<table>
<thead>
<tr>
<th></th>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **1** | **Our new things**<br>p.8 | School things                    | Review of the alphabet and initial sounds   | **Reading:** a description  
**Listening:** identifying people and objects  
**Speaking:** How many…? There are…  
**Writing:** capitalisation, writing about my classroom (Workbook) |
|       |                   | This / That is…                  |                                              |                                                                        |
|       |                   | These / Those are…               |                                              |                                                                        |
| **2** | **They’re happy now!**<br>p.14 | Feelings                         | Review of digraphs: ch sh th ch: chair teacher sh: shoes fish th: thumb bath | **R:** a poem: ‘My feelings’  
**L:** identifying feelings  
**S:** Is he sad? No, he isn’t. He’s…  
**W:** long and short forms, writing about my feelings (WB) |
|       |                   | We’re / They’re…                  |                                              |                                                                        |
|       |                   | Are they…?                      |                                              |                                                                        |
| **3** | **I can ride a bike!**<br>p.20 | Outdoor activities               | Review of CVC words: a e i o u a: cat van e: peg bed o: mop dog u: bus jug | **R:** information on a web page  
**L:** identifying outdoor toys  
**S:** Where’s the skateboard? It’s in front of the table.  
**W:** using a/an, writing about what I can and can’t do (WB) |
|       |                   | She can / can’t…                 |                                              |                                                                        |
|       |                   | Can he…?                        |                                              |                                                                        |
|       |                   | Prepositions of place: behind / in front of next to / between |                                              |                                                                        |
| **Fluency Time! 1**<br>p.26 | **Classroom language** |                              |                                              |                                                                        |
| **Review 1**<br>p.28 | **Project:** a school word wheel |                              |                                              |                                                                        |
| **4** | **Have you got a milkshake?**<br>p.30 | Food Numbers 20–100 | Consonant blends: gr br fr gr: grass grapes br: brush bread fr: frog frisbee | **R:** a caption story  
**L:** identifying which food items are available  
**S:** Have you got apples? Yes, we have.  
**W:** question marks and full stops, writing about my lunch (WB) |
|       |                   | Have you got …?                  |                                              |                                                                        |
|       |                   | I have / haven’t …               |                                              |                                                                        |
|       |                   | Has he got …?                   |                                              |                                                                        |
|       |                   | He has / hasn’t …                |                                              |                                                                        |
| **5** | **We’ve got English!**<br>p.36 | School subjects School rooms | Consonant blends: dr tr cr dr: drum dress tr: truck tree cr: crayon crab | **R:** a description on a web page  
**L:** identifying school rooms  
**S:** What have we got in the art room? We’ve got…  
**W:** capital letters, writing about my school subjects (WB) |
|       |                   | What / When have we got …        |                                              |                                                                        |
|       |                   | We’ve got …                      |                                              |                                                                        |
|       |                   | our / their                      |                                              |                                                                        |
| **6** | **Let’s play after school!**<br>p.42 | After-school activities | Consonant blends: fl pl bl fl: flower flat pl: plum plate bl: blanket blue | **R:** information texts  
**L:** identifying after-school activities  
**S:** I read a book. I don’t ride a bike.  
**W:** verbs, writing about what I do after school (WB) |
|       |                   | I visit …                        |                                              |                                                                        |
|       |                   | I don’t have …                   |                                              |                                                                        |
| **Fluency Time! 2**<br>p.48 | **Shopping** |                              |                                              |                                                                        |
| **Review 2**<br>p.50 | **Project:** a market stall |                              |                                              |                                                                        |
| **7** | **Let’s buy presents!**<br>p.52 | Special days                    | Consonant blends: c l g l c: cloud clock g: gloves glue l: slide slippers | **R:** instructions on making a card  
**L:** identifying suitable presents for people according to their preferences  
**S:** What does he like? He likes tennis.  
**W:** long and short forms, writing about presents for my mum (WB) |
<p>|       |                   | What does he like? He likes / doesn’t like … |                                              |                                                                        |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>What’s the time?</td>
<td>Everyday activities, Times of the day, Consonant blends, Long vowels, Skills: Reading texts, Listening for time and activities, Reading for detail in an interview, Writing, identifying Wh-questions, writing about my day (WB)</td>
</tr>
<tr>
<td>9</td>
<td>Where does she work?</td>
<td>Places, Where does she work? Does she work in a...? Long vowels, Skills: Reading a magazine interview, Listening for detail in an interview, Skills: What are Peter’s favourite animals? They’re monkeys, Writing, using commas with and in lists, writing about where my family works (WB)</td>
</tr>
<tr>
<td>10</td>
<td>It’s hot today!</td>
<td>Weather, Weather activities, Long vowels, Skills: Reading a weather report, Identifying the weather at certain times from the weather report, Skills: It’s Monday, What’s the weather like? Writing, verbs and adjectives, writing about the weather (WB)</td>
</tr>
<tr>
<td>11</td>
<td>What are you wearing?</td>
<td>Clothes, Time, Present continuous, Present continuous, Long vowels, Skills: Reading a poem, Writing, verbs and adjectives, writing about the weather (WB)</td>
</tr>
<tr>
<td>12</td>
<td>You’re sleeping!</td>
<td>Celebrations, Getting ready, Long vowels, Skills: Reading a descriptive email, Listening for detail to distinguish between photos, Skills: What’s he doing? He’s dancing, Writing, present continuous verbs, writing about a party (WB)</td>
</tr>
<tr>
<td>13</td>
<td>Look at all the animals!</td>
<td>Farm animals, Adjectives, Long vowels, Skills: Reading a letter, Identifying animals by their feelings, Skills: It’s nervous, What is it? Writing, using and to connect sentences, writing about a farm visit (WB)</td>
</tr>
<tr>
<td>14</td>
<td>Look at the photos!</td>
<td>Memories, Tidying up, Short &amp; long vowels, Skills: Reading a school article, Identifying people by their feelings and appearance, Skills: He was a fireman (in the school play). Writing and/or, writing about me and my friends (WB)</td>
</tr>
<tr>
<td>15</td>
<td>Well done!</td>
<td>People, Ordinal numbers, Long vowels, Skills: Reading a fairy tale, Identifying actions and emotions, Skills: What’s Suzy doing? She’s... Is she sad? No, she isn’t. She’s... Writing, irregular plurals, writing about a school open day (WB)</td>
</tr>
<tr>
<td>16</td>
<td>Fluency Time! 5</td>
<td>Playing games, Project: a card game</td>
</tr>
<tr>
<td>17</td>
<td>Review 5</td>
<td>Culture, Games, Meals, At home</td>
</tr>
<tr>
<td>18</td>
<td>Grammar reference</td>
<td>P.124</td>
</tr>
</tbody>
</table>
Lesson One

1 Listen and sing. 2 Sing and do.

Let's sing!

Welcome song
Welcome back
To all our friends.
Fun and learning
Never end!
Welcome back,
It's a happy day.
A day for learning,
A day for play!

3 Listen and read.

1 Hello. My name’s Rosy. I’ve got brown hair.
2 This is my cousin, Tim. He’s got green eyes.
3 I’ve got a little brother. His name’s Billy. He’s two. He’s got curly hair.
4 This is Billy’s bedroom.
5 Where’s Billy? Is he under the bed?
6 Look! This isn’t a teddy bear.

No, he isn’t.
It’s me! Billy!
1 Listen to the story again and repeat. Act.

2 Circle T (true) or F (false).
   1 Rosy’s got brown hair.  T  F
   2 Tim is Rosy’s brother.  T  F
   3 Tim’s got brown eyes.  T  F
   4 Billy’s got curly hair.  T  F
   5 Billy is four.  T  F
   6 Billy is under the bed.  T  F

3 Listen and number.

<table>
<thead>
<tr>
<th>mum</th>
<th>dad</th>
<th>brother</th>
<th>sister</th>
<th>grandma</th>
<th>grandpa</th>
<th>aunt</th>
<th>uncle</th>
<th>cousin</th>
</tr>
</thead>
</table>

4 Point and say. long  short  curly  straight  brown  black  white

This is Rosy’s mum. She’s got curly hair. This is Rosy’s dad. He’s got ...
Lesson Three

1 Ask and answer.
   - Hello. How are you?
     - I'm fine, thank you.
   - What's your name?
     - My name's ...
   - How old are you?
     - I'm ...

2 Look and say. Introduce a friend.
   1 This is my friend.
      His name's James.
      He's nine.
   2 This is my friend.
      Her ... ... She's ...

3 Listen and sing.

4 Sing and do.

Let's sing!

Monday, Tuesday, Wednesday, Jump!

Monday, Tuesday, Wednesday,
Jump!

Thursday, Friday,
Down with a bump!

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

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

Starter Days of the week
1 Look. Ask and answer.

ball  car  train  doll  teddy  puzzle  bike

How many cars are there?

There are ... cars.

2 Listen and point. Ask and answer.

red  green  blue  yellow  pink  purple  
black  white  brown  orange  grey

What colour is number 18?

It’s ...

3 Write the numbers.

ten  10  thirteen  ___  seventeen  ___
twenty  ___  fifteen  ___  fourteen  ___
eleven  ___  twelve  ___  sixteen  ___
eighteen  ___  nineteen  ___
Lesson One  Words

1. Listen, point and repeat.  
   - classroom
   - table
   - computer
   - peg
   - pencil case
   - board

2. Listen and chant.  

3. Listen and read.  

   1. Look at the classroom. These are your new tables and chairs.
   2. Those are your new pegs.
      - Animal pegs!
   3. That is our new whiteboard.
      - And this is the new computer. Look!
      - Wow!
   4. Do you like our new things?
      - Yes, we do.
   5. And is this a new teddy, Rosy?
      - No ...
   6. This is my new pencil case. Look, new pencils and pens!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

- This is the new computer.
- That is a new board.
- These are new tables.
- Those are new pegs.

3. Write.  

<table>
<thead>
<tr>
<th>This</th>
<th>That</th>
<th>These</th>
<th>Those</th>
</tr>
</thead>
</table>

1. _______ are bags.  
2. _______ is a ruler.  
3. _______ are pencils.  
4. _______ is a computer.

4. Point and say.

- chairs  
- pencil case  
- board  
- tables  
- ruler  
- pegs

Those are pegs.

This is a ...

That is a ...

These are ...
Lesson Three  Song

1  Listen, point and repeat.  

- **poster**
- **picture**
- **drawers**
- **cupboard**
- **CD player**

2  Listen and sing.  

3  Sing and do.

---

**Let's sing!**

**What's in the classroom?**

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

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

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

What’s in the classroom?  
What can you see?  
A board and pegs  
For you and for me.
1. Listen and chant.

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

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

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

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

2. Listen, point and repeat.

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

3. Listen and circle the correct sound.

1. a
2. l
3. e
4. g
5. c
6. e

p f t d h m
v s n
1. Point to things you can see in a school. Say the words.

2. Listen and read.

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

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

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

There are lots of pictures and posters on the wall.

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

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

3. Read again. Circle the correct word.

1. Where is Peter’s classroom? 
   - upstairs / downstairs
   - 3C / Orange Park

2. What class is Peter in?
   - 3C / Orange Park
   - 12 / 14

3. How many boys are there in his class?
   - 12 / 14
   - Henry / Mrs Cooper

4. What is his teacher’s name?
   - Henry / Mrs Cooper
   - tables / pictures

5. What is on the walls of the classroom?
   - tables / pictures
   - Yes, there is. / No, there isn’t.

6. Is there a swimming pool?
   - Yes, there is. / No, there isn’t.
Lesson Six

Listening
1. Listen and number. 🎧 15

2. Point, ask and answer. boys girls teachers windows doors
   - How many girls are there? There are two girls.
   - What colour is his hair? It’s ...

Writing preparation
3. Underline the capital letters at the start of the sentences.
   Circle the capital letters at the start of the names.
   - We’ve got a new CD player.
   - Our teacher is Mrs Cooper.

   1. My name’s Peter.
   2. This is my school.
   3. Thank you, Miss Jones.
   4. This is Rosy’s pencil case.
   5. Those are your pegs.
   6. This is Tim.
2 They're happy now!

Lesson One  Words

1 Listen, point and repeat. 16
2 Listen and chant. 17

- hot
- cold
- hungry
- thirsty
- happy
- sad

3 Listen and read. 18

1 Hello, babies!
They're twins - brother and sister.

2 Oh no. They're crying. Are they hot?
No, they aren't.

3 Are they cold?

4 Look! Apples.
Can the babies eat apples?
Yes. What a good idea!

5 Look, they're hungry.
Yes, they like apples.

6 They're happy now and we're happy too.
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

- We're happy.
- They're hungry.
- Are they hot? No, they aren't.
- Are they happy? Yes, they are.

We’re = We are
They’re = They are

3. Look and match.

4. Write.

Are they hot? Yes, they are.
Are you hungry? Yes, they are.
Are they cold? Yes, they are.
Are you happy? Yes, they are.
Lesson Three  Song

1  Listen, point and repeat.  19

Let's sing!

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

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

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

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

2  Listen and sing.  20

3  Sing and do.
1. Listen, point and repeat.

- **ch**: chair, teacher
- **sh**: shoes, fish
- **th**: thumb, bath

2. Listen and chant.

   Look at my teacher,
   Sitting on a chair.
   Her shoes are blue,
   She’s got long, black hair.
   A picture of a bath,
   And a picture of a fish.
   Look at my teacher.
   Her name’s Miss Wish.

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

4. Listen to the sounds and join the letters.

   What has the teacher got?

   - **sh** **sh** **th** **th** **sh** **sh** **ch** **sh**
   - **th** **sh** **ch** **sh** **sh** **th** **sh** **ch**
   - **sh** **ch** **sh** **ch** **sh** **ch** **ch** **th**
1 Look at the pictures. How does the girl feel?
2 Read and listen to the poem.

My Feelings

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

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

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

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

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

3 Read again. Match.
1 play
2 cry
3 laugh
4 be brave and carry on
5 smile

a happy
b nervous
c sad
Listening

1 Listen and number. 🎧 25

Speaking

2 Point, ask and answer. happy sad tired cold nervous hungry

Is he sad? No, he isn’t. He’s nervous. Is she ...? No, ...

Writing preparation

3 Look and write the long form.

I’m = I am He’s = He is We’re = We are
You’re = You are She’s = She is They’re = They are

1 She’s cold. She is cold.
2 They’re happy. happy.
3 I’m nervous. nervous.
4 We’re thirsty. thirsty.
5 You’re brave. brave.
6 He’s sad. sad.
Lesson One  Words

1 Listen, point and repeat.  
2 Listen and chant.  
3 Listen and read.  

1 I can skate. I can swim.  
   And I can skateboard.  

2 But I can't ride a bike. Can you 
   teach me please, Grandpa?  
   Yes, of course.  

3 I'm scared, Grandpa.  

4 Grandpa. Are you there?  
   Be brave. I'm here, behind you.  
   Yes, I'm here. Don't stop!  

5 I can't do this. I can't ride a bike. 
   Are you still there?  

6 Look. You can ride a bike now! 
   Wow! Thanks Grandpa!  

Tim!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

- I can skate.
- I can't skateboard.
- Can she play tennis? Yes, she can.
- Can he ride a bike? No, he can't.

3. Write.  

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>can’t</td>
<td></td>
</tr>
</tbody>
</table>

1. He can ride a bike.  
2. He cannot ride a horse.  
3. He can play football.

4. He can skate.  
5. He can play tennis.  
6. He cannot skateboard.

4. Point, ask and answer.

- Can he ride a bike? Yes, he can.  
- Can she play tennis?  
- Can they skate?  

*Can she ...? Yes, she can. / No, she can’t.*
Lesson Three  Song

1 Listens, point and repeat. © 29

Let's sing!

Where is my teddy bear?

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

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

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

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

Look next to the big toy box.
Is he hiding there?
Look next to the big toy box.
Yes, my teddy's hiding there!
1. Listen, point and repeat.
   - cat
   - peg
   - bin
   - mop
   - bus
   - van
   - bed
   - fig
   - dog
   - jug

2. Listen and chant.
   
   A cat, cat, cat
   Is in a van, van, van.

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

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

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

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

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

4. Listen and circle the middle sound.
**Outdoor Toys**

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

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

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

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

---

**Read again. Tick (✓).**

<table>
<thead>
<tr>
<th></th>
<th>It’s got four wheels.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six

Listening

1 Listen and number. 🎧 35

[Images of different vehicles: roller skates, skateboard, tricycle, bicycle]

Speaking

2 Point, ask and answer. in front of behind next to between

Where’s the skateboard?
It’s in front of the table.
Where are the ...?
They’re ...

Writing preparation

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

This is an apple. It’s a blue doll.

1 It is _____ orange bike.
2 This is _____ skateboard.
3 She has got _____ umbrella.
4 I’ve got _____ banana.

Remember! a, e, i, o, u
We are vowels And we help you.
1 Listen, read and say. 📚 36

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

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

2 Listening  Listen and number. 📚 37

3 Speaking  Ask and answer.

What’s this in English?  It’s a table.
Can you spell it, please?  T-a-b-l-e.
1 Look at the story again. Act.

2 Make a word wheel.

1 Colour the pictures. Write the words.

2 Cut out the wheels and the door.

3 Put a pencil through the centre.

4 Spin the wheel.

3 Speaking Use your word wheel and say.

Let’s spin the wheel! What’s this in English?

It’s a table.

Speak more slowly, please.

It’s a table.
1 Circle the odd-one-out. Write.

<table>
<thead>
<tr>
<th></th>
<th>tables</th>
<th>pegs</th>
<th>skateboard</th>
<th>chairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>hot</td>
<td>computer</td>
<td>cold</td>
<td>happy</td>
</tr>
<tr>
<td>3</td>
<td>behind</td>
<td>next to</td>
<td>between</td>
<td>thirsty</td>
</tr>
<tr>
<td>4</td>
<td>nervous</td>
<td>poster</td>
<td>picture</td>
<td>drawers</td>
</tr>
<tr>
<td>5</td>
<td>tired</td>
<td>scared</td>
<td>CD player</td>
<td>sad</td>
</tr>
</tbody>
</table>

2 Look and match. Ask and answer.

1. Where’s the bird?  
2. Where’s Rosy?  
3. Where’s Billy?  
4. Where’s the ball?  
5. Where’s Tim?

- He’s behind Rosy.  
- It’s next to the box.  
- She’s between Tim and Billy.  
- It’s on the slide.

3 Tick (✔️) the picture that contains the sound.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>![Image of a car]</td>
<td>![Image of a pitcher]</td>
<td>![Image of a piece of fruit]</td>
<td>![Image of a trash can]</td>
<td>![Image of a letter J]</td>
</tr>
</tbody>
</table>
4 Look and number.
- Thank you.
- What’s this in English?
- Can you spell it, please?
- It’s a board.
- B-o-a-r-d.
- You’re welcome.

5 Write. ride play fly
1 Alex can __________ a bike.
2 He can __________ football.
3 But he can’t __________ a horse.
4 Ruby can __________ a kite.
5 She can __________ tennis.
6 But she can’t __________ a bike.

6 Tick (✔) or cross (✗).

7 Ask and answer.
- Can Alex ride a bike? Yes, he can.
- __________

8 Read and colour.

My work in Units 1, 2 and 3 is
- OK
- Good
- Excellent
Lesson One  Words

1 Listen, point and repeat.
   salad  fries  pizza  milkshake  cheese sandwich  chicken

2 Listen and chant.

3 Listen and read.

1 Have you got a milkshake, Rosy?
   Yes, I have.

2 Where’s Billy?
   He’s behind the tree.

3 Has he got a cheese sandwich?
   No, he hasn’t.
   And he hasn’t got his salad.

4 Here you are, Billy.
   Thank you.

5 Billy. Do you like the food?
   Well ... they like the food.

6 Sorry, Mum.
   Naughty birds!
   Don’t worry. We’ve got more food.
1. Listen to the story again and repeat. Act.
2. Look and say.

Let's learn!

Have you got a milkshake? Yes, I have. Have you got fries? No, I haven't. Has he got a cheese sandwich? Yes, he has. Has she got a pizza? No, she hasn't.

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

1. Have you got a milkshake?

2. Have you got salad?

4. Look, ask and answer.

Yes, he has. No, he hasn’t. Yes, she has. No, she hasn’t.

1. Has he got a cheese sandwich? No, he hasn’t.
2. Has he got salad?
3. Has she got a milkshake?
4. Has she got chicken?
5. Has he got fries?
Lesson Three Song

1. Listen, point and repeat.
   - 10 ten
   - 20 twenty
   - 30 thirty
   - 40 forty
   - 50 fifty
   - 60 sixty
   - 70 seventy
   - 80 eighty
   - 90 ninety
   - 100 one hundred

2. Listen and sing.
3. Sing and do.

Let's sing!

Let's count to one hundred!

Let's count to one hundred.
It's time to start.
10, 20, 30 ...
Yes, good start!

Let's count to one hundred.
It's easy to do.
40, 50, 60 ...
Yes, clever you!

Let's count to one hundred.
It's easy if you try.
70, 80 ...
The numbers are high.

Let's count to one hundred.
Now we are done.
90, 100.
Counting is fun!
Lesson Four  Phonics

1  Listen, point and repeat.  

<table>
<thead>
<tr>
<th>gr</th>
<th>br</th>
<th>fr</th>
</tr>
</thead>
<tbody>
<tr>
<td>grass</td>
<td>brush</td>
<td>frog</td>
</tr>
<tr>
<td>grapes</td>
<td>bread</td>
<td>frisbee</td>
</tr>
</tbody>
</table>

2  Listen and chant.  

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

Friends together,  
In the green, green grass.  

Play with a frisbee,  
Play football.  
The friends have fun  
With a big, brown ball.

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

4  Listen and complete the words.  

<table>
<thead>
<tr>
<th>gr</th>
<th>br</th>
<th>fr</th>
</tr>
</thead>
<tbody>
<tr>
<td>grapes</td>
<td>own</td>
<td>een</td>
</tr>
<tr>
<td></td>
<td>og</td>
<td>isbee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ush</td>
</tr>
</tbody>
</table>
1. Look at the pictures and say the food words.

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

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

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

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

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

3. Tick (✔) the food they have got. Cross (✗) the food they haven’t got.

- chicken ✗
- bananas
- tomatoes
- pizza
- milkshake
Lesson Six

Listening

1. Listen and write Yes or No.

   apples 1  Yes  bananas 2
   grapes 3   pears 4
   figs   5   oranges 6

Speaking

2. Point, ask and answer.

   bananas  pineapples  pears  apples  oranges

   Have you got apples?
   Yes, we have.
   Have you got ...?
   No, we haven’t.

Writing preparation

3. Write a question mark or a full stop.

   Have you got a sandwich? Yes, we have.
   1. Has he got an apple
   2. She’s got an orange
   3. We like fruit
   4. Do you like figs
   5. Can you ride a bike
   6. I can’t ride a horse
Lesson One  Words

1. Listen, point and repeat.  
- art
- maths
- English
- science
- PE
- music

2. Listen and chant.

3. Listen and read.

1. What have we got on Monday?
   We’ve got English. Then we’ve got maths.

2. When have we got PE?
   We’ve got PE on Thursday. Oh good!

3. On Thursday
   Don’t forget these.
   Oh yes. Our PE bags.

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

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

6. You can wear their clothes, Tim.
   Thank you very much!
Lesson Two  Grammar

1  Listen to the story again and repeat. Act.

2  Look and say.

Let's learn!

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

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

These are our PE bags.

You can wear their clothes.

3  Write.  our  their

1  These are our bags.

2  Those are _______ bags.

3  These are _______ T-shirts.

4  Those are _______ T-shirts.

4  Point, ask and answer.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>maths</td>
<td>science</td>
<td>art</td>
<td>music</td>
</tr>
</tbody>
</table>

What have we got on Tuesday? We've got ...

When have we got ...? We've got ... on ...
Lesson Three  Song

1  Listen, point and repeat.  

2  Listen and sing.  

3  Sing and do.

Let's sing!

At our school

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

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

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

At our school ...

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

At our school ...

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

At our school ...
1 Listen, point and repeat. 

**dr** drum  **tr** truck  **cr** crayon

**dress**  **tree**  **crab**

2 Listen and chant. 

A train and a truck,  
A crab and a drum.  
I draw with my crayons,  
And I have fun.  
A girl in a dress,  
A bird in a tree.  
Get your crayons,  
And draw with me.

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

4 Listen to the sounds and join the letters. 

What has the boy got?

**dr**  **dr**  **cr**  **dr**  **cr**  **dr**  **cr**  **tr**

**tr**  **cr**  **dr**  **tr**  **tr**  **tr**  **cr**  **dr**

**cr**  **tr**  **tr**  **cr**  **dr**  **tr**  **tr**  **cr**
1. Look at the picture. What school subjects can you see?

2. Listen and read. 

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

   1. We’ve got a **small** computer room. big
   2. We’ve got 18 computers.
   3. The pupils can listen and eat.
   4. The computers help the pupils to run and write.
   5. The children come every Tuesday and Wednesday.
Listening

1 Listen and number. 

Speaking

2 Point, ask and answer about your school.

- on the sports field
- in the classroom
- in the art room
- in the computer room
- football nets
- whiteboard
- crayons
- computers

What have we got in the art room? We’ve got ...

Writing preparation

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

We’ve got maths on Tuesday.

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

Complete the writing task on page 41 of the Workbook.
Let's play after school!

Lesson One  Words

1. Listen, point and repeat. help my mum
   do my homework
   visit my grandma
   go swimming
   have a music lesson
   watch TV

2. Listen and chant.

3. Listen and read.

---

1. Let's play after school this week, Alice!
   Good idea!
   Can you play on Monday?

2. Sorry, no. I have a music lesson every Monday. How about Tuesday?

3. I visit my grandma every Tuesday. Wednesday?

4. Well, I don’t have a music lesson. But I help my mum. Thursday?

5. Hello, girls. Alice can go swimming with us!

6. I go swimming every Thursday. Oh dear.
   Thanks, Mum!
   Thank you!
1. Listen to the story again and repeat. Act.
2. Look and say.

**Let's learn!**

- I visit my grandma every Tuesday.
- I don’t have a music lesson.
- I go swimming every Thursday.
- I don’t watch TV.

3. Write.

   - **watch**
   - **go**
   - **visit**
   - **do**
   - **have**
   - **help**

   1. I have a music lesson.
   2. I do my homework.
   3. I have swimming.
   4. I watch TV.
   5. I visit my dad.
   6. I visit my grandma.

4. Point and say.

   - **Monday**
   - **Tuesday**
   - **Wednesday**
   - **Thursday**

   Monday. I visit my grandma. I don’t go swimming.
Lesson Three  Song

1  Listen, point and repeat.  
   - listen to music
   - play with friends
   - read a book
   - write an email

2  Listen and sing.  
3  Sing and do.

Let's sing!

After school

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

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

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

After school ...
1 Listen, point and repeat.

- **fl**: flower, flat
- **pl**: plum, plate
- **bl**: blanket, blue

2 Listen and chant.

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

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

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

4 Listen and complete the words.

- **fl**: plate
- **pl**: _ue
- **bl**: at
- **bl**:ower
- **bl**: anket
- **bl**: um
1 Look at the pictures. Say what the children do.
2 Listen and read.

What do they do after school?

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

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


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

3 Read again. Who does each activity?

1 go to the park  M  2 write stories  ____
3 go swimming   ____  4 draw  ____
5 listen to CDs  ____  6 help mum and dad  ____
7 play football  ____  8 skate in the park  ____
**Listening**

1. Listen and tick (✓) or cross (✗).

   1. [Image of a book]
   2. [Image of a bicycle]
   3. [Image of a violin]
   4. [Image of a laptop and earphones]
   5. [Image of a football]
   6. [Image of a swimming pool]

**Speaking**

2. Look and say.

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

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

   **Number 2.**
   - I ...

**Writing preparation**

3. Circle the verbs.


   1. I play tennis.
   2. I skate in the park.
   3. I ride a horse.
   4. I visit my cousin.
   5. I listen to music.
   6. I do my homework.

**Remember!**

Verbs are doing words.
1 Listen, read and say. 68

Fruits

<table>
<thead>
<tr>
<th>Woman:</th>
<th>Can I help you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>James:</td>
<td>Yes. I'd like three apples, please.</td>
</tr>
<tr>
<td>Woman:</td>
<td>OK, 1-2-3. Anything else?</td>
</tr>
<tr>
<td>James:</td>
<td>No, thanks.</td>
</tr>
<tr>
<td>James:</td>
<td>How much is it?</td>
</tr>
<tr>
<td>Woman:</td>
<td>Two pounds, please.</td>
</tr>
<tr>
<td>James:</td>
<td>Here you are.</td>
</tr>
</tbody>
</table>

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

3 Speaking  Ask and answer.

Can I help you?

I'd like three oranges, please.

Anything else?

No, thanks. How much is it?

Two pounds, please.
1 Look at the story again. Act.
2 Make a market stall.

1 Decorate the market stall.
2 Write the name of your stall.
3 Colour and cut out the toys.
4 Stick the toys on the stall.

3 Speaking Use the market stall and say.

- Can I help you?
- Yes, I’d like the red car please.
- Anything else?
- Yes. I’d like the blue ball.
1 Circle the odd-one-out. Write.

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

2 Look and match.

1 Has the giraffe got a long neck?  c
2 Has it got two legs?
3 Has the boy got black hair?
4 Has he got fries?
5 Has the girl got long hair?
6 Has she got a pizza?

a Yes, he has.
b Yes, she has.
c Yes, it has.
d No, she hasn’t.
e No, he hasn’t.
f No, it hasn’t.

3 Look and write.

How  Can  I’d  Anything

Can I help you?

else?

like a lollipop, please.

No, thanks.  much is it?

One pound, please.
4 Tick (√) the two pictures that start with the same sound. Write the letters.

1

2

3

4

---

5 Look and circle.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎵</td>
<td>🎤</td>
<td>🎥</td>
<td>📚</td>
<td>🏡</td>
<td>🎥</td>
<td>🏟️</td>
</tr>
</tbody>
</table>

1 I go swimming on Wednesday / Thursday.
2 I watch TV on Friday / Tuesday.
3 I don’t listen to music on Monday / Saturday.
4 I visit my grandma on Friday / Tuesday.
5 I don’t play football on Tuesday / Sunday.
6 I help my mum on Wednesday / Sunday.

6 Read and colour.

My work in Units 4, 5 and 6 is

😊 OK 😊😊 Good 😊😊😊 Excellent
Lesson One  Words

1. Listen, point and repeat. 📺 70
   - chocolate
   - sweets
   - balloon
   - present
   - cake
   - card

2. Listen and chant. 📺 71

3. Listen and read. 📺 72
   1. It’s Billy’s birthday tomorrow. Let’s buy presents. What does he like?
      He likes trains and cars.
   2. I like these balloons.
      No. Billy doesn’t like balloons. He’s scared of balloons.
   3. He likes chocolate.
   4. Billy is asleep now. Put his presents here. It’s a surprise!
      OK.
      Good idea, Mum.
   5. Mum, Dad. Someone’s in the living room!
   6. Oh Billy! It’s five o’clock!
      Thank you for my presents. I’m three now!

Watch the MultiROM!
1. Listen to the story again and repeat. Act.
2. Look and say.

Let's learn!

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

3. Write.

likes  doesn't like  like  don't like

I like sweets.
I don't like balloons.
I ______ presents.
I ______ cake.

He likes sweets.
He ______ balloons.
She ______ presents.
She ______ cake.

4. Point, ask and answer.

What does he like? He likes sweets.
What does she like? She likes ...
Lesson Three  Song

1 Listen, point and repeat.  

2 Listen and sing.

3 Sing and do.

Let's sing!

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

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

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

Our neighbours are very kind.
They are Mr and Mrs Guss.
Mr Guss says, ‘My dear friends,
Come and have lunch with us’.
1. Listen, point and repeat. 

- **cl**: cloud, clock
- **gl**: gloves, glue
- **sl**: slide, slippers

2. Listen and chant.

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

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

4. Listen to the sounds and join the letters.

   What has the girl got?

   - **sl** **cl** **cl** **gl** **gl** **cl** **gl**
   - **gl** **gl** **sl** **cl** **sl** **sl** **sl** **sl**
   - **cl** **sl** **gl** **sl** **cl** **gl** **cl**
1 Look at the pictures. Who is the card for?

2 Listen and read.

**Make a card for your mum!**

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

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

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

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

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

6 Give the card to your mum.

**My card’s yellow.**

**My mum likes flowers.**

**Purple and orange flowers.**

**This is me.**

**Dear Mum, Thank you for everything. From Ryan.**

**Thank you, Ryan!**

3 Read again. Circle the correct word.

1 Draw a picture on the front of the **cake** / **card**.

2 Now **close** / **open** the card.

3 Draw a picture of **Grandpa** / **you**.

4 Now **write** / **talk** on the card.

5 Give the card to your **mum** / **dad**.
Lesson Six

Listening

1. Listen and match.  
   - Harry
   - Anna
   - Peter
   - Kim
   - a
   - b
   - c
   - d

Speaking

2. Point, ask and answer.  
   tennis art chocolate animals
   
   What does he like? He likes tennis.
   
   What does she like? She likes ...

Writing preparation

3. Look and write the long form.
   don’t = do not
doesn’t = does not
   
   1. He doesn’t like sweets. He does not like sweets.
   2. She doesn’t like balloons. She _________ like balloons.
   3. I don’t like bananas. I _______ like bananas.
   4. He doesn’t like oranges. He ______ like oranges.
   5. I don’t like snakes. I ________ like snakes.
   6. She doesn’t like fish. She ________ like fish.
Lesson One  Words

1. Listen, point and repeat.  
   - get up
   - have breakfast
   - go to school
   - go home
   - have dinner
   - go to bed

2. Listen and chant. 

3. Listen and read. 

   1. Let’s listen to music.
   2. Asleep?
   3. Sorry, we can’t. My dad’s asleep.
   4. Yes. He’s a doctor. He works at night.
   5. He goes to bed at eleven o’clock in the morning. He gets up at seven o’clock.
   6. It’s seven o’clock.
   7. Can we listen to music now?
   8. Girls. You can listen to music. Put on these headphones.
   9. Sorry, we can’t. My brother has dinner at seven o’clock. Then he goes to bed.
10. Thanks, Mum!

Watch the MultiROM!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

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

3. Write. Draw the time on the clocks.

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

   He **gets up** at six o'clock.
   - He
   - He
   - at seven o'clock.
   - at eight o'clock.
   - at nine o'clock.

4. Point, ask and answer.

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

   **1**
   **2**
   **3**
   **4**
1. Listen, point and repeat.

in the morning  in the afternoon  in the evening  at night

2. Listen and sing.

Let's sing!

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

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

I get up.
I have my breakfast.
I go to school.
That's what I do in the morning.

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

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

3. Sing and do.

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

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

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

I say goodnight.
I brush my teeth.
I go to bed.
That's what I do ... ... at night.
1. Listen, point and repeat.

- **sm** smile small
- **sn** snow snake
- **st** stairs star
- **sk** sky skates

2. Listen and chant.

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

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

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

4. Listen and circle the correct sound.
1. Look at the pictures. Say what the girl and her mum do.

2. Listen and read.

My name’s Ruby. This is my day.

My mum’s day.

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

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

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

1. Ruby gets up at eight o’clock.
   
2. She goes to school in the evening.
   
3. Her school bus is yellow.
   
4. Ruby’s mum is a teacher.
   
5. Ruby’s mum goes home at five o’clock.
Lesson Six

Listening

1. Listen and draw the time.  
   1️⃣ 2️⃣ 3️⃣ 4️⃣ 5️⃣
   My dad works at night!

Speaking

2. Look and say.
   - goes to bed
   - has breakfast
   - has lunch
   - gets up
   - goes to work

   It’s ten o’clock at night.  He ...

Writing preparation

   - What do you do in the morning? I have my breakfast.
   - When do you get up? I get up at seven o’clock.
   - Where do you go? I go to school.

   1. Where’s my school bag? It’s under the chair.
   2. What do you do at night? I go to bed.
   3. What’s her name? Her name’s Rosy.
   4. When have we got maths? We’ve got maths on Tuesday.
   5. When do you have dinner? I have dinner at six o’clock.
   6. Where’s your brother? He’s in his bedroom.
Lesson One  Words

1. Listen, point and repeat. 
   - hospital
   - school
   - airport
   - police station
   - fire station
   - shop

2. Listen and chant.

3. Listen and read.
   - 1. My dad’s a policeman.
   - 2. Where does he work?
      - He works in a police station.
   - 3. Does your grandma work?
      - No, she doesn’t.
   - 4. Does your mum work?
      - Yes, she does. She works in a shop.
   - 5. There are lots of cakes here, Tim.
      - Yes, I know. My mum works in a cake shop!
   - 6. Have a cake, boys.
      - Oh, thank you.
      - Fantastic!
1 Listen to the story again and repeat. Act.
2 Look and say.

Let's learn!

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

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

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

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

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

2 Does she work in a shop?

3 Does he work in an airport?

4 Does she work in a school?

5 Does he work in a fire station?

6 Does she work in a police station?

4 Point, ask and answer.

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

Where does she work? She ...
Lesson Three  Song

1  Listen, point and repeat.  93

2  Listen and sing.  94

3  Sing and do.

Let's sing!

Places to go

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

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

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

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

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

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

Places to go, things to see,
Out and about, my mum and me.
1. Listen, point and repeat. Magic e makes the vowel long!

2. Listen and chant.

Open the gate,
The gate, gate, gate.

See the lake,
The lake, lake, lake.

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

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

3. Read the chant again. Circle the sound a__e.

4. Listen and complete the words.

1. cake
2. _____a__e
3. _____a__e
4. _____a__e
5. _____a__e
1 Look at the picture. Where does she work? What animals can you see?

2 Listen and read.

---

She works at a zoo!

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

Molly says,

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

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

“I go home at three o’clock. I’m always happy as I love my job!”

---

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

1 Molly works at a [garage].

2 Her favourite animals are the tigers.

3 There are four elephants at the zoo.

4 Molly gets up at nine o’clock.

5 The lions eat salad.

6 The animals drink juice.
Listening

1. Listen and circle the correct word.  

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

Speaking

2. Ask and answer.

- What are Peter’s favourite animals? They’re monkeys.
- How many monkeys are there? There are ...

Writing preparation

3. Circle the commas. Underline **and**.

She looks after elephants, giraffes, lions and tigers.

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

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

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

2 Listening Listen and number.

3 Speaking Ask and answer.

Monday Tuesday
Wednesday

mum grandma
dad grandpa

Are you free after school on Tuesday?
Sorry, I’m not free on Tuesday.
How about Wednesday?
Yes, that’s fine. I’ll ask my dad.
Project

1 Look at the story again. Act.

2 Make a mini book.

1 Fold the paper in half. Then fold it again.

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

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

4 Write about your activities in the book.

3 Speaking Use the mini book and say.

Are you free on Friday?

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

How about Sunday?

Yes, that’s fine.

We can listen to music.

I watch TV after school. I listen to music on Sunday.
1 Circle the odd-one-out. Write.

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

2 Read and circle.

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

3 Look and number.

☐ How about on Saturday?
☐ Yes, that’s fine.
1 Are you free on Friday?
☐ Great! I’ll ask my grandma.
☐ We can play football.
☐ No, sorry. I’m not free.
4 Look and match.

1. She goes to school at [ ]
2. She goes to bed at [ ]
3. She goes home at [ ]
4. She has breakfast at [ ]

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

5 Say and point.

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

6 Look and circle the beginning sound.

   1. [ ] cl  gl  sl
   2. [ ] sm  sn  st
   3. [ ] cl  gl  sl
   4. [ ] sn  st  sk
   5. [ ] cl  gl  sl
   6. [ ] sm  sn  st

7 Read and colour.

   My work in Units 7, 8 and 9 is
   [ ] [ ] [ ] [ ] [ ] Excellent

   [ ] [ ] [ ] [ ] [ ] Good
   [ ] [ ] [ ] [ ] [ ] OK
1 Listen, point and repeat.  
- raining  
- windy  
- hot  
- cold  
- snowing  
- sunny

2 Listen and chant.  
- Watch the MultiROM!

3 Listen and read.  
1 Let’s walk to the shops.  
What’s the weather like?  
It’s sunny.

2 Don’t put on your coat, Billy. It’s hot today.  
Children, put on your sun hats, please.

3 Oh no. It’s windy.  
My hat!  
Catch it!

4 Oh no! Now it’s raining.  
And we haven’t got our umbrellas! Let’s go home.

5 Quick, Grandpa. Open the door, please.  
Where’s the key? Oh no, I haven’t got the key!

6 Oh!  
Agh!  
Oh no, you’re all wet!
1. Listen to the story again and repeat. Act.

2. Look and say.

**Let's learn!**

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

It's raining.

Put on your sun hat.

Don't put on your coat.

3. Write.

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

1. Open the window.
2. Your coat.
3. The window.
4. Your hat.

4. Point, ask and answer.

<table>
<thead>
<tr>
<th></th>
<th>raining</th>
<th>windy</th>
<th>hot</th>
<th>cold</th>
<th>snowing</th>
<th>sunny</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Three Song

1 Listen, point and repeat.
- fly a kite
- make a snowman
- wear coats
- go outside
- go ice skating

2 Listen and sing.

Let's sing!

What's the weather like today?

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

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

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

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

What's the weather, what's the weather ...
1. Listen, point and repeat.

bike  kite  nine  white  line

2. Listen and chant.

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

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

3. Read the chant again. Circle the sound i__e.

4. Listen and complete the words.

1 line  2 ___i_e  3 ___i_e  4 ___i_e  5 ___i_e
Lesson Five

Reading

1 Look at the pictures. What is the weather like?

2 Listen and read. ☺ 110

Here is the weather ...

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

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

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

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

3 Read again. Match.

1 six o’clock  b  2 nine o’clock  b  3 two o’clock  c  4 seven o’clock  d

Unit 10  Reading: a weather report
Listening

1. Listen and tick (✔) the correct picture. 

   - Monday: a
   - Wednesday: b
   - Friday: a
   - Sunday: a

Here is the weather ...

Speaking

2. Point, ask and answer.

   - Sunny  Raining  Windy  Cold  Hot  Snowing

   - It’s Monday. What’s the weather like?
   - It’s ...

   - Monday
   - Tuesday
   - Wednesday
   - Thursday
   - Friday
   - Saturday

Writing preparation

3. Circle the verbs. Underline the adjectives.

   - He wears his big coat.
   - She opens her yellow umbrella.
   - He eats a hot pizza.
   - I drink a cold milkshake.
   - We’ve got small hats.

Remember!
Adjectives are describing words.

Complete the writing task on page 79 of the Workbook.
What are you wearing?

Lesson One  Words

1. Listen, point and repeat.
2. Listen and chant.

- skirt
- scarf
- gloves
- jeans
- boots
- shirt

3. Listen and read.

1. What time is it, Grandma?
   It's four o'clock. Look, here's the train!

2. Oh no. There are lots of people. Where are my aunt and my cousins?

3. We can't see you. What are you wearing?
   I'm wearing a blue skirt and a red scarf.

4. And Joe. What's he wearing?
   He's wearing jeans and a yellow shirt.

5. And Milly. What's she wearing?
   She's wearing red trousers and black boots.

6. Here they are!
   Hello and welcome!
Lesson Two  Grammar

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

Let's learn!

What are you wearing?  I'm wearing a blue skirt.
What's he wearing?  He's wearing a yellow shirt.
What's she wearing?  She's wearing red trousers.

3 Match and write.

<table>
<thead>
<tr>
<th></th>
<th>skirt</th>
<th>gloves</th>
<th>jeans</th>
<th>boots</th>
<th>shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are you wearing?</td>
<td>b</td>
<td>a He's wearing blue ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What's Joe wearing?</td>
<td></td>
<td>b I'm wearing a black ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What's Milly wearing?</td>
<td></td>
<td>c He's wearing a red ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What's Tim wearing?</td>
<td></td>
<td>d She's wearing green ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What's Rosy wearing?</td>
<td></td>
<td>e She's wearing brown ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Ask and answer.

What’s Joe wearing? He’s wearing ...
Lesson Three Song

1. Listen, point and repeat.  

- o’clock
- quarter past
- half past
- quarter to

2. Listen and sing.  

Let's sing!

Here comes the train!

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

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

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

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

3. Sing and do.
1 Listen, point and repeat. 

nose  rope  stone  bone  home

2 Listen and chant. 

The dog has got my rope.  
The dog is on a stone. 
Hurry up, dog.  
I want to go home.  

My nose is cold.  
Here is a bone.  
Hurry up, dog.  
I want to go home.

3 Read the chant again. Circle the sound o__e.

4 Listen and complete the words. 

rope  ____o__e  ____o__e  ____o__e  ____o__e
1 Look at the picture. What can you see?

2 Listen and read.

At the airport,
Planes come and planes go.
Where are they going?
I don’t always know.

There are lots of people,
Some are short, some are tall.
Adults and children,
I can’t count them all.

They’ve got red coats, green coats,
Yellow coats, blue.
They’ve got long hair, short hair,
And curly hair too.

I look through the window,
Planes go up, planes go down.
Some are not moving.
Some are turning around.

The plane is here now.
It’s half past two.
And here come my cousins,
My aunt and my uncle too.

3 Read again. Circle the correct word.

1 They are at the airport / station.
2 It’s half past eleven / two.
3 Some people are happy / tall.
4 The boy can see planes / trains.
5 The boy’s cousins / friends are here.
Listening

1  Listen and number.  121

Speaking

2  Point, ask and answer.

What’s he wearing?  He’s wearing...

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

Writing preparation

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

It’s quarter  to three.  ✔

1  It’s quarter past nine.

2  It’s quarter to seven.

3  It’s quarter to four.

4  It’s quarter past eight.
Lesson One  Words

1 Listen, point and repeat.  122
2 Listen and chant.  123

- wedding
- guests
- cake
- bride
- band
- invitation

3 Listen and read.  124

1 We’re watching a video of our wedding.
   Can we watch too?
   OK.

2 Look. The band is playing music.
   And I’m dancing with my friends.

3 Look at Grandma. What’s she doing?
   She’s eating the wedding cake.

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

5 Look at the little baby. It’s you, Milly.
   Oh, I’m so little. And now I’m ten!

6 Everyone is singing and talking. And you’re sleeping!
1 Listen to the story again and repeat. Act.
2 Look and say.

Let's learn!

What are you doing? I’m dancing with friends.
What are you doing? We’re watching a video.
What’s she doing? She’s eating the cake.
What are they doing? They’re talking.

3 Look and circle.

1 The girl has got a cake / an invitation. She’s reading / singing it.
2 Listen to the band / wedding. They’re eating / playing music.
3 Look at the guests / bride. She’s wearing / eating a white dress.
4 Look at the invitations / guests. They’re sleeping / talking.
5 This is the wedding cake / band. We’re reading / eating it.
Lesson Three  Song

1  Listen, point and repeat.  

make a cake  wash the car  brush my hair  take photos  choose a dress

2  Listen and sing.  

3  Sing and do.

Let's sing!

We're getting ready for the wedding!

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

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

We're getting ready for the wedding.
Now I'm brushing my hair.
My sister is taking lots of photos.
We can't wait to be there!
1. Listen, point and repeat. 📖 127
   - June
   - flute
   - tube
   - cube

2. Listen and chant. 🎤 128
   This month is June
   And it’s my birthday!
   I’ve got a puzzle cube,
   I can play all day.
   I’ve got a new flute
   For my birthday,
   And a poster in a tube.
   What a happy day!

3. Read the chant again. Circle the sound u__e.

4. Listen and complete the words. 🎤 129
   - tube
   - u__e
   - u__e
   - u__e

---

Long vowels u + magic e  Unit 12
1  Look at the pictures. What are they doing?  

2  Listen and read.  

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

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

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

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

Love from Bella

3  Read again. Write.

1  Who is Bella helping? She’s helping her _________ mum _________ and _________ dad _________.

2  What is her aunt’s name? Her name’s ________________.

3  What colour is Bella’s party dress? It’s _________ and _________.

4  What colour are the invitations? They’re _________ and _________.

5  What cakes does Bella’s brother like? He likes the ________________ cakes.

6  What cake does Bella like? She likes the big ________________ cake.
Lesson Six

Listening

1 Listen and number.  

Speaking

2 Point, ask and answer.

What's he doing?  

He's dancing.

What's she ...?

Writing preparation

3 Read and circle ing.

I'm eating my breakfast.

1 We're singing songs.
2 He's talking to his friend.
3 They're listening to music.
4 She's watching the band.
5 She's choosing a dress.
6 I'm taking photos.

Complete the writing task on page 91 of the Workbook.
1 Listen, read and say.

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

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

2 Listening Listen and number.

3 Speaking Point and say.

kitchen dining room living room upstairs downstairs

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

This is for you.

Thank you.

Thank you for having me.

You’re welcome.
1 Look at the story again. Act.

2 Wrap a present.

1 Choose and decorate a present.
Cut it out.

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

3 Put the present inside.
Stick the wrapping paper.

4 Decorate the present.

3 Speaking Use the present and say.

Welcome to the party. Come in.

This is for you.

A present. What is it?

Open it.

Wow! It’s a jigsaw. Thank you very much.
1. Circle the odd-one-out. Write.

1. bride  wedding  guest  **jeans**
2. boots  sunny  shirt  gloves
3. band  raining  windy  cold
4. quarter to  scarf  o’clock  half past

2. Write.

<table>
<thead>
<tr>
<th>o’clock</th>
<th>half past</th>
<th>quarter to</th>
<th>quarter past</th>
</tr>
</thead>
</table>

| hot | cold | raining | snowing | windy | sunny |

1. It’s **quarter to** eight.

2. It’s **nine**.

3. It’s **nine**.

4. It’s **cold**.

5. It’s **eleven**.

6. It’s **four**.

7. It’s **five**.

3. Look and write.

You’re  Everyone’s  having  is

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

Thanks for **me**.

OK. This for you, Grandma.

See you soon.
4 Say the word and circle the correct sound.

1   2   3   4   5
\[ a_e i_e o_e u_e \]  [\( a_e i_e o_e u_e \) ]  [\( a_e i_e o_e u_e \) ]  [\( a_e i_e o_e u_e \) ]  [\( a_e i_e o_e u_e \) ]

5 Look and match.

1. Is he dancing?  
   - Yes, he is. (c)
   - No, they aren't. (a)
   - Yes, I am. (b)

2. Are they singing?  
   - Yes, they are. (d)
   - No, she isn't. (e)

3. Is he drinking?  
   - No, he isn't. (f)

4. Are you eating?  
   - No, they aren't. (a)

5. Is she playing?  
   - Yes, she is. (c)

6. Are they talking?  
   - No, he isn't. (f)

6 Read and colour.

My work in Units 10, 11 and 12 is

- OK
- Good
- Excellent
Lesson One  Words

1. Listen, point and repeat.  
   - cow
   - goat
   - horse
   - sheep
   - donkey
   - goose

2. Listen and chant.  

3. Listen and read.  

1. Wow! Look at all the animals, Billy.

2. Look. This cow is bigger than that cow.
   Yes. It’s the mummy cow.

3. And this sheep is smaller than that sheep.
   That’s right. It’s a baby sheep.

4. Look. A baby donkey and a mummy donkey.
   That’s right, Billy.

5. Look at that goat. It’s bigger than the other goats.
   Is it a daddy goat?

6. No. It’s a naughty baby goat!
Lesson Two Grammar

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

Let's learn!

This cow is bigger than that cow.
This sheep is smaller than that sheep.

3. Write.

bigger than  smaller than  taller than  shorter than

The horse is bigger than the goat.
The girl is the boy.

The boy is the girl.
The sheep is the cow.

4. Point and say.

The boy is shorter than the girl.
The girl is ...
The goose is ...
The hen is ...
Lesson Three  Song

1  Listen, point and repeat.  🔴 137

2  Listen and sing.  🔴 138

Let's sing!

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

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

The goose is louder than the hen.
‘Honk! Honk! Honk!’ says the goose ...

3  Sing and do.

On the farm

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

The goat is faster than the cow.
‘Clip, clip, clip,’ goes the goat …

The horse is faster than the goat.
‘Trot, trot, trot,’ goes the horse …
1. Listen, point and repeat.

- tree
- green
- three
- cheese
- feet

2. Listen and chant.

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

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

3. Read the chant again. Circle the sound ee.

4. Listen and complete the words.
Dear Parents,

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

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

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

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

Here are some photos of last year’s trip.

Best wishes,

Mrs Evans, Class Teacher (Class 2S)
Lesson Six

Listening

1 Listen and number. (143)

Hello! I’m Mr James.

Speaking

2 Look and say.

nervous  hungry  friendly  thirsty  hot  scared

It’s nervous. What is it?       It’s the horse. It’s number 2.

Writing preparation

3 Write and to connect the sentences.

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

1 I am seven. My sister is nine.
   I am seven ____ my sister is nine.

2 There is a sheep. There are chicks.
   There is a sheep ____ there are chicks.

3 We play football. They go swimming.
   We play football ____ they go swimming.

Complete the writing task on page 101 of the Workbook.
Look at the photos on the fridge.

Look. We were in the park.
You were kind, Tim.

The babies weren’t sad.
They were just hungry.

We were outside. We were very wet.

Look at this one. It was Billy’s birthday. He was very naughty.

Mum wasn’t wet. It was dry in the flat!

I was naughty then. But I’m not naughty now. I’m a big boy now.

Yes, you’re very good now!
1. Listen to the story again and repeat. Act.

2. Look and say.

Let's learn!

I was happy. She wasn’t wet. You were kind. They weren’t sad.

3. Look and circle.

She was / were kind. They wasn’t / weren’t wet. He was / were naughty.

You wasn’t / weren’t dry. I was / were tired. She wasn’t / weren’t cold.

4. Point and say.

She was kind. They ...
Lesson Three Song

1 Listen, point and repeat. 147

2 Listen and sing. 148

3 Sing and do.

Let's sing!

The house was so untidy!

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

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

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

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

Thank you!
Lesson Four  Phonics

1  Listen, point and repeat.  
   cub  cube  tap  tape  pip  pipe

2  Listen and chant.  
   A lion cub is playing with a cube.  
   Cub, cub, cub.  
   Cube, cube, cube.  
   An orange pip is in a pipe.  
   Pip, pip, pip.  
   Pipe, pipe, pipe.  
   There’s tape on the tap on the sink.  
   Tap, tap, tap.  
   Tape, tape, tape.

3  Circle the short vowels. Underline the long vowels.  
   1  Tim  2  cube  3  tap  4  pip  5  tape  6  time  7  cub  8  pipe

4  Listen and circle the correct word.  
   1  2  3  4  5  
   cub / cube  pip / pipe  tap / tape  cub / cube  pip / pipe
1 Look at the pictures. What are the children wearing?

2 Listen and read.  

Class 2L play was a great success!  
by Lucy Grant (2L)

In the story, the rabbit was scared of the vet, but in the end he was very brave. The cat was very old and tired, but in the end it was happy and well. The play was lots of fun. Our families were very happy and proud of us. Thank you to our English teacher, Miss Green, for her work. And thank you to our mums and dads for the costumes. Primary 2 was brilliant. We are really looking forward to Primary 3!

This year, Class 2L’s play was Vet Story. The play was in our classroom on Tuesday morning. I was the vet in the play. Jack and Ruby were ill animals. Jack was a rabbit and Ruby was a cat. My costume was a vet’s white coat. Jack’s was a fluffy tail and big rabbit ears. Ruby’s costume was a big cat’s head.

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

1 The play was on Thursday.  
   Tuesday

2 The play was in the afternoon.

3 The play was in the playground.

4 The vet’s coat was blue.

5 The rabbit’s ears were little.

6 Miss Green is the art teacher.
Lesson Six

Listening

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

   ① ② ③ ④ ⑤
   MARCH
   MON TUES WED THURS
   1 2 3

   ① F
   ②
   ③
   ④
   ⑤

Speaking

2. Look and say.

   fireman builder nurse policeman

   He was a ...
   She was a ...
   They were ...

Writing preparation

3. Read. Circle and. Underline or.

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

   1 I don’t like tennis or football.
   2 I like cakes and bananas.
   3 I can’t swim or ride a bike.
   4 The living room was dirty and untidy.
   5 Today we’ve got English and maths.
   6 We haven’t got science or PE.
1. Listen, point and repeat.

2. Listen and chant.

3. Listen and read.

1. Tell me about school today. Was it good?

   Oh yes. It was great!

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

   Hurry up!

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

4. The prize-giving was in the playground.

   Look! Lots of men, women and children.

5. There was a prize for English.

   Where’s the prize-giving?

6. There was a prize for English.

   Look! Lots of men, women and children.

   ... Rosy and Tim! Well done!

   The prize goes to ... We were the winners! It was a great day!
1. Listen to the story again and repeat. Act.
2. Look and say.

Let's learn!

There weren't any children.
There were some teachers.

3. Write. some any

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

4. Point, ask and answer.

man men woman women child children

Picture 1. How many men were there?
There were two men.

Picture 2. How many ...?
Lesson Three  Song

1  Listen, point and repeat.  

![Illustration of children running in a race](image)

- finish line
- 1st first
- 2nd second
- 3rd third
- 4th fourth

2  Listen and sing.  

Let’s sing!

The race

There was a race.
Go, go, go!
Some children were fast,
And some were slow.

Joe was fourth.
He wasn’t very fast.
His bag was very heavy,
So he was last.

Emily was third.
She was faster than Joe.
But she lost her shoe,
So she was a little slow.

Oscar was second.
Just behind Kim.
He was very fast,
But she was faster than him.

Kim was first.
Run, run, run!
What a fast runner.
She was number one!

3  Sing and do.

Unit 15  Ordinal numbers
1. Listen, point and repeat.

- **ng**
  - ring
  - king
  - swing

- **nk**
  - bank
  - sink
  - pink

2. Listen and chant.

- Sing a song while you swing, swing, swing.
- Look at the king with his ring, ring, ring.
- Wash your hands at the sink, sink, sink.
- Now you’re thirsty, have a drink, drink, drink.

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

4. Listen and complete the words.

1. **r i n g**
2. **b a____**
3. **s w i____**
4. **k i____**
5. **p i____**
Suzy is a fairground horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.

But Suzy isn’t happy.
“I want to run in the fields,” she says. “I want to eat the green grass. I want to be a real horse!”

The next day Suzy moves her head. She moves her tail. “Hurrah!” says Suzy. “I’m a real horse now!”

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

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

In the morning, Suzy says goodbye to the green grass. She says goodbye to the fresh water. Suzy goes back to the fairground.
“I’m a happy horse,” she says. “I can go round and round every day with my friends, the red horse and the blue horse.”
Listening

1  Listen and number. 🌟 163

println images of horses numbered 1 to 4.

Speaking

2  Point, ask and answer.

- drinking  running  eating
  - What’s Suzy doing?
  - She’s ...

- cold  happy  scared  sad  hot  brave
  - Is she sad?
  - No, she isn’t. She’s ...

Writing preparation

3  Circle the ies endings. Underline the s endings.

- teddy  teddies
- lolly  lollies
- boy  boys
- monkey  monkeys

- I’ve got four teddies.
- There aren’t any boys.

1  There are lots of toys in my bedroom.
2  She likes lollies.
3  Look at the funny monkeys.
1 Listen, read and say. 📄 164

James: Let’s play Snap!
Kate: OK. That’s a great idea.
Kate: Whose turn is it?
James: It’s my turn. Snap!
Kate: How many cards have you got?
James: Ten. I’m the winner! I’ve got more cards than you.
Kate: Congratulations.

2 Listening  Listen and tick (✔) the correct picture. 📄 165

3 Speaking  Ask and answer.

my your his her

8 10 6

Whose turn is it?
it’s your turn.

How many cards have you got?
I’ve got eight cards. I’m the winner.

Congratulations.
1 Look at the story again. Act.  
2 Make Snap cards.

1 Colour the pictures. 
   Cut out the cards.

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

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

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

3 Speaking Use the Snap cards and say.

   Let’s play Snap! 

   OK. That’s a great idea. 

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

   Monkey – monkey. Snap! 

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

1. cow    goat    horse    man
   man

2. kind    wet    dirty    donkey

3. photo    second    fourth    first

4. loud    quiet    first    fast

2 Look and circle the correct word.

1. The girl is taller / shorter than her brother.

2. Her coat is smaller / bigger than her brother’s coat.

3. She is faster / slower than her brother.

4. The boy is faster / slower than his sister.

3 Look and write.  Your whose I’m it Congratulations

OK, whose turn is it?  the winner.

It’s whose turn.
4 Tick (√) the picture that contains the sound.

1 u_e  
   - Lion
   - Flute
   - Number 9

2 i_e  
   - Bicycle
   - Rope
   - Bin

3 u  
   - Gate
   - Rubik's Cube
   - School Bus

4 o_e  
   - Stone
   - Mop
   - Bone

5 i  
   - Landscape
   - Bin

6 o  
   - Dog

5 Read and circle the correct word.

1 On Wednesday, it _was_ / _were_ our school play.
2 The children _wasn’t_ / _weren’t_ in the classroom.
3 They _was_ / _were_ in the playground.
4 Our mums and dads _was_ / _were_ there too.
5 Our teacher _wasn’t_ / _weren’t_ sad.
6 He _was_ / _were_ very proud of us.
7 All the children _was_ / _were_ very happy!

6 Read and colour.

My work in Units 13, 14 and 15 is

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

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

<table>
<thead>
<tr>
<th>at 11 o’clock</th>
<th>at break time</th>
<th>(times)</th>
</tr>
</thead>
<tbody>
<tr>
<td>on Saturdays</td>
<td>on Sundays</td>
<td>(days)</td>
</tr>
<tr>
<td>in December</td>
<td>in the winter</td>
<td>(months and seasons)</td>
</tr>
</tbody>
</table>

2 Read again. Circle the correct word.
1 Children **can**/ can’t play games at school.
2 They **like**/ **don’t** like the game ‘It’.
3 They play games in the **classroom**/ **playground**.
4 Break time is at **nine**/ **eleven** o’clock.
5 In the UK, children don’t go to school in **July**/ **February**.

3 Look, ask and answer.

```
He … Lunch … I go to … It's hot … It's …

He plays football at break time.
Lunch time is at one o’clock.
```

4 Write about your games.

```
At break time, I play on
the climbing frame …
```
Meals

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

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

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

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

I’ve got a sandwich.
I’ve got some toast.
She’s got a potato.
She’s got some juice.

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

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

3 Look and say. Act.

I’m eating a potato.
I’m eating some toast.

4 Write about your favourite meal.

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

Factfile

Most children in the UK eat lunch at school.
My name’s Lucy. I live with my mum, dad, brother and sister. This is our house.

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

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

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

This is my brother’s room. These are his books. He reads every day.
Let's talk about homes!

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

2 Read again. Write T (true) or F (false).
1 Lucy lives with her brother.  [T]
2 Their new computer is in the kitchen.  
3 Lucy has got a swing. Its seat is pink.  
4 Lucy’s bathroom is upstairs.  
5 Her brother likes princesses.  

3 Point and say.  their  its  our  his  her

4 Write about a room in your house.

Factfile
Most homes in the UK have got a garden.

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

Unit 1

This is a computer. These are tables.
That is a chair. Those are posters.

Read and tick (✓) or cross (✗).

1. These is my bag. ✓
2. That is a CD player. ✗
3. This are pictures. ✗
4. Those are pegs. ✓

Unit 2

We’re happy. Are they hungry? Yes, they are.
They’re tired. No, they aren’t.

Write.

1. ______ they nervous? Yes, __________. 2. ______ they hot? No, __________.

Unit 3

I can skate. Can she play tennis? Yes, she can.
I can’t swim. No, she can’t.

Order the words.

1. she football play? Can ________________
2. can Yes, she . ________________
3. skateboard can’t. I ________________

Unit 4

Have you got a milkshake? Yes, I have.
No, I haven’t.

Has he got fries? Yes, he has.
No, he hasn’t.

Write.

1. ______ you got a sandwich? Yes, __________
2. ______ he ______ a pizza? No, __________
Unit 5

<table>
<thead>
<tr>
<th>What have we got on Monday?</th>
<th>We’ve got English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When have we got PE?</td>
<td>We’ve got PE on Thursday.</td>
</tr>
</tbody>
</table>

These are our bags.
These are their books.

Order the words.

1 maths got When we have
2 maths We’ve on got Tuesday
3 our are These T-shirts

Unit 6

I visit my grandma.
I don’t visit my grandma.

I have a music lesson.
I don’t have a music lesson.

Write.

1 (✗) go swimming I don’t go swimming.
2 (✓) help my mum
3 (✗) watch TV
4 (✓) do my homework

Unit 7

What do you like? I like balloons.
I don’t like nuts.

What does he like? He likes sweets.
He doesn’t like pastries.

Write. What does he like?

1 (nuts ☺) He _______ nuts. 2 (chocolate ☺) He _______ chocolate.

Unit 8

What’s the time? It’s seven o’clock.

She gets up at seven o’clock.
She goes to school at eight o’clock.
He has dinner at six o’clock.

Order the words.

1 o’clock It’s eleven
2 lunch at has o’clock twelve She
Unit 9

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he work?</td>
<td>He works in an airport.</td>
</tr>
<tr>
<td>Does she work in a shop?</td>
<td>Yes, she does.</td>
</tr>
<tr>
<td></td>
<td>No, she doesn’t.</td>
</tr>
</tbody>
</table>

Write.

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

2. No, ______________________

3. She / hospital?  
   ______________________

4. Yes, __________________

Unit 10

It’s sunny.  
Put on your sun hat.  
Don’t put on your coat.

Write.

1. It’s hot.  
   ______________________ your coat.

2. It’s sunny.  
   ______________________ your sun hat.

3. It’s cold.  
   ______________________ your shorts.

Unit 11

What are you wearing?  
I’m wearing a blue skirt.

What’s he wearing?  
He’s wearing red gloves.

Write.


2. What ______ he wearing? _______ a blue T-shirt.

3. What ______ wearing? She’s _______ black boots.
Unit 12

What are you doing? I’m talking.
We’re singing.
What’s he doing? He’s eating a sandwich.
What are they doing? They’re dancing.

Write.
1. What ______ she doing? ______ reading.
2. What __________________ doing? I’m taking photos.

Unit 13

The sheep is bigger than the goat. The boy is shorter than the girl.

Write.
1. The horse is bigger than the sheep.
   The sheep __________________ the horse.
2. The girl is taller than the boy.
   The boy __________________ the girl.

Unit 14

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

Write.
1. (✘) I wasn’t happy.              2. (✔) You ______ kind.
3. (✔) He ______ brave.           4. (✘) They ______ hungry.

Unit 15

There were some children.
There weren’t any men.

Write.
1. There were ______ men.          2. There ______ any women.
3. There weren’t ______ children.  4. There ______ some animals.
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