolf!"
- The wolf quickly changed his mind, turned, and _____.

Writing Workbook 3

Reading Fluency

Read the passage to answer the questions.

Pumas are part of the cat family. They are smaller than lions, but they are still powerful hunters. Pumas prefer to be alone. Unlike lions, this means they also hunt alone. A puma will approach its prey quietly from behind. Usually the prey will run away. Pumas have a hunt success rate of about 15 percent. But when the puma is successful, it won't need another meal for one to two weeks.

Reading Check

Choose the best answers.

- The reading is about _____.
a. pumas b. wolves c. birds
- Pumas are smaller than _____.
a. most cats b. female tigers c. lions
- Pumas like to _____.
a. be in a group b. live with their families c. be alone
- When they kill their prey, pumas _____ for a week.
a. share their meat b. keep running c. don't hunt

Unit 12 Windsor Castle

Objectives

- New words: *castle, fortress, protect, foreign, guard, danger*
- Sentence pattern: Superlatives (adjective + -est OR *the most* + adjective)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students how many rooms they think are in the castle, ask for volunteers to talk about what they know about castles. Ask follow-up questions like: Where can you find castles? Why do people live in castles? What might a benefit be to living in a castle instead of another type of home?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.


Before Reading

New Words


- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 24 and have students repeat. Practice the words a few more times, calling on students individually or as a class.

Track 25

Windsor **Castle** was built long ago.
 Some parts of the castle date back to 1100 CE.
 At that time, the castle was made of wood.
 At first, it was built as a **fortress**.
 It **protected** the city and its people from **foreign** attacks.
 From the castle, **guards** could watch two important places
 for **danger**: the Thames River and Windsor Forest.
 Today, Windsor Castle is the largest and oldest castle with
 people still living in it.
 Windsor Castle has 1,000 rooms, and
 more than 500 people live and work in the castle.
 One of those people is the Queen of England.



Did You Know?
 The Queen of England has six homes.
 Two of them are Buckingham Palace
 and Windsor Castle.



55

Did You Know?

- Focus students to the related content at the bottom of page 55. Read the information aloud to the class.
- Castles can be found in nearly all European countries. The building style has been around for several hundred years.
- Possible Extension: Ask students to talk about other places that have castles (or castle-like buildings such as temples or palaces).
- Possible Extension: Ask students to think about the target grammar, superlatives. Ask students to make their own sentences with superlatives and talk about castles, temples, or palaces.

Reading

Reading: "Windsor Castle"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 25. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about historic buildings (monuments).

- Remind students of the warm-up discussion about castles.
- Ask students to think about an historic building they would like to visit (should only be a few minutes at most) and write down some reasons why they want to go there.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs. They should talk about what they need to do in order to get their "dream" job.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places students want to visit and their reasons for traveling.


Check It

A Choose the best answers.


- What is the reading about?
 - A king and queen
 - A nice museum
 - A very big house
- Windsor Castle was originally used _____.
 - as a bridge's gate
 - as a fortress
 - as a king's house
- How many people live in Windsor Castle today?



a. None



b. One person




c. More than 100 people

B Write the correct words.

foreign fortress guards largest

was built originally to be used as a ¹ _____.

protected the city from ² _____ attacks.



Windsor Castle ...

Is the ³ _____ castle with people still living in it.

was in a place where ⁴ _____ could watch the Thames River.

56

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Choose the best answers.

- All prisoners of war are _____ by international laws.
a. protected b. dug c. avoided
- Smoking is a serious _____ to health.
a. design b. danger c. journey
- Tourists can visit the _____ daily from May to September.
a. autumn b. castle c. future

Challenge It

Study. Then write the correct words.


Language Point

Superlatives

The whale is the **biggest** sea animal.
He is the **wealthiest** man in the world.

Where is the **most famous** spot in Paris?
This is the **most expensive** area in the city.

- The _____ room in the castle is the main hall. (**large**)
- It is the _____ castle with people still living in it. (**old**)
- The Queen is the _____ person in the country. (**rich**)
- Only the most _____ visitors are invited to the castle. (**important**)



Tip

Find and circle the words from the reading.
* **date back to** to be as old as; to come from the time of

57

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the superlative form of an adjective when talking about more than two things.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.











Tip

- Direct students’ attention to the Tip at the bottom of page 57. Have students refer back to the passage and find the phrase “date back to” within the text.



Homework

Unit 12 Windsor Castle Read, write, and say.

	a big house with many rooms that a wife from attacks	1. castle
	a material that comes from trees	2. wood
	a place that is protected	3. fortress
	to keep someone or something safe	4. protect
	from another country	5. foreign
	a person who protects something or someone	6. guard
	necessary or very useful	7. important
	it thing that could hurt or kill somebody	8. danger
	a space in a building that has walls and a ceiling	9. room
	to do a job	10. work

17




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 17, Unit 12
- Writing Workbook 3: pages 46-47

Unit 12 Windsor Castle

Practice

Choose the correct sentences.

-  a. The castle's garden is beautiful.
 b. The wall of the fortress is broken.
-  a. The glass protects the expensive jewelry.
 b. The oil protects the machine's engine.
-  a. The guard is checking her ID.
 b. The guard is writing a note.

Word Review

Write the correct words.


danger castle foreign fortress

- Windsor _____ was built long ago.
- At first, it was built as a _____.
- It protected the city and its people from _____ attacks.
- From the castle, guards could watch two important places for _____.

46

Reading Fluency

Read the passage to answer the questions.

 My family went to the beach last weekend. It was too cold to go in the water, so we almost went home. But my brothers and I decided to build a big sandcastle. It even had a fortress with high walls. It's just too bad we couldn't live in the castle we built.

Reading Check

Choose the best answers.

- The reading is about (n) _____.
a. family picnic last weekend b. upcoming party c. castle I made
- The family went to the _____.
a. castle b. beach c. city
- The family almost went home because of _____.
a. the park sky b. the cold water c. too many people
- The writer and her brothers _____.
a. found hermit crabs b. watched an orca c. built a sandcastle

47

Writing Workbook 3

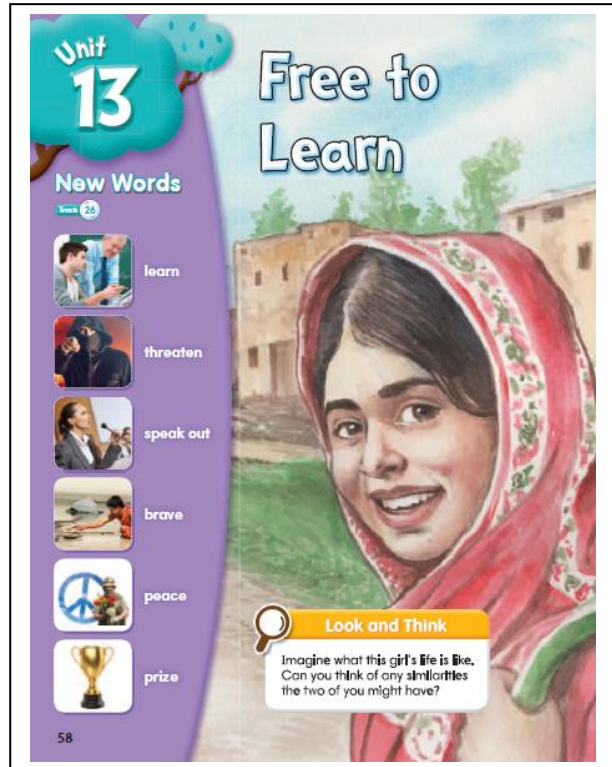
Unit 13 Free to Learn

Objectives

- New words: *learn, threaten, speak out, brave, peace, prize*
- Sentence pattern: Preposition (*about*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students how they might be similar to the girl, ask for volunteers to talk about what causes they would fight for. Ask follow-up questions like: What is the most important thing to you? How would you feel if that thing were taken from you? How would you work to get it back?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 58. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 59. Read the information aloud to the class.
- In some places girls and women are not allowed to do many of the things boys and men are such as play sports or have jobs.
- Possible Extension: Ask students to talk about how boys and girls are similar and different.
- Possible Extension: Ask students to think about the target grammar, the preposition *about*. Ask students to make their own sentences with *about* the differences between students in the class.

Reading

Reading: "Free to Learn"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 27. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about fighting for a cause.

- Remind students of the warm-up discussion about causes.
- Ask students to think about a cause that is important to them (such as equality, ending hunger, or education). This should only take a few minutes at most. Have students write down some reasons why they feel their cause is important. Have students talk about how they would work toward helping their cause.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the causes students think are important and how they would work to further their causes.


Check It

A Choose the best answers.


- What is the reading about?
 - Fighting for education
 - Fighting for love
 - Fighting for the country
- For her brave work, Malala _____.
 - won a prize
 - lived in a fortress
 - became Pakistan's leader
- Where did the group NOT want girls to go?



a. Work




b. School



c. The palace

B Put the words in the right places.

spoke out
study
brave
threatened



Malala Yousafzai

- She felt angry because a group in Pakistan didn't want girls to ¹ _____.
- She ² _____ about why girls should be able to go to school.
- The group ³ _____ her, but she kept telling people about the problem.
- For her ⁴ _____ work, more girls in Pakistan got the chance to go to school.

60

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Write the correct words.

prize brave learn threatened

1. It was _____ of you to speak in front of all your classmates.
2. The scary guy broke the girl's eyeglasses and _____ her.
3. My brother is going to _____ how to drive.
4. She won the _____ for the highest score.

Challenge It

Study. Then circle the correct words.

Language Point ~ About

We need to **think about** the gift. Try to **write about** people you like.
She is going to **speak about** me. It can **bring about** good results.

1. The president will (speak about / bring about) doing business with foreign countries.
2. In her next book, the author will (think about / write about) her life.
3. The teacher asked us to (think about / bring about) things we can do for our town.
4. What are some ways we can (bring about / write about) change in this world?

Tip

Find and circle the words from the reading.
* **in the end** after everything was finished

61

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use the preposition about when talking about something that is ordinary or general.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 61. Have students refer back to the passage and find the phrase “in the end” within the text.



Homework

Unit 13 Free to Learn Read, write, and say.

- learn** to gain knowledge by studying or practicing
- group** a number of people or things that are together
- threaten** to tell someone that you will harm them
- speak out** to say something
- teach** to help someone learn about something
- people** more than one person
- end** the final part of a period, time, an event, or a story
- brave** feeling or showing no fear
- peace** the state of not being at war
- prize** something you get for winning

Vocabulary Workbook 3

- Vocabulary Workbook 3: page 18, Unit 13
- Writing Workbook 3: pages 48-49

Unit 13 Free to Learn

Practice

Choose the correct sentences.

- a. The man won first prize in the bike race.
 b. The girl won first prize in the pie-eating contest.
- a. We learn many things at school.
 b. We talk about many things in the car.
- a. The grandma is dancing with a magic stick.
 b. The grandma is threatening someone with a broom.

Word Review

Write the correct words.

speaking out threatened brave peace

- A _____ girl started writing about the lives of girls in her country.
- A group in Pakistan _____ and attacked her.
- But she did not stop _____.
- No wonder this brave girl won the Nobel _____ Prize!

Reading Fluency

Read the passage to answer the questions.

Pakistan is a country in Asia. The name Pakistan means "pure or holy place." However, these days there is not much peace. People are fighting to be in control. It is a sad time. We hope that soon there will be peace.

Reading Check

Choose the best answers.

- The reading is about _____.
a. Canada b. England c. Pakistan
- The name Pakistan means _____.
a. this place b. rich place c. pure place
- Pakistan is located in _____.
a. Europe b. Africa c. Asia
- Right now, people in Pakistan are fighting for _____.
a. food b. control c. jobs

Writing Workbook 3

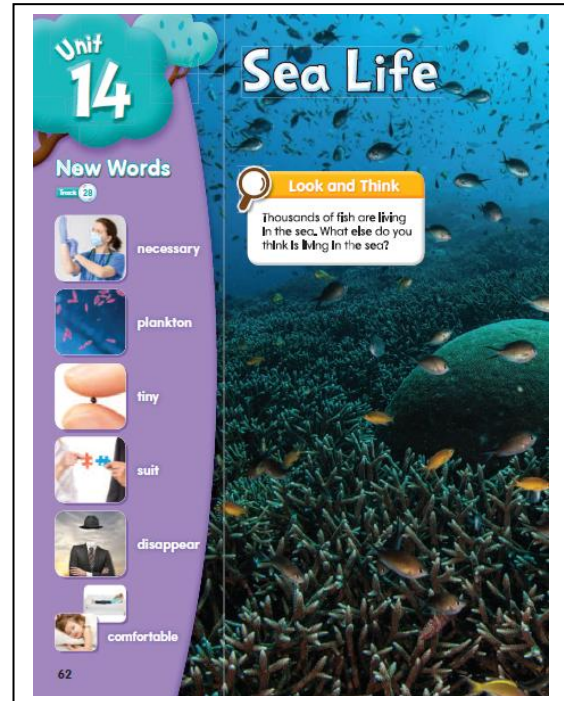
Unit 14 Sea Life

Objectives

- New words: *necessary, plankton, tiny, suit, disappear, comfortable*
- Sentence pattern: Comparatives (*adjective+er + than* OR *more + adjective + than*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question on page 63. Read the question aloud.
- Before asking students what other things live in the sea, ask for volunteers to talk about what they know about the ocean. Ask follow-up questions like: How much of the planet is covered in water? Can we drink the water from the ocean? Do you think we know all there is to know about the ocean?



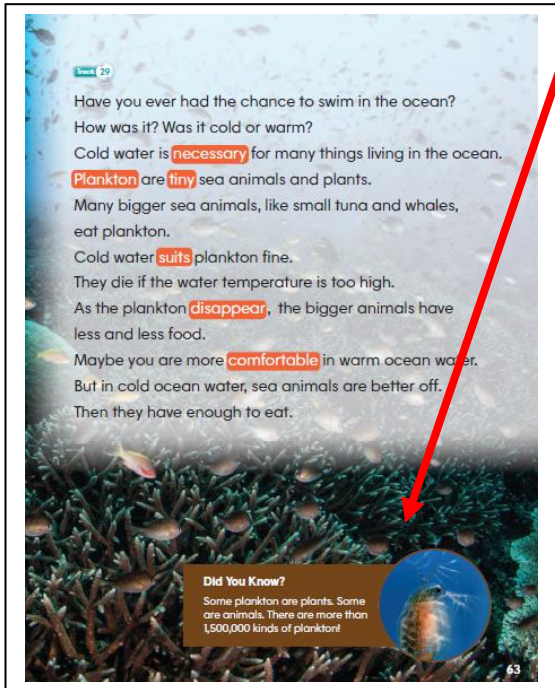
Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 28 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Track 29

Have you ever had the chance to swim in the ocean?
How was it? Was it cold or warm?
Cold water is **necessary** for many things living in the ocean.
Plankton are **tiny** sea animals and plants.
Many bigger sea animals, like small tuna and whales,
eat plankton.
Cold water **suits** plankton fine.
They die if the water temperature is too high.
As the plankton **disappear**, the bigger animals have
less and less food.
Maybe you are more **comfortable** in warm ocean water.
But in cold ocean water, sea animals are better off.
Then they have enough to eat.

Did You Know?
Some plankton are plants. Some
are animals. There are more than
1,500,000 kinds of plankton!

63

Did You Know?

- Focus students to the related content at the bottom of page 63. Read the information aloud to the class.
- Plankton that are plants are known as phytoplankton. Plankton that are animals are known as zooplankton.
- Possible Extension: Ask students to talk about how the plankton play a role in the ocean food chain.
- Possible Extension: Ask students to think about the target grammar, comparatives. Ask students to make their own sentences using comparatives to talk about the interactions among animals and plants in the ocean (or other environment).

Reading

Reading: "Sea Life"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 29. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about habitats.

- Remind students of the warm-up discussion about the ocean.
- Ask students to think about a habitat they know about (ocean, forest, desert, etc.) This should only take a few minutes at most. Have students write down what they know about a particular habitat. Have them talk about the things that animals and plants in those places need to survive.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the habitats the students chose and what the plants/animals there need to live.


Check It

A Choose the best answers.


- What is the reading about?
 - A fast-swimming animal
 - A sea plant that eats fish
 - Something that likes cold seawater
- In warm water, plankton _____.
 - may die
 - need bigger fish to eat
 - produce many babies
- Which of the following is NOT mentioned in the passage?



a. Big sea animals



b. Ice in the sea



c. Plankton

B Complete the chart.

plankton	less	temperature	disappear
In a cold sea	<ul style="list-style-type: none"> • The ¹ _____ suits plankton. • Bigger animals have enough ² _____ to eat. 		
In a warm sea	<ul style="list-style-type: none"> • Plankton ³ _____. • Bigger animals have ⁴ _____ food to eat. 		

64

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

disappeared
tiny
necessary
comfortable

1. You can find all the _____ information on our website.
2. The airplane _____ behind a cloud.
3. Sit down and make yourself _____.
4. It is fascinating how _____ ants move heavy pieces of food.

Challenge It

Study. Then write the correct words.

Language Point

Comparatives	
Your bag is smaller than mine.	Baseball is more interesting than soccer.
Today is colder than yesterday.	She is more beautiful than I remember.

1. Many _____ sea animals, like small tuna and whales, eat plankton. (*large*)
2. As the plankton disappear, the _____ animals have less and less food. (*big*)
3. Maybe you are more _____ in warm ocean water. (*comfortable*)
4. But sea animals are more _____ in the cold ocean water. (*active*)

Find and circle the words from the reading.

* **be better off** be in a more comfortable situation

65

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use comparatives when they want to talk about the differences between two things.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 65. Have students refer back to the passage and find the phrase “be better off” within the text.



Homework

Unit 14 Sea Life Read, write, and say.

1. ocean

2. warm

3. necessary

4. plankton

5. tiny

6. tuna

7. whale

8. suit

9. disappear

10. comifiable

19


Vocabulary Workbook 3


- Vocabulary Workbook 3: page 19, Unit 14
- Writing Workbook 3: pages 50-51


Unit 14 Sea Life

Practice

Choose the correct sentences.

1.  a. This meal is quite easy to prepare.
 b. These shoes are quite comfortable to wear.

2.  a. This huge animal eats tiny plankton.
 b. This poisonous octopus eats tiny fish.

3.  a. He can make the white rabbit disappear.
 b. She can make the silver coin disappear.

Word Review

Write the correct words.

tiny disappear necessary suits

1. Cold water is _____ for many things living in the ocean.
2. Plankton are _____ sea animals and plants.
3. Cold water _____ plankton fine.
4. As the plankton _____, the bigger animals have less and less food.

50

Reading Fluency

Read the information to answer the questions.

cat - fish - catfish
These fish live in rivers. They can find them all around the world.

dog - fish - dogfish
These fish live in oceans. They are usually found in the seas around Europe.

sea - lion - sea lion
These animals live in the ocean but need air like us. Unlike seals, sea lions have ears you can see.

Reading Check

Choose the best answers.

1. The reading is about _____.
a. sea animals b. insects c. vegetables

2. These three animals live _____.
a. in the ocean b. in water c. together

3. Catfish can be found _____.
a. in many countries b. just in lakes c. only in the ocean

4. A sea lion has _____ you can see, but a seal doesn't.
a. ears b. lips c. a thin tail

51

Writing Workbook 3

Unit 15 The Perfect Friend

Objectives

- New words: *healthy, kitten, perfect, prefer, daughter, wheelchair*
- Sentence pattern: Future Tense (*will and be going to*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they think the girl will like her surprise, ask for volunteers to talk about how to take care of animals. Ask follow-up questions like: Why should people care for animals? How is caring for a pet different from caring from an animal like a cow or tiger?




Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 66. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 30 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?
Some special animals are trained to help people. They can help people who can't see well. These animals can also make people feel better when they are sick or sad!

Track 31

Our cat, Lucy, had kittens, but one kitten wasn't **healthy**. The animal doctor helped her, but the kitten had only three legs after that. We named the **kitten** with three legs Ginger.

When we started giving the kittens away, a man came and picked out Ginger.

He said, "This kitten is so **perfect**!" I asked why he **preferred** a cat with three legs. The man said, "It's for my **daughter**. She is by our car outside."

I followed the man outside. His daughter was in a **wheelchair**. The man said, "My daughter will understand Ginger well. And Ginger will understand her, too."

67

Did You Know?

- Focus students to the related content at the bottom of page 67. Read the information aloud to the class.

- Therapy animals are used in many places like schools to help children learn. In hospitals, therapy animals can help children feel better.

- Possible Extension: Ask students to talk about how playing with or looking at animals make them feel.

- Possible Extension: Ask students to think about the target grammar, future tense. Ask students to make their own sentences in the future tense to talk about how they interact with animals.

Reading

Reading: "The Perfect Friend"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 31. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about working with animals.

- Remind students of the warm-up discussion about caring for animals.
- Ask students to think about how an animals might help them if they were unable to do some things for themselves. This should only take a few minutes at most. Have students write down their ideas about what kinds of animals would be the most helpful. Ask students to talk about any possible problems they and their service animals might face.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the students' ideas about the ideal service animal.


Check It

A Choose the best answers.


- What is the reading about?
 - The perfect kitten
 - A cat named Lucy
 - A family raising money
- The man liked Ginger because Ginger _____.
 - licked his hand
 - had three legs
 - disappeared into the house
- Why is Ginger a good cat for the man's daughter?



a. Both have long hair



b. Both have leg problems



c. Both like to talk

B Match to put the story in order.

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

- a. They started giving away the kittens.
- b. The doctor helped the kitten.
- c. Their cat, Lucy, gave birth.
- d. The kitten with three legs was named Ginger.
- e. A man came and chose to take Ginger.

68

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

perfect
wheelchair
kitten
prefer

1. _____ : to like something more than something else
2. _____ : a chair with wheels for people who can't walk
3. _____ : not having any mistakes
4. _____ : a young cat


Challenge It

Study. Then write the verbs in the future tense.

Language Point

<p style="font-size: x-small; text-align: center; margin: 0;">Will and Be going to</p> <p style="font-size: x-small; margin: 0;">I think I will study harder. They will forget about it.</p>	<p style="font-size: x-small; margin: 0;">It is going to rain tonight. They are going to play basketball.</p>
--	---

1. The animal doctor _____ the kitten. (*help*)
2. The man said, “My daughter _____ Ginger well.” (*understand*)
3. We have already decided. We _____ that car. (*buy*)
4. She hasn't seen Lucy yet. She _____ her in the afternoon. (*see*)



Find and circle the words from the reading.
* **pick out** to choose; to select

69

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the future tense to talk about events that have not happened yet but will at some point in the future.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 69. Have students refer back to the passage and find the phrase “pick out” within the text.



Homework

Unit 15 The Perfect Friend Read, write, and say.

- kitten a young cat
- healthy not sick or injured
- leg a part of the body you stand with
- man an adult male
- pick to choose something from a group of things
- perfect having no mistakes or flaws
- prefer to like something more than something else
- daughter a child who is a girl
- outside not inside
- wheelchair a rolling chair for the disabled




Vocabulary Workbook 3

- Vocabulary Workbook 3: page 20, Unit 15
- Writing Workbook 3: pages 52-53

Unit 15 The Perfect Friend

Practice

Choose the correct sentences.

-  a. The sleeping kittens are comfortable together.
 b. The brave puppies are challenging the puma.
-  a. The girl prefers to use a red wheelchair.
 b. The teacher pushes a blue wheelchair.
-  a. She got a perfect ten for her dance.
 b. He got a perfect score on his test.

Word Review

Write the correct words.

daughter kitten healthy preferred

- Our cat, Lucy, had kittens, but one kitten wasn't _____.
- We named the _____ with three legs, Ginger.
- I asked why the man _____ the cat with three legs.
- He said, "It's for my _____. She will understand Ginger well!"

Reading Fluency

Read the passage to answer the questions.

Blade the turtle can't walk. That means he cannot walk. This is because he was born with weak back legs. An animal doctor came up with the perfect idea to help Blade. He made Blade a wheelchair out of Legos. Now Blade can use his front legs to pull himself with the help of his saw wheels. Now he can get around faster than other turtles!

Reading Check

Choose the best answers.

- The reading is about _____.
a. animal doctor b. a new patient c. Blade the turtle
- When Blade was born, he had a problem _____.
a. seeing b. walking c. hiding
- The person who had an idea to help Blade was _____.
a. a researcher b. Blade's owner c. an animal doctor
- Blade can now _____.
a. eat dead insects b. move faster than other turtles c. hunt for plankton

Writing Workbook 3

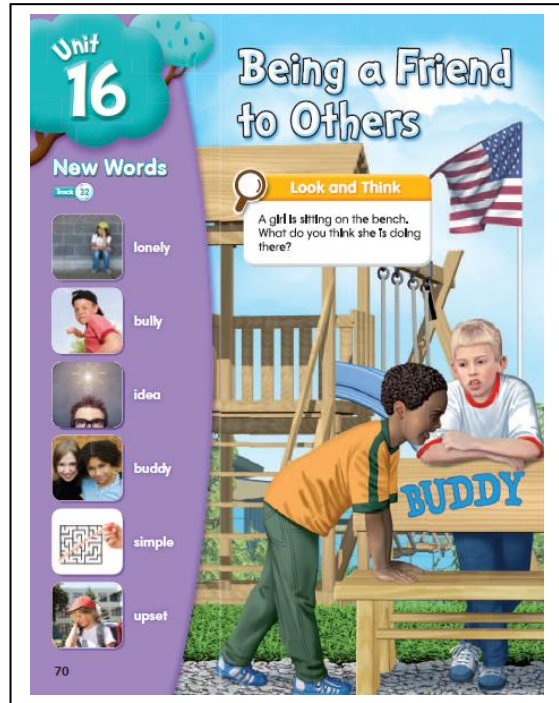
Unit 16 Being a Friend to Others

Objectives

- New words: *lonely, bully, idea, buddy, simple, upset*
- Sentence pattern: Pronouns (*it, them, these*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the girl is doing, ask for volunteers to talk about what it means to be a friend. Ask follow-up questions like: Do you need to know someone to be friendly toward them? What would you do if you saw someone being bullied?



Look and Think

- This section works to engage students’ interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading


New Words

- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 and have students repeat. Practice the words a few more times, calling on students individually or as a class.


Track 33

Christian Bucks wanted to help his classmates. Some of them were **lonely**, and some of them were **bullied** by other kids. Christian searched for a way to help them make friends. Then he heard of an **idea** used at a school in Germany. It was called "**Buddy** Benches."

The benches help students make friends. It's **simple!** Lonely or **upset** students sit on the benches. Others can see them, and then they can come and talk together. The students were excited about it. Do you think this idea could help kids at your school? Does it give you any ideas of your own?



Did You Know?
Christian set up a Buddy Bench at his school in 2013. Now there are more than 200 around the world!



Did You Know?

- Focus students to the related content at the bottom of page 71. Read the information aloud to the class.
- Christian and his family were going to move to Germany. As he and his parents were looking at the schools there, Christian saw that a German school used a buddy bench. This is how he first got the idea for his own school.
- Possible Extension: Ask students to talk about other ways to help students make friends and not feel lonely.
- Possible Extension: Ask students to think about the target grammar, pronouns. Ask students to make their own sentences with pronouns to talk about making friends and being friendly.

Reading

Reading: "Being a Friend to Others"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 33. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about friendship.

- Remind students of the warm-up discussion about being kind to others.
- Ask students to think about all the friends in their lives. This should only take a few minutes at most. Have students write down how their lives might be different without their closest friends. Tell students to talk about how they would try to make new friends.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the ideas of the students about how they would go about making new friends.


Check It

A Choose the best answers.


- What is the reading about?
 - A bench to help kids
 - Types of bullying
 - Fighting with kids
- Christian used a bench to help students who were _____.
 - tired
 - afraid
 - lonely
- Where is the school that Christian got this idea from?



a. Canada



b. England



c. Germany

B Put the words in the right places.

alone
upset
friends
bully

Yes

- Buddy benches help kids make ¹ _____.
- Buddy benches help kids see when others are ² _____.

No

- Buddy benches are for those who ³ _____ others.
- Buddy benches are for kids who want to sit ⁴ _____.

72

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- Smartphones are not _____ to use.
a. wealthy b. simple c. delicious
- My grandfather lives alone and often feels _____.
a. lonely b. generous c. serious
- She was really _____ about the way her classmates treated her.
a. natural b. harmful c. upset


Challenge It

Study. Then circle the words that the underlined words refer to.

Language Point **Pronouns**

Christian Bucks wanted to help his classmates. Some of them were lonely.
(his classmates = them)

- He heard of an idea used at a school in Germany. It was for “Buddy Benches.”
- Lonely or upset students sit on the benches. Others can see them.
- The students can talk together on the benches. These become a safe place for all students.
- Do you think this idea could help kids at your school? Does it give you any ideas of your own?



Tip

Find and circle the words from the reading.
* **search for** to try to find someone or something

73

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can replace specific nouns with pronouns. Usually, this is done after the specific noun has already been mentioned in the previous sentence.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 73. Have students refer back to the passage and find the phrase “search for” within the text.



Homework

Unit 16 Being a Friend to Others Read, write, and say.




is a person in the same class as you	classmate
unhappy from being apart from others	lonely
to push around weaker or smaller people	bully
to try to find something	search
is thought or picture in your mind	idea
is a country in Europe	Germany
is a friend	buddy
is long chair usually made of wood	bench
easy to do or understand	simple
unhappy or angry	upset

Vocabulary Workbook 3

- Vocabulary Workbook 3: page 21, Unit 16
- Writing Workbook 3: pages 54-55

Unit 16 Being a Friend to Others

Practice
Choose the correct sentences.

- 
 a. She is happy because the kids praised her.
 b. She is upset because the kids bullied her.
- 
 a. She is the class bully.
 b. He is my best buddy.
- 
 a. The magic trick is difficult.
 b. The math problem is simple.

Word Review
Write the correct words.

bullied upset buddy idea

- Some of his classmates were _____ by other kids.
- Christian Bucks heard of an _____ used at a school in Germany.
- It was called "_____ Benches."
- Lonely or _____ students sit on the benches.

Reading Fluency
Read the passage to answer the questions.

— "Do you know Joe?" asked Greg.
 "I think so. You mean the bully?" asked Ben.
 "That's him. You know, I saw him crying yesterday," said Greg.
 "Really? He probably doesn't eat food."
 "Well, I think he's just lonely. He doesn't have any friends," said Greg.
 "Maybe his best friend, Neil, is here?"
 "So you want to be his friend?" asked Ben. "How?"
 "Simple. I'll invite him to my birthday party next week," said Greg.

Reading Check
Choose the best answers.

- The reading is about _____.
 a. Joe b. Greg c. Ben
- Greg told the story Joe _____.
 a. smiling b. crying c. shouting
- One of the boys believes Joe is _____.
 a. healthy b. lonely c. angry
- Greg wants to ask Joe to _____.
 a. have lunch b. come to his party c. guard the door

Writing Workbook 3