# Scope and sequence

## Starter:
**Welcome back!**

<table>
<thead>
<tr>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **1 Our new things** | School things | This / That is ... These / Those are ... | Review of the alphabet and initial sounds | Reading: a description  
Listening: identifying people and objects  
Speaking: How many ...? There are ...  
Writing: capitalisation, writing about my classroom (Workbook) |
| **2 They’re happy now!** | Feelings | We’re / They’re ... Are they ...? | Review of digraphs: ch sh th ch: chair teacher sh: shoes fish th: thumb bath | R: a poem: ‘My feelings’  
L: identifying feelings  
S: Is he sad? No, he isn’t. He’s ...  
W: long and short forms, writing about my feelings (WB) |
| **3 I can ride a bike!** | Outdoor activities | She can / can’t ... Can he ...? Prepositions of place: behind / in front of next to / between | Review of CVC words: a e i o u a: cat van e: peg bed i: bin fig o: mop dog u: bus jug | R: information on a web page  
L: identifying outdoor toys  
S: Where’s the skateboard? It’s in front of the table.  
W: using a / an, writing about what I can and can’t do (WB) |

## Review 1

<table>
<thead>
<tr>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **4 Have you got a milkshake?** | Food: Numbers 20–100 | Have you got ...? I have / haven’t ... Has he got ...? He has / hasn’t ... | Consonant blends: gr br fr gr: grass grapes br: brush bread fr: frisbee | R: a caption story  
L: identifying which food items are available  
S: Have you got apples? Yes, we have.  
W: question marks and full stops, writing about my lunch (WB) |
| **5 We’ve got English!** | School subjects School rooms | What / When have we got ...? We’ve got ... our / their | Consonant blends: dr tr cr dr: drum dress tr: truck tree cr: crayon crab | R: a description on a web page  
L: identifying school rooms  
S: What have we got in the art room? We’ve got ...  
W: capital letters, writing about my school subjects (WB) |
| **6 Let’s play after school!** | After-school activities | I visit ... I don’t have ... | Consonant blends: fi pl bl fi: flower flat pl: plum plate bl: blanket blue | R: information texts  
L: identifying after-school activities  
S: I read a book. I don’t ride a bike.  
W: verbs, writing about what I do after school (WB) |

## Review 2

<table>
<thead>
<tr>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **7 Let’s buy presents!** | Special days | What does he like? He likes / doesn’t like ... | Consonant blends: cl gl sl cl: cloud clock gl: gloves glue sl: slide slippers | R: instructions on making a card  
L: identifying suitable presents for people according to their preferences  
S: What does he like? He likes tennis.  
W: long and short forms, writing about presents for my mum (WB) |
<table>
<thead>
<tr>
<th>Words</th>
<th>Grammar</th>
<th>Phonics</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 What's the time?</td>
<td>Everyday activities</td>
<td>What's the time? It's ... o'clock. He ... at ... o'clock.</td>
<td>Consonant blends: sm sn st sk sm: smile small sn: snow snake st: stairs star sk: sky skates</td>
</tr>
<tr>
<td>9 Where does she work?</td>
<td>Places</td>
<td>Where does he work? He works in a ... Does she work in a ...?</td>
<td>Long vowels: a + magic e lake face gate plane</td>
</tr>
<tr>
<td>Review 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 It's hot today!</td>
<td>Weather</td>
<td>What's the weather like? It's ... Put on / Don't put on ...</td>
<td>Long vowels: i + magic e bike white kite line nine</td>
</tr>
<tr>
<td>11 What are you wearing?</td>
<td>Clothes</td>
<td>Present continuous: What are you wearing? What's he wearing? I'm / He's wearing ...</td>
<td>Long vowels: o + magic e nose bone rope home stone</td>
</tr>
<tr>
<td>12 You're sleeping!</td>
<td>Celebrations</td>
<td>Present continuous: What are you / they doing? I'm / We're / They're ... What's he / she doing? He's / She's ...</td>
<td>Long vowels: u + magic e June tube flute cube</td>
</tr>
<tr>
<td>Review 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Look at all the animals!</td>
<td>Farm animals</td>
<td>Comparatives: This cow is bigger than that cow.</td>
<td>Long vowels: ee tree cheese green feet three</td>
</tr>
<tr>
<td>14 Look at the photos!</td>
<td>Memories</td>
<td>Past simple: I was / wasn't ... You were / weren't ...</td>
<td>Short &amp; long vowels cub cube tap tape pip pipe</td>
</tr>
<tr>
<td>15 Well done!</td>
<td>People, Ordinal numbers</td>
<td>Past simple: There were some / weren't any ... Irregular plurals</td>
<td>ng / nk ng: ring king swing nk: bank sink pink</td>
</tr>
<tr>
<td>Review 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grammar reference 108
1 Listen and sing.  2 Sing and do.

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

3 Listen and read.

1 Hello. My name’s Rosy. I’ve got brown hair.

2 This is my cousin, Tim. He’s got green eyes.

3 I’ve got a little brother. His name’s Billy. He’s two. He’s got curly hair.

4 This is Billy’s bedroom.

5 Where’s Billy? Is he under the bed?

6 Look! This isn’t a teddy bear.

No, he isn’t.

It’s me! Billy!
1 Listen to the story again and repeat. Act.

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

3 Listen and number. (03)

mum  dad  brother  sister  grandma  grandpa  aunt  uncle  cousin

4 Point and say.

long  short  curly  straight  brown  black  white

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

1 Ask and answer.

- Hello. How are you?
- I’m fine, thank you.
- What’s your name?
- My name’s ...
- How old are you?
- I’m ...

2 Look and say. Introduce a friend.

1 This is my friend. His name’s James. He’s nine.

2 This is my friend. Her …… She’s …

3 Listen and sing.

4 Sing and do.

Monday, Tuesday, Wednesday, Jump!

Monday, Tuesday, Wednesday, Jump!

Thursday, Friday, Down with a bump!

Saturday, Sunday, Let’s say ‘Hi’!

Days of the week. Let’s say ‘Goodbye!’

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

ball  car  train  doll  teddy  puzzle  bike

How many cars are there?
There are ... cars.

2 Listen and point. Ask and answer.

red  green  blue  yellow  pink  purple
black  white  brown  orange  grey

What colour is number 18?  It's ...

3 Write the numbers.

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

1. Listen, point and repeat.  
   - Classroom
   - Table
   - Computer
   - Peg
   - Pencil case
   - Board

2. Listen and chant.

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

Let's learn!

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

3. Write.  
   This  That  These  Those

   ____________ are bags.  ____________ is a ruler.  ____________ are pencils.  ____________ is a computer.

4. Point and say.
   chairs  pencil case  board  tables  ruler  pegs

   Those are pegs.
   This is a ...  
   That is a ...  
   These are ...
1. Listen, point and repeat.

poster
drawers
cupboard

2. Listen and sing.

What’s in the classroom?

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

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

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

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

3. Sing and do.

I can count 1 2 3 4 5 6 7 8 9 10

5 + 5 = 10
6 + 6 = 12
1 Listen and chant.

A, B, C, D, E, F, G,
Come and play this game with me.
H, I, J, K, L, M, N,
Close your eyes and count to ten.
O, P, Q, R, S, T,
Touch your nose and touch your knee.
U, V, W, X, Y, Z,
Touch your feet and touch your head.

2 Listen, point and repeat.

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

3 Listen and circle the correct sound.
1 Point to things you can see in a school. Say the words.
2 Listen and read. ☰ 14

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

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

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

There are lots of pictures and posters on the wall.

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

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

3 Read again. Circle the correct word.
1 Where is Peter’s classroom? **upstairs** / downstairs
2 What class is Peter in? 3C / Orange Park
3 How many boys are there in his class? 12 / 14
4 What is his teacher’s name? Henry / Mrs Cooper
5 What is on the walls of the classroom? tables / pictures
6 Is there a swimming pool? Yes, there is. / No, there isn’t.
Listening

1 Listen and number.

Speaking

2 Point, ask and answer.

- How many girls are there?
  - There are two girls.

- What colour is his hair?
  - It's ...

Writing

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

We’ve got a big classroom.
Our teacher is Mrs Cooper.

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

Complete the writing exercises on page 13 of Workbook 2.
Lesson One  Words

1. Listen, point and repeat.
   - hot
   - cold
   - hungry

2. Listen and chant.
   - thirsty
   - happy
   - sad

3. Listen and read.

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

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

3. Are they cold?
   - Yes, they aren’t cold.

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

5. Look, they’re hungry.
   - Yes, they like apples.

6. They’re happy now and we’re happy too.
Lesson Two  Grammar

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

Let's learn!

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

We’re = We are
They’re = They are

3. Look and match.

We’re  They’re

4. Write.

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

Are they hot?

Yes, they are.

Are you hungry?

Are they cold?

Are you happy?

We’re … / They’re … Are they …?

Unit 2
Lesson Three  Song

1  Listen, point and repeat. 19

- tired
- angry
- scared
- brave

2  Listen and sing. 20

3  Sing and do.

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

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

If you're tired and you know it,
And you really want to show it,

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

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

If you're brave and you know it,
Say, 'I can!' [I can!] ...
1. Listen, point and repeat.

- **ch**
  - chair
  - teacher

- **sh**
  - shoes
  - fish

- **th**
  - thumb
  - bath

2. Listen and chant.

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

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

4. Listen to the sounds and join the letters.

   What has the teacher got?

   - sh sh th th sh ch sh
   - th sh ch sh th sh ch
   - sh ch sh ch ch ch th
1 Look at the pictures. How does the boy feel?

2 Listen and read. 

My Feelings

Sometimes I am happy.  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.

When I’m really happy,  
I laugh and smile and play.

When I’m really happy,  
It’s a very good day.

When I’m really brave,  
I’m scared, but carry on.  
I say, “I can do it!”

Until my fear is gone.

When I’m really sad,  
I cry and tell my dad.  
We talk together,  
And then I don’t feel bad.

Sometimes I am happy,  
Sometimes I am brave.  
Sometimes I am sad,  
But I always behave.

3 Read again. Match.

1 play  
2 cry  
3 laugh  
4 I can do it!  
5 smile  

a happy  

b brave  
c sad
**Listening**

1. Listen and number. (25)

**Speaking**

2. Point, ask and answer.

   - Is he sad? No, he isn't. He's scared.
   - Is she ...? No, ...

   happy sad tired cold scared hungry

**Writing**

3. Look and write the long form.

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

   1. She’s cold. **She is** cold.
   2. They’re happy. **_______** happy.
   3. I’m hungry. **_______** hungry.
   4. We’re thirsty. **_______** thirsty.
   5. You’re brave. **_______** brave.
   6. He’s sad. **_______** sad.

Complete the writing exercises on page 19 of Workbook 2.
1. Listen, point and repeat. 
   - ride a bike
   - ride a horse
   - skate
   - skateboard
   - play tennis
   - play football

2. Listen and chant. 

3. Listen and read. 

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

   2. But I can’t ride a bike. Can you teach me please, Grandpa?

   3. I’m scared, Grandpa.

   4. Grandpa. Are you there?

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

   6. Look. You can ride a bike now!

   Yes, I’m here. Don’t stop!

   Be brave. I’m here, behind you.

   Yes, of course.

   Wow! Thanks Grandpa!

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

**Let's learn!**

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

3. Write.

<table>
<thead>
<tr>
<th>He</th>
<th>She</th>
<th>They</th>
<th>can</th>
<th>can't</th>
</tr>
</thead>
<tbody>
<tr>
<td>He can ride a bike.</td>
<td>ride a horse.</td>
<td>play football.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skate.</td>
<td>play tennis.</td>
<td>skateboard.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Point, ask and answer.

   - Can he ride a bike? Yes, he can.
   - Can she ...? Yes, she can. / No, she can't.
   - Can they ...?
Lesson Three  Song

1  Listen, point and repeat.

behind  in front of  next to  between

2  Listen and sing.

Where is my teddy bear?

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

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

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

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

Look next to the big toy box.
Is he hiding there?
Look next to the big toy box.
Yes, my teddy’s hiding there!
1. Listen, point and repeat.

2. Listen and chant.

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

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

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

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

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

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

4. Listen and circle the middle sound.
Bikes for all the family

1. Look at the pictures. What colour are the bikes?
2. Listen and read. 🎧

This is a perfect bike for a girl aged 5–9. It’s pink and purple. It’s got two seats – one for the girl and a seat behind for a doll. This bike is fast and fun.

This bike is black and orange and has got big wheels. It’s a good bike for children aged 7–10. You can ride this bike on grass or sand – so take it to the park or beach.

This bike is perfect for very young children aged 2–4. It’s got three wheels, one big and two small. It’s red, yellow and green.

---

3. Read again. Tick (√).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This bike has got two seats.</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>This bike has got three wheels.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You can ride this bike at the beach.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You can ride this bike with a doll.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>This bike is for little children.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>This bike is orange and black.</td>
<td></td>
</tr>
</tbody>
</table>
Listening

1 Listen and number. 🎧 35

---

Speaking

2 Point, ask and answer.

| in front of | behind | next to | between |

---

Writing

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

This is an apple. It’s a blue doll.

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

Remember!

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

Complete the writing exercises on page 25 of Workbook 2.
1 Circle the odd one out. Write.

1 tables  pegs  skateboard  chairs  skateboard
2 hot  computer  cold  happy
3 behind  next to  between  thirsty
4 hungry  poster  picture  drawers
5 tired  scared  cupboard  sad

2 Look and match. Ask and answer.

1 Where’s the bird? a He’s behind Rosy.
2 Where’s Rosy? b It’s next to the box.
3 Where’s Billy? c He’s in front of Rosy.
4 Where’s the ball? d She’s between Tim and Billy.
5 Where’s Tim? e It’s on the slide.

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

1 a e
2 e
3 i
4 o
5 u
4 Write.

ride    play    fly

Alex and Ruby are brother and sister.

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

5 Tick (✓) or cross (✗).

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Bike]</td>
<td>![Soccer]</td>
<td>![Horse]</td>
<td>![Kite]</td>
</tr>
<tr>
<td>Alex</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruby</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Ask and answer.

- Can Alex ride a bike? Yes, he can.
- Can Ruby ...?

7 Read and colour.

My work in Units 1, 2 and 3 is

🌞 OK      ☀️ ☀️ ☀️ ☀️ ☀️ ☀️ Good      ☀️ ☀️ ☀️ ☀️ ☀️ ☀️ ☀️ Excellent
1 Listen, point and repeat. 2 Listen and chant.

1 Have you got a milkshake, Rosy? Yes, I have.
2 Where's Billy? He's behind the tree.
3 Has he got a cheese sandwich? No, he hasn't. And he hasn't got his salad.
4 Here you are, Billy. Thank you.
5 Billy. Do you like the food? Well ... they like the food.
6 Sorry, Mum. Naughty birds! Don't worry. We've got more food.
1. Listen to the story again and repeat. Act.
2. Look and say.

Let's learn!

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

- **Have you got fries?**
  - Yes, I **have**.
  - No, I **haven’t**.

- **Has he got a cheese sandwich?**
  - Yes, he **has**.
  - No, he **hasn’t**.

- **Has she got a pizza?**
  - Yes, she **has**.
  - No, she **hasn’t**.

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

4. Look, ask and answer.

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

1. **Has he got a cheese sandwich?**
   - No, he **hasn’t**.

2. **Has he got salad?**

3. **Has she got a milkshake?**

4. **Has she got chicken?**

5. **Has he got fries?**

*Have you got ...? Yes, I have. Has he got ...? No, he hasn’t.*
Lesson Three  Song

1  Listen, point and repeat.

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

2  Listen and sing.

3  Sing and do.

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

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

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

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

1  Listen, point and repeat.  

```
gr  br  fr  
grass  grapes  brush  bread  frog  frisbee
```

2  Listen and chant.  

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

Friends together,
In the green, green grass.

Play with a frisbee,
Play football.

The friends have fun
With a big, brown ball.

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

4  Listen and complete the words.  

```
gr  br  fr  
grapes  own  een  og  isbee  ush
```

Consonant blends gr br fr  Unit 4
1 Look at the pictures and say the food words.

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

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

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

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

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

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

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

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

Listening

1  Listen and write Yes or No. 📔 45

<table>
<thead>
<tr>
<th></th>
<th>apples</th>
<th>grapes</th>
<th>figs</th>
<th>bananas</th>
<th>pears</th>
<th>oranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking

2  Point, ask and answer.

Have you got apples? Yes, we have.

Have you got ...? No, we haven’t.

Writing

3  Write a question mark or a full stop.

Have you got a sandwich? Yes, we have.

1 Has he got an apple? 2 She’s got an orange.
3 We like fruit. 4 Do you like figs?
5 Can you ride a bike? 6 I can’t ride a horse.

Complete the writing exercises on page 33 of Workbook 2.
Lesson One Words

1. Listen, point and repeat.
   - Art
   - Maths
   - English
   - Science
   - PE
   - Music

2. Listen and chant.

3. Listen and read.

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

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

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

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

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

6. You can wear their clothes, Tim.
   - Thank you very much!
1. Listen to the story again and repeat. Act.
2. Look and say.

**Let's learn!**

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

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

- **These are our PE bags.**

- **You can wear their clothes.**

3. Write. **our** **their**

- These are **our** bags.
- Those are _______ bags.
- These are _______ T-shirts.
- Those are _______ T-shirts.

4. Point, ask and answer.

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

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

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

1. Listen, point and repeat.  

playground  sports field  art room  computer room

2. Listen and sing.  50

3. Sing and do.

At our school

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

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

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

At our school ...

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

At our school ...

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

At our school ...

Unit 5  School rooms
1. Listen, point and repeat.
- **dr**: drum, dress
- **tr**: truck, tree
- **cr**: crayon, crab

2. Listen and chant.

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

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

4. Listen to the sounds and join the letters. 

What has the boy got?
1 Look at the picture. What school subjects can you see?
2 Listen and read.  

Our Computer Room

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

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

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

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

1. Listen and number. 🔄 55

**Speaking**

2. Point, ask and answer about your school.

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

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

**Writing**

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

   We’ve got maths on **Tuesday**.

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

Complete the writing exercises on page 39 of Workbook 2.
Let's play after school!

Lesson One  Words

1  Listen, point and repeat.  
- help my mum
- do my homework
- visit my grandma

2  Listen and chant.  
- go swimming
- have a music lesson
- watch TV

3  Listen and read.  

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

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

3. I visit my grandma every Tuesday. Wednesday?

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

5. I go swimming every Thursday. Oh dear.

6. Hello, girls. Alice can go swimming with us!
   Thanks, Mum!
   Thank you!

Unit 6  After-school activities
Lesson Two  Grammar

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

Let's learn!

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

3. Write.

watch  go  visit  do  have  help

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

4. Point and say.

Monday

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

1. Listen, point and repeat. 🎵 59
   - listen to music
   - play with friends
   - read a book
   - write an email

2. Listen and sing. 🎵 60

3. Sing and do.

After school

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

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

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

After school ...
1 Listen, point and repeat. 61

**fl**
- Flower
- Flat

**pl**
- Plum
- Plate

**bl**
- Blanket
- Blue

2 Listen and chant. 62

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

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

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

4 Listen and complete the words. 63

- Plate
- **ue**
- **at**
- **ower**
- **anket**
- **um**
1 Look at the pictures. Say what the children do.
2 Listen and read.

What do they do after school?

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

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


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

3 Read again. Who does each activity?

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

44 Unit 6  Reading: information texts
Listening

1. Listen and tick (√) or cross (×).

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

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

Speaking

Writing

3. Circle the verbs.
   - I ride my bike. I play football.
   - I play tennis.
   - I ride a horse.
   - I listen to music.
   - I skate in the park.
   - I visit my cousin.
   - I do my homework.

Remember!
Verbs are doing words.

Complete the writing exercises on page 45 of Workbook 2.
1 Circle the odd one out. Write.

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

2 Look and match.

1 Has the giraffe got a long neck? a Yes, he has.
2 Has it got two legs? b Yes, she has.
3 Has the boy got black hair? c Yes, it has.
4 Has he got fries? d No, she hasn’t.
5 Has the girl got long hair? e No, he hasn’t.
6 Has she got a pizza? f No, it hasn’t.

3 Ask and answer.

Has the giraffe got a long neck? Yes, it has.
Has ... ?
4. Tick (✓) the two pictures that start with the same sound. Write the letters.

1. 
   - Grapes
   - Tree
   - Crab
   - Grass

2. 
   - Apple
   - Frog
   - Drum
   - Plate

3. 
   - Dish
   - Brush
   - Dress
   - Drum

4. 
   - Book
   - Pencil
   - Towel
   - Flower

5. Look and circle.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>TV</td>
<td>Pencil</td>
<td>Swimming</td>
<td>Music</td>
<td>Books</td>
<td>Football</td>
</tr>
</tbody>
</table>

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

6. Read and colour.

My work in Units 4, 5 and 6 is

- OK
- Good
- Excellent
Let's buy presents!

Lesson One  Words

1 Listen, point and repeat.  66
2 Listen and chant.  67

chocolate  sweets  balloon  present  cake  card

3 Listen and read.  68

1 It's Billy's birthday tomorrow. Let's buy presents. What does he like?
   He likes trains and cars.

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

3 He likes chocolate.

4 Billy is asleep now. Put his presents here. It's a surprise!
   Good idea, Mum.

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

6 Oh Billy! It's five o'clock!
   Thank you for my presents. I'm three now!
1. Listen to the story again and repeat. Act.
2. Look and say.

Let's learn!

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

I **don't** like sweets.

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

He **doesn't** like balloons.

3. Write.

<table>
<thead>
<tr>
<th>likes</th>
<th>doesn't like</th>
<th>like</th>
<th>don't like</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like sweets.</td>
<td>I don't like balloons.</td>
<td>I like presents.</td>
<td>I like cake.</td>
</tr>
</tbody>
</table>

He **likes** sweets.

He **balloons**.

She **presents**.

She **cake**.

4. Point, ask and answer.

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

1  Listen, point and repeat. 69

neighbour  pastries  nuts  tie

2  Listen and sing. 70

Our neighbours

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

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

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

3  Sing and do.

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

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

2 Listen and chant.  

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

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

4 Listen to the sounds and join the letters.  
What has the girl got?

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

2 Listen and read. (p. 74)

### Make a card for your mum!

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

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

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

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

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

6 Give the card to your mum.

---

3 Read again. Circle the correct word.

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

2 Now close / open the card.

3 Draw a picture of Grandpa / you.

4 Now write / talk on the card.

5 Give the card to your mum / dad.
1 Listen and match. (75)

1. Harry  
2. Anna  
3. Peter  
4. Kim  

a.  
b.  
c.  
d.  

Speaking

2 Point, ask and answer.  

- What does he like?  
  - He likes tennis.  
- What does she like?  
  - She likes ...  

Writing

3 Look and write the long form.  

- don’t = do not  
- doesn’t = does not  

1. He doesn’t like sweets.  
   He _____ like sweets.  
2. She doesn’t like balloons.  
   She _____ like balloons.  
3. I don’t like bananas.  
   I _____ like bananas.  
4. He doesn’t like oranges.  
   He _____ like oranges.  
5. I don’t like snakes.  
   I _____ like snakes.  
6. She doesn’t like fish.  
   She _____ like fish.  

Complete the writing exercises on page 53 of Workbook 2.
8 What's the time?

Lesson One  Words

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

2. Listen and chant.  

3. Listen and read.  

   1. Let's listen to music.
   2. Asleep?
      - Sorry, we can't. My dad's asleep.
      - Yes. He's a doctor. He works at night.
   3. Hello girls. What's the time?
      - He goes to bed at eleven o'clock in the morning. He gets up at seven o'clock.
   4. It's seven o'clock.
   5. Can we listen to music now?
      - Sorry, we can't. My brother has dinner at seven o'clock. Then he goes to bed.
   6. Girls. You can listen to music. Put on these headphones.
      - Thanks, Mum!
1 Listen to the story again and repeat. Act.
2 Look and say.

**Let's learn!**

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

3 Write. Draw the time on the clocks.

<table>
<thead>
<tr>
<th>has breakfast</th>
<th>gets up</th>
<th>goes to bed</th>
<th>goes to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>He <strong>gets up</strong> at six o’clock.</td>
<td>He _______ at seven o’clock.</td>
<td>He _______ at eight o’clock.</td>
<td>He _______ at nine o’clock.</td>
</tr>
</tbody>
</table>

4 Point, ask and answer.

- **What’s the time?**
- **It’s … o’clock.**
What do you do in the morning?
What do you do?
What do you do in the morning?
I get up.
I have my breakfast.
I go to school.
That’s what I do. That’s what I do.
That’s what I do in the morning.

What do you do in the afternoon?
I have my lunch.
I learn at school.
I go home.
That’s what I do ...
... in the afternoon.

What do you do in the evening?
I do my homework.
I have my dinner.
I play with my toys.
That’s what I do ...
... in the evening.

What do you do at night?
I say goodnight.
I brush my teeth.
I go to bed.
That’s what I do ...
... at night.
Lesson Four  Phonics

1  Listen, point and repeat.  

**sm** smile  small  

**sn** snow  snake  

**st** stairs  star  

**sk** sky  skates  

2  Listen and chant.  

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

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

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

4  Listen and circle the correct sound.  

**sm**  **sn**  **st**  
**sm**  **st**  **sk**  
**sm**  **sn**  **st**  
**sm**  **sn**  **sk**  
**sn**  **st**  **sk**  

Consonant blends **sm**  **sn**  **st**  **sk**  Unit 8
1 Look at the pictures. Say what the girl and her mum do.
2 Listen and read. 84

My name’s Ruby. This is my day.
And this is my mum’s day.

**My day.**

In the morning, I get up at seven o’clock.
I get dressed. I have breakfast – cereal, bread and milk. Then I go to school at eight o’clock.
I go to school by bus. I take my coat, my school bag and my lunch box.
Our school bus is blue.

**My mum’s day.**

My mum’s a doctor. She starts work at six o’clock, so I don’t see her in the morning.
She goes home at two o’clock and she cooks dinner. I see my mum in the afternoon and the evening.

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

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

1. Listen and draw the time.

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

   It’s ten o’clock at night. He...

   - What do you do in the morning?
   - When do you get up?
   - Where do you go?

   1. Where’s my school bag?
   2. What do you do at night?
   3. What’s her name?
   4. When have we got maths?
   5. When do you have dinner?
   6. Where’s your brother?

   I have my breakfast.
   I get up at seven o’clock.
   I go to school.

   It’s under the chair.
   I go to bed.
   Her name’s Rosy.

   We’ve got maths on Tuesday.
   I have dinner at six o’clock.
   He’s in his bedroom.

Complete the writing exercises on page 59 of Workbook 2.
Lesson One  Words

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

2. Listen and chant.  
   - Where does he work?
   - He works in a police station.
   - Does your grandma work?
   - No, she doesn’t.
   - Does your mum work?
   - Yes, she does. She works in a shop.
   - There are lots of cakes here, Tim.
   - Yes, I know. My mum works in a cake shop!
   - Have a cake, boys.
   - Oh, thank you.
   - Fantastic!

3. Listen and read.
Lesson Two  Grammar

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

Let's learn!

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

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

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

3. Write.

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

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

2. Does she work in a shop?

3. Does he work in an airport?

4. Does she work in a school?

5. Does he work in a fire station?

6. Does she work in a police station?

4. Point, ask and answer.

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

Where does she work?  She ...

Does he / she work in a ...?
Lesson Three  Song

1  Listen, point and repeat. 89

station  

zoo  

supermarket  

bank

2  Listen and sing. 90

3  Sing and do.

Places to go

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

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

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

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

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

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

Places to go, things to see,
Out and about, my mum and me.
1. Listen, point and repeat.

Magic e makes the vowel long!

lake gate face plane

2. Listen and chant.

Open the gate,
The gate, gate, gate.

See the lake,
The lake, lake, lake.

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

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

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

4. Listen and complete the words.

1. cake
2. _a_e
3. _a_e
4. _a_e
5. _a_e

Long vowels a + magic e
Unit 9
1. Look at the picture. Where does she work? What animals can you see?

2. Listen and read.

She works at a zoo!

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

Molly says,

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

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

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

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

1. Molly works at a **station**.
   - **zoo**

2. Her favourite animals are the tigers.

3. There are **six** elephants at the zoo.

4. Molly gets up at **nine** o’clock.

5. The lions eat salad.

6. The animals drink juice.
Listening

1. Listen and circle the correct word. [95]

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

Speaking

2. Ask and answer.

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

Writing

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

She looks after elephants, **giraffes** / **lions** and tigers.

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

Complete the writing exercises on page 65 of Workbook 2.
1 Circle the odd one out. Write.

1 night  hospital  school  airport  night
2 morning  shop  afternoon  evening
3 chocolate  bank  sweets  cake
4 get up  go to school  go home  balloon
5 zoo  police station  nuts  train station

2 Read and circle.

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

3 Ask and answer.

- What does Dora like? She likes ...
- What does Henry like? What does Dora’s mum like?
4 Look and match.

1. She goes to school at [C] seven o'clock in the morning.
2. She goes to bed at [ ] nine o'clock at night.
3. She goes home at [ ] eight o'clock in the morning.
4. She has breakfast at [ ] three o'clock in the afternoon.

5 Say and point.

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

6 Look and circle the beginning sound.

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

7 Read and colour.

My work in Units 7, 8 and 9 is

☆☆☆☆☆ OK  ☆☆☆☆☆☆☆☆☆☆☆☆☆ Good  ☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆ Excellent
Lesson One  Words

1 Listen, point and repeat. 2 Listen and chant.
- raining
- windy
- hot
- cold
- snowing
- sunny

3 Listen and read.

1 Let’s walk to the shops.
   What’s the weather like?
   It’s sunny.

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

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

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

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

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

**Let's learn!**

- What's the weather like? It's windy.
- It's raining.
- Put on your sun hat.
- Don't put on your coat.

3. Write.

<table>
<thead>
<tr>
<th>Put on</th>
<th>Don't put on</th>
<th>Open</th>
<th>Don't open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Open</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>your coat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the window.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>your hat.</td>
<td></td>
</tr>
</tbody>
</table>

4. Point, ask and answer.

- What's the weather like? It's ... Put on ... / Don't put on ...

Unit 10
Lesson Three Song

1 Listens, point and repeat. ☜ 99

fly a kite  make a snowman  wear coats  go outside

2 Listen and sing. ☜ 100

3 Sing and do.

What’s the weather like today?

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

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

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

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

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

bike  kite  nine  white  line

2 Listen and chant.

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

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

3 Read the chant again. Circle the sound i__e.

4 Listen and complete the words.

line  i_e  i_e  i_e  i_e  i_e
1. Look at the pictures. What is the weather like?
2. Listen and read.

Here is the weather...

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

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

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

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

3. Read again. Match.

1. six o'clock  b  2. nine o'clock  c  3. two o'clock  a  4. seven o'clock  d
Listening

1 Listen and tick (√) the correct picture.

1 Monday  2 Wednesday  3 Friday  4 Sunday

Here is the weather ...

Speaking

2 Point, ask and answer. sunny rainy windy cold hot snowing

Monday Tuesday Wednesday Thursday Friday Saturday

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

Writing

3 Circle the verbs. Underline the adjectives.

He wears his big coat.

1 She opens her yellow umbrella.  2 He eats a hot pizza.
3 I drink a cold milkshake.  4 We play in the small playground.

Remember!
Adjectives are describing words.

Complete the writing exercises on page 73 of Workbook 2.
Lesson One  Words

1. Listen, point and repeat.  
   - skirt  
   - scarf  
   - gloves  
   - jeans  
   - boots  
   - shirt

2. Listen and chant.  

3. Listen and read.  

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

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

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

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

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

   6. Here they are!
      - Hello and welcome!

74  Unit 11  Clothes
Let's learn!

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

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

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

3 Match and write.

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

4 Ask and answer.

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

1  Listen, point and repeat. 📆 109

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

2  Listen and sing. 🎵 110

3  Sing and do.

Here comes the train!

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

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

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

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

Unit 11  Time
1. Listen, point and repeat. 

nose  rope  stone  bone  home

2. Listen and chant. 

The dog has got my rope.  
The dog is on a stone.  

Hurry up, dog.  
I want to go home.  

My nose is cold.  
Here is a bone.  

Hurry up, dog.  
I want to go home.

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

4. Listen and complete the words. 

1. rope  2. o_e  3. o_e  4. o_e  5. o_e
1 Look at the pictures. What colour is the coach? What’s the time?
2 Listen and read. 🎧

At the coach station
The coaches pass by.
We look at all the people.
They wave and say ‘Hi’.
Here comes my coach.
It’s half past two.
It’s red and yellow.
It’s got pictures on it too.
I look at all the bags,
Some are big, some are small.
I look at all the people,
Some are short, some are tall.
They’ve got red coats, green coats,
yellow coats, blue.
They’ve got long hair, short hair
and curly hair too.
We get on the coach,
We go and sit down.
And off goes the coach
To our aunt’s seaside town.

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

1 They are at the train station.
2 It’s half past nine.
3 The coach is red and green.
4 Some bags are big. Some are short.
5 They go to their grandpa’s seaside town.

coach
Lesson Six

Listening

1  Listen and number. 115

Speaking

2  Point, ask and answer.

What’s she wearing?  She’s wearing ...
He’s wearing a red shirt. Who is it?  It’s number ...

Writing

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

It’s quarter to three.

1 It’s quarter past nine.
2 It’s quarter to seven.
3 It’s quarter to four.
4 It’s quarter past eight.

Complete the writing exercises on page 79 of Workbook 2.
Lesson One  Words

1. Listen, point and repeat.  
   - wedding
   - guests
   - cake
   - bride
   - band
   - invitation

2. Listen and chant.  

3. Listen and read.  

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

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

   3. Look at Dad. What’s he doing?  
      He’s eating the wedding cake.

   4. Look at Grandma and Grandpa. They’re talking.

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

   6. Everyone is singing and talking.  
      And you’re sleeping!
Lesson Two Grammar

Let's learn!

What are you doing?
I'm dancing with Dad.

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

What's he doing?
He's eating the cake.

What are they doing?
They're talking.

Look and circle.

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

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

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

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

5. This is the wedding cake / band.
   We're reading / eating it.
Lesson Three  Song

1  Listen, point and repeat. 

make a cake  wash the car  brush my hair  take photos

2  Listen and sing. 

3  Sing and do.

We’re getting ready for the wedding!

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

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

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

2 Listen and chant. This month is June
And it’s my birthday!
I’ve got a puzzle cube,
I can play all day.

I’ve got a new flute
For my birthday,
And a poster in a tube.
What a happy day!

3 Read the chant again. Circle the sound u_e.
4 Listen and complete the words. t u b e
   _u_e
   _u_e
   _u_e
   _u_e
Dear Hannah,

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

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

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

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

I will send photos of the party soon.

Love from Bella

3 Read again. Write.

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

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

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

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

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

6 What cake does Bella like? She likes the big ___________ cake.
Listening

1 Listen and number.

Speaking

2 Point, ask and answer.

- Eating
- Dancing
- Taking photos
- Drinking
- Talking

What's he doing? He's dancing.

Writing

3 Read and circle ing.

I'm eating my breakfast.

1 We're singing songs together.
2 He's talking to his friend.
3 They're listening to the music.
4 She's watching the band.
5 She's writing the invitations.

Complete the writing exercises on page 85 of Workbook 2.
1. Circle the odd one out. Write.

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

2. Write.

<table>
<thead>
<tr>
<th>o’clock</th>
<th>half past</th>
<th>quarter to</th>
<th>quarter past</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>cold</td>
<td>raining</td>
<td>snowing</td>
</tr>
</tbody>
</table>

1. It’s quarter to eight.
   It’s cold.

2. It’s nine ________.
   It’s ________.

3. It’s ________.
   It’s ________.

4. It’s ________.
   It’s eleven.

5. It’s ________.
   It’s four.

6. It’s ________.
   It’s five.

3. Point, ask and answer.

What’s the time?  It’s ...
What’s the weather like?  It’s ...
4 Say the word and circle the correct sound.

1 a_e i_e o_e u_e

2 a_e i_e o_e u_e

3 a_e i_e o_e u_e

4 a_e i_e o_e u_e

5 a_e i_e o_e u_e

5 Look and match.

1 Is he dancing?  
   a No, they aren't.

2 Are they singing?  
   b Yes, I am.

3 Is he drinking?  
   c Yes, he is.

4 Are you eating?  
   d Yes, they are.

5 Is she playing?  
   e No, she isn’t.

6 Are they talking?  
   f No, he isn’t.

6 Read and colour.

My work in Units 10, 11 and 12 is

😊 OK  😊😊 Good  😊😊😊 Excellent
13 Look at all the animals!

Lesson One Words

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

cow  goat  horse  sheep  donkey  goose

3. Listen and read.

1. Wow! Look at all the animals, Billy.
2. Look. This cow is bigger than that cow.
   Yes. It's the mummy cow.

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

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

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

6. No. It's a naughty baby goat!
1. Listen to the story again and repeat. Act.
2. Look and say.

**Let's learn!**

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

3. Write.

- **bigger than**  **smaller than**  **taller than**  **shorter than**

1. The horse is **bigger than** the goat.

2. The girl is **taller than** the boy.

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

4. The sheep is **smaller than** the cow.

4. Point and say.

- The boy is shorter than the girl.
- The goose is ...
- The hen is ...

*bigger / smaller / taller / shorter than*  

Unit 13
Lesson Three  Song

1  Listen, point and repeat.  

2  Listen and sing.  

3  Sing and do.

On the farm

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

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

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

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

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

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

- tree
- green
- three
- cheese
- feet

2. Listen and chant.

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

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

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

4. Listen and complete the words.

1. green
2. ___ee
3. __ee_
4. ___ee___
5. _____ee
1. Look at the pictures. Where are the children? What animals can you see?

2. Listen and read.

On Wednesday there is a school trip to a farm. There are sheep, cows, goats, hens and horses at the farm. There are also fruit trees: figs, oranges and pears.

Don’t be late for school. The bus leaves at nine o’clock. We go back to school at three o’clock.

Wear your school clothes on Wednesday. Bring your lunch box and a drink. Wear your sun hats and put on sun cream.

Here are the rules for the farm:

1. Don’t touch the animals.
2. Don’t feed the animals.
3. Don’t open the gates. The animals can run away.
4. Don’t eat the fruit.
5. Listen to the farmer.

And finally, enjoy your trip!

3. Read again. Circle the correct word.

1. The school trip is on **Monday / Tuesday / Wednesday**.
2. The trip is to a **zoo / farm / shop**.
3. There are **plum / fig / apple** trees.
4. They go to the farm at **nine / eight / three** o’clock.
5. They can wear a **coat / sun hat / T-shirt**.
6. They can bring **a drink / an ice cream / a toy**.
**Listening**

1. Listen and number.  
   
   This is my farm.  
   Please listen to the rules.

**Speaking**

2. Look and say.

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open the gate</td>
<td>X</td>
</tr>
<tr>
<td>Eat your lunch here</td>
<td>✓</td>
</tr>
<tr>
<td>Wash your hands</td>
<td>✓</td>
</tr>
<tr>
<td>Feed the animals</td>
<td>X</td>
</tr>
<tr>
<td>Wear boots</td>
<td>✓</td>
</tr>
<tr>
<td>Touch the animals</td>
<td>X</td>
</tr>
</tbody>
</table>

Don’t open the gate.  
Eat ...

**Writing**

3. Write and to connect the sentences.

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

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

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

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

Complete the writing exercises on page 93 of Workbook 2.
Lesson One  Words

1. Listen, point and repeat.
   - kind
   - naughty
   - wet
   - dry
   - fridge
   - photo

2. Listen and chant.

3. Listen and read.

1. Look at the photos on the fridge.

2. Look. We were in the park. You were kind, Tim.
   The babies weren’t sad. They were just hungry.

3. We were outside. We were very wet.

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

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

6. Look. These ducks were naughty. And this goat was naughty too.

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

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

Let's learn!

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

3 Look and circle.

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

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

4 Point and say.

She was kind. They ...
Lesson Three  Song

1  Listen, point and repeat.  

- tidy
- untidy
- floor
- rubbish

2  Listen and sing.  

The house was so untidy!

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

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

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

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

Thank you!

3  Sing and do.

96  Unit 14  Tidying up
1. Listen, point and repeat.

2. Listen and chant.

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

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

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

3. Circle the short vowels. Underline the long vowels.

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

4. Listen and circle the correct word.
Our school play by Katie Evans in Primary 2.

This year, our school play was *Little Red Riding Hood*. The play was in the classroom on Thursday afternoon. Our families were there.

I was the girl. Sidney was the wolf and Zoe was the grandma.

My costume was a big red coat with a hood. Sidney’s costume was a big wolf’s head. He was very scary.

The play was lots of fun. Our families were happy and proud of us.

We love English. And we love acting English stories. Thank you to our English teacher, Mrs Hope, for all her hard work. And thank you to our families for all their help. Primary 2 was brilliant. Now we are ready for Primary 3.

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

1 The play was on **Tuesday.** **Thursday**
2 The play was in the morning.
3 The play was in the playground.
4 Sidney was the cat.
5 Katie’s costume was blue.
6 Mrs Hope is the art teacher.
Listening

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

Speaking

2. Look and say.

- donkey
- lion
- birds
- giraffes

Writing

3. Read. Circle and underline or.

- I like donkeys and horses. I don't like dogs or cats.
- I don't like tennis or football.
- I like cakes and bananas.
- I can't swim or ride a bike.
- I can skate and ride a horse.
- Today we've got English and maths.
- We haven't got science or PE.
1. Listen, point and repeat.  
   - man  
   - men  
   - woman  
   - women  
   - child  
   - children

2. Listen and chant.  
   - Tell me about school today. Was it good?  
   - Oh yes. It was great!  

3. Listen and read.  
   - It was the school prize-giving. We were late.  
   - Hurry up!  

4. The prize-giving was in the playground.  
   - Where's the prize-giving?  
   - Look! Lots of men, women and children.  

5. There was a prize for English.  
   - The prize goes to ...  

6. Rosy and Tim! Well done!  
   - We were the winners! It was a great day!
1. Listen to the story again and repeat. Act.
2. Look and say.

**Let’s learn!**

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

3. Write.  
   **some**  **any**

There weren’t any men.
There weren’t ______ children.
There were ______ women.
There were ______ children.
There weren’t ______ men.
There weren’t ______ women.

4. Point, ask and answer.

<table>
<thead>
<tr>
<th>man</th>
<th>men</th>
<th>woman</th>
<th>women</th>
<th>child</th>
<th>children</th>
</tr>
</thead>
</table>

Picture 1. How many men were there?
There were two men.
How many ...?
Lesson Three  Song

1 Listen, point and repeat.  

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

2 Listen and sing.  

3 Sing and do.

The race

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

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

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

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

Kim was first.
Run, run, run!
What a fast runner.
She was number one!
1 Listen, point and repeat.  ng

ng
ring  king  swing

nk
bank  sink  pink

2 Listen and chant.  152

Sing a song while you
swing, swing, swing.

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

Wash your hands at the
sink, sink, sink.

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

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

4 Listen and complete the words.  153

1  ring
2  ba  ___
3  swi___
4  ki___
5  pi___
Suzy is a fairground horse. She is behind a red horse and in front of a blue horse. She goes round and round every day.

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

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

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

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

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

1. Listen and number. ☑ 155

Speaking

2. Point, ask and answer.
   drinking running eating
   What’s Suzy doing?
   She’s ...

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

Writing

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

   teddy teddies
   lolly lollies
   boy boys
   monkey monkeys

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

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

Complete the writing exercises on page 105 of Workbook 2.
1. Circle the odd one out. Write.
   1. cow  goat  horse  man  man
   2. children  fridge  women  men
   3. kind  wet  naughty  donkey
   4. photo  second  fourth  first
   5. loud  quiet  first  fast

2. Look and circle the correct word.

   1. The girl is taller / shorter than her brother.
   2. Her coat is smaller / bigger than her brother’s coat.
   3. She is faster / slower than her brother.
   4. The boy is faster / slower than his sister.

3. Say.
   - The girl is taller than her brother.
   - Her coat is ...
4 Tick (✓) the picture that contains the sound.

1 u_e 2 i_e 3 u 4 o_e 5 i 6 o

5 Read and circle the correct word.

1 On Wednesday, it [was] / [were] our school play.
3 They [was] / [were] in the playground.
4 Our mums and dads [was] / [were] there too.
6 He [was] / [were] very proud of us.
7 All the children [was] / [were] very happy!

6 Read and colour.

My work in Units 13, 14 and 15 is

😊 😊 😊 Good 😊 😊 😊 😊 😊 Excellent
Grammar reference

Unit 1

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

Read and tick (√) or cross (×).
1 These is my bag. ___ 2 That is a pencil case. ___
3 This are pictures. ___ 4 Those are pegs. ___

Unit 2

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

Write.
1 _____ they happy? Yes, ___________. 2 _____ they hot? No, ___________.

Unit 3

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

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

Unit 4

Have you got a milkshake? Yes, I have.
Yes, I haven’t.

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

Write.
1 _____ you got a sandwich? Yes, __________
2 _____ he _____ a pizza? No, __________
Unit 5
What have we got on Monday? We’ve got English.
When have we got PE? We’ve got PE on Thursday.
These are our bags.
These are their books.

Order the words.
1 maths got When we ? have
2 maths We’ve . on got Tuesday
3 our are . These T-shirts

Unit 6
I visit my grandma.
I don’t visit my grandma.
I have a music lesson.
I don’t have a music lesson.

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

Unit 7
What do you like? I like balloons.
I don’t like nuts.
What does he like? He likes sweets.
He doesn’t like pastries.

Write. What does he like?
1 (nuts ☺) He ______ nuts.  2 (chocolate ☹) He ___________ chocolate.

Unit 8
What’s the time? It’s seven o’clock.
She gets up at seven o’clock.
She goes to school at eight o’clock.
He has dinner at six o’clock.

Order the words.
1 o’clock It’s . eleven
2 lunch . at has o’clock twelve She
Unit 9
Where **does** he work? He works in an airport.

**Does** she work in a shop? Yes, she **does**.
No, she **doesn’t**.

Write.
1. He / police station? **Does he work in a police station?**
2. No, _________________
3. She / hospital? _________________________________
4. Yes, _________________

Unit 10
It’s sunny. **Put on** your sun hat.
**Don’t put on** your coat.

Write.
1. It’s hot. _______________ your coat.
2. It’s sunny. ______________ your sun hat.
3. It’s cold. ______________ your shorts.

Unit 11
**What are** you wearing? **I’m wearing** a blue skirt.
**What’s he wearing?** **He’s wearing** red gloves.

Write.
2. What ______ he wearing? ________________ a blue T-shirt.
3. What ________ wearing? She’s ____________ black boots.
Unit 12
What are you doing? I’m talking.
We’re singing.
What’s he doing? He’s eating a sandwich.
What are they doing? They’re dancing.

Write.
1 What _____ he doing? _______ reading.
2 What ______________ doing? I’m taking photos.

Unit 13
The sheep is bigger than the goat. The boy is shorter than the girl.

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

Unit 14
I was naughty. You were happy.
He wasn’t sad. They weren’t cold.

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

Unit 15
There were some children.
There weren’t any men.

Write.
1 There were some men. 2 There ______ any women.
3 There weren’t ______ children. 4 There ______ some animals.
Family and Friends is a six-level primary series which offers teachers an amazing package of integrated print and digital resources. It combines a unique phonics programme, exceptionally strong skills training and a fast-paced language syllabus with comprehensive testing material and civic education to create the best course for learning English.

- Class Book plus Student MultiROM
- Workbook
- Photocopy Masters Book
- Testing and Evaluation Book
- Story Posters
- Phonics Cards
- Words Flashcards
- Audio Class CDs
- Digital Class Resources

Also available:
- Readers
- Grammar Friends
- Oxford Primary Skills: Reading and Writing

OXFORD UNIVERSITY PRESS

www.oup.com/elt