

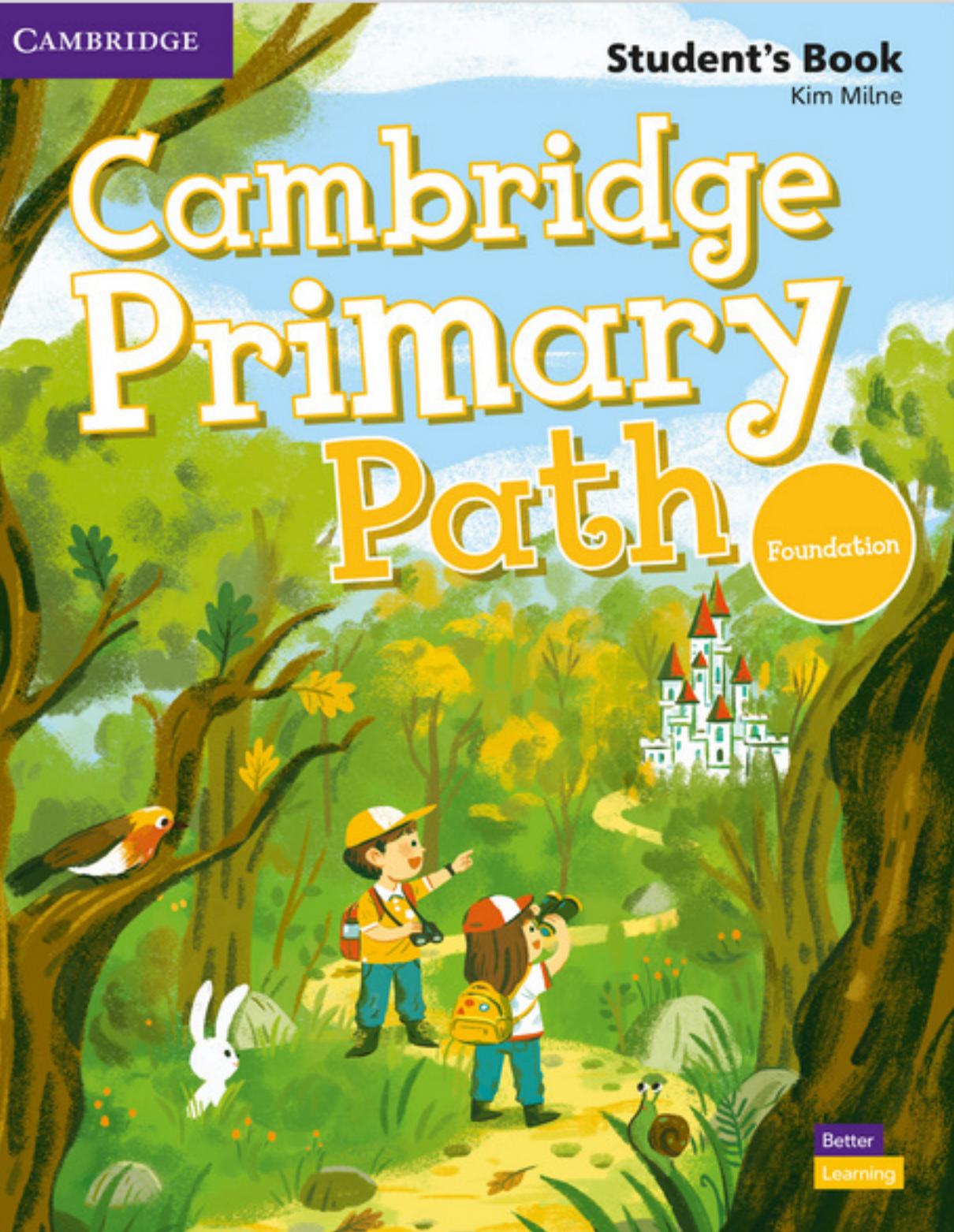
CAMBRIDGE

Student's Book

Kim Milne

# Cambridge Primary Path

Foundation



Better  
Learning

## LEVEL F: Scope and Sequence

### 6 Big Question: What can people do?

Reading	Vocabulary	Grammar
Nonfiction Kids with Amazing Abilities	Key Words 1: ability, point, run, skate, play basketball, talk	I can / I can't I can ride a horse. I can't walk.
Reading Strategy Predicting from Titles	Key Words 2: see, ride, climb, say, spell, swim	Yes/No Questions with can and can't Can Hanna <b>dance</b> well?
Fiction Hip-hop Hanna	Key Words 3: blind, backwards	Yes, she can. No, she can't.
Reading Strategy Cause and Effect	Key Words 4: music, love, dancer, practice, read, puppy	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Oracy Task
Asking for Agreement Cue Cards: 2 Yes. 3 No. 8 Do you agree?	Initial Sounds: h, t, p, m, b, d	Learn to Write Verbs	Dialogue Asking for Help	What different things can we do?	Discussion Agreeing on a Game to Play

### 7 Big Question: Is all food healthy?

Reading	Vocabulary	Grammar
Nonfiction Snacks from Around the World!	Key Words 1: fruit, banana, grapes, vegetable, spinach, sugar	I like / don't like I like peanut butter sandwiches. I don't like cheese sandwiches.
Reading Strategy Similarities and Differences	Key Words 2: juice, water, oil, yogurt, tomato, rice	Yes/No Questions with like Do you like broccoli now?
Fiction No Broccoli, Please!	Key Words 3: fried, freezer	Yes, I do. No, I don't.
Reading Strategy Main Idea	Key Words 4: broccoli, fish, French fries, chocolate, soup, muffin	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Giving and Responding to Positive Feedback Cue Cards: 9 Good job! 10 Thank you.	Ending Sounds: x, m, b	Learn to Write Adjectives	Song Healthy Food vs. Junk Food	How can we make a healthy dessert?	Buying Groceries

### 8 Big Question: Are routines important?

Reading	Vocabulary	Grammar
Nonfiction Henry's Healthy Habits	Key Words 1: brush my teeth, eat breakfast, go to school, walk, ride my bike, take the bus	Present Simple: Affirmative I wash my hands.
Reading Strategy Summarizing	Key Words 2: sleep, do exercise, have fun, take a bath, change clothes, wash my hands	I sleep 10 hours each night.
Fiction Andy Ant	Key Words 3: before, after	Present Simple: Negative I don't sleep on Saturdays!
Reading Strategy Making Judgments	Key Words 4: wake up, collect, march, find, carry, clean	We don't work on Saturdays.

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Speaking Up Cue Cards: 4 Please repeat that. 11 I don't understand.	Ending Sounds -sk, -st, -nd	Learn to Write Statements	Presentation Talking About Morning and Bedtime Routines	How can we describe our routines?	Assigning Tasks to Follow a Class Routine

### 9 Big Question: Why do we wear different clothes?

Reading	Vocabulary	Grammar
Nonfiction Traditional Clothes from Around the World!	Key Words 1: clothes, cold, jacket, hot, T-shirt, shoes	Present Continuous: Affirmative and Negative I'm wearing gloves and big boots.
Reading Strategy Cause and Effect	Key Words 2: wear, hot, skirt, pants, gloves, dress	I'm not wearing a hat.
Fiction The Emperor's New Clothes	Key Words 3: wool, cool	She's wearing a long skirt.
Reading Strategy Beginning, Middle, and End	Key Words 4: emperor, thief, palace, expensive, smart, fool	He's not wearing a jacket.

Present Continuous: Yes/No Questions  
Are you wearing magic clothes?  
Yes, I am.  
Are you wearing your new clothes?  
No, I'm not.

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Oracy Task
Standing Up Straight and Keeping Still Cue Cards: 1 This is... 12 These are ...	Initial Sounds: gr, ph	Learn to Write Questions	Presentation Describing What You Wear	How do we dress for special occasions?	Presentation Giving a Final Presentation

## LEVEL F: Scope and Sequence

### 1 Big Question: Who am I?

Reading	Vocabulary	Grammar
Nonfiction: We Are All Different!	Key Words 1: favorite, color, hair, girl, brown, boy	Verb to Be: Affirmative and Negative <i>I am</i> six years old.
Reading Strategy: Similarities and Differences	Key Words 2: short, long, tall, curly, straight, blond	<i>I'm</i> not tall. <i>He is</i> short. <i>She isn't</i> short.
Fiction: Grandma Turtle	Key Words 3: class, different	Verb to Be: Affirmative and Negative <i>You are</i> young. <i>You aren't</i> old.
Reading Strategy: Real or Fantasy?	Key Words 4: old, slow, fast, tired, young, happy	<i>They are</i> happy. <i>They aren't</i> slow.

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Ground Rules Listen to others. Take turns. Respect others. Share your ideas. Raise your hand to speak.  Cue Card: I This is ...	The Alphabet	Learn to Write Capital and Lowercase Letters	Dialogue Talking About Your Favorite Thing	How can we talk about ourselves?	Saying Who You Are When You Are Lost

### 2 Big Question: What is school?

Reading	Vocabulary	Grammar
Nonfiction: Welcome to My School	Key Words 1: desk, teacher, classroom, gym, bathroom, playground	a / an <i>a</i> pencil <i>an</i> eraser
Reading Strategy: Classifying	Key Words 2: library, schoolbag, pencil case, notebook, colored pencil, eraser	Possessive Adjectives <i>This is your</i> desk. <i>It is his</i> first day at school. <i>I can't find my</i> book.
Fiction: I Can't Find My Things!	Key Words 3: classmates, apple	Gemma shares <i>her</i> pencils with Max.
Reading Strategy: Understanding a Character's Feelings	Key Words 4: story, sad, mad, hungry, lunchbox, surprised	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Agreeing and Disagreeing  Cue Cards: 2 Yes. 3 No.	Initial Sounds c, p, t, n, b, h	Learn to Write Alphabetic Order	Song Describing Your School	How can we make a classroom map?	Borrowing Something at School

### 3 Big Question: What is a toy?

Reading	Vocabulary	Grammar
Nonfiction: Top Five Toys	Key Words 1: toy, box, house, paper, airplane, tablet	Commands <i>Listen! March! Stop! Stand! Sit! Jump!</i>
Reading Strategy: Classifying Words	Key Words 2: robot, fun, dollhouse, tent, train, jump rope	Negative Commands <i>Don't touch my car!</i> <i>Don't</i> run!
Fiction: Don't Touch!	Key Words 3: jump, children	
Reading Strategy: Ordering Story Events	Key Words 4: monkey bars, bike, car, action figure, dinosaur, spaceship	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Oracy Task
Active Listening  Cue Card: 4 Please repeat that.	Ending Sounds: -at, -en	Learn to Write Complete Sentences	Dialogue Playing a Game	How can we make a toy?	Collaboration Agreeing on Buying a Toy

### 4 Big Question: What makes a home?

Reading	Vocabulary	Grammar
Nonfiction: All Kinds of Homes	Key Words 1: home, family, dining room, living room, bedroom, kitchen	Prepositions <i>It's in</i> the kitchen. <i>It's on</i> the roof. <i>It's under</i> the tree house.
Reading Strategy: Comparing	Key Words 2: apartment, room, water, garden, stove, bed	
Fiction: Snail Finds His Home	Key Words 3: roof, stairs	Verb to Be: Yes/No Questions (Singular) <i>Is</i> Mouse under a tree? <i>No, he isn't.</i> He's in a hole. <i>Is</i> Spider under the leaf? <i>Yes, he is.</i>
Reading Strategy: Plot and Setting	Key Words 4: snail, ladybug, forest, spider, butterfly, mouse	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Taking Turns  Cue Cards: 5 It's my turn. 6 It's your turn.	Ending Sounds: -ut, -ig	Learn to Write Nouns	Poem What Home Means to You	How can I describe my home?	Describing an Object You Lost

### 5 Big Question: Where do wild animals belong?

Reading	Vocabulary	Grammar
Nonfiction: Top Five Wild Animals	Key Words 1: zebra, lion, elephant, octopus, ocean, dolphin	Verb to Be: Wh- Questions <i>What color are</i> they? <i>They are</i> black and white.
Reading Strategy: Visualizing	Key Words 2: teeth, tail, beak, jungle, claw, fur	<i>What are</i> they? <i>They're</i> baby pandas.
Fiction: The Rabbit on the Moon	Key Words 3: feathers, insects	Verb to Be: Yes/No Questions (Plural) <i>Are</i> Ketzi and the little rabbit near the stars? <i>Yes, they are./</i> <i>No, they aren't.</i>
Reading Strategy: Predicting from Pictures	Key Words 4: rabbit, moon, snake, tongue, sun, stars	

Oracy Skill	Phonics	Ready to Write	Listening	The Big Challenge	Speaking Mission
Participating Actively  Cue Card: 7 Let's ...	Initial Sounds q, s, f, j, g, r	Learn to Write Identify Questions and Exclamations	Guessing Game Identifying Wild Animals	How can we describe a wild animal?	Playing a Board Game

# What's Your Name?

- 1 Listen and number.



- 2 Get into a circle and ask each other's name.



- 3 Write your name on the board.

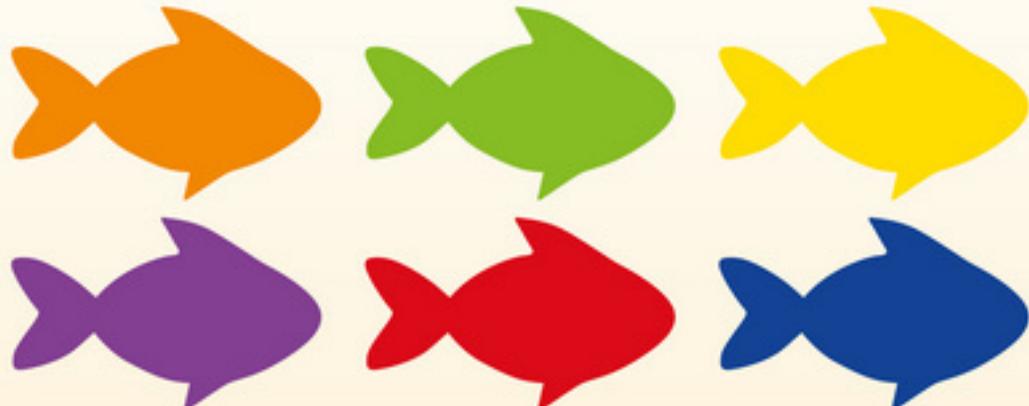
- 4 Write your name below.

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

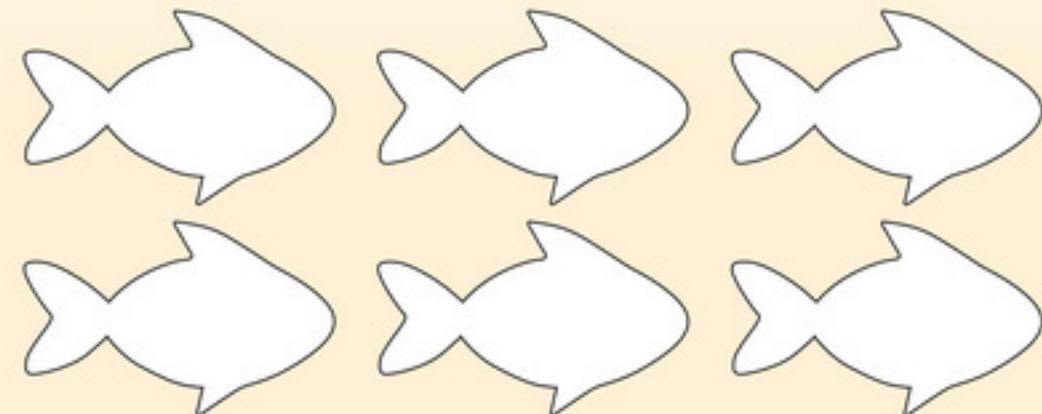


# What Color Is It?

- 1 Sing and point.



- 2 Color and sing your song.



GREEN



BLUE



YELLOW



RED



ORANGE



PURPLE

# Counting from 1 to 10

- 1 Write the missing numbers.

1	2		4	5
6		8	9	

- 2 Listen, point, and repeat.

- 3 Sing the song using your hands.

- 4 Now use colored pencils to count.



1	2	3	4	5
ONE	TWO	THREE	FOUR	FIVE
6	7	8	9	10
SIX	SEVEN	EIGHT	NINE	TEN

# My Body

- 1 Follow the pictures and say the chant.



- 2 Listen again. Say the chant and act it out.



## Reading Strategy: Similarities and Differences

- 1 Listen, point, and repeat.



eyes



hair



brown

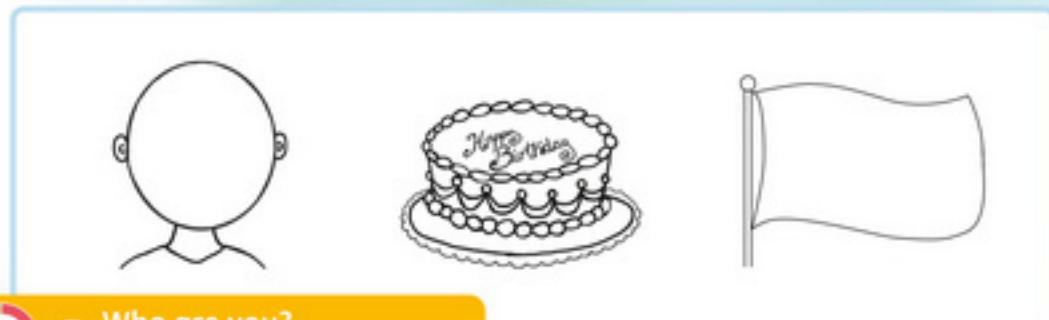


orange

- 2 Listen and number the pictures.



- 3 Are you similar to Larissa? Draw and color about yourself.



Who are you?

I'm Maria. I'm from Spain.

## Key Words 2



short



long



tall



curly



straight



blond

We Are All  
Different!

This is my class.  
We are all different.



This is Onur.  
He has black  
hair and  
brown eyes.  
He's short.

# 1

## Who am I?

- Describe** yourself.
- Use** ground rules to work in groups.
- Identify** capital and lowercase letters.
- Talk** about yourself to the class.
- Give** your personal information.



Are you similar to them?

Who is a boy?  
Who is a girl?

1 Watch the video. Circle what is mentioned in the video.

2 Watch again. Complete the graphic organizer in the Activity Book.

Key Words 1

favorite color hair girl brown boy

AB page 2

# We Are All Different!



This is Diane.  
She is seven years old.  
She doesn't have **curly** hair. She has **straight** hair.

This is Emily.  
She has **long** hair.  
She isn't short.  
She's **tall**.

I'm Flora.  
I'm six years old.  
I have **blond** hair and blue eyes.  
I'm not tall. I'm short.

## Think

What are you like?  
I have brown hair and green eyes.  
I'm tall.



## Explore the Text



1 Who is who? Write E for Emily, D for Diane, or F for Flora.

a



b



c






2 What are the similarities and differences between Emily, Diane, and Flora?

Flora has blond hair. Diane doesn't have blond hair. She has red hair.



## Key Words 3

Listen and repeat. Number the pictures.



## Time to Talk!

- 1 Draw your portrait.
- 2 Present your picture to the class.  
I'm Tommy. I have brown hair and green eyes.



1

112 Key Words 4 Listen, point, and repeat.



old



slow



fast



tired



young



happy



2

113 Listen and number the pictures.

3 Draw something slow and something fast.

Which words describe you?  
I'm young.

old young fast slow happy

## Reading Strategy: Real or Fantasy?

Stories can be: real



or fantasy.



1

Look and circle the real things in green and the fantasy things in blue.



a



b



c



d



e



f



g

2 Look and draw a real animal and a fantasy animal.



fantasy

Time to Talk!

What is your favorite story?  
My favorite story is Cinderella.  
Is it real or fantasy?

real

## Oracy Skill: Ground Rules for Working Together

- 1 Listen, look, and repeat.



Hi, I'm Jack.

## Ground Rules

- 1 Listen to others.



- 2 Take turns.



- 3 Respect others.



- 4 Share your ideas.



- 5 Raise your hand to speak.



Hi, I'm Liam.



Hi, I'm Kate.



Hi, I'm Emma.

- 2 As a class, think of two more ground rules for working together.

## Let's Practice Oracy!

- 1 Form groups. Do the Oracy Time! task.
- 2 Remember to follow the ground rules.
- 3 Present your poster to the class.

## Check Your Oracy!

- |                         |          |
|-------------------------|----------|
| 1 I listened to others. | Yes / No |
| 2 I took turns.         | Yes / No |
| 3 I shared my ideas.    | Yes / No |

## Oracy Time!

## Make a Color Poster

- a As a group, decide on one color.
- b Cut out or draw pictures for your color.
- c Work together. Glue the pictures onto your poster.



## Ready to Write

## Learn to Write: Capital and Lowercase Letters

This is a capital letter: E This is a lowercase letter: e

- 1 Look and classify the letters.

Welcome

LOVE  
Thank you

CAPITAL LETTERS	W						
lowercase letters	e	l	c	o	m	e	

- 2 Trace the capital letters in blue and the lowercase letters in red.



I'm Ted.

## Time to Talk!

## Game: Microphone

- 1 Stand in a circle.
- 2 Listen to some music as you pass around the microphone.
- 3 When the music stops, say the first letter of your name and country.  
A (Azra). T (Turkey).

I'm from Turkey.

- 3 Write the first letter of your name in capitals.
-



# Grandma Turtle

by Andrea González



Grandma Turtle is very **old**. She is very, very old. She is 200 years old!



Grandma Turtle has a big shell. She has many wrinkles.



Think  
How old is your grandma or grandpa?

Grandma Turtle loves to surf. But she is old, so she is very **slow**.



Grandma Turtle surfs alone. Young turtles aren't slow, they are too **fast**!



At night, Grandma Turtle is **tired**, very tired. She rests alone on the beach.



Think  
When are you tired?

## Grammar in Context

### Grammar: Verb to be: Affirmative and Negative

I am six years old. I'm not tall.  
He is short. She isn't short.

## Phonics

1A

- 1 Listen and sing.

### The Alphabet Song

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

A  
B  
C

- 2 Trace the missing letters and sing again.

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

Time to Talk!  
Spell your name.

I'm Baris.  
B - A - R - I - S



- 3 Play in pairs.

- a With your finger, write a letter on your partner's back.
- b Your partner guesses the letter.

- 1 Listen and draw the candles on the cakes.

1 I am ...



- 1 Listen, point, and repeat.



bicycle



tablet



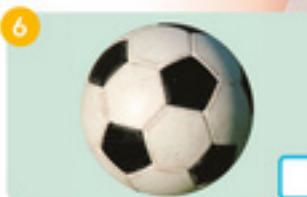
colored pencils



puzzle



coloring book



ball

## The Big Challenge

How  
can we  
talk about  
ourselves?

Your challenge is to talk  
about yourself to the class.

- 1 Make a collage. Write your name and decorate it. You can cut out pictures of things you like, bring in photos, draw your favorite things, draw a cake with candles showing your age, etc.
- 2 Work in pairs. Lie on the floor on a large sheet of paper. Your partner traces around you. Then, switch and trace around each other.
- 3 Glue the drawings and photos on your cut-out body.
- 4 Talk about yourself to the class. Show your collage and say your first and last name, age, eye and hair color, favorite color, and where you are from.



- 2 Listen and mark ✓ the objects that are mentioned.

- 3 Listen and number.



- old        
big        
small      
fast

## Time to Talk!

Draw your favorite thing. Ask your classmate:  
"What's your favorite thing?"

**My favorite thing is my bicycle.**



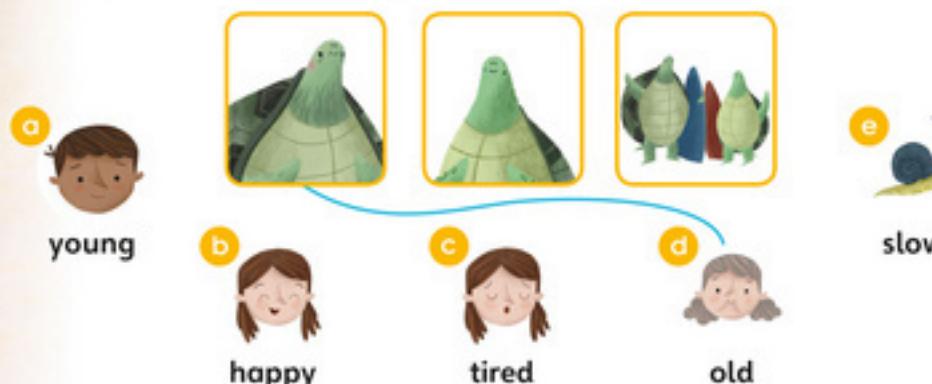
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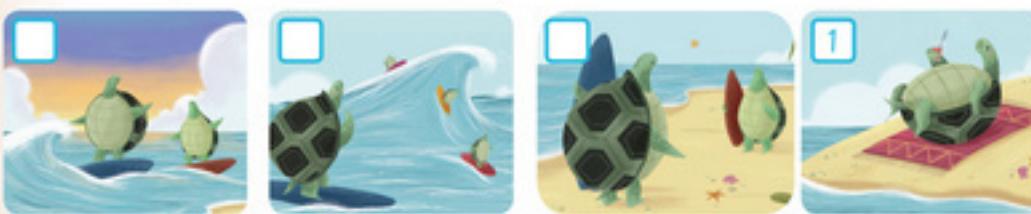
Who am I?  
Look back through the unit. Share your ideas.

AB pages 17-19

- 1 Listen and match the pictures.

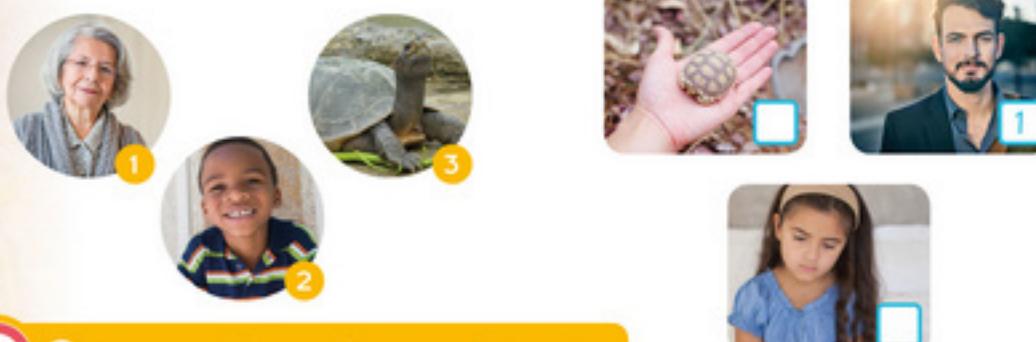


- 2 Number the pictures to tell the story.



- 3 Is the story *Grandma Turtle* real, or is it fantasy?

- 4 Number the opposites.



- Are you different from your friends?

### Grammar: Verb to be: Affirmative and Negative

You **are** young. You **aren't** old. They **are** happy. They **aren't** slow.

- 1 Trace the words.



They **are** old.



You **aren't** twelve.



She **is** happy.



The ball **isn't** blue.

- 2 Trace and draw a picture.



You **are** young.



They **are** happy.



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

- 3 Listen and practice the rhyme.

I am special.

This is true.

I am six.

How about you?

They **are** special.

This is true.

They **are** fast.

How about you?

- 4 Say the rhyme using the underlined sentences in the negative.

# SPEAKING MISSION

You are lost! Say who you are.

## Before Your Mission



- 1 Listen, point, and repeat.



yes



no



name



phone



numbers



lost



- 2 Listen and underline the correct answers.

Name	Demir Kara	<u>Demir Tosun</u>
Age	6	5
Phone Number	3743-1235	3743-1238



Time to Talk!

- Play the Telephone Game.
- 1 Tell your partner your phone number.
  - 2 Your partner writes it down.

## During Your Mission



- 3 Listen and trace.

What's your first name?

→ 4268-9120.

What's your last name?

→ Sam.

How old are you?

→ Black.

What's your phone number?

→ I'm 6.



- 4 Listen again. In pairs, role-play getting lost.



- What's your first name?  
What's your last name?  
How old are you?  
What's your phone number?

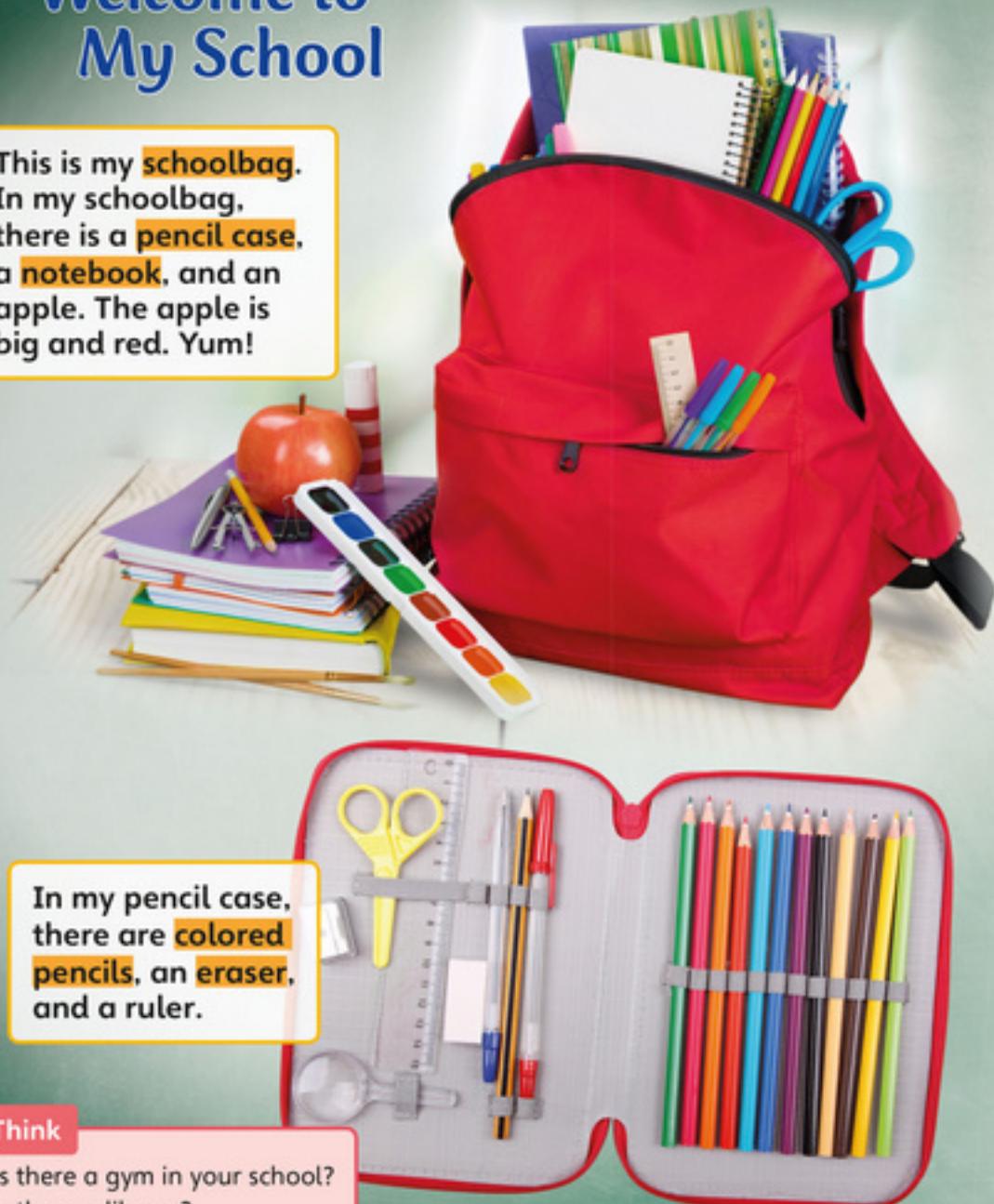


What makes you special?

12.5

# Welcome to My School

This is my schoolbag. In my schoolbag, there is a pencil case, a notebook, and an apple. The apple is big and red. Yum!



Think

Is there a gym in your school?  
Is there a library?

## Explore the Text



1 Classify. Draw lines from the words to the photos.

a school



b classroom



c schoolbag



gym

desk

bathroom

colored pencils

chair

eraser

2 Draw other objects in the boxes.



My Classroom

My Schoolbag



3

12.6 Key Words 3

Listen and circle the correct picture.



What is your favorite place at school?  
The playground.



Remember to  
listen to others.

## Reading Strategy: Classifying

- 1 Listen, point, and repeat.

**My Classroom**

1 23

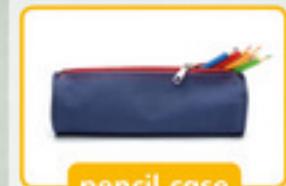
## Key Words 2



library



schoolbag



pencil case



notebook



colored pencil



eraser

1 24

**Welcome to My School**

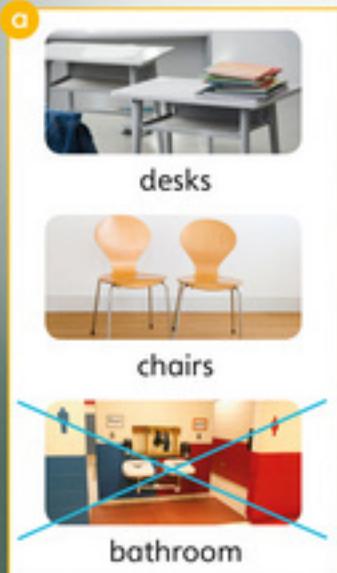
I'm Tommy.  
This is my school.  
There is a gym,  
a playground,  
and a library.  
I love my school!



This is my classroom. There are chairs, desks, and a board. This is my teacher, Mr. Jones. These are my classmates. They're great!



- 2 Cross out the one that doesn't belong in each group.



What things are in your classroom? Chairs, desks, ...

## Grammar in Context

### Grammar: *a / an*



*a* pencil



*an* eraser

### 1 Listen, repeat, and circle *a* or *an*.

1 *a / an*



4 *a / an*



2 *a / an*



5 *a / an*



3 *a / an*



6 *a / an*



### 2 Trace the words and draw the items in the schoolbag.

*an* apple

*an* eraser

*a* book

*a* pencil sharpener



### 3 Listen and say the chant.

Dad! My schoolbag!

An apple, a pencil.

My book? Oh, look!

An eraser.

And my paper?



### Time to Talk!

What's in your schoolbag?  
An eraser, a ruler,  
and a book.

## Phonics



1

2.9 Listen, point, and repeat.



car



pen



ten



net



boy

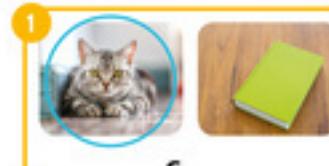


hi



2

2.10 Listen and circle the picture with the same beginning sound.



c



p



t



n



b



h



3

Say the word and underline the correct beginning sound.



c

b



h

p



b

t



4

Form small groups. Look back at Unit 1 and find words beginning with t and h.

# I Can't Find My Things!

by Silvia Zapiain



"Good morning, children," says Miss Brown.  
"This is Max. It's his first day at school."

"Max, this is your desk,"  
says Miss Brown.  
Max sits down. He is happy.

Think

Why do you think  
Max is happy?



"Let's read a **story!**"  
says Miss Brown.



"Max, what's wrong?" asks Miss Brown.  
"I'm **sad**. I can't find my book!"  
"That's OK. You can read with Gemma."

Think  
Who helps Max?





## 1.15 Grandma Turtle

One day, Grandma Turtle meets Young Turtle. He has a small shell. He is **young**, but he surfs slowly, too.



Grandma Turtle is surprised.

"You aren't old. You are young. Why do you surf slowly?"

Grandma Turtle asks Young Turtle.

"I like it," says Young Turtle. "I am young, but I like to surf slowly."



Think

Is Young Turtle fast?



The sky is yellow, orange, purple, and blue.

Grandma Turtle and Young Turtle surf together.

They are **happy**.

Think

Are Grandma Turtle and Young Turtle different? Are they friends?



1

2.13 Key Words 4 Listen, point, and repeat.



story



sad



mad



hungry



lunchbox



surprised

2

2.14 Listen and draw the school object inside the schoolbag.



## Reading Strategy: Understanding a Character's Feelings

He is **sad**.

1

2.15 Listen and repeat.



happy



sad



surprised



mad

2

How do these children feel?



a



b



c



d

How do you feel at school?  
I feel happy.

## 2.17 I Can't Find My Things!

"Let's draw a picture!" says Miss Brown.  
 "Max, what's wrong?" asks Miss Brown.  
 "I'm **mad**. I can't find my colored pencils!"  
 Gemma shares her pencils with Max.



"Lunchtime!" shout the children.  
 "Max, what's wrong now?"  
 asks Miss Brown.  
 "I'm **hungry**. I can't find my  
 lunchbox!"



Why is Max mad? Why is he hungry?



Miss Brown is **surprised**.  
 "Max, show me your schoolbag,  
 please," says Miss Brown.

"Oh, dear! Look out the window! Your book, your  
 pencils, and your lunchbox are all on the playground!"



Why are Max's things  
 on the playground?

# SPEAKING MISSION

## Before Your Mission



- 1 Listen and number the pictures.



scissors



crayon



pencil sharpener



marker



ruler



glue

You need to borrow something at school.



- 2 Circle the things you use in class.

- 3 Play Identify the Object.

One, red.

A pencil!

	1	2	3
Red			
Blue			
Green			
Yellow			



Time to Talk!

Open your pencil case. Say what you have. I have a red pencil. I have a green eraser.

## During Your Mission



4

- 2.22 Listen and mark ✓ the correct scenes.



1



2



5

- 2.22 Listen again and role-play the conversations in pairs.



### Key Language

Can I borrow your eraser?  
Sure. Here you are.  
Thank you.  
Sorry! I don't have one.  
No problem.

6

- Play the School Object Game in pairs.

- Choose three school objects.
- Put the objects in your schoolbag.
- Ask your partner for an object. If you guess what's in your partner's bag, you can borrow it!

# 2

## What is school?

- Talk** about school.
- Learn** to agree or disagree.
- Use** alphabetical order.
- Make** a classroom map.
- Borrow** school supplies.

## Where are the children?



## What do you like about school?



## What school objects can you see?

A photograph showing a person's legs in brown leather boots standing on a paved surface. Large white numbers (1, 2, 3, 4) are painted on the ground in different colored sections (red, blue, green).

1 Watch the video. Circle what is mentioned in the video.

2 Watch again. Complete the graphic organizer in the Activity Book.

Key Words 1

desk  
teacher  
classroom  
gym  
bathroom  
playground

AB page 22



1 Listen, point, and repeat.



read books



play games



play sports



study

## The Big Challenge

How can we make a classroom map?

Your challenge is to present a classroom map to the class.

- 1 Brainstorm in small groups. Name all the things you can find in your classroom.
- 2 Work together to draw the shape of the classroom on a large sheet of paper.
- 3 Cut out colored paper shapes to represent different objects.
- 4 Make a key. See the example in the picture.
- 5 Glue the shapes on the map.
- 6 Display your classroom map on the wall.
- 7 Present your classroom map to other groups.

Classroom Map KEY	
Desk	
Shelf	
Chair	
Books	
Door	

Classroom MAP



study

play sports

read books

play games



2 Listen again and sing the song.

## Agreeing and Disagreeing

- 1 Listen to your teacher give opinions about different activities.
- 2 Say "Yes" if you agree or "No" if you disagree.
- 3 Complete Check Your Oracy! on Activity Book page 37.



Oracy Time!

Reading is fun!  
Do you agree?  
Yes. / No.

Playing sports is great!

Values AB page 36

These are the books.

Classroom MAP

What is school?

Look back through the unit. Share your ideas.

AB pages 37–39



3

## What is a toy?

- Talk** about toys.
- Learn** how to listen to others.
- Write** a complete sentence.
- Make** a toy from recycled material.
- Go** shopping for a toy.



What  
**colors**  
are they?

Are all  
toys fun?

What **toys**  
can you see?



1  Watch the video. Circle the toys from the video.

2  Watch again. Complete the graphic organizer in the Activity Book.

**Key Words 1**

toy  
box  
house  
paper  
airplane  
tablet

AB page 42

## Grammar in Context

### Grammar: Commands

Listen! March! Stop! Stand! Sit! Jump!

- 1 Listen!  Listen to the robot. Number the commands in order.



Listen!



Stop!



Stand!



March!



Sit!



Jump!

- 2 Listen!  Listen and follow the commands.

- 3 Form small groups.  
Take turns giving commands.



### Time to Talk!

What is your favorite toy?  
My dinosaur.



## Phonics

- 1 Listen, point, and repeat. 



bat



cat



hat



pen



hen



ten

- 2 Listen and circle the correct word. 

1



cat      bat

2



pen      hen

3



bat      hat

- 3 Play in pairs. Point to a word. Your partner says the word.

cat	pen	hat
hen	bat	ten



## Oracy Skill: Agreeing and Disagreeing



- 1 Watch and circle the answers to the questions.



School is fun!  
Do you agree?



Yes!



No!



Puzzles are fun!  
Do you agree?



Yes!



No!

## Let's Practice Oracy! 2, 3

- 1 Listen to your teacher's opinion.

- 2 Say "Yes" if you agree or "No" if you disagree.



## Check Your Oracy!

- |                                |          |
|--------------------------------|----------|
| 1 I participated.              | Yes / No |
| 2 I agreed and I disagreed.    | Yes / No |
| 3 I listened to my classmates. | Yes / No |



## Ready to Write

## Learn to Write: Alphabetical Order

- 1 Listen and say the alphabet.

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

- 2 Write your name in your notebook and spell it out loud.

- 3 Look and write the words next to the correct beginning letters.

girl boy her cat

a ant

b \_\_\_\_\_

c \_\_\_\_\_

d desk

e eight

f fish

g \_\_\_\_\_

h \_\_\_\_\_

i iguana

## Time to Talk!

## What's the next letter?

- Stand in a circle.
- Take turns saying the letters in alphabetical order.



# TOP FIVE TOYS

This is Adrian.  
He has a **tent**.  
The tent is white with zigzags.

This is Emma.  
She has a **jump rope**.  
The jump rope is red.  
It's fun to jump!

This is Angie.  
She has a **train**.  
The train is red, black, and green.



Which is your favorite toy from the text?

## Explore the Text



### 1 Color the correct answer.

- a Lucas has a **robot** **car**.
- b Olivia has a **train** **dollhouse**.
- c Adrian has a **tent** **tablet**.
- d Emma has a **jump rope** **robot**.
- e Angie has a **train** **tablet**.



### 2 Color the word that doesn't belong in each list.



Name Words

**Angie** **tent**

**Adrian**



Toy Words

**robot** **dollhouse**

**Olivia**



Color Words

**train** **red**

**green**



### 3

**Key Words 3** Circle children and jump in the text. Label the pictures.



a



b



Imagine you're a toy. Which toy are you? I'm a/an ...

Remember to take turns.



I'm a kite.



## Oracy Skill: Active Listening



Watch the video. Circle the class that is listening.



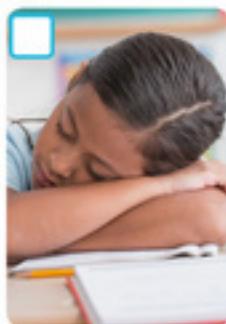
Class 1



Class 2



Mark ✓ the pictures that show active listening.



## Let's Practice Oracy! ↗ 4

1 The teacher will name and do some actions. Repeat after him/her and follow.

2 🎵 3.2 Listen to the song and do the actions.



## Check Your Oracy!

- |                                     |          |
|-------------------------------------|----------|
| 1 Did you listen to your teacher?   | Yes / No |
| 2 Did you say "Please repeat that"? | Yes / No |

Please repeat that.

## Ready to Write

## Learn to Write: Complete Sentences

A sentence gives a complete idea.

The ball is blue.

Paul has a slide.

This is a sentence:

She has a jump rope.

This is not a sentence:

a jump rope



1 Read and mark ✓ the sentences.

- my yo-yo
- I have a toy.
- red car
- I love my doll.

2 Read and trace. Then, draw a picture for the sentence.

I have a red car.



## Time to Talk!

## Class Competition

Make teams.  
You have two minutes.

- 1 Say as many colors as you can.
- 2 Say as many toys as you can.



## 3.17 Don't Touch!

The children are mad. They sit quietly. They play alone. They get bored.



Hiro looks at Olivia. "Do you want to play with me?"

"Can I play with your cars?" asks Olivia.

"OK," says Hiro. "Can I play with your spaceship?"

"OK," says Olivia.



Why do Olivia and Hiro get bored?

The friends play together. They have lots of fun.



"Let's play again tomorrow," says Olivia.

"Yes!" says Hiro.



What do you share with your friends?

- 1 Look at the story. Number the pictures in order.



- 2 Mark ✓ the things that Max can't find.



book

notebook

colored  
pencils

lunchbox

ruler

- 3 How do they feel? Circle the correct answers.

Max is mad / sad.Max is mad / hungry.

The teacher is happy / surprised.

Max is sad / mad.

What makes you happy about school?  
English class!



## Grammar: Possessive Adjectives

This is **your** desk.I can't find **my** book.It is **his** first day at school.Gemma shares **her** pencils with Max.

- 1 Listen and match the sentences to the pictures.



a

b



c



d

- 1 This is my schoolbag.
- 2 This is her book.
- 3 This is your chair.
- 4 This is his schoolbag.

- 2 Trace the correct answers.

This is **your** / **his** present.This is **her** / **my** dog.

## Time to Talk!

Each student puts one school object in a bag. Take one object out of the bag and guess who it belongs to.

This is **her** pencil.

# Don't Touch!



By Irma Calvo

Hiro and Olivia  
are friends.  
They are at the park.



They play on the **monkey bars**.  
They play on the swings. They ride  
their **bikes**. They have lots of fun.



Then, they sit on the grass. They open their backpacks.  
The backpacks are full of toys.



There's a problem. Hiro and Olivia don't want to share  
their toys.

"Don't touch my **cars**!" says Hiro. "They're mine!"

"Don't touch my **action figures**!" says Olivia. "They're mine!"

"And don't touch my **dinosaur**," says Hiro.

"And don't touch my **spaceship**," says Olivia.



Your friend says, "Don't touch my toys!"  
Does it make you feel happy or sad?

- 1 Look at the story. Number the pictures in order.



- 2 Look at Activity 1 and number the sentences in order.

- They play on the swings.
- They play together. They have lots of fun.
- "Don't touch my action figures!"
- 1 Olivia and Hiro are at the park.
- "Can I play with your spaceship?"
- "Let's play again tomorrow."

Do you like to share your toys?  
Why or why not?



Remember to  
listen to others.

### Grammar: Negative Command



Don't touch my cars!



Don't run!

- 1 Listen and number. Then, listen again, point, and repeat.



- 2 Look at the pictures and give commands.



spider



plant



Don't touch the ...

- 3 Play a game with a partner.

You and your partner are robots.  
Give your partner commands.

Don't run!

Sit down!

# 4

## What makes a home?

- Talk** about home.
- Learn** how to take turns.
- Identify** nouns.
- Describe** your home.
- Find** your toys.

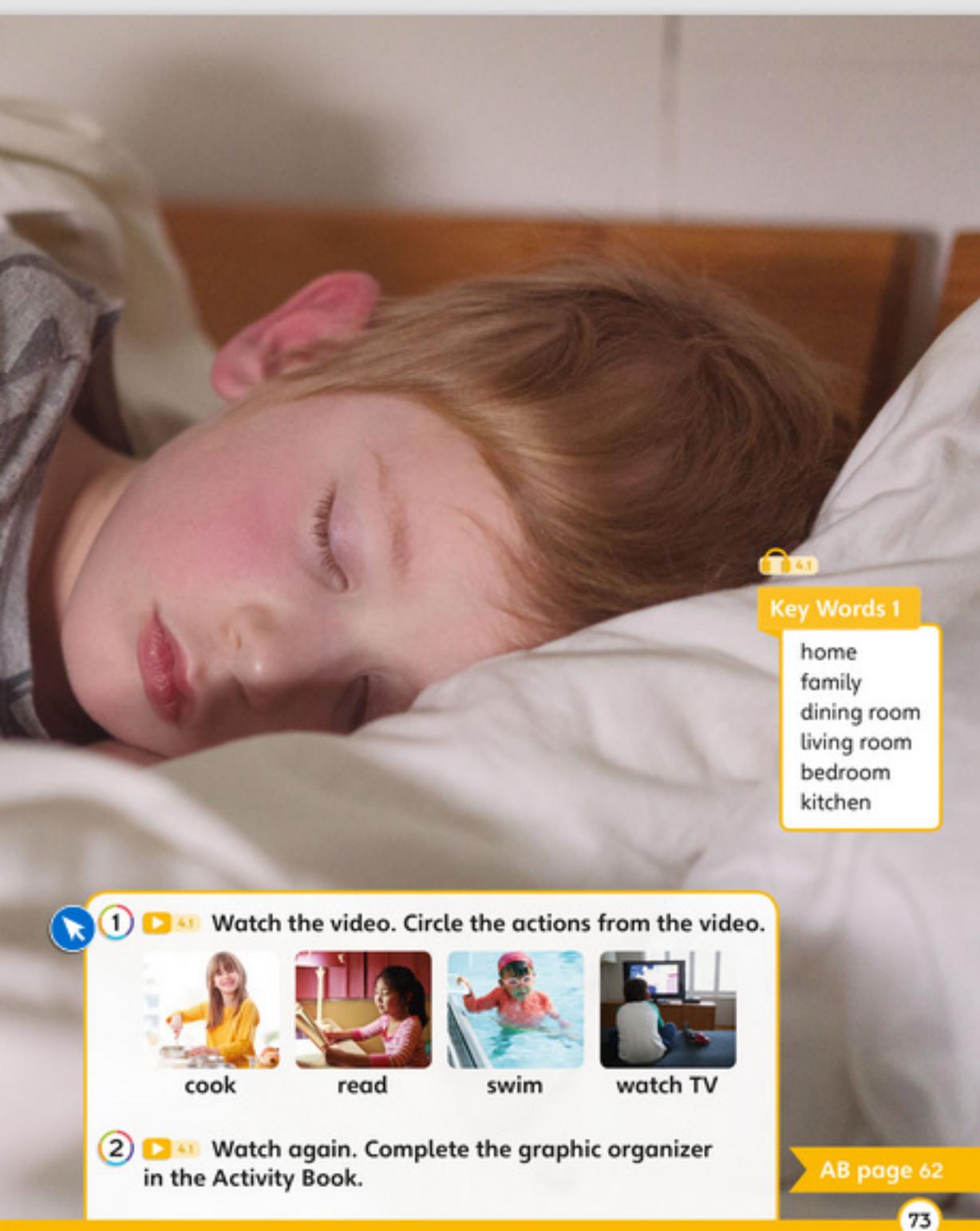
## What can you see?



## Which home is your favorite?



Do people **live** in these homes?



4.1

### Key Words 1

home  
family  
dining room  
living room  
bedroom  
kitchen



1

Watch the video. Circle the actions from the video.



cook



read



swim



watch TV

2

Watch again. Complete the graphic organizer in the Activity Book.

AB page 62

## Reading Strategy: Classifying Words

## 1 Listen and follow along.

This is Tim.

He has a car.

The car is blue.



Tim



car



blue



## 2 Match the words.

- |         |      |
|---------|------|
| 1 name  | car  |
| 2 toy   | blue |
| 3 color | Tim  |



What colors are your toys?



## Key Words 2



robot



fun



dollhouse



tent



train



jump rope

What are toys? Dolls, cars, or balls? Well, toys are many things. Read about the children's favorite toys!

This is Lucas.

He has a **robot**.The robot says,  
"Stop! March!  
Sit! Stand!"It's **fun**!Stop! March!  
Sit! Stand!

This is Olivia.  
She has a **dollhouse**.  
The dollhouse is white and blue.

## 1 Look and match.

Listening to others

Agreeing and disagreeing

Ground rules



## YOUR TASK

- a In pairs, choose three toys on page 71. Agree or disagree with your partner.



Let's buy a jump rope.  
Do you agree?



Yes.

- b Listen and circle the correct toy on page 71.

A ball,  
please.Here  
you go.Thank  
you.

- c Play Store with your partner. Remember your ground rules.



yo-yo



play dough



boat



board game



bike



action figure



jump rope



soccer ball



doll



dinosaur



jigsaw puzzle



dollhouse

## Check Your Oracy!



1 I listened.

2 I agreed and disagreed.

3 I took turns.

## Reading Strategy: Comparing

- 1 Listen, point, and repeat.



- 2 Listen and circle the correct answers.



Ahmet



a

b

**BIG**

SMALL



c



Sabita



a

b

**BIG**

SMALL



c



Compare your bedroom to Ahmet's and Sabita's bedrooms.  
Ahmet's bedroom is big. My bedroom is small.



apartment



room



water



garden



stove



bed

# All Kinds of Homes

What is a home?

There are all kinds of homes!



This is Lisa's home. It's an apartment. It's big! It has seven rooms—a bathroom, a kitchen, a living room, a dining room, and three bedrooms.



Her favorite place is her bedroom.

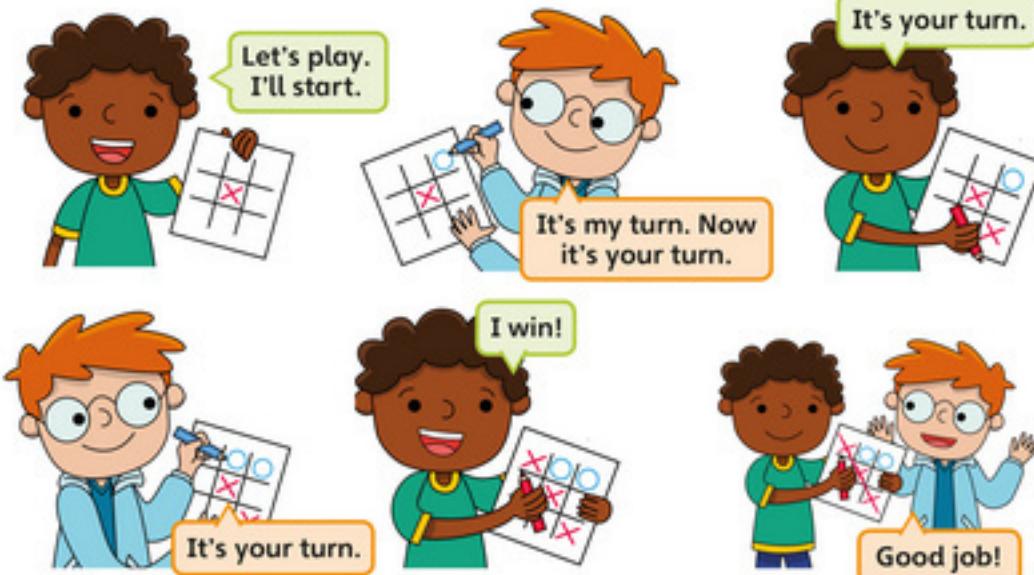


Look! It's Lisa's cat. Where is it? It's in the kitchen.

## Oracy Skill: Taking Turns



1 Watch and answer the questions.



- a Are they playing a game or doing their homework?
- b What does Jack say at the end?
- c Are they taking turns?

## Let's Practice Oracy! 5, 6

- 1 Form pairs. Play Tic-Tac-Toe.
- 2 Remember to take turns.

## Check Your Oracy!

1 I played.	Yes / No
2 I took turns.	Yes / No
3 I spoke in English.	Yes / No



## Ready to Write

## Learn to Write: Nouns

A noun is a place, a person, an animal, or an object.



place



person



animal



object

1 Look and number the pictures.

1 Place

2 Person

3 Animal

4 Object



boy



turtle



bathroom



teacher



ball



gym



hen



book

2 Draw a place, a person, an animal, and an object.

## Time to Talk!

## Game: What Is It?

- 1 Form two teams.
- 2 Your teacher will show you some photos. Say if the photo is a place, person, animal, or object.

Remember to take turns.



AB pages 69–70



1

3.15 Key Words 4 Listen, point, and repeat.



monkey bars



bike



car



action figure



dinosaur

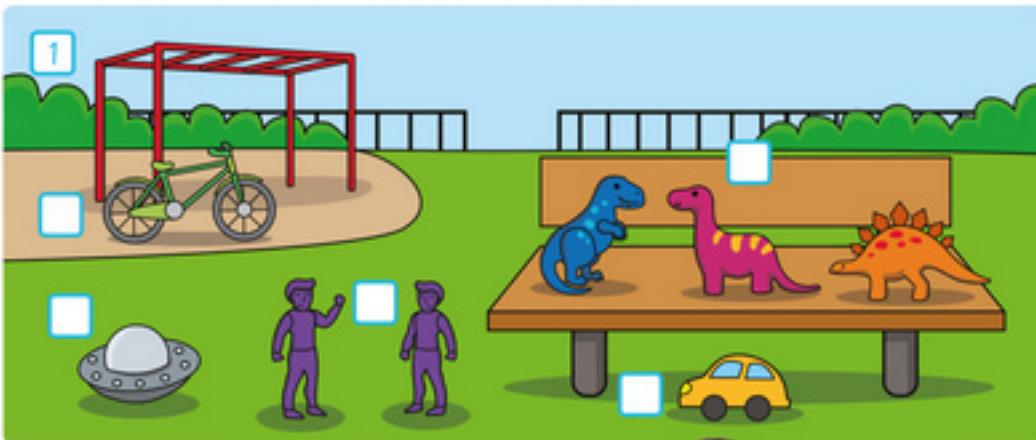


spaceship



2

3.16 Look, listen, and number the pictures.



## Time to Talk!

Look at the pictures. Tell a partner what you like and what you don't like.  
I like the bike. I don't like the monkey bars.



## Reading Strategy: Ordering Story Events



1

3.15 Listen and number the story events in order.



2

3.15 Listen again and number the sentences.

- Thank you, mom.
- I'm hungry.
- I'm sad.
- I'm so happy!



What toys do you and your friends play with at school?  
We play with ...

## Grammar in Context

### Grammar: Prepositions

- Where's Lisa's cat? It's **in** the kitchen.  
 Where's Akila's garden? It's **on** the roof.  
 Where's the bathroom? It's **under** the tree house.



- 1 Where's the cat? Color the correct option.



- 2 Listen and number the pictures.



### Time to Talk!

- 1 Draw your bedroom.  
Include your bed, favorite toy, a schoolbag, and a pet.
- 2 Ask questions in pairs.

Where is your toy?

It's on my bed.

## Phonics

- 1 Listen, point, and repeat.



**nut**



**cut**



**hut**



**big**



**wig**



**dig**

- 2 Listen and underline the correct words.



- 3 Listen and sing the songs.

Look at this chick.  
 His name is Stig.  
 He has a wig,  
 A big, big wig!  
 He likes to dig,  
 With his big wig.  
 His name is Stig.

Nuts, nuts,  
 I love nuts.  
 A nut in a hut.  
 Big nuts,  
 Peanuts,  
 Any kind of nut.  
 I love nuts!



1



4.13

Key Words 4 Listen, point, and repeat.



snail



ladybug



forest



spider



butterfly



mouse



2 Match the animals with their homes.



a



b



c



3 In your notebook, draw an animal inside its home.



Do you have a pet at home?

## Reading Strategy: Plot and Setting

Plot: What is the story about?

A girl and two lambs.

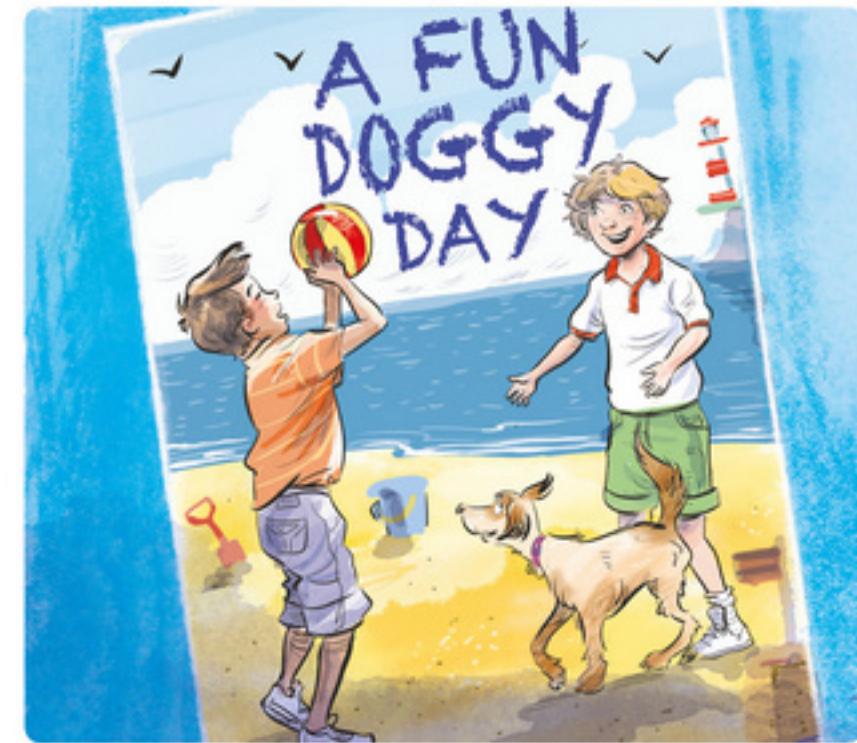
Setting: Where does the story take place?

On a farm.



1

Look at the book cover. Circle the correct answer.

a Plot: What is the story about?  
Friends. Homes.b Setting: Where does the story take place?  
On the beach. In the forest.

## Time to Talk!

Think of your favorite story.  
What is it about?  
Where does it take place?

## 1 Circle the answers.

a Plot: What is the story about?



Snail and Butterfly.



Snail finds a home.

b Setting: Where does the story take place?



In the park.



In the forest.

## 2 Color the answers.

Ladybug is **under** **in**  
**on** Snail's shell.The friends are **under**  
**in** **on** the tree.Snail is **under** **in**  
**on** his shell.

## 3 Number the pictures and retell the story.



## Grammar: Verb to be: Yes/No Questions

Is Mouse under a tree?

No, he isn't. He's in a hole.



Is Spider under the leaf?

Yes, he is.



## 1 Where is the red marker? Listen and circle the correct answer.



## 2 Match the questions to the correct answers and trace.

1 Is the mouse on the chair?

2 Is the mouse under the chair?

- a No, it isn't.  
b Yes, it is.



## Time to Talk!

- Two classmates leave the classroom.
- Hide a small ball somewhere in the classroom.
- The two classmates come back in and guess where the ball is.  
Is it under the teacher's desk?  
No, it isn't.

 1  Listen and circle.

- a The children are playing a game.
- b The children are reading a book.

 2  Listen again and circle the two toys.


## 3 Play the game with a partner.

Active Listening 

- 1 Choose a toy.
- 2 Walk around. Ask the Oracy Time! question about the toy.
- 3 Listen actively and answer the questions.
- 4 Complete Check Your Oracy! in the Activity Book on page 57.



Values AB page 56

 Oracy Time!

Do you like (action figures)?  
Yes. / No.  
Please repeat that.

## The Big Challenge

  
How can  
we make  
a toy?
Your challenge is to make  
a toy with recycled materials.

- 1 Work in small groups. Talk about your favorite toys.
- 2 Bring clean recycled materials to class.
- 3 Work together to make a toy.
- 4 Present your toy to the class.
- 5 Play with all the toys you made.

This is a car.

 What is a toy?

Look back through the unit. Share your ideas.



AB pages 57–59

## Snail Finds His Home

They see Mouse.

"Hey! What's the matter?" asks **Mouse**.

"I can't find my home," says Snail.

"Let's go and find it!"



Suddenly, there is a loud noise.

"What's that?" asks Mouse.

"It's a storm!" says Ladybug.  
"Let's find a place to hide from the rain!"



Think

What makes a loud noise in a storm?

Where is Butterfly?  
She's under the tree  
on a rock.

Where is Mouse? Is he  
under a tree?

No, he isn't. He's in a hole.  
And Ladybug? She's under  
a leaf.

Is Spider under the leaf,  
too? Yes, he is.



"Eek!" says Snail.  
It starts to rain. He  
goes inside his shell.

"It's really warm in  
here," says Snail.

"This is my home!"

Think

Do you think Snail is  
happy now? Why?

## Reading Strategy: Visualizing

- 1 Listen, point, and repeat.



crocodile



parrot



penguin



blue whale



brown bear



panda

- 2 Listen to three animal sounds. Guess the animals.

- 3 Listen and visualize the animal. What is it?

- 4 Listen, visualize the animal, and draw it.

Which animals in the pictures are wild?

Remember to raise your hand to speak.



## Key Words 2



teeth



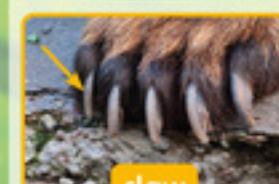
tail



beak



jungle



claw



fur

## Top Five Wild Animals



Look! These are my top five wild animals!

## #5 Crocodile

Crocodiles live on land and in water. They have big teeth and a long tail. Their favorite foods are fish, frogs, and birds.



teeth



tail



beak



jungle

## #4 Parrot

Parrots have beaks and feathers. Their favorite foods are fruit and insects. They live in the jungle. What color are they?



They are blue, red, green, yellow, orange, and white!

- 1 Listen to the poem. Circle the correct answer.

What is the poem about?

A person. An animal. A place. An object.

- 2 Listen again. Point to the actions in the order you hear them.



I eat.



I draw.



I sleep.



I get love.



I paint.



I read.



I am myself.



I play.

### Taking Turns

- 1 Draw what home means to you in the frame.
- 2 In groups, take turns showing your drawing. Remember to say, "It's your turn."
- 3 Complete Check Your Oracy! on Activity Book page 77.

Home is ...



Values AB page 76

### The Big Challenge



Your challenge is to show and describe your home to the class.

- 1 Use construction paper to make a big envelope.
- 2 Draw your home on it.
- 3 Draw six separate pictures about your home. For example, you can draw pictures of your family, a pet, your bedroom, or your favorite toys.
- 4 Put the drawings inside the envelope.
- 5 Show your home to the class. Take out your drawings one at a time and describe your home.

This is my home.  
My home is my family.



What makes a home?

Look back through the unit. Share your ideas.

AB pages 77–79

# 4.6 All Kinds of Homes



This is Akila's home. It's a houseboat. It floats on water. It has a kitchen, a living room, a bathroom, and two bedrooms. Look! It has a garden, too. Where is it? It's on the roof.



This is Pablo's home. It's a tree house. You climb stairs to get inside. It has four rooms—a kitchen, a living room, and two bedrooms.

Where's the bathroom? It's under the tree house.



This is Kallic's home. It's an igloo. It has one big room. It has a stove and a big bed.



Think

Which house is your favorite?

Explore the Text



Listen again. Circle the number of rooms and draw.

Lisa	Rooms 1 2 3 4 5 6 7	Apartment 
Akila	Rooms 1 2 3 4 5 6 7	Houseboat
Pablo	Rooms 1 2 3 4 5 6 7	Tree House
Kallic	Rooms 1 2 3 4 5 6 7	Igloo



Key Words 3 Listen and repeat. Circle the words roof and stairs in the nonfiction text. Label the pictures.



3 Draw your home in your notebook and tell your classmates about it.



This is my house. It's orange and white.

What's special about your home? It has a garden.

# 5

## Where do wild animals belong?

- Talk** about wild animals.
- Learn** to participate actively.
- Identify** questions and exclamations.
- Make** animal masks.
- Play** a board game.

## Where do these animals live?



## What are their favorite foods?



## Which one is your favorite?



1 Watch the video. Number the animals in the order they appear.



2 Watch again. Complete the graphic organizer in the Activity Book.

5.1

### Key Words 1

zebra  
land  
elephant  
octopus  
ocean  
dolphin

AB page 82

# Snail Finds His Home

by Silvia Zapiain

"My home! My home!" says **Snail** sadly.

"What's the matter?" asks **Ladybug**.

"I can't find my home!" "Let's go and find it!"



So, off they go into the **forest**.



Think  
Why is Snail sad?

They see Spider.

"Hey! What's the matter?" asks **Spider**.

"I can't find my home," says Snail.

"Let's go and find it!"



They see Butterfly.

"What's the matter?" asks **Butterfly**.

"I can't find my home," says Snail.

"Is it under a leaf?" asks Butterfly.

"No, it isn't," says Snail.



Think  
Are Snail, Ladybug, Spider, and Butterfly friends?

# Top Five Wild Animals

## #3 Blue Whale

Blue whales live in the ocean. They're very, very, very big—as big as three school buses!



## #2 Brown Bear

Brown bears live in the forest. Their favorite foods are plants and small animals.

They have long claws.



## #1 Panda

This is my number one wild animal, the giant panda! Giant pandas are bears, too! But their favorite food is bamboo. Pandas have black and white fur. They live in the forest.

What are they?

Think

Which animals walk on four legs?

They're baby pandas. They're so cute.

## Explore the Text

- 1 Match the animals to their homes.



brown bear



parrot



blue whale



forest



ocean



jungle

- 2 Read and listen to the text again. Mark ✓ the correct answer.



- 3 Key Words 3 Listen and repeat. Label the pictures F (feathers) or I (insects).



- 4 Visualize an imaginary animal made up of two wild animals. Draw it and name it.



panda + penguin = penguin

It's a panda and a penguin. It's a penguin!



- ? Where does your favorite wild animal live?

## Oracy Skill: Participating Actively



- 1 Watch and mark ✓ what they agree to do.



draw pictures



play with dolls



play charades

- 2 Listen again. Circle the phrases you hear.

Let's ...!    OK!    Please.    Yes!

## Let's Practice Oracy! ↗

- 1 Form pairs.
- 2 Look at the activities in Oracy Time!
- 3 Agree on an activity to do together.

## Check Your Oracy!

- |                             |          |
|-----------------------------|----------|
| 1 I participated.           | Yes / No |
| 2 I used the cue card.      | Yes / No |
| 3 I listened to my partner. | Yes / No |



## Ready to Write

## Learn to Write: Identify Questions and Exclamations

What's your favorite animal?    Happy Birthday!

- 1 Point to the question marks (?) and exclamation points (!) in the photos. Write them in the boxes.



- 2 Listen and repeat.

- |                   |                        |
|-------------------|------------------------|
| a Is it a parrot? | c Let's play!          |
| b Hello!          | d What color are they? |

- 3 Listen. Write ? for questions or ! for exclamations.

a      b      c      d

## Time to Talk!

## Don't Stop!

Sit in a circle. Take turns saying an exclamation or a question.

- A: How old are you?  
B: What's your name?  
C: Come!



AB pages 89–90



1

5.17 Key Words 4 Listen, point, and repeat.



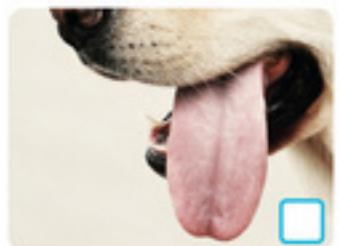
rabbit



moon



snake



tongue



sun



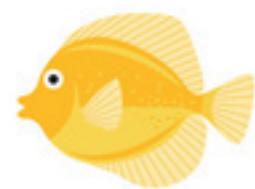
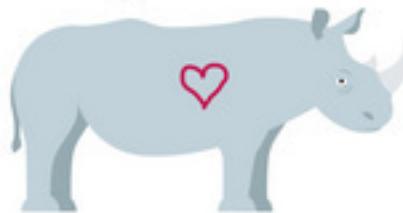
stars



2

5.18 Listen and number the pictures.

- 3 Draw suns ☼, stars ⭐, flowers 🌸, and ❤️ hearts on the animals.



## Time to Talk!

In pairs, give each other instructions.

Draw two hearts.

Remember to take turns.



## Reading Strategy: Predicting from Pictures



1

Look at the picture. Which animal comes in next?



2

Look at the pictures. What comes next? Draw a picture.



a



- 1 Number the pictures in order. Retell the story with a partner.



- 2 Circle T (true) or F (false).

- |                                    |       |
|------------------------------------|-------|
| a Ketzi is a snake.                | T   F |
| b The rabbit is hungry.            | T   F |
| c Ketzi's favorite food is yellow. | T   F |
| d Ketzi eats the rabbit.           | T   F |

- 3 What comes next? Imagine and draw.



Which wild animals are not good friends?

## Grammar: Verb to be: Yes/No Questions

Are Ketzi and the little rabbit near the stars? Yes, they are. / No, they aren't.

- 1 Listen and circle Yes or No.

a Yes / No   b Yes / No   c Yes / No   d Yes / No

- 2 Listen again and answer Yes, they are or No, they aren't.

Are zebras black and white?

Yes, they are.

- 3 Look at the pictures and ask questions starting with Are they ... ?





# The Rabbit on the Moon

by Andrea González

Ketzi is a **snake**. She is an artist. Her **tongue** is her paintbrush! Her tongue is green, yellow, and orange.



Look at her pictures!  
Yellow hearts on the frogs,  
green flowers on the birds,  
and orange **suns** on the fish.



One day, Ketzi is under a tree. A little rabbit is with her, too.  
“I’m hungry!” says Ketzi.  
“Here you are! Eat my carrot.”

“No, thank you. My favorite food is white,” Ketzi says.  
“White food? Mmm ... I’m white. Eat me!” the rabbit says.  
“No! You’re only a little rabbit, and you are so cute.”



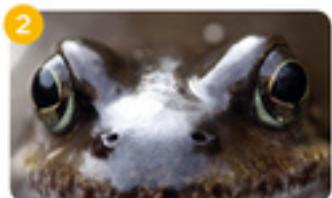
What are rabbits’ favorite foods?  
What are snakes’ favorite foods?



1 Listen, point, and repeat.



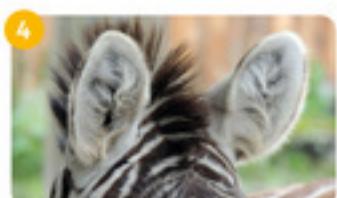
nose



eyes



legs



ears



wings

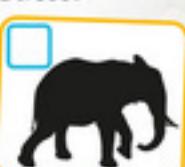


feet

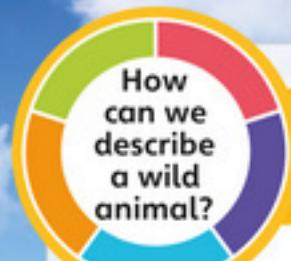
2 Which animals can you see in the pictures? Guess.



It's a bear!



## The Big Challenge



Your challenge is to describe a wild animal.

- 1 Choose your favorite wild animal.
- 2 Make a mask of your wild animal.
- 3 Think of things to say about your animal: body parts, habitat, color, favorite food, etc.
- 4 Present your animal to the class.

I am a lion.  
Look! I have  
big claws. I live  
on land.



Where do wild animals belong?

Look back through the unit and share your ideas.



AB pages 97–99

## Participating Actively

- 1 Form groups.
- 2 Choose an animal to imitate.
- 3 Take turns imitating the animal.
- 4 Remember to participate actively using Let's ... !
- 5 Complete Check Your Oracy! on Activity Book page 97.

Let's be butterflies!



Values AB page 96

# SPEAKING MISSION

## Before Your Mission



- 1 Listen, point, and repeat.



socks



T-shirt



hat



jacket



skirt



glasses



- 2 Listen and play the Pointing Game with the pictures above.



My T-shirt is blue.

Time to Talk!

Describe the color of your clothes.

## During Your Mission

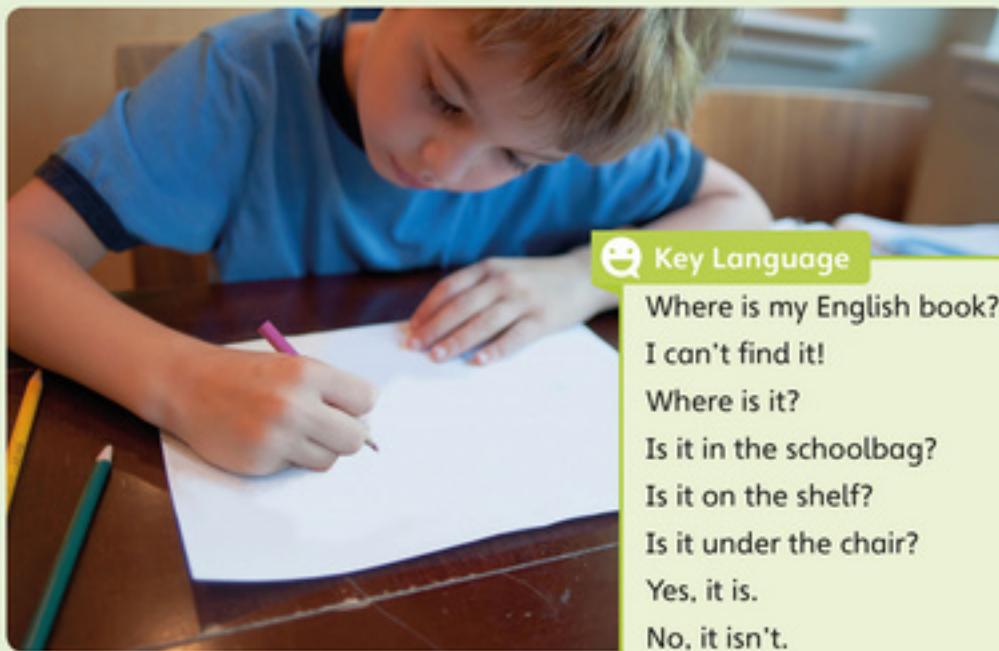


3

- 4.20 Listen and mark ✓ where the jacket is.



- 4 What is something you always lose? Draw a picture and cut it out.



### Key Language

Where is my English book?  
I can't find it!  
Where is it?  
Is it in the schoolbag?  
Is it on the shelf?  
Is it under the chair?  
Yes, it is.  
No, it isn't.



- 5 Play in pairs. Hide your picture *in*, *on*, or *under* something. Your partner tries to guess where it is.



Is your bedroom neat? Do you lose your things there?

## Reading Strategy: Predicting from Titles

- 1 Match the story titles with the pictures.

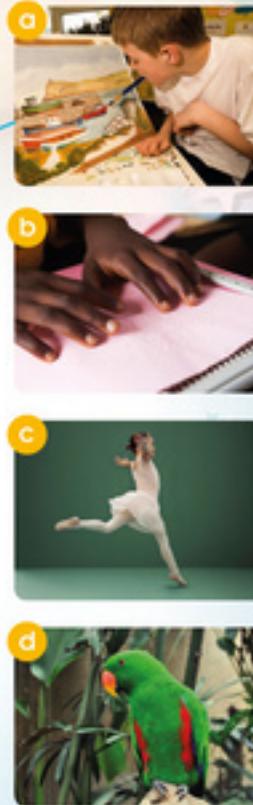


- 2 Read the title and draw two things the story may be about.

I Love My Home

## Time to Talk!

Form pairs. Say the title of your favorite story. Ask your partner to draw two things the story may be about. **My favorite story is *The Little Prince*.**



## Key Words 2



# Kids with Amazing Abilities



Hi! I'm Sven.  
I'm seven years old.  
I can clap 120 times in one minute.



My name is Ethan.  
I'm blind, which means I can't see.  
But I can ride a horse and climb trees!

# SPEAKING MISSION

Play a board game.

## Before Your Mission



- 1 Listen, point, and repeat.



board game



dice



game piece



square



lose



win



- 2 Look, read, and number.

1 board game 2 square 3 game piece



Time to Talk!

Play Animal Charades.  
*Grrr ...*  
Are you a tiger?  
Yes, I am!

## During Your Mission



- 3 Listen. What are the girls doing?

- 4 Play the Animal Game. One, two, three. It's a dolphin.



START



FINISH



Where do the animals in the game belong?



Key Language

You start.  
Throw the dice.  
It's my turn.  
It's your turn.  
I win!

# 6.4 Kids with Amazing Abilities

I'm Sharie. I can talk in a funny way. I can say and spell words backwards! Look! CAT is TAC, and BOOK is KOOB. Can you do that?

My name's Buassi. I'm ten. I can swim in the ocean with my eyes open for a long time. I can see underwater like a dolphin! Can you see like a dolphin underwater?

Hi, I'm Carl. I can't walk, but I can play basketball. What are your special abilities?



What makes Carl amazing?

## Explore the Text



1



6.3



6.4



Read and listen to the text again. Circle the correct answers.

Who says these things?

a

"I can play basketball."



c

"I can't see."



b

"I can swim underwater like a dolphin."



d

"I can say and spell words backwards."



2



6.5



**Key Words 3** Listen and repeat. Circle the words *blind* and *backwards* in the nonfiction text. Label the pictures.

a



b



3



Choose one more picture for the text *Kids with Amazing Abilities*.



?

How fast can you clap? Count your claps in one minute.

## Grammar: Verb to be: Wh- Questions

What color are they? They are black and white.  
What are they? They're baby pandas.

- 1 Listen to the chant. Mark ✓ the correct picture.



- 2 Listen again and match.

- |                        |  |
|------------------------|--|
| 1 What are they?       | a They're red, yellow, green, white, and blue. |
| 2 What color are they? | b They're in the zoo.                          |
| 3 Where are they?      | c They're parrots.                             |

- 3 Look and guess. What are they?



## Time to Talk!

## Guess the Animals

Describe your favorite animal.

They have big feet. They're gray or brown.  
They live on land. What are they?  
Elephants.

- 1 Listen, point, and repeat.



queen



sun



fish



jar



goat



ring

- 2 Listen and say the chant.

Look! A queen, a queen, a queen,  
Sitting in the sun, the sun, the sun.  
She is having fun!

Look! A fish, a fish, a fish,  
Swimming in a jar, a jar, a jar.  
It can't swim very far!

Look! A goat, a goat, a goat,  
With a golden ring, a ring, a ring.  
See how it can sing!



- 3 Listen and complete the words with q, s, f, j, g, or r.

- |  |   |
|--|---|
| a I have a big white <u>     </u> abbit. | d The fish moves its <u>     </u> ins.  |
| b Please, close the <u>     </u> ate.    | e Sharks have big <u>     </u> aws.     |
| c Let's sing a <u>     </u> ong.         | f This is a difficult <u>     </u> uiz. |



1

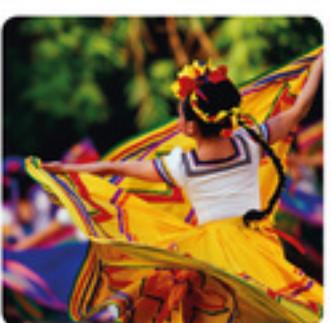
6.11 Key Words 4 Listen, point, and repeat.



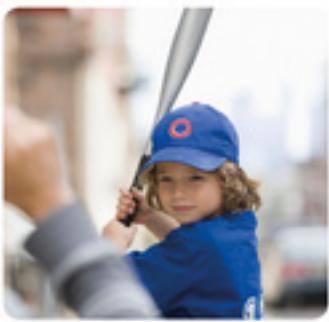
music



love



dancer



practice



read



puppy

## 2 Read and underline what is true about you.

- a I can / can't play music.
- b I practice / don't practice English at home.
- c I am / am not a good dancer.
- d I can / can't read in English.
- e I have / don't have a puppy.
- f I like / don't like hip-hop music.

## Time to Talk!

Work in small groups.  
Share your answers.  
**I can play music. I practice English at home.**



Why can people do different things?



Remember to take turns.

## Reading Strategy: Cause and Effect



Cause



Effect



1

Look and match the cause with the effect.

Cause:



1



2



3



4

Effect:



a



b



c



d

## 2 Look at the cause and draw the effect.



When you can't do something, what do you do?

## Grammar: I can ... / I can't ...

I can ride a horse. I can't walk.

## (1) Listen, look, and sing.

I can , and I can .

I can , and I can .

I can , and I can .

But ...  
I can't do everything!

I can't , and I can't .

I can't well at night,

But ...  
I can do lots of things!

## (2) Listen again. What can the boy do? Mark ✓ or ✗.



run



write



read



swim

## Time to Talk!

Tell your partner things you can and can't do.

I can read. I can't ride a bike.

## (1) Listen, point, and repeat.



hop



top



pop



mad



bad



dad

## (2) Listen and sing the song.

Do the **hop** dance!**Hop, hop,  
Hop, hop, hop!**Get off your seat!  
Dance to the beat!Do the **top** dance!**Top, top,  
Top, top, top!**Get off your seat!  
Dance to the beat!Do the **pop** dance!**Pop, pop,  
Pop, pop, pop!**Get off your seat!  
Dance to the beat!

## (3) Listen to the chant. Complete the words.

m\_\_\_\_\_ b\_\_\_\_\_ d\_\_\_\_\_

# Hip-hop Hanna

by Irma Calvo



Hanna loves music. She loves dance movies. She wants to dance. She's in a hip-hop dance class.

The other girls are good. They can dance very well. Can Hanna dance very well? No, she can't. She trips and falls down. She makes mistakes. Hanna is sad.



"Mom, I don't want to dance," she says. "I'm a terrible dancer."

"You are not a terrible dancer," says Mom.  
"You need to practice."

Think

Do you agree with Hanna's mom? Why?



That night, Mom and Hanna read a story about a puppy. The puppy can't run. He trips and falls down. He makes mistakes. The puppy is sad.



## 5.20 The Rabbit on the Moon

"Hug me, little rabbit! Let's fly!"



Are Ketzi and the little rabbit near the stars? Yes, they are!

They dance around the moon.

Think

Why do Ketzi and the rabbit dance?



Look! Ketzi is drawing on the moon!

That's a picture of the little rabbit!



Now, Ketzi and the little rabbit are friends forever.

Look at the full moon at night. A picture of the little rabbit is on the moon.

Think

Can you see a little rabbit on the moon?



1 Listen, point, and repeat.



tie



open



draw



find



say



h-o-u-s-e

spell



2 Listen to the conversations. Circle the answers.

Where is the girl?



a



b

Who helps her?



a



b



3 Listen and number.



### Asking for Agreement

- In groups, agree on three activities to do after school. Use the Oracy Time! expressions.
- Complete Check Your Oracy! on Activity Book page 117.

### Oracy Time!

Let's (play basketball).  
Do you agree?



Values AB page 116

## The Big Challenge

What different things can we do?

Your challenge is to say what different abilities you have.

1 Think of three things you can do and three things you can't do.

2 Make a spinner. Draw a circle on paper. Divide it into six parts and write one action in each section.

3 Draw a picture next to each action.

4 Cut the circle out and glue it onto cardboard. Cut it out again.

5 Draw a small arrow on the cardboard. Cut it out and attach it to the spinner with a butterfly clip.

6 Play in pairs. Spin your partner's spinner and say if you can or can't do the action.



### What can people do?

Look back through the unit. Share your ideas

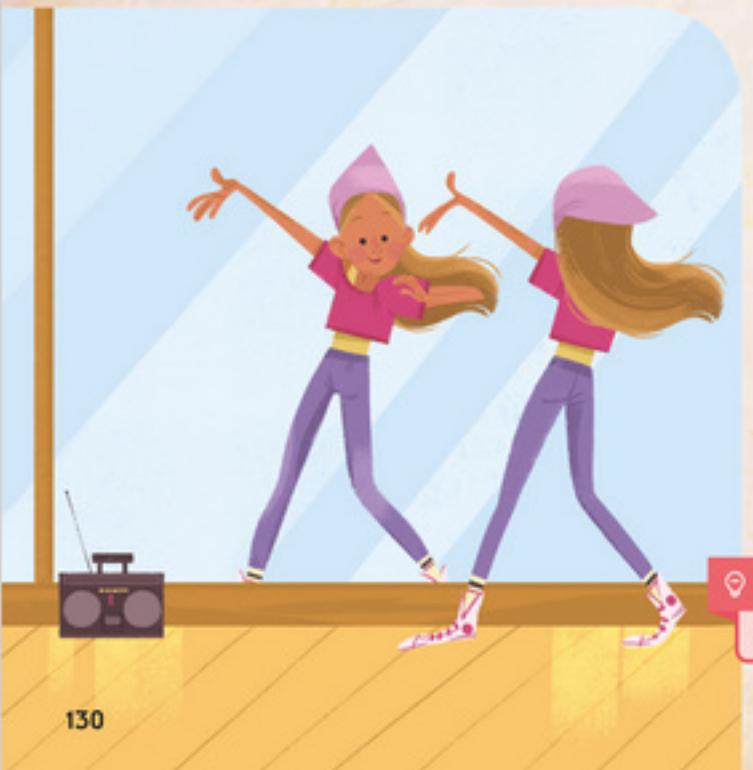




## Hip-hop Hanna



A horse shows the puppy how to run. The puppy practices and practices and practices. In the end, he can run *very* fast.



The teacher shows Hanna how to dance. Hanna practices and practices and practices.



Think

What happens next to Hanna?

## SCHOOL SHOW



One day, there's a school show.

In the show, Hanna dances *very* well.

Mom says, "Look at Hanna! She can dance really well now."

Everyone claps hard. They are clapping for Hanna!



Think

Why can Hanna dance so well now?

1 What oracy skill are they practicing? Number the pictures.

1 Taking Turns

Let's make a poster.



2 Participating Actively

It's your turn.



3 Asking for Agreement

Do you agree?



## YOUR TASK

- a Listen and circle the correct activity on page 137.
- b In small groups, discuss which activities on page 137 you can do to have fun.
- c Agree on three activities to do together. Remember the ground rules for discussion.



Let's play marbles!

OK. Do you agree?

No, marbles are boring. Let's play hopscotch.



charades



tag



musical chairs



freeze dance



hopscotch



hide-and-seek



board games



marbles



telephone

### Check Your Oracy!



- 1 I listened to my classmates.
- 2 I agreed or disagreed.
- 3 I respected my classmates' opinions.

# 6

## What can people do?

- Talk** about your abilities.
- Learn** to agree or disagree.
- Identify** an action verb.
- Make** a spinner.
- Agree** on what to play together.

## What can the children do?



### Can everyone do the same things?



### Can you do these things?



A large photograph of a young girl with blonde hair wearing a purple knit hat, smiling and holding a basketball. In the background, another person's arm and shoulder are visible.

6.1

### Key Words 1

ability  
paint  
run  
skate  
play basketball  
talk

1

6.1

Watch the video. Mark ✓ the actions you see.

A small image of a girl in a colorful dress dancing.

dance

A small image of a girl sitting at a table drawing with crayons.

draw

A small image of a boy wearing goggles and a cap swimming in water.

swim

A small image of a girl sitting at a table painting on a canvas.

paint

A small image of a boy in a yellow and black jersey holding a basketball.

play basketball

2

6.1

Watch again. Complete the graphic organizer in the Activity Book.

AB page 102

116

117

# Snacks from Around the World!

## Plantains

Plantains are green bananas. They are cooked in oil. You can eat them in Cuba.



## Lahmacun

Lahmacun is a Turkish snack. It has meat, tomatoes, and vegetables. It's delicious!



I like onigiri with seaweed!

## Onigiri (Rice Balls)

Onigiri is a Japanese food. They are balls of white rice with seaweed.



Hisao from Japan

## Sandwiches

Sandwiches are a popular snack. They're made with bread. Are you hungry? You can make a sandwich!



Jake from Canada

I don't like cheese sandwiches. But I like peanut butter sandwiches!

### Think

Which foods in the pictures do you like? Which foods would you like to try?

## Explore the Text



- 1 Match the sentences to the children.

I like peanut butter sandwiches.



I like crickets.



I love popsicles.



I like onigiri with seaweed.



- 2 Draw the ingredients to complete the recipes. Are they similar or different?

Lahmacun



Popsicles



- 3 Listen and repeat. Circle the words **freezer** and **fried** in the nonfiction text. Label the photos.



Which snacks from around the world are healthy?

- 4 Read and circle what is true for you.

I like / don't like vegetables.



I like / don't like meat.



# 7

## Is all food healthy?

- Talk** about the food you like and don't like.
- Give** and respond to positive feedback.
- Use** adjectives.
- Make** a recipe for a dessert.
- Go** shopping.

### What are the children **eating**?



### Are these foods **healthy**?



1



7.1

Watch the video. Circle the food you see.



fish



banana



watermelon



broccoli

2



7.1

Watch again. Complete the graphic organizer in the Activity Book.

Key Words 1

fruit  
banana  
grapes  
vegetable  
spinach  
sugar

AB page 122

## Grammar in Context

### Grammar: like/don't like

I like peanut butter sandwiches. I don't like cheese sandwiches.

- 1 Listen to the chant. What foods does the boy like? Mark ✓ or ✗.



- 2 Draw two foods you like and two you don't like.

I like ...

Mmm ... yum, yum, yum!

But I don't like ...

Yuck ... in my tum, tum, tum!

### Time to Talk!

Say your chant to your partner.  
I like bread. Mmm ... yum, yum, yum!  
But I don't like spinach. Yuck ... in my  
tum, tum, tum!



Remember to  
respect others.

## Phonics

- 1 Listen, point, and repeat.



box



jam



cub



fox



arm



tub

- 2 Listen and say the chant.



The fox is in the box.  
The fox is in the box.  
Where's the fox?  
It's in the box!



Where's the jam?  
Where's the jam?  
It's on my arm.  
It's on my arm!



The cub is in the tub.  
The cub is in the tub.  
Where's the cub?  
It's in the tub!

- 3 Listen and complete the words with x, m, or b.

- a Look! It's a bear cu\_\_\_.  
b And over there is a fo\_\_\_.  
c I like ja\_\_\_. on my bread.  
d There is hot water in the tu\_\_\_.  
e Ouch! I hurt my ar\_\_\_.  
f Open the bo\_\_\_.

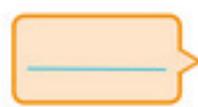
## Oracy Skill: Asking for Agreement



- 1 Watch and circle the phrases and words you hear.

Can you play?      Do you agree?  
Yes.      No.

- 2 Listen again. Who says Yes and who says No? Write Yes or No in the speech bubbles.



## Let's Practice Oracy! ↗ 2, 3, 8

- 1 Form small groups.
- 2 Read the topics in **Oracy Time!** out loud. Ask your classmates if they agree or disagree.

## Check Your Oracy!

- |  |          |
|--|----------|
| 1 I listened to others.                | Yes / No |
| 2 I agreed or disagreed.               | Yes / No |
| 3 I respected my classmates' opinions. | Yes / No |

Do you agree?



## Ready to Write

## Learn to Write: Verbs

A verb can tell about an action.



run



read



paint

- 1 Look and circle the verbs.



**a**  
eat  
sandwich



**b**  
park  
run



**c**  
game  
play



**d**  
paint  
picture

- 2 Underline the verbs and draw.

The boy reads a book.

The girl plays the piano.

## Time to Talk!

## Game: Act it Out!

- 1 Play in pairs.
- 2 Say a verb.
- 3 Your partner acts it out!



Remember to respect others.

AB pages 109–10



# No Broccoli, Please!

by Angela Llanas

It's lunchtime. Yippee!

Billy likes fish.

Billy likes French fries.

Billy likes chocolate.

But Billy doesn't like broccoli! Yuck!

Billy pushes the broccoli away.



"Eat your broccoli," says Mom.

"I don't like broccoli," says Billy.

The telephone rings. It's Billy's grandma.

"We're eating lunch," Mom says. "Billy, eat your broccoli."

"I don't like broccoli," says Billy.



"What's that?" asks Grandma.

"Billy doesn't like broccoli!"

Think

How do you think Billy feels?

## Oracy Skill: Giving and Responding to Positive Feedback



Watch the video and answer the questions.



- a Who is giving a talk?  
Kate / Emma
- b What positive feedback does Kate receive?  
Good job! / Please repeat that.
- c How does Kate respond?  
It's my turn. / Thank you.
- d Do you like to receive positive feedback?  
Yes / No



## Let's Practice Oracy! ↗ 9, 10

- 1 Prepare a presentation about your favorite fruit or vegetable.
- 2 Present your favorite fruit or vegetable to your class.
- 3 Remember to give and respond to positive feedback.

## Check Your Oracy!

1 I spoke clearly.	Yes / No
2 I listened to my partner.	Yes / No
3 I said Good job! to my classmates.	Yes / No
4 I said Thank you.	Yes / No



## Ready to Write

## Learn to Write: Adjectives

Adjectives describe people, places, or things.



red



big



happy



three

## Look and circle the adjectives.

two  
ballscar  
oldboy  
angryyellow  
flower

## Underline the adjectives and draw.

two big books

four yellow bananas

## Time to Talk!

## Game: Describe It!

- 1 Play in pairs.
- 2 Name a person, place, or thing.
- 3 Your partner describes it. Use some of the adjectives in the box.

Teacher!

One tall teacher.

short tall long old young  
fast slow sad delicious

AB pages 129–30

# No Broccoli, Please!

On Sunday, Billy goes to his grandma's house to play with Fluffy, her dog.



"Lunchtime, Billy!" calls Grandma.

Grandma has a surprise. It's a little green dog.

"Hey, Fluffy," says Billy, "it looks just like you!"



Grandma's soup is green and creamy.

"Mmm! I like pea **soup**," says Billy.

"Good," says Grandma. "There are **chocolate muffins**, too."

"I love chocolate **muffins**!"



When Billy's mom comes, Billy shows her the little dog.

"I made it out of broccoli," Grandma says.

"We had pea soup for lunch."

"It was *broccoli* soup," says Grandma.

Billy's surprised. "There were chocolate muffins, too."

"Chocolate and *broccoli* muffins," says Grandma.

"The recipe is on the Internet!"

Billy's mom laughs. "So, Billy, do you like broccoli now?" she asks.

"Yes, I do!" says Billy.

## Think

Do broccoli soup and pea soup taste the same?



## Explore the Text

- 1 Hanna practices a lot. What is the effect? Mark ✓ the correct answer.



She can't dance well.



She can dance well.

- 2 Read the story again. Color the correct answers.

- a Hip-hop is a dance. movie.
- b Hanna is sad because she can't dance well. she can't sing well.
- c The puppy is sad because he can't dance. he can't run.
- d Hanna's mom tells her she's not a good dancer. to practice.

- 3 Number the pictures in order. Retell the story with a partner.



How do you feel when you can't do something well?

## Grammar in Context

### Grammar: Yes/No Questions with can and can't

Can Hanna dance well?

Yes, she can. No, she can't.



- 1 Listen to the song. Trace the correct answers.



Susie *can / can't* dance.



Tom *can / can't* walk.

But she *can / can't* run.

But he *can / can't* play.

So we have lots of fun.

So he plays with me all day.

- 2 Listen again and sing the song.

- 3 Look and ask your friends what they can do.



drive



swim



roller-skate



read

Can you drive?

No, I can't.

Time to Talk!

Ask your classmates what their family members can do well.

Can your dad dance well?

Yes, he can. No, he can't.

# SPEAKING MISSION

## Before Your Mission

Go to the store and buy some groceries.

- 1 Listen, point, and repeat.



bread



cookies



lollipop



potato chips



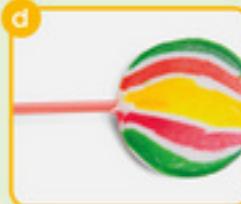
tomato



corn

- 2 Circle the healthy foods in green. Circle the unhealthy foods in red.

- 3 Look and say the name of each food item.



### Time to Talk!

Play Draw and Guess.  
Is it a tomato?  
Yes, it is!

## During Your Mission

- 4 Listen. What does the boy buy?

### 5 Go shopping!

- a Write prices for the items in the store.
- b Choose three things to buy.
- c In pairs, role-play buying.

### Key Language

Can I have a lollipop, please?

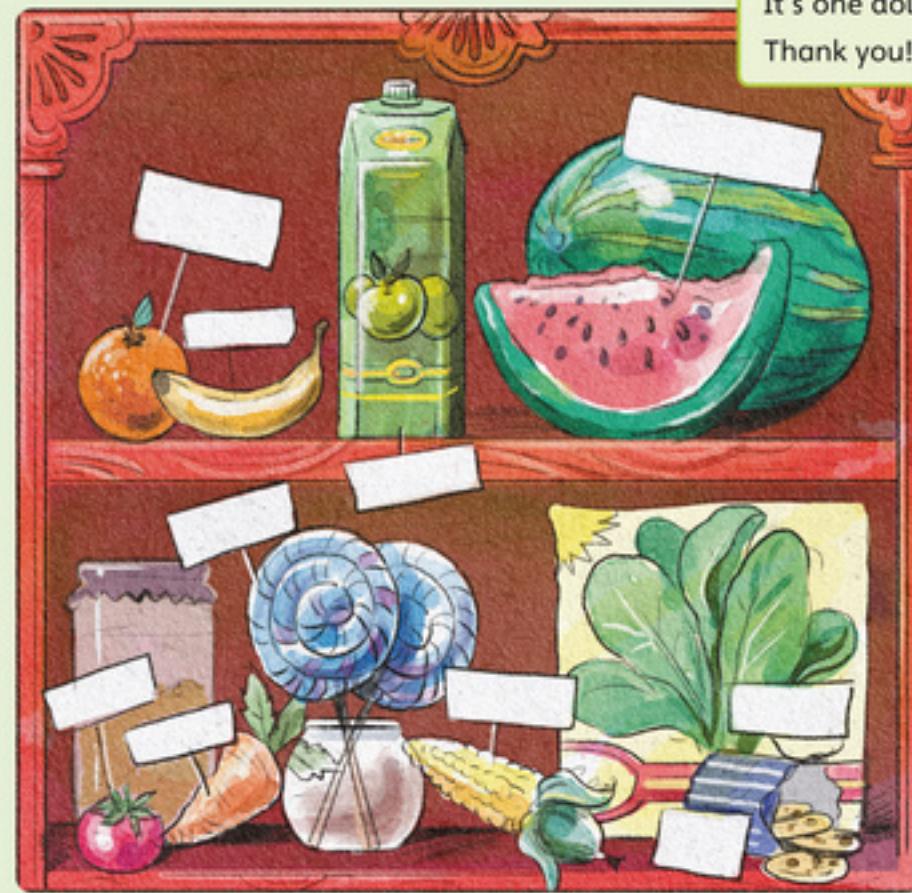
Can I have two oranges, please?

Here you go.

How much is it?

It's one dollar.

Thank you!



? What foods can you buy at a local market? Are they healthy?

1 What is the main idea of the story? Circle the answer.

- a Billy doesn't like broccoli.
- b Muffins can be made with broccoli.

2 Number the pictures 1–4. Then, tell the story to a partner.



3 Read the text again. Trace the answers.

Billy: I like soup / pea soup.

Billy: I don't like chocolate / broccoli.

Billy eats chocolate broccoli muffins / chocolate muffins.

The dog's name is Billy / Fluffy.

Time to Talk!

Do chocolate broccoli muffins sound yummy or yucky?

What interesting or unusual foods can you name?

Insects are yucky.



Remember to take turns.

Grammar: Yes/No Questions with *like*

Do you like broccoli now? Yes, I do. / No, I don't.

1 Listen to the chant. Color the answers.

- |                          |            |              |
|--------------------------|------------|--------------|
| a Do you like muffins?   | Yes, I do. | No, I don't. |
| b Do you like chocolate? | Yes, I do. | No, I don't. |
| c Do you like spinach?   | Yes, I do. | No, I don't. |
| d Do you like broccoli?  | Yes, I do. | No, I don't. |

2 Trace the questions. Circle the answers that are true for you.

	You	Classmate
Do you like green  ?	Yes, I do. No, I don't.	Yes, I do.
Do you like  ?	Yes, I do. No, I don't.	
Do you like  ?	Yes, I do. No, I don't.	
Do you like  ?	Yes, I do. No, I don't.	
Do you like  ?	Yes, I do. No, I don't.	
Do you like  ?	Yes, I do. No, I don't.	

3 With a partner, ask the questions in Activity 2. Write the answers in the table.

# 8

## Are routines important?

- Talk** about daily routines.
- Learn** to speak up.
- Identify** statements.
- Make** a poster with your routines.
- Assign** tasks in the classroom.

## What is a routine?



What  
are the children  
doing?

Do you  
have similar  
routines?



8.1

**Key Words 1**

brush my teeth  
eat breakfast  
go to school  
walk  
ride my bike  
take the bus

1 Watch the video. Circle the routines you see.

2 Watch again. Complete the graphic organizer in the Activity Book.

AB page 142

## Reading Strategy: Similarities and Differences

- 1 Categorize the food. Mark ✓ what is true.

			vegetable	fruit
orange	✓			✓
carrot	✓		✓	
spinach				
grapes				

- 2 Say what is similar and what is different.

The orange is a fruit, but the carrot is a vegetable.

- 3 Listen, point, and repeat.



Anna / Noah



Anna / Noah

- 4 Compare the lunchboxes and circle the foods that are the same.

- 5 Listen. Whose lunchboxes are they? Circle the correct name.

## Key Words 2



juice



water



oil



yogurt



tomato



rice

# Snacks from Around the World!

## Mexican Popsicles

Mexican popsicles are delicious. They're made from fruit, juice, and water. You put them in the freezer. You can also make them with yogurt.



I love popsicles!

Esteban from Mexico

## Insects

Insects are a healthy snack. You can eat fried insects in Thailand. They are cooked in oil.

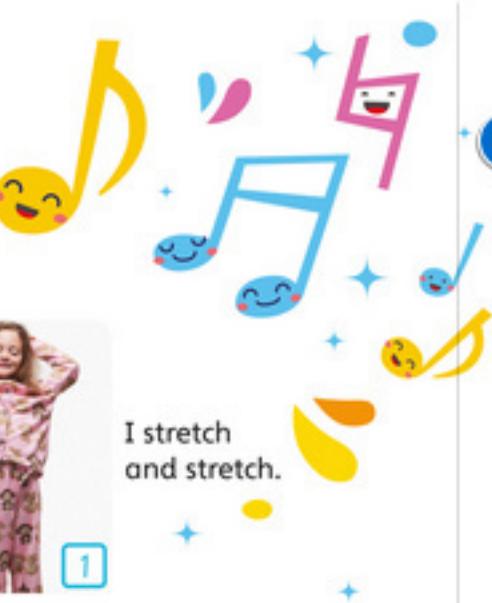


Mmm ... I like fried crickets!

Aom from Thailand

## Grammar: Present Simple: Affirmative

I wash my hands. I sleep ten hours a day.



## 1 8.7 Listen, point, and repeat.



desk



fast



ant



mask



nest



cent

## 2 8.8 Listen to the chant and point to the words in Activity I.

## 3 8.8 Listen again and say the chant.

## 4 Complete the words with sk, st, or nt. Then, number.

1 Look at the little black a\_\_\_\_\_.



2 The bird is in its ne\_\_\_\_\_.



3 He is wearing a funny ma\_\_\_\_\_.



4 She rides her bike fa\_\_\_\_\_!



5 I'm sitting at my de\_\_\_\_\_.



6 It costs one ce\_\_\_\_\_!



I brush my teeth.



I play with my friends.



I stretch and stretch.



I eat eggs and toast.

## 2 8.6 Sing the song. Act out the actions as you sing!

## 3 What things do you do every day? Tell a classmate.



Before I go to school, I ...

After school, I ...



What are your healthy habits?  
I brush my teeth in the morning.

## Reading Strategy: Summarizing

- 1 Read the text. Then, point to the queen bee.



I am a honeybee.  
My mother is the queen. She is very big!  
I work with my sisters. I am busy all day.



I help the queen.



I collect food.



I make honey.



I clean my home.

- 2 Circle the best summary of the text.

- a The text is about a honeybee and all the things she does.
- b The text is about a bee's home.



Is the bee's routine important?

## Key Words 2



sleep



do exercise



have fun



take a bath



change clothes



wash my hands

## Henry's Healthy Habits

Hi! I'm Henry.  
These are things I  
do to stay healthy!

- 1 Sleep 9 to 11 hours  
every night.



Sleep is very  
important.  
I sleep 10 hours  
every night.

- 2 Do exercise.

I like to do exercise.  
I play baseball  
at school!

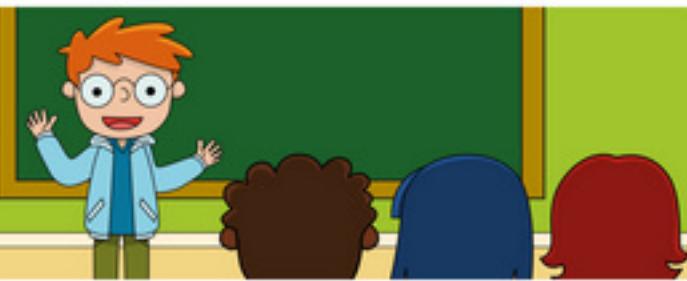


- 3 Have fun!

After school, I ride my  
bike or play tag with my  
friends. I always have fun!



## Oracy Skill: Speaking Up



- a Who is giving a talk? Jack Liam
- b The class can't understand Jack at first. Why?  
He isn't speaking up. He is speaking too loudly.
- c Circle the phrases Jack's classmates say.  
I don't understand. It's my turn. Please repeat that.
- d Does Jack speak up at the end of his talk? Yes / No

## Let's Practice Oracy! 4, II

- 1 Prepare a talk about your routine before school or after school.
- 2 Work in pairs. Remember to speak up.
- 3 Listen to your partner's talk. Ask your partner to repeat if necessary.



## Check Your Oracy!

1 I talked about my routine.	Yes / No
2 I spoke up.	Yes / No
3 I asked my partner to repeat.	Yes / No

## Ready to Write

## Learn to Write: Statements

A statement is a sentence. A statement tells us something.



I play sports.



I wash my hands.

## 1 Circle the statements. Match them with the pictures.

I take the bus to school.



Is it a school bus?



I brush my teeth every day.

my teeth

## 2 Read and draw.

I eat a sandwich in the morning.

I play the piano every day.

## Time to Talk!

In pairs, answer the question.

What do you do every day?

I read books and I play with my friends.

AB pages 149–50



1



7.13

Key Words 4 Listen, point, and repeat.



broccoli



fish



French fries



chocolate



soup

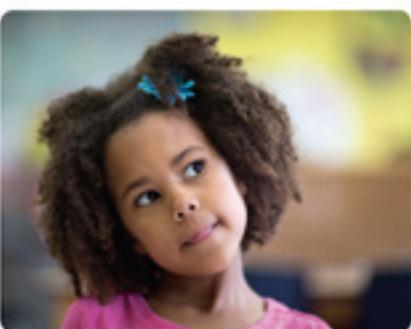


muffin

- 2 Which foods do you like? Use the key below to number the pictures in Activity 1.



- 3 7.14 Listen. Circle the things the girl likes in green and the things she doesn't like in red.



## Reading Strategy: Main Idea



1

Look at the pictures from a story. Read the questions and trace the answers.



Stan Spinach



Bea Broccoli



Penny Peas



Zach Zucchini

- a What are the pictures of?
- b What color are they?
- c What is the story about?

fruit vegetables  
yellow green  
green vegetables  
yellow vegetables

- 2 Look at the pictures from a story. What is the main idea? Circle.



Alan



lunchbox



potato chips



candy



pizza

Alan's favorite snack    Alan's unhealthy lunch    Alan's healthy lunch



Draw what is inside your lunchbox. Is it healthy food?



## Andy Ant

The next day, Mom says, "Wake up, little ants!  
It's Friday morning! Let's **clean** the house!"  
"Coming, Mom!" say the little ants.  
So, off they go, leaving Andy Ant sleeping tight.



The next morning, Andy Ant is up early.  
"I don't sleep late on Saturdays!" says Andy.  
"I'm ready," he says. "I'm ready to help."  
"I'm ready to collect bread crumbs."  
"I'm ready to march."  
"I'm ready to find seeds."  
"I'm ready to carry leaves."  
"I'm ready to clean the house!"  
"But, Andy," says Mom. "It's Saturday!"  
"We don't work on Saturdays!  
Today we all go out and play!"





1



8.10

Key Words 4 Listen, point, and repeat.



wake up



collect



march



find



carry



clean

## 2 Read and number the pictures.

- 1 I can't find my ...
- 2 I clean my ...
- 3 I wake up at ...
- 4 I march in ...
- 5 I collect ...
- 6 I carry my ...



ten.



dolls.



parades.



book.



bedroom.



schoolbag.

## Reading Strategy: Making Judgments

Remember to respect others.



1 Look at the pictures. Which breakfast is healthy?



a



b



2 Look and circle ✓ or ✗.



a



b



c



d



e



f



g



h



- 1 Match what the ants do with the days of the week.



Monday



Tuesday



Wednesday

Thursday

Friday

Saturday



4



5



6

- 2 Number the pictures in order. Retell the story in groups.



- 3 How do you think Mom feels about Andy Ant in each situation?



Do you think Andy Ant has a good attitude? Why or why not?

## Grammar: Present Simple: Negative

I don't sleep  
on Saturdays!



We don't work  
on Saturdays.



- 1 Listen and mark ✓ the things the girl talks about.


- 2 Listen again. Complete the sentences with the verbs.

make brush eat play eat wear

a I don't \_\_\_\_\_ cake.

b I don't \_\_\_\_\_ with snakes.

c I don't \_\_\_\_\_ red.

d I don't \_\_\_\_\_ my bed.

e I don't \_\_\_\_\_ pears.

f I don't \_\_\_\_\_ my hair.

## Time to Talk!

Tell a partner what you don't do each day of the week.  
On Mondays, I don't watch TV.

- 1 Look at the pictures.  
Which foods are unhealthy?



cookies



broccoli



French fries



spinach



donuts



zucchini



pizza



green beans

- 2 Listen to the song. Circle the main idea.

a yummy junk food    b junk food vs. healthy food    c healthy vegetables

- 3 Circle the junk food in Activity 1 that is mentioned in the song.

- 4 Listen again and circle.

Healthy food makes you ...



grow



slow

Junk food makes you ...



weak



strong

## The Big Challenge



Your challenge is to make a recipe for a healthy dessert!

- 1 Search for an easy recipe for a healthy dessert with a partner.
- 2 Make a list of the food you need. Write how much you need. For example: I cup of yogurt.
- 3 Write and draw the recipe. Draw pictures of the ingredients and the measuring tools you need. (spoon, cup)
- 4 Present your recipe to the class.

Remember to give positive feedback and respond to it. Complete Check Your Oracy! in the Activity Book.



This is a recipe for a smoothie. You need one banana ...

**Sam's Smoothies**

- 1 Banana
- 1 cup Berries
- 3 Spoons Yogurt
- 2 CUPS Water

### Sam's Smoothies

- 1 Banana
- 1 cup Berries
- 3 Spoons Yogurt
- 2 CUPS Water

? Is it OK to eat some junk food?

Values AB page 136

? Is all food healthy?  
Look back through the unit and share your ideas.

AB pages 137–39

# 9

## Why do we wear different clothes?

- Talk** about the clothes people wear.
- Learn** to stand up straight when giving a talk.
- Identify** questions.
- Make** a jigsaw puzzle.
- Give** a final presentation.

### What are the children wearing?

### Why are their clothes different?

Do you ever wear any of these clothes? When?



### Key Words 1

clothes  
cold  
jacket  
hot  
T-shirt  
shoes



1 Watch the video. Circle the clothes mentioned.



T-shirt



skirt



sweater



shoes



boots



mittens



hat



jacket



2 Watch again. Complete the graphic organizer in the Activity Book.

AB page 162



1 Listen and circle the correct answer.

- The conversations are about ...  
the things we do every day.  
our favorite things.



2 Listen again. Number the activities in order.

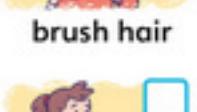
## Abby's Morning Routine



make the bed



get dressed



brush hair



brush teeth

eat breakfast



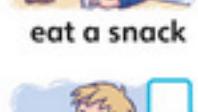
## Dale's Bedtime Routine



go to bed



take a bath



eat a snack



read a story



3 Draw your morning or bedtime routine on Sundays.



## Time to Talk!

Tell a partner your routine on Sunday morning.  
On Sundays, I get up and play with my toys.



Values AB page 156

## The Big Challenge



Your challenge is to make a poster to show your routine.

- 1 Choose a day of the week. Then, decide on a morning, afternoon, or bedtime routine.
- 2 Think about the things you do.
- 3 Draw pictures or download images from the Internet that show the things you do. Glue them onto a large sheet of paper in the order you do them. Use arrows to show the sequence.
- 4 Display your poster and describe your routine to the class.

First, I get up. Then, I brush my teeth.



Remember to speak up when you talk about your routine. Complete Check Your Oracy! in the Activity Book.



Are routines important?

Look back through the unit. Share your ideas.

AB pages 157–59

## Reading Strategy: Cause and Effect



- 1 Look at the pictures. Write C (cause) or E (effect).



- 2 Draw the effect.

Cause

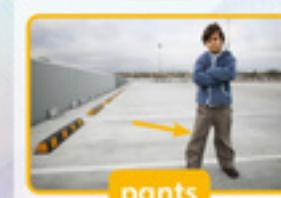
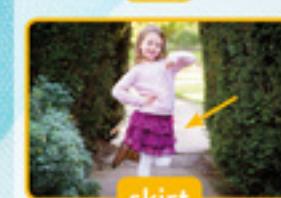


Effect



What do you wear when it's hot?

## Key Words 2



## Traditional Clothes from Around the World

Every country has traditional clothes. People **wear** them at special times. Traditional clothes are very important. They are part of who we are.



In the mountains of Peru, it's cold. Brrr ... People wear warm, colorful clothes. They are made of wool from alpacas. Look at the boy's clothes! What is he wearing?



Here is an Inuit boy. He's from Canada. What is he wearing?

I'm wearing **gloves**, a warm jacket, and boots. They are made of fur.

# 164 Henry's Healthy Habits

## 4 Keep clean.

I take a bath every day.



I change my clothes when they are dirty.

I brush my teeth twice a day—in the morning and at night.



I wash my hands ...



after I use the bathroom.



before I eat.

Dinner's ready!



after I play outside.



after I play with animals.



## 5 Eat healthy food.

Breakfast is very important. I always eat fruit and drink milk for breakfast. Then, I have lots of energy for school.



Why is keeping clean an important routine?

Think

Why do we wash our hands?

## Explore the Text

1 Read the text again. Mark ✓ the correct summary.

- This text is about Henry's healthy routines.
- This text is about Henry's favorite routines.

2 Match the healthy advice to what Henry says.

1 Sleep 9 to 11 hours.      a I sleep 10 hours every night.



2 Do exercise.      b I always eat fruit.



3 Have fun!      c I take a bath every day.



4 Keep clean.      d I play with my friends after school.



5 Eat healthy food.      e I play baseball at school.



3 Listen and repeat. Circle the words *before* and *after* in the nonfiction text. What do you do *before* and *after* you eat breakfast? Label the pictures.



eat breakfast

Time to Talk!

What do you do before and after school?  
Before school, I eat breakfast.



Remember to listen to others.

## Oracy Skill: Standing Up Straight and Keeping Still



1 Watch the video and circle the correct answers.

- a Who is not standing up straight? Kate / Liam
- b Who is not standing still at first? Kate / Liam
- c Whose presentation is easier to understand? Kate's / Liam's



2 Watch the video again and circle the phrase you hear.

This is ... I like ...

## Let's Practice Oracy! 1, 12

- 1 Prepare a presentation about your favorite clothes.
- 2 Draw pictures for your presentation.
- 3 Give your presentation to your classmates.

These are my favorite clothes.  
This is my favorite dress.

## Check Your Oracy!

- |   |          |
|---|----------|
| 1 I gave a presentation in front of my class. | Yes / No |
| 2 I stood still.                              | Yes / No |
| 3 I stood up straight.                        | Yes / No |



## Ready to Write

## Learn to Write: Questions

What color is the skirt? Do you like my shoes?



1 Underline the questions. Then match them to the answers.

1 She's eight.



2 Can you ride a bike?



3 What's your favorite color?

4 It's blue.



5 I'm wearing a T-shirt.

6 No, I can't.

7 How old is she?

Eight.

Blue.

No.

## 2 Complete the questions.

How old \_\_\_\_\_ ? I'm 7.

Can you \_\_\_\_\_ ? Yes, I can.

## Time to Talk!

Have a class competition. The teacher sets the clock for five minutes.

In small teams, write as many questions as you can.

The team that writes the most questions correctly is the winner.



Remember to give your classmates positive feedback.

# Traditional Clothes from Around the World



In Norway, people wear traditional clothes, too. These clothes are called a "bunad." They wear these clothes for special celebrations.

Look at the girl's clothes. She's wearing a **skirt** made of wool. She's also wearing a special hat. The boy's wearing a red vest, a white shirt, **pants**, and a hat.



In India, it's very hot. In this photo, the girl is wearing a **sari**. It's a long **dress**. And the boy? He isn't wearing a sari, he's wearing a shirt called a **tunic**. These clothes are made of silk. Silk feels cool when it's hot.

In other hot places, people wear big hats or turbans. They protect you from the sun.



I'm not wearing a hat. I'm wearing a turban!

Think

What are the traditional clothes in your country?

## Explore the Text



### 1 Circle Yes or No.

- a Ponchos are long dresses.
- b In India, girls wear saris.
- c In Norway, people wear ponchos.
- d Hats protect you from the sun.

Yes / No  
Yes / No  
Yes / No  
Yes / No



### 2 Look at the photos. What do people wear for each kind of weather? Match the words to the photos.

It's cold!



**gloves**

**jacket**

It's hot!



**sari**

**boots**

**turban**

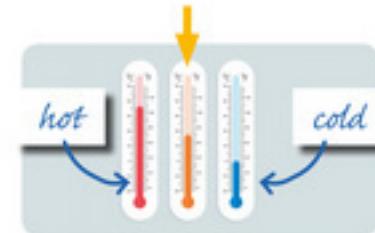
**T-shirt**

**tunic**



### 3

**Key Words 3** Listen and repeat. Circle the words **wool** and **cool** in the nonfiction text. Label the pictures.



What are your favorite clothes when it's cold?



1

9.10 Key Words 4 Listen, point, and repeat.



emperor



thief



palace



expensive



smart



fool



2 Find and circle what you see that represents the words from Activity I.

3 What is missing from the illustration in Activity 2?  
Write the word.

---

## Reading Strategy: Beginning, Middle, and End

Beginning

→ Middle

→ End



1 Read the story. Number the beginning (1), middle (2), and end (3).

It's very cold. Where is Johnny's jacket? Oh, no!  
His favorite jacket is too small.

Johnny and Mom go to the store. Johnny likes a red jacket.  
Red is his favorite color.

His mom buys the jacket. His new jacket is warm!



9.11 Listen to the story and draw the end.

---

---

---



Do we all like the same kinds of clothes? Why or why not?

## 1 Circle Yes or No.

- a Are the magic clothes expensive?
- b The emperor can see the magic clothes.
- c The minister can see the magic clothes.
- d The boy is a fool.

Yes / No  
Yes / No  
Yes / No  
Yes / No

## 2 Number the beginning (1), middle (2), and end (3) of the story.

- The emperor is worried. "Am I a fool?" he asks himself.
- "We have magic clothes!" they tell the Emperor.
- "But I can only see underwear!" the boy says.

## 3 Number the pictures in order. Retell the story in pairs.



What are you wearing?  
What color are your clothes?



Remember to speak up so that others can hear you.

## Grammar: Present Continuous: Yes/No Questions

Are you **wearing** magic clothes? Yes, I **am**.  
Are you **wearing** your new clothes? No, I'm **not**.



## 1 Listen to the chant. Mark ✓ the clothes and colors you hear.



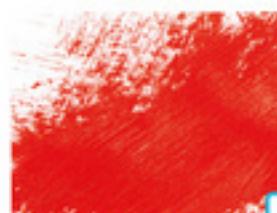
skirt



shirt



blue



red

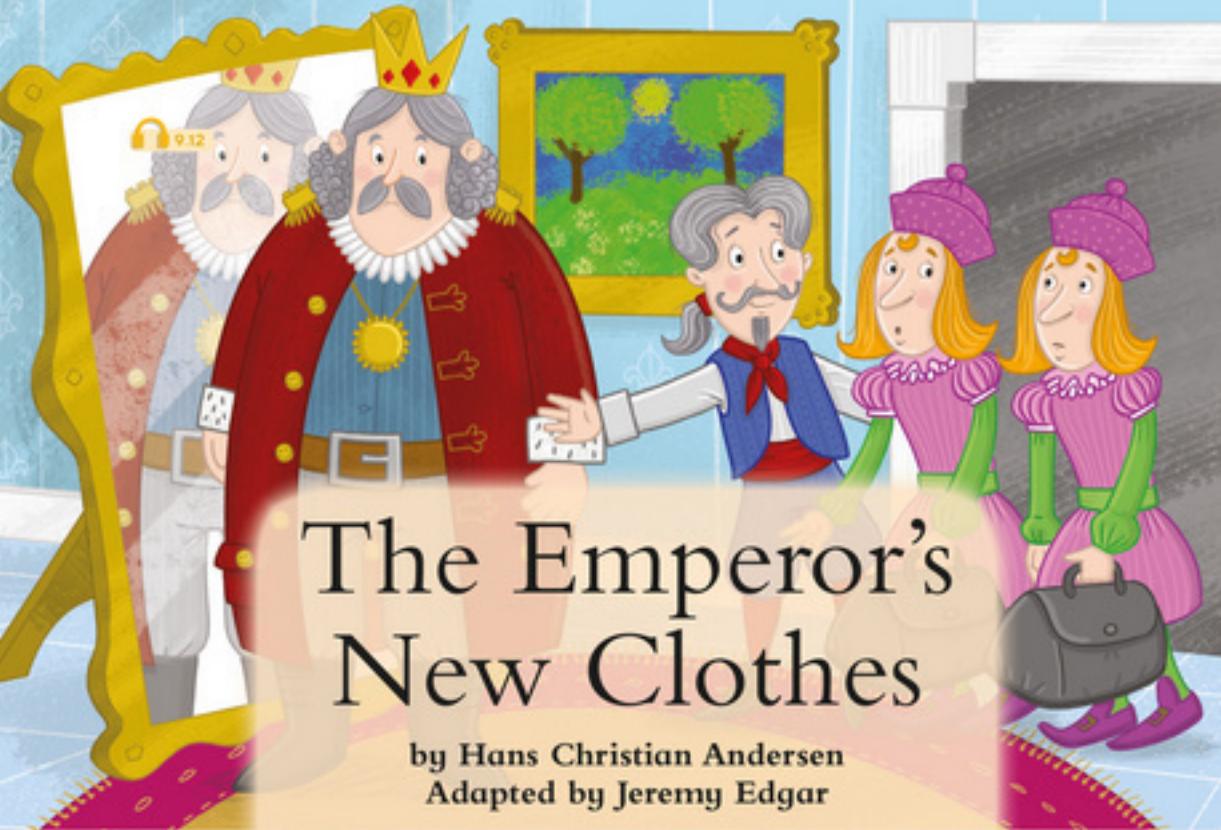
## 2 Listen again. Complete the questions and the answers.

- a Are you wearing a \_\_\_\_\_ today? Yes, I \_\_\_\_\_.
- b Are you wearing \_\_\_\_\_ today? No, \_\_\_\_\_.

## 3 Make new verses for the chant.

## Time to Talk!

Draw a picture of yourself wearing your favorite clothes.  
Your partner guesses what you are wearing.  
Are you wearing a T-shirt?  
No, I'm not.



# The Emperor's New Clothes

by Hans Christian Andersen  
Adapted by Jeremy Edgar

This is the **Emperor**. He loves clothes. Every day, he buys new clothes—red clothes, blue clothes, purple clothes, green clothes, even gold clothes!

One day, two **thieves** go to the **palace**.  
“We have magic clothes!” they tell the Emperor.  
“Are you wearing magic clothes?” the Emperor asks one of the thieves.  
“No, I’m not. They’re too **expensive**.”  
“Really?” says the Emperor.  
“Yes, because only very **smart** people can see them,” the thieves say. “**Fools** can’t.”

“Show me the magic clothes!” the Emperor says. The thieves hold up the clothes. But there is nothing there. The Emperor is worried. “Am I a fool?” he asks himself. “Oh, those clothes look magnificent!” the Emperor says. “I want to buy them.”

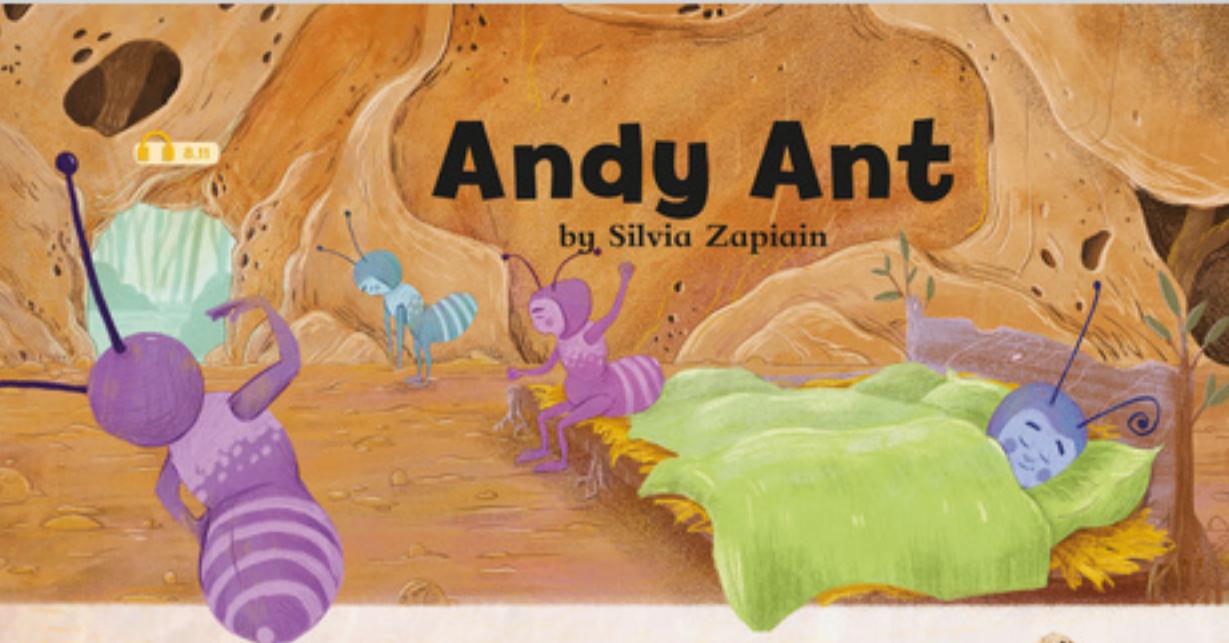


Think

Can the Emperor see the clothes?

# Andy Ant

by Silvia Zapiaín



"Wake up, little ants!" says Mom.

"It's Monday morning! Let's collect bread crumbs."

"Coming, Mom!" say the little ants.

So, off they go, leaving Andy Ant sleeping tight.



The next day, Mom says, "Wake up, little ants!"

"It's Tuesday morning! Let's march!"

"Coming, Mom!" say the little ants.

So, off they go, leaving Andy Ant sleeping tight.

Think

Why do you think Andy Ant is sleeping?



The next day, Mom says, "Wake up, little ants!"

It's Wednesday morning! Let's find seeds!"

"Coming, Mom!" say the little ants.

So, off they go, leaving Andy Ant sleeping tight.

Think

How do you think Andy Ant's brothers and sisters feel?

The next day, Mom says, "Wake up, little ants!"  
It's Thursday morning! Let's carry leaves!"

"Coming, Mom!" say the little ants.

So, off they go, leaving Andy Ant sleeping tight.





1

Listen. Who likes their school uniform?



Holly



Wayne



2

Listen again and mark ✓ the clothes Holly and Wayne mention.

	Holly	Wayne
	✓	

	Holly	Wayne
	shirt	
	coat	
	socks	

## Stand Up Straight and Keep Still

- 1 Draw what you usually wear to school. Then, draw what you usually wear after school.
- 2 In groups, take turns describing the clothes you wear.  
At school, I wear a blue skirt and a white shirt.
- 3 Remember to stand up straight and keep still while you are talking.
- 4 Complete Check Your Oracy! on Activity Book page 177.



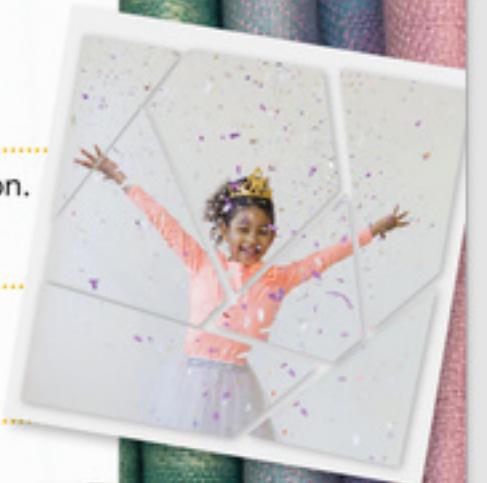
Values AB page 176

## The Big Challenge



Your challenge is to make a jigsaw puzzle about clothes for special occasions.

- 1 Talk about the clothes you wear on special occasions.
- 2 Choose your favorite special occasion. For example: your birthday, a festival, or a holiday.
- 3 Look for a photograph or draw a person wearing special clothes for the occasion.
- 4 Cut the photo or drawing into pieces to make a jigsaw puzzle.
- 5 Give your puzzle to a partner to put together.
- 6 Describe to your partner the clothes the person is wearing.



She is wearing a skirt and a crown.



Why do we wear different clothes?

Look back through the unit. Share your ideas.



AB pages 177–179

1 Read and number the pictures.

1 Giving and Receiving Positive Feedback

2 Speaking Up

3 Standing up Straight and Keeping Still



2 Read and match the speech bubbles to the two options.

Please repeat that.

Giving and Receiving Positive Feedback

I don't understand.

Good job!

Speaking Up

Thank you!

## YOUR TASK

- Prepare to give a final presentation.
- Draw pictures for each category on page 203. You can look back through your book.
- Choose a category and plan your presentation. Draw pictures on a separate piece of paper.
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All About Me

My Favorite Toy

My Bedroom

My Favorite Wild Animal

My Favorite Foods

My Routine

My Clothes

My Friends

## Check Your Oracy!

- I planned my presentation.
- I stood up straight and kept still.
- I spoke up.
- I gave positive feedback to my classmates.



# SPEAKING MISSION

## Before Your Mission



- 1 8.15 Listen, point, and repeat.



take attendance



raise your hand



stand up / sit down



open your books



eat lunch



be quiet



take out / put away



draw



spell

- 2 8.16 Listen and point to the actions in Activity I.

- 3 8.16 Listen again and do the actions.

Assign tasks to follow a class routine.

## During Your Mission



4

- 8.17 Listen. Mark ✓ the actions you hear.



a



b



c



d



e



f



g

- 5 Imagine you are the teacher. In your notebooks, make a list of six classroom activities for your class.

- 6 In small groups, take turns role-playing the teacher.



### Key Language

Hello, I'm (Ms./Mr. Brown).  
(Sit down), please.  
First, (open your book).  
Let's (read).  
Now, (stand up), please.  
What do we do next?  
Let's go to the playground.

### Time to Talk!

Play Simon Says.  
Simon says, stand up!



Are school routines important? Why?

## Grammar: Present Continuous: Affirmative and Negative

I'm wearing gloves and big boots.  
She's wearing a long skirt.

I'm not wearing a hat.  
He's not wearing a jacket.



- 1 Listen to the chant. Match the words to the correct child.



hot  
cold  
gloves  
hat  
dress  
jacket



- 2 Look at the pictures. Trace the answers.



Girl:

I am / am not wearing shoes.  
I am / am not wearing boots.

Boy:

I am / am not wearing a T-shirt.  
I am / am not wearing a jacket.

## Time to Talk!

Draw a boy or girl on a piece of paper. Clearly draw and color his or her clothing. Place the drawing face down on a table. Take turns choosing a drawing and describing the clothes.



1 Listen, point, and repeat.



grow



green



grandma



plant



play



plum

- 2 Listen and follow along. Then sing the song.

## Grandma's Plant Grows

Grandma's green plant

Grows and grows.

Come and see,  
One, two, three.

Grandma's green plant

Grows into a tree, into a tree.

Come and see,  
One, two, three.

Grandma's green plant

Grows into a plum tree, into a plum tree.

Come and see,  
One, two, three.

Come climb and play with me

in Grandma's big plum tree!



- 3 Go through the book and find words starting with *gr* and *pl*.



## The Emperor's New Clothes

The Emperor calls his minister.

The minister is surprised. "Are you wearing your new clothes?" he asks.

"Yes, I am," the Emperor says.

He tells the minister about the magic.

The minister doesn't see anything.

"Those clothes look wonderful!" he says.

"Show them to the people. Have a parade!"



Everyone is at the parade.

One boy shouts, "What is the Emperor wearing?"

"I'm wearing my magic clothes," the Emperor says.

"But I can only see underwear!" the boy laughs.

"It's true!" the people shout. They all laugh.

The Emperor is embarrassed. He will never wear his "magic" clothes again.



Is the boy smart or a fool? Why?

## Explore the Text

### 1 Circle Yes or No.

- a Are the magic clothes expensive?
- b The emperor can see the magic clothes.
- c The minister can see the magic clothes.
- d The boy is a fool.

Yes / No  
Yes / No  
Yes / No  
Yes / No

### 2 Number the beginning (1), middle (2), and end (3) of the story.

- The emperor is worried. "Am I a fool?" he asks himself.
- "We have magic clothes!" they tell the Emperor.
- "But I can only see underwear!" the boy says.

### 3 Number the pictures in order. Retell the story in pairs.



What are you wearing?  
What color are your clothes?



Remember to speak up so that others can hear you.

## Grammar in Context

### Grammar: Present Continuous: Yes/No Questions

Are you wearing magic clothes? Yes, I am.  
Are you wearing your new clothes? No, I'm not.

### 1 Listen to the chant. Mark ✓ the clothes and colors you hear.



skirt



shirt



blue



red

### 2 Listen again. Complete the questions and the answers.

- a Are you wearing a \_\_\_\_\_ today? Yes, I \_\_\_\_\_.
- b Are you wearing \_\_\_\_\_ today? No, \_\_\_\_\_.

### 3 Make new verses for the chant.

#### Time to Talk!

Draw a picture of yourself wearing your favorite clothes.  
Your partner guesses what you are wearing.

Are you wearing a T-shirt?  
No, I'm not.



- 1 Listen. Who likes their school uniform?



Holly



Wayne

- 2 Listen again and mark ✓ the clothes Holly and Wayne mention.

	Holly	Wayne
	✓	

	Holly	Wayne
	shirt	
	coat	
	socks	

### Stand Up Straight and Keep Still ⏸

- Draw what you usually wear to school. Then, draw what you usually wear after school.
- In groups, take turns describing the clothes you wear.  
At school, I wear a blue skirt and a white shirt.
- Remember to stand up straight and keep still while you are talking.
- Complete Check Your Oracy! on Activity Book page 177.

Values AB page 176

### The Big Challenge

How do we dress for special occasions?

Your challenge is to make a jigsaw puzzle about clothes for special occasions.

- Talk about the clothes you wear on special occasions.
- Choose your favorite special occasion. For example: your birthday, a festival, or a holiday.
- Look for a photograph or draw a person wearing special clothes for the occasion.
- Cut the photo or drawing into pieces to make a jigsaw puzzle.
- Give your puzzle to a partner to put together.
- Describe to your partner the clothes the person is wearing.



She is wearing a skirt and a crown.

Why do we wear different clothes?  
Look back through the unit. Share your ideas.

AB pages 177–79

- 1** Read and number the pictures.

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