

Ready to Read and Write

Book 2

Teacher's Guide

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Contents

Reading guidelines

- Unit 1 My town
- Unit 2 My day
- Unit 3 Penpals around the world
- Unit 4 We all need water
- Unit 5 Can you find my sister?
- Unit 6 What are you good at?
- Unit 7 Making a pop-out card
- Unit 8 Good health
- Unit 9 Growing things
- Unit 10 Helping around the house
- Unit 11 A treasure hunt
- Unit 12 Classroom rules
- Unit 13 Jenny's skiing vacation
- Unit 14 Seasons in New York
- Unit 15 Wind
- Unit 16 On the farm
- Unit 17 The clever crow
- Unit 18 The bus driver
- Unit 19 Baby giraffes
- Unit 20 The Transportation Museum

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 My town

MAIN VOCABULARY

town, stores, supermarket, school, library, park, playground, theater, restaurants, bus station, next to, in, across from

FUNCTIONS AND STRUCTURES

Describing a town

There is / are...

SAMPLE SENTENCES

There are lots of stores.

There is a supermarket.

There are two restaurants next to the theater.

A

Before students read the text, review the different things that you might find in a town. Draw a street on the board with two rows of empty buildings and ask students to suggest what the different buildings might be. You can then use the drawing to review the key vocabulary.

B

Students look at the pictures and check the things they can find in Main Street.

Answers

stores, bus station, school, library, supermarket, park, playground, theater, restaurant

C

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

Answers

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

D

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

Answers

1. The playground is in the park.
2. The school is across from the supermarket.
3. The restaurants are next to the theater.
4. The park is next to the school.
5. The library is across from a restaurant.

E

Each student works with a partner. They take turns to ask each other what is in their town. To finish the activity, you could go around the class and ask a few students what is in their town.

Answers

Students' own answers

Extra practice 1**A**

Students read the description of the town and fill in the names of the buildings on the picture.

Answers

1. school
2. library
3. bus station
4. museum
5. supermarket
6. restaurant

B

Students complete the sentences about the place where they live.

Answers

Students' own answers

Unit 2 My day

MAIN VOCABULARY

get up, get dressed, have breakfast, get ready, pack, classes, homework, seven o'clock, twelve clock, half past three, eight o'clock

FUNCTIONS AND STRUCTURES

Present simple for routines

Times

SAMPLE SENTENCES

I get up at seven o'clock every morning.

After school, I play with my friends, or I watch TV.

A

Before students read the text, review daily routines. You could begin by outlining your daily routine and making notes on the board. Or you could go around the class asking students about their daily routine and make notes on the board. You may want to draw attention to the use of the present simple tense.

B

Students read the sentences and number them from 1 to 11 to put them in the correct order.

Answers

- 3 He brushes his teeth.
- 1 He gets up.
- 4 He goes to school.
- 8 He has dinner with his family.
- 5 He has lunch.
- 2 He gets dressed.
- 7 He does his homework.
- 9 He has a shower.
- 6 He watches TV.
- 11 He goes to bed at eight o'clock.
- 10 He brushes his teeth again.

C

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

Answers

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

D

Students read the questions and answer them about themselves. Make sure that students understand that they must answer about themselves, not about Mark.

Answers

Students' own answers

E

Each student works with a partner. They take turns to ask each other what they do every day. They should use the list of questions in activity D. To finish the activity, you could ask a few students to report to the class what their partner does and doesn't do. Or you could ask one student to come to the front of the class so the class can ask them the questions and any other similar questions they can think of.

Answers

Students' own answers

Extra practice 2

A

Students complete the text about themselves to create a description of their daily routine.

Answers

Students' own answers

B

Students unscramble the letters to make words. They then use the words to complete the sentences.

Answers

1. My schoolbag is very heavy. I've got lots of books in it.
2. Do you have a lot of homework to do tonight?
3. I catch the bus to school with my friends Jeff and Peter.
4. You brush your teeth with a toothbrush.

C

Students draw the hands on the clocks to show the times.

Answers

Students to draw times on clocks.

Unit 3 Penpals around the world

MAIN VOCABULARY

penpals, animals, in-line skating, sports, soccer, reading, singing, chess, swimming, surfing, France, Brazil, Japan, Egypt, Australia, Spain, French, Portuguese, Japanese, Arabic, English, Spanish

FUNCTIONS AND STRUCTURES

Nationalities and languages

Describing people's likes

SAMPLE SENTENCES

She's eight years old.

She comes from France.

She likes animals and in-line skating.

She speaks French.

A

Before students read the text, review hobbies and pastimes. You could ask a few students what they like to do in their free time and make a list on the board. Ask students to look at the first picture in the series and talk about what Mimi likes to do. Draw attention to the distinction between nationality and language. You may want to review the nationalities and languages featured in the unit first, or wait until students have attempted activity B.

B

Students match the countries and languages.

Answers

1. France / French
2. Brazil / Portuguese
3. Japan / Japanese
4. Egypt / Arabic
5. Australia / English
6. Spain / Spanish

C

Students read the descriptions and write the name of the person who is talking.

Answers

1. Omar
2. Luis
3. Jade
4. Carlos
5. Yoko
6. Mimi

D

Students read the questions and circle the correct answers. You could ask one or two of the questions around the class first and make sure students are responding with *Yes, she/he does* or *No, she/he doesn't*.

Answers

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

E

Each student works with a partner. They take turns to ask each other if they like each of the things listed in activity D. To finish the activity, you could go around the class and ask a few students some of the questions

Answers

Students' own answers

Extra practice 3

A

Students unscramble the letters to make words. They then write a sentence stating what each person likes.

Answers

1. He likes swimming.
2. She likes chess.
3. He likes soccer.
4. She likes animals.
5. He likes reading.
6. She likes singing.

B

Students answer the questions about which languages they speak.

Answers

Students' own answers

C

Students complete the letter to a penpal with information about themselves. They then draw a picture of themselves.

Answers

Students' own answers

Unit 4 We all need water

MAIN VOCABULARY

need, water, shower, every, twice, swim, swimming pool, plants, grow, fish, bowl, full

FUNCTIONS AND STRUCTURES

Describing different uses of water

SAMPLE SENTENCES

I drink lots of water.

I have a shower every night.

I water my plant twice a week.

A

Before students read the text, review the different ways we use water. Ask the class for a few ways they use water and make a short list on the board.

B

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

Answers

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

C

Students write complete sentences to answer the questions.

Answers

1. Mark has a shower every night.
2. Mark's dog is called Peppi.
3. Mark likes going to the swimming pool in hot weather.
4. A plant is growing outside Mark's window.
5. Mark's fish is called Goldie.

D

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

Answers

1. Mark likes swimming at the pool when it's hot.
2. Mark brushes his teeth twice a day.
3. Mark has a shower every night.
4. Mark waters his plant twice a week.
5. Mark washes his dog every month.

E

Students make a list of all of the different ways they use water every day. They then show their list to a partner. You could finish the activity by going around the class getting student's answers and creating a large list on the board.

Answers

Students' own answers

Extra practice 4**A**

Students unscramble the letters to make words. They then complete the sentences with the words.

Answers

1. When you're thirsty, you need to drink something.
2. When you're dirty, you need to wash.
3. When you're hot, you need to swim in the pool.
4. To keep plants growing, you need to water them.

B

Students look at the pictures on page 14 again and check the things they can see.

Answers

dog, fish, glass, toothbrush, plant, ball, window, bowl

C

Students match the verbs to the nouns.

Answers

1. water your plant
2. have a shower
3. brush your teeth

Unit 5 Can you find my sister?

MAIN VOCABULARY

sister, brother, friend, mother, pretty, young, dark, curly, short, blond, long, straight, brown, blue, green, red, white, yellow, glasses, T-shirt, skirt, shorts, jeans, dress, hat, happy, sad, scared, angry

FUNCTIONS AND STRUCTURES

Physical descriptions of people

SAMPLE SENTENCES

She's pretty.

She has dark, curly hair and brown eyes.

She's wearing a red T-shirt and a blue skirt.

She looks happy.

A

Before students read the text, review vocabulary that describes people's physical appearance. You could put a picture on the board of a person and ask students to describe the person. Make sure you cover as much of the vocabulary in the text as possible. You may also want to focus on the structure *She looks happy / sad / scared / angry*. This can be done by drawing simple faces with different expressions on them on the board.

B

Students look at the pictures and use the words in the box to write a sentence about each picture.

Answers

1. She looks happy.
2. He looks sad.
3. She looks angry.
4. He looks scared.

C

Students read the descriptions and write the name of the person speaking next to each description.

Answers

1. Alex
2. Lisa
3. Tim
4. Susan

D

Students look at the pictures and match the correct description to each picture.

Answers

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

E

Each student works with a partner. They take turns to describe someone in the main picture on page 18. The other student tries to guess which person they are describing.

Answers

Students' own answers

Extra practice 5

A

Students read the sentences and check the ones that describe their own appearance.

Answers

Students' own answers

B

Students find and circle six clothes words in the wordsearch puzzle.

Answers

Across:

DRESS

HAT

SKIRT

Down:

SHORTS

JEANS

SHIRT

C

Students write a few sentences to describe what they are wearing.

Answers

Students' own answers

Unit 6 What are you good at?

MAIN VOCABULARY

good at, music, gymnastics, games, puzzles, art, singing, standing on (my) head, playing board games, drawing, painting, making models, play the piano, play the recorder, do a somersault, chess, take photographs

FUNCTIONS AND STRUCTURES

Describing what people are good at

Using gerunds and “can”

SAMPLE SENTENCES

I’m good at music.

I can play the piano and the recorder.

I like singing.

A

Before students read the text, tell the class about some things that you are good at. Then ask a few students to tell the class what they are good at. Try to get the examples of the following structures and write them on the board:

- *I am good at...*
- *I can* + present simple
- *I like* + gerund

B

Students look at the pictures and match the people to what they like doing.

Answers

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

C

Students write complete sentences to answer the questions.

Answers

1. Laura’s favorite instrument is the piano.
2. Cory likes standing on his head.
3. Greg is very good at chess.
4. Janet likes making models.

D

Students complete the sentences about themselves. Make sure that students understand which structures they should use to complete the sentences.

Answers

Students' own answers

E

Each student works with a partner. They take turns to ask each other what they are good at. Again, make sure students are familiar with the structures they should use in this activity.

Answers

Students' own answers

Extra practice 6**A**

Students unscramble the letters to make words. They then write the correct word next to each description.

Answers

1. photograph
2. chess
3. recorder
4. somersault

B

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

Answers

1. Jessica is good at music.
2. She likes playing the drums.
3. She can play the guitar.

C

Students match the verbs to the nouns.

Answers

1. play chess
2. do a somersault
3. take a photograph
4. make a model

Unit 7 Making a pop-out card

MAIN VOCABULARY

draw, cut out, cut around, cut along, fold in half, glue, write, pops out, circle, spiral, snake, patterns, scissors, construction paper, tail, message

FUNCTIONS AND STRUCTURES

Giving instructions using the imperative

SAMPLE SENTENCES

Draw a circle on a piece of white paper.

Draw a spiral inside the circle.

NOTE: Some preparation is needed before this lesson. Students will need some basic equipment if you would like them to make a pop-out card at the end of the lesson.

A

It would be a good idea to make a pop-out card yourself before this lesson to show students before they read the text. Ask students to tell you how they could make a pop-out card. In doing so, you can review the key vocabulary of the unit and write it on the board.

B

Students read the sentences and number them from 1 to 5 to put them in the correct order.

Answers

- 3 Draw a snake's head and body.
- 4 Cut the snake out.
- 2 Draw a spiral inside the circle.
- 1 Draw a circle.
- 5 Glue the snake's tail inside a card.

C

Students write complete sentences to answer the questions.

Answers

- 1. You draw a spiral inside the circle.
- 2. You use colored pencils to draw the snake.
- 3. You use your scissors to cut the snake out.
- 4. You glue the snake's tail inside the card.

D

Students match the correct words (verbs) to the pictures. It would be a nice idea to get students to make a pop-out card themselves. They could work with a partner. Each pair will need the following equipment:

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

Answers

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

Extra practice 7

A

Students read the groups of words and decide which is the odd word out.

Answers

1. paper (*The other words are shapes.*)
2. card (*The other words are animals.*)
3. head (*The other words are colors.*)
4. outside (*The other words are verbs.*)

B

Students color the picture of the snake, and then complete the sentence with the colors they have used.

Answers

Students' own answers

Unit 8 Good health

MAIN VOCABULARY

healthy, important, fruit, vegetables, cupcakes, cookies, water, milk, sweet drinks, candy, exercise, fresh air, countryside, teeth, sleep, early, late

FUNCTIONS AND STRUCTURES

Positive and negative imperatives for advice

SAMPLE SENTENCES

Eat lots of fruit and vegetables.

Don't eat too many cupcakes and cookies.

A

Before students read the text, ask them what we should do to stay healthy. Make a list of sentences (positive and negative imperatives) on the board. Try to cover as much of the vocabulary in the text as possible. You might want to draw students' attention to the fact that we use this kind of sentence to tell people what to do; that is, to give advice.

B

Students read the sentences and write *don't* in the correct places. Make it clear that they are to refer to the text, not write their own opinions.

Answers

2. Don't eat too many cupcakes and cookies.
4. Don't watch TV all day.
7. Don't stay inside all day.
9. Don't eat too much candy.

C

Students read the groups of words and decide which is the odd word out.

Answers

1. cake (*The other words are drinks.*)
2. sleep (*The other words are sports.*)
3. night (*The other words are food.*)
4. friend (*The other words are types of transportation.*)

D

Students read the questions and answer them about themselves. To begin, you could go around the class and ask one or two students the first question to make sure they are responding with *Yes, I do* or *No, I don't*.

Answers

Students' own answers

E

Each student works with a partner. They take turns to ask each other the questions in activity D.

Answers

Students' own answers

Extra practice 8**A**

Students match the verbs to the nouns.

Answers

1. eat fruit
2. drink milk
3. ride a bike
4. play soccer

B

Students find and circle eight food and drink words in the wordsearch puzzle.

Answers

Across:

EGGS
CHICKEN
WATER

Down:

MILK
CHEESE
TEA
CAKE
CANDY

C

Students write the food and drink words from activity B in the correct boxes, so they categorize the words as either "Food" or "Drink".

Answers

Food: eggs, chicken, cheese, cake, candy

Drink: water, milk, tea

Unit 9 Growing things

MAIN VOCABULARY

growing, vegetables, tomatoes, carrots, peas, beans, zucchinis, seeds, pot, soil, water, string, stick, sunny, plants, outside, tie, pick, delicious

FUNCTIONS AND STRUCTURES

Giving instructions using the imperative

SAMPLE SENTENCES

Put some soil in a pot.

Plant some seeds in the soil.

A

Before students read the text, ask them if they have ever grown any vegetables. Ask them how they think they would grow some tomatoes in a pot. Write the steps the students suggest on the board. Don't worry if it isn't complete or is phrased differently from the text. Try to cover as much vocabulary from the text as possible.

B

Students number the sentences from 1 to 6 to put them in the correct order.

Answers

- 5 Tie the plants to a stick.
- 3 Water the seeds every day.
- 2 Plant some seeds in the soil.
- 4 Put the plants outside in a sunny place.
- 6 Pick the tomatoes.
- 1 Put some soil in a pot.

C

Students look at the picture and complete the instructions for how to grow zucchinis.

Answers

- 1. Plant some seeds in the soil.
- 2. Water the seeds every day.
- 3. Put the pot outside in a sunny place.
- 4. Pick the zucchinis.

D

Students answer the questions about vegetables about themselves. You could go around the class asking one or two students the first question to make sure they are responding with *Yes, I do* or *No, I don't*.

Answers

Students' own answers

Extra practice 9**A**

Students unscramble the letters to make the words. They then write the correct word next to the description.

Answers

1. tomatoes
2. carrots
3. beans
4. soil

B

Students read the list of vegetables that Rosie Rabbit has in her basket and draw the vegetables in the basket.

Answers

Students' own answers

Unit 10 Helping around the house

MAIN VOCABULARY

clean my bedroom, take my dog for a walk, sweep the floor, do the laundry, make lunch, set the table, wash the car, do the dishes

FUNCTIONS AND STRUCTURES

Present simple for routines

SAMPLE SENTENCES

On Saturday, we help around the house.

I clean my bedroom.

A

Before students read the text, ask them what they do to help around the house. Make a list on the board. You could also ask them what their mother, father, brother, and sister do around the house. Try to cover as much of the vocabulary in the text as possible.

B

Students look at the pictures and write the family words.

Answers

1. sister
2. brother
3. mother
4. father

C

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

Answers

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

D

Students look at the false statements in activity C. They write true sentences for each of the false statements.

Answers

Her mother makes lunch.
Jenny takes the dog for a walk.
Her mother lays the table.

E

Students answer the questions about themselves. You could go around the class and ask a few students the first question to make sure they are responding with *Yes, I do* or *No, I don't*. You could finish the activity by doing a class survey. Write all of the different activities on the board and find out how many students do each one.

Answers

Students' own answers

Extra practice 10**A**

Students look at the pictures and fill in the speech bubbles with the correct sentences.

Answers

1. Clean your bedroom!
2. Set the table!
3. Take the dog for a walk!
4. Do the dishes!

B

Students complete the sentences with what they and their family members do around the house.

Answers

Students' own answers

Unit 11 A treasure hunt

MAIN VOCABULARY

treasure, follow, directions, start, bridge, mud, grass, trees, hill, river, rock, over, through, around, up, across, under, turn right, turn left

FUNCTIONS AND STRUCTURES

Following directions

SAMPLE SENTENCES

Go over the bridge.

Don't go through the mud.

Turn right and go through the trees.

A

Before students read the text, review the language in the unit by asking a confident student to give you some simple directions. For example, you could ask for directions from your classroom to another classroom. Encourage the rest of the class to help with the directions and write them on the board. Highlight any key vocabulary from the unit. Focus on *over*, *around*, *through*, *up*, and *across*.

B

Students write the words on the picture.

Answers

1. rock
2. hill
3. trees
4. grass
5. mud
6. bridge
7. river

C

Students complete the sentences with *up*, *under*, *through*, or *across*.

Answers

1. Go over the bridge.
2. Don't go through the mud.
3. Go through the trees.
4. Don't go up the hill.
5. Go across the river.
6. The treasure is under the big rock.

D

Students read the questions and circle the correct answers.

Answers

1. at the bridge
2. no
3. right
4. no

E

Each student works with a partner. They take turns to think of another place in the picture on page 36 to hide the treasure, and give the other student directions to the treasure. To finish the activity, you could ask one or two students to give the class directions to the treasure.

Answers

Students' own answers

Extra practice 11

A

Students write the words in the correct order to make sentences.

Answers

1. Start at the station.
2. Don't go through the water.
3. Don't go into that room.
4. The frog is under the rock.

B

Students read the descriptions and find the words on page 36.

Answers

1. bridge
2. mud
3. hill
4. trees

C

Students look at the picture and complete the directions. The directions are from Bob and his car to his house.

Answers

First, turn left.

Then turn right.

Turn right again.

Then turn left.

Turn left again, and you are home!

Unit 12 Classroom rules

MAIN VOCABULARY

classroom, rules, listen, shout, fight, sit, eat, make a mess, tidy up, run, quietly, be nice to, garbage, garbage can

FUNCTIONS AND STRUCTURES

Positive and negative imperatives for rules

SAMPLE SENTENCES

Listen to the teacher.

Don't eat in the classroom.

A

Before students read the text, ask them if they have any rules at home. Make a list on the board. Use the same structures as in the text: positive and negative imperatives. Then you can ask students what the rules in their own classroom are and make another list on the board. You may want to draw attention to the structure of the sentences; that is, present simple tense for imperatives.

B

Students read the rules and write *don't* in the correct places.

Answers

1. Don't run in the classroom
3. Don't make a mess.
4. Don't fight.

C

Students look at the pictures and fill in the speech bubbles with the correct rules.

Answers

1. Put garbage in the garbage can.
2. Listen to the teacher.
3. Be nice to your friends.
4. Don't run in the classroom.

D

Each student works with a partner. They make a list of rules for the classroom. To finish the activity, you could go around the class and write all the rules they have thought of on the board.

Answers

Students' own answers

Extra practice 12

A

Students look at the signs and decide whether they would see them on a bus, at the zoo, or in the library. They write their answer under each sign.

Answers

1. in the library
2. at the zoo
3. in the library
4. on a bus
5. at the zoo
6. on a bus

B

Students read the list and check the things they can see in the picture on page 38.

Answers

garbage can, children, game, desk, teacher

Unit 13 Jenny's skiing vacation

MAIN VOCABULARY

skiing, vacation, lovely, cold, snowing, race, winning, learning to ski, difficult, fun, laughing, falling over, building a snowman, watching, hot chocolate

FUNCTIONS AND STRUCTURES

Present continuous for current actions

SAMPLE SENTENCES

They are having a race through the trees.

My dad is winning!

A

Before students read the text, ask them if they have ever played in snow or been skiing. Use the picture to review as much of the key vocabulary as possible. Ask students what the people in the picture are doing. Draw attention to the use of the present continuous if necessary.

B

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

Answers

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

C

Students read the questions and write complete sentences to answer them.

Answers

1. Jenny's mom and dad are having a race.
2. Jenny's dad is winning the race.
3. Liz is Jenny's new friend.
4. Sally is drinking hot chocolate. *or* Sally is watching Tony and drinking hot chocolate.

D

Students read the questions and circle the correct answers. To begin, go around the class asking a few students the first question to make sure they are responding with *Yes, she is* or *No, she isn't*.

Answers

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

E

Students decide whether each of the activities takes place in hot weather or cold weather. To finish the activity, you might want to ask the class to add other activities to the list and write them on the board.

Answers

1. hot
2. cold
3. cold
4. hot

Extra practice 13**A**

Students unscramble the letters to make words. They then use the words to complete the sentences.

Answers

1. Could I please have a cup of hot chocolate?
2. I want to take a skiing class and learn to ski.
3. Look at all that snow! Let's build a snowman.
4. Let's have a race to see who's the fastest skier!

B

Students check the things that they can see in the picture on page 42.

Answers

trees, snow, cup, snowman, children

C

Students match the verbs to the nouns.

Answers

1. build a snowman
2. drink hot chocolate
3. win a race
4. help your brother

Unit 14 Seasons in New York

MAIN VOCABULARY

seasons, New York, spring, summer, fall, winter, months, January, February, March, April, May, June, July, August, September, October, November, December, weather, warm, cold, rainy, hot, sunny, cloudy, windy, snow, blossoms, turn, dark

FUNCTIONS AND STRUCTURES

Present simple to describe regular events

Describing different seasons

SAMPLE SENTENCES

Flowers start to grow in the spring.

Summer is usually hot and sunny.

The weather starts to get cold and windy.

Sometimes it snows.

A

Before students read the text, review the seasons in their own country and the months of the year. Establish which months make up each season in their country, and what the weather is like in each season. Then introduce the idea of seasons in the New York. Make sure students understand which months make up the four seasons in New York and what the weather is like during each season.

B

Students read the questions and circle the correct answers.

Answers

1. four
2. in the spring
3. green
4. in the fall
5. in the winter

C

Students write the months in the correct order.

Answers

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

D

Students look at the months in activity C and circle them in the correct colors.

Answers

1. *Circle in yellow:* March, April, May
2. *Circle in green:* June, July, August
3. *Circle in red:* September, October, November
4. *Circle in blue:* December, January, February

E

Each student works with a partner. They read the text again, and then answer the questions about their country.

Answers

Students' own answers

Extra practice 14**A**

Students complete the sentences with information about the seasons in their own country.

Answers

Students' own answers

B

Students draw a picture of their favorite season and write the name of the season below the picture.

Answers

Students' own answers

Unit 15 Wind

MAIN VOCABULARY

wind, clouds, sky, rain, weather vane, points, north, south, east, west, throw, blow, cool, windy, strong, blow your hat off, dangerous, hurricane, blow down, useful, windmills, electricity

FUNCTIONS AND STRUCTURES

Present simple to describe natural processes

“Can” for ability

SAMPLE SENTENCES

The wind moves clouds in the sky.

You can see which way the wind is blowing the trees.

Wind can be dangerous.

Wind can be useful, too.

A

Before students read the text, ask them what kind of weather they like. Then ask them if they like windy days.

B

Students label the pictures with the correct words.

Answers

1. rain
2. clouds
3. windmill
4. hurricane
5. weather vane

C

Students read the questions and choose the correct answer.

Answers

1. c
2. b
3. b

D

Students play a game to review north, south, east, and west. They move their pencil according to the directions and make a note of the color of the square their pencil is in after the final direction.

Answer

orange

E

Each student works with a partner. They take turns to play the game with a friend, giving different directions each time. To finish the activity, you could give the directions and play a few rounds of the game with the class.

Answers

Students' own answers

Extra practice 15**A**

Students write the words in the correct order to make sentences.

Answers

1. Look at the trees.
2. Strong wind can be dangerous.
3. Clouds bring rain.
4. Throw a flower in the air.

B

Students complete the sentences with the correct words.

Answers

1. A strong wind can blow your hat off.
2. Clouds are in the sky.
3. Where is the wind coming from?
4. A weather vane moves around with the wind.
5. A hurricane can blow a house down.

C

Students find and circle eight words from page 48 in the wordsearch puzzle.

Answers

Across:

TREES

EAST

NORTH

WIND

Down:

RAIN

WEST

SOUTH

CLOUDS

Unit 16 On the farm

MAIN VOCABULARY

farmer, busy, looks after, gets up, milks the cows, feeds the hens, gathers the eggs, visits the sheep, wool, sheepdog, sick, vet, medicine, better, tired

FUNCTIONS AND STRUCTURES

Present simple for routines

Times

SAMPLE SENTENCES

At seven o'clock, he milks the cows.

Then he gathers the eggs.

Joe has lunch at twelve o'clock.

A

Before students read the text, ask them if they have ever visited a farm. Ask them what animals are on a farm and what a farmer does every day. Cover as much of the key vocabulary in the unit as possible.

B

Students look at the pictures and check the animals that are in the picture on page 50.

Answers

hen, sheepdog, cow, horse, sheep

C

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

Answers

1. Cows give us milk.
2. Sheep give us wool.
3. The sheepdog helps the farmer.
4. Joe the farmer feeds the animals.
5. The vet gives the animals medicine.
6. Hens give us eggs.

D

Students read the questions and circle the correct answers. Review times with the students before they complete this activity if necessary.

Answers

1. at six o'clock
2. at twelve o'clock
3. at ten o'clock

E

Students answer the questions about themselves. They then work with a partner and take turns to ask the questions. Draw students' attention to the use of present simple tense for routines if necessary. You might want to ask a few pairs to ask and answer the questions in front of the class to finish the activity. Alternatively you could let the students ask you the questions.

Answers

Students' own answers

Extra practice 16**A**

Students label the picture with the names of the animals. They then draw a line through the maze from the sheepdog to the sheep.

Answers

1. donkey
2. horse
3. cow
4. hen
5. duck
6. goat

B

Students look at the picture in activity A again and at the line they have drawn. They check the animals the sheepdog goes past to get to the sheep.

Answers

cow, donkey, horse

Unit 17 The clever crow

MAIN VOCABULARY

clever, crow, village, country, lake, rain, dry, thirsty, hungry, bottle, bottom, reach, stone, beak, drops, another, higher, many, top

FUNCTIONS AND STRUCTURES

Present simple in a story

SAMPLE SENTENCES

A black crow lives near a village in the country.

He flies around all day looking for food.

A

Before students read the text, ask them to look at the pictures on page 54 and tell you what the crow is doing. Cover as much of the key vocabulary in the unit as possible.

B

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

Answers

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

C

Students write complete sentences to answer the questions.

Answers

1. The crow lives near a village in the country.
2. The crow can't drink the water in the bottle because he can't reach it.
3. The crow picks up a small stone.
4. When the crow drops a stone into the bottle, the water goes a little higher in the bottle.

D

Students match the words to the correct pictures.

Answers

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

E

Students decide which sentence describes what the story tells us; that is, the moral or message of the story. They then work with a partner and tell them which sentence they chose and why. To finish the activity, you could have a class discussion about the correct answer.

Answer

2

Extra practice 17

A

Students read the groups of words and decide which is the odd word out.

Answers

1. stone *(The other words are animals.)*
2. water *(The other words are periods of time.)*
3. bottle *(The other words are places.)*
4. crow *(The other words are things you can put water or drinks in.)*

B

Students complete the sentences with words from the story on page 54. They write the correct words in the boxes. They then use the vertical word in the white boxes to complete the sentence.

Answers

1. A crow is a big, black bird.
2. In summer, we swim in the lake.
3. When I am thirsty, I drink lots of water.
4. A village is a very small town.
5. A bird uses its beak to pick up seeds.
6. Plants need water to grow big and strong.

The crow is very clever!

Unit 18 The bus driver

MAIN VOCABULARY

bus driver, around, city, waiting, bus stop, pick up, carry, passengers, seats, full, stand, late, on time, traffic, slowly, smile, get on, get off

FUNCTIONS AND STRUCTURES

Describing the different things someone does at work

SAMPLE SENTENCES

I drive the number 47 bus.

I drive around the city all day.

When I see people waiting at a bus stop, I stop and pick them up.

A

Before students read the text, ask them to look at the picture on page 56 and talk about the people they can see. Focus on the verbs *pick up*, *get on*, and *get off*. Find out how many students come to school by bus.

B

Students write complete sentences to answer the questions.

Answers

1. George drives the number 47 bus.
2. Yes, George likes his job.
3. George's bus can carry 75 passengers.
4. There are 50 seats in George's bus.
5. George's bus is full in the morning and at the end of the day.

C

Students complete the sentences with the correct words.

Answers

1. George stops the bus to pick people up.
2. People smile and say "Hello" when they get on the bus.
3. George tries to get people to work on time.
4. After they finish school or work, people go home.

D

Students match the nouns to the meanings.

Answers

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

E

Students choose the vehicle they would most like to drive, ride, or fly. They then work with a partner and tell them what their choice is. To begin, ask a confident student to tell the class their choice to make sure they are using the structure *I'd like to...*

Answers

Students' own answers

Extra practice 18**A**

Students look at the pictures and write the correct sentences in the speech bubbles.

Answers

1. I'm a bus driver.
2. I don't want to be late for school.
3. I don't want to be late for work.
4. Thank you.

B

Students complete the sentences with the correct words.

Answers

1. My mother gets on a bus to go to work.
2. Sally waits for the bus at the bus stop.
3. I say "Thank you" to the bus driver when I get off the bus.
4. George drives his bus around the city all day.
5. The bus is full in the afternoon when people are going home from work.

Unit 19 Baby giraffes

MAIN VOCABULARY

baby giraffes, lions, centimeters, tall, adult, meters, necks, high up, bushes, look out for, dangerous, kick away, lie down, stand up, quickly, spots, pattern

FUNCTIONS AND STRUCTURES

Describing an animal and how it lives

SAMPLE SENTENCES

Giraffes live in Africa.

Adult giraffes are about 6 meters tall.

Sometimes, giraffes lie down on the ground.

A

Before students read the text, find out what they know about giraffes. In particular find out if they know anything about baby giraffes. For example, ask them if they know how tall a baby giraffe is or what it eats.

B

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

Answers

1. T
2. F
3. T
4. F

C

Students read the questions and circle the correct answers.

Answers

1. in Africa
2. leaves
3. She kicks the lion.

D

Students write complete sentences to answer the questions.

Answers

1. The baby giraffe is 180 centimeters tall.
2. Lions like to eat baby giraffes.
3. Adult giraffes are about 6 meters tall.
4. Giraffes' spots are brown.

E

Students make a list of other animals that live in Africa. They can work with a partner if you prefer. To finish the activity, you could go around the class getting answers and write a complete list on the board.

Answers

Students' own answers

Extra practice 19

A

Students look at the two pictures and find four 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 is a lion.
2. In picture 2, the baby giraffe is standing up.
3. In picture 2, there are two trees.
4. In picture 2, there are three bushes.

Unit 20 The Transportation Museum

MAIN VOCABULARY

transportation museum, catch the bus, city, excited, pretend, race, locomotive, cab, plane, bus stop, bus, broken, slowly, fantastic, amazing, terrible, great

FUNCTIONS AND STRUCTURES

Present simple in a story

Sequencing events

SAMPLE SENTENCES

First, we go to see the old cars.

Next, we go to see an old locomotive.

A

Before students read the text, ask them if they have ever visited a transportation museum. Ask students to make a list of as many different kinds of transportation as they can.

B

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

Answers

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

C

Students read the sentences and number them from 1 to 6 to put them in the correct order.

Answers

- 2 They go to see the old cars.
- 4 They see an old plane.
- 1 The family goes into the Transportation Museum.
- 3 They go to see an old locomotive.
- 6 They catch an old bus home.
- 5 Kathy says she wants to go home.

D

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

Answers

1. The family goes into the Transportation Museum.
2. Mark sits in the driver's seat of the car.
3. Mark stands in the train driver's cab.
4. Mark looks up at the plane.
5. They wait at the bus stop.

E

Students make a list of the things they like to see when they go to a museum. It could be any kind of museum. Then they work with a partner and talk to each other about their lists. To finish the activity, you could ask a few students to tell the class about their list.

Answers

Students' own answers

Extra practice 20

A

Students complete the story about a trip to the zoo with the correct verbs.

Answers

It is the first day of the vacation. I visit the zoo with my family. We catch the bus. It takes us to the zoo. We arrive at the zoo at ten o'clock. First, we go to see the monkeys. I eat a banana and pretend I am a monkey. My little brother Joe laughs. He thinks I'm funny. Next, we go to see the lions and the elephants. We see lots of animals. Then Joe says he is tired, and he wants to go home. So we leave the zoo and catch the bus home.

B

Students read the groups of words and decide which is the odd word out.

Answers

1. driver (*The other words are family members.*)
2. city (*The other words are types of transportation.*)
3. slow (*The other words are colors.*)

Test answers

Test 1: Units 1 to 5

A

1. drink water
2. brush my teeth
3. have a shower
4. water my plant

B

I live in Rockbridge. Rockbridge is a small town but I like it. There are lots of parks and playgrounds in Rockbridge. There are two schools and a library. There is a supermarket. There is a theater too. Rockbridge is a nice place to live.

C

1. Jessie gets up at half past seven.
2. After breakfast, Jessie brushes her teeth.
3. Jessie has lunch at half past twelve.
4. After school, Jessie does her homework.

D

1. Arabic, Portuguese, French, Spanish
2. playground, library, theater, school
3. dark, curly, straight, long
4. angry, sad, happy, scared

Test 2: Units 6 to 10

A

1. do the dishes
2. sweep the floor
3. make lunch
4. set the table

B

There are many things you can do to be healthy. Play soccer or ride your bike. Go swimming. Don't play on the computer all day. Go to the park with your friends. Being healthy is fun!

C

1. Sarah plays the recorder.
2. Tim is Sarah's brother.
3. Sarah can take good photographs.
4. Tim loves chess.

D

1. tomatoes, carrots, beans, peas
2. vegetables, cupcakes, candy, cookies
3. paper, scissors, construction paper, pencil
4. fold, cut, write, draw

Test 3: Units 11 to 15

A

1. have a race
2. build a snowman
3. learn to ski
4. drink hot chocolate

B

This is how you get to my house. Start at the bridge. Go over the bridge and then turn left. Go through the trees and you will see some grass. Go through the grass. Then go up the hill and you will see my house.

C

1. Susie lives in New York.
2. Susie likes spring best.
3. Sometimes, it is warm in spring, and sometimes, it is cold and rainy.
4. Susie doesn't like winter because it gets dark at four o'clock in the afternoon.
5. Yes, Susie likes snow.

D

1. North, South, West, East
2. January, February, March, April
3. run, shout, fight, eat
4. grass, river, hill, mud

Test 4: Units 16 to 20

A

1. visit the Transportation Museum
2. catch the bus
3. sit in the driver's seat
4. wait at the bus stop

B

Giraffes are very tall. They can see when a lion is coming. Lions are dangerous because they like to eat baby giraffes. Giraffes don't lie down when they go to sleep. They sleep standing up. This is because they cannot stand up quickly when a lion comes.

C

1. Scott goes to school on the number 32 bus.
2. No, Scott does not always sit down on the bus.
3. Scott always says "Hello" to the bus driver when he gets on the bus.
4. Yes, Scott would like to be a bus driver.

D

1. cows, hens, horses, sheep
2. thirsty, lake, drink, water
3. fantastic, terrible, great, amazing
4. bus, car, train, plane

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