

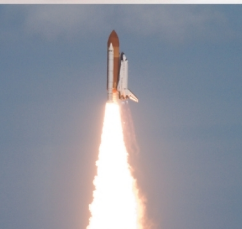
READING TOWN



e future

3

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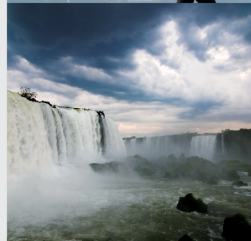
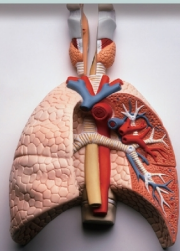
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Features

1 High-Interest Passages

The Reading Town series features an exciting array of non-fiction content. Each reading passage provides students with a balanced and informative look at a range of subjects, such as animals, technology, sports, the environment, and the arts.



2 Effective Reading Skill Practice

Various reading skills are practiced repeatedly throughout the series so students can consolidate their reading skills step by step.

Reading Skills
Sequencing
Compare and Contrast
Classification
Identifying Cause and Effect
Identifying Fact and Opinion
Identifying Ideas For and Against

Some reading skills are practiced using graphic organizers so they can be understood easily.

Reading Skill: Seq

Organizing the main events of the passage in time order will help you understand the text better.

B.1 Organizing Information: Sequencing

Complete the timeline.

1666	William the Conqueror _____
16 th century	After the arrival of soldiers needed lighter, faster horses.
17 th century	From the English Great Horse came the _____
1878	The name was changed to _____
1884	The name was changed again to _____
20 th century	The number of Shires _____
Today	The number of Shire horses is _____

Reading Skill: Cmp

When you compare and contrast, you compare the similarities and differences between two or more things.

B.2 Organizing Information: Compare and Contrast

Complete the chart.

The English Great Horse	The Shire Horse
① Used to carry _____	① Often pulled _____
② Used for _____ and _____	② Used for breeding _____
③ _____ heavy loads	③ Seen in _____

Lesson 12

Reading Skills

Scanning for Information

Identifying Main Ideas

Understanding Words in Context

Identifying Referents

Making Inferences

Identifying Purpose

Recognizing Restatement

Some reading skills are practiced using multi-choice TOEFL-type questions.



2. During Reading

Reading Tip
When you scan, don't read every word and don't read every line. Use your eyes to find the information you need.

4. Scanning for Information Circle the correct answer.

- What are draft horses bred to do?
 - a. run fast
 - b. pull heavy loads
 - c. look beautiful
- Why did the number of Shire horses begin to fall?
 - a. because people used tractors and trucks instead of Shire horses
 - b. because their names were changed many times
 - c. because people liked lighter and faster horses
- When did the Great Horses come to England?
 - a. in 1066
 - b. in 1878
 - c. between the 16th and the 20th century
- Which sentence about Shire horses is true?
 - a. The number of Shires is decreasing now.
 - b. They weigh about 200 kg.
 - c. The Shire horse was called the "Old English Black Horse" before.
- Which sentence about Shire horses is NOT true?
 - a. The Great Horse is descended from the Shire horse.
 - b. We can see Shire horses in draft horse competitions worldwide.
 - c. They have a dense rounded body and strong powerful legs.

Fact File 2



Did you know?
In the English speaking world, the height of a horse is measured in "hands". This measure dates back hundreds of years. A hand is the distance from the back of your hand to the right elbow. It's 4 in. How many hands tall are you?

Shire 01

3 Cumulative Vocabulary Practice

Each target word is practiced 5 times throughout the Student Book. This cumulative practice will help students to acquire the new vocabulary easily.

Lesson 2
The Biggest Horse

1. Pre-Reading

Discussion
Look at the pictures above and discuss.
a. What are draft horses used for?
b. What do draft horses look like?

2. Do you agree or disagree? Compare and discuss your answers.
a. Draft horses weigh 1000 lb.
b. Draft horses are popular in the middle ages.
c. Draft horses are still used for farming.
d. Some draft horses will work for farming.

3. Key Vocabulary
Look at the words in bold type in the passage on the next page. Write the meaning of each word in your own words.
a. **massive** (adj.)
b. **impressive** (adj.)
c. **imposing** (adj.)
d. **imposing** (adj.)
e. **imposing** (adj.)
f. **imposing** (adj.)
g. **imposing** (adj.)
h. **imposing** (adj.)
i. **imposing** (adj.)
j. **imposing** (adj.)

3. After Reading

Vocabulary Practice Fill in the blanks.

blow	blast	blasting	blow
blow	blast	blasting	blow

- You can see a lot of _____ people in the body building contest.
- The factory will _____ its goods to sell.
- The girl _____ you have to _____ with an athlete.
- Only a _____ of factory workers are farmers.
- Trucks are filled with _____ which supplies the air.
- I didn't like that cake. It wasn't light at all. It was too _____.
- There is a _____ each year at my school.
- That team is huge! He has very _____ shoulders.

Synonyms and Antonyms Fill in the blanks using the words in the box below.

1. imposed is _____ imposed .	2. imposed is _____ imposed .
3. imposed is _____ imposed .	4. imposed is _____ imposed .
5. imposed is _____ imposed .	6. imposed is _____ imposed .

Discussion Talk with a partner and then have a class discussion.
1. How do you see horses on a farm? Do you know what a stall is?
2. What do you think will happen to the number of draft horses in the future?
3. What animals can do the same work as horses?

Writing Practice Write your opinion and draw a picture of a horse.

- Think about a horse. Horses were the most important animal for farmers.

2. Vocabulary Review

Word Definition Complete the sentences.

1. imposed	a. to put	b. to put	c. to put	d. to put
2. imposed	a. to put	b. to put	c. to put	d. to put
3. imposed	a. to put	b. to put	c. to put	d. to put
4. imposed	a. to put	b. to put	c. to put	d. to put
5. imposed	a. to put	b. to put	c. to put	d. to put
6. imposed	a. to put	b. to put	c. to put	d. to put

Crossword Puzzle Complete the puzzle.

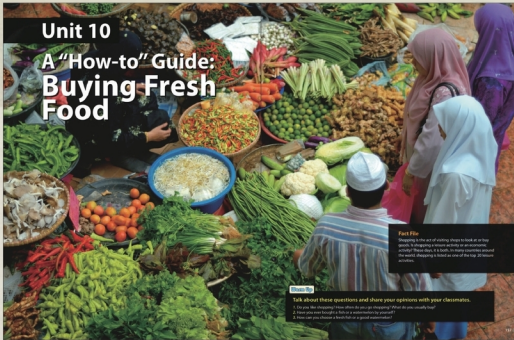
Across
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Down
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

4 Systematic Four-Skills Practice

All four language skills (reading, writing, listening, and speaking) are practiced in every unit so students can improve their English as a whole.

Unit Structure



1 Unit Opening

Colorful pictures and illustrations not only grab students' attention but also get them interested in reading. Warm Up questions guide students into exploring the topic.

Lesson 1 Animated Age

1. Pre-Reading

1. Discussion

1. Look at the picture above and discuss.

a. The subject of which lesson process?

b. What do you think Mickey Mouse has been such a popular character?

2. Which do you think is faster: Compare and discuss your answers.

a. Discuss about the first animated movie.

b. In the 1990s, animation with computers became increasingly common.

c. Today, no animated movies are made using hand-drawn drawings.

2. Key Vocabulary

Look at the words in bold type in the passage on the opposite page. Write each word next to its definition using the function of the word.

1. **to include** as an important aspect

2. **to be** a particular kind of thing

3. **to be** longed for or admired by many people

4. **to be** longed for or admired by many people

5. **to be** longed for or admired by many people

6. **to be** longed for or admired by many people

7. **to be** longed for or admired by many people

8. **to be** longed for or admired by many people

9. **to be** longed for or admired by many people

10. **to be** longed for or admired by many people

Stand 10 Animated Age

In 1928, Walt Disney introduced the world to the character **Mickey Mouse**, one of the first cartoon characters **born**, which also featured the first **animated** character. Since then, cartoons have enjoyed **popularity** for both kids and adults. Cartoons are **around** through the ages of animation, which are often **animated** again and again. There are two types of animation, traditional animation and computer animation.

Throughout most of the 20th century, animation had been done **traditionally** by hand. The traditional way includes **hand-drawn** or hand-painted images on special paper. These images are then placed in front of a sheet of glass that is lit from behind and photographed, one frame at a time. When you look at the photos quickly in **sequence**, it looks like the images are moving.

As computers became faster and better, animation began to **move** from traditional to computer animation. Computer animation can be done in a matter of days, but it is **expensive** because being created **digitally** on a computer. This is called computer-generated images or CGI. The most common form of computer animation is 3D animation. This allows for greater detail in the characters, objects, and background. For **example**, in 1995, was the first animated movie done entirely with computer animation.

One of the big differences between the two styles comes during the **editing** process. With computer animation, editors can **change** the **story** or **characters** without having to redraw anything. With traditional animation, it takes more time and a lot more people. This can make the editing process with traditional animation very **time-consuming**. For **example**, a 90-minute cartoon can take up to 10 months to be traditionally **animated** and 4 months with computers.

What do you think traditional or computer animation better, and why? Do you think that cartoons are a great form of entertainment? Will there still be cartoons and cartoon fans of all ages?

2 Two Consecutive Lessons

In each unit, students read two related passages from the same subject area. They provide students with content-based vocabulary and, at the same time, help students develop greater understanding of the topic.

Review

Connecting Lesson 1 & Lesson 2

1. Summary and Discussion

1. Main Idea and Supporting Details Choose one from the three main ideas of the passage. Write down the supporting details.

1. Our lungs are controlled automatically by our brain.

2. People start coughing for various reasons but continue because they are addicted.

3. Some people make their own nicotine.

4. Lung cancer is a disease that can be fatal and take a long time to cure.

5. Cigarettes are a habit with all the dangers on lungs.

6. This habit is a bad one for health.

7. Cigarettes are made from tobacco, which is an addictive drug.

8. Lung cancer starts in about 100,000 and thousands of thousands of cases each year.

Lesson 1 Summary Like two big balloons.

Lesson 2 Summary A Dangerous Habit

2. Discussion Talk with a partner and then have a class discussion.

1. How do our lungs work?

2. Do you think lung is our most important organ? Why or why not?

3. Why do you think some teens are curious about smoking?

4. Do you think smoking is cool? Why or why not?

2. Vocabulary Review

1. Word Definition Check the box for each word.

1. addicted	<input type="checkbox"/> correct	1. unhappy	<input type="checkbox"/> correct
2. survive	<input type="checkbox"/> correct	2. exactly	<input type="checkbox"/> many different
3. improve	<input type="checkbox"/> to get better	3. to get better	<input type="checkbox"/> to get better
4. to get better	<input type="checkbox"/> to get better	4. to get better	<input type="checkbox"/> to get better
5. to get better	<input type="checkbox"/> to get better	5. to get better	<input type="checkbox"/> to get better
6. to get better	<input type="checkbox"/> to get better	6. to get better	<input type="checkbox"/> to get better
7. to get better	<input type="checkbox"/> to get better	7. to get better	<input type="checkbox"/> to get better
8. to get better	<input type="checkbox"/> to get better	8. to get better	<input type="checkbox"/> to get better

2. Crossword Puzzle Complete the puzzle.

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Down

1. A person who is _____.

2. A person who is _____.

3. The _____ of a person.

4. A person who is _____.

Across

1. A person who is _____.

2. A person who is _____.


3. The _____ of a person.

4. A person who is _____.

3 Review - Connecting Lesson 1 and Lesson 2

The Unit Review section provides students an opportunity to review and reinforce what they have read and learned.

Lesson 1
Teddy's Bear



1. Pre-Reading

1 Discussion

- Look at the picture above and discuss.
 - Do you have a teddy bear? What does it look like?
 - Why do you think teddy bears are popular?
- Which do you think is best? Compare and discuss your answers.
 - The first teddy bear was made in the early 1900s. Y N
 - The teddy bear is named after a famous American president. Y N
 - Teddy bears are still popular. Y N

2 Key Vocabulary Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the box form of the word.

- _____ a large device that kills a enemy
- _____ a safe and soft feeling / huggable
- _____ another thing of the same type or category
- _____ to organize something
- _____ something immediately without delay
- _____ a kind of fat in a cake or pleasant way
- _____ to move quickly and safely across an area
- _____ an event in which people vote for others to represent them in government

108 20 100 13

1 Pre-Reading

Warm-up Discussion

Discussion questions provide students with some background knowledge as well as an opportunity to predict what they are going to read.

Key Vocabulary

Eight key words are introduced in each lesson.

2 During Reading

Various activities to practice reading skills

Reading skills are recycled throughout the series, so students can practice repeatedly and consolidate their learning.

Fact Files

Fact files not only provide additional information, but also make the lesson more interesting.

2. During Reading

1 Scanning for Information Circle the correct answer.

- What happens when gaspander is touched by fire?
 - It melts.
 - It melts the fire.
 - It explodes.
- Scientists discovered many uses for rockets. What was one of them?
 - gaspander
 - fireworks
 - fire arrows
- How did people feel about the fireworks rocket?
 - People thought they were destructive.
 - People thought they were elegant.
- Which sentence about gaspander is true?
 - Gaspander and gaspanders were used in the 1700s.
 - For fireworks, rockets are shot into the air without any gaspanders.
 - Rockets contain the arrows and rockets all use gaspander.
- Which sentence about rockets is NOT true?
 - Rockets can fly through the air easily.
 - Rocket rockets didn't make many advances in rocket science.
 - Rockets can go into space.

Fact File



Read this
The great thought experiment, Guy Fawkes' Plan, was to blow up the Houses of Parliament in London, England, on the night of 5th November 1605. The plan was to kill King James I and his family. The plan failed, but it led to the development of fireworks. In the 17th century, rockets were used for military purposes. In the 18th century, rockets were used for entertainment. In the 19th century, rockets were used for military purposes. In the 20th century, rockets were used for space exploration.

109 20 100 13

3. After Reading

1 Vocabulary Practice Fill in the blanks.

reaction	continually	delight	military
element	determined	compound	explode

- H₂O and water is a chemical _____ of oxygen and hydrogen.
- It was _____ to finish the project and finish the way up the hill.
- In my _____, there are four schools and a library.
- If you are being rude and arrogant, you'll get a _____.
- She felt a _____ shock. She always works hard.
- The bomb didn't _____ because of a slight leak by the police.
- The teacher has to spend one year in _____ after high school.
- Science students separated a chemical mixture into _____.

2 Synonyms and Antonyms Fill in the blanks using the words in the box above.

1	any	2	combination
3	element	4	blow up

3 Discussion Talk with a partner and then have a class discussion.

- What would the world be like without gaspander?
- Have you ever seen a fireworks show? What was it like?
- Have you seen a space-rocket launch on TV? What happened?

4 Writing Practice Write your opinion and share it with your class.

If discovered the secret to making rockets, I would _____

110 20 100 13

3 After Reading

Vocabulary Practice

Here, the key words are reviewed in two different activities.

Discussion

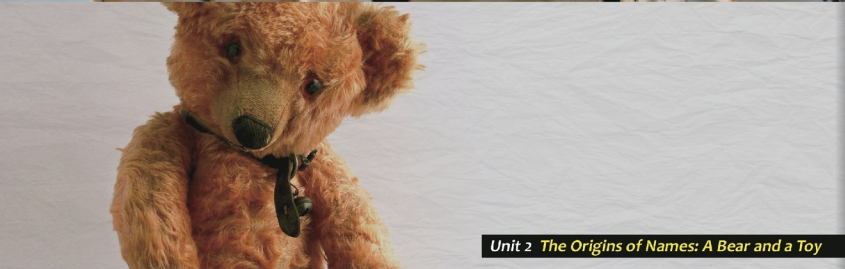
This activity provides students with a chance to express their personal opinions.

Writing Practice

In this activity, students' opinions are expressed in writing.



Unit 1 *Animals: Grazing Cousins*



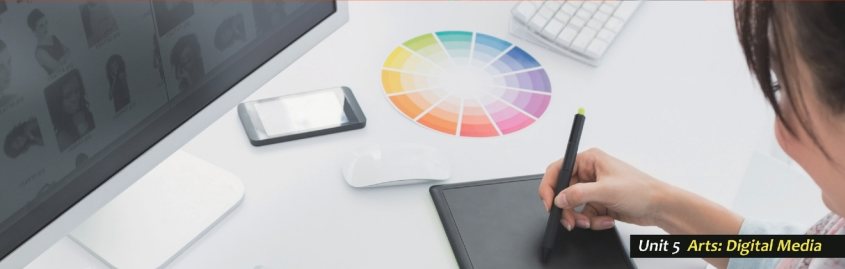
Unit 2 *The Origins of Names: A Bear and a Toy*



Unit 3 *Technology: Rockets*



Unit 4 *Sports: Tennis*



Unit 5 *Arts: Digital Media*

READING TOWN 3

Part 1

Unit 1 *Animals: Grazing Cousins*

Lesson 1 Zebra Stripes

Lesson 2 The Biggest Horse

Review Connecting Lesson 1 & Lesson 2

Unit 2 *The Origins of Names: A Bear and a Toy*

Lesson 1 Teddy's Bear

Lesson 2 A Puzzling Cube

Review Connecting Lesson 1 & Lesson 2

Unit 3 *Technology: Rockets*

Lesson 1 Blasting-off with Rockets

Lesson 2 Rocketing into Space

Review Connecting Lesson 1 & Lesson 2

Unit 4 *Sports: Tennis*

Lesson 1 From Hand to Racket

Lesson 2 Roger the GOAT!

Review Connecting Lesson 1 & Lesson 2

Unit 5 *Arts: Digital Media*

Lesson 1 Animated Age

Lesson 2 No Final in Final Fantasy

Review Connecting Lesson 1 & Lesson 2

Unit 1

Animals: Grazing Cousins



Cows are raised mainly for meat, milk, and other dairy products. Some cows are used for pulling carts.



Alpaca fiber is used to make items like blankets, sweaters, gloves, and hats. It is similar to sheep's wool but it's warmer. It's very soft and luxurious.



Sheep appear in many stories and nursery rhymes like "The Wolf in Sheep's Clothing", "Baa Baa Black Sheep," and "Mary Had a Little Lamb."



The zebra's stripes are unique to each individual. It has been suggested that zebras can recognize one another by their stripes.



Riding horses usually range in height from 142 cm to 173 cm, weighing from 380 kg to 600 kg. Draft horses are at least 163 cm to 183 cm tall and can weigh from 700 kg to 1,000 kg.

Fact File

Grazers are animals that eat grass. The word "graze" comes from the Old English word for "grass". The zebra, horse, cow, sheep, and kangaroo are all grazers.



Kangaroos hop from one place to another. The regular hopping speed for a kangaroo is about 20-25 km/h, but speeds of up to 70 km/h can be achieved over short distances.

Warm Up

Talk about these questions and share your opinions with your classmates.

1. Do you have many grazing animals in your country? Do you often see them?
2. What other grazers can you think of?
3. Do you think grazers are interesting animals? Why or why not?

Zebra Stripes



1. Pre-Reading

A Discussion

1. Look at the picture above and discuss.

- Why do you think zebras have stripes?
- What would zebras look like if they don't have any stripes?

2. Which do you think is true? Compare and discuss your answers.

- It is easy for lions to see zebras. T F
- Zebras' stripes have many purposes. T F
- The stripes on a zebra change over time. T F

B Key Vocabulary

Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the *base form* of the word.

- _____ successful in getting the result you want
- _____ possible in the future
- _____ a long, narrow line of color
- _____ something that helps
- _____ to make something look different so you can't recognize it
- _____ an animal that hunts other animals
- _____ to notice or see something that is hard to see
- _____ a mark left on skin from an old cut, burn, or wound

Zebra Stripes

The zebra's **stripes** make it a very handsome animal, but what are the stripes really for? Zoologists have long been interested in the same question, and they have come up with several possibilities.

- 5 Firstly, they think stripes act as “camouflage*,” which means they help the zebra to hide. On the African plains, lions are the zebra’s main **predator**, so hiding from them is very important. The shape of the stripes helps the zebra to hide in the long grass that is common on these plains. Black and white zebras are able
- 10 to hide in brown and green grass because lions are color-blind! **This** means that lions see everything as black, white, or gray. Even though the Zebra’s stripes are black and white they are good camouflage.

- More recently, it has been proven that stripes are an **effective**
- 15 means of confusing the blood-sucking tsetse fly as well. The tsetse fly is another resident of the African plains. They fly around and use their big eyes to find a tasty meal. Because horses, cows, and other animals with warm blood have a shape that is easy to see, the tsetse fly has no problem **spotting** them. However, in
- 20 the case of the zebra the stripes **disguise** the zebra’s shape. This means that **they** are much less likely to be seen by the tsetse fly.

- Finally, stripes are also believed to play a role in attracting female zebras. Wounds caused by fighting change the pattern of the stripes, so **potential** partners can see which male zebras are
- 25 the best fighters. Apparently, female zebras are attracted to male zebras with lots of **scars**!

Useful for both camouflage and finding a mate, a zebra’s stripes are more than just a handsome accessory. They are an important **aid** to life on the African plains.

298 words



A zebra grazing on the African plains



A zebra hides in some long grass.



A tsetse fly

Fact File 1 Did you know?

* to “camouflage” means to change the color and shape of something so that it cannot easily be seen in its natural surroundings.

2. During Reading

Reading Skill Tip

When you scan, don't read every word, and don't stop when you see a word you don't know. Read quickly and stop only to find the information you are looking for.

A Scanning for Information

Circle the correct answer.

- 1. Who is the zebra's main predator?**
 - a. the tsetse fly
 - b. the lion
 - c. other grazers like horses and cows
- 2. Why are the zebra's stripes an important aid to life on the African plains?**
 - a. because they look nice
 - b. because they are useful when zebras fight each other
 - c. because they are good camouflage
- 3. Lions are color-blind. What does that mean?**
 - a. Lions are short-sighted.
 - b. Lions see everything as black, white or gray.
 - c. Lions can see all colors except black and white.
- 4. Which sentence about the zebra's stripes is true?**
 - a. The most important role of the stripes is to make the zebra look handsome.
 - b. The pattern of the stripes can cause a fight between zebras.
 - c. The tsetse fly can't recognize the zebra's shape easily because of the stripes.
- 5. Which sentence about the zebra's stripes is NOT true?**
 - a. They help the zebra to hide in the long grass.
 - b. Lions cannot see the zebra's stripes because they are color-blind.
 - c. Zoologists have been studying zebra stripes for a long time.

Fact File 2



Did you know?

Walter Rothschild was a famous banker and zoologist from England. He was fascinated by animals and loved to collect them. He opened a museum in 1892. He could often be seen driving through London in a carriage pulled by a team of zebras.

Reading Skill Tip

Every paragraph has a main idea. Often, but not always, the main idea is contained in a topic sentence.

B-1 Identifying Main Ideas Circle the correct answer.**1. Which is the main idea of paragraph 2?**

- a. Zebra stripes act as camouflage.
- b. Zebras hide in long grass on the plains.
- c. Lions are color-blind.
- d. Lions are the Zebra's main predator.

2. Which is the main idea of paragraph 3?

- a. The tsetse fly is another resident of the African plains.
- b. A zebra's stripes also confuse the tsetse fly.
- c. Tsetse flies use their big eyes to find a meal.
- d. Horses, cows, and other animals have a shape that is easy to see.

Reading Skill Tip

Identify the various actions that occur in the passage. Now consider the consequences of each of those actions. Use this method to summarize what happened in the passage.

B-2 Organizing Information Skills: Identifying Cause and Effect Complete the chart.

Cause	Effect
Lions are _____ so the Zebra's stripes are good _____.	Zebras hide _____ _____ and survive.
The stripes disguise _____ _____.	The zebras are much less _____ _____ by the tsetse fly.
Wounds caused by fighting change _____.	Female zebras are _____ _____.



Reading Skill Tip

Think about how the target word is related to the topic of the passage. Then look at the words around the target word to guess its meaning.

Reading Skill Tip

A referent refers to something that has been mentioned before. Substitute the possible answer for the referent and see if the sentence makes sense.

Reading Skill Tip

While making inferences, you combine the information in the passage with your general knowledge.

Reading Skill Tip

Find out why the writer includes a certain piece of information in the passage.

Reading Skill Tip

Read carefully and choose the restatement that best summarizes the highlighted passage. Your goal should be to leave the meaning unchanged and to include all important information.

C Understanding Words in Context Circle the correct answer.

1. In line 2, what does the word 'zoologists' mean?
 - a. people who work in the zoo
 - b. people who study animals
 - c. people who love animals
2. In line 23, what does the word 'wounds' mean?
 - a. colors
 - b. shapes
 - c. damage

D Identifying Referents Circle the correct answer.

1. In line 11, what does **This** refer to?
 - a. Zebras are black and white.
 - b. Lions are color-blind.
 - c. Grass is brown and green.
2. In line 21, what does **they** refer to?
 - a. tsetse flies
 - b. zebra's stripes
 - c. zebras

E Making Inferences Circle the correct answer.

1. What can be inferred about female zebras?
 - a. Female zebras are not attracted to male zebras that have lots of changes in the pattern of the stripes.
 - b. Female zebras don't like male zebras with lots of scars because their stripes don't look nice.
 - c. Female zebras like male zebras with lots of scars because they are the best fighters.

F Identifying Purpose Circle the correct answer.

1. Why does the writer ask a question in line 1, "what are the stripes really for?"
 - a. to test whether the readers know the answer or not
 - b. to introduce the topic of the passage
 - c. to emphasize that the writer really wants to know the answer

G Recognizing Restatement Circle the correct answer.

1. Which of the following sentences best restates the highlighted information in line 14?
 - a. The tsetse fly keeps away from the stripes because it gets scared.
 - b. The tsetse fly can't see zebras easily or clearly because of the stripes.
 - c. The tsetse fly is confused whether to suck blood or not when it sees the stripes.

3. After Reading

A-1 Vocabulary Practice

 Fill in the blanks.

potential	aid	stripes	spot
effective	predator	disguise	scars

1. Brushing your teeth is an _____ way to prevent cavities.
2. It's hard to _____ the difference between real and fake money.
3. My shirt has blue and green _____.
4. I cut my hand on a glass, and now I have three small _____.
5. Our country provides poor countries with food _____.
6. A tiger is a _____.
7. We don't have any problems so far, but we need to think about _____ problems.
8. Many children wear a costume on Halloween to _____ themselves.

A-2 Synonyms and Antonyms

 Fill in the blanks using the words in the box above.

1	<i>possible</i>	=		4	<i>help</i>	=	
2	<i>notice</i>	=		5	<i>cover up</i>	=	
3	<i>lines</i>	=		6	<i>ineffective</i>	↔	

= synonym ↔ antonym

B Discussion

 Talk with a partner and then have a class discussion.

1. What other animals have stripes? How do they help these animals?
2. Which animals are hard to spot in the wild? What makes these animals hard to spot?
3. What other animals live on the African plains?

C Writing Practice

 Write your opinion and share it with your class.

I would (like / not like) to visit the African plains because _____

The Biggest Horse



1. Pre-Reading

A Discussion

1. Look at the picture above and discuss.

- What kind of horse is this?
- What do humans use these horses for?

2. Do you agree or disagree? Compare and discuss your answers.

- Shire horses weigh 900 kg. Agree Disagree
- Horses were very important in the middle ages. Agree Disagree
- Today, Shire horses are still used for farming. Agree Disagree

B Key Vocabulary

Look for the words in bold type in the passage on the opposite page. Write each word next to its definition using the *base form* of the word.

- _____ having well developed muscles
- _____ to move goods from one place to another
- _____ wide; having lots of space from one side to the other
- _____ an activity in which you compete; a contest
- _____ to result in a standard amount
- _____ thick and heavy relative to its size
- _____ a black powder that explodes and is found in bombs
- _____ a small part of a larger whole; a percentage of something