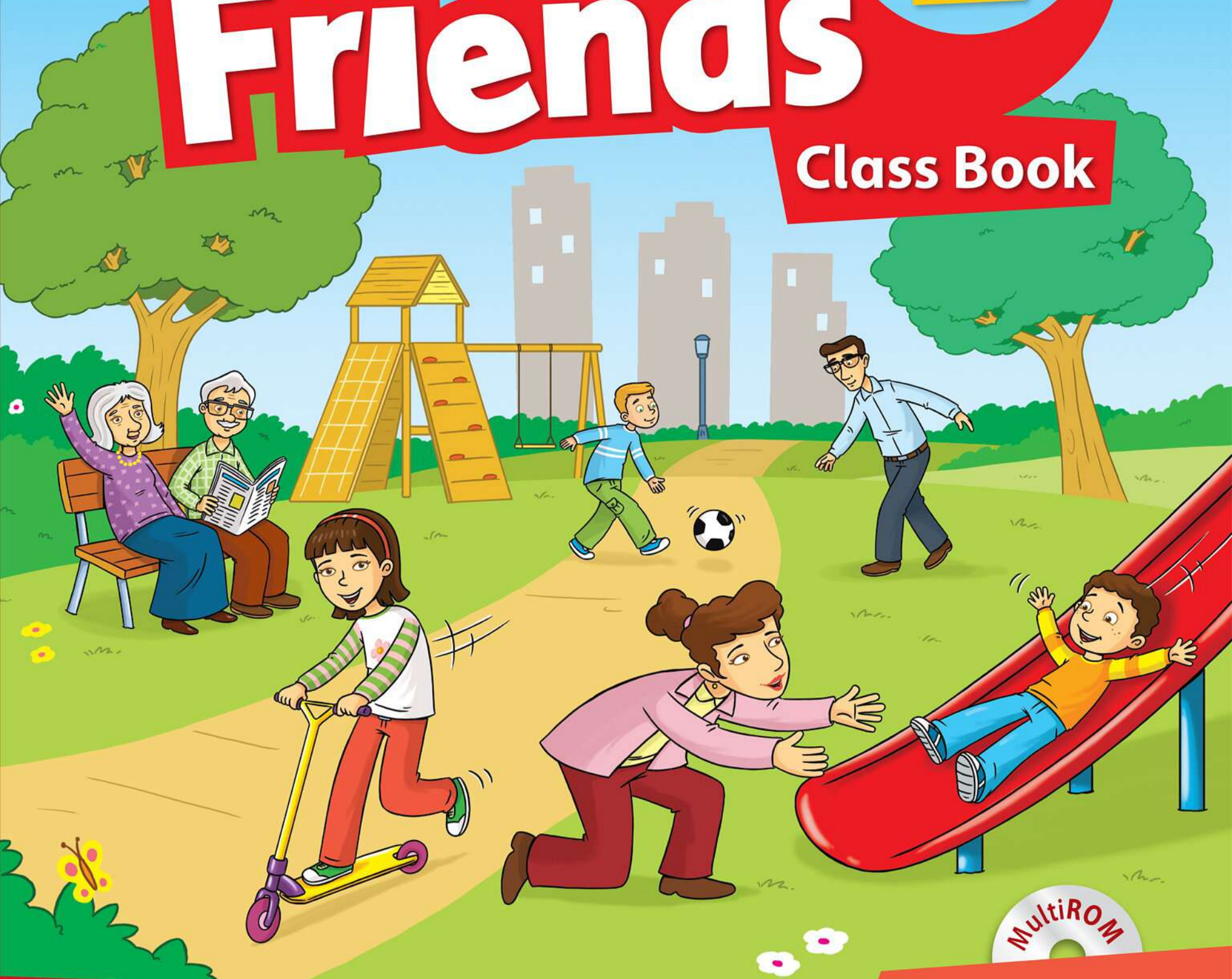


2<sup>nd</sup> Edition

# Family and Friends

# 2

Class Book



with animated stories

OXFORD

Naomi Simmons

2<sup>nd</sup> Edition

# Family and Friends 2

Class Book



Naomi Simmons

OXFORD  
UNIVERSITY PRESS



# Scope and sequence



**Starter:**  
**Welcome back!** p.4

I've got brown hair. This is my cousin. He's got green eyes. Where's Billy?  
Is he under the bed? There is ... There are ... Numbers 1–20 Family Colours Toys

	Words	Grammar	Phonics	Skills
<b>1 Our new things</b> p.8	School things	<i>This / That is ... These / Those are ...</i>	<b>Review of the alphabet and initial sounds</b>	<b>Reading:</b> a description <b>Listening:</b> identifying people and objects <b>Speaking:</b> <i>How many ...? There are ...</i> <b>Writing:</b> capitalisation, writing about my classroom (Workbook)
<b>2 They're happy now!</b> p.14	Feelings	<i>We're / They're ... Are they ...?</i>	<b>Review of digraphs:</b> <b>ch sh th</b> ch: chair teacher sh: shoes fish th: thumb bath	<b>R:</b> a poem: 'My feelings' <b>L:</b> identifying feelings <b>S:</b> <i>Is he sad? No, he isn't. He's ...</i> <b>W:</b> long and short forms, writing about my feelings (WB)
<b>3 I can ride a bike!</b> p.20	Outdoor activities	<i>She can / can't ... Can he ...?</i>  Prepositions of place: <i>behind / in front of next to / between</i>	<b>Review of CVC words:</b> <b>a e i o u</b> a: cat van e: peg bed i: bin fig o: mop dog u: bus jug	<b>R:</b> information on a web page <b>L:</b> identifying outdoor toys <b>S:</b> <i>Where's the skateboard? It's in front of the table.</i> <b>W:</b> using <i>a / an</i> , writing about what I can and can't do (WB)
<b>Fluency Time! 1</b> p.26	<b>Classroom language</b>		<b>Project: a school word wheel</b>	
<b>Review 1</b> p.28				
<b>4 Have you got a milkshake?</b> p.30	Food Numbers 20–100	<i>Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...</i>	<b>Consonant blends:</b> <b>gr br fr</b> gr: grass grapes br: brush bread fr: frog frisbee	<b>R:</b> a caption story <b>L:</b> identifying which food items are available <b>S:</b> <i>Have you got apples? Yes, we have.</i> <b>W:</b> question marks and full stops, writing about my lunch (WB)
<b>5 We've got English!</b> p.36	School subjects School rooms	<i>What / When have we got ...? We've got ... our / their</i>	<b>Consonant blends:</b> <b>dr tr cr</b> dr: drum dress tr: truck tree cr: crayon crab	<b>R:</b> a description on a web page <b>L:</b> identifying school rooms <b>S:</b> <i>What have we got in the art room? We've got ...</i> <b>W:</b> capital letters, writing about my school subjects (WB)
<b>6 Let's play after school!</b> p.42	After-school activities	<i>I visit ... I don't have ...</i>	<b>Consonant blends:</b> <b>fl pl bl</b> fl: flower flat pl: plum plate bl: blanket blue	<b>R:</b> information texts <b>L:</b> identifying after-school activities <b>S:</b> <i>I read a book. I don't ride a bike.</i> <b>W:</b> verbs, writing about what I do after school (WB)
<b>Fluency Time! 2</b> p.48	<b>Shopping</b>		<b>Project: a market stall</b>	
<b>Review 2</b> p.50				
<b>7 Let's buy presents!</b> p.52	Special days	<i>What does he like? He likes / doesn't like ...</i>	<b>Consonant blends:</b> <b>cl gl sl</b> cl: cloud clock gl: gloves glue sl: slide slippers	<b>R:</b> instructions on making a card <b>L:</b> identifying suitable presents for people according to their preferences <b>S:</b> <i>What does he like? He likes tennis.</i> <b>W:</b> long and short forms, writing about presents for my mum (WB)

	Words	Grammar	Phonics	Skills
<b>8 What's the time?</b> p.58	Everyday activities Times of the day	<i>What's the time?</i> <i>It's ... o'clock.</i> <i>He ... at ... o'clock.</i>	<b>Consonant blends:</b> <b>sm sn st sk</b> sm: smile small sn: snow snake st: stairs star sk: sky skates	<b>R:</b> information texts <b>L:</b> listening for time and activities <b>S:</b> <i>He has breakfast.</i> <b>W:</b> identifying Wh- questions, writing about my day (WB)
<b>9 Where does she work?</b> p.64	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	<b>Long vowels:</b> <b>a + magic e</b> lake face gate plane	<b>R:</b> a magazine interview <b>L:</b> listening for detail in an interview <b>S:</b> <i>What are Peter's favourite animals? They're monkeys.</i> <b>W:</b> using commas with <i>and</i> in lists, writing about where my family works (WB)
<b>Fluency Time! 3</b> p.70	<b>Making plans</b>	<b>Project: a mini book</b>		
<b>Review 3</b> p.72				
<b>10 It's hot today!</b> p.74	Weather Weather activities	<i>What's the weather like?</i> <i>It's ...</i> <i>Put on / Don't put on ...</i>	<b>Long vowels:</b> <b>i + magic e</b> bike white kite line nine	<b>R:</b> a weather report <b>L:</b> identifying the weather at certain times from the weather report <b>S:</b> <i>It's Monday. What's the weather like?</i> <b>W:</b> verbs and adjectives, writing about the weather (WB)
<b>11 What are you wearing?</b> p.80	Clothes Time	Present continuous: <i>What are you wearing?</i> <i>What's he wearing?</i> <i>I'm / He's wearing ...</i>	<b>Long vowels:</b> <b>o + magic e</b> nose bone rope home stone	<b>R:</b> a poem: 'At the airport' <b>L:</b> identifying people by their clothing <b>S:</b> <i>What's she wearing? She's wearing ...</i> <i>He's wearing a red shirt. Who is it?</i> <b>W:</b> writing the time, writing about my clothes (WB)
<b>12 You're sleeping!</b> p.86	Celebrations Getting ready	Present continuous: <i>What are you / they doing?</i> <i>I'm / We're / They're ...</i> <i>What's he / she doing?</i> <i>He's / She's ...</i>	<b>Long vowels:</b> <b>u + magic e</b> June tube flute cube	<b>R:</b> a descriptive email <b>L:</b> listening for detail to distinguish between photos <b>S:</b> <i>What's he doing? He's dancing.</i> <b>W:</b> present continuous verbs, writing about a party (WB)
<b>Fluency Time! 4</b> p.92	<b>At a party</b>	<b>Project: a present</b>		
<b>Review 4</b> p.94				
<b>13 Look at all the animals!</b> p.96	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	<b>Long vowels:</b> <b>ee</b> tree cheese green feet three	<b>R:</b> a parents' letter <b>L:</b> identifying animals by their feelings <b>S:</b> <i>It's nervous. What is it?</i> <b>W:</b> using <i>and</i> to connect sentences, writing about a farm visit (WB)
<b>14 Look at the photos!</b> p.102	Memories Tidying up	Past simple: <i>I was / wasn't ...</i> <i>You were / weren't ...</i>	<b>Short &amp; long vowels:</b> cub cube tap tape pip pipe	<b>R:</b> a school article <b>L:</b> identifying people by their feelings and appearance <b>S:</b> <i>He was a fireman (in the school play).</i> <b>W:</b> <i>and / or</i> , writing about me and my friends (WB)
<b>15 Well done!</b> p.108	People Ordinal numbers	Past simple: <i>There were some / weren't any ...</i> Irregular plurals	<b>ng / nk</b> ring king swing bank sink pink	<b>R:</b> a fairytale <b>L:</b> identifying actions and emotions <b>S:</b> <i>What's Suzy doing? She's ...</i> <i>Is she sad? No, she isn't. She's ...</i> <b>W:</b> irregular plurals, writing about a school open day (WB)
<b>Fluency Time! 5</b> p.114	<b>Playing games</b>	<b>Project: a card game</b>		
<b>Review 5</b> p.116				
<b>Culture</b> p.118	<b>Games, Meals, At home</b>			
<b>Grammar reference p.124</b>				

## Lesson One

1 Listen and sing. 01

2 Sing and do.

### Let's sing!

#### Welcome song



Welcome back  
To all our friends.  
Fun and learning  
Never end!



Welcome back,  
It's a happy day.  
A day for learning,  
A day for play!



3 Listen and read. 02



1 Listen to the story again and repeat. Act.

2 Circle T (true) or F (false).

- 1 Rosy's got brown hair.  T  F  
 3 Tim's got brown eyes.  T  F  
 5 Billy is four.  T  F

- 2 Tim is Rosy's brother.  T  F  
 4 Billy's got curly hair.  T  F  
 6 Billy is under the bed.  T  F

3 Listen and number.  03

mum dad brother sister grandma grandpa  
 aunt uncle cousin



4 Point and say.

long short curly straight brown black white

This is Rosy's mum. She's got curly hair.

This is Rosy's dad. He's got ...

## Lesson Three

### 1 Ask and answer.

Hello. How are you?

I'm fine, thank you.

What's your name?

My name's ...

How old are you?

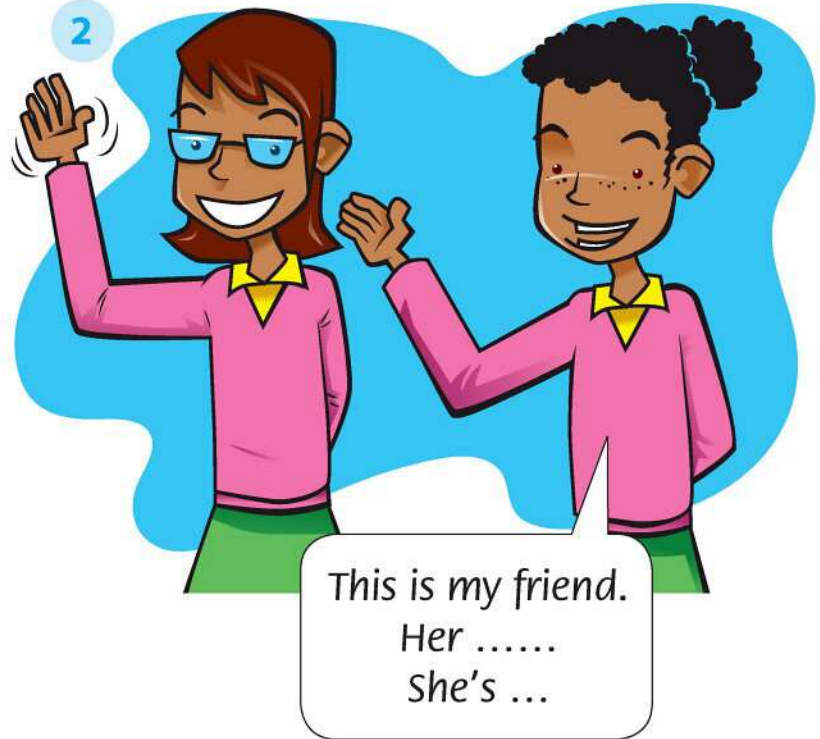
I'm ...

### 2 Look and say. Introduce a friend.

1



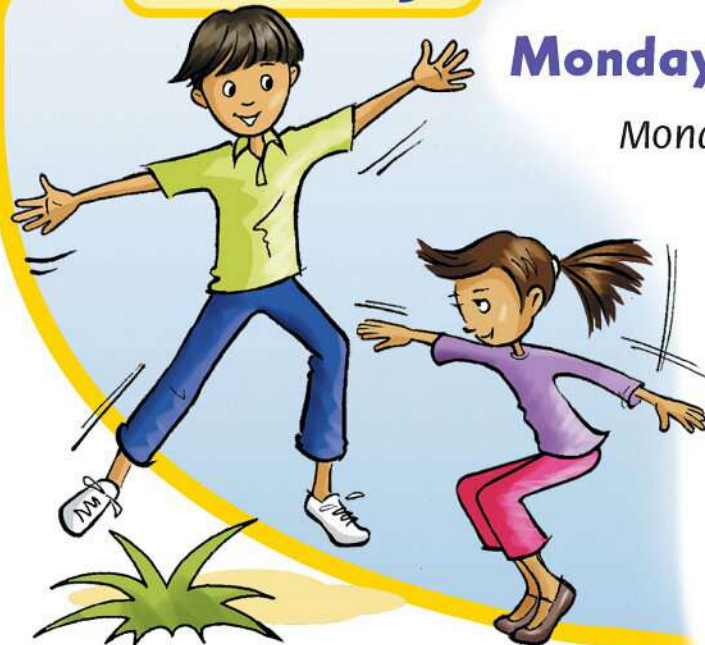
2



### 3 Listen and sing. 04

### 4 Sing and do.

#### Let's sing!



#### Monday, Tuesday, Wednesday, Jump!

Monday, Tuesday, Wednesday,  
Jump!

Thursday, Friday,  
Down with a bump!

Saturday, Sunday,  
Let's say 'Hi!'

Days of the week.  
Let's say 'Goodbye!'




1 Look. Ask and answer.

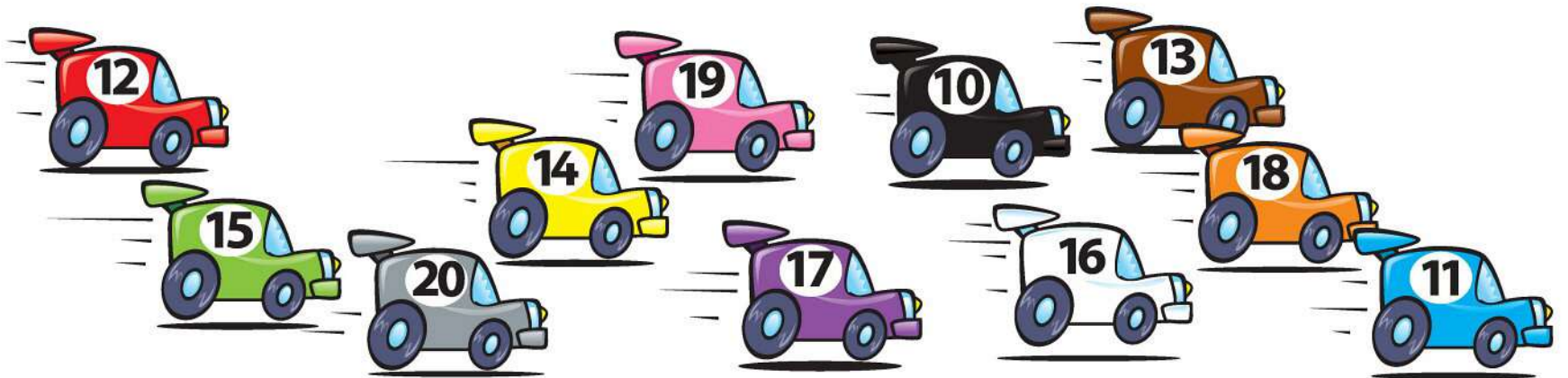
ball car train doll teddy puzzle bike



How many cars are there?

There are ... cars.

2 Listen and point. Ask and answer.  05



red green blue yellow pink purple  
black white brown orange grey

What colour is number 18?

It's ...

3 Write the numbers.

ten 10

thirteen \_\_\_\_\_

seventeen \_\_\_\_\_

twenty \_\_\_\_\_

fifteen \_\_\_\_\_

fourteen \_\_\_\_\_

eleven \_\_\_\_\_

twelve \_\_\_\_\_

sixteen \_\_\_\_\_

eighteen \_\_\_\_\_

nineteen \_\_\_\_\_



# 1

# Our new things

## Lesson One Words

1 Listen, point and repeat. 06

2 Listen and chant. 07



classroom



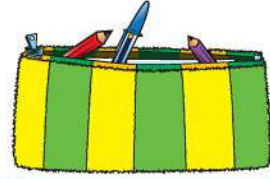
table



computer



peg



pencil case



board

3 Listen and read. 08



Watch the MultiROM!

1 Look at the classroom. These are your new tables and chairs.

2 Those are your new pegs.

Animal pegs!

3 That is our new whiteboard.

And this is the new computer. Look!

Wow!

4 Do you like our new things?

Yes, we do.

5 And is this a new teddy, Rosy?

No ...

6 This is my new pencil case. Look, new pencils and pens!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



**This is** the new computer.



**That is** a new board.



**These are** new tables.



**Those are** new pegs.

- 3 Write.

**This That These Those**



\_\_\_\_\_ are bags.



\_\_\_\_\_ is a ruler.



\_\_\_\_\_ are pencils.



\_\_\_\_\_ is a computer.

- 4 Point and say.

chairs pencil case board tables ruler pegs



Those are pegs.

This is a ...

That is a ...

These are ...

# Lesson Three Song

1 Listen, point and repeat.  09



poster



picture



drawers



cupboard



CD player

2 Listen and sing.  10

3 Sing and do.

## Let's sing!



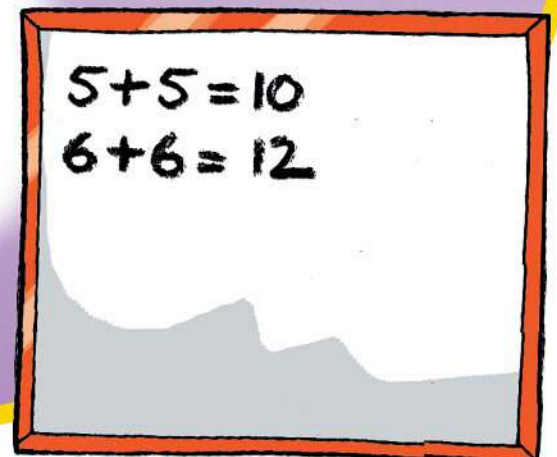
### What's in the classroom?

What's in the classroom?  
Let's have a look!  
Posters and pictures,  
And work in a book.

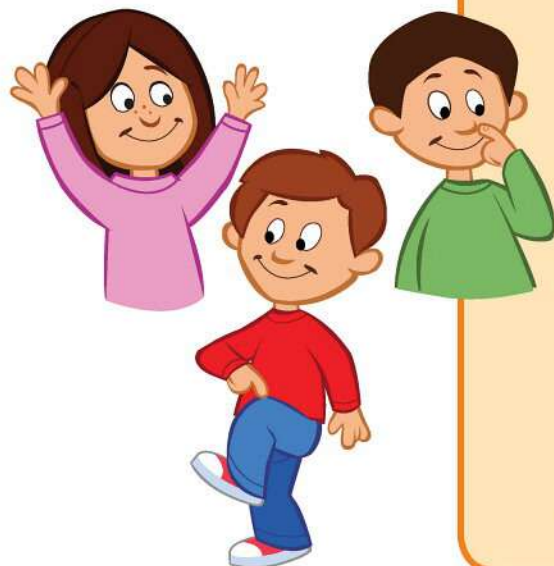
What's in the classroom?  
What can you see?  
Drawers and a cupboard  
For you and for me.

What's in the classroom?  
What's over there?  
A door and a window,  
A table and chair.

What's in the classroom?  
What can you see?  
A board and pegs  
For you and for me.



1 Listen and chant.  11



A, B, C, D, E, F, G,  
Come and play this game with me.

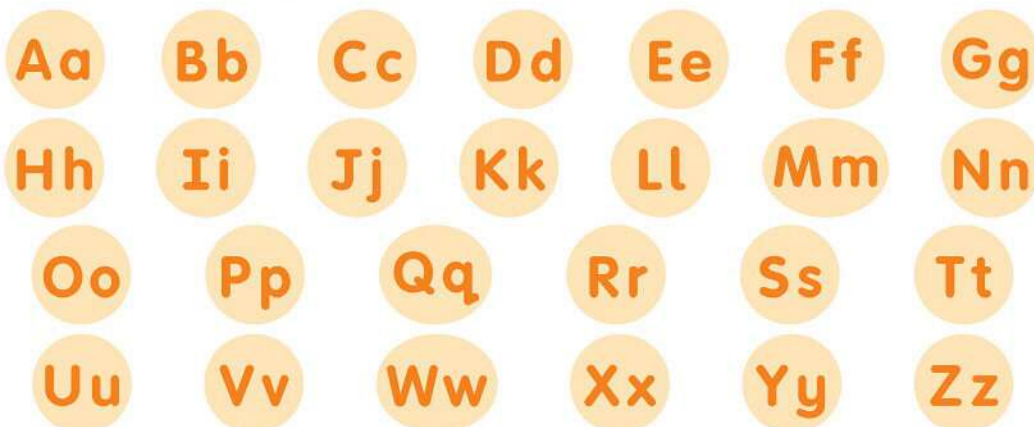
H, I, J, K, L, M, N,  
Close your eyes and count to ten.

O, P, Q, R, S, T,  
Touch your nose and touch your knee.


U, V, W, X, Y, Z,  
Touch your feet and touch your head.



2 Listen, point and repeat.  12




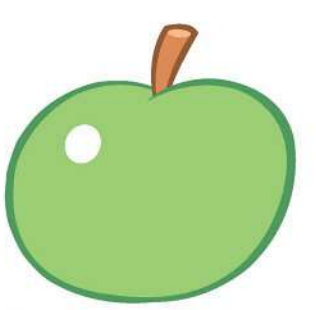
3 Listen and circle the correct sound.  13

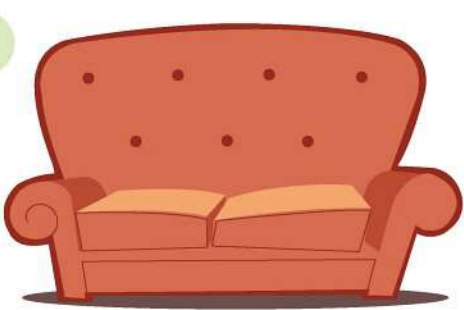
1   
a p f

2   
l t d

3   
e h d

4   
g v m

5   
c a i

6   
e n s

# Skills Time!

## Lesson Five

### Reading

- 1 Point to things you can see in a school. Say the words.
- 2 Listen and read.  14

1



My name's Peter. I go to Orange Park School.  
Look at these pictures of my school.

2



Our classroom is upstairs.  
It's very big and bright.

3



I'm in class 3C. There are 12 girls  
and 14 boys in my class.  
Our teacher is Mrs Cooper.

4



There are lots of pictures  
and posters on the wall.

5



We sit at tables. I sit  
with my friend Henry.

6



There is a swimming pool,  
too. I love my school.

### 3 Read again. Circle the correct word.

- 1 Where is Peter's classroom?
- 2 What class is Peter in?
- 3 How many boys are there in his class?
- 4 What is his teacher's name?
- 5 What is on the walls of the classroom?
- 6 Is there a swimming pool?

upstairs / downstairs

3C / Orange Park

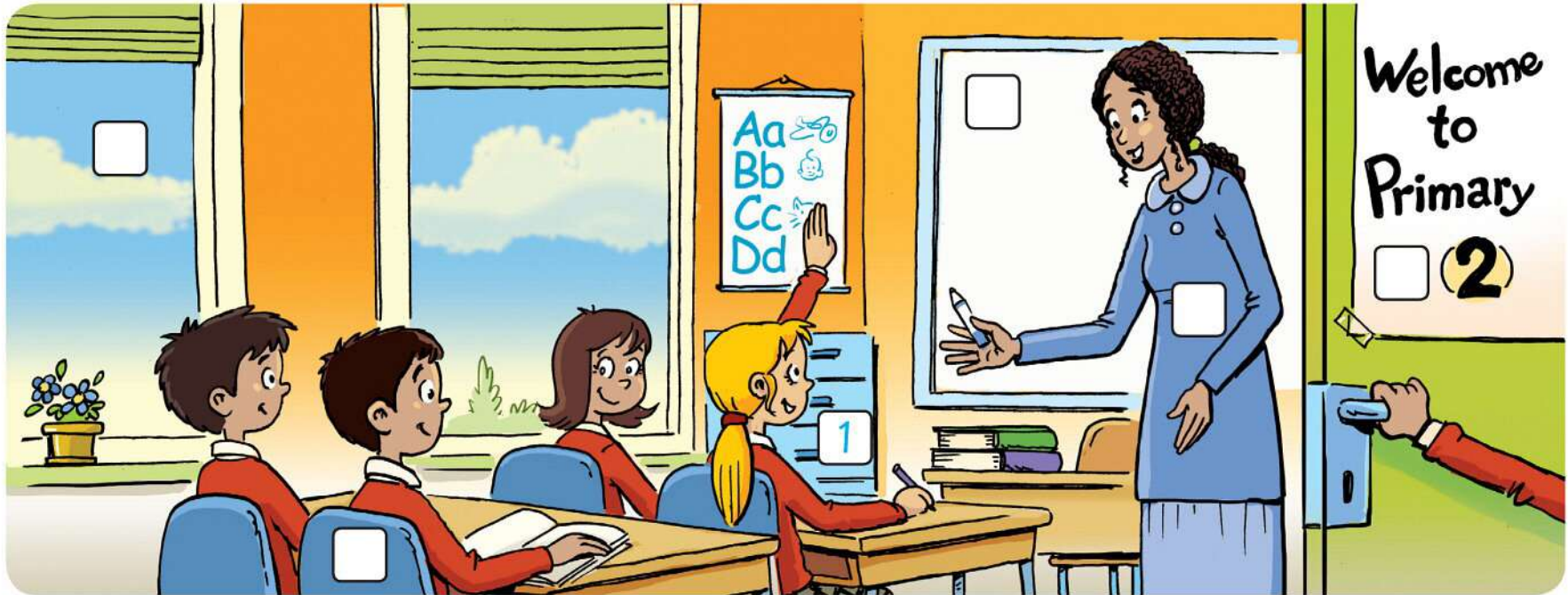
12 / 14

Henry / Mrs Cooper

tables / pictures

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

## Listening

1 Listen and number.  15

## Speaking



Watch the DVD!

## 2 Point, ask and answer.

boys   girls   teachers   windows   doors

How many girls are there?

There are two girls.

What colour is his hair?

It's ...

## Writing preparation

3 Underline the capital letters at the start of the sentences.  
Circle the capital letters at the start of the names.

We've got a new CD player.

Our teacher is Mrs Cooper.

1 My name's Peter.

2 This is my school.

3 Thank you, Miss Jones.

4 This is Rosy's pencil case.

5 Those are your pegs.

6 This is Tim.

Complete  
the writing  
task on  
page 13  
of the  
Workbook.



# 2

# They're happy now!

## Lesson One Words

1 Listen, point and repeat.  16



hot



cold



hungry



thirsty



happy



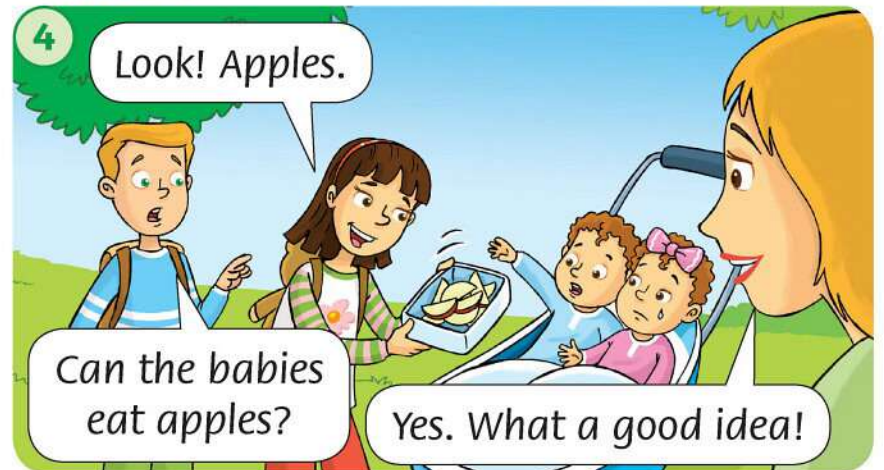
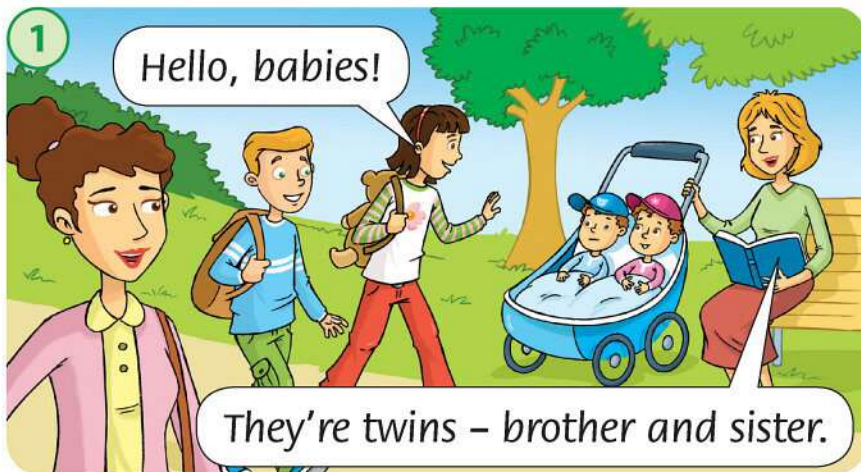
sad

2 Listen and chant.  17

3 Listen and read.  18



Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



We're happy.



They're hungry.



Are they hot?  
No, they aren't.



Are they happy?  
Yes, they are.

We're = We are  
They're = They are

- 3 Look and match.

We're

They're



- 4 Write.

Yes, they are. No, they aren't. Yes, we are. No, we aren't.

Are they hot?



Yes, they are.

Are you hungry?



\_\_\_\_\_

Are they cold?



\_\_\_\_\_


Are you happy?



\_\_\_\_\_



# Lesson Three Song

1 Listen, point and repeat.  19



tired



angry



scared



brave



nervous

2 Listen and sing.  20

3 Sing and do.

## Let's sing!

### If you're tired and you know it ...



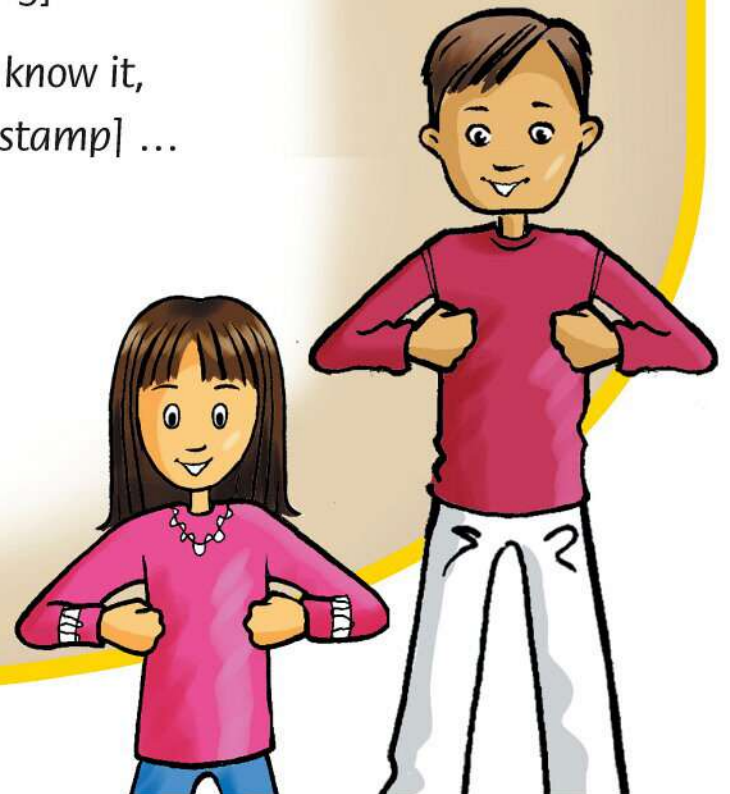
If you're tired and you know it,  
Go to sleep! [Snore, snore]  
If you're tired and you know it,  
Go to sleep! [Snore, snore]

If you're tired and you know it,  
And you really want to show it,  
If you're tired and you know it,  
Go to sleep! [Snore, snore]



If you're scared and you know it,  
Hug yourself! [Hug, hug] ...

If you're angry and you know it,  
Stamp your feet! [Stamp, stamp] ...



1 Listen, point and repeat.  21

<b>ch</b>		<b>sh</b>		<b>th</b>	
chair	teacher	shoes	fish	thumb	bath
					

2 Listen and chant.  22

Look at my teacher,  
Sitting on a chair.

Her shoes are blue,  
She's got long, black hair.

A picture of a bath,  
And a picture of a fish.


Look at my teacher.  
Her name's Miss Wish.



3 Read the chant again. Circle the sounds *ch*, *sh* and *th*.

4 Listen to the sounds and join the letters.  23

What has the teacher got?



sh

sh

th

th

sh

ch

sh

→

th

sh

ch

sh

th

sh

ch

→

sh

ch




sh

ch

ch


ch

th

## Lesson Five

### Reading

- 1 Look at the pictures. How does the girl feel?
- 2 Read and listen to the poem.  24

### My Feelings

Sometimes I am happy.  
Sometimes I am sad.  
Sometimes I am nervous.  
But I am never bad.

When I'm really nervous,  
I'm brave and carry on.  
I say, "I can do it!"  
Until my nerves are gone.

When I'm really happy,  
I smile and laugh and play.  
When I'm really happy,  
It's a very good day.

Sometimes I am happy.  
Sometimes I am sad.  
Sometimes I am nervous.  
But I am never bad.

When I'm really sad,  
I cry and tell my mum.  
We always talk together,  
Then happy times can come.



### 3 Read again. Match.

- 1 play
- 2 cry
- 3 laugh
- 4 be brave and carry on
- 5 smile

a happy

b nervous

c sad

Listening

1 Listen and number.  25



Speaking



2 Point, ask and answer.

happy sad tired cold nervous hungry

Is he sad?

No, he isn't. He's nervous.

Is she ...?

No, ...

Writing preparation

3 Look and write the long form.

I'm = I am

He's = He is

We're = We are

You're = You are

She's = She is

They're = They are

1 She's cold. She is cold.

2 They're happy. \_\_\_\_\_ happy.

3 I'm nervous. \_\_\_\_\_ nervous.

4 We're thirsty. \_\_\_\_\_ thirsty.

5 You're brave. \_\_\_\_\_ brave.

6 He's sad. \_\_\_\_\_ sad.


Complete the writing task on page 19 of the Workbook.



# 3

# I can ride a bike!

## Lesson One Words

1 Listen, point and repeat.  26



ride a bike



ride a horse



skate



skateboard



play tennis

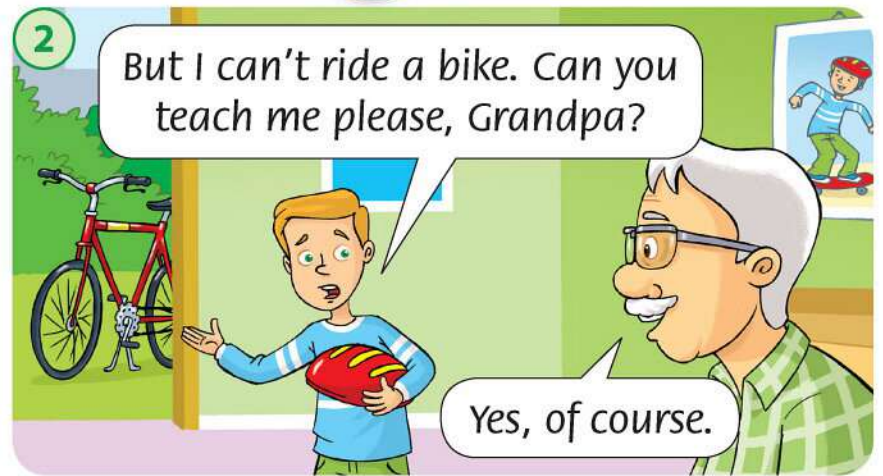


play football

3 Listen and read.  28



Watch the MultiROM! 



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



I **can** skate.



I **can't** skateboard.



**Can** she play tennis?  
Yes, she **can**.



**Can** he ride a bike?  
No, he **can't**.

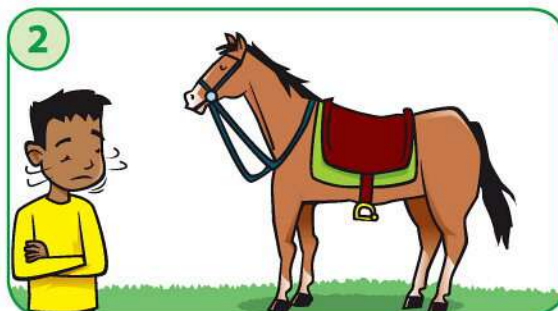
3 Write.

He She They

can can't



He can ride a bike.



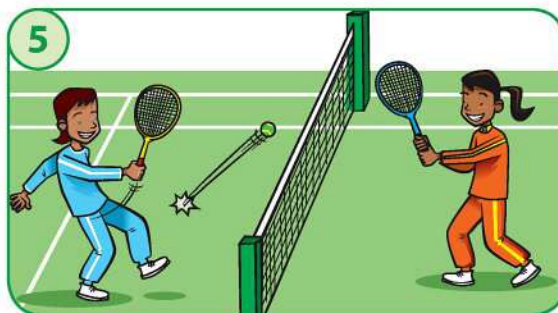
\_\_\_\_\_ ride a horse.



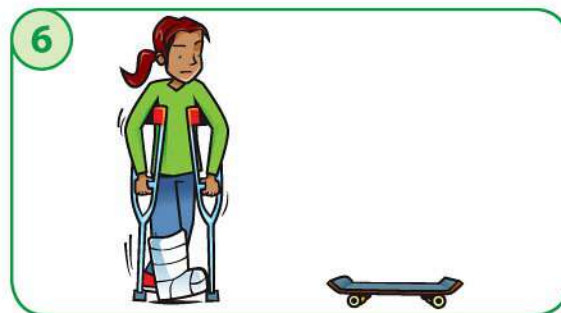
\_\_\_\_\_ play football.



\_\_\_\_\_ skate.



\_\_\_\_\_ play tennis.



\_\_\_\_\_ skateboard.

4 Point, ask and answer.

Can he ride a bike?

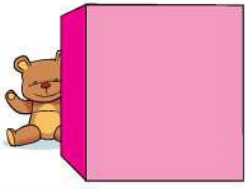
Yes, he can.

Can she ...?

Can they ...?

## Lesson Three Song

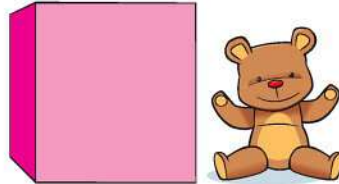
### 1 Listen, point and repeat. 29



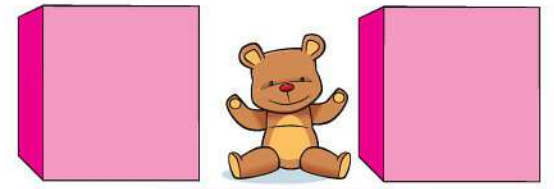
behind



in front of



next to



between

### 2 Listen and sing. 30

### 3 Sing and do.

#### Let's sing!

#### Where is my teddy bear?

Where is my teddy bear?  
Where is he?  
Where is my teddy bear?  
I can't find him anywhere!

Look behind the bedroom door.  
Is he hiding there?  
Look behind the bedroom door.  
I can't find him anywhere!

Look in front of the sofa.  
Is he hiding there?  
Look in front of the sofa.  
I can't find him anywhere!

Look between the bed and chair.  
Is he hiding there?  
Look between the bed and chair.  
I can't find him anywhere!

Look next to the big toy box.  
Is he hiding there?  
Look next to the big toy box.  
Yes, my teddy's hiding there!



1 Listen, point and repeat.  31



2 Listen and chant.  32



A cat, cat, cat  
Is in a van, van, van.

A peg, peg, peg  
Is by my bed, bed, bed.



A fig, fig, fig  
Is in the bin, bin, bin.

A dog, dog, dog  
Has got a mop, mop, mop.

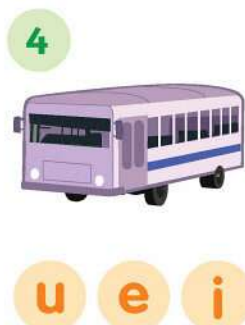


A mum, mum, mum  
Is on the bus, bus, bus.



3 Read the chant again. Circle the middle sounds a, e, i, o and u.

4 Listen and circle the middle sound.  33





# Skills Time!

## Lesson Five

### Reading

1 Look at the pictures. What can you see?

2 Listen and read.  34

### Outdoor Toys

This is a perfect bike for children aged 7 to 10. It has got big wheels. You can ride it on grass or sand, so take it to the beach or park.





Scooters are really good fun. This scooter is fast and easy to ride. It has two small wheels. It is available in pink, green or blue.

Are you or your friend learning to skate? These skates have four wheels on each skate, so they are easy and safe for new skaters. They look fantastic, too!





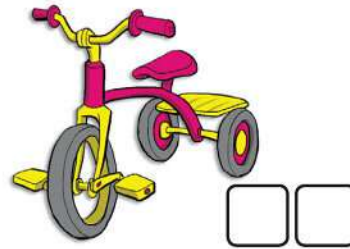
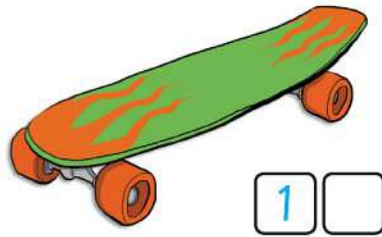
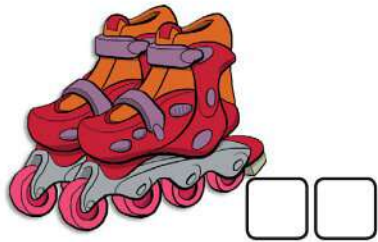
This swing is perfect for fun in your garden. Two children can play together as there are two swings. The seats are blue and yellow.

3 Read again. Tick (✓).

					
1	It's got four wheels.			✓	
2	It's got small wheels.				
3	There are two seats.				
4	It's got big wheels.				
5	It's for two children.				
6	You can ride it on the beach.				

Listening

1 Listen and number.  35



Speaking



2 Point, ask and answer.

in front of    behind    next to    between



Where's the skateboard?

It's in front of the table.

Where are the ...?

They're ...

Writing preparation

3 Read. Circle the vowels at the start of the words. Write **a** or **an**.

This is **an** apple.

It's **a** blue doll.

- 1 It is \_\_\_ orange bike.
- 2 This is \_\_\_ skateboard.
- 3 She has got \_\_\_ umbrella.
- 4 I've got \_\_\_ banana.

**Remember!**  
a, e, i, o, u  
We are vowels  
And we help you.

Complete the writing task on page 25 of the Workbook.



# Fluency Time! 1

## Everyday English

### 1 Listen, read and say. 36



James: What's this in English?  
 Kate: It's a computer.  
 James: Sorry? Speak more slowly, please.  
 Kate: A computer.



James: Can you spell it, please?  
 Kate: C-o-m-p-u-t-e-r.  
 James: Thank you.

### 2 Listening Listen and number. 37



### 3 Speaking Ask and answer.



What's this in English?

It's a table.

Can you spell it, please?

T-a-b-l-e.



1 Look at the story again. Act. 

2 Make a word wheel.



Colour the pictures. Write the words.



Cut out the wheels and the door.

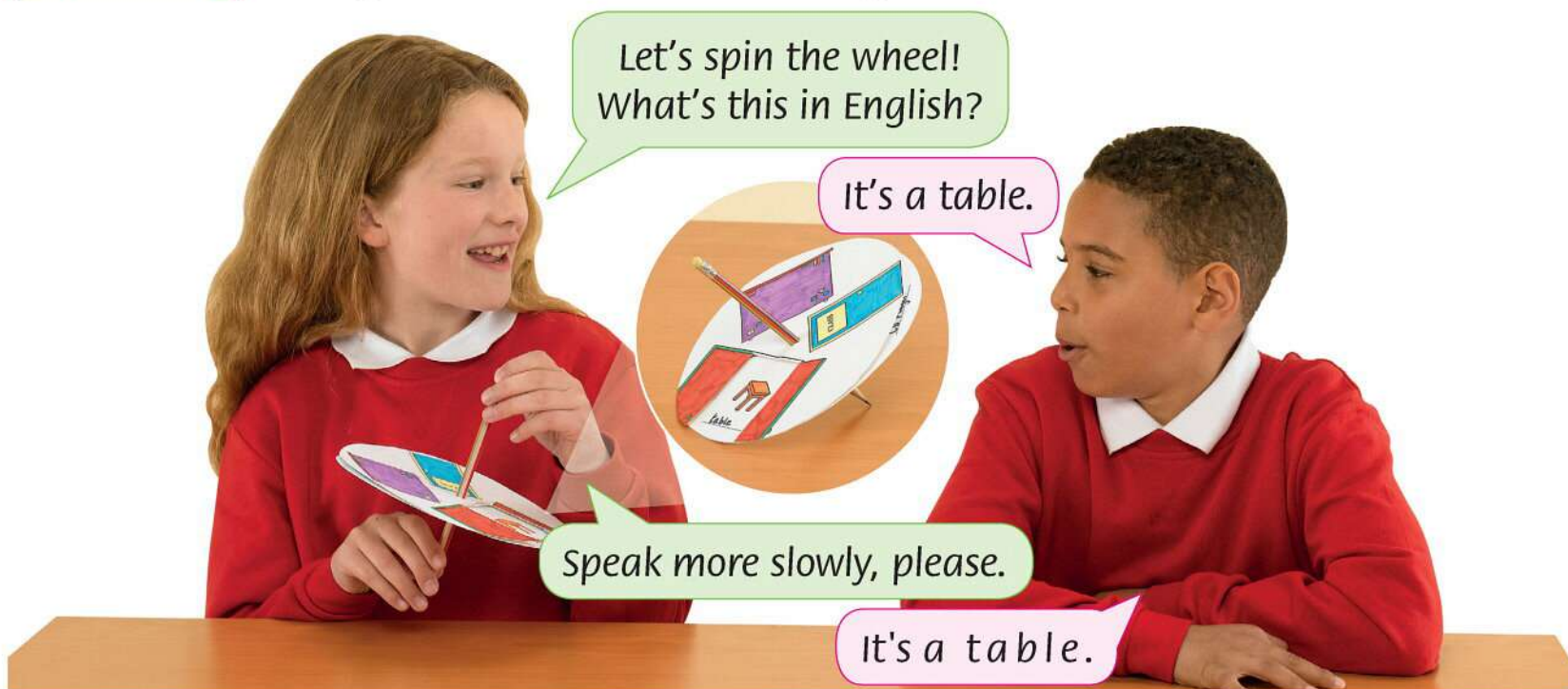


Put a pencil through the centre.



Spin the wheel.

3 **Speaking** Use your word wheel and say.



## 1 Circle the odd-one-out. Write.


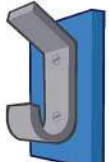








- |   |         |          |            |         |                   |
|---|---------|----------|------------|---------|-------------------|
| 1 | tables  | pegs     | skateboard | chairs  | <u>skateboard</u> |
| 2 | hot     | computer | cold       | happy   | _____             |
| 3 | behind  | next to  | between    | thirsty | _____             |
| 4 | nervous | poster   | picture    | drawers | _____             |
| 5 | tired   | scared   | CD player  | sad     | _____             |

## 2 Look and match. Ask and answer.



- |                     |                            |                                |
|---------------------|----------------------------|--------------------------------|
| 1 Where's the bird? | <input type="checkbox"/> e | a He's behind Rosy.            |
| 2 Where's Rosy?     | <input type="checkbox"/>   | b It's next to the box.        |
| 3 Where's Billy?    | <input type="checkbox"/>   | c He's in front of Rosy.       |
| 4 Where's the ball? | <input type="checkbox"/>   | d She's between Tim and Billy. |
| 5 Where's Tim?      | <input type="checkbox"/>   | e It's on the slide.           |

## 3 Tick (✓) the picture that contains the sound.

1 <b>a</b>	2 <b>e</b>	3 <b>i</b>	4 <b>o</b>	5 <b>u</b>
<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>a</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>a</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>a</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>a</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>a</b>  <input type="checkbox"/> </div>
<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>b</b>  <input checked="" type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>b</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>b</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>b</b>  <input type="checkbox"/> </div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> <b>b</b>  <input type="checkbox"/> </div>

4 Look and number.

Thank you.

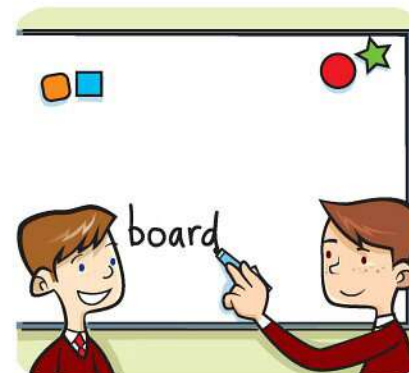
1 What's this in English?

Can you spell it, please?

It's a board.

B-o-a-r-d.

You're welcome.



5 Write.

ride play fly

1 Alex can ride a bike.

3 But he can't \_\_\_\_\_ a horse.








5 She can \_\_\_\_\_ tennis.

2 He can \_\_\_\_\_ football.

4 Ruby can \_\_\_\_\_ a kite.

6 But she can't \_\_\_\_\_ a bike.

6 Tick (✓) or cross (X).

					
 Alex	✓				
 Ruby					

7 Ask and answer.

Can Alex ride a bike?

Yes, he can.

Can Ruby ...?

8 Read and colour.

My work in Units 1, 2 and 3 is

 **OK**

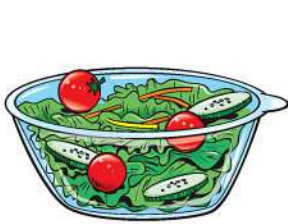
  **Good**

   **Excellent**

## Lesson One Words

1 Listen, point and repeat. 38

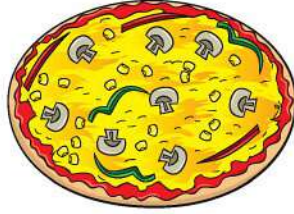
2 Listen and chant. 39



salad



fries



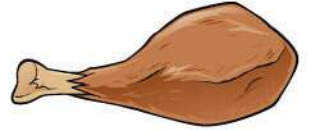
pizza



milkshake



cheese sandwich

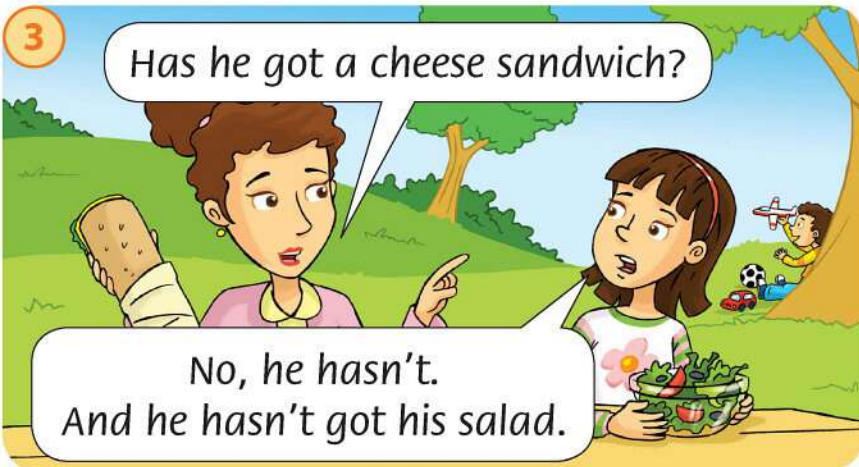
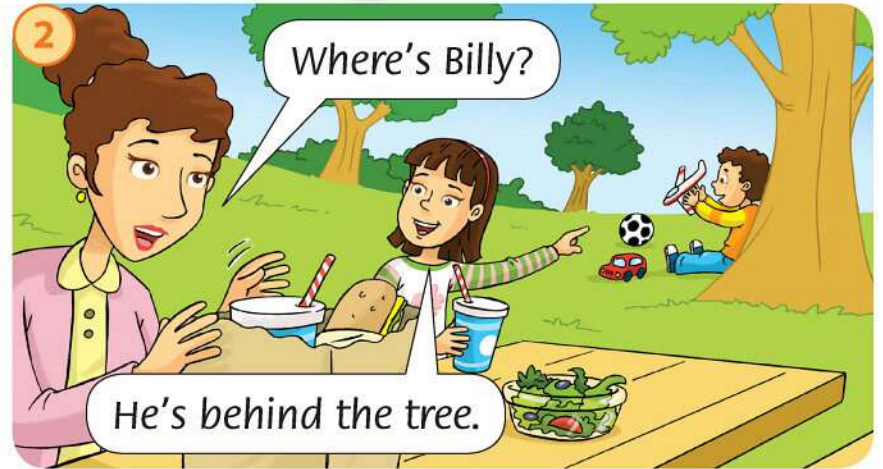
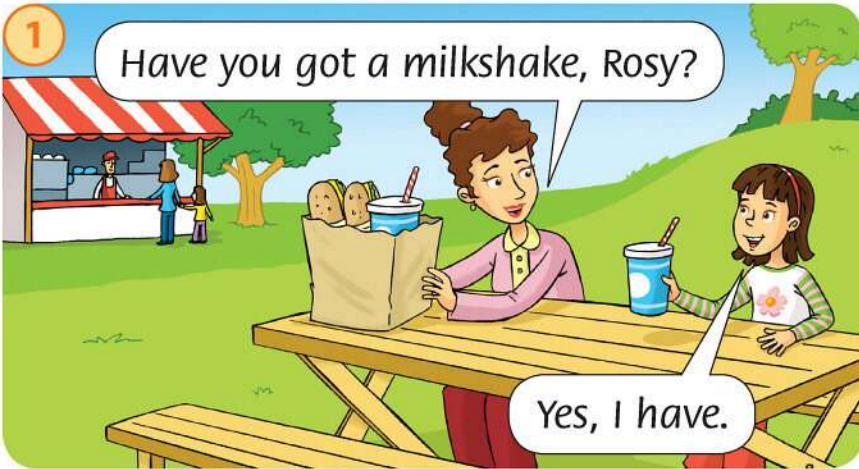


chicken

3 Listen and read. 40



Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



Have you got a milkshake?  
Yes, I **have**.



Have you got fries?  
No, I **haven't**.



Has he got a cheese sandwich?  
Yes, he **has**.



Has she got a pizza?  
No, she **hasn't**.

- 3 Write. **Yes, I have. No, I haven't.**

1

Have you got a milkshake?



2

Have you got salad?

- 4 Look, ask and answer.

**Yes, he has. No, he hasn't. Yes, she has. No, she hasn't.**



- 1 Has he got a cheese sandwich?
- 2 Has he got salad?
- 3 Has she got a milkshake?
- 4 Has she got chicken?
- 5 Has he got fries?

No, he hasn't.

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson Three Song

1 Listen, point and repeat.  41

10

ten

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

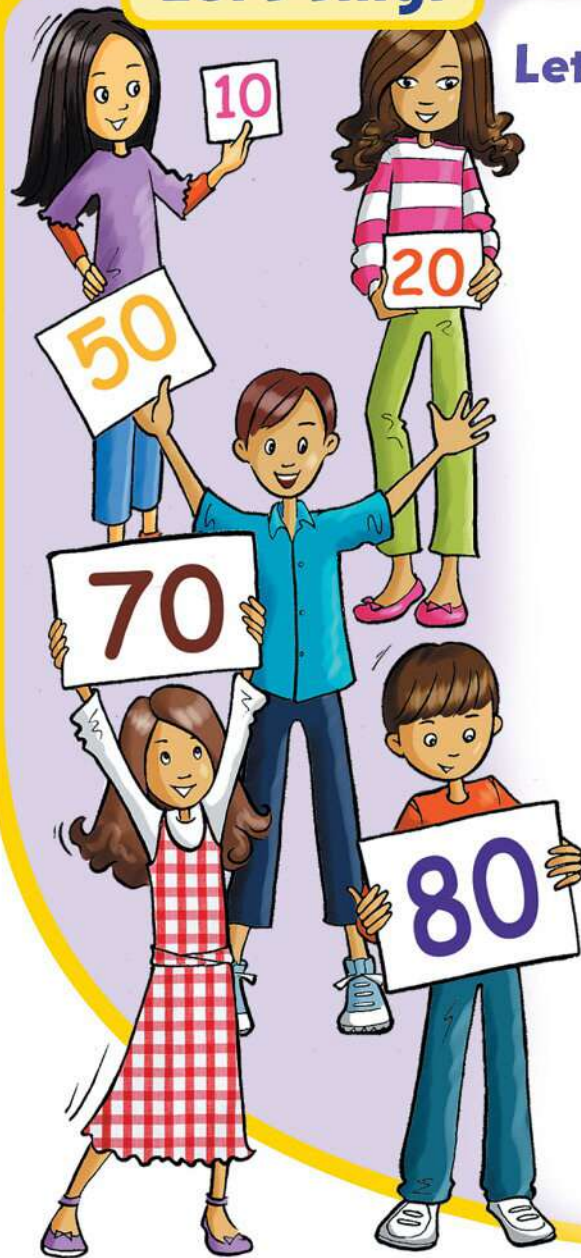
100

one hundred

2 Listen and sing.  42

3 Sing and do.

Let's sing!



Let's count to one hundred!

Let's count to one hundred.

It's time to start.

10, 20, 30 ...

Yes, good start!

Let's count to one hundred.

It's easy to do.

40, 50, 60 ...

Yes, clever you!

Let's count to one hundred.

It's easy if you try.

70, 80 ...

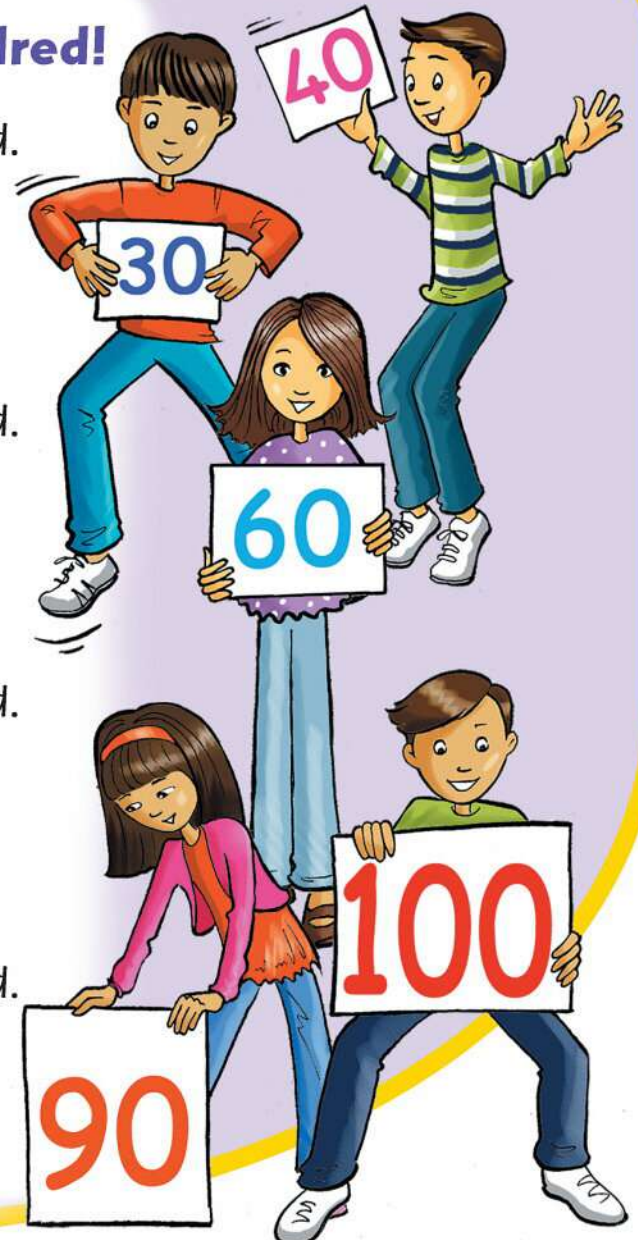
The numbers are high.

Let's count to one hundred.




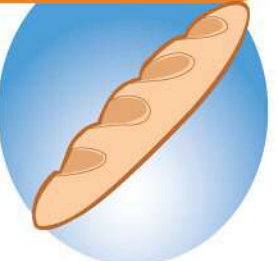


Now we are done.

90, 100.

Counting is fun!



1 Listen, point and repeat.  43

<b>gr</b>		<b>br</b>		<b>fr</b>	
grass	grapes	brush	bread	frog	frisbee
					

2 Listen and chant.  44

There are grapes and bread,  
And juice in a glass.

Friends together,  
In the green, green grass.

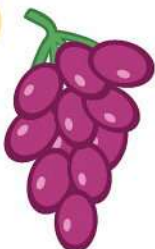





Play with a frisbee,  
Play football.

The friends have fun  
With a big, brown ball.



3 Read the chant again. Circle the sounds *gr*, *br* and *fr*.

4 Listen and complete the words.  45

	<b>gr</b>	<b>br</b>	<b>fr</b>		
1	2	3	4	5	6
					
<u>gr</u> apes	__own	__een	__og	__isbee	__ush

# Skills Time!



## Lesson Five

### Reading



1 Look at the pictures and say the food words.

2 Listen and read.  46





 One pizza and one banana milkshake, please.  
 We haven't got much food now. Sorry, it's late.






 Have you got tomatoes?  
 No, sorry. We haven't got tomatoes now.






 Have you got chicken? Or what about olives?  
 No, we haven't got chicken. And we haven't got olives. You're too late.




 Oh no! And my milkshake?  
 Have you got bananas?  
 Yes, we've got lots of bananas.



 Oh good! One banana milkshake and one banana pizza, please!  
 A banana pizza?! Are you sure?  
 Yes, please.



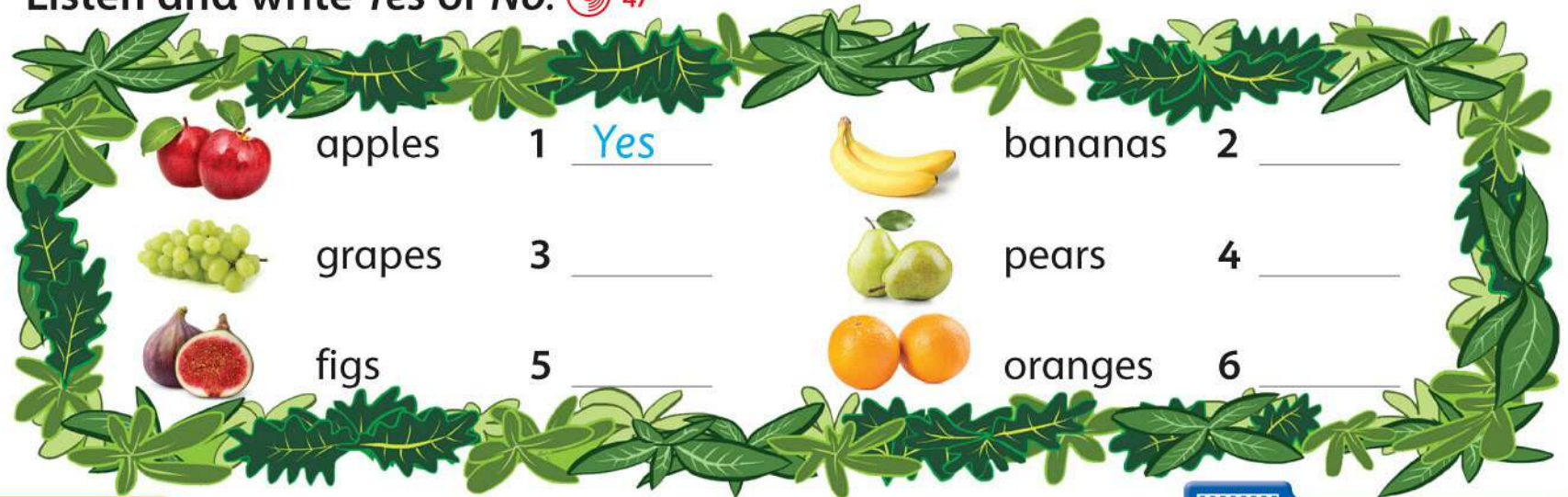
 Look! I've got a banana pizza!  
 It's my new favourite!







3 Tick (✓) the food they have got. Cross (✗) the food they haven't got.

chicken  bananas  tomatoes  pizza  milkshake

Listening

1 Listen and write Yes or No.  47



	apples	1	<u>Yes</u>		bananas	2	_____
	grapes	3	_____		pears	4	_____
	figs	5	_____		oranges	6	_____

Speaking



2 Point, ask and answer.

bananas   pineapples   pears   apples   oranges



Have you got apples?

Yes, we have.

Have you got ...?

No, we haven't.

Writing preparation

3 Write a question mark or a full stop.

Have you got a sandwich ? Yes, we have .

- |                       |                          |                        |                          |
|-----------------------|--------------------------|------------------------|--------------------------|
| 1 Has he got an apple | <input type="checkbox"/> | 2 She's got an orange  | <input type="checkbox"/> |
| 3 We like fruit       | <input type="checkbox"/> | 4 Do you like figs     | <input type="checkbox"/> |
| 5 Can you ride a bike | <input type="checkbox"/> | 6 I can't ride a horse | <input type="checkbox"/> |

Complete the writing task on page 35 of the Workbook.



# 5

# We've got English!

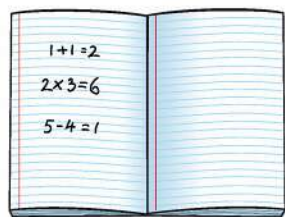
## Lesson One Words

1 Listen, point and repeat. 48

2 Listen and chant. 49



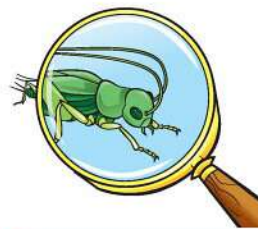
art



maths



English



science



PE



music

3 Listen and read. 50



Watch the MultiROM! ▶

1

What have we got on Monday?

	ENGLISH			
	MATHS		PE	

We've got English. Then we've got maths.

2

When have we got PE?

THURSDAY			
	PE		

We've got PE on Thursday. Oh good!

3 On Thursday

Don't forget these.

Oh yes. Our PE bags.

4

It's time for football. Put on your PE clothes now.

5

Oh no! This is Rosy's bag. I can't wear these clothes. I can't play football now!

6

You can wear their clothes, Tim.

Thank you very much!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!

MONDAY  
English



What have we got on Monday?  
We've got English.

THURSDAY  
PE



When have we got PE?  
We've got PE on Thursday.



These are our PE bags.



You can wear their clothes.

- 3 Write.

our their

1



These are our bags.

2



Those are bags.

3



These are T-shirts.

4



Those are T-shirts.

- 4 Point, ask and answer.

	Monday	Tuesday	Wednesday	Thursday
9:00	maths	science	art	music


What have we got on Tuesday?

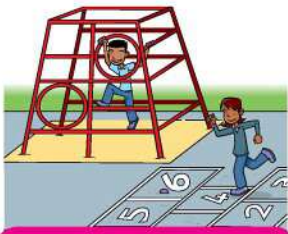
We've got ...

When have we got ...?

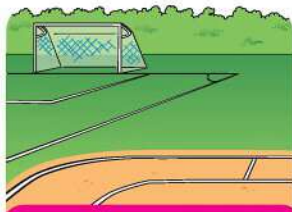
We've got ... on ...

# Lesson Three Song

1 Listen, point and repeat.  51



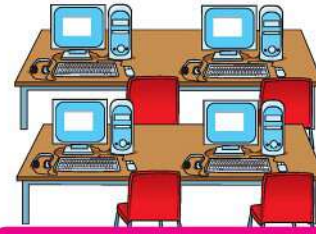
playground



sports field



art room



computer room

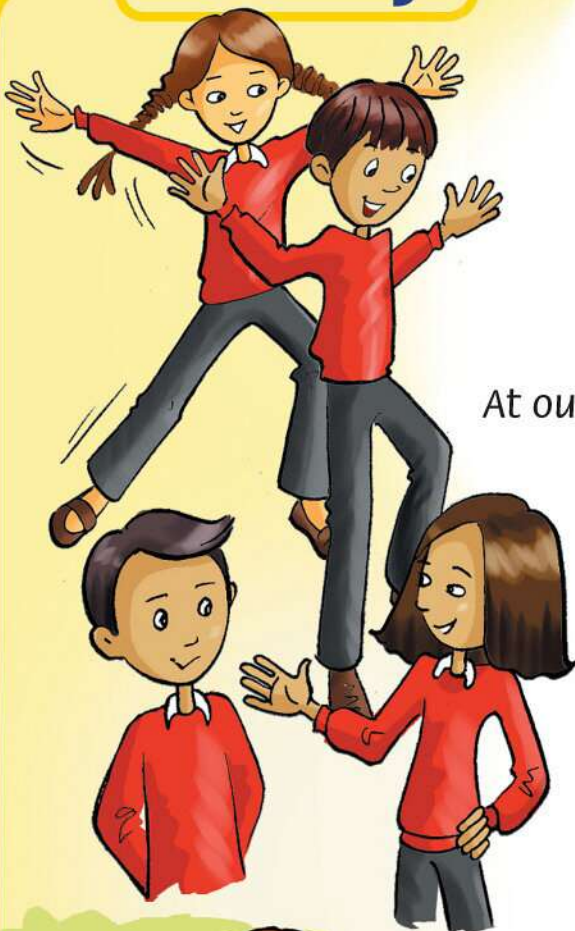


gym

2 Listen and sing.  52

3 Sing and do.

## Let's sing!



### At our school

In the playground  
We have lots of fun.  
We play, we talk,  
We jump, we run.

At our school. At our school. At our school.

On the sports field  
We do PE.  
We play sports together,  
You and me.

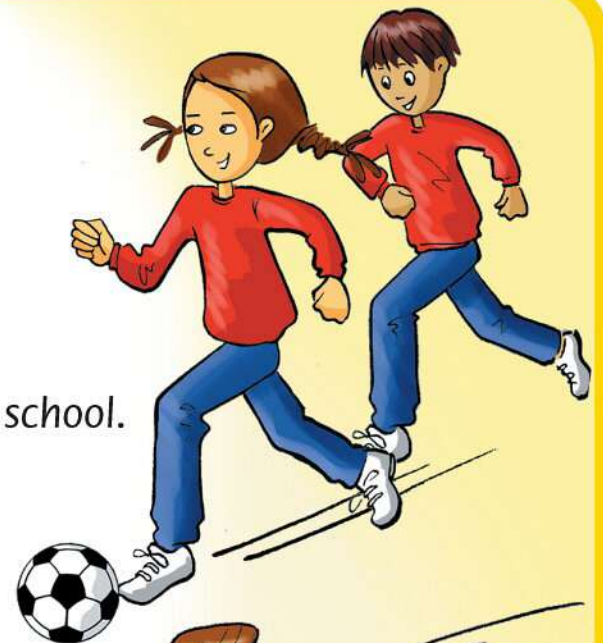
At our school ...

In the art room  
We paint and draw.  
We put our pictures  
On the walls.





At our school ...

In the computer room  
We look and hear.  
We put the headphones  
On our ears.

At our school ...



1 Listen, point and repeat.  53

<b>dr</b>		<b>tr</b>		<b>cr</b>	
drum	dress	truck	tree	crayon	crab
					

2 Listen and chant.  54

A train and a truck,  
A crab and a drum.  
I draw with my crayons,  
And I have fun.

A girl in a dress,  
A bird in a tree.  
Get your crayons,  
And draw with me.



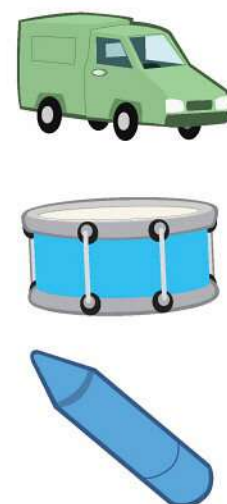
3 Read the chant again. Circle the sounds *dr*, *tr* and *cr*.

4 Listen to the sounds and join the letters.  55

What has the boy got?



<b>dr</b>	<b>dr</b>	<b>cr</b>	<b>dr</b>	<b>cr</b>	<b>dr</b>	<b>tr</b>
<b>tr</b>	<b>cr</b>	<b>dr</b>	<b>tr</b>	<b>tr</b>	<b>cr</b>	<b>dr</b>
<b>cr</b>	<b>tr</b>	<b>tr</b>	<b>cr</b>	<b>dr</b>	<b>tr</b>	<b>cr</b>





### Reading

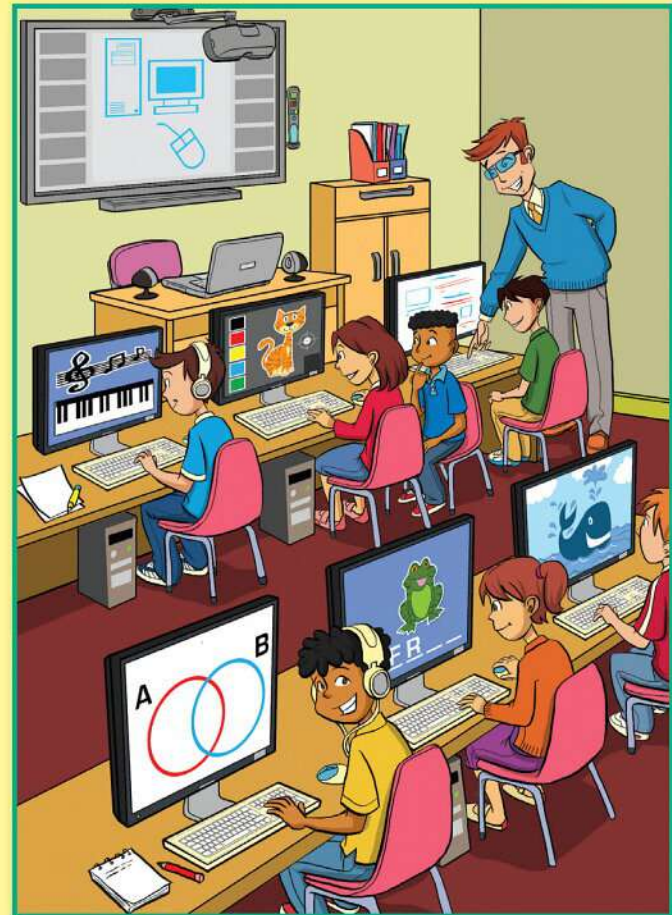
- 1 Look at the picture. What school subjects can you see?
- 2 Listen and read.  56

## Our Computer Room

At our school we've got a big computer room. We've got 12 computers in the room, one for every pupil. The computers have got headphones, so the pupils can listen and speak.

In the computer room, the pupils can study English, music, maths and science. They do art here too. They can draw and colour pictures with the computer. The computers also help the pupils to read and write.

In Primary 2, the children come to the computer room every Tuesday and Thursday. Everyone likes these lessons.



- 3 Read again. Circle the false word and write the correct word.

1 We've got a small computer room.

big

2 We've got 18 computers.

3 The pupils can listen and eat.

4 The computers help the pupils to run and write.

5 The children come every Tuesday and Wednesday.

Listening

1 Listen and number.  57



Speaking



2 Point, ask and answer about your school.

on the sports field    in the classroom    in the art room    in the computer room

football nets    whiteboard    crayons    computers

What have we got in the art room?

We've got ...

Writing preparation

3 Circle the capital letters at the start of the days of the week.

We've got maths on Tuesday.

- 1 What have we got on Wednesday?
- 2 We go to the gym on Thursday.
- 3 We've got art on Monday.
- 4 Have we got PE on Tuesday?

Complete the writing task on page 41 of the Workbook.



## Lesson One Words

1 Listen, point and repeat. 58



help my mum



do my homework



visit my grandma



go swimming



have a music lesson



watch TV

3 Listen and read. 60



Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



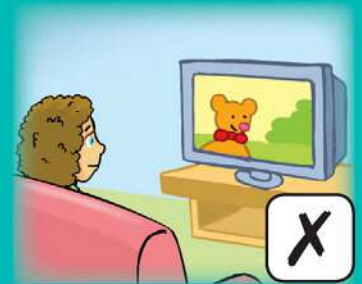
I **visit** my grandma every Tuesday.



I **don't have** a music lesson.



I **go swimming** every Thursday.



I **don't watch** TV.

- 3 Write. **watch go visit do have help**



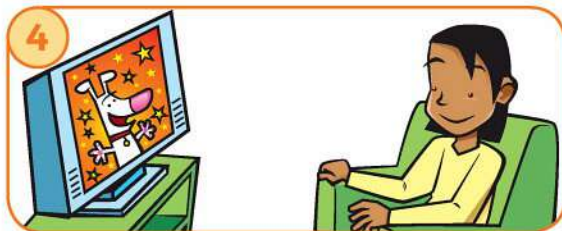
1 I have a music lesson.



2 I \_\_\_\_\_ my homework.



3 I \_\_\_\_\_ swimming.



4 I \_\_\_\_\_ TV.



5 I \_\_\_\_\_ my dad.



6 I \_\_\_\_\_ my grandma.

- 4 Point and say.

Monday

Tuesday

Wednesday


Thursday



Monday.

I visit my grandma. I don't go swimming.

# Lesson Three Song

1 Listen, point and repeat.  61



listen to music



play with friends



read a book

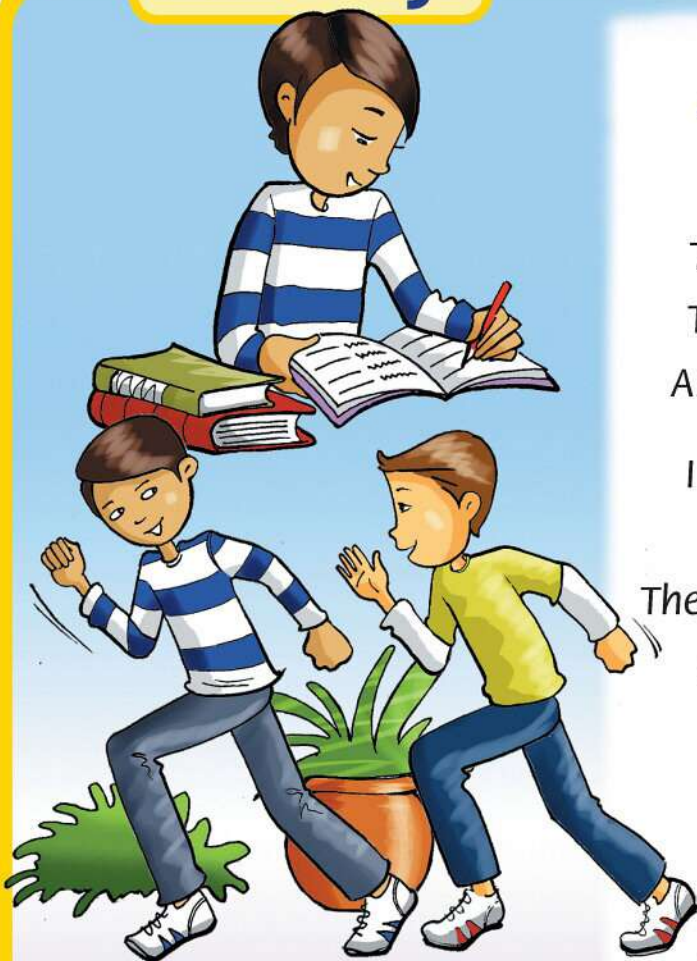


write an email

2 Listen and sing.  62

3 Sing and do.

## Let's sing!



### After school

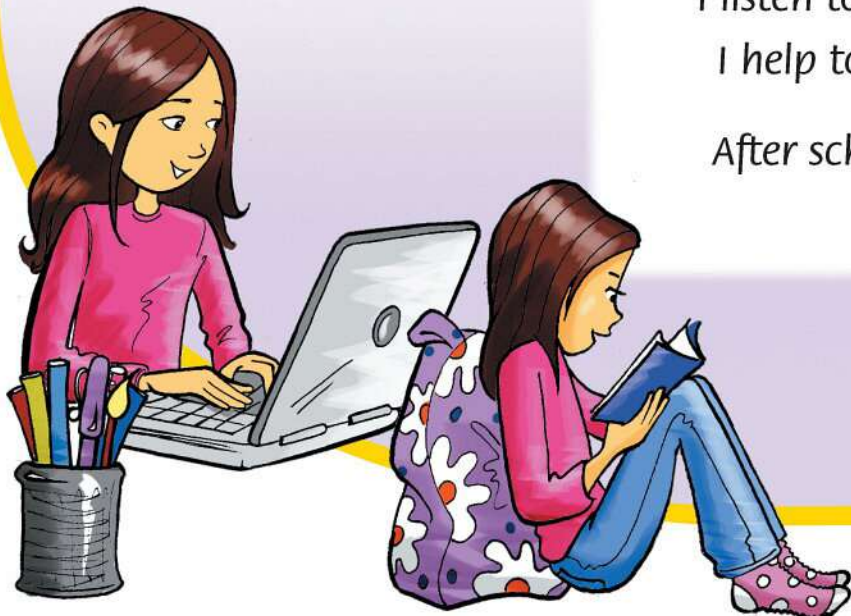
After school,  
There's a lot to do.  
Things on my own,  
And things with you.

I do my homework,  
I help my mum.  
Then I play with friends,  
And we have fun.







After school ...

I write an email,  
I read a book.  
I listen to music,  
I help to cook.

After school ...



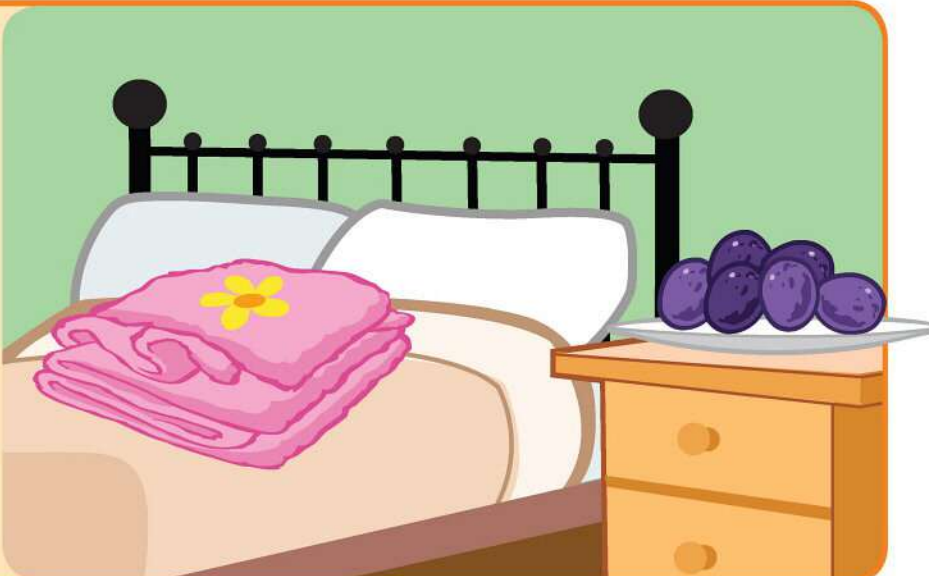
1 Listen, point and repeat.  63

<b>fl</b>		<b>pl</b>		<b>bl</b>	
flower	flat	plum	plate	blanket	blue
					

2 Listen and chant.  64

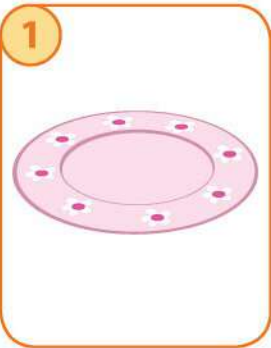
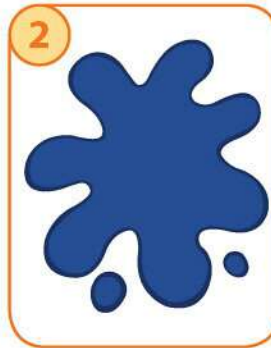
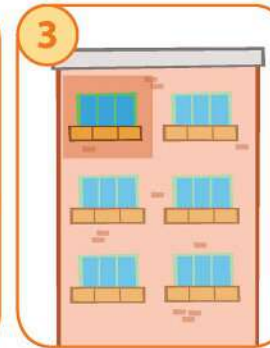
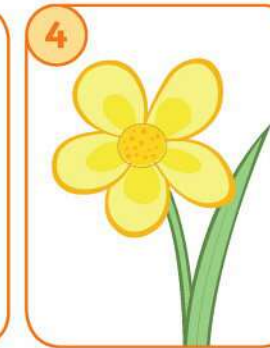

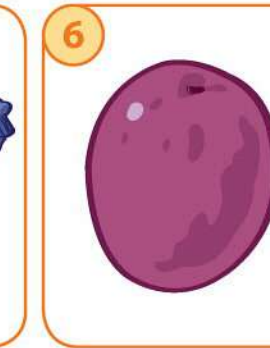
Plums on a plate,  
Plums on a plate.  
Blue plums, black plums,  
Plums on a plate.

A blanket on a bed,  
A blanket on a bed.  
There's a pretty flower  
On the blanket on the bed.



3 Read the chant again. Circle the sounds *fl*, *pl* and *bl*.

4 Listen and complete the words.  65

<b>fl</b>		<b>pl</b>		<b>bl</b>	
1	2	3	4	5	6
					
pl <u>a</u> te	<u>  </u> ue	<u>  </u> at	<u>  </u> ower	<u>  </u> anket	<u>  </u> um

# Skills Time!

## Lesson Five

### Reading

- 1 Look at the pictures. Say what the children do.
- 2 Listen and read.  66

## What do they do after school?



My name's Max. After school, I do my homework. Then I go to the park. I play football with my friends. Then I watch TV.



I'm Julia. I love art. After school, I draw and paint pictures. Then I write stories. I put the stories and pictures on my bedroom wall.



I'm Luke. After school, I help my mum and dad. Then I listen to my CDs. I sing the songs. I really like music.



My name's Sara. I like sport. I go swimming every Monday. I play tennis with my brother every Tuesday. And every Thursday I skate in the park with my sister.



### 3 Read again. Who does each activity?

M = Max, J = Julia, L = Luke, S = Sara.

- |                  |              |                     |       |
|------------------|--------------|---------------------|-------|
| 1 go to the park | <u>  M  </u> | 2 write stories     | _____ |
| 3 go swimming    | _____        | 4 draw              | _____ |
| 5 listen to CDs  | _____        | 6 help mum and dad  | _____ |
| 7 play football  | _____        | 8 skate in the park | _____ |

Listening

1 Listen and tick (✓) or cross (X).  67



Speaking



2 Look and say.

go swimming      read a book      have a music lesson      ride a bike  
listen to music      do homework      play football      write an email

Number 1.      I read a book. I don't ride a bike.  
Number 2.      I ...

Writing preparation

3 Circle the verbs.

I ride my bike. I play football.

1 I play tennis.

2 I skate in the park.

3 I ride a horse.

4 I visit my cousin.

5 I listen to music.

6 I do my homework.

Remember!

Verbs are doing words.

Complete the writing task on page 47 of the Workbook.





# Fluency Time! ②

## Everyday English

1 Listen, read and say. 68



Woman: Can I help you?  
 James: Yes. I'd like three apples, please.  
 Woman: OK, 1-2-3. Anything else?  
 James: No, thanks.



James: How much is it?  
 Woman: Two pounds, please.  
 James: Here you are.

2 **Listening** Listen and tick (✓) the correct picture. 69



3 **Speaking** Ask and answer.



Can I help you?

I'd like three oranges, please.

Anything else?

No, thanks. How much is it?

Two pounds, please.



1 Look at the story again. Act. 

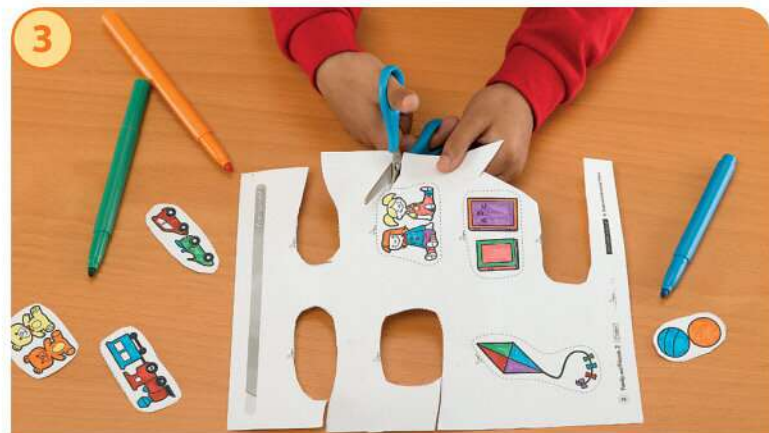
2 Make a market stall.



Decorate the market stall.



Write the name of your stall.



Colour and cut out the toys.



Stick the toys on the stall.

3 **Speaking** Use the market stall and say.



Can I help you?

Yes, I'd like the red car please.

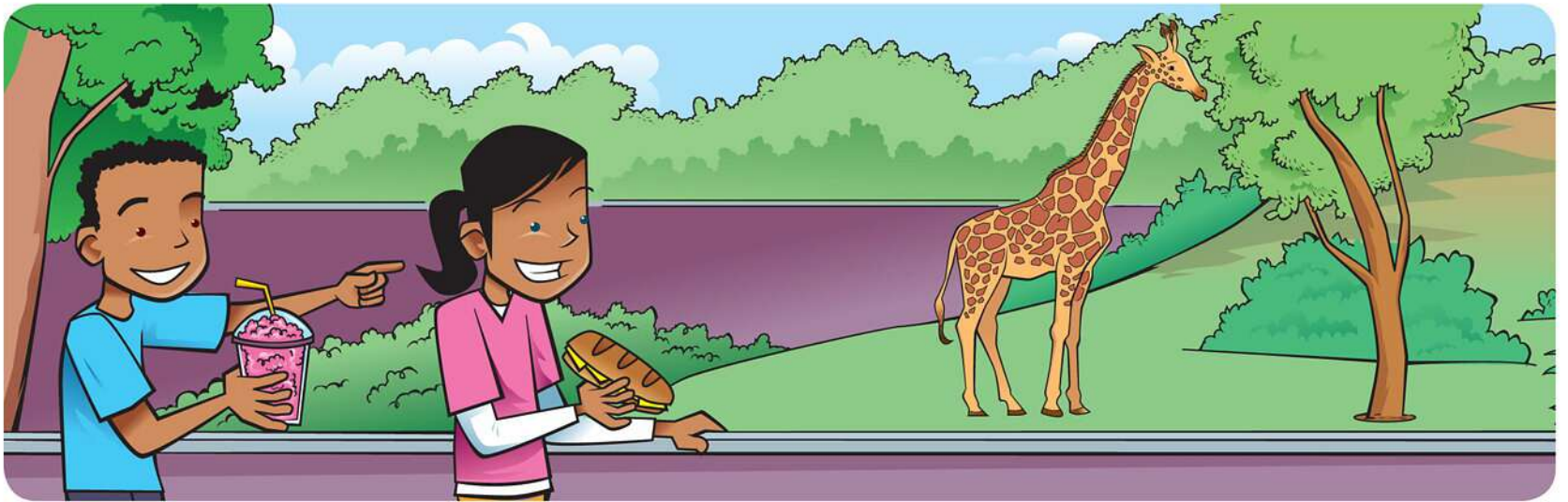
Anything else?

Yes. I'd like the blue ball.

1 Circle the odd-one-out. Write.

- 1 maths    milkshake    fries    pizza    maths
- 2 science    salad    PE    art    \_\_\_\_\_
- 3 forty    English    eighty    one hundred    \_\_\_\_\_
- 4 play    help    visit    gym    \_\_\_\_\_

2 Look and match.








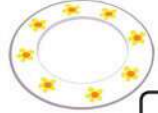
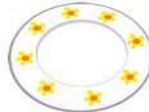









- |                                    |                                       |                   |
|------------------------------------|---------------------------------------|-------------------|
| 1 Has the giraffe got a long neck? | <input checked="" type="checkbox"/> c | a Yes, he has.    |
| 2 Has it got two legs?             | <input type="checkbox"/>              | b Yes, she has.   |
| 3 Has the boy got black hair?      | <input type="checkbox"/>              | c Yes, it has.    |
| 4 Has he got fries?                | <input type="checkbox"/>              | d No, she hasn't. |
| 5 Has the girl got long hair?      | <input type="checkbox"/>              | e No, he hasn't.  |
| 6 Has she got a pizza?             | <input type="checkbox"/>              | f No, it hasn't.  |




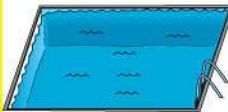



3 Look and write.    How    ~~Can~~    I'd    Anything



4 Tick (✓) the two pictures that start with the same sound. Write the letters.

1	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	<u>gr</u>
2	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	_____
3	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	_____
4	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	_____

5 Look and circle.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						

- I go swimming on **Wednesday** / **Thursday**.
- I watch TV on **Friday** / **Tuesday**.
- I don't listen to music on **Monday** / **Saturday**.
- I visit my grandma on **Friday** / **Tuesday**.
- I don't play football on **Tuesday** / **Sunday**.
- I help my mum on **Wednesday** / **Sunday**.

6 Read and colour.

My work in Units 4, 5 and 6 is



OK



Good



Excellent

## Lesson One Words

1 Listen, point and repeat. 70

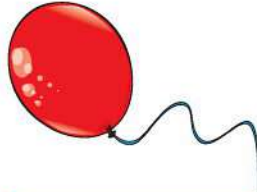
2 Listen and chant. 71



chocolate



sweets



balloon



present



cake



card

3 Listen and read. 72



Watch the MultiROM!

1

It's Billy's birthday tomorrow. Let's buy presents. What does he like?

He likes trains and cars.

2

I like these balloons.

No. Billy doesn't like balloons. He's scared of balloons.

3

He likes chocolate.

OK.

4

Billy is asleep now. Put his presents here. It's a surprise!

Good idea, Mum.

5

Mum, Dad. Someone's in the living room!

6

Oh Billy! It's five o'clock!

Thank you for my presents. I'm three now!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What **do** you like?  
I **like** balloons.



I **don't like**  
sweets.



What **does** he like?  
He **likes** chocolate.



He **doesn't**  
**like** balloons.

- 3 Write.

likes doesn't like like don't like



He likes sweets.



He \_\_\_\_\_  
balloons.



She \_\_\_\_\_  
presents.



She \_\_\_\_\_  
cake.

- 4 Point, ask and answer.


What does he like?

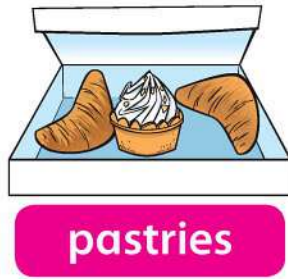
He likes sweets.

What does she like?

She likes ...

## Lesson Three Song

1 Listen, point and repeat.  73



2 Listen and sing.  74

3 Sing and do.

### Let's sing!

#### Our neighbours

Our neighbours are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.

Let's buy a present for Mr Guss.  
What can we buy?  
He likes pastries. He likes nuts.  
Or let's buy a tie.

Let's buy a present for Mrs Guss.  
What can we take?  
She likes chocolate. She likes fruit.  
Or let's take a cake.

Our neighbours are very kind.  
They are Mr and Mrs Guss.  
Mr Guss says, 'My dear friends,  
Come and have lunch with us'.




1 Listen, point and repeat.  75

<b>cl</b>		<b>gl</b>		<b>sl</b>	
cloud	clock	gloves	glue	slide	slippers
					

2 Listen and chant.  76

I take off my slippers,  
I go outside.  
I put on my gloves,  
And I play on the slide.  
  
I look at the clock,  
I see clouds in the sky.  
Time to take off my gloves,  
Time to say, 'Goodbye'.



3 Read the chant again. Circle the sounds *cl*, *gl* and *sl*.

4 Listen to the sounds and join the letters.  77

What has the girl got?



<b>sl</b>	<b>cl</b>	<b>cl</b>	<b>gl</b>	<b>gl</b>	<b>cl</b>	<b>gl</b>
<b>gl</b>	<b>gl</b>	<b>sl</b>	<b>cl</b>	<b>sl</b>	<b>sl</b>	<b>sl</b>
<b>cl</b>	<b>sl</b>	<b>gl</b>	<b>sl</b>	<b>cl</b>	<b>gl</b>	<b>cl</b>





### Reading

1 Look at the pictures. Who is the card for?

2 Listen and read.  78

## Make a card for your mum!

1 Cut a rectangle of card. Fold it in half.



2 Think about your mum. What does she like? Does she like animals? Does she like sport? Or does she like flowers?



3 Draw and colour a picture on the front of the card.



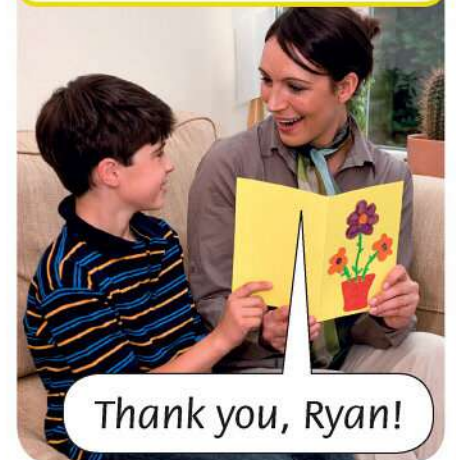
4 Now open the card. Draw a picture of you with a big smile.



5 Write in the card, *Dear Mum, Thank you for everything you do for me.* Then write your name.



6 Give the card to your mum.



3 Read again. Circle the correct word.

- 1 Draw a picture on the front of the **cake** / card.
- 2 Now **close** / **open** the card.
- 3 Draw a picture of **Grandpa** / **you**.
- 4 Now **write** / **talk** on the card.
- 5 Give the card to your **mum** / **dad**.

Listening

1 Listen and match.  79



Harry

b



Anna



Peter



Kim



Speaking



Watch the DVD!

2 Point, ask and answer.

tennis art chocolate animals

What does he like?

He likes tennis.

What does she like?

She likes ...

Writing preparation

3 Look and write the long form.

don't = do not

doesn't = does not

1 He doesn't like sweets.

He does not like sweets.

2 She doesn't like balloons.

She \_\_\_\_\_ like balloons.

3 I don't like bananas.

I \_\_\_\_\_ like bananas.

4 He doesn't like oranges.

He \_\_\_\_\_ like oranges.

5 I don't like snakes.

I \_\_\_\_\_ like snakes.

6 She doesn't like fish.

She \_\_\_\_\_ like fish.

Complete the writing task on page 57 of the Workbook.



## Lesson One Words

1 Listen, point and repeat. 80

2 Listen and chant. 81



get up



have breakfast



go to school



go home



have dinner



go to bed

3 Listen and read. 82



Watch the MultiROM! ▶

1 Let's listen to music.

Sorry, we can't. My dad's asleep.

2 Asleep?

Yes. He's a doctor. He works at night.

3

He goes to bed at eleven o'clock in the morning. He gets up at seven o'clock.

4 Hello girls. What's the time?

It's seven o'clock.

5 Can we listen to music now?

Sorry, we can't. My brother has dinner at seven o'clock. Then he goes to bed.

6 Girls. You can listen to music. Put on these headphones.

Thanks, Mum!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What's the time?  
It's seven o'clock.



He gets up  
at six o'clock.



She goes to bed  
at nine o'clock.



He has dinner  
at seven o'clock.

- 3 Write. Draw the time on the clocks.

has breakfast    ~~gets up~~    goes to bed    goes to school



He gets up  
at six o'clock.



He \_\_\_\_\_  
\_\_\_\_\_ at seven o'clock.



He \_\_\_\_\_  
\_\_\_\_\_ at eight o'clock.

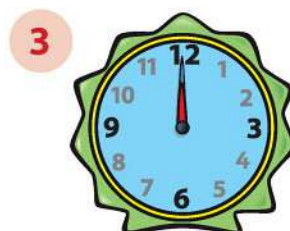


He \_\_\_\_\_  
\_\_\_\_\_ at nine o'clock.

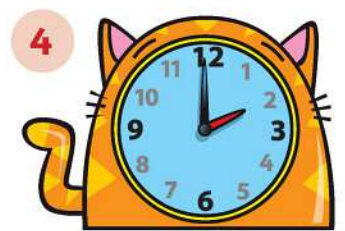
- 4 Point, ask and answer.



What's the time?



It's ... o'clock.



# Lesson Three Song

1 Listen, point and repeat.  83



in the morning



in the afternoon



in the evening



at night

2 Listen and sing.  84

3 Sing and do.

## Let's sing!

### What do you do in the morning?



What do you do? What do you do?  
What do you do in the morning?

I get up.  
I have my breakfast.  
I go to school.

That's what I do. That's what I do.  
That's what I do in the morning.

What do you do? What do you do?  
What do you do in the afternoon?

I have my lunch.  
I learn at school.  
I go home.  
That's what I do ...  
... in the afternoon.

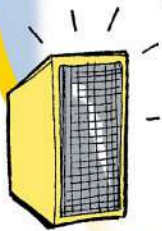


What do you do? What do you do?  
What do you do in the evening?

I do my homework.  
I have my dinner.  
I play with my toys.  
That's what I do ...  
... in the evening.

What do you do? What do you do?  
What do you do at night?

I say goodnight.  
I brush my teeth.  
I go to bed.  
That's what I do ...  
... at night.



1 Listen, point and repeat.  85

**sm** smile small



**sn** snow snake



**st** stairs star




**sk** sky skates



2 Listen and chant.  86


Look at the small snake  
In the snow.  
A snake with a smile.  
Watch it go.

Look at the stars  
In the night sky.  
It's time for bed, snake.  
Say, 'Goodbye'.



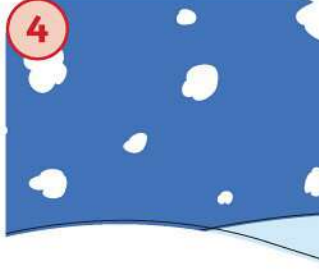
3 Read the chant again. Circle the sounds *sm*, *sn*, *st* and *sk*.


4 Listen and circle the correct sound.  87

1   
sm sn st

2   
sm st sk

3   
sm sn st

4   
sm sn sk

5   
sn st sk

# Skills Time!

## Lesson Five

### Reading


- 1 Look at the pictures. Say what the girl and her mum do.
- 2 Listen and read.  88

My name's Ruby. This is my day.


And this is my mum's day.

### My day.


In the morning, I get up at seven o'clock.



I get dressed. I have breakfast - cereal, bread and milk. Then I go to school at eight o'clock.




I go to school by bus. I take my coat, my school bag and my lunch box. Our school bus is blue.




### My mum's day.

My mum's a doctor. She starts work at six o'clock, so I don't see her in the morning.



She goes home at two o'clock and she cooks dinner. I see my mum in the afternoon and the evening.



- 3 Read again. Circle the false word and write the correct word.

- 1 Ruby gets up at eight o'clock. seven
- 2 She goes to school in the evening. \_\_\_\_\_
- 3 Her school bus is yellow. \_\_\_\_\_
- 4 Ruby's mum is a teacher. \_\_\_\_\_
- 5 Ruby's mum goes home at five o'clock. \_\_\_\_\_

Listening

1 Listen and draw the time.  89



My dad works at night!



Speaking



2 Look and say.

goes to bed   has breakfast   has lunch   gets up   goes to work

It's ten o'clock at night.

He ...

Writing preparation

3 Circle **What** and underline **When**. Draw a square around **Where**.

What do you do in the morning? I have my breakfast.

When do you get up? I get up at seven o'clock.

Where do you go? I go to school.

1 Where's my school bag? It's under the chair.

2 What do you do at night? I go to bed.

3 What's her name? Her name's Rosy.

4 When have we got maths? We've got maths on Tuesday.

5 When do you have dinner? I have dinner at six o'clock.

6 Where's your brother? He's in his bedroom.

Complete the writing task on page 63 of the Workbook.





## Lesson One Words

1 Listen, point and repeat.  90



hospital



school



airport



police station



fire station



shop

3 Listen and read.  92



Watch the MultiROM! ▶

1

My dad's a policeman.

2

Where does he work?

He works in a police station.

3

Does your grandma work?

No, she doesn't.

4

Does your mum work?

Yes, she does. She works in a shop.

5

There are lots of cakes here, Tim.

Yes, I know. My mum works in a cake shop!

6

Have a cake, boys.

Oh, thank you.

Fantastic!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



Where **does** he work?  
He works in a police station.



**Does** your mum work in an airport?  
No, she **doesn't**.

**Does** she work in a shop?  
Yes, she **does**.

- 3 Write. Yes, she does. No, she doesn't. Yes, he does. No, he doesn't.



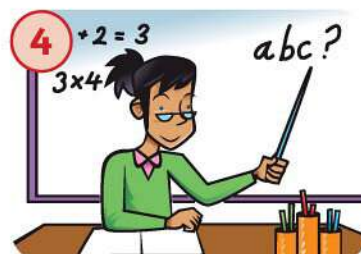
1 Does he work in a hospital?  
No, he doesn't.



2 Does she work in a shop?  
\_\_\_\_\_



3 Does he work in an airport?  
\_\_\_\_\_



4 Does she work in a school?  
\_\_\_\_\_



5 Does he work in a fire station?  
\_\_\_\_\_



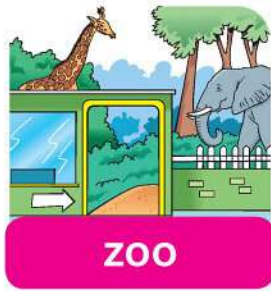
6 Does she work in a police station?  
\_\_\_\_\_

- 4 Point, ask and answer.

Where does he work? He works in a ... Where does she work? She ...

# Lesson Three Song

1 Listen, point and repeat.  93



2 Listen and sing.  94

3 Sing and do.

## Let's sing!

### Places to go

Places to go, things to see,  
Out and about, my mum and me.

We go to the bank,  
We go to the park.  
We go to the zoo  
Until it is dark.

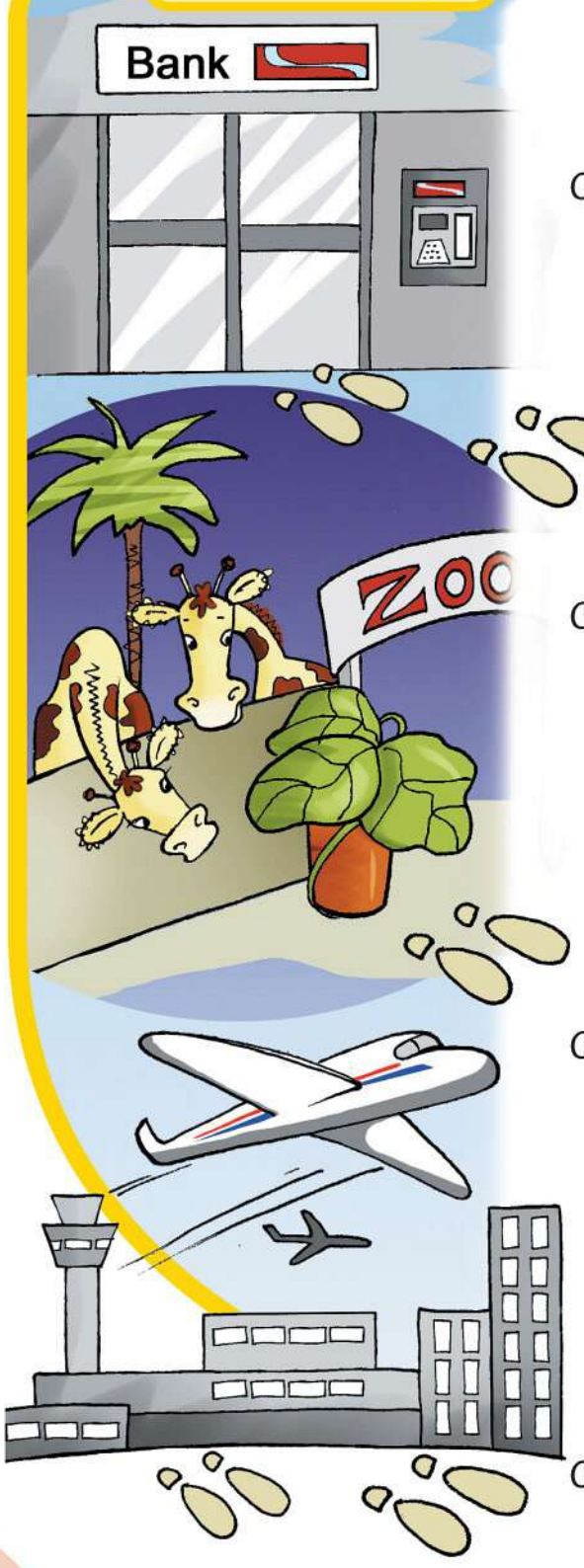
Places to go, things to see,  
Out and about, my mum and me.

We go to the shops,  
Or a supermarket.  
We put our shopping  
In a basket.

Places to go, things to see,  
Out and about, my mum and me.

We go to the airport,  
We see some planes.  
We go to the station  
And see some trains.

Places to go, things to see,  
Out and about, my mum and me.



1 Listen, point and repeat.  95

Magic e  
makes the  
vowel long!



2 Listen and chant.  96

Open the gate,  
The gate, gate, gate.

See the lake,  
The lake, lake, lake.






A smile on your face,  
Your face, face, face.

Here is a cake,  
A cake, cake, cake.



3 Read the chant again. Circle the sound a \_ e.

4 Listen and complete the words.  97

<p>1</p>  <p>cake</p>	<p>2</p>  <p>__ a __ e</p>	<p>3</p>  <p>__ a __ e</p>	<p>4</p>  <p>__ a __ e</p>	<p>5</p>  <p>__ a __ e</p>
--	---	--	---	---

### Reading

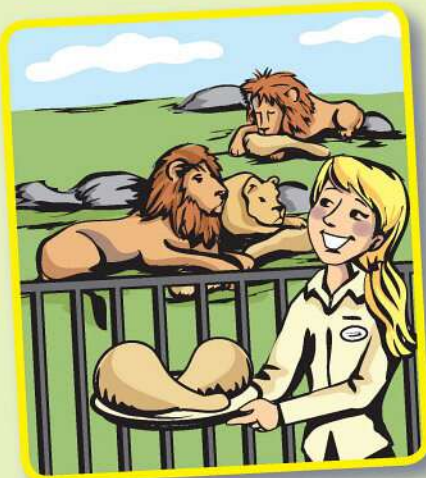
- 1 Look at the picture. Where does she work? What animals can you see?
- 2 Listen and read.  98

## She works at a zoo!

I'm at the zoo with Molly. Molly works at the zoo. She looks after the big animals: elephants, giraffes, lions and tigers.

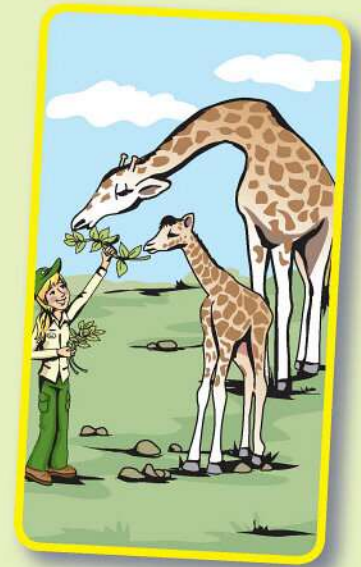
Molly says,

"My favourite animals are the elephants. At the moment we've got six elephants at the zoo. Two of the elephants are babies. They're very cute."



Molly gets up every day at six o'clock. She starts work at seven o'clock. First she feeds the lions and tigers. They eat meat. Then she feeds the giraffes and the elephants. They eat vegetables. All the animals drink water. Molly says,

"I go home at three o'clock. I'm always happy as I love my job!"



- 3 Read again. Circle the false word and write the correct word.

1 Molly works at a garage.

zoo

2 Her favourite animals are the tigers.

3 There are four elephants at the zoo.

4 Molly gets up at nine o'clock.

5 The lions eat salad.

6 The animals drink juice.

## Listening

1 Listen and circle the correct word.  99

- 1 Peter looks after the **big** / little animals.
- 2 His favourite animals are the **lions** / **parrots** / **monkeys**.
- 3 There are **23** / **32** / **17** monkeys at the zoo.
- 4 There are **five** / **four** / **seven** parrots at the zoo.
- 5 Fred is **blue and green** / **black and white** / **yellow and pink**.
- 6 Fred can **write** / **read** / **talk**.

## Speaking



Watch the DVD!

## 2 Ask and answer.

What are Peter's favourite animals?

They're monkeys.

How many monkeys are there?

There are ...

## Writing preparation

3 Circle the commas. Underline *and*.

She looks after elephants, giraffes, lions and tigers.

- 1 For breakfast I eat bread, cheese and yogurt.
- 2 In my room there is a bed, a cupboard, a rug and a chair.
- 3 I like lions, tigers, monkeys and zebras.
- 4 In my lunch box I've got a sandwich, a drink and a biscuit.

Complete  
the writing  
task on  
page 69  
of the  
Workbook.



# Fluency Time! 3

## Everyday English

### 1 Listen, read and say. 100



Kate: Are you free after school today?  
 Ellie: Sorry. I'm not free today.  
 Kate: How about on Tuesday?  
 Ellie: Yes, that's fine.



Kate: We can play with my dolls house.  
 Ellie: Great. I'll ask my mum. Oops!  
 Mrs Smith: Oh! ... Thank you, Ellie.  
 Ellie: Sorry, Mrs Smith.

### 2 Listening Listen and number. 101



### 3 Speaking Ask and answer.

Monday Tuesday  
 Wednesday

mum dad  
 grandma grandpa

Are you free after school on Tuesday?

Sorry, I'm not free on Tuesday.

How about Wednesday?

Yes, that's fine. I'll ask my dad.



Watch the DVD!

1 Look at the story again. Act. 

2 Make a mini book.



Fold the paper in half.  
Then fold it again.



Cut along the top of the book.  
Your book now has 8 pages.



Colour and stick the pictures.  
Or draw your own activities.



Write about your activities in  
the book.

3 **Speaking** Use the mini book and say.



Are you free on Friday?

Sorry, I'm not free. I go swimming on Friday.

How about Sunday?

Yes, that's fine.

We can listen to music.

I watch TV after school.  
I listen to music on Sunday.

my mini book  
I watch TV after school.  
I listen to music on Sunday.



1 Circle the odd-one-out. Write.

- 1 night hospital school airport night
- 2 morning garage afternoon evening \_\_\_\_\_
- 3 get up go to school go home sweets \_\_\_\_\_
- 4 zoo police station buy train station \_\_\_\_\_

2 Read and circle.



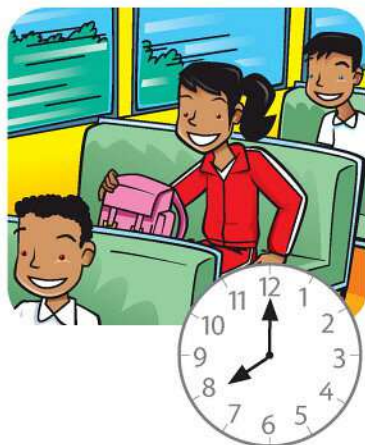
- 1 My name is Dora. I like / likes balloons.
- 2 I **doesn't like** / **don't like** nuts or sweets.
- 3 This is my brother, Henry. He **doesn't like** / **don't like** chocolate or cakes.
- 4 He **like** / **likes** bananas and nuts.
- 5 My mum really **likes** / **like** nuts and pastries.
- 6 She **doesn't like** / **don't like** balloons.

3 Look and number.

- How about on Saturday?
- Yes, that's fine.
- 1  Are you free on Friday?
- Great! I'll ask my grandma.
- We can play football.
- No, sorry. I'm not free.



4 Look and match.



- 1 She goes to school at
- 2 She goes to bed at
- 3 She goes home at
- 4 She has breakfast at

c

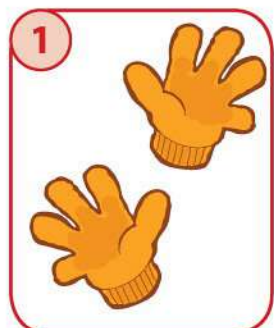
- a seven o'clock in the morning.
- b nine o'clock at night.
- c eight o'clock in the morning.
- d three o'clock in the afternoon.

5 Say and point.

She goes to school at eight o'clock in the morning.

She ...

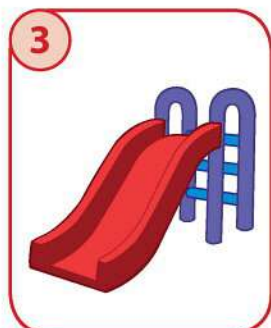
6 Look and circle the beginning sound.



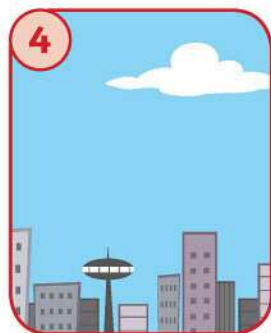
cl gl sl



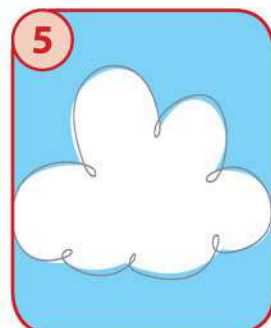
sm sn st



cl gl sl



sn st sk



cl gl sl



sm sn st

7 Read and colour.

My work in Units 7, 8 and 9 is



OK



Good



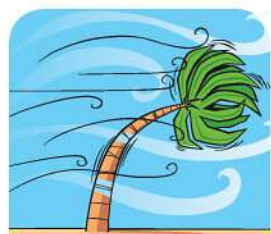
Excellent

## Lesson One Words

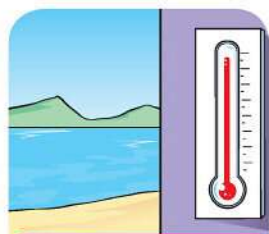
1 Listen, point and repeat. 102



raining



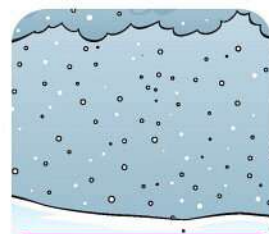
windy



hot



cold



snowing

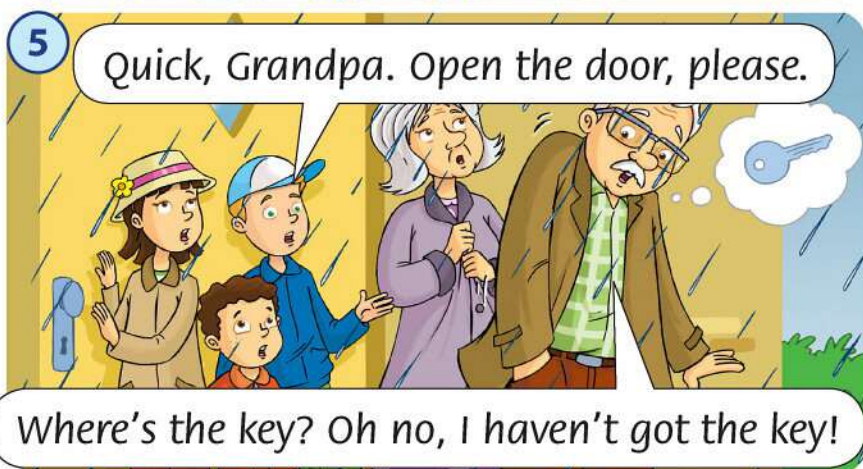


sunny

3 Listen and read. 104



Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What's the weather like?  
**It's** windy.



**It's** raining.



**Put on**  
your sun hat.



**Don't put on**  
your coat.

- 3 Write.

Put on    Don't put on    ~~Open~~    Don't open



Open

the window.



your coat.



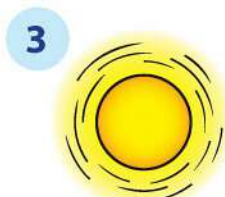
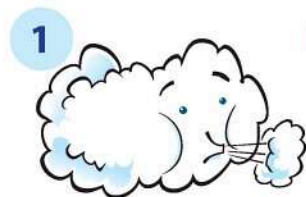
the window.



your hat.

- 4 Point, ask and answer.

raining    windy    hot    cold    snowing    sunny



What's the weather like?

It's ...

## Lesson Three Song

1 Listen, point and repeat.  105



fly a kite



make a snowman



wear coats



go outside



go ice skating

2 Listen and sing.  106

3 Sing and do.

### Let's sing!

#### What's the weather like today?

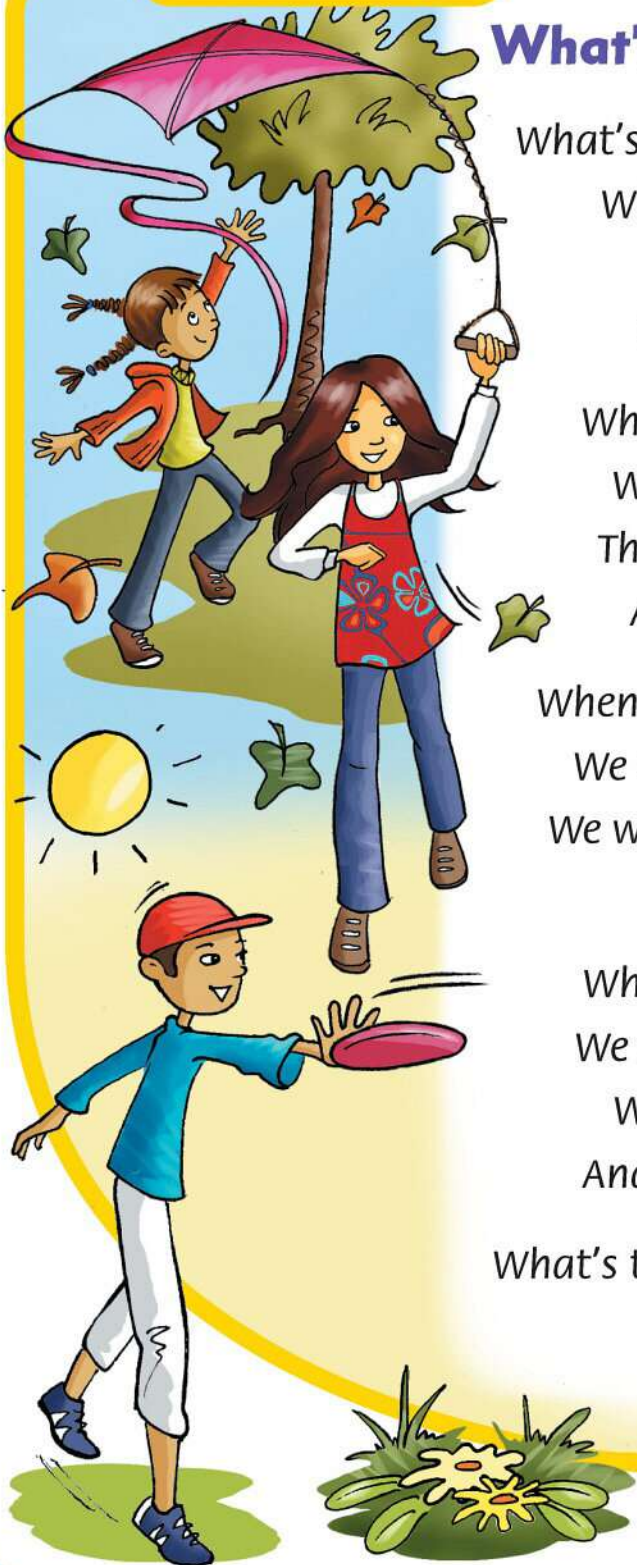
What's the weather, what's the weather,  
What's the weather like today?  
Is it cold or is it sunny?  
Can we go outside to play?

When it's windy, when it's windy,  
We go outside, we fly our kite.  
The kite goes high up in the sky  
And we play until it's night.

When it's snowing, when it's snowing,  
We make a snowman in the snow.  
We wear our coats and play together,  
Until it's time to go.

When it's sunny, when it's sunny,  
We wear our hats and go outside.  
We play together at the park,  
And have a fun time on the slide.

What's the weather, what's the weather ...



1 Listen, point and repeat.  107



2 Listen and chant.  108



Ride your bike. Fly your kite.  
The bike is red. The kite is white.  
White kite, white kite.

Count the children in the line.  
All together there are nine.  
Nine in the line. Nine in the line.



3 Read the chant again. Circle the sound *i* \_ *e*.

4 Listen and complete the words.  109

1



line

2



\_\_ i \_\_ e

3



\_\_ i \_\_ e

4



\_\_ i \_\_ e

5



\_\_ i \_\_ e

# Skills Time!

## Lesson Five

### Reading

- 1 Look at the pictures. What is the weather like?
- 2 Listen and read.  110

**Here is the weather ...**



It's six o'clock in the morning. Here is the weather news. It's very cold outside. Wear warm coats and hats. Have a nice morning.



Here is the weather at nine o'clock. It's raining now. Don't forget your umbrellas and your raincoats. Don't get wet!



It's two o'clock in the afternoon. The weather now is sunny and hot. Don't forget your sun hats and sunglasses. Have a nice afternoon in the sun.

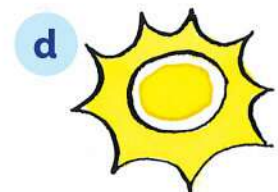
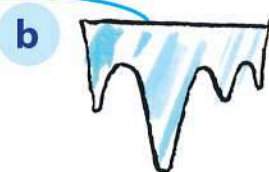


It's seven o'clock and here is the weather. It's very windy outside now. It's a good time to fly a kite. But don't let your hats fly away!



### 3 Read again. Match.

- 1 six o'clock  **b**    2 nine o'clock     3 two o'clock     4 seven o'clock



**Listening**

1 Listen and tick (✓) the correct picture.  111



1 Monday



2 Wednesday



3 Friday



4 Sunday



**Speaking**



2 Point, ask and answer.

sunny    raining    windy    cold    hot    snowing



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

It's Monday. What's the weather like?

It's ...

**Writing preparation**

3 Circle the verbs. Underline the adjectives.

He wears his big coat.

1 She opens her yellow umbrella.

2 He eats a hot pizza.

3 I drink a cold milkshake.

4 We've got small hats.

**Remember!**

Adjectives are describing words.

Complete the writing task on page 79 of the Workbook.





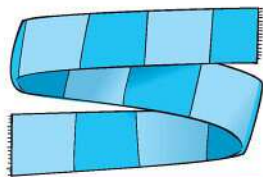
## Lesson One Words

1 Listen, point and repeat. 112

2 Listen and chant. 113



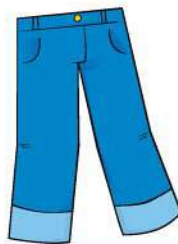
skirt



scarf



gloves



jeans



boots



shirt

3 Listen and read. 114



Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What **are** you wearing?  
**I'm** wearing  
 a blue skirt.



What's **he** wearing?  
**He's** wearing  
 a yellow shirt.



What's **she** wearing?  
**She's** wearing  
 red trousers.

3 Match and write.

skirt gloves jeans boots shirt

1 What are you wearing?

b

a He's wearing  
 blue \_\_\_\_\_.



2 What's Joe wearing?

b I'm wearing  
 a black \_\_\_\_\_.



3 What's Milly wearing?

c He's wearing  
 a red \_\_\_\_\_.



4 What's Tim wearing?

d She's wearing  
 green \_\_\_\_\_.



5 What's Rosy wearing?

e She's wearing  
 brown \_\_\_\_\_.



4 Ask and answer.

What's Joe wearing?

He's wearing ...

# Lesson Three Song

1 Listen, point and repeat.  115



o'clock



quarter past



half past



quarter to

2 Listen and sing.  116

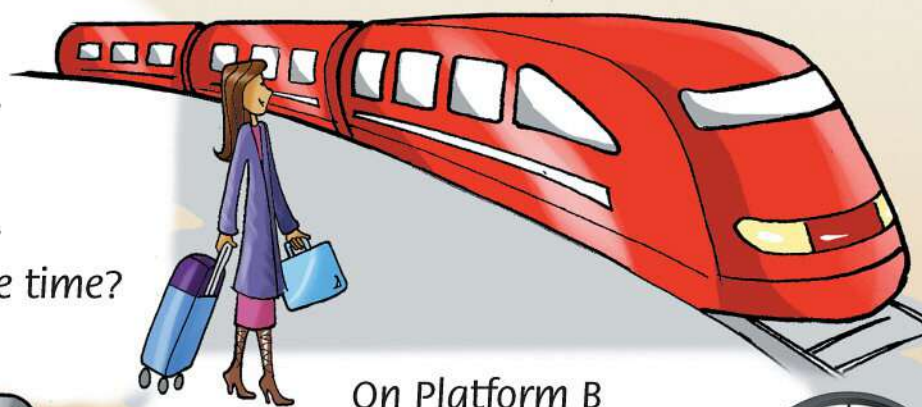
3 Sing and do.

## Let's sing!

### Here comes the train!



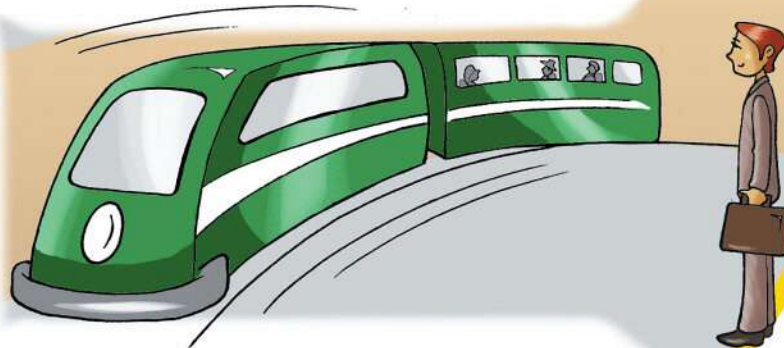
On Platform A  
Here comes the train.  
It's long and red.  
Here comes the train.  
What's the time? What's the time?  
It's three o'clock.



On Platform B  
Here comes the train.  
It's short and grey.  
Here comes the train.  
What's the time? What's the time?  
It's quarter past three.



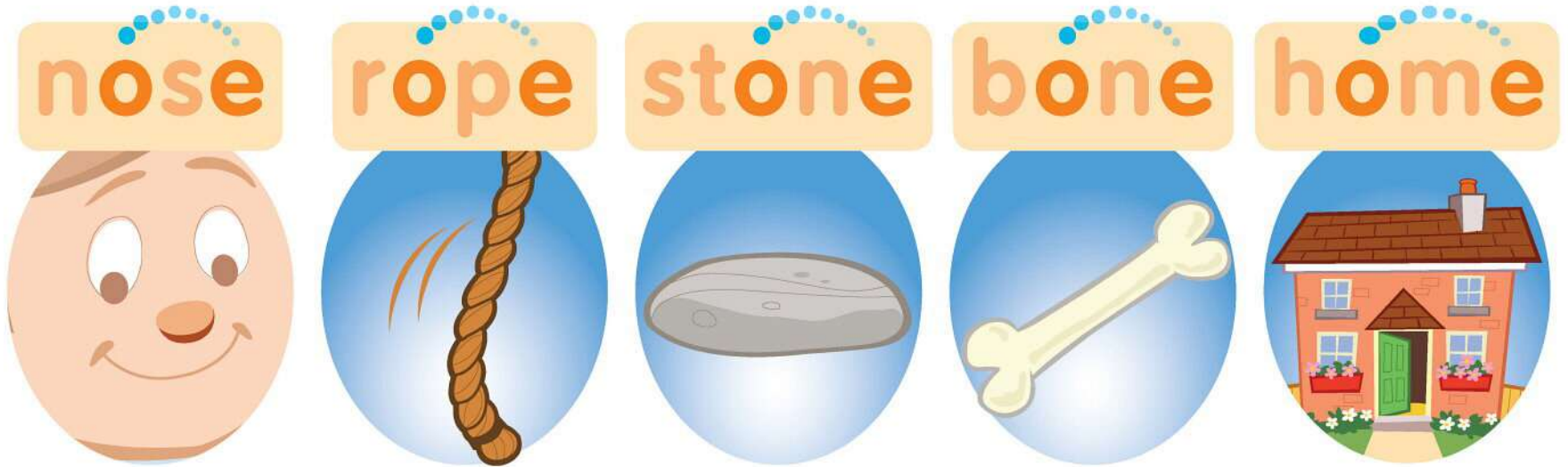
On Platform C  
Here comes the train.  
It's very fast.  
It doesn't stop.  
What's the time? What's the time?  
It's half past three.



On Platform D  
Here comes the train.  
It's very slow.  
And it stops.  
What's the time? What's the time?  
It's quarter to four.

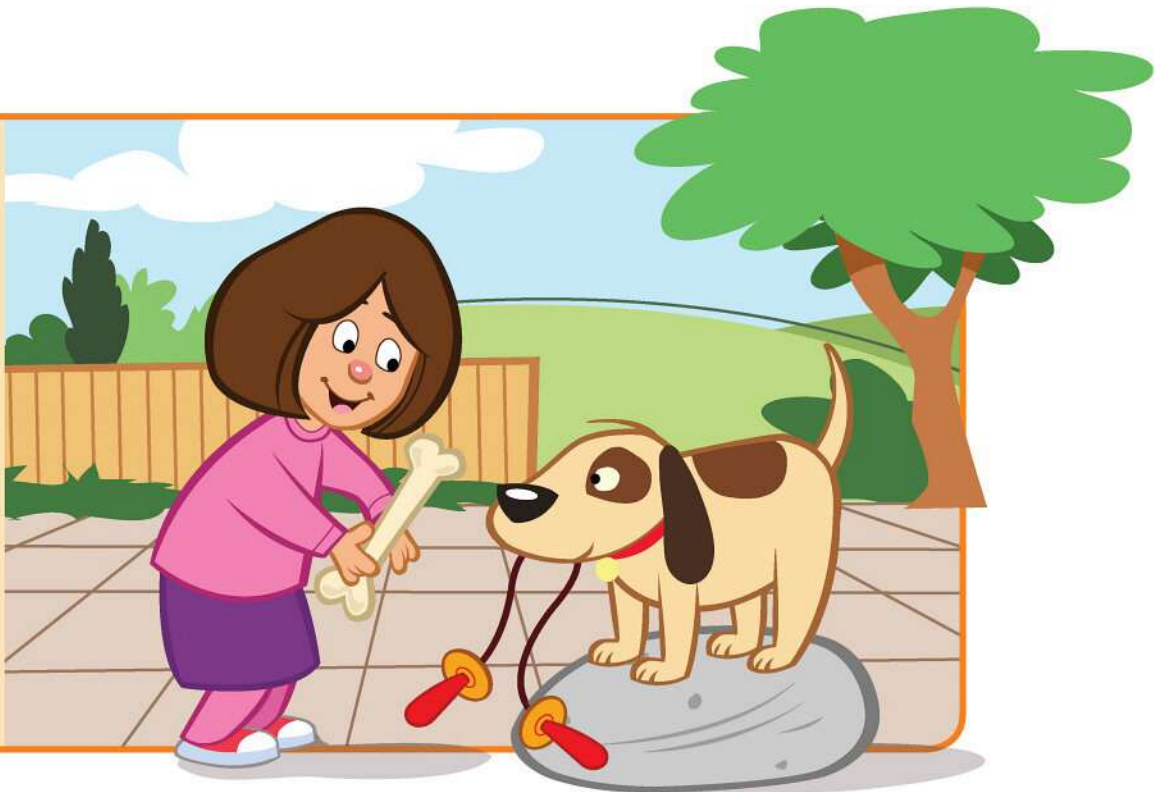


1 Listen, point and repeat.  117



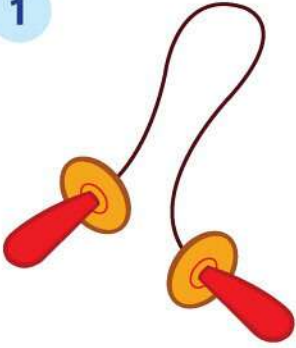

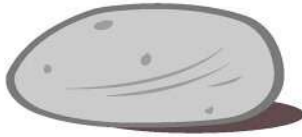


2 Listen and chant.  118

The dog has got my rope.  
The dog is on a stone.  
  
Hurry up, dog.  
I want to go home.  
  
My nose is cold.  
Here is a bone.  
  
Hurry up, dog.  
I want to go home.



3 Read the chant again. Circle the sound o \_ e.

4 Listen and complete the words.  119

1 	2 	3 	4 	5 
rope	_ o _ e	_ o _ e	_ o _ e	_ o _ e

# Skills Time!

## Lesson Five

### Reading

1 Look at the picture. What can you see?

2 Listen and read.  120



**At the airport**

At the airport,  
Planes come and planes go.  
Where are they going?  
I don't always know.  
There are lots of people,  
Some are short, some are tall.  
Adults and children,  
I can't count them all.  
They've got red coats, green coats,  
Yellow coats, blue.  
They've got long hair, short hair,  
And curly hair too.

I look through the window,  
Planes go up, planes go down.  
Some are not moving.  
Some are turning around.  
The plane is here now.  
It's half past two.  
And here come my cousins,  
My aunt and my uncle too.

3 Read again. Circle the correct word.

1 They are at the airport / station.


3 Some people are happy / tall.

5 The boy's cousins / friends are here.

2 It's half past eleven / two.

4 The boy can see planes / trains.

Listening

1 Listen and number.  121



Speaking



2 Point, ask and answer.

What's he wearing? He's wearing...

She's wearing white socks. Who is it? It's number...

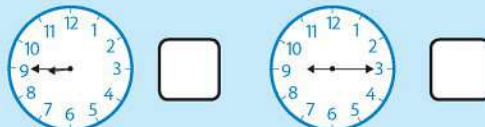
Writing preparation

3 Circle to and past. Tick (✓) the correct clock.

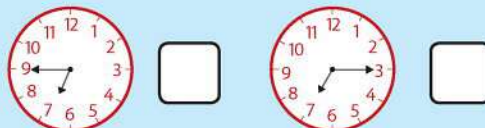
It's quarter **to** three.



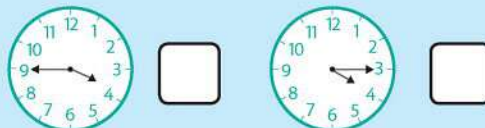
1 It's quarter past nine.



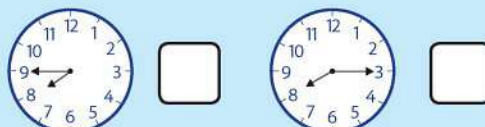
2 It's quarter to seven.



3 It's quarter to four.



4 It's quarter past eight.



Complete the writing task on page 85 of the Workbook.



# 12

# You're sleeping!

## Lesson One Words

1 Listen, point and repeat.  122



wedding



guests



cake

2 Listen and chant.  123



bride



band



invitation

3 Listen and read.  124



Watch the MultiROM! ▶

1 We're watching a video of our wedding.

Can we watch too?

OK.

2 Look. The band is playing music.

And I'm dancing with my friends.

3 Look at Grandma. What's she doing?

She's eating the wedding cake.

4 Look at Mum and Aunt Jane. They're talking.

5 Look at the little baby. It's you, Milly.

Oh, I'm so little. And now I'm ten!

6 Everyone is singing and talking. And you're sleeping!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



What **are** you doing?  
I'm dancing with friends.



What **are** you doing?  
We're watching a video.



What's she doing?  
She's eating the cake.



What **are** they doing?  
They're talking.

- 3 Look and circle.



The girl has got a cake / an invitation.  
She's reading / singing it.



Listen to the band / wedding.  
They're eating / playing music.



Look at the guests / bride.  
She's wearing / eating a white dress.



Look at the invitations / guests.  
They're sleeping / talking.



This is the wedding cake / band.  
We're reading / eating it.



## Lesson Three Song

1 Listen, point and repeat.  125



make a cake



wash the car



brush my hair



take photos



choose a dress

2 Listen and sing.  126

3 Sing and do.

### Let's sing!

#### We're getting ready for the wedding!



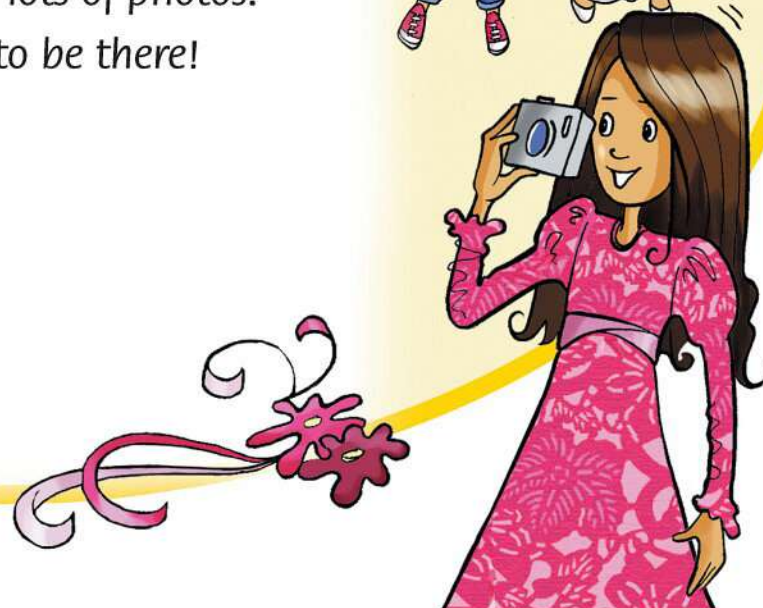
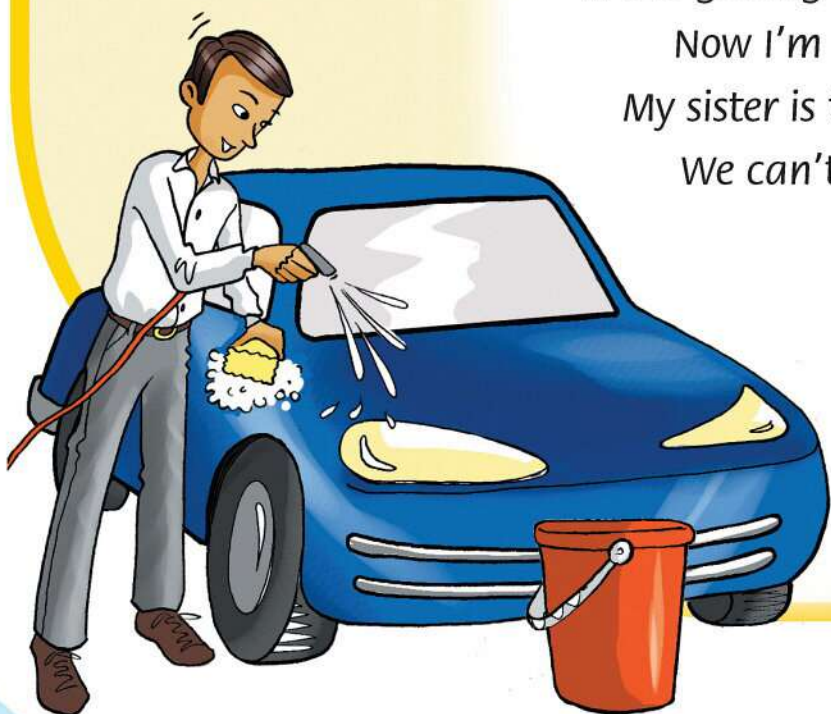
We're getting ready for the wedding.  
My cousin is the lovely bride.  
I'm wearing a suit,  
I'm wearing a tie.  
I've got my family by my side!



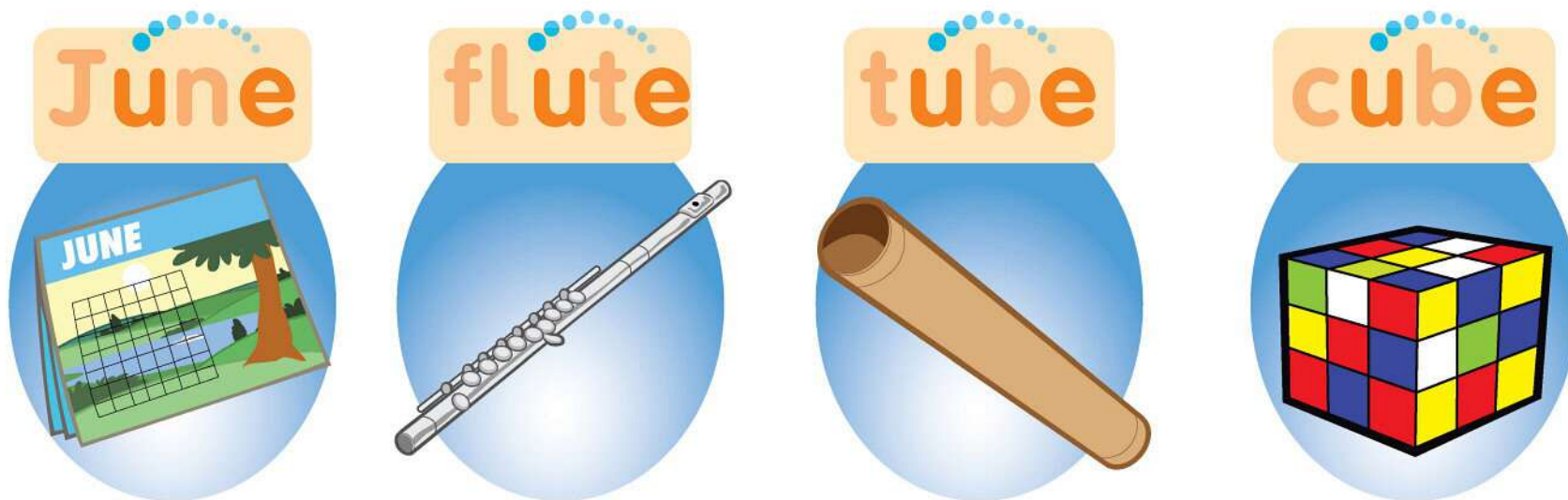
Mum's making cakes for the wedding.  
Dad is washing the car.  
My sister is wearing  
A big pink dress.  
How excited we all are!



We're getting ready for the wedding.  
Now I'm brushing my hair.  
My sister is taking lots of photos.  
We can't wait to be there!



1 Listen, point and repeat.  127



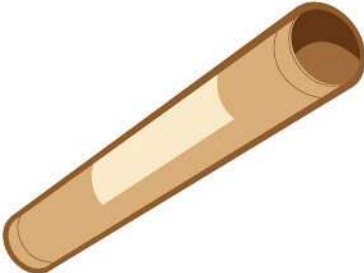
2 Listen and chant.  128


This month is June  
 And it's my birthday!  
 I've got a puzzle cube,  
 I can play all day.  
  
 I've got a new flute  
 For my birthday,  
 And a poster in a tube.  
 What a happy day!

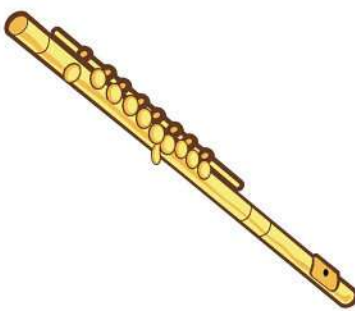


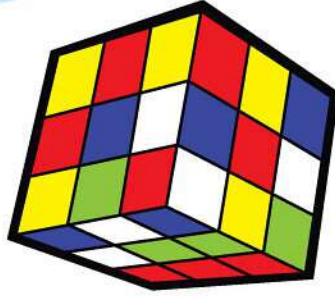
3 Read the chant again. Circle the sound u \_ e.

4 Listen and complete the words.  129

1  tue

2  \_ u \_ e

3  \_ \_ u \_ e

4  \_ \_ u \_ e

### Reading

1 Look at the pictures. What are they doing?

2 Listen and read.  130

reply
forward
delete
save

Dear Hannah,

How are you? We're very well. We're getting ready for our summer party. All our family and friends are coming. My brother and I are helping Mum and Dad. We're cooking and cleaning the flat together.



Look at this photo. I am with my mum and aunt, Lola. We're choosing party dresses. I like the green and white dress.



Look at this. We all like the yellow invitations with purple letters. They're pretty and fun. What do you think?



And here, we're choosing party cakes. My brother likes the little cakes. I like the big chocolate cake. I will send photos of the party soon.

Love from Bella



3 Read again. Write.

- 1 Who is Bella helping? She's helping her     mum     and     dad    .
- 2 What is her aunt's name? Her name's \_\_\_\_\_.
- 3 What colour is Bella's party dress? It's \_\_\_\_\_ and \_\_\_\_\_.
- 4 What colour are the invitations? They're \_\_\_\_\_ and \_\_\_\_\_.
- 5 What cakes does Bella's brother like? He likes the \_\_\_\_\_ cakes.
- 6 What cake does Bella like? She likes the big \_\_\_\_\_ cake.

Listening

1 Listen and number.  131

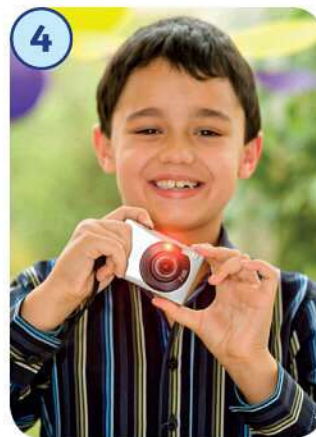


Speaking



2 Point, ask and answer.

eating   dancing   taking photos   drinking   talking



What's he doing?

He's dancing.

What's she ...?

Writing preparation

3 Read and circle *ing*.

I'm eat**ing** my breakfast.

1 We're singing songs.

2 He's talking to his friend.

3 They're listening to music.

4 She's watching the band.

5 She's choosing a dress.

6 I'm taking photos.

Complete the writing task on page 91 of the Workbook.



# Fluency Time! 4

## Everyday English

### 1 Listen, read and say. 132



Mum:	Welcome to the party. Come in.
Ellie:	Everyone's in the living room.
Kate:	This is for you.
Ellie:	Thank you.

Kate:	Thank you for having me.
Mum:	You're welcome.
Kate:	See you soon, Ellie.
Ellie:	Bye!

### 2 Listening Listen and number. 133



### 3 Speaking Point and say.

kitchen dining room living room upstairs downstairs

Welcome to the party. Everyone's in the living room.

This is for you.

Thank you.

Thank you for having me.

You're welcome.



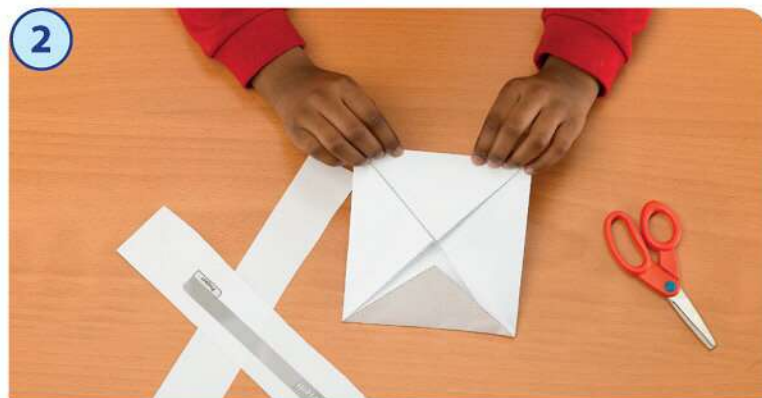
Watch the DVD!

1 Look at the story again. Act. 

2 Wrap a present.



1 Choose and decorate a present.  
Cut it out.



2 Cut out the wrapping paper.  
Fold the dotted lines.



3 Put the present inside.  
Stick the wrapping paper.



4 Decorate the present.

3 **Speaking** Use the present and say.



Welcome to the party. Come in.

A present. What is it?

Wow! It's a jigsaw.  
Thank you very much.

This is for you.

Open it.

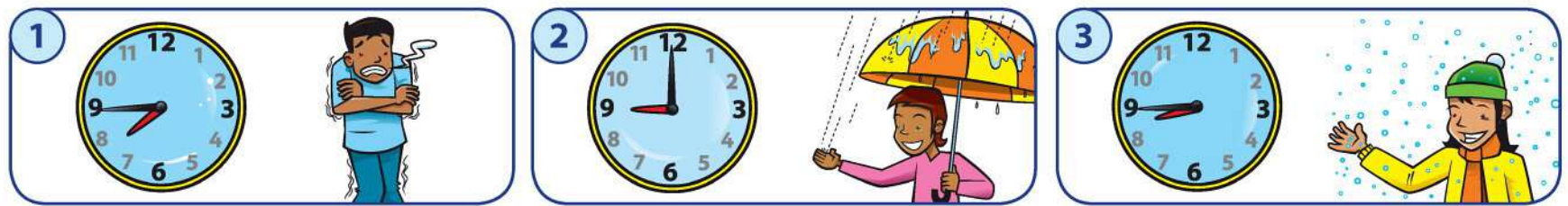
1 Circle the odd-one-out. Write.

- |   |            |         |         |           |                   |
|---|------------|---------|---------|-----------|-------------------|
| 1 | bride      | wedding | guest   | jeans     | _____ jeans _____ |
| 2 | boots      | sunny   | shirt   | gloves    | _____             |
| 3 | band       | raining | windy   | cold      | _____             |
| 4 | quarter to | scarf   | o'clock | half past | _____             |

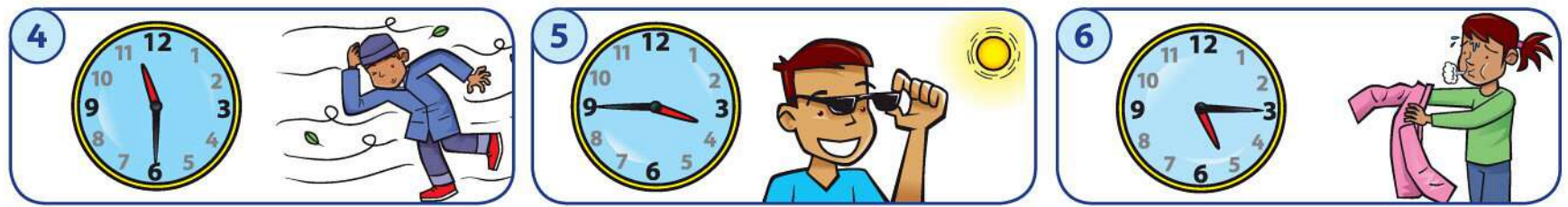
2 Write.

o'clock    half past    quarter to    quarter past

hot    cold    raining    snowing    windy    sunny



It's quarter to eight.    It's nine \_\_\_\_\_.    It's \_\_\_\_\_ nine.  
 It's cold.    It's \_\_\_\_\_.    It's \_\_\_\_\_.



It's \_\_\_\_\_ eleven.    It's \_\_\_\_\_ four.    It's \_\_\_\_\_ five.  
 It's \_\_\_\_\_.    It's \_\_\_\_\_.    It's \_\_\_\_\_.

3 Look and write.

You're ~~Everyone's~~ having is



Hello, welcome. Everyone's in the living room.

Thanks for \_\_\_\_\_ me.

OK. This \_\_\_\_\_ for you, Grandma.

\_\_\_\_\_ welcome.  
 See you soon.

4 Say the word and circle the correct sound.

1  a\_e i\_e o\_e u\_e

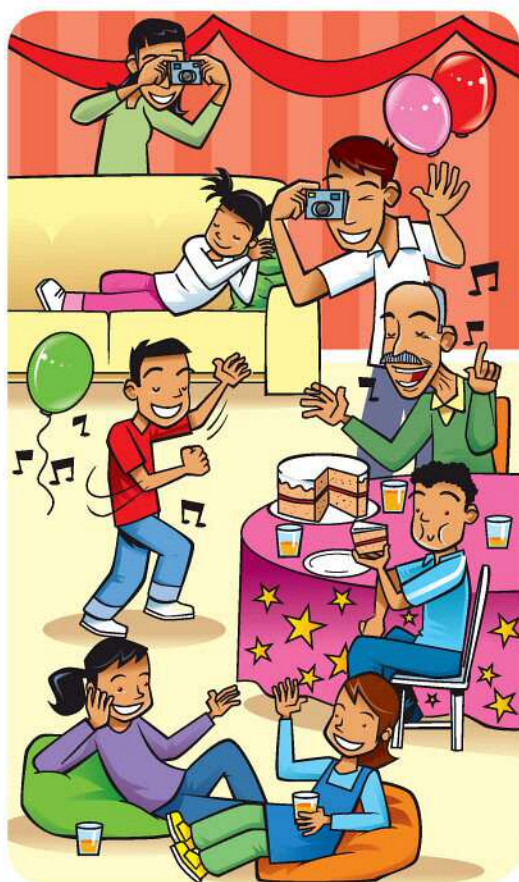
2  a\_e i\_e o\_e u\_e







3  a\_e i\_e o\_e u\_e

4  a\_e i\_e o\_e u\_e

5  a\_e i\_e o\_e u\_e

5 Look and match.



- |   |   |                   |                                     |   |                    |
|---|---|-------------------|-------------------------------------|---|--------------------|
| 1 |   | Is he dancing?    | <input checked="" type="checkbox"/> | c | a No, they aren't. |
| 2 |  | Are they singing? | <input type="checkbox"/>            |   | b Yes, I am.       |
| 3 |  | Is he drinking?   | <input type="checkbox"/>            |   | c Yes, he is.      |
| 4 |  | Are you eating?   | <input type="checkbox"/>            |   | d Yes, they are.   |
| 5 |  | Is she playing?   | <input type="checkbox"/>            |   | e No, she isn't.   |
| 6 |  | Are they talking? | <input type="checkbox"/>            |   | f No, he isn't.    |

6 Read and colour.

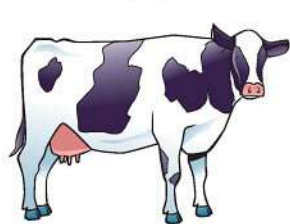
My work in Units 10, 11 and 12 is



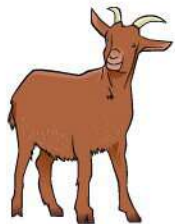


## Lesson One Words

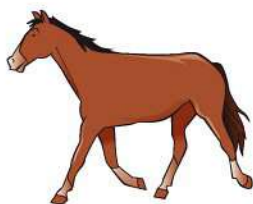
1 Listen, point and repeat.  134



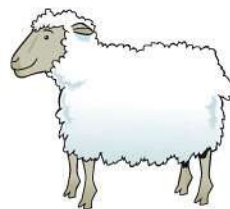
cow



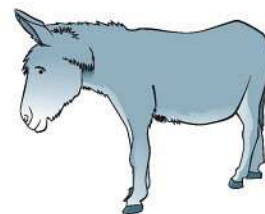
goat



horse



sheep



donkey



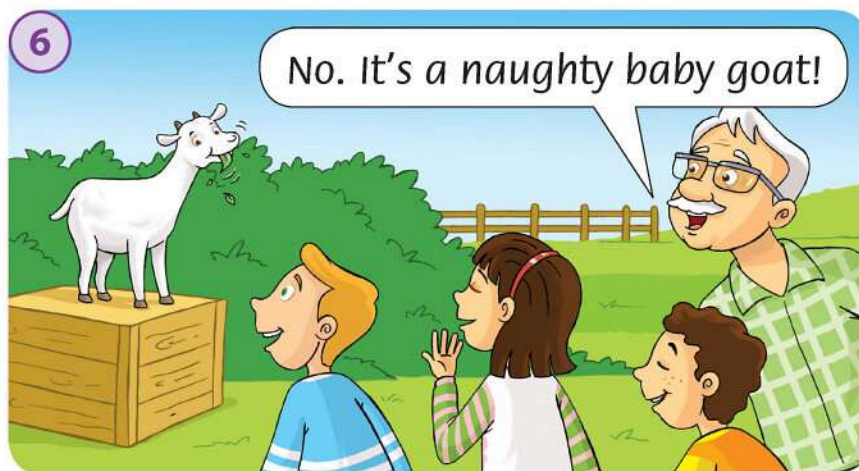
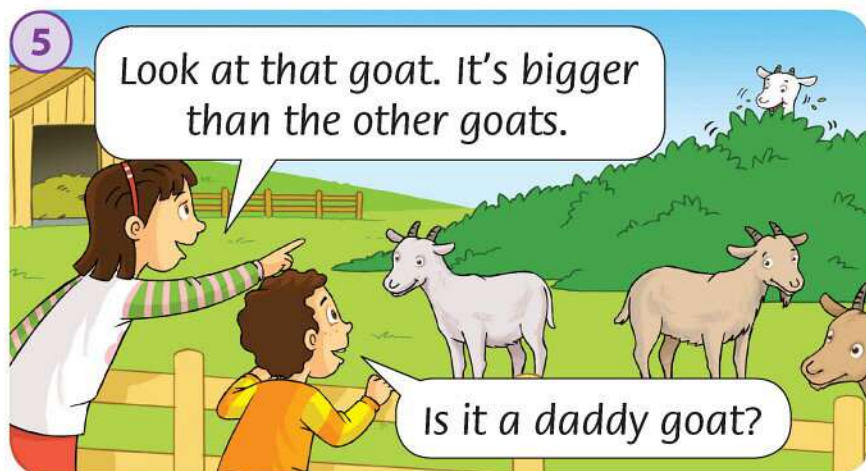
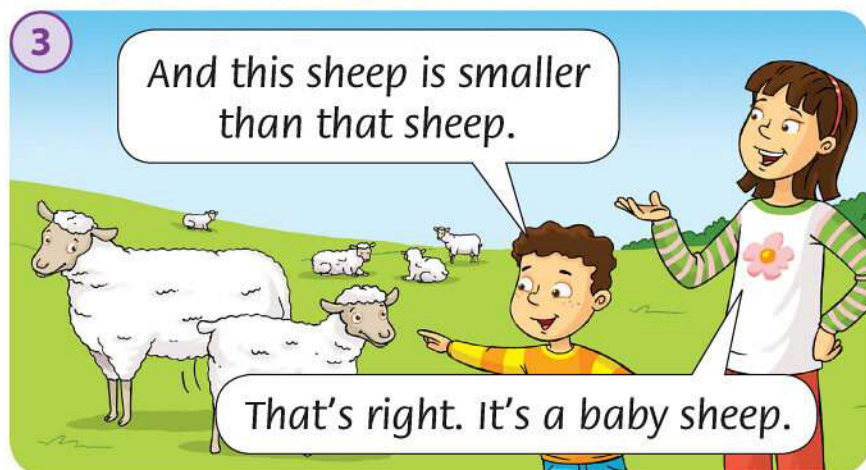
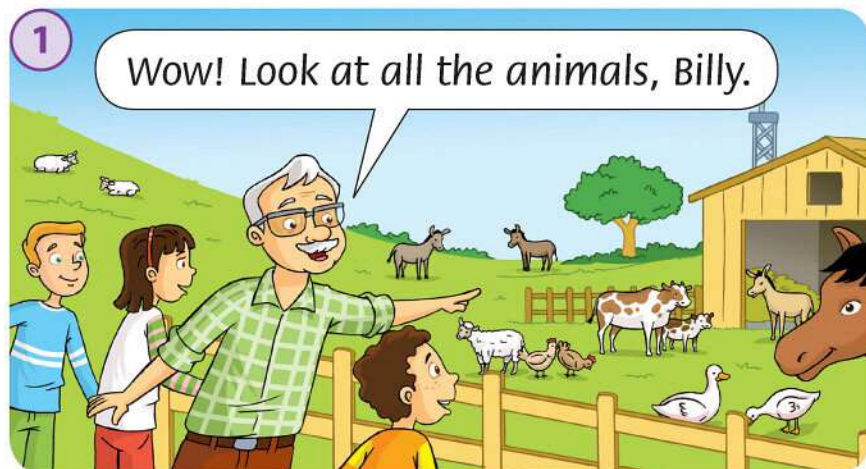
goose

2 Listen and chant.  135

3 Listen and read.  136

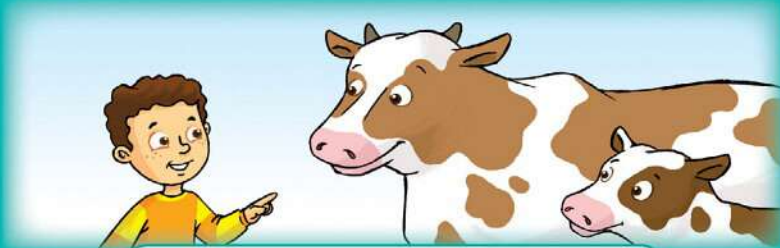


Watch the MultiROM! ▶

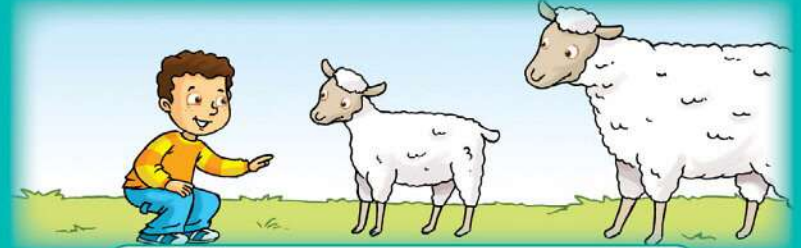


- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!

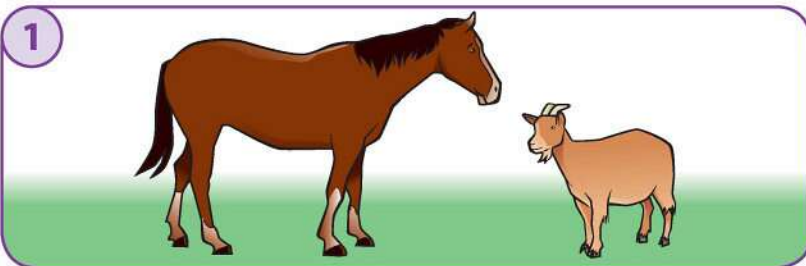


This cow is **bigger than** that cow.



This sheep is **smaller than** that sheep.

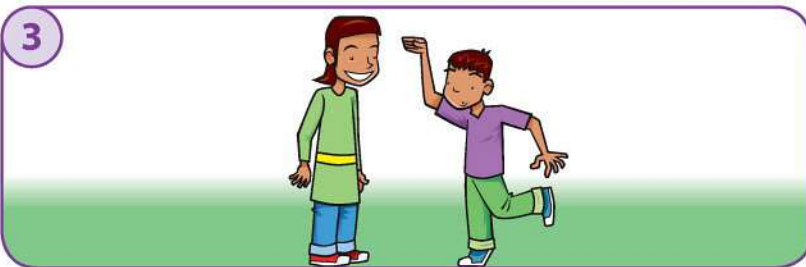
- 3 Write. **bigger than** **smaller than** **taller than** **shorter than**



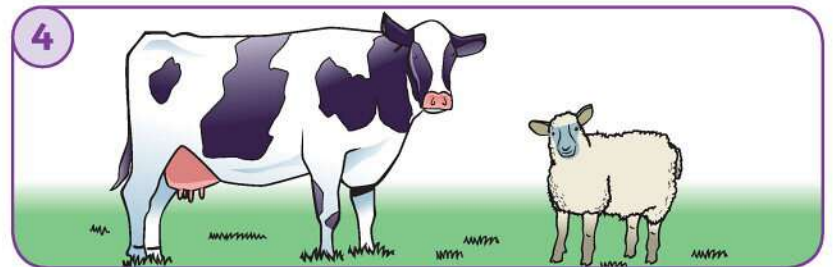
The horse is bigger than the goat.



The girl is \_\_\_\_\_ the boy.

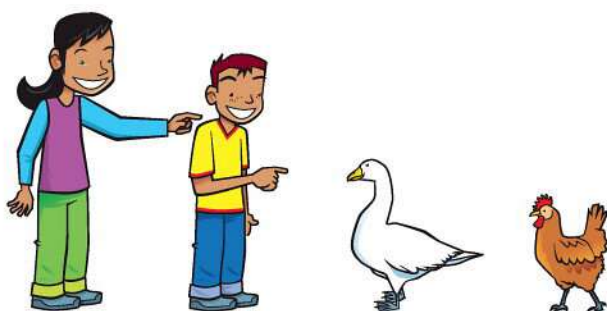


The boy is \_\_\_\_\_ the girl.



The sheep is \_\_\_\_\_ the cow.

- 4 Point and say.



The boy is shorter than the girl.

The girl is ...

The goose is ...

The hen is ...

## Lesson Three Song

1 Listen, point and repeat.  137



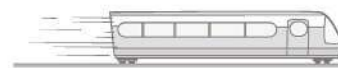
loud



quiet



fast



slow

2 Listen and sing.  138

3 Sing and do.

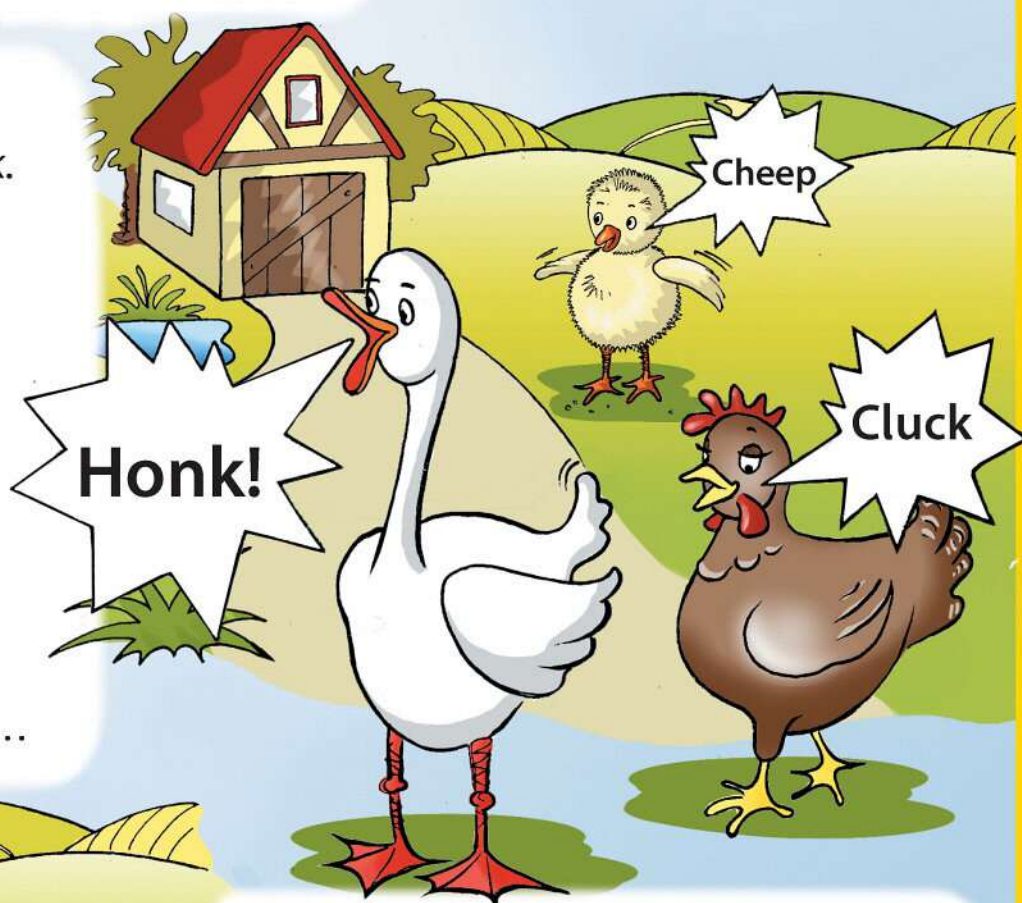
### Let's sing!

### On the farm

The chick is quiet on the farm.  
'Cheep, cheep, cheep,' says the chick.  
The chick is quiet on the farm.  
'Cheep, cheep, cheep.'

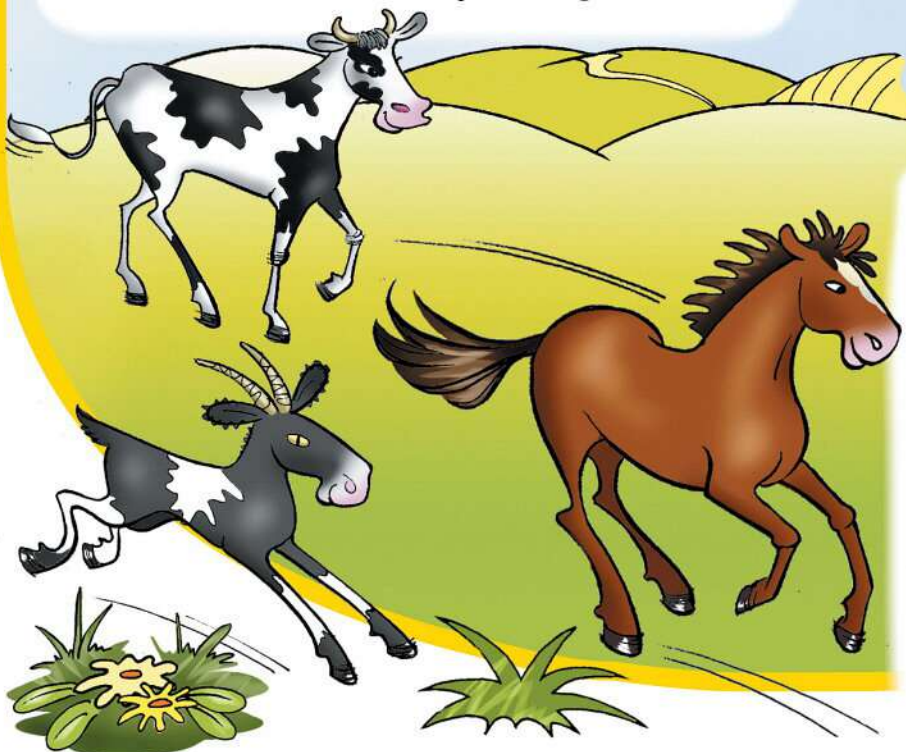
The hen is louder than the chick.  
'Cluck, cluck, cluck,' says the hen.  
The hen is louder than the chick.  
'Cluck, cluck, cluck.'

The goose is louder than the hen.  
'Honk! Honk! Honk!' says the goose ...



The cow is slow on the farm.  
'Clop, clop,' goes the cow.  
The cow is slow on the farm.  
'Clop, clop, clop.'


The goat is faster than the cow.  
'Clip, clip, clip,' goes the goat ...  
The horse is faster than the goat.  
'Trot, trot, trot,' goes the horse ...




1 Listen, point and repeat.  139



2 Listen and chant.  140



Look up at the green tree.  
What can you see?  
Two feet and a tail.  
Count them: one, two, three!




What's in the green tree?  
What's hiding there?  
A monkey with a piece of cheese,  
That's what's hiding there!

3 Read the chant again. Circle the sound ee.

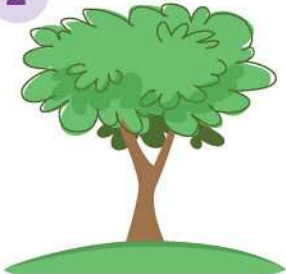
4 Listen and complete the words.  141

1




green

2



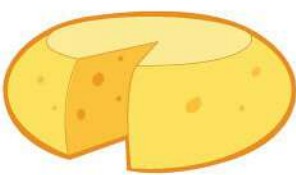
\_\_\_ ee

3




\_\_\_ ee \_\_\_

4



\_\_\_ ee \_\_\_

5



\_\_\_ ee

### Reading

1 Look at the pictures. What animals can you see?

2 Listen and read.  142

Dear Parents,

We are happy to say that there is a trip to Apple Farm for all the children in Class 2S. The trip is on Wednesday. On this trip, the children learn about farm life and have fun in the open air.

There are lots of animals on the farm. In the morning, the children can feed the hens and the ducks. They can also see the cows, horses and goats. The farmer, Mr James, is very friendly. He teaches the children about life on the farm and about where food comes from. The children can also ride in his big tractor. This is always very popular.

We are travelling by school bus. The coach goes at 9 o'clock, so please don't be late.

Please bring lunch boxes and drinks. Also bring boots, as the farm can be muddy! It is also sunny at the farm, so bring a sun hat too.

Here are some photos of last year's trip.

Best wishes,


Mrs Evans, Class Teacher (Class 2S)



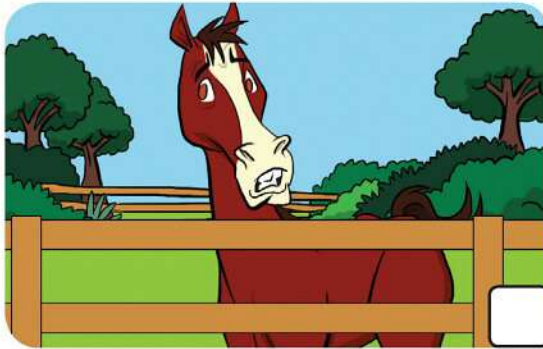
3 Read again. Circle the correct word.

- 1 The school trip is on Monday / Wednesday.
- 2 They are travelling by bus / train.
- 3 The children can ride on a horse / tractor.
- 4 They can feed the hens / goats.
- 5 It is sunny / raining at the farm.

Listening

1 Listen and number.  143

Hello! I'm Mr James.



Speaking



2 Look and say. nervous hungry friendly thirsty hot scared

It's nervous. What is it?

It's the horse. It's number 2.

Writing preparation

3 Write *and* to connect the sentences.

This is a cow. This is a goat. This is a cow **and** this is a goat.

- 1 I am seven. My sister is nine.  
I am seven \_\_\_\_\_ my sister is nine.
- 2 There is a sheep. There are chicks.  
There is a sheep \_\_\_\_\_ there are chicks.
- 3 We play football. They go swimming.  
We play football \_\_\_\_\_ they go swimming.

Complete the writing task on page 101 of the Workbook.



## Lesson One Words

1 Listen, point and repeat. 144

2 Listen and chant. 145



kind



naughty



wet



dry



fridge

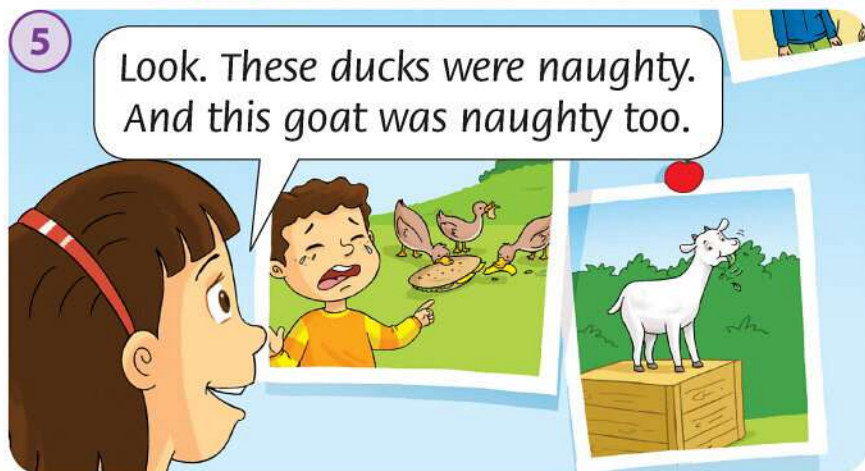
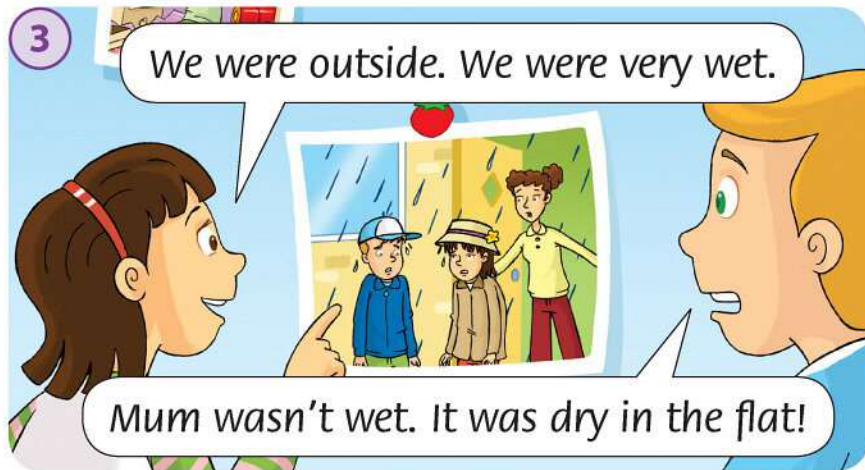
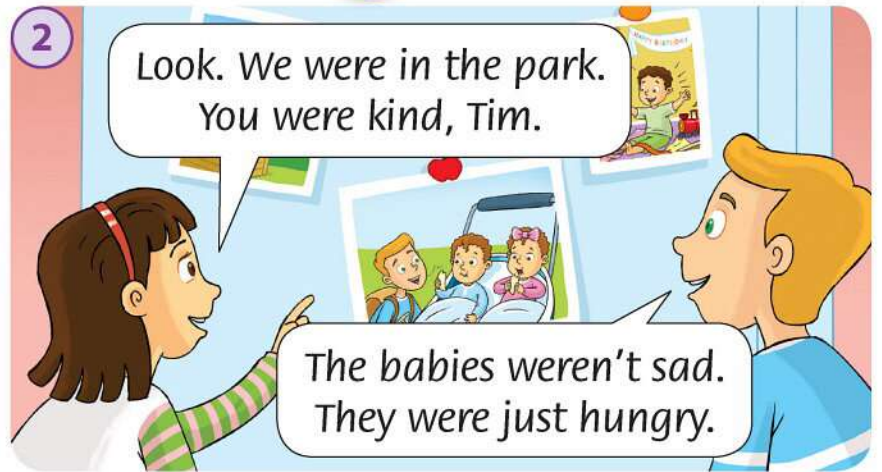


photo

3 Listen and read. 146

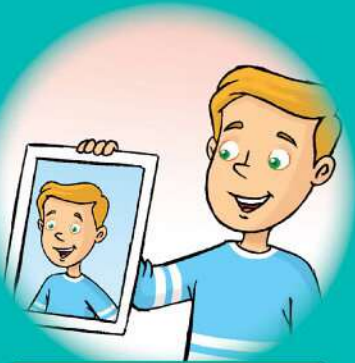


Watch the MultiROM! ▶



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

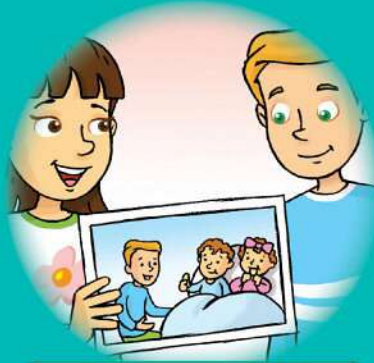
Let's learn!



I **was** happy.



She **wasn't** wet.



You **were** kind.



They **weren't** sad.

- 3 Look and circle.



She was / were kind.



They wasn't / weren't wet.



He was / were naughty.



You wasn't / weren't dry.



I was / were tired.



She wasn't / weren't cold.

- 4 Point and say.

She was kind.

They ...



## Lesson Three Song

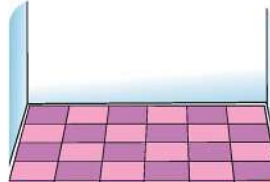
1 Listen, point and repeat.  147



tidy



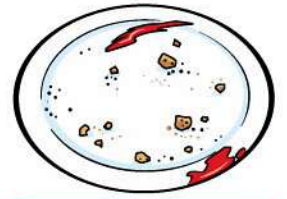
untidy



floor



rubbish



dirty

2 Listen and sing.  148

3 Sing and do.

### Let's sing!

#### The house was so untidy!

Hello, Mum,  
The party was fun.  
Everyone was happy,  
Each and every one.



But after the party,  
Balloons were on the door.  
Food was on the table,  
And cards were on the floor.

The house was so untidy,  
So here is your surprise ...  
Open the door,  
And open your eyes!



The food is in the fridge,  
The rubbish in the bin.  
Now the house is tidy,  
So come on in!

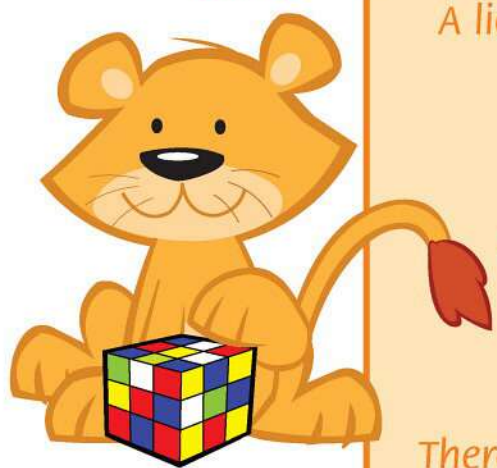
Thank you!



1 Listen, point and repeat.  149



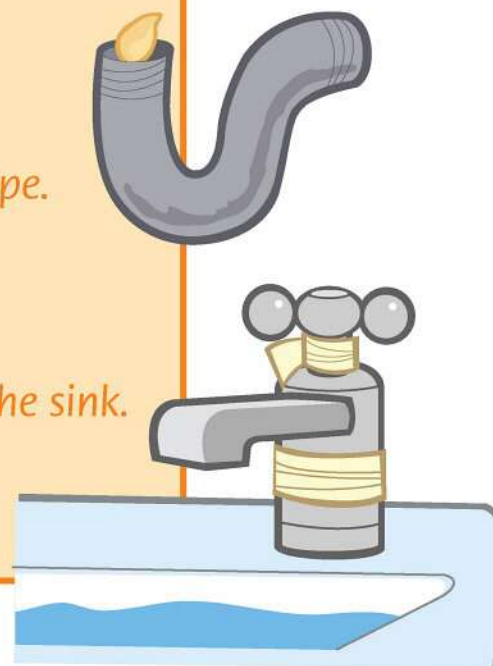
2 Listen and chant.  150



A lion cub is playing with a cube.  
 Cub, cub, cub.  
 Cube, cube, cube.

An orange pip is in a pipe.  
 Pip, pip, pip.  
 Pipe, pipe, pipe.

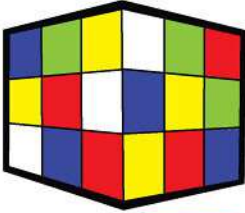



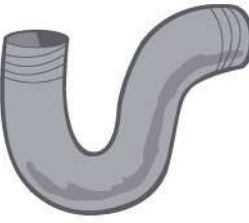
There's tape on the tap on the sink.  
 Tap, tap, tap.  
 Tape, tape, tape.



3 Circle the short vowels. Underline the long vowels.

1 Tim 2 cube 3 tap 4 pip 5 tape 6 time 7 cub 8 pipe

4 Listen and circle the correct word.  151

1	2	3	4	5
				
cub / <u>cube</u>	pip / pipe	tap / tape	cub / cube	pip / pipe


### Reading

- 1 Look at the pictures. What are the children wearing?
- 2 Listen and read.  152

News Teachers Students Events

## Class 2L play was a great success!

 by Lucy Grant (2L)




This year, Class 2L's play was *Vet Story*. The play was in our classroom on Tuesday morning.

I was the vet in the play. Jack and Ruby were ill animals. Jack was a rabbit and Ruby was a cat.

My costume was a vet's white coat. Jack's was a fluffy tail and big rabbit ears. Ruby's costume was a big cat's head.

In the story, the rabbit was scared of the vet, but in the end he was very brave. The cat was very old and tired, but in the end it was happy and well. The play was lots of fun. Our families were very happy and proud of us.

Thank you to our English teacher, Miss Green, for her work. And thank you to our mums and dads for the costumes. Primary 2 was brilliant. We are really looking forward to Primary 3!



### 3 Read again. Circle the false word and write the correct word.

1 The play was on Thursday.

Tuesday

2 The play was in the afternoon.


3 The play was in the playground.

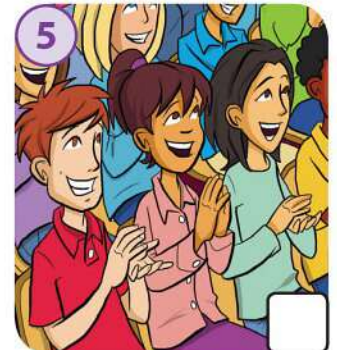
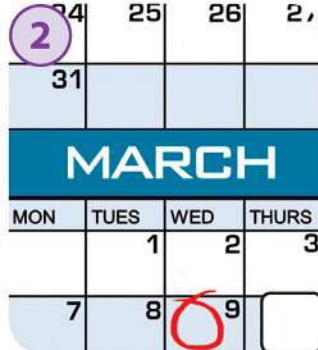
4 The vet's coat was blue.

5 The rabbit's ears were little.

6 Miss Green is the art teacher.

Listening

1 Listen and write T (true) or F (false).  153



Speaking



2 Look and say.

fireman builder nurse policeman

He was a ...

She was a ...

They were...



Writing preparation

3 Read. Circle *and*. Underline *or*.

I like donkeys and horses. I don't like dogs or cats.

- I don't like tennis or football.
- I like cakes and bananas.
- I can't swim or ride a bike.
- The living room was dirty and untidy.
- Today we've got English and maths.
- We haven't got science or PE.

Complete the writing task on page 107 of the Workbook.



# 15

# Well done!

## Lesson One Words

1 Listen, point and repeat.  154



man



men



woman



women



child



children

2 Listen and chant.  155

3 Listen and read.  156



Watch the MultiROM! 

1 Tell me about school today. Was it good?

Oh yes. It was great!

2 It was the school prize-giving. We were late.

Hurry up!

3 There weren't any children in the classroom. But there were some teachers.

Where's the prize-giving?

4 The prize-giving was in the playground.

Look! Lots of men, women and children.

5 There was a prize for English.

The prize goes to ...

6 ... Rosy and Tim! Well done!

We were the winners! It was a great day!

- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

Let's learn!



There **weren't any** children.



There **were some** teachers.

3 Write.

some any



There weren't any men.  
 There weren't \_\_\_\_\_ children.  
 There were \_\_\_\_\_ women.



There were \_\_\_\_\_ children.  
 There weren't \_\_\_\_\_ men.  
 There weren't \_\_\_\_\_ women.

4 Point, ask and answer.

man men woman women child children



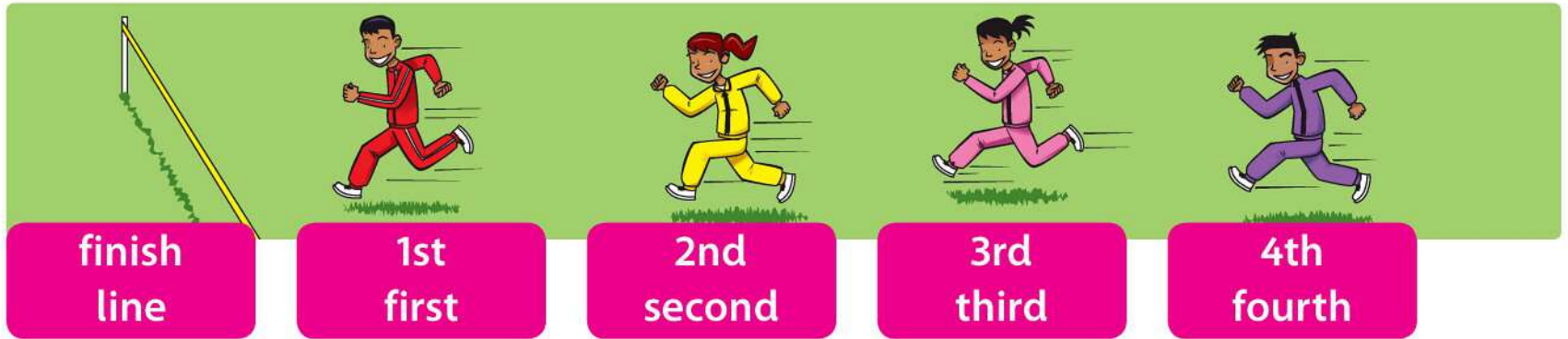
Picture 1. How many men were there?

There were two men.

How many ...?

## Lesson Three Song

### 1 Listen, point and repeat. 157



### 2 Listen and sing. 158

### 3 Sing and do.

#### Let's sing!

#### The race

There was a race.

Go, go, go!

Some children were fast,  
And some were slow.

Joe was fourth.

He wasn't very fast.

His bag was very heavy,  
So he was last.

Emily was third.

She was faster than Joe.

But she lost her shoe,  
So she was a little slow.

Oscar was second.

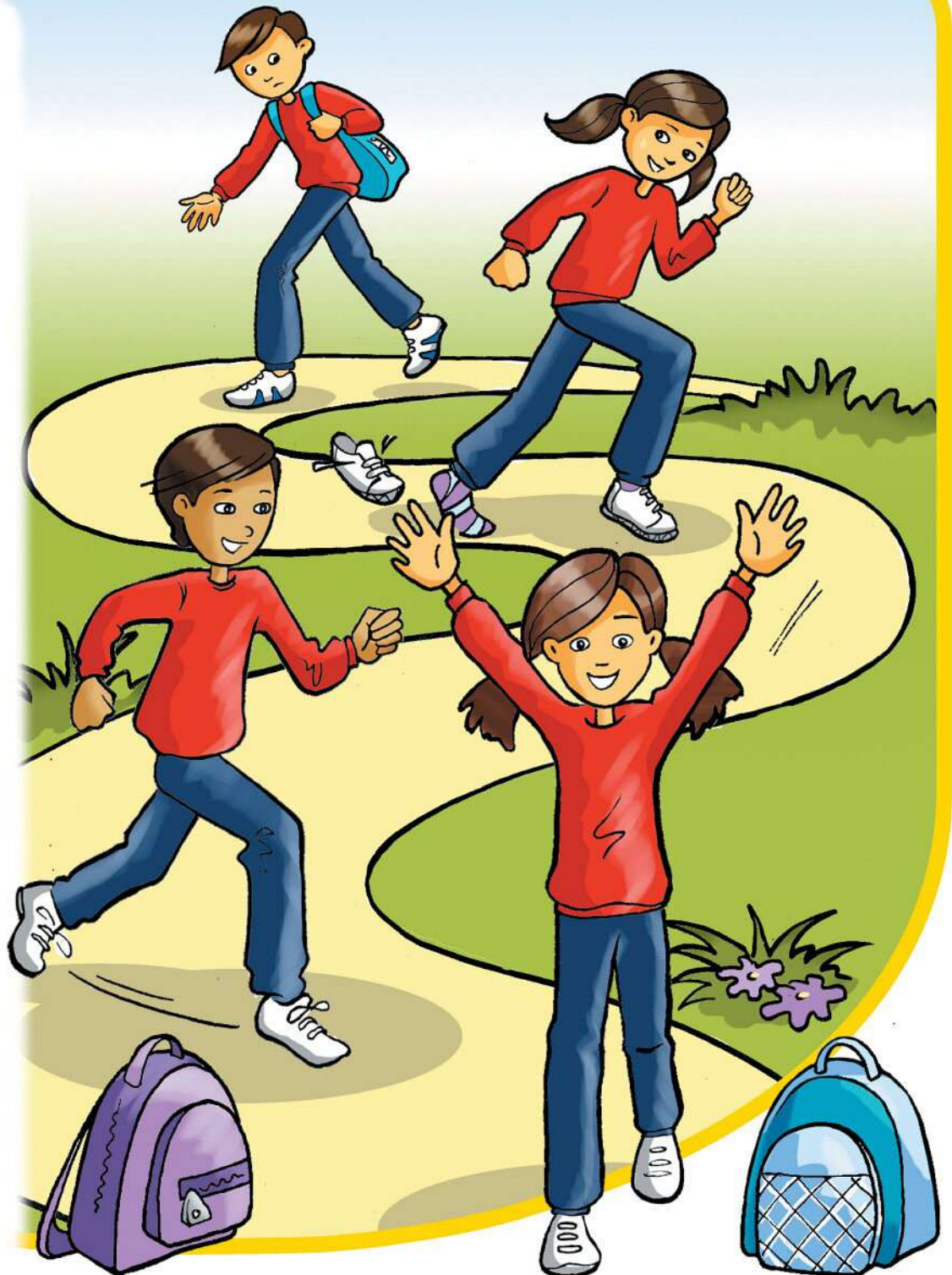
Just behind Kim.

He was very fast,  
But she was faster than him.

Kim was first.

Run, run, run!

What a fast runner.  
She was number one!



1 Listen, point and repeat.  159

ng

ring

king

swing



nk

bank

sink

pink



2 Listen and chant.  160



Sing a song while you swing, swing, swing.

Look at the king with his ring, ring, ring.

Wash your hands at the sink, sink, sink.

Now you're thirsty, have a drink, drink, drink.



3 Read the chant again. Circle the sounds *ng* and *nk*.

4 Listen and complete the words.  161

1



ring

2



bank

3



swing

4



king

5



pink



### Reading

1 Look at the pictures. What is the horse doing?

2 Listen and read.  162

Suzy is a fairground horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.



But Suzy isn't happy.

"I want to run in the fields," she says. "I want to eat the green grass. I want to be a *real* horse!"

The next day Suzy moves her head. She moves her tail. "Hurrah!" says Suzy. "I'm a real horse now!"



Suzy runs to the field. She eats the green grass. She drinks the fresh water. She is very, very happy.

But that night, Suzy isn't happy. She's cold. She's wet. And she's scared. "I miss my friends," she says. "I miss the red horse and the blue horse."



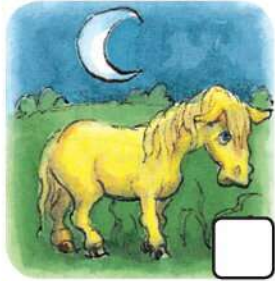
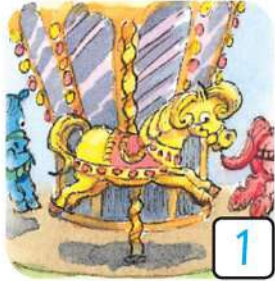
In the morning, Suzy says goodbye to the green grass. She says goodbye to the fresh water. Suzy goes back to the fairground.

"I'm a happy horse," she says. "I can go round and round every day with my friends, the red horse and the blue horse."



Listening

1 Listen and number.  163



Speaking

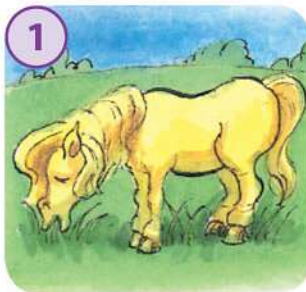


2 Point, ask and answer.

drinking    running    eating

What's Suzy doing?

She's ...



cold    happy    scared  
sad    hot    brave

Is she sad?

No, she isn't. She's ...



Writing preparation

3 Circle the *ies* endings. Underline the *s* endings.

teddy    teddies  
lolly    lollies

boy    boys  
monkey    monkeys

I've got four teddies.  
There aren't any boys.

- 1 There are lots of toys in my bedroom.
- 2 She likes lollies.
- 3 Look at the funny monkeys.

Complete the writing task on page 113 of the Workbook.



# Fluency Time! 5

## Everyday English

### 1 Listen, read and say. 164



James: Let's play Snap!  
 Kate: OK. That's a great idea.  
 Kate: Whose turn is it?  
 James: It's my turn. Snap!



Kate: How many cards have you got?  
 James: Ten. I'm the winner! I've got more cards than you.  
 Kate: Congratulations.

### 2 Listening Listen and tick (✓) the correct picture. 165



### 3 Speaking Ask and answer.

my    your    his    her

8

10

6

Whose turn is it?

It's your turn.

How many cards have you got?

I've got eight cards. I'm the winner.

Congratulations.



Watch the DVD!

1 Look at the story again. Act. 

2 Make *Snap* cards.



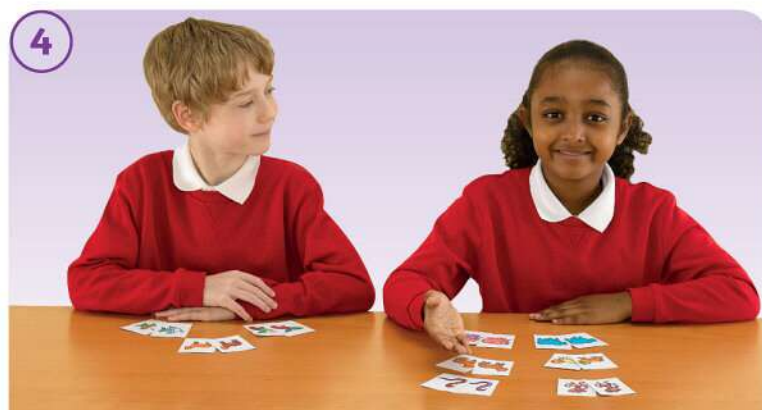
1  
Colour the pictures.  
Cut out the cards.



2  
Put the cards in a pile.  
You can't see the pictures.



3  
Take turns to turn over the cards.  
If they are the same, say *Snap*.



4  
Keep the matching cards. Count  
them and see who is the winner!

3 **Speaking** Use the *Snap* cards and say.

Let's play *Snap*!

OK. That's a  
great idea.

I'm the winner! I've got  
more cards than you.

Monkey - monkey. *Snap*!

Congratulations.

1 Circle the odd-one-out. Write.

- |   |       |        |        |        |       |
|---|-------|--------|--------|--------|-------|
| 1 | cow   | goat   | horse  | man    | _____ |
| 2 | kind  | wet    | dirty  | donkey | _____ |
| 3 | photo | second | fourth | first  | _____ |
| 4 | loud  | quiet  | first  | fast   | _____ |

2 Look and circle the correct word.



- The girl is taller / shorter than her brother.
- Her coat is smaller / bigger than her brother's coat.
- She is faster / slower than her brother.
- The boy is faster / slower than his sister.

3 Look and write.

Your ~~whose~~ I'm it Congratulations

OK, whose turn is \_\_\_\_\_ ?








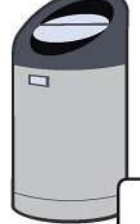
\_\_\_\_\_ the winner.

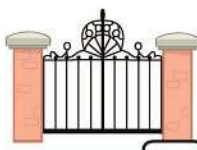
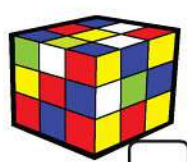

It's \_\_\_\_\_ turn.




\_\_\_\_\_.

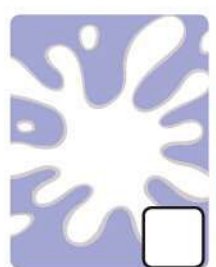
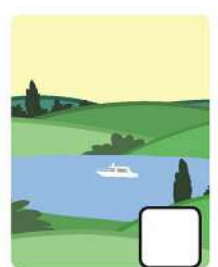
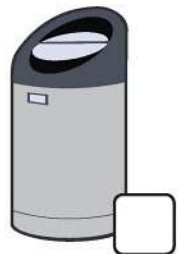
4 Tick (✓) the picture that contains the sound.




1 u\_e     

2 i\_e     

3 u     

4 o\_e     

5 i     

6 o     

5 Read and circle the correct word.



- 1 On Wednesday, it was / were our school play.
- 2 The children wasn't / weren't in the classroom.
- 3 They was / were in the playground.
- 4 Our mums and dads was / were there too.
- 5 Our teacher wasn't / weren't sad.
- 6 He was / were very proud of us.
- 7 All the children was / were very happy!

6 Read and colour.

My work in Units 13, 14 and 15 is



OK



Good



Excellent

# Games

## 1 Listen and read. 166

In the UK, children play games at school. They usually play at break time in the playground at eleven o'clock. A very popular game is 'It'. One child is 'It'. All the children run away and 'It' chases them. When 'It' catches a child, he or she is now 'It'.



Another popular game is skipping. Two children turn a long rope and another child jumps over it. Everyone says a poem when the child is skipping. Children can play these games in the winter to get warm.

On Saturdays and on Sundays, children often play these games at the park. In the summer, there is no school in July or in August, so the children can play games at the park then too.



## Let's talk about games!

- at** 11 o'clock      **at** break time      (times)  
**on** Saturdays      **on** Sundays      (days)  
**in** December      **in** the winter      (months and seasons)

### 2 Read again. Circle the correct word.

- Children can / can't play games at school.
- They like / don't like the game 'It'.
- They play games in the classroom / playground.
- Break time is at nine / eleven o'clock.
- In the UK, children don't go to school in July / February.

### 3 Look, ask and answer.



He ...

Lunch

I go to

It's hot ...

It's ...

time is ...

school ...

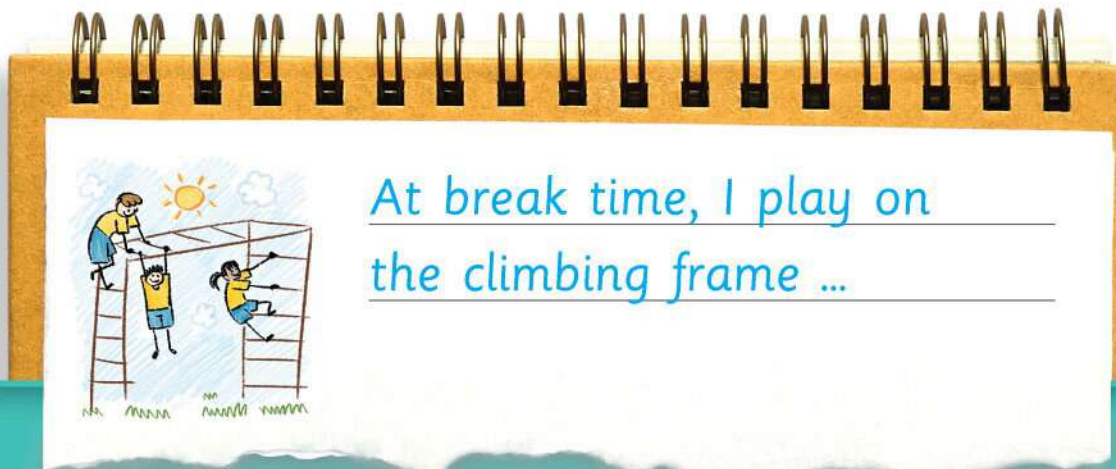


He plays football at break time.

Lunch time is at one o'clock.



### 4 Write about your games.





# Meals

1 Listen and read. Circle the food and drink words.  167

My name's Tom. I'm in the kitchen at home. I'm eating my breakfast. I've got some toast and some jam. I'm drinking some milk. I really like my breakfast. Breakfast is my favourite meal.

I eat lunch at school every day. I've got a yellow lunchbox. Today I've got a sandwich, a banana and some juice.

This is my sister, Lucy. She's eating her dinner. She's got a potato and some cheese. She's drinking some apple juice. Cheese is my sister's favourite food. My favourite food is ice cream.



## Let's talk about meals!

I've got **a** sandwich.

I've got **some** toast.

She's got **a** potato.

She's got **some** juice.

### 2 Read again. Write T (true) or F (false).

- 1 Tom is eating some toast.     T
- 2 Tom doesn't like breakfast.
- 3 Tom's got a potato for lunch.
- 4 Tom's lunch box is green.
- 5 Lucy is eating a potato.

### 3 Look and say. Act.

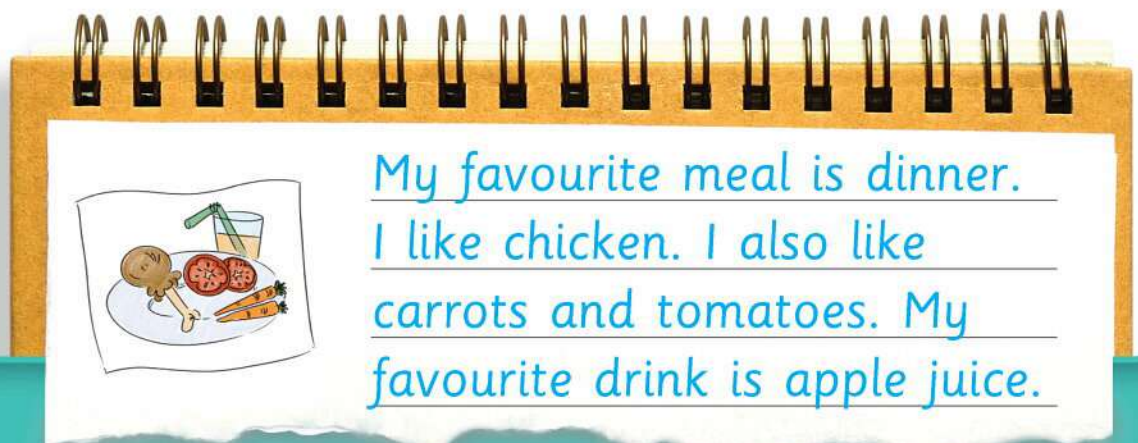


I'm eating a potato.

I'm eating some toast.



### 4 Write about your favourite meal.



My favourite meal is dinner.  
I like chicken. I also like  
carrots and tomatoes. My  
favourite drink is apple juice.

## Factfile

Most children  
in the UK eat  
lunch at school.

# At home

1 Listen and read. Then number.  168

1 My name's Lucy. I live with my mum, dad, brother and sister. This is our house.

2 This is the living room. Here are my Mum and Dad. They're working. That is their new computer.

3 Here is our garden. We've got a swing. This is its seat. It's orange, my favourite colour.

4 Let's go upstairs. This is our bathroom. My towel is pink. My brother's towel is orange. He really likes football.

5 This is my brother's room. These are his books. He reads every day.

1





## Let's talk about homes!

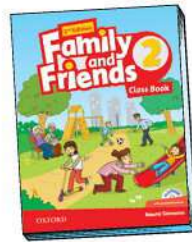
We This is **our** house  
 They That is **their** new computer.  
 It That is **its** seat.

### 2 Read again. Write T (true) or F (false).

- 1 Lucy lives with her brother. T
- 2 Their new computer is in the kitchen. \_\_\_\_\_
- 3 Lucy has got a swing. Its seat is pink. \_\_\_\_\_
- 4 Lucy's bathroom is upstairs. \_\_\_\_\_
- 5 Her brother likes princesses. \_\_\_\_\_

### 3 Point and say.

their its our his her



This is their computer.



This is its orange seat.

### 4 Write about a room in your house.



This is my dining room. We eat here. There is a table and six chairs. There is a rug under the table. It's blue.

## Factfile

Most homes in the UK have got a garden.

## Unit 1

**This is** a computer.

**These are** tables.

**That is** a chair.

**Those are** posters.

**Read and tick (✓) or cross (X).**

1 These is my bag. \_\_\_\_\_

2 That is a CD player. \_\_\_\_\_

3 This are pictures. \_\_\_\_\_

4 Those are pegs. \_\_\_\_\_

## Unit 2

**We're** happy.

**Are they** hungry?

Yes, **they are**.

**They're** tired.

No, **they aren't**.

**Write.**

1 \_\_\_\_\_ they nervous? Yes, \_\_\_\_\_.

2 \_\_\_\_\_ they hot? No, \_\_\_\_\_.

## Unit 3

I **can** skate.

**Can** she play tennis?

Yes, she **can**.

I **can't** swim.

No, she **can't**.

**Order the words.**

1 she football play ? Can \_\_\_\_\_

2 can Yes, she . \_\_\_\_\_

3 skateboard can't . I \_\_\_\_\_

## Unit 4

**Have** you **got** a milkshake?

Yes, I **have**.

No, I **haven't**.

**Has** he **got** fries?

Yes, he **has**.

No, he **hasn't**.

**Write.**

1 \_\_\_\_\_ you got a sandwich? Yes, \_\_\_\_\_

2 \_\_\_\_\_ he \_\_\_\_\_ a pizza? No, \_\_\_\_\_

## Unit 5

What **have we got** on Monday? **We've got** English.  
 When **have we got** PE? **We've got** PE on Thursday.

These are **our** bags.  
 These are **their** books.

## Order the words.

- 1 maths got When we ? have \_\_\_\_\_  
 2 maths We've . on got Tuesday \_\_\_\_\_  
 3 our are . These T-shirts \_\_\_\_\_

## Unit 6

I **visit** my grandma. I **have** a music lesson.  
 I **don't visit** my grandma. I **don't have** a music lesson.

## Write.

- 1 (X) go swimming I don't go swimming.  
 2 (✓) help my mum \_\_\_\_\_  
 3 (X) watch TV \_\_\_\_\_  
 4 (✓) do my homework \_\_\_\_\_

## Unit 7

What **do** you like? I **like** balloons. What **does** he like? He **likes** sweets.  
 I **don't like** nuts. He **doesn't like** pastries.

## Write. What does he like?

- 1 (nuts 😊) He \_\_\_\_\_ nuts.      2 (chocolate ☹️) He \_\_\_\_\_ chocolate.

## Unit 8

What's the time? **It's** seven **o'clock**. She gets up **at** seven o'clock.  
 She goes to school **at** eight o'clock.  
 He has dinner **at** six o'clock.

## Order the words.

- 1 o'clock It's . eleven \_\_\_\_\_  
 2 lunch . at has o'clock twelve She \_\_\_\_\_

### Unit 9

Where **does** he work? He works in an airport.

**Does** she work in a shop? Yes, she **does**.

No, she **doesn't**.

#### Write.

1 He / police station? Does he work in a police station?

2 No, \_\_\_\_\_

3 She / hospital? \_\_\_\_\_

4 Yes, \_\_\_\_\_

### Unit 10

**It's** sunny. **Put on** your sun hat.

**Don't put on** your coat.

#### Write.

1 It's hot. \_\_\_\_\_ your coat.

2 It's sunny. \_\_\_\_\_ your sun hat.

3 It's cold. \_\_\_\_\_ your shorts.

### Unit 11

What **are** you wearing? **I'm** wearing a blue skirt.

What's he wearing? **He's** wearing red gloves.

#### Write.

1 What \_\_\_\_\_ you wearing? \_\_\_\_\_ wearing jeans.

2 What \_\_\_\_\_ he wearing? \_\_\_\_\_ a blue T-shirt.

3 What \_\_\_\_\_ wearing? She's \_\_\_\_\_ black boots.

## Unit 12

What **are you** doing? **I'm** talking.  
**We're** singing.

What's **he** doing? **He's** eating a sandwich.

What **are they** doing? **They're** dancing.

## Write.

- 1 What \_\_\_\_\_ she doing? \_\_\_\_\_ reading.
- 2 What \_\_\_\_\_ doing? I'm taking photos.

## Unit 13

The sheep is **bigger than** the goat.

The boy is **shorter than** the girl.

## Write.

- 1 The horse is bigger than the sheep.  
The sheep \_\_\_\_\_ the horse.
- 2 The girl is taller than the boy.  
The boy \_\_\_\_\_ the girl.

## Unit 14

I **was** naughty. You **were** happy.  
 He **wasn't** sad. They **weren't** cold.

## Write.

- 1 (X) I wasn't happy.
- 2 (✓) You \_\_\_\_\_ kind.
- 3 (✓) He \_\_\_\_\_ brave.
- 4 (X) They \_\_\_\_\_ hungry.

## Unit 15

There **were some** children.  
 There **weren't any** men.

## Write.

- 1 There were some men.
- 2 There \_\_\_\_\_ any women.
- 3 There weren't \_\_\_\_\_ children.
- 4 There \_\_\_\_\_ some animals.



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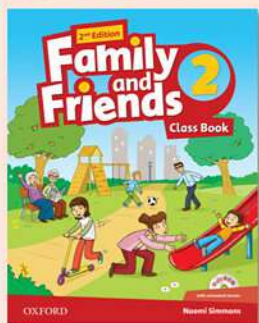
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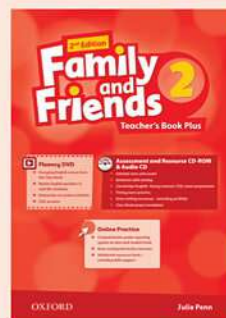


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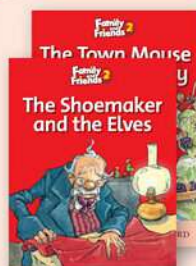


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