

Ministerul Educației

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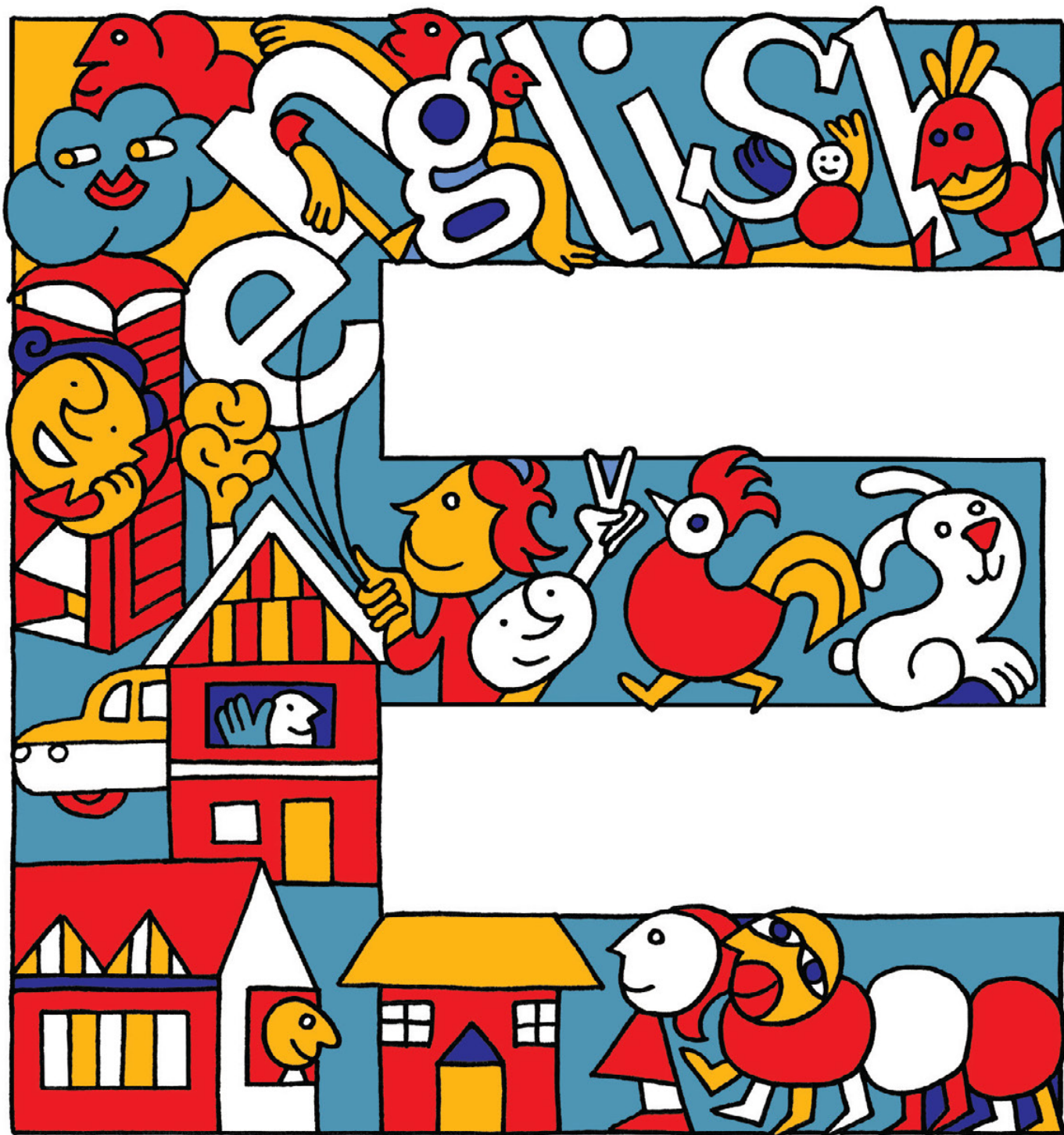
Comunicare

În limba modernă engleză

Clasa a II-a

art Klett

Herbert Puchta,
Günter Gerngross,
Peter Lewis-Jones
with Bianca Popa
and Oana-Cristina Stoica



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Inspectoratul Școlar

Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou**, **bun**, **îngrijit**, **neîngrijit**, **deteriorat**.

* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

* Elevii nu vor face niciun fel de însemnări pe manual.

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Foreword

This textbook offers an English language course that enhances young learners' thinking skills, it sharpens their memory, develops their creativity and improves their language skills through fun activities, songs, chants, colourful stories, investigation and discovery.

With children's development in mind, the authors have worked together to bring this exciting adventure to second grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

Join the four Super Friends, Whisper, Misty, Flash and Thunder, on this exciting adventure in the world of English!

Unit tour **Comunicare în limba modernă engleză. Clasa a II-a**

Printed Pupil's Book + Digital Student's Book (consistent with the printed version)
Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)

The Pupil's Book contains 8 Units + Extra resources / Manualul cuprinde 8 unități + Resurse suplimentare

Each unit has the following structure / Fiecare unitate are următoarea structură:

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / Project / Portfolio)

Extra resources / Resurse suplimentare: two *Revision* units, two *Term tests*, *Festivals*, Picture dictionary, Audio scripts

The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:



Static activity – listening/ studying a significant image / Activitate statică, de ascultare și observare a unei imagini semnificative



Interactive activity – exercise with immediate feedback / Activitate interactivă, de tip exercițiu cu feedback imediat



Animated activity – video/ animation / Activitate animată (film/ animație)

Vocabulary / Vocabular

- **core vocabulary** presented and contextualised in a colourful illustration / **vocabularul-cheie** prezentat și contextualizat printr-o ilustrație
- is presented at the foot of the page / este prezentat în subsolul paginii



Grammar 1 / Gramatică 1

- **first grammar point** presented and practised in the topic-based context of the unit – discovery learning / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității – învățare prin descoperire
- **target structures** are at the foot of the page / **structurile-țintă** se găsesc în subsolul paginii



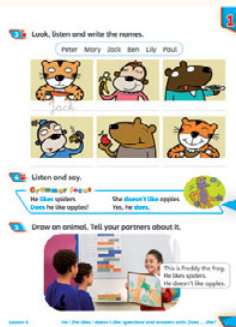
Song / Cântec

- vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / **vocabularul și gramatica** din unitate sunt valorificate într-un cântec pe care copiii îl vor cânta împreună



Grammar 2 / Gramatică 2

- **second grammar point** is introduced and practised in a similar manner to the first / este introdus **al doilea set de structuri gramaticale** predat și exersat în aceeași manieră ca și primul
- **target structures** are at the foot of the page / **structurile-țintă** se găsesc în subsolul paginii



Story / Poveste

- the **main story** of the unit, introduced in Lesson 1 / **povestea principală** a unității, introdusă în Lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- explores the story in more depth / valorifică povestea în profunzime
- **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română



Skills work / Formare de competențe

- offers **topic-based skills work** consolidating the language of the unit while developing all four language skills / oferă **activități pentru dezvoltarea celor patru competențe** specifice
- skills focus is clearly identified at the foot of each page / competențele vizate sunt prezentate în subsolul paginii

Create that! Guided visualisation / Creează! Vizualizare ghidată

- brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / integrează tema unității și limbajul-țintă într-un mod creativ, pentru a-i încuraja pe elevi să își folosească imaginația

Portfolio / Portofolii

CLIL lessons (Content and language integrated learning), project work and investigation / Lecții transdisciplinare, proiecte și investigație

- encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks – **to investigate** / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite – **să investigheze**

Review pages / Recapitulare

- after every unit / după fiecare unitate
- different activity types (**board games, quizzes, projects and investigation**) provide revision in a fun format / **jocuri de masă, miniteste de tip quiz, proiecte și investigație** asigură recapitularea într-o manieră distractivă
- **performance descriptors** are at the foot of the page / **descriptorii de performanță** se găsesc în subsolul paginii

Revision, assessment and systematic observation of students / Recapitulare finală, evaluare și observare sistematică

- **assessment tools** are provided for teachers to evaluate pupils and for pupils to self-evaluate / **instrumente de evaluare și autoevaluare** sunt prezente în manual
- 2 **Revision** sections placed after every 4 units / 2 **secțiuni de recapitulare finală** la fiecare 4 unități
- 2 **Term tests** with **performance descriptors** at the foot of the page / 2 **evaluări sumative cu descriptorii de performanță** în subsolul paginii

- **Picture dictionary, self-evaluation and observation checklists** are provided for teachers to observe students' progress / **Dicționar cu poze, autoevaluare și liste de verificare** sunt concepute pentru observarea sistematică a activității și comportamentului elevilor

Festivals / Sărbători

- pages at the back of the book introduce 3 different festivals – Halloween, Christmas and Easter / paginile de la sfârșitul cărții ce introduc 3 sărbători – Halloween, Crăciun și Paște

Contents

Back to School (pages 8–17)

Vocabulary The classroom Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	Grammar <i>There is / There's a (cupboard). There are some (chairs). Spelling</i>	Story and value <i>The Burglars</i> Teamwork Phonics The letter sound oo	CLIL Maths: Tangrams Investigation Skills Speaking	Thinking skills Matching Sequencing Self-assessment Observation checklist
▶ Song: A, B, C, D, E, F, G ▶ Review and self-evaluation: The Spelling Game ▶ Project work: Tangrams				

1 The Zoo (pages 18–27)

Vocabulary Animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>Do you like (bananas)? Yes, I do. / No, I don't. (He/She) likes / doesn't like (spiders). Does (Mike/Emma) like (monkeys)? Yes, he/she does. / No, he/she doesn't.</i>	Story and value <i>The Zoo Keeper</i> Helping people Phonics The letter sounds ie and y	CLIL Science: Animal groups Skills Reading Listening Speaking	Thinking skills Interpreting pictures Matching Hypothesising Self-assessment Observation checklist
▶ Song: The zebra likes sausages ▶ Creativity – Portfolio ▶ Review: Act out at the zoo – investigation				

2 My Bedroom (pages 28–37)

Vocabulary Furniture Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1	Grammar <i>Where's / Where are the pencil(s)? It's / They're in/on/under the chair. I like this/that/these/those book(s).</i>	Story and value <i>Tidy Up!</i> Tidiness Phonics The letter sounds u–e, ew and oe	CLIL Science: Recycling Revision game	Thinking skills Matching Imagining Hypothesising Reflection Self-assessment Observation checklist
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3 Come to My Party! (pages 38–47)

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4 Off We Go! (pages 54–63)

Vocabulary Transport Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	Grammar <i>Where's the (helicopter)? It's behind/in front of the (plane). It's a long/short (train). It's a big/small (plane).</i>	Story and value <i>The Tree on the Track</i> Perseverance Phonics The letter sounds tr, gr and dr	CLIL Maths: Size Investigation Skills Listening Reading Speaking	Thinking skills Matching Predicting Mathematical reasoning Self-assessment Observation checklist
▶ Song: It's a big wide world ▶ Review and self-evaluation: The roads and rail tracks game				

5 Sports Club (pages 64–73)

Vocabulary Sport Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>(Flying a kite) is difficult. difficult, fun, great, boring What sport do you like doing? I like playing (hockey). Me too. / I don't.</i>	Story and value <i>The Football Club</i> Including people Phonics The letter sounds o, oa and o-e.	Skills Listening Speaking Writing	Thinking skills Matching Interpreting pictures Self-assessment Observation checklist
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▶ **Song:** Playing tennis is great fun ▶ **Portfolio and investigation:** Bar chart ▶ **Creativity – Portfolio** ▶ **Project work:** Sports poster

6 In the Countryside (pages 74–83)

Vocabulary Farm animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>The (cow) is big. The (mouse) is small. (Whisper) is tall. (Misty) is short. The (horse) has got a long tail. The (rabbit) has got a short tail. How many (legs) have (chickens) got? They've got (2 legs).</i>	Story and value <i>We're Lost</i> Asking for help when you need it Phonics The letter sounds z and s	CLIL Science: Animals and our food Investigation Skills Listening	Thinking skills Interpreting pictures Classifying Organising information Matching Self-assessment Observation checklist
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▶ **Song:** Let's do the animal boogie ▶ **Project work:** Make a food collage ▶ **Review and self-evaluation:** Quiz time

7 Amusement Park (pages 84–93)

Vocabulary Amusement park Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>I'd like to (drink a lemonade).</i> Revision of the cycle	Story and value <i>Bad Apples</i> Asking for help when you need it Phonics The letter sounds w and wh	Skills Reading	Thinking skills Matching Analysis of statements Self-assessment Observation checklist
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▶ **Song:** I'd like to ride on a roller coaster ▶ **Creativity – Portfolio** ▶ **Project work:** Holiday poster

▶ **Review 2: units 4–7 (pages 94–97)** ▶ **Term test 2: units 4–7 (pages 98–99)**

Festivals: pages 100–102

Picture dictionary and Our Checklist: pages 104–111

My Portfolio: page 112

Photocopiable activities: pages 113–115

Audio scripts: pages 116–118

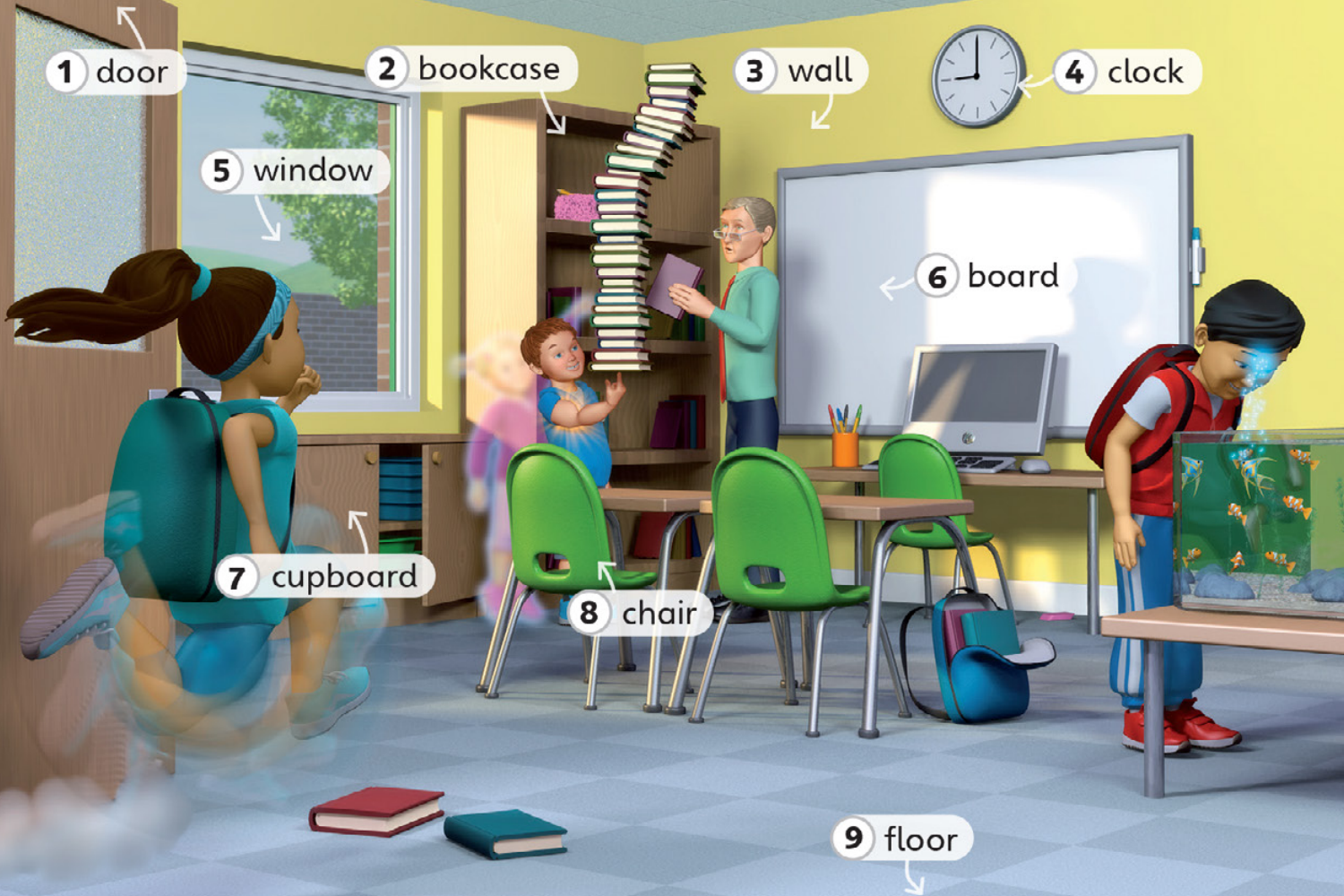
General and specific competences from the curriculum explored in the units:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Understand simple oral messages <ol style="list-style-type: none"> 1.1. Provide an adequate reaction to a simple question/instruction articulated clearly and very slowly, in everyday communication situations 1.2. Recognise the basic position of objects from their immediate universe (on, under, in front of, behind, in) in messages that are articulated slowly and clearly 1.3. Show curiosity towards understanding the global meaning of children's films and songs in English 2. Speak in everyday communication situations <ol style="list-style-type: none"> 2.1. Reproduce short, simple children's songs/poems 2.2. Introduce a person/popular character, using a few familiar details (name, gender, age, hobby) 2.3. Take part in communication games by reproducing or creating short chants/messages 2.4. Ask for and give short, simple information about where objects from their immediate universe are 3. Understand simple written messages <ol style="list-style-type: none"> 3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe 4. Write short simple messages in everyday communication situations <ol style="list-style-type: none"> 4.1. Take part in group/class projects by producing short written messages with help from the teacher | <ol style="list-style-type: none"> 1. Receptarea de mesaje orale simple <ol style="list-style-type: none"> 1.1. Oferirea unei reacții adecvate, în situații de comunicare uzuale, la o întrebare/ instrucțiune simplă rostită clar și foarte rar 1.2. Recunoașterea pozițiilor de bază (pe, sub, în față, în spatele, în) ale unor obiecte din universul imediat, în mesaje articulate clar și rar 1.3. Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă 2. Exprimarea orală în situații de comunicare uzuală <ol style="list-style-type: none"> 2.1. Reproducerea unor cântece/poezii simple pentru copii 2.2. Prezentarea unei persoane / unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby) 2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/ mesaje scurte 2.4. Cererea și oferirea unor informații scurte și simple referitoare la localizarea obiectelor din universul imediat 3. Receptarea de mesaje scrise simple <ol style="list-style-type: none"> 3.1. Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat 4. Redactarea de mesaje scrise simple în situații de comunicare uzuală <ol style="list-style-type: none"> 4.1. Participarea la proiecte de grup/ la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise |
|---|--|

Back to School



1 Listen and look. Then listen and say the words.



2 Listen and chant.

3

Pair work. Ask and answer.

Hello! How are you?

I'm fine, thanks. And you?

4 Listen, look and number.



There's a clock.

1 There are some pencils.

There's a bookcase.

There are some rulers.

5 Listen and say.

Grammar focus

There is a cupboard.

There's a cupboard.

There are some chairs.



6 Play the action game.

I can play the action game:



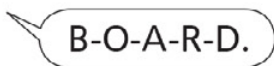
1 Listen and sing.



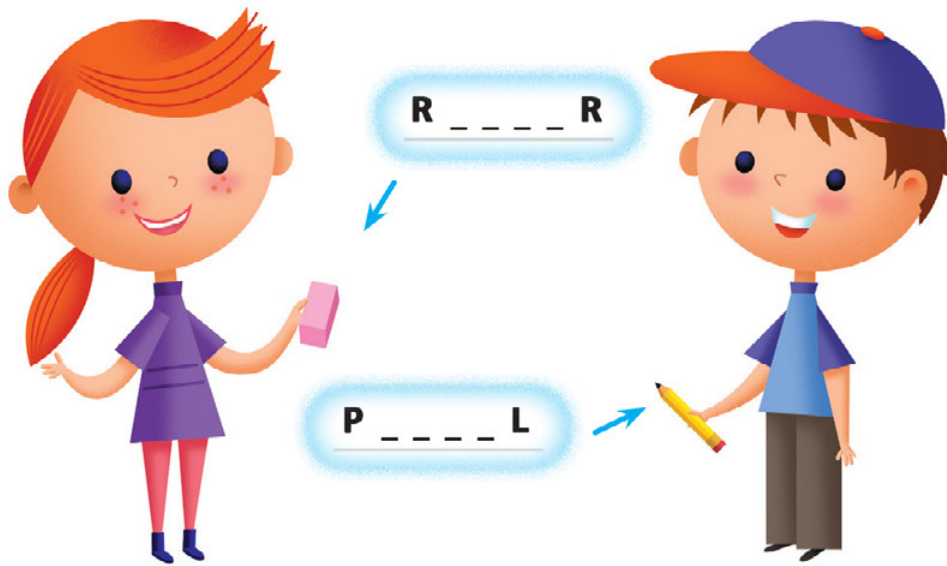
2 Say the alphabet.



3 Say and guess.



4 Listen and write.



5 Listen and say.

Grammar focus

What's this?
How do you spell that?

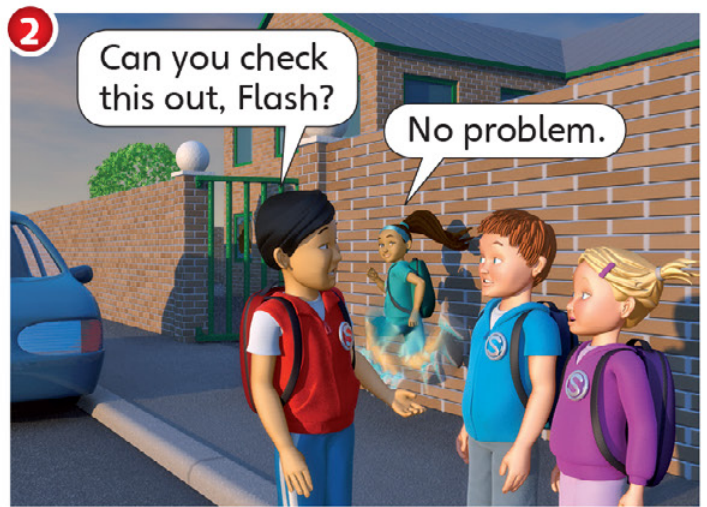
It's a ruler.
R-U-L-E-R



6 Pair work. Ask and answer.



1 The Burglars





2 Read and tick (✓).

- 1 There are three burglars at the school. yes / no
- 2 The burglars take a computer. yes / no
- 3 There are some monsters in the classroom. yes / no
- 4 The children stop the burglars. yes / no

3 Find who says ... There are two burglars in the classroom.

4 Listen and say.



Look at the **books** all over the **room**!



1 Read and act out.



2 Pair work. Ask and answer.



3 Pair work. Ask and answer.



The spelling game



Tangrams

1 Listen and look at the shapes.

Can you see them in your classroom?

1



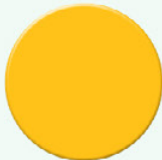
triangle

2



square

3



circle

4



rectangle

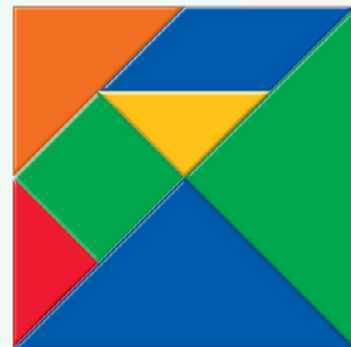
My book is a rectangle.



2 Read and answer.

The tangram is an old Chinese toy.
What shapes can you see?
What colour are they?

I can see a square. It's green.
I can't see a circle.



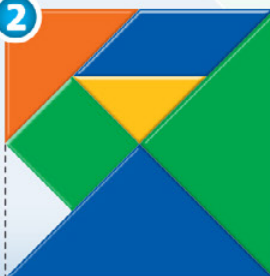
3 Look at the tangrams. What shapes are missing? **Think!**

The blue triangle is missing.

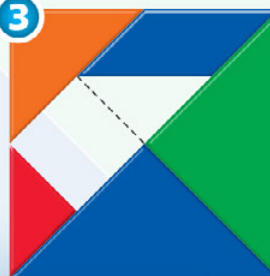
1



2



3



4



4

Make a tangram.

Page 113

- a Use your tangram to make the pictures.



- b Use your tangram to make a new picture.



*See *Picture Dictionary and Our Checklist!* on page 104.

1

The Zoo



Listen and look. Then listen and say the words.



Listen and chant.

3

Pair work. Ask and answer.

Do you like snakes?

Yes, I do.

4 Listen and point to the pictures.

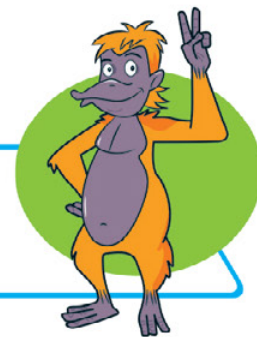


5 Listen and say.





Grammar focus

I **like** bananas.
Do you **like** bananas?

I **don't like** bananas.
Yes, I **do**. / No, I **don't**.



6 Look at the table. Talk to your partner.

				
Mark	😊	☹️	☹️	😊
Emma	☹️	😊	😊	😊

I like bananas. Do you like bananas?

No, I don't. I don't like bananas. I like apples.

1 Listen and sing.



2 Listen again and tick (✓) the food you hear in the song.

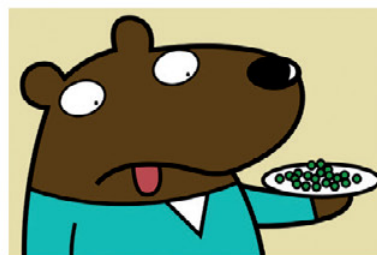


3

Look, listen and write the names.

Peter Mary ~~Jack~~ Ben Lily Paul

Jack



4

Listen and say.

Grammar focus

He **likes** spiders.**Does** he like apples?She **doesn't like** apples.Yes, he **does**.

5

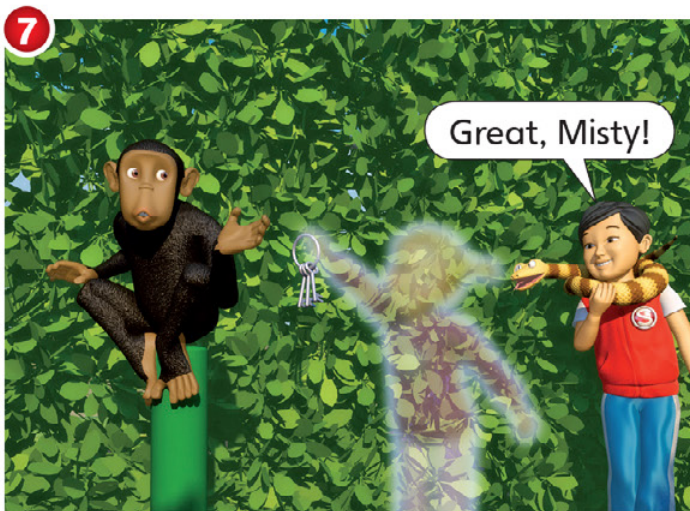
Draw an animal. Tell your partners about it.



This is Freddy the frog.
He likes spiders.
He doesn't like apples.

1 The Zoo Keeper

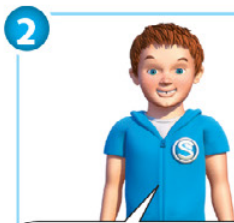




2 Read and write the names *Flash, Misty, Thunder, Whisper*.



I can help.



Let's help him.



Come here, snake.



Got you!

3 Find who says ... No, my keys!

4 Listen and say.

Phonics



Mike **flies** by **pies** in the sky.


1 Read and tick (✓).

Hipsway Zoo

What's your favourite animal? Is it the lion?
The monkey? The hippo? The lion likes meat,
the monkey likes fruit and the hippo likes grass.
Come and see them!

- 1 There are cats at the zoo. yes / no
- 2 The lion likes meat. yes / no
- 3 The hippo doesn't like grass. yes / no

2
Listen and answer.

- 1 What is her name?
- 2 Where's she from?
- 3 How old is she?
- 4 What's her favourite food?

1.	Her name
	is ...


Investigation

3
**Draw your favourite animal. Investigate.
Fill in the info card.**

1.	Favourite animal: _____	
2.	It likes _____	
3.	It doesn't like _____	

1 Listen and imagine. Then draw your picture.

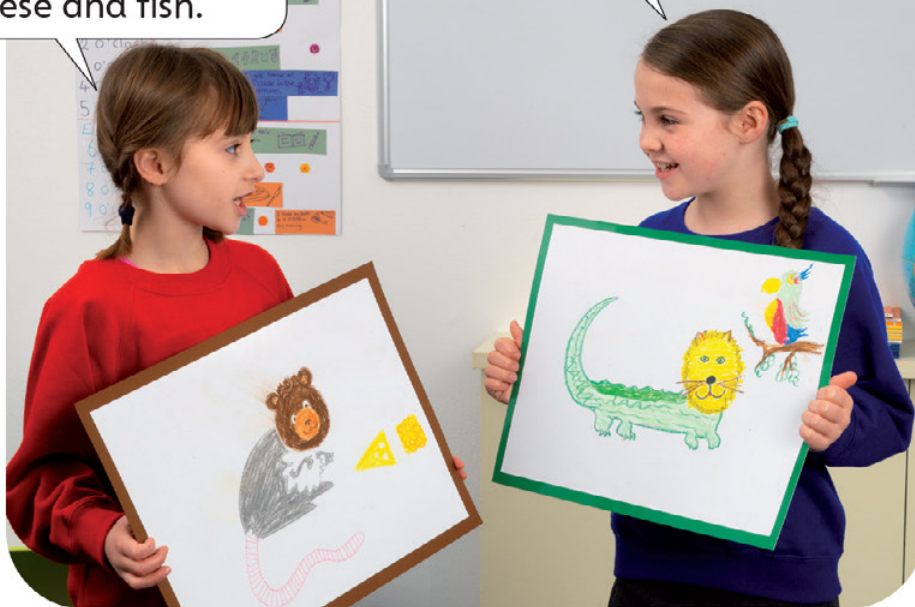


2 Show your picture to your partners.
Put the picture in your portfolio.

Portfolio

This is my animal. It's half bear and half mouse. It's small and brown. It likes cheese and fish.

This is my animal. It's half lion and half crocodile. It's very beautiful. It's yellow and green. It likes parrots and frogs.



Animal groups

1

Listen and read about animal groups.

We can put animals into different groups. All animal groups have different features. Here are some examples.



hair



feathers



scales

2

Look at some groups and write what is missing.

Think!

Mammals

- ◆ have

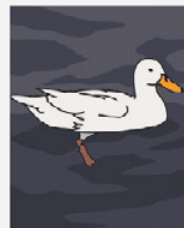
hair



bear

Birds

- ◆ have



duck

Reptiles

- ◆ have



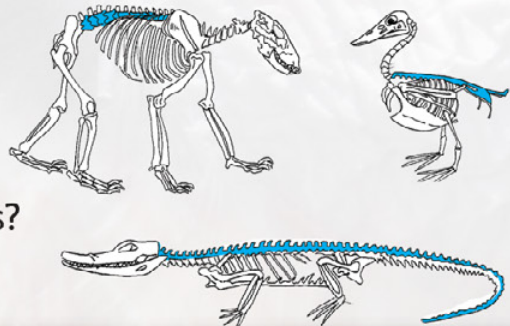
crocodile

3

Read, look and answer.

All mammals, birds and reptiles have a backbone.

Can you guess what a backbone is?



Act out at the zoo

Investigation



1 Look, read and plan.

Our zoo keepers can answer all your questions.



HIPPO FACTSHEET

- the hippo is from Africa
- it likes water
- it's very dangerous

Useful language

Child

Where's the ... from?

Is it dangerous?

Does it like ... ?

Thank you.

Zoo Keeper

It's from ...

Yes, it is. / No, it isn't.

It likes ...

You're welcome.

2 Act out your play.



* See *Picture Dictionary* and *Our Checklist!* on page 105.

2

My Bedroom



1 Listen and look. Then listen and say the words.



2 Listen and chant.

3

Pair work. Ask and answer.

Where's the book?

It's on the wardrobe.

4 Read and match.

1 Where are the rulers?

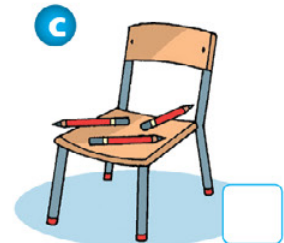
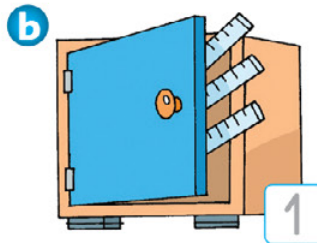
2 Where are the pencils?

3 Where's the ruler?

They're in the cupboard.

They're on the chair.

It's under the chair.



5 Listen and say.

Grammar focus

Where's the pencil?

Where are the books?

Where's the pencil?

It's **in** the cupboard.They're **on** the floor.It's **under** the chair.

6 Look at the picture. Ask and answer.

Where are the notebooks?

They're in the cupboard.





1 Listen and sing.



2 Pair work. Ask and answer.

Do you like these chairs?

No, I don't.

3 Listen and number.



4 Listen and say.

Grammar focus

I like **this** book.

I like **these** books.

I like **that** book.

I like **those** books.



5 Talk about your classroom.



1 Tidy Up!





2

Act out the phone call at the end of the story.

Think!

Hi, Flash. Can you come to the park now?



Hi, Whisper. Sorry, there's a problem ...



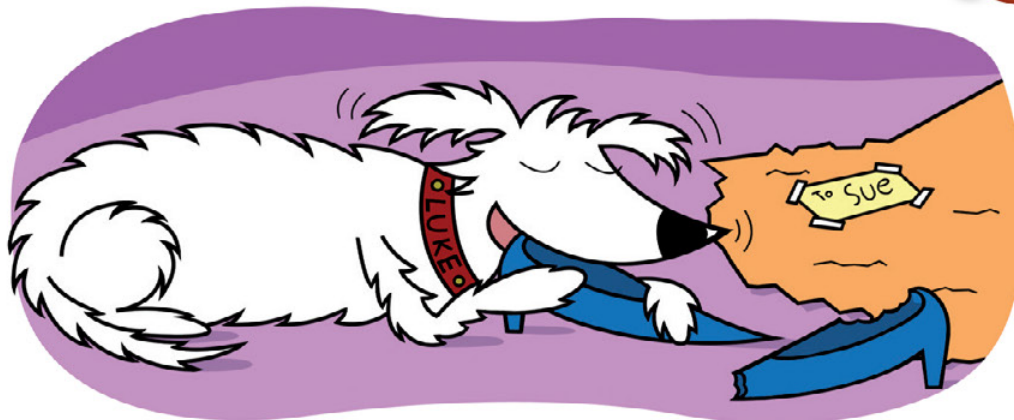
3

Find who says ...

Now the school things and the toys!

4

Listen and say.

Phonics

Luke's chewing Sue's new blue shoes!



Recycling

1

Listen, read and talk about the question.

We throw things away every day. This is called rubbish. Rubbish is bad for the environment and recycling is a good idea. What are the things we throw away?

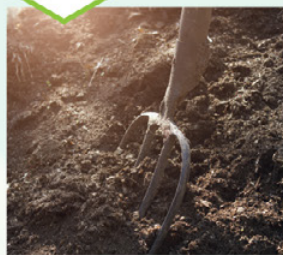
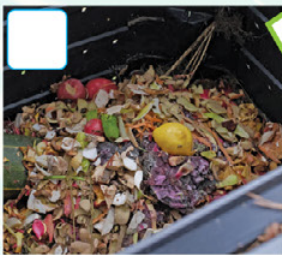


2

Listen, read and number the pictures.

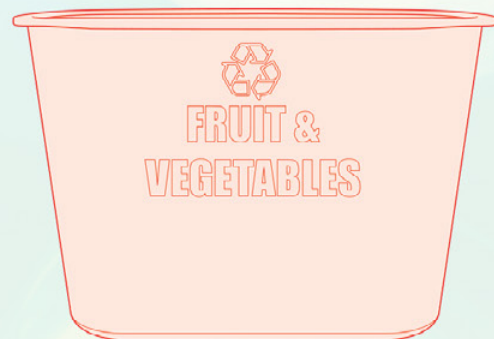
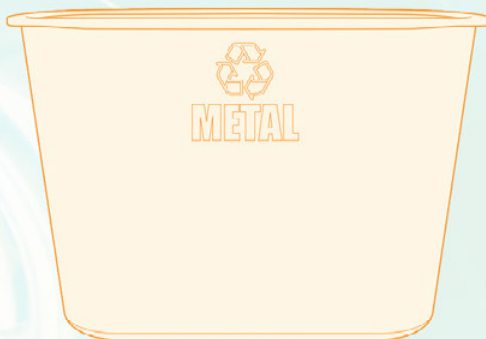
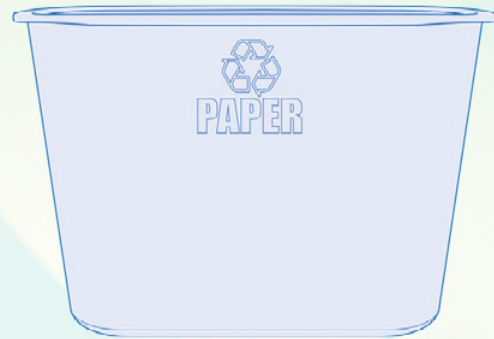
Think!

- 1 We can make old newspapers into new paper.
- 2 We can make old bottles into new glass.
- 3 We can make old cans into new metal.
- 4 We can make old fruit and vegetables into earth for the garden.



3

Look, read and draw the rubbish in the correct bins.



4

Think of more things to put in these bins.

We can put old notebooks in the paper bin.

Think!

5

Make some recycling bins for your classroom.

Put your rubbish in the right bins: Paper, Glass ...

**Project
work**





Quiz time



- 1 What's on the wall? (1 p)
- a a picture and a clock
 - b a mirror and a clock
 - c a mirror and a picture

- 2 Do you like ... orange clock over there? (1 p)
- a this
 - b that
 - c those



- 3 Tim thinks the sofa is ... (1 p)
- a beautiful.
 - b old.
 - c awful.

- 4 What's in the room? (1 p)
- a a bed and a desk
 - b a desk and a wardrobe
 - c a wardrobe and a bed



- 5 Where is the book? (1 p)
- a in the wardrobe
 - b on the wardrobe
 - c under the wardrobe

- 6 Circle the different sound. (1 p)
- a school
 - b book
 - c zoo



- 7 We can make new glass from ... (1 p)
- a old vegetables
 - b old bottles
 - c old books

- 8 Rubbish is ... for the environment. (1 p)
- a not good
 - b not bad
 - c very good



The environment game



* See Picture Dictionary and Our Checklist! on page 106.

I know all the words:

Review: unit 2

3

Come to My Party!



1 Listen and look. Then listen and say the words.



2 Listen and chant.

3

Pair work. Ask and answer.

What's this?

It's your nose.

4  Read and write the names.



Jim



Sue



Sally



Paula

- 1 She's got brown hair.
- 2 She's got red hair.
- 3 He's got blue eyes.
- 4 She's got pink glasses.

Paula

5  Listen and say.

Grammar focus

She's got green eyes.
He's got long hair.



6 Play the guessing game.

She's got glasses.



Is it ... ?

1 Listen and sing.



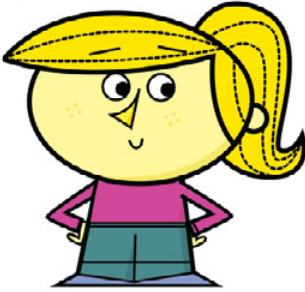
2 Point and say.

She's got grey hair.

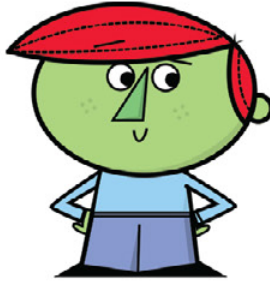
He's got brown eyes.

3 Read and circle.

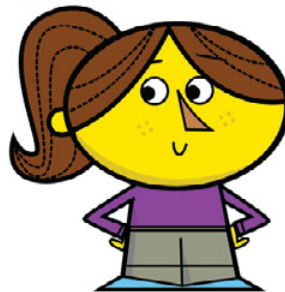
1



2



3



4



1 Has she got a yellow nose?

Yes, she has. / No, she hasn't.

2 Has he got a green face?

Yes, he has. / No, he hasn't.

3 Has she got red ears?

Yes, she has. / No, she hasn't.

4 Has he got black hair?

Yes, he has. / No, he hasn't.

4 Listen and say.

Grammar focus

Has he got a big mouth?

Yes, he has.

Has she got green eyes?

No, she hasn't.



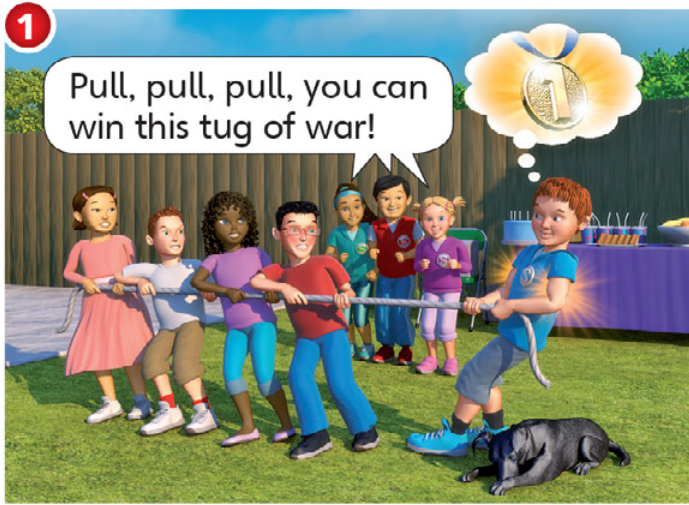
5 Choose a picture in Activity 3. Ask and answer.

Has he got red hair?

No, he hasn't.



1 Thunder's Party





2

Look at the picture and circle the correct sentence. **Think!**



- 1 That's not fair!
- 2 We're the winners!
- 3 Let's have a race.
- 4 Let's play.

3

Find who says ...

Let's play *Pin the tail on the donkey*.

4

Listen and say.

Phonics



Jane and a snake make cakes on a rainy day.



1

Listen, draw and colour in your notebook.



Jolly



Poppy

2

Draw a clown's face and play the game.





1 Read this birthday invitation.
Then answer the questions.

Dear Simon,
Please come to my party tomorrow.
I am eight years old now.
The party is in our garden. Can you
bring your football?
See you,
Jenny



- 1 How old is Jenny now? _____
- 2 When is the party? _____
- 3 Where is it? _____

2 Read and think. Choose the best answer.

Dear Jenny,
I can come to your house.
We can watch TV and play
games. I can't wait,
Simon

Dear Jenny,
Happy birthday! Sure, I can
come to your party. I love
parties!
And I can bring my football.
Love,
Simon

Dear Jenny,
Let's go to the park today.
I can bring my football.
We can play with Mark
and Lucy.
Love,
Simon

3 Draw and write a birthday card for your
best friend. Put it in your portfolio.

Portfolio

Dear ...,
Happy birthday!
Love,
...

1 

Listen and imagine. Then draw your picture.



2

Show your picture to your partners.
Then tell them about your party.
Put the picture in your portfolio.

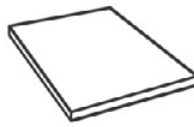
Portfolio

This is my birthday party.
Here is a big birthday cake.
This is Matt. He's got glasses.

These are my friends.
There are lots of presents.
My friend has got blonde hair.



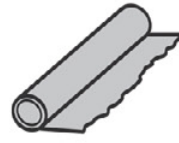
1 Make a party mask.

You
need

cardboard



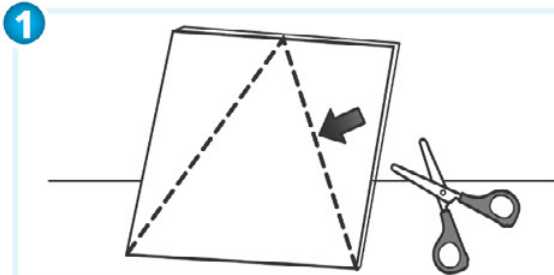
scissors



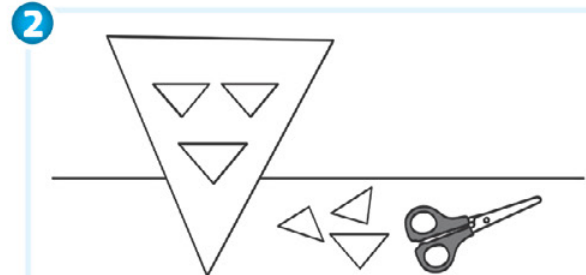
foil



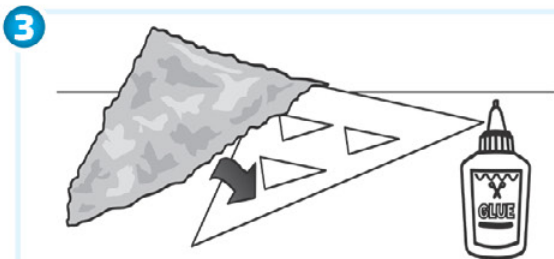
glue

coloured
pens

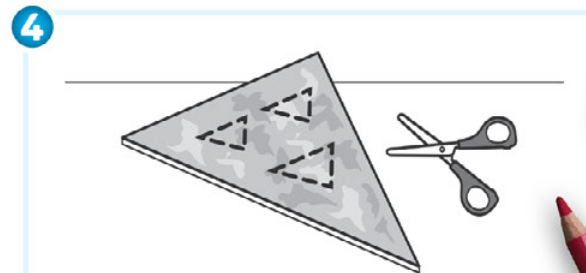
Cut a triangle out of the cardboard.



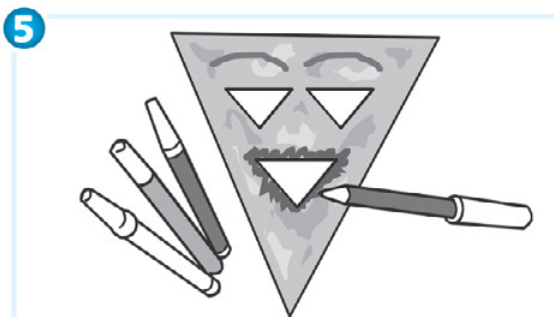
Cut out the eyes and a mouth.



Stick the foil onto the cardboard.



Cut the foil to make eyes and a mouth.



Colour the mask.



Now you have a party mask.

*See *Picture Dictionary* and *Our Checklist!* on page 107.

Revision 1 (units 0-3)

1 Look at the picture. Read and tick (✓).



- 1 Are there only nine chairs in the classroom? yes / no
- 2 Is there a bookcase in the classroom? yes / no
- 3 Is there a board in the classroom? yes / no
- 4 Are there two doors in the classroom? yes / no
- 5 Is there a clock on the wall? yes / no
- 6 Are there two computers in the classroom? yes / no

2 Pair work. Look at your classroom. Talk to your partner about it.

There are nine chairs in my classroom.

There's a ...

3 Listen to Claire and Ann talking about their school objects. Then write *Claire* or *Ann* under the correct pictures.



4 Look at the picture and fill in the words.

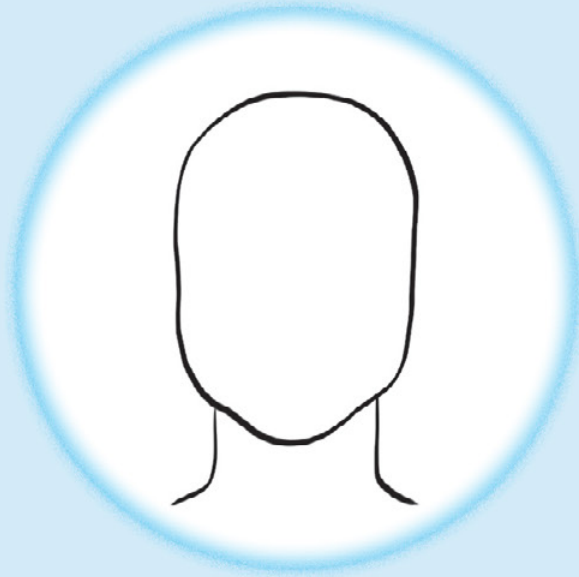
in
on
under



- 1 There are three books on the desk.
- 2 The blue book is _____ the orange book.
- 3 There is an apple _____ the desk.
- 4 There is a fish _____ the water.
- 5 There is a purple glass _____ the desk.
- 6 There are two pencils, a pen and a ruler _____ the glass.

5

Listen and draw in your notebook.



6

Read and match with the cards.

Merry Christmas! Happy birthday!



7**Read and match.**

- | | |
|-------------------------|-------------------------|
| 1 What's your name? | a Eight. |
| 2 How old are you? | b In the classroom. |
| 3 Where is the teacher? | c Yes, I am. |
| 4 What are those? | d No, it's a crocodile. |
| 5 Is this a lizard? | e I'm Tom. |
| 6 Are you my friend? | f Birds. |

8**Listen and write the names.**

	First name: _____
	Family name: _____
	From (name of town): _____

9**Look, read and complete with your information.**

	Name: <i>George</i>
	Age: <i>8</i>
	I like: <i>tigers</i>

	Name: _____
	Age: _____
	I like: _____

10**Pair work. Ask and answer.**

What's your name?
How old are you?
What animals do you like?




I'm George.
I'm 8.
I like tigers.

11**Let's practise.**







Term test 1

1 Look at the pictures and circle the correct names. (5 points)



				
horse	rat	lizard	parrot	frog
bear	tiger	snake	duck	dog
zebra	hippo	crocodile	butterfly	monkey

2 True or false? Tick (✓) T (true) or F (false).



(6 points)



- | | | T | F | |
|---|---|-----------------------------------|--------------------------|--------------------------|
| 1 |  | The clock is on the table. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 |  | The book is in the bag. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 |  | The computer is under the desk. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 |  | The rubber is in the pencil case. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 |  | The monster is under the bed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 |  | The toys are on the umbrella. | <input type="checkbox"/> | <input type="checkbox"/> |

3**Read and fill in the missing words.****(8 points)**

This is my classroom. It has got three ⁽¹⁾  and a ⁽²⁾ .

There are ten ⁽³⁾  and a lot of ⁽⁴⁾ .

The teacher has got a ⁽⁵⁾  and a ⁽⁶⁾ .

There is a ⁽⁷⁾  in the classroom and a ⁽⁸⁾  on the wall.

Look! It's time for a new lesson.

board door clock desks computer
windows bookcase chair chairs cupboard

4**Listen and tick (✓) the correct box.****(5 points)**

- | | | | | | |
|----------|------------------------|-----|--------------------------|------|--------------------------|
| 1 | He's got black hair. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/> |
| 2 | He's got a big mouth. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/> |
| 3 | He's got a small nose. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/> |
| 4 | He's got small ears. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/> |
| 5 | He's got blue eyes. | yes | <input type="checkbox"/> | / no | <input type="checkbox"/> |

**5****Listen and write the words.****(6 points)**

1 _____ **2** _____

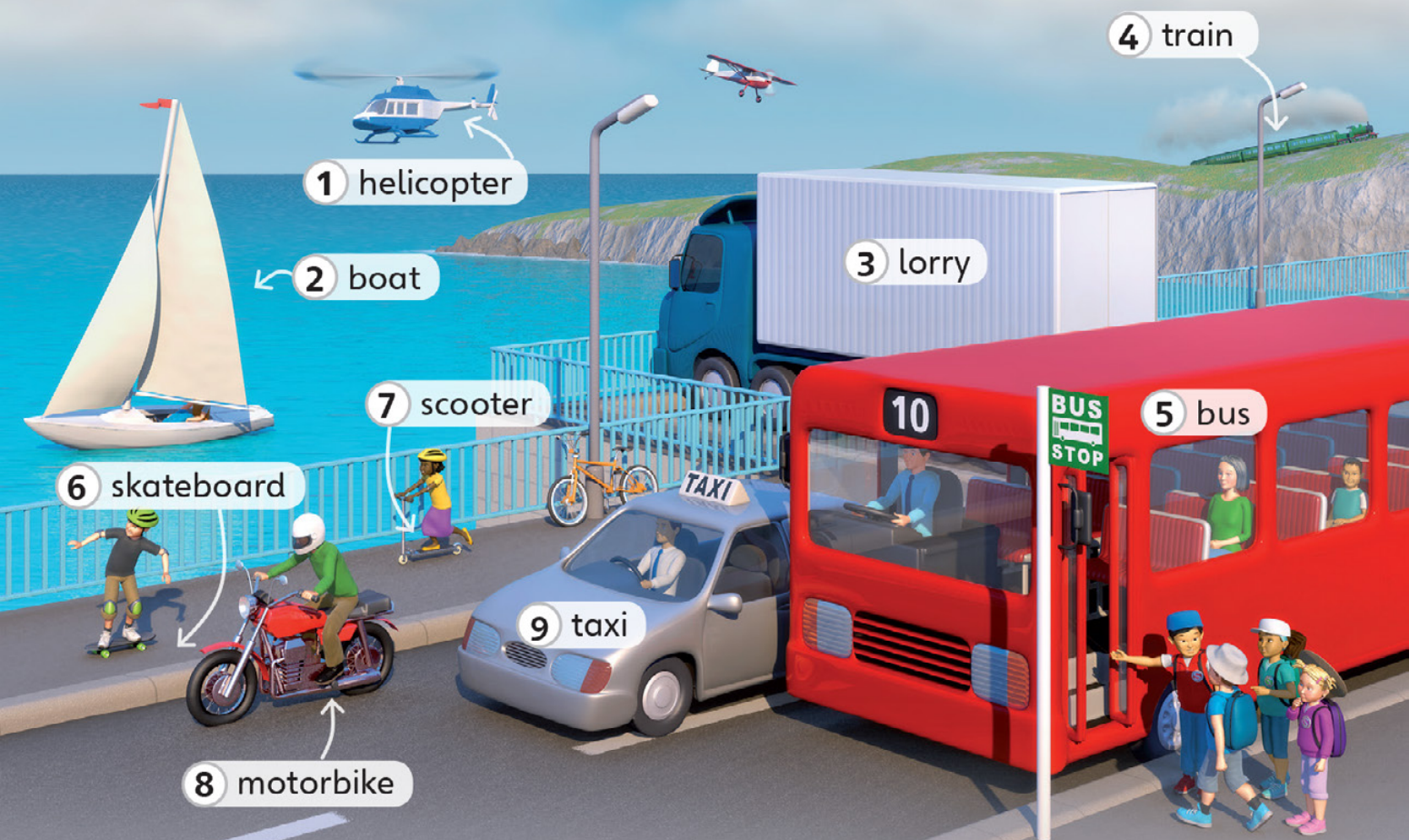
Total score: 30 points Sufficient: 10–17 p Good: 18–24 p Very Good: 25–30 p

4

Off We Go!



Listen and look. Then listen and say the words.



Listen and chant.

3

Pair work. Point to the picture. Ask and answer.

What's this?

It's a bus.

4

Read and match.



1 Where are the bikes?

They're behind the tree.



2 Where's the bus?

It's in front of the school.

5

Listen and say.

Grammar focus

Where's the helicopter?

Where's the taxi?

It's **behind** the plane.

It's **in front of** the house.



6

Play the mime game.

Where is the ...?



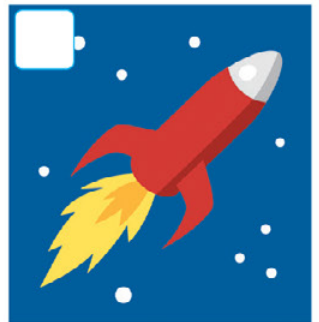
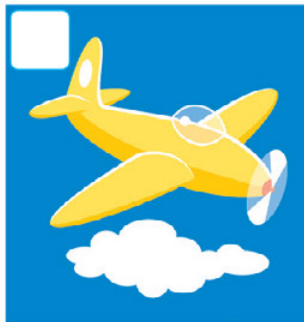
It's in front of the ...

1  Listen and sing.



2  Listen again and tick (✓) the forms of transport you hear.

Think!



3 Listen and number.



4 Listen and say.

Grammar focus

It's a **long** train.
It's a **big** plane.

It's a **short** bus.
It's a **small** helicopter.



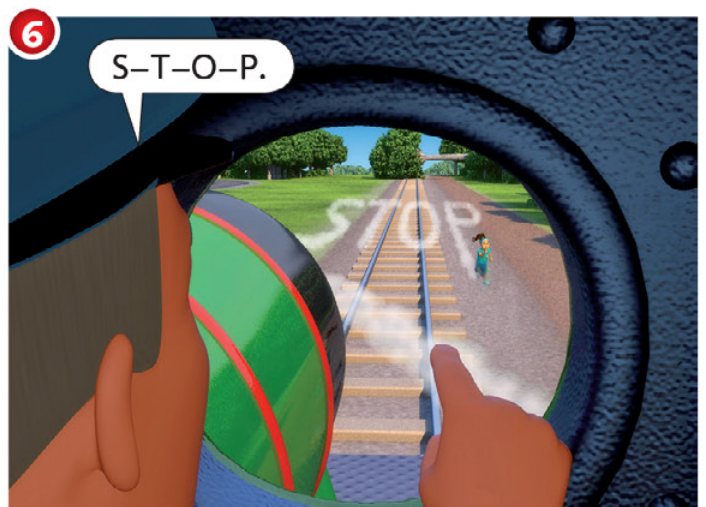
5 Draw a picture and tell your partner about it.

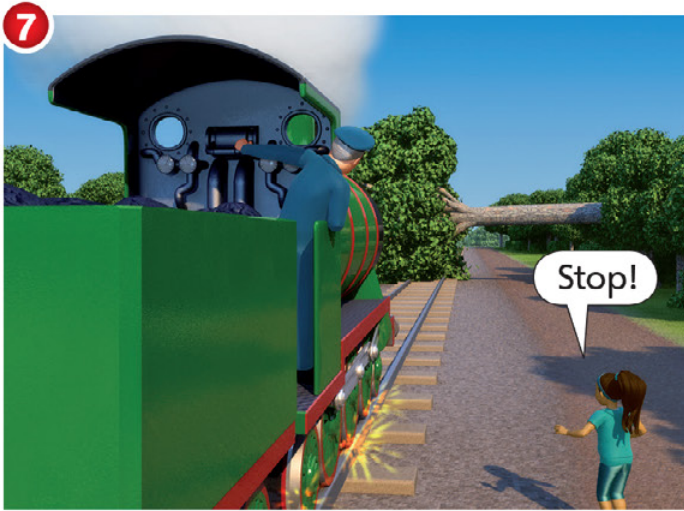
I can talk about my picture:



I've got a big boat. It's purple.

1 The Tree on the Track



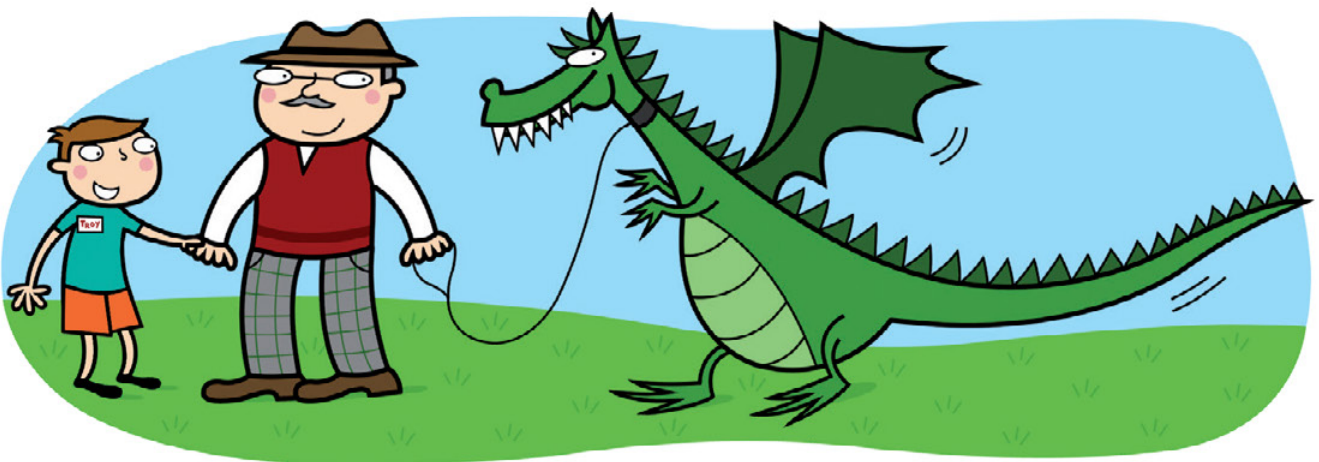


2 Read the sentences and point to the pictures in the story.

- 1 Whisper is behind Flash.
- 2 The tree is in front of the train.

3 Find who says ... But the tree is on the track!

4  Listen and say.

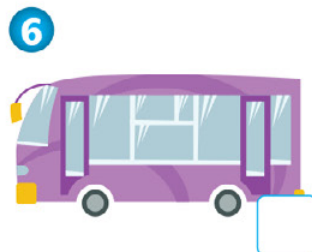
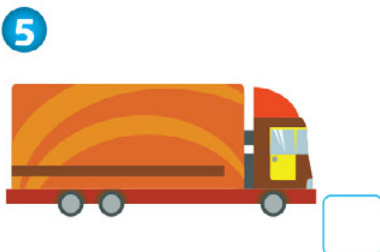
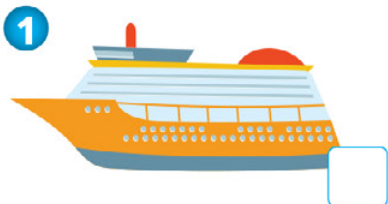


Troy's **gr**andpa's got a **gr**eat big **gr**een **dr**agon.



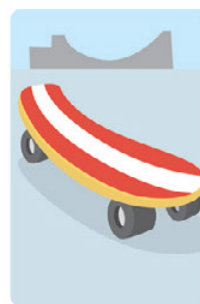
1

Listen and tick (✓) or cross (X).



2

Pair work. Look at the pictures and talk to your partner.



What's this?

It's a boat.

Is it big?

No, it's small.

What colour is it?

It's red and yellow.

3 Look, read and complete.

1 The monkey's got a *scooter*.

2 The rabbit's got a _____.



3 The crocodile's got a _____.



4 The lion's got a _____.



5 The hippo's got a _____.



6 The bear's got a _____.



4 Draw your own picture and tell your partner about it.

The snake's got a bike.

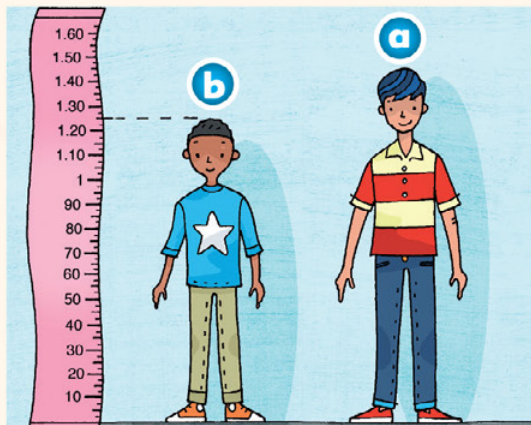
Size

Investigation

1 Look and read. Write *a* or *b*.



- 1 The train is long. _____
- 2 The train is short. _____

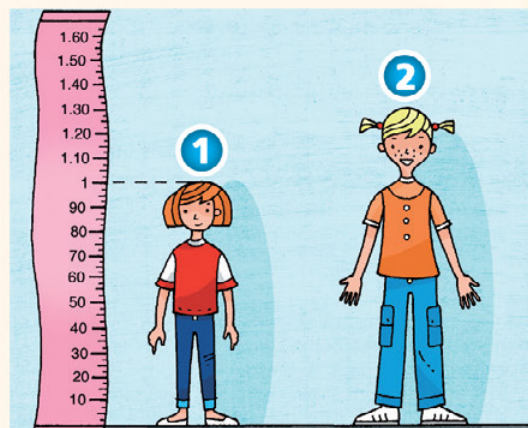


- 3 Ollie is short. _____
- 4 Jim is tall. _____

2 Look, read and write the words.

tall short

- 1 Nora is _____.
- 2 Jane is _____.



3 Investigate. Who is tall and who is short in your classroom? Make notes. Talk to your partner.

The roads and rail tracks game



* See Picture Dictionary and Our Checklist! on page 108.

I know all the words:



Review: units 3 and 4

5

Sports Club

1 Listen and look. Then listen and say the words.

Join a sports club

 1 badminton	 2 baseball	 3 basketball	 4 football
 5 hockey	 6 table tennis	 7 tennis	 8 volleyball



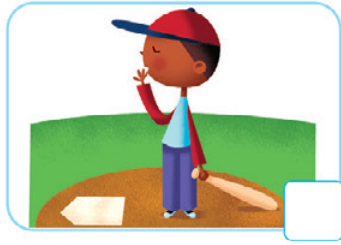
2 Listen and chant.

3 Pair work. Ask and answer.

What's your hobby?

My hobby is playing basketball.

4 Look, read and match.



- 1 Swimming is fun.
- 2 Riding a bike is great.

- 3 Playing tennis is difficult.
- 4 Playing baseball is boring.

5 Listen and say.

Grammar focus

What's your **hobby**?
Flying a kite **is** difficult.

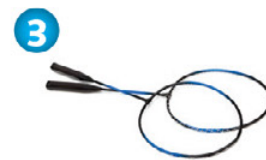
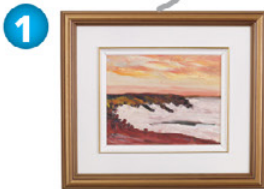
My **hobby** is flying kites.
Playing hockey **is** fun.



6 Look and match. Then ask and answer.

Think!

flying painting making playing listening to playing



What's your hobby?

My hobby is painting pictures.

1 Listen and sing.



2 Listen again and fill in.

easy fun

- 1 Flying kites is easy .
- 2 Singing songs is _____ .
- 3 Painting pictures is _____ .

3 Listen and number the pictures.



4 Listen and say.

Grammar focus

What sport do you like doing?

I like playing hockey.

I like playing football.

Me too.

I don't.



5 Pair work.
Ask and answer.

What sport do you like doing?

I like ...



1 The Football Club





2 Read and tick (✓).

- 1 The Green football team is full.
- 2 Flash likes playing table tennis.
- 3 Flash and Misty start a team.
- 4 Misty and Flash can't win.

yes / no

yes / no

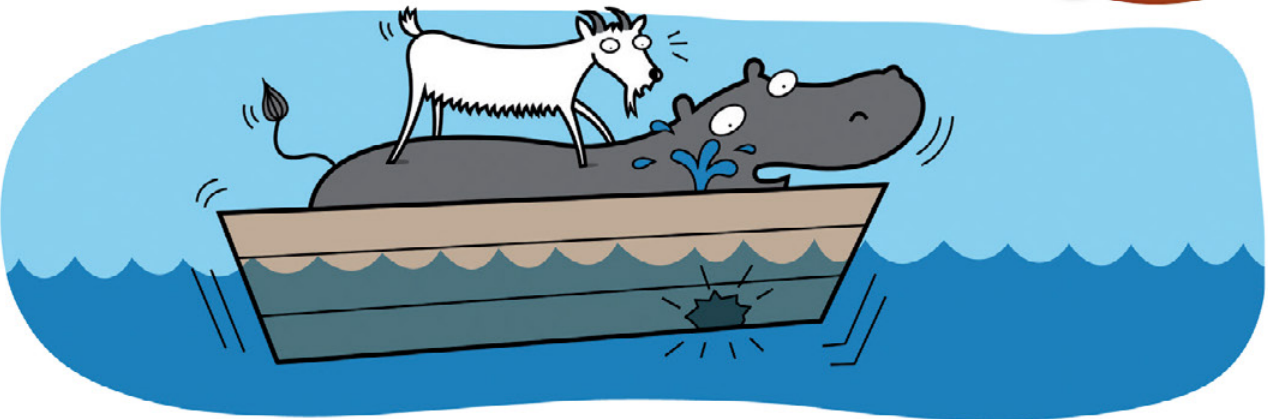
yes / no

yes / no

3 Find who says ...

Great goal, Misty!

4 Listen and say.



A hippo and a goat with a hole in their boat.



1



Look and read. Write yes or no.



- 1 The children are in the park.
- 2 There are 10 children.
- 3 Look at the girls. Their hobby is playing football.
- 4 Look at the boys. Their hobby is playing hockey.
- 5 The boys have got an orange ball.

yes

2 Listen and tick (✓).

		football		tennis		basketball		volleyball	
		😊	☹	😊	☹	😊	☹	😊	☹
	Jenny			✓					
	Ian								

3 Pair work. Ask and answer.

What's your favourite sport?

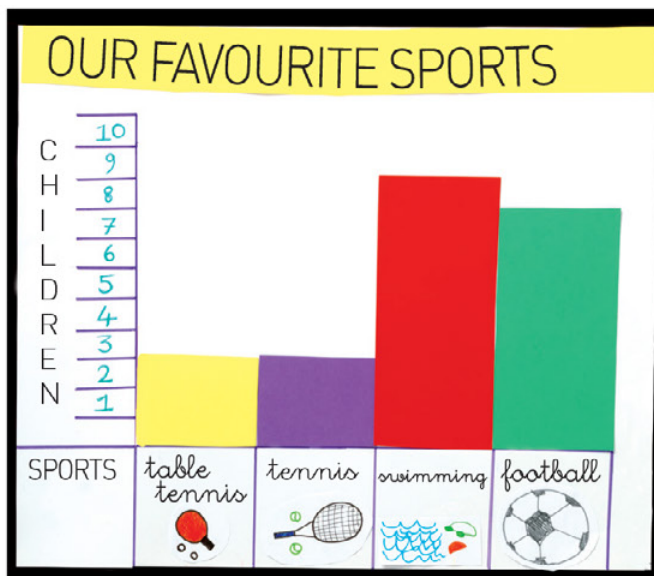
basketball IIII
football IIII

It's ...

4 Now investigate and write about your class, then make a bar chart. Put the chart in your portfolio.

Portfolio

Investigation



8 children in my class like swimming.
7 children like football.
2 children like tennis.
2 children like table tennis.

Create that!

1 Listen and imagine. Then draw your picture.



2 Write about your picture. Then listen to your partners and guess. Put the picture in your portfolio.

Portfolio



My trophy is yellow. It's very big and very beautiful.
It's a trophy for tennis.

Think!

1 Make a poster.

a Choose a sport and find pictures.



b Stick the pictures on a big piece of paper.



c Do you like the sport? Is it easy or difficult? Write on your poster.



2 Talk about sport.

I like playing football ...

* See *Picture Dictionary* and *Our Checklist!* on page 109.

Our project is: 😊 😐 😞

Review: unit 5; Project work

6

In the Countryside



1 Listen and look. Then listen and say the words.



1 mouse

2 horse

3 cow

4 sheep

5 rabbit

6 tail

7 child

8 chicken

9 goat



2 Listen and chant.

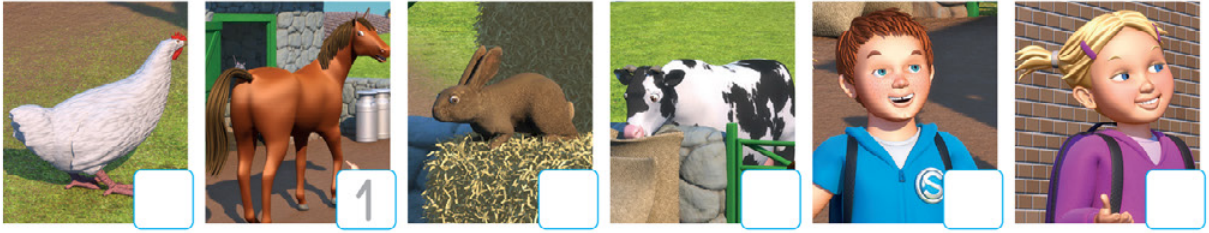
3

Make the noise.

What am I? Moooooo ...

A cow.

4 Read and match.



- 1 The horse has got a long tail.
- 2 The chicken is small.
- 3 The cow is big.
- 4 The rabbit has got a short tail.
- 5 Misty is short.
- 6 Thunder is tall.

5 Listen and say.

Grammar focus

The cow is **big**.

Thunder is **tall**.

The horse has got a **long** tail.

The mouse is **small**.

Misty is **short**.

The rabbit has got a **short** tail.



6 Work in pairs. Play a guessing game.



My animal is small and brown. It's got a short tail and long ears. What is it?

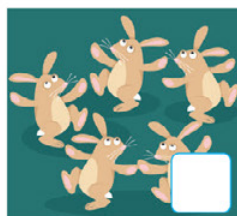
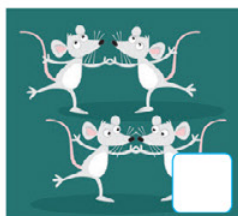
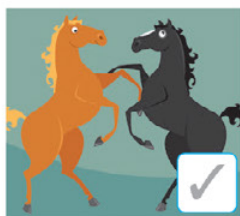
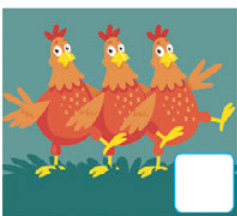
1

Listen and sing.

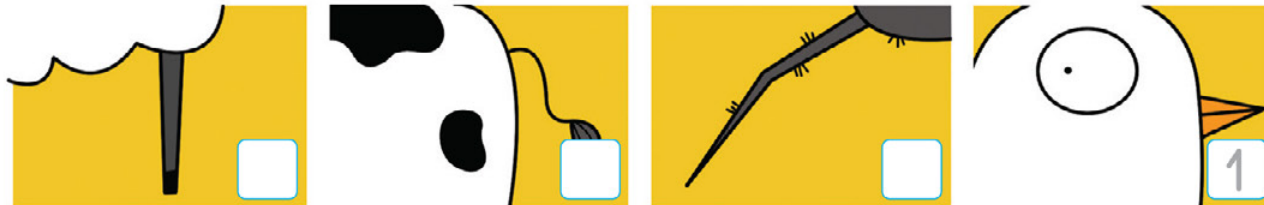


2

Listen again and tick (✓) the animals you hear.



3 Listen and number.



4 Read and write *true* or *false*.

How many legs have they got?

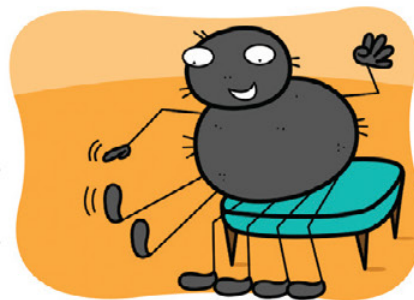
1 Chickens have got four legs.

False

2 Goats have got two legs.

3 Horses have got four tails.

4 Spiders have got eight legs.



5 Listen and say.

Grammar focus

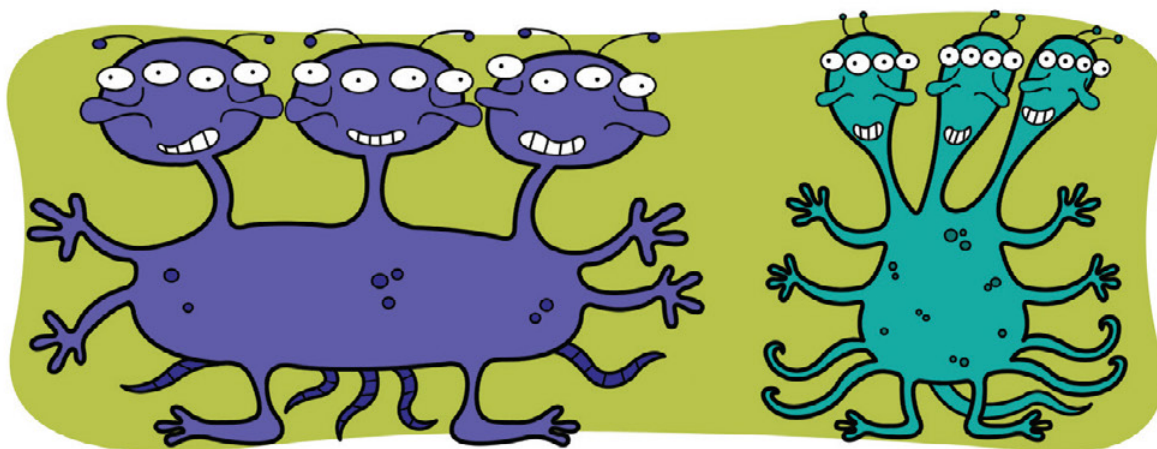
Cows **have got** four legs.

How many legs **have chickens got?**

They've got two legs.



6 Look at the picture. Close your book and remember.



How many heads have the aliens got?

They've got three heads.

1 We're Lost!





2 Look at the picture and choose.

Think!

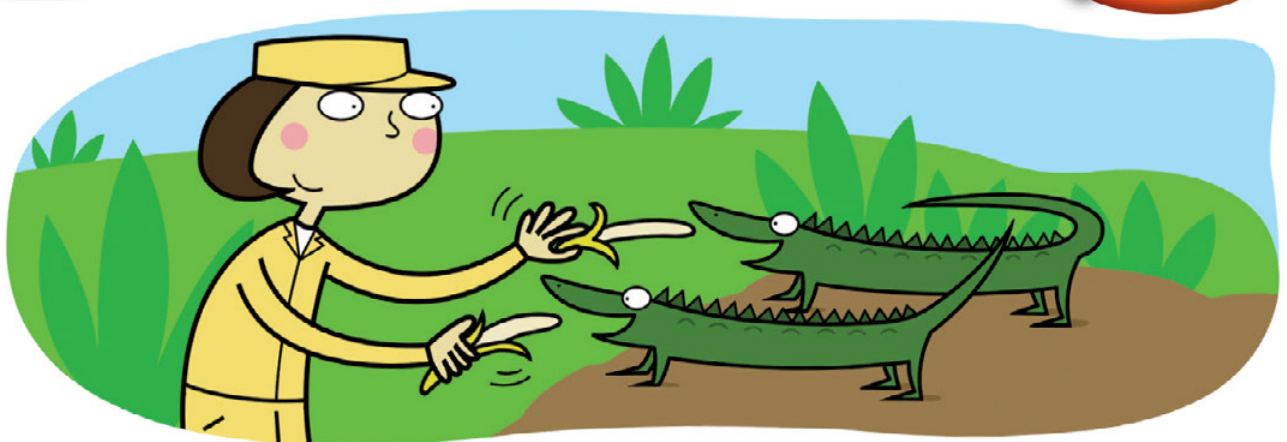


- 1 Are you OK?
- 2 Come with me.
- 3 Here you are.
- 4 I'm lost.

3 Find who says ... Where's the lake?

4 Listen and say.

Phonics



The zoo keeper gives the lizards bananas for dinner.



Animals and Our Food

1

Listen and read.

Our food comes from many places. Vegetables like carrots and peas come from gardens. Eggs come from chickens. Milk comes from cows. Fish come from water.

2

Read and match.

Think!

1



milk

2



fish

3



carrots

4



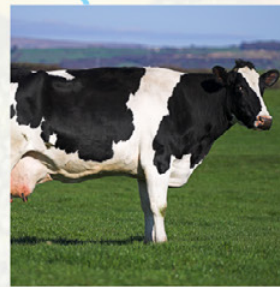
eggs



chicken



garden



cow



water

3

Pair work. Close the book and talk to your partner.

Milk comes from ...

Cows!

Right.

Project work

4 Make a food collage.

- a** Choose your favourite food and find out where it comes from. Find pictures.
- b** Cut out your pictures and coloured paper and stick them on a big piece of paper.



- c** What is your favourite food? Where does it come from? Write on your poster.

Think!

Investigation



5 Talk about your food collage.

I like eggs. Eggs come from chickens.



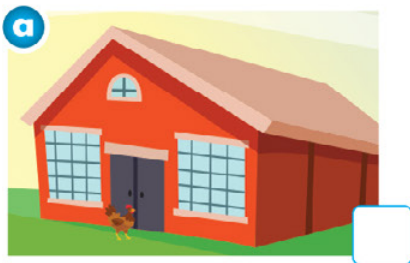


1 Listen and tick (✓) the box.

1 How many legs has the alien got?



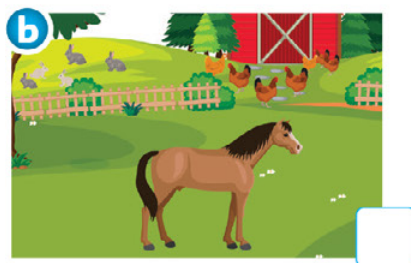
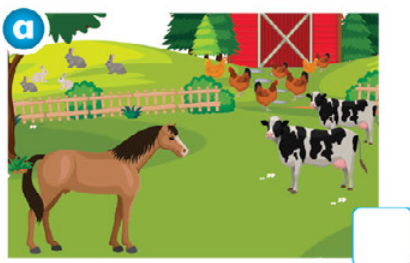
2 Where is the chicken?



3 How many cows are there on the farm?



4 What animals has farmer Bill got?



2 Pair work. Ask and answer.

This animal is white and has got four legs.

Is it a sheep?

Yes!

* See Picture Dictionary and Our Checklist! on page 110.



Quiz time



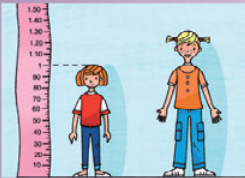
- 1 Cows ... got four legs. (1 p)
 a have b has c can

- 2 The goat is big, the cat is ... (1 p)
 a short b small c long






- 3 Horses are ... (1 p)
 a blue b bad c nice

- 4 Cows, goats and horses are ... (1 p)
 a zoo animals
 b forest animals
 c farm animals



- 5 I'm short, but Julie is a ... (1 p)
 a girl tall b tall girl c tall girls

- 6 Who says 'Rabbit, we are lost'? (1 p)
 a Thunder  b Whisper  c Misty 



- 7 Circle the different sound. (1 p)
 a lizard b bus c zoo

- 8 ... come from gardens. (1 p)
 a Fish b Milk c Carrots



7

Amusement Park



1 Listen and look. Then listen and say the words.



1 ride a roller coaster

2 ride a horse

4 buy chips

3 win a prize

5 drink lemonade

7 eat a burger

6 throw a ball



2 Listen and chant.

3

Act out with your partner.

Let's eat a burger!

Good idea!

4 Match the children with the pictures. Then write the words.

throw a ball ride a roller coaster
eat a sandwich ~~buy a burger~~



1 Dan

I'd like to buy
a burger.



2 Sally

I'd like to _____.



3 Rob

I'd like to _____.

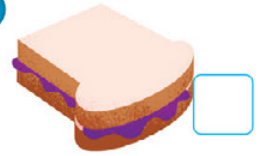


4 Mary

I'd like to _____.



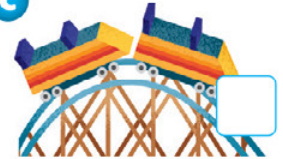
a



b



c



d



5 Listen and say.

Grammar focus

What **would** you **like to** do?

I'd like to drink some lemonade. **I'd like to** ride a horse.



6 Look and act out.

I'd like to play
my new
computer game!



I'd like to swim
in the sea with
my brother!

1 Listen and sing.



2 Listen again and number.



3

Read and circle.



1 eat / drink a burger



2 drink / eat lemonade



3 throw / win a prize



4 win / ride a roller coaster



5 buy / drink chips



6 win / throw a ball

4

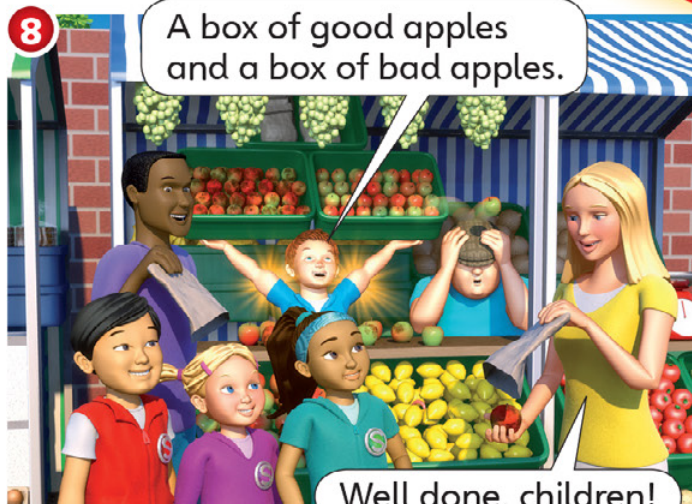
Read and write the words.

win throw ride eat ride drink

- 1 I'd like to ride a horse.
- 2 I'd like to _____ a ball.
- 3 I'd like to _____ a prize.
- 4 I'd like to _____ a lemonade.
- 5 I'd like to _____ a roller coaster.
- 6 I'd like to _____ a burger.

1 Bad Apples





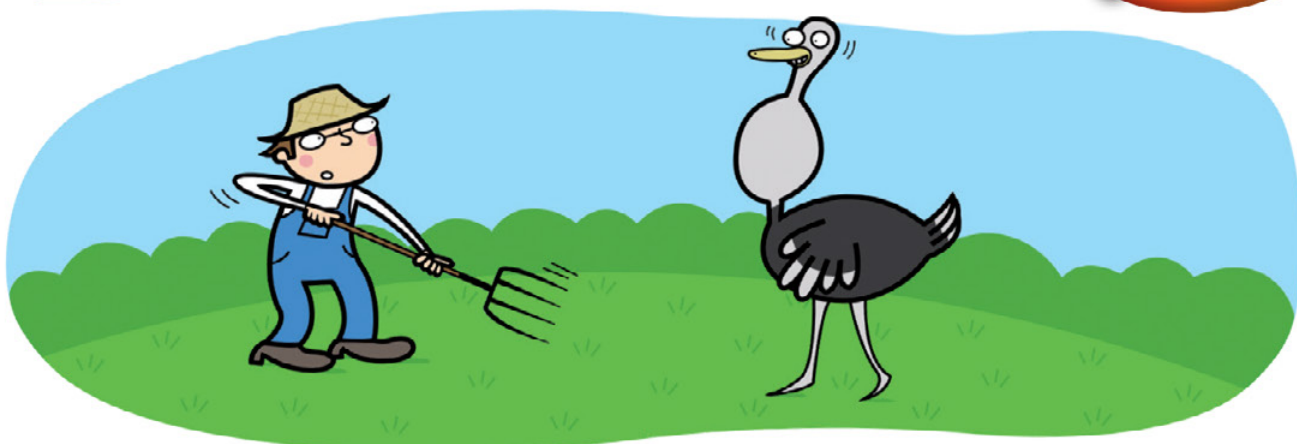
2 Read and write who says ...

- 1 Here you are. *The man*
- 2 I'd like to buy eight apples. _____
- 3 I've got a bad apple. _____
- 4 The man has got a box ... _____

3 Find who says ...

What can we do?

4 Listen and say.



Where's the **w**atermelon, **W**ally?

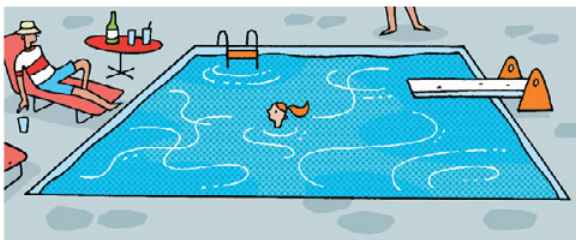


1

Look and read. Tick (✓) or cross (X).



1 This is a hippo.



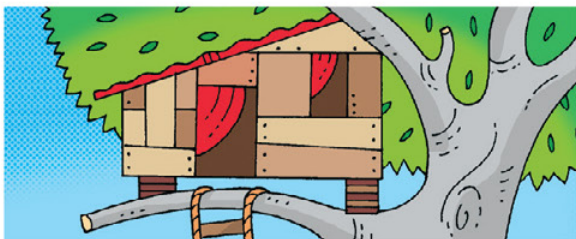
2 This is a bedroom.



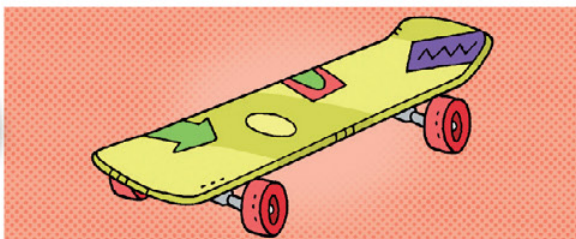
3 These are some chairs.



4 These are some glasses.



5 This is a bed.



6 This is a lorry.



2  Read and match. Then listen and check.

1 Where are the books?

2 Does your sister like crocodiles?

3 Do you like apples?

4 Has he got a big nose?

5 What's your hobby?

6 What's your name?

7 What sports do you like doing?

8 How many legs have chickens got?

9 Let's buy a burger!

10 Can you touch your toes?

11 Is this your new lamp?

12 Who's that?

a Yes, I do.

b My name's Anna.

c Two.

d Yes, he has.

e Yes, I can.

f They're in the bookcase.

g I like playing baseball.

h It's my friend, Misty.

i My hobby is painting.

j Yes, it is.

k No, she doesn't.

l Good idea.

3 Play the question game.

Do you like monkeys?

Yes, I do.

Create that!

1

Listen and imagine. Then draw your picture.



Portfolio

2

Show your picture to your partners.

Then ask and answer. Put the picture in your portfolio.

This is my fair. There are lots of people. You can eat a burger, drink lemonade or ride a roller coaster. Do you like it?



It looks fun. I'd like to eat a burger.



Holiday activities

Think!

1 Make a poster.

a Choose your favourite holiday activities and find pictures.



b Stick the pictures on a big piece of paper.



c What are your favourite holiday activities? Write on your poster.



2 Talk about your poster.

I like riding a roller coaster.

* See *Picture Dictionary* and *Our Checklist!* on page 111.

Revision 2 (units 4-7)

1 Look at the pictures and write the words.

bus car lorry scooter bikes helicopter



- 1 Where's the pink scooter ?
It's in front of the blue bus.
- 2 The _____ is in front of the green car.
- 3 The lorry is behind the yellow _____ .
- 4 There's an orange _____ behind the green car.
- 5 Where's the red car?
It's behind the two _____ .

2 Pair work. Talk to your partner about the picture in Activity 1.

There's a pink scooter ...

3 Draw your own picture. Tell your partner about it.

There is a plane. It's big and purple.

There is a helicopter behind the plane.



4

Look and write.



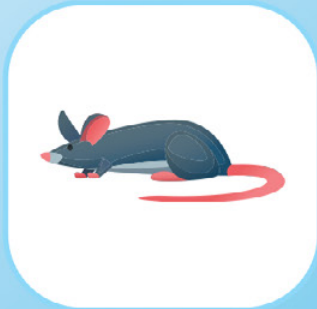
1 goat



2 _____



3 _____



4 _____



5 _____



6 _____

5

Look at the animals in Activity 4. Read and number.

- a It's got two short legs.
- b It's small. It's got a long pink tail.
- c It's big and beautiful. We ride this animal.
- d It's big and brown. It gives milk.
- e It's white. It's got a short tail. It gives milk.

3

6

Play a guessing game with your partner.

It's black and white. It's got four legs.

Yes, that's right.

A sheep?

7 Look, match and write the words. Then listen and check.

1 eat a



2 win a



burger

3 ride a



4 drink



5 throw a



6 ride a



8 Read and match.

1 What would you like to do?

a They've got four legs.

2 What's your hobby?

b I'd like to ride a roller coaster.

3 How many legs have cows got?

c My hobby is playing tennis.

4 Has she got a big mouth?

d Yes, I do. They're my favourite animals.

5 Do you like monkeys?

e No, she hasn't.

9 Pair work. Look at Activity 5 and act out with your partner.

What's your hobby?

My hobby is ...

10

Write the words in the table.

difficult fun easy boring

😊	☹️
fun	

11

Look and write sentences with the words in Activity 10.



1

Playing volleyball is fun.



2



3



4



5

12







Let's practise.

Term test 2

1  Listen and circle the correct pictures. (6 points)

<p>1</p> <p>a </p> <p>b </p>	<p>2</p> <p>a </p> <p>b </p>
<p>3</p> <p>a </p> <p>b </p>	<p>4</p> <p>a </p> <p>b </p>
<p>5</p> <p>a </p> <p>b </p>	<p>6</p> <p>a </p> <p>b </p>

2 Look, unscramble and write the words. (6 points)

<p>1</p>  <p>nntesi</p> <p>_____</p>	<p>2</p>  <p>ckhoye</p> <p>_____</p>
<p>3</p>  <p>llbasbea</p> <p>_____</p>	<p>4</p>  <p>vllobllaey</p> <p>_____</p>
<p>5</p>  <p>lbfaloto</p> <p>_____</p>	<p>6</p>  <p>batbaskell</p> <p>_____</p>

3**Order the questions.****(8 points)**

1 many / How / have / legs / horses / got / ?



2 sport / What / do / doing / like / you / ?



3 your / is / What / hobby / ?

4 like / you / Do / roller coasters / ?

**4****Match the questions in Activity 3 with the answers. (4 points)**

a My hobby is playing tennis.

b I love roller coasters.

c Horses have got four legs.

d I like playing basketball.

5**Write the missing words.****(3 points)**

1 _____ football is fun. It's my hobby.

2 I'd like to _____ a roller coaster.

3 A chicken has got _____ legs.

6**Listen and write the words.****(3 points)**

1 _____

2 _____

3 _____

Halloween

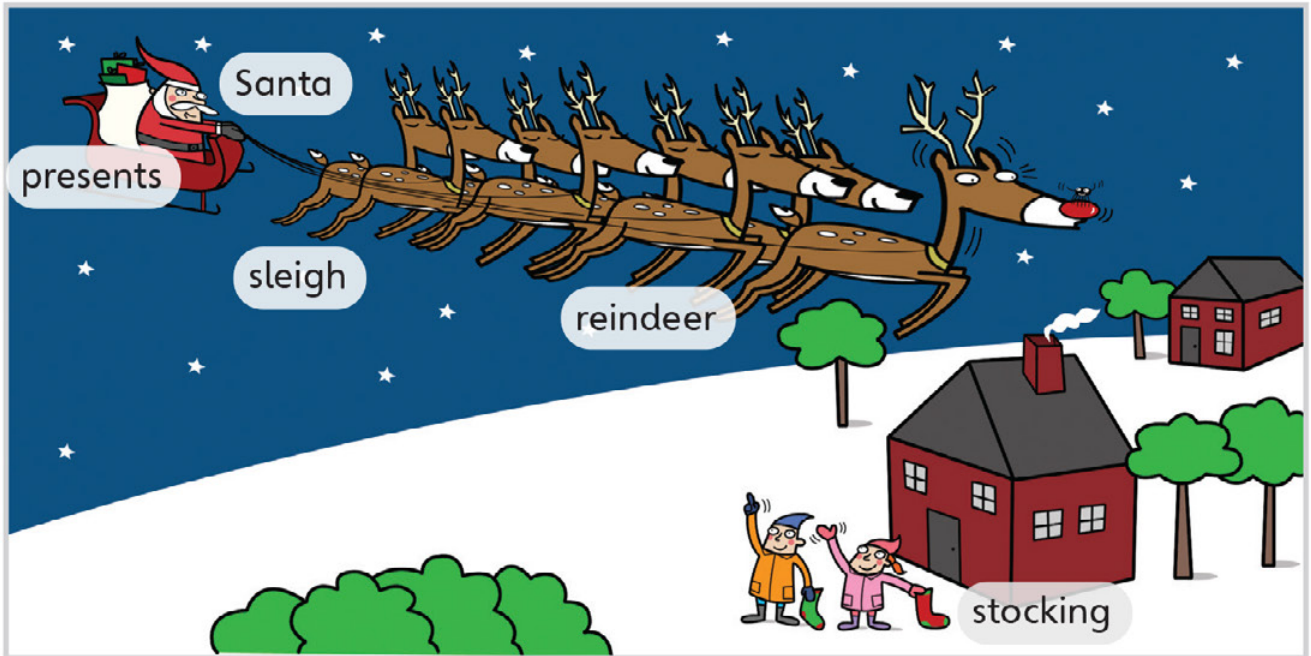
1 Listen, point and number.



2 Listen and chant.

Christmas

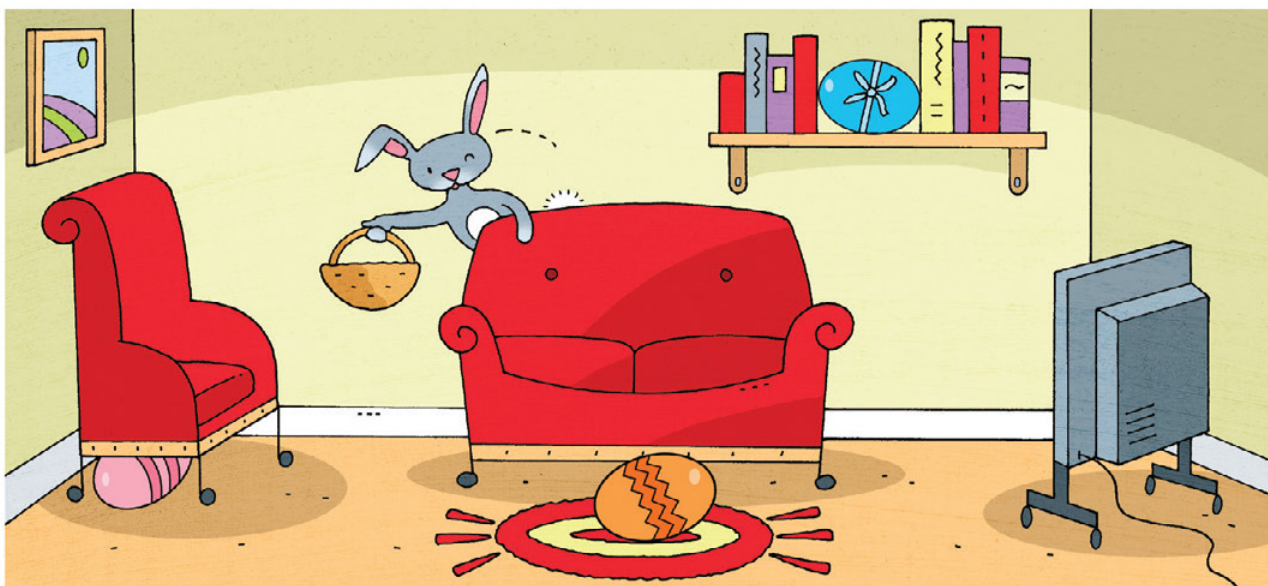
1 Listen and point.



2 Listen and chant.

1

Listen and point. Then ask and answer.



Where's the pink egg?

It's under ...

2

Listen and chant.

Picture dictionary and Our Checklist!

(pages 104-111)

My Portfolio

(page 112)

Photocopiable activities

(pages 113-115)

Audio scripts

(pages 116-118)

Back to School

1 Look and write.

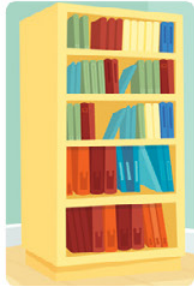
I know all the words in the

Back to School Unit: 😊 😐 😞

floor wall bookcase clock window
cupboard ~~board~~ chair door



board



Our Checklist! Back to school Unit

Now we can:

- Name the things in our classroom.
- Say *There is a / an ...*, *There are some ...*
- Sing a song: *A, B, C, D, E, F, G.*
- Spell words in English.
- Act out a dialogue with my friends (*What's your name? How do you spell it?*).
- Make and use a tangram.

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

1

The Zoo

1 Look and write.

I know all the words in Unit 1:



zebra bear crocodile snake
hippo parrot tiger monkey



bear



Our Checklist! Unit 1

Now we can:

- Name animals at the zoo.
- Talk about food we like / don't like.
- Sing a song: *The zebra likes sausages.*
- Talk about food our friends / family like / don't like.
- Talk about funny animals.
- Act out a play: *At the Zoo.*

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

2

My Bedroom

1 Look and write.

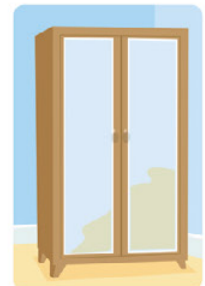
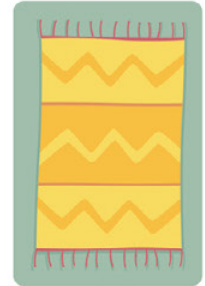
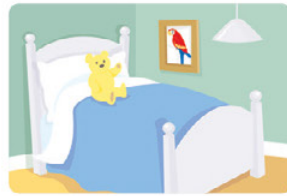
I know all the words in Unit 2:



sofa mirror bed mat wardrobe
armchair table lamp



armchair



Our Checklist! Unit 2

Now we can:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Name the things in our bedroom. | <input type="checkbox"/> Talk about this / that thing and about these / those things. |
| <input type="checkbox"/> Ask and answer questions about where things are. | <input type="checkbox"/> Talk about recycling. |
| <input type="checkbox"/> Sing a song: <i>Little Timothy McKane</i> . | <input type="checkbox"/> Play <i>The Environment Game</i> . |

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

3

Come to My Party!

1 Look and write.

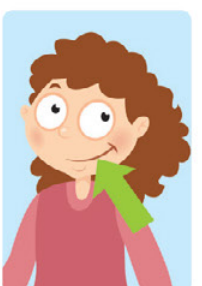
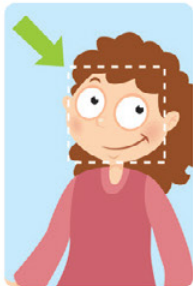
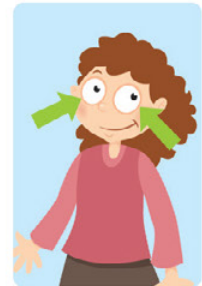
I know all the words in Unit 3:



nose glasses eyes face hair
mouth smile ears



smile



Our Checklist! Unit 3

Now we can:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Name the parts of the face. | <input type="checkbox"/> Ask and answer questions about appearance. |
| <input type="checkbox"/> Describe a person. | <input type="checkbox"/> Write a birthday card. |
| <input type="checkbox"/> Sing a song: <i>Who's that man over there.</i> | <input type="checkbox"/> Talk about a birthday party. |
| | <input type="checkbox"/> Make a party mask. |

1-2: 😊; 3-5: 😊😊; 6-7: 😊😊😊

4

Off We Go!

1 Look and write.

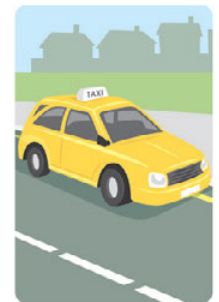
I know all the words in Unit 4:



taxi bus motorbike ~~boat~~ scooter
skateboard helicopter lorry



boat



Our Checklist! Unit 4

Now we can:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Name means of transport. | <input type="checkbox"/> Describe a means of transport. |
| <input type="checkbox"/> Ask and answer questions about where things are. | <input type="checkbox"/> Talk about size. |
| <input type="checkbox"/> Sing a song: <i>It's a big wide world.</i> | <input type="checkbox"/> Play <i>The Roads and Rail Tracks Game.</i> |

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

5

Sports Club

1 Look and write.

I know all the words in Unit 5:



basketball football hockey badminton
table tennis volleyball tennis baseball



basketball



Our Checklist! Unit 5

Now we can:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Name sports. | <input type="checkbox"/> Agree and disagree with our friends. |
| <input type="checkbox"/> Ask and answer questions about hobbies. | <input type="checkbox"/> Make a bar chart about our favourite sports. |
| <input type="checkbox"/> Sing a song: <i>Playing tennis is great fun.</i> | <input type="checkbox"/> Describe our trophy. |
| | <input type="checkbox"/> Make a sports poster. |

1-2: 😊; 3-5: 😊😊; 6-7: 😊😊😊

6

In the Countryside

1 Look and write.

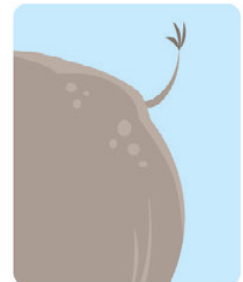
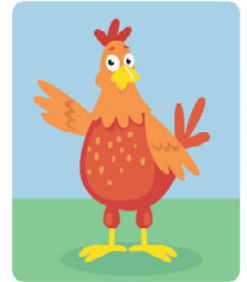
I know all the words in Unit 6:



chicken goat horse mouse
tail child cow sheep rabbit



horse



Our Checklist! Unit 6

Now we can:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Name farm animals. | <input type="checkbox"/> Talk about farm animals. |
| <input type="checkbox"/> Describe farm animals. | <input type="checkbox"/> Make a food collage. |
| <input type="checkbox"/> Sing a song: <i>Let's do the animal boogie.</i> | <input type="checkbox"/> Do a quiz. |

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

7

Amusement Park

I know all the words in Unit 7:



1 Look and write.

eat a burger ride a roller coaster throw a ball
 drink a lemonade buy chips win a prize ride a horse



eat a burger _____



Our Checklist! Unit 7

Now we can:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Name amusement park activities. | <input type="checkbox"/> Ask and answer questions about likes and dislikes, where things are, ability, people and animals. |
| <input type="checkbox"/> Ask and answer questions about what we would like to do. | <input type="checkbox"/> Draw a fair. |
| <input type="checkbox"/> Sing a song: <i>I'd like to ride on a roller coaster.</i> | <input type="checkbox"/> Make a project about holiday activities. |

1-2: 😊; 3-4: 😊😊; 5-6: 😊😊😊

My Portfolio

1 What have you got in your portfolio? Read, check and tick (✓).

- My funny animal
- A birthday card
- My birthday party
- Our favourite sports – bar chart
- My trophy
- My fair

2 Which one is your favourite? Why? Write.

I like _____
because _____

3 Tell the class about your portfolio.

1 I think my portfolio is:



2 My partner thinks my portfolio is:

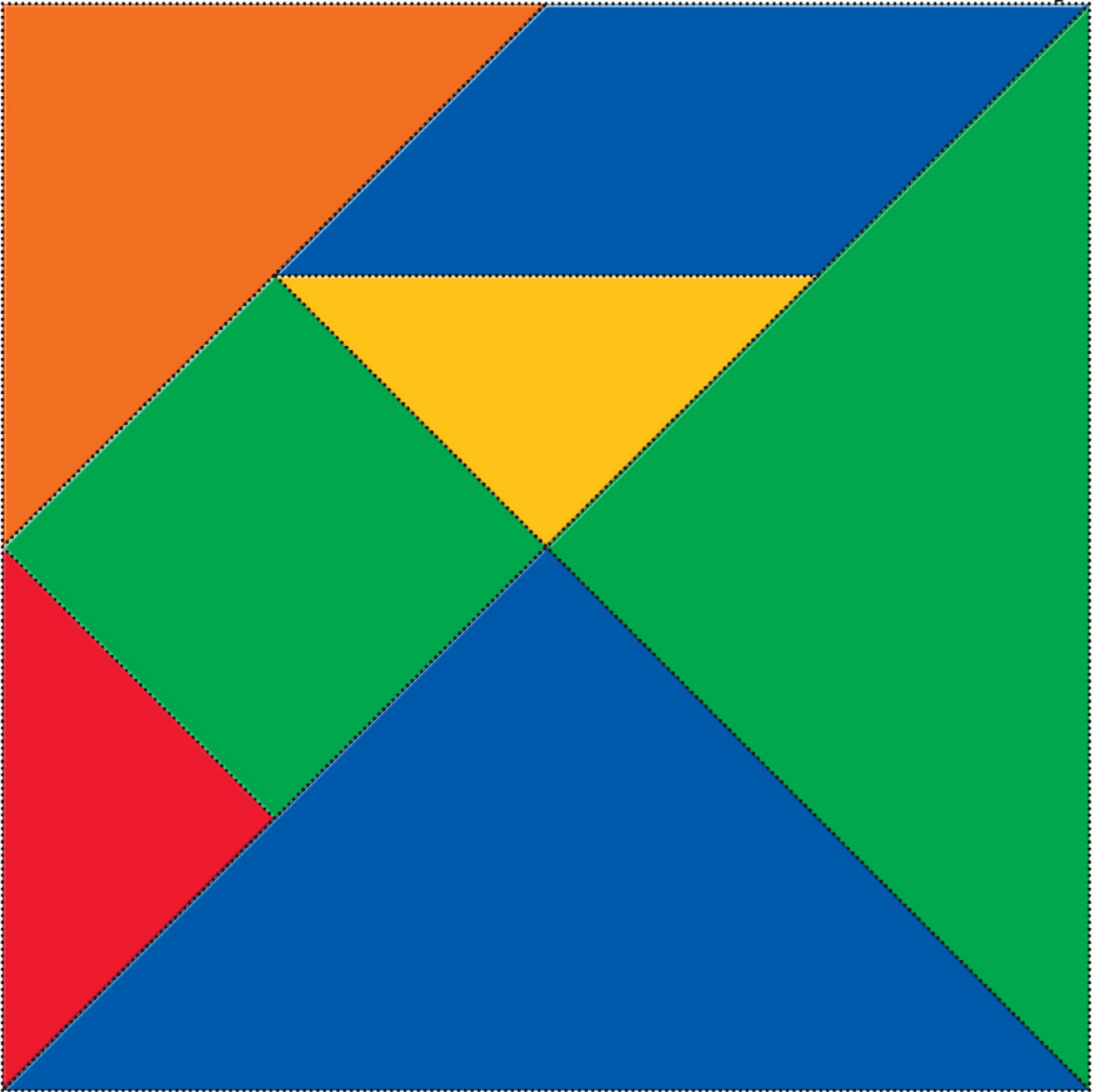


3 My teacher thinks my portfolio is:



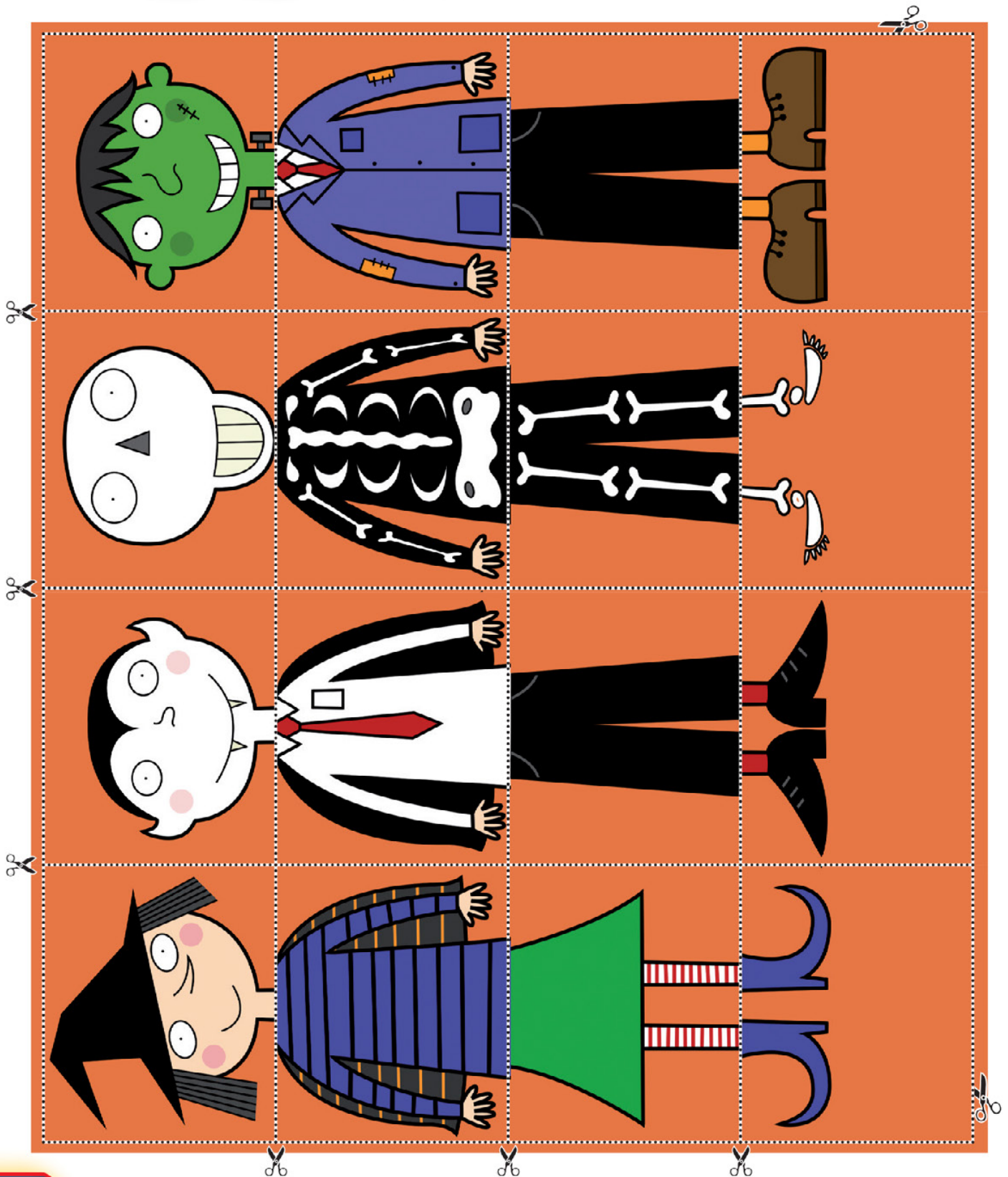
4 What's your favourite project this year?

I like _____



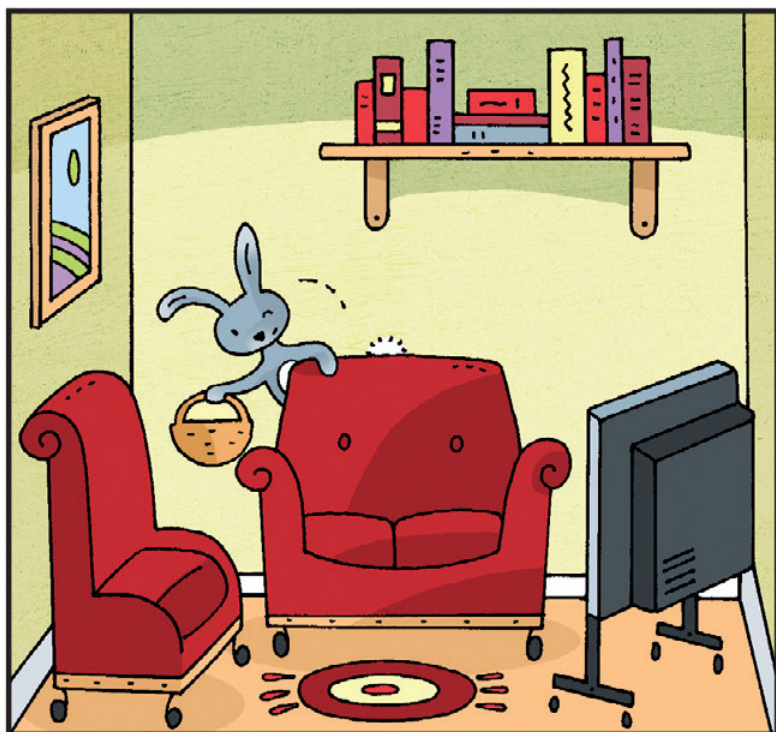
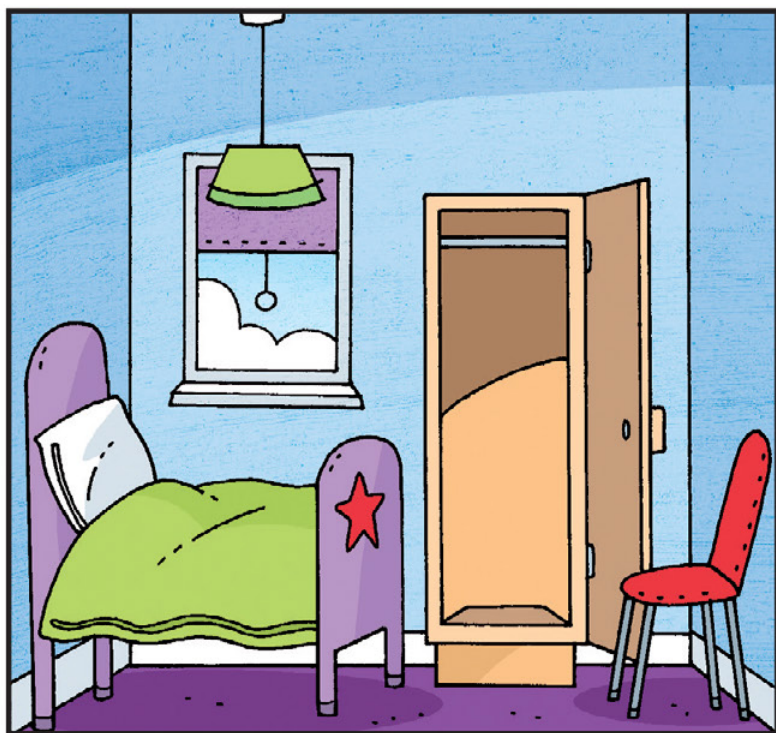
Halloween

PHOTOCOPIABLE PAGE



Easter

PHOTOCOPIABLE PAGE



Audio Scripts

Back to School Unit

Activity 2, page 8

Touch the window,
Touch the door,
Touch the cupboard,
Touch the floor.
Touch the bookcase,
Touch the wall,
Touch the board,
And that is all!

Activity 1, page 10

A, B, C, D, E, F, G
H, I, J, K, L, M, N
O, P, Q, R, S
Yes, yes, yes...
T, U, V, W, X, Y, Z
The alphabet,
The alphabet.

Unit 1

Activity 2, page 18

Come on, let's go to the zoo!
Come on, let's go to the zoo!
Hippo, zebra, monkey, bear,
Parrot, tiger, they're all are
there,
Come on, let's go to the zoo!
It's fun for me and you.

Activity 1, page 20

The zebra likes sausages,
He doesn't like peas.
Some carrots and sausages,
For the zebra, please.

Peas, peas, lovely peas.
Someone come and eat them,
My lovely peas.

The hippo likes bananas,
She doesn't like peas.
Some apples and bananas,
For the hippo, please.

Peas, peas, lovely peas...

The parrot likes sandwiches,
He doesn't like peas.
Some pizza and sandwiches,
For the parrot, please.

Peas, peas, lovely peas...

Unit 2

Activity 2, page 28

What a mess!
What a mess!
What a mess!
Please tidy up your room.

There's a schoolbag on the floor,
The jeans are in the armchair.
The T-shirt's on the lamp,
There's a plane under the bed.

There are pencils on the mat,
There's a ball on the table.
There's a book on the wardrobe,
And a sock on the clock.

Your cap's on the mirror,
Your train's on the sofa.
And where's the other sock?
In the chair, over there!

What a mess! ...

Activity 1, page 30

Little Timothy McKane
Is a real pain.
His mum is in a shop with him.
Please stop it, stop it, Tim!

Do you like this sofa, Tim?
No, I don't. It's awful, Mum,
But that sofa over there,
Is beautiful, I swear!

Do you like these armchairs, Tim?
No, I don't they're awful, Mum,
But those armchairs over there,
Are beautiful, beautiful I swear!

Do you like this table, Tim?
No, I don't. It's awful, Mum,
But that table over there,
Is beautiful, I swear!

Do you like this sofa, Tim? ...

Little Timothy McKane ...

Unit 3

Activity 2, page 38

Her hair is brown,
It's brown, so brown.
Her nose is small,
It's small, so small.
Her eyes are blue,
They're blue, so blue.
Do you know her name?
I do. It's Sue.

His face is pink,
It's pink, so pink.
His eyes are green,
They're green, so green.
His hair is black,
It's black, so black.

Do you know his name?
Oh, yes. It's Jack.

Activity 1, page 40

Who's that man over there?
He's got white hair.
He's got a guitar,
And sings like a star ...

That man is my grandpa,
The best in the world.
He knows a lot of songs,
I like to sing with him ...

Who's that woman over there?
She's got grey hair?
She's got short hair,
She's in the rocking chair ...

That woman is my grandma,
She's happy and she's great.
And I'm her best friend,
Although I'm only eight.

Unit 4

Activity 2, page 54

Jump on a scooter,
Jump on a bus,
Jump on a motorbike
And come with us.

Jump on a plane,
Jump on a boat,
Jump on a skateboard
And off we go.

Jump in a helicopter,
Jump in a car,
Jump on a bike.
Are we going far?

Jump in a taxi,
Jump on a train,
Jump in a lorry.
Let's go again!

Activity 1, page 56

It's a big wide world out there,
And there's a lot to see.
Let's fly around the world,
Why don't you fly with me?

I'm on my big blue plane
And you can come with me.
Come on! Let's go! We're off
again.
We've got a lot to see.

I'm in my small green car
And you can come with me.
It can take us very far,
We're off to see the sea.

I'm on my long red train
And you can come with me.
It's fast just like a rocket,
Let's see what we can see!

Unit 5

Activity 2, page 64

Football, basketball,
Lots of sports to do.
Tennis, badminton,
Let's do it - me and you.

Let's join a club today.
Let's join a club, hurray!

Baseball and table tennis,
Lots of sports to do.
Hockey, volleyball,
Let's do it - me and you.

Let's join a club today.
Let's join a club, hurray!

Activity 1, page 66

Playing tennis is great fun,
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Flying kites is easy,
Easy for you and me.
So come on and fly with me,
Oh, come on, it's so easy!

Singing songs is great fun,
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Painting pictures is easy,
Easy for you and me.
So come and paint with me,
Oh, come on, it's so easy!

Come and join the fun!

Unit 6

Activity 2, page 74

Listen - baaah - a sheep.
Listen - cluck - a chicken.
Listen - moo - a cow.
Listen - nomnomnom - a rabbit.
Listen - neigh - a horse.
Listen - nanny - a goat.
Listen - squeak - a mouse.
Ahhhh, it's in the house!

Activity 1, page 76

Let's do the animal boogie, neigh,
Let's do the animal boogie,
squeak,
Let's do the animal boogie, baa,
Let's do the animal boogie, moo.

Come and sing with me,
And dance with me,
The animal boogie
For you and me!

I like horses, horses are nice,
Neigh, neigh, neigh,
I like mice, mice are nice,
Squeak, squeak, squeak.
I like sheep, oh sheep are nice,

Baa, baa, baa.
I like cows, oh cows are nice,
Moo, moo, moo.

Come with me, ...

Unit 7

Activity 2, page 84

Eat a burger, throw a ball,
Win a prize, that's not all.
Buy some chips, drink lemonade,
Ride a horse. Oh, this is great.
Roller coaster, everyone,
At the fair. Let's have some fun!

Activity 1, page 86

I'd like to ride on a roller coaster,
Ride it way up high,

And hold my hands above my
head
And feel them touch the sky.

I'd like to drink some lemonade,
Eat chips and a burger too.
I'd like to do all of these things
And do them all with you.

Come with me and hold my hand,
There's fun - fun everywhere,
There's lots to do and lots to see,
It's great here at the fair.

I'd like to throw a yellow ball
And win a nice big prize,
I'd like to win the doll
For you - a big surprise!

Come with me and hold my
hand, ...

1

What's your favourite song this year?

My favourite song is: _____

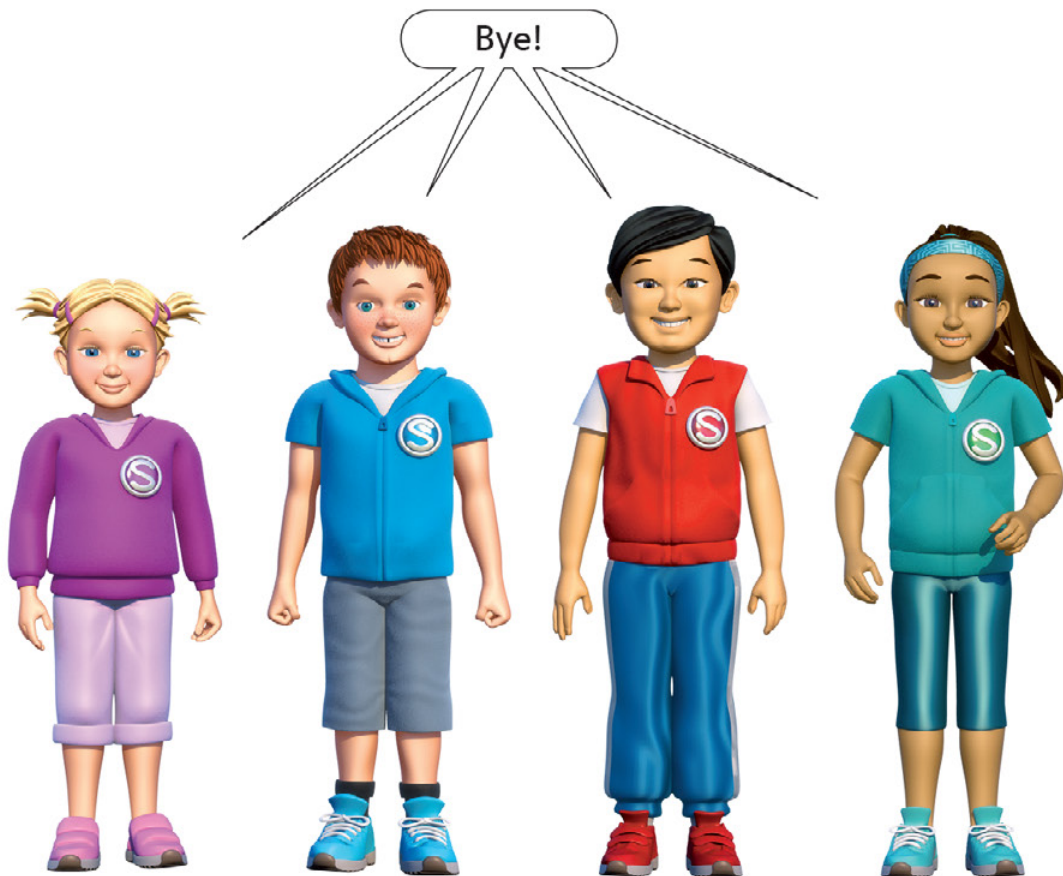
I can sing my favourite song: 😊 😐 😞

2

What's your favourite story this year?

My favourite story is: _____

I can act out my favourite story: 😊 😐 😞



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