

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?



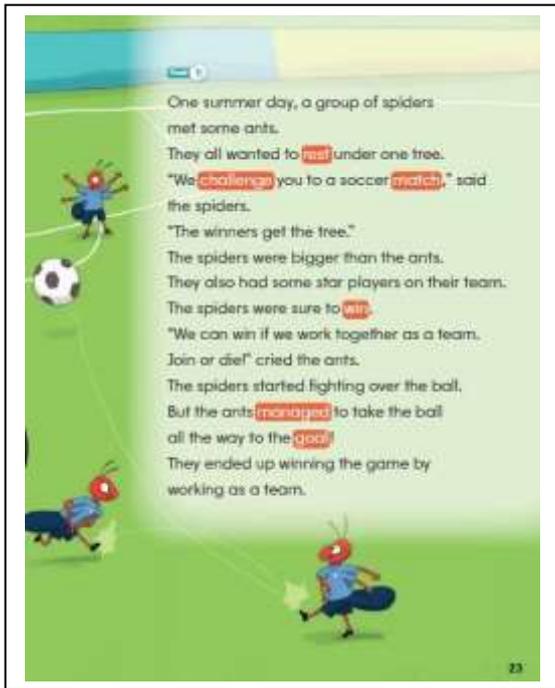
Look and Think

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



a. To the goal.



b. To the tree.



c. To their home.

B Match to put the story in order.

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

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

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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 set challenge win

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

Challenge It

Study. Then write the correct words.

Language Form

Conditional If the swimmers, she **can be** healthy.
If you need more information, you **can call** her.

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, arms _____ the ball to the goal. (take)
4. If two groups want to rest under one tree, they _____ a soccer match. (have)

TIP

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

25

Challenge It

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

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

Expansion

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

Tip

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

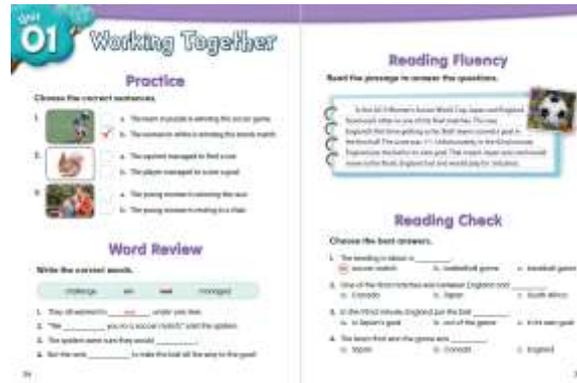
Homework



Unit 01 Working Together Read, write, and say.

1. **read** *v* to look at something
 2. **challenge** *n* a thing or person that is difficult to defeat
 3. **opponent** *n* a person who competes against you
 4. **opponent** *v* to compete with someone
 5. **opponent** *n* a person who competes against you
 6. **opponent** *v* to compete with someone
 7. **opponent** *n* a person who competes against you
 8. **opponent** *v* to compete with someone
 9. **opponent** *n* a person who competes against you
 10. **opponent** *v* to compete with someone

Vocabulary Workbook 3



Unit 01 Working Together

Practice

Choose the correct sentences.

1. The team played a winning the other game.
 2. The team was able to win the other game.
 3. The team managed to beat the other team.
 4. The team managed to beat the other team.
2. The team managed to beat the other team.
 3. The team managed to beat the other team.
 4. The team managed to beat the other team.
3. The team managed to beat the other team.
 4. The team managed to beat the other team.

Word Review

Write the correct words.

challenge win beat opponent

1. They all achieved _____ under the sun.
2. The _____ player's soccer skills were the best.
3. The system used here they would _____.
4. For the first time, _____ to make the last all the way to the goal.

Reading Fluency

Read the passage to answer the questions.

1. In 1862, William Webb Ellis was a schoolboy at Rugby School in Leamington Spa. He was playing football with his friends. One day, he decided to pick up the ball and run with it. This was not allowed. The school rules said that the ball was to be kicked. However, Ellis was a clever boy and he decided to try something new. He picked up the ball and ran with it. This was the first time that a player had done this. This was the beginning of rugby football.

Reading Check

Choose the best answers.

1. The reading is about a _____ game. *a. football game* *b. basketball game*
c. soccer game *d. tennis game*
2. One of the first people who played English football was _____.
a. Ellis *b. Webb* *c. Smith* *d. Jones*
3. In the 1860s, football was played in the _____.
a. in Leamington Spa *b. in the school* *c. in the park* *d. in the street*
4. The first time that a player ran with the ball was _____.
a. 1862 *b. 1860* *c. 1864* *d. 1861*

Writing Workbook 3

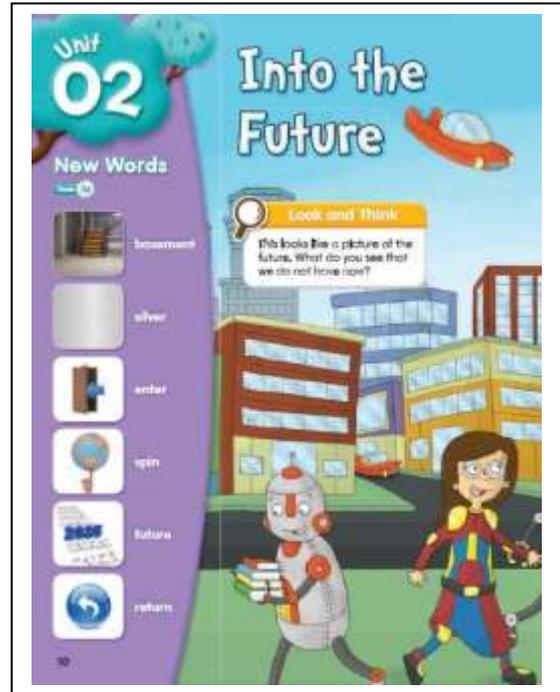
Unit 2 Into the Future

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?



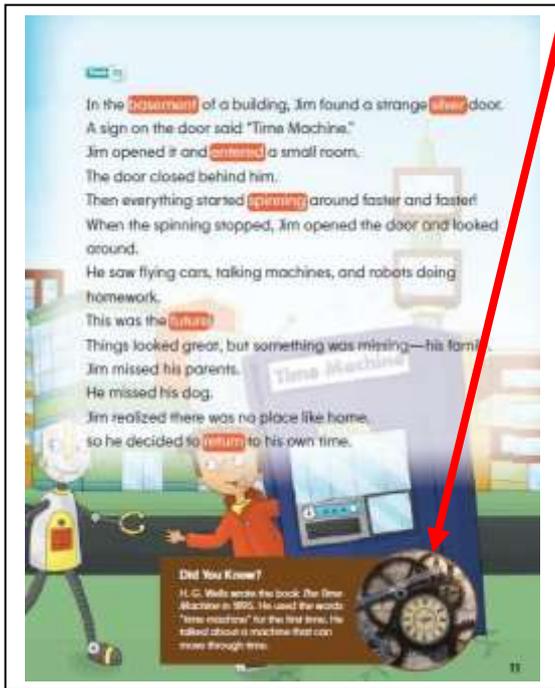
Look and Think

- 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

4 Choose the best answers.

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



a. His parents



b. His friends



c. His teacher

5 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
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1. _____ return to go back to.
2. _____ a room of a building below the ground.
3. _____ the time after now.
4. _____ to turn around and around.

Challenge It

Study. Then circle the correct words.

Language Point

-ing Adjectives

He is looking for his missing dog.
Sleeping Beauty spun 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.

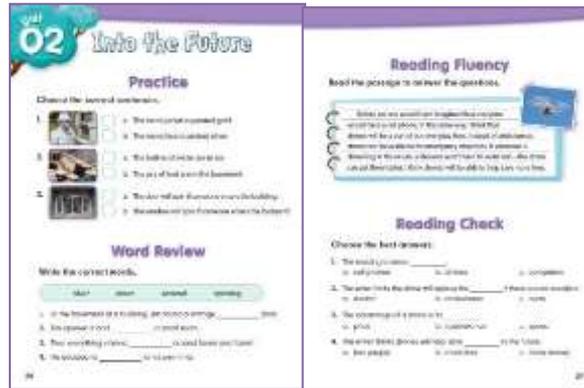
Tip

- 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

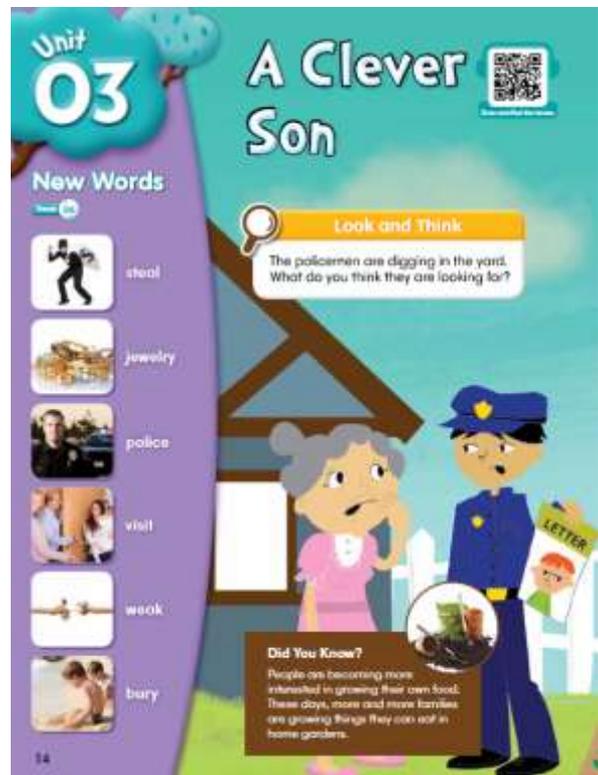
Unit 3 A Clever Son

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?



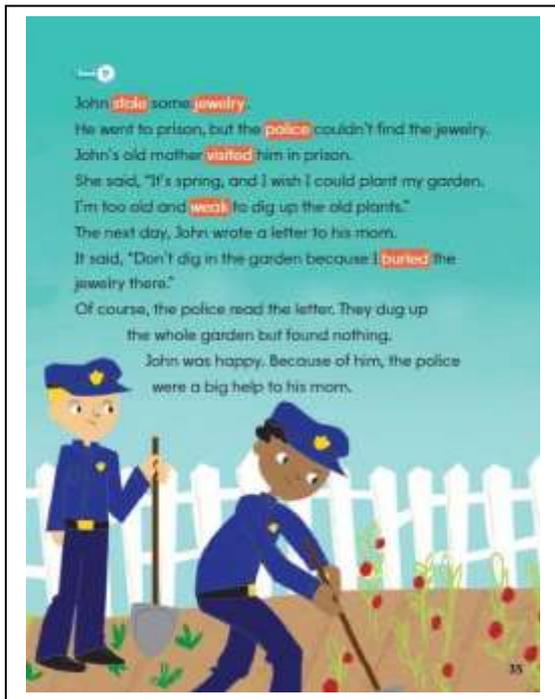
Look and Think

- 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 car.
a. steal b. agree c. drive
- My sister is dressing up and wearing a pretty _____.
a. liquid b. puzzle c. jewelry

Challenge It

Study. Then circle the correct words.

Language Point

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

- I can't dig up the old 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.

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?



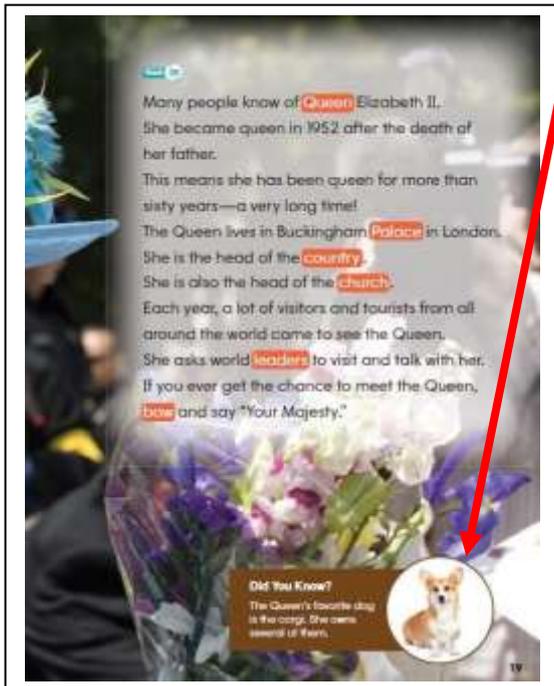
Look and Think

- 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

1 Choose the best answers.

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



a. A church



b. The world



c. A country

2 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.

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Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Spelling Corners.”

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

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

Learn It

Write the correct words.

leaders
palace
bow
church

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

Challenge It

Study. Then circle the errors and rewrite.

Language Point

Proper Nouns

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

1. Queen Elizabeth II has four children. Queen Elizabeth
2. London is the capital city of England. _____
3. People call her “your majesty.” _____
4. Queen Elizabeth II lives in Buckingham Palace. _____



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

21

Challenge It

This exercise provides additional grammar skills through various activities.

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

Expansion

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

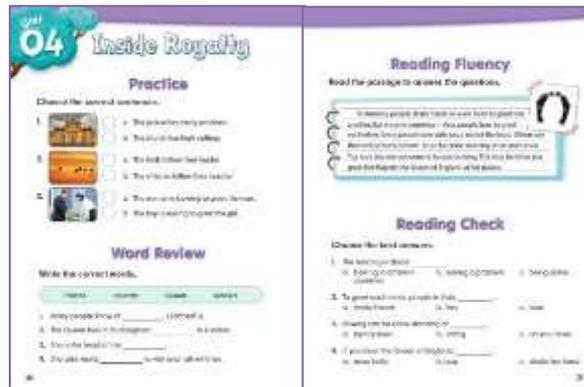
Tip

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

Homework



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?



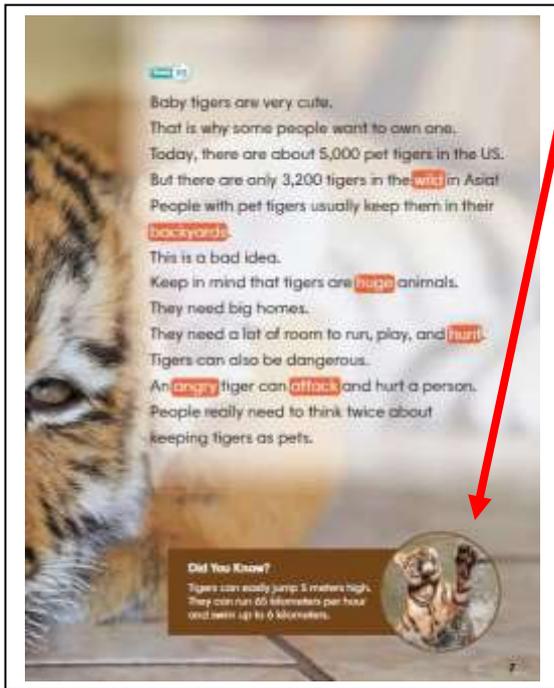
Look and Think

- 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

1 Choose the best answers.

1. What is the reading about?
 a. Tigers as pets.
 b. Good pets for kids.
 c. Tigers and cats.

2. Today, there are more pet tigers in _____ than wild tigers in _____.
a. Asia / Africa
b. Europe / China
c. the US / Asia

3. Where do people usually keep their pet tigers?
  
a. In backyards b. In kitchens c. On farms

2 Put the words in the right places.

animals	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 meerkat is a(n) _____ animal that looks like an elephant.
a. huge b. harmful c. amazing

Challenge It

Study. Then circle the correct words.

Language Point **The with Proper Nouns**

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



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

TIP

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

Challenge It

This exercise provides additional grammar skills through various activities.

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

Expansion

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

Tip

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

Homework



Unit 05 Tiger Trouble Read, write, and say.

1. **blind** **blind** **blind** **blind** **blind**

2. **background** **background** **background** **background** **background**

3. **step** **step** **step** **step** **step**

4. **step** **step** **step** **step** **step**

5. **step** **step** **step** **step** **step**

6. **step** **step** **step** **step** **step**

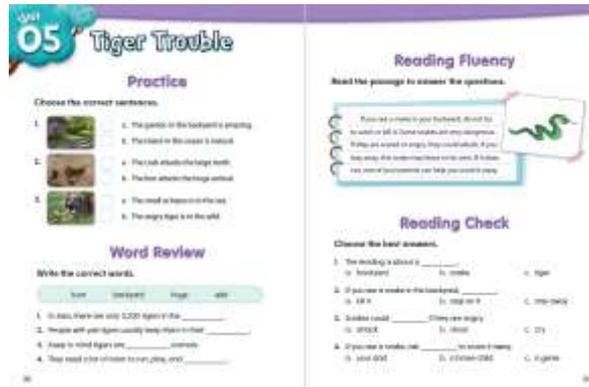
7. **step** **step** **step** **step** **step**

8. **step** **step** **step** **step** **step**

9. **step** **step** **step** **step** **step**

10. **step** **step** **step** **step** **step**

Vocabulary Workbook 3



Unit 05 Tiger Trouble

Practice

Choose the correct sentence.

-  a. The tiger in the forest is printing. b. The tiger in the forest is behind.
-  a. The tiger in the forest is large with. b. The tiger in the forest is large without.
-  a. The tiger in the forest is the cat. b. The tiger in the forest is the cat.

Word Review

Write the correct words.

form	step	step	step	step
1. In Asia, there are only 1,000 tigers in the _____.				
2. People with poor eyes usually sleep _____ in their _____.				
3. Jump to read tigers are _____ animals.				
4. They read in the forest in our city, and _____.				

Reading Fluency

Read the passage to answer the questions.

Read the passage in your textbook. Read to answer the questions. Circle the correct answer. Write the letter in the space.

Reading Check

Choose the best answer.

- The reading is about a _____.
- If you are a tiger in the forest, _____.
- Double read _____ they are angry.
- If you are a tiger in the forest, _____.

Writing Workbook 3

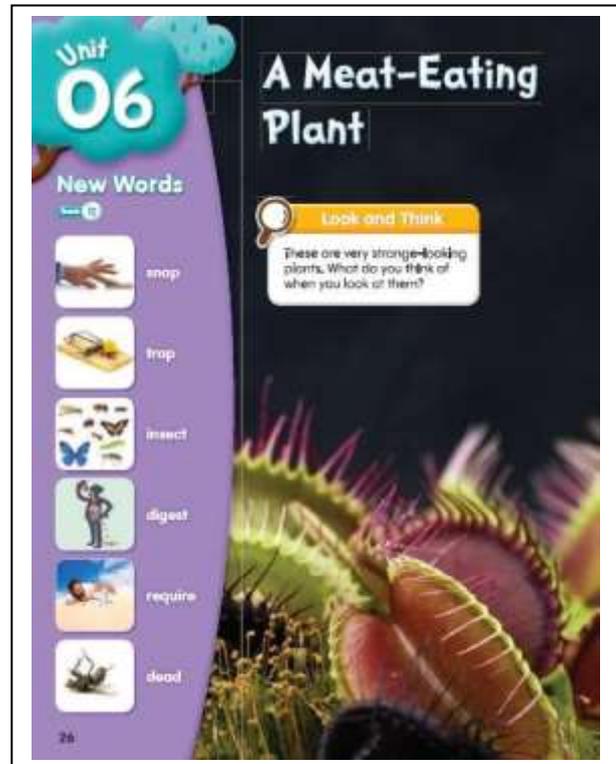
Unit 6 A Meat-Eating Plant

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

4 Choose the best answers.

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



a. Bread



b. A wood insect



c. A small frog

5 Write the correct words.

requires
mouths
digest
~~juices~~

eat flies, other insects and small frogs.



Venus flytraps ...

look like they have _____

_____ a few insects as food each month.

take ten days to _____ their meals.

28

Learn It

This exercise further reinforces the new vocabulary from the unit.

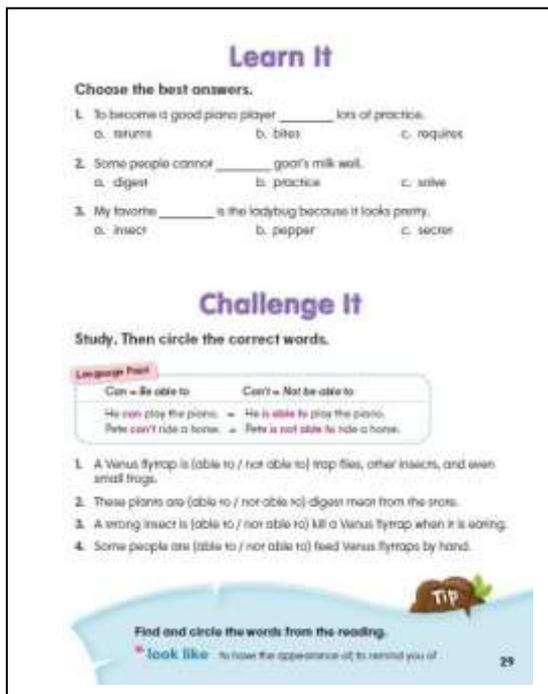
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

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

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



Learn It

Choose the best answers.

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

Challenge It

Study. Then circle the correct words.

Language Point

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

- A Venus flytrap is (able to / not able to) trap flies, other insects, and even small frogs.
- These plants are (able to / not able to) digest meat from the stons.
- A stinging 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.

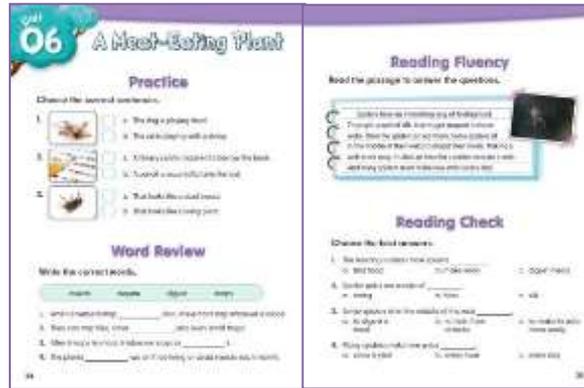
Tip

- 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



Unit 06 A Meat-Eating Plant

Practice

Choose the correct sentences.

- 
 - The fly is playing dead.
 - The caterpillar will die.
- 
 - Johnny is the author of the book.
 - David is the author of the book.
- 
 - The ant is a very small insect.
 - The ant is a very large insect.

Word Review

Write the correct words.

main result object sleep

- and of mathematics _____, she has more than 100 books.
- But even my father _____ into tears and wept.
- After it was finished, a rainbow appeared _____.
- The plants _____ out of the hole and grew into a forest.

Reading Fluency

Read the passage to answer the questions.

_____ likes to eat the leaves of the plant. _____ through several of the leaves and found a hole. _____ the hole and saw many tiny insects. _____ the hole and saw many tiny insects. _____ the hole and saw many tiny insects.

Reading Check

Choose the best answers.

- She likes to eat the leaves of the plant.
 - she likes
 - she likes to eat
 - she likes to eat the leaves of the plant
- She likes to eat the leaves of the plant.
 - she likes
 - she likes to eat
 - she likes to eat the leaves of the plant
- She likes to eat the leaves of the plant.
 - she likes
 - she likes to eat
 - she likes to eat the leaves of the plant

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

1. Choose the best answers.

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



a. A hot dish



b. Coffee



c. A thin sandwich

2. Put the information in the right places.

a. It includes things to drink and eat.
 b. It includes a hot dish and thick sandwiches.
 c. It is also called "afternoon tea."
 d. 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. scene 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	Infinitives	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 _____ 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)

Find and circle the words from the reading.

• begin to to start doing something



TIP

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 baseverbs with *to* placed before it; they can be nouns, adjectives, or adverbs. **Gerunds** are verbs with *-ing* at the end; they function as nouns.
- Complete number 1 together as a class
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

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

Tip

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

Homework



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

1. Bill is **in a hurry** to finish his homework.

2. The dog is **hungry** and barks loudly.

3. The teacher is **in a hurry** to finish his lesson.

4. The dog is **in a hurry** to finish his homework.

5. The dog is **in a hurry** to finish his homework.

6. The dog is **in a hurry** to finish his homework.

7. The dog is **in a hurry** to finish his homework.

8. The dog is **in a hurry** to finish his homework.

9. The dog is **in a hurry** to finish his homework.

10. The dog is **in a hurry** to finish his homework.

Vocabulary Workbook 3



Unit 07 Time for Tea

Practice
Choose the correct sentence.

-  The dog is sitting at the table.
-  The dog is standing at the table.
-  The dog is sitting at the table.
-  The dog is sitting at the table.

Word Review
Write the correct words.

1. Write the English or Spanish word for hungry.

2. Write the English or Spanish word for hungry.

3. Write the English or Spanish word for hungry.

4. Write the English or Spanish word for hungry.

Reading Fluency
Read the passage to answer the questions.

Read the passage to answer the questions.

Reading Check
Choose the best answers.

- The reading is about _____.
- The dog is _____.
- The dog is _____.
- The dog is _____.

Writing Workbook 3

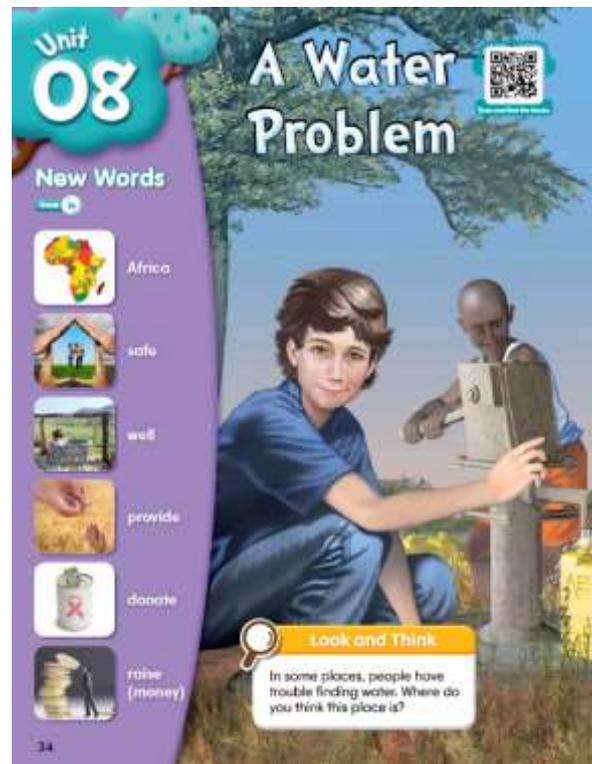
Unit 8 A Water Problem

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?



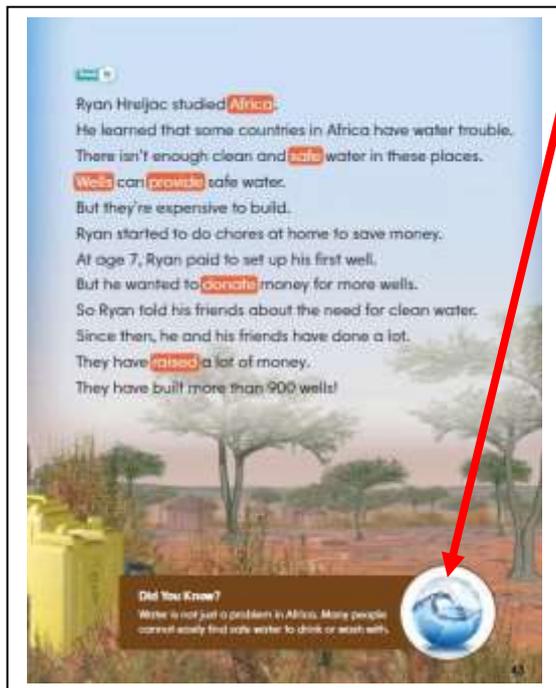
Look and Think

- 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.



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

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

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

1 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

2 Match the causes to the effects.

Causes	Effects
1. Ryan learned about Africa.	ii. 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.

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 some 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.



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

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

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.


Gentleman
1. _____


Woman
2. _____

32

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “Spelling Corners.”

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

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

Learn It

Write the correct words.

journey
coin
rich
knock

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

Challenge It

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

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

1. A rich gentleman _____ out on a journey. (*set*)
2. She said, “I _____ just _____ bread with my last drop of oil.” (*made*)
3. He said, “You _____ me everything you have.” (*gave*)
4. 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



Unit 09 From Rags to Riches Read, write, and say.

1. **rich** a. having a lot of money

2. **poor** b. without any money

3. **wealthy** c. having a lot of money

4. **poor** d. made in the same month that a single person was born

5. **rich** e. happy in a certain situation

6. **poor** f. having a lot of money

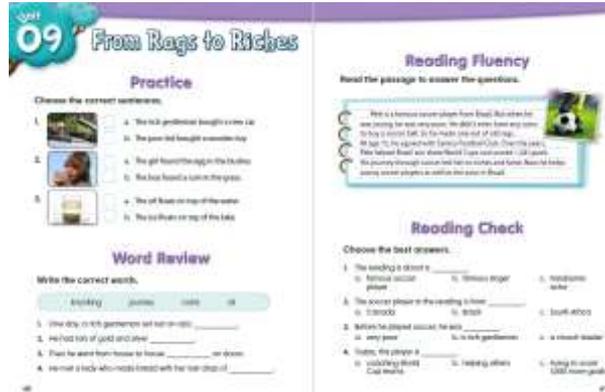
7. **rich** g. a person who has a lot of money

8. **poor** h. a person who has a lot of money

9. **rich** i. a person who has a lot of money

10. **poor** j. a person who has a lot of money

Vocabulary Workbook 3



Unit 09 From Rags to Riches

Practice

Choose the correct sentence.

-  a. The rich gentleman bought a new car.
b. The poor kid bought a new bicycle.
-  a. The girl bought things in the kitchen.
b. The boy found a coin in the grass.
-  a. The old man on top of the water.
b. The old man on top of the lake.

Word Review

Write the correct words.

rich poor wealth ill

- How do you rich gentlemen get their money?
- How do you poor and rich?
- How do you rich people get their money?
- How do you rich people get their money?

Reading Fluency

Read the passage to answer the questions.

There is a famous soccer player from Brazil. He is called Pele. He was born in 1947. He is the best player in the world. He has won the World Cup three times. He is a very famous player. He is a very famous player. He is a very famous player.

Reading Check

Choose the best answers.

- The reading is about a. a famous soccer player b. a famous singer c. a famous actor
- The soccer player in the reading is from a. Brazil b. the USA c. South Africa
- Before he played soccer, he was a. very poor b. a rich gentleman c. a soccer player
- Before, the player is a. a famous soccer player b. a famous singer c. a famous actor

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

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

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

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

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

67

Did You Know?

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

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

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

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

Reading

Reading: "The Perfect Friend"

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

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

Expansion

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

After Reading

Check It

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

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

Expansion

Talk about working with animals.

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

Check It

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 kitten.
- c. Their cat, Lucy, gave birth.
- d. The kitten with three legs was named Ginger.
- e. A man came and chose to take Ginger.

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 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 kinder 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 kitchen. (help)
- The man said, "My daughter _____ Singer 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.

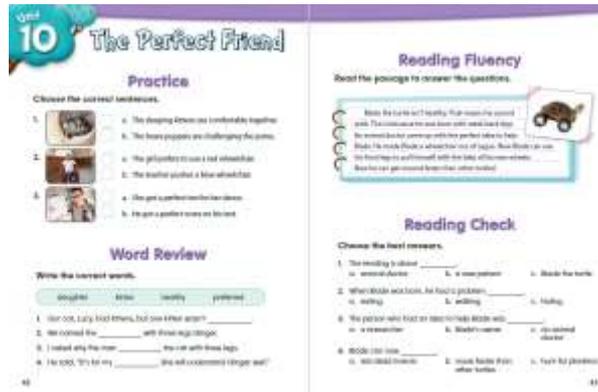
Homework



Unit 10 The Perfect Friend Read, write, and say.

1. friend	friend
2. healthy	healthy
3. big	big
4. sport	sport
5. job	job
6. perfect	perfect
7. perfect	perfect
8. dog	dog
9. dog	dog
10. dog	dog

Vocabulary Workbook 3



Unit 10 The Perfect Friend

Practice
Choose the correct sentences.

- 
 - a. They always disagree and disagree together.
 - b. They have opposite and challenging opinions.
- 
 - a. The pet family is very a big animal.
 - b. The teacher pushed a blue wheelbarrow.
- 
 - a. She got a perfect score for her class.
 - b. She got a perfect score on her test.

Word Review
Write the correct words.

thought	three	healthy	perfect
---------	-------	---------	---------

- Our son, Lucy, had three, but she three years.
- We cooked the _____ with three eggs (orange).
- I asked why the man _____ me on with three legs.
- The dog, "It's for my _____ she will comment (sing) well!"

Reading Fluency
Read the passage to answer the questions.

Read the text to see how healthy your dog is. Read the text to see how healthy your dog is. Read the text to see how healthy your dog is. Read the text to see how healthy your dog is. Read the text to see how healthy your dog is.

Reading Check
Choose the best answers.

- The reading is about _____ a. a man's job b. a man's job c. a man's job d. a man's job
- When the man found his dog's problem _____ a. healthy b. healthy c. healthy d. healthy
- The person who had an idea to help the dog was _____ a. a researcher b. a doctor's name c. a researcher d. a researcher
- ROCKY was _____ a. a dog b. a dog c. a dog d. a dog

Writing Workbook 3

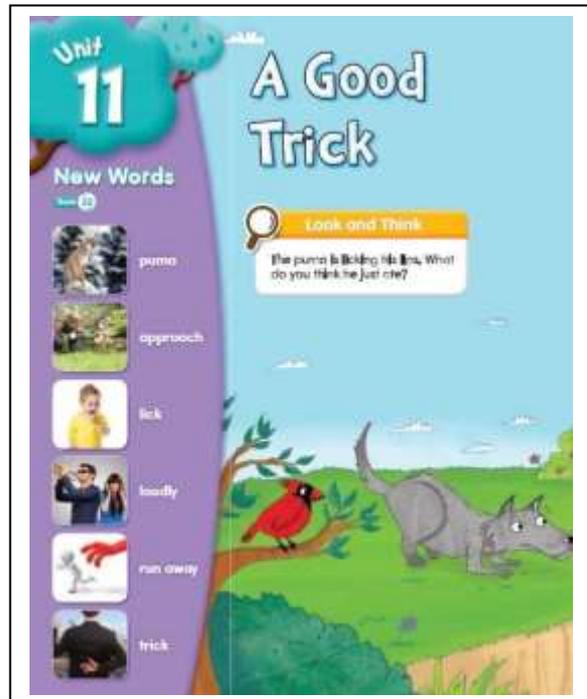
Unit 11 A Good Trick

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.



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

Did You Know?
Pumas actually have many different names
in English. They are also known as mountain
lion, cougar, and panther.

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 at the zoo
- Because the puma was _____, the wolf wasn't able to attack him.
 - wise
 - handsome
 - quiet
- Which animal is easily tricked?



a. The bird



b. The wolf



c. The puma

2. Match the causes to the effects.

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

32

Learn It

This exercise further reinforces the new vocabulary from the unit.

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

Expansion

Play “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
study

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

Challenge It

Study. Then write the verbs in past continuous tense.

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

1. A young wolf _____ an old puma. (approach)
2. The old puma _____ of a good trick. (trick)
3. The wolf didn't know that the puma _____ him. (trick)
4. 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.

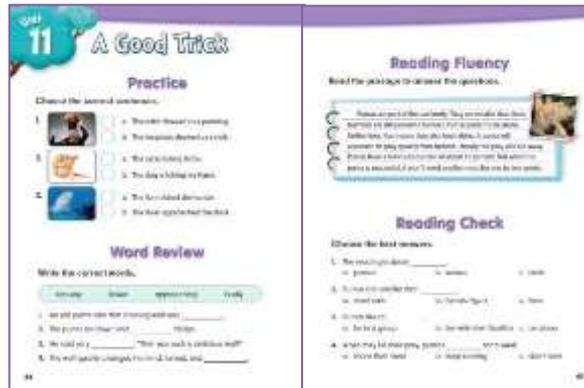
Tip

- 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

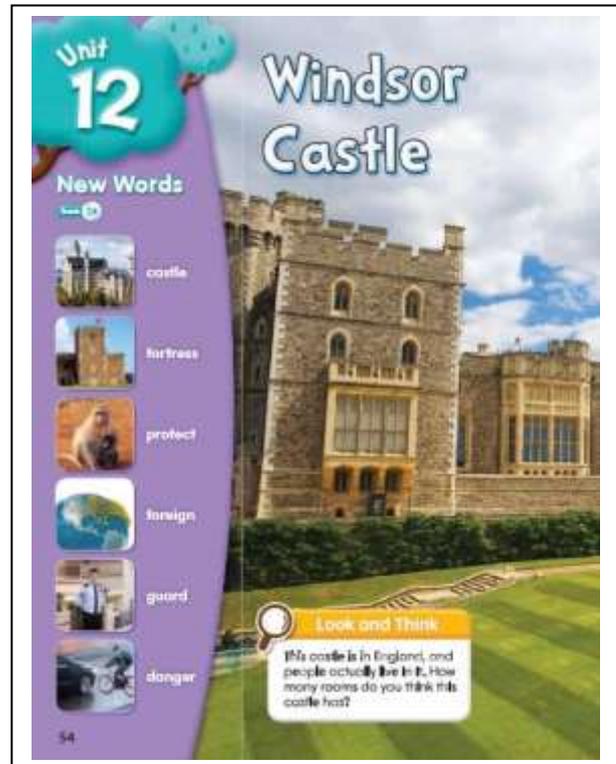
Unit 12 Windsor Castle

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

4 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

5 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.



Windsor Castle ...

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

58

Learn It

This exercise further reinforces the new vocabulary from the unit.

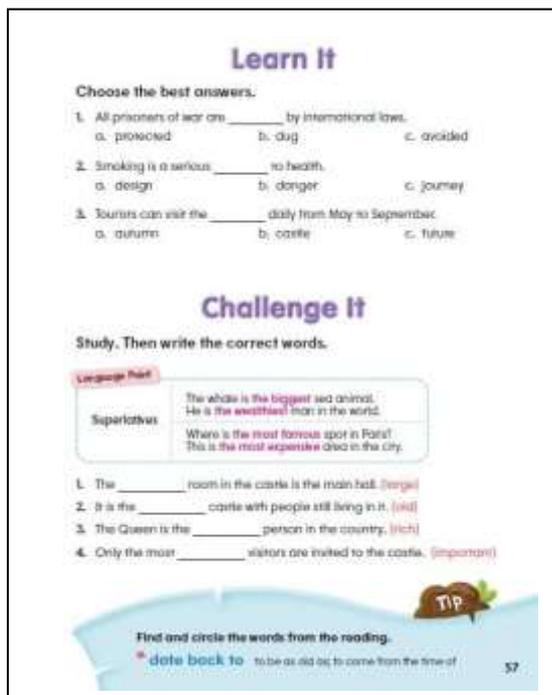
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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.

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

Challenge It

Study. Then write the correct words.

Language Point

Superlatives

The whale is the **biggest** sea animal.
He is the **wealthiest** man in the world.
Where is the **most famous** spot in Paris?
This is the **most expensive** area in the city.

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

TIP

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

57

Challenge It

This exercise provides additional grammar skills through various activities.

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

Expansion

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

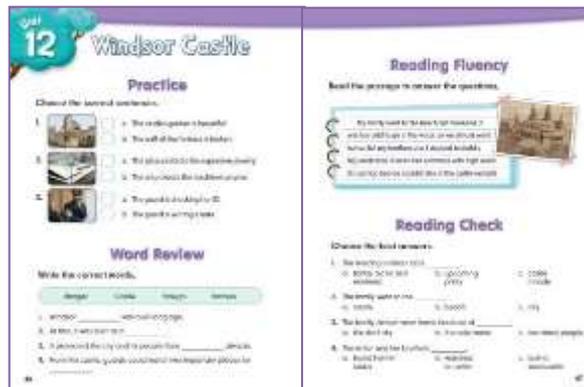
Tip

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

Homework



Vocabulary Workbook 3



Writing Workbook 3

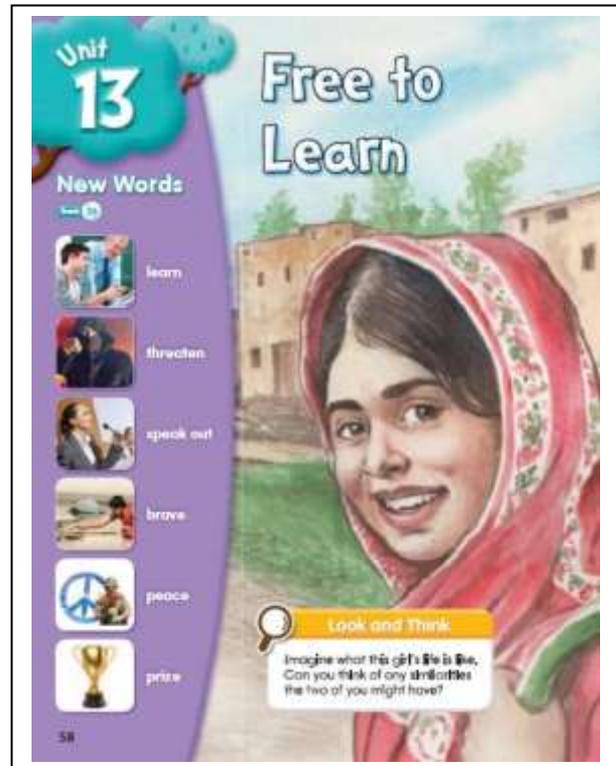
Unit 13 Free to Learn

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?



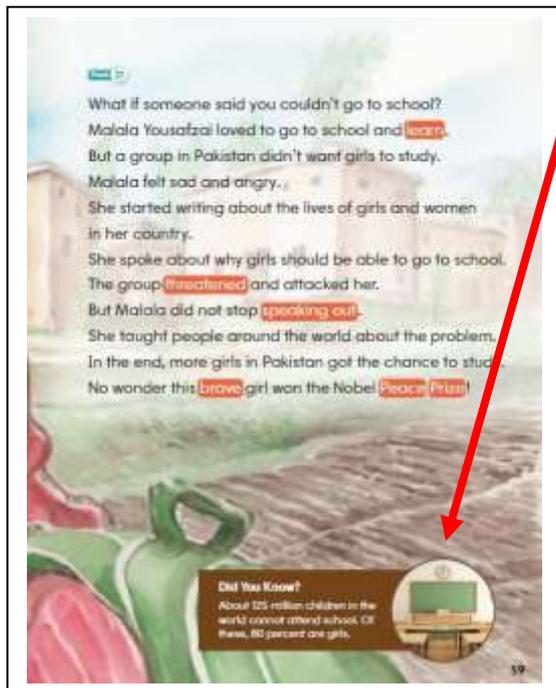
Look and Think

- 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

4 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

5 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.

40

Learn It

This exercise further reinforces the new vocabulary from the unit.

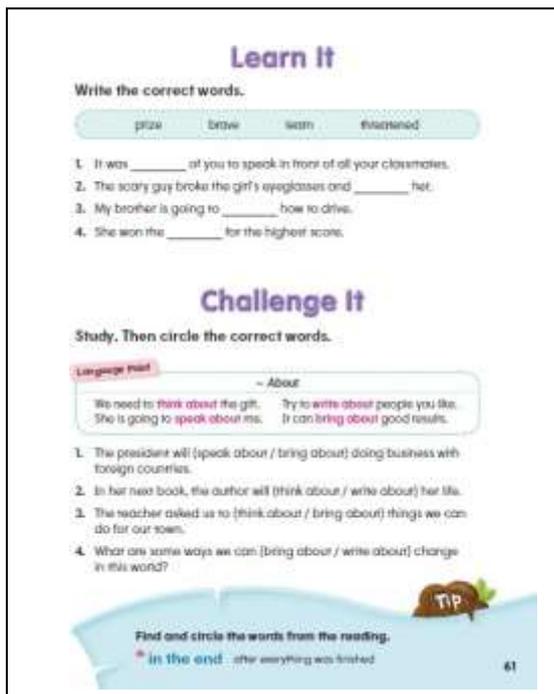
- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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 brow 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 next book, the author will (think about / write about) her life.
3. The teacher asked us to (think about / bring about) things we can do for our town.
4. What are some ways we can (bring about / write about) change in this world?

TIP

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

61

Challenge It

This exercise provides additional grammar skills through various activities.

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

Expansion

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

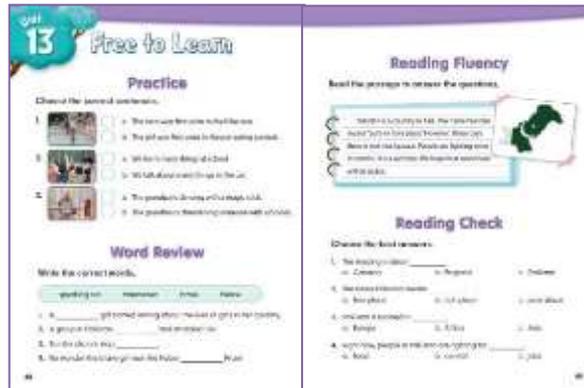
Tip

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

Homework



Vocabulary Workbook 3



Writing Workbook 3

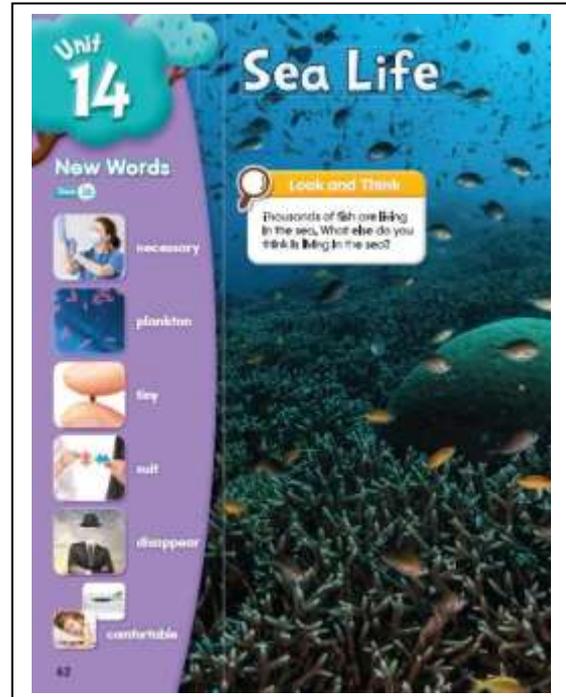
Unit 14 Sea Life

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?



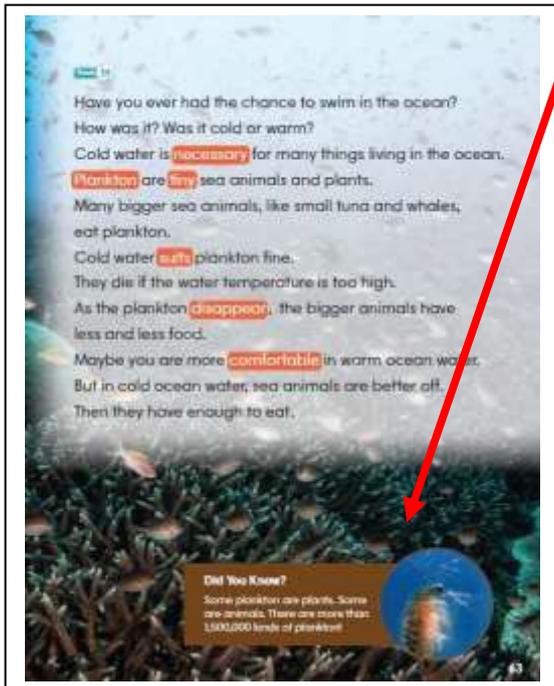
Look and Think

- 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	sempansins	disapper
In a cold sea	- The 1 _____ suits plankton. - Bigger animals have enough 2 _____ to eat.		
In a warm sea	- Plankton 3 _____ - Bigger animals have 4 _____ food to eat.		

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 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

- You can find all the _____ information on our website.
- The airplane _____ behind a cloud.
- Sit down and make yourself _____.
- 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.	Basketball is <i>more interesting</i> than soccer. She is <i>more beautiful</i> than I remember.

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

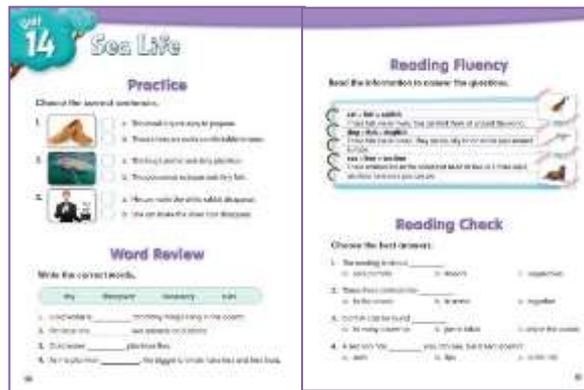
Tip

- 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

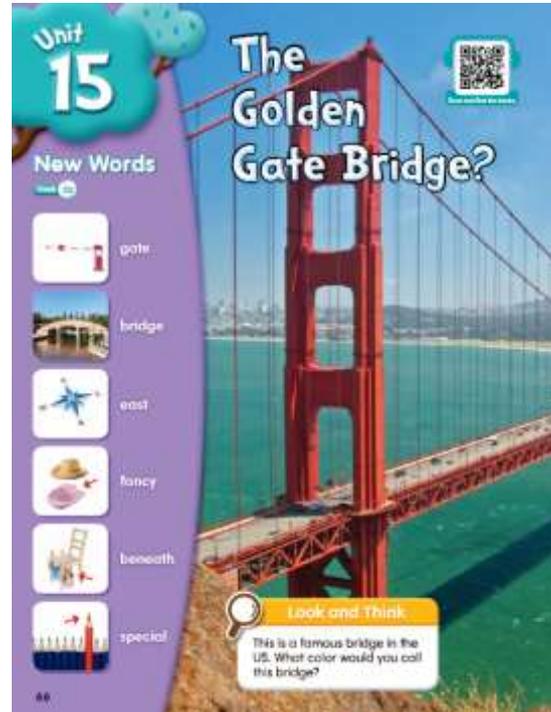
Unit 15 The Golden Gate Bridge?

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?



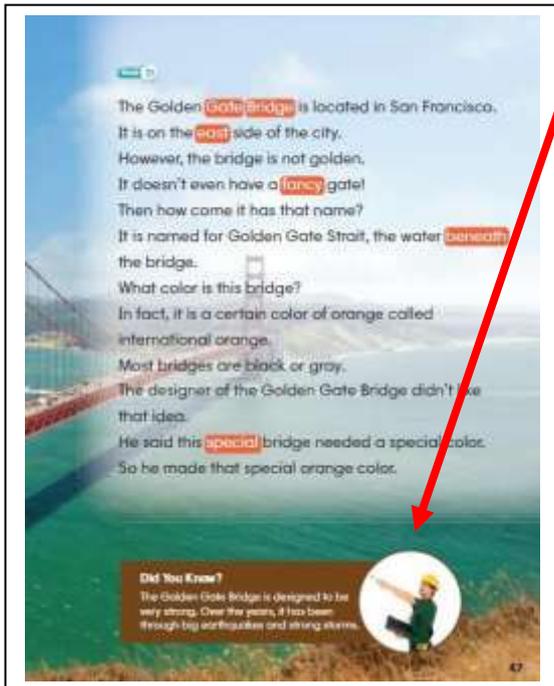
Look and Think

- 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

1 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

2 Write the correct words.

beneath
water
stand
international

It is located on the _____ side of San Francisco.

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



The Golden Gate Bridge ...

It is named for the water _____ the 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. flick b. nervous c. special
- The wooden _____ looks wick, 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. He writes a letter.	My puppy Goldie is named by me. The letter is written by him.

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

TIP

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

49

Challenge It

This exercise provides additional grammar skills through various activities.

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

Expansion

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

Tip

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

Homework



Unit 15 The Golden Gate Bridge

Read, write, and copy.

1. bridge

2. view

3. sight

4. beauty

5. view

6. beauty

7. sight

8. beauty

9. view

10. beauty

11. sight

12. beauty

13. view

14. beauty

15. sight

16. beauty

17. sight

18. beauty

19. sight

20. beauty

21. sight

22. beauty

23. sight

24. beauty

25. sight

26. beauty

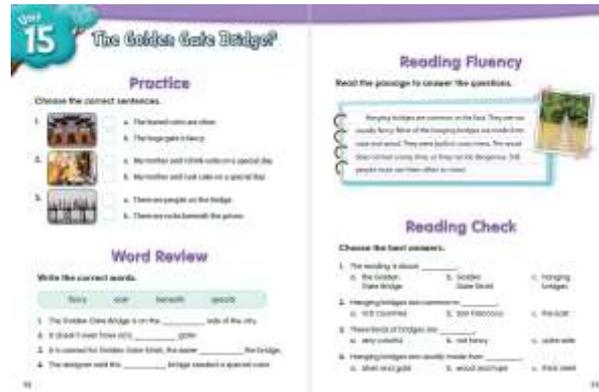
27. sight

28. beauty

29. sight

30. beauty

Vocabulary Workbook 3



Unit 15 The Golden Gate Bridge

Practice

Choose the correct sentences.

- 
 - The bridge is very old.
 - The bridge is very new.
 - The bridge is very tall.
 - The bridge is very long.
- 
 - The bridge is very old.
 - The bridge is very new.
 - The bridge is very tall.
 - The bridge is very long.
- 
 - The bridge is very old.
 - The bridge is very new.
 - The bridge is very tall.
 - The bridge is very long.

Word Review

Write the correct words.

city view sight beauty

- The Golden Gate Bridge is on the _____ side of the city.
- It is a _____ view of the city.
- It is a _____ sight of the city.
- The bridge is very _____.

Reading Fluency

Read the passage to answer the questions.

Reading bridges are common in the USA. They are very useful. Many kinds of bridges are used in the USA. Some are very old. They are called suspension bridges. The most famous suspension bridge in the USA is the Golden Gate Bridge. It is in San Francisco. It is very tall. It is very long. It is very beautiful. It is very old. It is very new. It is very tall. It is very long. It is very beautiful. It is very old. It is very new.

Reading Check

Choose the best answers.

- The reading is about _____.
- The bridge is _____.

Writing Workbook 3

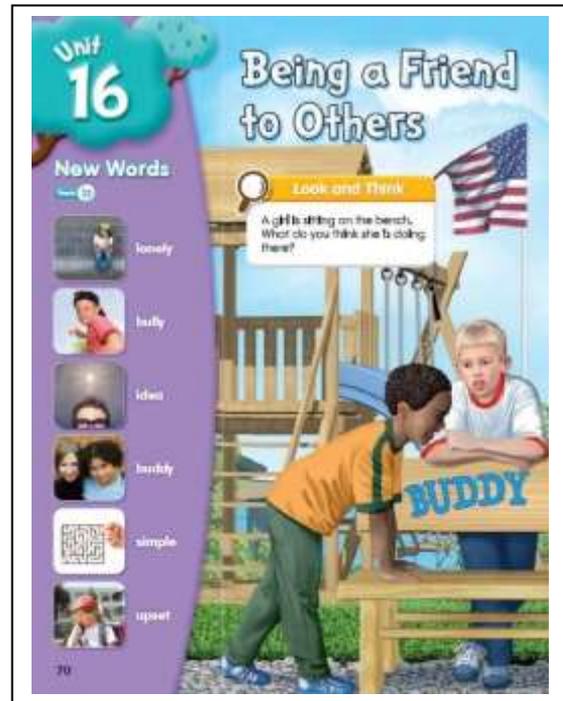
Unit 16 Being a Friend to Others

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

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



b. Canada



b. England



c. Germany

5 Put the words in the right places.

	alone	spat	friends	bully
 Yes				
 No				

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Learn It

This exercise further reinforces the new vocabulary from the unit.

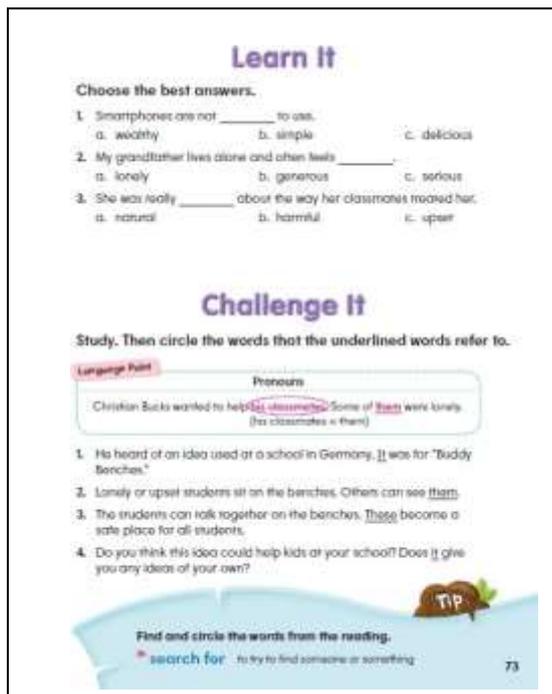
- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

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.

1. Smartphones are not _____ to use.
a. wealthy b. simple c. delicious
2. My grandfather lives alone and often feels _____.
a. lonely b. generous c. serious
3. 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 Sachs wanted to help his classmates. Some of them were lonely. (his classmates = them)

1. He heard of an idea used at a school in Germany. It was for “Buddy Benches.”
2. Lonely or upset students sit on the benches. Others can see them.
3. The students can talk together on the benches. These become a safe place for all students.
4. 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.

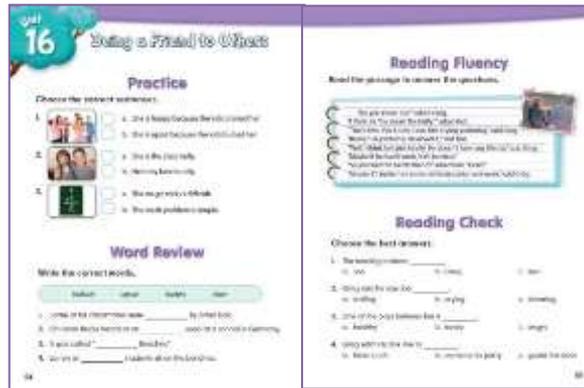
Tip

- 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



Unit 16 Getting a Friend to Help?

Practice

Choose the correct sentence.

1. I am a friend to my friend.

2. I am a friend to my friend.

3. I am a friend to my friend.

4. I am a friend to my friend.

5. I am a friend to my friend.

6. I am a friend to my friend.

7. I am a friend to my friend.

8. I am a friend to my friend.

9. I am a friend to my friend.

10. I am a friend to my friend.

Word Review

Write the correct words.

1. I am a friend to my friend.

2. I am a friend to my friend.

3. I am a friend to my friend.

4. I am a friend to my friend.

5. I am a friend to my friend.

6. I am a friend to my friend.

7. I am a friend to my friend.

8. I am a friend to my friend.

9. I am a friend to my friend.

10. I am a friend to my friend.

Reading Fluency

Read the passage to answer the questions.

1. I am a friend to my friend.

2. I am a friend to my friend.

3. I am a friend to my friend.

4. I am a friend to my friend.

5. I am a friend to my friend.

6. I am a friend to my friend.

7. I am a friend to my friend.

8. I am a friend to my friend.

9. I am a friend to my friend.

10. I am a friend to my friend.

Reading Check

Choose the best answer.

1. I am a friend to my friend.

2. I am a friend to my friend.

3. I am a friend to my friend.

4. I am a friend to my friend.

5. I am a friend to my friend.

6. I am a friend to my friend.

7. I am a friend to my friend.

8. I am a friend to my friend.

9. I am a friend to my friend.

10. I am a friend to my friend.

Writing Workbook 3