

Third Edition

Reading Starter

John Thomas, Kelli Ripatti

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Audio With CD
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Reading Starter 1 Third Edition

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Acquisitions Editor: Adeana Estoll
Project Coordinator: Daisy Lee
Content Editor: Anne Taylor
Copy Editors: Ang Lee Ming, Andrea Janzen
Designer: Ji Eun Lee

e-mail: info@compasspub.com

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Illustrators:

pp. 8, 26, 48 Jennifer Zivoin; 16, 34 Peter Francis; 38, 62 Colleen Madden;
70 Caroline Romanet

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How to Use This Book

Each unit in the *Reading Starter Third Edition* series consists of eight parts plus additional review activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, speaking, and writing skills. A summary of each part is provided here.

Prepare for Takeoff

This part introduces the topic of the unit. The visual support enables students to create a mental picture of the topic. The questions are designed to stimulate students' interest in the topic.

1 A School Trip

1 Prepare for Takeoff

What do you think of a school trip?

Vocabulary Blast-Off

Match the word with its meaning.

- 1. An activity or event that is planned and organized.
- 2. A person who is in charge of an organization.
- 3. A person who is in charge of a school.
- 4. A person who is in charge of a class.
- 5. A person who is in charge of a subject.

1. An activity or event that is planned and organized. A. Trip

2. A person who is in charge of an organization. B. Organize

3. A person who is in charge of a school. C. Headmaster

4. A person who is in charge of a class. D. Teacher

5. A person who is in charge of a subject. E. Subject

Vocabulary Blast-Off

This part introduces the target words for each unit. Sentences are used to provide context. Students confirm understanding by matching the sentences with the meanings or pictures of the target words.

Reading

Readings vary in type and topic with carefully controlled vocabulary and sentence structures. Audio recordings of each passage are provided on the audio CD and as mp3 files that are available for download. Students can track the words as native speakers read the passages.

A Trip to the Zoo

Did you ever visit a zoo? How do you like it? Do you like to go to the zoo? Do you like to see the animals? Do you like to see the birds? Do you like to see the fish? Do you like to see the reptiles? Do you like to see the insects? Do you like to see the plants? Do you like to see the flowers? Do you like to see the trees? Do you like to see the grass? Do you like to see the sky? Do you like to see the sun? Do you like to see the moon? Do you like to see the stars? Do you like to see the planets? Do you like to see the galaxies? Do you like to see the universe?

Sentence Kick-Off

Complete the sentences.

- 1. I went to the zoo and saw many animals.
- 2. I saw a lion and a tiger.
- 3. I saw a bear and a panda.
- 4. I saw a monkey and a squirrel.
- 5. I saw a snake and a frog.

Sentence Kick-Off

Students can practice the target grammar in an exercise using sentences from the reading passage. The last question gets students to practice using the target grammar while also personalizing their answers.

Reading Radar

This section includes questions to test students' reading comprehension. The question types include main idea, detail, reference, and inference.

1 Reading Radar

Reading Comprehension

Read the text and answer the questions.

1. What is the main idea of the text?

- A. A school trip to the zoo.
- B. A school trip to the museum.
- C. A school trip to the park.
- D. A school trip to the beach.

2. What did the students see at the zoo?

- A. A lion and a tiger.
- B. A bear and a panda.
- C. A monkey and a squirrel.
- D. A snake and a frog.

3. How did the students feel about the trip?

- A. They were bored.
- B. They were excited.
- C. They were sad.
- D. They were angry.

4. What did the teacher say about the trip?

- A. It was a good idea.
- B. It was a bad idea.
- C. It was a waste of time.
- D. It was a waste of money.

5. What did the students do at the zoo?

- A. They saw the animals.
- B. They fed the animals.
- C. They took pictures.
- D. They bought food.

6. How did the students get to the zoo?

- A. By bus.
- B. By car.
- C. By train.
- D. By plane.

7. How did the students get home?

- A. By bus.
- B. By car.
- C. By train.
- D. By plane.

8. How did the students spend their money?

- A. They bought food.
- B. They bought drinks.
- C. They bought tickets.
- D. They bought souvenirs.

9. How did the students spend their time?

- A. They saw the animals.
- B. They fed the animals.
- C. They took pictures.
- D. They bought food.

10. How did the students feel about the trip?

- A. They were bored.
- B. They were excited.
- C. They were sad.
- D. They were angry.

11. How did the teacher feel about the trip?

- A. It was a good idea.
- B. It was a bad idea.
- C. It was a waste of time.
- D. It was a waste of money.

12. How did the students spend their time?

- A. They saw the animals.
- B. They fed the animals.
- C. They took pictures.
- D. They bought food.

13. How did the students feel about the trip?

- A. They were bored.
- B. They were excited.
- C. They were sad.
- D. They were angry.

14. How did the teacher feel about the trip?

- A. It was a good idea.
- B. It was a bad idea.
- C. It was a waste of time.
- D. It was a waste of money.

15. How did the students spend their time?

- A. They saw the animals.
- B. They fed the animals.
- C. They took pictures.
- D. They bought food.

16. How did the students feel about the trip?

- A. They were bored.
- B. They were excited.
- C. They were sad.
- D. They were angry.

17. How did the teacher feel about the trip?

- A. It was a good idea.
- B. It was a bad idea.
- C. It was a waste of time.
- D. It was a waste of money.

18. How did the students spend their time?

- A. They saw the animals.
- B. They fed the animals.
- C. They took pictures.
- D. They bought food.

19. How did the students feel about the trip?

- A. They were bored.
- B. They were excited.
- C. They were sad.
- D. They were angry.

20. How did the teacher feel about the trip?

- A. It was a good idea.
- B. It was a bad idea.
- C. It was a waste of time.
- D. It was a waste of money.

★ Summary ★

Here students can review target vocabulary to stimulate recall of key information from the reading. The repetition of words and structures helps students to develop reading fluency.

Listening Launch

This section provides additional exposure to the target vocabulary, phrases, and grammar in a new context. Students listen to a dialog between two native speakers based on the unit's topics.

Types of comprehension questions include main idea, detail, and inference.

Listening Launch - A Fun Trip

1. Listen to the dialog and answer the questions.

1. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

2. Listen again and check your answers.

Speaking Launch

1. Practice the dialog using your own words.

1. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

Speaking Launch

A fill-in-the-blank dialog is provided for students to practice using the unit's target vocabulary, expressions, and grammar point in a short conversation.

Useful words are provided to encourage students to talk about a variety of scenarios.

Tracking Station 1

1. Read the passage and answer the questions.

1. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

2. Read the passage and answer the questions.

1. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

Tracking Station 1

1. Read the passage and answer the questions.

1. What are they going to do?
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2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

2. Read the passage and answer the questions.

1. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
2. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park
3. What are they going to do?
A. To the beach
B. To the mountains
C. To the city
D. To the park

Tracking Station

Review exercises are provided after every four units. Each review contains a short reading passage and comprehension questions related to the corresponding units' topics.

Workbook

Workbook activities include various exercises to review the vocabulary and grammar focus of the units. These additional exercises can be completed either in class or as homework.

1 A School Trip

Vocabulary Review

Look at page 75 in the Student Book and underline the words. Use the words to complete the table.

Word	Meaning
exciting	very interesting
amazing	very surprising
fantastic	very good
incredible	very surprising
unbelievable	very surprising

Spontaneous Review

1. Write a sentence using each word.
2. Write a paragraph using each word.
3. Write a story using each word.
4. Write a poem using each word.

Writing Booster

Imagine you will take a trip with your class. Answer the questions below.



1. What are you going to do on your trip?
2. What are you going to see?
3. What are you going to eat?
4. What are you going to do?

Write about the trip in 100 words.

My trip is _____

I am going to _____

I will see _____

I will eat _____

I will do _____

Writing Booster

This part gives students an opportunity to practice an additional language skill. In part A, students answer questions based on their own experiences and knowledge. In part B, they then use the answers from part A to not just write, but write creatively.

A School Trip



Prepare for Takeoff

Talk together.

1. Where will you go on your next school trip?
2. What will you see or do there?



Vocabulary Blast-Off

Match the word with its meaning.

1. ____ We will have a picnic in the park.
2. ____ I will see bears at the zoo.
3. ____ Jane will meet Tom at 3 o'clock.
4. ____ Mark has a calendar on his desk.
5. ____ The shirt costs \$50.
6. ____ We will take a trip to the sea.

- a. meal you eat outside
- b. get together
- c. visit to a place
- d. big park with many animals



e.

f.

