

Unit 1 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. A school activity
 - b. A soccer match
 - c. A tennis match
- The winning team will get to _____.
 - a. have a special meal
 - b. keep the soccer ball
 - c. 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 champions.
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 the spiders fight, **can** be healthy.
If you need more information, you **can** ask 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, **can** 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.

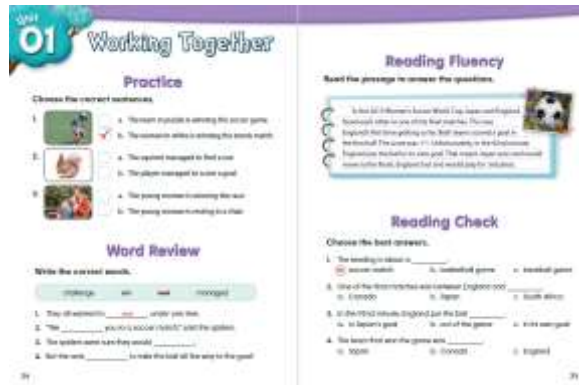
Expansion

- 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



Vocabulary Workbook 3

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?



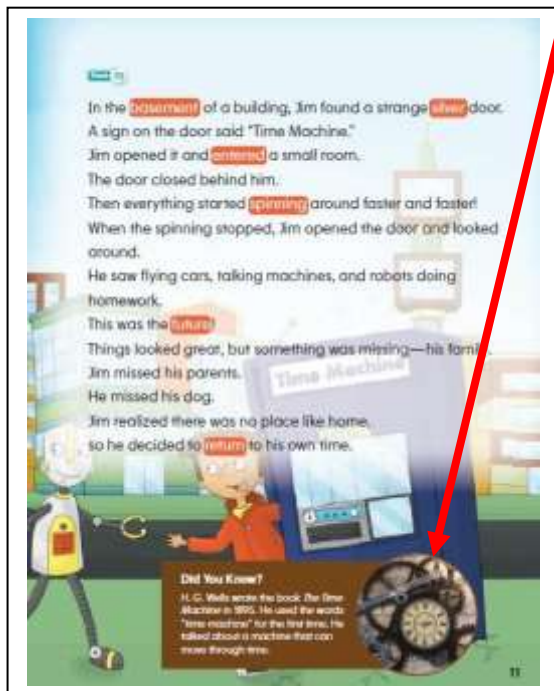
Look and Think

- 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.



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. A boy's dream
 - b. Going to the future
 - c. Making a machine
- The robots were _____, and the machines were talking.
 - a. driving cars
 - b. doing homework
 - c. 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.

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. _____ 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.

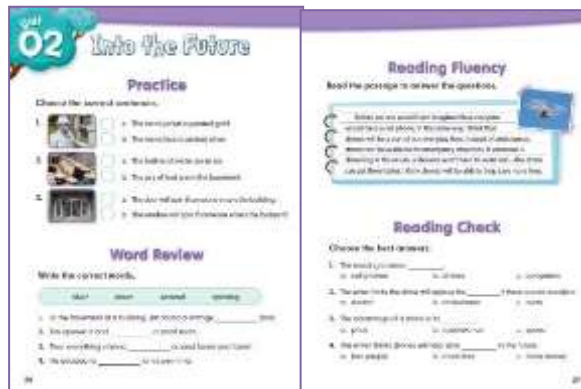
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

Unit 3 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?



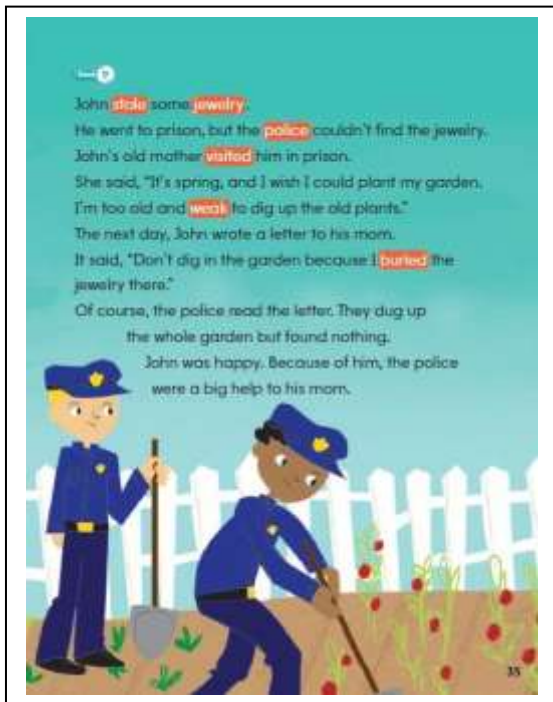
Look and Think

- 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.



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.

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

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.

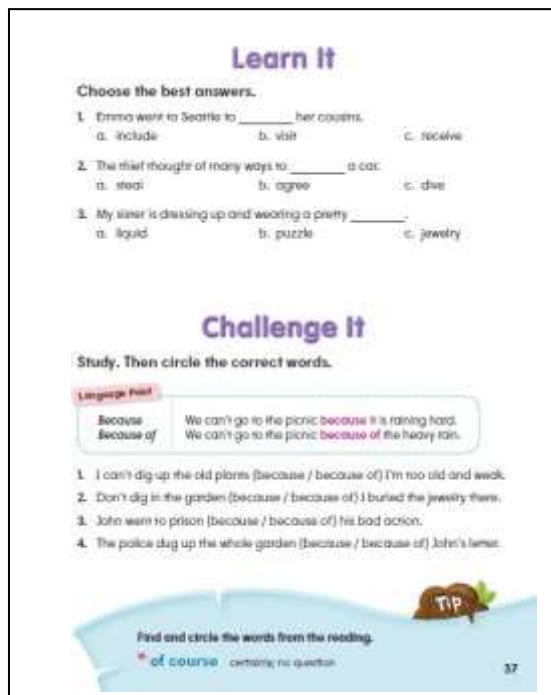
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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.

- Erma went to Seattle to _____ her cousins.
a. include b. visit c. receive
- The thief thought of many ways to _____ a cat.
a. steal b. agree c. chase
- 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
Because of

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

- I can't dig up the old plans (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.

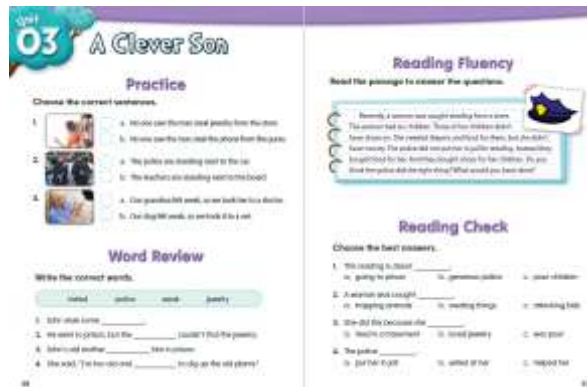
Tip

- 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



Vocabulary Workbook 3



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?
 a. King Elizabeth
 b. Queen Elizabeth I
 c. Queen Elizabeth II
- Elizabeth II has been queen for _____ years.
 a. twenty b. forty c. 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.

29

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	Mrs. 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. _____

TIP

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.

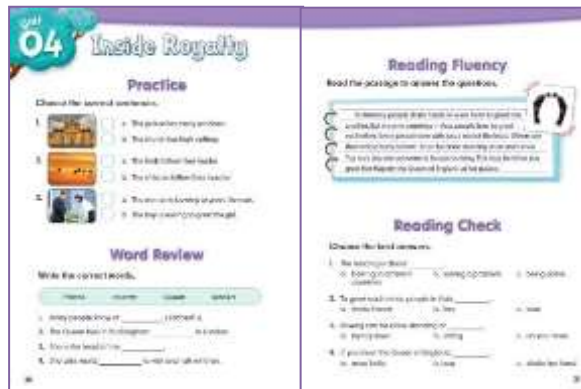
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

Unit 5 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?



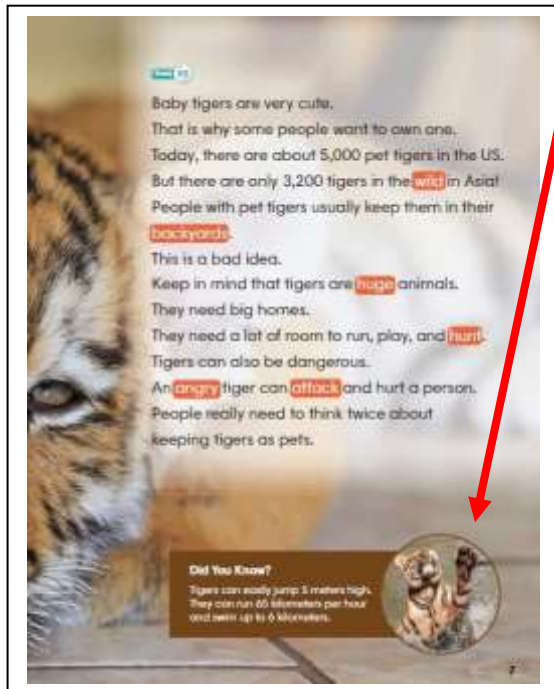
Look and Think

- 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.



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 hurt



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.

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.

Find and circle the words from the reading.

keep in mind to remember to consider

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.

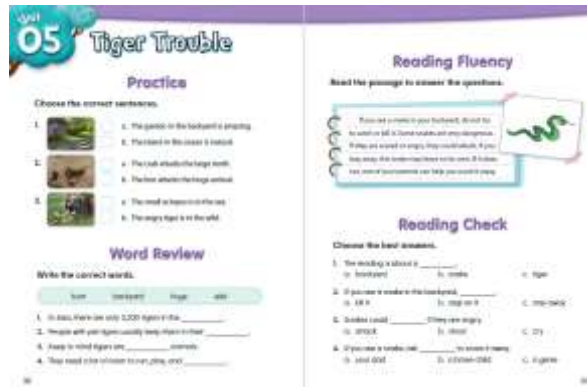
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

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

1. Choose the best answers.


1. What is the reading about?
 a. Dangerous insects
 b. An insect-eating plant
 c. How to grow a plant

2. The Venus flytrap needs to eat a few insects _____.
 a. each day b. each week c. each month


3. Which is NOT something that this plant can eat?



a. Real meat



b. A dead insect



c. A small frog

2. Write the correct words.

require
 mouths
 digest
 insects


eat flies, other insects and small frogs.

look like they have

take ten days to

a few insects as food each month.

their meals.



Venus flytraps ...

Learn It

This exercise further reinforces the new vocabulary from the unit.

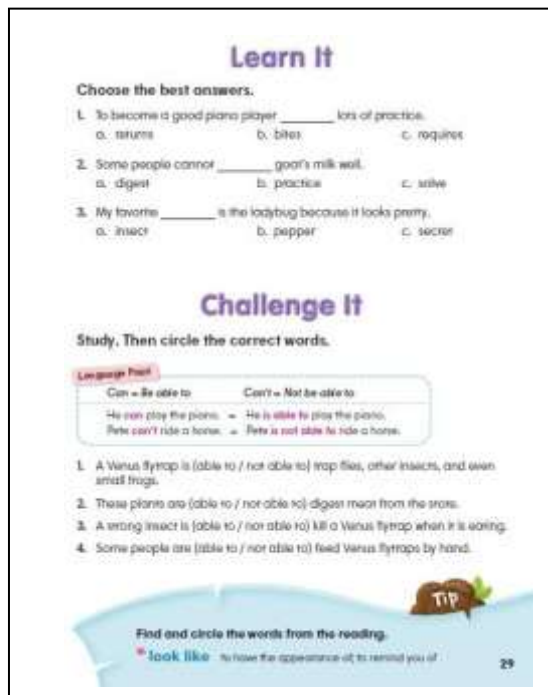
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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 <u>can</u> play the piano.	He <u>is able to</u> play the piano.
Pete <u>can't</u> ride a horse.	Pete <u>is not able to</u> 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 stons.
- A wrong 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.

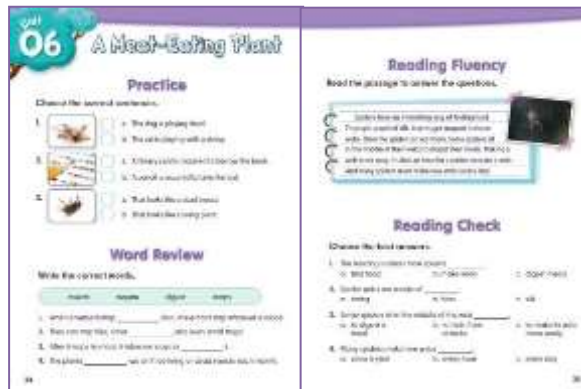
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

Unit 7 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
 - worked 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

Learn It

This exercise further reinforces the new vocabulary from the unit.

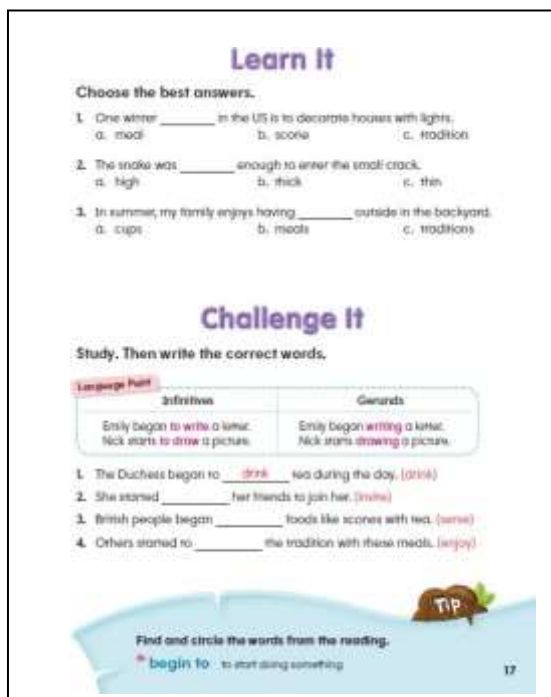
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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. score 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.

Language Point	Infinitive	Gerunds
	Emily began <u>to write</u> a letter. Nick starts <u>to draw</u> a picture.	Emily began <u>writing</u> a letter. Nick starts <u>drawing</u> 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.

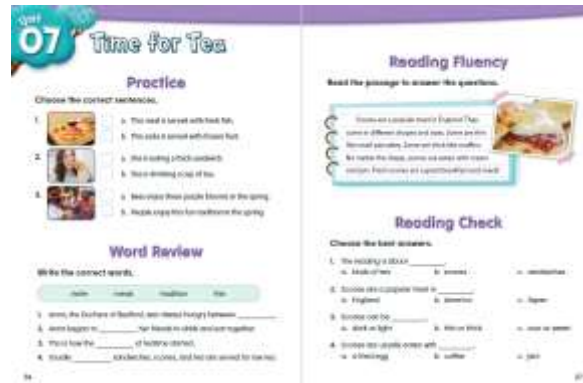
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

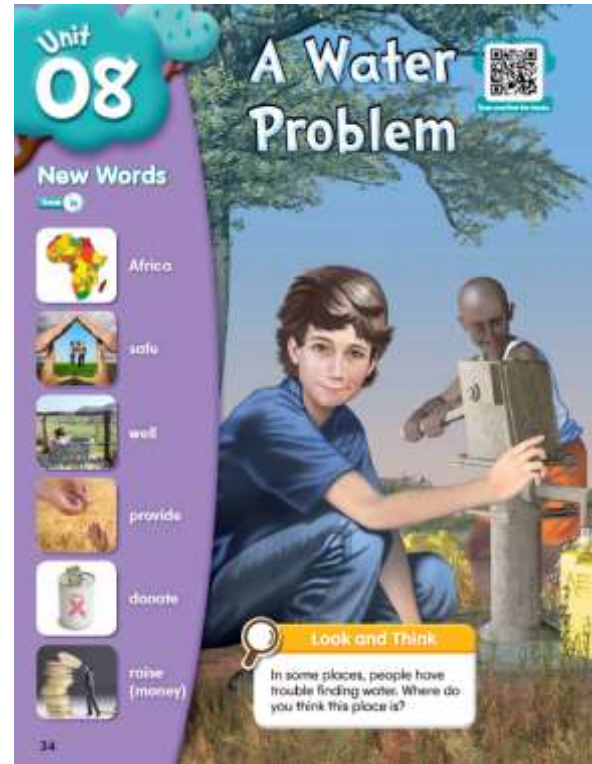
Unit 8 A Water Problem

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?



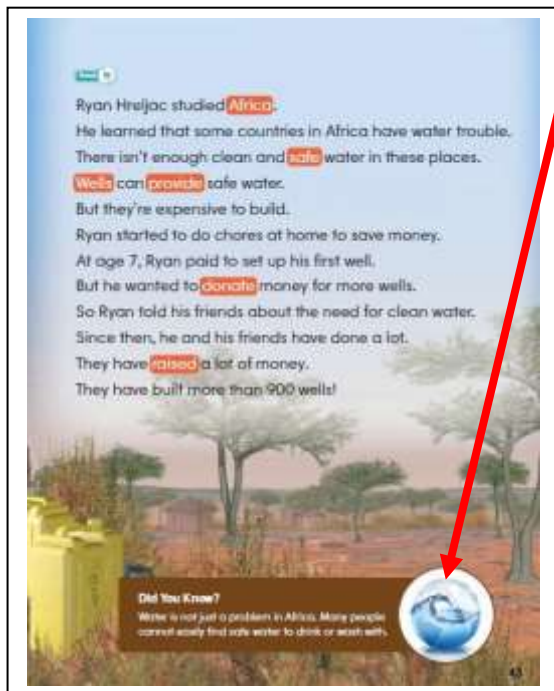
Look and Think

- 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.



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 troubles.
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.

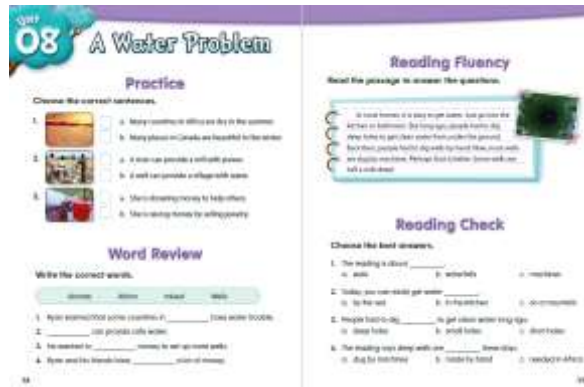
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

Unit 9 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?



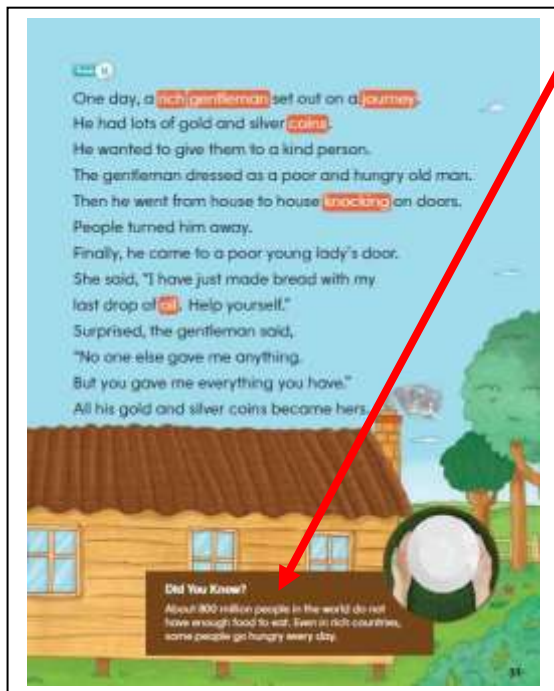
Look and Think

- 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.



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

1 Choose the best answers.


1. What is the reading about?
a. A generous woman b. A hungry boy c. A wild animal


2. The woman gave the gentleman _____ to eat.
a. pumpkin soup b. fresh bread c. a huge meal

3. What did the gentleman give to the woman in return?
 a. Money  b. Some oil  c. A new house

2 Put the information in the right places.

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


1. _____


2. _____

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

- _____ a place of metal used as money
- _____ having a lot of money
- _____ to make a noise by hitting or rapping
- _____ 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 <u>made</u> breakfast. You <u>gave</u> me an answer.	He <u>makes</u> breakfast. You <u>give</u> me an answer.	He <u>has made</u> breakfast. You <u>have given</u> me an answer.

- A rich gentleman _____ out on a journey. (set)
- She said, “I _____ just _____ bread with my last drop of oil.” (mix)
- He said, “I _____ me everything you have.” (give)
- The kind lady _____ all of the gentleman’s gold and silver coins. (received)



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.

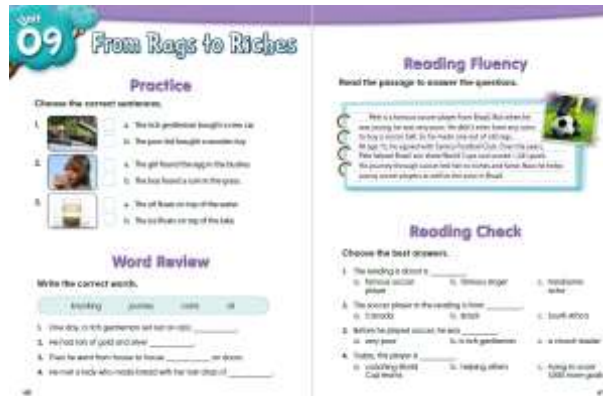
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

Unit 10 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?

- 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

4 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.

5 Match to put the story in order.

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

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

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

- _____ to like something more than something else
- _____ a chair with wheels for people who can't walk
- _____ not having any mistakes
- _____ a young cat

Challenge It

Study. Then write the verbs in the future tense.

Language Point

Will and Be going to	
I think I will study harder. They will forget about it.	It is going to rain tonight. They are going to play basketball.

- The animal doctor _____ the kitten. (help)
- The man said, "My daughter _____ better well!" (understand)
- We have already decided. We _____ that car. (buy)
- She hasn't seen Lucy yet. She _____ her in the afternoon. (see)

Tip

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.

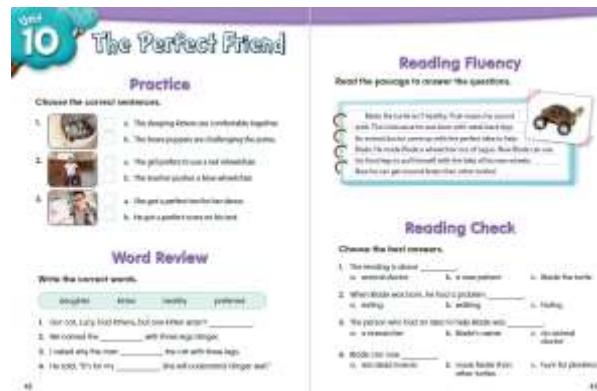
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

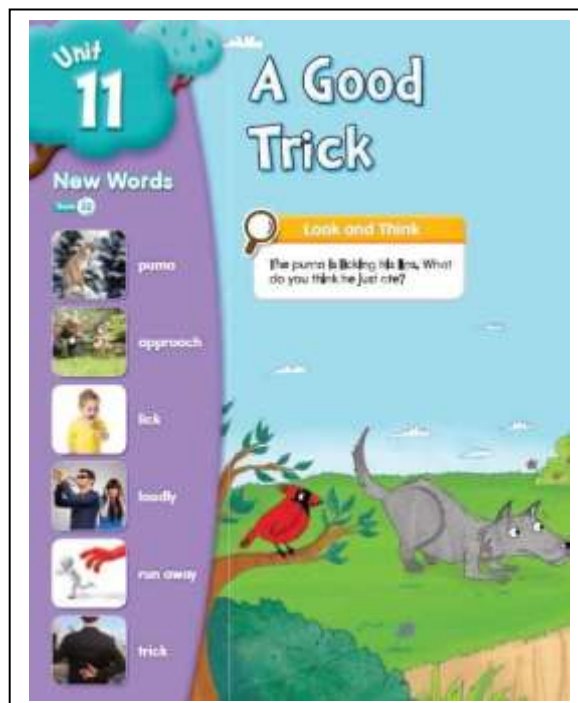
Unit 11 A Good Trick

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.



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

1. Choose the best answers.


- What is the reading about?
 - A smart puma.
 - Three friends.
 - A day on 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

2. Match the causes to the effects.

Cause	Effect
1. The puma said the wolf he ate were 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.

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.

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

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



TIP

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

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.

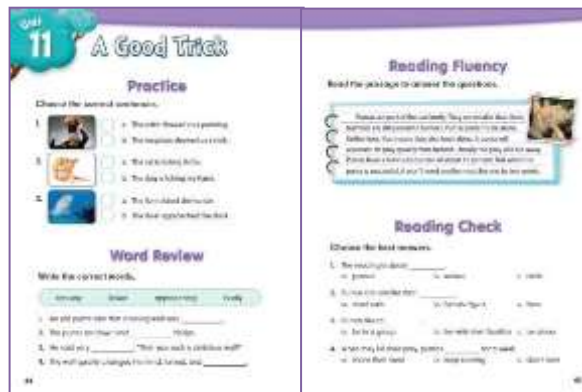
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

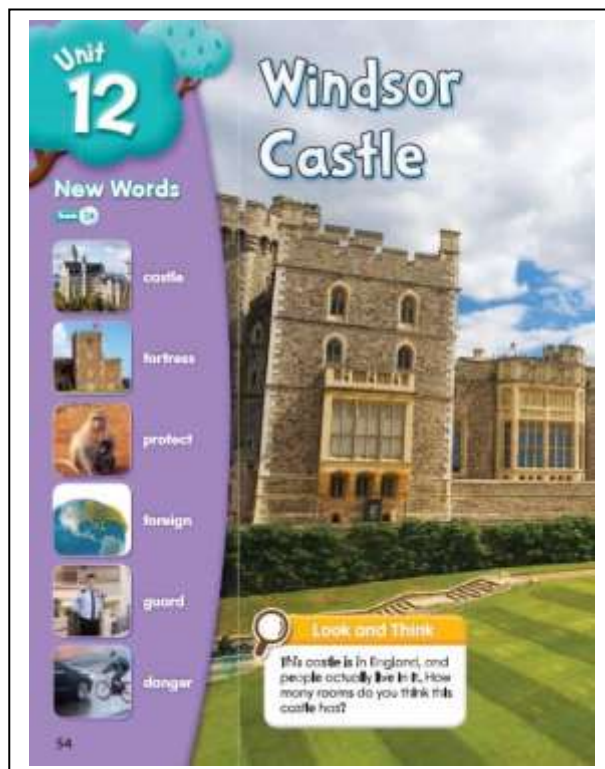
Unit 12 Windsor Castle

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.



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

1 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

2 Write the correct words.


foreign
fortress
guards
largest

was built originally to be used as a _____.

protected the city from ____ attacks.

Is the ____ castle with people still living in it.

was in a place where ____ could watch the Thames River.



Windsor Castle ...

58

Learn It

This exercise further reinforces the new vocabulary from the unit.

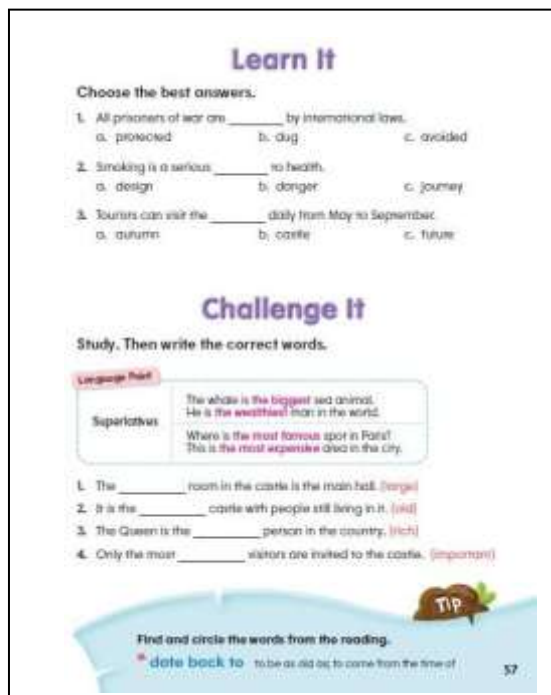
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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.

1. All prisoners of war are _____ by international laws.
a. promoted b. dug c. avoided
2. Smoking is a serious _____ to health.
a. design b. danger c. journey
3. 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

Superlative

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.

1. The _____ room in the castle is the main hall. (**largest**)
2. It is the _____ castle with people still living in it. (**old**)
3. The Queen is the _____ person in the country. (**rich**)
4. 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.

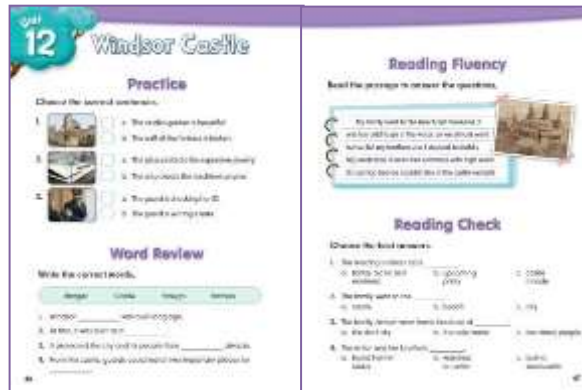
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

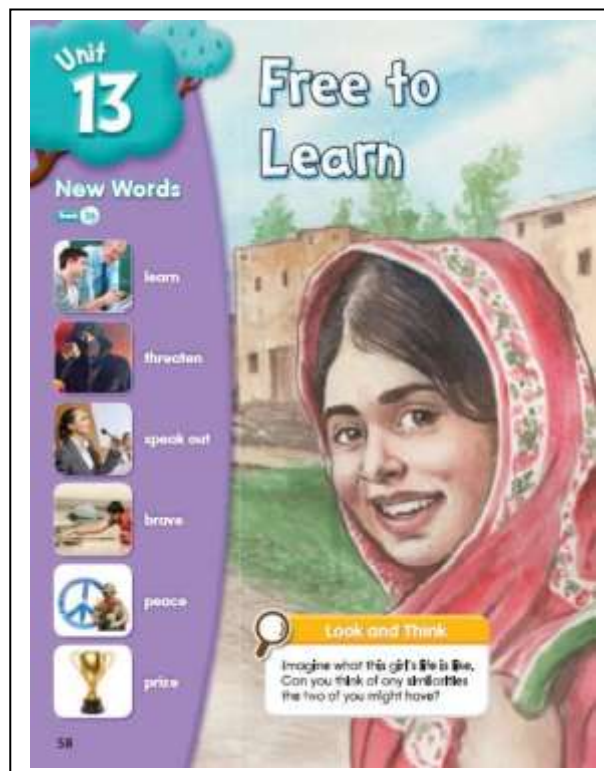
Unit 13 Free to Learn

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 _____.
- She _____ about why girls should be able to go to school.
- The group _____ her, but she kept telling people about the problem.
- For her _____ work, more girls in Pakistan got the chance to go to school.

80

Learn It

This exercise further reinforces the new vocabulary from the unit.

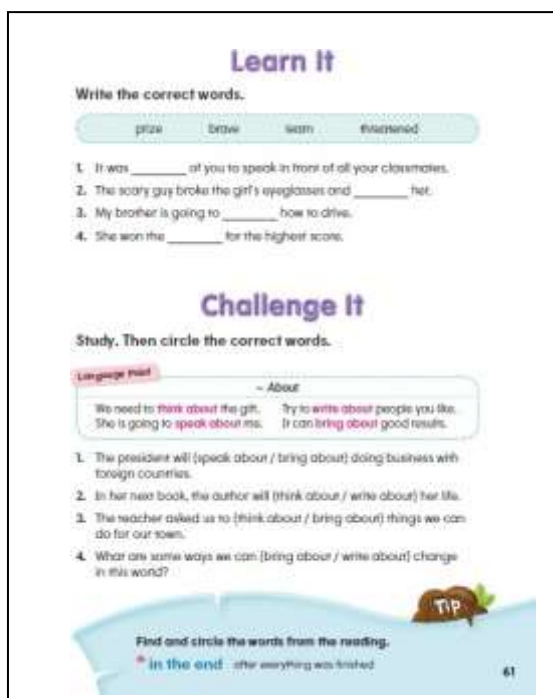
- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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 warn 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 new 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.

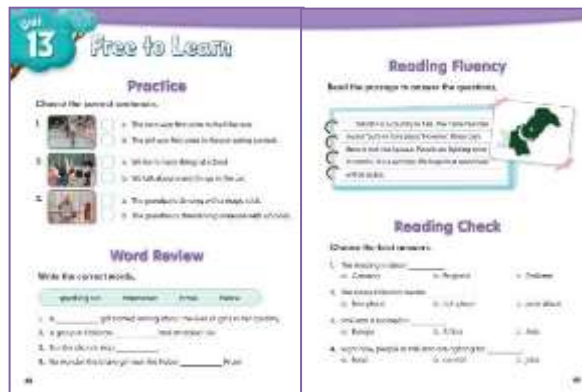
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

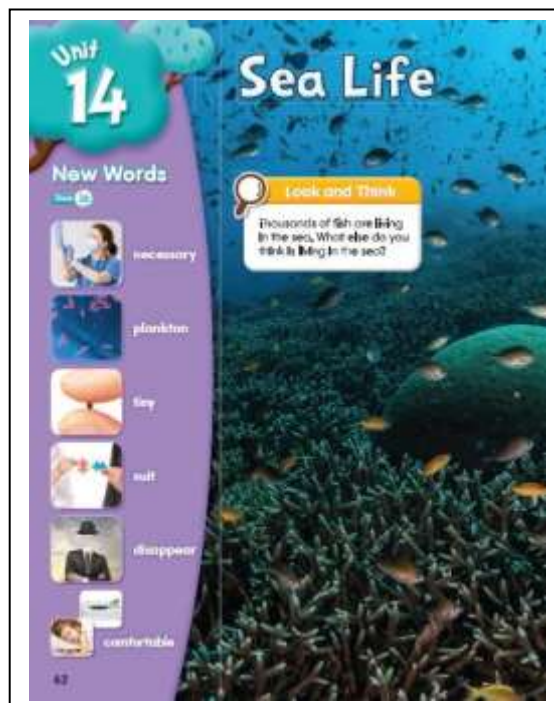
Unit 14 Sea Life

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?



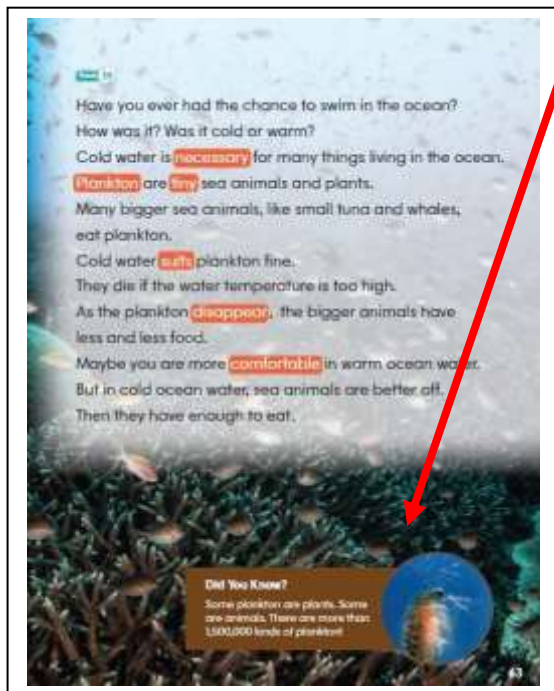
Look and Think

- 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.



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

1. 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

2. Complete the chart.

	plankton	ice	sempastula	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 try 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 <i>smaller</i> than mine. Today is <i>colder</i> than yesterday.	Soccer is <i>more interesting</i> than soccer. She is <i>more beautiful</i> 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*)

TIP

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.

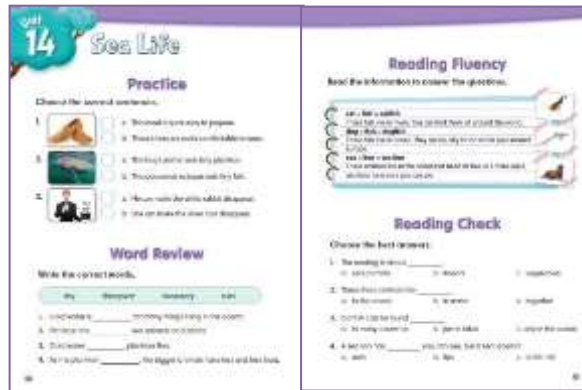
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

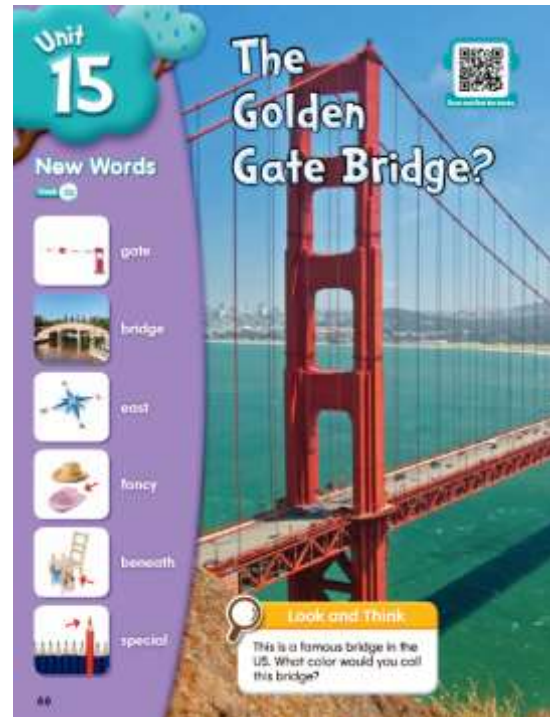
Unit 15 The Golden Gate Bridge?

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?



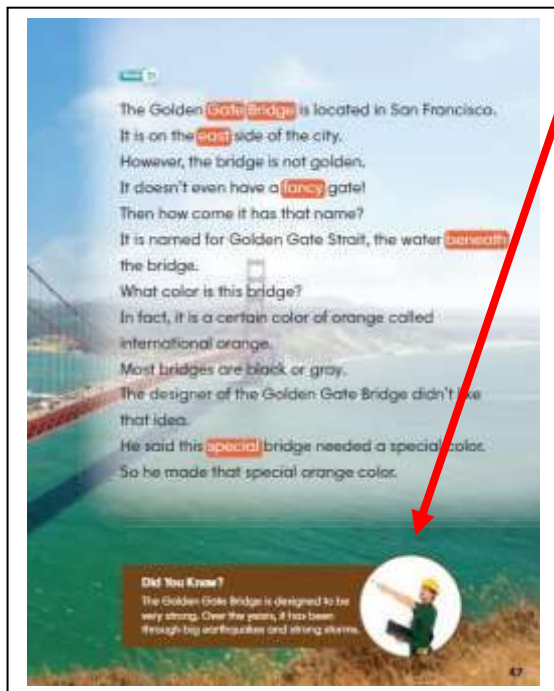
Look and Think

- 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.



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

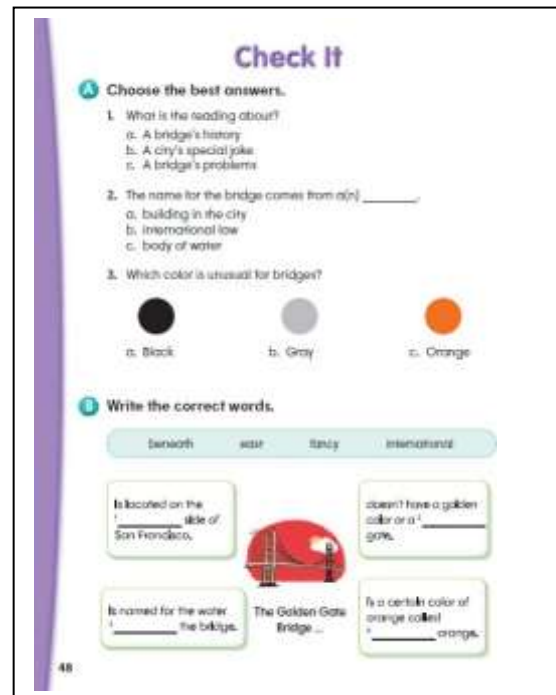
This exercise checks students' comprehension of the story and reinforces the new words.

- 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 water sandy international

It is located on the _____ side of San Francisco.

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

It is named for the water _____ the bridge.

The Golden Gate Bridge _____.

It 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. stick 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.

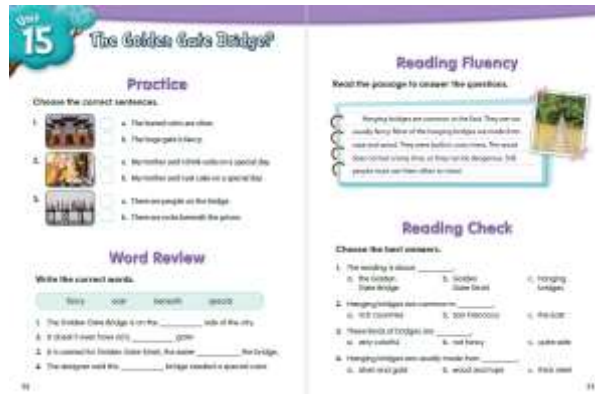
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3

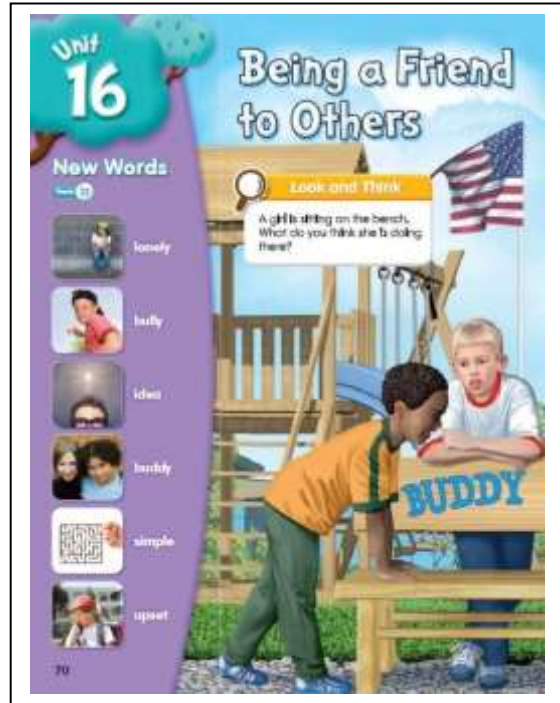
Unit 16 Being a Friend to Others

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.



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 _____.
 - sad
 - afraid
 - lonely
- Where is the school that Christian got this idea from?



b. Canada



b. England



c. Germany

B Put the words in the right places.

alone	upset	friends	bully
<div style="color: green; font-weight: bold; font-size: 20px;">✓</div> <div style="color: green; font-weight: bold; font-size: 10px;">Yes</div>	- Buddy benches help kids make _____. - Buddy benches help kids see when others are _____.		
<div style="color: red; font-weight: bold; font-size: 20px;">✗</div> <div style="color: red; font-weight: bold; font-size: 10px;">No</div>	- Buddy benches are for those who _____. - Buddy benches are for kids who want to sit _____.		

78

Learn It

This exercise further reinforces the new vocabulary from the unit.

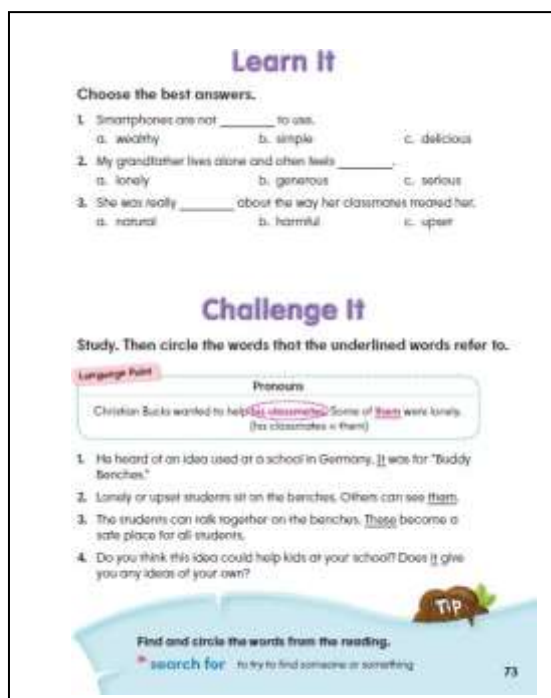
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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 Bock 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.

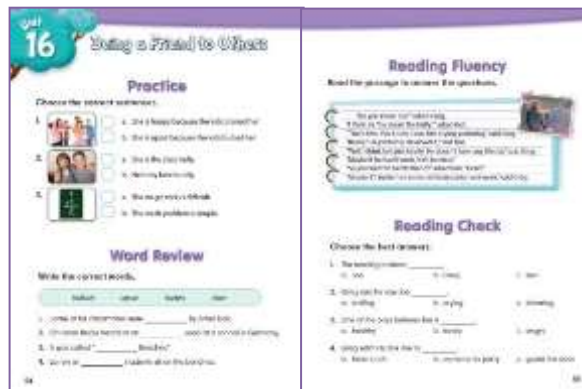
Tip

- 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



Vocabulary Workbook 3



Writing Workbook 3