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CAMBRIDGE

SECOND EDITION

Student's Book
with Digital Pack

2



SUPER MINDS

Herbert Puchta · Peter Lewis-Jones · Günter Gerngross ·

Better Learning

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Map of the book

Back to school (pages 4–9)

Vocabulary
The classroom

Language focus
- *There's a (cap).*
  There are some (pictures).
- Imperatives

Story
The burglars

Value
Helping people

▶ Song: The Super Friends

1 My day (pages 10–21)

How do we know the time?

Vocabulary
Daily routines

Language focus
- Telling the time
- Present simple, 3rd person

Story
What a day!

Value
Offering to help

Phonics
The letter sounds *ee* and *ea*

Skills
- Reading and writing
- Listening and speaking

Think and learn
Maths: Time

▶ Song: What's the time?
▶ Creativity: Create that!
▶ Revision: Think back

2 The zoo (pages 22–33)

Where do animals live?

Vocabulary
Animals

Language focus
- *likes / doesn't like*
- Questions and answers with *Does … like?*

Story
The zoo keeper

Value
Helping people

Phonics
The letter sounds *ie* and *y*

Skills
- Reading, listening and writing
- Listening and speaking

Think and learn
Environmental studies: Habitats

▶ Song: The zoo
▶ Creativity: Do that!
▶ Revision: Group check

3 Where we live (pages 34–45)

How can we find places?

Vocabulary
Places in a town

Language focus
- *Has … got … ?*
- Prepositions

Story
The tree on the track

Value
Perseverance

Phonics
The letter sounds *tr*, *gr* and *dr*

Skills
- Reading, speaking and writing
- Listening

Think and learn
Geography: Places in town

▶ Song: A friend from the town
▶ Creativity: Create that!
▶ Revision: Think back

4 The market (pages 46–57)

How can we buy food?

Vocabulary
Food

Language focus
- *Would you like … ?*
- *Are there / Is there any … ?*

Story
Bad apples

Value
Cheating doesn't pay

Phonics
The letter sounds *w* and *wh*

Skills
- Reading, speaking and writing
- Listening

Think and learn
Maths: Weights

▶ Song: Super fruit and vegetables
▶ Creativity: Do that!
▶ Revision: Group check

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5 My bedroom (pages 58–69)

What does furniture look like?

Vocabulary	Language focus	Story	Skills	Think and learn
Furniture	• *this, that, these, those* • *Whose … is this? / Whose … are these?*	*Tidy up!* **Value** Tidiness **Phonics** The letter sound *oo*	• Reading • Listening, speaking and writing	Science: Materials

▶ Song: Wood, wood, wood ▶ Creativity: Create that! ▶ Revision: Think back

6 People (pages 70–81)

How are faces different?

Vocabulary	Language focus	Story	Skills	Think and learn
The face	• *Am / Is / Are* + adjective • The months; *our, their*	*Thunder's birthday* **Value** Being a good loser **Phonics** The letter sounds *a_e*, *ai* and *ay*	• Reading and writing • Listening and speaking	Art: Portraits

▶ Song: My face ▶ Creativity: Do that! ▶ Revision: Group check

7 Off we go! (pages 82–93)

Where can transport go?

Vocabulary	Language focus	Story	Skills	Think and learn
Transport	• *I'd like to …* • Questions and answers with verb + *ing*	*The bus trip* **Value** Being generous **Phonics** The letter sounds *u_e*, *ew*, *ue* and *oo*	• Listening and speaking • Listening, reading and writing	Geography: Transport

▶ Song: Far or near ▶ Creativity: Create that! ▶ Revision: Think back

8 Sports club (pages 94–105)

What do we need to play sports?

Vocabulary	Language focus	Story	Skills	Think and learn
Sport	• *ing* forms • *like* + *ing*	*The football club* **Value** Including people **Phonics** The letter sounds *o*, *oa*, and *o_e*	• Listening, speaking and writing • Reading	Physical education: Sports equipment

▶ Song: Let's play! ▶ Creativity: Do that! ▶ Revision: Group check

9 Holiday plans (pages 106–117)

What makes a good holiday?

Vocabulary	Language focus	Story	Skills	Think and learn
Holidays	• *Can* for requests • Revision	*Dream holidays* **Value** Teamwork **Phonics** The letter sounds *z* and *s*	• Reading • Listening and speaking	Environmental studies: Helping the environment

▶ Song: Holidays are the best ▶ Creativity: Create that! ▶ Revision: Think back

- **Language focus:** (pages 118–128)
- **Stickers:** (page 129)

Practice of creative thinking, critical thinking and cognitive skills

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Back to school

1 001 **Listen and look. Then listen and say the words.**



2 002 **Listen and chant.**

Walk to the window.
Walk to the door.

Touch the cupboard.
Jump on the floor.

Walk to the bookcase.
Walk to the wall.

Look at a crayon.
And that's all!

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1 Look, read and tick ☑.



1 ☐ There are some crayons.

2 ☐ There's a clock.

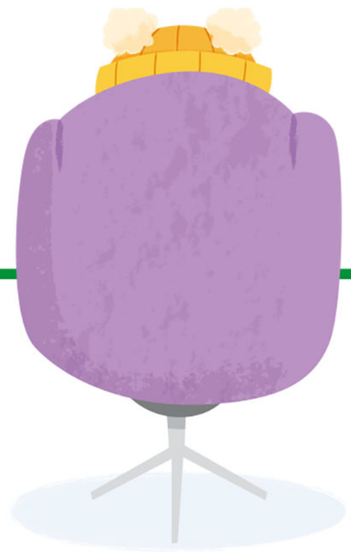
3 ☐ There are some rulers.

4 ☐ There's a rubber.

5 ☐ There are some books.

6 ☐ There's a pencil case.

2 ▶ 003 Watch, listen and say.



Language focus

There's a cap on the floor.

There are some pictures on the wall.

There's a bed by the door.

But that's not all, that's not all.

There's a bookcase with some books.

Come closer. Take a look.

There's a big clock. **There's a** chair.

Can you guess who's there?

3 Close your eyes. Listen to your teacher and answer.



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1 004 Listen and sing. Then number the pictures.

10, 20, 30, 40, 50!
The Super Friends are in the city.
60, 70, 80, 90!
Thunder, Flash, Whisper, Misty.

Count from one to ninety-nine.
The Super Friends are feeling fine.
Now from ninety down to ten.
The Super Friends are back again.

Misty's number's 22.
You don't see her, but she sees you.
Whisper's number's 66.
He can talk to ducks and chicks.

10, 20, 30, 40, 50!

Count from one to ninety-nine ...

Thunder's number's 33.
He can lift a big, big tree.
And Flash's number's 88.
She's so fast, she's really great.



2 Work with a friend. Draw numbers in the air and guess.

Is it 55?
No, it isn't.
Is it 88?
Yes, it is!

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1 006 Listen and number the pictures. Then read and draw lines.







a Sit down.

b Open your book.

c Don't sit down.

d Don't stand up.

e Don't open your book.

f Stand up.







2 007 Watch, listen and say.

Language focus

Open the book. **Open** the book, please.

Stand up. **Stand up**, please.

Don't sit down! **Don't** sit down, please!

Yes!



3 Play the listening game.



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The burglars

1 008 What do the burglars take from the school?



Thunder, Flash and Whisper: Bye!

Misty: Now let's go home.



Bird: Whisper, there's a problem at your school.

Whisper: Let's go to the school. Quick!

Misty: Now?



Whisper: Can you check this out, Flash?

Flash: No problem.



Flash: There are two burglars taking our computer.

Thunder: What can we do?

Misty: I've got an idea. Wait here!



Misty: Oooooh!

Tall burglar: What's that?



Misty: Aaargghh!

Short burglar: There are some monsters in here.

Tall burglar: Let's go!



Thunder: The burglars!

Tall burglar: Don't drop the computer!

Short burglar: OK.



Tall burglar: Close the door!

Short burglar: OK!



Thunder: We've got them!



Officer 1: Well done.

Officer 2: Great work.

Super Friends: Yes!

2 Read and correct the mistakes.

There's a problem at the Super Friends' school. There are three burglars! The burglars are taking a computer. They've got two cars. The burglars drop the computer. Then the children stop the burglars.

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1 My day

1 009

Listen and look. Then listen and say the words.















BIG QUESTION **How do we know the time?**

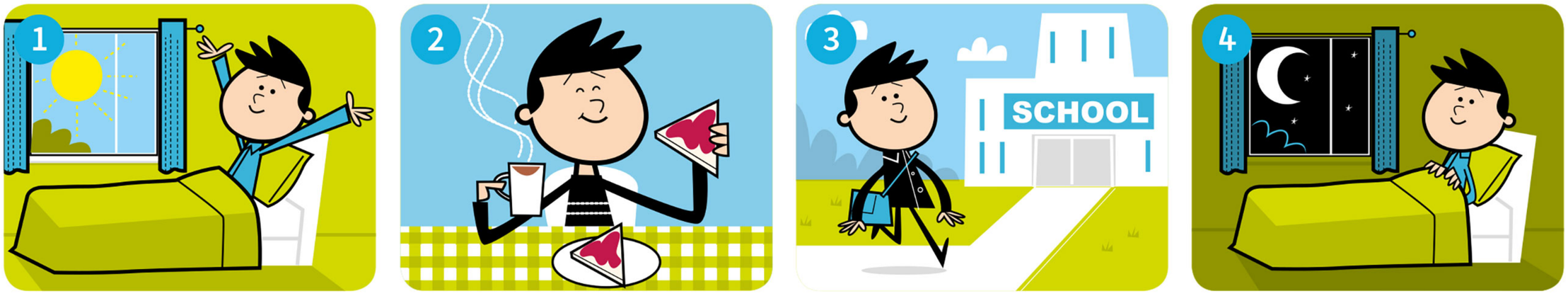
2 010 **Listen and chant.**

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

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

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1 011 Listen and draw lines.



a 

b 

c 

d 

2 012 Watch, listen and say.

Language focus

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

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



3 Ask and answer. Then draw the times on the clocks.





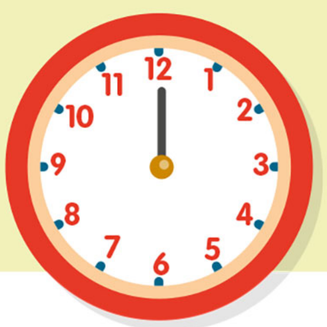
get up



have breakfast



go to school



go to bed

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1 013 Listen and sing. Then draw the times on the clocks.

What's the time in Brazil?
What's the time in Brazil?

It's nine o'clock in Brazil.
Nine o'clock's so cool.
It's nine o'clock in Brazil.
It's time to go to school.

What's the time in Turkey? ...

It's three o'clock in Turkey.
My friends are all with me.
It's three o'clock in Turkey.
It's time to watch TV.

What's the time in China? ...

It's eight o'clock in China.
The moon is very bright.
It's eight o'clock in China.
It's time to say 'goodnight'.
Stop!



2 What things do you do at the same time every day?

Every day, I get up at seven o'clock.
I have breakfast at eight o'clock.

1 Read and number the pictures.

Amelia gets up at six o'clock. She walks to school at nine o'clock. After school, she meets her friend Ellie. At five o'clock, Amelie plays with Ellie in the park. Then they listen to music in Amelia's house. Amelia has dinner at eight o'clock.

a 

b 

c 

d 

e 

2 Watch, listen and say.

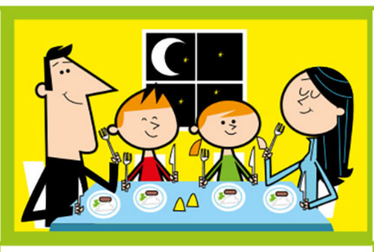
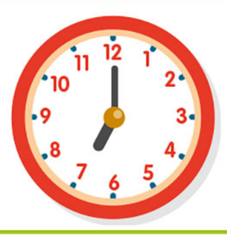
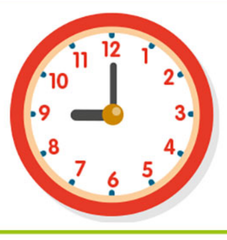
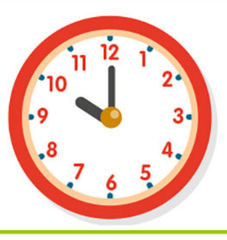
Language focus

Penny **walks home** at seven o'clock.
She **has her dinner** at eight.
Then she **watches some TV**
And **goes to bed**. It's late!

She's very tired at nine o'clock.
She **goes to sleep** at ten.
She **sleeps and sleeps** and then
It's time to get up again!



3 Look and say what the children do.

				
Hugo 				
Sue 				
Claire 				

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What a day!

1 016 What does Thunder have for dinner?



Thunder: Oh no!



Thunder: Not again.



Misty: Careful, Thunder.

Thunder: Oops!



Thunder: What's the problem, Mum?

Mum: Can you see my keys? They're under the car.



Mum: Careful, Thunder!

Thunder: Sorry, Mum.



Thunder: Mmm! I love chicken. It's not such a bad day after all.



Thunder: Bedtime. Hurray!



Thunder: No!

2 What does Thunder do at these times?

Thunder … at seven o'clock.

1 seven o'clock
2 four o'clock
3 six o'clock
4 three o'clock
5 eight o'clock

Phonics

3 Find who says …

Can you s**ee** my k**ey**s?

4 017 Listen and say.



At thr**ee** o'clock, I **ea**t my ch**ee**se and p**ea**s and then I cl**ea**n my t**ee**th.

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Skills

1 Read and circle.

Sam is a firefighter. His house is in Cambridge, but he works in London. At seven o'clock, he leaves his home and walks to the train. Then he takes the train to London. He arrives at eight o'clock. Sam works in a team with 11 friends. At five o'clock, Sam leaves work. At six o'clock, his train leaves London. Then he arrives in Cambridge at seven o'clock. He gets home at eight o'clock. He wants to go to sleep! What a long day for Sam!



1 Sam leaves his house.

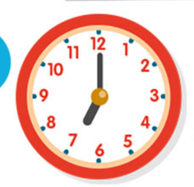
2 He arrives in London.

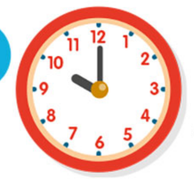
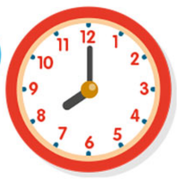
3 He leaves work.

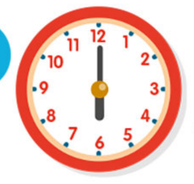
4 His train leaves London.

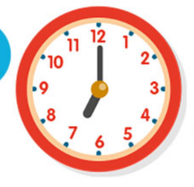
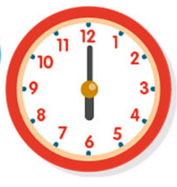
5 The train arrives in Cambridge.

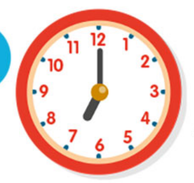
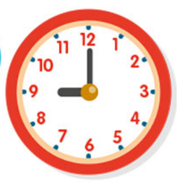
6 Sam gets home.

a  / b 

a  / b 

a  / b 

a  / b 

a  / b 

2 Draw and write about your favourite day of the week.



My favourite day is Monday. I get up at seven o'clock. I have breakfast at eight o'clock. Then I go to school. I like school. My favourite class is on Monday morning. It's English! I get home at four o'clock. I do my English homework.

1 018 Listen and draw the times.





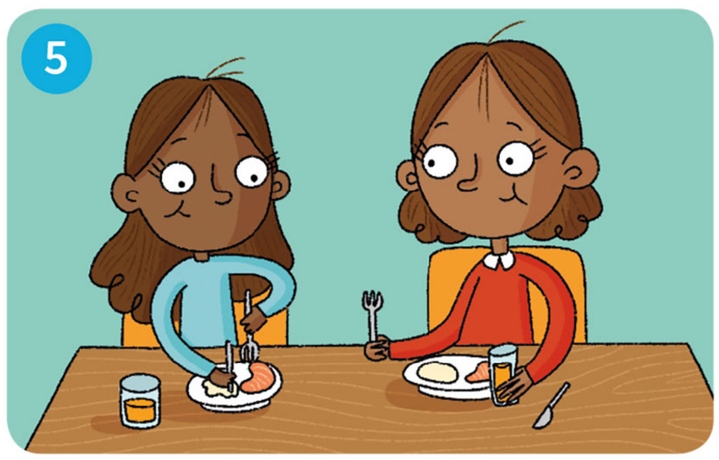




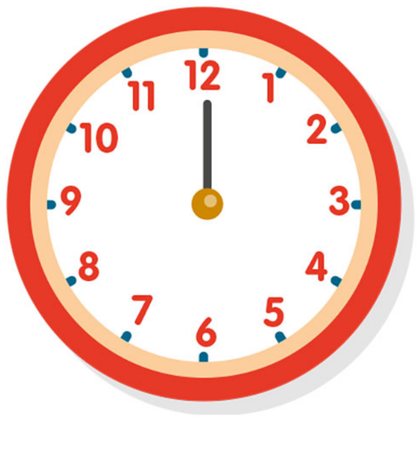


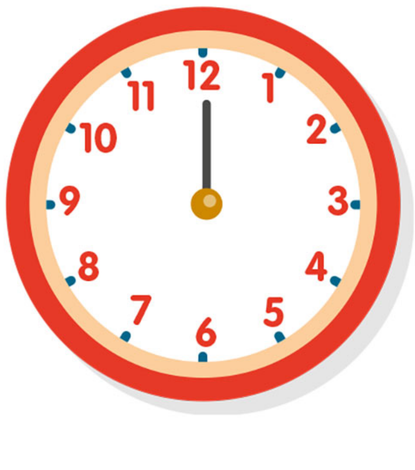


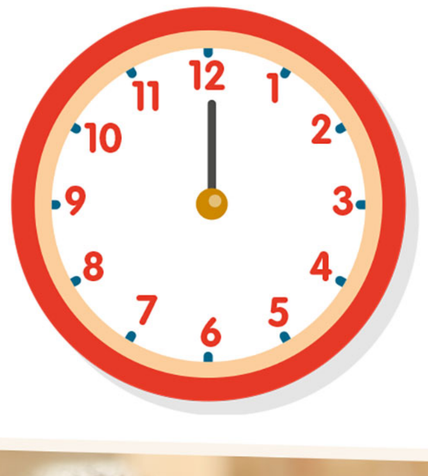












2 Talk about your day.

I get up at … I have breakfast at …







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Think and learn

Time

What kinds of clocks are there?

1 019 Listen and point.



sundial



Roman numbers



5 o'clock



6 o'clock



sun

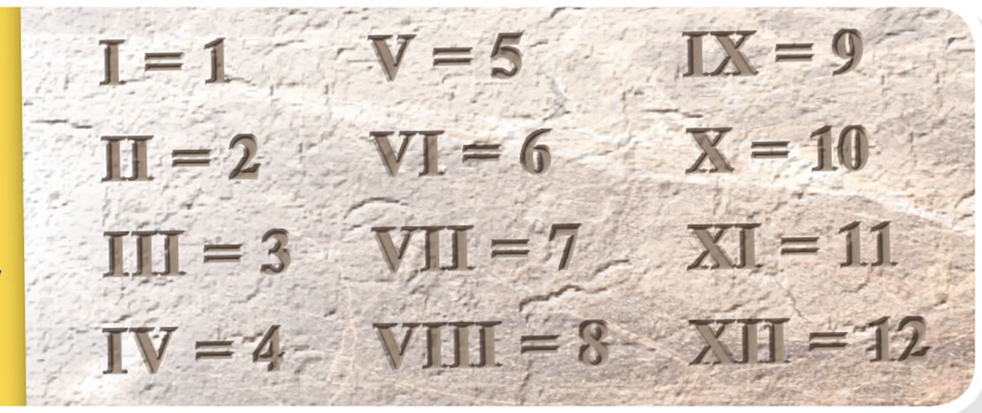


shadow

2 Read and look.

Here are the Roman numbers from 1 to 12.

There are different systems to show the time. A sundial is an old clock. It's got a metal arm and a round face with Roman numbers. The sun makes a shadow with the metal arm. The shadow falls on the Roman numbers and shows the time.



020 **Now listen and write the Roman numbers.**

a	V	c		e		g	
b		d		f		h	

3 Add and write the correct Roman numbers.

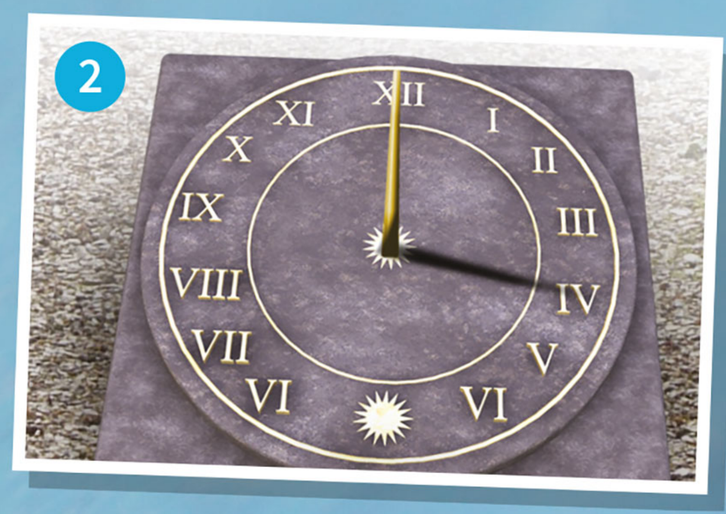
1 I + IV = V
2 V + V = _____
3 III + I = _____
4 X + II = _____
5 IX – II = _____
6 IV – III = _____

4 What time is it on the sundials? Ask and answer.

What time is it on sundial 1?

It's 3 o'clock.













5 Write the times of the sundials.

1 It's 3 o'clock.

2 It's _____.

3 It's _____.

4 It's _____.

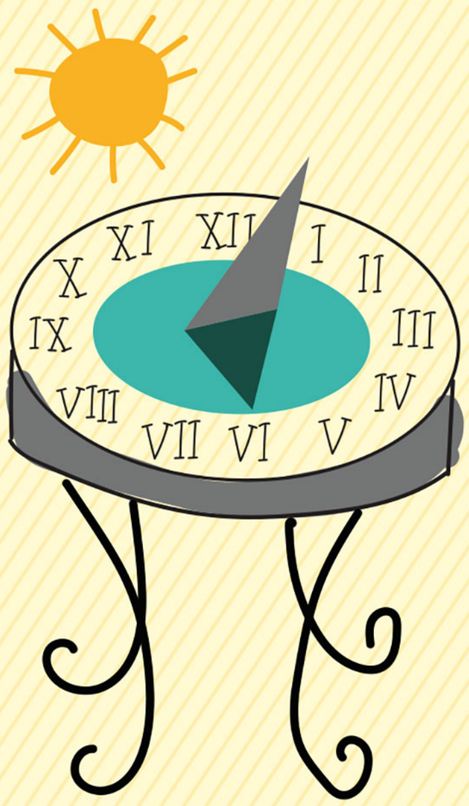
5 It's _____.

6 It's _____.

6 Project Draw and write about a sundial with Roman numbers.

My Sundial

Six o'clock is my favourite time.
The Roman number for six is VI.
I have dinner at six o'clock.



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Create that!

1 021 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm in … It's … o'clock.
In your picture, you're …





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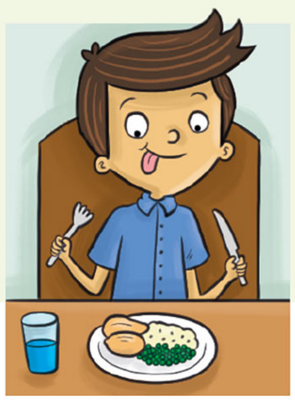
Think back 1

1 Read and circle.



1 I … at seven o’clock in the morning.

a get dressed b get up c have breakfast



2 I … at eight o’clock in the evening.

a go to school b brush my teeth c have dinner



3 When … you brush your teeth?

a do b doing c does



4 … the time?

a When’s b What’s c Is



5 He … to bed at ten o’clock.

a going b go c goes



6 She … in the park at five o’clock.

a plays b playing c play

7 In the story, … helps get Mum’s keys from under the car.

a Misty b Whisper c Thunder





8 What time is it on the sundial?

a It’s 6 o’clock. b It’s 9 o’clock. c It’s 11 o’clock.

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2 The zoo

1 022 Listen and look. Then listen and say the words.

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

BIG QUESTION Where do animals live?

2 023 **Listen and chant.**

Come on, let's go to the zoo,
The animals are there for you.

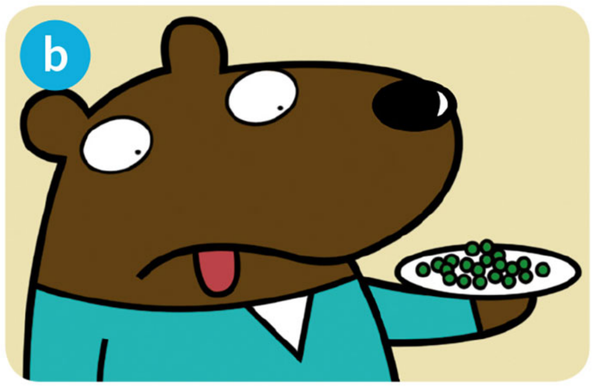
Hippo, monkey, parrot, too.
Polar bear in the zoo.

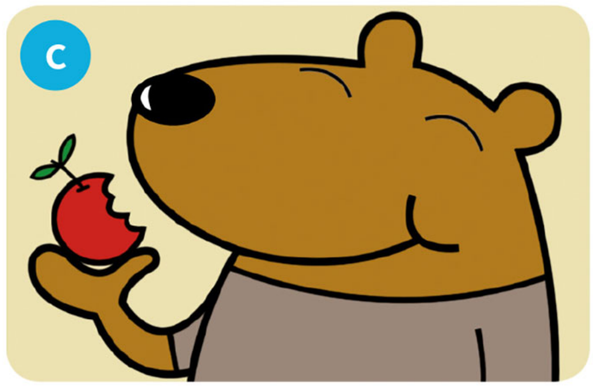
Zebra, tiger, snake and bear.
A crocodile is also there!

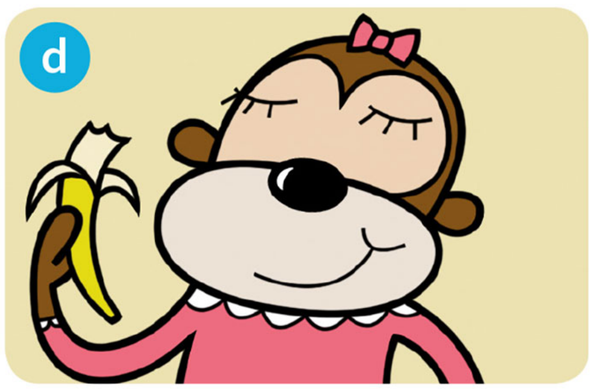
Come on, let's go to the zoo,
The animals are there for you.

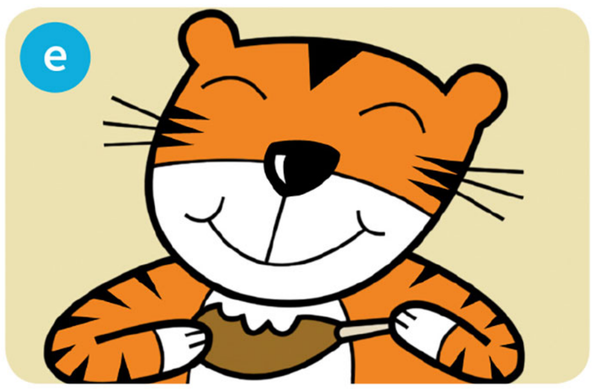
1 Look, read and write the names.













1 Monica the monkey likes bananas.
2 Mary the monkey doesn't like cheese.
3 Tony the tiger likes chicken.
4 Tim the tiger doesn't like carrots.
5 Ben the bear likes apples.
6 Bill the bear doesn't like peas.

2 024 Watch, listen and say.

Language focus

Penny **likes** fish.
She **doesn't like** peas.
Don't give Penny
Any peas, please!

Penny **likes** fish.
She **doesn't like** cheese.
Don't give Penny
Any cheese, please!



3 Draw an animal. Tell a friend about it.



This is Simon the snake.
He lives in the grass. He eats frogs and spiders. He doesn't like apples and bananas.

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1 025 Listen and sing. Then tick ☑ the animals in the song.

Snakes like grass
And tigers do too.
They like life
Here in the zoo.
Snakes like grass ...

In the zoo, in the zoo
Here in the zoo
Yes, they like life
Here in the zoo.

Bears like trees
And parrots do too.
They like life
Here in the zoo.
Bears like trees ...

In the zoo, in the zoo ...

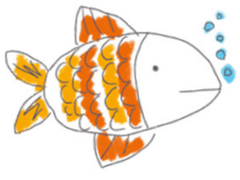
Crocodiles like water
And hippos do too.
They like life
Here in the zoo.
Crocodiles like water ...

In the zoo, in the zoo ...



2 Look, think and draw.

Which animals like ...

water	grass	trees
		

1 027 Listen and circle.



1 Does the baby tiger sleep a lot? **a** Yes, it does. **b** No, it doesn't.

2 Does it eat meat? **a** Yes, it does. **b** No, it doesn't.

3 Does it play? **a** Yes, it does. **b** No, it doesn't.

4 Does it like swimming? **a** Yes, it does. **b** No, it doesn't.

2 028 Watch, listen and say.

Language focus

Does Penny **like** crocodiles?
No, she **doesn't**.

Does Penny **like** snakes?
No, she **doesn't**.

Does Penny **like** hippos?
No, she **doesn't**.

Does Penny **like** polar bears?
Yes, she **does**!



3 Look at the table. Ask and answer.

Does Ryan like snakes?

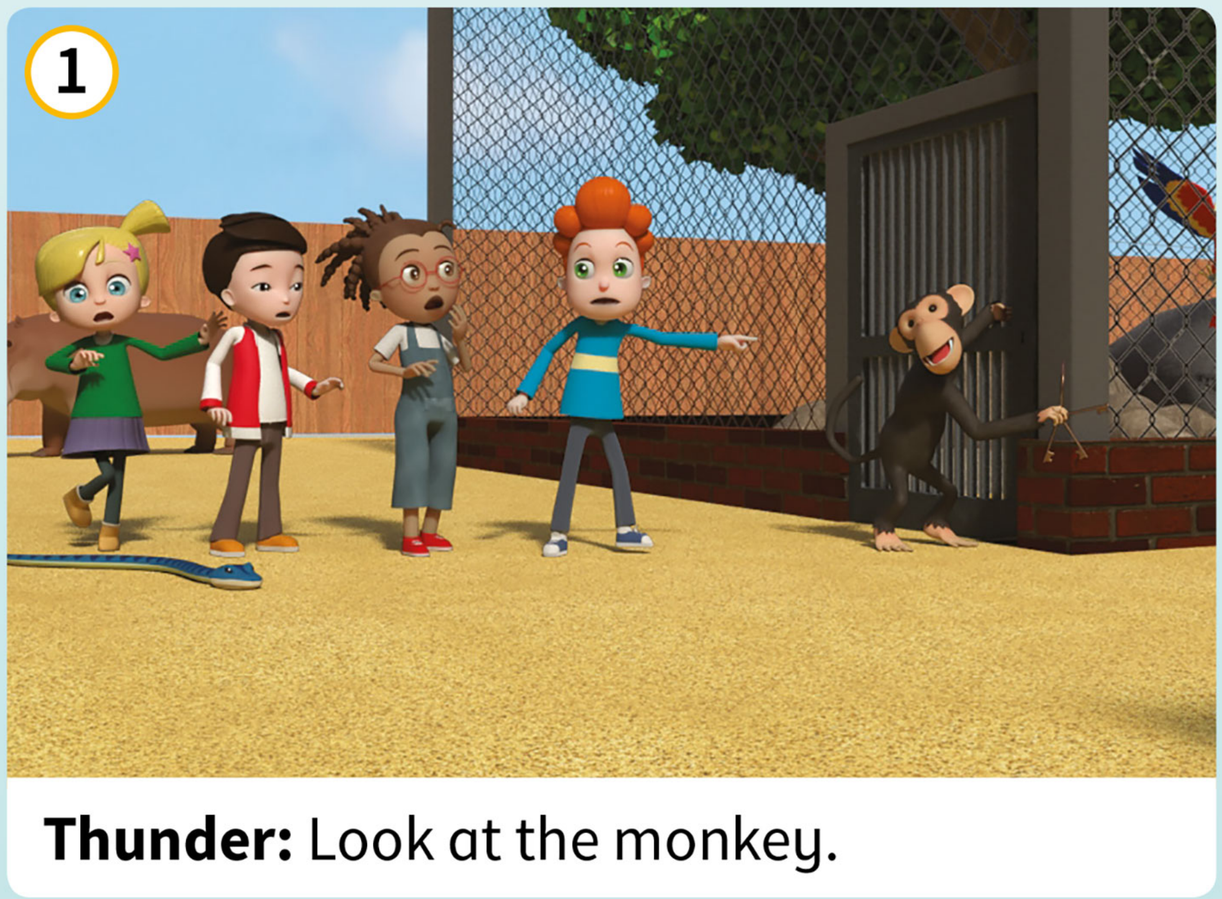
Yes, he does.

				
Ryan				
Becky				

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The zoo keeper

1 029 Which animals can you see in picture 8?



Thunder: Look at the monkey.



Zoo keeper: Help!

Flash: The zoo keeper doesn't know what to do.

Thunder: Let's help him.



Flash: Got you!

Zoo Keeper: Wow!



Zoo Keeper: How does he do that?



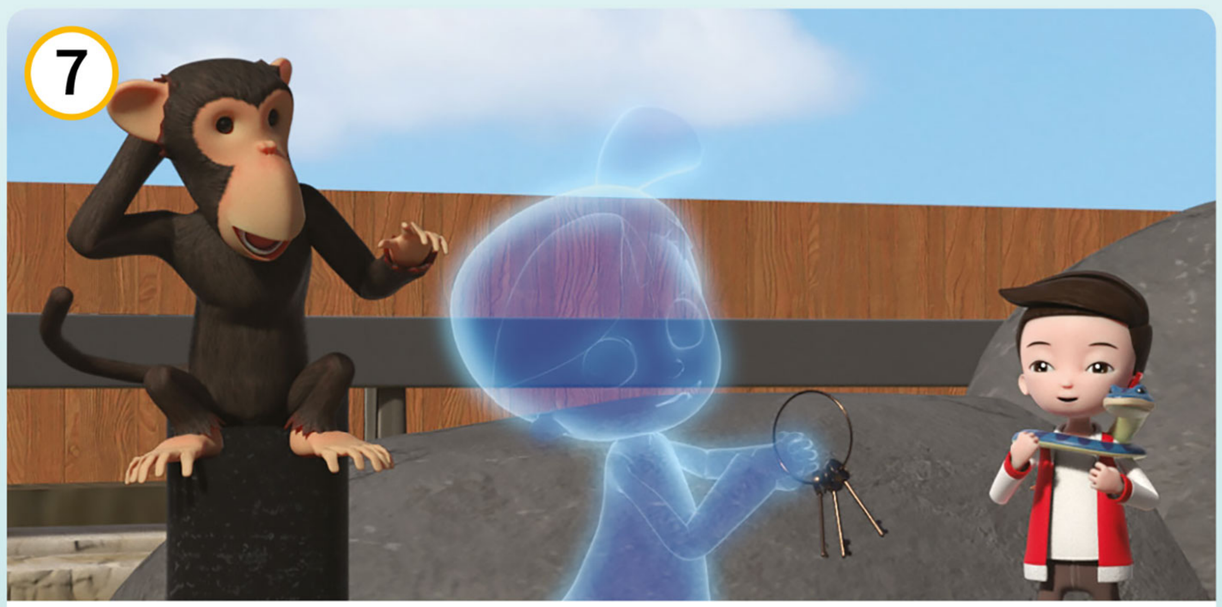
Whisper: Come here, Snake.

Snake: Yes, Whisper.



Zoo Keeper: No, my keys! Don't throw them.

Misty: I can help.



Thunder: Great, Misty.



Misty: Here you are.

Zoo Keeper: Thank you all so much!

2 Match the Super Friends with the animals.

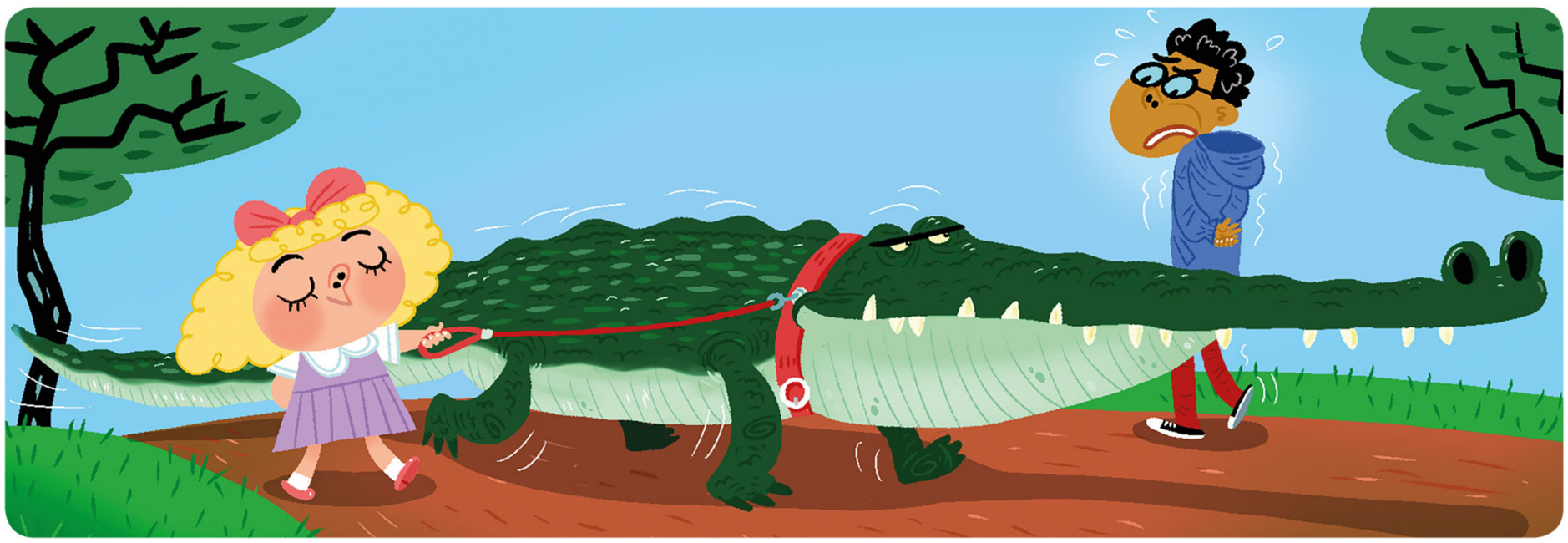


Phonics

3 Find who says …

My keys!

4 030 Listen and say.



Don’t try and smile at my crocodile, Mike!

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Skills

1 Read and tick ☑ the boxes.



Green Bay Safari Park

Come and see our animals! Which is your favourite? Is it the tiger? The zebra? The hippo? What about crocodiles? Or snakes? We've got lots of different animals.

Take your car through our beautiful park and have a great time. Get near to the animals. Imagine you're in Africa.

Our park rangers can answer all your questions about our animals.

You can come to our restaurant for lunch, too. We've got sandwiches, pizza and chicken and lots of other great food and drink.

Open: 10:00 to 6:00



1 The park opens at 6:00. ☐ yes ☐ no

2 There's a hippo at the park. ☐ yes ☐ no

3 You can talk to the park rangers. ☐ yes ☐ no

4 There isn't food at the park. ☐ yes ☐ no

2 031 Listen and answer.

1 What's the crocodile's name?

2 Where's he from?

3 How old is he?

4 What's his favourite food?



3 Write about an animal. Say and guess with a friend.

My favourite animal is very big. It likes meat, but it doesn't like water. What is it?

1 032 Listen and stick.



2 Look and say.

The cheese is …

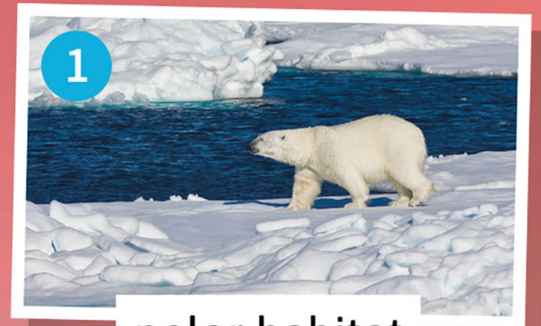
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Think and learn

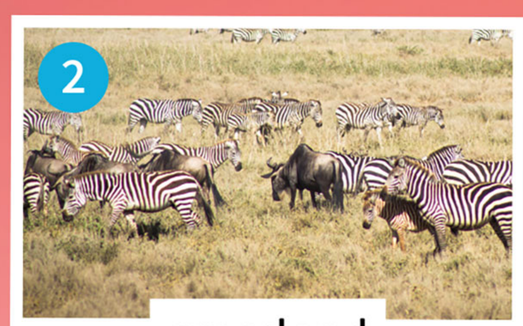


What habitats are there?

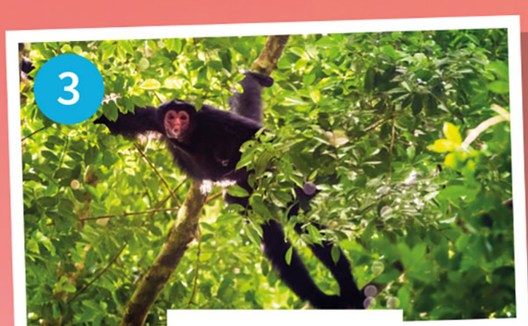
1 033 Listen and point.



polar habitat



grassland



rainforest



ocean

2 **Look, read and say what habitats the animals live in.**

Animals live in different habitats. A habitat is a home for plants and animals. There are lots of different habitats. Some are very cold like the polar habitats and some are hot like the grassland and rainforest habitats. Some are water like the ocean habitat. They are all habitats where animals live.

Zebras live in grassland.

 zebra	 crocodile	 monkey	 fish	 polar bear	 lizard
grassland	grassland	grassland	polar habitats	polar habitat	grassland
	rainforest	rainforest	rainforest		rainforest
			ocean		

3 **Draw a penguin and a parrot in their habitats.**

penguin

parrot

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4 What habitats do you think these animals live in? Tell a friend.

I think elephants live in …

	 elephant	 tuna fish	 frog	 butterfly	 snake
polar habitat					
grassland					
rainforest					
ocean					

034 Now listen and tick ☑.

5 Project Draw a habitat with three different animals. Write about your picture.

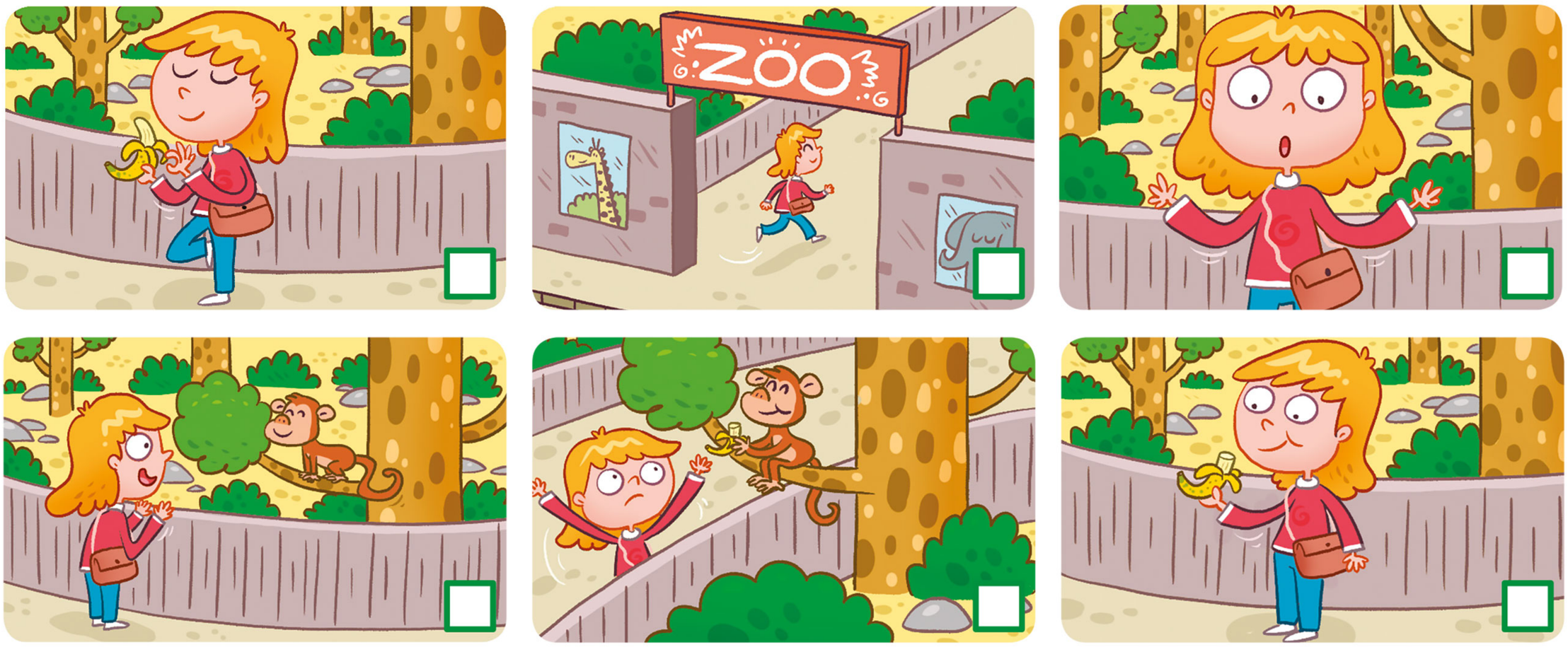


This is a rainforest habitat. It is hot here. There are snakes, parrots and monkeys here.

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Do that!

1 035 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a Oh no! The monkey's got it!

b Hey, where's the banana?

c You're hungry. Peel a banana.

d Watch the monkey in the tree.

e You are at the zoo. Look around.

f Eat your banana.

3 **Listen to a friend and act it out.**



You are at the park. Look around.
There's a duck in the pond.
You're hungry. Eat some bread.
Oh no! The duck's got it!

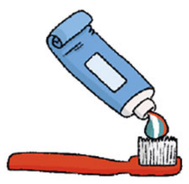


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Group Check Units 1 and 2

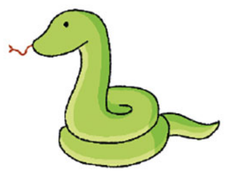
1 How many words can you remember? Draw pictures.

Daily routines





Animals





2 Write and say the words.

3 036 Listen and number.



No? Do you like snakes? ☐

Me too! ☐

Look! Jane likes snakes. 1

Yes. But she doesn't like hippos or tigers. ☐

Yes, I think they're nice. ☐

4 Write a new dialogue. Act it out.

Look! _____ likes _____.

Yes. But _____ doesn't like _____ or _____.

No? Do you like _____?

Yes, I think they're nice.

_____

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3 Where we live

1 train station
2 hospital
3 cinema
4 playground
5 café
6 shop
7 street
8 bus stop
9 park
10 school
11 swimming pool

1 037 **Listen and look. Then listen and say the words.**

BIG QUESTION How can we find places?

2 038 **Listen and chant.**

There's a park in our town,
A playground and
a cinema, too.
There's a café on the street.
Let's go there, me and you!

There's a shop in our town,
A bus stop and a train
station, too.
A hospital, a swimming pool.
Let's go there, me and you!

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1 Look at the picture. Read and circle.



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

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

2 039 Watch, listen and say.



Language focus

Has your town **got** a cinema?

No, it **hasn't**!

Has your town **got** a swimming pool?

Yes, it **has**!

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



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1 040 Listen and sing. Then draw lines.

It's good to have a friend from the town.
Listen carefully and write it down.
Please write it down.

Has your town got a playground?
Yes, it has, Sue.
Please tell me how to get there
I can go with you.

It's good to have a friend ...

Has your town got a bookshop?
Yes, it has, Jack.
Please tell me how to get there.
I can draw it on my map.

It's good to have a friend ...

Has your town got a café?
No, it hasn't, Jack and Sue.
But let's go to my house.
There's cake and fruit for you.

It's good to have a friend ...



2 Write a new verse for the song.

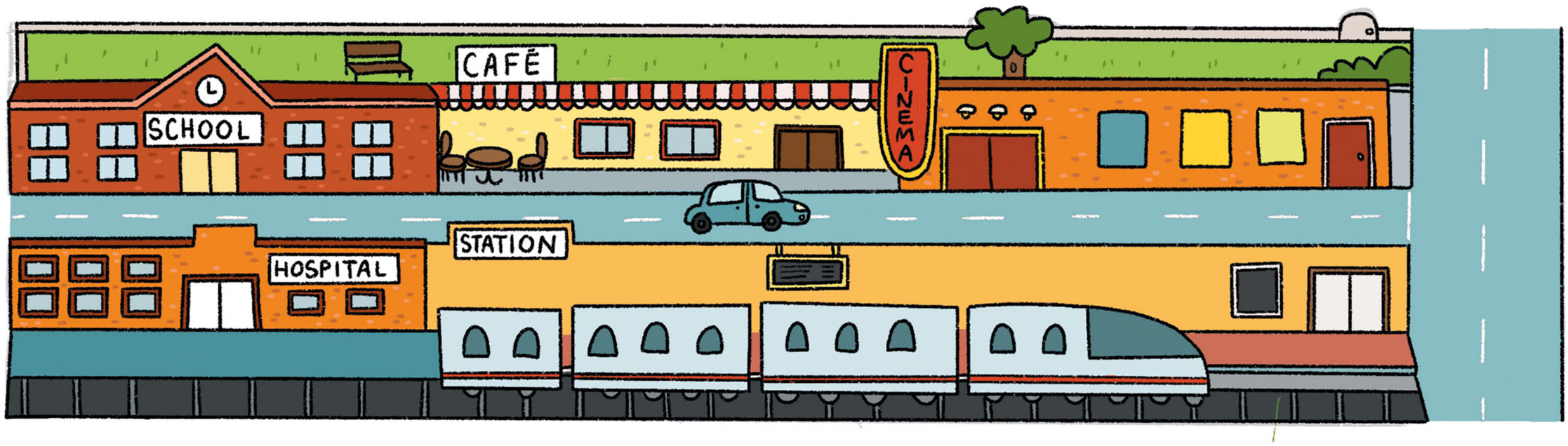
Has your town got _____?

_____

Please tell me how to get there.
I can go there with you.

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1 042 Write the words. Then listen and check.



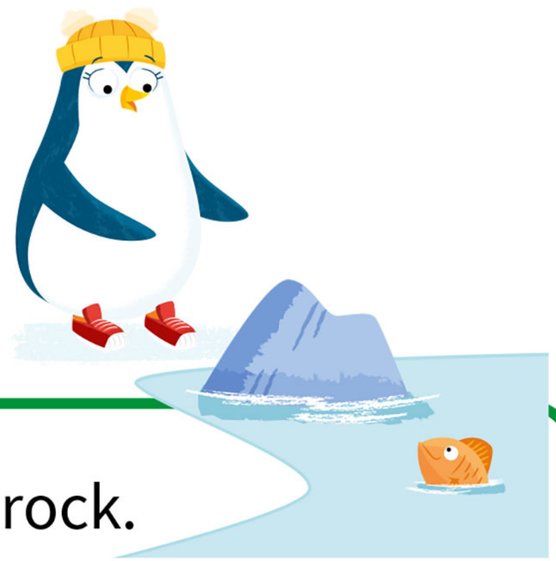
1 The café is between the _____ and the cinema.

2 The car is in front of the _____.

3 The hospital is next to the _____.

4 The tree is behind the _____.

2 043 Watch, listen and say.



Language focus

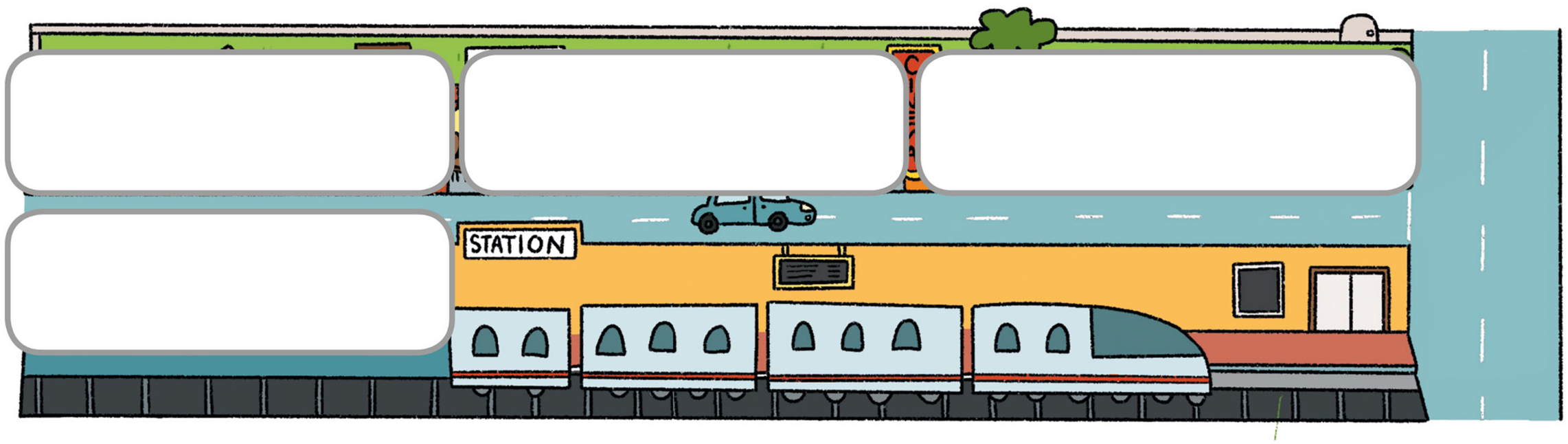
The fish is **next to** the rock. The fish is **behind** the rock.

The fish is **in front of** the rock. The fish is **between** the tree and the rock.

3 Decide where to stick these places on your map. Then tell a friend.

Where's your hospital?

It's next to the café.



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The tree on the track

1 044 **Which pictures show a tree on the train track?**



Thunder: Look. The train is leaving the station.

Misty: But there's a tree on the track!



Whisper: Run, Flash! Run and stop the train!

Flash: OK.



Flash: Stop! Stop the train!

Driver: Wow. She's fast!



Flash: It's no good. Hmm. Let's try something else.



Driver: She's next to my train again. What does she want?



Driver: S–T–O–P.



Flash: Stop!



Driver: Thanks, kids!

Flash: No problem.

2 Point to pictures in the story and make sentences.

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

Phonics

3 Find who says …

But there's a **tr**ee on the **tr**ack!

4 045 Listen and say.



In **Tr**icia's play**gr**ound, there's a **gr**een **dr**um and a **gr**ey **tr**ain.

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Skills

1 Read and write the names.


Emma


Noah

My favourite place in town is the swimming pool. I go there on Mondays and Thursdays. I have swimming lessons. My teacher is Steve. He's really nice. The pool is very, very big. I have a lot of fun!

By _____

My favourite place in town is the park. My dad takes me there at the weekends. I really like playing on the big slide. I love playing football there too. There is an ice cream shop in the park. I have chocolate ice cream. It's great!

By _____

2 Read again and answer the questions.

Noah goes to the …

1 Which days does Noah go to the swimming pool?

2 What's his swimming teacher's name?

3 Who does Emma go to the park with?

4 What does Emma eat in the park?

3 Draw and write about your favourite place.

My favourite place is Madrid. It's a beautiful city in Spain. I go there to see my cousin. He lives there with his family. I like the Prado. It's a famous museum.



4 Now tell a friend.

My favourite place is …

1 046 Listen and tick ☑ the box. Where are they?

1



bus stop



zoo



bookshop

2



playground



café



farm

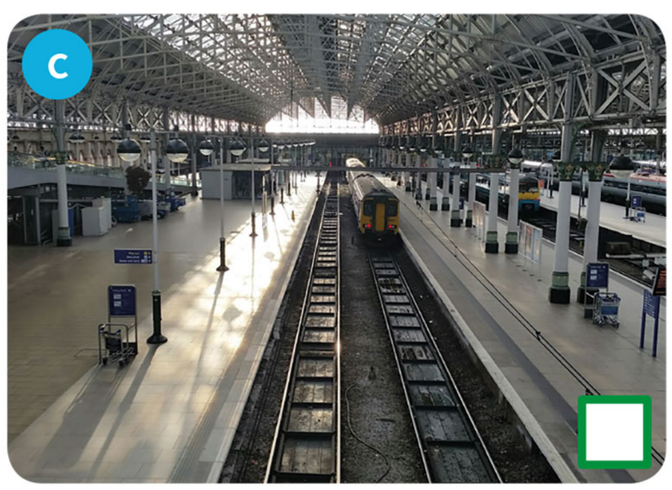
3



hospital



cinema



train station

4



swimming pool



school



bus stop

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Think and learn

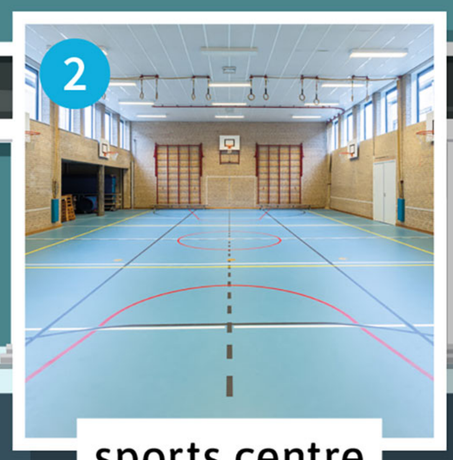
Places in town

What's in towns?

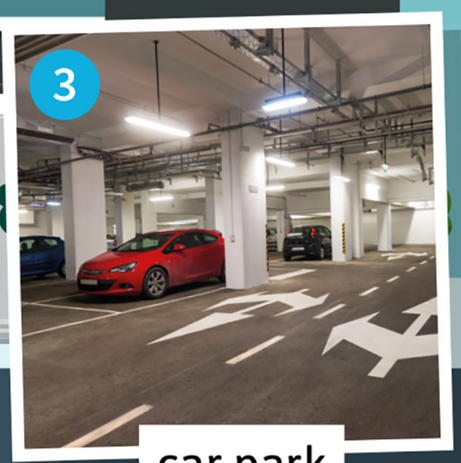
1 047 Listen and point.



monument



sports centre



car park



museum



market

2 **Has your town got these places? Where are they?**

My town has got a museum. It's next to the cinema.

3 **Look and read. Where is the café? What is it next to?**



We can find places on some maps with letters and numbers. Say the number first, then the letter. On this map, the school in square 3D. The café is in square 3A.

4 Look at Activity 3 again. Ask and answer.

1 What's in square 2D?

2 What's in square 3C?

3 Where's the market?

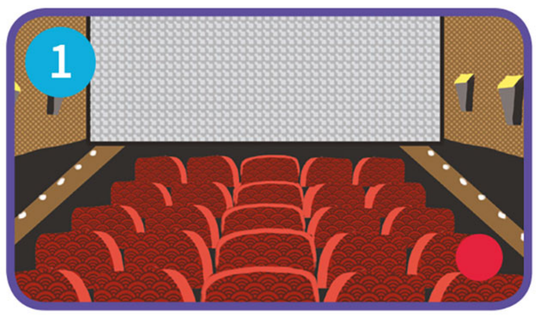
4 Where's the train station?

What's in square 2D?

There's a …

5 Read and think. Draw lines.

In towns, there are places to eat, places to do sport, places to buy food and go shopping. There are lots of places in towns to have fun. There are also places to learn like schools and museums and places, like hospitals, for people to get help.









- a watch films and learn
- b play and have fun
- c learn interesting things
- d go shopping

6 Project Design a town.

- Choose six places
- Draw a map and a grid
- Name your town
- Talk about your town

The name of my town is Kids Town. It's got a sports centre in square 2A. You can do sport there.

Kids Town

	1	2	3	
A				A
B				B
C				C
	1	2	3	

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Create that!

1 048 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm with Penny at …
We're next to …
In your picture, you're …





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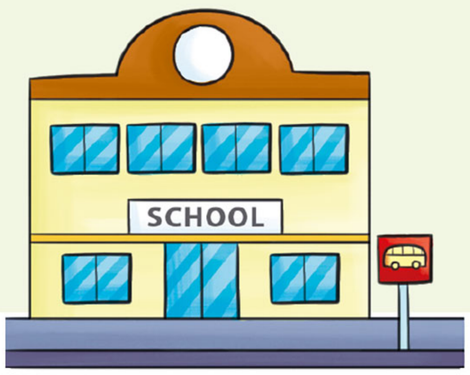
Think back 3

1 Read and circle.



1 The … is next to the park.

a playground b swimming pool c hospital

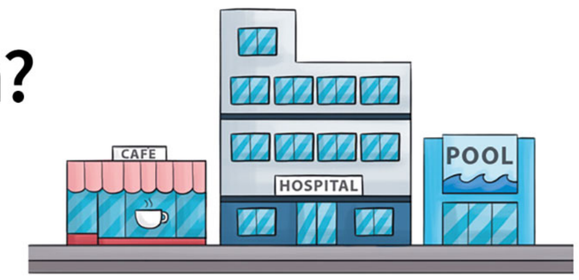


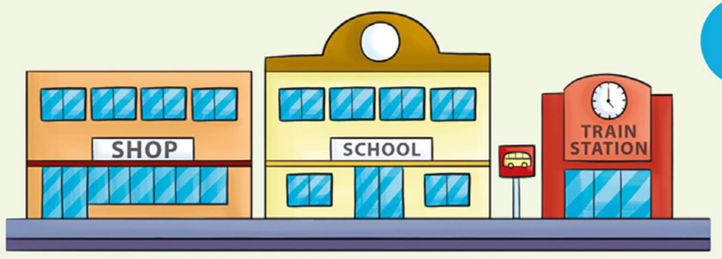
2 The … is behind the bus stop.

a cinema b shop c school

3 Has the street got a train station?

a Yes, it has. b No, it hasn't.



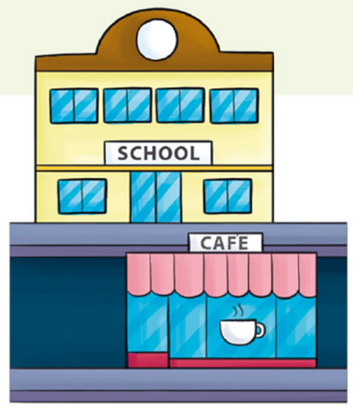


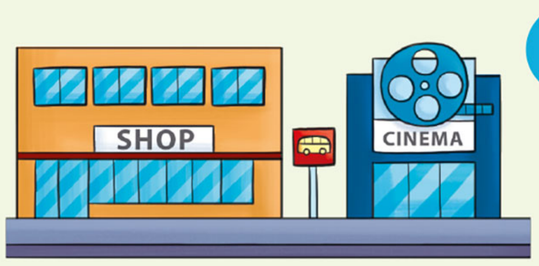
4 Has the street got a school?

a Yes, it has. b No, it hasn't.

5 The café is … the school.

a behind b next to c in front of





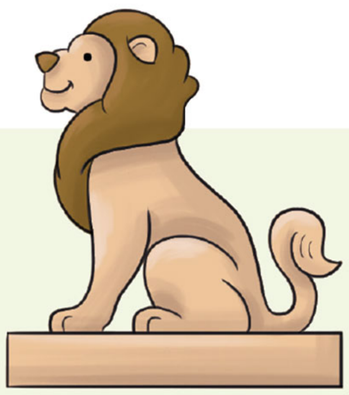
6 The bus stop is … the shop and the cinema.

a next to b behind c between

7 In the story, there's a … on the track.

a car b tiger c tree





8 This is a …

a monument. b car park. c museum.

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4 The market

1 049 **Listen and look. Then listen and say the words.**

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

BIG QUESTION How can we buy food?

2 050 **Listen and chant.**

What's on the shopping list?
Kiwis, grapes and bread.
What's on the shopping list?
Potatoes and eggs.
Watermelons, mangoes,
Lemons, fish and beans.
And something for a salad.
Tomatoes and greens.

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1 Read and number the pictures.

1 Would you like an apple?

Yes, please.

2 Would you like a tomato?

No, thank you.

3 Would you like some bread?

Yes, please.

4 Would you like an egg?

No, thank you.

a  ☐

b  ☐

c  ☐

d  ☐

2 051 Watch, listen and say.

Language focus

Would you **like** a pizza, Penny?

Yes, please.

Would you **like** some bread?

Yes, please.

Would you **like** some ice cream?

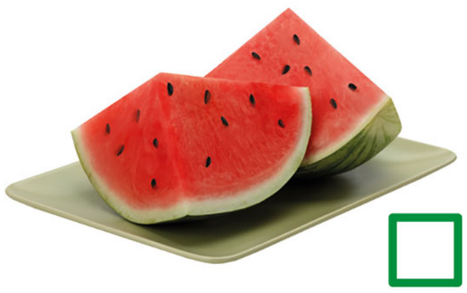
No, thank you. I think I need my bed.



3 Tick ☑ four things you would like to eat. Then ask and answer.

 ☐

 ☐

 ☐

 ☐

 ☐

 ☐

 ☐

 ☐

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1 052 Listen and sing. Then listen and tick ☑ the food you hear.

Would you like an apple?
Would you like a pear?
There's lots of fruit and vegetables
Lots for us to share.

Super fruits and vegetables
Pick them from the tree
Lemons, pears and mangos, too.
Pick one for you
And one for me.

Would you like an apple ...

Super fruits and vegetables
Grow them in the ground
Carrots, peas, potatoes, too
There's good food all around.

Would you like an apple ...



2 Ask and answer.

Which fruit and vegetables grow on trees?

Which fruit and vegetables grow in the ground?

Which fruit and vegetables grow on plants?

1 Look, read and tick ☑.

1 Are there any eggs in the fridge?

☐ Yes, there are. ☐ No, there aren't any.

2 Are there any apples in the fridge?

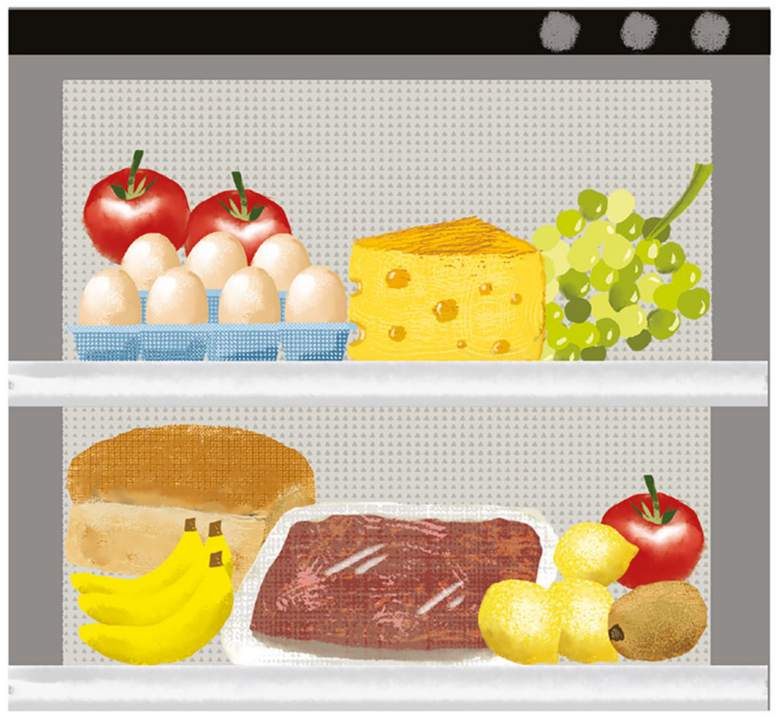
☐ Yes, there are. ☐ No, there aren't any.

3 Is there any cheese in the fridge?

☐ Yes, there is. ☐ No, there isn't any.

4 Is there any water in the fridge?

☐ Yes, there is. ☐ No, there isn't any.



2 ▶ 054 Watch, listen and say.

Language focus

Is there any cheese in the house?

No, there **isn't any**.

Yes, there **is**.

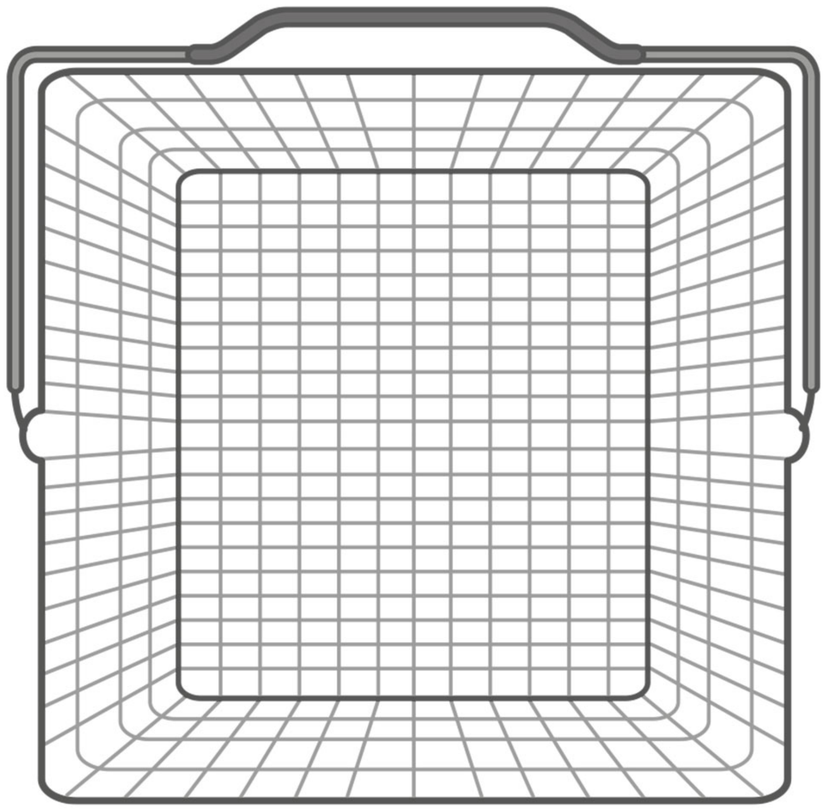
Are there any grapes in the house?

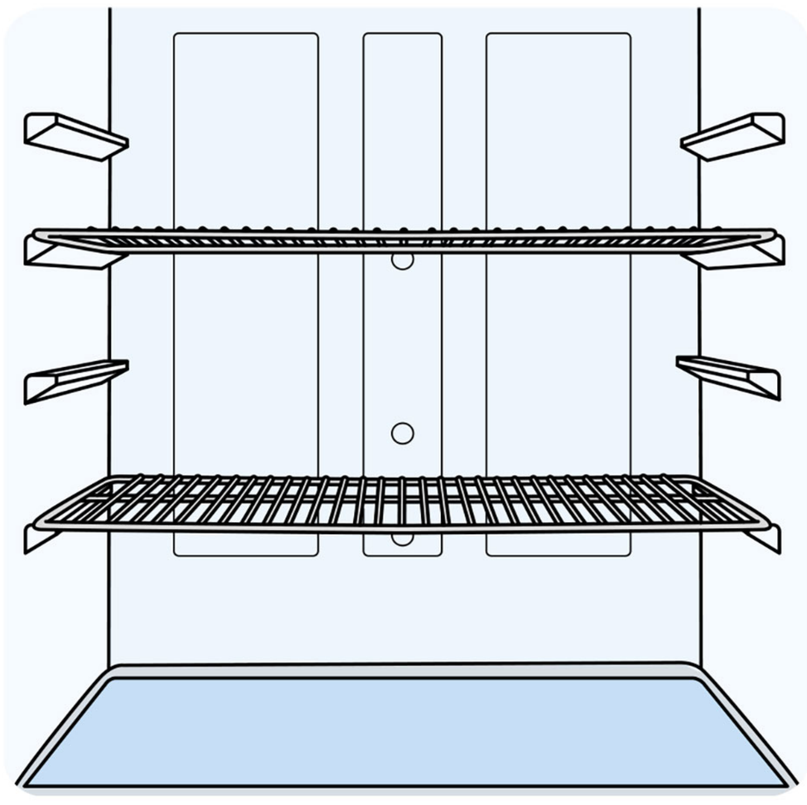
No, there **aren't any**.

Yes, there **are**.



3 Stick your food. Then ask and answer.





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Bad apples

1 055 Which fruit can you see in the story?



Flash: Here are two apples for everyone.



Thunder: Look! I've got a bad apple.

Misty: Me too.

Whisper: So have I.



Whisper: What can we do?

Misty: I've got an idea. Come to the market with me.



Man: Apples. Nice, sweet apples!



Misty: The man has got a box with good apples and a box with bad apples.

Flash and Thunder: We know what we can do.



Flash: Eight apples, please.

Man: Here you are.



Flash: Look everybody!

Whisper: Four bad apples!



Thunder: A box of good apples and a box of bad apples.

Woman: Well done, children!

2 Look at the picture and choose the correct sentence.



1 Look everybody!

2 Two for everyone.

3 Well done!

4 Come to the market with me.

Phonics

3 Find who says …

What can **w**e do?

4 056 Listen and say.



Where's the **w**atermelon, **W**ally?

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Skills

1 What's needed for the chocolate cookies? Read and tick ☑.



butter | sugar | chocolate chips | flour | an apple | an egg | peas







1 Melt the butter.

2 Mix the sugar with the butter. Then add the egg.

3 Mix in the flour and the chocolate chips.

4 Make small balls and put them on a tray.

5 Bake in the oven for ten minutes.





2 Read and act it out.

Boy: Let's make fruit salad for the party.
Girl: OK.
Boy: Hello. I'd like some apples, please.
Man: How many?
Girl: Four. And we'd like some bananas.
Man: How many?
Boy: Two. Have you got any grapes?
Man: Sorry. We haven't got any.
Girl: Have you got any mangoes?



Man: Sorry. No mangoes.
Girl: Thank you. Let's go to another shop.

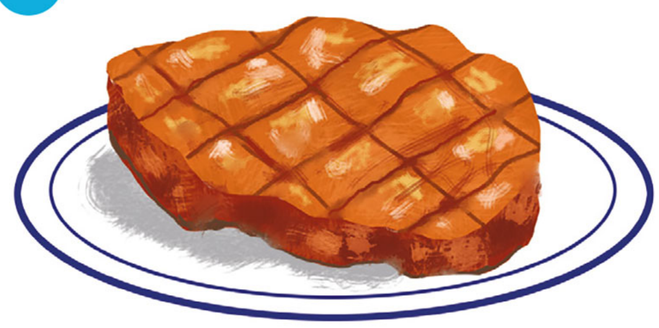
3 Write your own play and act it out.

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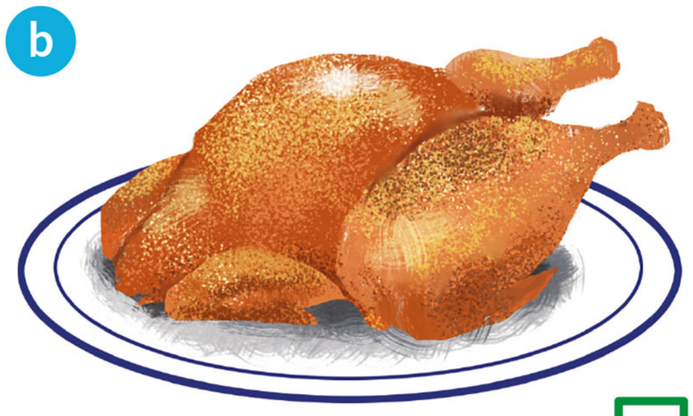
1 057 Listen and tick ☑ the boxes.

1 What does all the family like?

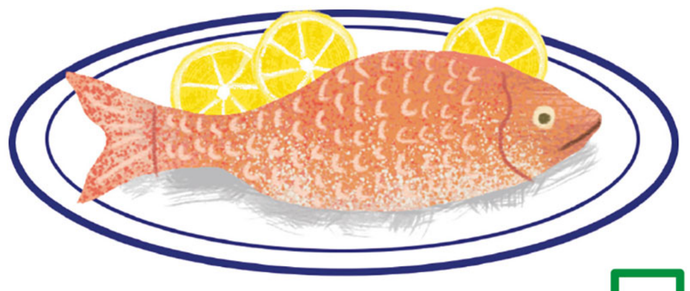
a



b

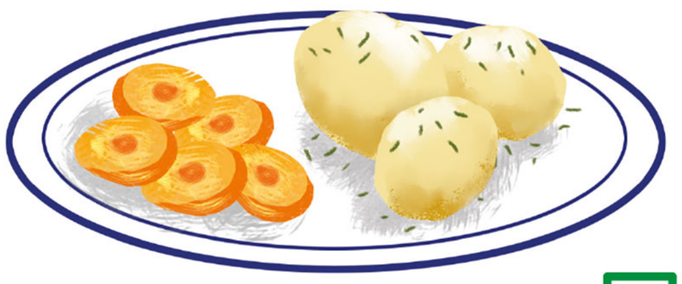


c

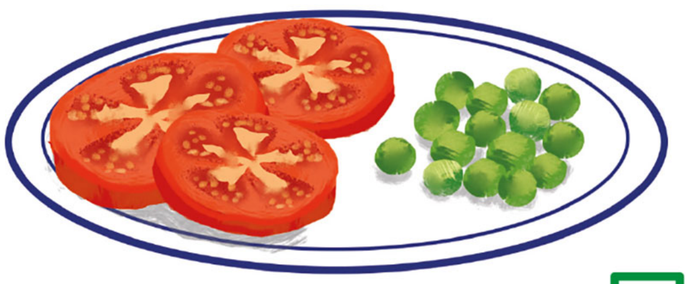


2 What vegetables does Mum cook?

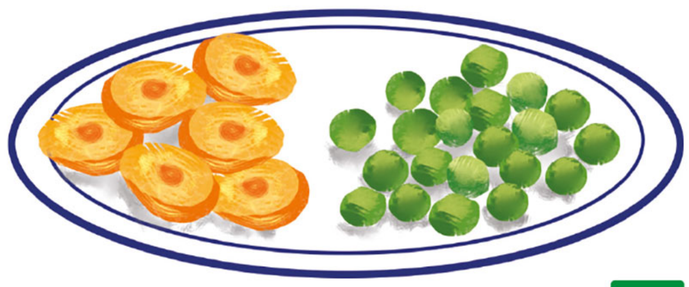
a



b



c



3 What does Dad not like?

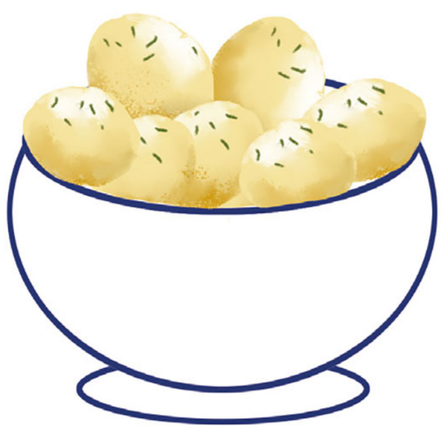
a



b



c



4 What does Sandra like?

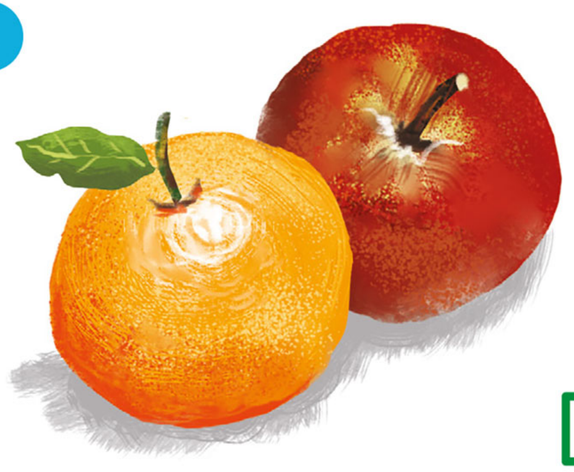
a



b



c



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Think and learn

WEIGHTS

How can we get fruit and vegetables?

1 058 **Listen and point.**



150g (grams) 200g (grams) 500g (grams) 750g (grams)

2 **Read and then match the food and weights. Tell a friend.**

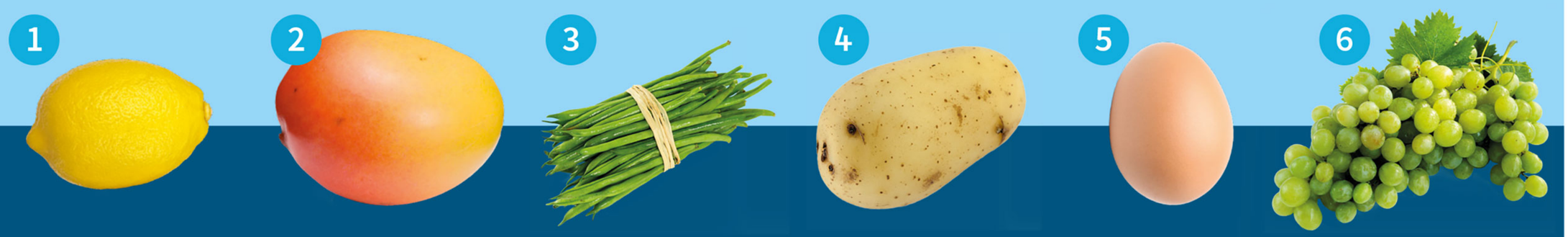
We can buy food in different ways. At the shop, we can ask for food in numbers.

We can say, ‘Ten carrots, please,’ or, ‘Three tomatoes, please.’

We can also ask for food in grams. We can say:

‘500 grams of carrots, please,’ or, ‘300 grams of tomatoes, please.’

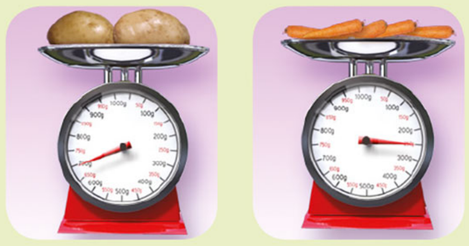
100g 50g 200g 60g 180g 150g



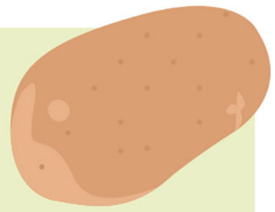
I think the lemon weighs 50 grams.

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3 How many grams of fruit and vegetables are there? Do the food sums.

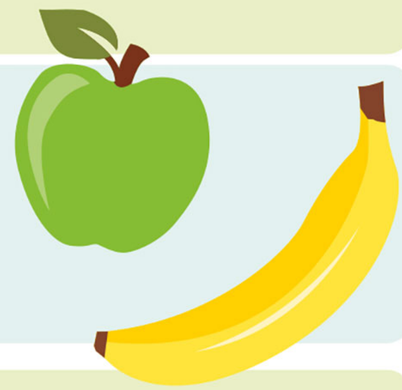
1 

700g + 250g = _____ g of vegetables



2 

200g + 450g = _____ g of fruit



3 

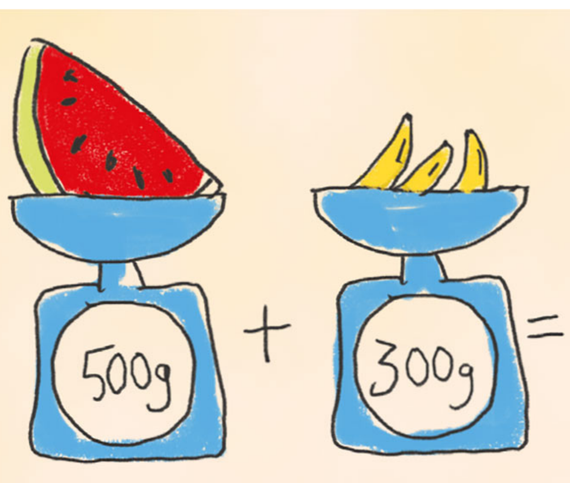
200g + 150g = _____ g of vegetables



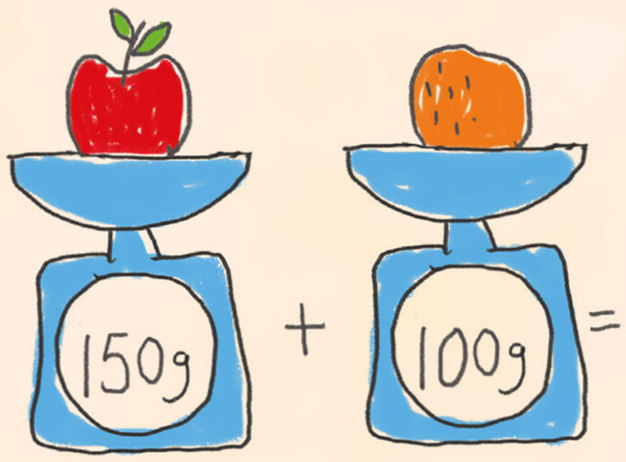
4 

500g + 300g = _____ g of fruit and vegetables

4 Project Find out how much fruit and vegetables weigh. Then draw and write two food sums.



The watermelon weighs 500g.
The bananas weigh 300g.
500g and 300g make 800g.
I've got 800g of fruit!



The apple weighs 150g and
the orange weighs 100g.
I've got 250g of fruit.

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Do that!

1 059 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a A fish! Oh no! Take it out.

b Get some grapes. Put them in.

c Peel a banana. Put it in.

d Get a fish. Throw it in.

e Get a bowl for a fruit salad. → **f** Chop an apple. Put it in.

3 **Listen to a friend and act it out.**



Get a bowl for a cake.
Get an egg. Put it in.
Get some butter. Put it in.
Get some meat. Throw it in!



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Group Check Units 3 and 4

1 How many words can you remember? Draw pictures.

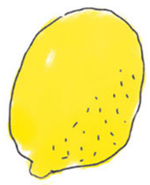
Places in a town





Food





2 Write and say the words.

3 060 Listen and number.

No, thank you. Can I have an apple? ☐

OK! Thank you. Is there a shop on your street? ☐

Sorry, there aren't any apples. But I can get apples from the shop. ☐

Yes, there is. Let's go together. ☐

Would you like a banana? 1

4 Write a new dialogue. Act it out.

Would you like _____?

No, thank you. Can I have _____?

Sorry, there aren't _____. But I can get _____ from the _____.

OK! Thank you. Is there _____ your _____?

Yes, there is. Let's go together.

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5 My bedroom

1 061 **Listen and look. Then listen and say the words.**



BIG QUESTION **What does furniture look like?**

2 062 **Listen and chant.**

There's a train on the sofa.
Please tidy up! OK?
There's a cap on the mirror.
Please put your things away!

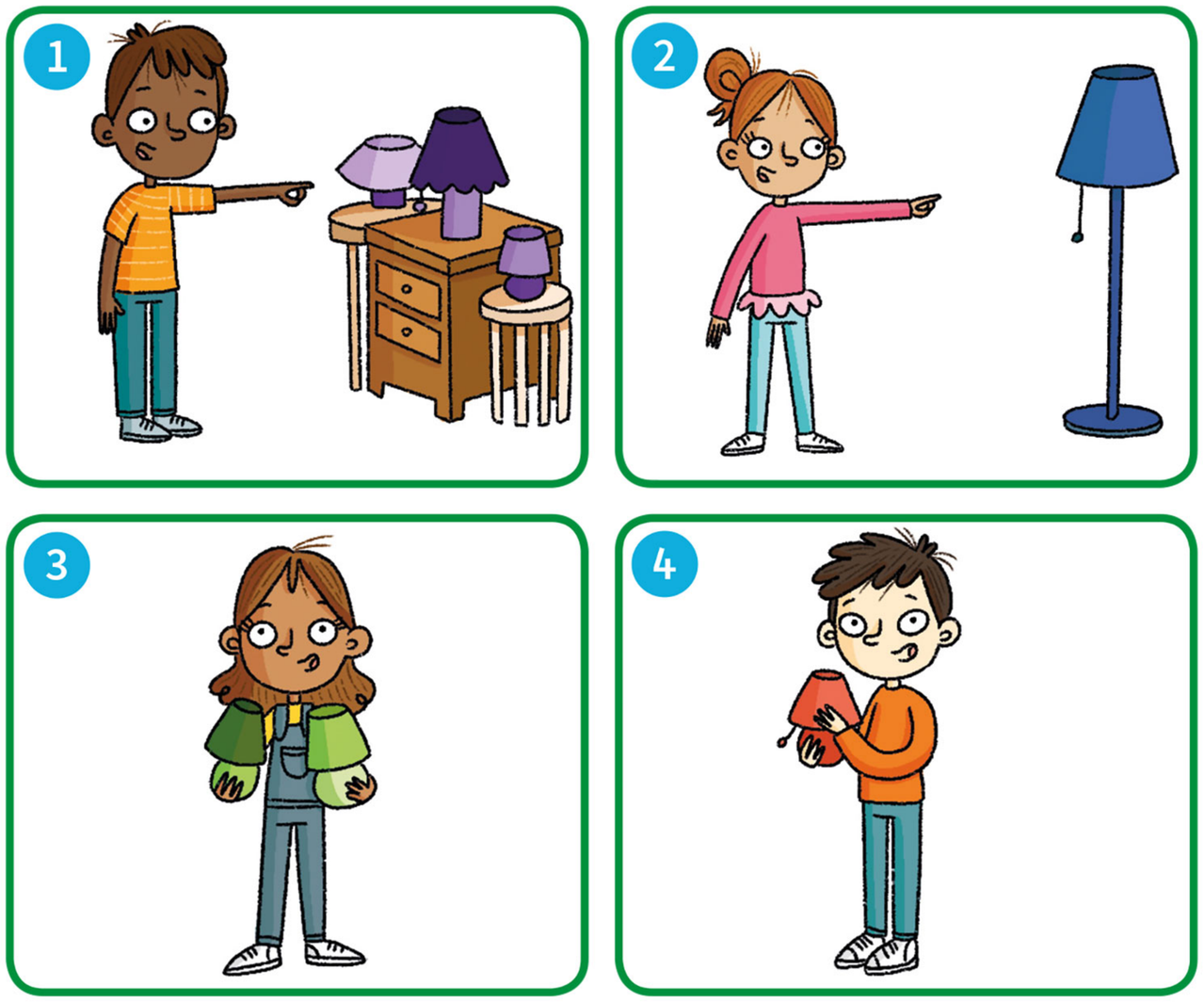
There are pencils on the rug.
Please tidy up! OK?
There's a book on the wardrobe.
Please put your things away!

There are jeans on the armchair.
Please tidy up! OK?
There's a ball on the table.
Please put your things away!

There's a schoolbag on the floor.
Please tidy up! OK?
There's a sock on the poster.
Please put your things away!

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1 Read and match.



a I like this red lamp. ☐

b I like that blue lamp over there. ☐

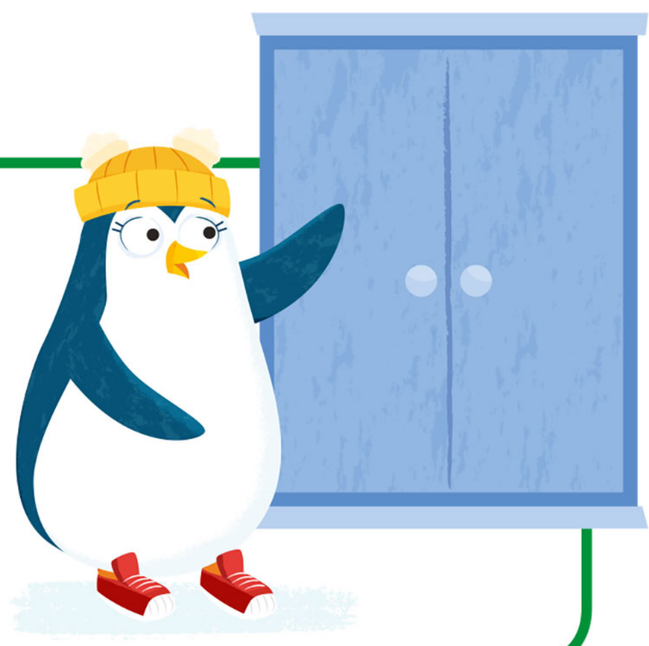
c I like these green lamps. ☐

d I like those purple lamps over there. ☐

2 063 Watch, listen and say.

Language focus

I like your bedroom
And all the things in here.
I like **this** wardrobe.
I like **that** chair.
I like **these** posters
And **those** lovely lamps.
I like it so much …
I think I want to camp.



3 Play the guessing game.



I'm thinking of something blue.

Is it this pen?

Yes, it is. Your turn.

I'm thinking of something red.

Is it that chair?

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1 064 Listen and sing. Then tick ☑ the furniture in the song.

Give me a piece of wood,
Let's see what I can do.
Let's cut and paint and make
Some furniture for you.

Take that piece of wood,
Cut it and paint it red.
Put it all together now.
Wow! I like this bed.

Give me a piece of wood,
Let's see what I can do ...

Take that piece of wood,
Cut it and paint some squares.
Put it all together now.
Wow! I like these chairs.

Give me a piece of wood,
Let's see what I can do ...



2 What can people make with wood? How many ideas have you got?

People can make a ... with wood.

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1 066 Listen and answer. Write *Lisa's*, *Nick's*, *Mike's* or *Emily's*.

1 Whose jumper is this?  It's _____.

2 Whose jeans are these?  They're _____.

3 Whose jumper is this?  It's _____.

4 Whose jeans are these?  They're _____.

2 067 Watch, listen and say.

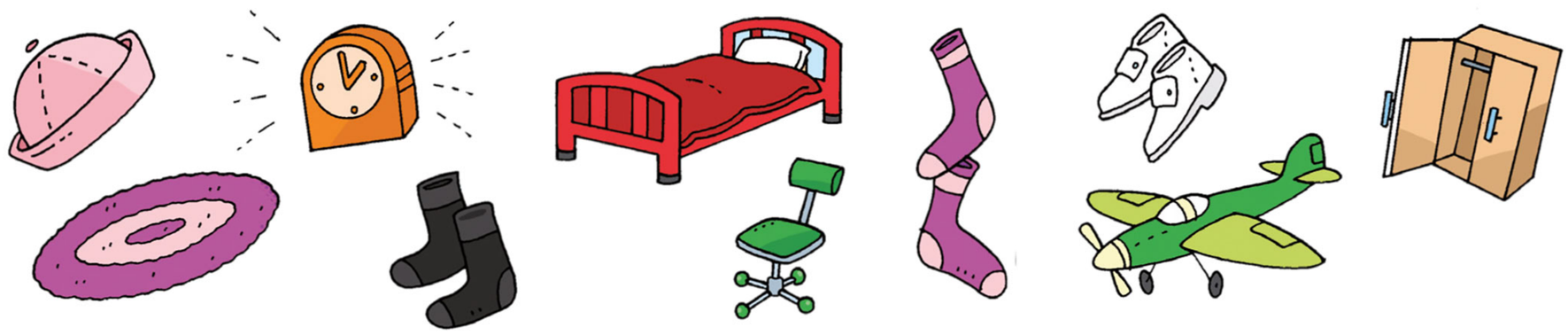


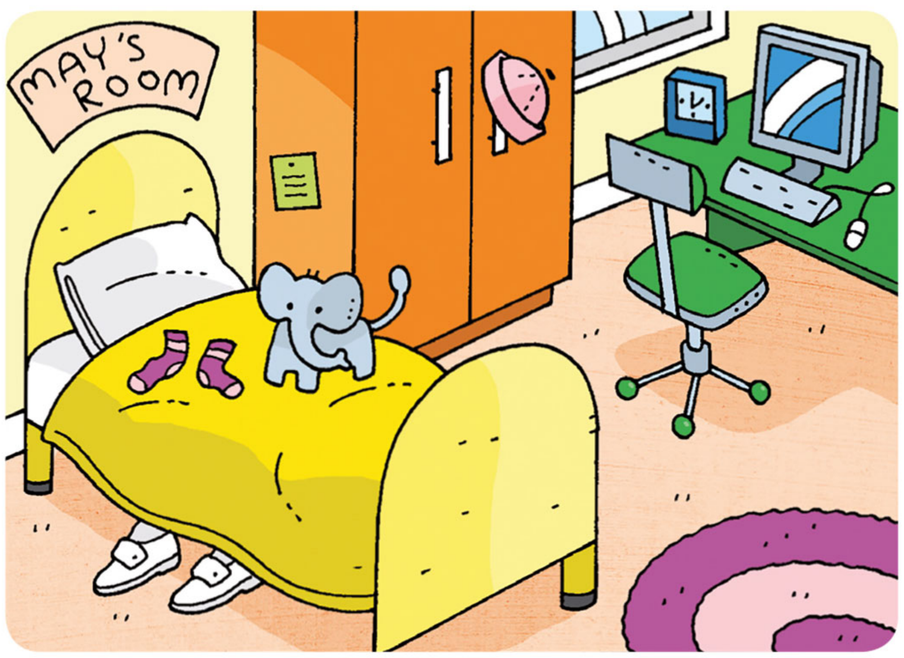
Language focus

Whose shoes **are these**?
They're Penny**'s** shoes.

Whose hat **is this**?
It's Penny**'s** hat.

3 Look at the pictures. Then ask and answer.







Whose hat is this?

It's May's hat.

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Tidy up!

1 068 Where are the toys at the end of the story?



Whisper: Hello, it's Whisper. Can Flash come to the park?

Flash's mum: Sorry Whisper, not now. She's tidying up her room.



Flash: I don't like tidying up. Ah, I've got an idea!



Flash: First the clothes – jeans, sweaters, caps, shoes and socks!



Flash: Now the school things and the toys! Bag, books, balls and dolls. Ha!



Flash: Finished! Can I go to the park now?

Flash's mum: Just a minute. Let me check first.



Flash's mum: Wow! The room is really tidy now.



Flash's mum: Oh, your T-shirt. Let's put it in the wardrobe.

Flash: No, Mum, no!



Flash's mum: I don't believe it!

Flash: Sorry, Mum. No park for me today.

2 Read, think and circle.

1 In picture two, Flash feels …

2 In picture five, Flash feels …

3 In picture eight, Flash feels …

Phonics

3 Find who says …

Bag, b**oo**ks, balls and dolls.

4 069 Listen and say.



L**oo**k at the b**oo**ks all over the r**oo**m.

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



desk books chairs bed posters clock bookcase wardrobe

My room

In my room, there's a big yellow **(1)** _____. There's a white **(2)** _____ and there's a **(3)** _____ under the window. On it, there's my toy car. There are three **(4)** _____ on the wall. There are also three **(5)** _____ in my room, but there isn't a **(6)** _____. There's a blue **(7)** _____ next to the wardrobe. I think there are twelve **(8)** _____ on it.

1 070 Listen and answer.



Claire goes to her ...

1 Where does Claire go when she wants to think?

2 Where does she sit?

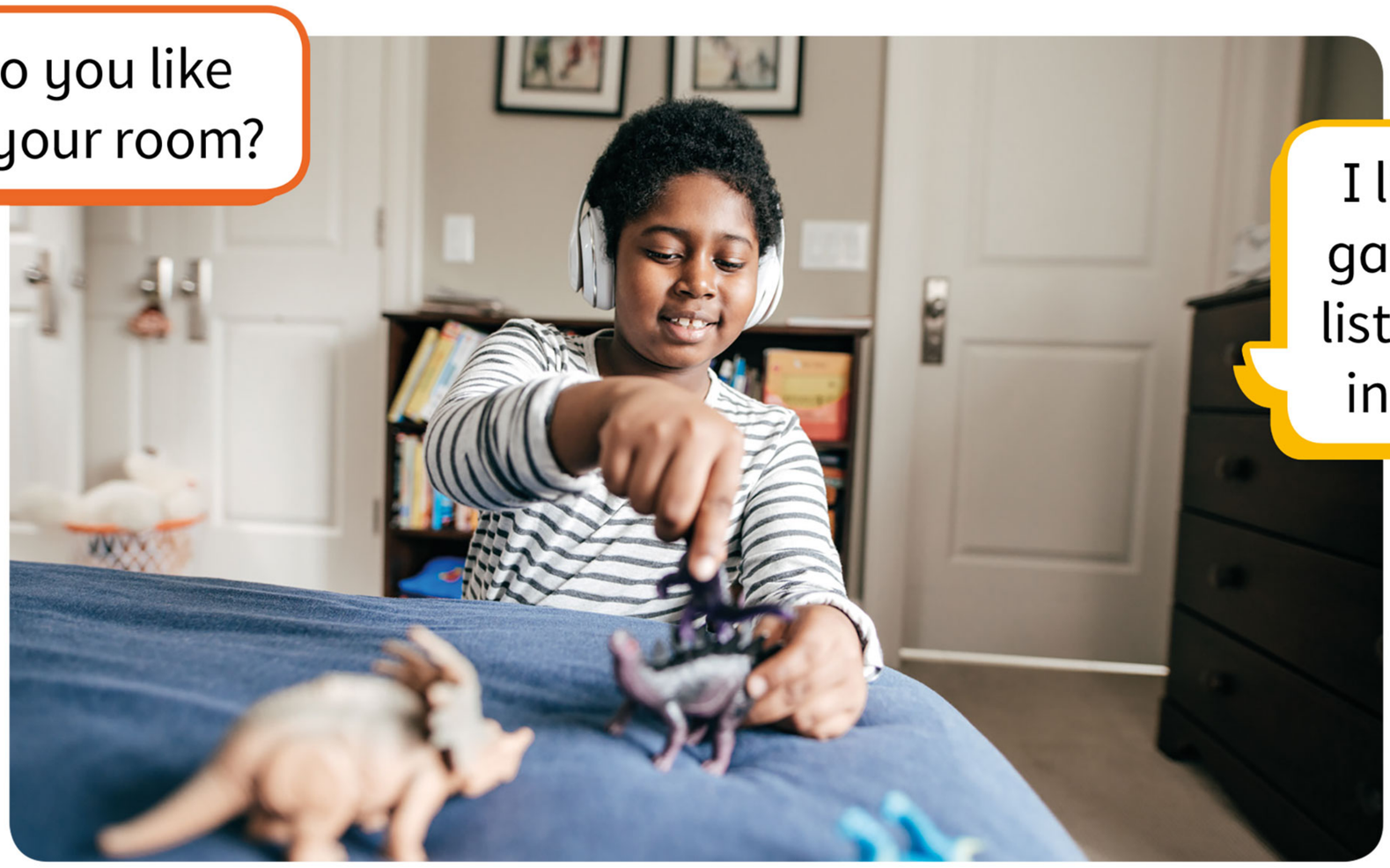
3 What does she do?

4 Where do you go when you want to think?

5 What do you do?

2 Tell a friend what you like to do in your room.

What do you like to do in your room?



I like to play games and to listen to music in my room.

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Think and learn

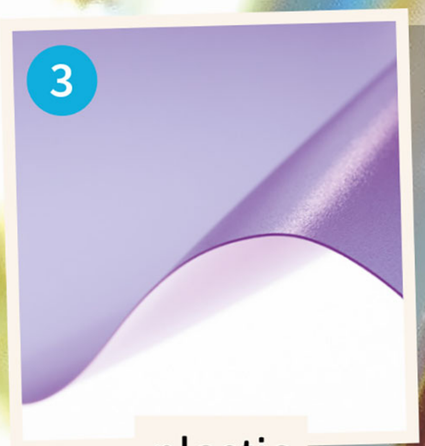
Materials

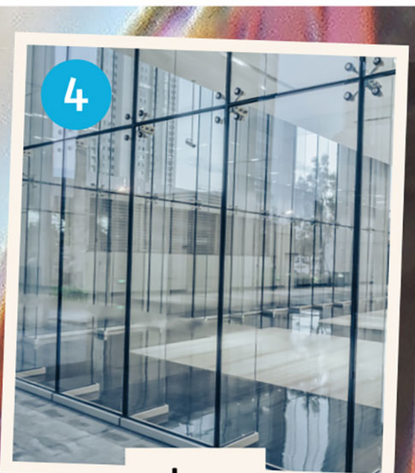
What are things made of?

1 071 Listen and point.











2 Look, read and tick ☑ the boxes.



There are lots of different materials. There is wood, metal, plastic, glass and fabric. We use wood to make furniture like beds and chairs. What are the things in the pictures made of?

	glass	wood	plastic	metal	fabric
1 computer			✓	✓	
2 table					
3 clock					
4 armchair					
5 lamp					
6 mirror					

3 What can this furniture be made of?

bookcase chair

wardrobe rug

A bookcase can be made of wood and …

4 In pairs, look around your classroom. Find something made of:

plastic fabric metal wood glass



This pen is made of plastic and metal. That chair is made of ...

5 Project Draw a room you like. Label the materials.

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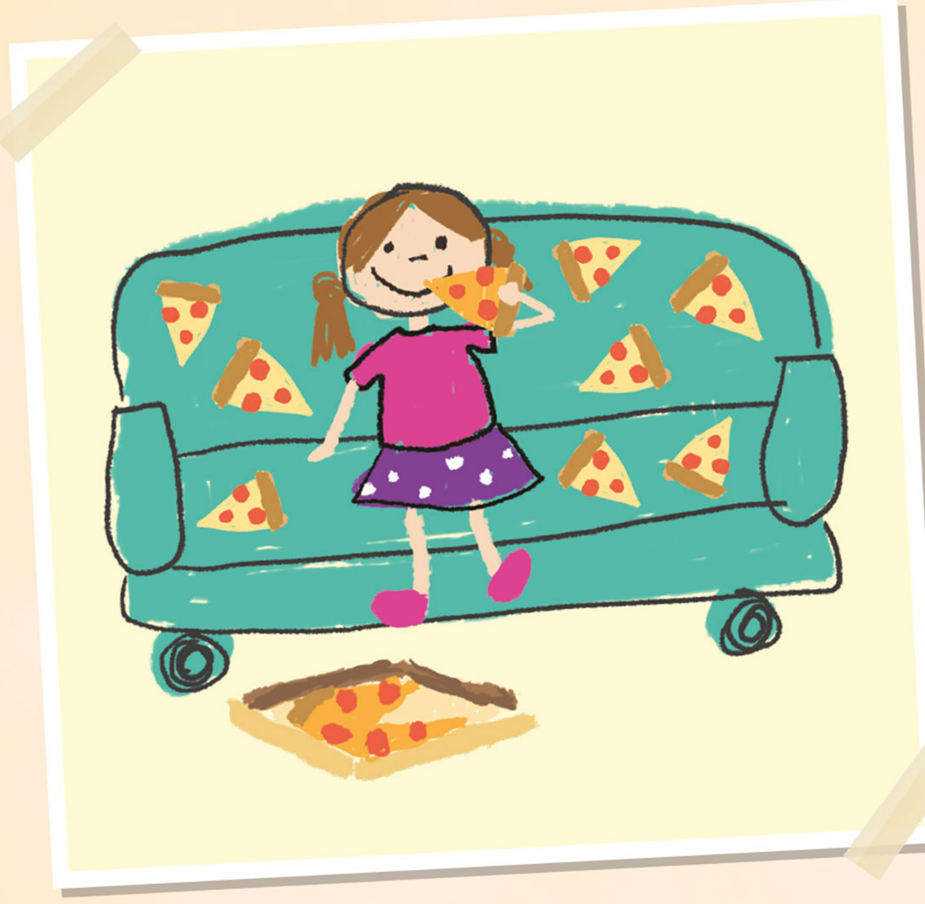
Create that!

1 072 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm sitting on …
In your picture, you're sitting on …





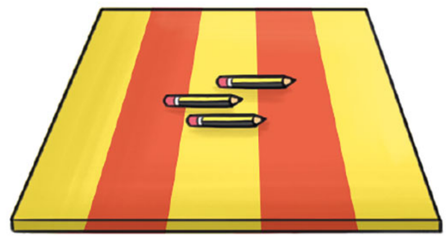
digi ZABAN

1 Read and circle.



1 There are pencils on the …

a sofa. b rug. c table.



2 There's a book on the …

a wardrobe. b lamp. c armchair.

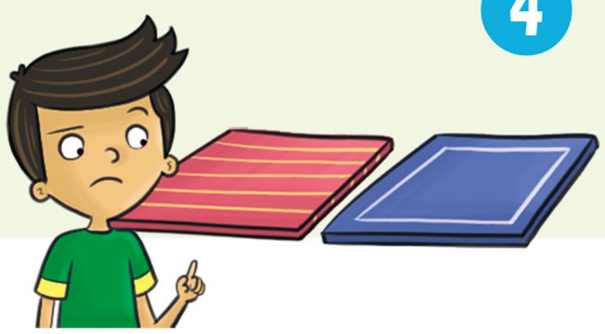
3 I like … lamp.

a this b these c that



4 I don't like … rugs.

a that b these c this



5 Whose shoes … these?

a am b is c are



6 Whose jumper … this?

a am b is c are



7 In the story, … can't go to the park.

a Flash b Whisper c Misty





8 What are the table and chair made of?

a wood b glass and metal c metal and plastic

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6 People

1 073 **Listen and look. Then listen and say the words.**

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

BIG QUESTION How are faces different?

2 074 **Listen and chant.**

Hair, nose, mouth, chin.
Glasses, eyes and ears.
What a pretty, pretty face.
But look there are some tears.

Hair, nose, mouth, chin.
Glasses, eyes and ears.
What a pretty, pretty face.
But look there are some tears.

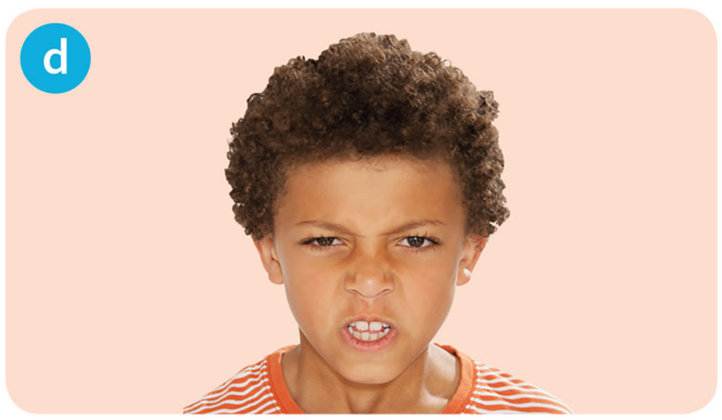
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1 Read and write the names.

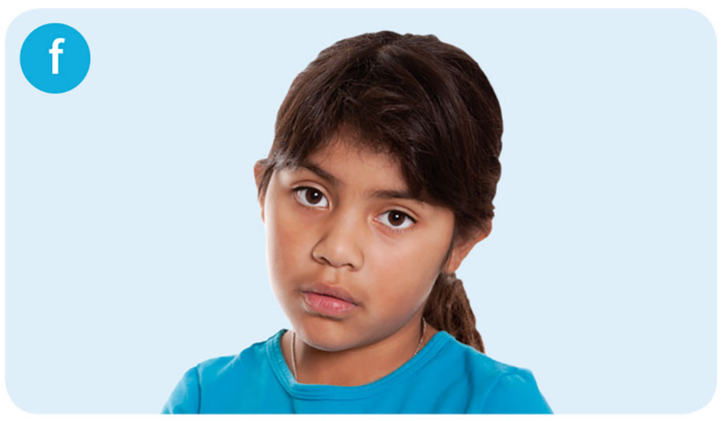












1 Henry has got short black hair. He's tired.

2 Anna's wearing glasses and has got long blonde hair. She's happy.

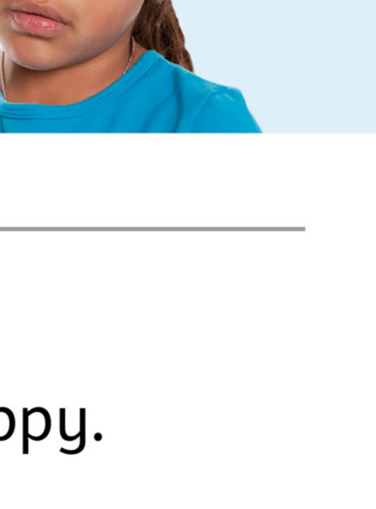
3 Kate has got black hair and brown eyes. She's sad.

4 Claire has got long red hair. She's wearing glasses. She's excited.

5 Luke has got long blond hair. He's got blue eyes. He's scared.

6 Julian has got short curly hair and brown eyes. He's angry.

2 075 Watch, listen and say.



Language focus

Are you **angry**?

No, I'**m not angry**.
I'**m not tired**.

Are you **happy**?

Yes, I'**m happy** and **excited**.

3 Play the mime game.



Are you … ?



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1 076 Listen and sing. Then draw lines.

Do you know my face
Is like an open book?
You can know my feelings
From my face! Have a look!

Sometimes I'm tired,
So I go to sleep.
Sometimes I'm scared,
So I hug my toy sheep.
Sometimes I'm tired ...

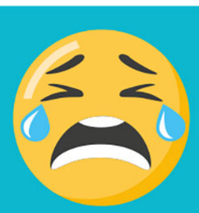
Do you know my face
Is like an open book? ...

Sometimes I'm sad
The town looks grey.
Sometimes I'm happy,
It's a beautiful day!
Sometimes I'm sad ...

Do you know my face
Is like an open book? ...



2 Look, think and write.

 I'm happy so ...	 I'm sad so ...	 I'm angry so ...	 I'm tired so ...	 I'm excited so ...
I sing a lot.	I cry.	I _____	_____	_____

1 078 Listen and chant.



The months are easy to remember:

January, February, March,
April, May and June,
July, August, September,
October, November, December.
Remember? No?
Then start again: January, February …



2 079 Listen, read and circle.

1 Ben's birthday is in **June** / **May**.

2 Lucy's birthday is in **May** / **April**.

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



3 080 Watch, listen and say.

Language focus

Our birthdays aren't in May.
They aren't in September.
Our birthdays are in November!

Their birthdays aren't in May.
They aren't in September.
Their birthdays are in November!





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

Our birthdays are in …

Their birthdays are in …

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Thunder's birthday

1 081 Do Thunder, Flash and Misty win medals?



Flash, Whisper and Misty: Pull, pull, pull, you can win this tug of war.



Thunder: Oh no!

Other children: We're the winners.



Thunder: Let's have a three-legged race.

Whisper: Great. I want to be with Flash, please.



Whisper: Help!

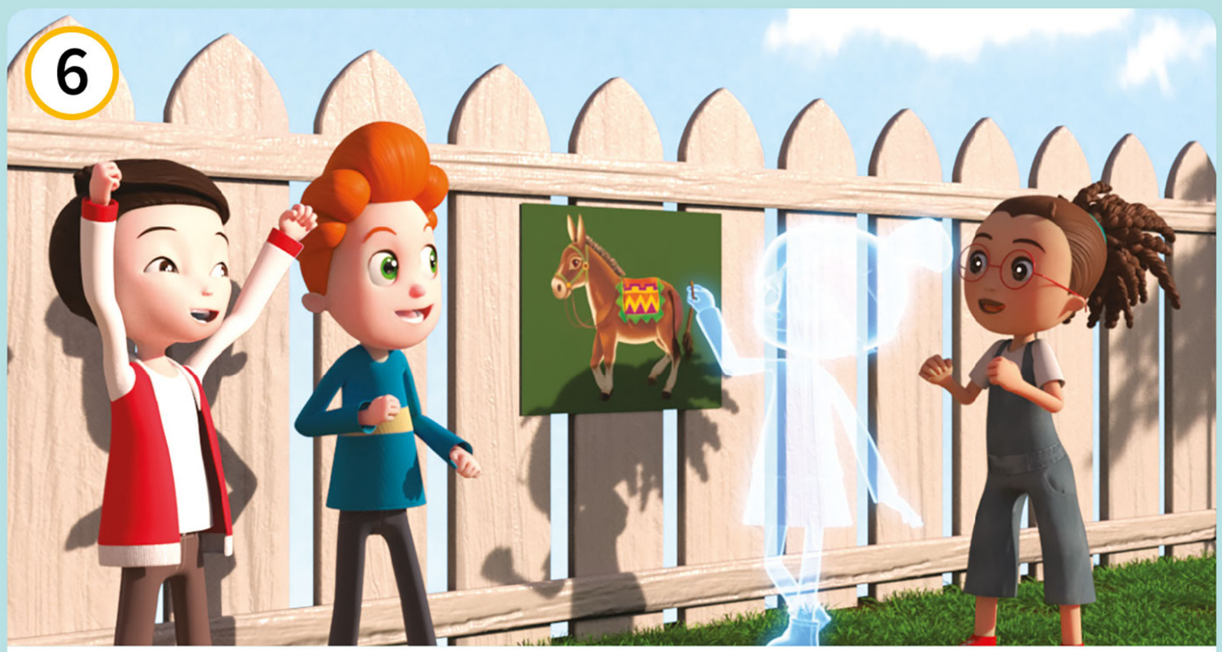
Flash: Oh dear.

Whisper: No medal for us.



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

Misty: Great!



Thunder: That's perfect, Misty.

Whisper: Misty's great!

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Thunder, Flash and Whisper: You aren't wearing your blindfold. That's not fair!



Thunder, Flash, Misty and Whisper: No medals for us today.

Other children: Bye!

2 Look at the picture and choose the correct sentence.



1 That's not fair!

2 We're the winners!

3 Let's have a race.

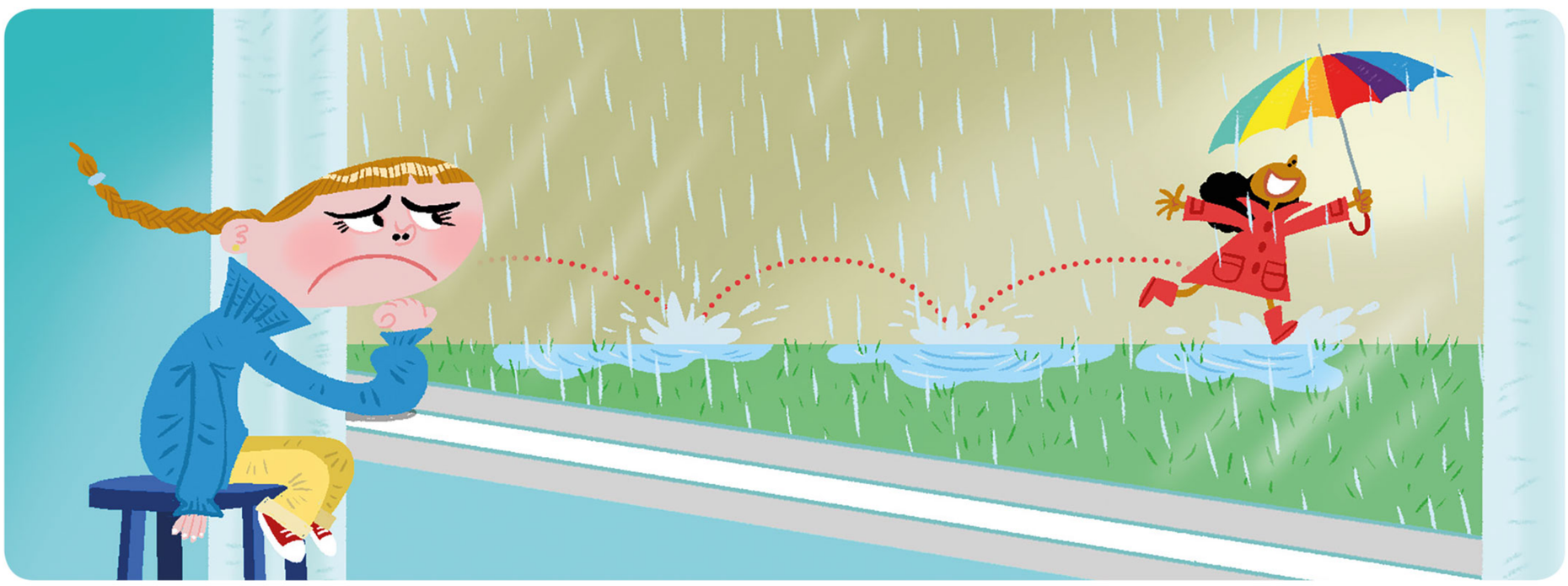
4 Let's play.

Phonics

3 Find who says ...

Let's pl**ay** *Pin the t**ai**l on the donkey.*

4 082 Listen and say.



J**a**n**e**, it's a r**ai**ny d**ay** but don't m**a**k**e** a sad f**a**c**e**, come out and pl**ay**.

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Skills

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

1

Dear Eve, _____

Can you come to my birthday party, please? Please bring your sister with you. Mia wants to play games with her.

The party is at our house – 21 Top Road. It starts at three o'clock.

See you there!

Ava



2

Dear Anthony, _____

Please come to my birthday party on Friday. Can you bring your skateboard, please? Can you come? The party starts at four o'clock.

See you on Friday.

Ella



3

Dear Barbara, _____

Come to my birthday party, please. It's on Sunday. Please bring your brother, too. I've got three new kites. We can fly them. The birthday party is in our garden – 15, Red House Road.

See you on Sunday. Hooray!

Henry



2 Write an invitation to your birthday party.

Remember to write:

where it is.
what day it is.
what time it is.

1 083 Listen and number.

a



b



c



d



e



f



2 Draw a clown face and play the game.

Has your clown got … hair?

Yes, he has.

Has your clown got … eyes?

No, he hasn't.

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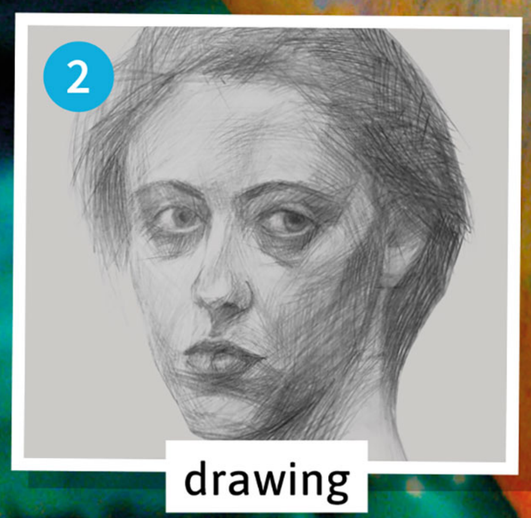
Think and learn

Portraits

How do artists make faces?

1 084 Listen and point.









2 **Read and match the museum labels to the portraits in Activity 1.**

Artists do pencil drawings and colour paintings of faces. They take photos of faces and they make collages of faces with paper and glue, too. These are all called 'portraits.'

a For this portrait, the artist uses a grey pencil. The person in the portrait is young. The grey pencil shows the shape of her face and eyes. ☐

b For this portrait, the artist uses a camera. The person in the portrait has big glasses and a smile. ☐

c In this portrait, the artist uses small bits of newspapers and black crayon. ☐

d For this portrait, the artist uses paint. It has got lots of different colours. ☐

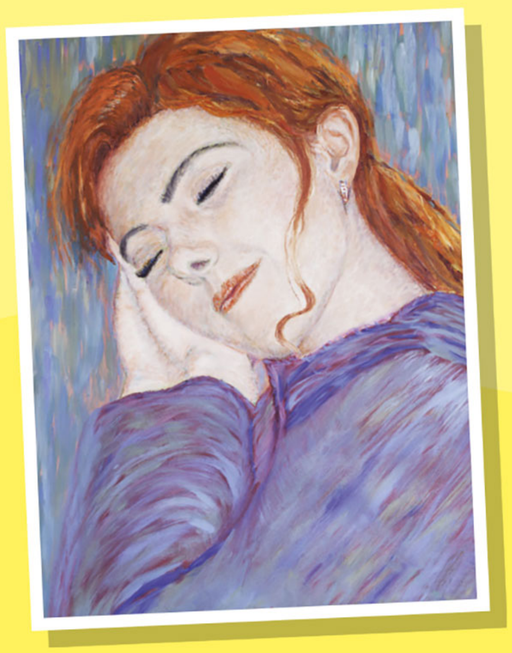
3 **Look at the portraits again. How are the people feeling?**

happy excited scared angry sad tired

I think the person in 1 is sad.

I don't. I think the person is scared.

4 Choose one of the portraits and write a museum label for it.







For this portrait, the artist uses ... The person is ...

5 Read your museum label to a friend. Can they guess the picture?

6 Project Do a portrait of a person you like. Write about the portrait. Then tell a friend.



This portrait is a drawing. For my drawings, I use crayons and a pencil. The person is my brother. He's excited so his eyes are big.

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Do that!

1 085 **Listen and act out with your teacher. Then listen again and number the pictures.**



2 **Read the sentences from the story and draw lines.**

a You hear an interesting noise.

b Say ‘Thank you’ and smile.

c A friend gives you a birthday present.

d You’re excited. Open it and see.

e It’s a broken vase.

f Shake the present and listen.

3 **Listen to a friend and act it out.**



A friend gives you a big present.
You’re happy. Open it and see.
It’s an interesting book!

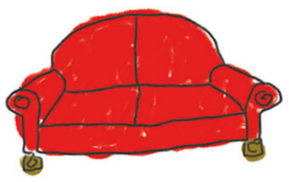


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Group Check Units 5 and 6

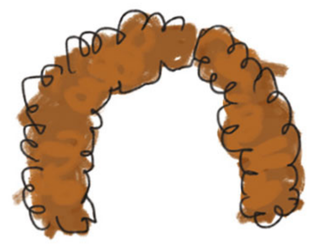
1 How many words can you remember? Draw pictures.

Furniture





The face





2 Write and say the words.

3 086 Listen and number.

No, I'm very angry. Look! There are shoes on my bed. ☐

Are you OK? 1

The socks are my brother's, too! ☐

They're my brother's. ☐

Whose are the shoes? ☐

And whose are those socks on the lamp? ☐

4 Write a new dialogue. Act it out.

Are you OK?

_____, I'm very _____.
Look! There are _____.

Whose _____ ?

They're _____

And whose _____ ?

The _____

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7 Off we go!

1 helicopter

2 ship

3 lorry

4 boat

5 scooter

6 skateboard

7 motorbike

8 taxi

9 bus

1 087 Listen and look. Then listen and say the words.

BIG QUESTION Where can transport go?

2 088 Listen and chant.

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

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

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

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

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

1 Paul



I'd like to drive a _____.

2 Mary



I'd like to fly a _____.

3 Eric



I'd like to ride a _____.

4 Ruth



I'd like to sail a _____.









2 089 Watch, listen and say.

Language focus

I'**d like to go** to Brazil by plane!

I'**d like to go** to Brazil!

I'**d like to go** to Spain by bus!

I'**d like to go** to Spain!

3 Talk about your dream holiday.

What's your dream holiday?

I'd like to go to Italy by ship.
I'd like to go with my best friend.

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1 090 Listen and sing. Then tick ☑ the transport in the song.

I'd like to go to Africa.
I think it's very far.
I'd like to go there on a plane.
It's too far for a car. For a car.

Far or near, near or far.
Plane or bus, ship or car.
Transport takes us here and there.
Transport takes us everywhere.

I'd like to go to my friend's house
It's not so very far.
I'd like to go on my skateboard.
It's too close for a car. For a car.

Far or near, near or far ...

I'd like to go to outer space.
I think it's very far.
I'd like to take a rocket there.
It's too far for a car. For a car.

Far or near, near or far ...



2 Ask and answer.

school the park the cinema the beach
your friend's house Africa the moon

What's the best way to get to school?

The best way to get to school is ...

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1 Read and match.

1 What are you doing?

I'm waiting for a taxi.

2 What's Martin doing?

He's flying a plane.

3 What are you doing?

I'm looking for my scooter.

4 What's Ella doing?

She's learning to skateboard.









2 092 Watch, listen and say.

Language focus

Are you driving a bus?
No, I'm not!
Are you driving a car?
No, I'm not!

Are you driving a taxi?
Yes, I am!
What **are you doing**?
I'**m driving** a taxi!
Beep! Beep!



3 Play the mime game.

What are you doing?
Are you riding a bike?

Yes, I am. / No, I'm not. I'm …

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The bus trip

1 093 Which transport can you see?



Flash: A day at the beach!

Thunder: I'm excited.

Misty: Off we go!



Misty: The bus isn't moving.

Thunder: Why?

Whisper: Let's ask the driver.



Driver: There are lots of sheep on the road. Look!

Whisper: No problem. I can help.



Whisper: We'd like to go to the beach.

Sheep: OK. Have a good day!



Driver: Thanks.

Whisper: No problem.



Driver: Oh no. We've got a problem with the tyre.

Thunder: I think I can help.



Driver: Thanks.

Thunder: You're welcome.



Driver: Here we are!

Misty: Where's the beach?

Woman: What beach? This is the bus to the airport.

Driver: Now it's my turn to help you! Let's go to the beach!

2 Read and complete the text.

Super Friends sheep
airport Thunder beach

The Super Friends would like to go to the (1) _____. There's a problem with some (2) _____ but Whisper helps the driver. There's a problem with the tyre, but (3) _____ helps the driver. Then the bus arrives – but it's at the (4) _____ not the beach! Now the driver helps the (5) _____ and drives to the beach.

Phonics

3 Find who says …

It's my turn to help y**ou**!

4 094 Listen and say.



L**u**k**e** rides his n**ew** bl**ue** sc**oo**ter to the z**oo**.

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Skills

1 095 Listen and stick.



2 Look and say.

The bike is …

1 096 Listen and tick ☑ the transport Monica uses.

	Monday	Tuesday	Wednesday	Thursday	Friday
					
					
					
					

2 Ask and answer.

Which transport do you use?

On Tuesdays, I ride my bike to school.

3 Read and tick ☑ the things that the car has got.

This car is amazing because it's very long. Inside there are TVs and beds and a lot of sofas for all your friends. There is a swimming pool too! They use this car in films or for special parties.



 ☐

 ☐

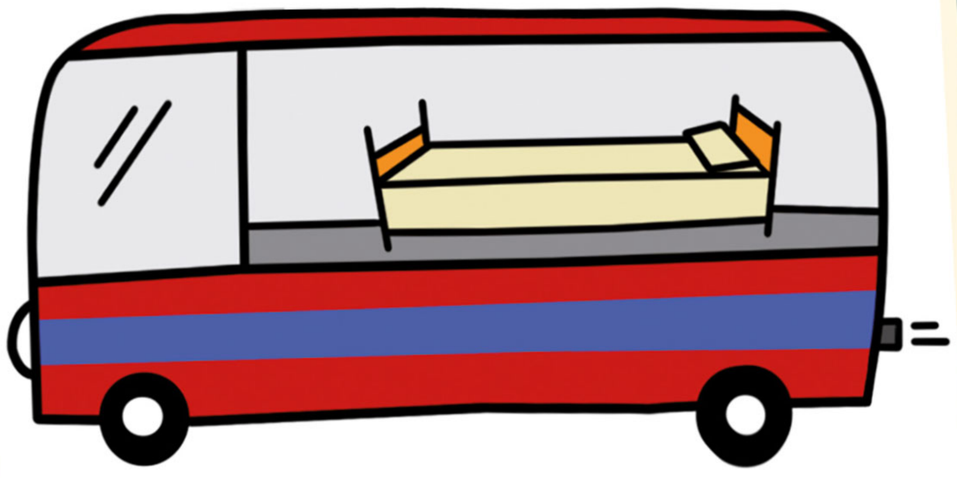
 ☐

 ☐

 ☐

 ☐

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



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

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Think and learn

Transport

Where does transport go?

1 097 Listen and point.



in the air



on land



on water

2 Where do they go? Look and tick ✓.











in the air	on water	on land
✓		

3 Work in pairs. Say.

A train goes …

… on land!

4 Work in groups. Say with your friends.









Where are they going?

In number 1, they're going to school.
They can get there on … by … or ….

5 Project What transport would you like to take? Make a transport calendar.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
 				 		 

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Create that!

1 098 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'm sailing on the water …
with my brother. I'm going by …
In your picture, you're …





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Think back 7

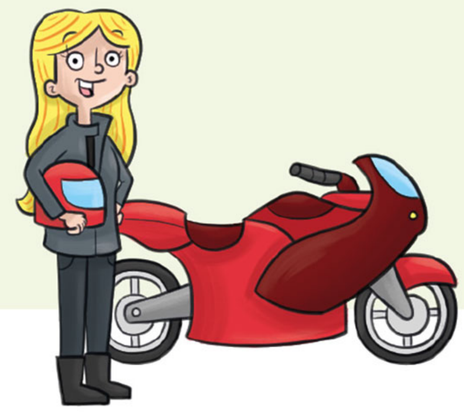
1 Read and circle.



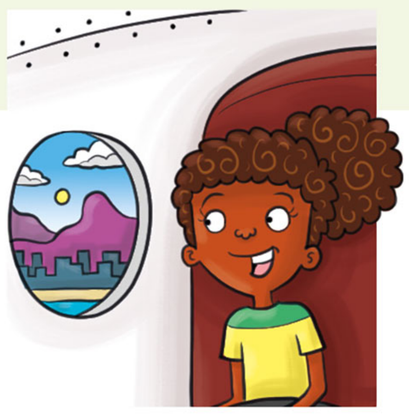
1 Look! I've got a new …

a ship. b scooter. c rocket.

2 Look! This is my new …



a ship. b lorry. c motorbike.



3 I … by plane to Brazil.

a 'd like to go b like to go c like



4 I'd … to Spain with my grandpa.

a 'd liked to go b like to go c like



5 I'm … a car.

a driving b not driving



6 I'm … to skateboard.

a learning b not learning



7 In the story, the friends would like to go to …

a school. b the airport. c the beach.

8 Ships go …

a on land. b in the air. c on water.



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8 Sports club

1 099 Listen and look. Then listen and say the words.



BIG QUESTION What do we need to play sports?

2 100 Listen and chant.

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

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

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

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

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1 101 Look and draw lines from the pictures to the sentences. Then listen and number the pictures.

a



b



Swimming is fun.

Playing tennis is difficult.

Dancing is great.

Playing baseball is boring.

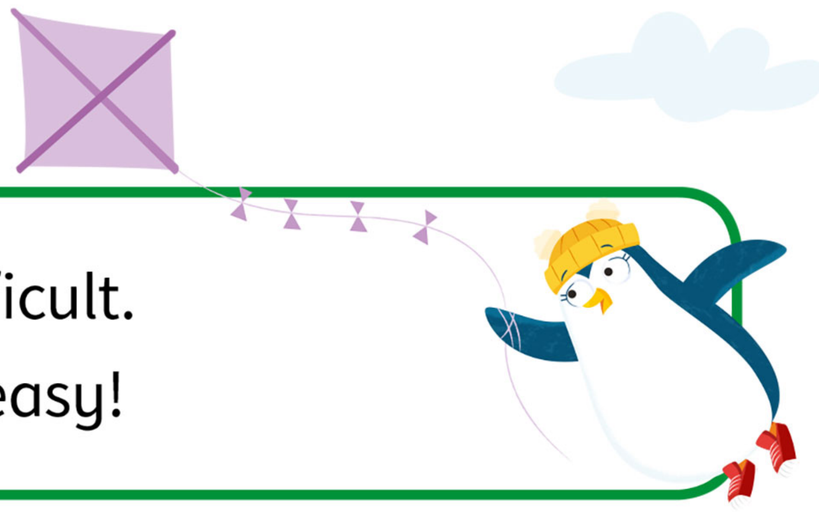
c



d



2 102 Watch, listen and say.



Language focus

Playing football**’s** fun.
Dancing’s great.
Flying a kite**’s** difficult.
But **swimming’s** easy!

3 Look and draw lines. Then ask and answer.









flying watching listening to reading

painting making riding playing









What do you think about flying a kite?

Flying a kite’s …

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1 103 Listen and sing. Then write the words.

goal friends pitch football volleyball court

Playing sport is easy.
It's all I want to do.
I'd like to play with you.
Playing sport is great fun.
It's all I want to do.
I'd like to play with you.

Give me a pitch,
Give me some friends,
Give me a ball to play.
Now we need two goals.
Let's play football all day.

Playing sport is easy ...

Give me a court,
Give me some friends,
Give me a ball to play.
Now we need a net.
Let's play volleyball all day.

Playing sport is easy ...



2 Write a new verse for the song.

Give me _____,
Give me some friends,
Give me a _____ to play.
Now we need _____
Let's play _____ all day.

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1 105 Listen and number the pictures.



2 106 Watch, listen and say.

Language focus

What sport **do you like doing**?

I **like playing** football.

So do I.

I **like playing** tennis.

Me too!

like swimming.

I don't. No, no, no!



3 What are your favourite sports? Write, ask and answer.

My favourite sports:

1 _____

2 _____

3 _____

What sports do you like doing?

I like.... It's my number ....

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The football club

1 107 What colour team are Misty and Flash in?



Flash: Can I join the football team?

Boy: Sorry, the team's full.



Misty: You can join the table tennis club.

Flash: Table tennis is boring. I like playing football.



Flash: I know! Let's start a football team.

Misty: OK.



Flash and Misty: Join our team!



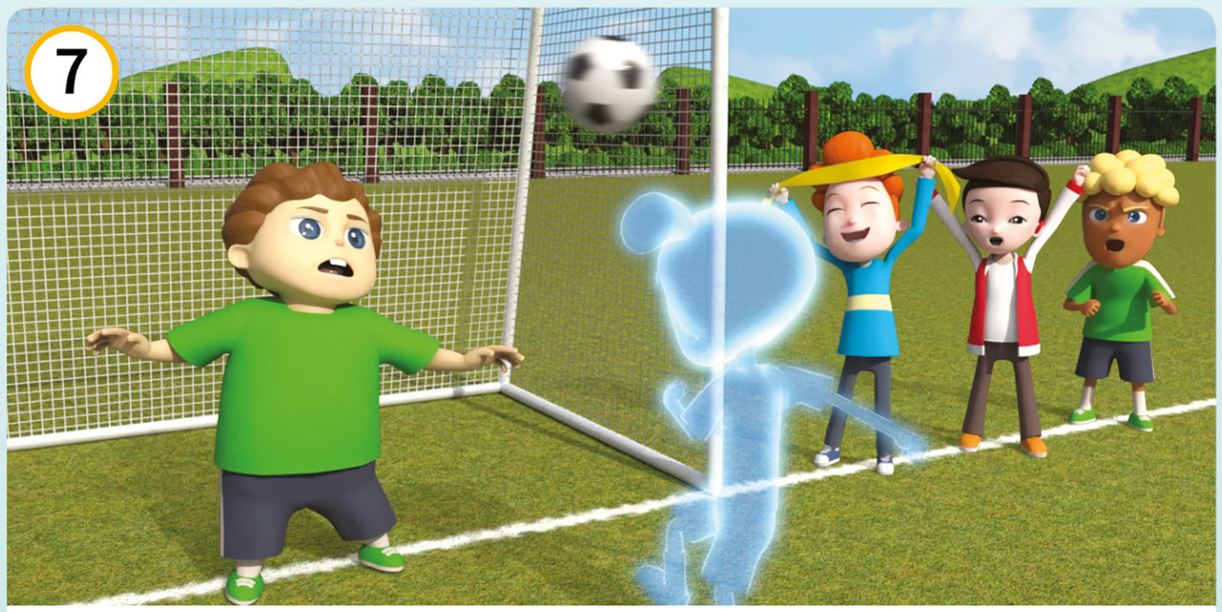
Flash: Do you want to play a game?

Boy: Ha, ha. It's going to be very easy.



Thunder: Goal!

Whisper: Well done, Flash!



Whisper: Great goal, Misty!

Boy: Come on. Try harder, Green team.



Boy: Do you want to be in my team?

Flash: No, thank you. We've got our team.

2 Read and tick ☑ the boxes.

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

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

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

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

5 Thunder scores a goal. yes ☐ / no ☐

Phonics

3 Find who says …

Great g**oa**l, Misty!

4 108 Listen and say.



A hipp**o** and a g**oa**t with a h**o**l**e** in their b**oa**t.

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Skills

1 109 **Listen and put a tick ☑ or a cross ☒ in the boxes.**

	table tennis		badminton		hockey		skiing		athletics	
	😃	😞	😃	😞	😃	😞	😃	😞	😃	😞
 Sue										
 Henry										

2 **Ask and answer.**

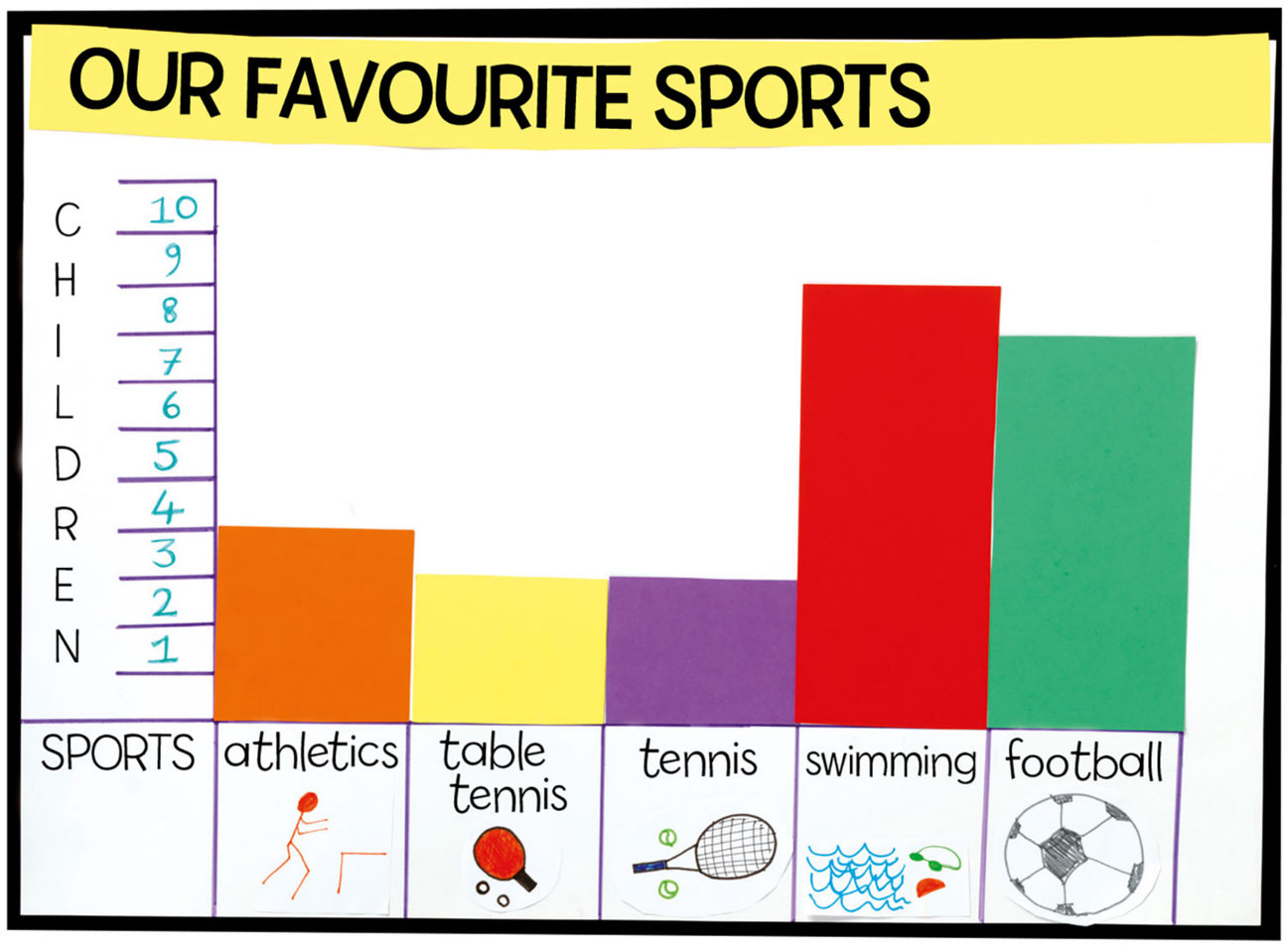
How many children like swimming?

Eight children like swimming.

swimming IIIII III

football IIIII II

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



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

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



1 The children are in a park. _____

2 There are 13 children. _____

3 The girls are playing volleyball. _____

4 The girls in one team are wearing blue T-shirts. _____

5 Four children are swimming. _____

6 Two boys are playing table tennis. _____

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Think and learn

Sports equipment

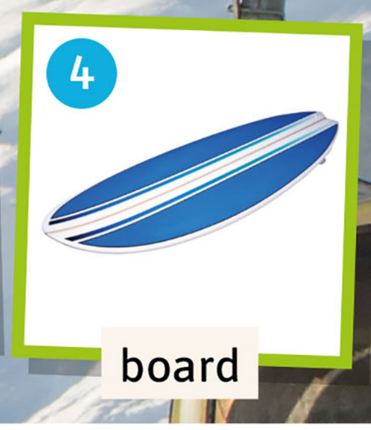
What do we need to play sports?

1 110 Listen and point.













2 Look at the table and tick ☑. Say sentences about the sports.

	ball	bat	racket	board	helmet	net	goggles
 baseball	✓	✓			✓		
 basketball							
 tennis							
 snowboarding							
 swimming							

For baseball, we need a helmet, a ball and a bat.

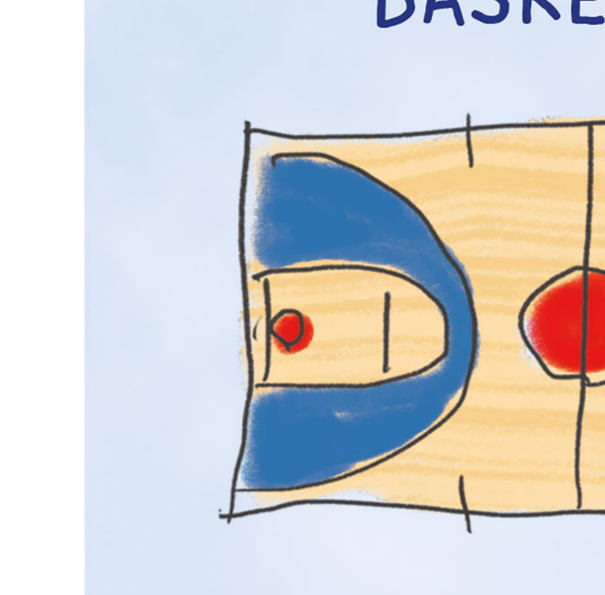
3 **What equipment do we need for these sports?**

table tennis football surfing volleyball

4 111 Write the sport next to where we play it. Then listen and check.

football badminton basketball
ride a bike hockey tennis
athletics running baseball







5 Project Make a leaflet about your favourite sport.

BASKETBALL

Basketball is my favourite sport.



You play basketball on a court.

You need a big ball and a net. You wear shorts and a T-shirt.

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Do that!

1 112 Listen and act out with your teacher. Then listen again and number the pictures.



2 Read the sentences from the story and draw lines.

a You say, ‘Can I play with you, please?’

c The children are happy. They give you a high five.

e You see some children playing volleyball.

b You hit the ball. It lands in a tree.

d You’re on a beach.

f You climb up the tree and get the ball.

3 Listen to a friend and act out.



You’re in a park. You see some children playing football. A girl kicks the ball. It lands in a lake.



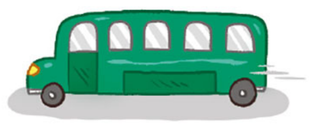
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Group Check Units 7 and 8

1 How many words can you remember? Draw pictures.

Transport





Sport





2 Write and say the words.

3 113 Listen and number.



So do I. I'd like to go swimming on Saturday. ☐

I don't. Playing badminton's difficult. ☐

I like playing badminton. ☐

Me too! Let's go together. ☐

I also like swimming. ☐

What sports do you like doing? 1

4 Write a new dialogue. Act it out.

What sports do you like doing?

I like _____.

I don't. _____.

I also _____.

So do I. _____.

Me too! _____.

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9 Holiday plans

1 114 **Listen and look. Then listen and say the words.**

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

BIG QUESTION What makes a good holiday?

2 115 **Listen and chant.**

Give me a **G**!
Go camping.
Give me an **H**!
Help in the garden.
Give me a **V**!
Visit my cousins.
Give me a **K**!
Keep a scrapbook.
Give me an **L**!
Learn how to swim.
Give me a **B**!
Build a tree house.
Give me a **G**!
Go hiking.
Give me an **H**!
Holiday! **H**oliday! **H**oliday!

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1 116 Look, read and write the names. Then listen and check.



Maisy Ryan Elsie Toby

1 Can I take a riding lesson on Monday? _____

2 Can I help you in the garden on Wednesday? _____

3 Can we go camping on Friday? _____

4 Can we go hiking on Sunday? _____

2 117 Watch, listen and say.

Language focus

Can I build a tree house?
Yes, of course you can.
Can I take riding lessons?
Yes, of course you can.

Can we go fishing?
Yes, of course we can.



3 Do a role play.



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1 118 Listen and sing. Then write the numbers.

We all need a holiday.
A time for play and rest.
Sun and sea – come with me,
Holidays are the best.
Holidays are the best.

Can we build a tree house? ☐
Can we skip and run? ☐
Can we visit cousins? ☐
We want to have some fun.
We want to have some fun.

We all need a holiday ...

Can we read a comic? ☐
Can we bake a cake? ☐
Can we keep a scrapbook? ☐
We want to have a break.
We want to have a break.

We all need a holiday ...



2 Ask and answer.

What makes a good holiday?

Having lots of fun.

Going to new places.

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1 120 Read and match. Then listen and check.

1 Are there any eggs in the fridge?

2 Can you ride a horse?

3 Does your brother like ice cream?

4 Has your town got a cinema?

5 Have zebras got stripes?

6 How many shops has your street got?

7 I like swimming.

8 What does your mum like to eat?

9 What's her name?

10 When is his birthday?

11 Where is my hat?

12 Whose jumper is plain?

a Yes, he does. ☐

b In March. ☐

c I think it's got six or seven. ☐

d No, there aren't any. ☐

e Carrots and peas. ☐

f No, it hasn't. ☐

g Yes, I can. ☐

h Yes, they have. ☐

i Olivia's. ☐

j It's Sandra. ☐

k Under the table. ☐

l So do I. ☐

2 Play the question game.

I like swimming.

So do I.

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Dream holidays

1 121 What would Flash like to do?

1



Whisper: It looks great.

Misty and Flash: Can we come up?

Thunder: I'd like to build a tree house.

2



Whisper: I like swimming.

Dolphin: Me too!

Thunder: And what would you like to do, Whisper?

Whisper: I'd like to learn to swim.

3



Boy: Where are you, Misty?

Girl: We can't find you.

Misty: I'm behind you!

Whisper: What would you like to do, Misty?

Misty: I'd like to visit my cousins.

4



Grandma: Can you get me the tomatoes, please?

Flash: Here you are, Grandma.

Misty: What about you, Flash?

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

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Teacher: Come with me, kids.



Teacher: Happy holiday!

Misty: Thank you very much.

Everyone: Hurray!

2 Read and write who says ...

1 I'd like to help my grandma. _____

2 I'd like to learn to swim. _____

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

4 I'm behind you! _____

Phonics

3 Find who says ...

I'd like to visit my cousins.

4 122 Listen and say.



My cousins and I are giving lizards bananas at the zoo.

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1 Look and read. Put a tick ☑ or cross ☒ in the box.



This is a tiger. ☐



This is a watermelon. ☐



This is a lamp. ☐



This is a bus stop. ☐



This is a helicopter. ☐



This is hockey. ☐

1 123 Listen and stick.



2 Look at Activity 1. Answer the questions.

1 How many children are there in the picture?

2 What's the girl in the green dress doing?

3 What colour is the horse?

4 There's a boy eating an ice-cream. What colour are his shorts?

5 What are the children in yellow T-shirts doing?

There are … children in the picture.

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Think and learn

Helping the environment

How can we help the environment on holiday?

1 124 Listen and point.









2 **Read and tick ☑ the best environment holiday picture.**

Help the environment and have a good holiday:

- Recycle your rubbish in a bin or take it home. Don't leave your rubbish on the ground!
- Learn about the animals and their environment, but don't touch or play with them.
- Walk on the path. Don't walk on the plants and flowers.





3 **What can you recycle on holiday?**

You can recycle plastic bottles.

4 Look and draw. What's good 😀 or bad 😟 for the environment on holiday?

1 We recycle our rubbish. ◯

2 We go hiking and walk on the plants. ◯

3 We go camping and we walk on the paths. ◯

4 We keep a holiday scrapbook about the environment. ◯

5 It's fun to play with animals in their habitats. ◯

6 We don't recycle bottles on holiday. ◯

5 Project Choose a place to go on holiday. Make a scrapbook page. Use the questions to help you.

- What habitat is it?
- What animals live there?
- How can you help the environment on your holiday?
- Find some photos for your project.

My holiday

Habitat: beach and sea

Animals: birds, fish

Do:

- recycle rubbish
- take photos
- learn about the environment

Don't:

- throw rubbish on the beach or in the sea
- give food to the fish and birds
- touch the birds and fish









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Create that!

1 125 **Listen and imagine. Then draw your picture.**



2 **Work with a friend. Compare your pictures.**

In my picture, I'd like to … with ….
In your picture, you'd like to …





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1 Read and circle.



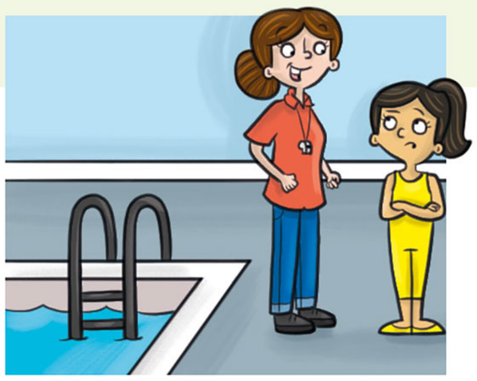
1 Let's ... camping.

a keep b go c visit



2 Let's ... a tree house.

a build b help c take



3 Let's ... to swim.

a read b go c learn

4 Dad, ... I take a riding lesson on Wednesday?

a do b can





5 ... read a comic today?

a I can b Can I



6 Mum, can we ... Grandpa on Sunday?

a visiting b visit



7 In the story, ... would like to visit her cousins.

a Flash b Flash's grandma c Misty

8 I help the environment on holiday by ...

a respecting nature. b walking on plants.

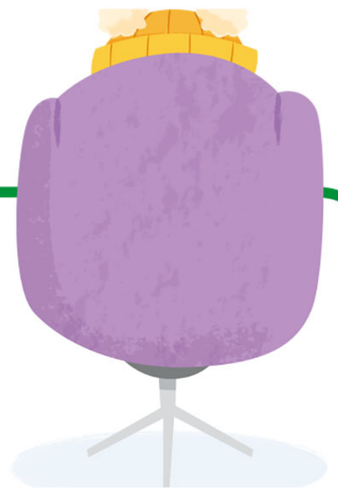
c playing with animals.



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Back to school

There's / There are ...



There's a cap on the floor.

There are some pictures on the wall.

There's a bed by the door.

But that's not all, that's not all.

There's a bookcase with some books.

Come closer. Take a look.

There's a big clock. **There's a** chair.

Can you guess who's there?

1 Read and write *There's* or *There are*.

1 _____ a bag.

2 _____ some pencils.

3 _____ some pens.

4 _____ a pencil case.

5 _____ some rubbers.

Imperatives



Open the book. **Open** the book, please.

Stand up. Stand up, please.

Don't sit down! **Don't** sit down, please!

Yes! Good dog, good dog!

2 Look and write the words.

1 e n O p _ _ _ _ your book!

2 a n t S d _ _ _ _ _ up, please!

3 t o n' D _ _ _ _ _ _ sit down!

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1 My day

Telling the time

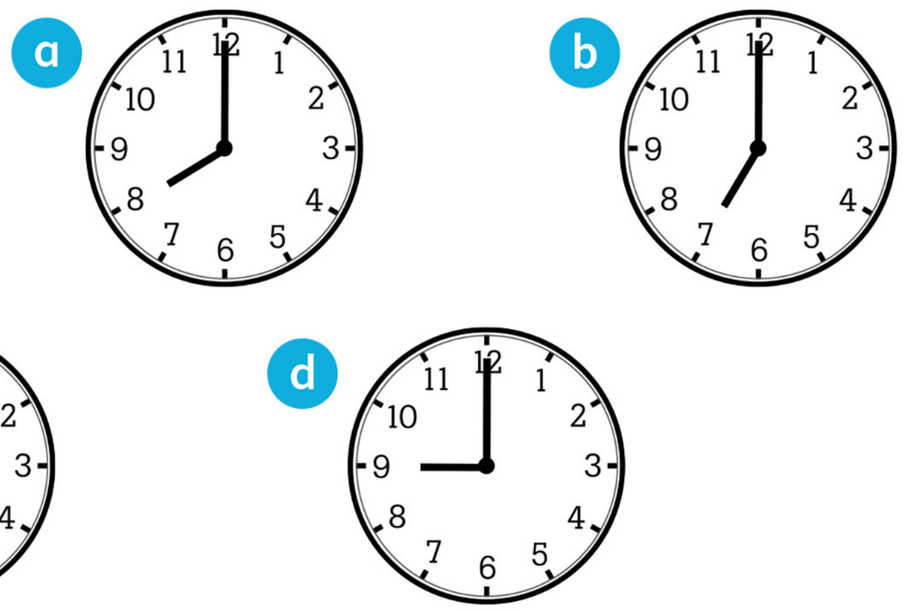
When do you have breakfast?
At eight **o'clock**.

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



1 Look and match.

1 It's six o'clock.
2 It's seven o'clock.
3 It's eight o'clock.
4 It's nine o'clock.



Present simple, 3rd person

Penny **walks home** at seven o'clock.
She **has her dinner** at eight.
Then she **watches some TV**
And **goes to bed**. It's late!

She's very tired at nine o'clock.
She **goes to sleep** at ten.
She **sleeps and sleeps** and then
It's time to get up again!

2 Complete the sentences.

1 Amelie _____ (get up) at six o'clock.
2 She _____ (have) breakfast at eight o'clock.
3 She _____ (go) to school at nine o'clock.
4 She _____ (play) in the park at five o'clock.



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2 The zoo

likes / doesn't like



Penny **likes** fish.
She **doesn't like** peas.

Penny **likes** fish.
She **doesn't like** cheese.

1 **Read and circle.**

1 Zoe the zebra **likes** / **doesn't like** sausages.

2 Zak the zebra **likes** / **doesn't like** apples.

3 Paula the polar bear **likes** / **doesn't like** fish.

4 Peter the polar bear **likes** / **doesn't like** pizza.

Questions and answers with *Does ... like?*

Does Penny **like** crocodiles?
No, she **doesn't**.

Does Penny **like** polar bears?
Yes, she **does**!



2 **Read, look and write.**

	Yes	No	
1 Does Zoe like parrots?	☑	☐	_____, she _____.
2 Does Zak like tigers?	☐	☑	_____, he _____.
3 Does Paula like monkeys?	☑	☐	_____, she _____.
4 Does Peter like hippos?	☐	☑	_____, he _____.

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3 Where we live



Has ... got ... ?

Has your town **got** a cinema?
No, it **hasn't**!

Has your town **got** a swimming pool?
Yes, it **has**!

1 Answer the questions. What has Littletown got?

✓ 1 Has Littletown got a park? _____, it _____.
✗ 2 Has Littletown got a cinema? _____, it _____.
✓ 3 Has Littletown got a playground? _____, it _____.
✗ 4 Has Littletown got a train station? _____, it _____.

Prepositions

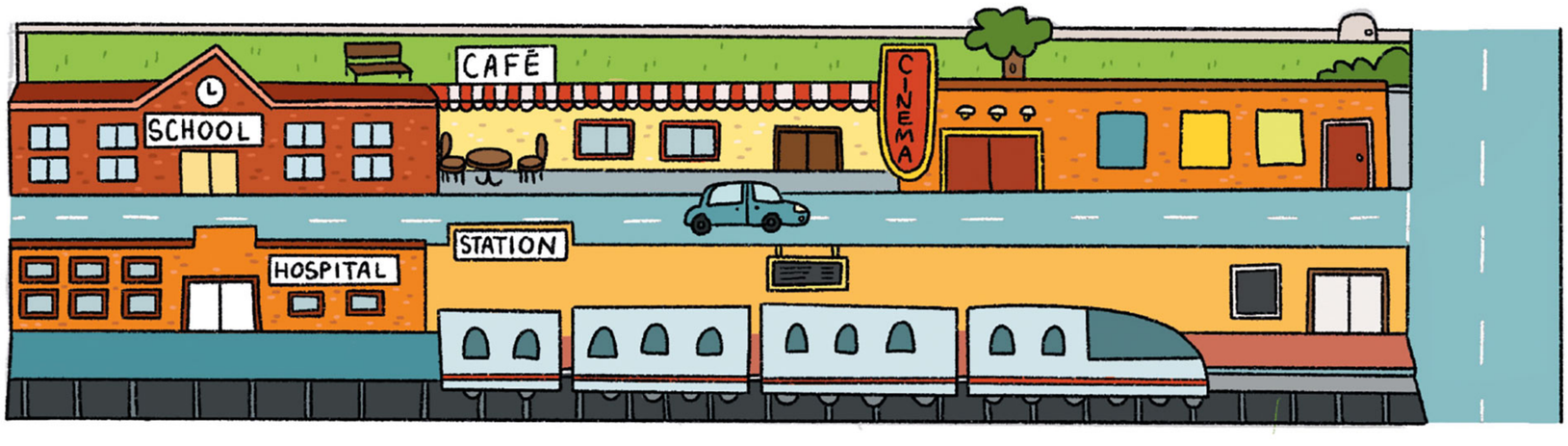


The fish is **next to** the rock.
The fish is **behind** the rock.
The fish is **in front of** the rock.
The fish is **between** the tree and the rock.

2 Look and write.

behind between in front of next to

1 The tree is _____ the cinema.
2 The car is _____ the café.
3 The café is _____ the school and the cinema.
4 The train station is _____ the hospital.



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4 The market



Would you like … ?

Would you **like** a pizza, Penny?
Yes, please.

Would you **like** some ice cream?
No, thank you. I think I need my bed.

1 Write the questions.

1 you / Would / like / an / apple / ? _____
2 like / beans / you / Would / some / ? _____
3 egg / like / Would / an / you / ? _____
4 some / you / chicken / like / Would / ? _____

Are there / Is there any … ?

Is there any cheese in the house?
No, there **isn't any**.
Yes, there **is**.

Are there any grapes in the house?
No, there **aren't any**.
Yes, there **are**.



2 Complete the sentences and circle.

1 _____ there any kiwis in the house? Yes, there **is** / **are**.
2 _____ there any bread in the house? No, there **isn't** / **aren't**.
3 _____ there any milk in the house? Yes, there **is** / **are**.
4 _____ there any potatoes in the house? No, there **isn't** / **aren't**.
5 _____ there any mangoes in the house? Yes, there **is** / **are**.

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5 My bedroom



this, that, these, those

I like **this** wardrobe.
I like **that** chair.
I like **these** posters.
And **those** lovely lamps.

1 **Read and complete with *this*, *that*, *these* or *those*.**

1 I like _____ rug here.
2 I like _____ sofa over there.
3 I like _____ lamps here.
4 I like _____ posters over there.

Whose … is this? / Whose … are these?



Whose shoes **are these**?
They're Penny**'s** shoes.
Whose hat **is this**?
It's Penny**'s** hat.

2 **Read and circle.**

1 Whose football **is this** / **are these**? **It's** / **They're** Ben's football.
2 Whose socks **is this** / **are these**? **It's** / **They're** Alice's socks.
3 Whose baseball cap **is this** / **are these**? **It's** / **They're** Sam's baseball cap.
4 Whose trainers **is this** / **are these**? **It's** / **They're** Eva's trainers.
5 Whose jeans **is this** / **are these**? **It's** / **They're** Dan's jeans.
6 Whose jacket **is this** / **are these**? **It's** / **They're** Grace's jacket.

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6 People



Am / Is / Are + adjective

Are you **angry**?

No, I'**m not angry**. I'**m not tired**.

Are you **happy**?

Yes, I'**m happy** and **excited**.

1 Look and match.

1 Are you excited?	**a** Yes, she's very happy.
2 Is Mark angry?	**b** No, he isn't angry. He's tired.
3 Are you angry?	**c** Yes, I'm excited and happy.
4 Is Sue happy?	**d** No, I'm not angry. I'm sad.



The months, *our, their*

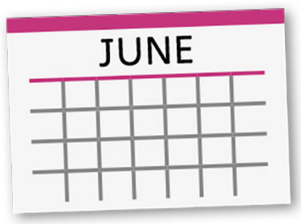


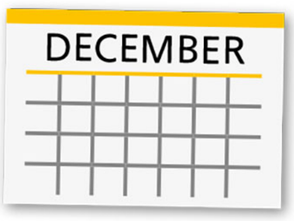
Our birthdays aren't in May.
They aren't in September.
Our birthdays are in November!

Their birthdays aren't in May.
They aren't in September.
Their birthdays are in November!

2 Look and complete.

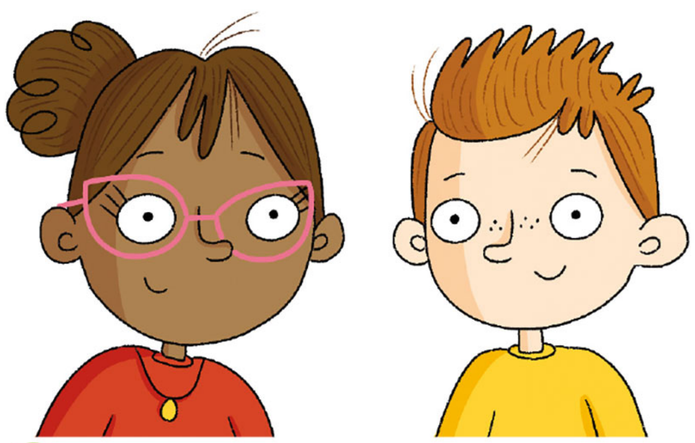
December Their Our June

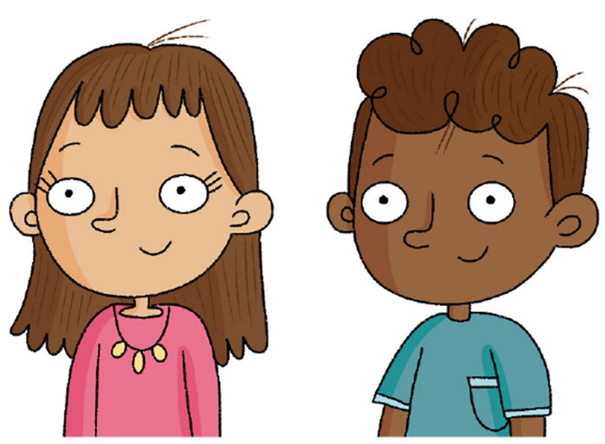




1 _____ birthdays aren't in December. They're in _____.

2 _____ birthdays aren't in June. They're in _____.





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7 Off we go!

I'd like to …

I'**d like to go** to Brazil by plane!
I'**d like to go** to Brazil!

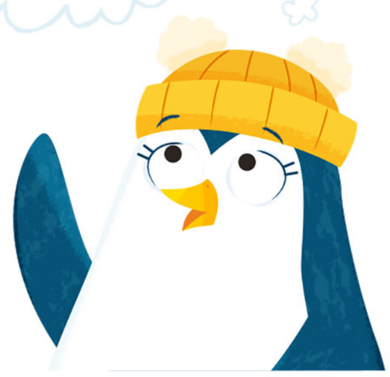
I'**d like to go** to Spain by bus!
I'**d like to go** to Spain!



1 **Read and complete.**

ride drive sail fly

1 I'd like to _____ a helicopter.
2 I'd like to _____ a motorbike.
3 I'd like to _____ a ship.
4 I'd like to _____ a taxi.



Questions and answers with verb + *ing*

Are you driving a bus?
No, I'm not!
Are you driving a car?
No, I'm not!

Are you driving a taxi?
Yes, I am!
What **are you doing**?
I'**m driving** a taxi! Beep! Beep!



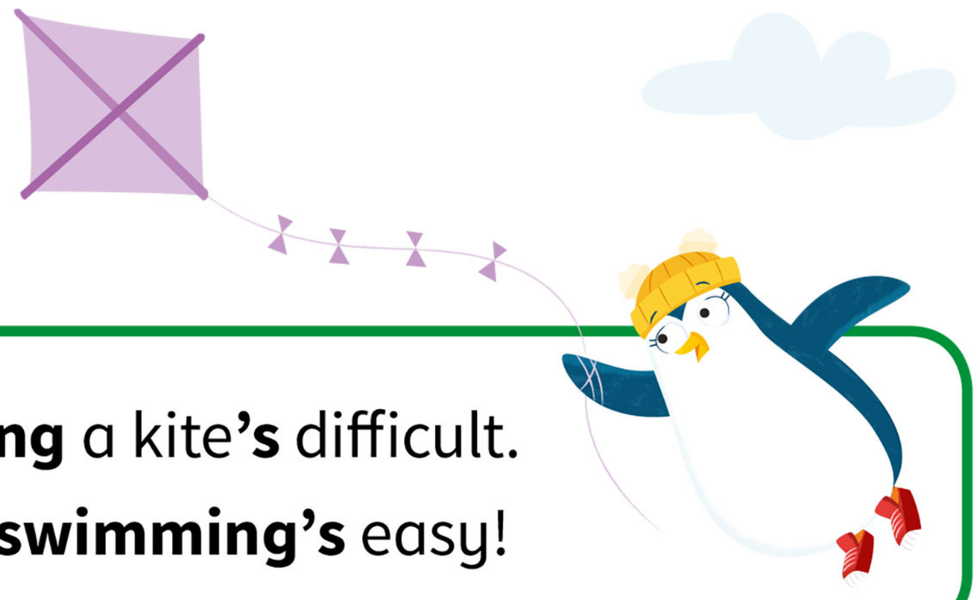
2 **Read and write.**

1 Are you driving a lorry? Yes, I _____.
2 Are you sailing a boat? No, I _____.
3 Are you flying a plane? Yes, I _____.
4 Are you riding a scooter? No, I _____.
5 What are you doing? I _____ (ride) a bike.

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8 Sports club

ing forms



Playing football**'s** fun.
Dancing's great.
Flying a kite**'s** difficult.
But **swimming's** easy!

1 Look and write sentences.

1 great. / 's / Singing _____
2 is / athletics / fun. / Doing _____
3 baseball / Playing / difficult. / is _____
4 easy. / Dancing / 's _____

like + ing



What sport **do you like doing**?
I **like playing** football.
So do I.
I **like playing** tennis.
Me too!
I **like swimming**.
I don't. No, no, no!

2 Complete the sentences.

going playing swimming doing playing

Tim What sports do you like **(1)** _____ at the weekend?

Kim I like **(2)** _____ to the park with my friends and **(3)** _____ football. What about you?

Tim I like **(4)** _____ tennis. And in summer, I like **(5)** _____ in the sea!

Kim So do I.

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9 Holiday plans

Can for requests



Can I build a tree house?
Yes, of course you can.

Can we go fishing?
Yes, of course we can.



1 **Read, complete and write.**

Can build take keep Can

	Yes	No	
1 Can I _____ a scrapbook?	☑	☐	_____, of course you _____.
2 _____ we go camping this weekend?	☐	☑	_____, we _____.
3 Can I _____ riding lessons?	☐	☑	_____, you _____.
4 Can we _____ a tree house?	☑	☐	_____, of course we _____.
5 _____ I go fishing?	☐	☑	_____, you _____.

Revision

2 **Match the questions and answers.**

1 Has your town got a swimming pool?	☐	a Yes, she does.
2 Would you like some pizza?	☐	b Yes, of course you can.
3 What's the time?	☐	c Yes, please.
4 Are there any apples in the house?	☐	d No, there isn't.
5 Can I read a comic?	☐	e No, it hasn't.
6 Whose shoes are those?	☐	f It's three o'clock.
7 Does Emma like hippos?	☐	g They're Lucy's.
8 What sport do you like doing?	☐	h At seven o'clock.
9 Is there any milk in the fridge?	☐	i Yes, there are.
10 What time do you have breakfast?	☐	j I like playing table tennis.