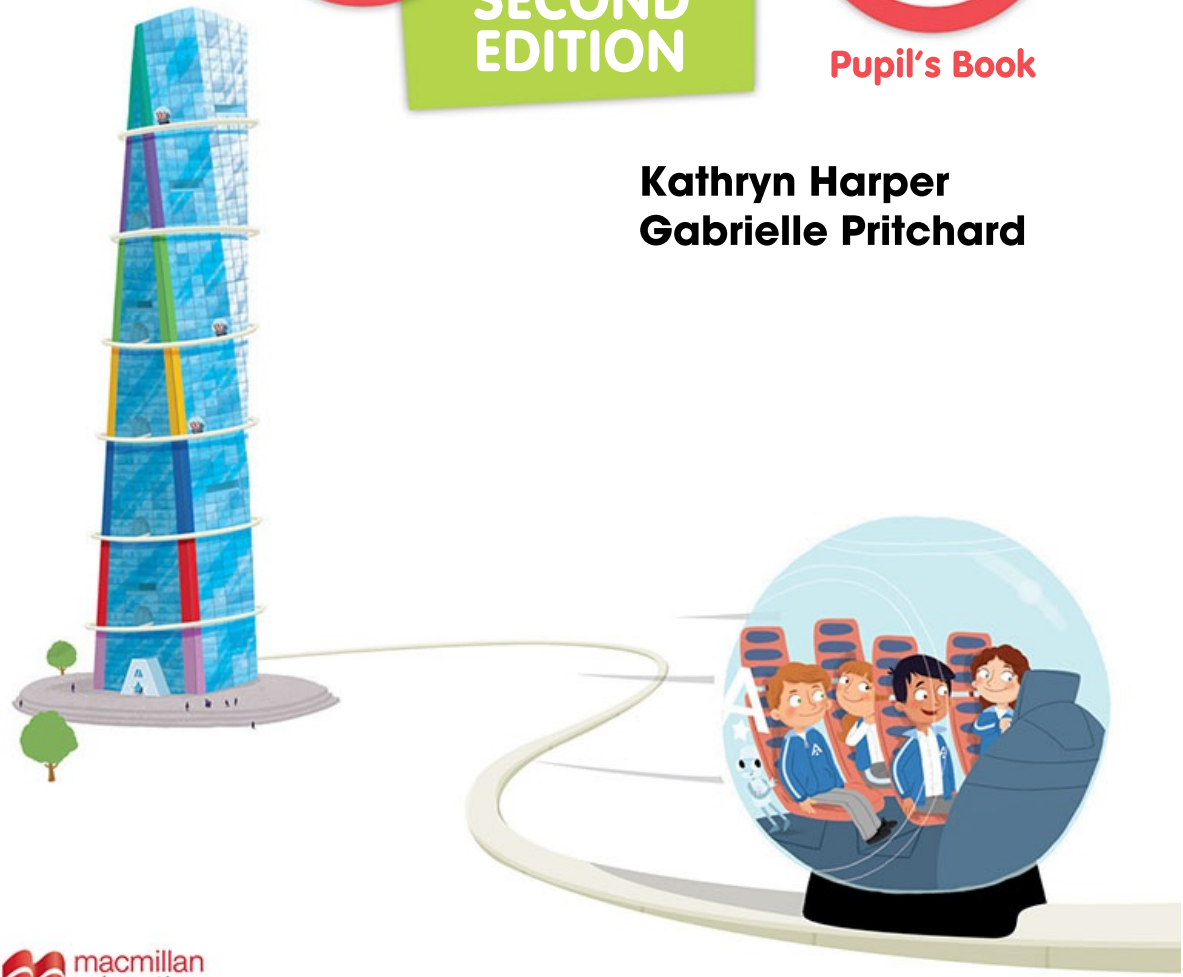
Academy Stars 1

SECOND EDITION

Pupil's Book

Kathryn Harper
Gabrielle Pritchard



macmillan education

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Alphabet words Colours Numbers one to ten		
1	My funny friends p8	People Describing words	***to be:*** *I'm Beth. He's tall. She's six.*	**Question words: *What / How old...?*** *What's your name? How old are you?* ***to be* answers:** *I'm seven.*
2	New for school p18	Classroom objects	***a / an:*** *It's a pen. It's an umbrella.*	***to be* questions and short answers:** *Is it blue? Yes, it is. No, it isn't.*
	Review 1 Cambridge Exams practice: Pre A1 Starters: Reading and Writing Part 3; Speaking Part 2			
3	This is my family p30	Family members	***this / that; my / your:*** *This is my grandma. That's your grandma.*	***Who's this / that?; his / her:*** *Her name is Sally. That's his tiger.*
	Reading time 1: My school		**Think about it! 1:** Make a robot	
4	Fantastic feelings p44	Feelings adjectives	***to be* affirmative and negative:** *She's happy. She isn't happy.*	***to be* questions and short answers:** *Are you hungry? Yes, I am. No, I'm not.*
	Review 2 Cambridge Exams practice: Pre A1 Starters: Listening Part 2; Reading and Writing Part 1			
5	I can do it! p56	Action verbs	***can / can't* for ability:** *They can swim. They can't sing.*	***can* questions and short answers:** *Can you see the sun? Yes, I can. No, I can't.*
	Reading time 2: The King of the Forest		**Think about it! 2:** Make a graph	
6	Let's play today! p70	Play things	**Prepositions of place:** *It's on the seesaw. It's next to the swing.*	***Where's / Where are ... ?; It's / They're ... :*** *Where are the paintbrushes? They're in the blue box. Where's the orange paint? It's next to the pencils.*
	Review 3 Cambridge Exams practice: Pre A1 Starters: Listening Part 4; Speaking Part 1			
7	Long legs, short legs p82	Parts of the body Adjectives	***have got* affirmative and negative:** *I've got two legs. They haven't got ears.*	***have got* questions and short answers:** *Have you got long hair? Yes, I have. No, I haven't.*
	Reading time 3: Little Red Riding Hood		**Think about it! 3:** Categorise animals	
8	Old and new clothes p96	Clothes	***have got* affirmative and negative:** *He's got a hat. She hasn't got a hat..*	**Present continuous questions and answers:** *What are you wearing? I'm wearing a white shirt.*
	Review 4 Cambridge Exams practice: Pre A1 Starters: Reading and Writing Part 2; Speaking Part 4			
9	Brilliant bedrooms p108	Furniture	***there is / there are:*** *There's one bed. There are two beds.*	***have got* questions and short answers:** *Has he got a big bed? Yes, he has. No, he hasn't.*
	Reading time 4: Where's George?		**Think about it! 4:** Design a perfect bedroom	
10	Fabulous food p122	Food	**Present simple affirmative and negative:** *I like pears. I don't like carrots.*	***these / those:*** *These are coconuts. Those are melons.*
	Review 5 Cambridge Exams practice: Pre A1 Starters: Reading and Writing Part 3; Speaking Part 3			

Reading	Listening	Speaking	Writing	Phonics and Learning skills
				Review initial letter sounds
An information text Read for gist	Use pictures to help understanding	Greet people	An information card Capital letters	short *a* Capital letters
A short play Read for detail	Listen for key words	Give and receive a present	A puzzle card Full stops	short *e* Remember new words
A story Read for detail	Listen for detail	Ask about family members	A dialogue about a person Question marks	short *i* Write new words
A realistic story Find key facts	Activate prior knowledge	Support a friend	A story Question marks and full stops	short *o* Regular plurals
An information text Infer information from a text	Listen for key information	Encourage your friends	An email *and* to join two ideas	short *u* Read difficult words
An information text Use photos to help understanding	Listen for sequence	Ask for something	A quiz Contractions	*sh* Remember new words
A poem Read for gist	Listen for key words	Describe people	A poem Rhyming words	*ch* Rhyming words
An information text Find key facts	Activate prior knowledge	Ask about the weather	A description Order of adjectives	*th* Make a class dictionary
An information text Use pictures to understand vocabulary	Listen for attitude	Agree / Disagree with someone	An email Start and end an email	*ck* Nouns
A funny story Understand opinions	Listen for sequence	Describe food	A food blog *but* to join two different ideas	*th* Irregular plurals

Welcome

LEVEL 1

1 0.1 Meet the Academy Stars. Listen and point.





Lesson 1 Sounds and letters

2 0.2 Listen, point and say.


a
apple


b
ball


c
cat


d
doll


e
elephant


f
frog


g
goat


h
hat


i
insect


j
jug


k
key


l
lion


m
monkey


n
nut

3 Match and say. Be a star!

a d f h k m








Lesson 2 Sounds and letters

1 0.3 Listen, point and say.

o  orange

p  panda

q  queen

r  robot

s  sun

t  tiger

u  umbrella

v  van

w  worm

x  fox

y  yoghurt

z  zoo

2 Circle the correct letters. **Be a star!**



1 o / q



2 p / q



3 r / s



4 s / t



5 u / v

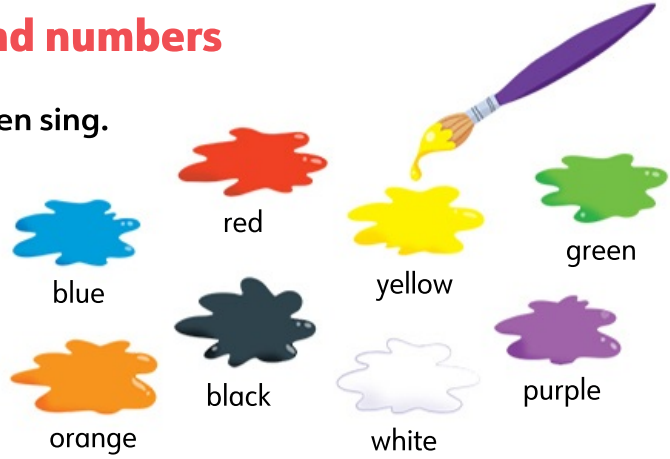


6 x / y

Lesson 3 Colours and numbers

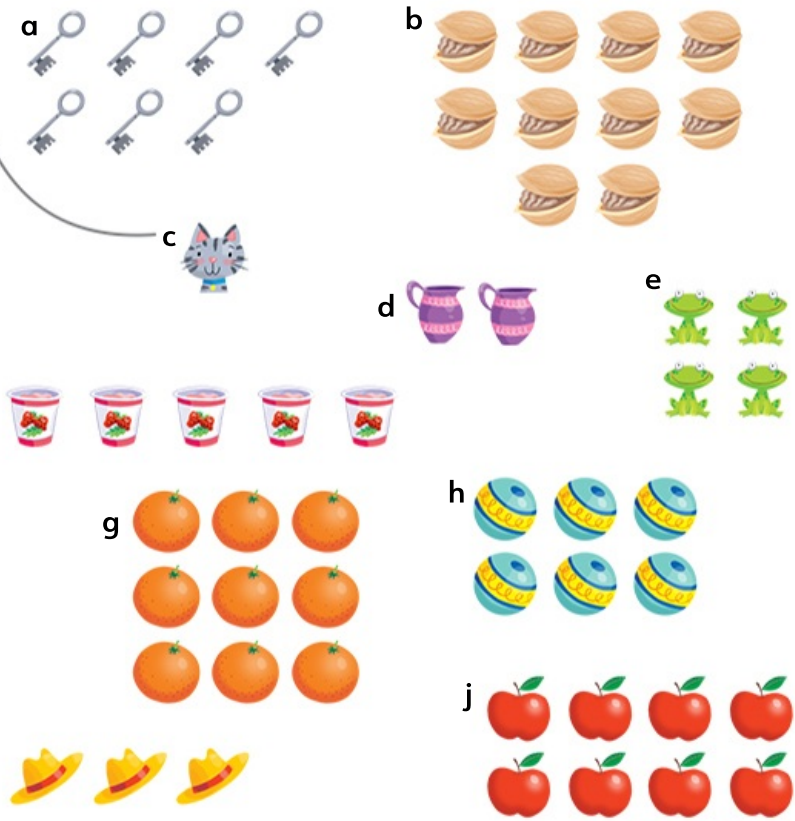
1 0.4 Listen and point. Then sing.

Red and yellow.
Green and blue.
Purple and orange, too.
Black and white.
Green and blue.
Purple and orange, too.

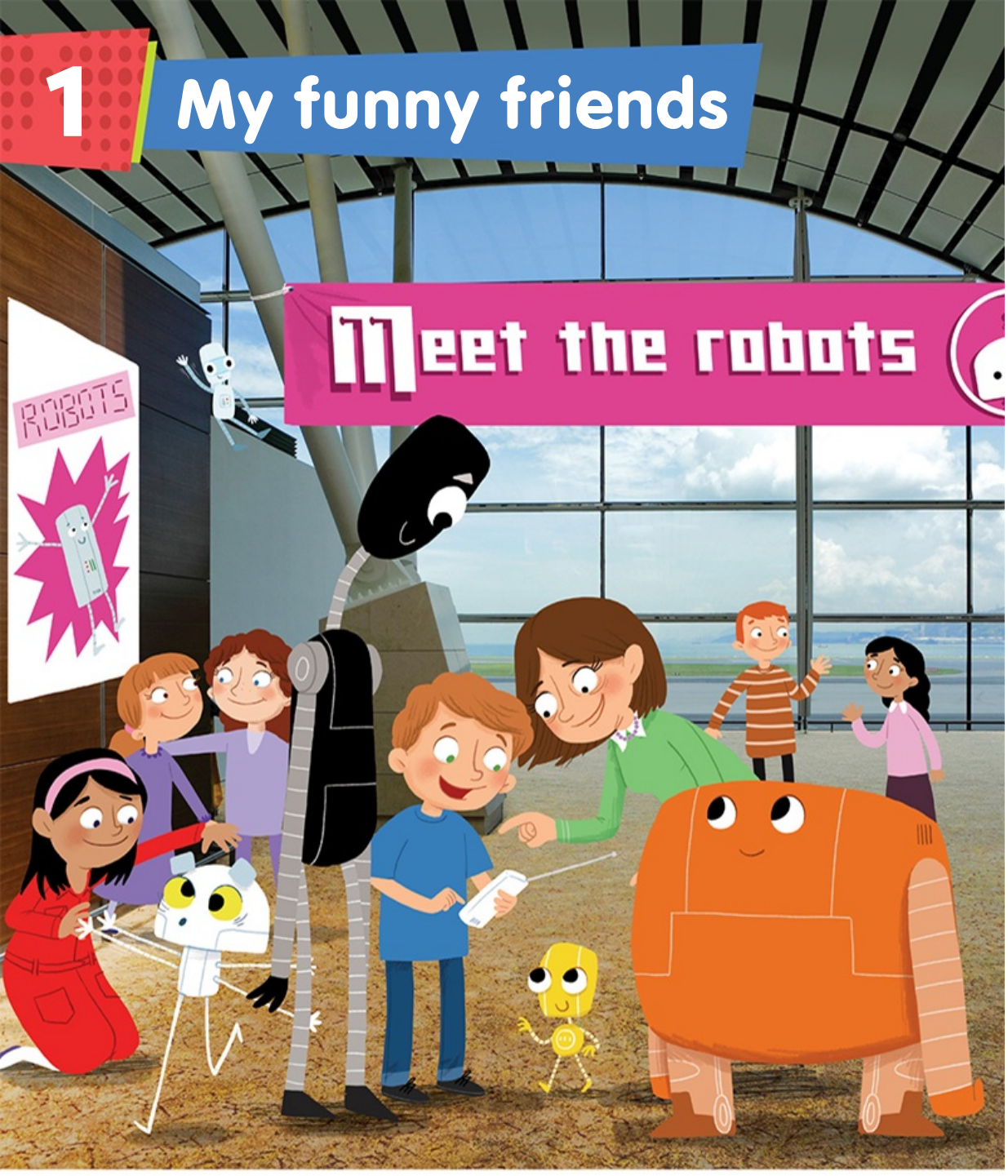


2 0.5 Count and match. Listen and check.

1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten



1 My funny friends



Unit 1 Identify and use new words: people; describing words
WB: page 8

Vocabulary

1 1.1–1.2 Listen and say. Then listen and number.


boy ☐


girl ☐


friend 1


teacher ☐


big ☐


small ☐


tall ☐


funny ☐

2 Look at the picture. Find the colours and say the words.

orange – big



3 1.3 Sing and act out. Be a star!

Move like a robot

Big robot, small robot.
A girl and a boy.
Listen, point
And move like a robot.
Move like a robot.
Rah! Rah! Robots!

Tall robot, funny robot.
My teacher and my friend.
Look, listen
And move like a robot.
Move like a robot.
Rah! Rah! Robots!

Lesson 2 Grammar time

The Academy Stars

1 1.4 Listen and read. Who is funny?



2 1.4 Listen again. Look and circle.



1 He's **tall** / **small**.



2 I'm **Tom** / **Anna**.



3 She's **six** / **seven**.



4 I'm **tall** / **small**.

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

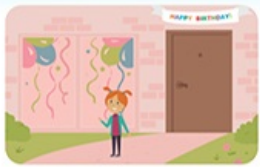
How can you make new friends feel welcome?

Lesson 3 Grammar focus

Graphic **Grammar**

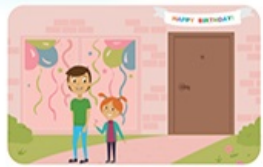
to be (I / he / she)

1 1.5 **Look and read.**



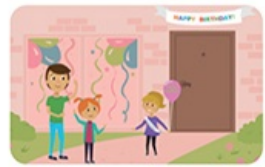
I 'm Beth .

I'm → I am



He's tall .

He's → He is



She's six .

She's → She is

2 Read and match.

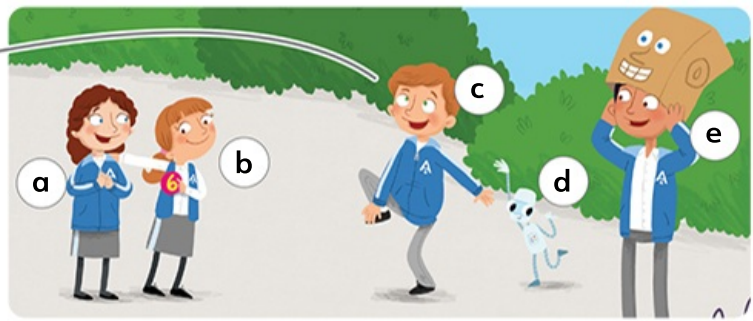
1 He's funny.

2 I'm six.

3 He's tall.

4 She's my friend.

5 He's small.



3 **Work in pairs. Play a memory game.** **Be a star!**

- Go to page 145 and cut out the cards. Put the cards face down.
- Turn over two cards and see if the text and picture match.
- If they match, say a sentence and keep the cards.



Go to **Grammar booster:** page 134.

Where's the robot?

Hi! I'm Lucy.
I'm a red and white robot.
I'm tall.
Look at the three toys!

Hello. My name is Ronny.
I'm a yellow robot.
I'm funny.
These are my boots.

Miaow! I'm Kitty.
I'm a robot cat.
I'm black and white.
I'm big.
Look at this mouse. It's small!

Hello. My name is Bob.
I'm a blue robot.
I'm small.
Look at the four boxes!



Vocabulary


boots


box


mouse


toys

1 **Find and count the robots.** ☐

2 1.6 **Read and find the robots.**

Kitty D Bob ☐ Ronny ☐ Lucy ☐

3 **Match the robots to the colours.**

1 Lucy	blue
2 Bob	yellow
3 Ronny	black and white
4 Kitty	red and white

4 **Read and say the robots.**

1 She's tall. **2** It's big. **3** He's small. **4** He's funny.

Lucy

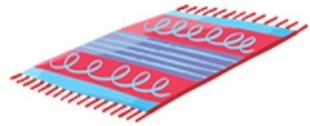
5 **Who's your favourite robot? Draw and write.** **Be a star!**

It's _____ .

Lesson 5 Sounds and letters

1 1.7 **Listen and say. Complete.**





h<u>a</u>t f_t c_t m_t

2 1.8 **Listen and say the chant.**



The fat cat is on the mat.
The funny hat is on the cat.

3 1.9 **Circle the words with *a*. Listen, check and say.** Be a star!

1 cat	**2** mat	**3** frog	**4** fat
5 hat	**6** jug	**7** van	**8** sun

Learning about language

A **capital letter** is a big letter. A, B, C and D are capital letters.
Can you match the capital letters to the small letters?

A	B	D	E	F	G	H	M	N	P	Q	R	T
g	e	h	b	a	p	r	d	t	n	q	m	f

Lesson 6 Language in use

1 1.10 Listen and say.





Hello! I'm a purple star.



Hi, I'm Sasha. **What's your** name?

My name is Sam.

How old are you?

I'm seven.

Welcome to the purple stars!

2 Work in pairs. Ask and answer.

Student A



Student B



- Hello! I'm a blue star.
- Hi, I'm Sasha. What's your name?
- My name is Robin.
- How old ...

3 Now it's your turn. Join a team. Be a star!

Go to **Grammar booster:** page 134.

Lesson 7 Listening and speaking

Vocabulary



finger puppet

1 Look and find the words.

girl tall small finger puppet teacher

2 1.11 Listen and number the pictures in order.









3 1.12 Work in groups. Listen and repeat. Then act out. Be a star!

- Hello! How are you?
- Fine, thanks.
- Goodbye.
- Bye!

Lesson 8 Writing

1 Read and point.

Use a **capital letter** when you talk about yourself: **I**'m six.
Use a **capital letter** at the start of a sentence: **S**he's tall.
Use a **capital letter** for names: He's **T**om.

2 Look and write the capital letters.

My star card

_I_'m _T_ony. ___'m six.
___'m a blue star.
This is my teacher. ___e's nice.



3 Look and complete. Be a star!

teacher I'm purple ~~Katy~~ She's I'm

My star card

I'm _Katy_.
_____ eight.
_____ a _____ star.
This is my _____.
_____ tall.



2 New for school



Unit 2 Identify and use new words: classroom objects
WB: page 18

Vocabulary

1 2.1–2.2 Listen and say. Then listen and number.


bag ☐


book ☐


glue ☐


pen 1


pencil ☐


pencil case ☐

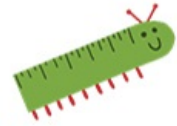

rubber ☐


ruler ☐

2 Look at the picture. Find and say.

ruler





3 2.3 Sing and act out. Be a star!

Pencil, rubber and glue!

Clap one, two.
Clap one, two.
Point to a pencil, a rubber
And glue!

Stamp one, two.
Stamp one, two.
Point to a book, a bag
And something blue!

Jump one, two.
Jump one, two.
Point to a ruler, a pencil case,
A friend and you!

Lesson 2 Grammar time

The Academy Stars

1 2.4 **Listen and read. Is it a doll?**



2 2.4 **Tick (✓) or cross (×). Listen again and check.**

1 It's a doll. ×

2 It's a pencil case. ☐

3 It's a big pen. ☐

4 It's an umbrella. ☐



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

Lesson 3 Grammar focus

1 2.5 Look and read.

Graphic | **Grammar**

a / an



What's this ?

It's **a** pen .

It's **an** umbrella .

What**'s** → What **is**

It**'s** → It **is**

2 Write *a* or *an*. Then match.

1 It's *a* pen.
2 It's _____ rubber.
3 It's _____ apple.
4 It's _____ umbrella.
5 It's _____ pencil case.











3 Work in pairs. Play Snap. Be a star!

- Go to page 147 and cut out the cards. Put the cards face down in a pile.
- Take turns to turn over two cards.
- If the cards match, say *Snap! It's a ...* and keep the cards. If they don't match, say *It's a ...* and put the cards face down in a new pile.



Go to **Grammar booster:** page 135.

Lesson 4 Reading



1

Wen: What's this?
Grandpa: It's a pencil case.
Wen: Really?
Grandpa: Yes. It's old.
Wen: My pencil case is new.



2

Wen: What's this?
Grandpa: It's a ruler.
Wen: Really?
Grandpa: Yes. It's an old ruler.
Wen: My ruler is new.



3

Wen: What's this?
Grandpa: It's a paintbrush. And this is paint. Look!
Wen: W … E … N. It's my name … Wen.
Grandpa: Yes!



4

Wen: What's this, Grandpa?
Grandpa: It's a ball!
Wen: No, Grandpa! It's you!

Vocabulary


old


new


paint


paintbrush

1 Look at the text and tick (✓).

☐ It's a play. ☐ It's a song.

2 2.6 **Read and find the objects.**

3 Read again and circle.

1 It's **a pencil case / a bag.** 

2 It's **a pencil / a ruler.** 

3 It's **a pen / a paintbrush.** 

4 It's **a ball / Grandpa.** 

4 Look and write *old* or *new*.









1 old 2 _____ 3 _____ 4 _____

5 Work in pairs.
Act out the play. **Be a star!**



Why is it sometimes good to keep old things?



Lesson 5 Sounds and letters

1 2.7 Listen and say. Complete.



p*e*n



b_d



r_d

2 2.8 Listen and say the chant.

Ten toys called Ted.
Colour the bed
With ten red pens.

Now the bed is red.
And so are the Teds!



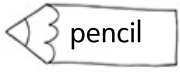


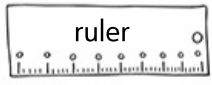
3 2.9 Circle the words with e. Listen, check and say. Be a star!

1 (pen)	2 red	3 bag	4 Ted
5 ten	6 cat	7 bed	8 hat

Learning to learn

Draw a picture around new words to help you remember.





rubber apple ball



Lesson 6 Language in use

1 2.10 Listen and say.





What is it? Guess!



Is it blue?

No, it isn't.

Is it red?

Yes, it is.

Is it an apple?

No, it isn't.

Is it a pen?

Yes, it is.

2 Work in pairs. Play a game.

- What is it? Guess!
- Is it yellow?
- No, it isn't.
- Is it ...










3 Now it's your turn. Choose something in your pencil case. Ask your friend to guess.

Be a star!

Go to **Grammar booster:** page 135.

Lesson 7 Listening and speaking

Vocabulary


picture


present

1 2.11 **Guess what's in the bag. Listen and tick (✓) or cross (×).**





2 2.11 **Listen again. Circle *Yes* or *No*.**

1 Is it a present?	**Yes**	**No**	**4** Is it a pencil case?	**Yes**	**No**
2 Is it a book?	**Yes**	**No**	**5** Is it a picture?	**Yes**	**No**
3 Is it an umbrella?	**Yes**	**No**			

3 2.12 **Work in pairs. Listen and repeat. Then talk about the other objects.** **Be a star!**

- It's a present for you.
- Thank you. What is it? It's a book.











Lesson 8 Writing

1 Read and point.

Use a **full stop** at the **end** of a sentence:
It's a pencil case. My ruler is blue.

2 Look and write. Use capital letters and full stops.

it's small *It's small.*

it's green _____

it's a rubber _____



it's big _____

it's blue _____

it's an umbrella _____



3 Draw, colour and write. Use capital letters and full stops. Be a star!

It's _____

_____

Answer: _____

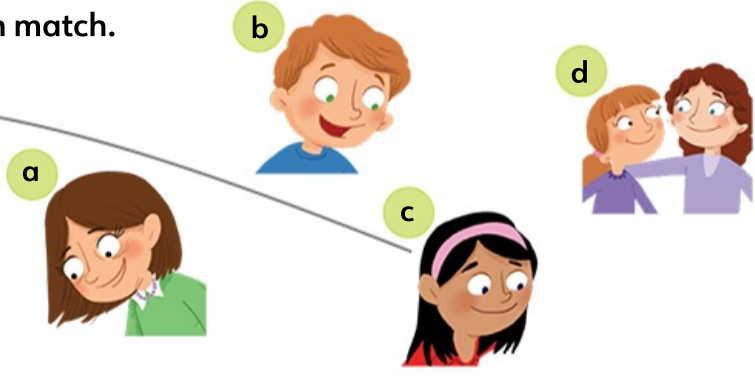
Review 1

1 2.13 Listen and number.



2 Look and read. Then match.

1 girl
2 teacher
3 friend
4 boy



3 Read and circle.

1 She's my teacher. — **She's** / **It's** funny.
2 What's your name? — **I'm** / **He's** Jill.
3 How old are you? — I'm **tall** / **seven**.
4 What is it? — It's **a** / **an** apple.
5 Is it a bag? — Yes, it **is** / **isn't**.

Reading and Writing

1 CE:YL Look at the pictures. Look at the letters. Write the words.

Example



p a i n t b r u s h

Questions



1 _ _ _ _



2 _ _ _ _ _



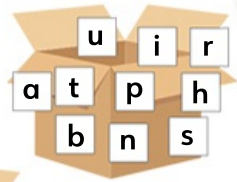
3 _ _ _ _

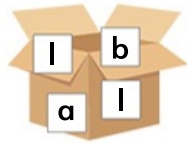


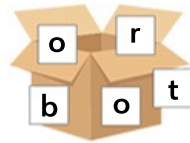
4 _ _ _

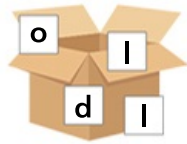


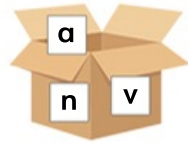
5 _ _ _ _













Speaking

2 CE:YL Work in pairs. Point to the objects. Ask and answer.







Watch the speaking exam practice video.

3 This is my family



Unit 3 Identify and use new words: family members
WB: page 28

Vocabulary

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


grandma ☐


grandpa ☐


mum 1


dad ☐


sister ☐


brother ☐


baby ☐


family ☐

2 Look at the picture. Name the family members in the red and blue teams.

3 3.3 Sing a song. **Be a star!**

My family

My family, my family.
This is my family.
My family, my family.
We're a happy family!

My mum and me.
We're happy!
My dad and me.
And this is baby!

My sister and me.
We're happy!
My brother and me.
And this is baby!

My grandma and me.
We're happy!
My grandpa and me.
And this is baby!

Grammar time

The Academy Stars

1 3.4 Listen and read. Who is Jake?



2 Look again and tick (✓) or cross (×).



1 This is my brother. ☐

2 This is my dad. ☐

3 This is my grandma. ☐

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

Lesson 3 Grammar focus

1 3.5 **Look and read.**

Graphic	Grammar
	this / that *my / your*
This is my grandma.	That's your grandma.

This



That

That's → That is



2 Write *This is* or *That's*.

1 This is my mum.
2 That's my grandma.
3 _____ my brother.
4 _____ your grandpa.
5 _____ your sister.
6 _____ your dad.





3 **Work in pairs. Play a matching game.** Be a star!

- Go to page 149 and cut out the cards.
- Put the sentence cards face down. Look at the picture cards.
- Choose a sentence card, find the picture card and point to the correct object.



Go to **Grammar booster:** page 136.

Mum's birthday

1



I'm Anna. Look at my family. This is my brother. He's eight. This is my sister. She's small.

2



And that's Mum! It's her birthday! Look at the pink flowers! Look at the big present! It's blue. Mum is happy.

3



Look at the birthday cake. Look, two candles. One is red and one is ... Oh no! The balloons! ***Dad, stop that cake!***

4



Well done, Dad! How funny!

Vocabulary


balloon


birthday cake


candle


flowers

1 **Look at the story. Find and say the family members.**

2 3.6 **Read the story. Find the new words.**

3 **Read and circle.** **Be a star!**

1 My sister is **tall** / **small**.

2 My brother is **six** / **eight** .

3 The flowers are **pink** / **blue** .

4 The present is **big** / **small** .

5 The candles are red and **green** / **blue** .

4 **Find things in the story.**

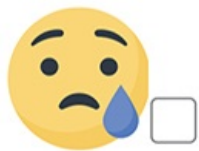






5 **This story is:**







Lesson 5 Sounds and letters

1 3.7 **Listen and say. Complete.**



w_i_nd



w_g



f_g

2 3.8 **Listen and say the chant.**

This big kid
In a big blue wig
Sits in the wind
And eats six big figs.



3 3.9 **Match the words with *i*. Listen, check and say.** Be a star!

1 wig

2 hat

3 big

i

4 pen

5 wind

6 fig

Learning to learn

Follow these steps to help you write new words.

1 Look. **2** Copy. **3** Cover. **4** Write. **5** Check.



Lesson 6 Language in use

Vocabulary


bird


fish

1 3.10 Listen and say.





Who's this?



She's my sister.
Her name is Sally.
This is her fish.

Who's that?

He's my friend.
His name is Jim.
That's his tiger.

2 Work in pairs. Ask and answer.

Student A

Lily	cat	Ben	lion

Student B

Tina	bird	Jack	fox

Who's this?

She's my sister. Her name is Lily. This is ...

3 Now it's your turn. Choose two animals and act out. **Be a star!**

Go to **Grammar booster:** page 136.

Lesson 7 Listening and speaking

1 Look at the families. Say the family names.

2 3.11 Who is talking? Listen and match.

This is her dad.

That's his grandma.

1 Shan

2 Sofia

a



b



3 3.11 Listen again and circle the family members.

Sofia:	mum	dad	brother	sister	grandma	grandpa
Shan:	mum	dad	brother	sister	grandma	grandpa

4 3.12 Work in pairs. Listen. Talk about your family. **Be a star!**

- This is my sister.
- What's her name?
- Her name is Paula.
- How old is she?
- She's eight.



How can families be different?

Unit 3 Listening: listen for detail Speaking: ask about family members

WB: pages 34–35

Lesson 8 Writing

1 Read and point.

Use a question mark (?) at the end of a question:
Who's this? What's your name?

2 Look and read. Then write the full stops and the question marks.

Who's this ?
She's my sister
What's her name
Her name is Ella
How old is she
She's six



3 Look and complete. Use full stops and question marks. Be a star!

Who's this?

He's _____ friend.

What's _____

His _____

How _____

He's _____



Reading time 1

1 3.13 Look at the photos. Where are the children? Read and check.

myschool.com/blog

My school

Home Blog



NINA

Hi! My name is Nina. I'm six.
Look and guess! What's this?
It's big. It's white and grey.
Is it a panda? No, it isn't!
It's a cat. And it's my school.
It's fantastic!

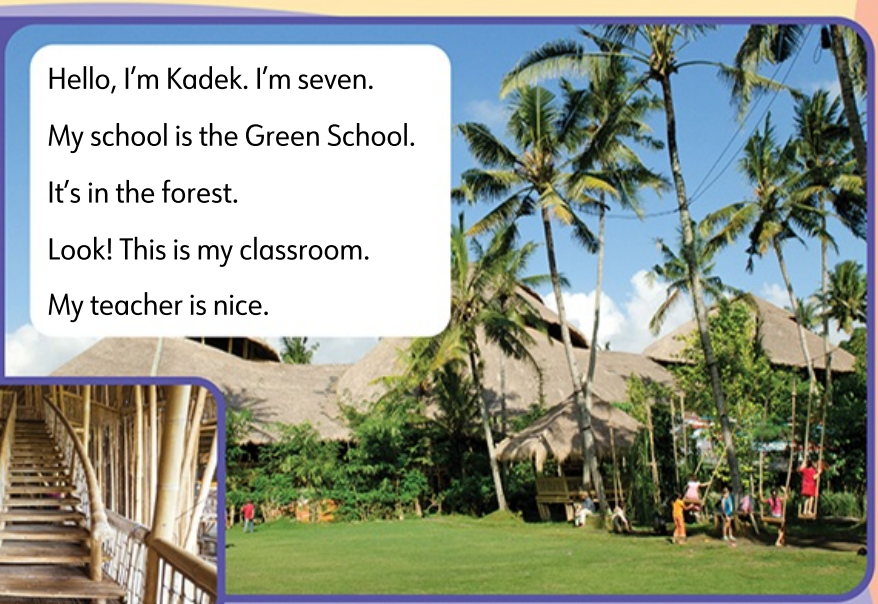




KADEK

Hello, I'm Kadek. I'm seven.
My school is the Green School.
It's in the forest.
Look! This is my classroom.
My teacher is nice.







OLIVIA





Hi! I'm Olivia. I'm eight.

This is my school library.

It's a red bus!

School is fantastic.

The bus is fantastic.

Books are fantastic, too!

Reading time 1 Activities

1 Read the text on pages 40–41 again. Circle.

1 It's white and grey.	It's the **panda** / **cat** school.
2 It's in the forest.	It's the **Green** / **White** School.
3 It's in a bus.	It's a **classroom** / **library**.

2 Read and write *N* (Nina), *K* (Kadek) or *O* (Olivia).

1 My school is big. N

2 My teacher is nice. ___

3 I'm eight. ___

4 I'm seven. ___

5 Books are fantastic! ___

6 I'm six. ___



3 **Think and answer. Tell the class.**

1 Which is your favourite school in the text? Why?

2 Is it the same as your school? How is it different?

4 **Think and draw your perfect school. Show the class.** Be a star!

Make a robot

1 Look at the robots. How are they different? Which is your favourite?





2 What do you need to make a robot? Tick (✓).






boxes ✓ buttons ☐ pencils ☐ paint ☐

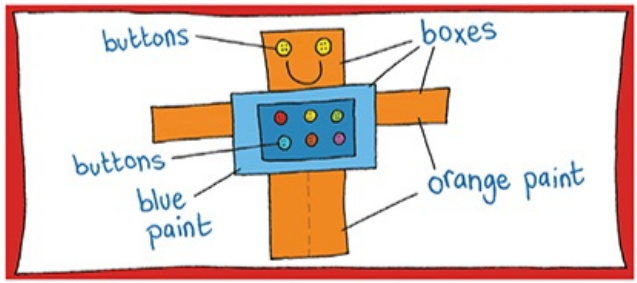






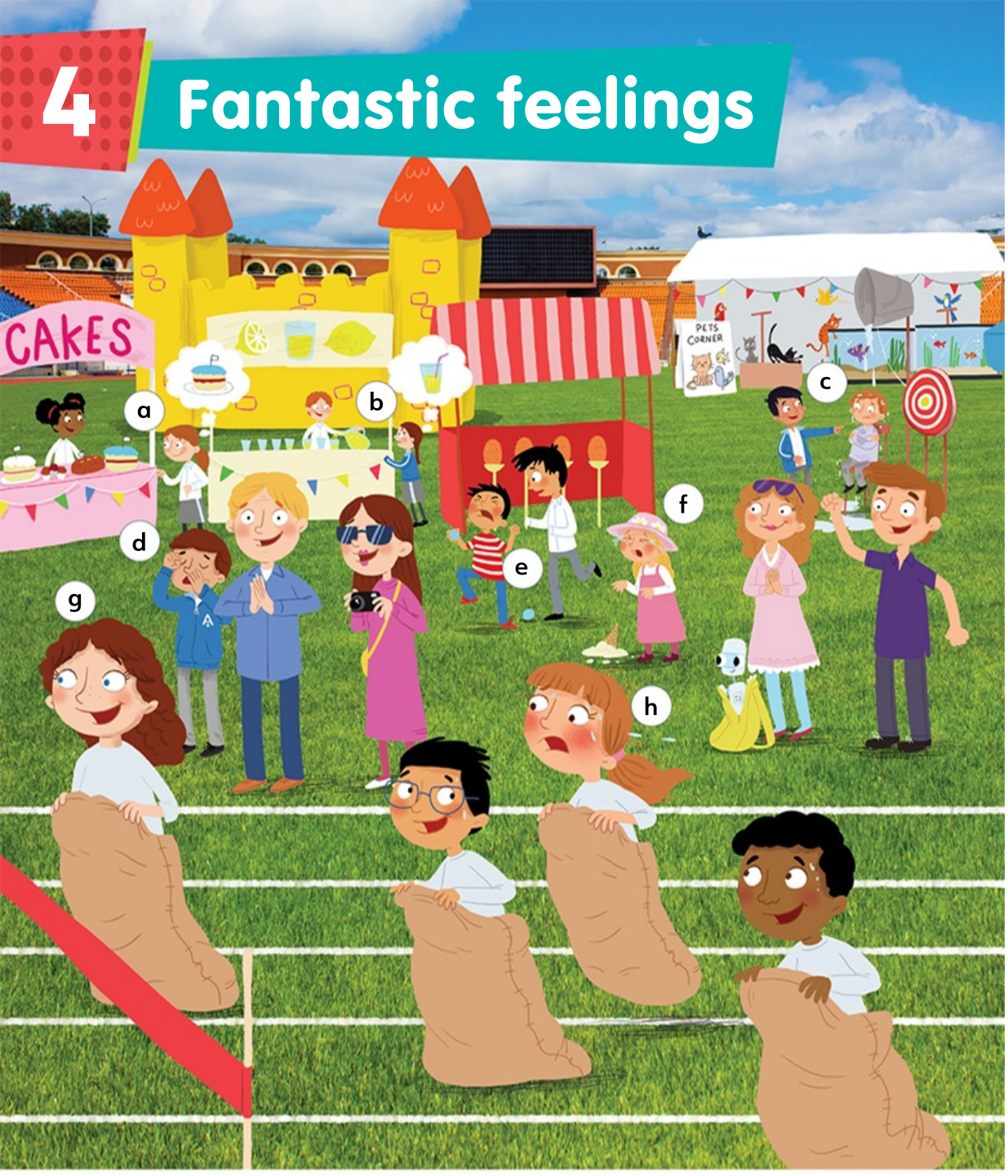
a book ☐ glue ☐ a ball ☐ a paintbrush ☐

3 Design a robot. Make a plan.



4 Make your robot. Show the class. Which robots do you like?

4 Fantastic feelings



Unit 4 Identify and use new words: feelings adjectives
WB: page 38

Vocabulary

1 4.1–4.2 Listen and say. Then listen and number.


happy


sad


hot


cold


hungry


thirsty


tired


angry 1

2 Look at the picture. Find and say the letters and the feelings.

d He's tired.

3 4.3 Sing and act out. Be a star!

This feeling

I'm happy, clap, clap!
I'm sad, boo, hoo!
Happy and sad.
Happy and sad.

This feeling is so strong.
This feeling is my song.

I'm hot, phew, phew!
I'm cold, brrr, brrr!
Hot and cold.
Hot and cold.

I'm hungry, yum, yum!
I'm thirsty, glug, glug!
Hungry and thirsty.
Hungry and thirsty.

I'm angry, grrr, grrr!
I'm tired, yawn, yawn!
Angry and tired.
Angry and tired.

Lesson 2 Grammar time

1 4.4 Listen and read. Who is cold?



2 4.4 Listen again. Tick (✓) the correct sentences.



I'm hungry. ✓

I'm not hungry. ☐



They're hot. ☐

They aren't hot. ☐



She isn't cold. ☐

She's cold. ☐



We aren't sad. ☐

We're sad. ☐

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

Lesson 3 Grammar focus

1 4.5 Look and read.

Graphic	Grammar
	to be (+ and -)
I 'm hungry .	I 'm not hungry .
She 's happy .	She isn't happy .
They 're sad .	They aren't sad .

isn't = is **not** aren't = are **not** They're = They **are**

2 4.6 Look and circle. Listen and check.

1 **They're** / **They aren't** happy.

2 **She's** / **She isn't** sad.

3 **He's** / **He isn't** cold.

4 **They're** / **They aren't** hungry.

5 **She's** / **She isn't** thirsty.



3 Work in pairs. Play a miming game. Be a star!

- Go to page 151 and cut out the cards.
- Choose a card and act out or mime.



Go to **Grammar booster:** page 137.

Taking care of animals



Hi, I'm Jenny, and I'm a vet. I take care of animals. Look.



1 This grey hamster is soft and cute. He isn't scared. He's happy.



2 Oh no! This brown and black cat isn't happy. She's angry and scared. Poor cat!



3 This brown rabbit isn't sad. He's hot and tired. Time for bed, rabbit!

4 These orange, yellow and green birds are thirsty. That's good. Now, they're happy.



Vocabulary


brown


grey


hamster


rabbit


scared

1 Can you match the words to the photos in the story?

angry [2] tired [ ] thirsty [ ] happy [ ]

2 4.7 Read and check.

3 Match the animals to the colours.

1 cat	**2** birds	**3** rabbit	**4** hamster
grey	brown and black	orange, yellow and green	brown

4 Who is it? Read and say.

1 He isn't angry. He isn't thirsty. He isn't brown. hamster

2 She isn't thirsty. She isn't tired. She isn't hot.

3 They aren't scared. They aren't tired. They aren't angry.

4 He isn't scared. He isn't thirsty. He isn't happy.

5 What's your favourite animal? Draw and write. Be a star!

My favourite animal is a _____.

It's _____.

How can we look after our pets?

Lesson 5 Sounds and letters

1 4.8 Listen and say. Complete.



h_o_t



d_g



l_g

2 4.9 Listen and say the chant.





The hot dog jogs to the log.
A frog is on the log.
Splish! Splash! Splosh!
Now the dog is on the log
And the frog is in the bog!

3 4.10 Circle the words with o. Listen, check and say. Be a star!

1	cat	frog	bed	**4**	fig	red	jog
2	log	pen	mat	**5**	hot	kid	hat
3	fat	dog	ten	**6**	cat	bog	big

Learning about language

Add **s** to most words to make them plural:

ball – ball**s** rabbit – rabbit**s** hamster – hamster**s** flower – flower**s**

Can you make these words plural?

cat___ apple___ frog___ pencil___



Lesson 6 Language in use

1 4.11 Listen and say.





Are you hungry?



No, I'm not.

Are you thirsty?

Yes, I am.

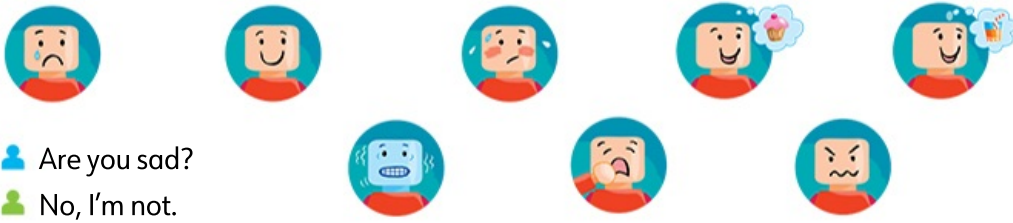
Are you hot?

Yes, I am.

Are you tired?

No, I'm not. I'm happy!

2 Work in pairs. Choose a feeling. Ask and answer.



Are you sad?

No, I'm not.

3 Now it's your turn. Tick (✓) how you are feeling. Then ask and answer in pairs. Be a star!

How are you today? Are you ... ?

happy ☐	sad ☐	hungry ☐	thirsty ☐
tired ☐	hot ☐	cold ☐	angry ☐

Go to **Grammar booster:** page 137.

Lesson 7 Listening and speaking

1 What are you scared of? Make a list.

2 4.12 What are Jade and Luke scared of? Listen and tick (✓) or cross (×).



1 Jade [×] Luke [✓]



2 Jade [ ] Luke [ ]



3 Jade [ ] Luke [ ]



4 Jade [ ] Luke [ ]

3 4.13 Work in pairs. Listen and repeat. Then choose and act out. Be a star!











What's wrong?

I'm scared.

Why?

Look! It's a big spider!

Don't worry. It's OK.

Lesson 8 Writing

1 Read and point.

Use a **question mark** at the end of a **question**: Are you ready?

Use a **full stop** at the end of a **sentence**: Yes, I am.

2 Read and complete. Use question marks and full stops. Be a star!



Review 2

1 4.14 **Look and match. Then listen and check.**

mum dad baby brother grandpa sister grandma



2 **Work in pairs. Look at the picture in Activity 1. Describe and say the family members.**

She's hot.

Mum.

3 **Find the things in the picture in Activity 1. Write.**

1  *This is his* hat.

2  _____ hat.

3  _____ book.

4  _____ book.

5  _____ bag.

This is | That's
his | her

Listening

1 CE:YL 4.15 **Read the question. Listen and write a name or a number. There is one example.**

Who is the friend? Hugo

1 How old is Hugo? _____

2 What is his family name? _____

3 Who is the girl in the picture? _____

4 How old is she? _____

5 What is the name of the cat? _____



Reading and Writing

2 CE:YL **Look and read. Put a tick (✓) or a cross (×) in the box. There are two examples.**

Example



This is paint. ✓



This is a pencil. ×

Questions

1 

This is a bird. ☐

2 

This is a baby. ☐

3 

This is a candle. ☐

4 

This is a hamster. ☐

5 I can do it!



Unit 5 Identify and use new words: action verbs
WB: page 48

Vocabulary

1 5.1–5.2 Listen and say. Then listen and number.


catch ☐


climb ☐


jump ☐


kick ☐


ride a bike ☐


sing ☐


swim ☐


throw 1

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

3 Which actions use balls? Which actions can animals do?

4 5.3 Sing and act out. **Be a star!**

Look at me!

Look at me!
I'm happy!
So kick a little bit.
Climb a little bit.

Then jump up and down
And sing this song.

Look at me!
I'm happy!
So throw a little bit.
Catch a little bit.

Look at me!
I'm happy!
So ride a little bit.
Swim a little bit.

Lesson 2 Grammar time

The Academy Stars

1 5.4 Listen and read. Can Bot sing?



2 5.4 Read and tick (✓) or cross (×). Listen again and check.

1 Tom and Alex can kick a ball.	✓	4 Anna can catch.	
2 Sara can't throw.		5 Tom can jump.	
3 Bot can catch.		6 Bot can't sing.	

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

Lesson 3 Grammar focus

1 5.5 Look and read.

Graphic | **Grammar**

can / can't for ability

I	can	swim	.
He	can	climb	.
We	can	sing	.

I	can't	swim	.
She	can't	climb	.
They	can't	sing	.

can't → cannot

2 Look, circle and write *can* or *can't*.

1 They *can* climb / catch.

2 She _____ kick / jump.

3 He _____ sing / swim.

4 They _____ ride a bike / throw a ball.

5 He _____ kick / catch.

6 She _____ sing / climb.



3 Work in pairs. Make sentences. Be a star!

- Go to page 153 and cut out the cards.
- Put the cards face down in two piles.
- Choose a card from each pile and make a sentence with *can* or *can't*.



Go to **Grammar Booster:** page 138.

The kids can do it!

Kids can do amazing things.
Read about what these kids can do.



Pablo

This is Pablo. He can run and walk, but he can't swim. He likes to run!



Kirsty

This is Kirsty. She can't sing, but she can paint. Nice painting, Kirsty!



Masha

This is Masha. She can't ride a bike, but she can climb. She isn't scared!



John

This is John. He can swim to see the fish, but he can't hear them. Wow! That's fun!



Tim

This is Tim. He can't swim, but he can ride a horse. Tim is happy.

Vocabulary


hear


horse


run


see


walk

1 **Look at the story. Find and say the children's names.**

2 5.6 **Look at the photos. What can they do? Read and check.**

paint climb ride see run

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

1 Pablo *can't* swim.
2 Tim _____ ride.
3 Masha _____ climb.
4 John _____ hear.
5 Kirsty _____ paint.

4 **Think about the children. What do you think? Circle.** **Be a star!**

1 Pablo can kick a ball.	yes	no	not sure
2 Kirsty can't draw.	yes	no	not sure
3 Masha can't catch a ball.	yes	no	not sure
4 John can see the fish.	yes	no	not sure
5 Tim can ride a bike.	yes	no	not sure

5 **Work in pairs. Ask and answer.**

Can you ride a horse?

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

We are all good at different things. What's your talent?

Lesson 5 Sounds and letters

1 5.7 Listen and say. Complete.



j<u>u</u>mp



r_n



s_n

2 5.8 Listen and say the chant.



Fun! Fun! Fun!
Let's have fun with Mum!
We can jump and run
In the sun with Mum.
Fun! Fun! Fun!

3 5.9 Match the words with *u*. Listen, check and say. Be a star!

1 run
2 jump
3 pen
4 frog
u
5 sun
6 cat
7 rubber
8 mum

Learning to learn

If you can't read a word, here are some ideas to help.
Say the first sounds in the word. Try to guess the word.







Lesson 6 Language in use

1 5.10 Listen and say.





Can you see the sun?



No, I can't.

Can you see a spider?

Yes, I can.

Can you see a bird?

No, I can't.

Can you hear the wind?

Yes, I can.

2 Work in pairs. Ask and answer.

Student A

a horse
a flower
a cat
a dog









Student B

a pen
a ball
a frog
a rubber

Can you see a horse?

No, I can't.

3 Now it's your turn. Ask and answer in pairs. Be a star!

Can you see a pen?

Yes, I can.

Go to **Grammar booster:** page 138.

Lesson 7 Listening and speaking

Vocabulary


clap


stamp

1 5.11 **Look at the pictures in Activity 2. Can you make the sounds? Listen and check.**

2 5.11 **Listen again and match the groups to the actions.**

1 Red group

2 Blue group

3 Green group

a



b



c



3 5.11 **Work in groups. Listen again and follow the patterns.**

4 5.12 **Listen and say.**

Can you ride a horse?

Yes, I can.

That's great!

Can you kick a ball?

Yes, I can. Look!

That's fantastic!



5 **Ask and answer about different activities.** **Be a star!**

walk run catch climb sing dance

jump clap stamp ride a bike

Lesson 8 Writing

1 Read and point.

Use **and** to join two ideas:

Lee can swim. He can ride a bike.

Lee can swim **and** ride a bike.

2 Rewrite the sentences with *and*.



1 Lee can throw. He can catch a ball.
Lee can throw and catch a ball.

2 He can run. He can jump.

_____

3 He can swim. He can ride a horse.

_____

4 He can clap. He can sing.

_____

3 Look and complete. Use *and* to join your ideas. Be a star!








Hi Jill,

How are you? This is my new friend.

Her name is Kate.

She can _____ and _____.

She _____.

She _____.

Bye,
Clare



The King of the Forest

1 5.13 Look at the story. What animals can you see?



1 Tiger isn't happy.
He's hot and hungry.



2 Look! Tiger is happy now. He can see Fox.
'Roooarr!' says Tiger.



3 'Hello, Tiger,' says Fox.
'Are you scared?' asks Tiger.
'No, I'm not scared,' says Fox. 'I'm the King of the Forest. Everyone is scared of me.'
'Ha, ha, ha!' says Tiger. 'You're funny.'



4 'Can you run fast?' asks Fox.
'Yes, I can,' says Tiger.
Fox and Tiger can run fast.



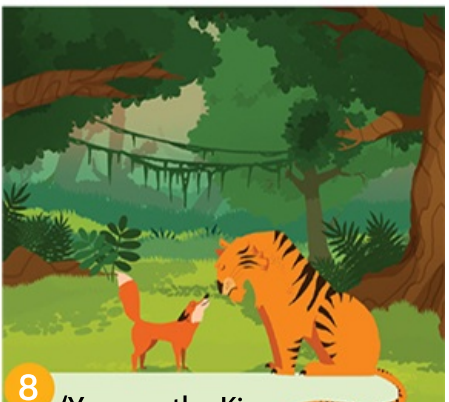
5 The rabbits can see Tiger.
'You can't catch us,' say the rabbits.
'Look!' says Fox. 'The rabbits are scared of me!'



6 Now, the goats can see Tiger.
'You can't catch us,' say the goats.
'Look!' says Fox. 'The goats are scared of me!'



7 Now, the monkeys can see Tiger.
'You can't catch us,' say the monkeys.
'Look!' says Fox. 'The monkeys are scared of me!'



8 'You are the King of the Forest!' says Tiger.
'Now I can't eat you!'

Reading time 2 Activities

1 Read the story again. Circle the animals.

1 He's hot and hungry. Tiger / Fox

2 He isn't scared. Tiger / Fox

3 He's funny. Tiger / Fox

4 He can run fast. Tiger / Fox

5 He's the King of the Forest. Tiger / Fox

2 Work in pairs. Think and answer.



1 Are the animals scared of Fox?

2 Are the animals scared of Tiger?

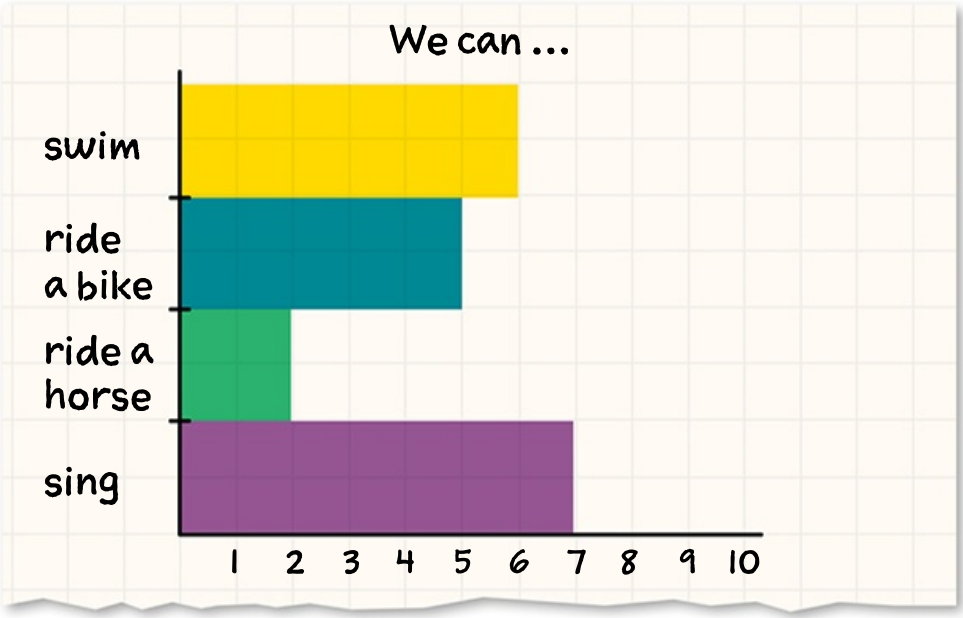
3 Who is your favourite character? Why?

3 Choose your favourite part of the story. Draw and write. Be a star!

4 Now watch the video.

Make a GRAPH

1 Look at the graph. What does it show?



2 Look again. Find and complete.

1 Six children can swim.

2 _____ children can ride a bike.

3 _____ children can ride a horse.

4 _____ children can sing.

3 Work in small groups. Write four questions. Ask, answer and tick (✓).

Can you swim? ✓✓
Can you ride a bike? ✓✓✓

4 Make a group graph. Show the class.

6 Let's play today!



Unit 6 Identify and use new words: play things
WB: page 62

Vocabulary

1 6.1–6.2 Listen and say. Then listen and number.



bike 1



boat



car



kite



sandpit



seesaw



slide



swing

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

3 What do you play with? Choose and act out.

4 6.3 Sing and act out. Be a star!

My very favourite thing

Look! A swing!
Swiiiiing!
A swing, swing, swing
Is my very favourite thing.
Swing, swing, swing!

I'm so happy.
Let's play, play, play.
I'm so happy.
It's a fun, fun, fun, fun, fun
Play day!

Look! A slide!
Wheeeeee!
A slide and a swing
Are my very favourite things.
Slide, swing, swing!

Look! A kite!
Whoooosh!
A kite, a slide and a swing
Are my very favourite things.
Kite, slide, swing!

Lesson 2 Grammar time

The Academy Stars

1 6.4 Listen and read. Where's Bot?



2 6.4 Listen again. Tick (✓) or cross (×).


1 ✓


2 ☐


3 ☐


4 ☐

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

Lesson 3 Grammar focus

Graphic **Grammar**

1 6.5 Look and read.

Prepositions of place

Where's my car ?

It's on the seesaw .

Where's → Where is

Where's my kite ?

It's next to the swing .

It's → It is

2 Look and complete.



1 Where's the doll? It's under the car.

2 _____ the lion? It's _____ the boat.

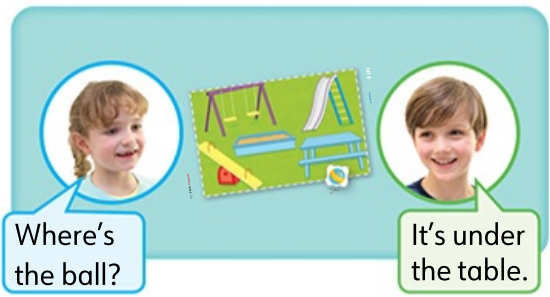
3 _____ the kite? It's _____ the seesaw.

4 _____ the goat? It's _____ the car.

5 _____ the monkey? It's _____ the slide.

3 Work in pairs. Play a matching game. Be a star!

- Go to page 155 and cut out the cards.
- Take turns to put the cards on the picture.
- Ask and answer. Match your friend´s picture with your cards.



Go to **Grammar booster:** page 139.

Winter fun

Brrr! It's cold in the winter. But don't be sad! You can do lots of things. Look!



1 Wow! This is big and cold. What is it?
This is an ice house. You can walk or run in it, but you can't sleep in it!



2 Where's the boy?
He's on the ice slide. Wheeee! This is fun!



3 Where's the girl?
She's in the forest. Can you see the trees?
She can skate under them. Oh! It's lovely!



4 Can you hear the dogs?
They aren't angry. They're happy!
You can ride on a dog sled. Hold on!!!

Vocabulary


forest


ice


skate


sled


tree

1 Look at the photos. Tick (✓) how the children are feeling.

☑ cold ☐ happy ☐ scared ☐ tired

2 6.6 Read and number.

dog sled ☐ ice house 1 skate ☐ ice slide ☐

3 Read and match.

1 You can ride	an ice slide.
2 You can skate	an ice house.
3 You can go on	under the trees.
4 You can walk or run in	on a dog sled.

4 6.6 Where do we hear this in the text?
Listen and write the numbers. **Be a star!**

1 4 2 ☐ 3 ☐ 4 ☐ 5 ☐

5 What's your favourite activity?
Act out.

Why are these winter activities good for you?

Lesson 5 Sounds and letters

1 6.7 **Listen and say. Complete.**





*sh*e ____oes ____op

2 6.8 **Listen and say the chant.**

Splish, splash, splosh!
Sheena's in the rain.
She runs to the shop
In her shiny blue shoes.
Splish, splash, splosh!



3 6.9 **Write the words with *sh*. Listen, check and say.** Be a star!

1 *sh*e	2 ____un	3 ____ad	4 ____oes
5 ____ing	6 ____op	7 ____iny	8 ____ister

Learning to learn

Write words in groups to help you remember them.
Can you add one word to each group?



Playground things
slide
sandpit
_____



School things
pencil
ruler
_____



Toys
kite
car
_____

Lesson 6 Language in use

1 6.10 Listen and say.







Where are the paintbrushes?

They're in the blue box.

Where are the pencils?

They're under the book.
Where's the orange paint?

It's next to the pencils.

Oh, yes. Thank you!

2 Work in pairs. Ask and answer.

Student A



crayons



rulers



yellow paint

Student B



pens



rubbers



green paint

Where are the crayons?

They're in the blue box.

3 Now it's your turn. Talk about your school things. Be a star!

Go to **Grammar booster:** page 139.

Lesson 7 Listening and speaking

Vocabulary



paper water

1 6.11 Look at the pictures. What are they making? Listen and check.

2 6.11 Listen again and number in order.







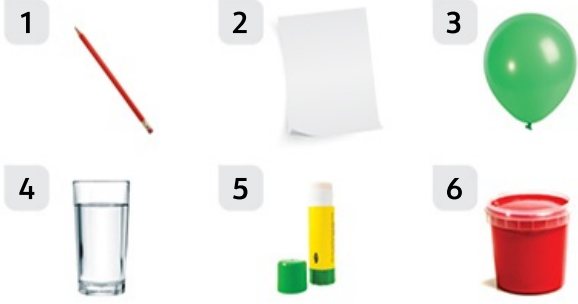




3 6.11 Listen again and act out. **Be a star!**

4 6.12 Work in pairs. Listen. Then ask and answer.

- Pass me the pencil, please.
- Here you are.
- Thank you.



Lesson 8 Writing

1 Read and follow.

Use short forms (contractions) to make one word from two words:
Where is = Where's It is = It's They are = They're

2 Look and complete. **Be a star!**

My perfect playground quiz

1 Where's the kite?
It's on the swing.

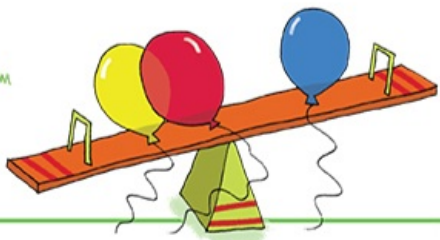
2 Where are the balls?
They're _____ the slide.

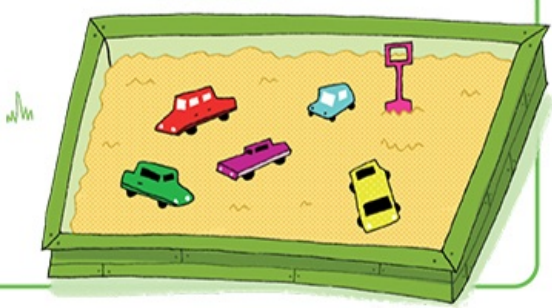
3 _____ the bike?
_____ the slide.

4 _____ the balloons?
_____ the seesaw.

5 _____ the lion?
_____ the boat.

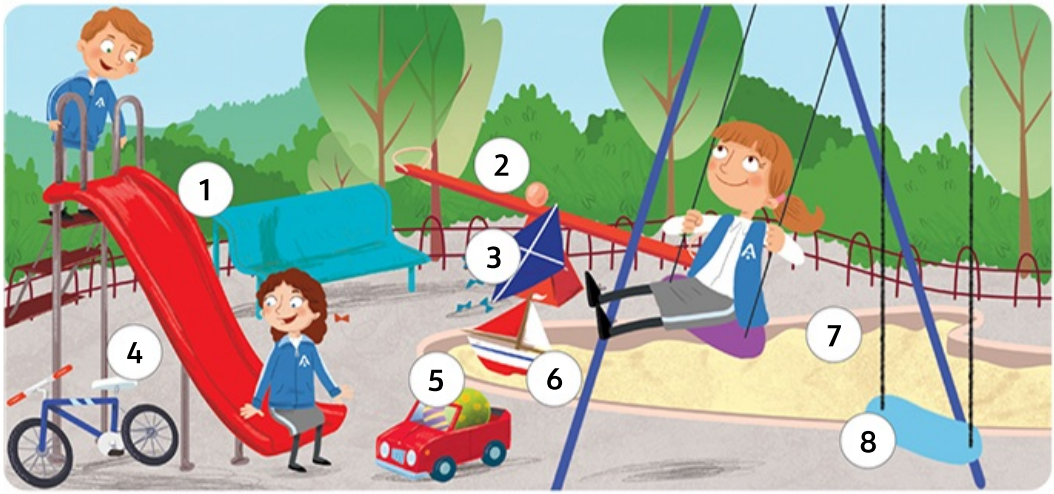
6 _____ the cars?
_____ the sandpit.





Review 3

1 Find and write the numbers.



kite	3	car		swing		bike	
slide		seesaw		boat		sandpit	

2 Read and write *can* or *can't*.

1 A horse *can* run.

2 A cat _____ climb.

3 A worm _____ jump.

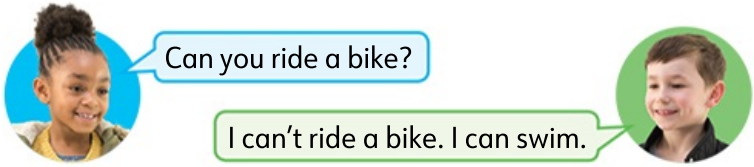
4 A bird _____ catch a ball.

5 I _____ swim.

6 I _____ ride a bike.

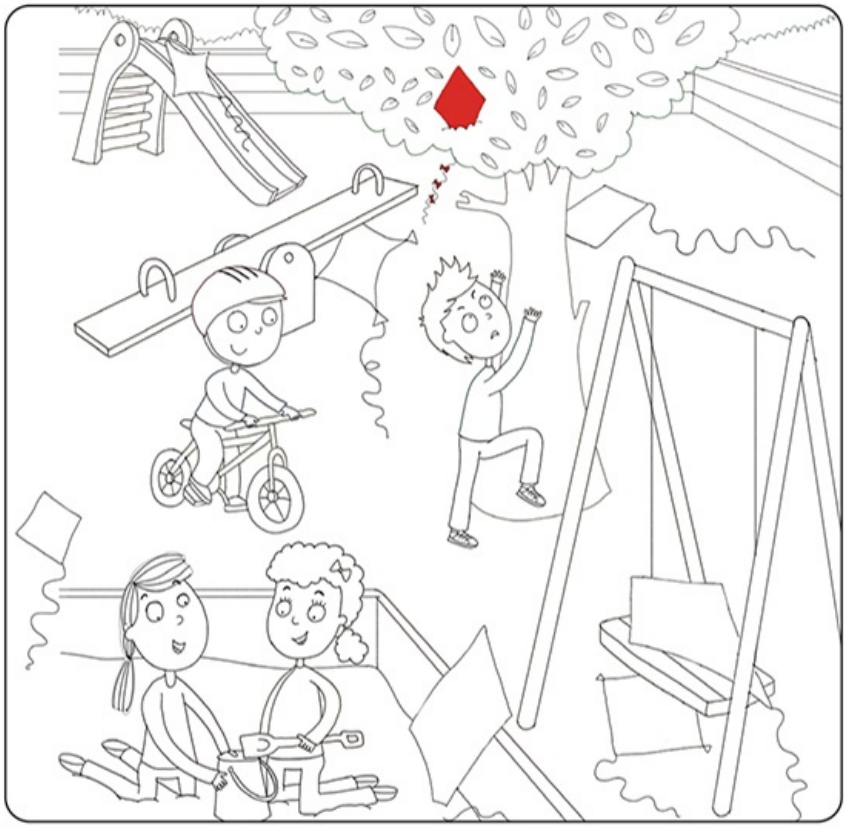


3 Work in pairs. Ask and answer.



Listening

1 6.13 CE:YL Listen and colour. There is one example.



Speaking

2 CE:YL Work in pairs. Look at the picture in Activity 1. Ask and answer.



Where's the red kite?

Where are the girls?

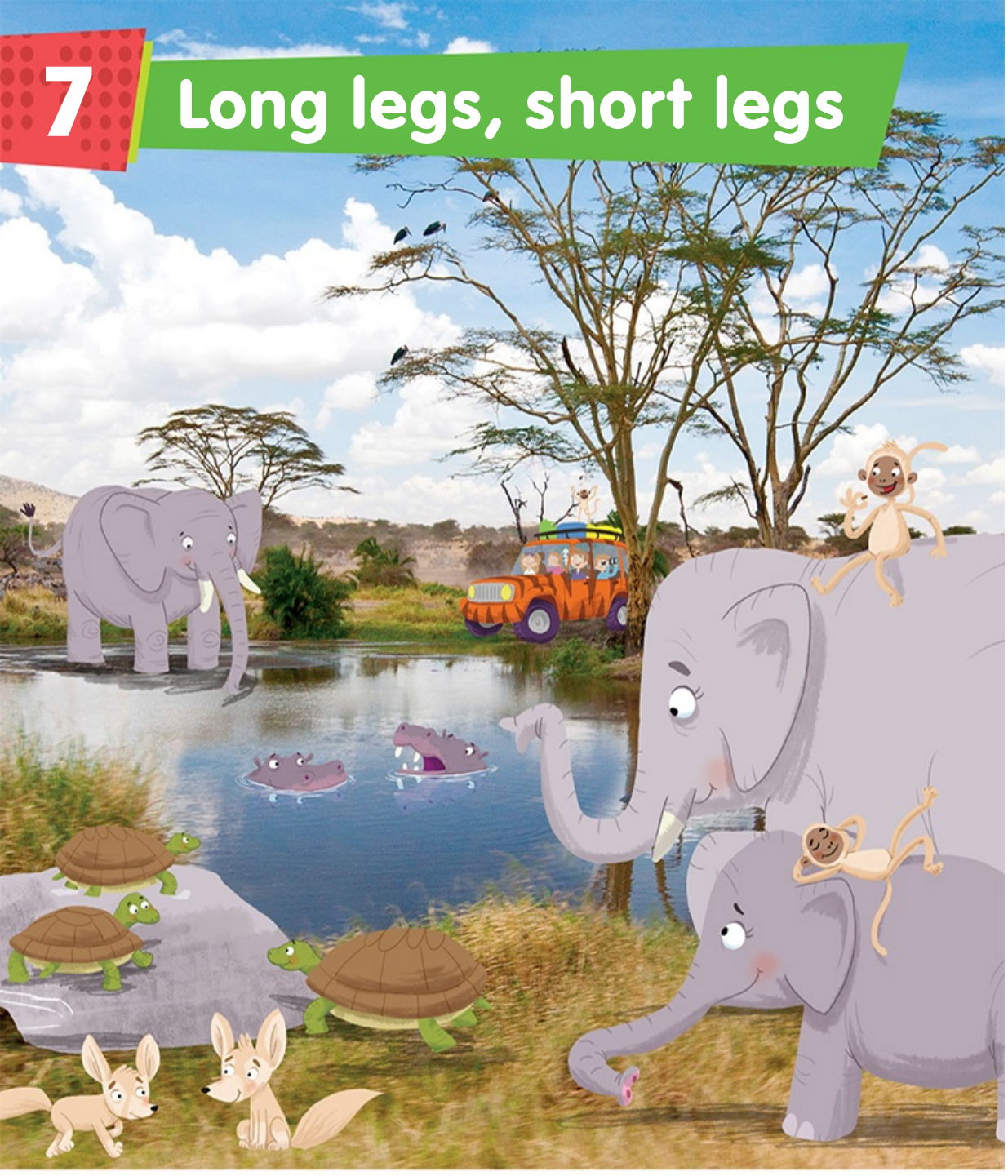
It's in the tree.



They're in the sandpit.

Watch the speaking exam practice video.

7 Long legs, short legs



Unit 7 Identify and use new words: parts of the body; adjectives
WB: page 72

Vocabulary

1 7.1–7.2 Listen and say. Then listen and number.

eye ☐
ear 1
arm ☐
leg ☐
foot (feet) ☐
tail ☐





long (tail) ☐



short (tail) ☐

2 Look at the picture. Count and complete.

Animals with:	long arms	short legs	a long tail	big ears
	3			

3 7.3 Sing and act out. Be a star!

A tortoise can't dance

A monkey can swing
With its long, long arms.
It can swing, swing, swing.
It's a funny thing!

A bird can sing
And hop all around.
Tweet, tweet, tweet!
Look at those feet!

But a tortoise can't dance
With its funny, short legs.
It can't stamp to the beat
With its little feet!
What? Wait ... Stop!

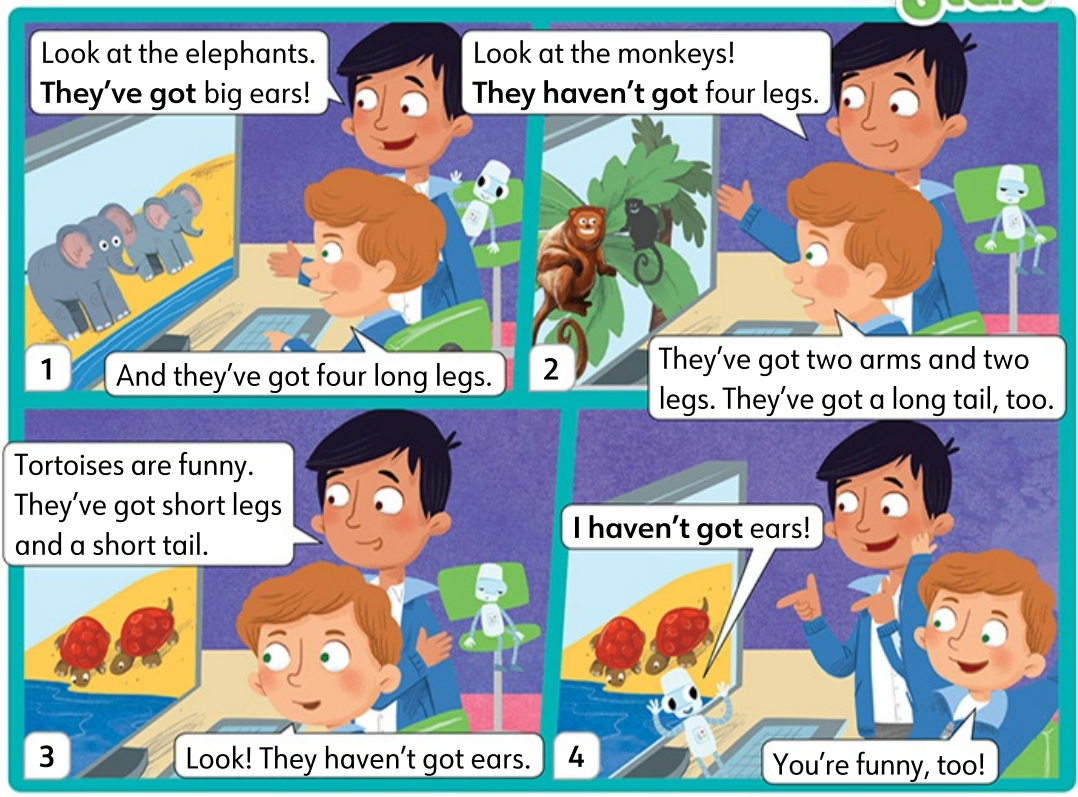
A tortoise *can* dance!
Just stamp and clap.
Make some sound
And it goes round and round!



Lesson 2 Grammar time

The Academy Stars

1 7.4 **Listen and read. Which animals haven't got ears?**



2 7.4 **Listen again. Complete.**



1 They've got big *ears* and four _____ legs.



2 They've got two _____ and two _____.



3 They've got _____ legs and a short _____.
They haven't got _____.

tail	legs
arms	ears
long	short

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

Lesson 3 Grammar focus

1 7.5 **Look and read.**

Graphic **Grammar**

have got (I / they)

I 've got two legs .

They 've got four legs .

I haven't got ears .

They haven't got ears .

I've → I **have** They**'ve** → They **have** have**n't** → have **not**

2 Write in order. Then tick (✓) or cross (×).

1 got / rabbits. / two / I've

I've got two rabbits. ✓

2 short / They've / ears. / got

_____

3 haven't / four / They / legs. / got

_____

4 got / They've / feet. / small

_____

5 a / haven't / long / They / got / tail.

_____



3 Work in pairs. Play a guessing game. **Be a star!**

- Go to page 151 and cut out the cards. Put them face down in a pile.
- Turn over a card and say. Ask your friend to guess.



Go to **Grammar booster:** page 140.

Bush baby

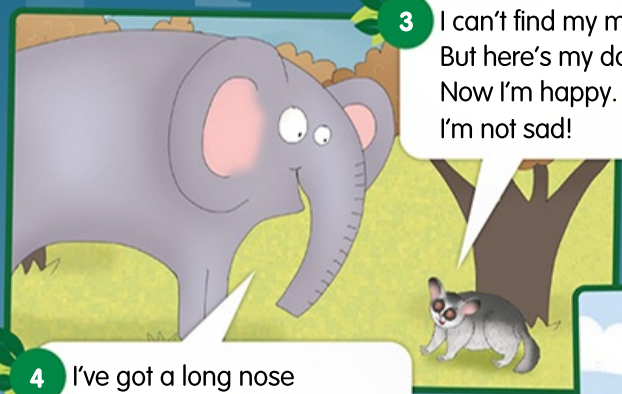
1 *Bump! Ouch!*
Bush baby child
Is on its head.
And its big, big eyes
Are very red.



Where am I?
Now I can see!
It's my mum
Up in a tree.



2 Ha, ha, ha!
You're so funny!
With my long arms and legs,
I'm not your mummy!

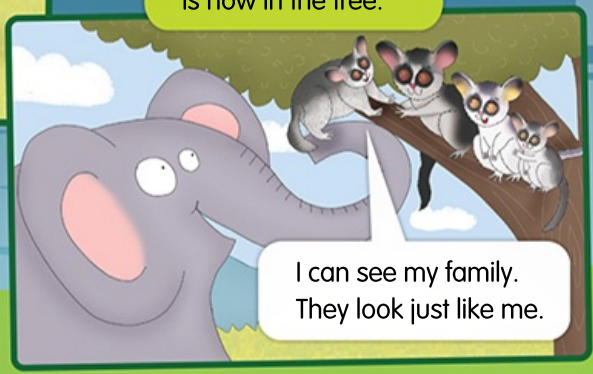


3 I can't find my mum.
But here's my dad!
Now I'm happy.
I'm not sad!

4 I've got a long nose
And big, big ears.
I'm not your dad!
But can you hear?

There's a bush baby family.
They're very small, too.
They've got big, big eyes.
They're just like you!

5 Up, up, bush baby
Is now in the tree.



I can see my family.
They look just like me.

Vocabulary



head



nose

Why is family important?

1 7.6 **Look at the poem. Is the bush baby sad? Read and check.**

2 Read and match. **Be a star!**

1 I'm your mum.

2 I'm not your dad.

3 I'm not your mum.

4 I'm your dad.









3 Write the animals.

monkey bush baby elephant

1 I've got a long nose. *elephant*

2 I've got long arms. _____

3 I've got big eyes. _____

4 I've got big ears. _____

4 Choose and say your favourite part of the poem.

Lesson 5 Sounds and letters

1 7.7 **Listen and say. Complete.**







_ch_ild ___erry ___ocolate

2 7.8 **Listen and say the chant.**

Can this child chew a chocolate cherry,
Sitting on a chair?
Yes, he can chew a chocolate cherry.
He can chew it anywhere!



3 7.9 **Circle the correct sounds. Listen, check and say.** Be a star!

1 
(ch) /sh

2 
ch /sh

3 
ch /sh

4 
ch /sh

5 
ch /sh

Learning about language

Words that rhyme sound the same. In a poem, they come at the end of a line:

Bush baby child is on its **head**.
And its big, big eyes are very **red**.

Look at the poem on page 86. Find and circle words that rhyme.



Lesson 6 Language in use

Vocabulary



blonde hair

1 7.10 **Listen and say.**





Number 3.
Have you got long hair?



Yes, I have.

Have you got blonde hair?

Yes, I have.

Have you got blue eyes?

No, I haven't.

Have you got brown eyes?

Yes, I have.

You're Megan.

Yes! Well done!

2 **Work in pairs. Choose, ask and answer.**

Hair	short	long	brown	black	blonde	
Eyes	big	small	blue	green	brown	grey

Have you got short hair?

Yes, I have.

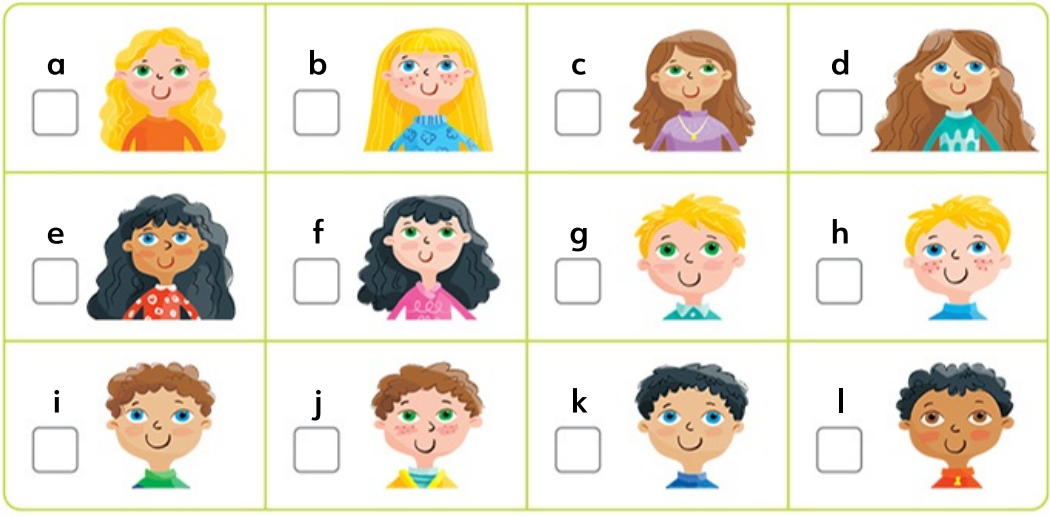
3 **Now it's your turn. Work in groups. Play the game.** **Be a star!**

Go to **Grammar booster:** page 140.

Lesson 7 Listening and speaking

1 7.11 **Look and find. Listen and number the faces 1, 2 and 3.**

long hair	brown hair	black hair	blonde hair
green eyes	blue eyes	brown eyes	



2 7.11 **Complete the descriptions. Listen again and check.**

1 I've got short *brown* hair and _____ eyes.

2 I've got _____ blonde hair and _____ eyes.

3 I've got _____ _____ hair and _____ eyes.

3 **Work in pairs. Describe another person from Activity 1.** I've got ...

4 7.12 **Work in pairs. Play a game.** **Be a star!**

I've got **long blonde hair** and **blue eyes**.

You're b!

Yes! Well done!

Unit 7 Listening: listen for key words Speaking: describing people
WB: pages 78–79

Lesson 8 Writing

1 7.13 **Read the poem. Circle the words that rhyme. Listen and check.**

My wigaloos have got
Five big feet.
And a big, big mouth
So they can eat.



2 7.14 **Match the words that rhyme. Listen and check.**

1 see	**2** head	**3** ear	**4** too	**5** tall
a blue	**b** small	**c** red	**d** me	**e** hear

3 Choose words from Activity 2 to complete the poem. **Be a star!**

My mogadills
Have got a big *head* .
Their legs are long
And their feet are _____ .
They've got a funny nose
And a funny tail, too.
Their hair is green
And their eyes are _____ .
They've got big eyes
So they can _____ .
And long, long arms
So they can catch _____ .



4 7.15 **Listen and check. Is it the same as your poem?**

1 7.16 Look at the pictures. What do you know about the story? Read and check.

Little Red Riding Hood



1 This is Little Red Riding Hood.
Can you see her?
This is her mum.
'Look,' says Mum. 'I've got a cake for Grandma.'
'I can take it,' says Little Red Riding Hood.
'Thank you,' says Mum.



2 Little Red Riding Hood is in the forest.
She can see two big eyes.
It's the Big Bad Wolf.
Where's the wolf? Can you see him?
Look! He's next to the tree.



3 Little Red Riding Hood is at Grandma's house.
'Hello, Grandma,' she says.
'Hello, Little Red Riding Hood,' says Grandma.
'Oh, Grandma, you've got big eyes!' says Little Red Riding Hood.
'I can see you with my big eyes,' says Grandma.
'You've got big ears, Grandma!'
'I can hear you with my big ears,' says Grandma.
'You've got a big nose, Grandma!'
'I can smell you with my big nose,' says Grandma.



4 'You've got a big mouth, Grandma!'
'I can eat you with my big mouth!' says Grandma.
'Help! This isn't Grandma!'
Grandma isn't in her bed. Where is she?
Look! She's under the bed.



5 'You're a very bad wolf,' says Grandma.
'You can't eat Little Red Riding Hood.'
'Help!' says the wolf. 'Goodbye!'
'Goodbye, Big Bad Wolf!'

Reading time 3 Activities

1 Read and tick (✓). Who says it?

1 'I've got a cake for Grandma.'




2 'I can take it.'




3 'Hello, Little Red Riding Hood.'




4 'Oh, Grandma, you've got big eyes!'




5 'I can eat you with my big mouth!'




6 'You're a very bad wolf.'




2 Think and answer. Is the wolf good or bad? Why?

3 Now the wolf is good. Think, draw and write. Be a star!



Now the wolf is good.

The toys are in the box.

4 Now watch the video.

Categorise animals

1 Look at the photos. Compare the animals.

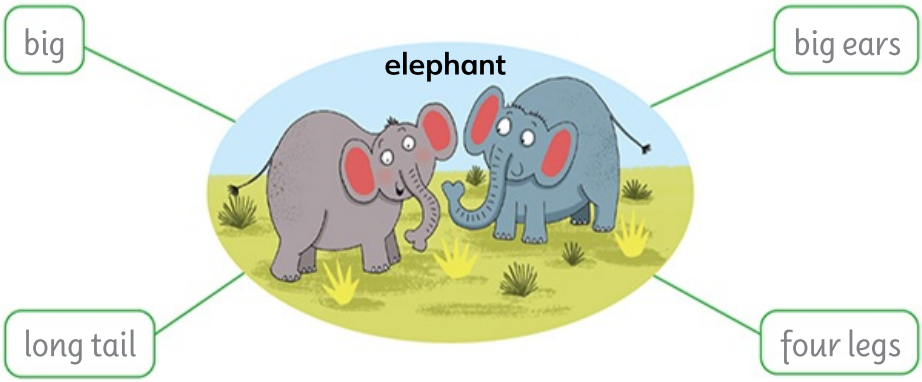
Elephants have got long legs. Tortoises have got short legs.



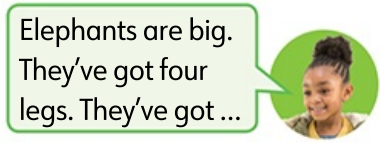
2 Choose two animals from Activity 1. Write the animals and tick (✓).

Animal	big	small	two legs	four legs	long tail	short tail

3 Choose a different animal from Activity 1. Make a mind map. **Be a star!**



4 Tell the class about your animal. Then make a class display.



8 Old and new clothes



What can we do with old clothes?

Unit 8 Identify and use new words: clothes
WB: page 82



Vocabulary

1 8.1–8.2 Listen and say. Then listen and number.


dress ☐


jacket ☐


shirt ☐


shoes 1


skirt ☐


socks ☐


trousers ☐


T-shirt ☐

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

3 Look at the clothes in the picture. Are they old or new?

4 8.3 Sing a song. Be a star!

Where's my shoe?

Where's my shoe?
Where's my shoe?
I don't know what to do
Without my shoe.

Is it on the chair?
Next to your skirt?
That isn't my shoe.
That's a shirt!

A jacket, socks.
This room is a mess.
Is that your shoe?
No, it's a dress!

Look up, up, up.
Look down, too.
What's on your foot?
Is that your shoe?

The Academy Stars

1 8.4 **Listen and read. What is Anna?**



2 8.4 **Say the sentences. Look and listen again. Tick (✓) or cross (×).**

1 Tom has got a  . ☑

2 Tom has got a  . ☐

3 Sara has got a  . ☐

4 Anna hasn't got a  . ☐

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

Lesson 3 Grammar focus

1 8.5 Look and read.

Graphic **Grammar**

have got (he / she)

He's got a hat.

She's got a jacket.

He hasn't got a jacket.

She hasn't got a hat.

He's got → He **has** got

She's got → She **has** got

2 Circle *T* (True) or *F* (False).



1 Sara has got a red dress. T / F

2 She hasn't got blue trousers. T / F

3 She's got an orange T-shirt. T / F

4 She's got a purple jacket. T / F

5 Alex has got a green T-shirt. T / F

6 He's got blue shoes. T / F

7 He hasn't got a brown jacket. T / F

8 He's got a white shirt. T / F



3 Work in pairs. Play a game. Be a star!

- Go to page 157 and cut out the cards. Put all the cards on a table.
- Choose a card and say. Then your friend finds the card.



Go to **Grammar booster:** page 141.

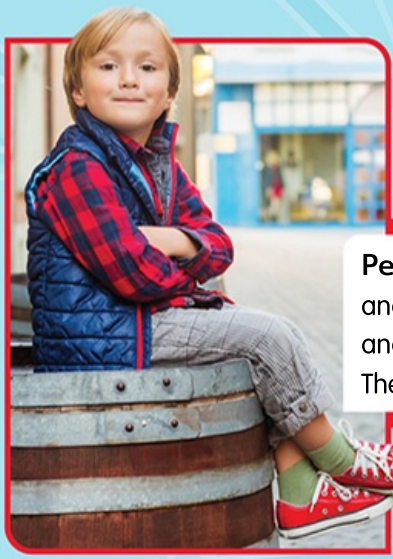
My favourite clothes



Lin: I like my green and blue jacket. It's nice and warm. I've got a warm hat too, but I haven't got gloves. I can play in the snow, but my hands are cold!

Maya: I've got a dress.
It's pretty and pink.
I can dance in it. Look
at me! Whoosh!
I love my pretty dress.
I like my white boots, too!





Peter: I've got red shoes and green socks. I can run and jump in my red shoes. They're my favourite shoes.

Jamie: Hey! This is my favourite T-shirt. It's orange, and it's got words on it. I've got black sunglasses, too. Look at me! I'm happy! What's your favourite T-shirt?



Vocabulary


gloves


hand


sunglasses


warm

1 What colour is it? Look and find the clothes.

pink green red orange

2 8.6 Read the text. What are their favourite clothes?

3 What have they got? Tick (✓). **Be a star!**

	jacket	T-shirt	shoes	dress	socks	hat	sunglasses	boots
Jamie		✓						
Lin	✓							
Maya								
Peter								

4 Who is it? Write *J* for Jamie, *L* for Lin, *M* for Maya or *P* for Peter.

1 I haven't got gloves. I've got a hat. _____

2 I haven't got a jacket. I've got a dress. _____

3 I've got sunglasses. I haven't got a hat. J

4 I haven't got a dress. I've got grey trousers. _____

5 What are your favourite clothes?

Lesson 5 Sounds and letters

1 8.7 Listen and say. Complete.







_th_ink ___in ___ree

2 8.8 Listen and say the chant.

Three thin bees
Are thirsty, I think.
'Thank you, flower.
What a nice drink!'





3 8.9 Listen and match. Then say the words. Be a star!

1 cherry
2 shoes
3 think

th
ch
sh

4 chocolate
5 three
6 shop

Learning to learn

A picture dictionary can help you with vocabulary and reading.
Make a class dictionary and add new words to it during the year.
Make a picture dictionary with the words from this lesson.



Lesson 6 Language in use

1 8.10 Listen and say.





What are you wearing?



I'm wearing a white shirt and black trousers. I've got a black hat.

Are you a pirate?

Yes, I am. What are you wearing?

I'm wearing red trousers and a yellow T-shirt. I've got a red nose.

Are you a puppet?

Yes, I am!

2 Work in pairs. Ask and answer.

Student A



Student B



What are you wearing?

I'm wearing a black T-shirt and ...

3 Now it's your turn. What you are wearing today? Be a star!

Go to **Grammar booster:** page 141.

Lesson 7 Listening and speaking

Vocabulary


cold


wet

1 8.11 **Look at the weather words. Tick (✓) what clothes people wear. Then listen and check.**

1 hot
a  ☐
b  ☐
c  ☐

2 cold
a  ☐
b  ☐
c  ☐

3 wet
a  ☐
b  ☐
c  ☐

2 8.11 **Listen again and complete.**

1 I'm Amina. I'm wearing a *T-shirt* and a _____.

2 I'm Dylan. I'm wearing a _____ and _____.

3 I'm Mai. I'm wearing a _____ and a _____.
I've got an umbrella, too.

3 8.12 **Work in pairs. Listen and say.** **Be a star!**

What's the weather like today?

It's **hot**.

What are you wearing?

I'm wearing **a T-shirt**.


hot


cold


wet

Lesson 8 Writing

1 Read and point.

Size and colour words go before clothes words.
I've got a **big** hat. I'm wearing a green shirt.

2 Write the words in the correct order.

Hi! I'm Freddie. This is a photo of me.

I'm wearing a **green** / **jacket** / **and** / **white**

I'm wearing a green and white jacket .

I'm wearing **trousers** / **long**

_____ .

I've got **hat** / **a** / **big**

_____ .

I'm wearing **shoes** / **white**

_____ .

I look great!



3 Look and write. Be a star!

Hi! I'm Luisa.

This is a photo of me.

I'm wearing _____

_____

I've got _____

_____

I look great!



Review 4

1 8.13 Look and complete. Listen and check.

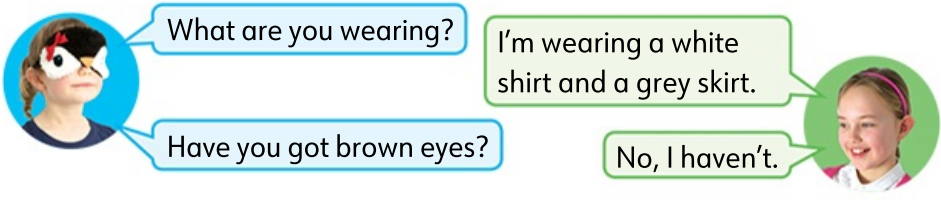
1 h<u>a</u>i<u>r</u>
2 ___y___
3 ___r___
4 ___ac___et
5 ___-shir___
6 ___ai___
7 ___rou___er___
8 ___e___
9 n___s___
10 ___h___es



2 Look and complete with *'s got* or *'ve got*. Read and circle.

1 It<u>'s</u> <u>got</u> a long tail. Tom / Alex / (cat)
2 He___ _____ black hair. Tom / Alex / cat
3 He___ _____ brown hair. Tom / Alex / cat
4 He___ _____ red shoes. Tom / Alex / cat
5 They___ _____ trousers. Tom / Alex / cat

3 Work in pairs. Play a guessing game.



Reading and Writing

1 CE:YL Look and read. Write *yes* or *no*.



Mum has got a blue flower. no

1 Grandma has got a green apple. _____

2 Dad has got white shoes. _____

3 Grandpa has got a red book. _____

4 The boy has got an orange shirt. _____

5 The girl has got long hair. _____

Speaking

2 CE:YL Work in pairs. Ask and answer.



Have you got a blue hat?

No, I haven't. I've got a red hat.



Watch the speaking exam practice video.

9 Brilliant bedrooms



Unit 9 Identify and use new words: furniture
WB: page 92

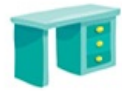
Vocabulary

1 9.1–9.2 Listen and say. Then listen and number.


bed 1


chair ☐


clock ☐


desk ☐


door ☐


lamp ☐


wardrobe ☐


window ☐

2 Look at the picture. Find furniture made with these things.

a boat a car a door a kite
a shoe a swing a slide

The window is a slide.

3 9.3 Sing a song. Be a star!

My bedroom

My bedroom is a special place.
A place where I can think.
It's got a clock
And a big blue chair
And the bed in it is pink!

My bedroom is a special place.
A place where I can hide.
It's got a wardrobe
And a desk
And a window with a slide!

My bedroom is a special place.
A place where I can dream.
It's got a lamp
And a funny door.
And a picture of my team!



The Academy Stars

1 9.4 Listen and read. Is Bot happy?



2 9.4 Listen again. Read and circle.

1 There's one wardrobe.	(Yes)	No	**2** There are two desks.	Yes	No
3 There are three chairs.	Yes	No	**4** There are two beds.	Yes	No

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

Lesson 3 Grammar focus

Graphic **Grammar**

there is / there are

1 9.5 **Look and read.**

How | many | beds | are | there ?

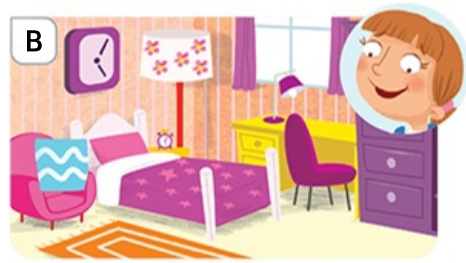
There | 's | one | bed .

There | are | two | beds .

There's → There is

2 Complete the questions. Answer with *There's* or *There are*. Then look and write *A* or *B*.





1 How many beds are there? There's one bed. B

2 How many desks are _____ ? There _____ two desks. ☐

3 How _____ chairs _____ there? _____ are two chairs ☐

4 _____ _____ clocks are _____ ? _____ one clock. ☐

3 Work in pairs. Play a drawing game. **Be a star!**

- Go to page 157.
- Ask and answer about things in your bedrooms. Draw the things in your friend's bedroom.



Go to **Grammar booster:** page 142.

Holiday bedrooms

A



B



1 I'm in my holiday bedroom. Look, it's in a van! There are ... fifteen, sixteen, seventeen trees outside!

2 Eleven and three ... That's fourteen! I win! We're playing cards next to the window. We're on a big boat this summer! Look, there's the sea!

3 I'm happy. I'm in my holiday bedroom – it's a tent! There are fourteen small lamps here. Can you see? The tent is small, but I'm having fun!

4 Can you hear the birds? My bedroom is up in the trees! I can read my book in my bedroom. I love it!

C



D



Vocabulary


eleven


twelve


thirteen


fourteen


fifteen


sixteen


seventeen


eighteen


nineteen


twenty

1 9.6 **Listen and point to the photos.**

2 9.6 **Read the text. Then number the photos in order.**

A ☐ B ☐ C ☐ D 1

3 What numbers can you find in the text? Tick (✓).

11	12	13	14	15	16	17	18	19	20

4 Complete the sentences. Be a star!

~~bedroom~~ book cards lamps

1 There's a *bedroom* in the van.

2 There are _____ in the bedroom on the boat.

3 There are _____ in her bedroom.

4 There's a _____ in the bedroom in the trees.

5 What's your favourite bedroom?

Lesson 5 Sounds and letters

1 9.7 Listen and say. Complete.



clo<u>ck</u>



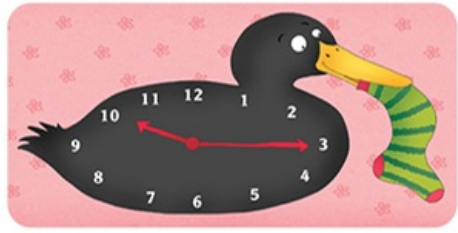
bla___



du___

2 9.8 Listen and say the chant.

Tick tock, tick tock!
A big black clock.
Quack! Quack! Quack!
It's a duck with a sock.



3 9.9 Write the words that end with *ck*. Listen and check. Be a star!

a	b	c	d	e	f
					
clock					

Learning about language

A 'noun' is a naming word for a person or a thing.
It tells you **what** or **who**. Can you add a noun to each group?

what	who
slide	dad
bed	teacher



Lesson 6 Language in use

1 9.10 Listen and say.





My brother has got a cool bedroom.



Really? **Has he got** a big bed?

Yes, he has.

Has he got a desk?

No, he hasn't.

Has he got a slide?

Yes, he has!

Wow! That's fantastic!

2 Work in pairs. Ask and answer.

Student A





Student B





Has he got a big wardrobe?

Yes, he has.

3 Now it's your turn. Ask about your friends' bedrooms. Be a star!

Go to **Grammar booster:** page 142.

Lesson 7 Listening and speaking

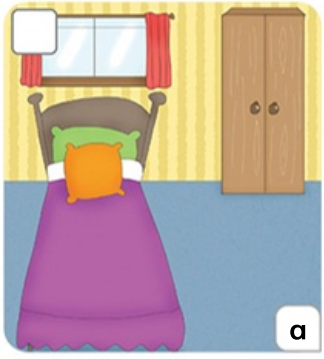
Vocabulary

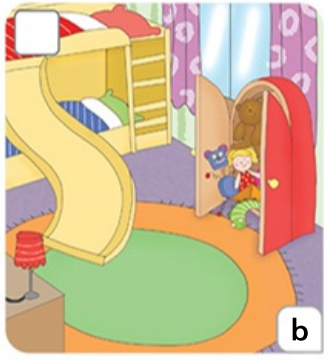

toy cupboard

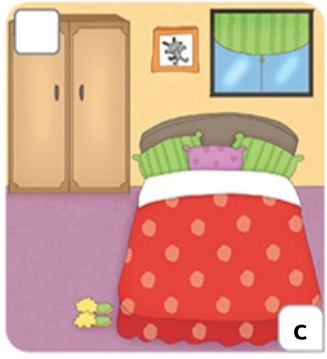
1 Look at the pictures in Activity 2. Tick (✓) what you can see.

1 bed	✓	6 toy cupboard	
2 door		7 window	
3 lamp		8 picture	
4 clock		9 desk	
5 wardrobe		10 slide	

2 9.11 Listen and number the pictures in order.







3 9.11 What do the children think? Listen again and draw.

Bedroom 1 Bedroom 2 Bedroom 3

4 9.12 Listen and say. Then talk about one of the bedrooms in Activity 2. **Be a star!**

boring fantastic great nice OK

I think this bedroom is **boring**.
You're right.
I don't think so. I think it's **nice**.

Are all bedrooms the same?

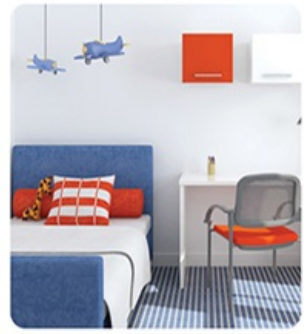
Lesson 8 Writing

1 Read and follow.

Start an email with **Hi** (+ name): **Hi** Sam,
End an email with **Bye,** (+ name): **Bye,** Billy

2 Look and complete the email.

Hi Sam,
My new bedroom is fantastic!
There's one _____ . It's blue.
_____ 's a grey and orange _____ .
It's _____ _____ the desk.
I've got two _____ .
I _____ _____ a _____ , too. It's a giraffe.
It's cool!
Bye, Billy



3 Write an email about Sam's bedroom. Be a star!

_____ ,
My new _____ is _____ !
_____ _____ two beds.
_____ _____ _____ toy cupboards.
There's _____ desk. I've _____ one _____ behind the desk.
I _____ _____ a purple and black _____ . I _____ _____ a _____ , too. It's a teddy!
_____ , Sam



Reading time 4

1 9.13 Look at the pictures. What's the play about? Read and check.

Where's George?

Characters:
Sam
Rose (Sam's sister)
Max (Sam's friend)
Lily (Rose's friend)

Scene 1

Sam: Where's George?
Rose: Who's George?
Sam: He's my monkey. He's got a red hat.
Rose: Is he in the toy box?
Sam: No, he isn't.
Rose: What's that? Look! He's under the table!
Sam: It isn't George. It's your doll.



Scene 2

Rose: Look! It's Max and Lily. Hello!
Max and Lily: Hi!
Sam: I can't find my monkey. His name is George.
Max: We can help you.
Sam: Great, thanks!
Max: Is he big or small?
Sam: He's big and brown. He's got a long tail.
Lily: Look! There's a long tail in the cupboard.
Max: Is it George?





Scene 3

Lily: That isn't George. It's your cat!

Rose: Hello, Polly!

Sam: George has got a red jacket.

Max: Look! There's a red jacket.

Sam: And he's got green shoes.

Lily: There are two green shoes.

Sam: Let's find George!



Scene 4

Rose: We've got a red jacket and two green shoes.

Max: But I can't see George.

Sam: George has got a bike, too.

Max: Look! There's a bike.

Sam: And he's got a green umbrella.

Max: Look! There's an umbrella in the tree.

Lily: And there are two birds!

Sam and Rose: Oh, no! The birds have got George!



Scene 5

Max: I know. We can clap.

Rose: We can stamp, too.

Sam: But we haven't got George.

Max: OK. Let's sing!

Rose: Hurray! The birds haven't got George now.

Sam: I've got George. I'm happy now. Let's play!



Reading time 4 Activities

1 Read again. Which one is George? Tick (✓).







2 Read and number in order.

a Look! There's an umbrella in the tree. ☐

b I've got George. I'm happy now. ☐

c Look! It's Max and Lily. ☐

d That isn't George. It's your cat! ☐

e Where's George? 1

3 Think and answer. Which is your favourite scene? Why?

4 What do you think the children do next? Draw. **Be a star!**

5 Now watch the video.

Design a perfect bedroom

1 This is Poppy's perfect bedroom. What can you see? Do you like her bedroom?



2 Make a list for your perfect bedroom.

Poppy's list

Idea: Animals

Colours: green, yellow, brown, orange

Furniture and toys:

bed – lion

wardrobe – forest

chair – swing

lamp – flower

tiger

monkey

My list

Idea: _____

Colours: _____

_____

Furniture and toys:

_____

_____

_____

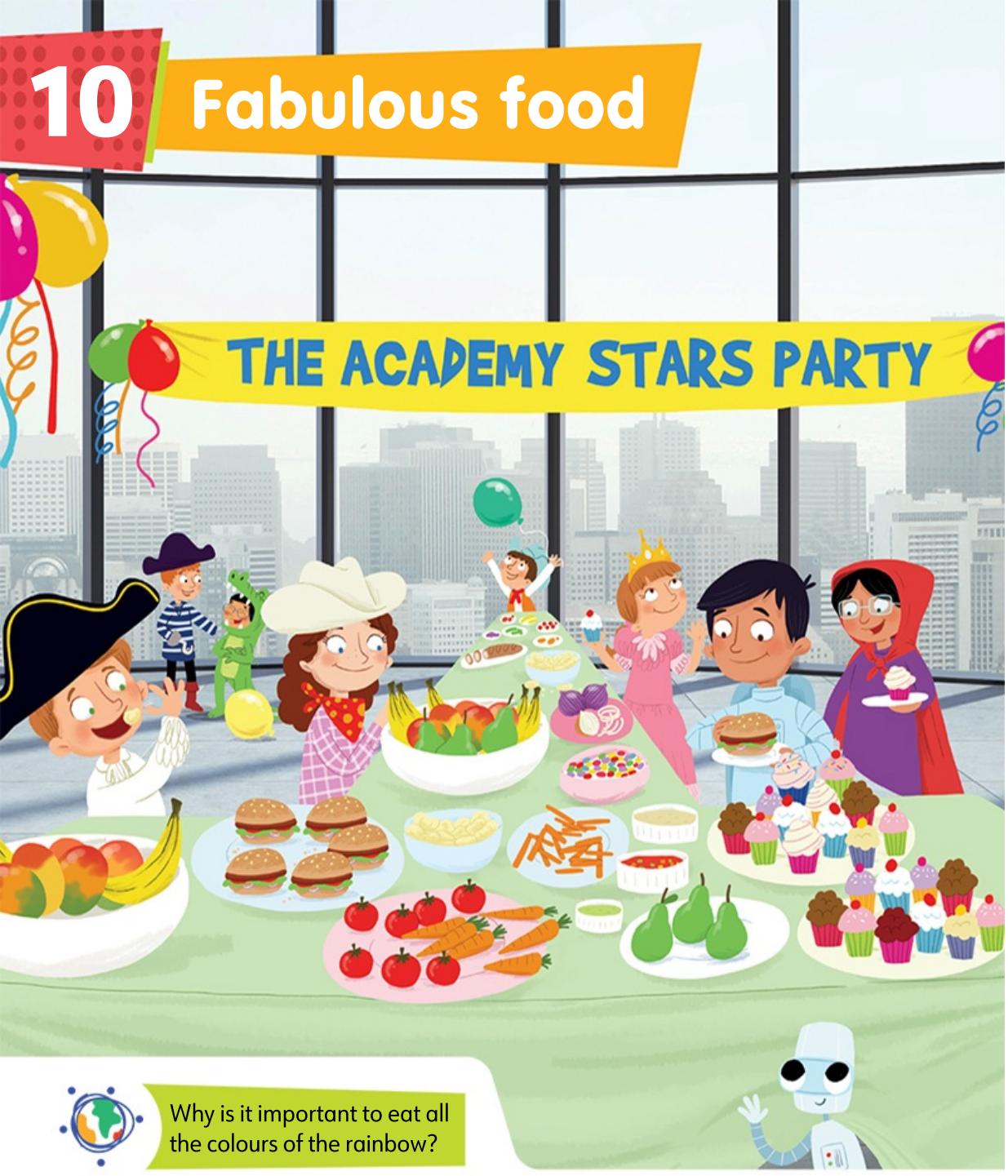
_____

_____

3 Plan and draw your perfect bedroom. Use your list.

4 Show the class. Who has got a fantastic bedroom? Why do you like it?

10 Fabulous food



Why is it important to eat all the colours of the rainbow?

Vocabulary

1 10.1–10.2 Listen and say. Then listen and number.


banana ☐


burger ☐


cake ☐


carrot ☐


mango ☐


onion ☐


pear 1


tomato ☐

2 Make a food colour chart. What colour food is your favourite?

tomato apple						

3 10.3 Sing a song. Be a star!

I can eat a rainbow

Red, orange, yellow, green
Are a funny treat.
The colours of the rainbow
are the colours I can eat!

A red apple, a green pear.
A purple onion, too.
I can eat a rainbow.
And you can eat one, too!

An orange carrot, a red tomato.
A yellow banana, too.
I can eat a rainbow.
And you can eat one, too!



Lesson 2 Grammar time

The Academy Stars

1 10.4 **Listen and read. What's in Tom's lunchbox?**



2 10.4 **Look and draw. Listen again and check.** like = don't like =

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

Lesson 3 Grammar focus

1 10.5 Look and read.

Graphic | **Grammar**

Present simple (+ and –)

I like pears.

I don't like carrots.

don't → do not

2 10.6 Listen and tick (✓) or cross (×). Then write *like* or *don't like*.

1 I *like* burgers.

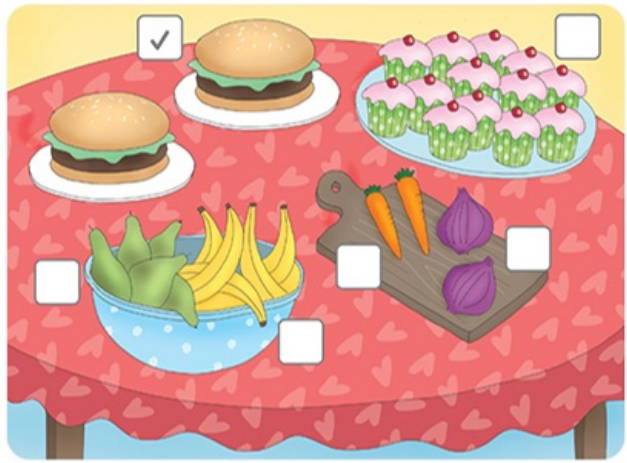
2 I _____ onions.

3 I _____ pears.

4 I _____ bananas.

5 I _____ cakes.

6 I _____ carrots.



3 Work in pairs. Make a plate of food for your friend. Be a star!

- Go to page 159 and cut out the plate and the cards.
- Choose a card and say.
- Put what you and your friend like on the plate.



Go to **Grammar booster:** page 143.

My little brother's food



It's lunch time. 'Here's a banana for you,' says Mum.

'I don't like bananas. Bananas are yellow,' says my little brother, Mateo.

'Mmm ... Try these carrots. They're good,' I say.

'Carrots are orange! I don't like carrots,' says Mateo.

'Taste this ice cream?' Mum asks.

'Yuck!' says Mateo. 'The ice cream is pink! I don't like pink food.'

'Do you like chicken?' I ask.

'No, chicken is brown,' says Mateo. He's sad.

'What do you like?' we ask.

'I like red food,' Mateo says.



I've got an idea!

Tomato sauce on the bananas.

Tomato sauce on the carrots.

Tomato sauce on the ice cream.

Tomato sauce on the chicken.



'Taste this,' I say.

'This is yummy! I like this,' Mateo says. He's happy!



'Taste my ice cream with tomato sauce,' Mateo says.

'Sorry. We don't like ice cream with tomato sauce,' Mum and I say. 'But we like red food, too!'

Vocabulary


chicken


ice cream


pink

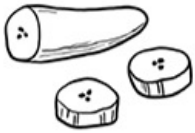

taste



tomato sauce

1 Find the foods in the story then colour. What colours are the foods?






2 10.7 **What does Mateo like? Read the story.**

3 Who says this? Match.

1 I like red food.	sister
2 We don't like ice cream with tomato sauce.	Mum
3 Try these carrots.	little brother
4 Taste this ice cream?	sister and Mum

4 Circle Fact or Opinion. Be a star!

Fact or opinion?

A fact is a true statement: *This carrot is orange.*

An opinion is what someone thinks: *This carrot is yummy.*

1 I like chicken.	Fact / Opinion
2 These carrots are good.	Fact / Opinion
3 Tomato sauce is red.	Fact / Opinion
4 I don't like pink food.	Fact / Opinion
5 Bananas are yellow.	Fact / Opinion

5 What do you think about the food in the story?

I like ...

I don't like ...

Lesson 5 Sounds and letters

1 10.8 Listen and say. Complete.



mo<u>th</u>er



fa__er



bro__er

2 10.9 Listen and say the chant.



My mother likes this mango.
My father likes this pear.
My brother likes this apple.
But I like that burger over there!

3 10.10 Listen and say the words. Then circle the words with *th* (like *this*).

Be a star!

1 this	the	thirsty	thirteen
2 that	think	mother	three
3 throw	father	there	thank you
4 think	brother	clothes	thin

Learning about language

When a noun ends in *o*, add ***es*** to make it plural:
mango – mango**es** tomato – tomato**es**

Some nouns have got a special spelling in the plural.
You need to learn each one:
foot – f**ee**t man – m**e**n child – child**ren**

Lesson 6 Language in use

Vocabulary


coconut


melon

1 10.11 Listen and say.





What are these?



These are coconuts.

I don't like coconuts. How about you?

I like coconuts!

And what are those?

Those are melons.

Really? I like melons. How about you?

I like melons, too!

2 Work in pairs. Ask and answer.

Student A


onions


carrots

Student B


bananas


tomatoes

- What are these?
- These are onions.
- I don't like ...

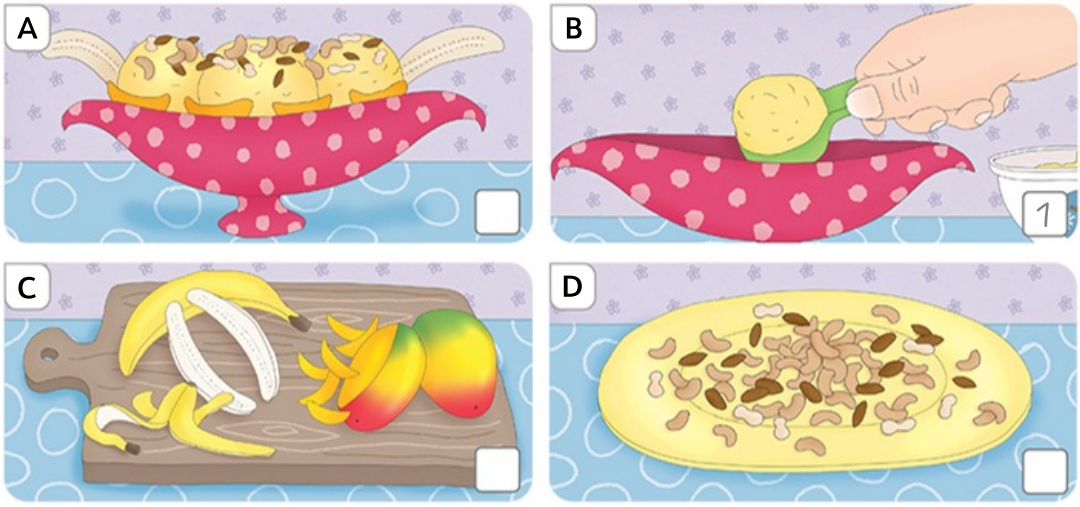
3 Now it's your turn. Make a market stall. Ask and answer. **Be a star!**

Go to **Grammar booster:** page 143.

Lesson 7 Listening and speaking

1 10.12 Look at the sundae in picture A. What's in it? Listen and find out.

2 10.12 Listen again. Number the pictures in order.



3 10.12 Circle *T* (True) or *F* (False). Listen again and check.

1 There is ice cream in the sundae. T / F

2 The girls don't like mangoes. T / F

3 There are apples on the ice cream. T / F

4 The sundae has got a nice taste. T / F

4 10.13 Work in pairs. Listen and circle. Then talk about other foods. Be a star!

- What's this?
- It's an onion.
- I like / don't like onions.
- Try it!
- It's nice / OK / horrible.






Lesson 8 Writing

1 Read and point.

Use ***but*** to join two different ideas:
I like apples. I don't like pears. I like apples **but** I don't like pears.

2 Rewrite the sentences with *but*.

1 I like mangoes. I don't like coconuts.

I like mangoes but I don't like coconuts.

2 I like tomatoes. I don't like carrots.

_____ They're horrible!

3 I don't like ice cream. I like cakes.

_____ They're really nice.

4 I like burgers. I don't like onions

_____ How about you?

3 Look and write a food blog. Use *but* to join your ideas. Be a star!

Hi! There's lots of food, but is it nice?
I like *burgers* but *I don't like tomatoes*.



I don't like _____.
They're _____.



_____.



_____.
They're _____.



How _____?

Review 5

1 What's in the picture? Find and tick (✓).

1 ☑ bananas
2 ☐ door
3 ☐ desk
4 ☐ tomatoes
5 ☐ burgers
6 ☐ bed
7 ☐ window
8 ☐ onions
9 ☐ lamp
10 ☐ ice cream



2 Look and write *These* or *Those*. Then complete for you. Use *like* or *don't like*.



1 *These* are mangoes. I _____.
2 _____ are coconuts. I _____.
3 _____ are onions. I _____.
4 _____ are melons. I _____.

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

Reading and Writing

1  b a n a n a s

2  _ _ _ _ _ _ _

3  _ _ _ _ _

4  _ _ _ _ _ _ _ _ _

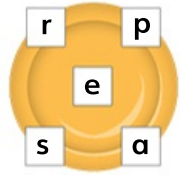
5  _ _ _ _ _











2 Work in pairs. Point to the pictures. Ask and answer.

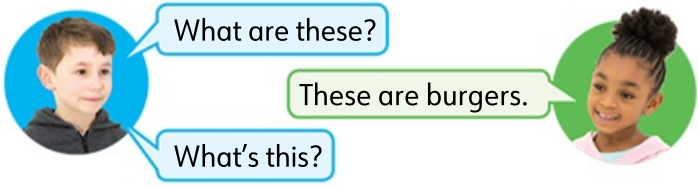
Speaking











Watch the speaking exam practice video.

Extra Stars

Unit 1

1 Look, read and circle.

Lesson 3, page 11



1 **He's** / **She's** tall.

2 **He's** / **She's** five.

3 **He's** / **She's** small.

4 **He's** / **She's** a friend.

5 **He's** / **She's** seven.

6 **I'm** / **She's** Tom.

2 Match the questions to the answers.

Lesson 6, page 15



1 Hello, I'm Anna.

2 What's your name?

3 How old are you?

a I'm six.

b Hi, Anna!

c My name is Tim.

Unit 2

1 What's this? Read and match. Write *a* or *an*.

Lesson 3, page 21

1 It's *an* apple.

2 It's _____ pen.

3 It's _____ book.

4 It's _____ umbrella.

5 It's _____ ruler.

6 It's _____ bag.

a 

b 

c 

d 

e 

f 

2 Look at the picture. Write *Yes, it is.* or *No, it isn't.*

Lesson 6, page 25

1 Is it green? *No, it isn't.*

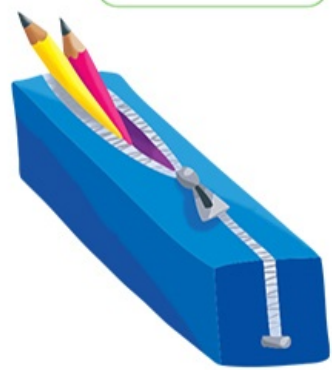
2 Is it blue? _____

3 Is it orange? _____

4 Is it an umbrella? _____

5 Is it a ruler? _____

6 Is it a pencil case? _____



Grammar booster

Unit 3

1 Look and read. Write *This is* or *That's*.

Lesson 3, page 33

1 *This is* your pen.
2 _____ my ball.
3 _____ my book.
4 _____ your apple.
5 _____ my grandma.
6 _____ your sister.



2 Look at the pictures. Read and complete.

Lesson 6, page 37

bird That his ~~her~~ Who cat



Who's this?
She's my sister Lisa. That's [1] *her* [2] _____.
It's small.



[3] _____'s this?
He's my friend. [4] _____ name is Peter.
[5] _____'s his green [6] _____.

Unit 4

1 Look, read and circle.

Lesson 3, page 47



1 **She's** / **She isn't** happy.



2 **He's** / **He isn't** cold.



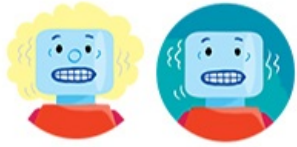
3 **I'm** / **I'm not** angry.



4 **He's** / **He isn't** thirsty.



5 **He's** / **He isn't** tired.



6 **They are** / **aren't** cold.

2 Look, read and answer.

Lesson 6, page 51

1 Are you happy?



Yes, I am.

3



Are you angry?

2 Are you hot?



4



Are you tired?

Grammar booster

Unit 5

1 Read. Write *can* or *can't*.

Lesson 3, page 59

1 She ___can___ paint.

2 He _____ ride a bike.

3 We _____ visit.

4 He _____ climb.

5 I _____ play the guitar.

6 They _____ talk.



2 Look at the picture. Answer the questions using *Yes, I can.* or *No, I can't*.

Lesson 6, page 63



1 Can you see the sun? *Yes, I can.*

2 Can you see a bird? _____

3 Can you see Mum? _____

4 Can you see a bike? _____

Unit 6

1 Look, read and circle.

Lesson 3, page 73



1 The bike is **on** / **next to** the sandpit.
2 The kite is **in** / **on** the slide.
3 The cars are **next to** / **under** the slide.
4 The doll is **next to** / **on** the seesaw.
5 The lion is **on** / **under** the swing.
6 The boats are **under** / **in** the sandpit.

2 Look at the picture in Activity 1. Complete the sentences.

Lesson 6, page 77

1 Where is the doll? It's _____.
2 _____ _____ the cars? They're _____.
3 _____ _____ the kite _____? It's _____.
4 Where are the _____? _____ in the sandpit.
5 Where is the _____ ? _____ on the swing.
6 Where is the _____? _____ next to the sandpit.

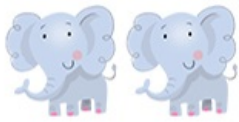
Grammar booster

Unit 7

1 Look, read and match.

Lesson 3, page 85

1 

2 

3 

a I haven't got four legs.

b I've got a long tail.

c I've got blue eyes.

d They've got big ears.

e They haven't got brown eyes.

f I've got a short tail.

4 

5 

6 

2 Look and read. Answer the questions with short answers.

Lesson 6, page 89

Leo 

Sally, have you got long legs?

Sally 

No, I haven't.

Have you got blue eyes?

_____

Leo, have you got blonde hair?

_____

Have you got green eyes?

_____

Unit 8

1 Look, read and circle.

Lesson 3, page 99



1 He's got / **hasn't got** a red shirt.
2 She's got / **hasn't got** a pink skirt.
3 He's got / **hasn't got** blue trousers.
4 She's got / **hasn't got** green socks.
5 He's got / **hasn't got** blue shoes.
6 She's got / **hasn't got** a yellow jacket.

2 Look and read. Answer the questions with complete sentences.

Lesson 6, page 103



1 What are you wearing?

_____
_____.



2 What are you wearing?

_____
_____.

Grammar booster

Unit 9

1 Look and read. Complete the answers with *There's* or *There are*.

Lesson 3, page 111



1 How many beds are there? *There's* one bed.

2 How many desks are there? _____ two desks.

3 How many chairs are there? _____ three chairs.

4 How many clocks are there? _____ one clock.

2 Look and read. Circle the correct answers.

Lesson 6, page 115



1 Has she got a big bed? **Yes, she has.** / **No, she hasn't.**

2 Has he got two clocks? **Yes, she has.** / **No, she hasn't.**

3 Has she got a book? **Yes, she has.** / **No, she hasn't.**

4 Has she got a chair? **Yes, she has.** / **No, she hasn't.**

5 Has she got a ball? **Yes, she has.** / **No, she hasn't.**

6 Has she got a desk? **Yes, she has.** / **No, she hasn't.**

Unit 10

1 Look, read and match. Then write *like* or *don't like*.

Lesson 3, page 125

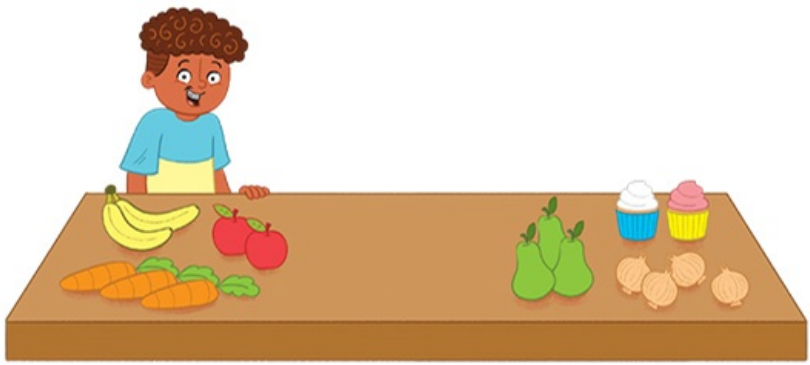


1 ✓
2 ✓
3 ×
4 ×
5 ✓
6 ×

a I _____ cakes.
b I *like* bananas.
c I _____ apples.
d I _____ carrots.
e I _____ burgers.
f I _____ melons.

2 Look and read. Answer the questions with complete sentences using *these* or *those*.

Lesson 6, page 129



1 What are these?

These are bananas.

2 What are those?

I / Anna	it / big		
she / six	he / tall		
it / tall	it / funny		
I / small	he / seven		

Communicative activities



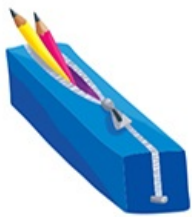
















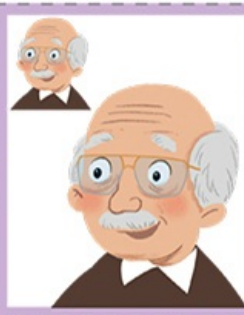


Communicative activities



This is my ball.

That's your family.





This is my crayon.

That's your bike.





This is my sister.

That's your grandpa.





This is my bag.

That's your mum.



Unit 4

Lesson 3, Activity 3, page 47

Communicative activities









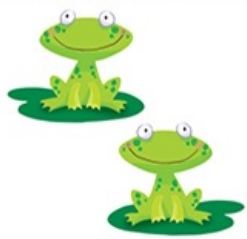
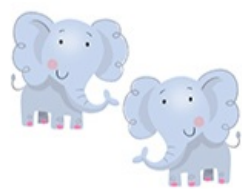

Unit 7

Lesson 3, Activity 3, page 85







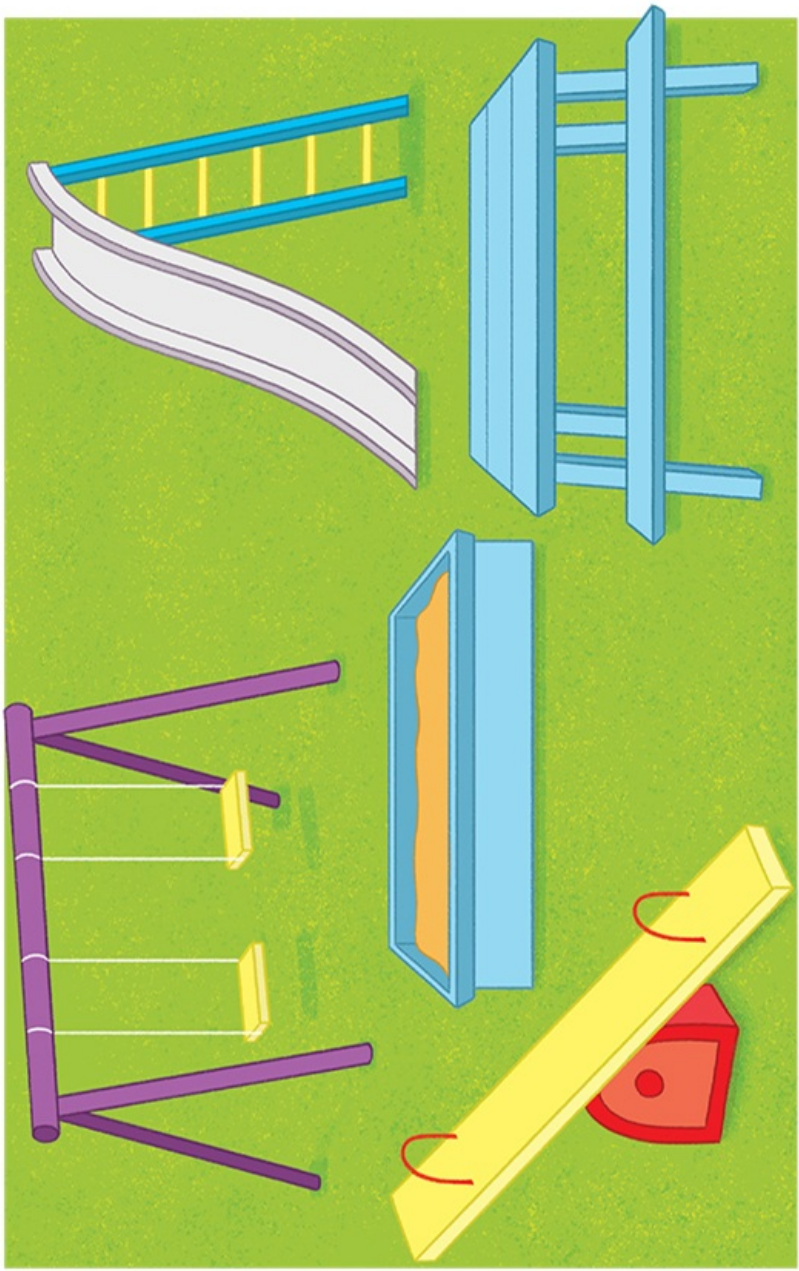
Lesson 3, Activity 3, page 59

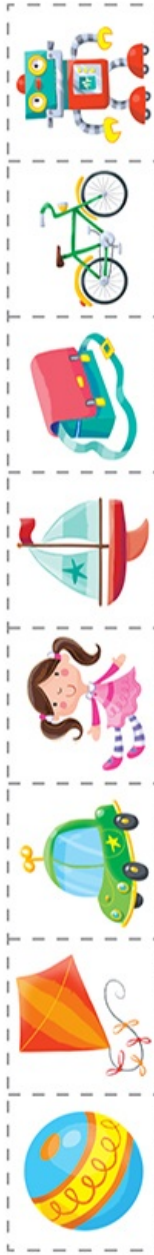
Communicative activities

✓	✗		
✓	✗		
✓	✗		
✓	✗		

Lesson 3, Activity 3, page 73

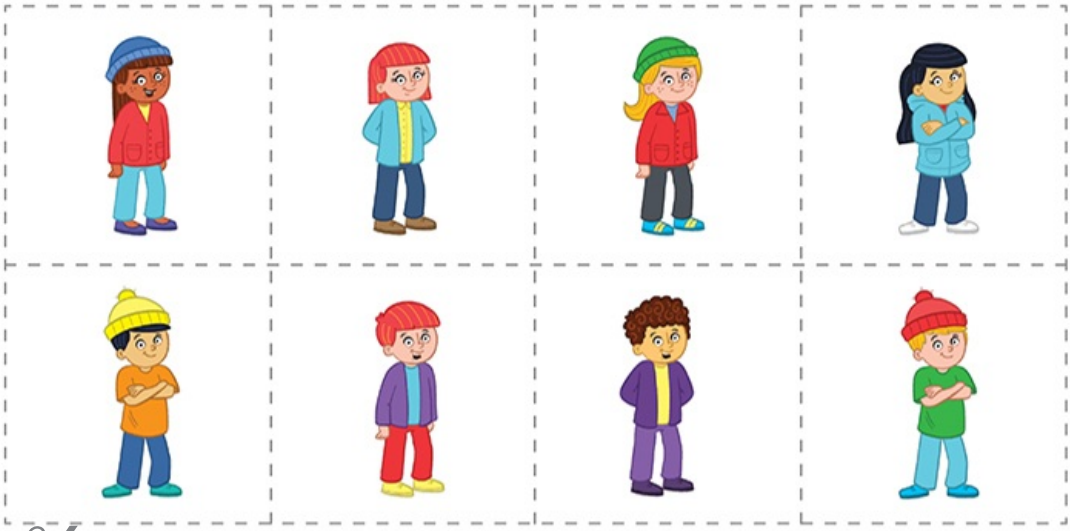
Communicative activities





Lesson 3, Activity 3, page 99

Communicative activities

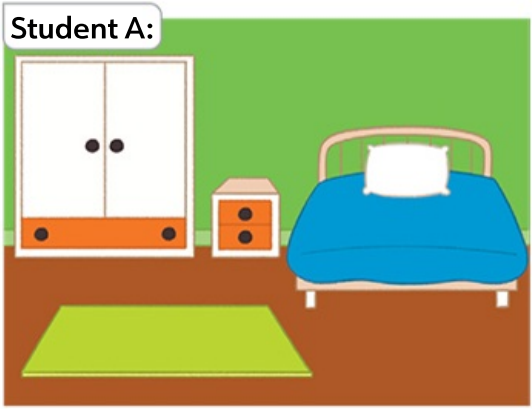


Lesson 3, Activity 3, page 111

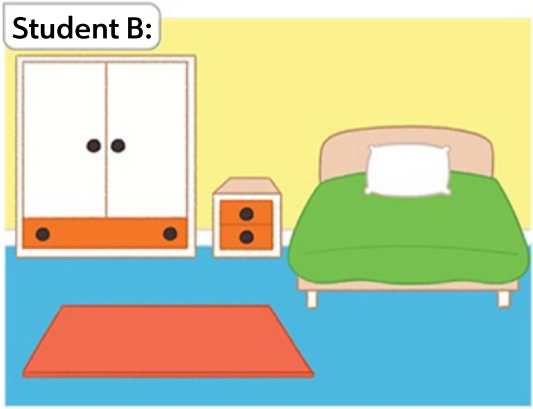
Picture dictation: a bedroom

Draw four things in your bedroom. Choose from: lamps, clocks, windows, desks, chairs. Ask and answer about things in your bedrooms. Draw the things in your friend's bedroom.

Student A:



Student B:



Lesson 3, Activity 3, page 125

Communicative activities



















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