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# NOW I Know!

1

I can read

 Pearson

**Student Book**

Tessa Lochowski and Mary Roulston

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Grammar	Speaking	Writing	Now I Know
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Grammar	Speaking	Writing	Now I Know
<p><b>Grammar 1:</b> <i>can / can't</i> <i>Yes, I can. / No, I can't.</i></p> <p><b>Grammar 2:</b> <i>me / you / her / him / us / them</i></p> <p> <b>Videos:</b> Tommy Zoom: The Crank Parts 1–3</p>	<p><b>Speaking strategy:</b> Organize your speech clearly.</p>	<p><b>Writing strategy:</b> Use <i>and</i> to connect two things that are the same. Use <i>but</i> to connect two things that are different.</p>	<p><b>Projects:</b> Talk about an athlete Start a club for your favorite hobby</p>
<p><b>Grammar 1:</b> <i>like / don't like</i> <i>Yes, I do. / No, I don't.</i></p> <p><b>Grammar 2:</b> <i>likes / doesn't like</i> <i>Yes, he/she does. / No, he/she doesn't</i></p> <p> <b>Videos:</b> Tommy Zoom: The Picnic Parts 1–3</p>	<p><b>Speaking strategy:</b> Be accurate when you are speaking.</p>	<p><b>Writing strategy:</b> Use commas in lists of words.</p>	<p><b>Projects:</b> Make a presentation about food you and your family like Make some food art</p>
<p><b>Grammar 1:</b> <i>Whose ... ? It's -'s.</i></p> <p><b>Grammar 2:</b> <i>mine / yours / hers / his / ours / theirs</i></p> <p> <b>Videos:</b> Tommy Zoom: The Toy Box Parts 1–3</p>	<p><b>Speaking strategy:</b> Show respect and disagree politely.</p>	<p><b>Writing strategy:</b> Use apostrophes after names for possession.</p>	<p><b>Projects:</b> Make a poster about your favorite toys Draw and write about a playground game you play</p>
<p><b>Grammar 1:</b> <i>I'm / you're / he's / she's / we're / they're wearing</i> <i>not / isn't / aren't wearing</i></p> <p><b>Grammar 2:</b> <i>Are you / Is he/she wearing?</i> <i>Yes, I am/No, I'm not. / Yes, he/she is./No, he/she isn't.</i></p> <p> <b>Videos:</b> Tommy Zoom: The Wet Clothes Parts 1–3</p>	<p><b>Speaking strategy:</b> Ask and answer clearly.</p>	<p><b>Writing strategy:</b> Use apostrophes when writing contractions.</p>	<p><b>Projects:</b> Make a poster about uniforms Design some clothes for hot, cold, or wet weather</p>
<p><b>Grammar 1:</b> <i>I'm / you're / he's / she's / we're / they're + -ing</i> <i>not / isn't / aren't + -ing</i></p> <p><b>Grammar 2:</b> <i>can go to/by/on</i></p> <p> <b>Videos:</b> Tommy Zoom: The Fast Boat Parts 1–3</p>	<p><b>Speaking strategy:</b> Take turns when speaking.</p>	<p><b>Writing strategy:</b> Start questions with a capital letter and write a question mark at the end.</p>	<p><b>Projects:</b> Plan a family vacation Make a transportation poster</p>
<p><b>Grammar 1:</b> <i>Are you / is he/she / are they + -ing?</i></p> <p><b>Grammar 2:</b> <i>in / on / under / next to</i></p> <p> <b>Videos:</b> Tommy Zoom: The House in the Garden Parts 1–3</p>	<p><b>Speaking strategy:</b> Show you've been listening.</p>	<p><b>Writing strategy:</b> Write simple sentences about what you do at home.</p>	<p><b>Projects:</b> Design an unusual home Design your own tree house</p>

# 1

## What do we find in schools?

### Listening

- I can understand simple instructions for a game.

### Reading

- I can understand short, simple texts.

### Speaking

- I can answer simple questions about things at school.

### Writing

- I can write about my things.



**1** Look around your classroom. How many things do you know in English? Tell a friend.

**2** Look at the picture and discuss.

- What things are the same as in your classroom?
- What things are different?
- Count and write. How many?  
 teachers            boys .....  
 children            girls .....

**3** Watch the video and circle. What color are the items?



- The chairs
- The desks
- The backpack
- The ruler

British	American
rubber	eraser
tidy up	clean up

# Vocabulary 1

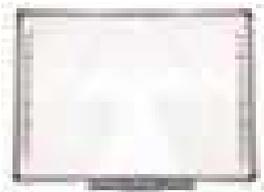
**1** Listen and repeat.



pen



glue stick



whiteboard



desk



markers



pencil sharpener



ruler



tablet

**2** Listen and number.

**3** Listen and say.

**4** Where do the things go? Look and sort.

books children crayon desk ~~eraser~~ glue stick marker  
pen pencil ruler tablet teacher whiteboard

Backpack	Pencil case	Classroom
.....	eraser	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**5** Watch the video again. Circle the things you see.

glue stick ruler pencil sharpener tablet  
desks eraser marker whiteboard teacher

**6** Look in your pencil case. What's your favorite thing? Draw and write.

## Pre-reading 1

**1** Look at the picture. What do you think the reading is about? Circle.

Schools in Mexico

Homes around the world

Schools around the world

**2** Check (✓) the things you think are in the reading.

desks  tablets  a boat   
a whiteboard  children  books

### Reading strategy

Make predictions about a text from pictures.

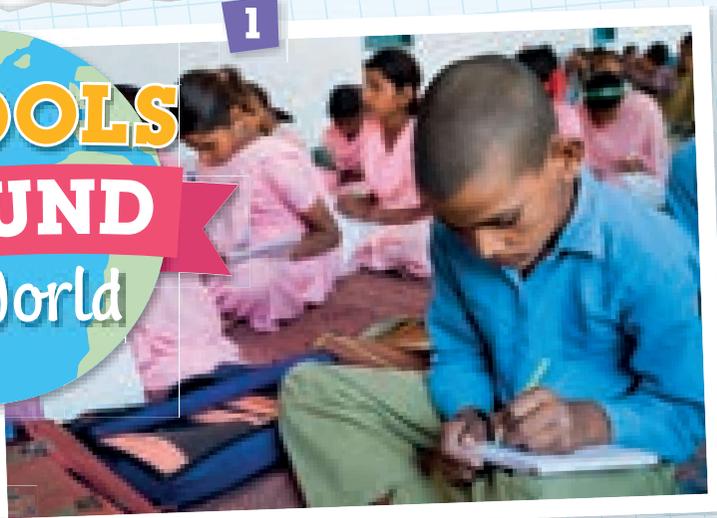


# Reading 1

**3**  Read *Schools Around the World*. Check your answers from Activities 1 and 2.

 **Reading strategy**  
Make predictions about a text from pictures.

## SCHOOLS AROUND the World



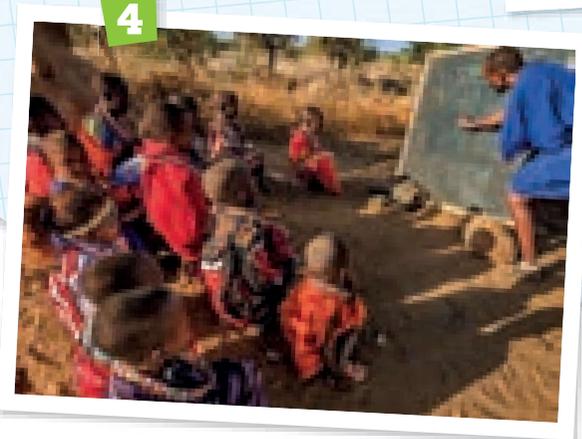
This is a school in India. The children have **pens** and **pencils** and books. They don't have **tablets** or **desks**. I can see **backpacks** on the floor.



These children are at school in China. I can see pencils and books. How many pencils can you see? They don't have a **whiteboard**. They have a **blackboard**.



This is a school in Peru. Children wear special clothes. They use pencils and **pencil sharpeners**. The classroom is very colorful. I can see numbers, animals, and letters on the wall. What colors can you see?



This is a school in Africa. The classroom is outdoors. The children don't have chairs, **markers**, **rulers**, or pencil sharpeners. Is this a **blackboard**? Yes, it is! They use a **blackboard**, not a **whiteboard**.

**4** Read the text again. Check (✓) or put an X.

1 The classroom in China has ...



3 The classroom in Peru has ...



2 The classroom in India has ...



4 The classroom in Africa has ...



**5**  Talk with a friend. Which classroom is most similar to yours? What do you like about your classroom?



# Grammar 1

**1**   Watch Part 1 of the story video. Where's Tommy?



Is this my desk?  
Yes. This is your chair.

**2**   Watch Part 1 of the story video again. What's in Tommy's classroom? Circle.

- a backpack   a book   an eraser   a glue stick   a pencil   a tablet

**3** Read the grammar box and check (✓).

## Grammar

What's this?



It's a pencil.

It's an eraser.

Is this a tablet?



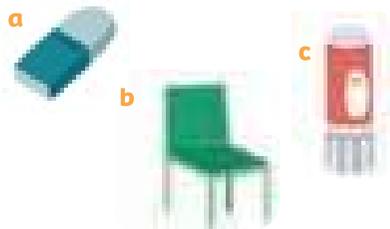
Yes, it is.

No, it isn't.

**4** Read *Schools Around the World* again. Circle the question with *Is this* and the answer.

**5** Read and match.

- 1 What's this? It's a chair.
- 2 What's this? It's a glue stick.
- 3 What's this? It's an eraser.



**10**

What's this?  
It's **my** book.



Is this **your** marker?  
No, it isn't.



**6** Look and write *my* or *your*.

Is this ..... pencil, Tommy?

I'm ..... teacher.

Is this ..... desk?



## Speaking

**7**  Go around the classroom. Ask and answer about things with friends.

### Speaking strategy

Look at your friend as you ask and answer.



# Vocabulary 2

**1** Listen and repeat.

 <input type="checkbox"/> speak	 <input type="checkbox"/> draw	 <input type="checkbox"/> write	 <input type="checkbox"/> read
 <input type="checkbox"/> library	 <input type="checkbox"/> playground	 <input type="checkbox"/> computer lab	 <input type="checkbox"/> cafeteria

**2** Listen and check (✓). Use different colors.

**3** Listen and say.

**4** Where are we? Look and match.



a library



b playground



c computer lab



d cafeteria

**5** What do you have in your school? Circle and say.

playground    cafeteria    computer lab    library



**6** Look at the school activities. Which do you like doing? Check (✓).



Draw.



Speak.



Read.



Write.

## Pre-reading 2

### Reading strategy

Make predictions about a story from pictures.

**1** Look at the pictures. What do you think the story is about? Circle.



A visit to the zoo



Starting school



A day at home

# Reading 2

**2**  Read *First Day*. Check your answer from Activity 1.

 **Reading strategy**  
Make predictions about a story from pictures.

## First Day

Isabel and Danny are twins. They are six. It's their first day at a new school.

The principal shows Isabel and Danny the **computer lab**, the **library**, and the **cafeteria**.



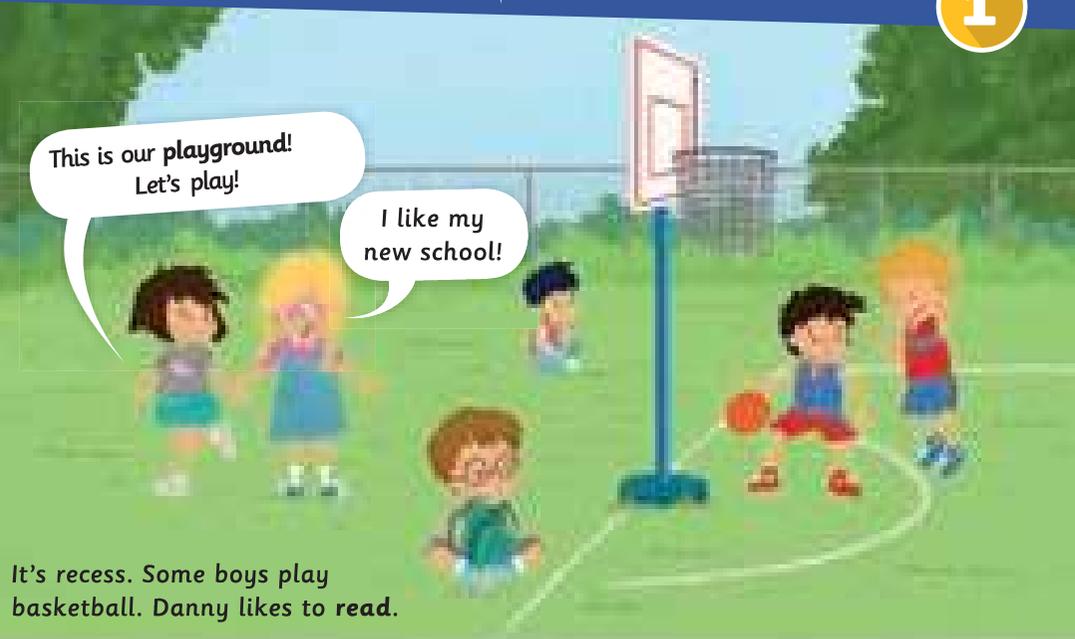
Listen, children. This is Danny, and this is Isabel. Write your names on the whiteboard, please.

Hi.



This is Isabel and Danny's classroom.

 What does Danny like? Can you find any clues?



It's recess. Some boys play basketball. Danny likes to read.



This is Danny's favorite comic. It's Ahmed's favorite comic, too. They make friends. Danny likes his new school!

**3** Read the story again. Circle school places in **blue** and activities in **green**.

**4**  Think about the first day at school. Compare your ideas. 

- Which places in the school do you see?
- What do you do when someone new starts?

## Grammar 2

**1**   Watch Part 1 of the story video again. What does Miss Sparks say? Check (✓).

- Sit down.
- Write your name.
- Draw a picture.
- Listen, children!
- Find a pencil.



**2** Read the grammar box. Then read *First Day* again. Circle two instructions that the teacher gives.

### Grammar

Find a pencil. Sit down. Write your name. Speak English.

**3** Read and write.

	Draw	Read	Speak	Write
1	.....	.....	.....	..... your name.
2	.....	.....	.....	..... your book.
3	.....	.....	.....	..... a picture.
4	.....	.....	.....	..... English!

**4** Number the pictures with the sentences from Activity 3.

a

c

b

d

## Listening and Speaking

**5**  Listen and circle the words you hear. Then listen and do.

color draw find listen read speak write

**6**  Work with a friend. Do a classroom picture dictation.

Find a pencil.  
Draw a chair.

**7**   Watch Part 2 of the story video. Who has Tommy's things?

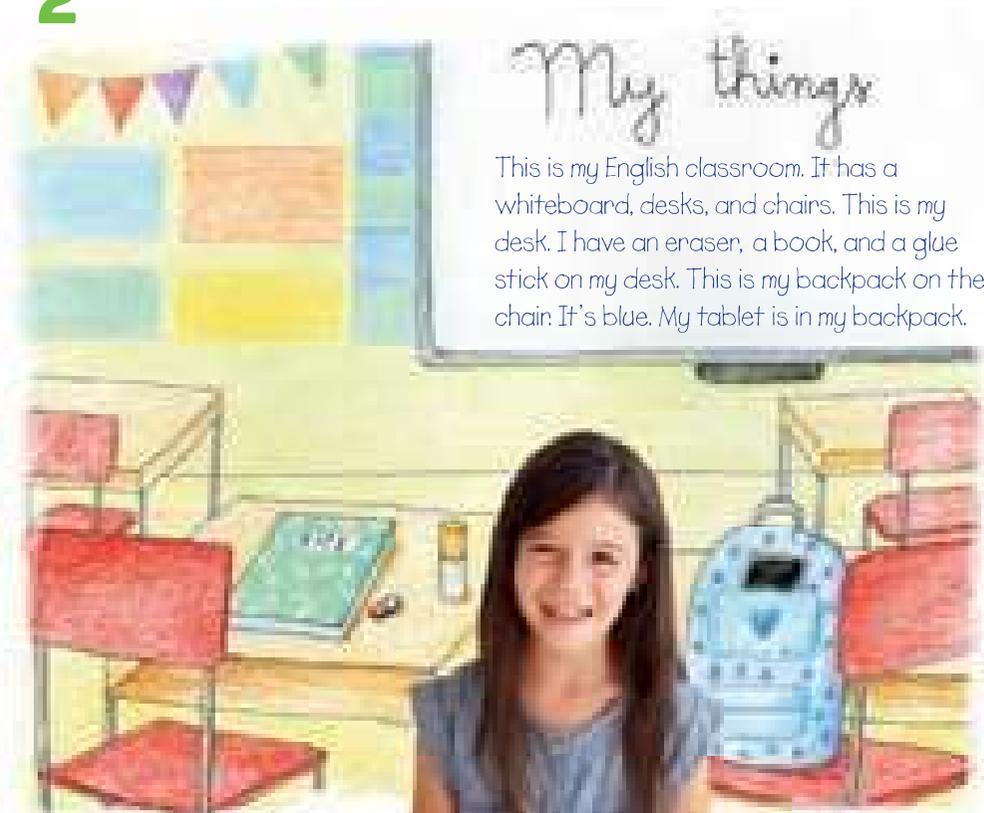
**8**   Watch Part 3 of the story video. Are Tommy and Suzie late for school? Who does Tommy thank at the end?

## Writing

**1** Look at Evie's school equipment and answer.

- What color is Evie's backpack?
- What's on her desk?

**2** Read Evie's description and check your answers.



*My things*

This is *my* English classroom. It has a whiteboard, desks, and chairs. This is *my* desk. I have an eraser, a book, and a glue stick on *my* desk. This is *my* backpack on the chair. It's blue. *My* tablet is in *my* backpack.

**3** Read the text again. Circle *a* and *an*.

**4** **WB**<sub>15</sub> Find or draw a picture of your school equipment in your English classroom. Then go to the Workbook to do the writing activity.

### Writing strategy

Use **a/an** before single naming words.  
I have **an** eraser, **a** tablet, and **a** glue stick.

## Now I Know

**1** What do we find in schools? Read and think. Circle and add your own ideas.

- What classroom equipment do you find in schools?  
whiteboards books .....
- What places do you find in schools?  
library cafeteria .....

**2** Choose a project.



### Present your classroom.

- 1 Look at the pictures from Reading 1.
- 2 Draw a picture of your classroom.
- 3 Label the classroom items.
- 4 Present your project to the class.

or



### Make a poster of rules for your English class.

- 1 Share ideas about rules for your class.
- 2 Write down your rules on poster paper.
- 3 Draw pictures to decorate your poster.
- 4 Show your poster to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple instructions for a game.



I can answer simple questions about things at school.



I can understand short, simple texts.



I can write about my things.

# 2

## Where do we see shapes and colors?

### Listening

- I can understand simple questions about things around me.

### Reading

- I can understand short, simple texts.

### Speaking

- I can answer simple questions about things around me.

### Writing

- I can write about what I have.



**1** Look around your classroom. What colors can you see? Check (✓) the color words you know in English.

red  blue  green   
yellow  black  white

**2** Look at the picture and discuss.

- What can you see in the bedroom?
- What color is the kite?

**3** Watch the video.

What do you see? Circle.

a bus car

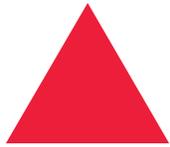
What color is the bus? It's .....



British	American
Maths	math

# Vocabulary 1

**1** Listen and repeat.



triangle



circle



..... square



rectangle



heart



star



..... diamond



side

**2** Listen and number.

**3** Listen. Then ask and answer with a friend.

It's blue. What shape is it?

It's a square.

**4** How many sides? Look and sort.

~~circle~~ diamond heart rectangle square star triangle

It has three sides.	It has four sides.	It has one side.	It has more than four sides.
		circle	

**5** Watch the video again. Check (✓) the shapes you see.

- square
- triangle
- star
- heart
- circle
- diamond
- rectangle



**6** Look at the classroom equipment. Match.

1 a star  
 b triangle  
 c circle  
 d rectangle

2 3

4 5

6

## Pre-reading 1

**1** Look at the pictures from the reading. What do you think they are?

**Reading strategy**

Use pictures to understand the meaning of words.



What's this? What color is it?



What's this? What shape is it?

# Let's Go on a Shape Hunt



Hi, I'm Alex. Let's find some colours and shapes in my neighbourhood.

This is my house. Can you see the shapes? The door is a **rectangle**. What colour is the door? It's red. The windows are rectangles too. There are **triangles** on the roof.



In my garden, I've got a trampoline. It's a big **circle**. I like to jump on the trampoline. I've got a bike too. What colour is the bike? It's black. The wheels are circles.



I like to ride my bike to the playground. I can see lots of shapes and colours there. The slide is yellow. I can see red and blue too. I can see a triangle and a **circle**.



What shapes can you find in the playground?

## Reading 1

**2**  Read *Let's Go on a Shape Hunt*. Check your answers from Activity 1.



### Reading strategy

Use pictures to understand the meaning of words.

**3** Read the text again. Circle.

- 1 What shape is the door of the house?  
It's a **rectangle** / **diamond**.
- 2 What color is the bike? It's **blue** / **black**.
- 3 What shape is the trampoline? It's a **circle** / **triangle**.
- 4 What color is the slide on the playground?  
It's **black** / **yellow**.

**4**  Talk with a friend. Think about your neighbourhood. What shapes and colors can you see?



## Grammar 1

- 1   Watch Part 1 of the story video. Write.



What shape is it?  
It's a .....

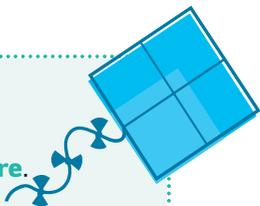
What color is it?  
It's .....

- 2   Watch Part 2 of the story video. Write the shape words you hear.

- 3 Look at the grammar box and read.

### Grammar

What **color** is the kite? The kite's **blue**.  
What **color** is it? It's **blue**.  
What **shape** is the kite? The kite's **square**.  
What **shape** is it? It's a **square**.



- 4 Read *Let's Go on a Shape Hunt* again. Circle the sentences starting with *It's*.

- 5 Read and circle.



- 1 What shape is it?  
**It's a triangle.** /  
It's yellow.



- 2 What color is it?  
**It's a circle.** /  
It's blue.



- 3 What shape is it?  
**It's a diamond.** /  
It's purple.

- 6 Read and match. Then write *It's* or *It's a*.



- |                                       |                    |
|---------------------------------------|--------------------|
| 1 What color is the marker?           | a ..... circle.    |
| 2 What shape is the book?             | b ..... yellow.    |
| 3 What shape is the pencil sharpener? | c ..... black.     |
| 4 What color is the ruler?            | d ..... rectangle. |

## Listening and Speaking

- 7   Listen and read. Then ask and answer with a friend.

### Speaking strategy

Show you're listening to your friend.



# Vocabulary 2

**1** Listen and repeat.



**2** Listen and number.

**3** Listen. Then ask and answer with a friend.

Number 4. What color is it?  
It's purple.

**4** Read and match. Then write.



- 1 a It's a fish. It's small. It's purple and yellow.
- 2 ..... It's a butterfly. It's big. It's .....
- 3 ..... It's a bird. It's small. It's .....
- 4 ..... It's a bird. It's big. It's .....

**5** Look and write.



bird boat butterfly chair clock  
fish kite marker ruler ~~star~~

- 1 It's orange. star
- 2 It's pink. ....
- 3 It's purple. ....
- 4 It's brown. ....
- 5 It's gray. ....

## Pre-reading 2

### Reading strategy

Use pictures to understand the meaning of words.

**1** Look at the pictures from the story. What are they? What colors are they?



# Reading 2

2  Read *The Kite Festival*. Check your answers from Activity 1.

### Reading strategy

Use pictures to understand the meaning of words.



**This** story is about the Chinese festival of Ch'ing Yang, a festival of kites. A Chinese legend says that if you fly your kite high up into the sky, your wishes can come true.



Lin and Yang are happy – it's the day of the kite festival.  
Lin and Yang have beautiful kites.  
"Look at this kite! It's beautiful," says Yang.  
Yang's kite is a **brown** bird.  
Lin's kite is a **big pink** butterfly.

There are a lot of kites at the festival.  
Lin and Yang look at the different shapes and colors.  
"Look at that **orange** kite!" says Yang.  
"It's a star!"  
"And look at that **purple** kite.  
It's a fish!" says Lin.

Lin and Yang look at their kites up in the sky. Then they let the kites go. Whoosh. The kites fly up, up into the clouds. Lin and Yang make a wish. "I wish for good friends," says Lin. "I wish for new toys," says Yang. Lin and Yang go home and wait for their wishes to come true.

### 3 Read the story again. Circle.

- 1 Lin and Yang are at **school** / **a kite festival**.
- 2 Yang's kite is a **bird** / **fish**.
- 3 Lin's kite is **brown** / **pink**.
- 4 Lin wishes for good **toys** / **friends**.
- 5 Yang wishes for a **new kite** / **new toys**.

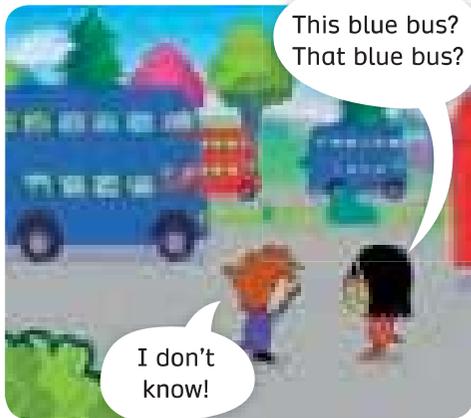
### 4 Think about the story. Compare your ideas.

- What's your favorite kite in the story?
- Do you have a kite? What shape and color is it?
- What do you wish for?



# Grammar 2

1 Watch Part 3 of the story video. What color is Suzie's kite?



2 Read *The Kite Festival* again. Circle *this* and *that*.

3 Look at the grammar box and read.

### Grammar



That red bus.

This red bus.

4 Look and circle.



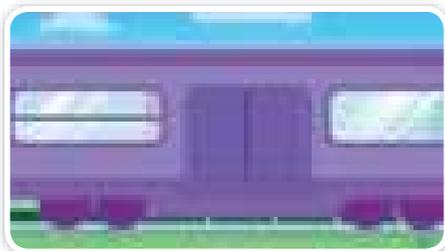
1 This / That clock.



3 This / That train.



2 This / That clock.



4 This / That train.

5 Look and write *This* or *That*. Then say.

This bus is red.

That bus is red.

1



2



3



# Listening and Speaking

6 Listen. Then talk about the picture with a friend. Use *This* and *That*.

bird boat book butterfly fish kite



This butterfly is purple.

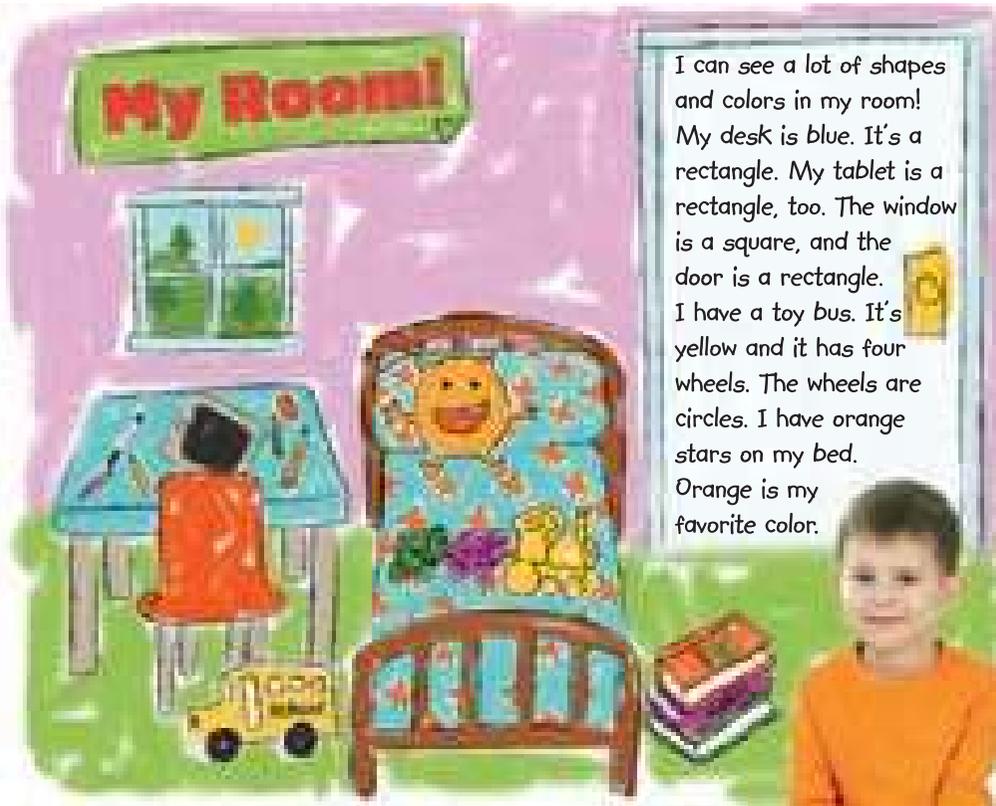
That kite is orange.

## Writing

**1** Look at Sam's room and answer.

- What shape is Sam's window?
- What color is his desk?

**2** Read Sam's description and check your answers.



**3** Read the text again. Circle the color and shape words.

**4** **WB** Find or draw a picture of your bedroom. Then go to the Workbook to do the writing activity.

### Writing strategy

Use color and shape words to describe your surroundings. My desk is **blue**. It's a **rectangle**.

## Now I Know

**1** Where do we see shapes and colors? Read and think. Answer with your own ideas.

- What shape is ...  
a kite? .....
- What color is ...  
a bus in your town? .....
- the door in your classroom? .....
- your favorite bird? .....
- your English book? .....
- your pencil case? .....

**2** Choose a project.



### Present your shape picture.

- 1 Cut out some different shapes from colored paper.
- 2 Stick the shapes together to make a kite, a bus, a train, or a boat.
- 3 Label the shapes on your picture.
- 4 Describe your picture to the class.

or



### Design your own kite.

- 1 Look at the pictures of kites in the story.
- 2 Design your own kite. Think about shape and color.
- 3 Draw and color your kite. Cut it out and attach some string.
- 4 Write a sentence to describe your kite.
- 5 Show your kite to the class.

### ★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple questions about things around me.



I can answer simple questions about things around me.



I can understand short, simple texts.



I can write about what I have.

# 3

## What happens during the day?

### Listening

- I can understand what people do every day.

### Reading

- I can understand short, simple texts.

### Speaking

- I can say what I do every day.

### Writing

- I can write about what I do every day.



**1** Check (✓) what you do before school.



**2** Look at the picture and discuss.

- Is this the morning or the afternoon?
- Look at the girl. Do you do this before school?

**3** Watch the video and circle. Which one activity does Bob do in the morning, in the afternoon, in the evening, and at night?

play read sing write



# Vocabulary 1

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen and say.

**4**  Listen again. Look and sort.

At ...	In the ...

**5**  Look and check (✓). Where are you? Ask and answer with a friend.



	sunrise	noon	lunchtime	afternoon	evening	sunset	night
At home							
At school							

Where are you at noon?

At school.

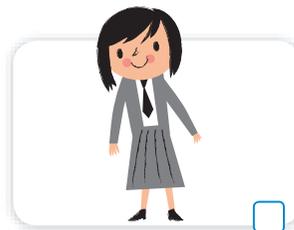
## Pre-reading 1

### Reading strategy

**1** Look at the title. What do you think is in the reading? Check (✓) the pictures.

Make predictions about a text from the title.

## A Day in the Desert



# Reading 1

**2**  Read *A Day in the Desert*. Check your answers from Activity 1.

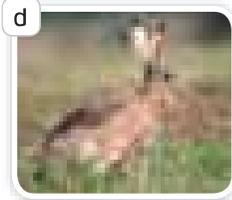
## Reading strategy

Make predictions about a text from the title.

**3** What do the animals eat? Read and match.



jackrabbit   bobcat   owl



**4**  Talk with a friend. Why are some of the animals active at night? When are you active?



# A Day in the Desert

This is the Sonoran Desert in North America. It is sunrise. It is very early in the morning.



jackrabbit



bobcat

Many animals are active early in the day. This is a jackrabbit. What does the jackrabbit eat for breakfast? It eats grass for breakfast. Look out for the bobcat! It eats rabbits for breakfast!



lizard

In the **afternoon**, it's very hot. This is a lizard. What does it do? It runs fast on two legs! Other desert animals sleep in the day.



rattlesnake

It's **evening** in the desert. This is a rattlesnake. When does the rattlesnake come out? It comes out at **sunset** because it isn't very hot.



owl

Many animals come out at **night** in the desert. What do owls do at night? This owl hunts at night. It eats rabbits, snakes, and lizards for dinner.

# Grammar 1

**1**   Watch Part 1 of the story video. When does Tommy do his homework? Circle.

in the morning    in the afternoon    at night



I watch TV in the morning.

**2**   Watch Part 2 of the story video. When does Suzie do her homework?

**3** Read the grammar box and circle for you. Then say.

## Grammar

I **eat** breakfast in the morning. I **don't eat** breakfast in the morning.  
We **go** to school in the evening. We **don't go** to school in the evening.

Do you **eat** dinner in the afternoon?    **Yes, I do.** / **No, I don't.**

**4** Read *A Day in the Desert* again. Circle the action words in the questions and answers.

**5** Read Suzie's routine and write.

run    don't do    don't eat    fly    jump    wake

- 1** I ..... up.
- 2** I .....
- 3** I ..... breakfast in the .....
- 4** I ..... evening.

**42** ..... my homework in the morning.

**6** What do you and your friend do? Write. 

- 1** We ..... in the morning.
- 2** We ..... in the afternoon.
- 3** We ..... at night.

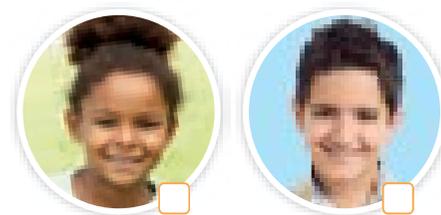
**7**  Ask and answer in groups.

- 1** Do you eat breakfast in the morning?
- 2** Do you do your homework in the afternoon?

## Listening

**8**  **1-26** Who's asking the questions? Listen and check (✓).

**9**  **1-27** Listen again. Check (✓) the things he or she does.



# Vocabulary 2

1 Listen and repeat.



2 Listen and number.

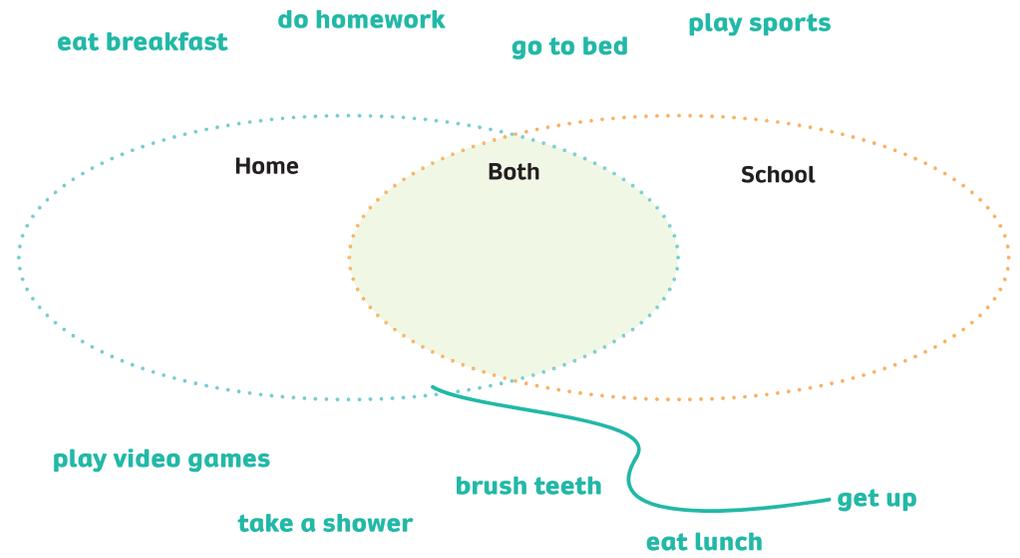
3 Listen and say.

4 What do you do on a Tuesday? Write the activities in order.

Morning

Night

5 At home or at school? Read and match.



## Pre-reading 2

1 Look at the title. Which activities do you think are in the story? Circle.

**Reading strategy**  
Make predictions about a story from the title.



- do homework
- play sports
- go to school
- play video games

## Reading 2

**2**  **1-31** Read *My Perfect Day*. Check your answers from Activity 1.

### Reading strategy

Make predictions about a story from the title.



Think about your perfect day. Then write ...

I don't go to school! I play video games in the morning.

Hmmm, my perfect day ... I get up at 10 o'clock and eat breakfast.

I go to the park with my friends in the afternoon.



I don't do homework in the evening. I watch TV with my family.

I go to bed and read my favourite book. I don't go to sleep ...

Abi! Wake up!

I said "Write" about your perfect day not dream about it!

### **3** Read the story again. Write for Abi.

**1** What do you do with your friends on your perfect day?

I \_\_\_\_\_ with my friends.

**2** Do you go to school?

No, \_\_\_\_\_.

**3** Do you read?

\_\_\_\_\_

### **4** Think about the story. Compare your ideas.

- Do you like the same things as Abi?
- What do you do on your perfect day?



## Grammar 2

- 1   Watch Part 2 of the story video.  
What does Suzie do in the morning?

What do you do  
in the evening?  
I eat dinner.



- 2 Read the grammar box and circle for you.

### Grammar

Do you take a shower in the morning?  
Yes, **I do**. / No, **I don't**.

- 3 Read *My Perfect Day* again. What does Abi do?  
Circle all the activities.

- 4  What do you do? Ask and answer with a friend.

Do you eat breakfast  
in the morning?

Yes, I do.

No, I  
don't.

When do you get up? **In the morning.**

- 5 Read and match for you. 

- |                                 |                     |
|---------------------------------|---------------------|
| 1 When do you play video games? | a At night.         |
| 2 When do you eat dinner?       | b In the morning.   |
| 3 When do you take a shower?    | c In the evening.   |
| 4 When do you go to school?     | d In the afternoon. |

## Speaking

- 6  When do you ... ?  
Ask and answer with a friend.

When do you play  
video games?

In the  
afternoon.



### Speaking strategy

Use expression to ask questions.

- 7   Watch Part 3 of the story video. Who falls asleep?

## Writing

**1** Look at the timeline of Salvador's day and answer.

- What time does Salvador get up on Saturday?
- What does he do in the morning?

**2** Read Salvador's description and check your answers.

### My Favorite Day

My favorite day is Saturday.



I don't go to school on Saturday so I get up at 9 o'clock.



I love Saturdays!



I play sports in the morning, I'm on a basketball team.



I eat a big lunch with my family in the afternoon.



I play video games with my sister in the evening.

**3** Read the text again. Circle the periods.

**4** **WB** Find or draw a picture of your perfect day. Then go to the Workbook to do the writing activity.



### Writing strategy

Use a period at the end of sentences.  
*My favorite day is Saturday.*

## Now I Know

**1**  What happens during the day? Read and think. Circle and add your own ideas.

• What do you do during the day?  
do homework   play sports   eat   fly   play   sleep

• Which animals are awake at night?  
hamsters   lizards   owls

**2** Choose a project.



### Do a class survey.

- 1 Chose two or three typical daytime activities.
- 2 Ask your friends when they do each activity.
- 3 Put the results in a bar chart.
- 4 Present your bar chart to the class.

or



### Make a schedule of a day.

- 1 Choose a day of the week. Divide it into sections.
- 2 Draw pictures of what you do in each section.
- 3 Write sentences about what you do in each section.
- 4 Show your schedule to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people do every day.



I can say what I do every day.



I can understand short, simple texts.



I can write about what I do every day.

# 4

## Why do we have animals?

### Listening

- I can understand questions about things around me.

### Reading

- I can understand short, simple texts.

### Speaking

- I can talk about where things are.

### Writing

- I can write about animals I know.



1 How many animals can you name in English? Look and match.



2 Look at the picture and discuss.

- Can you see any of the animals from Activity 1?
- Where are the animals?

3 Watch the video and check (✓). What animals do you see or hear?



- bird  cat  chicken  cow   
 dog  duck  fish  horse

# Vocabulary 1

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Look. Write the words in order.

bee    chicken    cow    goat  
 goose    ~~horse~~

**Big**

1 *horse*

2 .....

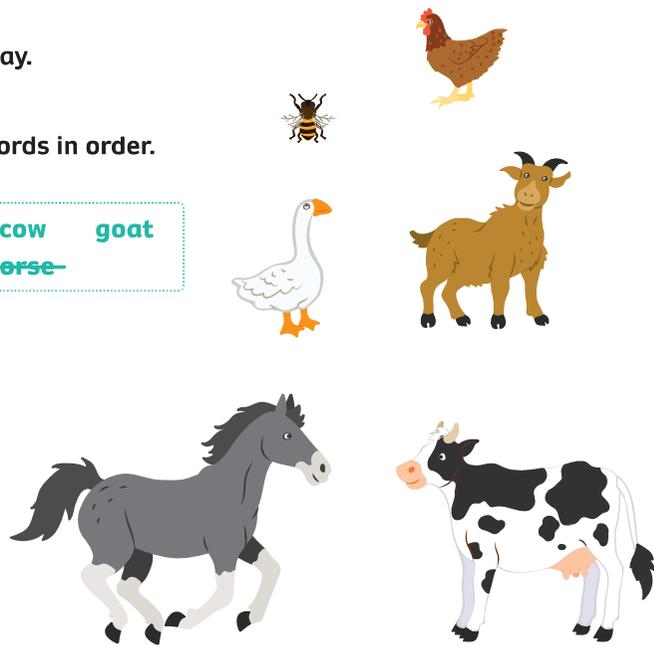
3 .....

4 .....

5 .....

6 .....

**Small**



5 Where do the things come from? Look and sort.

bees    chickens    cows    ducks    goats    sheep



6 Watch the video again and check your answers from Activity 5.

## Pre-reading 1

1 Look at the titles. Match them with the pictures.

**Reading strategy**

Make predictions about a text from the titles.



**Cool Cows**

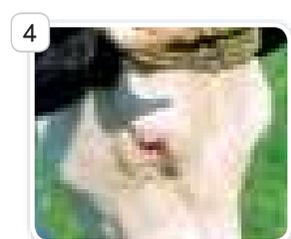
**Buzzy Bees**



**Great Goats**



**Big Birds**



## Reading 1

**2**  Read *Amazing Animals*. Check your answers from Activity 1.



### Reading strategy

Make predictions about a text from the titles.

# Amazing Animals

## Cool Cows

**Milk** and **meat** come from cows. One cow can make 30 liters of milk every day! Cows make more milk when they're happy! Do you think those cows are happy?



## Great Goats

A lot of people around the world drink **goat** milk and eat goat meat. Wool comes from goats, too. These goats have very long hair. It makes the best wool.



## Buzzy Bees

**Honey** comes from **bees**. Bees fly from flower to flower, and drink nectar. They use the nectar to make the honey. These bees like nectar!

## Big Birds

**Eggs** come from chickens, ducks, and **geese**. Chicken eggs are small and can be white, brown, or even blue! These blue eggs are from the Araucana chicken. A chicken can lay 300 eggs every year!



### 3 Read and circle T (true) or F (false).

- We eat meat from cows and goats. **T F**
- One cow can make 30 liters of water every day. **T F**
- The best wool comes from goats. **T F**
- Bees use grass to make honey. **T F**
- Some chicken eggs are blue. **T F**

**4**  Talk with a friend. Do you use things that come from animals? 

# Grammar 1

**1**  Watch Part 1 of the story video. Where are Tommy and Suzie?



**3** Read *Amazing Animals* again. Circle *these* and *those*.

**4** Look and circle.



**1** These / Those are my ducks.



**3** These / Those are my sheep.



**2** These / Those are my chickens.



**4** These / Those are my cows.

**2** Look at the grammar box and read.

## Grammar

**1** **These** are my chickens.



**2** **Those** are my horses.



**5**  Look and write *These* or *Those*. Then listen and check.



**1** ..... are my chickens.



**3** ..... are my horses.



**2** ..... are my dogs.



**4** ..... are my cats.

## Listening and Speaking

**6**  Listen and number the animals.

What are **these**?  
**These** are geese.  
What are **those**?  
**Those** are horses.



**7**  Look at the picture in Activity 6. Ask and answer with a friend.

What are those?  
Those are horses.

# Vocabulary 2

1 Listen and repeat.



2 Listen and number.

3 Listen and say.

4 Look and write the animal words.

5 Look. Listen and match.

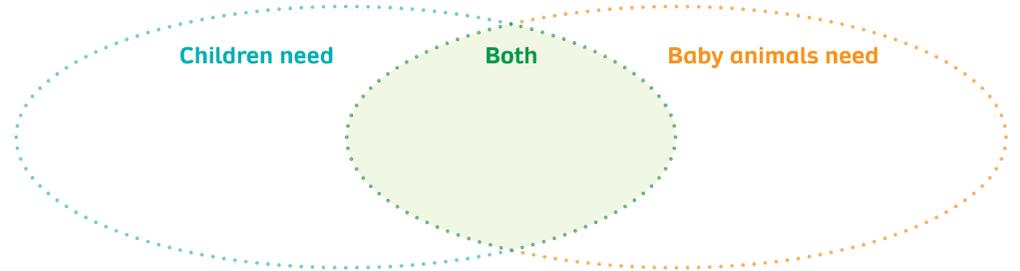
lamb    bird    kitten    calf



6 What do children need? What do baby animals need? Choose and write.



barn    friends    house    love    milk    nest  
play    school    sleep    water



## Pre-reading 2

1 Look at the title. What do you think the story is about? Circle.



Who's Cleo?

a cat    a dog    a girl

What's the surprise?

kittens    mouse    puppies

### Reading strategy

Make predictions about a story from the title.

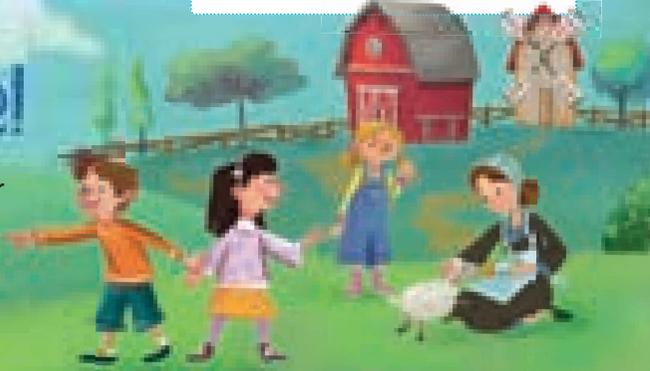
# Reading 2

2  Read *Cleo's Surprise!* Check your answers from Activity 1.

 **Reading strategy**  
Make predictions about a story from the title.

## Cleo's Surprise!

Lucas and Ava are visiting their friend, Jess. There are a lot of animals on her farm. "Look! There's a lamb!" says Ava.



"There are some ducklings, too!" says Lucas. "They're cute!"  
At the farmhouse, Jess is sad. She can't find Cleo.



Cleo is the farm cat. She catches the mice in the barn.

But Cleo is also Jess's pet. She sits with Jess in the evening. Jess strokes her and Cleo purrs.  
Jess has a pet rabbit too, but Cleo is her favorite.  
"Cleo is lost!" says Jess. "Can you help?"

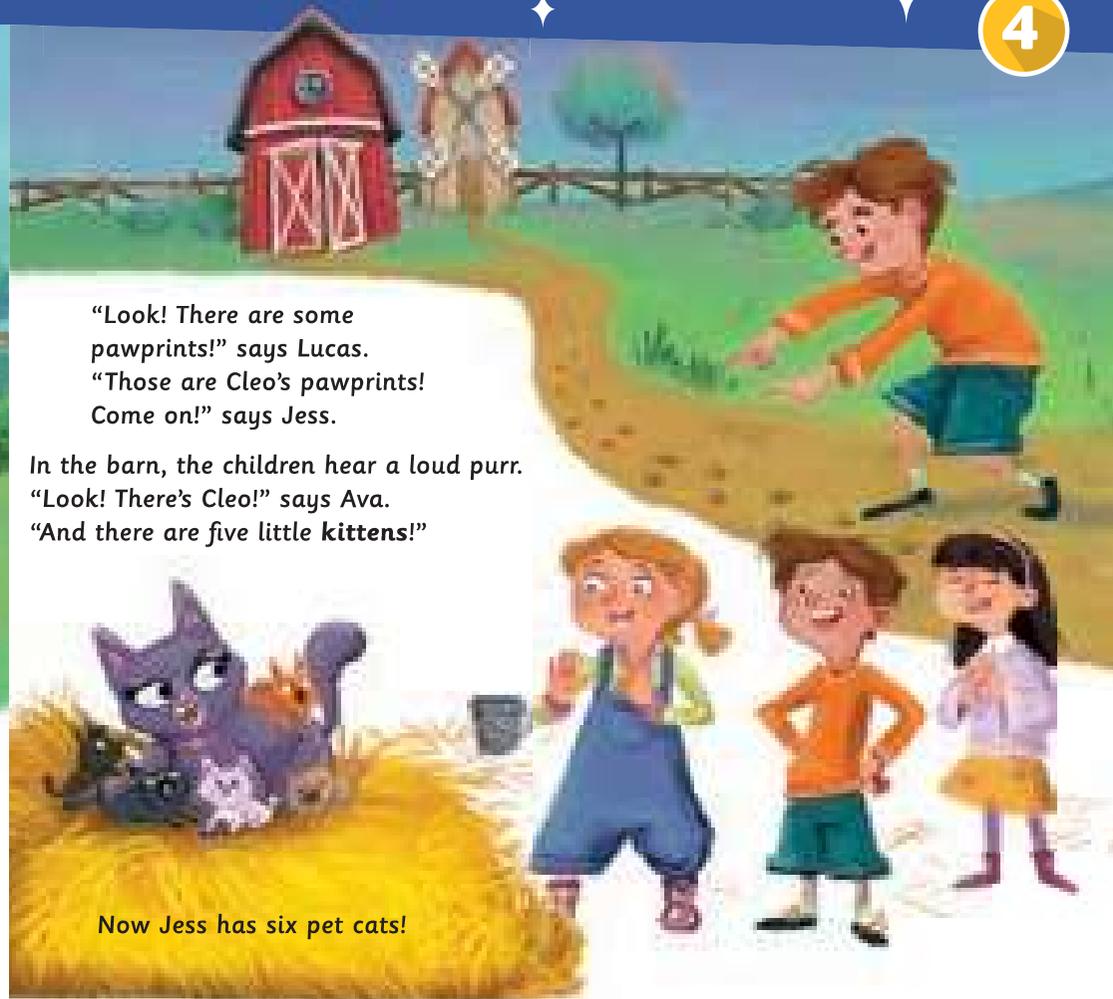


The children look for Cleo on the farm.

"Is that Cleo?" asks Ava. "No, that's Gertrude, the goat. And those are her three little kids," says Jess.



 Where is Cleo? Can you find any clues?



"Look! There are some pawprints!" says Lucas.  
"Those are Cleo's pawprints! Come on!" says Jess.

In the barn, the children hear a loud purr.  
"Look! There's Cleo!" says Ava.  
"And there are five little kittens!"

Now Jess has six pet cats!

### 3 Read the story again. Circle.

- 1 Ava and Lucas are visiting a **school / farm**.
- 2 There are **geese / ducklings** on the farm.
- 3 Cleo is the farm **mouse / cat**.
- 4 Cleo is Jess's **pet / toy**.
- 5 The goat has three little **bees / kids**.
- 6 Cleo has five **puppies / kittens**.

### 4 Think about the story. Compare your ideas.

- Do you have a cat or another pet?
- Why are pets important?
- Is the barn a good home for the kittens?

# Grammar 2

**1**  Watch Part 2 of the story video. Write the numbers.



There are ..... yellow sheep.

There are ..... red mice.



There are ..... fish.



There are ..... purple horses.

**2** Look at the grammar box and read.

## Grammar

**There is** one red mouse.



**There are** six red mice.

**3** Read *Cleo's Surprise!* again. Circle *There are*.

one sheep → two sheep      one mouse → two mice  
 one fish → two fish      one goose → two geese

**4** Look. Write sentences with *There is* and *There are*.



- 1 .....
- 2 .....
- 3 .....
- 4 .....

- 5 .....
- 6 .....
- 7 .....
- 8 .....

## Speaking

**5**  Talk about the picture with a friend. Use *There is* and *There are*.

**Speaking strategy**  
 Use the words from the lesson.



**6**  Watch Part 3 of the story video. What's wrong?

## Writing

**1** Look at Bella's animal and answer.

- What's Bella's favorite animal?
- What's the baby animal?

**2** Read Bella's description and check your answers.

**My Favorite Farm Animals**

My favorite farm animal is a goat. Milk and wool comes from goats. A baby goat is a kid. Kids need milk and water. These are my pet goats, Milly and Billy. Milly is the mom goat. She's white with some black. Billy is the kid. He's small and white.

**3** Read the text again. Circle the capital letters.

**4** **WB** Find or draw a picture of your favorite farm animal. Then go to the Workbook to do the writing activity.



### Writing strategy

Use capital letters at the start of a sentence, and for names.  
*I have a pet cat. Her name is Bella.*

## Now I Know

**1** Why do we have animals? Read and think. Answer with your own ideas.

- Why do we keep animals on a farm?
- Why do we keep animals at home?
- On the farm, what animals do these come from?

milk ..... honey ..... eggs .....

meat ..... wool .....

**2** Choose a project.



### Make a poster about baby animals.

- 1 Choose two or three animals.
- 2 Draw some pictures of the animals and their babies.
- 3 Stick the pictures on poster paper.
- 4 Write word labels on the poster.
- 5 Show your poster to the class.

or



### Make a presentation about farm animals.

- 1 Choose two or three farm animals and find pictures.
- 2 Find out what comes from each animal.
- 3 Write a short sentence about each animal.
- 4 Give your presentation to the class.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand questions about things around me.



I can talk about where things are.



I can understand short, simple texts.



I can write about animals I know.

# 5

## What makes a family?

### Listening

- I can understand information about other families.

### Reading

- I can understand the main idea in a story.

### Speaking

- I can answer questions about my family and friends.

### Writing

- I can write about people in my family.



**1** Check (✓) which members of your family you saw today.

- |         |                          |         |                          |
|---------|--------------------------|---------|--------------------------|
| mom     | <input type="checkbox"/> | sister  | <input type="checkbox"/> |
| dad     | <input type="checkbox"/> | grandma | <input type="checkbox"/> |
| brother | <input type="checkbox"/> | grandpa | <input type="checkbox"/> |

**2** Look at the picture and discuss.

- Can you name all the family members?
- Compare and contrast with your family.

**3** Watch the video and write. Label the family members.



British

mum

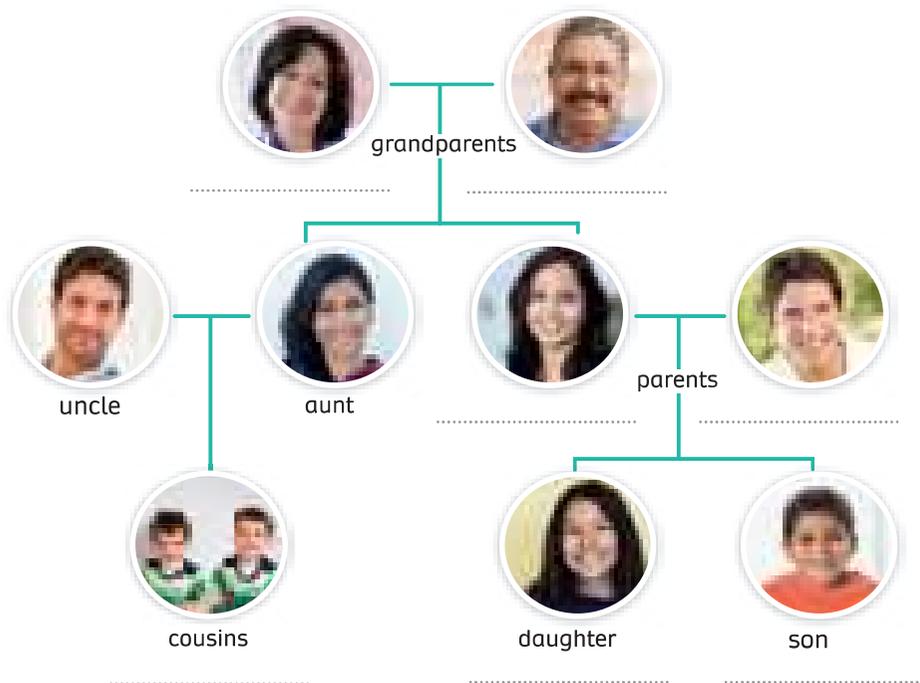


American

mom

# Vocabulary 1

**1**  Listen and repeat. Then listen again and write the missing labels on the family tree.



**2**  Listen and say. Who am I?

**3** Look at the words in Activity 1 and sort.

**4**  Listen to Padma answer questions about her family. Then read and circle.

1 Mom doesn't have brothers or sisters / is a twin.

2 I have six cousins / 15 cousins.

3 My grandparents have two sons / one son and three daughters.

4 Dad has three brothers and a sister / two brothers.

**5**  Watch the video again. Check (✓) the family members you hear.

- |                                  |                                |                              |                                 |
|----------------------------------|--------------------------------|------------------------------|---------------------------------|
| grandpa <input type="checkbox"/> | aunt <input type="checkbox"/>  | mom <input type="checkbox"/> | twin <input type="checkbox"/>   |
| grandma <input type="checkbox"/> | uncle <input type="checkbox"/> | dad <input type="checkbox"/> | cousin <input type="checkbox"/> |



## Pre-reading 1

**1** Look at the opening sentences from the text. What do you think is the main topic? Circle.

 **Reading strategy**

Identify the main topic and key words.

This is my art project. Here are some of my favorite paintings of families.

families in art projects

**2** Circle the words in the sentences that helped you identify the topic.

# My Art Project

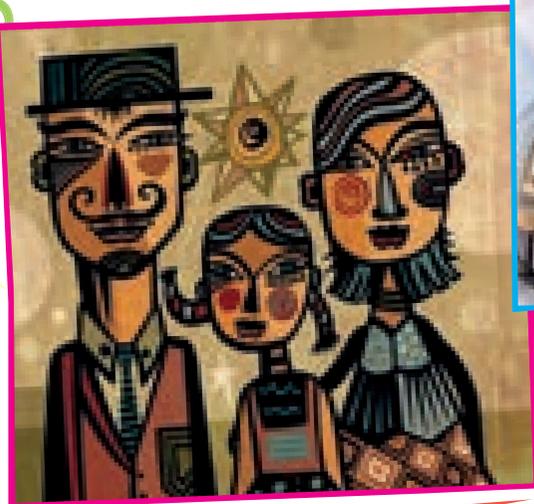


This is my art project. Here are some of my favorite paintings of families.

This painting of a family is in the style of the Spanish artist, Picasso. There's a **mom**, a **dad**, and, a **daughter**. They are going to a party. They are happy.



This painting shows three generations of a family. There's a **grandma**, a **grandpa**, two **parents**, and a **son**. They are sad.



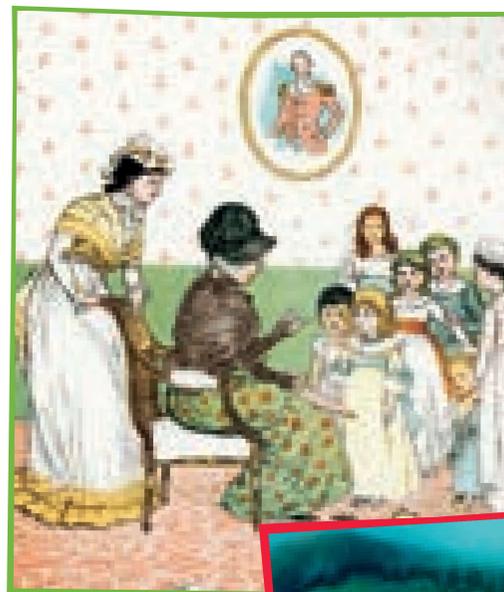
## Reading 1

**3**  Read *My Art Project*. Check your answers from Activities 1 and 2.

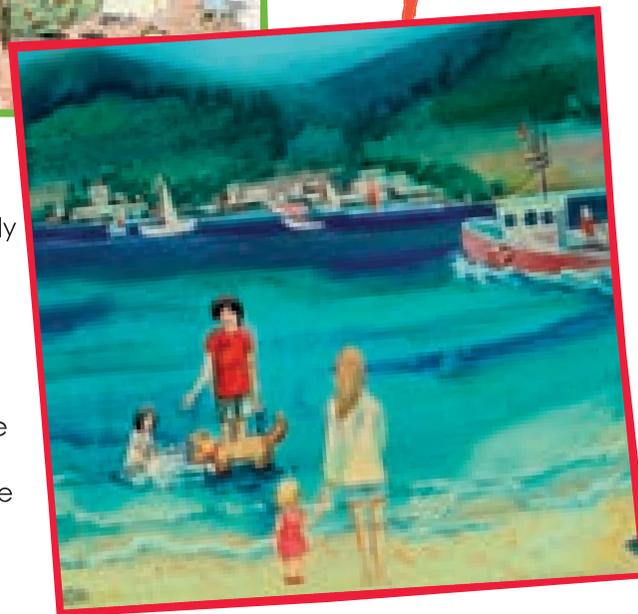
**4** Read the text again. Circle the family words.

### Reading strategy

Identify the main topic and key words.



This is my favorite painting of a family because I like the colors. I think it's a mom on vacation with her two children, and her young **cousin**. The dog is playing in the water. They are happy.



**5**  Ask and answer with a friend.

- 1 Which of the family paintings is your favorite?
- 2 Do you have any paintings or pictures of families in your house? Describe them to a friend.

# Grammar 1

**1**   Watch Part 1 of the story video. Where are Tommy and Suzie?



He's Suzie's dad.  
She's Tommy's mom.

**2** Read the grammar box and write.

## Grammar



I <b>am</b> /I'm a twin.	I <b>am not</b> /I ..... a twin.
You <b>are</b> /You're my brother.	You ..... /You <b>aren't</b> my brother.
He ..... /He's my grandpa.	He <b>is not</b> /He ..... my grandpa.
She <b>is</b> /She ..... my grandma.	She ..... /She <b>isn't</b> my grandma.
We ..... /We're sisters.	We <b>are not</b> /We ..... sisters.
You ..... /You're my cousins.	You <b>are not</b> /You ..... my cousins.
They <b>are</b> /They ..... my parents.	They <b>are not</b> /They ..... my parents.

**3** Read My Art Project again. Circle examples of *They are*.

**4** Put the words in the correct order to make sentences. Then match.

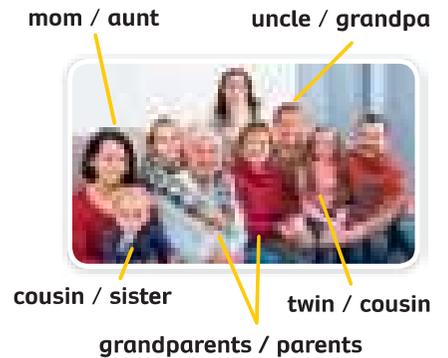
- 1 grandpa. / He / my / is  
.....
- 2 She / my / is / grandma.  
.....
- 3 my / is / sister. / She  
.....
- 4 brother. / is / He / my  
.....



**5** Look at the grammar box and match.

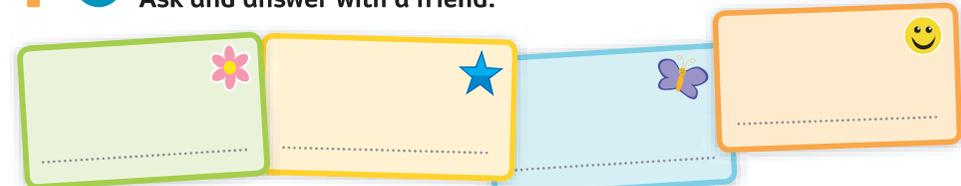
Who's he?	No, she <b>isn't</b> .
<b>Is</b> she your cousin?	Yes, they <b>are</b> .
<b>Are</b> they your brothers?	They're my parents.
Who <b>are</b> they?	He's my brother.

**6**  Listen and circle.



## Speaking

**7**  Write the first name of four family members. Ask and answer with a friend.



Who's Mariela?  
Is she your aunt?

No, she isn't.

Is she your cousin?

Yes, she is!

# Vocabulary 2

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen and say.

**4** Think about the words in Activity 1. Sort.

Things families do	How families are
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**5** Think of five family members. Put them in order. 

**Old**

.....

.....

.....

.....

.....

**Young**

**Quiet**

.....

.....

.....

.....

.....

**Noisy**

**6**  Look at Activity 5. Ask and answer.

Is your sister young?

Yes, she is.

Is she noisy?

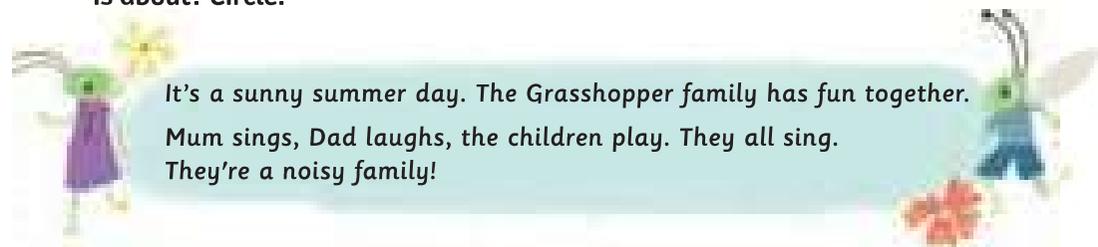
Yes, she is!

## Pre-reading 2

**1** Look at the first paragraph of the story. What do you think the story is about? Circle.

 **Reading strategy**

Identify the main topic.



insects a family a school project singing

## Reading 2

**2**  Read *The Grasshoppers and the Ants*. Check your answers from Activity 1.

### Reading strategy

Identify the main topic.

# The Grasshoppers and the Ants

It's a sunny summer day. The Grasshopper family has fun together.

Mum sings, Dad **laughs**, the children play. They all sing. They are a **noisy** family! Grandma Ant, her daughter and her granddaughters work hard together all summer.

Dad Grasshopper calls to the Ants, "It's a beautiful day! Come and talk to us. The children can play." But Grandma Ant says, "No. We work hard to have food in the winter."

It's winter. It's cold and there isn't any food. The Grasshopper family is sad and hungry. Grandma Ant says, "We have food, Grasshoppers. Do you want to **share**?"

The next summer, the Grasshoppers **help** the Ants gather food. Mum Grasshopper says, "We **help** the Ants because they share the food."

The families share the work and the food, and they share the fun too!

**3** Read the story again. Find the words and match them with their meanings.

- |                   |   |
|-------------------|---|
| <b>1</b> together | <b>a</b> when you want food             |
| <b>2</b> hard     | <b>b</b> something difficult            |
| <b>3</b> hungry   | <b>c</b> the one after                  |
| <b>4</b> next     | <b>d</b> to collect                     |
| <b>5</b> gather   | <b>e</b> do something with other people |

**4**  Think about the story.

Work in pairs.

- *The Grasshoppers and the Ants* is a kind of story with a message or a moral. It's called a fable. Talk about other fables you know.
- Why is it important to work hard? Why is it important to have fun?
- What fun do the Ants and the Grasshoppers have?

# Grammar 2

**1**   Watch Part 2 of the story video again. What happens to Miss Sparks?



Miss Sparks helps the students.

**2** Look at the grammar box. What's different about the verb after *he/she*?

**Grammar**

I have a book.  
 She **has** a book.  
 We do our homework.  
 He **does** his homework.

**3** Read *The Grasshoppers and the Ants* again. Circle the action words ending in *-s*.

**4** Look, choose, and write the correct form of the words.

help live share read

My cousin .....  
with my aunt and uncle.



My brother .....  
my mom.



My grandma .....  
stories.



My twin sisters .....  
their toys.

**Does** your brother **live** with your parents? **Yes**, he **does**. / **No**, he **doesn't**.

- 5**  Think of a brother, sister, or cousin and answer. 
- Does he/she live with your aunt and uncle? .....
  - Does he/she help his/her mom? .....
  - Does he/she share things with you? .....
  - Does he/she laugh with your grandparents? .....

# Listening and Speaking

**6**  Listen and check (✓).

	Tom	Tom's brother (James)
Lives with friends		
Lives with parents		
Shares a bedroom		
Doesn't share a bedroom		
Talks to family on the phone		
Helps Mom		
Helps Dad		

**Speaking strategy**

Use a different word to explain if you don't know the meaning.



**7**  Look at Activity 6. Tell a friend what Tom does. 

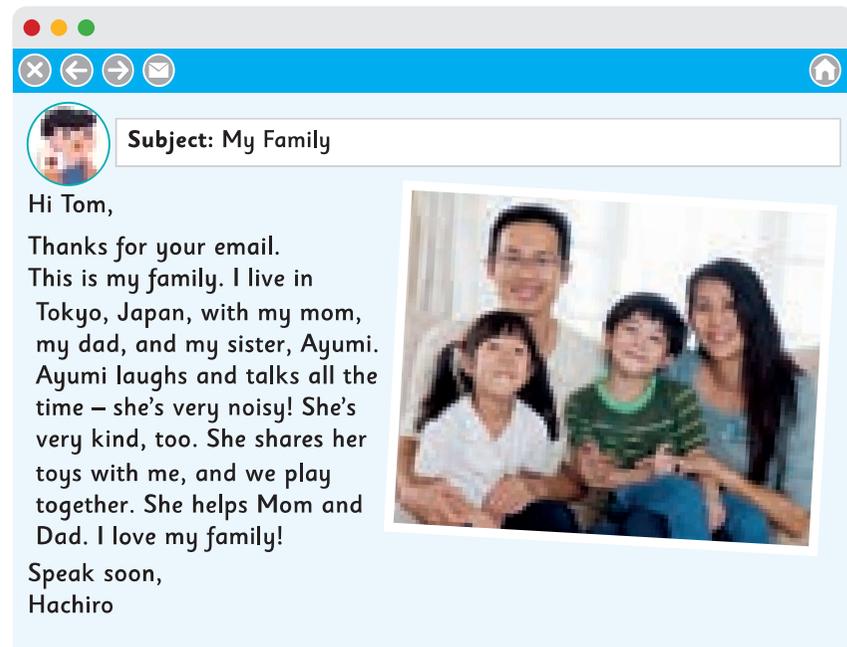
**8**   Watch Part 3 of the story video. What do Tommy and Suzie do at the end?

## Writing

**1** Look at the title of Hachiro's email and the pictures. Then answer.

- What's Hachiro's email about?
- Does Hachiro have a brother or a sister?

**2** Read about Hachiro's family and check your answers.



**Subject: My Family**

Hi Tom,

Thanks for your email. This is my family. I live in Tokyo, Japan, with my mom, my dad, and my sister, Ayumi. Ayumi laughs and talks all the time – she's very noisy! She's very kind, too. She shares her toys with me, and we play together. She helps Mom and Dad. I love my family!

Speak soon,  
Hachiro

**3** Read the text again. Circle the **-s** on the end of the action words.

**4** **WB** Find or draw a picture of your family. Then go to the Workbook to do the writing activity.

### Writing strategy

Use an **-s** on the end of action words in the 3rd person when we talk about the present.  
*Ayumi laughs and talks.*

## Now I Know

**1**  What makes a family? Think and write family members.

- Old generation .....
- Middle generation .....
- Young generation .....

**2** Choose a project.

**Do an art project about paintings of families.**

- 1 Choose two or three paintings of families you like.
- 2 Print out pictures of the paintings.
- 3 Write a sentence about each painting.
- 4 Present your paintings to the class.

or

**Make an illustrated family tree.**

- 1 Look at the family tree on page 70.
- 2 Draw your own family tree.
- 3 Draw or stick pictures of your family members.
- 4 Label each family member.
- 5 Show your family tree to the class.

★ ★ ★ Read and color the stars ★ ★ ★

 I can understand information about other families.

 I can answer questions about my family and friends.

 I can understand the main idea in a story.

 I can write about people in my family.

# 6

## How are we the same and different?

### Listening

- I can understand what people look like.

### Reading

- I can understand short, simple texts.

### Speaking

- I can talk about what someone looks like.

### Writing

- I can write about myself.



**1** How many body words do you know in English? Circle.

arm ears eyes foot hair  
head leg mouth nose

**2** Look at the picture and discuss.

- What are the children doing? Where are they?
- What body parts can you name?
- Are the children the same or different? How?

**3** Match the actions with the body words. Watch the video and check.



- |   |       |   |            |
|---|-------|---|------------|
| 1 | move  | a | your hands |
| 2 | clap  | b | your legs  |
| 3 | turn  | c | your feet  |
| 4 | raise | d | around     |
| 5 | stamp | e | your arms  |



British



American

put your arms up

raise your arms

# Vocabulary 1

**1**  Listen and repeat.

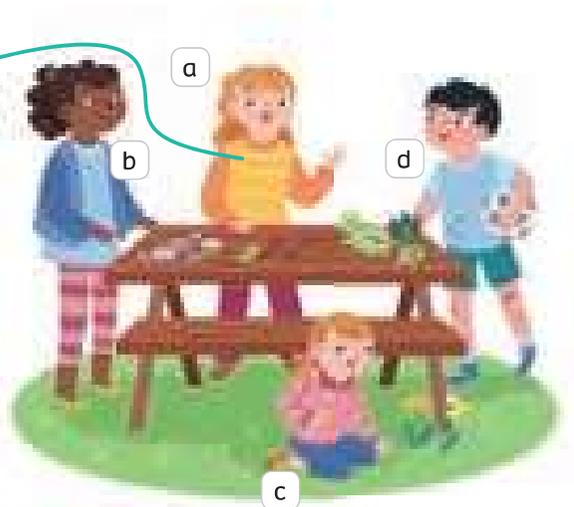


**2**  Listen and number.

**3**  Listen and say.

**4** Read and match. Then circle.

- 1 I'm Veronica. I have **short / blond** hair and blue eyes.
- 2 My brother, Alex, has **dark / long** hair. He has dirty **toes / knees**.
- 3 My baby sister has a **square / round** face. She has little **fingers / foot** and toes.
- 4 My friend, Anna, has **short / dark** hair. She has **long / short** legs.



**5**  Write the words that describe you and your friend. How are you the same? How are you different?



**blond blue brown dark long round**  
**green short square ten**

- 1 I have a \_\_\_\_\_ face. My friend has a \_\_\_\_\_ face.
- 2 I have \_\_\_\_\_ eyes. My friend has \_\_\_\_\_ eyes.
- 3 I have \_\_\_\_\_ fingers and toes. My friend has \_\_\_\_\_ fingers and toes.
- 4 I have \_\_\_\_\_ hair. My friend has \_\_\_\_\_ hair.

**6**  Tell the class about you and your friend.

## Pre-reading 1

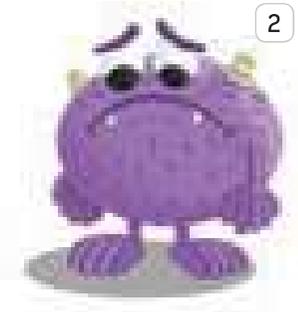
**1** Look at the pictures. Match the words with the monsters. How are they the same? How are they different?

### Reading strategy

Use illustrations and details in a story to describe its characters.



- small
- purple
- long hair
- blue
- round tummy
- short hair
- big



## Reading 1

**2**  Read *A New Monster at School*. Check your answers from Activity 1.

### Reading strategy

Use illustrations and details in a story to describe its characters.

**A NEW MONSTER AT SCHOOL**

Welcome to Big Monster School. All the monsters at the school are big and blue, with **round** tummies. They have **long** arms and **short** legs. They have eight fingers and eight toes.

"Wait!" says one of the big monsters. "Can you stamp your feet? Can you turn around? Can you dance?" "Yes, I can! I can dance!" says the small monster. She stamps her feet and turns around. She starts to dance.



The monsters look at Violet. "Wow! You're different, but you can really dance!" they say. The monsters clap their hands and dance together. Now Violet **has** some friends! Everyone's happy!

One day, a new monster comes to school. She isn't big. She's small. She isn't blue. She's purple. She doesn't have long hair. She has short hair. She's different.

"Hello!" says the small, purple monster. "I'm Violet. Can we be friends?"

The big, blue monsters look at the small, purple monster. "No. You're different," they say. Violet is sad.

### **3** Read the story again. Circle.

- The monsters at Big Monster School have **long** / **short** arms.
- They have **round** / **small** tummies.
- The new monster is **blue** / **purple**.
- She's **the same** / **different**.
- Violet can **speak English** / **dance** really well.
- Violet and the big blue monsters are **happy** / **sad**.

### **4** Talk with a friend. How is Violet different from the other monsters? How are they the same?

Violet has short hair. The other monsters have long hair.

Violet can dance. The other monsters can dance, too.

# Grammar 1

**1**   Watch Parts 1 and 2 of the story video. Which four body words do you hear?



Look! He has a blue head! He doesn't have hair.

No, I don't have hair. I have a crank! I'm Cranky.

**2** Read and write **T** (true) or **F** (false).

- 1 The alien has two ears. ....
- 2 He has a blue head. ....
- 3 He has hair. ....
- 4 He has a crank. ....

**3** Look at the grammar box and read.

**4** Read *A New Monster at School* again. Circle *have, has, doesn't have*.

**5** Circle.

- 1 I **have** / **has** a round face.
- 2 She **has** / **have** dark hair.
- 3 He **have** / **has** short, brown hair.
- 4 You **don't** / **doesn't** have hair.
- 5 She **don't** / **doesn't** have blond hair.
- 6 He **don't** / **doesn't** have a blue face.

## Grammar

I **have** two legs.  
 I **don't have** three legs.  
 You **have** brown eyes.  
 You **don't have** blue eyes.  
 He/She **has** short hair.  
 He/She **doesn't have** long hair.

 Do you **have** two eyes?  **Yes, I do!**  
 Do you **have** hair? **No, I don't.**  
 Does he **have** two eyes? **Yes, he does!**  
 Does he **have** hair? **No, he doesn't.**

**6**  Match the questions and answers. Listen and check.

- 1 Does he have blue eyes? **a** Yes, he does.
- 2 Does she have dark hair? **b** Yes, she does.
- 3 Does she have long hair? **c** No, he doesn't.
- 4 Does he have dark hair? **d** No, she doesn't.



## Speaking

**7**  Complete the questionnaire for you. Then ask two friends and complete. Tell the class how you're the same and how you're different.

	 blue eyes	 dark hair	 long hair	 a round face
Me				
.....				
.....				

Do you have blue eyes?

Yes, I do.

He has blue eyes. I don't have blue eyes.

# Vocabulary 2

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen again. Say the words and do the actions.

**4** What are the actions? Look and say.



**5** Answer the questions. 

- 1 What do you do with your hands? .....
- 2 What do you do with your feet/legs? .....
- 3 What do you do with your face? .....

**6** Check (✓) or cross (X). What can you do?

Can you ...

- |  |   |
|--|---|
| 1 kick a ball? <input type="checkbox"/>    | 4 wave your legs? <input type="checkbox"/>            |
| 2 bend your arms? <input type="checkbox"/> | 5 spin around on your hands? <input type="checkbox"/> |
| 3 dance to music? <input type="checkbox"/> | 6 take big steps? <input type="checkbox"/>            |

## Pre-reading 2

 **Reading strategy**  
Use illustrations and details in a text to describe its characters.

**1** Look at the pictures. What dance do you think they do? Match.



- Luisa from Colombia
- Catriona from Ireland
- Yusuf from Turkey

- step dance
- Sufi whirling
- the Cumbia

## Reading 2

**2**  Read *Dances Around the World*. Check your answers from Activity 1.



### Reading strategy

Use illustrations and details in a text to describe its characters.

# Dances Around The World



I'm Luisa. I'm from Colombia. A typical dance in my region is the Cumbia. The girls have long, colorful dresses. The musicians play the drums and trumpets. To do the dance, hold up your dress, take small **steps** with your feet, and turn around. It's a happy dance, so **smile** when you **dance**!



**3** Read the text again. Match each dance with the dance moves.

- |  |   |
|--|---|
| <b>1</b> In Cumbia, the dancers              | <b>a</b> hold up their dresses.                     |
| <b>2</b> In Sufi whirling, the dancers       | <b>b</b> don't move their arms.                     |
| <b>3</b> In an Irish step dance, the dancers | <b>c</b> spin around and around.                    |
|  | <b>d</b> smile when they dance.                     |
|  | <b>e</b> take small steps with their feet and legs. |
|  | <b>f</b> lift one arm up.                           |



My name is Yusuf. I live in Istanbul, in Turkey. A very old dance from my country is Sufi whirling or Sema. To do this dance, lift one arm up and put one arm down. Then **spin** around, and around, and around. It's a very calm and beautiful dance. But don't get dizzy!

Hello. I'm Catriona. I'm from Ireland. The most popular dance in my country is Irish step dancing. I love Irish dancing. It's good exercise. To do an Irish step dance, listen to the music of the violin or the flute. Take small steps with your feet and legs, but don't move your body or your arms. Have fun!



**4**



Think about the text. Compare your ideas.



- How are the dances the same? How are they different?
- What's the traditional dance in your country/region?
- What are the moves? What's the music?

# Grammar 2

**1** Look at the picture. Match the speech bubbles with the characters.



Point to my spaceship!

Point to your feet!

**2** Watch Part 3 of the story video and check. Watch again and do the actions.

**3** Read the grammar box and write.

**4** Read *Dances Around the World* again. Circle the words giving instructions.

**5** Look and circle.

**Grammar**

Clap your hands!

Don't \_\_\_\_\_ your hands!

\_\_\_\_\_ your feet!

Don't stamp your feet!



**1** Clap / Clapping your hands, Cranky! **3** Don't point / Point to your knees.



**2** Stamps / Stamp your feet, Cranky! **4** Don't point / Point to your eyes.

**6** Write the dance rules. Write the correct words.

fall kick listen take



- 1 \_\_\_\_\_ to the music.
- 2 \_\_\_\_\_ big and small steps.
- 3 Don't \_\_\_\_\_ over.
- 4 Don't \_\_\_\_\_ your partner.

**7** Look at the grammar box. Read and write.

- 1 I'm Cranky. I have a crank. Point to \_\_\_\_\_ crank.
- 2 She's Suzie. She has a cat. Point to \_\_\_\_\_ cat.
- 3 They're friends. This is \_\_\_\_\_ school.
- 4 You're Tommy. This is \_\_\_\_\_ car.

This is **my/your** spaceship.

Point to **his/her/their** spaceship.

# Listening and Speaking

**8** Listen to the dance teacher in a street dance class. What do you do with your hands at the end of the dance? Circle. Then give instructions to a friend.

**Speaking strategy**

Use a different tone when giving instructions.

clap snap kick point to put  
smile spin stamp step wave

Bend your knees!

Wave your arms!

Don't spin around!

## Writing

### 1 Look at the picture and answer.

- How are Mia and Genevieve the same?
- How are they different?

### 2 Read Mia's description and check your answers.

#### ME AND MY BEST FRIEND!

My name's Mia. I'm seven.

I have long, blond hair. I have blue eyes and a round face. I have long legs and I can dance!

My best friend is Genevieve.

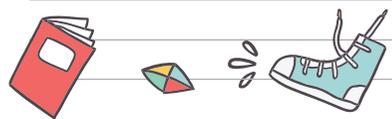
She's seven, too. She has long, dark hair and brown eyes.

She has a round face like me.

She has long legs and she can dance, too.



Me and my best friend!



### 3 Read the text again. Circle the describing words.

### 4 <sup>WB</sup> Find or draw a picture of yourself and your friend. Then go to the Workbook to do the writing activity.

#### Writing strategy

Use describing words to describe yourself and a friend.

I have **blue** eyes and **dark** hair.

My best friend has **green** eyes and **blond** hair.

## Now I Know

### 1 How are we the same and different? Think about your family and friends. Read and say.

long short dark round blond brown black blue  
legs hair eyes face body

### 2 Choose a project.

 Make a presentation about a dance from your country or region.

- 1 Choose a dance.
- 2 Find out how to do the dance.
- 3 Find a picture of people doing the dance.
- 4 Write some short sentences about the dance.
- 5 Tell the class about the dance. Do the dance together.

or

 Make a "passport" for you.

- 1 Find a picture of yourself or draw a picture.
- 2 Make a passport from paper. Design the title page.
- 3 Stick your picture in the passport.
- 4 Write a description of yourself.
- 5 Compare your passport to your friend's.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people look like.



I can talk about what someone looks like.



I can understand short, simple texts.



I can write about myself.

# 7

## Why do we do hobbies?

### Listening

- I can understand what people can and can't do.

### Reading

- I can understand short, simple texts.

### Speaking

- I can say what I can and can't do.

### Writing

- I can write simple texts about what I can and can't do.



**1** What parts of your body do you use to ride a bike? Circle.

arms   ~~egs~~   ~~edd~~   ~~eeft~~  
ears   ~~yes~~   ~~omth~~

**2** Look at the picture and discuss.

- What are the children doing?
- What are they wearing?
- Can you ride a bike?
- How can you stay safe on your bike?

**3** Watch the video and circle. What are they doing?



making video games  
riding bikes  
taking pictures



British



American

computer games

video games

**4**



Watch the video again and do the actions.

# Vocabulary 1

**1** Listen and repeat.



**2** Listen and number.

**3** Listen and say.

**4** Read and write *I* (indoors), *O* (outdoors), or *B* (both).

skip O    climb B    swim B    ride a bike O  
 code I    hop B    type I    take pictures B

**5** Look at the words in Activity 1 and sort for you.

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

😊

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

😊

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**6** Watch the video again. Circle the activities you hear.



fly hop swim type climb type

## Pre-reading 1

**Reading strategy**  
 Identify the text type and purpose.

**1** Look at the titles of texts from Units 1-6. Sort.



○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Stories

*First Day*

*A New Monster at School*

*My Perfect Day*

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○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Informational texts

*A Day in the Desert*

*Schools Around the World*

*Let's Go on a Shape Hunt.*

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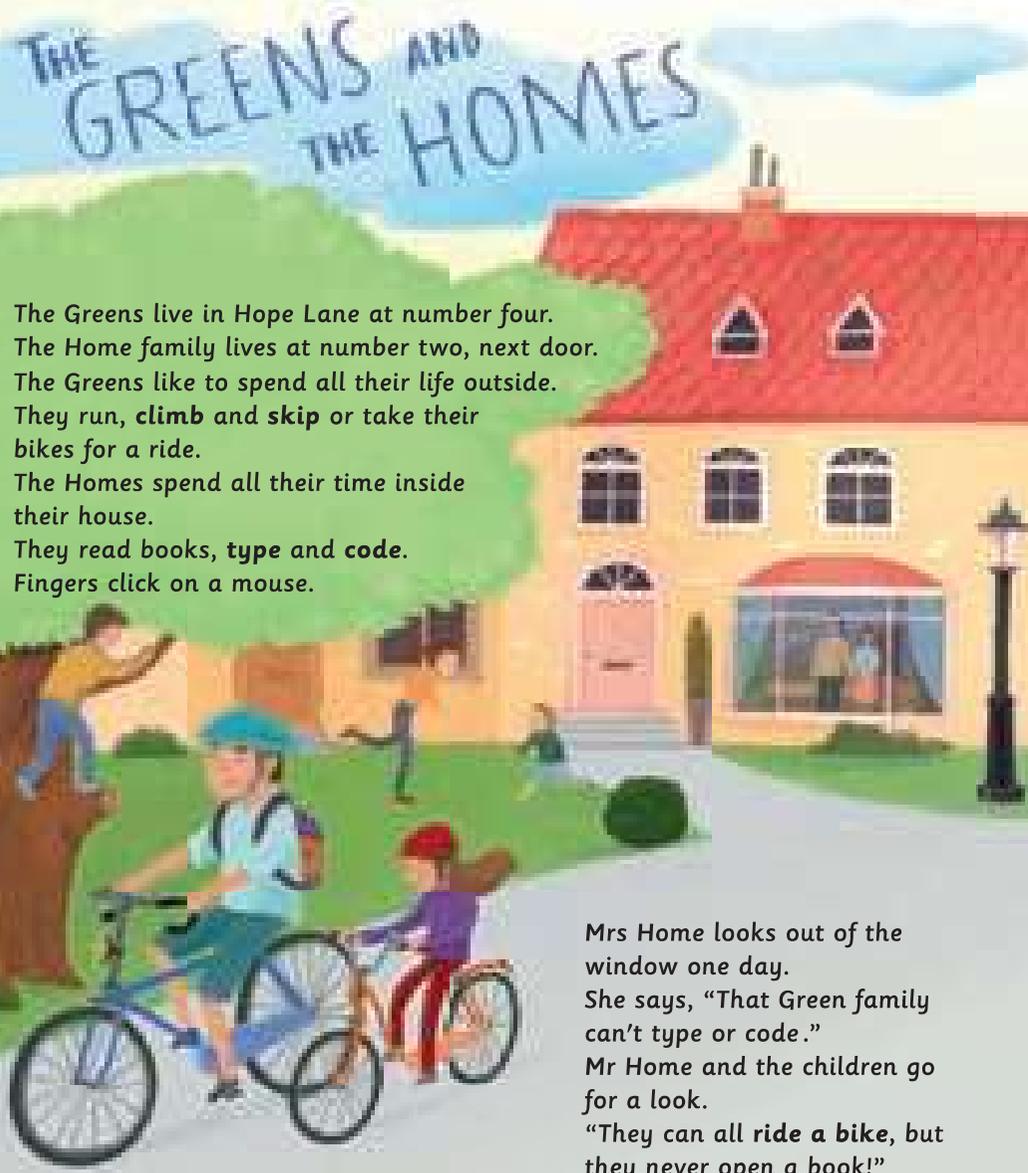
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**2** Look at *the Greens* and *the Homes* on the next page. Do you think it's a story or an informational text?

# Reading 1

**3**  Read *The Greens and the Homes*. Check your answer from Activity 2.

 **Reading strategy**  
Identify the text type and purpose.



The Greens live in Hope Lane at number four. The Home family lives at number two, next door. The Greens like to spend all their life outside. They run, climb and skip or take their bikes for a ride. The Homes spend all their time inside their house. They read books, type and code. Fingers click on a mouse.

Mrs Home looks out of the window one day. She says, "That Green family can't type or code." Mr Home and the children go for a look. "They can all ride a bike, but they never open a book!"

The Green family looks up. Mrs Green starts to say, "I'm sad for those children in the house every day." School starts and the children start their new class. The Home and Green children make friends really fast. They learn from each other to read, type and code. And now all of the children can ride bikes down the road!



**4** Read the story again. Circle the action words.

**6**  Ask and answer with a friend.



**5** Write *The Greens* or *The Homes*.

- 1 They run and climb. ....
- 2 They type and code. ....
- 3 They can ride a bike. ....
- 4 They can read books. ....

- 1 Is your family most like the Greens or the Homes? Why?
- 2 What's special about the structure of the story? Find the words that rhyme.

# Grammar 1

**1** Watch Part 1 of the story video. What does Tommy do?



**2** Look at the grammar box and circle for you.

**Grammar**

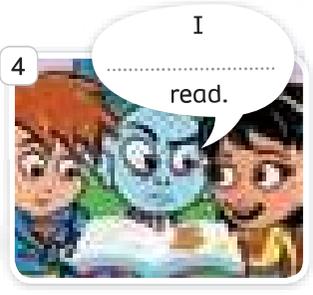
I **can** swim.  
I **can't** swim.

---

Can you swim?  
**Yes, I can.** / **No, I can't.**

**3** Read *The Greens and the Homes* again. Circle *can* and *can't*.

**4** Look and write *can* or *can't*.



**5** Complete the questions. Then answer for you.

1 Can you ..... ?    2 Can you ..... ?



**6** Think of your family members and write.

- My mom can .....
- My mom can't .....
- My .....
- My .....

# Listening and Speaking

**7** Listen. What can Emma do? Check (✓) or cross (X).



	ride a bike	type fast	hop 10 times	swim	climb	play soccer
Emma						
My friend						

**8** Ask and answer with a friend. Think of one more ability to ask about.

Can you type a fast?

No, I can't.

# Vocabulary 2

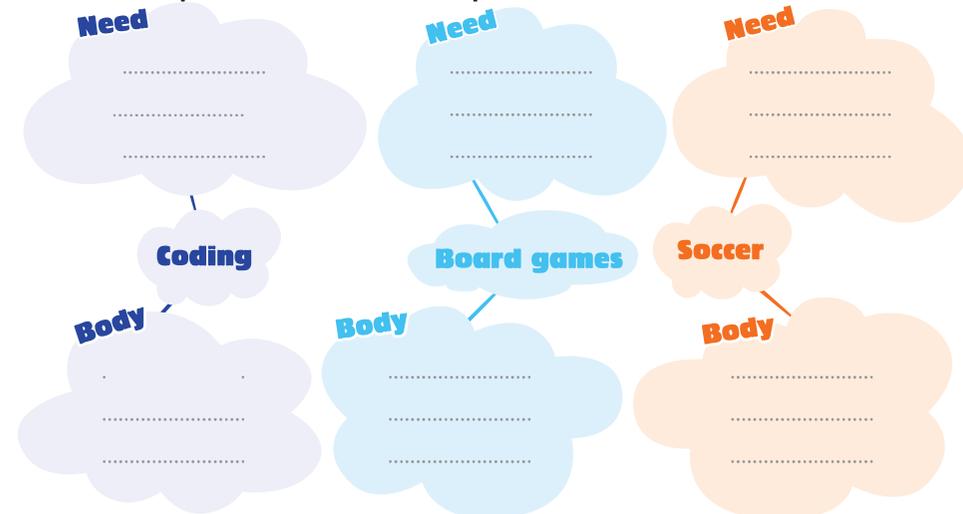
1 Listen and repeat. 2-06



2 Listen and check (✓). Use different colors. 2-07

3 Listen and say. 2-08

4 Listen and complete for Coding. 2-09  
Complete the other mind maps.



5 Think and write.



## MY FAVORITES

*All about me*

Hobbies	Board game
Sports	Video game

6 Ask and answer with a friend.

What are your favorite hobbies?

My favorite hobbies are swimming and playing games on my tablet. And you?

## Pre-reading 2

1 Look at the title *Cool Sports*. Do you think it's a story or an informational text?



**Reading strategy**

Identify the text type and purpose.

2 Why do people read articles? Circle.

- for information
- for enjoyment
- to learn things
- to read about imaginary worlds

## Reading 2

**3**  Read *Cool Sports*. Check your answers from Activities 1 and 2.

 **Reading strategy**  
Identify the text type and purpose.

# COOL SPORTS



The Olympic and Paralympic **Games** are big **sports** tournaments. There are winter and summer games. At these events, we see people who can run really fast, people who can swim really fast, and people who can jump really far. But what about more unusual sports at the Olympics and Paralympics?

Can you walk fast? Yes? Then race walking is the **hobby** for you! It looks funny because competitors can't have both feet off the ground at the same time. You wiggle when you race walk.



Can you swim and dance? Can you swim and dance at the same time? Synchronized swimming is a sport. Teams do a dance routine in the swimming pool.

**4** Read the article again and check (✓).

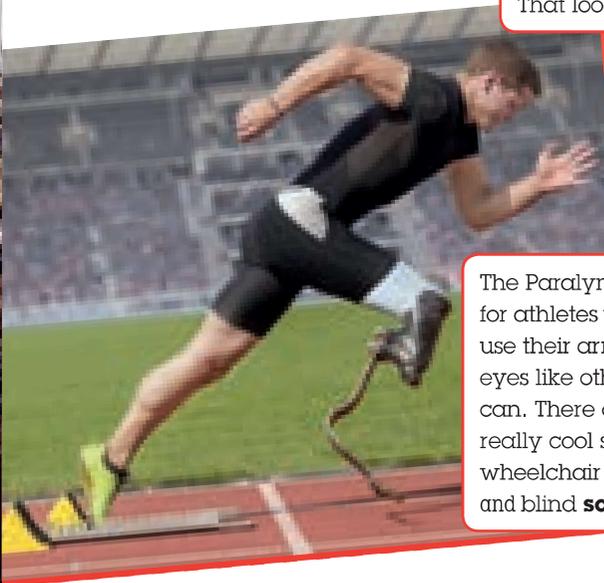
	needs a ball	in the pool	in the mountains	you wiggle	you dance	on a team
Race walking						
Synchronized swimming						
Wheelchair basketball						
Blind soccer						
Para alpine skiing						

**5**  **Think about the article. Work in pairs.**

- In blind soccer, the ball makes a rattling sound. Why do you think this is?
- Can you think of other Olympic and Paralympic sports? Which do you want to try?



At the winter Paralympics there's para alpine skiing. Wow! Look at him! That looks very cool!



The Paralympics are for athletes who can't use their arms, legs, or eyes like other athletes can. There are some really cool sports like wheelchair basketball and blind **soccer**.



## Grammar 2

**1**   Watch Parts 1 and 2 of the story video. Who is *me*?



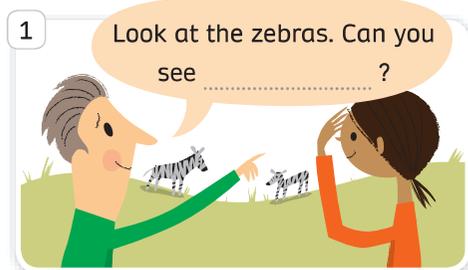
**2** Read the grammar box and match.

### Grammar

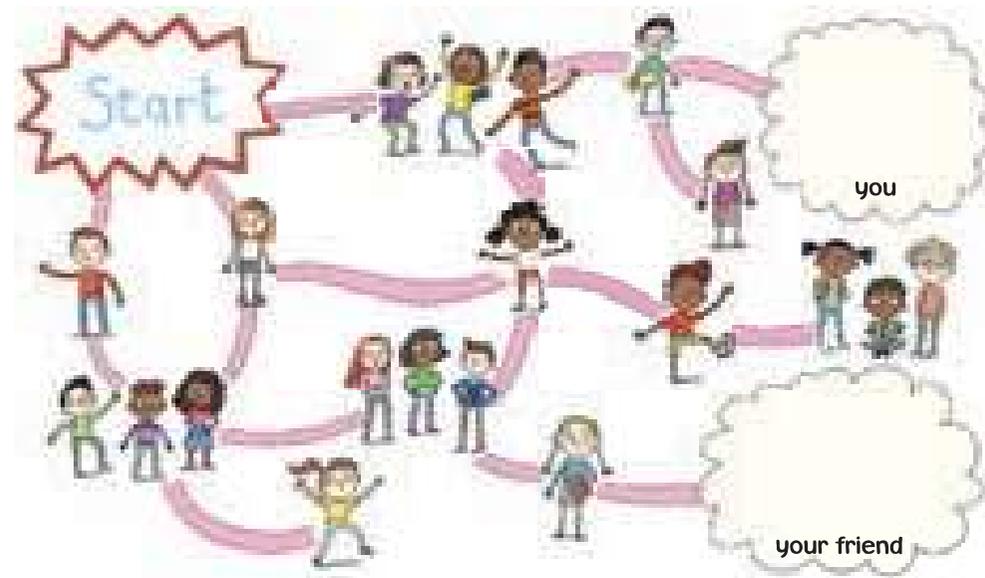
I	her
you	them
he	me
she	him
we	you
they	us

**3** Read *Cool Sports* again. Circle examples of *him* and *you*.

**4** Look and write.



**5**   Listen and follow. Draw you and your friend. Then play.



## Speaking

 **Speaking strategy**  
Organize your speech clearly.

**6**  Play a game in groups.



**7**   Watch Part 3 of the story video. Can Dan sing?

## Writing

**1** Look at Clara's pictures and answer.

- What's she writing about?
- What can she do?



## My Favorites

### Hobbies

My favorite hobby is sports. I like soccer and basketball. I can play soccer, but I can't play basketball – I really want to learn! I like outdoor activities – I can ride a bike and I can climb.

### Things

My favorite thing is my phone. I can take pictures on my phone, I can talk to my friends, and I can use it to play games.



### Writing strategy

Use **and** to connect two things that are the same:  
*I can ride a bike **and** I can climb.*

Use **but** to connect two things that are different:  
*I can play soccer, **but** I can't play basketball.*

**3** Read the text again. Circle *and* and *but*.

**4** **WB** Find or draw pictures of you doing your favorite hobby **and** of your favorite thing. Then go to the Workbook to do the writing activity.

## Now I Know

**1** Why do we do hobbies? Think and write three things you can do and three things you can't do. Compare with a friend.

- I can ... ..
- I can't ... ..

**2** Answer for you.

- 1 What hobbies do you like? .....
- 2 What sports do you like? .....

**3** Choose a project.



### Talk about an athlete.

- 1 Choose a famous athlete.
- 2 Download and print a picture of the athlete.
- 3 Think about what sport the athlete does and what he/she can do. Make notes.
- 4 Present your information to the class.

or



### Start a club for your favorite hobby.

- 1 Think of a hobby. Make a poster to advertise your club.
- 2 Decide on a time and a place for your club.
- 3 Write information about the club on the poster.
- 4 Show your poster.
- 5 Have a club meeting with friends.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people can and can't do.



I can say what I can and can't do.



I can understand short, simple texts.



I can write simple texts about what I can and can't do.

# 8

## What food do we eat?

### Listening

- I can understand what others like and don't like.

### Reading

- I can understand the main points in a short, simple text.

### Speaking

- I can say what I like and don't like.

### Writing

- I can write about what I like and don't like.



### 1 What food words do you know in English? Sort.

apple banana cheese  
milk meat juice  
orange water egg  
fish chicken honey

Eat \_\_\_\_\_,

Drink \_\_\_\_\_

### 2 Look at the picture and discuss.

- What are the children doing?
- What foods can you name?
- What drinks can you name?

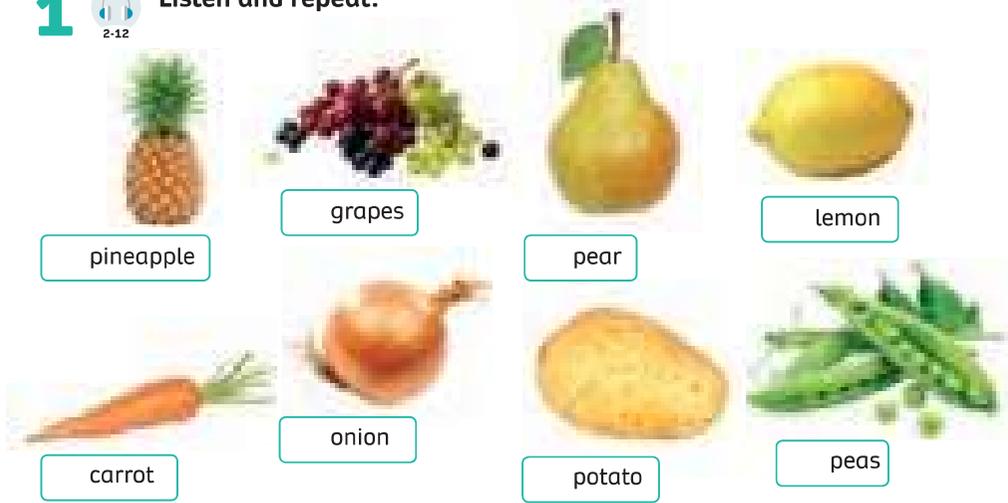
### 3 Watch the video and circle. What do the children do with the fruit?

eat it drink it draw it



# Vocabulary 1

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen and say.

**4** Is it a fruit or a vegetable? Sort.



banana carrot grape lemon onion orange  
pea pear pineapple potato

Fruit	Vegetable
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

**5** Read the riddles. Write the food.

**1** What am I?  
I'm small.  
I'm round.  
I'm a vegetable.  
I'm green.  
.....

**3** What am I?  
I'm yellow.  
I'm a fruit.  
I'm not sweet.  
I grow on trees.  
.....

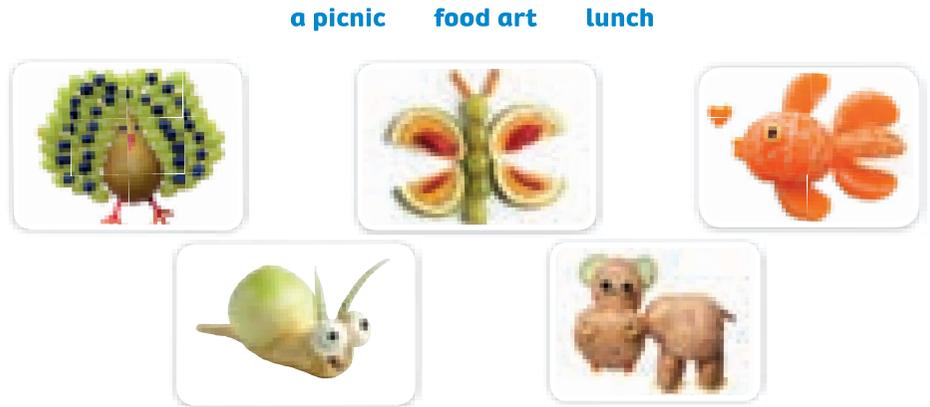
**2** What am I?  
I'm long.  
I'm orange.  
I'm a vegetable.  
I grow under the ground.  
.....

**4** What am I?  
I'm a vegetable.  
I'm round.  
I'm white.  
I can make you cry.  
.....

## Pre-reading 1

 **Reading strategy**  
Identify the main topic of a text.

**1** Look at the pictures from the reading. What food can you see? What do you think the text is about? Circle.



# Reading 1

**2**  Read *Food Art!* Check your answers from Activity 1.

## Reading strategy

Identify the main topic of a text.

**3** Read the text again. Write **T** (true) or **F** (false).

- 1 You need a pineapple for the fruit peacock. ....
- 2 You need a tangerine or lemon for the fruit fish. ....
- 3 You need an onion for the snail. ....
- 4 You need a potato for the hippo. ....
- 5 You need oranges and grapes for the butterfly. ....
- 6 Marcin likes potatoes. ....
- 7 Sonia likes butterflies. ....

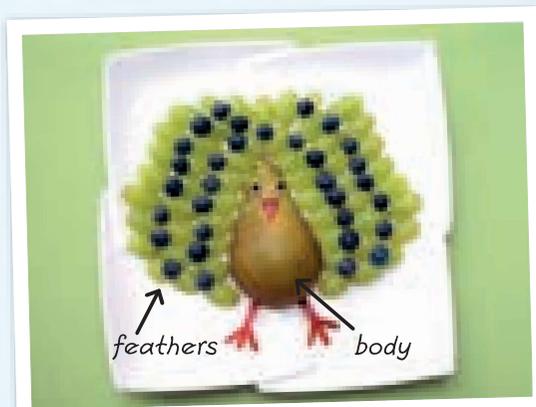
**4**  Talk with a friend. Do you like the food pictures? What's your favorite?

I like the peacock. I don't like the hippo.

# Food Art!



Do you like fruits and vegetables? Do you like art? If the answer is "yes," read this and make some food art!



## Fruit peacock!

To make this fruit peacock, you need: a pear, some grapes, some blueberries, and an apple.

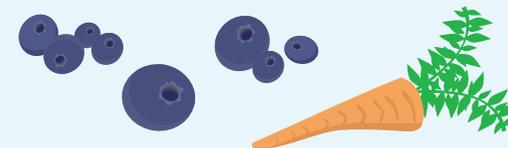
Cut the pear in half for the peacock's body. Put the grapes and blueberries around the body for the feathers. Use an apple for the legs and nose, and draw the eyes on the peacock's face.



## Tangerine fish!

To make this fish, you need: a tangerine or a lemon, a carrot, and a pea or a grape.

Cut the tangerine or lemon into slices. Put the tangerine or lemon slices on a plate for the fish body. Use a slice of carrot for the mouth, and a pea or a grape for the eye.



## Competition

Can you make your own food art? Make some art, take a picture, and send it to us at [food4art@email.com](mailto:food4art@email.com). Remember to eat your food art when you finish!

## Your food art!

Here are some pictures of food art from our readers. Do you like them?



Eva, age 7  
This is my parsnip and onion snail. I like the ears. They are cute.



Marcin, age 6  
I don't like potatoes, but I like my potato hippo! Do you?



Sonia, age 7  
I like butterflies. Do you like my fruit butterfly? It has grapes for the body and orange slices for wings.

# Grammar 1

**1**   Watch Part 1 of the story video. Say three food words you hear.



**2** Look at the grammar box and read.

**Grammar**

I **like** picnics. I **don't like** milk.

Do you **like** pears, grapes, and carrots? **Yes, I do.** / **No, I don't.**

**3** Read *Food Art!* again. Circle *I like, I don't like, Do you like?*

**4** Read and circle.

1  I am **not like** / **don't like** picnics.

2  Do you **liking** / **like** blue food?

3  **Are** / **Do** you like lemonade?

4  **Yes, I do.** / **No, I don't.**

**5** Answer for you.

**don't like**    **like**    **No, I don't.**    **Yes, I do.**

- 1 I ..... orange juice.
- 2 I ..... milk.
- 3 I ..... pineapples.
- 4 Do you like bananas? .....
- 5 Do you like lemons? .....
- 6 Do you like cheese? .....

# Speaking

**6**  Look and check (✓) or cross (X) for you. Then ask two friends and complete. Tell the class the foods you like and don't like.

	 potatoes	 grapes	 peas	 pears	 carrots	 onions
Me						
.....						
.....						



# Vocabulary 2

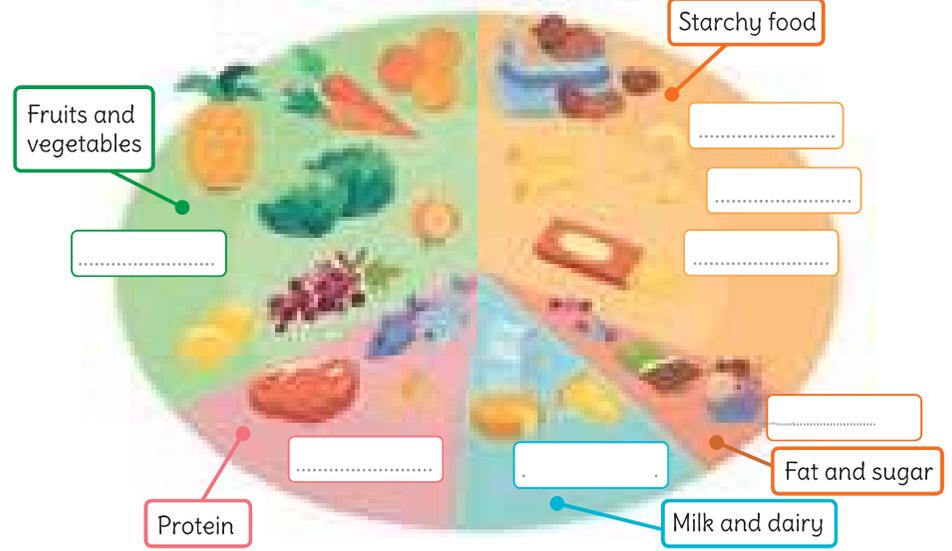
**1** Listen and repeat.



**2** Listen and number.

**3** Listen and say.

**4** Look at the *Eat Well* plate. Write words from Activity 1 on the plate.



**5** Think about the *Eat Well* plate again. Write.

- Oranges, lemons, and ..... are fruit.
- Eat bread, ....., pasta, or potatoes every day.
- Eat some protein every day: meat, fish, eggs, or .....
- Milk, cheese, and ..... are dairy foods.
- Don't eat a lot of sugary food: ice cream, chocolate, and .....
- You can make ..... with vegetables.



## Pre-reading 2

**1** Look at the pictures from the reading. What do you think the story is about? Circle.

**Reading strategy**  
Identify the main topic of a text.



eating a sandwich

eating soup

making food art

## Reading 2

2



Read *The Fox and the Stork*.  
Check your answer from Activity 1.



### Reading strategy

Identify the main topic of a text.



One day, a fox invites a stork for dinner.

The fox doesn't like **pasta** or **rice**. He makes some pea and potato **soup**.

"Hello, stork!" says the fox. "Do you like soup?"

"Yes, I do!" says the stork.

The fox puts two bowls of soup on the table. The fox eats his soup. "Mmm. It's delicious!" he says. The stork likes the soup, but he doesn't like the bowl. He has a long beak, and the bowl is shallow – he can't eat the soup! "Ha! Ha!" laughs the fox.



The next day, the stork has an idea. He invites the fox to dinner, and he makes some **bean** soup.

"Hello, fox!" says the stork. "Do you like bean soup?"

"Yes, I do!" says the fox.

The stork puts two bowls of soup and some **bread** on the table. The stork eats his soup. "Mmm. It's delicious!" he says. The fox likes the soup, but he can't eat it. The bowl is too tall!

"Look! The fox likes my soup! But does he like the bowl? No, he doesn't!" laughs the stork.

But the stork is kind, so he gives the fox some more soup in a shallow bowl. The fox eats the soup and says, "Thank you. You're kind, and I'm sorry! Let's be friends!"

### 3 Read the story again. Write **T** (true) or **F** (false).

- 1 The fox makes vegetable soup. ....
- 2 The stork likes the soup. ....
- 3 The stork eats the soup. ....
- 4 The stork makes meat soup. ....
- 5 The fox can't eat the bean soup. ....
- 6 The stork is kind. ....

### 4 Think about the story. Compare your ideas.



- Why does the stork invite the fox to dinner?
- Why does the stork give the fox more soup?
- Why does the fox say "sorry" in the end?

# Grammar 2

**1**   Watch Part 2 of the story video. Does Cranky like blue food? Do Tommy and Suzie like blue food?



Does he like green peas?  
No, he doesn't. He likes blue peas!

**2** Look at the grammar box and read.

**3** Read *The Fox and the Stork* again. Circle *likes*, *doesn't like*, *Does he/ she like ... ?*

**4** Read and write.

doesn't   Does   likes   doesn't   likes   doesn't

- 1** Cranky ..... blue ice cream.
- 2** Cranky ..... blue bread and cookies.
- 3** Cranky ..... like green food.

### Grammar

He/She **likes** blue food.  
He/She **doesn't** like blue food.  
**Does** he/she **like** blue food?  
**Yes**, he/she **does**.  
**No**, he/she **doesn't**.

- 4** Does Suzie like blue food?  
No, she .....
- 5** ..... Cranky like blue beans and rice? Yes, he does.
- 6** Does Tommy like blue food?  
No, he .....

**5** Put the words in the correct order to make sentences. Answer the questions.

- 1** likes / Tommy / carrots. / orange
- 2** blue / doesn't / Suzie / like / food.
- 3** onions. / likes / blue / Cranky
- 4** Tommy / Does / picnics? / like
- 5** like / Suzie / blue / Does / food

# Listening and Speaking

**6**  Listen. Who is it?

					
 Sam	✓	X	✓	✓	X
 Lisa	X	✓	✓	X	X
 James	✓	X	X	X	✓
 Anna	✓	X	✓	✓	X

### Speaking strategy

Be accurate when you are speaking.

**7**  Ask and answer with a friend.

Does he like carrots?

No, he doesn't.

Is it James?

Yes!

**8**   Watch Part 3 of the story video. Does Cranky like picnics?

## Writing

**1** Look at Tom's pictures and predict your answers.

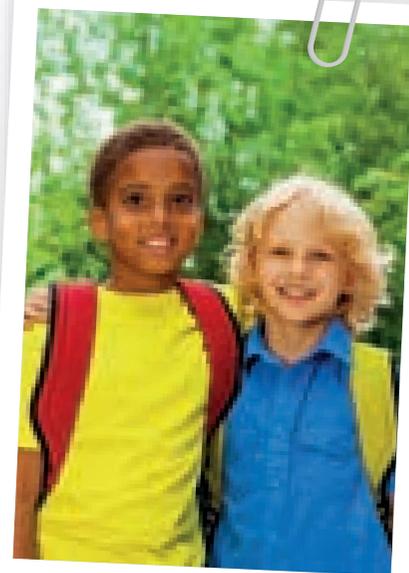
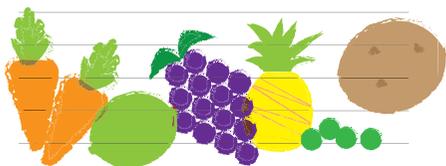
- What does Tom like?
- What other fruit and vegetables can you see?
- Who is Billy?

**2** Now read Tom's description and check your answers.

I like pasta!

I'm Tom and this is my friend, Billy. I like pasta with meat sauce and cheese. It's my favorite dinner. Billy doesn't like pasta. He likes rice. His favorite dinner is rice, beans, and onions.

I like fruit too. I like pineapples, limes, and grapes. Billy doesn't like fruit, but he likes vegetables. He like peas, potatoes, and carrots. What food do you like?



**3** Read the text again. Circle the commas in lists.

**4** **WB** Find or draw a picture of food you like and food you don't like. Then go to the Workbook to do the writing activity.

### Writing strategy

Use commas in lists of words.

*I like apples, bananas, lemons, and oranges.*

## Now I Know

**1** What food do we eat? Think. Answer for you.

**What food do you eat? Write ...**

- |                               |                              |
|-------------------------------|------------------------------|
| <b>1</b> a fruit. ....        | <b>5</b> a sugary food. .... |
| <b>2</b> a vegetable. ....    | <b>6</b> a yellow food. .... |
| <b>3</b> a dairy food. ....   | <b>7</b> a red food. ....    |
| <b>4</b> a protein food. .... | <b>8</b> a round food. ....  |

**2** Choose a project.

**Make a presentation about food you and your family like.**

- 1 Choose food you and your family like.
- 2 Draw a picture of it or take a picture.
- 3 Write notes about the food you like.
- 4 Tell the class about the food you like.

or

**Make some food art.**

- 1 Choose two or three foods.
- 2 Choose the animal you want to make.
- 3 Cut the food and make your food art (or draw a picture).
- 4 Write about the food in your food art.
- 5 Show the class your food art and your description.

★ ★ ★ Read and color the stars ★ ★ ★



I can understand what others like and don't like.



I can say what I like and don't like.



I can understand the main points in a short, simple text.



I can write about what I like and don't like.

# 9

## How do we play?

### Listening

- I can understand what people have.

### Reading

- I can identify people from their description.

### Speaking

- I can ask questions about what people have.

### Writing

- I can write about what I have.



- 1**  What toys do you like playing with? Tell a friend.

I like playing with cars.

- 2**  Look at the picture and discuss.

- 1** What game are the children playing?
- 2** Name three games you like. Compare with a friend.

- 3**  Look at the picture below. Can you see any toys you have? Tell a friend.



- 4**   Watch the video and check (✓). How many children like cars?

- one  three   
two  four

# Vocabulary 1

**1**  Listen and repeat.



toy truck



stuffed animal



hula-hoop



scooter



robot



1 action figure



toy boat



blocks

**2**  Number in alphabetical order. Then listen and check.

**3**  Listen and say.

**4** Which toys do you like? Sort.

Toys I like

.....

.....

.....

.....

Toys I don't like

.....

.....

.....

.....

**5**   Watch the video again. Do a class toy survey.



What's your favorite toy?

My teddy bear.

**6** What's your favorite playground game? Draw and write.

.....

.....

.....

.....

.....

.....

.....

.....

## Pre-reading 1

 **Reading strategy**  
Identify the people in a text.

**1** Look at the characters from the story. Who do you think they are? Check (✓).



brothers and sisters  classmates  cousins  friends

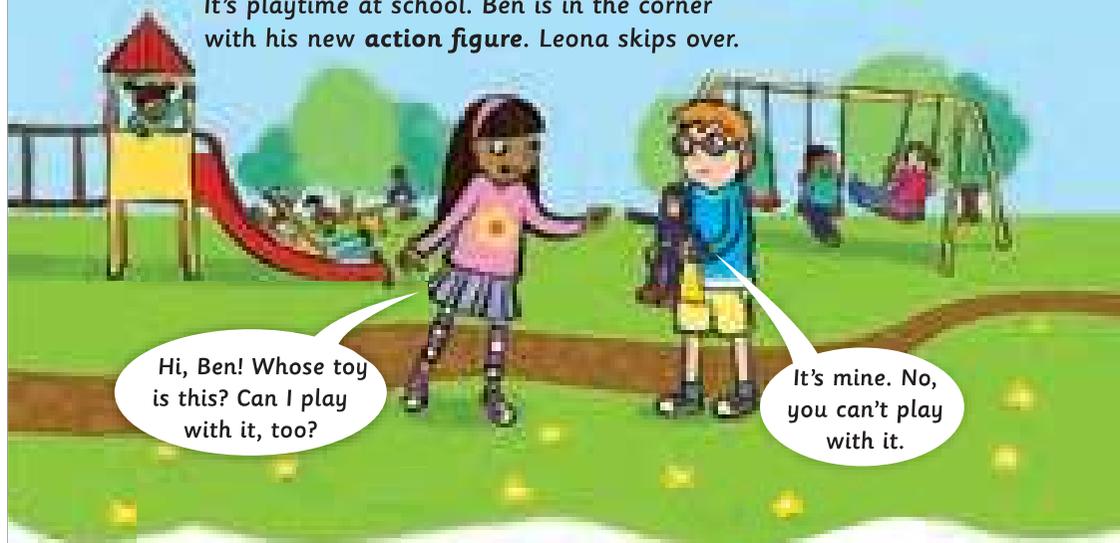
# Reading 1

**2**  Read *Superheroes Share!* Check your answers from Activity 1.

 **Reading strategy**  
Identify the people in a text.

## SUPERHEROES SHARE!

It's playtime at school. Ben is in the corner with his new **action figure**. Leona skips over.



Hi, Ben! Whose toy is this? Can I play with it, too?

It's mine. No, you can't play with it.

Leona walks away. She starts to play with Erin, Farhad, and Meena. Erin has a doll, Farhad has a robot, and Meena has a lion stuffed animal.



Let's play school! Erin's doll and Meena's lion can be students.

Great idea! My robot can be the teacher.

Thanks, Farhad. We can share.

The children have great fun playing school. They take turns being the teacher and the students. Ben watches his friends. He thinks it looks like a great game. He feels sad on his own, but his toy is new, and he doesn't want to share. He sees a button on his toy. He presses it.



Ben runs over to his friends.



Can I play?

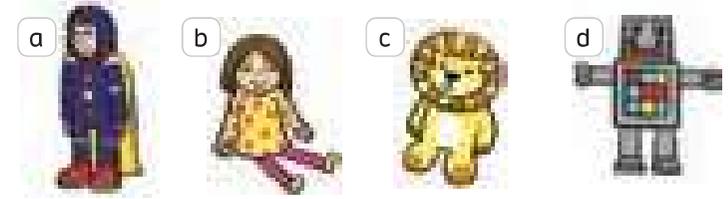
Yes!

Ben's action figure can be the new boy at school.

Yes. Let's play!

### 3 Read the story again. Match.

- 1 Farhad
- 2 Erin
- 3 Ben
- 4 Meena



**4**  Talk with a friend. What games do you play with your friends? Do you share your toys? Is there anything you don't like to share?



# Grammar 1

**1**   Watch Parts 1 and 2 of the story video. Whose robot is it? Check (✓).



Whose doll is this?  
It's Suzie's doll.

**2** Look at the grammar box and read.

**Grammar**

Whose ball is this?  It's Tommy's ball.

**3** Read *Superheroes Share!* again. Circle *Whose* and (name)'s.

**4** Read and match.

It's Mom's computer.  
This is Hugo's bike.  
This is Dad's cell phone.  
It's Carrie's hula-hoop.



**5** Look and write.



**1** Whose monster is this?



It's ..... monster.

**2** ..... teddy bear is this?



It's ..... teddy bear.

# Listening and Speaking

**6**  Listen and match.



**7**  Play a game in groups.

- Put your toys on the table.
- Ask and answer to say who each item belongs to.

Whose car is this?  
It's Pedro's car.

# Vocabulary 2

1 Listen and repeat.  
2-26



2 Listen and check (✓).  
Use different colors.  
2-27

3 Listen and say.  
2-28

4 How do you play? Look and sort.  
Then think of more words.



Playground equipment	Playground games	How to play

5 Listen and match.  
2-29



lose  
win  
take turns

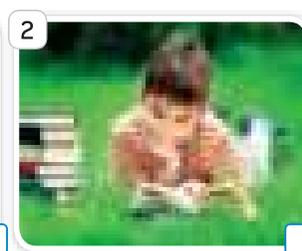


# Pre-reading 2

**Reading strategy**  
Identify the people in a text.

1 Look at the title from the reading.  
Who do you think is in the text?  
Check (✓).

# Playground Games



# Reading 2

**2**  Read *Playground Games*. Check your answers from Activity 1.

 **Reading strategy**  
Identify the people in a text.

# Playground Games



## CHILE:

### *Corre, Corre, La Guaraca!*

Players sit in a circle. Children **take turns** to run around the circle with a handkerchief, or another piece of clothing. The children in the circle close their eyes. They sing “*Corre, Corre, la Guaraca*”. The child running drops the handkerchief on a child’s back and runs. The child has to run around the circle before the child with the handkerchief on their back gets up and **tags** him or her.



## INDIA:

### *Aankh Micholi*

*Aankh Micholi* is a popular group outdoor game enjoyed by children of all ages. One of the players, the denner, is blindfolded with a piece of cloth. To **win** the game, the denner has to tag one of the other players while being blindfolded.

## JAPAN:

### *Arupusu Ichimanjaku*

Children face one another and sing together and clap each other’s hands to the song, *Arupusu Ichimanjaku* (a version of the American song *Yankee Doodle*). The song gets faster and faster so it becomes more difficult to keep up! But you can’t **lose** at this game, the children just start singing and clapping their hands again.



**3** Read again. Write **T** (true) or **F** (false).

- 1 *Corre, Corre, La Guaraca!* and *Arupusu Ichimanjaku* are like tag. \_\_\_\_\_
- 2 In *Arupusu Ichimanjaku* children sit in a circle. \_\_\_\_\_
- 3 In *Aankh Micholi* one child is blindfolded. \_\_\_\_\_
- 4 In *Corre, Corre, La Guaraca!* children close their eyes. \_\_\_\_\_

**4**  Think about the games. Compare your ideas.

- How are the games the same as and different from the games you play?
- Which game do you want to play? Why?



# Grammar 2

**1**   Watch Part 2 of the story video again. Are the toys Cranky's?



**2** Read the grammar box and match.

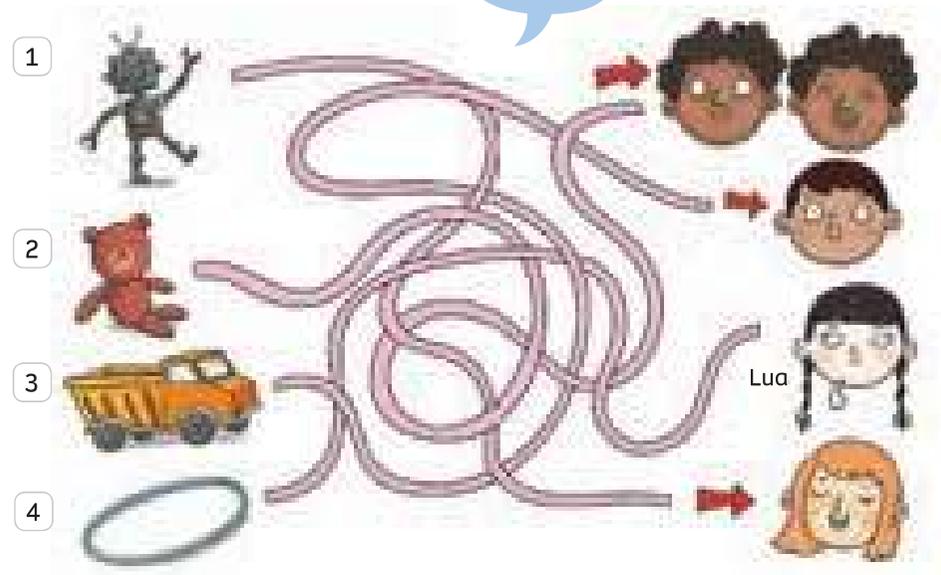
**Grammar**

my	hers
your	theirs
his	mine
her	his
our	yours
their	ours

**3** Read *Playground Games* again. Circle the words in the grammar box.

**4** Follow the lines and say for Lua.

The robot is hers.



**5** Look, read, and complete.

1  This tablet is ..... We share it.

2  This action figure is .....

3  That cat is .....

# Listening and Speaking

**Speaking strategy**

Show respect and disagree politely.

**6**  Draw yourself in the blank space. Then listen and circle.

1  a  b 

2  a  b 

3  a  b 

**7**  Play a game in groups.

- 1 Draw a picture of a toy.
- 2 Put the pictures on the wall.
- 3 Guess who the pictures belong to.

Is this yours?

I think this is hers.

**8**   Watch Part 3 of the story video. Does Cranky like sharing?

## Writing

**1** Look at Enric's pictures and answer.

- What is he writing about?
- What does he have?

**2** Read Enric's description and check your answers.

**My friends and their toys**

I love to play with my friends and their toys. This is Amal's robot. It can speak. This is Lisa's action figure - it's hers but she shares it with me. That is Jack's scooter. We take turns riding it. There is a slide in Jack's yard. This truck is mine. We push it down the slide. I love to share toys with my friends!

**3** Read the text again. Circle the apostrophes after names.

**4** **WB** Find or draw a picture of your favorite toy. Then go to the Workbook to do the writing activity.



### Writing strategy

Use apostrophes after names for possession.  
The toy truck is Marta's.

## Now I Know

**1** How do we play? Think and write.

- My friends' favorite toys are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- Some playground games are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- I play \_\_\_\_\_ with my friends.

**2** Choose a project.



**Make a poster about your favorite toys.**

- 1 Work in groups. Each draw a picture of your favorite toy.
- 2 Stick your pictures on a poster.
- 3 Write captions.
- 4 Present your poster to the class.

or



**Draw and write about a playground game you play.**

- 1 Draw a picture of you playing the game.
- 2 Write the rules.
- 3 Present it to the class.
- 4 Play the game at playtime!

### ★ ★ ★ Read and color the stars ★ ★ ★



I can understand what people have.



I can ask questions about what people have.



I can identify people from their description.



I can write about what I have.

10

# What clothes do we wear?

## Listening

- I can identify someone from a description.

## Reading

- I can guess new words in a short, simple text.

## Speaking

- I can talk about what people are wearing.

## Writing

- I can write about what I have.



1 How many clothes words do you know in English? Circle.

shirt T-shirt jeans pants  
skirt dress shoes socks

2 Look at the picture and discuss.

- Say the colors you can see.
- Say the clothes you can see.
- Describe your clothes today.

3 Look at the picture again. Ask and answer with a friend.

- Are these clothes good for sports?
- What clothes are not good for sports?

4 Watch the video and answer.



- Is a T-shirt good for running?
- Are pants good for swimming?
- Is a skirt good for horseback riding?

 British	 American
trousers	pants
rub out	erase

# Vocabulary 1

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen and say.

**4** Read and write **T** (true) or **F** (false).



- 1 I'm wearing a bathing suit. ....
- 2 Daniel's wearing boots. ....
- 3 My grandma's wearing a jacket. ....
- 4 Gabriela's wearing sandals. ....

**5** Write. Use the words from Activity 1.



What clothes do you wear ...

... for sports? _____ _____ _____ _____	... in the summer? _____ _____ _____ _____	... in the winter? _____ _____ _____ _____
---	--	--

# Pre-reading 1

**1** What are these clothes made from? Write.

 **Reading strategy**  
Guess the meaning of new words.

**cotton   silk   wool**



# Reading 1

**2**  Read *What Are Clothes Made From?*  
Check your answers from Activity 1.

### Reading strategy

Guess the meaning of new words.

# What Are CLOTHES Made From?

## Wool

Most wool comes from sheep. In the winter, sheep grow a long, hairy coat, called a fleece. In the spring, the farmers cut the sheep's fleece and make it into wool. We use the wool to make jackets, sweaters, gloves, and hats. Wool clothes are good for cold weather.



**FUN FACTS!**  
We can get wool from goats, camels, and rabbits, too!



**3** Read the text again. Circle and complete.

- 1 Silk comes from a caterpillar / sheep.
- 2 Cotton comes from a rabbit / plant.
- 3 Wool comes from sheep and goats / a plant.
- 4 Lin is wearing a silk blouse / dress.
- 5 Adam is wearing a wool sweater / jacket.
- 6 Tomas is wearing cotton / wool.

What's your favorite Fun Fact? .....

**4**  Think about your clothes. Talk with a friend.

This is my T-shirt. It's cotton.

This is my sweater. It's wool.



## Silk

Silk comes from a small caterpillar called a silkworm. The silkworm spins a cocoon from silk. We use the silk from the cocoons to make dresses, blouses, scarves, and other beautiful clothes.



**FUN FACTS!**  
The silk thread in each cocoon can be one kilometer long!



I'm Tomas and this is Maria. She's wearing a red T-shirt. We're both wearing cotton.

## Cotton

Cotton comes from a plant. The cotton plants grow in hot, dry countries. The seeds of the plants grow inside white "bolls." When the bolls are big, they break open and the cotton is inside. We collect the cotton and make it into T-shirts, shirts, shorts, and other clothes.



**FUN FACTS!**  
A lot of cotton comes from Egypt.

# Grammar 1

**1**   Watch Parts 1 and 2 of the story video. Write.



Look at Dan! He isn't wearing a skirt. He's wearing a pink .....

**2** Look at the grammar box and read.

## Grammar



I'm wearing a T-shirt.  
You're wearing a T-shirt.  
He's wearing a T-shirt.  
We're wearing a T-shirt.  
They're wearing a T-shirt.



I'm not wearing a blouse.  
You aren't wearing a blouse.  
She isn't wearing a blouse.  
We aren't wearing a blouse.  
They aren't wearing a blouse.

**3** Read *What Are Clothes Made From?* again. Circle *I'm/He's/she's/we're wearing*.



- 1 I'm wearing / I'm not wearing a jacket.
- 2 I'm wearing / I'm not wearing a hat.

- 3 He's wearing / He isn't wearing a skirt.
- 4 He's wearing / He isn't wearing pants.



- 5 Cranky! You're wearing / You aren't wearing shoes!
- 6 Cranky! You're wearing / You aren't wearing gloves!

**5** Complete for you, your friend, and your teacher. 

'm wearing    's wearing    'm not wearing    isn't wearing

- 1 I ..... a sweater.
- 2 I ..... shorts.
- 3 My friend ..... socks.
- 4 My friend ..... a bathing suit.
- 5 My teacher ..... a jacket.
- 6 My teacher ..... a blouse.

# Listening and Speaking

**6**  Listen and check (✓).



1 Marc



Antonio



2 Zehra



Lola

**7**  Describe the pictures in Activity 6 with a friend.

He's wearing socks.

It's Marc.

# Vocabulary 2

**1**  Listen and repeat.



**2**  Listen and number.

**3**  Listen and say.

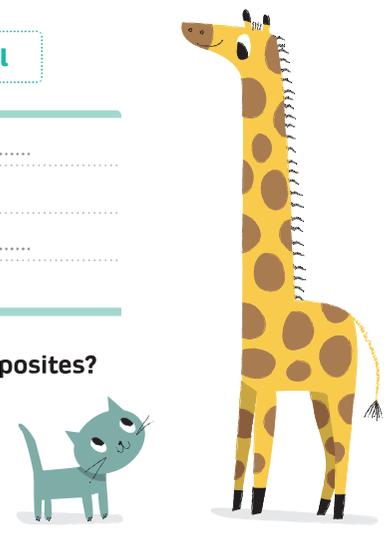
**4** Write the opposites.

**thick**   **short**   **wet**   **cool**

dry	.....
.....	tall
warm	.....
.....	thin

**5**  Think. What are the opposites?

- big
- young



**6** Imagine and write. What are you wearing? 

a wool hat and gloves   a cotton dress   a T-shirt   a rain jacket  
shorts   sandals   rain boots   a thick sweater   cotton pants

		
1 I'm wearing ...	2 I'm wearing ...	3 I'm wearing ...
.....	.....	.....
.....	.....	.....
..... to keep cool.	..... to keep warm.	..... to keep dry.

# Pre-reading 2

 **Reading strategy**  
Guess the meaning of new words.

**1** Look at the picture from the reading. Check (✓).

- He's a ...
- doctor
  - teacher
  - soldier

- He's wearing ...
- a jacket
  - shorts
  - sandals
  - pants
  - a belt
  - a hat



## Reading 2

2  Read *Oscar's Day at the Palace*.  
Check your answers from Activity 1.

### Reading strategy

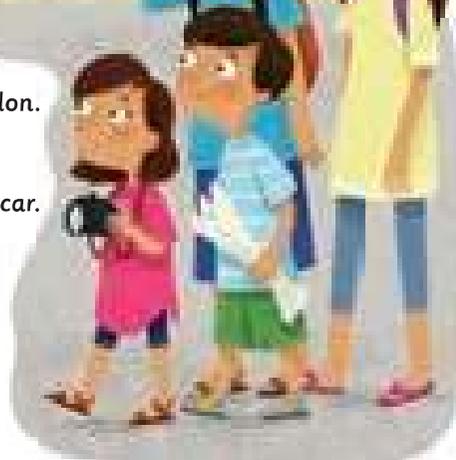
Guess the meaning of new words.

## Oscar's Day at the Palace



Oscar and his family are on vacation in London. Today, they're visiting Buckingham Palace. It's a very **warm** day.

"This palace is big! Who lives here?" asks Oscar.  
"The Queen of England!" says Dad.



Oscar looks at the soldier standing outside the palace. He's **tall** and he's wearing a **thick**, red jacket, black pants, and a white belt.  
"Is he wearing sunglasses in this hot weather?" asks Oscar.  
"No, he isn't, he can't wear sunglasses. He's the Queen's guard." says Dad.



"Dad ... it's hot today. I'm wearing shorts and sandals," says Oscar.  
"Is he wearing a uniform?"  
"Yes, it's his uniform," says Dad.  
"He looks very warm," says Oscar. "Wait! I have an idea!"  
Oscar runs to the ice cream van. "Can I have some **cool** ice cream, please?" he asks.



Oscar runs back to see the soldier outside the palace.  
"Hello! I'm Oscar," he says. "I like your uniform, but it's very warm. Here, I have some cool ice cream for you!"  
The soldier looks at Oscar. "Thank you, Oscar. Now I'm nice and cool!"



"Smile!" says Dad, as he takes a picture. "What a great day out!"

### 3 Read the story again. Circle.

- 1 Oscar is **at school** / at the palace.
- 2 It's a **warm** / cool day.
- 3 Oscar's wearing **a uniform** / shorts.
- 4 Oscar meets a tall **soldier** / boy.
- 5 The soldier's wearing a thick **jacket** / belt.

### 4 Think about the story. Compare your ideas.

- Why is the soldier wearing a uniform?
- What other jobs have uniforms?



# Grammar 2

**1**   Watch Part 3 of the story video. Whose pink dress is it?



Dan! Are you wearing my dress?  
Oh, no, Suzie! Is Dan wearing her dress?  
Yes, he is! I'm sorry!

**2** Look at the grammar box and read.

## Grammar

Are you **wearing** a dress? **Yes, I am.** / **No, I'm not.**  
Is he **wearing** a T-shirt? **Yes, he is.** / **No, he isn't.**  
Is she **wearing** a T-shirt? **Yes, she is.** / **No, she isn't.**



**3** Read *Oscar's Day at the Palace* again. Circle examples of *is he wearing?* and *no he isn't.*

**4** Look at the picture in Activity 1 again. Match.

- |                                 |                  |
|---------------------------------|------------------|
| 1 Is Dan wearing a dress?       | a No, he isn't.  |
| 2 Is Cranky wearing jeans?      | b Yes, she is.   |
| 3 Is Suzie wearing sandals?     | c No, she isn't. |
| 4 Is the woman wearing a dress? | d Yes, he is.    |

**5**   Watch Part 3 of the story video again. Write the questions and answers.

- |   |                                   |            |
|---|-----------------------------------|------------|
| 1 | ..... Tommy wearing black boots?  | Yes, ..... |
| 2 | Is Tommy ..... a yellow T-shirt?  | No, .....  |
| 3 | ..... Suzie ..... a skirt?        | .....      |
| 4 | ..... Suzie ..... a bathing suit? | .....      |

**6** Answer for you and your friend.

**Yes, I am.**    **No, I'm not.**    **Yes, he/she is.**  
**No, he/she isn't.**



- |                         |                            |
|-------------------------|----------------------------|
| Are you wearing ...     | Is your friend wearing ... |
| 1 a shirt? .....        | 4 a blouse? .....          |
| 2 a sweater? .....      | 5 a skirt? .....           |
| 3 a bathing suit? ..... | 6 gloves? .....            |

# Speaking

## Speaking strategy

**7**  Complete the chart for you. Then ask two friends and complete.

Ask and answer clearly.

	 sweater	 T-shirt	 shorts	 sandals
Me				
.....				
.....				

Are you wearing a sweater?

Yes, I am.

Are you wearing a T-shirt?

No, I'm not.



## Writing

### 1 Look at the pictures and answer.

- What clothes are the children wearing?
- Who's wearing silk? Why?
- Who's wearing wool? Why?

### 2 Read the descriptions and check your answers.



# What am I wearing?

I'm Jonás. I'm from Finland. It's very cold here. I'm wearing a thick, wool jacket, and a wool hat. I'm wearing thick boots to keep my feet warm.

I'm Prisha. I'm from India. It's very hot here. I'm wearing a long, silk dress called a sari. It's nice and cool. I'm wearing sandals to keep my feet cool.

### 3 Read the texts again. Circle the contractions.

### 4 **WB**<sub>141</sub> Find or draw a picture of the clothes you're wearing. Then go to the Workbook to do the writing activity.

### Writing strategy

Use apostrophes when writing contractions.

*I'm wearing a dress.*

*He **isn't** wearing a jacket.*

## Now I Know

### 1 What clothes do we wear? Read and think. Answer with your own ideas.

- |                           |                           |
|---------------------------|---------------------------|
| 1 at school? .....        | 5 to keep you warm? ..... |
| 2 for P.E. lessons? ..... | 6 to keep you dry? .....  |
| 3 for swimming? .....     | 7 in the winter? .....    |
| 4 to a party? .....       | 8 in the summer? .....    |

### 2 Choose a project.

#### Make a poster about uniforms.

- 1 Find or draw some pictures of people wearing uniforms.
- 2 Write a short sentence describing what they are wearing and why.
- 3 Make a poster with your pictures.
- 4 Tell the class about the uniforms on your poster.

or

#### Design some clothes for hot, cold, or wet weather.

- 1 Choose hot, cold, or wet weather.
- 2 Design clothes for the weather.
- 3 Draw a picture of the clothes and write about them.
- 4 Show the class your description.

### ★ ★ ★ Read and color the stars ★ ★ ★



I can identify someone from a description.



I can talk about what people are wearing.



I can guess new words in a short, simple text.



I can write about what I have.

# 11

## Why do we travel?

### Listening

- I can understand what people are doing.

### Reading

- I can understand short, simple stories about everyday activities.

### Speaking

- I can ask simple questions about traveling.

### Writing

- I can write a questionnaire.



**1** Look out of the window. What transportation can you see? Check (✓).



**2** Look at the picture and discuss.

- 1 What can you see in the picture?
- 2 Where is the person taking the picture?

**3** Watch the video and circle. What can you see?

a plane   a train   a boat  
a bus   a motorcycle



# Vocabulary 1

**1**  Listen and complete. Then listen again and repeat.

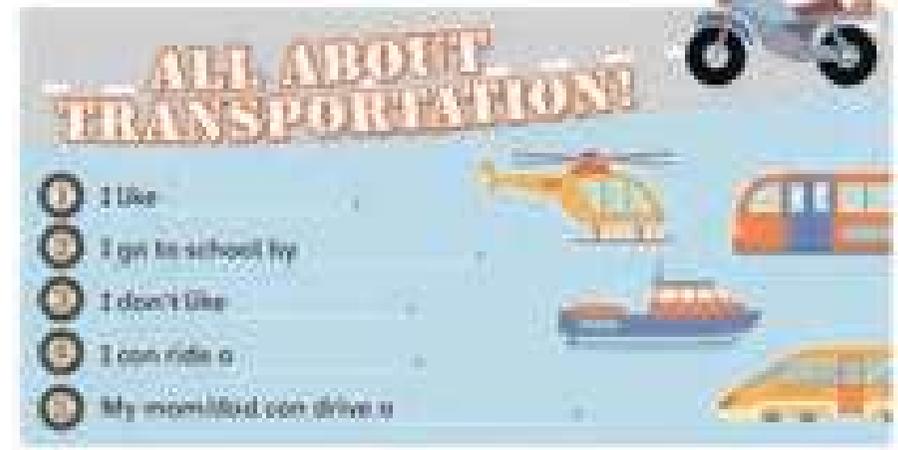


**2**  Listen and say.

**3**  Look at the words in Activity 1 and sort. Then think of more words.



**4** Complete for you.



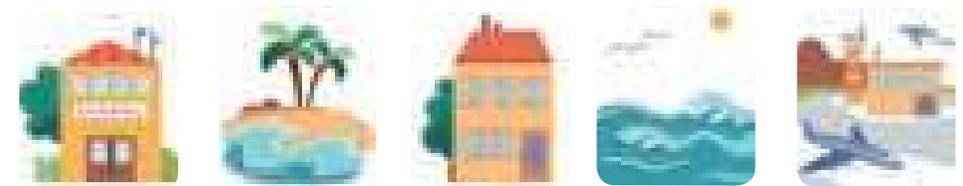
## Pre-reading 1

 **Reading strategy**

**1** Look and write the places.

Describe the setting.

airport    beach    school    house    ocean



**2** Look at the first line of the story. What places do you think are in the story?



# Patch's Journey

Alicia and her family are on vacation. Patch is Alicia's stuffed animal. He's on vacation, too! It's their last day, and they are walking at the beach. "Let's go, Alicia. It's time to go home," says Dad. "We can take the train to the hotel."

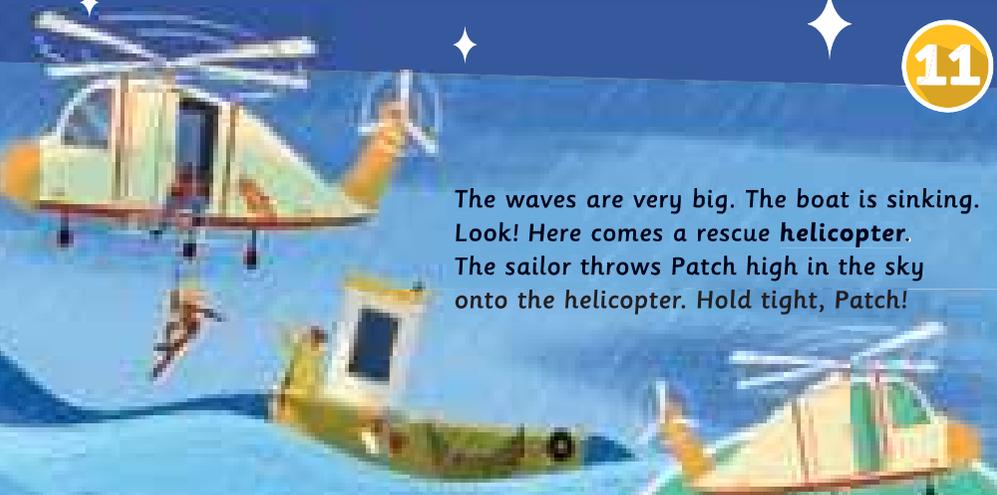


Patch is in the ocean. He's floating on the waves.

Look at the **boat**! A sailor is pulling Patch from the water in a net of fish.

This isn't a fish!

The sailor puts Patch on the boat. Patch is **sailing** across the ocean.



The sailors are safe. The helicopter **flies** high in the sky. The wind blows. Patch is falling down, down ... Phew! Patch lands on a train.



The family is at the train station. Alicia is sad because Patch is lost. They go to the train. Wait a minute! What's that on top of the train? It's Patch!

## Reading 1

**3** Read *Patch's Journey*. Check your answers from Activity 2.



### Reading strategy

Describe the places in a story.

**4** Read the story again. Number *Patch's Journey* in order.



**5** Think about the story. Compare your ideas.

- How do you like to travel?
- Where do you go on vacation? How do you get there?



# Grammar 1

**1**   Watch Parts 1 and 2 of the story video. Where's Cranky?



Cranky is driving a boat

**2** Read the grammar box and write.

## Grammar



I'm riding a bike.

I'm not playing.

She's/He's watching TV.

He/She \_\_\_\_\_ swimming.

You/We/They \_\_\_\_\_ having lunch. You/We/They aren't drawing.

**3** Read *Patch's Journey* again. Circle the words ending in *-ing*.

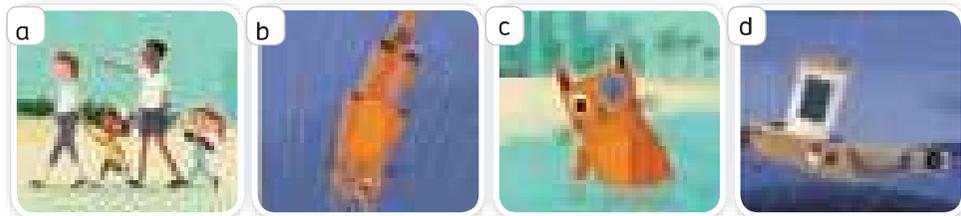
**4** Match.

**1** He's fishing in the ocean.

**3** The boat's sinking.

**2** They're walking on the beach.

**4** Help! I'm falling!



**5** Look, choose, and write the words in the correct form.

run fly ride play



- Mary and Kate \_\_\_\_\_ a kite.
- Marco \_\_\_\_\_ a scooter.
- Ayan and Tina \_\_\_\_\_ on the monkey bars.
- Mei \_\_\_\_\_

## Speaking

**6**  Play with a friend. What are the animals doing?

The hippos are driving a truck

No, they aren't. They're driving a car.

**7**   Watch Part 3 of the story video. Does Dan like boats?



## Vocabulary 2

**1**  Listen and chant. Then complete and say.

10    20    30    40    50    60    70    80    90    100  
 20    .....    .....    23    24    .....    26    .....    28    .....

**2**  Listen and repeat.



**3**  Listen and number.

**4**  Listen and say the opposites.

**5**  Think about transportation words. Sort.



Safe    Dangerous    Modern    Slow

Old-fashioned    Fast

**6**  Listen and circle.

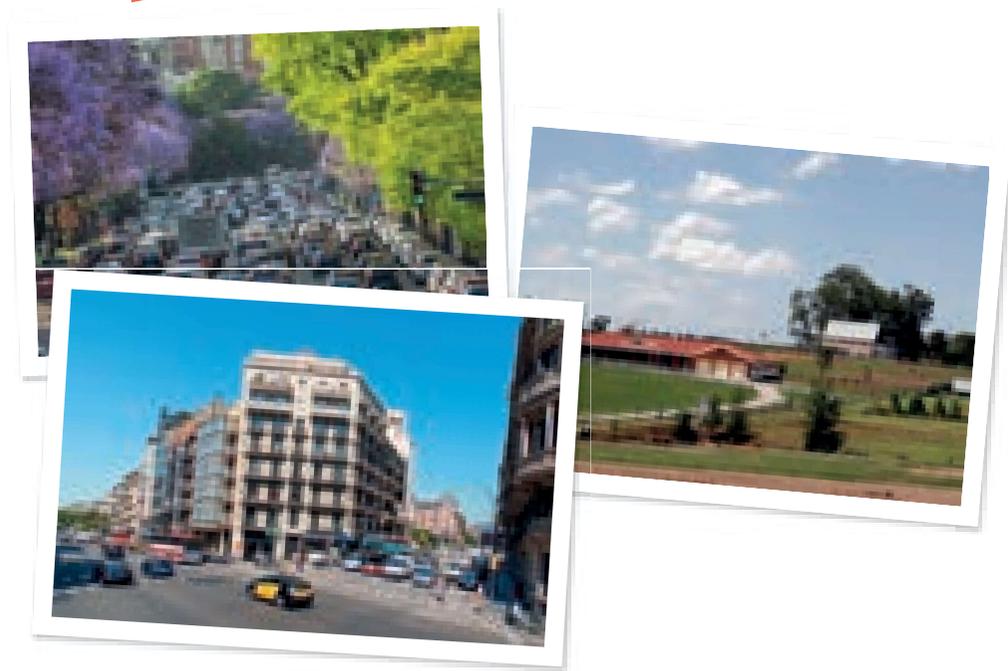
- There are **35 / 55** old-fashioned bikes and **35 / 62** modern bikes.
- There are **48 / 28** slow trains and **77 / 28** fast trains.
- There are **59 / 21** dangerous boats and **29 / 59** safe boats.

## Pre-reading 2

 **Reading strategy**  
 Describe the setting.

**1** Look at the title and the pictures from the article. What places do you think are in the article?

# What Is a JOURNEY?



## Reading 2

**2**  Read *What Is a Journey?*  
Check your answers  
from Activity 1.



### Reading strategy

Describe the places in a text.

## What Is a JOURNEY?

A journey is travelling from one place to another. Journeys can be **slow** or **fast**. We all make journeys, but what types of journeys do we make? Journeys to school, journeys to visit grandparents and holidays. The most common journey we make every day is the journey to school. We spoke to three children who make very different journeys to school.

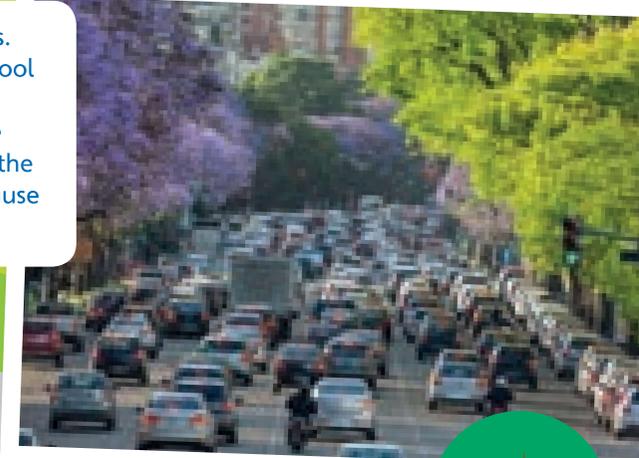


Lilly lives on a farm in Australia. She has to go by school bus to school. She gets up very early and the school bus picks her up from outside her house. The journey is slow but **safe**. It can take an hour to get to school on the **old-fashioned** bus. Lilly doesn't mind because she likes looking out the window at the Australian outback.

Alex lives in Barcelona and he walks to school. He lives in a **modern** flat near his school in a busy street. Crossing the street can be **dangerous** so he is always careful! He leaves his house at 8.45 and walks past the baker's where he buys a croissant. He loves the smell of freshly baked bread in the morning! He arrives at school just in time for the start of school at 9.00.



Javier lives in Buenos Aires. His mum drives him to school every day. The journey can take quite a long time because of traffic jams in the city. He doesn't mind because he listens to the radio.



**3**  Read again. Ask and answer with a friend.

- 1 What is a journey?
- 2 What kind of journeys do people make?
- 3 What time does Alex leave for school?
- 4 What does Lilly do on her way to school?
- 5 Why does it take Javier a long time to get to school?

**4**  Do a survey about how your friends get to school.

- How do you get to school?
- How is it similar or different to the children in the article?



# Grammar 2

**1**   Watch Part 3 of the story video. Look and write.

1 



We can go to the .....

2 



We can go by .....

3 



We can go by .....

**2** Read the grammar box.

**Grammar**

We **can go to the** beach!

We **can go by** car/bike/train.

We **can go on** foot.

We **can** walk/run/fly.

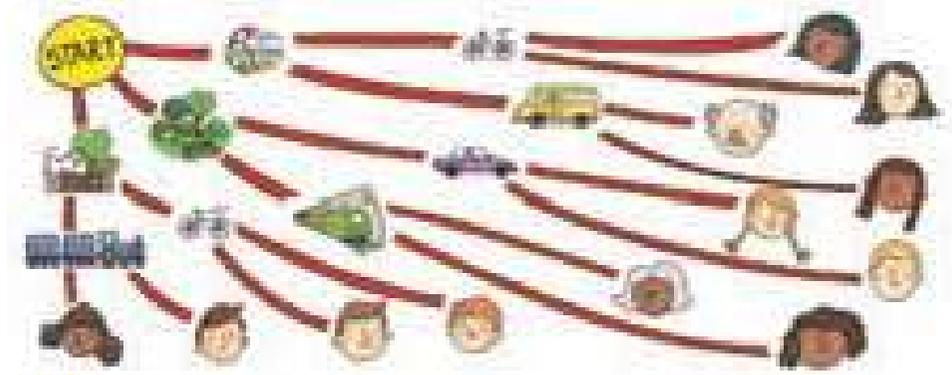
Yes, good idea!

No, (I don't like the beach).

We can go (to the farm).

**3** Read *What Is a Journey?* again. Circle examples of *can*.

**4**  Listen and travel through the maze.



**5** Read the grammar box and complete.

How **can** we go to the beach?

 We ..... go by bus.

 We ..... go by bike.

**6**  How can you go to school? Ask and answer with your friend. Check (✓) or put an X.

	On foot	By bus	By taxi	By bike	By subway	Other
Me						
My friend						

## Speaking

 **Speaking strategy**

Take turns when speaking.

**7**  Play a game in groups.

- 1 Make a spinner with question words, and take turns spinning it.
- 2 Ask a question using the question word on the spinner.
- 3 The rest of the group answers.



# Writing

- 1 Look at the questionnaire. Who are the questions for?
- 2 Read the questionnaire and check your answer.

## Question Time

These questions are for: *My teacher*

*What are you wearing today?*

*When is your birthday?*

*Where do you go on vacation?*

*Who's sitting next to you?*

*What do you like eating?*

*How do you get to school?*



- 3 Read the questionnaire again. Circle the capital letters and question marks.

- 4 Find or draw a picture of someone you'd like to ask questions. Then go to the Workbook to do the writing activity.

**Writing strategy**

Start questions with a capital letter and write a question mark at the end.  
*Where do you go on vacation?*

# Now I Know

- 1 Why do we travel? Think and circle.  
**to visit people   to visit places   to go on vacation   to get to school**

- 2 How do we travel? Write.

By .....

- 3 Choose a project.

**Plan a family vacation.**

- 1 Choose a destination.
- 2 Draw a picture or find a picture of the place.
- 3 Write short sentences about your vacation.
- 4 Present your vacation to the class.

or

**Make a transportation poster.**

- 1 Find pictures of transportation.
- 2 Stick them on poster paper.
- 3 Write a description of each kind of transportation.
- 4 Show your poster in the classroom.

## ★ ★ ★ Read and color the stars ★ ★ ★

- I can understand what people are doing.
- I can ask simple questions about traveling.
- I can understand short, simple stories about everyday activities.
- I can write a questionnaire.

# 12

## Where do we live?

### Listening

- I can understand simple conversations about everyday activities.

### Reading

- I can understand the order of events in a text.

### Speaking

- I can ask simple questions about homes.

### Writing

- I can write about my home.



**1** What rooms do you know in English? Circle.

bedroom bathroom kitchen  
living room dining room

**2**  Look at the picture and discuss.

- 1 What room is it?
- 2 What objects can you see in the room?
- 3 What rooms are there in your home?

**3**   Watch the video and circle. What room do the children make?

a bathroom a bedroom  
a living room



**4**   Watch the video again and check (✓). What do the children put in their 3D room?

- a bed  a chair   
a computer  a TV   
a table  a window

# Vocabulary 1

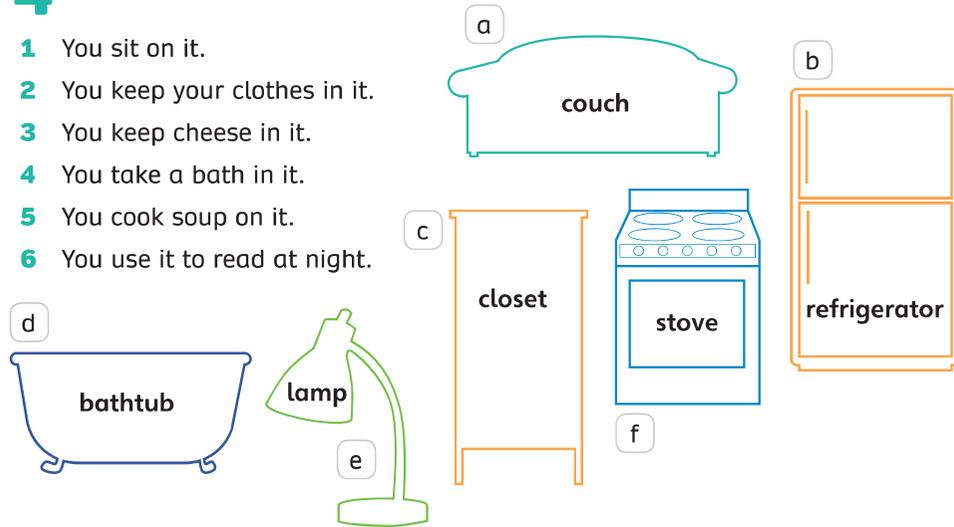
**1** Listen and repeat.



**2** Listen and number.

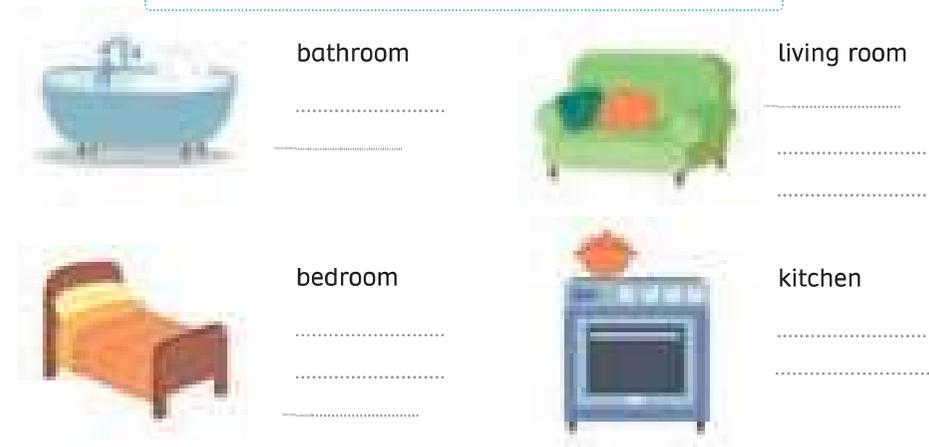
**4** What is it? Match.

- 1 You sit on it.
- 2 You keep your clothes in it.
- 3 You keep cheese in it.
- 4 You take a bath in it.
- 5 You cook soup on it.
- 6 You use it to read at night.



**5** Look and sort.

bookcase   bathtub   stove   closet  
refrigerator   lamp   couch   sink



## Pre-reading 1

**Reading strategy**  
Retell key details of a text.

**1** Look at the pictures from the reading. Where do you think these children live? Match.

- 1 I sleep in a hammock.
- 2 My mom cooks on this stove.
- 3 This is my couch.



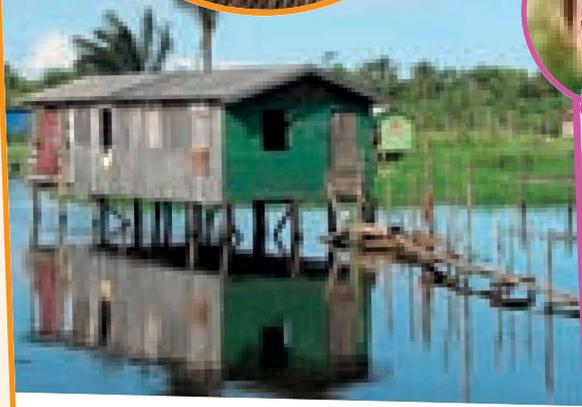
# Reading 1

**2**  Read *Unusual Homes Around the World*. Check your answers from Activity 1.

## Reading strategy

Retell key details of a text.

# Unusual HOMES AROUND THE WORLD



YUMI

## Stilt house, Brazil

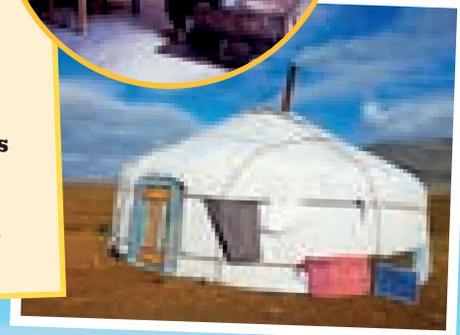
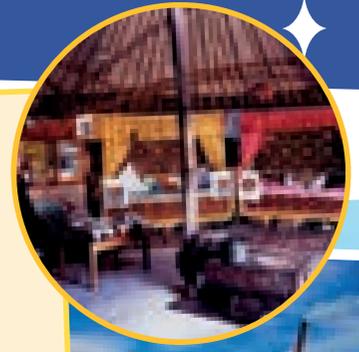
My home is on the Amazon River. It's on long legs, called stilts, to keep the house dry. Inside there are two rooms. We all sleep in one room. My mom and dad sleep in a bed, but I sleep in a hammock. We cook in the other room. There isn't a **bathtub** or a **sink** – we wash in the river. We catch fish from the river for dinner. I like living on the river. Are you watching television, Sarnai?



SARNAI

## Ger, Mongolia

No, I'm not. I don't have a TV. I live with my family in a ger. It's a small, round house with one room. We eat, sleep, and cook in this room. In the middle of the room there's a **stove**. My mom cooks on the stove. It makes the house warm and cozy in the winter. There aren't any **lamps** and there isn't a **refrigerator** – we keep food outside. We wash outside, too. I don't like washing outside in the winter because it's very cold! Are you feeling cold, Izem?



IZEM

## Underground home, Tunisia

No, I'm not. It's very hot in my country, so I live under the ground. It isn't hot under the ground – it's cool. My house has four rooms. There are two bedrooms, a living room, and a kitchen. There's a **couch** in the living room and rugs on the wall. It's very comfortable. The walls are white to keep the house cool. I love my home!



**3** Write Y (Yumi), S (Sarnai), or I (Izem).

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1 My home is underground. .... | 4 I wash in the river. ....           |
| 2 My home is round. ....       | 5 There's a stove in the middle. .... |
| 3 My home is on legs. ....     | 6 There are four rooms. ....          |

**4**  **Talk with a friend.**  Imagine you live in one of the homes in the text.

- |                          |                         |
|--------------------------|-------------------------|
| My home is on the river. | There are two rooms.    |
| There isn't a bathtub.   | You sleep in a hammock. |

# Grammar 1

**1**   Watch Parts 1 and 2 of the story video. What rooms are in Cranky's home?



Are you taking a bath in the living room?  
Yes, we are!

**2** Look at the grammar box and read.

## Grammar

Are you swimming? **Yes, I am./No, I'm not.**

Is he watching TV? **Yes, he is.**

Is she taking a shower? **No, she isn't.**

Are they listening to music? **Yes, they are./No, they aren't.**

**3** Read *Unusual Homes Around the World* again. Circle the questions.

**4** Read and circle.

- 1 Are you **cook / cooking** in the kitchen? Yes, **I am / I not.**
- 2 Are you **eating / eat** in the dining room? No, **I am / I'm not.**
- 3 Is she **wash / washing** in the bathtub? No, she **isn't / not.**
- 4 Is Cranky **sleeping / sleep**? Yes, he **isn't / is.**



**5** Read the grammar box and match.

<b>What</b>	do you go to bed?
<b>Where</b>	many brothers and sisters do you have?
<b>Who</b>	are you wearing?
<b>When</b>	do you live with?
<b>How</b>	do you live?

**6**  Look at Activity 5. Ask and answer with a friend.

# Listening and Speaking

**7**  Listen and check (✓).

				
watch TV	do your homework	listen to music	eat breakfast	
bathroom				
living room				
kitchen				
bedroom				

**8**  Where do you ... ? Ask and answer.

- watch TV**    **do your homework**    **listen to music**  
**eat your breakfast**    **brush your teeth**    **play video games**  
**play with your toys**    **ride your bike**

Where do you watch TV?

I watch TV in the living room.

# Vocabulary 2

**1** Listen and repeat. 2-56



**2** Listen and number. 2-57

**3** Listen and circle. Then say. 2-58



**1** My home is a big **palace** / house.



**3** Mark lives in a **townhouse** / tree house.



**2** I live in a **trailer** / barge.



**4** Jaime lives in a **cottage** / an apartment.

**4** Read the descriptions. Complete.

palace   cottage   barge   trailer

**1** This home is very big. The Queen lives here. It's a .....

**3** This home is a kind of boat. It's a .....

**2** This home has wheels. It's a .....

**4** This home is small and old. It's a .....

## Pre-reading 2

### Reading strategy

Retell key details of a text.

**1** Look and match.

a



b



c



eat  
sleep  
play  
climb

d



e



f



**2** Look at the pictures in Activity 1. What kind of home do you think the story is about? Circle.

a palace   a barge   a tree house   a house

## Reading 2

**3**  Read *The Tree House*. Check your answer from Activity 2.

### Reading strategy

Retell key details of a text.

# The Tree House

Daniel lives in a **house**. But his favorite place is his **tree house** in the yard. It's his very own **palace**.

Daniel's friend, Maria lives in a **townhouse**.

"Maria. Do you like my tree house?" asks Daniel.

"Yes!" says Maria. "And I like the swings under the tree house! Let's play!"

The children play on the swings and then they climb up into the tree house. There's one small room with a bookshelf, a chair, and a toy box next to the chair.

"Where's the bed?" asks Maria.

"There isn't a bed. I sleep in the hammock".

"Wow, that's cool!" says Maria. "Your tree house feels like a little **cottage**," she says.

"I'm hungry now! What's for dinner?" asks Maria.

"Um ... beans?" Daniel points to the cans of beans on the shelf.

"Oh, no! Not cold beans!" says Maria. Suddenly the bell rings. It's Daniel's mom.

Daniel and Maria eat the pizza. It's delicious. "Do you want to come home for ice cream?" asks Mom.

"Yes, please!" say the children. "Then it's time for a bath and bed," says Mom.

It's fun to play in the tree house. But it's nice to go home for ice cream, a bath, and a comfortable bed!

**4** Read the story again. Number the sentences in order.

- ..... They climb up into the tree house.
- ..... They eat pizza.
- ..... **1** Daniel shows Maria his tree house.
- ..... Maria is hungry.
- ..... They go home for ice cream.
- ..... Daniel and Maria play on the swings.

**5**  Close your book. Tell the story to a friend.

**6**  Think about the story. Compare your ideas.

- Why do Daniel and Maria like the tree house?
- Why are they happy to go home?



# Grammar 2

**1**   Watch Part 2 of the story video again. Where's the blue couch? Circle.

bathroom    bedroom    kitchen

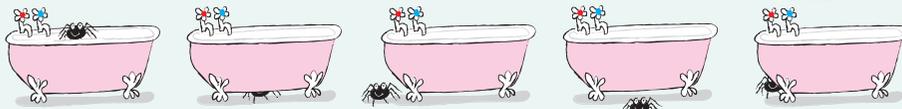


The couch is next to the refrigerator.

**2** Look at the grammar box and read.

## Grammar

Where's the spider? It's **on** Tommy's head.



in                  under                  next to                  in front of                  behind

Is it in the bathtub?    Yes, it is.  
   No, it isn't.



**3** Read *The Tree House* again. Circle *in, on, under, and next to*.

**4**   Watch Part 2 of the story video again. Match.

- |                                |                            |
|--------------------------------|----------------------------|
| 1 Where's the bathtub?         | a It's in the yard.        |
| 2 Where's the table?           | b No, it isn't.            |
| 3 Is the couch in the kitchen? | c It's in the living room. |
| 4 Where's the toilet?          | d It's in the bathroom.    |
| 5 Where's the blue lamp?       | e Yes, it is.              |
| 6 Is the lamp behind the bed?  | f It's under the bed.      |

**5** Answer about your home. Use *in, on, under, next to, in front of, or behind*.

- |   |                                |
|---|--------------------------------|
| 1 Where's the sink?<br>..... It's ..... the ..... | 3 Where's the closet?<br>..... |
| 2 Where's the refrigerator?<br>.....              | 4 Where's the couch?<br>.....  |

## Speaking

**6**  Ask and answer about your home.

**Speaking strategy**

Show you've been listening.

Where's the bookcase? Is it in the bathroom?

No, it isn't! It's in the living room. It's behind the couch.



**7**   Watch Part 3 of the story video. Does Cranky like his home?

## Writing

**1** Look at the picture and answer.

- What room can you see?
- What furniture and objects are in the room?
- Where's the bookcase?

**2** Read José's description and check your answers.

**my HOME!**



I'm José. I live in an apartment in São Paulo. This is my living room. There's a big, white couch. It's very comfortable. The couch is in front of a big bookcase. I sit on the couch and watch TV or read a book. There's a table, and some chairs, too. I eat dinner here with my family in the evening.

**3** Read the text again. Circle the actions you do at home.

**4**  Find or draw a picture of a room in your home. Then go to the Workbook to do the writing activity.



### Writing strategy

Write simple sentences about what you do at home.  
I **watch** TV in the living room.  
I **sleep** in the bedroom.

## Now I Know

**1**  Where do we live? Think about different homes. Imagine and write.



Choose a home.

**cottage   barge   trailer   palace   house   townhouse**

What kind of home is it? .....

How many rooms are there? .....

What furniture is there? Where is it? .....

What do you do in each room? .....

**2** Choose a project.



### Design an unusual home.

- 1 Imagine. What kind of home is it? How many rooms are there? What furniture is there?
- 2 Find a picture of the home.
- 3 Write sentences about the unusual home.
- 4 Tell the class about it.

or



### Design your own tree house.

- 1 What's in your tree house?
- 2 Where do you sleep/play/eat?
- 3 Draw a picture of your tree house.
- 4 Write some simple sentences about your tree house.

## ★ ★ ★ Read and color the stars ★ ★ ★



I can understand simple conversations about everyday activities.



I can ask simple questions about homes.



I can understand the order of events in a text.



I can write about my house.