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Welcome to Cambridge Global English Stage 2

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 2 provides supplementary support and practice. Comprehensive support for teachers is available in Cambridge Global English Teacher's Resource 2.

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

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

We hope that learners and teachers enjoy using Cambridge Global English Stage 2 as much as we have enjoyed writing it.

Caroline Linse and Elly Schottman
<table>
<thead>
<tr>
<th>Page</th>
<th>Unit</th>
<th>Words and expressions</th>
<th>Use of English</th>
<th>Reading/Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-19</td>
<td>1 Look in a book</td>
<td>Books and parts of a book Classroom objects Numbers 1-15 Clothes and personal possessions What is it about? How do you spell ...? How do you say ... in English?</td>
<td>Singular/plural nouns There is/are ... Present simple Possessive pronouns (mine, yours) Genitive 's have got + noun like + -ing Which one? / the ... one</td>
<td>Poems/songs Information text Write personal information Write about your school Write an original song verse Use a capital letter and full stop</td>
</tr>
<tr>
<td>20-33</td>
<td>2 Good neighbours</td>
<td>People and places in the community Extended family Places in the world Jobs Shops Ordinal numbers Left, right A lot of</td>
<td>Present continuous Question forms Present simple 3rd person endings: -s, -es Irregular plurals Prepositions of location</td>
<td>Poems/songs Information text Write a friendly letter Report information from an interview Write instructions collaboratively</td>
</tr>
<tr>
<td>34-47</td>
<td>3 Ready, steady, go!</td>
<td>Action verbs Parts of the body Numbers 1-20 Feelings (adjectives)</td>
<td>Imperatives Can/can't for ability Adverbs: slowly, quickly Conjunctions: and, but, or Determiners: all, some, most I like / don't like + verb + -ing</td>
<td>Poems/songs Information text Play: Native American tale Write information about birds Write an original song verse Write a riddle</td>
</tr>
<tr>
<td>48-61</td>
<td>4 The big sky</td>
<td>Weather Shadows Day and night: Sun, moon, stars, planets Time phrases: Yesterday, in the morning, at night Movement verbs</td>
<td>Past simple regular (-ed) and irregular forms Past simple of be Past simple question forms Time expressions: in the morning/afternoon/evening; at night</td>
<td>Poems/songs Information text Read and follow instructions Write informational sentences Report interview information (past tense)</td>
</tr>
<tr>
<td>62-75</td>
<td>5 Let's count and measure</td>
<td>Numbers 1-100 How many? How far? How long? Metres, centimetres Shapes Tell time to the hour</td>
<td>Past simple regular and irregular forms Countable and uncountable nouns with some, a/an What (a) + adj. + noun! When -clause</td>
<td>Poems and song Information text Traditional stories from India and Africa Write personal information Write a new verse</td>
</tr>
<tr>
<td>76-89</td>
<td>6 Bugs: Fact and fiction</td>
<td>Insects and spiders Parts of insects (wings, legs, antennae) Action verbs</td>
<td>Prepositions: above, under, near, on Determiners: all, some, most Subject/verb agreement Regular and irregular past tense How, What, How many, Do/Does?</td>
<td>Poems/songs Information text Traditional story from Mexico Story elements: Plot (story map) Describe insects and what they do Write questions</td>
</tr>
<tr>
<td>90-103</td>
<td>7 Our green earth</td>
<td>Parks, leisure time Parts of a tree Fruits and vegetables Environmental issues Would you like ... I'd like ... How about ...? What does ... mean?</td>
<td>-ing forms as nouns (no + -ing form) Must/mustn't with rules/instructions Can for permission Will for future intentions/promises Determiners: this, these, that, those</td>
<td>Poems/songs Information text Write promises/intentions Write a poem Write your autobiography</td>
</tr>
<tr>
<td>104-117</td>
<td>8 Home, sweet home</td>
<td>Parts of a building Kinds of homes Climates (hot, cold, warm, cool, wet, dry) Rooms and furnishings Animal homes Construction materials What is it made of?</td>
<td>Present perfect have + object + infinitive Have you ever ...? Let's and How about + -ing for suggestions Would you like ... or ...? I'd like ... Too to add information Will for future intention</td>
<td>Poems Narrative song Information text Information from diagrams Write descriptions of things Narrative writing (retool story)</td>
</tr>
<tr>
<td>118-131</td>
<td>9 Inside and outside cities</td>
<td>Buildings and other city words Holiday places and leisure activities Food and drink Opposites</td>
<td>Where/what would you like to ...? Comparative adjectives: -er and more + adjective; better Expressing agreement/disagreement: So do I! I don't</td>
<td>Poems/songs Information text Fable from Aesop (contemporary retelling) Write a poem (haiku) Write a picture caption (stating and explaining a preference)</td>
</tr>
<tr>
<td>132-143</td>
<td>Picture dictionary</td>
<td>Review of vocabulary and themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>School subjects</td>
<td>Phonics / Word study</td>
<td>Critical thinking / Values</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Maths: Counting</td>
<td>Letter names and sounds</td>
<td>What can you find in a book?</td>
<td></td>
</tr>
<tr>
<td>Follow instructions</td>
<td>Using a contents page</td>
<td>Vowels and consonants</td>
<td>Classifying</td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions</td>
<td>Using a dictionary</td>
<td>Sounds: sh, ch, th</td>
<td>Main ideas and details</td>
<td></td>
</tr>
<tr>
<td>Collaborative problem solving</td>
<td>Social studies: Communities</td>
<td>Short vowel sounds in initial</td>
<td>Values: Taking care of books and school</td>
<td></td>
</tr>
<tr>
<td>Memory games</td>
<td>Geography: Reading maps, using a map grid</td>
<td>and middle position</td>
<td>supplies (responsibility, respect)</td>
<td></td>
</tr>
<tr>
<td>Ask about an unknown word</td>
<td>Occupation words ending</td>
<td>Spelling dictation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>with -er, singer, writer, etc.</td>
<td>Compound words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask, give and follow directions</td>
<td>Science: Different biodiversity species; interpreting a chart</td>
<td>Long vowel sounds and spellings: ai, ay, silent e</td>
<td>Who lives in your neighbourhood?</td>
<td></td>
</tr>
<tr>
<td>Roleplay + guessing game</td>
<td>Maths: Counting</td>
<td>Long / spellings: i, igh</td>
<td>Asking interview questions</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>Physical education: Moving different parts of the body</td>
<td>Rhyming words</td>
<td>Interpreting maps</td>
<td></td>
</tr>
<tr>
<td>Listen to and give instructions</td>
<td>Science: Shadows; weather; day and night; earth, moon, sun and planets</td>
<td>Spelling dictation</td>
<td>Values: In a caring community, people help each other</td>
<td></td>
</tr>
<tr>
<td>Discuss likes and dislikes</td>
<td></td>
<td>Compound words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and act out poems, song and play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Science: Insects and spiders</td>
<td>Long e spellings (ee, ea, me, s/he)</td>
<td>How can we move in different ways?</td>
<td></td>
</tr>
<tr>
<td>Ask/answer questions</td>
<td>Rhyming words</td>
<td>Rhyming words</td>
<td>Comparing and contrasting</td>
<td></td>
</tr>
<tr>
<td>Partner interviews</td>
<td></td>
<td></td>
<td>Classifying</td>
<td></td>
</tr>
<tr>
<td>Discuss and act out poems and song</td>
<td></td>
<td></td>
<td>Values: Teamwork; an active lifestyle keeps us healthy and happy</td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Science and Social studies: Environmental issues; uses of trees</td>
<td>Long o spellings (ou and ow)</td>
<td>What is the sky like?</td>
<td></td>
</tr>
<tr>
<td>Ask/answer questions</td>
<td>Social studies: International signs</td>
<td>Variant sounds of ow</td>
<td>Making and using a sundial</td>
<td></td>
</tr>
<tr>
<td>Memory games</td>
<td>Science: Plants; growing food</td>
<td></td>
<td>Comparing and contrasting</td>
<td></td>
</tr>
<tr>
<td>Discuss and act out poems, songs and stories</td>
<td></td>
<td></td>
<td>Values: Appreciating and learning about the natural world</td>
<td></td>
</tr>
<tr>
<td>Insect game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Social studies: Homes around the world</td>
<td>How do we use numbers?</td>
<td>How do we use numbers?</td>
<td></td>
</tr>
<tr>
<td>Give/follow instructions</td>
<td>Geography: World places and climates</td>
<td>Problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask/answer questions</td>
<td>Science: Homes built by animals; building materials</td>
<td>Sequencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and apply information</td>
<td></td>
<td>Estimating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and act out poems and song</td>
<td></td>
<td>Values: We can work together to help ourselves learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Science and Social studies: What kinds of homes do people and animals build?</td>
<td></td>
<td>How are bugs special?</td>
<td></td>
</tr>
<tr>
<td>Ask/answer questions</td>
<td>Problem solving</td>
<td>Collaborative learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share information</td>
<td>Sequencing</td>
<td>Values: Homes offer shelter and safety. Homes around the world are both similar and unique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make decisions and choices</td>
<td>Study skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recite and discuss poems and song</td>
<td>Graphic organisers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for information</td>
<td>Values: We are responsible for taking care of the earth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise speaker’s opinion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roleplay: Ask for food and drink</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss and act out poem, song, and story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography: Mountains, beach, desert, etc.</td>
<td>Identify opposites</td>
<td>What can we do in the town and countryside?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social studies: Community places in a city</td>
<td>Count syllables</td>
<td>Comparing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variant sounds of c</td>
<td>c</td>
<td>Supporting an opinion with reasons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Values: Respecting different opinions and preferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Think about it
What can you find in a book?

2 Read and listen
Which story has stayed inside your head?

2 Listen and point to the correct book.

Reading
A story is a special thing.
The ones that I have read,
They do not stay inside the books.
They stay inside my head.

Marchette Chute
3 Topic vocabulary

Listen, point and say.
Then listen and follow the instructions.

bookcase  book cover  tablet with e-book
cupboard    pages

4 Colours and numbers
Ask questions about the picture on page 6.

Language tip
How many books are there?
There is one book.
There are two books.

How many chairs are there?
What colour is the ruler?

5 Make a book about you!
Make a cover for your book. Write your name on it, like this:
Feng's book  Sara's book
On each page, draw a picture and write about you.
1 A book cover
Look at the book cover.
Who is the author? What is the title?
What is the book about?
Find another book in your classroom.
Answer the questions again.

2 📖 Inside a book
Look at the contents page.
It is at the beginning of a book.
It tells you what is in the book.
This book has four chapters.

Here are four pictures from the book *Busy Boats*. In which chapter can you find each picture? Which page will you look at?

**Contents**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little boats</td>
<td>2</td>
</tr>
<tr>
<td>Big boats</td>
<td>5</td>
</tr>
<tr>
<td>Old boats</td>
<td>8</td>
</tr>
<tr>
<td>New boats</td>
<td>10</td>
</tr>
</tbody>
</table>

a

b

c

d
3 Fiction or non-fiction?
Books can be **fiction** or **non-fiction**.
Some books are fiction.
**Fiction** books tell a story.
The stories are not real.
Fiction books have **characters**.
Characters are the people or animals in a story.
Look at the book *The Snowy Day*. Who are the characters?

Some books are **non-fiction**. They give real information.

Look at the books on this page.
Are they fiction or non-fiction?

4 📚 Choose a book
Choose a book for the two children.

My name is Rasha.
I like learning new things.
I like non-fiction.
My father is a pilot.

My name is Miguel.
I like reading funny stories about animals.
I don’t like scary stories.

5 📝 A book about your school
Write a book with your class. The title is *Welcome to our school*.
The chapters could be:
Our school  Our class  Our teacher  Our classroom
3 Words and sounds  Review of short vowels

1 🎵 Vowels and consonants
Can you remember the alphabet? Listen and sing the song.

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

Some letters are called **vowels** and some are called **consonants**. Can you name the vowels? Listen and find out.

Sing the ABC song again.
This time, clap when you sing each vowel.

2 Vowels at the beginning
Make six cards. Write a different vowel on each card. Say the short vowel sounds. Listen and look at the pictures. Which vowel do you hear at the beginning of each word? Hold up the correct card.

3 Vowels in the middle
Listen and repeat these words. Which vowel sound do you hear in the middle? Hold up the correct card.

Say a sentence for each picture.
How do you spell it?

Choose a picture, but don’t tell your partner. Your partner must ask you the spelling. Your partner writes down the word, says the word and points to the picture.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐱</td>
<td>cat</td>
</tr>
<tr>
<td>🐥</td>
<td>duck</td>
</tr>
<tr>
<td>🔂</td>
<td>cut</td>
</tr>
<tr>
<td>🍳</td>
<td>pan</td>
</tr>
<tr>
<td>🍟</td>
<td>chips</td>
</tr>
<tr>
<td>🛳️</td>
<td>ship</td>
</tr>
<tr>
<td>🛒</td>
<td>shop</td>
</tr>
<tr>
<td>📆</td>
<td>pen</td>
</tr>
<tr>
<td>🎒</td>
<td>bag</td>
</tr>
<tr>
<td>🏑</td>
<td>catch</td>
</tr>
</tbody>
</table>

Numbers 1 to 15

Listen and count from 1 to 10. Then listen and point to the numbers from 11 to 15.

11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen

How many people are there in each picture? Count aloud with a partner.
4 Use of English  Talking about possessions

9 1 🎨 Whose backpack?

Look at the picture. These children are on a camping holiday and their backpacks are all mixed up!

- Listen. Which backpack belongs to which child?

Is this backpack yours?

Yes, it’s mine.

Practise the conversation with children in your class using yours and mine.

Language tip

Is it your backpack?
= Is it yours?
Yes, it’s my backpack.
= Yes, it’s mine.

Which backpack?
= Which one?
The red backpack.
= The red one.

Language detective

Backpack has the word back in it.
You carry it on your back. It is a compound word - a big word made of two little words.

Complete the sentences below.

A lunchbox is a box with lunch inside.
A classroom is a room with a ___ inside.
A bedroom is a room with a ___ inside.
A bookshop is a shop that sells ___.

Unit 1 Lesson 4 Vocabulary: packing for a holiday  Use of English: have/has + noun to describe and ask about possessions; singular/plural nouns; subject pronouns: he, she, you; compound words Told: a memory game
2 What’s in the backpack?
This is Jill’s backpack.
What has she got in it?

She’s got a pink hairbrush.

This is Nick’s backpack.
What has he got in it?

He’s got two white socks.

Look at the words below to check your answers.

hairbrush  skipping rope  camera  jumper  pencil
lunchbox  shoe  jacket  book  sock

3 😴 Can you remember?
Choose one of the backpacks in Activity 2. Is it Jill’s or Nick’s?
Look in the picture at the things inside. Then close your eyes.
Tell your partner what is in the backpack.
Win a point for each thing you remember!
How many points have you got?
Before you read

Look at the picture below. Look at the title of the song.
Why do you think a book is like a window?
Is the book in the picture a fiction or a non-fiction book?
What characters are there?
Would you like to read the book?
Listen, read and sing.

This book is my window

From inside my little room
Where I dream and wonder why,
Books can open up my eyes
Like a window to the sky.
From inside my little room
Where I dream and wonder why.
As the pages turn and turn
There’s so much for me to learn.
Stories, poems, recipes,
Dinosaurs and history.
As the pages turn and turn
There’s so much for me to learn.

When I open up a book
Each page whispers, ‘Look! Look! Look!’
Sports and monkeys, trains and kings,
Stories of amazing things.
When I open up a book
Each page whispers, ‘Look! Look! Look!’
From inside my little room,
Who can tell where I will go!
Places I would like to see,
Friends that I would like to know.
When I stop and read a book,
Who can tell where I will go!

Kathryn Harper
2 😊😊 How do you say it in English?

You need five small pieces of paper. Draw something that you like reading about on each. Do you know how to say those things in English?
If you don’t know the word in English, you can use a dictionary or a computer or a mobile phone.
Or you can ask your teacher!
Write the English word on the back of each picture.
Then teach your words to a partner!

3 😊😊🎵 Write your own verse!

What do you like reading about? Use the words that you and your partner looked up in Activity 2 to finish these sentences. Then sing your new verse.

Words to remember

Find these words in the story:
open read when.
Practise spelling them.

When I open up a book
Each page whispers, ‘Look! Look! Look!’
___ and ___ , ___ and ___ ,
Stories of ___ .
When I open up a book
Each page whispers, ‘Look! Look! Look!’
6 Choose a project

What can you find in a book?

A Make a poster: Things we like reading about

- Think of a lot of things you like reading about. Write words and draw pictures on the poster.
- If you don’t know a word in English, look it up!
- Teach your class the new words on your poster.

B Make word cards for your classroom

- Make some word cards.
- Write the names of things in your classroom. Look in the Picture dictionary on page 137.
- Stick each word card on or near the object.
- Teach the words to your class.
- Play ‘Please say please’.

Point to the clock, please.
**C Introduce your partner**

Work with a partner. Ask them some questions. Write down the answers. Introduce your partner to the class.

*What’s your name?*

*How do you spell your name?*

*How old are you?*

*What colours do you like?*

*What do you like reading about?*

*Have you got any brothers or sisters?*

___ name is ___.

___ is ___ years old.

___ likes the colours ___ and ___.

___ likes reading about ___.

___ has got ___ brothers and ___ sisters.

**Look what I can do!**

- I can write about myself.
- I can talk about a book.
- I can name the vowels and read words with short vowel sounds.
- I can say who things belong to.
- I can understand the words of a song.
1 Think about it  Who lives in your neighbourhood?

11 Read and listen

Look at the picture. Find some neighbours helping neighbours.

My neighbourhood
Come and meet the people in my neighbourhood.
There are neighbours helping neighbours in my neighbourhood. There are grandmas, grandpas, cousins, Mums and dads, girls and boys,
In my neighbourhood, the streets around my home.

12 Ben’s neighbourhood

Listen and find Ben in the picture.
Point to what he describes.
13 3 Topic vocabulary

Listen, point and say. Then listen, look at the big picture and answer the questions.

- young people
- police officer
- nurse
- street cleaner
- old people

4 🤔 Ask questions

Look at the picture. Ask questions beginning with What? Who? or How many?

- What is the police officer doing?
- Who is the nurse helping?
- How many women can you see?

5 📡.symmetric My family

Look at the family tree. Who are the people in the picture? Draw and label your family. Talk about your picture.
Dear everybody,
My name is Fiona Littleton. I am eight years old. I live in an apartment. My family lives on the second floor. Look at my picture. Can you see me?

I live in Cardiff. Cardiff is a city in Wales. Wales is a country in the United Kingdom. We call it ‘the UK’. On the map, Cardiff is in square B-1. Can you see it?

My grandparents live in a city in square D-1 of the map. Can you find the city?

This is my address.

What’s your address?

Maybe we can visit each other some day!

Your friend,

Fiona
2 Continents

Fiona lives in the UK. The UK is in Europe. Europe is a continent. How many continents are there? Which one do you live in?

3 In the lift: Going up!

There is a lift in Fiona’s apartment building. She likes pressing the buttons in the lift. Which button does she press to get to each floor?

- fourth floor
- second floor
- first floor
- third floor

4 📝 📝 A letter to Fiona

Write a letter to Fiona. Tell her your name, age, and address. Draw a picture of you in front of your home.
3 Words and sounds Jobs that end in -er

1 What is your job?
Listen and repeat the sentences. Listen to the sound that -er makes.
1 I’m a singer. I sing.
   sing + er = singer
2 I’m a teacher. I teach.
   teach + er = teacher
3 I’m a dancer. I dance.
   dance + r = dancer
Would you like to be a singer, a teacher or a dancer?

2 What do you do?
Finish the sentences below by saying what the person does.
1 I am a window cleaner.
   I clean windows.
2 I am a writer. I ___ books.
3 I am a painter. I ___.
4 I am a clothes designer.
   I ___ clothes.
5 I am a baker. I ___ bread.
6 I am a taxi driver. I ___ a taxi.
7 I am a street cleaner.
   I ___ the street.

3 Who am I?
Act out a worker at work. Your friends ask questions to guess your job.

Are you a singer?
No, I’m not. Try again!
4 The firefighter

Mr Lucas is a firefighter. Listen to find out what a firefighter does. Point to the things he talks about.

Listen again to answer the questions.

1. Where does Mr Lucas work?
2. What clothes does a firefighter wear?
3. What does Mr Lucas do when the fire alarm rings?
4. What do firefighters use to put out a fire?
5. Why does Mr Lucas go to schools?

5 Interview your teacher

Imagine you are a TV reporter and interview your teacher. Use these questions:

- What is your job?
- Where do you work?
- What do you do?

Listen to your teacher’s answers. Then write your TV report.
4 Use of English  Saying where things are

1 At the shopping centre
Look at the map of a shopping centre.
Put your finger on the red star.
Go straight ahead.
Which shops are on your right?
Which shops are on your left?
At the end, turn right.
Now which shops are on your left?
Which shop is on your right?

2 Find the mystery shop
Read the clues.
Name each mystery shop.

1 It’s between the bookshop and the sweet shop.
2 It’s next to the sports shop.
3 It’s opposite the computer shop.

Write a new clue. Read it aloud.
Can your friends find it?

3 Asking for directions
Listen and follow the directions.
Practise the conversation with a partner.
Choose a shop and give directions.

Language tip
next to
between
opposite

Excuse me, where is the computer shop?
4 Behind, between, inside, on, under
Look at the pictures. Then listen and follow the instructions.

behind  between  inside  on  under

5 Find the treasure
Two children are on a treasure hunt. Listen to each clue.
Where do the children look? Where is the treasure?

6 ☺ Make up a clue
Say a clue for your partner.
Your partner must point to the map.

7 ☺ Classroom treasure hunt
Work with a group of children. Write four clues for your classroom.
Then hide clues 2 to 4 and give clue 1 to another group!
Here are some examples:

1 Look next to the crayons.
2 Look under the teacher’s chair.
3 Look inside a red book.
4 Look behind the door.

Clue 4 leads to the treasure! Where did these children put the treasure?
1 Before you read

Read the title of the poem. Do you know another word that means the same as ‘kids’?

A lot of kids

There are a lot of kids
Living in my apartment building
And a lot of apartment buildings on my street
And a lot of streets in this city
And cities in this country
And a lot of countries in the world.
So I wonder if somewhere there's a kid I've never met
Living in some building on some street
In some city and country I'll never know –
And I wonder if that kid and I might be best friends
If we ever met.

Jeff Moss
2 🌟 Talk about the poem

1 Where does the girl in this poem live?
2 Are there many apartment buildings on her street?
3 Do you think the girl is **friendly**
or **unfriendly**?
4 Do you think this poem is **happy**
or **unhappy**?

3 ✉️ 🌟 Friends around the world

Pretend you are meeting a new friend from another country.
Choose one of the photos and make up a name card for that child.

**Name:**
**Age:**
**Country:**
**Likes:**

Tell your partner about your new friend.
Then pretend you are meeting your new friend.
Make up a conversation with your partner.

**Hi! What’s your name?**
**What’s your favourite ...?**
**Do you like ...?**
**Let’s play!**
**Where do you live?**

**Language detective**
What is the meaning of **un-** at the beginning of a word?
**helpful unhelpful**
Can you think of another word for **sad** which begins with **un-**?

**Words to remember**
Find these words in the poem: friends some there city.
Practise spelling them.
The world is our neighbourhood
The people who live in our street are
our neighbours. People who live in
other countries are also our neighbours
on Planet Earth. Listen and join in the song.

We've got the whole world in our hands

Chorus  We've got the whole world in our hands.  (sing 4 times)

We've got our brothers and our sisters in our hands,
We've got our friends and our family in our hands,
We've got people everywhere in our hands,
We've got the whole world in our hands.

We've got the sun and the rain in our hands,
We've got the moon and the stars in our hands,
We've got the wind and the clouds in our hands,
We've got the whole world in our hands.

We've got the rivers and the mountains in our hands,
We've got the seas and the oceans in our hands,
We've got the towns and the cities in our hands,
We've got the whole world in our hands.
Choose a project: Who lives in your neighbourhood?

A  Make a book: What can you be when you grow up?

- Think of some interesting jobs.
- Look in the Picture dictionary on page 140.
- Make a page for each job.
- Draw a picture and write a sentence:
  You can be a ___.
- Write a second sentence about the work that person does. Some examples are in the picture:

B  Do a survey: What do you want to be?

- Make a chart.
- Choose five interesting jobs.
- Ask your classmates:
  What do you want to be when you grow up?
- They must write their name on the chart.
- Look at the chart opposite. Which job is the most popular?
Draw a school map

- Draw a map of the rooms in your school.
- Label the rooms.
- A visitor comes to your school.
- Put your finger on the red star.
- Tell the visitor how to get to: your classroom, the office, another room.

Look what I can do!

- I can name people and things in my neighbourhood.
- I can talk about where I live.
- I can talk and write about different jobs.
- I can ask for and give directions.
- I can read and talk about a poem.
1 Think about it  How can we move in different ways?

2 Read and listen
Join in and do the actions. Then look at the picture.
Find the children who are doing each action.

Reach for the sky
Clap your hands. Touch your toes.
Turn around. Put your finger on your nose.
Flap your arms. Jump up high.
Wiggle your fingers and reach for the sky!

23 'Get up and move' day
Listen to Julia. What are the children doing? Can you wave your hands and hop on one foot and nod your head?
Listen, point and say.

wave  stand  hop  fall  tummy

flap  wiggle  nod

Take turns giving instructions to your class.
Choose parts of the body.

4 😊 Say it and do it

Give your partner three instructions using one word from each box.
Can your partner do all three actions at the same time?

Clap  Wave  Shake

your hands.  Hop on  Stand on

one foot.  Roll

Nod  Shake  your head.

5 Counting to 20

Listen carefully. Do the actions as you count.

1  2  3  4  5  6  7  8  9  10
11  12  13  14  15  16  17  18  19  20
What do you know about birds? Say five things. Look at the headings.
Can all birds fly? Where will you find the answer? Now listen and read.

Amazing birds

Laying eggs
All birds have feathers, and all birds lay eggs. A hummingbird has the smallest egg. It is as small as your fingernail. An ostrich has the biggest egg. It is as big as 24 hen’s eggs.

Building nests
Most birds build nests for their eggs, but some birds don’t. Emperor penguins don’t build nests. The father penguin balances the egg on his feet. His tummy keeps the egg warm. Some birds lay their eggs on the ground.

Flying
Most birds can fly, but some birds can’t. An ostrich can’t fly, but it can run very fast. A penguin can’t fly, but it can swim very fast.

Swimming
Ducks and swans can swim. They can fly too!
2 🌐 Talk about it
What new facts did you learn?
Which of these birds live near you?

3 True or false?
Look at the text Amazing birds. Is each statement true or false?
1 Most birds build nests.
2 Some birds can swim.
3 A penguin can fly, but it can’t swim.
4 A duck can swim and fly.
5 An ostrich can fly.

4 All, most, some
Finish these sentences. How many different sentences can you make?

All birds ___
Most birds ___
Some birds ___

Language tip
and but or
I can run and jump.
I can walk, but I can’t fly.
A bird can’t read or ride a bike.

5 🌐 What can birds do?
Say what the birds below can and can’t do.
Write a sentence about each bird.

<table>
<thead>
<tr>
<th></th>
<th>fly</th>
<th>swim</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>kiwi</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>hummingbird</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>goose</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>falcon</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

A kiwi can’t fly or swim, but it can walk.
3 Words and sounds  Long vowel sounds

1 Which vowel sound?
A long vowel sound says the name of the vowel: ae i o u.
Write the vowels a, i and o on three pieces of paper.
Listen for the sound in the middle of these words.
Hold up the vowel sound you hear.

2 Silent e
Listen and say the word pairs.
How does the silent e change the sound of the vowel?
Tim    time
Sam    same
All the words in Activity 1 end with a silent e.
Write the words with your partner.

3 Revision of ai and ay
Read and find three words with a long a sound.
Listen to check. What letters make this sound?
Mr Gray: Let’s wait for the train. Stay away from the wet paint!
Daisy Gray: There’s a snail on the railway. I hate snails. I hate rainy days.
Mr Gray: Here comes the train. Move away, Snail!
How are you feeling?

scared  tired  unhappy  cross  puzzled  excited

Look at the photos. Act out a word for your partner to guess.

Are you feeling scared?
No, I’m not. Try again!
surprised  hungry

Sing about it

Listen to the song. Join in and do the actions.

If you’re happy and you know it
If you’re happy and you know it, clap your hands.
If you’re happy and you know it, clap your hands.
If you’re happy and you know it,
And you really want to show it,
If you’re happy and you know it, clap your hands.

Make up some new verses. Choose words to fill in the spaces.
Sing your new verses!

If you’re excited and you know it, shout ‘Hurray!’
If you’re tired and you know it, you can sleep.

If you’re scared and you know it, ...
If you’re unhappy and you know it, ...
If you’re hungry and you know it, ...
4 Use of English  Revision of -ing forms

1 What can you do with a piece of paper?
Read each sentence and act it out. Don’t use real paper!

1. I’m waving it.
2. You’re ripping it.
3. He’s cutting it.
4. She’s folding it.
5. We’re writing on it.
6. They’re making a ball with it.

2 Listen and guess
Sit back to back with your partner.
A: Do something with a piece of paper.
B: Listen carefully. Guess what your partner is doing.

Partner A: Are you cutting the paper?
Partner B: No, I’m not. Try again.
3 What do you like doing?
Look at the activities below. Write what you like. Write what you don’t like.
swimming  using a computer 
watching TV  shopping 
skipping  playing football 
eating ice cream  riding a bike

Language detective
These verbs are from Activity 1.
wave  make  write
Look carefully. When we add -ing which letter disappears?
Now look at these verbs.
rip  cut
What happens when we add -ing?

I like swimming, shopping and skipping.
I don’t like riding a bike or watching TV.

4 Interview your partner
Ask your partner what he or she likes.
Do you like swimming?
Cora likes swimming and eating ice cream.
She doesn’t like playing football or shopping.

Write two sentences.
1 Before you read

The characters in this play are talking animals. There is also a narrator who helps tell the story.

Look at the pictures. What animal characters are in this play?

**Bear and Turtle have a race**

**Narrator:** One cold winter day, Bear was walking and singing.

**Bear:** I’m the best in the forest. I’m the fastest runner of all. I’m big and fast and strong and brave! I’m the very best bear of all.

**Turtle 1:** Bear is always boasting!

**Turtle 2:** I think we need to teach him a lesson.

**Narrator:** The turtles whispered together. They had a plan.

**Turtle 2:** Good idea!

**Turtle 3:** Very clever.

**Turtle 4:** Let’s do it!
**Narrator:** The next day, Bear saw Turtle sitting on a rock.

**Bear:** What are you doing Turtle?

**Turtle 1:** I’m writing a song: ‘I’m the best in the forest. I’m the fastest swimmer of all …’

**Bear:** That is a silly song! Bears are fast. Turtles are slow.

**Turtle 1:** Not when we are swimming. I can swim faster than you can run.

**Bear:** That is ridiculous. Let’s have a race.

**Turtle 1:** OK! Let’s meet at the pond tomorrow. I can swim, you can run.

**Narrator:** The animals came to watch the race.

**Rabbit and Frog:** We’re cheering for Turtle.

**Deer and Fox:** We’re cheering for Bear.

**Crow:** Ready, steady, go!
Turtle 4: Hurry up, Bear! I’m going faster than you.
Bear: Wow! That turtle is swimming fast!
Turtle 3: Hurry up, Bear!
Bear: I’m running as fast as I can.
Turtle 2: Hurry up, Bear. I’m winning.
Bear: Oh no, I’m losing the race.
Crow: Turtle is the winner!
Deer and Fox: Turtle’s won the race!
Rabbit and Frog: Hooray for Turtle!
Bear: I’m going to my cave. I don’t want to see anyone. I’m going to sleep all winter.
Narrator: When everyone had gone, Turtle knocked on the ice three times.

Turtle 1: You can come out now.

Turtles 2, 3 and 4: We did it!

Turtle 2: Yes. Turtles are not fast, but we are clever!

2 🌸 Talk about it

1 Why do the turtles want to teach Bear a lesson?
2 Which animals come to watch the race?
3 What does Crow say to start the race?
4 How does Bear feel at the end of the race?
   excited  tired  puzzled  happy  unhappy  cross
5 How does Turtle feel at the end of the race?
   excited  tired  puzzled  happy  unhappy  cross
6 How many turtles were really in the race?
7 Do you think the race was fair or unfair?

3 🎭 Act out the play

Work with a group of friends. Have fun!
6 Choose a project

How can we move in different ways?

A Lead an action game

- Learn these five body words. (Look in the Picture dictionary on page 135.)
  - elbow
  - knee
  - wrist
  - ankle
  - shoulder
- Choose five more body words.
  - Write all the words on cards.
- Play a game with your class.
  - Pick two cards. Say the words as you ask the question:
  - Can you put your elbow on your ear?
  - Your classmates will try! They will say Yes, we can! or No, we can’t!

B Write an animal riddle: Who am I?

I am small and slow.
I like walking, swimming and eating bugs.
You can find me on a rock or in a pond.

Look at this riddle. Can you guess the answer?

Write your own animal riddles!

I am ___ and ___.
I like ___ , ___ and ___.
You can find me ___ or ___.

Answer: A turtle.

---

I am small and slow.
I like walking, swimming and eating bugs.
You can find me on a rock or in a pond.

Who am I?
Make a counting book: Frog maths

- Make a maths book about frogs, with 10 pages.
  The first page has 1 frog. The second page has 2 frogs ...
  The last page has 10 frogs.

How many legs do 2 frogs have?

- Make a cover for your book. Write the title and authors on the cover.

Look what I can do!

- I can use action words to give instructions.
- I can talk about birds and what they can and can’t do.
- I can read and write words with long vowel sounds.
- I can say what I like and don’t like doing.
- I can read, talk about and act out a play script.
Think about it  What is the sky like?

1 Read and listen
Can you see your shadow now? Jump. Does your shadow jump too?

My shadow
I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

Robert Louis Stevenson

Looking at shadows
Sally is talking to her mother. Listen and point to the right pictures.
4 🌟 Talk about the pictures

Sally is talking to her mum in the afternoon.

1. Is her shadow long or short? Her shadow is ___.
2. Is the weather sunny or cloudy? The weather is ___.

Sally looked at her shadow in the morning.

3. Was her shadow long or short? Her shadow was ___.
4. In the morning, was the weather sunny or cloudy? The weather was ___.

5. And at midday?

5 📚 Make a sundial

Follow these instructions.

1. Roll a piece of clay into a ball.
2. Put the clay on a plate.
3. Push a straw into the clay.
4. Leave your sundial in a sunny place.
5. Look at the shadow and watch how it moves.
1 📚 🌌 Before you read

Do you know the answers to these questions? Read to find out.

Can we see the sun in the day or at night?
What are clouds made of?
Can we see stars in the day?

What can we see in the sky by day?

The sun and clouds
In the day, we can see the sun. The sun is a star. It’s the nearest star to our planet, Earth. It is the only star we can see in the day.

Clouds are made of lots of tiny drops of water. Water comes down from the clouds as rain or snow.

What can we see in the sky at night?

The moon and stars
Nobody can count all the stars in our sky. There are too many. When it is very dark, you can see more stars.

We can see the moon because the sun shines light on it. Sometimes we see a whole round moon, and sometimes we see only part of the moon.
Why do we have day and night?
The sun shines on our planet, Earth. Earth turns round slowly. So half of our planet is light and half of our planet is dark. When it is light, we have day. When it is dark, we have night.

Try it out!

You need:
A torch (Sun)
A ball (Earth).
1 Put a sticker on Earth where you live.
2 Shine the torch on the ball.
3 Turn the ball around slowly.
4 When the sticker faces the sun, it is day.
5 When the sticker is turned away, it is night.

2 Write about it
With your partner, say an interesting fact about:
the sun  clouds  stars  the moon.

Draw a picture and write one sentence for each.
3 Words and sounds Long i

37 1 Words with the long i sound
Find the words with each different ending: -ite, -ine, -ight.

bite line shine night right kite

Which words above rhyme with bite?
How do you spell the three words?:

a b c

38 2 Spelling dictation
Listen to the spelling and write the word.
Point to the picture above. Say the word.

39 3 Poem
Read the poem. Sailors sometimes look at the sky to find out what the weather will be like.

Red sky at night,
Sailor’s delight.
Red sky in the morning,
Sailor’s warning.

Which words rhyme?
Which words have the long i sound?
Which letter makes the long i sound in sky?
4 Compound words
A compound word is a big word made of two little words.
Find the two little words in each big word.
How many syllables are there in each word?
Clap the syllables.

sunshine = sun + shine 2
1 sunlight  4 night-time
2 moonlight  5 nightclothes
3 daytime  6 daylight

Choose a word for each clue:
a The light from the sun.
b The opposite of daytime.
c The opposite of night-time.
d Clothes that you wear in bed.

5 Time expressions
Where were you yesterday?
Ask your partner questions.
Use the time expressions in the box.

Language tip
in the morning
in the afternoon
in the evening
at night

Where were you in the morning?
I was at school.

Then ask about another person in the family.

Where was your little sister in the afternoon?
She was at home.
Listen to the poem. Join in and do the actions.

**We travelled by spaceship**

We **travelled** by spaceship to outer space.
Far, far away. We were very brave.
We **waved** at the earth.
We **watched** the earth get smaller and smaller.

We travelled by spaceship to outer space.
Far, far away. We were very brave.
We jumped out of the spaceship.
We walked on the moon.

We travelled by spaceship to outer space.
Far, far away. We were very brave.
We climbed back into the spaceship.
We travelled home.

We travelled by spaceship to outer space.
Far, far away. We were very brave.

2 **Verbs ending in -ed**

Find all the verbs - the words that tell us what the children did. The first ones are in **red**. Find some more. They end in **-ed**.
We travelled by submarine

Use these verbs to fill in the gaps in a new poem. You can use each verb once. Then listen to check.

watched  travelled  talked
climbed  waved  walked

We 1 ___ by submarine to the bottom of the sea.
We 2 ___ at the ship.
We 3 climbed out of the submarine.
We 4 ___ on the bottom of the sea.
We 5 ___ the fishes.
We 6 ___ to an octopus.
Then we travelled back home.

4 ☮ ☮ What did you do yesterday?

Interview your partner. Choose words from the Word box.

What did you do yesterday?
I walked to the park and I [played] with my sister.

Then write what your partner did.
Write the name of the day (yesterday).

Tuesday
Peng walked to the park and he played with his sister.

Word box

watched TV
used a computer
helped (who?)
played (what?)
waved (where?)
talked to (who?)
brushed
(my hair? my teeth?)
Before you read

You are going to find out how people learned about the sky many years ago. The people came from Egypt, Mexico, Greece, China and Italy. Find these countries on the map.

Astronomers all over the world

An astronomer is a person who studies the stars and planets. Today, astronomers look at the sky with big, powerful telescopes. They can take photos of the planets with cameras.

Many many years ago, astronomers didn’t have telescopes or cameras. But they watched the sky and they learned many new things.

A photo of the planet Mars
Ancient Egypt
The people of ancient Egypt learned to tell the time by looking at the stars. One very famous astronomer was Hypatia of Alexandria. She lived in Egypt two thousand years ago. She wrote books about maths and astronomy.

The Mayan people in Mexico
The Mayan people lived mainly in Mexico. Mayan astronomers made special buildings to watch the stars and planets in the sky. They learned how the planets move. They measured light and shadows. The Mayans thought that the earth was flat.

Ancient Greece
The people of ancient Greece learned that the earth goes round the sun. They gave names to many of the planets. The word planet is from a Greek word.
Ancient China
The people of China learned a lot about the night sky. They knew that the moon is round. They knew that the sun shines light on the moon.

Ancient Rome
The people of ancient Rome (in Italy today) learned many important things. They learned that the earth goes round the sun in one year. They learned that the moon goes round the earth in one month. They made a calendar. Their calendar was similar to our calendar today.

Words to remember
Find these words in the story:
many people about.
Practise spelling them.
2 True or false?

Look at the texts. Is each statement true or false?

1. An astronomer is a person who looks at animals.
2. We can use a telescope to look at the planets.
3. Hypatia wrote books about birds.
4. The Mayans thought that the earth was round.
5. The people of ancient Greece gave names to many planets.
6. The people of ancient Rome made a calendar.

3 Match the verbs

Match the verbs in the past with the verbs in the present.
Can you find them in the texts in red?

<table>
<thead>
<tr>
<th>past</th>
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<td>learned</td>
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<td>make</td>
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4 Spot the difference

Look at the two pictures with your partner. Take turns to say one thing which is different. How many differences did you find?
6 Choose a project What is the sky like?

A Make a game: What did you do yesterday?

- Make word cards. On each card write a past tense verb. Draw a picture.
- Then make four time cards: write yesterday, last night, in the morning - and in the afternoon.
- Play the game with your class. Take a verb card and a time card. Can your classmates make up a sentence with those words in?

What did you do last night? I played in my bedroom.

B Make a cloud-shaped book

- Cut out a picture of a cloud.
- Trace the cloud picture on pieces of paper. Make them into a book.
- On each page, write a sentence about the sky.
- On the cover, write the name of the book and the authors.

There are white clouds in the sky
At night there are stars
Write a poem: We travelled by plane

- Think of an exciting place to travel to. Write a poem. You can use words from the box:
  looked at  waved
  travelled  walked
  talked      jumped
  climbed

- Draw a picture. Read your poem to the class.

We travelled by plane to Antarctica.
We jumped in the snow.
We waved to the penguins.

Look what I can do!

- I can use is and was.
- I can talk about the sky.
- I can read and write words with the long i sound.
- I can say what I did yesterday.
- I can read and talk about an information text.
1 Think about it  How do we use numbers?

1 🎵 Read and listen
Find the children in the picture who are singing this song.
Sing and join in the actions. You need 10 children!

100 little fingers
10 little, 20 little, 30 little fingers.
40 little, 50 little, 60 little fingers.
70 little, 80 little, 90 little fingers.
100 little fingers in the air!

2 🎬 A maths lesson
The children in Class 2 are having a maths lesson.
They are using numbers to count, measure and tell the time. Listen and point to the children you hear.
Listen, point and say.

10 ten  20 twenty  30 thirty  40 forty  50 fifty
60 sixty  70 seventy  80 eighty  90 ninety  100 a hundred

Listen and count from 20 to 30.

20  21  22  23  24  25  26  27  28  29  30

Clap your hands and count from 30 to 100.

How far can you jump?
Listen again. How far did Carlos jump?
Measure how far you can jump.
Write it on a piece of paper.
Put the papers in order from smallest to biggest.

Language tip
The letters cm stand for the word centimetre.

What time is it?
Point to a clock. Ask your partner the time.

What time is it?  It's two o'clock.
2 Find out more  How did people measure long ago?

1 📚 Before you read
What do we use to measure things? Find out how people measured things many years ago.

Measuring in ancient Egypt
Long ago in Egypt, people measured with their fingers, hands and arms.

Try it out!

How many **fingers** long is this line?
How many **hands** long is your book?
How many **arms** long is your table?

Measuring in ancient Rome
Long ago in Rome, people measured in **footsteps**.

Try it out!

Measure your classroom in footsteps.
How many footsteps long is it?
Ask your teacher to measure your classroom in footsteps.
Is your teacher’s answer the same as your answer? Why not?
Measuring today

Today we use the metric system to measure. We use centimetres and metres. There are 100 centimetres in a metre. This line is 1 centimetre long.

2  Centimetres or metres?

We use centimetres to measure small things. We use metres to measure big things. What would you use to measure these things?

- Your school hall  centimetres  metres
- A leaf  centimetres  metres
- A fence  centimetres  metres

3  How long is it?

Use a ruler to measure these pictures.

- a paperclip
- a fish  centimetres  metres
- a shell
- a child’s paint brush

How long is it? It’s 3 cm long.
Words that sound the same

Some words sound the same, but have different spellings:

one and won

two and too

Read and listen to the poem.
Find the words that sound the same.

One-one was a race horse.
Two-two was one too.
One-one won one race.
Two-two won one too.

eight and ate

Fill in the missing words to make a tongue twister.

Ed ___ ___ eggs every day.

Counting in twos

We can count up in twos. Add two more each time. Listen and join in.
Listen and say the poem. Make up a new verse starting with 22.

2, 4, 6, 8, Mary’s at the cottage gate
Eating cherries on a plate – 2, 4, 6, 8.

Language detective

How many eggs did Ed eat in a week?
3 **What an amazing animal!**

We sometimes say *What a ...!* when we are surprised or excited. Listen to these sentences. Say them. Try to sound surprised.

**What a big animal!**

Match the sentences with the animals. Then listen to check.

1. The blue whale is the biggest animal on Earth. It is about 30 metres long. That’s as long as two buses parked end to end.
   **What a ____!**

2. A parrot can learn to talk. It can count, name colours and do maths.
   **What a ____!**

3. An African elephant weighs the same as 100 men.
   **What a ____!**

4. A very good runner can run 12 metres in a second. A cheetah can run 30 metres in a second.
   **What a ____!**
4 Use of English  Countable and non-countable nouns

1 Morena’s breakfast

This morning, Morena was hungry. This was her breakfast:

We can count grapes and eggs, so we say: **some grapes**  **two eggs**.

We can’t count bread, juice or milk, so we say: **some bread**  **some juice**  **some milk**  **NOT some milky**.

At breakfast this morning, what did Morena eat? What did she drink?

What did you eat for breakfast? What did you drink?

She ate **two eggs**, **some bread** and **some grapes**.

She drank **some juice** and **some milk**.

2 The food shop

Look at this shop. Which foods can you count? Which can’t you count?

3 🌐 Play I went to the shop

Play the game. Add one thing each time:

**Player 1:** I went to the shop and I bought **some** orange juice.

**Player 2:** I went to the shop and I bought **some** orange juice and **six** carrots.

How many foods can you add to the list?
A maths story from India

Birbal was a wise man who lived in India many years ago. When King Akbar gave him tricky problems to solve, he always found an answer!

Read the story. What is the problem in this story? What is Birbal’s answer?

Clever Birbal

One day, King Akbar picked up a piece of chalk and drew a line on the floor. ‘Birbal,’ he said to his friend, ‘I want you to make this line shorter. But you mustn’t rub out the ends of the line.’

Birbal looked at the line and thought. Then he drew a long line under King Akbar’s line. ‘Look,’ said Birbal. ‘My line is longer than your line. So your line is shorter!’

King Akbar laughed. ‘You are right, Birbal,’ he said. ‘You made my line shorter. What a clever answer!’

Act out the story with a partner. Draw the lines on some paper.

Verbs in the story

In the story, find the words that are the past simple of:
look think draw laugh make say.

Choose four of the words. Write things that you or your family did this morning.

My mother made my breakfast for me.
Many ways to count to ten

A long time ago, Leopard was the king of the forest. One day he said, ‘I’m getting old and tired. It’s time to choose a new king’. He put up signs in the forest.

All the animals came to the contest. King Leopard said, ‘Thank you for coming. Let me explain the contest. You must throw this spear high into the air and quickly count to ten. You must say “ten” before the spear hits the ground. The winner of the contest will be the new king of the forest’.

The elephant was the first to try. ‘I’m very big,’ he said. ‘I think I can do it.’ The elephant threw the spear high into the air. ‘1, 2, 3, 4, 5 …’, he counted loudly. Boom! The spear hit the ground.
I’m sorry, Elephant,’ said the king.
‘You didn’t do it. You didn’t count to ten.’

The water ox was second.
‘I’m very strong,’ he said.
‘I think I can do it.’
The water ox threw the spear high into the air.
‘1, 2, 3, 4, 5, 6,’ he counted loudly.
Boom! The spear hit the ground.
‘I’m sorry, Water Ox,’ said the king.
‘You didn’t do it. You didn’t count to ten.’

The chimpanzee was third.
‘I can count very quickly,’ he said. ‘I think I can do it.’
The chimpanzee threw the spear high into the air.
‘1, 2, 3, 4, 5, 6, 7, 8,’ he counted quickly. Boom!
The spear hit the ground.
‘I’m sorry, Chimpanzee,’ said the king.
‘You didn’t do it. You didn’t count to ten.’
The little antelope was next.  
‘Hello, King Leopard,’ he said quietly.  
‘Can I try?’  
‘Of course, little friend,’ said the king.  
‘Here is the spear.’  
The tiny antelope jumped high in the air as he threw the spear.  
‘2, 4, 6, 8, 10!’ counted the antelope. Boom!  
The spear hit the ground.  

‘You did it!’ said the king. ‘Well done, Little Antelope!  
You counted to ten in twos. What a clever idea!  
The forest has a new and very clever king!’

‘Three cheers for King Antelope,’  
cried the animals.  
‘Hip, hip, hooray! Hip, hip, hooray!  
Hip, hip, hooray!’
2 Talk about it
1 Who are the characters in this story?
2 Where does the story take place?
3 Why did King Leopard want to choose a new king?
4 Which animals speak loudly?
5 Which animal speaks quickly?
6 Which of these words describe the antelope? big strong tiny clever loud quiet
7 What was the antelope’s clever idea?
8 Do you think Little Antelope will be a good king? Why or why not?

3 Who says it?
Match the words with the character.
1 ‘I’m getting old and tired.’
2 ‘I can count very quickly.’
3 ‘I’m very big.’
4 ‘I’m very strong.’
5 ‘2, 4, 6, 8, 10!’

Language tip
The words inside speech marks are the words a character says.
‘I’m very strong,’ he said.

4 Read the characters’ words
Your teacher will read the words outside the speech marks.
You will read the characters’ words inside the speech marks.
Use different voices for the different characters.

Words to remember
Find these words in the story: was said first new. Practise spelling them.
A  Make a picture with 100 objects

- You will need coloured paper, scissors and glue.
- Cut out 10 sets of shapes.
  For example:
  10 **red** squares  10 **yellow** triangles
  10 **blue** squares  10 **red** rectangles
  10 **yellow** squares  10 **blue** rectangles
  10 **red** triangles  10 **red** hearts
  10 **blue** triangles  10 **blue** hearts.
- Use the shapes to make a picture.
- Write three questions about your picture, for example:

  How many **triangles** are in our picture?
  How many **blue shapes** are in our picture?
  How many **red hearts** are in our picture?

B  Have a contest

- Choose a contest:
  - How far can you count in English in 30 seconds?
  - How many times can you hop in 30 seconds?
  - How many times can you write your name in 30 seconds?
- Time each person.

  How far can you count in 30 seconds?
  Myriam 33
  Nadia 15
  Hala 26
Make a measuring book

- Think of 6 questions. For example:
  
  How long is a new pencil?
  How long is Huang’s hand?
  How tall is the teacher’s chair?

- Write each question on a page.
  Measure the object. Write the answer.
- Make a flap to cover the answer.
- Your class must try to estimate the answer.

Look what I can do!

- I can count and read numbers to 100.
- I can measure and say how long something is.
- I can recognise words that sound the same, like one/won and two/too.
- I can say and write what I did this morning.
- I can read, discuss and act out a story.
1. Think about it

How are bugs special?

2. Read and listen

Listen and read the poem. Act it out.

The bug

One, two, three!
There’s a bug on me.
Where did it go?
I don’t know.

2. What lives in your garden?

Listen and point to the animals. Which ones are not talked about?
Do you have these in your country?
3 Topic vocabulary

Listen, say and point. Say where each thing is. Answer the questions.

ant  bee  butterfly  cricket  spider  web

4 What do you know about insects?
Say what you know about insects. Then listen and answer.
How many legs does an insect have?
Do all insects have wings?
Is a cricket an insect?

5 Write about it
What new information did you learn?
Finish these sentences.
All insects have ___.
Some insects have ___.
___ insects have antennae.

6 Find the animal
Look at the big picture. Describe an animal.
Can your partner find it?

It has two legs.
It is not an insect.

It is blue.
It has six legs.
1️⃣ Before you read

Look at the headings in *Ants* and *Spiders*. How are the headings similar? What do you think you will learn about?

**Ants**

**What does an ant look like?**
An ant is an insect. It has six legs and two antennae. Ants use their antennae to feel, smell and taste. These ants are using their antennae to communicate. What do you think they are saying?

**Where do ants live?**
Ants live in big groups. Some ants build homes with many rooms under the ground.

**What do ants eat?**
Ants eat leaves, seeds, bugs and other things. When ants go to find food, they leave a smell trail. They carry their food home, following their smell trail.

2️⃣ What can you remember?

Close your book. Tell your partner some facts you remember about ants. Then open the book. Read *Ants* again with your partner. Find some more facts.
3 Interesting facts

Listen and read about spiders. What is the most interesting fact?

Spiders

What does a spider look like?
Spiders are not insects.
All spiders have eight legs.
They don’t have antennae or wings.
Some spiders have eight eyes and some have six.
But most spiders can’t see very well!

Where do spiders live?
Some spiders live under the ground.
Others make webs. A spider makes
a web from silk in its body.
The silk is very light and very strong.

What do spiders eat?
Most spiders eat insects. Some very
big spiders eat mice and small fish too.

4 Compare insects and spiders

How are ants and spiders similar? How are they different?

5 My very own bug: Draw, write and share

Make up a bug. Draw a picture. Give it a name.
Where does your bug live?
What does it eat?
What can it do?
3 Words and sounds  Rhyming words, long e

1 Find the rhyming word

Read the pairs of sentences below. Each missing word rhymes with the word in red. Where is the cricket? Use words from the picture.

1 Oh no, oh no!
   There’s a cricket on my ___.
2 Oh poor, poor me!
   There’s a cricket on my ___.
3 Oh this cricket’s such a pest!
   Now it’s sitting on my ___.
4 Did you hear what I said?
   There’s a cricket on my ___.

2 Listen and sing

Listen and join in. Point to where the cricket is.

A cricket on the floor
There’s a cricket on the floor, on the floor.
There’s a cricket on the floor, on the floor.
Now it’s coming through the door,
That cricket on the floor.
There’s a cricket on the floor, on the floor.
Now the cricket’s on my toe, on my toe.
Now the cricket’s on my knee, on my knee.
Now the cricket’s on my chest, on my chest.
Now the cricket’s on my head, on my head.
Now there’s a cricket on the floor, on the floor.
3 Long e spellings ea and ee

Say these words. What vowel sound do they all have?

knee flea me bee she leaf feet eat

Write the words. Underline the letters that stand for the long e sound.

Do a spelling quiz with your partner.
Ask your partner to spell three words.
Then your partner will ask you three words.

4 Same letters, different sound!

Sometimes ea makes a different sound.

How do you say these words?

head weather

Listen to the poem. Which words have the long e sound? Which words have the short e sound?

A bee and a flea
Had breakfast with tea.
The bee bumped his head
And went back to bed.

Make a chart. Write the words with the long e sound on one side and with the short e on the other side.
1 📝✍️ Ask and answer

Read the information about bees. Then read the question.
What is the answer?

**Bees** are helpful insects. They make honey. People like eating honey.

**Question:** How do bees help people?

Now read about silkworms. Complete the question.
What is the answer?

**Silkworms** are helpful insects. They make silk. People use silk to make beautiful clothes.

**Question:** How ___ help people?

Now do the same with crickets and butterflies.

**A cricket** hasn’t got ears. It hears sounds through special spots on its legs.

**Question:** How does a cricket ___?

**A butterfly** hasn’t got a mouth. It tastes food with its feet.

**Question:** How does ...?
Prepare a game: All about bugs

1. You are going to write questions for a game. You are A or B.
   A: Look at Ants on page 78.
   B: Look at Spiders on page 79.

2. Write four questions starting with:
   Does ... ?  What does ... ?  How does ... ?  How many ... ?
   Do ... ?  What do ... ?  How do ... ?  How many ... ?

3. Write each question on a card.

4. On the back of the card, draw 1 star ★ for an easy question or 2 stars ★★ for a hard question.

5. Give your cards to your teacher.

3 Play ‘All about bugs’
Follow the instructions.

How to play
- Play in two teams.
- Teams take turns to choose an easy or hard question.
- You score like this:
  2 points for a hard question
  1 point for an easy question
  0 points for a wrong answer.

Language tip
- One bug
  What does a bug eat?
- Lots of bugs
  What do bugs eat?
5 Read and respond

1 Before you read

Look at the pictures. Who are the characters in this story? What do you think happens? Now read the story.

**Little Ant**

It was autumn. The weather was getting cold. Little Ant said, ‘I’m going outside to play’.

‘Come home soon,’ said Little Ant’s mother. ‘It’s getting cold outside. But our home under the ground is nice and warm.’

Little Ant met a beetle and a worm. ‘Hello,’ said Little Ant. ‘Let’s play!’ ‘OK,’ said the beetle and the worm. They played and played together.

The wind began to **blow**. Little Ant began to **shiver**. ‘It’s cold,’ she said. ‘I have to go home.’

Little Ant started to walk home. The wind blew harder and Little Ant shivered. A big leaf fell on her. ‘Help!’ said Little Ant. ‘I can’t move!’

‘Leaf, please get off me,’ said Little Ant. ‘I have to go home.’ But the leaf didn’t move.
Little Ant called to a mouse.
‘Mouse, Mouse! I need help.
Please **lift up** the leaf.
It’s cold and I have to go home.’

But the mouse said, ‘Sorry, Little Ant.
I haven’t got time to help.
I’m very busy’.

So Little Ant called to a cat.
‘Cat, Cat! I need help.
Please **chase** the mouse.
Mouse, please lift up the leaf.
It’s cold and I have to go home.’

But the cat said, ‘Sorry, Little Ant.
I haven’t got time to help.
I’m very busy’.

So Little Ant called to a dog.
‘Dog, Dog! I need help.
Please **scare** the cat.
Cat, please chase the mouse.
Mouse, please lift up the leaf.
It’s cold and I have to go home.’

But the dog said, ‘Sorry, Little Ant.
I haven’t got time to help.
I’m very busy’.
A flea who lived on the dog
heard Little Ant calling for help.
The flea is a cousin of the ant.

‘Don’t worry, Cousin Ant,’ called the flea.
‘I can help. I’ll **bite** this dog.’
So the flea bit the dog.

The dog yelped and scared the cat.

The cat turned and chased the mouse.

The mouse ran to Little Ant and
lifted up the leaf.

‘Thank you, Cousin Flea!’ called Little Ant.

Little Ant ran back to her nice,
warm home under the ground.
‘I’m back, Mum!’ Little Ant called.
‘Hello, Little Ant,’ said her mother.
‘I am glad you’re home!’
2 📚 Story map
A story map shows what happens in a story.
A story often begins with a **problem** and ends with a **solution**.
Complete the story map for *Little Ant*.

**Problem:** A ___ falls on Little Ant.

**What happens:**
1. She says to the leaf, ‘Please get off me’.
2. She says to the mouse, ‘Please lift up the leaf’.
3. She says to the cat, ‘Please chase ___’.
4. ___
5. ___

**Solution:**
1. The flea ___
2. ___
3. ___
4. ___

3 🎭 Verbs in the story
Find these words in the story.

blow shiver lift up chase scare bite

Talk about their meaning with your class.
Take turns acting out one of the words for your partner to guess.
Then find the past simple form of each verb in the story.

4 🕉 Puppet play
Make puppets for the characters in the story (including the leaf!).
Act out the story.
A Write bug riddles

- Write riddles about bugs.
- Draw pictures or find photos.
- Your classmates must match the riddles with the pictures.

<table>
<thead>
<tr>
<th>Who am I? I have 4 short legs and 2 long legs.</th>
<th>Who am I? I make silk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cricket</td>
<td>a silkworm</td>
</tr>
</tbody>
</table>

B Perform a poem

- Read and learn a poem.
- Draw pictures. Then perform it.

Fuzzy wuzzy caterpillar
Into a corner will creep.
She'll spin herself a blanket
And then go fast asleep.
Fuzzy wuzzy caterpillar
Will wake up by and by,
To find that she has grown two wings.
Now she's a butterfly!
Create a cartoon story

- Draw and write a cartoon story comparing a boy and a bug.
- First choose a bug.
- Write what the boy says.
- Then draw your cartoon bug and write what your bug says.

I have 2 eyes.

I have 8 eyes.

Look what I can do!

- I can name and describe bugs.
- I can say how spiders and insects are similar and different.
- I can read and write words with the long e sound.
- I can write questions and answer them.
- I can read, discuss and act out a story.
1 Think about it  How can we care for the earth?

61 Read and listen
Act out the words.

The sky is painted blue
I’m glad the sky is painted blue
And the earth is painted green,
With such a lot of nice fresh air
All sandwiched in between.

62 Rules in the park
Dad and Su Lyn are talking to the park keeper.
What can you do in the park? What mustn’t you do?
3 Topic vocabulary

Listen, point and say. Answer the questions you hear.

sign  rules  grass  
cycling  fishing  sandwich  bin  litter

4 🎧 AB Follow the rules!

Look at each picture. What mustn’t you do?

Now find the matching sign in the big picture.

a  b  c  d

5 📌 🎨 Write a poem

• Read out the poem to your partner. It’s a haiku, a special kind of poem. Poets in Japan wrote the first haikus a long time ago.

• Write a new poem about nature.

An old silent pond
A frog jumps into the pond,
Splash! Silence again.
Matsuo Basho
Find out more | Why are trees important?

Before you read

What do you know about trees? Say five facts. Then listen and read to learn more facts.

Presents from a tree

1. The green **leaves** reach high into the air. They clean the dirty air. They give us fresh air to breathe.

2. Some trees give us **fruit**, like lemons and cherries. Other trees give us nuts.

3. People use the **wood** to make fires for cooking and for warmth. They build houses and boats and furniture. They use wood to make paper.

4. The **roots** reach down into the ground. They hold the soil in place for other plants and grass.

Disappearing trees

All over the world, people are cutting down trees. People cut down trees to make room for new buildings. They cut down trees to get more wood and make more paper.

When trees are cut down, animals lose their homes. There are fewer trees to clean the air and hold the soil in place.
Help save the trees!
Children all over the world can help to save trees. In some schools, children plant trees. In many schools, children recycle paper. A factory uses the old paper to make new paper. So fewer trees are cut down.

2 🌲💡 Talk about it
What new facts did you learn about trees? Think of some foods that come from trees. Look around your room.

Name things that are made from wood. (Don’t forget that paper is made from wood!)

3 What does it mean?
Are there any words in the text that you don’t know? Ask your class:
If nobody knows, look it up!

What does factory mean?

4 🌳💡 What will you do to save trees?
Here are some ways to save trees:

Plant a tree.
Recycle paper.
Write on both sides of your paper.
Dry your hands with only one paper towel.
Use your pictures to wrap presents.

What will you do? Have a conversation. Make a promise.
3 Words and sounds Long o

1 Missing words
Look at the picture. Fill in the missing word. Say the sentence.
1. In the ground there is a ___.
2. In the hole there is a ___.
3. On the tree there is a ___.
4. On the branch there is a ___.
5. In the nest there is a ___.
6. On the bird there are some ___.

2 🎵 Listen and sing

The green grass grew all around
There was a hole in the middle of the ground,
The prettiest hole that you ever did see.
Well, the hole in the ground,

Chorus And the green grass grew all around and around,
The green grass grew all around.

And in that hole there was a tree,
The prettiest tree that you ever did see.
Well, the tree in the hole,
And the hole in the ground,

Chorus

And on that tree there was a branch ...
And on that branch there was a nest ...
And in that nest there was a bird ...
And on that bird there were some feathers ...
3 🎨 🌟 🍭 Long o spellings o and ow

Which word has the long o sound: hole or ground?
Write these words:
grow no slowly boat road rope goes home goat toes.
Underline the letters that make the long o sound.

With a partner, write two sentences. Each sentence must have
two or more words with a long o sound.

4 The sounds of ow

The letters ow can make the long o sound in slow.
The letters ow can also make the sound in cow.

That cow is very slow!

Read and listen to the poem.

In which words do the letters ow rhyme with slow?
In which words do they rhyme with cow?

Five little seeds
Under the leaves,
And under the snow,
Five little seeds are
Waiting to grow.
Out comes the sun,
Down comes a shower.
And up come five
Pretty pink flowers.

Language detective
Some words from the song have an
ow sound in the middle, like in cow.
ground around
Which letters make that sound?
4 Use of English  At the market

1 Choosing a plant
A little boy and his dad are choosing a plant at the market. Listen.
Which vegetable does the boy like?
Which one do you like?

2 🌱 What is this? What are these?
Pretend you are the little boy in the picture opposite. Point to the plants.
Ask questions. Your partner will answer.

What is this?
This is a bean plant.

What are these?
These are carrot plants.

3 🌱📚 What must you do?
Tell the little boy how to look after the bean plant. Can you put the pictures in the right order?

a. Water the plant.
b. Dig a hole.
c. Fill the hole with soil.
d. Put the plant in the hole.

Language tip
We use this for one thing.
We use these for two or more things.

Say the four instructions to your partner.
Close the book. Can you remember what to do?
Listen to the woman buying some fruit. What fruit does she buy?
Now read the conversation. Listen again.
Can you fill in the missing words from the Word box?

**Woman:** What ___ fruit!

**Fruit seller:** Thank you. Would you like ___?

**Woman:** Yes, I'd like two ___ , please.

**Fruit seller:** Are ___ OK?

**Woman:** Yes, those look great.

**Fruit seller:** Anything else?

**Woman:** Yes. A pineapple, ___.

**Fruit seller:** How about ___ one?

**Woman:** Yes, that one looks nice. Thank you.

**Fruit seller:** You're welcome.

5 🎨 Act it out

Take turns being the buyer and the seller.
Practise the conversation. Ask for your favourite fruits!
You are going to read a biography - the true story of someone’s life. This is the biography of Wangari Maathai. She lived in Kenya, in Africa. She worked to save the trees in Kenya. How do you think she did this?

Wangari Maathai: ‘Mama Trees’

Wangari Maathai was born in 1940 in a small village in Kenya. Green trees covered the land. Families grew food in small gardens. A little river brought clean water to the village. Women and children picked figs and other fruit from the trees. They used wood to make fires for cooking. Wangari loved her green and beautiful home.

When Wangari grew older, she went away to school. She studied in the United States and in Germany.
When Wangari came back to Kenya, the land was very different. The family gardens had gone. The trees had gone. The sun had dried the earth. The wind had blown away the soil. The little river was dry.

The people in Wangari’s village now worked for a big company. They grew tea that was sold to people in other countries. Women and children walked a long way to get clean water and firewood.

Wangari felt very sad. What could she do to help? An idea came to her. She would plant trees. Kenya could become green and beautiful again.

Wangari took seeds from trees. She planted the seeds in her garden. She watched them and watered them. The seeds grew into little trees.
Wangari gave the little trees to the women and children in her village. Together they planted rows and rows of little trees. Every day, the women and children watered the trees. The trees grew. Soon there were figs and other fruits to eat. There was clean water in the little rivers. There was wood for fires to cook food.

‘When we plant trees, we plant the seeds of peace and hope,’ said Wangari.

People all over Africa planted trees. They wanted to do the same as Wangari.

Millions of trees were planted. People named Wangari ‘Mama Trees’. She became very famous.

‘Little things make a big difference,’ said Wangari. ‘My little thing is planting trees.’
2 True or false?
Read each sentence. Is it true or false?

1 When Wangari was a child, there were no trees.
2 Wangari was sad because the trees had gone.
3 Many people planted little trees in long rows.
4 People cut down all the new trees.
5 The new trees made Kenya a better place to live.

3 🌟 What happened first? What happened next?
Work with your partner to put these sentences in order.

1 Wangari took seeds from the trees.
2 Wangari planted the seeds and watered them.
3 The trees grew big. Fruit grew on the trees.
4 Wangari gave the little trees to women and children in her village.
5 Together they planted many rows of trees.

Words to remember
Find these words in the story: grew were gone little.
Practise spelling them.

4 🌟 Write your autobiography
A biography is the true story of someone’s life.
An autobiography is the story of your own life.

In your autobiography, write:
• where you were born
• two interesting things that have happened to you
• how old you were when each thing happened
• what you would like to do when you grow up.

I was born in Seoul.
A  Make a poster: Be kind to our planet

- Think of some nice things you can do for the earth.
  - You can pick up litter.
  - You can recycle bottles or paper.
- What else can you do?
- Make a poster for each idea.

B  Make a book about your heroes

Wangari Maathai is a hero to many people. She made the world a better place.

- Think of someone you know who makes the world a better place. Perhaps they help people or animals? Perhaps they keep your town or school safe? Perhaps they make beautiful things?
- Make a book with your friends. Write about a different hero on each page.
- Each person must write a page about their hero.
Learn a poem

Read, learn and act out the poem.

- Draw pictures of a garden growing.

What makes a garden grow, grow, grow?
Lots of work with a rake and hoe,
Little seeds planted in a row –
That makes a garden grow, grow, grow.

What brings the little plants up from the ground?
Rain from the sky coming down, down,
Bright yellow sunlight all around,
Help bring the little plants up from the ground.

Look what I can do!

- I can talk about rules.
- I can talk about trees and why they are important.
- I can read words with the long o sound and the spelling ow.
- I can go shopping for plants and fruit.
- I can read and discuss a biography.
What kinds of homes do people and animals build?

Find the animal homes in the picture.

Homes
A nest is a home for a bird.
A hive is a home for a bee.
A hole is a home for a rabbit.
And a house is a home for me.

Listen to Mia talk about the tree house near her home. How do you get to the second floor? Can all children go there?
Listen, point and say. Answer the questions.

roof  wall  stairs  ladder  railing  hole

4 🏃 Talk about it
Read the questions. Talk to your partner. Then tell the class.
1 Have you ever been in a tree house?
2 Did the tree house have a ladder or stairs?
3 Have you ever seen a beehive? Where was it?
4 Have you ever seen a rabbit? What colour was it?
5 Name some animals that live in a tree.
6 Name some animals that live in a hole in the ground.

5 🤔 What’s in the basket?
What have Mia and Jenna got in their basket? Fill in the missing words.

They’ve got some __ to read, some __ to eat and some __ to drink.

What would you put in your basket to read, to eat and to drink?

bananas  books  juice  crisps  magazines  water
Before you read

People build different houses in different parts of the world. Do you have houses like these in your country?

Different kinds of homes

Beehive houses
In some hot, dry places, people build houses from mud. They mix mud with water and dry grass. These houses are called beehive houses. The thick mud walls keep the homes cool.

Stilt houses
In some hot, wet places, people build houses on stilts. Stilt houses are built high above the water or land. The ‘stilts’ are tree trunks. The air blows under the houses and keeps them cool.

Cave houses
Cave homes are built in rocks and mountains. Some cave homes are very old. Cave homes stay cool during the summer. They stay warm during the winter.
**Skyscrapers**
In cities all over the world, people live in tall buildings called skyscrapers. Skyscrapers are made of metal, concrete and glass. This skyscraper has more than 160 floors and 57 lifts!

2 **True or false?**
Look at the text. Is each statement **true** or **false**?
1. A beehive house has lots of windows.
2. A skyscraper has lots of windows.
3. A cave home keeps you warm in winter.
4. Stilt houses are built only in cold, dry places.

3 **😊 Where do they live?**
Read the clues. Which home does each child live in?

- **To get to my home, I go up in a lift.**
- **To get to my home, I ride in a boat.**
- **My home has one room. The room is round, like a circle.**
- **My bedroom is inside a mountain!**

**Layla**  
**Mohammed**  
**Ahmed**  
**Harika**
1 Let's build a cool house!
Listen and read these instructions. Look at the words in red.
What sound do you hear in these words?

You can build a cool house with boxes.
You will need sticky tape, glue and scissors.
Use some tubes, too.
Will you build a castle or a stilt house?
Will your house have one room or a few rooms?

Find words above that rhyme with zoo. The vowel sound has different spellings. Find words where the vowel has the same spelling as:

zoo blue new.

2 The sounds of oo
The letters oo often stand for the vowel sound in too and zoo.
Listen to these words:

goose moon roof food.

Then use them to talk about the picture.

Sometimes the letters oo stand for a different sound.
Listen and say these words:

wood foot book look.

Use these words to talk about the picture.
3 ¿What will you put in your house?

This house is made of cardboard boxes. It has got four rooms.

Look at the pictures. Listen to the children talking about where to put the things. Where will they put the bed, the sink and the TV? Now talk to your partner. Where will you put the things?

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<td>cooker</td>
<td>chair</td>
<td>cupboard</td>
<td>bookcase</td>
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How about putting the TV in the living room?

That's a good idea.

Let's put the bed in the bedroom.

OK!

4 Make and write

Make a little house or some things to put in a house.
You can use paper or cardboard, scissors and sticky tape.
Or you can use other things. Write some sentences about it.
1 What would you like in your playground?
These children are going to have a new playground! The playground designer is asking them what they would like in their playground. Listen and point to the things that the children choose.

2 Design your own playground!
What would you choose for your playground? Ask and answer questions with your partner.

3 Draw and write
Draw a picture of your playground. Write a description.

My playground will have _ and _. It will have _ too.

Language tip
We can use too when we add something more. I’d like a bridge and I’d like a swing too.
4 🎶 Listen and sing

This song tells a story. Listen and join in.
Are there words in the song that you don’t know? Ask what the words mean.

**The princess in the tower**
There was a princess long ago,
Long ago, long ago.
There was a princess long ago,
Long, long ago.

And she lived in a big high tower ...
A naughty fairy waved her wand ...
The princess slept for a hundred years ...
A great big forest grew around ...
A handsome prince came riding by ...
He took his sword and chopped it down ...
He kissed her hand to wake her up ...
So everybody’s happy now!

5 😜 Ask and answer questions

1 Where **did** the princess **live**?
   She **fell** asleep
2 Why **did** the princess **fall** asleep?
   because __
3 How long **did** the princess **sleep**?
4 How **did** the prince **get** through the forest?
5 How **did** the prince **wake** the princess up?

6 🎨 Tell the story with pictures

Draw pictures to show what happened. Write sentences below the pictures.
Where do animals build homes?

Rabbit homes
Most rabbits build their home under the ground. A rabbit home has lots of tunnels. Some tunnels lead to rooms where the rabbits sleep. There are special rooms for baby rabbits and their mother.

Every rabbit home has lots of rabbit holes. The rabbits use these holes to go in and out. When a rabbit sees a fox or other enemy, it stamps on the ground with its back foot. The other rabbits hear the sound. They run down a rabbit hole.

A rabbit home keeps rabbits warm, dry and safe from enemies.
**Beaver homes**

Beavers build homes from branches, rocks and mud. They build their home in the middle of a pond.

The beavers cut down trees with their sharp teeth. They make a huge pile of branches.

The beavers build a living room in the middle of their home. The floor of the room is above the water. The beavers and their babies live in this room. It is warm and dry.

Beavers enter their home through underwater doors. This keeps their home safe from wolves and other enemies.

The beavers’ home keeps beavers safe, dry and warm all year long.
**Termite homes**

The tallest animal home is built by tiny insects called termites. The termites use mud to build their homes.

Some termites build huge towers. They live in the towers and in the ground below.

The termites’ home has lots of tunnels and rooms. In the middle of the home, there is a room for the queen. The queen lays eggs.

Some termites build rooms that are gardens. They grow a special mushroom in these gardens. The termites eat these mushrooms.

The termites build air holes to keep their home cool when the weather is hot.
2 🌐 New words
Find two words in the text that you didn’t know. Find out what the words mean. Teach the words to your group.

3 🌐 Share your information
Meet in your group of three. Answer these questions about rabbits, beavers and termites.
1 Where does your animal build its home?
2 What is the home made of?
3 Does it have rooms?
4 Who lives in the rooms?
5 Why is it a good home?

4 🌐 Which animal home?
Answer these questions with your group.
1 Which animal home has a garden inside?
2 Which animal home is made of wood?
3 Which animal home has doors under the water?
4 Which animal stamps its foot when it sees an enemy?
5 Which animal home looks like a beehive house?
6 Which animal’s enemy is a fox?

Language detective
Cool means quite cold, but not too cold. Find a word in the texts which means quite hot but not too hot.

Words to remember
Find these words in the story:
their down middle with.
Practise spelling them.
What kinds of homes do people and animals build?

A  Write about an animal home

- Choose an animal.
- Look up information about that animal’s home in a book or on the Internet.

Where does the animal build its home?
What is the home made of?
- Find some interesting facts about the home.
- Draw a picture.

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<th>ant</th>
<th>spider</th>
<th>turtle</th>
<th>owl</th>
<th>mouse</th>
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B  Design a playroom for children

- What will you put in the playroom?
  - A huge TV?
  - A ping-pong table?
  - Ropes and slides?
  - What else?
- Make a poster.
- Draw a picture of the room.
- Write words on the picture.
C Write a poem

- Write two new verses for the poem *Homes* on page 104.
- Draw pictures. You can write about homes for animals or homes for things! For example:

  A sock is a home for a foot.
  A bin is a home for litter.

You can use the sentence starters below or think of other ideas.

  A shell is a home for a ___.
  A box is a home for a ___.

Look what I can do!

- I can talk about parts of a house.
- I can talk about different kinds of homes.
- I can read words with the long *u* sound.
- I can ask about and make choices: *Would you like _ or _?*
- I can read and talk about an information text.
1 Think about it
What can we do in the town and the countryside?

1 Read and listen
Do you live in a city? Have you ever seen a rainbow?

City haiku
My city rainbow
Shines peeking through skyscrapers,
Smiles up to the sun.

2 A helicopter ride
Malik and his dad are going for a ride in a helicopter.
What must they do before they start? Point to the things that they see.
Listen, point and say. Answer the questions.

4 🎨 Who says it?
Read and decide who says it: Malik, Dad or the pilot. Listen again and check.
1. Would you like to sit by the window?
   - Dad
2. We must wear our safety belts.
   - Malik
3. Wow! I can see everything!
   - Dad
4. I don’t like shopping.
   - Malik
5. I love this helicopter ride!
   - Pilot

5 😊 So do I!
Listen to the conversation.
Do Dad and Malik like the same things?

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<th>Malik</th>
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<td>Going to the library</td>
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<td>Helicopters</td>
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<td>Shopping</td>
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Say some things that you like.
Does your partner like the same things?

I like football. So do I!
I like spiders. I don’t!
Cafés

The Jungle Café
This café is in a town. The café is inside a building, but it looks like a jungle! You can hear jungle birds and insects. You can see some jungle animals and some fish. There is a menu for adults and a menu for children. The food is delicious!

The Tree House Café
This café is in the countryside. The café is outside. In fact, it’s in a tree house! To get to the café, you walk up some stairs, then you climb up a ladder. You can hold the railing while you climb. You can hear a musician playing the guitar. You can sit and look up at the trees or down at the ground. The café is open in summer and closed in winter.
2 Which café?
Say which café each sentence is about: the Jungle Café, the Tree House Café, or both cafés?
1. It is inside a building.
2. It is closed in winter.
3. You can hear music there.
4. You must climb up a ladder to get there.
5. You can see leaves and branches.
6. You can watch the fish.

3 What would you like to eat and drink?
Look at the menu. Listen to Josh and Rosa talking to the waiter. What food and drinks do they order?

4 😂 Over to you!
Work with a partner. One of you is the waiter and one is the customer. Order some food from the menu.

Waiter

Would you like something to drink?  How about some lemonade?

Customer

I’d like some apple juice, please.  Can I have some honey cake?
1 🎵 Sing an opposites song

Listen and join in. Half of the class sing the blue words. Half the class sing the green words. All the class sing the black words.

**Opposites**
When I say day,
I say night.
When I say black,
I say white.
When I go left,
I go right.
We’re opposites!
When I say yes,
I say no.
When I say ‘Stop!’
I say ‘Go!’
When I sing high,
I sing low.

**Chorus**
We’re opposites.
You and me, we’re different as can be,
We always disagree – opposites.

But we go hand in hand,
On water or on land,
Opposites.

When I’m lost,
I am found.
When I’m up,
I am down.
When I smile,
I will frown,
We’re opposites!
When I’m weak,
I am strong.
When I’m right,
I am wrong.
When I PING,
I will PONG.

**Chorus**

Curt Bright
2 😊 How many syllables?
Clap the syllables for these city words.
How many syllables are there?
If there are two or more syllables, 
clap loudly on the strong syllable 
and clap quietly on the weaker syllables.

3 📝 Write a desert haiku
Read this haiku. The desert is a hot, 
dry place where it doesn’t rain 
much. Is there a desert near you?
The desert is nice. 
The sun shines on the desert. 
I like the desert.

Count the number of syllables in 
each line. Now write a haiku about 
your favourite place.
• Line 1 will have 5 syllables.
• Line 2 will have 7 syllables.
• Line 3 will have 5 syllables.

Our playground is ___
Choosing and comparing

1 Choosing a holiday

Josh and Rosa’s family want to going on holiday. Listen. Where would Josh and Rosa like to go? What would they like to do there?

mountains  beach  amusement park

Word box

swim  play
climb  have fun
go to  see
city  desert

2 Where would you like to go?

Look at the photos on this page. Ask and answer questions with your partner. You can use words from the Word box.

Where would you like to go?

I’d like to go to an amusement park.

What would you like to do there?

I’d like to play on the slide.

3 Draw and write

Draw a picture of a place where you would like to go. Write a sentence.
4 Comparing places
Do you agree with Rosa or Josh?

Language detective
When we compare things:
We often add -er or -er for words with
one syllable: nicer than, colder than
We often use more for words with two
syllables or more: more exciting than

The beach is nicer
than the mountains.
The mountains are
more exciting than
the beach.

Talk about the places in the photos on page 124.
Use the words in the Word box:

The desert is hotter
than the mountains.
The city is more exciting
than the desert.

Word box
hotter than
colder than
nicer than
more exciting than
more fun than
more scary than
more beautiful than

Language detective
Look at this:
The beach is good. The
amusement park is fun.
But ... the beach is better than
the amusement park.
DON’T SAY The beach is gooder
than the amusement park.
That’s wrong!

I’m better than all
the other birds!

No, you’re not!
Some people like the city. Some people like the countryside. How about you? As you read this story, ask yourself, 'Am I a city mouse or a country mouse?'

The city mouse and the country mouse

Cindy, the city mouse, and Callie, the country mouse, met on the TV show, Changing Places.

'Welcome to Changing Places!' said the announcer.

'On this show, you change places for a week.'

'I’ve never been to the city,' said Callie.

'I’ve never been to the country,' said Cindy.

'Let's change places!' said Callie and Cindy.

'You’ll love the city,' said Cindy.

'There is so much to see and do.
There is always something happening.'

'Wow,' said Callie. 'That sounds great.
The country is wonderful too.
The bees buzz and the birds sing.
At night you can count the stars.'

'That sounds wonderful,' said Cindy.
That evening, Callie arrived in the city. The city streets were full of life. There were shops and cafés, bright lights and music.

Some mice waved to Callie. ‘Hi Callie, welcome to the city,’ they said. ‘We’re Cindy’s friends. Come to our party.’

The party was at the top of a high building. There was food and dancing. ‘This is amazing,’ said Callie. ‘I love the city.’ ‘So do we!’ said Cindy’s friends.

Just then there was a strange noise. ‘What’s that?’ asked Callie. ‘It’s a cat,’ shouted the other mice. ‘Run for your life!’

Callie ran out of the door, down the stairs, and into the street. She jumped into a taxi. ‘Take me home,’ she said. ‘The city is too scary for me. I want to go back to the country.’
That same evening, Cindy arrived in the country. Callie’s friend, Carlos, met Cindy at the bus stop. ‘Welcome to the country, Cindy,’ he said. ‘My name is Carlos.’

‘Would you like to have a picnic?’ Carlos and Cindy ate fresh berries and nuts. They listened to the birds sing. The sky grew dark and the stars came out.

‘This is beautiful,’ said Cindy. ‘I love the country.’ ‘So do I!’ said Carlos.

Just then Carlos shouted, ‘Quickly! Run and hide. Here comes an owl!’

Cindy and Carlos jumped down a mouse hole just in time. The owl flew away.

Cindy hurried to the bus stop. ‘Thank you for the picnic, Carlos,’ she said. ‘But the country is too scary for me. I’m going back to the city.’
That night, in the country, Callie said, ‘I’m so happy to be home!’

That night, in the city, Cindy said, ‘I’m so happy to be home!’

2 🎨 Talk about it

1 What did Callie like about the city?
2 What didn’t Callie like about the city?
3 What did Cindy like about the country?
4 What didn’t Cindy like about the country?

3 🎨 Act out the story

Which character will you be?

4 🎨 Write and draw

Which do you like better, the city or the country? What do you like about it? Draw a picture of you in the city or the country. Write some sentences.

Words to remember

Find these words in the story:

something want great come.

Practise spelling them.

Language detective

Can you remember another word which means the same as city?
Choose a project

What can we do in the town and the countryside?

A Make a book of poems

- Write poems, perhaps haikus, about your favourite places.
- Draw a picture for each poem.
- Make a cover for your book.
- Write the title and authors’ names on the cover.

Poems about our favourite places

By Malik, Josh and Sam

B Make your own café

- Where would you like to have your café?
- Choose a name for your café.
- Make a menu.
- Act out a conversation at your café: you can be a waiter and customers.

Would you like something to drink?
Make a travel poster

- The title of the poster is: Where would you like to go?
- Draw pictures, or find photos, of places you would like to go to for a holiday.
- Write why they are nice places for a holiday. Write what you can do there.

Look what I can do!

- I can talk about places I like.
- I can say what I would like to eat and drink.
- I can count syllables.
- I can compare places.
- I can read, talk about and act out a story.
2 Months of the year

January  February  March  April
May       June     July      August
September October November December

3 Days of the week

Monday  Tuesday  Wednesday  Thursday
Friday   Saturday  Sunday

4 Times of day

morning  afternoon  evening  night
### 5 Numbers 1-20

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### 6 Numbers 21-100

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### 7 What time is it?

- **Morning:** 1:00
- **Afternoon:** 14:00

### 8 Colours

- red
- yellow
- blue
- green
- orange
- purple
- pink
- brown
- black
- white
- grey
9 The body and clothes

head
hair
eye
mouth
shoulder
elbow
tummy
hand
knee
leg
ankle
foot
toes

ear
nose
chest
arm
wrist
fingers

clothes:

shoe
sock
hat
skirt
shirt
dress
boots
glasses
jacket
jumper
backpack
trousers
10 Home

This house has got four rooms.

<table>
<thead>
<tr>
<th>bed</th>
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<td><img src="image" alt="cooker" /></td>
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<th>sink</th>
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<td>children</td>
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<td>train</td>
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14 Jobs

actor
architect
artist
astronomer
baker
clothes designer
computer programmer
dancer
doctor
farmer
firefighter
football player
musician
nurse
painter
pilot
police officer
scientist
singer
street cleaner
taxi driver
teacher
writer
zookeeper
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<th>ant</th>
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Key: t = top, c = centre, b = bottom, l = left, r = right

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