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.

Other components of Cambridge Global English 1:

For our full range of Cambridge Primary titles, including Mathematics, English (L1) and Science, visit education.cambridge.org/cambridgeprimary

Series Editor: Kathryn Harper
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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:

1. pre-recorded listening activity
2. pre-recorded song and class singing activity
3. pairwork or small group speaking activity (not mediated by teacher)
4. write in notebook activity
5. linking activity in Activity Book
6. cross-curricular maths activity
7. 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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<td>brown</td>
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<td>pink</td>
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The page contains a chart listing colors with corresponding images of objects in those colors. The chart includes objects like flowers, leaves, frogs, ducks, cars, and fish.
1 Think about it  What do we do at school?

3 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 🌟 Making friends
Listen to the children talking.
How old are they?
Practise with your partner.
4 Topic vocabulary

Listen, point and say.

- a table
- a clock
- a whiteboard
- an ABC chart
- chairs
- computers

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.
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. Amira, Marat, Zak

2 What do you do at school?
Write about yourself. Draw a picture.

My name is ___.
I am ___.
I ___ at school.
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.

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<th>Aron</th>
<th>Tanya</th>
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<td>I go by car.</td>
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<td>I go by bicycle.</td>
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<td>I walk.</td>
<td>Pablo</td>
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</table>
1 Alphabet poem
Listen and point to the letters.

We’re in school, you and me.
I have a pencil. You have a pen.
Look around. What do you see?
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 Apple
Bb Book
Cc Cat

Anil
Anna
Asif
Bala
Bruno
Carol
Cheng

Dd Duck
Ee Egg
Ff Fish

Delena
Emma
Eric
Fernando
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.
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.

**READ**

**SING**

Every day we read at school,
We read with our teacher.
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.
11 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 An interview
Listen to Fatima.
She is interviewing Ben.
What questions does she ask?

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

Name: Ben
Favourite colour: black

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.

What’s your name?
Can you spell your name, please?
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 ___.

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

Language detective
When do we say his and her?

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
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

I go to school in the morning and I look like this.
I see a little rabbit and it hops like this.

I see a little duck and it swims like this.
I see a little squirrel and it climbs like this.

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

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

_ _ _ _ _
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?

- 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.

![car](image)

![table](image)

car

table

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!
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.
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?
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
- grandpa
- grandma

Which words have a **th** sound in the middle?
Which two words rhyme?
Which words mean the same?

**4 Do you ... ?**
Ask and answer questions about your family.

- read books
- watch TV
- fly kites
- play games

*Dear Dad,*
*This card is for you.*
*Love,*
*Lily*
1 Before you read

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


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 ___.
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.

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?

<table>
<thead>
<tr>
<th>Do you like bananas?</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>No, I don’t.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

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.

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___
The cat has a nap in Dad's lap.

You hear the short sound. Listen again. How many words do

The cat is back.

The cat claps.

The cat has a map.

The cat has a hat.

Read and listen.
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.
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!’

Good night!
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.

1 This family is small.

2 This family is big.

The grown-ups work.

3 This mum cooks the dinner.

4 This dad works on the computer.
The children work.

5 This boy lays the table.
6 This girl tidies her room.

Families have fun together.

7 These children play together.
8 These men talk and laugh together.
People in a family help each other.

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

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.

<table>
<thead>
<tr>
<th>Do you like ... ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do.</td>
</tr>
<tr>
<td>No, I don't.</td>
</tr>
</tbody>
</table>

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.
Make a counting book

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

1 car
2 cats

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
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!

2 Which picture?
Listen. Point to the right picture.
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 🎬 Make up a game with a ball

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

- **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.
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?

![Hand gestures for bird, water, rock]

- bird
- water
- rock

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?
1 Listen and look
Listen to the short u sound. Say the words.

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.

<table>
<thead>
<tr>
<th>cat</th>
<th>up</th>
<th>duck</th>
</tr>
</thead>
<tbody>
<tr>
<td>rug</td>
<td>dad</td>
<td>bag</td>
</tr>
<tr>
<td>run</td>
<td>map</td>
<td>nut</td>
</tr>
</tbody>
</table>

Counter examples:

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

The duck is in the mud.
She's stuck!
I can help.
I have a truck.

Help! I'm stuck in the mud!

The duck goes up.
Up, up, up!
Thank you very much!

The muddy duck runs again.
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.

![Images of a duck on, under, and next to a 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
- **finger** next to
- **hand** under

Put your pencil under your nose.

<table>
<thead>
<tr>
<th>Chair</th>
<th>Table</th>
<th>Book</th>
<th>Arm</th>
<th>Leg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toes</td>
<td>Knee</td>
<td>Ear</td>
<td>Nose</td>
<td>Foot</td>
</tr>
</tbody>
</table>
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.

4 Point to the baby
Listen to the instructions. Point with your finger.

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.
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.
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?
Make up a clapping game

Think up a clapping pattern. For example:

<table>
<thead>
<tr>
<th>clap</th>
<th>right hands</th>
<th>clap</th>
<th>left hands</th>
<th>clap</th>
<th>right hands</th>
</tr>
</thead>
</table>

Here are some other moves you can include:

<table>
<thead>
<tr>
<th>both hands</th>
<th>knees</th>
<th>shoulders</th>
<th>head</th>
</tr>
</thead>
</table>

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.
- I can name parts of the body.
- I can read and write words with the short u sound.
Think about it  What can we make with shapes?

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.

We’re going to a party!
Listen to Lucy. Her family is going to a party.
Point to Lucy. What is she wearing?
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.

- clown
- princess
- king
- superhero
- pilot
- cook

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

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 ___.

Unit 4 Lesson 2 Vocabulary: colours and shapes Use of English: present continuous: I'm/she's/they're -ing Read/Listen: making things Talk: asking and answering questions
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.

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.
3 Letters and sounds  Short e

1 Listen and look
Listen to the short e sound. Say the words.

2 Rhyming words
Can you find the rhyming words in picture 1 and picture 2? Make a rhyme for picture 3.

1 The hen has a pen.  2 Meg has an egg.

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.

This tent is the best!

Let's put the ten pens in the tent.

I like this tent!
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.
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.
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

The shoemaker is making shoes. The shoemaker is sleeping. The elves are making the shoes.
Who made these beautiful shoes?

It's morning. The shoemaker wakes up.

What lovely red shoes!

The shoemaker is selling the shoes.

Let's help the shoemaker.

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.

New boots! New jackets! New hats!

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

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!

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.
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?

2. Read and listen
The life cycle of a hen
A tiny chick grows inside an egg.
The chick comes out of the egg.
The yellow chick eats and grows.

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

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.

5 Read and listen
The life cycle of a bean

A seed is planted in the ground.

There are seeds inside the bean.

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

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.

Listen to the sound of ch in chick.
Can you think of two more words beginning with ch? The pictures will help you.

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.
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?

This fish can fix things.

I can fix this ship.

Can you fix it?
Yes, I can.

He is fixing a ship.

He is fixing a swing.

Can you fix my wing, please?
Yes, I can. Just a minute.

Thank you, Fix-it Fish!

You're welcome.

He can fix tails, fins and wings.

4 Puppet

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?

above
- onions
- potatoes
- tomatoes
- beans
- peppers

under
- carrots

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.

- leaf
- stem
- seed
- roots
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!

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.

Sing some new verses

Draw a farm animal on a card. Put all the cards together. Pick a card and sing that verse.
Before you read
What is Little Red Hen doing?
Are the other animals helping her?

Little Red Hen

1. I am making bread today.

2. Hello, Duck.
   Hello, Chick.
   Can you please help me pick the wheat?
   Sorry, I’m busy.
   Me too.

3. I am picking the wheat myself.
Hello, Duck. Hello, Chick.
Can you please help me grind the wheat?

I am grinding the wheat myself.

Sorry, I'm busy.

Me too.

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

I am making the bread myself.

Sorry, I'm busy.

Me too.
Can we please eat your bread?

Will you wash the dishes?

Will you sweep the floor?

Yes, I will.

Yes, I will.

We’re all eating the bread.

It’s delicious!

Thank you, Chick.

Thank you, Duck.

You are very helpful.
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?

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>beans</td>
<td>cow</td>
<td>duck</td>
</tr>
</tbody>
</table>

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?

There are horses, cows and hens on our farm.

The hens are eating.
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  ___ ___ ___
How do we use our five senses?

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.

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?
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!

onion  fish  soap
mango  flowers  smoke

Do you like the smell of onion? Yes, I do. No, I don’t.

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?

<table>
<thead>
<tr>
<th>ball</th>
<th>pencil</th>
<th>bat</th>
</tr>
</thead>
<tbody>
<tr>
<td>🏐</td>
<td>🖋️</td>
<td>🏑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>paper clip</th>
<th>socks</th>
</tr>
</thead>
<tbody>
<tr>
<td>📜</td>
<td>🧦</td>
</tr>
</tbody>
</table>

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

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

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.

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

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

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.


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?
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.

2

Can we meet your elephant, please?

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

3

Of course. My elephant is tame and gentle.

The elephant feels like a rope!
The second friend feels the elephant’s side.

This elephant feels like a wall!

The third friend feels the elephant’s leg.

This elephant feels like a big strong tree!

The fourth friend feels the elephant’s ear.

This elephant feels like a giant fan!

The fifth friend feels the elephant’s trunk.

This elephant feels like a long wiggly snake!
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.

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
- 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.

<table>
<thead>
<tr>
<th></th>
<th>Ian</th>
<th>Dora</th>
<th>Sofia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do you like this smell?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, I do.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I don’t.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Yes, I do.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I don’t.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

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.

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.
Think about it  How do we travel around?

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.

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

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

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?
   • A Jeep goes BEEP BEEP.

2 Where do sheep sleep?
   • Bees make honey.

3 What sound does a Jeep make?
   • 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!

Keep out!
Sheep, Deer,
Bee and Jeep.
I am trying to sleep!

5 Make a sign

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

1. Draw a big green triangle.
2. Draw a blue line down the middle.
3. 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?

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?

<table>
<thead>
<tr>
<th>People-powered vehicles</th>
<th>Motor-powered vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>skateboard</td>
<td>underground train</td>
</tr>
</tbody>
</table>

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.

I like my little pink plane.

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?
A Do a travel survey

Choose 3 vehicles. Make a survey chart.

<table>
<thead>
<tr>
<th>Do you like travelling by ...?</th>
<th>Jack</th>
<th>Zhou</th>
<th>Bibi</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>Yes, I do.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>underground train</td>
<td>Yes, I do.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td>Yes, I do.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

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.
Make up your own version of a poem

Read this poem about a plane.

**Little silver plane**
Over the mountains

Up in the sky,
Over the sea

Where are you going to
Little silver plane

Flying so high?
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
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!

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.
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 __

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.
1 Before you read
What do plants need to live and grow?
What do animals need to live and grow?

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?

frog crocodile hen turtle fish elephant whale

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

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.
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.
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?

<table>
<thead>
<tr>
<th>Does it float?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, it does.</td>
<td>No, it doesn’t.</td>
</tr>
</tbody>
</table>

Say the sentences. Fill in the missing words.
1 The ___ floats.  
2 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?
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!

4  Don’t forget!

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

Here are the characters in the play.

Rooster  Tiger  Bees  Toad
Purple Guards  Emperor  Green Guards

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.
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.

Record the information in a table, like this.

<table>
<thead>
<tr>
<th>Does your boat float?</th>
<th>Yes, it does.</th>
<th>No, it doesn’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>with 0 coins?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>with 2 coins?</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>with 5 coins?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with 10 coins?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 _ _
A Do a weather survey

Make a survey chart. Ask 10 children:

<table>
<thead>
<tr>
<th>What kind of weather do you like best?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] sunny</td>
</tr>
<tr>
<td>[ ] cloudy</td>
</tr>
<tr>
<td>[ ] windy</td>
</tr>
<tr>
<td>[ ] rainy</td>
</tr>
<tr>
<td>[ ] snowy</td>
</tr>
</tbody>
</table>

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

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.

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.
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

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 ___
Find out more  City living

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.

- sizes: big, small

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

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.

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.
This or that?

1 The Fix-it kids

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

This ball is round.

That ball is flat.

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 ___.

This 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

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.
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
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

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<th>brother</th>
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3 The body and clothes

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<th>Illustrations</th>
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Acknowledgements

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Key: t = top, c = centre, b = bottom, l = left, r = right.

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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**

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