Ministerul Educației

art Klett

Herbert Puchta
Günter Gerngross
Peter Lewis-Jones
with Oana-Cristina Stoica

3

Limba modernă
Engleză

Clasa a III-a

Acest manual școlar este proprietatea Ministerului Educației.

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Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 4200/07.07.2021

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Inspectoratul Școlar .....

Școala/Colegiul/Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* *Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni:* ***nou, bun, îngrijit, neîngrijit, deteriorat.***
* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
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Foreword

This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to third grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun projects.

Join the Explorers, Ben and Lucy, and their dog, Buster, on this exciting adventure in the world of English!

Unit tour *Limba modernă. Engleză. Clasa a III-a*

Printed Pupil's Book + Digital Pupil's Book (consistent with the printed version) / Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)

The Pupil's Book contains 8 Units + Extra resources (Manualul cuprinde 8 Unități + Resurse suplimentare)
Each unit has the following structure / Fiecare unitate are următoarea structură:
Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / My Scrapbook)
Extra resources / Resurse suplimentare: two **Revision** units, two **Term tests**, **Festivals**, **Grammar focus**, Picture dictionary

The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:

- **Static activity** – listening/ studying a significant image / activitate statică, de ascultare și observare a unei imagini semnificative
- **Animated activity** – video/ animation / activitate animată (film/animație)
- **Interactive activity** – exercise with immediate feedback after it is solved / activitate interactivă, de tip exercițiu, în care elevii rezolvă și primesc feedback imediat

Vocabulary / Vocabular

- **core vocabulary** presented and contextualised in a colourful illustration / **vocabularul cheie** prezentat și contextualizat printr-o ilustrație
- is presented at the foot of the page / este prezentat în subsolul paginii

Grammar 1 / Gramatică 1

- **first grammar point** presented and practised in the topic-based context of the unit / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

Song / Cântec

- vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / vocabularul și gramatica din unitate sunt combinate într-un cântec pe care copiii îl vor cânta împreună

Grammar 2 / Gramatică 2

- **second grammar point** introduced and practised in a similar manner to the first / este introdus **al doilea set de structuri gramaticale** predat și exersat în aceeași manieră ca și primul
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

Story / Poveste

- the **main story** of the unit, introduced in Lesson 1 / **povestea principală** a unității, introdusă în lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate

Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- explores the story in more depth / exploatează povestea în profunzime
- **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română

Skills work / Formare de competențe

- offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă stimulare pentru dezvoltarea tuturor celor patru competențe specifice
- skills focus is identified at the foot of each page / competențele vizate sunt identificate în subsolul paginii

Create that! Guided visualisation / Creează! Vizualizare ghidată

- brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / combină tema unității și limbajul țintă într-un mod creativ pentru a-i încuraja pe elevi să își folosească imaginația

CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare

- encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite

My Scrapbook – portofoliul meu

My project – Do some research! / Proiectul meu – Investighează!

Review pages / Recapitulare

- after every unit / după fiecare unitate
- different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, miniteste de tip quiz și proiecte asigură recapitularea într-un format distractiv
- performance descriptors are at the foot of the page / descriptorii de performanță sunt în subsolul paginii

Revision, Assessment and Systematically observing students / Recapitulare finală, evaluare și observare sistematică

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare
- **2 Revision** sections placed after every 4 units / **2 secțiuni de recapitulare finală** la fiecare 4 unități
- **2 Term tests** with performance descriptors / **2 evaluări sumative** cu descriptori de performanță
- **Checklists for teachers to observe students' progress / Liste de verificare pentru ca profesorii să urmărească progresul elevilor**

Festivals / Sărbători

- pages at the back of the book introduce 3 different festivals – Christmas, Pancake Day and Mother's Day / paginile de la sfârșitul cărții ce introduc 3 sărbători – Crăciun, Pancake Day și Ziua mamei

Grammar focus / Focus pe gramatică

- pages at the back of the book provide extra practice for all the grammar structures taught in the book / paginile de la sfârșitul cărții asigură exersarea suplimentară a structurilor predate pe parcursul cărții

Picture dictionary / Dicționar cu poze

Contents

Meet The Explorers (pages 8 – 17)

Vocabulary	Grammar	Story and value	Skills
Numbers *castle, upstairs, downstairs, basement* Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2	*Can / can't* *Have got*	*The Old Book* Being brave **Phonics** Short vowel sounds	Speaking Listening

▶ **Review: The Explorer Game**

1 Our School (pages 18 – 27)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
School subjects Competences: 1.1, 1.3, 2.2, 3.1, 3.2, 4.2	*I like listening to (music).* *He loves/doesn't like learning about (Science).*	*Getting Help* Being curious **Phonics** Letter names	**Literature:** Fairy Tales **Skills** Communication ▶ **My Scrapbook**	Decoding a puzzle Sequencing Classifying Communication

2 Family and Birthdays (pages 28 – 37)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Family members and party words Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	*Mike is John's uncle.* *Nora is John's aunt.* *The doll's (happy).* *The puppy's (sad).*	*Tidying Up* Tidying up **Phonics** The letter sounds *v* and *b*	Reading Writing ▶ **Creativity**	Analysing and making inferences Logical reasoning Imagining

▶ **Review and self-evaluation: Quiz time** **Act Out a Birthday Party**

3 Our Day (pages 38 – 47)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Daily routines Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2	*What's the time? It's (nine) o'clock.* *When do you (have breakfast)?* *At (seven) o'clock.* *He/She (gets up) at (eight) o'clock.* *Does he/she (get up) at (eight) o'clock? Yes, he/she does. / No, he/she doesn't.*	*The Golden Apple* Perseverance **Phonics** The sounds /ɪ/ and /aɪ/	**Social science:** I'm Healthy! ▶ **Project:** **Do some research!** **Skills** Communication ▶ **My Scrapbook**	Making inferences Sequencing Reflecting on one's habits Investigating

▶ **Revision 1 Unit 0 – Unit 3 (pages 48 – 51)** **Term test 1 Unit 0 – Unit 3 (pages 52 – 53)**

4 By the Sea (pages 54 – 63)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Clothes Competences: 1.1, 1.3, 2.2, 3.1, 3.3, 4.2	*Do you like my hat? Yes, I do. / No, I don't.* *What are you wearing? I'm wearing a red sweater.* *Are you wearing blue shoes? Yes, I am. / No, I'm not.*	*The Trap* Asking for help **Phonics** The letter sounds *s* and *sh*	**Art and Maths:** Patterns and Symmetry ▶ **Project:** **Do some research!** **Skills** Reading	Matching Interpreting pictures Applying previous knowledge Investigating

5 The Market (pages 64–73)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Food and shopping Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2	*Would you like a (tomato) / some (bread)?* *Yes, please. / No, thank you.* *I'd like an (orange), please.* *Can I have a mango, please? Yes, here you are.* *How much is the bread? It's £1.* *How much are the bananas? They're £2.*	*The Cave* Being resourceful **Phonics** Long vowel sounds	Reading Speaking ▶ **Creativity**	Making associations Matching Imagining

▶ **Review: The Food Game**

6 Around the World with My Family (pages 74–83)

Vocabulary	Grammar	Story and value	CLIL	Thinking skills
Travelling Competences: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2	*Where are you going? We are going to the beach/shopping.* *Who's your favourite character?* *My favourite character is / I like/love Super Boy. Why do you like Super Boy?* *He's strong and brave.*	*The Final Letters* Showing interest in other cultures **Phonics** The sounds /iː/ and /ɪ/	**Science:** We Are All Different **Skills** Speaking ▶ **My Scrapbook**	Making inferences Finding relevant information Applying previous knowledge

7 Holiday Plans (pages 84–93)

Vocabulary	Grammar	Story and value	Skills	Thinking skills
Holidays Competences: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.2	*Can I/we go camping? Can we visit Grandpa?* *Would you like to (go hiking)?* *Yes, I would. / No, thank you.* *What would you like to do?*	*The Treasure* Problem-solving **Phonics** The sound /ɜː/	Reading Speaking Listening ▶ **Creativity**	Logical reasoning Analysing and making inferences Imagining

▶ **Review and self-evaluation: Quiz time** **The Dressing Game**

▶ **Revision 2 Unit 4 – Unit 7 (pages 94–97)** **Term test 2 Unit 4 – Unit 7 (pages 98–99)**

Festivals: pages 100–103 **Grammar focus:** pages 104–110 **My Scrapbook:** page 111 **Do some research!** **Picture dictionary:** pages 112–119

General and specific competences from the curriculum explored in the units:

1. Understand simple oral messages
   1.1. Identify the global meaning of an oral message that has been clearly articulated in a familiar context
   1.2. Identify time and numerical quantity (prices, numbers) in an audio message that has been articulated clearly and slowly
   1.3. Understand simple age-appropriate oral messages
2. Speak in everyday communication situations
   2.1. Ask for and give information about numbers, prices, time
   2.2. Take part in everyday conversations about familiar topics
   2.3. Describe people / characters in a simple way
3. Understand simple written messages
   3.1. Recognise the significance of symbols typically encountered in everyday situations
   3.2. Understand the global meaning of simple texts about familiar topics
   3.3. Understand simple familiar messages from friends, peers, teacher
4. Write short, simple messages in everyday communication situations
   4.1. Write a birthday card or a holiday card
   4.2. Write a simple message to a classmate

1. Receptarea de mesaje orale simple
   1.1. Identificarea semnificației globale a unui mesaj oral clar articulat în contexte familiare
   1.2. Identificarea orei și a cantității exprimate numeric (prețuri, numere) în cadrul unui mesaj audiat articulat clar și rar
   1.3. Manifestarea disponibilității pentru receptarea de mesaje orale simple adecvate vârstei
2. Exprimarea orală în situații de comunicare uzuală
   2.1. Cererea și oferirea de informații referitoare la numere, la prețuri, la exprimarea orei
   2.2. Participarea la interacțiuni în contexte de necesitate imediată/ pe teme familiare
   2.3. Descrierea simplă a unei persoane/ unui personaj
3. Receptarea de mesaje scrise simple
   3.1. Recunoașterea semnificației unor fraze uzuale tipice pentru viața cotidiană
   3.2. Identificarea semnificației globale a unui text simplu pe teme familiare
   3.3. Descifrarea unor mesaje simple familiare primite de la prieteni, colegi, profesor
4. Redactarea de mesaje simple în situații de comunicare uzuală
   4.1. Scrierea unei felicitări de ziua cuiva sau pentru o sărbătoare
   4.2. Redactarea unui mesaj simplu către un coleg

Meet The Explorers

Meet Ben and Lucy – *The Explorers*. These two friends and their dog, Buster, are in a castle. There's an old book in the castle. The book has got the secret of some lost treasure. But someone else is looking for the book too ...

1 **Listen and look. Then listen and say the words.**

1 castle
2 upstairs
3 one – ten
4 downstairs
5 eleven – twenty
6 basement

2 **Pair work. Close your book. Play the memory game.**

Where's room 12?

Downstairs.

3 Look, read and say *Ben* or *Lucy*.

Who says ...

1 I can ride a bike.

2 I can't make a sandcastle.

3 I can skip.

4 I can't fly a kite.

4 Listen and say.

Grammar focus

I can ride a bike.
She can't play football.
They can fly a kite.

5 Look and make sentences.

Lucy can paint.

	✓	✗	✓
	✗	✓	✓

1 Listen and sing.

The Explorers!
Here they come.
Lucy and Ben
Adventure and fun.

The Explorers!
Here they are.
Ben and Lucy
Action stars.

She can skip and paint and swim
In the sea, in the sea.
She's an action star, an action star
Just like you and me.

The Explorers! ...

He can ride a bike and swim
In the sea, in the sea.
He's an action star, an action star
Just like you and me.

The Explorers! ...

2 Choose words and write a new verse.

I can ...
And ...
I'm an action star, an action star
Just like Ben and Lucy.

3 What pet have they got? Listen and say the letter.

1 David

2 Sandra

3 Tom and Kim

4 Daniel and Emma

a

b

c

d

4 Listen and say.

Grammar focus

She's got a dog.

We've got two cats.

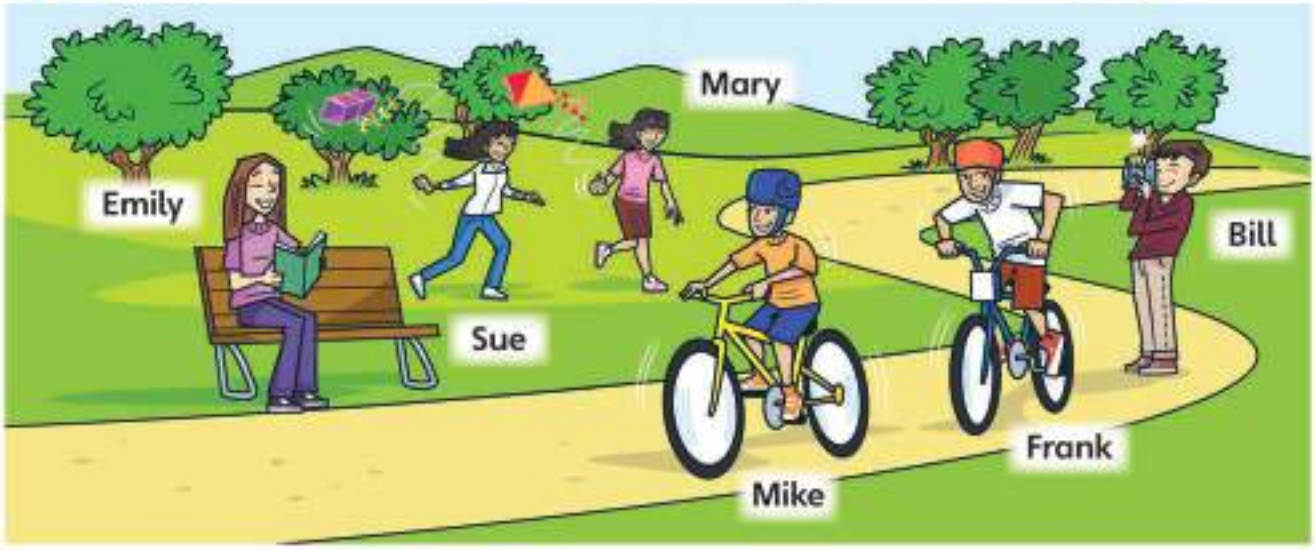
He's got a bike.

They've got a football.

5 Look at the picture. Say and guess.

They've got bikes.

Mike and ...



1B The Explorers The Old Book

Lucy: What's that?
Ben: It's a door. A secret door.
Lucy: Let's open it. Buster, wait here!

Ben: Here's the book!
Zelda: They've got the book, Horax! Let's get them.
Horax: Wait, Zelda!

Ben: Let's go.
Horax: Stop there! We want that book.
Ben: Oh no! Who are they?

Horax: Give me the book!
Lucy: No, you can't have it!
Horax: Yes, we can!

Ben: Good dog, Buster!
Lucy: Quick, Buster!
Ben: Where are those people, Buster?

Ben: How can we get the book back?
Lucy: I've got an idea!

Horax: Oh no, stop!
Zelda: Go away, silly dog!
Lucy: Help, Buster!

Lucy: Run! We've got the book.
Ben: Well done, Buster!

2 Read and say *true* or *false*.

1 There's a secret door in the castle.
2 Ben, Lucy and Buster go to the basement.
3 Ben and Lucy find the old book.
4 Horax and Zelda don't want the book.
5 Buster and The Explorers get the book back.

3 Find who says ...

Let's get them.

4 Listen and say.

Gus pats his pets a lot.

Skills

1 Read and act out.

2 Pair work. Ask and answer.

What's your name?

I'm Alice.

3 Pair work. Look at the pictures. Point, ask and answer.

Who's this?

This is Zelda.

Skills

1 Listen and write the numbers.

11 12 ~~13~~ 14 15 16 17 18 19 20

1 I've got 13 pens.

2 I've got … carrots.

3 I've got … caps.

4 I've got … dolls.

2 Listen and say.

Have you got a pencil?

Yes, I have. I've got 13 pencils!

No, I haven't.

3 Pair work. Play the guessing game.

Have you got a book?

12!

Yes! I've got …

Review

1 **Pair work. What pets have they got? What can their pets do?**

The boy has got a dog. It can jump.

2 **Draw a picture in your notebook. Write, then tell your partner about what you can and can't do.**

I can ride a bike and I can climb a tree, but I can't skip and I can't paint.

The Explorer Game

1 Pair work. Roll the dice and say the numbers.

Extension

Now I know the numbers: ☺ 😐 ☹

1 Our School

1 Listen and look. Then listen and say the words.

LIBRARY

1 English
2 Geography
3 Music
4 I.T.
5 History
6 Maths
7 Science
8 Art
9 P.E.

TIMETABLE

DAY 1	DAY 2	DAY 3
9:00 hello	9:00 2×4=8 3×4=12	9:00
10:00	10:00	
12:00	12:00	
13:00	13:00	
2:00	2:00	
3:00	3:00	

2 Pair work. Ask and answer.

Do you like History? — Yes, I do. It's my favourite subject.

Do you like Art? — No, I don't. I'm not good at it.

3 Read and write the names.

Alf

- I like Science. I'm good at it.
- I love English. It's my favourite subject.
- I really don't like Music. I can't sing.

Julia

- I really don't like Science. I'm not good at it.
- I like English. My English teacher is nice.
- I love Music. I'm good at it.

1 I really don't like singing. Alf _____

2 I like writing and listening to stories. _____

3 I love singing. _____

4 I like learning about plants and animals. _____

5 I really don't like learning about plants. _____

4 Listen and say.

Grammar focus

I like listening to music. **He loves learning about Science.**
He really doesn't like singing.

5 Pair work. Play the *like / don't like* game.

drawing
doing sport
listening to music
singing

1 **Match the pictures with the school subjects. Listen and check. Then listen and sing.**

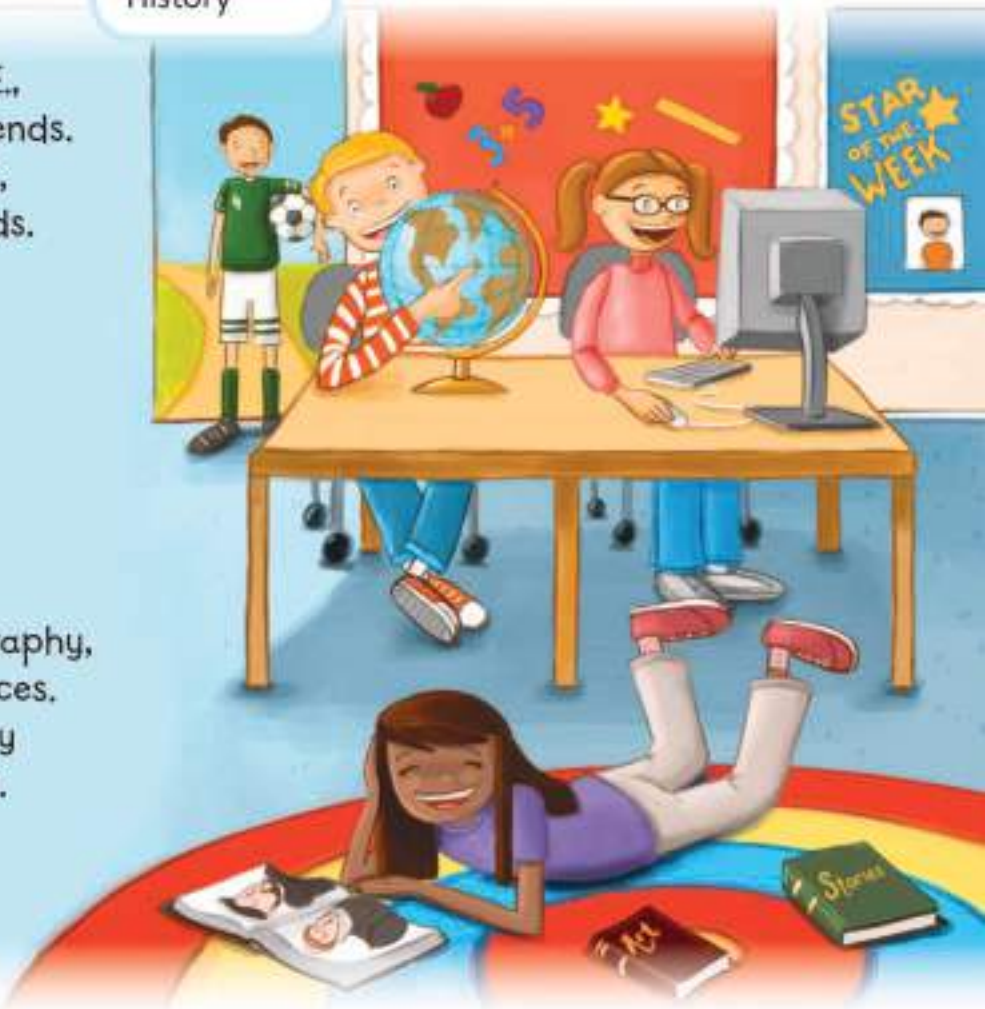
P.E.
I.T.
Geography
History

I love playing football in P.E.,
And having fun with my friends.
I like using computers in I.T.,
I'm sad when the lesson ends.

Let me tell you a secret,
School is great.
School's for everyone.
Don't tell anybody that
School is great.
And it's lots of fun.

I love learning all my Geography,
I'm good at names and places.
I love learning all my History
And all those famous faces.

Let me tell you a secret ...



2 **Solve the puzzle and write the school subjects. Find the words in the song.**

1 s H o i t y r — History
2 e h y o r a G g p — _____
3 t a M s h — _____
4 e n S c e c i — _____

3 Listen and say the correct answer.

Do you listen to music at the weekend?

Yes, I do.

No, I don't.

Do you play computer games at the weekend?

Yes, I do.

No, I don't.

4 Listen and say.

Grammar focus

Do you play computer games at the weekend?

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

5 Play the question game.

1 The Explorers Getting Help

Lucy: Excuse me. Can you help us, please?
Mr Williams: Sure. What's the problem?
Ben: We can't read this book. It's in code.

Mr Williams: Hmm. There are lots of clues in this book. I like doing puzzles!

Mr Williams: This is difficult! Can I keep the book? I can tell you on Friday.
Lucy: Keep the book?
Ben: No, sorry.

Mr Williams: OK then, sorry. I can't help you.
Lucy: OK, that's fine. Thanks.

Ben: Oh! It's dark!
Lucy: Come on, Ben. Let's go.

Ben: Lucy, do you think … ?
Lucy: Yes, Ben! Horax and Zelda want the book!
Ben: But are they here in the school? No way.
Lucy: Yes. We need help.

Lucy: Hey, look! What's this?
Ben: Let's see ... It's the secret to the code. Now we can read the clues!

Horax: The children have got the book.
Zelda: What about the code?
Horax: I don't understand the code. Let's follow the children.

2 What's the message from the book? Use the code to find out.

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

Problem solving

3 Find who says ...

OK, that's fine. Thanks.

4 Listen and say.

DJ Cool **K** plays **CD**s for **ET**s from planet **QB3**.

Learn and think

Fairy Tales

1 **Read and tick (✓).**

What do you like reading?

☐ magazines ☐ comics ☐ story books

2 **Listen, read and answer the questions.**

Fairy tales like *The Flower Queen's Daughter* are stories for children. They are about kings, queens, dragons, witches and animals that can talk. Two famous fairy tale writers are the Brothers Grimm from Germany. Some of their stories are *Rumpelstiltskin*, *Snow White*, *Sleeping Beauty*, *Rapunzel*, *Cinderella*, and *Hansel and Gretel*.

The American film studio Walt Disney makes films of famous fairy tales. Some of these are *Aladdin*, *The Little Mermaid* and *Pinocchio*.

a Which fairy tales do you know?

b What are your favourite fairy tales?

c Why do people like fairy tales?

The Brothers Grimm

3 Read and match.

Fairy tales are about good and bad characters. Here are the good characters from three fairy tales. Match them with the bad characters from the same fairy tales.

1

The three Billy Goats Gruff want to cross the bridge.

a

The ugly sisters make her clean the house.

2

Cinderella wants to go to a party at the palace.

b

The wicked witch can give her some legs.

3

The little mermaid wants to leave the sea and live on the land.

c

There is a troll under the bridge. He is very hungry.

4 Pair work. Ask and answer. What's your favourite fairy tale character?

My favourite character is ...

Our Favourite Subjects

Project work

1 **Work in groups of four. Draw a table. Ask and write.**

Favourite subject	Names	
I.T.	Maria	1
English	Shelley, Joshua, Tom	3

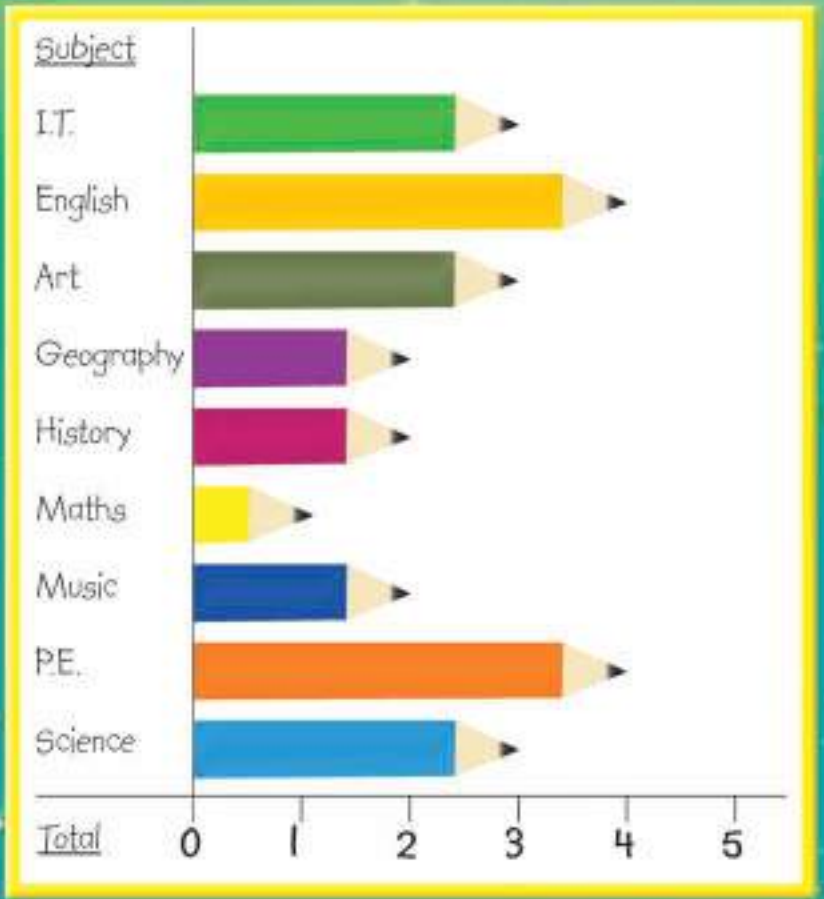
Maria, what's your favourite subject?

I.T.

2 **Add up all the answers from the groups on the board.**

Subject	Total
I.T.	3
English	4

3 **Make a bar chart and talk about the results.**



In our class, the number one subjects are English and P.E.

The number two subjects are Art, I.T. and Science.

In our class, only one person likes Maths.

Make a Scrapbook

1 Take a new notebook and make a nice cover. You can use coloured paper, stickers, photos and cloth. Write your name on it.

2 Write your profile on the first page of your scrapbook.

My name: Noah
My class: English
My teacher's name: Peter
My favourite colour: orange
My favourite song: Mr Blue

My favourite book: White Fang
I like eating: ice cream
I like drinking: tea
People in my family: my mother, my sister Jane, my dog Ralph

3 Write about what you do at the weekend.

I listen to music and watch TV at the weekend.

Our Checklist!
Now we can:
- [x] Say what we can do
- [ ] Say what pets we have
- [ ] Count to twenty
- [ ] Say what we like doing
- [ ] Talk about our weekend activities
- [ ] Make a scrapbook

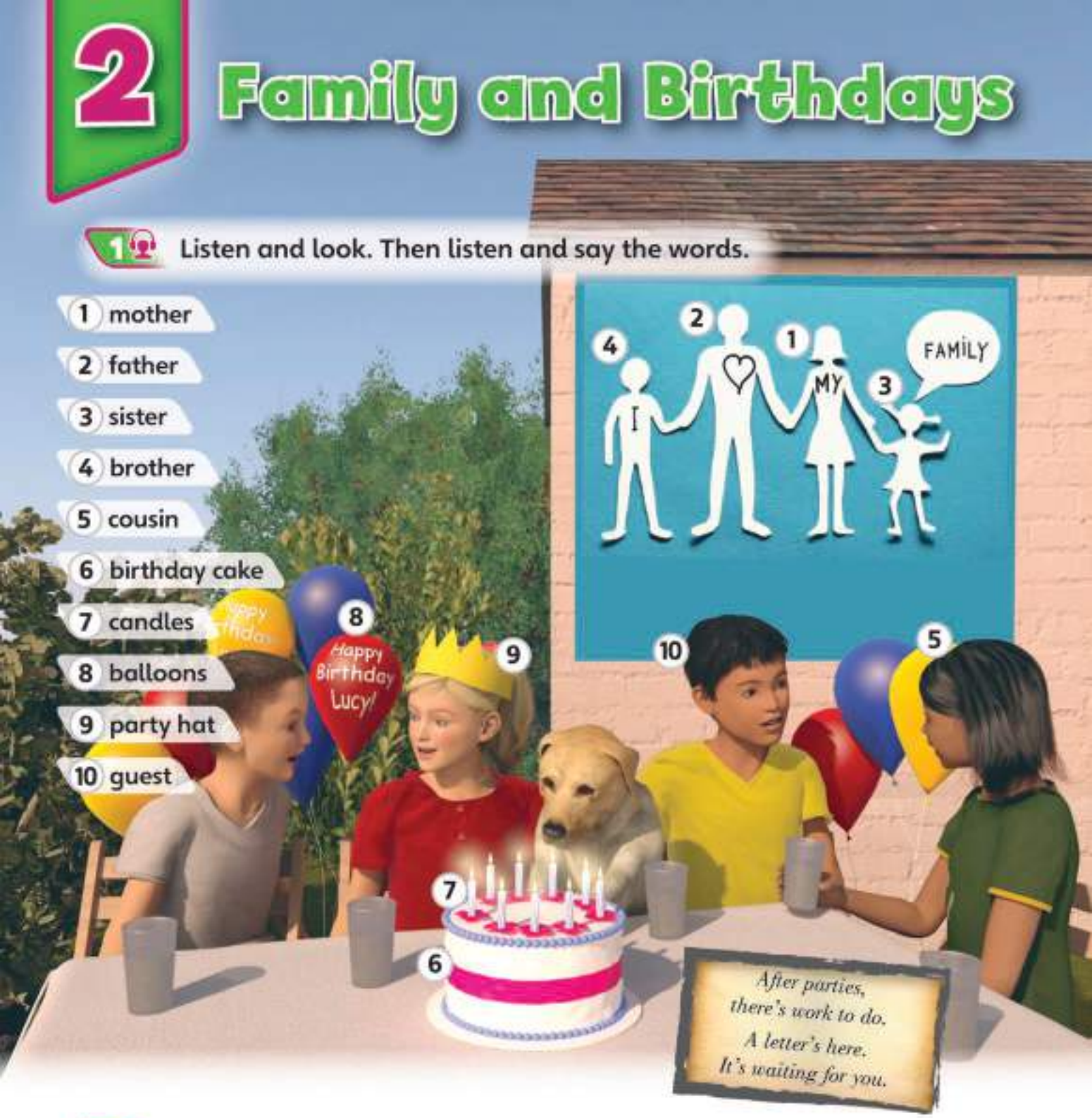
1–2: ☺; 3–4: ☺☺; 5–6: ☺☺☺

My Scrapbook is: ☺ 😐 ☹

2 Family and Birthdays

1 Listen and look. Then listen and say the words.

1 mother
2 father
3 sister
4 brother
5 cousin
6 birthday cake
7 candles
8 balloons
9 party hat
10 guest



2 Pair work. Ask and answer.

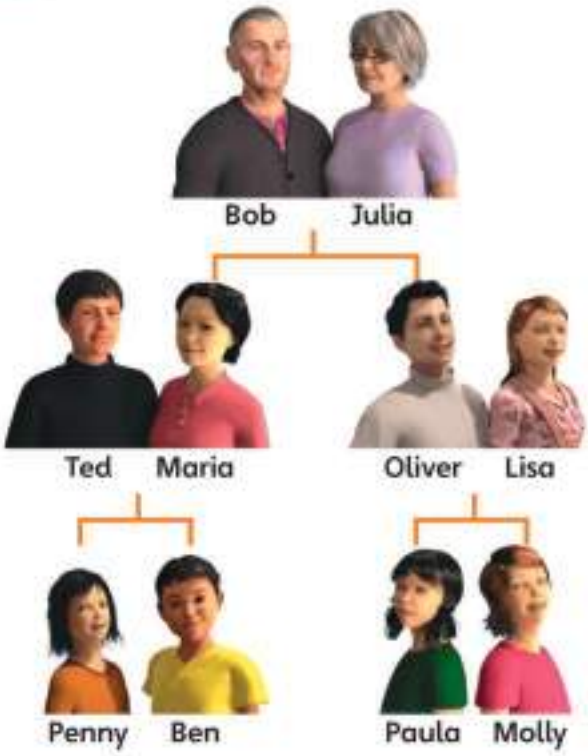
Whose birthday is it?

It's Lucy's birthday.

How old is Lucy today?

She's 9.

3 Listen and look at the family tree. Then write the words.



Bob is Ben's *grandfather.*
Julia is Ben's *grandmother.*
Maria and Ted are Ben's *parents.*
Oliver is Bob's *son.*
Maria is Julia's *daughter.*
Oliver is Ben's *uncle.*
Lisa is Ben's *aunt.*
Paula and Molly are Ben's *cousins.*

1 Ben is Penny's brother.
2 Paula is Molly's _____.
3 Ted is Penny's _____.
4 Lisa is Paula's _____.

father sister mother ~~brother~~

4 Listen and say.

Grammar focus

Nick and Ann are John's parents.
Mike is John's uncle.
Nora is John's aunt.
Tina and Clare are John's cousins.

5 Talk about Ben's family.

1 Listen and sing.

Hello everyone, listen carefully,
This is the story of Sally.

Her birthday's not in October,
Her birthday's not in November,
But, please, please remember:
It's in December!

Happy birthday, Sally!

How old is Sally today? Count the candles on the birthday cake.

2 Write a birthday card for your friend.

Happy ...

Love, ...

3 Look, read and say the letter.

1 The doll's happy.
2 The monkey's funny.
3 The yellow monster's sad.
4 The green monster's serious.
5 The blue robot's dirty.
6 The teddy bear's old.
7 The orange robot's clean.
8 The puppy's young.

4 Listen and say.

Grammar focus

The doll is happy. → The doll's happy.
The puppy is sad. → The puppy's sad.

5 Pair work. Draw a picture and tell your partner about it.

1 The Explorers Tidying Up

Ben: Great party, Lucy! Back to the book now!
Lucy: There's one letter here. But where?
Ben: Hmm. Let's think ...

Horax: There's a letter here.
Zelda: Let's wait for dark.
Horax: Good idea.

Horax: The letter isn't here.
Zelda: I don't like this village. It's dirty. Let's go.

Ben: Oh, no! What a mess!
Lucy: Remember the clue, 'there's work to do'.
Ben: OK. Let's tidy up.

Ben: No letter here!

Lucy: This isn't fun. Where's that letter?

Lucy: What's that? Yes! Ben, come here!
Ben: What is it?
Lucy: Come and look!

Ben: Wow! It's the letter!
Lucy: Yes, a big letter *F*. We've got it!

2 Read and say *Ben, Lucy, Horax* or *Zelda*.

Who says ...

1 'There's one letter here. But where?'
2 'The letter isn't here.'
3 'I don't like this village. It's dirty.'
4 'Let's tidy up.'
5 'Come and look!'

3 Find who says ...

Yes, a big letter *F*. We've got it!

4 Listen and say.

Vic sells big balloons from the back of his van.

Skills

1 Read the text message. Then answer the questions.

To: **Nathan; Alice**
Can you come to my birthday party this Saturday? It's at the pizza place in our street. It starts at three o'clock. See you then, Claire

1. Who is it for?
2. When is the party?
3. Where is it?

2 Read the answers. Who can come to the party?

To: **Claire**
Thank you for the invitation. Yes, I can come to your party. I love parties! I can bring my camera. See you soon, Nathan

To: **Claire**
Happy birthday, Claire! I'm sorry I can't come to your party. We are on holiday next weekend. Have a good time! Love, Alice

3 Now write your text message to a friend.

To: ...
From: ...

Create that!

1 Listen and imagine. Then draw your picture.

2 Write about your picture. Use these questions.

1. What toys are at the party?
2. Who's happy / sad?
3. Who's dirty / clean?
4. Who's funny / serious?

My toys are having a party! There's my robot, my monster, my cars and my animals. There's a cake on my desk. My robot's very happy ...

3 Now tell the class.

It's night-time in my bedroom. My toys are having a party. This is my robot and ...

Quiz time

1 Do the quiz.

1. What number is next: twelve, fourteen, sixteen ... **(1 p)**
   a eighteen **b** nineteen **c** twenty

2. ... ride your bike at the weekend? **(1 p)**
   a Are you **b** You **c** Do you

3. This is me and my ... , Julie. **(1 p)**
   a sister **b** mother **c** aunt

4. The hippo's ... . **(1 p)**
   a clean **b** dirty **c** sad

5. My favourite subject is ... **(1 p)**
   a P.E. **b** Maths **c** Music

6. Alex ... climb a tree. **(1 p)**
   a can **b** can't **c** is

7. Which word starts with a different sound? **(1 p)**

a

b

c

8. Are you good at swimming? **(1 p)**
   a Yes, I am. **b** Yes, I can. **c** Yes, I have.

Act Out a Birthday Party

Project work

1 Look, read and plan.

At birthday parties, guests eat their favourite foods, wear party hats and give presents. They play games and listen to music. They have lots of fun!

PARTY PLAN

- **Day:** Saturday
- **Place:** my house
- **Food:** sandwiches, cake, ice cream, juice
- **Games:** tug of war, three-legged race

Useful language

Child 1	Child 2
Happy birthday!	Thanks! Thank you for your present. Have some ...
Thanks, the ... is very good. Let's play ... !	Yes, good idea. / No, I don't like ...

2 Act out your play.

Our play is: ☺ 😐 ☹

3 Our Day

1 Listen and look. Then listen and say the words.

1 get up
2 get dressed
3 have breakfast
4 go to school
5 have lunch
6 play in the park
7 watch TV
8 have dinner
9 have a bath
10 go to bed

Near the village
there's a pool.
Look down deep
where water's cool.

2 Pair work. Play the routine game.

Get up. Get dressed.

3 Listen and say the letter.

4 Listen. Then say the time for each picture.

a eight o'clock **b** seven o'clock **c** nine o'clock **d** six o'clock

5 Listen and say.

Grammar focus

What's the time? It's nine o'clock.

When do you have breakfast? At seven o'clock.

6 Pair work. Ask and answer.

1 Listen and sing.

It's three o'clock in the afternoon!

I get dressed,
And then I have a shower.
And then I brush my teeth,
For another hour.

Mr, Mr, Mr Blue,
What a funny thing to do.
Oh, Mr, Mr Blue,
What can we do with you?

It's six o'clock in the morning!

I eat dinner,
And watch TV.
Then I have lunch,
And drink some tea.

Mr, Mr, Mr Blue,
What a funny thing to do.
Oh, Mr, Mr Blue,
What can we do with you? ...

2 Choose words and write a new verse.

It's ... in the ... !

I ... .

And ... .

Then ... ,

And ... .

3 Read and say the correct order of the pictures.

Benny gets up at seven o'clock.

He has breakfast at eight o'clock and then he goes to school.

He plays in the park at four o'clock.

He has dinner with his mum and dad at seven o'clock and he goes to bed at nine o'clock.

4 Listen and say.

Grammar focus

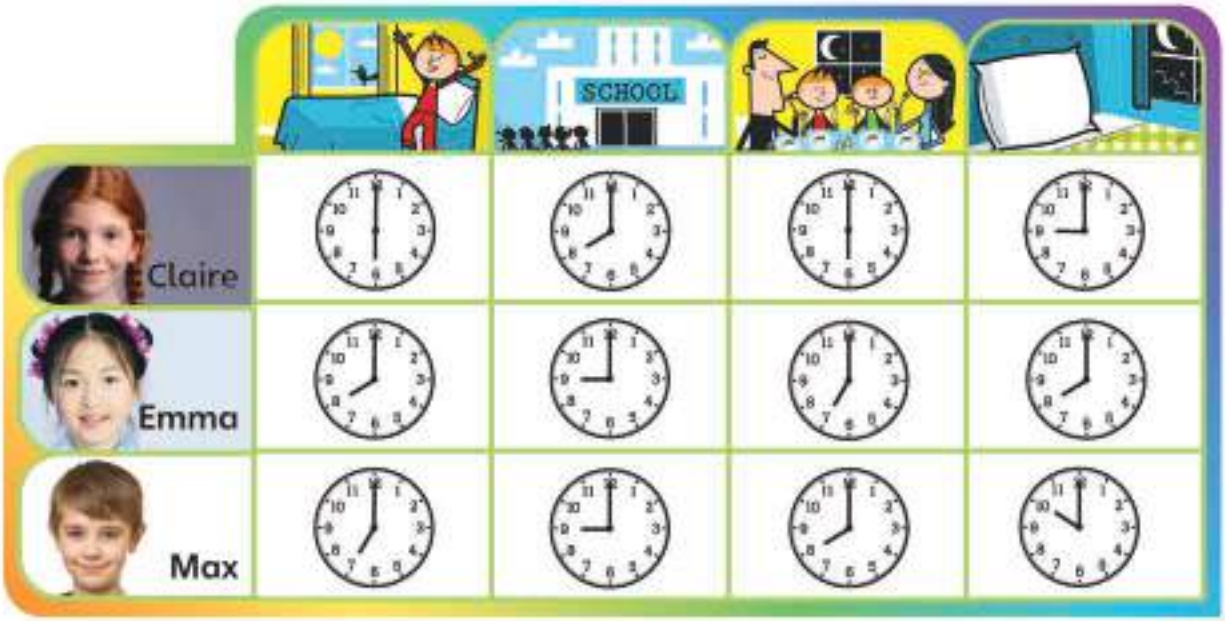
Claire gets up at eight o'clock.
She goes to school at nine o'clock.

Does David get up at eight o'clock? Yes, he does.
Does Maria go to school at nine o'clock? No, she doesn't.

5 Say and guess the name.

She goes to bed at eight o'clock.

It's Emma.



1 The Explorers The Golden Apple

Lucy: Buster! What's the problem?
Ben: Look! A snake! Let's take Buster to the village.
Lucy: Come on. It's two o'clock now!

Lucy: Excuse me. Our dog needs help.
Ben: Where can we go?
Woman: Go to the old man. He lives over there.

Man: Go to the mountain. There's a tree with a golden apple. Give the apple to your dog.

Horax: Quick. Let's get that apple!
Lucy: Look Ben – Horax and Zelda.

Lucy: Look at the tree. It's Horax and Zelda.
Ben: Hey, Horax. Stop!
Zelda: Do you want help, Horax?
Horax: No. I think I've got it.

Zelda: Oh no, Horax!
Ben: Thanks for the apple, Horax!

Ben: Lucy, look. There's a letter.
Lucy: It's an *I*, Ben. It's our next letter.
Ben: Let's write it in the book.
Lucy: Good idea. We can have our lunch now!

Lucy: Bye, Horax. Bye, Zelda.
Ben: And thanks for the apple!
Zelda: That's not funny!

2 Read and say the correct answer.

1 Ben and Lucy take **Buster** / **a snake** to the village.
2 The golden apple is **on the mountain** / **in the village**.
3 The golden apple is for **Buster** / **Lucy**.
4 **Zelda** / **Horax** climbs up the tree to get the apple.
5 Ben finds the next letter in the **tree** / **water**.

3 Find who says ...

Let's write it in the book.

4 Listen and say.

An iguana eating ice cream in an igloo.

Learn and think

I'm Healthy!

1 Listen and read. Ask and answer.

- Have fun
- Eat healthy food
- Keep fit
- Do sport
- Learn new things
- Sleep

1 How do you have fun? I ride my bike.
2 What games do you play?
3 How do you keep fit?
4 What healthy food do you eat?
5 How do you learn new things?
6 What time do you go to bed?

2 Look at the pictures. Are the activities healthy or unhealthy?

Eating fruit is healthy.

1 eating fruit

2 going to bed late

3 eating sweets

4 doing sport

5 going to bed early

6 watching a lot of TV

3 Do a class survey.

Project
Do some research!

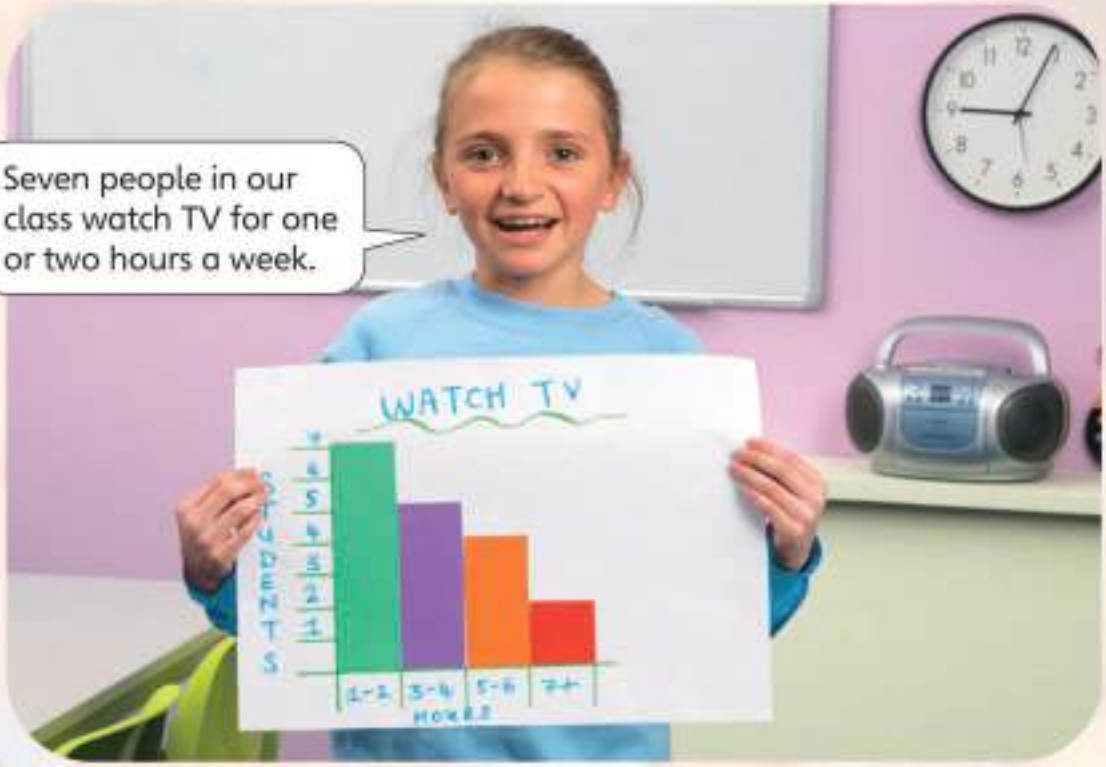
a Ask and answer.

How many hours a week do you do sport?

I do sport for four hours a week.

How many hours a week do you ...	1–2 hours	3–4 hours	5–6 hours	7+ hours
1. do sport?				
2. watch TV?				
3. play in the park?				
4. listen to music?				
5. play computer games?				

b Make a bar chart and show it to your classmates.



My project is: ☺ 😐 ☹

Our Jobs at Home

Project work

1 **Read and tick (✓) *yes* or *no*.**

		yes	/	no
1	Do you cook?	☐	/	☐
2	Do you wash up?	☐	/	☐
3	Do you tidy your room?	☐	/	☐
4	Do you dry the dishes?	☐	/	☐
5	Do you help with the shopping?	☐	/	☐
6	Do you wash your clothes?	☐	/	☐

2 **Pair work. Ask and answer.**

Who cooks?

3 **Make a table and write a report.**

	Yes	No		Yes	No
	12	9		17	4
	15	6		14	7
	18	3		7	14

In our class there are 12 children who cook at home and there are 9 children who don't cook...

My Family

1 Write a list of things people in your family do.

my mum	my sister	I
works on the computer	goes to school	go to ...

2 What do the people in your family do at the weekend? What time do they do it?

My mum works on the computer at eight o'clock.
My sister makes breakfast at ...
I go to ... at ...

3 Write a poem and add photos or drawings. Use the text to help you.

I go to school at eight o'clock,
And have my lunch at eleven.
At one I play tennis with my friends
Then I play with my cat at seven.
I like doing things that way,
Because it's lots of fun.
At eight I ...
And then I ...
I go to bed at ...
Because I'm very tired.

My Scrapbook is: ☺ 😐 ☹

Revision 1 Unit 0 – Unit 3

1 **Read and write the names in the family tree.**

This is Mary's family.

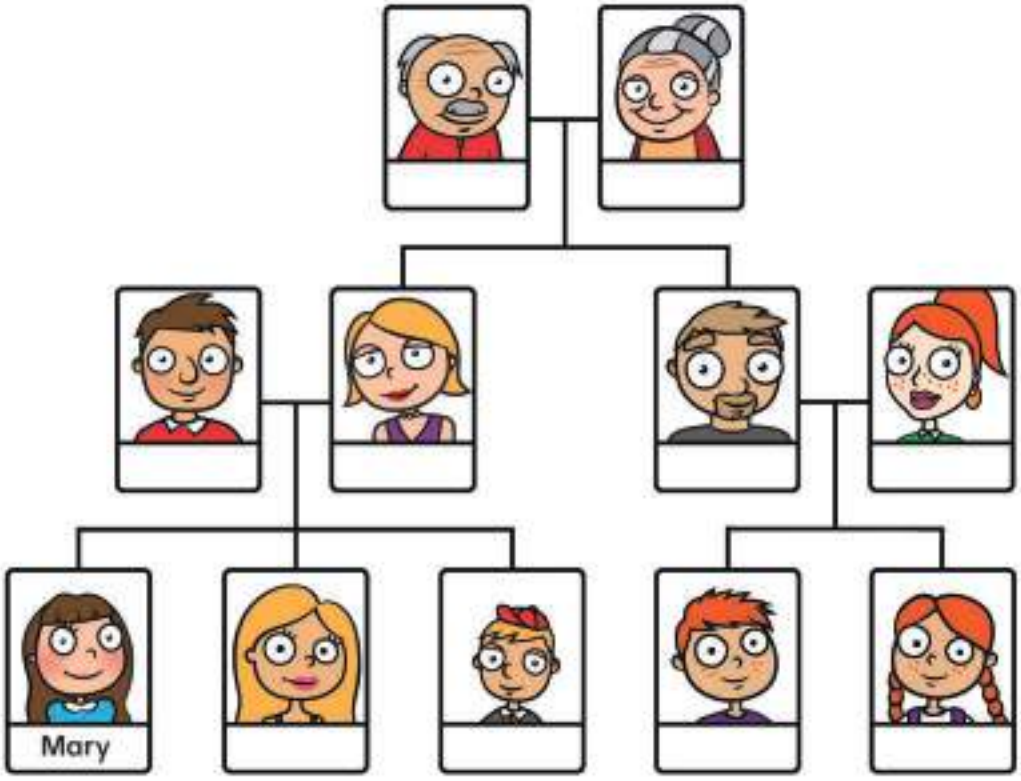
James is Mary's grandfather and **Julia** is Mary's grandmother.

Mark is Mary's father and **Anna** is Mary's mother.

Mary's sister is **Jenny** and Mary's brother is **Mike**.

Ted is Mary's uncle and **Sophia** is Mary's aunt.

Joanna and **John** are Mary's cousins.



2 **Now draw your family tree. Tell your partner about your family.**

Project work

I can do the activities on this page: ☺ 😐 ☹

3 Look and write *can* or *can't*.

1

The hamster can't fly.

2

The parrot _____ sing.

3

The cats _____ fly a kite.

4

The dog _____ ride a bike.

4 Look, read and match.

1 What's your name?	**a** Downstairs.
2 How many pets has he got?	**b** Yes, I do.
3 Where's room 6?	**c** I'm Alice.
4 Can you swim?	**d** The doll's happy.
5 Do you listen to music at the weekend?	**e** Two. A cat and a dog.
6 Who's happy?	**f** Yes, I can.

I can do the activities on this page: ☺ 😐 ☹

Revision 1 Unit 0 – Unit 3

5 Look and write the words.

have ~~play~~ go go have have have watch get

to school lunch TV ~~in the park~~ dinner
up a bath to bed breakfast

1 play in the park

2

3

4

5

6

7

8

9

6 Pair work. What do you like doing? Tell your partner.

I like watching TV. And you?

I can do the activities on this page: ☺ 😐 ☹

7 What time is it? Read and draw.

It's one o'clock.

It's nine o'clock.

It's six o'clock.

It's seven o'clock.

It's eight o'clock.

It's two o'clock.

It's four o'clock.

It's three o'clock.

8 Put the words in order to make questions.

1 the What's time? What's the time?

2 you do When get up? _____

3 you Do to school go at nine o'clock? _____

4 you do can What? _____

9 Answer the questions in Activity 8.

1 It's ...

2

3

4

Term test 1 Unit 0 – Unit 3

1 Look and write the words. (5 p)

1 10 ten
2 14 _____
3 20 _____
4 6 _____
5 18 _____
6 3 _____

2 Look and write. What's the time? (5 p)

1 It's two o'clock.
2 _____
3 _____
4 _____
5 _____
6 _____

3 Look at the pictures. Read and circle the correct words. (5 p)

Rosie: I love playing tennis. It's my favourite sport. And I am good at it. What's your favourite sport, Sam?

Sam: I really like (1) **playing** / **play** football. (2) **Can** / **Do** you play football, Rosie?

Rosie: No, I can't. Can you play tennis?

Sam: Oh, just a little. I'm not very (3) **bad** / **good** at it.

Rosie: (4) **What** / **When** do you play football?

Sam: I play football after school at two o'clock. When (5) **do** / **have got** you play tennis?

Rosie: I play tennis at the weekend (6) **at** / **in** twelve o'clock. Maybe we can play together next weekend.

Sam: Yeah! That's a great idea!

4 Read and write the words. (5 p)

weekend ~~birthday~~ o'clock favourite cake sister house

Dear Mike,

Please come to my (1) birthday party. It's this (2) _____ on Saturday at three (3) _____.

It's at my (4) _____ in the basement. We've got my (5) _____ music and a big birthday (6) _____ with lots of candles. We've got pizza too and lots of games.

You can come with your (7) _____.

See you,

Julie

5 Read again and tick (✓) T (true) or F (false). (5 p)

	T	F
1 It's Mike's party.		✓
2 Julie's birthday is this weekend.		
3 The party is at school.		
4 Mike has got a brother.		
5 They've got pizza at the party.		
6 The party is upstairs.		

6 Put the words in order. (5 p)

1 David Does go at nine o'clock to school? Does David go to school at nine o'clock?

2 tennis Can play you? _____

3 I Yes, can. _____

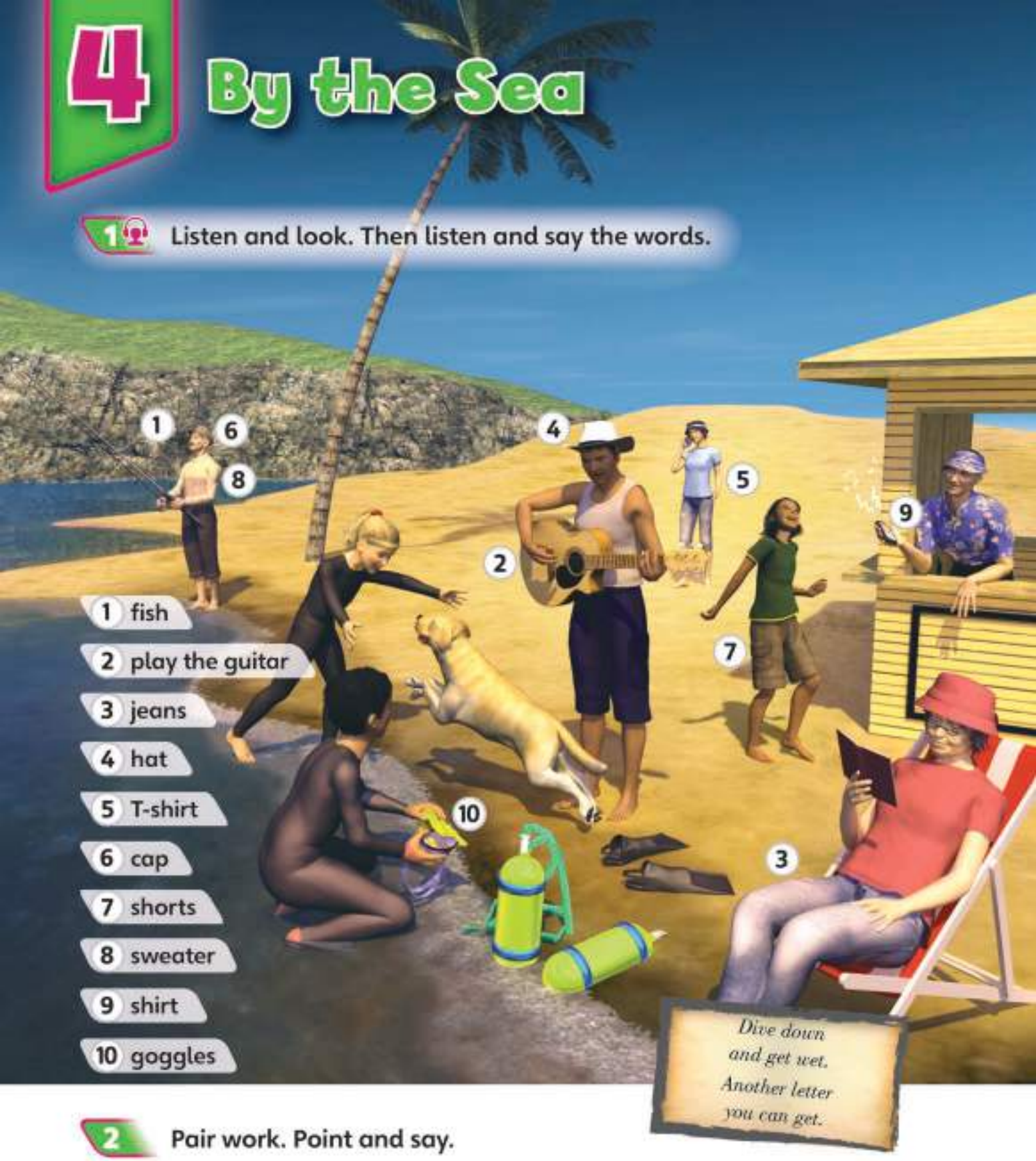
4 listening I to music like. _____

5 eight o'clock have breakfast I at. _____

6 doll's The happy. _____

4 By the Sea

1 Listen and look. Then listen and say the words.



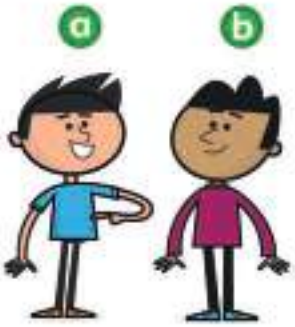
1 fish
2 play the guitar
3 jeans
4 hat
5 T-shirt
6 cap
7 shorts
8 sweater
9 shirt
10 goggles

2 Pair work. Point and say.

What's number 6?

A cap.

3 Look and match. Then listen and check.



1 Do you like my shoes?
2 Yes, I do.
3 No, I don't.
4 Do you like my T-shirt?

4 Listen and say.

Grammar focus

Do you like my hat?	Yes, I do.
Do you like my shoes?	No, I don't.

5 Pair work. Ask and answer.

Do you like ... ?

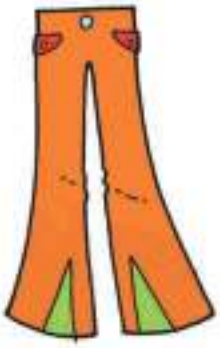
Yes, I do.

1

2

3

4

5


6

1 Listen and sing.

I'm a cool, cool cat.
Meow, meow, meow!
I like this super hat.
I'm a cool, cool cat.

Cool shoes and cool jackets,
Cool socks and super shorts,
Cool T-shirts and cool sweaters,
And cool, cool skirts.

We're cool, cool cats.
Meow, meow, meow!
We like these super hats.
We're cool, cool cats ...
Meow!

2 Pair work. Ask and answer.

How many T-shirts are there?

There are four T-shirts.

What colour are they?

They're orange, ...

3 Listen and write the names.

4 Listen and say.

Grammar focus

What are you wearing? — I'm wearing a red sweater.

Are you wearing blue shoes? — Yes, I am. / No, I'm not.

5 Play the guessing game.

1 The Explorers The Trap

Lucy: I can't see a letter.
Ben: Hey, what about that big shell?
Lucy: Good idea.
Ben: Let's have a look.

Lucy: Is there a letter in the shell?
Ben: No, there isn't.
Lucy: Let's look in a different place.

Ben: Help, Lucy! I can't get my arm out.
Lucy: I'm sorry, Ben. I can't open the shell.

Ben: Oh, no! It's Horax and Zelda.
Lucy: And a shark!
Horax: Come out big shark.

Zelda: What is the shark doing? It isn't very happy.
Horax: What! Not me you silly shark. Get the children!

Horax: Help! Help!
Ben: That shark doesn't like Horax.
Lucy: No. And he doesn't like his cage.

Ben: Thank you, octopus!
Lucy: Great. Now we can go and find that letter.

Lucy: Look! Look at the fish.
Ben: It's the letter *S*!
Lucy: Hurray!

2 Find the picture in the story where ...

1. Ben and Lucy find the next letter.
2. The shark comes out of its cage.
3. The octopus helps Ben to escape.
4. Ben and Lucy see a big shell.
5. The shark is angry with Horax and Zelda.

3 Find who says ...

I'm sorry, Ben. I can't open the shell.

4 Listen and say.

Phonics

Sam gets some short socks at the Super Special Shoe Shop.

Patterns and Symmetry

1 Listen, look and say the letter.

a

vertical stripes

b

horizontal stripes

c

spiral

d

spots

2 Look at the pictures. Which patterns can you see?

In picture 1, I can see ...

1

2

3

4

5

6

3 Listen, read and answer.

We can find patterns and symmetry in the natural world. Look at the patterns on page 60. But what is symmetry?

Something is symmetrical when you draw a line down the middle and the two sides are the same shape.

This starfish is symmetrical.

This seahorse is asymmetrical.

Which of these pictures are symmetrical?

a

b

c

4 Make a symmetrical fish.

Project

1 Draw a line on a piece of paper. Draw half a fish.

2 Cut out your half fish.

3 Fold and draw around your fish. Then cut out your fish.

4 Paint the top half of the fish. Press the bottom half onto it.

5 Open your fish. Make an ocean scene.

Skills

1 The Explorers

Up High

1

Zelda: The children are here!
Lucy: Let's hurry, Ben – to the tower!
Ben: OK. Come on, Buster.

2

Lucy: Look! The tower's over there!
Ben: Yes, I can see it now.

Go up high in the town.
See the letter when you look down.

3

Ben: Hey, Lucy, look! A ship!
Lucy: Sorry, Ben. No time to play!

4

Ben: Come on, Lucy!
Lucy: Mmm. The Pirate Ship is really high.

5

Ben: Lucy! Where are you going?
Lucy: I'm going to the Pirate Ship!
Ben: What!

6

Lucy: Let's go on the ship. Quick!
Ben: But what about the tower?

7

Ben: We're above the tower!
Lucy: Yes, we're really high now!
Ben: Look! The letter!
Lucy: It's an *R*. Great!

8

Horax: There aren't any letters here.
Zelda: We're in the wrong place!

2 Read and answer.

1 What is the secret letter?
2 How do Ben and Lucy find it?

The secret letter is …

Quiz time

1 Do the quiz.

1. The boy is wearing ... **(1 p)**
   a a blue T-shirt **b** a blue dress **c** a blue sweater

2. Look at Meg. She ... wearing a pink dress. **(1 p)**
   a is **b** are **c** has

3. ... you like my hat? **(1 p)**
   a Does **b** Are **c** Do

4. I'm a cool, cool cat, I like this super ... **(1 p)**
   a hats **b** hat **c** sweater

5. The ... doesn't like Horax. **(1 p)**
   a shark **b** octopus **c** shell

6. Which word starts with a different sound? **(1 p)**
   a **b** **c**

7. This fish has got ... **(1 p)**
   a vertical stripes **b** spots **c** horizontal stripes

8. The starfish is ... **(1 p)**
   a symmetrical **b** asymmetrical

5 The Market

1 Listen and look. Then listen and say the words.

1 fish
2 bread
3 eggs
4 grapes
5 lemons
6 watermelons
7 mangoes
8 beans
9 tomatoes
10 potatoes

The next letter is underground. Go to the caves and look around.

2 Pair work. Talk to your partner.

Let's buy some mangoes.

OK. What about some grapes?

3 Look, read and say the letter.

1 Can I have an apple, please?
Yes, here you are.

2 Would you like a tomato?
No, thank you.

3 Would you like some bread?
Yes, please.

4 Would you like an egg?
No, thank you. I'd like a mango, please.

4 Listen and say.

Grammar focus

Would you like a tomato? — Yes, please.
Would you like some bread? — No, thank you.
I'd like an orange, please.
Can I have a mango, please? — Yes, here you are.

5 Choose four things you would like to eat. Then ask and answer.

1 Listen and sing.

Would you like some fruit?
Yeah, fruit is really great.
Please eat lots of fruit,
Put it on your plate!
Would you like some fruit? ...

Give me a mango, please!
Give me an apple, too.
Give me some grapes,
And please keep some for you.

Would you like some fruit?
Yeah, fruit is really great.
Please eat lots of fruit,
Put it on your plate!

Would you like some fruit? ...

2 Listen again. Say which fruit you hear in the song.

1

2

3

4

5

6

3 Listen and write the prices.

fruit / vegetable	price (£)
apples	
grapes	
lemons	

4 Listen and say.

Grammar focus

How much is the ice cream? It's £1.
How much are the bananas? They're £2.

5 Pair work. Ask and answer.

How much are the eggs?

They're ...

1 The Explorers The Cave

1

Lucy: The caves. Here we are.
Ben: The next letter is here.

2

Ben: Stay here and watch for Horax and Zelda.
Lucy: OK. Have you got your torch?
Ben: Yes, I have. Don't worry!

3

Ben: It's very dark here.
Lucy: Are there any letters in there?
Ben: No, there aren't any.

4

Ben: Wow! Cave paintings. What's that?
It's the letter *E*!

5

Ben: Oh no. It's Zelda and Horax!

6

Horax: Where are those kids?
Ben: Hey, Lucy. Horax and Zelda are here.
Lucy: Don't worry. I've got an idea.

Buster: Grrrrrr!
Zelda: What's that?
Horax: I don't know.
Zelda: Let's run!

Ben: Great idea, Lucy!
Lucy: Well done, Buster!

2 Answer the questions.

1 Does Buster go into the caves?
2 What does Ben find in the caves?
3 Who is in the caves too?
4 Do Horax and Zelda see Ben?
5 Who has got an idea to help Ben?

3 Find who says ...

Wow! Cave paintings.

4 Listen and say.

Irene uses her nose to smell limes, cake and roses.

Skills

1 Read and circle.

1 Assistant: Can I help you?
Dan:
A No, I can't help you.
B Yes, I'd like to buy a T-shirt.
C Yes, I've got a T-shirt.

2 Dan: How much is this T-shirt?
Assistant:
A £20.
B It's 20 kilos.
C It's 20 cm.

3 Dan: And how much is the green one, please?
Assistant:
A It's £12.
B No, it's £12.
C No, here you are.

4 Dan: Hmm, £12. Here you are.
Assistant:
A Come back tomorrow.
B Thank you.
C You're welcome.

5 Dan: Goodbye!
Assistant:
A Goodbye. Come again!
B Yes, please.
C Oh dear!

2 Pair work. Act out the dialogue with your partner.

Can I help you?

Yes, I'd like to buy a T-shirt.

Go Shopping

1 **Choose a role card. Read and plan.**

STUDENT A

You are in a shop. Choose three things you want to buy:

- a T-shirt
- a dress
- a hat
- some jeans
- some shorts
- some shoes
- some goggles

You've got £20 to spend. Talk to the shop assistant and see what you can buy.

STUDENT B

You are a shop assistant. Write the prices:

- a T-shirt £ ____
- a dress £ ____
- a hat £ ____
- some jeans £ ____
- some shorts £ ____
- some shoes £ ____
- some goggles £ ____

Help the customer.

Useful language

Assistant	Customer
Good morning/afternoon.	
Can I help you?	Have you got … ?
Yes, we have. / No, we haven't.	How much is/are … ?
It's … pound(s).	Can I buy … ?
Of course!	Thank you.
You're welcome.	

2 **Act out your play.**

Create that!

1 Listen and imagine. Then draw your picture.

2 Write about your picture. Use these questions.

1. How much fruit is in your salad?
2. What fruit have you got in your salad?
3. What fruit isn't in your salad?
4. Do you like your salad?

In my favourite fruit salad, I've got lots of fruit: some oranges and some strawberries. I haven't got any grapes and I haven't got any mangoes. Yummy!

3 Now tell the class.

Our Checklist!!

Now we can:

- [x] Talk about our family
- [ ] Write a birthday card
- [ ] Tell the time
- [ ] Talk about what we're wearing
- [ ] Ask and answer questions about prices

1–2: ☺; 3–4: ☺☺; 5: ☺☺☺

The Food Game

1 Ask and answer with your partner.

Can I have some milk, please?

No, sorry. / Yes, here you are.

I think the game is:

6 Around the World with My Family

1 Listen and look. Then listen and say the words.

1 Egypt
2 China
3 Spain
4 India
5 Australia
6 Turkey
7 Brazil
8 flag – flags

Stay at home
but travel far.
The missing letter
is where you are.

2 Pair work. Play the flag game.

It's yellow and green.

Egypt.

Wrong. One point for me.

3 Read and circle the picture.

To: Dana@emailsforyou.com Subject: London

Hi Dana,

London's great! It's got beautiful parks and museums. Today, Dad and I are going to the zoo. Mum is going shopping. There are lots of animals at the zoo: elephants, hippos and zebras, but no lions. After the zoo, we are going to a pizza restaurant. My parents like spaghetti. I love pizza! It's delicious. I can't wait to go.

See you soon,
Love Molly

1 Molly is going to the:

2 There are ... at the zoo.

3 Molly loves:

4 Listen and say.

Grammar focus

Where are you going?

We are going to the beach.
I'm going shopping.

5 Pair work. Ask and answer.

1 Listen and sing.

It's a big, wide world out there,
And there's so much to see.
I'd like to fly around the world,
Why don't you come with me ... ?

I'd like to go to Africa,
I'd like to see a snake.
I'd like to take it to my house,
And feed it bread and cake.
It's a big, wide ...

I'd like to go to Canada,
I'd like to see a bear.
I'd like to take it to my house,
And give it boots to wear.
It's a big, wide ...

I'd like to go to Italy,
I'd like to eat ice cream.
I'd like to take some to my house,
It isn't just a dream.
It's a big, wide ...

2 Listen again and number the pictures.

3 Read and match.

1 Hi, I'm Johnny. I love watching films. I watch TV every day when I'm on holiday. My favourite TV show is *Big City Hero* and my favourite character is Super Boy. He lives in Australia. He's a superhero. He's so **strong** and **brave**.

2 My mum and dad like watching a comedy show from Spain called *Mysteries*. They love the main character, Detective Mike, because he's really **funny**. He's very **smart** too.

3 My little sister, Jenny, likes going to the cinema with her friends. She likes watching cartoons. Her favourite character is Sonny the baby lion. He is from Africa. He's **small** and **cute** and he always goes on fun adventures.

4 My best friend, Dana, likes *The Magic Castle*. Her favourite character is Princess Penelope. She's **beautiful** and **smart** and all animals love her. In the next episode she is going to China!

Who's your favourite character?

4 Listen and say.

Grammar focus

Who's your favourite character?

My favourite character is Super Boy. / I like/love Super Boy.

Why do you like Super Boy? **He's strong and brave.**

5 Pair work. Tell your partner about your favourite character.

My favourite character is Daisy from the show *The Magic Forest*. She's a good witch. She's beautiful and very brave.

The Final Letters

1

Lucy: Look! A football stadium!
Ben: Great! It's in Rio de Janeiro!
Lucy: Where next?
Ben: You choose.

2

Ben: Wow! The Great Wall of China!
Lucy: Yes, but where are the letters?
Ben: Let's keep looking.

3

Ben: What's this?
Lucy: It's the opera house in Sydney, in Australia.

4

Ben: Hey, look. It's Mr Williams.
Mr Williams: Hi, kids. What are you doing here?
Lucy: Hello! We're learning about the world.
Mr Williams: Well, have a good day.

5

Lucy: The pyramids. Cool!
Ben: But no letters. Where are they?

6

Ben: I'm hungry.
Lucy: Me too. These sandwiches are good!

Lucy: The book! It isn't here!
Ben: Oh! Where is it?
Lucy: I don't know. What can we do?

Ben: We need the book.
Lucy: Maybe not! I can see the missing letters!
Ben: What? The *I*, *I* and *A*?
Lucy: No, the *N* and *D*!

2 Read and say the country.

Brazil China Australia Egypt India

1 Ben and Lucy see some pyramids in ... .
2 They see the opera house in ... .
3 They see a football stadium in ... .
4 They see the Great Wall in ... .
5 They find the missing letters in ... .

What are the missing letters?

3 Find who says ...

It's the opera house in Sydney, in Australia.

4 Listen and say.

Phonics

Silly Milly's got a pyramid of jelly at the gym.

Learn and think

We Are All Different

1 Read and answer.

We are all different. Some people are **tall**[1] and others are **short**[2].
Some are **fat**[3] and others are **thin**[4]. Some are **young**[5] and others are **old**[6].
Some people have got **long hair**[7] and others have got **short hair**[8].
What about you? What do you look like? Are you tall? Have you got long hair?

2 Look and say.

Dad is tall and grandma is short.

Grandpa is fat and mum is thin.

Mum has got long hair and dad has got short hair.

Learn and think

3 **Look and read. Write the names.**

Meatball **Klump** **Sven** **Otto**

It's time for a party! Everyone is here. (1) _____ is tall and thin and he's ugly. (2) _____ is short and red. He's wearing a funny hat. His best friend, (3) _____, is fat and green. He's happy, because there is pizza and cake. (4) _____ is here, too. He's thin and yellow. He's got a very long nose. The party is great fun!

4 **Pair work. Draw a family member or a character you like. Talk to your partner about your drawing.**

This is Gorm. He is a monster. He's long and thin. He's green and red and he's got big eyes.

Holiday Time

Project work

1 **Work in pairs. Read the role card.**

You are going on holiday with your family. Decide:

- Where you are going.
- What you want to see.
- What you want to do.

Useful language

Student A	Student B
I want to go to …	I don't want to go to …
OK. What about …?	Yes, that's a good idea.
We can …	Do you like …?
Yes, I do. / No, I don't.	

2 **Plan your holiday.**

I would like to go to Canada.

I don't want to go to Canada.

What about the USA?

3 **Now work in groups. Ask and answer.**

Do some research!

Write about a country you like

1 Choose a country you like. Find information on the Internet about this country. Make notes.

country: Spain
where: Europe
cities: Madrid, Barcelona, Málaga
famous for: sea, mountains, sun, football

2 Make an information tree about your country. Here is an example.

3 Read the example. Find pictures and write about the country in Activity 1 and Activity 2.

Spain is in Europe. The capital city is Madrid. Spain has got two great football teams: Real Madrid and Barcelona. Barcelona is a famous city in Spain. It's got lots of amazing buildings. There are beautiful mountains in the north of Spain. One day I would like to go to Spain for a holiday.

My Scrapbook is: ☺ 😐 ☹

7 Holiday Plans

1 Listen and look. Then listen and say the words.

1 visit my cousins
2 go hiking
3 read a comic
4 learn to play the guitar
5 build a tree house
6 help in the garden
7 take riding lessons
8 go camping

2 Pair work. Say and guess.

Let's go hiking.

You're Ben!

3 Look, read and answer. Listen and check.

Who says ...

1 Can we visit Grandpa in the afternoon?
2 Can I build a tree house tomorrow afternoon?
3 Can I go horse riding tomorrow morning?
4 Can we have pizza tomorrow evening?

4 Listen and say.

Grammar focus

Can I go horse riding tomorrow morning?
Can we visit Grandpa and Grandma in the afternoon?

5 Ask and answer.

1 Listen and sing.

It's time for a holiday,
A holiday, a holiday,
It's time for a holiday,
Hurray, hurray, hurray ...

Can I build a tree house,
In my garden apple tree?
We can sleep and play there,
Come on, please join me!

It's time for a holiday ...

Can I go camping,
On a sandy beach, oh yeah?
Can I go swimming?
Why don't you join me there?

It's time for a holiday ...

Can I take riding lessons,
With Michael, James and Lynn?
They're my favourite cousins,
Come on, please join in!

It's time for a holiday ...

2 Listen again. Say which things you hear in the song.

3 Look, read and say the letter.

1 Would you like to go camping?
Yes, we would.

2 What would you like to do?
I'd like to take riding lessons!

3 Would you like to help in the garden?
No, thank you!

4 Would you like to go hiking?
No, thank you.

4 Listen and say.

Grammar focus

Would you like to go camping?	Yes, I would. No, thank you.
What would you like to do?	I'd like to read a comic.

5 Ask and answer.

1B The Explorers The Treasure

Lucy: Look. It's Horax and Zelda.
Ben: They've got our book! What are they doing?
Lucy: Let's find out ...

Horax: Look! A message with a missing word. We need the letters!
Ben: Atchoo!
Zelda: Hey, who's there!

Horax: Hi. You again!
Zelda: Now, we want the letters!
Ben: OK. They're *F I R S E N D.*
Horax: Hmm. It's a puzzle.

Zelda: Go away, silly dog!
Lucy: Oh! You're Mr Williams!
Horax: Yes, now you know!

Horax: These letters are a puzzle.
Zelda: Yes. They make a word.
Horax: Yes! It's the word *finders*. We are finders. Let's write it!

Horax: What's happening?
Zelda: The word is wrong. It's your fault, Horax!

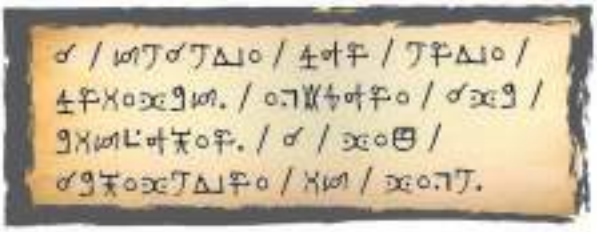
Lucy: The word is *F-R-I-E-N-D-S: friends* not *finders*. Only true friends can go in here. Come on, Ben!

Ben: Wow! It's a beautiful statue!
Lucy: Yes, it is! Let's take it to the museum.
Ben: Yes. This is the end of our adventure! It's perfect!

2 What does the statue say? Use the code to find out.

Problem solving

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



Our Checklist!
Now we can:
- [x] Talk about the Explorers
- [ ] Say the secret code
- [ ] Say what the treasure is

1: ☺; 2: ☺☺; 3: ☺☺☺

3 Find who says ...

It's perfect!

4 Listen and say.

Phonics

Fern whirls and twirls in circles in her purple skirt.

Skills

1 Look, think and answer the questions.

1 How many children are there in the picture?
2 What is the boy in the black T-shirt doing?
3 What is the man wearing?
4 There is a boy next to the river. What colour is his cap?
5 What are the boys in the red T-shirts doing?

There are… in the picture.

2 Look at Activity 1 and listen. What are their names?

Tom Jack Rosie Kevin Daniel Max Susie

Create that!

1 Listen and imagine. Then draw your picture.

2 Write about your picture. Use these questions.

1. You're on holiday – where are you?
2. Who is with you?
3. What are you doing? What are the others doing?
4. What can you see and hear?

I'm on holiday in the mountains. I'm with my mum, dad and sister. We're camping. I'm helping my dad with the tent. My mum's playing with my sister. I can see the blue sky ...

3 Now tell the class.

Our Checklist!

Now we can:

- [x] Talk about what we're wearing
- [ ] Talk about favourite characters
- [ ] Describe a family member
- [ ] Talk about holidays with our family

1: ☺; 2–3: ☺☺; 4: ☺☺☺

Quiz time

1 Do the quiz.

1. Mary is wearing ... **(1 p)**
   a a blue T-shirt. **b** goggles. **c** a pink T-shirt.

2. How much is the coffee? **(1 p)**
   a Yes, she has. **b** It's £2.
   c Yes, I'd like to buy the coffee.

3. Would you like to ... in the holidays? **(1 p)**
   a learn to swim **b** go camping
   c read a comic

4. ... go swimming? **(1 p)**
   a Can I **b** Do you **c** Can you

5. This is ... **(1 p)**
   a Spain **b** Brazil **c** China

6. The boy ... an ice cream. **(1 p)**
   a have got **b** has got **c** hasn't got

7. What is Tom doing? He's ... . **(1 p)**
   a reading a book **b** dancing
   c talking on the phone

8. Would you like an egg and some bread for breakfast? **(1 p)**
   a Yes, please. **b** No. Thank you. **c** Yes, I am.

The Dressing Game

1 Pair work. Roll the dice and say the clothes.

A brown cap.

I think the game is: ☺ 😐 ☹

Revision 2 Unit 4 – Unit 7

1 Look and choose the words.

1
shorts / jeans

2
cap / skirt

3
shirt / T-shirt

4
shorts / sweater

5
hat / cap

6
shorts / jeans

7
shirt / T-shirt

8
skirt / shoes

2 Listen and write ✓ or ✗.

✗

☐

☐

☐

☐

☐

3 Pair work. What are you wearing? Tell your partner.

I'm wearing a T-shirt and jeans.

I can do the activities on this page: ☺ 😐 ☹

4 Look and write the words.

1 t o m a t o e s
2 _ i _ h
3 e _ _ _ _
4 _ _ _ ea _
5 a _ _ _ e _
6 b _ n _ _ a _
7 _ e _ o _ _ _
8 _ i _ k

5 What else can you buy at the market? Write the words.

1 _____ 2 _____

3 _____ 4 _____

6 Pair work. Ask and answer.

How much is the bread? It's £1.

How much are the bananas? They're £2.

Revision 2 Unit 4 – Unit 7

7 Listen and tick.

a ✓

b ☐

c ☐

d ☐

e ☐

f ☐

8 Look, read and match.

1 What would you like to do?	a A pink T-shirt.
2 How much are the grapes?	b No, thank you.
3 What are you wearing?	c I'd like to read a comic.
4 Would you like to go camping?	d They're £3.
5 Who's your favourite character?	e Yes, I am.
6 Are you wearing jeans?	f I like Super Man.

I can do the activities on this page: ☺ 😐 ☹

9 Look, read and write the names.

Julietta _____ _____ _____ _____

Hi, I'm Lucy and I'm a princess. I'm tall and my hair's long. My dad's the King. His name is John. He's short and fat. My mum's name is Julietta. She's tall and thin. Georgiana is my aunt. She's old and short. She's a witch. Mike is our dragon. He's big and blue. He's funny.

10 Read and write the words.

comics animals country hiking ~~Australia~~ camping home big

Hi Claire,

Thanks for your letter. I'm on holiday, too!

I'm visiting my cousins in (1) Australia. It's a great (2) _____.

It's really (3) _____.

You can see lots of (4) _____ here like koalas and kangaroos.

At the weekend, my cousins would like to go (5) _____ and go (6) _____.

I'd like to stay (7) _____ and read (8) _____.

See you!
Anna

I can do the activities on this page: ☺ 😐 ☹

Term test 2 Unit 4 – Unit 7

1 Listen and circle. (5 points)

1 a b c

2 a b c

3 a b c

4 a b c

5 a b c

2 Look and write the words. (5 points)

1 2 3 4 5

_____ _____ _____ _____ _____

3 Listen and write the words (5 points)

1 _____ 2 _____ 3 _____

4 _____ 5 _____

4 Write the words then match. (10 points)

What would you like Would you like Can we Is How much

1 _____ to go camping?

2 _____ help Mum in the garden?

3 _____ to do tomorrow?

4 _____ is that skirt?

5 _____ your grandfather tall and fat?

a I'd like to read a comic tomorrow.

b Yes, I would. Can we go horse riding too?

c It's £20.

d No, he's short and thin.

e Yes, you can!

5 Read and number. (3 points)

To: jo@emailforyou.com Subject: Holiday

[ ] How is your holiday in Australia? You are visiting your cousins, right? Please write soon.

Love,
Julie

[ ] Hi Jo,
I'm on holiday in China with my mum, my dad and my brother. It's great fun. The food here is delicious and the people are very nice. Did you know China's got a red flag with yellow stars on it? I like it.

[2] We are staying in a big hotel. It's clean and beautiful. Every day we get up at eight o'clock, we have breakfast and we visit the city. We come back at seven o'clock. We have dinner and play games.

6 Read the email again and write the numbers. (2 points)

Festivals
Grammar focus
My Scrapbook

Christmas

1 Listen, read and say the letter.

It's Christmas time again! These are my favourite things:

1. We have **Christmas dinner** on December 25, at midday. We have roast turkey, potatoes, brussel sprouts and sausages. For dessert, there's Christmas pudding. Yum!

2. This is a **Christmas cracker**. It's a tube made of paper – it looks like a big sweet! It makes a noise when you open it. Inside, there's a small present and a Christmas hat.

3. This is my **Christmas stocking**. It's red. Father Christmas puts presents in it!

2 Listen and sing.

Toyland, toyland
Wonderful girl and boy land,
While you live within it
You are always happy there!

Childhood, joyland
Wonderful girl and boy land,
Once you see this magic place
You'll want to return again.

Pancake Day

1 Listen, read and say the letter.

In Britain, Pancake Day is always on a Tuesday. It's the day before Lent starts.

1 People cook and eat pancakes on Pancake Day. At home, my dad makes pancakes for breakfast.

2 I put butter and honey on my pancakes. Mmm!! Delicious!

3 We also go to a pancake race – people run and toss pancakes at the same time! It's difficult, but it's a lot of fun! My mum and dad run the race and my brother and I watch them. After the race, we eat more pancakes!

a

b

c

2 Listen and point. Then chant.

Pancake Day, Pancake Day
Pancake Day is a day away!
We're making lots of pancakes
So, listen to what I say

Flour and butter
And eggs and milk
Add sugar or honey
Or chocolate or jam

They're delicious
And they're sweet
Have lots of them,
They're a real treat!

Mother's Day

1 Listen, read and say the letter.

My mum is very special. I love her very much. She does a lot of things for me. For Mother's Day, I buy my mum a present and give her flowers. I also make a card for my mum at school. Then, for lunch, we go out to her favourite restaurant. I've got a sister and a brother and it's a very special day for all of us. My dad takes my mum breakfast in bed and she loves that. What do you do on Mother's Day?

2 Listen and read. Then say the poem.

Mum, Mum, I love you, Mum.
You're always there for me.
Thanks for being my mum,
You are so special to me!

3 Now write a poem for your mum.

Project work

Grammar focus

Meet The Explorers

Can / can't

I/You can/can't jump.
He/She can/can't play basketball.
We/They can/can't hop.

Have / has got

I've/You've got an ice cream.
He's/She's got a pizza.
We've/They've got a cake.

1 **Say the complete sentences. Use *can* or *can't*.**

1 (✓) I ... bounce a ball.
2 (✗) He ... ride a bike.
3 (✗) She ... fly a kite.
4 (✓) They ... make a sandcastle.
5 (✗) We ... hit a ball.

2 **Say the complete sentences. Use *'s got* or *'ve got*.**

1 She ... a skateboard.
2 I ... a pencil.
3 We ... two dogs.
4 He ... a sandwich.
5 They ... red shoes.

Can (questions)

Can you swim?
Yes, I can. / No, I can't.
Can he/she sing?
Yes, he/she can. / No, he/she can't.
Can they skip?
Yes, they can. / No, they can't.

Have got (questions)

Have you got a pen?
Yes, I have. / No, I haven't.
Has he/she got a pencil?
Yes, he/she has. / No, he/she hasn't.
Have they got a book?
Yes, they have. / No, they haven't.

1 **Say the complete sentences.**

1 ... Maria climb a tree? Yes, she ... .
2 ... you play football? Yes, I ... .
3 ... John and Tim ride a bike? No, they ... .
4 ... David fly a kite? No, he ... .
5 ... they play tennis? Yes, they ... .

2 **Put the words in order. Then answer.**

1 Clara / a computer / got / has / ? (✓)
2 have / they / a notebook / got / ? (✗)
3 a rubber / Daniel / has / got / ? (✗)
4 got / have / a pencil case / you / ? (✓)
5 she / got / a desk / has / ? (✗)

1 *Like / Don't like + -ing*

I like listening to music.
He/She loves learning about Science.
He really doesn't like singing.
Do you/they like doing homework?
Does he/she like singing in class?

We/They love going to the cinema.
We/They don't like learning Maths.
Yes, I/we/they do.
No, he/she doesn't.

1 Ask and answer.

Does she like swimming?

Yes, she does.

	Art	singing	swimming
	✓	✗	✓
	✗	✓	✗

2 Say the correct answer.

1 Mike likes **play** / **playing** football.
2 I really don't like **walking** / **walk** to school.
3 They love **playing** / **play** computer games.
4 Do you like **cook** / **cooking**?
5 I love **learn** / **learning** about plants.

Do you ... ?

Do you go to the zoo at the weekend?
Does he/she go the zoo at the weekend?

Yes, I do. / No, I don't.
Yes, he/she does.
No, he/she doesn't.

1 Say the complete sentences. Use *do* or *does*. Then ask and answer.

1 ... you like drawing?
2 ... she listen to music at the weekend?
3 ... you play computer games at the weekend?
4 ... Mike like Science?
5 ... you like Maths?

2 Put the words in order. Then ask and answer.

1 play / Do / football / on / you / Fridays / ?
2 Do / weekend / listen / to / music / at / you / the / ?
3 swimming / you / go / on / Do / Mondays / ?
4 on / you / Sundays / ride / Do / bike / your / ?
5 Do / you / weekend / tennis / at / the / play / ?

2

Possession

Penny is Ben's sister.
Vivian is Jack's mum.
Ian's bike is red.
Paula's dog is very friendly.
Dad's car is very old.
My uncle's house is very big.

Characteristics; 's

The dog is sad. → The dog's sad.
The doll is happy. → The doll's happy.
The puppy is young. → The puppy's young.

1 Choose the correct word.

1 My **mum** / **mum's** is really nice.
2 My **mum** / **mum's** sister is my aunt.
3 **Brian** / **Brian's** bike is new.
4 **Brian** / **Brian's** is my friend.
5 I like **Sally** / **Sally's** cat.

2 What's the word? Say.

1 Mary's **p h y p a**.
2 My T-shirt's **c n e l a**.
3 My dad's **u n y f n**.
4 Our cat's **d a s**.
5 David's **n u y o g**.

3

Telling the time

What's the time? It's four o'clock.
When do you go to bed?
At nine o'clock.

Routines

He/She goes to bed at ten o'clock.
Does he/she watch TV at five o'clock?
Yes, he/she does. / No, he/she doesn't.

1 Ask and answer.

1 When do you get up?
2 When do you have breakfast?
3 When do you go to school?
4 When do you have lunch?
5 When do you go to bed?

2 Say the correct answer.

1 Martha **get** / **gets** up at seven o'clock.
2 I **has** / **have** breakfast at eight o'clock.
3 **Do** / **Does** Mario go to school at nine o'clock?
4 We **play** / **plays** in the park at four o'clock.
5 Does she **play** / **plays** tennis at six o'clock?

4

Do you like ...?

Do you like my hat?	Yes, I do.
Do you like my shoes?	No, I don't.

1 Put the words in order.

1 you / Do / my / like / skirt / ?
2 do. / Yes, / I
3 Do / my / you / like / shoes / ?
4 don't. / No, / I
5 jeans / you / Do / like / my?

2 Say the words.

1 T-s _ _ _ t
2 d _ e _ s
3 s _ o _ s
4 c _ p
5 s w _ _ _ e _

I'm wearing: Are you wearing?

What are you wearing?	I'm wearing a red sweater.
Are you wearing blue shoes?	Yes, I am. / No, I'm not.

1 Say the correct answer.

1 I'm **wear** / **wearing** a pink sweater.
2 You **do** / **are** wearing your favourite hat.
3 **Are** / **Is** you wearing blue socks?
4 No, I **don't** / **'m not** wearing blue socks.
5 What **are** / **is** your best friend wearing.

2 Say the complete sentences. Use *am*, *is* or *are*.

1 ... you wearing a red cap?
2 I ... wearing blue jeans.
3 Mike ... wearing a purple jacket.
4 My mum ... wearing a new dress.
5 What ... you wearing today?

Our Checklist!

Now we can:

- [x] Say what we can do
- [ ] Say what pets we have
- [ ] Count to twenty
- [ ] Say what we like doing
- [ ] Talk about our weekend activities
- [ ] Make a scrapbook
- [ ] Talk about our family
- [ ] Write a birthday card
- [ ] Talk about what we're wearing
- [ ] Tell the time

1–4: ☺; **4–7:** ☺☺; **8–10:** ☺☺☺

5 *Would like; I'd like; a/an / some; Can for requests*

Would you like a mango?	
Would you like some water?	Yes, please.
I'd like an egg, please.	No, thank you.
Can I have a mango, please?	Yes, here you are.

1 Say the correct answer.

1 Can I have a banana, please?
No, thank you. / Here you are.

2 Would you like an egg?
Yes, here you are. / Yes, please.

3 I'd like some ice cream, please?
Here you are. / Yes, please.

4 Would you like some bread?
No, thank you. / Here you are.

5 I'd like an orange, please.
No, thank you. / Here you are.

2 Put the words in order.

1 lemon / a / Would / like / you / ?
2 beans / Would / some / you / like / ?
3 orange / like / an / Would / you / ?
4 please / milk / I'd / some / like
5 apple / an / like / I'd / please

How much is / are ...?

How much is the ice cream?	It's £1.
How much are the bananas?	They're £2.

1 Say the complete sentences. Use *is* or *are*.

1 How much ... the mangoes?
2 How much ... the ice cream?
3 How much ... the T-shirt?
4 How much ... the goggles?
5 How much ... the watermelon?

2 Say the complete sentences.

1 ... much is the dress?
2 ... £12.
3 How ... the eggs?
4 ... £5.
5 How much ... potatoes?

6 Asking and answering about holiday activities

Where are you going?
We are going to the beach.
I'm going shopping.

1 Say the correct answer.

1 Where **are** / **do** you going?
2 I'm going **shop** / **shopping**.
3 Where are you **go** / **going**?
4 We're **going** / **go** to the park.
5 We **are** / **is** going to the beach.

2 Put the words in order.

1 are / going / you / Where / ?
2 the park. / to / going / I'm
3 You / going / are / shopping.
4 the zoo. / Molly / to / is / going
5 I'm / to / going / the restaurant.

Talking about favourite characters

Who's your favourite film character?
I love Ricky the Parrot.
Why do you like Ricky?
He's smart and brave.

1 What's the word? Say.

1 My favourite character is a princess. She's very **f e a b u u l t i**.
2 Mike's favourite character is a king. He's **r b v a e**.
3 My dad's favourite character is a detective. He's **m a s r t**.
4 My sister's favourite character is Julie the monkey. She's **u f y n n**.
5 David's favourite character is a superhero. He's **g o s t r n**.

2 Put the words in order.

1 Who's / favourite/ your / character / ?
2 like / I / Princess Mandy / .
3 like / Why / you / do / Princess Mandy / ?
4 she's / Because / smart / .
5 love / I / Billy the lion / because / cute / he's / .

Our Checklist!

Now we can:

- [x] Talk about what we're wearing
- [ ] Ask and answer about prices
- [ ] Talk about favourite characters
- [ ] Describe a family member
- [ ] Talk about holidays with our family
- [ ] Write an email

1–2: ☺; **3–4:** ☺☺; **5–6:** ☺☺☺

7 *Can* (for requests)

Can I go camping with my friends?
Can we take swimming lessons?

1 Say complete sentences. Then ask and answer.

1 ... I ... my cousin?
2 ... I ... hiking?
3 ... I ... a tree house?
4 ... I ... mum in the garden?
5 ... I ... camping with my friends?

2 Put the words in order. Then ask and answer.

1 cousins / I / visit / my / Can / ? (✓)
2 we / Can / hiking / go / ? (✗)
3 Can / learn / to / I / the / guitar / play / ? (✓)
4 garden / the / we / in / Can / help / ? (✗)
5 build / a / tree house / I / Can / ? (✓)

Would like (for plans)

Would you like to go hiking? **Yes, I would. / No, thank you.**
What would you like to do? **I'd like to ride my bike.**

1 Say the complete questions. Then ask and answer.

go take have read play

1 Would you like to ... piano lessons?
2 Would you like to ... a comic?
3 Would you like to ... camping?
4 Would you like to ... football?
5 Would you like to ... a pizza?

2 Put the words in order. Then ask and answer.

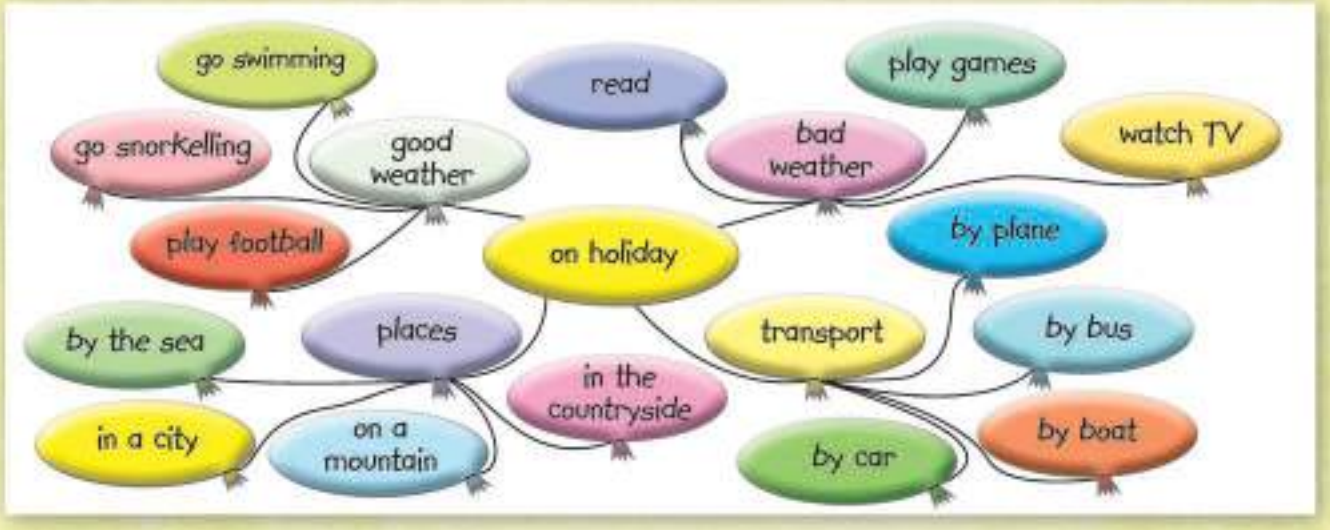
1 Would / you / hiking / like / to go / ? (✓)
2 you / Would / like / football / play / ? (✗)
3 you / What / like to / would / do / ? (eat a pizza) (✓)
4 build / a tree house / you / Would / like to / ? (✓)
5 camping / you / go / like to / Would / ? (✗)

My Scrapbook Portfolio

Do some research!

Imagine a Holiday

1 **Make a mini map of the places you would like to visit. Tell your partner about it.**



2 **Imagine you are on holiday now. Write your ideas.**

- Where are you? (at home / in another country)
- Who are you with? (your family / your friends)
- What are you doing?

Where? – Wales ...

3 **Write your friend a postcard from your holiday.**

Hello, Anna,

We're on holiday in Wales. It's great. We're staying in a big hotel. We wake up at eight o'clock in the morning. We go to the beach and swim in the sea. We have lunch at twelve o'clock in a restaurant near the beach. The food is delicious here. In the evening we play games or watch DVDs. It's great fun.

And you? How is your holiday? Write soon.

Love,

Trish

My Scrapbook is: ☺ 😐 ☹

Meet the Explorers

1 Look and write.

I know all the words in the Starter Unit: ☺ 😐 ☹

upstairs ~~castle~~ basement downstairs
eleven – twenty one – ten

castle

1 - 10 _____

11 - 20 _____

_____

_____

_____

_____

2 Write a sentence using one of the words in Activity 1.

_____

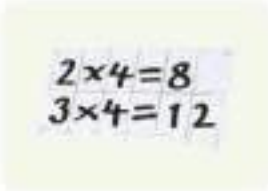
1 Our School

1 Look and write.

I know all the words in Unit 1:

Geography	Music	~~I.T.~~	History	Maths
Science	P.E.	Art	Music	English

I.T.



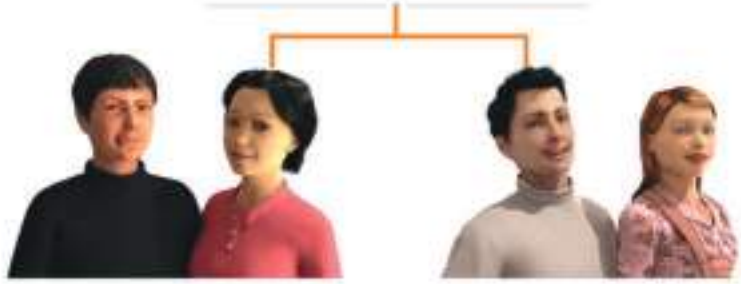
2 Write a sentence using one of the words in Activity 1.

2 Family and Birthdays

1 **Look and write.**

I know all the words in Unit 2:

~~cousin~~	father	grandmother	mother	sister
brother	uncle	grandfather	aunt	cousin



cousin

2 **Write a sentence using one of the words in Activity 1.**

3 Our Day

1 Look and write.

I know all the words in Unit 3:

~~It's one o'clock.~~	It's five o'clock.	It's eight o'clock.
It's two o'clock.	It's seven o'clock.	It's three o'clock.
It's twelve o'clock.	It's ten o'clock.	It's four o'clock.
It's six o'clock.	It's nine o'clock.	It's eleven o'clock.

It's one o'clock.

2 Answer the question in your notebook and draw a picture.

What time is it?

4 By the Sea

1 Look and write.

I know all the words in Unit 4:

goggles socks jeans cap trousers
skirt T-shirt shoes jacket sweater

cap

2 Write a sentence using one of the words in Activity 1.

5 The Market

1 Look and write.

I know all the words in Unit 5:

apples eggs ice cream tomato potatoes cake
mango grapes ~~fish~~ bread cheese watermelon

fish

2 What food do you like?

6 Around the World with My Family

1 Look and write.

I know all the words in Unit 6:

brother ~~parents~~ parents mother
mother father sister

Marius and his parents are on holiday in Romania.

Mike and his _____ are on holiday in the UK. They are visiting Wales.

Julie, her brother and her _____ are on holiday in Spain.

Anna and her _____ are on holiday in Australia.

Danny, his _____ Jenny and their father are on holiday in China.

Alex and his _____ and _____ are on holiday in Turkey.

2 Write about you and your family.

_____

7 Holiday Plans

1 Look and write.

I know all the words in Unit 7:

visit my cousins
learn to play the guitar
help in the garden
~~go hiking~~
build a tree house
take riding lessons
read a comic
go camping

go hiking

2 What would you like to do on your holiday? Write and draw a picture.

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