

Ready to Read and Write

Book 3

Teacher's Guide

James Bean

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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 Looking after my pet cat

MAIN VOCABULARY

cat, feed, eat, drink, morning, afternoon, night, fish, meat, water, milk, brush, fur, vet, basket

FUNCTIONS AND STRUCTURES

Present simple for routines.

SAMPLE SENTENCES

I feed Smudge every morning.

I brush Smudge every afternoon.

A

Before students read the text, find out if any of them have a pet. Ask them what they do to take care of their pet. Make a list of present simple sentences on the board. Try to cover as much of the key vocabulary in the unit as possible.

B

Students complete the information card with information about Smudge.

Answers

Name: Smudge

Eats: fish

Drinks: water

Sleeps in a: basket

C

Students look at the clocks and match the activities to the correct clock.

Answers

1. 8:15 a.m.

2. 7:30 p.m.

3. 4:00 p.m.

D

Students look at the pictures and draw lines to show what Smudge likes and doesn't like.

Answers

Smudge likes – water, brush, fish

Smudge doesn't like – meat, vet, milk

E

Students write complete sentences to answer the questions. If anyone in the class does have a pet, you could finish the activity by asking the students to write down some questions to ask one of the pet owners. Students could then take turns to read out their questions to the students who have pets. The students who have pets may need some help to answer some of the questions.

Answers

1. Alice feeds Smudge.
2. Smudge loves Alice brushing him. *or* Smudge loves being brushed.
3. Alice gives Smudge water every night.
4. Alice takes Smudge to the vet when he is sick.
5. Smudge is Alice's best friend.

Extra practice 1

A

Students read the information card about Cindy the dog. They use the information to complete the sentences about Cindy.

Answers

1. This is my dog, Cindy.
2. Cindy eats meat.
3. She drinks water.
4. She sleeps under my bed.

B

Students match the adjectives to the things they describe.

Answers

1. sick, poor
2. nice, warm
3. soft, lovely

Unit 2 The Torbay Summer Fair

MAIN VOCABULARY

fair, ride, merry-go-round, clowns, win, in, by, from, on, to, into

FUNCTIONS AND STRUCTURES

Event details: time, place, date, day

Prepositions

SAMPLE SENTENCES

The Torbay Summer Fair is in Foreshore Park.

It is open every day of the week from 10:00 a.m. to 9:00 p.m.

A

Before students read the text, ask them if that have ever been to a fair. Ask them what kind of rides and games you can see at a fair. Look at the pictures on page 6 and make sure students know what each of the rides and games are called. Also focus on the time, place, date, and day details on the poster. Make sure students can locate this information on the poster.

B

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

Answers

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

C

Students complete the sentences with *in*, *to*, *from*, *into*, or *by*.

Answers

1. to
2. in
3. by
4. into
5. from/to

D

Students complete the party invitation with the numbers and words in the box.

Answers

Saturday, May 8th / 2:00 p.m. to 5:00 p.m. / 56 Johnson St, Torbay / 4599 7626

E

Students write complete sentences to answer the questions.

Answers

1. The first day the fair is open is July 1st. *or* July 1st is the first day the fair is open.
2. The fair closes at 9:00 p.m.
3. You can win a toy when you play the Laughing Clowns.
4. It costs \$6 for adults to go into the fair.
5. It costs \$3 for children to go into the fair.

Extra practice 2

A

Students complete their own party invitations to a party at their home.

Answers

Students' own answers

B

Students complete the descriptions of the games and rides with the correct words. They then write the name of the correct game or ride below each sentence.

Answers

1. put / The Laughing Clowns
2. throw / The Lucky Buckets
3. ride / The Merry-go-round
4. drive / The Bumper Cars

C

Students complete the sentences with *in*, *to*, *from*, or *by*.

Answers

1. by
2. to
3. in
4. by
5. to / from / to
6. from / to

Unit 3 New Year's Eve

MAIN VOCABULARY

New Year's Eve, party, invite, lots of, midnight, count, seconds, shout, hold hands

FUNCTIONS AND STRUCTURES

Describing how New Year's Eve is celebrated

SAMPLE SENTENCES

Mom and Dad always have a party on New Year's Eve.

We all hold hands and sing a song about good friends.

A

Before students read the text, ask them if their family celebrates New Year's Eve. Get some examples from around the class of what they do to celebrate. Ask students what the people in the picture are doing.

B

Students read the questions and circle the correct answers.

Answers

1. December 31st
2. Alice's parents' friends
3. eight o'clock
4. ten

C

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

Answers

- 4 Everyone holds hands and sings a song.
- 5 Alice and Tom go to bed.
- 3 Everyone shouts, "Happy New Year!"
- 1 Alice's family gets ready for the party.
- 2 Everyone counts the seconds until twelve o'clock.

D

Students complete the sentences with the correct words.

Answers

1. When Ben comes into the room, let's all shout, "Happy Birthday!"
2. After I have breakfast, I get ready for school.
3. There are 60 seconds in a minute.
4. My sister and I always hold hands when we walk across the road.
5. On Fridays, I usually stay up until late at night and watch TV.

E

Students write about a special day when their family always has a party. They write some sentences about what they do on that day, and then tell a friend about it. You could ask a few students to tell the class about their family party when they have finished the activity.

Answers

Students' own answers

Extra practice 3

A

Students decide who does the things listed and write C for children, P for parents, or A for all the family next to each one.

Answers

1. P
2. A
3. C
4. A

B

Students look at the pictures on page 12 and check the things they can see.

Answers

clock, food, drink, cat, children

C

Students complete the sentences with the correct words.

Answers

1. Alice's parents always have a party on New Year's Eve.
2. On New Year's Eve, Alice and Tom go to bed soon after twelve o'clock.
3. At midnight, everyone holds hands and sings a song.

Unit 4 The cat and the cookie

MAIN VOCABULARY

hear, smell, taste, feel, see, cookie, yummy, scared, fur, wet, you look terrible, you sound happy

FUNCTIONS AND STRUCTURES

The five senses:

hear/smell/taste/feel/see

SAMPLE SENTENCES

They smell good.

It tastes yummy!

I can hear Smudge.

A

Before students read the text, review the key vocabulary. Focus on the verbs *hear/smell/taste/feel/see* in particular.

B

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

Answers

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

C

Students complete the sentences with the correct words.

Answers

1. Put your hand on the ice. It feels cold, doesn't it?
2. I can hear Mr. Ashton shouting. He sounds angry.
3. I really like chocolate. I think it tastes yummy.
4. These flowers smell very nice.
5. Where are my shoes? Can you see them anywhere?

D

Students read the sentences and check one item for each sentence. Make sure that students understand what the items along the top of the chart are before they begin the activity.

Answers

It tastes nice: ice cream
It smells nice: perfume
It feels nice: a soft pillow
It looks nice: a picture
It sounds nice: music

E

Students make a list of some things that taste, smell, feel, look, and sound nice. You could go around the class getting answers from the students and make a list on the board.

Answers

Students' own answers

Extra practice 4

A

Students write complete sentences to answer the questions.

Answers

1. Alice's mother makes chocolate chip cookies.
2. Alice's mother gives Alice one cookie to eat.
3. Alice sees Smudge up in the tree.
4. Alice gives Smudge some of her cookie to eat.

B

Students read the sentences and number them from 1 to 6 to tell the story.

Answers

- 6 Alice gives Smudge some of her cookie.
- 2 Alice's mother gives Alice a cookie.
- 4 Alice sees Smudge.
- 1 Alice's mother makes some cookies.
- 3 Alice hears Smudge.
- 5 Smudge comes down from the tree.

C

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

Answers

1. The cookies smell good.
2. Alice's cookie tastes yummy.
3. Smudge sounds scared.
4. Smudge looks terrible.
5. Smudge's fur feels wet.

Unit 5 My Uncle Jim

MAIN VOCABULARY

favorite, uncle, tall, brown hair, blue eyes, he likes / loves..., soccer, fishing, team, park, river, cook, laugh, funny

FUNCTIONS AND STRUCTURES

Physical and character descriptions

SAMPLE SENTENCES

He has brown hair and blue eyes.

Uncle Jim loves soccer and fishing.

A

Before students read the text, review vocabulary to describe people's physical appearance and character. You could put a picture on the board of a person or character that all of the students know and ask students to describe them. Make sure you cover as much of the vocabulary in the text as possible.

B

Students write complete sentences to answer the questions.

Answers

1. Uncle Jim comes to visit every Sunday.
2. The colors of Uncle Jim's favorite soccer team are red and yellow.
3. Richie and Uncle Jim play soccer in the park.
4. Richie and Uncle Jim go fishing by the river.

C

Students match the words to the correct meanings.

Answers

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

D

Students complete the information card with information about Uncle Jim.

Answers

Name: Jim Benfield

Age: 34

Hair color: brown

Eye color: blue

Favorite sport: soccer

E

Students work with a partner and complete the information card about their partner. Then they draw a picture of their friend on the information card.

You could ask some students to show their information cards to the class and tell the class about their friend at the end of the activity.

You could also ask students to choose their favorite aunt or uncle. Students could work with a partner and take turns to tell each other about their favorite aunt or uncle.

Answers

Students' own answers

Extra practice 5

A

Students read the sentences and check the things that Richie says Uncle Jim does.

Answers

takes Richie fishing, plays soccer with Richie, cooks fish, tells funny stories

B

Students read the questions and choose the correct answer.

Answers

1. b
2. a
3. c

Unit 6 A visit to the doctor

MAIN VOCABULARY

feel terrible, sore throat, headache, tired, hot, doctor, cold, medicine, every morning / night

FUNCTIONS AND STRUCTURES

Describing symptoms

Giving advice using the imperative

SAMPLE SENTENCES

I have a sore throat.

Go home and go to bed.

Take the medicine every morning and every night.

A

Before students read the text, ask them if they have ever had a cold. Create a list of cold symptoms on the board. Ask students what you should do if you have a cold. Add imperative sentences with advice about what to do to the list on the board.

B

Students choose the correct words to complete the sentences.

Answers

1. Richie's throat is sore.
2. Richie has a headache.
3. Richie's mother says that Richie is hot.
4. The doctor tells Richie to stay home for two days.
5. The doctor asks Richie's mother to get some medicine.

C

Students complete the sentences with the correct words.

Answers

1. It's very late, and I feel tired. It's time to go to bed.
2. My new shoes are too small for me. They make my feet sore.
3. John is sick. He has some medicine to make him better.
4. This room is too hot. Can I open the window?
5. Don't come too close to me! I have a cold. I don't want you to catch it.

D

Students read the conversation between a doctor and a patient. They use the words in the box to complete the conversation. They then work with a partner and practice the conversation together. You could ask a few pairs to perform the conversation to the class at the end of the activity.

Answers

Doctor: Hello, Kim. What can I do for you today?

Kim: I have a sore ear, Doctor. And I can't hear very well.

Doctor: Let me look into your ear. Hmm. It looks very red. Don't go to school tomorrow. And I want you to get this medicine. Take it every morning and every night for five days.

Kim: Thank you, Doctor.

Extra practice 6

A

Students read the advice and check *Do* or *Don't* to show what the doctor does and doesn't tell Richie to do.

Answers

Go home and go to bed: Do

Go to school tomorrow and the next day: Don't

Talk a lot: Don't

Drink lots of water: Do

Take some medicine: Do

B

Students read and complete the note for Richie's teacher.

Answers

Dear Miss Bell,

Richie cannot come to school today or tomorrow. He has a very sore throat. The doctor says that Richie has a bad cold. Richie must stay in bed for two days.

Yours sincerely,

Mrs. Foster

C

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

Answers

1. F

2. T

3. F

4. T

5. F

Unit 7 When I grow up

MAIN VOCABULARY

pilot, vet, dentist, mechanic, teacher, waiter, taxi driver, gardener, nurse, artist, grow up, fly, planes, animals, look after, fix, teach

FUNCTIONS AND STRUCTURES

Describing future plans using “going to”

Describing what people do in different jobs using present simple

SAMPLE SENTENCES

When I grow up, I'm going to be a pilot.

A pilot flies planes.

A

Before students read the text, ask students to tell you the names of jobs that they know and make a list on the board. Ask a few students to tell you what they are going to be when they grow up. Use the structure *What are you going to be when you grow up?*

B

Students read the questions and answer them with *Yes, he is* or *No, he isn't*. You could ask one or two students the first question to make sure that students are responding with *Yes, he is* or *No, he isn't*.

Answers

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

C

Students complete the sentences with the correct words.

Answers

1. I don't know how to play this game. Can you teach me?
2. When my parents go out, my aunt comes to look after me.
3. When I grow up, I want to be a doctor.
4. My watch is not working. Can you fix it?

D

Students read the descriptions and match the people to the work they do.

Answers

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

E

Students talk to three other students in the class. They ask them, "What are you going to be when you grow up?" They then write three sentences to explain what the students are going to be. You could conduct a class survey at the end of the activity. Ask all of the students what the students they spoke to are going to be and make a list on the board.

Answers

Student's own answers

Extra practice 7

A

Students write complete sentences to answer the questions.

Answers

1. Tim wants to learn how to fly planes.
2. Lucy loves animals.
3. Brett likes fixing things.
4. The name of Donna's teacher is Miss Miller. *or* Miss Miller is the name of Donna's teacher.
5. Donna wants to teach children to read and write.

B

Students read the descriptions of the children and then decide what job they are going to do when they grow up. They then write the job next to each description.

Answers

1. When Shauna grows up, she is going to be a vet.
2. When Will grows up, he is going to be a pilot.
3. When Angie grows up, she is going to be a dentist.
4. When Matt grows up, he is going to be a mechanic.
5. When John grows up, he is going to be a teacher.

Unit 8 Help the world

MAIN VOCABULARY

tips, need, save, water, electricity, paper, turn off, turn on, lights, computer, TVs, heater, leave water running, faucet, fill, coffee pot, boil, shower, cool down, fridge, both sides

FUNCTIONS AND STRUCTURES

Giving advice using the imperative

SAMPLE SENTENCES

Don't fill your coffee pot with too much water.

Take a shorter shower.

A

Before students read the text, ask them for ideas on how to save water, electricity, and paper. Make a list of imperative sentences on the board. Try to cover as much of the key vocabulary in the unit as possible. Make sure you cover *turn on* and *turn off*.

B

Students read the questions and write the number of the corresponding tip next to each question.

Answers

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

C

Students read the sentences and circle the correct words.

Answers

1. While you are brushing your teeth, turn the faucet **off**.
2. Before you put hot food into the fridge, let it **cool down**.
3. Use **both sides** of every sheet of paper.
4. Stay under the shower for just **three** minutes.
5. In cold weather, wear **warm** clothes.

D

Students read the list and check the things you can turn on and turn off.

Answers

light, computer, TV, heater, faucet

E

Students work with a partner. They try to think of three more tips to help people save water, electricity, or paper. They write the three tips. They should write imperative sentences. You could go around the class asking the students for their tips and make a list on the board at the end of the activity. The list of tips could be used to make a poster for the classroom.

Answers

Students' own answers

Extra practice 8

A

Students read the sentences and find the word on page 26 that matches each sentence.

Answers

1. lights
2. heater
3. fridge
4. coffee pot
5. shower

B

Students read the sentences and complete them. All of the answers are words that have been presented in the unit. They then write the words in the boxes. Down the center of the boxes students will find another word from the unit.

Answers

1. cool
2. boil
3. warm
4. paper
5. turn
6. TV
7. faucet
8. shorter

Center word: computer

Unit 9 How to make pancakes

MAIN VOCABULARY

recipe, pancakes, grams, flour, oil, salt, butter, eggs, syrup, milk, bowl, break, mix, pour, stir, mixture, smooth, heat, frying pan, tablespoons, fry, turn over

FUNCTIONS AND STRUCTURES

Giving instructions using the imperative

SAMPLE SENTENCES

First, put the flour and salt into a large bowl.

Next, heat the oil in a frying pan.

A

Before students read the text, ask them if they have ever eaten pancakes. Find out if any of the students know how to make pancakes. You could make a list of the ingredients and steps on the board. Try to cover as much of the key vocabulary in the unit as possible.

B

Students read the questions and circle the correct answers.

Answers

1. 3
2. 250 grams
3. put the flour and salt into the bowl
4. turn it over

C

Students read the sentences and number them from 1 to 6 to put them in the correct order. You could ask students to create another recipe, using as much of the key vocabulary as possible. Students could work in pairs and then tell the class about their recipes.

Answers

- 5 Put the mixture into a frying pan and fry it for one or two minutes.
- 2 Break the eggs into the bowl.
- 3 Pour the milk into the mixture.
- 1 Put flour and salt into a bowl.
- 6 Turn the pancake onto the other side and fry it for one or two minutes more.
- 4 Stir the mixture until it is smooth.

D

Students work with a partner. They talk about things they could put onto their pancake other than butter and syrup. They choose things from the box they would like to put on to their pancake or come up with their own ideas. You could ask students to tell you their ideas at the end of the activity. You could ask students to vote on each of the pancake ideas.

Answers

Examples: Put jam and cream on your pancake.
Put bananas and honey on your pancake.
or students' own answers.

Extra practice 9

A

Students read the list of ingredients and check the things that go into the mixture to make the pancakes.

Answers

flour, eggs, milk, salt

B

Students find the six words from the recipe in the wordsearch puzzle.

Answers

Across:
SALT
Down:
SYRUP
FLOUR
EGGS
MILK
OIL

C

Students look at the words in the box. They decide which are things that you can pour and which are things that you can break. They then make a list of the things that you can pour and the things that you can break.

Answers

Things you can **pour**

1. milk
2. water
3. oil
4. coffee

Things you can **break**

1. eggs
2. windows
3. plates
4. toys

Unit 10 The class play

MAIN VOCABULARY

play, class, princess, lion, teacher, practiced, king, queen, costume, nervous, beautiful, mother, father, brother

FUNCTIONS AND STRUCTURES

Past simple of "be"

SAMPLE SENTENCES

Andy was the king.

Kim was a lion.

It was a lot of fun!

A

Before students read the text ask them if they have ever been in a play. Make sure that all the students understand what a play is. If any students have been in a play, get them to tell you about it. Ask them who they were in the play, what they wore, how they felt, who came to watch it etc. You might want to focus on the simple past forms in the text and the past simple of *be* in particular.

B

Students write complete sentences to answer the questions. Make sure that students understand that they should write past simple sentences. Review past simple before they begin the activity if necessary.

Answers

1. Alice's class put on the play at the end of the year.
2. The children practiced their play for six weeks.
3. Kim wore a lion costume.
4. Alice wore a long blue dress.
5. Alice felt nervous on the night of the play.

C

Students read the list of people and check the ones who were in the play.

Answers

Alice, Andy, Georgia, Kim

D

Students decide who did what and match the people on the left to the actions on the right.

Answers

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

E

Students look at the picture on page 32 and decide which character they would most like to be in the play. They then compare their choice with a partner.

Extra practice 10**A**

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

Answers

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

B

Students complete the sentences with the words from the box.

Answers

1. My mother took me to see a play. It was very funny.
2. I wore a funny costume to Erica's party. I went dressed as a clown.
3. Sam practices the piano every day because he wants to play it well.
4. I have a math test this afternoon, so I'm nervous now.
5. I saw a great movie last night. I really enjoyed it.

C

Students read the part of Alice's school play. They use the words in the box to complete the play.

Answers

Princess Jane: Oh dear! I'm lost. It's so dark here in the forest.

Lion: Rrarrrrr!

Princess Jane: Oh! A lion! Help!

Lion: Stop! Please don't run away. I'm a friendly lion. I want to make friends with people, but they always run away from me!

Princess Jane: And you aren't going to hurt me?

Lion: No. I want to help you.

Princess Jane: Can you help me find my way back to the castle?

Lion: Of course! Just follow me!

Princess Jane: What's your name?

Lion: I'm Leo. Leo the talking lion!

Unit 11 The Supersaurus

MAIN VOCABULARY

died, bone, dinosaur, million, meters, kilogram, long, high, tail, neck, head, legs, heavy, weigh, forests, leaves, trees, plants

FUNCTIONS AND STRUCTURES

Past simple

Comparatives

SAMPLE SENTENCES

They lived about 150 million years ago.

They were 30 meters long.

Their front legs were shorter than their back legs.

A

Before students read the text, ask them if they know the names of any dinosaurs. Take one example of a dinosaur and ask a student to draw it on the board, or draw it on the board yourself. Ask the class to guess how tall or long it was, how much it weighed, what it ate, etc. Use past simple sentences to ask the questions and encourage students to use past simple when describing the dinosaur. Try to cover as much of the key vocabulary as possible.

B

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

Answers

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

C

Students complete the sentences with the correct words.

Answers

1. There are lots of trees in the forest.
2. Gary fell off his bike. He broke a bone in his hand.
3. I like to sit in the front seat of the car, next to my father.
4. In the fall, all the leaves fall from that tree.
5. My grandfather died last year. Everyone in my family was very sad.

D

Students draw their own dinosaur. It can be a real dinosaur, or they could create their own dinosaur. They then work with a partner. They take turns to show each other their dinosaurs and tell each other about them. You could ask a few students to show their dinosaurs to the class at the end of the activity.

Answers

Students' own answers

Extra practice 11

A

Students read the fact file about the Tyrannosaurus rex. They use the words in the box to complete the fact file.

Answers

They lived about 70 million years ago.
They were 13 meters long and 5 meters high.
They weighed about 6,000 kilograms.
They were fast on their two back legs.
They had big, sharp teeth.
They ate other dinosaurs!

B

Students read the questions and write either S for Supersaurus or T for Tyrannosaurus rex next to each question.

Answers

1. S
2. S
3. T
4. T
5. S

C

Students reorder the words to make questions about the Supersaurus. They should use the answers to help them write the questions.

Answers

1. How many legs did Supersauruses have?
2. What did Supersauruses eat?
3. When did Supersauruses live?

Unit 12 A vacation in Australia

MAIN VOCABULARY

koala, kangaroo, emu, crocodile, vacation, weather, zoo, beach, bridge, national park, photos, fly

FUNCTIONS AND STRUCTURES

Present continuous for present actions

Present simple for descriptions

Past simple to describe past events

SAMPLE SENTENCES

We are having a great vacation here in Australia.

The weather is good.

We arrived in Sydney six days ago.

A

Before students read the text, ask them what they know about Australia. Make a list on the board of animals, places, weather etc. *Note:* In this unit, *Sydney Harbour Bridge* is spelt with a *u* in the word *Harbour*. This is because it is the name of a famous bridge and that is the way it is spelt in Australia.

B

Students read the questions and answer them *Yes, he did* or *No, he didn't*. You could ask one or two students the first question to make sure they are responding with *Yes, he did* or *No, he didn't*.

Answers

1. No, he didn't.
2. Yes, he did.
3. Yes, he did.
4. No, he didn't.
5. Yes, he did.

C

Students complete the sentences with the correct endings from the box.

Answers

1. We arrived six days ago.
2. We saw some kangaroos and koalas.
3. We walked across the Sydney Harbour Bridge.
4. We flew to Darwin.
5. I took lots of photos.

D

Students write complete sentences to answer the questions. You could ask students to work with a partner and imagine they are going on vacation to Australia. They should talk about what they want to do and see on their vacation. You could then ask a few pairs to tell the class about their vacation in Australia.

Answers

1. Nick's family went to the zoo on their first day in Sydney.
2. They swam at the beach.
3. They flew to Darwin from Sydney.
4. They saw some emus beside the road.
5. They saw some crocodiles in a river.

Extra practice 12

A

Students read the sentences and complete them with the verbs in the box. They must change the verbs to the past simple tense when they use them in the sentences. Make sure that the students understand this part of the activity and are familiar with the past simple tense before they begin.

Answers

1. Yesterday I swam at the pool.
2. I saw a very funny movie last night.
3. Mike and Lucy were both sick last week.
4. My father flew to Paris yesterday.
5. It was a cold day so I took my jacket with me.

B

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

Answers

1. river (*The other words are names of animals.*)
2. next (*The other words are verbs.*)
3. arrive (*The other words are places.*)

C

Students imagine that they are a tourist visiting their country for the first time. They should write a postcard to a friend, telling them about their vacation. They should use Nick's postcard to help them and try to use some of the verbs in particular.

Answers

Students' own answers

Unit 13 Good luck and bad luck

MAIN VOCABULARY

unlucky, cross, in front of, good luck, bad luck, ladder, umbrella, horseshoe, penny, ground, pick up

FUNCTIONS AND STRUCTURES

Present simple for habits

Past simple

Past continuous in a narrative

Never / always

SAMPLE SENTENCES

I never walk under a ladder.

When I find a penny on the ground, I always pick it up.

Ben was walking home from school one day when he saw a black cat.

A

Before students read the text, ask them what brings good luck and what brings bad luck. You could make a list on the board. You could draw attention to the use of *never* and *always* + present simple in the text. You could also draw attention to the use of past continuous in the text.

B

Students match the words to the pictures.

Answers

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

C

Students read the list of things that can bring good luck or bad luck. They decide which bring good luck and which bring bad luck and write *good* or *bad* next to each one.

Answers

1. bad
2. bad
3. good
4. bad
5. bad
6. good

D

Students make a list of things they think bring good luck and things they think bring bad luck. They then work with a partner. They show their list to their partner and talk about them together. You could ask some students to read their lists out to the class, or make two lists on the board at the end of the activity.

Answers

Students' own answers

Extra practice 13

A

Students read the list of experiences and check the ones that might happen to somebody who has bad luck.

Answers

1. losing money
2. falling off a bike
3. failing a test at school

B

Students find the ten words from the unit in the wordsearch puzzle. They then use the words to complete the sentences.

Answers

Across:

BLACK
CAT
HORSESHOE
PENNY
UNLUCKY

Down:

HOUSE
THIRTEEN
LADDER
DOOR
UMBRELLA

1. It's bad luck when a black cat crosses the street in front of you.
2. Put a horseshoe over your door for good luck.
3. Never open an umbrella inside the house.
4. If you find a penny, pick it up for good luck.
5. Never walk under a ladder.
6. Many people think that thirteen is an unlucky number.

C

Students read the questions and choose the correct answers.

Answers

1. b
2. c

Unit 14 A letter to Aunt Julia

MAIN VOCABULARY

beach, collect, seashells, lucky, close, wait, meet, train, station, excited, show, surprise, paint, pink, smell, vacation, shopping, books, pens, school

FUNCTIONS AND STRUCTURES

Past simple and past continuous in a letter

SAMPLE SENTENCES

Mom, Dad, and Tom were waiting to meet my train at the station.

Tom was very excited to see me.

A

Before students read the text, review the layout of a letter. Ask students who the letter is to and who the letter is from. Ask them where the date is and whose address is at the top of the letter. Make sure that they understand what PS means and how it is used. PS stands for *post script*. If you want to add something at the end of a letter, you use PS to introduce the sentences you want to add.

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 read the questions and circle the correct answers.

Answers

1. in Torbay
2. by train
3. on the table by her bed

D

Students match the different parts of Alice's letter to the correct sentences. The sentences are descriptions of the different parts of the letter.

Answers

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

E

Students imagine they went to a friend's party yesterday. They should write a short letter to their friend to say thank you. You could ask a few students to read their letters out to the class at the end of the activity.

Answers

Students' own answers

Extra practice 14**A**

Students reorder the words to make questions. They should use the answers to help them write the questions.

Answers

1. What did Tom have?
2. What color is Alice's room?
3. When did Alice and her mother go shopping?

B

Students read the pairs of sentences. They decide what happened first and what happened second and write *1st* or *2nd* beside the sentences.

Answers

- a. 2nd b. 1st
a. 1st b. 2nd
a. 2nd b. 1st
a. 1st b. 2nd

C

Students write complete sentences to answer the questions.

Answers

1. Alice stayed at Aunt Julia's for a week.
2. Mom, Dad, and Tom came to meet Alice at the station. *or* Alice's mom and dad, and Tom came to meet her at the station.
3. Alice's room smells of new paint.

Unit 15 Water

MAIN VOCABULARY

council, water, drinking, washing, gardening, factories, farmers, use, dam, pipes, rainwater, less, more, fix, leaking, faucet, save

FUNCTIONS AND STRUCTURES

“Wh” questions

Giving instructions using the imperative

SAMPLE SENTENCES

What do we use water for?

Use less water on your gardens.

A

Before students read the text ask them what we use water for. Make a list on the board. Then ask students how we can save water. Make another list on the board. Use imperative sentences for the list of ways to save water. Try to cover as much of the key vocabulary in the unit as possible.

B

Students write complete sentences to answer the questions.

Answers

1. This message is from the city council.
2. The dam that holds the city’s water is in the mountains near the city.
3. The city has very little rain during the summer.
4. It is best to water your garden at night or early in the morning.

C

Students match the words to the correct pictures.

Answers

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

D

Students put the phrases into two groups. One group explains where people use water and the other group explains how people use water. Before they begin, make sure that students understand the activity. Students should understand that the *where* phrases are places and the *how* phrases are actions.

Answers

Where people use water

1. in homes
2. at work
3. at school

How people use water

1. for drinking
2. to grow food
3. for washing

E

Students work with a partner. They talk about how they can save water. They write three ideas to save water. They should write imperative sentences. You could make a list of everyone's suggestions on the board at the end of the activity.

Answers

Student's own answers

Extra practice 15**A**

Students match the verbs to the nouns. Students should understand that they match the verbs to the nouns they go with in the main text.

Answers

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

B

Students read the descriptions and make a list of the compound nouns

Answers

1. sunlight
2. bedroom
3. schoolchildren
4. blackbird
5. teacup
6. horseshoe
7. seashell
8. doorbell

C

Students use the words in the box to complete the sentences.

Answers

1. Our water comes from a dam.
2. The dam is in the mountains.
3. The mountains are near the city.
4. The water comes to us through pipes.
5. When there's no rain, no water goes into the dam.
6. We have very little rain during the summer.

Unit 16 The talkative turtle

MAIN VOCABULARY

talkative, turtle, hunters, catch, worried, cranes, stick, beaks, hold onto, away from, tightly, between, clever, angry, idea

FUNCTIONS AND STRUCTURES

Past simple

Past continuous in a narrative

SAMPLE SENTENCES

One day, two hunters were talking as the turtle walked by.

The turtle was worried.

A

Before students read the text, ask students to look at the picture. Ask them what is happening in the picture. Tell them that they are going to read a story. Ask students to predict what the story will be about. Cover as much of the key vocabulary in the unit as possible.

B

Students read the questions and choose the correct answer.

Answers

1. c
2. b
3. c

C

Students complete the sentences with the correct words.

Answers

1. My apple fell onto the ground and now it's dirty.
2. The hunters killed an animal for their families to eat.
3. "Let's buy Liz a book for her birthday!" "That's a good idea."
4. I threw the stick. My dog ran after it and brought it back.
5. Don't go near that big bird. It may hurt you with its sharp beak.

D

Students read the two lists of words and match the opposites. Make sure that students understand what opposites are before they begin. You could demonstrate some simple examples of opposites such as *happy / sad*, *big / small* etc.

Answers

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

E

Students read the descriptions of what the story tells us. They choose the best sentence and then work with a partner and talk to their partner about their choice. Make sure that students understand the descriptions before they begin. You could have a discussion with the class about the correct answer to finish the activity.

Answer

3

Extra practice 16**A**

Students read the sentences and decide who said each one. They write T for turtle, C for crane, or H for hunter beside each sentence.

Answers

1. T
2. C
3. T
4. H
5. T

B

Students read the example. It shows them how to write direct speech in a story. They follow the example and make direct speech sentences.

Answers

1. "Open your books," said the teacher.
2. "Come to my house and play," said my friend Ali.
3. "It's time for you to go to school," said my mother.
4. "That's one dollar, please," said the bus driver.

Unit 17 Richie's two birthday cakes

MAIN VOCABULARY

birthday, party, cake, straight home, purse, card, half an hour, doorbell, pulled into, forget

FUNCTIONS AND STRUCTURES

Going to

Past simple

Past continuous in a narrative

SAMPLE SENTENCES

I'm going to make a cake.

I thought about my party all day.

As I was walking home from school, I saw a purse on the ground.

A

Before students read the text, ask some students when their birthday is. Ask them what they usually do to celebrate their birthday. Talk about the tradition in many countries of having a birthday party and a birthday cake.

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
6. F

C

Students complete the sentences with the correct words.

Answers

1. Richie's birthday party was after school.
2. On his way home, Richie found a purse.
3. Richie went to Mrs. Duncan's house after school.
4. Mrs. Duncan gave Richie some cake.

D

Students read the descriptions and write the correct word from the story for each one.

Answers

1. cake
2. purse
3. card
4. doorbell

E

Students make a list of the food and drink they like to have at a party. They then work with a partner and compare lists. You could make a list on the board of the foods and drinks the students have on their lists to finish the activity.

Answers

Students' own answers

Extra practice 17

A

Students read the sentences and number them from 1 to 6 to create a summary of the story.

Answers

- 3 Richie took the purse to Mrs. Duncan's house.
- 1 Richie began walking home from school.
- 5 Richie arrived home.
- 2 Richie found a purse.
- 6 Richie's mom gave him some cake.
- 4 Mrs. Duncan gave Richie some cake and milk.

B

Students complete the sentences with the correct endings from the box.

Answers

1. I thought about my party all day.
2. I opened the purse.
3. I rang the doorbell.
4. She pulled me into the house.
5. Mom said, "Sit down and have some cake."

C

Students read the example. It shows them how to combine a past continuous sentence and a past simple sentence into one sentence. This is how we express “interrupted past” in English. These sentences describe what someone was doing when something else happened. Students follow the pattern to combine two sentences into one.

Answers

1. As I was riding my bike, a dog ran in front of me.
2. As I was doing my homework, the telephone rang.
3. As we were eating dinner, we heard a noise outside.

Unit 18 The solar system

MAIN VOCABULARY

planets, solar system, sun, far out, go around, travel around, space, rings, rocks, ice, second, third, fourth, half as large as

FUNCTIONS AND STRUCTURES

Comparatives

SAMPLE SENTENCES

Pluto is the smallest planet.

Saturn has the largest rings.

A

Before students read the text, ask them to look at the picture on page 56. Explain that it is a picture of the solar system. Ask them to count the planets and talk about the differences between the planets, for example, size, color, rings, distance to Earth, etc. Try to encourage students to compare the planets.

B

Students read the descriptions and write the names of the planets.

Answers

1. Mercury
2. Pluto
3. Earth
4. Jupiter
5. Venus

C

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

Answers

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

D

Students complete the sentences with the correct words.

Answers

1. Put some ice in your drink to make it cold.
2. That mountain is 3,500 meters high.
3. Our boat hit some rocks. It was badly damaged.
4. This train can travel from London to Paris in four hours.
5. The children stood in a ring, held hands, and started dancing.
6. This is a good place for flying kites. There are often strong winds

E

Students read the questions and circle the correct answers. You could finish the activity by asking students to work with a partner. They talk with their partner about which planet they would like to visit. You could then go around the class finding out which planet each pair would like to visit. If students are capable, talk to them about why they would like to visit the planet.

Answers

1. Venus
2. Neptune
3. Mars
4. Uranus
5. Earth

Extra practice 18

A

Students read the clues and write the correct words in the boxes. Down the center of the boxes they will find another word from the unit.

Answers

1. Pluto is a small planet.
 2. Venus is a hot planet.
 3. Jupiter is a large planet.
 4. We live on Earth.
 5. Mercury is the closest planet to the sun.
 6. There are strong winds on Jupiter.
 7. Mercury takes 88 days to travel around the sun.
 8. Saturn has large rings around it.
 9. There are very high mountains on Mars.
 10. Pluto takes 248 years to travel around the sun.
 11. Mars is sometimes called the Red Planet.
- The sun and the planets together are called the solar system.

B

Students draw their own planets. They should use different colors and give their planets names.

Answers

Students' own answers

Unit 19 A newspaper story

MAIN VOCABULARY

escape, thunderstorm, struck, lightning, soccer, clouds, dark, thunder, bright, bang, crack, fall, dangerous, outside, inside

FUNCTIONS AND STRUCTURES

Past simple and past continuous for interrupted past

SAMPLE SENTENCES

They were standing under a tree when it was struck by lightning.

A

Before students read the text, ask them if they have ever been caught in a thunderstorm. Talk about what they did and what you should do if you are caught in a thunderstorm. Try to cover as much of the key vocabulary as possible.

B

Students read the sentences and number them from 1 to 6.

Answers

- 2 Hugo went home.
- 5 The tree was struck by lightning.
- 4 The other children ran to a tree.
- 1 The children saw a storm coming.
- 6 The tree fell over.
- 3 It started to rain.

C

Students read the sentences and complete them with the correct words.

Answers

1. Mike thinks that Hugo did the right thing.
2. Mike said that the lightning striking the tree was scary.
3. Sergeant Parker said that the children were lucky.
4. It is dangerous to stand under a tree during a thunderstorm.
5. Next time Mike is outside during a thunderstorm, he is going to go home.

D

Students match the people to what they did. To finish the activity, you could ask students to work with a partner. They could talk about what they think the boys should have done. You could then have a class discussion about what the boys should have done.

Answers

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

E

Students decide if each of the places are safe or dangerous places to be during a thunderstorm. They write *safe* or *dangerous* next to each one. They then work with a partner and compare their answers. You could have a class discussion about what makes each place safe or dangerous to at the end of the activity.

Answers

1. dangerous
2. safe
3. dangerous
4. safe
5. dangerous

Extra practice 19

A

Students match the verbs to the nouns they go with in the story.

Answers

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

B

Students read the questions and write numbers to answer each one.

Answers

1. 9 (or nine)
2. 10 (or ten)
3. 4 (or four)
4. 3 (or three)

C

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

Answers

1. clouds
2. bang
3. crack
4. inside

Unit 20 Ferdinand Magellan

MAIN VOCABULARY

explorer, sailed, oceans, world, crew, ships, south, wrecked, ran out of, sick, died, killed, arrive, famous

FUNCTIONS AND STRUCTURES

Past simple for a historical story

SAMPLE SENTENCES

He left Spain in September 1519 with a crew of 270 men.

A

Before students read the text, ask them how people used to travel to other countries many years ago, i.e., before airplanes. Explain to them who Ferdinand Magellan was. Use the picture of the map to explain where he sailed. Try to cover as much of the key vocabulary as possible.

B

Students read the questions and circle the correct answers.

Answers

1. to the Spice Islands
2. the Atlantic Ocean
3. He was killed.

C

Students complete the sentences with the correct words.

Answers

1. Brad and Mary went to Hawaii in a big ship.
2. Dan's car was wrecked when it hit a tree.
3. On weekends, I love to sail on the lake in my boat.
4. We thought about what to do, and then we decided to go to the movies.
5. We ran out of milk, so I went to the store to buy some more.

D

Students read the sentences and decide who could have said each one. They write a, b, or c next to each one. Make sure that students understand that the sentences have not come directly from the text. They are things that *could have been* said by the people listed in a, b, and c. To finish the activity, you could ask students to think of some other things each group of people could have said. You could have a discussion with the class and write their suggestions on the board.

Answers

1. c
2. b
3. a

E

Students think about where they would like to travel to. They write some sentences about their ideas. They then work with a partner and talk about their ideas together. You could ask a few students to tell the class about their ideas to finish the activity.

Answers

Students' own answers

Extra practice 20

A

Students complete the sentences with the words in the box.

Answers

1. Magellan decided to sail from Spain to the Spice Islands.
2. Magellan and his crew sailed across the Atlantic Ocean.
3. In March 1521, they arrived in the Philippines.
4. Eighteen men sailed around the world.

B

Students read the sentences and circle the correct words.

Answers

1. Magellan and his crew **left** Spain in 1519.
2. When they sailed south, the weather became **worse and worse**.
3. They found a way to sail around the **bottom** of South America.
4. When Magellan came to a new ocean, he called it the **Pacific** Ocean.

C

Students look at the table and complete it with the correct numbers. They should use numbers, not words.

Answers

- 5
- 3
- 2
- 1
- 18

Test answers

Test 1: Units 1 to 5

A

1. cook fish
2. tell stories
3. wear a shirt
4. play soccer

B

1. Perfume smells nice.
2. Chocolate tastes nice.
3. What's wrong, Sally? You look terrible.
4. I can't wear these shoes. They feel wet.

C

1. Jake loves New Year's Eve.
2. Jake always has a big party on New Year's Eve.
3. Jake makes lots of food.
4. Jake's party is at his house.
5. Everyone shouts, "Happy New Year!" at midnight.

D

1. meat, fish, water, milk
2. bumper cars, laughing clowns, lucky buckets, merry-go-round
3. ten, nine, seven, eight
4. brown hair, blue eyes, 34 years old, tall

Test 2: Units 6 to 10

A

1. take medicine
2. see the doctor
3. feel terrible
4. have a headache

B

1. It's dark in here. Why don't you turn on the light?
2. I'm hot. Let's turn off the heater.
3. I don't like this TV program. I'm going to turn off the TV.
4. I want to send an e-mail. Can you turn on the computer?

C

1. Harry's play was called "The Nervous King."
2. All the children in the class wrote it.
3. Rosie was the queen.
4. Harry was the king.
5. Harry was nervous because lots of people came to see the play.

D

1. mix, stir, fry, pour
2. pilot, mechanic, teacher, vet
3. coffee pot, computer, heater, fridge
4. flour, sugar, eggs, salt

Test 3: Units 11 to 15

A

1. collect seashells
2. meet my train
3. write a letter
4. paint my room

B

1. There isn't much water in the dam. We need more rain.
2. Jackie takes a shower for twenty minutes! She should use less water.
3. I'm thirsty. I need more water.
4. Tom is trying to save water. He uses less water on his garden than before.

C

1. Lisa was going home with Paul.
2. Paul stopped and shouted at Lisa when she walked under a ladder.
3. Paul saw a penny on the ground.
4. Paul thinks that picking up a penny brings good luck.
5. No, she doesn't.

D

1. neck, head, leg, tail
2. kangaroos, koalas, emus, crocodiles
3. leaves, trees, plants, forests
4. shower, faucet, dam, pipe

Test 4: Units 16 to 20

A

1. have a party
2. make a cake
3. open the purse
4. ring the doorbell

B

1. Oh no! It's raining. Let's go and stand under that tree.
2. There was a big thunderstorm in my town yesterday.
3. We stood under the big tree at the side of the park.
4. I can see lots of dark clouds in the sky. It's going to rain.

C

1. The turtle asked the cranes to help him.
2. Yes, they did.
3. They knew that the turtle liked to talk.
4. The turtle became angry because he heard the hunters saying the cranes were clever.
5. The turtle fell to the ground

D

1. the Philippines, the Spice Islands, South America, Spain
2. Neptune, Pluto, Earth, Mars
3. crew, ship, ocean, sail
4. Cory, Philip, Hugo, Mike

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