

# Answer Key for Class Book

## Unit 1 Answer Key for Class Book

### I. Reading Page

A. After reading the passage, students write "True" or "False" next to each answer.

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

B. Students choose from the words in the orange oval to correctly complete each sentence.

1. technology
2. invent
3. library
4. cinema

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. She will go to the beach.
  2. She will go to the museum.
  3. She will go to the library.
- 
1. I won't go into the living room.
  2. I won't go into the basement.
  3. I won't go into the tunnel.

B. Students use the given words, plus a verb in the future tense and write a sentence. The ✓ means the sentence should have a positive verb, the X means the sentence should be negative.

sample

You won't go to the playground  
I will go to the swimming pool.

C. Put the words in the correct order to make a sentence.

1. He won't go into the haunted house.
2. She will go to the clinic.
3. I won't go to the farm.

### III. Writing Page

A. Use the future tense correctly to list several ideas for the future.

1. Sample
2. -4. Answers will vary, but the verb must be in future tense, with *will + present tense verb*.

B. Students must decide which words to put in the blanks to tell about a future invention. Answers will vary. Check to see if the answers fit into the sentences correctly.

### IV. Right Activities Page

A. Match the words with the pictures, then write the correct word under each picture.

1. learn
2. buildings
3. drive
4. robot

B. Unscramble the letters to make the word.

1. think
2. rooms
3. build

C. Students listen to the CD of the paragraph being read, then they put a number in the box next to each paragraph to show the order of the sentences in the paragraph.



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1. sample
2. You won't go to the playground
3. I will go to the swimming pool.

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1. think
2. rooms
3. build

C. Students listen to the CD of the paragraph being read, then they put a number in the box next to each paragraph to show the order of the sentences in the paragraph.



- b. 3
- c. 1
- d. 5
- e. 2

D. After reading the sentences above each picture, mark the picture that shows the sentence with a ✓ and put an X by the picture that doesn't match.

- 1. ✓ X
- 2. X ✓
- 3. ✓ X
- 4. ✓ X

E. Unscramble the words and write the sentences in the correct order.

- 1. He won't go to the library.
- 2. Will they eat pizza?
- 3. I won't swim in the sea.
- 4. Will you clean the room?

## Unit 2 Answer Key for Class Book

### I. Reading Page

A. Use the words in the orange oval to correctly complete each sentence.

- 1. charity
- 2. meals
- 3. eight hours
- 4. sponsors

B. Write sentences or short answers to correctly answer both questions.

- a. One that helps find jobs for parents with families. (Answers may vary.)
- b. They can have a fundraiser. (Answers may vary.)

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

- 1. I am going to read quietly.
- 2. I am going to watch closely.
- 3. I am going to sew carefully.

- 1. What are they going to do today?
- 2. What are they going to do tomorrow?
- 3. What are they going to do next week?

B. Students circle the letter or sentence that shows the picture.

- 1. a
- 2. b
- 3. a

C. The word parts are in the correct order. Put them into a sentence by adding words and making the correct verb form as necessary.

- 1. She is going to the library.
- 2. They are going to the movie
- 3. theater.

### III. Writing Page

A. Use each of the words in the yellow boxes to finish the email.

Dear William,

How are you? I'm fine. I'm going to have a Sports Day at my school. We will play sports for eight hours. I hope I make it!

Your friend,

Edward

B. Students can use the sentences/phrases given, but the main points come from having a well-worded email in a format that matches the sample on page 13. Student responses will vary, but check to see that students have included the letter parts of a greeting and a closing, correct end marks, capital letters at the beginning of sentences, etc.



#### IV. Right Activities Page

A. Match the words with the pictures, then write the correct word under each picture.

1. summer
2. mall
3. Australia
4. New York City
5. Statue of Liberty

B. Use the words in the orange boxes to correctly complete each vocabulary phrase.

1. gorgeous!
2. about you?
3. know!
4. am.

Play the CD and have students listen then mark ✓ if the event happened in the paragraph, ✗ if it did not.

1. ✓
2. ✗
3. ✓
4. ✗
5. ✓

D. Students listen to the CD according to the directions in the Teacher's Book. Then after looking at the picture, they use the words in the orange oval to correctly finish the sentence.

1. Japan
2. Russia
3. England
4. France

E. Use the grammar point of *going to + verb* to correctly write a question and answer about the picture. Note: Answers may vary slightly, but they should follow a pattern, as shown below.

What are they going to do on the weekend?

They're going to go to the

playground.

2. What is he going to do on the weekend?  
He's going to go to the library.
3. What are they going to do on the weekend?  
They're going to go to a farm.

#### Review Unit 1-2

##### Review 1

A. Use the words from the boxes and the pictures next to each sentence to correctly complete the statements.

1. learn
2. drive
3. buildings
4. homework

B. Students must complete each vocabulary phrase with one of the words at the top of the exercise.

1. least
2. what
3. won't
4. bet

C. As they read and listen to the paragraph, students should circle the correct word in bold.

- a. will
- b. won't
- c. will
- d. will
- e. won't
- f. will

D. Students look at the picture and the mark in the box for each picture, then write a sentence with a future tense verb that matches. Note: Answers may vary, but they must include the future tense and be positive if the mark is ✓, negative if the mark is ✗.



1. She will write a letter.
2. They won't watch a movie.
3. She will go shopping.
4. They won't play soccer.

E. Look at the picture, the pronoun, and the mark (✓ or ✗) inside each picture. Write a question and an answer about each picture. Note: Answers may vary, but the sentences must match the picture and the verb tense must be correctly written in the future tense for both the question and the answer.

- a. Sample
- b. Will she go to the beach?
- c. No, she won't go to the beach?
- d. Will you go to the library?
- e. Yes, I will go to the library.

F. Put the words in the correct order to make a question.

1. When will we go to the clinic?
2. Where will they go for the summer?
3. Who will go to the beach?

## Review 2

A. Students should write the letter of the picture that matches with the words for each number.

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

B. Write the words in the correct order to make a vocabulary phrase.

1. I am sure.
2. How about you?
3. I know.

C. After seeing the object that is matched with each person, write a sentence using "going to + verb" to tell about what each person will do.

1. Sample
2. Stella is going to read a book.
3. John is going to ride a bike.
4. Sarah is going to go to the library.

D. As students listen to the CD, look at the pictures and read the paragraph, they mark the pictures with ✓ or ✗ for what is described on the CD and in the paragraph.

1. ✗ and ✓
2. ✓ and ✗
3. ✗ and ✓
4. ✗ and ✓

E. Using the sentence parts, add words to make the sentence into a future tense sentence that uses will or won't (to practice distinguishing between the two ways of stating future tense).

1. He won't go to the mall.
2. They won't go to the doctor.
3. We won't go to the playground.

F. By looking at the location and the person, students write a sentence using the form going to + location.

1. She's going to the supermarket.
2. He's going to the cafe.
3. He's going to the hotel.

## Review Story

After students have read the review story, they can answer the comprehension questions that follow.

1. On Saturday
2. False
3. the ball (or baseball)



## Unit 3 Answer Key for Class Book

### I. Reading Page

A. Compare what your room looked like when you were a baby and what it looks like now. Write phrases to tell about each room in the correct place on the chart. You can use the reading to help you.

B. Look at the picture and match it with the correct word by drawing a line.

Picture 1: decorations

Picture 2: rattle

Picture 3: mobile

Picture 4: crib

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. He had a motorcycle.
2. He had a dog.
3. He had a computer.

1. Did they have a car?
2. Did they have a swimming pool?
3. Did they have a boat?

B. Look at the picture, then write a question and answer about it that uses the past of "have."

1. Sample
2. Did she have a wagon?  
Yes, she did.
3. Did you have a necklace?  
No, I didn't.

C. Students look at the picture, then put a ✓ in the box next to the sentence that matches the picture.

1. She had a dog.
2. He had a bike.

3. She had a doll.
4. He had a laptop.

### III. Writing Page

A. Put a ✓ in the box that tells what people had in the 1930s, based on the writing passage.

gardens

B. From the words *was, were, had and didn't have*, choose the correct one(s) to complete the sentence.

1. had
2. were
3. had
4. didn't have
5. was

C. Complete the sentences with information from the writing passage. Note: Answers may vary. Some possible sentence endings are below.

1. gardens for their food/their own animals for food.
2. electricity/ television/internet
3. computers
4. animals/gardens

### IV. Right Activities Page

A. Look at the pictures, then write the word from the box underneath the picture it names.

1. friends
2. Good morning!
3. gifts
4. birthday

B. Put the words in the right order to make a vocabulary phrase.

1. Not at all.
2. That was the best part.
3. Yeah, it was quite a party.



C. Read the second item in the paragraph.  
Write "Yes" or "No" next to each sentence.

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

D. Look at the picture, then ask and/or answer the questions about the picture. Use have/has to ask and a long answer.

1. Sample
2. Did he have a car?
3. Yes, he had a car.
4. No, he didn't have a car.

E. Answer a question about the picture, but this time use a short answer.

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

F. Read the question or the answer and the item in parentheses, then decide on the correct response that uses a form of "have" and write that down.

1. Sample
2. They had a car.
3. What did they have?

## Unit 4 Answer Key for Class Book

### I. Reading Page

A. After listening to and reading "The Earth's Atmosphere," answer the questions with short answers.

1. thermosphere
2. mesosphere
3. troposphere

B. Label the layers of the Earth's atmosphere.  
mesosphere, thermosphere troposphere,

stratosphere

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. The policewoman is taller than the policeman.
2. The grandma is older than the grandpa.
3. The lion is braver than the mouse.
4. The car is shinier than the van.

1. The basketball is the lightest.
2. The teacher is the oldest.
3. The cheetah is the strongest.
4. The elephant is the largest.

C. For each number, there is a pair of sentences. One is correct and one is incorrect. Circle the correct sentence and underline the incorrect one.

First sentence Second sentence

1. underline circle
2. circle underline

### III. Writing Page

A. By finishing the sentences with the correct words, students can help to write a short report about the earth's layers.  
Note: Answers will vary.

1. The crust is the outer layer and can be up to 44 miles thick.
2. The middle layer is the mantle, and it is the thickest.
3. Finally, the core is the layer farthest into the earth, and it is very dense.

B. Label the picture. Labels, from top to bottom:

1. lower mantle
2. crust
3. inner core

### IV. Right Activities Page



A. Circle the word underneath each picture that correctly shows the picture.

1. baby
2. taller
3. grass

B. Circle the letter of the word that correctly completes the vocabulary phrase, then write the word on the line.

1. I forget.
2. It sure does!
3. What are you guys doing?

C. Write the missing parts so that each adjective has a positive, comparative and superlative part written.

1. Sample
2. tall                      taller                      tallest
3. slow                      slower                      slowest
4. large                      larger                      largest

D. Write the correct word "more" or "most" in the blank.

1. more                      2. most
3. more                      4. most

E. Listen to the CD, then put a ✓ next to the numbered sentence if it is true about the paragraph, or an X if it is not true or can't be found in the paragraph.

1. X
2. ✓
3. X
4. ✓
5. ✓
6. X

F. Write the opposite of the given word. Use the picture and labels to help.

1. Sample                      2. heavy
3. lighter                      4. younger

G. Listen to the CD, and circle the correct word that is said on the CD.

1. smallest                      2. healthier
3. kindest                      4. fatter
5. thinnest                      6. braver

## Review Unit 3-4

### Review 3

A. Choose the correct word to finish the sentence and write on the line.

1. baby
2. grass
3. picnic
4. leave

B. Find the hidden vocabulary words in the word search puzzle and circle the words. They are listed at the right of the puzzle to help you.

o	a	h	o	a	j	j	j
h	a	u	s	h	a	a	a
b	u	o	j	o	o	j	h
f	j	o	w	j	o	j	o
j	s	a	b	u	n	o	h
o	n	s	n	o	j	u	j
w	o	j	o	j	o	s	j
o	o	j	u	o	j	o	o

C. Put the sentence parts together correctly and add the needed words to make a sentence in the comparative or the superlative.

5. Daniel is smarter than Sam.
6. The snake is the longest [of all the snakes].
7. Meg is the youngest [of the sisters].

D. Answer the questions based on the pictures A,B,C and D. Use the letters to identify each picture.



1. D is the shortest.
2. A is younger.
3. C is lighter.
4. B is the oldest.

E. Read the chart, then for the sentence to the right, match the correct person to correctly complete the sentence.

1. Naomi is shorter than Rachel.
2. Ned is stronger than Trevor.
3. Alex is taller than Andy.
4. Susan is slower than Tanya.

F. Complete the chart with positive, comparative and superlative forms, in that order, for each adjective.

important	more important	most important
careful	more careful	most careful
dangerous	more dangerous	most dangerous
valuable	more valuable	most valuable
interesting	more interesting	most interesting

### Review Story Units 3-4

1. No, he didn't.
2. True.
3. loudly

### Unit 5 Answer Key for Class Book

#### I. Reading Page

A. After reading the passage, put a ✓ next to the sentences that could happen at a space station.

1. 0
2. ✓
3. 0
4. 0
5. ✓
6. 0
7. ✓
8. ✓

B. Give a short answer for each question based on the passage.

- a. The astronauts study about space and the

- planets.
- b. Yes, they do.

#### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. Lolo is on the couch.
2. Lolo is by the bed.
3. Lolo is over the roof.

1. Is Lolo near the TV?
2. Is Lolo above the chair?
3. Is Lolo next to the bike?

B. Choose the correct word in the box to write under the numbered pictures to tell where Lolo is.

1. on
2. in front of
3. behind
4. between

C. Write the words in the correct order to make the sentences.

1. The baby is in the crib.
2. Her gift is inside the box.

#### III. Writing Page

A. Put in prepositional phrases that you write to tell about your day. Note: Answers will vary, but check to see if students have the prepositional phrases written with the correct structure.

#### IV. Right Activities Page

A. Choose the correct word from the ones that are given and write it on the line to correctly finish the sentence.

1. b. flu
2. a. swimming
3. c. hurts
4. a. spoiled

B. Put the words in the correct order to make



1. D is the shortest.
2. A is younger.
3. C is lighter.
4. B is the oldest.

E. Read the chart, then for the sentence to the right, match the correct person to correctly complete the sentence.

1. Naomi is shorter than Rachel.
2. Ned is stronger than Trevor.
3. Alex is taller than Andy.
4. Susan is slower than Tanya.

F. Complete the chart with positive, comparative and superlative forms, in that order, for each adjective.

important	more important	most important
careful	more careful	most careful
dangerous	more dangerous	most dangerous
valuable	more valuable	most valuable
interesting	more interesting	most interesting

### Review Story Units 3-4

1. No, he didn't.
2. True.
3. loudly

### Unit 5 Answer Key for Class Book

#### I. Reading Page

A. After reading the passage, put a ✓ next to the sentences that could happen at a space station.

1. 0
2. ✓
3. 0
4. 0
5. ✓
6. 0
7. ✓
8. ✓

B. Give a short answer for each question based on the passage.

- a. The astronauts study about space and the

planets.

- b. Yes, they do.

#### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. Lolo is on the couch.
2. Lolo is by the bed.
3. Lolo is over the roof.

1. Is Lolo near the TV?
2. Is Lolo above the chair?
3. Is Lolo next to the bike?

B. Choose the correct word in the box to write under the numbered pictures to tell where Lolo is.

1. on
2. in front of
3. behind
4. between

C. Write the words in the correct order to make the sentences.

1. The baby is in the crib.
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#### IV. Right Activities Page

A. Choose the correct word from the ones that are given and write it on the line to correctly finish the sentence.

1. b. flu
2. a. swimming
3. c. hurts
4. a. spoiled

B. Put the words in the correct order to make



a vocabulary phrase:

4. What's wrong?
5. What's the matter?

C. Listen to the CD. As a prepositional phrase is said, circle it in the paragraph. The phrases that you will find are given under the paragraph to help you.

On Tuesday, I cleaned the house. I packed my old clothes and books into a box. I washed the floors until they shined. I dusted everything in the house. I organized the books in the bookcase. The windows were easy and only need a little soap and water from a bucket. The house looks great now.

D. Read the sentence, then match the sentence to the picture it tells about.

Look and match.

- a. The dog is under the chair.
- b. The cat is on top of the box.
- c. The cat is next to the window.
- d. The cat is under the book under the chair.



Look and match.

E. Put the correct word from one of the boxes underneath each picture to tell where the boy is in relationship to the other objects.

1. under
2. around
3. through
4. in front of
5. into
6. over

F. Answers will vary. Check to see if students have used the preposition correctly.

## Unit 6 Answer Key for Class Book

### I. Reading Page

A. After reading "A Yummy Way to Work," put a number in the box in each picture to show the order the pictures should be in.

1, 4, 3, 2

B. Write the sentence that describes the picture.

1. take
2. soil
3. seeds
4. vegetables

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. You should wash the dishes.
2. You should clean your room.
3. You should take out the trash.
1. You shouldn't play in the street.
2. You shouldn't drive fast.
3. You shouldn't watch TV.

B. Look at the pictures, then write a sentence that uses "should" or "shouldn't."

1. She should read a book.
2. She should go to school.

C. Look at the pictures, read the sentences, then mark ✓ the box in the picture that shows the action the sentence tells about. In the case of a "should not" sentence, then, the picture would show the person doing the correct action.

1. (picture 1)
2. (picture 1)
3. (picture 2)

### III. Writing Page

A. After reading the passage, write two things to do to help a bonsai tree grow correctly. Note: Answers will vary. Two possibilities are listed below:

1. I should keep it in a small pot.
2. I should cut the branches back after they get two or three leaves on them.

B. Think of an activity you know how to do well, then tell about it using the form below. Note: Answers will vary. Check for correct use of "should" or "should not."



#### IV. Right Activities Page

A. Decide if the vocabulary word is used correctly in the sentence, then mark ✓ or X for correct or incorrect.

1. ✓
2. X
3. X
4. X
5. ✓
6. ✓
7. ✓

B. Use the words in each box to correctly complete each vocabulary phrase.

1. I'm almost ready.
2. Okay, dear.
3. What about these?
4. All set for school?

C. Write either "should" or "shouldn't" on the line, depending on the meaning of the sentence.

1. shouldn't
2. should
3. should
4. shouldn't
5. should

D. Listen to the CD, then write either "should" or "shouldn't" on the lines to correctly complete the sentence.

- Line 1: should
- Line 2: should
- Line 3: should
- Line 4: shouldn't
- Line 5: shouldn't
- Line 6: shouldn't
- Line 7: should

E. Read the sentence and match it with the picture and mark in the box (✓ or X) that matches with the meaning of the sentence.

Read and match.

1. The student went to the picture.
2. The student went to the radio.
3. The student went to the phone.
4. The student went to the flower.
5. The student went to the tree.



#### Review Unit 5-6

#### Review 5

A. Use the words from the boxes to finish the sentences correctly.

1. flu
2. spoiled
3. hurts
4. swimming

B. Finish the vocabulary phrases with the correct word.

1. matter
2. What's

C. First write the words in the correct order to make a statement, and write the statement. Next, change the statement to a question.

1. Sample
2. The car is in the garage.  
Is the car in the garage?
3. The ship is under the bridge.  
Is the ship under the bridge?
4. The girl is on the swing.  
Is the girl on the swing?

D. Read the numbered sentences, then put the number of the sentence next to the picture it tells about.

	8	1	5
	2	6	4



c. Write four sentences that use prepositions and that tell about the picture. Note: Answers will vary. Some possibilities are below:

1. Sample
2. The kite is over Stella's head.
3. Helen is sitting on the bench with her grandparents.
4. Tilly is running behind Lolo.

#### Review 2

A. Two words are given for each sentence. Circle the letter of the best word, then write it in the sentence.

1. b) bookbag
2. a) tent
3. b) keys
4. a) pack
5. a) come
6. b) late

B. After looking at the picture and the happy or sad face, read the two sentences and put a ✓ next to the one that shows the sentence.

1. She should build a snowman.
2. He shouldn't swim in the sea.
3. Hansel should eat ice cream.
4. She shouldn't take a picture.

C. Read the questions and answer short answers "Yes, we should." and "No, we shouldn't."

1. Yes, we should.
2. Yes, we should.
3. No, we shouldn't.
4. No, we shouldn't.
5. No, we shouldn't.
6. Yes, we should.

D. Look at the chart and see what Harley and Jack ate, then make sentences about Harley and Jack. Note: Answers will vary; see examples below.

1. Harley doesn't eat much bread.
2. He doesn't eat many carrots.

3. He eats lots of apples.
4. Jack doesn't eat much meat.
5. He doesn't eat many bananas.
6. He eats lots of bananas.

E. Tell about what you eat by finishing the sentences below. Note: Answers will vary. The nouns given should match with much and many.

#### Reading Story Unit 2-2

1. whale
2. false
3. ... we could catch it together.

#### Unit 7 / Reading Story Unit 7-2

#### I. Reading Page

A. After reading the passage, write *Yes, there was*, *Yes there were*, *No, there wasn't*, or *No, there weren't*.

- a. No, there wasn't.
- b. No, there weren't.
- c. Yes, there were.
- d. Yes, there was.
- e. No, there weren't.

B. Write the names of the Ice Age animals under each picture.

saber-tooth tiger	mammoth elephant	dinosaur
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#### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. There was soda.
2. There was honey.
3. There was chicken.
1. Were there any brownies?
2. Were there any apples?
3. Were there any donuts?



B. Look at the food, then make a statement about it with "there was" or "there were."

1. Sample
2. There was a burger.
3. There were grapes.
4. There were chocolates. OR  
There was candy.

C. Read the question and look at the picture, then circle the correct answer.

1. Yes, there was some.
2. No, there weren't any.
3. Yes, there were some.
4. Yes, there was some.

### III. Writing Page

A. Answers will vary, but sentences should include "there was" and "there were."

### IV. Right Activities Page

A. Each word in the box has a number. Put the correct number in the small blank box in each picture to correctly match the picture and its label.

4	2	3	1

B. For each of the vocabulary words in the box, find them in the word search puzzle and circle them.

orange  
array  
rock  
dumbled  
queen  
pond

y	g	g	l	s	a	c	g
s	u	c	r	r	t	s	e
d	e	i	d	y	u	t	s
t	s	i	l	s	m	r	c
s	s	a	r	r	b	a	a
r	e	e	n	a	i	n	r
a	r	c	s	c	e	g	y
p	o	n	d	k	d	e	a

C. Write the missing words in the blanks to make a vocabulary phrase from Unit 6.

1. What happened next?
2. Oh, my!

D. After looking at the pictures, write "there was" or "there were" questions, then answer the questions.

1. Were there any watermelons?  
Yes, there were some.
2. Was there any cake?  
No, there wasn't any.

E. Listen to the CD and mark each sentence under the paragraph as ✓ if it is true about the buffet and ✗ if it is not true.

1. ✓
2. ✗
3. ✗
4. ✓
5. ✗
6. ✓

F. There is one mistake in each sentence. Underline the mistake, then write the sentence correctly on the line.

1. There was bread on the table.
2. There weren't any cookies.
3. There weren't apples in the bowl.

G. Using the sentence parts, write a sentence for each number, using "was" and "were" correctly.

1. Were there any carrots?
2. There weren't any kiwis.
3. There was pudding.
4. Were there any nuts?

## Unit 8 Answer Key for Class book

### I. Reading Page

A. Read the passage, then finish the sentence about the famous people by writing the missing information on the line.

- a. Asad Ullah Qayyam
- b. began
- c. Jay Luo



8. Put the correct words in the blank to finish the definition.

Note: Answers can vary slightly as long as the words have close to the same meaning.

1. A child prodigy does difficult things earlier than most children.

## II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. She jumped rope.
2. She chopped vegetables.
3. She washed dishes.

1. Did he ride the bike?
2. Did he clear the table?
3. Did he wash the car?

B. Add words and a past tense verb to finish the sentence.

1. She brushed her teeth.
2. It climbed a tree.

C. Draw lines to match the sentence with the picture of what the person or people did.

1. She jumped rope.

2. He chopped wood.

3. I painted a picture.

4. She washed dishes.



## III. Writing Page

A. Complete the form by writing the information about yourself on the form.

Note: Answers will vary. Check student responses for the correct use of past tense verbs.

B. Make sentences from one of the two forms on this page, then combine them together into one paragraph. Check punctuation carefully. Note: Answers will vary. Check student responses for the correct use of past tense verbs.

## IV. Right Activities Page

A. Read the sentence and write "true" if it uses the vocabulary word correctly, "false" if it doesn't.

1. true
2. false
3. false

B. Choose one of the vocabulary words in the boxes to correctly complete the sentence.

1. basetail
2. Grandma
3. car race
4. visited

C. Put the words in the correct order to make a vocabulary phrase.

1. What did you do?
2. I know what you mean.

D. Read the sentence, then put a ✓ in the box inside the picture that shows the sentence.

1. (picture 2)
2. (picture 1)
3. (picture 2)
4. (picture 2)

E. Listen to the paragraph and match the two incomplete parts of the sentence into a complete sentence.

1. He cooked a breakfast of eggs and toast.
2. He cleaned his room and helped his mom and dad.
3. They played soccer in a field.
4. He came home and went to bed.

F. Students write a ✓ next to the sentence that matches the picture.

1. He rowed in a boat.
2. She cooked the dinner.
3. She painted a picture.
4. She played with her doll.



G. Using the sentence parts, add words to make the sentence into a past tense sentence.

1. Sample
2. He didn't rake the leaves.
3. They didn't sail on the ship.

### Review Unit 7-8

#### Review 7

A. Use the words in the boxes to complete the sentences.

1. dream
2. pond
3. frogs
4. song

B. Unscramble the words in the phrase or sentence and write it in the correct order on the line.

1. in the middle of nowhere
2. I don't like them.
3. I hope you were okay.

C. Write the correct word(s) to complete the sentences using the pictures to help you.

1. tomatoes
2. was, bread
3. was, milk
4. was, honey

D. Write the correct word to complete the sentence. Then write a ✓ if the sentence matches the picture or an X if not.

1. Sample
2. was
3. weren't
4. were

E. Match the questions to the correct pictures.



F. Write a question and answer for each picture using the Unit 7 grammar patterns.

1. Sample
2. Were there any figs? Yes, there were some.

#### Review 8

A. Write the letter of the picture next to the correct word.

- |      |      |      |
|------|------|------|
| 1. F | 2. B | 3. D |
| 4. A | 5. E | 6. C |

B. Write a sentence in the past tense using the word given. Note: Answers will vary. Check student responses for the correct use of past tense verbs.

C. Write the missing words in the questions and then answer them using the pictures to help you.

1. Yes, he did.
2. Did they play baseball? No, they didn't.
3. Did they play jump rope? No, they didn't.
4. Did they talk on the phone? Yes, they did.

D. Unscramble the words and write the sentence on the line.

1. Nick and Sam washed the car.
2. The baseball team practiced on the field.
3. She cleaned her bedroom today.
4. The kids jumped rope in the neighborhood.

E. Complete the story by adding ed to the verbs in parenthesis and writing them on the lines.

celebrated, baked, clapped, excited, opened, played, waved



## Review Story Units 7-8

1. four large cats
2. True
3. ... write it down as soon as you can.

## Unit 9 Answer Key for Class book

### I. Reading Page

A. Write the question or answer for each using the information from the reading passage. Questions should start with why and sentences should start with because.

Note: Answers may vary. Some possible answers are below.

Q: Why are emperor penguins given such a name?

A: Because the female penguins need to lay their eggs.

A: Because the mother must walk back to the sea to find food for her babies. Because it is very cold and windy.

B. Write a word that is close in meaning to the word in parenthesis.

emperor, king cold, windy

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

1. Because I like flying.
2. Because I like coffee.
3. Because I like libraries.

1. Because I'm scared of bugs.
2. Because I'm scared of lions.
3. Because I'm scared of ghosts.

B. Write the question or answer for each picture.

1. Sample
2. I want to go to the park because I want to ride my bike.
3. Because I don't like scary movies.

### III. Writing Page

A. Answer the questions using your creativity and imagination. Start sentences with because. Note: Answers may vary. Check to make sure all sentences begin with because.

### IV. Right Activities Page

A. Use the words from the boxes to complete the sentences.

- |             |             |                |
|-------------|-------------|----------------|
| 1. chores   | 2. bored    | 3. video games |
| 4. together | 5. finished | 6. hour        |

B. Circle true if the sentence is correct and false if not. If the sentence is false, write the correct sentence from the vocabulary section.

- |          |          |          |
|----------|----------|----------|
| 1. Wrong | 2. Right | 3. Wrong |
| 4. Right | 5. Wrong |          |

C. Listen and circle the correct phrase to complete the sentence.

1. a. he's afraid of ghosts.
2. b. she likes music.
3. a. he doesn't like meat.

D. Listen to the paragraph and then number the sentences in the order they occur in the paragraph.

- |        |        |        |
|--------|--------|--------|
| 1. (2) | 2. (1) | 3. (3) |
|--------|--------|--------|

E. Use the words at the top to complete the sentence.

1. Sample
2. ...I like my games and toys.
3. ...my teacher is very nice.
4. ...I like the naughty monkeys.



## Unit 10 Answer Key for Class Book

### I. Reading Page

A. Use the information from the paragraph to complete the table.

desert : Clothes - layers, light/loose material,  
Water - desert travel, Watch for - surprise  
storms/sudden floods, Animals - some  
rainforest: Clothes - covers arms and legs,  
Water - carry plenty of water, Watch for -  
sweat, bugs, Animals - many, Special needs -  
bug spray, take out garbage

B. Match the places with their descriptions.

- a) hot and dry
- b) hot and wet
- c) icy and cold

### II. Grammar Page

A. For the part in red, students substitute the given word or phrase and read the new sentence.

- 1. I have been to the Dead Sea.
- 2. I have been to the beach.
- 3. I have been to the mall.

- 1. She has taken a picture.
- 2. She has skated on the pond.
- 3. She has flown in a plane.

B. Write the words in orange in the blanks to complete the sentences. For a ✓ write have or has. For an ✗ write haven't or hasn't.

- |            |            |         |
|------------|------------|---------|
| 1. has     | 2. haven't | 3. have |
| 4. haven't | 5. hasn't  | 6. have |
| 7. haven't | 8. has     |         |

C. Write a sentence about each picture using the Unit 10 grammar patterns.

- 1. Sample
- 2. ...washed the dishes.

- 3. He has taken a shower.
- 4. He has fed the chickens.

### III. Writing Page

A. Complete the questions. Then ask your friends the questions and write down their answers in the chart. Note: Students' charts will vary.

B. Use the outline below to write about an experience you tried for the first time. Note: Students' writings will vary. Check that students are using the present perfect tense correctly.

### IV. Right Activities Page

A. Circle the correct word for each picture.

- |            |             |
|------------|-------------|
| 1. casual  | 2. size     |
| 3. dollars | 4. purchase |

B. Circle the correct verb for each pronoun.

- |         |         |         |
|---------|---------|---------|
| 1. has  | 2. has  | 3. have |
| 4. have | 5. have | 6. have |

C. Listen to the paragraph and match the two parts of the sentence together.

- 1. Alex has been rock climbing in Oregon.
- 2. He has flown in a small plane over the Mediterranean Sea.
- 3. He has toured London in a double decker bus.
- 4. He has gone skiing in Switzerland.

D. Write a negative form of the sentence for each of the sentences.

- 1. We haven't been to many museums.
- 2. She hasn't been to the dentist.
- 3. You haven't been very good.
- 4. I haven't visited most of the countries in Europe.
- 5. Sally hasn't brushed her teeth.

E. Find and circle the words in the puzzle. Then write a ✓ for each word that relates to the country and an ✗ if not. Then complete the sentence on the bottom.

- India ✓ Egypt ✓ Saudi Arabia ✓ Australia ✓  
Morocco ✗



type  
person  
land  
sport  
music

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

Louis hasn't been to Morocco.

## Review Unit 9-10

### Review 9

A. Find and circle the words in the puzzle.

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

type  
person  
land  
sport  
music

B. Write a ✓ if the sentence is correct and an X if not.

1. X
2. ✓
3. X
4. X
5. ✓
6. ✓

C. Write sentences about the pictures using the Unit 9 grammar patterns.

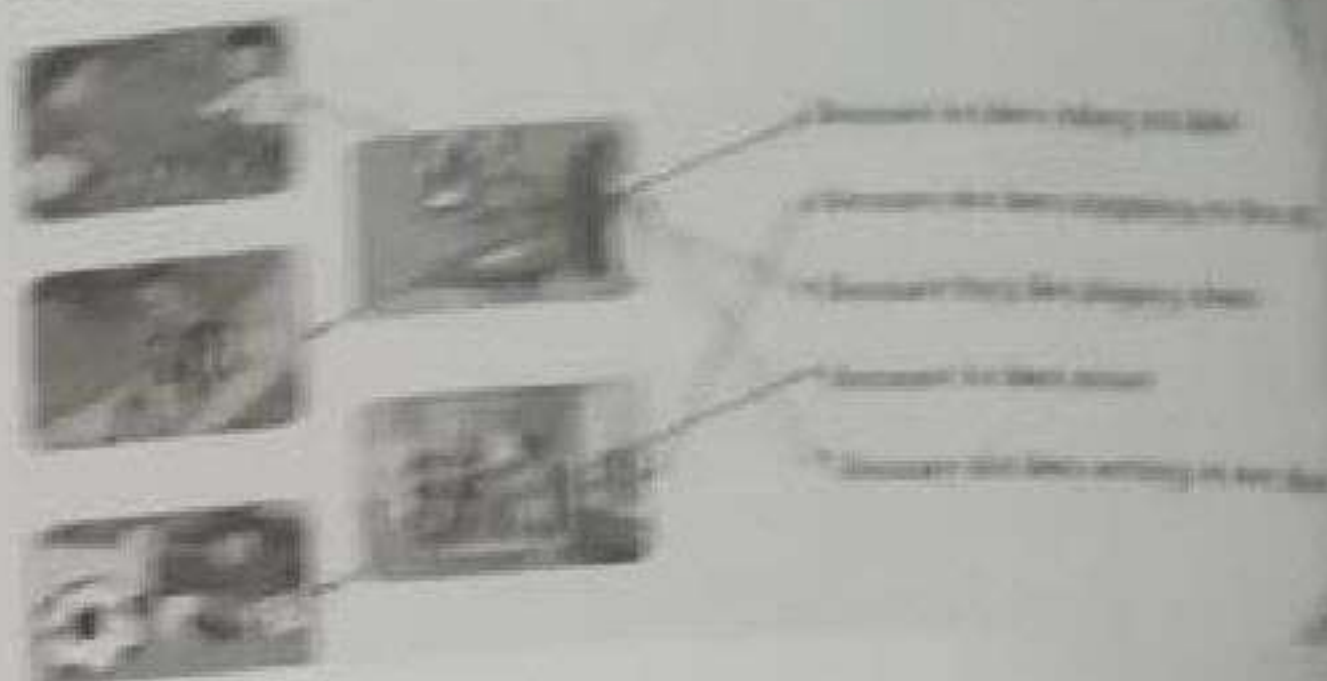
Note: Answers will vary. Possible answers are given below. Check student responses for the correct use of because.

1. Sample
2. She is flying a kite because she likes kites.
3. They are in the car because they are driving.
4. He is taking a photo because he likes pictures.
5. The cat doesn't like trees because it can't climb them.

D. Complete the questions and answers below using the information in the chart and paying attention to the smiley face to find out whether it is negative or positive.

1. Sample
2. Because he likes the swimming pool.
3. Because she likes the cat.
4. Why? Because she likes the farm.
5. Why not? Because she doesn't like the mall.
6. Why? Because he likes the cinema.

E. Watch the pictures to the correct sentences.



### Review 10

A. Fill in the missing letters in the vocabulary words.

1. comfortable
2. wonderful
3. particular
4. purchase

B. Complete or write a question for each picture using the Unit 10 grammar patterns. Write: Answers will vary. Possible answers are below. Check student responses for the correct use of the present perfect tense.

1. Have you talked on the phone?
2. Have they washed the dishes?
3. Has he played soccer?
4. Has he read the newspaper?

C. Write a ✓ if the picture and the sentence match and an X if not.

1. ✓
2. X
3. ✓
4. ✓
5. X
6. ✓



E. Complete or write a sentence for each picture.

1. Sample
2. He has been on a boat.
3. He has been on a motorcycle.
4. He has been on an airplane.

### **Review Story Units 9-10**

1. He painted pictures of dragons, birds and other animals.
2. False
3. . . . who needed food and shelter.



# صفحة الحبيب

منتديات

