

Workbook

# BACKPACK 2

ir language

مراجعة زبان ایرانیان

Second Edition



PEARSON  
Longman

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# BACKPACK

2

Second Edition



این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگرد خواهد شد.



PEARSON  
Longman



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# 1

# First Day of Class

TRACK 3

1

**Listen. Draw lines to match.  
Color pictures to match.**

## Time for School!

I have a blue pencil.

I have a red pen.

I have a green backpack.

School time again!

I have pink erasers.

I have glue and tape.

I have a white ruler.

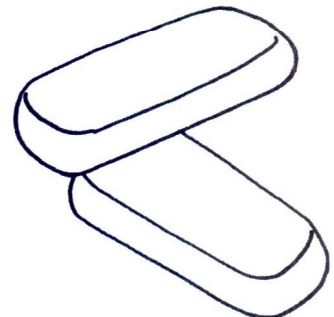
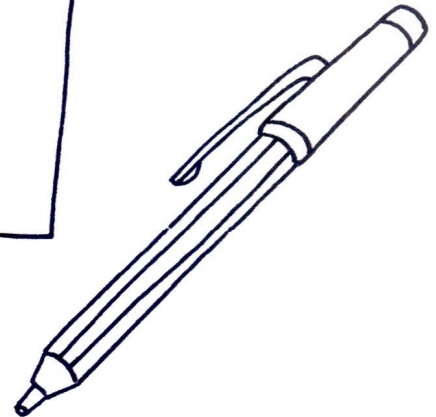
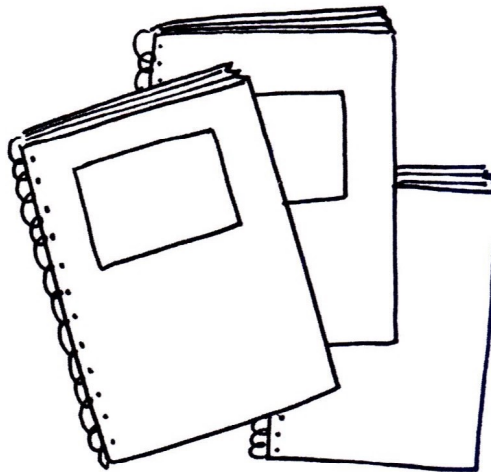
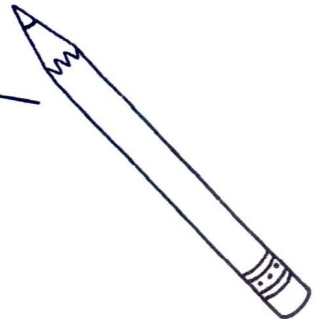
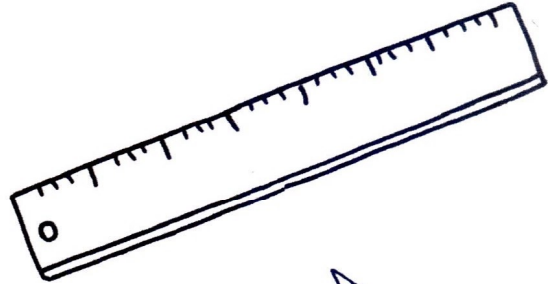
School time is great!

I have purple notebooks.

My markers are cool.

They go in my backpack.

Let's walk to school.





**2 Match. Write. Use words from the box.**

11 eleven  
16 sixteen

12 twelve  
18 eighteen

14 fourteen  
20 twenty

1. There are twelve stickers.

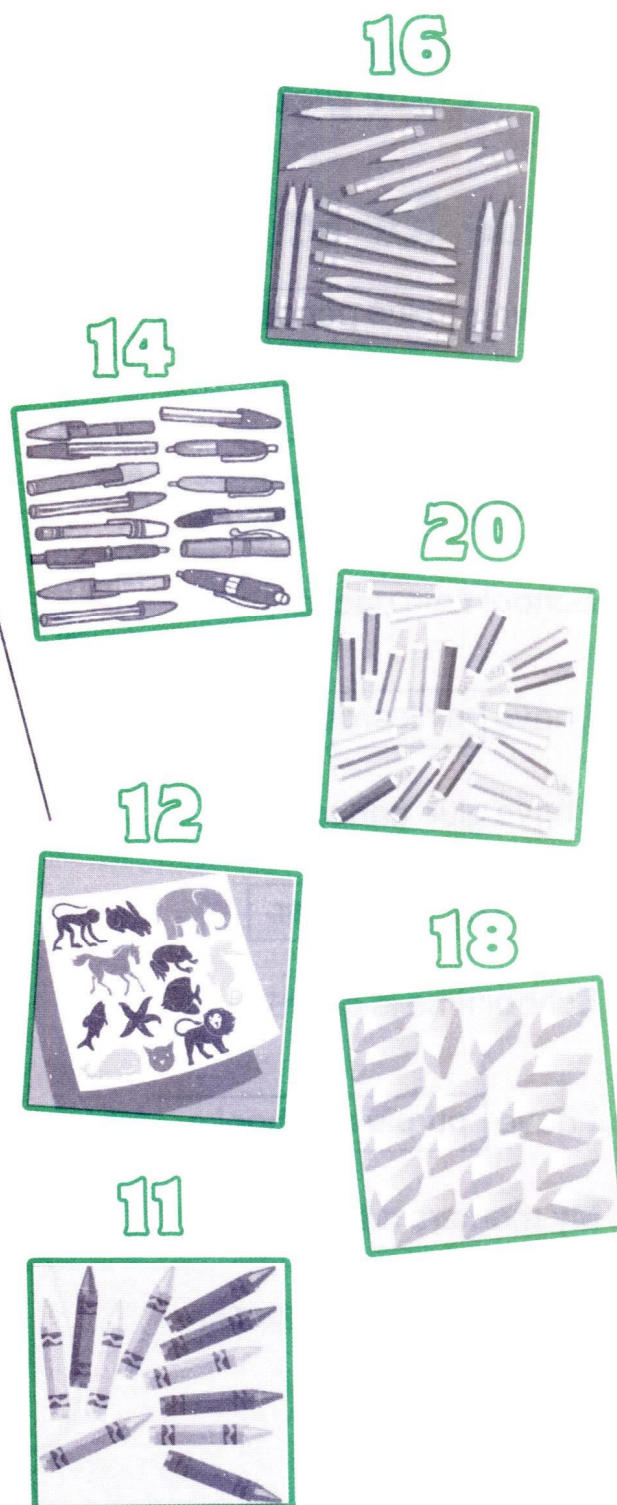
2. There are \_\_\_\_\_ markers.

3. There are \_\_\_\_\_ crayons.

4. There are \_\_\_\_\_ pencils.

5. There are \_\_\_\_\_ pens.

6. There are \_\_\_\_\_ erasers.





## Grammar

She's  
He's  
They're

walking to the door.

she's = she is  
he's = he is  
they're = they are

**3** Look. Write *She's*, *He's*, or *They're*.

1. \_\_\_\_\_ gluing shapes.

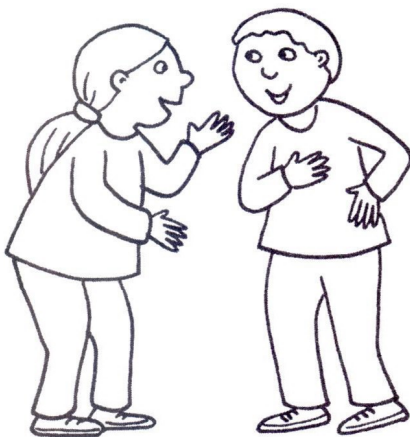
2. \_\_\_\_\_ listening to a story.

3. \_\_\_\_\_ cutting paper.



**4** Write. Use words from the box.

singing talking walking



1. They're \_\_\_\_\_. 2. He's \_\_\_\_\_. 3. She's \_\_\_\_\_.



**5 Write.**

1. What is he doing?

He's reading a book.



2. What is she doing?

\_\_\_\_\_



3. What are they doing?

\_\_\_\_\_



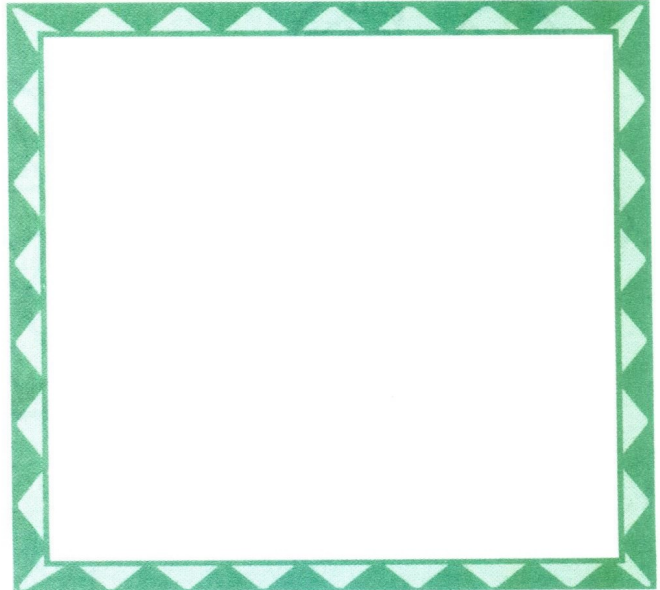
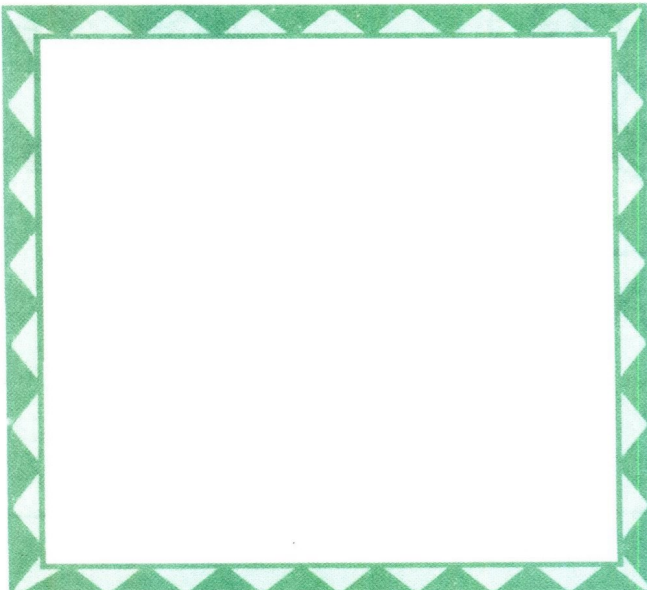
**Grammar**

**There is** one computer.  
**There are** five desks.

**6 Write *There is* or *There are*. Draw.**

\_\_\_\_\_ one ball.

\_\_\_\_\_ seven crayons.





**7 Find the words and circle them.**

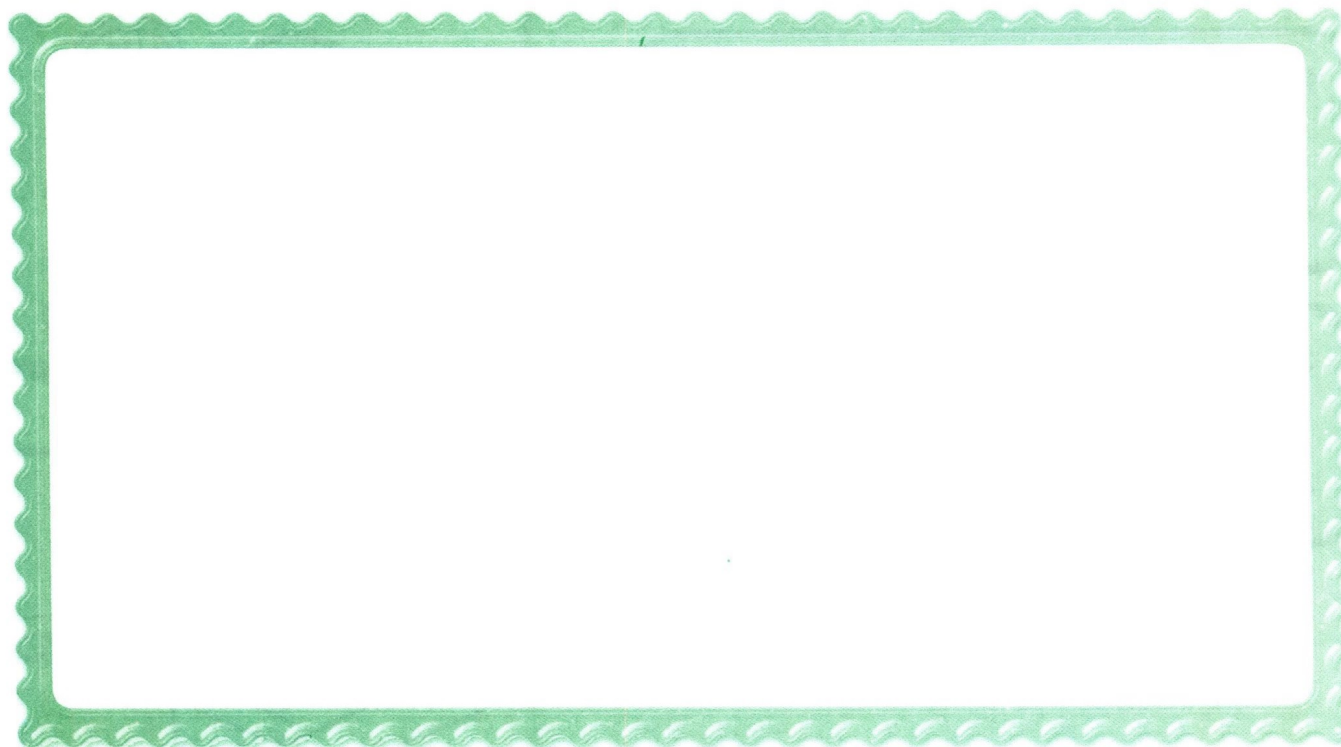
g	w	a	s	o	e	c	y	b	z	d
k	c	o	u	n	t	i	n	g	f	s
v	o	j	h	r	a	n	d	i	l	c
a	l	x	q	p	z	t	t	j	r	t
b	o	p	e	n	i	n	g	i	k	a
b	r	o	m	b	x	a	w	y	p	l
s	i	t	t	i	n	g	l	u	n	k
u	n	b	q	c	y	m	u	r	q	i
z	g	u	e	k	s	p	b	c	x	n
w	b	w	h	r	e	a	d	i	n	g

coloring  
counting  
opening  
reading  
sitting  
talking

**8 Write. Draw and color.**

Draw two friends on the playground. What are they doing?

They're \_\_\_\_\_.







## Listen and write.

1. \_\_\_\_\_ crayons.
2. \_\_\_\_\_ notebooks.
3. She's \_\_\_\_\_.
4. He's \_\_\_\_\_.
5. They're \_\_\_\_\_.



## Listen. Write. Match.

### School Is Cool!

I am cutting, I am gluing,  
I am \_\_\_\_\_, too.  
I like school. School is cool!

He is reading, he is writing,  
he is \_\_\_\_\_, too.  
He likes school. School is cool!

She is talking, she is playing,  
she is \_\_\_\_\_, too.  
She likes school. School is cool!



# The Magic Backpack

**11** Read *The Magic Backpack*. Write *yes* or *no*.

1. There are sixteen purple paper clips. yes
2. There are three yellow pencils. \_\_\_\_\_
3. There are five white rulers. \_\_\_\_\_
4. There are fourteen pink erasers. \_\_\_\_\_
5. There are nine green pens. \_\_\_\_\_
6. There are twelve stickers. \_\_\_\_\_
7. There are eleven red markers. \_\_\_\_\_
8. There is one magic backpack. \_\_\_\_\_



**12** What is in *your* backpack? Write how many.

There is one apple in my backpack.

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**Work with a partner. Tell what's in your backpack.**



# Review

**13** Look. Circle a sentence.



1. She's cutting paper.

She's coloring pictures.



2. They're talking.

They're counting.



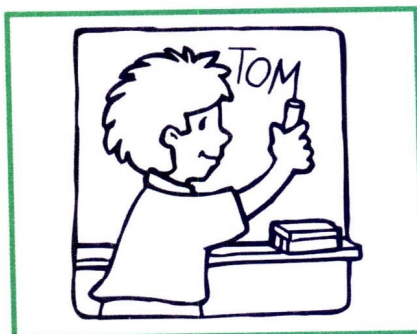
3. He's writing a story.

He's listening to a story.

**14** Look. Write a sentence.



1. \_\_\_\_\_  
\_\_\_\_\_



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



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

**15** What are you doing? Write a sentence.

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

# Cut-out Activity

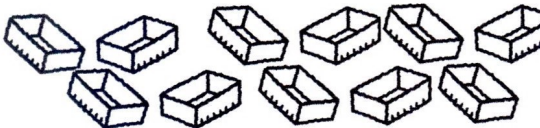



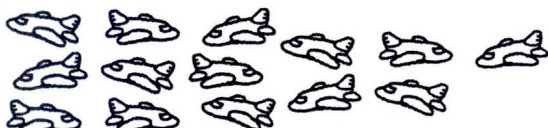
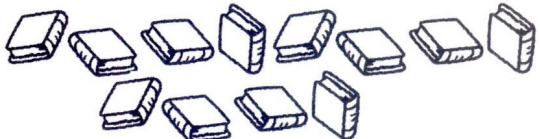
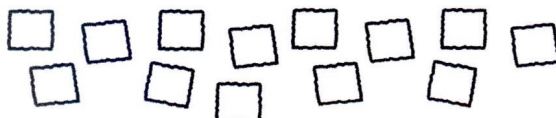


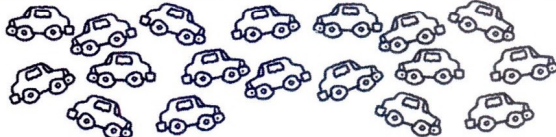
**A. Count. Write the number and the number word.**

**B. Find a partner. Cut out the cards. Talk about *How many*.**

How many boxes are there?

There are eleven boxes.



<input type="text"/>  _____ boxes	<input type="text"/>  _____ stars
<input type="text"/>  _____ pencils	<input type="text"/>  _____ apples
<input type="text"/>  _____ planes	<input type="text"/>  _____ books
<input type="text"/>  _____ squares	<input type="text"/>  _____ triangles
<input type="text"/>  _____ bikes	<input type="text"/>  _____ cars

Students write numerals and number words. Then they cut out their cards and play a memory game with a partner. Both students' cards are mixed up and placed facedown. Student 1 turns over two cards. Student 2 asks *How many?* Student 1 tells how many are on each card. Students keep the pairs they find. They continue until all pairs are found.





Listen and write. Draw lines to match.

## Hide and Seek

*I close my eyes and my friends run!  
Ready or not, here I come.*

Where is Lucy? Now I see!

She's \_\_\_\_\_ the swing, next to Dee.



behind

Where is Peter? Now I see!

He's high up there \_\_\_\_\_ the tree.



under

*I close my eyes and my friends run!  
Ready or not, here I come.*

Where is Alice? Now I see!

She's \_\_\_\_\_ the bush, in front of me.

Where are you? Now I see!  
You're right here, looking at me.

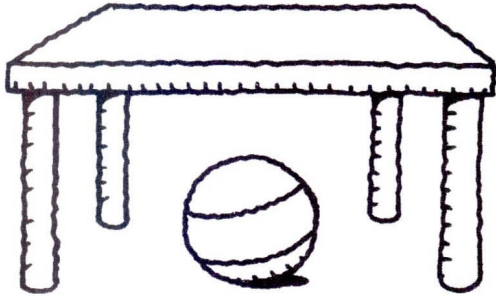
*I close my eyes and my friends run!  
Ready or not, here I come.*



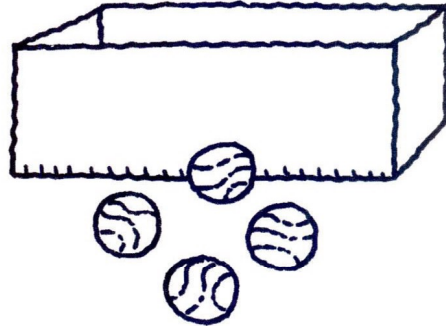
in

**2 Write. Use words from the box.**

behind between in in front of on under



1. The ball is \_\_\_\_\_  
the table.



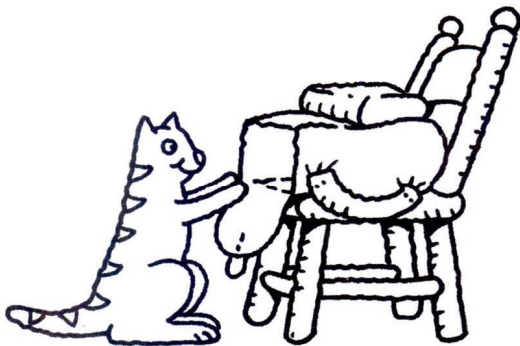
2. The marbles are \_\_\_\_\_  
the box.



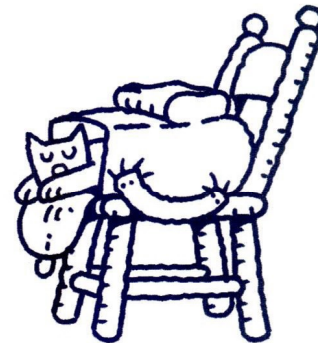
3. The dog is \_\_\_\_\_  
the tree and the bush.



4. The kite is \_\_\_\_\_  
the tree.



5. The backpack is \_\_\_\_\_  
the chair.



6. The cat is \_\_\_\_\_  
the backpack.



## Grammar

He \_\_\_\_\_ likes to play baseball.

She

I

They

like to play baseball.

### 3 Write *like* or *likes*.

1. They \_\_\_\_\_ to play checkers.
2. He \_\_\_\_\_ to fly kites.
3. She \_\_\_\_\_ to climb trees.
4. They \_\_\_\_\_ to play hide and seek.
5. I \_\_\_\_\_ to jump rope.
6. She \_\_\_\_\_ to skate.

### 4 Look. Draw lines to match. Write the answers.

1. What does she like to do?

\_\_\_\_\_



play checkers

2. What does he like to do?

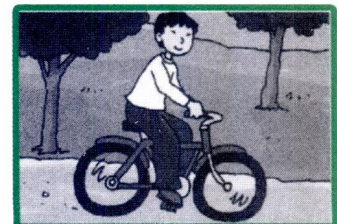
\_\_\_\_\_



jump rope

3. What do they like to do?

\_\_\_\_\_



ride a bike

**5 Count and write the word that tells how many.**

10 ten    20 twenty    30 thirty    40 forty    50 fifty    60 sixty

\_\_\_\_\_ checkers



\_\_\_\_\_ dominoes



\_\_\_\_\_ marbles



\_\_\_\_\_ cards



**6 Write the word for the number. Draw.**

There are 10 checkers.

There are \_\_\_\_\_ checkers.

There are 20 marbles.

There are \_\_\_\_\_ marbles.



**7 Write. Use words from the box.**

ball  
bike  
checkers  
kite  
tree

1. I like to fly a \_\_\_\_\_.
2. I like to catch and throw a \_\_\_\_\_.
3. I like to play \_\_\_\_\_ with my friends.
4. I like to climb a \_\_\_\_\_ in the park.
5. I like to ride a \_\_\_\_\_.

**8 What do you like to do? Draw and color. Write.**



I like to \_\_\_\_\_.



## Listen and write.

1. His baseball bat is \_\_\_\_\_ his bed.
2. Her notebook is \_\_\_\_\_ her backpack.
3. Their bikes are \_\_\_\_\_ the tree.



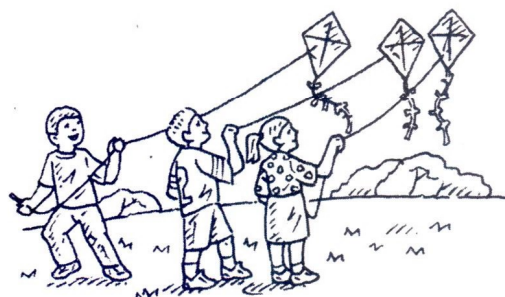
## Listen. Draw lines to match.

### Having Fun

I like to fly my kite in the sky.  
I'm not the only one.  
My friends like to fly kites in the sky.  
We are having fun!

I like to ride my bike in the park.  
I'm not the only one.  
My friends like to ride bikes in the park.  
We are having fun!

I like to throw a ball in the air.  
I'm not the only one.  
My friends like to throw balls in the air.  
We are having fun!



## Write your own verse. Draw a picture.

I like to \_\_\_\_\_ my \_\_\_\_\_  
in the \_\_\_\_\_.  
I'm not the only one.  
My friends like to \_\_\_\_\_  
in the \_\_\_\_\_.  
We are having fun!





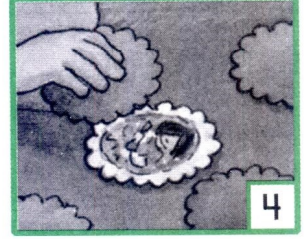
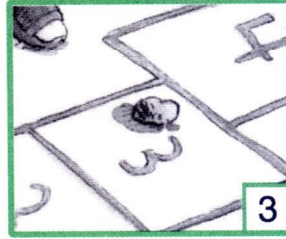
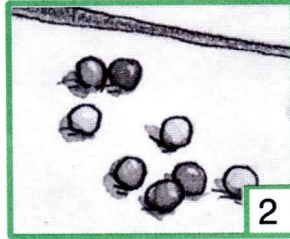
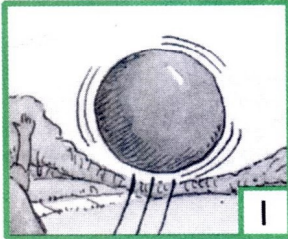
# Playing Games

What do they like to do?



They like to throw balls.

**12** Read *Playing Games*. Write. Check (✓) the boxes.



What do they like to do?

balls

cards

chalk

marbles

1. Children from Colombia like to throw balls.



2. Children from Indonesia like to shoot \_\_\_\_\_.

3. Children from Mexico like to play a game with \_\_\_\_\_.

4. Children from Taiwan like to turn over \_\_\_\_\_.

**13** Where are you from? What do children from your country like to play? Write.

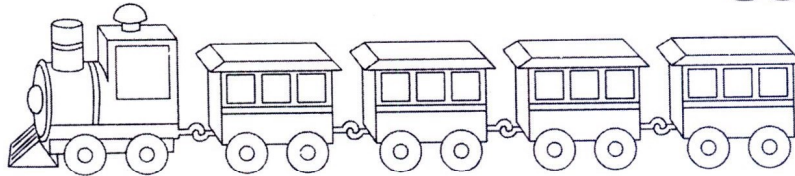
I am from \_\_\_\_\_.

Children from \_\_\_\_\_ like to play \_\_\_\_\_.

# Review

## 14 Count and write.

1. There are 20 checkers in front of the table.
2. There are \_\_\_\_\_ checkers on the table.
3. There are \_\_\_\_\_ checkers next to the snake.
4. There are \_\_\_\_\_ checkers between the snake and the giraffe.
5. There are \_\_\_\_\_ circles on the train.
6. There are \_\_\_\_\_ squares on the train.



## 15 Write the word. Draw lines to match.

1. They like to play checkers.
2. She likes to \_\_\_\_\_ her bike.
3. He likes to \_\_\_\_\_ trees.
4. They like to \_\_\_\_\_ kites.
5. She likes to \_\_\_\_\_ marbles.

ride

play

fly

shoot

climb





# Cut-out Activity



**A. Draw pictures.**

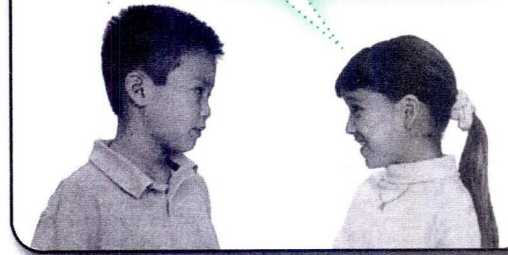
**Cut out the cards.**

**B. Find a partner.**

**Talk about where things are.**

Where is  
the bat?

The bat is next  
to the balls.



behind

between

in front of

next to

on

a backpack

a bat

a cat

a jump rope

a kite

three worms

two balls

two birds

Students draw pictures of the objects on the cards. Students work with a partner to talk about the location of the objects as they place them **behind**, **between**, **in front of**, **next to**, and **on** each other. When talking about more than one object, students ask **Where are...**?

# 3

# Our New House



**Listen and write. Use words from the box.**

aunt  
grandfather

brother  
grandmother

cousins  
mother

family  
uncle

father

## My Family

*Don't be shy—come talk to me.*

*Meet the people in my \_\_\_\_\_!*

Here's my \_\_\_\_\_, my sister  
and \_\_\_\_\_.

That little baby's my new \_\_\_\_\_!

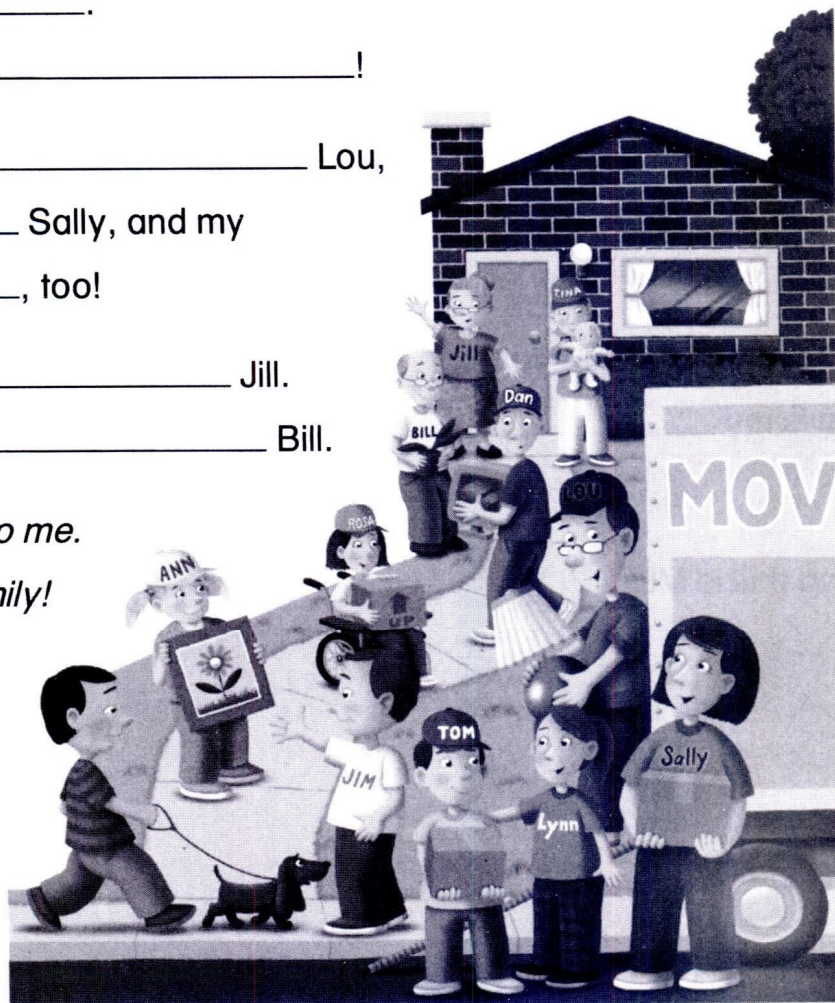
Come say hello to my \_\_\_\_\_ Lou,  
\_\_\_\_\_ Sally, and my  
\_\_\_\_\_, too!

Over there is my \_\_\_\_\_ Jill.

That tall man is my \_\_\_\_\_ Bill.

*Don't be shy—come talk to me.*

*Meet the people in my family!*





**2 Write. Use words from the box. Draw.**

**aunt**

**cousins**

**grandfather**

**grandmother**

**uncle**

1. These are my aunt's children.  
They are my \_\_\_\_\_.

2. This is my mother's mother.  
She is my \_\_\_\_\_.

3. This is my mother's sister.  
She is my \_\_\_\_\_.

4. This is my mother's brother.  
He is my \_\_\_\_\_.

5. This is my mother's father.  
He is my \_\_\_\_\_.

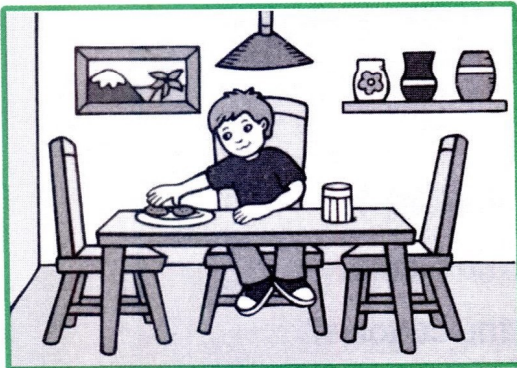
6. And this is ME!



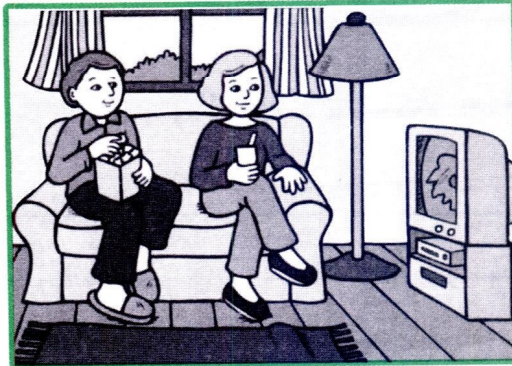
## Grammar

**Where's** your mother? **She's** in the living room. where's = where is  
**Where's** your sink? **It's** in the kitchen. he's/she's = he is/she is  
**Where are** your cousins? **They're** in the kitchen. it's = it is  
 they're = they are

### 3 Write.



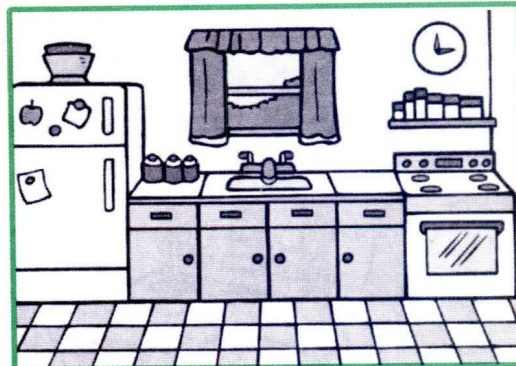
1. Where's your brother?  
 \_\_\_\_\_ in the dining room.



2. Where are your mother and father?  
 \_\_\_\_\_ in the living room.



3. Where's Aunt Ella?  
 \_\_\_\_\_ in the bedroom.



4. Where's the refrigerator?  
 \_\_\_\_\_ in the kitchen.

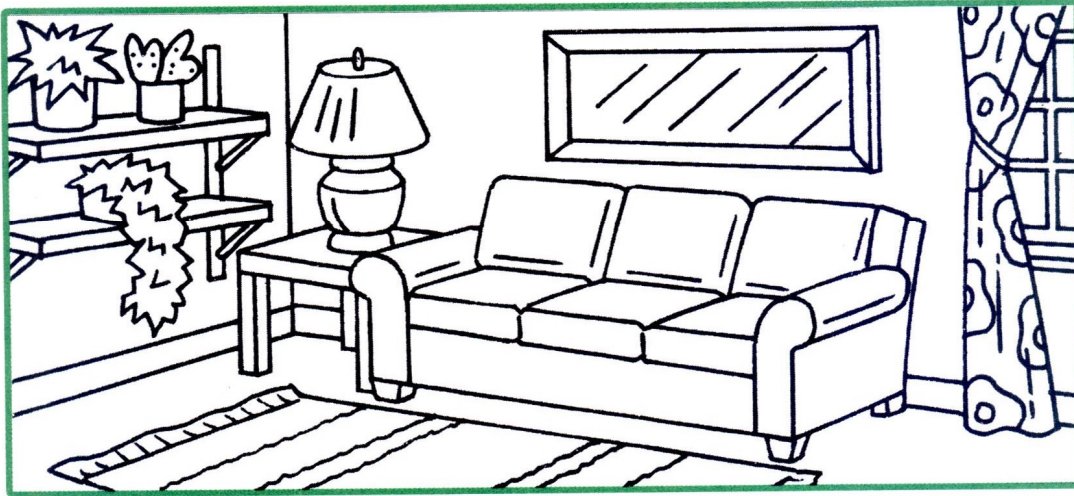
### 4 Where's your mirror? Write.

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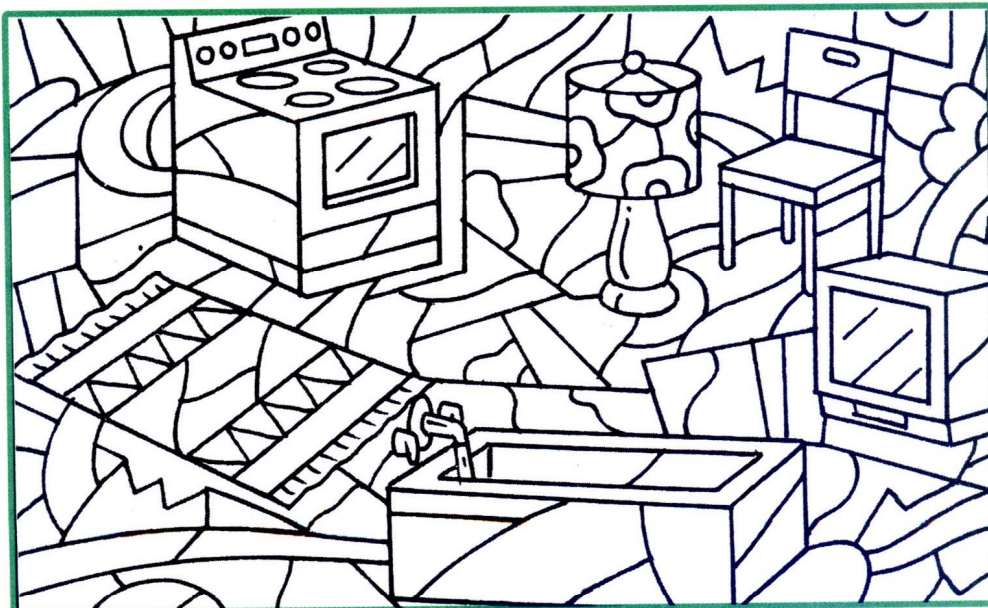


**5 Write *Where's* or *Where are*.**

1. \_\_\_\_\_ the lamp?
2. \_\_\_\_\_ the plants?
3. \_\_\_\_\_ the curtains?
4. \_\_\_\_\_ the mirror?
5. \_\_\_\_\_ the shelves?

**6 Find and color. Ask a friend where these things are in a house.**

chair   lamp   rug  
stove   tub   TV



**7 Find the words and circle them.**

m	t	k	i	t	c	h	e	n	w	s
y	b	a	t	c	e	o	m	m	i	r
v	a	c	h	l	u	t	i	p	k	h
e	t	w	t	u	g	r	m	k	s	t
c	h	a	i	r	a	d	i	j	t	w
o	r	p	a	b	e	d	r	o	o	m
y	o	t	w	t	u	g	r	u	o	g
o	o	n	a	d	h	j	o	k	t	u
e	m	w	t	u	g	r	r	o	s	t

bathroom  
bedroom  
chair  
kitchen  
mirror

**8 What's your favorite room? What's in it?  
Write. Draw and color.**

I like my \_\_\_\_\_.

In this room, there's a \_\_\_\_\_ and a \_\_\_\_\_.







## Listen and circle.

1. Ramona's desk is **behind** / **under** the window.
2. Her **computer** / **notebook** is on her desk.
3. There's a **chair** / **night table** next to her bed.
4. Her night table has a **clock** / **radio** on it.
5. Her bedroom is mostly **blue and green** / **pink and white**.



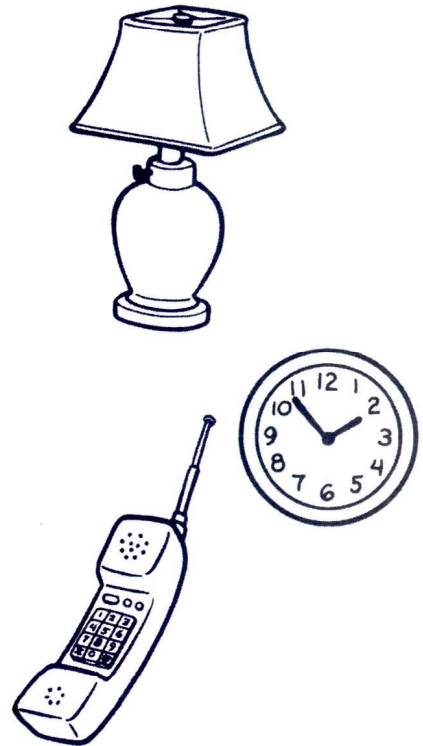
## Listen and write. Color to match.

### What Color Is Your Bedroom?

Joe's bedroom is all in \_\_\_\_\_  
his rug and his mirror,  
and his clock and bed!

Sue's bedroom is all in \_\_\_\_\_  
her dresser and her phone,  
and her answering machine!

My bedroom is all in \_\_\_\_\_  
my lamp and my curtains,  
and my computer, too!



## What colors are in your bedroom? Write.

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I have a blue  
desk and a  
white chair.



# Moving Day

**12** Read *Moving Day*. Circle *yes* or *no*.

## Rooms in Sonia's New House

computer room	yes	no
dining room	yes	no
kitchen	yes	no
living room	yes	no
playroom	yes	no
three bedrooms	yes	no

## Things in Sonia's New Bedroom

bed	yes	no
chair	yes	no
lamp	yes	no
rug	yes	no
table	yes	no
TV	yes	no



**13** A. What do you have in your bedroom? Circle *yes* or *no*.  
B. Write a sentence.

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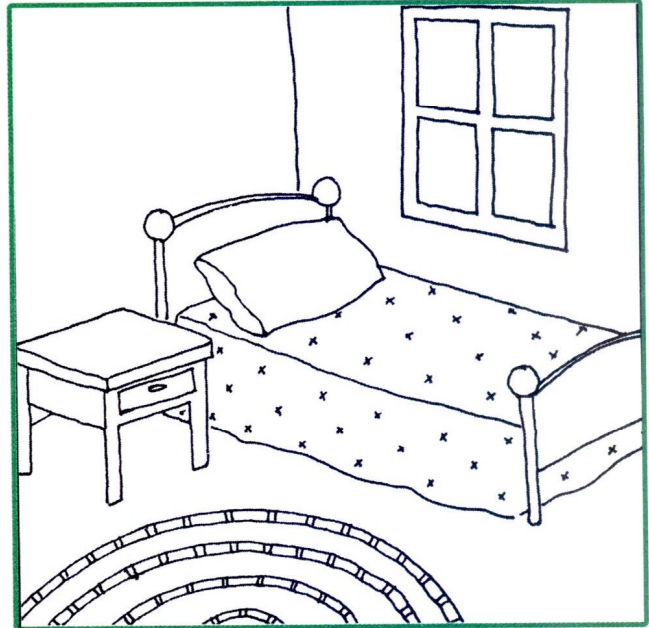
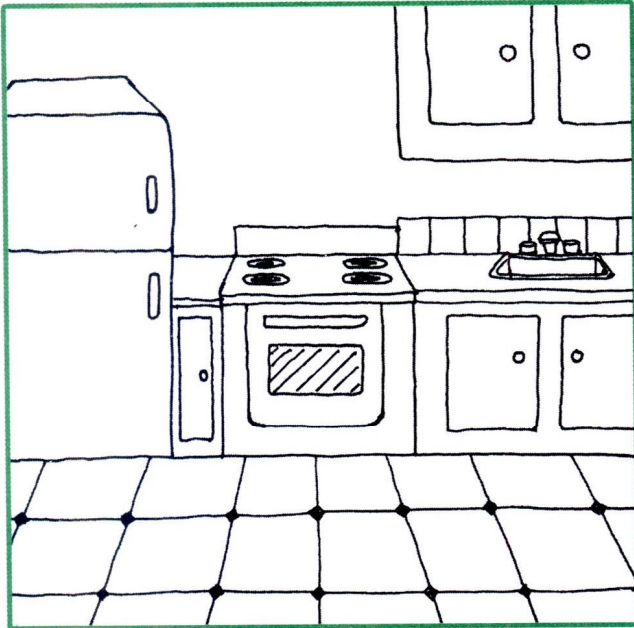
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bed	yes	no
chair	yes	no
lamp	yes	no
rug	yes	no
table	yes	no
TV	yes	no

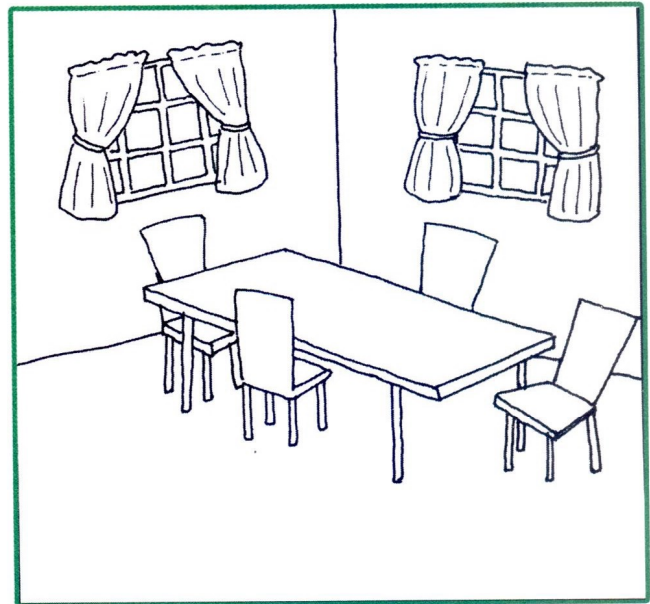


# Review



## 14 Read, look, and draw.

1. Draw a clock in the kitchen.
2. Draw a lamp in the bedroom.
3. Draw curtains on the bedroom window.
4. Draw a plant on the dining room table.
5. Draw a rug in the dining room.



## 15 Choose the best word. Check.

1. The refrigerator is in the \_\_\_\_\_.
2. The tub is in the \_\_\_\_\_.
3. The night table is in the \_\_\_\_\_.
4. The sink is in the \_\_\_\_\_.

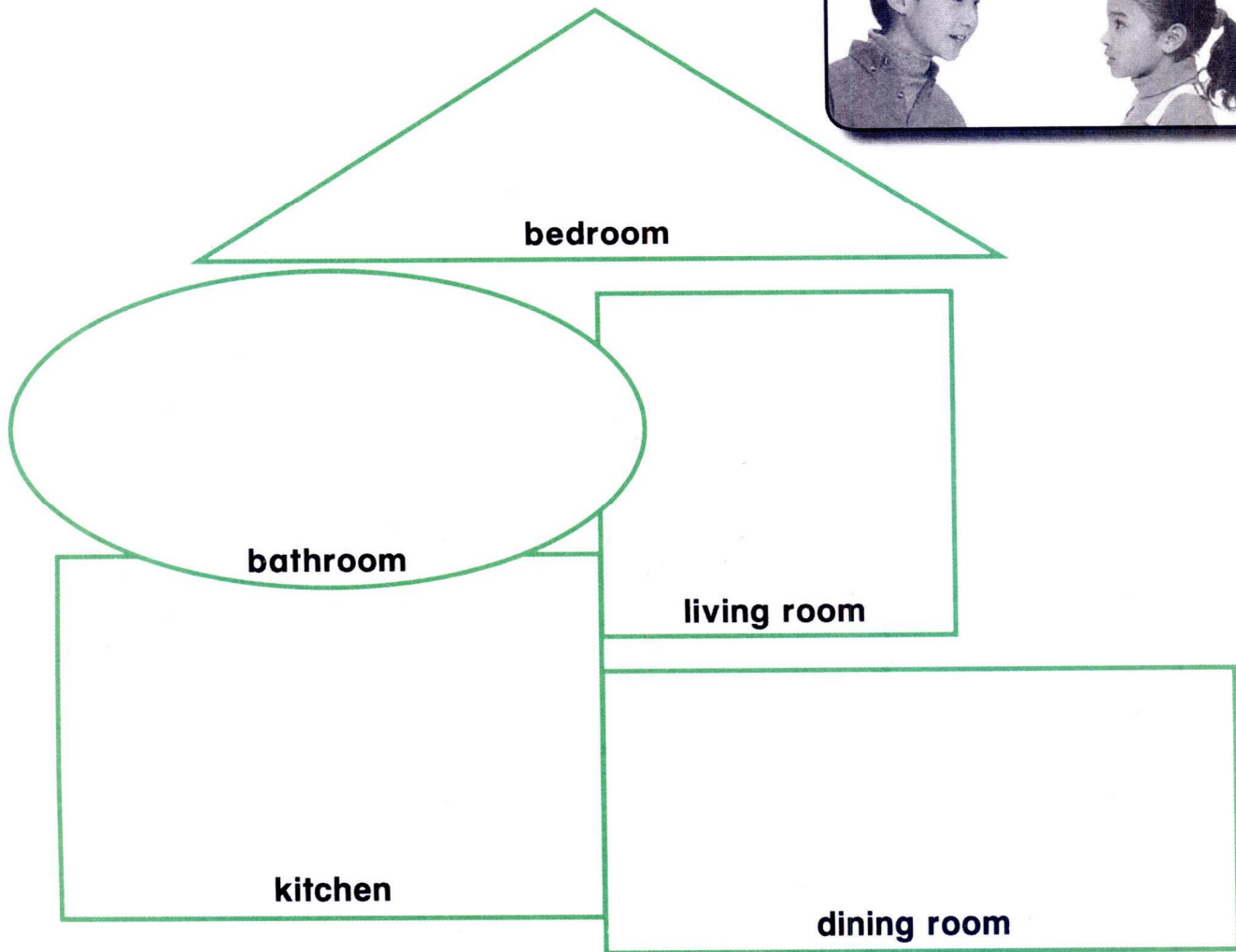
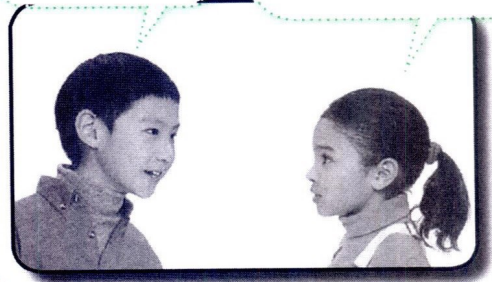
- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> living room | <input checked="" type="checkbox"/> kitchen |
| <input type="checkbox"/> kitchen     | <input type="checkbox"/> bathroom           |
| <input type="checkbox"/> dining room | <input type="checkbox"/> bedroom            |
| <input type="checkbox"/> kitchen     | <input type="checkbox"/> living room        |

# Cut-out Activity

**Where is it in a house?  
Cut and glue. Work with a partner.**

Where are  
the beds?

They're in  
the bedroom.

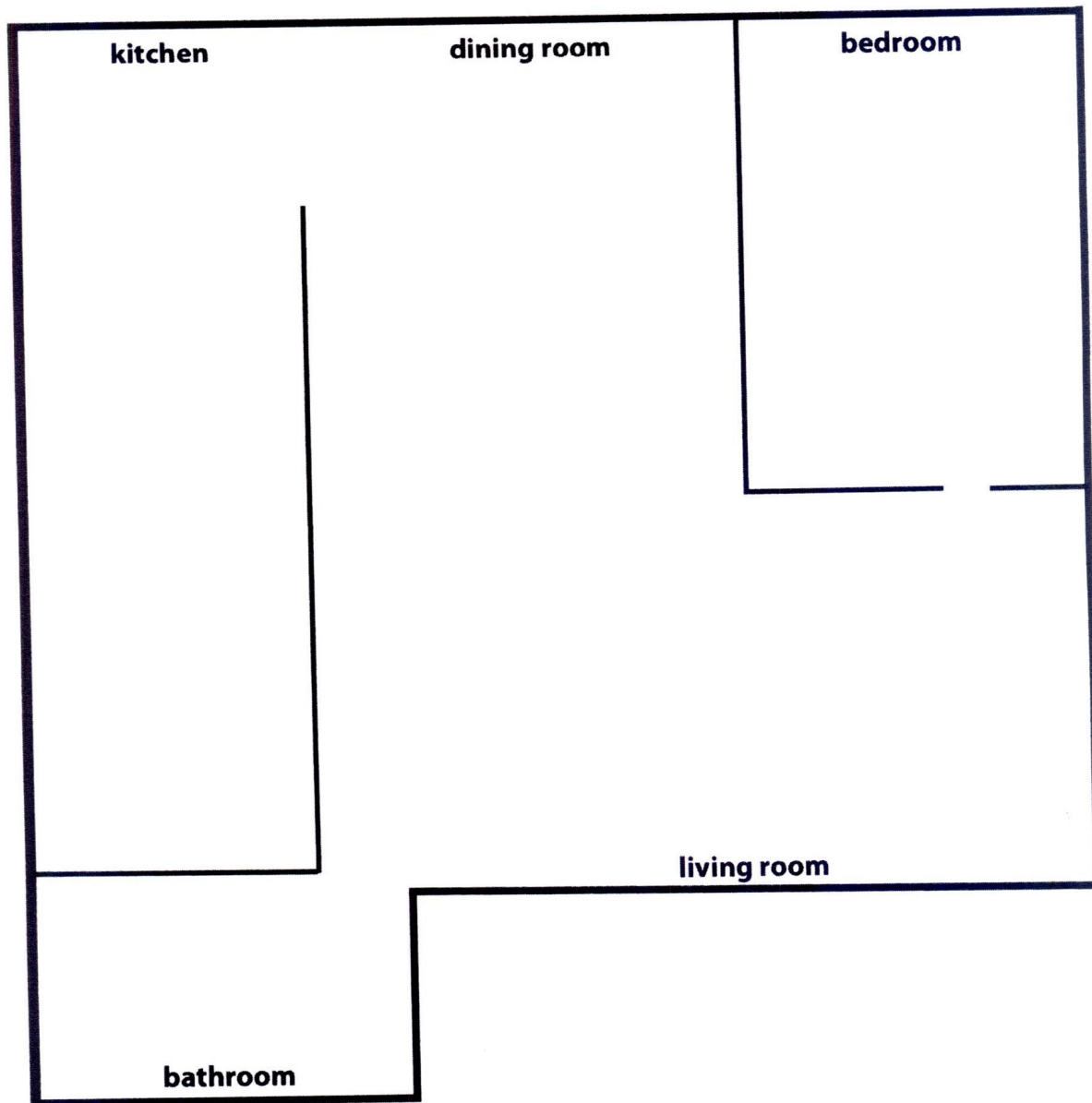


beds	cabinets	chairs	clock	dresser	lamp
mirror	picture	refrigerator	rug	shelves	shower
sink	sofa	stove	table	tub	TV

Students glue the words in the rooms where the items are found in their homes.  
Then they work with a partner to ask and answer questions (*Where is. . . ? /  
Where are. . . ?*) about the location of the items.



**Draw and color.**



Students draw and color where things are in their homes.

# 4

# My Town



**Listen and write. Circle the picture.**

## Shopping Downtown

I love to go downtown.  
There's so much to see.

Daddy, there's a \_\_\_\_\_.

Let's get some \_\_\_\_\_ for me!

I love to go downtown.  
There's so much to see.  
Please, please, please,  
Daddy, please!

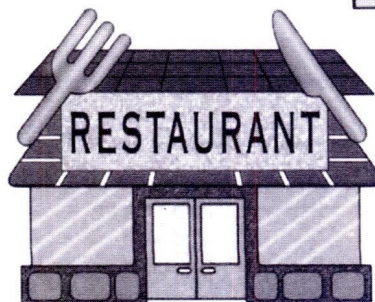
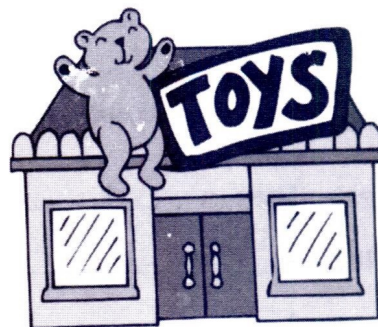
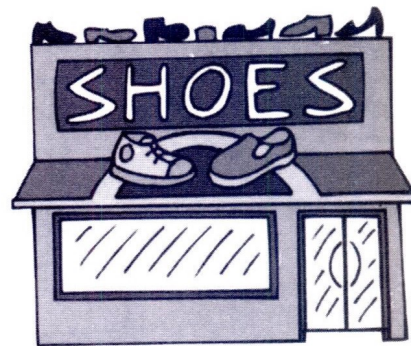
I love to go downtown.  
There's so much to see.

Mommy, there's a \_\_\_\_\_.

Let's get a \_\_\_\_\_ for me!

I love to go downtown.  
There's so much to see.  
Please, please, please,  
Mommy, please!

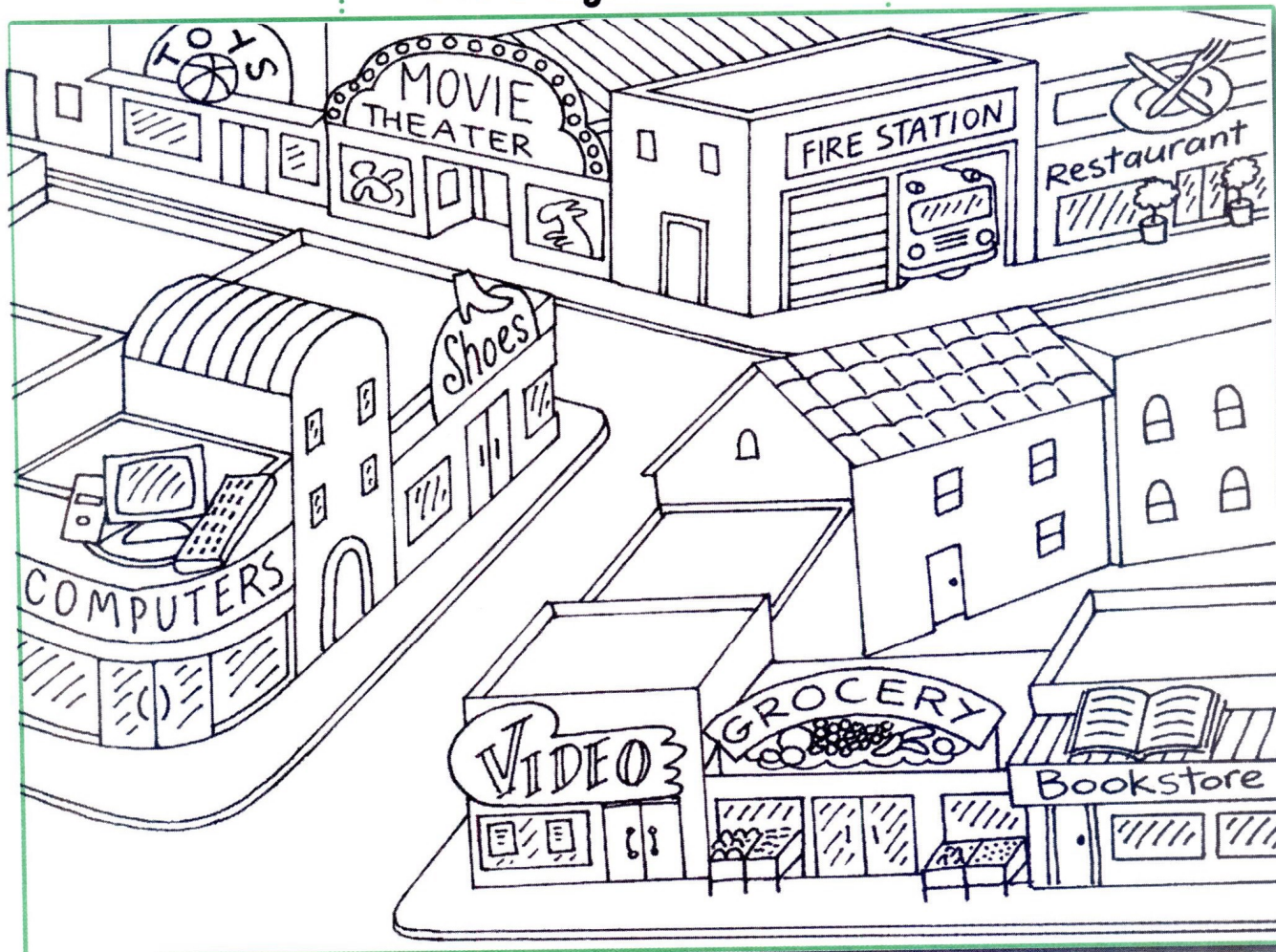
Please, Daddy, please!  
Mommy, please!





2 Write. Use words from the box.

## Our Neighborhood



between      in      next to      on the corner

1. The grocery store is \_\_\_\_\_ the bookstore and the video store.
2. The toy store is \_\_\_\_\_ the movie theater.
3. The restaurant is \_\_\_\_\_ the fire station.
4. There is a computer store \_\_\_\_\_.
5. There is a shoe store \_\_\_\_\_ our neighborhood.
6. There is a video store \_\_\_\_\_.



## Grammar

Is there a restaurant on Back Street?

Are there two video stores on Park Street?

Yes, there is.

No, there isn't.

Yes, there are.

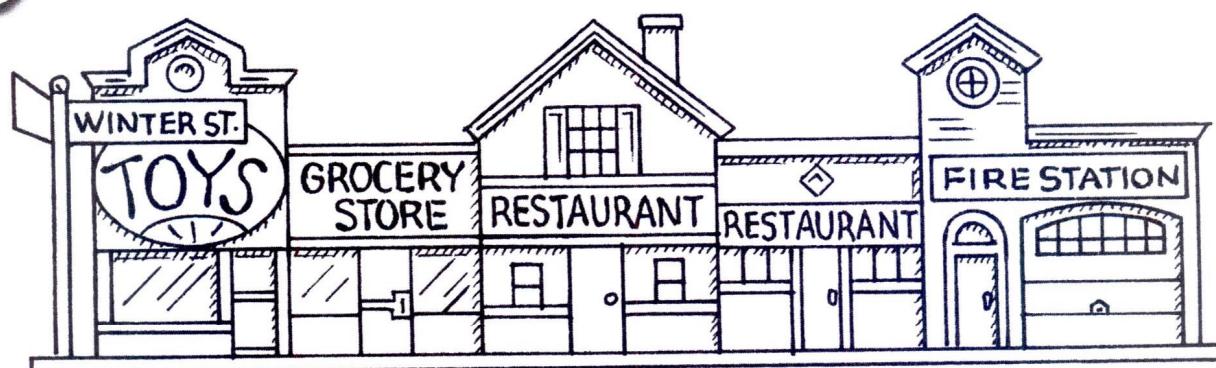
No, there aren't.

**3** Write *Yes, there is* or *No, there isn't*.



1. Is there a police station on Spring Street? \_\_\_\_\_
2. Is there a video store next to the police station? \_\_\_\_\_
3. Is there a bus station on the corner? \_\_\_\_\_

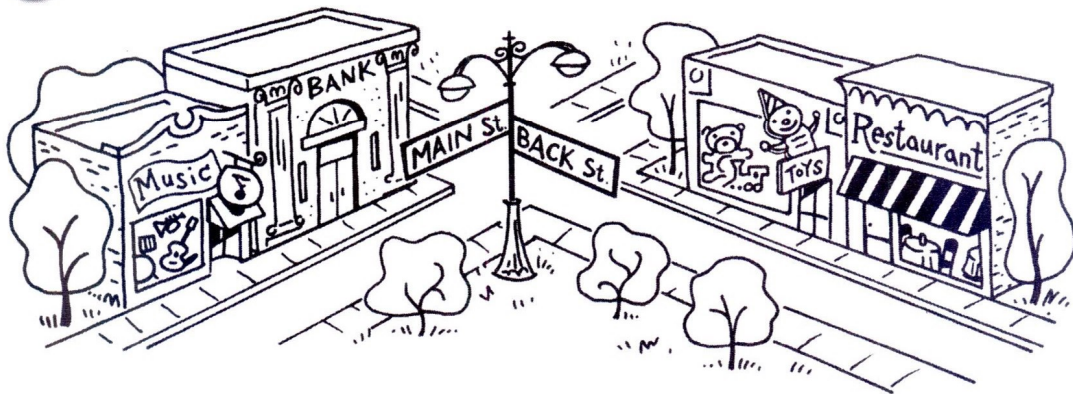
**4** Write *Yes, there are* or *No, there aren't*.



1. Are there any bookstores on Winter Street? \_\_\_\_\_
2. Are there two toy stores on Winter Street? \_\_\_\_\_
3. Are there two restaurants between the grocery store and the fire station?  
\_\_\_\_\_




**5 Write *Is there* or *Are there*. Ask and answer.**



1. \_\_\_\_\_ any restaurants on Back Street?
2. \_\_\_\_\_ a supermarket on Main Street?
3. \_\_\_\_\_ any banks on Main Street?
4. \_\_\_\_\_ a toy store on Back Street?
5. \_\_\_\_\_ a music store on Main Street?


**6 Write. Use words from the box.**


**computer store   fire station   restaurant   shoe store   toy store**

1. You can buy  at the \_\_\_\_\_.

2. You can shop for a  at the \_\_\_\_\_.

3. You can buy  at the \_\_\_\_\_.

4. You can see a  at the \_\_\_\_\_.

5. You can eat  at the \_\_\_\_\_.

## 7 Read. Write the missing letters.

### What is it?

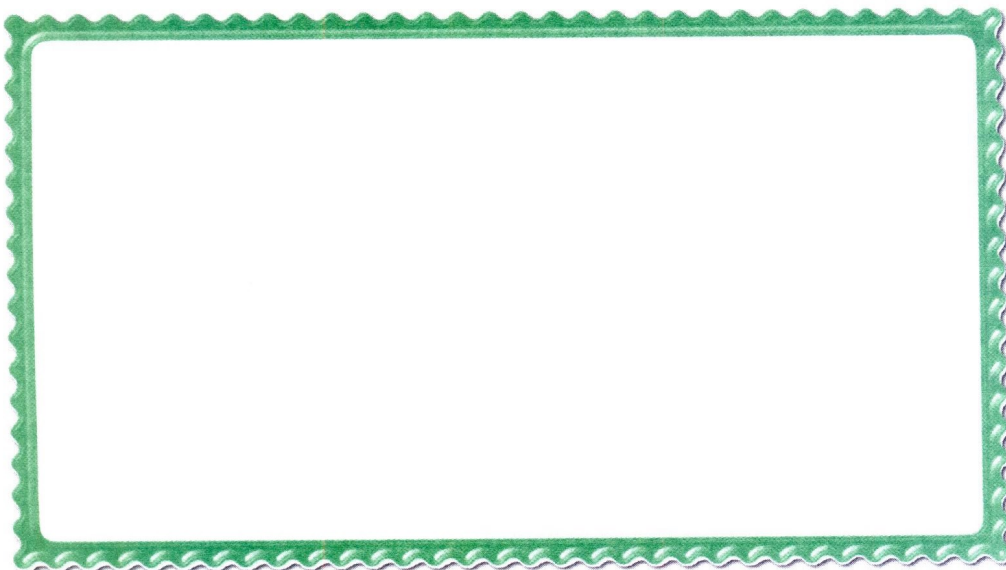
1. You can buy a bus ticket here.
2. You can buy shoes here.
3. You can mail a letter here.
4. You can get money here.
5. You can buy music here.
6. You can buy toys here.
7. You can buy videos here.
8. You can eat food here.
9. You can try out computers here.

10.

1.		<u>b</u>	<u>u</u>	<u>s</u>	<u>s</u>	<u>t</u>	<u>a</u>	<u>t</u>	<u>i</u>	<u>o</u>	<u>n</u>
2.			<u>e</u>								
3.	<u>o</u>										
4.		<u>a</u>									
5.		<u>u</u>									
6.				<u>y</u>							
7.	<u>v</u>										
8.											
9.											

10. Where can you buy books? \_\_\_\_\_

## 8 Choose two places. Draw and color. Write the names.



bank  
fire station  
music store  
restaurant  
shoe store  
supermarket  
toy store  
video store





### Listen. Check **yes** or **no**.

**yes**    **no**

1. There's a bank on the corner of Pine Street and River Road.
2. The shoe store is on Martin Street, next to the bus station.
3. The post office is on 16<sup>th</sup> Street, near the hospital.
4. The restaurant is on Park Road, between the computer store and the music store.
5. Mack's new house is the one with the blue door, on the corner.
6. There's a toy store on the corner of Oak Street and Bennett Street.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



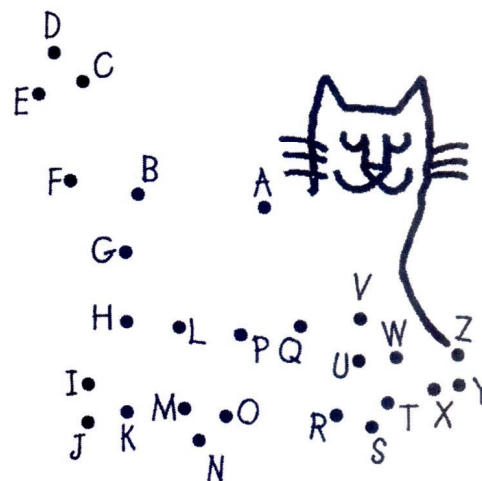
### Listen and circle. Connect the letters.

## My City Kitty

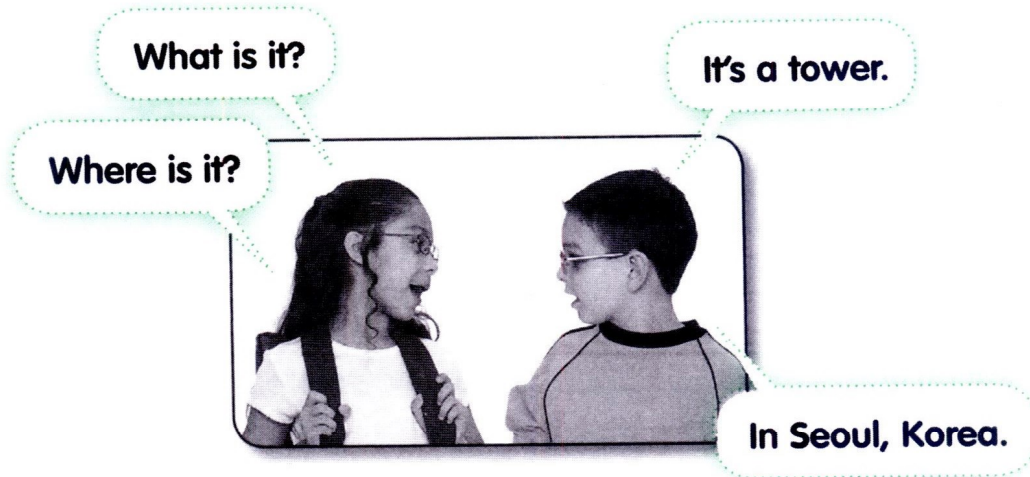
My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the **music** / **computer** store?  
(Meow, meow) Here kitty, kitty!

My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the **grocery** / **video** store?  
(Meow, meow) Here kitty, kitty!

My curious kitty likes the city.  
She plays downtown all day.  
Is she here in the **bank** / **restaurant**?  
(Meow, meow) Here kitty, kitty!

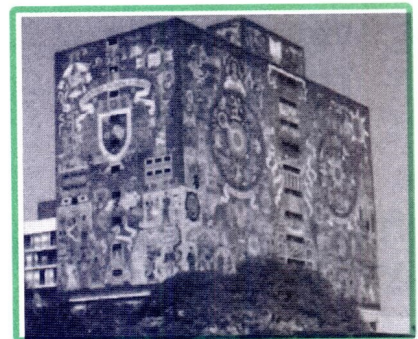


# Places Around the World



**11** Read *Places Around the World*. Draw lines to match *where* it is to *what* it is.

1. Kenya  
(in Africa)



2. Mexico  
(in North America)

3. Japan  
(in Asia)



4. Korea  
(in Asia)

**12** What amazing place is in your town or city? Write.

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# Review

**13** Check *next to*, *between*, or *on the corner*. Write.



1. The fire station is \_\_\_\_\_ the shoe store.

☐ next to

☐ between

☐ on the corner

2. The bank is \_\_\_\_\_.

☐ next to

☐ between

☐ on the corner

3. The shoe store is \_\_\_\_\_ the bank and the fire station.

☐ next to

☐ between

☐ on the corner

**14** Look at 13. Write *Yes, there is* or *No, there isn't*.

1. Is there a police station next to the movie theater?

\_\_\_\_\_

2. Is there a supermarket between the police station and the movie theater?

\_\_\_\_\_

3. Is there a fire station on the corner?

\_\_\_\_\_

**15** Answer the questions.

1. Where can you get money? \_\_\_\_\_

2. Where can you buy food? \_\_\_\_\_

# Cut-out Activity

- A. Cut and glue.**  
**B. Work with a partner.**

Is there a  
computer store  
on Water Street?

Yes, there is. It's on  
the corner next to  
the movie theater.



	computer store	Water Street	supermarket
	movie theater		fire station
			post office
bank			

First Street

train station			hospital
---------------	--	--	----------

bookstore	bus station	police station	restaurant
school	shoe store	toy store	video store

Students work in pairs. Student 1 places or glues the cutouts to complete the map and then hides the map from Student 2. Student 2 tries to duplicate the map by asking questions.



## 5

## My Busy Family



**Listen and write. Draw lines to match.**

## Working Hard!

Monday, Tuesday, Wednesday,  
Thursday, Friday, too.  
We work hard all week long.  
We're busy, busy, busy!

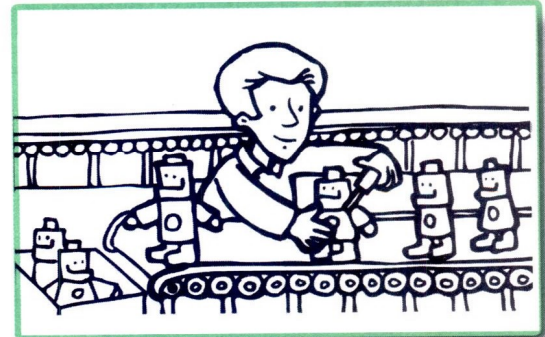
My \_\_\_\_\_'s a chef—  
he cooks food.  
He's busy!

My \_\_\_\_\_'s a nurse—  
she gives shots.  
She's busy!

My \_\_\_\_\_ makes toy robots.  
He's busy!

My \_\_\_\_\_ studies hard in school.  
She's busy!

Monday, Tuesday, Wednesday,  
Thursday, Friday, too.  
We work hard all week long.  
We're busy, busy, busy!





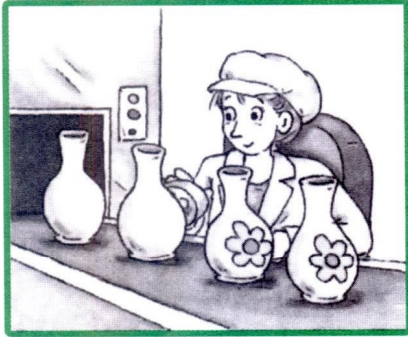
2

Write. Use words from the box.

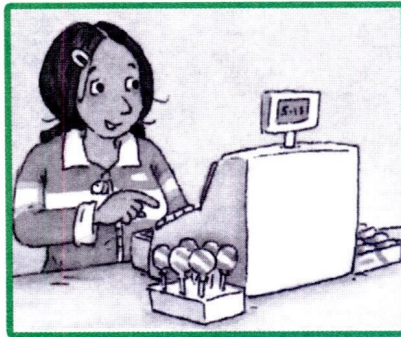
factory  
restaurant

hospital  
school

lab  
shop



1. A factory worker works in a \_\_\_\_\_.
2. A teacher works in a \_\_\_\_\_.
3. A chef works in a \_\_\_\_\_.



4. A nurse works in a \_\_\_\_\_.
5. A shopkeeper works in a \_\_\_\_\_.
6. A scientist works in a \_\_\_\_\_.



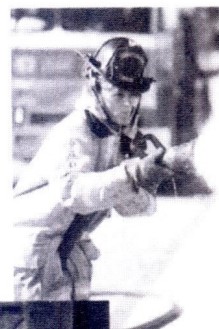
## Grammar

am I **am** a teacher.  
is He **is** a student.  
are You **are** a student.

She **is** a student.  
They **are** students.

### 3 Write *am, is, or are*.

- I \_\_\_\_\_ a musician.
- They \_\_\_\_\_ actors.
- She \_\_\_\_\_ a firefighter.
- You \_\_\_\_\_ a student.
- He \_\_\_\_\_ a pilot.



## Grammar

I  
he/she  
you/they

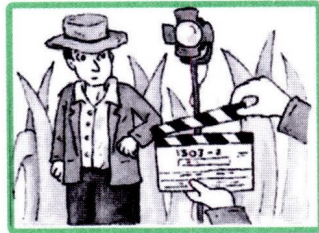
I **work** in a shop.  
He **works** in a shop.  
You **work** in a shop.

She **works** in a shop.  
They **work** in a shop.

### 4 Write *work or works*.

- They \_\_\_\_\_ in a lab.
- I \_\_\_\_\_ in a hospital.
- He \_\_\_\_\_ in a factory.
- You \_\_\_\_\_ in a school.
- She \_\_\_\_\_ in a restaurant.
- I \_\_\_\_\_ in a theater.





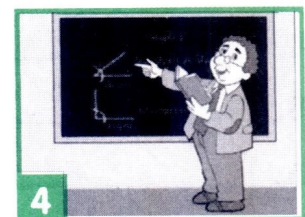
## 5 Write. Use words from the box.

1. A nurse \_\_\_\_\_.
2. A soccer player \_\_\_\_\_.
3. A pilot \_\_\_\_\_.
4. An actor \_\_\_\_\_.
5. A chef \_\_\_\_\_.

cooks food  
flies planes  
gives shots  
makes movies  
plays soccer

## 6 Write.

1. What does she do?  
She makes music.
2. What does he do?  
\_\_\_\_\_
3. What does he do?  
\_\_\_\_\_
4. What does he do?  
\_\_\_\_\_





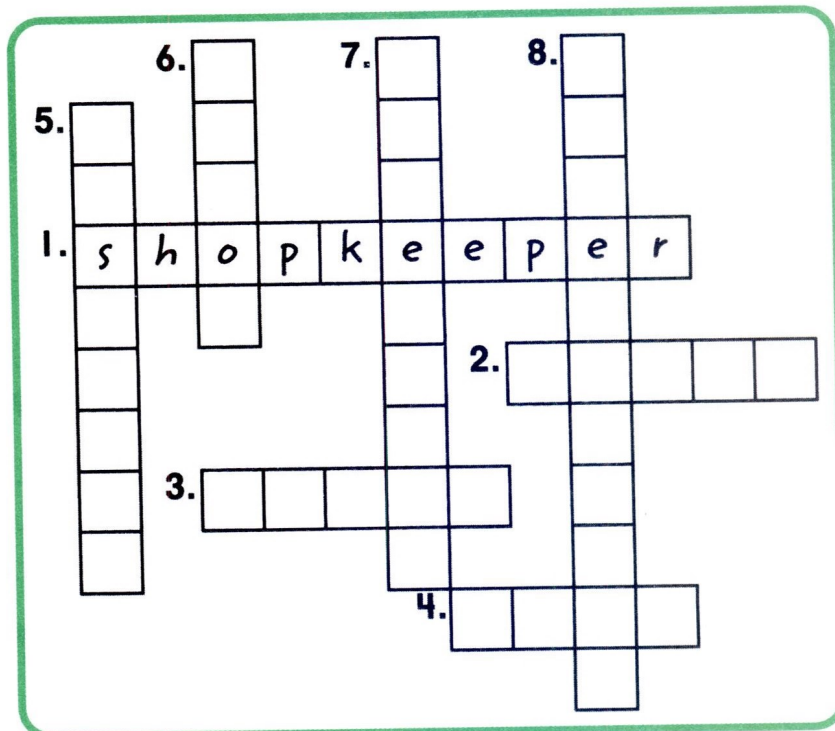
## 7 Do the puzzle.

Across →

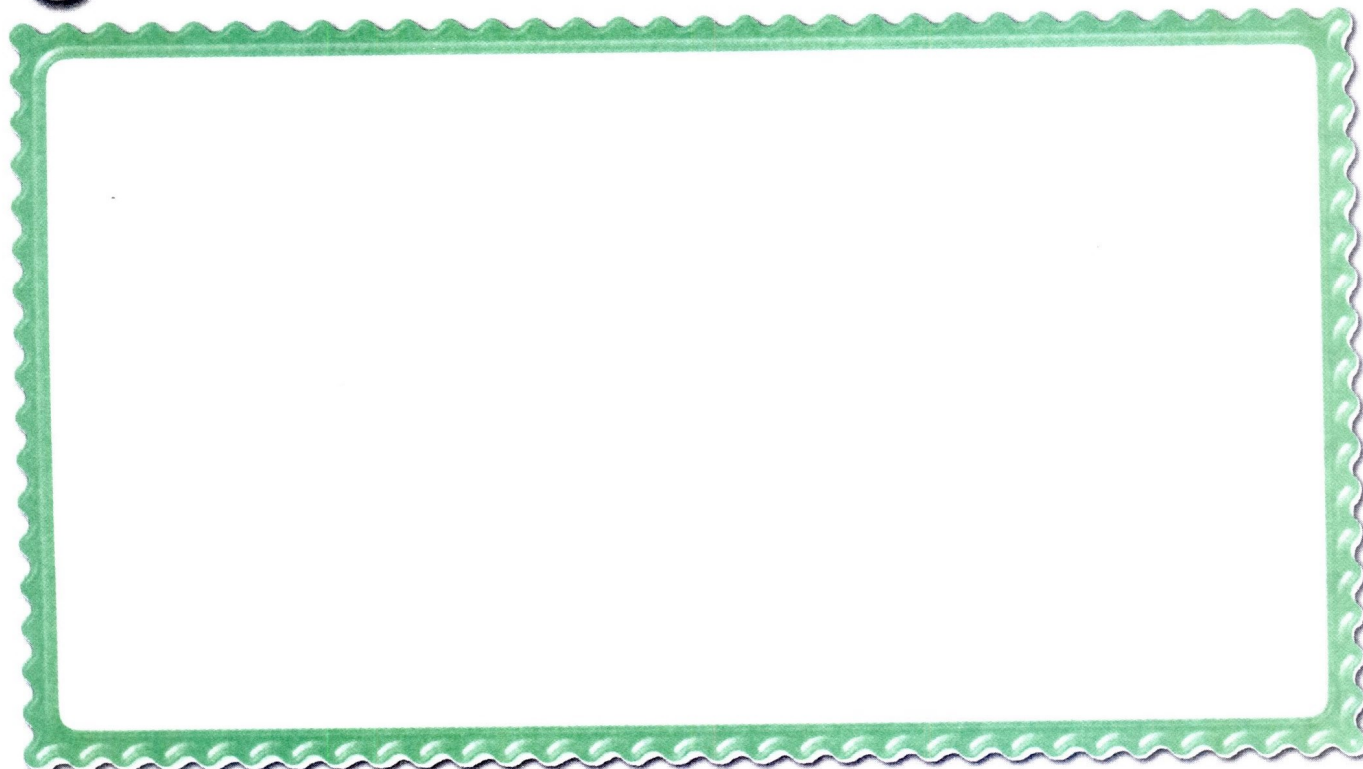
1. He works in a shop.
2. She flies planes.
3. He gives shots.
4. She works in a restaurant.

Down ↓

5. She makes music.
6. He makes movies.
7. She does experiments.
8. He puts out fires.



## 8 What does your family do? Draw and color. Write.



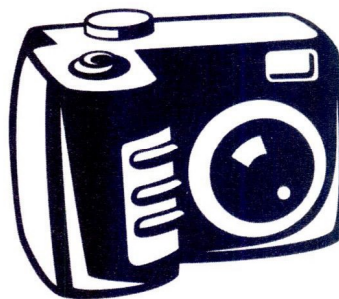
My \_\_\_\_\_ is \_\_\_\_\_. He \_\_\_\_\_.

My \_\_\_\_\_ is \_\_\_\_\_. She \_\_\_\_\_.



## Listen and circle.

1. Mrs. Lopez is a **doctor** / dancer.
2. Carol's uncle is an **actor** / artist.
3. Mark's father is a **teacher** / scientist.
4. Mr. Marimoto is a **chef** / soccer player.
5. Linda's mom is a **factory worker** / housewife.
6. Iris wants to be a **photographer** / musician.



## Listen and write. Use words from the box. Write another verse.

### When I Grow Up

When I grow up, when I grow up,

I want to \_\_\_\_\_.

I want to be a \_\_\_\_\_, just like my mom.

When I grow up, when I grow up,

I want to \_\_\_\_\_.

I want to be a \_\_\_\_\_, just like my dad.

When I grow up, when I grow up,

I want to \_\_\_\_\_.

I want to be a \_\_\_\_\_, just like my aunt.



When I grow up, when I grow up,

I want to \_\_\_\_\_.

I want to be a \_\_\_\_\_, just like my \_\_\_\_\_.

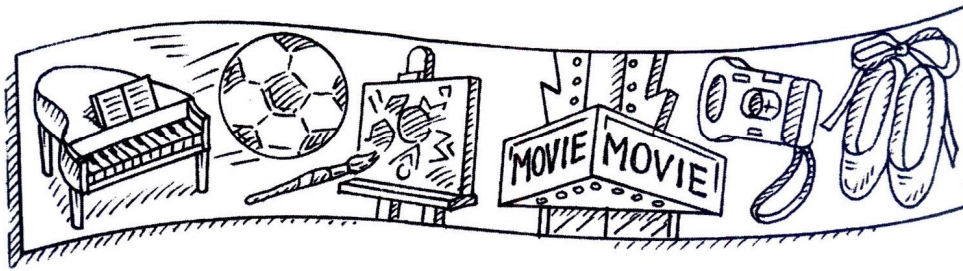
**chef**  
**cook good food**

**fly a plane**  
**pilot**

**teacher**  
**work in a school**



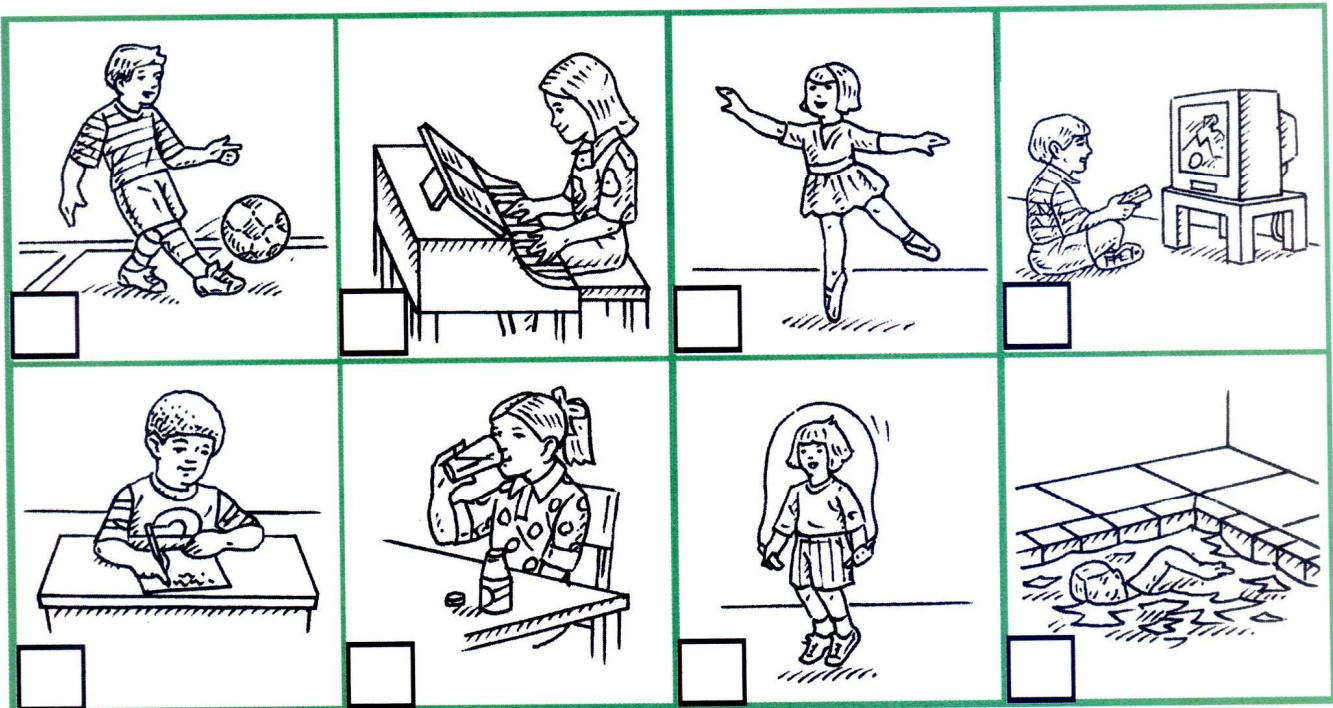
# Busy Friends



## 11 Read *Busy Friends*. Draw lines to match.

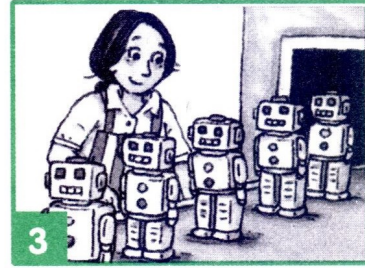
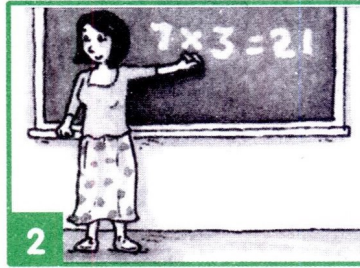
- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. Lee plays the piano.       | a. She wants to be a photographer.  |
| 2. Khalid plays soccer.       | b. He wants to be an artist.        |
| 3. José paints pictures.      | c. She wants to be a ballet dancer. |
| 4. Yoko goes to the movies.   | d. He wants to be a musician.       |
| 5. Linda takes pictures.      | e. She wants to be an actor.        |
| 6. Pat takes dancing lessons. | f. He wants to be a soccer player.  |

## 12 Are you busy after school? Check the boxes. Write two sentences.



# Review

## 13 Check yes or no. Write.



1. He's an actor.

☐ Yes, he is.

☒ No, he's a doctor.

2. She's a teacher.

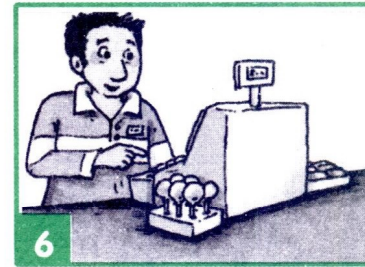
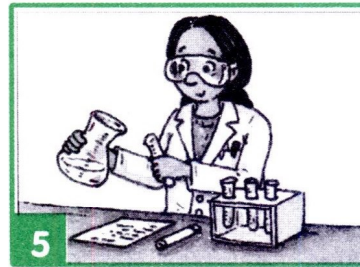
☐ Yes, she is.

☐ No, she's a \_\_\_\_\_.

3. She's a ballet dancer.

☐ Yes, she is.

☐ No, she's a \_\_\_\_\_.



4. He's a firefighter.

☐ Yes, he is.

☐ No, he's a \_\_\_\_\_.

5. She's a scientist.

☐ Yes, she is.

☐ No, she's a \_\_\_\_\_.

6. He's a factory worker.

☐ Yes, he is.

☐ No, he's a \_\_\_\_\_.



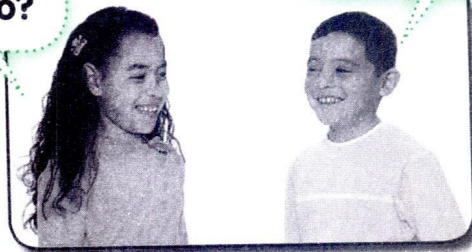
# Cut-out Activity

**A. Cut out. Match.**

**B. Work with a partner.  
Talk about people and  
their jobs.**

What does  
a chef do?

A chef  
cooks food.



A CHEF	cooks food
A TEACHER	dances in a theater
A FACTORY WORKER	does experiments
A SHOPKEEPER	flies planes
A FIREFIGHTER	helps people get well
A DOCTOR	makes movies
A MUSICIAN	makes music
A SCIENTIST	makes toys
AN ACTOR	plays soccer
A BALLET DANCER	puts out fires
A SOCCER PLAYER	works in a school
A PILOT	works in a shop

Students work with partners to match the people with their jobs. They take turns asking and answering questions about the people and what they do. Students can also use both sets of strips to play a match game. They place all strips face down in two piles (people/ what they do) and take turns turning over a strip from each pile to make a match. A student who finds a match gets a second turn. They continue until all strips are matched.

# 6 Every Day

TRACK 18

1

Listen and write. Use words from the box.

eight      nine      one      six

## From Morning to Night

Tick tock, it's \_\_\_\_\_ o'clock,  
\_\_\_\_\_ o'clock in the morning.  
\_\_\_\_\_ o'clock is time for school.  
Hear the bell? That's my warning!

Now it's \_\_\_\_\_ o'clock, time for lunch,  
\_\_\_\_\_ in the afternoon.  
I know that it's lunchtime when I hear this tune.

It's \_\_\_\_\_ o'clock, homework time,  
\_\_\_\_\_ o'clock in the evening.  
Now I get my homework done.  
I really like my reading.

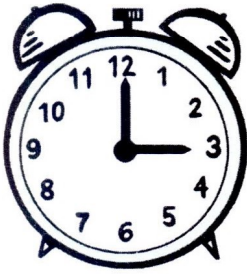
Tick tock, it's \_\_\_\_\_ o'clock.  
It's \_\_\_\_\_ o'clock at night—  
time to go to bed, time to turn out the light.

From the morning to the afternoon,  
in the evening and at night,  
I do all the things I do when the time is right.





**2** Look and write. Use number words.



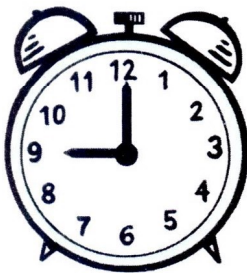
1. It's \_\_\_\_\_  
o'clock.



2. It's \_\_\_\_\_  
o'clock.



3. It's \_\_\_\_\_  
o'clock.



4. It's \_\_\_\_\_  
o'clock.



5. It's \_\_\_\_\_  
o'clock.



6. It's \_\_\_\_\_  
o'clock.



7. It's \_\_\_\_\_  
o'clock.



8. It's \_\_\_\_\_  
o'clock.



9. It's \_\_\_\_\_  
o'clock.

## Grammar

**When** do you do homework?  
**What** do you do after dinner?

I do homework in the afternoon.  
 I watch TV.

### 3 Write *When* or *What*.

1. When does he get dressed?  
 He gets dressed in the morning.
2. \_\_\_\_\_ do they do after school?  
 They play ball after school.
3. \_\_\_\_\_ does he eat dinner?  
 He eats dinner in the evening.
4. \_\_\_\_\_ does she do after dinner?  
 She does homework after dinner.
5. \_\_\_\_\_ does he do at night?  
 He goes to bed at night.



### 4 Write. Use words from the box.

nine o'clock      one o'clock  
 seven o'clock    three o'clock

1. I get dressed at \_\_\_\_\_ in the morning.
2. He goes to bed at \_\_\_\_\_ at night.
3. They eat lunch at \_\_\_\_\_ in the afternoon.
4. They walk home from school at \_\_\_\_\_ in the afternoon.



## 5 Answer the questions.

1. What does Mario do in the morning?

\_\_\_\_\_

2. What does Mario do in the afternoon?

\_\_\_\_\_

3. What does Mario do at night?

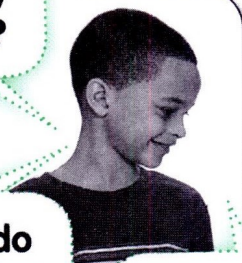
\_\_\_\_\_



Morning  
Walk the dog  
Afternoon  
Play soccer  
Night  
Do homework

## 6 Write.

When do you play  
with your friends?



I play with my friends at  
4:00 in the afternoon.

What do you do  
with your family?

When do you  
eat breakfast?



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

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

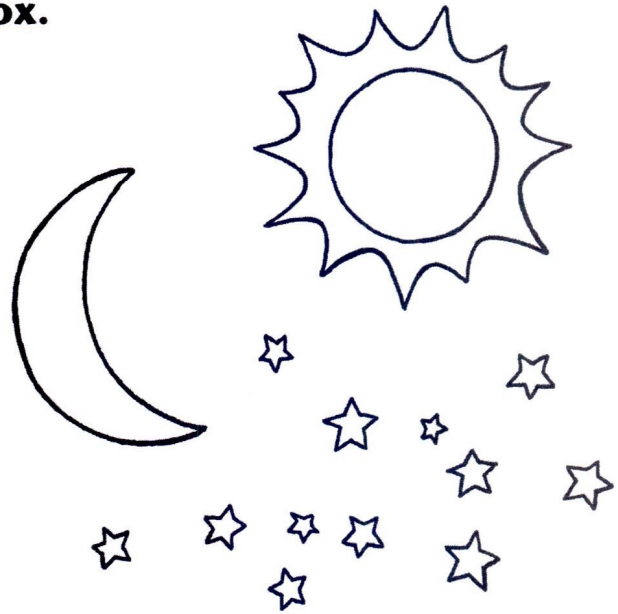
**7 Circle the best words in the box.**

I wake up  
go to bed in the morning

when the moon  
sun shines so bright,

I ride my bike  
eat breakfast in the afternoon,

then I go to school  
go to bed at night!



**8 What do you do in the afternoon? Write.  
Draw and color.**

I \_\_\_\_\_ in the afternoon.







## Listen and match. Draw lines.

1. Dan feeds his dog
2. They're going to the park
3. They go to bed
4. Lucy does her homework
5. He and his friends ride bikes



- a. in the afternoon.
- b. at 8:00.
- c. every day.
- d. at 4:00.
- e. in the morning.



## Listen. Write.



# Hurry, Hurry!

Oh, no! It's really late!

Wash your  \_\_\_\_\_ and get your  \_\_\_\_\_!



Hurry, hurry! Time for school!

Oh, no! It's really late!

Eat your  \_\_\_\_\_ and brush your  \_\_\_\_\_!

Hurry, hurry! Time for school!

Oh, no! It's really late!

Get your  \_\_\_\_\_ and get your  \_\_\_\_\_!

Hurry, hurry! Time for school!

No, Mom. It isn't late!

Look at the  \_\_\_\_\_ on the wall!

It's Sunday—no school at all!

# Perfect Penny

**11** Read *Perfect Penny*. Check the boxes.

1. At 7:00, Penny \_\_\_\_\_.

- ☐ covers her hair
- ☐ eats her breakfast
- ☐ feeds her cat

2. At 7:15, Penny \_\_\_\_\_.

- ☐ gets dressed
- ☐ goes to school
- ☐ takes a bath

3. At 7:30, Penny \_\_\_\_\_.

- ☐ wakes up
- ☐ does her homework
- ☐ gets dressed

4. At 7:45, Penny \_\_\_\_\_.

- ☐ is ready to leave the bathroom
- ☐ goes to bed
- ☐ takes a bath



**12** What happens next? What do you think Penny does at 8:00? Write.

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**13** What is Penny's favorite color? How do you know? Write.

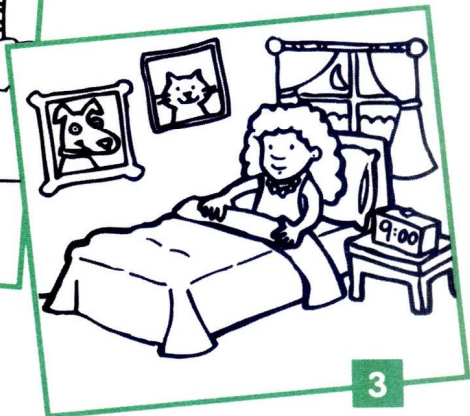
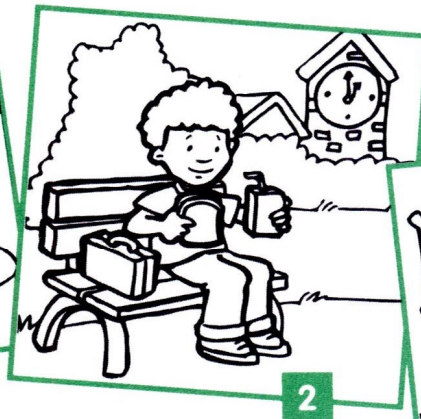
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# Review

- 14** Look at the clock. Write the time.  
Use words from the box.



1. When does she get dressed?

She gets dressed at \_\_\_\_\_.

2. When does he eat lunch?

He eats lunch at \_\_\_\_\_.

3. When does she go to bed?

She goes to bed at \_\_\_\_\_.

nine o'clock  
one o'clock  
seven o'clock

- 15** Answer the questions.

1. What do you do in the morning?

\_\_\_\_\_

2. What do you do at school?

\_\_\_\_\_

3. What do you do in the afternoon?

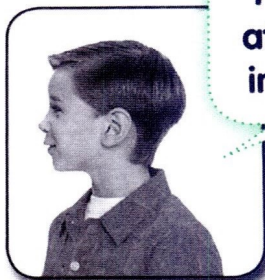
\_\_\_\_\_

# Cut-out Activity

When do you  
eat breakfast?



I eat breakfast  
at seven o'clock  
in the morning.



**Cut and glue. Work with a partner.**

In the morning	
at seven o'clock	
at eight o'clock	
at nine o'clock	
In the afternoon	
at one o'clock	
at four o'clock	
In the evening	
at six o'clock	
at seven o'clock	
at nine o'clock	

do homework	eat breakfast	eat dinner
eat lunch	get dressed	get up
go to bed	go to school	play with friends
ride a bike	take a bath	watch TV

Students complete the chart about themselves. They place or glue activity strips next to the time. Then they work in pairs to ask and answer questions about their day. Students should answer with an exact time and say *in the morning/afternoon/evening*. Students can also add other activities.



# 7

# Favorite Foods

TRACK 21

1

**Listen and write. Use words from the box. Trace and color.**

**Yum! Yum!**

Yum, yum!

I like orange juice and apple juice.

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

How about you?

I like carrots and tomatoes.

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

I like chicken and hamburgers.

I like all kinds of \_\_\_\_\_.

Yum, yum! Yum, yum!

I like ice cream and chocolate cake.

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

I like all kinds of different food.

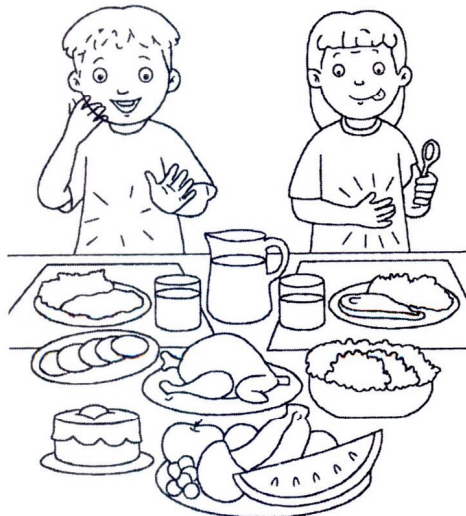
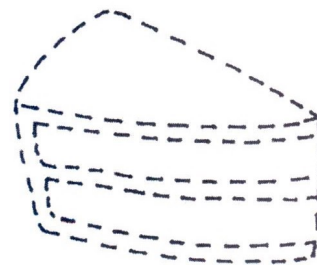
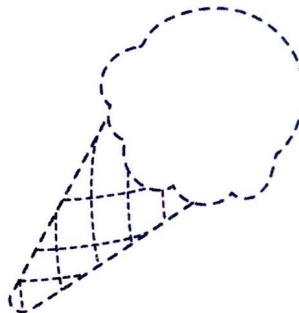
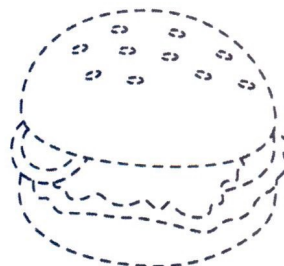
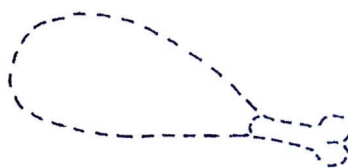
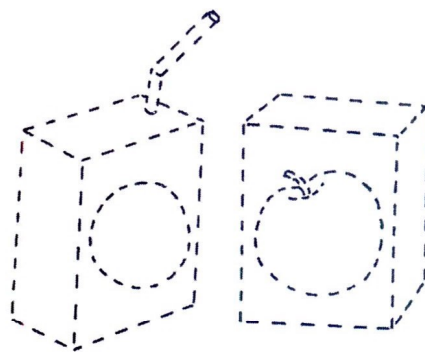
I like to eat.

Yum, yum! Yum, yum!

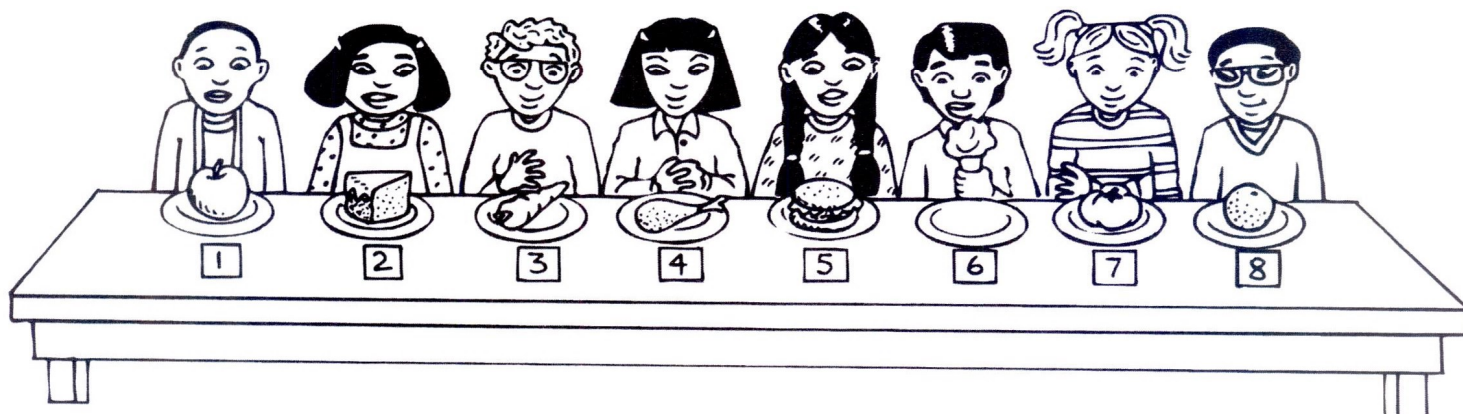
Yum, yum! Yum, yum!

dessert  
meat

fruit juices  
vegetables



**2 Write. Use words from the box.**



1. I have \_\_\_\_\_ apple.
2. Soon-Jin has \_\_\_\_\_ cake.
3. Joe has \_\_\_\_\_ carrot.
4. Lok has \_\_\_\_\_ chicken.
5. Vita has \_\_\_\_\_ hamburger.
6. Benito has \_\_\_\_\_ ice cream.
7. Karen has \_\_\_\_\_ tomato.
8. Lee has \_\_\_\_\_ orange.

a  
an  
some

**3 Look at the pictures. Draw lines to match.**



a

an

some



## Grammar

<b>Do</b>	you	<b>like</b> meat?	Yes,	I	<b>do.</b>	I	<b>like</b> ham and steak.
			No,	I	<b>don't.</b>	I	<b>don't like</b> meat.
<b>Does</b>	he	<b>like</b> meat?	Yes,	he	<b>does.</b>	He	<b>likes</b> steak.
	she			she		She	
			No,	he	<b>doesn't.</b>	He	<b>doesn't like</b> meat.
				she		She	

### 4 Look at the chart. Write.

1. Does Mary like chicken?

Yes, she does.

2. Does she like strawberries?

\_\_\_\_\_

3. Does she like tortilla chips and salsa?

\_\_\_\_\_

4. Does she like green beans?

\_\_\_\_\_

5. Does Mary like fish?

\_\_\_\_\_

6. Does she like hamburgers?

\_\_\_\_\_

7. Does she like cheese and crackers?

\_\_\_\_\_

8. Does she like mangoes?

\_\_\_\_\_

Does Mary like it?	
Yes	No
	
	
	
	

### 5 What foods do you like?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

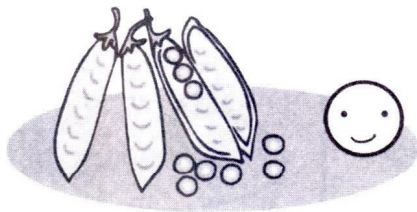
**6** Look and write. Use *like*, *likes*, *don't like*, and *doesn't like*.



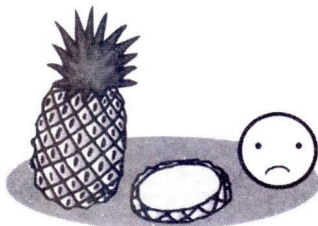
1. Julia doesn't like cookies.



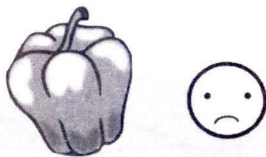
2. I like grapes.



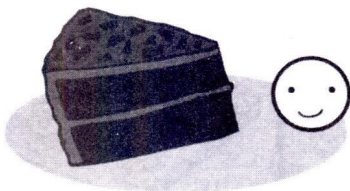
3. José likes peas.



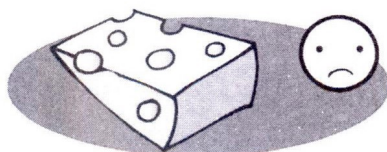
4. I don't like pineapples.



5. Ricky doesn't like peppers.



6. I like chocolate cake.

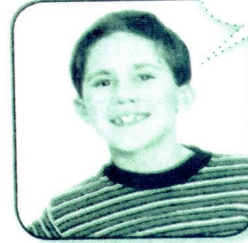


7. Hilda doesn't like cheese.



**7 Write questions.**

1. \_\_\_\_\_  
\_\_\_\_\_ chicken?



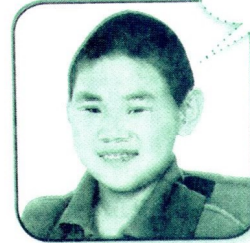
Yes, I do.

2. \_\_\_\_\_  
\_\_\_\_\_ shrimp?



No, she doesn't.

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



No, I don't.

**8 What's in the shopping cart? Find seven words. Circle them.**





**Listen. Check *true* or *false*.**

1. The restaurant has chicken and potatoes.
2. She doesn't like chocolate ice cream.
3. He wants to drink some orange juice.
4. She likes shrimp and cabbage.
5. They want cereal with milk for breakfast.

**true      false**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



**Listen and write. Use words from the box.**

**bread      cereal      cheese      eggs      meats      muffins**

## Bobby's Big Breakfast

Here we are at the breakfast buffet.  
Come on, Bobby, don't take all day!

*Gee, I don't know what to do.*

I want \_\_\_\_\_ and \_\_\_\_\_, too!

We're waiting and waiting at the breakfast buffet.  
Come on, Bobby, don't take all day!

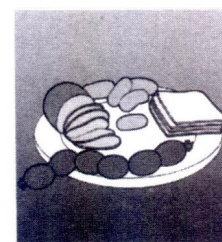
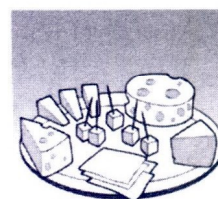
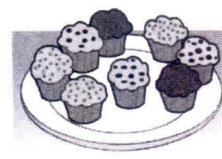
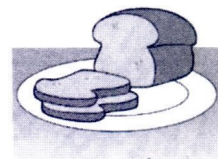
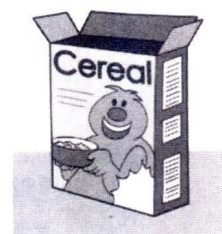
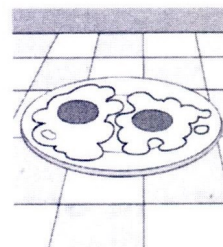
*Gee, I don't know what to do.*

I want \_\_\_\_\_ and jam and \_\_\_\_\_, too!

We're waiting and waiting at the breakfast buffet.  
Come on, Bobby, don't take all day!

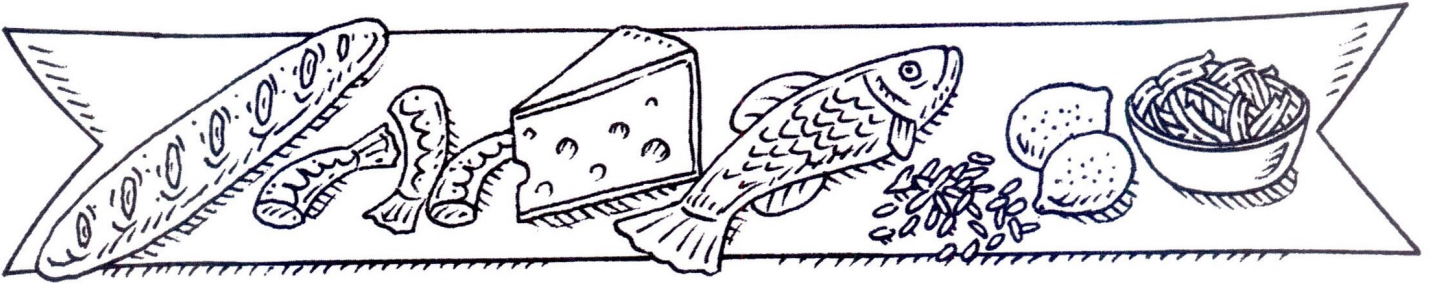
*Gee, I don't know what to do.*

I want fruit and \_\_\_\_\_ and cold \_\_\_\_\_, too!





# Food Comes from Everywhere



**11** Read *Food Comes from Everywhere*.  
Check **yes** or **no**.

	yes	no
1. Bread comes from wheat.	<input type="checkbox"/>	<input type="checkbox"/>
2. Mussels come from trees.	<input type="checkbox"/>	<input type="checkbox"/>
3. Cheese comes from cows.	<input type="checkbox"/>	<input type="checkbox"/>
4. Fish come from oceans and rivers.	<input type="checkbox"/>	<input type="checkbox"/>
5. Pine nuts come from chickens.	<input type="checkbox"/>	<input type="checkbox"/>
6. Lemons come from trees.	<input type="checkbox"/>	<input type="checkbox"/>
7. Noodles come from cows.	<input type="checkbox"/>	<input type="checkbox"/>
8. Eggs come from chickens.	<input type="checkbox"/>	<input type="checkbox"/>

**12** What is your favorite food?  
Where does it come from? Write.

My favorite food is spaghetti.  
Spaghetti comes from wheat.

My favorite food is \_\_\_\_\_.  
\_\_\_\_\_ comes from \_\_\_\_\_.

# Review

**13** Color the foods. Point and say. Draw lines to match.

apple

banana

cake

cheese

chicken



lemonade

peas

pie

shrimp

tomato

**14** Answer the questions.

1. Do you like cabbage? \_\_\_\_\_, \_\_\_\_\_.
2. Do you like ice cream? \_\_\_\_\_, \_\_\_\_\_.
3. Do you like nuts? \_\_\_\_\_, \_\_\_\_\_.
4. Do you like onions? \_\_\_\_\_, \_\_\_\_\_.
5. What do you want to eat and drink? \_\_\_\_\_



# Cut-out Activity

- A. Cut and glue. Check (✓) *like* or (x) *don't like*.**
- B. Work with a partner. Talk about what you like and don't like.**

Do you like trout?

No, I don't.



**Foods from animals**

**Foods from plants and trees**

**Foods from water**

apples <input type="checkbox"/>	bananas <input type="checkbox"/>	bread <input type="checkbox"/>	eggs <input type="checkbox"/>	green beans <input type="checkbox"/>
hamburgers <input type="checkbox"/>	ice cream <input type="checkbox"/>	lemons <input type="checkbox"/>	mangoes <input type="checkbox"/>	pine nuts <input type="checkbox"/>
popcorn <input type="checkbox"/>	shrimp <input type="checkbox"/>	steak <input type="checkbox"/>	tortilla chips <input type="checkbox"/>	trout <input type="checkbox"/>

Students glue foods in the correct categories and mark what they like and don't like. Then students work with a partner to ask and answer questions with **Yes, I do** or **No, I don't**.

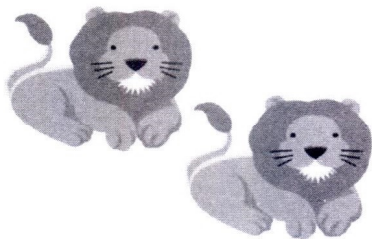
# 8

# Fun at the Zoo

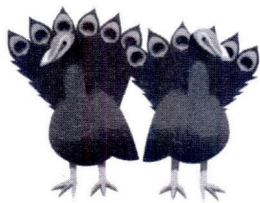


**Listen. Write numbers and words.**

## At the Zoo



\_\_\_\_\_



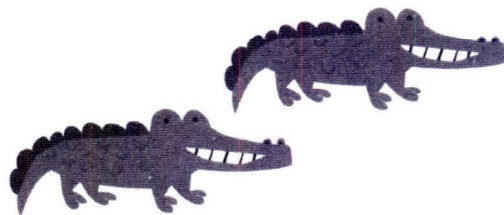
\_\_\_\_\_



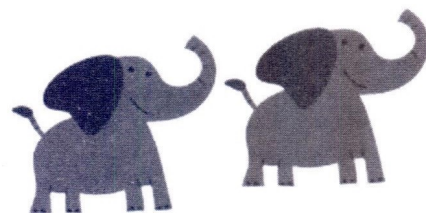
\_\_\_\_\_



\_\_\_\_\_



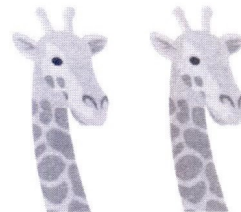
\_\_\_\_\_



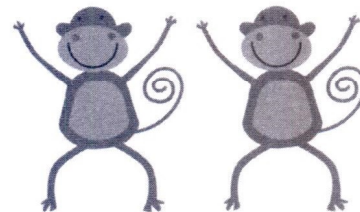
(1) elephants



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

What do you want to see today  
when we go to the zoo?

I want to see the (1), (2), and (3)!

What do you want to see today  
when we go to the zoo?

I want to see the (4), (5), and (6), too!

What do you want to see today  
when we go to the zoo?

Animals from around the world  
that say more than moo!

Let's go to the zoo!

I want to see (7) and (8)  
and (9) and monkeys  
and cheetahs and hippos,  
snakes and polar bears, too.

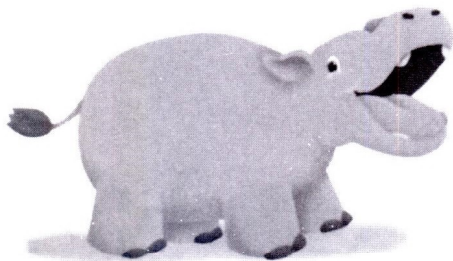
When we go to the zoo....

Let's go to the zoo!



**2 Write. Use words from the box.**

feathers    mouth    neck    tail    teeth



1. A hippo is short.

Its \_\_\_\_\_ is big.



2. A polar bear is big.

Its \_\_\_\_\_ is short.



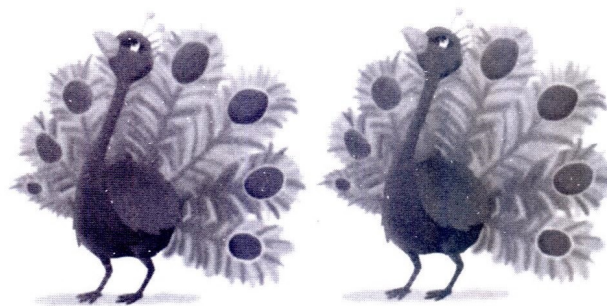
3. A giraffe is tall.

Its \_\_\_\_\_ is long.



4. A lion is strong.

Its \_\_\_\_\_ are sharp.



5. Peacocks are small.

Their \_\_\_\_\_ are soft.

## Grammar

Can a monkey climb a tree?

Yes, it **can**.

Can a monkey catch seals?

No, it **can't**.

Can crocodiles swim fast?

Yes, they **can**.

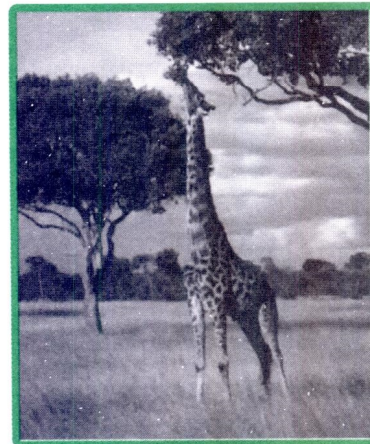
Can crocodiles climb trees?

No, they **can't**.

can't = cannot

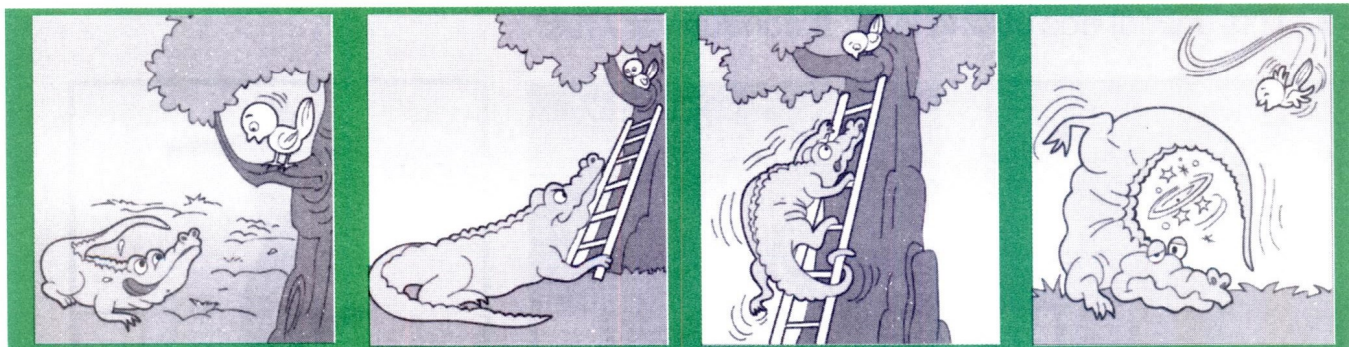
### 3 Circle *can* or *can't*.

1. Giraffes      **can**    **can't**    eat the leaves of tall trees.
2. Cheetahs    **can**    **can't**    run very fast.
3. Snakes       **can**    **can't**    jump high.
4. Monkeys     **can**    **can't**    swing from trees.
5. Elephants   **can**    **can't**    lift heavy things.



### 4 Write *can* or *can't*.

1. A crocodile \_\_\_\_\_ climb a tree.
2. A kangaroo \_\_\_\_\_ jump high.
3. An elephant \_\_\_\_\_ swim fast.
4. A polar bear \_\_\_\_\_ catch fish.
5. A lion \_\_\_\_\_ eat with its sharp teeth.





**5 Write.**

Can an elephant lift things with its trunk?

Yes, it can.

Can giraffes swing from trees?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

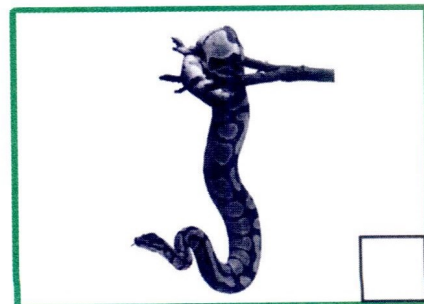
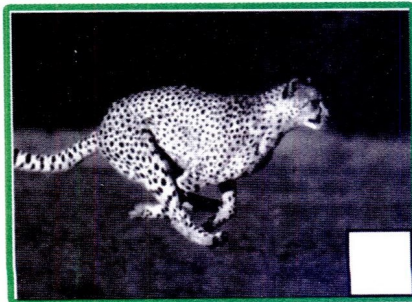
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6 Read. Write numbers.**

1. This animal doesn't have legs. It can catch and squeeze animals.
2. This animal has a short tail and sharp claws. It can catch seals.
3. This animal has strong legs. It can run very fast.



## Grammar

**Does** a hippo **have** a big mouth?

Yes, it **does**.

**Does** a hippo **have** a long tail?

No, it **doesn't**.

doesn't = does not

**Do** lions **have** sharp teeth?

Yes, they **do**.

don't = do not

**Do** lions **have** long necks?

No, they **don't**.

### 7 Answer the questions.

1. Does a giraffe have a long neck?

---

2. Does an elephant have feathers?

---

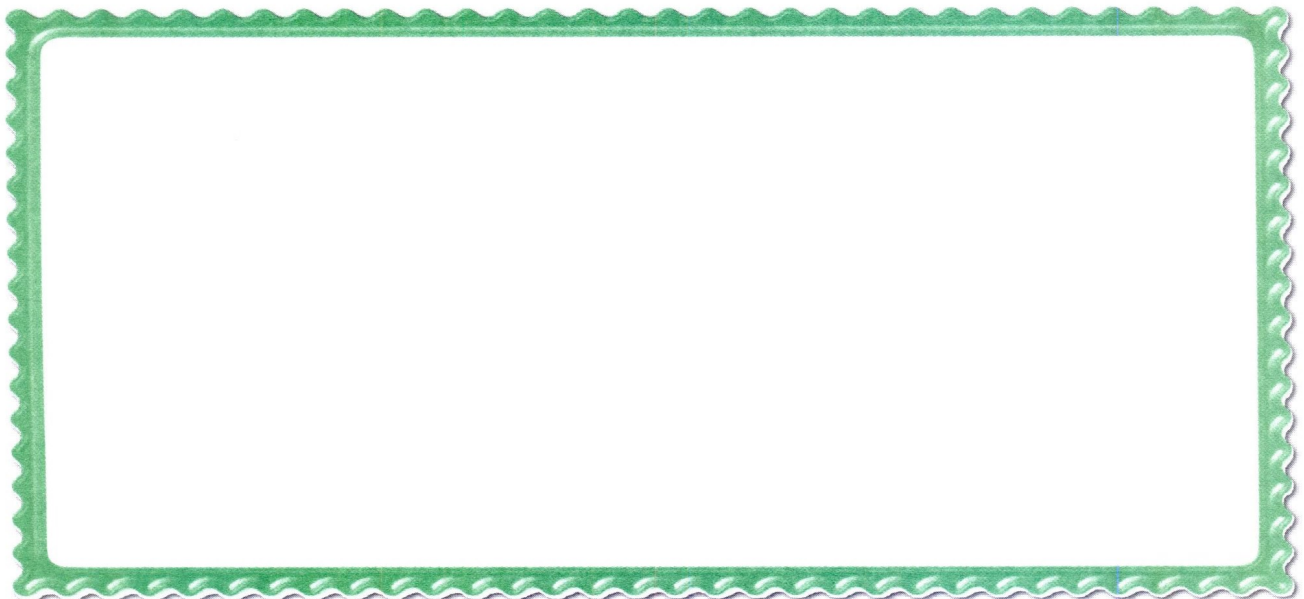
3. Do crocodiles have short legs?

---

4. Do peacocks have long trunks?

---

### 8 A. Draw a new animal.



**B. Talk about your animal. What does your animal have? What doesn't it have?**





### Listen and circle.

- |                 |           |             |
|-----------------|-----------|-------------|
| 1. a peacock    | a hippo   | a monkey    |
| 2. a polar bear | a cheetah | a kangaroo  |
| 3. a snake      | a giraffe | an elephant |
| 4. a crocodile  | a bird    | a snake     |
| 5. a dog        | a peacock | a cheetah   |
| 6. a rabbit     | a monkey  | a crocodile |



### Listen and write. Choose words from the boxes. Write each word two times.

## Act Like the Animals

1. I can \_\_\_\_\_ a tree like a monkey,  
and act like a monkey, too.

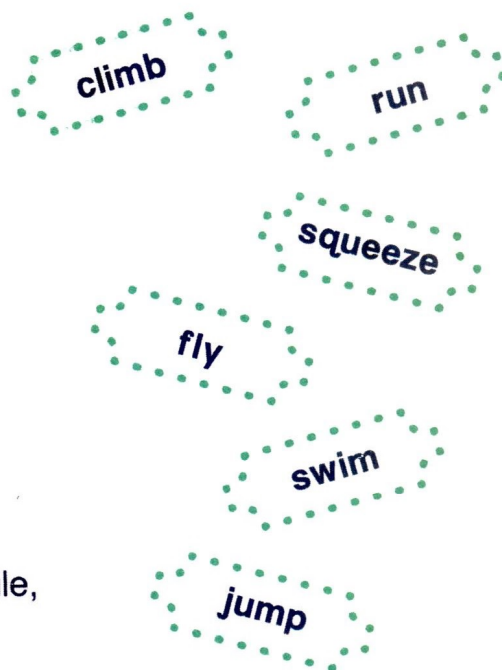
I can \_\_\_\_\_ a tree like a monkey.  
It's your turn—what about you?

2. I can \_\_\_\_\_ real fast like a cheetah,  
and act like a cheetah, too.

I can \_\_\_\_\_ real fast like a cheetah.  
It's your turn—what about you?

3. I can \_\_\_\_\_ in the water like a crocodile,  
and act like a crocodile, too.

I can \_\_\_\_\_ in the water like a crocodile.  
It's your turn—what about you?



# The Lion and the Rabbit

**11** Read *The Lion and the Rabbit*. Check yes or no.

- |  | yes                      | no                       |
|--|--------------------------|--------------------------|
| 1. King Lion catches Rabbit for his dinner.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. King Lion takes Rabbit to a deep well.          | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. King Lion looks at his reflection in the well.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. King Lion says, "I am king of this well."       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Rabbit jumps into the well because he is happy. | <input type="checkbox"/> | <input type="checkbox"/> |



**12** What comes next? Check one box. Draw.

- ☐ Rabbit eats a carrot.
- ☐ Rabbit sees a crocodile.
- ☐ Rabbit jumps high.
- ☐ Rabbit goes home to rest.



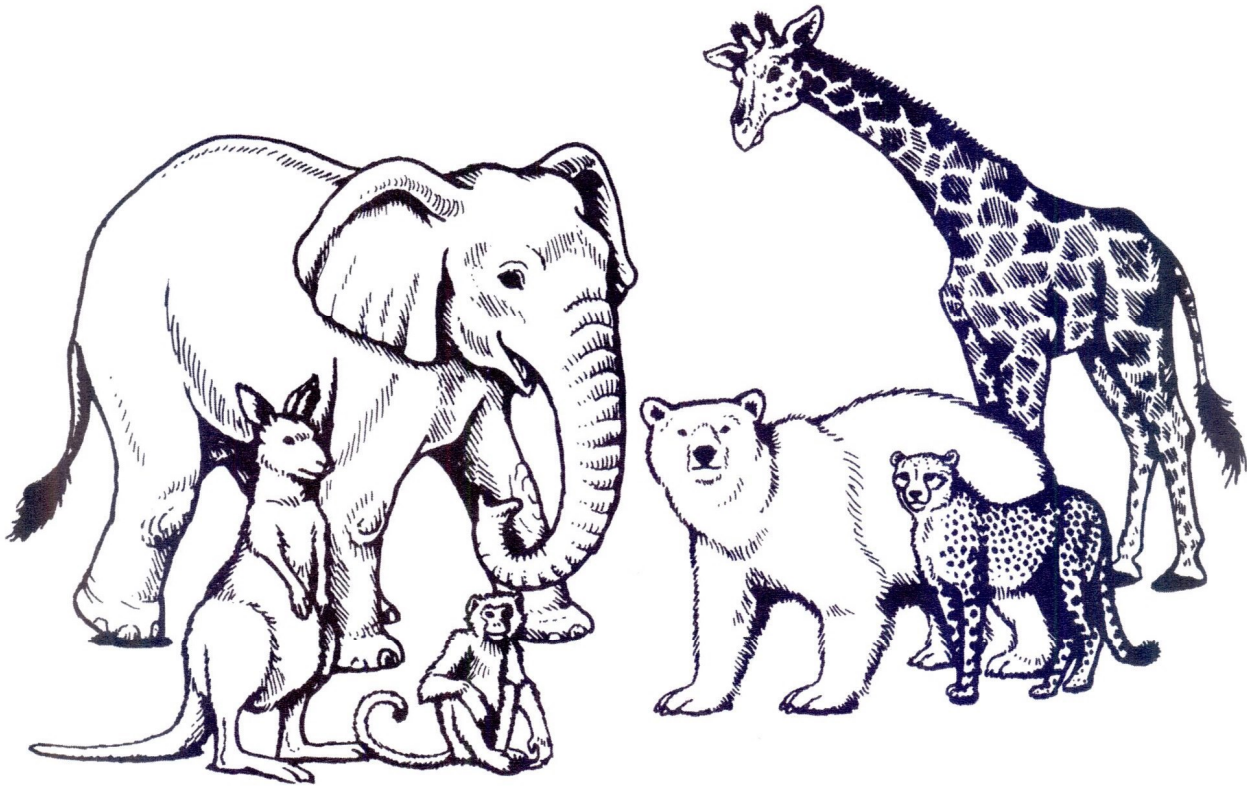


# Review

- 13** Write. Use words from the box.  
Draw lines to the animals.

catch seals and fish  
eat leaves from tall trees  
jump high  
lift things with its trunk

1. An elephant can \_\_\_\_\_.
2. A polar bear can \_\_\_\_\_.
3. A kangaroo can \_\_\_\_\_.
4. A giraffe can \_\_\_\_\_.



5. A giraffe has \_\_\_\_\_.
6. A cheetah has \_\_\_\_\_.
7. A monkey has \_\_\_\_\_.
8. A kangaroo has \_\_\_\_\_.

a long neck  
big feet  
long arms  
strong legs

# Cut-out Activity

**A. Cut and glue.**

**B. Work with a partner. Talk about what animals can and can't do.**

Can cheetahs fly?

No, they can't.



Animals	can	can't
monkeys		
crocodiles		
elephants		
giraffes		
kangaroos		
cheetahs		
polar bears		
snakes		

catch food with claws	climb	eat leaves of tall trees
fly	jump	jump high
lift heavy things	lift things	run fast
run very fast	spread their feathers	squeeze animals
swim	swim fast	swing from trees

Students work in pairs to complete the chart. Students cut out strips with what the animals can do and can't do and glue them by the animals. Then students ask and answer questions about the animals **Can monkeys: \_\_\_\_\_? Yes, they can./No, they can't.**



# 9

# 12 Months Make a Year



**Listen and write.**

## Twelve Months

How many months  
are there?

Thirty days in September,  
\_\_\_\_\_, June, and November—  
Shorter than the rest I hear,  
but \_\_\_\_\_ months make a year.

Most other months have 31 days.  
January, \_\_\_\_\_, and May,  
July, August, \_\_\_\_\_, December.

Twelve months make a year.

February has 28—that's great!  
Sometimes \_\_\_\_\_—  
that's fine.

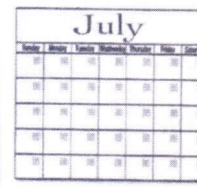
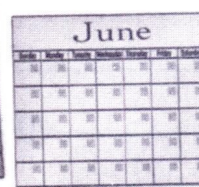
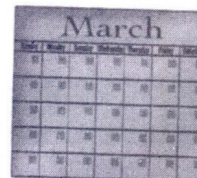
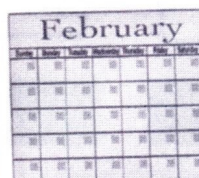
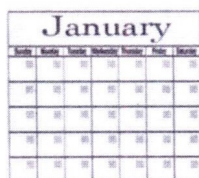
There's one thing that is  
always clear.

Twelve months make a year.

Can I help you to remember  
from January to December?

One thing never changes here.

Twelve months make a year.





## Grammar

always

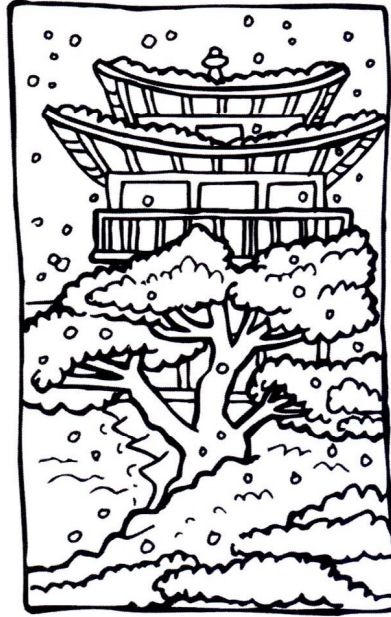
✓✓✓✓✓✓✓✓

never

### 2 Look. Write *always* or *never*.



Korea in August



Japan in February



Brazil in January

1. In Japan, he \_\_\_\_\_ goes swimming in February.
2. In Brazil, I \_\_\_\_\_ go swimming in January.
3. In Korea, she \_\_\_\_\_ plays in the snow in August.
4. In Japan, I \_\_\_\_\_ wear a warm jacket in February.
5. In Brazil, they \_\_\_\_\_ go snow skiing in January.
6. In Korea, I \_\_\_\_\_ wear shorts in August.
7. In my country, I \_\_\_\_\_ finish school in June.
8. In my country, I \_\_\_\_\_ have picnics in April.



## Grammar

What do you do in May?

We **always** celebrate Cinco de Mayo in May.

We **never** go on vacation in May.

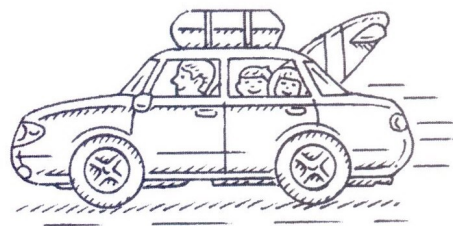
### 3 Write about you.

1. What do you do in December? I always \_\_\_\_\_ in December.

2. What do you do in July? I never \_\_\_\_\_ in July.

3. What do you do in August? I always \_\_\_\_\_ in August.

4. What do you do in September? I always \_\_\_\_\_ in September.



## Grammar

When **do**

you  
they

**go** swimming?

When **does**

he  
she

**go** swimming?

### 4 Write a question.

1. When do they celebrate Christmas?

They celebrate Christmas in December.

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

He plants flowers in April.

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

They start school in February.

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

She has a birthday party in March.

5. \_\_\_\_\_

They go swimming in January.



## 5 Write about you.

1. What do you do in April?

I \_\_\_\_\_ in April.

2. What do you do in December?

I \_\_\_\_\_ in December.

3. When do you start school?

I start school in \_\_\_\_\_.

4. When do you go swimming?

I go swimming in \_\_\_\_\_.

What?

When?

## 6 Answer the questions.

1. What does he do?

\_\_\_\_\_

When does he do it?

\_\_\_\_\_

2. What do they do?

\_\_\_\_\_

When do they do it?

\_\_\_\_\_

3. What do they do?

\_\_\_\_\_

When do they do it?

\_\_\_\_\_



Japan in February



Brazil in February



USA in December



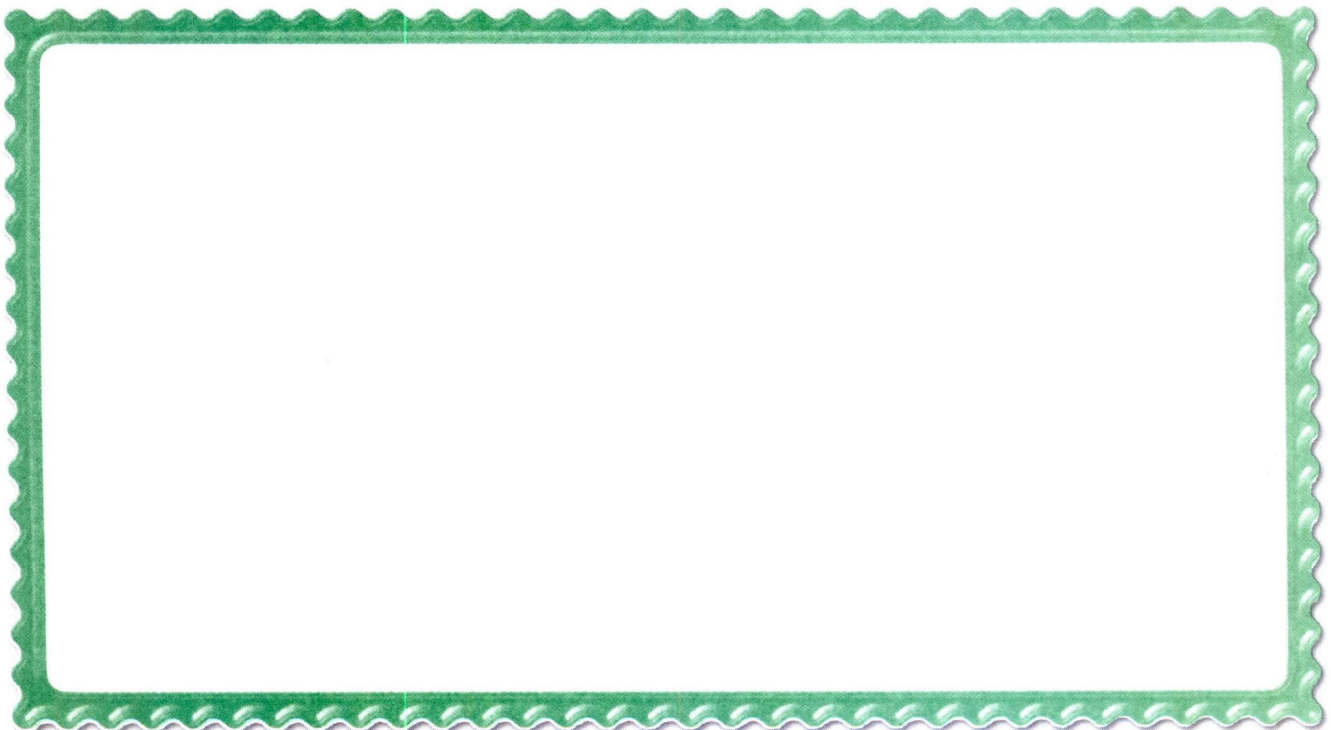
**7 What month is it? Read and write.**

1. It's between July and September. In some places, it is hot and people go swimming.  
\_\_\_\_\_
2. It comes right after January. Children in Colombia start school.  
\_\_\_\_\_
3. It's the month before October. People in Mexico celebrate Independence Day.  
\_\_\_\_\_
4. It's between December and February. In many places, it is cold and snows a lot.  
\_\_\_\_\_

**8 What is your favorite month? Why? Write. Draw.**

*December is my favorite month. Christmas is in December!*

\_\_\_\_\_





## Listen and write.

1. His sister's birthday is in \_\_\_\_\_.
2. They always have a party in \_\_\_\_\_.
3. They don't go to the beach in \_\_\_\_\_.
4. Her favorite month is \_\_\_\_\_.
5. This year, vacation is in \_\_\_\_\_.



## Listen. Draw lines to match.

### Favorite Months

My favorite month is \_\_\_\_\_.

Do you want to know why?

I always plant flowers and walk in the rain.  
My umbrella keeps me dry.

My favorite month is \_\_\_\_\_.

Do you want to know why?

I always pick apples and jump in the leaves,  
and eat plenty of pumpkin pie!

My favorite month is \_\_\_\_\_.

Do you want to know why?

I always play soccer and swim in the lake,  
and fly my kite in the sky.

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

APRIL						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



## Write another verse.

My favorite month is \_\_\_\_\_. Do you want to know why?

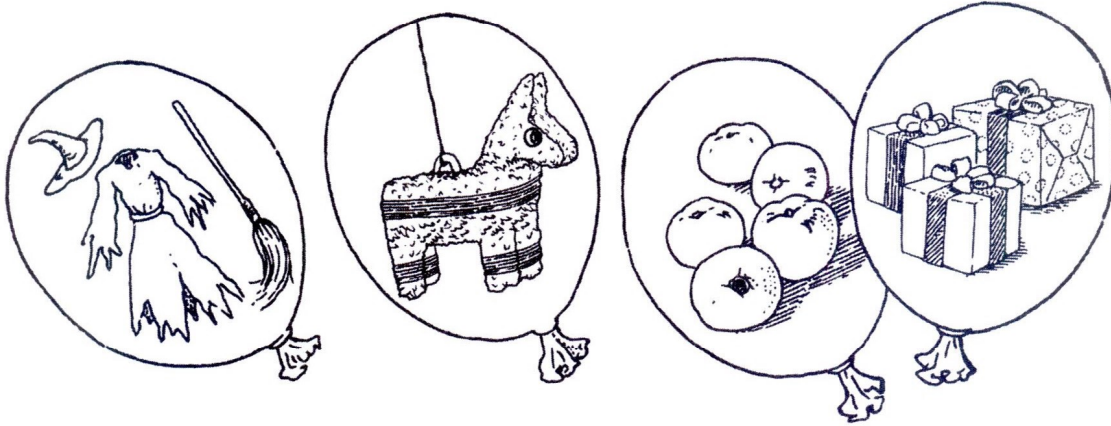
I \_\_\_\_\_,

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



# My Favorite Month

**12** Read *My Favorite Month*. Draw lines to match.



1. Children wear these on this holiday in the United States.
2. Children get these on this special holiday in Korea.
3. Children play games like this on this holiday in Mexico.
4. People have fights with these on this holiday in Spain.

**13** Read. Circle.

1. What holiday in the story do you like?

Halloween

Las Posadas

La Tomatina

Uhrini nal

2. What do people like about this holiday?

a. the tomato fights

b. the games, parades, and special food

c. the scary costumes

d. the nine days of fun

3. This holiday is after May and before October. What is it?

Las Posadas

La Tomatina

Uhrini nal

Halloween

# Review

## 14 Write questions with *what* or *when*.

1. What do people do in April?

They plant flowers and trees.

2. When do people celebrate Arbor Day?

They celebrate Arbor Day in April.

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

On my birthday, I sing, dance, and eat cake.

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

My birthday is in October.

5. \_\_\_\_\_

We give gifts to each other in December.

6. \_\_\_\_\_

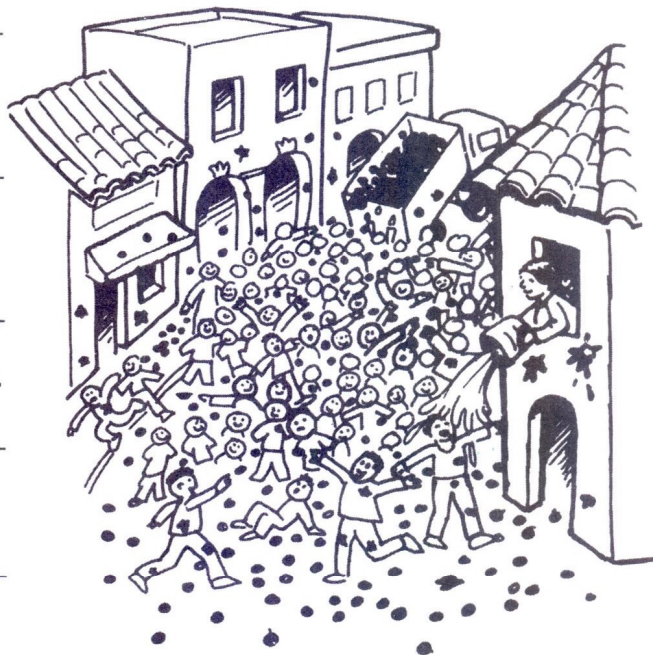
In August, we throw tomatoes at each other.

7. \_\_\_\_\_

Some people play in the snow.

8. \_\_\_\_\_

I start school in March.



## 15 Write *always* or *never*.

1. Children \_\_\_\_\_ wear costumes on Halloween.

2. In Korea, we \_\_\_\_\_ celebrate Arbor Day in April.

3. In Mexico, we \_\_\_\_\_ celebrate Independence Day in June.

4. In Colombia, school \_\_\_\_\_ starts in February.

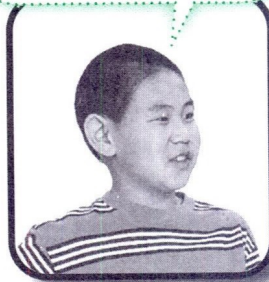


# Cut-out Activity



- A. Cut and glue. Write.**  
**B. Work with a partner.**  
**Talk about what you**  
**always do and never do.**

What do you  
do in January?



I always wear a  
warm jacket. I never  
wear shorts.



Months of the Year	Always	Never
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

celebrate my birthday	fly a kite	give presents	go on vacation
go skiing	go swimming	have a party	have a picnic
jump in leaves	pick apples	plant flowers	play soccer
start school	wear a costume	wear a warm jacket	wear shorts

Students glue the activities onto the chart and write their own ideas in any remaining spaces. They ask and answer questions about what they *always* and *never* do.



1 Say the words. How many times do you hear **t** as in **table**?

cat doctor elephant goat taxi toes toy turtle

2 Find ten pictures of words with **t** as in **table**. Color the pictures.



3 Look at 2. Write ten words with **t** as in **table**.

robot	



Say the words. How many times do you hear **i** as in **six**?

big fish gift kick kitchen milk picnic sing

Look at the pictures. Write the words with **i** as in **six** in box 1.  
Write the words that do not have **i** as in **six** in box 2.

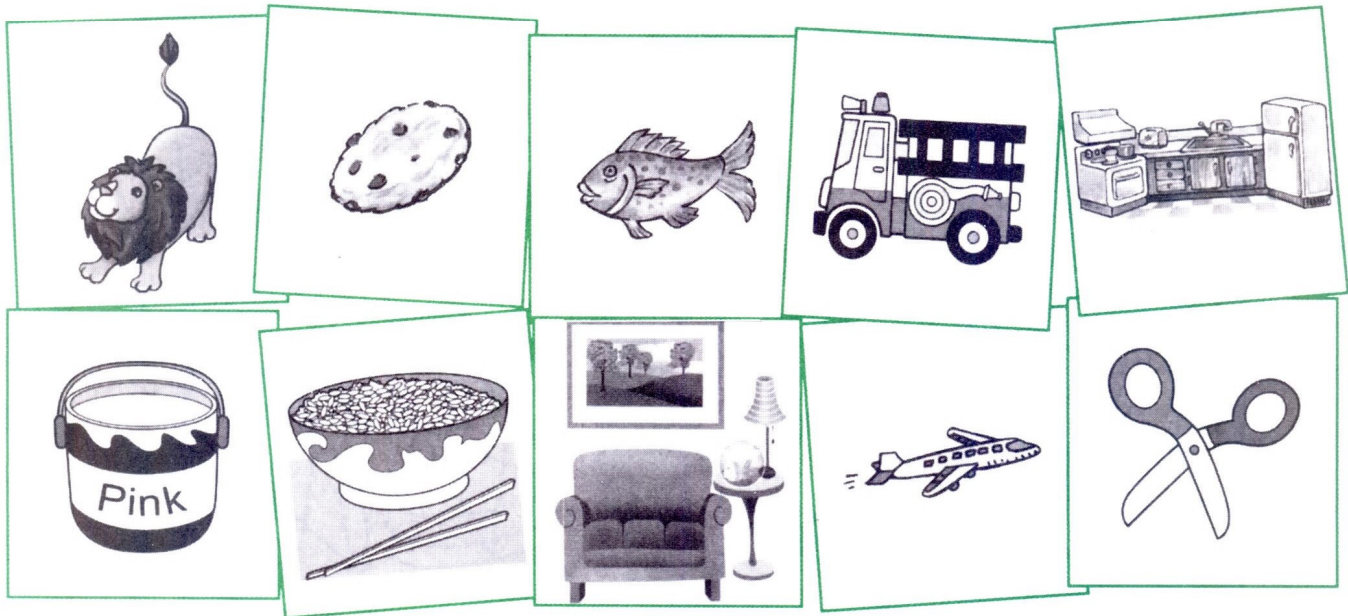
airplane  
lion

cookie  
living room

fire truck  
pink

fish  
rice

kitchen  
scissors



fish

lion

1

2

- 1** Say the words. How many times do you hear the same sound as the **c** in **cat**?

cake car catch cold cookie cow doctor picnic

- 2** Look at the picture and complete the sentence. Say the sentence.

1. The \_\_\_\_\_ is walking.



2. That \_\_\_\_\_ is for the party.



3. The \_\_\_\_\_ is eating fish.



4. That \_\_\_\_\_ is new.



5. My uncle is a \_\_\_\_\_.



6. I like to play \_\_\_\_\_.



7. I want that big \_\_\_\_\_.



8. I want the blue \_\_\_\_\_.



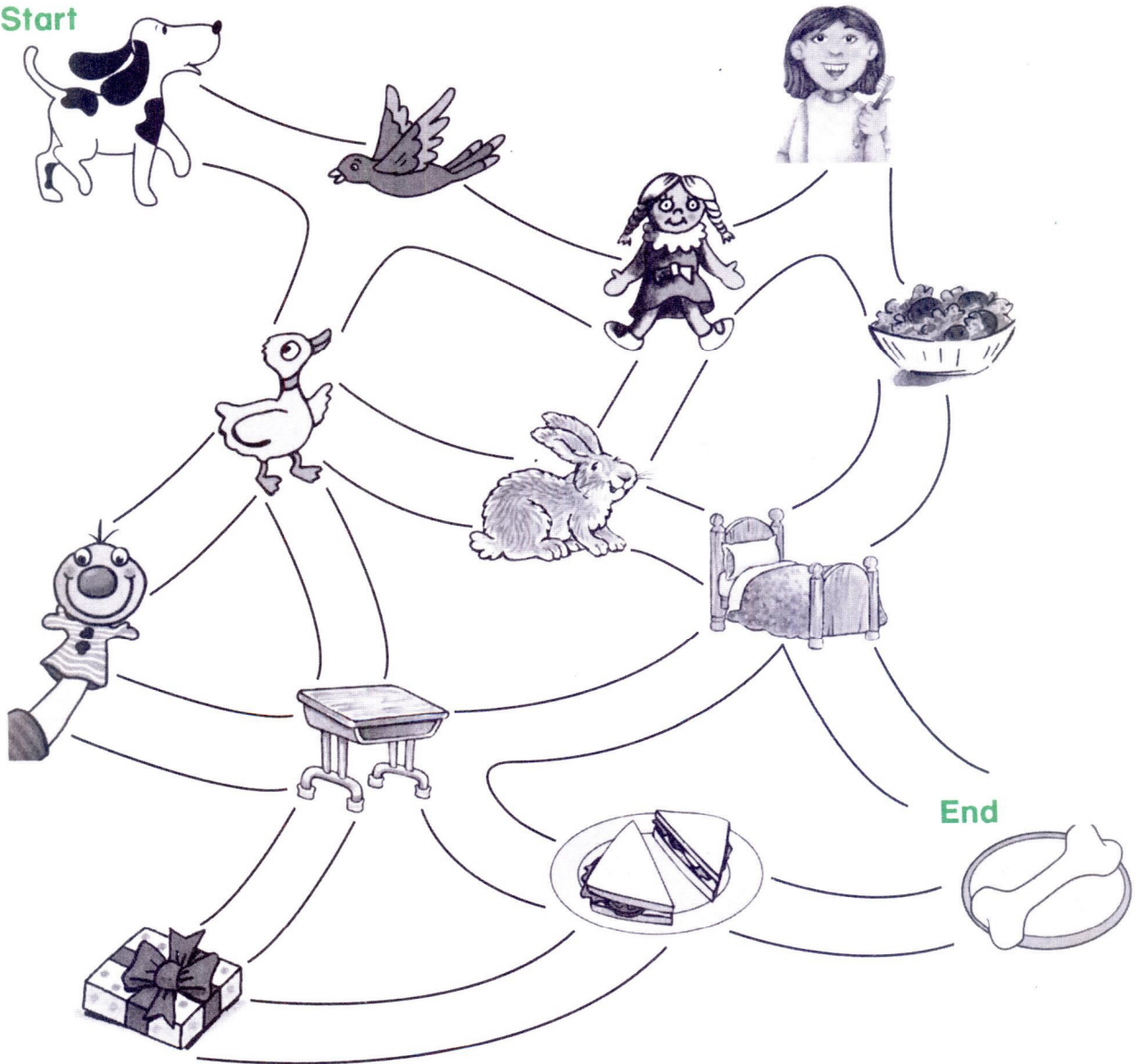


**1** Say the words. How many times do you hear **d** as in **dog**?

bedroom dentist desk doctor doll duck Friday red

**2** Buddy the dog wants to find his bone. Find the path using words with **d** as in **dog**.

Start


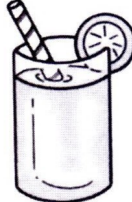







End

**1** Say the words. How many times do you hear / as in *lion*?

school elephant family leg lemon little living room long

**2** Draw an X over the word that doesn't have the same sound as the / in *lion*.

1.			
2.			
3.			
4.			

**3** Look at 2. Write the words with / as in *lion*.

---



---



Say the words. How many times do you hear **f** as in **foot**?

family farmer feet firefighter five fly four giraffe

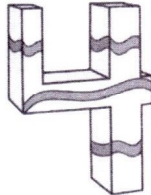
Do the crossword puzzle. Write the words.

Down ↓

1.



2.



3.



4.



5.

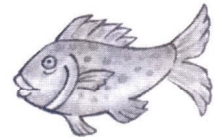


Across →

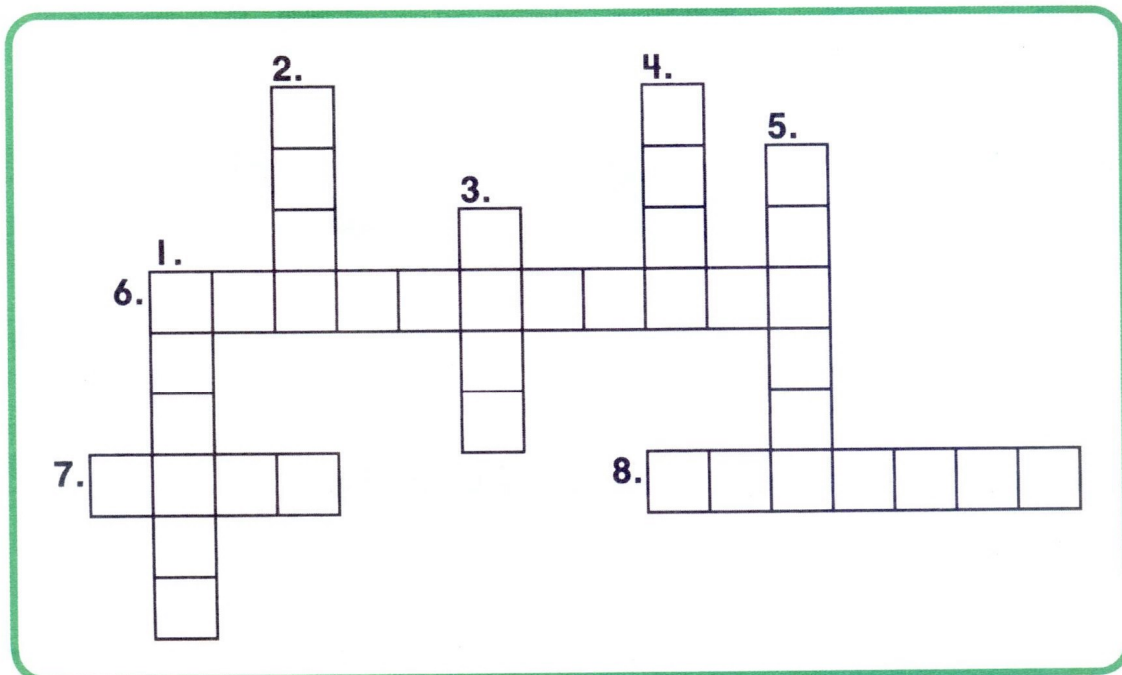
6.



7.



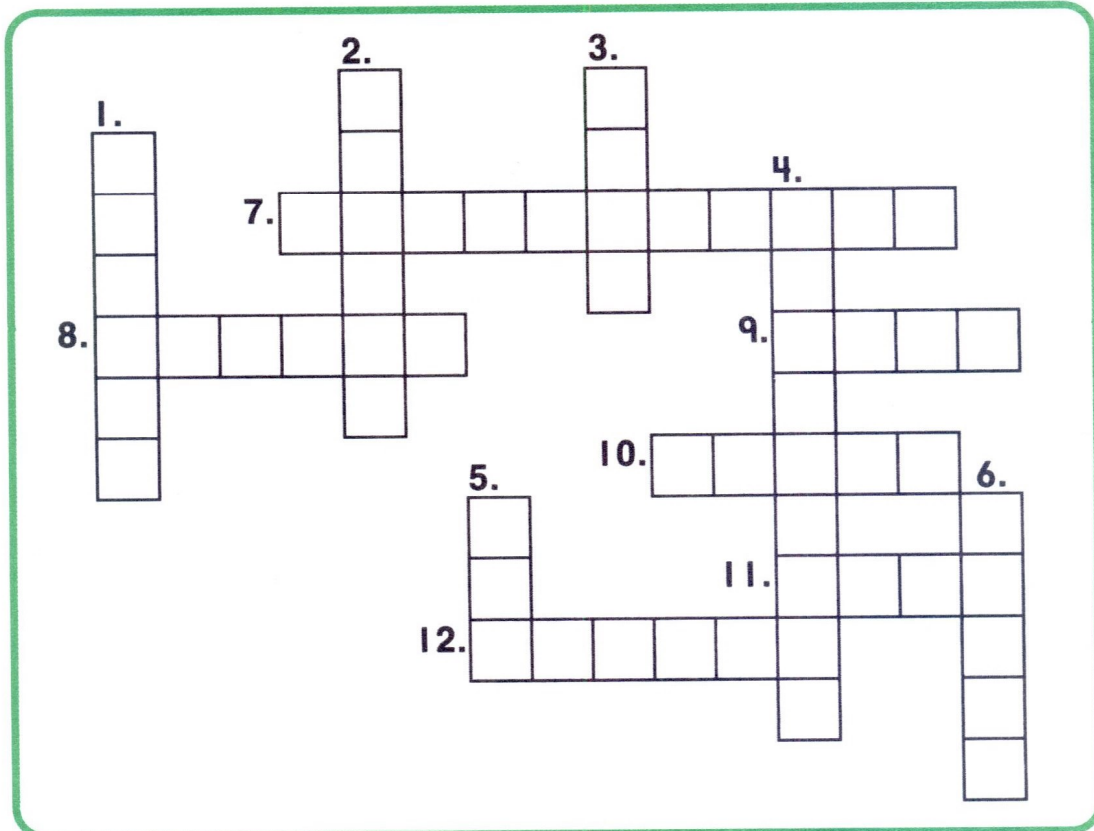
8.



**1** Say the words. How many times do you hear *m* as in *milk*?

arm bedroom family game jump marker milk monkey

**2** Do the crossword puzzle. Write the words.



Down ↓

1.



2.



7.



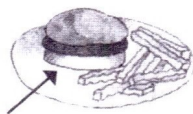
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3.



4.



9.



10.



5.



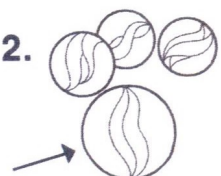
6.



11.



12.






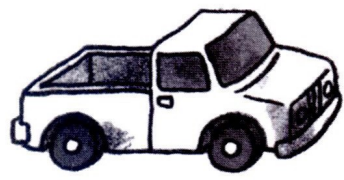






1 Say the words. How many times do you hear **u** as in *bus*?


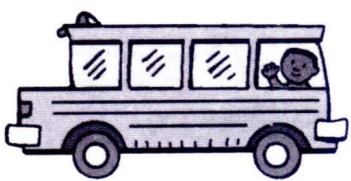
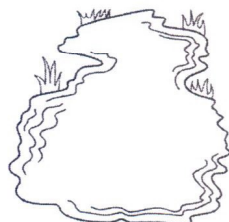
cup duck fun hundred jump puddle run under

4 Draw an X over the word that doesn't have the same sound as the **u** as in *bus*.

1.   

2.   

3. **100**  

4.   

3 Look at 2. Write the words that have the same sound as the **u** in *bus*.

---

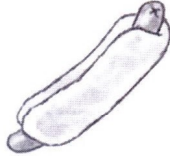
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**1** Say the words. How many times do you hear *h* as in *hat*?

hamburger he head hello hit hot hot dog hundred

**2** Unscramble and write eight words with *h* as in *hat*. Match.

oshue suhb ihar rehos mah ehad fhis nadh tog hod durdehn



1. \_\_\_\_\_



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



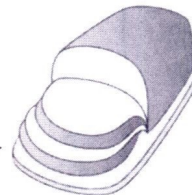
3. \_\_\_\_\_



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



5. \_\_\_\_\_



6. \_\_\_\_\_

**100**

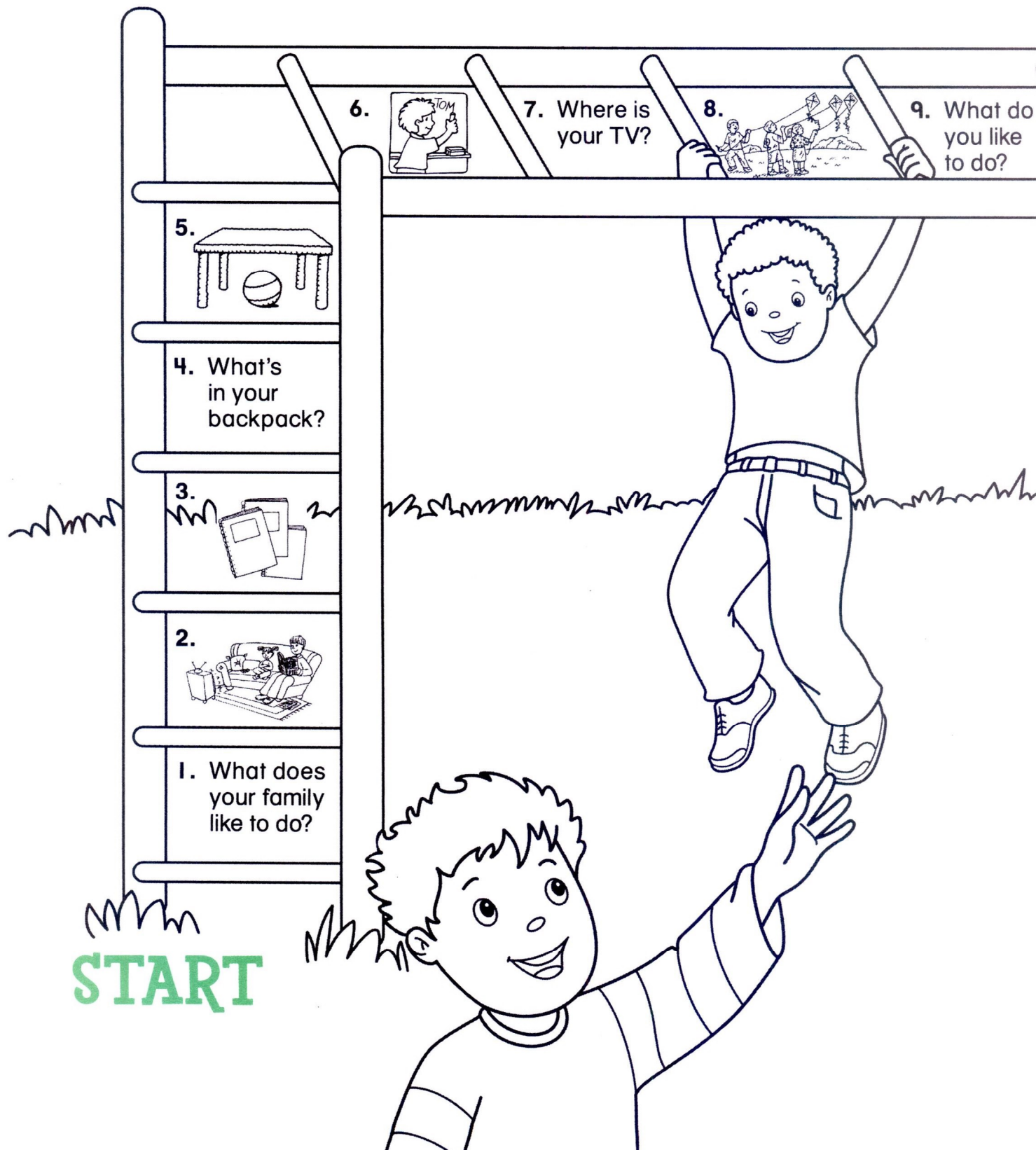
7. \_\_\_\_\_



8. \_\_\_\_\_



Move your game piece. Ask and answer.



What does your family like to do?

We like to hit baseballs.

10.



11. What's your name?

12.



13. What's in your house?

14.



15. How many pencils do you have?

16.



17.



**FINISH**

Students can work with partners or by themselves to move their game pieces and answer questions or describe the images. Answers should be in sentence form. Students move ahead if they answer the questions or explain the images correctly. The first person to reach "Finish" wins.

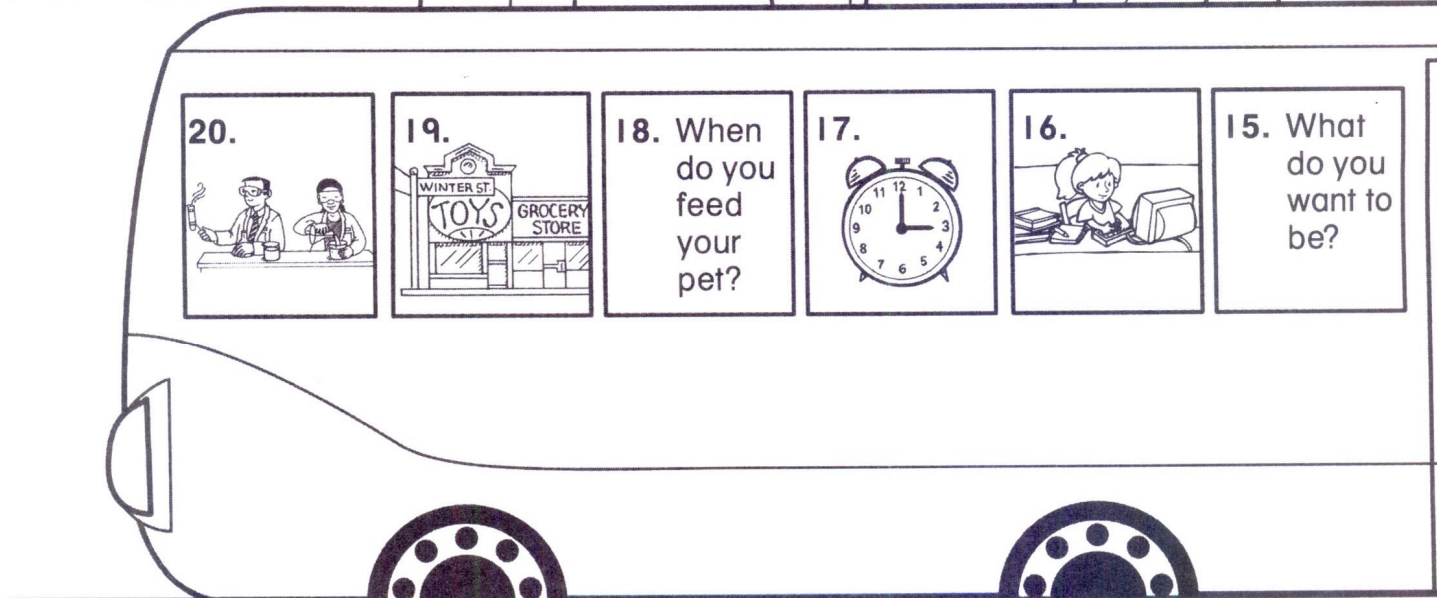


Move your game piece. Ask and answer.

START



FINISH





Where can you shop for food?

At the supermarket.

5.



6.



7. What do you do every day?

8.



9.



10. When do you eat lunch?

14.

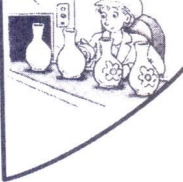


13. Where can you find a nurse?

12.



11.

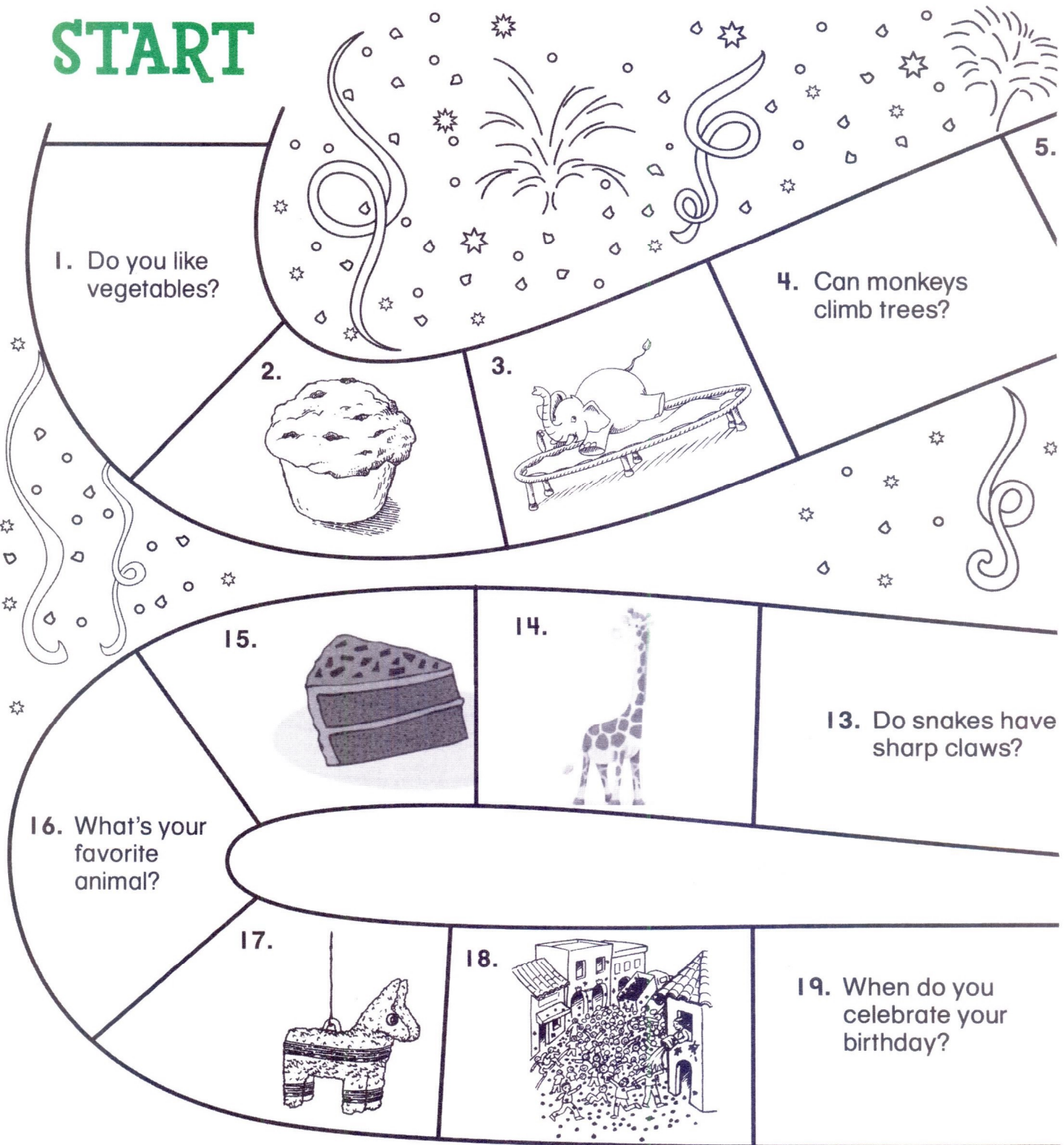


Students can work with partners or by themselves to move their game pieces and answer questions or describe the images. Answers should be in sentence form. Students move ahead if they answer the questions or explain the images correctly. The first person to reach "Finish" wins.



Move your game piece. Ask and answer.

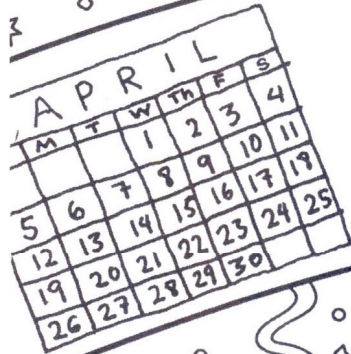
# START



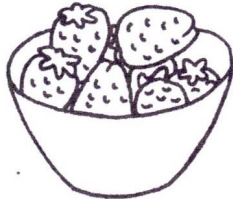


Do you like oranges?

No, I like cherries.

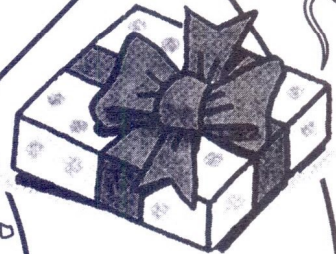


6.

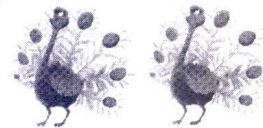


7. What do you do in July?

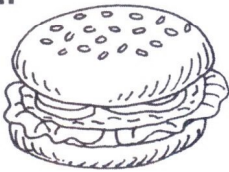
8.



9.



12.

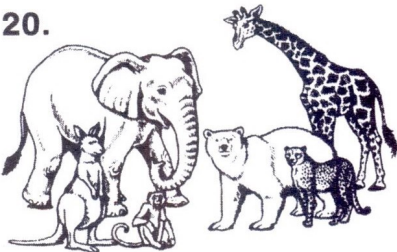


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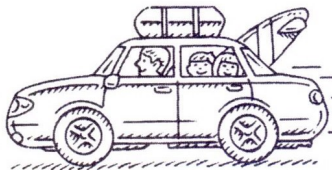


10. What do you want to eat?

20.



21.



**FINISH**

Students can work with partners or by themselves to move their game pieces and answer questions or describe the images. Answers should be in sentence form. Students move ahead if they answer the questions or explain the images correctly. The first person to reach "Finish" wins.



## 1 Possessive Adjectives: Complete the sentences.

her his its my our their your

1. Give that notebook to Robert. It's \_\_\_\_\_ notebook.
2. That present is for Linda. It's \_\_\_\_\_ present.
3. Jerry and Bill go to school there. It's \_\_\_\_\_ school.
4. Look at this photo of \_\_\_\_\_ new baby sister! Now I have two!
5. That cat is thirsty. Put some water in \_\_\_\_\_ bowl.
6. We can't watch TV. \_\_\_\_\_ TV is broken.
7. Wow. Is that \_\_\_\_\_ new red bike, Tim?

## 2 Contractions of **Be**: Write.

- |                  |                   |
|------------------|-------------------|
| 1. she is _____  | 5. I am _____     |
| 2. we are _____  | 6. he is _____    |
| 3. it is _____   | 7. they are _____ |
| 4. you are _____ |                   |

## 3 Simple Present: Circle the correct verb.

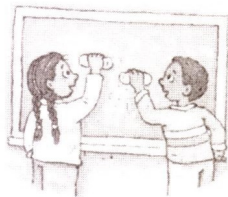
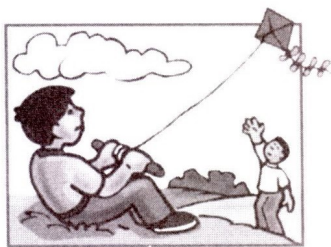
1. Lucy **get / gets** up at 7:00 in the morning.
2. Ice cream **are / is** cold.
3. We **like / likes** pizza.
4. I **play / plays** soccer with my friends.
5. He **have / has** a new backpack.
6. They **eat / eats** lunch at 1:30.

## 4 Simple Present: Complete the sentences. Use the correct form.

brush climb draw jump like ride

- I \_\_\_\_\_ my teeth after breakfast every day.
- Our cat \_\_\_\_\_ the big tree in front of our house.
- Jenny always \_\_\_\_\_ pictures of animals.
- We \_\_\_\_\_ rope every afternoon.
- Mark \_\_\_\_\_ oranges and bananas.
- They \_\_\_\_\_ their bikes to school.

## 5 Present Progressive: What are they doing? Write sentences.



- He \_\_\_\_\_  
fly/kite
- They \_\_\_\_\_  
erase/board
- I \_\_\_\_\_  
plant/flowers
- We \_\_\_\_\_  
eat/breakfast



**6 Word Order with Adjectives:** Unscramble the sentences.

1. cutting/is/paper/red/she

\_\_\_\_\_

2. desk/is/next to /the/brown/window/the

\_\_\_\_\_

3. bedroom/is/her/little

\_\_\_\_\_

4. is/Frank/a/reading/book/dinosaurs/good/about

\_\_\_\_\_

5. Marilyn/busy/today/is

\_\_\_\_\_

6. skateboard/is/that/new

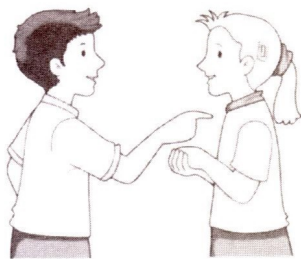
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**7 Object Pronouns:** Write.

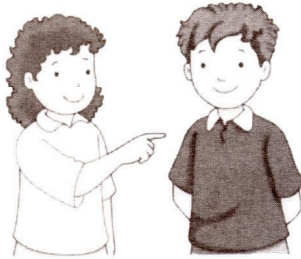
her him it me them us you your



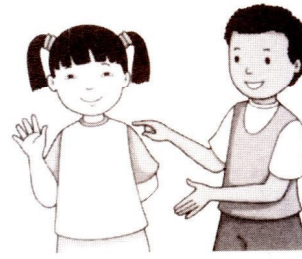
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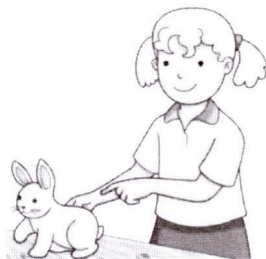
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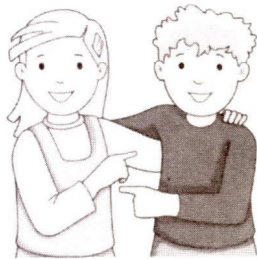
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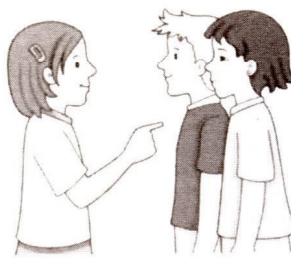
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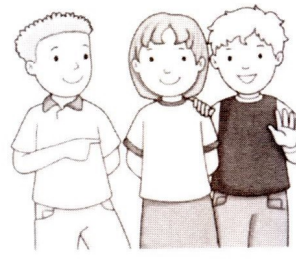
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# BACKPACK 2



**Second Edition**

Reach into **Backpack, Second Edition** for a richly illustrated, seven-level communicative program that motivates primary learners and supports teachers. *Backpack* is packed with kid-friendly topics, catchy songs and chants, stickers, games, stories, hands-on projects, and TPR activities. Young learners will succeed with *Backpack*!

## NEW Features

- All-NEW music engages students with a catchy, pop sound
- NEW values curriculum provides character education and strengthens the home-school connection
- NEW Picture Dictionary (Starter), Sound and Spelling Handbooks (Levels 1–3), and Grammar and Writing Handbooks (Levels 4–6) in the Student Books and Workbooks provide support and practice
- NEW Assessment Package offers teachers' tips, techniques, tests, and a test generator
- Content Readers with Teacher's Manuals (Levels 1–6) provide reading practice and content connections
- NEW Interactive Whiteboard Software engages students and helps sustain motivation

## Components

- Student Book with Picture Dictionary
- Workbook with Workbook CD
- Interleaved Teacher's Edition
- Class Audio CD
- Assessment Package
- Large-format Picture Cards
- Large-format Posters
- Teacher's Resource Book
- Video (DVD) with Guide
- Companion Website

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Backpack Companion Website  
<http://www.pearsonlongman.com/backpack>