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Super Minds

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Student's Book 2

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Map of the book

Back to school (pages 4–9)

Vocabulary	Grammar	Story and value	Thinking skills
The classroom	*There's a (car).* *There are some (balls).* *(Stand up). (Don't) stand up.*	*The burglars* Helping people	• Matching text with information

Song: It's good to see you all again

1 My day (pages 10–21)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Daily routines	*What's the time? It's (nine) o'clock.* *When do you (have lunch)?* *At (one) o'clock* *(Claire gets up) at (eight) o'clock.*	*What a day!* Offering to help The letter sounds *ee* and *ea*	• Reading and writing • Listening and speaking	• Logical-mathematical thinking • Selecting and classifying	**Geography:** Time zones

Song: It's three o'clock in the afternoon **Creativity** **Revision**

2 The zoo (pages 22–33)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Animals	*(Freddy) likes / doesn't like (spiders).* *Does (Mark/Emma) like (bananas)? Yes, he/she does.*	*The zoo keeper* Helping people The letter sounds *ie* and *y*	• Reading, listening and writing • Speaking	• Applying world knowledge • Classifying and categorising	**Science:** Animal families

Song: The zebra likes sausages **Creativity** **Revision**

3 Where we live (pages 34–45)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Places in a town	*Has your town got a (swimming pool)?* *Yes, it has. / No, it hasn't.* *The (cinema) is between the (toy shop) and (Green Street).*	*The tree on the track* Perseverance The letter sounds *tr, gr* and *dr*	• Reading, speaking and writing • Listening	• Comparing and sequencing • Paying attention to visual details	**Art:** Towns and art

Song: Our town's got a lot of great things **Creativity** **Revision**

4 The market (pages 46–57)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Food	*Would you like a (tomato) / some (bread)?* *Are there any (pears)?* *Yes, there are.* *Is there any (bread)?* *No, there isn't any.*	*Bad apples* Cheating doesn't pay The letter sounds *w* and *wh*	• Reading, speaking and writing • Listening	• Matching visual and written information • Applying world knowledge and interpreting	**Science:** Bacteria and food

Song: Would you like some fruit? **Creativity** **Revision**

5 My bedroom (pages 58–69)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Furniture	*I like this/that (book).* *I like these/those (book)s.* *Whose (sock)s are these?* *They're (Fred)'s.* *Whose (hat) is this? It's (May)'s.*	*Tidy up!* Tidiness The letter sound *oo*	• Reading Listening, speaking and writing	• Reflecting and analysing Analysing	**Science:** Recycling

Song: Little Timothy McKane — **Creativity** — **Revision**

6 People (pages 70–81)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
The face	*Are you (angry)? No, I'm (tired). / Yes, I'm (angry).* *Our/Their birthdays are in (May).*	*Thunder's birthday* Being a good loser The letter sounds *a–e*, *ai* and *ay*	• Reading and writing • Listening and speaking	• Interpreting and giving reasons • Sequencing and remembering	**Science:** The life of a butterfly

Song: Who's that man over there? — **Creativity** — **Revision**

7 Off we go! (pages 82–93)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Transport	*I'd like to go to (Africa) by (plane).* *What are you doing? I'm (fly)ing (a plane).*	*The bus trip* Being generous The letter sounds *u–e*, *ew*, *ue* and *oe*	• Speaking • Listening, reading and writing	• Matching • Predicting and checking	**Maths:** Measuring

Song: It's a big wide world out there — **Creativity** — **Revision**

8 Sports club (pages 94–105)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Sport	*(Flying a kite)'s difficult.* *What sport do you like doing? I like (swimming).* *So do I. / I don't.*	*The football club* Including people The letter sounds *o*, *oa* and *o–e*	• Listening, speaking and writing • Reading	• Comparing and evaluating • Evaluating and selecting	**Science:** Breathing

Song: Playing tennis is great fun — **Creativity** — **Revision**

9 Holiday plans (pages 106–117)

Vocabulary	Grammar	Story and value Phonics	Skills	Thinking skills	English for school
Holidays	*Can I/we (go horse riding) (tomorrow morning)?*	*Dream holidays* Helping people The letter sounds *z* and *s*	• Reading • Listening and speaking	• Matching text with visual information	**Literature:** Fairy tales

Song: It's time for a holiday — **Creativity** — **Revision**

Festivals and cut-outs: pages 118–128 **Stickers:** Centre section

Back to school

1 CD 1 02 Listen and look. Then listen and say the words.

1 door
2 bookcase
3 wall
4 clock
5 window
6 board
7 cupboard
8 chair
9 floor

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2 CD 1 03 Listen and chant.

Touch the window,
Touch the door,
Touch the cupboard,
Touch the floor.

Touch the bookcase,
Touch the wall,
Touch the board,
And that is all!

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1 CD 1 04 Listen, look and number the sentences.

- [ ] There are some books.
- [ ] There's an apple.
- [ ] There's a clock.
- [ ] There are some rulers.

2 CD 1 05 Grammar focus Listen and say.

There's a car. **There are some balls.**

3 Play the action game.

1 CD 1 06 Listen and sing.

It's good to see you all again.
Welcome back!
Enjoy your English class again.
Welcome back!

10, 20, 30, snap,
40, 50, 60, tap,
70, 80, 90, slap,
It's good to see you all again.

11, 22, 33, snap,
44, 55, 66, tap,
77, 88, 99, slap,
And now 100, clap, clap, clap!

It's good to see you all again ...

2 Choose nine numbers from the song. Make a bingo card and play the game.

1 CD 1 09 **Think!** **Listen and number the pictures. Then read and draw lines.**

a Sit down.

b Open your book.

c Don't sit down.

d Don't stand up.

e Don't open your book.

f Stand up.

2 CD 1 10 **Grammar focus** **Listen and say.**

Stand up. **Don't stand up.**
Sit down. **Don't sit down.**

3 **Play the listening game.**

1 CD 1 11 The burglars

2 Read and tick (✓) the boxes.

1 There are three burglars at the school. yes ☐ / no ☐

2 The burglars are taking a computer. yes ☐ / no ☐

3 The burglars have got two cars. yes ☐ / no ☐

4 The burglars drop the computer. yes ☐ / no ☐

5 The children stop the burglars. yes ☐ / no ☐

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1 My day

1 CD 1 13 Listen and look. Then listen and say the words.

1 get up

2 get dressed

3 have breakfast

4 brush your teeth

5 go to school

6 have lunch

7 play in the park

8 have dinner

9 go to bed

2 CD 1 14 Listen and chant.

Get up early,
Yawn, yawn, yawn.
Have your breakfast,
Crunch, crunch, crunch.
Brush your teeth,
Brush, brush, brush.

Go to school,
Run, run, run.
Have some lunch,
Munch, munch, munch.
Go out and play,
Hip, hip, hurray!

1 CD 1 15 Listen and colour.

2 CD 1 16 Listen and draw the times on the clocks.

3 CD 1 17 Grammar focus Listen and say.

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

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

4 Ask and answer.

When do you … ?

At … o'clock.

1 CD 1 18 Listen and sing.

It's three o'clock in the afternoon!

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

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

It's six o'clock in the morning!

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

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

2 Draw a picture of Mr Blue.

1 Read and number the pictures.

Benny gets up at seven o'clock. He has breakfast at eight o'clock and then he goes to school. He plays in the park at four o'clock. He has dinner with his mum and dad at six o'clock and he goes to bed at nine o'clock.

2 CD 1 20 Grammar focus Listen and say.

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

3 Think! Look and say what the children do.

1 CD 1 22 What a day!

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2 **What does Thunder do at these times?**

Thunder ... at seven o'clock.

1 seven o'clock 2 four o'clock 3 six o'clock

4 three o'clock 5 eight o'clock

3 **Find who says ...** Can you see my keys?

4 CD 1 24 **Listen and say.**

Eat your cheese and peas! Then brush your teeth, please.

Skills

1 Read and circle.

Janice is a pilot. She flies from Heathrow airport in London to all over Europe. At eleven o'clock in the morning she leaves her house. She arrives at the airport at twelve o'clock. Today, her flight is to Rome. It leaves London at three o'clock and it arrives in Italy at five o'clock. At seven o'clock, the plane leaves Rome and it arrives in London at ten o'clock. Janice gets home at eleven o'clock at night. What a long day for Janice!

1 Janice leaves her house. /

2 Janice arrives at the airport. /

3 Her plane leaves London. /

4 Her plane arrives in Rome. /

5 Her plane leaves Rome. /

6 Janice gets home. /

2 Choose a day of the week, draw pictures and write about it.

On Saturday I get up at nine o'clock and have breakfast at ten o'clock.

Skills

1 CD 1 28 Listen and draw lines.

2 Talk about your day.

Learn and think

TIME ZONES

1 CD 1 • 29 Listen, read and look at the map.

In the world there are lots of different time zones. When it is twelve o'clock in London, in summer, it is seven o'clock in the evening in Beijing, but it is only six o'clock in the morning in Mexico City. What time is it in New York and Cairo?

2 Think! Read and complete.

1 When it is one o'clock in the afternoon in London, it is _____ o'clock in the morning in New York.

2 When it is eleven o'clock in the morning in London, it is _____ o'clock in the afternoon in Cairo.

3 When it is two o'clock in the afternoon in London, it is _____ o'clock in the evening in Beijing

4 When it is four o'clock in the afternoon in London, it is _____ o'clock in the morning in Mexico City.

1 Project Make a clock.

2 Play games with your clock.

1 CD 1 30 Listen and act out with your teacher. Then listen again and number the pictures.

2 Read and number the sentences from the story.

- [ ] Oh no! There's milk all over you.
- [ ] Clean your jumper.
- [ ] Run into the bathroom.
- [ ] Stop. Where's your schoolbag?
- [ ] Get dressed.
- [ ] Get your schoolbag.
- [ ] Have breakfast.
- [ ] Run to school.

3 Listen to your friend and act out.

1 Think! Make a poster. My time to do things

a Draw a big table on a big piece of paper.

b Write *morning*, *afternoon*, *evening* and the times on the left-hand side.

c On pieces of paper, write things you do and draw pictures. Stick your pieces of paper on the table at the times you do them.

2 Talk about when you do things.

I have lunch at one o'clock in the afternoon.

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2 The zoo

1 CD 1 31 Listen and look. Then listen and say the words.

1 zebra
2 monkey
3 hippo
4 parrot
5 snake
6 bear
7 tiger
8 crocodile

2 CD 1 32 Listen and chant.

Come on, let's go to the zoo!
Come on, let's go to the zoo!
Hippo, zebra, monkey, bear,
Parrot, tiger, all are there.
Come on, let's go to the zoo!
It's fun for me and you.

1 Look, read and write the names.

1 Monica the monkey likes bananas.

2 Mary the monkey doesn't like cheese.

3 Tony the tiger likes chicken.

4 Tim the tiger doesn't like carrots.

5 Ben the bear likes apples.

6 Bill the bear doesn't like peas.

2 CD 1 33 Grammar focus Listen and say.

Freddy likes spiders.

Freddy doesn't like apples.

3 Draw an animal. Tell your friends about it.

This is Freddy the frog. He lives in a tree and he eats spiders. He doesn't like apples.

1 CD 1 35 Listen and sing.

The zebra likes sausages,
He doesn't like peas.
Some carrots and sausages,
For the zebra, please.

Peas, peas, lovely peas.
Someone come and eat them,
My lovely peas.

The hippo likes bananas,
She doesn't like peas.
Some apples and bananas,
For the hippo, please.

Peas,
peas ...

The parrot likes sandwiches,
He doesn't like peas.
Some pizza and sandwiches,
For the parrot, please.

Peas, peas ...

2 Ask and answer.

What does the zebra like?

The zebra likes ...

1 Read and draw lines.

1 Does the baby mouse sleep a lot?

2 Does it eat fruit?

3 Does it play?

4 Does it like swimming?

a No, it doesn't like swimming.

b Yes, it does. It sleeps all day.

c No, it doesn't. It drinks milk.

d Yes, it does. It plays with its mother.

2 CD 1 37 Grammar focus Listen and say.

Does Mark like bananas? Yes, he **does.**
Does Emma like bananas? No, she **doesn't.**

3 Look at the table. Ask and answer.

Mark	☺	☹	☹	☺
Emma	☹	☺	☺	☺

1 CD 1 38 The Zoo Keeper

2 Match the Super Friends with the animals.

Whisper catches the ...

3 Find who says ... My keys!

4 CD 1 40 Listen and say.

Mike flies by pies in the sky.

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Skills

1 Read and tick (✓) the boxes.

Hipsway Zoo

Open 10:00 – 6:00

Come and see our animals. What's your favourite animal? Is it the lion? The elephant? The hippo? What about the crocodiles, or the snakes? We have 100 different kinds of animals. Our big bird house is famous. Come inside and see beautiful birds flying over your head. Is there something you want to know about an animal? Our zoo keepers can answer all your questions. When you're hungry, you can visit the café for lunch. We've got lots of delicious food and drink.

1 There are crocodiles at the zoo. yes ☐ / no ☐

2 You can talk to the zoo keepers. yes ☐ / no ☐

3 There are two cafés at the zoo. yes ☐ / no ☐

4 The zoo opens at six o'clock. yes ☐ / no ☐

2 CD 1 42 Listen and answer.

1 What's the parrot called?

2 Where's she from?

3 How old is she?

4 What's her favourite food?

1. The parrot is called ...

3 Write about an animal. Can your friends guess what it is?

My favourite animal is very small. It likes cheese but it doesn't like cats. What is it?

Skills

1 Sticker

Listen to your teacher and stick.

2 Look and say. The cheese is …

Learn and think

Animal families

1 CD 1 44 Listen and read about animal family groups.

Every animal is part of a family group. The animals in each family group have features that make them different from other animal family groups. Here are some examples of features.

eggs

hair

feathers

scales

blood

2 Think! Look at some groups and write the missing features.

can often fly | their babies drink milk | have six legs | lay eggs

Mammals

- have hair
- have warm blood
- _____

mouse

bear

Reptiles

- have scales
- have cold blood
- _____

crocodile

lizard

Birds

- lay eggs
- have feathers
- _____

owl

duck

Insects

- lay eggs
- have cold blood
- _____

butterfly

beetle

1 Sticker **Think!** Look and stick in the animal family groups.

Does it lay eggs? Can it fly? Does it have babies?

mammals

birds

reptiles

insects

2 **Project** Make an animal family group display.

1 CD 1 45 Listen and imagine. Then draw your picture.

2 Show your picture to your friends.

This is my animal. It's half bear and half mouse. It climbs trees. It's small and brown. It likes cheese and honey.

This is my animal. It's half lion and half crocodile. It's very beautiful. It's yellow and green. It likes parrots for breakfast and frogs for lunch.

Act out at the zoo

2

1 Look, read and plan.

Is there something you want to know about an animal?
Our zoo keepers can answer all your questions.

HIPPO FACTSHEET

- the hippo comes from Africa
- it lives in rivers
- it eats grass
- it's very dangerous

Useful language

Child	Zoo keeper
Where does the ... come from?	It comes from ...
Is it dangerous?	Yes, it is. / No, it isn't.
What does it eat?	It eats ...
Can it ... ?	Yes, it can. / No, it can't.
Thank you.	You're welcome.

2 Act out your play.

3 Where we live

1 CD 2 02 Listen and look. Then listen and say the words.

2 CD 2 03 Listen and chant.

Can you see the shop?
Yes, we can.
Can you see the bus stop?
Yes, we can.

Shop, street, park and pool.
Looking from up here,
Is really cool.

Can you see the school?
Yes, we can.
Can you see the pool?
Yes, we can.

Shop, street, park and pool.
Looking from up here,
Is really cool.

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1 Look at the picture. Read and circle.

1 Has Top Town got a cinema? Yes, it has. / No, it hasn't.

2 Has Top Town got a café? Yes, it has. / No, it hasn't.

2 CD 2 04 Grammar focus Listen and say.

Has your town got a swimming pool? Yes, it has.
Has your town got a train station? No, it hasn't.

3 Imagine a town and write five things it has got. Then ask and answer.

1 CD 2 05 Listen and sing.

Our town's got a lot of great things.
It's got a playground,
With a slide and some swings.
Our town is a great place to be.
It's got a lot of shops,
For you and for me.

Our town! Come to our town.
Our town! Come on, everyone.
Our town! Come to our town.
Our town! Come and have some fun ...

Our town is a great place to stay.
It's got a park,
Where we can play all day.
Our town's got a nice swimming pool.
Jump into the water,
It's nice and cool.

Our town! Come to our town ...

2 CD 2 07 Think! Listen again and number the pictures.

1 CD 2 08 Listen and write the words.

1 The café is between the school and the _____.

2 The car is in front of the _____.

3 The hospital is next to the _____.

4 The tree is behind the _____.

2 CD 2 09 Grammar focus Listen and say.

The cinema is between the toy shop and Green Street.
The hospital is behind the playground.

3 Page 125 Decide where to put these places on your map.

toy shop zoo sweet shop car tree

Now tell your partner about your map.

1 CD2 10 The tree on the track

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2 Point to pictures in the story and make sentences.

The Super Friends are	on	the hill.
The driver is	in	the train.
The tree is	next to	the track.
Flash is	in front of	the station.
The train is		the town.

3 Find who says ...

But there's a **tree** on the **track**!

4 CD 2 12 Listen and say.

Troy's **grandpa's** got a **great** big **green dragon**.

Skills

1 Read and write the names.

My favourite place in town is the cinema. On Saturday mornings there is a Kids' Club. They show films for children. There are three different films. My mum and dad take me every week. Sometimes we have popcorn or sweets. _____

My favourite place in town is the café. My mum takes me and my brother there on Wednesdays. We go after school for our dinner. I have pizza and chips. My brother has chicken and rice. Then we have some cake. Delicious! _____

2 Read again and answer.

1 How many films does the cinema show at Kids' Club?

2 What does Martin eat at the cinema?

3 Who does Isabelle go to the café with?

4 What does Isabelle eat at the café?

3 Write about your favourite place.

My favourite place is London. I go there to see my grandmother. She lives by the river. We have lots of fun there.

4 Now tell your friends.

My favourite place is ...

Skills

1 CD 2 • 15 Listen and tick (✓) the box. Where are they?

1

a book shop

b café

c school

2

a swimming pool

b playground

c farm

3

a train station

b hospital

c cinema

4

a farm

b zoo

c bus stop

Learn and think

Towns and art

1 Look and say. What is in the paintings?

There's a lake in painting 1.

1

2

3

4

2 CD 2 • 16 **Think!** Listen, read and number. Which painting are they talking about?

I like the water and the big buildings. It's beautiful. ☐

I like the colours. Yellow, purple and green. I'd like to play there. ☐

I like this painting because I like trains. ☐

There are lots of stars in the sky. I like them. ☐

3 Which painting is your favourite?

I like … because …

1 Where are these paintings?

Painting 1 is in a playground.

2 Where can you find paintings in your town?

There is a painting in the playground.

There are paintings in the café.

3 Project Make pictures of your town and create a collage.

1 CD 2 • 17 Listen and act out with your teacher. Then listen again and number the pictures.

2 Read and number the sentences from the story.

- [ ] Go to the café. Buy some orange juice.
- [ ] Where's your train? It's gone!
- [ ] Run to the platform.
- [ ] Buy a magazine and read it.
- [ ] Buy a ticket.
- [ ] Drink your juice.
- [ ] Look at your watch. Oh no!
- [ ] Walk up the steps to the station.

3 Listen to your friend and act out.

Quiz time

1 Where are they?

a at the swimming pool b at the bus stop
c at the train station

2 Top Town hasn't got a ...

a

b

c

3 The boy ... an ice cream.

a have got b has got c hasn't got

4 Where is the cat?

a between the dogs b in front of the dogs
c behind the dogs

5 Who stops the train?

a

b

c

6 Circle the different sound.

a grey b ugly c great

7 Martin really likes the ...

a

b

c

8 What colour is the train in the painting on page 42?

a green b red c blue

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4 The market

1 CD 2 • 18 Listen and look. Then listen and say the words.

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

2 CD 2 • 19 Listen and chant.

Apples, apples,
I am hungry,
Lemons, mangos,
Watermelons.
I am hungry,
Have some fruit!

Apples, apples,
I am thirsty,
Lemons, mangos,
Watermelons.
I am thirsty,
Have some juice!

1 Read and number the pictures.

1 Would you like an apple?
Yes, please.

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

3 Would you like some bread?
Yes, please.

4 Would you like an egg?
No, thank you.

2 CD 2 20 Grammar focus Listen and say.

Would you like a tomato? Yes, please.
Would you like some bread? No, thank you.

3 Tick (✓) four things you would like to eat. Then ask and answer.

1 CD 2 21 Listen and sing.

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

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

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

2 CD 2 23 Listen again and tick (✓) the fruit that you hear in the song.

1 CD 2 24 Listen and write the words.

1 Are there any _____ ?
2 Are there any _____ ?
3 Is there any _____ ?
4 There isn't any _____ .
5 Is there any _____ ?
6 There aren't any _____ .

2 CD 2 25 Grammar focus Listen and say.

Are there any pears in the fridge?	Yes, there **are.** No, there **aren't any.**
Is there any bread in the basket?	Yes, there **is.** No, there **isn't any.**

3 Sticker Choose where to stick your food. Then ask and answer.

1 CD 2 26 Bad apples

2 Think! Look at the picture and circle the correct sentence.

1 Look everybody!

2 Two for everyone.

3 Well done!

4 Come to the market with me.

3 Find who says ... What can we do?

4 CD 2 28 Listen and say.

Where's the watermelon, Wally?

1 Think! What's needed for the cake? Read and tick (✓) the boxes.

Make some banana cake.

1 Put a cup of milk in a bowl.
2 Mix two bananas with the milk in the bowl.
3 Put a cup of sugar and two cups of flour into the bowl.
4 Then put four big spoons of butter and two eggs into the bowl. Start mixing. Then put the mixture in a cake tin.
5 Bake the cake in the oven for one hour. Enjoy it with your friends!

2 Act out the play.

Boy: Let's make some fruit juice for the party.
Girl: OK. Let's look in the fridge.
Boy: Are there any apples?
Girl: No, there aren't.
Boy: Are there any pears?
Girl: No, no pears.
Boy: What about oranges? Are there any oranges?
Girl: No, no oranges. No mangos, no pineapples.
Boy: What! No fruit at all?
Girl: Well, there are some grapes.
Boy: Grapes. Great! How many grapes are there?
Girl: Two.
Boy: OK. Let's just take a bottle of cola.

3 Write your own play and act it out.

1 CD 2 32 Listen and tick (✓) the boxes.

1 Who makes breakfast on Sunday?

a ☐

b ☐

c ☐

2 Who drinks milk for breakfast?

a ☐

b ☐

c ☐

3 Who eats eggs and beans for breakfast?

a ☐

b ☐

c ☐

4 Who doesn't like fruit?

a ☐

b ☐

c ☐

Learn and think

Bacteria and food

1 CD 2 33 Listen, read and number the photos.

Bacteria are not animals, but they *are* living things. You can't see them because they are very, very small. There are lots of different bacteria. They have strange names! Here are some bacteria.

Listeria monocytogenes

E. coli

Bacillus cereus

Shigella

2 CD 2 34 Listen, read and draw lines.

Some bacteria are very dangerous. These bacteria can live in food and make us ill. We don't want to eat these bacteria. We need to be careful with food.

a

b

c

1 Clean the kitchen.

2 Keep different foods in different places before cooking.

3 Cook meat so it's very hot.

4 Wash fruit and vegetables.

5 Wash and dry your hands before you cook.

6 Keep food cold in the fridge.

d

e

f

1 Project Think! Grow some bacteria.

1

Take half a lemon, put it on the ground.

2

Now put it in a clear plastic bag with a piece of wet tissue.

3

Leave the bag in a warm, dark place.

4

After a few days, take the bag out. Look at your lemon. Never eat food with this on!

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Create that!

1 CD 2 • 35 **Listen and imagine. Then draw your picture.**

2 **Write about your picture. Then listen to your friends and guess.**

In my favourite fruit salad, there are some oranges and there are some bananas. There aren't any grapes and there aren't any mangos. Yummy!

The food game

5 My bedroom

1 CD 2 36 Listen and look. Then listen and say the words.

2 CD 2 37 Listen and chant.

What a mess!
What a mess!
What a mess!
Please tidy up your room.

There's a schoolbag on the floor,
The jeans are on the armchair.
The T-shirt's on the lamp,
There's a plane under the bed.

There are pencils on the mat,
There's a ball on the table.
There's a book on the wardrobe,
And a sock on the clock.

Your cap's on the mirror,
Your train's on the sofa.
And where's the other sock?
On the chair, over there!

1 CD2 38 Listen and match.

a Do you like these yellow chairs? ☐

b I like this blue lamp. ☐

c I don't like it. I like that green lamp over there. ☐

d Yes, I do. And those blue chairs are nice too. ☐

2 CD2 39 Grammar focus Listen and say.

I like this book. **I like that book.**
I like these books. **I like those books.**

3 Talk about your classroom.

1 CD 2 • 40 Listen and sing.

Little Timothy McKane
Is a real pain.
His mum is in a shop with him.
Please stop it, stop it, Tim!

Do you like this sofa, Tim?
No, I don't. It's awful, Mum,
But that sofa over there,
Is beautiful, I swear!

Do you like these armchairs, Tim?
No, I don't. They're awful, Mum,
But those armchairs over there,
Are beautiful, beautiful, I swear!

Do you like this table, Tim?
No, I don't. It's awful, Mum,
But that table over there,
Is beautiful, I swear!

Do you like this sofa, Tim? ...

Little Timothy McKane ...

2 Choose words and read out your verse.

Do you like these mirrors, Tim?
No, I don't. They're awful, Mum,
But those mirrors over there ...

1 CD2 42 Listen, read and tick (✓) the boxes.

1 Whose jeans are these?
They're ☐ Rosie's ☐ Nick's.

2 Whose cap is this?
It's ☐ Bob's ☐ Mike's.

2 CD2 43 Grammar focus Listen and say.

Whose socks are these? **They're Fred's.**
Whose hat is this? **It's May's.**

3 Look at the pictures. Then ask and answer.

1 CD 2 44 Tidy up!

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2 **Imagine you are Whisper and Flash. Act out the phone call at the end of the story.**

Hi, Flash. It's Whisper again. Can you come to the park now? ...

Hi, Whisper. Sorry, there's a problem ...

3 **Find who says ...**

Bag, books, balls and dolls.

4 CD 2 46 **Listen and say.**

Look at the books all over the room!

1 **Read and write the correct words next to numbers 1–8.**

table books chairs bed clock mirror bookcase wardrobe

My room

In my room there's a big, blue (1) _____ . There is a brown (2) _____ and there is a (3) _____ . On it there is my computer. There is a (4) _____ on the wall. There are also two (5) _____ in my room, but there isn't a (6) _____ . There is also a red (7) _____ . I think there are fifteen (8) _____ in it.

Skills

1 CD 2 49 Listen and answer.

1. Where does Claire go when she wants to think?
2. Where does she sit?
3. What does she do?
4. Where do *you* go when you want to think?
5. What do you do?

1.	Claire goes ...

2 What do you do when you want to think? Tell your friend.

When I want to think,
I go to my room.
I listen to music.
I like music.

Learn and think

Recycling

1 CD 2 50 Think! Listen, read and talk about the question.

We throw things away every day. This is called rubbish. A lot of rubbish goes into big holes in the ground called landfills. Landfills are bad for our world. This is why recycling is a good idea. What things do we throw away?

2 CD 2 51 Listen and read about recycling. Number the pictures.

When we recycle, we take rubbish and make it into new things.

1 We can make old newspapers and magazines into new paper.

2 We can make old bottles and jars into new glass.

3 We can make metal from fridges into new metal.

4 We can make old fruit and vegetables into earth for the garden.

1 Sticker **Look, read and stick the rubbish in the correct bins.**

2 Think! **Think of more things to put in these bins.**

We can put magazines in the paper bin.

3 Project **Make some recycling bins for your classroom.**

When you throw something away, think about which bin you put it in.

1 CD 2 52 **Listen and act out with your teacher. Then listen again and number the pictures.**

2 **Read and number the sentences from the story.**

- [ ] Look in the wardrobe.
- [ ] Look under your bed.
- [ ] Oh no!
- [ ] The cat has got it.
- [ ] Where's your hat?
- [ ] It's cold outside.
- [ ] Look out of the window.
- [ ] Nothing!

3 **Listen to your friend and act out.**

Quiz time

1 What's on the wall?

a a picture and a clock
b a mirror and a clock
c a mirror and a picture

2 Do you like ... orange clock over there?

a this b that c those

3 Tim thinks the sofa is ...

a beautiful. b old. c awful.

4 What's in the room?

a a bed and a desk
b a desk and a wardrobe
c a wardrobe and a bed

5 ... cap is this?

a Who b What c Whose

6 What does Flash leave on the lamp?

a a T-shirt b socks c trousers

7 Circle the different sound.

a book b doll c look

8 Rubbish is ... for the environment.

a not good b not bad c very good

6 People

1 CD 3 02 Listen and look. Then listen and say the words.

1 eyes
2 hair
3 ears
4 glasses
5 nose
6 cheeks
7 mouth
8 chin
9 face

2 CD 3 03 Listen and chant.

Her hair is brown,
It's brown, so brown.
Her nose is small,
It's small, so small.
Her eyes are blue,
They're blue, so blue.
Do you know her name?
I do. It's Sue.

His face is pink,
It's pink, so pink.
His eyes are green,
They're green, so green.
His hair is black,
It's black, so black.
Do you know his name?
Oh, yes. It's Jack.

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1 Read and write the names.

1 Tom has got green eyes and brown hair. He is sad.

2 Jim has got blue eyes and black hair. He is excited.

3 Sue has got blue eyes and she is wearing glasses. She is scared.

4 Dan has got brown eyes and brown hair. He is tired.

5 Sally has got brown hair and green eyes. She is wearing glasses. She is angry.

6 Paula has got blue eyes and brown hair. She is happy.

2 CD 3 04 Grammar focus Listen and say.

Are you angry? **No, I'm not angry. I'm tired.**
Are you happy? **Yes, I'm happy and I'm excited.**

3 Play the mime game.

1 CD 3 05 Listen and sing.

Who's that man over there,
The man with white hair?
The man with the guitar,
Who sings like a star ...

That man is my grandpa,
The best one in the world.
He knows so many songs,
I love to sing with him ...

Who's that woman over there,
The woman with grey hair?
The woman with grey hair,
In the rocking chair ...

That woman is my grandma,
She's happy and she's great.
And I'm her best friend,
Although I'm only eight ...

2 Draw a picture of someone in your family and write about them.

That boy is my brother.
He's friendly and he's fun ...

1 CD3 07 Listen and chant.

The months are easy to remember:
January, February, March,
April, May and June,
July, August, September,
October, November, December.
Remember? No?
Then start again: January, February ...

2 CD3 08 Listen, read and circle.

1 Ben's birthday is in June / May.

2 Lucy's birthday is in May / April.

3 Tim and Sam's birthdays are in May / July.

3 CD3 09 Grammar focus Listen and say.

Our birthdays are in May.
Their birthdays are in November.

4 Find out when your friends' birthdays are. Then play the birthday game.

1 CD3 10 Thunder's birthday

2 Think! Look at the picture and circle the correct sentence.

1 That's not fair!

2 We're the winners!

3 Let's have a race.

4 Let's play.

3 Find who says ...

Let's play *Pin the tail on the donkey.*

4 CD 3 12 Listen and say.

Jane and a snake make cakes on a rainy day.

Skills

1 Think! **Read, think and write what's missing in each birthday invitation.**

a

Dear Ben, _____

Come to my birthday party on Sunday. Please ask your sister to come, too. Can you also bring your football? I can't find mine. The birthday party is in our garden. See you on Sunday,

Tim

b

Dear Oliver, _____

Please come to my birthday party on Saturday. Can you bring your running shoes? We'll have a race. Mum says don't bring your dog. Sorry! The party starts at three o'clock.

See you on Saturday,

Tara

c

Dear Linda, _____

Please come to my birthday party. Can you please bring your Purple Pumpkins CDs and your High Five CD? Please ask your brother to come, too. Jamie wants to play football with him. The party is at my grandma's house – 16 Station Road. It starts at four o'clock.

See you there!

Emma

2 **Write an invitation to your party.**

Remember to write: where it is.

what day it is.

what time it is.

Skills

1 CD 3 • 15 Listen and colour.

Jolly

Poppy

2 Draw a clown face and play the game.

Learn and think

The life cycle of a butterfly

1 CD 3 • 16 Listen, read and write the words.

1 The butterfly starts as a very small egg on a leaf. Butterfly eggs can be many shapes.

2 What comes from the egg? Not a butterfly, but a caterpillar! The caterpillar eats a lot of the leaves on the plants around it. It grows bigger and bigger.

3 When the caterpillar stops growing, it has a hard, brown skin called a chrysalis. The chrysalis hangs from a plant. Inside the chrysalis, the caterpillar is changing.

4 When the chrysalis opens, a butterfly comes out. After a few hours, the butterfly opens its wings and flies away.

chrysalis butterfly egg caterpillar

1 _____

2 _____

3 _____

4 _____

2 Read again and tick (✓) the boxes.

1 All caterpillar eggs are round. yes ☐ / no ☐

2 The butterfly comes out of the egg. yes ☐ / no ☐

3 Chrysalises are soft. yes ☐ / no ☐

4 The butterfly comes out of the chrysalis. yes ☐ / no ☐

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1 Think! Write numbers to order the butterfly life cycle.

- [ ] There is a small egg on a plant.
- [ ] Now it can use its wings to move.
- [ ] The first thing it eats is the plant.
- [ ] It doesn't move. It is hard, but inside it is changing.

2 Project Make a mobile.

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1

2

3

4

Create that!

1 CD 3 17 **Listen and imagine. Then draw your picture.**

2 **Show your picture to your friends. Then ask and answer.**

Act out a birthday party

1 Look, read and plan.

At birthday parties people eat their favourite foods and give presents. They have lots of fun playing games and listening to music.

PARTY PLAN

- **Time:** 01:00 Saturday afternoon.
- **Place:** My house.
- **Food:** sandwiches, cake, ice cream, juice.
- **Games:** tug of war, three-legged race.

Useful language

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

2 Act out your play.

7 Off we go!

1 CD 3 18 Listen and look. Then listen and say the words.

1 helicopter
2 boat
3 lorry
4 scooter
5 bus
6 skateboard
7 taxi
8 motorbike

2 CD 3 19 Listen and chant.

Jump on a scooter.
Jump on a bus.
Jump on a motorbike,
And come with us!

Jump on a plane.
Jump on a boat.
Jump on a skateboard,
And off we go!

Jump in a helicopter.
Jump in a car.
Jump on a bike,
Are we going far?

Jump in a taxi.
Jump on a train.
Jump in a lorry,
Let's go again!

1 Match the children with the pictures. Then write the words.

I'd like to drive a _____.

1 Paul

I'd like to fly a _____.

2 Mary

I'd like to ride a _____.

3 Eric

I'd like to sail a _____.

4 Ruth

a

b

c

d

2 CD 3 20 Grammar focus Listen and say.

I'd like to go to Africa by plane.
I'd like to go to the jungle by train.

3 Talk about your dream holiday.

I'd like to go to the jungle by motorbike!

1 CD 3 22 Listen and sing.

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

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

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

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

2 CD 3 24 Think! Listen again and number the pictures.

1 Read and match.

1 What are you doing?
I'm waiting for a bus.

2 What is John doing?
He's playing with his cars.

a

b

c

d

3 What is Sally doing?
She's sailing a boat.

4 What are you doing?
I'm looking for my skateboard.

2 CD 3 25 Grammar focus Listen and say.

What are you doing? **I'm flying** a plane.
Are you flying a plane? Yes, I am. / No, I'm not.

3 Play the mime game.

What are you doing?
Are you … ?

Yes, I am. / No, I'm not. I'm …

1 CD 3 26 The bus trip

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2 **Look at the story and find the things. Write the numbers of the pictures.**

- ☐ a plane
- ☐ a boat
- ☐ a motorbike
- ☐ a bike
- ☐ a helicopter
- ☐ a taxi

3 **Find who says ...** It's my turn to help **you**!

4 CD 3 28 **Listen and say.**

Luke's chewing Sue's new blue shoes!

Listen to your teacher and stick.

2 **Look and say.** The bicycle is …

Skills

1 CD 3 31 Listen and number the pictures.

2 Read and tick (✓) the things that the car has got.

This car is amazing because it's very long. Inside there are TVs and beds and a lot of sofas for all your friends. There is even a swimming pool!

This car doesn't go on the roads very often. It is very difficult to drive. You need two drivers; one at the front and one at the back. They use this car in films or for special parties. Would you like to go for a drive in it?

3 Draw and write about an amazing car, bus, train or plane.

This is my bus. It's blue and red. It's very big. It's got a bed in it. I'd like to go to China in it with my dad.

Learn and think

Measuring

1 Look and read. Write *a* or *b*.

We measure things to find out how big they are.

We can measure height and length.

height: line _____

length: line _____

2 Read, look and measure.

To measure small things we use centimetres (cm) and millimetres (mm). There are 10 millimetres in every centimetre. A ruler helps us to measure small things. Let's use it to measure the length of the pencils. Pencil A is 5cm long. Pencil B is 5cm and 7mm long. We write this as 5.7cm. Write the lengths for pencils C and D.

3 Use a ruler to measure things on your desk.

My rubber is 2.5cm long.

1 Read, look and measure.

To measure big things we use metres (m). There are 100 centimetres in one metre. A tape measure helps us to measure big things. Let's use it to measure the children's heights. Jane is 1m tall. Ollie is 1m and 25cm tall (1.25m). How tall are Nora and Jim?

Jane 1m Ollie 1.25m Nora _____ Jim _____

2 Use a tape measure to measure the height of three friends.

3 Project Think! Guess and measure.

1 Draw a table and write five things that you want to measure.
2 Guess the length/height and write it in your *Guess* column.
3 Measure and write your results.

I want to measure	Guess	Measurement
The door (height)	2m	The door is 2.10m high.
My desk (length)	1.2m	My desk is 1.23m long.

1 CD 3 • 32 **Listen and act out with your teacher. Then listen again and number the pictures.**

2 **Read and number the sentences from the story.**

- [ ] Look down! There's a big puddle in front of you.
- [ ] The rain stops. Close your umbrella.
- [ ] You're waiting for bus number 11.
- [ ] Open your umbrella.
- [ ] Jump out of the way.
- [ ] It's starting to rain.
- [ ] Too late! Splash!
- [ ] Look, here comes a bus.

3 **Listen to your friend and act out.**

The roads and rail tracks game 7

8 Sports club

1 CD 3 33 **Listen and look. Then listen and say the words.**

2 CD 3 34 **Listen and chant.**

Football, basketball,
Lots of sport to do.
Tennis, badminton,
Let's do it - me and you.

Table tennis and athletics,
That's great fun - don't forget it.
Let's join a club today.
Let's join a club, hurray!

Baseball and swimming,
Lots of sport to do.
Hockey, volleyball,
Let's do it - me and you.

Table tennis and athletics,
That's great fun - don't forget it.
Let's join a club today.
Let's join a club, hurray!

1 CD 3 35 Look and draw lines from the pictures to the sentences. Then listen and number the pictures.

a

Swimming is fun.

Playing tennis is difficult.

Dancing is great.

Playing baseball is boring.

c

b

d

2 CD 3 36 Grammar focus Listen and say.

Flying a kite's difficult. **Riding's great.**

3 Look and draw lines. Then ask and answer.

flying watching listening to reading

painting making riding playing

What do you think about flying a kite?

Flying a kite's …

1 CD 3 37 Listen and sing.

Playing tennis is great fun.
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Flying kites is easy,
Easy for you and me.
So come and fly with me,
Oh, come on, it's so easy!
It's so easy!

Singing songs is great fun.
It's fun for everyone.
So come on, everyone,
Come and join the fun!

Painting pictures is easy.
Easy for you and me.
So come and paint with me,
Oh, come on, it's so easy!
It's so easy! It's so easy!
Come and join the fun.

2 Choose words and read out your new verse.

Playing music is great fun.
It's fun for everyone ...

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1 CD 3 39 Listen and number the pictures.

2 CD 3 40 Grammar focus Listen and say.

What sport do you like doing?

I like swimming. **So do I. / Me too.**

I like playing football. **I don't.**

3 Ask and answer.

1 CD3 41 The football club

2 Read and tick (✓) the boxes.

1 The boys' football team is full. yes ☐ / no ☐

2 Flash wants to play tennis. yes ☐ / no ☐

3 Flash and Misty start a team. yes ☐ / no ☐

4 The boy thinks his team is going to win. yes ☐ / no ☐

5 Thunder scores a goal. yes ☐ / no ☐

3 Find who says ...

Great goal, Misty!

4 CD 3 43 Listen and say.

A hippo and a goat with a hole in their boat.

Skills

1 CD 3 45 Listen and tick (✓) the boxes.

	football		tennis		swimming		basketball		volleyball		athletics	
	☺	☹	☺	☹	☺	☹	☺	☹	☺	☹	☺	☹
Jenny												
Ian												

2 Ask and answer.

What's your favourite sport?

swimming 卌 |||
football 卌 ||

It's ...

3 Now write about your class and make a bar chart.

In our class there are 22 children.
8 children's favourite sport is swimming.
7 children's favourite sport is football.
3 children's favourite sport is athletics.
2 children's favourite sport is table tennis.
2 children's favourite sport is tennis.

Skills

1 Look and read. Write *yes* or *no*.

1 The children are in the park. _____

2 There are 14 children. _____

3 The girls are playing hockey. _____

4 The girls are wearing yellow T-shirts. _____

5 The boys are playing baseball. _____

6 The boy's ball is orange. _____

Learn and think

Breathing

1 CD3 47 Listen and read about sport and breathing. Write the words.

When you do sport, you often breathe a lot. When you breathe, the air moves in and out of the lungs. Put your hands on your chest and see what happens when you breathe in and breathe out.

breathing in breathing out

2 Think! Find out how much breath there is in your lungs.

1 Write down how tall you are.
2 Take a balloon and take a deep breath.
3 Now blow all the air in your lungs into the balloon.
4 Ask a friend to tie a string around the mouth of the balloon.
5 Now measure around your balloon and write your result.
Look at your friends' results. What do you notice?

1 Project Find out more about breathing and sport.

When you do sport you breathe a lot because your lungs need more air.

1. Count how many times you breathe in one minute. Write the number.
2. Run on the spot for one minute.
3. Now count how many times you breathe for one minute after running. Write the number.
4. Now time your friend.

2 Now make a bar code for your class.

Create that!

1 CD 3 48 Listen and imagine. Then draw your picture.

2 Write about your picture. Then listen to your friends and guess.

My trophy is yellow. It's very big and very beautiful.
It's a trophy for tennis.

Sports graffiti poster

1 **Think!** **Make a poster.**

a Choose a sport and find pictures.

b Stick the pictures on a big, colourful piece of paper.

c Do you like the sport? Is it easy or difficult? Write on your poster.

2 **Talk about sport.** I like playing football ...

9 Holiday plans

1 CD 3 49 Listen and look. Then listen and say the words.

1 visit my cousins

2 go hiking

3 keep a scrapbook

4 help in the garden

5 build a tree house

6 read a comic

7 learn to swim

8 go camping

9 take riding lessons

2 CD 3 50 Listen and chant.

Give me a **G**!
Go camping.
Give me an **H**!
Help in the garden.
Give me a **V**!
Visit my cousins.
Give me a **K**!
Keep a scrapbook.

Give me an **L**!
Learn how to swim.
Give me a **B**!
Build a tree house.
Give me a **G**!
Go hiking.
Give me an **H**!
Holiday! **H**oliday! **H**oliday!

1 CD 3 51 Look, read and write the names. Then listen and check.

1 Can I visit Grandpa tomorrow afternoon? _____

2 Can I build a tree house tomorrow afternoon? _____

3 Can I go horse riding tomorrow morning? _____

4 Can we have pizza at *Ruby's* tomorrow evening? _____

2 CD 3 52 Grammar focus Listen and say.

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

3 Ask and answer.

1 CD 3 53 Listen and sing.

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

Can I build a tree house,
In my grandma's apple tree?
I'm going to sleep and play there,
Come on, please join me!

It's time for a holiday ...

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

It's time for a holiday ...

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

It's time for a holiday ...

2 CD 3 55 Listen again and tick (✓) the things that you hear in the song.

1 CD3 56 Think! Read and match. Then listen and check.

1. Does your sister eat tomatoes?
2. How old is your brother?
3. Can you swim?
4. Have spiders got six legs?
5. What's her name?
6. What's his name?
7. What does your sister like to eat?
8. Where are my pencils?
9. Would you like an orange?
10. Is there any milk in the house?
11. When's her birthday?
12. Whose jumper is pink?

a. No, there isn't any. ☐
b. It's Oliver. ☐
c. It's Kate. ☐
d. Emily's. ☐
e. In November. ☐
f. Yes, I can. ☐
g. Yes, please. ☐
h. No, she doesn't. ☐
i. He's thirteen. ☐
j. Under the desk. ☐
k. Chicken with rice. ☐
l. No, they've got eight. ☐

2 Play the question game.

Would you like an orange? — Yes, please.

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1 CD3 57 Dream holidays

1

It looks great.

Can we come up?

I'd like to build a tree house.

2

I like swimming.

Me too!

And what would you like to do, Whisper?

I'd like to learn to swim.

3

Where are you, Misty?

We can't find you.

I'm behind you!

What would you like to do, Misty?

I'd like to visit my cousins.

4

Can you get me the tomatoes, please?

Here you are, Grandma.

What about you, Flash?

I'd like to help my grandma in the garden.

2 Read and write who says ...

1 I'd like to help my grandma ... _____

2 I'd like to learn to swim. _____

3 I'd like to build a tree house. _____

4 I'm behind you! _____

3 Find who says ... I'd like to visit my cousins.

4 CD 3 59 Listen and say.

The Zoo Keeper gives the lizards bananas for dinner.

Skills

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

1 This is a hippo. ☐

2 This is a swimming pool. ☐

3 These are some grapes. ☐

4 This is a ball. ☐

5 This is a scrapbook. ☐

6 This is a lorry. ☐

Skills

1 CD 3 62 Sticker **Listen and stick.**

2 **Look, think and answer the questions.**

There are … in the picture.

1 How many children are in the picture?

2 What is the boy in the black T-shirt doing?

3 What is the man wearing?

4 There is a boy next to the river. What colour is his cap?

5 What are the boys in red T-shirts doing?

Learn and think

Fairy tales

1 **Read and tick (✓).**

What do you read on holiday?

☐ magazines ☐ comics ☐ story books

2 CD 3 63 **Listen, read and answer the questions.**

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

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

a Which fairy tales do you know?

b What are they called in your country?

c Why do you think people like fairy tales?

The Brothers Grimm

1 Think! Read and match.

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

1

The three Billy Goats Gruff want to cross the bridge.

2

Cinderella wants to go to a party at the palace.

3

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

a

The ugly sisters make her clean the house.

b

The wicked witch can give her some legs.

c

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

2 Project Choose your favourite fairy tale and act it out.

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Listen and act out with your teacher. Then listen again and number the pictures.

Read and number the sentences from the story.

- [ ] The cow runs away.
- [ ] You wake up.
- [ ] Open the tent.
- [ ] Clap your hands and shout, 'Boo!'
- [ ] You are sleeping in your tent.
- [ ] There's a cow outside.
- [ ] Stand up and say, 'I'm a Super Friend'.
- [ ] Listen.

Listen to your friend and act out.

Quiz time

1 Would you like to go ... in the holidays?
a camp b camping c tent

2 ... go swimming?
a Can I b Would I c Who

3 What are they doing?
a hiking b helping Grandma
c building a tree house

4 What ... your mum like for breakfast?
a is b do c does

5 Thunder would like to ...
a learn to swim.
b learn to ride a horse.
c build a tree house.

6 Flash would like to ...
a learn to swim. b help her grandma.
c visit her cousins.

7 Circle the different sound.
a gives b bus c zoo

8 The Brothers Grimm were from ...
a England. b Mexico. c Germany.

Festivals and cut-outs

Halloween

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Christmas

a He feeds the reindeer.

b He goes to bed at eight o'clock in the morning.

c He goes home at five o'clock in the morning.

d He puts the presents in all the stockings.

e He travels on his sleigh.

f Santa gets up at seven o'clock in the evening.

EASTER

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Unit 3 Cut-out (page 37)

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Unit 6 Cut-out (page 79)

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