

ACTIVITY BOOK

# GIVE ME FIVE!

ENGLISH

2



Joanne Ramsden  
Donna Shaw





# Give Me Five!

**ACTIVITY BOOK**



**EJ. DE PROMOCION  
PROHIBIDA SU VENTA**

<b>S</b>	<b>Let's go back to school!</b>	page 2
<b>1</b>	<b>Move your body</b>	page 6
<b>2</b>	<b>Let's go shopping!</b>	page 16
<b>3</b>	<b>At the zoo</b>	page 26
	<b>My project 1: Pets</b>	page 36
<b>4</b>	<b>The nature trail</b>	page 38
<b>5</b>	<b>The frozen lake</b>	page 48
<b>6</b>	<b>All year round</b>	page 58
	<b>My project 2: Jobs</b>	page 68
<b>7</b>	<b>My house</b>	page 70
<b>8</b>	<b>All around the town</b>	page 80
<b>9</b>	<b>Holiday fun</b>	page 90
	<b>My project 3: Time</b>	page 100
<b>ABC</b>	<b>Vocabulary practice</b>	page 102
	<b>Cambridge Exams Practice</b>	page 111



My name is \_\_\_\_\_

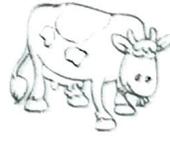
**Joanne Ramsden • Donna Shaw**

Course consultants: Rocío Gutiérrez Burgos and Mónica Pérez Is

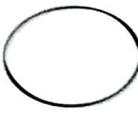
**1** Circle the odd one out. Write and say.

1     pencil

2     \_\_\_\_\_

3     \_\_\_\_\_

4     \_\_\_\_\_

5     \_\_\_\_\_

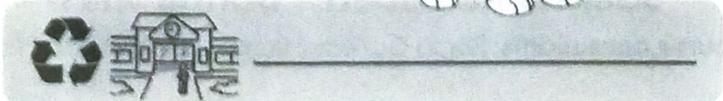
**2** Look, read and write.

1  What's his name?  
His name is Jake.

2  What's her name?  
\_\_\_\_\_

3  What's \_\_\_\_\_?  
\_\_\_\_\_

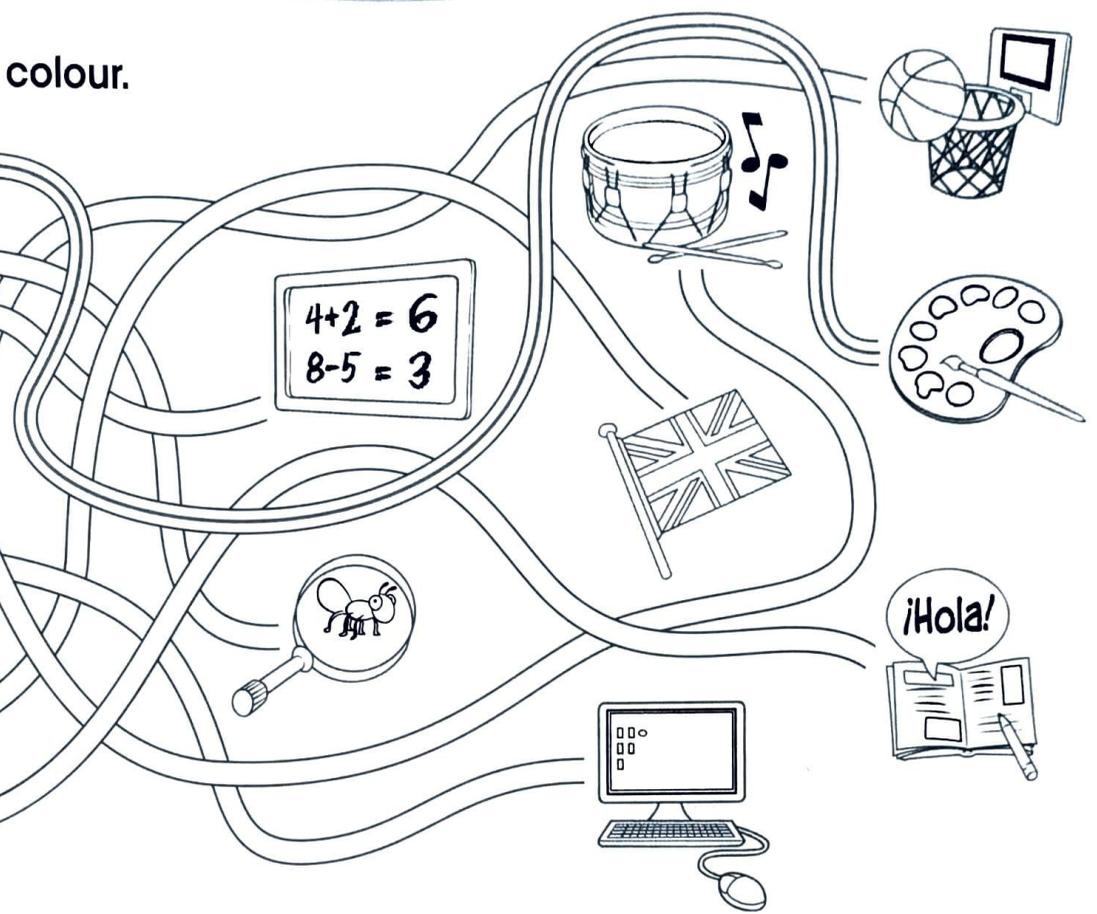
4  What's \_\_\_\_\_?  
\_\_\_\_\_





**1 Follow and colour.**

- 1 Arts and Crafts
- 2 Science
- 3 Music
- 4 Maths
- 5 ICT
- 6 PE
- 7 English
- 8 Spanish



**2**  **Ask your classmates. Write.**

What's your favourite subject?

My favourite subject is \_\_\_\_\_. What's yours?

Name	Favourite subject





1 Help Toby find his bone. Listen and colour the words. Write.



C	D	E	F
B	G	J	Z
A	T	H	S
M	I	L	K

1            Maths

S	Z	J	L
P	A	O	H
X	N	I	S
D	B	M	P

2           

A	L	I	S
A	G	Y	H
E	N	F	M
B	C	O	P

3           

S	C	I	A
T	F	E	N
P	B	R	C
V	D	X	E

4           

M	U	O	L
Z	S	I	C
B	F	P	A
R	N	B	D

5           

S	C	M	A
R	H	O	X
S	Z	O	L
T	B	Y	W

6           

2 **Talk Partners** Write and say the alphabet. Play the game.

7

6

g k t z

b a

C-A-T cat!

4 four

**After you read**

**1** Remember the story. Number and write.



cloudy



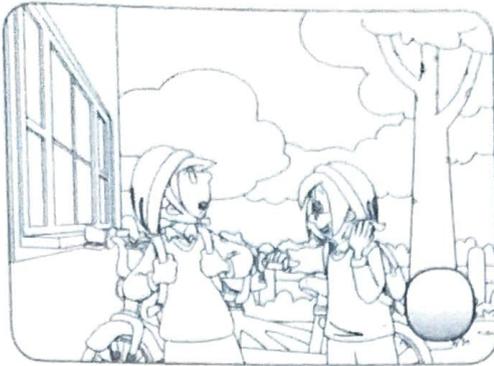
sunny



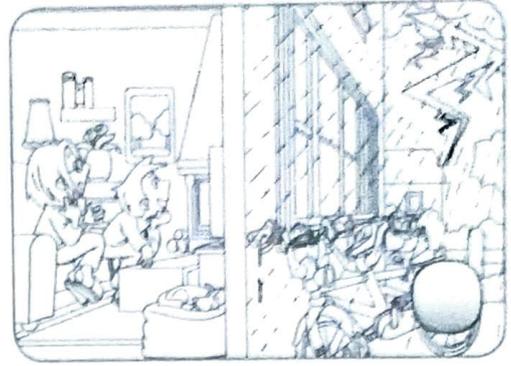
raining



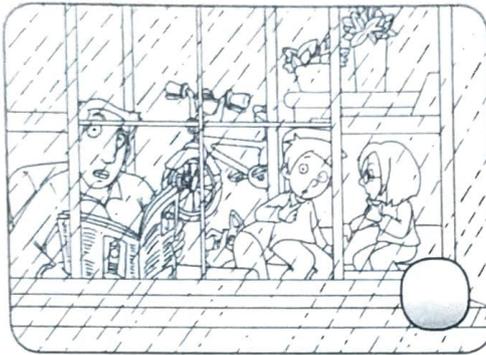
stormy



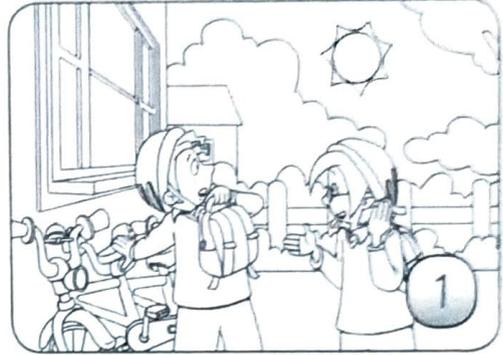
It's \_\_\_\_\_ today.



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



It's \_\_\_\_\_ again.



It's very sunny today.

**2** What's the weather like today? Write and draw.

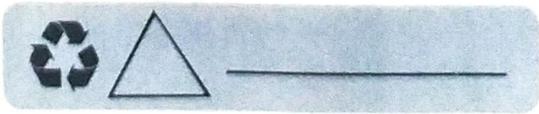
It's \_\_\_\_\_



**3 My progress** Make your traffic light. Listen to the teacher and point.

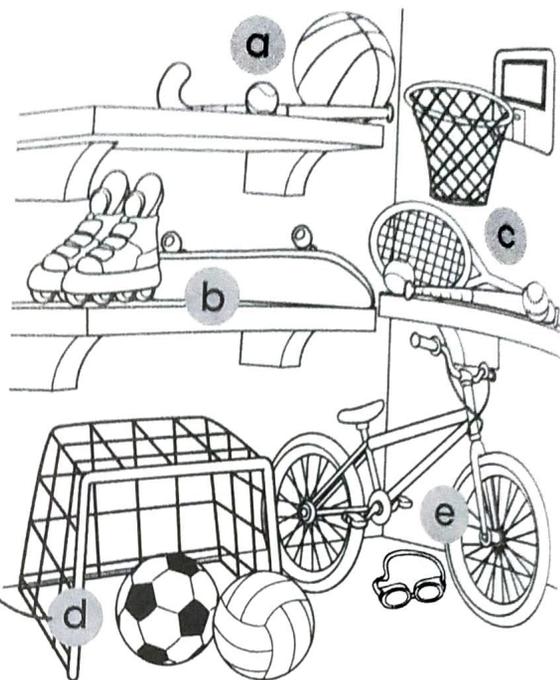
Teacher's Resource Bank

**Key for Activity 3:** 1. I can say the school subjects. 2. I can name different types of weather. 3. I can ask and answer about my friend's name. 4. I can ask and answer about my favourite subject. 5. I listen to the teacher. 6. I listen to other pupils.



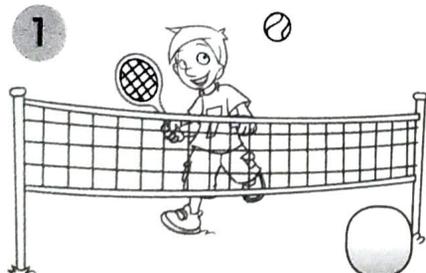
**1** Read and match. Say.

- 1 I play volleyball and football.
- 2 I go cycling and swimming.
- 3 I play basketball and hockey.
- 4 I go skateboarding and rollerblading.
- 5 I play tennis and baseball.

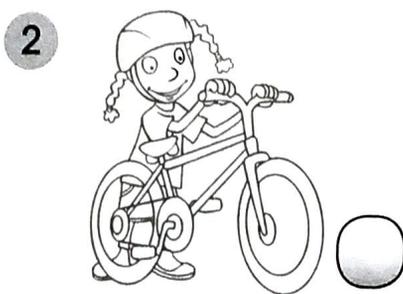


**2**  Look and write. Tick (✓) and say the sports you do.

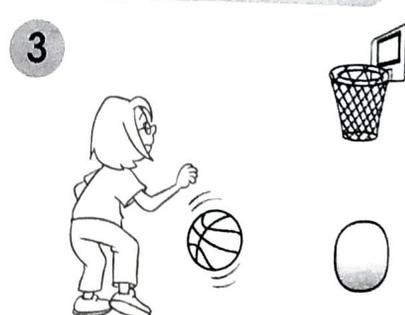
basketball    football    ~~tennis~~    swimming    cycling    skateboarding



I play tennis.



I go \_\_\_\_\_.



I play \_\_\_\_\_.



I go \_\_\_\_\_.



I play \_\_\_\_\_.



I go \_\_\_\_\_.



\_\_\_\_\_



1 Read and write. Follow and circle.

play go

1 Do you play volleyball?

2 Do you \_\_\_\_\_ cycling?

3 Do you \_\_\_\_\_ basketball?

4 \_\_\_\_\_ swimming?

5 \_\_\_\_\_ hockey?



Yes, I do.  
No, I don't.



Yes, I do.  
No, I don't.



Yes, I do.  
No, I don't.



Yes, I do.  
No, I don't.



Yes, I do.  
No, I don't.

2 **Talk Partners** Write a conversation. Act out.

Do you \_\_\_\_\_?

\_\_\_\_\_. And I \_\_\_\_\_.

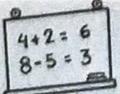
Do you \_\_\_\_\_, too?

\_\_\_\_\_.

Do you play tennis?



Yes, I do. And I go swimming.

After you read

1 Remember the story. Write and match.

rollerblading baseball ~~swimming~~ basketball football tennis

1 I go  swimming on Monday.

2 I play  \_\_\_\_\_ on Tuesday.

3 I play  \_\_\_\_\_ on Wednesday.

4 I go  \_\_\_\_\_ on Thursday.

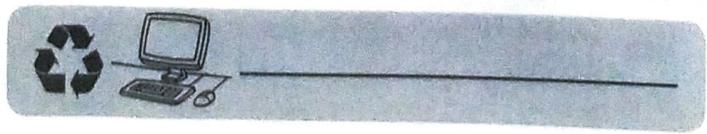
5 I play  \_\_\_\_\_ on Friday.

6 I play  \_\_\_\_\_ on Saturday.

2  What sports do you play? Write and draw.

I play \_\_\_\_\_  
on \_\_\_\_\_

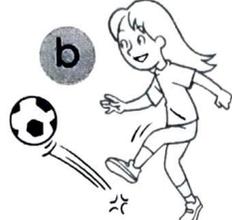
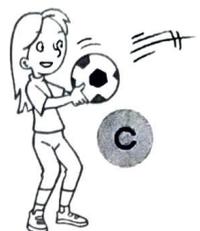
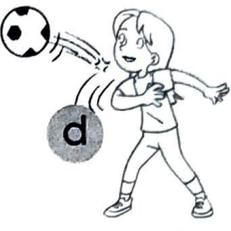
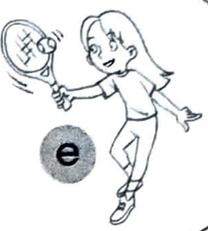
I go \_\_\_\_\_  
on \_\_\_\_\_

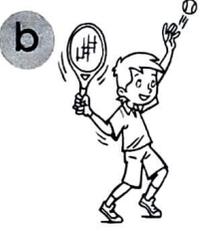
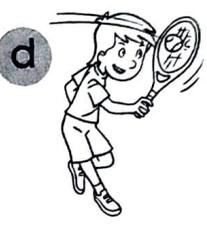


1 Listen and circle the actions. 

CD1 21

1      

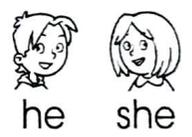
2      

3      

2 Look and write.

~~jumps~~ catches hits throws bounces kicks

Remember



1  She \_\_\_\_\_ jumps \_\_\_\_\_.

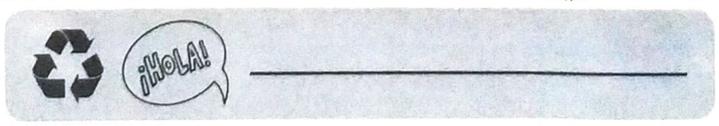
2  He \_\_\_\_\_ the ball.

3  She \_\_\_\_\_ the ball.

4  \_\_\_\_\_ the ball.

5  \_\_\_\_\_

6  \_\_\_\_\_



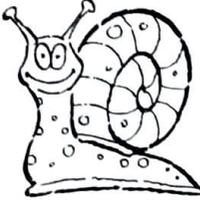
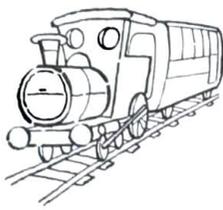
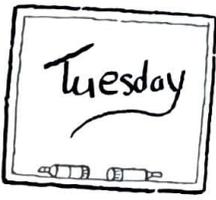
# Toby's tongue twister

1 Write and say.



ai - ay. Sn ai ls pl ay in the r ai n all d ay.

2 Colour the 'ai' words red and the 'ay' words blue. Say.

 rain	 day	 May	 Spain	 play
 snail	 train	 say	 rainbow	 Tuesday

3 **Talk Partners** Play *Snap* in pairs.

1, 2, 3 snail!

1, 2, 3 play!

**Snap!**

1, 2, 3 say!

1, 2, 3 say!

Snap!

**Play Snap:** Pupils play with their Talk Partner. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say *Snap!* If they are different, they continue playing the game.





**1** Listen and number. Write.  CD1 25

~~sack race~~

egg and spoon race

balloon toss

wheelbarrow race



sack race

 **Think about your culture**



What sports do you play at school?

**2**  Read and tick (✓). Draw, write and say.

- 1 I do the sack race.
- 2 I play basketball.
- 3 I throw and catch a balloon.
- 4 I do the wheelbarrow race.
- 5 I run and jump.

\_\_\_\_\_

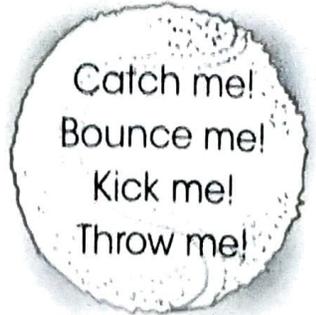
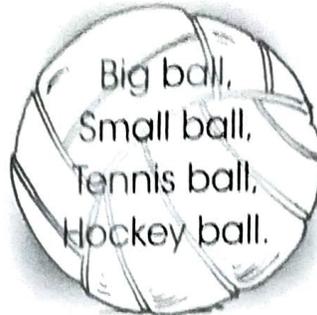
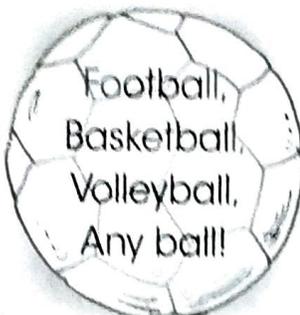


After you read



Text type: **A poem**

1 Remember the poem. Number.



2 Choose and write your own poem. Act out.

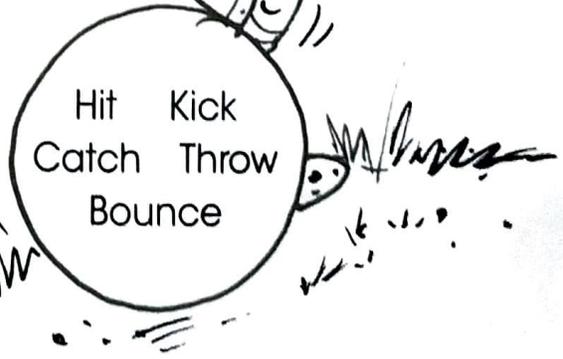


\_\_\_\_\_ ball,  
\_\_\_\_\_ ball,  
\_\_\_\_\_ ball,  
\_\_\_\_\_ ball.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

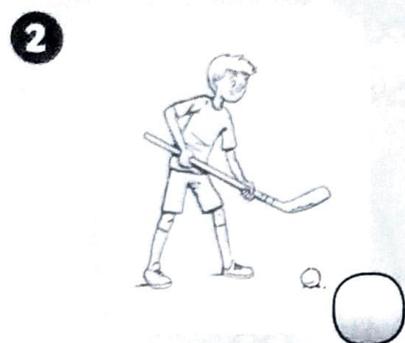
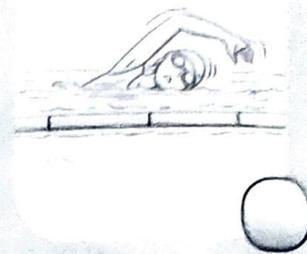
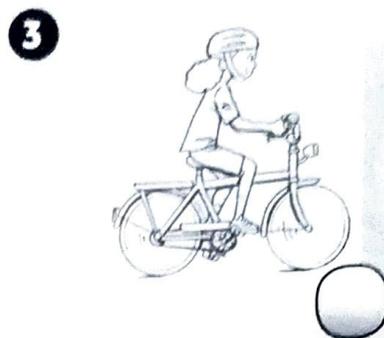
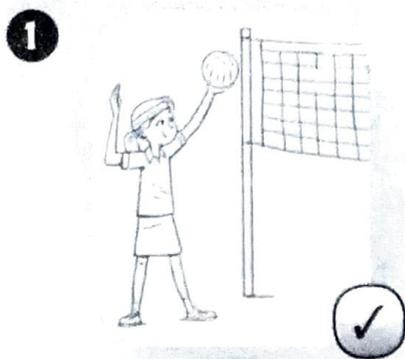
Any ball!  
\_\_\_\_\_ me!  
\_\_\_\_\_ me!  
\_\_\_\_\_ me!  
\_\_\_\_\_ me!

Underarm,  
Overarm.  
BALL!





1 What sports do they join in with? Listen and tick (✓).



What sports do you join in with?

2 Read and tick (✓). Draw, point and say.

1 I do the egg and spoon race.

2 I do the tug of war.

3 I do the sack race.

4 I do the three-legged race.

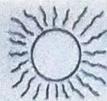
I join in with the \_\_\_\_\_.





Let's practise spelling!

Look	Copy	Cover and write
<p>1  hockey</p>	<p>_____</p>	<p>_____</p>
<p>2  baseball</p>	<p>_____</p>	<p>_____</p>
<p>3  tennis</p>	<p>_____</p>	<p>_____</p>
<p>4  football</p>	<p>_____</p>	<p>_____</p>
<p>5  swimming</p>	<p>_____</p>	<p>_____</p>
<p>6  rollerblading</p>	<p>_____</p>	<p>_____</p>
<p>7  cycling</p>	<p>_____</p>	<p>_____</p>
<p>8  basketball</p>	<p>_____</p>	<p>_____</p>
<p>9  volleyball</p>	<p>_____</p>	<p>_____</p>
<p>10  skateboarding</p>	<p>_____</p>	<p>_____</p>



**1** Read and match.

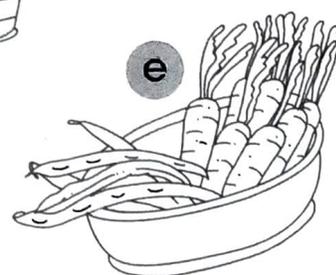
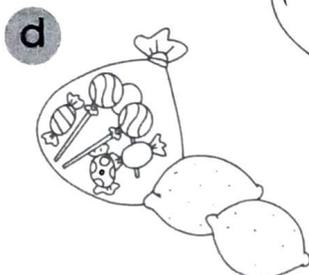
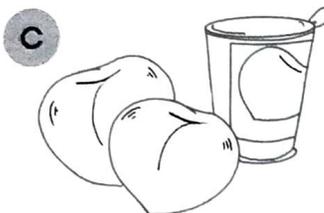
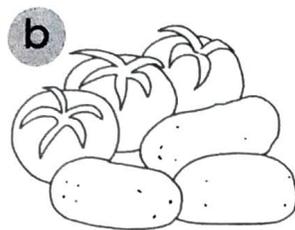
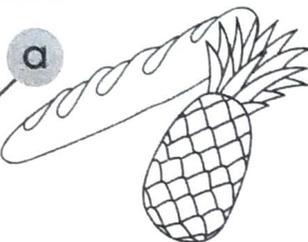
1 bread and pineapple

2 tomatoes and potatoes

3 sweets and lemons

4 yoghurt and peaches

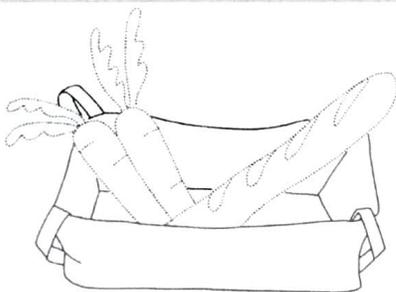
5 green beans and carrots



**2** What's in the bag? Draw and write.

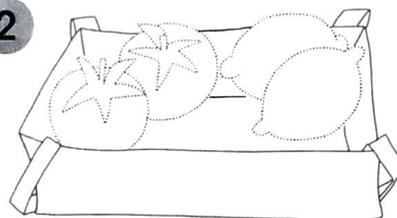
sweets    lemons    ~~bread~~    potatoes    green beans  
 carrots    tomatoes    yoghurt    pineapple    peaches

1



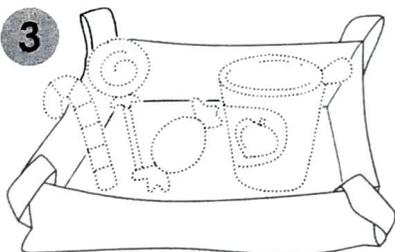
bread and \_\_\_\_\_

2



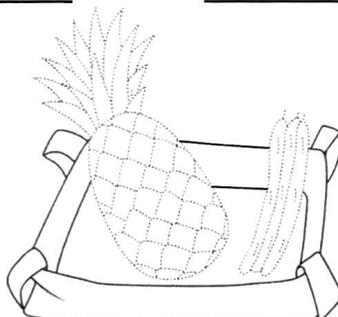
\_\_\_\_\_ and \_\_\_\_\_

3



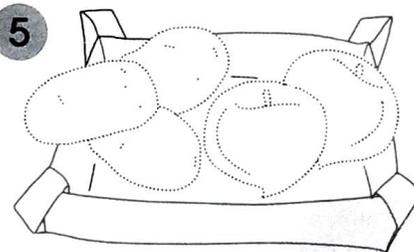
\_\_\_\_\_  
 \_\_\_\_\_

4



\_\_\_\_\_  
 \_\_\_\_\_

5



\_\_\_\_\_  
 \_\_\_\_\_





**1** Look, read and write.

**Remember**  
a / an / some

~~bread~~ peach grapes apple carrots egg

1  Can I have \_\_\_\_\_ **some bread** \_\_\_\_\_, please?

2  Can I have \_\_\_\_\_, please?

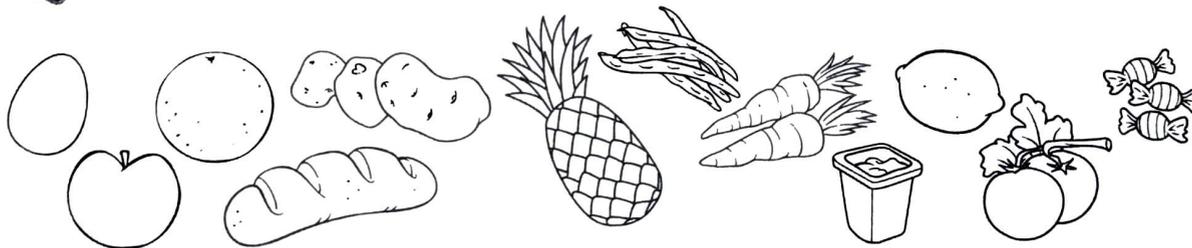
3  Can I have \_\_\_\_\_?

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

5  \_\_\_\_\_?

6  \_\_\_\_\_?

**2**  **Talk Partners** Choose and write a conversation. Act out.



Can I have a \_\_\_\_\_, please?

Here you are.

Can I have an \_\_\_\_\_, please?

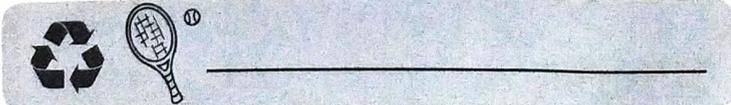
Here you are.

Can I have some \_\_\_\_\_, please?

\_\_\_\_\_.

Thank you very much.

You're welcome.

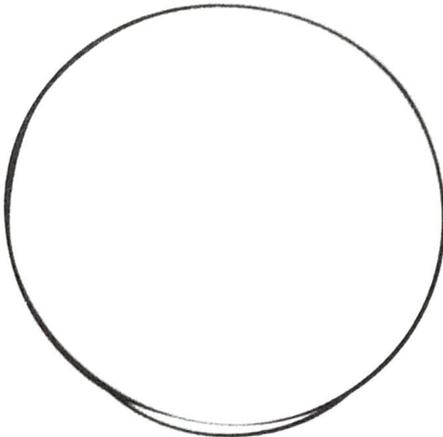


After you read

1 Read and write true or false.

- 1 Jake and Molly buy bread and yoghurt for breakfast. true
- 2 Jake and Molly buy potatoes and tomatoes for lunch. \_\_\_\_\_
- 3 A naughty parrot takes the food. \_\_\_\_\_
- 4 Jake and Molly see the parrot take the food. \_\_\_\_\_
- 5 Toby rings the bell. \_\_\_\_\_
- 6 Toby has got all the food for breakfast, lunch and dinner. \_\_\_\_\_

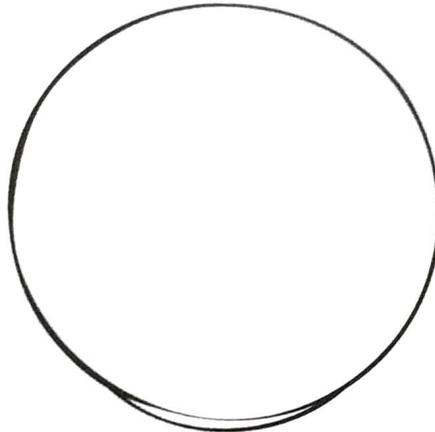
2  What do you have for breakfast, lunch and dinner? Draw and write.



**breakfast**

I have

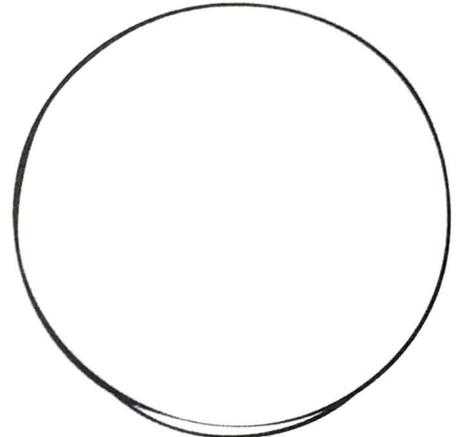
\_\_\_\_\_  
\_\_\_\_\_



**lunch**

I have

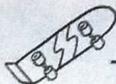
\_\_\_\_\_  
\_\_\_\_\_



**dinner**

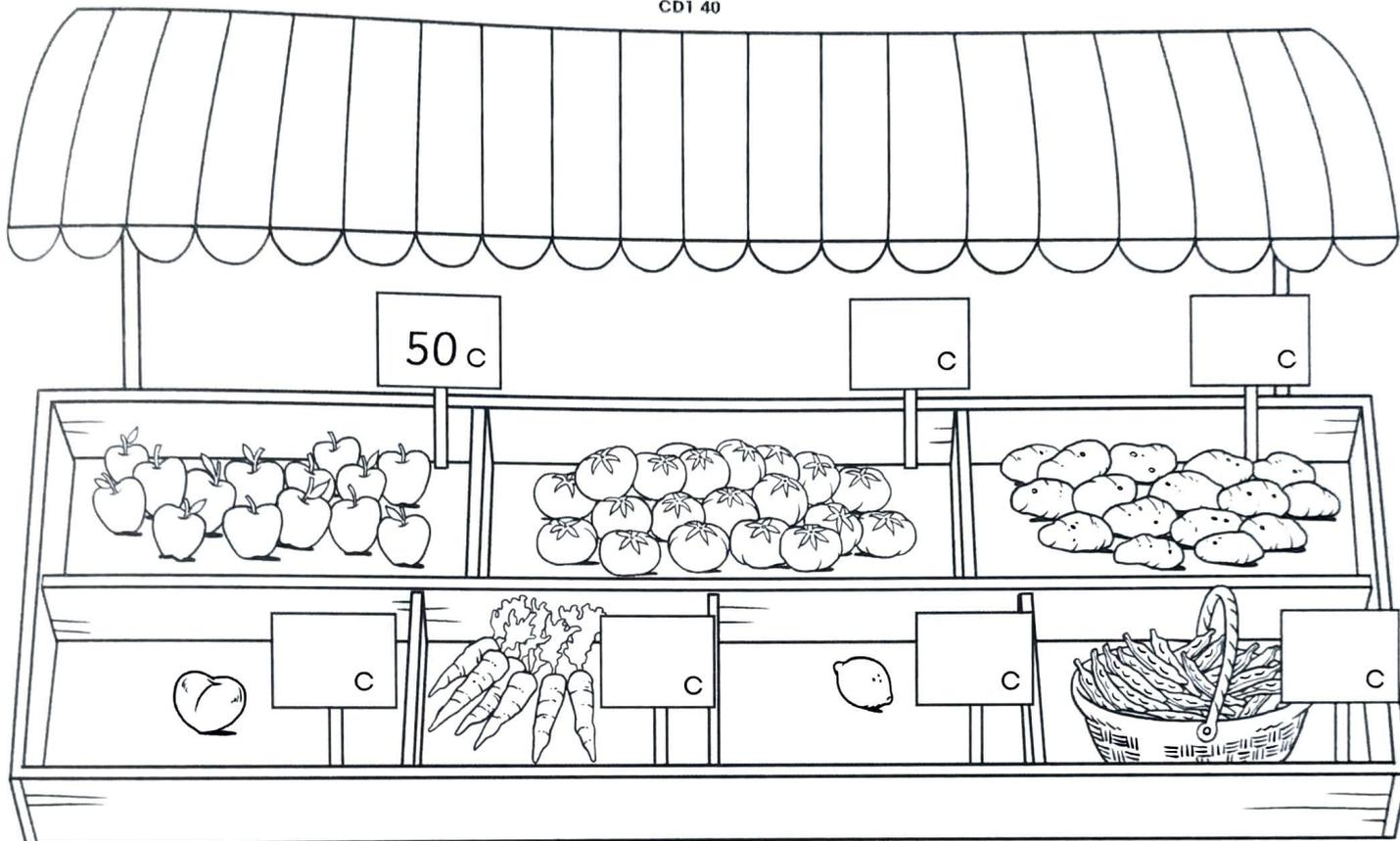
I have

\_\_\_\_\_  
\_\_\_\_\_



1 Listen and write the numbers. 

CD1 40



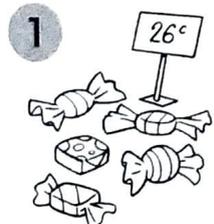
2 Look and write.



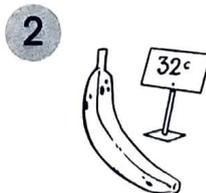
How much is this?



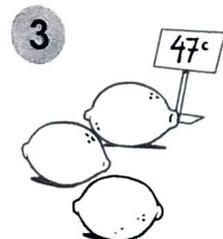
How much are these?



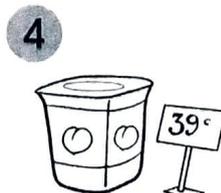
1 How much are these ?  
They're twenty-six  
cents.



2 How much \_\_\_\_\_ ?  
It's \_\_\_\_\_  
\_\_\_\_\_.



3 \_\_\_\_\_ ?  
\_\_\_\_\_  
\_\_\_\_\_.



4 \_\_\_\_\_ ?  
\_\_\_\_\_  
\_\_\_\_\_.



\_\_\_\_\_

# Toby's tongue twister

1 Write and say.

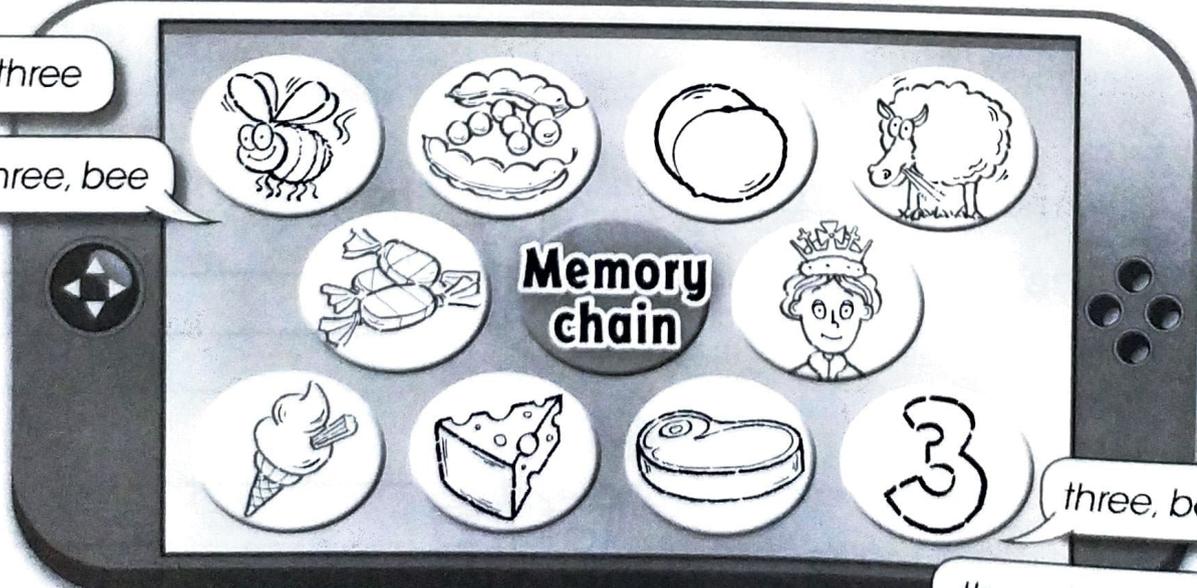


ee - ea. Qu\_ee\_n J\_\_n\_\_ts m\_\_t  
and the gr\_\_n sh\_\_p\_\_ts ch\_\_se.

2 Colour the 'ee' words red and the 'ea' words blue. Say.

 sheep	 meat	 bee	 ice cream	 peach
 three	 sweets	 peas	 queen	 cheese

3 **Talk Partners** Play *Memory chain* in pairs.



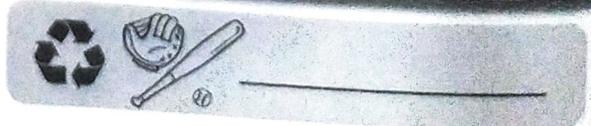
three

three, bee

three, bee, peas

three, bee, peas, meat ...

**Play Memory chain:** Pupils play with their Talk Partner. Pupil A chooses a word and says it. Pupil B repeats Pupil A's word and says a word of their own. Pupils take turns repeating and adding words to the chain.





**1 Listen and write. Match.**  CD1 45

pancake    sugar    school    Mum    lemon

1 I help Mum make the pancakes.

2 Mum tosses the \_\_\_\_\_ in the air.

3 I put \_\_\_\_\_ and \_\_\_\_\_ on my pancake.

4 At \_\_\_\_\_, we have pancake races.



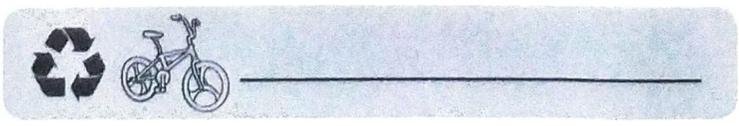
 **Think about your culture**

Do you have special food in your country?

**2**  **Read and tick (✓). Draw, write and say.**

- 1 There's special food in my country.
- 2 I eat pancakes on a special day.
- 3 I eat cake on a special day.
- 4 I help my mum make special food.
- 5 I help my dad make special food.

\_\_\_\_\_



**After you read**

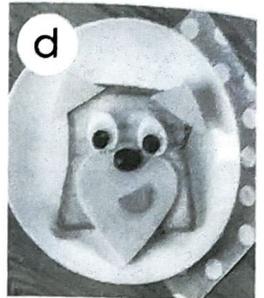
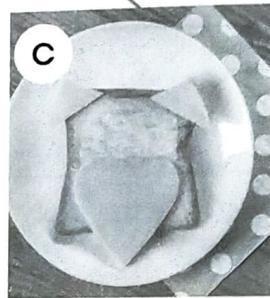
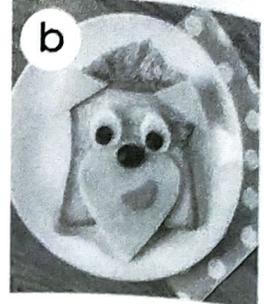
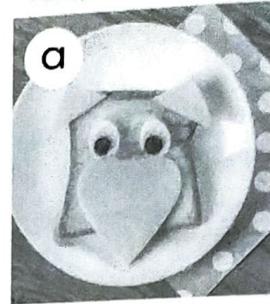
**1 Read and number. Match.**

Then, add the eggs for eyes. Put an olive in the centre of each egg.

First, put the slices of cheese on the slice of bread.

Finally, add the salad for the hair.

Now, add an olive for the nose and a piece of carrot for the mouth.



**2 Choose and write your own recipe. Draw.**

**You need**

\_\_\_\_\_ bread \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

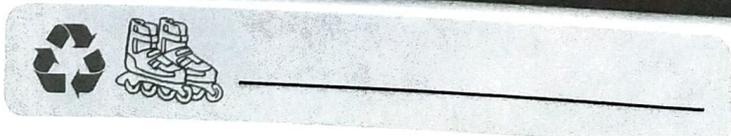
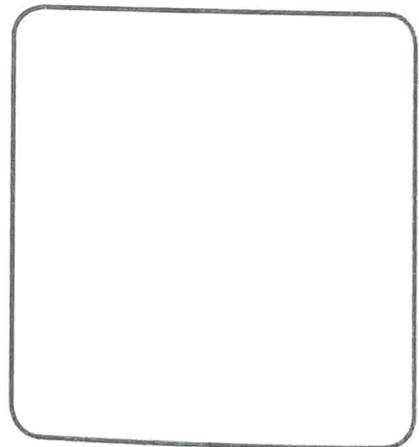


First, put the \_\_\_\_\_ on the bread.

Then, add the \_\_\_\_\_ for eyes.

Now, add the \_\_\_\_\_ for the nose and the \_\_\_\_\_ for the mouth.

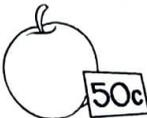
Finally, add the \_\_\_\_\_ for the hair.



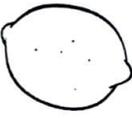


**1** Look, read and write.

How much is this?      How much are these?

- 1 How much is this \_\_\_\_\_?  It's fifty cents.
- 2 \_\_\_\_\_?  They're \_\_\_\_\_ cents.
- 3 \_\_\_\_\_?  It's \_\_\_\_\_ cents.
- 4 \_\_\_\_\_?  \_\_\_\_\_.
- 5 \_\_\_\_\_?  \_\_\_\_\_.

**2**  **Talk Partners** Look and write. Ask and answer.

- 1  Can I have some bread, please \_\_\_\_\_?  
Yes. Here you are \_\_\_\_\_.
- 2  Can \_\_\_\_\_?  
Yes. \_\_\_\_\_.
- 3  \_\_\_\_\_?  
\_\_\_\_\_.
- 4  \_\_\_\_\_?  
\_\_\_\_\_.

**Remember**  
a peach  
an orange  
some bread  
some carrots

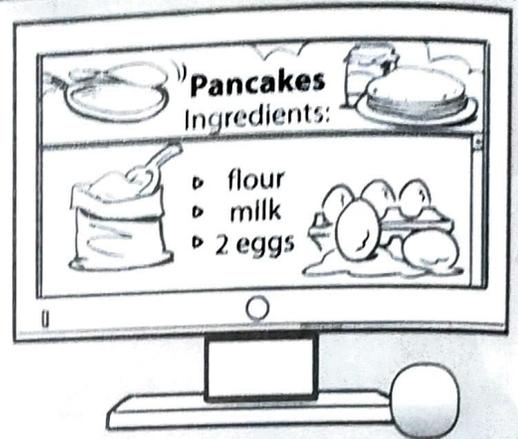
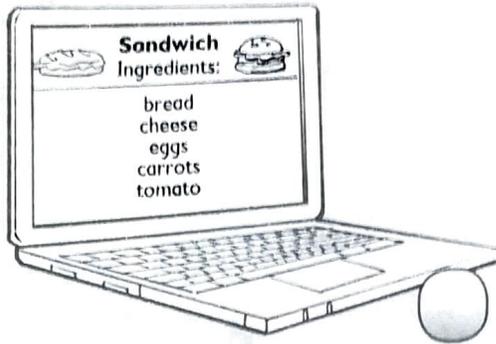
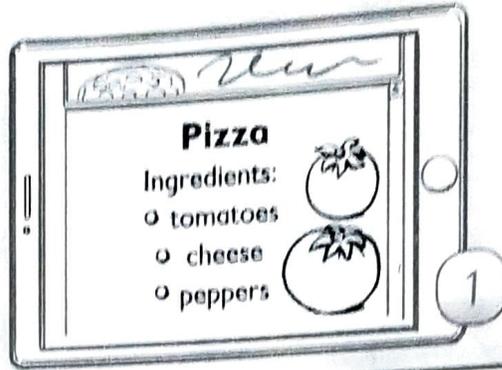
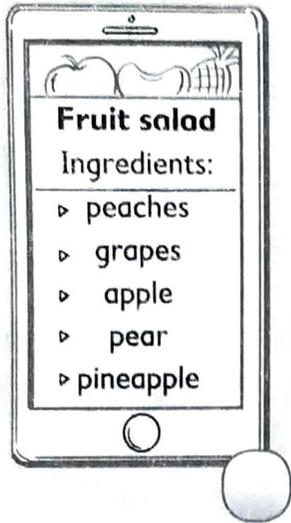
**3**  **My progress** Use your traffic light. Listen to the teacher and point.

**Key for Activity 3:** 1. I can say and write the ten food words. 2. I can ask for different food. 3. I can say how much food is. 4. I can read and write a recipe. 5. I remember to say please. 6. I work well with my Talk Partner.



1 What recipes are they making?

Listen and number.  CD1 49

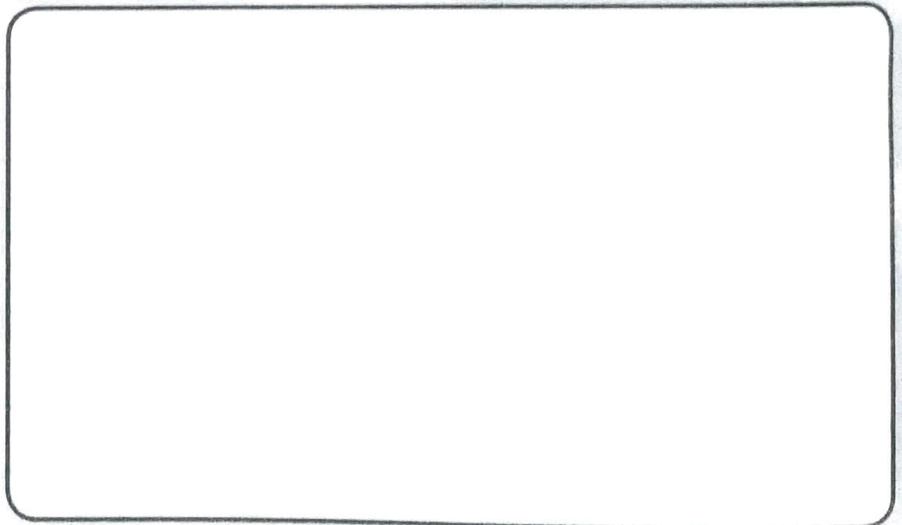


What's on your pizza?

2  Think and write. Draw your pizza.

My pizza has got

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



Let's practise spelling!

Look

Copy

Cover and write

1		lemons	_____	_____
2		pineapple	_____	_____
3		tomatoes	_____	_____
4		potatoes	_____	_____
5		bread	_____	_____
6		peaches	_____	_____
7		carrots	_____	_____
8		green beans	_____	_____
9		sweets	_____	_____
10		yoghurt	_____	_____



# At the zoo

## 1 Look and write.

elephant  
crocodile

lion  
lizard

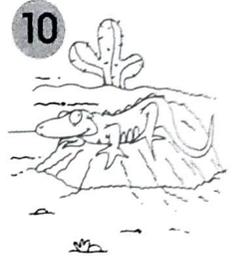
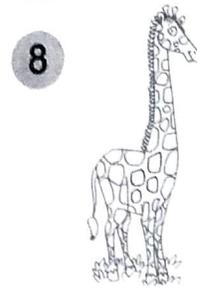
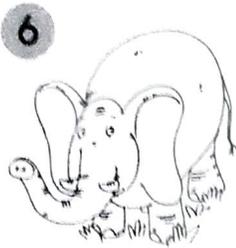
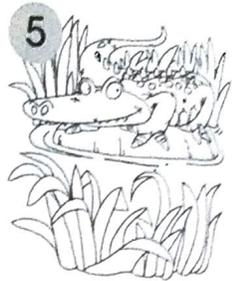
giraffe  
tiger

penguin  
hippo

snake  
monkey

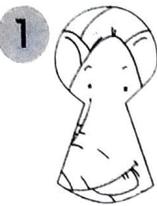


lion



## 2 Read and match. Write.

I've got two legs.  
I can't fly. I'm black and white.  
I'm a penguin.



I've got four long legs. I'm tall. I'm yellow and brown.  
\_\_\_\_\_.

I've got four legs.  
I'm very big. I've got big ears. I'm grey.  
\_\_\_\_\_.

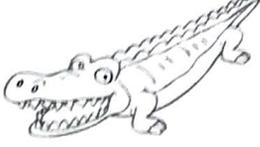
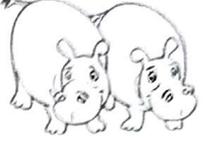


I've got four legs.  
I'm very fat. I've got a big mouth. I'm grey.  
\_\_\_\_\_.





1 Look and tick (✓) or cross (X). Write.

				
four legs	✓			
a big mouth				
big ears				
long hair	✓			

- 1 A lion has got four legs and long hair.
- 2 A crocodile \_\_\_\_\_ and \_\_\_\_\_.
- 3 Elephants have got \_\_\_\_\_.
- 4 Hippos \_\_\_\_\_.

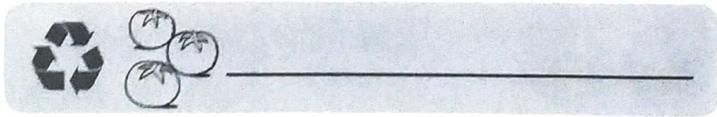
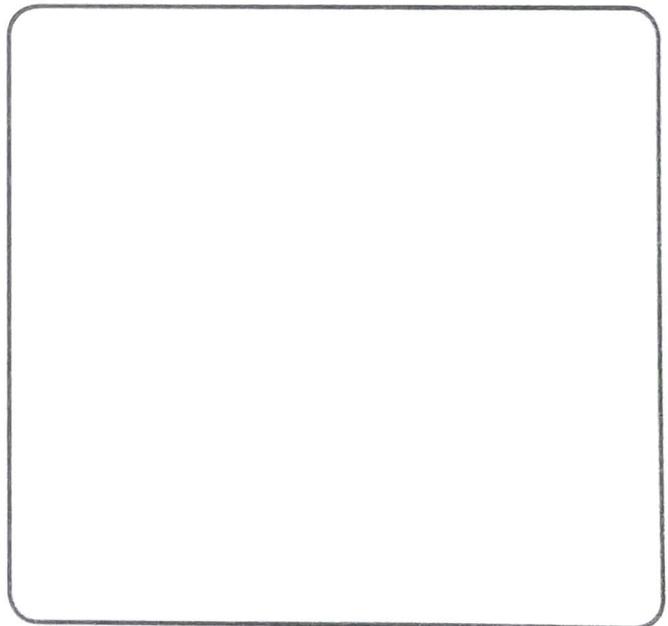
2 **Talk Partners** Write a conversation. Draw an animal. Act out.

Can you guess my favourite animal?

Has it got \_\_\_\_\_?

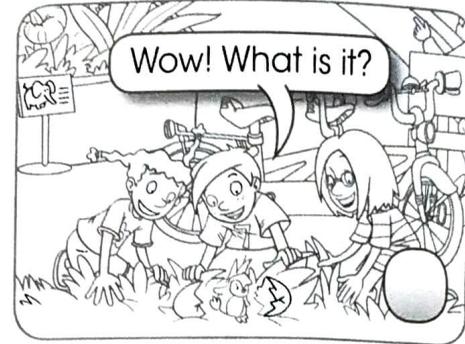
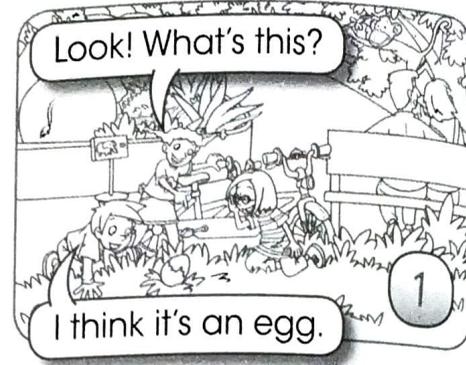
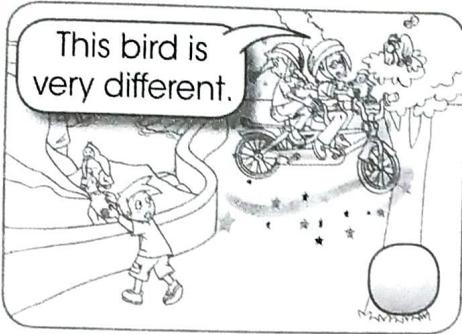
\_\_\_\_\_

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

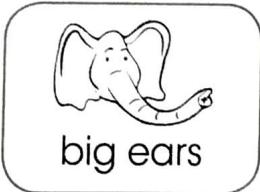


**After you read**

1 Remember the story. Read and number.

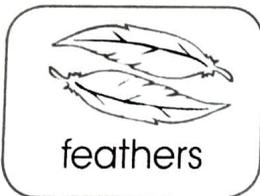


2 Look, write and circle.



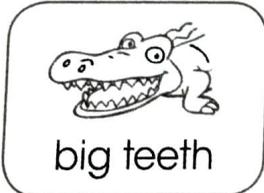
1 Have penguins got big ears \_\_\_\_\_?

Yes, they have. No, they haven't.



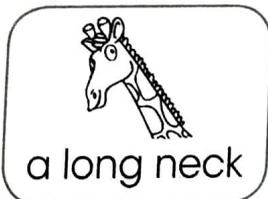
2 Have penguins \_\_\_\_\_?

Yes, they have. No, they haven't.



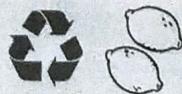
3 \_\_\_\_\_?

Yes, they have. No, they haven't.



4 \_\_\_\_\_?

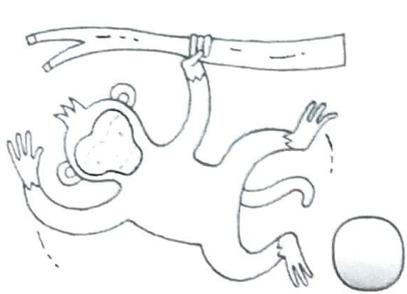
Yes, they have. No, they haven't.



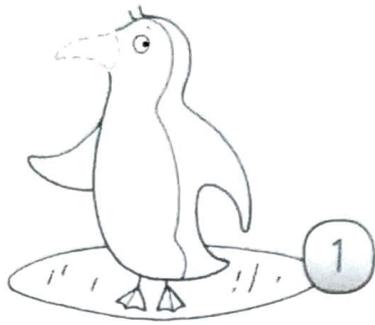
1 What's missing? Listen and number. Write and draw. 

CD 1 4

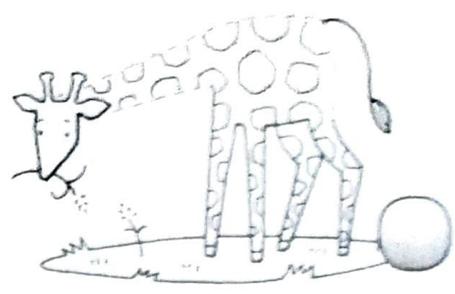
wings    teeth    a body    a face    ~~a beak~~    a tail



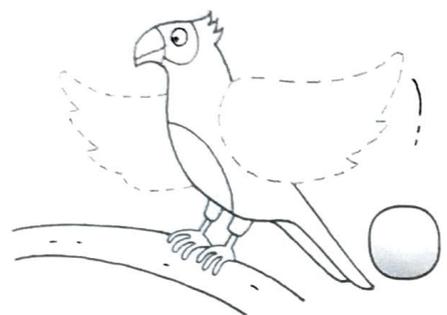
It hasn't got \_\_\_\_\_.



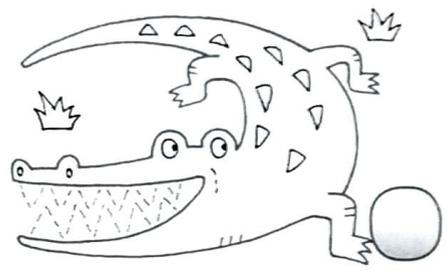
It hasn't got a beak.



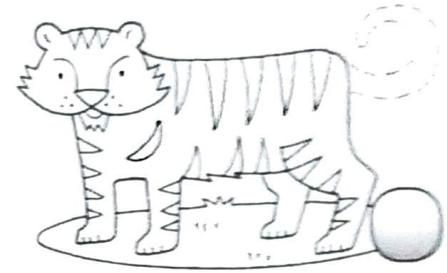
It \_\_\_\_\_.



\_\_\_\_\_.



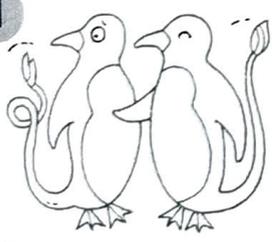
\_\_\_\_\_.

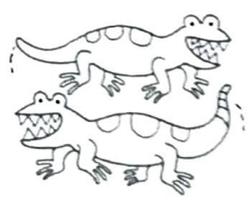


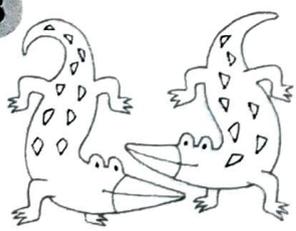
\_\_\_\_\_.

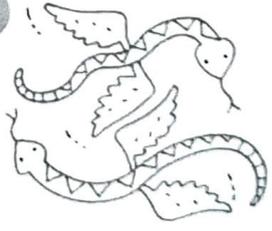
2 What's wrong? Look and write.

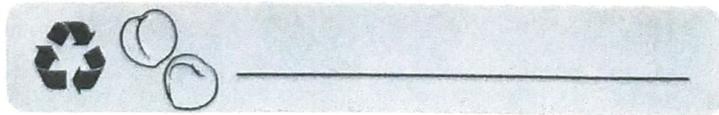
~~a long tail~~    a beak    big teeth    wings

1  They haven't got a long tail!

2  They haven't got \_\_\_\_\_!

3  \_\_\_\_\_!  
\_\_\_\_\_!

4  \_\_\_\_\_!  
\_\_\_\_\_!



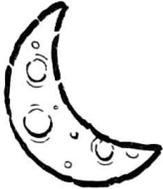
# Toby's tongue twister

1 Write and say.



oo - ui. A kangaroo and a goose in a swimsuit drink fruit juice by the pool.

2 Colour the 'oo' words red and the 'ui' words blue. Say.

 moon	 kangaroo	 spoon	 food	 swimsuit
 juice	 pool	 fruit	 balloon	 zoo

3 **Talk Partners** Play Snap in pairs.

1, 2, 3 fruit!

1, 2, 3 juice!

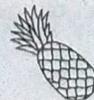
**Snap!**

1, 2, 3 moon!

1, 2, 3 moon!

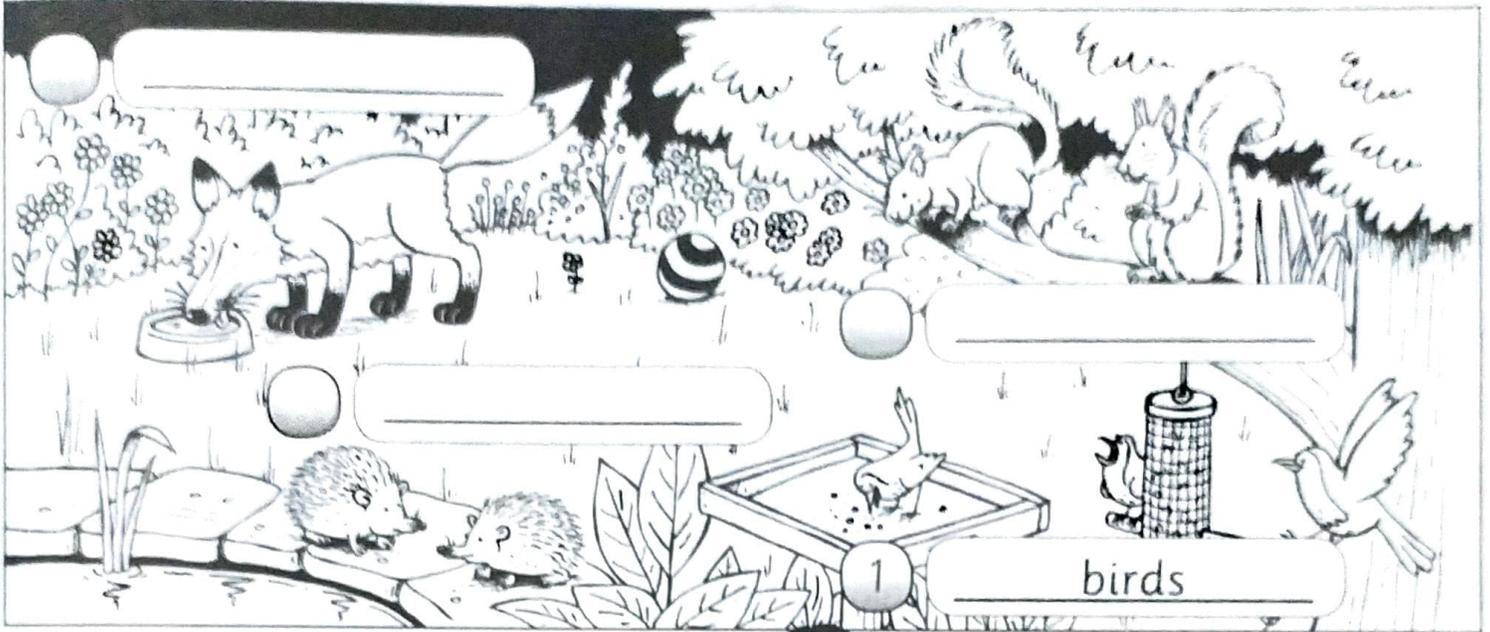
Snap!

**Play Snap:** Pupils play with their Talk Partner. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say Snap! If they are different, they continue playing the game.



**1** Listen and number. Write. 

~~birds~~ fox hedgehogs squirrels



 **Think about your culture**



What animals can you see near your house?

**2**  Read and tick (✓). Draw, write and say.

- 1 I can see birds.
- 2 I can see hedgehogs.
- 3 I can see pets.
- 4 I can see squirrels.
- 5 I can see lizards.

I \_\_\_\_\_



Text type: **Fact files**

**After you read**

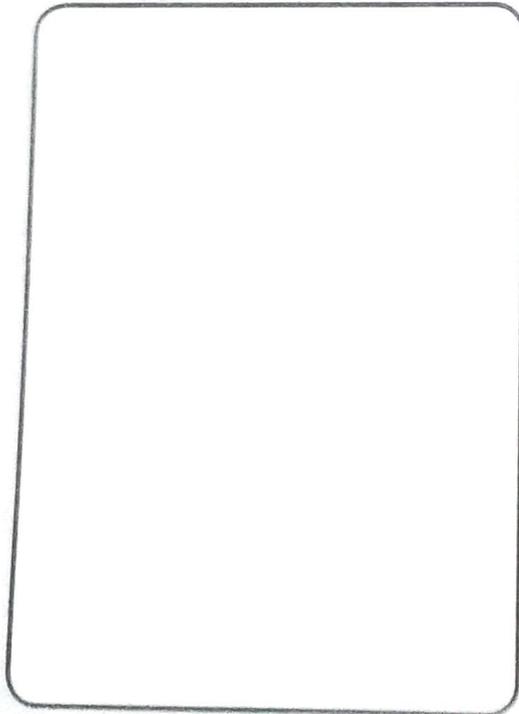
1 Read again. Write *gorillas* or *polar bears*.

- 1 They live in the rainforest. \_\_\_\_\_ gorillas \_\_\_\_\_
- 2 They eat fish and meat. \_\_\_\_\_
- 3 They live on snow and ice. \_\_\_\_\_
- 4 They've got long arms. \_\_\_\_\_
- 5 They eat leaves and fruit. \_\_\_\_\_
- 6 They haven't got a tail. \_\_\_\_\_
- 7 They've got a small tail. \_\_\_\_\_
- 8 They've got 42 teeth. \_\_\_\_\_



2 Draw your favourite wild animal. Write a fact file.

**ANIMAL FACTS**



**Name:** \_\_\_\_\_

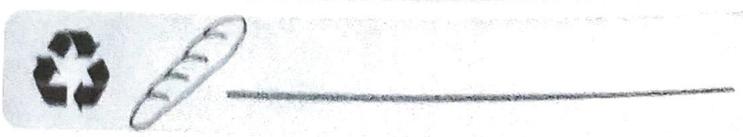
**Habitat:** \_\_\_\_\_

**Colour:** \_\_\_\_\_

**Size:** \_\_\_\_\_

**Characteristics:** \_\_\_\_\_

**Food:** \_\_\_\_\_



1 Look and write. Find the secret animals.

secret animals:  
 \_\_\_\_\_ and  
 \_\_\_\_\_

2 **Talk Partners** Write. Ask and answer.

Has it got      Have they got

1 Have they got \_\_\_\_\_ legs?      No, they haven't \_\_\_\_\_.

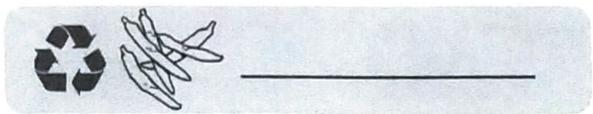
2 \_\_\_\_\_ a long neck? \_\_\_\_\_.

3 \_\_\_\_\_ wings? \_\_\_\_\_.

4 \_\_\_\_\_ a long tail? \_\_\_\_\_.

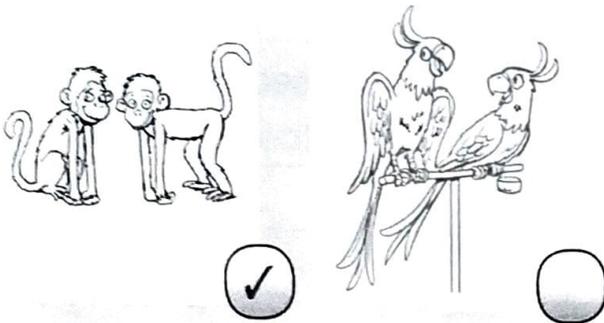
3 **My progress** Use your traffic light. Listen to the teacher and point.

Key for Activity 3: 1. I can say and write the ten animal words. 2. I can ask and answer about animals. 3. I can read and write a fact file. 4. I can describe animals and their characteristics. 5. I help my friends.

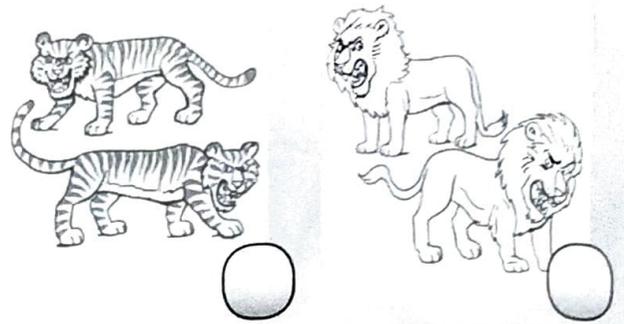


1 Listen and tick (✓).   
CD2 13

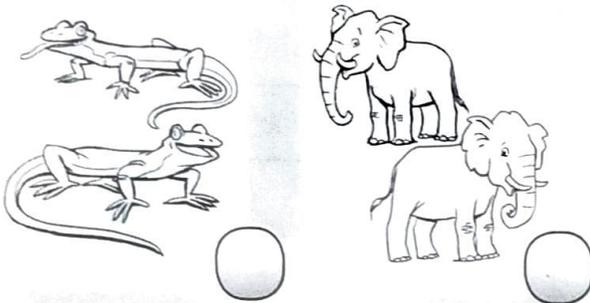
1



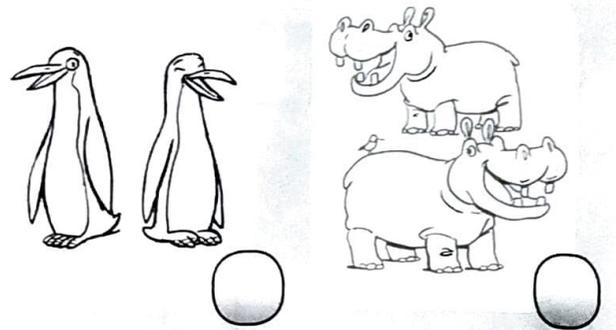
2



3



4



Can you identify similarities and differences?

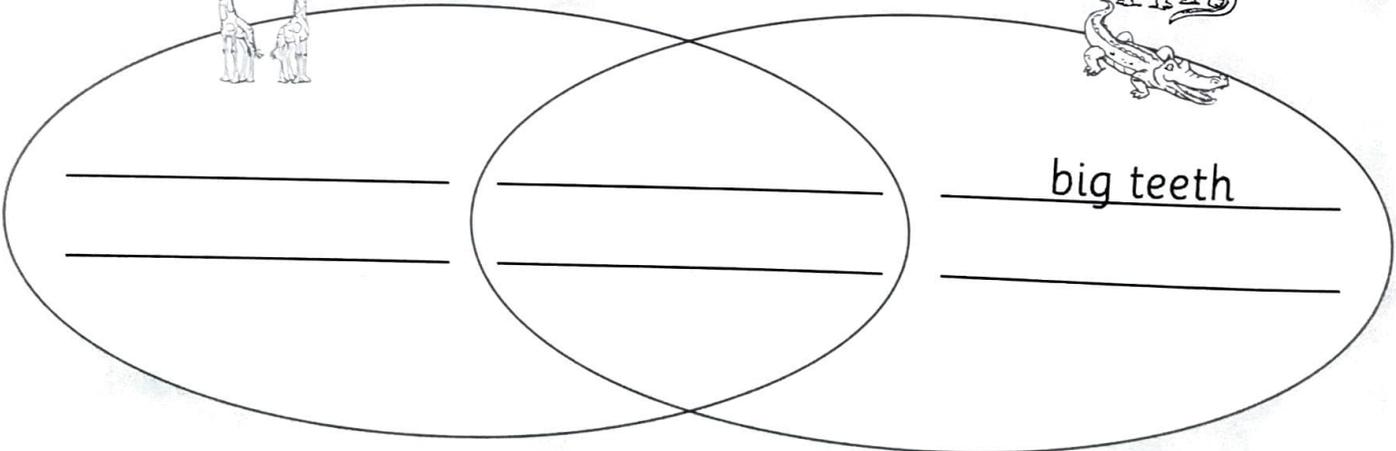
2 Think and write.

- ~~big teeth~~
- long neck
- long legs
- short legs
- tail
- face



giraffes

crocodiles



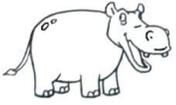


Let's practise spelling!

Look

Copy

Cover and write

1		crocodile	_____	_____
2		lion	_____	_____
3		elephant	_____	_____
4		penguin	_____	_____
5		tiger	_____	_____
6		lizard	_____	_____
7		snake	_____	_____
8		monkey	_____	_____
9		hippo	_____	_____
10		giraffe	_____	_____



# PETS

## Plan your project



Plan your pets classbook page. Read, tick (✓) and write.

1 Choose a pet.

- rabbit  turtle  hamster  spider   
guinea pig  bird  goldfish   
stick insect  cat  dog

2 What's its name? \_\_\_\_\_

3 What's its favourite food?

- meat  fish  fruit  vegetables

4 What's its favourite toy?

- a ball  a wheel  other: \_\_\_\_\_

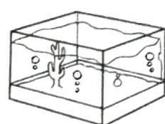
5 What does your pet look like?

colour: \_\_\_\_\_

- legs: zero  two  four  six  eight

- hair: no hair  long hair  short hair

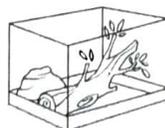
6 Where does it live?



in water



in a cage



in a tank



in a house



Plan your pets classbook page.

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

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

Its favourite food is \_\_\_\_\_.

Its favourite toy is \_\_\_\_\_.

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

It's got \_\_\_\_\_ legs and \_\_\_\_\_ hair.

It lives in \_\_\_\_\_.

Think about your project



Read, think and colour the stars.

I listen to my friends.



I share my things.



I help my friends.



I make an effort.

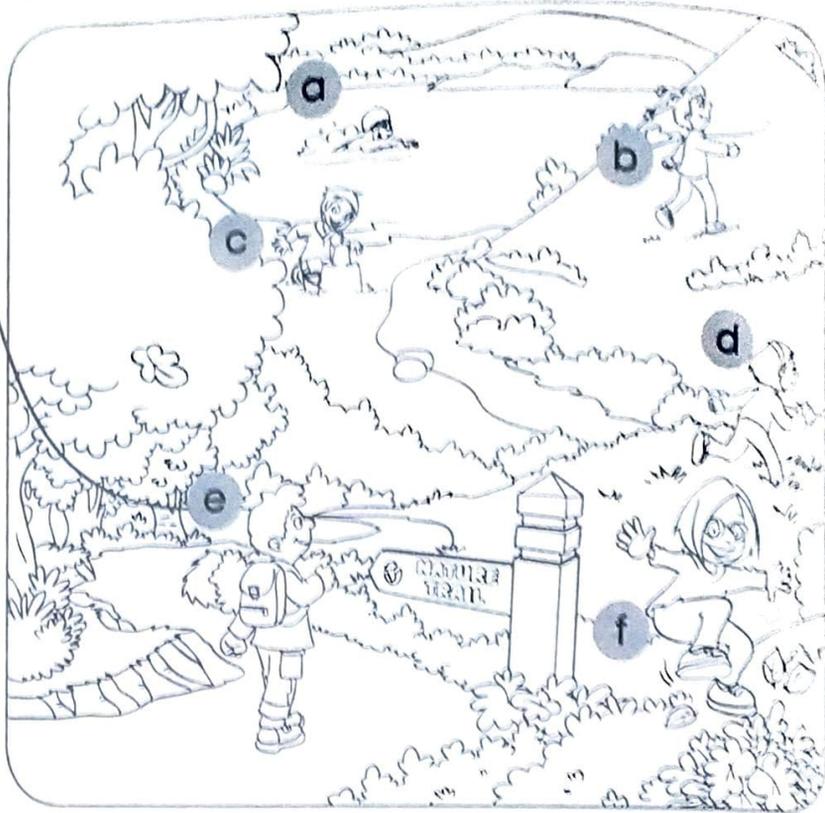


I like the display.



**1** Read and match.

- 1 I can walk in the forest.
- 2 I can jump in the leaves.
- 3 I can climb the hill.
- 4 I can swim in the lake.
- 5 I can play in the sand.
- 6 I can run in the grass.



**2** Look, read and write.

forest grass hill river ~~path~~ bridge road leaves sand lake

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<u>path</u>	_____	_____	_____	_____
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
_____	_____	_____	_____	_____





**1** Look and write.

swimming playing walking  
climbing jumping

bridge leaves sand  
forest lake

1 I'm  swimming in the  \_\_\_\_\_.

2 I'm  \_\_\_\_\_ on the  \_\_\_\_\_.

3 I'm  \_\_\_\_\_ in the  \_\_\_\_\_.

4 I'm  \_\_\_\_\_ in the  \_\_\_\_\_.

5 I'm  \_\_\_\_\_ in the  \_\_\_\_\_.

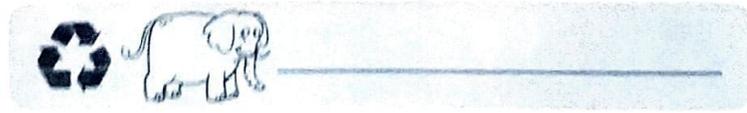
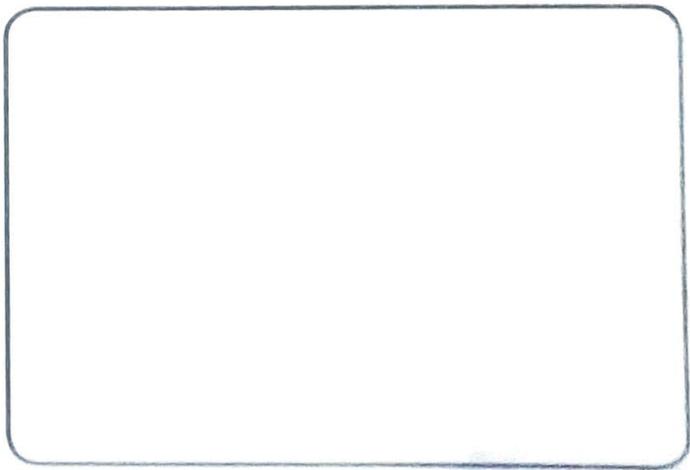
**2** **Talk Partners** Write a conversation. Draw. Act out.

What are you \_\_\_\_\_?

Can you guess?

Are \_\_\_\_\_?

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



**After you read**

1 Remember the story. Read and number.

He's chasing the sheep.



He's rolling down the hill.



He's running in the flowers.



He's jumping in the lake.



He's running up the hill.



That's better!



Toby has got something in his nose.



Let's go on the nature trail!



2 **Talk Partners** Help Toby to cross the river. Join with different colours. Say.

Toby is

- running
- jumping
- climbing
- walking
- playing
- swimming

leaves

forest

lake

grass

flowers

sand

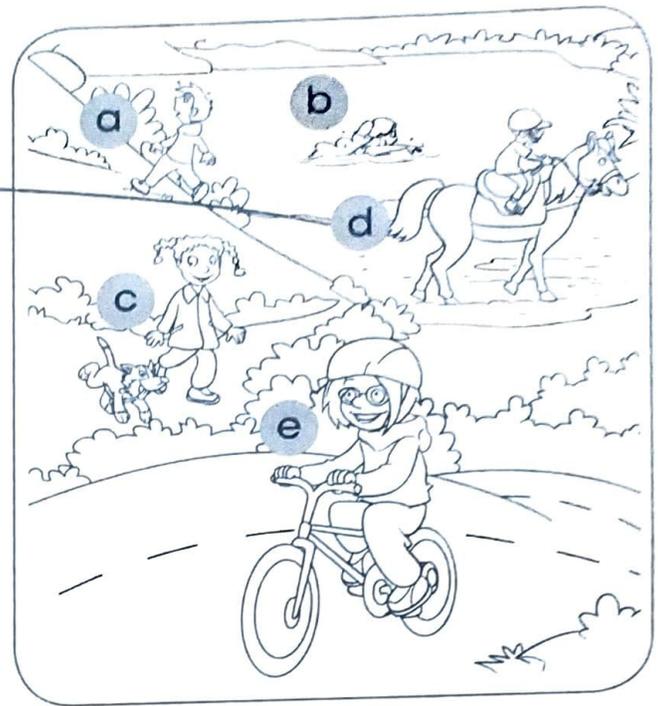
in the



**1 Listen and write. Match.**  CD2 27

~~across~~ up down along across

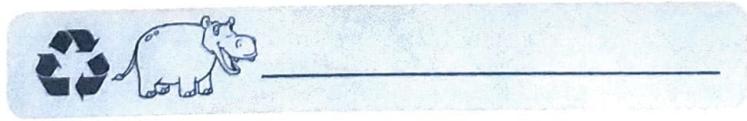
- 1 He's riding a horse across the sand.
- 2 She's walking \_\_\_\_\_ the hill.
- 3 He's running \_\_\_\_\_ the hill.
- 4 She's riding a bike \_\_\_\_\_ the road.
- 5 She's swimming \_\_\_\_\_ the lake.



**2 Read, look and write.**

No, he isn't. ~~Yes, he is.~~ Yes, she is. No, she isn't. Yes, she is.

- 1 Is he walking up a hill?  Yes, he is.
- 2 Is she running along a path?  \_\_\_\_\_.
- 3 Is she running down a hill?  \_\_\_\_\_.
- 4 Is she riding a horse in the forest?  \_\_\_\_\_.
- 5 Is he swimming in the lake?  \_\_\_\_\_.



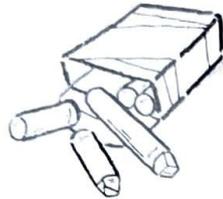
# Toby's tongue twister

1 Write and say.



or - al. The h or se in shorts  
works and torks in a storm.

2 Colour the 'or' words red and the 'al' words blue. Say.

 horse	 chalk	 shorts	 storm	 fork
 short	 walk	 sport	 talk	 corn

3 **Talk Partners** Play *Memory chain* in pairs.

horse

horse, walk

**Memory chain**

horse, walk, storm

horse, walk, storm, talk ...

**Play Memory chain:** Pupils play with their Talk Partner. Pupil A chooses a word and says it. Pupil B repeats Pupil A's word and says a word of their own. Pupils take turns repeating and adding words to the chain.



**1 Listen and tick (✓).**  CD2 31

1 We make a den from ...



branches.



stones.



twigs.



rocks.



leaves.

2 We decorate mud pies with ...



sweets.



leaves.



stones.

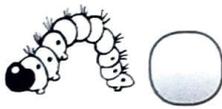


chocolate.



flowers.

3 We go on a minibeast hunt. We see ...



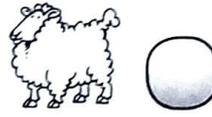
caterpillars.



elephants.



butterflies.



sheep.



worms.



**Think about your culture**



What do you do in the forest?

**2**  **Read and tick (✓). Draw, write and say.**

1 I walk.

2 I make a den from branches, twigs and leaves.

3 I take photos.

4 I make mud pies.

5 I count the animals.

\_\_\_\_\_



**After you read**

Text type: An adventure story

**1** Read and number.

- 1 Mummies chase Adam.
- 2 He sails across the lake.
- 3 He goes along the secret passage.
- 4 He crosses the old rope bridge.
- 5 He finds the treasure.
- 6 The spiders run away.

- 
- 1
- 
- 
- 
- 



**2** Choose and write an adventure story.

- |                        |   |         |   |          |   |                |
|------------------------|---|---------|---|----------|---|----------------|
| 1 sails across the ... |   | river   |   | lake     |   | pool           |
| 2 walks across the ... |  | grass   |  | bridge   |  | sand           |
| 3 goes along the ...   |  | path    |  | road     |  | secret passage |
| 4 sees the ...         |  | monkeys |  | mummies  |  | monsters       |
| 5 finds the ...        |  | map     |  | treasure |  | key            |

Adam is playing in the park. He finds a map in the grass

He

---



---



---





**1 Talk Partners** Play the game. Throw the dice. Ask and answer.

What's he doing?

He's jumping in the leaves.

A large grid for a board game. The grid is 4 rows by 7 columns. The first cell contains a sign that says "START". The last cell contains a sign that says "FINISH". The grid is divided into paths by decorative elements: flowers, leaves, and a pine cone. The paths contain various illustrations of a boy performing different activities: running, jumping in leaves, digging, riding a bicycle, playing in a sandbox, and swimming. The paths are designed to be traversed from the START sign to the FINISH sign.

**2** Look at the game. Choose and write.

- 1 She's running down a hill
- 2 He's \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**Remember**  
 he's/she's running  
 he's/she's swimming

**3 My progress** Use your traffic light. Listen to the teacher and point.



**Key for Activity 3:** 1. I can say and write the ten nature trail words. 2. I can ask and answer about actions people are doing. 3. I can read and write an adventure story. 4. I can sing a song. 5. I work well with my Talk Partner.



1 Read, listen and match. Write.



1 I walk on the path in the

\_\_\_\_\_ forest \_\_\_\_\_.

2 I don't feed wild animals at the

\_\_\_\_\_.

3 I respect the signs in the

\_\_\_\_\_.

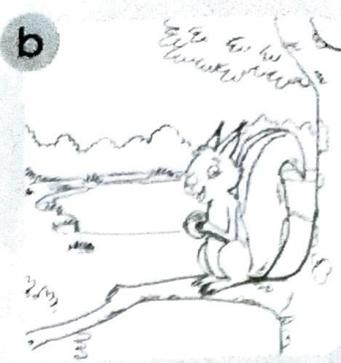
4 I put my rubbish in the bin at the

\_\_\_\_\_.

a



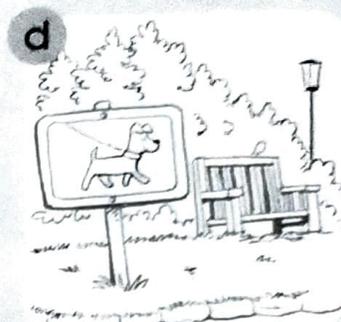
b



c



d



What do you do to look after the environment?

2 Read and tick (✓). Draw a sign.

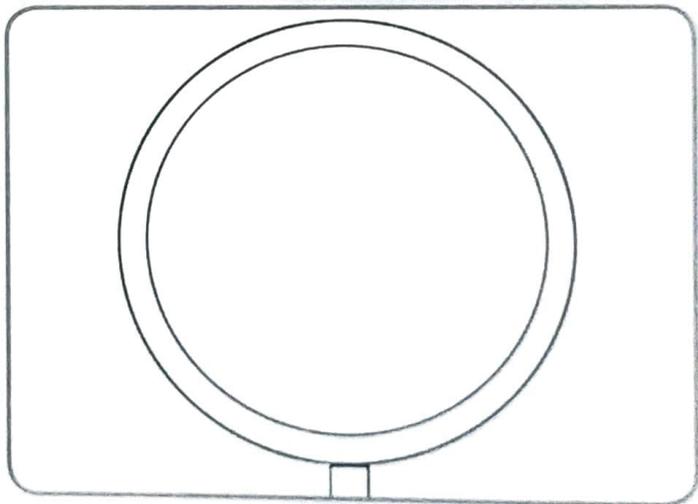
1 I put my rubbish in the bin.

2 I walk on the path.

3 I don't feed wild animals.

4 I respect the signs.

5 I don't touch wild flowers.



two \_\_\_\_\_



Let's practise spelling!

Look

Copy

Cover and write

1



road

\_\_\_\_\_

\_\_\_\_\_

2

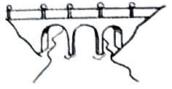


hill

\_\_\_\_\_

\_\_\_\_\_

3



bridge

\_\_\_\_\_

\_\_\_\_\_

4



lake

\_\_\_\_\_

\_\_\_\_\_

5



sand

\_\_\_\_\_

\_\_\_\_\_

6



leaves

\_\_\_\_\_

\_\_\_\_\_

7



river

\_\_\_\_\_

\_\_\_\_\_

8



path

\_\_\_\_\_

\_\_\_\_\_

9



forest

\_\_\_\_\_

\_\_\_\_\_

10



grass

\_\_\_\_\_

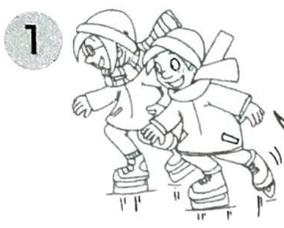
\_\_\_\_\_



Unit 5

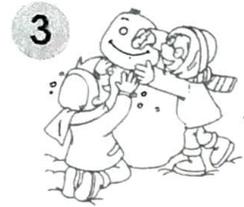
# The frozen lake

1 Look, read and circle.



We're skating.  
drinking.

We're smiling.  
dancing.



We're making a snowman.  
listening to music.

We're playing.  
waving.



We're drinking.  
eating.

We're taking a photo.  
drinking hot chocolate.



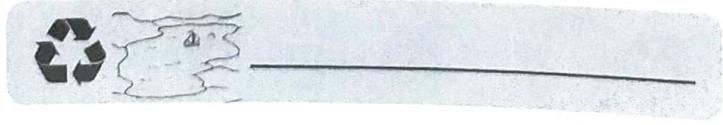
2 Look, read and write.

~~skating~~ dancing drinking listening playing taking



1 We're skating on the ice.  
2 We're \_\_\_\_\_.  
3 We're \_\_\_\_\_ to music.

4 We're \_\_\_\_\_ hot chocolate.  
5 We're \_\_\_\_\_ a photo.  
6 We're \_\_\_\_\_.





**1** Look and write.

eating    dancing    skating    ~~smiling~~    drinking    taking a photo

1 What are you doing \_\_\_\_\_ ?



We're smiling.

2 What \_\_\_\_\_ ?



We're \_\_\_\_\_.

3 \_\_\_\_\_ ?



\_\_\_\_\_.

4 \_\_\_\_\_ ?



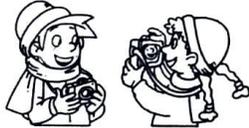
\_\_\_\_\_.

5 \_\_\_\_\_ ?



\_\_\_\_\_.

6 \_\_\_\_\_ ?



\_\_\_\_\_.

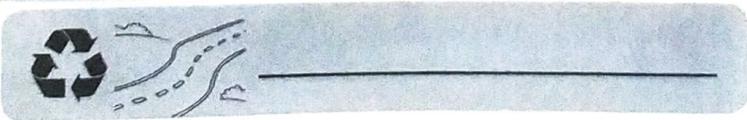
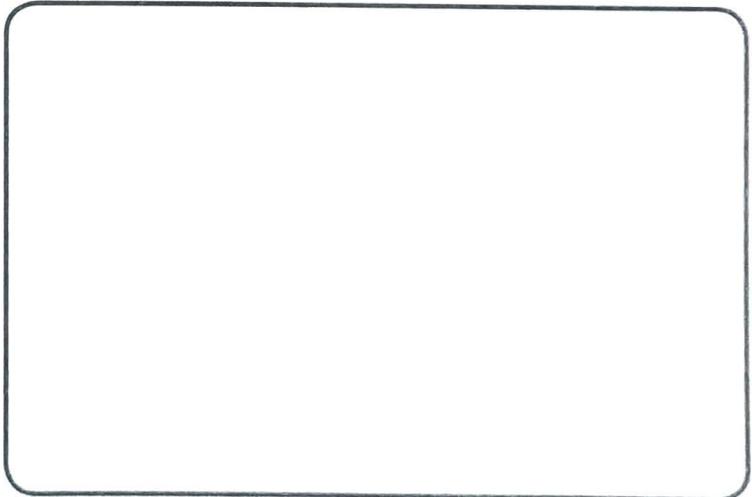
**2** **Talk Partners** Write about you and a friend. Draw. Act out.

Are you \_\_\_\_\_ ?

No, we aren't.

Are \_\_\_\_\_ ?

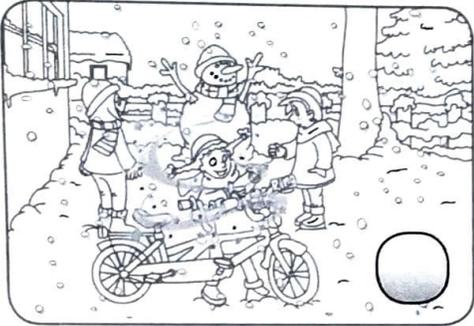
Yes, we are. Look!



**After you read**

**1** Remember the story. Number and write.

park hill arms snowman tummy taking



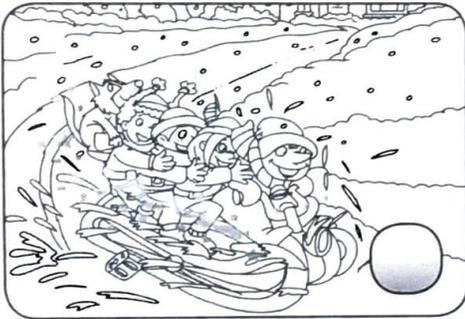
Let's go to the \_\_\_\_\_!



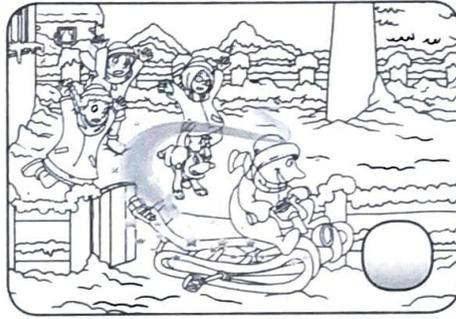
These are his \_\_\_\_\_.



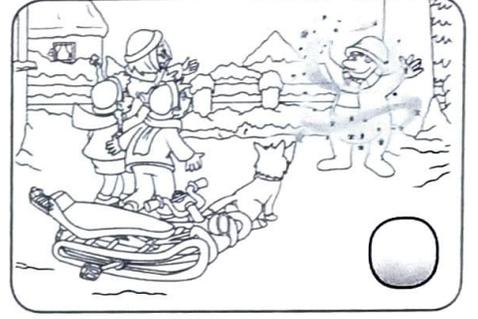
Look! He's got a fat tummy.



They go sledding down the \_\_\_\_\_.



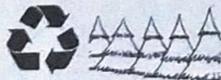
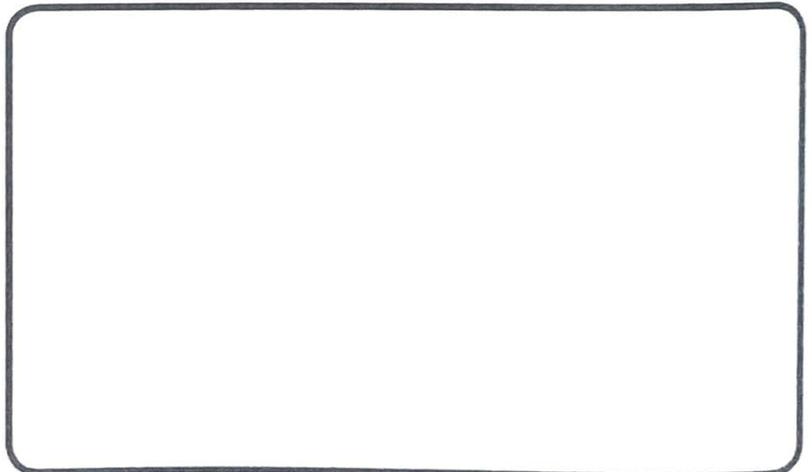
He's \_\_\_\_\_ the magic bike.



Look at the \_\_\_\_\_. He's moving.

**2** What happens next in the story? Tick (✓) and draw.

- 1 They take a photo.
- 2 They go to the park.
- 3 They skate on the ice.
- 4 They \_\_\_\_\_





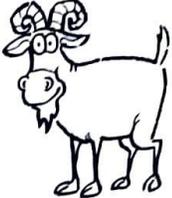
Toby's tongue twister

1 Write and say.



ow - oa. A snow man and a goat in a  
coat road a yellow boat to the rainbow.

2 Colour the 'ow' words red and the 'oa' words blue. Say.

 snow	 road	 toad	 window	 slow
 soap	 coat	 rainbow	 boat	 goat

3 **Talk Partners** Play Snap in pairs.

1, 2, 3 snow!

1, 2, 3 boat!

**Snap!**

1, 2, 3 coat!

1, 2, 3 coat!

Snap!

**Play Snap:** Pupils play with their Talk Partner. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say *Snap!* If they are different, they continue playing the game.



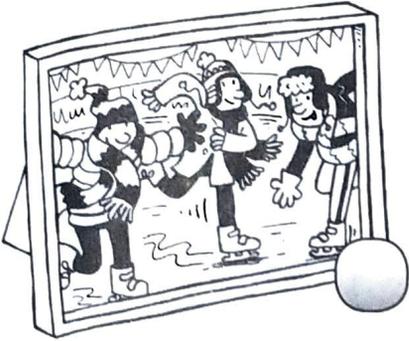
**1** Listen and number. Write.



~~skiing~~ skating tubing riding



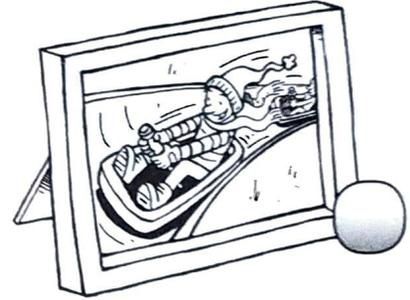
They're skiing  
on a dry ski slope.



\_\_\_\_\_ on the ice rink.



They're \_\_\_\_\_  
down a hill.



They're \_\_\_\_\_  
on a toboggan.



What winter activities do you do?

**Think about your culture**

**2** Read and tick (✓). Draw, write and say.

- 1 I ride on a toboggan.
- 2 I go skiing.
- 3 I go ice skating.
- 4 I go tubing.
- 5 I make a snowman.

I \_\_\_\_\_



After you read

1 Read, number and match.

We're working.  
We're collecting  
food for winter.

Can I have  
some food?

Hello, ants! What  
are you doing?  
1



No. Go and  
look for food in  
the snow!

Come and play.

Winter is  
coming.

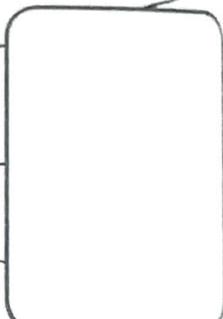
2 Write the conversations. Draw.

It's summer.



Hello, ants! What \_\_\_\_\_ ?

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



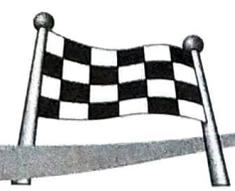
It's winter.



I'm hungry! Can \_\_\_\_\_ ?

\_\_\_\_\_ .





**1** Find, circle and write.

S	N	S	H	O	R	T	O	W
N	N	E	W	M	F	A	T	A
T	A	L	L	B	F	A	S	T
I	O	L	D	D	I	R	T	Y
F	G	A	T	H	I	N	T	A
S	H	P	L	T	S	L	S	W
C	L	E	A	N	R	S	A	G

- 1  a clean snowman
- 2  a \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_

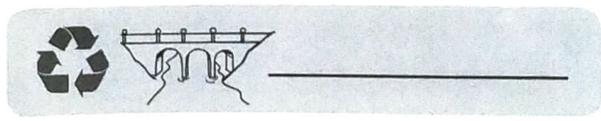
**2** Order the sentences.

- taking ~~They're~~ a photo
- 1 They're \_\_\_\_\_
- listening music We're to
- 2 \_\_\_\_\_
- making They're a snowman
- 3 \_\_\_\_\_
- drinking chocolate hot We're
- 4 \_\_\_\_\_

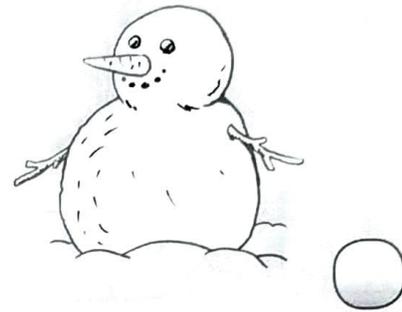
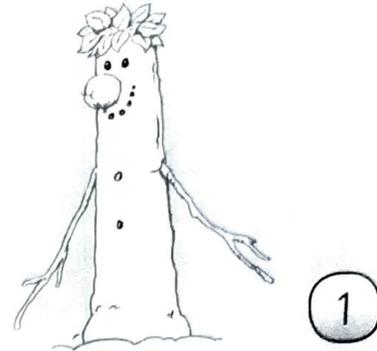
**3** **My progress** Use your traffic light. Listen to the teacher and point.



**Key for Activity 3:** 1. I can say and write the ten action words. 2. I can ask and answer about actions people are doing. 3. I can read a fable. 4. I can understand a moral. 5. I work well with my Talk Partner.



**1** Listen and number.  CD2 56



What's your snowman like?

**2**  Think and write. Draw your snowman.

My snowman is

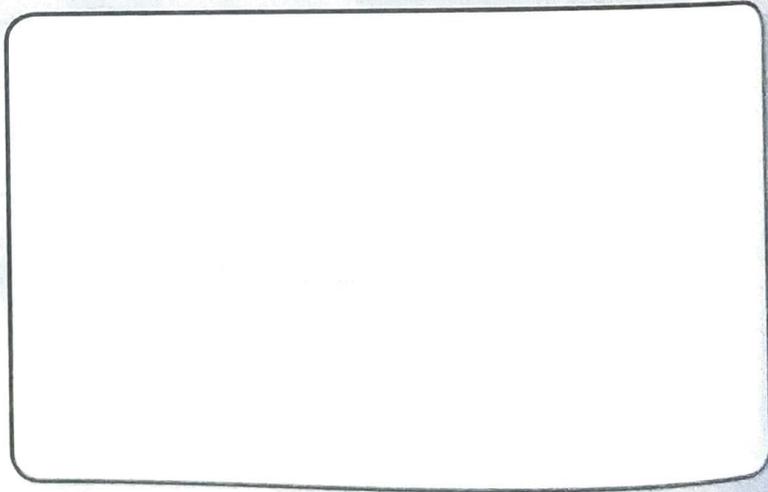
\_\_\_\_\_

and \_\_\_\_\_.

It's got \_\_\_\_\_.

It's got \_\_\_\_\_.

and \_\_\_\_\_.



Let's practise spelling!

Look

Copy

Cover and write

1

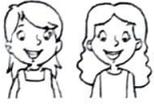


dance

\_\_\_\_\_

\_\_\_\_\_

2



smile

\_\_\_\_\_

\_\_\_\_\_

3



skate

\_\_\_\_\_

\_\_\_\_\_

4



take a photo

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5



eat

\_\_\_\_\_

\_\_\_\_\_

6



drink

\_\_\_\_\_

\_\_\_\_\_

7



listen to music

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8



make a snowman

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9



play

\_\_\_\_\_

\_\_\_\_\_

10



wave

\_\_\_\_\_

\_\_\_\_\_

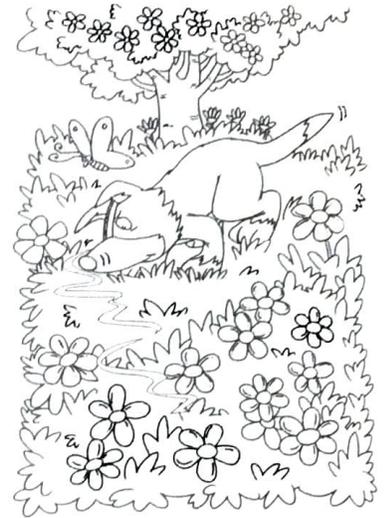


Unit  
**6**

# All year round

**1** Read and circle.

- |                               |         |                |
|-------------------------------|---------|----------------|
| 1 We finish school in ...     | autumn. | <b>summer.</b> |
| 2 We plant seeds in ...       | summer. | spring.        |
| 3 We open presents in ...     | winter. | summer.        |
| 4 We smell flowers in ...     | autumn. | spring.        |
| 5 We wear warm clothes in ... | summer. | winter.        |
| 6 We eat chestnuts in ...     | autumn. | spring.        |



**2** Look and write.

~~plant seeds~~ wear warm clothes go to the beach celebrate Halloween



1 We plant seeds in spring.



2 We \_\_\_\_\_ in summer.



3 We \_\_\_\_\_ in autumn.

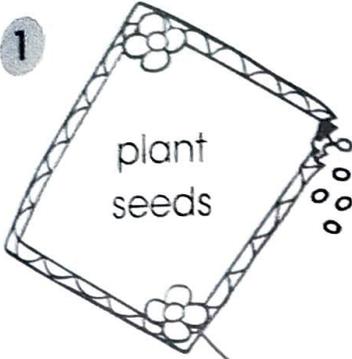


4 We \_\_\_\_\_ in winter.





1 What do Beth, Molly and Jake do? Match and write.



winter

spring

summer

autumn

1 They \_\_\_\_\_ in spring.

2 They \_\_\_\_\_.

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

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

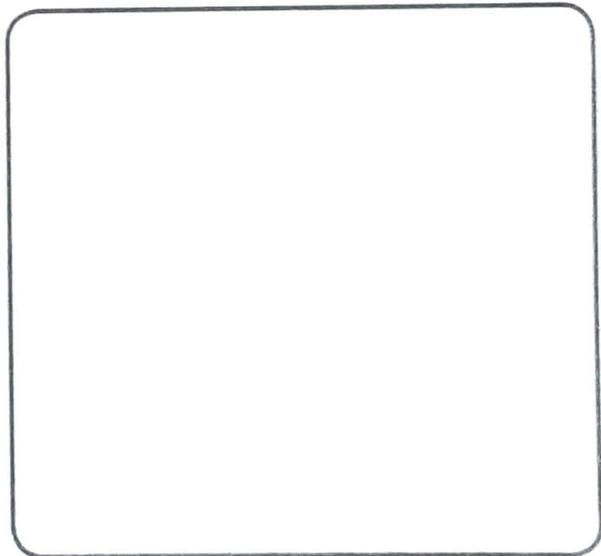
2 **Talk Partners** Think about your family. Write and draw. Act out.

What do you do in \_\_\_\_\_?

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

Do you \_\_\_\_\_?

\_\_\_\_\_.



**After you read**

1 Remember the story. Read and number.



It's summer now.

We've got lots of photos for our projects now.



We can help you.

Do you eat chestnuts in America, too?



It's spring. I can smell flowers.



We're doing a project about the seasons.



2 Write and draw.

summer ~~spring~~ winter autumn

1 spring

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Flowers grow.

The tree has got green leaves.

There are chestnuts on the tree.

The tree hasn't got leaves.



1 Listen and circle.



1

May

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2

August

	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3

October

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4

January

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

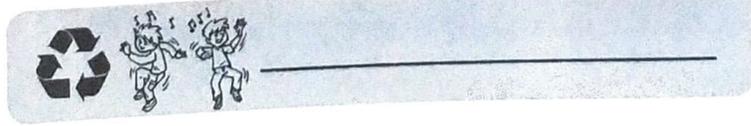
2 When's your birthday? Read and write.

My birthday is on the \_\_\_\_\_ of \_\_\_\_\_.

3 Find, circle and write.

A	R	T	W	E	L	F	T	H	M
H	F	O	U	R	T	H	T	N	O
S	O	F	T	F	I	R	S	T	O
H	S	E	V	E	N	T	H	R	N
T	E	N	T	H	S	I	X	T	H
A	E	Y	E	T	H	I	R	D	E
N	I	N	T	H	F	I	F	T	H
E	L	E	V	E	N	T	H	T	O
E	E	I	G	H	T	H	W	T	R
N	S	E	C	O	N	D	H	F	E

- 1st \_\_\_\_\_ first \_\_\_\_\_
- 2nd \_\_\_\_\_
- 3rd \_\_\_\_\_
- 4th \_\_\_\_\_
- 5th \_\_\_\_\_
- 6th \_\_\_\_\_
- 7th \_\_\_\_\_
- 8th \_\_\_\_\_
- 9th \_\_\_\_\_
- 10th \_\_\_\_\_
- 11th \_\_\_\_\_
- 12th \_\_\_\_\_



# Toby's tongue twister

1 Write and say.



ur - ir. Is the purple turtle's birthday  
on the first or the third?

2 Colour the 'ur' words red and the 'ir' words blue. Say.



turtle



shirt



thirty



turn



nurse



bird



girl



first



surf



Thursday

3 **Talk Partners** Play Memory chain in pairs.

shirt

shirt, turtle



Memory  
chain



shirt, turtle, surf

shirt, turtle, surf, bird ...

**Play Memory chain:** Pupils play with their Talk Partner. Pupil A chooses a word and says it. Pupil B repeats Pupil A's word and says a word of their own. Pupils take turns repeating and adding words to the chain.



**1** Look, read and match.



**Think about your culture**

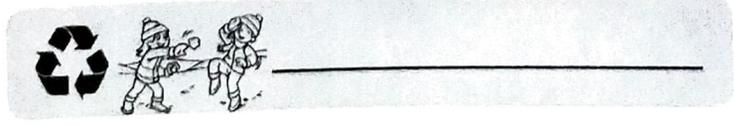


What do you do on festival days?

**2** **Read and tick (✓). Draw, write and say.**

- 1 We play jokes on the first of April.
- 2 We eat Christmas dinner on the twenty-fourth of December.
- 3 We have a bonfire in November.
- 4 We play jokes in December.
- 5 We have Carnival in February.

We \_\_\_\_\_



After you read

1 Read and number.

April, June and November.

And that has twenty-eight days clear,

There are thirty days in September,

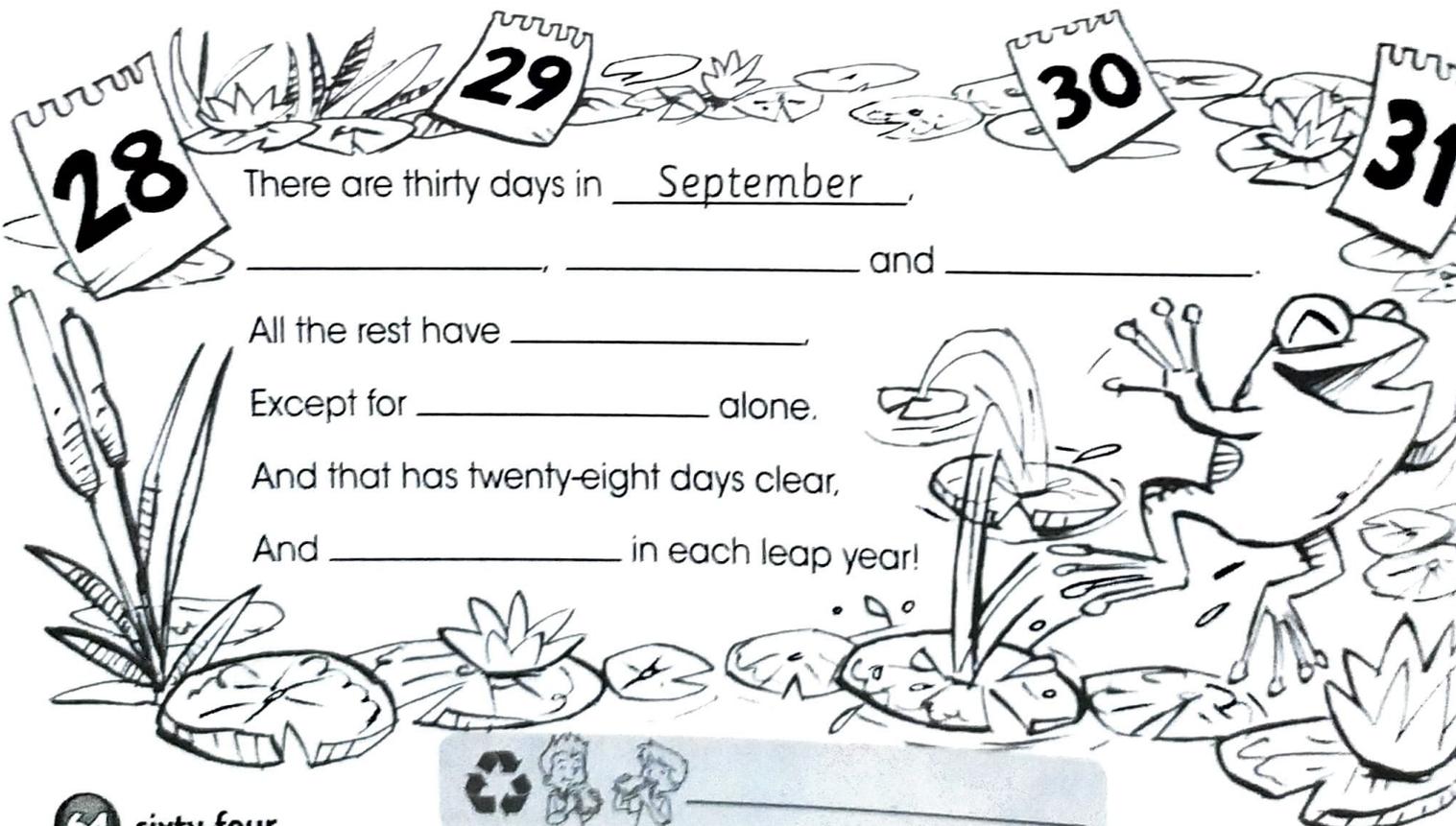
Except for February alone.

And twenty-nine in each leap year!

All the rest have thirty-one,

2 Talk Partners Write the missing words. Say the rhyme.

thirty-one twenty-nine February June September April November





**1** Listen and write the date.



twenty-seventh tenth ~~twenty-fifth~~ eighth

**1**



twenty-fifth of December

**2**



\_\_\_\_\_

**3**



\_\_\_\_\_

**4**



\_\_\_\_\_

**2** **Talk Partners** Look and write. Ask and answer.

**1**



What do they do \_\_\_\_\_ in winter?

They \_\_\_\_\_.

**2**



\_\_\_\_\_ in summer?

\_\_\_\_\_.

**3**



\_\_\_\_\_ in autumn?

\_\_\_\_\_.

**4**



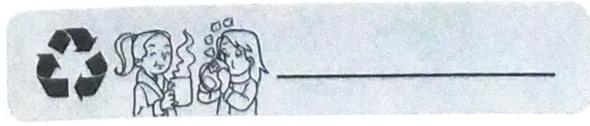
\_\_\_\_\_ in spring?

\_\_\_\_\_.

**3** **My progress** Use your traffic light. Listen to the teacher and point.



**Key for Activity 3:** 1. I can say and write the activities we do each season. 2. I can ask and answer about birthdays. 3. I can read a traditional rhyme. 4. I know about seasonal festivals in Britain. 5. I work well with my Talk Partner.



1 Listen and tick (✓).   
GD3 19

1  

3  

2  

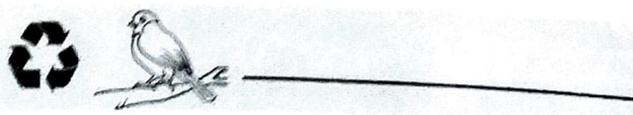
4  



When's your birthday? What season is it in?

2  Do a survey. Ask your friends and write.

Name	Birthday	Season





Let's practise spelling!

Look

Copy

Cover and write

1	 plant seeds	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

2	 smell flowers	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

3	 finish school	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

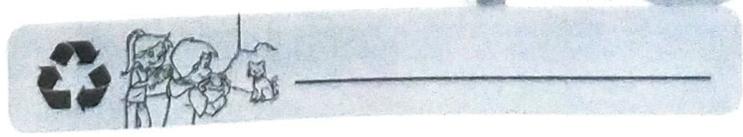
4	 go to the beach	<hr/> <hr/>	<hr/> <hr/>
---	--	-------------	-------------

5	 eat chestnuts	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

6	 celebrate Halloween	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

7	 wear warm clothes	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------

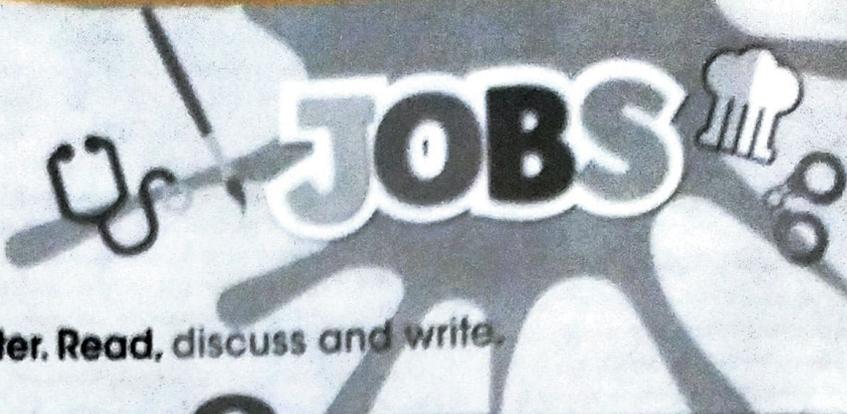
8	 open presents	<hr/> <hr/>	<hr/> <hr/>
---	---	-------------	-------------



Plan your project



Plan your jobs poster. Read, discuss and write.



1 Choose a job for your poster.

Our poster is about \_\_\_\_\_

2 What does he / she wear? Tick (✓).

- a uniform
- a white coat
- boots
- a helmet
- shorts and a T-shirt
- a shirt and trousers
- a hat
- a dress

3 What does he / she do? Tick (✓).

- dances
- cooks
- flies a plane
- plays football
- puts out fires
- helps people
- paints pictures
- teaches children
- helps animals

4 Choose *He* or *She*. Write.

\_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_ wears \_\_\_\_\_

\_\_\_\_\_

**Remember**  
a / an + job



Look at the class jobs wall display. Read and write.

- 1 There are \_\_\_\_\_ different jobs on the class jobs wall.
- 2 There are a lot of posters about \_\_\_\_\_.
- 3 There aren't posters about \_\_\_\_\_.
- 4 \_\_\_\_\_ jobs have got a uniform.
- 5 My favourite jobs poster is about \_\_\_\_\_.

**Think about your project**



Read, think and colour the stars.

I listen to my friends.



I share my things.



I help my friends.



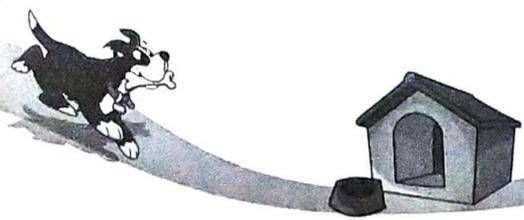
I make an effort.



I like the display.



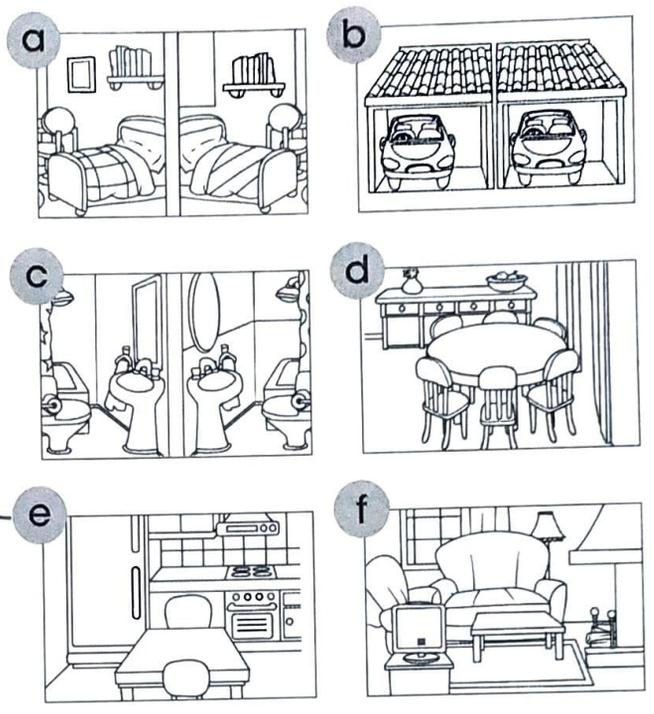




**1 Write and match.**

There's      There are

- 1            There's a big kitchen.
- 2            two small bedrooms.
- 3            two bathrooms.
- 4            a living room.
- 5            two garages.
- 6            a dining room.



**2 Order and write. Number.**

1

the	isn't	a
<del>There</del>	kitchen	
in	shower	

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

2

There	the	
any	aren't	in
garden	chairs	

\_\_\_\_\_

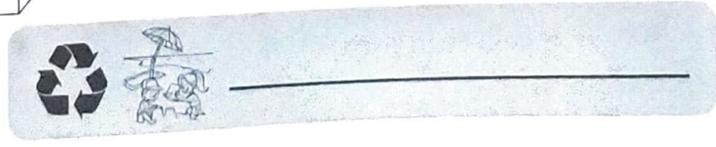
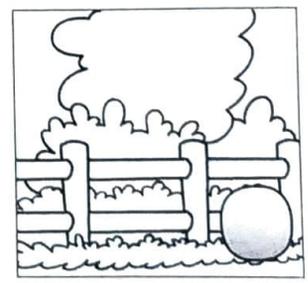
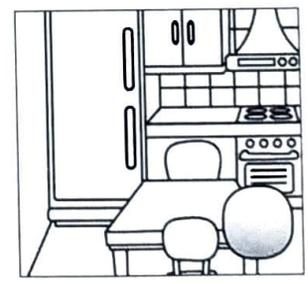
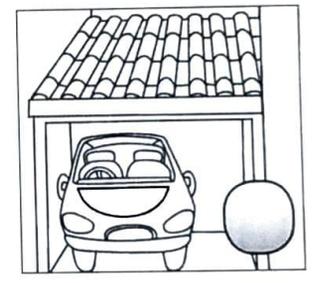
\_\_\_\_\_.

3

a	garage	
in	There	sofa
isn't	the	

\_\_\_\_\_

\_\_\_\_\_.



## After you read

1 Remember the story. Read, look and write.

dining room bedroom bathroom ~~living room~~

~~sofa~~ bath armchair bed mirror piano shower

There's a haunted  living room with a haunted  sofa  
 and a haunted  \_\_\_\_\_. There's a haunted  \_\_\_\_\_.  
 with a haunted  \_\_\_\_\_ and a haunted  \_\_\_\_\_.  
 There's a haunted  \_\_\_\_\_ with a haunted  \_\_\_\_\_.  
 and a haunted  \_\_\_\_\_. There's a haunted  \_\_\_\_\_.  
 with a haunted  \_\_\_\_\_.

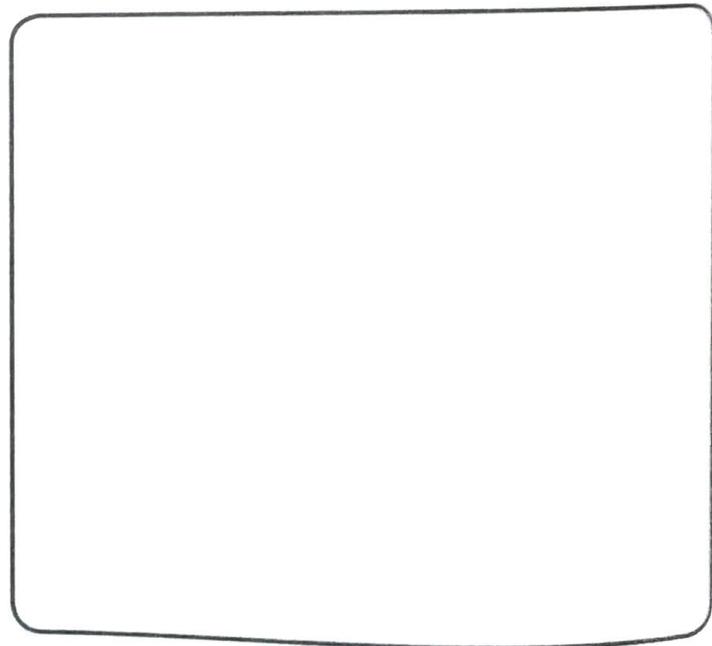
2 Read and write. Draw a haunted house.

1 There's a \_\_\_\_\_  
with a haunted \_\_\_\_\_.

2 There are \_\_\_\_\_  
with a haunted \_\_\_\_\_.

3 There isn't \_\_\_\_\_  
\_\_\_\_\_.

4 There aren't any \_\_\_\_\_  
\_\_\_\_\_.



1 Look, read and write. Listen and check.



CD3 33

~~radio~~ camera box clock phone ~~mine~~ yours his hers mine



Whose is this radio ?

It's mine.



Whose is this \_\_\_\_\_ ?

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



Whose is \_\_\_\_\_ ?

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



Whose \_\_\_\_\_ ?

\_\_\_\_\_.

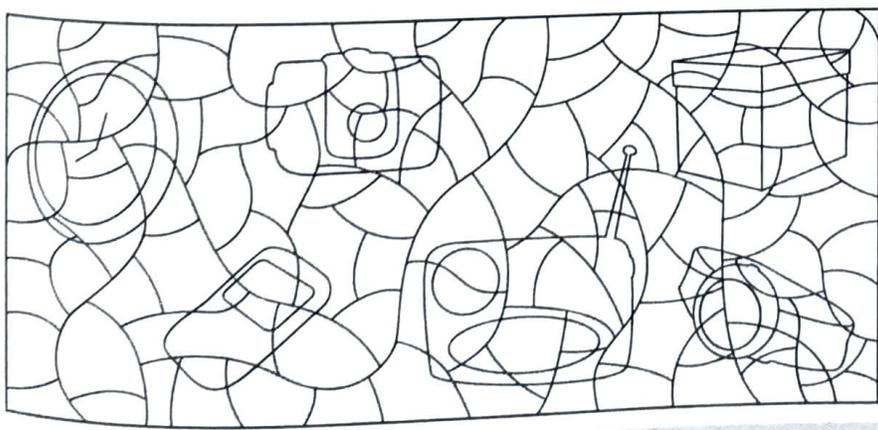


\_\_\_\_\_ ?

\_\_\_\_\_.



2 Find and colour. Write.



- r \_\_\_\_\_
- c \_\_\_\_\_
- c \_\_\_\_\_
- b \_\_\_\_\_
- w \_\_\_\_\_
- p \_\_\_\_\_



# Toby's tongue twister

## 1 Write and say.



ow - ou. A brown cow and a loud  
mouse run around the house.

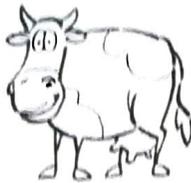
## 2 Colour the 'ow' words red and the 'ou' words blue. Say.



mouse



mouth



cow



count



cloud



clown



house



crown



owl



shower

## 3 Talk Partners Play Snap in pairs.

1, 2, 3 cow!

1, 2, 3 mouse!



**Snap!**



1, 2, 3 count!

1, 2, 3 count!

Snap!

**Play Snap:** Pupils play with their Talk Partner. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say *Snap!* If they are different, they continue playing the game.



**1 Listen and match. Look and write.**

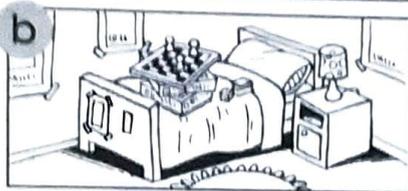


board games bookcase sticker collection radio

1 Alex



2 Kim

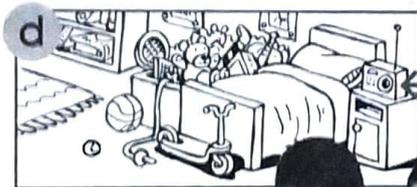


board games

3 Jill



4 Ben



**Think about your culture**



What do you do in your bedroom?

**2 Read and tick (✓). Draw, write and say.**

1 I listen to pop music.

2 I play games.

3 I read books.

4 I play the guitar.

5 I have a pyjama party.

\_\_\_\_\_



## After you read

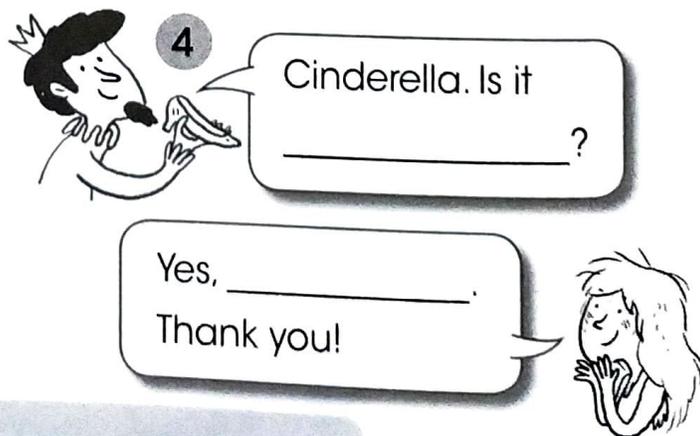
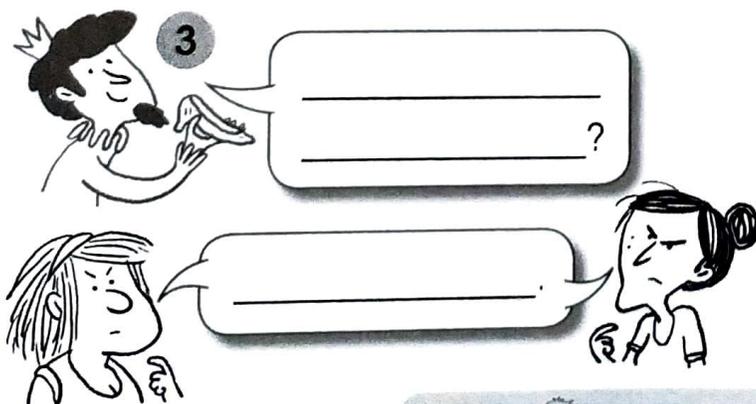
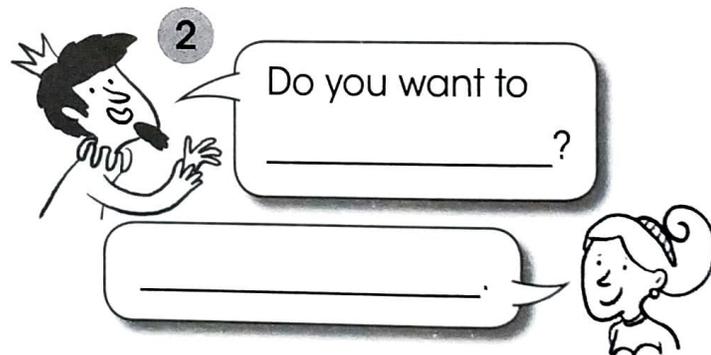
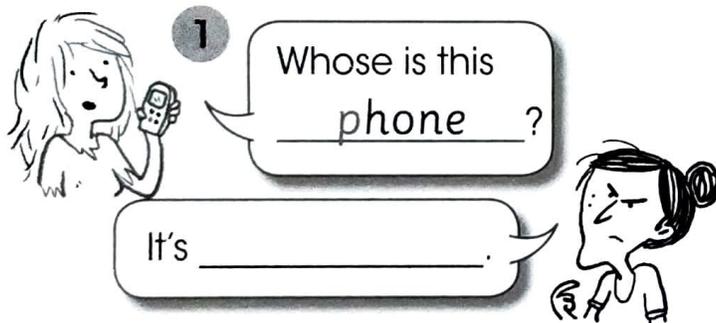
Text type: A play script

## 1 Read again and circle.

- 1 Cinderella lives in a flat / house.
- 2 There are sixteen / seventeen bathrooms.
- 3 Cinderella's dress is old / new.
- 4 Cinderella's new dress is purple / blue.
- 5 The fairy godmother turns the mice into cows / horses.
- 6 Cinderella goes swimming / dancing.
- 7 She loses her phone / shoe.
- 8 The shoes are made of paper / glass.

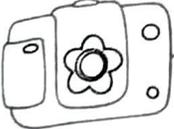


## 2 Talk Partners Write the conversations. Act out.

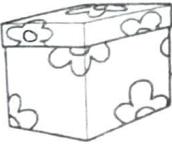




1 Follow and write.

1  mine

2  yours

3  his

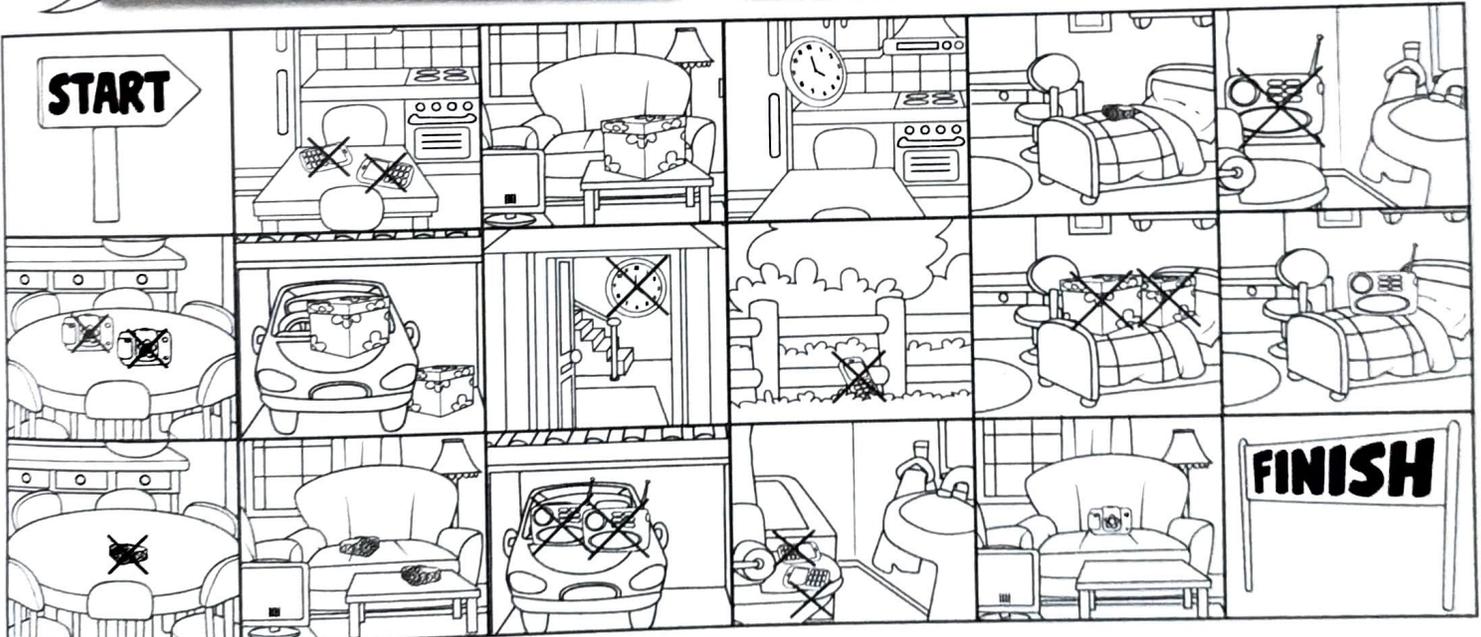
4  hers

- 1 Whose is this camera?  
It's hers.
- 2 Whose \_\_\_\_\_?  
It's \_\_\_\_\_.
- 3 \_\_\_\_\_?
- 4 \_\_\_\_\_?

2 **Talk Partners** Play the *House* game. Throw the dice and say.

There's a box in the living room.

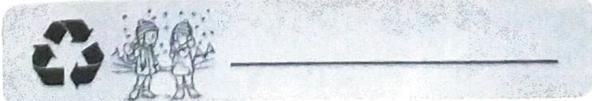
There isn't a radio in the bathroom.



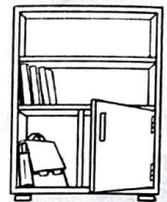
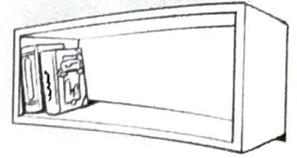
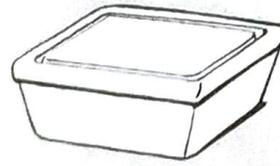
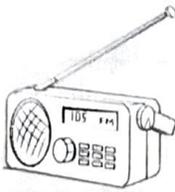
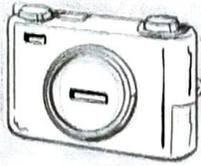
3 **My progress** Use your traffic light. Listen to the teacher and point.



**Key for Activity 3:** 1. I can say and write the rooms of the house. 2. I can talk about my house. 3. I can read a play script. 4. I can ask and answer about personal objects. 5. I listen to the teacher.



1 Where do these things go? Listen and match.



What do you do to help at home?

2 Read and tick (✓). Draw and say.

- 1 I tidy up.
- 2 I make my bed.
- 3 I clean the car.
- 4 I water the plants.
- 5 I make my breakfast.
- 6 I \_\_\_\_\_





Let's practise spelling!

**Look**

**Copy**

**Cover and write**

1 house

\_\_\_\_\_

\_\_\_\_\_

2 flat

\_\_\_\_\_

\_\_\_\_\_

3 bedroom

\_\_\_\_\_

\_\_\_\_\_

4 kitchen

\_\_\_\_\_

\_\_\_\_\_

5 living room

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 dining room

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 hall

\_\_\_\_\_

\_\_\_\_\_

8 garden

\_\_\_\_\_

\_\_\_\_\_

9 garage

\_\_\_\_\_

\_\_\_\_\_

10 bathroom

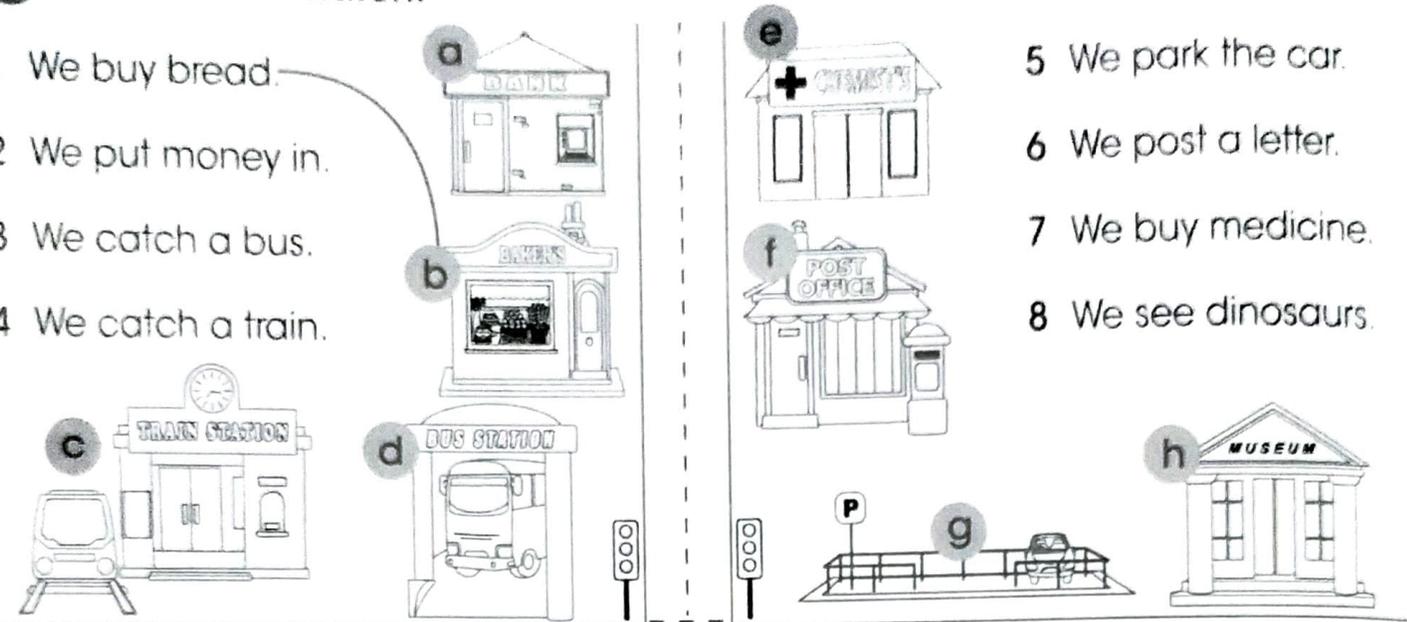
\_\_\_\_\_

\_\_\_\_\_



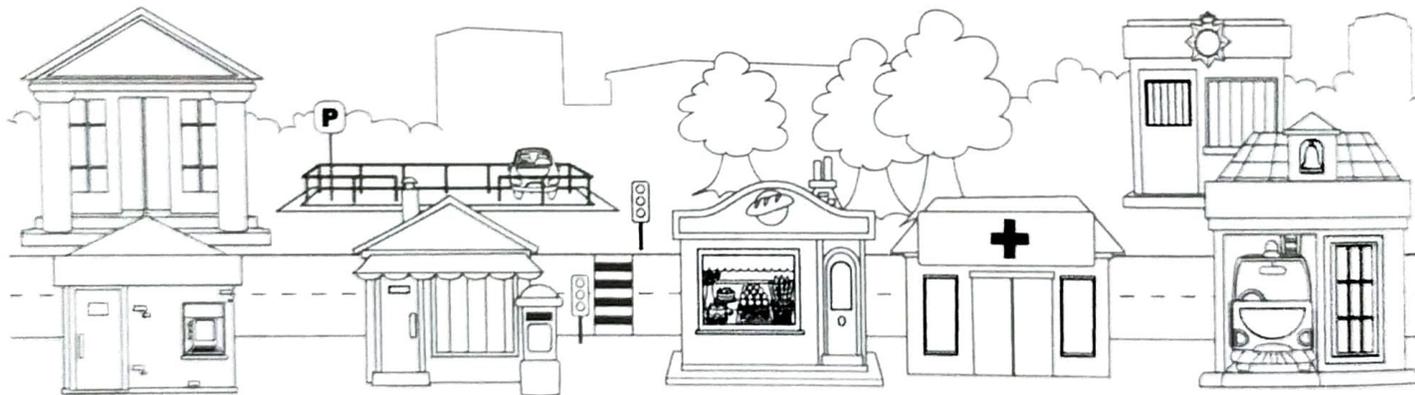
**1** Read and match.

- 1 We buy bread.
- 2 We put money in.
- 3 We catch a bus.
- 4 We catch a train.



- 5 We park the car.
- 6 We post a letter.
- 7 We buy medicine.
- 8 We see dinosaurs.

**2** Read, look and write.



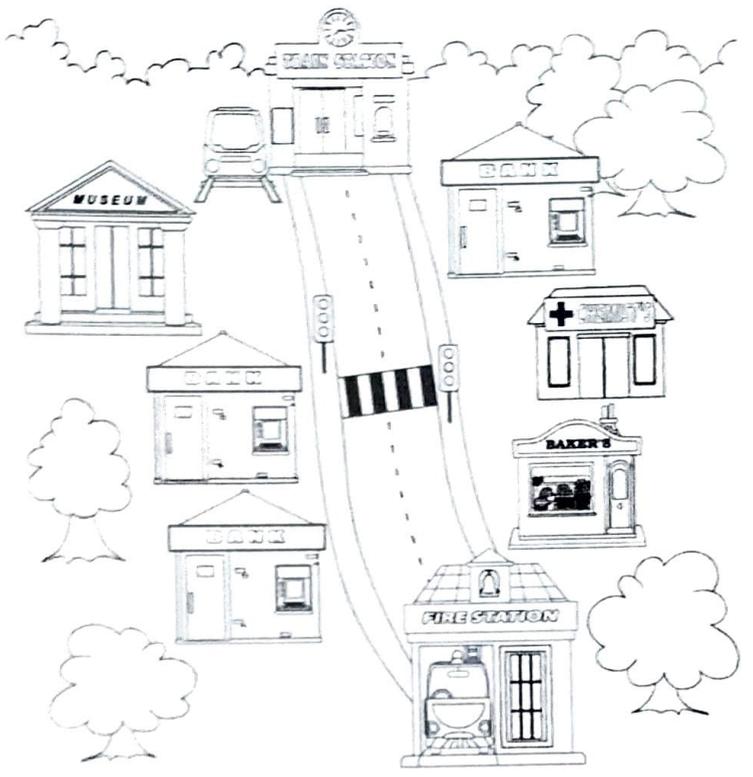
- 1 It's behind the post office.
- 2 It's in front of the police station.
- 3 It's next to the fire station.
- 4 It's between the bank and the baker's.
- 5 It's in front of the museum.

\_\_\_\_\_ car park  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**1**  **Talk Partners** Look and write. Ask and answer.

- 1 Is there a train station?  
Yes, there is
- 2 Are there \_\_\_\_\_ any banks?  
Yes, \_\_\_\_\_
- 3 \_\_\_\_\_ post office?  
\_\_\_\_\_
- 4 \_\_\_\_\_ car parks?  
\_\_\_\_\_
- 5 \_\_\_\_\_ fire station?  
\_\_\_\_\_



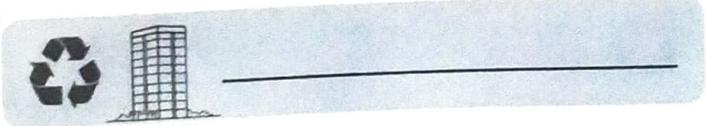
**2**  **Order.** Think about your town and write.

1   
~~there is~~ a museum  
 Is there \_\_\_\_\_ ? \_\_\_\_\_

2   
 any chemist's  
 Are there \_\_\_\_\_ ? \_\_\_\_\_

3   
 station there  
 Is a police \_\_\_\_\_ ? \_\_\_\_\_

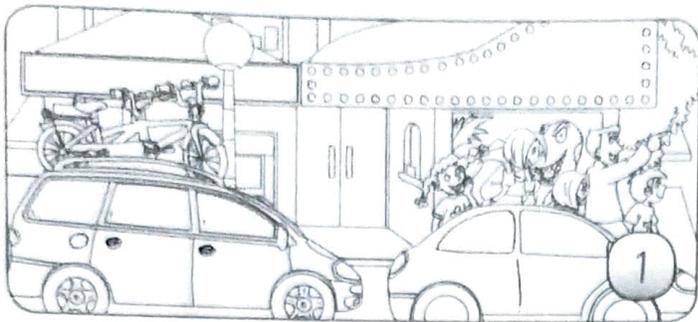
4   
 train Are any  
 stations there \_\_\_\_\_ ? \_\_\_\_\_



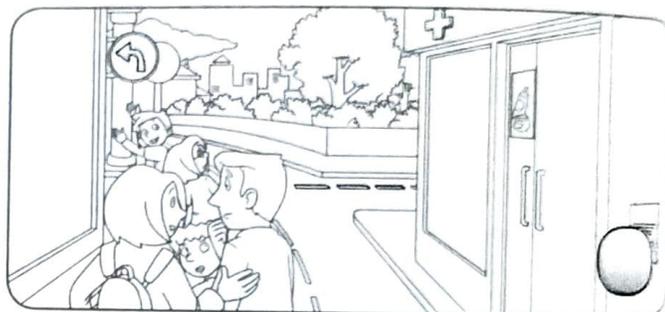
## After you read

1 Remember the story. Number and write.

baker's post office cinema ~~bank~~ chemist's



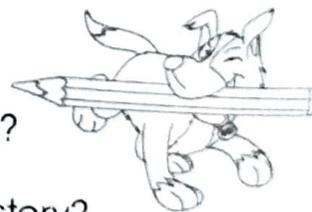
\_\_\_\_\_ bank \_\_\_\_\_ and \_\_\_\_\_



2 **Talk Partners** Think about the story and write. Ask and answer.

### Story Quiz

- 1 Is there a \_\_\_\_\_ in the story?
- 2 Are there any \_\_\_\_\_ in the story?
- 3 \_\_\_\_\_ in the story?
- 4 \_\_\_\_\_ in the story?



Score   

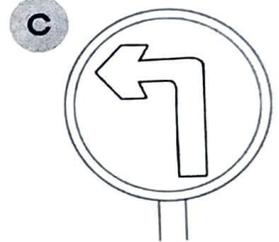
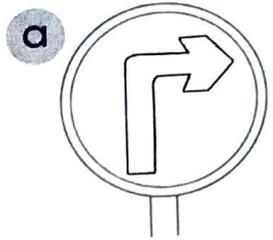
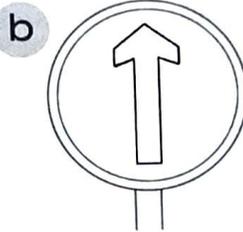


**1** Read and match. Listen and number.  CD3 51

Go straight on.

Turn right.

Turn left.



**2**  **Talk Partners** Look and write. Say.

turn left   turn right   go straight on   There's the fire station.



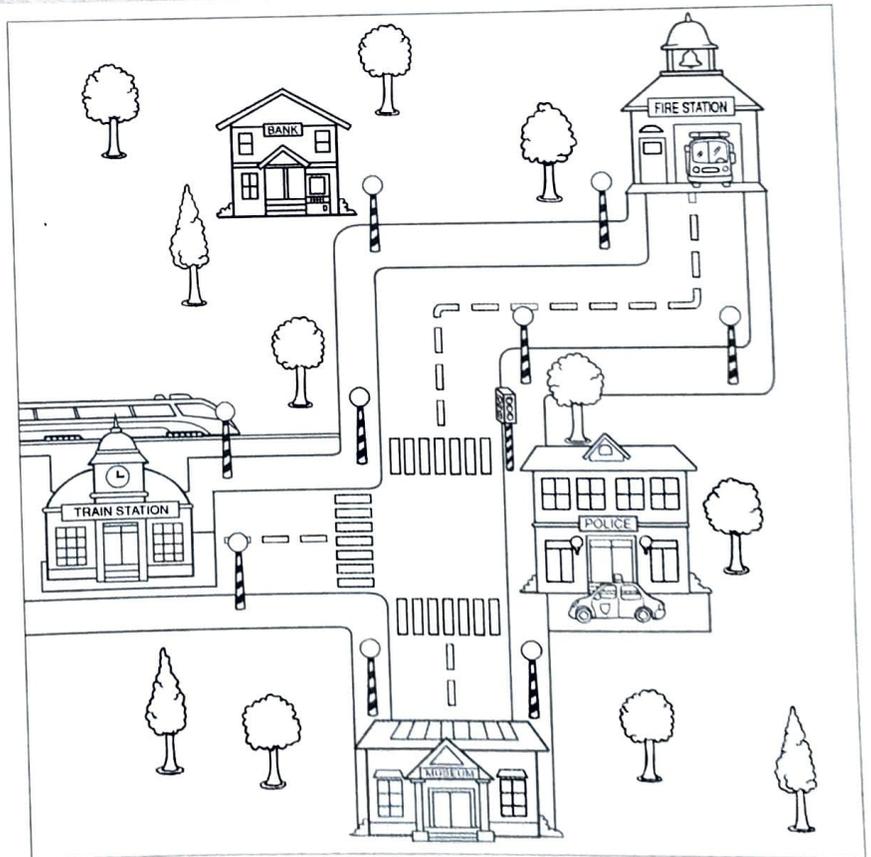
How do I get from the museum to the fire station?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Toby's tongue twister

1 Write and say.



y - igh. Can a fly \_\_\_ with a l \_\_\_ t fl \_\_\_ at n \_\_\_ t?

2 Colour the 'y' words blue and the 'igh' words red. Say.



sky



night



right



dry



light



fight



cry



fly

3 **Talk Partners** Play *Memory chain* in pairs.

fly

fly, night



## Memory chain



fly, night, cry

fly, night, cry, dry ...

**Play Memory chain:** Pupils play with their Talk Partner. Pupil A chooses a word and says it. Pupil B repeats Pupil A's word and says a word of their own. Pupils take turns repeating and adding words to the chain.



**1 Read and write. Listen and check.**



helmet bike ~~fire engine~~ wheels 999 jacket uniform helmet

Firefighters drive a fire engine.  
 It's got big \_\_\_\_\_ and a loud siren. Police officers ride a \_\_\_\_\_.  
 They wear a yellow \_\_\_\_\_ and a cycling \_\_\_\_\_.  
 Firefighters wear a safety \_\_\_\_\_ and a yellow \_\_\_\_\_.  
 The emergency number is \_\_\_\_\_.



**Think about your culture**



What are firefighters and police officers like in your country?

**2 Read and tick (✓). Draw, write and say.**

- 1 Firefighters drive a big, red fire engine.
- 2 There are women police officers in my country.
- 3 Firefighters wear a yellow helmet.
- 4 The emergency number is 112.
- 5 Police officers ride a bike.

---



---



Text type: **An invitation**

**After you read**

**1** Read again. Write.

- 1 Who's the invitation for?
- 2 Who's the invitation from?
- 3 When's the party?
- 4 Where's the party?
- 5 What's Sam's telephone number?

Jane

---



---



---



---



---



**2** Write an invitation. Draw.

**It's party time!**

To: .....

Come to my party on  
.....

From .....

---

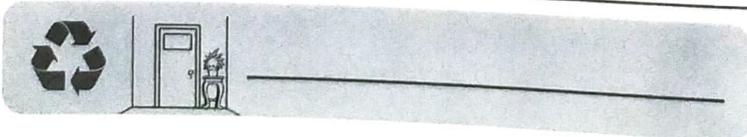
There's .....

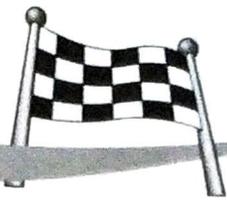
Phone number: .....

**See you there!**

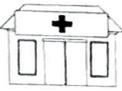
The party is at  
.....

From the school:  
.....





**1**   **Talk Partners** Write about your street. Ask and answer.

- 1 Are there any  baker's \_\_\_\_\_ ? \_\_\_\_\_
- 2 Is there a  \_\_\_\_\_ ? \_\_\_\_\_
- 3 Are \_\_\_\_\_  \_\_\_\_\_ ? \_\_\_\_\_
- 4 \_\_\_\_\_  \_\_\_\_\_ ? \_\_\_\_\_
- 5 \_\_\_\_\_  \_\_\_\_\_ ? \_\_\_\_\_

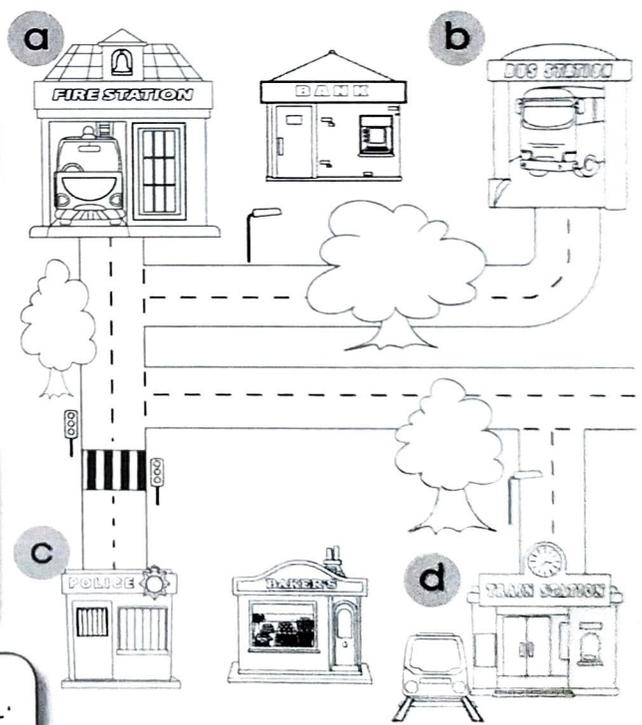
**2**  **Talk Partners** Look at the map. Write. Ask and answer.

1 How do I get from the **a** \_\_\_\_\_ fire station to the **d** \_\_\_\_\_ ?

Go \_\_\_\_\_  
Turn \_\_\_\_\_

2 How \_\_\_\_\_  
**b** \_\_\_\_\_ ?  
**c** \_\_\_\_\_

\_\_\_\_\_

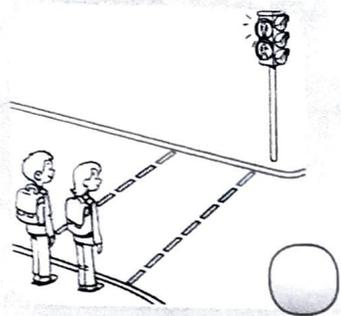


**3**  **My progress** Use your traffic light. Listen to the teacher and point.

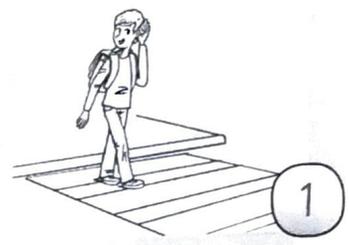
**Key for Activity 3:** 1. I can say and write the ten places in town. 2. I can ask and answer about places. 3. I can ask for and give directions. 4. I can read an invitation. 5. I can complete an invitation.



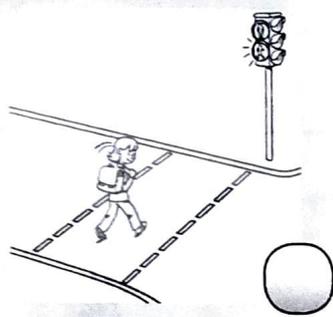
1 Listen and number.  CD4 9



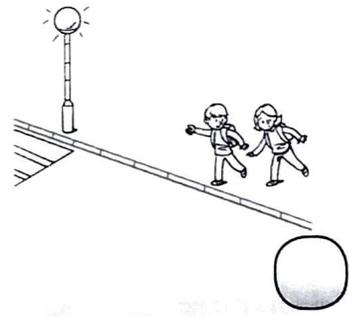
I wait for the green man.



I look and listen.



I walk across the road.



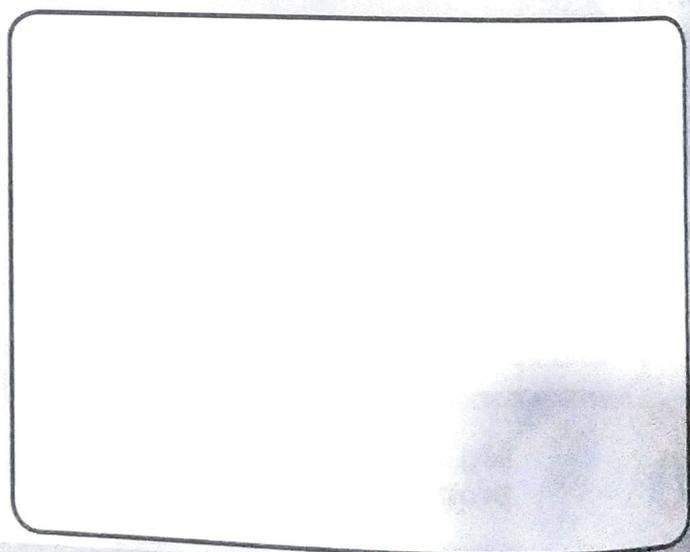
I look for a zebra crossing.



What do you do to cross the road safely?

2  Read, think and write. Draw and say.

- 1 I walk across the \_\_\_\_\_.
- 2 I wait for the \_\_\_\_\_ man.
- 3 I look and \_\_\_\_\_ when I cross the road.
- 4 I look for a \_\_\_\_\_ crossing.





Let's practise spelling!

Look

Copy

Cover and write

1



baker's

\_\_\_\_\_

\_\_\_\_\_

2



bank

\_\_\_\_\_

\_\_\_\_\_

3



chemist's

\_\_\_\_\_

\_\_\_\_\_

4



museum

\_\_\_\_\_

\_\_\_\_\_

5



train station

\_\_\_\_\_

\_\_\_\_\_

6

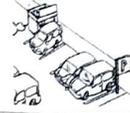


bus station

\_\_\_\_\_

\_\_\_\_\_

7



car park

\_\_\_\_\_

\_\_\_\_\_

8



police station

\_\_\_\_\_

\_\_\_\_\_

9



fire station

\_\_\_\_\_

\_\_\_\_\_

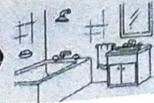
10



post office

\_\_\_\_\_

\_\_\_\_\_



Unit **9**

# Holiday fun

**1** Read and match.

1 Let's go to the aquarium

2 Let's go to the water park

3 Let's go to the chocolate factory

4 Let's go to the sports centre

5 Let's go to the theatre

to see a play.

to see fish.

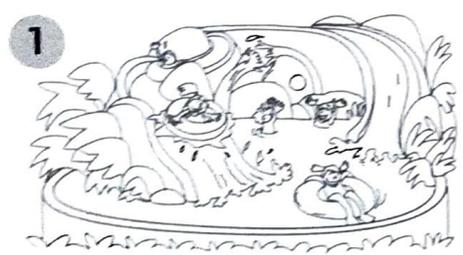
to play sport.

to make chocolate.

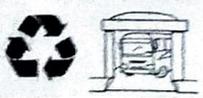
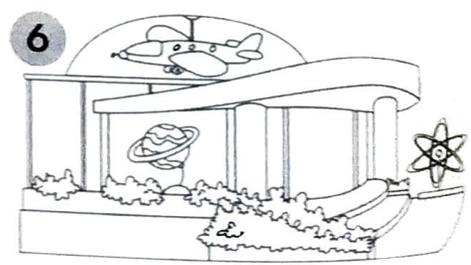
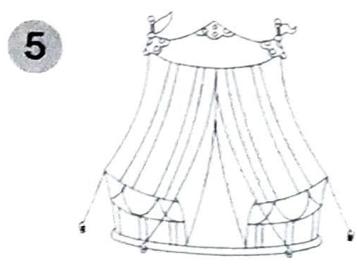
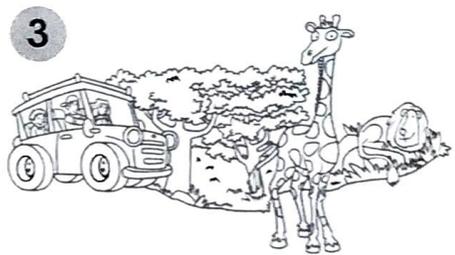
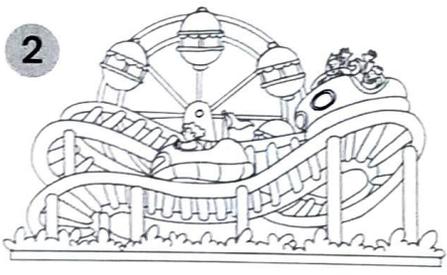
to play on the slides.

**2** Look and write.

safari park castle circus funfair science museum ~~water park~~



water park



1 Where were they yesterday? Look and write.

aquarium castle ~~funfair~~ safari park theatre circus



I was at the funfair.



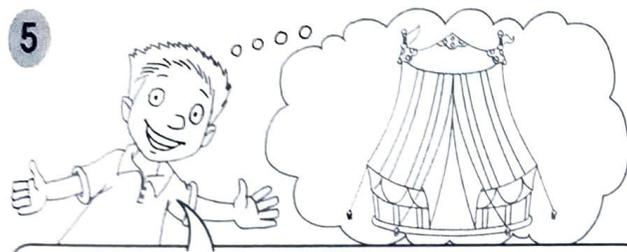
I \_\_\_\_\_.



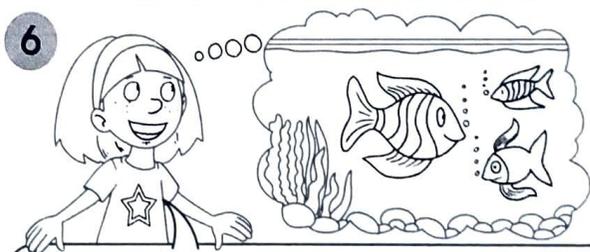
\_\_\_\_\_.



\_\_\_\_\_.



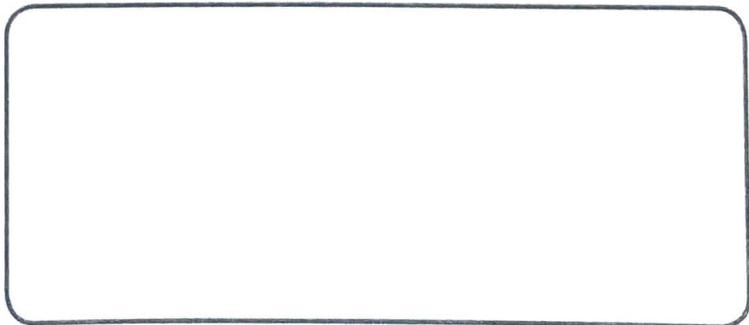
\_\_\_\_\_.



\_\_\_\_\_.

2 Where were you yesterday? Write and draw.

Yesterday, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





1 Look and write.

~~man~~ men woman women child children



1 one man



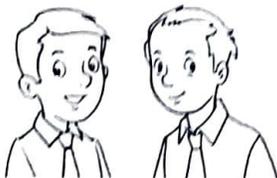
2 two \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

2 Read and listen. Match.



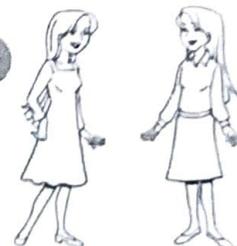
1 Who's that woman?

a



2 Who are those children?

b



3 Who's that man?

d



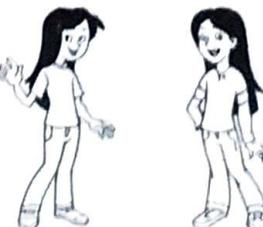
4 Who's that child?

c

f

5 Who are those men?

e



6 Who are those women?



# Toby's tongue twister

1 Write and say.



ear - air. The bear with a p\_\_\_\_ climbs  
the st\_\_\_\_s at the funf\_\_\_\_\_.

2 Colour the 'ear' words blue and the 'air' words red. Say.



pear



hair



airport



stairs



chair



bear



wear



air

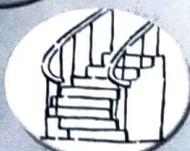
3 **Talk Partners** Play *Snap* in pairs.

1, 2, 3 hair!

1, 2, 3 pear!



**Snap!**



1, 2, 3 bear!

1, 2, 3 bear!

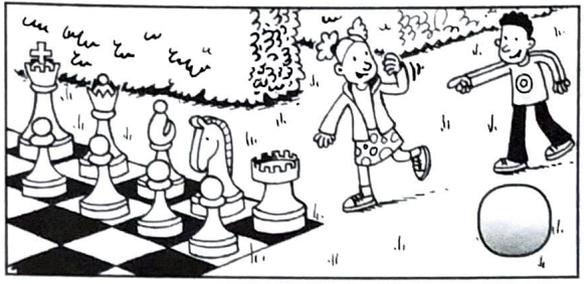
Snap!

**Play Snap:** Pupils play with their Talk Partner. Pupils individually think of a word, count to three together, point to the picture and say the word. If the words are the same, they say *Snap!* If they are different, they continue playing the game.



**1** Listen and number. Write.  CD4 23

play hide and seek    paint a cup    ~~see butterflies~~    play chess



see butterflies

 **Think about your culture**



What do you do in the summer holidays?

**2**  Read and tick (✓). Draw, write and say.

- 1 I visit a palace.
- 2 I play games in the park.
- 3 I go to an arts and crafts studio.
- 4 I see animals at the safari park.
- 5 I visit a museum.

\_\_\_\_\_



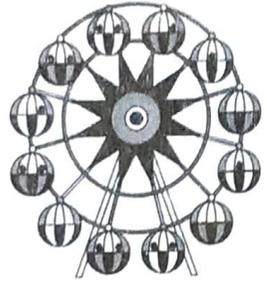


After you read

1 Think about the diary. Read and write.

On Saturday, it was sunny and \_\_\_\_\_.

I was at the \_\_\_\_\_ . It was \_\_\_\_\_ !



On Sunday, it was \_\_\_\_\_ and \_\_\_\_\_.

I was at the \_\_\_\_\_ . It was \_\_\_\_\_ !

2 Write your own diary and draw.

Illustration of an open diary with bees flying around it. The left page is titled "My diary" and has several lines for writing. The right page is blank.

My diary

Yesterday was \_\_\_\_\_.

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

I was at \_\_\_\_\_

\_\_\_\_\_

It was \_\_\_\_\_ !





**1** Find, circle and write.

W	O	M	A	N	D	S	O
A	C	H	I	L	D	T	R
M	E	N	J	Z	T	X	Y
M	M	F	M	M	A	N	P
W	O	M	E	N	F	R	S
C	H	I	L	D	R	E	N
A	T	O	S	M	N	N	E

- 1 \_\_\_\_\_ child
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**2** Read and write.

Who's that ...? Who are those ...?

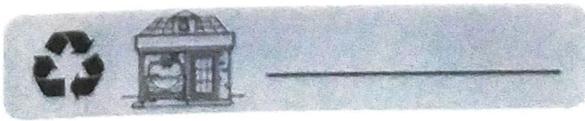
man men woman women ~~child~~ children

- 1 Who's that child? \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

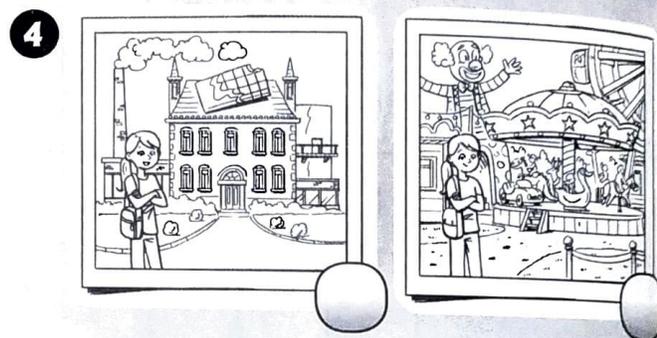
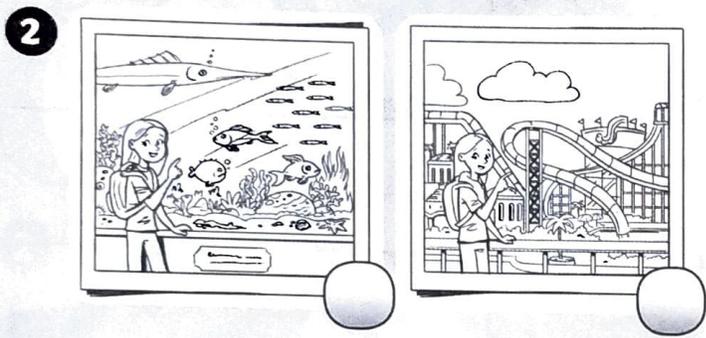
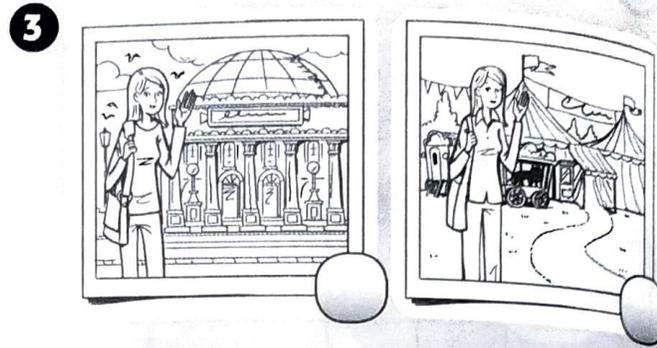
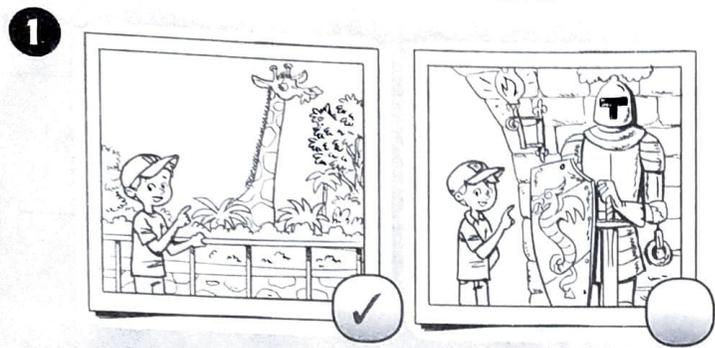
He's my brother.  
 They're my aunts.  
 They're my uncles.  
 They're my cousins.  
 He's my grandfather.  
 She's my mother.

**3** **My progress** Use your traffic light. Listen to the teacher and point.

Key for Activity 3: 1. I can say and write the ten holiday place words. 2. I can ask and answer about events in the past. 3. I can talk about the summer holidays. 4. I can read a diary. 5. I can write my own diary.



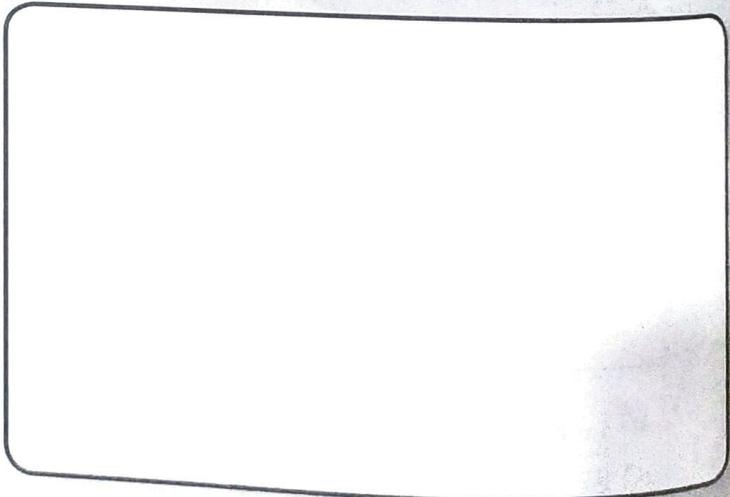
1 Listen and tick (✓).  CD4 28



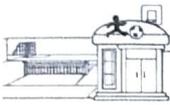
What do you take photos of?

2  Think and write. Draw and say.

- I take photos of
- 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_



Let's practise spelling!

Look	Copy	Cover and write
<p>1  science museum</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>2  circus</p>	<p>_____</p>	<p>_____</p>
<p>3  castle</p>	<p>_____</p>	<p>_____</p>
<p>4  sports centre</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>5  funfair</p>	<p>_____</p>	<p>_____</p>
<p>6  safari park</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>7  aquarium</p>	<p>_____</p>	<p>_____</p>
<p>8  water park</p>	<p>_____</p>	<p>_____</p>
<p>9  theatre</p>	<p>_____</p>	<p>_____</p>
<p>10  chocolate factory</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>





Plan your project



What time is it? Look and tick (✓).

1



It's a quarter past ten.

It's a quarter to ten.

2



It's three o'clock.

It's half past three.

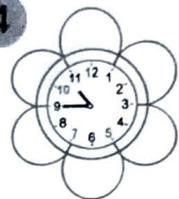
3



It's half past two.

It's half past one.

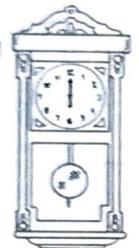
4



It's a quarter to eleven.

It's a quarter to nine.

5



It's six o'clock.

It's seven o'clock.

6



It's a quarter past seven.

It's a quarter to seven.



What time is it? Write.



1 It's eight o'clock.



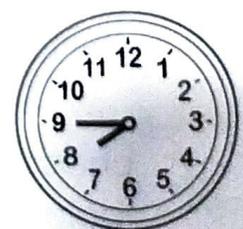
2 \_\_\_\_\_  
\_\_\_\_\_



3 \_\_\_\_\_  
\_\_\_\_\_



4 \_\_\_\_\_  
\_\_\_\_\_



5 \_\_\_\_\_  
\_\_\_\_\_



Write about your day.

Remember

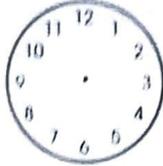


he

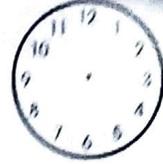


she

1 I get up at



2 I get dressed at



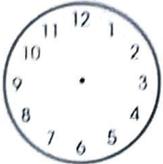
3 I have breakfast at



4 I go to school at



5 I play at



6 I go to bed at



Think about your project



Read, think and colour the stars.

I listen to my friends.



I share my things.



I help my friends.



I make an effort.



I like my clock.



# 1 Vocabulary practice

1 Look and write.



Play	Go
football	



2 Follow and write.

1



2



3



4



5



6



hit

1 Find, circle and write.

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

yoghurt

---



---



---



---



---



---

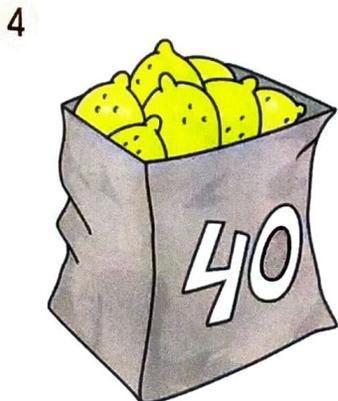
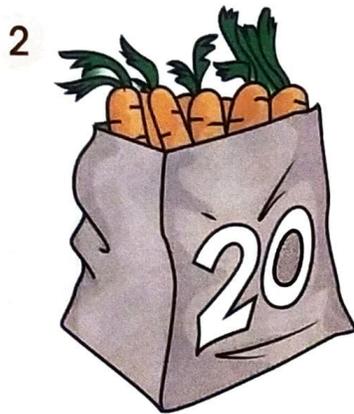


---



---

2 Look and write.



1 fifty peaches

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

1 Look and write.



1 lion

2

3

4

5

6

7

8

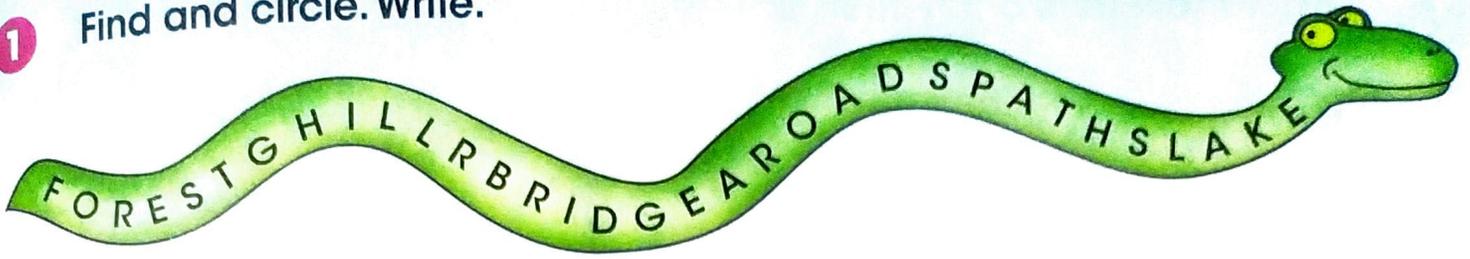
9

10

2 Look and write.

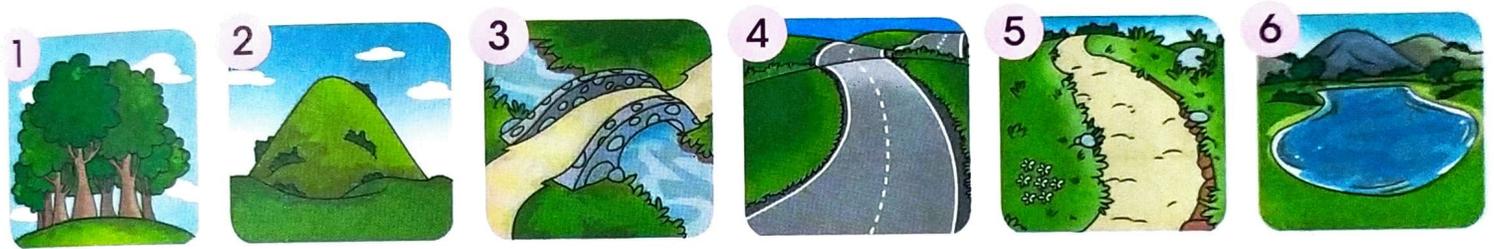
1		2		3		4	
1	A <u>parrot</u> has got big <u>wings</u> .	2	A _____ has got a long _____.	3	A _____ has got big _____.	4	A _____ has got a long _____.
5	A _____ has got a big _____.	6	A _____ hasn't got a big _____.	5		6	

1 Find and circle. Write.



- 1 forest                      2 \_\_\_\_\_                      3 \_\_\_\_\_  
 4 \_\_\_\_\_                      5 \_\_\_\_\_                      6 \_\_\_\_\_

Write the mystery word: \_\_\_\_\_



2 Read, match and write.

- 1 He's running \_\_\_\_\_ the hill.  
 2 He's riding a bike \_\_\_\_\_ the road.  
 3 She's riding a horse \_\_\_\_\_ down \_\_\_\_\_ the hill.  
 4 She's swimming \_\_\_\_\_ the bridge.  
 5 She's walking \_\_\_\_\_ the lake.



# 5 Vocabulary practice

## 1 Order the letters and write.

1  e m s i l  
 \_\_\_\_\_ smile \_\_\_\_\_

5  a w e v  
 \_\_\_\_\_

2  a k s t e  
 \_\_\_\_\_

6  k r d i n  
 \_\_\_\_\_

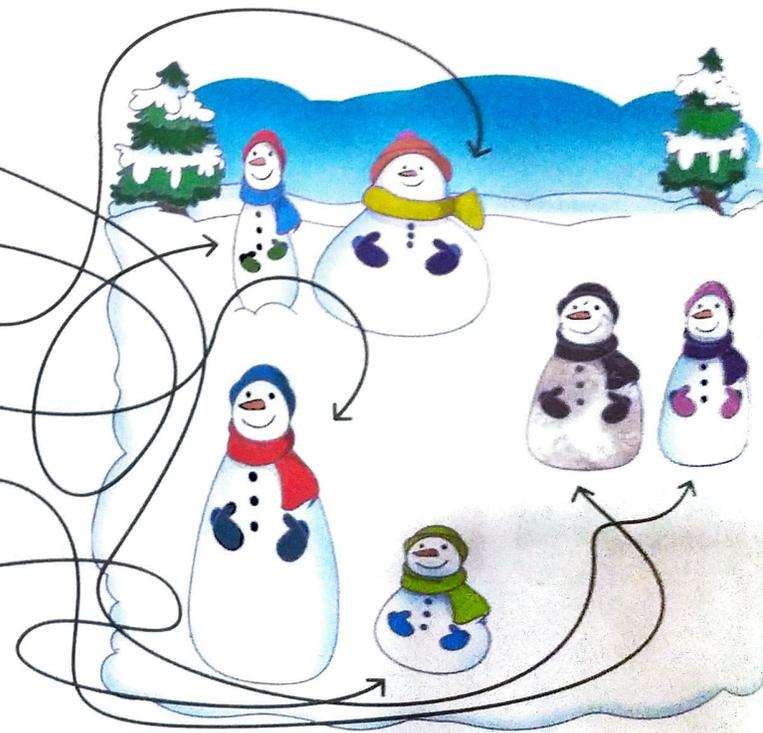
3  a c e n d  
 \_\_\_\_\_

7  y l p a  
 \_\_\_\_\_

4  e k a t a h o o t p  
 \_\_\_\_\_

## 2 Follow and write.

- 1 a \_\_\_\_\_ clean \_\_\_\_\_ snowman
- 2 a \_\_\_\_\_ snowman
- 3 a \_\_\_\_\_ snowman
- 4 a \_\_\_\_\_ snowman
- 5 a \_\_\_\_\_ snowman
- 6 a \_\_\_\_\_ snowman



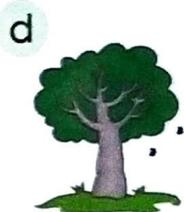
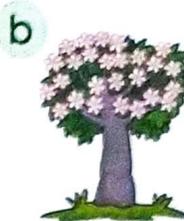
1 Write and match.

1 We  plant seeds in \_\_\_\_\_.

2 We  \_\_\_\_\_ in \_\_\_\_\_.

3 We  \_\_\_\_\_ in \_\_\_\_\_.

4 We  \_\_\_\_\_ in \_\_\_\_\_.



2 Look and write.

1 My birthday is on the  first of April. 

4 My birthday is on the  \_\_\_\_\_ of March. 

2 My birthday is on the  \_\_\_\_\_ of May. 

5 My birthday is on the  \_\_\_\_\_ of August. 

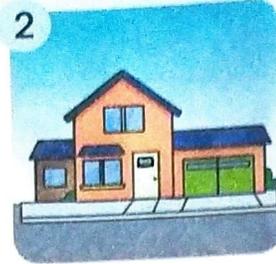
3 My birthday is on the  \_\_\_\_\_ of June. 

# 7 Vocabulary practice

## 1 Write the missing letters.



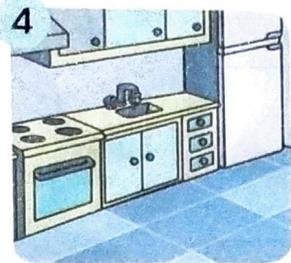
f i a t



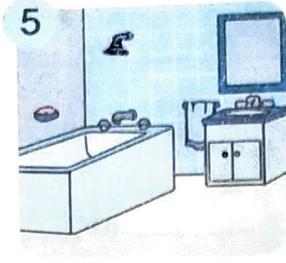
h \_ \_ \_ \_ \_



\_ a r \_ \_ \_



\_ i \_ \_ \_ e \_



\_ \_ t \_ \_ \_ o \_



g \_ \_ \_ \_ \_

## 2 Look and write.

- 1 There's a mouse in the bedroom.
- 2 There's a camera in the \_\_\_\_\_.
- 3 There's a radio in the \_\_\_\_\_.
- 4 There's car in the \_\_\_\_\_.
- 5 There's a watch in the \_\_\_\_\_.
- 6 There's a phone in the \_\_\_\_\_.
- 7 There's a clock in the \_\_\_\_\_.
- 8 There's a box in the \_\_\_\_\_.



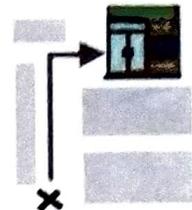
1 Read, write and match.

- 1 We buy bread at the baker's
- 2 We park the car at the \_\_\_\_\_
- 3 We catch a train at the \_\_\_\_\_
- 4 We post a letter at the \_\_\_\_\_
- 5 We catch a bus at the \_\_\_\_\_
- 6 We buy medicine at the \_\_\_\_\_
- 7 We put money in at the \_\_\_\_\_
- 8 We see dinosaurs at the \_\_\_\_\_



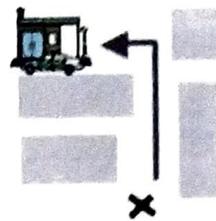
2 Complete the conversation.

1 Where's the  bank \_\_\_\_\_ ?



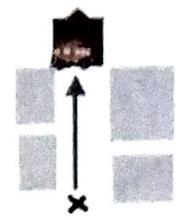
Turn  
right.

2 Where's the  \_\_\_\_\_ ?



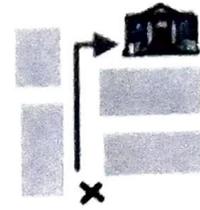
\_\_\_\_\_  
\_\_\_\_\_

3 Where's the  \_\_\_\_\_ ?



\_\_\_\_\_  
\_\_\_\_\_

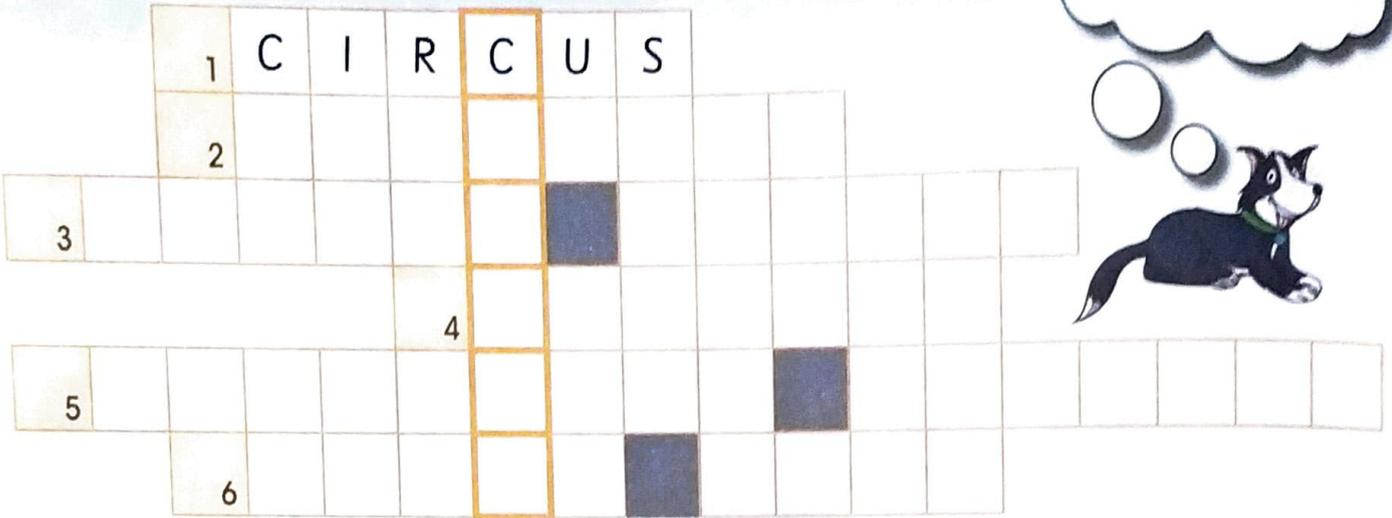
4 Where's the  \_\_\_\_\_ ?



\_\_\_\_\_  
\_\_\_\_\_

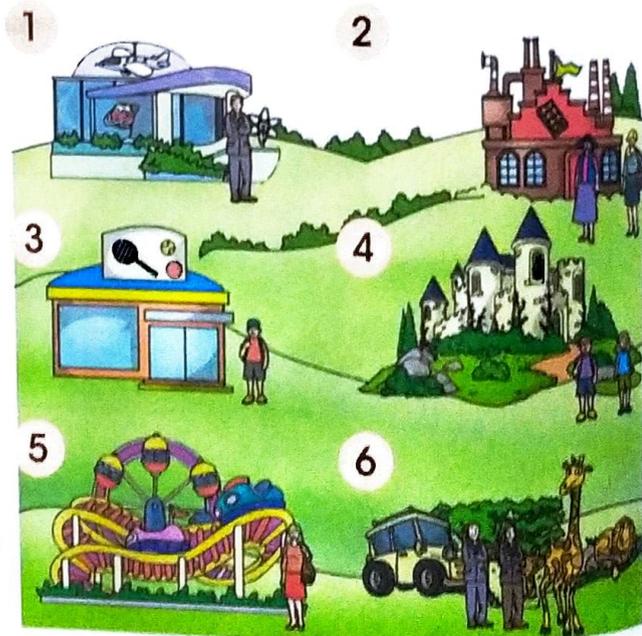
1 Write the holiday places. Where was Toby yesterday?

Yesterday, I was at the \_\_\_\_\_



2 Look and write.

- 1 The man is at the science museum.
- 2 The women are at the \_\_\_\_\_.
- 3 The children are at the \_\_\_\_\_.
- 4 The men are at the \_\_\_\_\_.
- 5 The woman is at the \_\_\_\_\_.
- 6 The child is at the \_\_\_\_\_.





1 Read this. Choose a word from the box. Write the correct word next to numbers 1-6.

A ball 

You can 1 throw or 2 \_\_\_\_\_ me. I can be big or 3 \_\_\_\_\_. You can play 4 \_\_\_\_\_ with me. In football, I am white and 5 \_\_\_\_\_. You can have a lot of fun with me at the 6 \_\_\_\_\_. What am I? I'm a ball.



park



small



basketball



tree



catch



black



big



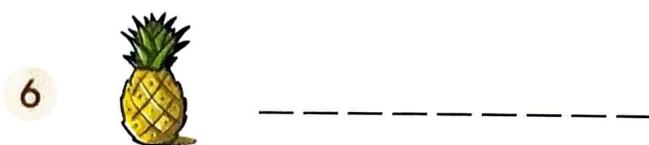
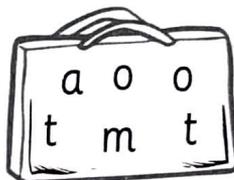
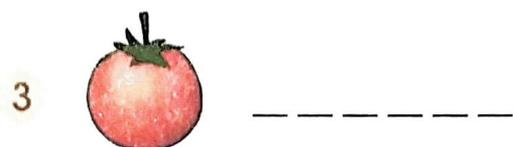
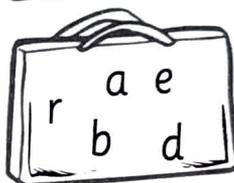
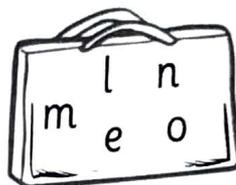
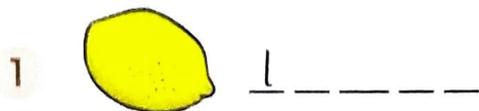
~~throw~~

2 Look and read. Write yes or no.

- 1 There is a cat in the tree. no
- 2 The girls are playing football. \_\_\_\_\_
- 3 There is a big ball on the table. \_\_\_\_\_
- 4 The duck is swimming. \_\_\_\_\_
- 5 A boy is hitting a ball. \_\_\_\_\_
- 6 The tall girl has got long hair. \_\_\_\_\_



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



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

1  These are lemons.



4  These are tomatoes.



2  This is an egg.



5  These are oranges.



3  This is a carrot.



6  These are cakes.





1 Read and write the correct word. There is one example.

A penguin 

I've got two 1 eyes and two 2 \_\_\_\_\_. I live in the zoo and I swim in the 3 \_\_\_\_\_. My favourite food is 4 \_\_\_\_\_. I'm 5 \_\_\_\_\_ and white. I haven't got 6 \_\_\_\_\_ because I'm a bird! What am I? I am a penguin.



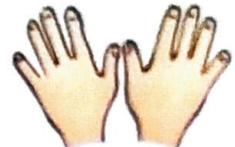
black



water



face



hands



legs



carrots



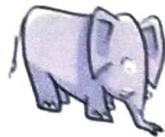
fish



~~eyes~~

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

1  c r o c o d i l e  
cidcroelo

2  \_\_\_\_\_  
athlpnee

3  \_\_\_\_\_  
ffaegri

4  \_\_\_\_\_  
omknye

5  \_\_\_\_\_  
rizlad

6  \_\_\_\_\_  
pipoh

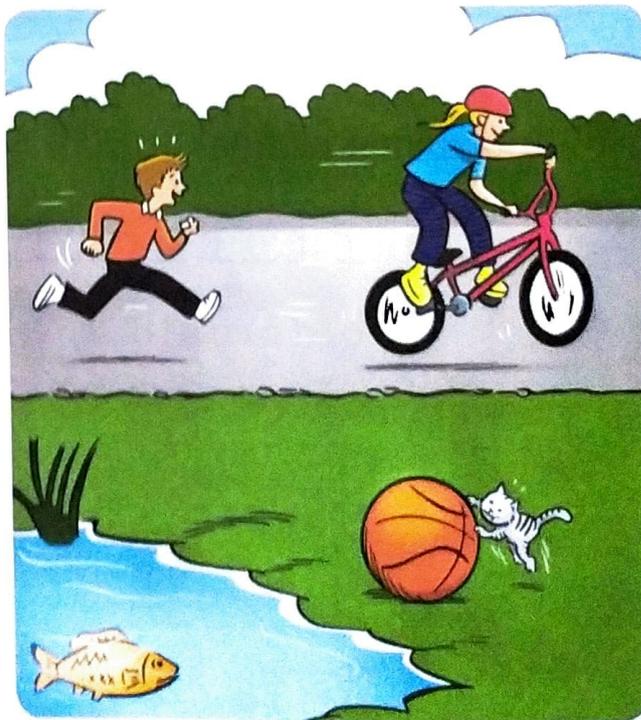
1 Look and read. Write yes or no.



- 1 A girl is swimming in the water. yes      2 A girl is playing basketball. \_\_\_\_\_  
 3 The frog is in front of the rabbit. \_\_\_\_\_      4 A boy is riding a bike. \_\_\_\_\_  
 5 There are three birds. \_\_\_\_\_      6 A boy is playing in the sand. \_\_\_\_\_

2 Look at the pictures and read the questions. Write one-word answers.

- 1 Where's the helmet?  
on the girl's head
- 2 How many children are there?  
\_\_\_\_\_
- 3 What's the boy doing?  
He's \_\_\_\_\_
- 4 What's the girl riding?  
a \_\_\_\_\_
- 5 Where's the fish?  
in the \_\_\_\_\_



Key learning outcome: practice for Reading and Writing Parts 2 and 5



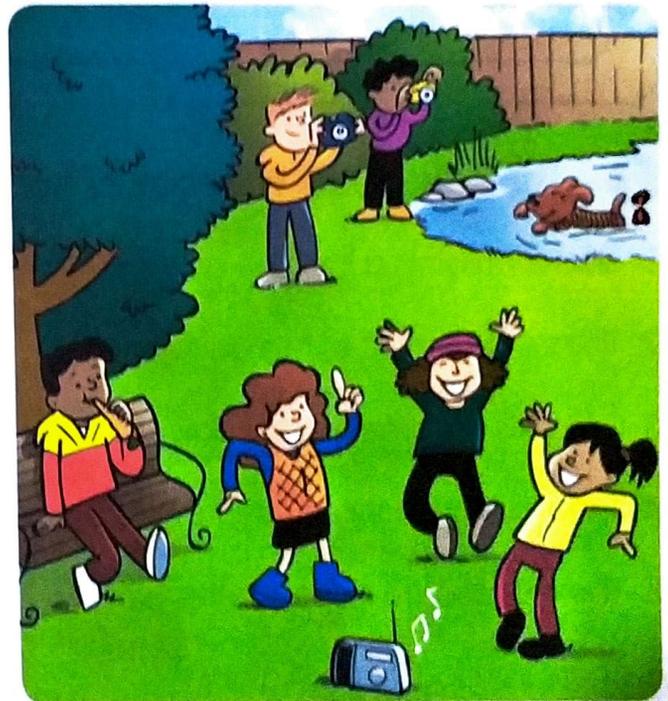
1 Look and read. Write yes or no.



- 1 A girl is eating a carrot.      no
- 2 The cat is next to a lizard.      \_\_\_\_\_
- 3 There are three birds in a tree.      \_\_\_\_\_
- 4 The tall girl has got an apple.      \_\_\_\_\_
- 5 Two boys are waving.      \_\_\_\_\_
- 6 The small girl is smiling.      \_\_\_\_\_

2 Look at the pictures and read the questions. Write one-word answers.

- 1 What are the boys doing?  
taking a photo
- 2 What's the boy eating?  
a \_\_\_\_\_
- 3 Who's swimming?  
a \_\_\_\_\_
- 4 What are the girls doing?  
\_\_\_\_\_
- 5 How many girls are there?  
\_\_\_\_\_



1 Read and write the correct word. There is one example.

Autumn



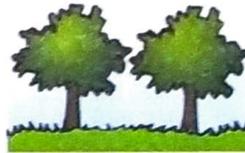
I'm one of the 1 four seasons. Leaves change 2 \_\_\_\_\_  
and fall down from the 3 \_\_\_\_\_. It starts to get  
4 \_\_\_\_\_. You wear a 5 \_\_\_\_\_ and eat  
6 \_\_\_\_\_. What am I? I am autumn.



~~four~~



colour



trees



grass



jacket



cold



hot



chestnuts

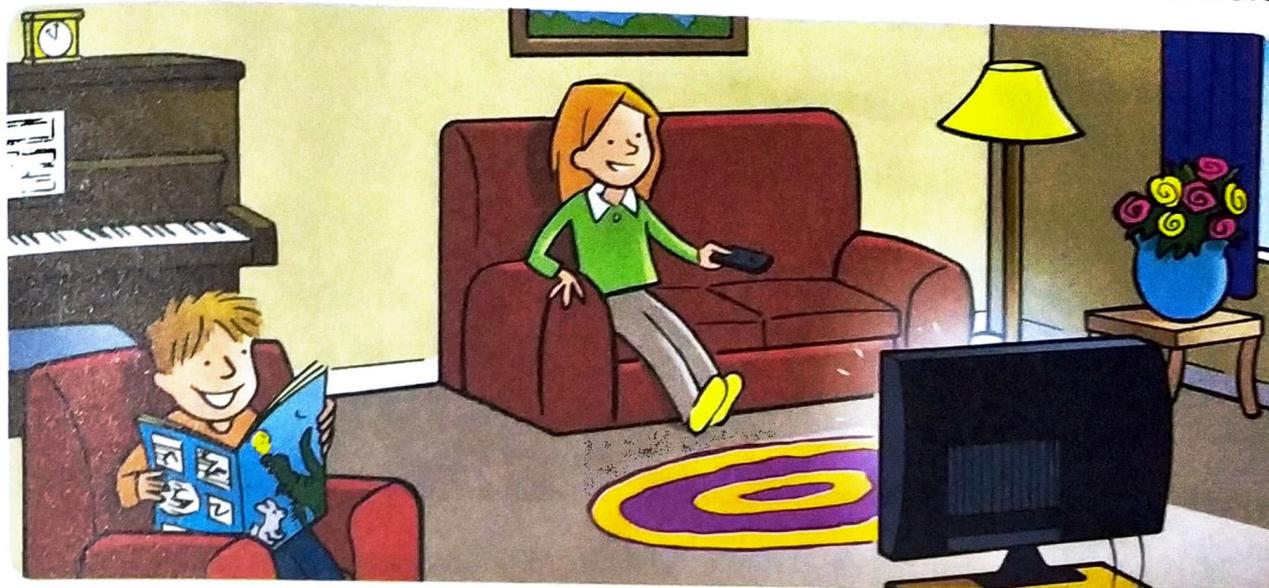
2 Look and read. Write yes or no.

- 1 Dad is holding a ball. yes
- 2 The rabbit is next to the donkey. \_\_\_\_\_
- 3 Two girls are smelling the flowers. \_\_\_\_\_
- 4 The boy is wearing a T-shirt and shorts. \_\_\_\_\_
- 5 There are some pears on the ground. \_\_\_\_\_
- 6 There's a dog in the big car. \_\_\_\_\_





1 Look at the picture and read the questions. Write one-word answers.



- 1 Where are the children? in the living room
- 2 What's the girl doing? \_\_\_\_\_ TV
- 3 What's the boy reading? a \_\_\_\_\_
- 4 Where's the clock? on the \_\_\_\_\_
- 5 How many flowers are there? \_\_\_\_\_

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

1  k i t c h e n  
t c e h i n k

2  \_\_\_\_\_  
g l v i i n r m o o

3  \_\_\_\_\_  
d r m o b o e

4  \_\_\_\_\_  
i i n n d g o r o m

5  \_\_\_\_\_  
b t o h a o m r

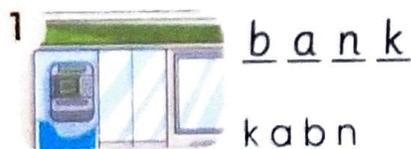
6  \_\_\_\_\_  
n d r g a e

1 Look and read. Write yes or no.



- 1 There's a bank next to the chemist's. yes
- 2 There are three trees in the park. \_\_\_\_\_
- 3 There's a dog running in front of the police station. \_\_\_\_\_
- 4 There's a post office between the fire station and the train station. \_\_\_\_\_
- 5 There aren't any museums. \_\_\_\_\_

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





1 Look at the picture and read the questions. Write one-word answers.



- 1 How many cars are there? three
- 2 What's the boy doing? playing with a \_\_\_\_\_
- 3 What's the girl doing? drinking \_\_\_\_\_
- 4 Where's the woman? next to the \_\_\_\_\_
- 5 What's the dog doing? \_\_\_\_\_
- 6 How many flowers are there? \_\_\_\_\_

2 Look and read. Put a tick (✓) or a cross (X) in the box.

- 1  This is a man.
- 2  These are women.
- 3  This is a castle.
- 4  This is a school.
- 5  This is a sports centre.
- 6  These are children.

Macmillan Education  
4 Crinan Street  
London N1 9XX  
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

Activity Book 978-1-360-01377-4

Text © Joanne Ramsden and Donna Shaw 2018  
Design and illustration © Macmillan Publishers Limited 2018

The authors have asserted their right to be identified as the authors of this work in accordance with the Copyright, Designs and Patents Act 1988.

This edition published 2018  
First edition entitled *High Five! English* published 2014 by Macmillan Publishers Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original series concept design by Tom Cole  
Designed by emc design ltd  
Illustrated by Kathy Baxendale, Leo Broadley, Sam Church, Nigel Dobbyn, Joelle Dreidemy, Clive Goodyer, Andy Keylock, Andy Painter, Dusan Pavlic, Angeles Peinador, Andy Robb, Mark Ruffle, Jorge Santillán, Eric Smith, Simon Smith, Sholto Walker and Matt Ward.  
Cover design by Bigtop Design Limited  
Cover photographs by **Getty Images**/iStockphoto/Thinkstock Images/katsto80; Tom Dick and Debbie Productions  
Cover illustration by Angeles Peinador  
Songs produced and arranged by Tom Dick and Debbie Productions  
Recordings produced and arranged by Footsteps and Tom Dick and Debbie Productions  
Picture research by Sally Cole and Fernanda Rocha/Ikonika LLC

**Authors' acknowledgements**  
The authors would like to thank everyone at Macmillan who has given help and advice throughout this project. Special thanks from Jo to Carlos, Daniel and Alex for their patience and support during this process. Special thanks from Donna to José, Elisa, Teresa and Marina for their encouragement and enthusiasm.

**Acknowledgements**  
The publishers would like to thank the following teachers for their contribution to the project:  
Amanda Amoroso Prieto, Colegio El Párpaso, La Navata, Madrid;  
Amaya Carrera García, Colegio Santa Teresa de Jesús, Valladolid;  
Ana Fernández Sáez, CEIP La Encina, Las Rozas, Madrid; Aránzazu Sánchez Rodríguez, CEIP Reina Luxemburgo, Madrid; Beatriz Navarro Viqueiro, CEIP Mariano José de Larra, Madrid; Carme Bara, Col·legi Sagrada Família, Tortosa, Tarragona; Cristina Nieto Bula de Garsa, CEIP Margarita Salas, Arroyo de la Encarnación, Valladolid; Esteban Medina Martín, CEIP Virgen de Navalazarza, San Agustín de Guadalupe, Madrid; Iratxe Zabala Zandagorta, Ikastola San Fiel, Guernica Vizcaya; Lucía Soria García, CEIP Alberto Alcocer, Madrid; M<sup>o</sup> Carmen Lago Muñoz, CEIP Federico García Lorca, Colmenar Viejo, Madrid; Marta Moreno Arroyo, CEIP Vicario Alejandro, Móstoles, Madrid; Susana Espinel Benítez, Colegio Grazalema, El Puerto de Santa María, Cádiz; Susana García Pizarro, Ateneo Instruente, San Joan Despi, Barcelona; Virginia Escalona Monreal, CEIP La Encina, Las Rozas, Madrid; Mónica Pérez Ja, CEIP Reina Victoria, Madrid; Rocío Gutiérrez, CEIP Lepanto, Madrid; Laura Zarzuelo, Colegio Virgen de la Almudena, Collado Villalba, Madrid; Eugenio Domínguez, Colegio Virgen de la Almudena, Collado Villalba, Madrid; Silvia Diaz de Rivera, Colegio Orvalle, Las Rozas, Madrid; Maite Casado, Colegio Jesus Nazareno, Madrid; Silvia Valderrama, CEIP Benito Pérez Galdós, Arganda del Rey, Madrid; Cristina Baeza, CEIP Rosa Chacel, Collado Villalba, Madrid; Leyre Alcalde, CEIP Cortes de Gádiz, Madrid; Maria Andrés, Colegio Matter Inmaculata, Madrid.

The authors and publishers would like to thank the following for permission to reproduce their photographs:  
**Alamy Stock Photo**/q77photo p85(top banner); **Getty Images**/Dorling Kindersley/Tim Ridley 75(top banner); **Getty Images**/E+/vpopovic pp111-119(top banner); **Getty Images**/iStock/Vjorn p63(top banner); **Getty Images**/Jeffoto p95(top banner); **Getty Images**/PJB/Photographer's Choice p31(top banner); **Getty Images**/Jaskunwar Singh/EyeEm p11(top banner); **Macmillan Publishers Ltd.**/Lisa Payne pp11(c), 21, 31(c), 43(c), 53(c), 63(c), 75(c), 85(c), 95(c); **Plainpicture**/Johnner/Roine Magnusson p43(top banner); **Shutterstock**/ber1a p53(top banner); **Shutterstock**/OnlyFOOD p22.

Commissioned photography by Lisa Payne (pp11, 21, 22, 31, 36, 43, 53, 63, 68, 75, 85, 95, 100) and Tom Dick and Debbie Productions (pp14, 24, 34, 46, 56, 66, 78, 88, 98).

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise, does not constitute or imply its endorsement or recommendation by Macmillan Publishers Limited.

# GIVE ME FIVE!



With animated stories!

## Collaborate, Communicate and Celebrate success in English!

**Give Me Five!** is an engaging six-level primary course with a strong focus on collaboration and 21st century skills. The dynamic and fun content keeps pupils motivated to reach learning goals, while integrated exams practice helps pupils achieve success in external exams.

Cooperative learning • Projects • 21<sup>st</sup> Century Skills • Literacy • External Exams Practice

### For the PUPIL

Pupil's Book

Activity Book

Pupil's App on NAVIO

- Game-based language practice activities to foster language acquisition
- Literacy practice activities
- Immersive worlds to explore
- Rewards system to ensure maximum pupil engagement

Perfect partners with

Grammar Goals - Pupil's Book 2

### For the TEACHER

Teacher's App on NAVIO

- Tap and Teach lessons
- Integrated audio and video
- Integrated classroom management tool
- Pupil Progress Tracker
- Test Generator
- Teacher's Resource Bank, including:
  - Additional exam resources and speaking videos
  - Tests
  - Supplementary reinforcement and extension worksheets
  - Project and Festivals lesson support

Teacher's Book

Class CDs

Flashcards



**Give Me Five!** comes alive in this well-designed digital environment. Navio helps teachers and pupils use the full potential of the course and additional resources, including instant Tap and Teach lessons, presentation tools, game-based language practice and a classroom rewards system.

This **Give Me Five!** series covers  
COMMON EUROPEAN FRAMEWORK  
A1 A2 B1 B2 C1 C2



AUTHORS



Joanne Ramsden



Donna Shaw

ISBN 978-1-360-01377-4



9 781360 013774