

# Academy Stars 1

Pupil's Book



Kathryn Harper • Gabrielle Pritchard



# Scope and sequence

|           | Unit                             | Vocabulary                                      | Grammar                                                                                    | Language in use                                                                                                                                                        |
|-----------|----------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <b>Welcome</b> p4                | Alphabet words<br>Colours<br>Numbers one to ten |                                                                                            |                                                                                                                                                                        |
| <b>1</b>  | <b>My funny friends</b> p10      | People<br>Describing words                      | <b>to be:</b> <i>I'm Beth.</i>                                                             | <b>Question words</b> <i>What / How old:</i><br><i>What's your name? How old are you?</i><br><b>to be answers:</b> <i>I'm seven.</i>                                   |
| <b>2</b>  | <b>New for school</b> p20        | Classroom objects                               | <b>a / an:</b> <i>It's a pen. It's an umbrella.</i>                                        | <b>to be questions and short answers:</b><br><i>Is it blue? Yes, it is. No, it isn't.</i>                                                                              |
|           |                                  | <b>Review 1</b>                                 |                                                                                            |                                                                                                                                                                        |
| <b>3</b>  | <b>This is my family</b> p32     | Family members                                  | <b>this / that my / your:</b> <i>This is my grandma. That's your grandma.</i>              | <b>Who's this / that?; his / her:</b><br><i>Her name is Sally. That's his tiger.</i>                                                                                   |
|           |                                  | <b>Reading time 1:</b> My school                | <b>Think about it! 1:</b> Make a robot                                                     |                                                                                                                                                                        |
| <b>4</b>  | <b>Fantastic feelings</b> p46    | Feelings adjectives                             | <b>to be affirmative and negative:</b><br><i>She's happy. She isn't happy.</i>             | <b>to be questions and short answers:</b><br><i>Are you hungry? Yes, I am. No, I'm not.</i>                                                                            |
|           |                                  | <b>Review 2</b>                                 |                                                                                            |                                                                                                                                                                        |
| <b>5</b>  | <b>I can do it!</b> p58          | Action verbs                                    | <b>can / can't for ability:</b> <i>They can swim. They can't sing.</i>                     | <b>can questions and short answers:</b><br><i>Can you see the sun? Yes, I can. No, I can't.</i>                                                                        |
|           |                                  | <b>Reading time 2:</b> The King of the Forest   | <b>Think about it! 2:</b> Make a graph                                                     |                                                                                                                                                                        |
| <b>6</b>  | <b>Let's play today!</b> p72     | Play things                                     | <b>Prepositions of place:</b> <i>It's on the seesaw. It's next to the swing.</i>           | <b>Where's / Where are ... ?; It's / They're ... :</b> <i>Where are the paintbrushes? They're in the blue box. Where's the orange paint? It's next to the pencils.</i> |
|           |                                  | <b>Review 3</b>                                 |                                                                                            |                                                                                                                                                                        |
| <b>7</b>  | <b>Long legs, short legs</b> p84 | Parts of the body<br>Adjectives                 | <b>have got affirmative and negative:</b> <i>I've got two legs. They haven't got ears.</i> | <b>have got questions and short answers:</b> <i>Have you got long hair? Yes, I have. No, I haven't.</i>                                                                |
|           |                                  | <b>Reading time 3:</b> Little Red Riding Hood   | <b>Think about it! 3:</b> Categorise animals                                               |                                                                                                                                                                        |
| <b>8</b>  | <b>Old and new clothes</b> p98   | Clothes                                         | <b>have got affirmative and negative:</b> <i>He's got a hat. She hasn't got a hat.</i>     | <b>Present continuous questions and answers:</b> <i>What are you wearing? I'm wearing a white shirt.</i>                                                               |
|           |                                  | <b>Review 4</b>                                 |                                                                                            |                                                                                                                                                                        |
| <b>9</b>  | <b>Brilliant bedrooms</b> p110   | Furniture                                       | <b>there is / there are:</b> <i>There's one bed. There are two beds.</i>                   | <b>have got questions and short answers:</b> <i>Has he got a big bed? Yes, he has. No, he hasn't.</i>                                                                  |
|           |                                  | <b>Reading time 4:</b> Where's George?          | <b>Think about it! 4:</b> Design a perfect bedroom                                         |                                                                                                                                                                        |
| <b>10</b> | <b>Fabulous food</b> p124        | Food                                            | <b>Present simple affirmative and negative:</b> <i>I like pears. I don't like carrots.</i> | <b>these / those:</b> <i>These are coconuts. Those are melons.</i>                                                                                                     |
|           |                                  | <b>Review 5</b>                                 |                                                                                            |                                                                                                                                                                        |

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



# Welcome

LEVEL 1

1  1.1 Meet the Academy Stars. Listen and point.

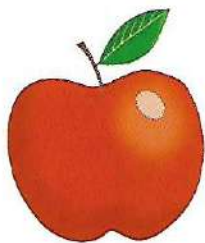




# Lesson 1 Sounds and letters

2  1.2 Listen, point and say.

**a**



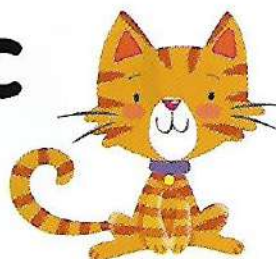
apple

**b**



ball

**c**



cat

**d**



doll

**e**



elephant

**f**



frog

**g**



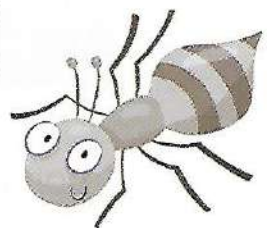
goat

**h**



hat

**i**



insect

3 Match and say. Be a star! 

**a**

**d**

**e**

**f**

**h**





## Lesson 2 Sounds and letters

1  1.3 Listen, point and say.

j



jug

k



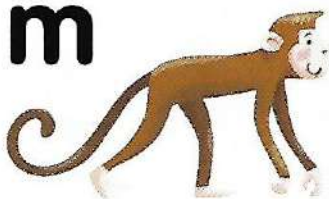
key

l



lion

m



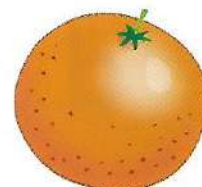
monkey

n



nut

o



orange

p



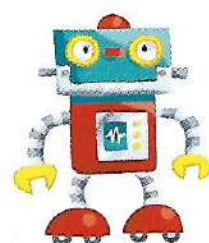
panda

q



queen

r

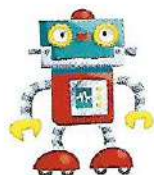


robot

2 Circle the correct letter. Be a star! 



1 j / l



2 l / r



3 m / n



4 o / q



5 p / q

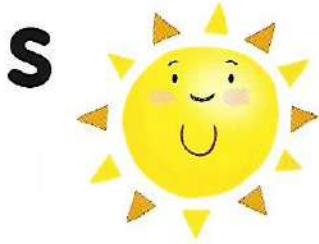


6 k / p

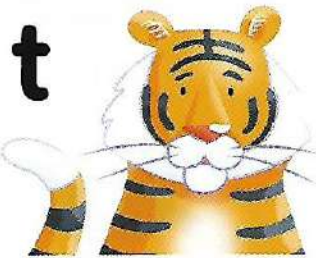


# Lesson 3 Sounds and letters

1  1.4 Listen, point and say.



sun



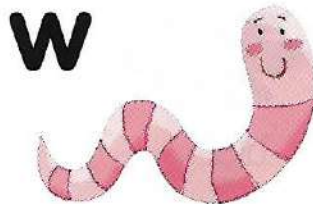
tiger



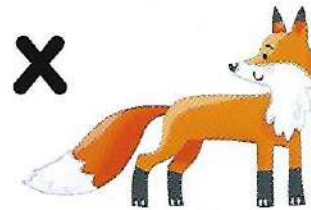
umbrella



van



worm



fox



yoghurt



zoo

2 Write the correct letter. **Be a star!** 



1 tiger



2 \_\_\_an



3 \_\_\_un



4 fo\_\_\_



5 \_\_\_oghurt



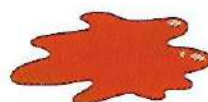
6 \_\_\_mbrella



## Lesson 4 Colour fun

### 1 1.5 Listen and point. Then sing.

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



red



yellow



green



blue



purple



black

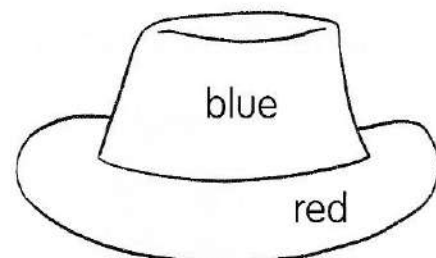
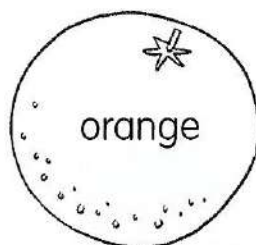
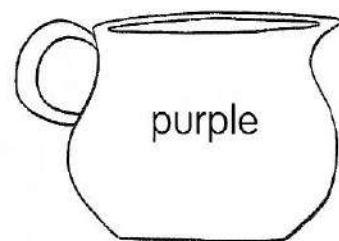
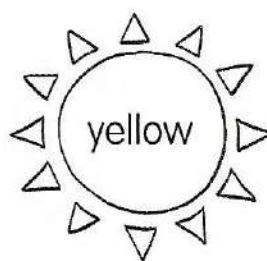
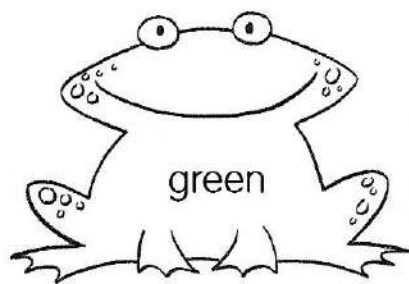


white



orange

### 2 Read and colour.



### 3 Play a game. Be a star!



Black and white.



Panda.



# Lesson 5 Numbers fun

1  1.6 Count and match. Listen and check.

1 one

2 two

3 three

4 four

5 five

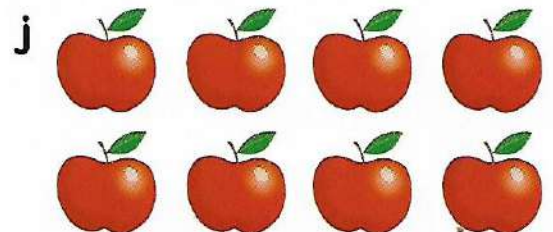
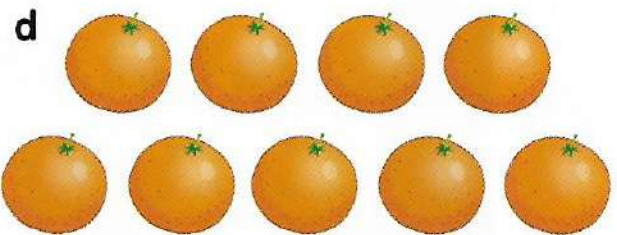
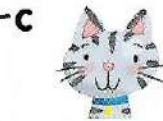
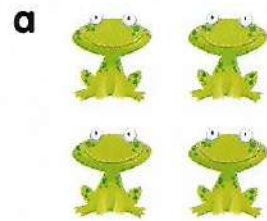
6 six

7 seven

8 eight

9 nine

10 ten





1

# My funny friends





## Lesson 1 Vocabulary

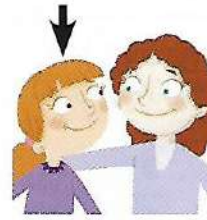
1  1.7-1.8 Listen and say. Then listen and number.



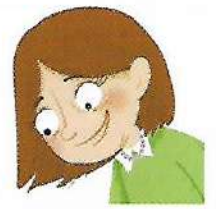
boy



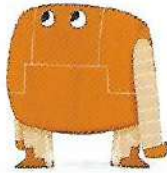
girl



friend  1



teacher



big



small



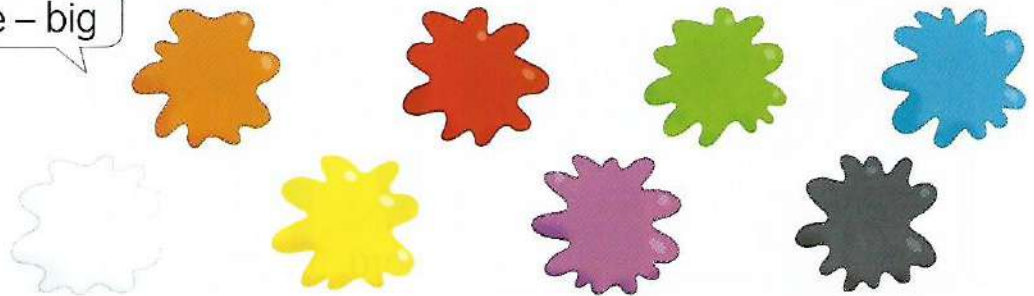
tall



funny

2  Look at the picture. Find the colour and say the word.

orange – big



3  1.9 Sing and act out. Be a star! 

Move like a robot

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

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



1  1.10 Listen and read. Who is funny?



1 Look, Anna! **He's** tall.  
He's a robot.

2 Hello. **I'm** Anna.  
Hi, I'm Alex.  
I'm Tom.

3 This is Sara.  
**She's** six.  
She's my friend.  
Hello, Sara.

4 Hello, hello. I'm Bot.  
I'm a robot. I'm small!  
Ha, ha! He's funny!

2  1.10 Listen again. Look and circle.



1 He's tall / small.



2 I'm Tom / Anna.



3 She's six / seven.



4 I'm tall / small.

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



## Lesson 3 Grammar focus

### 1 1.11 Look and read.

**Graphic**

**Grammar**

to be (I / he / she)



I'm Beth .

I'm → I am



He's tall .

He's → He is



She's six .

She's → She is

### 2 Read and match.

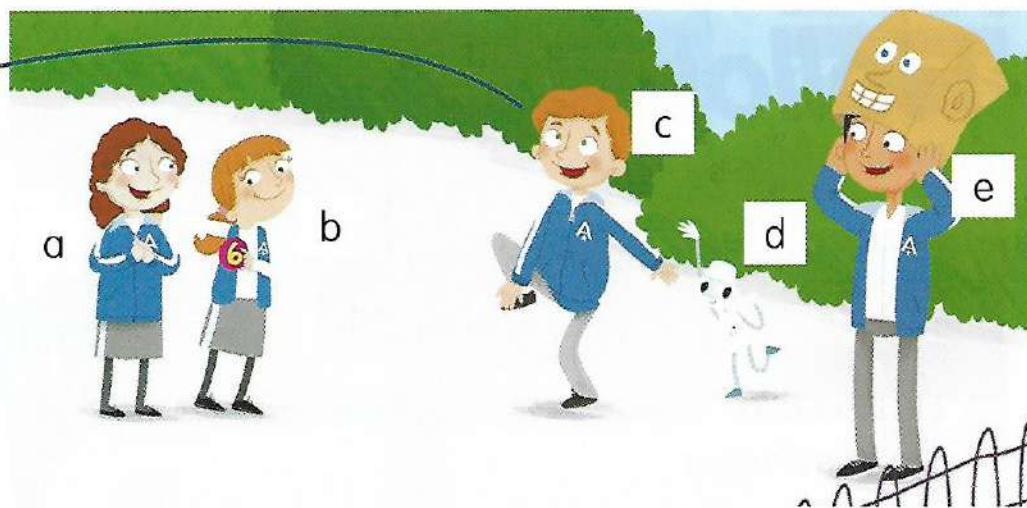
1 He's funny.

2 I'm six.

3 He's tall.

4 She's my friend.

5 He's small.



### 3 Draw. Talk about you and your friend.

**Be a star!** 





1 Find, count and write.

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |
| <u>3</u>                                                                          | —                                                                                 | —                                                                                  | —                                                                                   |

2  1.12 Look again and guess the country. Read and check.

← → ↻
About   Make friends   Messages

# Hello!



## Katia

Hi, I'm Katia.  
I'm from Russia.  
This is Olga. She's my friend.  
She's small.

1





## Adel

Hello, I'm Adel.  
I'm from Egypt.  
This is my ball.  
It's big.

2



14

Unit 1 Read an information text  
WB: page 11





**Mateo**

3



Hi, I'm Mateo.  
I'm from Mexico.  
This is my friend.  
He's tall.



**Pam**

4



Hi, I'm Pam.  
I'm from Great Britain.  
Look at my umbrella.  
It's funny.



Great Britain



Egypt



Mexico



Russia

**3 Match the children to the countries. Be a star! ★**

- |         |               |
|---------|---------------|
| 1 Pam   | Russia        |
| 2 Mateo | Great Britain |
| 3 Katia | Egypt         |
| 4 Adel  | Mexico        |

**4 Choose the picture that is like your country.**



## Lesson 5 Sounds and letters

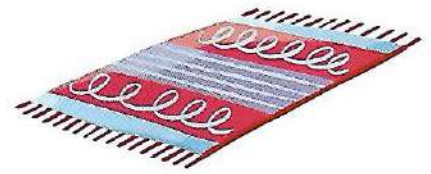
1  1.13 Listen and say. Complete.



hat



fat cat



mat

2  1.14 Listen and say the chant.

The **fat** **cat** is on the **mat**.

The funny **hat** is on the **cat**.



3  1.15 **Circle** the words with **a**. Listen, check and say. **Be a star!** 

1 cat

2 mat

3 frog

4 fat

5 hat

6 jug

7 van

8 sun

### Learning about language

A **capital letter** is a big letter. A, B, C and D are capital letters.

Can you match the capital letters to the small letters?

A B D E F G H M N P Q R T

g e h b a p r d t n q m f



## Lesson 6 Language in use

### 1 1.16 Listen and say.



Hello! I'm a **purple** star.



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

**My** name is **Sam**.

**How old** are you?

I'm **seven**.

Welcome to the **purple** stars!

### 2 Work in pairs. Ask and answer.

Student A



Student B



**Student A** Hello! I'm a **blue** star.

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

**Student A** My name is **Robin**.

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





## Lesson 7 Listening and speaking

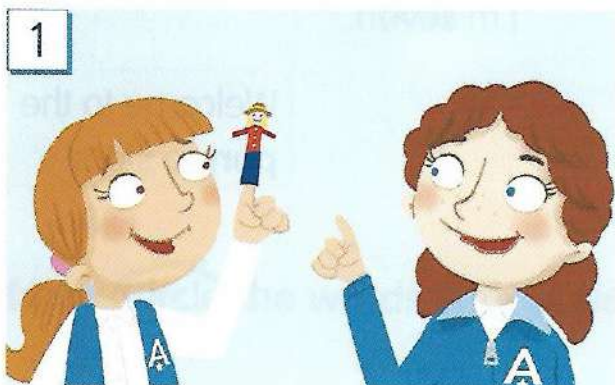
### 1 Look and find the words.

girl tall small finger puppet teacher



finger puppet

### 2 1.17 Listen and number the pictures in order.



### 3 1.18 Listen and repeat. Then act out with your friends. **Be a star!**

 Hello! How are you?

 Fine, thanks.

 Goodbye.

 Bye!



#### Values

Is it important to say 'hello' and 'goodbye'? Is it important to answer?



1 Read and point.

Use a **capital letter** at the start of a sentence: **I**'m six.

Use a **capital letter** for names: He's **T**om.

2 Look and write the capital letters.

# My star card

I 'm Tony. \_\_\_ 'm six.

\_\_\_ 'm a blue star.

This is my teacher. \_\_\_e's nice.



3 Look and complete. **Be a star!** ★

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

# My star card

I'm Katy.

\_\_\_ eight.

\_\_\_ a \_\_\_ star.

This is my \_\_\_\_\_.

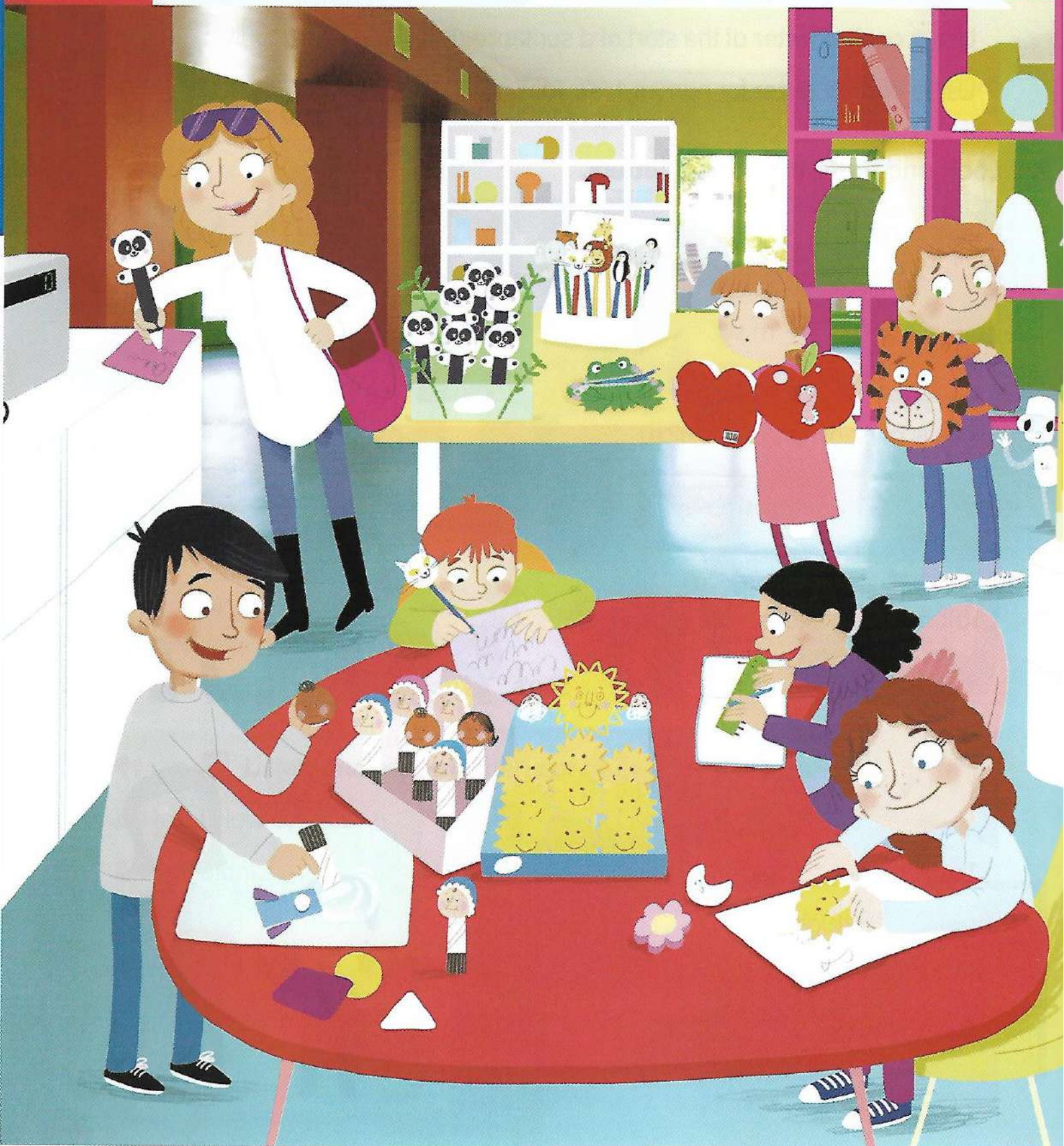
\_\_\_ tall.





# 2

## New for school





## Lesson 1 Vocabulary

1  1.19-1.20 Listen and say. Then listen and number.



bag



book



glue



pen



pencil



pencil case



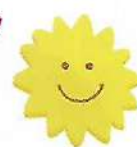
rubber



ruler

2  Look at the picture.  
Find and say.

rubber



3  1.21 Sing and act out. Be a star! 

Pencil, rubber and glue!

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

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

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





## Lesson 2 Grammar time

The Academy Stars

### 1 1.22 Listen and read. Is it a doll?



### 2 1.22 Tick (✓) or cross (x). Listen again and check.

- |                       |                                     |
|-----------------------|-------------------------------------|
| 1 It's a doll.        | <input checked="" type="checkbox"/> |
| 2 It's a pencil case. | <input type="checkbox"/>            |
| 3 It's a big pen.     | <input type="checkbox"/>            |
| 4 It's an umbrella.   | <input type="checkbox"/>            |



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



## Lesson 3 Grammar focus

1 1.23 Look and read.

Graphic

Grammar

a / an

What's this ?

It's **a** pen .

It's **an** umbrella .

What's → What is

It's → It is



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

- 1 It's a pen.
- 2 It's \_\_\_\_\_ rubber.
- 3 It's \_\_\_\_\_ apple.
- 4 It's \_\_\_\_\_ umbrella.
- 5 It's \_\_\_\_\_ pencil case.
- 6 It's \_\_\_\_\_ orange.

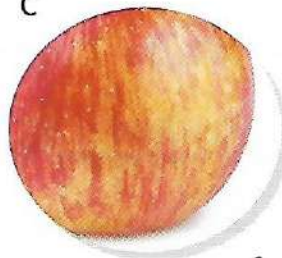
a



b



c



d



e



f



3 Look at the objects in Activity 2. Play a game. **Be a star!** ★

What's this?

It's a / an ...



## Lesson 4 Reading



old



new



paint



paintbrush

### 1 Look at the text and tick (✓).



It's a play.



It's a song.



### 2 1.24 Read and find the objects.

1 **Wen:** What's this?

**Grandpa:** It's a pencil case.

**Wen:** Really?

**Grandpa:** Yes. It's an old pencil case.

**Wen:** My pencil case is new.



2 **Wen:** What's this?

**Grandpa:** It's a ruler.

**Wen:** Really?

**Grandpa:** Yes. It's an old ruler.

**Wen:** My ruler is new.





3

**Wen:** What's this?

**Grandpa:** It's a paintbrush.  
And this is paint. Look!

**Wen:** W ... E ... N. It's my  
name ... Wen.

**Grandpa:** Yes!

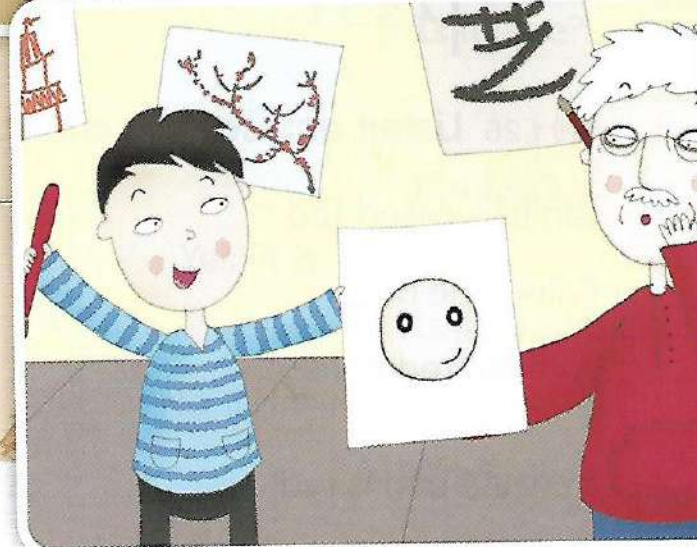


4

**Wen:** What's this, Grandpa?

**Grandpa:** It's a ball!

**Wen:** No, Grandpa! It's you!



### 3 Read again and circle. Be a star! ★

1 It's a pencil case / a bag.



2 It's a pencil / a ruler.



3 It's a pen / a paintbrush.



4 It's a ball / Grandpa.



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



1 old

2

3

4

### 5 Work in pairs. Act out the play.

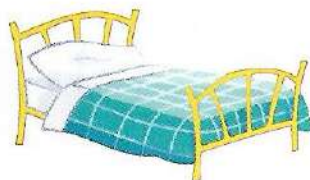


## Lesson 5 Sounds and letters

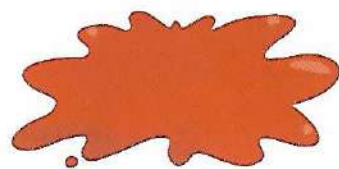
1  1.25 Listen and say. Complete.



pen



b d



r d

2  1.26 Listen and say the chant.

Ten toys called Ted.

Colour the bed

With ten red pens.

Now the bed is red.

And so are the Teds!



3  1.27 **Circle** the words with **e**. Listen, check and say. **Be a star!** 

1 pen

2 red

3 bag

4 Ted

5 ten

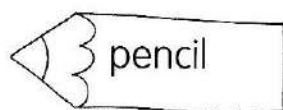
6 cat

7 bed

8 hat

### Learning to learn

Draw a picture around new words to help you remember.



rubber

apple

ball



## Lesson 6 Language in use

### 1 1.28 Listen and say.



  
What is it? Guess!

No, it isn't.

Yes, it is.

No, it isn't.

Yes, it is.

  
Is it **blue**?

Is it **red**?

Is it **a pen**?

Is it **a pen**?

### 2 Work in pairs. Play a game.

**Student A** What is it? Guess!

**Student B** Is it **yellow**?

**Student A** No, it isn't.

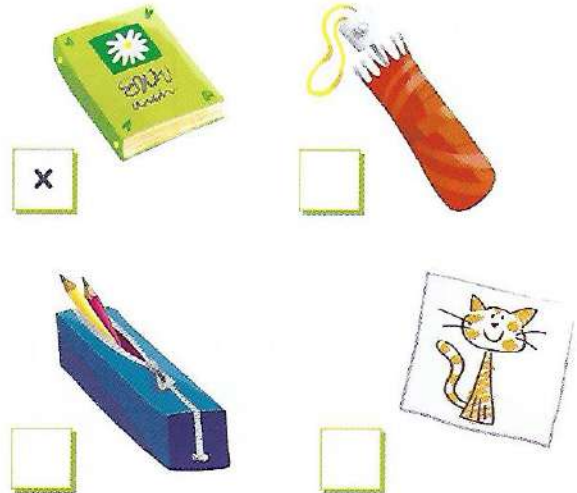


### 3 Now it's your turn. Choose something in your pencil case. Ask your friend to guess. **Be a star!**



## Lesson 7 Listening and speaking

1  1.29 Guess what's in the bag. Listen and tick (✓) or cross (x).



2  1.29 Listen again. Circle Yes or No.

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



picture



present

3  1.30  Listen and repeat. Then talk about the other objects. **Be a star!** 

 It's a present for you.

 Thank you. What is it?  
It's a **book**.



### Values

When do you give presents?



## Lesson 8 Writing

### 1 Read and point.

Use a **full stop** (.) at the **end** of a sentence.

It's a pencil case.

My ruler is blue.

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

it's small      It's small.

it's green      \_\_\_\_\_

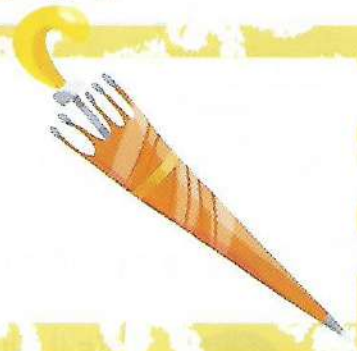
it's a rubber      \_\_\_\_\_



it's big      \_\_\_\_\_

it's orange      \_\_\_\_\_

it's an umbrella      \_\_\_\_\_



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

It's \_\_\_\_\_

**Answer:** \_\_\_\_\_



## Review 1

### 1 1.31 Listen and number.



### 2 Choose an object in Activity 1. Ask and answer.



Is it blue?

Is it a pen?

Yes, it is.

Yes, it is.



### 3 Read and circle.

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



4  1.32 Write **a** or **e**. Listen, check and say.



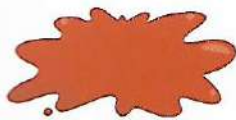
1 pen



2 cat



3 bed



4 red



5 hat



6 van

5  Look at the pictures. Look at the letters. Write the words.  
There is one example.



a p p l e

e p l a p



1 \_\_\_\_\_

h o r y u t g



2 \_\_\_\_\_

l r e u r



3 \_\_\_\_\_

l n c p i e



4 \_\_\_\_\_

f n u n y



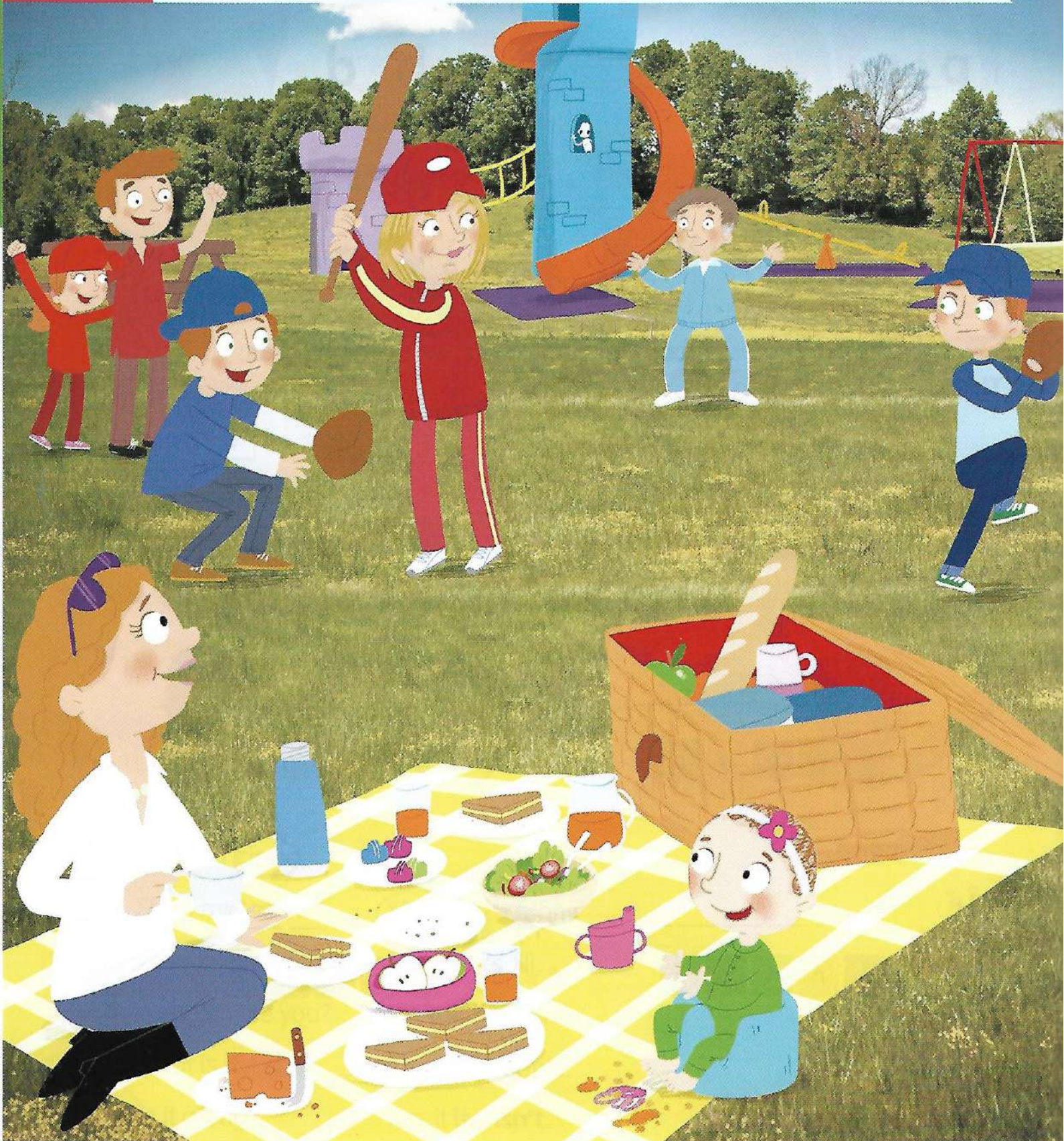
5 \_\_\_\_\_

b l u r l a m e



# 3

## This is my family





## Lesson 1 Vocabulary

1  1.33-1.34 Listen and say. Then listen and number.



grandma ☐



grandpa ☐



mum ☐ 1



dad ☐



sister ☐



brother ☐



baby ☐



family ☐

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

3  1.35 Sing a song. Be a star! 

*My family*



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

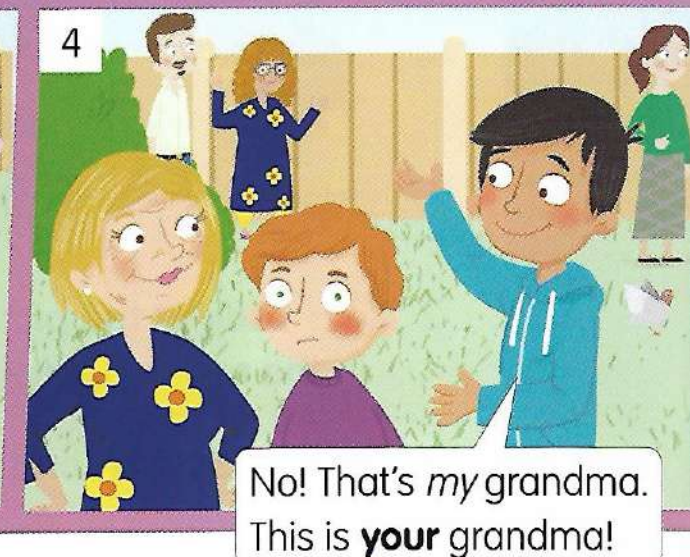
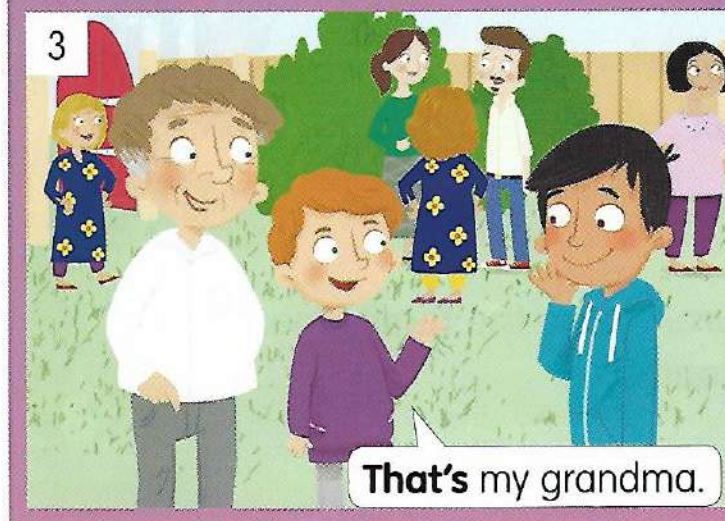
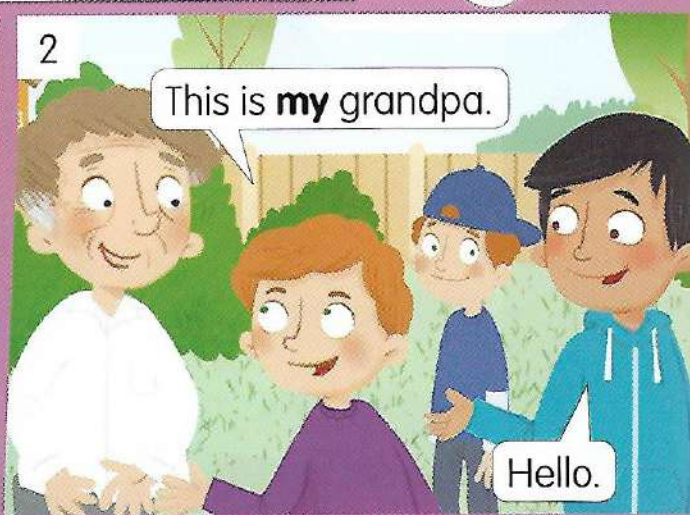
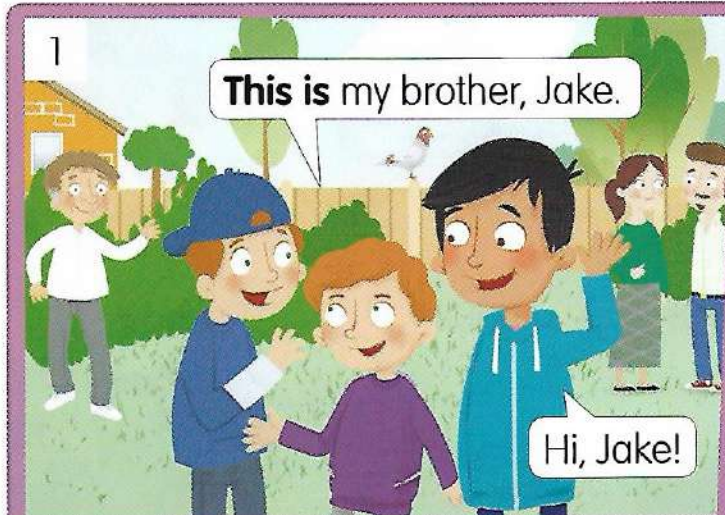
*My mum and me.  
We're happy!  
My dad and me.  
And this is baby!*

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



## Lesson 2 Grammar time

### 1 1.36 Listen and read. Who is Jake?



### 2 Look again and tick (✓) or cross (x).



1 This is my brother.


☐

2 This is my dad.


☐

3 This is my grandma.


☐

### 3 Work in groups. Act out the story.

Be a star!





# Lesson 3 Grammar focus

1 1.37 Look and read.

Graphic

Grammar

this / that

my / your

This is my grandma .

That's your grandma .

This



That

That's → That is



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

1 This is my mum.

4 your grandpa.

2 That's my grandma.

5 your sister.

3 my brother.

6 your dad.



3 Work in pairs. Talk about your school things.

Be a star!



That's my pen.



This is your book.



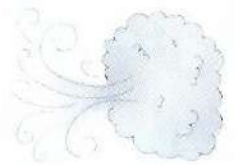


## Lesson 4 Reading

- 1  1.38 Look at the story. Find and say the family members. Read and check.
- 2 Read the story again. Tick (✓) the correct ending.



flower

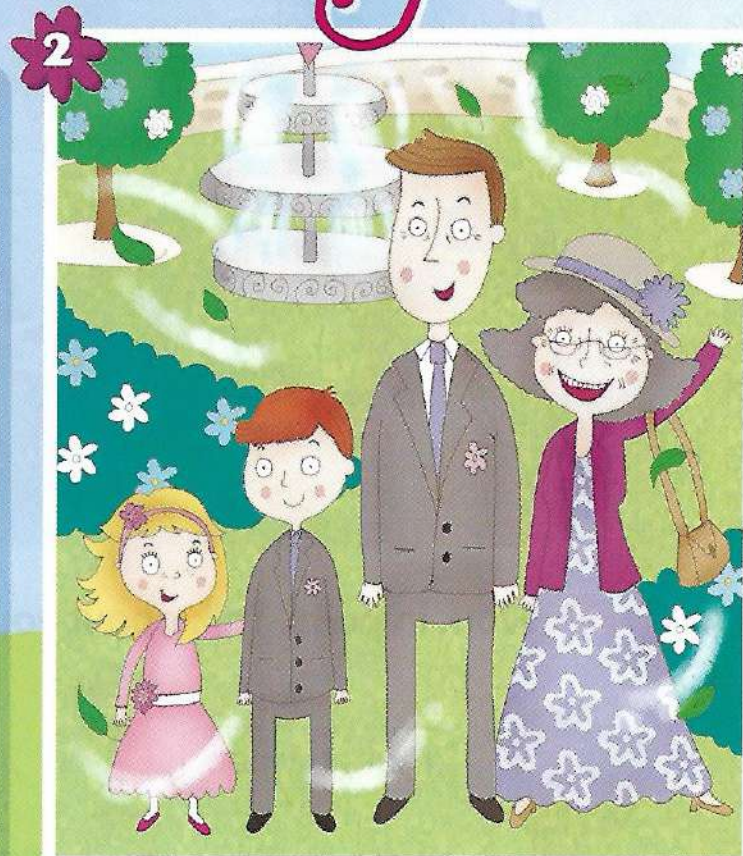


wind

# A family wedding



I'm Kim. I'm with my family. It's a nice day. This is my sister. She's beautiful.



This is my brother. He's eight. He's tall. This is my dad. He's tall, too. And that's my grandma. She's funny.





Look at my big flowers. Purple flowers, blue flowers and white flowers!



Oh, no! The wind! My flowers!



Look! My grandpa, my mum, my dad and my grandma ...  
Hurray! Thank you, Grandpa. Now it's time for the wedding!

### 3 Read and circle. Be a star! ★

- 1 My sister is beautiful / funny.
- 2 My brother is **six** / **eight**.
- 3 My dad is **tall** / **small**.

- 4 My grandma is **funny** / **tall**.
- 5 My flowers are **big** / **small**.

### 4 Do you like the story? Why / Why not?



#### Values

How can you  
help your family  
and friends?



## Lesson 5 Sounds and letters

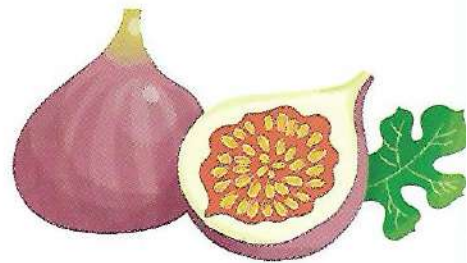
1  1.39 Listen and say. Complete.



wind



w\_g



f\_g

2  1.40 Listen and say the chant.

This big kid

In a big blue wig

Sits in the wind

And eats six big figs.



3  1.41 Match the words with *i*. Listen, check and say. **Be a star!** 

1 wig

4 pen

2 hat

5 wind

3 big

6 fig

i



### Learning to learn

Follow these steps to help you write new words.

1 Look.

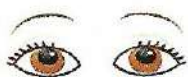
2 Copy.

3 Cover.

4 Write.

5 Check.

wind



wind



wind



wind



wind





## Lesson 6 Language in use

1 1.42 Listen and say.



bird



fish



Who's this?

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



Who's that?

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

2 Work in pairs. Ask and answer.

Student A

Lily cat Ben lion

Student B

Tina bird Jack fox

Student A Who's this?

Student B She's my sister. Her name is **Lily**. This is ...

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





## Lesson 7 Listening and speaking

1  Look at the families. What countries are they from?

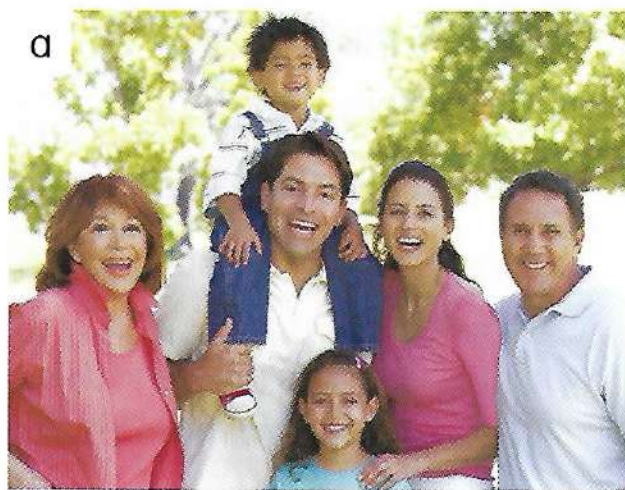


China

2  1.43 Listen and match.

1 Mexico

2 China



3  1.43 Listen again and circle the family members.

Sofia: mum dad brother sister grandma grandpa

Shan: mum dad brother sister grandma grandpa

4  1.44  Listen. Talk about your family. Be a star! 

 This is my sister.

 What's her name?

 Her name is Paula.

 How old is she?

 She's eight.





## 1 Read and point.

Use a **question mark (?)** at the end of a **question**.

Who's this?

What's your name?

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

Who's this

She's my sister

What's her name

Her name is Ella

How old is she

She's six



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

Who's this? \_\_\_\_\_

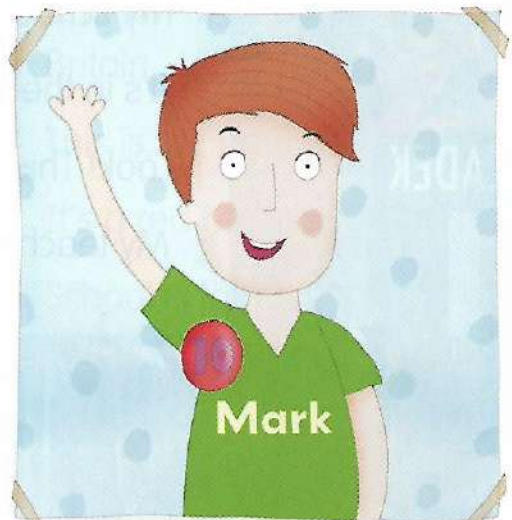
He's \_\_\_\_\_ friend.

What's \_\_\_\_\_

His \_\_\_\_\_

How \_\_\_\_\_

He's \_\_\_\_\_







## Reading time 1

1 1.45 Look at the photos. Where are the children? Read and check.



# My school

Home

Blog



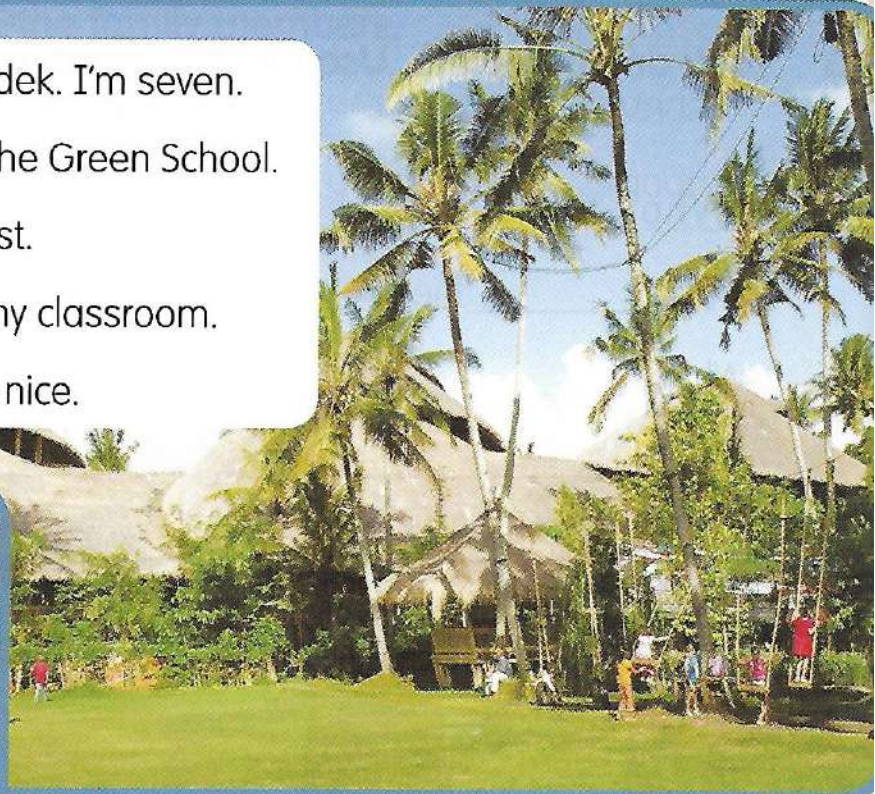
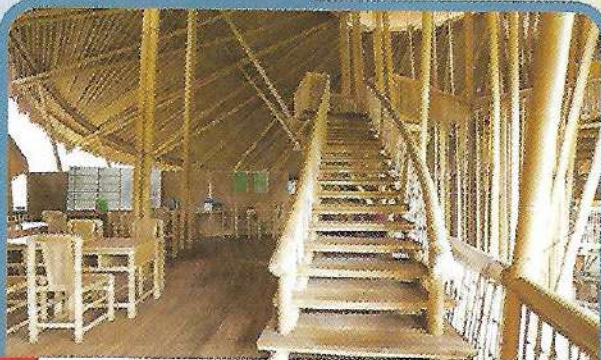
NINA

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



KADEK

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







OLIVIA



Hi! I'm Olivia. I'm eight  
and I'm from Great  
Britain.

This is my school library.

It's a red bus!

School is fantastic.

The bus is fantastic.

Books are fantastic, too!



## Reading time 1 Activities

1 Read the text on pages 42–43 again. **Circle**.

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

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

- |                           |               |
|---------------------------|---------------|
| 1 My school is big.       | <u>  N  </u>  |
| 2 My teacher is nice.     | <u>      </u> |
| 3 I'm from Great Britain. | <u>      </u> |
| 4 I'm seven.              | <u>      </u> |
| 5 Books are fantastic!    | <u>      </u> |
| 6 I'm six.                | <u>      </u> |



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

- 1 Which is your favourite school in the text? Why?
- 2 Is it the same as your school? How is it different?

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





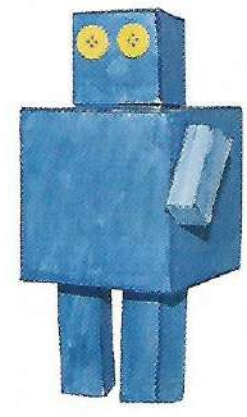
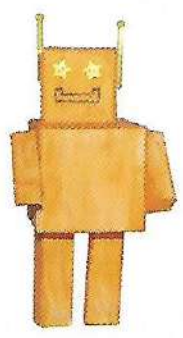
**Think about it!**



# Make a robot



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



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



boxes ☒



buttons ☐



pencils ☐



paint ☐



a book ☐



glue ☐

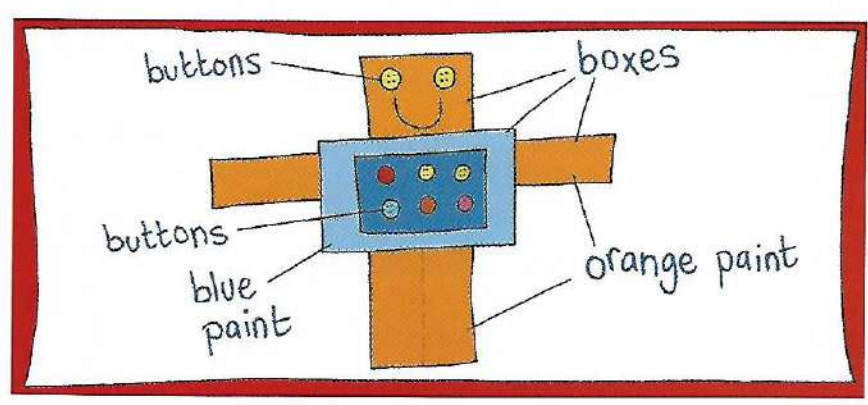


a ball ☐

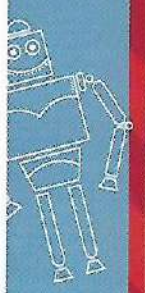
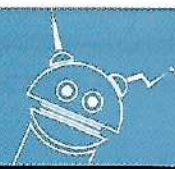
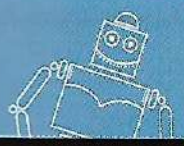


a paintbrush ☐

**3 Design a robot. Make a plan.**



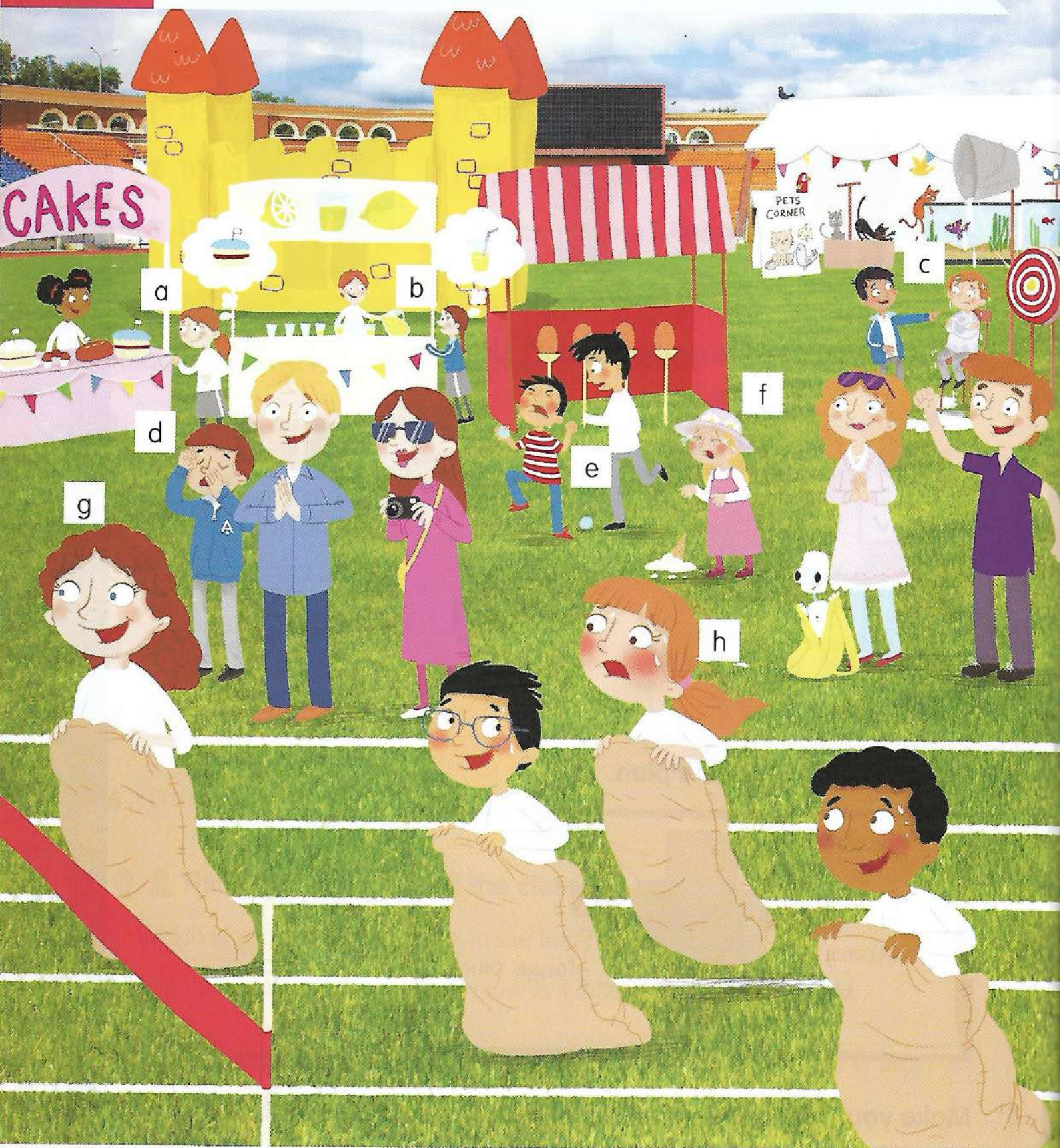
**4 Make your robot. Show the class. Which robots do you like?**





# 4

# Fantastic feelings





## Lesson 1 Vocabulary

1  1.46–1.47 Listen and say. Then listen and number.



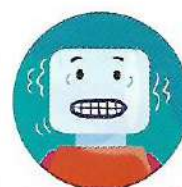
happy ☐



sad ☐



hot ☐



cold ☐



hungry ☐



thirsty ☐



tired ☐



angry ☐ 1

2  Look at the picture. Find and say the letter and the feeling.

d

He's tired.

3  1.48 Sing and act out. **Be a star!** 

**This feeling**

b



b



I'm happy, clap, clap!

I'm sad, boo, hoo!

Happy and sad.

Happy and sad.

*This feeling is so strong.*

*This feeling is my song.*

I'm hot, phew, phew!

I'm cold, brrr, brrr!

Hot and cold.

Hot and cold.

*This feeling is so strong ...*

I'm hungry, yum, yum!

I'm thirsty, slug, slug!

Hungry and thirsty.

Hungry and thirsty.

*This feeling is so strong ...*

I'm angry, grrr, grrr!

I'm tired, yawn, yawn!

Angry and tired.

Angry and tired.

*This feeling is so strong ...*



## Lesson 2 Grammar time

The Academy Stars

### 1 1.49 Listen and read. Who is cold?

1



Mmm, cakes! **I'm** hungry.

**I'm not** hungry now. I'm thirsty!

2



Careful, Sara! **They're** hot. **They aren't** ready.

3



Poor Sara! **She isn't** happy. **She's** cold!

4



Look. **They're** sad!

**We aren't** sad. **We're** tired!

### 2 1.49 Listen again. Tick (✓) the correct sentence.

|                                                                                              |                                                                                                        |                                                                                               |                                                                                               |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>1</p>  | <p>I'm hungry. <input checked="" type="checkbox"/></p> <p>I'm not hungry. <input type="checkbox"/></p> | <p>2</p>  | <p>They're hot. <input type="checkbox"/></p> <p>They aren't hot. <input type="checkbox"/></p> |
| <p>3</p>  | <p>She isn't cold. <input type="checkbox"/></p> <p>She's cold. <input type="checkbox"/></p>            | <p>4</p>  | <p>We aren't sad. <input type="checkbox"/></p> <p>We're sad. <input type="checkbox"/></p>     |

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



## Lesson 3 Grammar focus

1 1.50 Look and read.

Graphic

Grammar

to be + and -

I'm hungry .

I'm not hungry .

She's happy .

She isn't happy .

They're sad .

They aren't sad .

isn't → is not    aren't → are not    They're → They are

2 1.51 Look and circle.  
Listen and check.

1 They're / They aren't happy.

2 She's / She isn't sad.

3 He's / He isn't cold.

4 They're / They aren't hungry.

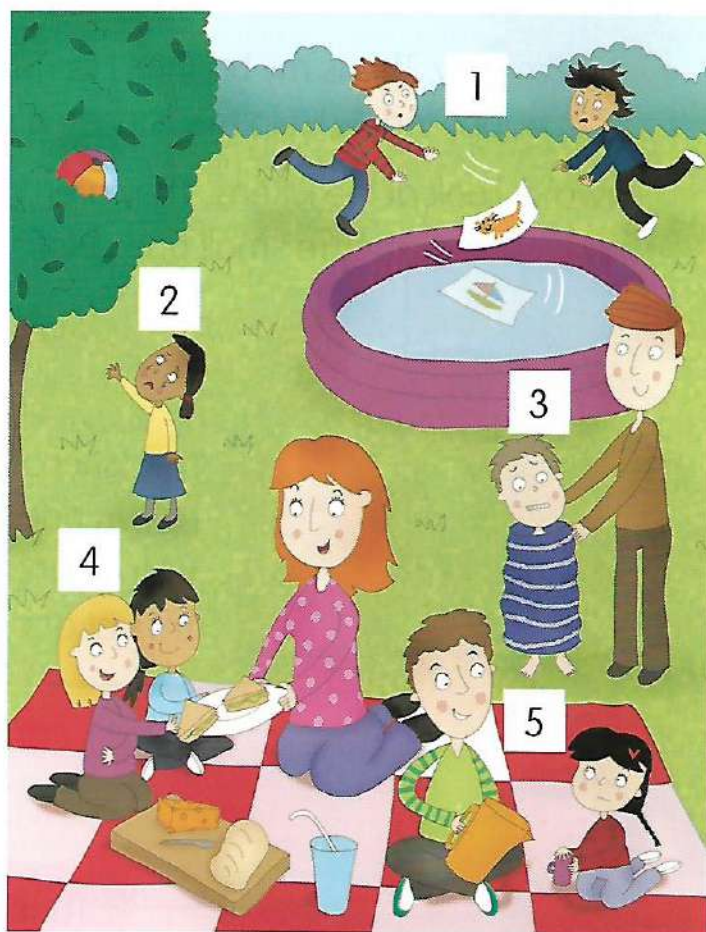
5 She's / She isn't thirsty.

3 Say and find. **Be a star!** ★



They aren't happy.

One.





## Lesson 4 Reading

1  1.52 Look at photos 1–4 and match the words. Read and check.

angry ☐

thirsty ☒

tired ☐

scared ☐

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

Kitten : colour: brown and white feeling: hot, thirsty

Kittens : colour: \_\_\_\_\_ and \_\_\_\_\_ feeling: \_\_\_\_\_

Kitten : colour: \_\_\_\_\_ and \_\_\_\_\_ feeling: \_\_\_\_\_

Kitten : colour: \_\_\_\_\_ and \_\_\_\_\_ feeling: \_\_\_\_\_



### My new kitten

Hi, I'm Lotty. This is my brother. His name is Scott.  
I'm happy today. Help me choose a new kitten.

Look at the kittens. They aren't big.  
They're small and cute.



1

This kitten is  
brown and white.  
It isn't hungry.  
It's hot and thirsty.

2

These kittens are  
orange and white.  
They're tired.





3

This kitten is black and white.  
It isn't happy. It's angry.



4

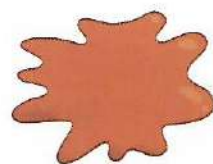
This kitten is grey and white.  
It's scared. Poor kitten!



3 Which is Lotty's kitten? Read and draw. Choose a name.

Lotty's kitten ...

- isn't big.
- isn't tired.
- isn't hot.
- isn't brown.
- isn't angry.
- isn't orange.



brown



grey



kitten



scared

Lotty's kitten's name is \_\_\_\_\_.

4 Choose a kitten. Write about it.

This kitten is brown and white. It's thirsty.



## Lesson 5 Sounds and letters

1  1.53 Listen and say. Complete.



hot



dog



log

2  1.54 Listen and say the chant.

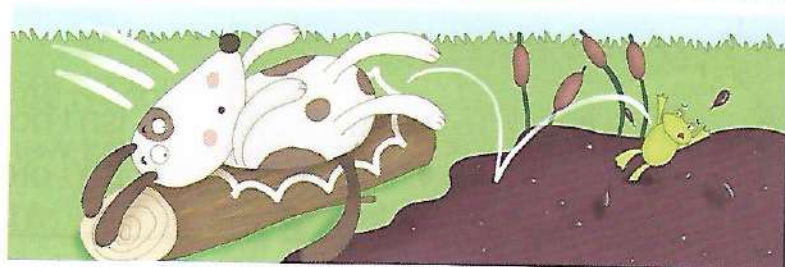
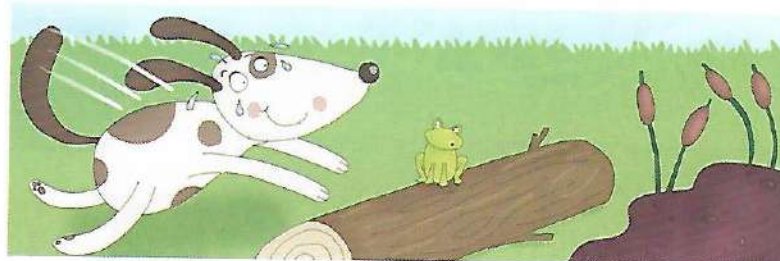
The hot dog jogs to the log.

A frog is on the log.

*Splish! Splash! Splosh!*

Now the dog is on the log

And the frog is in the bog!



3  1.55 **Circle** the words with **o**. Listen, check and say. **Be a star!** 

1 cat frog bed

4 fig red jog

2 log pen mat

5 hot kid hat

3 fat dog ten

6 cat bog big

### Learning about language

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

ball – balls    pen – pens    sister – sisters    flower – flowers

Can you make these words plural?

bag\_\_\_    apple\_\_\_    teacher\_\_\_    pencil\_\_\_



## Lesson 6 Language in use

1 1.56 Listen and say.



Are you **hungry**?

No, I'm not.

Are you **thirsty**?

Yes, I am.

Are you **hot**?

Yes, I am.

Are you **tired**?

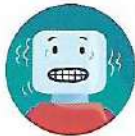
No, I'm not.  
I'm **happy**!

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



Student A Are you **sad**?

Student B No, I'm not.



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

How are you today? Are you ... ?

happy ☐

sad ☐

hungry ☐

thirsty ☐

tired ☐

hot ☐

cold ☐

angry ☐





## Lesson 7 Listening and speaking

1 What are you scared of? Make a list.

2 1.57 What are Jade and Luke scared of? Listen and tick (✓) or cross (×).



dog

1 Jade ☒ Luke ☒



spider

2 Jade ☐ Luke ☐



frog

3 Jade ☐ Luke ☐



worm

4 Jade ☐ Luke ☐

3 1.58 Listen and repeat. Then choose and act out. **Be a star!**



What's wrong?

I'm **scared**.

Why?

Look! It's a **big spider**!

Don't worry. It's OK.



### Values

How can you help your friends when they're scared?



## 1 Read and point.

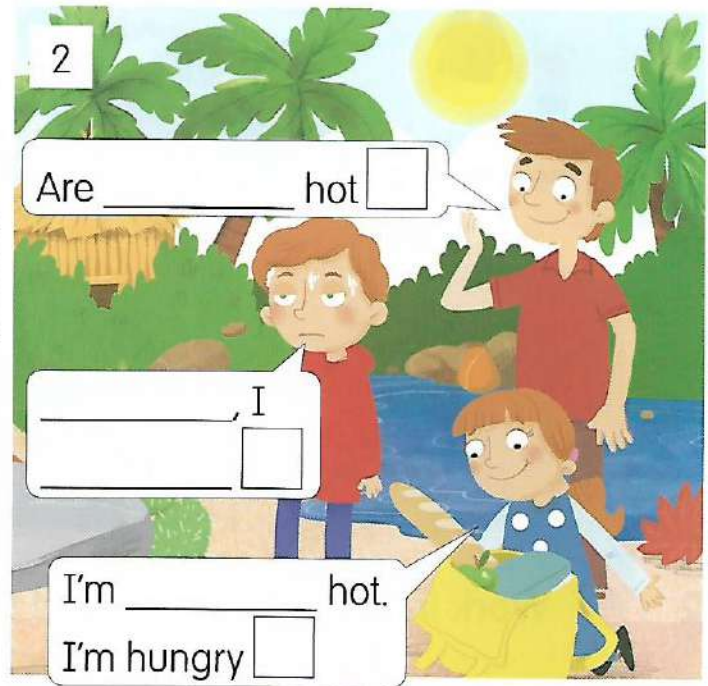
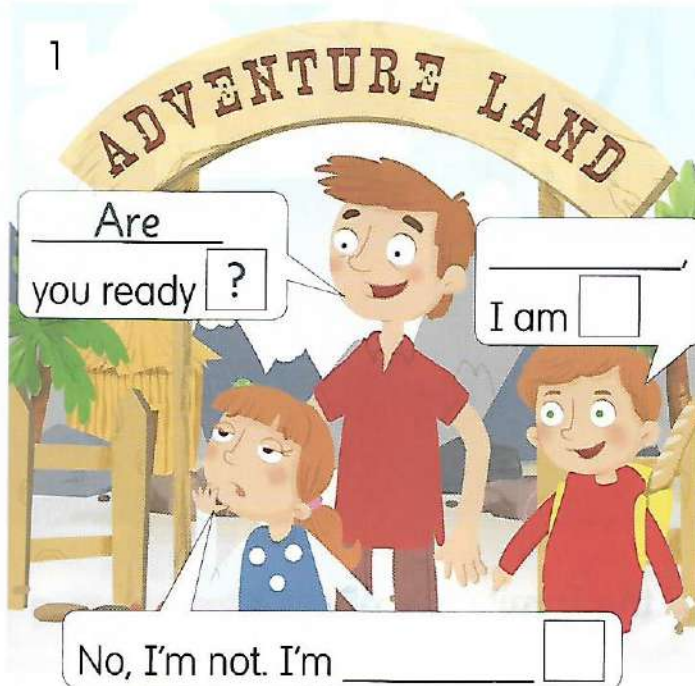
Use a **question mark** at the end of a **question**:

Are you ready?

Use a **full stop** at the end of a **sentence**:

Yes, I am.

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

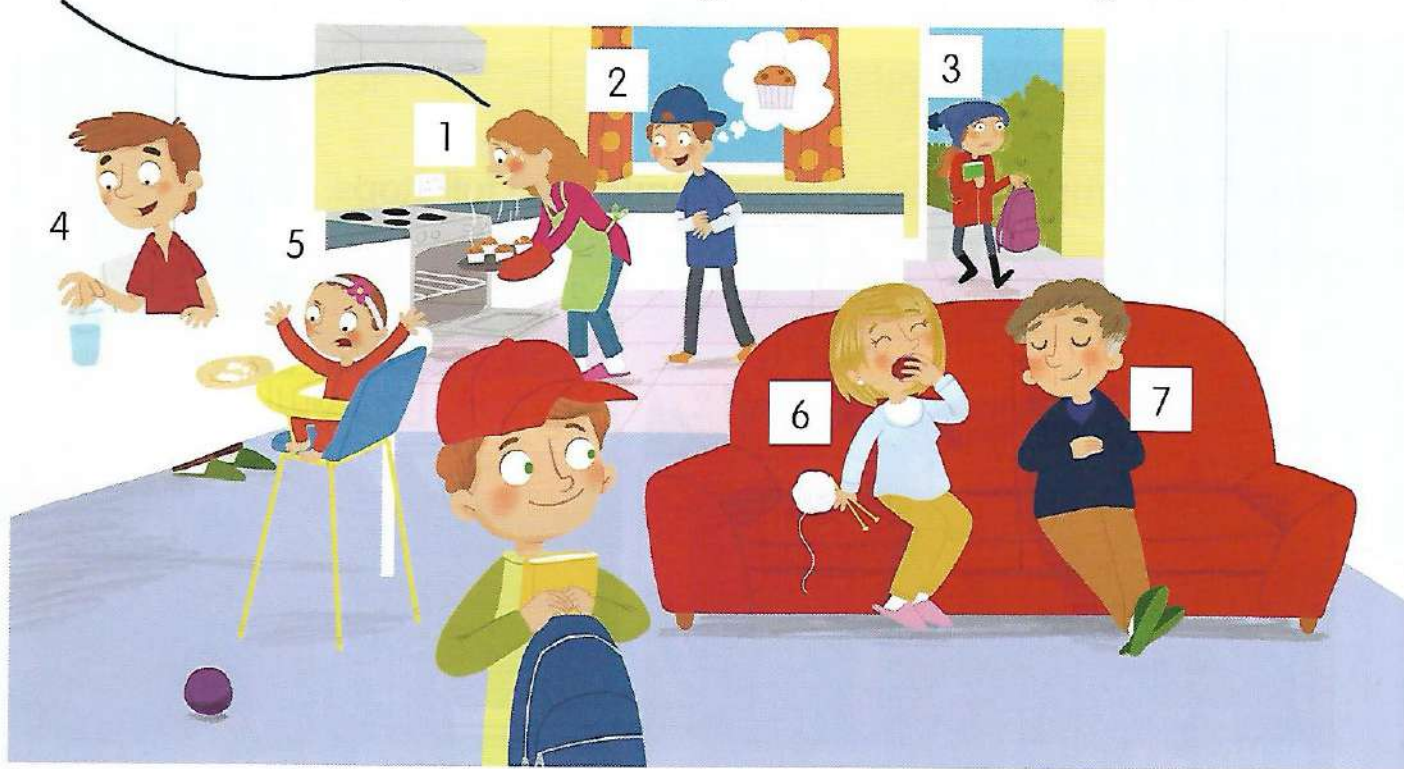




## Review 2

### 1 1.59 Look and match. Then listen and check.

mum dad baby brother grandpa sister grandma



### 2 Work in pairs. Describe and say the family member.

She's hot.

Mum.

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

- |   |                                                                                     |                              |         |
|---|-------------------------------------------------------------------------------------|------------------------------|---------|
| 1 |  | _____ This is his _____ hat. | This is |
| 2 |  | _____ hat.                   | That's  |
| 3 |  | _____ book.                  | his     |
| 4 |  | _____ book.                  | her     |
| 5 |  | _____ bag.                   |         |



4  1.60 Write *i* or *o*. Listen, check and say.



1 d\_o\_g



2 f\_g



3 l\_g



4 fr\_g



5 w\_g

5   1.61 Read the question. Listen and write a name or a number. There is one example.



Who's the friend?

Hugo

1 How old is Hugo?

\_\_\_\_\_

2 What's his family name?

\_\_\_\_\_

3 Who's the girl in the picture?

\_\_\_\_\_

4 How old is she?

\_\_\_\_\_

5 What's the name of the cat?

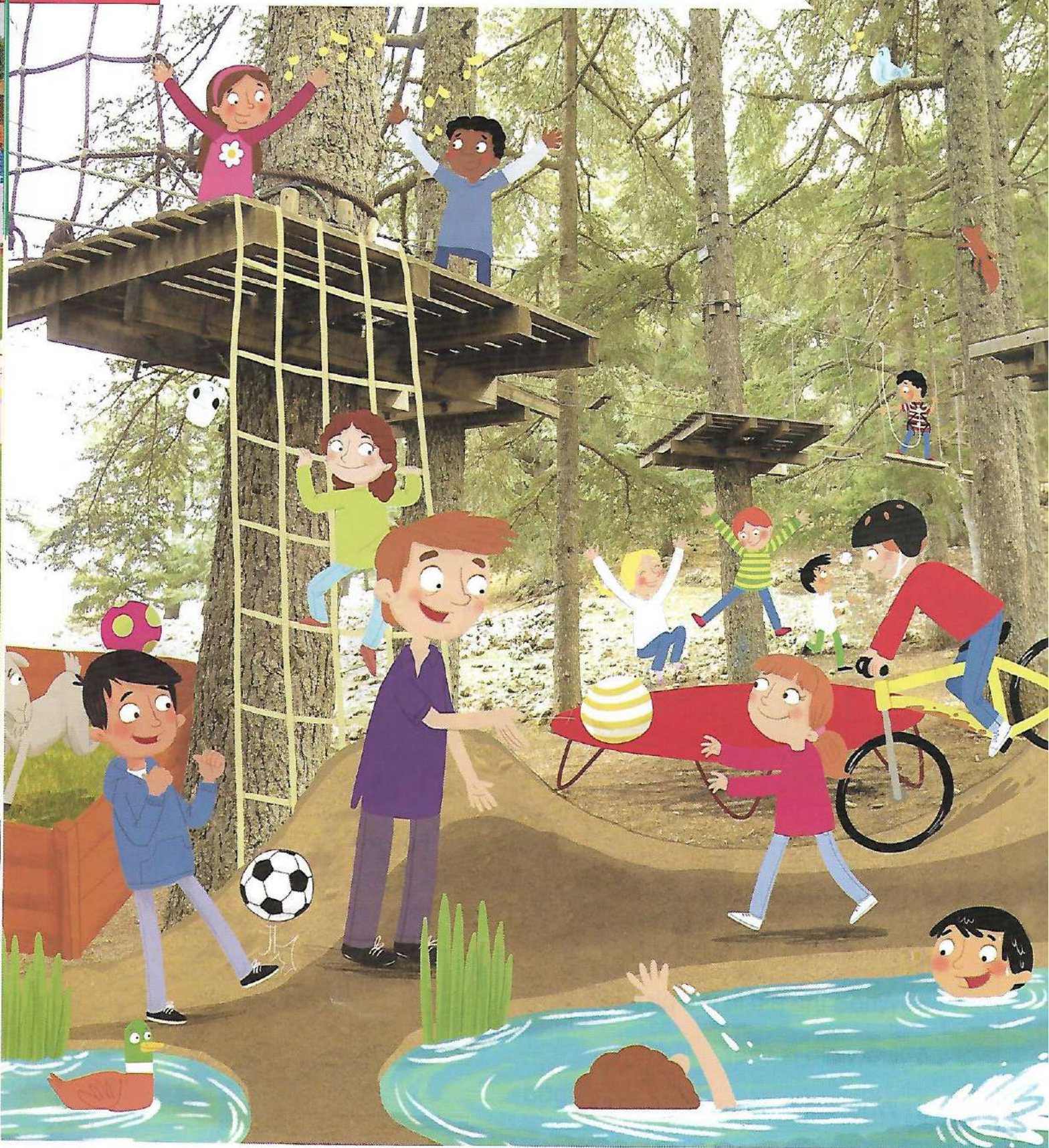
\_\_\_\_\_





5

I can do it!





## Lesson 1 Vocabulary

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



catch



climb



jump



kick



ride a bike



sing



swim



throw

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

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

4 2.3 Sing and act out. **Be a star!**

Look at me!

Look at me!

I'm happy!

So kick a little bit.

Climb a little bit.

*Then jump up and down*

*And sing this song.*

Look at me!

I'm happy!

So throw a little bit.

Catch a little bit.

Look at me!

I'm happy!

So ride a little bit.

Swim a little bit.



## Lesson 2 Grammar time

The Academy Stars

### 1 2.4 Listen and read. Can Bot sing?



### 2 2.4 Read and tick (✓) or cross (×). Listen again and check.

1 Tom and Alex can kick a ball.

☒

2 Sara can't throw.

☐

3 Bot can catch.

☐

4 Anna can catch.

☐

5 Tom can jump.

☐

6 Bot can't sing.

☐

### 3 Work in groups. Act out the story.

Be a star! 



## Lesson 3 Grammar focus

1 2.5 Look and read.

Graphic

Grammar

can / can't for ability

I **can** swim .

I **can't** swim .

He **can** climb .

She **can't** climb .

We **can** sing .

They **can't** sing .

can't → cannot

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

1 They can climb / catch.

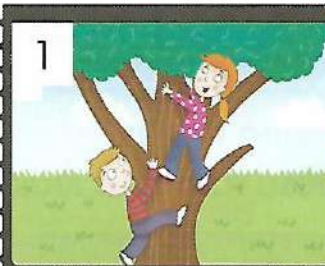
2 She            kick / jump.

3 He            sing / swim.

4 They            ride a bike /  
throw a ball.

5 He            kick / catch.

6 She            sing / climb.



3 What can you do? Tell your friends. **Be a star!**



I can swim.

I can't swim. I can sing.





## Lesson 4 Reading

1  2.6 Look at the photos. What can they do?  
Read and check.

catch climb ride swim throw

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

1 Pablo can swim.

4 John \_\_\_\_\_ jump.

2 Tim \_\_\_\_\_ ride.

5 Kirsty \_\_\_\_\_ catch  
a ball.

3 Masha \_\_\_\_\_ hear.



hear



run



see



walk



horse

## The kids can do it!

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



**Pablo**

This is Pablo. He's from Mexico.  
He can't walk, but he can swim.  
He's very good.



**Kirsty**

This is Kirsty. She's from Great Britain.  
She can't walk, but she can catch a  
ball. Nice catch, Kirsty!



## Masha

Look at Masha! She's from Russia. She can't hear, but she can climb. She isn't scared!

## John

This is John. He can't run and he can't jump, but he can throw a ball. Wow! Nice throw!

## Tim

This is Tim. He's from Great Britain. He can't see, but he can ride a horse. Tim is happy.

3



Think about the children. What do *you* think? **Circle.**

Be a star!



- |                            |     |    |          |
|----------------------------|-----|----|----------|
| 1 Pablo can't run.         | yes | no | not sure |
| 2 Kirsty can throw a ball. | yes | no | not sure |
| 3 Masha can see.           | yes | no | not sure |
| 4 John can catch a ball.   | yes | no | not sure |
| 5 Tim can ride a bike.     | yes | no | not sure |



## Lesson 5 Sounds and letters

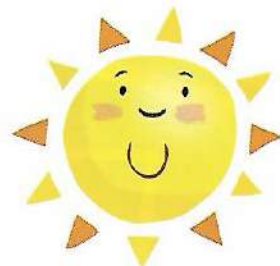
1 2.7 Listen and say. Complete.



jump



run



sun

2 2.8 Listen and say the chant.

Fun! Fun! Fun!

Let's have fun with Mum!

We can jump and run

In the sun with Mum.

Fun! Fun! Fun!



3 2.9 Match the words with u. Listen, check and say.

Be a star! ★

1 run

2 jump

5 sun

3 pen

4 frog

7 rubber

6 cat

8 mum

U

### Learning to learn

If you can't read a word, here are some ideas to help.

Say the first sounds in the word.

h-a-p ...

Try to guess the word.



happy!



## Lesson 6 Language in use

1 2.10 Listen and say.



Can you see **the sun**?



No, I can't.

Can you see **a spider**?

Yes, I can.

Can you see **a bird**?

No, I can't.

Can you hear **the wind**?

Yes, I can.

2 Work in pairs. Ask and answer.

### Student A



a horse

x



a flower

✓



a cat

✓



a dog

x

### Student B



a fox

✓



a worm

x



a frog

x



a baby

✓

Student A Can you see **a horse**?

Student B No, I can't.

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

Can you see a pen?

Yes, I can.





## Lesson 7 Listening and speaking

1 2.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

2 2.11 Listen again and match the groups to the actions.



clap



stamp

1 Red group

2 Blue group

3 Green group



3 2.11 Work in groups. Listen again and follow the patterns.

4 2.12 Listen and say.

Can you ride a horse?

Yes, I can.

That's great!

Can you kick a ball?

Yes, I can. Look!

That's fantastic!



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



### Values

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



## 1 Read and point.

Use **and** to join two ideas: Lee can swim. He can ride a bike.

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

## 2 Rewrite the sentences with **and**.

1 Lee can throw. He can catch a ball.

Lee can throw and catch a ball.

2 He can run. He can jump.

\_\_\_\_\_

3 He can swim. He can ride a horse.

\_\_\_\_\_

4 He can clap. He can sing.

\_\_\_\_\_



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



Hi Jill,  
How are you? This is my new friend.  
Her name is Kate.

She can \_\_\_\_\_ and \_\_\_\_\_.

She \_\_\_\_\_.

She \_\_\_\_\_.

Bye,  
Clare





## Reading time 2

# The King of the Forest

1  2.13 Look at the story. What animals can you see?

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



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



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





4

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



5

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



6

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



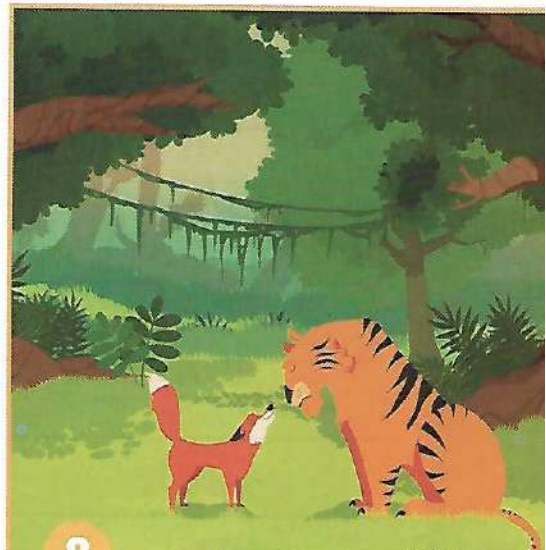
7

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



8

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





## Reading time 2 Activities

1 Read the story again. **Circle** the animals.

1 He's hot and hungry.

**Tiger** / Fox

2 He isn't scared.

**Tiger** / Fox

3 He's funny.

**Tiger** / Fox

4 He can run fast.

**Tiger** / Fox

5 He's the King of the Forest.

**Tiger** / Fox

2   **Think and answer.**

1 Are the animals scared of Fox?

2 Are the animals scared of Tiger?

3 Who is your favourite character? Why?



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

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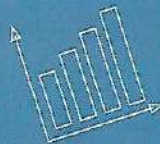
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4  **Now watch the video.**





Think about it!

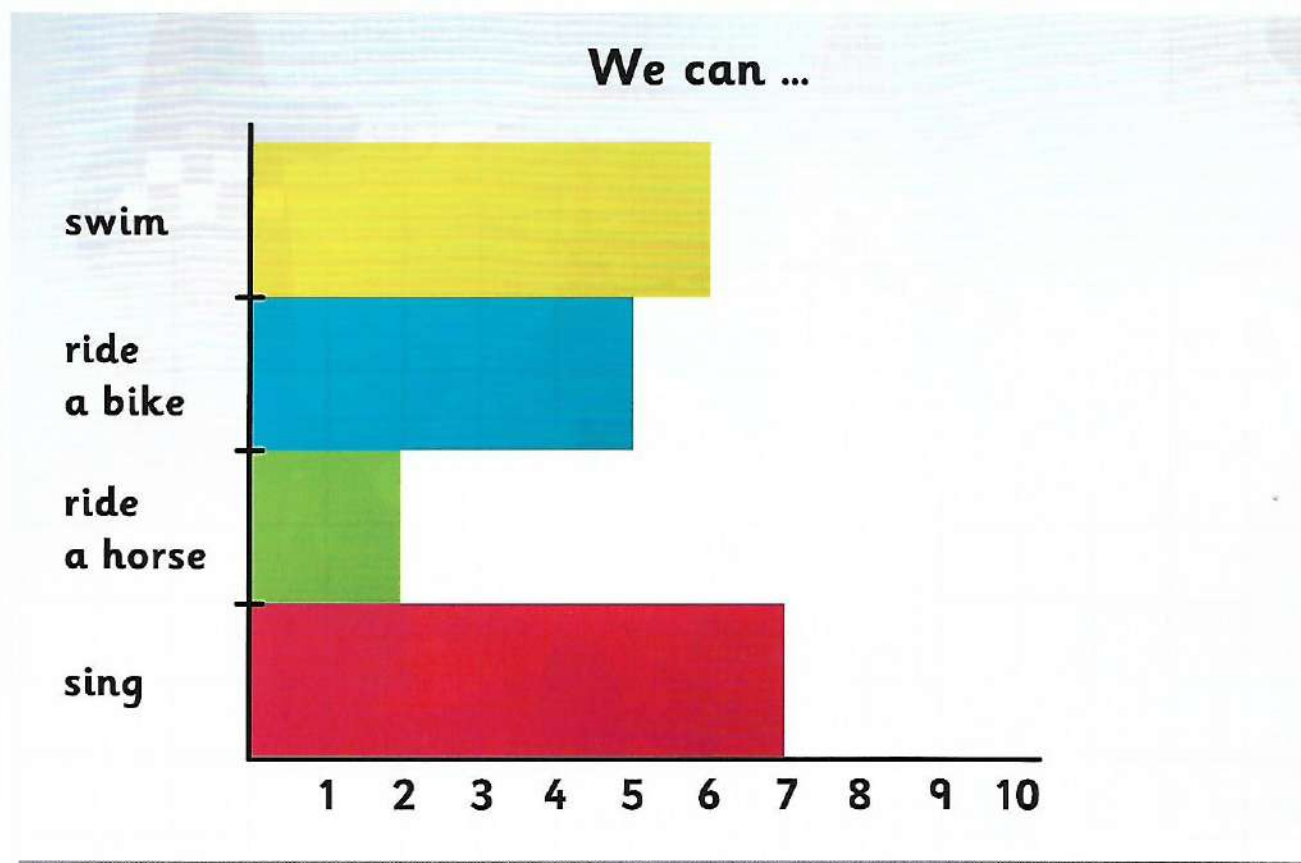


Make  
a

GRAPH



- 1 Look at the graph. What does it show?



- 2 Look again. Find and complete.

- 1 Six children can swim.
- 2 \_\_\_\_\_ children can ride a bike.
- 3 \_\_\_\_\_ children can ride a horse.
- 4 \_\_\_\_\_ children can sing.

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

Can you swim?      ✓✓

Can you ride a bike?      ✓✓✓

- 4 Make a group graph. Show the class.



6

Let's play today!





## Lesson 1 Vocabulary

1  2.14-2.15 Listen and say. Then listen and number.



bike ☐



boat ☐



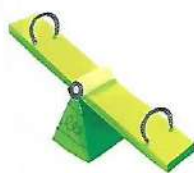
car ☐



kite ☐



sandpit ☐



seesaw ☐



slide ☒



swing ☐

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

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

4  2.16 Sing and act out. **Be a star!** 

**My very favourite thing** 

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

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

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

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



## Lesson 2 Grammar time

The Academy Stars

### 1 2.17 Listen and read. Where's Bot?

1



Oh no! **Where's** my car?

Look! It's **on** the seesaw.

2



Where's my doll?

Look! It's **under** the slide.

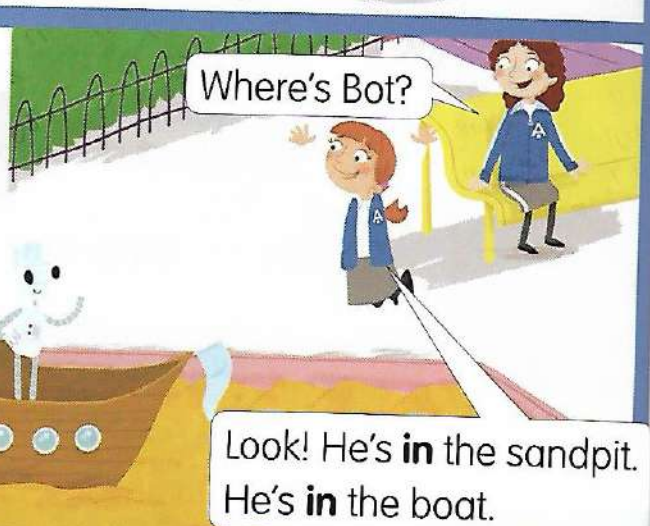
3



Where's my kite?

It's **next to** the blue swing.

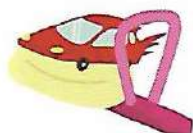
4



Where's Bot?

Look! He's **in** the sandpit.  
He's **in** the boat.

### 2 2.17 Listen again. Tick (✓) or cross (x).



1



2



3



4



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



# Lesson 3 Grammar focus

1 2.18 Look and read.

Graphic

Grammar

Prepositions of place

Where's my car ?

Where's my kite ?

It's **on** the seesaw .

It's **next to** the swing .

Where's → Where **is**

It's → It **is**

2 Look and complete.



1 Where's the doll?

It's under the car.

2 the lion?

It's the boat.

3 the kite?

It's the seesaw.

4 the goat?

It's the car.

5 the monkey?

It's the slide.

3 Play a game. Be a star! ★



Where's the cat?

It's next to the slide.



No, it isn't. Try again.

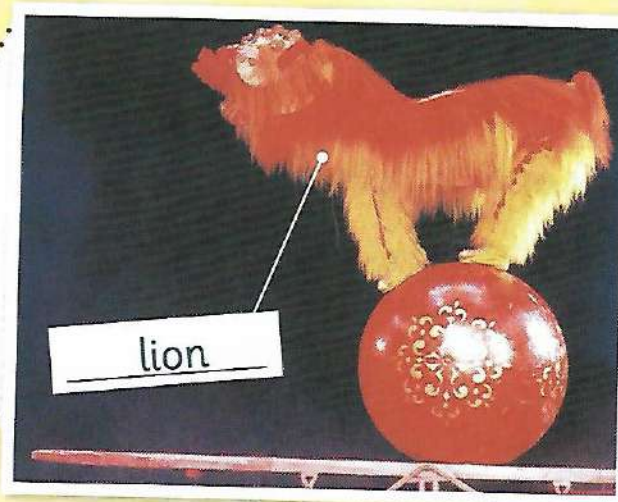


## Lesson 4 Reading

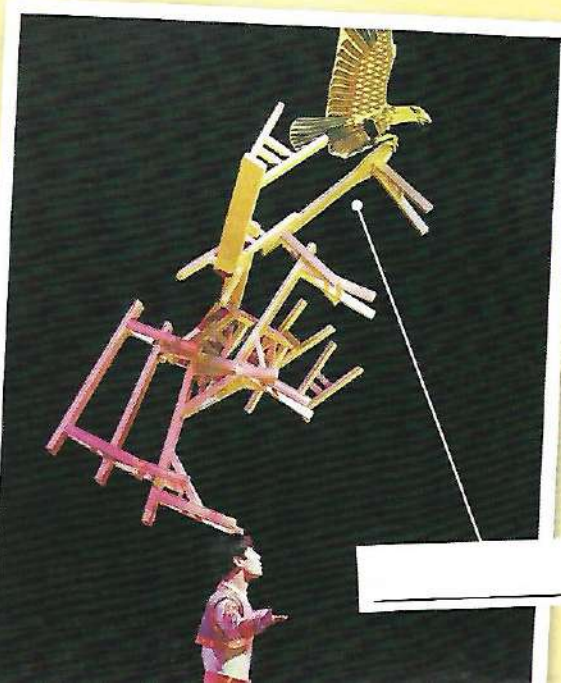
- 1  2.19 Look at the photos. Where are they? Read and check.
- 2 Read again. Label the photos. **Be a star!** 

# Welcome to the circus

- 1 Look! The lion is on the ball.  
The ball is big.  
It's on the seesaw.



- 2 Look! It's a swing. In the circus  
it's called a 'trapeze'.  
A man is on the trapeze.  
A man is under the trapeze.

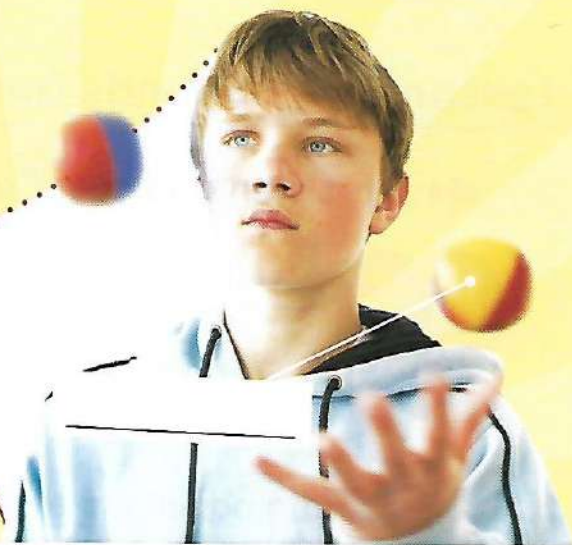


- 3 What are they? They're tables.  
They're all on his head!  
Can you see the bird?  
Look! It's on the tables.



What's this? It's a circus school. It's amazing!

- 4 The balls are in the air.  
They're red, yellow and blue.  
This boy can juggle!  
Can you juggle?



- 5 Where's the girl?  
She's on the trapeze.  
She's happy!  
The boy is on the bike.  
He's happy, too.  
He isn't scared!



3 Underline two questions with *Can*. Answer the questions.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_



circus

4 Read and tick (✓) or cross (x).

1 The lion is on the swing.

☒

2 A man is under the trapeze.

☐

3 The bird is on the seesaw.

☐

4 The boy can juggle.

☐

5 The girl is on the bike.

☐


juggle



man



## Lesson 5 Sounds and letters

1  2.20 Listen and say. Complete.



she



   oes



   op

2  2.21 Listen and say the chant.

Splish, splash, splosh!

Sheena's in the rain.

She runs to the shop

In her shiny blue shoes.

Splish, splash, splosh!



3  2.22 Write the words with **sh**. Listen, check and say. **Be a star!** 

1 she

2    un

3    ad

4    oes

5    ing

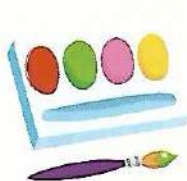
6    op

7    iny

8    ister

### Learning to learn

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



**Colours**

red

green



**School things**

pencil

ruler



**Family**

mum

dad



## Lesson 6 Language in use

1 2.23 Listen and say.



Where are the **paintbrushes**?

**They're** in the blue box.

Where are the **pencils**?

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

**It's** next to the pencils.

Oh, yes. Thank you!

2 Work in pairs. Ask and answer.

Student A



crayons



rulers



yellow paint

Student B



pens



rubbers



green paint

**Student A** Where are the **crayons**?

**Student B** They're in the blue box.

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





## Lesson 7 Listening and speaking

- 1 2.24 Look at the pictures. What are they making? Listen and check.
- 2 2.24 Listen again and number in order.



- 3 2.24 Listen again and act out. **Be a star!**

- 4 2.25 Listen. Then ask and answer.

Pass me the **pencil**, please.

Here you are.

Thank you.



### Values

When do we say **please** and **thank you**?





## 1 Read and follow.

Use **short forms (contractions)** to make **one word** from two words:

Where **is** = Where's

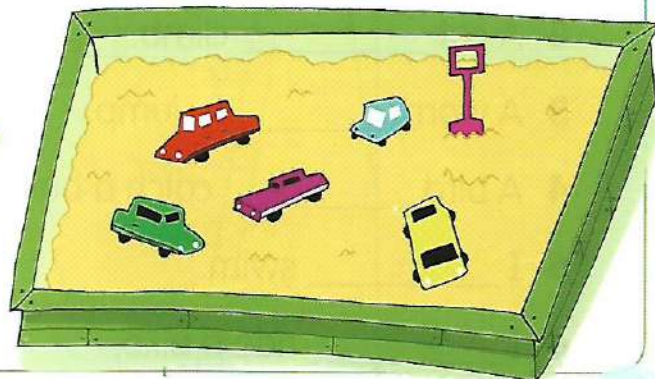
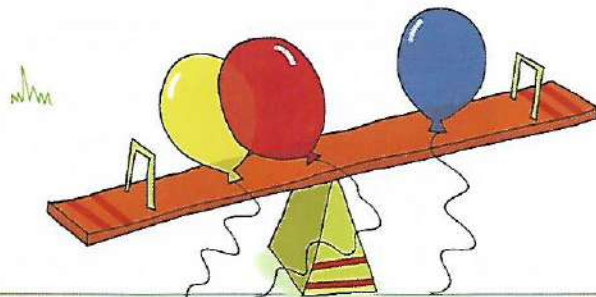
It **is** = It's

They **are** = They're

## 2 Look and complete. Be a star! ★

### My perfect playground quiz

- 1 Where's the kite?  
It's on the swing.
- 2 Where are the balls?  
They're the slide.
- 3 \_\_\_\_\_ the bike?  
\_\_\_\_\_ the slide.
- 4 \_\_\_\_\_ the balloons?  
\_\_\_\_\_ the seesaw.
- 5 \_\_\_\_\_ the lion?  
\_\_\_\_\_ the boat.
- 6 \_\_\_\_\_ the cars?  
\_\_\_\_\_ the sandpit.

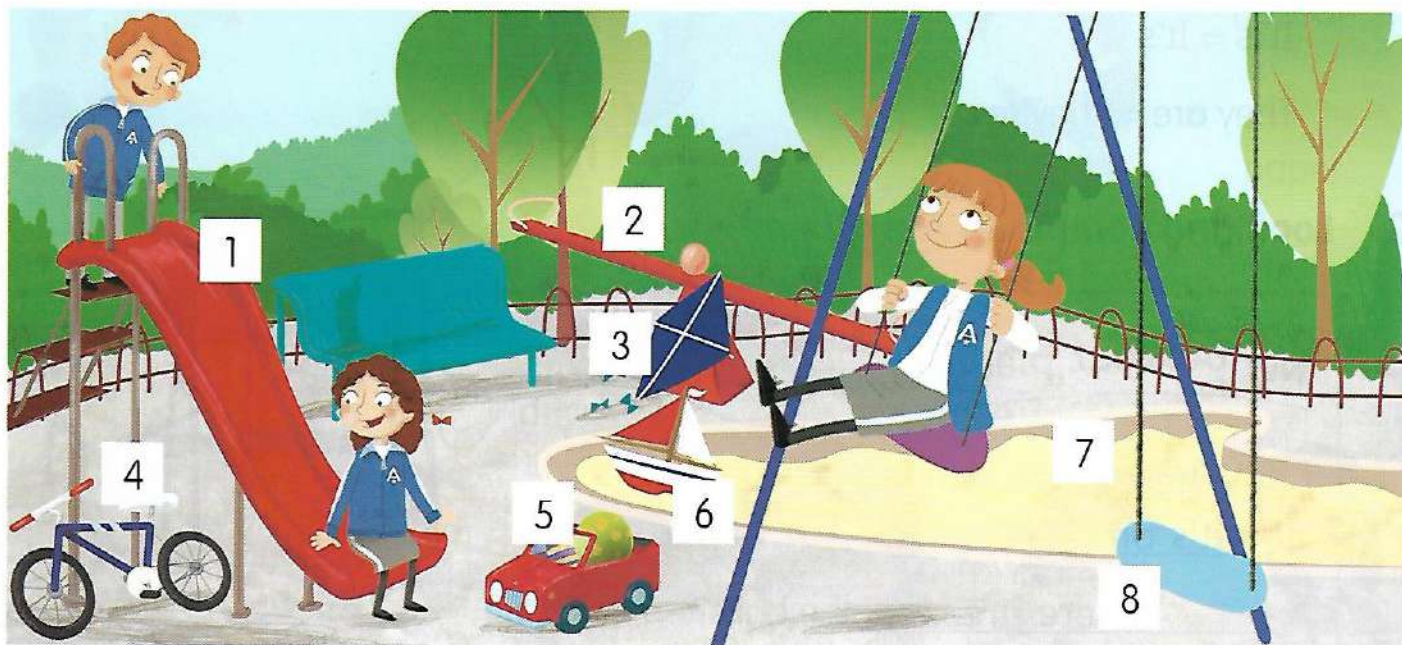




## Review 3

### 1 Find and write the number.

|       |                                |        |                      |       |                      |         |                      |
|-------|--------------------------------|--------|----------------------|-------|----------------------|---------|----------------------|
| kite  | <input type="text" value="3"/> | car    | <input type="text"/> | swing | <input type="text"/> | bike    | <input type="text"/> |
| slide | <input type="text"/>           | seesaw | <input type="text"/> | boat  | <input type="text"/> | sandpit | <input type="text"/> |



### 2 Ask and answer about the picture in Activity 1.



Where's the bike?

It's under the slide.



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

- 1 A horse can run.
- 2 A cat can climb.
- 3 A worm can't jump.
- 4 A bird can catch a ball.
- 5 I can't swim.
- 6 I can't ride a bike.





4  2.26 Complete the words. Listen, check and say.



1 pen



2 sun



3 dog



4 cat

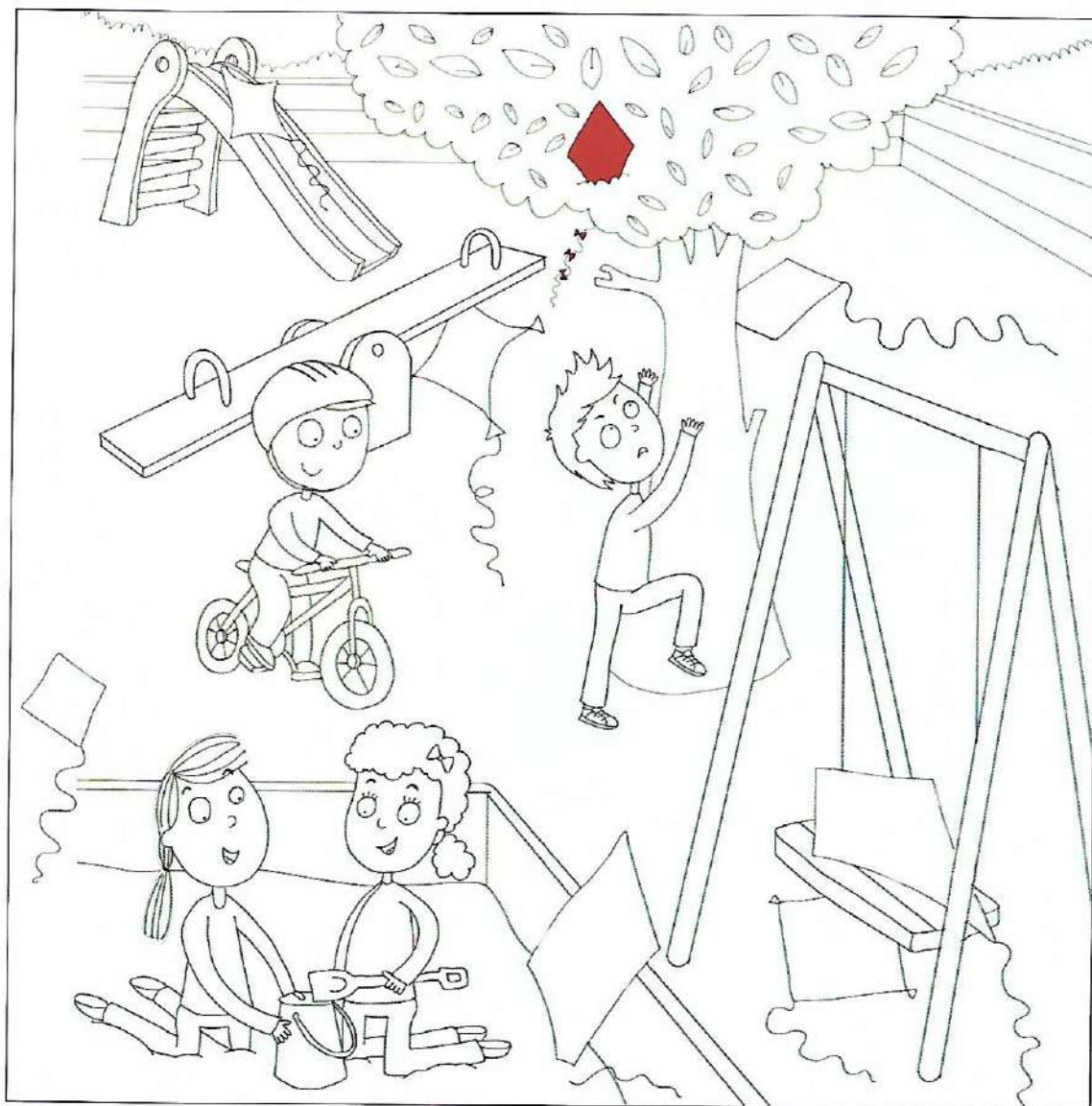


5 fru



6 jump

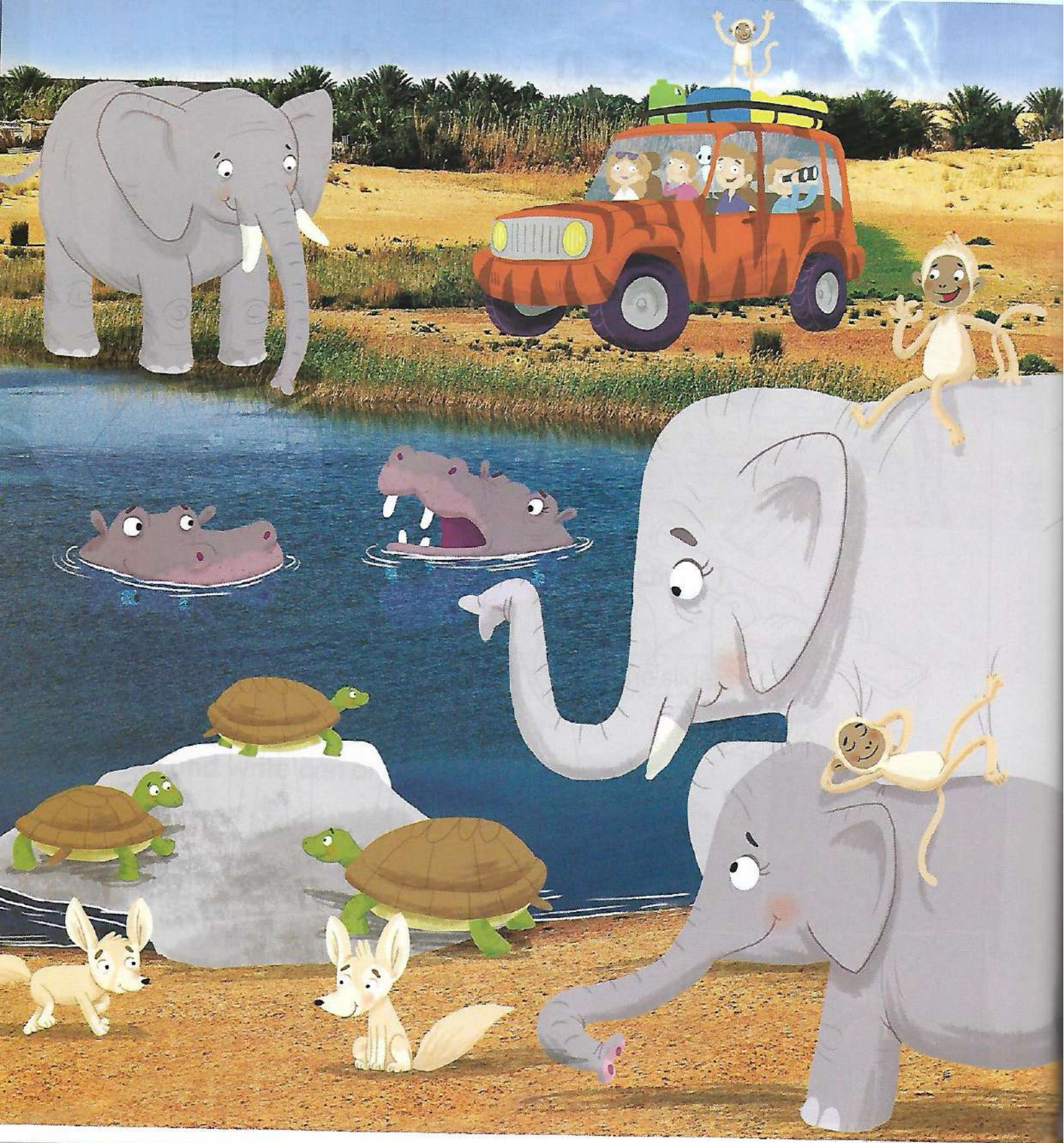
5  2.27  Listen and colour. There is one example.





# 7

# Long legs, short legs





## Lesson 1 Vocabulary

1 2.28-2.29 Listen and say. Then listen and number.

eye

ear

arm

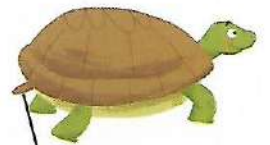
leg

foot (feet)

tail



long (tail)



short (tail)

2 Look at the picture. Count and complete.

Animals with:

long arms

short legs

a long tail

big ears

3

—

—

—

3 2.30 Sing and act out. Be a star!

A tortoise can't dance



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

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



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

What? Wait ... Stop!

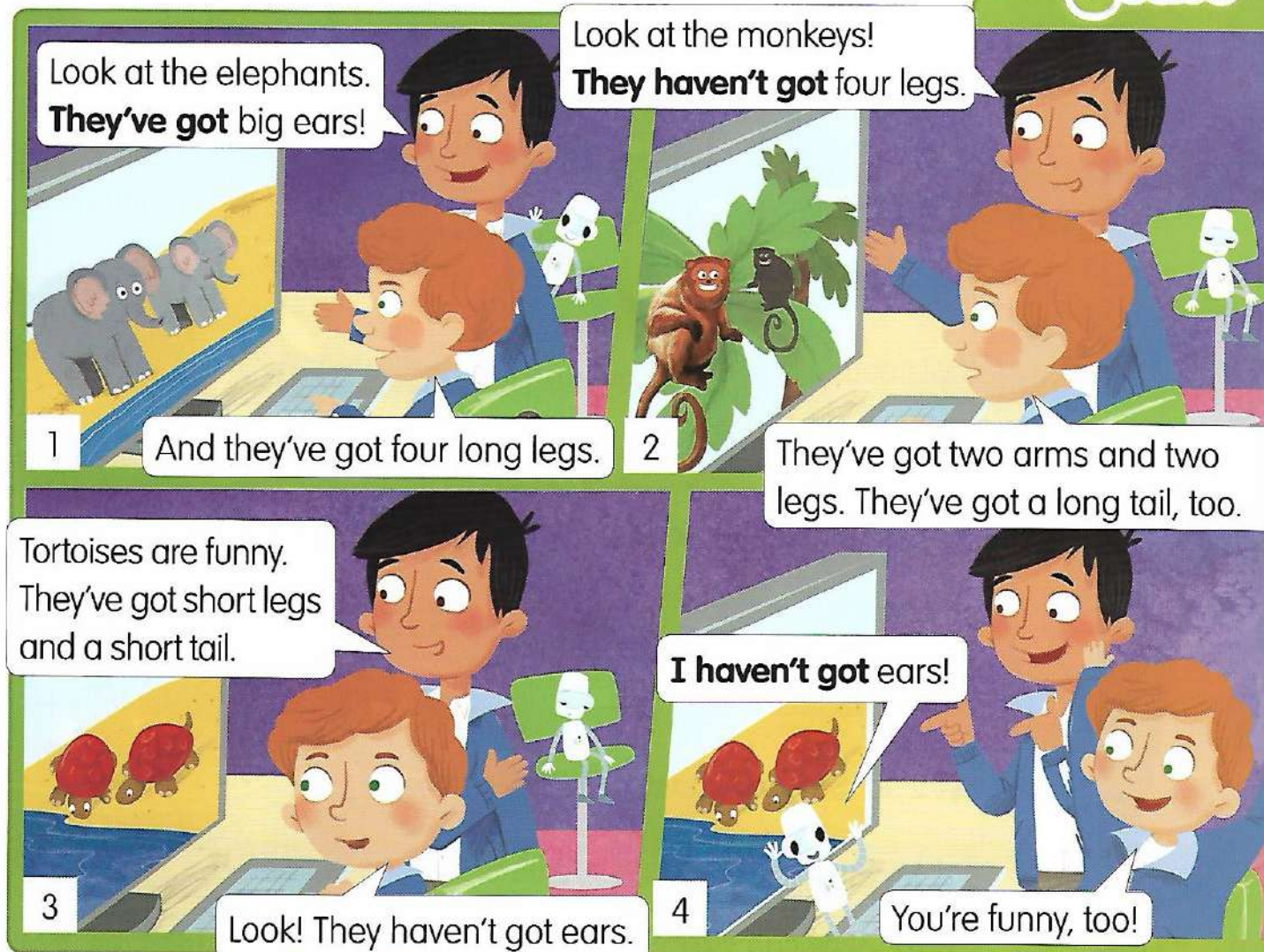
A tortoise *can* dance!  
Just stamp and clap.  
Make some sound  
And it goes round and  
Round!



## Lesson 2 Grammar time

The Academy Stars

### 1 2.31 Listen and read. Which animals haven't got ears?



Look at the elephants. **They've got** big ears!

Look at the monkeys! **They haven't got** four legs.

And they've got four long legs.

They've got two arms and two legs. They've got a long tail, too.

Tortoises are funny. They've got short legs and a short tail.

**I haven't got** ears!

Look! They haven't got ears.

You're funny, too!

### 2 2.31 Listen again. Complete.



1 They've got big ears and four legs.



2 They've got two arms and two legs.



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

tail  
legs  
arms  
ears  
long  
short

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



## Lesson 3 Grammar focus

1 2.32 Look and read.

**Graphic**

**Grammar**

*have got (I / they)*

I've got two legs .

They've got four legs .

I haven't got ears .

They haven't got ears .

I've → I **have**

They've → They **have**

haven't → have **not**

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

1 got / rabbits. / two / I've

I've got two rabbits.



2 short / They've / ears. / got

\_\_\_\_\_



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

\_\_\_\_\_



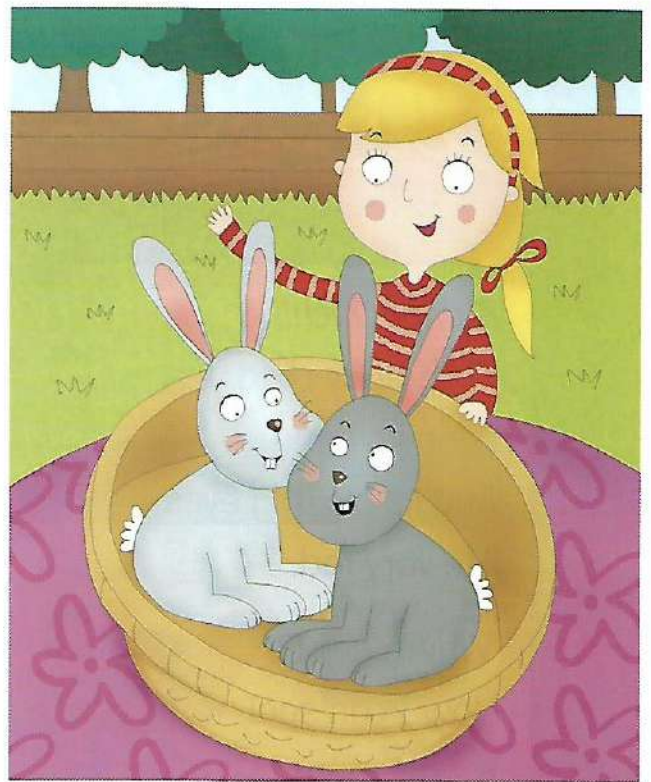
4 got / They've / feet. / small

\_\_\_\_\_



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

\_\_\_\_\_



3 Look at page 84. Play a game. **Be a star!**



They've got short legs.

They're tortoises!

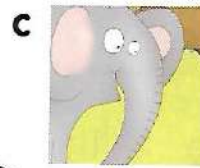
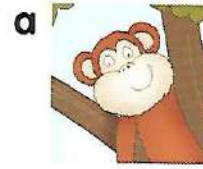




1  2.33 Look at the story. Is Bush baby sad? Read and check.

2 Read and match. **Be a star!** ★

- 1 I'm your mum.
- 2 I'm not your dad.
- 3 I'm not your mum.
- 4 I'm your dad.



## Bush baby

*Bump! Ouch!*

Bush baby child

Is on its head.

And its big, big eyes

Are very red.

'Where am I?

Now I can see!

It's my mum

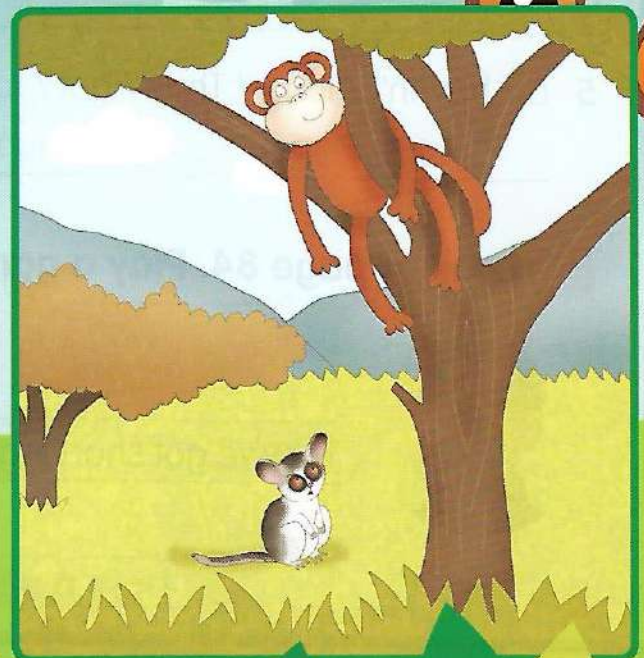
Up in a tree.'

'Ha, ha, ha!

You're so funny!

With my long arms and legs,

I'm not your mum. Sorry!'





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

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

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

Up, up, bush baby  
Is now in the tree.  
'I can see my family.  
They look just like me.'



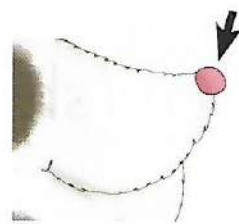
### 3 Write the animal.

monkey   bush baby   elephant

- 1 I've got a long nose.      elephant
- 2 I've got long arms.      \_\_\_\_\_
- 3 I've got big eyes.      \_\_\_\_\_
- 4 I've got big ears.      \_\_\_\_\_



head



nose

### 4 Choose and say your favourite part of the poem.



#### Values

Is family important?

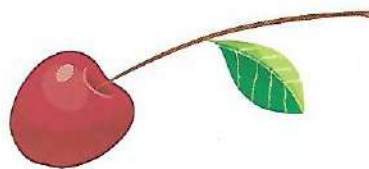


## Lesson 5 Sounds and letters

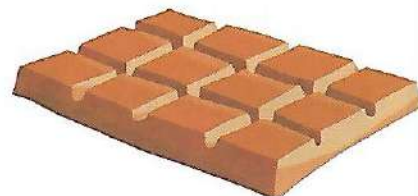
1  2.34 Listen and say. Complete.



child



\_\_erry



\_\_ocolate

2  2.35 Listen and say the chant.

Can this **ch**ild **ch**ew a **ch**ocolate **ch**erry,

Sitting on a **ch**air?

Yes, he can **ch**ew a **ch**ocolate **ch**erry.

He can **ch**ew it anywhere!



3  2.36 **Circle** the correct sound. Listen, check and say. **Be a star!** 

1



**ch**/sh

2



ch/sh

3



ch/sh

4



ch/sh

5



ch/sh



### Learning about language

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

Bush baby child is on its **head**.

And its big, big eyes are very **red**.

Look at the poem on pages 88–89. Find and **circle** words that rhyme.



2.37 Listen and say.



blonde hair



Number 3.  
Have you got **long** hair?

Yes, I have.

Have you got **blonde** hair?

Yes, I have.

Have you got **blue** eyes?

No, I haven't.

Have you got **brown** eyes?

Yes, I have.

You're Megan.

Yes! Well done!

2 Work in pairs. Choose, ask and answer.

|       |       |       |        |      |
|-------|-------|-------|--------|------|
| Hair: | short | long  |        |      |
|       | brown | black | blonde |      |
| Eyes: | blue  | green | brown  | grey |
|       |       |       |        |      |

**Student A** Have you got **short** hair?

**Student B** Yes, I have.

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

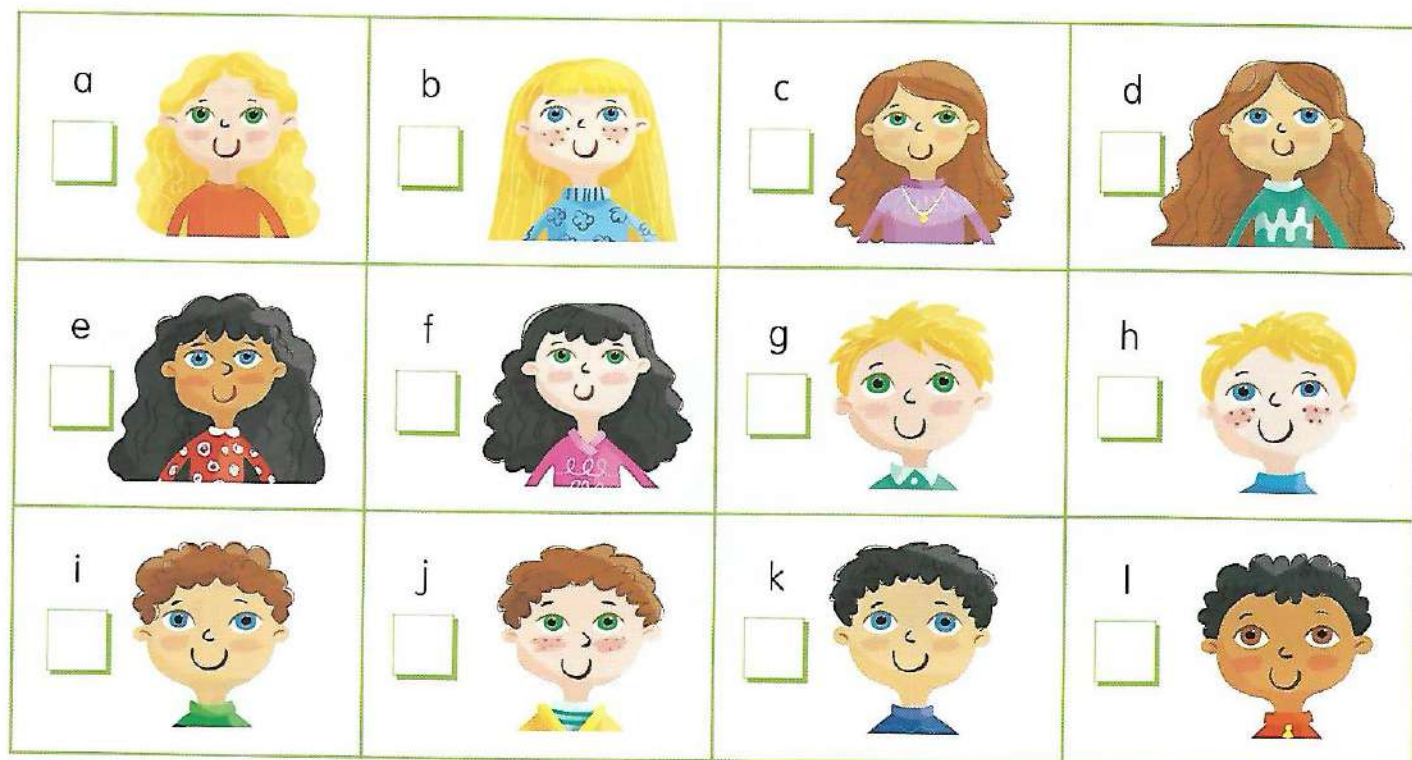




## Lesson 7 Listening and speaking

1 2.38 Look and find. Listen and number the faces 1, 2 and 3.

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



2 2.38 Complete the descriptions. Listen again and check.

- I've got short brown hair and \_\_\_\_\_ eyes.
- I've got \_\_\_\_\_ blonde hair and \_\_\_\_\_ eyes.
- I've got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

3 Describe another person from Activity 1.

I've got ...

4 2.39 Play a game with a friend. **Be a star!**

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

You're b!

Yes! Well done!



- 1  2.40 Read the poem. Circle the words that rhyme. Listen and check.

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



- 2  2.41 Match the words that rhyme. Listen and check.

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

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

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



- 4  2.42 Listen and check. Is it the same as your poem?



### Reading time 3

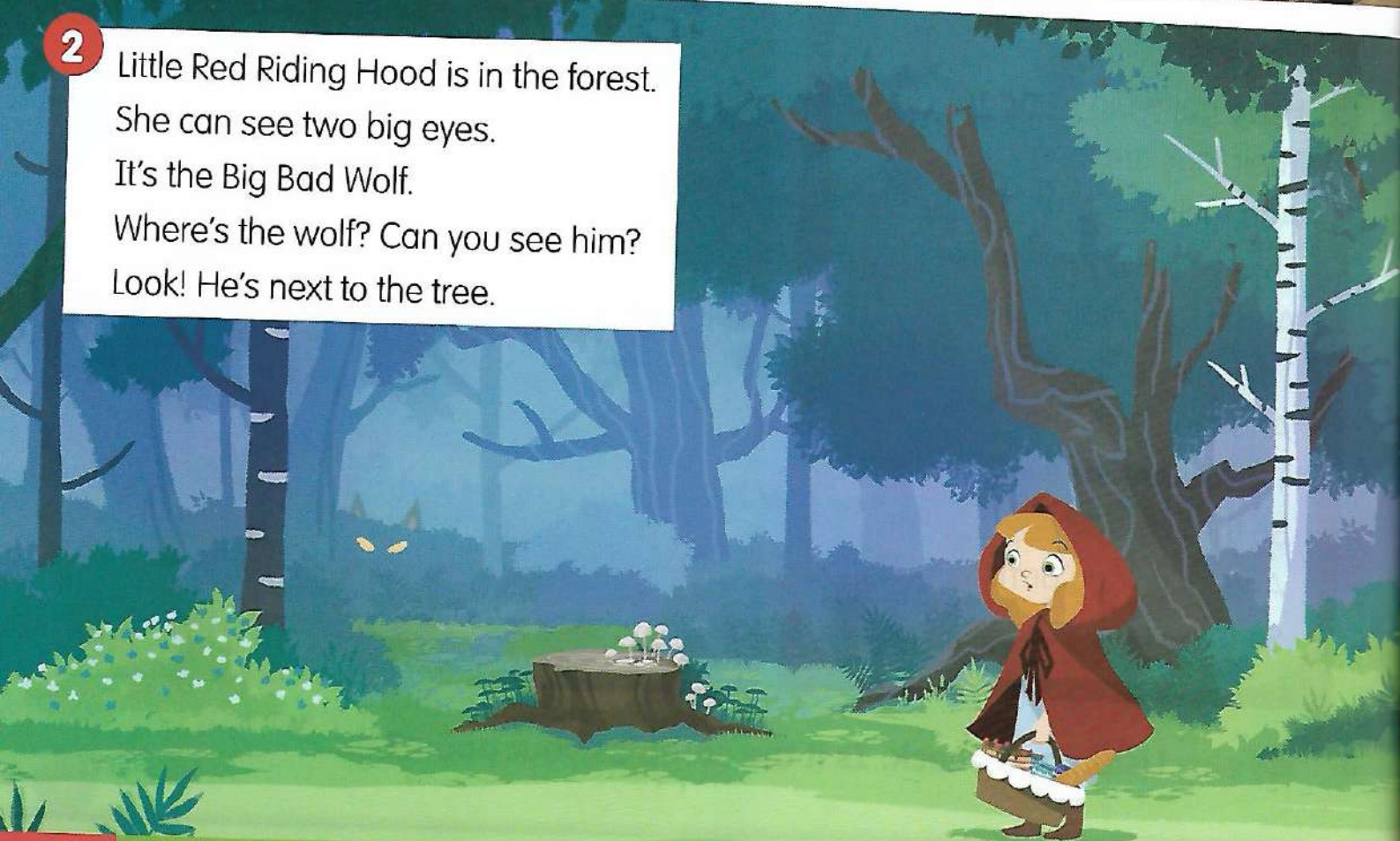
# Little Red Riding Hood

- 1  2.43 Look at the pictures. What do you know about the story? Read and check.

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



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

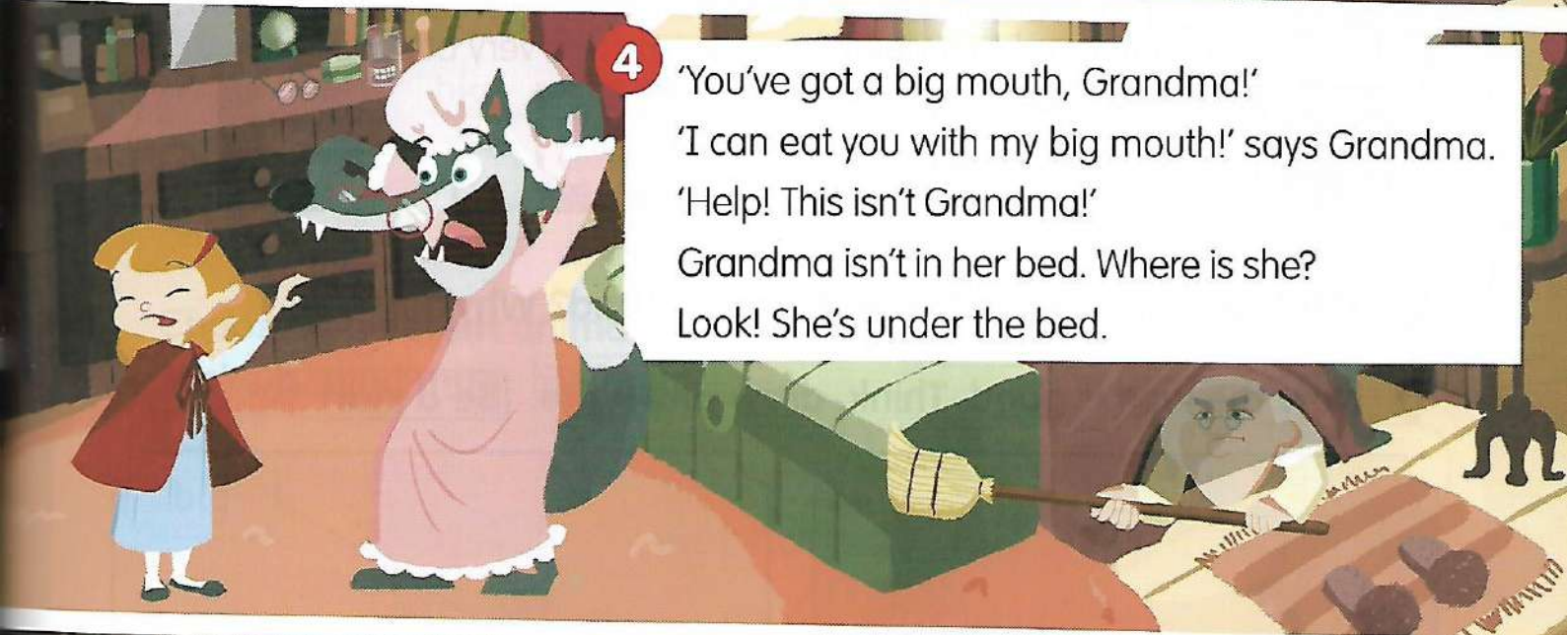




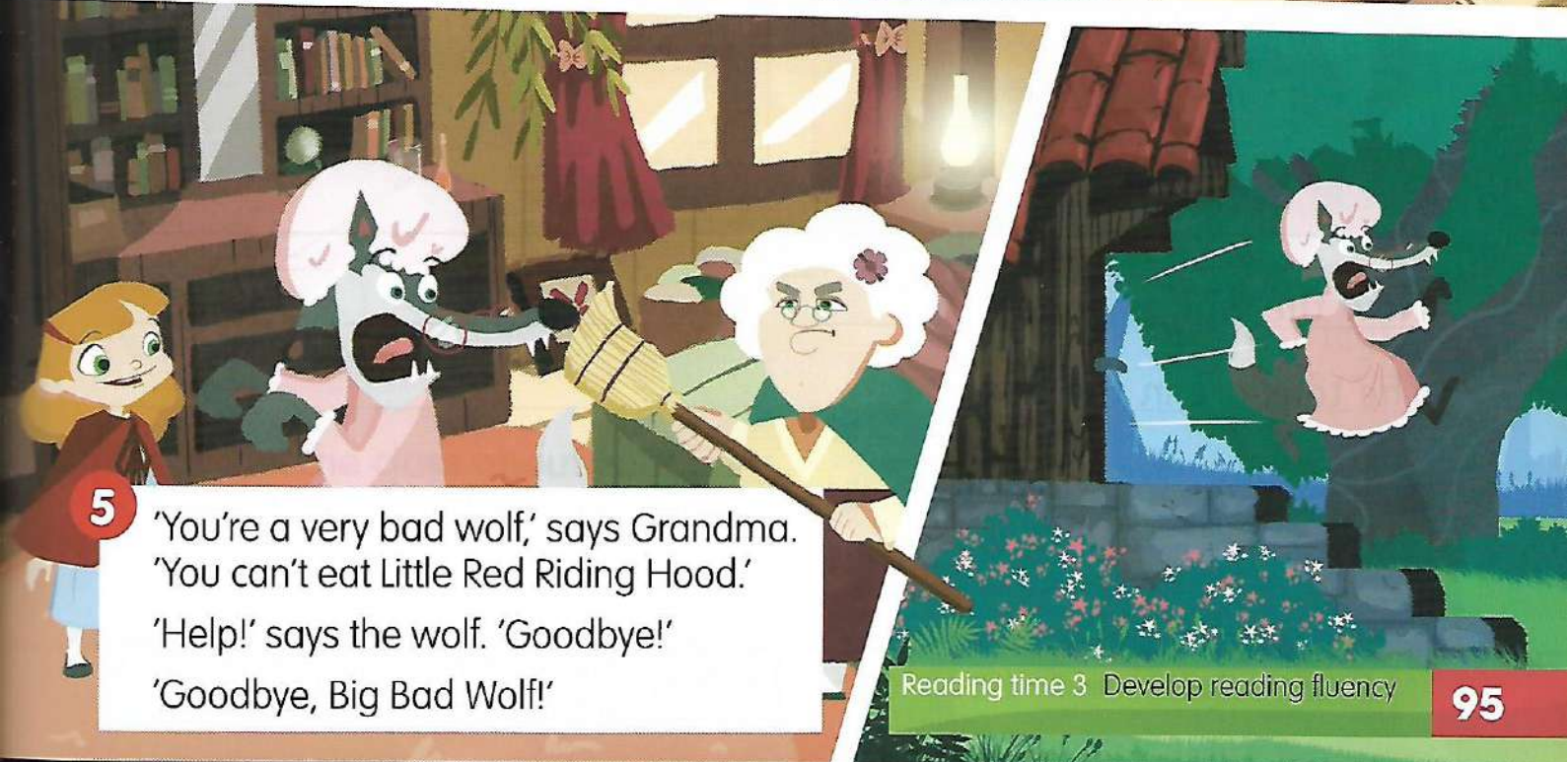
3 Little Red Riding Hood is at Grandma's house.  
'Hello, Grandma,' she says.  
'Hello, Little Red Riding Hood,' says Grandma.  
'Oh, Grandma, you've got big eyes!' says Little Red Riding Hood.  
'I can see you with my big eyes,' says Grandma.  
'You've got big ears, Grandma!'  
'I can hear you with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



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



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





## Reading time 3 Activities

### 1 Read and tick (✓). Who says it?

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



2 'I can take it.'



3 'Hello, Little Red Riding Hood.'



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



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

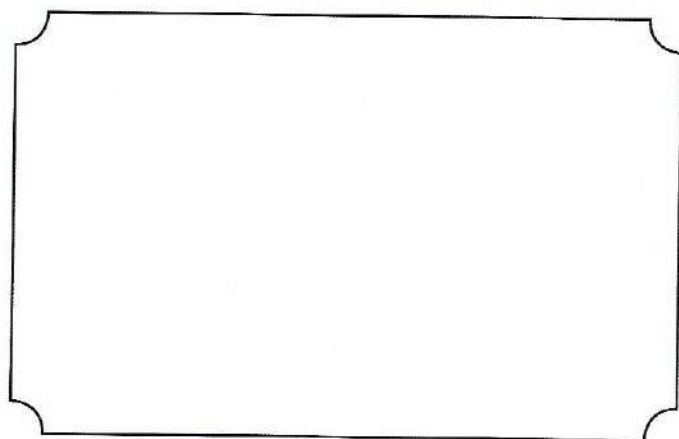
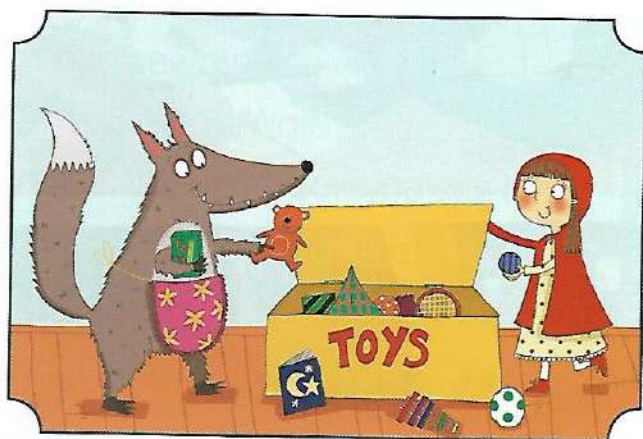


6 'You're a very bad wolf.'



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

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



Now the wolf is good.

The toys are in the box.

4 Now watch the video.





Think about it!

Categorise

# animals

1 Look at the photos. Compare the animals.

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

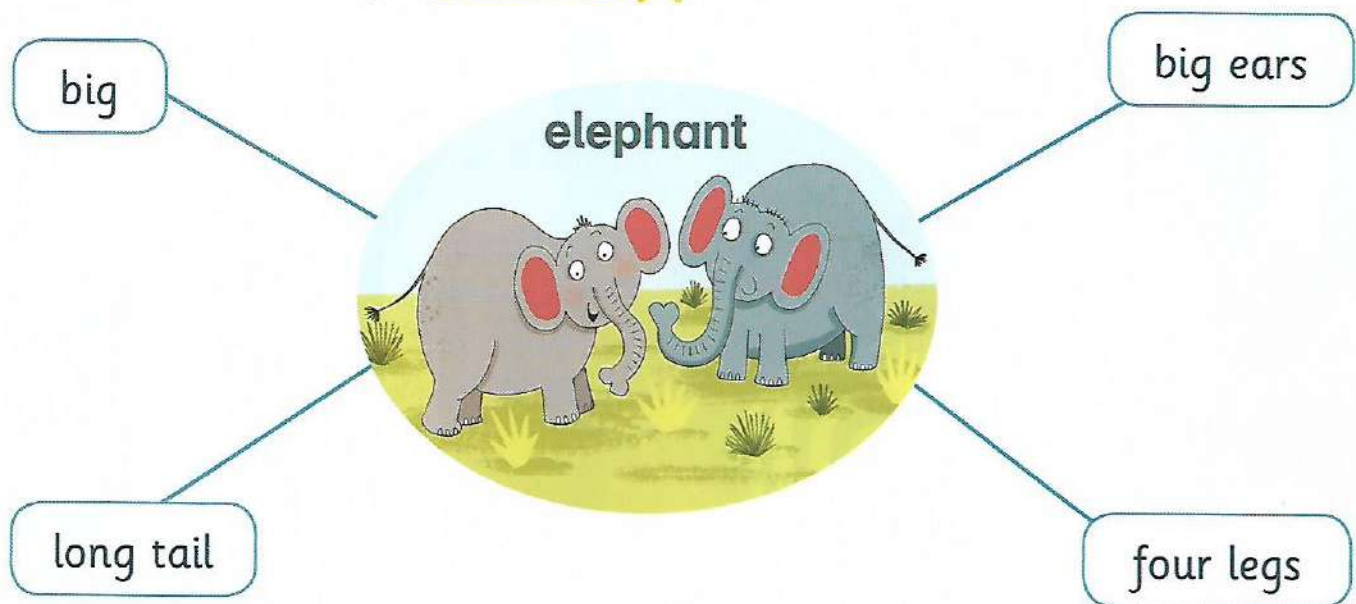


2 Choose two animals from Activity 1. Write and tick (✓).

| Animal | big | small | two legs | four legs | long tail | short tail |
|--------|-----|-------|----------|-----------|-----------|------------|
| _____  |     |       |          |           |           |            |
| _____  |     |       |          |           |           |            |

3 Choose a different animal from Activity 1.

Make a mind map. **Be a star!** ★



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

Elephants are big. They've got four legs. They've got ...





# 8

# Old and new clothes





## Lesson 1 Vocabulary

1  2.44-2.45 Listen and say. Then listen and number.



dress



jacket



shirt



shoes



skirt



socks



trousers



T-shirt

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

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



### Values

Why is it important  
to be tidy?

4  2.46 Sing a song. **Be a star!** 

Where's my shoe? 

Where's my shoe?

Where's my shoe?

I don't know what to do

Without my shoe.

Is it on the chair?

Next to your skirt?

That isn't my shoe.

That's a shirt!

A jacket, socks.

This room is a mess.

Is that your shoe?

No, it's a dress!

Look up, up, up.

Look down, too.

What's on your foot?

Is that your shoe?



## Lesson 2 Grammar time

The Academy Stars

1 2.47 Listen and read. What is Anna?

1

Look! Tom **has got** a big hat!

2

Look at Sara! **She's got** a blue dress.

I'm a queen.

3

Tom is a pirate. **He's got** a black hat.

But he hasn't got a jacket.

4

Poor Anna. **She hasn't got** a hat!

Here's a hat. Now she's a pirate, too!

2 2.47 Say the sentences. Look and listen again. Tick (✓) or cross (×).

1 Tom has got a ☒

2 Sara has got a ☐

3 Tom has got a ☐

4 Anna hasn't got a ☐

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



## Lesson 3 Grammar focus

### 1 2.48 Look and read.

**Graphic**

**Grammar**

*have got (he / she)*

He's **got** a hat .

He **hasn't got** a jacket .

She's **got** a jacket .

She **hasn't got** a hat .

He's got → He **has** got

She's got → She **has** got

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

- |                                 |              |
|---------------------------------|--------------|
| 1 Sara has got a red dress.     | <b>T</b> / F |
| 2 She hasn't got blue trousers. | T / <b>F</b> |
| 3 She's got an orange T-shirt.  | T / <b>F</b> |
| 4 She's got a purple jacket.    | T / <b>F</b> |
| 5 Tom has got a green T-shirt.  | T / <b>F</b> |
| 6 He's got blue shoes.          | T / <b>F</b> |
| 7 He hasn't got a brown jacket. | T / <b>F</b> |
| 8 He's got a white shirt.       | T / <b>F</b> |



### 3 Play a game. **Be a star!**



A black jacket.

Sara! She's got a black jacket.

That's right! Tom hasn't got a black jacket.





## Lesson 4 Reading

- 1  2.49 Look at the photos. What are they? Read and check.
- 2 Read and write the name of each puppet.

Water    Sock    String    ~~Glove~~

# I've got a puppet!



1

Glove puppet

This puppet is a frog. It's got a big mouth. You can move the mouth with your hand. You can move the arms with your fingers. You put it on your hand like a glove.

2

           puppet

This puppet hasn't got arms, but it's got long ears and a funny hat. It's got big eyes and a red nose. You can move the mouth with your hand. You can make this puppet with a sock.





3

## \_\_\_\_\_ puppets

These puppets are in water.  
They've got red, green and  
blue umbrellas.



4

## \_\_\_\_\_ puppet

This puppet has got a green and white  
dress. It's got brown hair and blue eyes.  
The puppet has got strings. You can move  
the arms and hands with the strings.  
Can you think of other puppets?



fingers



glove



hand



string

- 3 Choose three puppets. Complete the sentences.**
- 1 It's got \_\_\_\_\_.
- 2 It's got \_\_\_\_\_.
- 3 It's got \_\_\_\_\_.
- big eyes  
a big mouth  
a dress  
a hat  
strings  
an umbrella

- 4**  **Work in pairs. Read your sentences for your friend to guess the puppets.**

- 5**  **Which is your favourite puppet? Why?** **Be a star!** 



## Lesson 5 Sounds and letters

1  2.50 Listen and say. Complete.



think



   in



   ree

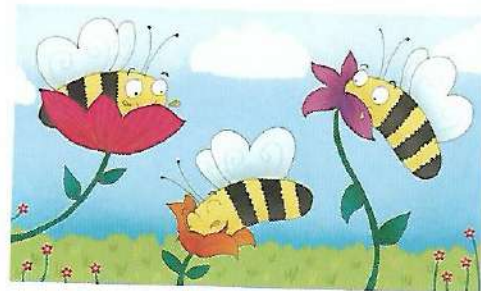
2  2.51 Listen and say the chant.

Three **th**in bees

Are **th**irsty, I **th**ink.

'**Th**ank you, flower.

What a nice drink!'



3  2.52 Listen and match. Then say the words.

Be a star! 

1 cherry

2 shoes

3 think

**th**

**ch**

**sh**

4 chocolate

5 three

6 shop

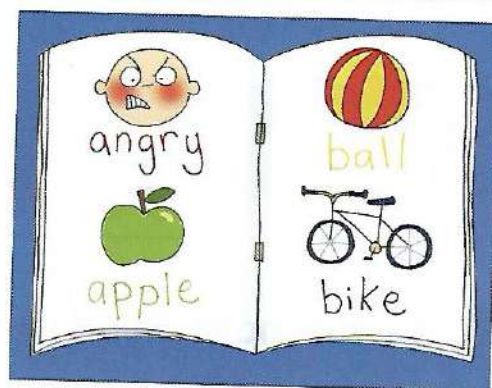


### Learning to learn

A picture dictionary can help you with vocabulary and reading.

Make a class dictionary and add new words to it during the year.

Make a picture dictionary with the words from this lesson.





## Lesson 6 Language in use

1  2.53  Listen and say.



What are you wearing?

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

Are you a pirate?

Yes, I am. What are you wearing?

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

Yes, I am!

Are you a puppet?

2  Work in pairs. Ask and answer.

Student A



Student B



Student A What are you wearing?

Student B I'm wearing **a black T-shirt** and ...

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





## Lesson 7 Listening and speaking

- 1 2.54 Look at the weather words. Tick (✓) what clothes people wear. Then listen and check.



Canada



wet

1 hot

a



b



c



2 cold

a



b



c



3 wet

a



b



c



- 2 2.54 Listen again and complete.

- 1 I'm Amina. I'm wearing a T-shirt and a                     .  
 2 I'm Dylan. I'm wearing a                      and                     .  
 3 I'm Mai. I'm wearing a                      and a                     .  
 I've got an umbrella, too.

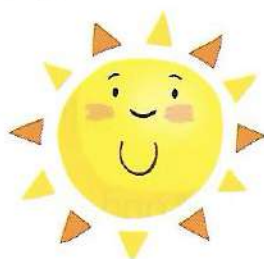
- 3 2.55 Listen and say. Practise with a friend. **Be a star!**

What's the weather like today?

It's **hot**.

What are you wearing?

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



hot



cold



wet



## Lesson 8 Writing

### 1 Read and point.

**Size** and **colour** words go before clothes words.

I've got a **big** hat. I'm wearing a **green** shirt.

### 2 Write the words in the correct order.

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

I'm wearing a **red** / **T-shirt** / **and** / **white**

I'm wearing a red and white T-shirt

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

I've got hat / a / big

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



I look great!

### 3 Look and write. Be a star! ★

Hi! I'm Bill.

This is a photo of me.

I'm wearing \_\_\_\_\_

I've got \_\_\_\_\_

I look great!

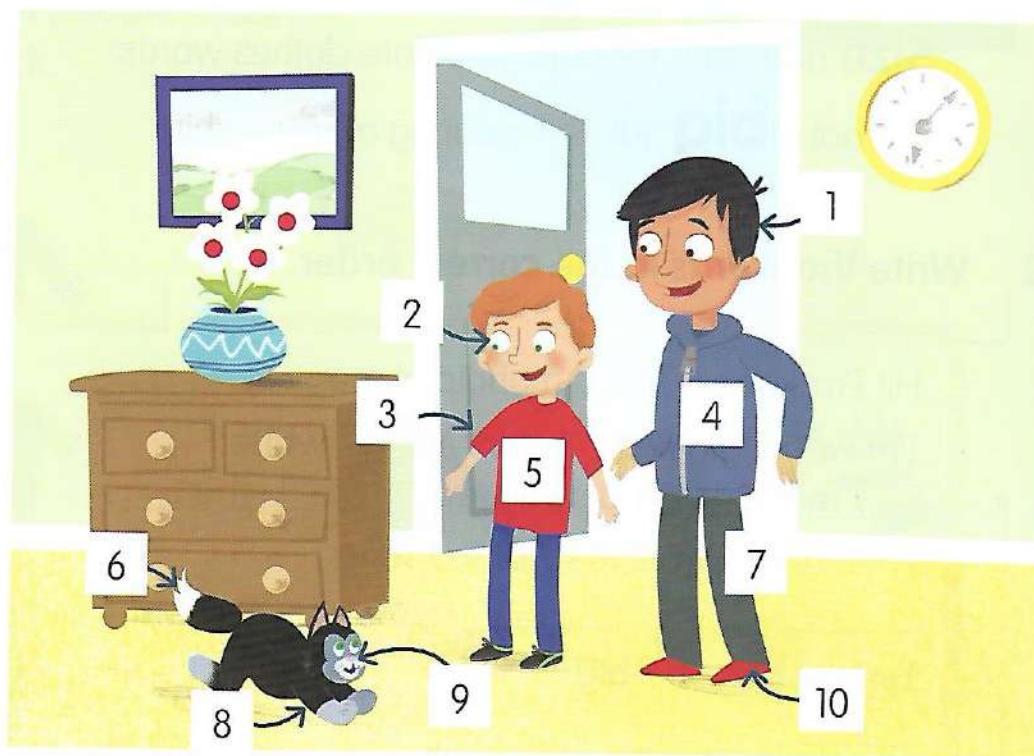




## Review 4

1  2.56 Look and complete. Listen and check.

- 1 hair
- 2   y
- 3   r
- 4   ac  et
- 5   -shir
- 6   ai
- 7   rou  er
- 8   e
- 9 n  s
- 10   h  es



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

- 1 It's    got    a long tail.
- 2 He    black hair.
- 3 He    brown hair.
- 4 He    red shoes.
- 5 They    trousers.

Tom / Alex / cat

Tom / Alex / cat

Tom / Alex / cat

Tom / Alex / cat

Tom / Alex / cat

3  Play a guessing game.



I'm wearing a white shirt and a grey skirt.

No, I haven't.





4  2.57 Listen and circle the correct sound.

1 th sh ch

2 th sh ch

3 th sh ch

4 th sh ch

5 th sh ch

6 th sh ch

5   2.58 Listen and draw lines. There is one example.

Mike

Jane

Peter



Laura

Isabel

Paul

Clare



# 9

# Brilliant bedrooms





## Lesson 1 Vocabulary

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



bed



chair



clock



desk



door



lamp



wardrobe



window

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

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

The window is a slide.

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

### My bedroom

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

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

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

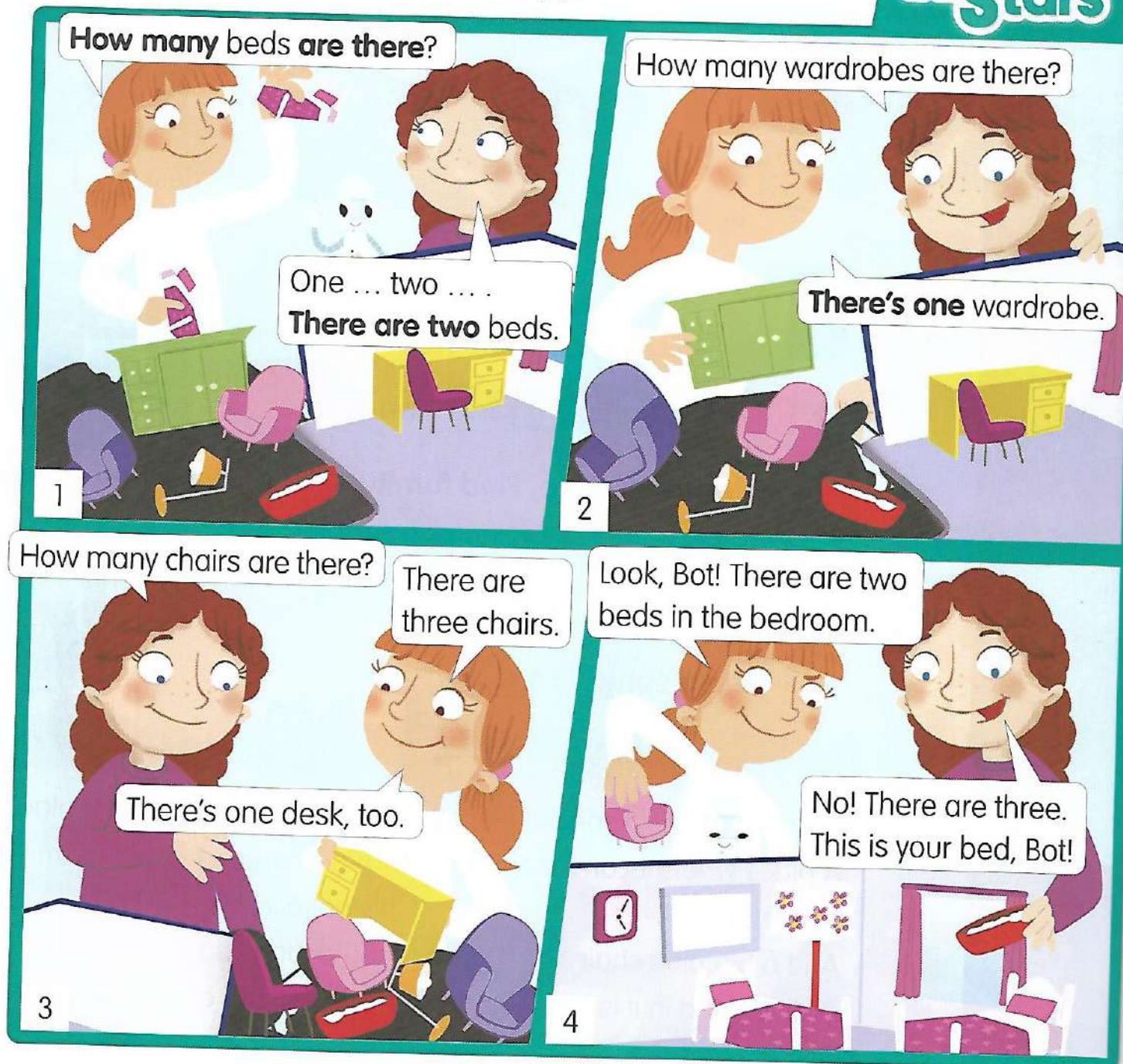




## Lesson 2 Grammar time

The Academy Stars

### 1 3.4 Listen and read. Is Bot happy?



How many beds are there?

One ... two ...  
There are two beds.

How many wardrobes are there?

There's one wardrobe.

How many chairs are there?

There are three chairs.

There's one desk, too.

Look, Bot! There are two beds in the bedroom.

No! There are three.  
This is your bed, Bot!

### 2 3.4 Listen again. Read and circle.

1 There's one wardrobe. Yes No

3 There are three chairs. Yes No

2 There are two desks. Yes No

4 There are two beds. Yes No

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



## Lesson 3 Grammar focus

### 1 3.5 Look and read.

Graphic

Grammar

there is / there are

How many beds **are** there ?

**There's** one bed .

**There are** two beds .

There's → There is

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



- How many beds are there? There's one bed.
- How many desks are \_\_\_\_\_? There \_\_\_\_\_ two desks.
- How \_\_\_\_\_ chairs \_\_\_\_\_ there? \_\_\_\_\_ are two chairs.
- \_\_\_\_\_ clocks are \_\_\_\_\_? \_\_\_\_\_ one clock.

B

### 3 Play a game. Choose a room and guess. **Be a star!**



How many lamps are there?

B!

There are two lamps.





11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

1  3.6 Look at Picture a. Answer the questions. Read and check.

- 1 Where is the boy? \_\_\_\_\_
- 2 What can he see? \_\_\_\_\_
- 3 Is he happy or scared? \_\_\_\_\_

2 Read the story again. Then number the pictures in order.

## What's that?

1 I'm in bed, but I'm not happy ... Listen. What's that? I can hear a noise.  
*Tock, tock, tock ... ten, eleven, twelve ...* There are twelve tocks! I'm scared!

2 What's that on the wardrobe? I can see an eye. No! There are ... How many eyes are there? There are ... thirteen, fourteen, fifteen, sixteen eyes. I'm very scared!

3 Oh, no! What's that on my desk? There are two heads and ... seventeen, eighteen, nineteen, twenty fingers. Help!  
There's a monster with two heads and twenty fingers!

4 Now there's a hot hand on my arm. Heeeelp!

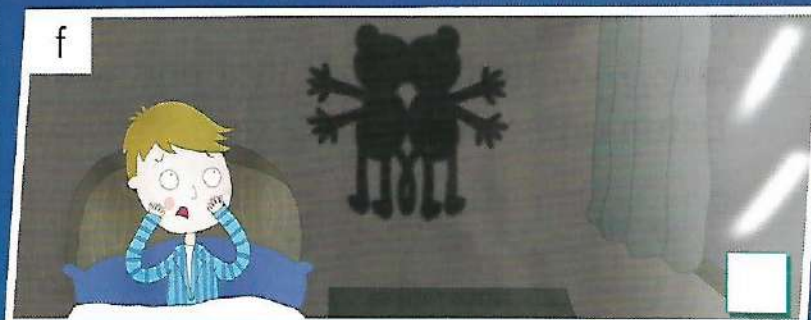
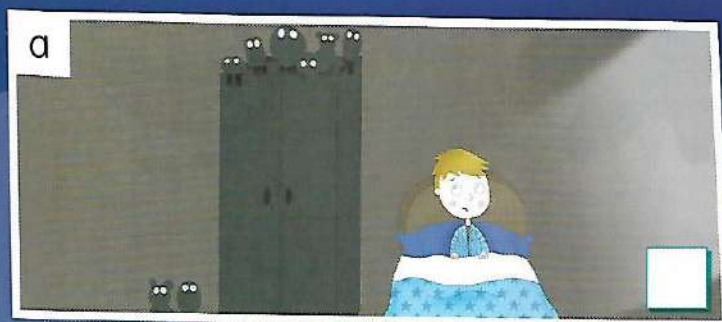
5 The lamp is on. Oh! It's my brother. The eyes are my toys.  
The monster is my monkeys. The tocks? It's my clock!

6 That's better. Now I can sleep ... Oh, no! What's that?



16 17 18 19 20

sixteen seventeen eighteen nineteen twenty



### 3 Match the scary things to what they are.

- |                    |               |
|--------------------|---------------|
| 1 'Miaow!'         | a two monkeys |
| 2 20 fingers       | b a cat       |
| 3 a hot hand       | c a clock     |
| 4 eyes             | d his brother |
| 5 Tock, tock, tock | e toys        |



#### Values

What do you do when you feel scared?

### 4 What do you think about this story? Be a star! ★

It's funny. ☐ It's sad. ☐ It's scary. ☐



## Lesson 5 Sounds and letters

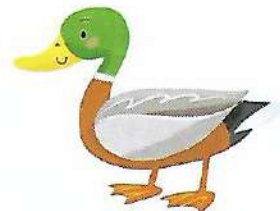
1  3.7 Listen and say. Complete.



clock



bla\_\_



du\_\_

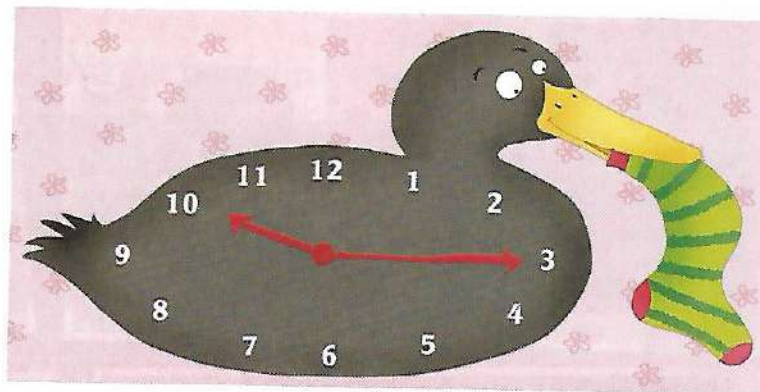
2  3.8 Listen and say the chant.

Tick tock, tick tock!

A big blackck clock.

Quackck! Quackck! Quackck!

It's a duckck with a sockck.



3  3.9 Write the words that end with ck.

Listen and check. **Be a star!** 

a



b



c



d



e



f



## Learning about language

A 'noun' is a naming word for a person or a thing.

It tells you **what** or **who**. Can you add a noun to each group?

| what  | who     |
|-------|---------|
| slide | dad     |
| bed   | teacher |
| _____ | _____   |



## Lesson 6 Language in use

1  3.10  Listen and say.



My brother has got a cool bedroom.

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

Yes, he has.

No, he hasn't.

Yes, he has!

Has he got a **desk**?

Has he got a **slide**?

Wow! That's fantastic!

2  Work in pairs. Ask and answer.

Student A



Student B



Student A Has he got a big **wardrobe**?

Student B Yes, he has.

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





## Lesson 7 Listening and speaking

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

1 bed ☒

4 clock ☐

7 window ☐

2 door ☐

5 wardrobe ☐

8 picture ☐

3 lamp ☐

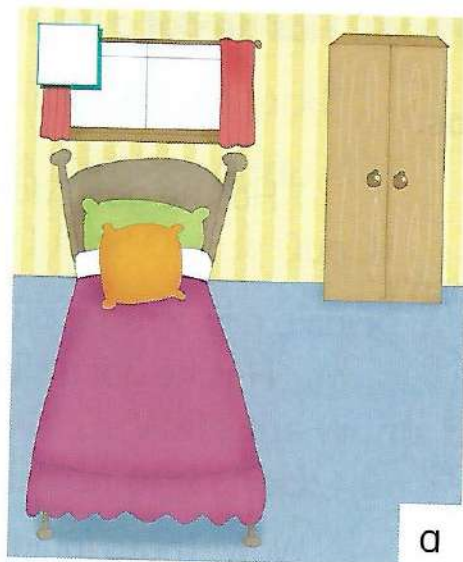
6 toy cupboard ☐

9 desk ☐

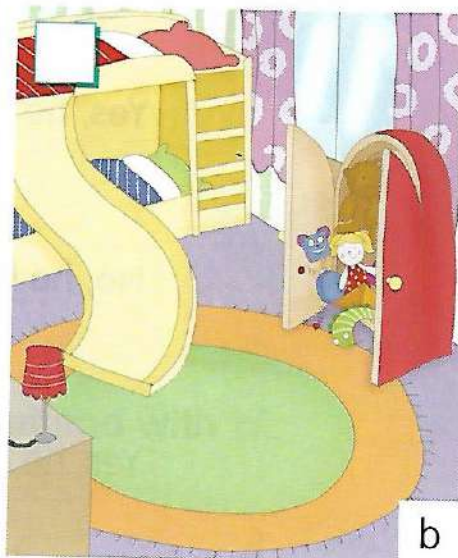


toy cupboard

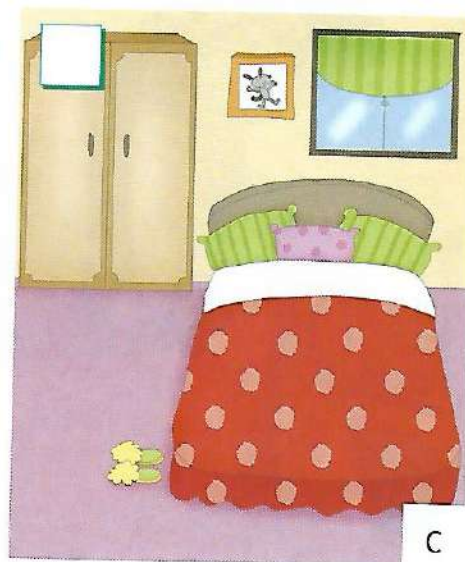
2 3.11 Listen and number the pictures in order.



a



b



c

3 3.11 What do the children think? Listen again and draw.

Bedroom 1

Bedroom 2

Bedroom 3

4 3.12 Listen and say. Then talk about one of the bedrooms in Activity 2. **Be a star!**

boring fantastic great nice OK

I think this bedroom is **boring**.

You're right.

I don't think so. I think it's **nice**.





## Lesson 8 Writing

### 1 Read and follow.

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

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

### 2 Look and complete the email.

Hi Sam,

My new bedroom is fantastic!

There are two boats. They're boats!

There's a red chair.

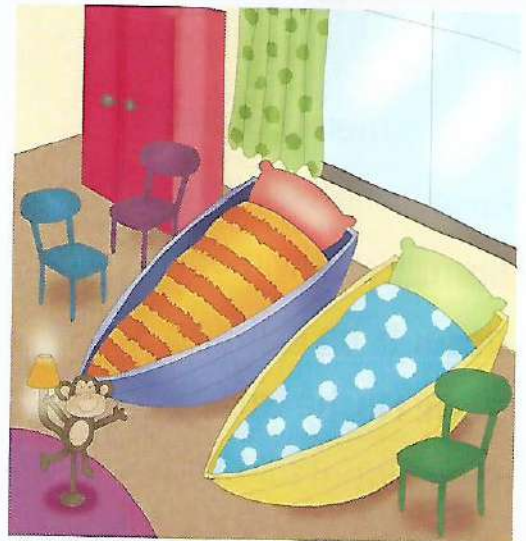
It's next to the door.

I've got three chairs.

I have a monkey, too. It's a monkey.

It's cool!

Bye, Billy



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

My new bedroom is fantastic!

There's a bed.

There are two toy cupboards.

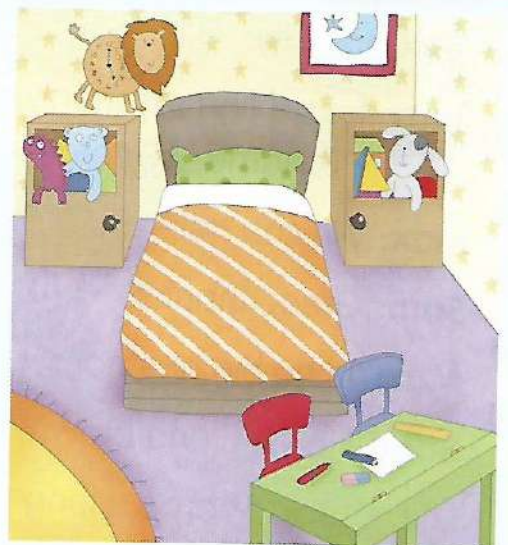
They're next to the bed.

I have a green chair and

two chairs. I have a lion

too. It's cool!

Bye, Sam





# Where's George?

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

1  3.13 Look at the pictures. What's the play about? Read and check.

## Scene 1

**Sam:** Where's George?

**Rose:** Who's George?

**Sam:** He's my monkey. He's got a red hat.

**Rose:** Is he in the toy box?

**Sam:** No, he isn't.

**Rose:** What's that? Look! He's under the table!

**Sam:** It isn't George. It's your doll.



## Scene 2

**Rose:** Look! It's Max and Lily. Hello!

**Max and Lily:** Hi!

**Sam:** I can't find my monkey.  
His name is George.

**Max:** We can help you.

**Sam:** Great, thanks!

**Max:** Is he big or small?

**Sam:** He's big and brown. He's got a long tail.

**Lily:** Look! There's a long tail in the cupboard.

**Max:** Is it George?





### Scene 3

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

**Rose:** Hello, Polly!

**Sam:** George has got a red jacket.

**Max:** Look! There's a red jacket.

**Sam:** And he's got green shoes.

**Lily:** There are two green shoes.

**Sam:** Let's find George!



### Scene 4

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

**Max:** But I can't see George.

**Sam:** George has got a bike, too.

**Max:** Look! There's a bike.

**Sam:** And he's got a green umbrella.

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

**Lily:** And there are two birds!

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



### Scene 5

**Max:** I know. We can clap.

**Rose:** We can stamp, too.

**Sam:** But we haven't got George.

**Max:** OK. Let's sing!

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

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





## Reading time 4 Activities

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



2 Read and number in order.

- a Look! There's an umbrella in the tree.
- b I've got George. I'm happy now.
- c Look! It's Max and Lily.
- d That isn't George. It's your cat!
- e Where's George?

1

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

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

5 Now watch the video.





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



- 2 Make a list for your perfect bedroom.

### Poppy's list

Idea: *Animals*

Colours: *green, yellow, brown, orange*

Furniture and toys:

*bed – lion*

*wardrobe – forest*

*chair – swing*

*lamp – flower*

*tiger*

*monkey*

### My list

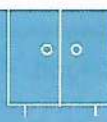
Idea: \_\_\_\_\_

Colours: \_\_\_\_\_

Furniture and toys:

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

- 3 Plan and draw your perfect bedroom. Use your list.
- 4 Show the class. Who has got a fantastic bedroom? Why do you like it?

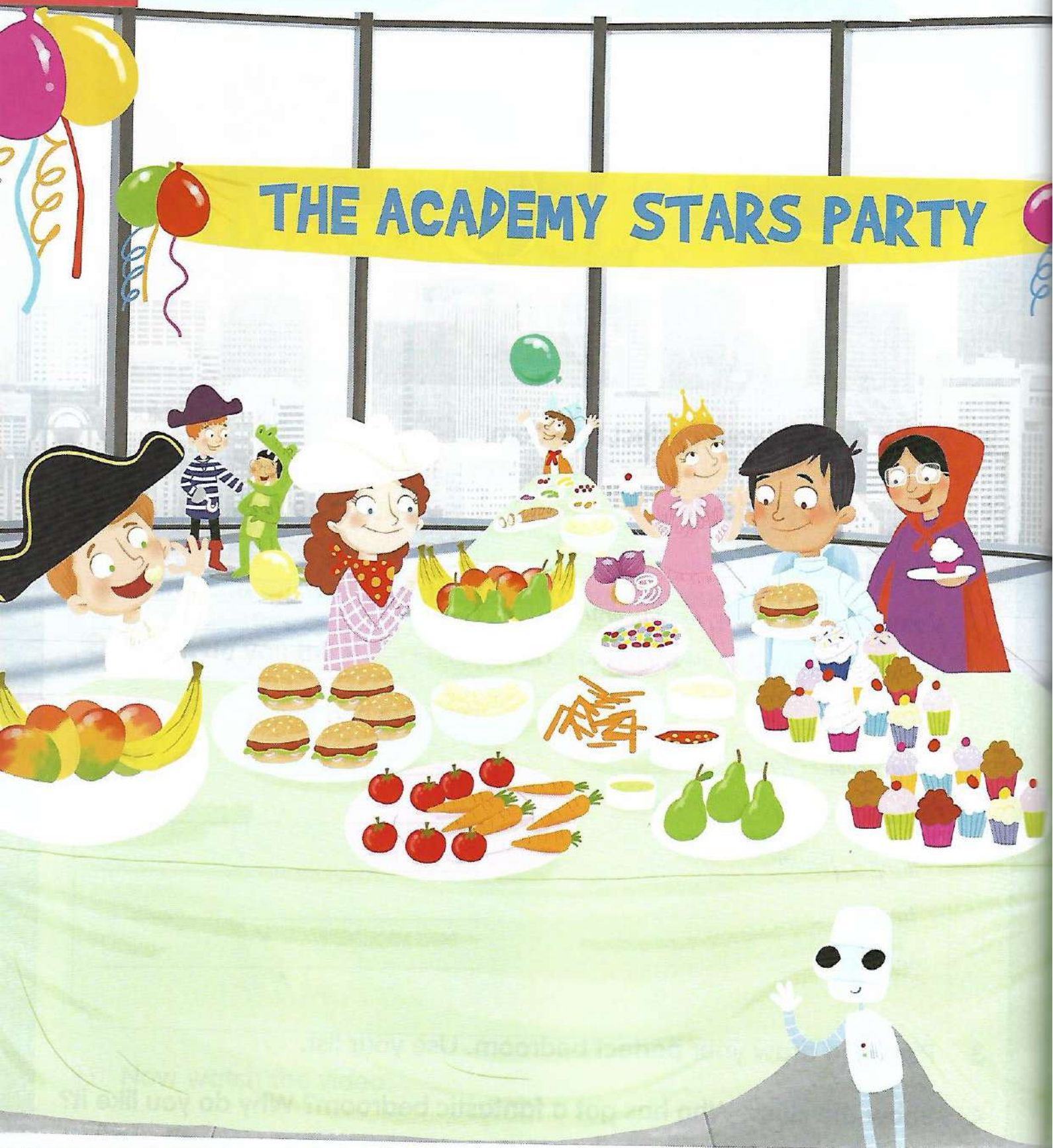




10

# Fabulous food

## THE ACADEMY STARS PARTY





1  3.14-3.15 Listen and say. Then listen and number.



banana



burger



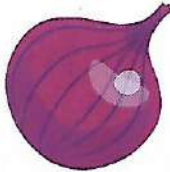
cake



carrot



mango



onion



pear



tomato

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

|                                                                                    |                                                                                    |                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  |
| tomato                                                                             |                                                                                    |                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |
| apple                                                                              |                                                                                    |                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |

3  3.16 Sing a song. **Be a star!** 

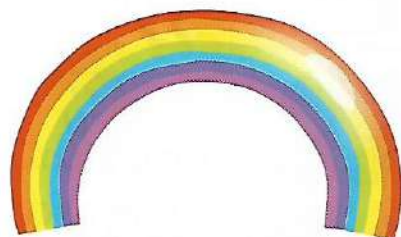
**I can eat a rainbow**

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

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



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





# Lesson 2 Grammar time

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



1 I like pears.  
I like pears, too.

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

3 I like bananas.  
I don't like bananas!  
Try a banana, Tom.

4 You've got a pear and a banana.  
Now you can have a cake!  
We like cakes!

2

3.17 Look and draw. Listen again and check.



like =



don't like =

3

Work in groups. Act out the story.

Be a star!

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



## Lesson 3 Grammar focus

1 3.18 Look and read.

Graphic

Grammar

Present simple + and -

I **like** pears .

I **don't like** carrots .

don't → do **not**

2 3.19 Listen and tick (✓) or cross (×). Then write *like* or *don't like*.

1 I like burgers.

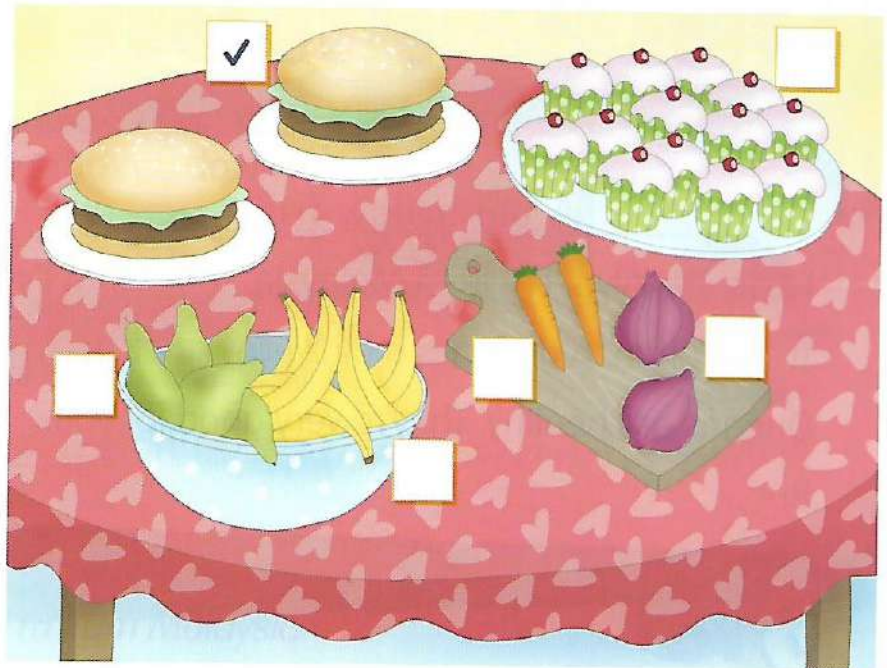
2 I \_\_\_\_\_ onions.

3 I \_\_\_\_\_ pears.

4 I \_\_\_\_\_ bananas.

5 I \_\_\_\_\_ cakes.

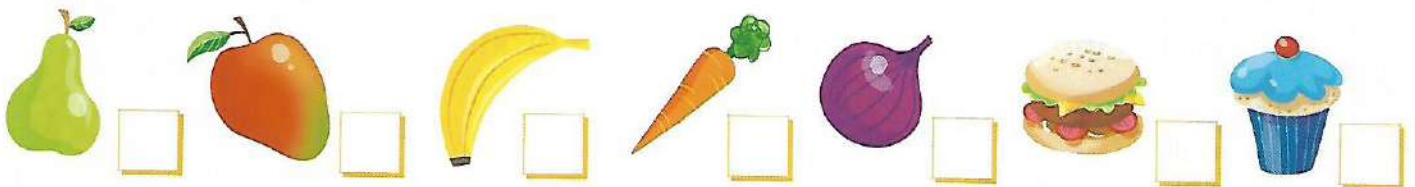
6 I \_\_\_\_\_ carrots.



3 What do you like?

Tick (✓) or cross (×). Then tell your friends.

Be a star! ★



I like mangoes.

Me too! I don't like bananas.





1  3.20  Look at photo 1. Think and circle. Then read and check.

You **can** / **can't** eat it.

2 Read and write the headings.

A nice taste

~~A big yellow fruit~~

Durian trees

A bad smell

# Durian fruit

1 A big yellow fruit  
Hello, I'm Alya. I'm from Malaysia. Look what I've got!  
It's a durian. A durian is a big yellow fruit.  
Durians are healthy. They're very good for you.  
But ...



2 \_\_\_\_\_  
A durian has got a very bad smell.  
My mother and father think the smell is OK.  
I don't like the smell. It's horrible!  
My friends don't like it.  
We call it 'smelly fruit'.  
In some countries, you can't take durians  
on the bus!  
But ...





3

I like the taste of durians.  
They're yummy! You can eat durians alone.  
You can also eat durians in ice cream or cakes.  
Durian ice cream is amazing! It's my favourite.

4

There are durian trees in Malaysia. They're very tall.  
I can climb up a durian tree, but I can't climb down  
with a durian. It's too big!



3



**Circle** Fact or Opinion. **Be a star!** ★

Fact or opinion?

A fact is a **true** statement, e.g. *I'm from Malaysia.*

An opinion is what someone **thinks**, e.g. *Durians are nice.*

- |                                           |                       |
|-------------------------------------------|-----------------------|
| 1 They're big and yellow.                 | <b>Fact</b> / Opinion |
| 2 I don't like the smell. It's horrible!  | Fact / Opinion        |
| 3 Durians are yummy!                      | Fact / Opinion        |
| 4 You can eat them in ice cream or cakes. | Fact / Opinion        |
| 5 Durian ice cream is amazing!            | Fact / Opinion        |
| 6 There are durian trees in Malaysia.     | Fact / Opinion        |



bad smell



bus



ice cream



taste



## Lesson 5 Sounds and letters

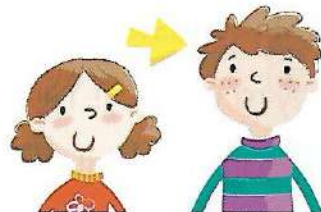
1  3.21 Listen and say. Complete.



mother



fa  er



bro  er

2  3.22 Listen and say the chant.

My mother likes this mango.

My father likes this pear.

My brother likes this apple.

But I like that burger over there!



3  3.23 Listen and say the words.

Then circle the words with th (like *this*).

Be a star! 

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



### Learning about language

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

mango – mango**es**

tomato – tomato**es**

Some nouns have got a special spelling in the plural.

You need to learn each one:

foot – **feet**

man – **men**

child – **children**



## Lesson 6 Language in use

1  3.24  Listen and say.



coconut



melon



What are these?



These are **coconuts**.

I don't like **coconuts**.  
How about you?

I like **coconuts**!

And **what** are those?

Those are **melons**.

Really? I like **melons**.  
How about you?

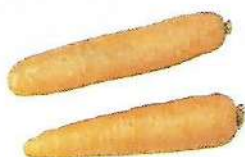
I like **melons**, too!

2  Work in pairs. Ask and answer.

Student A



onions



carrots

Student B



bananas



tomatoes

Student A What are these?

Student B These are **onions**.

3   Now it's your turn.  
Make a market stall. Ask and answer.

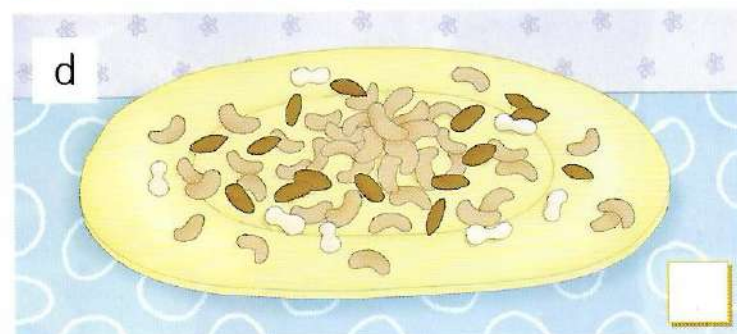
Be a star! 





## Lesson 7 Listening and speaking

- 1 3.25 Look at the sundae in Picture a. What's in it? Listen and find out.
- 2 3.25 Listen again. Number the pictures in order.



- 3 3.25 **Circle** T (True) or F (False). Listen again and check.

- 1 There is ice cream in the sundae. **T** / F
- 2 The girls don't like mangoes. T / F
- 3 There are apples on the ice cream. T / F
- 4 The sundae has got a nice taste. T / F



### Values

Do you like trying new food?

Why / Why not?

- 4 3.26 Listen and **circle**. Then talk about other foods.

Be a star!

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





## 1 Read and point.

Use **but** to join two different ideas:

I like apples. I don't like pears. I like apples **but** I don't like pears.

## 2 Rewrite the sentences with **but**.

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

I like mangoes but I don't like coconuts.

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

\_\_\_\_\_. They're horrible!

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

\_\_\_\_\_. They're really nice.

4 I like burgers. I don't like onions.

\_\_\_\_\_. How about you?

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

Hi! There's lots of food, but is it nice?

I like burgers but I don't like tomatoes.



I don't like \_\_\_\_\_.

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



\_\_\_\_\_.



\_\_\_\_\_.

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



How \_\_\_\_\_?



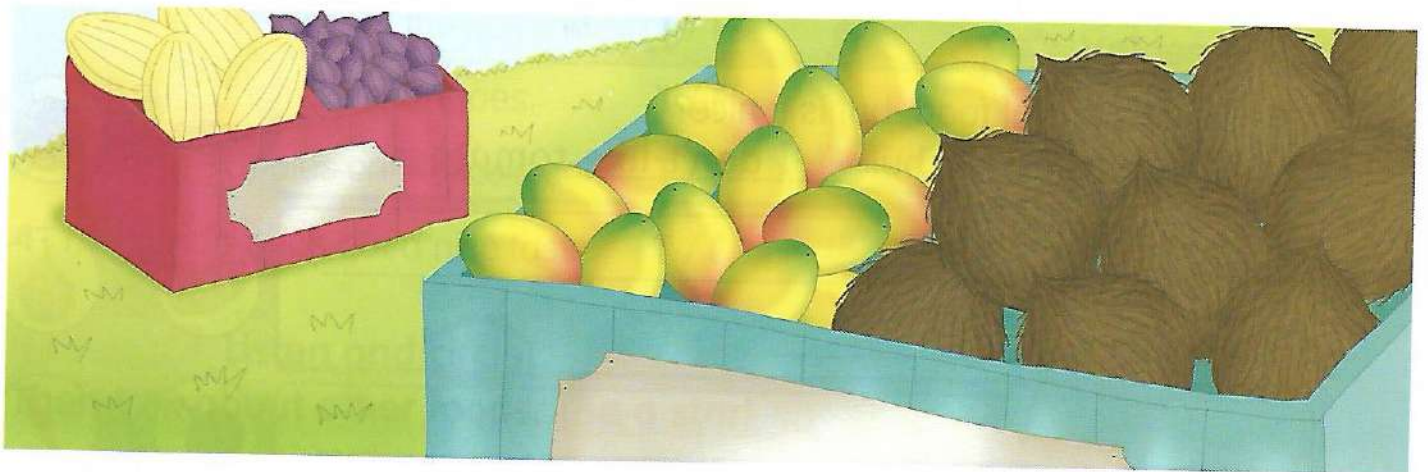
## Review 5

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

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



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



- 1 These are mangoes. I \_\_\_\_\_.
- 2 \_\_\_\_\_ are coconuts. I \_\_\_\_\_.
- 3 \_\_\_\_\_ are onions. I \_\_\_\_\_.
- 4 \_\_\_\_\_ are melons. I \_\_\_\_\_.



3  Look at the picture in Activity 1. Ask, count and answer.



How many burgers are there?

There are three burgers.



4  3.27 Read and say. Then listen and check.

This big black clock right here goes tock.

That big black duck over there goes quack.

5  Look and read. Put a tick (✓) or cross (x) in the box. There is one example.



These are mangoes.



1 This is a chair.



2 This is a wardrobe.



3 This is a burger.



4 This is a window.



5 These are melons.





# Picture dictionary

## Unit 1



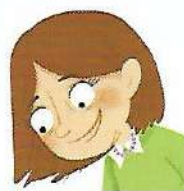
boy



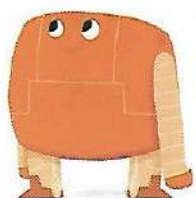
friend



girl



teacher



big



funny



small



tall



Egypt



Great Britain



Mexico



Russia



finger puppet

## Unit 2



bag



book



glue



paint





paintbrush



pen



pencil



pencil case



rubber



ruler



picture



present



old



new

### Unit 3



baby



brother



dad



family



grandma



grandpa



mum



sister



flower



wind



bird



fish



China



## Unit 4



angry



cold



happy



hot



hungry



sad



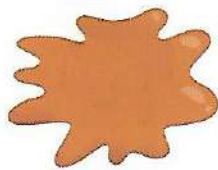
scared



tired



thirsty



brown



grey



kitten

## Unit 5



catch



clap



climb



hear



jump



kick



ride a bike



run





see



sing



stamp



swim



throw



walk



horse

## Unit 6



bike



boat



car



kite



sandpit



seesaw



slide



swing



circus



juggle



balloon



paper



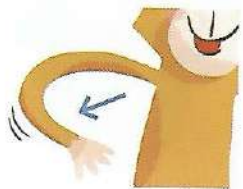
water



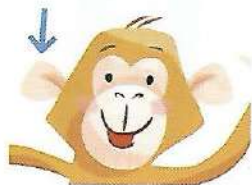
man



## Unit 7



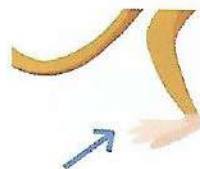
arm



ear



eye



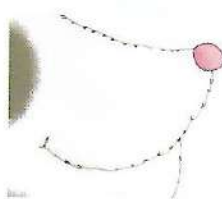
foot



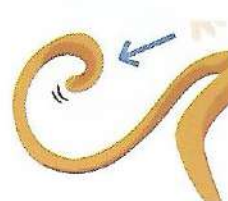
head



leg



nose



tail



blonde hair



long (tail)



short (tail)



## Unit 8



dress



jacket



shirt



shoes



skirt



socks



trousers



T-shirt



fingers



hand



glove



string



Canada



wet



## Unit 9



bed



chair



clock



desk



door



lamp



toy cupboard



wardrobe



window

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty



## Unit 10



banana



burger



cake



carrot



coconut



ice cream



mango



melon



onion



pear



tomato



bad smell



taste



bus



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