

LEVEL 3: Scope and Sequence

1 Big Question: What makes your community special?

Reading	Vocabulary	Grammar
Nonfiction <i>What Do You Love About Your City?</i> Reading Strategy Using Background Knowledge Fiction <i>Old Friends, New Friends</i> Reading Strategy Using Background Knowledge	Key Words 1: community, special, town, together, market, suburb, downtown, countryside Key Words 2: ancient, modern, amazing, narrow, huge, delicious, perfect Key Words 3: port, ferry, crowd, cable car Key Words 4: hungry, serious, cry, enormous, hide, excited, laugh, explore, angry, afraid	Could/couldn't for Ability with when When I was younger, I couldn't rollerblade. When I was six, I could ride a bike. Tense Review I have some important news. The potatoes are rotting . We arrived in the city of New York.

2 Big Question: What is food for?

Reading	Vocabulary	Grammar
Nonfiction <i>Breakfast Around the World</i> Reading Strategy Monitoring Comprehension Fiction <i>Jan's Birthday Surprise</i> Reading Strategy Monitoring Comprehension	Key Words 1: energy, balanced diet, fat, nutritious, tasty, protein, unhealthy, mealtimes Key Words 2: syrup, soup, butter, lemon, strawberry, popcorn, pumpkin Key Words 3: carbohydrates, grilled, chopsticks, digest Key Words 4: fry, sausage, potato, ingredients, fork, roast, honey, cupboard, frosting, pot	Present Progressive with Future Meaning I'm having chilaquiles for breakfast this weekend. Should/shouldn't, must/mustn't You shouldn't be sad. People must stay indoors.

3 Big Question: Why do we need to take care of nature?

Reading	Vocabulary	Grammar
Nonfiction <i>Animal Survival in Extreme Habitats</i> Reading Strategy Identifying the Main Idea Fiction <i>The Day They Didn't Come</i> Reading Strategy Using Background Knowledge	Key Words 1: rainforest, habitat, orangutan, endangered, extinct, honeybee, grasslands, pollution Key Words 2: survive, desert, fur, adapt, seal, ice, world Key Words 3: melting, rising, temperature, climate Key Words 4: branch, worried, warn, storm, blow, flood, yell, shine, mud, destroy	Past Progressive The camels were walking slowly. Interrupted Past While Luisa was brushing her teeth, she heard a loud crash.

4 Big Question: What is art?

Reading	Vocabulary	Grammar
Nonfiction <i>Unusual Art</i> Reading Strategy Comparing and Contrasting Fiction <i>The Portrait</i> Reading Strategy Predicting from Pictures	Key Words 1: painting, photography, architecture, mural, shiny, colorful, ugly, calm Key Words 2: artist, pattern, build, sandcastle, work of art, ceramics, gallery Key Words 3: temporary, ordinary, release, famous Key Words 4: nest, hummingbird, plastic, bottle cap, peacock, sketch, creation, metal, portrait, feather	Comparative and Superlative Adjectives It's taller than a house. Australia has the best beaches. Comparative and Superlative Adverbs Aunt Ruth talked more excitedly than usual. Peacocks were the birds Aunt Ruth liked best .

5 Big Question: Why do we travel?

Reading	Vocabulary	Grammar
Nonfiction <i>Being a Responsible Traveler</i> Reading Strategy Identifying Author's Purpose Fiction <i>The Top of the World</i> Reading Strategy Comparing and Contrasting	Key Words 1: tourist, culture, camping, cabin, campfire, hiking, souvenir, castle Key Words 2: damage, coast, sightseeing, rescue, canoe, waterfall, tour guide Key Words 3: unspoiled, creature, respect, sanctuary Key Words 4: album, village, slope, jungle, ruin, wall, trail, archaeologist, construction, guest	Comparatives Volunteering is not as relaxing as sightseeing. The beach is less interesting than the city. Gerunds as Subjects and Objects Walking in these mountains is the best thing in the world. I loved learning languages.

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Ground Rules Cue Cards: 1 I agree. 2 I disagree. 3 How about ... ?	Initial Consonant Blends with s: <i>sl, sw, sm, sp, sk, st</i>	Improve Your Writing Titles in Names Process Writing Letter to Nominate Classmate for Award	Report Unusual Communities	How can we make our school a better place?	Preparing What to Say When Lost

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Giving Positive Feedback Cue Cards: 4 Good point! 5 Great idea! 6 That's awesome!	Initial Consonant Blends with l and r: <i>bl/br, fl/fr, cl/cr</i>	Improve Your Writing Before and after + Noun Process Writing Party Invitation	Radio Show Amazing Restaurants	STEAM: Science & Math How can we make good choices about food?	Ordering Food from a Food Stand

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task 
Active Listening Cue Cards: 7 I see. 8 That's interesting. 9 Really?	Vowel Diphthongs: <i>oi</i> and <i>oy</i>	Improve Your Writing Possessive Nouns Process Writing Brochure About an Insect	Interview Animal Habitats	STEAM: Science & Technology How can we protect the animals around us?	Collaboration Planning a Trip to the Arctic

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Expressing Opinions Cue Cards: 10 I think ... 11 In my opinion ...	Vowel Diphthongs: <i>ow</i> and <i>ou</i>	Improve Your Writing Pronouns Process Writing Diary Entry	Interview Amazing Buildings	STEAM: Art How can we learn about different types of art?	Preparing to Do an Art Project

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Asking for Information Cue Cards: 12 Can you repeat that? 13 What's a/an X?	Controlled Vowels: <i>er, ir, ur</i>	Improve Your Writing Because Process Writing Travel Blog	Interview Best Vacations	How can we investigate our travel habits?	Planning a Trip to a Wildlife Park

LEVEL 3: Scope and Sequence

Big Question: Why do we play sports?

Reading	Vocabulary	Grammar
Nonfiction <i>The Olympics</i> Reading Strategy Sequencing Fiction <i>The Speedy Squirrels</i> Reading Strategy Sequencing	Key Words 1: stay in shape, compete, win, trampolining, training, climbing, safety, paddle boarding Key Words 2: gymnastics, volleyball, basketball, athlete, sailing, horseback riding, race Key Words 3: disability, world record, limb, medal Key Words 4: captain, player, trophy, ankle, whistle, match, team, score, goalkeeper, goal	Zero Conditional If you exercise a lot, you get in shape. Have to You have to focus! We don't have to do anything at all.

Big Question: How can we explore the past?

Reading	Vocabulary	Grammar
Nonfiction <i>Buried Treasure!</i> Reading Strategy Making Inferences Fiction <i>The Champion</i> Reading Strategy Making Inferences	Key Words 1: artifact, headdress, ceremony, meter, statue, stone, languages, translation Key Words 2: buried, treasure, historian, pirate, shipwreck, jewelry, tomb Key Words 3: excavation, sailor, battle, discovered Key Words 4: dusty, drawer, letter, mathematician, weightlifting, journalist, interview, article, gymnasium, footsteps	May and might There might be lots of gold under the sand. The secret room may also be full of treasures. Give, send, take, bring, show Polly showed the letters to Aunt Rachel . She gave Polly the letters .

Big Question: How important is electricity?

Reading	Vocabulary	Grammar
Nonfiction <i>Amazing Electricity</i> Reading Strategy Identifying Facts and Opinions Fiction <i>The Big Switch-Off</i> Reading Strategy Identifying Facts and Opinions	Key Words 1: microwave oven, electricity, charge, oil, renewable, non-renewable, save, light bulb Key Words 2: coal, gas, wind power, solar power, hydroelectric power, lightning, burn Key Words 3: alternative, power plant, run out, green Key Words 4: switch off, fridge, blender, battery, hair dryer, vacuum cleaner, washing machine, candle, experiment, waste	Will Fossil fuels will run out in the years to come. I won't use so much electricity next month. Future Plans with going to We're going to do an experiment.

Big Question: Why do we have music?

Reading	Vocabulary	Grammar
Nonfiction <i>A World of Music</i> Reading Strategy Visualizing Fiction <i>When Mason Discovered Beethoven</i> Reading Strategy Visualizing	Key Words 1: pop music, classical music, jazz, breath, voice, string instrument, wind instrument, percussion instrument Key Words 2: lullaby, flute, harmonica, double bass, piccolo, musical note, horn Key Words 3: express, wonder, relax, bump Key Words 4: sleep in, speech, sign up, electronic music, sheet music, musician, drumbeat, clap, auditorium, curtain	Making Promises or Offers with will I'll teach you how to play the guitar. Past Progressive Parallel Actions with while I was listening to music while I was doing my chores.

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task 
Participating in a Discussion Cue Cards: 14 I disagree because ... 15 What do you think? 16 That's a good point.	Controlled Vowels: <i>ar and or</i>	Improve Your Writing Sequence Adverbs Process Writing Recipe for Power Snack	Dialogue Dangerous Sports	How can we stay in shape?	Discussion Competing in a Sports Competition

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Projecting Your Voice Cue Cards: 17 This is ... 18 Do you have any questions?	Consonant Blends: <i>tch and nch</i>	Improve Your Writing Capitalization Process Writing News Report	Interview Life in the Past	STEAM: Social Science & Math & Technology How can an object teach us about history?	Planning to Go to a Library

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Speaking Mission
Using Appropriate Body Movements Cue Cards: 18 Do you have any questions? 19 I'm going to talk about ...	Consonant Blends: <i>mp, ft, xt, nd</i>	Improve Your Writing Time Words Process Writing Advertisement for a Green Product	Dialogue Solar Inventions	STEAM: Technology How can we use less electricity?	Buying Equipment in an Electronics Store

Oracy Skill 	Phonics and Spelling	Writing	Listening	The Big Challenge	Oracy Task 
Ordering a Talk Cue Cards: 20 First, 21 Next, 22 Then, 23 Finally, 24 My favorite part was ...	Initial Consonant Blends with s: <i>scr, spr, str</i>	Improve Your Writing Conjunctions Process Writing Music Shape Poem	Interview Youth Orchestras	STEAM: Arts-Music How can we make music?	Presentation Planning a Music Group



Why do we need to take care of nature?

- ☐ **Talk** about animals and their habitats.
- ☐ **Learn** how to be an active listener.
- ☐ **Write** a brochure about an insect.
- ☐ **Give** a presentation on protecting an animal.
- ☐ **Plan** for an Arctic adventure.

**What
can you
see?**



**Where
do these animals
live?**



**Are
any of these
animals in danger of
extinction?**

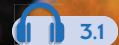




Oracy

Active listening

7, 8, 9



Key Words 1

rainforest	extinct
habitat	honeybee
orangutan	grasslands
endangered	pollution



Watch the video and number in order.

☐ honeybee ☐ sea turtle ☐ orangutan



Watch again. Complete the graphic organizer in the Activity Book.

AB page 42

Reading Strategy: Identifying the Main Idea

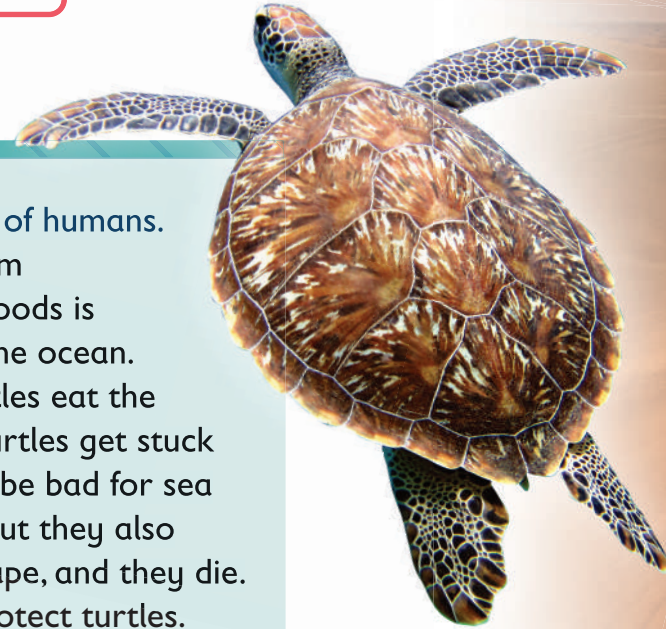
The main idea is what the text is about. You can often find it in the first and last sentences.

- 1 Read the text and underline the main idea in **blue**.

Sea Turtles



Sea turtles are endangered because of humans. Pollution in the ocean is a big problem for sea turtles. One of their favorite foods is jellyfish. People dump plastic bags in the ocean. Plastic bags look like jellyfish. Sea turtles eat the plastic bags by mistake. Sometimes turtles get stuck in pieces of plastic trash. Fishing can be bad for sea turtles, too. Fishing nets catch fish, but they also catch turtles. The turtles can't escape, and they die. We need to work together to protect turtles.



- 2 Read the text again. Underline the details that support the main idea in **green**.

- 3 Which summary best describes the main idea of the text? Circle.

- a Oceans and rainforests are being damaged by humans.
- b People's actions are endangering sea turtles.
- c Fishing is bad for turtles.

- 4 Look at pages 53–54. Answer the questions.

- a What animals can you see?
- b Where do you think they live?
- c What do you think this text is about?
- d Read the title. What do you think extreme habitats are?



What can we do to protect sea animals?
I think we can ...

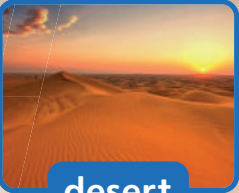
ANIMAL SURVIVAL IN EXTREME HABITATS

3.2

Key Words 2



survive



desert



fur



adapt



seal



ice



world

3.3

Some animals live in places where it is difficult to **survive**. Let's look at three extreme habitats and meet the amazing animals that live there.

Case Study: The Desert and the Camel

Hot, hot, hot! In the Sahara Desert, temperatures can go up to 50 degrees Celsius. At night, it gets very cold. And there is another problem: there's almost no water!

Camels are perfect for the **desert**. They keep fat in their hump to use for food. They can also close their noses to keep sand out of them. Their short **fur** is cool in the day and warm at night. Plus, they have big feet for walking on the sand.



Case Study: The Deep Ocean and the Anglerfish

Some animals live at 4,000 m underwater, where there is no sunlight! It is hard for animals to see the food they need to catch. And they can't see other animals that want to eat them! It is extremely cold. There is also a lot of pressure from the water above.

Anglerfish have **adapted** to the pressure. They have spaces in their body filled with gas. This helps them survive. Female anglerfish have a special light on their head. It helps them see in the dark. Male anglerfish have a very good sense of smell. This helps them to find food.

Anglerfish have a huge mouth—good for catching big fish!



This anglerfish was found at 950 m underwater. It was swimming in the dark.

ANIMAL SURVIVAL IN EXTREME HABITATS

Think

How do people survive very cold and hot weather?



Case Study: The North Pole and the Polar Bear

Brrrr! Temperatures in the Arctic regions go down to -50 degrees Celsius! It's very, very cold and windy. Animals here eat meat because there are no plants to eat. In winter, it is dark all day.

Polar bears have huge feet for walking on snow. Their fur is very thick—perfect for keeping warm. They even have fur on the bottom of their feet! White fur helps them to hide in the snow. This is useful when they need to catch **seals**. Polar bears have oil in their fur, so, when they get wet, they don't need a towel. They just shake off the water, and they're ready!

Adapting Animals

These amazing animals live in a delicate balance with nature. Over thousands of years, they have adapted to their habitats. Camels are happy in the hot desert. Anglerfish don't need light to find food. Polar bears can survive on the **ice** in the Arctic. But what happens if their habitats start to change quickly? What happens to the animals?

Climate Change: Habitats in Danger

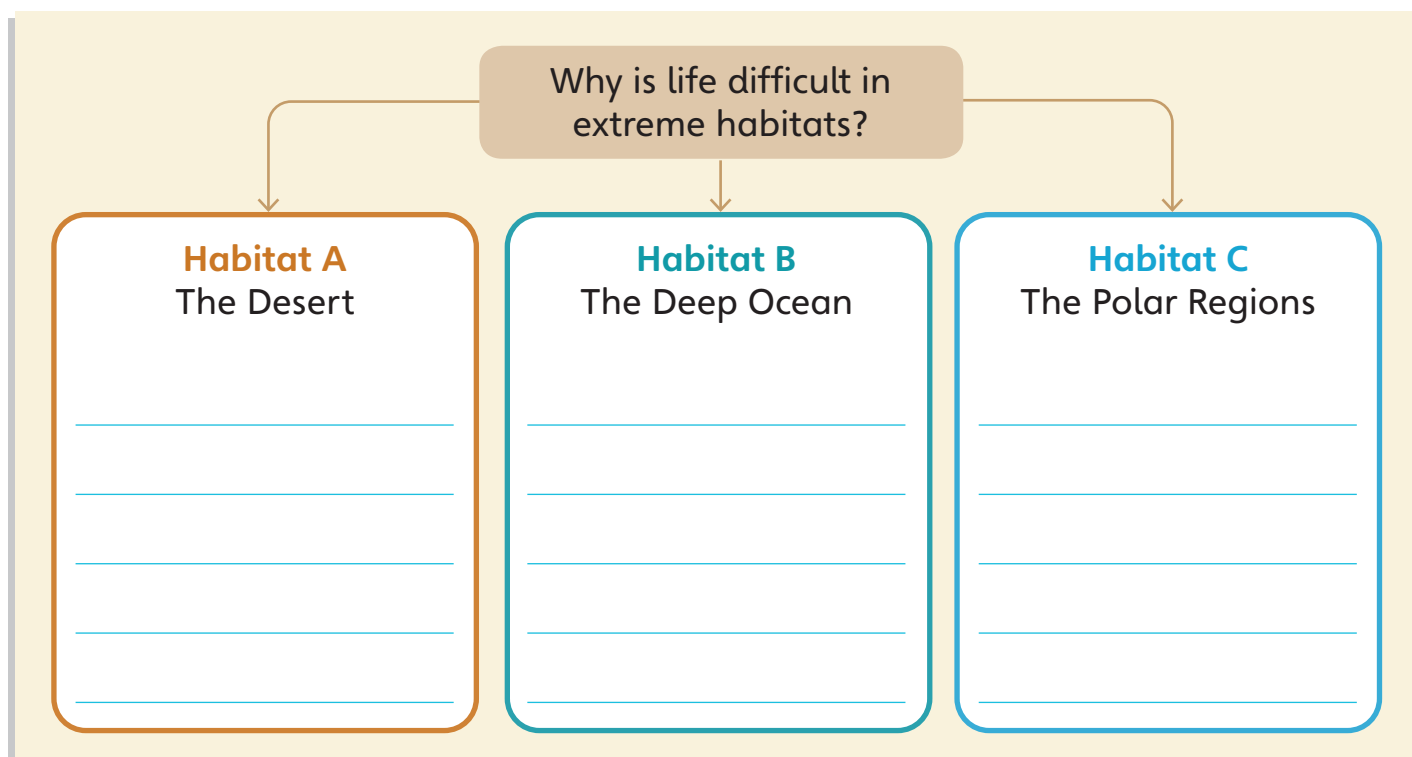
Human activity is quickly changing the world's climate. The Arctic is getting hotter, so the ice is melting. Ice is the polar bears' home. Without ice, the bears can't get close to seals, their food. Hungry polar bears now travel a long way for food. Without food, they cannot survive.

The oceans of the **world** are changing, too. The temperature of the water is slowly rising. Many ocean creatures eat plankton, tiny animals that are sensitive to the temperature. What happens if the water is too warm and all of the plankton die? Even in the driest deserts, there is a rainy season. Now with climate change, in some deserts, it does not rain at all. How can plants and animals survive without water?

People need to change their ways, or their actions will destroy the natural world.



- 1 Which statement summarizes the main idea of the article?
- a It's difficult to live in very cold or hot habitats.
 - b Animals are adapted to suit their habitats. Habitats are changing.
 - c Plankton are in danger.
- 2 In groups, complete the graphic organizer with the main ideas.



- 3 Present the main ideas to the class.
- 4 3.5 **Key Words 3** Find and circle the words in the article. Then, read and match.
- | | |
|---------------|---|
| 1 melting | a the general weather conditions |
| 2 rising | b changing from a solid to a liquid |
| 3 temperature | c the measure of how hot or cold something is |
| 4 climate | d going up |



How are we damaging habitats?

Don't forget the ground rules for discussion.



Grammar: Past Progressive

The anglerfish **was swimming** in the dark.
The camels **were walking** slowly.



1 Read the sentences and do the tasks.

The seals were playing in the ocean.

A fish was jumping in the air.

- a Circle in **blue** *was* and *were*. Circle in **green** the verbs that end in *-ing*.
b Do these sentences refer to the present, past, or future?

2 Listen to the rap and number the pictures in order.



3 Tell your partner what each animal in the rap was doing.

The orangutan **was singing**. The panda **was ...**

4 In pairs, ask and answer questions about what you were doing last Saturday.

What were you and your family doing at 11 a.m. last Saturday?

At 11 a.m., I was sleeping.
My sister was ...

1 Read the words. What sound do they have in common?



boy



oil



toy



coin

2 Listen and repeat the words above.

3 Listen and repeat. Complete the chart.

voice oyster boil join joy soil soy toil destroy

oy

oi

Spelling Rule

There are two ways to spell this sound.

boy oil

4 In pairs, take turns saying the words and spelling them aloud.

5 Listen and say the tongue twister.

Troy the tiger destroyed the toy.

Competition!

Who can say it the most times without making a mistake?



Oracy Skill: Active Listening

An active listener shows interest, pays attention, and asks questions.



1 Watch and do the tasks.

- Who is listening actively to Kate? **Liam / Emma**
- How do you know if someone is listening actively?
- Watch again and circle the phrases you hear.

I see. Great job! Great idea!
That's interesting. Really?



Let's Practice Oracy! 7, 8, 9

- Form pairs. Choose an **Oracy Time!** topic and discuss.
- Remember to listen actively. Ask your partner two questions.



Oracy Time!

Let me tell you about ... **my pet / my favorite animal.**

Check Your Oracy!

1 My partner was looking at me.	All the time / Sometimes / Never
2 My partner asked me questions.	Yes / No
3 My partner used the phrases on the cue cards.	All / Some / None

Make a Brochure

- 1 Read the brochure. Can you think of more ideas?

FACTS About Honeybees

1. Bees are important for flowers. They carry pollen from flower to flower. This helps flowers make more flowers. 
2. Bees are important for humans. They make delicious honey! 
3. Bees live in hives. Every hive has one queen. She is the biggest bee. The queen's job is important. She is mother to all the bees. 

HELP YOUR BEE FRIENDS

-  Grow flowers in your garden, in a box outside your window, or at your school. Fruit plants and sunflowers are bees' favorites! 
-  Don't touch bees or their hives. 
-  Don't use chemicals in your garden. 

- 2 How does the writer make her ideas clear? Look and mark ✓.

The brochure uses illustrations. ☐

The brochure uses long sentences. ☐

The brochure uses lists. ☐

The brochure uses imperatives. ☐

Improve Your Writing: Possessive Nouns

Possessive nouns show that one thing belongs to another. We add an apostrophe + s to the noun. If the plural noun already ends in s, we just add an apostrophe after the s.

the ladybug's spots the ladybugs' spots

- 3 Read and underline two examples of possessive nouns in the brochure.

- 4 Prepare to make your own brochure in the Activity Book.





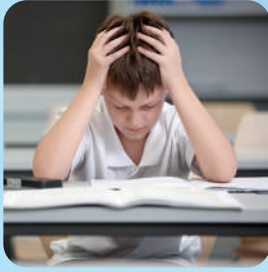
3.10

Key Words 4

Listen, look, and repeat.



branch



worried



warn



storm



blow



flood



yell



shine



mud



destroy



Match the definitions with the words.

- | | |
|---|-----------|
| 1 to tell someone about possible danger | a yell |
| 2 unhappy because you are thinking about problems | b flood |
| 3 very bad weather with rain, wind, or snow | c branch |
| 4 to glow with light | d mud |
| 5 to speak in a loud voice | e worried |
| 6 soil mixed with water | f destroy |
| 7 to move air | g shine |
| 8 to cover with water | h blow |
| 9 part of a tree | i warn |
| 10 to break something into pieces | j storm |

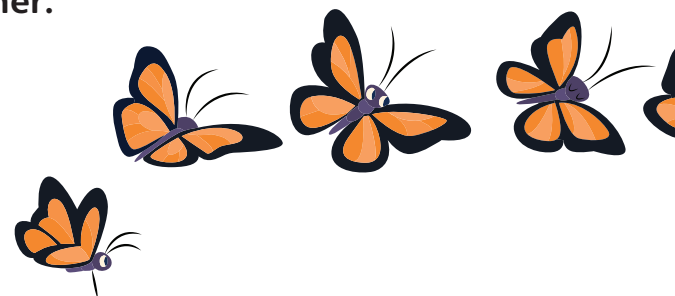


Circle the words that are related to extreme weather.



Time to Talk!

What do you like to do when it's raining outside?



Reading Strategy: Using Background Knowledge

Before you read a text, think about what you already know about the topic.

1 What do you know about butterflies? Complete the first two boxes.

What I KNOW

What I WANT to Know

What I LEARNED

2  3.11 Read and circle **T** (true) or **F** (false). Then, listen and check your answers.

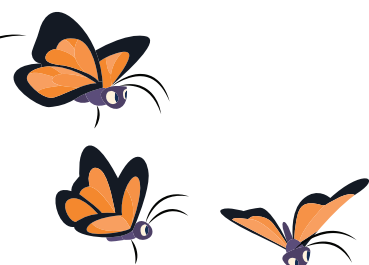
- | | | |
|---|---|---|
| a Caterpillars change into butterflies. | T | F |
| b Butterflies can live in very cold habitats. | T | F |
| c Butterflies eat other insects. | T | F |
| d Butterflies have mouths. | T | F |
| e Butterflies help plants reproduce. | T | F |

3 Look at pages 62–65 and do the tasks.

- a Look at the pictures of the girl. How is she feeling in each picture?
- b Read the title. What do you think the story is about?



Why are butterflies important to the environment?
Butterflies are important to the environment because ...



Are you being an active listener?



The Day They Didn't Come!

By Kim Milne



Kim Milne is a writer from the U.K. She has published many stories for children. Kim is an English teacher, and she also loves to paint. She has lived in Mexico for 30 years.



3.12

Luisa suddenly realized what day it was. She jumped out of bed and ran out of the house. Soon, she was in the forest. She looked up at the **branches** of the fir trees. She stood still and listened carefully. But she couldn't see or hear anything.

Worried, she ran back home.

"Mom," she cried, "it's already November, and they're still not here!"

"Are you sure?" her mom asked. "Were you looking in the right place?"

"Yes, ... yes. I was! I don't understand."



 Think

Why do you think the butterflies aren't coming?

A quiet voice came from the rocking chair in the corner of the room.

It was Luisa's great-grandmother. "It's happening again."

"What do you mean?" asked Luisa.

"Well, when I was a child, a similar thing happened," she explained.

"The butterflies are **warning** us about something!"

Luisa didn't share her great-grandmother's ideas that the butterflies were ancestors returning to Earth to protect them. But she knew something was wrong.

Luisa loved the arrival of the monarch butterflies every fall. Everyone in her tiny Mexican village did. It was a spectacular sight. The butterflies stayed in the forests all winter after flying 4,000 kilometers from Canada and the U.S.A. Then, in the spring, they flew back home. The following year, their great-grandchildren would return to the same trees. How? No one knows for sure.

However, this year was different, and Luisa wanted to know why.



The Day They Didn't Come!



“Mom, I’m calling Uncle Pablo. I’m sure he can help us!” she said.

Pablo lived in Canada. He was a biologist and part of Monarchwatch, an organization that studies the monarch butterfly.

Luisa explained the problem to him.

“There are fewer butterflies every year,” Uncle Pablo explained. “Butterfly larvae feed on milkweed plants. Farmers are destroying milkweed.” He paused and then added, “You know, they’re very sensitive to environmental changes. Maybe some bad weather is on its way!”



Think

Does nature warn us in other ways? How?

It wasn’t the time of year for a **storm**, but Luisa decided to warn the villagers. She told them that bad weather was coming.

“Are you joking? Stop everything?” one of the villagers shouted. “Butterflies predicting the weather!” another laughed.

Luisa was very upset. “Why don’t people listen to nature?” she asked herself.

That night, a big storm came. It was raining, and the wind was **blowing** very hard. While Luisa was brushing her teeth, she heard a loud crash. She ran to her bedroom window and saw a big tree lying on the ground. She felt afraid. The river was **flooding**. She heard people **yelling** in the distance.

“Over here! We need more sandbags!”

At that moment, her great-grandmother came into the room and sat on her bed. “Don’t worry, dear. Everything’s going to be OK,” she said and gave her a hug. Luisa covered her head with a blanket and curled up next to her great-grandmother. The storm lasted all night.

The next morning, the sun was **shining**. Luisa opened her window and looked outside. **Mud** and broken branches were everywhere. Fallen trees were lying on the road. Some homes were flooded, and others were **destroyed**.

“Why didn’t they listen to me?” she asked herself. At that moment, an orange, black, and white butterfly flew through the window and landed softly on her shoulder.

“Mom,” she yelled. “They’re here!”

Luisa now knew that what her great-grandmother believed about the butterflies wasn’t so crazy after all. The butterflies were warning them.

 Think

Do you think butterflies can predict the weather? Why or why not?



1 Complete the third box in Activity I on page 61.

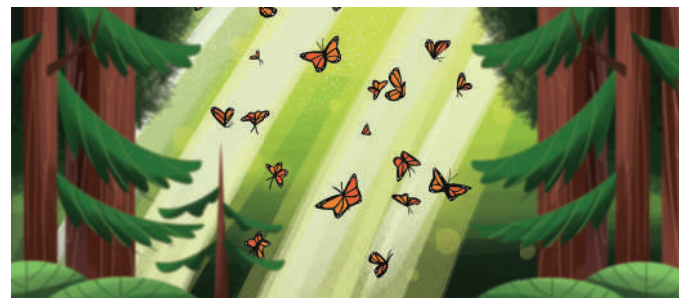
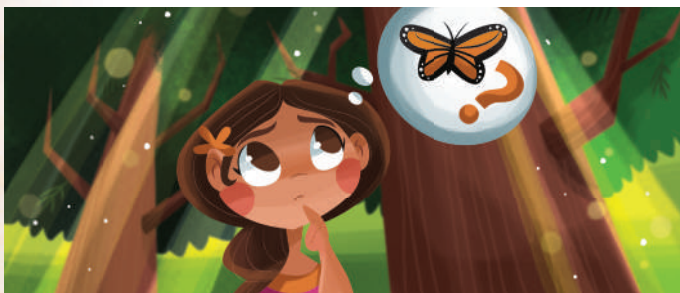
2 Number the sentences in order.

- ☐ Her great-grandmother said the butterflies were warning the village.
- ☐ Luisa ran to the forest to look for the butterflies. They weren't there.
- ☐ Luisa told the villagers about bad weather coming. They didn't listen.
- ☐ A butterfly landed on Luisa's shoulder.
- ☐ That night, the storm came.
- ☐ In the morning, Luisa saw that her village was destroyed.

3 Read and write *F* (fact) or *O* (opinion).

- a Butterfly larvae eat the milkweed plant. _____
- b There are fewer butterflies every year. _____
- c The villagers should listen to nature. _____

4 In pairs, retell the story.



Are all animals important? Why or why not?

Grammar: Interrupted Past

While Luisa **was brushing** her teeth, she **heard** a loud crash.



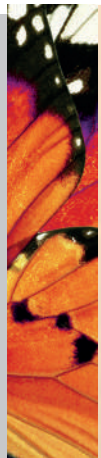
1 Read the sentence and do the tasks.

While Luisa was talking, a butterfly landed on her shoulder.

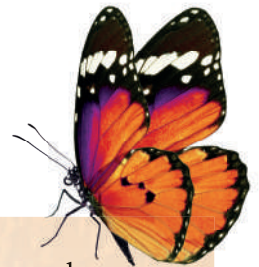
- a Circle the verb in the simple past in **green**.
- b Underline the verb in past progressive in **blue**.
- c Mark (✓) which action started first.

____ Luisa was talking. ____ A butterfly landed on her shoulder.

2 Read and circle the correct form of the verb.



Last winter, when my family and I went to Mexico, we visited the monarch butterfly reserve. While we **were driving** / **drove** to the reserve, a deer **was jumping** / **jumped** in front of the car. Luckily, my father stopped in time, and the deer ran away. Then, while we **were walking** / **walked** through the forest, a butterfly **was landing** / **landed** on my nose. My mother **was taking** / **took** a photo of me when she **was dropping** / **dropped** her cell phone! The butterfly flew away, so we didn't get our photo.



3 Make three silly excuses with phrases from the box.

a camel
my brother / sister
my English teacher
a mosquito

broke my pencil
ate my homework
took my English book
landed on my hand

While I was doing my homework yesterday, ...



1 3.14 Listen and circle the main idea.

- a Rainforest Reggie was giving an interview about the rainforest and the animals and plants that live there.
- b Rainforest Reggie was answering questions about exotic animals in the rainforest.

2 3.14, 3.15 Read and complete the fact files.
Listen and check.

warm smaller global warming
medicine animals most



FACT FILE: Rainforests

- Rainforests have the _____ animals of any habitat.
- Plants from the rainforest are used in _____.
- The rainforest is getting _____.



FACT FILE: Coral Reefs

- Coral reefs grow in _____ water.
- Coral is a colony of _____.
- The biggest problem for coral reefs is _____.



Active Listening

- 1 Form groups. Discuss the **Oracy Time!** topic. Remember to listen actively.
- 2 Complete **Check Your Oracy!** on Activity Book page 57.



Oracy Time!

We can't do anything to save the environment.



Values AB page 56

How can
we protect
the animals
around us?

Your challenge is to protect
an animal and its habitat.

- 1 **Brainstorm** Make a list of animals that live in your country. Choose one.
.....
- 2 **Research** What is your animal's habitat? What does it eat? What is an interesting fact about the animal? Are there any threats to the animal?
.....
- 3 **Think** How can you protect or help the animal?
.....
- 4 **Prepare and Practice**
.....
- 5 **Present**
.....
- 6 **Reflect** Listen to feedback from your classmates. What can you change the next time you give a presentation?

There are jaguars in my country. They live in the rainforest, but now it's in trouble! Farmers are cutting down the trees, so it is getting smaller and smaller. If there is no rainforest, where are the jaguars going to live?



Why do we need to take care of nature?
Look back through the unit. Share your ideas.



AB pages 57–59



1 Which oracy skills do you remember? Read and match.

- | | |
|---------------------|---|
| 1 Active listening | a help us remember how to behave in a discussion. |
| 2 Ground rules | b encourages others to talk. |
| 3 Positive feedback | c is about listening and responding to others. |

2 In pairs, complete the table.

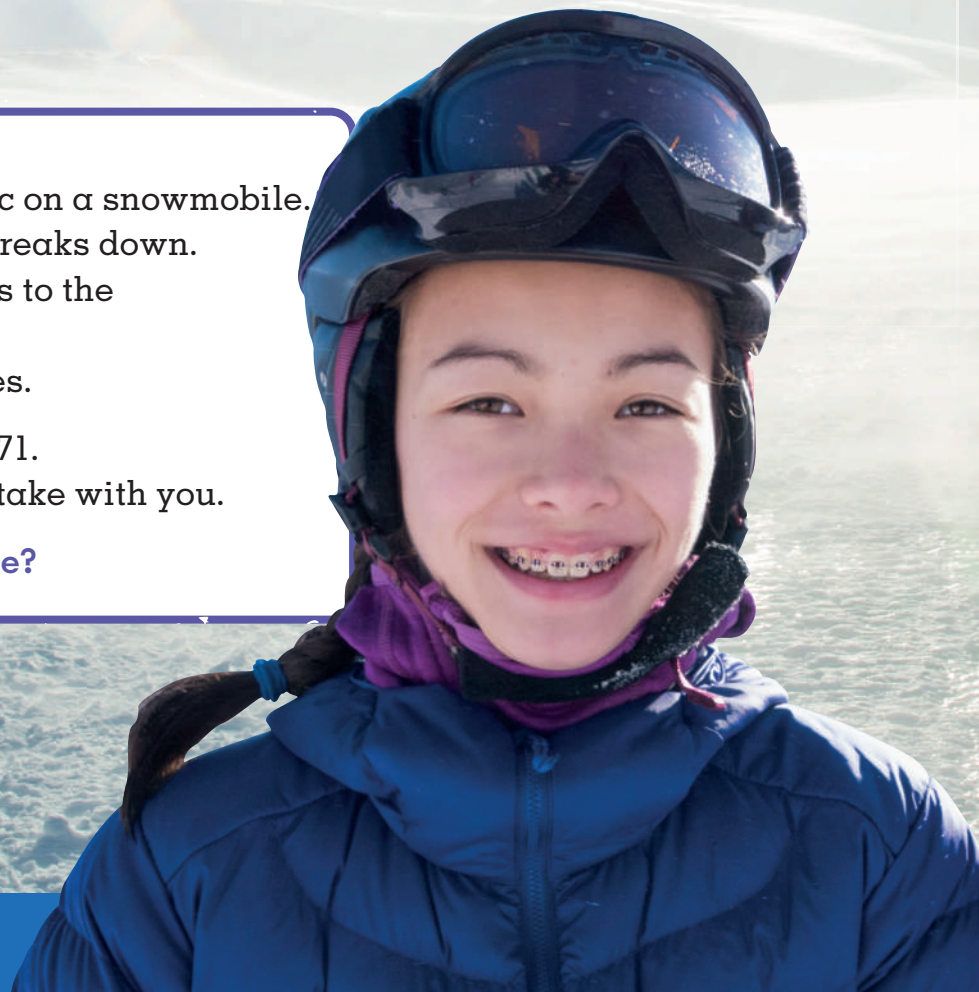
Good point! That's awesome! Really? How about ... ? I see.
Great idea! That's interesting. I think ...

Giving Positive Feedback	Active Listening	Giving an Opinion

★ YOUR TASK

You are traveling in the Arctic on a snowmobile.
Your snowmobile suddenly breaks down.
You have to walk for two days to the nearest shelter.
You are wearing warm clothes.
Look at the pictures on page 71.
You can choose five items to take with you.

Which five items will you take?





fishing net



pot



knife



chocolate bar



bottle of water



can of beans



sleeping bag



spoon



flashlight



sunglasses



first-aid kit



snowshoes



rope



matches

1 Form groups and circle three ground rules for the task.

- We listen to each other's ideas.
- We stand up straight and project our voices.
- We ask each other, "What do you think?" and "Why do you think that?"
- We try to agree in the end.

2 Discuss and report your group's results to the class.

3 Talk about your talk!

- What positive feedback did you hear?
- What active listening did you observe?
- Did your group follow the ground rules?

4 Complete Check Your Oracy!

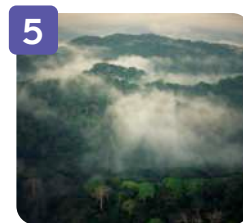
Check Your Oracy!

	😊	😊😊	😊😊😊
1 I listened actively.			
2 I followed the ground rules.			
3 I gave positive feedback.			
4 I gave an opinion.			

What I can do better next time:

Habitats in Danger

1 Read and circle **T** (true) or **F** (false).



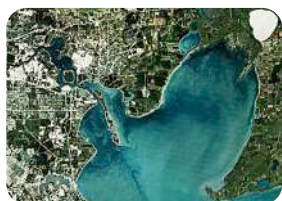
- | | | |
|--|---|---|
| a Fishing nets are good for sea turtles. | T | F |
| b In the Arctic, polar bears now go a long way to catch seals. | T | F |
| c The biggest problem for coral reefs is plastic bags. | T | F |
| d Deserts are getting colder and wetter. | T | F |
| e Rainforests are habitats with the most animals. | T | F |

2 Complete the sequences of events.

sea turtles eat them it gets hotter and drier
 trees are cut down ice melts

- a the Arctic gets warmer → _____ → polar bears walk far for food
- b plastic bags are dumped in ocean → they look like jellyfish → _____
- c _____ → rainforests get smaller → animals move away
- d no rain in the desert → _____ → some plants die

3 Imagine you are a scientist. You observe animals and plants in different habitats. Which technology would you use to get information?



satellite
image



video camera



sensor



underwater
camera

- a You are in a rainforest, and you want to find out how a group of orangutans collect food. _____
- b You are also a diver. You want to film changes to coral reefs. _____
- c You want to measure sea water temperatures. _____
- d You want to film changes in a desert. _____

Animals in Danger

Look at the table and complete the activities.

a Complete the problems in the first column.

Problem	Habitat	Animals
1 _____ is melting. Animals can't catch fish and seals.	 _____	_____ _____
2 Plastic bags look like _____. Sea animals eat them or get stuck in them.	 _____	_____ _____
3 People are cutting down a lot of trees. Some _____ are moving away.	 _____	_____ _____
4 Climate change is making some _____ hotter and drier.	 _____	_____ _____
5 Some gardeners use chemicals. _____ and other insects can die.	 _____	_____ _____

b Write the names of the habitats in the second column.

rainforests oceans gardens the Arctic deserts

c Write the animals in the last column. Then write one more animal for each habitat.

sea turtles camels orangutans bees polar bears

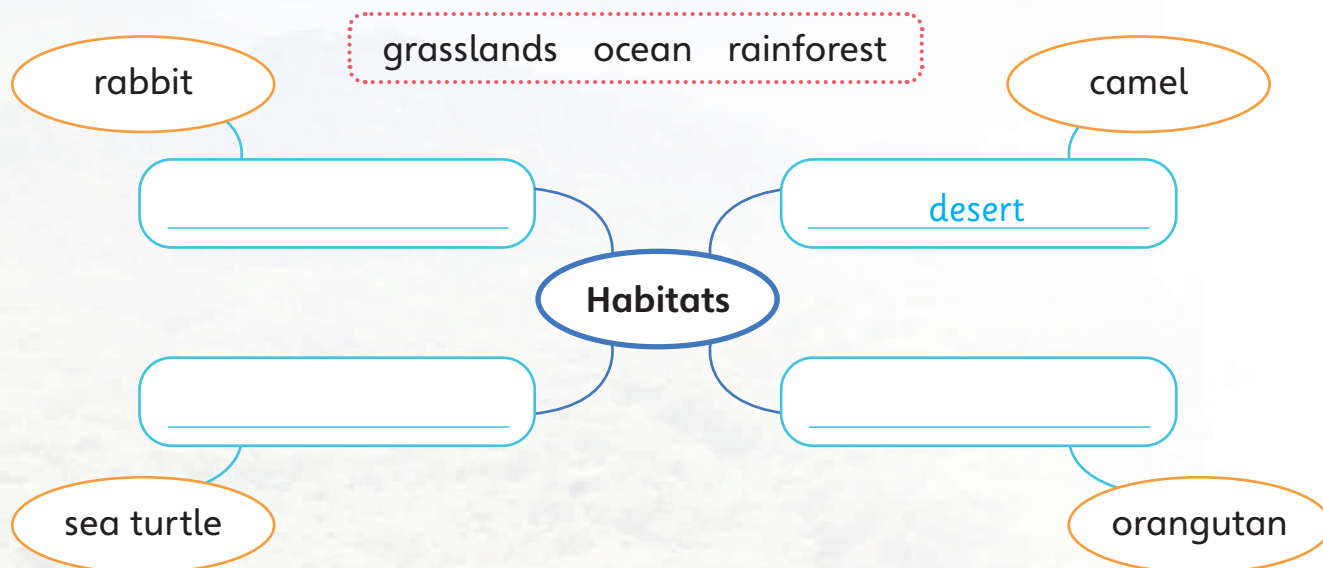


Why do we need to take care of nature?



3.1

Put these words in the graphic organizer.



What other animals can you add to the graphic organizer?



Key Words 1 Complete each sentence with the correct word.

endangered rainforest extinct habitat

- a If orangutans become _____, there will be no more orangutans.
- b Where a plant or animal lives is its _____.
- c Orangutans are _____ because people are destroying the _____.



1

Key Words 2 Match.

- 1 This can keep an animal warm or cool.
- 2 This animal lives in colder regions.
- 3 This is frozen water (below 0°C).
- 4 This means to change.
- 5 This is another name for Earth.
- 6 This means to stay alive.
- 7 This is a very dry place.

- a survive
- b desert
- c adapt
- d fur
- e seal
- f ice
- g world



2

Find the words from Activity I!

N	S	V	U	L	C	A	L	A	Z
P	X	X	Y	M	G	Q	A	D	S
W	X	T	R	W	F	K	L	A	Z
M	S	U	R	V	I	V	E	P	C
U	F	F	Y	D	L	O	Z	T	N
R	F	H	I	A	L	I	Z	U	C
Q	X	I	E	N	Q	R	C	G	N
D	E	S	E	R	T	T	O	E	H
D	R	Q	Q	Z	W	B	F	W	T
Z	H	Y	Y	T	D	T	H	C	V

Reading Strategy: Identifying the Main Idea

The main idea tells us what the text is about.

1 Read the article. What is the main idea of the text?

- a Pollution can destroy habitats.
- b People are often dangerous for plants and animals.
- c Dodos lived in the rainforest 400 years ago.

WHERE DID ALL THE DODOS GO?

Sometimes people are dangerous to plants and animals. Look at this animal. Do you know what it is? It's a dodo. Dodos disappeared over 400 years ago. Do you know why?



Dodos lived on an island in the Indian Ocean. There were no people on this island until about 1600. Then, people from Europe came. They hunted the dodos. They also brought other animals that ate the dodos' food. The people cut down the rainforest where the dodos lived. By 1700, no dodos were left. The dodos were extinct!

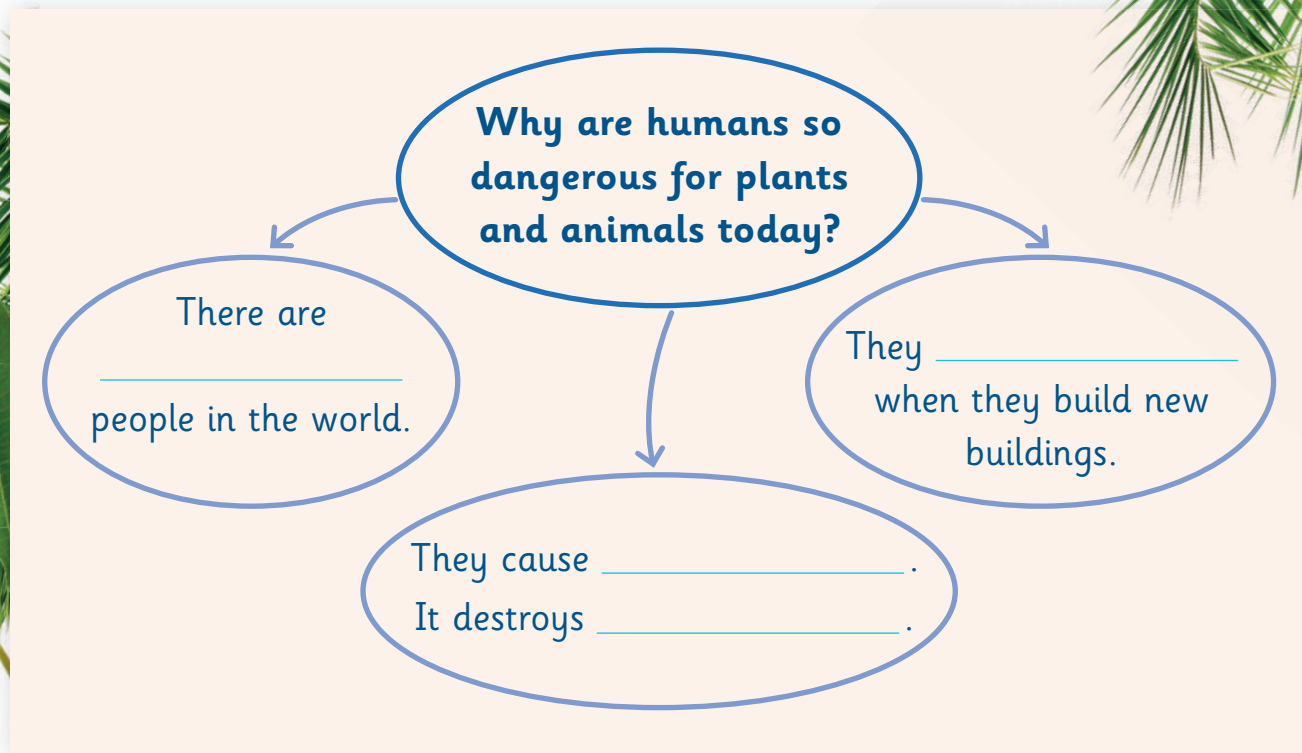
Today, there are many more people in the world. There are many more endangered plants and animals, too. All these people need places to live and work. People

destroy habitats when they build new buildings and roads. People also cause pollution. Pollution can destroy habitats, too. Then, plants and animals can become endangered or even extinct.

Orangutans, tigers, sea turtles, and camels are all endangered. There are only around 800 two-humped camels left in the whole world! Thousands of plants and animals could disappear soon. People made them endangered. Can people help them survive?



2 Read again. Complete the chart.



3 Match.

- | | |
|----------------|--|
| 1 1600 | a The dodos were extinct by then. |
| 2 Indian Ocean | b About the number of two-humped camels in the world today. |
| 3 thousands | c About when people from Europe arrived where the dodos lived. |
| 4 1700 | d How many plants and animals are endangered today. |
| 5 800 | e The dodos lived on an island there. |

4 Read and circle *T* (true) or *F* (false).

- | | | |
|--|---|---|
| a Two-humped camels are extinct. | T | F |
| b Pollution can destroy animals' habitats. | T | F |
| c There are more endangered species today because there are more humans. | T | F |



Past Progressive

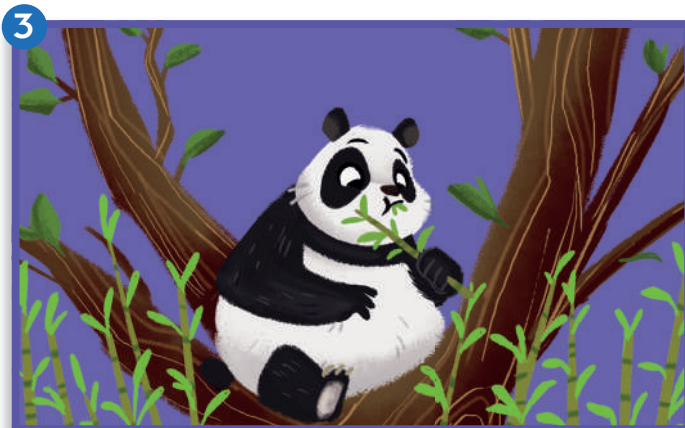
I **was walking** through the zoo.
I **wasn't wearing** my sunglasses.
The panda **wasn't sleeping**.

Was the panda **eating** grass?
Yes, it **was**. / **No**, it **wasn't**.
Were the animals **dancing**?
Yes, they **were**. / **No**, they **weren't**.

1 Circle the correct answer.

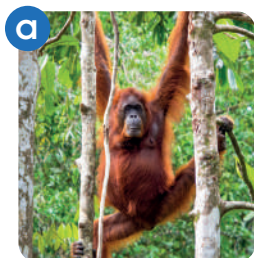
- a The camel **was walking** / **were walking** on the sand.
- b The sea creatures **was eating** / **were eating** plankton.
- c The polar bear **was catching** / **were catching** fish.
- d An anglerfish **was swimming** / **were swimming** at the bottom of the ocean.
- e All the animals **was dancing** / **were dancing**.

2 Match and complete the sentences.



- ___ a It was _____ bamboo.
- ___ b It was _____.
- ___ c It was _____ with a ball.

3 What were the animals doing this morning? Choose.



- a Was the orangutan swinging through the trees?
Yes, it was. / No, it wasn't.
- b Was the seal walking underwater?
Yes, it was. / No, it wasn't.
- c Were the honeybees flying around a flower?
Yes, they were. / No, they weren't.

4 Complete the text with the past progressive of the verbs in the box.

talk eat run dance

I went to the zoo yesterday with my family. It was very funny! My brother
1 _____ past the chimpanzees when one of them screamed.
He thought the chimpanzee 2 _____ to him! We saw an
orangutan, too. It looked like it 3 _____. The pandas were
my favorite animal. They 4 _____ bamboo all afternoon!



My Life

Read and answer the questions.

1 What were you doing at 6 o'clock yesterday evening?

I was _____.

2 What were you doing at 7 o'clock this morning?

I was _____.

3 What were other people in your family doing at 7 o'clock this morning?

My _____ **was / were** _____

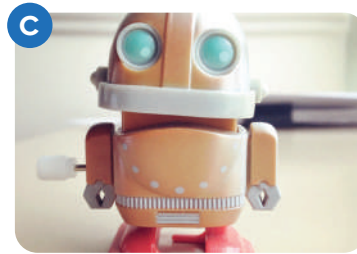
1 Say and write the words. Use *oi* or *oy*.



b o y



o i l



t o i



s o i l



o i ster



c o i n

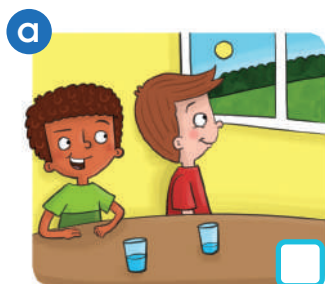
2 Group the words.

boy oy

oi

Oracy

1 Which pictures show active listening? Look and mark ✓.



Possessive Nouns

the ladybug's spots



the ladybugs' spots



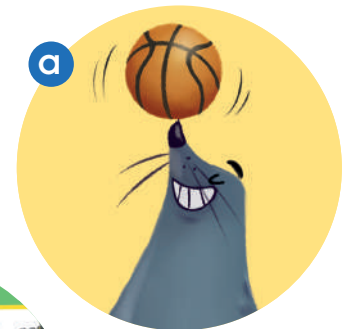
1 Look and circle the correct sentence.



- 1 The tiger's stripes are black.
- 2 The tigers' stripes are black.
- 3 The polar bear's fur is very thick.
- 4 The polar bears' fur is very thick.
- 5 Look at the orangutan's long arms!
- 6 Look at the orangutans' long arms!

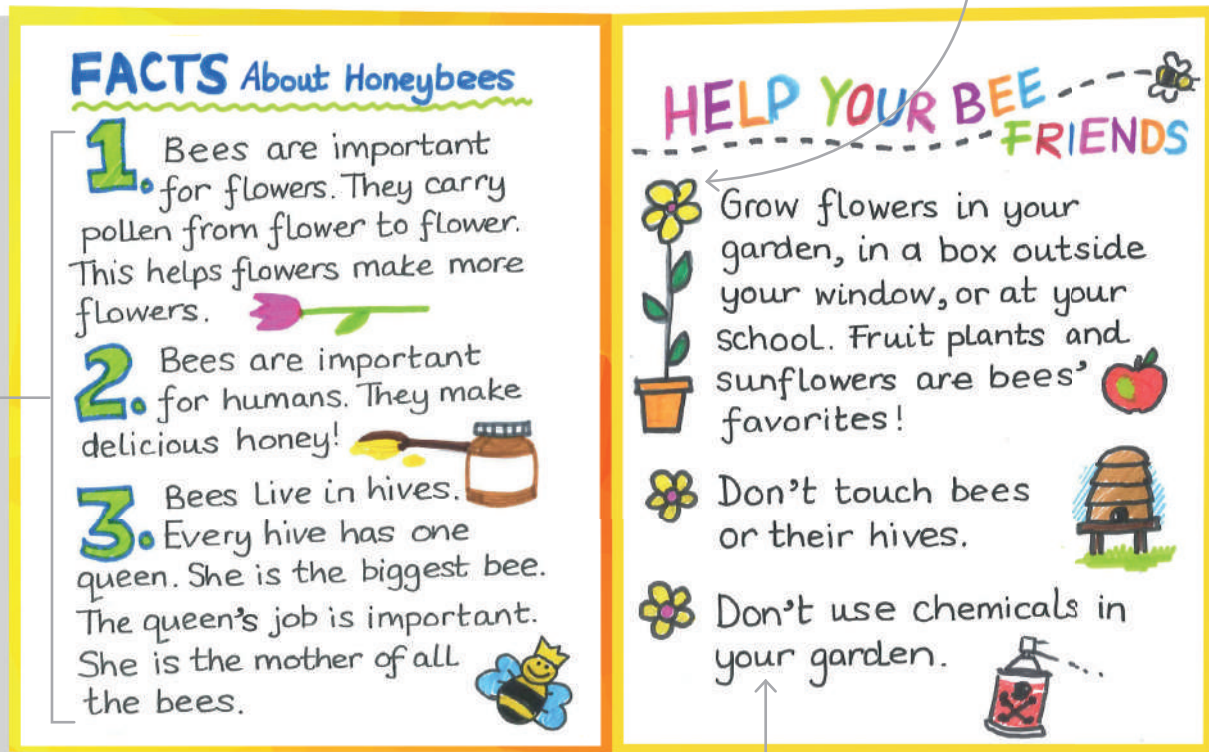
2 Look and write the apostrophe (') in the correct place.

- a This is the seals ball.
- b This is the childrens brochure.
- c They are all enjoying the animals party!

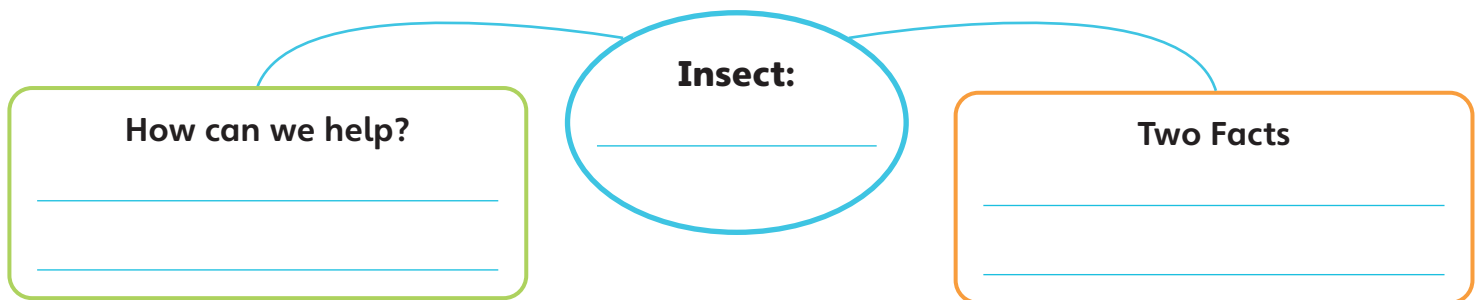


1 READ Label the parts of the brochure.

a list an illustration an imperative



2 PLAN Choose an insect. Then, complete the graphic organizer.



3 WRITE Draw and write your brochure.

4 EDIT Did you ...

- ☐ use possessive nouns correctly?
- ☐ include lists, illustrations, and imperatives?

1

Key Words 4 Complete the crossword.

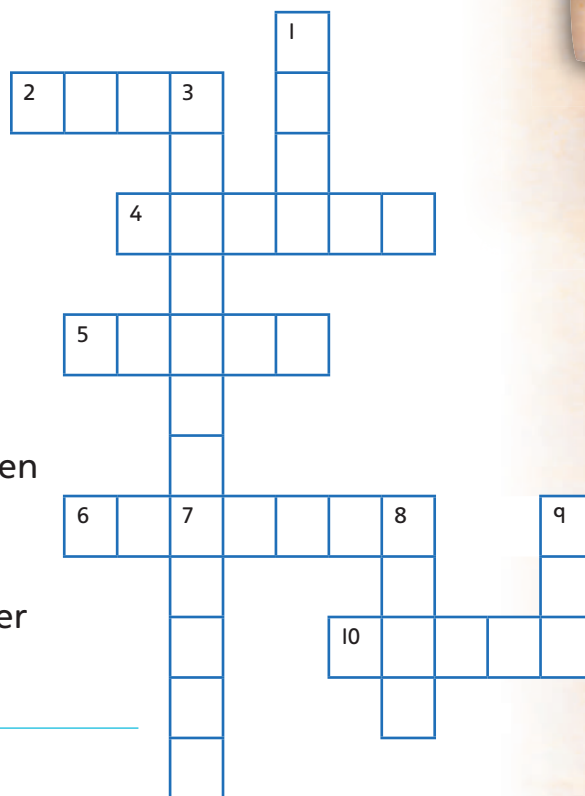
yell destroy worried flood mud
branch storm blow shine warn

Across

- 2 The wind does this
4 Part of a tree
5 The sun does this
6 To break something very badly
10 To have too much water

Down

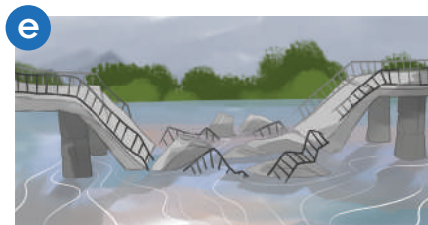
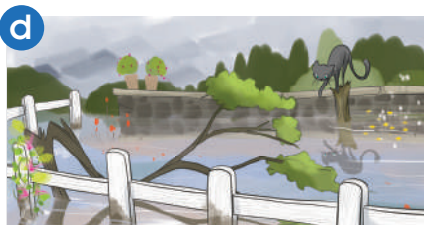
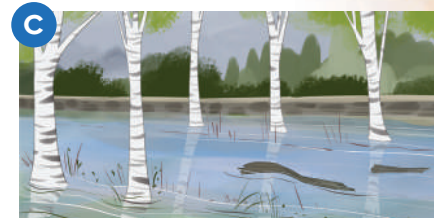
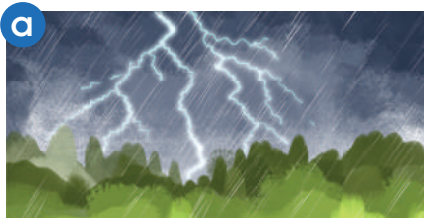
- 1 To tell someone that something bad might happen
3 Unhappy about a problem
7 Very bad weather
8 To shout
9 soil + water = _____



2

Use the words to complete the sentences.

flood worried storm mud destroyed warned



- a Last week, we had a big _____. There was a lot of rain and wind.
b Luckily, the TV _____ us about the weather.
c There was a _____.
d The soil in our garden changed into _____.
e The flood _____ a bridge in the town.
f Everyone was very _____.

Reading Strategy: Using Background Knowledge

Thinking about what you already know about a topic can help you understand a text.

 What do you know about staying safe in a storm?

A Lucky Escape!

As I was waking up, I could hear Mom and Dad getting breakfast ready. It was another sunny day with just a few clouds. I was really looking forward to going out on the ocean in a boat.

After breakfast, we walked down to the harbor. The clouds were getting bigger and darker. A man jumped off a boat. He looked worried.

"There aren't any sharks," he said.

"That's good, right?" I asked. I felt confused.

"No," replied the man. "When the sharks leave the shallow water near the beach, that's bad news."

At that moment, there was a loud crash of thunder and someone yelled, "Get indoors! A storm's coming!"

While we were walking quickly back to the house, I told my mom, "I don't understand about the sharks."

"Well, some scientists think sharks can warn us that a storm is coming," she replied.

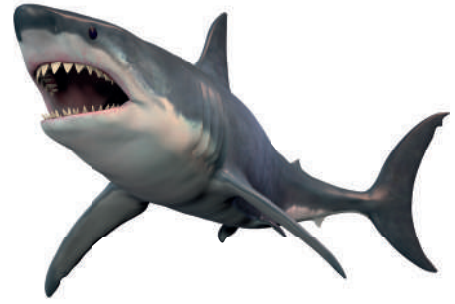
"How does that work?"

"Before a storm, the air pressure changes. The water gets colder, too. Scientists think that the sharks can feel these changes. The sharks move to the deeper, warmer water to stay safe."



2 Read the story again. Circle the correct option.

- 1 The boy was on vacation with ...
a his parents. b his grandparents. c his friends.
- 2 They were on vacation ...
a by a river. b by the ocean. c in a forest.
- 3 When a storm is coming, sharks often move to ...
a colder water. b the beach. c deeper water.
- 4 The rain started ...
a before the boy arrived home. b after the boy arrived home.
c at the same time as the boy arrived home.



3 Read and write *F* (fact) or *O* (opinion).

- a Before a storm, the air pressure changes. _____
- b The water in the ocean gets colder before a storm. _____
- c Sharks are awesome animals. _____

4 Read the story again and write two new things you learned about sharks.



"Wow. So they're pretty smart."

"They sure are."

"Or maybe they just don't like swimming in stormy water?"

"Well, maybe. We don't know for sure."

The branches of the trees in our yard were bending in the wind when we arrived home. Just then, the first drops of rain started to fall ...

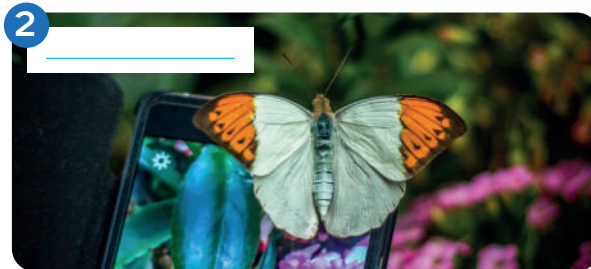


Interrupted Past

While we **were walking** back to the house, I **talked** to my mom.
The trees in our yard **were bending** in the wind when we **arrived** home.

1 Complete. Use the past simple or past progressive. Then match.

- a My dad was talking (talk) on the phone when the branch fell (fall).
- b While we _____ (visit) the village, the river _____ (flood) the streets.
- c The sharks _____ (swim) in the deep water when the storm _____ (start).
- d A butterfly _____ (land) on my phone while I _____ (take) a photo!



2 Finish the sentences with information about you.

- a While I was sleeping last night, _____.
- b I was walking to school this morning when _____.

3 Write three sentences about your last vacation. Use the past simple and past progressive.

While I was on vacation last summer, _____

_____.

4 Look at the text in Activity 5. Who do you think you are going to read about? Circle.

a a shark hunter b an ocean explorer and scientist c a history teacher

5 Read and check. Then, complete with the correct form of the past simple or past progressive.



Eugenie Clark was a famous diver, ocean explorer, and scientist. She was born in New York in 1922. Her dad was American, and her mom was Japanese. She was sometimes called The Shark Lady because she was a world expert on sharks.

While Eugenie 1 was living (live) in New York, she visited an aquarium. That's when she first 2 _____ (dream) of being an ocean explorer. While she 3 _____ (study) in college, Eugenie started her research on sharks. Not many women 4 _____ (explore) the ocean when she first started. While Eugenie 5 _____ (work), she 6 _____ (learn) how to scuba dive.

Eugenie had a lot of adventures all over the world! She only got a shark bite once. While she 7 _____ (drive), she 8 _____ (stop) suddenly. She had a shark's bone with teeth in the car, and that's what "bit" her!



1 Complete the survey.

Protecting Our Planet

I agree. I disagree.

- 1 It's important to protect all animals, even dangerous ones.
- 2 Some habitats are more important than others.
- 3 I can help protect animals where I live.
- 4 I can do something to help save the environment.

☐	☐
☐	☐
☐	☐
☐	☐

2 Who is protecting nature? Look and mark ✓.



3 What can we do to protect nature? Write three things.

- a _____
- b _____
- c _____

Check Your Oracy!

- 1 I looked at my partner.
All the time / Sometimes / Never

- 2 I asked questions. Yes / No

- 3 I used the phrases on the cue cards.
All / Some / None

The Big Challenge

STEAM: Science & Technology

How can
we protect
the animals
around us?

- 1 Write the name of the animal you chose. _____
- 2 Where did you find information about your animal?

- 3 Color the stars to give yourself a score.*

I researched the animal.	☆☆☆☆☆
I thought of ideas to help or protect the animal.	☆☆☆☆☆
I prepared for my presentation.	☆☆☆☆☆
I practiced my presentation.	☆☆☆☆☆
I gave my presentation.	☆☆☆☆☆

*(5 = Awesome, 4 = Pretty good, 3 = OK, 2 = Could be better, 1 = Needs more work!)

- 4 What could you do better next time?

The Big Question and

Me

Because of the things I have learned in this unit,

- 1 I will _____.
- 2 I will _____.

1 Sort the words.

ocean honeybees rainforest shine orangutans grasslands
destroy deserts survive adapt seals

Habitats

Animals

Verbs

2 Read and complete.

survive deserts ~~adapt~~ fur seals ice world

Animals are amazing—they can

1 adapt to their habitats.

2 _____ are some of the hottest, driest places in the 3 _____.

Not many animals can 4 _____ in the desert, but camels can.

Polar bears have huge feet to help them walk on 5 _____ in the Arctic. They also have very thick

6 _____ to keep them warm.

It's white, so they can hide from 7 _____!

3 Complete with words in the box.

branch warn blow shines worried destroy

- a In a storm, a _____ can sometimes fall off a tree.
- b The wind can _____ very hard.
- c Storms sometimes _____ houses and buildings.
- d People might feel _____ in a storm.
- e Some scientists think that animals can _____ us about storms.
- f I like it when the sun _____ after a storm.



4

What were they doing? Make sentences.

At 6 o'clock yesterday, something funny was happening at the zoo ...

a the animals / have / a party

b the orangutan / swing / in the trees

c the chimpanzees / run around

d the camel / eat / ice cream

e the panda / sleep

f the honeybee / sit / on the panda's nose

5

Look and write the apostrophe (') in the correct place.

a The sea turtles leg is stuck.

c Look at this honeybees stripes!

b The teacher was very pleased with the childrens work.

d Look at those seals! The seals fur is white.

Oracy Performance Task I: Collaboration

1 Write the five items your group chose. Give reasons why.

Snowshoes—to walk in snow.

- a _____
- b _____
- c _____
- d _____
- e _____

2 What are the speakers doing? Match.

- | | | | |
|---|--|--------------------------------|---|
| 1 | I think a knife is more useful than a spoon. | You're right. | a agreeing
b giving positive feedback |
| 2 | I think a knife is more useful than a spoon. | I don't think so. | a giving an opinion
b disagreeing |
| 3 | I think a knife is more useful than a spoon. | Uh-huh. | a giving an opinion
b listening actively |
| | | I think we need to take water. | |

3 Give examples of ...

a a phrase to show you are listening actively.

b a ground rule.

c giving positive feedback.

d giving an opinion.

What can you remember about ... Unit 3?

1 What animal is this?



2 What is the missing word?

If all the animals in a species die, the species becomes _____.

3 What word means to *change* when we talk about an animal and its habitat?

4 What helps this animal to stay warm?

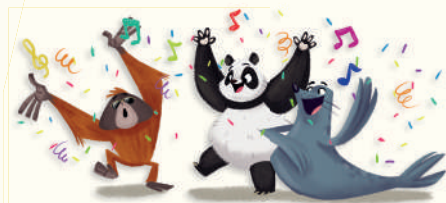
5 What part of a tree is this?



6 What does the sun do? Circle.
shine blow flood

7 What were all the animals doing at the party in the zoo?

They _____.



8 What was Luisa doing when she heard a loud crash?

She _____.



9 Look. Which sentence is correct?

- a Look at the orangutan's arms!
- b Look at the orangutans' arms!

10 Read. Put the apostrophe in the correct place.

The worlds climate is changing.

Check your answers in the Student's Book. How did you do?
7-10 ☐ Great! 4-6 ☐ Good! 0-3 ☐ Try harder!



Why do we need to take care of nature? Write three things.
