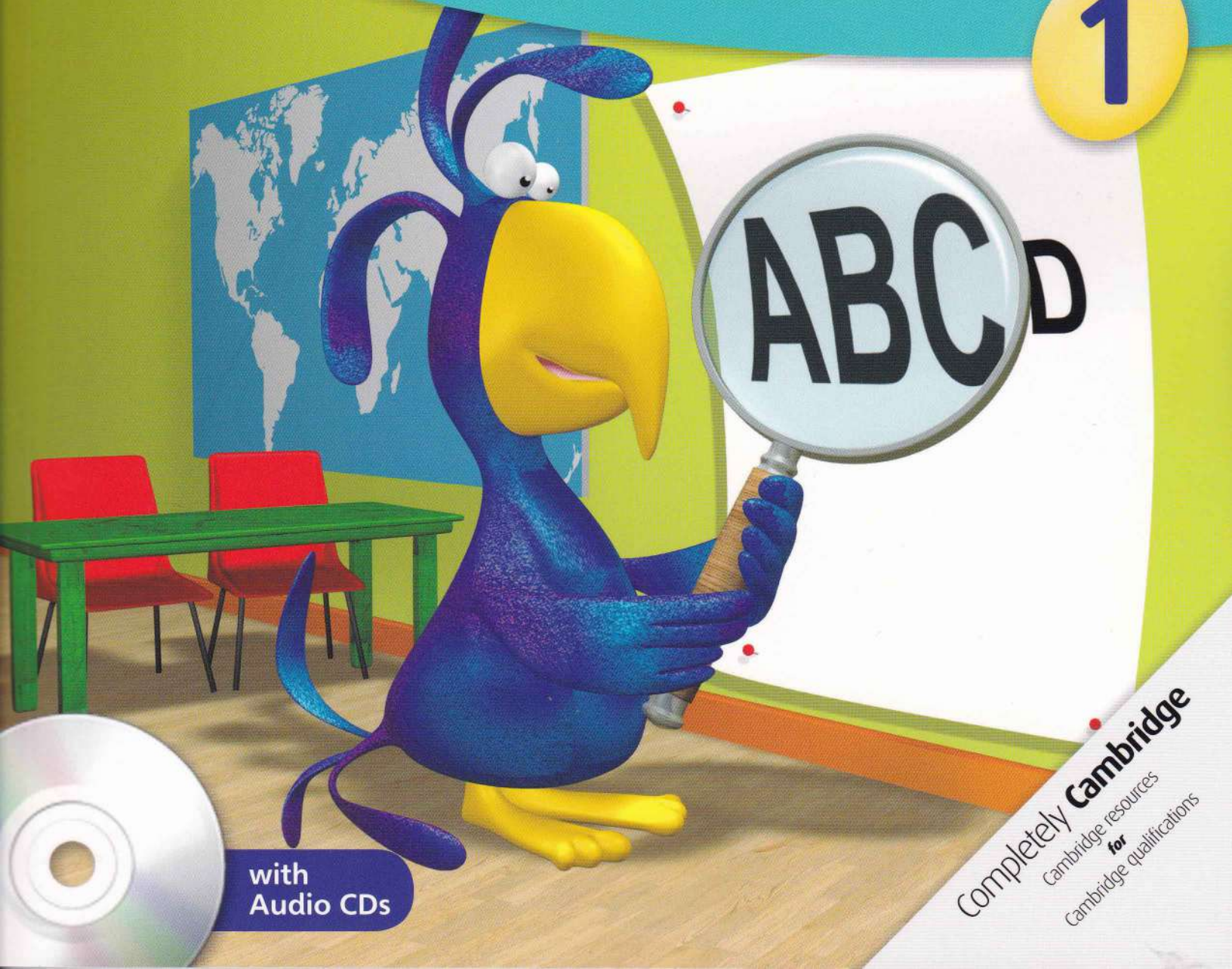


Caroline Linse and Elly Schottman

CAMBRIDGE Global English

Learner's Book

1



with
Audio CDs

Completely **Cambridge**
Cambridge resources
for
Cambridge qualifications

CAMBRIDGE Global English

Learner's Book

1

Cambridge Global English is an exciting, eight-stage, language-rich English course, taking learners from the beginning of primary through the first two years of junior secondary. It was developed to provide comprehensive support for learners of English as a Second Language worldwide. The course takes an active, creative, 'learning to learn' approach that teaches learners to communicate clearly and fluently in English.

Learners explore a fascinating range of cross-curricular topics, develop critical thinking skills and build their English language literacy through a wide variety of curriculum-based activities. The course follows the Cambridge Primary and Secondary 1 English as a Second Language (ESL) Curriculum Frameworks: part of a world-class teaching programme developed by Cambridge English Language Assessment and Cambridge International Examinations.

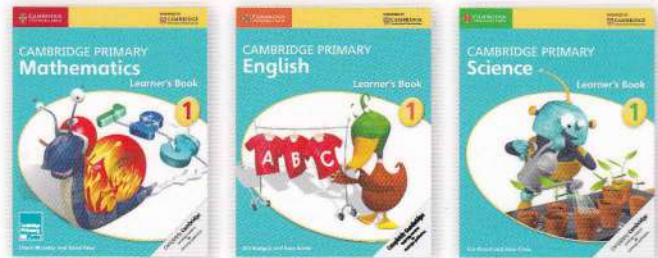
The Learner's Book (for learners aged 5 to 6) contains:

- Nine richly-illustrated units, each with six lessons, cover phonics, vocabulary, use of English, reading and writing, listening and speaking, critical thinking and values.
- All units end with an engaging project and light-touch self-assessment opportunity.
- Two accompanying Audio CDs contain the listening material for Stage 1 Learner's and Activity Books, including songs, story texts and poems for use in class and at home.
- Authentic listening and reading texts include factual and fictional extracts, dialogue and poetry from around the world.
- *Words to remember*, *Writing tip* and *Language detective* features focus on vocabulary development and language awareness.
- A colourful *Picture dictionary* helps learners to build and practise their vocabulary.
- Written by experienced authors who are experts in young learner teaching methodology.
- CEFR Level: towards A1.

Other components of Cambridge Global English 1:

Activity Book 1 ISBN: 978-1-107-65513-3
Teacher's Resource 1 ISBN: 978-1-107-64226-3

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Learner's Book

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Caroline Linse and Elly Schottman



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Welcome to Cambridge Global English Stage 1

Cambridge Global English is an eight-stage course for learners of English as a Second Language (ESL). The eight stages range from the beginning of primary (Stages 1–6) to the end of the first two years of junior secondary (Stages 7–8). It is ideal for all international ESL learners, and particularly for those following the Cambridge Primary/Secondary English as a Second Language Curriculum Framework, as it has been written to adhere to this framework. It also presents realistic listening and reading texts, writing tasks, and end-of-unit projects similar to those students might encounter in the context of a first-language school. These elements provide teachers with the opportunity to tailor the level of challenge to meet the needs of their particular students. The course is organised into nine thematic units of study which include a range of activities, text types and objectives.








Cambridge Global English materials are aligned with the Common European Framework of Reference. The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the topics and situations in *Cambridge Global English* have been selected to reflect this diversity and encourage learning about each other's lives through the medium of English.
- **An enquiry-based, language-rich approach to learning.** *Cambridge Global English* engages children as active, creative learners. At the same time as participating in a range of curriculum-based activities, they can acquire content knowledge, develop critical thinking skills and practise English language and literacy.

- **English for educational success.** To meet the challenges of the future, learners will need to develop facility with both conversational and more formal English. From the earliest stage, *Cambridge Global English* addresses both these competencies. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using English-language classroom materials.

In addition to this Learner's Book, *Cambridge Global English Activity Book 1* provides supplementary support and practice. Comprehensive support for teachers is available in *Cambridge Global English Teacher's Resource 1*.

The following icons are used in this Learner's Book:

-  pre-recorded listening activity
-  pre-recorded song and class singing activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  linking activity in Activity Book
-  cross-curricular maths activity
-  cross-curricular science activity.

We hope that learners and teachers enjoy using *Cambridge Global English Stage 1* as much as we have enjoyed writing it.

Caroline Linse and Elly Schottman

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page	Unit	Words and expressions	Use of English	Reading/Writing
6–9	Starter	Numbers, colours and alphabet objects		
10–23	1 Welcome to school	School objects, people, activities, vehicles Greetings Transport Colours	Singular and plural nouns Present simple with <i>I, we, you</i> Possessive adjectives <i>by</i> Adjective order	Poems/songs Read for information Guided writing
24–37	2 Family time	Families, routines Feeling words Likes and dislikes Favourite foods, recipes and activities Numbers 1–10	Present simple Negatives Questions and short answers <i>How many are there?</i> <i>There is/are</i>	Non-fiction Poems/songs Read for information Guided writing: Cards, labels Picture captions
38–51	3 Fun and games	Activities/games Body House and objects Animals <i>Left/right</i> <i>Point to / put</i>	Imperatives/present tense <i>can</i> for ability <i>on, under, next to</i>	A play Guided writing: Game Read instructions Read and act out story/play
52–65	4 Making things	Clothes Colours and shapes Celebrations Characters Describe clothes	Present continuous (statements, questions, word order) Subject pronouns	Traditional story and song Information texts Write about clothes Poem Write a song verse
66–79	5 On the farm	Farms and animals, seeds, vegetables, plants Describe animals and their actions Polite language	Present continuous – questions and short answers Subject pronouns <i>can</i> <i>above/under</i>	Guided writing Labelling Picture captions Class story writing
80–93	6 My five senses	Senses Music Talk about favourites Compare Ordinal numbers Describe and discuss tastes, likes and dislikes Make predictions	Comparatives with <i>-er</i> <i>can</i> Ask and answer questions beginning: <i>Which? Can you? What's? Do you?</i>	Story from India Factual texts Write full sentence captions, shared writing, short vowel words
94–107	7 Let's go!	Transportation Movement Descriptions: Colours and size Adjective order	Imperatives <i>What's this?</i> Prepositions	Factual text Read and follow instructions Write about activities/experiments Make a chart Write about favourite vehicles
108–121	8 Wonderful water	Weather Water and nature Days of the week Ask about and describe weather	Present simple consolidation <i>yes/no</i> questions <i>Don't forget to ...</i>	Play from Vietnam Poetry, story, song Write a poem based on model Write about animals Write captions, speech bubbles, create lists, organise writing Make a class book
122–135	9 City places	City places and sounds Traffic and roads Household objects Ordinal numbers Identify opposites Describe and compare objects Express opinions	Determiners: <i>this/that</i> Pronouns: <i>these/those</i> Plurals	Poem about cities Guided writing about cities Write: Complete sentence frames, new version of poem, draw and label places
136–143	Picture dictionary	Review of vocabulary and themes		

Listening/Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Listen to letters, numbers and colours	Maths: Number review	Alphabet review	
Listen for information Listen to letters Interviews Discuss, act out poems and songs	Geography	Letter names Spelling Capital letters Labels	Understanding and conducting interviews Organising and making charts Making friends, working, playing and learning together
Listen for information Ask and answer Talk about families Discuss, act out poems and songs	Maths: 1–10, simple problem solving Geography Social studies	<i>th</i> Short <i>a</i> Rhyming words	Families in different parts of the world Asking survey questions, creating and discussing graphs Classification How families work and play together
Listen to / give instructions Make a new song verse Discuss and act out poems, songs, stories	Physical education	Short <i>u</i> Rhyming words Question marks Read and act out decodable story	What games can we play? Creative problem solving Compare and contrast Taking turns, speaking politely, being a good sport
Listen for information Ask and talk about pictures Discuss and act out poems, songs, stories	Arts and crafts Shapes and colours Make puppets	Short <i>e</i> <i>I'm</i> (contractions) Rhyming words	What can we make with colours and shapes? Recognising and reproducing word patterns Planning and making a quilt Helping others Cleaning up after ourselves
Interviews Guided speaking Discuss and act out stories, poems, songs Sing new verses Ask and answer information questions	Science: Life cycles Growing vegetables	Short <i>i</i> , <i>ch</i> , <i>sh</i> Tongue twisters Identify rhyming words <i>I'm/we're</i> (contractions)	What can you find on a farm? Document growth of seeds Interpreting diagrams Story maps Taking care of plants and animals is important
Talk about ability Talk about senses Act out a story	Music Science: Senses Arts and crafts: Making instruments	Short <i>o</i> <i>-er</i> forms Compare minimal pairs Rhyming sounds	How do we use our five senses? Making lists Comparing things Understanding high and low sounds Inclusion/awareness of disability Respecting differences
Listen for information Talk about transportation and movement Listen to stories, poems Song	Arts and crafts: Making a helicopter Science: Hands-on exploration, shapes	Long <i>e</i> sound Listen for sounds	How do we travel around? Classifying and identifying difference between vehicles and movement Keeping safe while using transportation
Listening comprehension Guided speaking Dialogues Emphatic expression Discuss and act out stories, poems, songs	Science and the environment Weather patterns Experiment: Things that float	Long <i>a</i> spellings <i>ai</i> and <i>ay</i> Punctuation and capitals	Why is water important? Providing examples to support ideas Predicting outcomes Understanding nature and survival Understanding the importance of water
Listening comprehension: routes Talk about where you live Act out conversation Play games Perform poems Ask for and give things	Social studies: Living in cities	<i>-y</i> endings Awareness of syllables Rhyming words	What can you see, hear and do in a city? Interpreting maps Interpreting poems We can appreciate where we live We can respect different opinions

Aa

apple

Bb

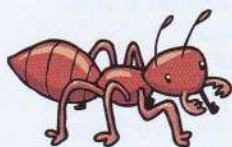
book

Cc

cat

Dd

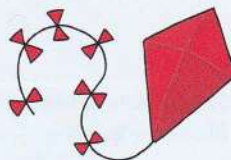
duck

Ii

insect

Jj

jacket

Kk

kite

Ll

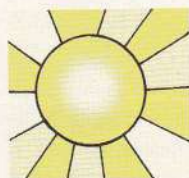
leaf

Qq

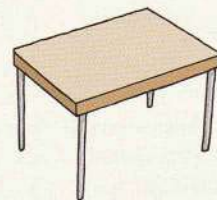
quilt

Rr

rain

Ss

sun

Tt

table

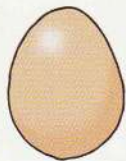
Yy

yellow

Zz

zoo

Ee



egg

Ff



fish

Gg



guitar

Hh



hand

Mm



mouth

Nn

9

nine

Oo



octopus

Pp



pencil

Uu



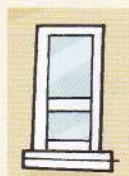
umbrella

Vv



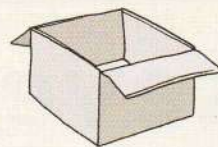
violin

Ww



window

Xx



box

Numbers 1-10

one	1				
two	2				
three	3				
four	4				
five	5				
six	6				
seven	7				
eight	8				
nine	9				
ten	10				

Colours



red



yellow



green



blue



purple



orange



black



white



brown



pink



1

Welcome to school

1 Think about it What do we do at school?

3 1 Read and listen

Find each thing in the picture.

Hello, school!

Tables and chairs

A list of rules

Books and crayons

Hello, school!

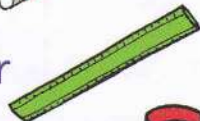
2 What's in the classroom?

Find some more things.

a blue pencil



a green ruler



a red lunchbox



4 3 Making friends

Listen to the children talking.

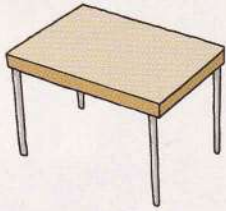
How old are they?

Practise with your partner.



5 4 Topic vocabulary

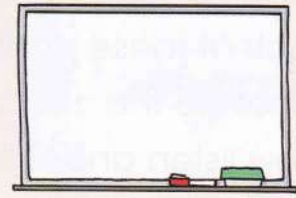
Listen, point and say.



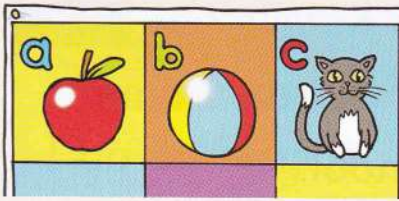
a table



a clock



a whiteboard



an ABC chart



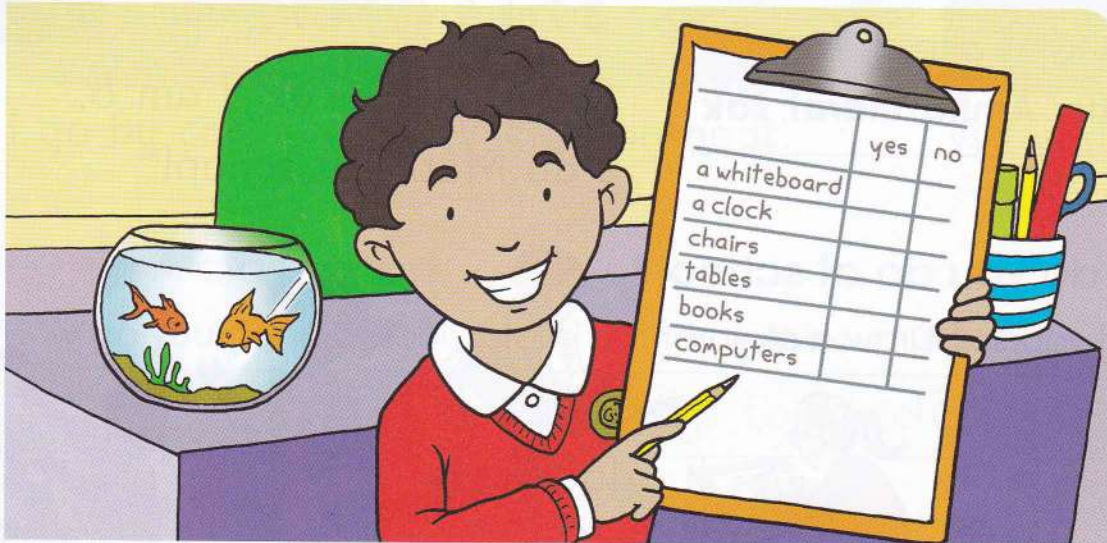
chairs



computers

6 5 Classroom treasure hunt

Listen to Matteo. He is doing a classroom treasure hunt.
Which thing does he forget to say?



Now do a treasure hunt in your classroom!

6 School poem

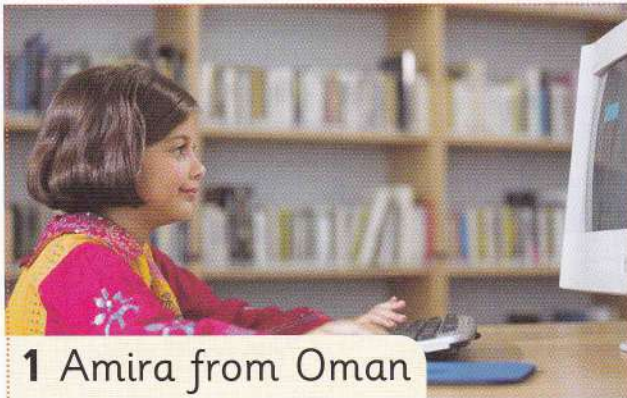
Write a school poem with your class.

2 Find out more

Children around the world

7 1 Before you read

Look at these photos.
What do the children do at school?
Now listen and read.



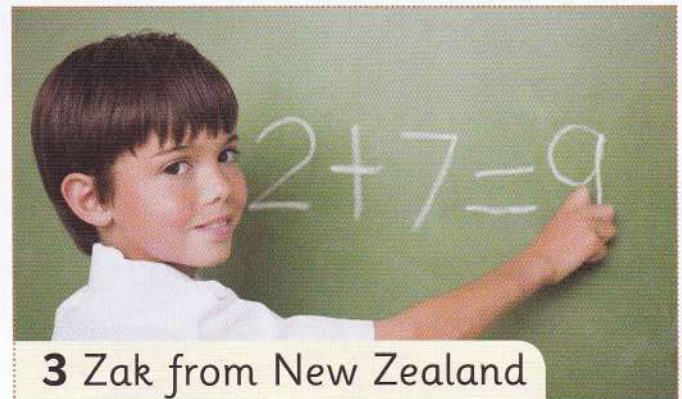
1 Amira from Oman

My name is Amira. I am 6.
I use computers at school.



2 Marat from Kazakhstan

My name is Marat. I am 7.
I read at school.



3 Zak from New Zealand

My name is Zak. I am 6.
I do Maths at school.

Writing tip

A name begins with a capital letter. **A**mira, **M**arat, **Z**ak

2 What do you do at school?

Write about yourself. Draw a picture.



read



use computers



write



do Maths



sing



draw

My name is ____ .

I am ____ .

I ____ at school.

8 3 How do children go to school?

Read and listen.



I go by bicycle.



We go by bus.



I go by car.



We go by boat.



We walk.

4 A class chart

How do **you** go to school? Make a chart with your class.

How do you go to school?						
I go by bus.	Lara	Aron	Tanya	Ali	Paco	
I go by car.	Kuldip	Marta	Sara			
I go by bicycle.	Lucas					
I walk.	Pablo	Dina				

3 Letters and sounds

The alphabet

9 1 Alphabet poem

Listen and point to the letters.

A B C D E F G

We're in school, you and me.

H I J K L M N

I have a pencil. You have a pen.

O P Q R S T

Look around. What do you see?

















U V W X Y Z

Put your hands on your head!

2 Word wall

Make a word wall with your class.

What's the first letter of your name? Put your name under that letter.

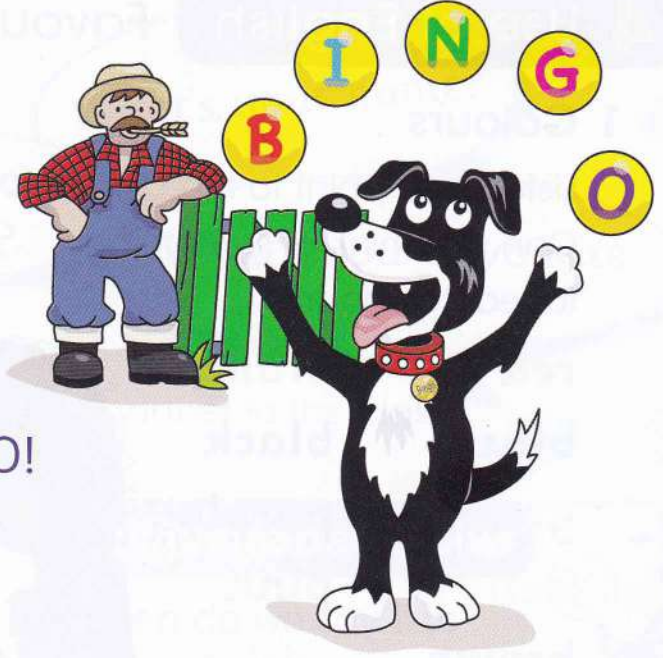
Aa 	Bb 	Cc 
 Anil	 Anna	 Asif
 Bala	 Bruno	 Carol
 Cheng	Dd 	Ee 
 Delena	 Emma	 Eric
		 Fernando

10 3   A spelling song

Make 5 letter cards.
Point to the letters as you sing.


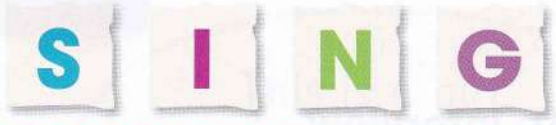
Bingo

There was a farmer had a dog
And Bingo was its name-o.
B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!
And Bingo was its name-o!




4   Make a new song

Sing some new verses! Make letter cards. Point to the letters as you sing.



Every day we read at school,
We read with our teacher.
R-E-A-D. R-E-A-D. R-E-A-D.
We read with our teacher.



Every day we sing at school,
We sing with our teacher.
S-I-N-G. S-I-N-G. S-I-N-G.
We sing with our teacher.

4 Use of English Favourite colours

11 1 Colours

Listen and point to the colours.
Can you think of something
for each colour?

red

orange

blue

black

green

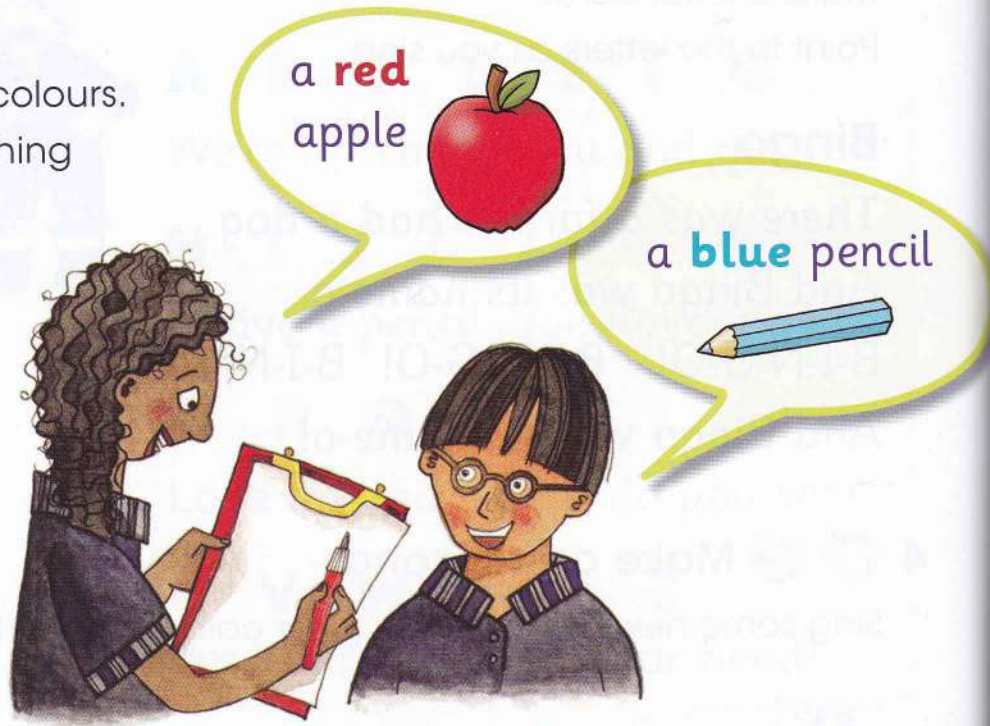
purple

yellow

pink

brown

white



12 2 An interview

Listen to Fatima.
She is interviewing Ben.
What questions does
she ask?



Name: Ben

Favourite colour: black

Fatima interviews
another friend.
What is her name?
What is her favourite
colour?



Name: _____

Favourite colour: _____

3 Make a name card

Draw a picture of yourself. Write your name and your favourite colour.

4 Interview a friend

Ask your partner some questions.

Can you spell your name, please?

What's your name?

What's your favourite colour?

Write about your partner. Then introduce your partner to the class.



This is my friend.
His name is ____ .
His favourite colour is ____ .

Language detective

When do we say **his** and **her**?



This is my friend.
Her name is ____ .
Her favourite colour is ____ .

This is a girl.
Her name begins with R.
Her favourite colour is red.

5 Mystery child

Choose a name card.
Tell your partner about the child.
Can they guess who it is?



Name: Anna
Favourite colour: yellow



Name: Rosa
Favourite colour: red



Name: Tomas
Favourite colour: green



Name: Lan
Favourite colour: orange

5 Read and respond

13 1 Before you read

This poem tells a story about a girl. The girl is going to school. Look at the pictures. What do you think happens? Now listen and read.

I go to school

by Richard Brown and Kate Ruttle

1



I go to school in the morning and I look like this.

2



3



I see a little rabbit and it hops like this.

4



5



I see a little duck and it swims like this.

6



7



I see a little squirrel and it climbs like this.

8



Words to remember

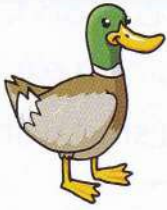
Find this word in the story.
How many times can
you see it?

_____ l _____

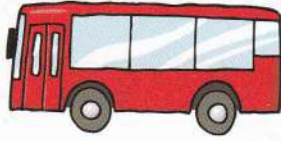
I go to school in the morning and I look like this!

2 Yes or no

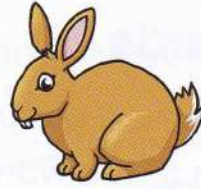
Does the girl see these things on her way to school? Say **yes** or **no**.



a duck



a bus



a rabbit



a squirrel

3 Over to you

What do you see on your way to school?

I see cars.



cars



ducks



bicycles



children

4 What do the animals do?

Match the pictures.
Say the sentences.



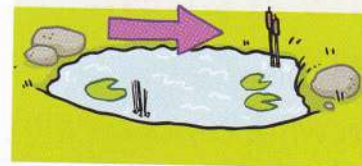
1 A squirrel



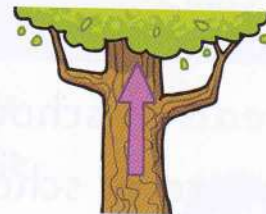
2 A rabbit



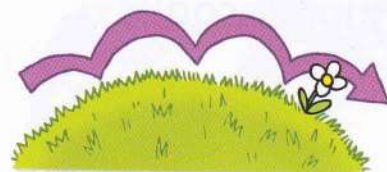
3 A duck



swims.



climbs.

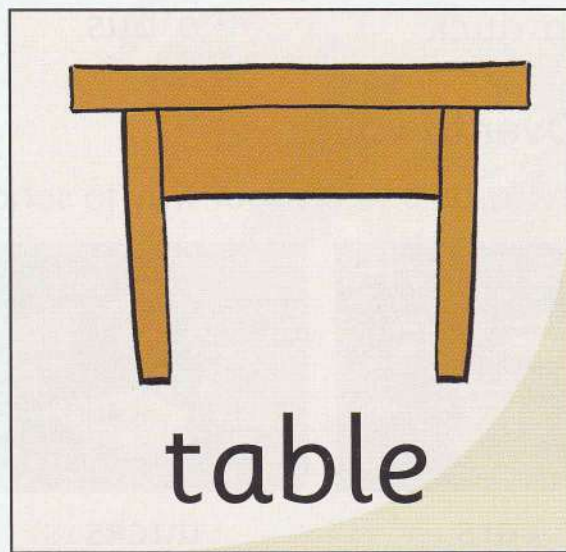


hops.

6 Choose a project What do we do at school?

A Make word cards

Write a word then draw a picture. What letter does the word start with?
Add the word cards to the word wall.

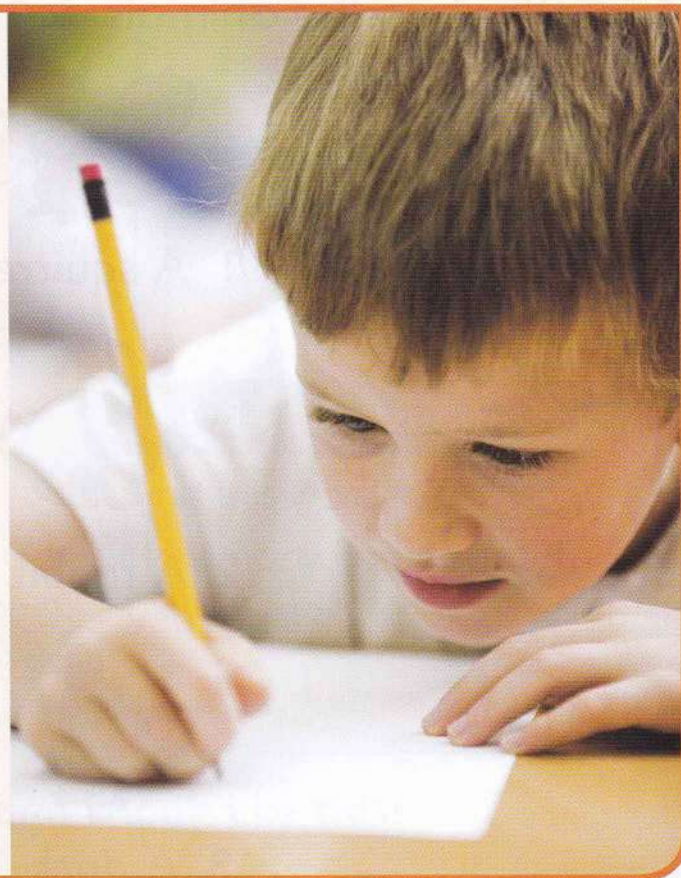


B Write a poem

Read this poem.
Then write a poem with your friends.
What do you do at school?

School

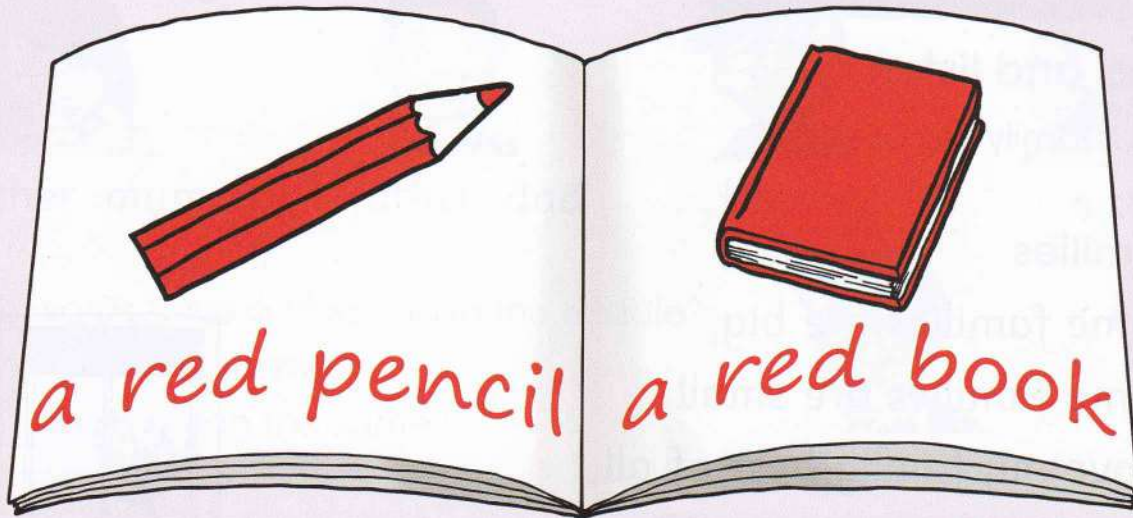
We **read** at school
We **write** at school
We **draw** at school
School is cool!



C Make a colour book

Choose a colour – for example, **red**.

Take photos or draw pictures of things that are **red**.



Write words under each picture.

Look what I can do!

- I can say the names of things in my classroom.
- I can say what I do at school.
- I can write my name.
- I can read and write the letters of the alphabet. **Aa Bb Cc Dd Ee**
- I can introduce a friend.



2

Family time

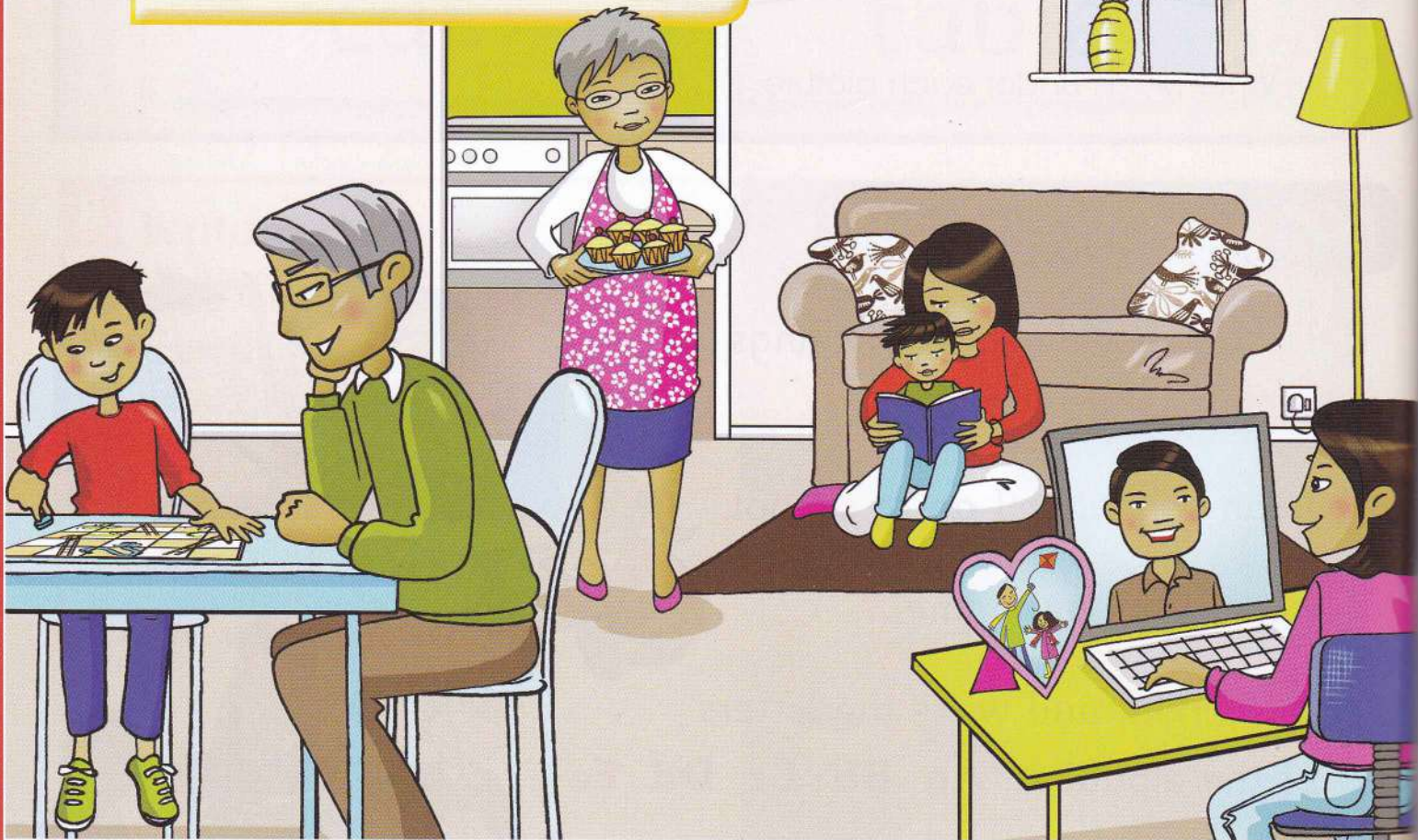
1 Think about it What do families do together?

14 1 Read and listen

Is your family big or small?

Families

Some families are big,
Some families are small.
I love my family best of all.



15 2 Sam and his family

Sam is talking about his family. What do they do every Saturday evening?

16 **3 Topic vocabulary**

Listen, point and say.

Then listen to Sam talking about his family. Is it true? Say **yes** or **no**.



mother mum



father dad



brother



sister

Which words have a **th** sound in the middle?

Which two words rhyme?

Which words mean the same?



grandpa



grandma

4 **Do you ... ?**

Ask and answer questions about your family.



read books



watch TV



play games



fly kites

Do you read books with your family?

Yes, I do.

No, I don't.

Dear Dad,
This card is for
you.
Love,
Lily



5 **Make a card!**

Make a card for someone in your family. Write a message.

2 Find out more Breakfast time

17 1 Before you read

Look at the pictures. What do the children eat for breakfast?
Now listen and read.



John lives in the United States. Trang lives in Vietnam.
He eats pancakes for breakfast. She eats noodles for breakfast.

2 What do you eat for breakfast?

Ask your partner.

What do you eat
for breakfast?

I eat cereal with milk.



3 Write

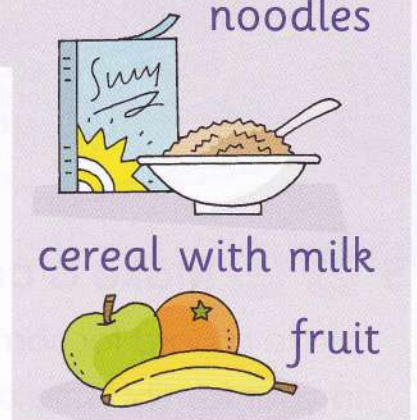
Write about yourself and your partner.

What do you eat for breakfast?

I eat ____ .

What does your partner eat for breakfast?

____ eats ____ .



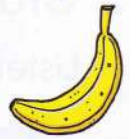
18 **4 Talia and Jacob's fruit salad**

Read and listen to the recipe.
Point to the correct pictures
as you read.

My sister and I eat
fruit salad for breakfast.
This is our recipe.



apple



banana



grapes



mango



strawberry



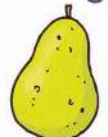
pineapple



watermelon

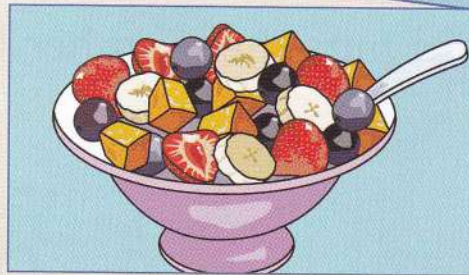
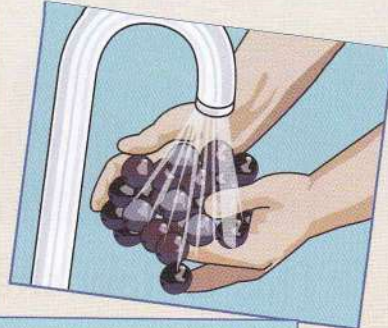
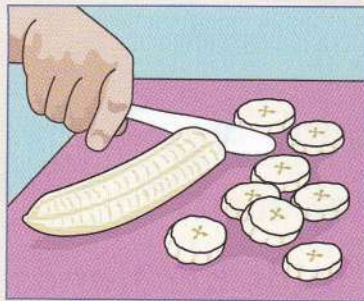


orange



pear

- 1 mango
- 10 grapes
- 1 banana
- 4 strawberries



- Wash the fruit.
- Cut up the fruit.
- Eat your fruit salad.

5 **Write a recipe**

Make your own fruit salad recipe. Which fruits do you like?

6 **A class chart**

Look at the chart. How many children like bananas?
How many children don't like bananas?

Do you like bananas?								
Yes, I do.	●	●	●	●	●	●	●	
No, I don't.	●	●	●					

Make your own class chart.

3 Letters and sounds Short a

19 1 Listen and look

Listen to the short **a** sound. Say the words.



apple



cat

20 2 Grandma's glasses

Listen to the rhyme. Say it.



Here are **Grandma's** glasses.

Here is **Grandma's** hat.



This is how she folds her **hands**
And puts them on her **lap**.



3 Rhyming words

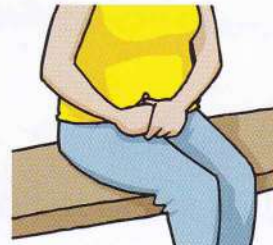
Say the words.

How are they the same?

How are they different?



map



lap



nap

Here are two other words that rhyme with **map**.

Spell and say these words.



c _ _ _



cl _ _

Read and listen.

The cat



1

The cat has a hat.



2

The cat has a map.



3

The cat claps.



4

The cat is back.



5

The cat has a nap in Dad's lap.

Listen again. How many words do you hear with the short **a** sound?

4 Use of English Let's count!

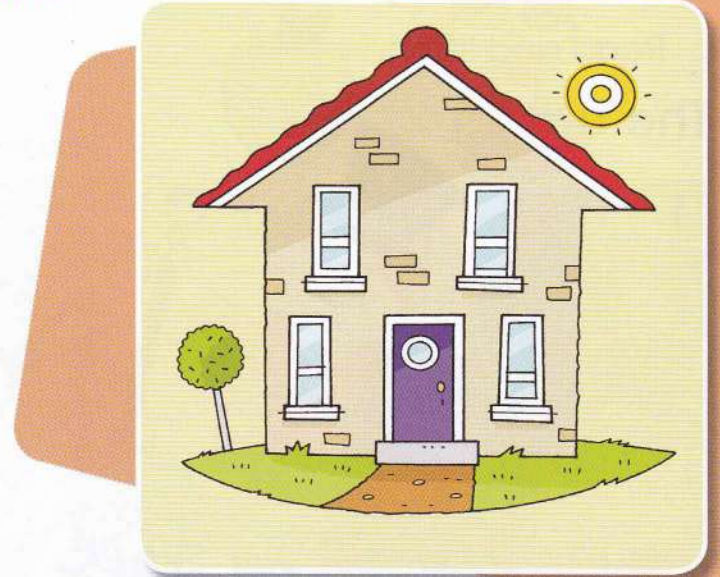
1 How many?

How many doors are there?

There is 1 door.

How many windows are there?

There are 4 windows.

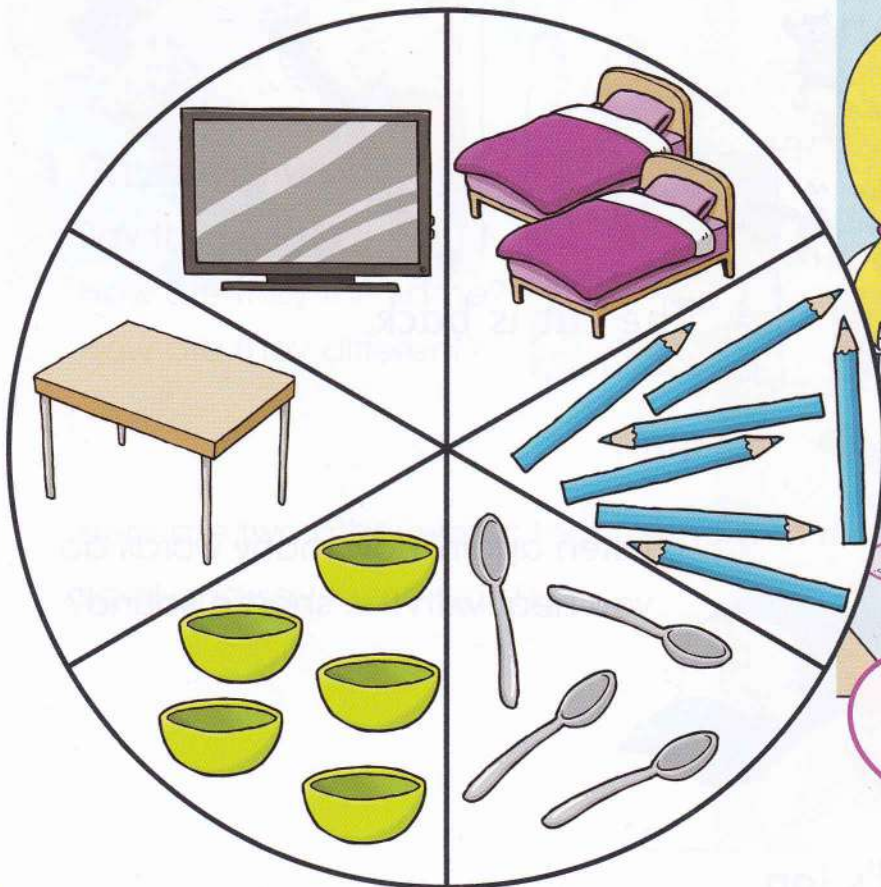


How many doors and windows are there in your house?

2 Play a counting game

Use a pencil and paper clip. Spin the paper clip.

Ask and answer questions. Take turns.



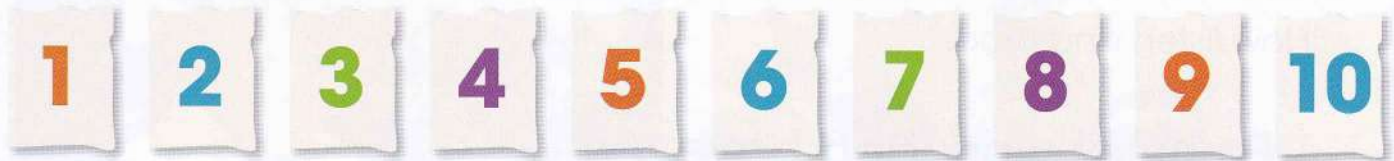
How many beds are there?

There are 2 beds.

22 3    Sing a counting song

Make number cards.

Count and point from 1 to 10. Then count backwards from 10 to 1.



Listen to the song. Point to the number cards.

Sing the song.

Ten in the bed

There are **10** in the bed

And the little one says,
'Roll over. Roll over.'

So they all roll over and 1 falls out.

There are **9** in the bed

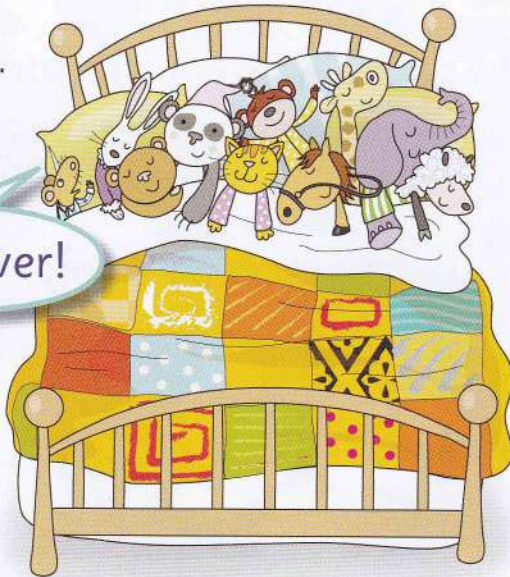
And the little one says,
'Roll over. Roll over.'

So they all roll over and 1 falls out.

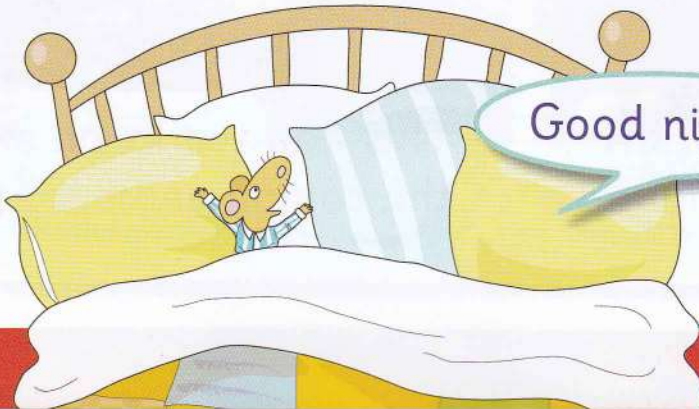
.....

There is **1** in the bed

And the little one says, 'Good night!'



Roll over!



Good night!

5 Read and respond

23 1 Before you read

Look at the photos. What do you think this text is about?

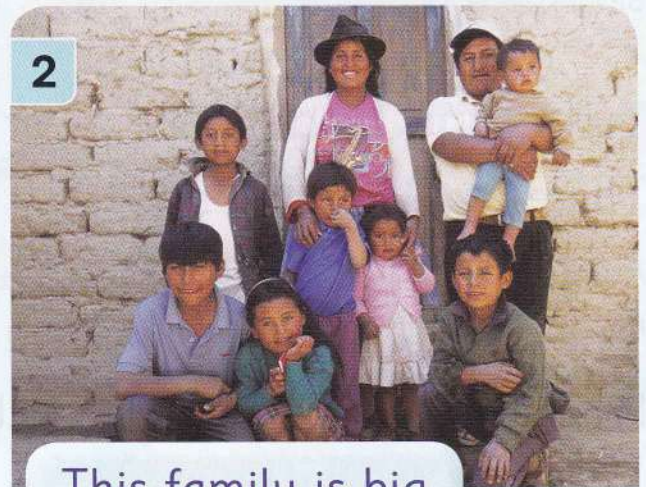
Now listen and read.

Families work and have fun

In a family there are grown-ups and children.



This family is small.

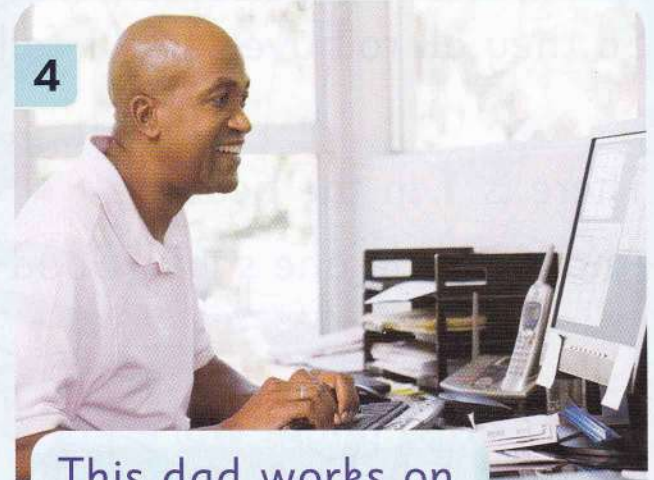


This family is big.

The grown-ups work.



This mum cooks the dinner.

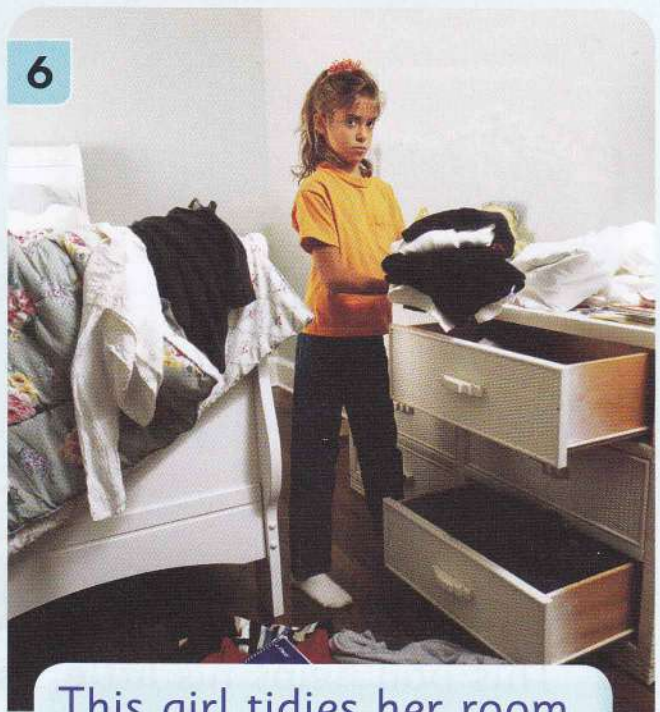


This dad works on the computer.

The children work.

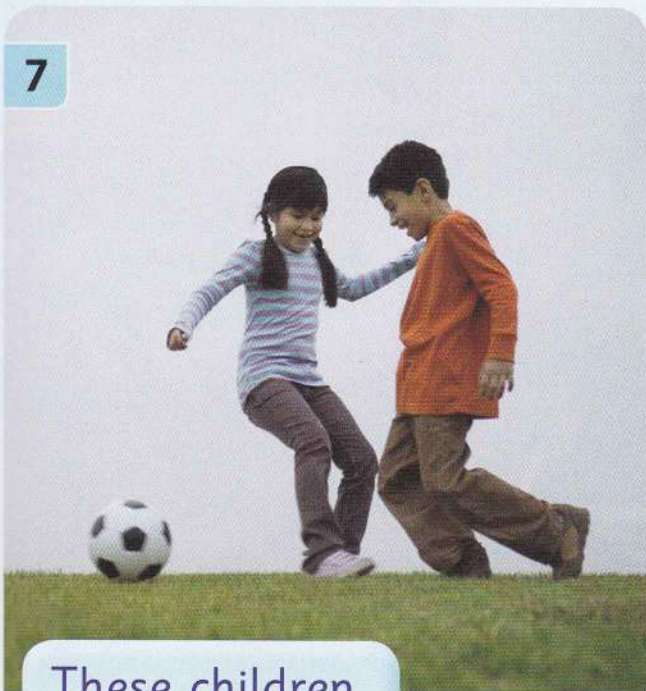


This boy lays the table.

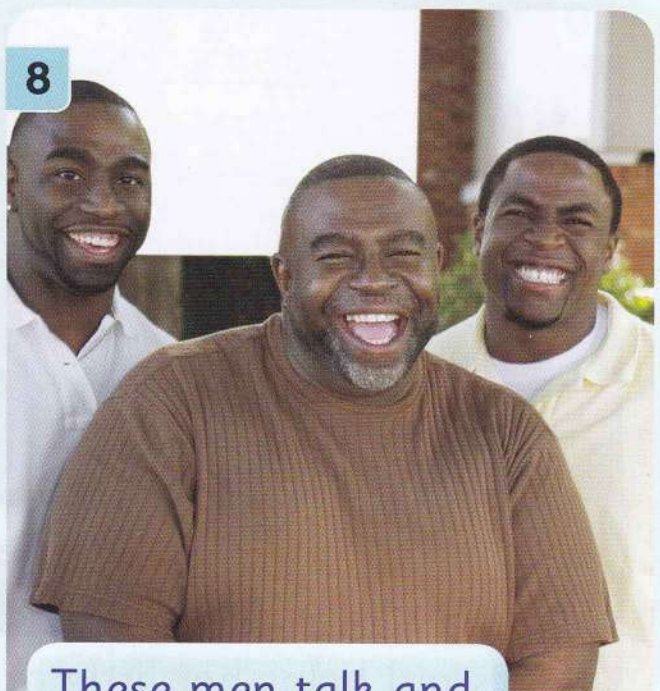


This girl tidies her room.

Families have fun together.



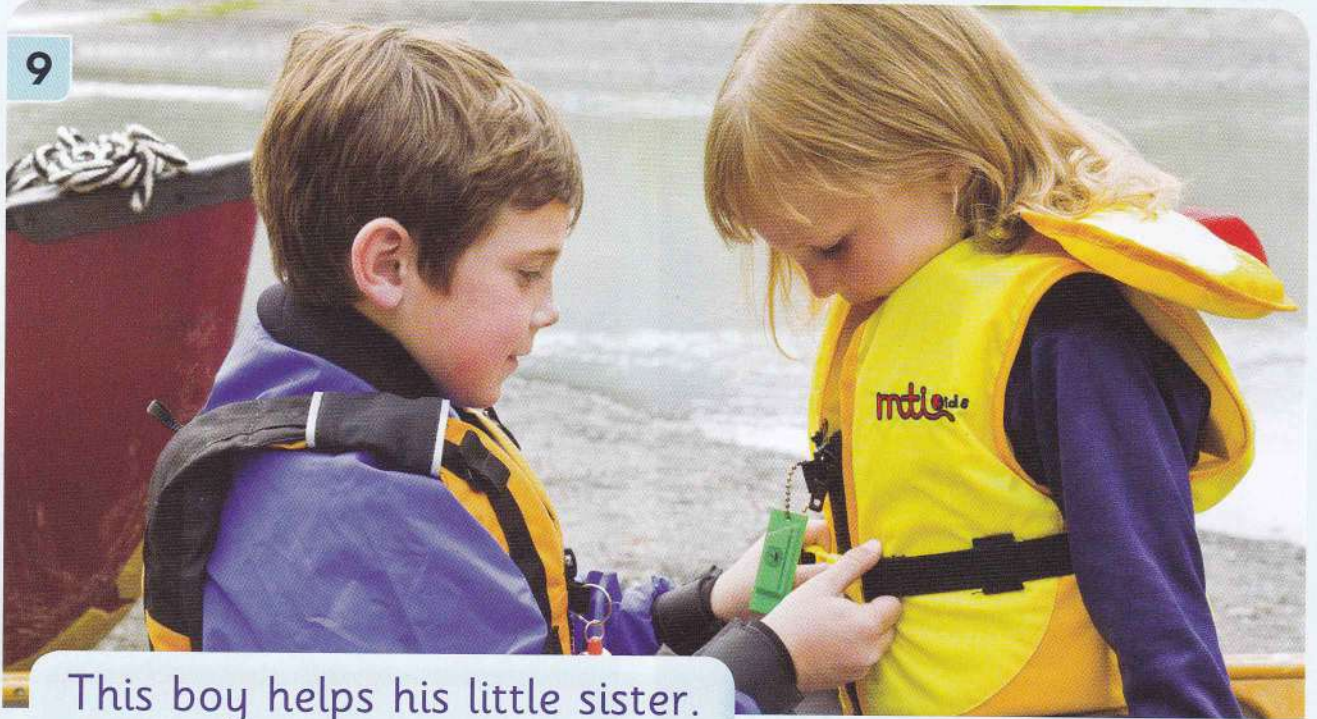
These children play together.



These men talk and laugh together.

People in a family help each other.

9



This boy helps his little sister.
'Thank you,' says the girl.

10



This girl helps her little brother.
'Thank you,' says the boy.

2 Family questionnaire

Ask the questions and read the answers with your partner.

Big and small families

How many grown-ups are there in your family?

How many children are there in your family?

Work

Do you lay the table? yes no sometimes

Do you tidy your room? yes no sometimes

Do you do homework? yes no sometimes

Fun

Do you play games? yes no sometimes

Do you watch TV? yes no sometimes

Do you talk and laugh? yes no sometimes



3 Draw and write

How do you help your family? Draw a picture.

Write a sentence about your picture.

Writing tip

A sentence begins with a capital letter.

Most sentences end with a full stop.

He helps his dad.

Words to remember

Find these words in the text:

this his her.


6 Choose a project

What do families do together?

A Make a chart

Think of a question.

Do you like ... ?



Do you like eggs?

Yes, I do.

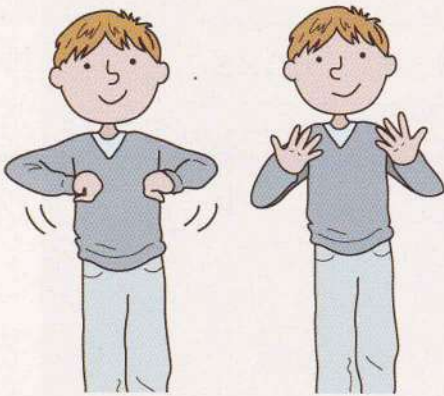
Ask 10 people. Mark the answers on a chart.

Do you like ... ?									
Yes, I do.									
No, I don't.									

B Learn a poem

Act out the words or draw pictures.

Teach the poem to your class.



Good morning, Mother Hen

Chook, chook, chook, chook, chook.

Good morning, Mother Hen.

How many chicks have you got?

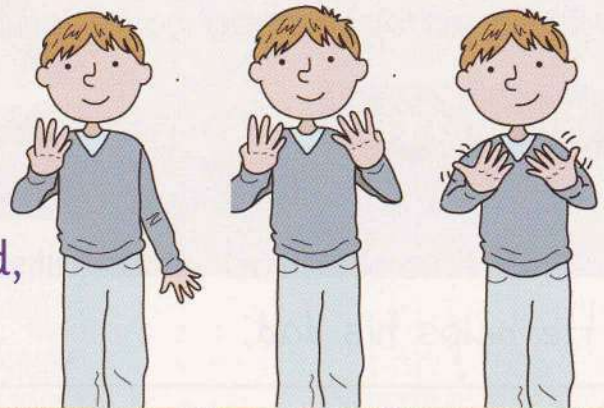
Oh my, I have 10.

4 of them are yellow.

4 of them are brown.

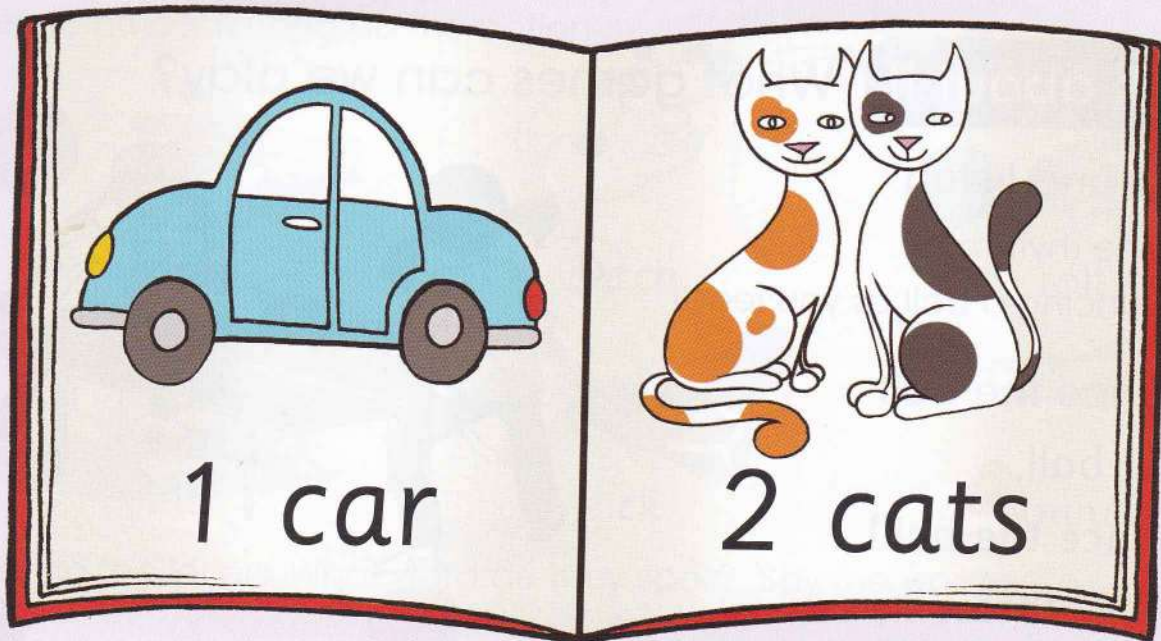
And 2 of them are speckled red,

The nicest in the town.



C Make a counting book

Take photos or draw pictures. Write words under each picture.

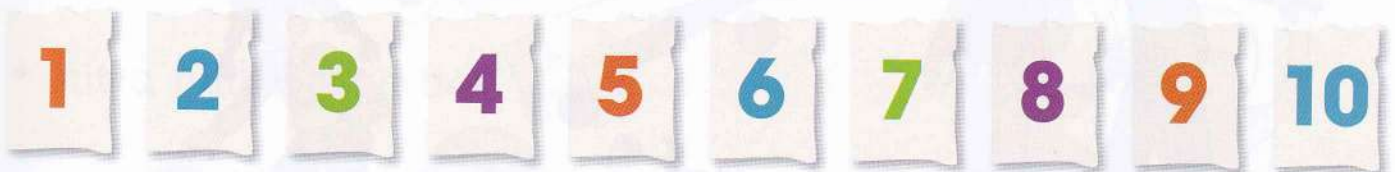


Look what I can do!

- I can talk about families.

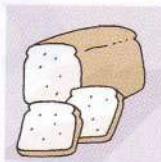


- I can read and write numbers up to 10.



- I can ask and answer questions about food:

Do you like ... ?



- I can read and write words with the short **a** sound.

cat

3

Fun and games

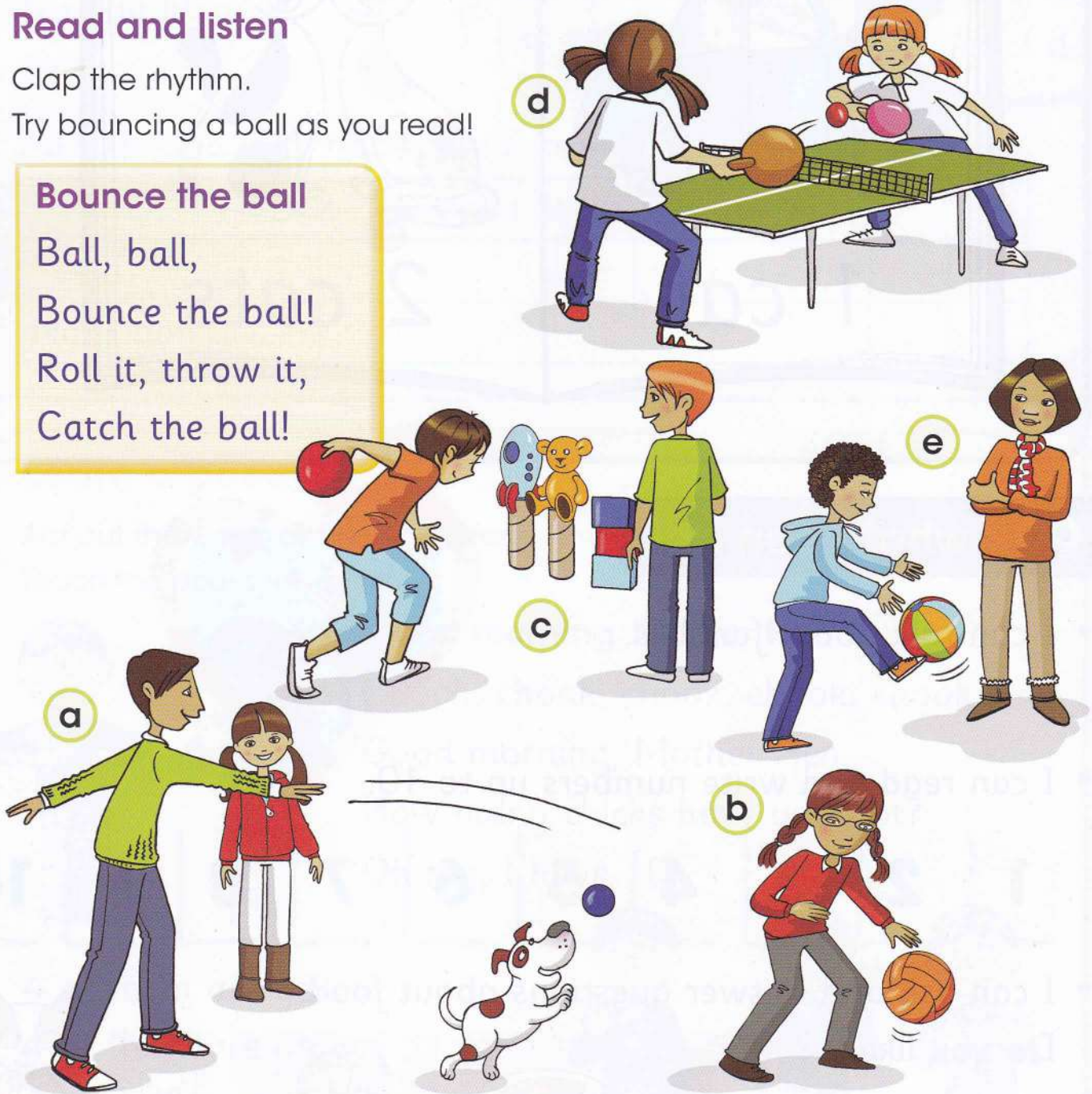
1 Think about it What games can we play?

24 1 Read and listen

Clap the rhythm.
Try bouncing a ball as you read!

Bounce the ball

Ball, ball,
Bounce the ball!
Roll it, throw it,
Catch the ball!



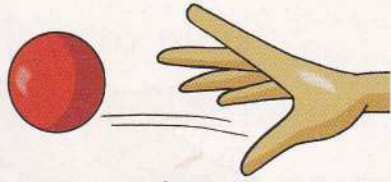
25 2 Which picture?

Listen. Point to the right picture.

26 3 Topic vocabulary

Listen, point and say.

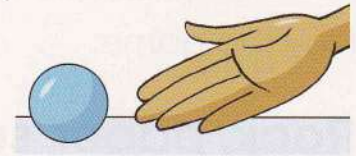
Then listen again and do the action.



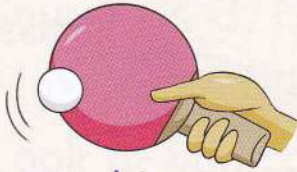
throw



catch



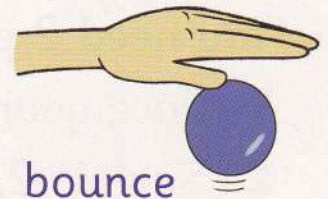
roll



hit



kick



bounce

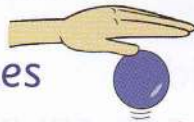
Listen to the letters. What word do they spell? Say the word.

4 🗨️ Can you do it?

Find out which things you and your partner can do.

Go and try! Then tell the class.

- bounce a ball 4 times



- roll a ball to your partner



- catch a small ball



- hit a ball with a bat



- catch a big ball



- throw a ball into a box



Can you catch a big ball?



Yes, I can.

5 📝 AB Make up a game with a ball

You can use a ball, a box and other things. Write and draw pictures.

2 Find out more

Learning new games

27 1 Read and play

Read and listen to the instructions.

Play the game.

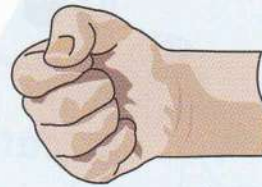
Rock, paper, scissors

How to play:

You need 2 people.

- 1 Face your partner.
- 2 Say: 1, 2, 3, Go!
- 3 Make one of these signs with your hand.
- 4 Look at your partner's hand and your hand.

Who wins the game?



rock



scissors



paper



paper



rock



Paper can cover a rock, so **paper** wins.



rock



scissors



A rock can break scissors, so **rock** wins.



scissors



paper



Scissors can cut paper, so **scissors** win.

Play **Rock, paper, scissors** with a partner. Who wins?

Play the game 5 times.

28 **2**  **Read, play and compare**

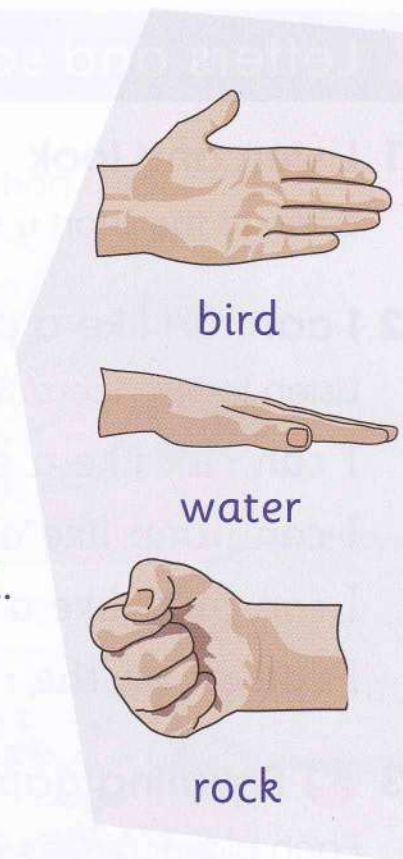
Here is a game from Malaysia. Play this game too.

Bird, water, rock

How to play:

You need 2 people.

- 1 Face your partner.
- 2 Say: 1, 2, 3, Go!
- 3 Make one of these signs with your hand.
- 4 Look at your partner's hand and your hand. Who wins the game?



bird

water

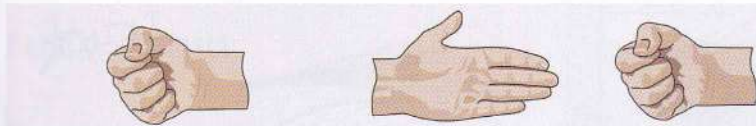
A bird can drink water, so **bird** wins.



water

rock

Water can cover a rock, so ____ .



rock

bird

A rock can hit a bird, so ____ .

Play **Bird, water, rock** with a partner. Who wins? Play the game 5 times.

3  **Similar or different?**

How are these two games similar? How are they different?

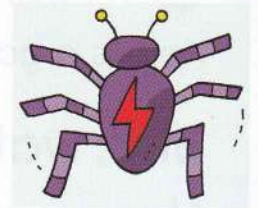
3 Letters and sounds Short u

29 1 Listen and look

Listen to the short **u** sound. Say the words.



cup



bug

29 2 I can run like a puppy

Listen to the poem. Say it.

I can **run** like a **puppy**.

I can **jump** like a **bug**.

I can **buzz** like a **bee**.

I can sit on the **rug**.



3 🗨️ Rhyming game 'Tic-tac-toe'

Each player makes 9 counters. Write a word from this list on each counter:

bug truck sun flag hat cut sad cup clap.

Choose a picture. Say the word. Find a counter with a rhyming word and put it on the picture. Take turns with your partner. To win, put 3 counters in a row.

 cat	 up	 duck
 rug	 dad	 bag
 run	 map	 nut

Counter examples:



30 **4 Phonics story**

Read and listen.

Listen again. How many words do you hear with the short **u** sound?

Run, duck, run!

This duck runs.

1

I run in the sun.
It's lots of fun!

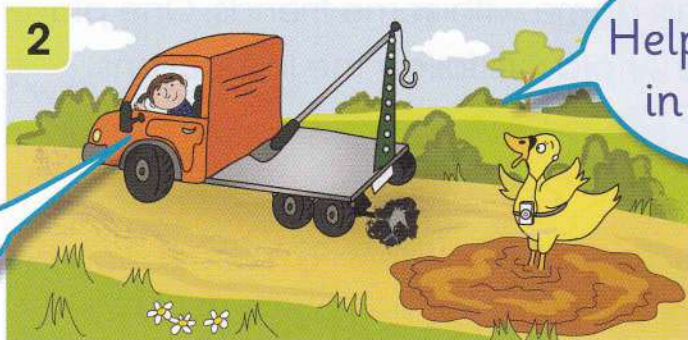


The duck is in the mud.
She's stuck!

2

I can help.
I have a truck.

Help! I'm stuck
in the mud!

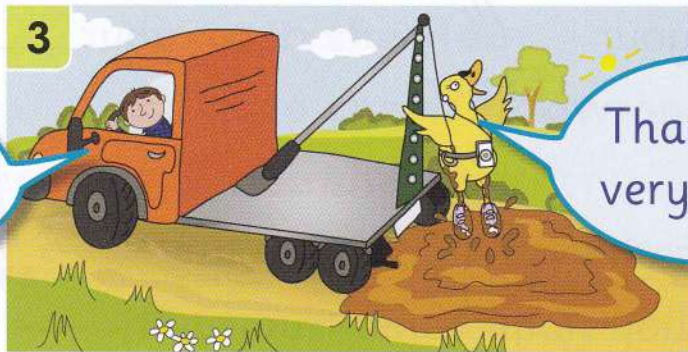


The duck goes up.

3

Up, up, up!

Thank you
very much!



The muddy duck
runs again.

4

Goodbye!

Good luck!



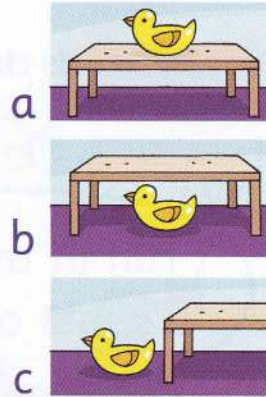
5 Puppets

Make puppets for the duck, the truck and the puddle.
Act out the story.

4 Use of English Giving instructions




1 Where is the duck?

- 1 The duck is **on** the table.
- 2 The duck is **under** the table.
- 3 The duck is **next to** the table.

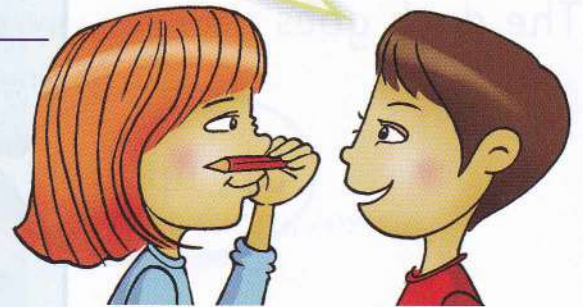



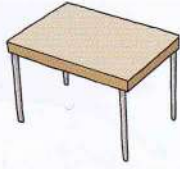

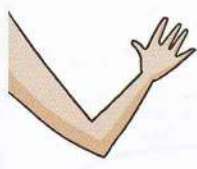
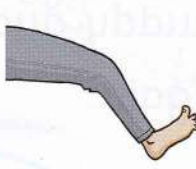


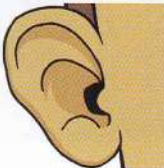

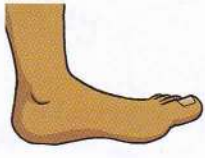
2 Play an instructions game

Play this game with some friends. One player gives an instruction. The other players follow the instructions.

			
	pencil	on	
Put your		next to	your _____
	finger		
		under	
	hand		

Put your pencil under your nose.



				
chair	table	book	arm	leg
				
toes	knee	ear	nose	foot

31 3 Left and right

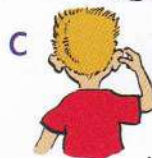
Match the pictures and the instructions.

1 Put your right hand on the table.

2 Touch your right ear.

3 Shake your left foot.

Listen and follow the instructions.



32 4 Point to the baby

Listen to the instructions. Point with your finger.

33 5 🎵 Wind the bobbin up

Follow the instructions. Sing and dance!

Chorus:

Wind the bobbin up.

Wind the bobbin up.

Pull, pull. Clap, clap, clap.

Point to **your shoulders**.

Point to **your nose**.

Point to **your ears** and

Point to **your toes**.

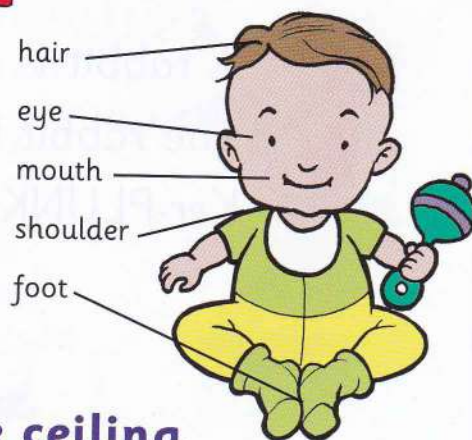
Clap your hands together, 1, 2, 3.

Put your hands upon your knees.

Chorus

6 🗣️ 📖 🎵 Make up a new verse of the song

Teach your new verse to a partner or your class.



Point to **the ceiling**.

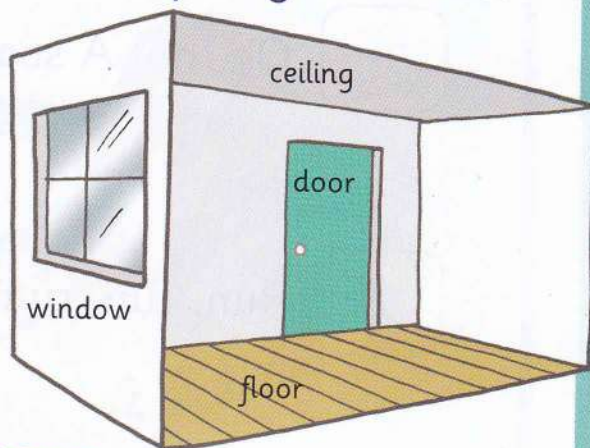
Point to **the floor**.

Point to **the window** and

Point to **the door**.

Clap your hands together, 1, 2, 3.

Put your hands upon your knees.



5 Read and respond

About the story

This story is from China.

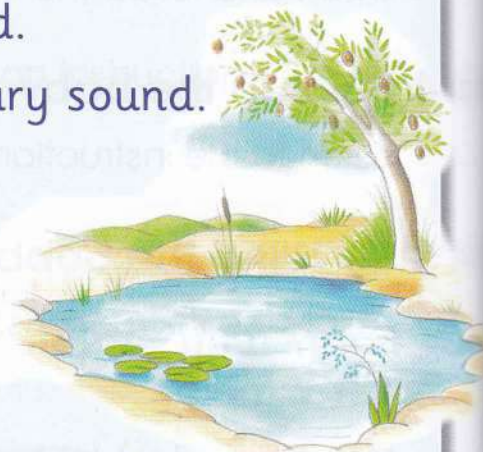
34 1 Before you read

This is a play about animals. The small pictures show which animal is speaking. Listen and read. Find the pictures of **a rabbit**, **2 ducks**, **3 frogs**, and **a lion**.

The Ker-PLUNK



A rabbit is having a nap by a pond.
The rabbit hears a strange and scary sound.
Ker-PLUNK!



Help! A scary Ker-PLUNK! Run, run, run!



What's wrong, Rabbit?



It's the scary Ker-PLUNK! Hurry!



Oh, no! A scary Ker-PLUNK! Flap, flap, flap!



Run, run, run!





What's wrong? What's wrong?



It's the scary Ker-PLUNK! Hurry!



Oh, no! A scary Ker-PLUNK!
Jump, jump, jump!



Flap, flap, flap!



Run, run, run!



STOP! What's wrong?



It's the scary Ker-PLUNK!



It's very scary!



Very scary!



What's a Ker-PLUNK?

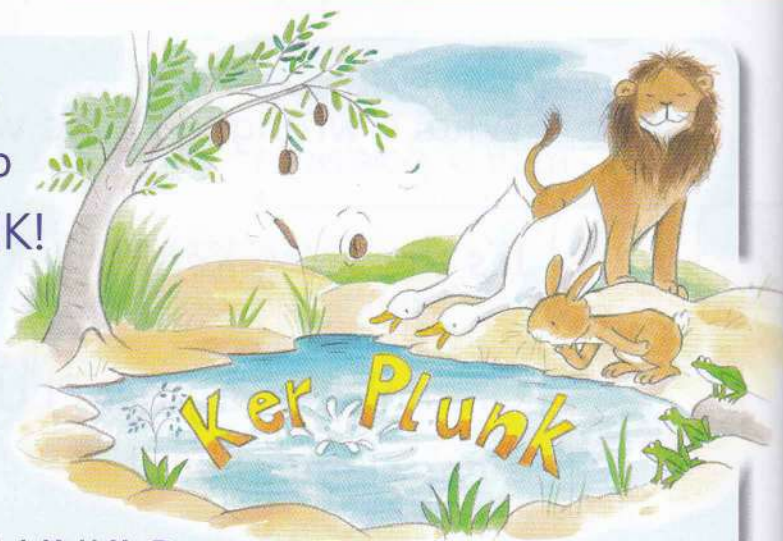


I don't know.





Just then, a big nut falls from a tree into the pond. Ker-PLUNK!



Help! A scary Ker-PLUNK! Run, run, run!



Silly rabbit! A big nut fell in the pond. It made the sound Ker-PLUNK.



What? Is the Ker-PLUNK a nut?



Yes.



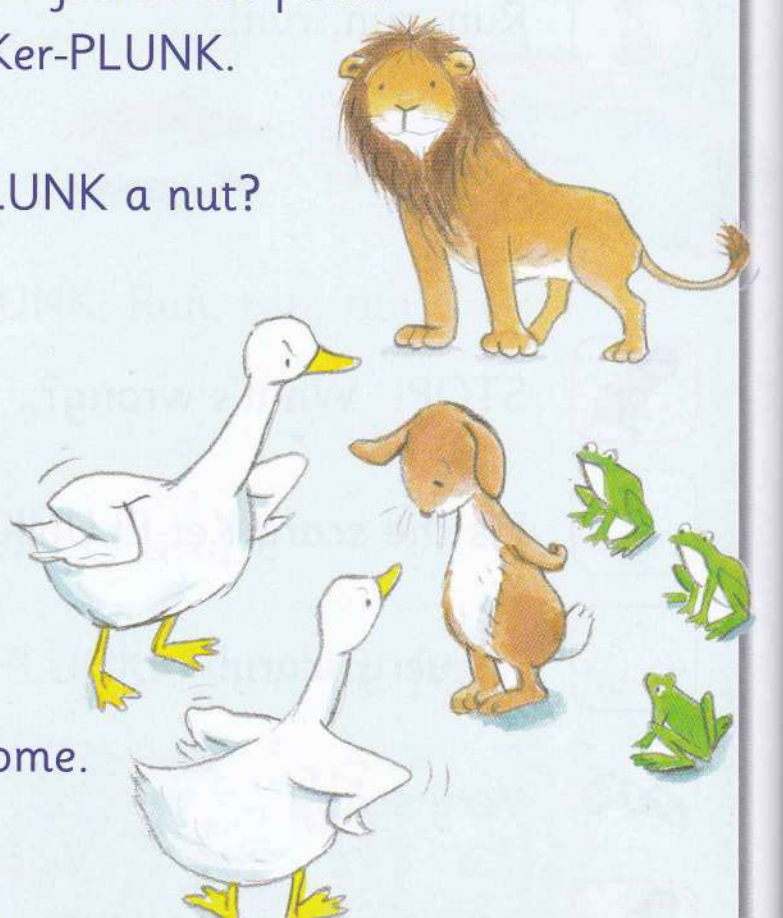
That's not scary.



No.



Oh, well. Let's go home.



Goodbye, wise lion!



Goodbye, silly animals. Good luck!

2 Characters in the story

Who are the characters in this story?

Which characters are silly?

Which character is wise?

3 Scary things

Why is Rabbit scared?

What really made the sound, Ker-PLUNK?

4 Questions

What questions do the animals ask in the story?

Write your favourite question.

5 Act it out

Act out the play in groups.


Choose which part you will play.

Words to remember

Find these words in the story:

a the run help.

Writing tip

A question ends in
a question mark. 



6 Choose a project

What games can we play?

A Make a game for your class

Write action words on cards.

stand up

jump

clap your hands

run

sit down

turn around

wave your hand

stop

Choose a card and read the words to the class.

If you say **please** when you read the words –

Please jump – the class must do the action.

If you don't say **please** when you read the

words – **Jump** – they must not do the action.



B Make a 'Parts of the body' poster

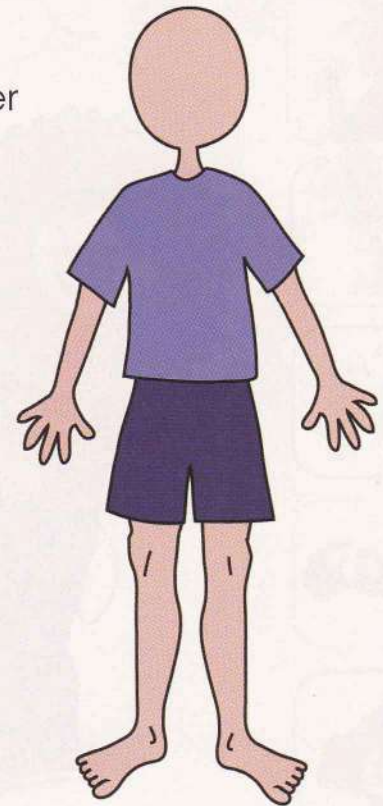
Draw a body shape or use one that your teacher will give you. Draw hair, eyes, nose and a mouth.

Write labels for parts of the body that you know:

nose hand

knee ear

foot toes







Do you know any more?

C Make up a clapping game

Think up a clapping pattern. For example:

					
clap	right hands	clap	left hands	clap	right hands

Here are some other moves you can include:

			
both hands	knees	shoulders	head

Teach your hand-clapping game to the class.

Look what I can do!

- I can talk about ways to have fun.
- I can ask and answer questions:
Can you ___?
- I can say where things are.



Can you catch a big ball?



- I can name parts of the body.



- I can read and write words with the short **u** sound.

cup

4

Making things

1 Think about it What can we make with shapes?

35 1 Read and listen

What is in the poem and in the picture?

Party time

Look at me
What do you see?
I can be a clown
With a funny frown.
Or a king
With a silver ring.



36 2 We're going to a party!

Listen to Lucy. Her family is going to a party.
Point to Lucy. What is she wearing?

3 Topic vocabulary

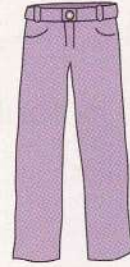
Listen, point and say.



dress



shirt



trousers



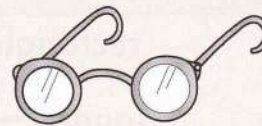
jacket



skirt



shoes



glasses



hat

Then listen to Lucy's family. Can you find them in the picture?

4 Who are you?

Pretend you are going to a party!
Tell your partner who you are.
Say what you are wearing.

I'm a pilot.
I'm wearing a pilot's hat.



clown



princess



king



superhero



pilot



cook

5 Draw and write

Draw a picture of you in your party clothes.
Write what you are wearing.

Writing tip

When we say **I am**, the words join together.
We write it like this: **I'm**.

2 Find out more Colourful quilts

1 Before you read

Look at the photo. This colourful blanket is called a quilt.
Look for different shapes.
Can you see squares and triangles?
Can you see rectangles?

rectangle

square

triangle



38 2 Read and listen

What are the missing words?



Mei-Mei is from China.
She likes red, black and white.
She's cutting squares and circles.



Kevin is from the USA.
He likes orange, purple and ____ .
He's cutting triangles and ____ .

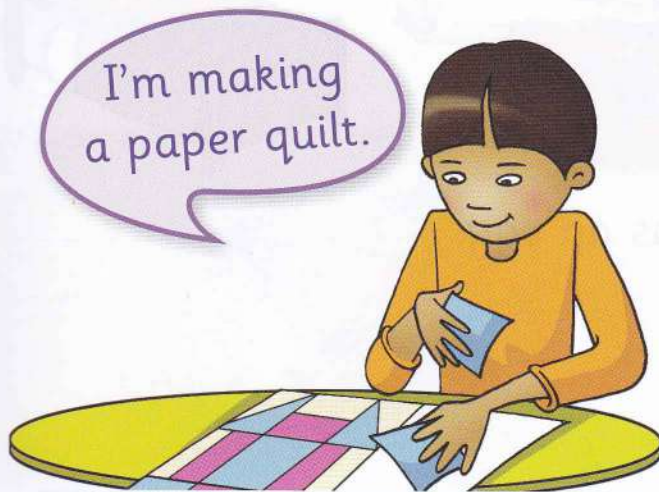
3 Paper shapes

Look at the picture.
What is the boy saying?



4 Making things with paper shapes

What are the children making? Read and find out.



The boy is making a paper quilt with his shapes.



The girl is making a picture with her shapes.

5 It's your turn!

Cut some paper shapes. Make a paper quilt or a picture with your shapes.
Talk to your partner. Ask and answer questions.

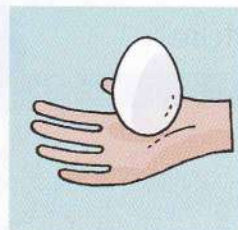
What are you doing?

I'm cutting blue squares.
I'm making a picture.

3 Letters and sounds Short e

39 1 Listen and look

Listen to the short **e** sound. Say the words.



egg

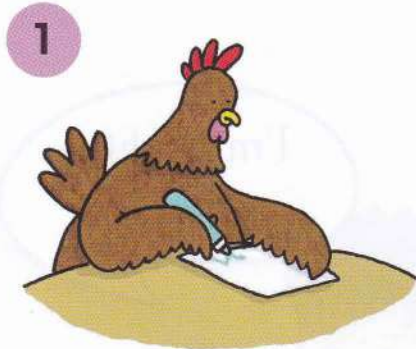


pen

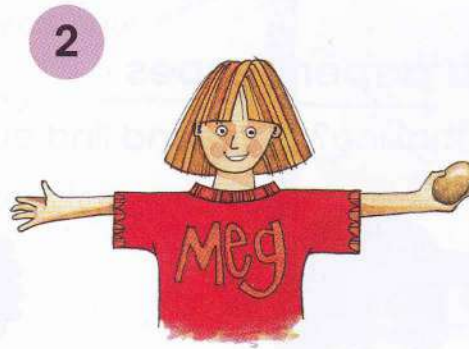
2 Rhyming words

Can you find the rhyming words in picture 1 and picture 2?

Make a rhyme for picture 3.



The hen has a pen.



Meg has an egg.



40 3 Higgledy Piggledy

Listen to the rhyme. Say it.

Higgledy Piggledy

My black hen.

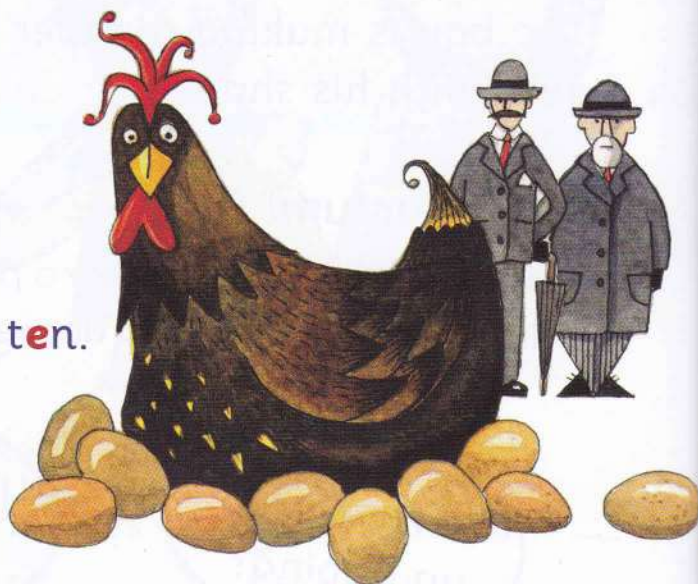
She lays eggs

For gentlemen.

Sometimes nine and sometimes ten.

Higgledy Piggledy

My black hen.



4 Phonics story

Read and listen.

Listen again. How many words do you hear with the short e sound?

The tent



Let's make a tent.



Look! A red tent next to the bed.



Let's put the teddy in the tent.



Let's put the jet in the tent.



Let's put the ten pens in the tent.



This tent is the best!

I like this tent!

4 Use of English Painting a mural

42 1 Look and listen

Liz and her friends are painting a mural. Listen and point to Liz.
Look at the sentences. Say the missing words.



- 1 Liz is painting a red ____ .
- 2 Emily is painting a gold ____ .
- 3 Tina ____ ____ silver stars.
- 4 Marcos and Rob are painting tall ____ .
- 5 Liz thinks the city is ____ .

2 What are they wearing?

Look at the picture. Say what clothes the people are wearing.

Marcos and Rob are wearing ____ .

Emily is wearing ____ .



Tina



Liz



Marcos



Rob



Emily



the teacher

3 A traditional song

Listen to the song. Sing it with your class and do the actions.

London Bridge is falling down

London Bridge is falling down,
Falling down, falling down.

London Bridge is falling down,
My fair lady.

Build it up with **silver** and **gold**,
Silver and **gold**, **silver** and **gold**.

Build it up with **silver** and **gold**,
My fair lady.



4 Make a new song

Sing some new verses. Choose the colours you like.
Choose a building in your town – maybe your school!

We are painting London Bridge,
London Bridge, London Bridge.
We are painting London Bridge,
My fair lady.

We can paint it **red** and **gold**,
Red and **gold**, **red** and **gold**.

We can paint it **red** and **gold**,
My fair lady.



5 Read and respond

About the story

This is an old story from Germany.

44 1 Before you read

This story is about elves. An elf is a magical creature in traditional stories.

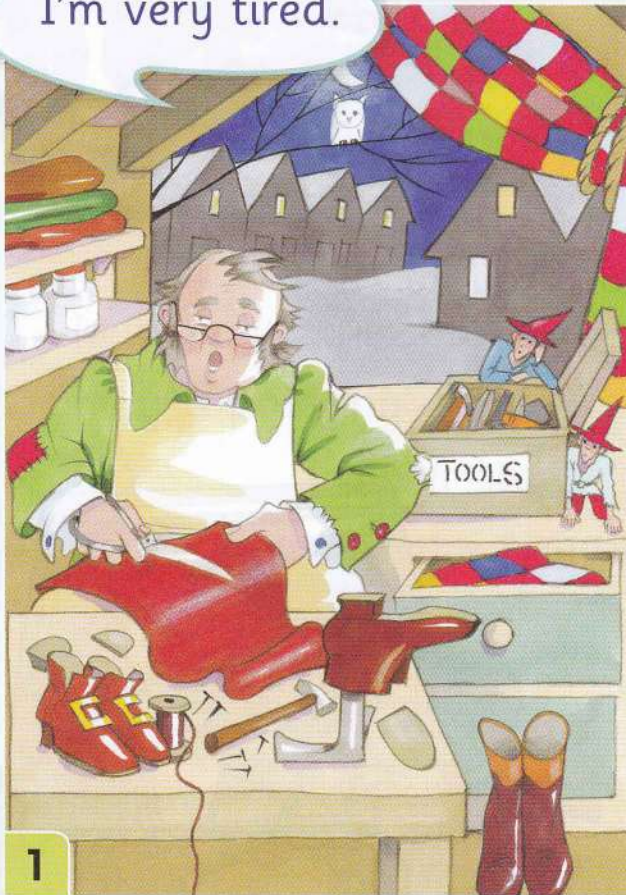
As you read, think about these questions:

How do the elves help the shoemaker?

How does the shoemaker help the elves?

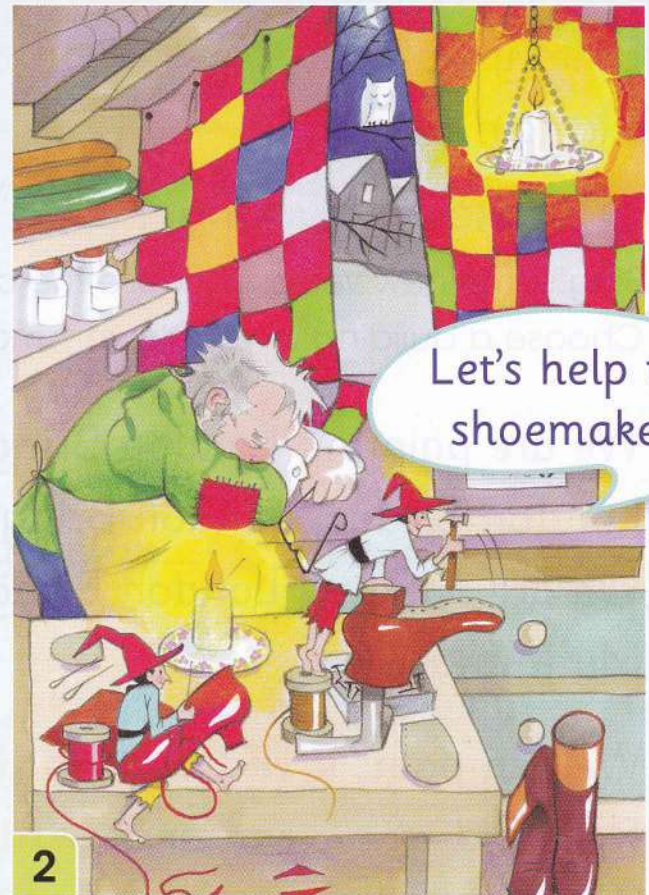
The elves and the shoemaker

I'm very tired.



1

The shoemaker is making shoes.

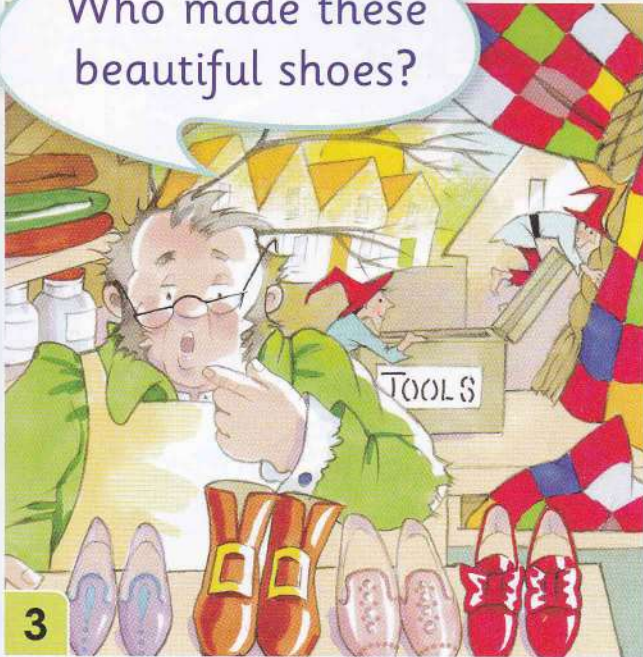


2

Let's help the shoemaker.

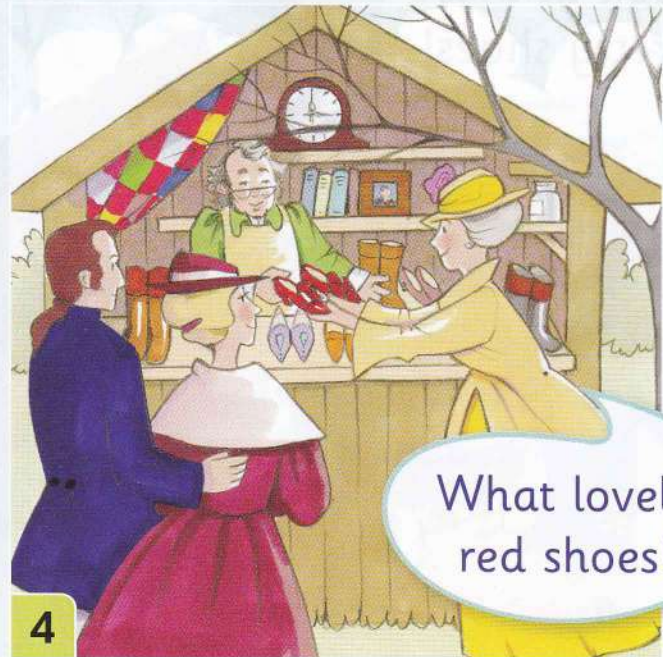
The shoemaker is sleeping.
The elves are making the shoes.

Who made these beautiful shoes?



3

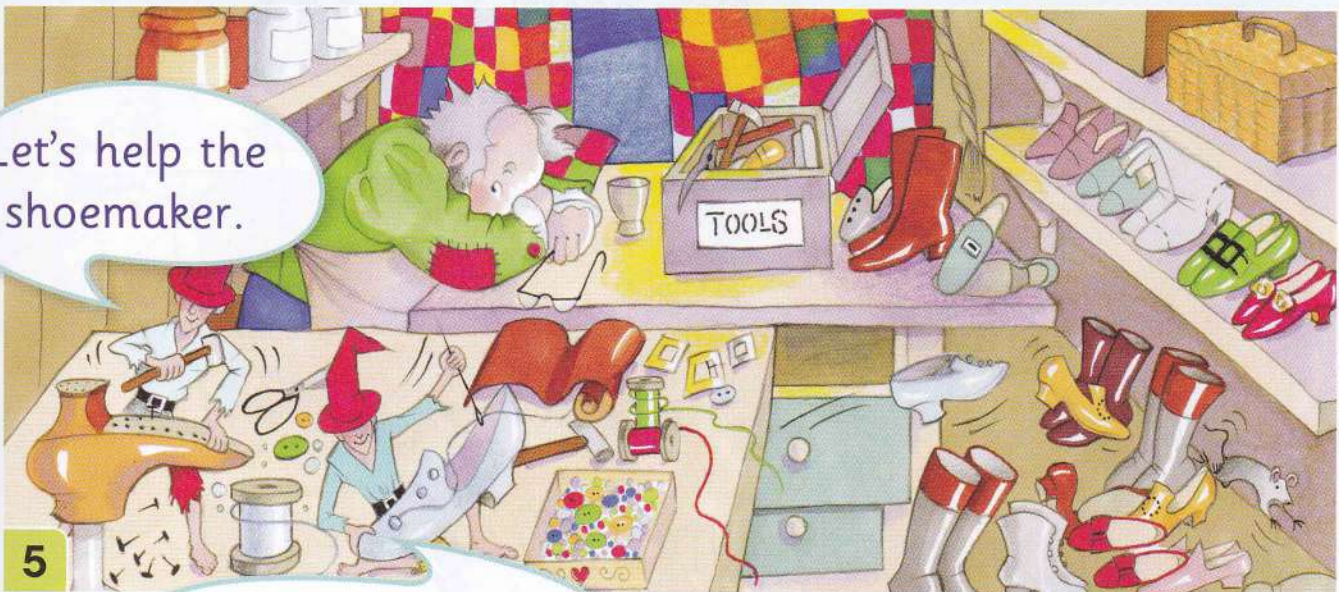
It's morning. The shoemaker wakes up.



4

The shoemaker is selling the shoes.

Let's help the shoemaker.



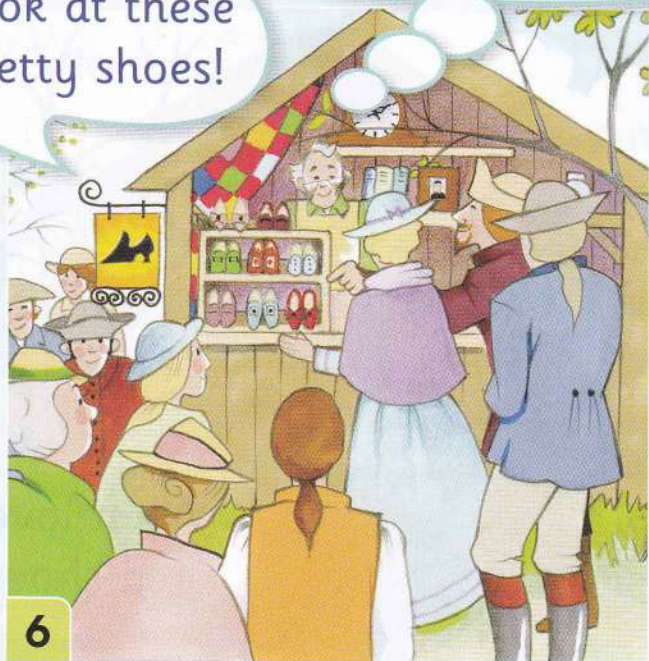
5

I like making shoes!

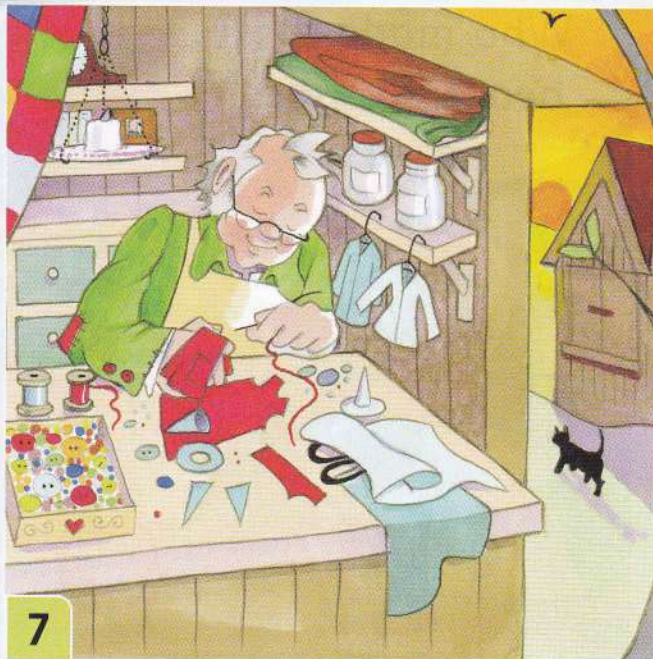
The shoemaker is very tired.
The elves are working.
The shoemaker is watching.

How can I thank the elves?

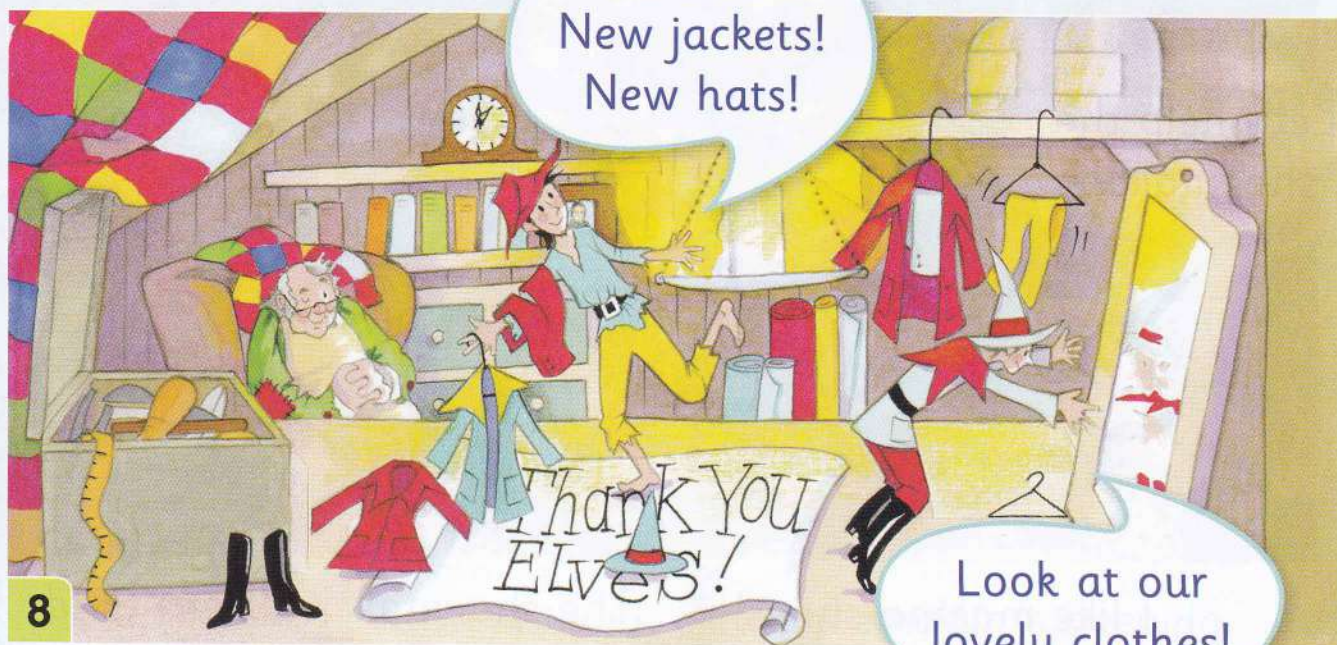
Look at these pretty shoes!



The shoemaker is selling more shoes. He wants to thank the elves.



The shoemaker is making a present for the elves.



The elves are happy.
The shoemaker is happy too.

2 Think about the story

What is the title of the story?

Who are the characters in this story?

How do the elves help the shoemaker?

How does the shoemaker help the elves?

3 Clothes in the pictures

Can you find these clothes in the pictures?

jacket trousers dress
shirt hat shoes

Language detective

Look at page 62.

Find 2 words that mean the same as **beautiful**.



4 Puppets

Make some puppets and act out the story.



Words to remember

Find these words in the story:

is are look these.

6 Choose a project

What can we make with colours and shapes?

A Make a fashion model

Cut out and colour the clothes.
What is your model wearing?
Write about your fashion model.



My model is wearing black trousers and a blue jacket.

B Make a shape animal

Use triangles, circles, squares and rectangles.
Write about your shape animal.
Can your friends find the shapes?

Can you find these shapes?

- 2 yellow circles
- 2 brown triangles
- 2 orange triangles
- 2 blue circles



C Draw a picture

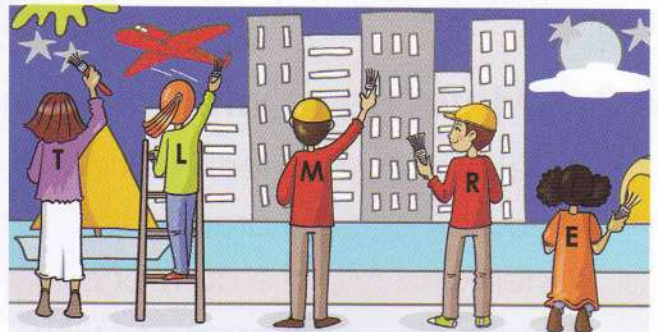
Draw a picture of the elves making something.
Write about your picture.



The elves are making a jet.

Look what I can do!

- I can talk about shapes.
- I can say what I am wearing.
- I can say what people are doing.
- I can read and write words with the short **e** sound.



egg

5

On the farm

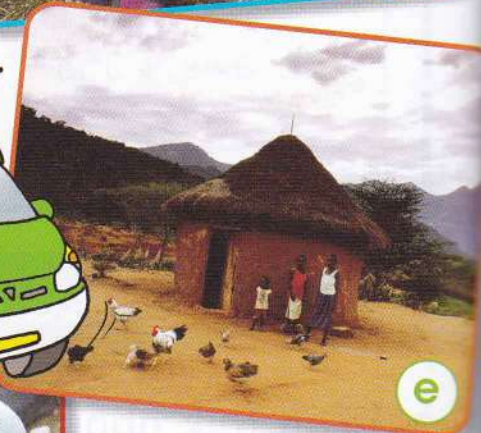
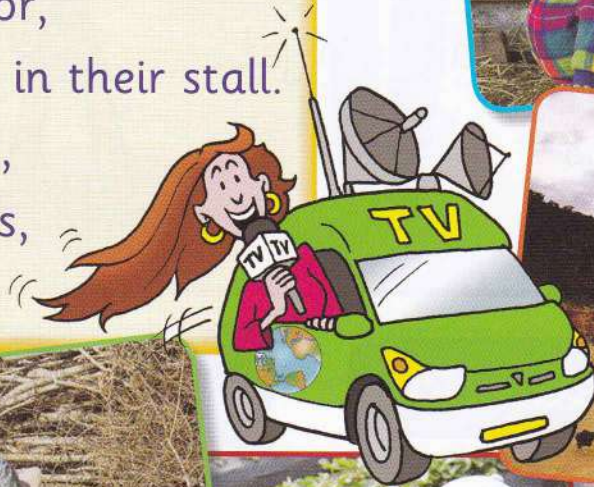
1 Think about it What can you find on a farm?

45 1 Read and listen.

Point to the pictures of the things in the poem.

Farm poem

Hello to the farmer,
Hello to the tractor,
Hello to the cows in their stall.
Hello to the fields,
Hello to the chicks,
Hello to you all!



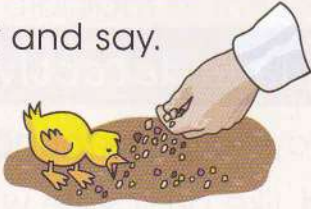
46 2 Interviews with farm families

A television reporter is talking to the people on farms around the world. Listen and find the correct picture. Practise the conversations with your partner.

3 Topic vocabulary

Listen, point and say.

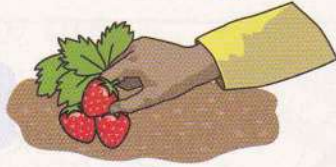
feeding



planting



picking



driving

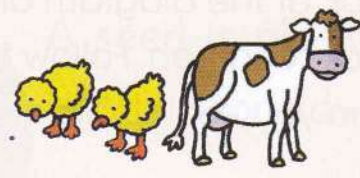


carrying

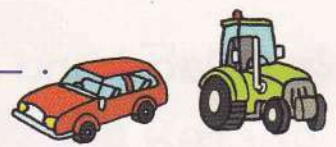


Listen to the sentences. Say the missing words. Point to the matching photos on page 66.

The boys are feeding the ____.



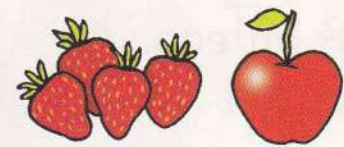
The man is driving a ____.



The two girls are planting ____.



The little boy is picking ____.

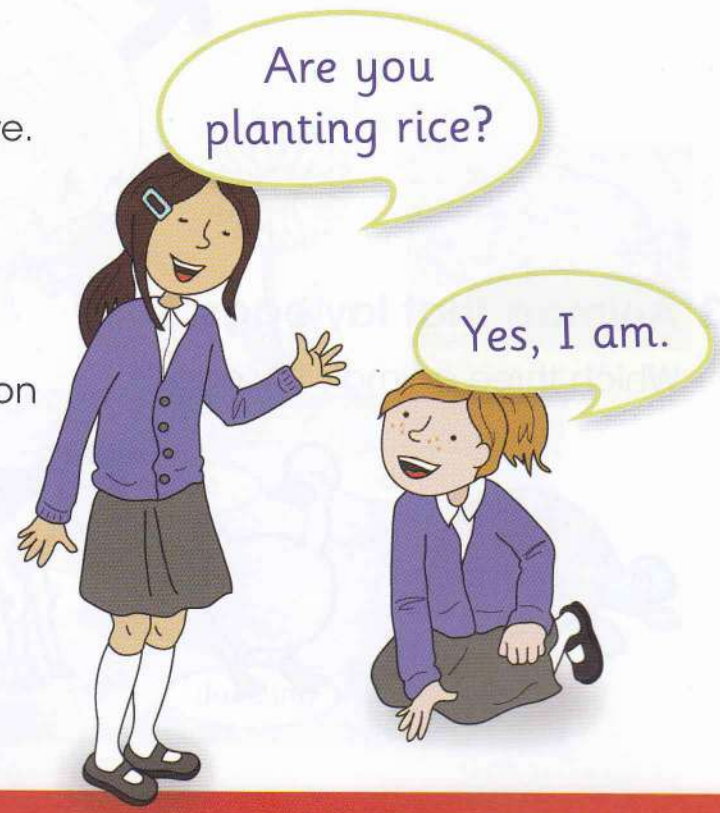


4 Act it out

Act out one of the sentences above. Can your friends guess what you are doing?

5 Draw and write

Draw a picture of yourself helping on a farm. What are you doing? Write a sentence about it.



2 Find out more Life cycles

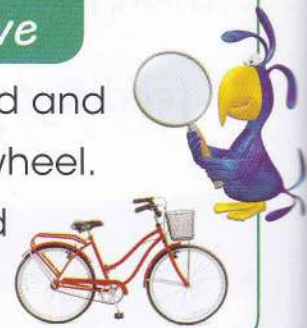
1 Before you read

Look at the diagram of the life cycle of a hen. Follow the arrows. Can you explain what happens?

Language detective

A life cycle goes round and round, like a bicycle wheel.

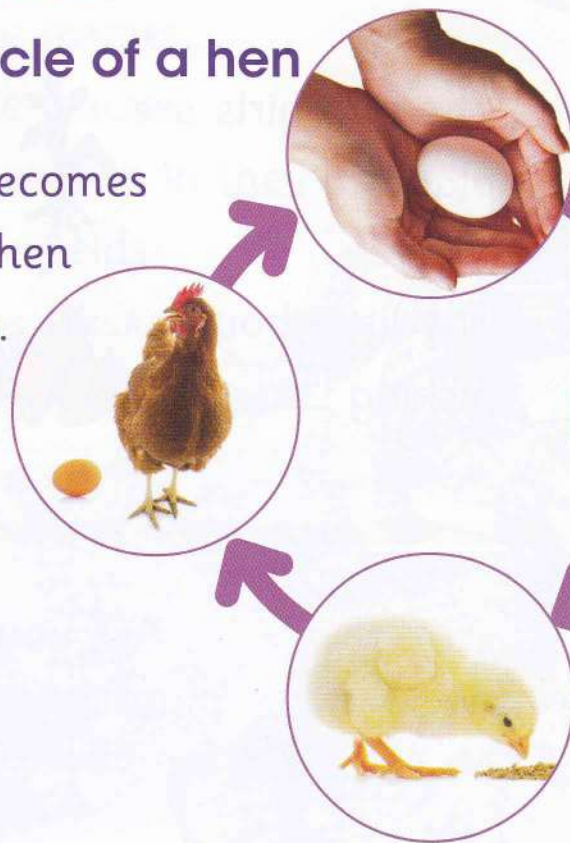
Can you find the word **cycle** in **bicycle**?



48 2 Read and listen

The life cycle of a hen

The chick becomes a hen. The hen lays an egg.



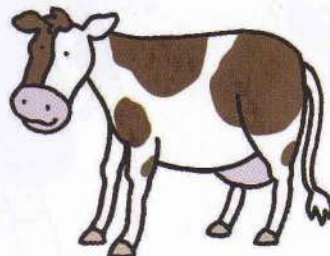
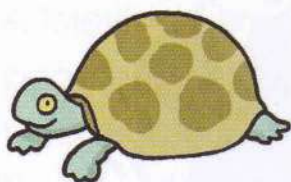
A tiny chick grows inside an egg.

The chick comes out of the egg.

The yellow chick eats and grows.

3 Animals that lay eggs

Which three animals lay eggs?



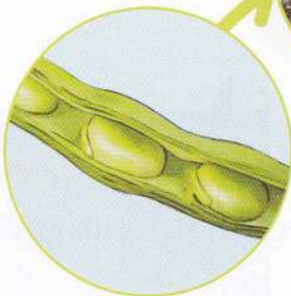
4 Before you read

Look at the diagram of the life cycle of a bean.
Explain what happens.

49 5 Read and listen

The life cycle of a bean

There are seeds inside the bean.



A seed is planted in the ground.



The seed starts to grow.

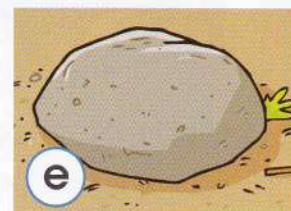
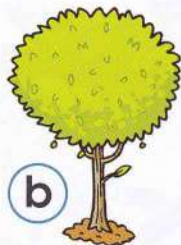
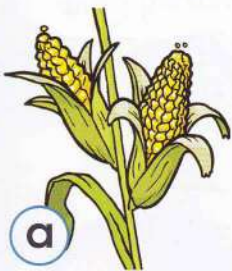
A bean grows on the plant.



The seed becomes a big plant.

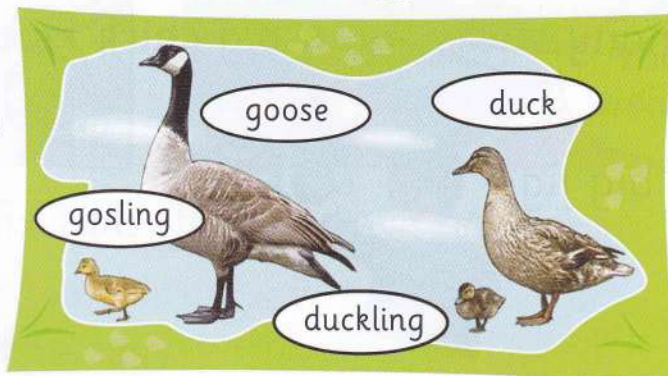
6 Things that grow from seeds

Which three things grow from seeds?



7 Draw and write

Write and draw the life cycle of a duck or a goose.



3 Letters and sounds Short i

50 1 Listen and look

Listen to the short **i** sound. Say the words.

Add the short **i** sound to make the name of this animal.

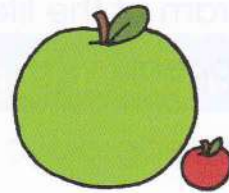


c h _ c k

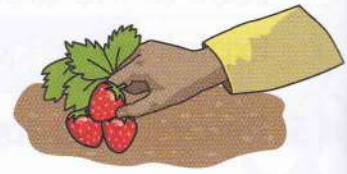
Listen to the sound of **ch** in **chick**.

Can you think of two more words beginning with **ch**?

The pictures will help you.



big



pick



50 2 Tongue twisters

A tongue twister is very difficult to say. It twists your tongue!

Say each tongue twister three times. Have fun!



Six sisters sing to six sick sheep.

How many sticks can a big chick kick?



Pick a big fig.



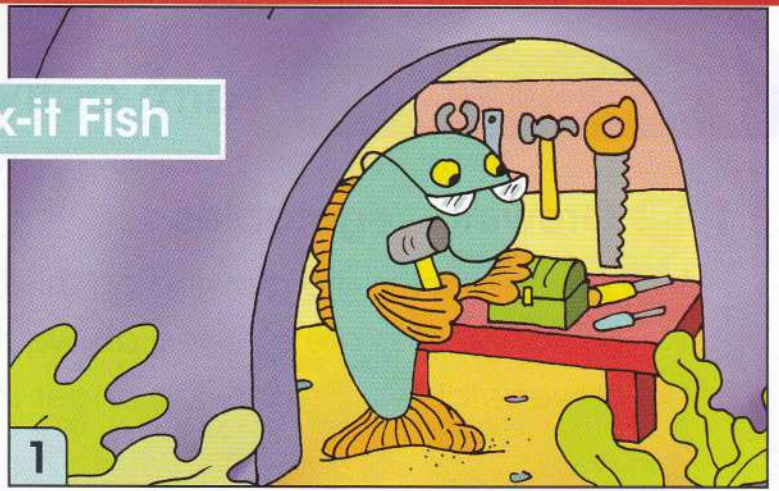
51 **3 Phonics story**

Read and listen.

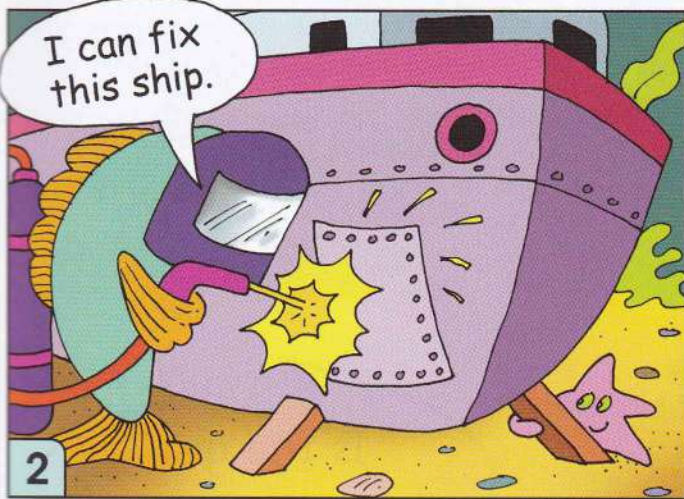
Listen to the sound of **sh** in **fish**.

Listen again. Which words do you hear with the short **i** sound?

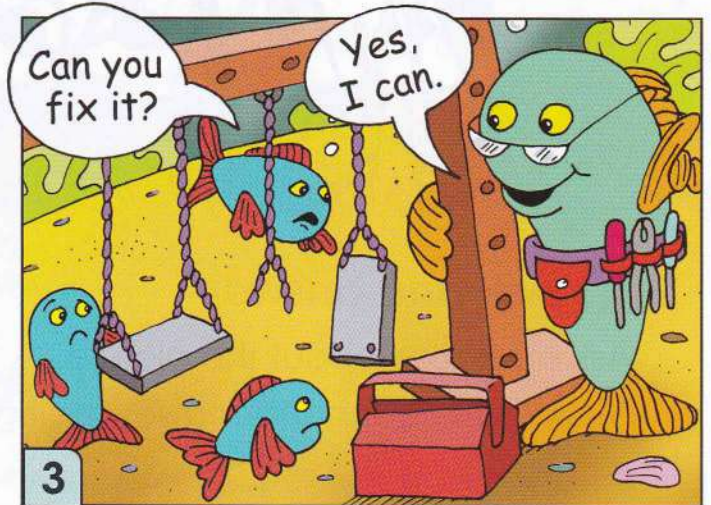
Fix-it Fish



This fish can fix things.



He is fixing a ship.



He is fixing a swing.



He can fix tails, fins and wings.



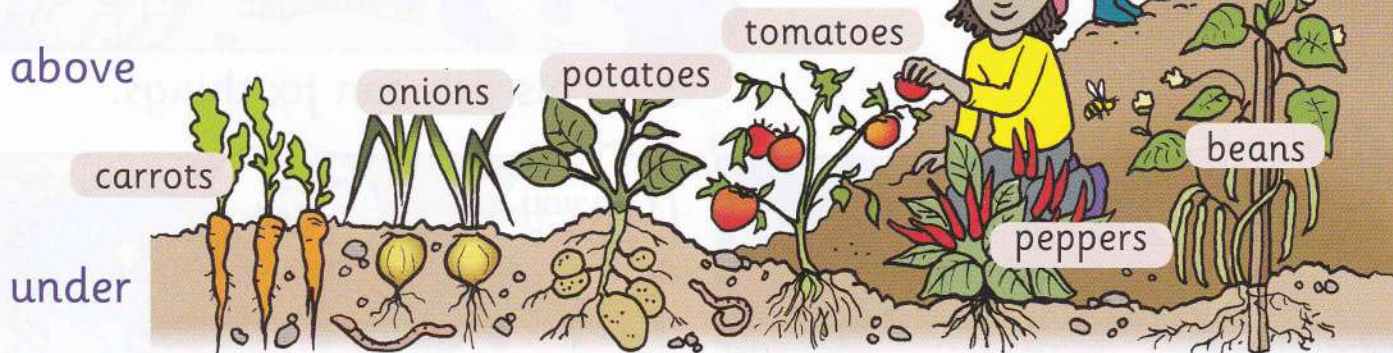
4 Puppets

Make some puppets. Act out the story.

4 Use of English Farm activities

1 Growing vegetables

Lots of vegetables are growing on this farm.
Which vegetables are growing above the ground?
Which vegetables are growing under the ground?



2 Ask and answer

Ask questions about the picture.
Make sure your partner gives the right answer!

Are the carrots growing under the ground?

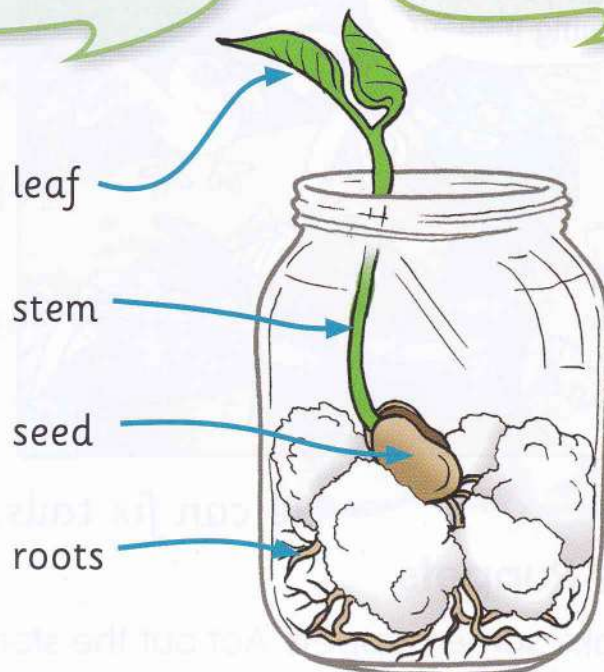
Yes, they are.

Is the girl picking a pepper?

No, she isn't.

3 Grow a bean plant

Grow a bean plant in a jar.
Draw a picture and label it.
Write about the bean plant.



4 Noisy animals

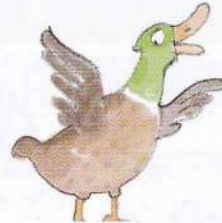
Listen to the animals on the farm. Which animals can you hear?
Point to the picture.



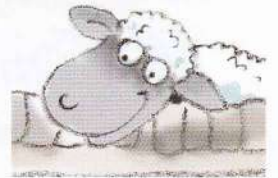
Now sing the song.
Make the animal noises!



verse 1



verse 2



verse 3

Old MacDonald had a farm

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a cow, E-I-E-I-O.
With a moo moo here and a moo moo there
Here a moo, there a moo, everywhere a moo moo!
Old MacDonald had a farm, E-I-E-I-O.

5 Sing some new verses

Draw a farm animal on a card. Put all the cards together.
Pick a card and sing that verse.

5 Read and respond

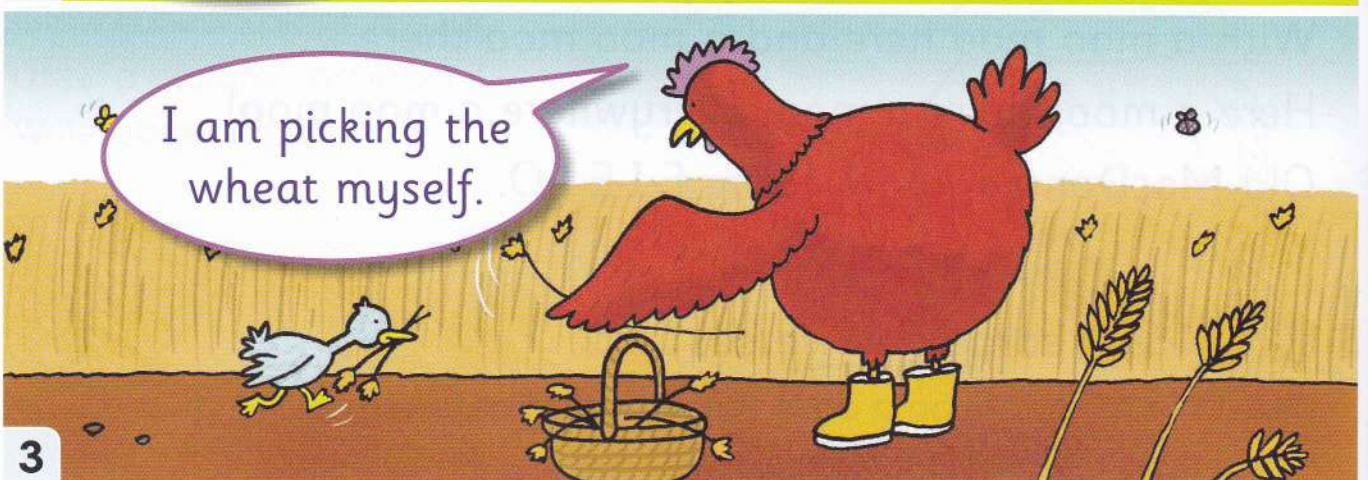
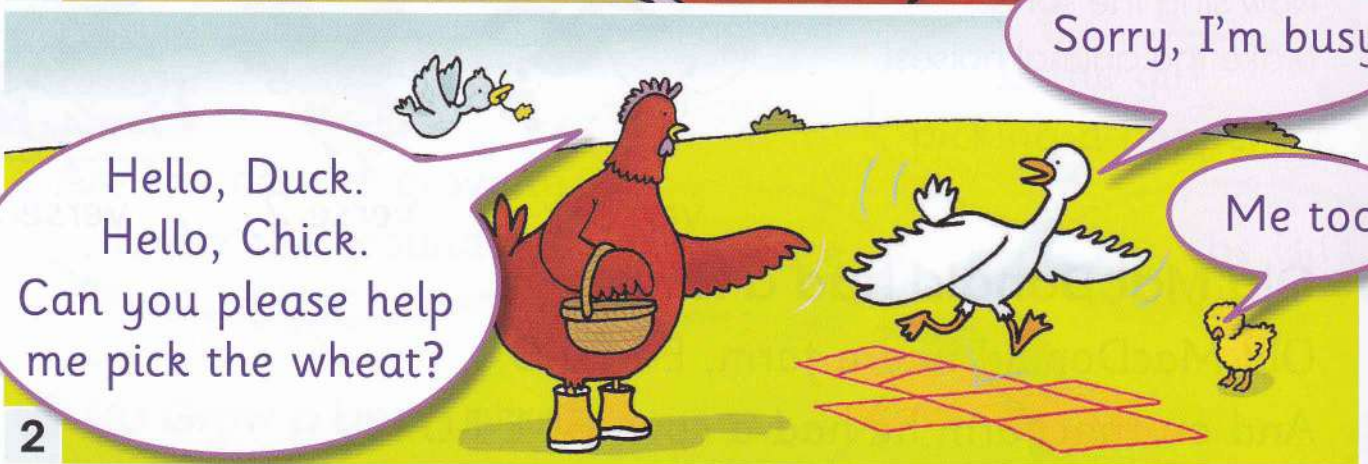
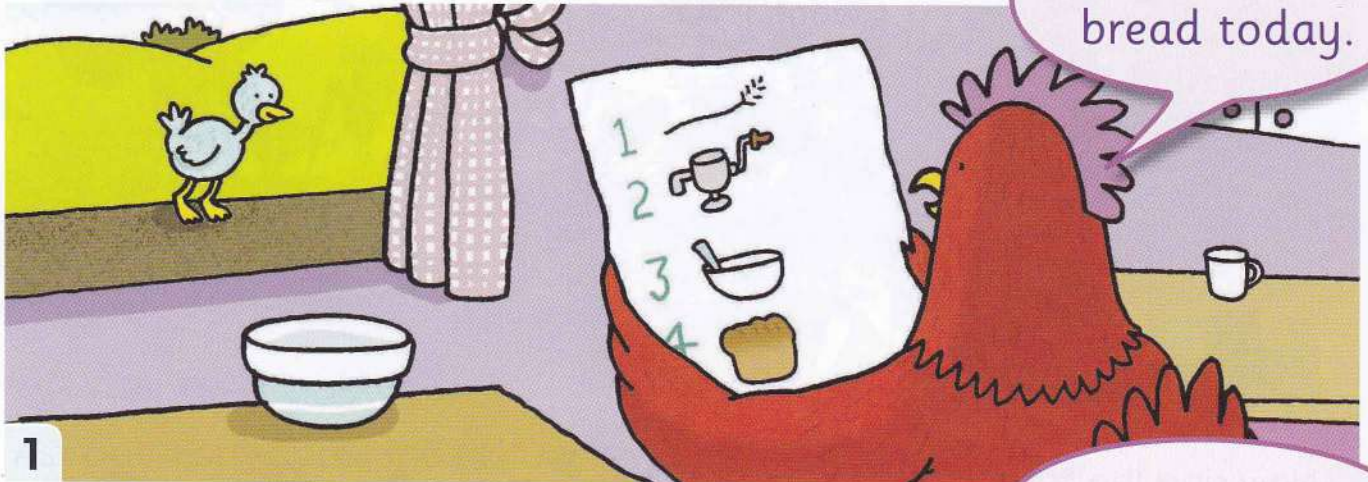
About the story

This folktale is told in many countries.
It was probably first told in Russia.

53 1 Before you read

What is Little Red Hen doing?
Are the other animals helping her?

Little Red Hen



Hello, Duck.
Hello, Chick.
Can you please help
me grind the wheat?

4

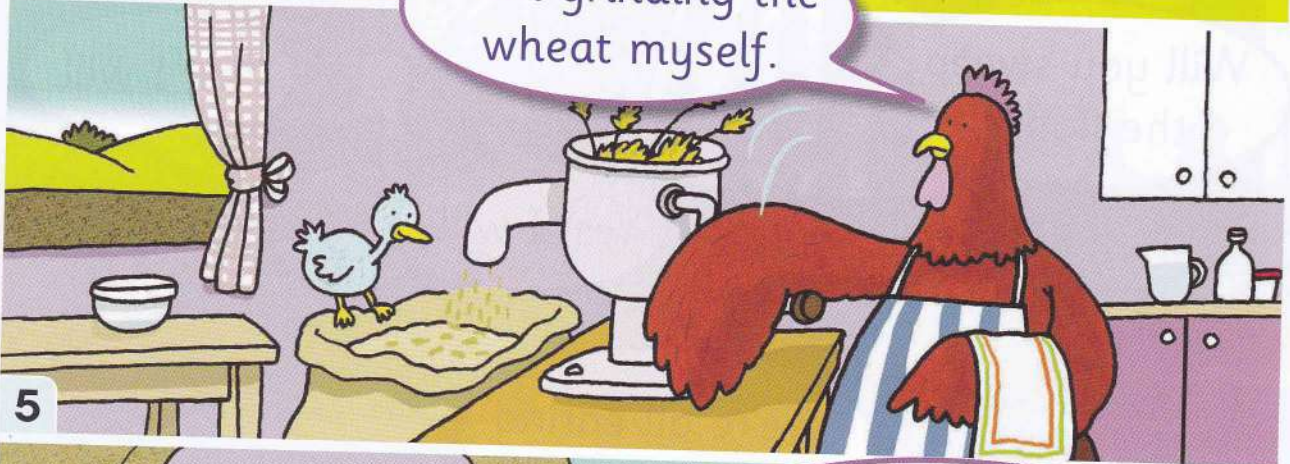


Sorry, I'm busy.

Me too.

I am grinding the
wheat myself.

5



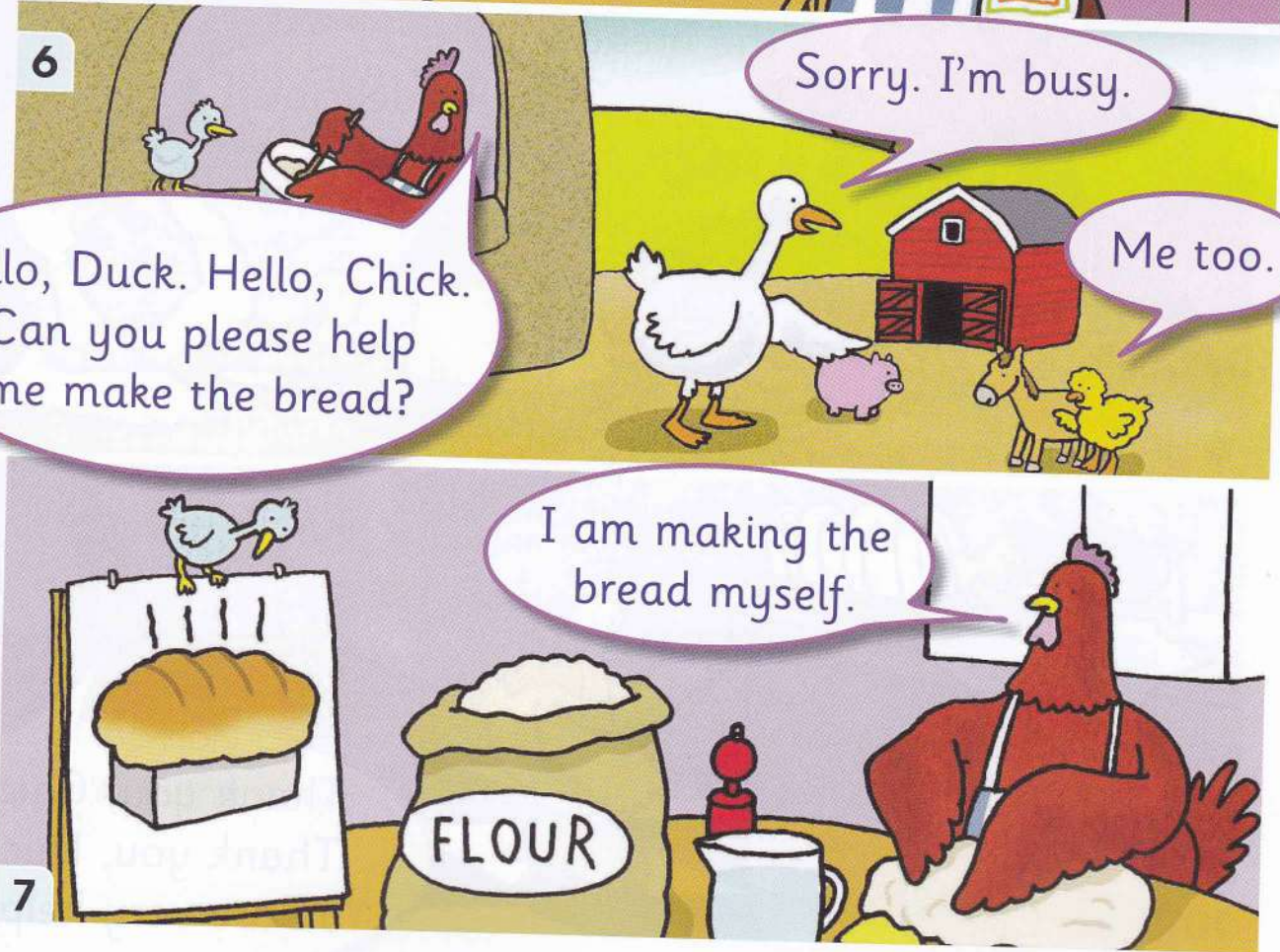
6

Hello, Duck. Hello, Chick.
Can you please help
me make the bread?

Sorry. I'm busy.

Me too.

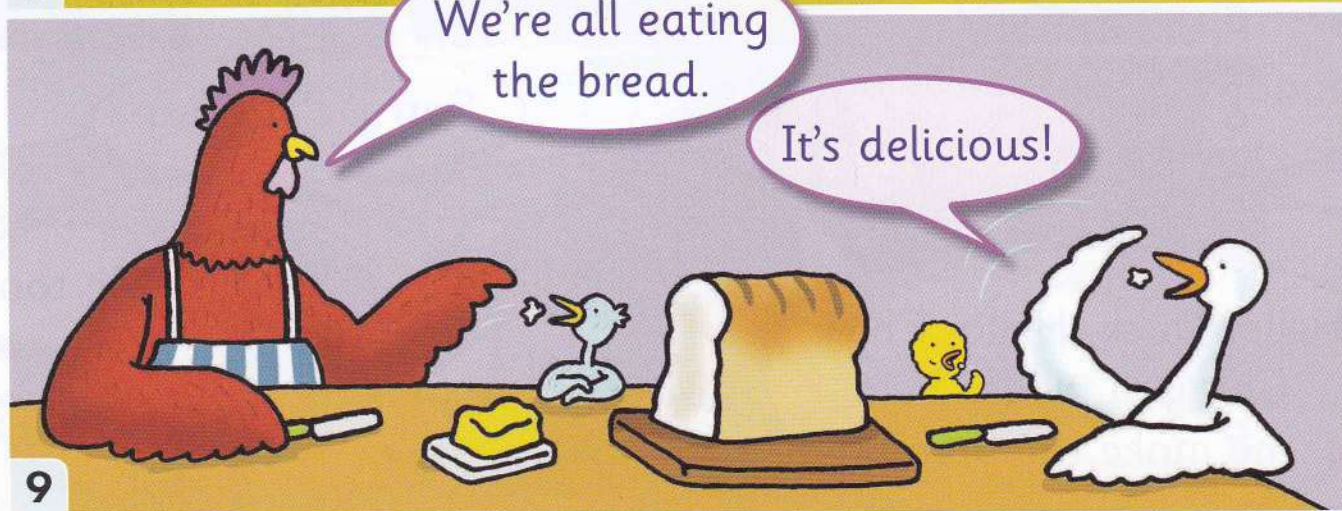
7



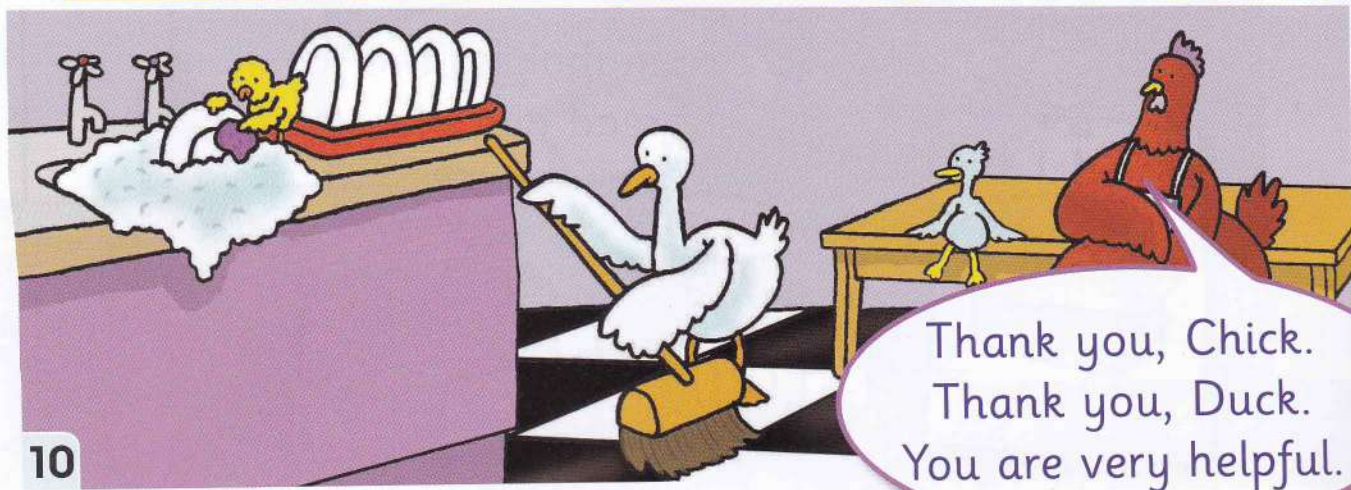
I am making the
bread myself.



8



9



10

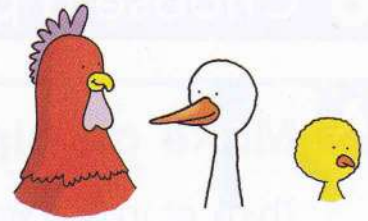
2 Think about the story

Who are the characters in this story?

Which characters are not very helpful?

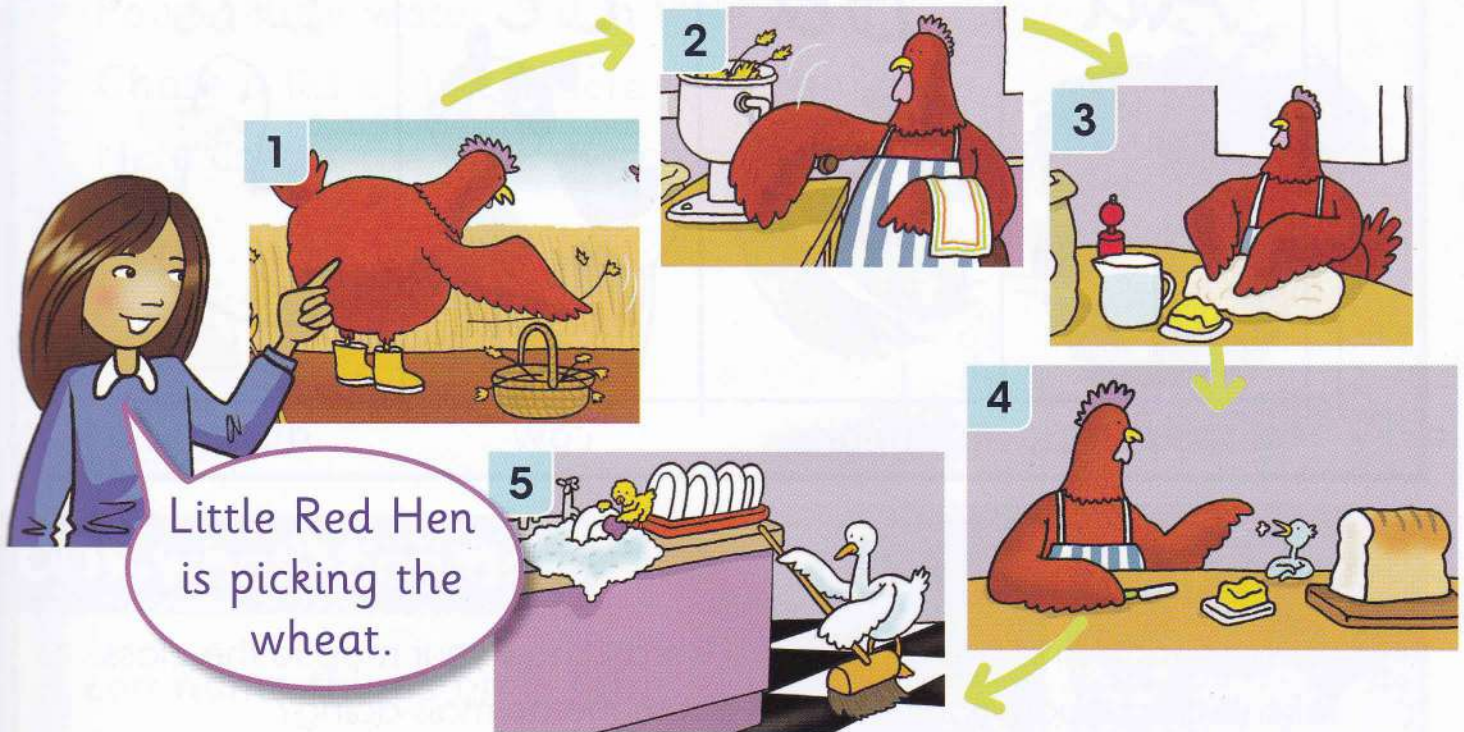
Does the story have a happy ending or a sad ending?

Why do you think this?



3 Story map Little Red Hen

Look at the story map and say what is happening.



4 Same and different

Do you know another story about Little Red Hen? How is it the same as this story? How is it different? Talk about it with your class.

5 Act it out!

Act out the story. Can you find **I'm** and **we're** in the story?

Writing tip

Some words can be joined together.

I am = I'm

we are = we're

Words to remember

Find these words in the story:

am me you too.

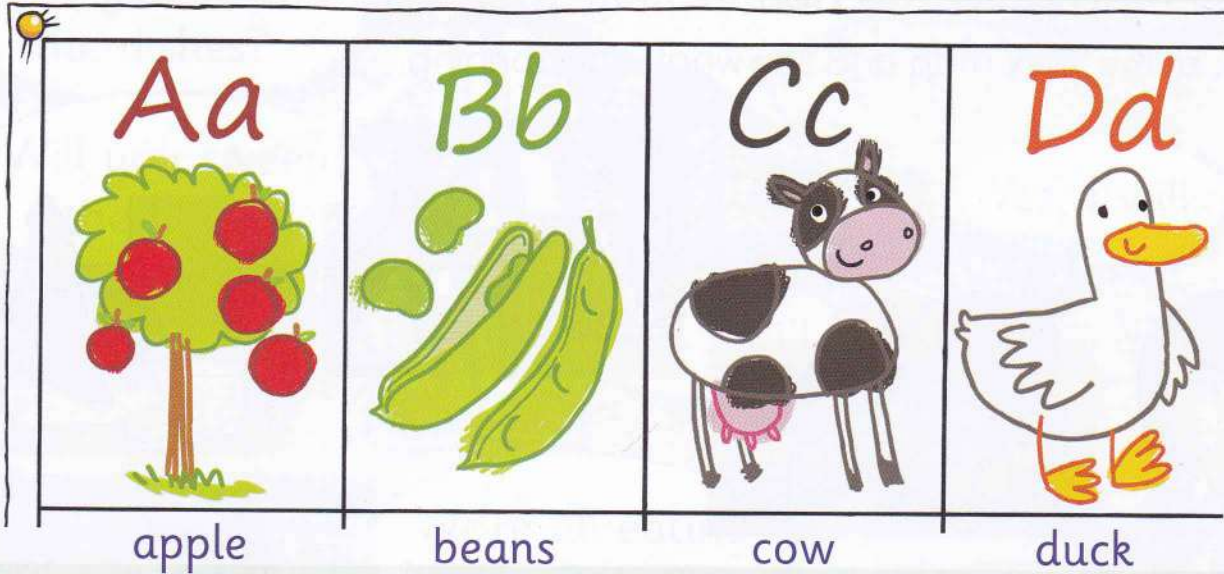
6 Choose a project

What can you find on a farm?

A Make an alphabet chart

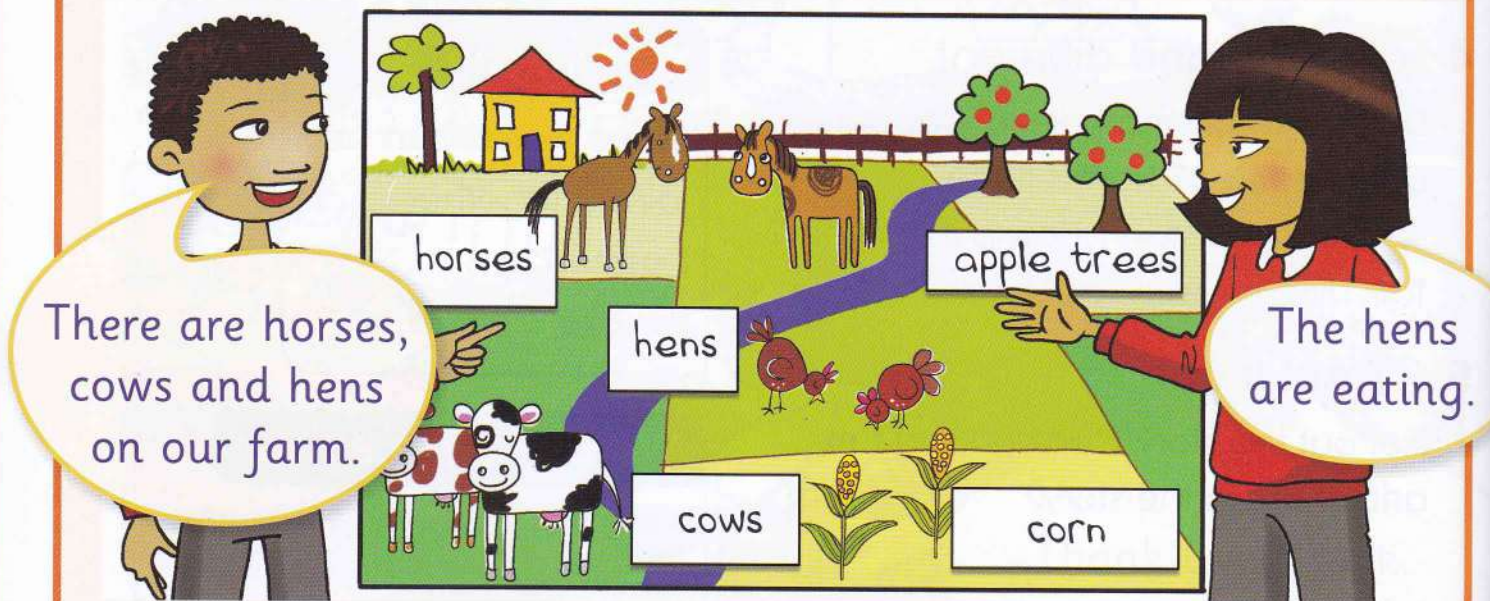
Think of things you can find on a farm.

Can you find a word for each letter of the alphabet?



B Draw a map of a farm

Draw animals and plants. Write the words. Show your map to the class. Tell the class about your farm. What are the animals doing?

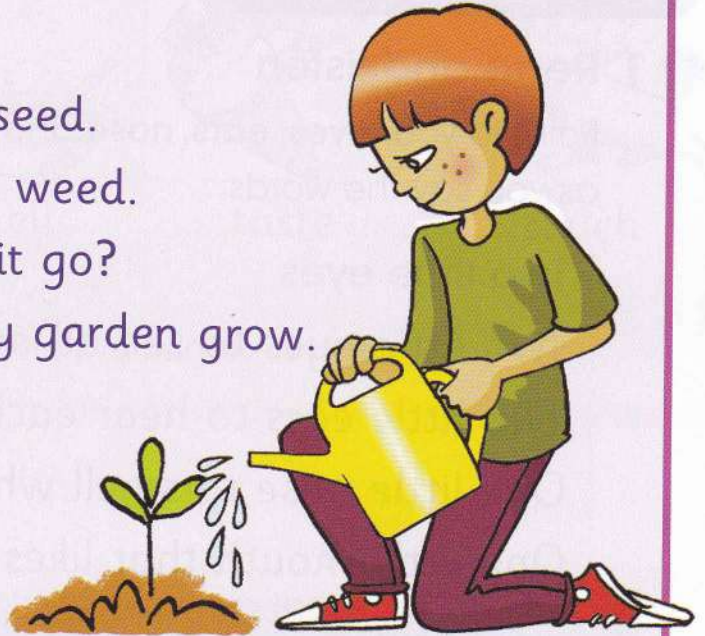


C Learn a poem

Act out the words or draw pictures.
Teach the poem to your class.

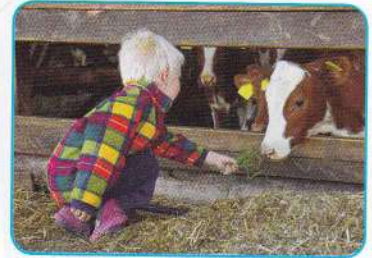
My garden

Dig a little hole. Plant a little seed.
Pour a little water. Pull a little weed.
Chase a little bug. Where did it go?
Here comes the sun! Watch my garden grow.

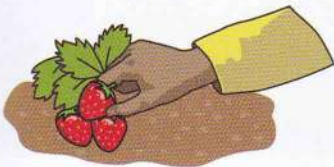


Look what I can do!

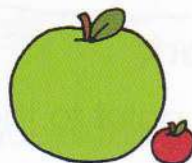
- I can name things on a farm.
- I can say what people and animals are doing.
- I can say what I am doing.



- I can read and write words with the short **i** sound.



pick fix _ _ _



6

My five senses

1 Think about it How do we use our five senses?

54 1 Read and listen

Point to your **eyes, ears, nose** and **mouth** as you say the words.

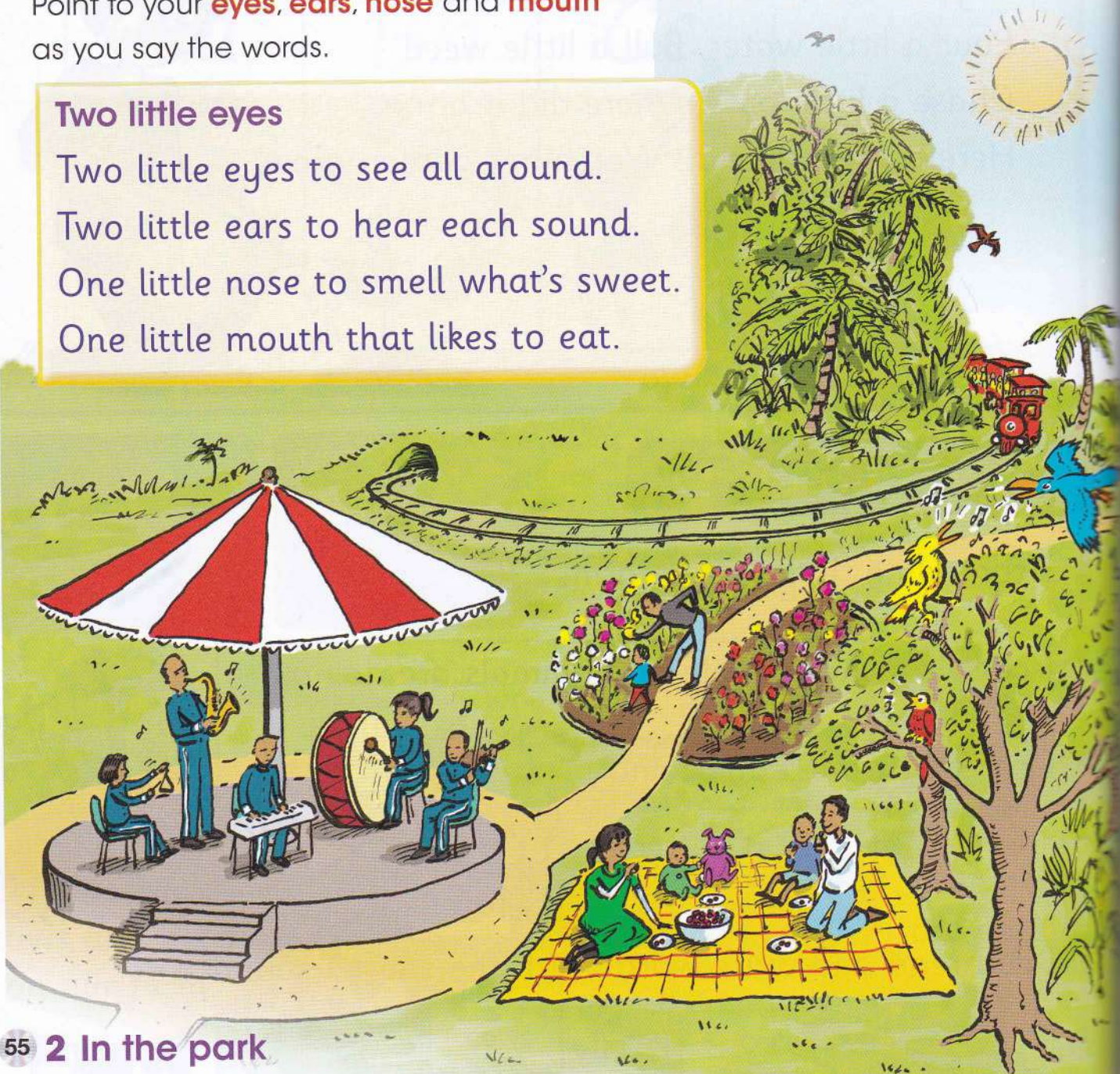
Two little eyes

Two little eyes to see all around.

Two little ears to hear each sound.

One little nose to smell what's sweet.

One little mouth that likes to eat.



55 2 In the park

Listen and point to the things in the picture.

3 Topic vocabulary

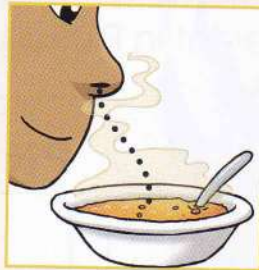
Listen, point and say.



see



hear



smell



taste



touch

Listen to the sentences. Say the missing word.

Then look at the poem again. Which of the five senses is **not** in it?

4 Your five senses

Look at the picture of the park.

Say what you can **see**, **hear**, **smell**, **touch** and **taste** in the park.

5 Sing a song

Five musicians are playing in the park. Listen to their instruments:

1 piano **2** violin **3** bass drum **4** saxophone **5** triangle.

Sing the song. Pretend you are playing each instrument.

The music man

I am the music man. I come from down your way.

And I can play.

What can you play?

I can play the **piano**, the **piano**, the **piano**.

I can play the **piano**, **pia-piano**.

6 Guessing game

Pretend to play an instrument. Can your friends guess the instrument?

2 Find out more

Using your five senses

1 Seeing

Find five things that are different in Picture A and Picture B.

Picture A



- 1 There are 2 girls and 1 ___ .
- 2 The ___ is playing the drums.
- 3 The ___ is a circle.
- 4 ___
- 5 ___

Picture B



- 1 There is 1 ___ and 2 ___ .
- 2 A ___ is playing guitar.
- 3 The ___ is a rectangle.
- 4 ___
- 5 ___

2 Smelling

Talk about smells!

Do you like the smell of onion?

Yes, I do.

No, I don't.

onion



fish



soap



mango



flowers



smoke

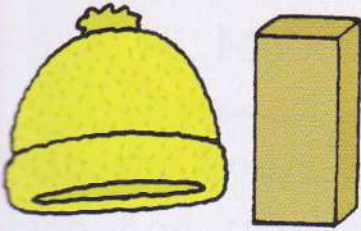


Make a list of your class's favourite smells.

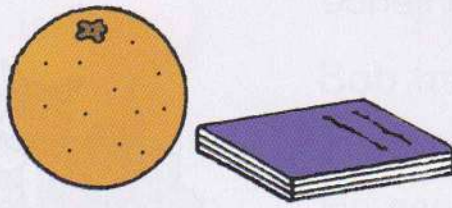
Draw a picture and write a sentence. My favourite smell is ___ .

3 Touching

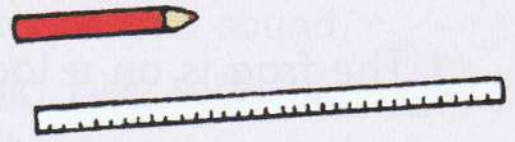
Imagine you're in bed. It's dark. Your hand touches something soft. Is it your **teddy bear** or your **book**? We can learn a lot about an object by touching. We can tell if it is:



soft or hard



round or flat



short or long

How do you think these objects feel?

ball 	pencil 	bat 
paper clip 	socks 	



4 Touch and tell

Play this game. Can you guess what's in the bag?

How does it feel? It feels long and hard. Is it a ruler? No, it isn't. Is it a pencil? Yes, it is!

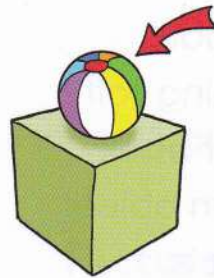
5 Hearing: Shake and listen

Play the same game with a box. Shake and listen. What's in the box?

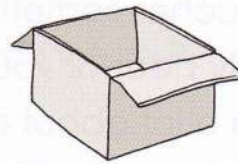
3 Letters and sounds Short o

58 1 Listen and look

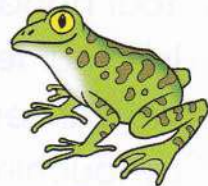
Listen to the short o sound.
Say the words. Use the words
to make a sentence.



on



box



frog

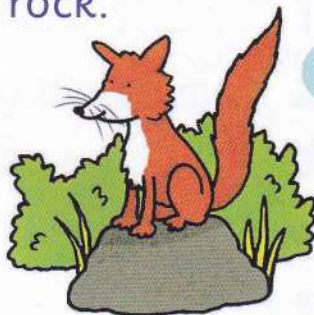
2 Which picture?

Match the picture to the sentence.

1 The frog is on a log.



2 The fox is on a rock.



3 The fox is hot.



59 3 Popcorn

Listen to the rhyme. Say it. Act it out.

You put the oil in the pot,

And you let it get hot.

You put the popcorn in,

And you start to grin.

Sizzle, sizzle, sizzle, sizzle,

Pop, pop, pop!



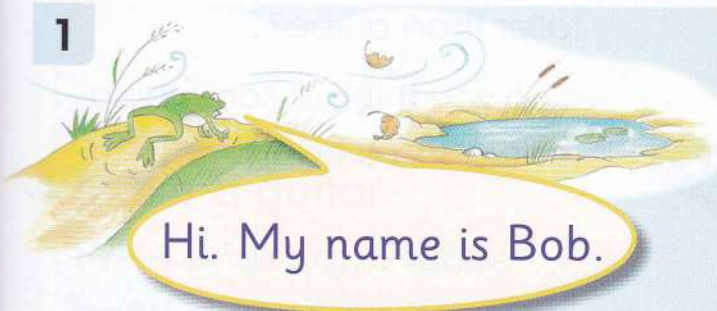
Which words in this poem have the short o sound?

60 **4** **AB** **Phonics story**

Read and listen. Which words do you hear with the short **o** sound?

Tick, tock, hop!

1



Hi. My name is Bob.

Bob, the frog, hops to the pond.
Hop, hop, stop. Hop, hop, stop.

2



Hi, Fred.
What's that?

It's a clock.

Bob hears an odd sound.
Tick, tock. Tick, tock.
He sees his friend Fred, the fox.

3



I like that
sound!

Fred hits a rock with two sticks.
Tap-tap, bop! Tap-tap, bop!

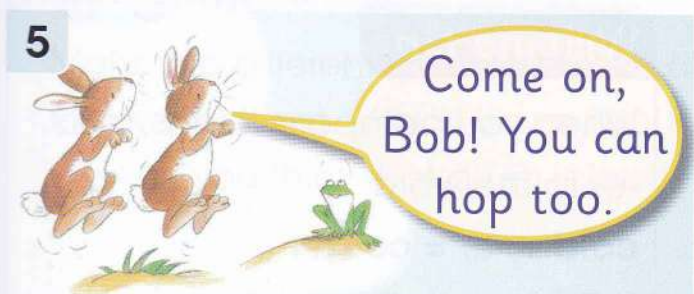
4



We like that
sound!

The fish in the pond hear the
sound. Flip, flop. Flip, flop.

5



Come on,
Bob! You can
hop too.

Two rabbits hear the sound.
Hop, hop, hop! Hop, hop, hop!

6



Tick, tock.
Hop, hop, hop! We can dance
to the sound of the clock!

5 **Act it out**

Act out the story. You can be a clock, a frog, a fox, a fish or a rabbit.

4 Use of English

Comparing things

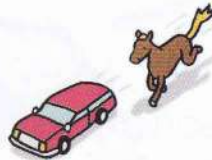
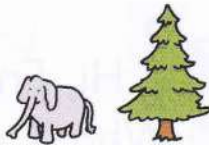
1 Taller and faster

An elephant is **tall**.

A tree is **taller**.

A horse is **fast**.

A car is **faster**.



Can you think of something taller than a tree?

Can you think of something faster than a car?

2 Tasting and feeling

What do you think? Talk with your partner.

sweet

Which is sweeter,
jam or cake?

I think ____ is sweeter.



jam



cake

cold

Which is colder,
yogurt or ice cream?

I think ____ is colder.



yogurt



ice cream

juicy

Which is juicier,
an apple or
a watermelon?

I think ____ is juicier.



apple



watermelon

Writing tip

When you compare things, add **-er** to the word:

cold + -er = colder

tall + -er = taller

When the word ends in **y**, the **y** changes to **i**:

juicy + -er = juicier

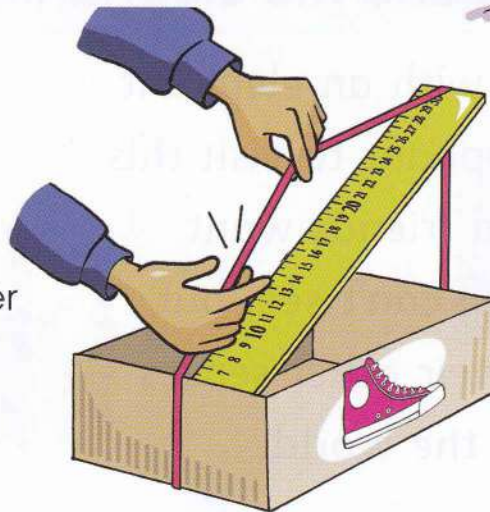
3 The sounds of a guitar

Listen to a guitar. It can make **loud** sounds and **quiet** sounds. It can make **high** sounds and **low** sounds. Say if the sounds are louder or quieter, higher or lower.



4 Make a guitar

Use a small box, a rubber band, and a ruler. Hold the rubber band with your fingers. Pluck the rubber band to make a sound.



Can you make a **loud** sound? Can you make a **louder** sound?
Can you make a **quiet** sound? Can you make a **quieter** sound?
Can you make a **high** sound? Can you make a **higher** sound?
Can you make a **low** sound? Can you make a **lower** sound?

5 Make two drums

Make two different drums with two different things. Play your drums. Which drum is louder? Why do you think that drum is louder?



5 Read and respond

About the story

This story is from India.

62 1 Before you read

Listen and read to the bottom of this page. Then stop and talk.
What do you think the next friend will do and say?

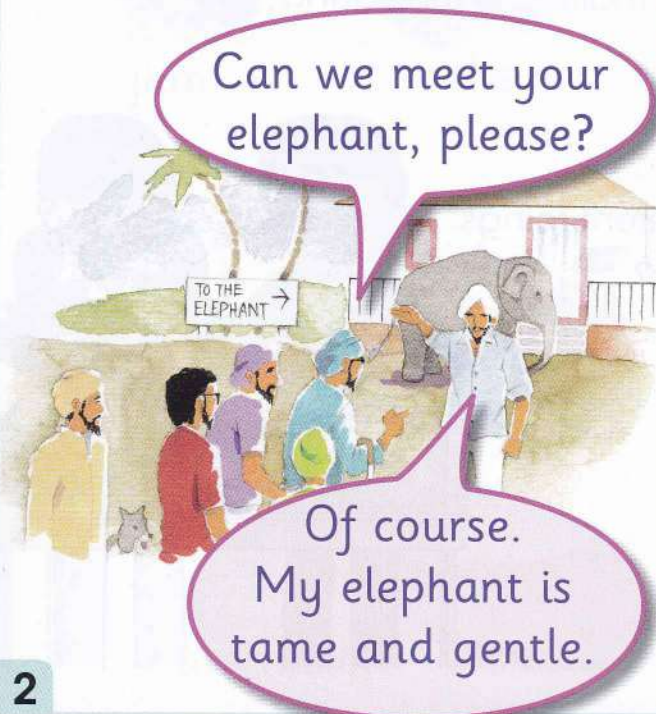
Five friends and the elephant

A man arrives with an elephant.
It's the first elephant to visit this
land! Five blind friends want
to meet it. They can't see, but
they can use their other senses
to learn about the world.

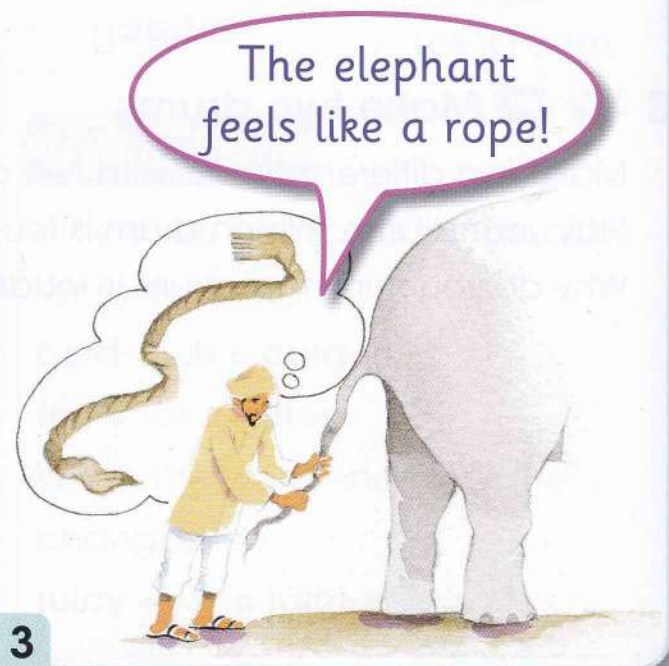


1

The five friends go to meet
the elephant.

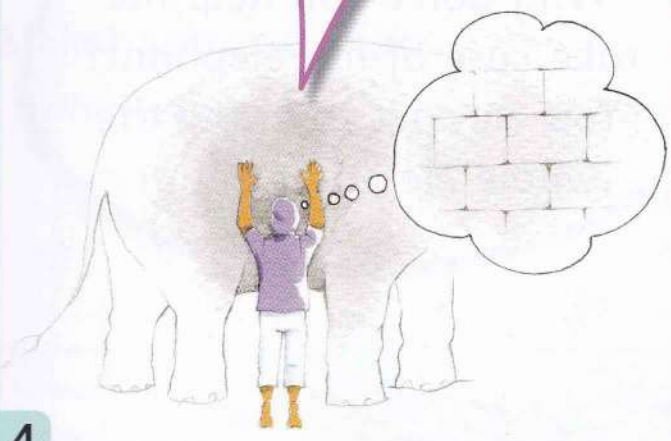


The first friend feels the
elephant's long, thin tail.



The second friend feels the elephant's side.

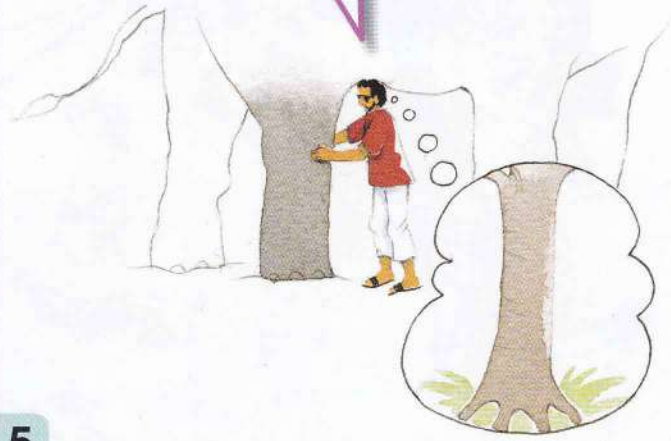
This elephant feels like a wall!



4

The third friend feels the elephant's leg.

This elephant feels like a big strong tree!



5

The fourth friend feels the elephant's ear.

This elephant feels like a giant fan!



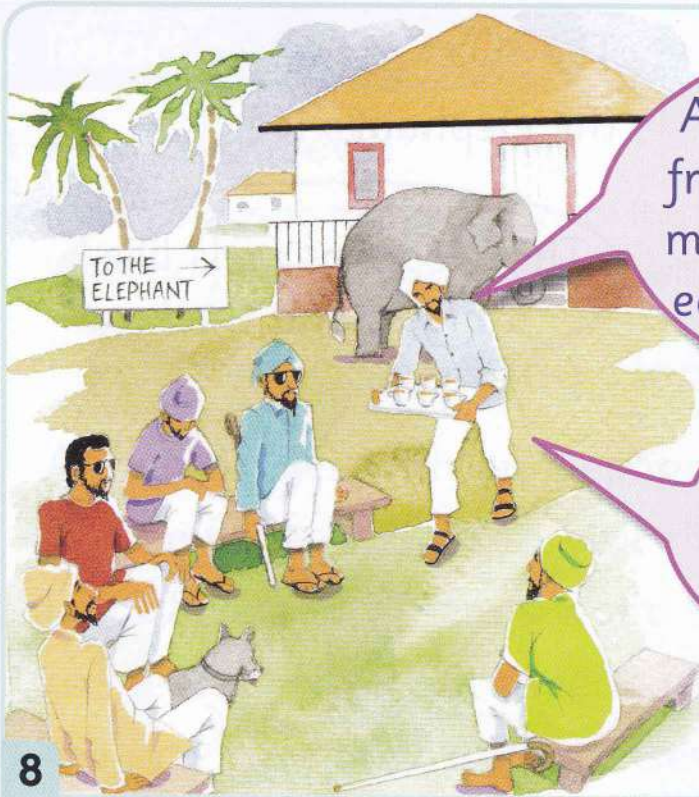
6

The fifth friend feels the elephant's trunk.

This elephant feels like a long wiggly snake!



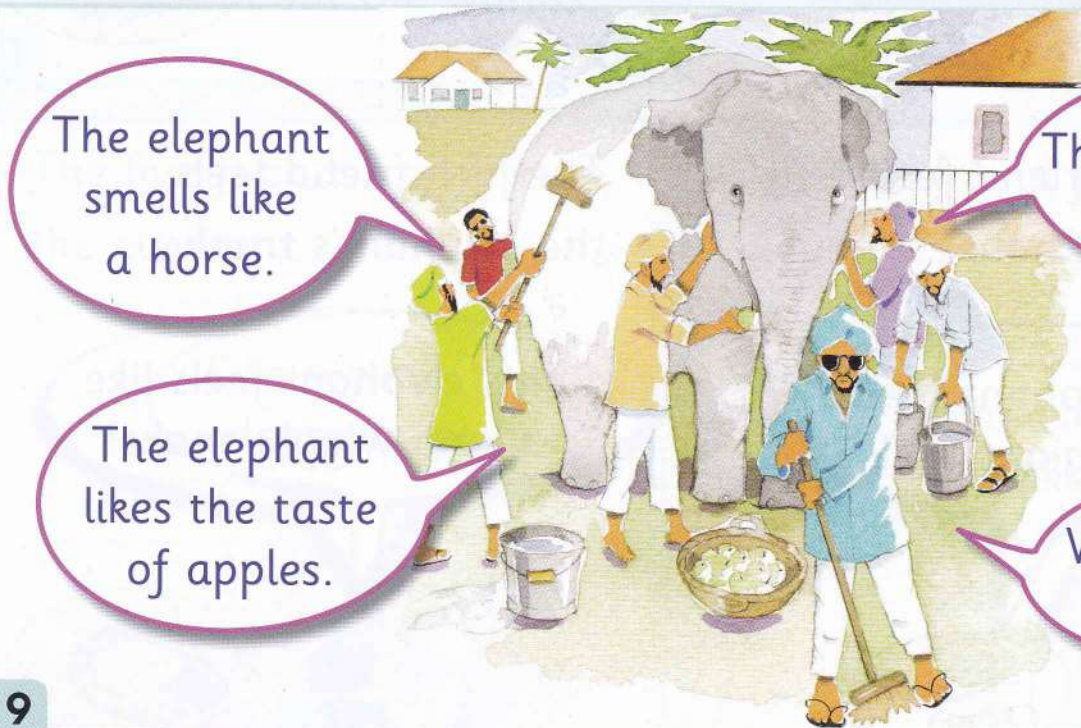
7



8

All of you are right, my friends. My elephant has many different parts and each part feels different.

Why don't you help me take care of my elephant? You can get to know the whole elephant better.



9

The elephant smells like a horse.

The elephant has a loud voice.

The elephant likes the taste of apples.

We like this elephant!

So the five friends help the man take care of the elephant. They learn many interesting things!

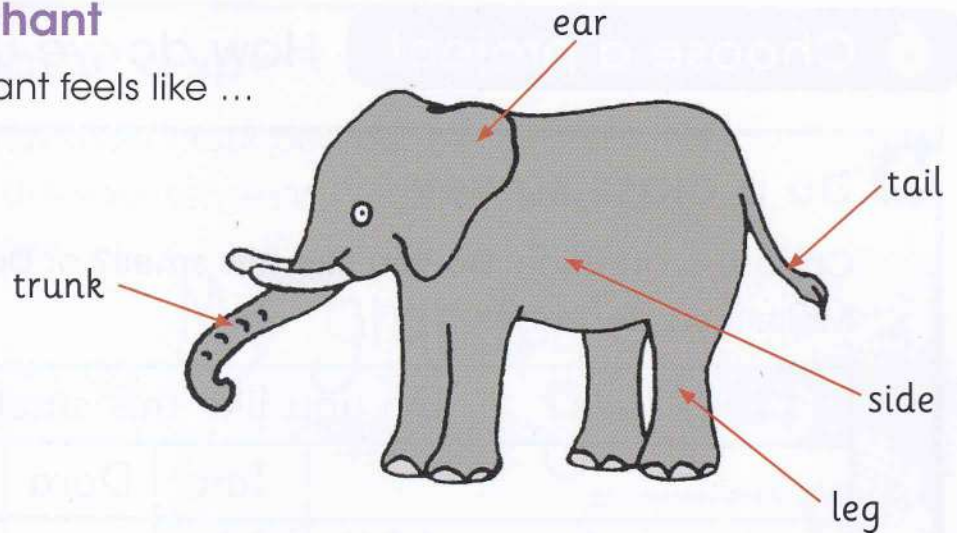
Words to remember

Find these words in the story:
and to friend they.

2 Parts of the elephant

Which part of the elephant feels like ...

- a wall?
- a rope?
- a snake?
- a tree?
- a giant fan?



3 First, second, third

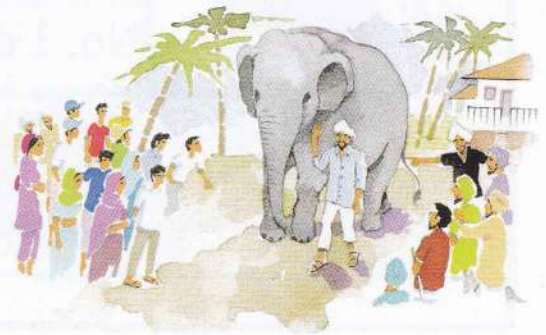
What happens first, second, and third in the story?



The five friends touch different parts of the elephant.



The five friends help the man take care of the elephant.



The five friends hear about the elephant. They want to meet it.

4 Special toys for all children

Here are two toys that all children can enjoy together.
How can blind children use these toys?



a ball with bells
They can ___ it.





a dice with raised dots
They can ___ it.

6 Choose a project How do we use our five senses?

A Do a class survey

Choose a question: **Do you like this smell?** or **Do you like this sound?**
Make a survey chart.

Do you like this smell?						
		Ian	Dora	Sofia		
	Yes, I do.	✓				
	No, I don't.					
	Yes, I do.					
	No, I don't.	✓				

B Make a book: *My favourite things*

Write about your favourite things. Draw a picture.
Make a cover for your book.



page 1 My favourite thing to **see** is ____ .

page 2 My favourite thing to **hear** is ____ .

page 3 My favourite thing to **smell** is ____ .

page 4 My favourite thing to **taste** is ____ .

page 5 My favourite thing to **touch** is ____ .

C Write a poem about a special place

Think about a place you know. (Your bedroom, your grandma's house, the park, etc.) Use your senses as you write a poem about your special place.

Draw a picture.

My grandpa's garden

Title: _____

I see _____ .

I hear _____ .

I smell _____ .

I touch _____ .



Look what I can do!

- I can talk about my five senses.



- I can say how things sound and feel.



- I can compare things.



- I can read and write words with the short **o** sound.

fox
rock



7

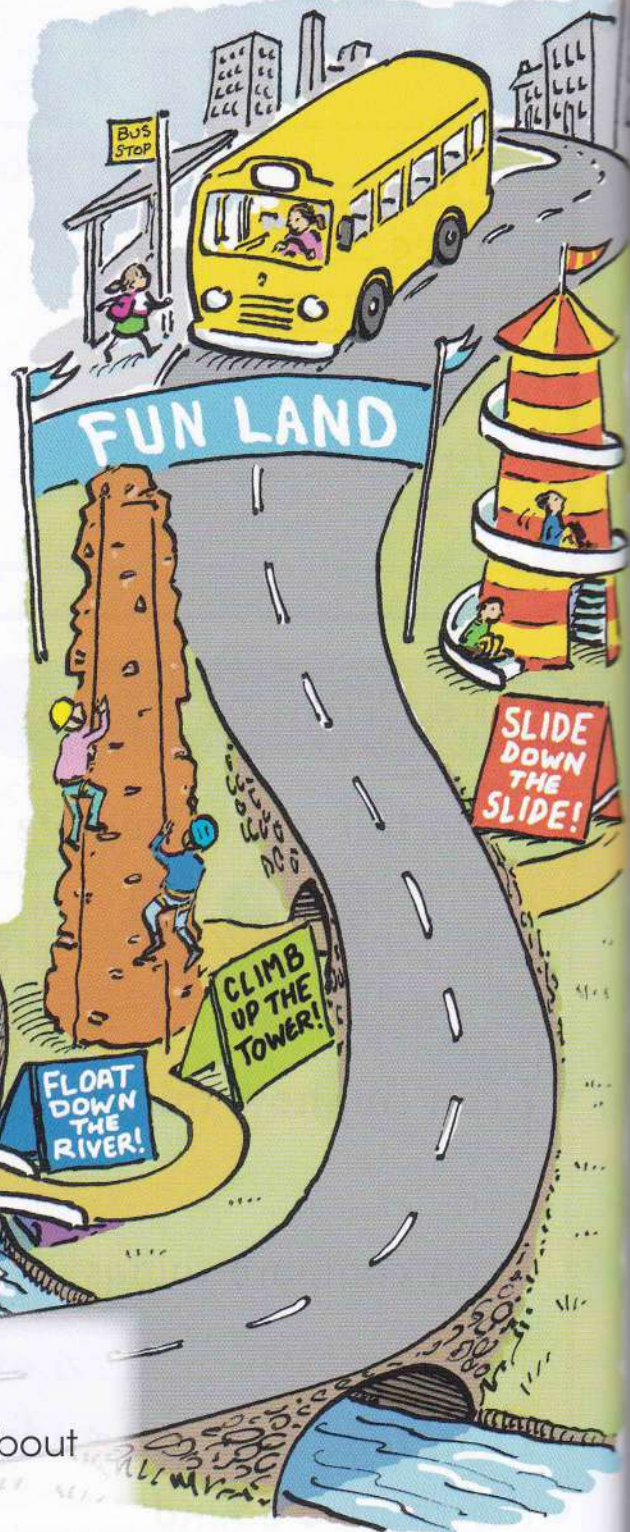
Let's go!

1 Think about it How do we travel around?

63 1 Read and listen

Where are the people from the poem?

Bus driver, bus driver
 Bus driver, bus driver,
 May I have a ride?
 Yes, of course.
 Please come inside.
 Find a seat.
 Then sit down.
 Buckle up.
 We'll drive through the town.



64 2 A school trip

A teacher and some children are talking about their trip. Listen and point to the pictures.

3 Topic vocabulary

Listen, point and say.



climb



slide



float



drive



fly

Listen to the sentences. Say the missing word.

4 Find it

Tell your partner to find something in the picture.

Find something
you can climb.

Find a yellow bus.

Language detective

Look at the pictures above.
Find a word which is
something you do and
also a thing.

S _ _ _ _



5 Draw and write

Draw a picture of something that you can do at the park.

Write a sentence about it.

I can _____ a _____.

2 Find out more

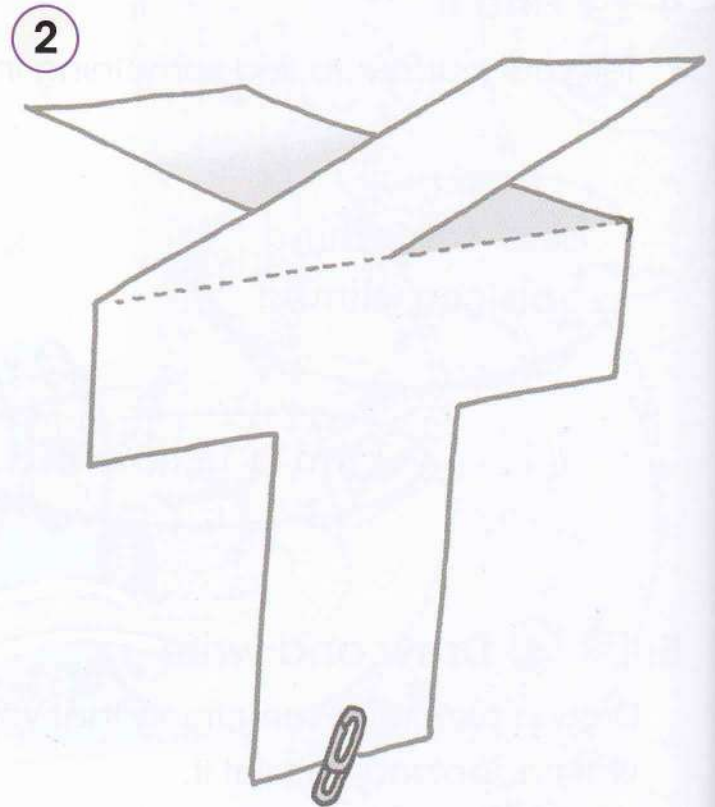
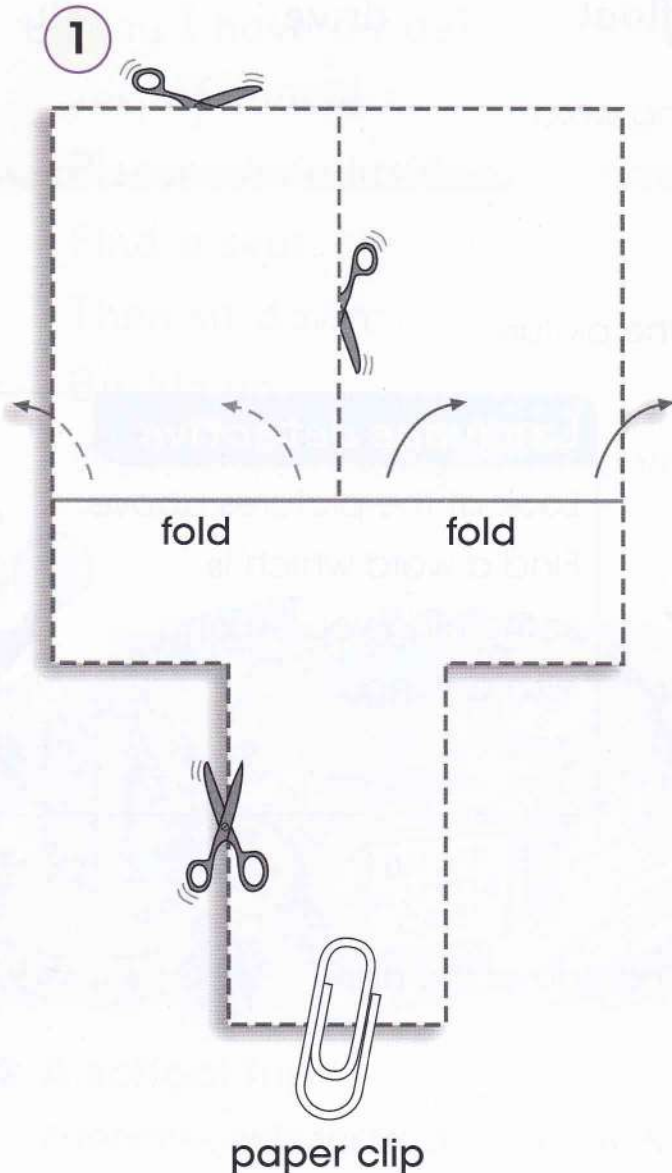
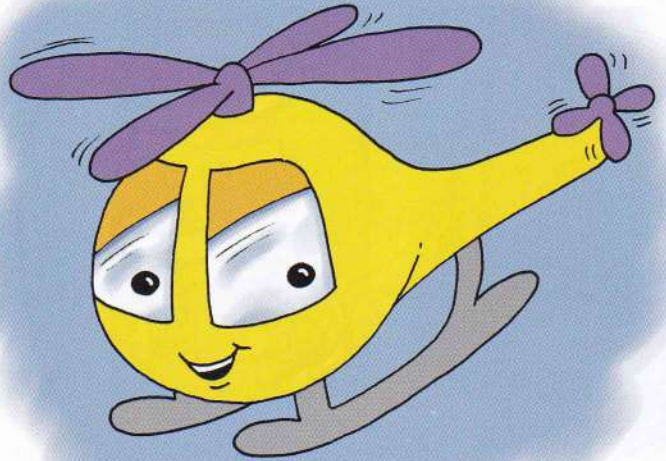
Make a helicopter and a plane

1 Make a helicopter

Read the instructions.

Make your helicopter.

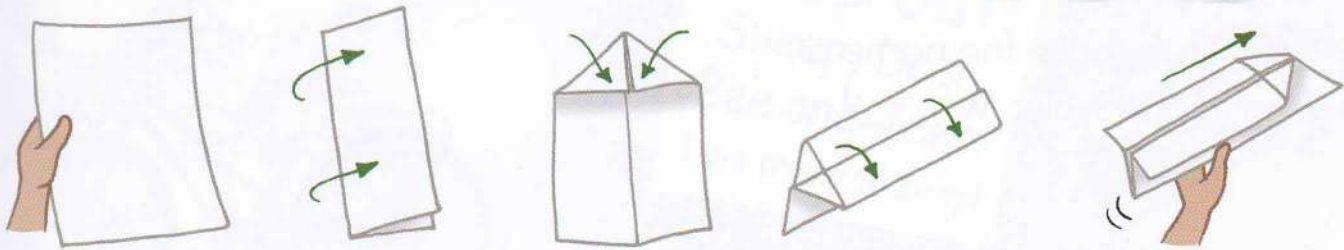
- 1 Take some paper.
- 2 Cut out a helicopter shape.
- 3 Fold it.
- 4 Attach the paper clip.
- 5 Fly your helicopter.



2 Make a plane

Read the instructions. Make your plane.

- 1 Choose your favourite colour paper.
- 2 Fold the piece of paper down the middle.
- 3 Fold the top corners down to the middle.
- 4 Bend the wings a little bit.
- 5 Fly your paper plane.



3 🗨️ Helicopter race

Have a helicopter race with your partner.
Drop your helicopters at the same time.
Which helicopter stays up longer?



4 🗨️ Plane race

Have a plane race with your partner.
Throw your planes at the same time.
Which plane flies further?



5 📝 Write about it

Write about the races. Write the name of the winners, like this:

Marco's helicopter stayed up longer.

Ting's plane flew further.

3 Letters and sounds

Long e spelling ee

66 1 Listen and look

Listen to the long e sound.

Say the words.

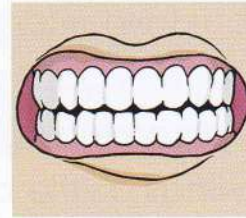
Which two letters make the long e sound in these words?

Which two words rhyme?

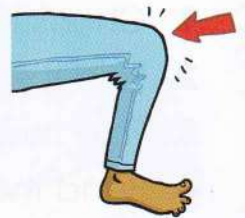
Add **ee** to make the name of part of a bicycle: **wh__l**



tree



teeth



knee



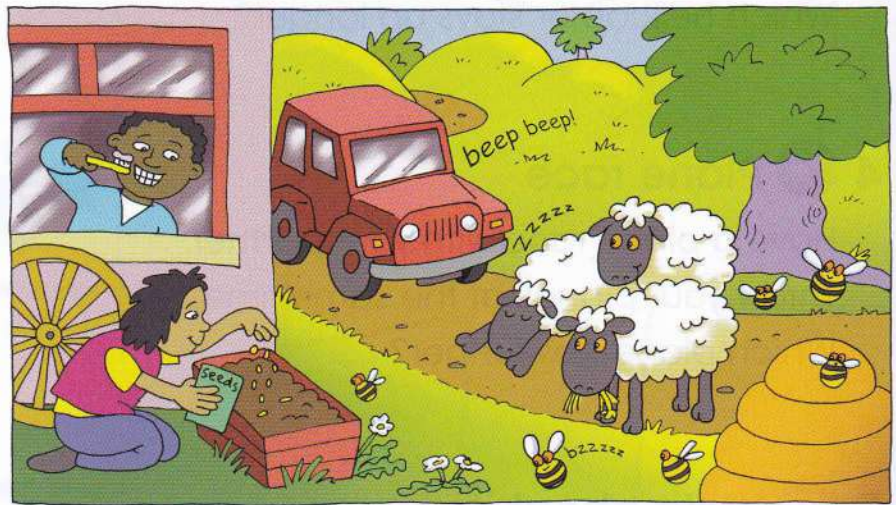
Some question words begin with **wh**.

when why ? ? ?

Can you think of some more question words beginning with **wh**?

2 What's in the picture?

Find things which make a long e sound.



3 Questions and answers

Match the questions and answers.

1 What do bees make?

2 Where do sheep sleep?

3 What sound does a Jeep make?

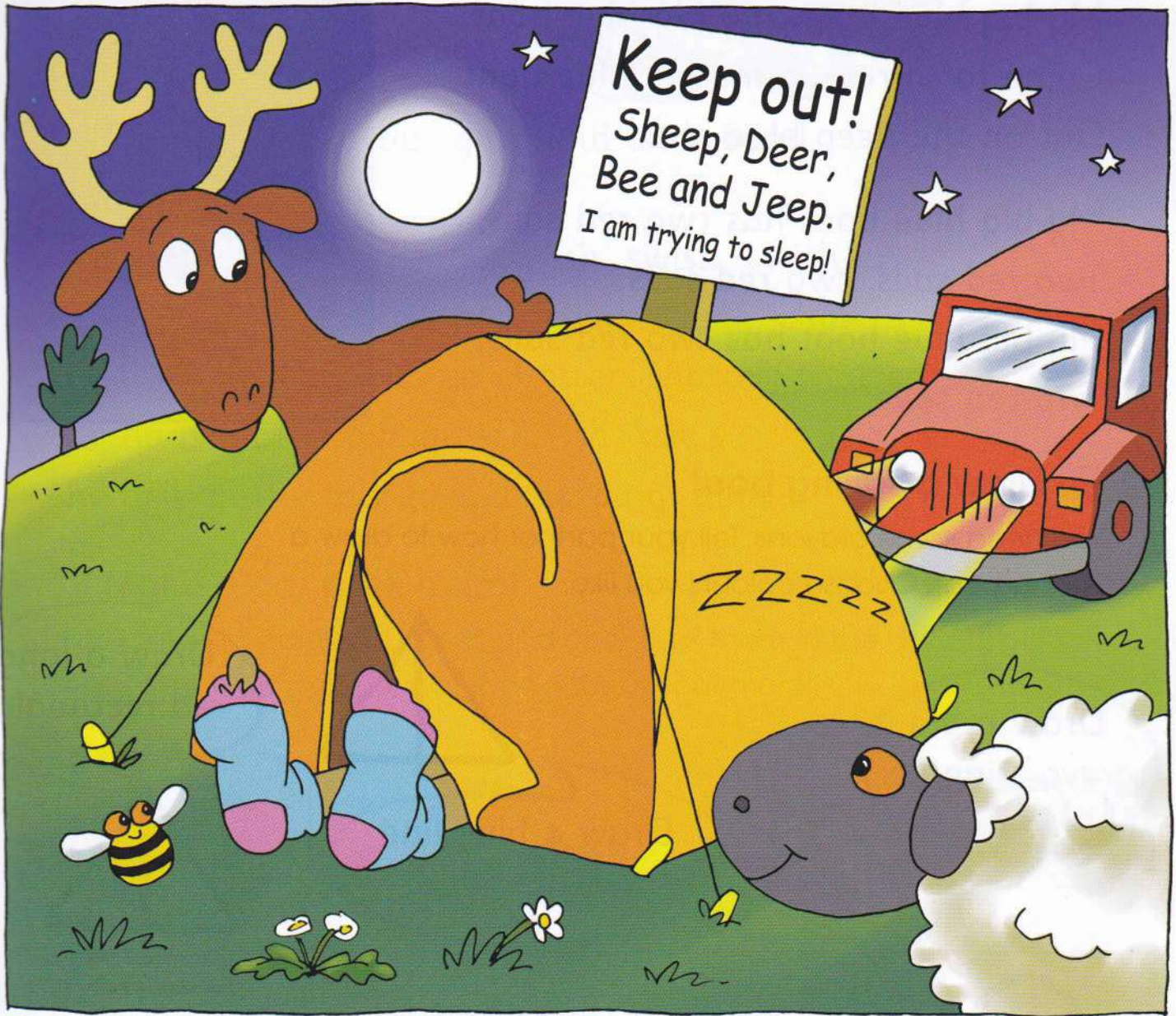
- A Jeep goes BEEP BEEP.
- Bees make honey.
- Sheep sleep in a field.

4 Phonics story

Read and listen.

Listen again. Which words do you hear with the long e sound?

Please keep out!



5 Make a sign

Make a 'keep out' sign. You could put it on your bedroom door!

4 Use of English Describing things

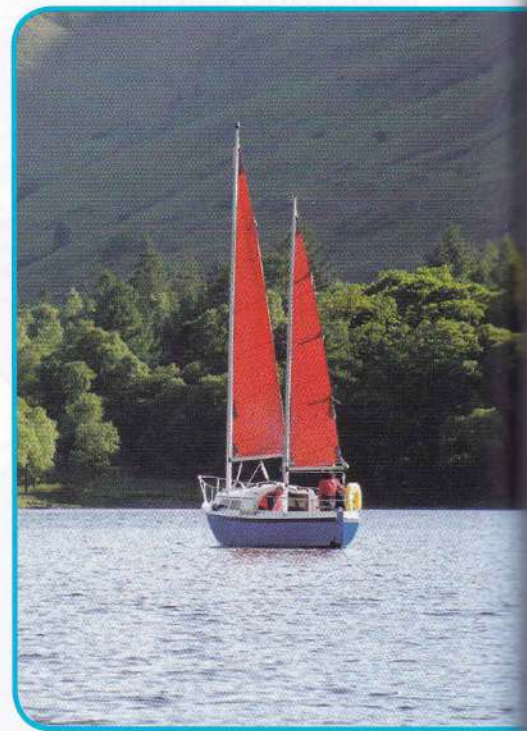
68 1 My big blue boat

Say this poem. Do the actions.

Come for a ride in my big blue boat,
My big blue boat, my big blue boat.
Come for a ride in my big blue boat,
Out on the deep blue sea.

My big blue boat has two red sails,
Two red sails, two red sails.

My big blue boat has two red sails,
Two red sails.



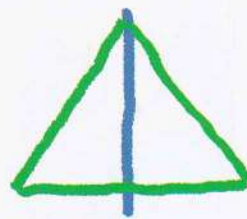
2 🗨️ Draw a sailing boat

You need some crayons. Tell your partner how to draw a sailing boat. Choose colours you like.

Draw a big
green triangle.



Draw a **blue** line
down the middle.



Draw a long
red rectangle.



3 🗨️ Describe it

Describe one of the things. Can your partner find it?



4 🎵 The wheels on the bus

Listen and sing. Do the actions.

The wheels on the bus
go round and round,
round and round,
round and round.

The wheels on the bus go round and round,
All day long.

The wipers on the bus go swish, swish, swish ...

The money on the bus goes chink, chink, chink ...

The mums on the bus go chatter, chatter, chatter ...

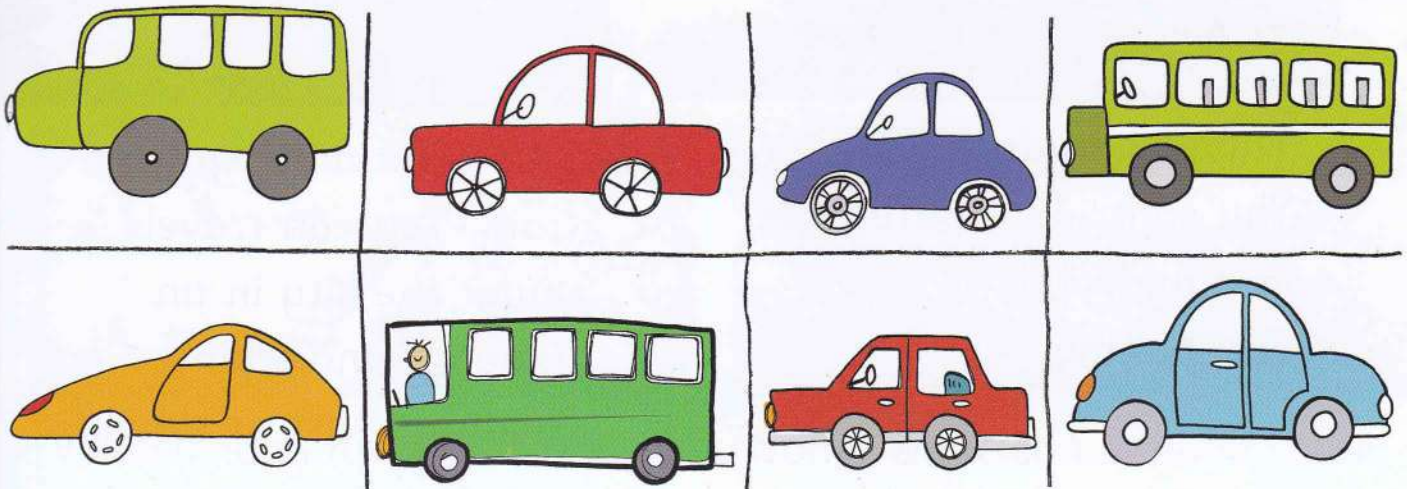
The dads on the bus go ssh, ssh, ssh ...

The bell on the bus goes ding, ding, ding ...



5 📅 Make a car park mural

Make different coloured buses and cars. Park them in the car park.
Count them. Write some sentences about your mural.



There are 3 green buses.

There are 2 red cars.

5 Read and respond

1 Before you read

Think of some different ways to travel. How many can you think of?

70 2 Read and listen

Which of these vehicles have you travelled in?

Travelling around

There are many kinds of vehicles. They move people and things. They can go on the land, on the water and under the ground.



This is a hydrofoil.
You can ride on the water
in a hydrofoil. It is fast
and bumpy.



This is an underground
train. You can travel
under the city in an
underground train.
It can go fast or slowly.

Some vehicles go up and down.



This is a lift. You can go up and down buildings in a lift.



This is a cable car. You can go up and down mountains in a cable car. Cable cars go slowly.

Vehicles have different numbers of wheels.



Bicycles have two wheels.



Tricycles have three wheels.



Unicycles have only one wheel.



Wheelchairs have two big wheels and two little wheels.



Some wheelchairs have three wheels. They can go very fast.

Sometimes we travel just for fun!



This is a big red skateboard.
You can ride on a
skateboard in the park.
You can jump over things.



These people are on skis.
With skis, you can go down
a mountain very fast.





This is a zorb. In a zorb, you
can roll down a hill very fast.
You can't stop!

3 Make a chart

Look again at all the vehicles in the text.
Which ones are powered by a motor?
Which ones are powered by people?
Can you think of any more vehicles to add?

Words to remember

Find these words in the story:
go can up down.

People-powered vehicles	Motor-powered vehicles
	
skateboard	underground train

4 My favourite vehicle

Draw a picture of a vehicle that you like.
What colour is it? Is it big or little?
Write a sentence about it.



Language detective

Sometimes a part of a word helps us to understand it.

uni = one

bi = two

tri = three


cycle = wheel

So **bicycle** means two wheels.

Unicycle means one wheel.

What does **tricycle** mean?

Can you think of another




word beginning with **tri**? 



6 Choose a project How do we travel around?

A Do a travel survey

Choose 3 vehicles. Make a survey chart.

		Do you like travelling by ... ?			
			Jack	Zhou	Bibi
bus		Yes, I do.		✓	
		No, I don't.	✓		
underground train		Yes, I do.		✓	
		No, I don't.	✓		
car		Yes, I do.	✓	✓	
		No, I don't.			

When your survey is finished, talk about your chart. How many children like travelling by bus? How many children don't like travelling by bus?

B Make a word flip book

Make a book like this.



Write these letters on the left-hand pages: **b, s, tr, kn, thr**

Write these letters on the right-hand page: **ee**

On each left-hand page, draw a picture of the word you make.

C Make up your own version of a poem

Read this poem about a plane.

Little silver plane

Up in the sky,

Where are you going to

Flying so high?

Over the mountains

Over the sea

Little silver plane

Please take me.

Write a poem about your favourite flying machine:

a plane a jet a helicopter a kite

Is your flying machine big or little? What colour is it?
Change the words in red. Make up your own version.

Draw a picture or make a model of the flying machine to go with your poem.



Look what I can do!

- I can talk about different vehicles and how they move.

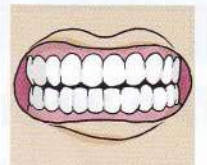
- I can talk about how I move.



- I can understand simple instructions.



- I can say what colour and size something is.



- I can read and write words with the long e spelling ee. t _ _ t h

8

Wonderful water

1 Think about it Why is water important?

71 1 Read and listen
Then join in.

Rainy day

Rain on the green grass.

Rain on the tree.

Rain on the houses

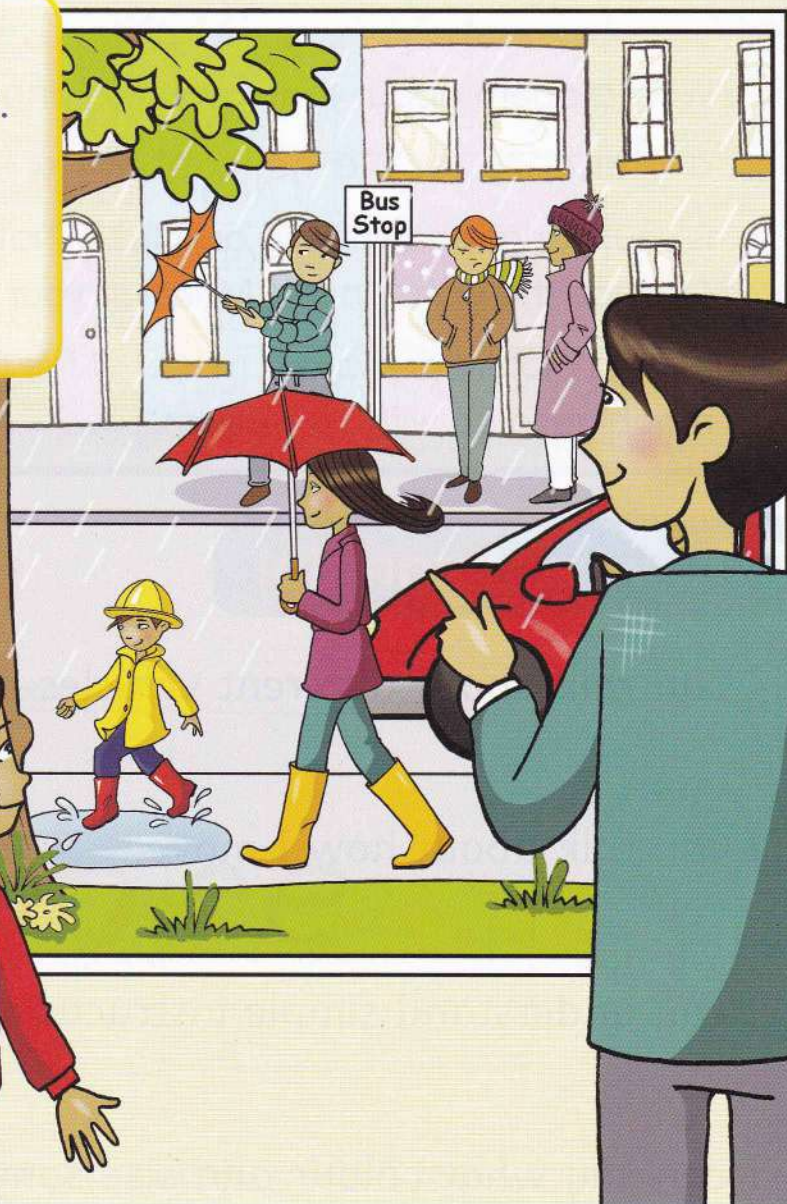
But not on me!

Today is

Monday

It is

windy and rainy

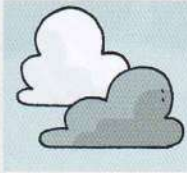


72 2 What can you see?

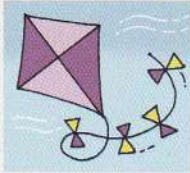
It's a rainy day. The teacher and a girl are looking out of the window. Listen and point to the things they talk about.

73 **3 Topic vocabulary**

Listen, point and say.



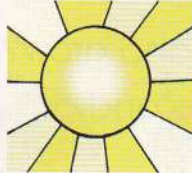
cloudy



windy



rainy



sunny



snowy



hot



cold

4 **What's the weather like?**

Look at the picture and sentence. What word is missing?
Say the whole sentence.

It is hot and —



It is cold and —



74 **5 Days of the week**

Listen to the chant. Join in and act out the words.



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday

Ask and answer questions with your partner.

6 **Write a rainy day poem**

Write a rainy day poem like the one on page 108. You can change the words.
What is the rain falling on in your poem?

What do you do on Tuesday?

On Tuesday, I sing a song.

2 Find out more Facts about water

1 Before you read

What do plants need to live and grow?
What do animals need to live and grow?



75 2 Read and listen

We all need water

All living things need water.
Plants need water to grow.
Animals need water to drink.
People need water to drink too.

Water comes from rain and snow.
When there is no rain, the land
becomes dry and brown.

When rain comes, the land becomes
green again. Plants can grow again.
Animals and people have water to
drink again.

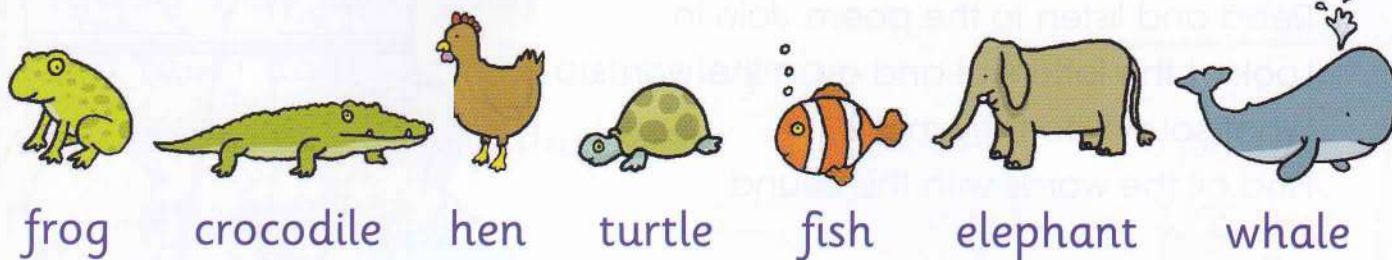
All living things need water.



3 Animals that live in water

Which of these animals live in water?

Make a list with your class. What other animals live in water?



4 Write about it

Write about animals that live in water.

Choose three animals. Use the model below and fill in the missing words.

Draw a picture.

Many animals live in water.

Frogs live in water.

_____ live in water.

_____ live in water.

Writing tip

Remember that a sentence begins with a capital letter. Most sentences end with a full stop.

5 How we use water

Look at the pictures.

Read the sentences.

We use water
to make soup.



We use water to
wash our hands.

Think of other things we do with water.

We use water to _____.

6 Make a class book

Make a book called **We use water in many ways.**

Write a sentence and draw a picture on each page.

3 Letters and sounds

Long a spellings ai and ay

76 1 Rain poem

Read and listen to the poem. Join in.
Look at the letters **ai** and **ay** in the words.
What sound do they make?
Find all the words with this sound.

Rain, rain, go away.
Come again some other day.
All the children want to play.



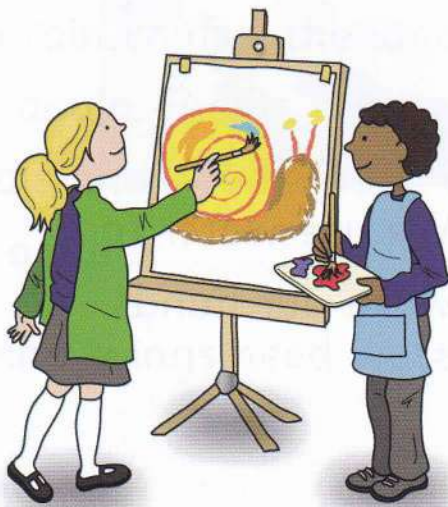
2 Mystery word

Look at the sentences. Some long **a** sounds are missing.
Can you guess the missing words?
Say the sentences.
Write the words:

- Write **ai** in the middle of a word.
- Write **ay** at the end of a word.



1 It's a r _ _ ny d _ _ .



2 Let's p _ _ nt a sn _ _ l.



3 Let's pl _ _ with the tr _ _ n.

77 3 Phonics story

Read and listen. Listen again. Write the words with the long **a** sound.

Please stay and play

It's a rainy day. Little Snail is playing with the frogs and the ducks.



'Goodbye, Little Snail' the little frogs say.

'Wait, wait! Don't go. Please stay and play.'

'Sorry, Little Snail. We need to go away.'



'Goodbye, Little Snail,' the white ducks say.

'Wait, wait! Don't go. Please stay and play.'

'Sorry, Little Snail. We need to go away.'



'Hello, Little Snail,' the big snails say.

'Hello, big snails! Please stay and play.'

'Sure, Little Snail. We can play all day.'

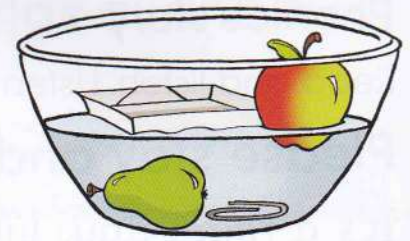
'Hooray!'



4 Act it out

Who are the characters in the story? Make a list. Act out the story.



4 Use of English Things that float



1 Does it float?

Some things float. Some things don't.
Look at the picture.

- 1 Does the apple float?
- 2 Does the paper clip float?
- 3 Does the pear float?
- 4 Does the paper boat float?

Does it float?	
Yes, it does.	No, it doesn't.
	

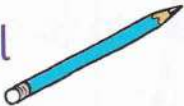
Say the sentences. Fill in the missing words.

- 1 The ___ floats.
- 2 The ___ doesn't float.
- 3 The ___ floats.
- 4 The ___ doesn't float.

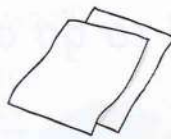
2 Let's find out

You need these things:

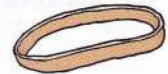
pencil



paper



elastic band



ruler



leaf



paper clip



- 1 Look at each thing. Does it float? What do you think?

Does a pencil float?

Yes, I think so.

No, I don't think so.

- 2 Find out if you were right. Put each thing in a bowl of water.
Does it float?

78 **3**  **Floating in a boat**

Listen to the song. Look at the picture and words.
Sing the song and do the actions.

Row, row, row your boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat,
Gently down the stream.
If you see a crocodile,
Don't forget to scream!

Row, row, row your boat,
Gently down the river.
If you see a polar bear,
Don't forget to shiver!



Don't forget
your boots!

79 **4**  **Don't forget!**

A girl and her mother are talking.
Listen. Practise the conversation
with your partner.



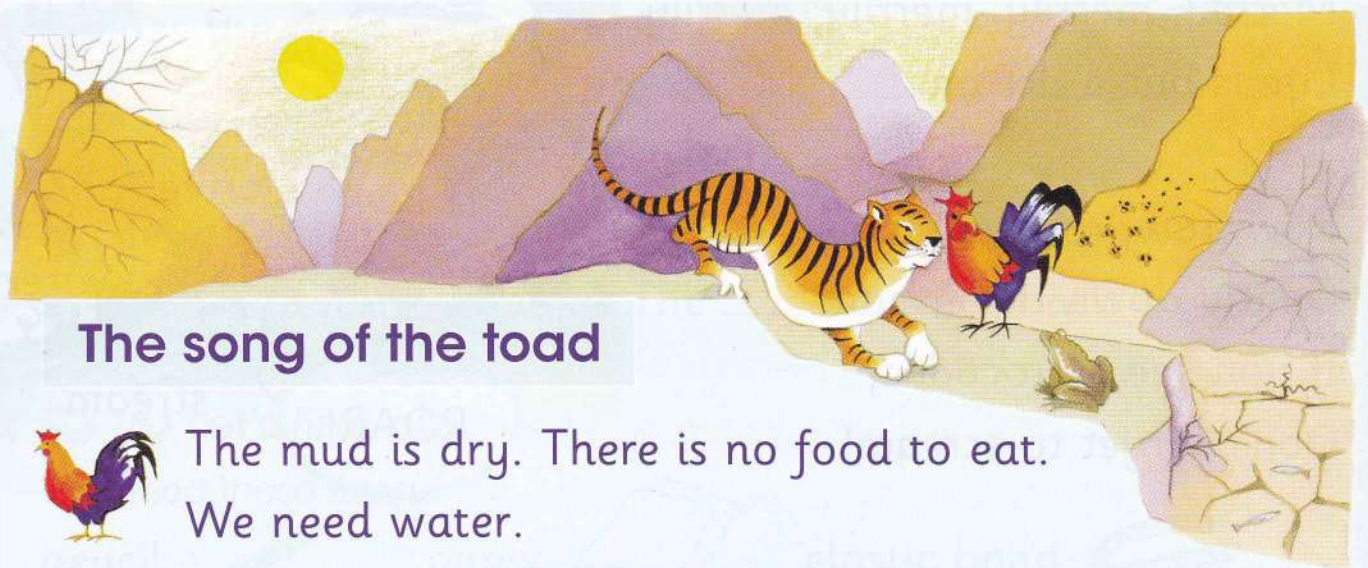
About the story

5 Read and respond

This play is from Vietnam. Some months are very dry. Farmers listen for the song of the toad. They say that it brings the rain.

80 1 Before you read

Here are the characters in the play.



The song of the toad



The mud is dry. There is no food to eat.
We need water.



The river is dry. There is no water to drink.
We need water.



The flowers are dry. We need flowers to live.
We need water.



Let's go to the Emperor in the clouds.
Let's ask the Emperor for rain.





Hello. I need to see the Emperor.



No! You're a toad. A toad can't see the Emperor.
Go away.



Come, Bees! Come, Rooster! Make the Guards go away.



Buzz, buzz.



Cock-a-doodle-doo.



Help! Help!



Hello, Emperor. I need to talk to you.



What? Green Guards, come.
There's a toad on my lap!



Come, Tiger! Make the Guards go away.



ROAR!



Help! Help!



Emperor, the earth is dry. The plants and animals need water. Please send us rain.



OK, I can do that. I can send you rain.

C Do an experiment: Does your boat float?

Make a boat from paper and tape.

Put **2** coins in your boat.

Put **5** coins in your boat.

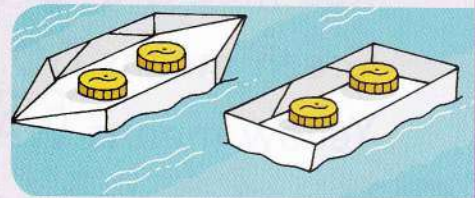
Put **10** coins in your boat.

Does your boat float?

Record the information in a table, like this.

Does your boat float?		
	Yes, it does.	No, it doesn't.
with 0 coins?	✓	
with 2 coins?	✓	
with 5 coins?		
with 10 coins?		

Make a different kind of boat. Try the same experiment. Which boat floats with more coins?

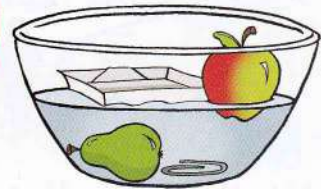


Look what I can do!

- I can talk about the weather.



- I can say why plants, animals and people need water.



- I can ask and answer questions about which things float.

- I can read and write words with long **a** spellings **ay** and **ai**.








r _ _ ny d _ _



6 Choose a project Why is water important?

A Do a weather survey

Make a survey chart. Ask 10 children:

What kind of weather do you like best?						
						
✓		✓✓	✓✓✓✓		✓	✓✓

When your survey is finished, talk about your chart.

Which weather do most children like best?

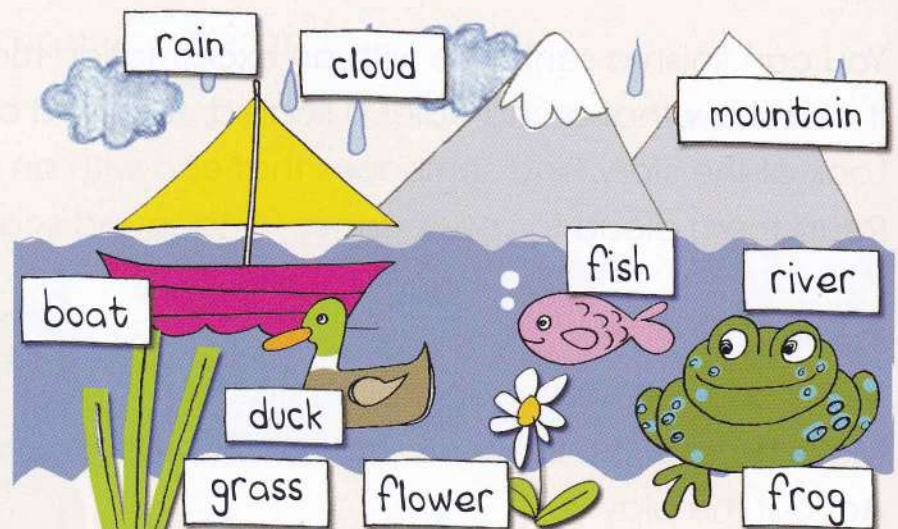
Which weather do fewest children like best?

B Make a water world mural

Draw a big picture.

Show these things in your picture:

river	grass
mountain	flower
cloud	rain
fish	duck
toad	boat



Write the words.

Add the words to your picture.

9

City places

1 Think about it What can you see, hear and do in a city?

81 1 Read and listen

Find the traffic lights in the picture.

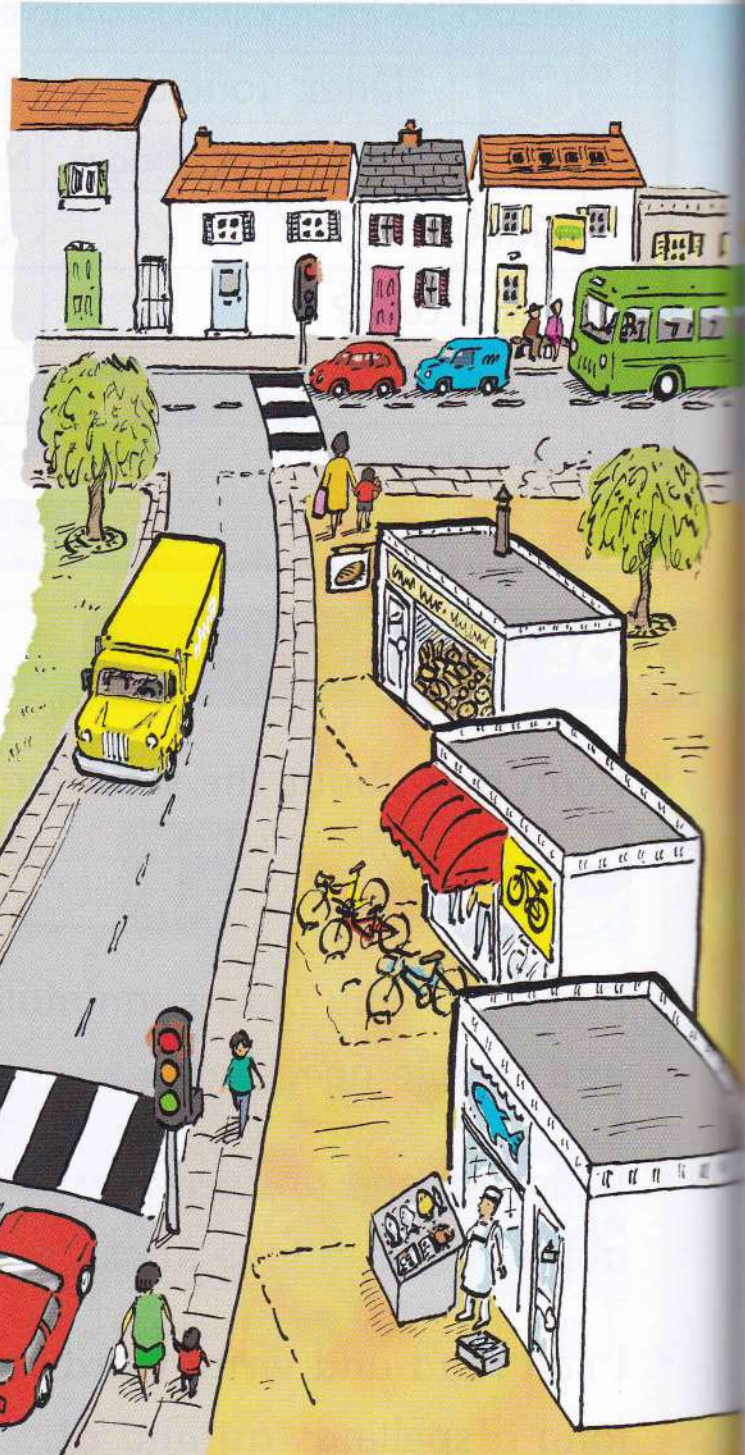
The traffic lights

Red means STOP.

Green means GO.

Yellow means WAIT,

Even if you're late.



82 2 Walking in the city

Paco is walking home from school with his mother. Listen.

Follow his route with your finger.

Start at the school.

83 3 Topic vocabulary

Listen, point and say. Listen again and clap the syllables.
How many syllables are there in each word?



city



road/
pavement



shops



traffic



traffic
light



bus stop

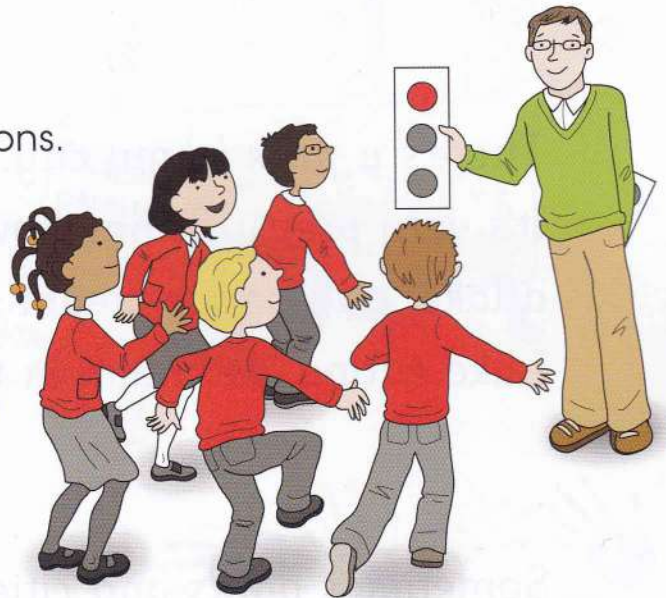
82 4 Spot the word

Listen again to Paco. Put up your hand when you hear a *Topic vocabulary* word.

5 Questions

Look at the picture and answer the questions.

- 1 Can you find a big green bus?
- 2 How many **shops** are there?
- 3 When the **traffic light** is red, what do the cars and buses do?



6 Play the game 'Traffic lights'

Listen to your teacher: **green** light is walk forward, **red** light is stop!

7 Write and draw

What can you **hear** in a city? What can you **see** in a city?
Make a list. Draw a picture and write sentences.

In a city, I can hear ____ I can see ____

2 Find out more City living

84 1 Before you read

Look at the photos. What can you see?
Can you find these things where
you live?

I like living in a city

I live in a city.

It's a great place to live.

There are tall buildings and short buildings.

Some buildings have gardens on top!

There's a park in my city.

It's very pretty. It has flowers,
a lake, and an ice cream seller!

I like eating ice cream in the park.

Sometimes parks and cities get dirty.

We all need to keep our city clean.

Don't forget to put your litter in a bin!

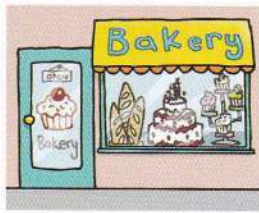


2 Over to you

Do you live in a city or in the countryside? Is there a park near you? What other places are there where you live?



a park



a bakery



a swimming
pool



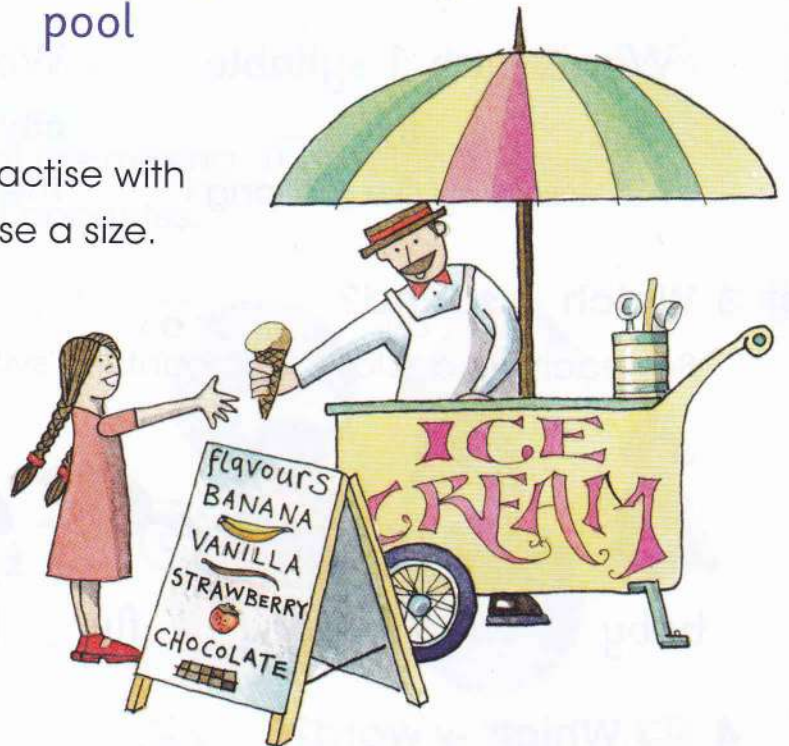
a library



a zoo

3 Let's buy an ice cream!

Listen to the conversation. Then practise with a partner. Choose a flavour. Choose a size.



4 Sing a city song

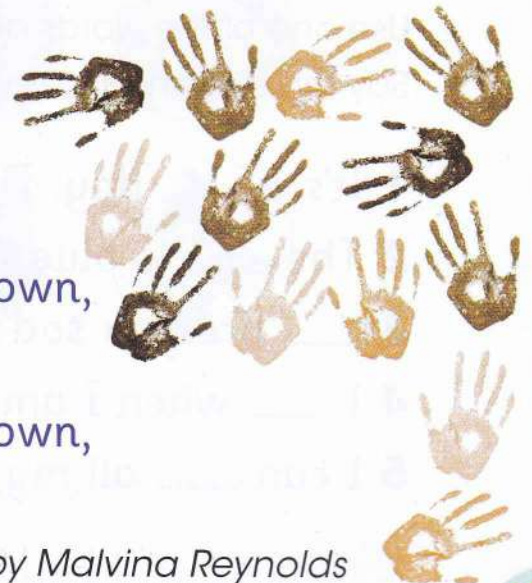
Listen to the song. Join in.

I live in a city

I live in a city, yes I do,
I live in a city, yes I do,
I live in a city, yes I do,
Made by human hands.

Black hands, white hands, yellow and brown,
All together built this town,
Black hands, white hands, yellow and brown,
All together makes the wheels go 'round.

by Malvina Reynolds



3 Letters and sounds -y endings

87 1 Listen, say and clap

Clap the syllables of the words: **my city**.

How many syllables are there in **my**?

How many syllables are there in **city**?

2 Different sounds of -y

The words **my** and **city** both end with **-y**, but the **-y** has a different sound.

Words with 1 syllable

my

try

The **-y** sounds like the long **i**.

Words with 2 syllables (or more)

city

pretty

The **-y** sounds like the long **e**.

87 3 Which -y sound?

Say each word. Clap and count the syllables. What sound does **-y** have?



baby



cry



carry



fly



happy



rainy



sky



why

4 Which -y word?

Use one of the words above to finish each sentence.

Say the sentence to your partner.

1 It's a ___ day. Don't forget your umbrella!

2 The ___ is blue today.

3 ___ are you sad?

4 I ___ when I am sad.

5 I can ___ all my teddies.

6 Look! I can ___ !

7 I'm not sad. I'm ___ !

8 A ___ is very small.

5 Opposites

These words are opposites:



dirty



clean



noisy



quiet

What is the opposite of **big**?

6 Opposites poem

Read the poem. Say the words that are missing. Then listen to check.
Match the photos with the pairs of opposites.

Opposites

The opposite of **yes** is **no**.

The opposite of **stop** is ____.

The opposite of **good** is **bad**.

The opposite of **happy** is ____.

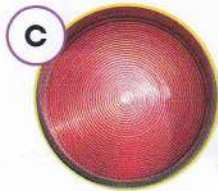
The opposite of **hot** is **cold**.

The opposite of **new** is ____.

The opposite of **wet** is **dry**.

The opposite of **hello** is ____.

Find the words that rhyme in the poem.



7 Act it out

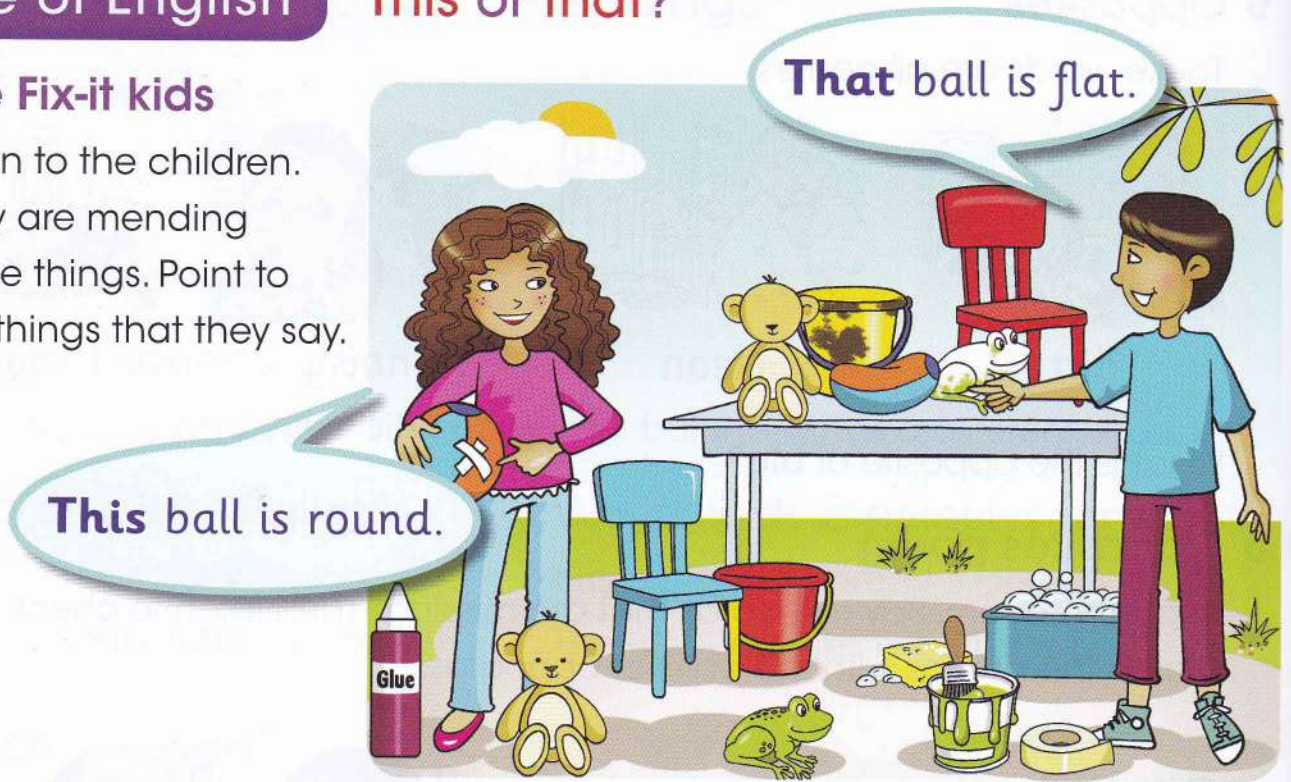
Think of actions for the words in the poem. Act it out as you listen.

4 Use of English

This or that?

89 1 The Fix-it kids

Listen to the children.
They are mending
some things. Point to
the things that they say.



Read the conversations. Can you fill in the missing words?
Listen again to check.



My friend and I like fixing things.

This ball is **round**.

___ bucket is **clean**.

This chair has ___ legs.

This frog is ___ .

___ teddy bear has eyes.



We are the Fix-it kids!

That ball is ___ .

That bucket is ___ .

___ chair has three legs.

That frog is ___ .

___ teddy bear doesn't have eyes.

2 Act it out

Act out the conversation with your partner.
Point to the objects in the picture.

3 Play a game: What's this? What are these?

You need 12 counters. You need 2 players.

How to play:

1 Player 1 points to a picture and asks a question. For one thing:

Or for more than one thing:

What are these?

What's this?

2 Player 2 says the word and puts a counter on the picture.

Or player 2 says:

I don't know.

3 Play until all the pictures have a counter.

Tip: If you don't know how to say the word, look in the *Picture dictionary* at the end of this book.



4 Words I know

Which words in the game do you know well?

Which words do you need to practise more?

5 Read and respond

90 1 Before you read

You are going to read a poem written in American English. Here are some words that are different in British and American English. Look out for the American words in **red** as you read the poem.

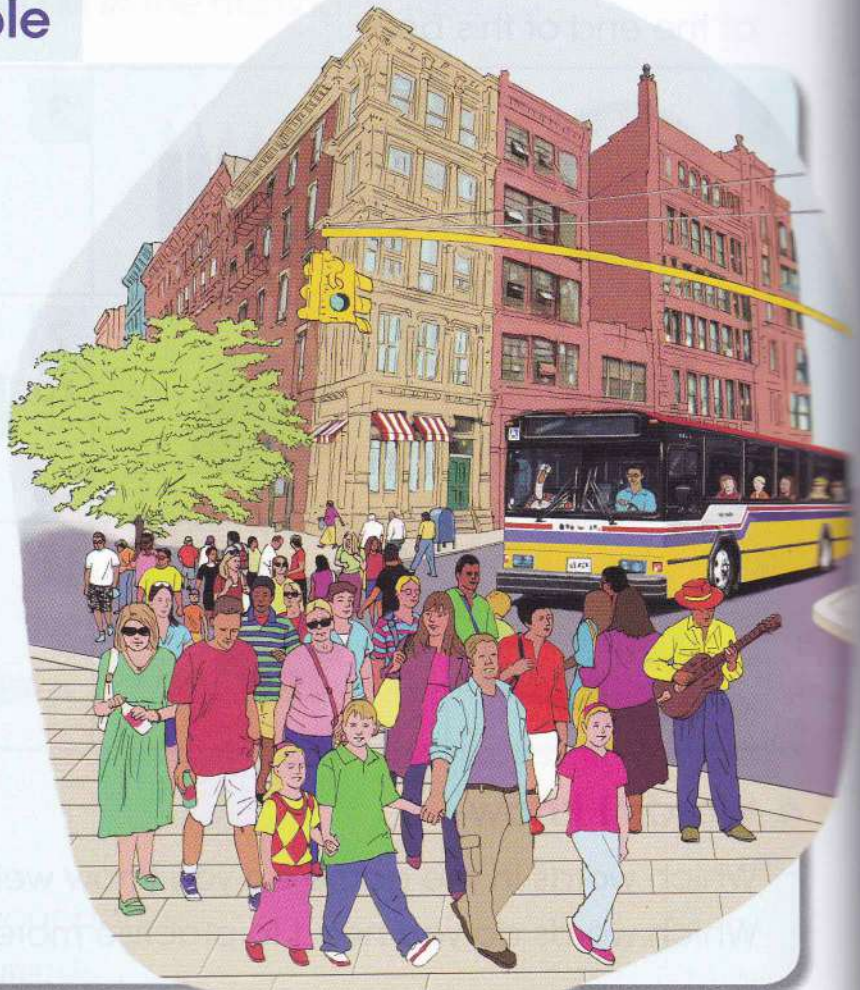
British English	American English
pavement	= sidewalk
underground train	= subway
shop	= store
lift	= elevator

Sing a song of people

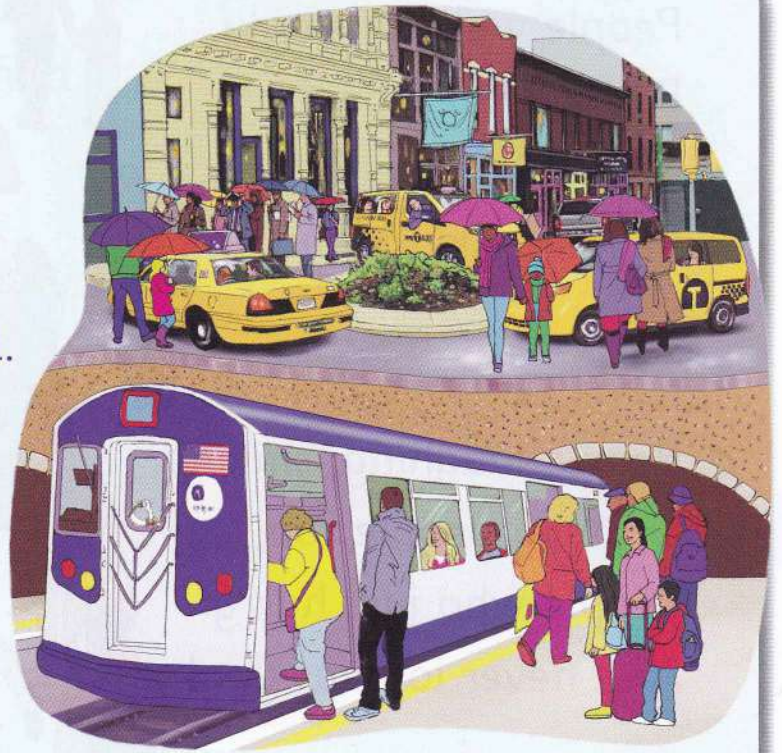
Sing a song of people
Walking fast or slow;
People in the city,
Up and down they go.
People on the **sidewalk**,
People on the bus;
People passing, passing,
In back and front of us.

About the author

Lois Lenski wrote this poem.
She was an American poet.

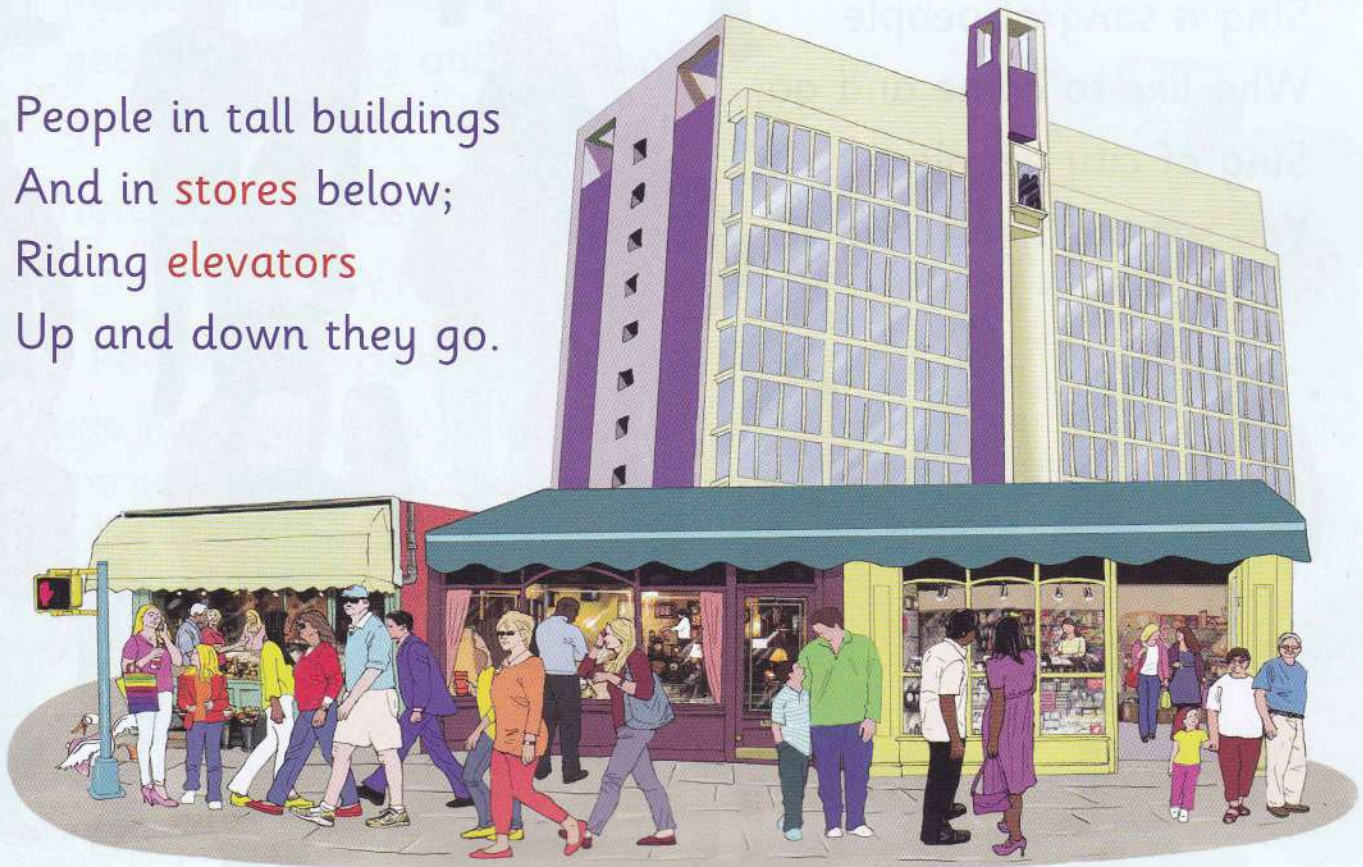


People on the **subway**
Underneath the ground;
People riding taxis
Round and round and round.



People with their hats on,
Going in the doors;
People with umbrellas
When it rains and pours.

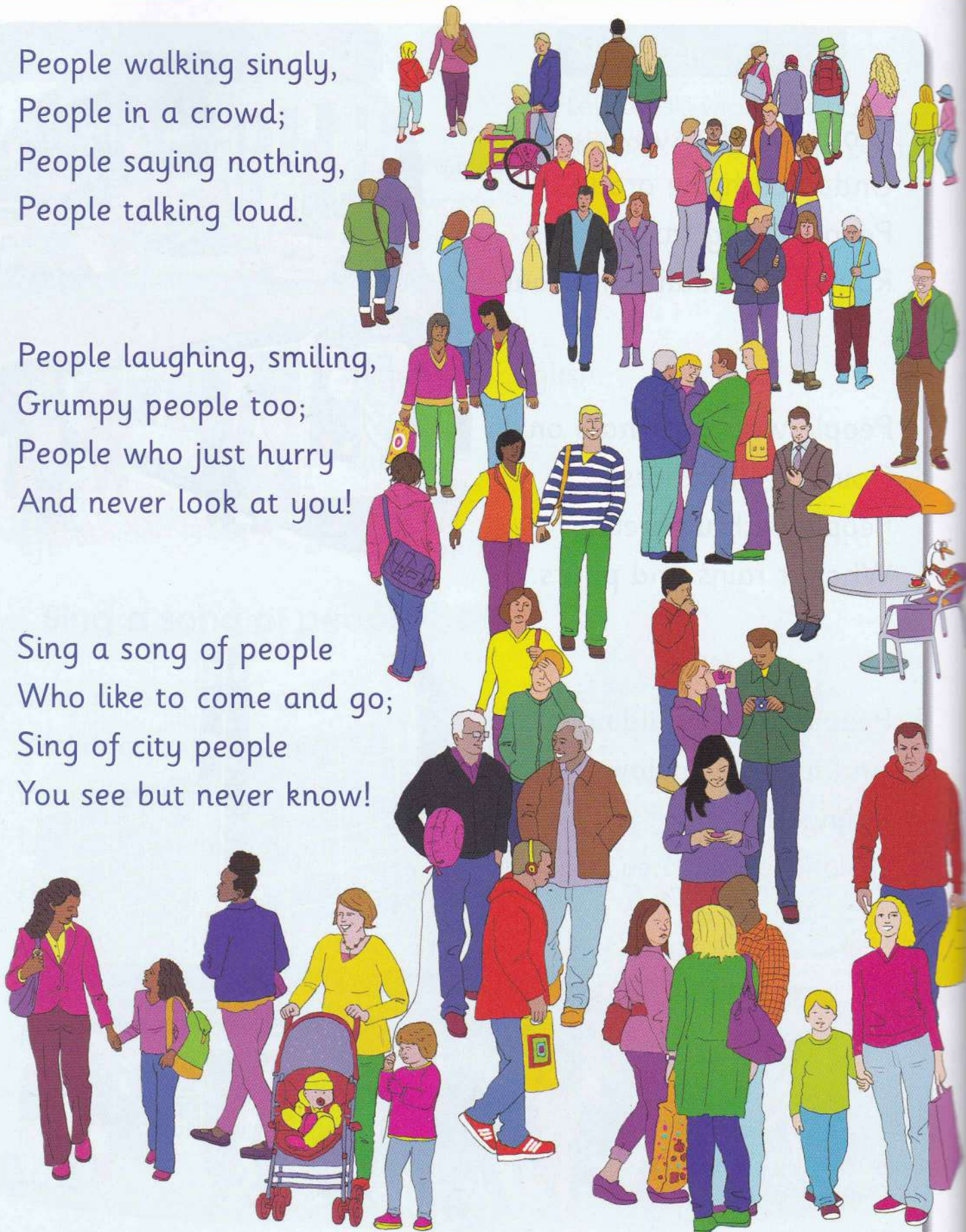
People in tall buildings
And in **stores** below;
Riding **elevators**
Up and down they go.



People walking singly,
People in a crowd;
People saying nothing,
People talking loud.

People laughing, smiling,
Grumpy people too;
People who just hurry
And never look at you!

Sing a song of people
Who like to come and go;
Sing of city people
You see but never know!



2 Picture search

In the first picture, can you find ...

- people on the sidewalk?
- people on the bus?

In the second picture, can you find ...

- people on the subway?
- people in taxis?
- people with umbrellas?

In the third picture, can you find ...

- people in stores?
- people in elevators?

In the fourth picture, can you find ...

- people in a crowd?
- people laughing and smiling?
- grumpy people?

3 Where is the goose?

The goose is in every picture. Find him and say where he is.

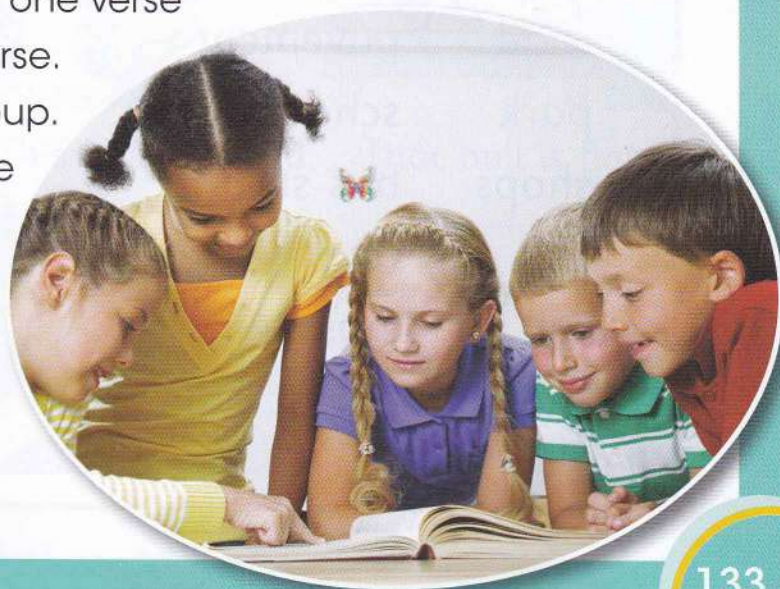
4 Perform the poem

Divide into groups. Your group will have one verse of the poem. Draw a picture for your verse. Practise saying your verse with your group. Perform the whole poem. Say your verse and show your picture.

Words to remember

Find these words in the story:
people with on in.

Where am I?



6 Choose a project

What can you see, hear and do in a city?

A Write a poem

Write a poem about your town. Think of things you can **see**, **hear**, and **smell**. Draw a picture.

My town

I can see ____ .

I can see ____ .

I can see ____ .

I can hear ____ .

I can smell ____ .

My town is ____ .

Choose an ending for the last line of your poem:

a busy place a happy place a noisy place a quiet place



B Draw a city map

Make a map of a city, town or village.

Write words on your picture.

Ideas for your map:

road pavement

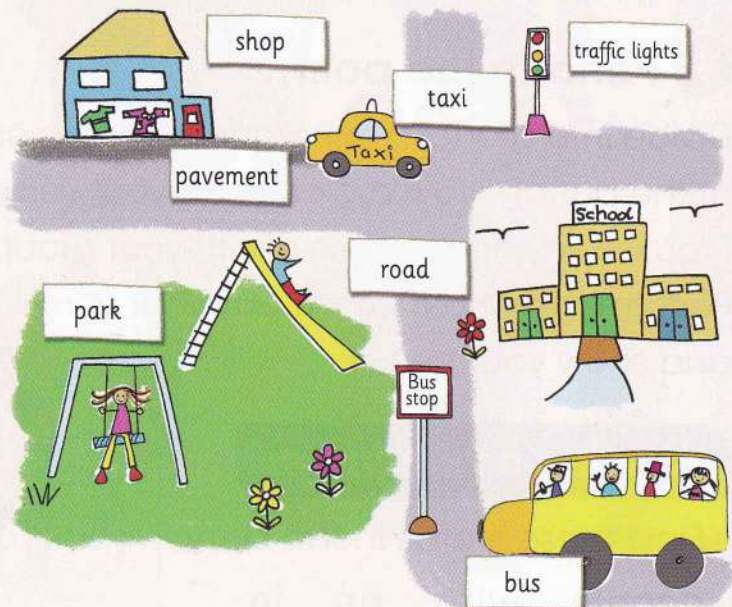
park school

shops bus stop

bus taxi

tall buildings

traffic lights

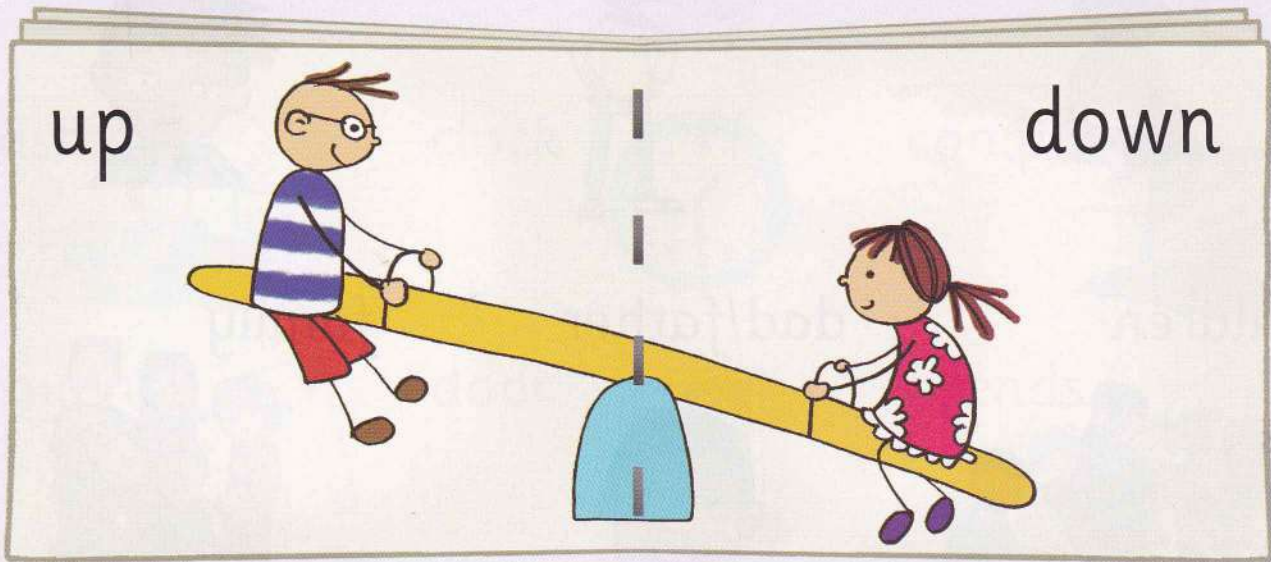


C Make an opposites book

Make a list of all the opposites you know.

Draw a picture or find photos for each pair of opposites.

Make a cover for your book.



Look what I can do!

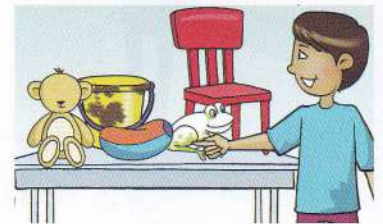
- I can name things in a city.



- I can name opposites.



- I can talk about things using **this** and **that**.



This ball is round. That ball is flat.

- I can read and write words that end in **-y**.

my cry city b _ _ _



1 People

baby



boy



brother



children



dad/father



family



girl



grandma



grandpa



grown-ups



mother/mum



sister



2 School

ball



book



chair



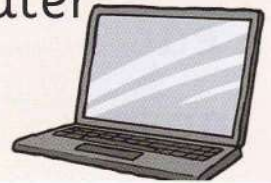
classroom



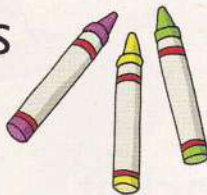
clock



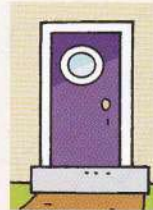
computer



crayons



door



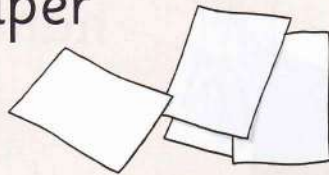
friends



map



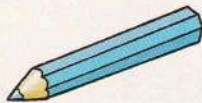
paper



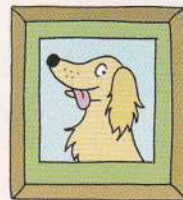
pen



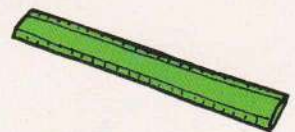
pencil



picture



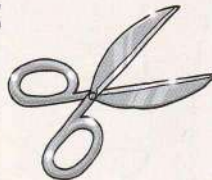
ruler



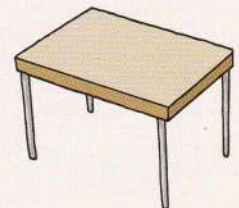
school



scissors



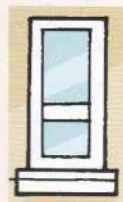
table



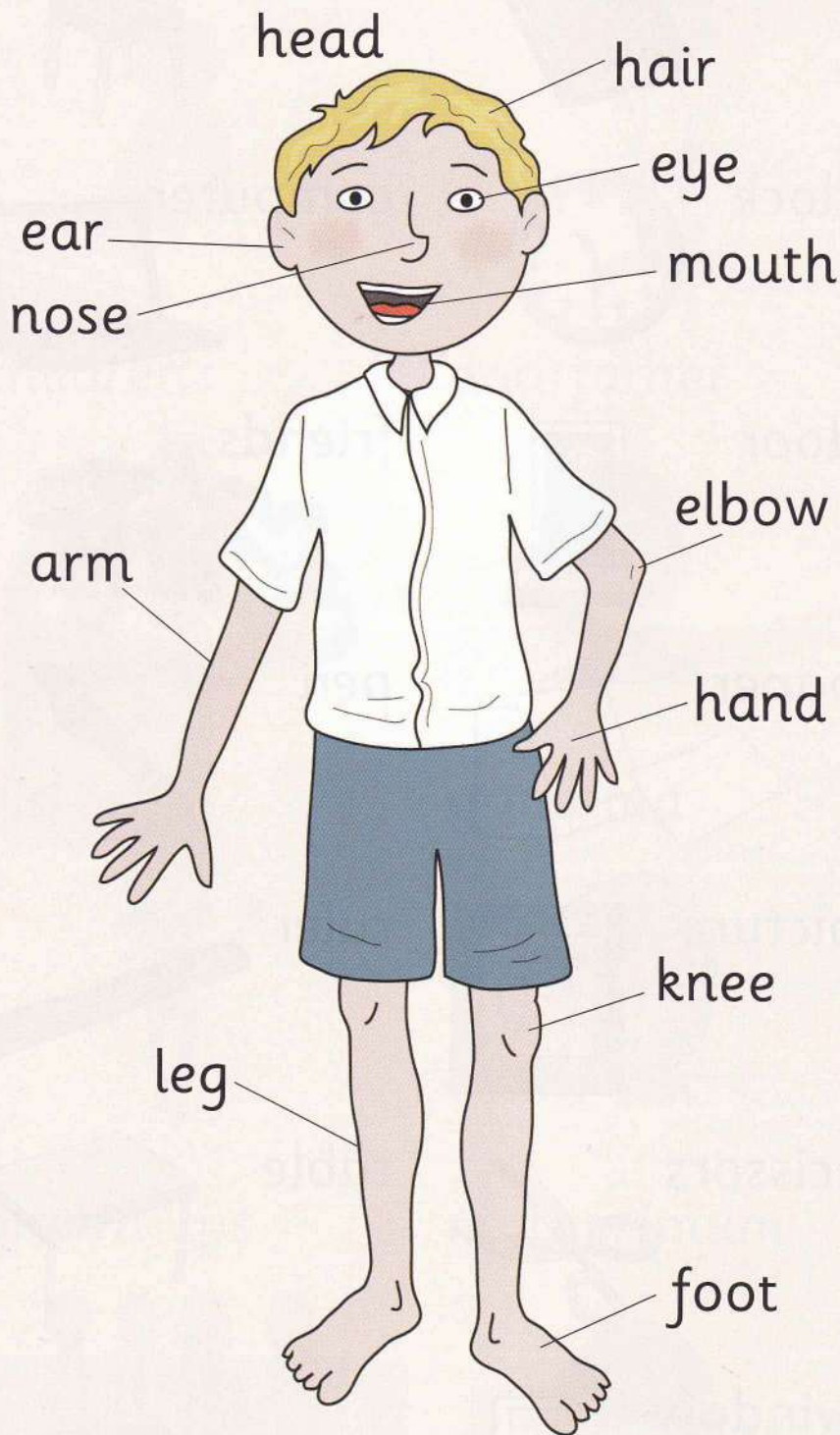
teacher



window



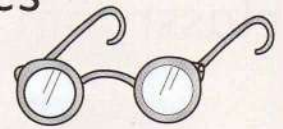
3 The body and clothes



dress



glasses



hat



jacket



trousers



shoes



shirt



skirt

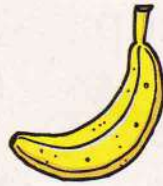


4 Food

apple



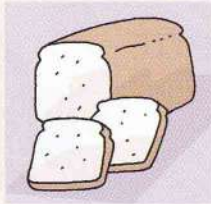
banana



beans



bread



carrot



egg



grapes



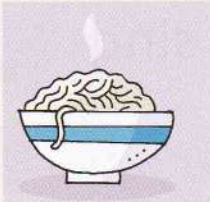
ice cream



milk



noodles



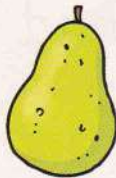
onion



orange



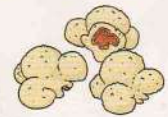
pear



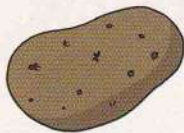
pepper



popcorn



potato



rice



soup



strawberry



watermelon



5 Actions

catch



clap



dance



draw



drink



eat



hear



jump



read



run



see



sing



sit



sleep



stand



swim



talk



throw



walk



write



6 Animals

bee



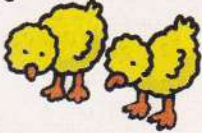
bird



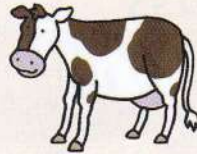
cat



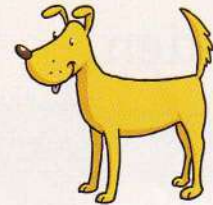
chick



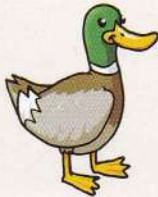
cow



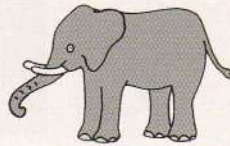
dog



duck



elephant



fish



fox



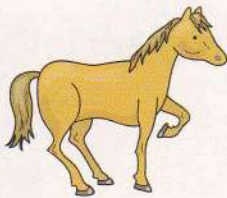
frog



hen



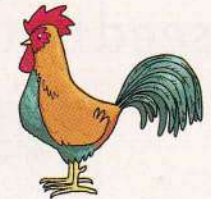
horse



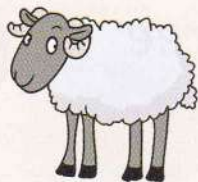
rabbit



rooster



sheep



snail



snake



tiger



turtle



7 Nature and weather

cloud



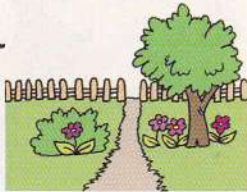
day



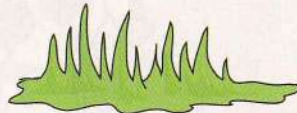
flower



garden



grass



lake



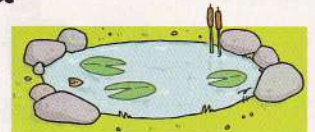
leaf



night



pond



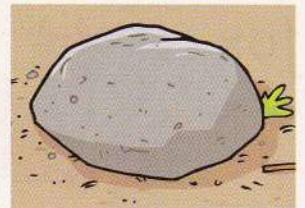
rain



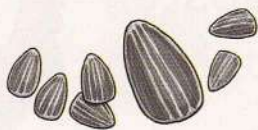
river



rock



seed



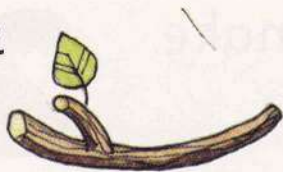
sky



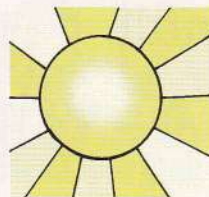
snow



stick



sun



tree



water



mountain



8 The city (and transport)

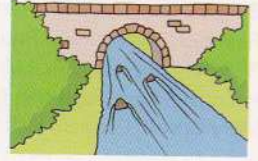
bike/bicycle



boat



bridge



building



bus



car



city



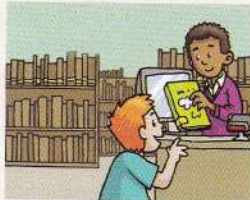
helicopter



house



library



park



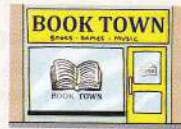
people



plane/airplane



shop/store



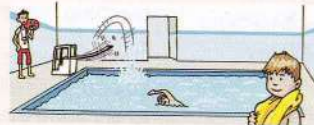
street/road



subway



swimming pool



traffic lights



train



zoo



Acknowledgements

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This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge English Language Assessment and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org



CD 1			
Learner's Book			
Track number on CD	Track number in book	Track number on CD	Track number in book
1	1	28	28
2	2	29	29
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4	4	31	31
5	5	32	32
6	6	33	33
7	7	34	34
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12	12	39	39
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14	14	41	41
15	15	42	42
16	16	43	43
17	17	44	44
18	18	45	45
19	19	46	46
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22	22	49	49
23	23	50	50
24	24	51	51
25	25	52	52
26	26	53	53
27	27		

CD 2			
Learner's Book			
Track number on CD	Track number in book	Track number on CD	Track number in book
1	54	25	78
2	55	26	79
3	56	27	80
4	57	28	81
5	58	29	82
6	59	30	83
7	60	31	84
8	61	32	85
9	62	33	86
10	63	34	87
11	64	35	88
12	65	36	89
13	66	37	90
14	67	Activity Book	
15	68	38	91
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21	74	44	97
22	75	45	98
23	76	46	99
24	77		