

Academy A Stars 2

Pupil's Book




Kathryn Harper

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Talk about yourself Vocabulary review		
1	In the wild p8	Animals; countries	There are / aren't + some / any: <i>There are some crocodiles. There aren't any pandas.</i>	Are there any ...? + short answers: <i>Are there any birds? Yes, there are.</i>
2	My busy week p18	Days of the week; activities	Present simple (I / we / they) affirmative and negative: <i>I play basketball. They don't play basketball.</i>	Present simple: questions with Do you ...? Do you visit your grandma at the weekend? Do you play tennis?
		Review 1		
3	Our things p30	Personal possessions	Possessive adjectives: our / their <i>It's our camera. It's their phone.</i>	Questions with whose; 's for possession: Whose phone is this? It's Paula's.
		Reading time 1: Our sweet mangoes		Think about it!: Make an activities poster
4	Out and about p44	Buildings; places	Present simple (he / she) affirmative and negative: <i>She lives in a house. He doesn't play football.</i>	Present simple (he / she) with Wh- questions: Where does he live? What time does he start school?
		Review 2		
5	Sun and snow p56	Weather; natural features	Present continuous (affirmative and negative): <i>I'm watching videos. They aren't swimming.</i>	Present continuous with Wh- questions: What are you doing? What's he wearing?
		Reading time 2: We can do anything!		Think about it!: Make an anemometer!
6	Stay safe p70	Transport	Imperatives: Stop! Don't run!	Present continuous with questions + short answers: Are you playing a game? No, I'm not.
		Review 3		
7	Seasons of fun p82	Seasons; activities	like + -ing: <i>I like having picnics. I don't like swimming.</i>	Let's + infinitive; What about + -ing?: Let's fly our kites! What about playing tennis in the park?
		Reading time 3: The island		Think about it!: Make a season poster
8	How food grows p96	Fruits; vegetables	would like + a / an / some: <i>I'd like some lemons. Would you like a watermelon?</i>	would like + to + infinitive: <i>Would you like to feed the lambs? I'd like to ride on a tractor.</i>
		Review 4		
9	Let's look inside p108	Rooms; furniture	Past simple (was / were): <i>I was with grandma. We weren't hungry.</i>	Past simple to be with questions + short answers: Were you at home yesterday? Yes, I was.
		Reading time 4: The prince who wasn't hungry		Think about it!: Design a space house
10	Fantastic weekends p122	Places in a town	Past simple (regular verbs): <i>I visited the zoo. They cooked.</i>	Wh- questions + answers with past simple regular verbs: Where were you on Saturday? In the morning we climbed on the rocks.
		Review 5		

Reading	Listening	Speaking	Writing	Phonics and Learning skills
An information text Find key facts	Listen for gist	Talk about your favourite animal	An animal fact file Capital letters and full stops	Short vowel sounds Identify patterns
A poem Compare and contrast information	Listen for key words	Tell the time	A description of a day More capital letters	<i>cr, dr, gr</i> Remember new words
An information text Identify fact and opinion	Listen for specific information	Talk about possessions	A description of a gadget Adjectives	<i>br, fr, tr</i> Verbs <i>play</i> and <i>do</i>
A story Identify the main idea in a paragraph	Listen for gist	Ask how to spell a word	A profile of a friend Connect ideas with <i>and, but</i>	<i>bl, fl, pl</i> Alphabetical order
A play Infer information from a text	Listen for key information	Talk about the weather	A scene for a play Exclamation marks	<i>sk, sm, sn, st</i> Adjectives
A safety poster Activate prior knowledge	Listen for key information to label a diagram	Make requests	A classroom rules poster More exclamation marks	<i>cl, gl, sl</i> Regular plurals
A story Identify the main idea in a paragraph	Listen for gist	Accept or reject suggestions	An article about your country Headings	long <i>a</i> Complete a table
An information text Understand sequence	Compare and contrast information	Ask for things in a shop or a market	A party invitation Commas	long <i>i</i> Opposites
A realistic story Read for detail	Listen for sequence	Tell the time (half past)	An email about yesterday Start and end an email	long <i>o</i> and <i>u</i> Alphabetical order
A story Work out word meaning from context	Listen for specific information	Ask and answer about the weekend	A description of the weekend Time expressions	long <i>e</i> Irregular plurals

Welcome

1  1.1 Meet the Academy Stars. Listen and point.

LEVEL



Hello! I'm Henry.
Kirsty is my sister.

Hi, I'm Kirsty.

Let's learn more
vocabulary.

Let's learn about
sports and activities.

Hello, I'm Eva.

Let's learn to talk and
write about the weekend.

Hi! I'm Owen.
Eva is my sister.

Let's learn about
the seasons.
Let's have fun!



2 1.2 Look at the picture and write the names.

1 He's tall. He's got a sister.
He's got brown hair.

Henry

2 She's got a brother.
She's got green eyes.
She's got a purple bag.

3 She's got a brother.
She's got blonde hair
and blue eyes.

4 He's small. He's got
an orange ball.

3 1.3 Listen and circle.

Name: Eva / Kirsty
Age: 7 / 8
Hair: /
Eyes: /
I can: /
I like: /

Name: Henry / Owen
Age: 8 / 9
Hair: /
Eyes: /
I can: /
I like: /

4 Tell a friend about you.

My name is ...

I've got ...

I like ...

I'm ...

I can ...

1 Look, find and write.

1 Three words beginning with 'b':

ball _____

2 Three words beginning with 's':

3 Three things to eat:

4 Three things to wear:

5 Three family members:

2 Look and write the numbers.

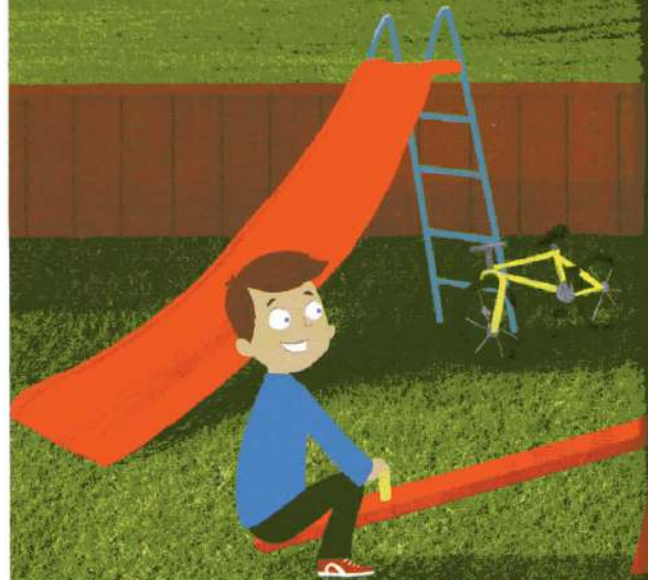
1 Grandma can see eight flowers.

2 There are _____ cars in the sandpit.

3 There are _____ cakes on the table.

4 Grandpa's got _____ bananas.

5 There are _____ swings.





3  Talk to a friend. Make sentences about the picture.



I can see ...

There's a ...

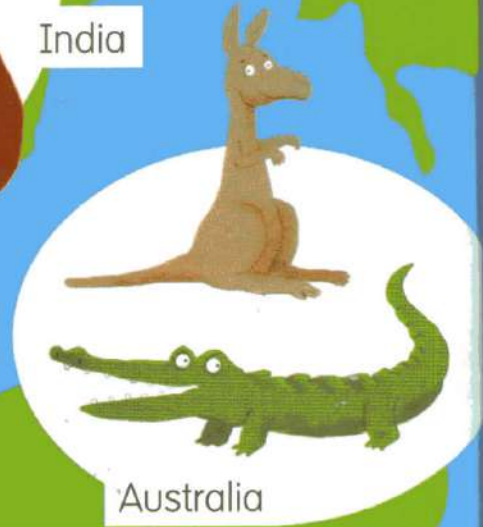
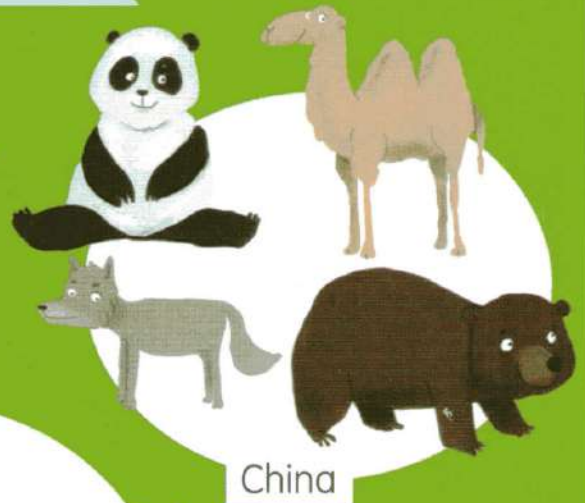
Mum's got ...

There are ...



In the wild

Animals map



Lesson 1 Vocabulary

1  1.4-1.5 Listen and say. Then listen and number.



bear



camel



crocodile



kangaroo 1



panda



wolf



Australia



India

2 Look at the map. Find the animals in Activity 1.
Which countries are they from?

3  Which animals are from more than one country?
Which animals are from only one country?

4  1.6 Sing and act out. **Be a star!** 

Zoom around the world

*Zoom! Around the world!
Count the countries 1, 2, 3!
Zoom! Around the world!
What animals can you see?*

Welcome to Australia!
Can you see a kangaroo?
Listen! Snap, snap!
There are crocodiles, too.

India, Russia, China.
I can hear wolves and bears.
And look! I think there's
A camel over there!

But my favourite is in China.
Listen! Crunch, crunch!
I can see a panda.
Mmm. It's having lunch.

1 1.7 Listen and read. What animals can they see?

1 **INDIA ZONE**

Look! This is the India Zone. **There are some** crocodiles.

2 **CHINA ZONE**

This is the China Zone. There are some pandas.

There aren't any tigers.

3

Where are we now?

I don't know. There aren't any animals!

4 **AUSTRALIA ZONE**

Yes, there are! Look! There are some kangaroos! Hurray!

2 1.7 Read and match. Listen again and check.

There are some ...

There aren't any ...



3 Work in groups. Act out the story. **Be a star!**

Lesson 3 Grammar focus

Graphic

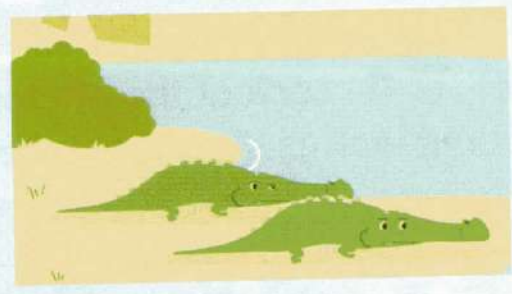
Grammar

There are / aren't + some / any

There are some crocodiles .

There aren't any pandas .

aren't → are not



2 Look and complete the sentences.



1 There are some foxes.

2 There aren't any pandas.

3 There _____ crocodiles.

4 There _____ camels.

5 _____ wolves.

6 _____ kangaroos.

7 _____ bears.

8 _____ tigers.

3 Look at the story on page 10. Talk about the animals. **Be a star!**



There are some crocodiles.



There aren't any wolves.

20

twenty

30

thirty

40

forty

50


fifty

- 1  1.9  Look at the photos. Think of two things you know about wolves. Read and check your ideas.

Wolves

Wolves can be grey, black, white or brown. There are wolves in sixty countries. There are wolves in Russia, Canada, India and China. There aren't any wolves in Australia.

Wolves are big. Lots of wolves are a hundred centimetres (cm) long. They've got a long tail. Some are fifty cm long. They've got forty-two teeth. A wolf can run at sixty-five kilometres per hour (kph)!



A wolf family is called a 'pack'. There are four to nine wolves in a pack. Wolves eat birds and fish.



60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred

Look! These are baby wolves. They're called 'cubs'. This mother's got four cubs.



2 Read again. Complete the facts. **Be a star!** ★

Wolf facts

Colours: grey, _____,

Teeth: _____

Countries with wolves: 60

Can run at: _____ kph

Body: _____ cm long

Number in a pack: _____

Tail: _____ cm long

Food: birds, _____

3 Work in pairs. What can you remember about wolves?

4 What do you think about wolves? Choose and tick (✓).

They're scary. They're beautiful. They're bad.

Lesson 5 Sounds and letters

1  1.10 Listen and say. Complete.



cat



p_n



f_g



d_g



c_b

2  1.11 Listen and say the chant. Then write the letters.

The bl_a ck c__t is
Under the r__d b__d.



My m__m has g__t
A f__nny w__g.



The fr__g and the d__g
Are on the l__g.



Learning to learn

Look at the pattern in these words:

thirty forty fiftty sixty seventy

Underline the pattern in these words:

ruler rubber sister brother teacher

Lesson 6 Language in use

1 1.12 Listen and say.



Are there any **birds**?

Yes, there are!

How many are there?

Let's see. There are ... **twenty birds**!

Are there any **flowers**?

Yes, there are. There are ... **forty flowers**.

Are there any **foxes**?

No, there aren't. But look! There's a spider.

Oh, no! Run!

2 Work in pairs. Ask and answer.

Student A



60



30



0

Student B



50



40



0

Student A Are there any **insects**?

Student B Yes, there are!

Student A How many are there?

3 Now it's your turn.

Draw a nature picture. Play a game.

Be a star!



Lesson 7 Listening and speaking



forest



tongue

- 1 1.13 Look at the photos.
What animal is this? Listen and check.



- 2 1.13 Listen again. Circle the correct words.

- 1 There are some / aren't any sun bears in China.
- 2 There are some sun bears in **India** / **Russia**.
- 3 They like **cold** / **hot** forests.
- 4 They **can** / **can't** climb trees.
- 5 They've got **long** / **short** tongues.
- 6 There **are** / **aren't** lots of sun bears.

- 3 1.14 Listen and repeat. Then ask and answer about you. **Be a star!**

- What's your favourite animal?
- My favourite animal is a **panda**.
- Are there any **pandas** in your country?
- No, there aren't.



Values

Is it important to respect wild animals?

1 Read and follow.

Use **capital letters** at the **beginning** of a sentence and for **countries** (India).
 Use a **full stop** (.) at the **end** of a sentence.

2 Complete with capital letters and full stops.

Tigers

¹ This is a tiger ² ___ here are tigers in ³ ___ hina and
⁴ ___ ndia ⁵ ___ here aren't any tigers in ⁶ ___ ustralia
⁷ ___ igers are orange, black and white ⁸ ___ hey've got
 long tails ⁹ ___ hey can jump and swim



3 Read the facts and complete the text. **Be a star!** ★

Crocodiles

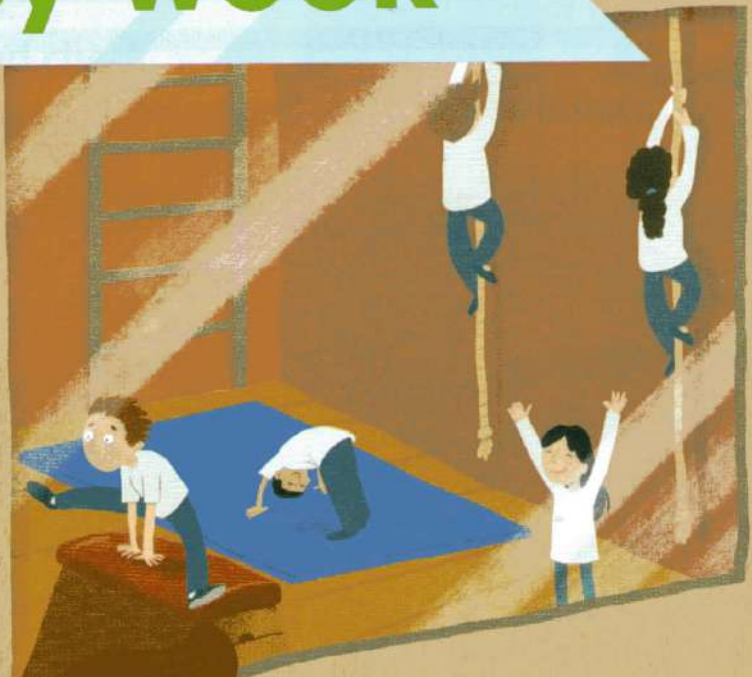


- Australia and India ✓
- Russia ✗
- green and brown ✓
- big teeth ✓
- swim, run ✓

This ___ is ___ a crocodile.
 ___ are ___
 There ___
 Crocodiles ___
 They ___
 They ___

2

My busy week





This Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Lesson 1 Vocabulary

- 1  1.15 Look at the calendar. Listen and chant.
- 2  1.16–1.17 Listen and say. Then listen and number.



do gymnastics



go to school



have a music lesson



play basketball

- 3  1.18 Look and listen. Point to the activities and days.
- 4   Look at the picture and think about your week. What activities do you do?
- 5  1.19 Sing and act out. **Be a star!** 

Busy days

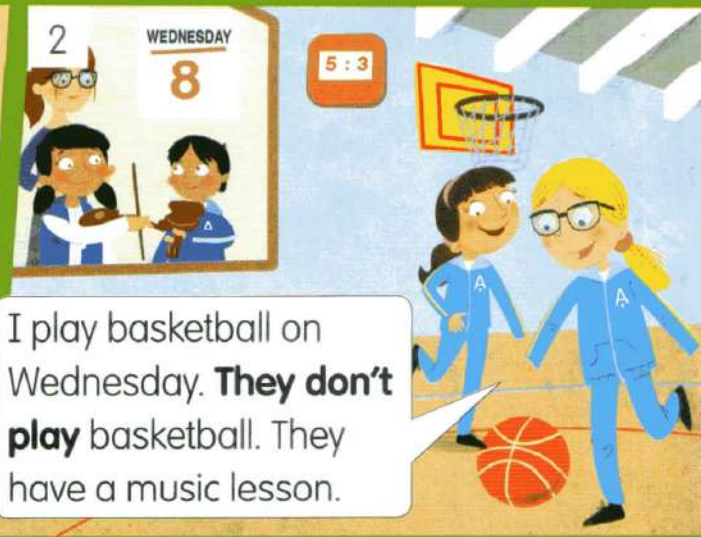
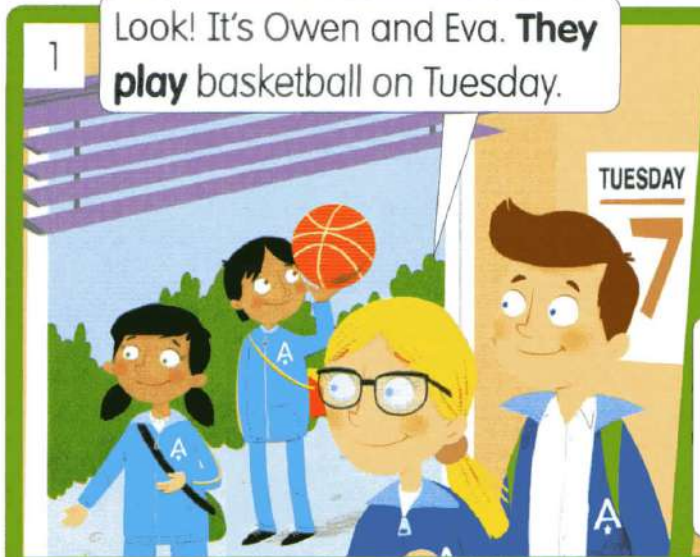
*Busy, busy, busy,
The whole week through.
Busy, busy, busy,
Lots of things to do!*

Monday to Friday,
Go to school.
Tuesday and Wednesday,
Swim in the pool.

Thursday and Friday,
Play basketball
And do gymnastics
In the school hall.

Saturday and Sunday,
It's time to play!
Let's go out
And have a great day!

1 1.20 Listen and read. What do they do on Saturday?



2 1.20 Listen again. Read and **circle**.

1 They play basketball on Wednesday.

Kirsty / Henry / Eva / Owen

2 They have a music lesson on Wednesday.

Kirsty / Henry / Eva / Owen

3 They do gymnastics on Thursday.

Kirsty / Henry / Eva / Owen

4 They play on Saturday.

Kirsty / Henry / Eva / Owen

3 Work in groups. Act out the story. **Be a star!**

1 1.21 Look and read.

Graphic

Grammar

Present simple (I / we / they)

I play basketball on Wednesday .

I don't play basketball on Tuesday .

They do gymnastics on Thursday .

They don't play basketball .

don't → do not

2 Write in order. Then match.

1 on / I / have / Monday. / a music lesson

I have a music lesson on Monday.

2 play / Sunday. / on / We

3 Friday / do / I / on / gymnastics

4 play / Wednesday. / on / basketball / We / don't

5 don't / school / We / Saturday / to / go / on



3 Tell a friend about your busy week. **Be a star!**

I do gymnastics on Thursday.



1 Read the first part of the text and tick (✓).

It's ... a play. a poem. a story.

2  1.22 Read the text. Match the pictures to the verses.

School days, Saturday, Sunday

School days, school days.

It's time to go to school.

In the classroom there's lots to learn.

In the gym we throw, jump and turn.

School days, school days. d

School days, school days.

It's time to go to school.

In the classroom we read and write.

In the playground we fly a kite.

School days, school days.

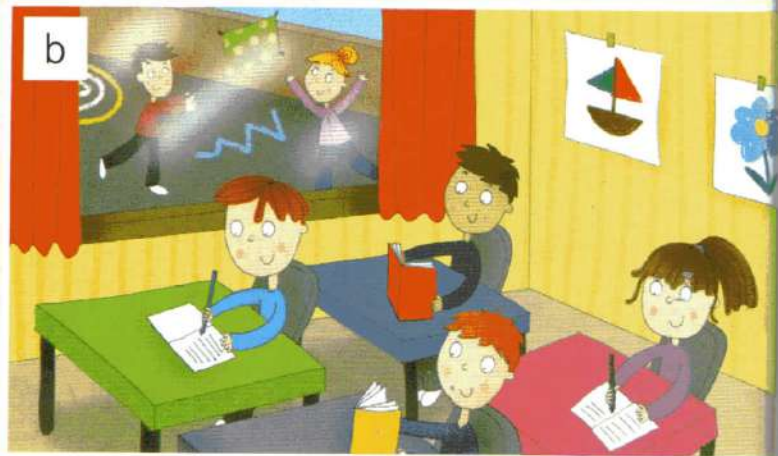
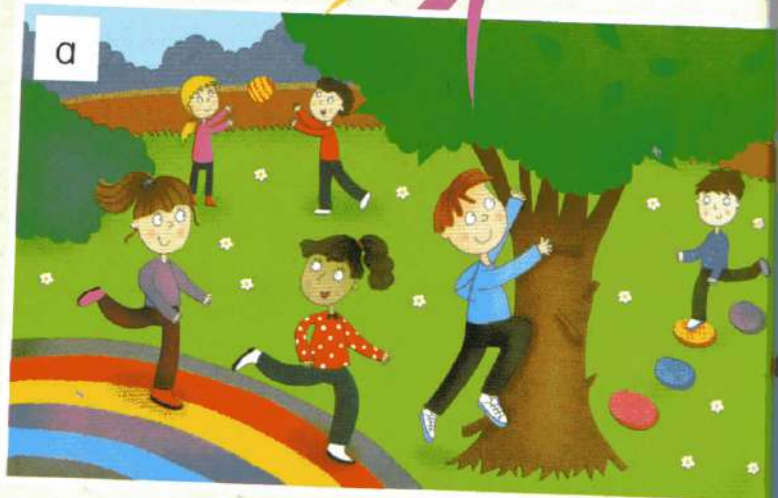
Saturday, Saturday.

We don't go to school!

In the park we play, climb and run.

Saturday is always fun!

Saturday, Saturday.



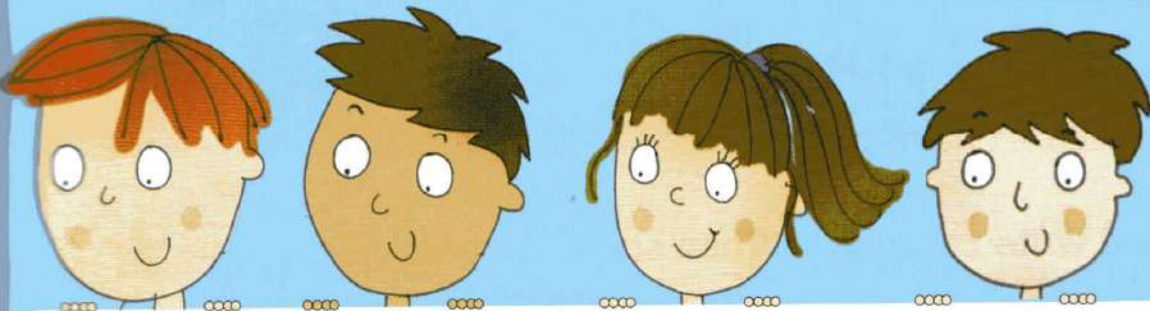
Sunday, Sunday.

We don't have music lessons.

We stay at home and read a book.

We visit grandma and we cook.

Sunday, Sunday.



cook



fly a kite



visit



write

3 **Underline** the words in the poem that rhyme.
Are they at the beginning or end of the line?

4  Read again and **circle** the correct day(s). **Be a star!** 

- | | | |
|---|---------------|--|
| 1 | do gymnastics | <u>school days</u> / Saturday / Sunday |
| 2 | read | school days / Saturday / Sunday |
| 3 | visit grandma | school days / Saturday / Sunday |
| 4 | learn | school days / Saturday / Sunday |
| 5 | play | school days / Saturday / Sunday |

5   Which activities in the poem do you do in the week?

1  1.23 Listen and say. Complete.



cr ab



__ ink



__ andma

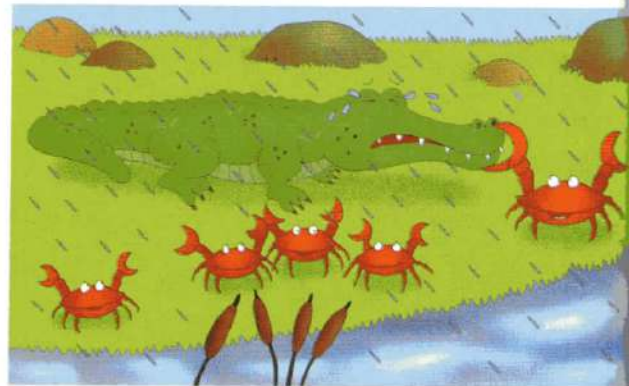
2  1.24 **Circle** *cr*, *dr* and *gr*.
Then listen and say the chant.

The big green crocodile sleeps in the rain.

Next to the river, five crabs drink again.

A big crab grabs the crocodile's nose.

'Ouch!' cries the crocodile and away he goes.



3  1.25 Listen and write *cr*, *dr* or *gr*. Then say the words. **Be a star!** 

1 dr aw

2 __ ey

3 __ ayon

4 ice __ eam

5 __ ess

6 __ andpa

Learning to learn

Visualise new words to help you remember them.

Close your eyes.
Think about a
safari park.

What can you see?

Make a list. Can you
add two words?



crocodile,

bear,

Lesson 6

Language in use

1 1.26 Listen and say.



football



tennis



Do you **visit your grandma** at the weekend?

Yes, I do. I **visit my grandma** on Saturday.

Do you **play tennis**?

No, I don't. I don't play tennis at the weekend.

Do you **read books**?

Yes, I do.

OK. Thank you!

2 Work in pairs. Ask and answer.

Student A



Student B



Student A Do you **visit your friends** at the weekend?

Student B Yes, I do.

3 Now it's your turn. Ask and answer about your weekend. **Be a star!**

1 1.27 Look at the picture. What activities do they do? Listen and tick (✓).

After-school clubs



karate ✓



drama



Monday



tennis



basketball



drama



karate

2 1.27 Listen again. Match the activities in Activity 1 to the days.

karate

basketball

drama

gymnastics

Monday

Tuesday

Wednesday

Thursday



Values

Why is it good to go to after-school clubs?

3 1.28 What time is it? Listen and repeat.



It's one o'clock.



It's seven o'clock.



It's eleven o'clock.

4 1.29 Listen and repeat. Then ask and answer.

Be a star! ★

What time is it?

It's **three o'clock**.

Thank you!



1 Read and follow.

Use **capital letters**: for **days** of the week: **M**onday, **T**uesday
 for names: **E**va, **H**enry
 for **I**: **I** like karate.

2 Read and correct the mistakes with capital letters.

My favourite day

M
 my name is sophia. i'm from canada. my favourite
 day is thursday. on thursday, i do gymnastics. i like
 gymnastics. i play tennis, too. i play the piano and do
 drama with my friend.



3 Write about Will's favourite day. Use the pictures for ideas. **Be a star!** ★

My name is Will.

I'm from Australia. My favourite day is Saturday.

On _____, I _____

I _____

We _____



Review 1

1  1.30 Look and complete. Then listen and check.



1 pandas: Monday

4 camels: T__ur__ay

2 kangaroos: Tu__s__a__

5 crocodiles: F__d__y

3 bears: W__ne__ay

6 wolves: S__t__r__a__

2  Ask and answer about the picture in Activity 1.



Are there any wolves in the zoo?

Yes, there are.

3 **Circle** the correct words.

1 **Do** / **Are** you play basketball?

2 There aren't **some** / **any** kangaroos in India.

3 We don't **play** / **do** gymnastics on Thursday.

4 There **are** / **don't** crocodiles in Australia.

5 I **am** / **don't** go to school on Saturday.

4  1.31 Write the missing letters. Listen, check and say.



1 c a mel

50

2 f fty



3 ab

20

4 tw nty



5 andma



6 ess



7 r bber



8 ocodile

5  1.32 Look at the picture. Listen and write a name or a number. There is one example.



Example: What's the name of Lucy's sister?

 Sally

1 What's the name of Sally's favourite animal?

2 What's the name of Lucy's favourite animal?

3 What time is basketball at on Sunday?

_____ o'clock

4 What time is the music lesson at on Friday?

_____ o'clock

5 What time is gymnastics at on Monday?

_____ o'clock

3

Our things



Lesson 1 Vocabulary

1  1.33–1.34 Listen and say. Then listen and number.



camera



computer



glasses



guitar



phone



radio



TV 1



watch

2 Look at the picture. Find the things in Activity 1.

3  Which thing doesn't make a sound?

4  1.35 Sing and act out. **Be a star!** 

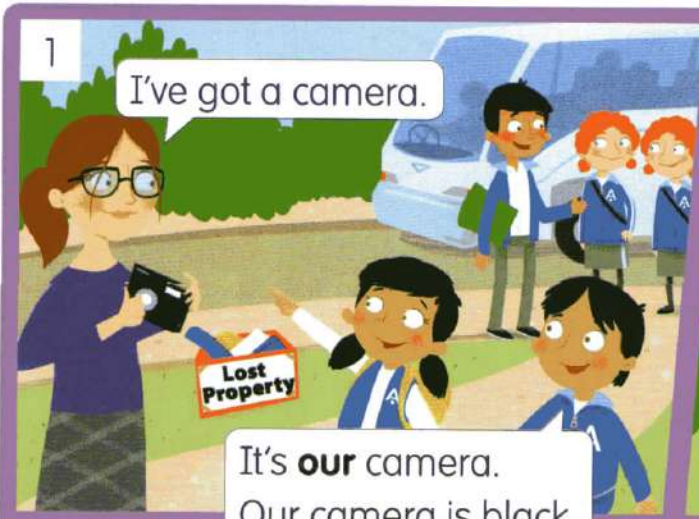
Blue kangaroo blues

I can see my camera.
I can see my glasses, too.
I can see my guitar.
But I don't know what to do.
I just can't find, just can't find,
My blue kangaroo!

*I've got the blue kangaroo,
The blue kangaroo blues.
I don't know what to do.
I've got the blue kangaroo blues.*

I can see my phone.
I can see my radio, too.
I can see my computer.
But I don't know what to do.
I just can't find, just can't find,
My blue kangaroo!

1 1.36 Listen and read. What things are they talking about?



2 1.36 Listen again. Match.



3 Work in groups. Act out the story. **Be a star!**

Lesson 3 Grammar focus

1 1.37 Look and read.

Graphic

Grammar

Possessive adjectives: *our / their*



It's **our** camera .

Our camera is black .



It's **their** phone .

Their phone is big .

2 Look and write *our* or *their*.

1 Our guitar is green.
Their guitar is blue.

2 _____ umbrella is short.
_____ umbrella is long.

3 _____ radio is red.
_____ radio is brown.

4 _____ TV is small.
_____ TV is big.

5 _____ kite is a tiger.
_____ kite is a bird.

Kirsty



Henry



Eva



Owen



3 Play a game. Say the names.



Be a star!



Their umbrella is short.

Eva and Owen.



- 1  1.38  Write three things you can do with a tablet. Read and check your ideas.
- 2 Look at the photos. Match them to each section of the text.

Are tablets good for children?

Tablets in the classroom

In some schools, children use tablets in the classroom. They read, write and listen with them.

'Tablets are important,' say the children. 'They help us learn.'

'But I like books!' says their teacher.

Tablets for games

Many children play games on their tablets. 'We like games,' say the children. 'They're fun. But we only play at the weekend.'

'Tablets aren't good for children,' says one mum. 'Children need to play outside more.'

Tablets for music

Tablets are good for music, too. 'We bring our tablets to music lessons,' says Louisa.

'We listen to music and we learn new songs!'



Tablets for talking

You can also talk to people with a tablet.
‘We talk to Grandma and Grandpa on Friday,’ says Paul. ‘They live in Australia. There’s a camera on the tablet, so we can see Grandma and Grandpa, too!’



3



Circle F (Fact) or O (Opinion). **Be a star!**

- 1 Many children play games on their tablets.
- 2 Tablets are important.
- 3 Tablets aren't good for children.
- 4 We like games. They're fun.
- 5 You can also talk to people with a tablet.

F / O

F / O

F / O

F / O

F / O



children



game



tablet

4



What do you think? Circle.

- 1 Tablets are good in the classroom.
yes no not sure
- 2 Tablets are fun.
yes no not sure
- 3 It's good to use a tablet every day.
yes no not sure



Values

How can you use a tablet to help you?



talk

Lesson 5 Sounds and letters

1  1.39 Listen and say. Complete.



bring



___uit



___ousers

2  1.40 Underline *br*, *fr* and *tr*.
Then listen and say the chant.

On Friday a big brown frog,
In long brown trousers,
Climbs down from a tree.
Then he crosses a bridge,
To bring fruit to his friends.



3  1.41 Write *br*, *fr* or *tr*. Then listen, check and repeat. **Be a star!** 

1 trousers

2 ___own


3 ___ee

4 ___uit

5 ___og

6 ___idge

Learning about language

Use *play* + a sport with a ball .

Use *do* + an activity.

Can you add one more word to each list?

play basketball, tennis, _____

do karate, drama, _____

Lesson 6 Language in use

1.42 Listen and say.



headphones



Look at all these things!
Whose watch is this?



It's Adam's watch.

Whose **phone** is this?

It's **Nora's**.

Whose **headphones** are these?

They're Paula's.

Whose glasses are these?

I don't know. I can't see.

I think they're your glasses!

2. Work in pairs. Ask and answer.

Student A

Student B



David

Katya

Sandra

Lara

Bill

Ali

Student A Whose **radio** is this?

Student B It's **David's radio**.

3. Now it's your turn. Make a class 'lost property' box. Talk about the things in it.

Be a star! ★

1  1.43 Look at the photos. What can you see?
Listen and number in order.




take a photo



watch cartoons

2  1.43 Listen again and complete.

- 1 It's my _____ phone.
- 2 It's my guitar and my _____, too.
- 3 It's my _____ watch.

3  Read and circle the item(s). More than one answer is possible.

- 1 You can listen to music on it.
- 2 You can watch cartoons on it.
- 3 You can talk to people on it.
- 4 You can take a photo with it.

phone / guitar / smartwatch

phone / guitar / smartwatch

phone / guitar / smartwatch

phone / guitar / smartwatch

4  1.44  Listen and repeat. Then choose and act out. **Be a star!** 

-  What a cool **phone!**
-  I know. I really like it.
-  What amazing **headphones!**
-  They're my sister's.



Lesson 8 Writing

1 Read and follow.

Adjectives describe things or people. Notice where adjectives go in a sentence:

It's an **old radio**. My radio **is old**.

What a **cool phone**! This phone **is cool**.

2 Read and underline the adjectives.

This is a new phone. My phone is great.

It's a cool phone.

It is small, black and grey.

It has got great music on it.

You can watch cartoons on it.

I really like it.



3 Look at the photo and write a description. **Be a star!** ★

My _____ is new.

It's a _____

It is _____

It has got _____

_____ tell the time _____

I _____



1  1.45  Look at the pictures. What animals do you see? Read and check your ideas.

Monkey and the elephants are next to the river.

'Do you like water?' Monkey asks.

'Yes, we do,' says Big Elephant.

'We swim across the river on Monday.'

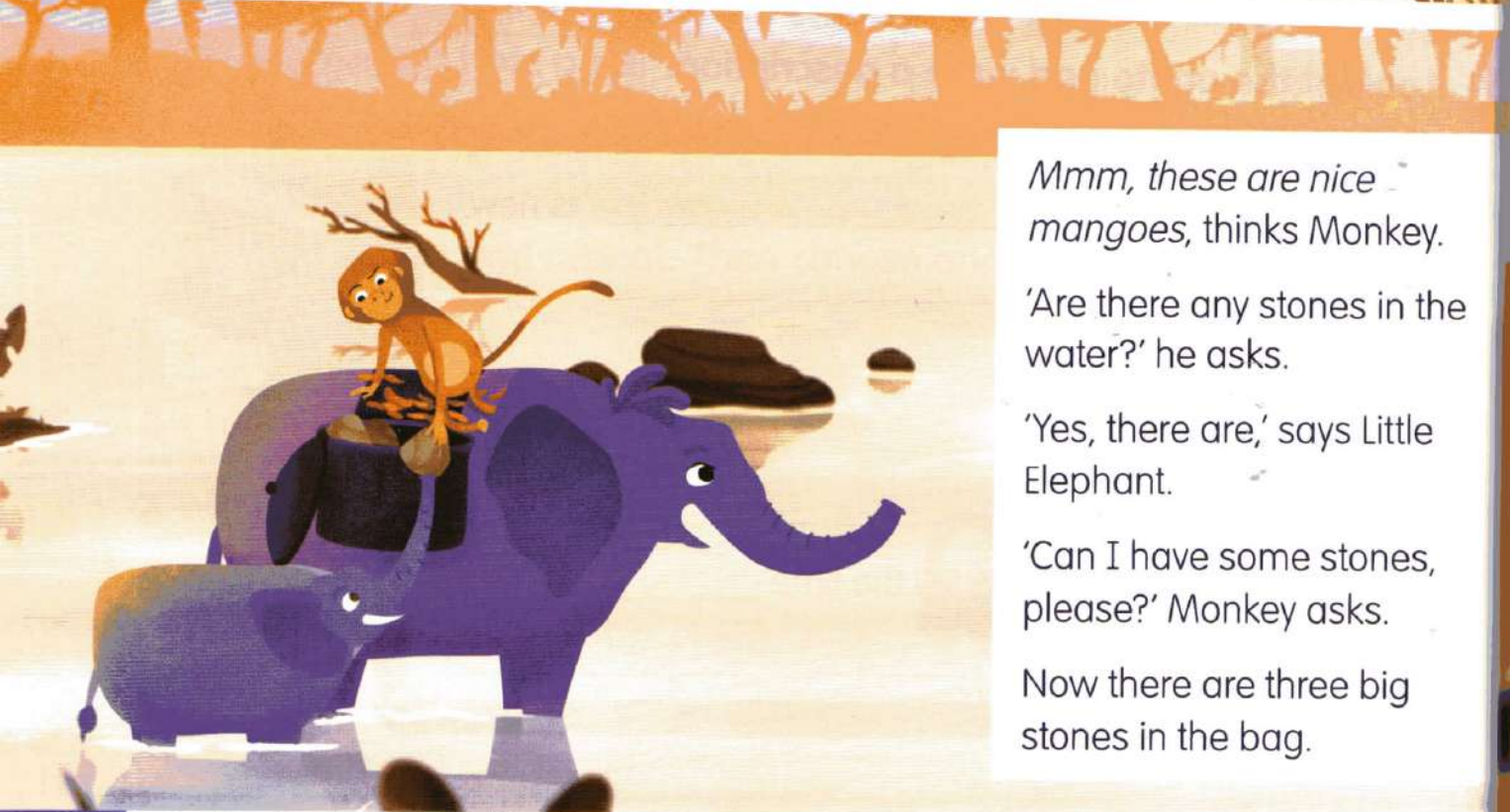
'Can I go with you?' Monkey asks.

'Yes, you can,' says Big Elephant.

'Whose mangoes are these?' asks Monkey.

'They're our mangoes,' says Little Elephant.

I like mangoes, thinks Monkey.



Mmm, these are nice mangoes, thinks Monkey.

'Are there any stones in the water?' he asks.

'Yes, there are,' says Little Elephant.

'Can I have some stones, please?' Monkey asks.

Now there are three big stones in the bag.

'I'm hungry,' says Big Elephant.

'Where are our mangoes?'

There aren't any mangoes!
There are three stones in the
bag! Big Elephant is angry.

'Monkey!' she shouts.



Then they see a camel, a crocodile
and a wolf.

'Run!' shouts Monkey.

'The elephants are angry with you!'

The camel, the crocodile, the wolf
and Monkey run. Now there is a lot
of dust and the elephants can't see.
There is dust in Big Elephant's nose.



'Aaaaachooooo!'

Now the animals are in
the mango tree ... and
the mangoes are on the
ground.

'Mangoes! We like
mangoes ... sweet,
sweet mangoes,' says
Big Elephant.



Reading time 1 Activities

1 Read again. Write the animals.

Monkey elephants wolf crocodile camel

1 They are in the river. elephants, Monkey

2 They like mangoes. _____

3 They run with Monkey. _____

4 They are in the mango tree. _____

5 They eat lots of mangoes. _____

2 How do you think the characters feel? Choose and write.

happy sad angry scared

1 There are lots of mangoes in the bag. Monkey is _____.

2 There aren't any mangoes in the bag. Big Elephant is _____.
Little Elephant is _____.

3 Big Elephant is angry with Monkey. Monkey is _____.

4 The elephants run after the animals. The animals are _____.

5 There are lots of mangoes on the ground. The elephants are _____.

3 Do you think Monkey is good or bad? Tell a friend why.

Be a star! 

4 Now watch the video.







Think about it!

Make an activities poster



Our after-school activities

	Monday	Tuesday	Wednesday	Thursday	Friday
 3:00	 singing	 tennis	 take photos	 cooking	 basketball
 4:00	 watch cartoons	 drama	 guitar lesson	 karate	 painting

1 Look at the activities poster and answer. Which activities need ...

- 1 a ball? tennis
- 2 a camera? _____
- 3 a paintbrush? _____
- 4 music? _____

2 Look again and complete the sentences.

- 1 We do karate on Thursday at 4 o'clock.
- 2 We _____ on Friday at 3 o'clock.
- 3 We _____ on Wednesday at 3 o'clock.
- 4 We _____ on Tuesday at 4 o'clock.

3  Work in groups. Follow the steps to make an activities poster.

- 1 Make a list of ten activities.
- 2 Work together to choose two activities for each day.
- 3 Make your activities poster.
- 4 Talk about your activities poster. Show the class.



4 Out and about



Lesson 1 Vocabulary

1  1.46-1.47 Listen and say. Then listen and number.



building



flat



garden



house



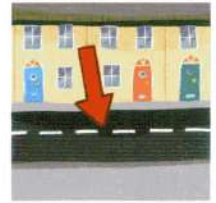
park



restaurant



shop



street

2 Look at the picture. Find the places in Activity 1.

3  Say the places that you go to eat, to sleep or to play.

4  1.48 Sing and act out. **Be a star!** 

My favourite street

Welcome to my favourite street,
Where we live and play.
Houses, shops and buildings
Where we go every day.

A park with lots of water,
Where we can splash our feet.
A restaurant in a forest
On my favourite street!

Flats up in tall buildings,
Where we eat and sleep.
Gardens with pretty flowers
On my favourite street!

All the toys in the world
And lots of friends to meet.
In my favourite toy shop
On my favourite street!

1 1.49 Listen and read. What activities does Eva do?

1 This is my friend Eva. **She lives** on our street.

2 No, it isn't. **She doesn't live** in a flat. She lives in that house!

3 She goes to my school. She does karate and gymnastics. She plays basketball and tennis! She doesn't play football.

4 Yes, she has! She visits her grandma on Saturday!

Is this her flat?

Hmmm. Has she got a grandma?

2 1.49 Listen again. **Circle T (True) or F (False).**

- | | | | |
|--------------------------------|--|------------------------|-------|
| 1 Eva lives in a flat. | T / <input checked="" type="radio"/> F | 4 She plays tennis. | T / F |
| 2 She goes to Kirsty's school. | T / F | 5 She plays football. | T / F |
| 3 She does gymnastics. | T / F | 6 She's got a grandma. | T / F |

3 Work in pairs. Act out the story. **Be a star!**

Lesson 3 Grammar focus

1 1.50 Look and read.

Graphic

Grammar

Present simple (*he / she*)

She **lives** in a house .

She **doesn't** live in a flat .

He **plays** tennis .

He **doesn't** play football .

Look!

I go He / She goes **es** I do He / She does **es** **doesn't** → does **not**

2 Look and **circle**.



- 1 He **likes** / **doesn't like** cakes.
- 2 He **lives** / **doesn't live** in a flat.
- 3 He **visits** / **doesn't visit** his grandma on Thursday.
- 4 He **helps** / **doesn't help** in the garden.
- 5 He **goes** / **doesn't go** to the park on Sunday.
- 6 He **plays** / **doesn't play** basketball.



Play a guessing game about your friends. **Be a star!**





She doesn't live in a flat.

No. She plays ...



Is it Maggie?

- 1  1.51  Look at the pictures.
What does Dad do? Read and check.

Take your child to work day

My dad works in a big building on Green Street. He's a firefighter. Today is *Take your child to work day*. I'm at work with my dad!

At 9:30 a woman calls. She can't open the door of her flat. She says, 'I can't find my key. My babies are in the flat.' 'Don't worry,' says my dad. 'We can help you.'

We arrive at the woman's flat. She's in her garden. She hasn't got her key. There are lots of flowers and trees in the garden. I see something under a flower. 'Look,' I say. 'Here's a key!'

Values

Who can you ask for help?

That's my key!' says the woman.
 We open the door and go inside.
 'Tweet! Tweet! Tweet!' we hear.
 These are my babies,' says the
 woman. 'My baby birds. Thank you!'
 'Hmmm,' says my dad.



2 Read again. Match the main ideas to each part of the story.

Be a star! ★

- The woman can't go into her flat.
- The girl finds the key.
- They find the baby birds.
- The girl goes to work with her dad.



firefighter



key

3 Underline the word that isn't correct. Write the correct word.

- 1 The girl's dad works in a small building. big
- 2 He is a teacher. _____
- 3 The woman can't find her babies. _____
- 4 Her key is under a tree. _____
- 5 Her babies are cats. _____



woman




man

4 How do they feel? Read, think and choose.

happy
angry

- 1 The woman sees the baby birds. _____
- 2 The girl finds the key. _____
- 3 Dad sees the baby birds. _____

Lesson 5 Sounds and letters

1  1.52 Listen and say. Complete.



bl ue



 at



 ant

2  1.53 **Circle** *bl*, *fl* and *pl*.
Then listen and say the chant.

Flo plays in the garden,
Outside her flat.
There are plants and blue flowers,
And a fat black cat.
A plane flies high
In the big blue sky.



3  1.54 Write *bl*, *fl* or *pl*. Then listen, check and repeat. **Be a star!** 

- 1 It's a big bl ue ower.
- 2 A ack ane ies in the sky.
- 3 A ue bird ies around the at.
- 4 She ays near the ants in the at.

Learning to learn

When words are in alphabetical order, they are easier to find.
To put words in alphabetical order, look at the first letter of each word:

apple **bear** **children** **dress** **elephant** **forest**

Can you write these words in alphabetical order?

insect **lesson** **jacket** **house** **guitar** **kitten**

Lesson 6 Language in use

1 1.55 Listen and say.



baseball



This is my new friend.



Where does he live?

He lives in **Mexico**.

What school does he go to?

He goes to the **Edron Academy**.

What time does he start school?

He starts at **7 o'clock**.

What sports does he do?

He plays **baseball**.

2 Work in pairs. Ask and answer.

Student A

Canada Western Academy
8 o'clock tennis

Student B

Egypt International Academy
9 o'clock football

Student A This is my new friend.

Student B Where does he live?

Student A He lives in **Canada**.

3 Now it's your turn. Think of a friend.

Ask and answer about him / her. **Be a star!**

Lesson 7 Listening and speaking

1  1.56 Look at the photo. What can you see?
Listen and answer the questions.

1 Is she at school?

2 Is it Saturday?



trampoline



2  1.56 Listen again and write Y (Yes) or N (No).

1 The girl is at school. N


2 She's at a gymnastics class. _____

3 The park is outside. _____

4 She goes with her mum and her brother. _____


5 She goes to the class on Saturday. _____

3  1.57  Listen and repeat.

Then choose, ask and answer. **Be a star!** 

 Where do you live?

 I live on **Park Street**.

 How do you spell that?

 **P-A-R-K**.


Park Street

Garden Street

Green Street

India Street

Queen Street

Forest Street 

1 Read and follow.

Use **and** to connect two **similar** ideas:
She plays badminton **and** tennis.

Use **but** to connect two **different** ideas:
She plays badminton, **but** she doesn't play tennis.

2 Complete with the correct form of the verbs.

play eat live go go not play read not eat

This is my friend Lisa. She ¹ lives in a small flat. She ² _____ to Greenfield School. She ³ _____ basketball, but she ⁴ _____ tennis. Her favourite restaurant is The Hungry Bear. She ⁵ _____ there on Friday and she ⁶ _____ a big burger.



3 Look at the pictures and write. Use **and** and **but**. **Be a star!** ★

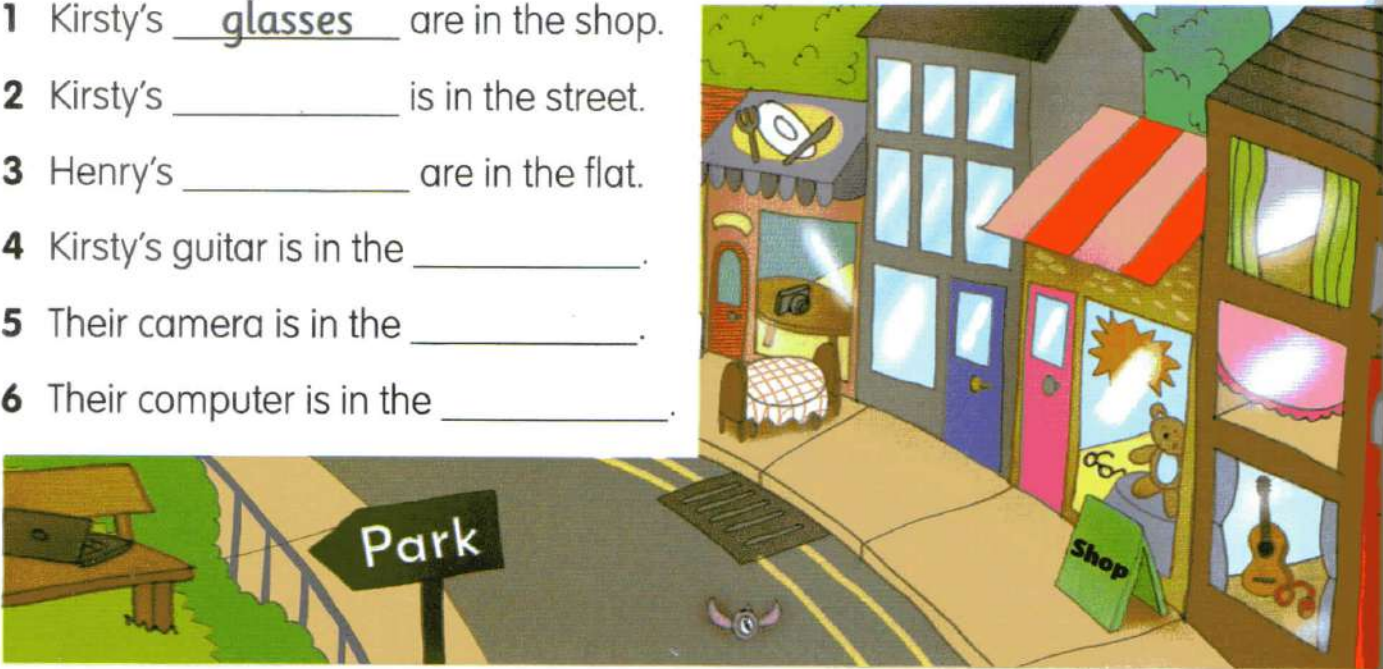
This is my friend Andy. He lives in a ¹ _____.
He ² _____ to Green Park School.
He does karate, ³ _____ he doesn't ⁴ _____.
His favourite ⁵ _____ is The Hungry Bear.
He ⁶ _____ there on Monday ⁷ _____ he eats a big ice cream.



Review 2

1 Where are their things? Look and complete.

- 1 Kirsty's glasses are in the shop.
- 2 Kirsty's _____ is in the street.
- 3 Henry's _____ are in the flat.
- 4 Kirsty's guitar is in the _____.
- 5 Their camera is in the _____.
- 6 Their computer is in the _____.



2 Ask and answer about the picture in Activity 1.

Whose camera is this?

It's Kirsty's and Henry's camera.

3 What does James do on Saturday morning? Read and complete.

9:00	10:00	11:00	12:00

- 1 What time does James help his mum in the garden? He _____ his mum in the garden at 10 o'clock.
- 2 James _____ have a guitar lesson at 9 o'clock. He _____ cartoons.
- 3 James _____ baseball at 11 o'clock. He _____ football.
- 4 What time _____ James _____ lunch? He _____ lunch at 12 o'clock.

4  1.58 Write the missing letters. Listen, check and say.



1 fl at



2 ___idge



3 ___ane



4 ___ampoline



5 ___ue



6 ___uit



7 ___ousers



8 ___ower

5   1.59 Look at the picture. Listen and draw lines. There is one example.

Tom

Emma

Mike



Jane

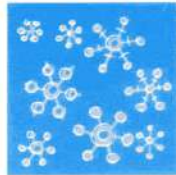
Bob

Sara

5

Sun and snow



1  2.1-2.2 Listen and say. Then listen and number.cloud rain snow sun wind beach mountain sea 2  Look at the picture. Find the words in Activity 1.
Write them in your notebook.**Weather**

clouds

Natural features

beach

3  2.3 Sing and act out. **Be a star!** **We like the rain***Drip, drip, drip, it's the rain.**We like the rain**Again and again,**Drip, drip, drip!*

I like snow,

The cold mountain snow.

And the wind that I hear

blow, blow, blow!

But ...

I like the sun,

The hot, hot sun.

And the beach that's so much
fun, fun, fun!

But ...

I like the sea,

The icy cold sea.

And the clouds that look so
fluff, fluff, fluffy!

But ...

1 2.4 Listen and read. Which countries can you see?

1 I'm watching videos. I'm not working.

2 They're on the beach, but it's raining.

3 It's hot and sunny. They're wearing big hats.

4 They're playing, but they aren't swimming! They're in Great Britain.

He's in Canada. He's climbing a mountain. He isn't wearing a jacket!

They're watching the kangaroos. It's Australia!

Canada, Great Britain, Australia! We're going around the world!

We're having fun today!

2 2.4 Listen again. Match the sentences to the country.

- 1 They're playing.
- 2 They're wearing big hats.
- 3 He's climbing a mountain.
- 4 They're watching kangaroos.

- Australia
- Canada
- Great Britain

3 Work in pairs. Act out the story. **Be a star!** ★

Graphic

Grammar

Present continuous + and -

I'm watching videos .

I'm not working .

He's climbing .

He isn't wearing a jacket .

They're playing .

They aren't swimming .

Look!

swim - swimming run - running have - having

2 Write sentences with the verbs. Use the correct form.

- 1 It isn't raining (rain).
_____ (snow).
- 2 She _____ (climb).
_____ (run).
- 3 He _____ (wear) a jacket.
_____ (wear) a T-shirt.
- 4 They _____ (swim).
_____ (play) tennis.



3 Play a game.

Act out and guess. **Be a star!** ★



She's swimming!
She isn't running.



She isn't swimming.
She's climbing!

1 Look at the text and tick (✓).

It's ... a poem. a play. a story.

2  2.6 Read again and write the names of the characters.

- 1 Who wants to skate? Stella, Steve 4 Who sees a snowman? _____
- 2 Who hasn't got gloves? _____ 5 Who is the snowman? _____
- 3 Who plays in the snow? _____, _____

Lost in the snow

Stella: Dad, can we skate today?

Dad: I don't know. It's cold and it's starting to snow!

Steve: But we're wearing warm jumpers and boots.

Stella: And we've got our coats.

Dad: OK then. Let's go! Oh, no! I haven't got my gloves. Can you wait for me next to this tree?

Stella: OK. Look, Steve, there's lots of snow! Let's play.

Steve: This is fun! Look! I'm swimming.

Stella: And I'm climbing a mountain.

Steve: Let's run!

Stella: Where are we now? Where's the tree?

Steve: I don't know. I can't see it.

Stella: Dad! Dad! Where are you?



Steve: It's really windy now!

Stella: This isn't fun. I'm scared.

Steve: Me, too.

Stella: Can you see that? There's something big and white over there.

Steve: Oh, yes. What is it?

Stella: It's a big snowman.

Steve: But it's walking. And now it's running! Help!

Dad: Stella! Steve!

Stella: Help! The snowman is talking! Run!

Steve: Wait a minute! Stop! Now it's smiling.

Dad: Stella! Steve! There you are.

Steve: Look! It's Dad! We're OK.



boots



coat



jumper



skate



smile

3  Read, think and **circle** the correct words.

Be a star! 

1 'I don't know. It's cold and it's snowing!'

Dad **thinks** / **doesn't think** the weather is bad.

2 'I'm swimming.' 'And I'm climbing a mountain.'

They **are** / **aren't** having fun.

3 'Now it's running. Help!'

Steve **is** / **isn't** scared.

4 'Stop! Now it's smiling.'

Steve **is** / **isn't** scared now.



Values

Why is it important to check the weather?

4  Act out the play.

Lesson 5 Sounds and letters

1  2.7 Listen and say. Complete.



sk ate



___ ile



___ ow



___ ory

2  2.8 **Circle** *sk*, *sm*, *sn* and *st*.
Then listen and say the chant.

Look at the **sky**. It's starting to snow.

The small snake smiles.

He says, 'Ho, ho!'

Then he lies on some skates and he starts to go.



3  2.9 Listen and write *sk*, *sm*, *sn* or *st*. Then read out loud. **Be a star!** ★

We're having a great holiday. We ¹ sk ate in the ² ___ow every day.
Mum reads us a ³ ___ory at night. You can see ⁴ ___ars in the ⁵ ___y.
I've got a new friend. She's ⁶ ___all and she's got a nice ⁷ ___ile. Today
she's wearing a green ⁸ ___irt.

E Learning about language

You can make a weather **noun** into an **adjective** by adding **y**.

Noun	Adjective
wind	windy
rain	rainy
sun	sunny

Can you make these nouns into adjectives?

snow _____
cloud _____

Lesson 6 Language in use

1 2.10 Listen and say.



scarf

What **are** you **doing**?

I'm looking for my **brother**.

What's he **wearing**?

He's wearing a **blue scarf**.

Look! He's over there.

Where? What's he doing?

He's **skating**.

Oh, yes. I can see him.
I can see my friends, too.

Where? What are they doing?

They're **flying a kite**.

2 Work in pairs. Ask and answer.

Student A



Student A What are you doing?

Student B I'm looking for my **sister**.

Student B



3 Now it's your turn.

Ask and answer about people in your class. **Be a star!**

Lesson 7 Listening and speaking

1 2.11 Look at the photos. Listen and number in order.



warm



2 2.11 Listen again and match the columns.

1 Oleg India



2 Meera Australia



3 Carl Russia



3 Work in pairs. Talk about the children in Activity 2.

Carl is from Australia. It's warm and cloudy today. He's ...

4 2.12 Listen and repeat. Then choose, ask and answer. **Be a star!**

What's the weather like today?

It's **sunny** and it's **hot**.



1 Read and follow.

Use an **exclamation mark (!)** to show strong feelings, like when you are very happy or scared:

This is fun! Oh, no! The snowman is running!

2 Complete the sentences with full stops or exclamation marks.



- 1 I'm Jack This is my sister, Annie
- 2 This is our boat
- 3 I'm scared
- 4 Oh, no It's cloudy



3 Write what each person is saying. Use correct punctuation. **Be a star!** ★



- Dad: Jack! Annie! We're here!
- Jack: Help!
- Dad: _____
- Mum: _____
- Annie: _____



1  2.13  Look at the photos. What do you think the children are doing?

We can do anything!

Home

Blog

Login

These children are playing at school. They're blind. They can't see but they can all read, write, use a computer and play basketball. How do they do these things? Leo tells us how.



1

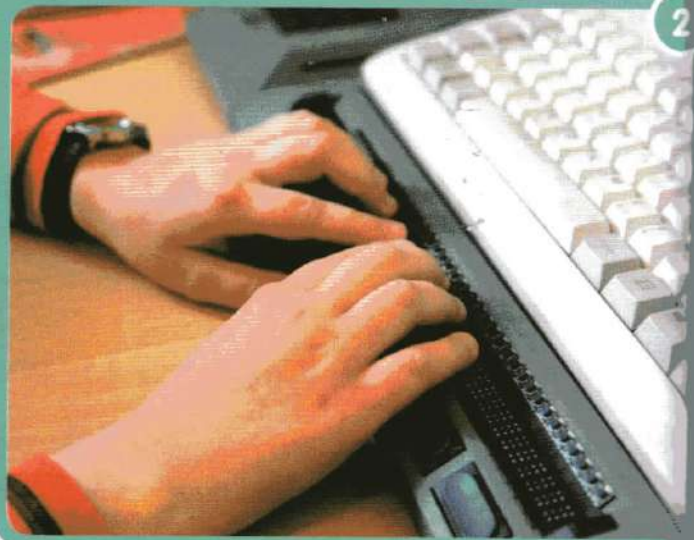


Question: What's this girl doing, Leo?

Answer: She's reading. She uses **braille** to read. Braille letters are small **bumps**. She feels the bumps with her fingers.

Question: Can blind children use computers?

Answer: Yes, they can. The computers read information to you. They also listen to you. You talk to the computer and it writes the words.



Question: What's this boy doing?

Answer: He's listening to his phone. The phone is talking to him! There are special phones for blind people with braille or big **buttons**.



Question: Is it difficult to walk to the shops or to school?

Answer: Some children use a long **cane**. The cane helps them feel where things are in the street. Some children have got a dog. The dog is their eyes and ears. It listens to every sound in the street.

Question: What sports can blind people do?

Answer: They can play goalball. The ball goes *beep, beep, beep*. The child can hear it and knows where it is. Blind people can also play blind football. The ball has got a **bell** inside it so you can hear it.

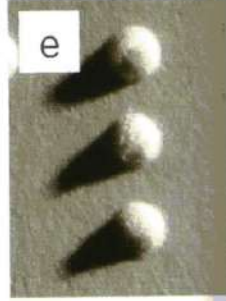
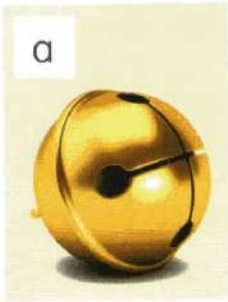


Question: Do you play blind football, Leo?

Answer: Yes, I do! I'm blind. I'm writing this on my computer!

1 Read the text again. Look at the the bold words. Match them to the photos.

- 1 braille 2 bumps 3 buttons 4 cane 5 bell



2 Read and write the letter. More than one answer is possible.

- | | |
|---|------------------|
| 1 It talks to you. <u>b, c</u> | a braille |
| 2 You can hear the ball. _____ | b computer |
| 3 You 'read' the bumps with your fingers. _____ | c phone |
| 4 It's got big buttons. _____ | d cane |
| 5 It listens to you and writes information. _____ | e dog |
| 6 It helps you walk in the street. _____ | f goalball |
| | g blind football |

3   Ask and answer with a friend.

Be a star! 

- Can blind children do these activities?
- Do you think they are easy or difficult?

swim skate
 play tennis play in the garden
 fly a kite watch a film

Think about it!

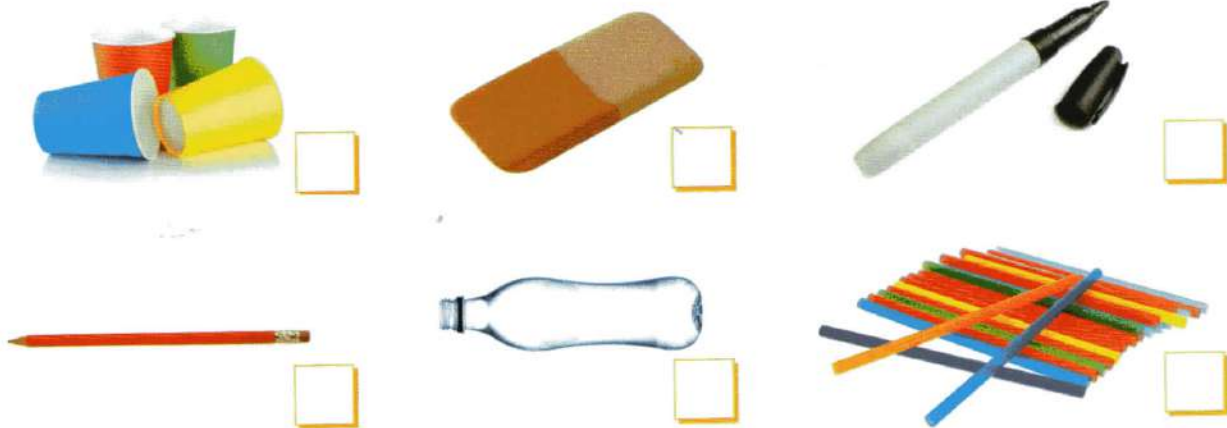
1 Look at the photo. What do you think this is? What do you use it for?

2 Read and check your ideas.

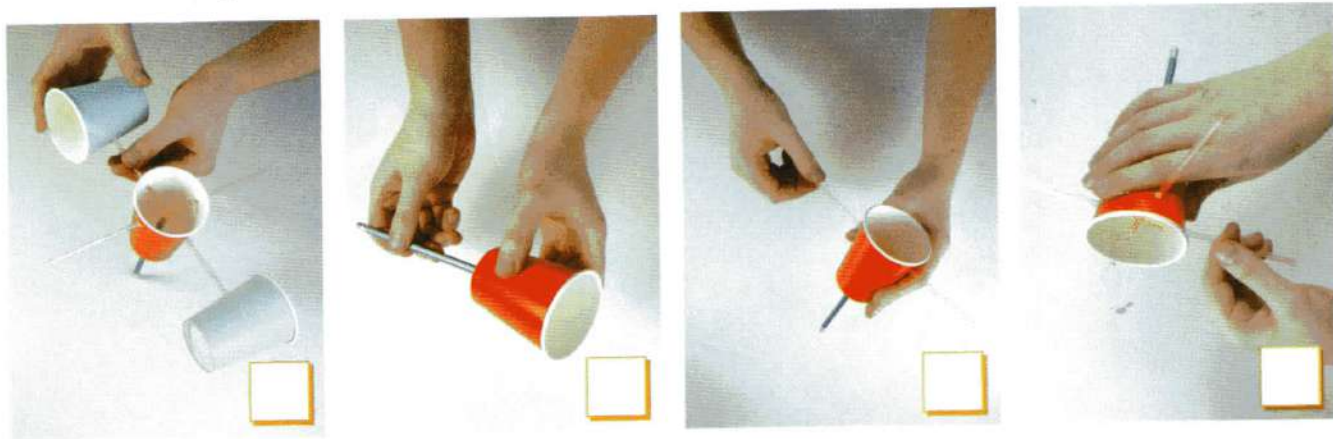
This is an anemometer. It tells us how fast the wind is. You can't see the wind, but an anemometer helps us to measure it.



3 What do you need to make an anemometer? Think and tick (✓).



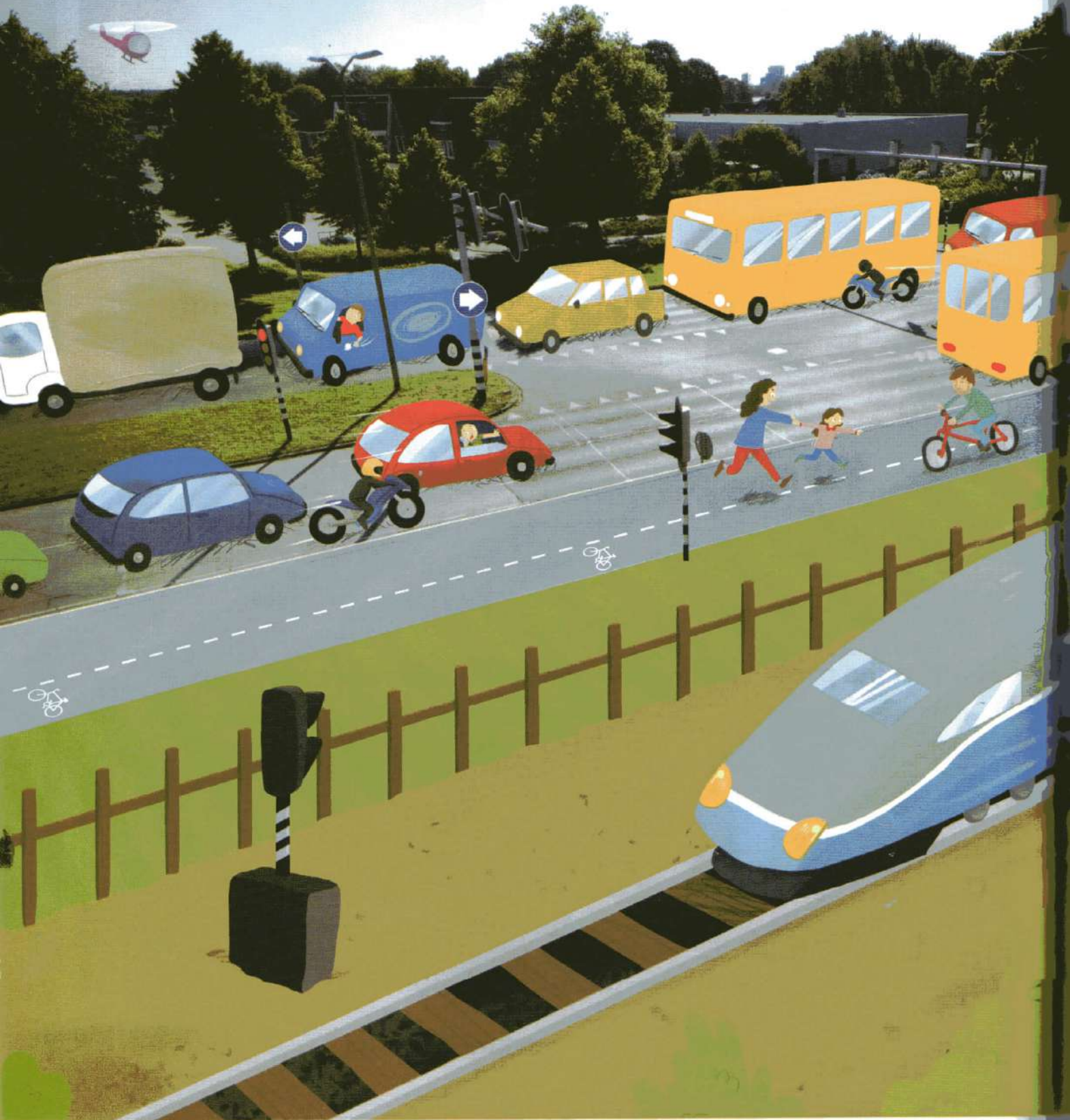
4 Look at the photo in Activity 1 again. Number the photos in order.



5 Make an anemometer. Use it to measure the wind.

6

Stay safe



Lesson 1 Vocabulary

1  2.14–2.15 Listen and say. Then listen and number.



bus



helicopter 1



lorry



motorbike



plane



train



traffic light



left / right

2 Look at the picture. What transport do you find ...

1 ... on the ground?

2 ... in the sky?

3  Look at the picture again. Who is not safe?

4  2.16 Sing and act out. **Be a star!** 

Traffic jam

*We're in a jam that we can't eat.
We're in a jam that goes beep, beep!
We really want to stamp our feet!
We're in a traffic jam, jam, jam.
We're in a traffic jam.*

Red, green, red, green
Goes the traffic light.
Motorbikes, lorries, buses
Stop here day and night.
Beep! Beep! Beep!

Left, right, left, right,
Planes high in the sky,
Trains and helicopters,
They all whoosh by.
Whoosh! Toot! Zoom!



1 2.17 Listen and read. What transport do you see?

2 2.17 Listen again. What happens in the story? Tick (✓) or cross (x).

- | | | | |
|---------------------------|-------------------------------------|-------------------------|--------------------------|
| 1 They stop at the light. | <input checked="" type="checkbox"/> | 4 Jimmy starts to run. | <input type="checkbox"/> |
| 2 The 'man' is yellow. | <input type="checkbox"/> | 5 Kirsty helps Jimmy. | <input type="checkbox"/> |
| 3 There's a lorry. | <input type="checkbox"/> | 6 They go to the shops. | <input type="checkbox"/> |

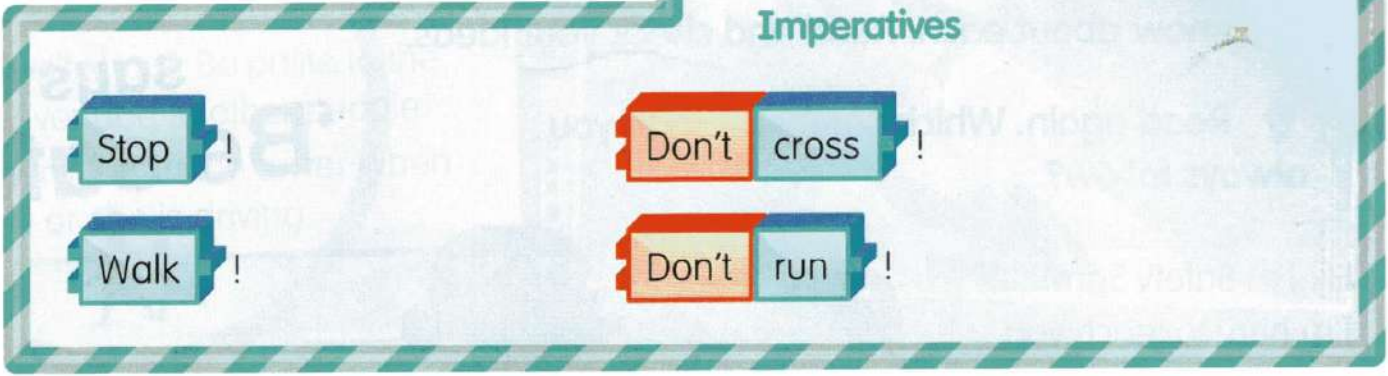
3 Work in groups. Act out the story. **Be a star!**

Lesson 3 **Grammar focus**

2.18 **Look and read.**

Graphic **Grammar**

Imperatives



2 Write the instructions. Use the correct form of the verb.

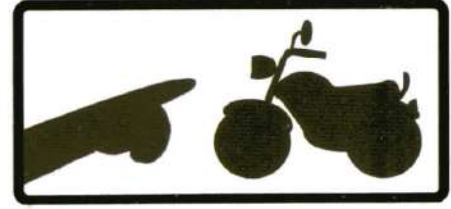
listen walk ~~run~~ jump talk look



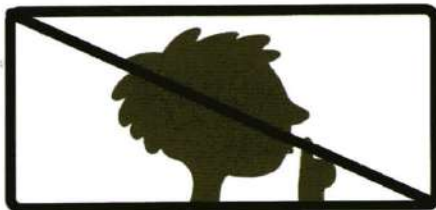
1 Don't run!



2 _____



3 _____



4 _____



5 _____



6 _____

3 Play a game. Listen and do. Be a star! ★






Elena says walk.

Elena says don't run.

Jump! You're out!



1  2.19  Look at headings 1–4. Think of one thing you know about each. Read and check your ideas.

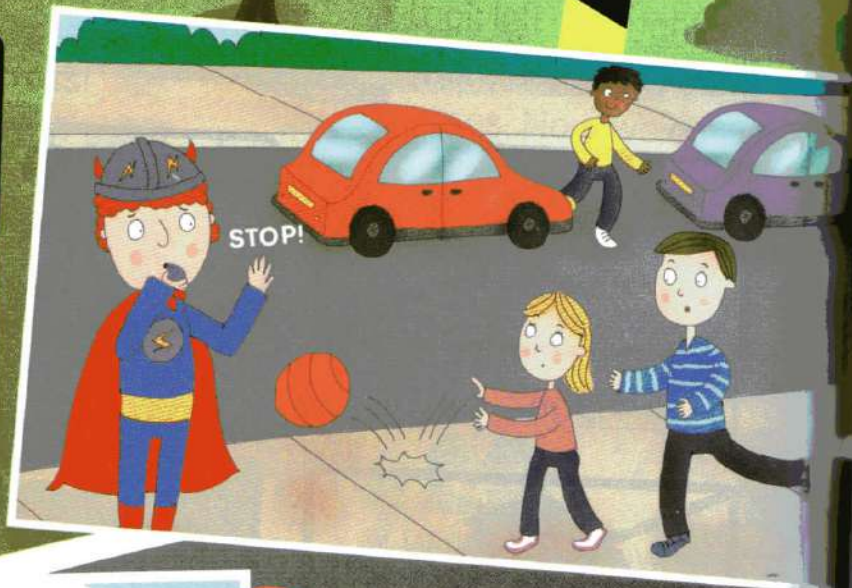
2  Read again. Which safety rules do you always follow?

Hi! I'm Safety Sam.
I'm here to teach you
about how to be safe
in the street!



1 Be safe on the road

Don't play next to traffic.
Don't walk on the road.
Walk on the pavement.
Don't cross the road next to cars.
You can't see cars or buses and
they can't see you!



2

Be safe on your bike

Wear clothes in bright colours
(red, orange, yellow, white).
Don't wear black or brown. Cars,
buses and lorries can't see you.
Wear a helmet.
Don't cycle on busy roads.
Look left and right for traffic.
Don't listen to music!



3 Be safe on the bus

Wait in a safe place.
Don't stand near the road.
Don't run on the bus. Sit down.
Don't shout. Be polite to the driver and to other people.
Don't talk to the driver when he or she is driving.



4 Be safe in the car

Sit in the back seat.
Wear your seat belt.
Don't play in the car.
Use the door next to the pavement.
Don't open the door next to traffic.



helmet

3  Look and tick (✓) who is not safe.

Be a star! 



pavement



seat belt



 **Values**

Is it important to follow safety rules?



shout

Lesson 5 Sounds and letters

1  2.20 Listen and say. Complete.



cl othes



 ue



 eep

2  2.21 **Circle *cl*, *gl* and *sl*.** Then listen and say the chant.

The slow sleepy sloth can't find his glasses.

He cleans his clothes with glue.

Then he sticks to a slide

And he doesn't know what to do!



3 Write the words in the correct column. **Be a star!** 

<i>cl</i>	<i>gl</i>	<i>sl</i>
<u> </u>	gloves	<u> </u>
<u> </u>	<u> </u>	<u> </u>



Learning about language

Words ending in *ch* or *x*, add **es** to make it plural: beach – beaches
fox – foxes

Words ending in *y*, change the *y* to **i** and add **es**: baby – babies
family – families

Can you make these words plural?

box – _____ watch – _____ lorry – _____

Lesson 6 Language in use

1 2.22 Listen and say.



Hi, Mum. We're on the train.

What are you doing? **Are you playing a game?**

No, I'm not. I'm talking to Sara.

Is Eric **taking photos?**

No, he isn't. He's sleeping.

Are Laila and Pip **eating?**

Yes, they are.

Is your teacher watching you?

Yes, she is!

That's good. Have a great day!

2 Work in pairs. Ask and answer.

Student A



You



Ned



Jon & Jill

Student B



You



Ken





Sally

Student A What are you doing? Are you **listening to music?**

Student B No, I'm not. I'm talking to Sara.

3 Now it's your turn. Ask what your friend is doing. **Be a star!**

Lesson 7 Listening and speaking

1  2.23  Look at the picture. Where can you see a bus like this? Listen and check.

2  2.23 Listen again. Match the labels to the parts of the bus.



back



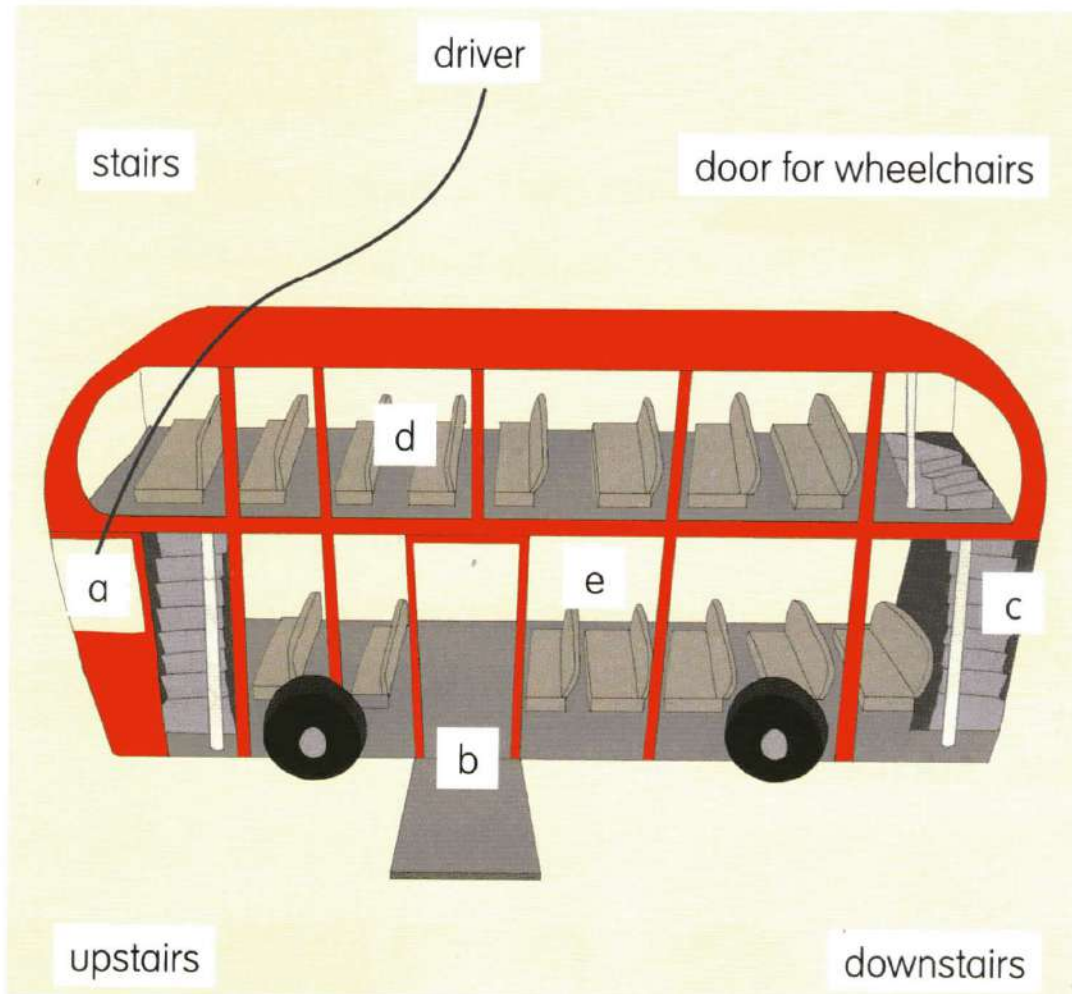
front



floor




stairs




3  2.24  Listen and repeat. Then ask and answer. **Be a star!** 

 Can I **have a cake**, please?

 Here you are.

 Thank you.

 Can I **play outside**?

 Yes, you can.

have a cake / an apple / an ice cream
go to the park ride my bike paint a picture

Lesson 8 Writing

1 Read and follow.

Use exclamation marks (!) at the end of instructions and warnings: Stop! Don't run!

2 Write instructions and warnings under the pictures.

listen run ~~shout~~ tidy up push eat



1 Don't shout!



2 _____



3 _____



4 _____



5 _____



6 _____

Write your classroom rules with the verbs in Activity 2. Add two more rules. **Be a star!** ★

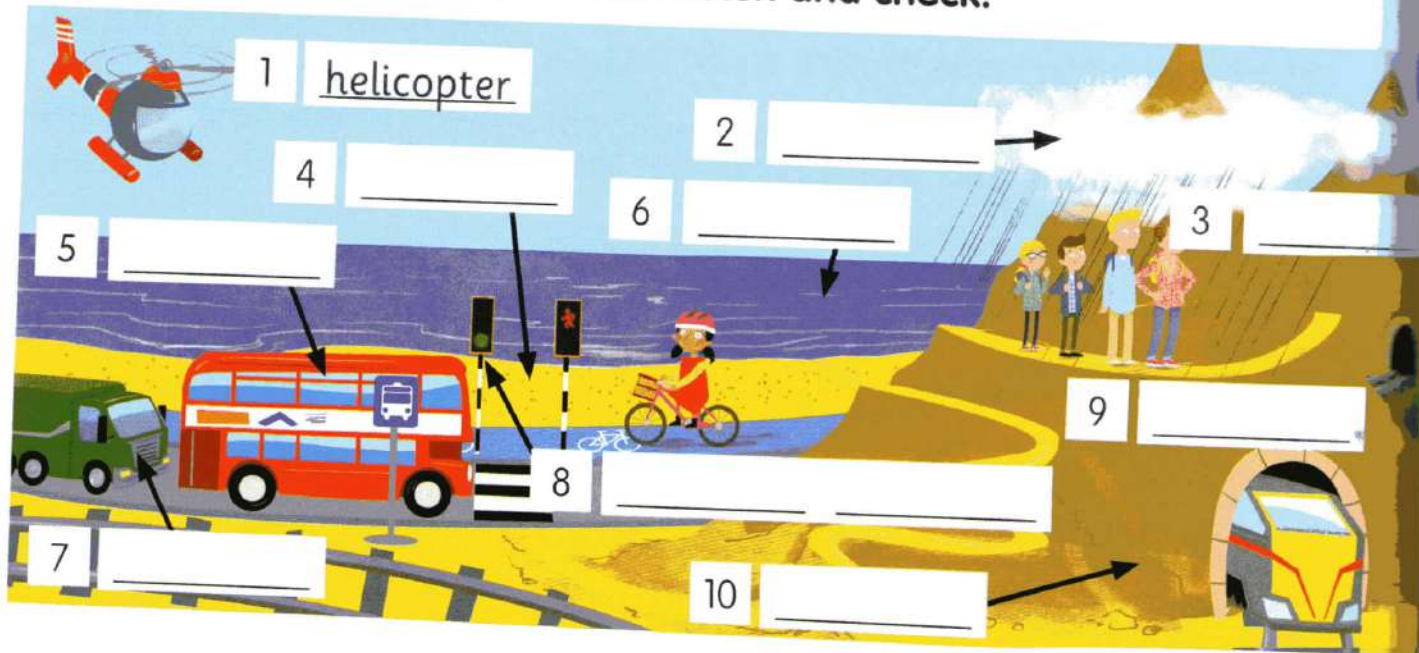
Our classroom rules

- 1 Listen _____ to your teacher!
- 2 Don't eat _____ in the classroom!
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____



Review 3

1 2.25 Look and write the words. Listen and check.



2 Ask and answer about the picture in Activity 1.

What's Eva doing? She's riding a bike.

3 Write the instructions.



4 2.26 Write the missing letters. Listen, check and say.



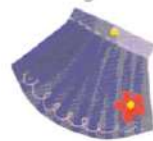
1 smile



2 ___oud



3 ___ow



4 ___irt



5 ___ar



6 ___eep



7 ___ate



8 ___ue

Read. Choose a word from the box.

Write the correct word next to numbers 1–5. There is one example.

Mountains



Lots of mountains are big and have got snow and (1) _____ at the top. There are lots of things to do in the mountains. You can walk, you can climb or you can go skiing. You can also go on a (2) _____ to the top of some mountains. Remember to stay safe in the mountains. Wear warm (3) _____ for cold weather. Don't forget your food and some (4) _____. Tidy up after you. Don't (5) _____.

Example



snow



clouds



water



train



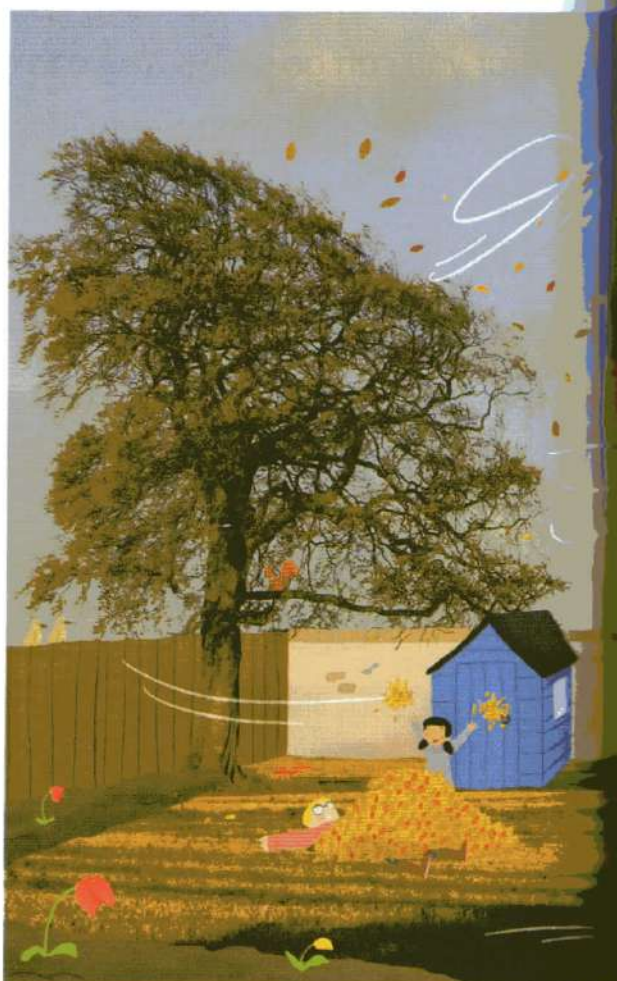
shout



clothes

7

Seasons of fun



1  2.27-2.28 Listen and say. Then listen and number.



spring



summer



autumn



winter



have a picnic



make a snowman




plant flowers 1



play outside

2 Look at the picture. Say the seasons.
What activities are they doing in each season?

3   What seasons do you have in your country?
What's the weather like in these seasons?

4  2.29 Sing and act out. **Be a star!** 

Seasons of fun

The birds start to sing,
When winter turns to spring.
On a rainy, sunny day,
Baby animals come out to play.

We play outside a lot,
In summer when it's hot.
We have a picnic or two,
When the sky is so blue.

When the autumn leaves turn red,
The animals prepare for bed.
The wind blows the leaves,
From the brown and orange trees.

Then winter is so cold,
And the trees now look old.
Snow falls, nights are dark,
We make a snowman in the park.

1 2.30 Listen and read. In which season do some animals sleep?

1 In spring it's warm. There are new flowers and baby animals.

I like **planting** flowers in spring.

2 In summer it's hot and sunny. Do you like going to the beach?

Yes, I do, but I **don't like swimming**.

3 In autumn the trees are red and orange.

I like flying my kite in autumn.

4 In winter it's cold and snowy. Some animals sleep in winter.

Eva likes sleeping, too. She **doesn't like playing** outside.

2 2.30 Listen again. Write *E* (Eva) or *O* (Owen).

- | | |
|--|---|
| 1 <u> E </u> likes planting flowers in spring. | 4 <u> </u> likes sleeping. |
| 2 <u> </u> likes going to the beach. | 5 <u> </u> doesn't like playing outside in winter. |
| 3 <u> </u> doesn't like swimming. | |

3 Work in groups. Act out the story. **Be a star!**

2.31 Look and read.

Graphic

Grammar

like + -ing

I like having picnics .

I don't like swimming .

Do you like going to the beach ?

Yes, I do .

No, I don't .

Look!

make – making

swim – swimming

2 Look at the picture. Complete.

- Do you like swimming ?
Yes, we _____.
- We like _____ outside.
We _____ playing inside.
- I _____ flowers. Do you?
No, _____.
- _____ you like _____ ?
_____, we _____ !
It's fun.




3 Ask your friend about what activities he or she likes to do. Be a star! ★



Do you like flying a kite?



Yes, I do.

- 1  2.32 Look at the first and last pictures. What season is it? Read and check.
- 2 Read again. Match and write the headings. **Be a star!** 

The wrong clothes

Up in the sky

Different seasons

Our holiday starts

1 Our holiday starts

I live in Canada. It's December and it's snowing!
 We're going on our winter holiday today.
 Beep! Beep!
 'Hurry up, Jake,' shouts Dad.
 Mum and Dad are waiting in the car.
 Dad doesn't like waiting!



2 _____

Now we're on the plane. We're flying to South Africa. I like flying! I like looking out of the window at the clouds. Mum and Dad are sleeping, but I'm watching a cartoon.

3 _____

Now we're walking out of the airport in South Africa. I can see my big sister, Alice! She's wearing sunglasses and a dress! I'm wearing a jumper!
 'It's really hot,' I say.
 Alice laughs. 'It's always hot and sunny in summer!'



'I like having picnics on the beach in summer,' Alice says.
 'But it's winter,' I say. 'It's December. I don't like going to the beach in December!'
 'It's our summer,' says Alice. 'In South Africa summer is in December!'
 'So when is your winter?' I ask.
 'Our winter is your summer,' she says.
 That's OK! I like going to the beach and having picnics in winter!



3 Read again. Circle T (True) or F (False).

- | | |
|--|---|
| 1 It's winter in Canada. | <input type="radio"/> T / <input type="radio"/> F |
| 2 Jake's big sister lives in Canada. | <input type="radio"/> T / <input type="radio"/> F |
| 3 They go to South Africa by car. | <input type="radio"/> T / <input type="radio"/> F |
| 4 It's summer in South Africa. | <input type="radio"/> T / <input type="radio"/> F |
| 5 Alice likes having picnics on the beach. | <input type="radio"/> T / <input type="radio"/> F |



airport



fly



holiday

4 What can you do in South Africa when it's winter in Canada? Tick (✓).

- | | |
|--|--|
| 1 make a snowman <input type="checkbox"/> | 4 play on the beach <input type="checkbox"/> |
| 2 swim in the sea <input type="checkbox"/> | 5 skate <input type="checkbox"/> |
| 3 have a picnic <input type="checkbox"/> | 6 wear a jumper <input type="checkbox"/> |



sunglasses



South Africa

Values



What can you learn when you visit new places?

Lesson 5 Sounds and letters

1  2.33 Listen and say. Complete.




plane



lake



make

2  2.34 **Circle** the words with **a** as in *cake*.
Then listen and say the chant.

Let's **make** a cake to take to Jake,
On a plane that flies over the lake.
Don't be late!
Where's the cake?
Oh no, it's in the lake!



3  2.35 **Circle** the words with **a** as in *cake*.

Then listen, check and repeat. **Be a star!** 

snake cattakebaglakeskatelatesadplanecake



Learning to learn

Tables have got rows and columns. When you complete a table, read across (→) the **rows** and down (↓) the **columns**:

Canada	sunny	rainy	windy	cold
winter			✓	✓
summer	✓			

Lesson 6 Language in use



leaf / leaves

1 2.36 Listen and say.



It's **windy**. I don't like **autumn**.

There's a lot to do. **Let's fly our kites!**

No, thanks. I don't like **flying kites**.

No, thanks. I don't like **playing tennis**.

What about playing tennis in the park?

OK. What about making a leaf picture?

What's a leaf picture?

It's a picture with leaves. Look!

That's cool. Let's make one!

2 Work in pairs. Ask and answer.

Student A



Student B



Student A It's **snowy**. I don't like **winter**.

Student B There's lots to do. Let's **go skating!**

3 Now it's your turn.

Choose a season and make suggestions. **Be a star!**

1 2.37 Look at the photos. Write the seasons in the table. Listen and check.



go sailing

	season	weather	activities
1	autumn	cold	play in the leaves
2	spring	_____	see sheep and lambs
3	_____	_____	_____
4	_____	_____	go sailing



lamb



sheep

2 2.37 Listen again. Complete the table.

3 2.38 Listen and repeat. Then choose, ask and answer. **Be a star!**

I'm bored.

Me, too.

Let's **go sailing**.

I'm not sure.

OK. What about **having a picnic**?

That's a great idea!

have a picnic

play tennis

go sailing

paint a picture

play outside

make a cake

go to a trampoline park

play baseball

1 Read and underline the headings. Then complete the text.

buildings bus coat ride trains ~~cold~~ picnic summer

Let's go to Great Britain!

The weather

In Great Britain, it rains a lot! It's ¹ cold in winter, so take a ² _____ and scarf. In ³ _____, it's warm.

Activities

You can visit lots of old ⁴ _____ in Great Britain. There are lots of parks, too. You can ⁵ _____ a bike or have a ⁶ _____ there.

Transport

In Great Britain, the ⁷ _____ are new and fast, but there are some old trains, too. In London, you can travel on a big red ⁸ _____.

2 Complete the brochure. **Be a star!** ★

Let's go to South Africa!

The weather

In South Africa, it's _____ in summer, so take _____ and a hat.


Activities

Transport



The island

1  2.39 Look at the story.
What things can you see?



Ted and his family are sailing to India. It's winter. The sea is cold and the wind is blowing. The boat is going up and down, up and down. Ted doesn't like sailing.

Ted and his family see a beautiful island with a big mountain. They stop the boat. They want to explore the island.

'I like walking on the beach and swimming in the sea,' says Ted.

There are some buildings next to the beach, but they are very small. There are houses and shops, but there aren't any people.

'Where are the people?' Ted's dad asks.

Some small people come out of the houses. They're angry.

'We don't want you here. Go back to your boat!' they shout.

'But we're your friends,' says Ted's dad.

'No, you aren't,' they say.

'You're different. We're small and you're big!'

Ted sees a small boy. 'Do you like playing football?' he asks.

'Yes, I do,' says the boy.

'Let's play!' says Ted.

'OK,' says the boy. 'I'm Zane.'



Suddenly they hear a loud noise. 'Listen! What's that?' shouts Ted. 'Look! It's the mountain. There are big clouds!' shouts Ted.

'It isn't a mountain,' says Zane. 'It's a volcano and it's very hot. Run!'

Now the small people are running and shouting. They're very scared.

'Can you help us?' asks Zane.

'Yes, we can!' says Ted's dad. 'Our boat is big. Let's go!'



Everyone runs to the boat.

'Now we're safe,' they say.

'Thank you. You're very good friends!'

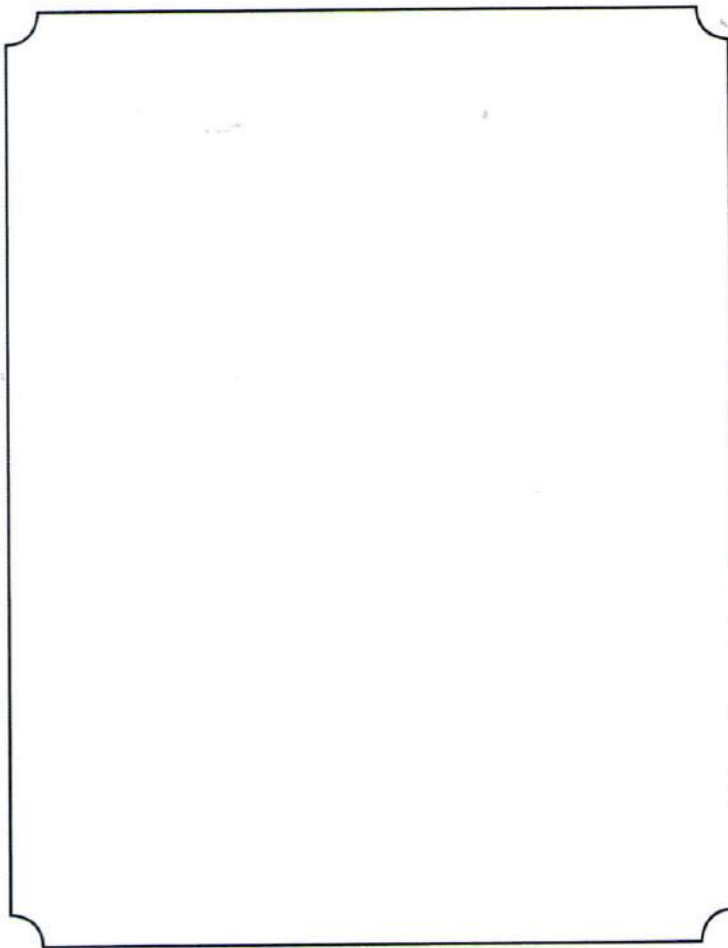


Reading time 3 Activities

1  Think about the story. **Circle** the best answer. **Be a star!** 

- 1 The small people don't like the family because ...
a they are horrible. b **they aren't the same.**
- 2 Ted asks Zane to play football because ...
a he wants to help him. b he wants to be friends.
- 3 The small people run and shout because ...
a they're scared of Ted's family. b they're scared of the volcano.
- 4 They are all friends at the end because the family ...
a goes away from the island. b helps the small people.

2  What happens next? Think and draw. Show your idea to the class.



The family goes ...



3  Now watch the video.



Think about it!



Make a season poster



1 Read the sentences. What season do you think they describe? Write.

spring summer
autumn winter

1 We wear gloves and scarves.

_____ winter _____

2 There are new flowers.

3 We like playing in the leaves.

4 We have picnics on the beach.

5 Some animals sleep.

6 We see lambs.

Spring

There are baby animals and new flowers.

Weather: It's warm and rainy.

Clothes: We wear trousers, T-shirts and a jacket.

Activities: We like _____ and _____.

2 Look at the Spring poster. Answer the questions.

1 What happens in spring?

3 What clothes do people wear in spring?

2 What's the weather like?

4 What activities do they like doing?

3 **Work in groups. Choose a season. Plan and make a season poster.**

4 **Display your posters. Look and answer the questions in Activity 2 about each season.**

8

How food grows



1  2.40–2.41 Listen and say. Then listen and number.beans coconut grapes lemon peas pepper potato watermelon

2 Look at the picture. Count the items in Activity 1.

3  Write the words in your notebook.

fruits	vegetables
grapes	beans

4  2.42 Sing and act out. **Be a star!** Where are the potatoes? 

There are some lemons on the tree.
And some coconuts next to me.
But where are the potatoes?

There are some tomatoes on
those plants.
There's a watermelon near the ants.
But where are the potatoes?

There are grapes on that vine.
Peas and beans, I can
see fine.

But where are the potatoes?

Now I'm digging
in the ground.

Look! Here's something
brown and round.
Here are the potatoes!

1 2.43 Listen and read. What food has the farmer got?

1 Would you like a watermelon?
Yes, please. I'd like some lemons, too.
OK. Here you are.

2 Would you like some beans?
No, thanks. But I'd like some peas. I'd like a grape, too.
A grape? One grape?

3 Yes, please.
OK. Here you are.

4 Are you hungry? Would you like a grape?
Tweet!

2 2.43 Listen again. Who chooses these things? Write E (Eva), O (Owen) or N (nobody).



1 O

2

3

4

3 Work in groups. Act out the story. **Be a star!**

Lesson 3 Grammar focus

1 2.44 Look and read.

Graphic

Grammar

would like + a / an / some

I'd like a grape .

I'd like some lemons .

Would you like a watermelon ?

Would you like some beans ?

I'd like → I would like

2 Complete the dialogue.

1 Would you like an apple?

No, thanks. I'd like some peppers.

2 _____ you _____ watermelon?

No, thanks. _____ coconut.

3 _____ you _____ tomatoes?

No, thanks. _____ onions.

4 _____ you _____ potatoes?

No, thanks. _____ orange.



3 Work in pairs. Then make a different dialogue. **Be a star!**



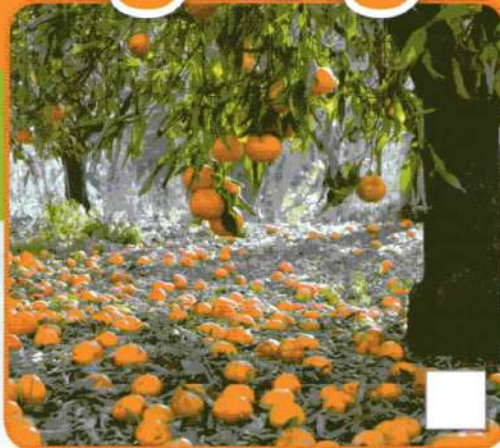
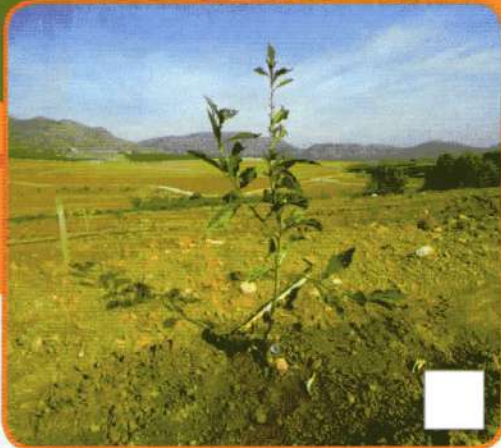
Would you like a pepper?



No, thanks. I'd like some peas.

- 1  2.45  How do oranges grow in nature? Number the photos in order, 1–5. Then read and check.

How oranges grow



'Would you like an orange?' asks Grandpa.

'Yes, please,' says Linda. 'Mmm, this is nice.'

'Do you know how oranges grow in nature? Let me tell you,' says Grandpa.

'In spring there are small white flowers on the orange trees. There is pollen inside the flowers. The flowers need pollen to make oranges. Bees and other insects take pollen from one flower to another flower.'

'Then some flowers grow into very small oranges. The small oranges are green. But the sun and the rain help them to grow. Soon they are big and orange.'

'There are seeds inside the oranges. When it's windy, some oranges fall on the ground. The seeds grow in the ground.'

'Then the sun and the rain help the seeds to grow into small plants. Then they grow into big trees. Then there are flowers on the trees ...'

'... and it starts again!' says Linda. 'I'd like some oranges. Can I help you to pick them?'

'Of course', says Grandpa. 'Let's go.'



bee



grow



seeds

Read again. Complete the sentences. Be a star! ★

ground tree orange sun bees plant

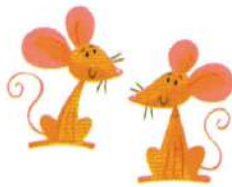
- 1 Some bees take pollen from one flower to another flower.
- 2 A small green _____ grows from the flower.
- 3 The big oranges fall on the _____.
- 4 The _____ and the rain help the orange seed to grow.
- 5 A small green _____ grows from the seed.
- 6 The plant grows into a big _____.

Values

Is it important to eat fruit and vegetables?

💡 What do they need to grow? Tick (✓).

children			
animals			

1  2.46 Listen and say. Complete.

white

m _ c _

r _ c _

2  2.47 **Circle** the words with *i* as in *kite*. Then listen and say the chant.'We **like** ice cream and rice!'

Say the hungry little mice.

'But we don't like limes.

They're not very nice!'

3  2.48 **Circle** the words with *i* as in *white*.Then listen, check and repeat. **Be a star!** 1 **slide**

2 swim

3 listen

4 write

5 lime

6 bike

7 skirt

8 fifty

9 ice

10 kite

 **Learning to learn**

Learning opposites can improve your vocabulary and writing.

Here are some examples of opposites:

black – white

long – short

good – bad

Can you write the opposite of these words?

happy – _____

hot – _____

fat – _____

Lesson 6 Language in use

1 2.49 Listen and say.



Welcome to City Farm. **Would you like to feed** the **lambs**?

Yes, please.

Would you like to pick some **strawberries**?

No, thanks. I don't like **strawberries**.

Would you like to see the **goats**?

Yes, please. And **I'd like to ride** on a tractor!

Me, too!



feed



pick



strawberry



tractor

2 Work in pairs. Ask and answer.

Student A



Student B



Student A Welcome to City Farm. Would you like to feed the **ducks**?

Student B Yes, please.

3 Now it's your turn. Ask and answer about a farm. **Be a star!**

1  Look at the photo. What can you see?



Floating market, Bangkok, Thailand



fruit



market



vegetables

2  2.50 Listen and tick (✓) the food you hear.






















3  2.50 Listen again and write the numbers.

1 boats 18 2 bananas 3 watermelons 4 mangoes

4  2.51  Listen and repeat. Then choose, ask and answer.

Be a star! 

-  Can I have some **lemons**, please?
-  How many?
-  **Five**, please.
-  Here you are.
-  Thank you.

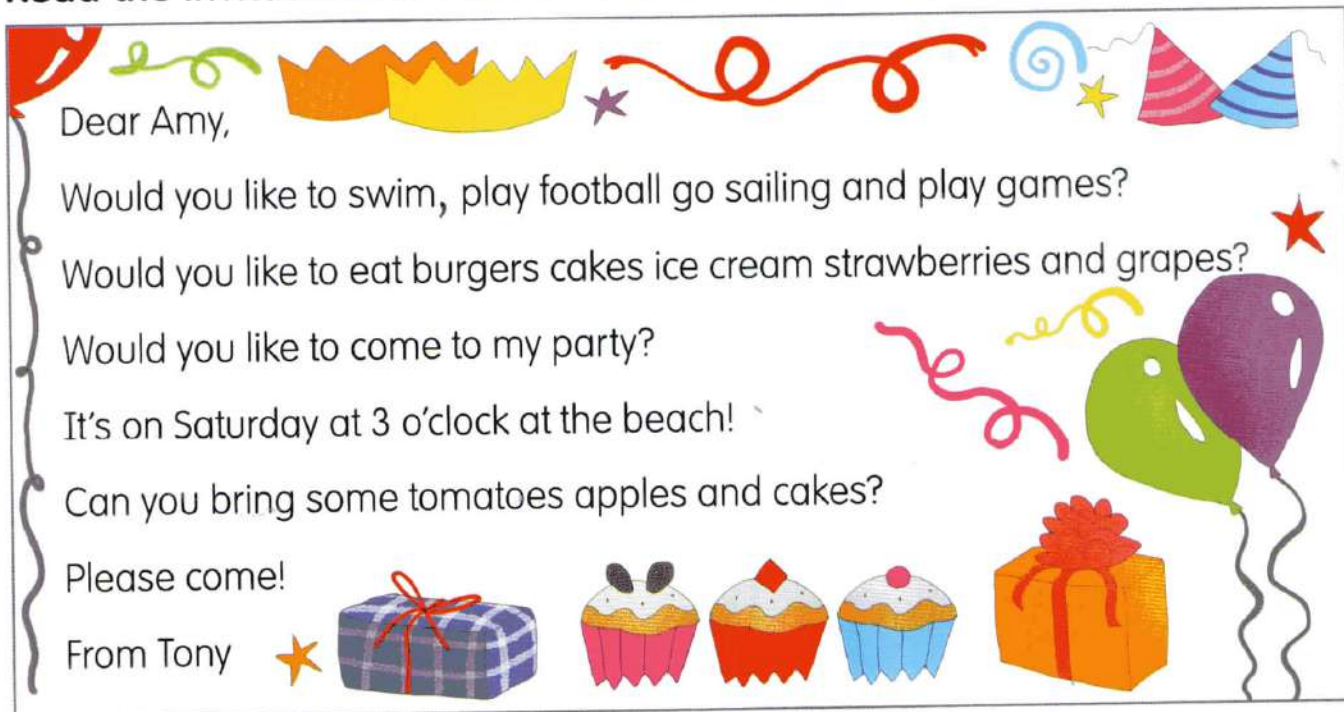


1 Read and follow.

Use **commas** to separate things in a list:

I would like some apples(,) beans(,) peas(,) peppers and potatoes.

2 Read the invitation. Add commas where necessary.



Dear Amy,

Would you like to swim, play football go sailing and play games?

Would you like to eat burgers cakes ice cream strawberries and grapes?

Would you like to come to my party?

It's on Saturday at 3 o'clock at the beach!

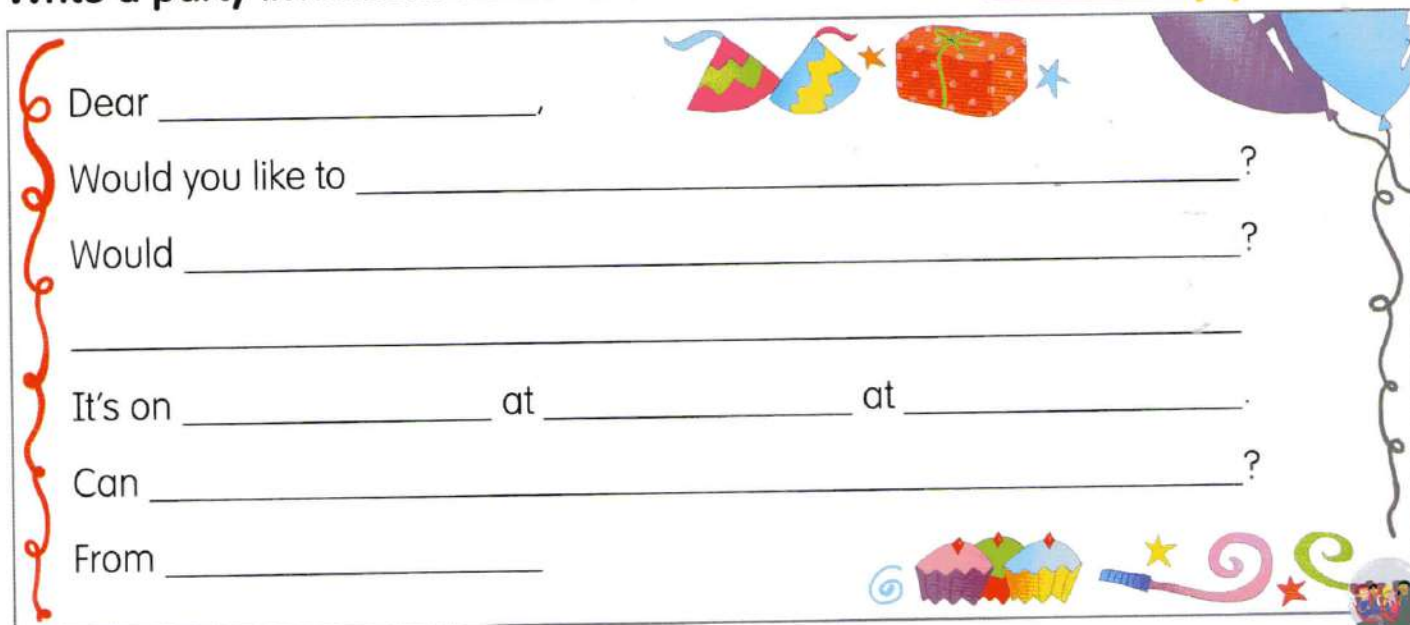
Can you bring some tomatoes apples and cakes?

Please come!

From Tony

3 Write a party invitation. Remember to use commas.

Be a star! ★



Dear _____,

Would you like to _____?

Would _____?

_____?

It's on _____ at _____ at _____.

Can _____?

From _____

Review 4

1  2.52 Write the seasons. Listen and check.



1 _____ spring _____



2 _____



3 _____



4 _____

2  Make true or false sentences about the people in Activity 1.



Eva likes planting flowers in winter.

No, she doesn't. Eva likes planting flowers in spring.



3 Read and match.

- | | |
|------------------------------------|--|
| 1 Would you like an orange? | a Yes, I do. It's my favourite sport! |
| 2 Would you like to see the lambs? | b Good idea! Let's go to the lake. |
| 3 Do you like playing baseball? | c Yes, please! I'd like to see the baby animals. |
| 4 Would you like some peas? | d Yes, please! |
| 5 What about going sailing today? | e No, thanks. I don't like vegetables. |

4  2.53 Write *a* or *i*. Then listen, check and say.

The girl ¹skates on the ²lake.

Then she goes home to ³make a ⁴cake.

The boy ⁵likes ⁶ice cream and flying a ⁷kite.

He doesn't ⁸like ⁹grapes or riding a ¹⁰bike.

5  Look and read. Write *yes* or *no*. There are two examples.



Examples: The children are wearing sunglasses. no

It's a windy day. yes

1 It's autumn. _____

2 The boys don't like playing in the leaves. _____

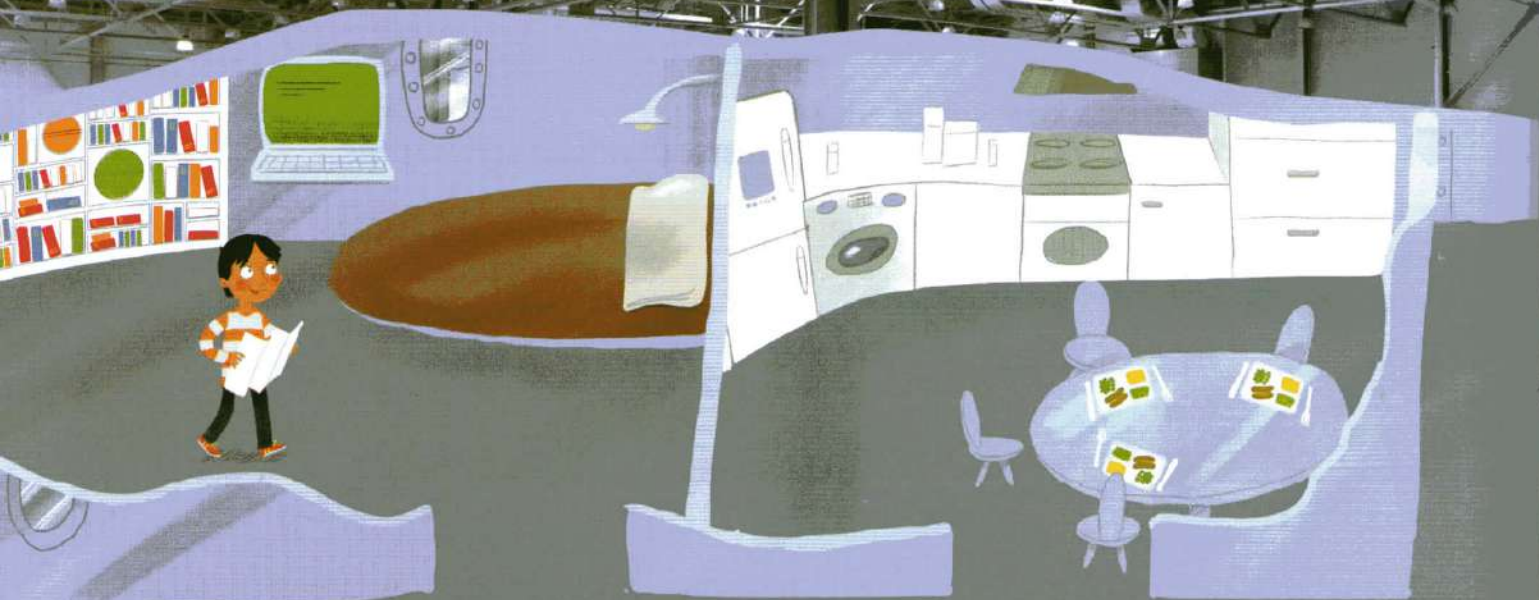
3 The girl likes feeding the sheep. _____

4 A man is sitting in the tractor. _____

5 There are lemons on the trees. _____

9

Let's look inside



Lesson 1 Vocabulary

1  3.1-3.2 Listen and say. Then listen and number.



bathroom



dining room



hall



kitchen



living room



bookcase





shower



sofa 1

2 Look at the picture. Find the words in Activity 1.

3   What can you see in the different rooms?
How are they different to your house?

4  3.3 Sing and act out. **Be a star!** 

My spaceship home

*I'm very happy,
In my spaceship home.
If I'm sad, I talk on
My special space phone.*

In my bedroom there's
a bookcase,
Next to my bed.
When we fly into space,
Books fall on my head.

In the kitchen there's a lot
Of food to eat.
And in the dining room,
I hold on to my seat.

The living room's the place
Where I go to think.
I sit upside down
On a sofa that's pink!

1  3.4 Listen and read. Where was Owen?

1 Yesterday, **I wasn't** at home. **I was** with my Grandma. She lives on a boat. Look!




2 **We were** in the kitchen. It was very hot! **We weren't** hungry, but we were thirsty.



3 All the rooms were small. The books weren't on a bookshelf. They were under the table.



4 In the afternoon, we were outside. Grandma was in her garden. She wasn't tired, she was happy.


2  3.4 Listen again. **Circle** T (True) or F (False).

- 1 Yesterday, Owen was with his grandma. T / F
- 2 They were in the bedroom on the boat. T / F
- 3 In Grandma's boat, the rooms were very big. T / F
- 4 The books were under the table. T / F
- 5 Grandma was tired. T / F

3  Work in pairs. Act out the story. **Be a star!** 

1 3.5 Look and read.

Graphic

Grammar

Past simple (was / were)

I was with Grandma .

I wasn't at home .

She was happy .

She wasn't tired .

We were in the kitchen .

We weren't hungry .

wasn't → was **not** weren't → were **not**

2 Look and complete with *was*, *wasn't*, *were* or *weren't*.

At 9 o'clock last night I ¹ was in my bedroom. I ² _____ in bed, but I ³ _____ tired. My mum and dad ⁴ _____ in the living room. They ⁵ _____ on the sofa. They ⁶ _____ tired! My brother ⁷ _____ in the kitchen. He ⁸ _____ hungry, but he ⁹ _____ very thirsty. Our cats ¹⁰ _____ in the house. They ¹¹ _____ outside in the garden.



3 Tell a friend about last night.

Be a star! ★



I was ...
My brother / sister was ...
My mum and dad were ...



1  3.6 Look at the photos. Where are the people?
Read and check.

2 Read again. **Circle** the correct room.

1 The beds were on the wall.

kitchen / **bedroom** / bathroom

2 There isn't a shower.

kitchen / bedroom / bathroom

3 It was lunchtime.

kitchen / bedroom / bathroom

4 The astronauts weren't asleep.

kitchen / bedroom / bathroom

My week in space



Hello! I'm Hope Parker and I'm an astronaut. Do you know how astronauts live in space? How do they eat? How do they wash? How do they sleep? Last week I was in space. It was amazing.

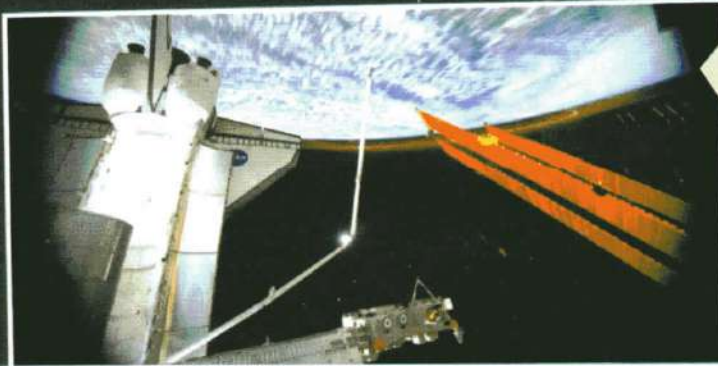
This is a photo of the kitchen on the space station. It was lunchtime and we were hungry. Astronauts can eat the same food they eat at home. Look how we eat and drink in space!



This is in the bathroom on the space station. You can't have a shower in space! Astronauts wash with wet towels.



This is one of the bedrooms. It was 11 o'clock. The astronauts were in bed, but they weren't asleep. And the beds weren't on the floor. Look! They were on the wall! This is how astronauts sleep in space.



This was the view from the space station. The stars were in the sky. It was beautiful. I was very happy in space!



asleep

3 Answer the questions. **Be a star!** ★

- 1 What is Hope Parker's job?
- 2 Where was she last week?
- 3 How do astronauts wash in space?
- 4 How do astronauts sleep in space?

She's an astronaut.



astronaut

4 What do you think about life on the space station? Complete the table.



space

Things I like	Things I don't like
_____	_____
_____	_____
_____	_____



towel



Values

Is it important to enjoy what you do?



wash

1  3.7 Listen and say. Complete.



home




nose



tube



flute

2  3.8 **Circle** the words with **o** as in *nose* and with **u** as in *tube*. Then listen and say the chant.

Luke sits **a**lone on a stone.

His mum and dad aren't at home.

His nose is long and he's very cute.

He plays a tune on his huge flute.



3  3.9 Write **o** or **u**. Then listen, check and say. **Be a star!** 

1 cute

2 nose

3 home

4 flute

5 tube

6 stone

7 alone

8 tune

Learning to learn

Knowing how to put words in alphabetical order will help you find and use lots of information, e.g. in a dictionary. Look at the **second or third letter** of each word if the first letter is the same. Then put the words in alphabetical order.

1 flute fat fly

2 home hat hungry his he

Lesson 6 Language in use

1  3.10  Listen and say.



castle



Were you at home yesterday?

No, I wasn't. I was at Warwick Castle.

Were you with your mum?

Yes, I was.

Were you in the Queen's bedroom?

Yes, we were. It was huge!

Were you in the dining room?

No, we weren't. It wasn't open.

Were you in the garden?

Yes, we were. The flowers were beautiful.

2  Work in pairs. Ask and answer.

Student A





Student B



Student A Were you at home yesterday?

Student B No, I wasn't.

3  Now it's your turn. Ask and answer about a day at your friend's house. **Be a star!** 

Lesson 7 Listening and speaking



lake

1 3.11 Look at the map. What places can you see?
Listen and check.

2 3.11 Listen again. Draw the boy's route.



3 3.11 Complete the sentences. Listen again and check.

- 1 There's a forest in the castle gardens.
- 2 The _____ and flowers in the forest were beautiful.
- 3 Some baby ducks were on the lake. They were _____.
- 4 The _____ in the restaurant were delicious.
- 5 The brothers were on the _____ and the seesaw in the playground.

4 3.12 Listen and repeat. Then ask and answer. **Be a star!**

- What a nice watch!
- Thanks! It was a birthday present.
- What time is it?
- It's **half past two**.



1 Read and follow.

At the start of an email ask: **How are you?**

At the end of an email write: **See you soon,**

2 Write an email. Use the prompts below.

Remember to start and end the email the right way. Be a star! ★

- 1 my grandpa's house
- 2 mum, brother
- 3 big, new
- 4 in the garden
- 5 hot, sunny
- 6 at the beach
- 7 in the sea
- 8 cold

Hi Jenny,

How _____? I'm writing to tell you about yesterday.

I was at my grandpa's house.

I _____ with my _____ and my _____.

The house _____.

In the morning we _____.

It _____.


In the afternoon _____.

We _____.

The water _____.

_____.

Sandy



1  3.13 Look at the pictures and answer the questions. What rooms are they in? Read and check.

Scene 1

Narrator: Once there was a sad prince. He was in the castle kitchen with the cook and the queen.

Queen: Can the prince have some food, please?

Cook: Of course. Would you like a burger or some chicken?

Prince: No, thank you.

Cook: Would you like a pear or some grapes?

Prince: No, thank you. I'm not hungry today.



Scene 2

Narrator: The king and queen were in the living room.

Queen: I'm worried. The prince doesn't want to eat.

King: What about having a food contest? People can make different food. The prince can choose what he likes.

Queen: Brilliant!



Scene 3

Narrator: Lots of people were in the big hall for the food contest.

Man: Would you like a burger with peppers?

Prince: No, thank you.

Woman: Would you like an ice cream sundae?

Prince: No, thank you.

Man: Would you like a coconut cake?

Prince: No, thank you. I'm not hungry today.

Woman: Look at that little boy.

Queen: Who are you, little boy?

Little boy: Hello. I'd like to help the prince.
Would you like to play, Prince?

Prince: OK.



Scene 4

Narrator: The prince and the little boy were in the garden.

Prince: I'm having fun.

Little boy: Me, too.

Prince: Let's play another game!



Scene 5

Narrator: The prince was in the dining room with the king and queen.

Prince: I'm very hungry!

Queen: Hurray! Would you like some chicken and potatoes?

Prince: Yes, please. I'd like some peas, too.

King: Would you like some grapes?

Prince: Yes, please. And I'd like some cakes.
Can my new friend have some food, too?

Queen: Of course. Come in! Thank you.
The prince is happy now!



Reading time 4 Activities

1 What do they offer the prince? Match.



a a burger with peppers

b some grapes

c a burger or some chicken

d an ice-cream sundae

e a coconut cake

2 What do you think? Talk to a friend.

- 1 Why is the prince not hungry?
- 2 Why do the king and queen have a food contest?
- 3 Why is he happy and hungry at the end of the play?
- 4 Do you like the story? Why / Why not?

3 Work in groups. Act out the play. **Be a star!**

4 Now watch the video.



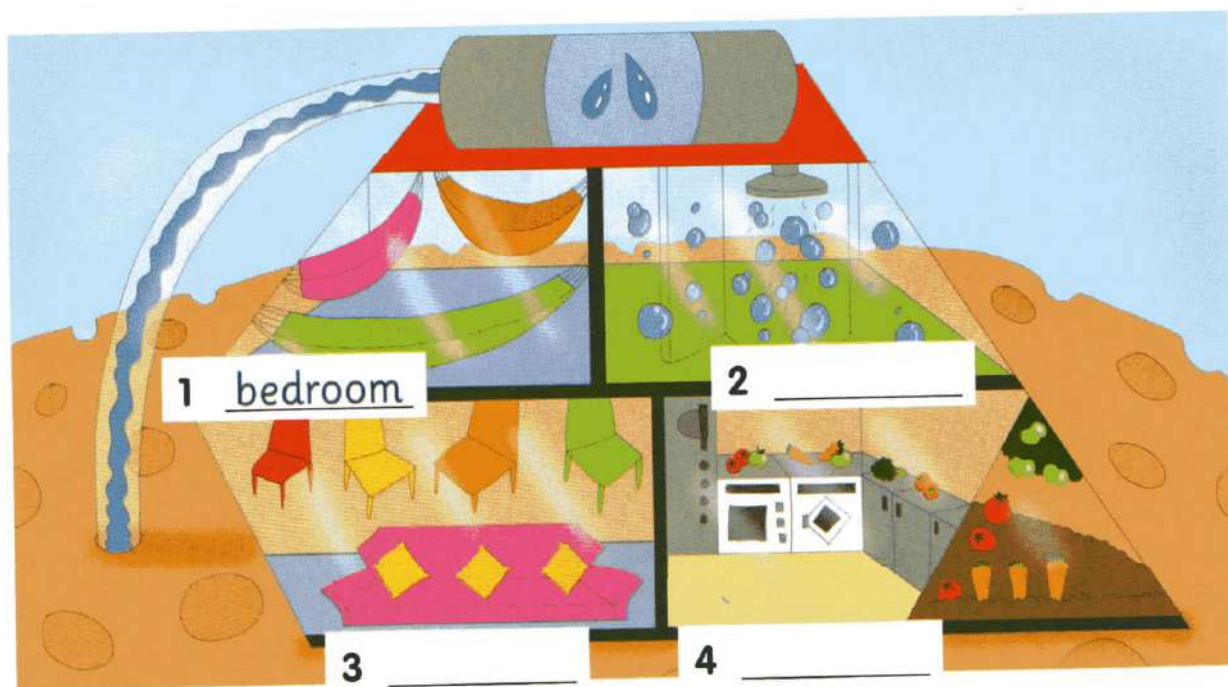


Think about it!

Design a space house



- 1 Look at the design for a space house on a different planet. Label the rooms.



- 2 Answer the questions.

- 1 Is it hot or cold on the planet? _____
- 2 Is there a lot of water? _____
- 3 Do trees and plants grow on the planet? _____
- 4 What food is there? _____

- 3 Work in groups. Plan and design a house in space.

- 1 Think about your planet. Answer the questions in Activity 2.
- 2 Think about what special features your house has got.
- 3 Design your house. Each person chooses a room.
- 4 Put the rooms together to make your house.

- 4  Tell the class about your house. Which houses do you like? Why?





Lesson 1 Vocabulary

1  3.14–3.15 Listen and say. Then listen and number.



aquarium



art gallery



bowling alley 1



campsite



concert



skate park



theme park



zoo

2 Look at the picture. Find the words in Activity 1.

3   Answer the questions.

- 1 Which of the places has your town / city got?
- 2 Which places do you like going to?
- 3 What other places has your town / city got?

4  3.16 Sing and act out. **Be a star!** 

It's the weekend!

What can we do?


Let's go to an aquarium,
Me and you!

Then let's go on rides
At a big theme park.
And sleep at a campsite,
Outside in the dark.

It's the weekend!

What can we do?
Let's go to a skate park,
Me and you!

Then we can throw balls
At a bowling alley.
And look at paintings
In an art gallery.

1  3.17 Listen and read. Whose weekend was busy?

My weekend was great! On Saturday we **visited** the zoo. I **looked** at lots of animals. Henry **ainted** a picture of an elephant.

1



2

On Sunday we visited an art gallery. We looked at the paintings.



I stayed at home. My mum and dad cooked and I helped.


3

Later we listened to music at a concert. It was amazing.



Let's do something fun now!

I'm sorry, I'm really tired!



2  3.17 Listen again. Write *Kirsty*, *Eva* or *Henry*.

1 Kirsty and learned about animals.

2 painted a picture.

3 and visited an art gallery.

4 helped her mum and dad.

3  Work in pairs. Act out the story. **Be a star!** 

Lesson 3 Grammar focus

1 3.18 Look and read.

Graphic

Grammar

Past simple (regular verbs)

I **visited** the zoo .

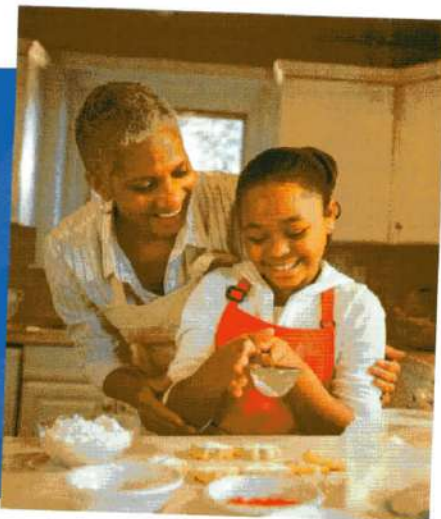
He **painted** a picture .

We **listened** to music .

They **cooked** .

2 Complete with the verbs in the past simple.

Last weekend was fantastic. On Saturday I ¹ played (play) in the park. Then I ² _____ (visit) my grandma. We ³ _____ (paint) pictures. On Sunday I ⁴ _____ (stay) at home. I ⁵ _____ (listen) to music and I ⁶ _____ (watch) a film. My mum ⁷ _____ (cook) and my sister ⁸ _____ (help) my dad in the garden. What about you?



3 Tick (✓) three activities you did last weekend. Then tell a friend.

Be a star!



visit an art gallery

stay at home

play in the park



play football

paint a picture

stay at a campsite



visit the zoo

watch cartoons

listen to music



Last weekend I played in the park. I ...

- 1  3.19 Look at the pictures. Where are they? What animals can you see? Read and check.

A day at the ZOO

I visited the zoo with my mum last weekend. A **guide** talked about the animals and we learned lots of new things. First we visited the **jungle** area. We listened to the monkeys and the **parrots**. They were very noisy! Next we walked to the aquarium and looked at the fish.

Then we looked at the tigers. They're my favourite animal. They were outside, but one tiger was inside. It was in a **cage**. It looked sad. 'Why is the tiger sad?' I asked the guide. 'Because it's **ill**,' she replied, 'but the **vet** is helping it.'

Later we walked to the **giraffes**.

'Wait!' I said. 'I haven't got my phone! It's in the Tiger House.'

I walked back to the tigers, but my phone wasn't there. The tiger wasn't there and the cage door was open!

'Help, Mum!' I shouted. 'The tiger isn't in its cage!'

My mum smiled. 'Look!' she said.

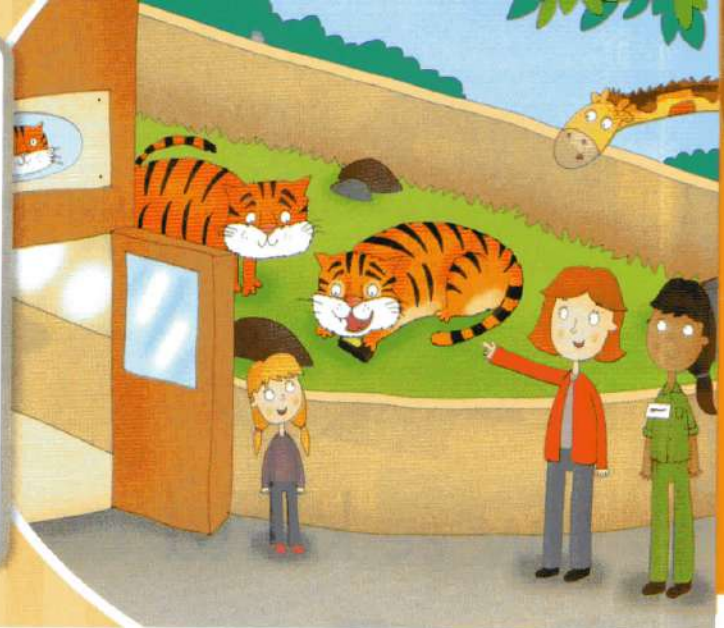
The tiger was outside with the other tigers.

It was happy.

'The tiger is OK now,' said my mum. 'And look!

It's got your phone!'

The tiger looked at me and **roared**. The giraffe was scared, but I wasn't. I liked the tiger!



2 Read again. Match the words to the pictures. Write the correct letter.

- | | | | | | | | | | | | |
|----------|----------------------------|-----------|--------------------------|---|--|---|---|---|--|---|--|
| 1 jungle | <input type="checkbox"/> c | 5 ill | <input type="checkbox"/> | a |  | b |  | c |  | d |  |
| 2 guide | <input type="checkbox"/> | 6 vet | <input type="checkbox"/> | | | | | | | | |
| 3 parrot | <input type="checkbox"/> | 7 roar | <input type="checkbox"/> | e |  | f |  | g |  | h |  |
| 4 cage | <input type="checkbox"/> | 8 giraffe | <input type="checkbox"/> | | | | | | | | |

3 Think about the story. Tick (✓) the best answer. Be a star! ★

- The tiger was sad because ...
a it was alone. b it was ill.
 - The girl walked back to the Tiger House because ...
a tigers are her favourite animal. b her phone was there.
 - The cage door in the Tiger House was open and the girl was ...
a happy. b scared.
- ~~The tiger was outside because ...~~
- it opened the cage door.
 - the vet helped it and it was OK.



Values

Is it important to look after your things when you're out?

Lesson 5 Sounds and letters

1  3.20 Listen and say. Complete.



weekend



tree



bee

2  3.21 **Circle** the words with **ee**. Then listen and say the chant.

Can you **see**

The three little bees?

In the tall green trees

That shake in the breeze.



3  3.22 Listen and write **e** or **ee**. Then listen and repeat. **Be a star!** 

1 sleep

2 street

3 peencil

4 leeg

5 feet

6 deesk

7 queen

8 heelmet

Learning about language

When a word ends in *f*, change the *f* to **v** and add **es** to make it plural:

leaf – leaves

wolf – wolves

Some words have got an irregular plural form.

foot – feet

man – men

woman – women

Match the singular words to the plural form.

person

children

child

people

Lesson 6 Language in use

1  3.23  Listen and say.



Was your weekend fun?

Yes, it was!

Where were you on Saturday?

We were at the beach. **In the morning** we **climbed on the rocks**.

That sounds fun.

And **in the afternoon** we **looked for shells**.

What about in the evening?

In the evening we **watched a puppet show**.

That's great!



afternoon



evening



morning



rock



shell

2  Work in pairs. Read, ask and answer.

Student A

- play in the sea
- look at the fish
- watch a concert

Student B

- play football
- walk on the beach
- visit a theme park

Student A Where were you on Saturday?

Student B We were at the beach. In the morning we **played in the sea**.

3   Now it's your turn. Ask and answer about last weekend. **Be a star!** 



Lesson 7 Listening and speaking

1 3.24 Look at the photo. What can you do there? Choose and tick (✓). Listen and check.



a ride



water park

- 1 play on slides
- 2 go to a skate park
- 3 go to a theme park
- 4 go to a bowling alley
- 5 visit an aquarium

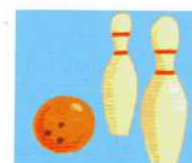
2 3.24 Listen again. Underline the incorrect word. Write the correct word.

- 1 The slides in the water park were really small. tall
- 2 They were at the aquarium on Saturday morning. _____
- 3 They looked at green sea snakes in the aquarium. _____
- 4 They visited the theme park on Saturday afternoon. _____
- 5 There are 34 rides at the theme park. _____

3 3.25 Listen and repeat. Then choose, ask and answer. **Be a star!**

great amazing fantastic OK boring

- How was your weekend?
- It was **amazing!**
- How was the **aquarium?**
- It was **OK.**



1 Read and follow.

Last weekend / Saturday / Sunday

On Saturday (morning) / Sunday (afternoon)

In the morning / afternoon / evening

Use these words to show the order we do things: Then ... / Next ...

2 Complete the text with words from Activity 1.

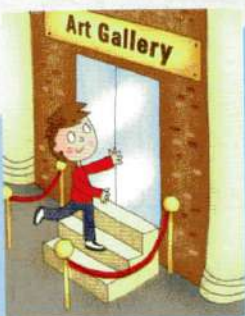
¹ Last Saturday we visited the zoo. ² the morning we looked at the lions. ³ we visited the monkey house. ⁴ we walked to the restaurant. ⁵ the afternoon we visited the aquarium.

3 Write about Sam's weekend.

Use these verbs and words from Activity 1. Be a star! ★

visit Next look talk In Then play In paint

Last weekend was great. On Saturday I ¹ an art gallery. ² the morning I ³ at paintings. ⁴ I ⁵ to a guide. ⁶ I ⁷ a picture. ⁸ the afternoon I ⁹.



Review 5

1 3.26 Look and label. Then listen and check.

- 1 bathroom
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____



2 Look at the picture in Activity 1. Play a game.



Eva was in the dining room.



No! She was in the art gallery.

3 Complete with the correct verb in the past simple.

watch listen stay paint play visit

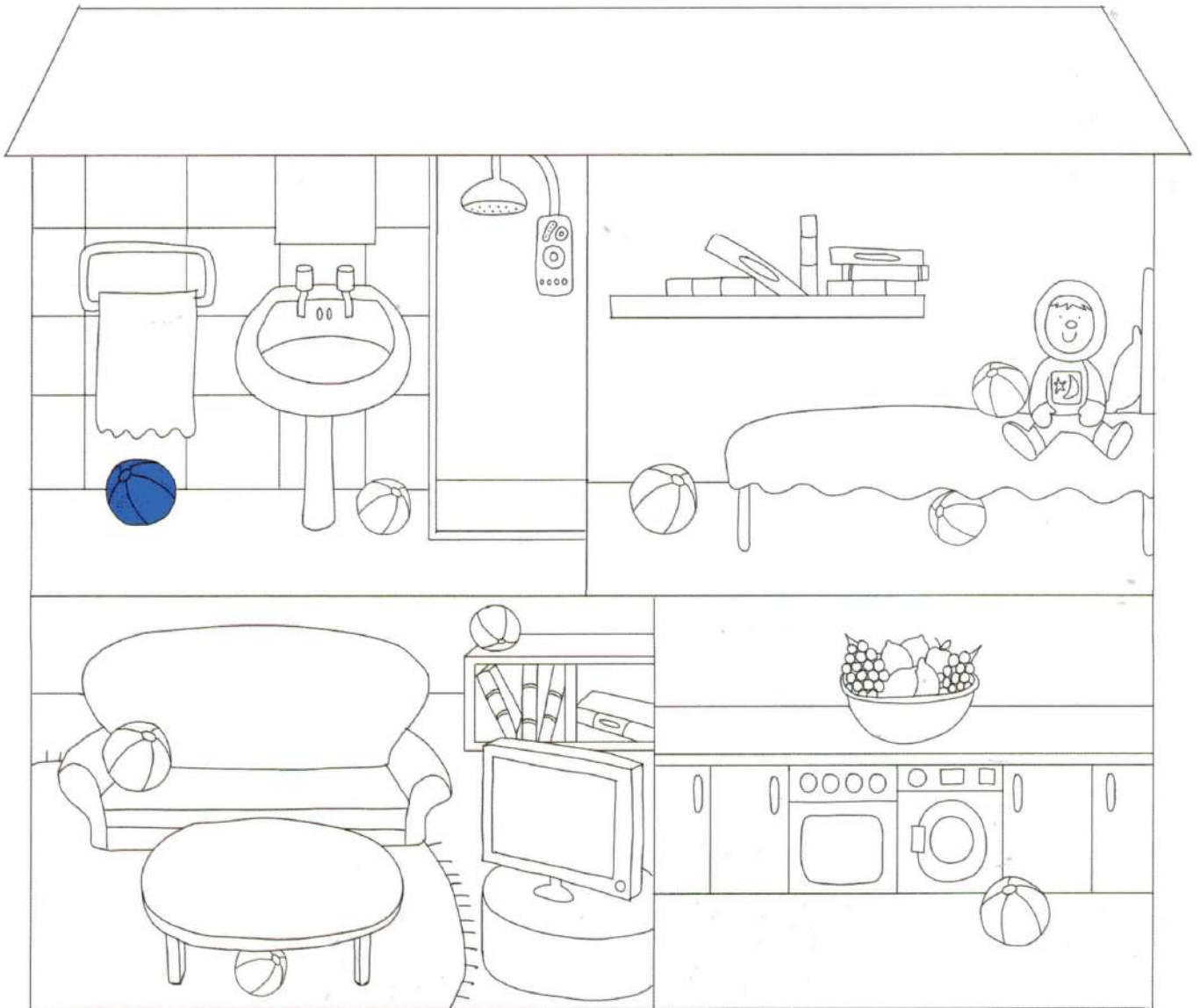
- | | |
|-----------------------------|----------------------------|
| 1 I <u>visited</u> the zoo. | 4 We _____ at a campsite |
| 2 She _____ a picture. | 5 I _____ cartoons on TV. |
| 3 He _____ in the park. | 6 They _____ to a concert. |

4  3.27 Write **o**, **u** or **ee**. Then listen, check and say.

The sleepy bee sits on
The queen's coote neese.
The queen plays a teene
On a heege green fleete.



5   3.28 Listen and colour. There is one example.



Picture dictionary

Unit 1



bear



camel



crocodile



kangaroo



panda



wolf



Australia



India

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred

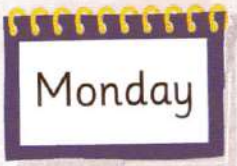


forest



tongue

Unit 2



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday



do gymnastics



go to school



have a music lesson



play basketball



cook



fly a kite



visit



write



drama



football



karate



tennis

Unit 3



camera



computer



glasses



guitar



phone



radio



TV



watch



children



game



tablet



talk



headphones

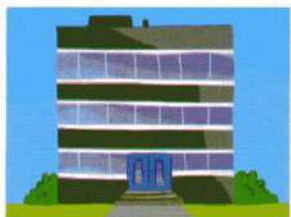


take a photo



watch cartoons

Unit 4



building



flat



garden



house



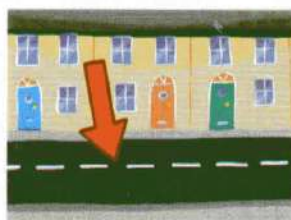
park



restaurant



shop



street



firefighter



key



man



woman



baseball



trampoline

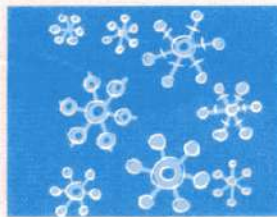
Unit 5



cloud



rain



snow



sun



wind



beach



mountain



sea



boots



coat



jumper



skate



smile



scarf



warm

Unit 6



bus



helicopter



lorry



motorbike



plane



train



traffic light



left



right



helmet



pavement



seat belt



shout



back



front



floor



stairs

Unit 7



spring



summer



autumn



winter



have a picnic



make a
snowman



plant flowers



play outside



fly



go sailing



South Africa



airport



holiday



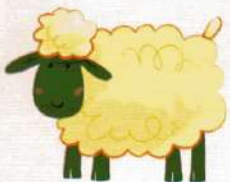
leaf / leaves



sunglasses



lamb



sheep

Unit 8



beans



coconut



grapes



lemon



peas



pepper



potato



watermelon



fruit



strawberry



vegetables



bee



market



seeds



tractor



feed



grow



pick

Unit 9



bathroom



dining room



hall



kitchen



living room



bookcase



shower



sofa



towel



asleep



astronaut



space



wash



castle



lake

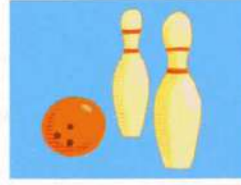
Unit 10



aquarium



art gallery



bowling alley



campsite



concert



skate park



theme park



water park



zoo



morning



afternoon



evening



a ride



rock



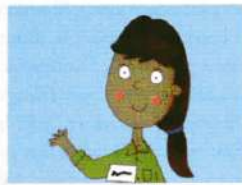
shell



cage



giraffe



guide



ill



jungle



parrot



roar



vet