

# Academy Stars 1

Workbook

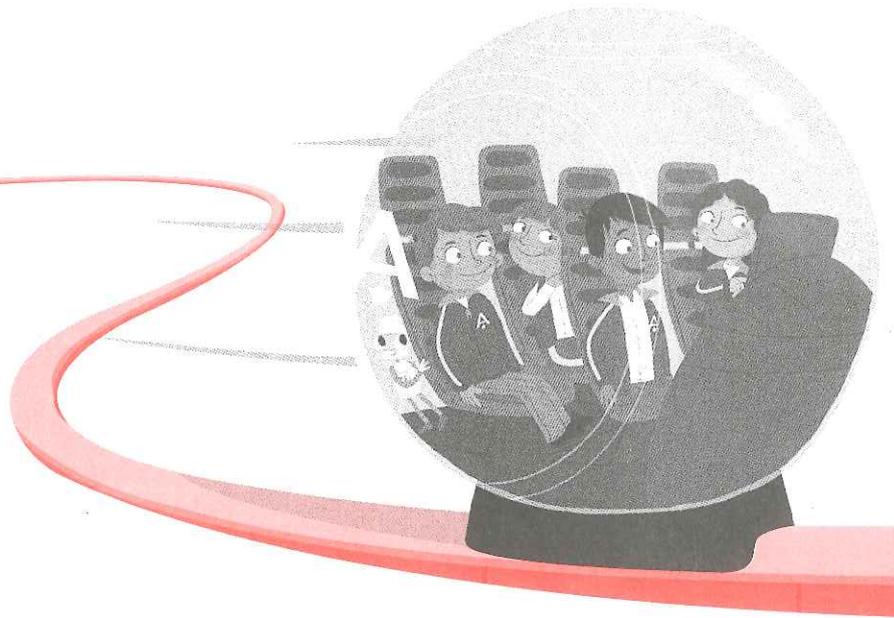
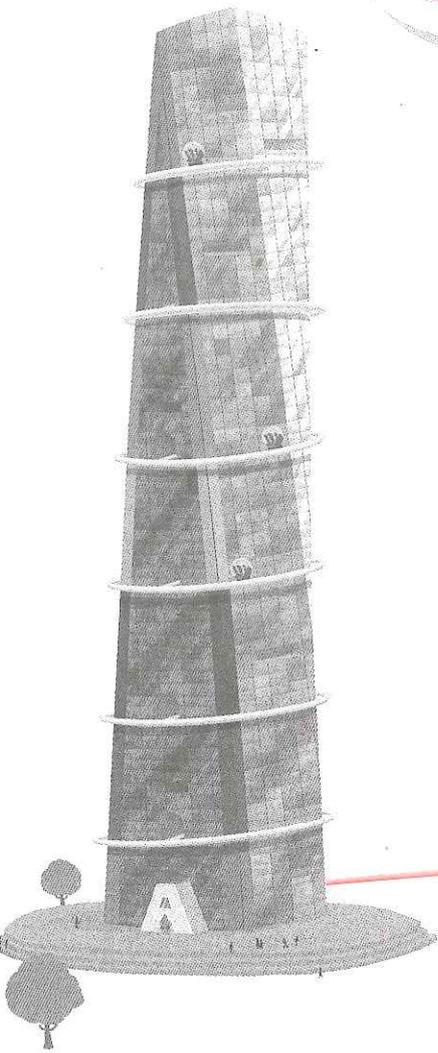


Susan Clarke

# Academy Stars 1

Workbook

Sue Clarke



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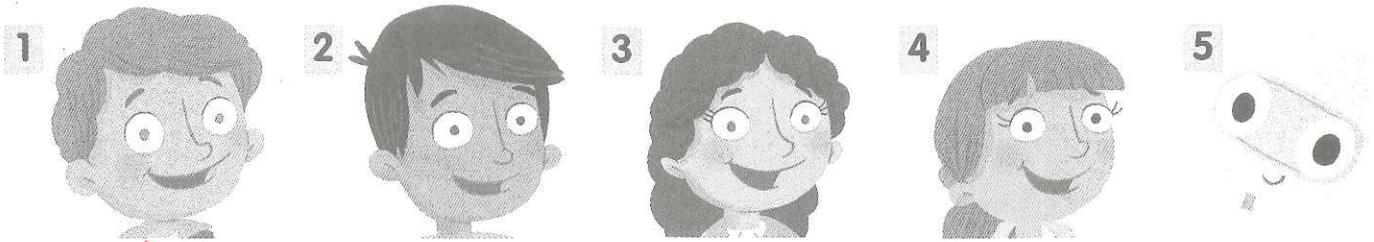
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2021 2020 2019 2018 2017  
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# Welcome

## 1 Look and match.



Hello! I'm Sara.

Hi! I'm Tom.

Hello! I'm Alex.

Hi! I'm Anna.

Hi! I'm Bot!

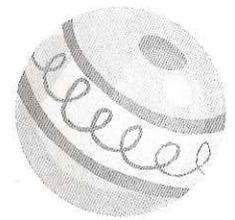
## 2 Circle the correct letter.



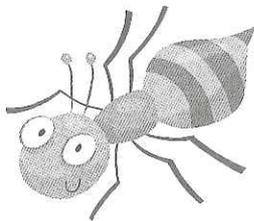
1 a / **d**



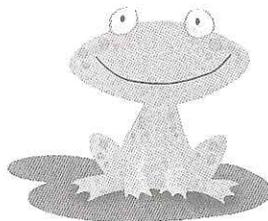
2 g / h



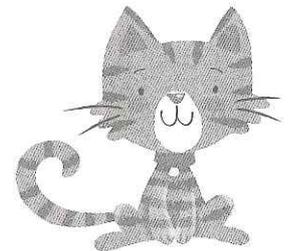
3 f / b



4 e / i

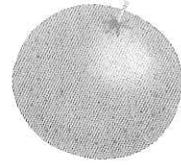


5 f / h



6 c / d

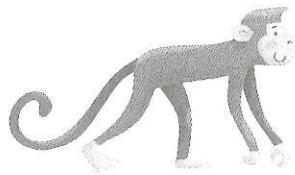
1 Write the correct letter.



1 nut

2 \_\_\_ug

3 \_\_\_range



4 \_\_\_ey

5 \_\_\_onkey

6 \_\_\_ueen

2 Write the correct letter and match.

1 yoghurt

2 \_\_\_orm

3 \_\_\_mbrella

4 \_\_\_oo

5 \_\_\_an

a



b



c



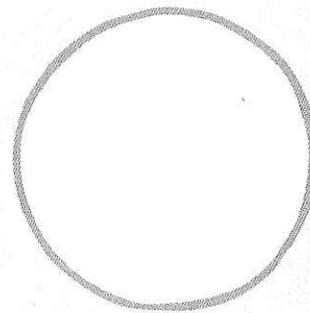
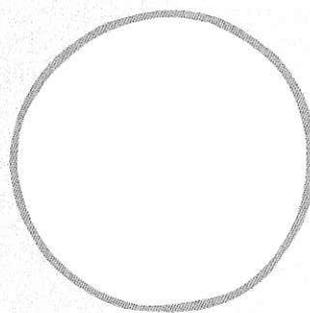
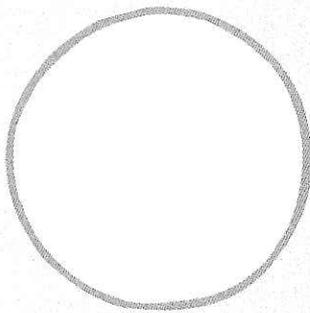
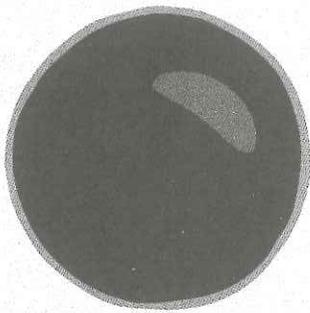
d



e



1 Write the correct letter. Colour.

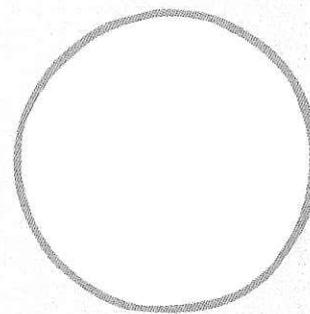
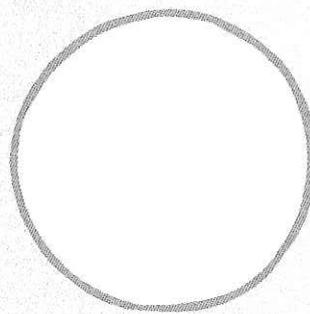
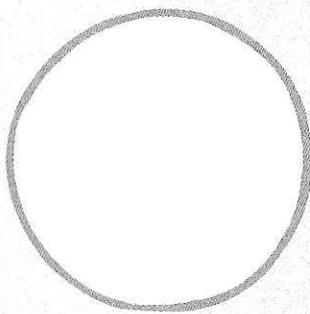
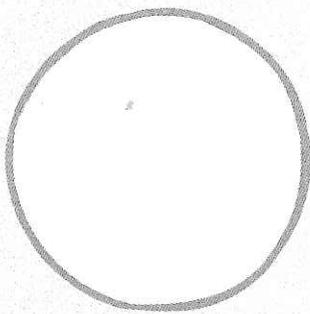
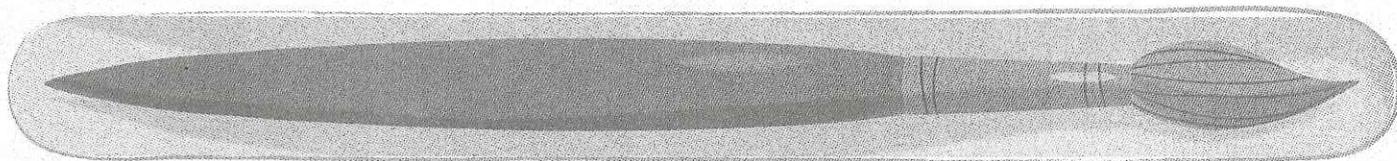


1 **b**lack

2 \_\_\_lue

3 \_\_\_ellow

4 \_\_\_reen



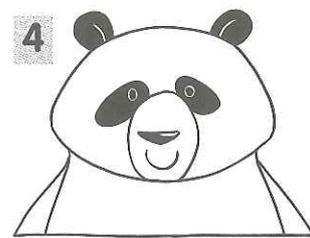
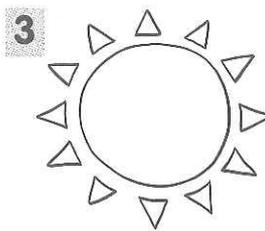
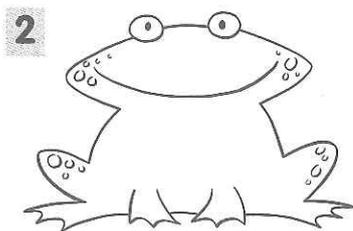
5 \_\_\_ed

6 \_\_\_hite

7 \_\_\_urple

8 \_\_\_range

2 Colour and match.



white

orange

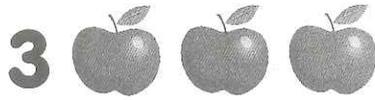
black

green

yellow

1 Read and match.

six



three



five



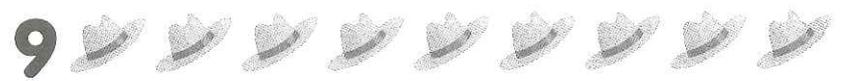
nine



two



eight



2 Count and write.

6

10

7

4

four

ten

six

seven

1 + = 4 four

2 + = \_\_\_\_\_

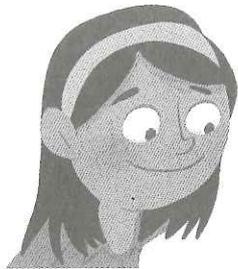
3 + = \_\_\_\_\_

4 + = \_\_\_\_\_

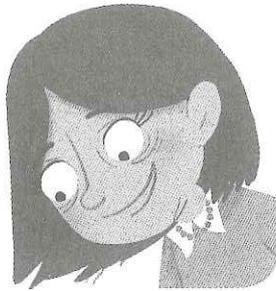
# 1 My funny friends

## Lesson 1 Vocabulary

1 Look and **circle**.



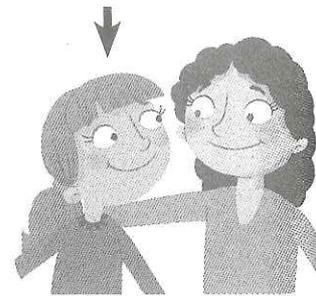
1 **girl** / boy



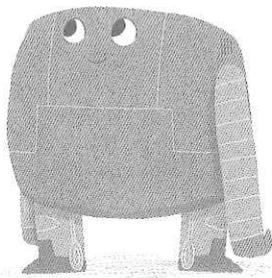
2 teacher / robot



3 girl / boy



4 friend / teacher



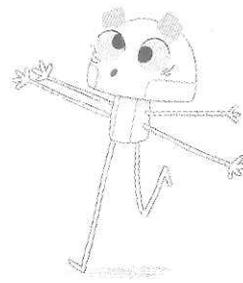
5 small / big



6 small / tall

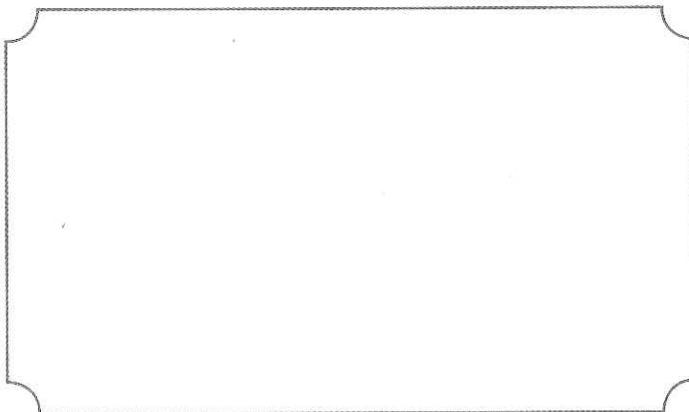


7 big / tall

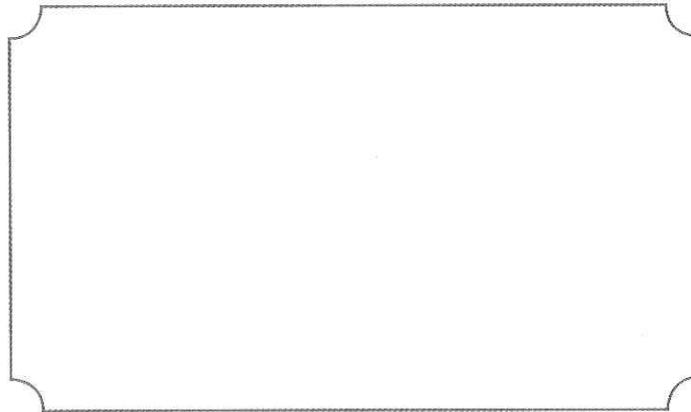


8 funny / tall

2 Read, draw and colour.



small red van



big purple worm

## Lesson 2 Grammar time

### 1 Read and match.

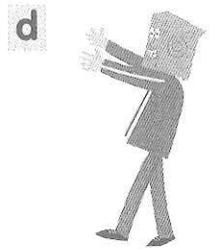
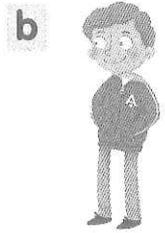
1 He's tall.

2 Hello, I'm Anna.

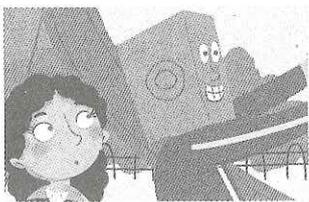
3 I'm Tom.

4 She's six.

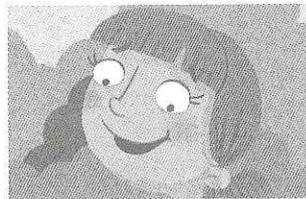
5 He's funny.



### 2 Look, read and circle.



1 She's / **I'm**  
a robot.



2 This is Sara. **He's** /  
**She's** my friend.



3 **He's** / **She's** Alex.

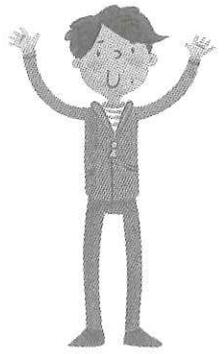


4 I'm Bot. **I'm** /  
**She's** small.

# Lesson 3 Grammar focus

## 1 Look, read and complete.

tall      She's      He's      friend      **She's**      funny



This is Ella. <sup>1</sup> **She's** my friend. <sup>2</sup> \_\_\_\_\_ seven. She's <sup>3</sup> \_\_\_\_\_.

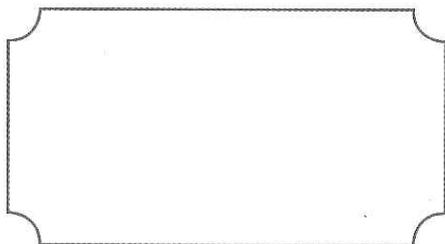
This is Dan. He's my <sup>4</sup> \_\_\_\_\_, too. <sup>5</sup> \_\_\_\_\_ eight. He's <sup>6</sup> \_\_\_\_\_.

## 2 Look, read and write *I'm*, *He's* or *She's*.



- 1 Hi, I'm Alex. **I'm** seven. \_\_\_\_\_ tall.
- 2 This is Anna. \_\_\_\_\_ my friend. \_\_\_\_\_ seven.
- 3 This is Tom. \_\_\_\_\_ my friend. \_\_\_\_\_ six.
- 4 Hello, I'm Sara. \_\_\_\_\_ seven. \_\_\_\_\_ small.
- 5 This is Bot. \_\_\_\_\_ small. \_\_\_\_\_ funny.

## 3 Draw your friend. Write and **circle**.



This is \_\_\_\_\_.  
 \_\_\_\_\_ my friend.  
 \_\_\_\_\_ **six / seven / eight.**  
 \_\_\_\_\_ **tall / small / funny.**

# Lesson 4 Reading

1 Remember your Pupil's Book pages 14–15. Look and write.

Russia

Egypt

Great Britain

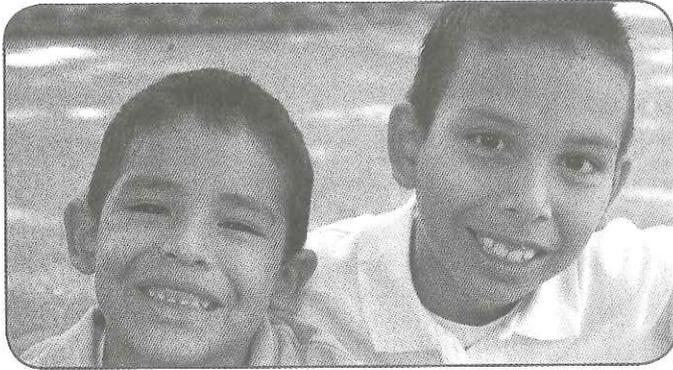
Mexico



1 \_\_\_\_\_ **Egypt** \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

2 Read about Adel. Match.

1 Hello, I'm ...

2 I'm from ...

3 This is ...

4 It's ...

a ... my ball.

b ... Adel.

c ... big.

d ... Egypt.



## Lesson 5 Sounds and letters

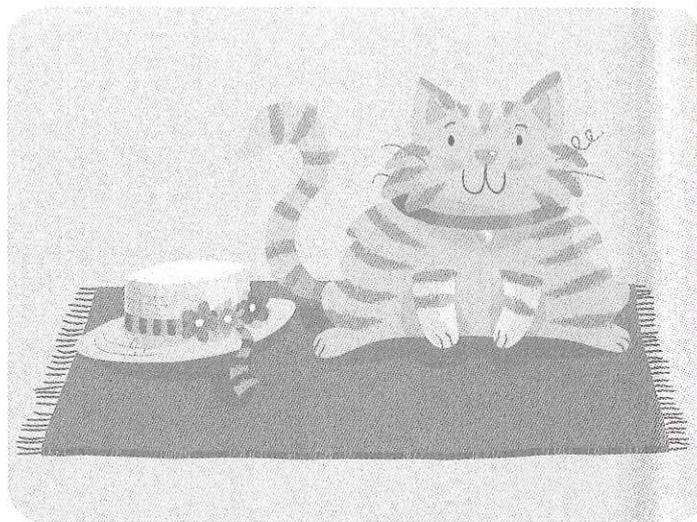
1 Say the chant. **Circle** the **a** sounds.

Look! The **e** cat!

The cat is fat!

Look! The hat!

The hat is on the mat!



2 Complete the words. Then match.

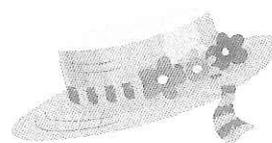
1 v a n

2 \_\_ pple

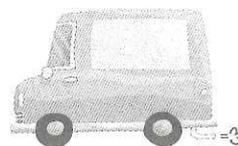
3 h \_\_ t

4 c \_\_ t

a



b



c



d



3  Write the capital letters.

R	P	N	E	A	F	M
T	G	Q	H	D	B	

Aa    \_\_b    Cc    \_\_d    \_\_e    \_\_f    \_\_g    \_\_h

Ii    Jj    Kk    Ll    \_\_m    \_\_n    Oo    \_\_p    \_\_q

\_\_r    Ss    \_\_t    Uu    Vv    Ww    Xx    Yy    Zz

# Lesson 6 Language in use

## 1 Read and number in order.

a How old are you?

b My name is Alex.

c I'm seven.

d Hi, I'm Anna.  
What's your name?  1

## 2 Read and complete. Colour the star.

old      name      I'm      I'm

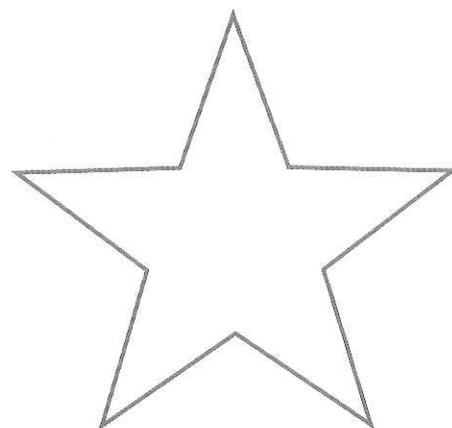
 Hi, <sup>1</sup> I'm Tom. What's your name?

 My <sup>2</sup> \_\_\_\_\_ is Holly.

 How <sup>3</sup> \_\_\_\_\_ are you?

 <sup>4</sup> \_\_\_\_\_ six.

 Welcome to the orange stars.

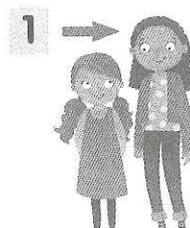


## 3 Look and read. Put a tick (✓) or a cross (x) in the box.

There is one example.



I'm eight.



She's small.



My name is Dan.



He's funny.



# Lesson 7 Functional language

## 1 Read and match.



1 Hello!

2 How are you?

3 Goodbye.

a Bye.

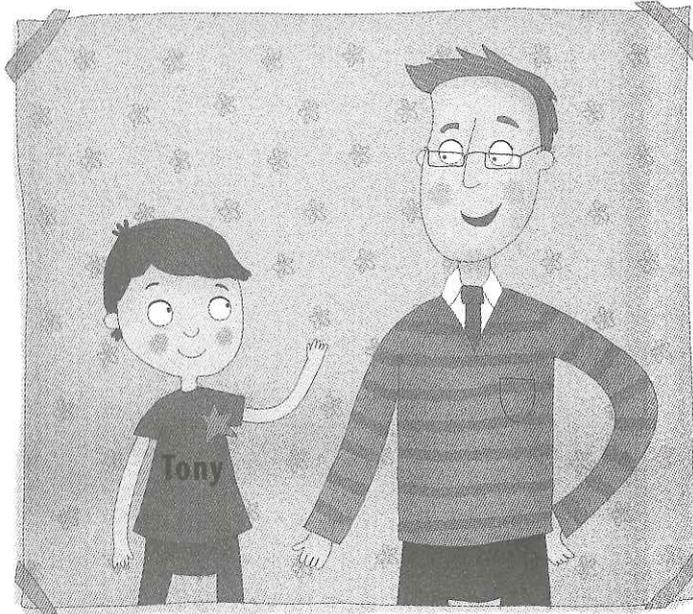
b Hi!

c I'm fine.

## 2 Read and complete.

I'm      How      Bye!      is      Hello

- 1     Hello    . What's your name?
- 2 My name      Mr Green.
- 3      are you, Mr Green?
- 4      fine, thanks.
- 5 Goodbye, Mr Green.
- 6



# How am I doing?

1 **CE:YL** Look at the pictures. Look at the letters. Write the words.  
There is one example.



t a l l  
l a l t

1



\_\_\_\_\_   
 m s l a l

2



\_\_\_\_\_   
 g l r i

3



\_\_\_\_\_   
 n r i f d e

4



\_\_\_\_\_   
 c a t r h e e

5



\_\_\_\_\_   
 n y f n u

2 Read and write the name.

	Pam	Great Britain	six	small
	Mateo	Mexico	seven	funny
	Katia	Russia	eight	small
	Adel	Egypt	nine	tall

- 1 Hi, I'm from Egypt. Adel
- 2 Hello, I'm from Great Britain. \_\_\_\_\_
- 3 This is my friend. She's eight. \_\_\_\_\_
- 4 She's six. She's small. \_\_\_\_\_
- 5 He's funny. He's from Mexico. \_\_\_\_\_
- 6 He's nine. He's tall. \_\_\_\_\_

1 Read and circle the capital letters.

**Katia**

I'm Katia.

I'm from Russia.

This is Olga. She's my friend.

She's small.



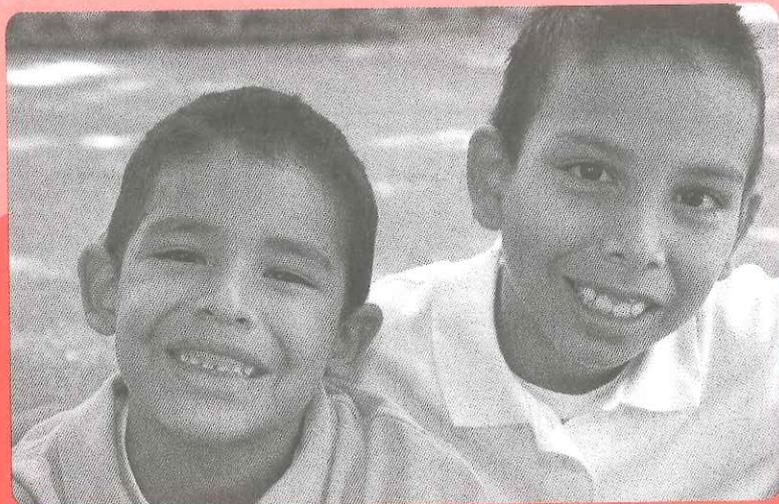
**Mateo**

I'm Mateo.

I'm from Mexico.

This is my friend.

He's tall.



2 Rewrite. Use capital letters.

1 i'm pam.

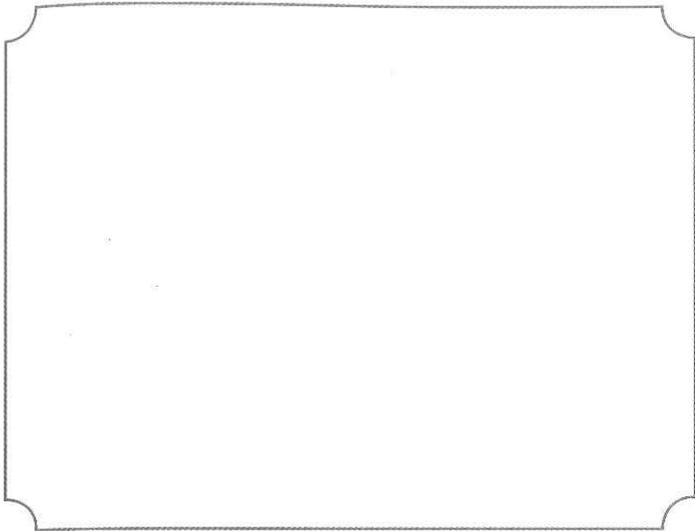
I'm Pam.

2 i'm from great britain.

3 look at my umbrella.

4 it's funny.

3  Draw you. Complete your star card.



**My star card** 

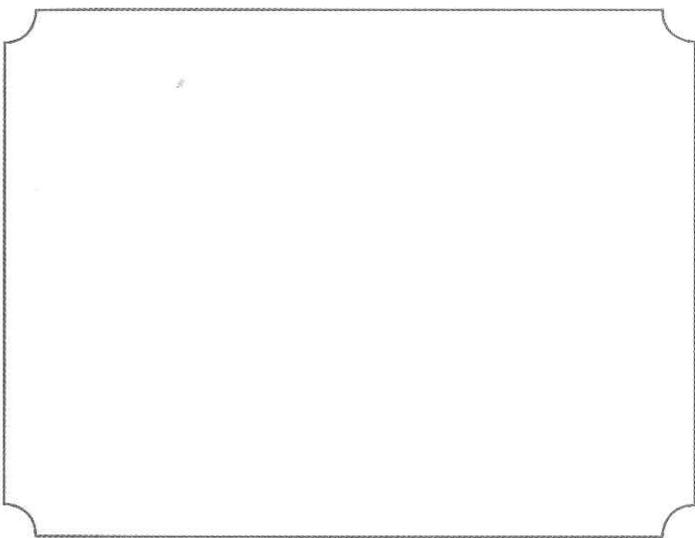
I'm \_\_\_\_\_.

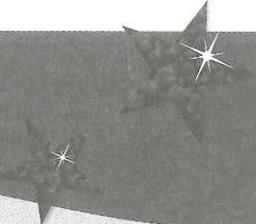
I'm \_\_\_\_\_.

\_\_\_\_\_ a

\_\_\_\_\_ star.

4  Draw your friend. Write a star card.



**My friend** 

This is my friend \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ a

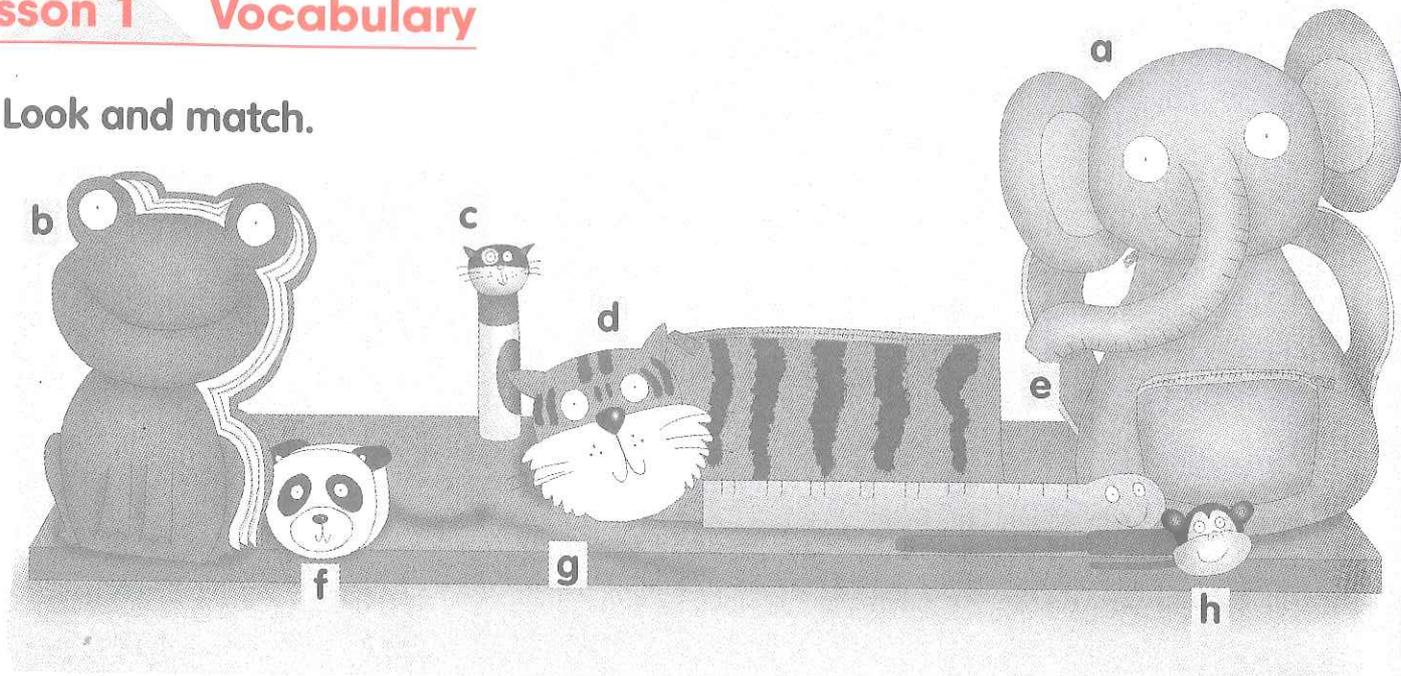
\_\_\_\_\_ star.

5  Check your work. Tick (✓).

- capital letters
- spelling

## Lesson 1 Vocabulary

### 1 Look and match.



1 bag

 a

2 pen

3 pencil

4 book

5 rubber

6 glue

7 pencil case

8 ruler

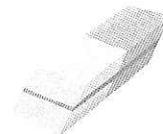
### 2 Look and complete.



1  b o o k



2 p \_ n c \_ l



3 r \_ b b \_ r



4 gl \_ \_ \_

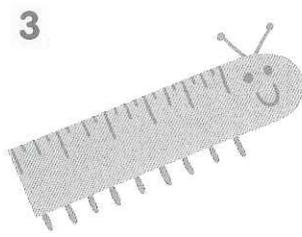
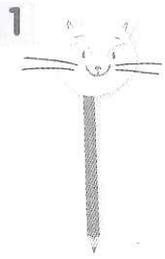


5 pe \_ \_ \_ il c \_ s \_ \_



6 r \_ l \_ r

1 Look and **circle**.



1 What's this? It's a pen / **a pencil**.

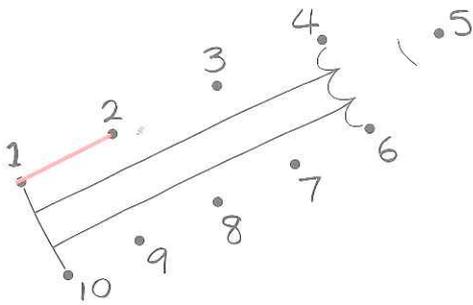
2 What's this? It's a rubber / a book.

3 What's this? It's a pencil case / a ruler.

4 What's this? It's glue / an umbrella.

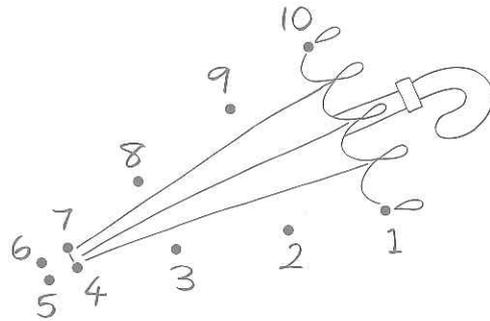
2 Join the dots and complete.

1 What's this?



It's a \_\_\_\_\_.

2 What's this?



It's an \_\_\_\_\_.

3 **CEYL** Look and read. Put a tick (✓) or a cross (✗) in the box.

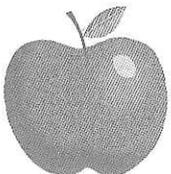
There is one example.



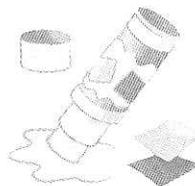
It's a pencil case.



1 It's a rubber.



2 It's an apple.



3 It's an umbrella.

## Lesson 3 Grammar focus

### 1 Look and circle. Then match.

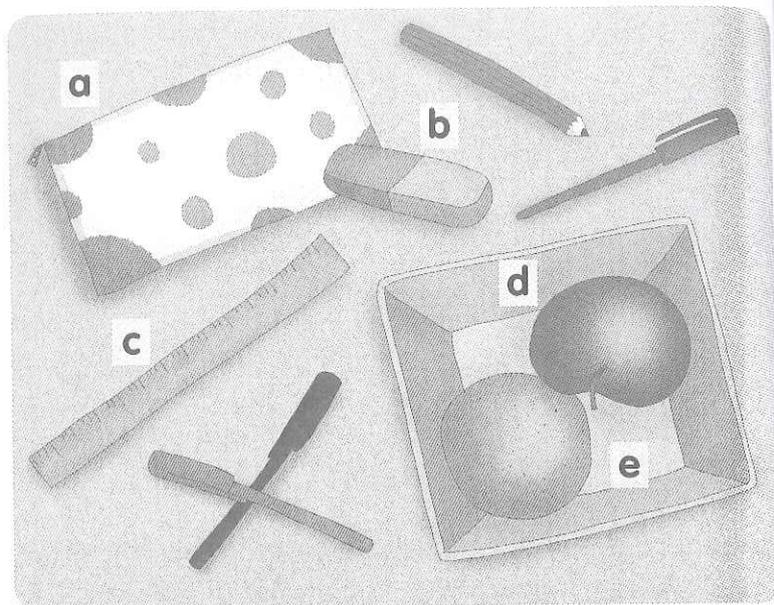
1 It's **a** / **an** rubber.  **b**

2 It's **a** / **an** ruler.

3 It's **a** / **an** apple.

4 It's **a** / **an** pencil case.

5 It's **a** / **an** orange.

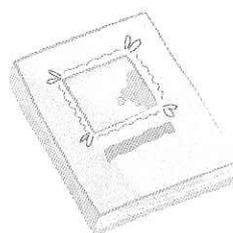


### 2 Look and complete.



1 What's this?

It's an umbrella.



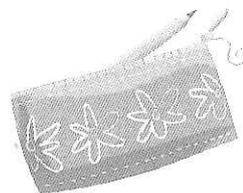
2 What's this?

\_\_\_\_\_ book.



3 What's this?

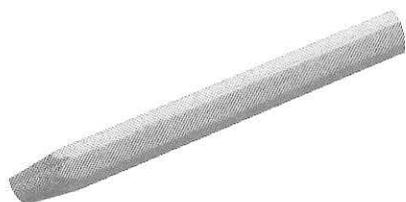
\_\_\_\_\_ bag.



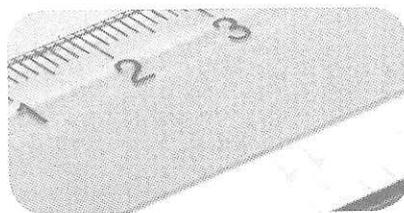
4 What's this?

\_\_\_\_\_ pencil case.

### 3 What's this? Look and complete.



1 It's a pencil.



2 It's \_\_\_\_\_.



3 It's \_\_\_\_\_.

## Lesson 4 Reading

1 Remember your Pupil's Book pages 24–25.  
Who says it? Read and match.

- 1 What's this?
- 2 It's an old pencil case.
- 3 My ruler is new.
- 4 It's an old ruler.
- 5 It's my name.
- 6 It's you!



Wen



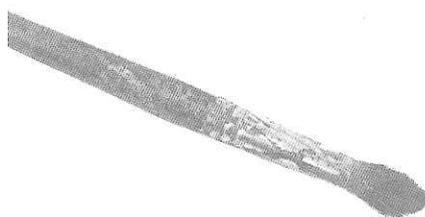
Grandpa

2 Look, read and complete.

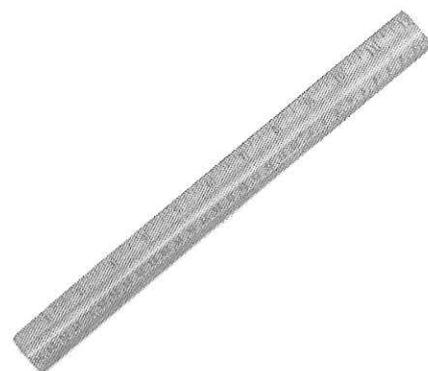
old    old    ~~new~~    ~~paint~~    ruler    paintbrush



- 1 What's this?  
It's paint.  
It's new.



- 2 What's this?  
It's a \_\_\_\_\_.  
It's \_\_\_\_\_.



- 3 What's this?  
It's a \_\_\_\_\_.  
It's \_\_\_\_\_.

3 Write *old* or *new*.

- My school is \_\_\_\_\_.
- My rubber is \_\_\_\_\_.
- My pencil is \_\_\_\_\_.

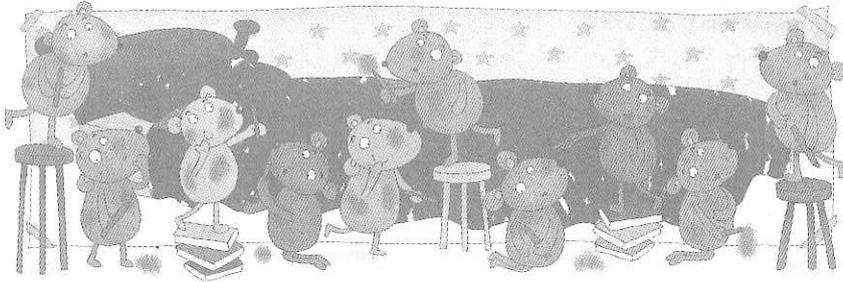
## Lesson 5 Sounds and letters

1 Say the chant. **Circle** the short **e** sounds.

Ten Teds with ten pens

Colour the bed.

Now the bed is red!



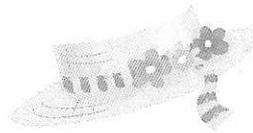
2 Look and complete. Tick (✓) the words with **e**.



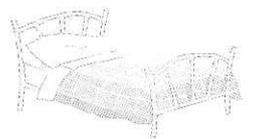
1 p\_e\_n



2 b\_g



3 h\_t



4 b\_d

3 **e** Draw three word pictures.

book

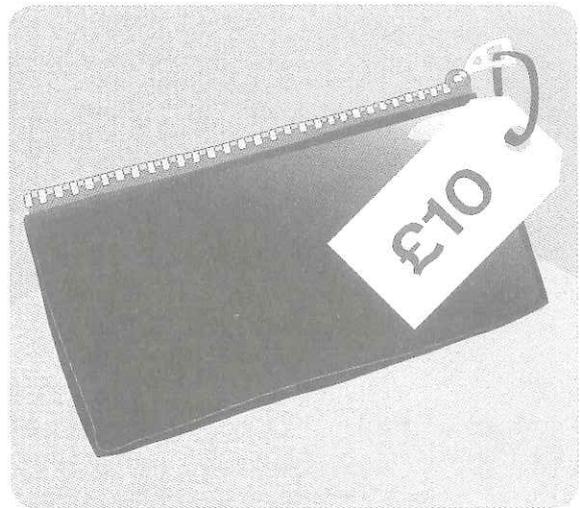
paint

bag

## Lesson 6 Language in use

### 1 Look and circle.

- 1 Is it black? **Yes, it is.** / No, it isn't.
- 2 Is it new? Yes, it is. / No, it isn't.
- 3 Is it old? Yes, it is. / No, it isn't.
- 4 Is it an umbrella? Yes, it is. / No, it isn't.
- 5 Is it a pencil case? Yes, it is. / No, it isn't.



### 2 Read and complete. Colour.

Is     it     is     isn't     it



What is it? Guess!



1 Is it blue?



No, it <sup>2</sup> \_\_\_\_\_.



Is <sup>3</sup> \_\_\_\_\_ purple?



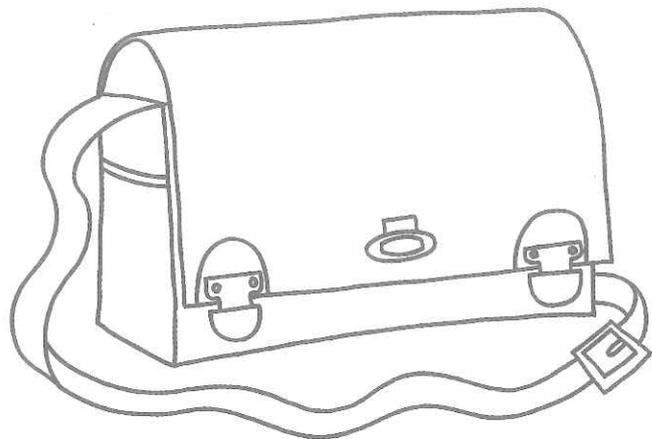
Yes, it <sup>4</sup> \_\_\_\_\_.



Is <sup>5</sup> \_\_\_\_\_ a bag?



Yes, it is.



## Lesson 7 Functional language

### 1 Look and answer *Yes, it is* or *No, it isn't*.



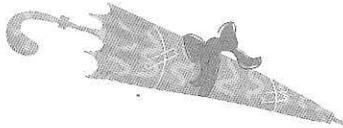
1 Is it a pencil case?

Yes, it is.



2 Is it a robot?

\_\_\_\_\_



3 Is it an umbrella?

\_\_\_\_\_



4 Is it a book?

\_\_\_\_\_

### 2 Read and complete.

book    isn't    ~~present~~    it    is



What's this?



It's a <sup>1</sup> present for you.



What is <sup>2</sup> \_\_\_\_\_?

Is it a pen?



No, it <sup>3</sup> \_\_\_\_\_.



Is it a <sup>4</sup> \_\_\_\_\_?

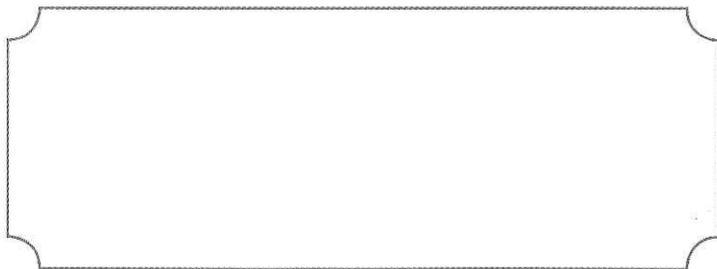


Yes, it <sup>5</sup> \_\_\_\_\_. Look!



Thank you!

### 3 Draw a present for your friend. Then complete.



 It's a <sup>1</sup> \_\_\_\_\_  
for you.

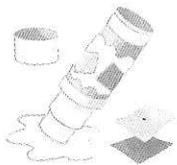
 <sup>2</sup> \_\_\_\_\_ is it?

 It's a <sup>3</sup> \_\_\_\_\_.

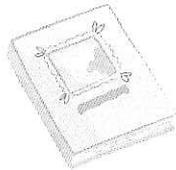
# How am I doing?

1 Find, **circle** and write.

B	F	<b>G</b>	<b>L</b>	<b>U</b>	<b>E</b>	H	Z	B	N
O	P	X	X	R	U	B	B	E	R
O	E	B	A	G	R	U	L	E	R
K	N	L	X	P	E	N	C	I	L
P	E	N	C	I	L	C	A	S	E



1 glue



2 \_\_\_\_\_



3 \_\_\_\_\_



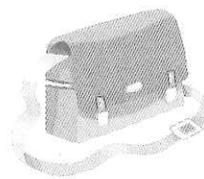
4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

2 **CEYL** Look and read. Write **yes** or **no**. There is one example.

The present is a doll. no

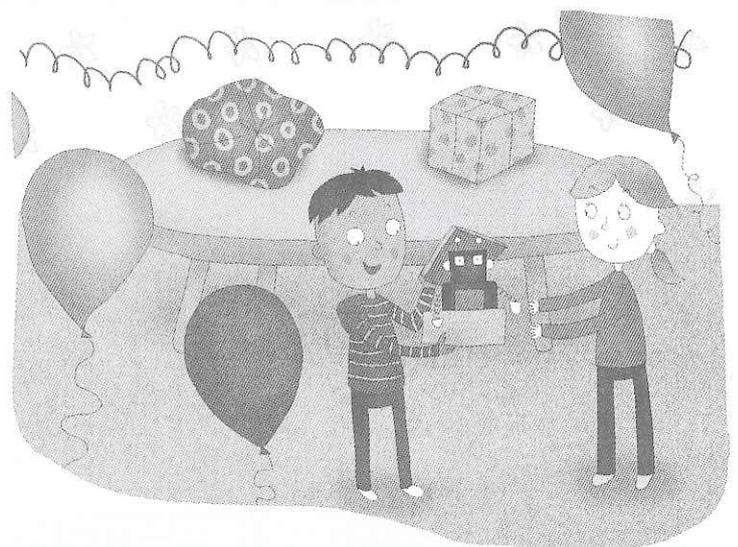
1 It's a pencil case. \_\_\_\_\_

2 It's a robot. \_\_\_\_\_

3 It's big. \_\_\_\_\_

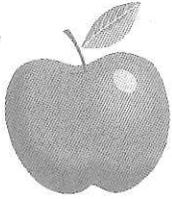
4 It's small. \_\_\_\_\_

5 It's black. \_\_\_\_\_

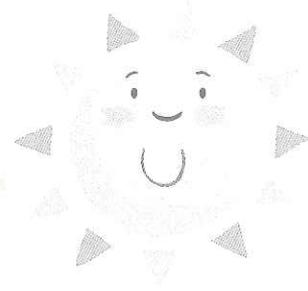


## Lesson 8 Writing

1 Read and **circle** the full stops.

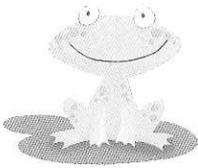


1 It's small. It's red. It's an apple.



2 It's big. It's yellow. It's the sun.

2 Read. Write the full stops.

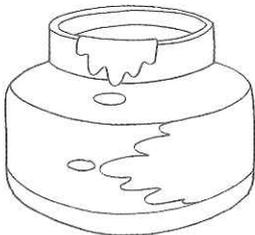


1 It's small. It's green. It's a frog.

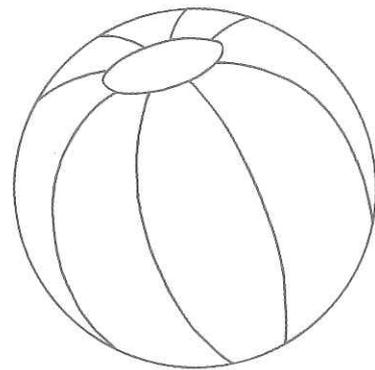


2 It's big. It's black and white.  
It's a panda.

3  Colour and complete. Use full stops.



1 It's paint. It's \_\_\_\_\_  
It's \_\_\_\_\_



2 It's a \_\_\_\_\_ It's \_\_\_\_\_  
It's \_\_\_\_\_

**4**  **Plan your puzzle card. Write.**

big / small      small

colour:            black

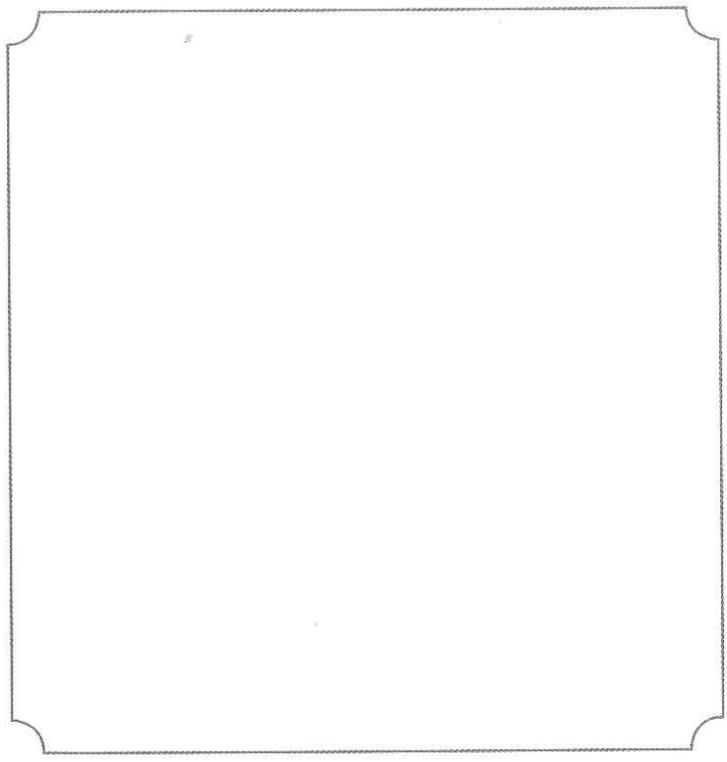
classroom object: pen

big / small      \_\_\_\_\_

colour:            \_\_\_\_\_

classroom object: \_\_\_\_\_

**5**  **Draw and complete your puzzle card.**



It's a classroom object.

It's \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ a / an \_\_\_\_\_

**6**  **Check your work. Tick (✓).**

• full stops     

• spelling

# 3

# This is my family

## Lesson 1 Vocabulary

### 1 Look and match.

1 mum

 b

2 dad

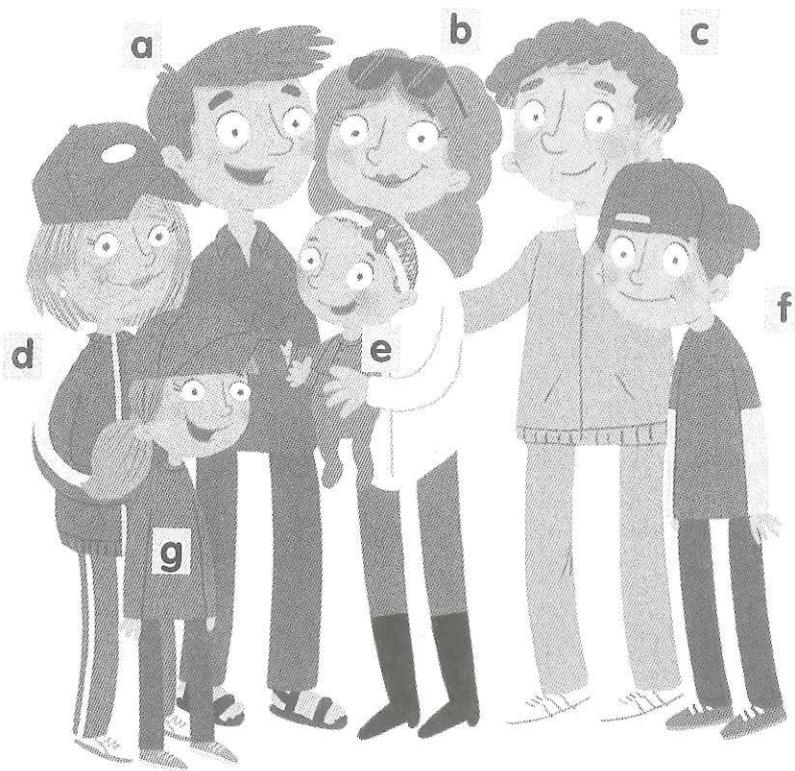
3 baby

4 brother

5 sister

6 grandpa

7 grandma



### 2 Look and write the words in the correct group.

~~brother~~

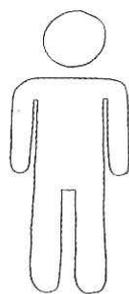
sister

mum

dad

grandma

grandpa

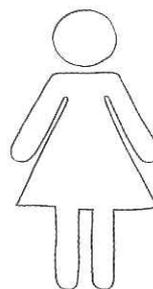


brother

---

---

---



---

---

---

## Lesson 2 Grammar time

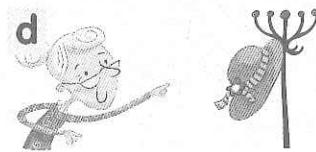
### 1 Read and match.

1 That's my cat. It's fat.

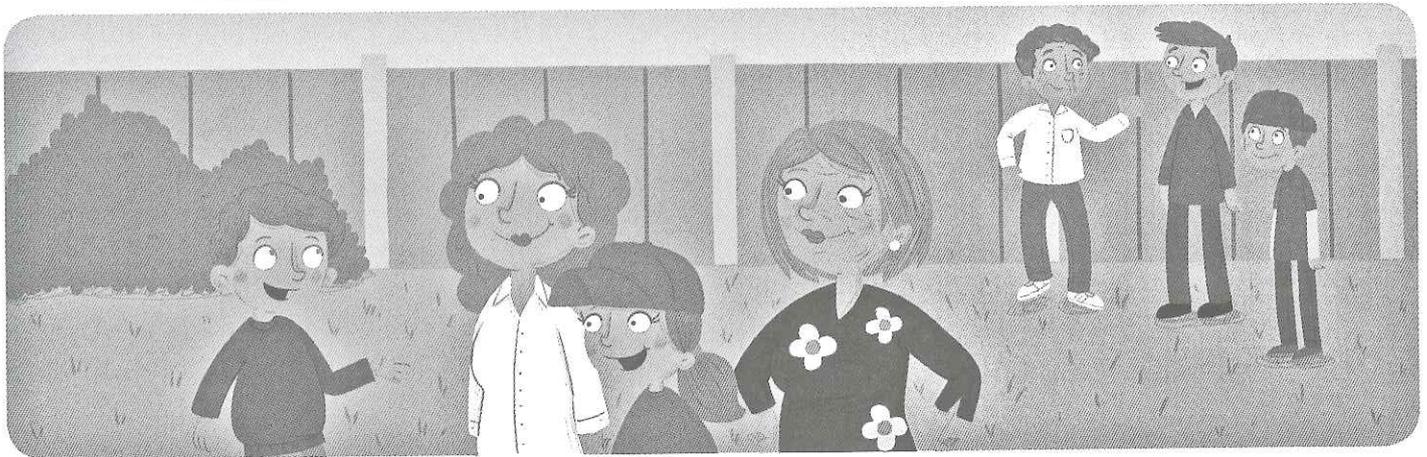
2 This is my hat. It's funny.

3 This is my cat. It's small.

4 That's my hat. It's old.



### 2 Look and circle.



1 **This is** / That's my mum.

2 **This is** / That's Sara, my sister.

3 **This is** / That's my grandpa.

4 **This is** / That's my brother, Jake.

5 **This is** / That's my grandma.

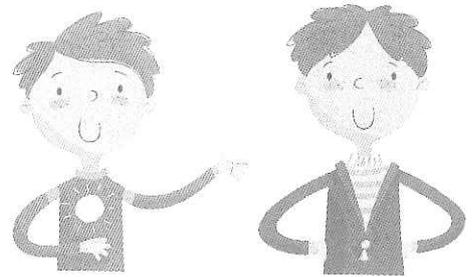
6 **This is** / That's my dad.

# Lesson 3 Grammar focus

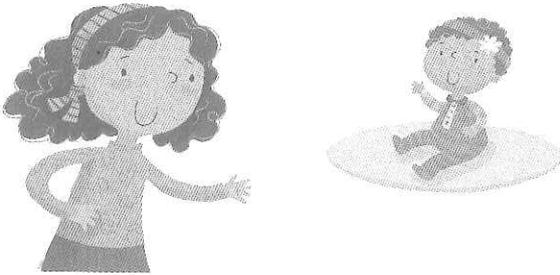
1 Look and complete with *This is* or *That's*.



1     This is     my grandma.



2                      my brother.



3                      my baby sister.



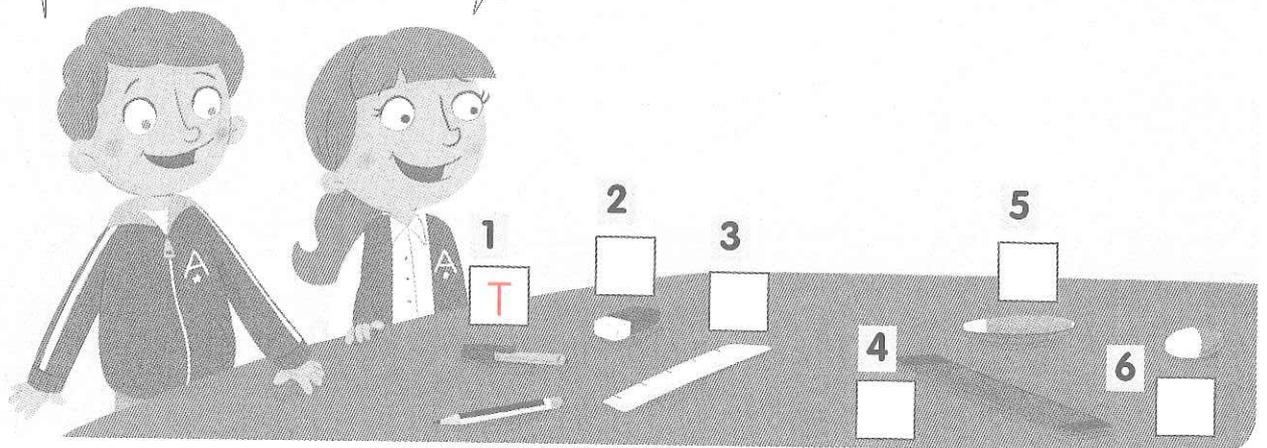
4                      my grandpa.

2 Read and write *T* (Tom) or *S* (Sara).

This is my pen.  
That's your pen.

This is my rubber.  
That's your rubber.

That's your ruler,  
Tom. This is my ruler.



# Lesson 4 Reading

1 Remember your Pupil's Book pages 36-37. Read and tick (✓) or cross (x).

1 It's a family wedding.

2 My sister is beautiful.

3 My brother is small.

4 My flowers are big.

5 My flowers are yellow and red.

6 Look! That's grandpa with my flowers.



2 Read and complete.

dad

eight

~~This is~~

funny

That's

tall



1 This is my brother.

He's <sup>2</sup> \_\_\_\_\_.

He's tall.

That's my <sup>3</sup> \_\_\_\_\_.

He's <sup>4</sup> \_\_\_\_\_, too.

<sup>5</sup> \_\_\_\_\_ my grandma.

She's <sup>6</sup> \_\_\_\_\_.

# Lesson 5 Sounds and letters

1 Say the chant. Circle the *i* sounds.

Look! Thi*s* is Sid and his sister Cindy.

That's a big wig. It's in the wind!



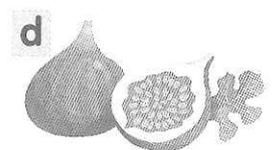
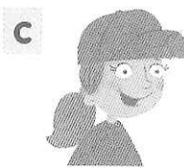
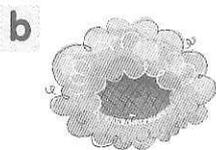
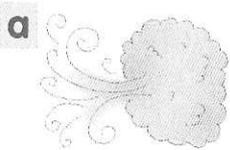
2 Complete and match.

1 w i g

2 f    g

3 w    nd

4 s    ster



3 Look and number the steps in order.



cover



look  1



write

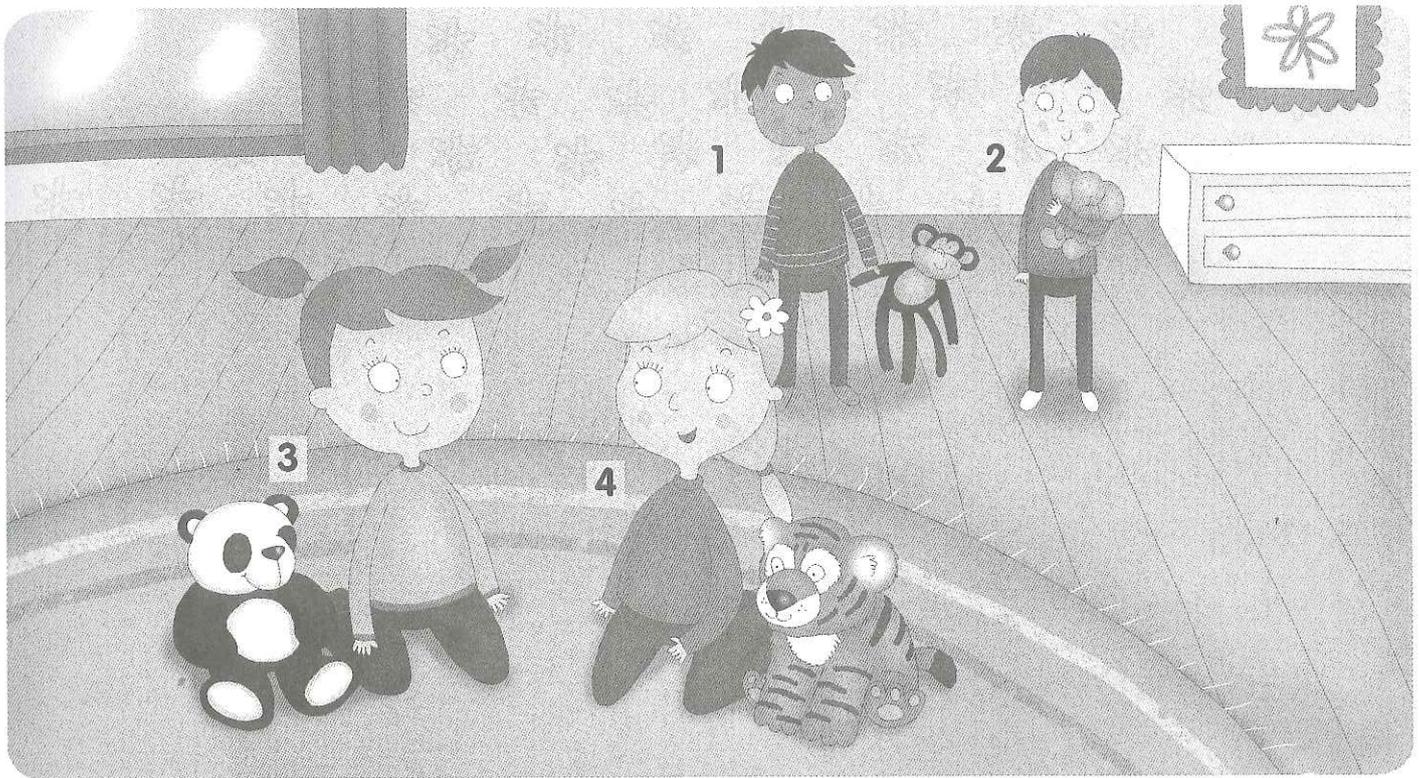


check



copy

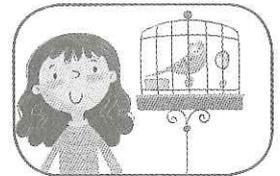
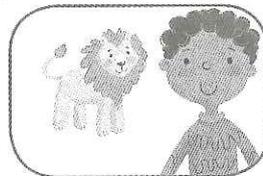
1 Look and **circle**.



- 1 Who's **this** / **that**? He's my brother. That's **his** / **her** toy monkey.
- 2 Who's **this** / **that**? He's my friend Jim. That's **his** / **her** toy elephant.
- 3 Who's **this** / **that**? She's my sister. This is **his** / **her** toy panda.
- 4 Who's **this** / **that**? She's my friend Tina. This is **his** / **her** toy tiger.

2 Look, read and complete.

bird      his      Who      ~~her~~      lion



Who's this?



She's my friend Amy. That's

1 her 2 \_\_\_\_\_.



3 \_\_\_\_\_'s that?



He's my friend. His name is

Adam. That's <sup>4</sup> \_\_\_\_\_

toy <sup>5</sup> \_\_\_\_\_.

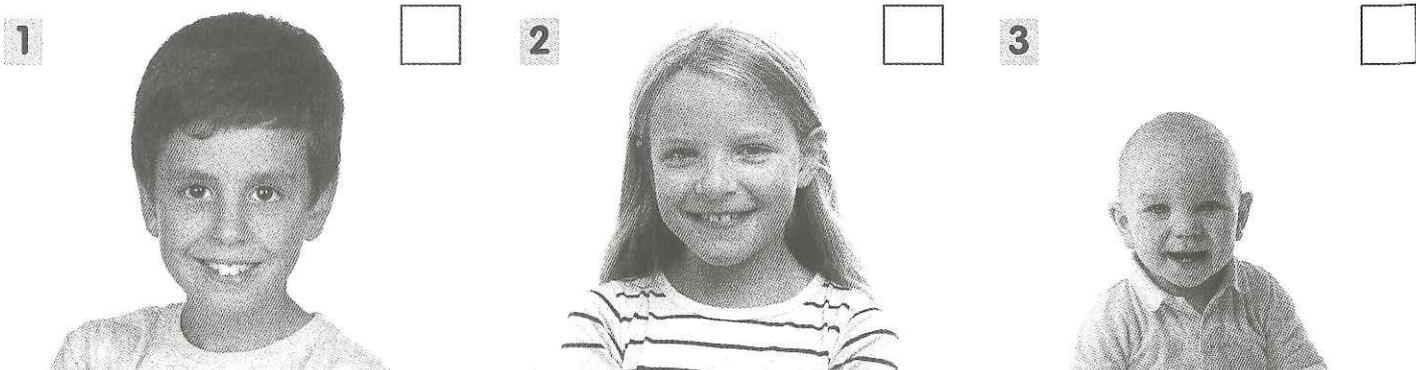
**1** Remember your Pupil's Book page 40. Read and match.



- |                                    |                             |
|------------------------------------|-----------------------------|
| <b>1</b> What's his name?          | <b>a</b> Her name is Sofia. |
| <b>2</b> How old is he?            | <b>b</b> His name is Shan.  |
| <b>3</b> What's her name?          | <b>c</b> He's eight.        |
| <b>4</b> How old is she?           | <b>d</b> She's from Mexico. |
| <b>5</b> What country is she from? | <b>e</b> She's seven.       |

**2** Read and number in order. Then tick (✓) the correct photo.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>a</b> What's his name?          | <input type="checkbox"/>            |
| <b>b</b> His name is Mike.         | <input type="checkbox"/>            |
| <b>c</b> Look. This is my brother. | <input checked="" type="checkbox"/> |
| <b>d</b> He's eight.               | <input type="checkbox"/>            |
| <b>e</b> How old is he?            | <input type="checkbox"/>            |



# How am I doing?

1 **CEYL** Look at the pictures. Look at the letters. Write the words.  
There is one example.



d a d  
d d a



\_\_\_\_\_ y a b b



\_\_\_\_\_ r b o t e r h



\_\_\_\_\_ d a n g e r a m



\_\_\_\_\_ y l i m a f



\_\_\_\_\_ u m m

2 **CEYL** Read. Choose and write a word from the box. There is one example.



This is my mum. Her name is Pat. She's funny.

This is my big <sup>1</sup> \_\_\_\_\_. Her name is Lisa. She's <sup>2</sup> \_\_\_\_\_. This is her <sup>3</sup> \_\_\_\_\_.

That's my <sup>4</sup> \_\_\_\_\_. His name is John. He's <sup>5</sup> \_\_\_\_\_ and he's happy.



sister



funny



grandpa



dad

10

ten



fish



black



tall

1 Read and **circle** the question marks.



Who's this?

What's her name?

How old is she?

She's my sister.

Her name is Sara.

She's six.



2 Read and complete. Use question marks and full stops.

Who's this

This is my baby sister

What's her name

Her name is Emma

How old is she

She's one



3 Order and write. Use question marks and capital letters.

1 are / you / how

How are you?

2 this / who's

3 his / what's / name

4 old / he / is / how

4  Choose a friend or family member. Complete and tick (✓).

friend / family? \_\_\_\_\_

funny

name? \_\_\_\_\_

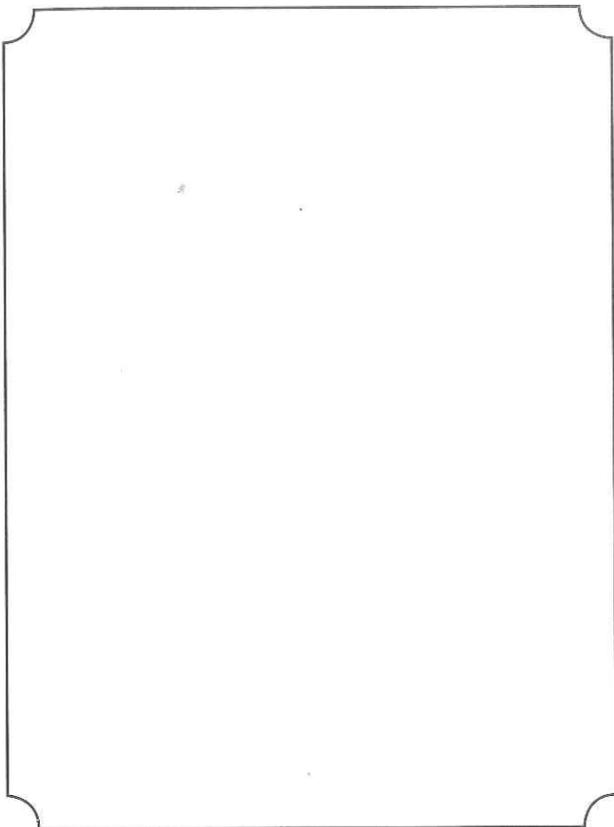
tall

age? \_\_\_\_\_

small

happy

5  Draw and write a description of your friend or family member.



Who's this ?

\_\_\_\_\_

What's \_\_\_\_\_ name

\_\_\_\_\_

How old is \_\_\_\_\_

\_\_\_\_\_

6  Check your work. Tick (✓).

• questions marks

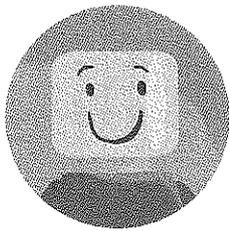
• spelling

# 4

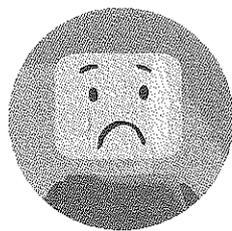
# Fantastic feelings

## Lesson 1 Vocabulary

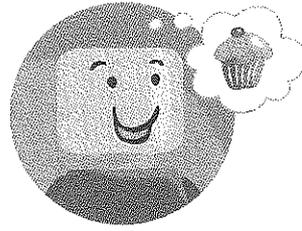
### 1 Look and circle.



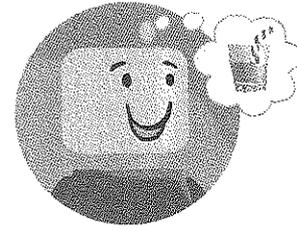
1 sad / happy



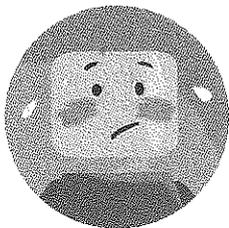
2 sad / tired



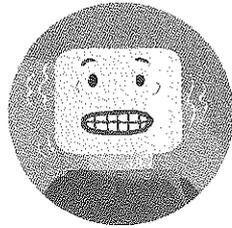
3 hot / hungry



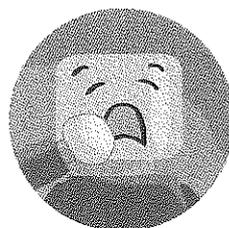
4 angry / thirsty



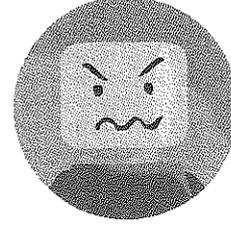
5 cold / hot



6 happy / cold



7 sad / tired



8 angry / hungry

### 2 Look at the pictures and complete.

1 Dad is hot.

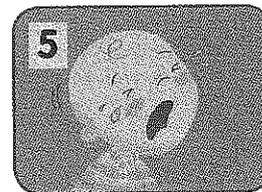
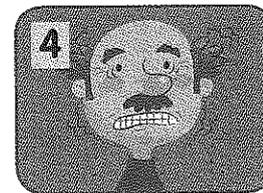
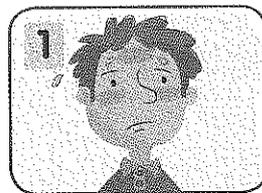
2 Mum is \_\_\_\_\_.

3 Grandma is \_\_\_\_\_.

4 Grandpa is \_\_\_\_\_.

5 Baby is \_\_\_\_\_.

6 My brother is \_\_\_\_\_.



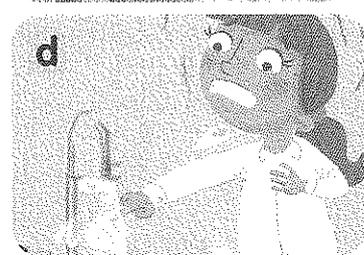
1 Read and match.

1 I'm hungry.

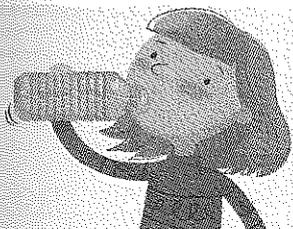
2 They're hot.

3 She isn't happy.  
She's cold.

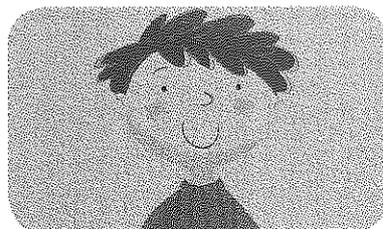
4 We aren't sad.  
We're tired.



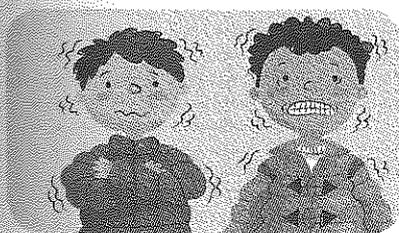
2 Read and circle.



1 I'm / I'm not thirsty.



2 He's / He isn't angry.



3 We're / We aren't hot.

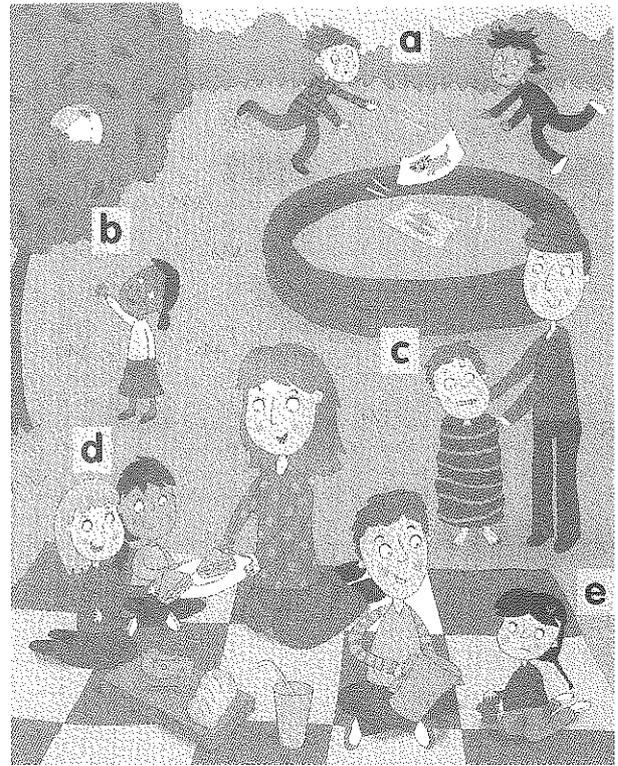


4 They're / They aren't tired.

# Lesson 3 Grammar focus

## 1 Look and match.

- 1 They're hungry.  d
- 2 She's sad.
- 3 She isn't thirsty.
- 4 They aren't happy.
- 5 He isn't hot.



## 2 Read and complete.

'm not      're      aren't      'm      isn't

- 1 They aren't angry. They 're \_\_\_\_\_ tired.
- 2 No thanks, Mum. I \_\_\_\_\_ thirsty.
- 3 The boy is sad. He \_\_\_\_\_ happy.
- 4 Dad and grandpa are cold, too. They \_\_\_\_\_ hot!
- 5 Mmm, look at the cakes! I \_\_\_\_\_ hungry.

## 3 Look and read. Write *yes* or *no*. There is one example.



- The boy isn't cold. no
- 1 The birds are happy. \_\_\_\_\_
- 2 The girl is hungry. \_\_\_\_\_
- 3 The cats aren't thirsty. \_\_\_\_\_
- 4 The baby is tired. \_\_\_\_\_

## Lesson 4 Reading

### 1 Remember your Pupil's Book pages 50–51.

Read and match.

1 This kitten isn't happy.

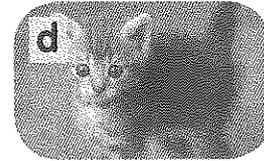
It's angry.

2 This kitten isn't hungry.

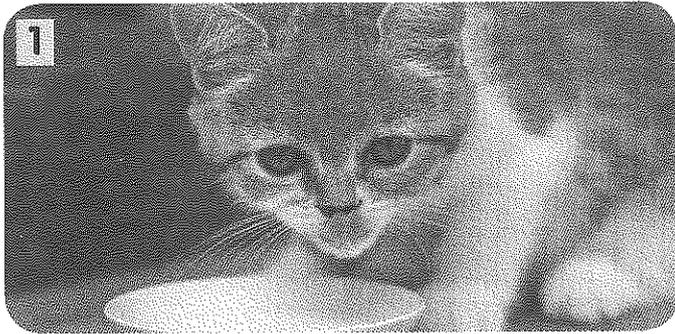
It's hot and thirsty.

3 This kitten is scared.

4 These kittens are tired.



### 2 Look and complete.



Colour: grey  
and \_\_\_\_\_

Feeling: \_\_\_\_\_



Colour: white  
and \_\_\_\_\_

Feeling: \_\_\_\_\_

### 3 Write about the kittens in Activity 2.

1 This kitten is grey and \_\_\_\_\_.

It isn't \_\_\_\_\_. It's \_\_\_\_\_.

2 This kitten is \_\_\_\_\_  
\_\_\_\_\_.

# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the o sounds.

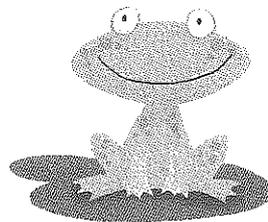
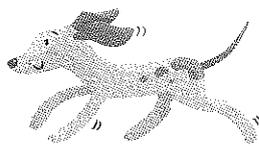
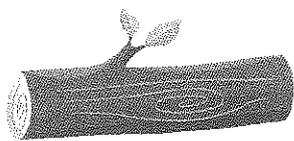
Bob the frog is on the log.

Rob the dog is on the log.

Bob the frog is in the bog.



2 Look and write. **Circle** the o sound.



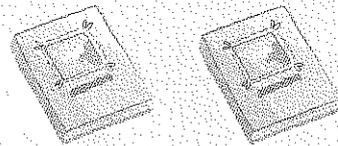
1 l o g

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

3  Count and complete.



book\_s



ruler\_\_



pen\_\_



pencil\_\_

1 Look and **circle**.



1 Are you happy? **Yes, I am.** / No, I'm not.



2 Are you sad? Yes, I am. / **No, I'm not.**



3 Are you cold? **Yes, I am.** / No, I'm not.



4 Are you angry? **Yes, I am.** / No, I'm not.



5 Are you tired? **Yes, I am.** / No, I'm not.

2 Read and complete.

Are you      I'm      I am      I'm not      Are you

1 <u>Are you</u> hungry, Tom? Yes, 2 _____ Are you thirsty? No, 3 _____ Are you cold?	No, I'm not. 4 _____ hot. 5 _____ happy? Yes, I am!
---	--

3 Answer for you.

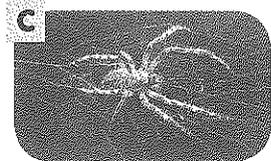
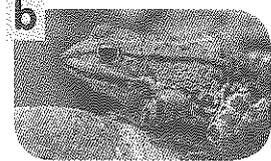
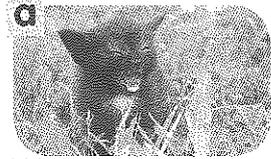
- 1 Are you happy today? \_\_\_\_\_
- 2 Are you hungry? \_\_\_\_\_
- 3 Are you tired today? \_\_\_\_\_

1 Read and match.

1 What's wrong? Are you scared?  
Yes, I am. The cat is angry.

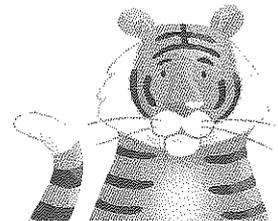
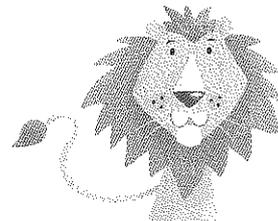
2 Look! It's a big spider.  
Don't worry. It's OK.

3 What's wrong?  
Look! It's a frog. I'm scared!



2 Look, read and complete.

wrong	scared	tiger
Why	Don't worry	Yes



1 What's <sup>1</sup> wrong, Alex?  
2 I'm scared.  
3 Why?  
4 Look! It's a big lion!  
5 What's wrong? It's OK.

1 What's wrong, Tom? Are you scared?  
2 Yes, I am.  
3 Why?  
4 Look! It's a big lion!  
5 Don't worry. It's OK.

3 Do the survey.

- 1 Look at the dog. Are you scared? \_\_\_\_\_
- 2 Look at the worm. Are you scared? \_\_\_\_\_
- 3 Look at the kitten. Are you scared? \_\_\_\_\_





1 Read and tick (✓) the questions.

1 Are you ready?

2 I'm scared.

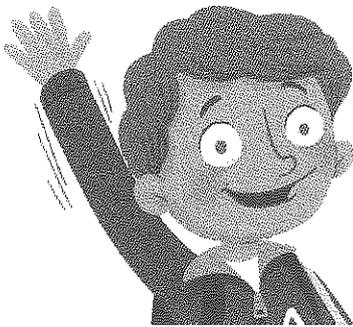
3 Are you hungry?

4 We aren't tired.

5 Are you hot, Josh?

6 Hello, Alex.

2 Read and write the dialogue. Use question marks, capital letters and full stops.



hello, sara

1 Hello, Sara.

are you hungry

3

are you thirsty

5

hi, tom

2

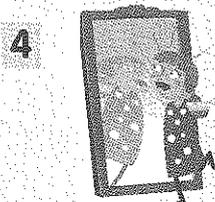
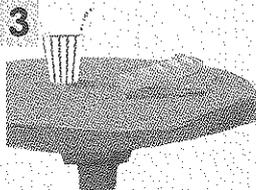
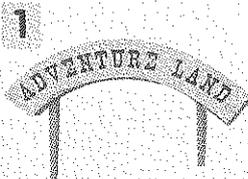
no, i'm not

4

yes, i am

6

3  Plan your Adventure Land story. Look and tick (✓).



happy   
tired   
sad

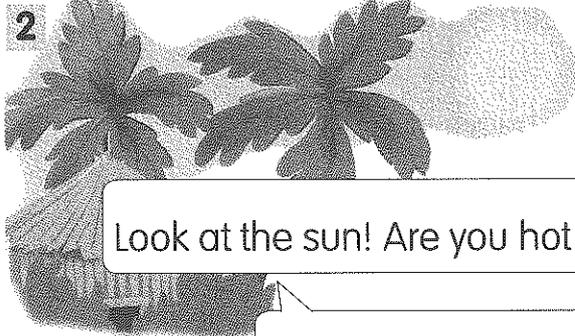
angry   
hot   
scared

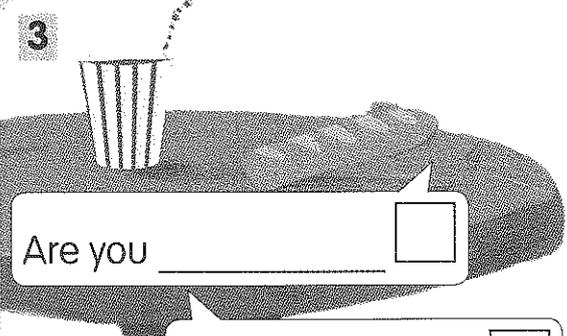
cold   
hungry   
thirsty

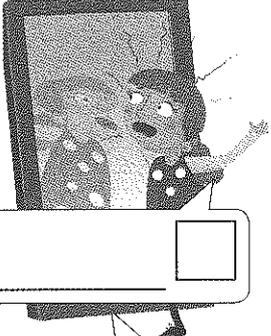
happy   
tired   
scared

4  Read and complete with your answers from Activity 3. Use question marks and full stops.

1   
Hooray! We're at Adventure Land.   
Are you sad

2   
Look at the sun! Are you hot

3   
Are you

4   
Are you

5  Check your work. Tick (✓).

- question marks
- full stops
- spelling

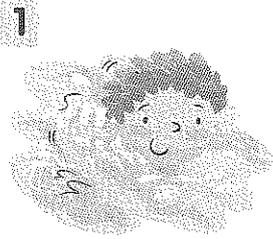
# 5

# I can do it!

## Lesson 1 Vocabulary

### 1 Look and write.

throw      ride a bike      climb      kick  
jump      swim      sing      catch



swim



### 2 Look and complete.

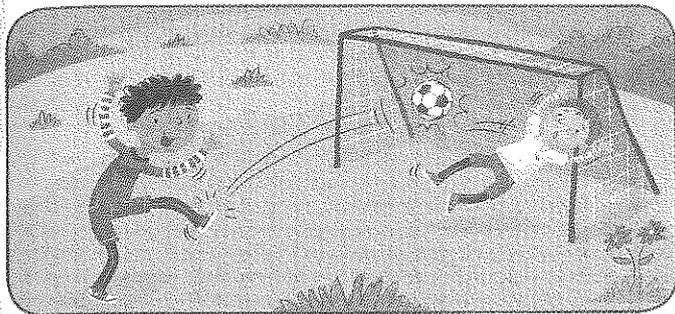
catch      throw      kick      climb      jump      swim



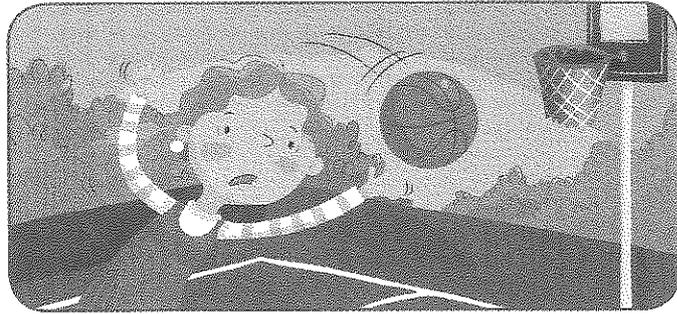
catch



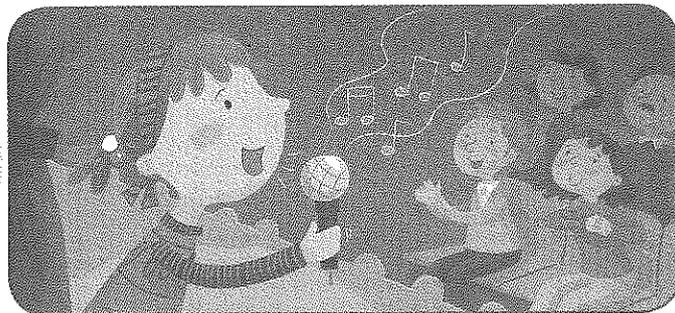
1 Look and **circle**.



1 I **can** / **can't** kick a ball.



2 She **can** / **can't** catch.

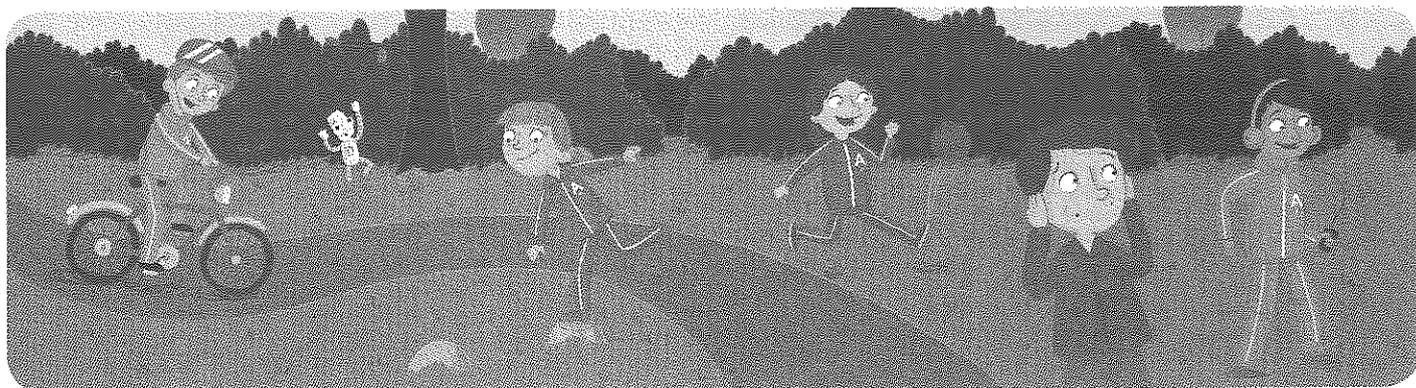


3 She **can** / **can't** sing.



4 He **can** / **can't** swim.

2 **CLAY** Look and read. Write *yes* or *no*. There is one example.



Tom can ride a bike. yes

1 Alex can't sing. \_\_\_\_\_

2 Sara can't jump. \_\_\_\_\_

3 Anna can kick a ball. \_\_\_\_\_

4 Bot can't climb. \_\_\_\_\_

# Lesson 3 Grammar focus

1 Look and complete. Write *can* or *can't*.

					
 Lucy	✓	×	×	✓	×
 Sam	×	✓	✓	✓	×

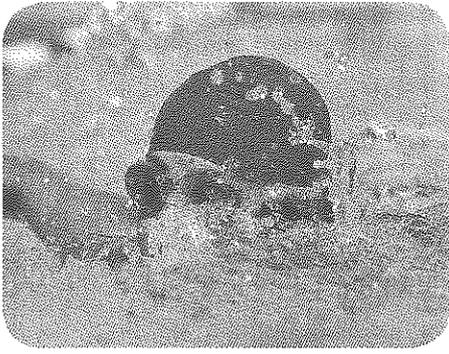
- Lucy can sing.
- She can't jump.
- Sam can't sing.
- He can't kick a ball.
- They can't ride a bike.
- They can't swim.

2  What can you do? Write *can* or *can't*.

- I can sing.
- I can't jump.
- I can't throw a ball.
- I can't climb.
- I can't swim.
- I can't ride a bike.

## Lesson 4 Reading

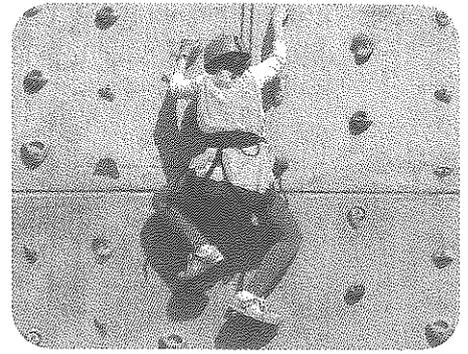
1 Remember your Pupil's Book pages 62–63. Look and match.



Pablo



Kirsty



Masha

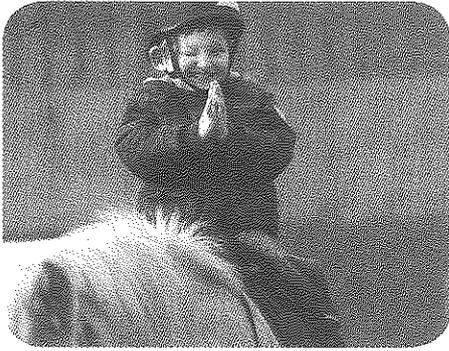
ride

catch

climb

swim

throw



Tim



John

2 Read and write *can* or *can't*.

1 Masha can't hear, but she can climb.

2 John can't run, but he can throw a ball.

3 Pablo can't see, but he can swim.

4 Tim can ride a horse, but he can't see.

5 Kirsty can catch a ball, but she can't walk.

# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the *u* sounds.

Sun, sun, sun!

Let's have fun!

We can run

And jump with mum.



2 Complete the words. Then match.

1 sun

2 r\_\_n

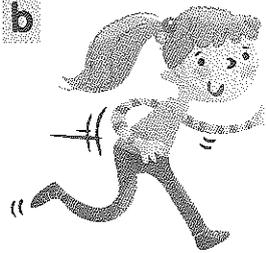
3 j\_\_mp

4 m\_\_m

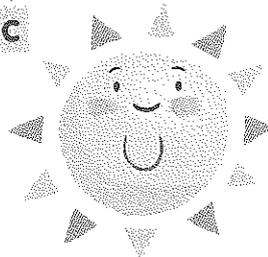
a



b



c



d



3  Read and guess the word. Write.

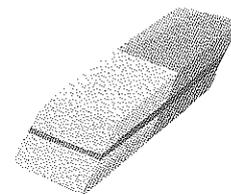
Look at the pictures to help you.

1 f-a-m ... family

2 y-o-g ... \_\_\_\_\_

3 r-u-b ... \_\_\_\_\_

4 u-m ... \_\_\_\_\_



1 Look and **circle**.



- |                        |                                   |
|------------------------|-----------------------------------|
| 1 Can you see the sun? | <b>Yes, I can.</b> / No, I can't. |
| 2 Can you see a baby?  | Yes, I can. / No, I can't.        |
| 3 Can you see a fox?   | Yes, I can. / No, I can't.        |
| 4 Can you see a frog?  | Yes, I can. / No, I can't.        |

2 Read and complete.

hear      can't      Can      see      can      Yes

-  Can you <sup>1</sup> see the sun?
-  Yes, I can.
-  Can you <sup>2</sup> \_\_\_\_\_ the wind?
-  No, I <sup>3</sup> \_\_\_\_\_.

-  <sup>4</sup> \_\_\_\_\_ you see a flower?
-  <sup>5</sup> \_\_\_\_\_, I can.
-  Can you see a cat?
-  Yes, I <sup>6</sup> \_\_\_\_\_.

1 Read and match.

1

Can you sing?

Yes, I can.

2

Can you stamp your feet?

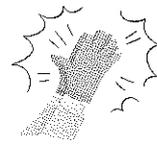
Yes, I can.

3

Can you clap your hands?

Yes, I can.

a



b



c



2 Read and number in order.

a That's fantastic! Horses are great.

b Can you swim?

 1

c Can you ride a bike?

d Yes, I can.

e That's brilliant! I can swim, too.

f No, I can't. But I can ride a horse.

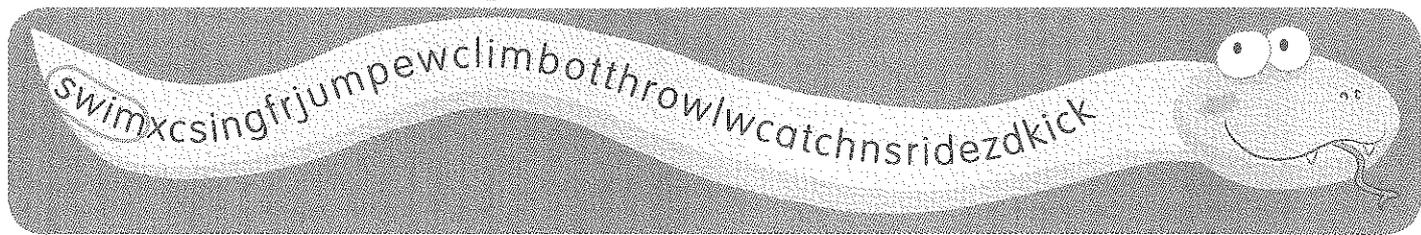
3 What can you do? Draw and write.

I can \_\_\_\_\_

\_\_\_\_\_

# How am I doing?

1 Find the action verbs. **Circle**.



2 Read. Choose and write a word from the box. There is one example.



This is a panda. Pandas are from the forests in <sup>1</sup> \_\_\_\_\_.

Pandas are black and <sup>2</sup> \_\_\_\_\_. They are <sup>3</sup> \_\_\_\_\_ animals.

They aren't small.

Pandas are good at different things. They can run, they can swim and they can

<sup>4</sup> \_\_\_\_\_. But they can't <sup>5</sup> \_\_\_\_\_ and they can't catch.

fish	big	climb	China
forests	throw	white	book

1 Read and **circle** *and*.

He can swim **and** sing.

She can catch a ball and ride a bike.

My cat can jump and climb.

My friend can throw and kick a ball.

They can ride a horse and swim.



2 Rewrite the sentences. Use *and*.

1 I can jump. I can catch a ball.

\_\_\_\_\_ I can jump and catch a ball \_\_\_\_\_.

2 She can ride a horse. She can sing.

\_\_\_\_\_

3 My friend can clap. My friend can run.

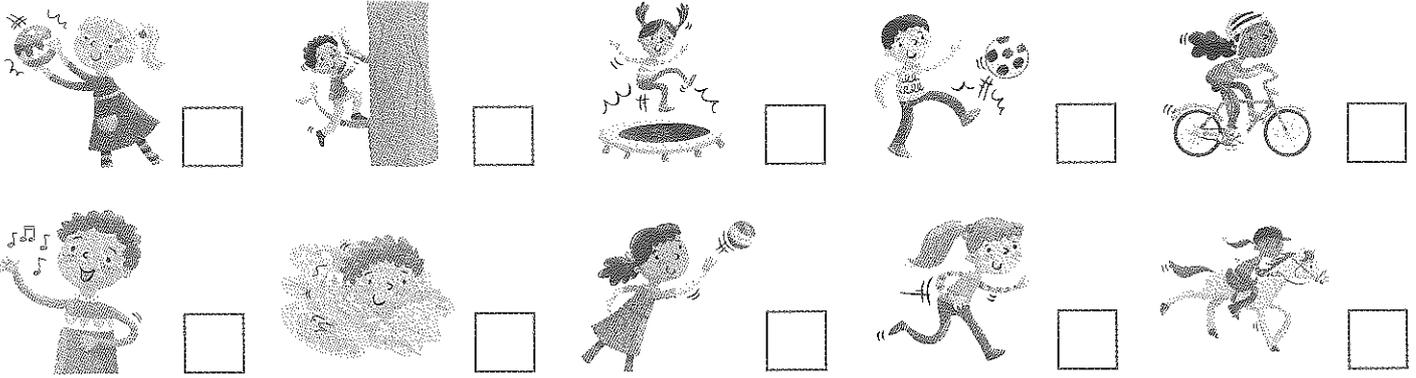
\_\_\_\_\_

4 He can ride a bike. He can throw a ball.

\_\_\_\_\_

- 3 Plan your email about your friend. Tick (✓) four things your friend can do. Cross (✗) one thing your friend can't do.

My friend's name: \_\_\_\_\_



- 4 Complete your email. **Circle** and write. Use *and* to join your ideas.

Hi!

How are you?

This is my friend.

His / Her name is \_\_\_\_\_

He / She can \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_

He / She \_\_\_\_\_

\_\_\_\_\_

My friend can't \_\_\_\_\_

Bye,

\_\_\_\_\_

- 5 What's your friend's talent? Draw a picture in the box above.

- 6 Check your work. Tick (✓).

- *and* to join ideas
- spelling

# Mid-year review

## Vocabulary

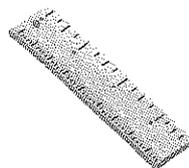
### 1 Look and complete the words.



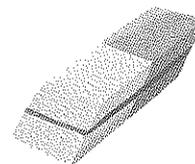
1 b oy \_\_\_\_\_



2 s \_\_\_\_\_



3 r \_\_\_\_\_



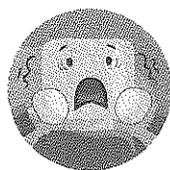
4 r \_\_\_\_\_



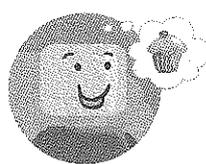
5 b \_\_\_\_\_



6 f \_\_\_\_\_



7 s \_\_\_\_\_



8 h \_\_\_\_\_



9 c \_\_\_\_\_

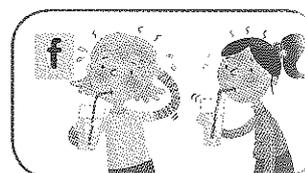
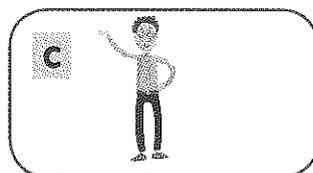
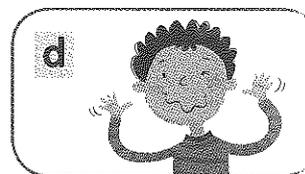
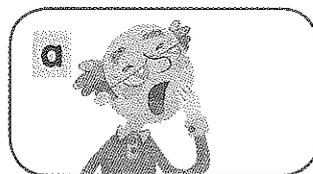


10 t \_\_\_\_\_

### 2 Read and match.

- 1 This girl is small.
- 2 That's my grandpa. He's tired.
- 3 The baby is sad.
- 4 His name is Dan. He's funny.
- 5 They're thirsty.
- 6 My teacher is tall.

b



### 3 Circle the different word.

- 1 boy girl cat teacher
- 2 pen glue pencil case ball
- 3 grandpa friend mum grandma

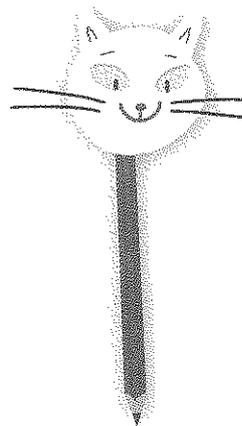
- 4 big angry cold happy
- 5 kick swim ride horse
- 6 grey paint brown purple

## 1 Read and match.

- |                    |                     |
|--------------------|---------------------|
| 1 What's this?     | a Her name is Jane. |
| 2 What's her name? | b It's a pen.       |
| 3 Who's that?      | c No, it isn't.     |
| 4 Are you happy?   | d He's my brother.  |
| 5 Is it a doll?    | e No, they aren't.  |
| 6 Are they hungry? | f Yes, I am.        |

## 2 Read and circle.

- 1 It's **a** / **an** pencil.
- 2 It's **a** / **an** umbrella.
- 3 **He's** / **She's** my sister.
- 4 That's my brother. **His** / **Her** name is Jack.
- 5 How old is **he** / **she**? She's seven.
- 6 No, thank you. We **are** / **aren't** hungry.



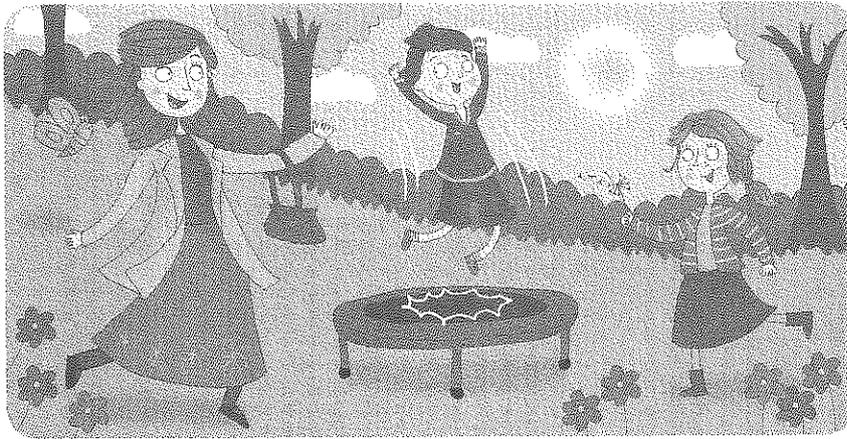
## 3 Read and complete.

's      isn't      Are      aren't      can't      'm

- 1 I can sing. I can't climb.
- 2 \_\_\_\_\_ you hot? Yes, I am.
- 3 He \_\_\_\_\_ tall, he's small.
- 4 I \_\_\_\_\_ seven.
- 5 This is my mum. That \_\_\_\_\_ your mum.
- 6 We \_\_\_\_\_ sad, we're happy.

# Reading

## 1 Look, read and circle.



- 1 They are / aren't happy.
- 2 The boy can / can't jump.
- 3 Mum is small / tall.
- 4 I can see seven / eight flowers.
- 5 The boy is / isn't cold.

## 2 Look and read. Write *yes* or *no*. There is one example.



- Grandpa isn't hot.      yes
- 1 The boy can catch a ball.      \_\_\_\_\_
  - 2 The girl can kick a ball.      \_\_\_\_\_
  - 3 Dad is thirsty.      \_\_\_\_\_
  - 4 Mum and Dad are sad.      \_\_\_\_\_
  - 5 The girl is happy.      \_\_\_\_\_

## 1 Read and complete.

small      kick      scared      sister      kitten      jump

1 Hello. What's your name?

2 Hi, I'm Tim. This is my  
1 sister. Her name  
is Molly.

3 Hello, Molly. What's that?

4 That's her 2 \_\_\_\_\_

It's 3 \_\_\_\_\_ and cute.

Look! It can 4 \_\_\_\_\_!

5 Can it 5 \_\_\_\_\_?

6 No, it can't! And it's

6 \_\_\_\_\_ of balls.

## 2 Write about your friend.

1 What's his / her name?

2 How old is your friend?

3 What can your friend do?

4 What can't your friend do?

## 3 Check your work. Tick (✓).

My work is:

• OK

• good

• brilliant

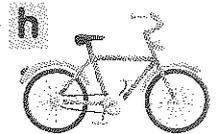
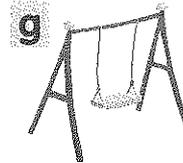
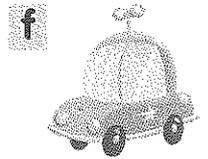
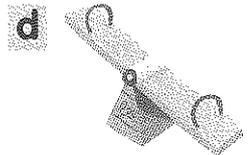
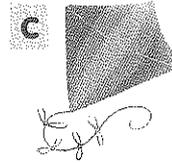
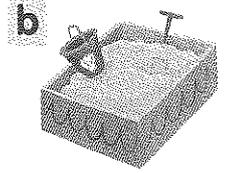
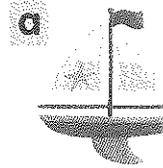
# 6

# Let's play today!

## Lesson 1 Vocabulary

### 1 Look and match.

- 1 bike
- 2 boat
- 3 slide
- 4 seesaw
- 5 car
- 6 sandpit
- 7 swing
- 8 kite



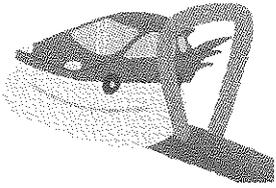
### 2 Look and complete.



- 1 Sara is on the seesaw.
- 2 Tom is on the \_\_\_\_\_.
- 3 Alex is on the \_\_\_\_\_.
- 4 Anna is in the \_\_\_\_\_.
- 5 Bot is on the \_\_\_\_\_.
- 6 Look up! It's a \_\_\_\_\_.

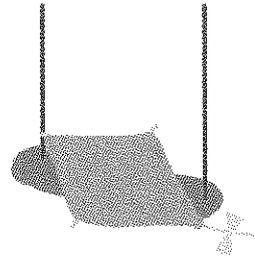
1 Look and tick (✓) or cross (×).

1



×

2



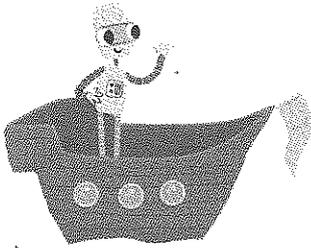
Where's my car?

It's next to the seesaw.

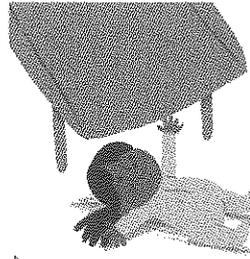
Where's my kite?

It's under the swing.

3



4



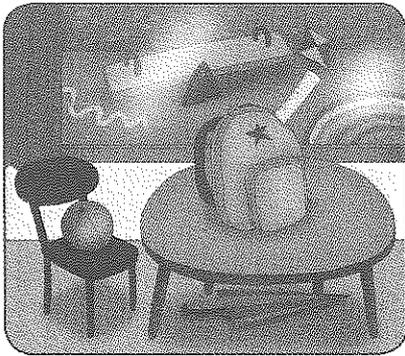
Where's Bot?

He's in the boat.

Where's my doll?

It's on the slide.

2 Look and **circle**.



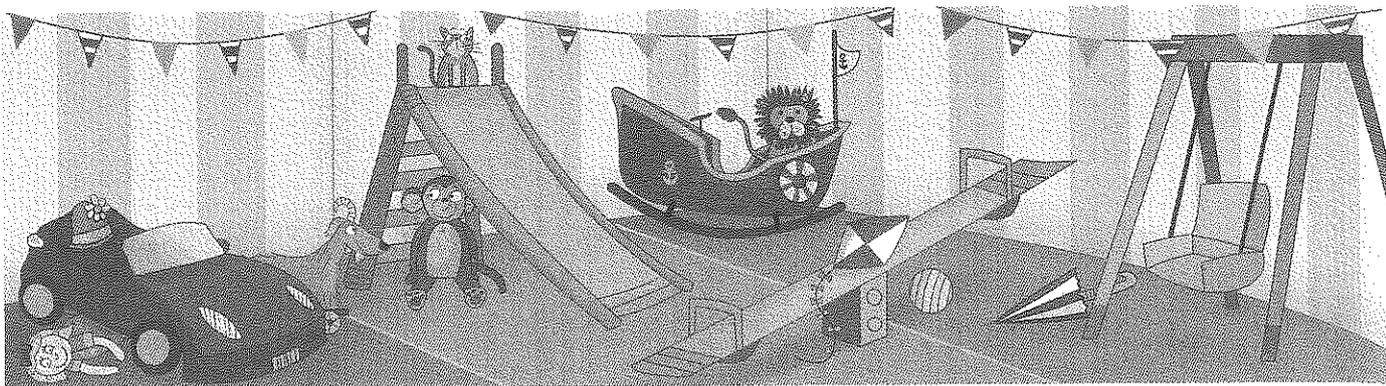
- 1 The ball is **on** / **under** the chair.
- 2 The ruler is **in** / **on** the bag.
- 3 The umbrella is **under** / **next to** the table.
- 4 The kite is **on** / **next to** the seesaw.
- 5 The bag is **in** / **on** the table.

3 Look and write *yes* or *no*. There is one example.



- The ball is under the car. no
- 1 The boat is in the sandpit. \_\_\_\_\_
  - 2 The kite is on the seesaw. \_\_\_\_\_
  - 3 Sara is on the swing. \_\_\_\_\_
  - 4 The car is under the swing. \_\_\_\_\_

1 Look and match.

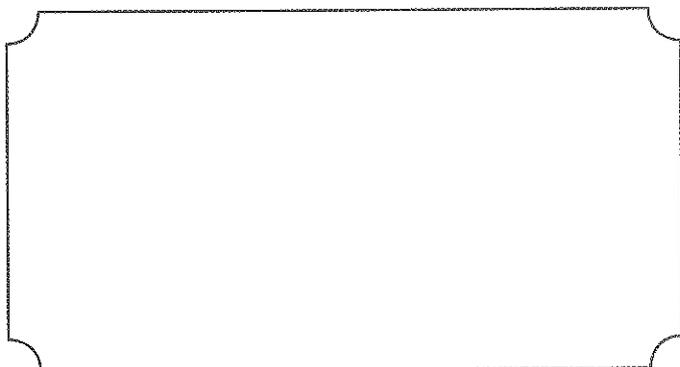


- |                       |                         |
|-----------------------|-------------------------|
| 1 Where's the lion?   | a It's under the slide. |
| 2 Where's the monkey? | b It's on the slide.    |
| 3 Where's the cat?    | c It's in the boat.     |
| 4 Where's the goat?   | d It's next to the car. |

2 Look at Activity 1 and complete.

- 1 The kite is on the seesaw.
- 2 The hat is \_\_\_\_\_ the boat.
- 3 The ball is \_\_\_\_\_ the seesaw.
- 4 The monkey is \_\_\_\_\_ the slide.
- 5 The umbrella is \_\_\_\_\_ the swing.

3 Draw and write.



Where's the \_\_\_\_\_ ?  
 It's \_\_\_\_\_ .  
 \_\_\_\_\_ ?  
 \_\_\_\_\_ .

# Lesson 4 Reading

1 Remember your Pupil's Book pages 76-77. Read and tick (✓) or cross (x).

- |                                 |                                     |                                     |                          |
|---------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1 The lion is on the ball.      | <input checked="" type="checkbox"/> | 4 A dog is on the tables.           | <input type="checkbox"/> |
| 2 The ball is under the seesaw. | <input type="checkbox"/>            | 5 The boy can juggle.               | <input type="checkbox"/> |
| 3 Two girls are on the trapeze. | <input type="checkbox"/>            | 6 The boy on the bike isn't scared. | <input type="checkbox"/> |

2 Look, read and complete.

circus      balls      trapeze      swing      scared      juggle

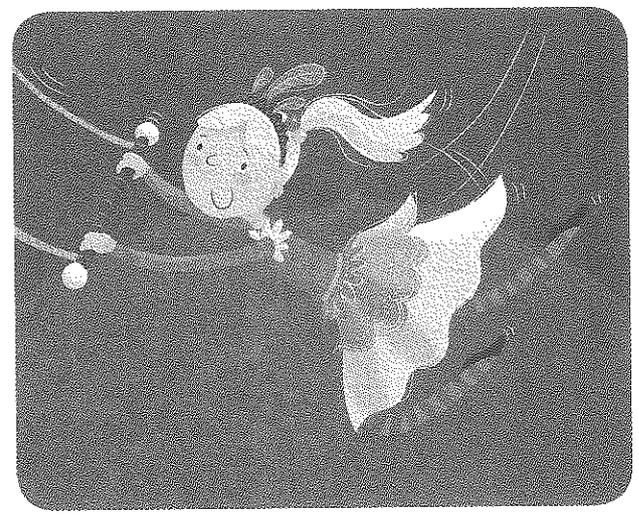


This man is at the <sup>1</sup> \_\_\_\_\_ circus \_\_\_\_\_.

He can <sup>2</sup> \_\_\_\_\_.

Look! The <sup>3</sup> \_\_\_\_\_ are in the air.

He's happy.



Look at this!

She's on a <sup>4</sup> \_\_\_\_\_ called a <sup>5</sup> \_\_\_\_\_.

Is she <sup>6</sup> \_\_\_\_\_?

No, she isn't!

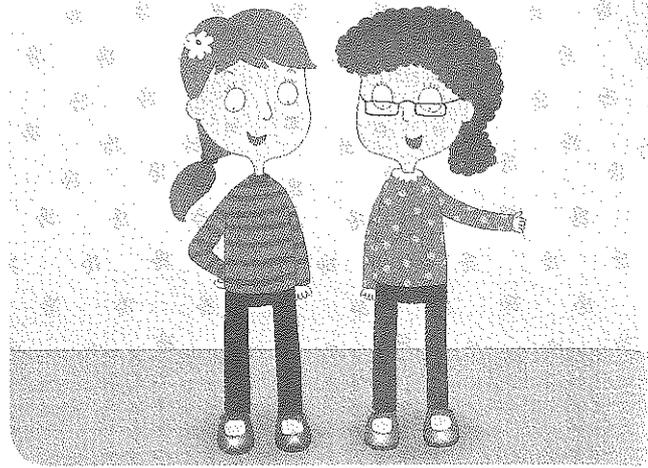
3 What can you do? Read and answer.

- 1 Can you juggle? \_\_\_\_\_
- 2 Can you ride a bike? \_\_\_\_\_

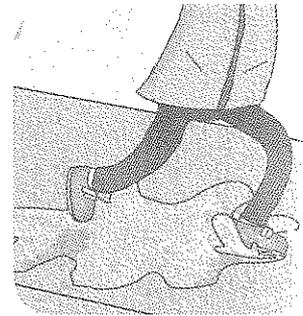
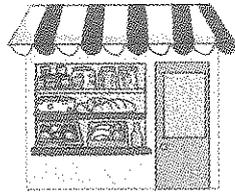
# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the *sh* sounds.

Ashley has got shiny shoes.  
 Her shiny shoes are blue.  
 Her sister's shoes are shiny, too.  
 Her name is Natasha.



2 Complete the words. **Circle** the *sh* sounds.



1 s h e

2 \_\_\_op

3 \_\_\_\_\_

4 \_\_\_\_\_

3 Write the words in the correct group.

book	rubber	bird	panda
bag	blue	monkey	orange
			yellow

school things	colours	animals
book		

4 Add one more word to each group in Activity 3.



1 Read and match.

1 Pass me the balloon, please.

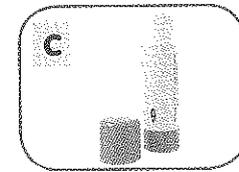
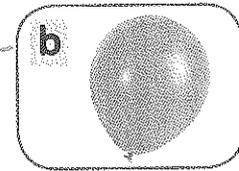
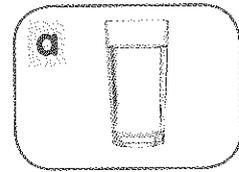
Here you are.

2 Can I have the glue, please?

Of course.

3 Where's the water?

Here it is.



2 Complete and guess the animal. Draw.

are      Where's      They're      panda      are      Pass

1 Pass me the paper and the glue, please.

Here you <sup>2</sup> \_\_\_\_\_.

<sup>3</sup> \_\_\_\_\_ the black paint?

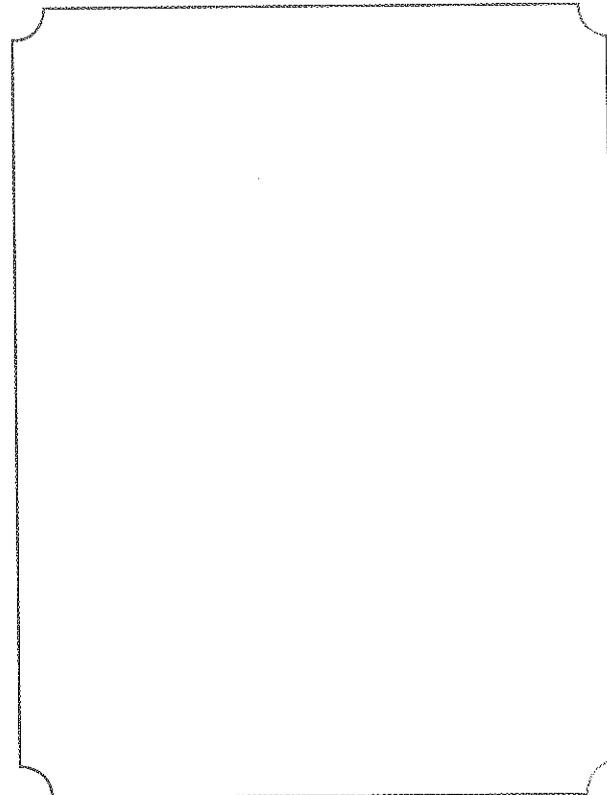
It's next to the book.

Thank you. Where <sup>4</sup> \_\_\_\_\_ the paintbrushes?

<sup>5</sup> \_\_\_\_\_ in the box. What is it?

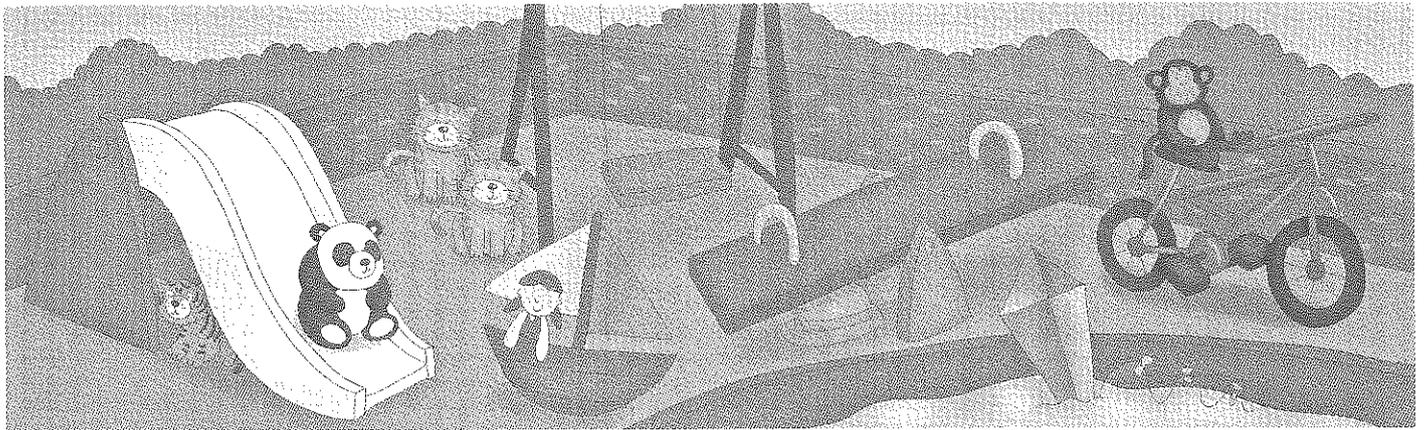
Guess! It's an animal. It's black and white.

It's a <sup>6</sup> \_\_\_\_\_!



# How am I doing?

1  Look and read. Write *yes* or *no*. There is one example.



The tiger is on the slide.

no

1 The hat is under the seesaw.

\_\_\_\_\_

2 The cats are in the boat.

\_\_\_\_\_

3 The monkey is next to the bike.

\_\_\_\_\_

4 The panda is on the slide.

\_\_\_\_\_

5 The kite is on the swing.

\_\_\_\_\_

2 Look at the picture in Activity 1. Complete and find the missing animal.

1 The tiger is under the slide.

2 The panda is on the \_\_\_\_\_.

3 The cats are \_\_\_\_\_ to the swings.

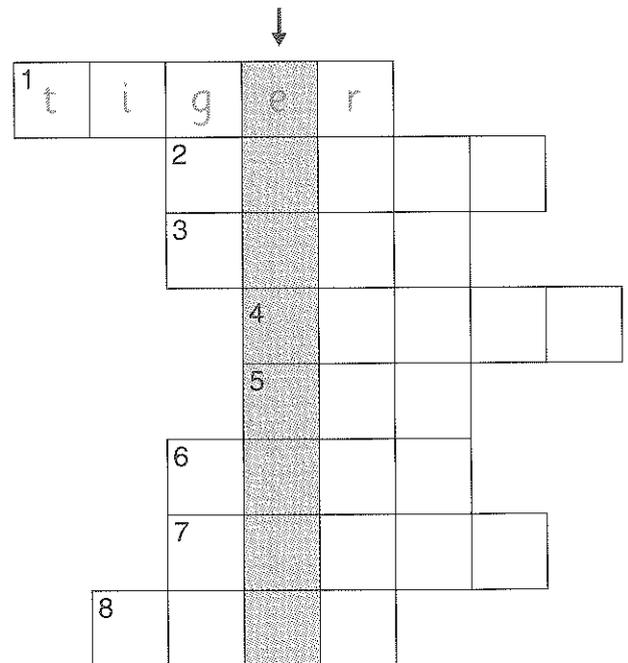
4 Where's the \_\_\_\_\_? It's on the slide.

5 The \_\_\_\_\_ is under the seesaw.

6 Where are the \_\_\_\_\_? Next to the swings.

7 Where's the tiger? It's \_\_\_\_\_ the slide.

8 The \_\_\_\_\_ is in the sandpit.



1 Read and **circle** the short forms.



Where's my school bag?

Where are my shoes?



Look! It's there. It's on the table.

They're next to the chair.

2 Rewrite. Use short forms. Add capital letters, full stops and question marks.

1 where is my pencil

Where's my pencil?

2 it is in the pencil case

3 it is on the desk

4 where are my crayons

5 they are in the box

3 Make a new playground for your school. Choose three things.

- |        |                          |         |                          |             |                          |
|--------|--------------------------|---------|--------------------------|-------------|--------------------------|
| slide  | <input type="checkbox"/> | boat    | <input type="checkbox"/> | two swings  | <input type="checkbox"/> |
| car    | <input type="checkbox"/> | sandpit | <input type="checkbox"/> | three bikes | <input type="checkbox"/> |
| seesaw | <input type="checkbox"/> | kite    | <input type="checkbox"/> | four balls  | <input type="checkbox"/> |

4 Choose three toy animals for your playground. Where are they?

Animal

Where?

lion

in the boat

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

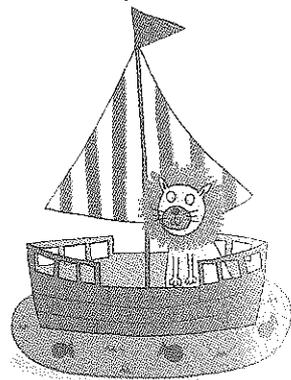
\_\_\_\_\_

\_\_\_\_\_

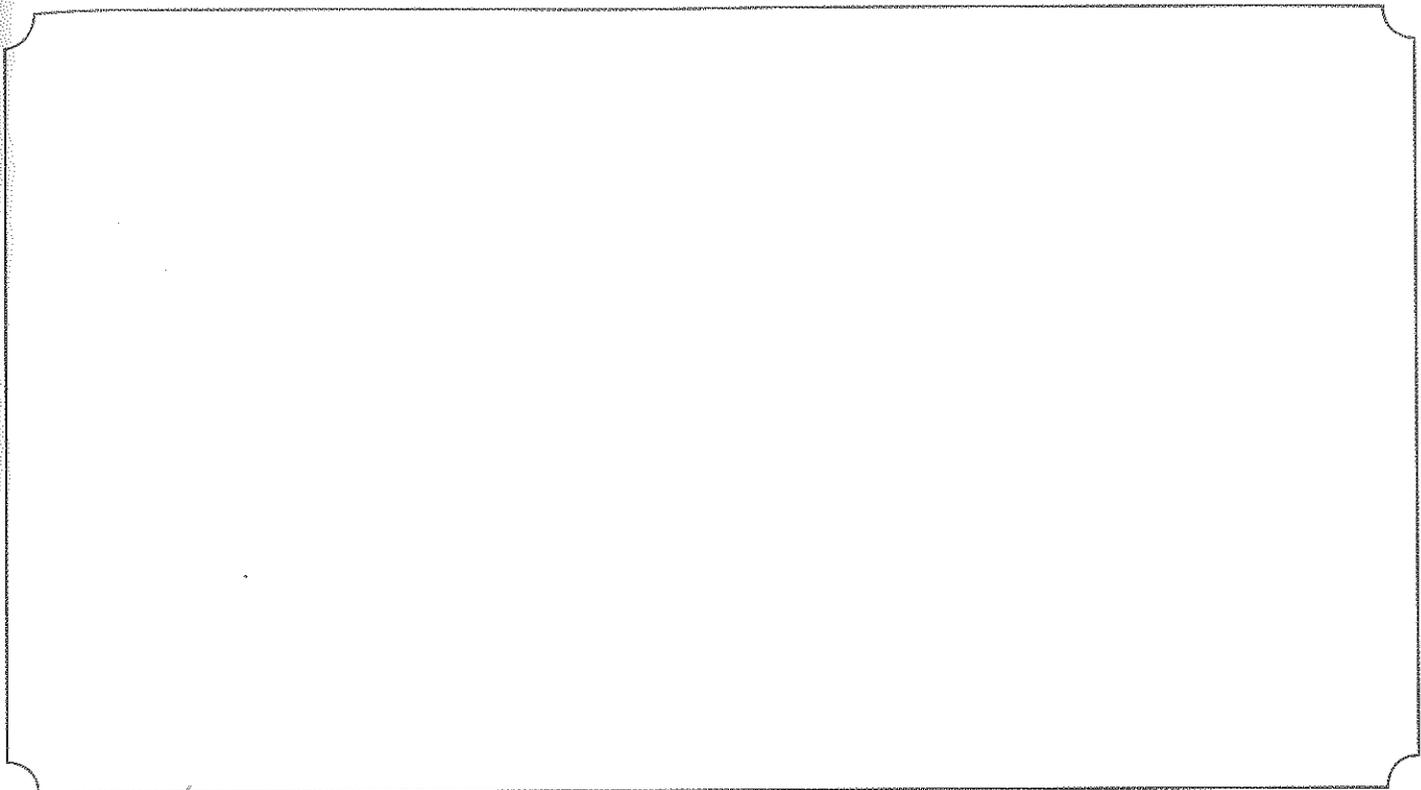
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5  Now draw your playground.



6  Write about your new playground.

The \_\_\_\_\_ is \_\_\_\_\_ the \_\_\_\_\_.

The \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favourite thing is \_\_\_\_\_.

7  Check your work. Tick (✓).

• spelling

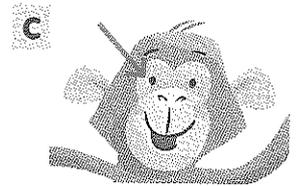
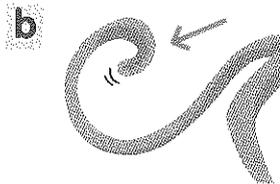
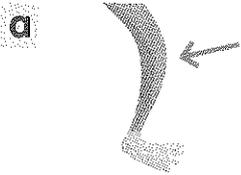
• short forms

# 7

# Long legs, short legs

## Lesson 1 Vocabulary

### 1 Look and match.



1 arm

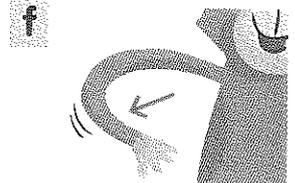
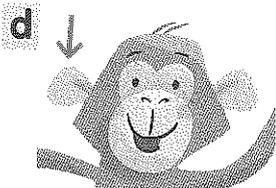
2 ear

3 eye

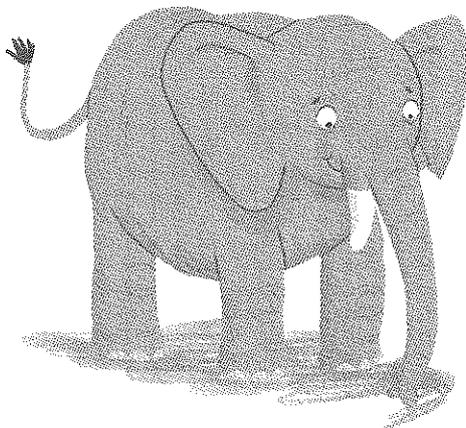
4 leg

5 tail

6 foot

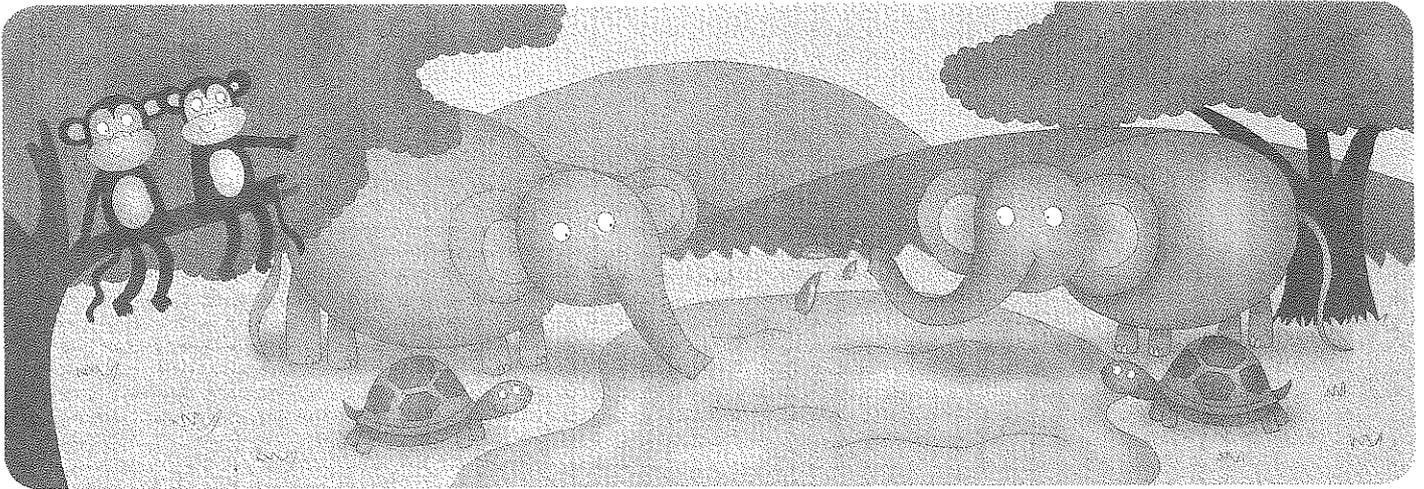


### 2 Look, read and tick (✓).



1	ears	big	<input checked="" type="checkbox"/>	small	<input type="checkbox"/>
2	tail	long	<input type="checkbox"/>	short	<input type="checkbox"/>
3	legs	long	<input type="checkbox"/>	short	<input type="checkbox"/>
4	eyes	big	<input type="checkbox"/>	small	<input type="checkbox"/>

1 Look and read. Write *yes* or *no*. There is one example.



The monkeys have got four legs.

no

1 The elephants have got big ears.

\_\_\_\_\_

2 The tortoises haven't got tails.

\_\_\_\_\_

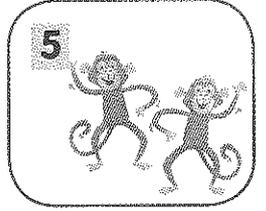
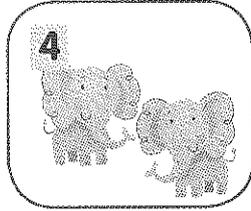
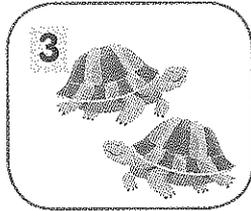
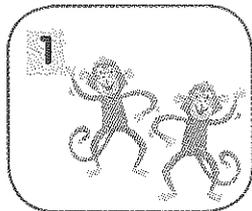
3 The elephants haven't got four legs.

\_\_\_\_\_

4 The monkeys have got two arms.

\_\_\_\_\_

2 Look, read and **circle**.



1 They've got **long** / **short** tails.

4 They've got **big** / **small** ears.

2 They've got four **legs** / **arms**.

5 They've got **two** / **five** feet.

3 They haven't got **eyes** / **ears**.

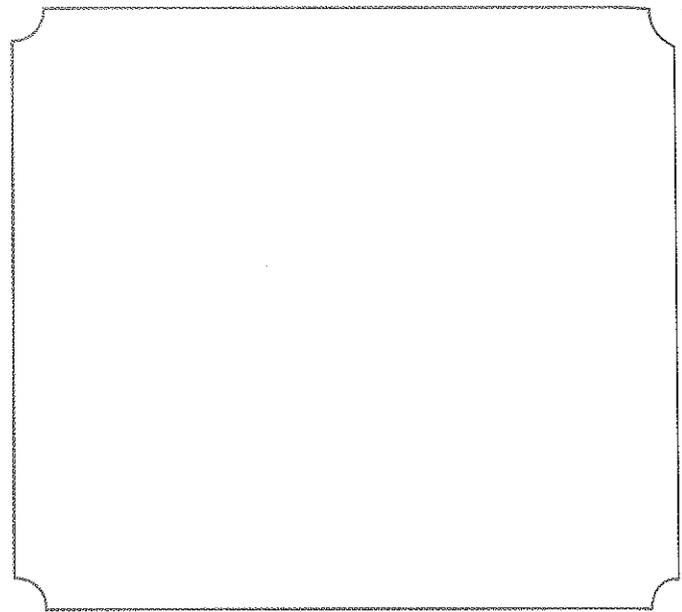
3 What am I? Read and write.

I've got four legs. I've got a long tail. I've got small ears.

I'm a big cat. I'm orange and black. I'm a \_\_\_\_\_.

1 Read and draw the animal.

I've got big ears. I've got four legs.  
I haven't got a short tail. I've got a long tail.  
I've got big eyes. I'm grey.



2 Look and complete. Use 've got or haven't got.



Look at my cats!

- 1 I 've got \_\_\_\_\_ two kittens.
- 2 They \_\_\_\_\_ four legs.
- 3 They \_\_\_\_\_ short tails.
- 4 They \_\_\_\_\_ small ears.
- 5 They \_\_\_\_\_ big eyes.

They're kittens!

3  Complete for you.

I've got \_\_\_\_\_ legs.

I've got \_\_\_\_\_ arms.

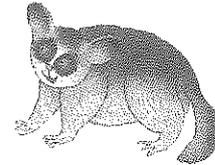
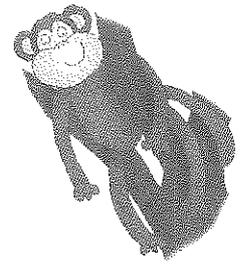
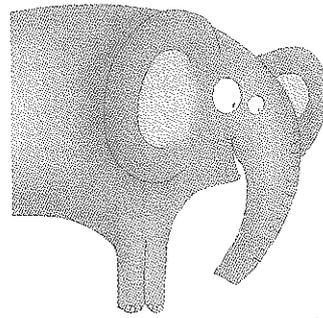
I've got \_\_\_\_\_ feet.

I \_\_\_\_\_ small ears.

I \_\_\_\_\_ a tail.

1 Remember your Pupil's Book pages 88–89. Read and write *M* (Monkey), *E* (Elephant) or *B* (Bush Baby).

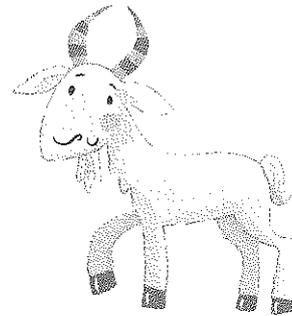
- 1 Its big eyes are very red.   B
- 2 Where am I?
- 3 I'm not your mum.
- 4 I've got a long nose.
- 5 I'm not your dad.
- 6 I can see my family.



2 Bush baby meets a new animal. Read and **circle** the animal.

Bush baby child  
 Is under the tree  
 Hello, hello!  
 Can you hear me?  
  
 Look over there!  
 Is that my mother?  
 She's very small  
 No! It's my brother!  
  
 I'm not your brother!  
 Can't you see?  
 I've got a long, long tail  
 And you're not like me.  
  
 I've got a big, big head  
 And a big nose, too.  
 I'm sorry Bush Baby  
 I'm not like you!

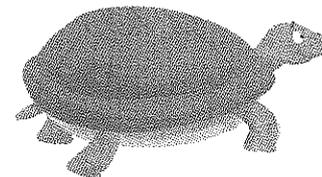
1



2



3



# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the *ch* sounds.

A **ch**ild can chew chocolate

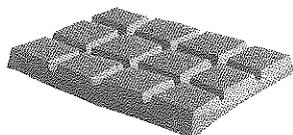
Or cherries

Or chocolate cherries!



2 Look and complete. Then colour the *ch* sounds.

1



2



3



4



5



	1	c							
2		h							
		o							
	3	c							
		o							
		l							
4		a							
		t							
5		e							

3 Match the words that rhyme.

	Dad	
head		
	see	red
	you	too
tree	sad	

# Lesson 6 Language in use

## 1 Read and circle.



- 1 Have you got blue eyes?
- 2 Have you got short hair?
- 3 Have you got blonde hair?
- 4 Have you got black hair?

- Yes, I have. / **No, I haven't.**
- Yes, I have. / No, I haven't.
- Yes, I have. / No, I haven't.
- Yes, I have. / No, I haven't.



## 2 Read and complete.

Have you got      blue      I haven't      hair      I have      long

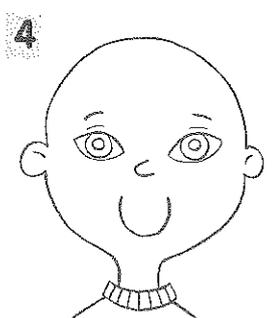
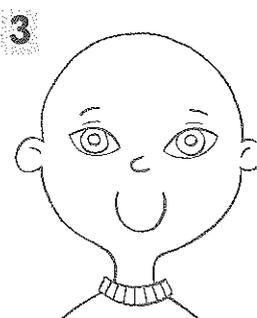
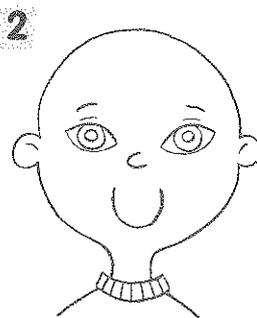
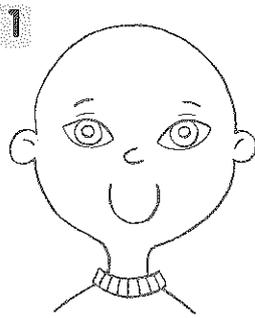
- 1 Have you got short \_\_\_\_\_ hair \_\_\_\_\_?
- 2 No, \_\_\_\_\_.
- 3 Have you got \_\_\_\_\_ hair?
- 4 Yes, \_\_\_\_\_!

- 5 Have you got \_\_\_\_\_ eyes?
- 6 No, I haven't.
- 7 \_\_\_\_\_ brown eyes?
- 8 Yes, I have!
- 9 You're Holly!
- 10 Yes, I am. Well done!

## 3 Answer for you.

- 1 Have you got brown hair? \_\_\_\_\_
- 2 Have you got short hair? \_\_\_\_\_
- 3 Have you got blue eyes? \_\_\_\_\_

1 Read, draw and colour.



- 1 I've got short black hair. I've got brown eyes.
- 2 I've got short blonde hair. I've got green eyes.
- 3 I've got long black hair. I've got green eyes.
- 4 I've got long blonde hair. I've got blue eyes.

2 Read and complete.

colour      please      yellow      have      Here

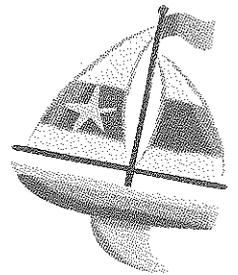
 Hello. 1 \_\_\_\_\_ Have \_\_\_\_\_ you got a boat, please?

 Yes, I have. What 2 \_\_\_\_\_ ? I've got a red boat or a 3 \_\_\_\_\_ boat.

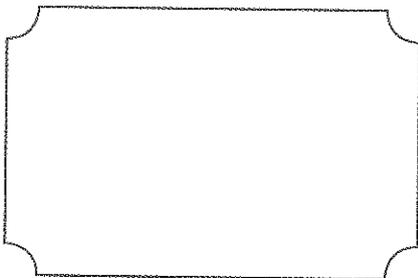
 Yellow, 4 \_\_\_\_\_.

 5 \_\_\_\_\_ you are.

 Thank you.



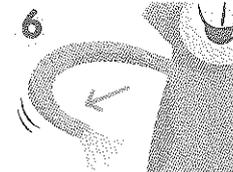
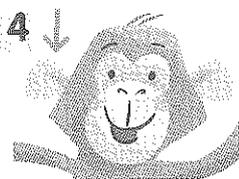
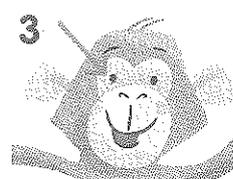
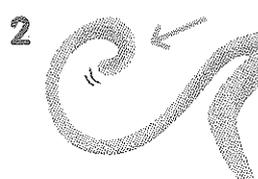
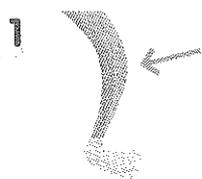
3  Draw a toy. Complete.



-  Hello, have you got \_\_\_\_\_, please?
-  Yes, I have. What colour?
-  \_\_\_\_\_
-  Here you are.

Find, circle and write.

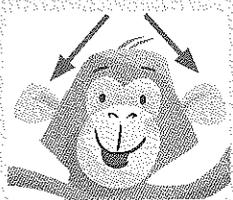
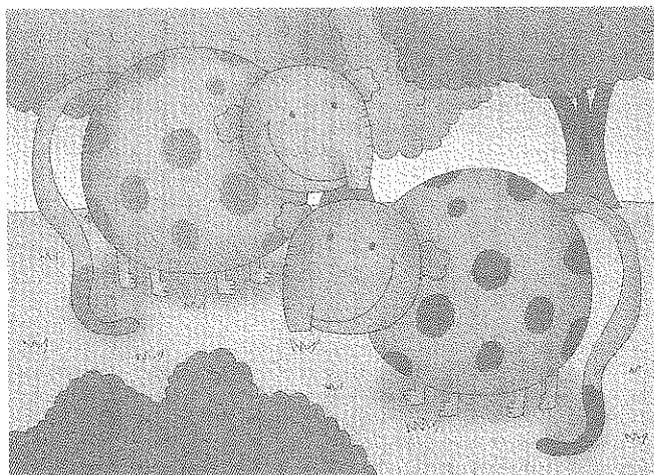
5			2
		6	
1	3	e	g
	4		



**Read.** Choose and write a word from the box. There is one example.

Look at these animals! They haven't got big ears, they've got small ears. They've got a very long <sup>1</sup> \_\_\_\_\_. They've got <sup>2</sup> \_\_\_\_\_ legs.

They've got very small <sup>3</sup> \_\_\_\_\_. They've got a short <sup>4</sup> \_\_\_\_\_. They can't climb trees, but they can <sup>5</sup> \_\_\_\_\_.



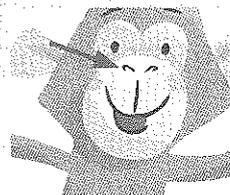
ears



run



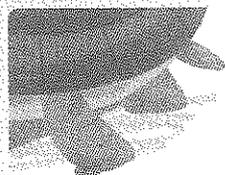
eyes



nose



climb



short



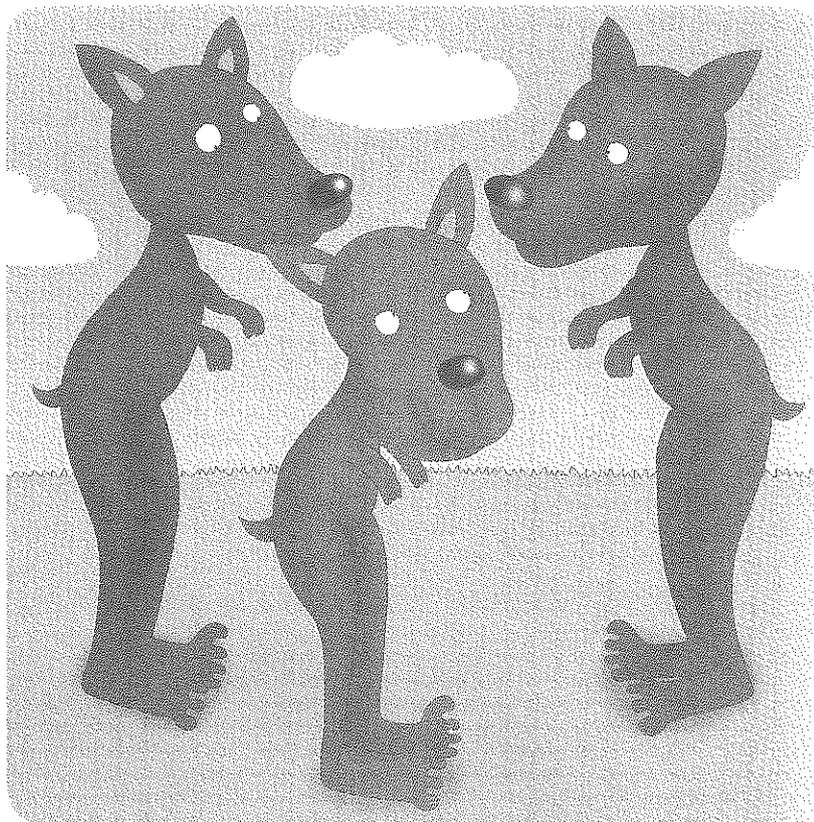
head



tail

1 Read and **circle** the words that rhyme.

My bongaroos  
 Have got a big head  
 Their legs are long  
 And their ears are red.  
  
 Their tails are short  
 And their eyes are small  
 They've got funny feet  
 And they're very tall.



2 Match the words that rhyme.

1 me	hear	tree
2 too	see	you
3 ear	blue	here

3  Plan your funny animals. Choose a name.

Name:

Wigaloos

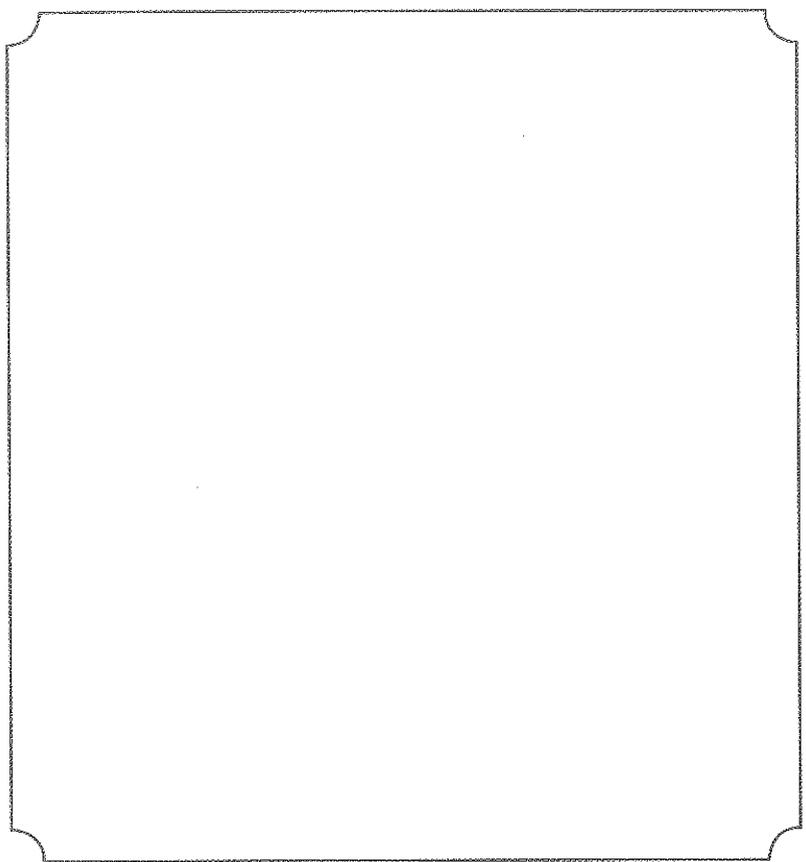
Mogadills

other: \_\_\_\_\_

4  Complete and draw.

big      small      long  
short      funny      red  
green      purple  
orange      blue

Eyes:      blue  
Feet:      red  
Head: \_\_\_\_\_  
Legs: \_\_\_\_\_  
Hair: \_\_\_\_\_  
Ears: \_\_\_\_\_  
Tails: \_\_\_\_\_



5  Complete your poem.

My \_\_\_\_\_  
Have got a \_\_\_\_\_ head.  
Their legs are \_\_\_\_\_  
And their feet are \_\_\_\_\_  
They've got \_\_\_\_\_ hair  
And a funny \_\_\_\_\_ too,  
Their ears are \_\_\_\_\_  
And their eyes are \_\_\_\_\_

6  Check your work. Tick (✓).

• rhyming words

• spelling

# 8 Old and new clothes

## Lesson 1 Vocabulary

### 1 Look and write.

T-shirt    dress    socks    shoes  
 skirt    jacket    trousers    shirt



1 shoes



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



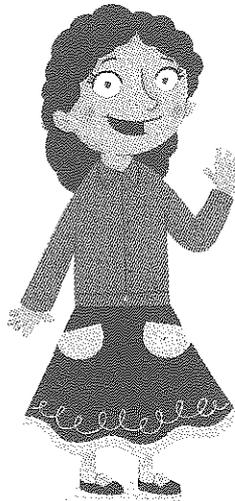
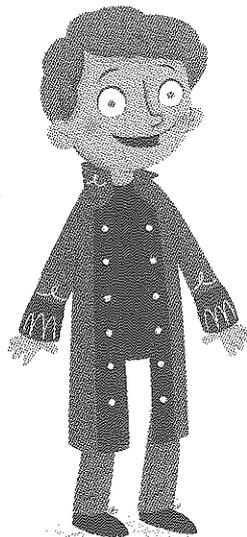
7 \_\_\_\_\_



8 \_\_\_\_\_

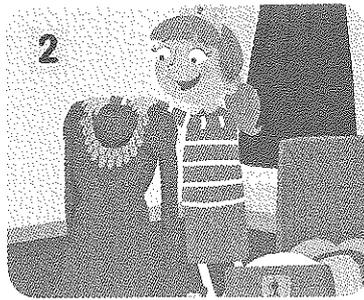
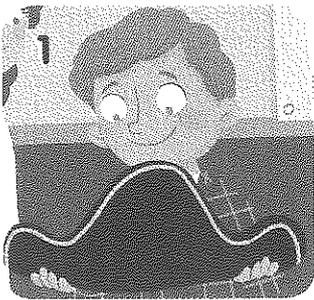
### 2 Look and complete.

I've got a T-shirt,  
 a <sup>1</sup> \_\_\_\_\_ jacket  
 and <sup>2</sup> \_\_\_\_\_.



I've got a shirt,  
 a <sup>3</sup> \_\_\_\_\_,  
 4 \_\_\_\_\_ and  
 5 \_\_\_\_\_.

1 Look and circle.



1 He's got / hasn't got a hat.

3 He's got / hasn't got a shirt.

2 She's got / hasn't got a jacket.

4 She's got / hasn't got a skirt.

2 Read and draw.

He's got green trousers.

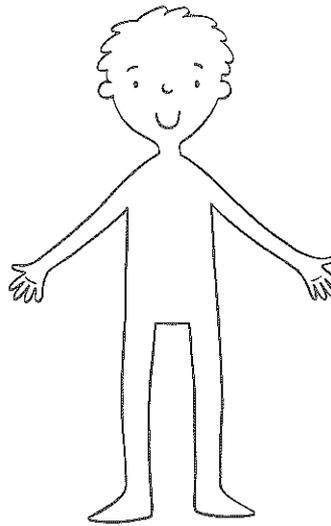
He's got a yellow shirt.

He's got purple socks.

He hasn't got a hat.

He's got orange shoes.

He hasn't got a jacket.



3 Look and read. Put a tick (✓) or a cross (x) in the box.

There is one example.



He's got a hat.



1 She hasn't got a dress.



2 She's got a jacket.

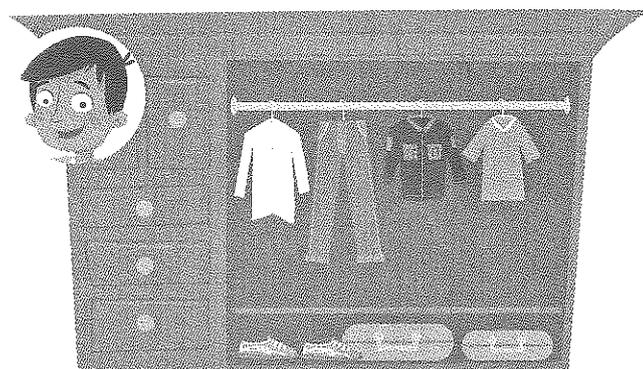
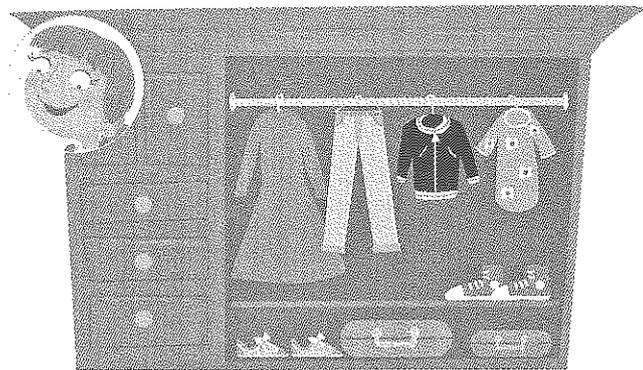


3 He hasn't got shoes.

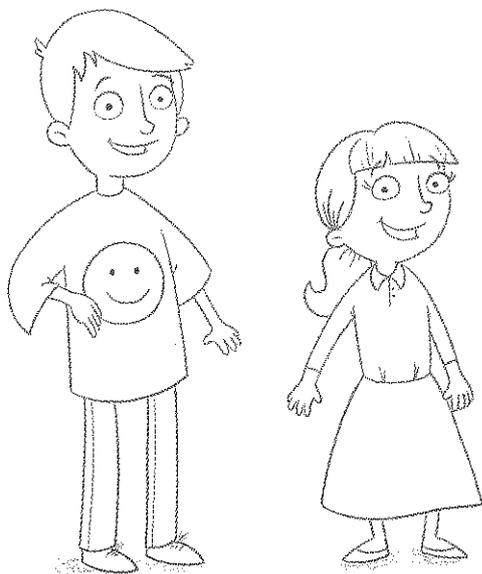
## Lesson 3 Grammar focus

### 1 Look and complete. Use *has got* or *hasn't got*.

- 1 Alex has got trousers.
- 2 Sara \_\_\_\_\_ a dress.
- 3 Alex \_\_\_\_\_ shoes.
- 4 Sara \_\_\_\_\_ a hat.
- 5 Alex \_\_\_\_\_ a jacket.
- 6 Sara \_\_\_\_\_ a skirt.
- 7 Alex \_\_\_\_\_ socks.
- 8 Sara \_\_\_\_\_ a T-shirt.



### 2 Look and tick (✓).

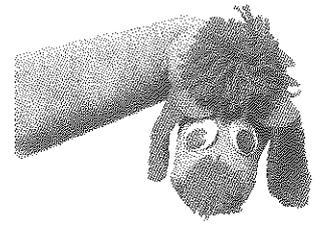
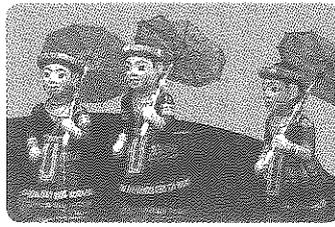
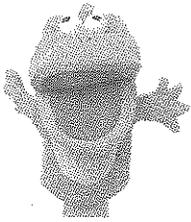


- 1 Alex has got a shirt.
- 2 Sara has got a dress.
- 3 Alex hasn't got a hat.
- 4 Sara hasn't got shoes.
- 5 Sara has got a skirt.

### 3 Write three things your friend has got.

\_\_\_\_\_

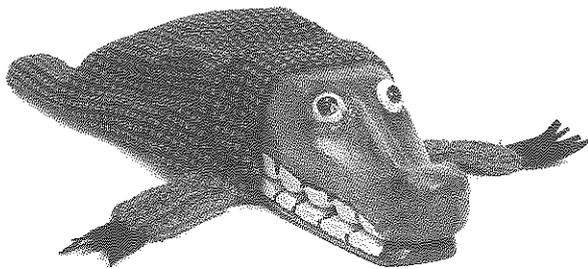
1 Remember your Pupil's Book pages 102–103. Read and match.



- |                 |  |
|-----------------|--|
| 1 glove puppet  | a They've got red, blue and green umbrellas.                           |
| 2 string puppet | b It's got a big mouth. You put it on your hand.                       |
| 3 water puppets | c It hasn't got arms. It's got big eyes and a red nose.                |
| 4 sock puppet   | d It's got a green and white dress. It's got brown hair and blue eyes. |

2 Look, read and complete.

nose      puppet      glove      string      ears      arms



This puppet is a crocodile. It's got a long <sup>1</sup> nose and big eyes. It hasn't got <sup>2</sup> \_\_\_\_\_ . You put it on your hand like a <sup>3</sup> \_\_\_\_\_. You can move the legs with your fingers.

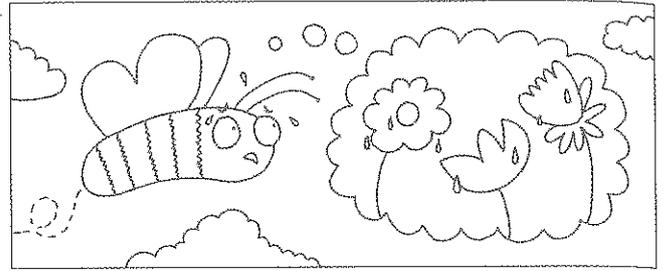


This is a different <sup>4</sup> \_\_\_\_\_. It's a <sup>5</sup> \_\_\_\_\_ puppet. You can move the <sup>6</sup> \_\_\_\_\_ and legs with the strings. It's funny!

# Lesson 5 Sounds and letters

1 Say the chant. Circle the *th* sounds.

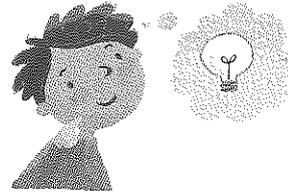
Thelma, a bee,  
thinks of three drinks.  
She's very, very thirsty!



2 Write the words. Then circle the *th* sound.



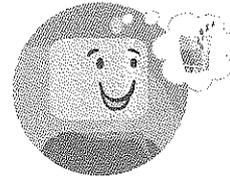
1 t h i n



2 \_\_\_\_\_



3 \_\_\_\_\_

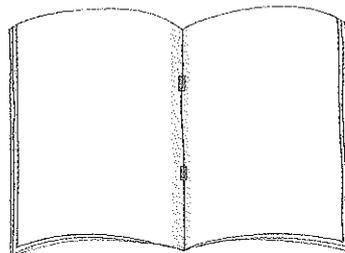
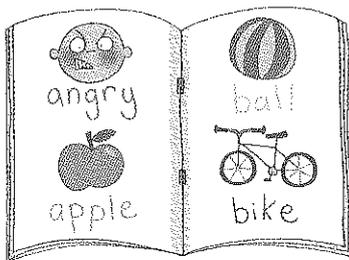


4 \_\_\_\_\_

3 Add one more word for each sound.

th	ch	sh
thin	chocolate	shop
_____	_____	_____

4 Choose words and make picture dictionary pages for C and D.



1 Read and complete.

Are you      haven't      Have      What      'm wearing      queen

 Hello, Sara. <sup>1</sup> \_\_\_\_\_ What  
are you wearing?

 I<sup>2</sup> \_\_\_\_\_ a long  
dress and black shoes.

 <sup>3</sup> \_\_\_\_\_ a string  
puppet?

 No, I'm not.

 <sup>4</sup> \_\_\_\_\_ you got a  
hat?

 No, <sup>5</sup> I \_\_\_\_\_.

 Are you a <sup>6</sup> \_\_\_\_\_?

 Yes, I am!

2 Read again and **circle**. Sara is a ...

1



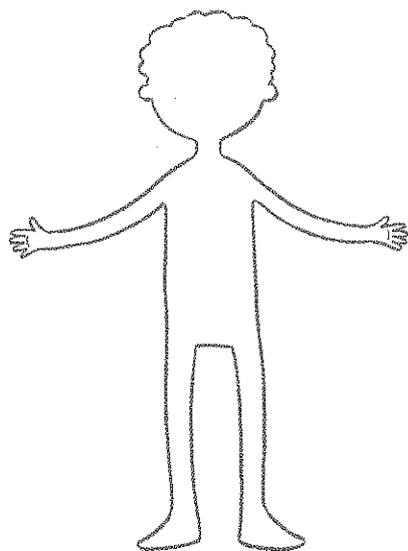
2



3



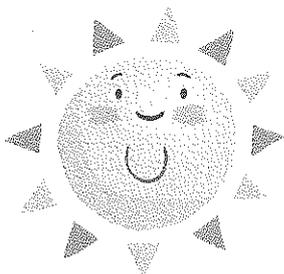
3  What's your favourite costume? Draw yourself and write.



I'm wearing a \_\_\_\_\_  
and \_\_\_\_\_  
\_\_\_\_\_

1 Look and write.

wet cold hot



1 hot



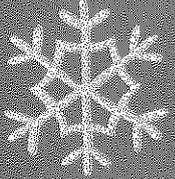
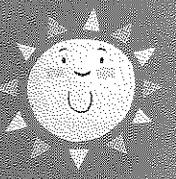
2



3

2 Look and complete.

hat gloves T-shirt umbrella jacket socks

<p>Canada </p>	<p>Great Britain </p>	<p>Egypt </p>
<p>socks</p>	<p></p>	<p></p>

3 Complete the weather chart and write.

My country: \_\_\_\_\_

Weather: \_\_\_\_\_

Clothes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'm from \_\_\_\_\_.

Today the weather is \_\_\_\_\_.

I'm wearing \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

# How am I doing?

## 1 Look and complete.

1 T-shirt, 2 Jacket, 3 Socks, 4 Sweater, 5 Trousers, 6 Skirt, 7 Boots, 8 Coat

1 T- 2 s h i r t 5

3

4

7

8

## 2 Look and read. Write *yes* or *no*. There is one example.



The boy has got a ball. yes

1 The girl is wearing a skirt. \_\_\_\_\_

2 It's hot. \_\_\_\_\_

3 Mum has got an umbrella. \_\_\_\_\_

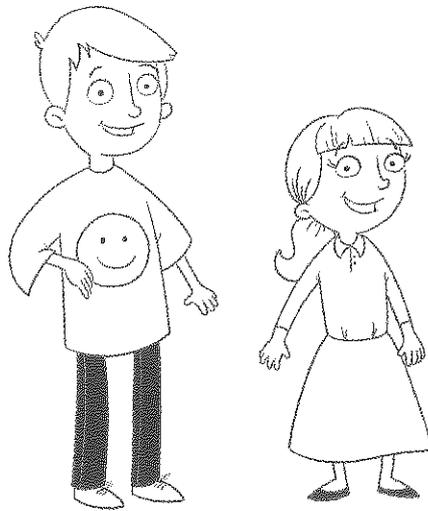
4 Grandpa hasn't got a hat. \_\_\_\_\_

5 The children haven't got jackets. \_\_\_\_\_

1 Look, read and complete.

white      big      black      white

I'm wearing a  
1 \_\_\_\_\_ big  
T-shirt. I've got  
2 \_\_\_\_\_  
trousers.



I'm wearing a  
3 \_\_\_\_\_  
dress. I've got  
4 \_\_\_\_\_  
shoes.

2 Write the words in order to make sentences.

1 wearing / a / T-shirt / green / I'm

I'm wearing a green T-shirt.

2 wearing / trousers / red / I'm

\_\_\_\_\_

3 hat / wearing / a / blue / I'm / white / and

\_\_\_\_\_

4 purple / I've / shoes / got

\_\_\_\_\_

3  What are you? Choose and tick (✓) or write.

I'm a ...

pirate       queen       puppet       lion

other: \_\_\_\_\_

4  Read and complete for you.

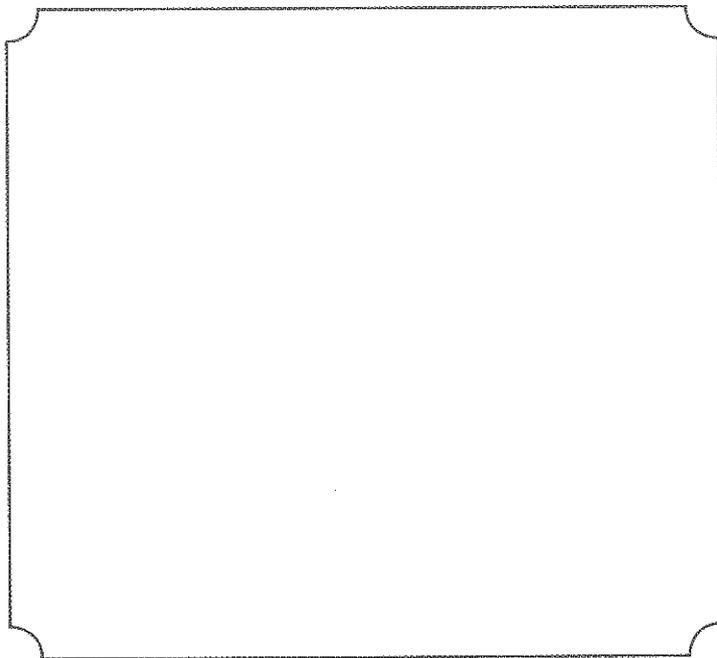
size word	clothes word
I'm wearing (a) _____	_____
I've got (a) _____	_____

colour word	clothes word
I'm wearing (a) _____	_____
I've got (a) _____	_____

5  How do you look? Read and tick (✓).

great       funny       OK

6  Draw and complete.



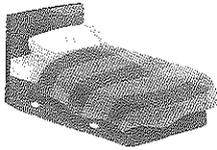
Hi! I'm \_\_\_\_\_.  
This is a picture of me. Today, I'm a  
\_\_\_\_\_  
I'm wearing \_\_\_\_\_  
\_\_\_\_\_  
I've got \_\_\_\_\_  
\_\_\_\_\_  
I look \_\_\_\_\_!

7  Check your work. Tick (✓).

- size and colour words
- spelling

## Lesson 1 Vocabulary

1 Look at the pictures. Look at the letters. Write the words.

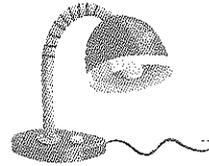


1 deb

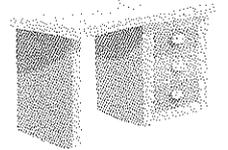
bed



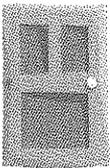
2 haric



3 mpal



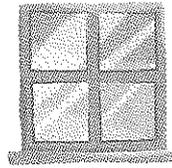
4 keds



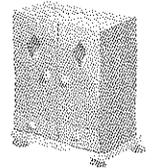
5 rood



6 koclc



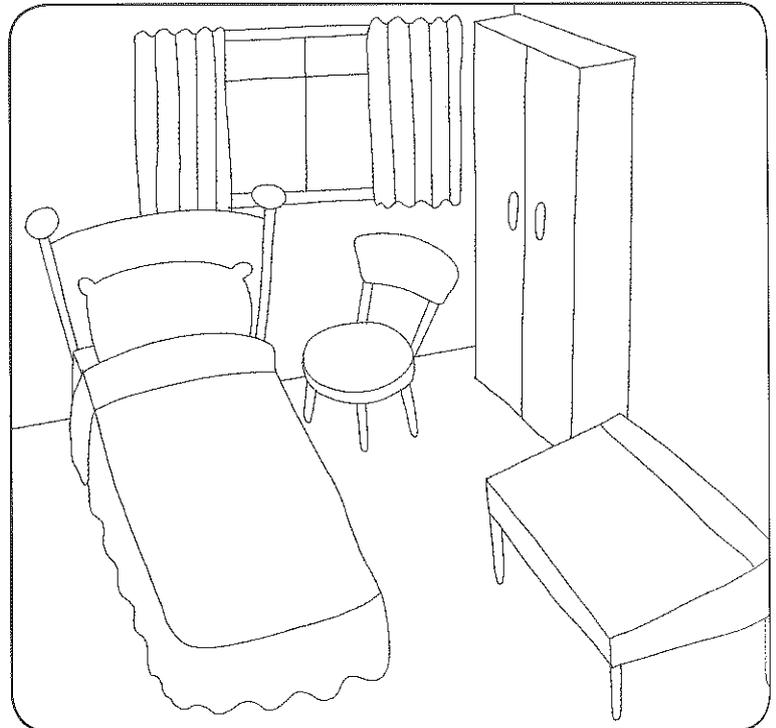
7 dowwin



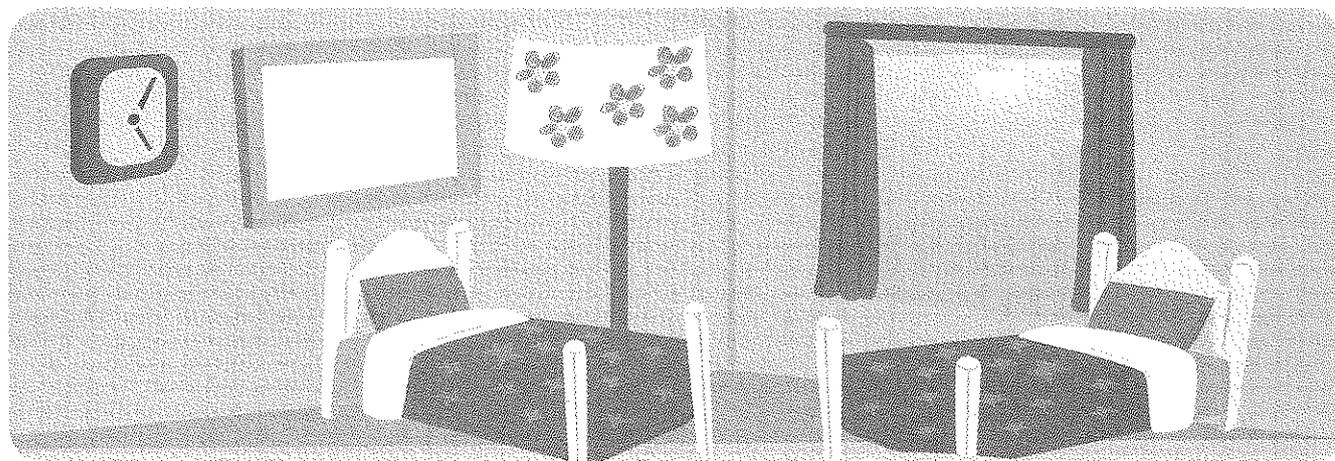
8 bedrawor

2 Read, colour and draw.

- 1 Colour the bed blue.
- 2 Colour the chair red.
- 3 Colour the desk green.
- 4 Colour the wardrobe brown.
- 5 Draw a lamp on the desk.  
Colour it grey.
- 6 Draw a clock next to the window.  
Colour it yellow.

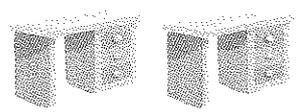


1  Look and read. Write *yes* or *no*. There is one example.



- There are two beds. yes      3 There's a desk. \_\_\_\_\_
- 1 There are two windows. \_\_\_\_\_      4 There is one lamp. \_\_\_\_\_
- 2 There's one clock. \_\_\_\_\_      5 There's a wardrobe. \_\_\_\_\_

2 Look, read and **circle**.



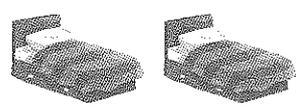
1 How many desks are there? There 's / **are** two desks.



2 How many clocks are there? There 's / **are** one clock.



3 How many chairs are there? There 's / **are** three chairs.



4 How many beds are there? There 's / **are** two beds.

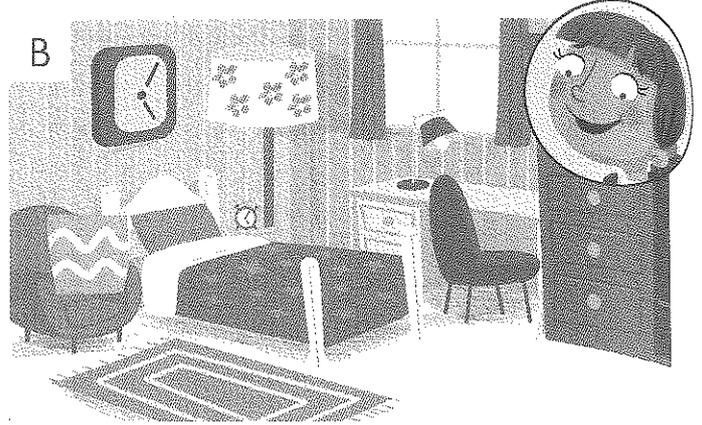


5 How many wardrobes **is** / **are** there? There's one wardrobe.



6 How many lamps are there? **There's** / **There are** one lamp.

1 Look, read and write A or B.



- 1 There are two beds.   A
- 2 There are two clocks.
- 3 There's one lamp.
- 4 There's one desk.
- 5 There are three chairs.

2 Look again and complete.

How many desks <sup>1</sup>                    are there            ?

In Picture A <sup>2</sup>                    desks.

In Picture B <sup>3</sup>                    desk.

<sup>4</sup>                    clocks are there?

In Picture A <sup>5</sup>                    clock.

In Picture B <sup>6</sup>                    clocks.

<sup>7</sup>                    beds <sup>8</sup>                    ?

In Picture A <sup>9</sup>                   .

In Picture B <sup>10</sup>                   .

3 Now complete about your bedroom.

There's                   .

There are                   .

**1 Remember your Pupil's Book pages 114–115. Read and number in order.**

- a There are sixteen eyes on the wardrobe.
- b Now there's a hot hand on my arm.
- c There are twelve tocks! I'm scared.
- d Now I can sleep. Oh no! What's that?
- e There's a monster with two heads and twenty fingers!
- f Click. The lamp is on. It's my brother.

1

**2 Remember, your Pupil's Book pages 114–115. Read and write *yes* or *no*.**

- 1 The boy is scared. yes
- 2 The boy can see eyes on his desk. \_\_\_\_\_
- 3 The monster is a lion. \_\_\_\_\_
- 4 The twelve tocks are his clock. \_\_\_\_\_

**3 Look and match.**

- a thirteen
- b fifteen
- c twenty
- d twelve
- e nineteen
- f sixteen
- g eleven
- h fourteen
- i eighteen
- j seventeen

11

13

12

14

15

17

16

18

19

20

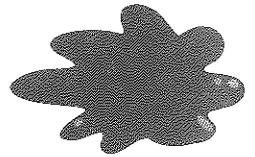
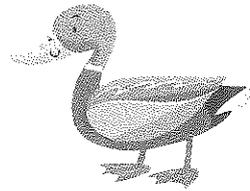
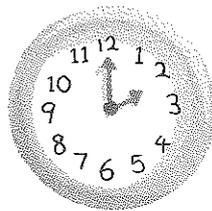
# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the *ck* sounds.

There's Jack.  
His hair is black.  
He's got a duck.  
Quack! Quack!



2 Look and write. **Circle** the two words that rhyme.



1 kick

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

3 Write the nouns in the correct group.

mum

desk

sister

seesaw

what	who
wardrobe	mum

grandpa

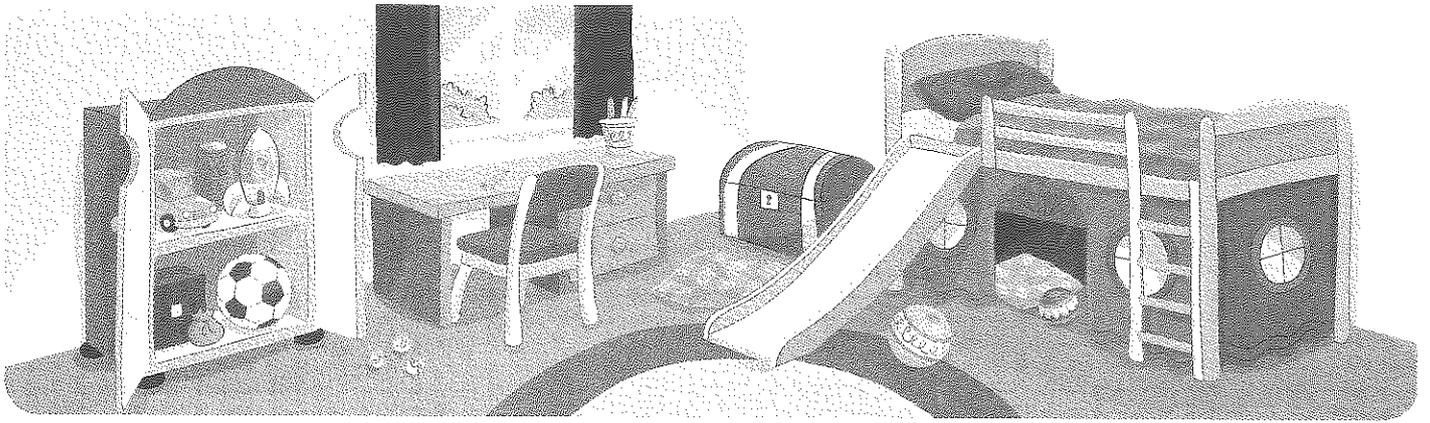
wardrobe

swing

friend

4 Add one more noun to each group in Activity 3.

1 Look at Sam's bedroom and write short answers.

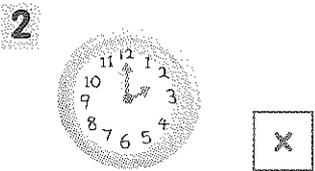


- |                       |                     |                       |       |
|-----------------------|---------------------|-----------------------|-------|
| 1 Has he got a desk?  | <u>Yes, he has.</u> | 4 Has he got a bed?   | _____ |
| 2 Has he got a lamp?  | _____               | 5 Has he got a chair? | _____ |
| 3 Has he got a slide? | _____               | 6 Has he got a clock? | _____ |

2 Ask and answer about Sara's bedroom.



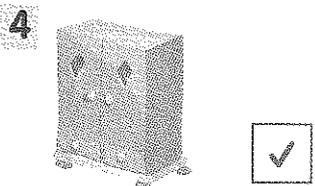
Has she got a lamp?  
Yes, she has.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

1 Read and **circle** the negative word.

**fantastic**    *brilliant*    **boring**    cool    great    nice

2 Read and draw ☺ (agree) or ☹ (disagree).

- 1 You're right.
- 2 I don't think so.
- 3 No, it isn't. It's boring.
- 4 Yes, it's fantastic.

3 Read and complete.

fantastic    boring    Has it got    don't think    you're right

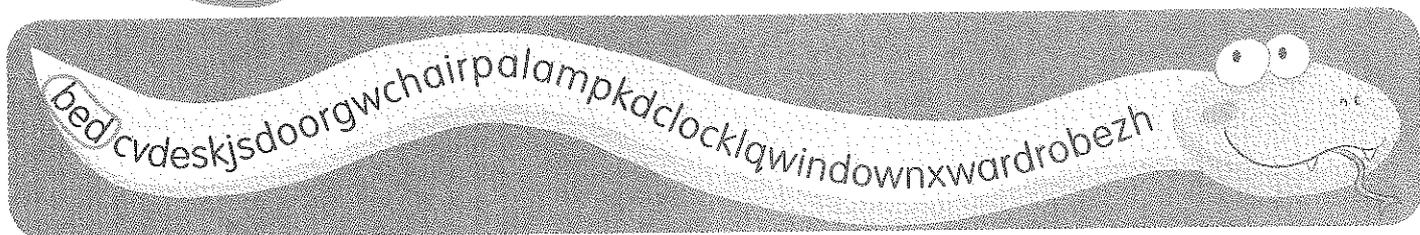
- ☎ Look at this photo of my bedroom!
- ☎ 1 Has it got a big bed?
- ☎ Yes, it has.
- ☎ That's 2 \_\_\_\_\_!
- ☎ Yes, 3 \_\_\_\_\_.
- ☎ Has it got a desk?
- ☎ Yes, it has. But the desk is 4 \_\_\_\_\_.
- ☎ I 5 \_\_\_\_\_ so. Your bedroom is great.



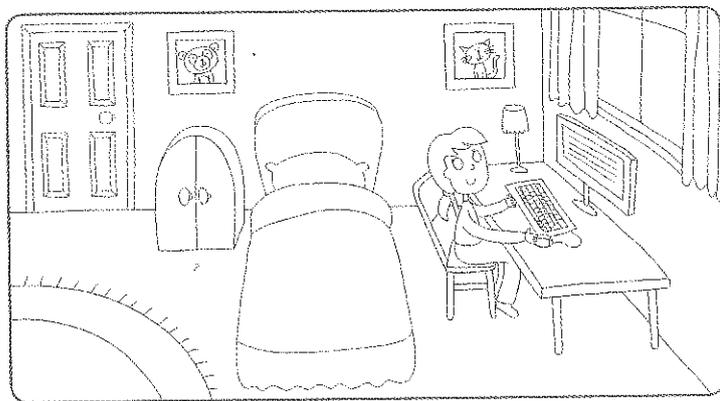
4 **☎ Read and tick (✓) about your bedroom.**

- 1 It's boring.
- 2 It's OK.
- 3 It's nice.

1 Find and **circle** the eight words.



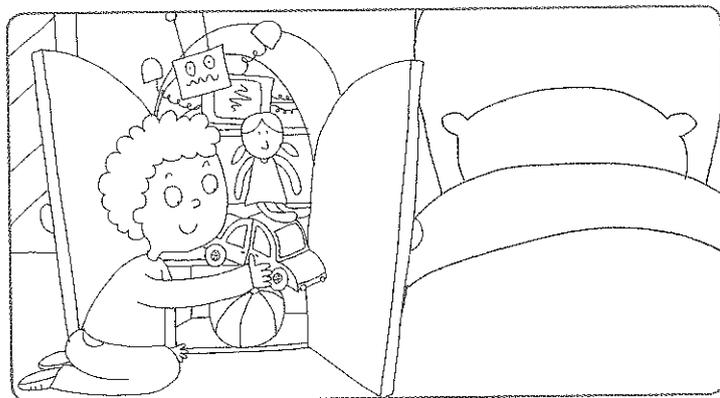
2 **GEYIL** Look at the picture and read the questions. Write one-word answers. There is one example.



Where is the girl?  
in her bedroom.

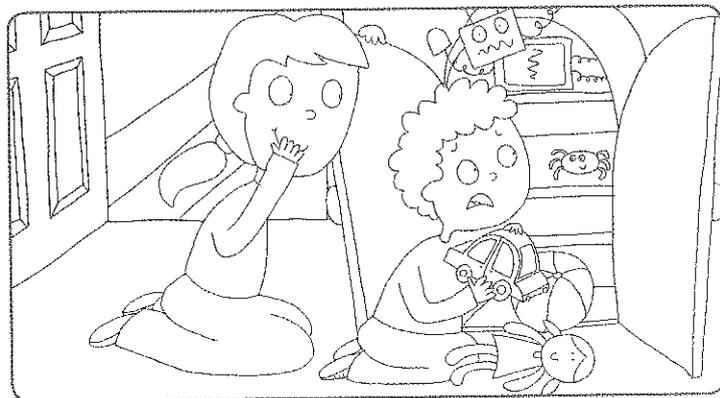
1 How many pictures are there?  
\_\_\_\_\_

2 Where is the lamp?  
on the \_\_\_\_\_



3 Where is the car?  
\_\_\_\_\_ the doll

4 Is the boy happy?  
Yes, he \_\_\_\_\_.



5 Where is the spider?  
in the toy \_\_\_\_\_

6 Is the boy happy?  
No, he \_\_\_\_\_.

1 Read and **circle**. Complete.

To start an email use <sup>1</sup> **Hi** / **Bye** + name.

To end an email use <sup>2</sup> **Hi** / **Bye** + name.

\_\_\_\_\_ Jane,

My new bedroom is great. It has got a big bed and a green desk!

\_\_\_\_\_, Sarah

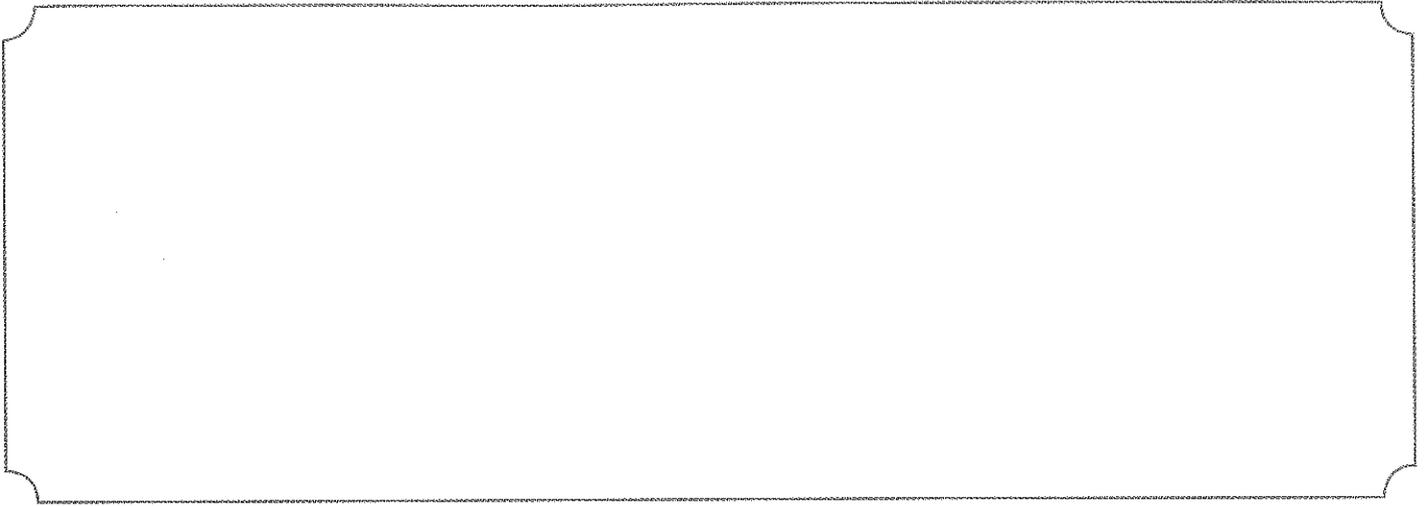
2 Plan your new bedroom. Choose and tick (✓) five more things.

bed	<input checked="" type="checkbox"/>	slide	<input type="checkbox"/>	clock	<input type="checkbox"/>
desk	<input type="checkbox"/>	wardrobe	<input type="checkbox"/>	toy cupboard	<input type="checkbox"/>
lamp	<input type="checkbox"/>	chair	<input type="checkbox"/>	picture	<input type="checkbox"/>

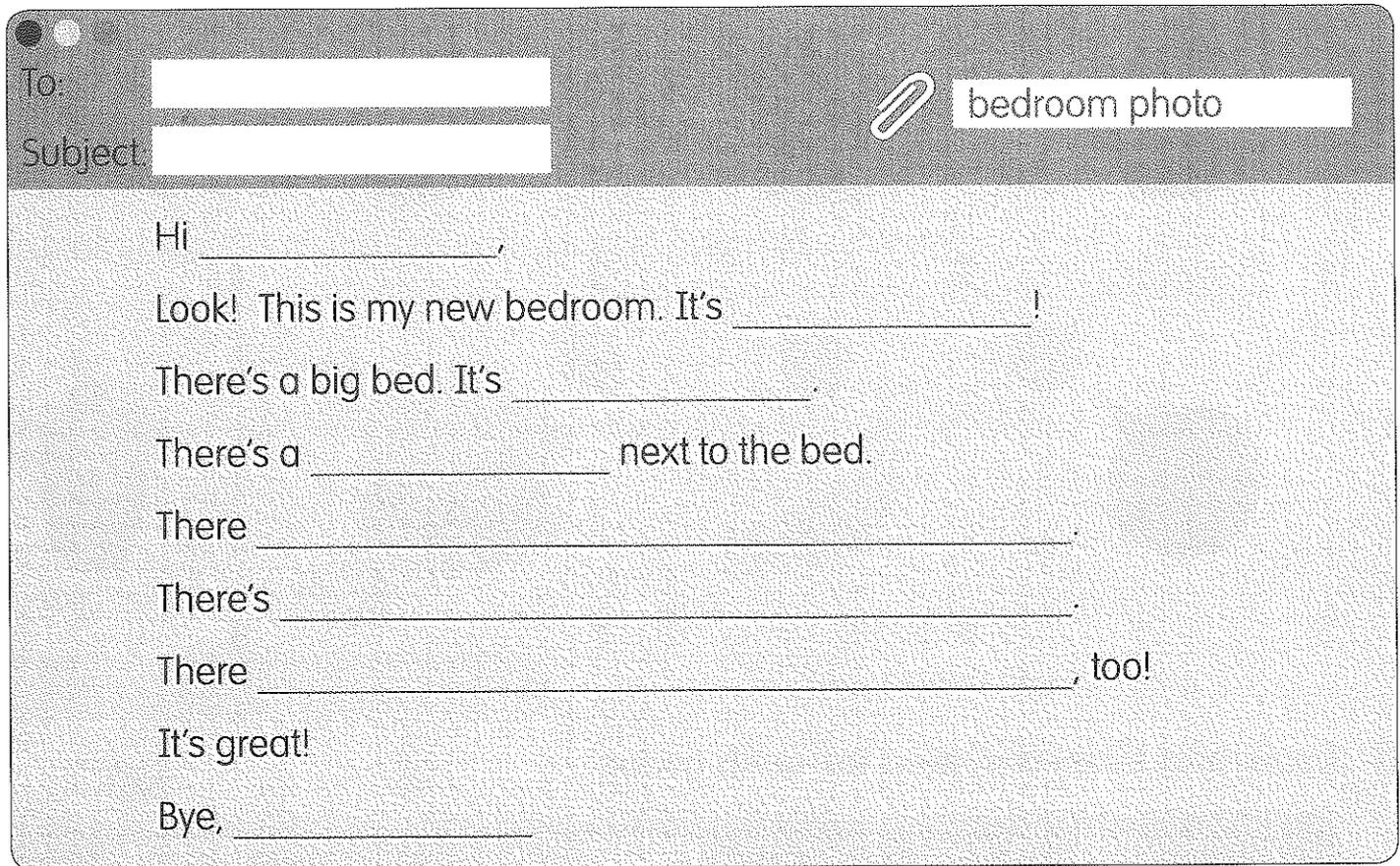
3  Read and answer about your new bedroom.

- 1 What colour is the bed? \_\_\_\_\_
- 2 Have you got a desk? \_\_\_\_\_
- 3 Have you got a toy cupboard? \_\_\_\_\_
- 4 How many chairs are there? \_\_\_\_\_
- 5 What's next to the bed? \_\_\_\_\_
- 6 How many windows are there? \_\_\_\_\_
- 7 Have you got a clock? \_\_\_\_\_
- 8 How many wardrobes are there? \_\_\_\_\_
- 9 Have you got a slide? \_\_\_\_\_
- 10 Where is the lamp? \_\_\_\_\_

4  Draw your new bedroom.



5  Complete your email.



To: \_\_\_\_\_

Subject: \_\_\_\_\_

 bedroom photo

Hi \_\_\_\_\_,

Look! This is my new bedroom. It's \_\_\_\_\_!

There's a big bed. It's \_\_\_\_\_.

There's a \_\_\_\_\_ next to the bed.

There \_\_\_\_\_.

There's \_\_\_\_\_.

There \_\_\_\_\_, too!

It's great!

Bye, \_\_\_\_\_.

6  Check your work. Tick (✓).

- how to start and end an email
- spelling



## Lesson 2 Grammar time

1 Remember your Pupil's Book page 126. Look and match.

1 I like pears.

2 I like pears, too.

3 I don't like carrots.

4 I like bananas.

5 I don't like bananas.

6 We like cakes!



Sara



Tom

2 Read and draw. Use 😊 for *like* and ☹️ for *don't like*.

I like bananas, apples and mangoes.

I don't like pears. I don't like carrots and I don't like onions.

					
😊					

3 Look, read and circle.

😊	☹️
	
	
	
	

1 I like / don't like burgers.

2 I like / don't like nuts.

3 I like / don't like oranges.

4 I like / don't like onions.

5 I like / don't like cakes.

6 I like / don't like carrots.

## Lesson 3 Grammar focus

### 1 Read and complete. Use *like* or *don't like*.



Mmm. I <sup>1</sup> like  
bananas. Try a banana, Anna.



No, thank you.  
I <sup>2</sup> \_\_\_\_\_ bananas.



OK. You can have a cake.



Yes, please.  
I <sup>3</sup> \_\_\_\_\_ cakes.



Yes. I <sup>4</sup> \_\_\_\_\_  
cakes, too. But I  
<sup>5</sup> \_\_\_\_\_ carrot  
cake. I <sup>6</sup> \_\_\_\_\_  
chocolate cake.

### 2 Draw three foods you like and three foods you don't like.

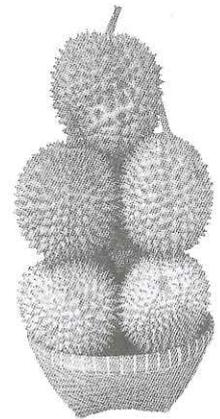
### 3 Now complete the sentences.

- 1 I \_\_\_\_\_.
- 2 I \_\_\_\_\_.
- 3 I \_\_\_\_\_.
- 4 I \_\_\_\_\_.
- 5 I \_\_\_\_\_.
- 6 I \_\_\_\_\_.

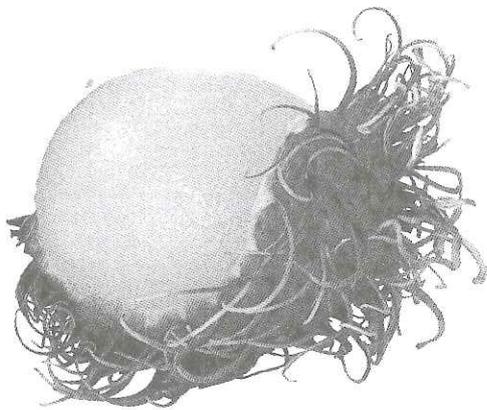
**1 Remember your Pupil's Book pages 128–129. Read and tick (✓) or cross (x).**

- 1 Durians are small and black.
- 2 Durians are not healthy.
- 3 A durian has got a good smell.
- 4 In some countries you can't take durians on the bus.
- 5 You can eat durian ice cream.
- 6 Durian trees are not very tall.

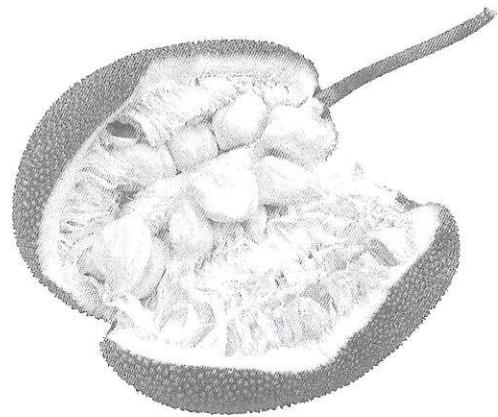
x



**2 Look, read and write F for Fact and O for Opinion.**



Look at this fruit! It's a rambutan.  
It's a small and red fruit.  
Rambutans look funny. I think  
the smell is OK and I like the  
taste. They're amazing! They're  
healthy, too.



This is a jackfruit. Jackfruits are big  
fruits and they're green or yellow.  
Jackfruit trees are very tall. I think  
jackfruits have got a bad smell, but I  
like the taste. I like jackfruit ice cream.  
It's yummy! My friends like it too!

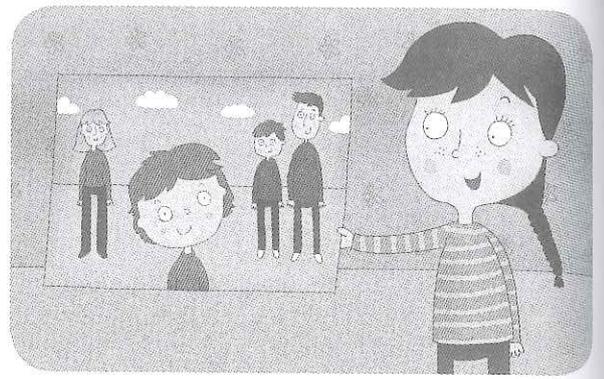
- 1 A rambutan is small and red.   F
- 2 I like the taste.
- 3 Jackfruit trees are tall.

- 4 Rambutans are amazing.
- 5 Jackfruits are green or yellow.
- 6 Jackfruit ice cream is yummy.

# Lesson 5 Sounds and letters

1 Say the chant. **Circle** the *th* sounds.

Who's **th**is? This is my brother.  
 Who's that? That's my father.  
 Who's that? That's my other brother.  
 Who's over there? That's my mother.



2 Write the plural form of the words in the correct group.

man tomato **apple** pear child mango banana foot

-s	-es	special spelling
<u>apples</u>	_____	_____
_____	_____	_____
_____	_____	_____

3 **CE:YL** Look and read. Put a tick (✓) or a cross (x) in the box.  
 There is one example.



This is my brother.



I like carrots.

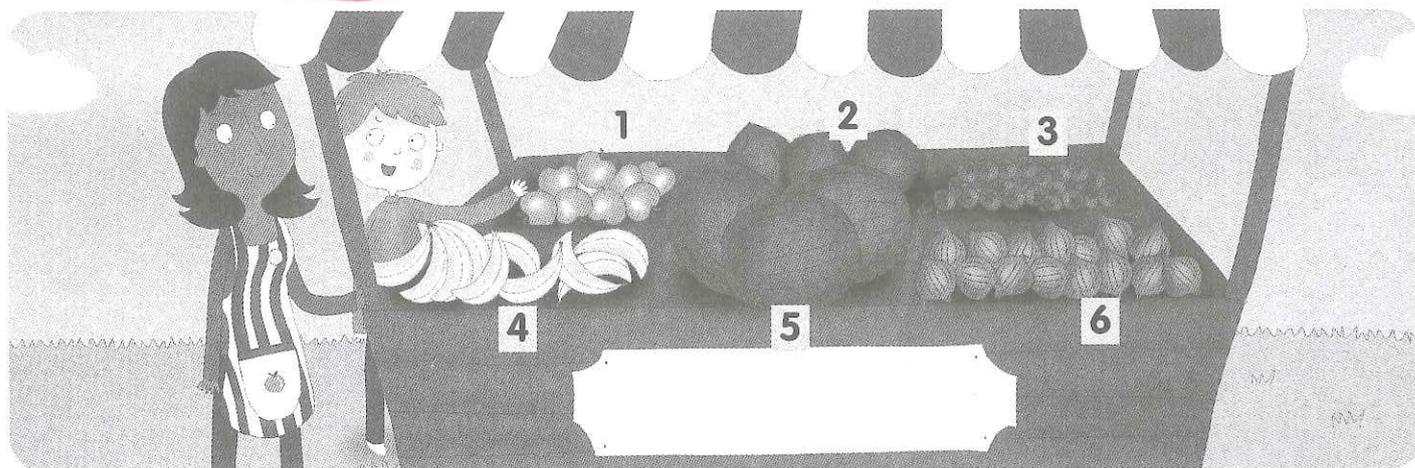


That isn't my mother.



I like burgers.

1 Look, read and **circle**.



- 1 What are **these** / **those**? **These** / **Those** are apples.
- 2 What are **these** / **those**? **These** / **Those** are coconuts.
- 3 What are **these** / **those**? **These** / **Those** are tomatoes.
- 4 What are **these** / **those**? **These** / **Those** are bananas.
- 5 What are **these** / **those**? **These** / **Those** are melons.
- 6 What are **these** / **those**? **These** / **Those** are onions.

2 Read and complete.

These      those      are      ~~What~~      don't

 Look, Anna!  
1 What are these?

 2 \_\_\_\_\_ are pears.

 I <sup>3</sup> \_\_\_\_\_ like pears. How about you?

 I like pears!

 And what are  
4 \_\_\_\_\_ over there?

 Those <sup>5</sup> \_\_\_\_\_ mangoes.

 Really? I like mangoes.  
How about you?

 I like mangoes, too.

# Lesson 7 Functional language

## 1 What do you like? Write and choose.

nice      OK      horrible

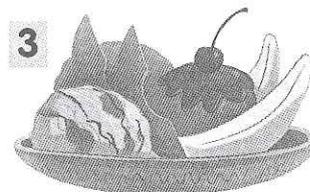
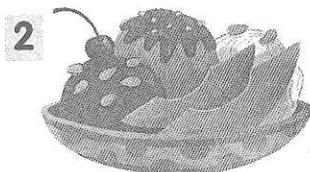
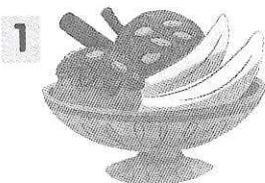
- 1   Bananas are \_\_\_\_\_.
- 2   \_\_\_\_\_
- 3   \_\_\_\_\_
- 4   \_\_\_\_\_
- 5   \_\_\_\_\_

## 2 Read and complete.

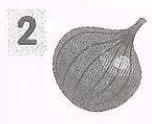
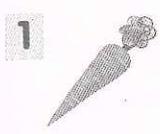
nice      What's this      like      Let's      Try it

- 1  Let's \_\_\_\_\_ make an ice cream sundae.
- 2  Oh, yes. \_\_\_\_\_ ?
- 3  It's a mango.
- 4  I don't \_\_\_\_\_ mangoes.
- 5  \_\_\_\_\_ !
- 6  It's nice.
- 7  OK. Ice cream, mangoes, nuts ... It's an ice cream sundae.
- 8  It's very \_\_\_\_\_ !

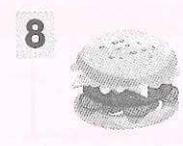
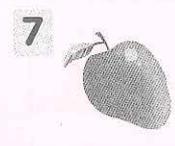
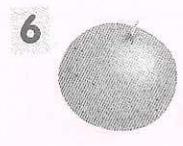
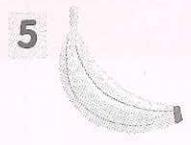
## 3 Read again and circle the correct picture.



## 1 Look and complete.



3		1	c				
5			a				8
			r				
4			r		7		
			6				
			o				
			t				
	2						

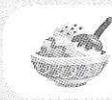


## 2 Read. Choose and write a word from the box. There is one example.

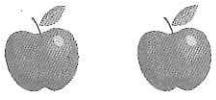
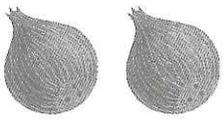
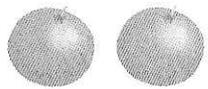
Hello, I'm Carla. I'm from Mexico.

This is a photo from my country. What are these? These are coconuts. Coconuts grow on coconut trees. There are lots of coconut trees in my country. They're very big and very 1 \_\_\_\_\_. I can't 2 \_\_\_\_\_ coconut trees. I like the 3 \_\_\_\_\_ of coconuts. They're yummy. You can eat them in 4 \_\_\_\_\_ or in cakes. They haven't got a 5 \_\_\_\_\_ like some fruit. They're my favourite food!



 coconuts	 small	 taste	 bad smell
 ice cream	 climb	 tall	 jump

1 Look and write sentences. Use *but*.

😊	☹️
	
	
	
	

I like apples but I don't like melons.

---



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---



---

2  Complete with food you like or don't like.

1 I like \_\_\_\_\_.

5 I like \_\_\_\_\_.

2 I don't like \_\_\_\_\_.

6 I don't like \_\_\_\_\_.

3 I like \_\_\_\_\_.

7 I like \_\_\_\_\_.

4 I don't like \_\_\_\_\_.

8 I don't like \_\_\_\_\_.

3 Rewrite the sentences from Activity 2. Use *but*.

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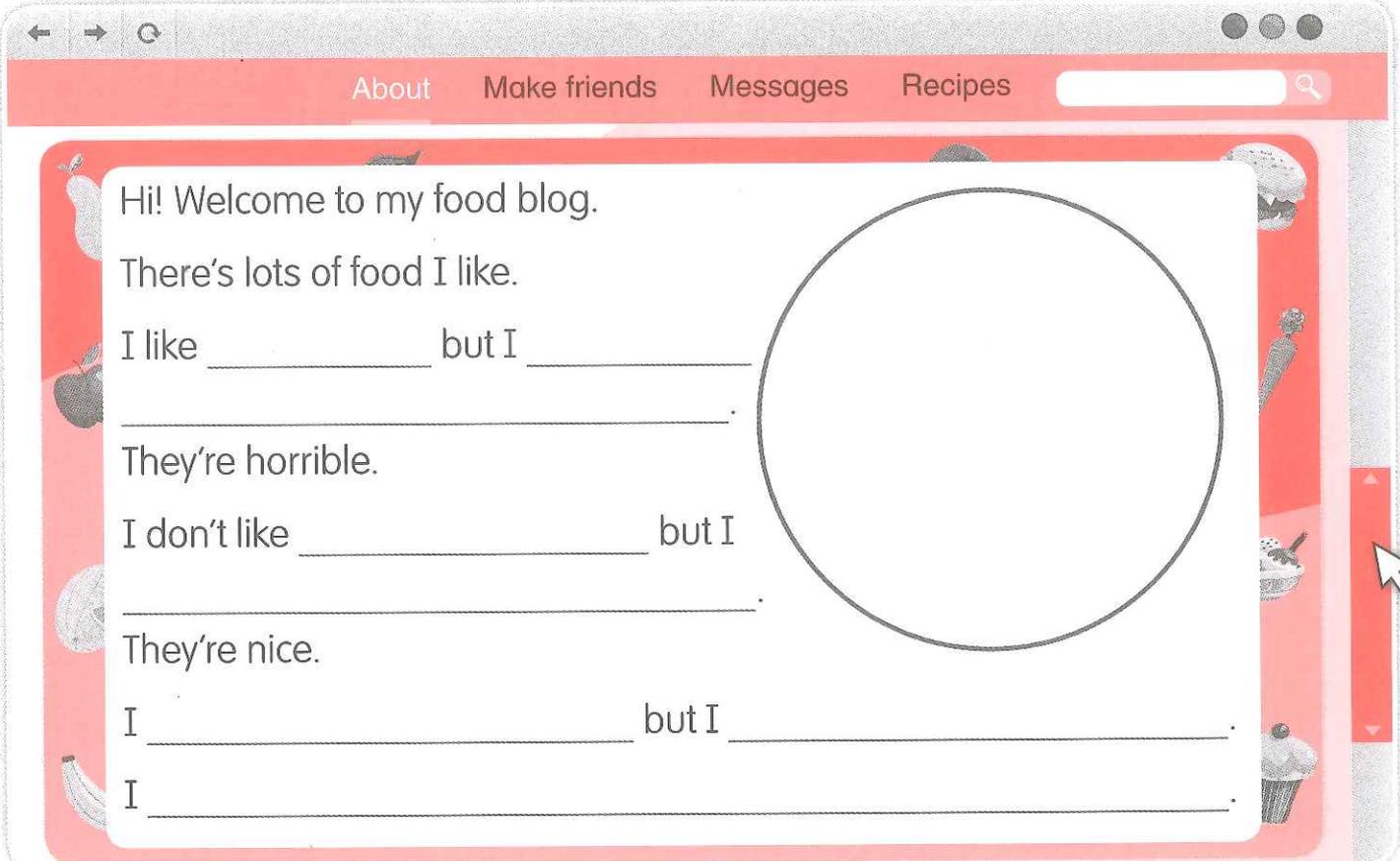


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4  Plan your food blog. Write the food you like and don't like.

Nice	OK	Horrible
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5  Complete your blog with the food from Activity 4.



← → ↻

About Make friends Messages Recipes

Hi! Welcome to my food blog.

There's lots of food I like.

I like \_\_\_\_\_ but I \_\_\_\_\_

\_\_\_\_\_

They're horrible.

I don't like \_\_\_\_\_ but I \_\_\_\_\_

\_\_\_\_\_

They're nice.

I \_\_\_\_\_ but I \_\_\_\_\_

I \_\_\_\_\_

I \_\_\_\_\_

6  Draw your favourite food.

7  Check your work. Tick (✓).

- *but* to join two different ideas
- plurals
- spelling

# End-of-year review

## Vocabulary

### 1 Look and complete the words.



1 s andpit



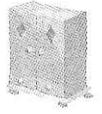
2 b \_\_\_\_\_



3 h \_\_\_\_\_



4 m \_\_\_\_\_



5 w \_\_\_\_\_



6 s \_\_\_\_\_



7 c \_\_\_\_\_



8 j \_\_\_\_\_



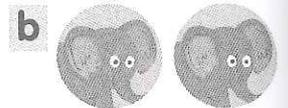
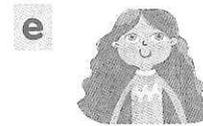
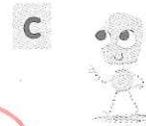
9 t \_\_\_\_\_



10 l \_\_\_\_\_

### 2 Read and match.

- 1 That's my sister.
- 2 He's happy.
- 3 It isn't big. It's small.
- 4 There are two books.
- 5 They've got big ears.
- 6 He can kick a ball.

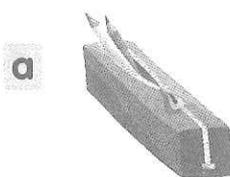


### 3 Circle the different word.

- |          |          |          |             |
|----------|----------|----------|-------------|
| 1 rubber | ruler    | pencil   | <u>lamp</u> |
| 2 hungry | grey     | thirsty  | tired       |
| 3 circus | seesaw   | slide    | swing       |
| 4 eyes   | ears     | feet     | long        |
| 5 desk   | cupboard | wardrobe | bedroom     |
| 6 burger | like     | cake     | ice cream   |

**1 Read and circle.**

- 1 The pencils are **in** / **under** the pencil case.
- 2 It's **a** / **an** onion.
- 3 He isn't cold. He's / **are** hot.
- 4 I've / 's got blonde hair.
- 5 No, he **hasn't** / **haven't** got a jacket.
- 6 There **is** / **are** two beds in the bedroom.



**2 Read and match.**

- |                               |   |
|-------------------------------|---|
| 1 Where are the paintbrushes? | <b>a</b> That's Emma.                                 |
| 2 Have you got a cat?         | <b>b</b> They're in the box.                          |
| 3 What are you wearing?       | <b>c</b> Those are melons.                            |
| 4 Who's that?                 | <b>d</b> No, he hasn't.                               |
| 5 Has he got a clock?         | <b>e</b> Yes, I have.                                 |
| 6 What are those?             | <b>f</b> I'm wearing blue trousers and a red T-shirt. |

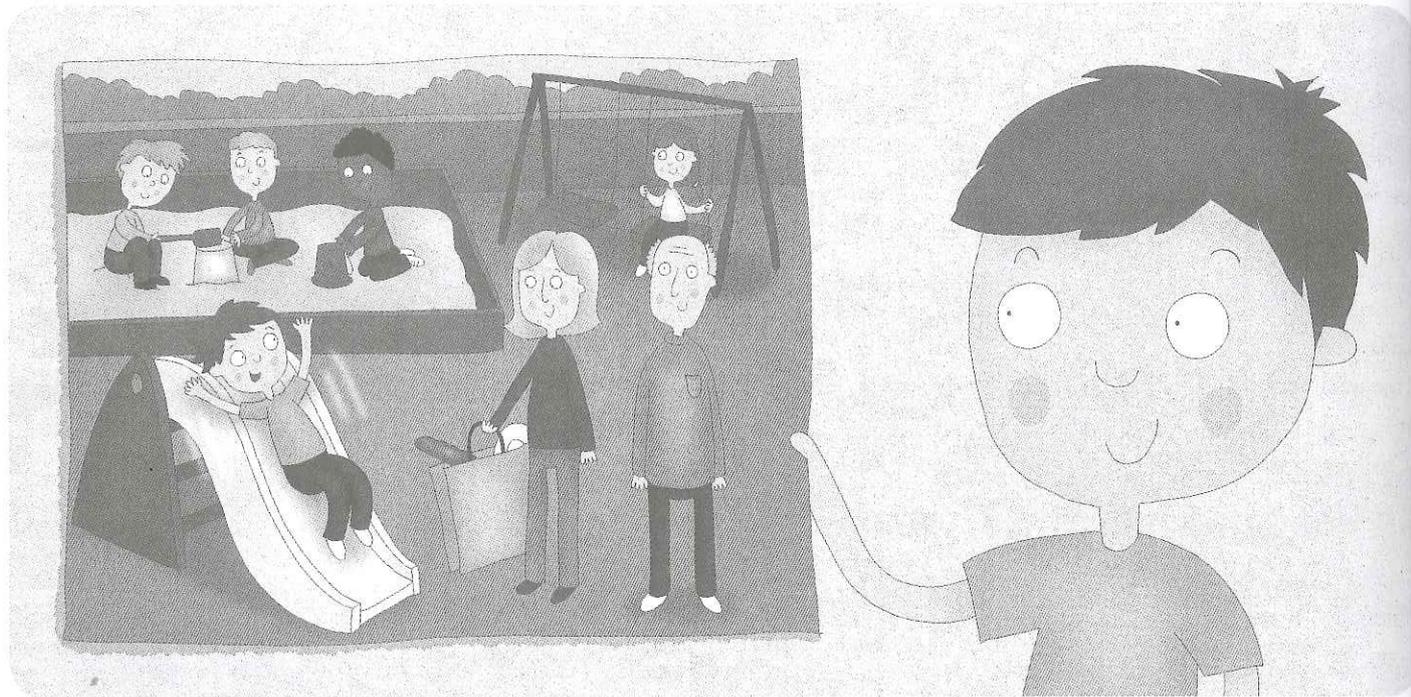
**3 Read and complete.**

's      isn't      can      ~~ve~~      hasn't      Are

- 1 I **'ve** \_\_\_\_\_ got blonde hair.
- 2 Is the pen blue? No, it \_\_\_\_\_.
- 3 Can you hear the teacher? Yes, I \_\_\_\_\_.
- 4 \_\_\_\_\_ you tired? No, we're not.
- 5 Has he got a ruler? No, he \_\_\_\_\_.
- 6 There \_\_\_\_\_ a book on the desk.

## Reading

1  Look and read. Write **yes** or **no**. There is one example.



I'm on the seesaw. no

1 My sister is on the swing. \_\_\_\_\_

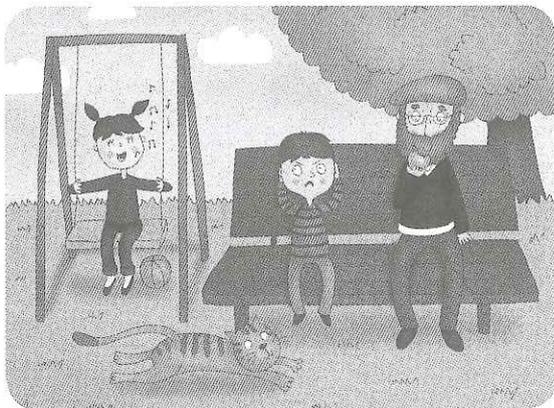
2 I'm wearing a T-shirt. \_\_\_\_\_

3 There are three children in the sandpit. \_\_\_\_\_

4 My mum has got an umbrella. \_\_\_\_\_

5 My grandpa hasn't got a hat. \_\_\_\_\_

2 Look, read and **circle**.



1 The boy is / **isn't** happy.

2 The cat has got a **long** / **short** tail.

3 The girl **can** / **can't** sing.

4 The man **has** / **hasn't** got a hat.

5 The ball is **on** / **under** the swing.

## Reading and writing

### 1 Read and complete.

small legs grey tail cats run

Look! This is my kitten. It's small and cute. I like <sup>1</sup> \_\_\_\_\_ but I don't like dogs.

My kitten is <sup>2</sup> \_\_\_\_\_ and white.

It's got short <sup>3</sup> \_\_\_\_\_ and a long

<sup>4</sup> \_\_\_\_\_. It can't swim but it can

<sup>5</sup> \_\_\_\_\_ fast.



### 2 Write an email to a new friend.

- 1 What's your name?
- 2 How old are you?
- 3 Write about your hair and eyes.
- 4 What are you wearing today?
- 5 What food do you like?
- 6 What food don't you like?

To: \_\_\_\_\_

Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3 Check your work. Tick (✓).

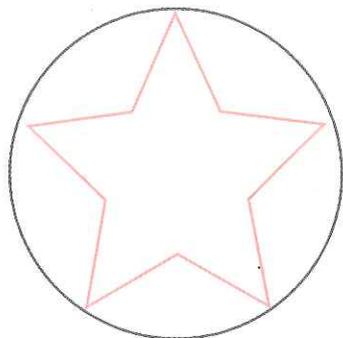
My work is:

- OK
- good
- brilliant

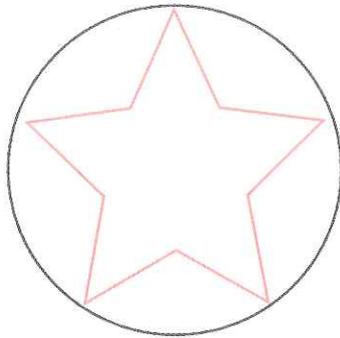
# My progress

## Welcome unit *I can ...*

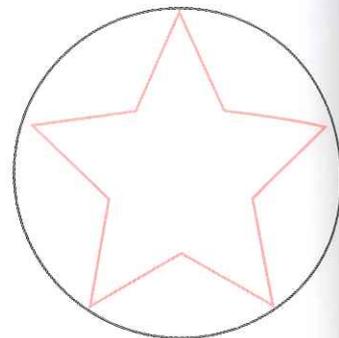
say alphabet sounds



say 5 colours

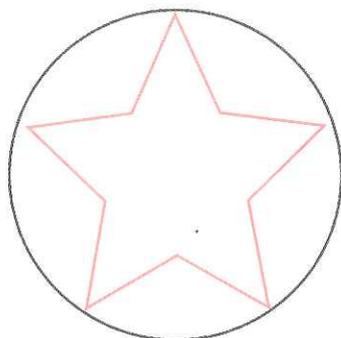


count to 10

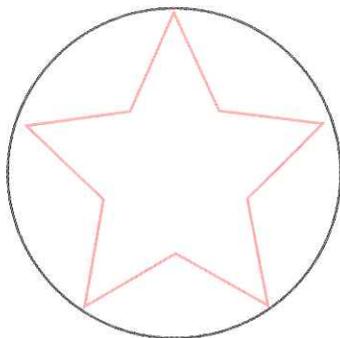


## Units 1 and 2 *I can ...*

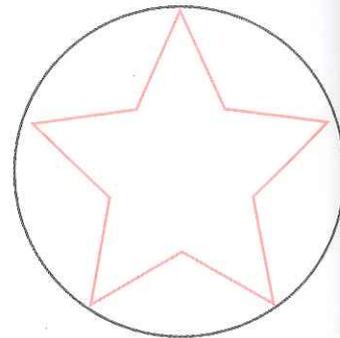
say 6 new words



recognise *a* and *e*

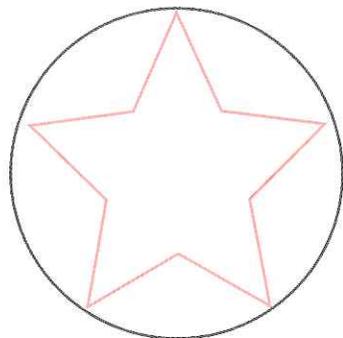


talk about me / school things

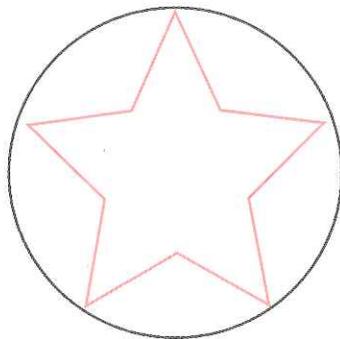


## Units 3 and 4 *I can ...*

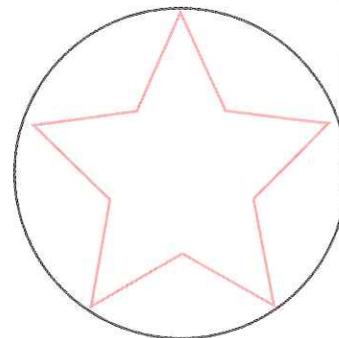
say 6 new words



recognise *i* and *o*



talk about family / feelings

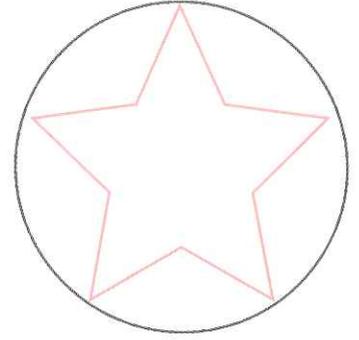
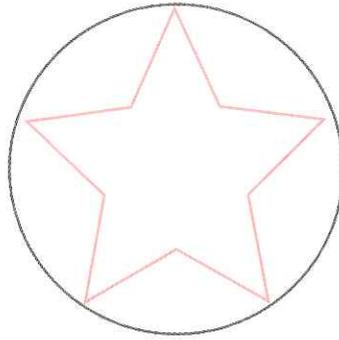
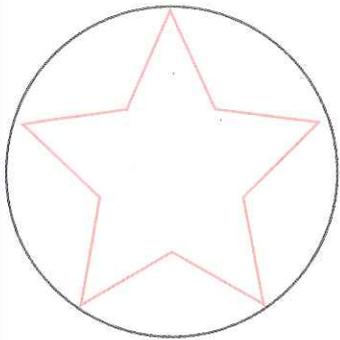


**Units 5 and 6** *I can ...*

say 6 new words

recognise *u* and *sh*

talk about  
actions / play things

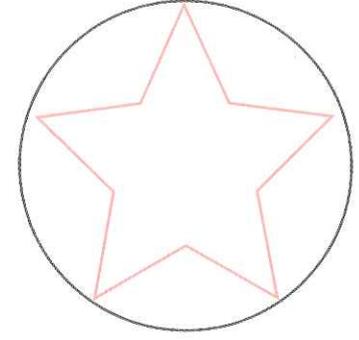
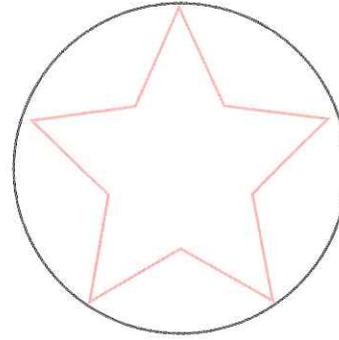
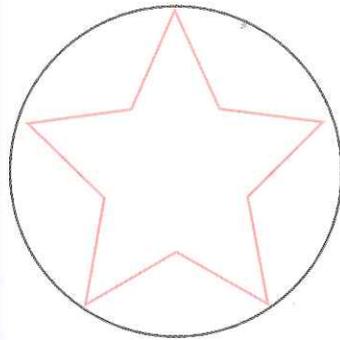


**Units 7 and 8** *I can ...*

say 6 new words

recognise *ch* and soft *th*

talk about parts of  
the body / clothes

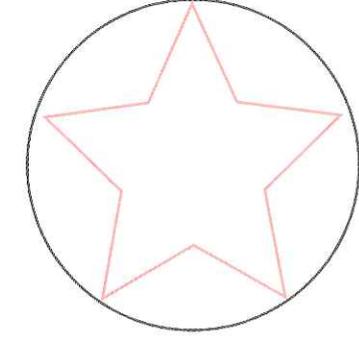
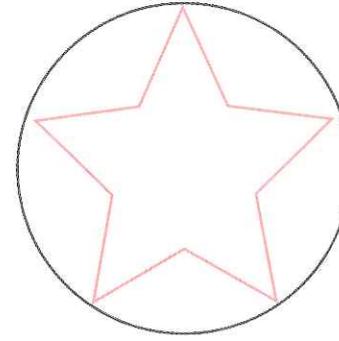
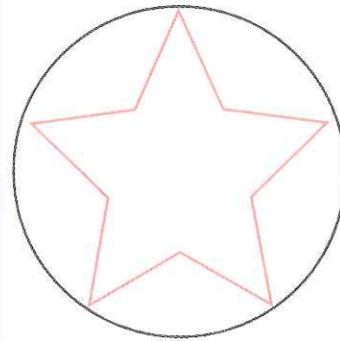


**Units 9 and 10** *I can ...*

say 6 new words

recognise *ck* and hard *th*

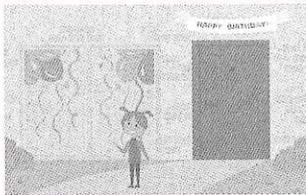
talk about furniture / food



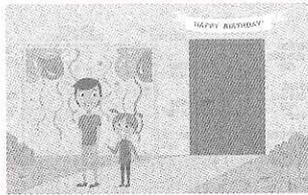
# Grammar reference

## Unit 1

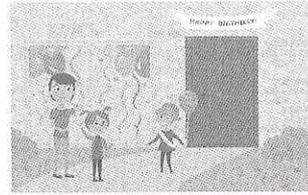
**to be (I / he / she)** (Pupil's Book page 13)



I'm Beth.  
I'm = I am



He's tall.  
He's = He is



She's six  
She's = She is

**What / How old?, to be answers** (Pupil's Book page 17)

What's your name?

My name is Sasha.

How old are you?

I'm seven.

What's = What is

I'm = I am



### 1 Read and circle.

1 Hello. I'm / is Alex.

2 This is my friend, Sara. He's / She's six.

3 My friend Alex is tall. He's / She's funny, too.

4 My name is Tom. What's my / your name?

5 How old are / is you?

6 I's / 'm seven.



a / an (Pupil's Book page 23)

What's this?

It's a pen.

It's an umbrella.

What's = What is

It's = It is



to be questions and short answers (Pupil's Book page 27)

What is it?

Is it blue?

No, it isn't.

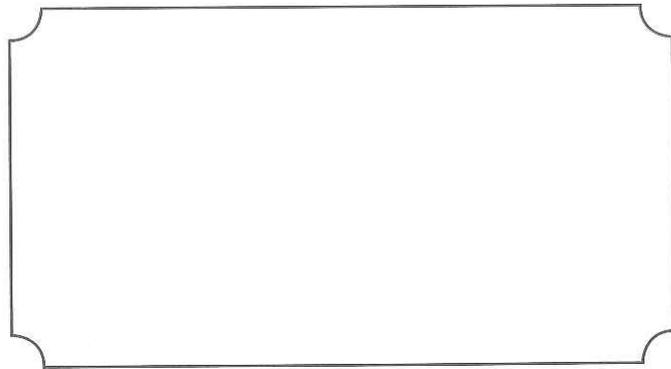
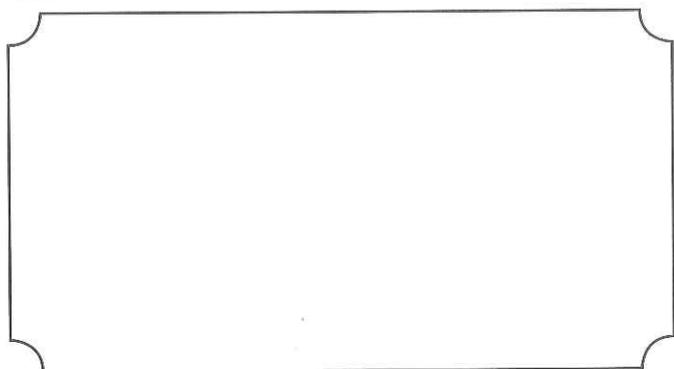
Is it an apple?

Yes, it is.

It isn't = It is not



1 Draw two school things and complete.



1 What is it? Is it red?

No, **it isn't**.

\_\_\_\_\_ it a \_\_\_\_\_?

Yes, \_\_\_\_\_.

2 What is it? Is it red?

No, \_\_\_\_\_.

\_\_\_\_\_ it a \_\_\_\_\_?

Yes, \_\_\_\_\_.

## Unit 3

*this / that my / your* (Pupil's Book page 35)

**This** is **my** grandma.      **That's** **your** grandma.

That's = That is

*Who's this / that?, his / her* (Pupil's Book page 39)

Who's **this**?      **She's** my sister.

**Her** name is Sally.      **This** is **her** fish.

Who's **that**?      **He's** my friend.

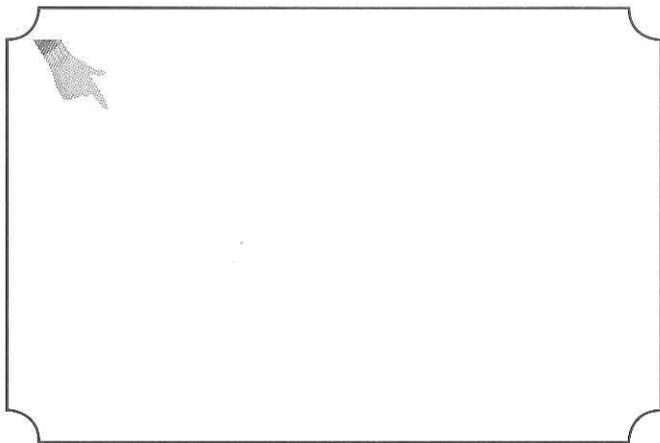
**His** name is Jim.      **That's** **his** tiger.

Who's = Who is

She's = She is      He's = He is



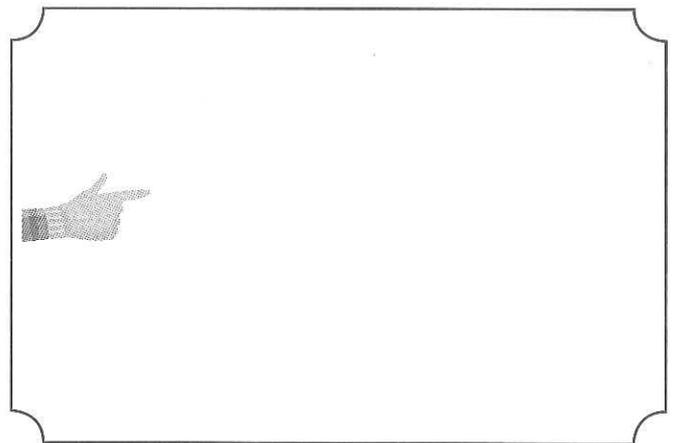
**1**  Draw a girl and a boy. Then complete.



**1** Who's this?

She's \_\_\_\_\_.

\_\_\_\_\_ name is \_\_\_\_\_.



**2** Who's \_\_\_\_\_?

He's \_\_\_\_\_.

\_\_\_\_\_ name is \_\_\_\_\_.

to be (Pupil's Book page 49)

I'm hungry. I'm **not** hungry.

She's happy. She **isn't** happy.

They're sad. They **aren't** sad.

isn't = is **not**    aren't = are **not**    They're = They **are**

to be questions and short answers (Pupil's Book page 53)

Are you hungry? No, I'm **not**.

Yes, I **am**.

I'm **not** = I **am not**



1 Look and complete.



✓ 1 I 'm \_\_\_\_\_ happy.



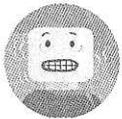
✗ 2 I \_\_\_\_\_ hungry.



✓ 3 She \_\_\_\_\_ tired.



✗ 4 They \_\_\_\_\_ thirsty.



✓ 5 Are you cold? Yes, I \_\_\_\_\_.



✗ 6 \_\_\_\_\_ you sad? No, I \_\_\_\_\_.

can / can't for ability (Pupil's Book page 61)

I **can** swim.

I **can't** swim.

He **can** climb.

She **can't** climb.

We **can** sing.

They **can't** sing.

can't = cannot

can questions and short answers (Pupil's Book page 65)

Can you see the sun? No, I **can't**.

Can you see a spider? Yes, I **can**.



- 1 Complete the chart. Tick (✓) or cross (x) for you and for a friend. Then answer the questions.

	 run	 climb	 ride a horse
<b>Me</b>			
<b>friend</b>			

- 1 Can you run? \_\_\_\_\_
- 2 Can you climb? \_\_\_\_\_
- 3 Can you ride a horse? \_\_\_\_\_
- 4 My friend can \_\_\_\_\_.
- 5 My friend can't \_\_\_\_\_.

## Unit 6

### Prepositions of place (Pupil's Book page 75)

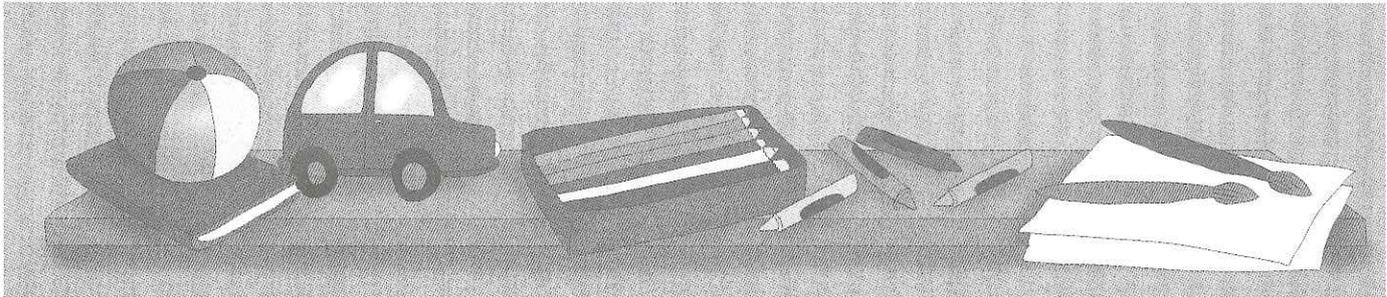
Where's my car?                      Where's my kite?  
It's **on** the seesaw.                It's **next to** the swing.  
Where's = Where **is**                It's = It **is**

### Where's / Where are ...?, It's / They're ... (Pupil's Book page 79)

Where **are** the paintbrushes?      They're in the box.  
Where's the orange paint?  
It's next to the pencils.



isn't = is **not**                      aren't = are **not**                      They're = They **are**



#### 1 Look and circle.

- 1 Where's the book? It's **on** / **under** the ball.
- 2 Where's the car? It's **under** / **next to** the ball.
- 3 Where are the pencils? They're **in** / **on** the box.
- 4 Where's / **are** the paintbrushes? They're on the paper.
- 5 Where are the crayons? **It's** / **They're** next to the box.

## Unit 7

### have got (I / they) (Pupil's Book page 87)

I've got two legs.

They've got four legs.

I haven't got ears.

They haven't got ears.

Where's = Where is

It's = It is

### have got questions and short answers (Pupil's Book page 91)

Have you got long hair? Yes, I have.

No, I haven't.



I haven't = I have not

#### 1 Complete for you.

1 I \_\_\_\_\_ brown eyes.

2 I \_\_\_\_\_ blue eyes.

3 I \_\_\_\_\_ two legs.

4 I \_\_\_\_\_ three legs.

5 Have you got long hair? \_\_\_\_\_

6 Have you got short hair? \_\_\_\_\_

7 \_\_\_\_\_ you got blonde hair? \_\_\_\_\_

8 Have you \_\_\_\_\_ brown hair? \_\_\_\_\_

9 \_\_\_\_\_ you \_\_\_\_\_ black hair? \_\_\_\_\_

have got (I / they) (Pupil's Book page 101)

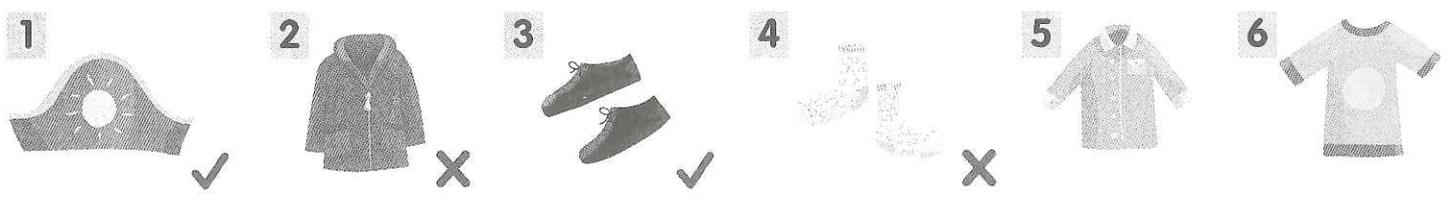
He's got a hat.                      He hasn't got a jacket.  
 She's got a jacket.                She hasn't got a hat.  
 He's got = He has got      She's got = She has got

Present continuous questions and short answers (Pupil's Book page 105)

What are you wearing?  
 I'm wearing a white shirt and black trousers.  
 I'm = I am



1 Complete for Sam.



1 He 's \_\_\_\_\_ got a hat.

2 He \_\_\_\_\_ got a jacket.

3 \_\_\_\_\_ shoes.

4 \_\_\_\_\_ socks.

5 What \_\_\_\_\_ you wearing, Sam? I \_\_\_\_\_ wearing a shirt.

6 What \_\_\_\_\_ you \_\_\_\_\_, Sam? I \_\_\_\_\_ a T-shirt.

*there is / there are* (Pupil's Book page 113)

How many beds are there?

**There's** one bed.                      **There are** two beds.

There's = There is

*have got questions and short answers* (Pupil's Book page 117)

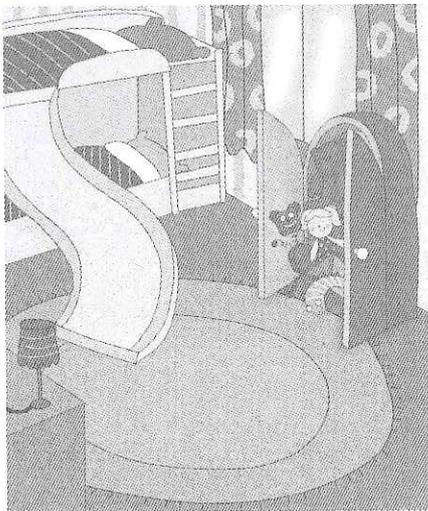
**Has** he **got** a slide?

Yes, he **has**.                              No, he **hasn't**.

He has'nt = He has **not**



**1** Write the words in order to make questions. Then look and write answers.



1 many / there / are / How / beds

How many beds are there ? \_\_\_\_\_

2 windows / many / are / How / there

\_\_\_\_\_ ? \_\_\_\_\_

3 got / Has / he / desk / a

\_\_\_\_\_ ? \_\_\_\_\_

4 a / got / Has / slide / he

\_\_\_\_\_ ? \_\_\_\_\_

5 there / many / How / are / lamps

\_\_\_\_\_ ? \_\_\_\_\_

## Present simple + and - (Pupil's Book page 127)

I **like** pears.

I **don't like** carrots.

don't = do not

## these / those (Pupil's Book page 131)

What **are these**?

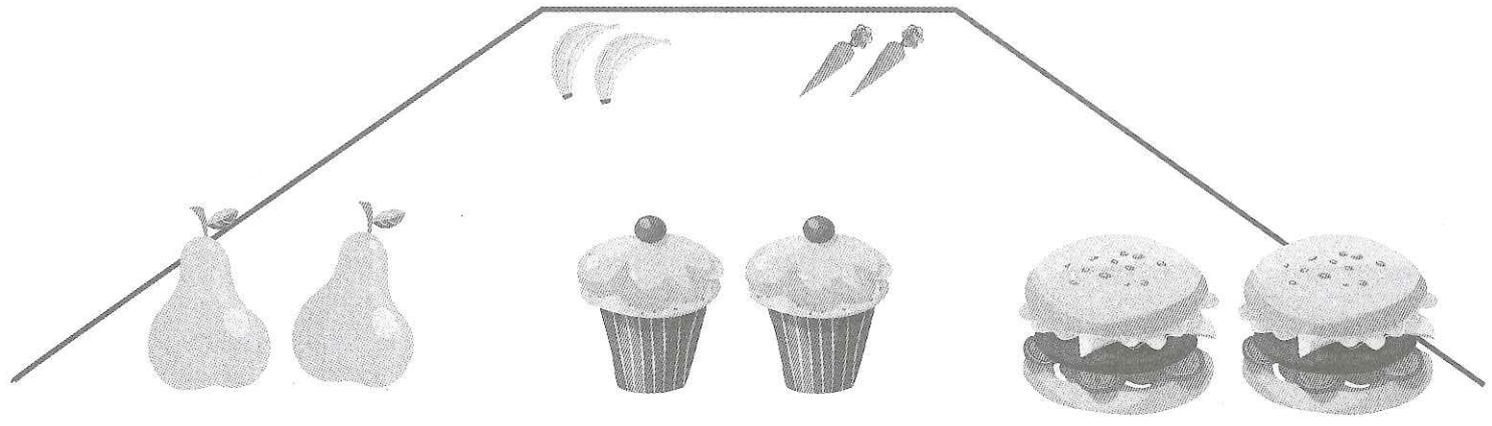
**These are** melons.

What **are those**?

**Those are** coconuts.



1  Look and write **these** or **those**. Then complete for you.  
Use **like** and **don't like**.



- 1 What are these? These are pears. I \_\_\_\_\_.
- 2 Those are bananas. I \_\_\_\_\_.
- 3 What are \_\_\_\_\_? They're cupcakes. I \_\_\_\_\_.
- 4 \_\_\_\_\_ are carrots. I \_\_\_\_\_.
- 5 What are \_\_\_\_\_? These are burgers. I \_\_\_\_\_.

# Phonics word list

## short a

fat cat

hat

mat

van

## short e

bed

pen

red

ten

## short i

big

fig

wig

wind

## short o

dog

frog

hot

log

## short u

jump

mum

run

sun

## sh

she

shiny

shoes

shop

## ch

chair

cherry

child

chocolate

## soft th

thin

think

thirsty

three

## ck

black

clock

duck

sock

## hard th

brother

father

mother

clothes

## Welcome unit

Alphabet  
sounds

Well done!

Colours

Good work!

Numbers

I'm a star!

## Units 1 and 2

New words

I'm a star!

Sounds  
and letters

Good work!

New  
language

Well done!

## Units 3 and 4

New words

Good work!

Sounds  
and letters

Well done!

New  
language

I'm a star!

**Units 5 and 6**

**New words  
Well done!**

**Sounds  
and letters  
I'm a star!**

**New  
language  
Good work!**

**Units 7 and 8**

**New words  
I'm a star!**

**Sounds and  
letters  
Good work!**

**New  
language  
Well done!**

**Units 9 and 10**

**New words  
Good work!**

**Sounds  
and letters  
Well done!**

**New  
language  
I'm a star!**

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