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READING

Train

3

Student Book

READING Train

Student Book **3**

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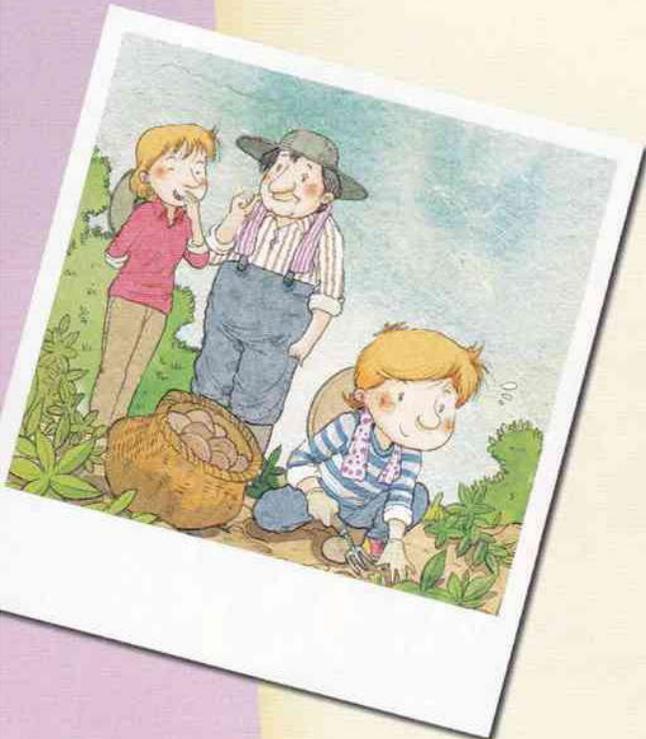


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1. Easy-to-Follow Lesson Process: Three Stages of Reading



2. Cumulative Reading Skill Practice

Reading skills are recycled through the Reading Series, so students can practice repeatedly and consolidate their reading skills step by step.

Reading skills		Book 1	Book 2	Book 3
Skill 7	Understanding the order of events			✓
Skill 6	Identifying cause and effect			✓
Skill 5	Making inferences		✓	✓
Skill 4	Identifying cohesion: pronouns	✓	✓	✓
Skill 3	Identifying details	✓	✓	✓
Skill 2	Identifying feelings and attitudes	✓	✓	✓
Skill 1	Identifying main ideas	✓	✓	✓

3. Cumulative Vocabulary Practice

Target words are practiced 6 times in the student book and the workbook. This cumulative practice will help students to memorize the new vocabulary.

4. Engaging Stories with Colorful Illustrations & Animated Audio Recording

Snail Race

Mark is Jay's friend from school. Mark's parents have a very big garden, so there are always a lot of snails at his house.

One day, Jay and Mark decided to have a snail race. First, they got an old fish tank from the garage. Then, they found a snail each, and put them in the fish tank. At one end of the tank they put a fresh piece of lettuce. At the other end were the snails. Now they were ready to race.

"Ready, steady, GO!" said Jay.

There was only one problem with snail racing. The snails moved very, very slowly. Watching the snails made Jay and Mark sleepy! Soon Jay was asleep.

"Wake-up, Jay! The snails finished the race," said Mark.

"Good," said Jay sleepily. "Let's race again."

- Engaging stories motivate students to read.
- Colorful illustrations help students to understand.
- Students can listen to the audio recording of the reading passage.
- The cute characters appeal to students.

Unit 17 Snail Race

1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- Where are Mark and Jay?
- What is Jay doing?
- What animal can you see?

B. Learn the New Words Choose and write.

parents
snail
and
ready
slowly











2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- Snails like lettuce.
- Mark and Jay had a snail race.
- Snails move slowly.
- Mark and Jay like snails.

B. Practice the Reading Skills

1. Read the story again and complete the chart.

1. Jay and Mark got a _____	5. The snails moved _____
2. They put _____ in the tank.	6. Jay and Mark were _____
3. They put _____ in the tank.	7. Jay fell _____
4. The snails _____ the race.	8. The snails _____ the race.

2. Circle the correct answer.

- "Put **them** in the fish tank." **Then** means _____ in this sentence.
 - Jay and Mark
 - The snails
- "Now **they** were ready to race." **They** means _____ in this sentence.
 - The snails
 - Jay and Mark
- How many snails did Mark and Jay put in the fish tank?
 - One snail
 - Two snails
 - Three snails
- How did Mark and Jay feel when they watched the snails?
 - They were excited.
 - They were sleepy.
- When did Jay fall asleep?
 - Before the race finished
 - After the race finished

3 After Reading

A. Check Your Understanding Write the answer.

- Why are there a lot of snails at Mark's house? _____
- What was the problem with the race? _____
- What did Jay want at the end of the story? _____

B. Practice the New Words and Grammar

1. Choose and write.

- This book was good from beginning to _____.
- A _____ has a shell on its back. It moves very slowly.
- Dinner is _____. Go and wash your hands.
- I hurt my foot. So, I have to walk very _____.
- A: How old are you _____? B: My mom is 38 and my dad is 40.

Word Bank
 parents
snail
and
ready
slowly

2. Circle the correct be-verb.

- They was / were ready to race.
- There was / were only one problem with the race.
- There is / are always a lot of snails at his house.
- At the other end was / were the snails.

C. Write about Yourself Write the answer.

- Have you seen a snail? _____
- Where can you see snails? _____
- What do you usually do with your friends? _____

1 Pre-Reading

Part A. Warm up

Warm-up questions help students guess what the passage is about.

Part B. Learn the New Words

The target words are introduced in this activity.

2 During Reading

Part A. Find the Main Idea

This question asks the student to identify the main idea of the passage.

Part B. Practice the Reading Skills

- Identifying feelings and attitudes
- Identifying details
- Making inferences
- Identifying cohesion: pronouns
- Understanding cause and effect
- Understanding the order of events

3 After Reading

Part A. Check Your Understanding

These questions check the students' comprehension of the reading passages.

Part B. Practice the New Words and Grammar

Here the student has their first opportunity to review the target words.

Part C. Write about Yourself

The exercise asks the student to write a personal response to the passage.

Meet the Characters

Dad

This is Dad.
Dad is 38 years old.
He likes vacations and his family.

Mom

This is Mom.
Mom is 37 years old.
She likes watching soccer and gardening.

Grandma

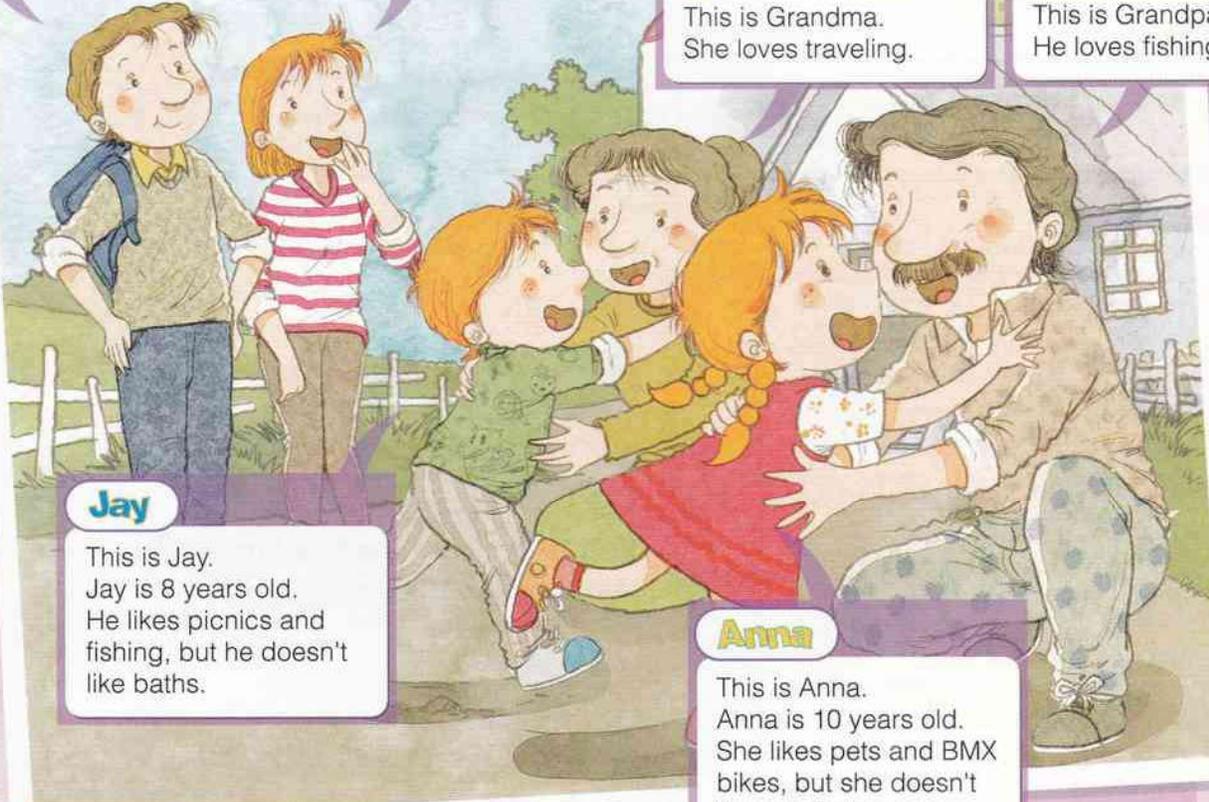
(Mom's mother)

This is Grandma.
She loves traveling.

Grandpa

(Mom's father)

This is Grandpa.
He loves fishing.



Jay

This is Jay.
Jay is 8 years old.
He likes picnics and fishing, but he doesn't like baths.

Anna

This is Anna.
Anna is 10 years old.
She likes pets and BMX bikes, but she doesn't like gardening.

George

This is George.
He is Anna's pet parrot.



Jenny

(Anna's friend)

This is Jenny. She is Anna's friend. She can swim 100 meters!

Mark

(Jay's friend)

This is Mark.
He is Jay's friend. Mark and Jay often play together.

Part 1

Unit 01 Hungry Squirrels 09

Unit 02 Baseball 13

Unit 03 Shrek the Sheep 17

Unit 04 Circus Kate 21

Unit 05 The Really Good Book 25

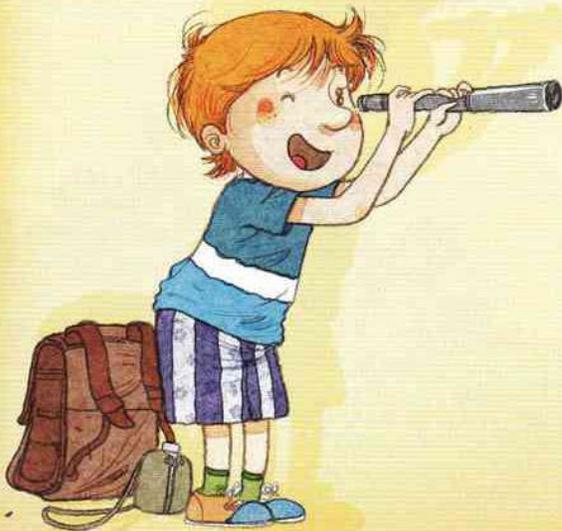
Unit 06 Food of Kings 29

Unit 07 Lost! 33

Unit 08 Cookie Time 37

Unit 09 Australian Magpies 41

Unit 10 The Diving Pool 45



Hi, friends.
Welcome to
Reading Train 3.

Have fun and
study hard!

Mmmm,
Reading Train 3
for dessert!



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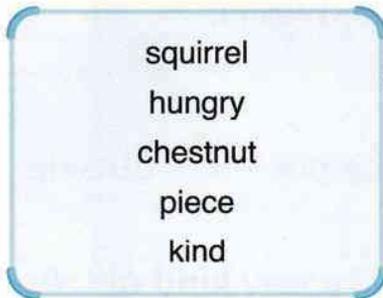


1 Pre-Reading

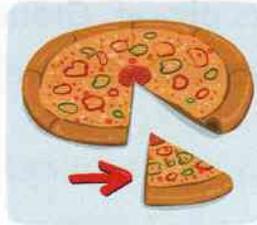
A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are Mom and Anna?
- 2 Where are the squirrels?
- 3 What are the squirrels eating?

B. Learn the New Words Choose and write.



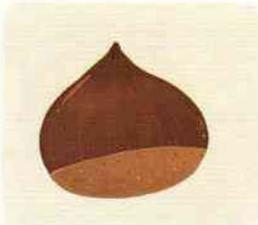
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2



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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Squirrels eat chestnuts. | <input type="radio"/> b Anna gives chestnuts to squirrels. |
| <input type="radio"/> c Anna is very kind. | <input type="radio"/> d Anna gets chestnuts from her grandma. |

Hungry Squirrels



Anna loves **squirrels**. Squirrels can get **hungry** in winter, so Anna likes to help them. She gives them **chestnuts** to eat.

Today, Anna had a problem because she was out of chestnuts.

"Hmmm, where can I get some chestnuts?" Anna thought.

"I know," she said to **herself**, "Grandma always has some."

Anna walked to Grandma's house.

"Can I have some chestnuts please, Grandma?" asked Anna.

"Sure, Anna," answered Grandma. "Here you are."

At home, Anna cut the chestnuts into **pieces**. Then she put **them** outside.

Soon, three squirrels were eating chestnuts.

"Wow, look at those squirrels!" said Mom. "You are a very **kind** girl, Anna."

"Yes, I am!" she said, and she smiled.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

Problem 1	Squirrels are _____ in winter.
Action 1	Anna gives them _____.
Problem 2	Anna was _____ chestnuts.
Action 2	She got some chestnuts from her _____.

2. Circle the correct answer.

- "I know," she said to **herself**." **Herself** means _____ in this sentence.
a Anna *b* Grandma
- "She put them outside." **Them** means _____ in this sentence.
a Squirrels *b* Chestnuts
- Why do squirrels get hungry in winter?
a They eat more in winter. *b* It's hard to find food in winter.
- "Anna was out of chestnuts." What does this sentence mean?
a She didn't have any chestnuts. *b* She ate some chestnuts.
- How did Anna feel when she said, "Yes, I am!"?
a She felt proud. *b* She felt funny.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 How does Anna help the squirrels? _____
- 2 What was Anna's problem? _____
- 3 Who gave Anna some chestnuts? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Would you like another _____ of cake?
- 2 _____ live in trees and eat nuts. They have thick tails.
- 3 I'm very _____. I want to eat now!
- 4 A: I'll help you. B: Thanks. That's very _____ of you.
- 5 Cooked _____ are very delicious.

Word Bank

Squirrels
hungry
chestnuts
piece
kind

2. Find the mistake and correct it.

- 1 Anna ~~love~~ squirrels. → _____ loves
- 2 Anna likes help them. → _____
- 3 Three squirrels were eat chestnuts. → _____
- 4 Grandma always have some chestnuts. → _____

C. Write about Yourself Write the answer.

- 1 Do you like squirrels? _____
- 2 Where can you see squirrels? _____
- 3 What else do squirrels eat? _____

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1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are Jay and Dad?
- 2 How do Jay and Dad feel?
- 3 What are Jay and Dad holding?

B. Learn the New Words Choose and write.

Saturday
baseball
stadium
gate
hotdog

1



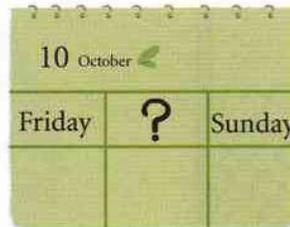
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3



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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Baseball games are exciting.
- b Jay likes baseball.
- c Jay goes to a baseball game with his dad.
- d Jay's team is winning.

Baseball

Jay's dad had a surprise for **him** last **Saturday**.

"Would you like to go to a **baseball** game?" he asked.

"Yes, please!" answered Jay.

They got to the **stadium** and followed the people through the **gate**. Inside, Jay was surprised. The stadium was very big, and there were a lot of people everywhere. This was Jay's first baseball game, so **he** didn't know what to do.

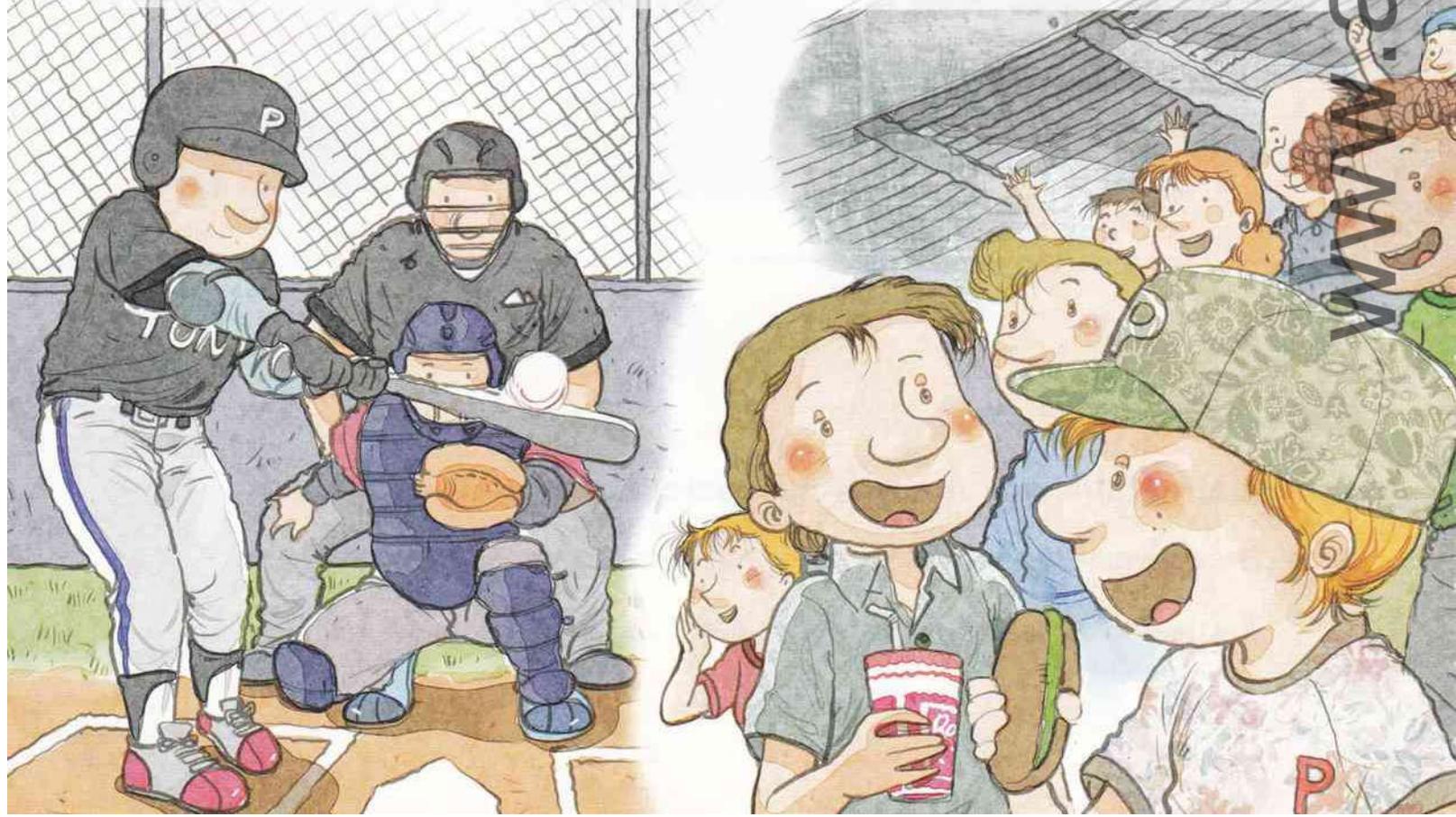
"The game starts in 30 minutes," said Dad. "Let's get some **hotdogs** and some drinks."

"Sounds good, Dad," said Jay.

Soon, the game started. The team Jay liked batted first, and the second batter hit a huge home run.

"This is going to be a good game, Dad," said Jay.

"Yeah, I think you're right!" Dad replied.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

followed baseball had stadium went people					
What did Jay see?			What did Jay do?		
- a big _____			- _____ into the stadium		
- a lot of _____			- _____ the people through the gate		
- a _____ game			- _____ hotdogs and drinks		

2. Circle the correct answer.

1 "Jay's dad had a surprise for **him**." **Him** means _____ in this sentence.

a Jay

b Jay's dad

2 "**He** didn't know what to do." **He** means _____ in this sentence.

a Jay

b Jay's dad

3 How did Jay feel when he went inside the stadium?

a He was hungry.

b He was surprised.

4 Why didn't Jay know what to do?

a It was Jay's first baseball game.

b There were a lot of people.

5 How did Jay feel when he said, "This is going to be a good game."?

a He was surprised.

b He was excited.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 What was Dad's surprise for Jay? _____
- 2 Does Jay go to baseball games often? _____
- 3 What did they do before the game started? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 They built a new _____ for the Olympic Games.
- 2 We closed the _____ after we went out.
- 3 A _____ has a sausage in it.
- 4 John is a catcher in the school _____ team.
- 5 Today is Friday. Tomorrow is _____.

Word Bank

Saturday
baseball
stadium
gate
hotdog

2. Find the mistake and correct it.

- 1 Would you like to go to baseball game? → _____
- 2 There was a lot of people. → _____
- 3 This is go to be a good game. → _____
- 4 They got to the stadium and follow the people. → _____

C. Write about Yourself Write the answer.

- 1 Can you play baseball? _____
- 2 Have you been to a stadium? _____
- 3 Which sport do you like to watch? _____

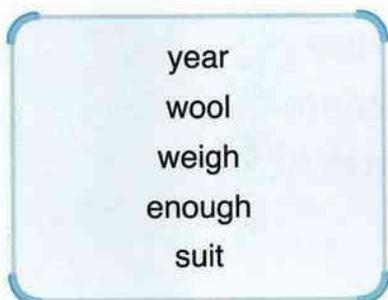


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What animal can you see?
- 2 What is strange about the sheep in the photograph?
- 3 What is the girl doing to the sheep?

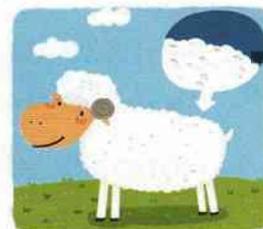
B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a The sheep wanted to be alone.
- b Everyone knows Shrek, the green ogre.
- c Sheep get a hair-cut every year.
- d The sheep didn't get a hair-cut for 6 years.

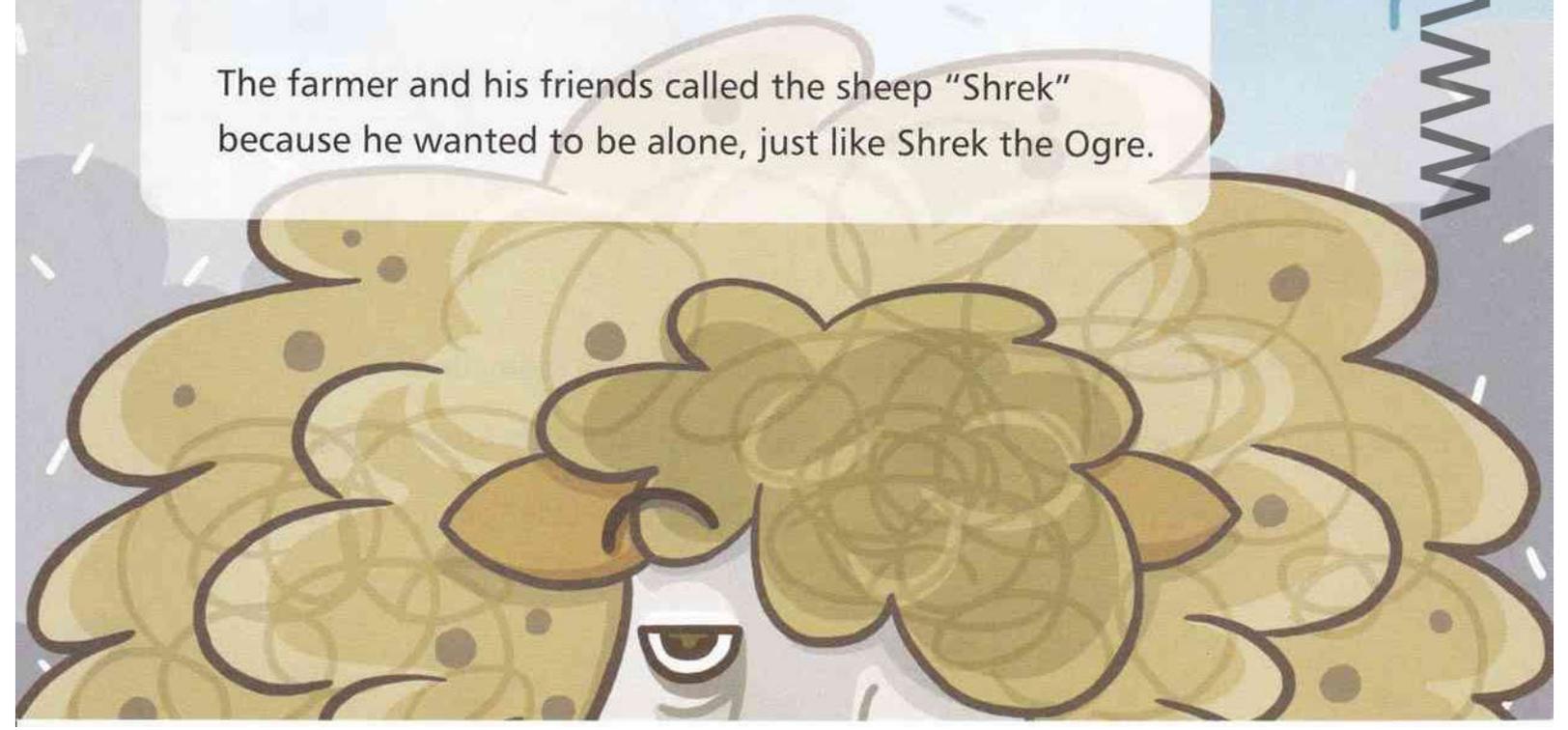
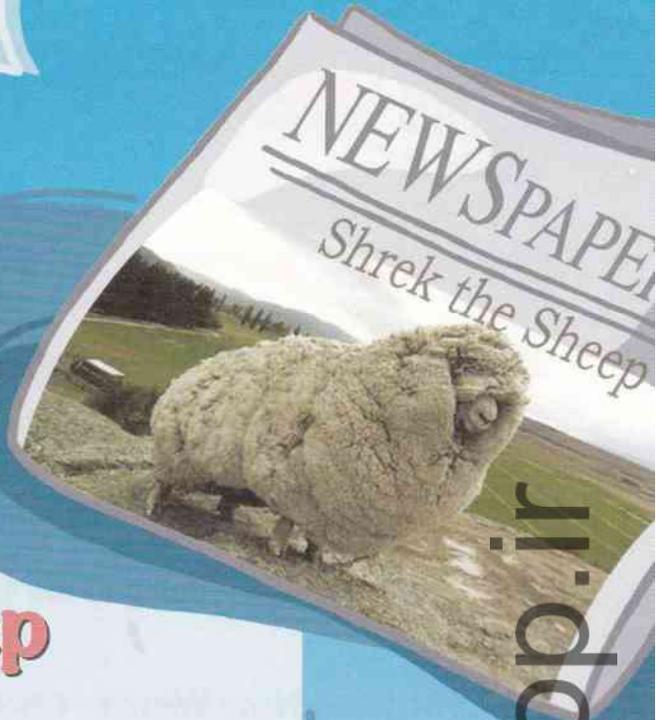


Shrek the Sheep

Everyone knows Shrek, the green ogre, but do you know Shrek the Sheep? Shrek the Sheep lives in New Zealand. He is a special kind of sheep called a Merino. Normally, sheep get a hair-cut every **year**, but Shrek is famous because he kept his **wool** for 6 years!

Shrek didn't want the farmer to give him a hair-cut, so **he** hid from **him** in a rock cave. When the farmer finally caught him and cut off his wool, **it** weighed 27kg! It was **enough** to make **suits** for 20 men.

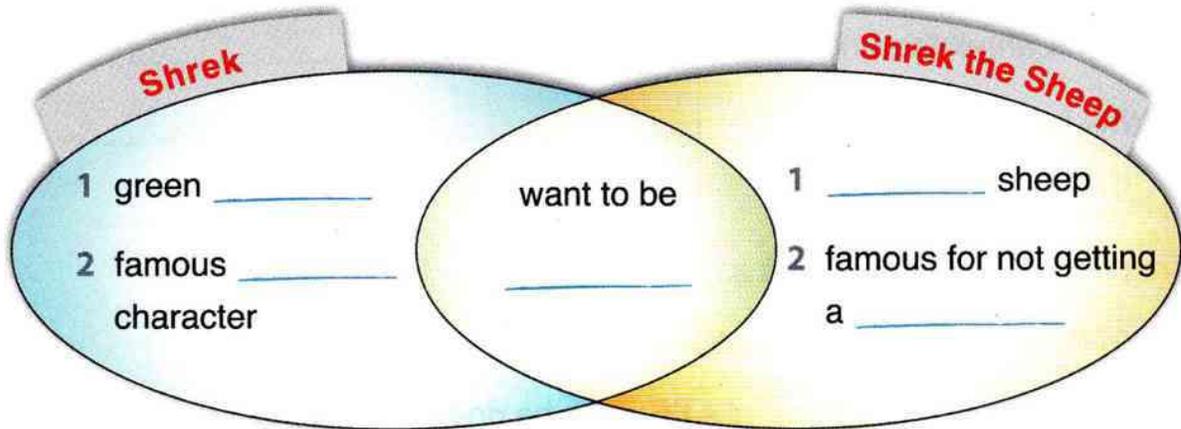
The farmer and his friends called the sheep "Shrek" because he wanted to be alone, just like Shrek the Ogre.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

movie alone hair-cut Merino ogre



2. Circle the correct answer.

1 "He hid from him." What does this sentence mean?

- a* The sheep hid from the farmer. *b* The farmer hid from the sheep.

2 "It weighed 27kg!" It means _____ in this sentence.

- a* The sheep *b* The wool

3 How often do sheep usually get a hair-cut?

- a* Every month *b* Every year

4 How long did Shrek the Sheep keep his wool?

- a* He kept it all his life. *b* He kept it for 6 years.

5 How much did Shrek's wool weigh?

- a* 20kg *b* 27kg

3 After Reading

A. Check Your Understanding Write the answer.

- 1 Where does Shrek the Sheep live? _____
- 2 Why is Shrek the Sheep famous? _____
- 3 Why is the sheep called "Shrek"? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 He wears a _____ and a tie when he goes to work.
- 2 This sweater is made of _____. It's very warm.
- 3 There are 365 days in a _____.
- 4 We don't have _____ food. We need to go shopping.
- 5 He's very thin. He _____ only 46 kilograms.

Word Bank

year
wool
weighs
enough
suit

2. Write the verb in the past tense.

- 1 He _____ from him in a rock cave.
- 2 The farmer _____ him and _____ off his wool.
- 3 He _____ his wool for 6 years.
- 4 It _____ 27kg!

C. Write about Yourself Write the answer.

- 1 Have you seen the movie "Shrek"? _____
- 2 What things are made of wool? _____
- 3 How often do you get a hair-cut? _____



1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What is Kate doing in pictures 1 and 2?
- 2 What is Kate doing in picture 3?
- 3 How does Mom feel in picture 4?

B. Learn the New Words Choose and write.

circus
juggler
tennis
throw(threw)
land

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Kate plays and acts like a juggler. b Kate plays tennis with three balls.
- c Kate went to see a circus. d Kate juggles very well.

Circus Kate



Kate was playing in the backyard.

"I want to be in the **circus**," she thought.

"What can I be?"

She kept thinking for a long time. Suddenly, she had an idea.



"Yes, I will be a **juggler!**" she said to herself.

Kate practiced her best juggler voice.

"First, I am going to juggle **tennis balls**," she said loudly.

Kate picked up three tennis balls and **threw them** in the air. They **landed** everywhere.



"Too easy!" she said. "Now I'm going to juggle tennis rackets!"

She picked up three tennis rackets and threw them up.

They also landed everywhere.

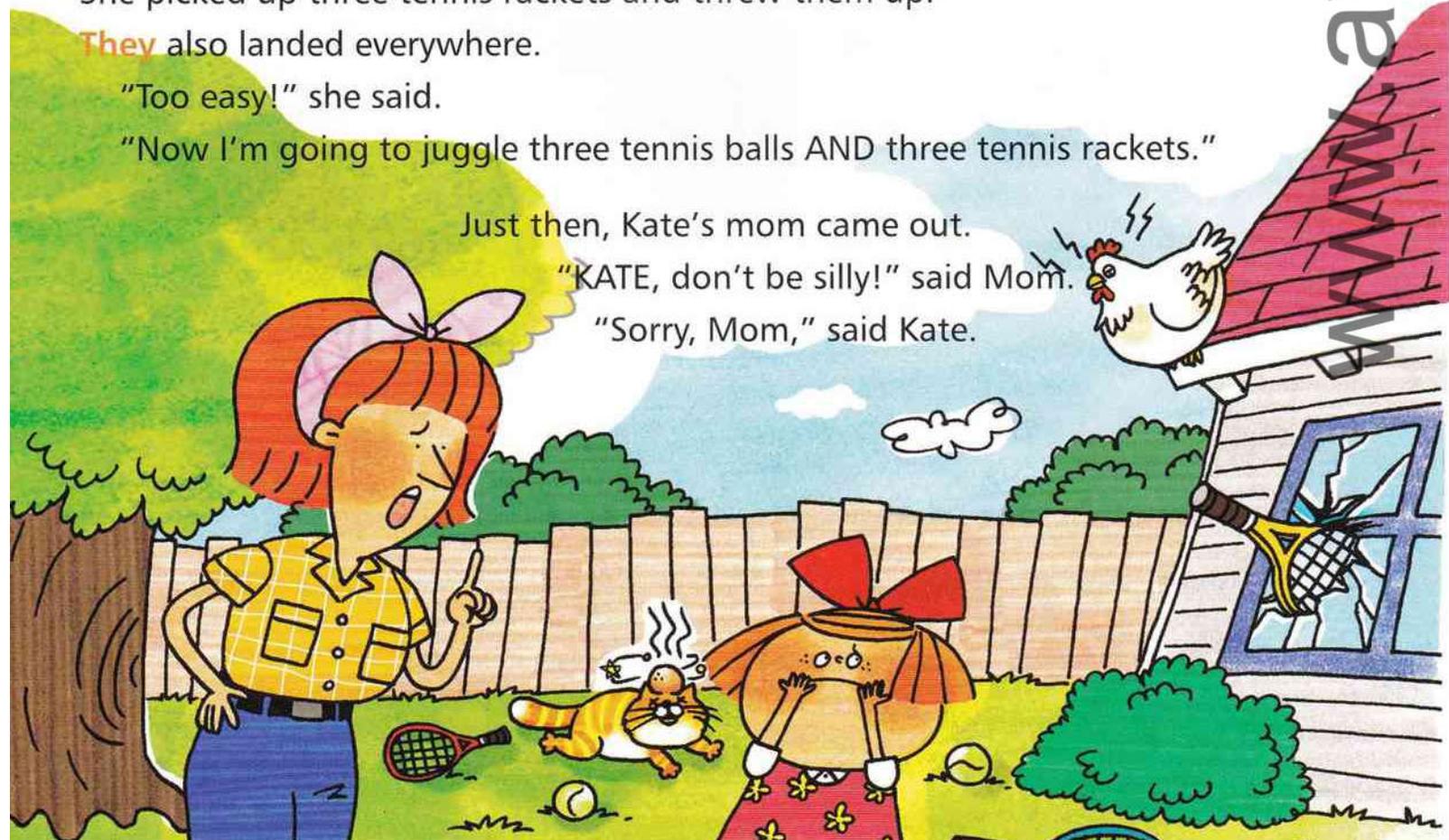
"Too easy!" she said.

"Now I'm going to juggle three tennis balls AND three tennis rackets."

Just then, Kate's mom came out.

"KATE, don't be silly!" said Mom.

"Sorry, Mom," said Kate.



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Is Kate a good juggler? _____
- 2 Kate said, "Too easy." Was it really too easy for her? _____
- 3 Did Kate really juggle three tennis balls and three rackets? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 _____ the ball to me. I'll catch it.
- 2 You can see clowns and acrobats at a _____.
- 3 The airplane will _____ at the airport at 4:30.
- 4 My dad is a good _____ player.
- 5 The _____ can juggle six balls.

Word Bank

circus
juggler
tennis
Throw
land

2. Write the verb in the future tense using "be going to."

- 1 **juggle** Kate _____ tennis balls.
- 2 **practice** I _____ juggling.
- 3 **pick** He _____ up the tennis rackets.
- 4 **throw** They _____ the tennis balls.

C. Write about Yourself Write the answer.

- 1 Have you been to a circus? _____
- 2 Can you juggle? _____
- 3 What do you want to be when you grow up? _____



1 Pre-Reading

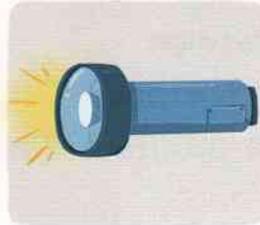
A. Warm Up Look at the picture on the next page and talk about it.

- 1 How does Anna feel?
- 2 What is Anna doing in bed?
- 3 What is Anna holding in her hand?

B. Learn the New Words Choose and write.

Friday
borrow
dinner
plan
flashlight

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Anna goes to the library on Fridays.
- b Anna read a really good book.
- c Anna had a plan for bedtime.
- d Anna was tired in the morning.

The Really Good Book

Anna's mom usually takes Anna and Jay to the library on **Friday** afternoons.

Last Friday, Anna **borrowed** a really good book. **It** was so good. She couldn't stop reading it!

At dinner time, Anna was late.

"Dinner's ready!" Mom yelled.

"In a minute, Mom," Anna shouted. "I'm reading this book."

Later, it was time to take a shower.

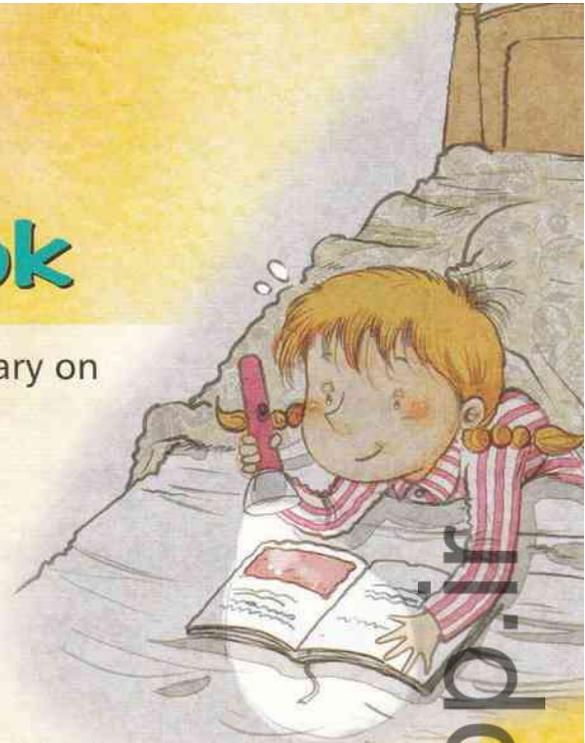
"Shower time, Anna," yelled Mom.

"In a minute, Mom," Anna shouted. "I'm reading this book."

Then it was bedtime. Anna was happy to go to bed because she had a **plan**. She had a **flashlight** in her room, and she was going to read her book all night!

The next morning, Anna was tired. **Her** mom looked at **her**.

"Was it a good book Anna?!" she asked, smiling.



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Where did Anna go last Friday? _____
- 2 Why couldn't she stop reading the book? _____
- 3 What was her plan for bedtime? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 It's dark outside. I need a _____.
- 2 I eat _____ at 8 o'clock at night. I usually have rice.
- 3 Can I _____ your pencil? I forgot to bring mine.
- 4 Today is _____. Tomorrow is Saturday.
- 5 What are your _____ for the weekend?

Word Bank

Friday
borrow
dinner
plans
flashlight

2. Find the mistake and correct it.

- 1 Mom usually take Anna to the library on Fridays. → _____
- 2 She couldn't stop read it! → _____
- 3 Anna was happy go to bed. → _____
- 4 "Were it a good book Anna?" she asked. → _____

C. Write about Yourself Write the answer.

- 1 Do you like reading? _____
- 2 What's your favorite book? _____
- 3 How often do you go to the library? _____

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1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Who are the people?
- 2 What are they doing?
- 3 What food can you see?

B. Learn the New Words Choose and write.

chocolate
sweet
add
sugar
secret

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Chocolate is sweet. | <input type="radio"/> b Chocolate has an interesting history. |
| <input type="radio"/> c Chocolate was a drink. | <input type="radio"/> d Many people enjoy chocolate now. |

Food of Kings



Chocolate

Chocolate has an interesting history. The South Americans were the first people to make **chocolate**. Chocolate was not **sweet** and it was not solid. **It** was a drink!

Not everybody used chocolate. Only kings, priests, and special soldiers could drink it. People even used chocolate as money!

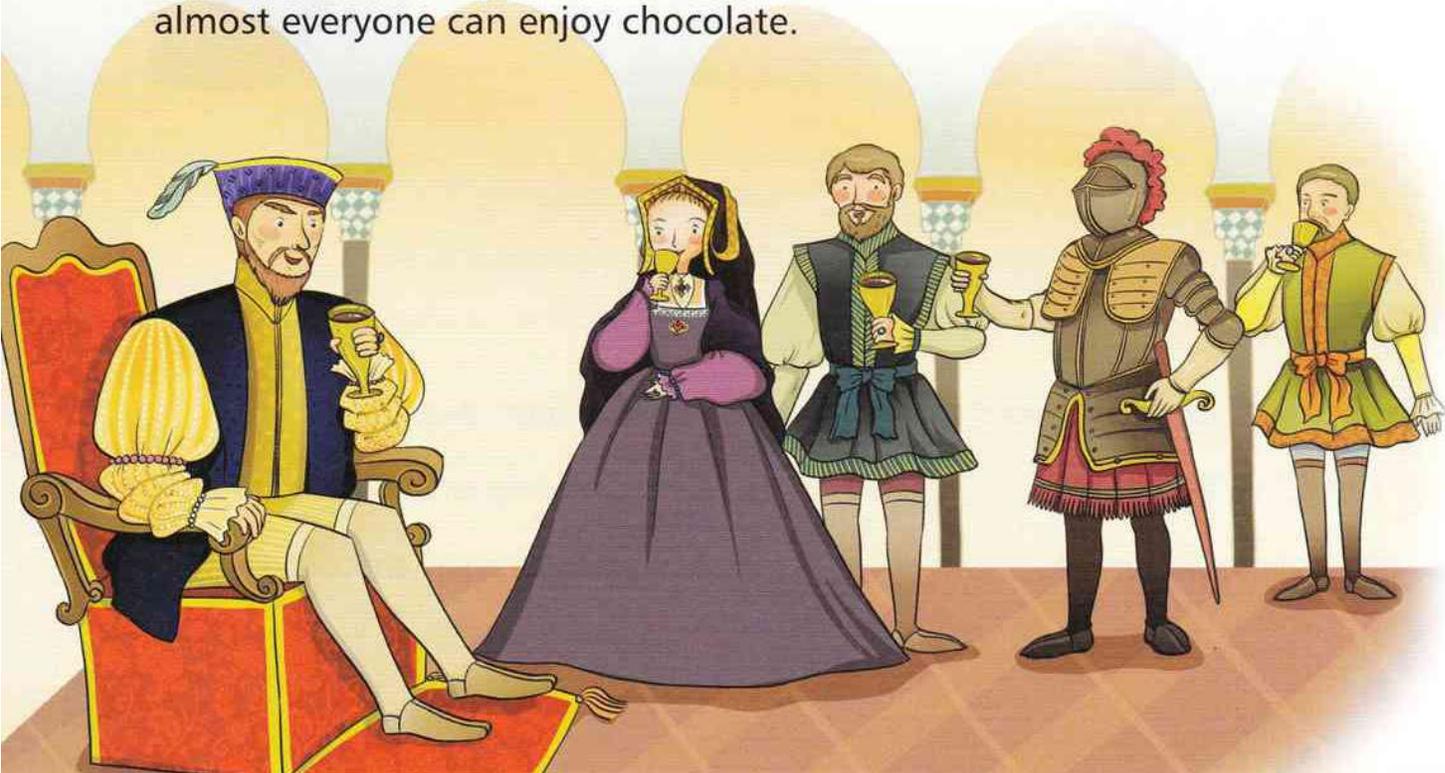
Later, Spanish explorers took chocolate to Spain. The Spanish **added sugar** to make chocolate sweet. For 100 years, Spain kept chocolate a **secret**.

When people outside Spain discovered chocolate, **they** had to share it. It was too delicious. However, chocolate was hard to get. So, it became a symbol of power.

In the 1800's, people learned how to make chocolate solid. Now, almost everyone can enjoy chocolate.



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B. Practice the Reading Skills

1. Read the story again and match. Who did what?

1 The South Americans...

...took chocolate to Spain.

2 Spanish explorers...

...made chocolate solid.

3 The Spanish...

...made chocolate first.

4 People in the 1800's...

...made chocolate sweet.

2. Circle the correct answer.

1 "It was a drink!" It means _____ in this sentence.

a History

b Chocolate

2 "They had to share it." They means _____ in this sentence.

a Spanish people

b People outside Spain

3 What was the first chocolate like?

a It was solid.

b It was a drink.

4 Why did chocolate become a symbol of power?

a Only powerful people could drink chocolate.

b Chocolate was a powerful drink.

5 How did chocolate travel around the world?

a Spain → South America → Other countries

b South America → Spain → Other countries

3 After Reading

A. Check Your Understanding Write the answer.

- 1 Who could drink chocolate a long time ago? _____
- 2 How did the Spanish make chocolate sweet? _____
- 3 Why couldn't people keep chocolate a secret? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Do you want _____ in your coffee, Mom?
- 2 Honey tastes _____.
- 3 It's a _____. Don't tell anyone about it.
- 4 _____ is dark brown. It's sweet too.
- 5 If you _____ 2 and 4, you get 6.

Word Bank

Chocolate
sweet
add
sugar
secret

2. Find the mistake and correct it.

- 1 Chocolate has a interesting history. → _____
- 2 People learned what to make chocolate solid. → _____
- 3 For 100 years, Spain keep chocolate a secret. → _____
- 4 People even used chocolate with money! → _____

C. Write about Yourself Write the answer.

- 1 Do you like chocolate? _____
- 2 How often do you eat chocolate? _____
- 3 Why do many people enjoy chocolate? _____

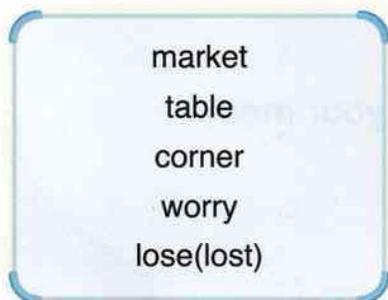


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Who is the man next to Anna?
- 2 What is he holding in his hand?
- 3 How does Anna feel?

B. Learn the New Words Choose and write.



1



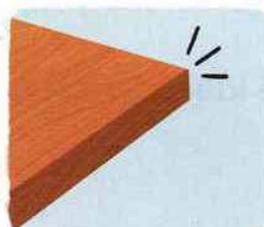
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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a Anna went shopping with her mom. b Anna made a mistake.
- c Anna lost her mom at the market. d Anna met a police officer.

Lost!

Today, my mom and I went to an outdoor shopping market. I was so excited! I ran from table to table. I looked at all the things for sale. I ran around the corner to look at some cool cell phones. This was a mistake.

I couldn't see my mom anywhere. I was afraid and started to worry. Luckily, I met a police officer.

"What's wrong?" asked the police officer.

"I lost my mom," I answered.

I showed him a picture of my mom.

"Don't worry," said the police officer. "We will find your mom together."

The police officer used his bullhorn.

"Is anyone missing their child?" shouted the police officer.

"Oh no, this is embarrassing," I thought.

Suddenly, I saw my mom. She looked worried, but then she saw me!



B. Practice the Reading Skills

1. Read the story again and complete the chart.

met	lost	saw	went	used	
embarrassed	lucky	happy	afraid	excited	worried

What happened?

How did Anna feel?

- 1 Anna and her mom _____ to a market.
- 2 She _____ her mom.
- 3 She _____ a police officer.
- 4 The police officer _____ his bullhorn.
- 5 She _____ her mom.

_____ and _____

2. Circle the correct answer.

- 1 Anna ran around the corner to look at cell phones. What happened next?
a She saw her mom suddenly. *b* She couldn't see her mom anywhere.
- 2 What did Anna show the police officer?
a a picture of her mom *b* a bullhorn
- 3 "Oh, no, this is embarrassing," thought Anna. Why?
a She lost her mom. *b* Everyone could hear what the police officer said.
- 4 How did Mom feel when she was looking for Anna?
a She was worried. *b* She was angry.

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3 After Reading

A. Check Your Understanding Write the answer.

- 1 What was Anna's mistake? _____
- 2 What did the police officer do? _____
- 3 Did Anna find her mom in the end? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Please sit at the _____. We'll eat now.
- 2 Don't _____. Everything will be OK.
- 3 There is a bakery around the _____.
- 4 I can't open the door because I _____ my key.
- 5 We bought some apples at the _____.

Word Bank

market
table
corner
worry
lost

2. Find the mistake and correct it.

- 1 I couldn't see my mom nowhere. → _____
- 2 Lucky, I met a police officer. → _____
- 3 "Oh no, this is embarrassed." → _____
- 4 She looked worry. → _____

C. Write about Yourself Write the answer.

- 1 Do you like going to an outdoor market? _____
- 2 Have you ever lost your mom? _____
- 3 What would you do if you lost your mom? _____

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1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What food can you see?
- 2 What is Mark saying?
- 3 How does Jay feel?

B. Learn the New Words Choose and write.



1



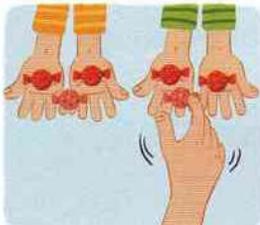
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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Mark visits Jay every weekend. | <input type="radio"/> b Jay had a good idea. |
| <input type="radio"/> c Jay and Mark are good friends. | <input type="radio"/> d Jay baked cookies for Mark. |

Cookie Time



Jay's friend Mark always visited on the **weekend**. This weekend, Jay had a good idea. He planned to bake some cookies to **share** with Mark. Jay asked his mother for permission.

"Can I bake some cookies for Mark, Mom?" asked Jay.

"Sure, you can," answered his mom. "Just follow the recipe."

"OK," said Jay.

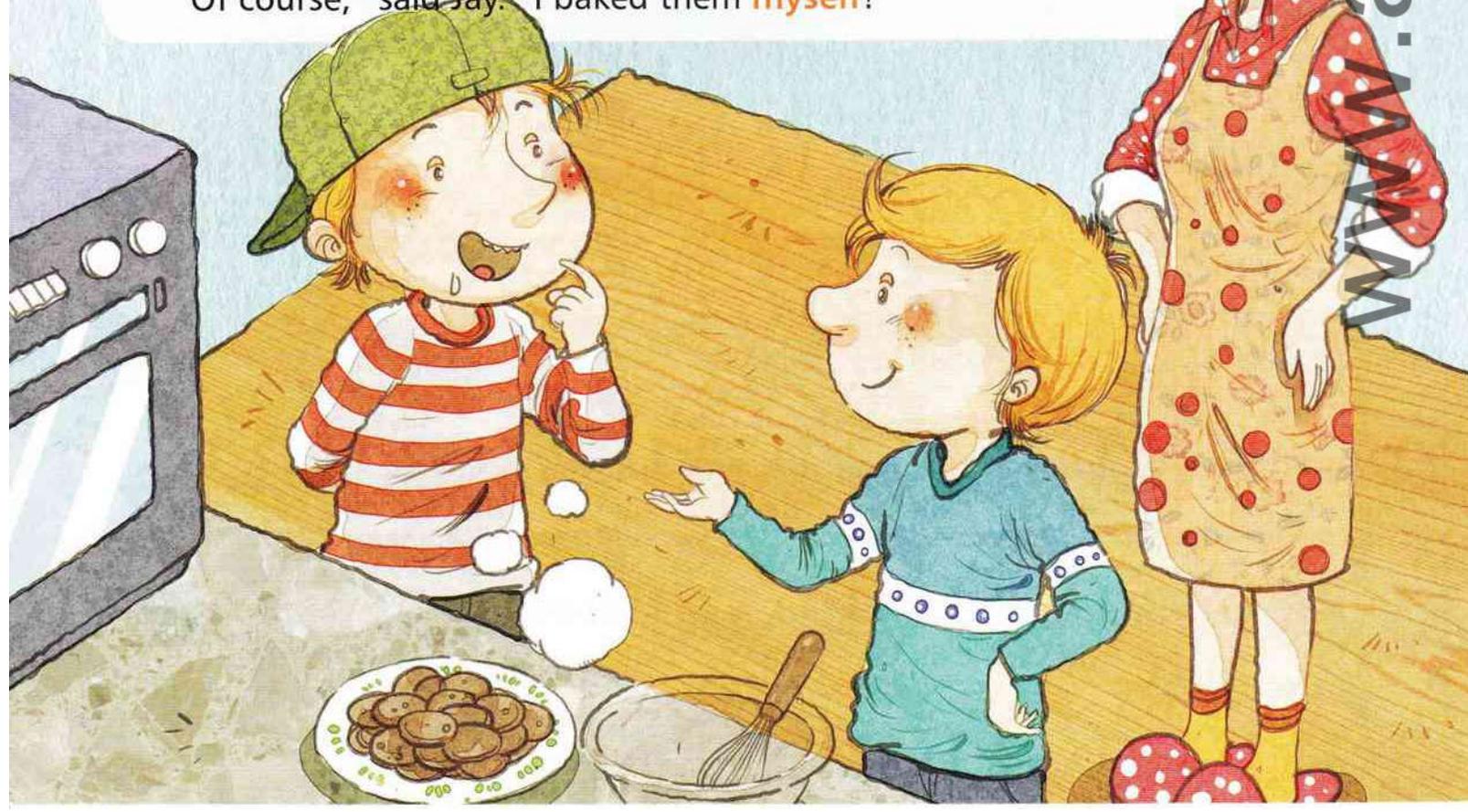
First, Jay opened the cupboard and found flour, butter, sugar, and chocolate chips. "Mmmmm, chocolate chip cookies!" thought Jay. Next, he **mixed** everything in a big bowl. Finally, he baked the cookies in the **oven**.

"**Those** look good!" said his mom.

Just then, Mark arrived at Jay's house.

"Wow, those cookies **smell** really good. Can I have some?" asked Mark.

"Of course," said Jay. "I baked them **myself!**"



B. Practice the Reading Skills

1. Read the story again. Number the sentences in the correct order.

- Mark said, "Wow, those cookies smell really good."
- He mixed everything in a big bowl.
- He found flour, butter, sugar, and chocolate chips.
- 1 Jay planned to bake some cookies to share with Mark.
- He baked the cookies in the oven.

2. Circle the correct answer.

- 1 "Those look good!" **Those** means _____ in this sentence.
a Ovens *b* Cookies

- 2 "I baked them **myself**." **Myself** means _____ in this sentence.
a Jay *b* Mark

- 3 Jay asked his mother for permission. What was the permission for?
a For baking some cookies *b* For inviting Mark this weekend

- 4 What was Mom's advice?
a Bake some cookies for Mark. *b* Just follow the recipe.

- 5 How did Jay feel when he said, "I baked them myself!"?
a He was worried. *b* He was proud.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 Jay had a good idea. What was it? _____
- 2 What did he do first? _____
- 3 Do you think Jay's cookies were nice? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 We _____ a large pizza.
- 2 You can bake cookies and cakes in the _____.
- 3 If you _____ red and blue, you get purple.
- 4 The _____ is Saturday and Sunday.
- 5 Someone is baking cookies. I can _____ them.

Word Bank

weekend
shared
mix
oven
smell

2. Write the verb in the past tense.

- 1 **plan** Jay _____ to bake some cookies.
- 2 **have** Jay _____ a good idea.
- 3 **think** "Mmmmmm, chocolate chip cookies!" _____ Jay.
- 4 **arrive** Mark _____ at Jay's house.

C. Write about Yourself Write the answer.

- 1 Can you cook? _____
- 2 Can you bake cookies? _____
- 3 What did you do last weekend? _____

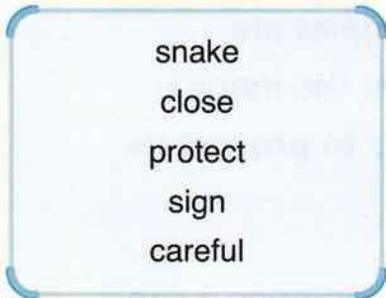


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What color is the bird?
- 2 What is it doing?
- 3 Does it look scary?

B. Learn the New Words Choose and write.



1



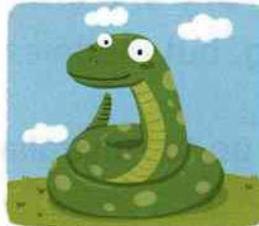
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3



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5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a Magpies can be dangerous in spring. | <input type="radio"/> b Be careful in Australia. |
| <input type="radio"/> c There are dangerous animals in Australia. | <input type="radio"/> d Magpies are scary. |



Australian Magpies

There are lots of dangerous animals in Australia. **They** have dangerous **snakes** and spiders. There are dangerous magpies too. Dangerous magpies?! Yes, Australian magpies are sometimes dangerous to humans.

The problem happens in the spring, when the magpies are nesting. When you get too **close** to a magpie nest, the magpie flies down and tries to frighten you away. It wants to **protect** its nest and family.

A nesting magpie will usually surprise you, and sometimes it can hurt **your** head or eyes. In parks, there are **signs** to warn you when magpies are nesting, but magpies live in other places too.

So, be very **careful** if you go to Australia in the spring!



3 After Reading

A. Check Your Understanding Write the answer.

- 1 What happens if you get too close to a nest? _____
- 2 Why do the magpies do that? _____
- 3 Why are there signs in the park? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Be _____! The water is very hot.
- 2 A _____ has a long body and no legs.
- 3 The bus stop is very _____. It's only 2 minutes away.
- 4 Look at the _____. It says 'No Smoking!'
- 5 Wearing a helmet will _____ your head.

Word Bank

snake
close
protect
sign
careful

2. Write the verb in the present tense.

- 1 Australian magpies _____ sometimes dangerous to humans.
- 2 The problem _____ in the spring.
- 3 The magpie _____ down and _____ to frighten you away.
- 4 It _____ to protect its family.

C. Write about Yourself Write the answer.

- 1 Do you know where Australia is? _____
- 2 What other animals live in Australia? _____
- 3 Where can you see a bird's nest? _____



1 Pre-Reading

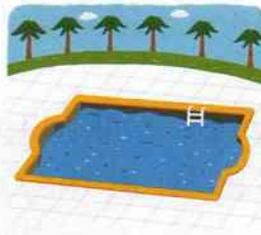
A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are Anna and Jenny?
- 2 What are they doing?
- 3 How are they feeling? Why?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|---|
| <input type="radio"/> a Anna and Jenny like swimming. | <input type="radio"/> b Anna and Jenny go in the diving pool. |
| <input type="radio"/> c The diving pool is too deep. | <input type="radio"/> d Anna and Jenny are good swimmers. |

The Diving Pool

Anna likes to go to the **swimming pool** with her friend, Jenny. They love to swim in the big pool, but they don't swim in the diving pool. It is too deep!

Anna and Jenny were at the pool yesterday, and Jenny had an idea.

"Maybe we should go in the diving pool today," said Jenny.

"Are you sure?" Anna asked.

"Yes," answered Jenny. "I think we can do it. We are good **swimmers**."

"Hmmm... OK, let's go," Anna said.

They climbed out of the big pool, walked to the diving pool and jumped in.

Anna and Jenny **dived** down as far as they could, then swam back up.

"Wow!" said Jenny. "We are very brave!"

"Yes, we are!" said Anna.



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Why didn't they swim in the diving pool before? _____
- 2 How far did they dive down into the diving pool? _____
- 3 How did they feel after diving? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 You shouldn't _____ here. The water is not deep.
- 2 In winter, we swim in the indoor _____.
- 3 A: Can I _____ you a question? B: Sure, what is it?
- 4 He can swim really fast. He's a good _____.
- 5 The test was hard. I couldn't _____ all the questions.

Word Bank

swimming pool
ask
answer
swimmer
dive

2. Choose and circle. Discuss your choice.

- 1 I ran to school as **fast / far** as I could because I was late.
- 2 Dive down as **far / hard** as you can. Then you can see the fish.
- 3 Eat as **much / fast** as you want. We have a lot of food.
- 4 I kicked the ball as **much / hard** as I could, but the goalkeeper caught it.

C. Write about Yourself Write the answer.

- 1 Do you like swimming? _____
- 2 How often do you go swimming? _____
- 3 Can you swim in the diving pool? _____

Part 2

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Hi, friends.
How is it going?

Do you enjoy
reading, George?

Oh, yes!
I love reading!

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1 Pre-Reading

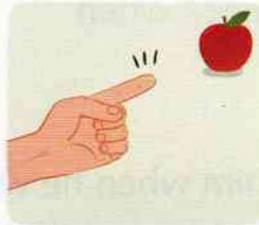
A. Warm Up Look at the picture on the next page and talk about it.

- 1 What is the girl doing?
- 2 How does the girl feel?
- 3 What can you see in the photos?

B. Learn the New Words Choose and write.

grandfather
album
photo
wedding
point

1



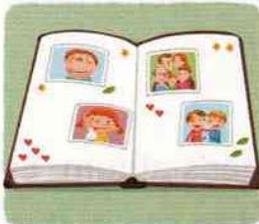
2



3



4



5



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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- a The girl likes to look at her grandfather's album. b The girl's grandfather died.
- c Grandfather brought the album from Europe. d The girl likes her grandfather.



Grandfather's Album

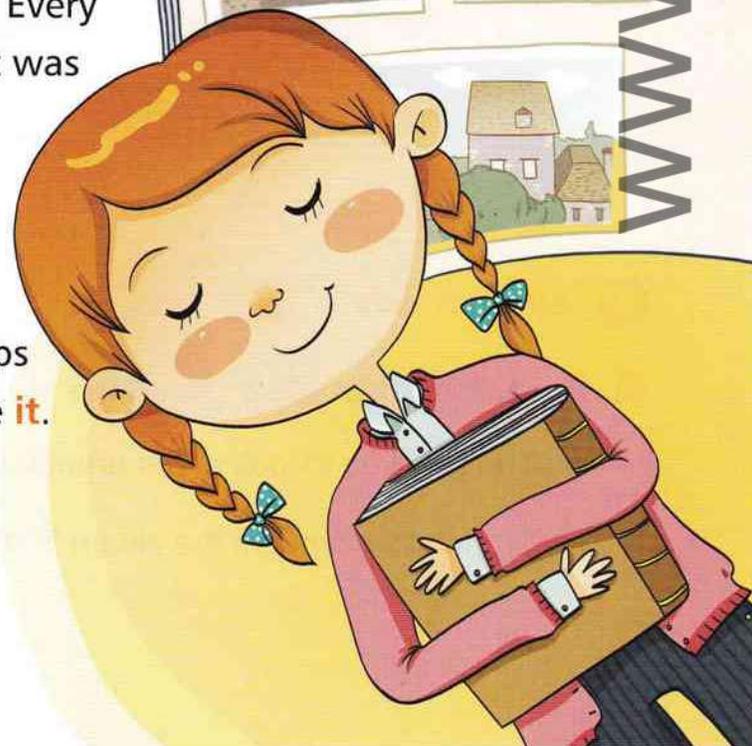


My **grandfather** had a special **album**. He brought it with him to America when he moved there from Europe.

In the album were **photos** of him when he was at school. There were photos of his **wedding**. There were pictures of his hometown too. He would **point** to a picture and tell me, "That building is not there anymore."

I loved to look at my grandfather's album. Every time I went to visit him, I asked to see it. It was special to sit with him and hear him talk.

My grandfather is no longer with me, but his album is. I like to look through it and think about his stories. The album helps me to remember him, so I am glad to have **it**.



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3 After Reading

A. Check Your Understanding Write the answer.

- 1 What photos are there in the album? _____
- 2 Who has Grandfather's album now? _____
- 3 Why is she glad to have the album? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 My aunt is getting married today. It's her _____ day.
- 2 I want to take a _____ with my new camera.
- 3 Where is France? _____ to France on the world map.
- 4 My father's father is my _____.
- 5 I have a lot of old photos in my _____.

Word Bank

grandfather
album
photo
wedding
Point

2. Write the verb in the past tense.

- 1 He _____ it with him to America.
- 2 He _____ there from Europe.
- 3 Every time I _____ to visit him, I _____ to see it.
- 4 There _____ photos of his wedding.

C. Write about Yourself Write the answer.

- 1 What photos do you have in your album? _____
- 2 Where do your grandparents live? _____
- 3 Do you see your grandparents often? _____



1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are the people from?
- 2 What are they eating?
- 3 How do they feel?

B. Learn the New Words Choose and write.

noodles
popular
cheap
pack
spicy

1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|---|
| <input type="radio"/> a Eating spicy noodles. | <input type="radio"/> b The history of instant noodles. |
| <input type="radio"/> c Cup noodles in Korea. | <input type="radio"/> d The taste of instant noodles. |

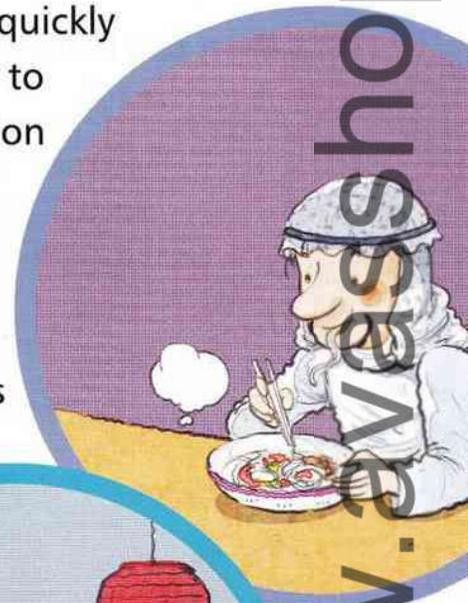
Instant Noodles

Nissin Foods is a Japanese company. **They** made the world's first instant **noodles** in Osaka, in 1958.

Nissin was also the first company to make cup noodles. People started eating this style of noodles in 1971.

Instant noodles came to South Korea in the 1960s. **They** quickly became very **popular** because they were **cheap** and easy to prepare. In 2007, South Korean people ate about 3.4 billion **packs**. That's 70 packs for each person!

South Koreans call their instant noodles 'ramyeon', and they are usually very **spicy**. Korean kids love them a lot - they even eat the noodles dry! People in other countries like Korean-style ramyeon too. You can buy it in more than 80 countries around the world.



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Which country made the first instant noodles? _____
- 2 Which company made the first cup noodles? _____
- 3 How do Korean-style noodles taste? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 This T-shirt is very _____. It's only \$1.
- 2 This soup is too _____. It has a lot of red peppers.
- 3 He ate a whole _____ of cookies by himself.
- 4 Do you like spaghetti _____?
- 5 Soccer is probably the most _____ sport in the world.

Word Bank

noodles
popular
cheap
pack
spicy

2. Find the mistake and correct it.

- 1 They make the first instant noodles in 1958. → _____
- 2 People started eat cup noodles in 1971. → _____
- 3 They do usually very spicy. → _____
- 4 You can buy it in more than 80 country. → _____

C. Write about Yourself Write the answer.

- 1 Do you like instant noodles? _____
- 2 What's your favorite instant noodle brand? _____
- 3 How many packs of instant noodles did you eat last week? _____

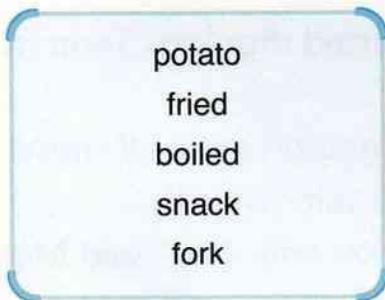


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What is Jay doing?
- 2 Who is Mom talking to?
- 3 Where are they?

B. Learn the New Words Choose and write.



1



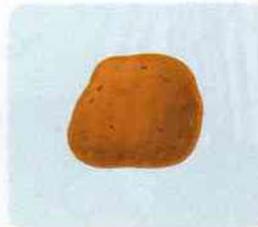
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3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|---|
| <input type="radio"/> a Jay digs some potatoes. | <input type="radio"/> b Jay works at a potato farm. |
| <input type="radio"/> c Jay eats too many potatoes. | <input type="radio"/> d Jay plants some potatoes. |

Digging for Potatoes

Jay loves **potatoes**. He loves baked potatoes, **fried** potatoes, **boiled** potatoes and mashed potatoes. He loves potato pies too. He loves potatoes for breakfast, for lunch, for dinner, and sometimes for a **snack!**

One day, Mom took Jay to a potato farm.

"We are going to dig some potatoes for our dinner," said Mom.

The farmer gave Jay a big **fork**.

"Here you are Jay," said the farmer. "You can dig with **this**."

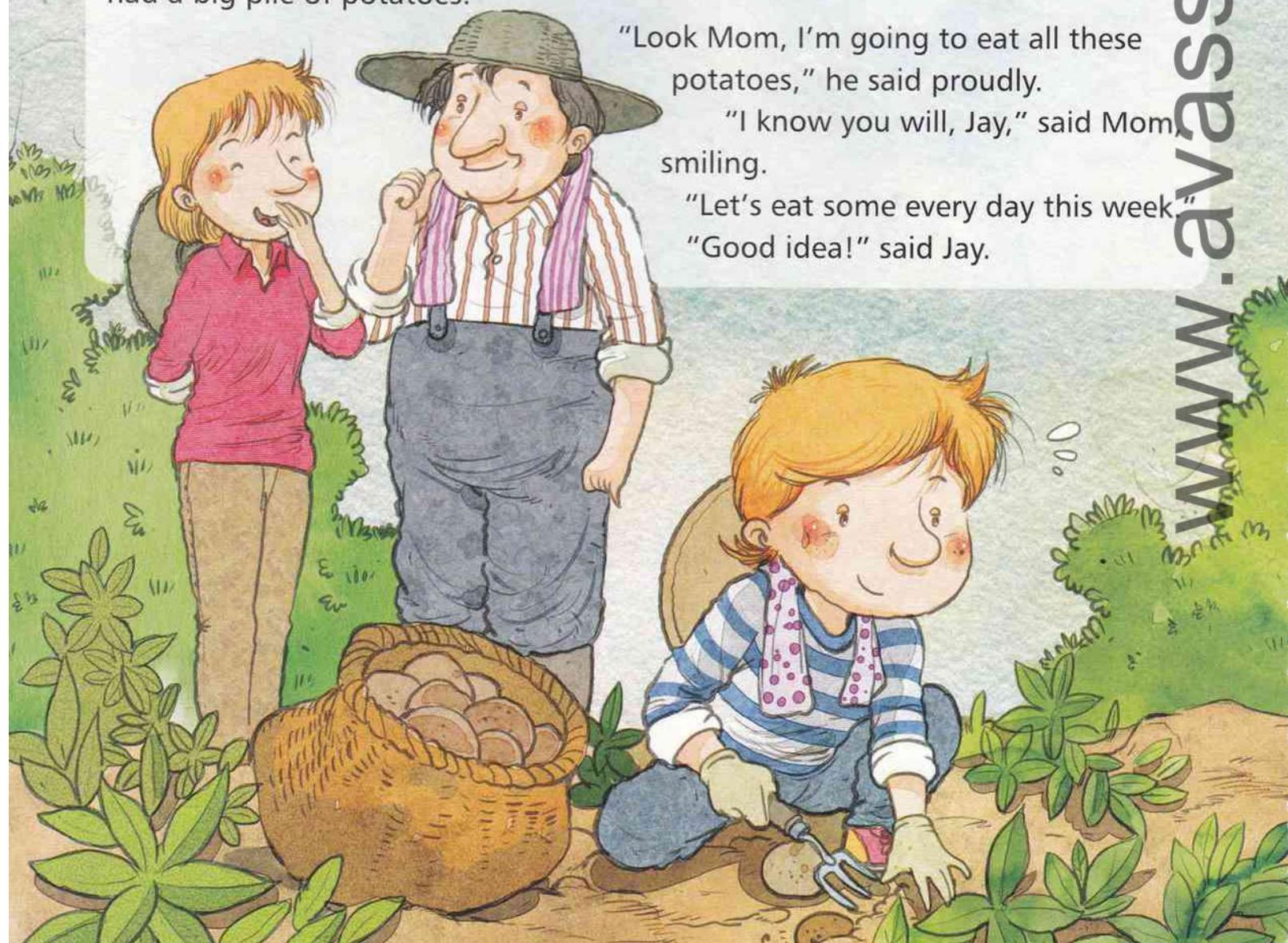
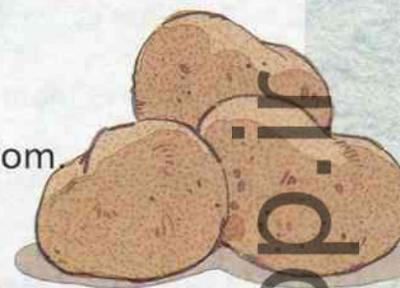
Away went Jay. **He** found the potato plants and he started digging. Soon he had a big pile of potatoes.

"Look Mom, I'm going to eat all these potatoes," he said proudly.

"I know you will, Jay," said Mom, smiling.

"Let's eat some every day this week."

"Good idea!" said Jay.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

Who?	Jay and his _____
When?	One _____
Where?	At the potato _____
What?	They dig _____.
How?	Using a _____
Why?	Because Jay _____ potatoes.

2. Circle the correct answer.

1 "You can dig with **this**." **This** means _____ in this sentence.

a A potato

b A fork

2 "**He** found the potato plants." **He** means _____ in this sentence.

a The farmer

b Jay

3 Which potato dish is NOT listed in the story?

a Potato pies

b Potato soup

4 How many potatoes did Jay dig?

a A lot of potatoes

b A few potatoes

5 What is a "good idea"?

a Eating potatoes every day this week

b Coming to the potato farm again

3 After Reading

A. Check Your Understanding Write the answer.

- 1 Where did mom take Jay? _____
- 2 What did the farmer give Jay? _____
- 3 How did Jay feel after digging potatoes? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I put some water in the pot and _____ it.
- 2 This chicken is deep _____ in oil.
- 3 A _____ is a small quick meal.
- 4 You eat steak with a knife and a _____.
- 5 I bought a pack of _____ chips.

Word Bank

potato
fried
boiled
snack
fork

2. Find the mistake and correct it.

- 1 Jay love potatoes. → _____
- 2 He said it proud. → _____
- 3 He started dig. → _____
- 4 I are going to eat all these potatoes. → _____

C. Write about Yourself Write the answer.

- 1 Did you eat any potatoes yesterday? _____
- 2 What's your favorite potato dish? _____
- 3 Have you been to a potato farm? _____

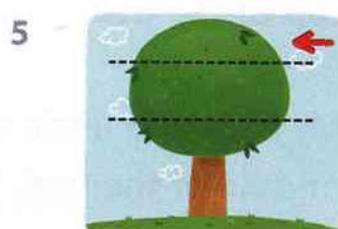
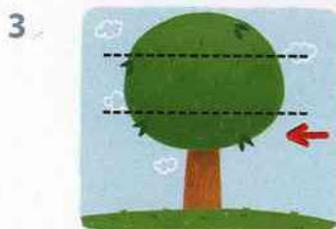
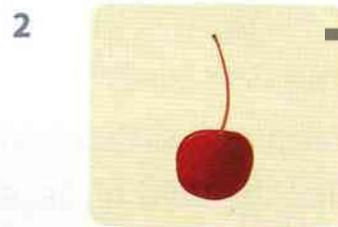
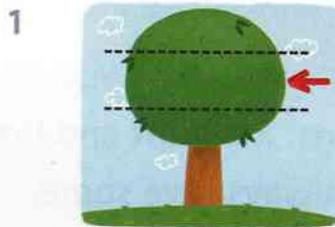
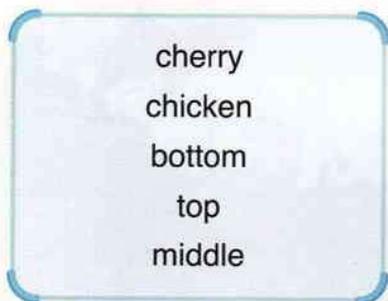


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are the people?
- 2 What animals can you see?
- 3 Who is eating the cherries?

B. Learn the New Words Choose and write.



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Eating delicious cherries. | <input type="radio"/> b Sharing the cherries. |
| <input type="radio"/> c Growing a cherry tree. | <input type="radio"/> b Helping chickens and birds. |

Sharing their Gifts

My aunt and uncle live on a small farm in northern New Mexico. They grow delicious fruits and vegetables. Their favorite fruits are the cherries from the big **cherry** tree in front of their house.

My aunt and uncle's **chickens** like cherries too. The chickens are small and can't reach the cherries high up in the tree. My aunt and uncle always leave the cherries on the **bottom** branches for the chickens to eat.

The wild birds like cherries as well. They visit the farm and sing beautiful songs. My aunt and uncle like the wild birds, so **they** always save some cherries for **them**. Since the wild birds can fly, my aunt and uncle leave the cherries on the **top** of the tree.

My aunt and uncle eat cherries from the **middle** of the tree. **That way**, everyone can share.



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Who can't reach the cherries high up in the tree? _____
- 2 Who eats the cherries on the top of the tree? _____
- 3 How would the chickens and birds feel? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Decorate the cake with the red _____.
- 2 I couldn't see the book. It was at the _____ of my bag.
- 3 A mother _____ is called a hen and a baby is a chick.
- 4 An apple has seeds in the _____.
- 5 We'll climb up to the _____ of the mountain.

Word Bank

cherry
chicken
bottom
top
middle

2. Put the word in the correct position.

- 1 always They ^{always} leave some cherries for the birds.
- 2 saves The boy's uncle saves some cherries for him.
- 3 on His aunt is busy on the farm.
- 4 never The chickens are hungry never on the farm.

C. Write about Yourself Write the answer.

- 1 Have you visited a farm? _____
- 2 What do you share with your friends? _____
- 3 What's your favorite fruit? _____



1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where is Carlsbad Caverns?
- 2 What is the building in the cave?
- 3 What can people do there?

B. Learn the New Words Choose and write.



1



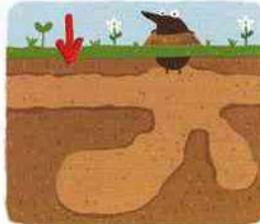
2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a The restaurant in the cave | <input type="radio"/> b The tourists in the restaurant |
| <input type="radio"/> c All about Carlsbad Caverns | <input type="radio"/> d The animals in the cave |



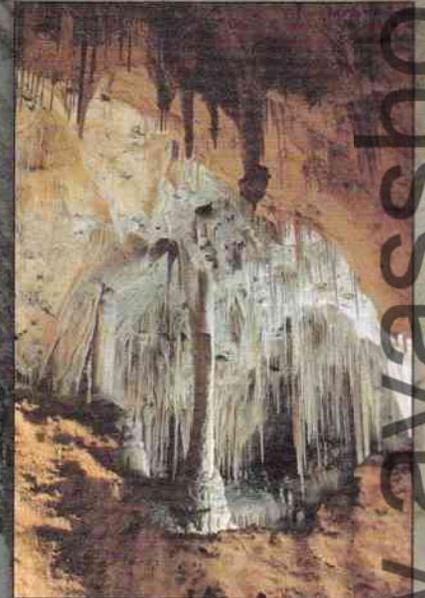
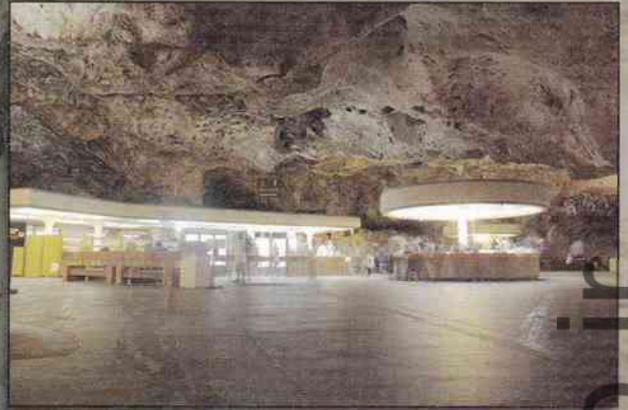
A Cave Problem

I live near a big cave called Carlsbad Caverns. The cave is giant; one of the biggest in the world.

There is a huge restaurant in the cave. The **tourists** can eat a sandwich or drink a soda 230 meters **underground**. The restaurant has been in the cave for over 70 years. Some visitors like the restaurant as much as they like the impressive cave. It is fun to eat lunch so far underground.

The cave is **home** to insects, birds, and bats. Now new animals are starting to live in the cave. Some people worry that the food from the restaurant is attracting these new animals.

Should the restaurant **stay** in the cave? With or without the restaurant, Carlsbad Caverns is a special place.



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B. Practice the Reading Skills

1. Read the story again and complete the chart.

1 How big is the cave?	One of the _____ in the world
2 What is in the cave?	A huge _____
3 How far down is the restaurant?	_____ meters underground
4 Who visits the cave?	_____
5 Which animals live in the cave?	Insects, birds, and _____
6 What's the problem?	Attracting new _____

2. Circle the correct answer.

- 1 What is Carlsbad Caverns?
 a It's the name of a cave. b It's the name of a restaurant.
- 2 The author said, "It is fun to eat lunch so far underground." How far is it?
 a It's 70 meters underground. b It's 230 meters underground.
- 3 Why are there new animals in the cave?
 a Because of the tourists. b Because of the restaurant.
- 4 Why do people like the restaurant?
 a It's far underground. b The food is cheap.
- 5 If the restaurant closed, what would people think?
 a The cave is not special anymore. b The cave is still special.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 Which word has the meaning of "very big"? _____
- 2 How old is the restaurant? _____
- 3 What are the new animals in the cave? Guess. _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 A subway train travels _____.
- 2 We _____ at a nice hotel in Sydney.
- 3 Many _____ visit the Eiffel Tower in France.
- 4 My house is _____ my school. It's only 5 minutes away.
- 5 My mom is at _____ now. She's cooking in the kitchen.

Word Bank

- near
- tourists
- underground
- home
- stayed

2. Find the mistake and correct it.

- 1 It is fun eat lunch so far underground. → _____
- 2 The cave is one of the biggest in a world. → _____
- 3 Should the restaurant stayed in the cave? → _____
- 4 New animals are start to live in the cave. → _____

C. Write about Yourself Write the answer.

- 1 Have you ever been to a cave? _____
- 2 What do people usually see in a cave? _____
- 3 Should the restaurant stay in the cave? _____



1 Pre-Reading

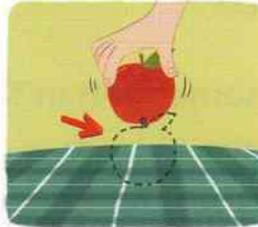
A. Warm Up Look at the picture on the next page and talk about it.

- 1 What animal can you see?
- 2 Where are Jay and Anna?
- 3 What are they doing?

B. Learn the New Words Choose and write.

brother
sparrow
rush
pick up
dark

1



2



3



4



5



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2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a A bird sleeps in the cupboard. | <input type="radio"/> b A sparrow comes into the house. |
| <input type="radio"/> c Anna and Jay save a sparrow. | <input type="radio"/> d There are many birds around the house. |

Are You OK, Little Sparrow?

My house has a lot of big windows. There are many trees outside, and birds like to fly around my house.

One day, a scary thing happened. A bird made a mistake. My **brother** and I were watching TV when suddenly a **sparrow** flew into the window!

We **rushed** outside and **picked up** the little sparrow. Then, we brought **it** inside and put it in a small box. We kept it in a warm, **dark** cupboard. We hoped it would get better. Later, we put some water and cereal in the cupboard. All night we waited.

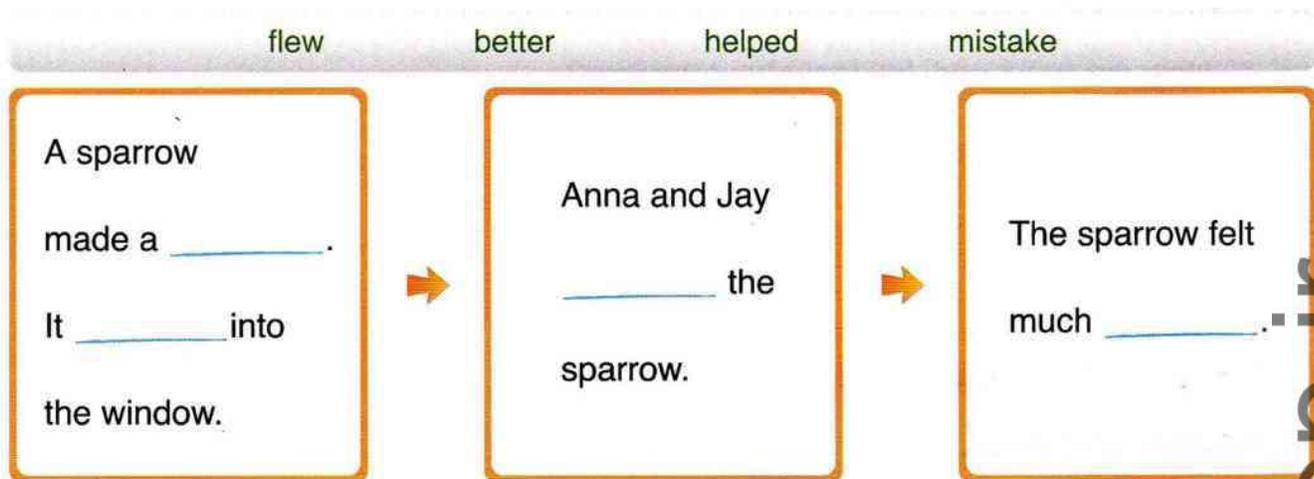
The next day we could hear something in the cupboard. **It** was the sparrow moving around! We opened the back door, and then opened the cupboard. Whoooosh! The bird flew outside.

“Be careful next time, little sparrow!” we said.



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

- "We brought it inside." **It** means _____ in this sentence.
a The box *b* The bird
- "**It** was the sparrow moving around!" **It** means _____ in this sentence.
a The noise *b* The cupboard
- One day, a scary thing happened in the story. What was it?
a Anna and Jay watched a scary TV program. *b* A bird flew into the window.
- What did Anna and Jay do after they brought the bird inside?
a They watched TV. *b* They put it in a box.
- What did Anna and Jay do all night?
a They waited for the bird to get better. *b* They watched the bird carefully.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 How did Anna and Jay feel about the bird? _____
- 2 Why did they put the bird in the cupboard? _____
- 3 What happened the next day? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 A _____ is a small brown bird.
- 2 We _____ to the station. The train was leaving.
- 3 Let's go home. It's getting _____. It's almost 7 o'clock.
- 4 I have one sister and two _____.
- 5 The phone is ringing. Please _____ the phone.

Word Bank

brothers
sparrow
rushed
pick up
dark

2. Choose and circle.

- 1 Birds like to fly **around / up** my house.
- 2 A sparrow flew **on / into** the window!
- 3 We picked the little bird **under / up**.
- 4 We put it **in / to** a small box.

C. Write about Yourself Write the answer.

- 1 Are there many sparrows around your house? _____
- 2 What other birds do you see? _____
- 3 Have you ever saved an animal? _____

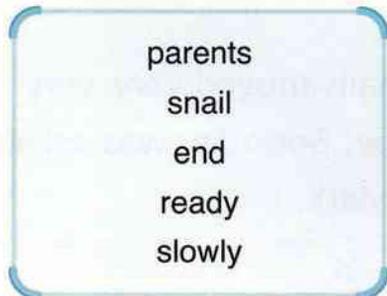


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are Mark and Jay?
- 2 What is Jay doing?
- 3 What animal can you see?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Snails like lettuce. | <input type="radio"/> b Mark and Jay had a snail race. |
| <input type="radio"/> c Snails move slowly. | <input type="radio"/> d Mark and Jay like snails. |

Snail Race



Mark is Jay's friend from school. Mark's **parents** have a very big garden, so there are always a lot of **snails** at his house.

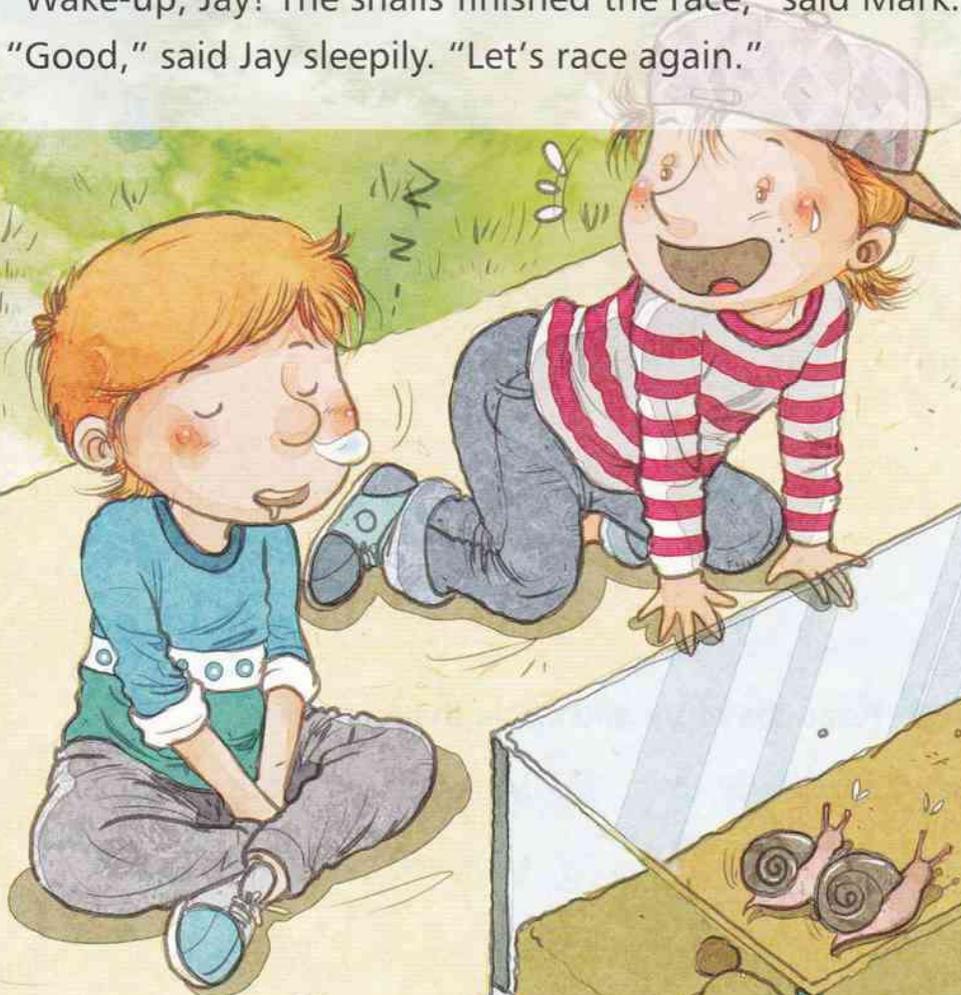
One day, Jay and Mark decided to have a snail race. First, they got an old fish tank from the garage. Then, they found a snail each, and put **them** in the fish tank. At one **end** of the tank they put a fresh piece of lettuce. At the other end were the snails. Now **they** were ready to race.

"Ready, steady, GO!" said Jay.

There was only one problem with snail racing. The snails moved very, very **slowly**. Watching the snails made Jay and Mark sleepy! Soon Jay was asleep.

"Wake-up, Jay! The snails finished the race," said Mark.

"Good," said Jay sleepily. "Let's race again."



3 After Reading

A. Check Your Understanding Write the answer.

- 1 Why are there a lot of snails at Mark's house? _____
- 2 What was the problem with the race? _____
- 3 What did Jay want at the end of the story? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 This book was good from beginning to _____.
- 2 A _____ has a shell on its back. It moves very slowly.
- 3 Dinner is _____. Go and wash your hands.
- 4 I hurt my foot. So, I have to walk very _____.
- 5 A: How old are your _____? B: My mom is 38 and my dad is 40.

Word Bank

parents
snail
end
ready
slowly

2. Circle the correct be-verb.

- 1 They was / were ready to race.
- 2 There was / were only one problem with the race.
- 3 There is / are always a lot of snails at his house.
- 4 At the other end was / were the snails.

C. Write about Yourself Write the answer.

- 1 Have you seen a snail? _____
- 2 Where can you see snails? _____
- 3 What do you usually do with your friends? _____



1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where did the sailboats leave from?
- 2 Where did the sailboats go to?
- 3 What are the people doing?

B. Learn the New Words Choose and write.



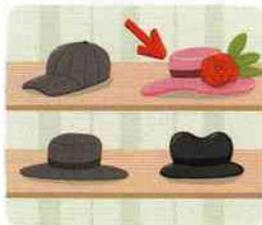
1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|---|--|
| <input type="radio"/> a All about sailors from the Cook Islands | <input type="radio"/> b All about the Māori language |
| <input type="radio"/> c All about the Māori people | <input type="radio"/> d All about the haka |



The First New Zealanders

The **first** people came to New Zealand about 1,000 years ago. These people were great **sailors**. They traveled 3,500km from the Cook Islands on large sailboats. Today, we know them as the Māori.

Life in the new land was hard. New Zealand was much colder than the Cook Islands. Food was harder to grow. The birds and animals were strange too.

The Māori people created their own culture and customs. One **special** custom is Haka. A Haka can be a war dance, a welcoming dance or a celebration dance.

Another special thing about the Māori is their **language**. These days, many people in New Zealand are learning how to speak Māori. **They** want to protect the Māori culture because **it** is special to New Zealand.



Cook Islands

3,500km

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B. Practice the Reading Skills

1. Read the story again and complete the chart.

1 Who were the first New Zealanders?	The _____
2 Where did they come from?	From the _____
3 When did they come?	About _____ years ago
4 How did they come?	On large _____
5 How far did they travel?	_____ km
6 What did they do in New Zealand?	They created their own _____, _____ and language.

2. Circle the correct answer.

- "**They** want to protect...." **They** means _____ in this sentence.
a The Māori people *b* The New Zealand people
- "**It** is special to New Zealand." **It** means _____ in this sentence.
a The Māori culture *b* The Māori people
- How was the weather different from the Cook Islands?
a It was warmer in New Zealand. *b* It was colder in New Zealand.
- What did the Māori people do after they arrived in New Zealand?
a They created their own culture. *b* They kept the old customs.
- Why do New Zealanders want to protect the Māori culture?
a It has a long history. *b* It's special to New Zealand.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 How was the life in the new land? _____
- 2 How far is New Zealand from the Cook Islands? _____
- 3 What is a Haka? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 Hawaii is an _____ in the Pacific ocean.
- 2 She speaks three _____; English, German and French.
- 3 January is the _____ month of the year.
- 4 He's a _____. He works on a ship.
- 5 This is a _____ place. We come here every year.

Word Bank

first
sailor
island
special
language

2. Find the mistake and correct it.

- 1 The birds and animals was strange too. → _____
- 2 New Zealand was much cold than the Cook Islands. → _____
- 3 These days, many people are learn how to speak Māori. → _____
- 4 They want protect the Māori culture. → _____

C. Write about Yourself Write the answer.

- 1 Do you know where New Zealand is? _____
- 2 Have you been to New Zealand? _____
- 3 What else do you know about New Zealand? _____

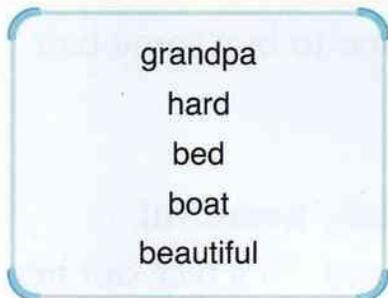


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 Where are Grandpa and Anna?
- 2 What are they doing?
- 3 How are they feeling?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|---|
| <input type="radio"/> a Grandpa loves fishing. | <input type="radio"/> b Anna and Grandpa go fishing together. |
| <input type="radio"/> c The lake is beautiful. | <input type="radio"/> d Anna and Grandpa travel in a truck. |

Fishing with Grandpa

Grandpa loves fishing. He started fishing when he was 6 years old, and he's still fishing 60 years later.

"Could we go fishing together, Grandpa?" I asked one day.

"All right," said Grandpa. "Be ready at 5:30 a.m. tomorrow."

"5:30 in the morning?" I said.

"Yes, I'll pick you up in my old truck," Grandpa replied.

It was **hard** to get out of **bed** so early, but traveling in Grandpa's truck was pretty cool. When we got to the lake, Grandpa told me to buy some bait while he got the **boat** ready.

Putt, putt, putt, out onto the lake we went. **It** was really **beautiful**.

"Wow Grandpa, I can see why you like fishing," I said. "It's nice out here."

"Wait until **you** catch a fish!" said Grandpa, smiling.



B. Practice the Reading Skills

1. Read the story again and complete the chart.

>> How did Anna's feelings change?



2. Circle the correct answer.

1 "It was really beautiful." It means _____ in this sentence.

a The boat

b The lake

2 "Wait until you catch a fish!" You means _____ in this sentence.

a Grandpa

b Anna

3 What does "Putt, putt, putt" mean?

a It's the sound of the boat.

b It's the way Grandpa laughs.

4 Why does Anna think Grandpa likes fishing?

a He always catches many fish.

b The lake is beautiful.

5 Why did Grandpa say, "Wait until you catch a fish!"?

a She will wait for a long time.

b It will be so much fun to catch a fish.

3 After Reading

A. Check Your Understanding Write the answer.

- 1 How old is Grandpa? _____
- 2 Where did they go fishing? _____
- 3 What time did Grandpa pick up Anna? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I'm tired. I'm going to _____ now.
- 2 The test was very _____. I couldn't finish it.
- 3 Look at those flowers. They are _____.
- 4 _____ is the father of your mom or dad.
- 5 We'll cross the river by _____.

Word Bank

Grandpa
hard
bed
boat
beautiful

2. Find the mistake and correct it.

- 1 I'll pick up you in my old truck. → _____
- 2 It was hard get out of bed so early. → _____
- 3 Travel in Grandpa's truck was pretty cool. → _____
- 4 "Could we go fish together, Grandpa?" → _____

C. Write about Yourself Write the answer.

- 1 How old is your grandpa/grandma? _____
- 2 How often do you see your grandpa/grandma? _____
- 3 Have you been to a lake? _____

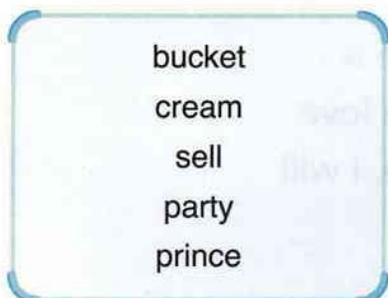


1 Pre-Reading

A. Warm Up Look at the picture on the next page and talk about it.

- 1 What is happening in the first picture?
- 2 What is happening in the second and third pictures?
- 3 What is happening in the last picture?

B. Learn the New Words Choose and write.



1



2



3



4



5



2 During Reading

A. Find the Main Idea Read the story and circle the main idea.

- | | |
|--|--|
| <input type="radio"/> a Kate has a bucket of cream. | <input type="radio"/> b Kate will get more cream tomorrow. |
| <input type="radio"/> c Kate jumps and spills the cream. | <input type="radio"/> d Kate lives on a farm. |



Dreams

Kate walked along with a **bucket** of fresh cream.

"From this cream, I will make butter," she thought. "Then, I will **sell** the butter and buy some eggs. I will hatch the eggs and have chickens. Then, I will sell the chickens and buy a fine dress. I will wear the dress to a **party**, and I will meet a **prince**. The prince will fall in love with me and ask me to marry him. When he asks me, I will be so happy that I will jump for joy."

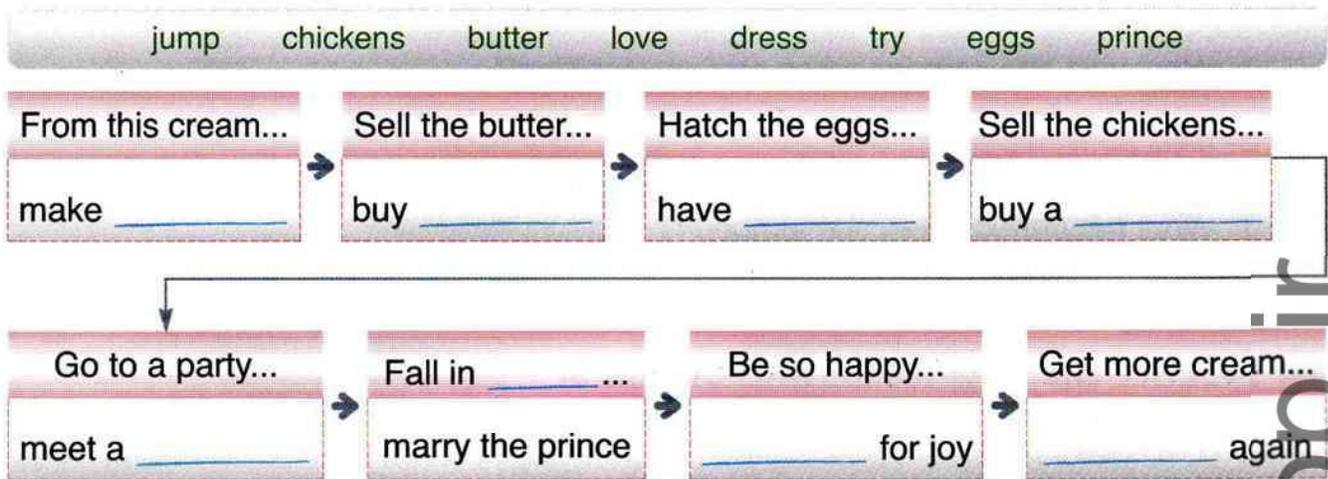
At that moment, Kate jumped for joy. All of her cream flew in the air and splashed onto the ground.

"Well, there will be more cream tomorrow," she thought, "I will try again then."



B. Practice the Reading Skills

1. Read the story again and complete the chart.



2. Circle the correct answer.

1 What will Kate do with the eggs?

a She will sell the eggs.

b She will hatch the eggs.

2 How will she buy a dress?

a She will sell the butter.

b She will sell the chickens.

3 What will the prince do?

a He will ask Kate to marry him.

b He will ask Kate to dance with him.

4 What can you guess about Kate?

a She likes to buy and sell things.

b She likes to imagine things.

5 Kate thought, "I will try again then." What will she try again?

a Making butter

b Imagining things

3 After Reading

A. Check Your Understanding Write the answer.

- 1 What was she carrying when she was walking? _____
- 2 Why did she jump? _____
- 3 What happened when she jumped? _____

B. Practice the New Words and Grammar

1. Choose and write.

- 1 I like a cake with lots of _____ on top.
- 2 Cinderella marries the _____.
- 3 My dad wants to _____ his old car.
- 4 I'm going to my friend's birthday _____ tomorrow.
- 5 Use a _____ to carry water.

Word Bank

bucket
cream
sell
party
prince

2. Rewrite the sentence using the correct tense.

- 1 **Past** She thinks about it. → _____
- 2 **Past** The cream flies in the air. → _____
- 3 **Future** I am so happy. → _____
- 4 **Future** There is more cream. → _____

C. Write about Yourself Write the answer.

- 1 Do you like imagining things? _____
- 2 What do you imagine? _____
- 3 How do you feel when you make a mistake? _____

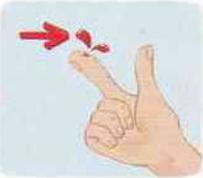
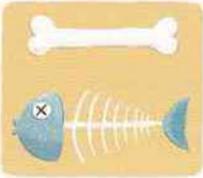
Part 3

Picture Dictionary

92



This picture dictionary is cumulative.
The new vocabulary has a blue outline.

A add	adult	afraid	air	album
				
alone	animal	answer	ant	arrive
				
ask	awake	B backyard	bamboo	baseball
				
basketball	bat	bath	beautiful	bed
				
blood	boat	boiled	bone	bookshop
				

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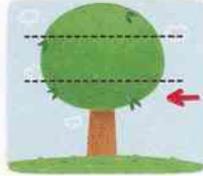
bored



borrow



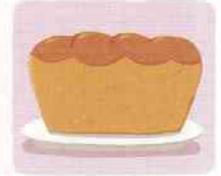
bottom



brave



bread



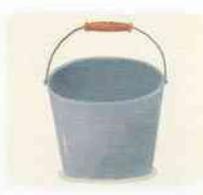
breakfast



brother



bucket



bug



C camp



careful



catch



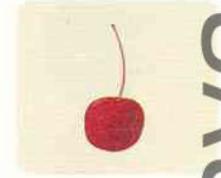
chase



cheap



cherry



chestnut



chicken



chocolate



circle



circus



close



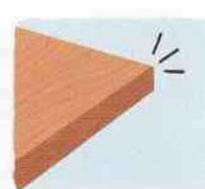
cloud



computer



corner

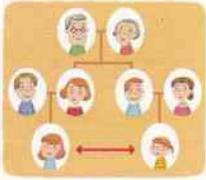


count



www.avasshop.ir

cousin



cover



cream



D dangerous



dark



daughter



delicious



dig



dinner



dirt



dirty



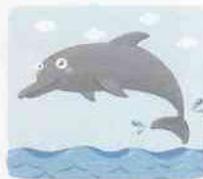
dish



dive



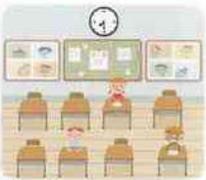
dolphin



down



E early



earth



easy



egg



e-mail



end



enough



excited



F family



far

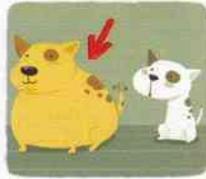


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farmer



fat



February



feel(felt)



field



find



fire



firefighter



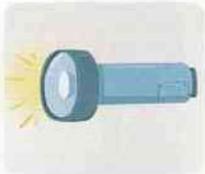
first



fishing



flashlight



flour



flower



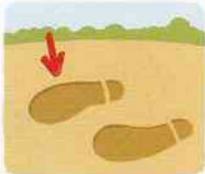
fog



food



footprint



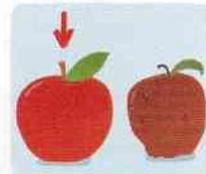
forest



fork



fresh



Friday



fried



fruit



funny



G garden



gate



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ghost



glow



goal



goat



grab



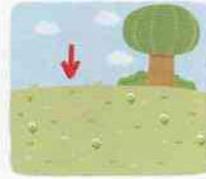
grandfather



grandpa



ground



H

hard



helmet



hide



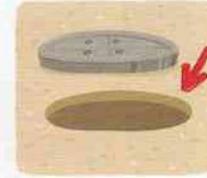
hobby



hold



hole



home



hotdog



hotel



huge



human



hungry



hunt



hurt



I ice



imagine



in



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indoors



insect



island



J juggler



K kid



kind



kitchen



L land (n)



land (v)



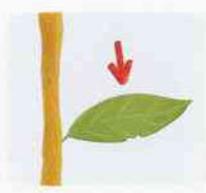
language



last



leaf



learn



left



leg



letter



library



light



little



lose (lost)



loudly



lucky



lunchtime



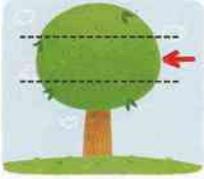
M market



meet



middle



minute



miss



mix



motorcycle



mouse



move



N

near



net



next



noise



noodles



O

old



onion



out



outdoors



oven



P

pack



panda



parents



party



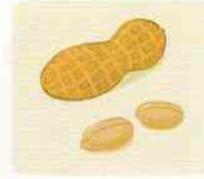
pass



peach



peanut



pear



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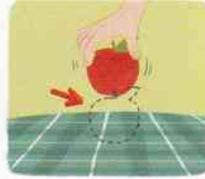
people



photo



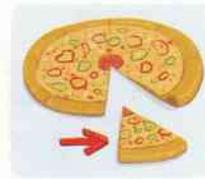
pick up



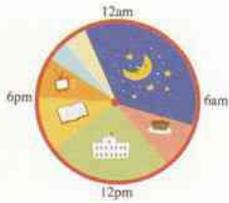
picnic



piece



plan



plant



playground



pocket



point



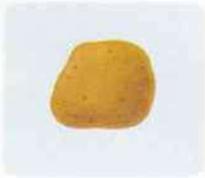
pole



popular



potato



prince



protect



proud



pumpkin



Q quietly



R rabbit



ready



remember



restaurant



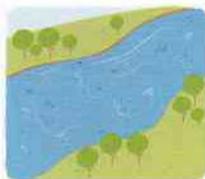
right



ring (rang)

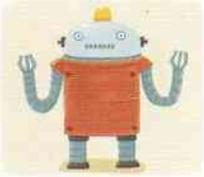


river



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robot



rush



S

sad



sailor



salt



Saturday



save



scared



science



scientist



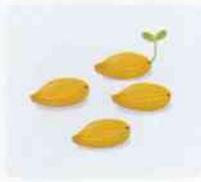
scratch



secret



seed



sell



send



seven



shadow



share



shoot



shower



sign



silly



sing



skin



sleepy



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slowly



smell



smooth



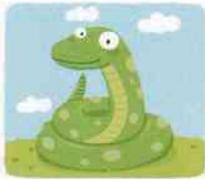
snack



snail



snake



soccer



soft



space



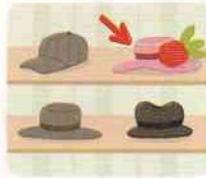
sparrow



speak(spoke)



special



spicy



spider



spray



spring



squirrel



stadium



stay



store



story



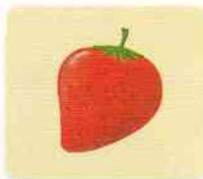
stove



strange



strawberry



sugar



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suit



surf



surprise



sweet



swimsuit



swimmer



swimming pool



T table



tank



tennis



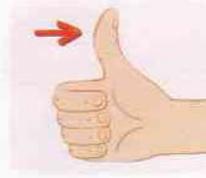
textbook



throw (threw)



thumb



tie



tire



toe



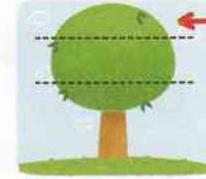
together



tomorrow



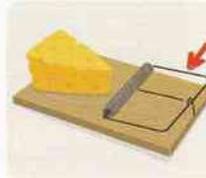
top



tourist



trap



trash



U uncle



under



underground



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understand



up



V vacation



vegetable



visit



voice



W want



warm



wave



wedding



week



weekend



weigh



white



window



wish



wolf



wool



work



worry



write(wrote)



Y year



yesterday



young



yucky



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READING
Train 3



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READING Train

is a three level reading series for young learners of English. In each book, carefully graded reading passages are supported by a variety of exercises. By completing these exercises, students build vocabulary, extend grammatical knowledge, and progressively consolidate their reading skills. To make the passages and exercises appealing, the authors have created fun, same-aged characters for the fictional passages. In student book 2 and 3 these fictional passages are interspersed with a small number of non-fiction passages that reflect the varied interests of elementary school students. **Reading Train** also provides an easy-to-follow lesson format that enables students to actively take part in the reading and thinking process.

Features

- A memorable and interesting family of characters
- Exciting passages with warm feelings and humor
- Cumulative vocabulary and reading skill practice
- Vivid illustrations to spark learners' imagination
- A systematic lesson process
- A picture dictionary in each book
- Accompanying audio recordings
- Fun Comics

Components



- **Student Book 1 2 3** • **Workbook 1 2 3**
- **Teacher's Manual** • **Audio CD** (Included in Student Book)

Reading Skills and Vocabulary Development 123000a Elementary Students

- Series 1** Reading Boat 1 2 3 (for Grades 1 & 2)
- Series 2** Reading Train 1 2 3 (for Grades 3 & 4)
- Series 3** Reading Rocket 1 2 3 (for Grades 5 & 6)

