

# Academy Stars 2

Pupil's Book



Kathryn Harper

# Scope and sequence

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

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

# Welcome

1  1.1 Meet the Academy Stars. Listen and point.

LEVEL



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

Hi, I'm Kirsty.

Let's learn about  
sports and activities.

Let's learn more  
vocabulary.

Hello, I'm Eva.

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

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

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



## Lesson 1

## Meet the Academy Stars

2  1.2 Look at the picture and write the names.

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

Henry

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

3  1.3 Listen and circle.

Name: Eva / Kirsty

Age: 7 / 8

Hair:



Eyes:



I can:



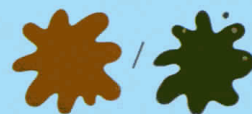
I like:



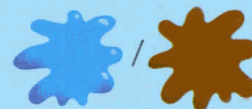
Name: Henry / Owen

Age: 8 / 9

Hair:



Eyes:



I can:



I like:

4   Tell a friend about you.

My name is ...

I've got ...

I like ...

I'm ...

I can ...

## Lesson 2

## Vocabulary

## 1 Look, find and write.

1 Three words beginning with 'b':

ball \_\_\_\_\_

2 Three words beginning with 's':

\_\_\_\_\_

3 Three things to eat:

\_\_\_\_\_

4 Three things to wear:

\_\_\_\_\_

5 Three family members:

\_\_\_\_\_

## 2 Look and write the numbers.

1 Grandma can see eight flowers.

2 There are \_\_\_\_\_ cars in the sandpit.

3 There are \_\_\_\_\_ cakes on the table.

4 Grandpa's got \_\_\_\_\_ bananas.

5 There are \_\_\_\_\_ swings.





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



I can see ...

There's a ...

Mum's got ...

There are ...



# 1

# In the wild

## Animals map



Russia



China



Egypt



India



Australia






## Lesson 1

## Vocabulary

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

bear camel crocodile kangaroo panda wolf Australia India 

- 2 Look at the map. Find the animals in Activity 1.  
Which countries are they from?
- 3  Which animals are from more than one country?  
Which animals are from only one country?
- 4  1.6 Sing and act out. **Be a star!** 

### Zoom around the world

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

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

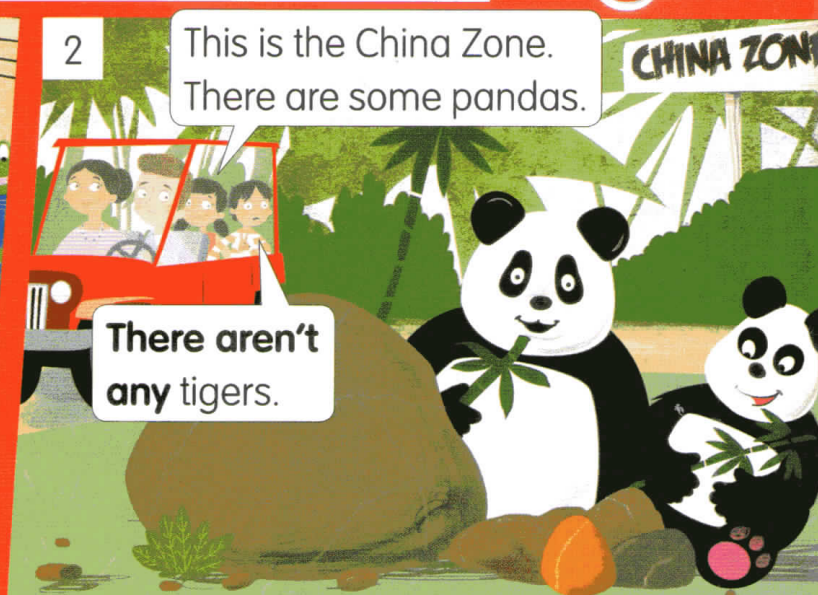
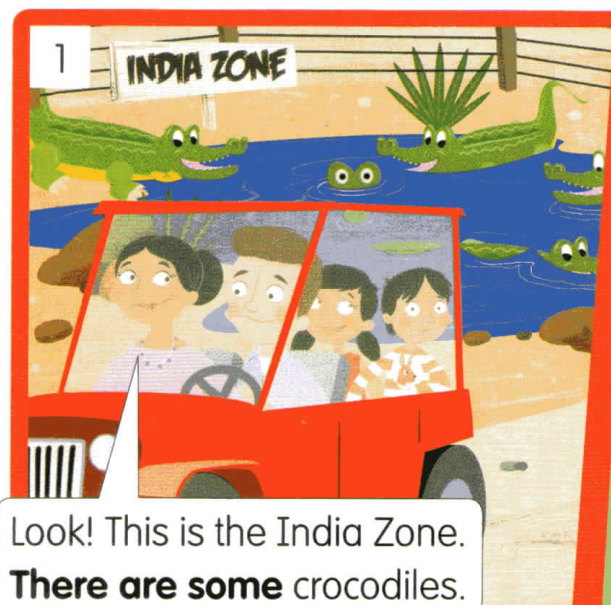
India, Russia, China.  
I can hear wolves and bears.  
And look! I think there's  
A camel over there!

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

## Lesson 2

## Grammar time

The Academy Stars

1  1.7 Listen and read. What animals can they see?2  1.7 Read and match. Listen again and check.

There are some ...

There aren't any ...

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

# Lesson 3 Grammar focus

1  1.8  Look and read.

Graphic

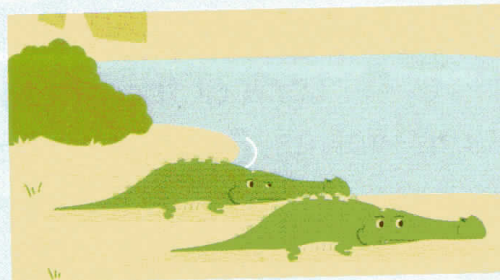
Grammar

There are / aren't + some / any

There are some crocodiles .

There aren't any pandas .

aren't → are not



2 Look and complete the sentences.



1 There are some foxes.

5                                  wolves.

2 There aren't any pandas.

6                                  kangaroos.

3 There                                  crocodiles.

7                                  bears.

4 There                                  camels.

8                                  tigers.

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



There are some crocodiles.



There aren't any wolves.

20

twenty

30

thirty

40

forty

50

fifty

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

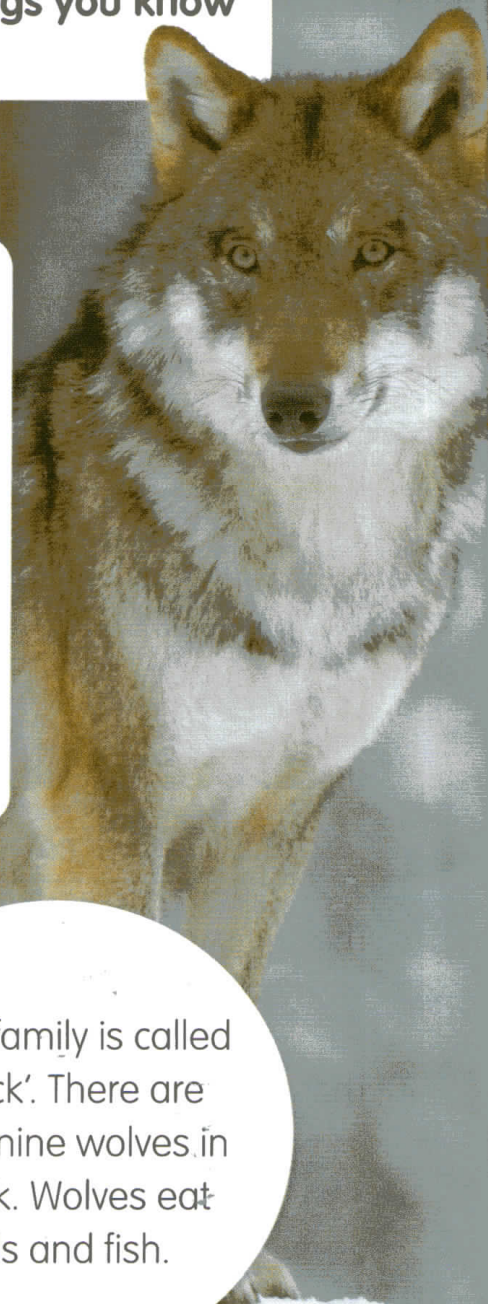
# Wolves

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

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



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



60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred

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



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

## Wolf facts

Colours: grey, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

Teeth: \_\_\_\_\_

Countries with wolves: 60

Can run at: \_\_\_\_\_ kph

Body: \_\_\_\_\_ cm long

Number in a pack: \_\_\_\_\_

Tail: \_\_\_\_\_ cm long

Food: birds, \_\_\_\_\_

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

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

They're scary. ☐

They're beautiful. ☐

They're bad. ☐

## Lesson 5 Sounds and letters

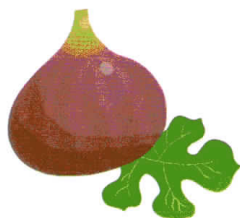
1  1.10 Listen and say. Complete.



cat



p\_n



f\_g



d\_g



c\_b

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

The bl\_a ck c\_\_t is  
Under the r\_\_d b\_\_d.



My m\_\_m has g\_\_t  
A f\_\_nny w\_\_g.



The fr\_\_g and the d\_\_g  
Are on the l\_\_g.



### Learning to learn

Look at the pattern in these words:

thirty forty fiftty sixty seventty

Underline the pattern in these words:

ruler rubber sister brother teacher

## Lesson 6 Language in use

1  1.12  Listen and say.



Are there any **birds**?

Yes, there are!

How many are there?

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

Are there any **flowers**?

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

Are there any **foxes**?

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

Oh, no! Run!

2  Work in pairs. Ask and answer.

Student A



60



30



0

Student B



50



40



0

Student A Are there any **insects**?

Student B Yes, there are!

Student A How many are there?

3   Now it's your turn.

Draw a nature picture. Play a game. **Be a star!** 

## Lesson 7 Listening and speaking

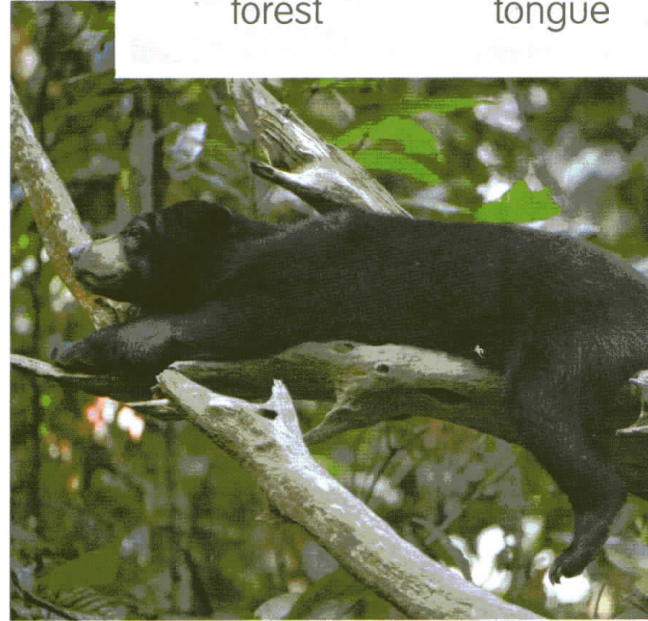
- 1  1.13  Look at the photos.  
What animal is this? Listen and check.



forest







tongue



- 2  1.13 Listen again. Circle the correct words.

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

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

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



### Values

Is it important to respect wild animals?

# Lesson 8 Writing

## 1 Read and follow.

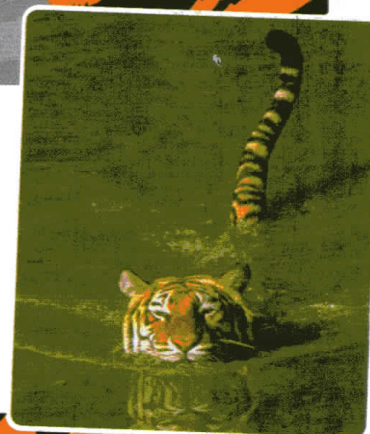
Use **capital letters** at the **beginning** of a sentence and for **countries** (India).

Use a **full stop** (.) at the **end** of a sentence.

## 2 Complete with capital letters and full stops.

### Tigers

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



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

### crocodiles



Australia and India ✓

Russia ✗

green and brown ✓

big teeth ✓

swim, run ✓

This    is    a crocodile.

   are   

There   

Crocodiles   

They   

They

## 2

## My busy week



# Lesson 1 Vocabulary

1  1.15 Look at the calendar. Listen and chant.

2  1.16–1.17 Listen and say. Then listen and number.



do gymnastics ☐



go to school ☐



have a music lesson ☐



play basketball ☐ 1

3  1.18 Look and listen. Point to the activities and days.

4   Look at the picture and think about your week. What activities do you do?

5  1.19 Sing and act out. **Be a star!** 

## Busy days

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

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

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

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

## Lesson 2 Grammar time

# The Academy Stars

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



1 Look! It's Owen and Eva. **They play** basketball on Tuesday.

2 **WEDNESDAY 8**  
I play basketball on Wednesday. **They don't play** basketball. They have a music lesson.

3 **THURSDAY 9**  
I have a music lesson on Thursday. They do gymnastics.

4 Today is Saturday. We don't go to school!  
We play on Saturday! Let's play! Great!

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

1 They play basketball on Wednesday.

2 They have a music lesson on Wednesday.

3 They do gymnastics on Thursday.

4 They play on Saturday.

Kirsty / Henry / Eva / Owen

Kirsty / Henry / Eva / Owen

Kirsty / Henry / Eva / Owen

Kirsty / Henry / Eva / Owen

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

# Lesson 3 Grammar focus

1 1.21 Look and read.

Graphic

Grammar

Present simple (I / we / they)

I play basketball on Wednesday.

I don't play basketball on Tuesday.

They do gymnastics on Thursday.

They don't play basketball.

don't → do not

2 Write in order. Then match.

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

I have a music lesson on Monday.

2 play / Sunday. / on / We

\_\_\_\_\_

3 Friday / do / I / on / gymnastics

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



3 Tell a friend about your busy week.

Be a star!

I do gymnastics on Thursday.



# Lesson 4 Reading

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

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

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

## School days, Saturday, Sunday

School days, school days.

It's time to go to school.

In the classroom there's lots to learn.

In the gym we throw, jump and turn.

School days, school days. ☒ d

School days, school days.

It's time to go to school.

In the classroom we read and write.

In the playground we fly a kite.

School days, school days. ☐

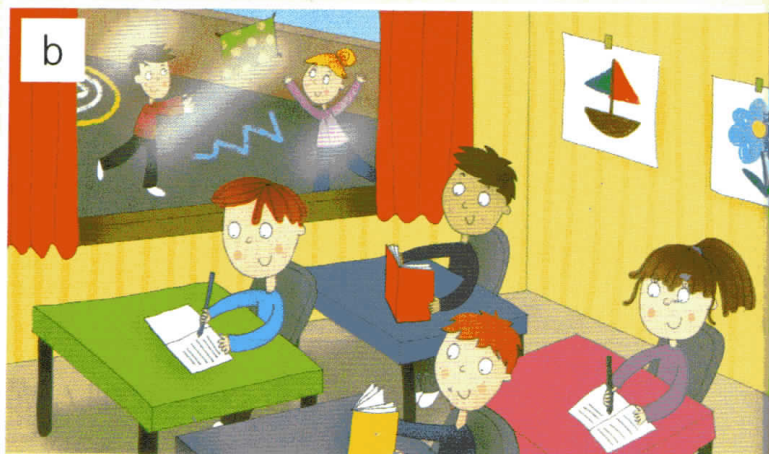
Saturday, Saturday.

We don't go to school!

In the park we play, climb and run.

Saturday is always fun!

Saturday, Saturday. ☐



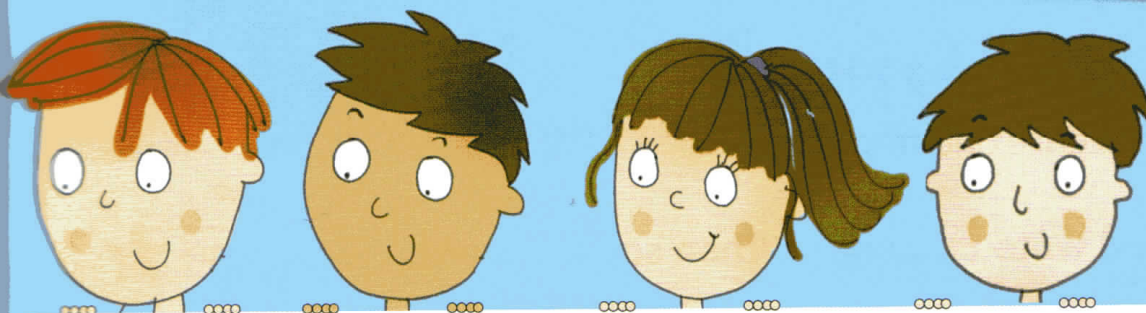
Sunday, Sunday.

We don't have music lessons.

We stay at home and read a book.

We visit grandma and we cook.

Sunday, Sunday. ☐



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

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

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

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



cook



fly a kite



visit



write



cr ab

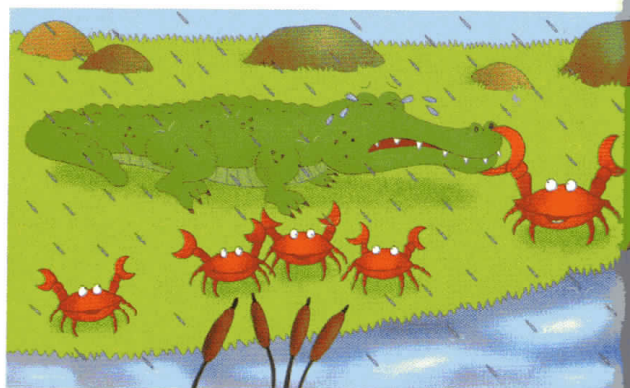


\_\_ink



\_\_\_\_\_andma

The big green crocodile sleeps in the rain.  
Next to the river, five crabs drink again.  
A big crab grabs the crocodile's nose.  
'Ouch!' cries the crocodile and away he goes.



1 draw

2 \_\_\_\_\_ey

3 \_\_\_\_\_ ayon

4 ice eam

5 ess

6 \_\_\_\_\_ and pa

Visualise new words to help you remember them.

Close your eyes.  
Think about a  
safari park.

What can you see?

Make a list. Can you add two words?



crocodile,

bear,

## Lesson 6 Language in use

1  1.26  Listen and say.



football



tennis



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



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

Do you **play tennis**?

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

Do you **read books**?

**Yes, I do.**

OK. Thank you!

2  Work in pairs. Ask and answer.

### Student A





### Student B



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

**Student B** Yes, I do.

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

## Lesson 7 Listening and speaking

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

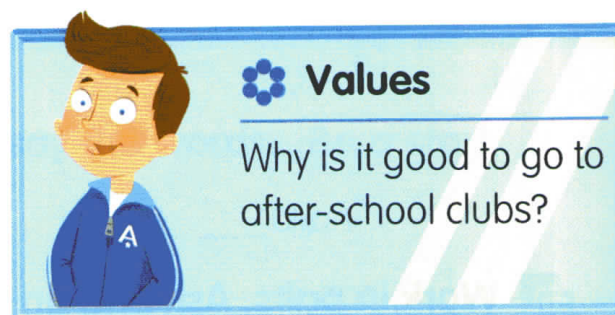
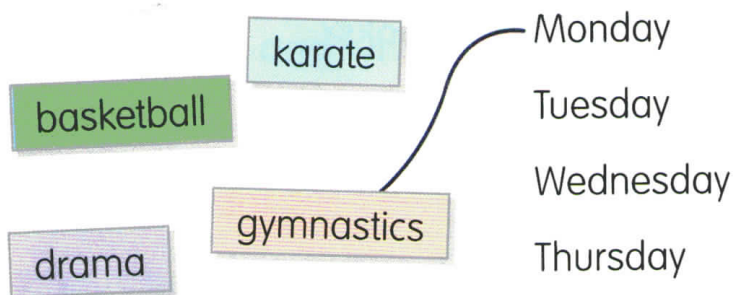


drama



karate

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



### Values

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

- 3 1.28 What time is it? Listen and repeat.



It's one o'clock.



It's seven o'clock.



It's eleven o'clock.

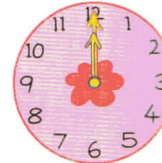
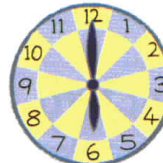
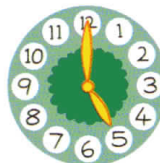
- 4 1.29 Listen and repeat. Then ask and answer.

Be a star! ★

What time is it?

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

Thank you!



## Lesson 8 Writing

### 1 Read and follow.

Use **capital letters**: for **days** of the week: **M**onday, **T**uesday

for names: **E**va, **H**enry

for **I**: **I** like karate.

### 2 Read and correct the mistakes with capital letters.

#### My favourite day

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



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

My name is Will.

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

On \_\_\_\_\_, I \_\_\_\_\_

I \_\_\_\_\_

We \_\_\_\_\_



## Review 1

1  1.30 Look and complete. Then listen and check.



1 pandas: Monday

4 camels: T\_\_ur\_\_ \_\_ay

2 kangaroos: Tu\_\_s\_\_a\_\_

5 crocodiles: F\_\_ \_\_d\_\_y

3 bears: W\_\_ \_\_ne\_\_ \_\_ay

6 wolves: S\_\_t\_\_r\_\_a\_\_

2  Ask and answer about the picture in Activity 1.



Are there any wolves in the zoo?

Yes, there are.

3 Circle the correct words.

1 Do / Are you play basketball?

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

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

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

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

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



1 c a mel

50

2 f if ty



3 cr ab

20

4 tw en ty



5 gran andma



6 dr ess



7 r ub ber



8 cro codile

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



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

Sally

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

\_\_\_\_\_

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

\_\_\_\_\_

3 What time is basketball at on Sunday?

\_\_\_\_\_ o'clock

4 What time is the music lesson at on Friday?

\_\_\_\_\_ o'clock

5 What time is gymnastics at on Monday?

\_\_\_\_\_ o'clock

# Our things



# Lesson 1 Vocabulary

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



camera



computer



glasses



guitar



phone



radio



TV



watch

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

3  Which thing doesn't make a sound?

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

## Blue kangaroo blues

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

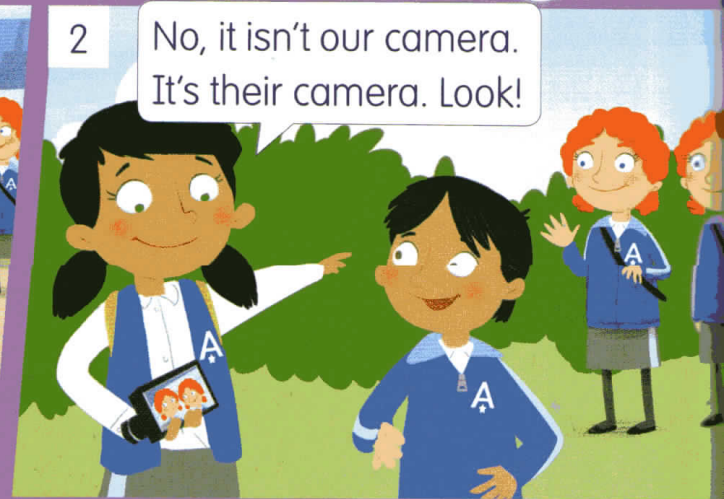
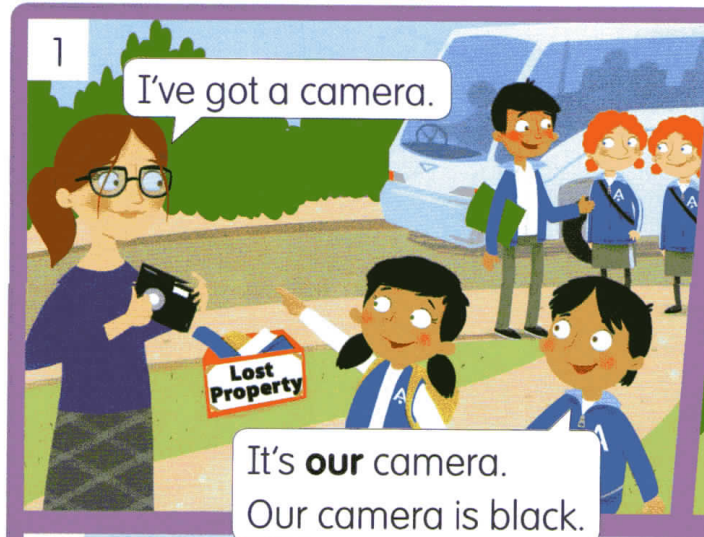
*I've got the blue kangaroo,  
The blue kangaroo blues.  
I don't know what to do.  
I've got the blue kangaroo blues.*

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

# Lesson 2 Grammar time

## The Academy Stars

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



2 1.36 Listen again. Match.



2



3



a



b



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

# Lesson 3 Grammar focus

1 1.37 Look and read.

Graphic

Grammar

Possessive adjectives: *our / their*



It's **our** camera .

**Our** camera is black .



It's **their** phone .

**Their** phone is big .

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

1 Our guitar is green.

Their guitar is blue.

2 \_\_\_\_\_ umbrella is short.

\_\_\_\_\_ umbrella is long.

3 \_\_\_\_\_ radio is red.

\_\_\_\_\_ radio is brown.

4 \_\_\_\_\_ TV is small.

\_\_\_\_\_ TV is big.

5 \_\_\_\_\_ kite is a tiger.

\_\_\_\_\_ kite is a bird.

Kirsty



Henry



Eva



Owen



3 Play a game. Say the names. **Be a star!**



Their umbrella is short.

Eva and Owen.



## Lesson 4

## Reading

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

# Are tablets good for children?

## Tablets in the classroom d

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

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

'But I like books!' says their teacher.

## Tablets for games

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

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

## Tablets for music

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

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



## Tablets for talking ☐

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



3



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

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

F / O

F / O

F / O

F / O

F / O



children



game



tablet

4



**What do you think? Circle.**

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





### Values

How can you use  
a tablet to help you?



talk

## Lesson 5 Sounds and letters

1  1.39 Listen and say. Complete.



bring



   uit



   ousers

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

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



3  1.41 Write **br**, **fr** or **tr**. Then listen, check and repeat.

Be a star! 

1 trousers

2    own

3    ee

4    uit

5    og

6    idge



### Learning about language

Use *play* + a sport with a ball .

Use *do* + an activity.

Can you add one more word to each list?

**play** basketball, tennis, \_\_\_\_\_

**do** karate, drama, \_\_\_\_\_

# Lesson 6 Language in use

1 1.42 Listen and say.



headphones



Look at all these things!  
**Whose watch is this?**



**It's Adam's watch.**

Whose **phone** is this?

**It's Nora's.**

Whose **headphones** are these?

**They're Paula's.**

Whose glasses are these?

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

I think they're your glasses!

2 Work in pairs. Ask and answer.

Student A



David



Katya



Sandra

Student B



Lara



Bill



Ali

**Student A** Whose **radio** is this?

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

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

**Be a star!**

## Lesson 7 Listening and speaking

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



take a photo



watch cartoons

- 2  1.43 Listen again and complete.

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

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

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

phone / guitar / smartwatch

phone / guitar / smartwatch

phone / guitar / smartwatch

phone / guitar / smartwatch

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

 What a cool **phone**!

 I know. I really like it.

 What amazing **headphones**!

 They're my sister's.



## Lesson 8 Writing

### 1 Read and follow.

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

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

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

### 2 Read and underline the adjectives.

This is a new phone. My phone is great.

It's a cool phone.

It is small, black and grey.

It has got great music on it.

You can watch cartoons on it.

I really like it.



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

My \_\_\_\_\_ is new.

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

It is \_\_\_\_\_

It has got \_\_\_\_\_

\_\_\_\_\_ tell the time \_\_\_\_\_

I \_\_\_\_\_



## Reading time 1

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

Monkey and the elephants are next to the river.

'Do you like water?' Monkey asks.

'Yes, we do,' says Big Elephant.

'We swim across the river on Monday.'

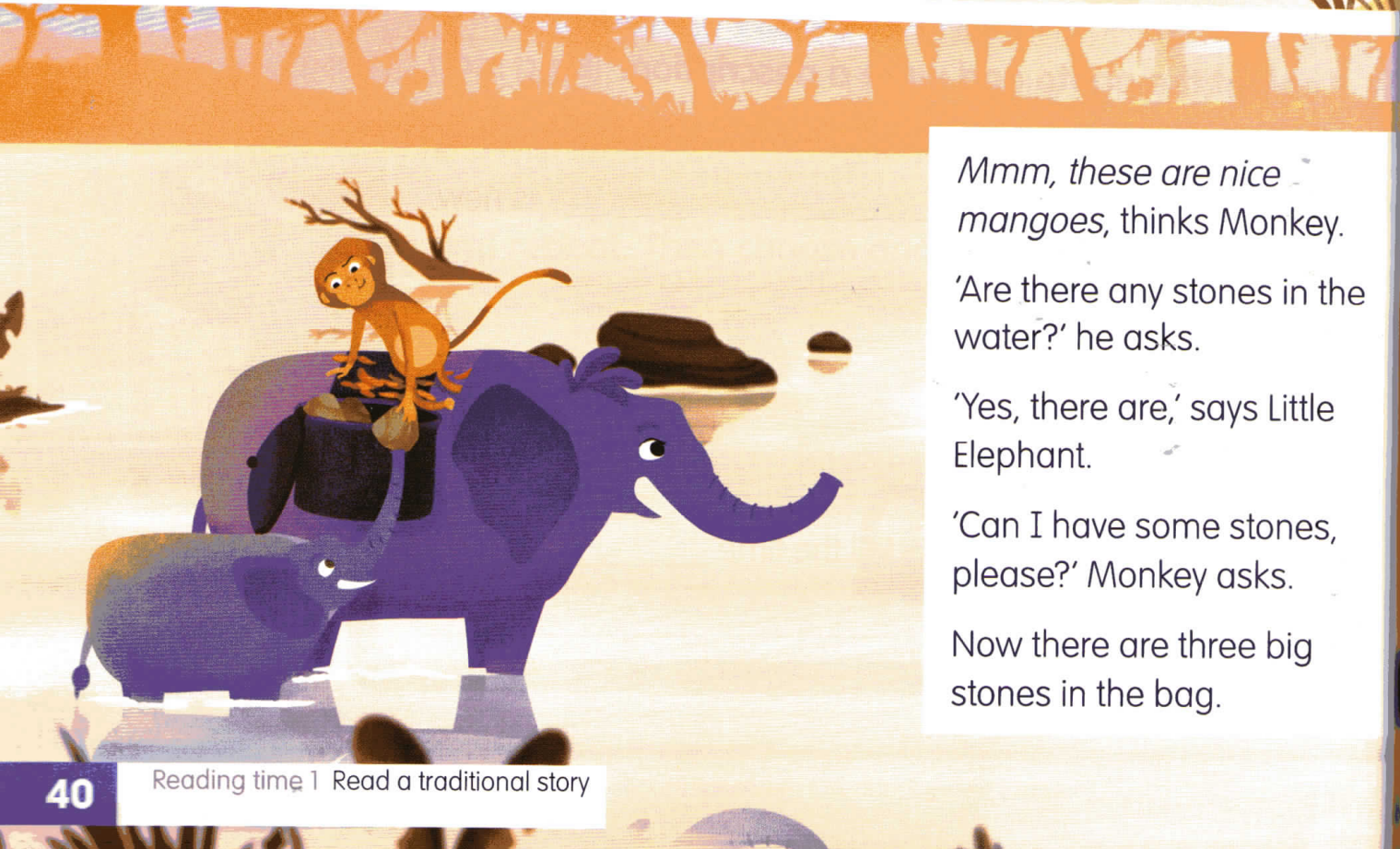
'Can I go with you?' Monkey asks.

'Yes, you can,' says Big Elephant.

'Whose mangoes are these?' asks Monkey.

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

*I like mangoes, thinks Monkey.*



*Mmm, these are nice mangoes, thinks Monkey.*

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

'Yes, there are,' says Little Elephant.

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

Now there are three big stones in the bag.

'I'm hungry.' says Big Elephant.

'Where are our mangoes?'

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

'Monkey!' she shouts.



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

'Run!' shouts Monkey.

'The elephants are angry with you!'

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

'Aaaaachooooo!'



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

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



## Reading time 1 Activities

### 1 Read again. Write the animals.

Monkey elephants wolf crocodile camel

1 They are in the river. elephants, Monkey

2 They like mangoes. \_\_\_\_\_

3 They run with Monkey. \_\_\_\_\_

4 They are in the mango tree. \_\_\_\_\_

5 They eat lots of mangoes. \_\_\_\_\_

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

happy sad angry scared

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

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

3 Big Elephant is angry with Monkey. Monkey is \_\_\_\_\_.

4 The elephants run after the animals. The animals are \_\_\_\_\_.

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

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

Be a star! 




### 4 Now watch the video.



 Think about it!

# Make an activities poster

## Our after-school activities

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

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

- a ball? tennis
- a camera? \_\_\_\_\_
- a paintbrush? \_\_\_\_\_
- music? \_\_\_\_\_

### 2 Look again and complete the sentences.

- We do karate on Thursday at 4 o'clock.
- We \_\_\_\_\_ on Friday at 3 o'clock.
- We \_\_\_\_\_ on Wednesday at 3 o'clock.
- We \_\_\_\_\_ on Tuesday at 4 o'clock.

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

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

# 4 Out and about



# Lesson 1 Vocabulary

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



building ☐



flat ☐



garden ☐ 1



house ☐



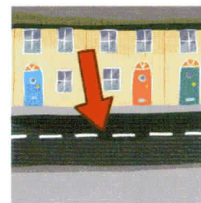
park ☐



restaurant ☐



shop ☐



street ☐

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

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

4  1.48 Sing and act out. Be a star! 

## My favourite street

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

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

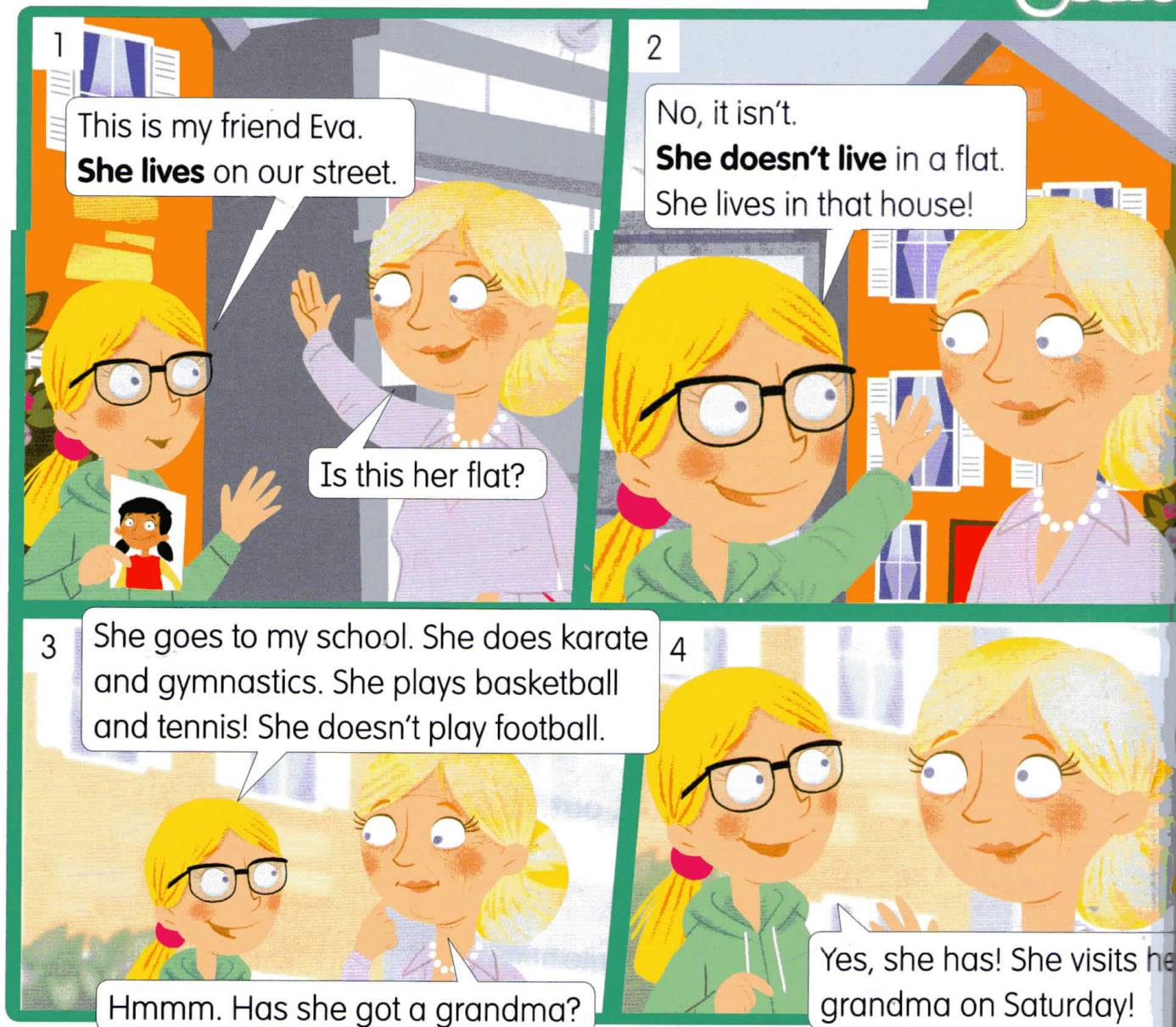
Flats up in tall buildings,  
Where we eat and sleep.  
Gardens with pretty flowers  
On my favourite street!

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

## Lesson 2 Grammar time

The Academy Stars

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



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

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

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

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

Hmmm. Has she got a grandma?

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

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

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

# Lesson 3 Grammar focus

1 1.50 Look and read.

Graphic

Grammar

Present simple (he / she)

She **lives** in a house .

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

He **plays** tennis .

He **doesn't** play football .

**Look!**

I go He / She goes **es** I do He / She does **es**

doesn't → does **not**

2 Look and **circle**.



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



Play a guessing game about your friends.

**Be a star!**



She doesn't live in a flat.

No. She plays ...



Is it Maggie?



## Lesson 4

## Reading

Fire  
Safety

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

# Take your child to work day

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

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

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

 **Values**

Who can you ask for help?

'That's my key!' says the woman.  
We open the door and go inside.

'Tweet! Tweet! Tweet!' we hear.

'These are my babies,' says the  
woman. 'My baby birds. Thank you!'

'Hmmm,' says my dad.



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

Be a star! ★

The woman can't go into her flat. ☐

The girl finds the key. ☐

They find the baby birds. ☐

The girl goes to work with her dad. ☐

1



firefighter



key

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

1 The girl's dad works in a small building.

big

2 He is a teacher.

3 The woman can't find her babies.

4 Her key is under a tree.

5 Her babies are cats.



woman



man

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

1 The woman sees the baby birds. \_\_\_\_\_

2 The girl finds the key. \_\_\_\_\_

3 Dad sees the baby birds. \_\_\_\_\_

happy  
angry

## Lesson 5 Sounds and letters

### 1 1.52 Listen and say. Complete.



blue



\_\_\_at



\_\_\_ant

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

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



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

- It's a big blue \_\_\_ower.
- A \_\_\_ack \_\_\_ane \_\_\_ies in the sky.
- A \_\_\_ue bird \_\_\_ies around the \_\_\_at.
- She \_\_\_ays near the \_\_\_ants in the \_\_\_at.

### Learning to learn

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

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

Can you write these words in alphabetical order?

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

## Lesson 6 Language in use

 1.55  Listen and say.



baseball



This is my new friend.

He lives in **Mexico**.

What school does he go to?

He goes to the **Edron Academy**.

What time does he start school?

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

What sports does he do?

He plays **baseball**.

 Work in pairs. Ask and answer.

### Student A

Canada      Western Academy  
8 o'clock      tennis

### Student B

Egypt      International Academy  
9 o'clock      football

**Student A** This is my new friend.

**Student B** Where does he live?

**Student A** He lives in **Canada**.

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

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

## Lesson 7 Listening and speaking

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

1 Is she at school?  
\_\_\_\_\_

2 Is it Saturday?  
\_\_\_\_\_



trampoline



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

- 1 The girl is at school. N
- 2 She's at a gymnastics class. \_\_\_\_\_
- 3 The park is outside. \_\_\_\_\_
- 4 She goes with her mum and her brother. \_\_\_\_\_
- 5 She goes to the class on Saturday. \_\_\_\_\_

3  1.57  Listen and repeat.

Then choose, ask and answer.

Be a star! 

 Where do you live?

 I live on **Park Street**.

 How do you spell that?

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


Park Street

Garden Street

Green Street

India Street

Queen Street

Forest Street 

## Lesson 8 Writing

### 1 Read and follow.

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

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

### 2 Complete with the correct form of the verbs.

play   eat   live   go   go   not play   read   not eat

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



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

This is my friend Andy. He lives in a <sup>1</sup> \_\_\_\_\_.

He <sup>2</sup> \_\_\_\_\_ to Green Park School.

He does karate, <sup>3</sup> \_\_\_\_\_ he doesn't <sup>4</sup> \_\_\_\_\_.

His favourite <sup>5</sup> \_\_\_\_\_ is The Hungry Bear.

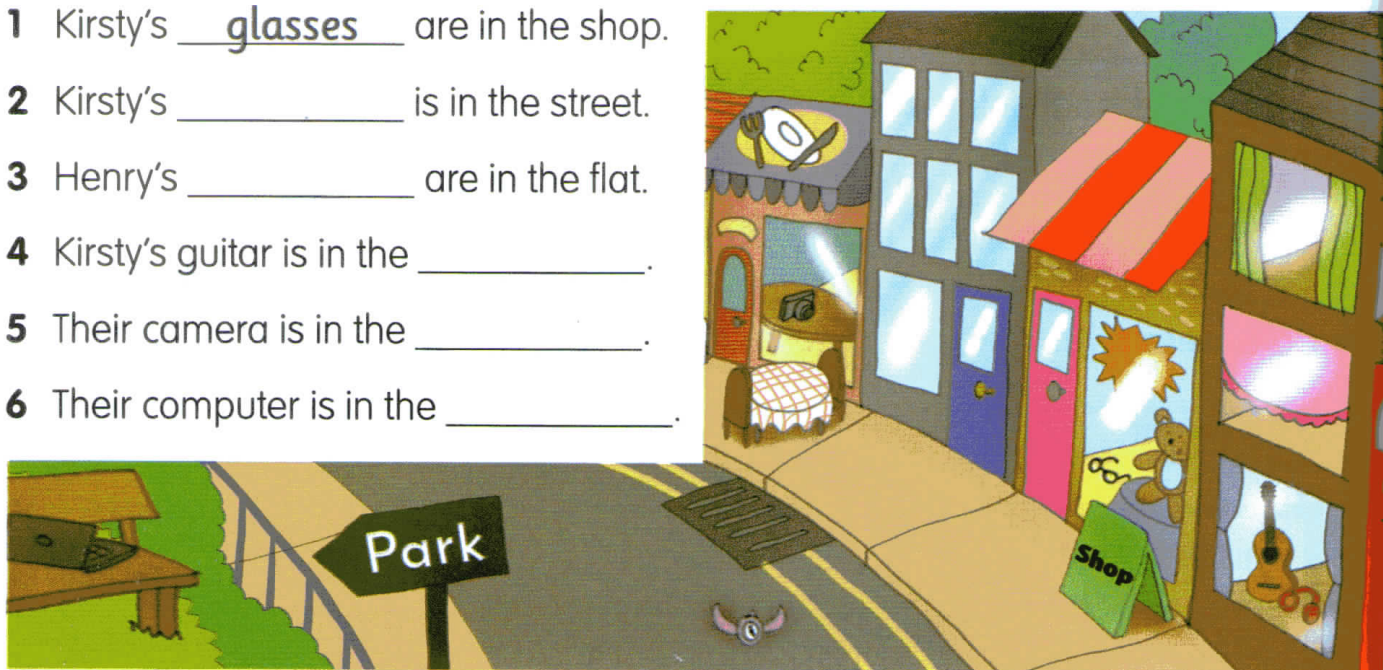
He <sup>6</sup> \_\_\_\_\_ there on Monday <sup>7</sup> \_\_\_\_\_ he eats a big ice cream.



## Review 2

### 1 Where are their things? Look and complete.

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







### 2 Ask and answer about the picture in Activity 1.

Whose camera is this?

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

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

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

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

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



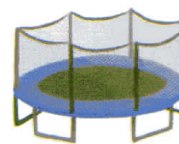
1 fl at



2 idge



3 ane



4 ampoline



5 ue



6 uit



7 ousers



8 ower

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

Tom

Emma

Mike



Jane

Bob

Sara

# 5

# Sun and snow



# Lesson 1 Vocabulary

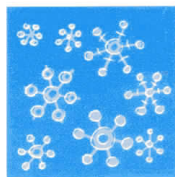
## 1 2.1-2.2 Listen and say. Then listen and number.



cloud



rain



snow



sun



wind



beach



mountain



sea

## 2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

### Weather

clouds

### Natural features

beach

## 3 2.3 Sing and act out. Be a star!

### We like the rain

*Drip, drip, drip, it's the rain.*

*We like the rain*

*Again and again,*

*Drip, drip, drip!*

I like snow,

The cold mountain snow.

And the wind that I hear

blow, blow, blow!

But ...

I like the sun,

The hot, hot sun.

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

But ...

I like the sea,

The icy cold sea.

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

But ...

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

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

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

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

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

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

We're having fun today!

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

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

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

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

Australia

Canada

Great Britain

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

# Lesson 3 Grammar focus

1 2.5 Look and read.

Graphic

Grammar

Present continuous + and -

I 'm **watching** videos .

I 'm **not** working .

He's **climbing** .

He **isn't** wearing a jacket .

They're **playing** .

They **aren't** swimming .

**Look!**

swim - swim**ming**

run - run**ning**

have - hav**ing**

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

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



3 Play a game.

Act out and guess. **Be a star!**



She's swimming!  
She isn't running.



She isn't swimming.  
She's climbing!

# Lesson 4 Reading

## 1 Look at the text and tick (✓).

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

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

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

# Lost in the snow

**Stella:** Dad, can we skate today?

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

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

**Stella:** And we've got our coats.

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

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

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

**Stella:** And I'm climbing a mountain.

**Steve:** Let's run!

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

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

**Stella:** Dad! Dad! Where are you?



**Steve:** It's really windy now!

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

**Steve:** Me, too.

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

**Steve:** Oh, yes. What is it?

**Stella:** It's a big snowman.

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

**Dad:** Stella! Steve!

**Stella:** Help! The snowman is talking! Run!

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

**Dad:** Stella! Steve! There you are.

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



boots



coat



jumper



skate



smile

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

Be a star! ★

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

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

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

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

3 'Now it's running. Help!'

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

4 'Stop! Now it's smiling.'

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



#### Values

Why is it important to check the weather?

4 Act out the play.

## Lesson 5 Sounds and letters

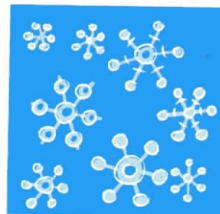
### 1 2.7 Listen and say. Complete.



sk ate



\_\_\_ ile



\_\_\_ ow



\_\_\_ ory

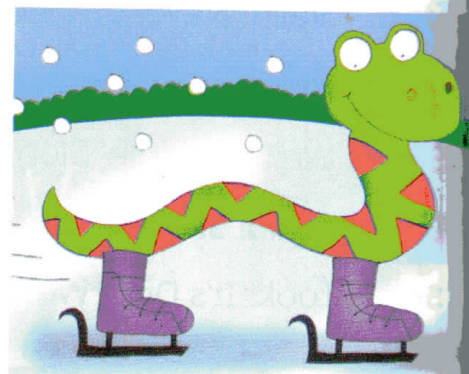
### 2 2.8 Circle **sk**, **sm**, **sn** and **st**. Then listen and say the chant.

Look at the **sk**y. It's starting to snow.

The small snake smiles.

He says, 'Ho, ho!'

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



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

We're having a great holiday. We <sup>1</sup> sk ate in the <sup>2</sup> \_\_\_ow every day.  
Mum reads us a <sup>3</sup> \_\_\_ory at night. You can see <sup>4</sup> \_\_\_ars in the <sup>5</sup> \_\_\_y.  
I've got a new friend. She's <sup>6</sup> \_\_\_all and she's got a nice <sup>7</sup> \_\_\_ile. Today  
she's wearing a green <sup>8</sup> \_\_\_irt.

## Learning about language

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

Noun	Adjective
wind	windy
rain	rainy
sun	sunny

Can you make these nouns into adjectives?

snow \_\_\_\_\_  
cloud \_\_\_\_\_

# Lesson 6 Language in use

1  2.10  Listen and say.



scarf

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

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

What's he **wearing**?

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

Look! He's over there.

Where? What's he doing?

He's **skating**.

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

Where? What are they doing?

They're **flying a kite**.

2  Work in pairs. Ask and answer.

Student A



Student B



Student A What are you doing?

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

3   Now it's your turn.

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

# Lesson 7 Listening and speaking

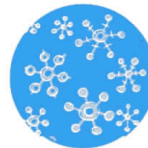
- 1  2.11  Look at the photos.  
Listen and number in order.



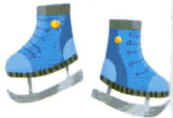
warm

- 2  2.11 Listen again and match the columns.

1 Oleg India



2 Meera Australia



3 Carl Russia



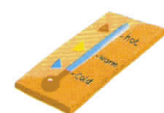
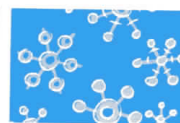
- 3  Work in pairs. Talk about the children in Activity 2.

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

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

 What's the weather like today?

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



# Lesson 8 Writing

## 1 Read and follow.

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

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

## 2 Complete the sentences with full stops or exclamation marks.



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



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



Dad: Jack! Annie! We're here!

Jack: Help!

Dad: \_\_\_\_\_

Mum: \_\_\_\_\_

Annie: \_\_\_\_\_



## Reading time 2

1



2.13



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

# We can do anything!

Home

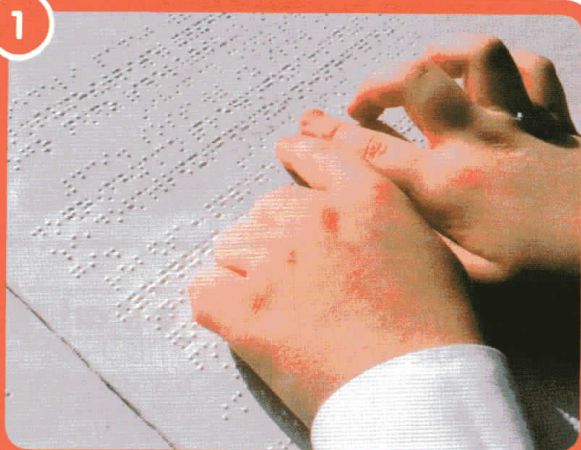
Blog

Login

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



1

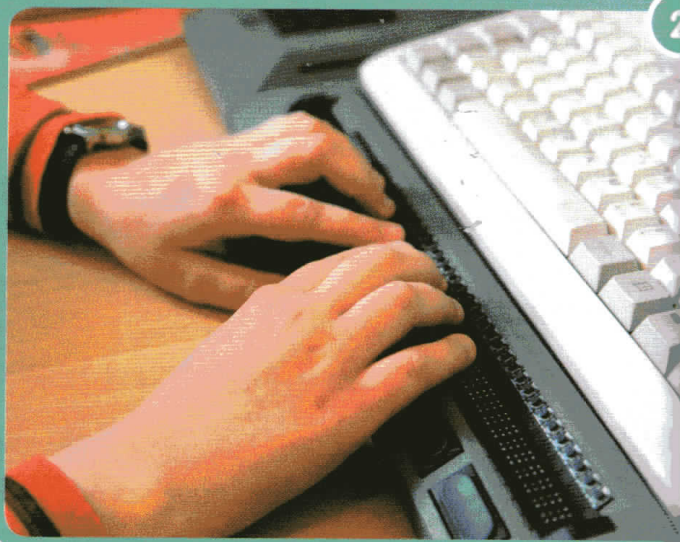


**Question:** What's this girl doing, Leo?

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

**Question:** Can blind children use computers?

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



**Question:** What's this boy doing?

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



3



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

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

**Question:** What sports can blind people do?

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



5



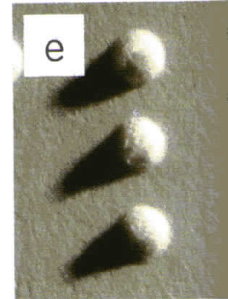
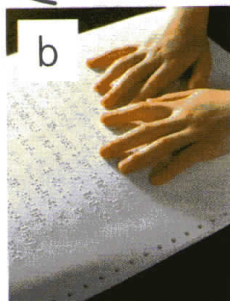
**Question:** Do you play blind football, Leo?

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

## Reading time 2 Activities

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

- 1 braille      2 bumps      3 buttons      4 cane      5 bell



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

1 It talks to you. b, c

a braille

2 You can hear the ball. \_\_\_\_\_

b computer

3 You 'read' the bumps with your fingers. \_\_\_\_\_

c phone

4 It's got big buttons. \_\_\_\_\_

d cane

5 It listens to you and writes information. \_\_\_\_\_

e dog

6 It helps you walk in the street. \_\_\_\_\_

f goalball

g blind football

- 3 Ask and answer with a friend.

Be a star! ★

1 Can blind children do these activities?

2 Do you think they are easy or difficult?

swim

skate

play tennis

play in the garden

fly a kite

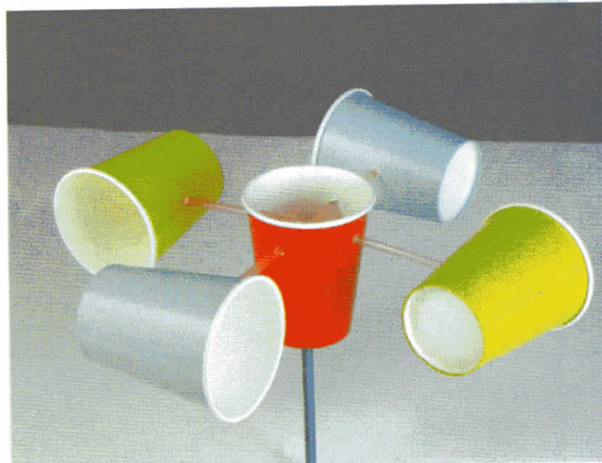
watch a film

# Make an anemometer!

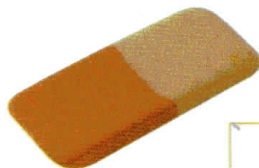
## Think about it!

- 1 Look at the photo. What do you think this is? What do you use it for?
- 2 Read and check your ideas.

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



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

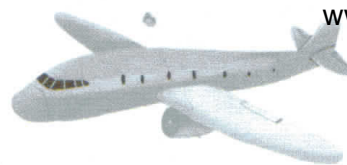


- 4 Look at the photo in Activity 1 again. Number the photos in order.



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

# Stay safe



# Lesson 1 Vocabulary

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



bus



helicopter



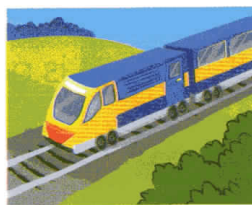
lorry



motorbike



plane



train



traffic light



left / right

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

1 ... on the ground?

2 ... in the sky?

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

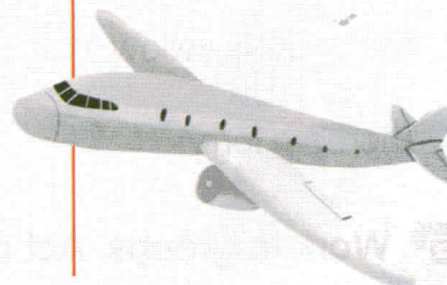
4  2.16 Sing and act out. **Be a star!** 

## Traffic jam

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

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

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



## Lesson 2

## Grammar time

The Academy Stars

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

1 What colour is the 'man'?

The 'man' is red.

OK. **Stop! Don't cross!**

2 Now the 'man' is green.

Look left and right. Listen! There aren't any cars or buses. Now we can cross.

3 It's a motorbike. Stop! Don't run! Walk!

4 Well done! Now we can go and play in the park.

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

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

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

# Lesson 3 Grammar focus

1  2.18  Look and read.

Graphic

Grammar

Imperatives

Stop !

Don't

cross !

Walk !

Don't

run !

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

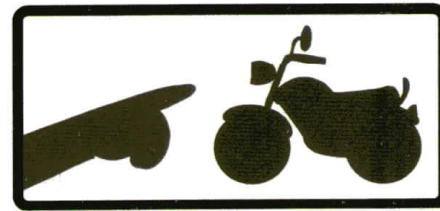
listen walk ~~run~~ jump talk look



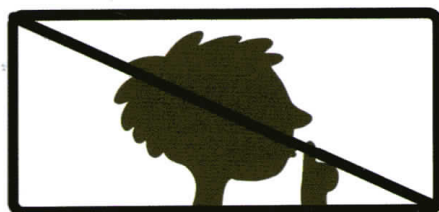
1 Don't run!



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

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






Elena says walk.

Elena says don't run.

Jump! You're out!



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

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

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



## 1 Be safe on the road

Don't play next to traffic.

Don't walk on the road.

Walk on the pavement.

Don't cross the road next to cars.

You can't see cars or buses and they can't see you!



2

## Be safe on your bike

Wear clothes in bright colours  
(red, orange, yellow, white).

Don't wear black or brown. Cars,  
buses and lorries can't see you.

Wear a helmet.

Don't cycle on busy roads.

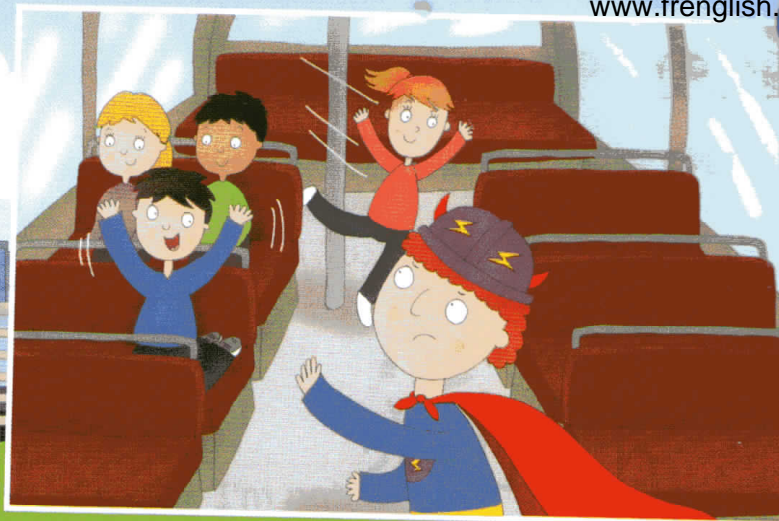
Look left and right for traffic.

Don't listen to music!



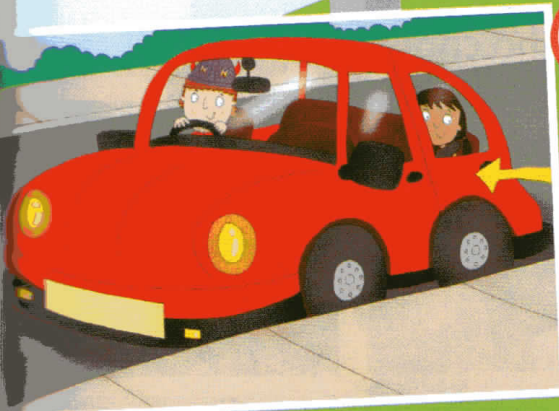
### 3 Be safe on the bus

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



### 4 Be safe in the car

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



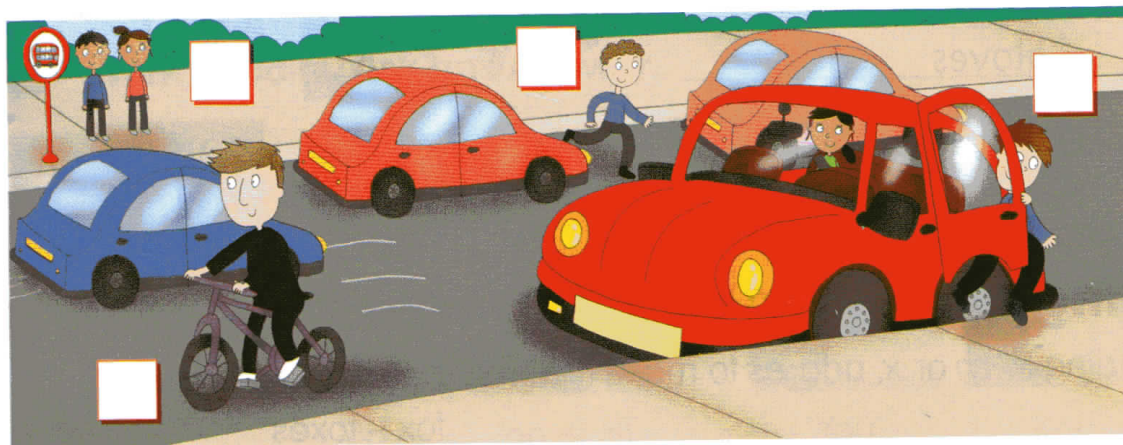
helmet

3



Look and tick (✓) who is not safe.

Be a star! ★



pavement



seat belt



shout



#### Values

Is it important to follow safety rules?



## Lesson 5 Sounds and letters

### 1 2.20 Listen and say. Complete.



cl othes



ue



eep

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

The slow sleepy sloth can't find his glasses.

He cleans his clothes with glue.

Then he sticks to a slide

And he doesn't know what to do!



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

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



## Learning about language

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

Words ending in *y*, change the *y* to *i* and add **es**: baby – bab**ies**  
family – fam**ilies**

Can you make these words plural?

box –            watch –            lorry –

## Lesson 6 Language in use

1  2.22  Listen and say.



Hi, Mum. We're on the train.

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

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

Is Eric **taking photos**?

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

Are Laila and Pip **eating**?

**Yes, they are.**

Is your teacher watching you?

**Yes, she is!**

That's good. Have a great day!

2  Work in pairs. Ask and answer.

### Student A



You



Ned



Jon & Jill

### Student B



You



Ken



Sally

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

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

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

## Lesson 7 Listening and speaking

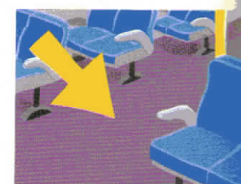
- 1 2.23 Look at the picture. Where can you see a bus like this? Listen and check.
- 2 2.23 Listen again. Match the labels to the parts of the bus.



back



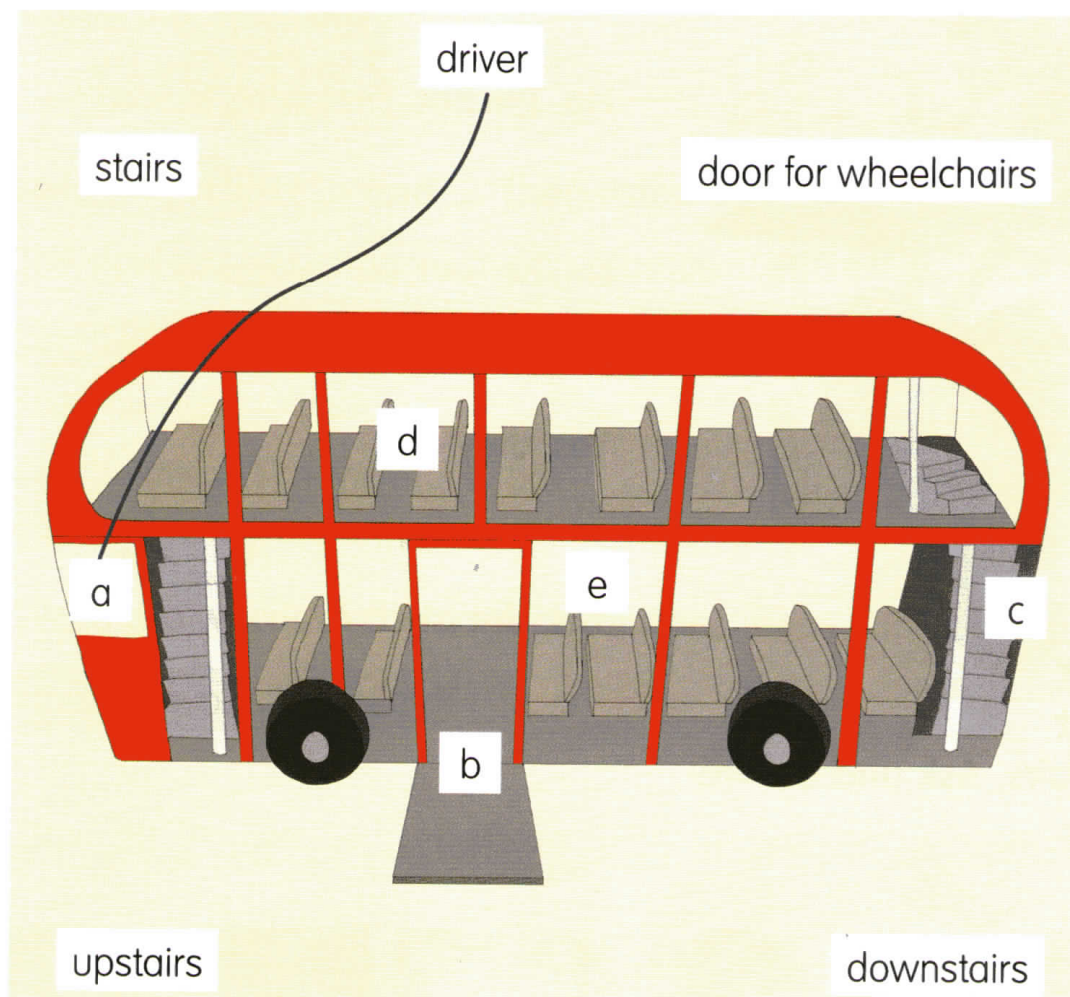
front



floor



stairs



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

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

Here you are.

Thank you.

Can I **play outside**?

Yes, you can.

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

## Lesson 8 Writing

### 1 Read and follow.

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

### 2 Write instructions and warnings under the pictures.

listen run ~~shout~~ tidy up push eat



1 Don't shout!



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

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

## Our classroom rules

1 Listen to your teacher!

2 Don't eat in the classroom!

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

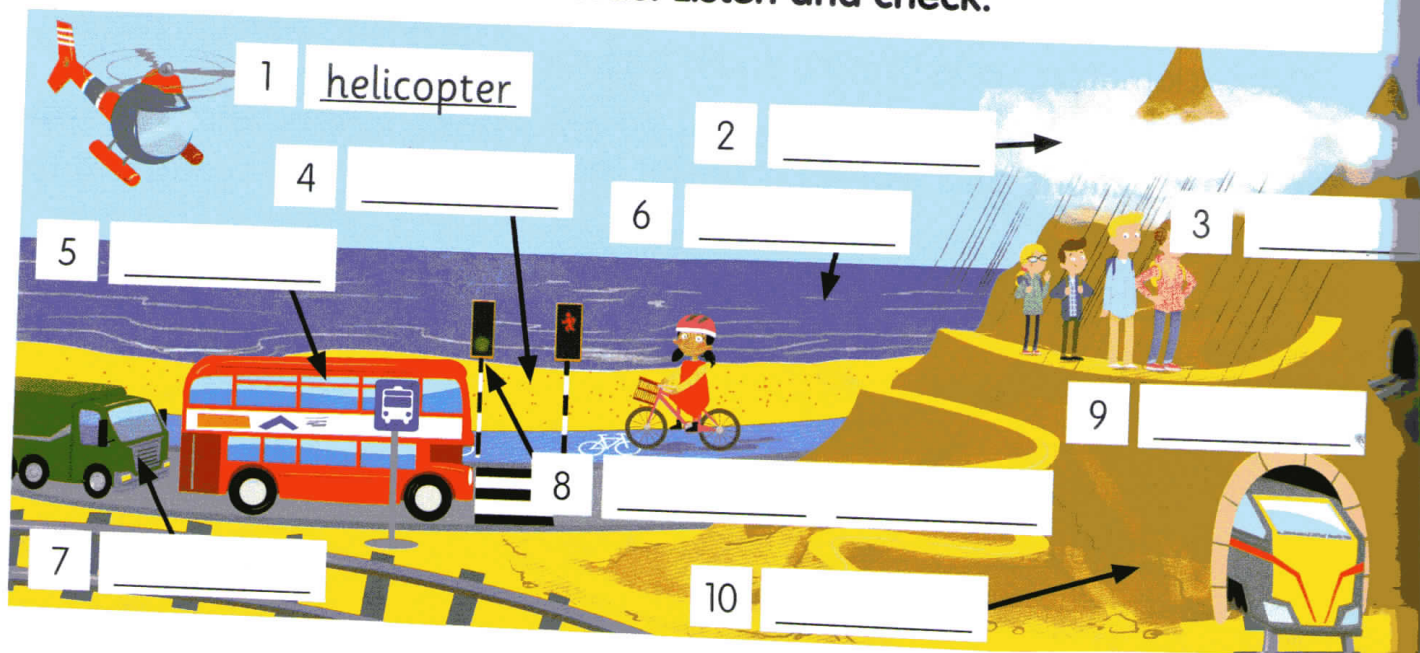
7 \_\_\_\_\_

8 \_\_\_\_\_



# Review 3

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



- 2 Ask and answer about the picture in Activity 1.

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

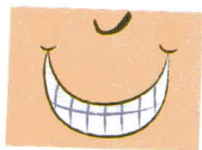
- 3 Write the instructions.



Don't eat!



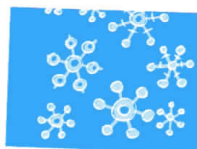
- 4 2.26 Write the missing letters. Listen, check and say.



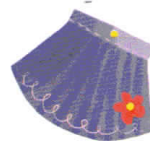
1 smile



2 \_\_\_\_oud



3 \_\_\_\_ow



4 \_\_\_\_irt



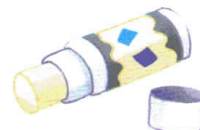
5 \_\_\_\_ar



6 \_\_\_\_eep



7 \_\_\_\_ate



8 \_\_\_\_ue

5



**Read. Choose a word from the box.**

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

## Mountains



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

### Example



snow



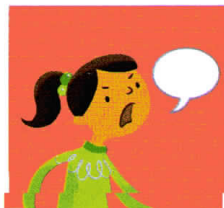
clouds



water



train



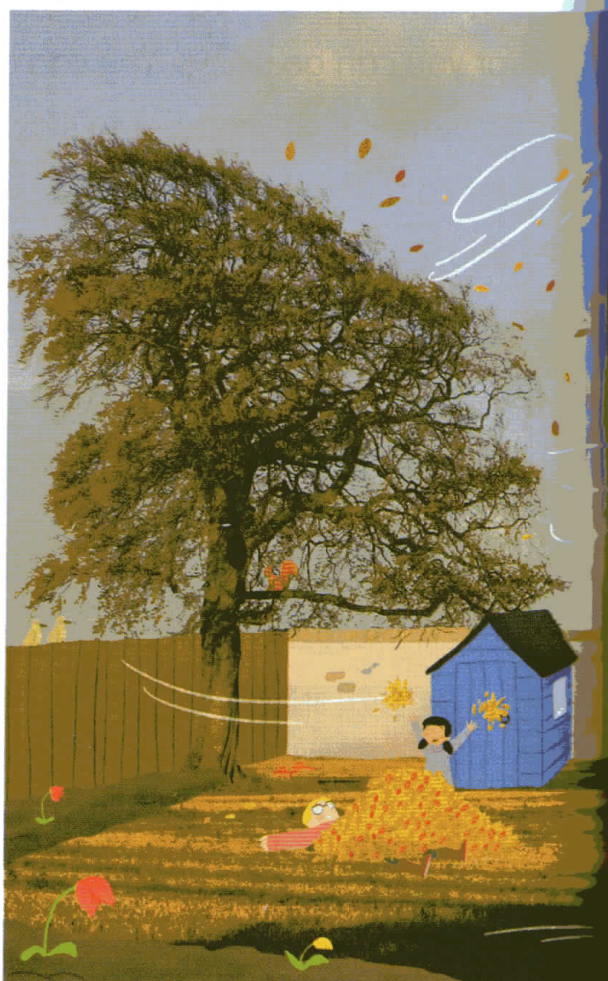
shout



clothes

# 7

# Seasons of fun



# Lesson 1 Vocabulary

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



spring



summer



autumn



winter



have  
a picnic



make a  
snowman




plant  
flowers



play  
outside

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

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

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

## Seasons of fun

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

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

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

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

## Lesson 2 Grammar time

# The Academy Stars

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

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

**I like planting** flowers in spring.

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

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

3 In autumn the trees are red and orange.

I like flying my kite in autumn.

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

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

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

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

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

## Lesson 3

## Grammar focus

2.31 Look and read.

Graphic

Grammar

like + -ing

I like having picnics .

I don't like swimming .

Do you like going to the beach ?

Yes, I do .

No, I don't .

**Look!**

make – making

swim – swimming

## 2 Look at the picture. Complete.

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



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



Do you like flying a kite?



Yes, I do.

# Lesson 4 Reading

1  2.32 Look at the first and last pictures. What season is it? Read and check

2 Read again. Match and write the headings. **Be a star!** 

The wrong clothes

Up in the sky

Different seasons

Our holiday starts

## 1 Our holiday starts

I live in Canada. It's December and it's snowing!  
We're going on our winter holiday today.

Beep! Beep!

'Hurry up, Jake,' shouts Dad.

Mum and Dad are waiting in the car.

Dad doesn't like waiting!



## 2

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

## 3

Now we're walking out of the airport in South Africa. I can see my big sister, Alice! She's wearing sunglasses and a dress! I'm wearing a jumper!

'It's really hot,' I say.

Alice laughs. 'It's always hot and sunny in summer!'



4

'I like having picnics on the beach in summer,' Alice says.  
'But it's winter,' I say. 'It's December. I don't like going to the beach in December!'

'It's our summer,' says Alice. 'In South Africa summer is in December!'

'So when is your winter?' I ask.

'Our winter is your summer,' she says.

That's OK! I like going to the beach and having picnics in winter!



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

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

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

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



airport



fly



holiday



sunglasses



South Africa



#### Values



What can you learn when you visit new places?

# Lesson 5 Sounds and letters

1  2.33 Listen and say. Complete.




plane



lake



milk

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

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



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

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

**snake** cattake baglakeskatelatesadplanecake



## Learning to learn

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

Canada	sunny	rainy	windy	cold
winter			✓	✓
summer	✓			

## Lesson 6 Language in use



leaf / leaves

1 2.36 Listen and say.



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

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

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

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

**What about playing tennis** in the park?

OK. What about making a leaf picture?

What's a leaf picture?

That's cool. Let's make one!

It's a picture with leaves. Look!



2 Work in pairs. Ask and answer.

### Student A



### Student B



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




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

3 Now it's your turn.

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

# Lesson 7 Listening and speaking

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

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



go sailing



lamb



sheep

- 2  2.37 Listen again. Complete the table.

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

 I'm bored.

have a picnic

play tennis

 Me, too.

 Let's go sailing.

go sailing

paint a picture

 I'm not sure.

 OK. What about having a picnic?

play outside

make a cake

 That's a great idea!

go to a trampoline park

play baseball

## Lesson 8

## Writing

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

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

## Let's go to Great Britain!

### The weather

In Great Britain, it rains a lot! It's <sup>1</sup> cold in winter, so take a <sup>2</sup> \_\_\_\_\_ and scarf. In <sup>3</sup> \_\_\_\_\_, it's warm.

### Activities

You can visit lots of old <sup>4</sup> \_\_\_\_\_ in Great Britain. There are lots of parks, too. You can <sup>5</sup> \_\_\_\_\_ a bike or have a <sup>6</sup> \_\_\_\_\_ there.

### Transport

In Great Britain, the <sup>7</sup> \_\_\_\_\_ are new and fast, but there are some old trains, too. In London, you can travel on a big red <sup>8</sup> \_\_\_\_\_.

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

## Let's go to South Africa!

### The weather

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


### Activities

### Transport



## Reading time 3

## The island

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

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

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

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

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

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

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

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

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

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

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

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

'Yes, I do,' says the boy.

'Let's play!' says Ted.

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



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

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

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

'Can you help us?' asks Zane.

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



Everyone runs to the boat.

'Now we're safe,' they say.

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

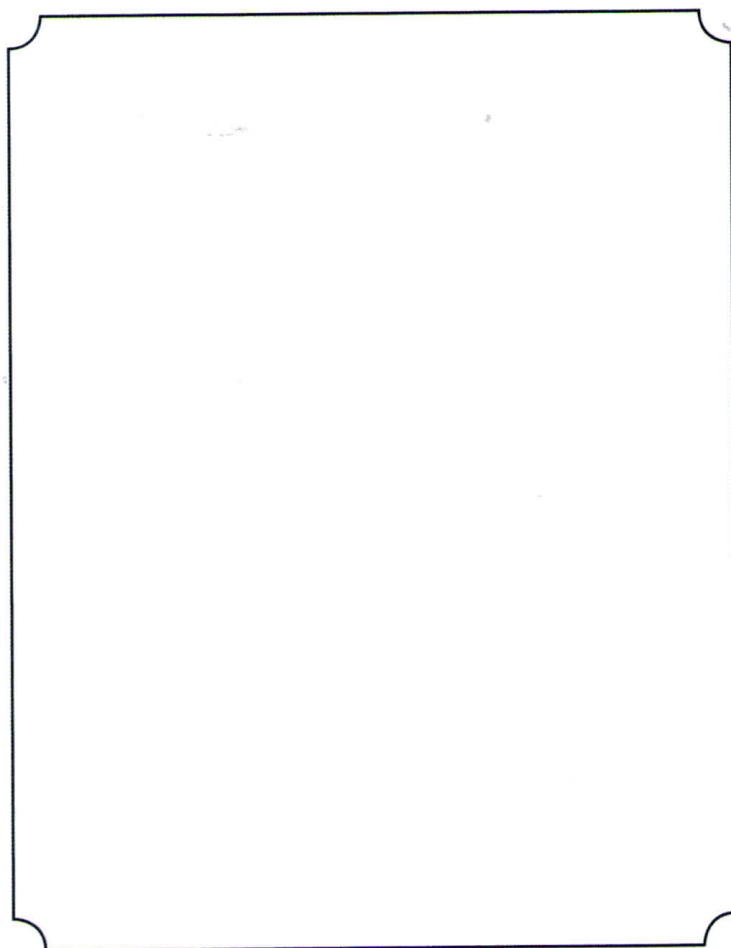


## Reading time 3 Activities

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

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

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



The family goes ...



3  Now watch the video.



## Think about it!



## Make a season poster

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

spring      summer  
autumn      winter

- 1 We wear gloves and scarves.  
\_\_\_\_\_ winter \_\_\_\_\_
- 2 There are new flowers.  
\_\_\_\_\_
- 3 We like playing in the leaves.  
\_\_\_\_\_
- 4 We have picnics on the beach.  
\_\_\_\_\_
- 5 Some animals sleep.  
\_\_\_\_\_
- 6 We see lambs.  
\_\_\_\_\_



- 2 Look at the Spring poster. Answer the questions.

- 1 What happens in spring?
- 2 What's the weather like?
- 3 What clothes do people wear in spring?
- 4 What activities do they like doing?

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

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

# 8

# How food grows



# Lesson 1 Vocabulary

1  2.40–2.41 Listen and say. Then listen and number.



beans ☐



coconut ☐



grapes ☐



lemon ☐



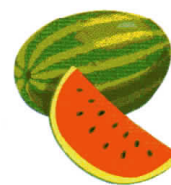
peas ☐



pepper ☐



potato ☒



watermelon ☐

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

3  Write the words in your notebook.

fruits	vegetables
grapes	beans

4  2.42 Sing and act out. Be a star! 

Where are the potatoes?

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

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

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

But where are the potatoes?

Now I'm digging  
in the ground.  
Look! Here's something  
brown and round.  
Here are the potatoes!

## Lesson 2

## Grammar time



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

1 Would you like a watermelon?

Yes, please. **I'd like some lemons, too.**

OK. Here you are.

2 Would you like some beans?

No, thanks. But I'd like some peas. **I'd like a grape, too.**

A grape? One grape?

3 Yes, please.

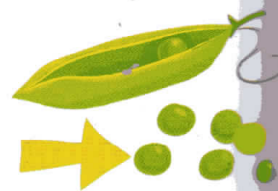
OK. Here you are.

4 Are you hungry? Would you like a grape?

Tweet!

2 2.43 Listen again. Who chooses these things?

Write *E* (Eva), *O* (Owen) or *N* (nobody).



1   O  

2       

3       

4       

3 Work in groups. Act out the story.

**Be a star!**

# Lesson 3 Grammar focus

1 2.44 Look and read.

Graphic

Grammar

would like + a / an / some

I'd like a grape .

I'd like some lemons .

Would you like a watermelon ?

Would you like some beans ?

I'd like → I **would** like

2 Complete the dialogue.

1 Would you like an apple?

No, thanks. I'd like some peppers.

2 you watermelon?

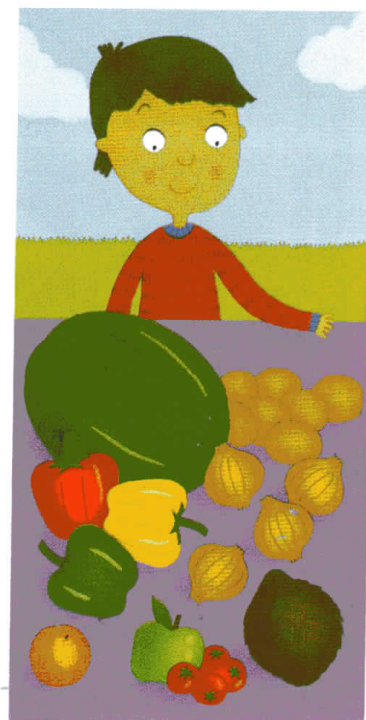
No, thanks. coconut.

3 you tomatoes?

No, thanks. onions.

4 you potatoes?

No, thanks. orange.



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



Would you like a pepper?





No, thanks. I'd like some peas.

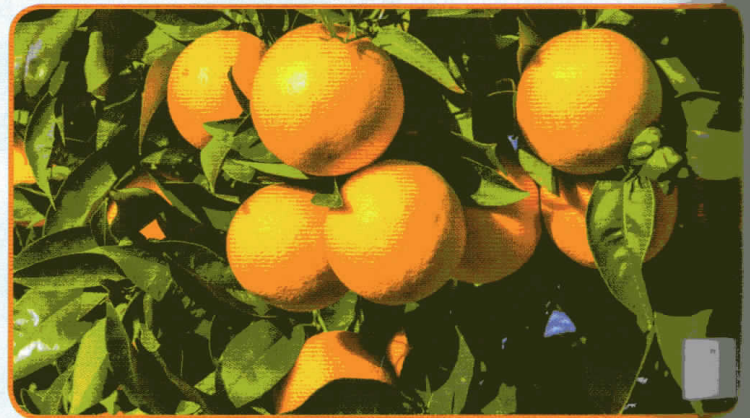
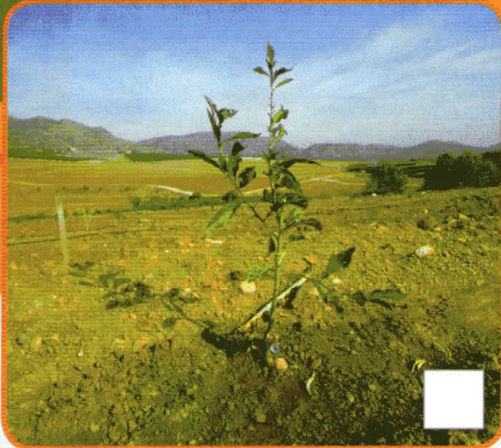


## Lesson 4

## Reading

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

# How oranges grow



'Would you like an orange?' asks Grandpa.

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

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

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

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

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

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

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

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



bee



grow





seeds

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

ground tree orange sun bees plant



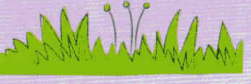
- 1 Some bees take pollen from one flower to another flower.
- 2 A small green \_\_\_\_\_ grows from the flower.
- 3 The big oranges fall on the \_\_\_\_\_.
- 4 The \_\_\_\_\_ and the rain help the orange seed to grow.
- 5 A small green \_\_\_\_\_ grows from the seed.
- 6 The plant grows into a big \_\_\_\_\_.



 **Values**

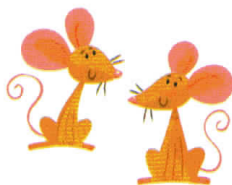
Is it important to eat fruit and vegetables?

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

			
children			
animals			

## Lesson 5 Sounds and letters

1  2.46 Listen and say. Complete.



white

m\_c\_

r\_c\_

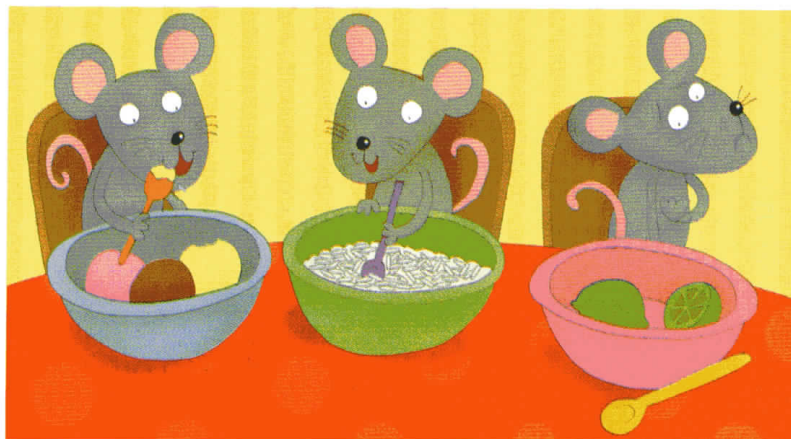
2  2.47 **Circle** the words with *i* as in *kite*. Then listen and say the chant.

'We **like** ice cream and rice!'

Say the hungry little mice.

'But we don't like limes.

They're not very nice!'



3  2.48 **Circle** the words with *i* as in *white*.

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

1 **slide**

2 swim

3 listen

4 write

5 lime

6 bike

7 skirt

8 fifty

9 ice

10 kite

### Learning to learn

Learning opposites can improve your vocabulary and writing.

Here are some examples of opposites:

black – white

long – short

good – bad

Can you write the opposite of these words?

happy – \_\_\_\_\_

hot – \_\_\_\_\_

fat – \_\_\_\_\_

## Lesson 6 Language in use

1  2.49  Listen and say.



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

**Yes, please.**

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

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

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

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

Me, too!



feed



pick



strawberry



tractor

2  Work in pairs. Ask and answer.

Student A



Student B



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

**Student B** Yes, please.

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

# Lesson 7 Listening and speaking

1  Look at the photo. What can you see?



Floating market, Bangkok, Thailand



fruit



market



vegetables

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



3  2.50 Listen again and write the numbers.


1 boats 18    2 bananas         3 watermelons         4 mangoes     

4  2.51  Listen and repeat. Then choose, ask and answer. **Be a star!** 

 Can I have some **lemons**, please?

 How many?

 **Five**, please.

 Here you are.

 Thank you.



# Lesson 8 Writing

## 1 Read and follow.

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

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

## 2 Read the invitation. Add commas where necessary.

Dear Amy,

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

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

Would you like to come to my party?

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

Can you bring some tomatoes apples and cakes?

Please come!

From Tony

## 3 Write a party invitation. Remember to use commas. Be a star!

Dear \_\_\_\_\_,

Would you like to \_\_\_\_\_?

Would \_\_\_\_\_?

\_\_\_\_\_

It's on \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_

Can \_\_\_\_\_?

From \_\_\_\_\_

## Review 4

### 1 2.52 Write the seasons. Listen and check.



1 spring



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

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



Eva likes planting flowers in winter.

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



### 3 Read and match.

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

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

The girl <sup>1</sup>skates on the <sup>2</sup>lake.

Then she goes home to <sup>3</sup>make a <sup>4</sup>cake.

The boy <sup>5</sup>likes <sup>6</sup>ice cream and flying a <sup>7</sup>kite.

He doesn't <sup>8</sup>like <sup>9</sup>grapes or riding a <sup>10</sup>bike.

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



**Examples:** The children are wearing sunglasses.

no

It's a windy day.

yes

1 It's autumn.

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

3 The girl likes feeding the sheep.

4 A man is sitting in the tractor.

5 There are lemons on the trees.



## 9

## Let's look inside



# Lesson 1 Vocabulary

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



bathroom ☐



dining room ☐



hall ☐



kitchen ☐



living room ☐



bookcase ☐





shower ☐



sofa ☐

1

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

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

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

## My spaceship home

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

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

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

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

## Lesson 2

## Grammar time

The Academy Stars

1  3.4 Listen and read. Where was Owen?

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

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

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

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

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

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

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

## Lesson 3

## Grammar focus

1  3.5  Look and read.

## Graphic

## Grammar

## Past simple (was / were)

I was with Grandma .

I wasn't at home .

She was happy .

She wasn't tired .

We were in the kitchen .

We weren't hungry .

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

At 9 o'clock last night I <sup>1</sup> was in my bedroom. I <sup>2</sup> wasn't in bed, but I <sup>3</sup> wasn't tired. My mum and dad <sup>4</sup> were in the living room. They <sup>5</sup> were on the sofa. They <sup>6</sup> were tired! My brother <sup>7</sup> wasn't in the kitchen. He <sup>8</sup> wasn't hungry, but he <sup>9</sup> was very thirsty. Our cats <sup>10</sup> were in the house. They <sup>11</sup> were outside in the garden.

3  Tell a friend about last night.

Be a star! ★



I was ...

My brother / sister was ...

My mum and dad were ...



## Lesson 4

## Reading

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

2 Read again. Circle the correct room.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1 The beds were on the wall.     | kitchen / <u>bedroom</u> / bathroom |
| 2 There isn't a shower.          | kitchen / bedroom / bathroom        |
| 3 It was lunchtime.              | kitchen / bedroom / bathroom        |
| 4 The astronauts weren't asleep. | kitchen / bedroom / bathroom        |

# My week in space



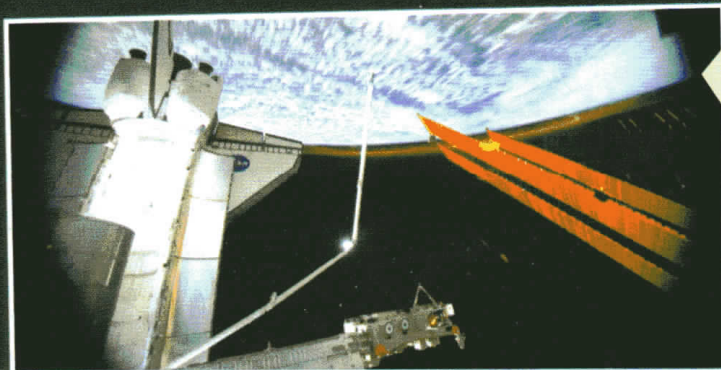
Hello! I'm Hope Parker and I'm an astronaut. Do you know how astronauts live in space? How do they eat? How do they wash? How do they sleep? Last week I was in space. It was amazing.

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

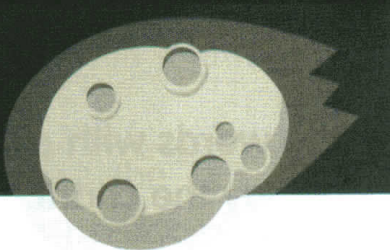


This is in the bathroom on the space station. You can't have a shower in space! Astronauts wash with wet towels.

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



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



asleep

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

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

She's an astronaut.



astronaut

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

Things I like	Things I don't like



space



towel

A cartoon illustration of a young girl with blonde hair, wearing glasses and a blue jacket with a white 'A' on it.

**Values**

Is it important to enjoy what you do?



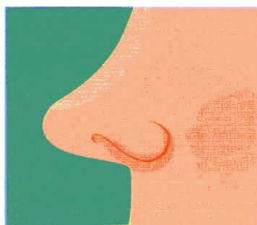
wash

## Lesson 5 Sounds and letters

### 1 3.7 Listen and say. Complete.



home



nose



tube



flute

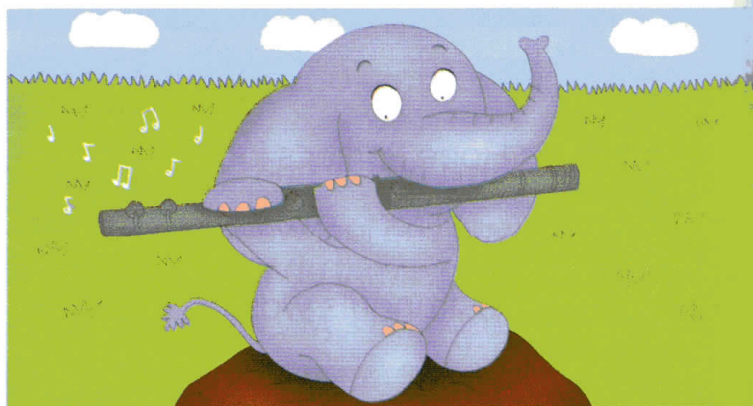
### 2 3.8 Circle the words with **o** as in *nose* and with **u** as in *tube*. Then listen and say the chant.

Luke sits alone on a stone.

His mum and dad aren't at home.

His nose is long and he's very cute.

He plays a tune on his huge flute.



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

1 cute

2 nose

3 home

4 flute

5 tube

6 stone

7 alone

8 tune

## Learning to learn

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

1 flute fat fly

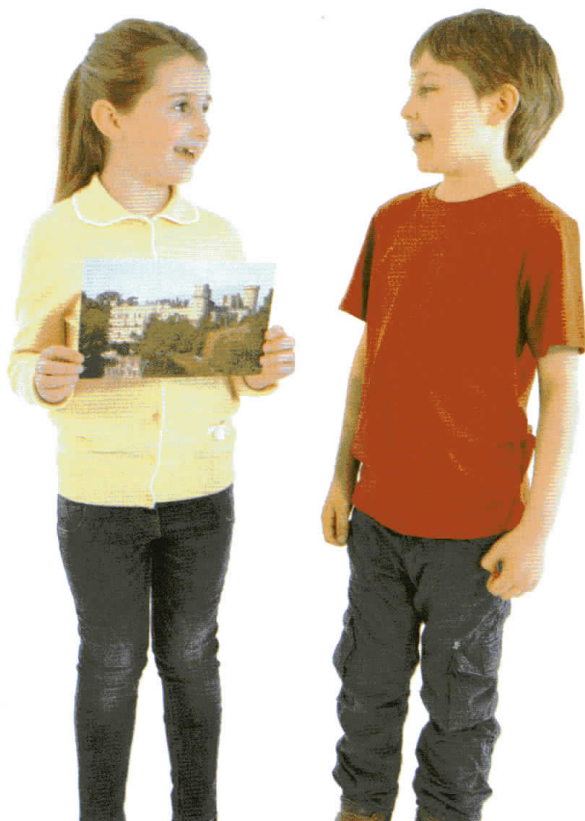
2 home hat hungry his he

## Lesson 6 Language in use

1  3.10  Listen and say.



castle



**Were you** at home yesterday?

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

Were you with your **mum**?

**Yes, I was.**

Were you in the **Queen's bedroom**?

**Yes, we were.** It was huge!

Were you in the **dining room**?

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

Were you in the garden?

Yes, we were. The flowers were beautiful.

2  Work in pairs. Ask and answer.

Student A





Student B



**Student A** Were you at home yesterday?

**Student B** No, I wasn't.

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

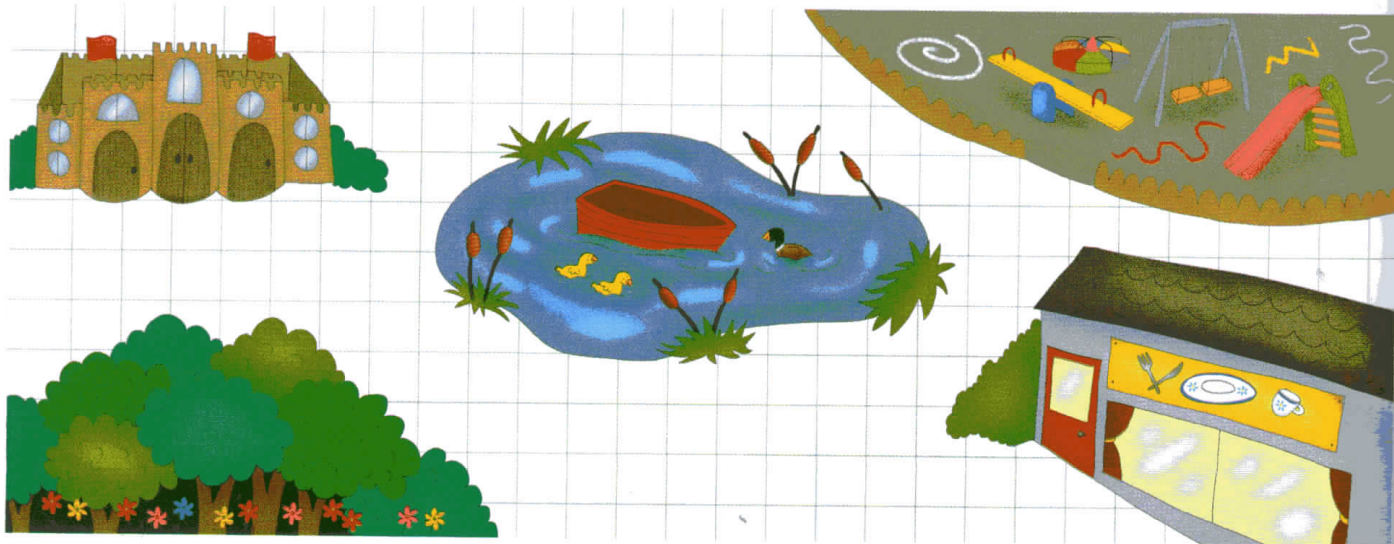
# Lesson 7 Listening and speaking

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



lake

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







- 3  3.11 Complete the sentences. Listen again and check.

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

- 4  3.12  Listen and repeat. Then ask and answer.

**Be a star!** 

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



# Lesson 8 Writing

## 1 Read and follow.

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

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

## 2 Write an email. Use the prompts below.

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

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

Hi Jenny,

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

I was at my grandpa's house.

I \_\_\_\_\_ with my \_\_\_\_\_ and my \_\_\_\_\_.

The house \_\_\_\_\_.

In the morning we \_\_\_\_\_.

It \_\_\_\_\_.

In the afternoon \_\_\_\_\_.

We \_\_\_\_\_.

The water \_\_\_\_\_.

\_\_\_\_\_.

Sandy



## Reading time 4

## The prince who wasn't hungry

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

## Scene 1

- Narrator:** Once there was a sad prince. He was in the castle kitchen with the cook and the queen.
- Queen:** Can the prince have some food, please?
- Cook:** Of course. Would you like a burger or some chicken?
- Prince:** No, thank you.
- Cook:** Would you like a pear or some grapes?
- Prince:** No, thank you. I'm not hungry today.



## Scene 2

- Narrator:** The king and queen were in the living room.
- Queen:** I'm worried. The prince doesn't want to eat.
- King:** What about having a food contest? People can make different food. The prince can choose what he likes.
- Queen:** Brilliant!



### Scene 3

- Narrator:** Lots of people were in the big hall for the food contest.
- Man:** Would you like a burger with peppers?
- Prince:** No, thank you.
- Woman:** Would you like an ice cream sundae?
- Prince:** No, thank you.
- Man:** Would you like a coconut cake?
- Prince:** No, thank you. I'm not hungry today.
- Woman:** Look at that little boy.
- Queen:** Who are you, little boy?
- Little boy:** Hello. I'd like to help the prince. Would you like to play, Prince?
- Prince:** OK.



### Scene 4

- Narrator:** The prince and the little boy were in the garden.
- Prince:** I'm having fun.
- Little boy:** Me, too.
- Prince:** Let's play another game!



### Scene 5

- Narrator:** The prince was in the dining room with the king and queen.
- Prince:** I'm very hungry!
- Queen:** Hurray! Would you like some chicken and potatoes?
- Prince:** Yes, please. I'd like some peas, too.
- King:** Would you like some grapes?
- Prince:** Yes, please. And I'd like some cakes. Can my new friend have some food, too?
- Queen:** Of course. Come in! Thank you. The prince is happy now!



## Reading time 4 Activities

### 1 What do they offer the prince? Match.



a a burger with peppers

b some grapes

c a burger or some chicken

d an ice-cream sundae

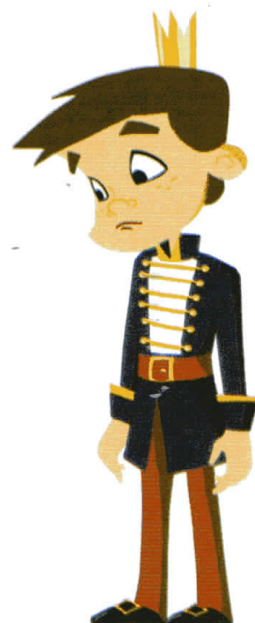
e a coconut cake

### 2 What do you think? Talk to a friend.

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

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

### 4 Now watch the video.





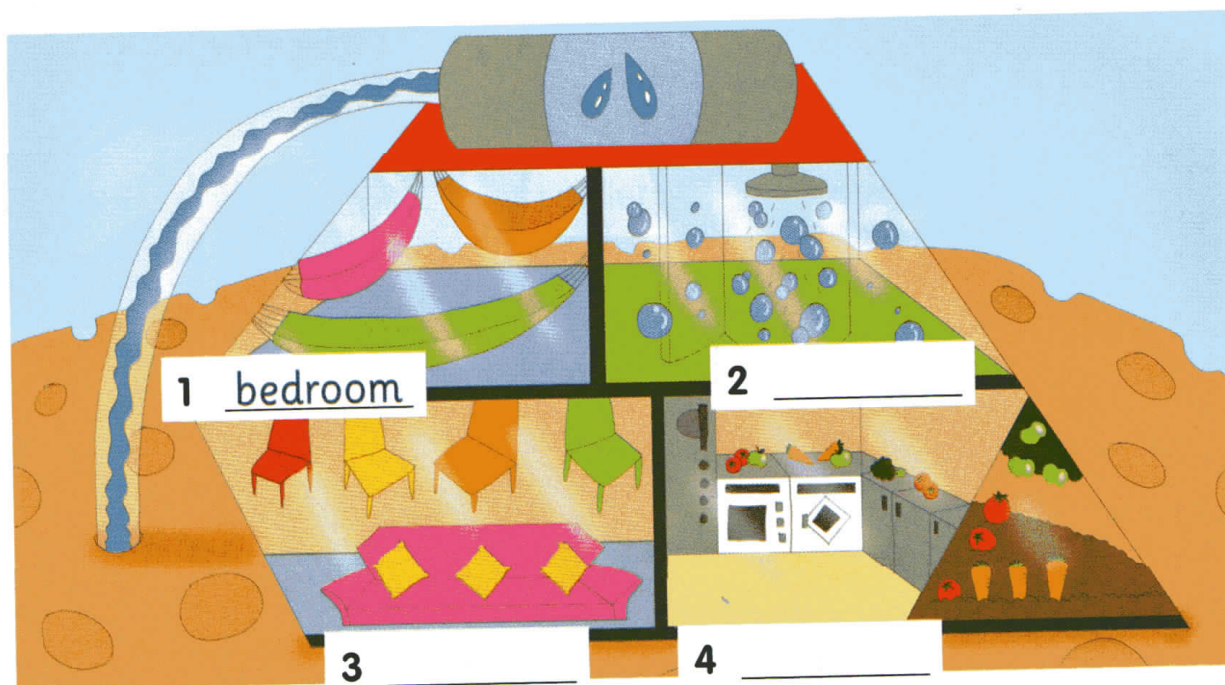
Think about it!

# Design a space house

www.frenglish.ru



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



- 2 Answer the questions.

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

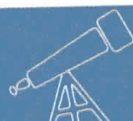
- 3 Work in groups. Plan and design a house in space.

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

4



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



Think about it 4 Use thinking skills

# 10

# Fantastic weekends



# Lesson 1 Vocabulary

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



aquarium ☐



art gallery ☐



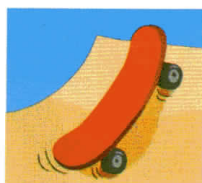
bowling alley ☒



campsite ☐



concert ☐



skate park ☐



theme park ☐



zoo ☐

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

3   Answer the questions.

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

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

**It's the weekend!**

It's the weekend!  
What can we do?  
Let's go to an aquarium,  
Me and you!

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

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

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

## Lesson 2 Grammar time

# The Academy Stars

### 1 3.17 Listen and read. Whose weekend was busy?

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

1



2

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



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

3

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



Let's do something fun now!

I'm sorry, I'm really tired!

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

1 Kirsty and \_\_\_\_\_ learned about animals.

2 \_\_\_\_\_ painted a picture.

3 \_\_\_\_\_ and \_\_\_\_\_ visited an art gallery.

4 \_\_\_\_\_ helped her mum and dad.

### 3 Work in pairs. Act out the story.

**Be a star!** ★

# Lesson 3 Grammar focus

## 1 3.18 Look and read.

Graphic

Grammar

Past simple (regular verbs)

I visited the zoo .

He painted a picture .

We listened to music .

They cooked .

## 2 Complete with the verbs in the past simple.

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



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


Be a star!

visit an art gallery ☐stay at home ☐play in the park ☐play football ☐paint a picture ☐stay at a campsite ☐visit the zoo ☐watch cartoons ☐listen to music ☐

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

## Lesson 4

## Reading

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

## A day at the ZOO

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

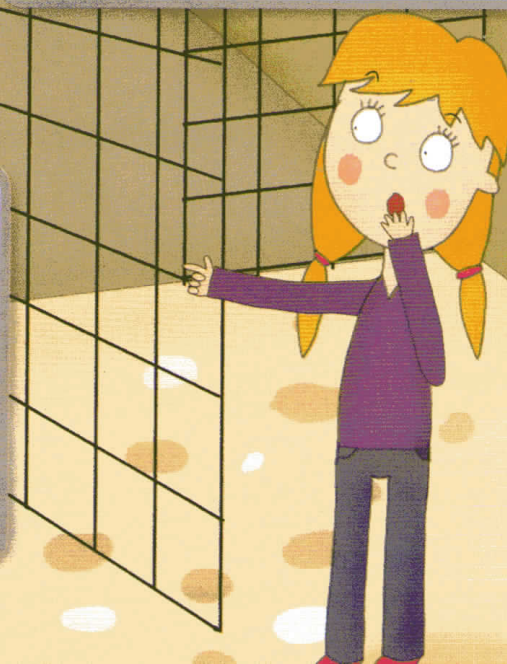


Then we looked at the tigers. They're my favourite animal. They were outside, but one tiger was inside. It was in a **cage**. It looked sad. 'Why is the tiger sad?' I asked the guide. 'Because it's **ill**,' she replied, 'but the **vet** is helping it.'

Later we walked to the **giraffes**.

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

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



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

My mum smiled. 'Look!' she said.

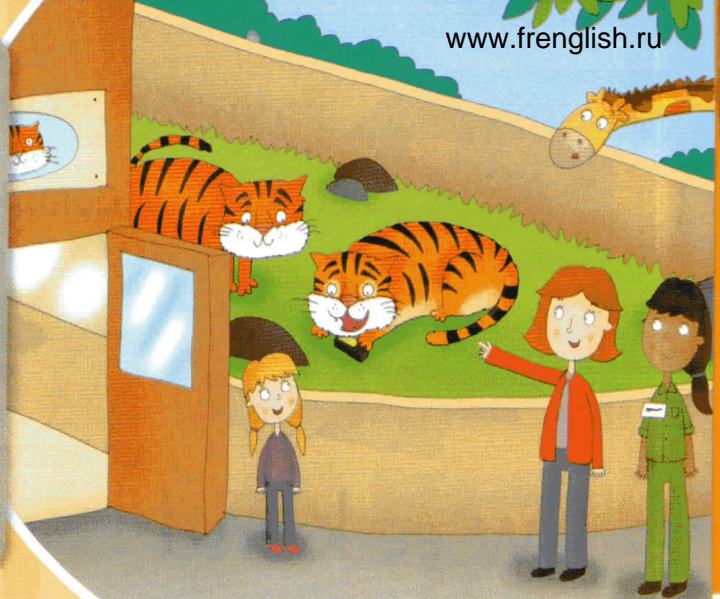
The tiger was outside with the other tigers.

It was happy.

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

It's got your phone!'

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



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

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

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

1 The tiger was sad because ...

- a it was alone.  b it was ill.

2 The girl walked back to the Tiger House because ...

- a tigers are her favourite animal.  b her phone was there.

3 The cage door in the Tiger House was open and the girl was ...

- a happy.  b scared.

 The tiger was outside because ...

- a it opened the cage door.   
b the vet helped it and it was OK.



**Values**

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

## Lesson 5 Sounds and letters

1  3.20 Listen and say. Complete.



weekend



tr\_\_\_\_



b\_\_\_\_

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

Can you **see**

The three little bees?

In the tall green trees

That shake in the breeze.



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

1 sleep

2 str\_\_\_\_t

3 p\_\_\_\_ncil

4 l\_\_\_\_g

5 f\_\_\_\_t

6 d\_\_\_\_sk

7 qu\_\_\_\_n

8 h\_\_\_\_lmet

### Learning about language

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

leaf – leaves

wolf – wolves

Some words have got an irregular plural form.

foot – feet

man – men

woman – women

Match the singular words to the plural form.

person

children

child

people

## Lesson 6 Language in use

### 1 3.23 Listen and say.



Was your weekend fun?

Yes, it was!

**Where were you**  
on Saturday?

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

That sounds fun.

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

What about in  
the evening?

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

That's great!



afternoon



evening



morning



rock



shell

### 2 Work in pairs. Read, ask and answer.

#### Student A

play in  
the sea

look at  
the fish

watch  
a concert

#### Student B

play  
football

walk on the  
beach

visit a  
theme park



**Student A** Where were you on Saturday?

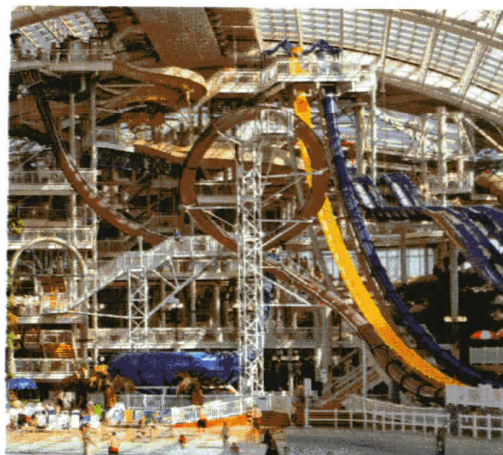
**Student B** We were at the beach. In the morning we **played in the sea.**

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



## Lesson 7 Listening and speaking

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



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



a ride




water park

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

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

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

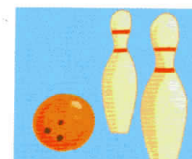
great    amazing    fantastic    OK    boring

 How was your weekend?

 It was **amazing**!

 How was the **aquarium**?

 It was **OK**.



# Lesson 8 Writing

## 1 Read and follow.

**Last** weekend / Saturday / Sunday

**On** Saturday (morning) / Sunday (afternoon)

**In** the morning / afternoon / evening

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

## 2 Complete the text with words from Activity 1.

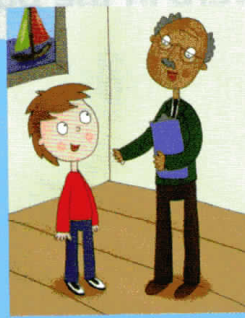
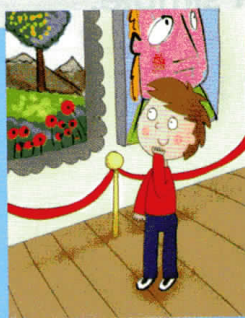
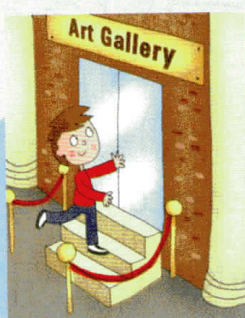
<sup>1</sup> Last Saturday we visited the zoo. <sup>2</sup> \_\_\_\_\_ the morning we looked at the lions. <sup>3</sup> \_\_\_\_\_ we visited the monkey house. <sup>4</sup> \_\_\_\_\_ we walked to the restaurant. <sup>5</sup> \_\_\_\_\_ the afternoon we visited the aquarium.

## 3 Write about Sam's weekend.

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

visit   Next   look   talk   In   Then   play   In   paint

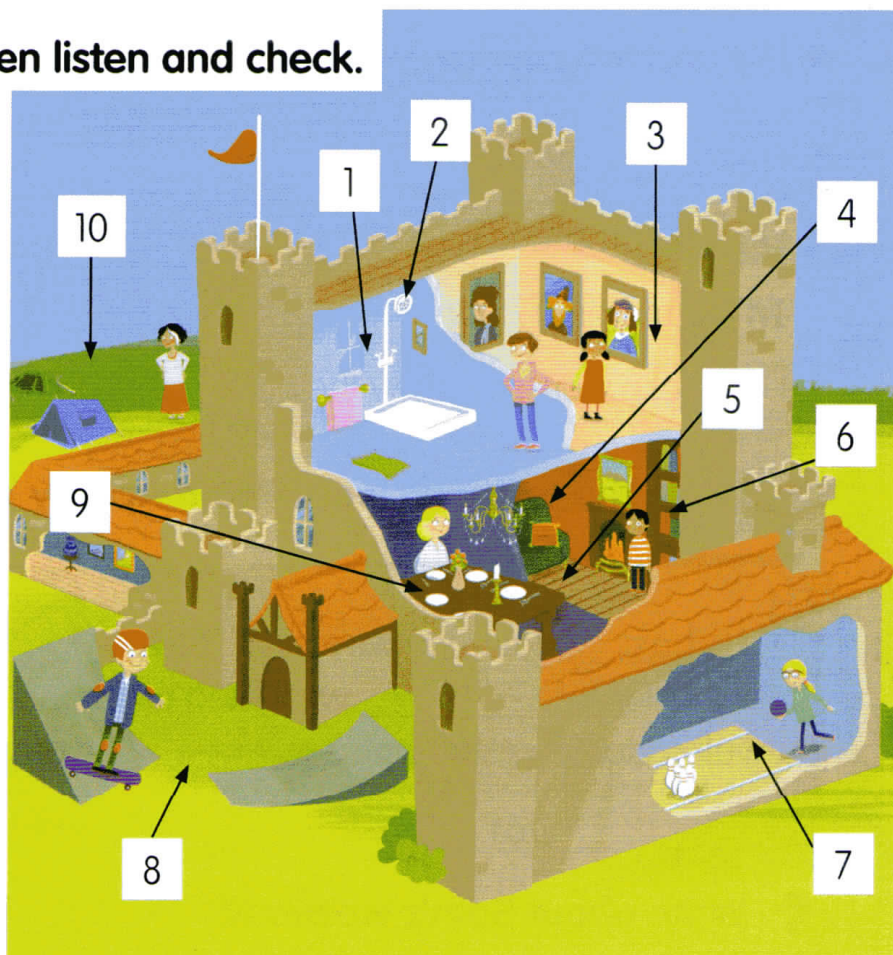
Last weekend was great. On Saturday I <sup>1</sup> \_\_\_\_\_ an art gallery. <sup>2</sup> \_\_\_\_\_ the morning I <sup>3</sup> \_\_\_\_\_ at paintings. <sup>4</sup> \_\_\_\_\_ I <sup>5</sup> \_\_\_\_\_ to a guide. <sup>6</sup> \_\_\_\_\_ I <sup>7</sup> \_\_\_\_\_ a picture. <sup>8</sup> \_\_\_\_\_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



## Review 5

### 1 3.26 Look and label. Then listen and check.

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



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



Eva was in the dining room.



No! She was in the art gallery.

### 3 Complete with the correct verb in the past simple.

watch   listen   stay   paint   play   visit

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

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

The sleepy b\_\_\_\_ sits on

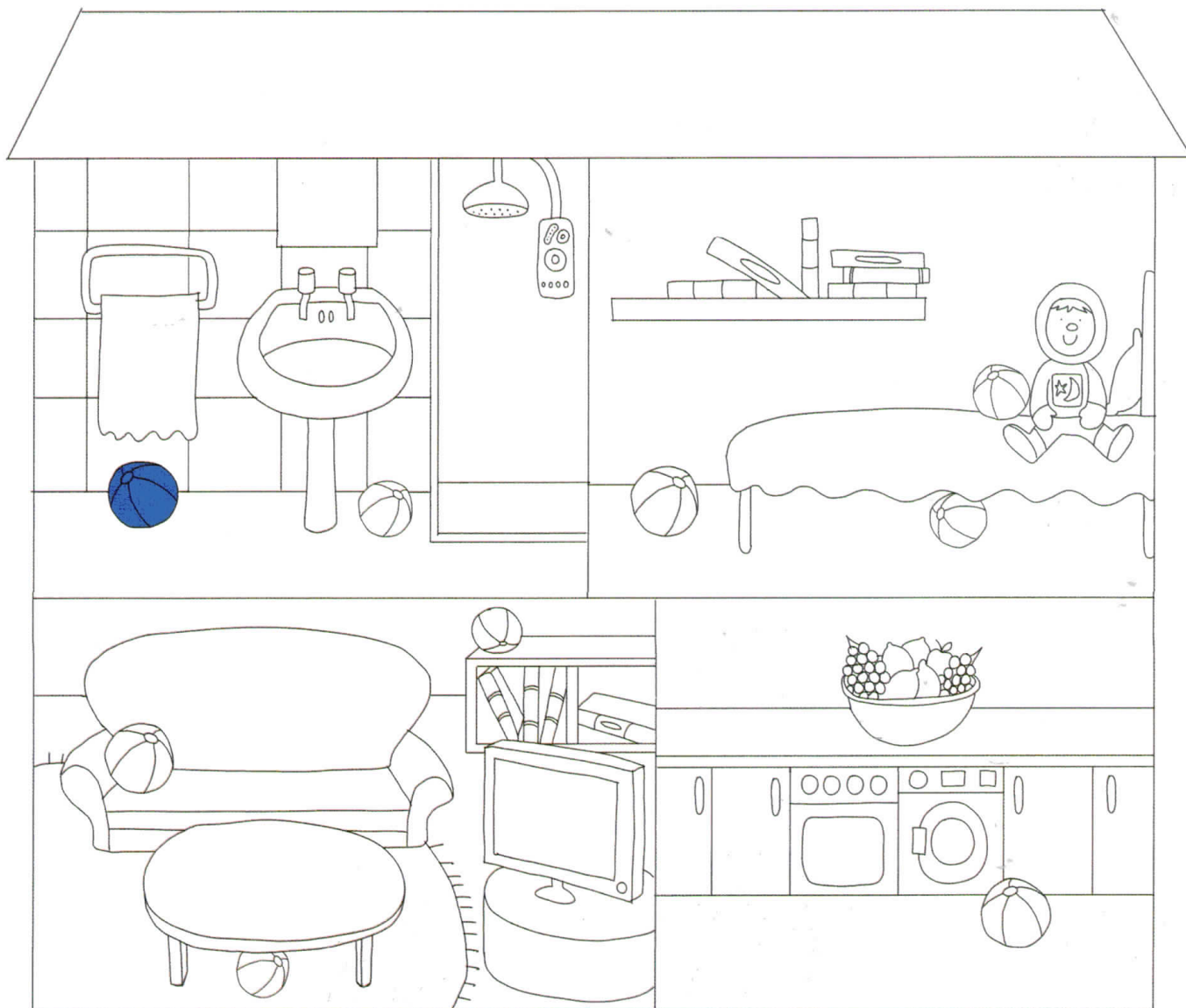
The qu\_\_\_\_n's c\_\_\_\_te n\_\_\_\_se.

The qu\_\_\_\_n plays a t\_\_\_\_ne

On a h\_\_\_\_ge gr\_\_\_\_n fl\_\_\_\_te.



5   3.28 Listen and colour. There is one example.



# Picture dictionary

## Unit 1



bear



camel



crocodile



kangaroo



panda



wolf



Australia



India

20

twenty

30

thirty

40

forty

50

fifty

60

sixty

70

seventy

80

eighty

90

ninety

100

a hundred



forest



tongue

## Unit 2



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday



do gymnastics



go to school



have a music lesson



play basketball



cook



fly a kite



visit



write



drama



football



karate



tennis

## Unit 3



camera



computer



glasses



guitar



phone



radio



TV



watch



children



game



tablet



talk



headphones

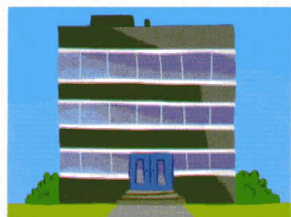


take a photo



watch cartoons

## Unit 4



building



flat



garden



house



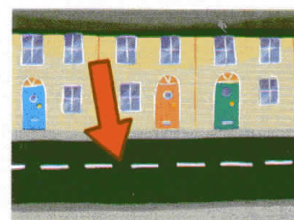
park



restaurant



shop



street



firefighter



key



man



woman



baseball



trampoline

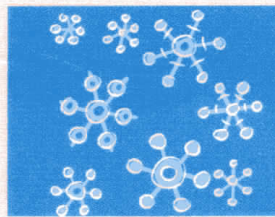
# Unit 5



cloud



rain



snow



sun



wind



beach



mountain



sea



boots



coat



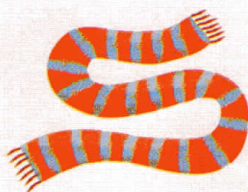
jumper



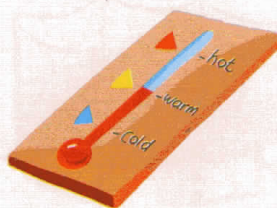
skate



smile



scarf



warm

# Unit 6



bus



helicopter



lorry



motorbike



plane



train



traffic light



left



right



helmet



pavement



seat belt



shout



back



front



floor



stairs

## Unit 7



spring



summer



autumn



winter



have a picnic



make a  
snowman



plant flowers



play outside



fly



go sailing



South Africa



airport



holiday



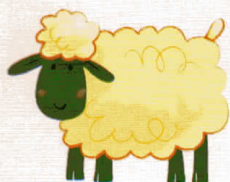
leaf / leaves



sunglasses



lamb



sheep

# Unit 8



beans



coconut



grapes



lemon



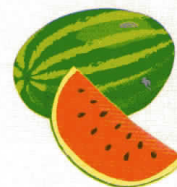
peas



pepper



potato



watermelon



fruit



strawberry



vegetables



bee



market



seeds



tractor



feed



grow



pick

## Unit 9



bathroom



dining room



hall



kitchen



living room



bookcase



shower



sofa



towel



asleep



astronaut



space



wash



castle



lake

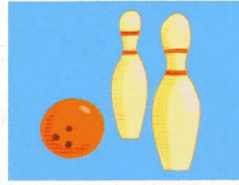
# Unit 10



aquarium



art gallery



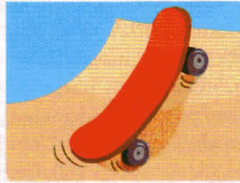
bowling alley



campsite



concert



skate park



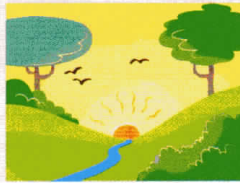
theme park



water park



zoo



morning



afternoon



evening



a ride



rock



shell



cage



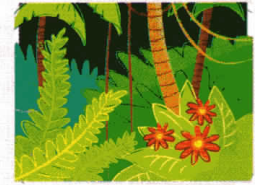
giraffe



guide



ill



jungle



parrot



roar



vet