

Ready to Read and Write

Book 1

Teacher's Guide

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Test answers

Reading guidelines

Before reading the text

It is important to spend some time on preparation before students read each text. Use the pictures and appearance of the text to encourage students to predict what kind of text it is and what kind of information they expect to find in the text. Find out what students already know about the theme of the text. This will help them to understand the text when they read it. Make simple notes on the board so students can continue to refer to the ideas and vocabulary throughout the lesson.

Reading the text

The texts can be read in a variety of ways. The teacher can read the text aloud without stopping while students follow it in their books. This can be a good introduction to the text as it gives students a general sense of the text as well as time to identify words they may not know. The teacher can then discuss the text and vocabulary with the class.

The teacher can also read the text aloud, stopping to make comments, ask questions, or give explanations. The teacher may ask questions to check comprehension, ask students to predict what may happen next, or ask for opinions about things in the text. This process actively involves the students in the process of reading, and encourages them to engage with what they are reading at a deeper level.

Students can also read the text alone, in pairs, or in groups. They can read it silently or read it aloud.

Whichever way the text is read, it will be necessary to re-read the text at least once. At this stage the teacher can encourage students to guess the meanings of unknown words.

After reading the text

The teacher and class should discuss the text. The teacher should make sure that the students have understood the text and any unfamiliar vocabulary. The teacher could ask students to recount the text in their own words. It is useful to write the recount on the board and invite comment from the rest of the class.

The activities can be approached in different ways. They can be done as teacher–class activities. Students can also work through the activities alone, in pairs, or in groups. It is important to make sure that all students understand the activities and how they should approach them before they start.

The “Extra practice” activities have been designed for students to work on independently. Confident students who finish the activities in the unit before the

rest of the class can work on these activities without any input from the teacher. Alternatively, the “Extra practice” pages can be given as homework.

Progress tests

It is important for students to feel a sense of achievement and improvement. There is a progress test for every five units. The tests have been carefully written to test key vocabulary and understanding of text types. Teachers should administer these tests under test conditions. A time limit should be set. Individual teachers will be the best judge of a suitable time limit for the tests.

Unit 1 Friends

MAIN VOCABULARY

birthday, eight, nine, ten, cake

FUNCTIONS AND STRUCTURES

Introductions

Asking for and answering basic social questions

SAMPLE SENTENCES

Hi, Sophie. How are you?

I'm fine. How are you?

Harry, this is Ben.

Hello. Nice to meet you.

A

Before students read the text, review basic greetings and introductions with the class. Use one or two of the more confident students in the class to practice the language in the reading passage. Make sure you also cover the topic of birthdays and ages. Once the students have read the text, make sure they know the names of the characters.

B

Students read and match the questions and answers.

Answers

1. d
2. a
3. b
4. c

C

Students read and circle the correct names and ages of the characters.

Answers

1. Sophie
2. Ben
3. Harry
4. Amy
5. eight
6. ten

D

Students draw a birthday present for their friend. They then act out the conversation in pairs, wishing their friend Happy Birthday and giving them the present. One or two pairs could perform their conversation for the class.

Answers

Students' own answers

Extra practice 1

A

Students complete the speech bubbles with the sentences provided.

Answers

1. Happy Birthday! This is for you.
2. What is it?
3. What's your name?
4. How old are you?

B

Students answer the questions about themselves. They should use complete sentences.

Answers

Students' own answers

Unit 2 My family

MAIN VOCABULARY

mom, dad, grandma, grandpa, sister, brother, cat

FUNCTIONS AND STRUCTURES

Introducing family members and their names and ages

SAMPLE SENTENCES

This is my mom.

Her name is Ann.

This is my brother.

He is six.

A

Before students read the text, review family vocabulary with the class. You could draw a simple family tree on the board and ask students to fill in the titles of the family members. You could then draw or show students pictures of some family members and ask them to suggest names and ages to review this vocabulary. Make sure students understand the use of *his* and *her*.

B

Students look at the silhouettes of the family members and read the introductions in the speech bubbles. They circle True or False for each one.

Answers

1. True
2. False
3. True
4. False
5. False
6. True

C

Students read and match the informal names with the more formal names.

Answers

mom / mother

dad / father

grandma / grandmother

grandpa / grandfather

D

Students draw a member of their family, and then complete the sentences to introduce the family member. Students could then show their pictures to the class and read their sentences aloud.

Answers

Students' own answers

Extra practice 2

A

Students find six family words in the wordsearch puzzle.

Answers

Across:

GRANDPA

BROTHER

Down:

GRANDMA

MOM

DAD

SISTER

B

Students draw a picture or glue a photo of their family in their book. They write labels to show who the different family members are.

Answers

Students' own answers

C

Students write their family name in the space provided. They then complete the sentences about their family.

Answers

Students' own answers

Unit 3 Pets

MAIN VOCABULARY

cat, rabbit, dog, parrot, fish, horse, big, small, black, white, brown, red, green, orange, gray

FUNCTIONS AND STRUCTURES

Describing animals

SAMPLE SENTENCES

This is my horse.

His name's Pluto.

He's big and gray.

A

Before students read the text, review pet vocabulary with the class. You could ask students to name as many pets as they can or pets they have, and write a list on the board. Ask the students for words (adjectives) to describe the pets listed on the board to introduce the idea of describing animals.

B

Students read the sentences and complete each one with either *big* or *small*.

Answers

1. The cat is big.
2. The parrot is big.
3. The dog is big.
4. The rabbit is small.
5. The horse is big.
6. The fish is small.

C

Students read the sentences and choose the correct color to complete each answer.

Answers

1. She's black.
2. She's red and green.
3. He's gray.
4. He's orange.
5. He's white.
6. He's brown.

D

Students read the descriptions and decide which pet is being described.

Answers

1. She's a parrot.
2. She's a cat.
3. He's a horse.
4. He's a rabbit.
5. He's a fish.
6. He's a dog.

Extra practice 3**A**

Students read the descriptions, then find the animals in the picture and color them according to the descriptions.

Answers

Students color the animals as instructed.

B

Students draw an animal. They should use colors. Students then complete the sentences about the animal they have drawn.

Answers

Students' own answers

Unit 4 We're going on a picnic

MAIN VOCABULARY

picnic, sandwiches, apples, cupcakes, bananas, yogurt, juice, cookies, eggs

FUNCTIONS AND STRUCTURES

Naming and counting foods

SAMPLE SENTENCES

We're going on a picnic.

What can you see?

I can see apples, for you and for me.

How many cupcakes can you see?

A

Before students read the text, review picnic food with the class. You could tell the class they are going on a picnic and ask them what food they would like to take. Write a list on the board. Make sure the food covered in the unit is included in the list.

B

Students read the shopping list and check the foods they can see on the picnic blanket on page 14.

Answers

apples, bananas, sandwiches, cupcakes, cookies, yogurt, juice, eggs

C

Students count how many sandwiches, cupcakes, cookies, and apples they can see on the picnic blanket on page 14. This may be a good point to review numbers from 1 to 10. You could introduce the activity by asking students to count something in the classroom; for example, windows or the number of fingers you are holding up.

Answers

1. eight
2. five
3. nine
4. ten

D

Students look at the picnic blanket on page 14 and take turns to ask and answer the questions. Introduce the activity by asking the class if they can see an ice

cream cup. Make sure students answer with *Yes, I can* or *No, I can't*. You may also want to focus on the use of *an* with ice cream rather than *a*.

Answers

1. No, I can't.
2. Yes, I can.
3. No, I can't.

E

Students write a picnic shopping list with their friends. Encourage students to only write down the foods they want to take on their picnic. Some students could read their shopping lists out to the class to finish off the activity.

Answers

Students' own answers

Extra practice 4

A

Students look at the two pictures and find five differences between them. They circle the differences in one of the pictures.

Answers

See answer to B.

B

Students write sentences to describe what is different in picture 2.

Answers

- There are three apples.
- There are four cupcakes.
- There are seven sandwiches.
- There are two bananas.
- There are seven cookies.

Unit 5 Fish can swim

MAIN VOCABULARY

fish, birds, rabbits, mice, bees, frogs, dogs, bats, swim, fly, hop, run, jump, sit, sing, dance, whistle

FUNCTIONS AND STRUCTURES

Describing what animals and people can and can't do

SAMPLE SENTENCES

Fish can swim.

Frogs can't whistle.

Can you dance?

A

Before students read the text, review the animals presented in the unit. Write a list on the board. Then review the things that each animal can do. You may want to use mime to demonstrate some of the actions mentioned in the poem.

B

Students read the sentences and circle the correct words from the poem on page 18.

Answers

1. Fish can swim.
2. Birds can fly.
3. Rabbits can hop.
4. Mice can run.
5. Dogs can sit.
6. Bats can fly.
7. Bees can't dance.
8. Frogs can't whistle.

C

Students decide which animals can fly and circle the correct words.

Answers

bees, birds, bats

D

To introduce the activity you could ask one or two students some of the questions. Make sure students respond with *Yes, I can* or *No, I can't*. Students then answer the questions about themselves. They should circle their response to each question. Each student then works with a partner. They take turns to ask each

other the questions. You could finish the activity by asking one of the more confident pairs to ask and answer the questions in the front of the class.

Answers

Students' own answers

Extra practice 5

A

Students look at the pictures of animals doing different things and decide what is wrong with each picture. They write sentences using *can't* to describe what is wrong with each picture.

Answers

Rabbits can't fly.
Frogs can't sing.
Fish can't walk. (or Fish can't dance.)
Dogs can't dance.
Bees can't swim.
Bats can't run.

B

Students draw a picture of their favorite animal. They then complete three sentences about the animal.

Answers

Students' own answers

Unit 6 Sharing

MAIN VOCABULARY

pen, pencil, ruler, sharpener, eraser, notebook, crayons, felt-tip pens, yellow, blue, pink, orange, green, red, any

FUNCTIONS AND STRUCTURES

Stating what you have and don't have

SAMPLE SENTENCES

I have a red notebook.

I don't have a pencil.

I have two erasers.

I don't have any crayons.

A

Before students read the text, review the classroom vocabulary presented in the unit. You may want to hold up items like pens, rulers, and erasers in front of the class to demonstrate. You may want to review colors too.

B

Students look at the pictures and write the correct word below each one.

Answers

First row, from left to right: pencil, sharpener, ruler, pen

Second row, from left to right: crayon, notebook, felt-tip pen, eraser

C

Students read the questions and write the correct name to answer each question.

Answers

1. Harry
2. Sophie
3. Sophie
4. Amy
5. Amy
6. Harry
7. Harry
8. Sophie

D

Students read the questions and circle the correct answers.

Answers

1. Harry's
2. Amy's
3. Harry's
4. Sophie's
5. Amy's

E

Each student works with a partner. They both look in their schoolbags and tell each other what they have and don't have. They try to work out what they can share. You may want to demonstrate the conversation to the class before they start. Ask a confident student to look in their bag and tell you what they have, for example a ruler. Then tell the student that you don't have a ruler. Encourage this student to suggest that you share. To finish the activity, you may want to ask one or two pairs to perform their conversation in front of the class.

Answers

Students' own answers

Extra practice 6**A**

Students look at the picture of the table and the list of items. They check the items in the list that are not on the table. They then complete the sentences using the missing items. Finally, they draw the missing items on the table.

Answers

Students should check the following and draw them on the table:
a pen, a notebook, a ruler, a crayon

1. I don't have a pen.
2. I don't have a notebook.
3. I don't have a ruler.
4. I don't have a crayon.

B

Students look in their own schoolbag and count how many rulers, pencils, notebooks and felt-tip pens they have. They should write the numbers (as words) next to each question.

Answers

Students' own answers

Unit 7 Making a color spinner

MAIN VOCABULARY

draw, cut out, color in, cut, attach, spin, fold, glue, circle, string, red, orange, yellow, blue, green, purple

FUNCTIONS AND STRUCTURES

Giving instructions using the imperative

SAMPLE SENTENCES

Draw a circle.

Attach the string to the spinner.

Note: Some preparation is needed before this lesson. Students will need some basic equipment for the final activity in the unit.

A

It would be a good idea to make a color spinner yourself before this lesson to show students. Before students read the text, show them the color spinner and ask them what it is. Ask students to tell you how they could make a color spinner. In doing so, you can review the key vocabulary of the unit and write it on the board. Review colors if necessary.

B

Students read the instructions and number them in the correct order.

Answers

1. Draw a circle.
2. Cut the circle out.
3. Color in the circle.
4. Cut some string.
5. Attach the string to the spinner

C

Make sure students know what a mask is. Also make sure that students understand all of the vocabulary in the word box. Students then look at the pictures and write the missing word in each sentence.

Answers

1. Draw a face.
2. Cut the face out.
3. Color in the face.
4. Attach the string to the mask.

D

Students work with in pairs and make a color spinner. Each pair should circle the colors they are going to use before they begin. Each pair will need the following equipment:

- a piece of construction paper
- a pencil
- a plate or other round object to draw around
- colored pens or paints
- a pair of scissors
- a ruler
- some string

Answers

Students' own answers

Extra practice 7

A

Students read the sentences and decide which color is missing. They complete each sentence with the missing color. They also color the picture with the missing color.

Answers

Red and yellow make orange.

Blue and red make purple.

Yellow and blue make green.

B

Students make a list of yellow things, blue things, and green things.

Answers

Students' own answers

Unit 8 A puppet show

MAIN VOCABULARY

old, young, tall, short, fat, thin, ugly, handsome, pretty, big, small, hair, nose, eyes

FUNCTIONS AND STRUCTURES

Describing physical characteristics

SAMPLE SENTENCES

Hansel is young.

He's tall and thin.

He has short, blond hair.

A

Before students read the text, review vocabulary that describes physical characteristics. Ask the students to describe the puppets in the picture. You could write a list of vocabulary on the board.

B

Draw students' attention to the fact that there are opposites in the descriptions of the puppets. Make sure that the students understand what opposites are. Students write the opposites to complete each pair.

Answers

old / young

tall / short

thin / fat

ugly / pretty *or* handsome

short hair / long hair

big nose / small nose

small eyes / big eyes

C

Students read the statements and circle T for true or F for false.

Answers

1. T

2. F

3. F

4. T

5. F

6. T

7. F

8. T

D

Students read the four false sentences in C and write the correct sentences.

Answers

2. Hansel is tall.
3. Gretel is pretty.
5. Hansel has blue eyes.
7. The witch has long hair.

Extra practice 8

A

Students look at the picture and circle the correct word in each sentence.

Answers

Cinderella is young.
She is tall and pretty.
She has short brown hair.
She has a small nose.
She has big brown eyes.

B

Students draw a puppet. They then complete the sentences about the puppet.

Answers

Students' own answers

Unit 9 Drawing shapes pictures

MAIN VOCABULARY

rectangle, circle, square, triangle, train, bike, bus, car, boat, plane, taxi

FUNCTIONS AND STRUCTURES

Giving instructions using the imperative

SAMPLE SENTENCES

First, draw two rectangles.

Add some small triangles.

A

Before students read the text, review the shapes that appear in the unit. This is easily done by drawing them on the board or asking students to draw them on the board.

B

Students label the shapes.

Answers

From left to right: circle, triangle, square, rectangle

C

Students read the sentences and number them in the correct order.

Answers

1. First, draw three rectangles – one big rectangle and two small rectangles.
2. Then draw eight small circles for the wheels.
3. Draw four small squares for the windows.
4. Then add some small triangles. It's a train!

D

Students read the descriptions of the pictures at the bottom of page 30 and write the correct vehicle for each one.

Answers

1. bike
2. car
3. boat
4. bus

E

Students answer the question about themselves by checking the chart. They then ask two friends the same question. They write the two friends' names on the chart

and check the type of transportation their friends use. To finish the activity, you could ask one or two students to report back to the class with the information on their chart.

Answers

Students' own answers

Extra practice 9

A

Students draw their own shapes picture. They then count the number of circles, rectangles, squares, and triangles in their picture and complete the sentences.

Answers

Students' own answers

B

Students follow the lines to the scrambled transportation words. They unscramble the letters to make the words in order to find out who travels to school by which type of transportation. They then complete each sentence with the correct word.

Answers

keib = bike

rca = car

nitar = train

usb = bus

Amy goes to school by bus.

Harry goes to school by bike.

Sophie goes to school by car.

Max goes to school by train.

Unit 10 Pip and Pop

MAIN VOCABULARY

big, small, strong, weak, fast, slow, messy, neat, dirty, clean, wet, dry, sad, happy

FUNCTIONS AND STRUCTURES

Opposite adjectives

SAMPLE SENTENCES

Pip is big and strong.

Pop is small and weak.

Pip is wet, but Pop is dry.

A

Before students read the text, use the pictures to review the adjectives presented in the unit. Draw students' attention to the fact that the text features opposite adjectives. Make sure that students understand what opposite adjectives are.

B

Students draw lines to match the opposites.

Answers

happy / sad
wet / dry
clean / dirty
weak / strong
neat / messy
fast / slow
big / small

C

Students read the questions and write *Pip* or *Pop* to answer each question.

Answers

1. Pip
2. Pop
3. Pip
4. Pop

D

Students read the statements and circle T for true or F for false for each one. They then write the correct adjective for each of the false statements.

Answers

1. T
2. F Pip is fast.
3. F Pop is neat.
4. T
5. T
6. F Pop is happy.

E

Students choose two adjectives that describe themselves. They complete the sentence with the two adjectives so they have a brief description of themselves. You could finish the activity by asking students to circulate and read their descriptions to each other.

Answers

Students' own answers

Extra practice 10**A**

Students look at the pictures and circle the correct adjectives.

Answers

1. a big cat
2. a dirty car
3. a happy girl
4. a messy bedroom
5. a slow bus
6. a wet dog

B

Students read the descriptions and draw what is described in each box.

Answers

Students' own answers

Unit 11 My bedroom

MAIN VOCABULARY

under, on, in, by, doll, yo-yo, ball, book, kite, jump rope, robot, teddy bear

FUNCTIONS AND STRUCTURES

Prepositions of place

SAMPLE SENTENCES

There's a doll under the table.

There's a yo-yo on the floor.

Is the ball under the bed?

Yes, it is. No, it isn't

A

Before students read the text, review the toy vocabulary that is presented in the unit. You could then ask the students to find the toys in the picture. Focus on the prepositions of place needed to describe the location of each toy.

B

Students match the beginnings of the sentences to the correct endings.

Answers

1. The kite is in the closet.
2. The jump rope is on the chair.
3. The doll is under the table.
4. The yo-yo is on the floor.
5. The ball is in the bed.
6. The book is by the door.
7. The robot is in the toy box.
8. The teddy bear is under the closet.

C

Students read the sentences and draw the three toys on the picture. They draw one toy under the bed, one toy in the closet, and one toy on the table.

Answers

Students' own answers

D

Each student works with a partner. They take turns to ask each other where the three toys are in their picture. It is a good idea to practice the questions and answers around the class, using the main picture on page 36, before students begin.

Answers

Students' own answers

Extra practice 11**A**

Students look at the two pictures and find five differences between them. They circle the differences in one of the pictures.

Answers

See answer to B.

B

Students write sentences describing what is different in picture 2.

Answers

There's a teddy bear in the bed.
There's a blue kite on the chair.
There's a pen on the table.
There's a green book on the table.
There's a book under the table.

C

Students draw a picture of their favorite toy. They then complete the sentence with their favorite toy. You could finish the activity by conducting a class survey about the students' favorite toys and writing the results on the board.

Answers

Students' own answers

Unit 12 A food project

MAIN VOCABULARY

pizza, bread, salad, ice cream, fish, eggs, chicken, fries, cake, vegetables, rice, fruit, spaghetti, meat, cheese, cookies

FUNCTIONS AND STRUCTURES

Likes and dislikes

Different kinds of foods

SAMPLE SENTENCES

I like pizza and bread.

I don't like fish or eggs.

A

Before students read the text, review the food items presented in the unit. Ask one or two students what they like and don't like. You could also point out that *crackers* are often eaten with cheese, as shown in Beth's picture, although *cookies* are what is mentioned in the text. Cookies are sweet, while crackers are not sweet.

B

Make sure students are familiar with the structures *Yes, she/he does* and *No, she/he doesn't*. Ask the class to answer one or two of the questions in activity B before they complete the activity themselves. Students read the questions and circle the correct answers.

Answers

1. Yes, she does.
2. No, he doesn't.
3. No, he doesn't.
4. Yes, she does.
5. Yes, he does.
6. Yes, she does.

C

Students read the questions and write the correct names.

Answers

1. Beth
2. Max
3. Alex
4. Amy
5. Harry
6. Rosie

D

Students look at the picture and match the correct child to each lunch tray based on the information in the main text.

Answers

1. Max
2. Amy
3. Harry

E

Each student works with a partner. They take turns to ask each other what they like and don't like. To finish the activity, you could go around the class asking students what they like and don't like. Students could also report back to the class about what their partner likes and doesn't like.

Answers

Students' own answers

Extra practice 12

A

Students look at the word puzzle and find ten food words from the unit. They write the food words on the lines provided. Students then check the foods they like.

Answers

Across:

VEGETABLES

CAKE

CHICKEN

FISH

FRIES

Down:

MEAT

ICE CREAM

CHEESE

BREAD

FRUIT

B

Students unscramble the letters to make the words. They then draw the foods in the lunchbox.

Answers

I've got eggs, bread and chicken.

I've got fruit and a cookie. Yum!

Unit 13 Move your body!

MAIN VOCABULARY

feet, toes, head, nose, legs, arms, fingers, hands, eyes, ears, stamp, touch, nod, wiggle, move, jump, stretch, shake, turn around, clap, close

FUNCTIONS AND STRUCTURES

Action verbs and parts of the body
Giving instructions using the imperative

SAMPLE SENTENCES

Move your legs.
Jump up high.
Stretch your arms up to the sky.

A

Before students read the text, review the vocabulary by looking at the pictures and acting out the actions. Make sure students are familiar with the body parts presented in the unit as well as the action verbs.

B

Students look at the picture and label it with the correct body parts.

Answers

1. ears
2. hair
3. eyes
4. mouth
5. nose
6. legs
7. arms
8. feet
9. toes
10. hands
11. fingers

C

Students read the sentences and circle the correct words.

Answers

1. Stamp your feet.
2. Nod your head.
3. Clap your hands.
4. Stretch your arms.
5. Wiggle your nose.
6. Close your eyes.

D

Students read the questions and write *Yes, I can* or *No, I can't* to answer each one about themselves. To introduce this activity you could ask one or two students the first question. Make sure they use *Yes, I can* or *No, I can't* to answer.

Answers

Students' own answers

E

Each student works with a partner. They say the poem together and act it out. To finish the activity, ask some pairs to perform the poem for the class.

Answers

Students' own answers

Extra practice 13

A

Students read the text, look at the pictures and write the correct names of the monsters next to each description.

Answers

1. My name is Grizzle.
2. My name is Groan.
3. My name is Grouch.

B

Students write a description of their own monster.

Answers

Students' own answers

C

Students draw a picture of the monster they have described in activity B.

Answers

Students' own answers

Unit 14 Clothes

MAIN VOCABULARY

shorts, T-shirt, sandals, sun hat, raincoat, boots, umbrella, pants, sweater, jacket, shoes, coat, scarf, gloves, hat, hot and sunny, rainy, cold, snowy

FUNCTIONS AND STRUCTURES

Describing the weather using present simple

Describing what you are wearing using present continuous

SAMPLE SENTENCES

It's hot and sunny.

I'm wearing shorts and a T-shirt.

A

Before students read the text, review the different clothes people wear for different weather.

B

Students look at the pictures and write the words to describe the weather.

Answers

From left to right:

It's rainy. It's snowy. It's hot and sunny. It's cold.

C

Students write the clothes in the correct column.

Answers

In hot weather: T-shirt, shorts, sun hat, sandals

In cold weather: jacket, boots, coat, sweater, scarf, gloves

D

Students read the questions and circle T for true or F for false.

Answers

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T

E

Each student works with a partner. They write down what they are wearing and what their partner is wearing. To finish the activity, students could take turns to stand up while the class describe what they are wearing.

Answers

Students' own answers

Extra practice 14

A

Students look at the series of pictures and number them in the correct order.

Answers

Picture 1: c

Picture 2: a

Picture 3: d

Picture 4: b

B

Students look at the pictures and complete the descriptions of what the scarecrow is wearing.

Answers

Picture 1: He's wearing pants and a T-shirt.

Picture 2: He's wearing pants, a T-shirt, and shoes.

Picture 3: He's wearing pants, a T-shirt, shoes, and a jacket.

Picture 4: He's wearing pants, a T-shirt, shoes, a jacket, and a hat.

C

Students draw a hat on the picture of the scarecrow. They then color the scarecrow and complete the sentences with the colors they have used.

Answers

Students' own answers

Unit 15 My home

MAIN VOCABULARY

house, apartment, bedroom, bathroom, kitchen, living room, dining room, playroom, balcony, yard

FUNCTIONS AND STRUCTURES

Describing the inside of a house

It has...

Counting

SAMPLE SENTENCES

It has two bedrooms.

It has a kitchen and a big living room.

It doesn't have a yard.

A

Before students read the text, review the rooms in a house. You could draw your house on the board and describe it.

B

Students check the chart to show which rooms Amy's house and Harry's apartment have.

Answers

Amy's house: bedrooms, bathroom, kitchen, living room, yard

Harry's apartment: bedrooms, bathrooms, kitchen, living room, dining room, playroom, balcony

C

Students read the questions and write the correct names.

Answers

1. Harry
2. Amy
3. Harry
4. Harry
5. Amy

D

Students read the questions and circle *Yes, it is* or *No, it isn't* for each one. To start you could ask one or two students the first question. Make sure they answer with *Yes, it is* or *No, it isn't*.

Answers

1. Yes, it is.
2. No, it isn't.
3. Yes, he does.
4. Yes, she does.

E

Each student works with a partner. They take turns to draw a cat in Harry's apartment. The other student tries to guess where the cat is. You could demonstrate by drawing a cat on the picture of the house already on the board (from activity A).

Answers

Students' own answers

Extra practice 15**A**

Students complete the words and draw lines to match them to the rooms in the tree house in the picture.

Answers

1. kitchen
2. living room
3. balcony
4. yard
5. dining room
6. bedroom
7. bathroom

B

Students draw a picture of their own house and complete the sentences to create a description of their house.

Answers

Students' own answers

Unit 16 My backyard

MAIN VOCABULARY

yard, trees, swing, slide, table, chairs, pond, goldfish, flowers, birdbath, birds

FUNCTIONS AND STRUCTURES

Describing a yard

There is / there are...

Counting

SAMPLE SENTENCES

There are two trees.

There is a swing.

There's a birdbath.

A

Before students read the text, review the key vocabulary by asking them what you find in a backyard. Write a list of vocabulary on the board. This list can be compared with the picture of the yard. You may also want to review colors and numbers from one to ten.

B

Students read the statements and circle T for true or F for false.

Answers

1. F
2. T
3. F
4. T
5. F
6. T

C

Students circle the things that they can see in the yard on page 50.

Answers

chair, table, flower, tree, pond, birdbath, swing, slide

D

Students read the sentences and match them to the pictures. Make sure students understand the activity by doing one or two of the questions with the class first.

Answers

1. b
2. c
3. a
4. f
5. e
6. d

E

Students draw a yard. They then write some sentences to describe their picture. They should use the main text to help them write their sentences. Students then work with a partner and take turns to tell each other about their picture. Some of the more confident students could tell the class about their picture.

Answers

Students' own answers

Extra practice 16**A**

Students look at the two pictures and find six differences between them. They circle the differences in one of the pictures.

Answers

See answer to B.

B

Students write sentences to describe what is different in picture 2.

Answers

1. In picture 2, there's a slide.
2. In picture 2, there are three birds.
3. In picture 2, there is a blue table.
4. In picture 2, there is a flower under the table.
5. In picture 2, there are eight red flowers.
6. In picture 2, there are three goldfish.

Unit 17 At the zoo

MAIN VOCABULARY

two/four/five/six/eleven/twelve o'clock, elephants, penguins, monkeys, lions, giraffes, crocodiles, grass, fruit, fish, leaves, meat

FUNCTIONS AND STRUCTURES

Telling the time from clocks and written times

Stating what different animals eat

SAMPLE SENTENCES

It's eleven o'clock.

It's time to feed the elephants.

Elephants eat grass and fruit.

A

Before students read the text, review the animals you would expect to see in a zoo. Ask students which animals they like best. Find out what the students know about the animals.

B

Students read the times and then draw them on the clocks. They then complete each sentence with the correct animal.

Answers

1. It's time to feed the crocodiles.
2. It's time to feed the lions.
3. It's time to feed the elephants.
4. It's time to feed the monkeys.
5. It's time to feed the penguins.
5. It's time to feed the giraffes.

C

Students look at the pictures and draw lines to match the animals to their food.

Answers

Penguins – fish

Monkeys – fruit and leaves

Crocodiles – meat and fish

Giraffes – grass and leaves

Lions – meat

D

Students read the descriptions and write the correct animal.

Answers

1. elephant
2. monkey
3. crocodile
4. penguin

E

Each student works with a partner. They take turns to describe an animal while the other student guesses which animal they are describing. You can demonstrate this activity to the class first.

Answers

Students' own answers

Extra practice 17**A**

Students unscramble the words and then draw lines to match them to the picture.

Answers

1. lion
2. giraffe
3. monkey
4. crocodile
5. penguin
6. elephant

B

Students draw a picture of their favorite animal, and then complete the sentences about the animal.

Answers

Students' own answers

Unit 18 Things I can do

MAIN VOCABULARY

climb a tree, sing, whistle, play with a yo-yo, play the guitar, skip rope, ride a bike, stand on her head, make a funny face, ride a horse, do a puzzle, touch his toes

FUNCTIONS AND STRUCTURES

Using “can” to state what people can and can’t do

SAMPLE SENTENCES

Harry can climb a tree.

He can’t play with a yo-yo.

A

Before students read the text, review *can* and *can’t* and the actions in the poem by asking some students if they can do some of the things in the poem.

B

Students read the sentences about the characters in the main text and complete each one with *can* or *can’t*.

Answers

1. I can’t play with a yo-yo.
2. I can ride a bike.
3. I can’t touch my toes.
4. I can climb a tree.
5. I can’t stand on my head.
6. I can ride a horse.

C

Students read the questions and write *Yes, she/he can* or *No, she/he can’t* for each one. First go around the class asking students the first two questions. Make sure that students are able to use *Yes, she/he can* or *No, she/he can’t* before they complete the activity.

Answers

1. Yes, he can.
2. No, she can’t.
3. Yes, he can.
4. No, he can’t.
5. Yes, she can.

D

Each student works with a partner. First they check the “me” column in the chart to indicate what they can and can’t do. They then take turns to ask each other what they can do and check the “my friend” column. You could ask some students to report back to the class to finish the activity.

Answers

Students’ own answers

Extra practice 18

A

Students look at the pictures and write complete sentences to describe what Sophie can and can’t do.

Answers

1. She can ride a horse.
2. She can’t skip rope.
3. She can’t play with a yo-yo.
4. She can climb a tree.
5. She can ride a bike.
6. She can play the guitar.

Unit 19 After school

MAIN VOCABULARY

play soccer, go in-line skating, watch TV, do my homework, play on the computer, have dinner, draw pictures, make models

FUNCTIONS AND STRUCTURES

Present simple for routines

SAMPLE SENTENCES

Sometimes I go to the park.

I play soccer and I go in-line skating.

A

Before students read the text, ask them what they do after school. Write a list of these activities on the board. Underline the present simple verbs to draw attention to them. You can focus on the use of *sometimes* at this point too, or wait until activity D.

B

Students read the sentences and check the correct ones.

Answers

Students should check the following:

I play soccer.

I do my homework.

I draw pictures.

I go to art club.

I play on the computer.

I watch TV.

I go in-line skating.

I have dinner.

C

Students draw lines to match the first parts of the sentences to the second parts.

Answers

1. Alex draws pictures at art club.

2. Alex plays on the computer at a friend's house.

3. Alex does his homework at home.

4. Alex goes in-line skating in the park.

D

Draw attention to the use of *sometimes* in the text. Make sure that students understand *sometimes*, *always*, and *never*. Students complete the statements with *sometimes*, *always*, or *never*.

Answers

Students' own answers. For example:

I always do my homework. I sometimes do my homework. I never do my homework.

E

Each student works with a partner. They take turns to ask each other what they do after school. You can also encourage students to use *sometimes*, *always*, or *never* in their conversations. To finish the activity, go around the class asking a few students what they do after school.

Answers

Students' own answers

Extra practice 19

A

Students look at the pictures and decide which are indoor activities and which are outdoor activities. They write the activities in the correct column and then add two more activities to each column.

Answers

Indoor activities:

play on the computer

have dinner

draw pictures

do homework

watch TV

Outdoor activities:

play soccer

play basketball

ride a bike

go swimming

go in-line skating

B

Students decide whether they like indoor or outdoor activities best. They complete the sentence with *indoor* or *outdoor*.

Answers

Students' own answers

Unit 20 At the beach

MAIN VOCABULARY

at the beach, sunny, pail, shovel, sandcastle, gathering crabs, playing catch, sleeping in the sun, swimming in the ocean, eating an ice cream cone

FUNCTIONS AND STRUCTURES

Present continuous for current activities

SAMPLE SENTENCES

We are having a lovely vacation.

I am making a big sandcastle.

My mom is swimming in the ocean.

A

Before students read the text, ask them if they like the beach and what they do at the beach. You can then look at the picture and ask students to describe what some of the people are doing.

B

Students read the sentences and circle the correct words.

Answers

1. Amy is making a sandcastle.
2. Her sister is gathering crabs.
3. Her brothers are playing catch.
4. Her mom is swimming.
5. Her dad is eating an ice cream.

C

Students look at the picture on page 62 and count the items in it. They then write the numbers (in words) next to each question.

Answers

1. two
2. five
3. ten
4. six
5. two

D

Students read the description of what is in Amy's pail and draw the items in the pail.

Answers

Students' own answers

E

Students decide what is in their own pail and draw these items in it. Then each student works with a partner and they take turns to tell each other what is in their pail. To finish the activity, you could ask one or two students to tell the class what is in their pail.

Answers

Students' own answers

Extra practice 20**A**

Students check the activities they do on vacation.

Answers

Students' own answers

B

Students draw a picture of their family on vacation. They then write a description of their vacation on the postcard. They should use the main text to help them write their description.

Answers

Students' own answers

Test answers

Test 1: Units 1 to 5

A

Hello, I'm Terry.

Hello, I'm Laura.

Nice to meet you, Laura. How are you?

I'm fine, thank you.

How old are you, Laura?

I'm eight.

B

1. True
2. True
3. False
4. True

C

1. mom, dad, grandma, grandpa
2. cake, cookie, yogurt, sandwich
3. cat, rabbit, parrot, dog
4. swim, jump, fly, run

Test 2: Units 6 to 10

A

1. wet
2. weak
3. old
4. thin
5. sad
6. dirty

B

1. False
2. True
3. False
4. True
5. False
6. False

C

1. pen, ruler, sharpener, pencil
2. orange, green, pink, purple
3. square, rectangle, circle, triangle
4. car, plane, train, bus

Test 3: Units 11 to 15

A

1. clap your hands
2. wear a raincoat
3. nod your head
4. stamp your feet

B

1. It's hot today. I'm wearing my sandals.
2. It's rainy today. I've got an umbrella.
3. It's cold today. I'm wearing a sweater and a jacket.

C

1. True
2. False
3. True
4. False
5. False
6. False

D

1. kite, doll, yo-yo, ball
2. toes, fingers, hands, feet
3. jacket, T-shirt, coat, sweater
4. salad, meat, vegetables, fruit

Test 4: Units 16 to 20

A

1. climb a tree
2. ride a bike
3. go swimming
4. do your homework
5. play soccer

B

1. eleven o'clock
2. twelve o'clock
3. six o'clock
4. two o'clock

C

1. True
2. False
3. False
4. True
5. True
6. False

D

1. penguin, monkey, giraffe, lion
2. swing, birdbath, table, slide
3. four, eleven, six, five
4. basketball, swimming, in-line skating, soccer

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