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# Global English

1

## Teacher's Book



Lehrplan  
'23



bvl  
Bildungsverbund  
Lehrplan



HÖRBUCH



GER

phase6

2. Auflage 2023

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**Herstellung, Layout:** Böhm Layout Design GmbH

**Druck/Bindung:** MDH-Media GmbH, 1220 Wien

**ISBN:**  
978-3-7098-2332-3 Teacher's Book 1

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# CAMBRIDGE Global English

## Teacher's Resource

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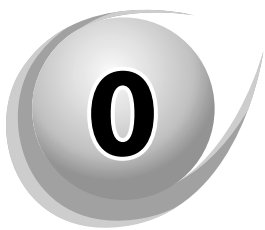
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# Look, what you know!

**Big question** Which words do you know from elementary school?

## Unit overview

In this unit learners will:

- repeat and/or learn new words
- identify and describe different articles, plural nouns and subject pronouns
- focus on reading and writing competences

Learners will build communication and literacy skills as they read and listen to a poem and a song, recite a poem and learn more about healthy food.

Furthermore, students learn to count till 10 and name school items. They become creative by drawing monsters and describing them.

At the end of the unit, they will read a shopping dialogue and fill in the gaps with new words.

### Language focus

Definite and indefinite articles: *a/an* and *the*

Singular and plural nouns as well as exceptions: box-boxes, class-classes; baby-babies

Subject pronouns: *I, you, he, she, it, we, you, they*

**Vocabulary topics:** numbers, colours, clothes, family, body parts, school items, pets and food

### Critical thinking

- Memorising
- Comparing
- Creating

### Self-assessment

- I can write what I wear
- I can name colours and clothes
- I can order fruit and vegetables
- I can differentiate between simple and plural words
- I can name many school items

### Teaching tips

Unit 0 helps to get children from all different elementary schools/kindergarten units on the same level. Songs, chants and poems help to make English more memorable and easy to comprehend. The activities encourage students to speak on their own accord and help them to understand and practice the first grammar topics. Review learners' work on the Activity Book quiz, noting where students still need support or additional instruction. One more tip: Stick to English only.

## Lesson 0: Look, what you know!

### Learner's Book



#### Warm up

- Write numbers from 1-10 on the board. Two students get a fly flap. Say a number or let other students say a number. The two students with the fly swatters must quickly hit the numbers on the board and shout out or repeat the words. It's more fun if you speed up the game!
- Tip: You can use any kind of words or laminated word cards. A great game to repeat or introduce new words.

### Transcripts

#### Audioscript: Track A

Let's count, let's count from 1 to 10.  
Let's count, let's count and tip your pen.  
One, two, three, four, five and six  
Seven, eight, nine, and ten.  
Numbers, numbers, count again.

##### Chorus

Numbers, numbers are great fun,  
Numbers, numbers here we come!  
Numbers, numbers are great fun,  
Numbers, numbers here we come!

Let's count, let's count from 1 to 10.  
Let's count, let's count and tip your pen.  
One, two, three, four, five and six  
Seven, eight, nine, and ten.  
Numbers, numbers, count again.

##### Chorus

Numbers, numbers are great fun,  
Numbers, numbers here we come!  
Numbers, numbers are great fun,  
Numbers, numbers here we come!

Now we count from 10 to one.  
Let's tip your feet but do not run.  
10 and nine and eight and seven,  
Six and five, four three, two, one!  
Six and five, four three, two, one!

##### Chorus

Numbers, numbers are great fun,  
Numbers, numbers here we come!  
Numbers, numbers are great fun,  
Numbers, numbers here we come!

#### Audioscript: Track B

Red – this is red  
Yellow – this is yellow  
Blue – this is blue  
Green – this is green  
Pink – this is pink  
Orange – this is orange  
Black – this is black  
White – this is white

#### Audioscript: Track C

I have a shirt.  
It is white, white, white.  
It is white, white, white.

I have a hat.  
It is black, black, black.  
It is black, black, black.

I have a dress.  
It is red, red, red.  
It is red, red, red.

I have a cap.  
It is green, green, green.  
It is green, green, green.

#### Audioscript: Track D

I say, "I am, I am, I am."  
What about you, what about you?  
I say, "You are, you are, you are."  
What about her, what about her?  
I say: "She is, she is, she is."  
What about him, what about him?  
I say: "He is, he is, he is."  
What about me, what about me?

I say, "I am, I am, I am."  
What about it, what about it?

I say, "It is, it is, it is."  
What about them, what about them?

I say: "They are, they are, they are."  
What about us, what about us?  
I say: "We are, we are, we are."  
What about you, what about you?  
A: I say: "I am, I am, I am."

#### Audioscript: Track E

1 mother – this is my mother  
2 father – this is my father  
3 brother – this is my brother  
4 cousin – this is my cousin  
5 grandmother – this my grandmother  
6 grandfather – this is my grandfather  
7 sister – this is my sister  
8 aunt – this is my aunt  
9 uncle – this is my uncle

**Audioscript: Track F**

Susan has black hair. Her eyes are green. She has red lips.

Fabio has blue hair. His eyes are orange. He has pink lips.

**Audioscript: Track G**

1. Glue-glue-glue
2. P-p-p-p-paper
3. Pen-pen-pen
4. Pen-cil-pen-cil
5. Paint-paint-paintbrush
6. Clip-clip-paper clip
7. Ru-ru-ruler
8. Sssssss-scissors
9. Ma-ma-ma-ma-map
10. B-b-b-b-book
11. Cray-ons-cray-ons
12. T-t-t-t-teacher

**Audioscript: Track H**

1. Three green pens
2. One blue scissors
3. Two yellow rulers
4. One red pencil
5. Five paper clips
6. Three orange books

**Audioscript: Track I**

A cat in the hat  
A vet helps a pet  
A dog loves to play  
All night and all day!

**Audioscript: Track J**

The fish swims away  
The cat sleeps all day  
The dog runs along  
The pets are so strong!

**Audioscript: Track K**

**A:** Good morning.  
**B:** Good morning, how can I help?  
**A:** I need eight carrots.  
**B:** Ok, here you go.  
**A:** Then I need five apples.  
**B:** The green ones or the red ones?  
**A:** The red ones, please.  
**B:** Anything else?  
**A:** No, thank you.

**Answers****Page 7:****5 Write numbers and colours**

Two black orange; four, brown, white, black; three, blue, white, black; six, yellow, brown

**Page 8:****1 Speak and write**

This is an orange cardigan; This is a grey jumper; This is a red cap; This is a grey jacket; This is a green T-shirt

**Page 9:**

Seven socks; nine shoes; one shirt; four skirts; one dress; four hats; one jacket; one jumper

**Page 11:**

I have one nose; I have two eyes; I have one chest; I have two arms; I have two wrists; I have ten fingers; I have two legs; I have two ankles; I have ten toes; I have two feet; I have two knees; I have two hands; I have one tummy; I have two elbows; I have two shoulders; I have one mouth; I have two eyes; I have blond hair

**Page 15:**

**A:** Good morning.  
**B:** Good morning, how can I help?  
**A:** I need **eight carrots**.  
**B:** Ok, here you go.  
**A:** Then I need **five apples**.  
**B:** The **red** ones or the **green** ones?  
**A:** The **red** ones, please.  
**B:** Anything else?  
**A:** No, thank you.

## Activity Book

### Transcripts

#### Audioscript: Track L

Ten green hats  
Two blue trousers  
One orange shirt  
Four pairs of brown shoes  
Six red dresses  
Three pink skirts  
Two red and white socks

#### Audioscript: Track M

Laura and Conny are my sisters. My dad is called Jack. Peter is my brother. Roland is my grandfather und Karin is my grandmother. I love my aunt Susan. My uncle Tim is funny.

#### Audioscript: Track N

1. Alex has ten books.
2. Hi, I'm Rhea. I have a red dress and yellow boots.
3. Hello, my name is Nina. I have a baby sister. My dad is called Fred and my mum is called Lilly.
4. Good morning, my name is Kai. We have a lot of pets at home. We have two cats and a turtle. I have two fish, too! Look, here they are.
5. "Mum, please get me three tomatoes and three carrots. I also need two oranges," says Mia.
6. Oh, no! We must go to the vet. Our cat Bubbles and our dog Leo are not happy at all. What shall we do?
7. There is a map in my room. It is really big.

### Answers

#### Page 4:

##### 1 Numbers and words

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

##### 2 Missing numbers

one, two, three, four, five, and six, seven, eight, and nine, and ten!

##### 3 Write the numbers

four, two

#### Page 5:

##### 4 Write colours

blue, green, yellow, brown

##### 5 Write more colours

grey, grey, grey  
white, white, white

##### 6 Colour puzzle

1. brown (down)
1. black (across)
2. orange
3. grey
4. yellow
5. pink (down)
5. purple (across)
6. white
7. red
8. green
9. blue

#### Page 6:

##### 2 Write it right

1. hat
2. skirt
3. jumper
4. sock
5. dress
6. shirt

#### Page 7:

##### 3 Plurals

1. shoes
2. socks
3. hats
4. skirts
5. shirts
6. boots
7. jackets
8. jumpers
9. trousers
10. dresses

##### 5 Write and speak

Learners' own answers.

#### Page 8:

##### 1 Speak and play a game

Learner's own answers.

##### 2 Write it

A1 socks  
B3 dress  
C2 hat  
C3 shirt

**Page 9:****3 Match the pronouns**

Mary – she  
 Hans and Sarah – they  
 Sam and I – we  
 A dog – it  
 Jonas – he  
 Daniel and you – you

**4 Listen and write**

Laura - sister; Susan - aunt; Peter - brother; Tim - uncle;  
 Jack - dad; Karin - grandmother; Conny- sister;  
 Roland - grandfather

**5 Count and write**

One: head, mouth, tummy, chest, nose  
 Two: eyes, shoulders, elbows, hands, knees, feet, toes,  
 ankles, legs, wrists, arms, ears  
 Ten: fingers, toes

**Page 10:****1 Read and write**

This is my cousin Cindy. She is ten years old. She has got black hair. Her favourite colour is purple. Her favourite number is eight.

**2 Write and speak**

Learners' own answers.

**Page 11:****3 Write**

1. teacher
2. paper clip
3. crayons
4. paintbrush
5. pencil
6. pen
7. paper
8. scissors
9. glue
10. ruler

**4 Colour, count and write**

Learners' own answers.

**5 Draw and speak**

Learners' own answers.

**Page 12:****2 Write**

1. turtle
2. cat
3. fish
4. rabbit
5. dog

**Page 13:****3 Write and draw**

1. milk
2. meat
3. pear
4. cake
5. fish
6. melon
7. pumpkin
8. cherries
9. juice
10. potato

**4 Write and say**

A: Good morning.  
 B: Good morning, how can I help?  
 A: I need six **bananas**.  
 B: OK, six. Here you go.  
 A: Then I need **five carrots**.  
 B: OK, five.  
 A: I also need **seven tomatoes**.  
 B: Yes, seven.  
 A: And **three pears**.  
 B: Here you are. Anything else?  
 A: No, thank you.

**Page 14:****Listen:**

1c, 2b, 3c, 4a, 5b

**Listen and write**

6a, 7b, 8a

**Read and write**

9-16

Learners' own answers.





# Look in a book

**Big question** What can you find in a book?

## Unit overview

In this unit learners will:

- discuss what books are for and what types of books there are
- identify and describe different types of objects including classroom objects
- ask each other questions: *What's your name? Can you spell your name, please?*
- introduce a new friend: *This is my friend. His/Her name is ...*

Learners will build communication and literacy skills as they read and listen to a poem and a song, recite a poem about books, sing a song about books, talk about different types of books and books they like, identify sounds at the beginning and in the middle of words, spell words and count up to 15.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a poster about a hero, making word cards for things in the classroom, or introducing a family member.

### Language focus

Present Tense Simple

**Compound nouns:** lunchbox, classroom, bedroom, bookshop, backpack, hairbrush

**Sight words:** open, read, when

**Review of:** definite and indefinite articles, subject pronouns, plural nouns

**Vocabulary topics:** number and colour review, classroom objects, books

### Critical thinking

- Analysing what makes a poem
- Predicting
- Memorising

### Self-assessment

- I can write about myself
- I can describe a book cover
- I can name classroom objects
- I can use possessive adjectives
- I can identify short vowel sounds

### Teaching tips

Provide opportunities for extended reading by bringing in different books suitable for the level of learners. Encourage learners to handle them, look at the covers and illustrations, read extracts, and if possible, borrow the books for home reading. If it is not possible to take the books home, you may wish to allocate a few minutes at least once a week to reading a story in class.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 2**.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Take some fiction books, show the covers and repeat the colours with the students. Let them read the titles.
- Tip: Use children's books that have been turned into films. This may help to get the young learners interested in the topic in the first place, like Matilda or Harry Potter.

### Transcripts

**Audioscript:** Track 2. See Learner's Book page 16.

#### **Audioscript:** Track 3

**Boy 1:** I read a story about two boys – the boys are friends. They play together, and they have a lot of adventures. It's a very exciting book.

**Boy 2:** My book tells you how to make things from paper. You can make a paper plane, a paper bird, and lots of other things. I want to make a paper plane.

**Girl 1:** I read a story about two friends: a rabbit and a duck. It's a funny story. Look what they make of snow.

**Girl 2:** I learn some interesting things about sharks. Look, here's a picture of one. This shark is very big and very scary.

**Boy 3:** There are many songs in this book. I can play them on my guitar. And I can sing the words, too.  
Old Macdonald had a farm e i e i o.

#### **Audioscript:** Track 4

Bookcase. There are lots of books in the bookcase.

Book cover. The name of a book is on the book cover.

Tablet. You can read books and play games on a tablet.

E-book. This e-book is about sharks.

Cupboard. There are some pens and a book in the cupboard.

Pages. There are lots of pages in a book.

[\*PAUSE\*]

Point to a tablet with an e-book on it. What colour is the shark?

Find a book inside the cupboard. Point to it. What colour is the book?

Point to a book called *Play and Sing*. What colour is the book cover?

Point to the book with the most pages. It's a big fat book! What colour is it?

#### **Audioscript:** Track 5

A B C D E F G

H I J K L M

N O P

Q R S T U

V W X Y Z

[\*PAUSE\*]

The English language has 5 vowels:

a, e, i, o, u ... and sometimes y.

#### **Audioscript:** Track 6

**a** octopus - olive (Bild)

**b** egg - elf (Bild)

**c** insect - igloo (Bild)

**d** apple - alligator (Bild)

**e** umbrella - under (Bild)

#### **Audioscript:** Track 7

**a** hen

**b** cat

**c** dog

**d** fish

**e** duck

#### **Audioscript:** Track 8

1 2 3 4 5 6 7 8 9 10

[\*PAUSE\*]

11 12 13 14 15

#### **Audioscript:** Track 9

**Woman:** Jill, is this your backpack?

**Jill:** Yes, it is my backpack.

**Woman:** OK, here you are ... Nick, is this your backpack?

**Nick:** No, my backpack is the blue one with stars.

**Woman:** This one? OK ... Jack, which is your backpack?

**Jack:** The black one is my backpack.

**Woman:** So, which one is Lucy's?

**Audioscript:** Track 10. See Learner's Book page 24.

### Answers



**Page 18:**

**1 A book cover**

Title: Busy Boats

Author: Jack Adler

Topic: boats, ships

**Page 18:**

**2 Talk about covers**

1. Topic: ice skating
2. Topic: cycling, biking
3. Topic: fishing
4. Topic: playing basketball

**Page 18:**

**Gram Slam Practice:**

1. am/am
2. are/is
3. is/is
4. are/are

**Page 20:**

**3 Vowels in the middle**

fish, cat, dog, duck, hen

**Page 21:**

**Gram Slam Practice**

1. eat
2. drink
3. learn
4. has
5. play
6. runs

**Page 22:**

**Gram Slam Practice**

1. His
2. its
3. our/Our
4. their

**Page 25:**

**1.5 Word hunt**

dinosaurs, stories, trains, recipes, history, kings, sports, book, monkeys

**Page 26:**

**1.6 Colours and clothes:**

green jacket, blue trousers, yellow shoes, white skirt, pink T-shirt, green shoes, blue T-shirt, green trousers, red T-shirt, red-shoes, orange trousers

**Page 26:**

**1.7 Rhyming**

Learners' own answers.

**Page 27:**

**3 Write your own verse!**

Learners' own answers.

## Activity Book

## Transcripts

**Audioscript: Track 90**

- 1 Woman:** Tell me about your book, Danny.  
**Boy:** It's a fiction book about a baby shark and a baby turtle.  
**Woman:** Is it a scary book?  
**Boy:** Oh no, it's not scary. It's funny. The shark and the turtle are friends.
- 2 Man:** Is this your lunchbox, Shu Ling?  
**Girl:** Yes, that's mine. It's got stars on it.
- 3 Man:** Is there a bookcase in your classroom?  
**Girl:** Yes, there is.  
**Man:** How many books are in the bookcase?  
**Girl:** Hmm. Let me count: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. There are 12 books in the bookcase.
- 4 Girl:** Hello Tom. What are you doing?  
**Boy:** I'm reading.  
**Girl:** But you haven't got a book.  
**Boy:** No, I've got a tablet. I'm reading an e-book on my tablet.  
**Girl:** Oh, I see! That's cool!
- 5** Lucy has got 2 pencils, a book and an apple. She hasn't got a ball.
- 6** P-E-N. Listen again: P-E-N.
- 7** D-U-C-K. Listen again: D-U-C-K.

## Answers

**Page 20:**

Learner's own answers.

**4 Which days do you go to school?**

Monday, Tuesday, Wednesday, Thursday, Friday

**Page 22**

**1 Find the vowels**

A, a, e, E, i, l, o, O, u, U

**2 Matching words**

- 1 ship
- 2 think
- 3 shop
- 4 chips
- 5 mouse
- 6 sink
- 7 mouth
- 8 three

**Page 23:**

**1 What is it?**

- 1 It's an octopus.
- 2 It's a whale.
- 3 It's an ant.

**5 Crossword puzzle**

**Across:**

- 2 clap
- 4 fifteen
- 6 pens
- 7 duck

**Down:**

- 1 eleven
- 3 ships
- 5 neck

**Page 24:**

**1 Colour the pictures**

- a-Nick
- b-Lucy
- c-Jill

**2 Backpack problem!**

Teacher: Jill, is this your backpack?

Jill: Yes, it's my backpack.

Teacher: Nick, is this red one your backpack?

Nick: No, my backpack is the blue one with the stars.

Teacher: Which one is Lucy's?

Nick: The red one with the monkey.

**Page 25:**

**3 What's in the backpack?**

- 1 She's got shoes, a brush, a pullover in her backpack.
- 2 He's got an apple, a ruler and a camera in his backpack.

**Page 26:**

**1 Things we can read about**

- a-trains
- b-recipes
- c-kings
- d-sports
- e-monkeys
- f-dinosaurs
- g-volcanoes

**Page 28:**

**Listen**

- 1b
- 2c
- 3b
- 4b
- 5c
- 6a - pen
- 7b - duck
- 8a
- 9 Acceptable answers: learner's first name, learner's full name, full sentence: My name is ...
- 10 Acceptable answers: funny, scary, funny books, scary books, I like books. I like scary books.
- 11 Learners' own answers.



# Good neighbours

## Big question Who lives in your neighbourhood?

### Unit overview

In this unit learners will:

- talk about family and neighbours
- identify and describe different types of shops
- talk and write about jobs
- ask for and give directions
- read and talk about a poem

Learners will build communication and literacy skills as they read and listen to a poem and a song, recite a poem about their neighbourhood, sing a song about taking care of the planet, talk about different types of jobs and jobs they like, identify places on a map and ask for and give directions, say where things are and write a letter to a friend.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a book about what they can be when they grow up; doing a survey about what they want to be when they grow up; and drawing a school map and giving directions.

#### Language focus

Present Tense Simple questions

Irregular plurals

Question forms

Ordinal numbers

Suffix *-er*

Present Simple third-person endings

Prepositions of location

Prefix *un-*

**Sight words:** *friends, some, there, city*

**Review of:** subject pronouns, possessive adjectives, Present Tense Simple

**Vocabulary topics:** jobs, family, neighbourhood, geography words, country names

#### Critical thinking

- Compare and contrast the neighbourhood in the picture with learners' own neighbourhood
- Map-reading skills, awareness of the world around us
- Spatial orientation
- Awareness of and respect for people around us
- Memorising

#### Self-assessment

- I can name people and things in my neighbourhood.
- I can talk about where I live.
- I can talk and write about different jobs.
- I can ask for and give directions.
- I can read and talk about a poem.

#### Teaching tips

Encourage learners to peer-review their work. This will help them develop an awareness of mistakes and cooperation among peers as well.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 3**.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Focus on the picture and ask learners to describe it in as much detail as possible. Help with some questions, e.g. *Who can you see in the picture? Are there any children / adults? What are the people doing? What kind of buildings can you see?*
- Explain the meaning of *neighbourhood*. Ask learners who lives in their neighbourhood. Do they know their neighbours?

### Transcripts

**Audioscript:** Track 11. See Learner's Book page 30.

#### **Audioscript:** Track 12

Hi! Welcome to my neighbourhood! My name is Ben. I live in apartment building 12 with my family. Many other families live in this building. Do you see me in the picture? I am in front of a yellow door. Mrs Tran has some big bags in her hands.

Do you see a little boy on the bicycle? His name is Tommy. My cousin Josie helps Tommy ride his bike.

My grandpa helps our neighbour plant some flowers every spring. And look up on the balcony: that's my aunt!

In our neighbourhood, there are old people and young people. Can you see a nurse helping an old woman? Her name is Mrs Smith. In the road, a police officer stops the traffic. A young woman crosses the road with a small baby.

Sometimes the street gets dirty. A street cleaner cleans the pavement. His name is Mr Sands, and his job is very important.

#### **Audioscript:** Track 13

Young people. Children are young people.

Police officer. The police officer stops the traffic.

Nurse. The nurse helps an old woman.

Street cleaner. The street cleaner cleans the pavement.

Old people. My grandma and grandpa are old people.

[\*PAUSE\*]

Does the police officer help?

Does the nurse help the boy?

Are there five women?

Does the street cleaner clean?

**Audioscript:** Track 14. See Learner's Book page 32.

#### **Audioscript:** Track 15

I'm a singer. I sing.

I'm a teacher. I teach.

I'm a dancer. I dance.

#### **Audioscript:** Track 16

Mr Lucas is a firefighter and he works at a fire station. He wears a firefighter's uniform: a jacket, trousers, gloves, boots and a helmet. When the fire alarm rings, he quickly puts on this uniform. He jumps on the fire engine and rushes to the fire. The light on the fire engine flashes and you can hear a loud siren.

Mr Lucas and the other firefighters fight the fire. Mr Lucas uses water to put out the fire. Sometimes he uses a ladder to rescue people from buildings.

Sometimes Mr Lucas goes to schools and talks to the children. He teaches them about fire safety.

Firefighters help to keep our neighbourhood safe. Thank you, firefighters!

#### **Audioscript :** Track 17

**Woman 1:** Excuse me, where is the computer shop?

**Woman 2:** Go straight ahead, then turn right at the corner. It's opposite the bicycle shop.

**Woman 1:** Thank you very much.

#### **Audioscript:** Track 18

**behind** – Look behind you. Then put your arm behind your back.

**next to** – The pet shop is next to the library.

**between** – Put your hand between your knees.

**inside** – Wiggle your finger. Then put your finger inside your book.

**on** – Put your right hand on your book. Put your left hand on your right hand.

**under** – Wave your left hand. Wave your right hand. Put your left hand under your right hand.

**Audioscript: Track 19**

**Boy:** This is clue number 1. Look under the table.

**Girl:** I've got it! Clue number 2 is under the table.

**Boy:** Great! Read clue 2.

**Girl:** Look on the bridge. Where is the bridge?

**Boy:** I can see a bridge over there. Let's go!

**Girl:** I've got it. Here's clue number 3, on the bridge.

**Boy:** OK! Read clue 3.

**Girl:** Look between two trees.

**Boy:** I can see two trees over there. Let's go!

**Girl:** Here it is! Clue 4 is between the trees.

**Boy:** Fantastic! Read clue 4.

**Girl:** Look inside the log. Hmmm ... Look inside the log.

**Boy:** Can you see a log?

**Girl:** Yes, over there!

**Boy:** Clue 5 is inside the log.

**Girl:** Good! Read it.

**Boy:** Look behind the big rock. Look behind the big rock.

**Girl:** There's a big rock over there. Let's go!

**Boy:** Look at this! It's a treasure box.

**Girl:** It's a box of balloons! Hooray, I love balloons!

**Boy:** Me, too!

**Audioscript: Track 20. See Learner's Book page 38.**

**Audioscript: Track 21. See Learner's Book page 41.**

**Answers**

**Page 21:**

**4 Which days do you go to school?**

Monday, Tuesday, Wednesday, Thursday, Friday

**Page 22**

**1 Find the vowels**

A, a, e, E, i, l, o, O, u, U

**2 Matching words**

1 ship

2 think

3 shop

4 chips

5 mouse

6 sink

7 mouth

8 three

**Page 23:**

**1 What is?**

1 It's an octopus.

2 It's a whale.

3 It's an ant.

**5 Crossword puzzle**

**Across:**

2 clap

4 fifteen

6 pens

7 ducks

**Down:**

1 eleven

3 ships

5 neck

**Page 24:**

**1 Colour the pictures**

a-Nick

b-Lucy

c-Jill

**2 Backpack problem!**

Teacher: Jill, is this your backpack?

Jill: Yes, it's **my** backpack.

Teacher: Nick, is this red one **your** backpack?

Nick: No, my backpack is the blue one with the stars.

Teacher: Which one is Lucy's?

Nick: The red one with the **monkey**.

**Page 25:**

**3 What's in the backpack**

1 She's got shoes, a brush, a pullover in her backpack.

2 He's got an apple, a ruler and a camera in his backpack.

**Page 26:**

**1 Things we can read about**

- a-trains
- b-recipes
- c-kings
- d-sports
- e-monkeys
- f-dinosaurs

**Page 28:**

**Listen**

- 1b
- 2c
- 3b
- 4b
- 5c
- 6a - pen
- 7b - duck
- 8a
- 9 Acceptable answers: learner's first name, learner's full name, full sentence: My name is ...
- 10 Acceptable answers: funny, scary, funny books, scary books, I like books. I like scary books.
- 11 Learners' own answers.

**Page 32:**

**1.1 Circle which is true or false:**

- Fiona lives in a house. False
- She lives on the second floor. True
- Wales is a city in the UK. False
- Cardiff is a city in England. False
- Her grandparents live in London. True

**Page 33:**

**2 Continents**

- There are **seven** continents.
- Do you live in Europe? **Yes**.
- Do you live in a city? Learners' own answers.
- Do you live in a big street? Learners' own answers.

**3 In the lift: Going up!**

- Fourth floor 4, second floor 2, first floor 1, third floor 3

**Page 34:**

**2 Jobs**

- 1 I am a window cleaner. I **clean** windows.
- 2 I am a writer. I **write** books.
- 3 I am a painter. I **paint**.
- 4 I am a clothes designer. I **design** clothes.
- 5 I am a baker. I **bake** bread.
- 6 I am a taxi driver. I **drive** a taxi.
- 7 I am a street cleaner. I **clean** the street.

**Page 35:**

**3 The firefighter**

- 1 no
- 2 yes
- 3 yes
- 4 yes
- 5 yes

**Page 36:**

**1 At the shopping centre**

Shops on the right: **Shoe shop, clothes shop, sports shop**

Shops on the left: **Pet shop, bookshop, toy shop, sweet shop, café**

Now which shops are on the left? **Phone shop, computer shop**

Which shop is on your right? **Bicycle shop**

**2 Find the mystery shop**

- 1 the toy shop
- 2 the clothes shop
- 4 the bicycle shop

**Page 37:**

**5 Classroom treasure hunt**

They look under the table, on the bridge, between the two trees, inside the log and behind the big rock. The treasure is behind the big rock.

**Page 39:**

**Gram Slam: Ordinal numbers**

- 1. One – first
- 2. Two – second
- 3. Three – third
- 4. Four – fourth
- 5. Five – fifth
- 6. Six – sixth

## Activity Book

## Transcripts

### Audioscript: Track 91

- 1 Ben likes to help. His neighbour Mrs Tran carries many bags.  
Ben opens the door for Mrs. Tran.
- 2 **Woman:** Hello, Nora.  
**Girl:** Hello, Mrs Smith. Do you go to your apartment?  
**Woman:** Yes. Can you press the button for me, please?  
**Girl:** Yes, I can. I like to press the buttons on the lift. Which floor do you live on?  
**Woman:** I live on the fourth floor.  
**Girl:** The fourth floor. Going up!
- 3 **Girl:** Hello. My name is Lena.  
I live in an apartment with my family.  
I live with my mum and my dad, my baby brother, and my grandma.  
I love my family!
- 4 **Man:** Where do you live, Ramón?  
**Boy:** I live in an apartment building. It's next to the bookshop.
- 5 **Boy:** My name is Tony. My dad is a baker.  
**Girl:** What does he bake?  
**Boy:** He bakes lots of bread.  
**Girl:** Mmm. I love bread.
- 6 **Woman:** Hi. My name is Mrs Woods. I teach children.
- 7 **Woman:** Hello. How are you? My name is Mrs Waters. I paint pictures.
- 8 **Woman:** Hello, children. My name is Mrs Hoffmann. I write stories.

## Answers

### Page 32:

#### 1 Yes or no?

- 1 yes
- 2 no
- 3 yes
- 4 yes
- 5 no
- 6 yes
- 7 no
- 8 no
- 9 yes

### Page 33:

#### 2 Josie's family tree

grandpa + grandma;  
Uncle + aunt;  
Dad + mum;  
Cousins

### Page 36:

#### 1 Jobs

1 painter; 2 singer, 3 dancer; 4 taxi driver

#### 2 Who am I?

1 clothes designer; 2 writer; 3 baker; 4 taxi driver; 5 window cleaner; 6 painter  
Missing: Street cleaner

### Page 37:

#### 3 A busy morning

- 1 Mr Lucas **eats** his breakfast.
- 2 He **washes** his hands.
- 3 He **brushes** his teeth.
- 4 He **watches** TV.
- 5 Oh no! It's late! He rushes **rushes** out of his house.
- 6 He **catches** a bus and he goes to the fire station.

### Page 38:

#### 1 Where are the shops?

Left: Pet shop, bookshop, toy shop, sweet shop  
Right: Shoe shop, clothes shop, bicycle shop, phone shop

### Page 39:

#### 2 Find the mystery place

- 1 fire station
- 2 school
- 3 café
- 4 bicycle shop
- 5 5 bus stop

#### 3 What are they saying?

Markus: Excuse **me**. Where **is** the fire station?  
Sahid: **Go** straight ahead. Then **turn** left at the corner.  
It's **next** to the library.  
Markus: Thank **you**!

### Page 42:

#### Listen

- 1c
- 2b
- 3c
- 4a
- 5a
- 6 teacher
- 7 painter
- 8 writer







# Ready, steady, go!

**Big question** How can we move in different ways?

## Unit overview

In this unit learners will:

- use action words to give instructions
- count up to 20
- talk about birds and what they can and can't do
- read and write words with long vowel sounds
- say what they like and don't like doing
- read, talk about and act out a play script

Learners will build communication and literacy skills as they read and listen to a poem and a song, act out a story, learn action words and use them to give instructions, talk about birds and what they can or can't do, identify words with long vowel sounds, count up to 20, and speak about what they like and don't like doing.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: leading an action game, writing animal riddles, or making an animal book.

### Language focus

Action verbs

Present Tense Continuous

Adverbs *slowly, quickly*

Can / can't for ability

Conjunctions: *and, but, or*

Determiners: *all, most, some*

*I like / I don't like*

Sight words: *know, when, good*

**Review of:** Present Simple Tense, Present Continuous Tense and imperative, personal pronouns *it, they, -ing* forms

**Vocabulary topics:** body, numbers 1–20, birds, feelings

### Critical thinking

- Understanding the structure of a text
- Understanding the purpose of headings
- Using context and illustration to understand the meaning of words
- Making deductions to work out spelling rules
- Predicting
- Making inferences
- Memorising.

### Self-assessment

- I can use action words to give instructions.
- I can talk about birds and what they can and can't do.
- I can read and write words with long vowel sounds.
- I can say what I like and don't like doing.
- I can read, talk about and act out a play script.

### Teaching tips

As far as possible, encourage learners to explain and give reasons for their answers. This will help them begin to analyse and reflect even if it is on very simple things.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 4**.

# Lesson 1: Think about it

## Learner's Book

### Warm up

- Do the warm-up routine.
- Play a few rounds of '*Simon says*' to revise action verbs the class has learnt so far.
- Discuss with learners ways in which we can move.

## Transcripts

**Audioscript:** Track 22. See Learner's Book page 44.

### **Audioscript:** Track 23

**Julia:** It's 'Get up and move' day at our school. Moving is good for us: it keeps our bodies healthy and strong. We are moving in lots of different ways!

Those two children are having a duck race. Look! They are flapping their arms and walking like ducks.

That boy over there is jumping very high. He's trying to reach the balloon. I think he's done it!

*These* children are playing a game. Let's listen to them.

**Child 1:** Wave your hands!

**Children 2 and 3:** We're waving our hands!

**Child 4:** Wave your hands and hop on one foot!

**Children 2 and 3:** We're waving our hands and hopping on one foot!

**Child 5:** Wave your hands and hop on one foot and nod your head!

**Children 2 and 3:** We're waving our hands and hopping on one foot and nodding our heads!

**Child 6:** Ooo... I'm falling o-v-e-r ...!

**Julia:** Well done, everyone! OK, it's your turn now. Can you wave your hands, hop on one foot and nod your head? Try it!

### **Audioscript:** Track 24

Wave. Wave one hand. Now wave both your hands!

Stand. Stand up! Now stand on one leg!

Hop. Hop on one foot! Hop three times!

Fall. Fall over!

Flap. Flap your arms. Flap like a bird!

Wiggle. Wiggle your fingers. Wiggle your toes. Can you wiggle your nose?

Nod. Nod your head, up and down.

### **Audioscript:** Track 25

Let's count to 20 slowly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Now let's count to 20 quickly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Tap your tummy ... and stand on one leg ... and count to 15 quickly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. Did you do it?

Wiggle your fingers ... and shake your head ... and count to 10 slowly and *quietly*. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Well done!

**Audioscript:** Track 26. See Learner's Book page 46.

### **Audioscript:** Track 27

kite

rope

nine

cake

rice

line

name

page

home

phone

### **Audioscript:** Track 28

Tim time

Sam same

### **Audioscript:** Track 29.

**Father:** Let's wait for the train. Stay away from the wet paint!

**Boy:** There is a snail on the railway. I hate snails. I hate rainy days.

**Father:** Here comes the train. Move away snail.

**Audioscript:** Track 30. See Learner's Book page 49.

**Audioscript:** Track 31. See Learner's Book pages 52–53.

## Answers

### Page 47:

#### 3 True or false?

1-true; 2-true; 3-false; 4-true; 5-false

#### 4 All, most, some

All birds have feathers; Most birds can fly; Some birds have flippers;

### Page 48:

#### 1 Which vowel sound?

a kite-i; b cake-a; c page-a; d rice-i; e home-o; f line-i; g nine-i; h name-a; i rope-o; j phone-o

#### 3 The train!

sounds like train: wait, stay away, paint, snail, railway, hate, rainy days, move away

#### 3.2 Add the silent e and change the word to a long vowel.

Bit-bite; cut-cute; not-note; hop-hope; hat-hate; mat-mate; man-mane; cap-cape; rat-rate

### Page 54:

- 1-Because he is always boasting/he thinks he is bigger, faster, stronger and braver than everyone else.
- 2-Rabbit, Frog, Deer, Fox and Crow.
- 3-Ready, steady, go!
- 4-unhappy, cross, tired
- 5-happy, excited
- 6 -three (turtles 2, 3 and 4)
- 7 -Learners' own answers.

#### 2 Talk about it.

- 1 Yes, the turtle teach Bear a lesson
- 2 Yes, other animals watch the race, like a frog, a rabbit or a deer.
- 3 Yes, Crow starts the race.

#### Gram Slam Practice: Present Tense Continuous

- 1-Look! He is playing football.
- 2-Can you hear them? They are knocking on the door.
- 3-Wait! I am looking for the keys.
- 4-What do you do? I am folding the paper in half.
- 5-Listen! The boys are having fun.
- 6-Charles is tired. He says, 'I am going to bed now.'

## Activity Book

## Transcripts

### Audioscript: Track 92

- 1 Stand on one foot and flap your arms.
- 2 I am thinking of a bird. Here are some clues. This bird can run very fast, but it can't fly.
- 3 Now I am thinking of a different bird. Here are some clues. This bird can fly and walk, but it can't swim.
- 4 **Interviewer:** Hi, Lisa. What do you like doing?  
**Girl:** I like running and skipping.  
**Interviewer:** Do you like swimming and playing football?  
**Girl:** No, I don't like swimming or playing football.
- 5 **Narrator:** It is after the race. Frog is talking to Fox.  
**Frog:** Hello, Fox. Where is Bear?  
**Fox:** He's in his cave.  
**Frog:** How is he feeling?  
**Fox:** He's feeling ... puzzled.  
**Frog:** Is he feeling cross?  
**Fox:** No, he's not feeling cross. He's feeling puzzled and a bit unhappy.
- 6 **Lucy's dad:** Look, Lucy. Your friends are on their balcony.  
**Lucy:** Oh yes. I can see them.  
**Dad:** Wave to your friends.  
**Lucy:** OK. Hi, Jill! Hi, Alex!
- 7 **Boy:** John, please hop on one foot.  
**John:** OK! Hop, hop, hop!  
**Boy:** Very good! Thank you.

## Answers

### Page 46:

#### 1 My body

- 1-head
- 2-nose
- 3-arm
- 4-hand
- 5-leg
- 6-toes
- 7-tummy
- 8-fingers
- 9-foot

### Page 47:

#### 6 Read and write

- 1-Touch
- 2-Wave
- 3-Wiggle
- 4-Hop
- 5-Stand
- 6-Flap

**Page 48:**

**1 What can birds do?**

- 1-All birds have feathers.
- 2-All birds build nests.
- 3-All birds have a beak.
- 4-Most birds can swim.
- 5-Some birds have flippers.
- 6-Most birds can fly.

**2 Which bird?**

- 1-parrot
- 2-crane
- 3-penguin
- 4-flamingo/crane
- 5-penguin

**Page 50:**

**1 Word puzzle**

nine, wave, phone, plane, home, write, cake, five, rice, kite, in

**Page 51:**

**2 How are these people feeling?**

- a-hungry
- b-cross
- c-puzzled
- d-excited
- e-thirsty
- f-angry

**7 If you're happy and you know it ...**

- 1-If you're scared and you know it, you can scream (quietly!).
- 2-If you're excited and you know it, shout 'Hooray!'
- 3-If you're hungry and you know it, say, 'Let's eat!'
- 4-If you're unhappy and you know it, you can cry. (Boo, hoo.)
- 5-If you're cross and you know it, say, 'Go away!'

**Page 52:**

**1 What are they doing?**

- 1-He is hitting a ball.
- 2-He is clapping his hands.
- 3-She is waving her hand.
- 4-She is running.
- 5-He is driving a car.
- 6-She is pushing a stroller.
- 7-She is throwing the ball.

**Page 53:**

**2 Having fun**

- 1-playing football
- 2-swimming
- 3-riding a bike
- 4-eating ice cream
- 5-dancing
- 6-shopping

**Page 55:**

**2 Do you know ...?**

- a-bear
- b-deer

**3 Running, jumping and swimming**

- Frog: jump, swim  
Deer: run, jump, swim  
Rabbit: run, jump  
Bear: run, jump, swim

**Page 56:**

**Listen**

- 1c
- 2b
- 3c
- 4c
- 5a
- 6-Lucy is waving./She is waving./waving
- 7-John is hopping./He is hopping./hopping



# The big sky

## Big question What is the sky like?

### Unit overview

In this unit learners will:

- speak about what makes day and night
- speak about what they did in the past
- read and write words with long vowel sounds
- learn about scientific developments in the past
- read and talk about an information text

Learners will build communication and literacy skills as they read and listen to poems, read information texts, talk about the sky, clouds, day and night, identify words with long vowel sounds, and speak about what they did yesterday.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a game, making a cloud-shaped book, or making a poem.

#### Language focus

Simple Past of *be*: regular and irregular forms, question forms

Past Tense Simple: question and negation

I can use verbs in Past Tense time expressions

**Sight words:** *many, people, about*

**Review of:** days of the week

**Vocabulary topics:** weather words, day and night words

#### Critical thinking

- Memorising poems
- Awareness of the world around us

#### Self-assessment

- I can use verbs in the Past Tense.
- I can talk about the sky.
- I can read and write words with the long *i* sound.
- I can say what I did yesterday.
- I can read and talk about an information text.

#### Teaching tip

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 5**.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Ask learners to choose a poem or a song from **Units 1 to 3**.
- Tell them to get together with other learners who have made the same choice and recite their poem or sing the song.
- Ask learners to look out of the window or, if the situation permits, take them to the school yard. Ask them what the sky is like. Elicit as many answers as possible.

### Transcripts

**Audioscript:** Track 32. See Learner's Book page 58.

**Audioscript:** Track 33

**Sally:** Hi, Mum!

**Mum:** Hi, Sally!

**Sally:** I'm looking at my shadow. Look, my shadow is long!

**Mum:** Oh yes, what a long shadow! It's a sunny afternoon, so we can see our shadows really well.

**Sally:** I looked at my shadow in the morning, too. In the morning, my shadow was long.

**Mum:** Yes, that's right.

**Sally:** At midday, it was cloudy, but sunny, too. So I looked at my shadow again. At midday, my shadow was short!

**Mum:** Yes, at midday, the Sun was very high. So your shadow was very short.

**Sally:** Now my shadow is long again!

**Audioscript:** Track 34

**Speaker:** Sky. The sky was blue.

Sun. The Sun was high at midday.

Cloud. There were some clouds at midday.

Shadow. Sally looked at her shadow.

Long. In the morning, Sally's shadow was long.

Short. At midday, Sally's shadow was short.

[\*PAUSE\*]

Look through the window of your classroom.

What colour is the sky today?

Can you see the Sun today?

Are there any clouds? What colour are they?

Are there any shadows?

**Audioscript:** Track 35. See Learner's Book pages 60–61.

**Audioscript:** Track 36. See Learner's Book page 61.

**Audioscript:** Track 37. See Learner's Book page 62.

**Audioscript:** Track 38

1 n-i-g-h-t

2 w-r-i-t-e

3 k-i-t-e

4 l-i-g-h-t

5 s-h-i-n-e

**Audioscript:** Track 39. See Learner's Book page 62.

**Audioscript:** Track 40. See Learner's Book page 64.

**Audioscript:** Track 41. See Learner's Book page 65.

**Audioscript:** Track 42. See Learner's Book pages 66–68.

### Answers

#### Page 59:

##### 4 Talk about the pictures

- 1-Her shadow is long.
- 2-The weather is sunny.
- 3-Her shadow was long.
- 4-The weather was sunny.
- 5-Sally's shadow was short. The weather was cloudy.

#### Page 60:

##### 1 Before you read

Can we see the Moon in the day? No

What are clouds made of? Water

Can we see stars in the day? The Sun is a star, and we can see the Sun in the day. But we can't see the other stars.

#### Page 62:

##### 1 Words with the long i sound

-ite: **bite, kite**

-line: **line, shine**

-ight: **night, right**

##### 3 Poem

Sky, night, shining, bright, find, moonlight, white, line, nine

**Page 63:****4 Compound words**

- 1 sunlight: sun+light
- 2 moonlight: moon+light
- 3 daytime: day+time
- 4 nighttime: night+time
- 5 nightclothes: night+clothes
- 6 daylight: day+light

**All the words have two syllables.**

a-sunlight; b-nighttime; c-daytime; d-nightclothes

**Gram Slam Practice: Past Tense Simple**

Last year I **visited** my granny in Paris. We **talked** a lot about our family. One day we **travelled** to the seaside. There we **waved** at the children building sand castles. Later we **played** volleyball on the beach. What a great day!

**Page 65:****2 We travelled by submarine**

- 1-travelled, 2-waved, 3-climbed, 4-walked, 5-watched, 6-talked

**Page 66:****1 Before you read**

Mexico, Greece, Egypt, China, Italy

**Page 68:****2 True or false?**

- 1-false; 2-true; 3-false; 4-false; 5-true; 6-true

**Page 69:****Gram Slam Practice: Past Tense Simple**

- 1-didn't go; 2-got; 3-lost; 4-saw; 5-went; 6-did

Present Tense Simple: usually, sometimes, often, every day, always

Present Tense Continuous: Look!, Listen!, at the moment, now

Past Tense Simple: yesterday, 2 years ago, last Friday, last week, in 2005

**Activity Book****Transcripts****Audioscript: Track 93**

- 1 **Speaker 1:** It was sunny yesterday.  
**Speaker 2:** Today it is cloudy.
- 2 **Boy:** Mei, your shadow is very long.  
**Girl:** Yes, because it's morning. Shadows are long in the morning.
- 3 **Speaker 1:** It's very dark.  
**Speaker 2:** Yes, it's nighttime, so we can't see the Sun.
- 4 **Adult:** What did you do yesterday, Tom?  
**Tom:** I watched TV.
- 5 **Speaker 1:** What did you do yesterday, Lucy?  
**Lucy:** I travelled in a submarine!
- 6 I-i-g-h-t.  
**Listen again:** I-i-g-h-t.
- 7 k-i-t-e.  
**Listen again:** k-i-t-e.

**Answers****Page 61:****3 How to make a sundial**

Leave your sundial in a sunny place. 4

Push a straw into the clay. 3

Roll some clay into a ball. 1

Put the clay on a plate. 2

**Page 62:****1 Yes or no?**

- 1-no
- 2-no
- 3-yes
- 4-yes
- 5-yes
- 6-no
- 7-no
- 8-yes
- 9-yes
- 10-no
- 11-yes
- 12-no

**Page 63:****2 I live on Planet Earth**

1-Learners' own answers.

2-planet Earth

3-light(usual answer, depending where learner lives)

4-dark (usual answer, depending where learner lives)

5-turns

6-day

7-night

**Page 64:**

**1 Find the long i words**

Words: bite, light, shine, write, white, right, nine, night, kite

**Page 65:**

**3 Make some compound words**

- 1-sunshine
- 2-moonlight
- 3-daytime
- 4-nightclothes
- 5-daylight

**Page 66:**

**1 We travelled by spaceship**

- 1-a. We waved at the Earth.
- 2-b. We walked on the Moon.
- 3-c. We travelled home

**2 We travelled by submarine**

- 1-travelled
- 2-waved
- 3-climbed
- 4-walked
- 5-watched
- 6-talked

**Page 68:**

**1 Ancient astronomy**

The word **astronomer** comes from the word "astronomos" meaning sky watching. An astronomer looks at planets and **stars**. The people of ancient Egypt learned to tell the **time**. Hypatia wrote books about **maths** and astronomy. Mayan people made special **buildings** to watch the stars. The people of ancient Rome made a **calendar**. Copernicus and Johannes Kepler were famous **astronomers**. In the 19th century, rich people built **observatories**. The U.S. then sent Neil Armstrong, Buzz Aldrin and Michael Collins to the **Moon** in 1969.

**Page 69:**

**2 Yes or no?**

- 1-yes
- 2-no
- 3-no
- 4-yes
- 5-no
- 6-yes
- 7-no

**3 Match**

Verbs: think-thought; turn-turned; drink-drank; sing-sang; eat-ate; make-made; know-knew; is-was/were;

give-gave; buy-bought; look-looked; have-had; turn-turned; buy-bought; write-wrote; teach-taught

**Page 70:**

**Listen**

- 1c
- 2a
- 3a
- 4c
- 5c
- 6a (light)
- 7a (kite)
- 8b (boy reading a book about the sky)





# Let's count and measure

## Big question How do we use numbers?

### Unit overview

In this unit learners will:

- count and read numbers to 100
- tell the time
- measure and say how long something is
- recognise words that sound the same, like *one/won* and *two/too*
- say and write what they did this morning
- read, discuss and act out a story

Learners will build communication and literacy skills as they read and listen to poems and a song, read information texts and stories, talk about numbers, distances and sizes, identify words that sound the same, identify countable and non-countable nouns, and speak about what they did this morning.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a celebrity poster, having a contest, or making a measuring book.

#### Language focus

Prepositions

*How many/How far ...*

*What time is it? It's ... + time to the hour*

Countable and non-countable nouns

Exclamative *What a ...!*

**Sight words:** *was, said, first, new*

**Review of:** shape words

**Vocabulary topics:** numbers up to 100, measure words

#### Critical thinking

- Memorising poems
- Awareness of the world around us
- Making calculations
- Awareness of distance and size
- Making inferences

#### Self-assessment

- I can count and read numbers to 100.
- I can measure and say how long something is.
- I can recognise words that sound the same, like *one/won* and *two/too*.
- I can say and write what I did this morning.
- I can read, discuss and act out a story.

#### Teaching tip

Review learners' work throughout the unit, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Make notes of each learner's performance and prepare personalised remedial work.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Provide a bowl with numbers written on little pieces of paper.
- Divide the class into two groups. Both groups take turns picking one number each.
- Everyone has to write the numbers on the board.
- The group that finishes first wins.

### Transcripts

**Audioscript:** Track 43. See Learner's Book page 72.

**Audioscript:** Track 44

**Girl 1:** There are a lot of shapes on this chart.

**Girl 2:** Yes, there are! There are triangles, circles, squares.

**Girl 1:** That's right. Now let us have a look.

**Girl 2:** OK, let's read this maths problem.

[\*PAUSE\*]

**Boy 1:** OK, Carlos? Ready, steady, jump!

**Boy 2:** How far did I jump?

**Boy 1:** Just a moment .... I must measure. You jumped 74 centimetres.

[\*PAUSE\*]

**Girl:** Look at this clock. What time is it?

**Boy:** Hmmm ... is it 11 o'clock?

**Girl:** No, it isn't ... try again.

**Boy:** It's 10 o'clock!

**Girl:** Yes, it is!

**Audioscript:** Track 45

Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.

[\*PAUSE\*]

Twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.

**Audioscript:** Track 46

**Boy 1:** OK, Carlos? Ready, steady, jump!

**Boy 2:** How far did I jump?

**Boy 1:** Just a moment ... I'll measure.  
You jumped 52 centimetres.

**Boy 2:** How many?

**Boy 1:** 52 centimetres.

**Audioscript:** Track 47. See Learner's Book page 76.

**Audioscript:** Track 48. See Learner's Book page 76.

**Audioscript:** Track 49

What a big animal!

What a fast animal!

What a clever animal!

What a heavy animal!

[\*PAUSE\*]

1 The blue whale is the biggest animal on Earth. It is about 30 metres long. That's as long as two buses parked end to end.

What a big animal!

2 A parrot can learn to talk. It can count, name colours and do maths. They are very colourful.

What a clever animal!

3 An African elephant weighs the same as 100 men. They weight up to 6,000 kg and are up to three metres tall.

What a heavy animal!

4 A very good runner can run 12 metres in a second. A cheetah can run 30 metres in a second. They can run up to 112 km/h in three seconds. Their tails are 65 to 80 cm long.

What a fast animal!

**Audioscript:** Track 50

Clever Birbal

One day, King Akbar picked up a piece of chalk and drew a line on the floor. 'Birbal,' he said to his friend, 'I want you to make this line shorter. But you mustn't rub out the ends of the line.'

Birbal looked at the line and thought. Then he drew a long line under King Akbar's line. 'Look,' said Birbal. 'My line is longer than your line. So your line is shorter!'

King Akbar laughed. 'You are right, Birbal,' he said. 'You made my line shorter. What a clever answer!'

**Audioscript:** Track 51. See Learner's Book pages 80–82.

## Answers

### Page 73:

#### 5 What time is it?

It's two o'clock. It's ten o'clock. It's six o'clock.

### Page 75:

#### 2 How long is it?

a-paper clip: 3 cm

b-fish: 4 cm

c-shell: 7 cm

d-paintbrush: 14 cm

e-triangle: 1 cm

### Page 76:

#### 3 Sound but not word pairs

1-write; 2-eight; 3-know; 4-pair; 5-won; 6-ate; 7-right

### Page 77:

1-d What a big animal! 2-a What a clever animal!

3-b What a heavy animal! 4-c What a fast animal!

### Page 79:

Look-looked; think-thought; draw-drew; laugh-laughed;  
make-made; say-said; be-was/were

### Page 82:

1-King Leopard, Elephant, Water Ox, Chimpanzee and  
Little Antelope

2-King Leopard.

3-Elephant and Water Ox speak loudly.

4-Chimpanzee speaks quickly.

5-Elephant and Water Ox are big and strong.

6-Little Antelope is quiet.

7-Learners's own answers.

8-Learners's own answers.

#### Gram Slam Practice: Who Questions

1-Who were they?

2-Who baked the cake? (one possible answer)

3-Who gave you this ring? (one possible answer)

4-Who was that girl? (one possible answer)

5-Who read the book?

### Page 83:

#### Gram Slam Practice: Prepositions

1-at; 2-by; 3-of; 4-about; 5-in; 6-at; 7-for; 8-at; 9-with;

10-to

## Activity Book

### Transcripts

#### Audioscript: Track 94

1 **Speaker 1:** How many shapes are there on this chart?

**Speaker 2:** There are fifty shapes. There are 10 circles,  
20 squares and 20 stars.

**Speaker 1:** Are there any triangles?

**Speaker 2:** No, there are no triangles.

2 **Speaker 1:** What number can you see?

**Speaker 2:** 62.

**Speaker 1:** Did you say 62?

**Speaker 2:** Yes, 62.

3 **Speaker 1:** This animal is the biggest animal on Earth. It is  
as long as two buses parked end to end.

**Speaker 2:** What a big animal! Does it live on the land or in  
the water?

**Speaker 1:** It lives in the water.

4 **Speaker 1:** Tony went to the shop this morning. He bought  
some eggs, some milk, some bread and three bananas.

**Speaker 2:** Can you say that again, please?

**Speaker 1:** He bought some eggs, some milk, some bread  
and three bananas.

5 **Speaker 1:** Yesterday Sarah went to the pet shop.

**Speaker 2:** What did she see there?

**Speaker 1:** She saw dogs and cats and birds and fish.

**Speaker 2:** Did she buy a dog?

**Speaker 1:** No, she bought a beautiful fish.

6 **Speaker 1:** Jack's pencil is 17 centimetres long.

**Speaker 2:** 17 centimetres?

**Speaker 1:** Yes, that's right. 17 centimetres.

7 **Speaker 1:** Listen to the elephant!

**Speaker 2:** Wow! Is that an elephant?

**Speaker 1:** Yes, it is.

**Speaker 2:** What a loud elephant!

## Answers

### Page 74:

#### 1 What time is it?

1e/a; 2f/b; 3d/c; 4g/h; 5i/j

#### 3 Count and write

26-twenty-six; 39-thirty-nine; 45-fourty-five; 68-sixty-

eight; 99-ninety-nine; 17-seventeen; 13-thirteen;

77-seventy-seven; 91-ninety-one; 52-fifty-two;

84-eighty-four; 72-seventy-two

### Page 75:

#### 4 Count and write

Triangles: twenty-five triangles; eight triangles

Square: thirteen squares; sixty-five; one

Stars: 21

Circles: one (full), 6 (partial)

**Page 78:**

**1 Words that sound the same**

Pairs: too-two; one-won; eight-ate; for-four; hear-here; write-right; by-buy; know-no

**2 Tongue twisters**

These **four** frogs are **for** Fran's friend.

Tommy has two turtles. Tim has **two** turtles, **too**.

**Page 79:**

**3 A maths poem**

Mary: 5; Bree: 3; Billy: 9; Grandpa: 60; Finn: 7; How many years until Finn is as old as grandpa: 49

**Challenge**

1-10; 2-49

**Page 80:**

**1 Find the past simple verb**

drink	ate
see	said
eat	saw
say	drank
go	came
come	forgot
forget	went

**Page 81:**

**4 Birbal and the king**

1-He **drew** a line.

2-He **said**, "My line is longer than your line. So your line is **shorter**."

3-He **thought** Birbal was very **clever**.

4-No, he **felt** happy. The King **laughed**.

**5 Look again!**

Line A and B are the same length.

Both dots are the same size.

**Page 82:**

**1 Which character?**

1-Water Ox; 2-Chimpanzee; 3-Elephant; 4-King Leopard; 5-Little Antelope; 6-Little Antelope; 7-King Leopard; 8-Learners' own answers.

**Page 83:**

**2 Missing words**

There **was** a contest in the forest. All the animals **came**.

The king **said**, 'Thank you for coming. You **must** throw this spear and quickly count to ten. You must say "ten" before the spear hits the ground. The winner of the contest will be the **new** king.' The elephant was the **first** to try. 'I'm **very** big,' he said. 'I think I can do it.'

Word that doesn't fit: **asked**

**3 Counting patterns**

two-four-six-eight-ten-twelve

ten-twenty-thirty-forty-fifty

**Challenge**

Twelve-ten-eight-six-four-two

One hundred-ninety-eighty-seventy-sixty-fifty

Eleven; twenty-two; thirty-three; forty-four; fifty-five; sixty-six

Three-six-nine-twelve; fifteen; eighteen; twenty-one

Ninety-one; eighty-one; seventy-one; sixty-one; fifty-one; forty-one

**Page 84:**

**Listen**

1b; 2c; 3a (the blue whale is the biggest animal); 4b; 5c; 6 17 cm; 7 loud; 8 for; 9 one; 10 Learners' own answers.



# Bugs: fact and fiction

## Big question How are bugs special?

### Unit overview

In this unit learners will:

- speak about insects
- compare and contrast different insects
- read and write words with a long **e** sound
- find rhyming words
- ask and answer questions
- read and talk about an information text

Learners will build communication and literacy skills as they read and listen to poems and a song, read information texts and stories, compare and contrast different insects, identify words with a long **e** sound, learn and use prepositions and determiners, speak about characters in a story, and make a story map.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: describing how animals support us, learning a poem by heart, or writing a letter.

#### Language focus

Questions: *Where ...?, What ... eat?, What can ... do?, How many...?, What ... look like?, How much...?, Do/Does ... ?*

Prepositions: *on, under, near*

Determiners: *all, some, most*

**Review of:** parts of the body, spelling, Past Simple: regular and irregular forms

**Vocabulary topics:** insects, insect body parts

#### Critical thinking

- Memorising poems and stories
- Awareness of nature
- Comparing and contrasting
- Making inferences

#### Self-assessment

- I can name and describe bugs.
- I can say how spiders and insects are similar and different.
- I can read and write words with the long **e** sound.
- I can write questions and answer them.
- I can read, discuss and act out a story.

#### Teaching tips

When they are working in pairs, encourage learners to correct each other's work. This will develop their awareness of mistakes and develop cooperation.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 7**.

## Lesson 1: Think about it

### Learner's Book



#### Warm up

- Do the warm-up routine.
- Ask learners about animals they like. Ask: *What's your favourite animal?* *Animals* is used on this page to refer to insects, mammals and spiders.
- Focus on the big question. Explain that *bugs* is a more informal word for *insects*. Sometimes it is used to refer to other small creatures that are not actually insects, e.g. spiders.
- Ask learners if they like insects. Elicit a few insect names and write them on the board.
- Ask them if they think bugs are special. Encourage them to explain their answers.

### Transcripts

**Audioscript:** Track 52. See Learner's Book page 86.

#### **Audioscript:** Track 53

Listen. What's that? It's a bee. The bee is buzzing near the flowers. Can you see it?

There are some other insects flying above the flowers. These insects are quiet—they don't make any sound. Do you know what they are? They're butterflies.

Under the ground, you can see the home of some other busy insects. Who lives in that underground home? They're ants.

Listen to the sound of another insect. Where is that insect? What is that insect? It's a cricket.

#### **Audioscript:** Track 54

Ant. Where are the ants? The ants are under the ground.

Bee. Where is the bee? The bee is near the flowers.

Butterfly. Where are the butterflies? The butterflies are flying above the flowers.

Cricket. Where is the cricket? The cricket is on a leaf.

Spider. Where is the spider? The spider is on its web.

Web. Where is the web? The web is on the tree.

[\*PAUSE\*]

Which insect lives under the ground?

Which one makes this sound?

Which one is yellow and black?

Which one has wings of different colours?

Which animal has eight legs?

#### **Audioscript:** Track 55

Listen to the sound of the cricket. A cricket is an insect.

How many legs does an insect have? Let's count the legs. 1, 2, 3, 4, 5, 6.

All insects have six legs. All insects have antennae, too. Some insects, like the cricket, have long antennae. Some, like the bee, have shorter antennae. Look for the antennae on the butterflies, the bee and the ants.

Some insects have wings. A cricket has four wings. It makes a sound with its wings.

But some insects don't have wings. How many insects in the picture have wings?

Did you find three insects? The bee, the cricket and the butterfly are all insects with wings. Now find an insect that doesn't have wings.

The ant is an insect that doesn't have wings.

**Audioscript:** Track 56. See Learner's Book page 88.

**Audioscript:** Track 57. See Learner's Book page 89.

#### **Audioscript:** Track 58

##### **A cricket on the floor**

There's a cricket on the floor, on the floor.  
There's a cricket on the floor, on the floor.  
Now it's coming through the door,  
That cricket on the floor.  
There's a cricket on the floor, on the floor.

Now the cricket's on my toe, on my toe!  
Now the cricket's on my toe, on my toe!  
Oh no, oh no!  
There's a cricket on my toe!  
There's a cricket on my toe, on my toe!

Now the cricket's on my knee, on my knee.  
Now the cricket's on my knee, on my knee.  
Oh poor, poor me!  
There's a cricket on my knee!  
There's a cricket on my knee, on my knee.

Now the cricket's on my chest, on my chest!  
Now the cricket's on my chest, on my chest!  
Oh this cricket's such a pest!  
Now it's sitting on my chest.  
There's a cricket on my chest, on my chest!

Now the cricket's on my head, on my head!  
Now the cricket's on my head, on my head!  
Did you hear what I said?  
There's a cricket on my head!  
There's a cricket on my head, on my head!

*But he jumped off ...*

Now there's a cricket on the floor, on the floor.  
There's a cricket on the floor, on the floor.  
Look! That cricket on the floor  
Is hopping out the door...  
Goodbye my friend, the cricket on the floor!

**Audioscript:** Track 59. See Learner's Book page 91.

## Answers

### Page 86:

#### 2 What lives in your garden?

Which insect lives under the ground? **Ant**

Which one makes this sound? **Cricket**

Which one is yellow and black? **Bee**

Which one has wings of different colours? **Butterfly**

Which animal has eight legs? **Spider**

### Page 87:

#### 4 What do you know about insects?

How many legs does an insect have? **Six**

Do all insects have wings? **No**

Is a cricket an insect? **Yes**

Is a spider an insect? **No**

#### 5 Write about it

All insects have **six legs** and **antennae**.

Some insects have **wings**.

**All** insects have antennae.

### Page 90:

#### 1 Find the rhyming word

1-toe; 2-knee; 3-chest; 4-head

### Page 92:

#### 1 Ask and answer

How do silkworms make threads? They produce silk for people to make clothes with.

How does a cricket hear sounds? It hears sounds through special spots on its legs.

How does a butterfly taste food? It tastes food with its feet.

### Page 93:

#### Practise: (possible answers)

1-How do ants live?

2-Why do ants carry food?

3-What do ants eat?

4-When do ants eat?

5-Which ant is the biggest?

### Page 96:

#### 3 Story map

**Problem:** A leaf falls on Little Ant.

#### What happens:

1-She says to the leaf, 'Please get off me.'

2-She says to the mouse, 'Please lift up the leaf.'

3-She says to the cat, 'Please chase the mouse.'

4-She says to the dog, 'Please scare the cat.'

5-A flea hears Little Ant.

#### Solution:

1-The flea bites the dog.

2-The dog scares the cat.

3-The cat chases the mouse.

4-The mouse lifts up the leaf

### Page 97:

#### Gram Slam Practice: Question Words

1. When do I see my grandma and grandpa in the park?  
Who do I see in the park today?  
Where do I see my grandma and grandpa today?
2. When did we get a new piano for my mum?  
What did we get for my mum yesterday?
3. When am I really busy helping my mum?  
Whom am I really busy helping sometimes?
4. What has two bedrooms and a big garden?  
What does my house have?
5. Who did the test in the morning?  
What did we do in the morning?  
When did we do the test?
6. Who was so tired last night?  
What was she last night?  
When was she so tired?
7. When have Mary and Tim breakfast?  
Who has breakfast every morning?  
What do Mary and Tim have every morning?
8. Who loves her new dog?  
What does Grandma love?

#### Questions: (possible answers)

A How old is she?

B How many books do you have?

C Where is the key?

D What time is it?

E Is this your dog?

F When is your exam?

G Who is this?

#### 5 Revision

Bug; butterfly; bee; caterpillar; fly; spider

## Activity Book

## Transcripts

### Audioscript: Track 95

1 **Child 1:** I am thinking of an insect. Can you find it?

**Child 2:** Hmm. How many legs does it have?

**Child 1:** It has six legs. All insects have six legs.

**Child 2:** Does it have wings?

**Child 1:** Yes, it does. This insect has wings.

**Child 2:** I can see it!

**Child 1:** Good! Tick the picture.

2 **Child:** Where's the bee?

**Adult:** The bee is on a flower.

**Child:** Where are the butterflies?

**Adult:** The butterflies are flying near the flowers.

**Child:** What is the frog doing?

**Adult:** The frog is sitting under the flowers.

3 Ants eat leaves, seeds, bugs and other things. These ants are carrying their food home. Ants are very strong!

4 **Child:** Can a bee hear sounds?

**Adult:** Yes. A bee hasn't got ears, but it can hear sounds. It hears sounds through its antennae.

- 5 **Child:** Do butterflies fly in the rain?  
**Adult:** No they don't. When it rains, a butterfly goes under a leaf. The leaf is like an umbrella! The butterfly stays safe and dry.
- 6 **Child 1:** All spiders have a head, a body and eight legs. Some spiders have six eyes and some spiders have eight eyes. This spider has eight eyes.  
**Child 2:** Eight eyes! That's a lot of eyes.  
**Child 1:** Yes, it is.
- 7 Only one insect makes food that people eat. That insect is the bee. Bees make honey. People like eating honey. It is sweet and good. Thank you, bees!

## Answers

### Page 90:

#### 1 How are spiders and ants the same?

They have more than four legs. They can climb. They carry their food home.

#### 2 Venn diagram

**Only true for ants:** They have antennae. They carry their food home.

**True for ants and spiders:** They have more than four legs. They can climb.

**Only true for spiders:** They have more than four eyes. They make webs.

### Page 91:

#### 3 Learn about crickets

Crickets are different colours and sizes.

Crickets jump. Their back legs are very strong.

Other crickets understand their songs.

Crickets do not live in places that are too **cold**. They live in grasses, **trees** and **bushes**. There they can **hide** from their enemies. Some crickets eat both **plants** and other **animals**. Some only eat plants, such as fruit, **seeds** and **leaves**.

### Page 92:

#### 1 Crossword puzzle

##### Across:

- 1-flea
- 5-leaf
- 6-three
- 7-bee

##### Down:

- 1-feet
- 2-sleep
- 3-eat
- 4-tree

#### Challenge

- 1, 2, 3 I can see a bee.
- 1, 2, 3 There's a bug on me.
- 1, 2, 3 There's a bug in a tree.
- 1, 2, 3 There's a bug in my tea.

Rhyming words: bug-rug; floor-door; right-night; free-three; book-cook; wingsing;

### Page 94:

#### Write questions to the following answers:

6-Does a caterpillar turn into a butterfly?

7-Does an ant have eight legs?

8-Do butterflies taste with their feet?

### Page 95:

#### 2 What's the question?

1-How does; 2-How many; 3-does; 4-How many; 5-do;

6-What does; 7-How do

### Page 96:

#### 1 Little Ant's problem

1-How is the ant's home under the ground? The home is nice and warm./nice and warm

2-What fell on Little Ant? A leaf fell on Little Ant./a leaf

3-Who plays with Little Ant? The flea plays with Little Ant./the flea

4-What began to blow? The wind began to blow./the wind

5-Who does Little Ant ask to help first? Little Ant calls the mouse first./the mouse

6-Who finally helps Little Ant to get the leaf off? The flea helps the Little Ant./the flea

#### 4 The solution

1-Cousin Flea **bit** the dog.

2-The dog **scared** the cat.

3-The cat **chased** the mouse.

4-The mouse **lifted** the leaf.

5-Little Ant **ran** home to her mother.

### Page 98:

#### Listen:

1a; 2c; 3c; 4a; 5c; 6 eight; 7 a bee; 8 tea, she, tree, bee, flea, see (the in US standard).

### Page 99:

#### Match the words:

Bee: stinger, drones, workers, queen, honey, flowers, four wings, antennae

Bug: ladybird, stag beetle, antennae, hard wings

Spider: spider web, 8 legs, no antennae

Butterfly: cocoon, silk, caterpillar, antennae





# Our green Earth

**Big question** How can we care for the Earth?

## Unit overview

In this unit learners will:

- speak about trees and their importance
- make rules and promises
- write *haikus*
- read and write words with a long **o** sound
- write and act out a dialogue
- read and talk about a biography

Learners will build communication and literacy skills as they read and listen to poems, read information texts and stories, read and write haikus, identify words with the long **o** sound, learn to use *must* for rules and *will* for intentions and promises, speak about characters in a dialogue, ask for things at the market, and write an autobiography.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a poster about our planet, making a book about their heroes, or making a list of local produce.

### Language focus

Impersonal *you*

*Must/Mustn't* with rules

*No + -ing* form

*Can* for permission

**Review:** parts of the body, spelling, Past Simple: regular and irregular forms

**Vocabulary topics:** the Earth, the park, trees, rules, the market

### Critical thinking

- Memorising poems and stories
- Awareness of nature
- Comparing and contrasting
- Making inferences

### Self-assessment

- I can talk about rules.
- I can talk about trees and say why they are important.
- I can read words with the long **o** sound and the spelling **ow**.
- I can go shopping for plants and fruit.
- I can read and discuss a biography.

### Teaching tip

When they are working in pairs, encourage learners to correct each other's work. This will develop their awareness of mistakes and develop cooperation.

Review learners' work on the quiz at the end of the Activity Book unit, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 8**.

## Lesson 1: Think about it

### Learner's Book



#### Warm up

- Do the warm-up routine.
- Show some photos of the Earth, e.g. satellite photos, photos of different regions. The following sites may be useful for reference: <http://www.spaceimages.com/earth.html>; <http://science.nationalgeographic.com/science/earth/>.
- Ask learners what colours they can see, e.g. blue, white, brown, green. Ask them what the colours show, e.g. water, clouds, forests, mountains.
- Ask them what they do, if anything, to look after the Earth, e.g. turn off lights after leaving the room, saving water, turning off taps while brushing their teeth. Elicit answers and supply any additional vocabulary as necessary.

### Transcripts

**Audioscript:** Track 61. See Learner's Book page 100.

**Audioscript:** Track 62

**Dad:** Hi, we're new to the town. This park looks great.

**Park keeper:** Yes, it is a great park.

**Girl:** What can you do here?

**Park keeper:** Oh, lots of things! You can run and play. You can sit on the grass and eat a sandwich. Or you can watch the animals in the pond.

**Girl:** Can we ride our bikes in the park?

**Park keeper:** No, sorry, you can't. We have a rule — no cycling in the park. Look, there's a sign over there. You must leave your bikes here.

**Girl:** Can I fly a kite?

**Park keeper:** Yes, of course! Look, those people over there are flying kites.

**Dad:** Are there any other rules? What else mustn't we do in the park?

**Park keeper:** The signs tell you the rules. You must put your litter in the bin — you mustn't leave it on the grass. We want to keep the park clean. You mustn't fish in the pond — look, the sign says 'No fishing'. And you mustn't swim in the pond.

**Girl:** OK, thank you.

**Park keeper:** Oh, there's one more rule — you must have a good time at the park!

**Dad:** OK, we will! Thanks for the information.

**Audioscript:** Track 63

sign – How many signs can you see in the park?

rules – What is the rule about bicycles?

grass – How many children are running on the grass?

bin – How many bins are there?

litter – Where must you put your litter?

cycling – Cycling means riding a bike. Can you see anyone riding a bike?

fishing – Fishing means catching fish. Can you catch fish in the pond?

sandwich – Who is eating a sandwich?

**Audioscript:** Track 64. See Learner's Book page 102.

**Audioscript:** Track 65. See Learner's Book page 104.

**Audioscript:** Track 66. See Learner's Book page 105.

**Audioscript:** Track 67

**Little boy:** What is this?

**Dad:** This is a bean plant.

**Little boy:** What are these?

**Dad:** These are carrot plants. Which do you like better, beans or carrots?

**Little boy:** Errr ... beans.

**Dad:** OK. We'll get the bean plant.

**Audioscript:** Track 68

**Woman:** What a nice fruit!

**Fruit seller:** Thank you. Would you like some?

**Woman:** Yes, I'd like two mangoes, please.

**Fruit seller:** Are these OK?

**Woman:** Yes, those look great.

**Fruit seller:** Anything else?

**Woman:** Yes. A pineapple, please.

**Fruit seller:** How about this one?

**Woman:** Yes, that one looks nice. Thank you.

**Fruit seller:** You're welcome.

**Audioscript:** Track 69. See Learner's Book pages 108–109.

## Answers

### Page 100:

#### 2 Rules in the park

**What can you do in the park?** You can run and play. You can sit on the grass and eat a sandwich. You can watch the animals in the pond. You can fly a kite.

**What mustn't you do?** You mustn't ride your bike. You mustn't drop litter. You mustn't fish in the pond. You mustn't swim in the pond.

### Page 103:

Gram Slam Practice: this, that, these, those

1-near; 2-far; 3-far; 4-near; 5-far; 6-far; 7-near

### Page 104:

#### 1 Missing words

1-hole; 2-tree; 3-branch; 4-nest; 5-bird; 6-feathers

### Page 105:

#### 3 Long o spelling o and ow

Grow; no; slow; boat; road; goes; home; goat; toes

### Page 106:

#### 2 What must you do?

b-Dig a hole.

d-Put the plant in the hole.

c-Fill the hole with soil.

a-Water the plant.

### Page 107:

Woman: What **nice** fruit!

Fruit seller: Thank you. Would you like **some**?

Woman: Yes, I'd like two **mangoes**, please.

Fruit seller: Are **these** OK?

Woman: Yes, those look great.

Fruit seller: Anything else?

Woman: Yes. A pineapple, **please**.

Fruit seller: How about **this** one?

Woman: Yes, that one looks nice. Thank you.

Fruit seller: You're welcome.

### Page 110:

#### 2 True or false?

1-false

2-true

3-true

4-false

5-true

#### 3 What happened first? What happened next?

2-Wangari planted the seeds and watered them.

1-Wangari took seeds from the trees.

5-The trees grew big. Fruit grew on the trees.

3-Wangari gave the little trees to women and children in her village.

4-Together they planted many rows of trees.

### Page 111:

## 5 This or these?

### 5.1 Gap filling

1-this

2-these

3-these

4-this

5-these

6-this

7-these

8-these

9-this

10-these

### 5.2 Correct the sentences

2-This not These

3-this not these

4-correct

5-this not these

6-correct

7-these not this

## Activity Book

### Transcripts

#### Audioscript: Track 96

**1 Park keeper:** Hello, welcome to our park.

**Dad:** Thank you! This looks like a great park. Can we eat our sandwiches here?

**Park keeper:** Yes, of course. On sunny days, lots of families come here to eat their sandwiches.

**Girl:** And can I fly my kite here?

**Park keeper:** Yes, you can. This is a good place for flying kites.

**Girl:** Can we fish in the pond?

**Park keeper:** No, I'm sorry. We have a rule: No fishing. You mustn't fish in the pond.

**2 Young child:** Excuse me. What does that sign mean?

**Older child:** It means: Don't drop litter.

**Young child:** I don't understand.

**Older child:** It means you must put your litter in the bin. You mustn't drop it on the ground.

**Young child:** OK. Thanks! I understand now.

**3 Girl:** Some trees grow fruit that we can eat. Some trees grow nuts that we can eat. This tree is a cherry tree. It grows wonderful cherries. I love cherries. The birds love them, too!

**4 Boy:** Dad, what are these?

**Dad:** These are little bean plants. Look! There are flowers and little beans growing.

**Boy:** Let's buy some bean plants.

**Dad:** OK!

- 5 Wangari Maathai wanted to help her country.  
She worked with the women and children in her village.  
Together, they planted rows and rows of little trees.
- 6 Trees have green leaves. The leaves reach into the air. They help clean the dirty air. They give us fresh air to breathe.
- 7 The roots of a tree reach down into the ground. The roots drink water from the ground. Trees need water to grow. Tree roots hold the soil in place for other plants and grass.

## Answers

### Page 102:

#### 1 Word puzzle

Rules, grass, sign, cycling, fishing, bin, run, sandwich, litter

#### 2 No, no, no!

- 1-No cycling: **fox**
- 2-Don't drop litter: **parrot**
- 3-No swimming: **elephant**
- 4-No fishing: **chicken**
- 5-No running: **tiger**
- 6-Don't pick flowers: **dog**
- 7-No ball games: **duck and sheep**

### Page 105:

#### 3 Food from trees

Apple, pear, nuts, orange juice

#### 4 How can we save trees?

Recycle paper. Write on both sides of the paper. Plant new trees.

### Page 107:

2 Find the long **o** sounds

An **old crow** is looking for water to drink.

He sees a **hole** in the ground.

At the bottom of the **hole**, there is some water! The

**crow** can't reach the water.

The **crow** thinks and thinks. 'I **know** what to do!' he says.

There are lots of little **stones** on the ground.

The **crow** throws a **stone** in the **hole**.

He **throws** lots of **stones** in the **hole**.

**Slowly**, the **hole** fills with **stones**.

The water in the **hole** gets higher and higher. Finally the **crow** can reach the water.

He drinks and drinks.

#### Challenge

The old crow was very clever. There are lots of stones on the ground.

### Page 108:

#### 1 Buying plants

Conversation 1

Boy: What's this?

Dad: **This** is a bean plant.

Boy: **What** are these?

Dad: **These** are carrot plants. **Which** do you like better, beans or carrots?

Conversation 2

Boy: Look at that tree in the square pot!

Dad: Yes. **That** is a lemon tree.

Boy: **What** are those trees in the round pots?

Dad: **Those** are orange trees.

#### Fill in the missing letters:

Words: which; these; that; Why; carrots; plant; this; tree

### Page 109:

#### 2 What must you do?

1-**You must** dig a hole.

2-**You must** put the plant in the hole.

3-**You must** fill the hole with soil.

4-**You must** water the plant.

### Page 110:

#### 1 Map study

Shaded countries: the United States; Germany; Kenya

Where she travelled: Kenya to the US, then to Germany, then back to Kenya

#### 2 Planting a little tree

1-tree; 2-soil; 3-hole; 4-water

### Page 112:

#### Listen

1a You mustn't fish in the pond

2b The 'Don't drop litter' sign

3c The cherry tree

4a The bean plants nearby

5c Women and children planting trees

6-leaves

7-roots

8-hole, go, road, crow

9-She is recycling./recycling

10-They are planting trees./planting trees



# Home, sweet home

**Big question** What kinds of homes do people and animals build?

## Unit overview

In this unit learners will:

- speak about parts of a house and different types of houses
- speak about intentions
- write poems and descriptions
- read and write words with a long **u** sound
- make choices and suggestions
- read and talk about animal homes

Learners will build communication and literacy skills as they read and listen to a poem and a song, read information texts and stories, read and write poems, identify words with words with the long **u** sound, learn to make suggestions and choices, use *will* for intentions, speak about animals and their homes, and do a crossword puzzle.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: writing about animal homes, designing a fantasy (play)room, or writing a funny poem.

### Language focus

*Have* + object + infinitive

*Made of* + common materials

*Let's ...; How about ... + -ing?* for suggestions

*Would you like ... or ...? I'd like ...*

*Too* to add information

Past Simple questions and answers

**Vocabulary topics:** Parts of a house, rooms in a house, types of houses, materials

### Critical thinking

- Memorising poems and stories
- Making connections and inferences
- Comparing and contrasting
- Using context to find the meaning of words
- Sharing information to answer questions
- Collecting information in a table

### Self-assessment

- I can talk about parts of a house.
- I can talk about different kinds of homes.
- I can read words with the long **u** sound.
- I can ask about and make choices:  
*Would you like ... or ...?*
- I can read and talk about an information text.

### Teaching tips

As far as possible, bring books to the class suitable for extended reading. They might be related to the topic of the unit or similar to a piece of literature learners have read in a lesson. Encourage them to explore the books and devote some time every week to silent reading.

Review learners' work on the Activity Book quiz, noting areas where they demonstrate strength and areas where they need additional instruction and practice. Use this information to customise your teaching as you continue to **Unit 9**.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Ask learners to draw a house. They can be as imaginative as they wish. They show it to the class. Ask questions, e.g. *Is it big/small? Where is it? In the city, near the sea, in the mountains?*
- Display pictures of different types of houses and ask learners to choose the ones they like.
- Show pictures of different animals and ask learners if they know where each animal lives. Elicit some ideas.
- Introduce vocabulary using the pictures, e.g. *cave, nest, hole, house, hive, tree house*. You can add more words if learners require them.

### Transcripts

**Audioscript:** Track 70. See Learner's Book page 114.

#### **Audioscript:** Track 71

##### **A tree house**

**Mia:** Have you ever been in a tree house? We have a little park in our neighbourhood. Every child is allowed to play and have fun there. When I was little my dad built a wooden playhouse. It had stairs and even a railing. But now we are too big to play there. So, my dad built a tree house for us. Our tree house is really cool!

To get to the tree house, you climb up a ladder. There is a room with four walls, a roof, a door and three windows. Two windows are in the front and one is on the side. My friend Jenna is up there now. Can you see her? She's at the window. She's pulling up a basket on a rope. Look what I put in the basket – some magazines to read, some water to drink, and some crisps to eat! Now I'm going to climb up the ladder and go up to our tree house!

Why don't you join me! Come on!

#### **Audioscript:** Track 72

Roof. What is on the roof of the tree house?

Wall. How many walls has the tree house got?

Stairs. The stairs go up to the first floor of the tree house. What colour are the stairs?

Ladder. Where does the ladder go to?

Railing. Why is there a railing around the first floor?

Hole. Can you find a rabbit hole? Where is it?

**Audioscript:** Track 73. See Learner's Book pages 116–117.

**Audioscript:** Track 74. See Learner's Book page 118.

#### **Audioscript:** Track 75

goose moon roof food wood foot book cook  
look broom took school room hook zoom hook  
took

#### **Audioscript:** Track 76

**Child A:** This house has a bedroom, a bathroom, a kitchen and a living room. Let's put the bed in the bedroom.

**Child B:** OK. How about the sink?

**Child A:** Let's put the sink in the kitchen.

**Child B:** OK. How about putting the TV in the living room?

**Child A:** That's a good idea.

#### **Audioscript:** Track 77

##### **Design your sports ground**

It is time to design!

Our school wanted us to design the new sports ground. Students could hand in their designs. Fred handed in a typical parkour for a future ninja warrior. Susan loves tennis. So, her sports ground should have a tennis court but also a little pond for ducks. Mary wanted to have a place where she could relax on a swing. But she also wanted to play basketball. I wanted some swings, many trees, and a place for little children to relax and enjoy.

Guess what, Mary's and my design won! Our school will build a sports ground with a pond, some swings, a lane for skateboarding, a place for sports and many, many trees. Great, right?

**Audioscript:** Track 78. See Learner's Book page 121.

**Audioscript:** Track 79. See Learner's Book pages 122–123.

## Answers

### Page 115:

#### 4 Talk about it

- 1-personal answer
- 2-bees
- 3-rabbits, termites
- 4-birds, owls, squirrels
- 5-beavers, rabbits
- 6-ladder

#### 5 What's in the basket?

They've got some **magazines** to read, some **crisps** to eat and some **water** to drink.

### Page 117:

#### 2 True or false?

- 1-false
- 2-true
- 3-true
- 4-false
- 5-true
- 6-true
- 7-false

#### 3 Where do they live?

- a-Layla - a skyscraper
- b-Lee - a stilt house
- c-Mohammed - a beehive house
- d-Rosita - a cave house

### Page 118:

#### 2 The sounds of oo

Sound oo: goose, moon, roof, food, broom, schoolroom, zoom

### Page 121:

#### 4 Ask and answer questions

- 1-castle
- 2-to be a star on every screen
- 3-Mr Harry
- 4-She was saved by Harry's kiss

### Page 124:

#### 4 Which animal home?

- 1-termite's home
- 2-beaver's home
- 3-beaver's home
- 4-rabbit
- 5-termite's home
- 6-rabbit

#### Words to remember

- 1-enemy
- 2-wolves
- 3-huge
- 4-pile
- 5-ground
- 6-sound
- 7-branches
- 8-mushroom

### Page 125:

#### Gram Slam Practice: Let's and How about

- 1-Let's open the **window**.
- 2-Let's **clean** it.
- 3-Let's take an **umbrella**.
- 4-Let's **watch** a movie.
- 5-Let's play in the **garden**.
- 6-Let's eat **lunch**.
- 7-Let's play **cards**.
- 8-Let's **pack** our things.

#### Questions:

- 1-How about calling whom?
- 2-How about studying?
- 3-How about going to bed?
- 4-How about seeing a doctor?
- 5-How about having a bath?

## Activity Book

### Transcripts

#### Audioscript: Track 97

- 1 **Boy:** Look up in that tree!  
**Girl:** What can you see?  
**Boy:** I think I can see two baby birds.  
**Girl:** Here comes a bird flying to the nest.  
**Boy:** I think that's the mum or the dad.  
**Girl:** Cool!
- 2 **Girl:** Hi. My name is Jill. To get to my tree house, you climb up a ladder. There is a railing around the tree house so you don't fall off. My tree house has a roof, but there are no walls!
- 3 **Boy 1:** Let's go up to our tree house.  
**Boy 2:** OK. Let's get something to eat and drink when we are there.  
**Boy 1:** I'd like some grapes.  
**Boy 2:** I'd like some crisps.  
**Boy 1:** Do you want something to drink?  
**Boy 2:** Yes, I'd like some water.  
**Boy 1:** Let's put the grapes, the crisps, and the water in the basket. Then we can pull it up to the tree house.  
**Boy 2:** Good idea!
- 4 My name is Ahmed. I live in a city. We live in a very tall building. My family lives on the 10th floor.
- 5 My name is Nina. My house is built above the water. It is built on stilts. To get to my house, I ride in a boat. The wind blows under the floor of my house and around the walls. It is hot where I live. The wind keeps us cool. I love my home on stilts.
- 6 This animal's home is under the ground. There are lots of tunnels and rooms in this home. When this animal hears an enemy, it runs and jumps down a hole into its home.

## Answers

### Page 117:

#### 2 Questions and answers

- 1-climb the ladder
- 2-a nest
- 3-Learners' own answers.
- 4-two
- 5-Learners' own answers.
- 6-Learners' own answers.

### Page 118:

#### 1 Where can you find these homes?

Which two countries are next to each other? Syria and Turkey  
Which country is nearest to where you live? Learners' own answers.

### Page 119:

#### 5 Answer the following questions:

- 1- because they did not have windows
- 2-wood, bricks
- 3-green energy; plants and trees
- 4-Great Fire of London

### Page 120:

#### 1 Crossword puzzle

Across:

- 3- goose
- 6- wood
- 7- moon
- 8- glue

Down:

- 1- tube
- 2- food
- 4- school
- 5- foot

#### Challenge:

Look: cook; took; shook; book

### Page 121:

#### 2 Words with the long u sound

The **huge blue goose flew** to the **Moon**.

**Sue** wears **new blue shoes**, but **Lou** does not have a **clue** what to **do**.

**Soon** Fred must **use** a **broom** to clean the **room**.

### Page 122:

#### 1 Find the differences

2nd picture:

Laptop; book on the desk; globe on the cupboard; door knob; time on the clock

### Page 123:

#### 2 Choose the room

- 1-bathroom: picture, towel, toilet, mirror, curtain, shower, plant, cupboard
- 2-living room: picture, TV, chair, piano, pillow, mirror, curtain, table, bookcase, plant, carpet, cupboard, computer
- 3-kitchen: oven, picture, chair, cooker, curtain, table, plant, sink, cupboard
- 4-bedroom: bed, picture, TV, chair, pillow, mirror, curtain, table, bookcase, plant, carpet, cupboard, computer
- 5-balcony: chair, pillow, table, plant

### Page 124:

#### 1 Comparing animal homes

- 1-rabbit
- 2-termite
- 3-beaver
- 4-rabbit and termite
- 5-beaver
- 6-termite

#### 2 Animal enemies

1b; 2 wolf (or other reasonable answer); 3 cat (or other reasonable answer), 4 morning; 5 under water; 6 Canada

### Page 125:

#### 3 Picture quiz

- 1-six
- 2-two
- 3-termite's house
- 4-hide
- 5-wood
- 6-queen
- 7-special mushrooms

#### 4 A rabbit poem

1-bunny; 2-hole; 3-sound; 4-jumps; 5-ground

### Page 126:

#### Listen

- 1b; 2c; 3c; 4a; 5b; 6-rabbit; 7-roof; 8-tubes; 9-moon;
- 10-Learners' own answers.





# Inside and outside cities

**Big question** What can we do in the town and the countryside?

## Unit overview

In this unit learners will:

- speak about places in the city
- speak about likes and preferences
- write poems and descriptions
- identify opposites
- make choices and suggestions
- read and talk about a fable

Learners will build communication and literacy skills as they read and listen to a poem and a song, read a fable, read and write poems and *haikus*, identify opposites, count syllables, learn to make suggestions and choices, use *so do I*, speak about places and holidays, and compare and contrast life in the country and in the city.

At the end of the unit, they will apply and personalise what they have learned by working in small groups to complete a project of their choice: making a poster for a World Café, designing your own café, or making a travel poster.

### Language focus

*So do I / I don't*

Questions: *How many ...?; What...?; Is ...?*

*Would you like ... or ...? I'd like ...*

*What would you like...? How about ...?*

*Can I have ...?*

Comparatives: *-er; more + adjective; better*

**Vocabulary topics:** Places in a city, food and drink, opposites, holiday places

**Sight words:** *something, want, great, come*

### Critical thinking

- Memorising poems and stories
- Making connections and inferences
- Comparing and contrasting
- Using context to find the meaning of words

### Self-assessment

- I can talk about places I like.
- I can say what I would like to eat and drink.
- I can count syllables.
- I can compare places.
- I can read, talk about and act out a story.

### Teaching tip

As far as possible, bring books to the class suitable for extended reading. They might be related to the topic of the unit or similar to a piece of literature learners have read in a lesson. Encourage them to explore the books and devote some time every week to silent reading.

## Lesson 1: Think about it

### Learner's Book

#### Warm up

- Do the warm-up routine.
- Ask learners what buildings they can see in a town or city. Remind them of the words they learnt in **Unit 2 Lesson 4**. Work together to make a list of names of shops and other places.

### Transcripts

**Audioscript:** Track 80. See Learner's Book page 128.

#### **Audioscript:** Track 81

**Pilot:** Hello, Malik, have you ever been in a helicopter before?

**Malik:** No, I haven't! It'll be great!

**Dad:** No, he hasn't. He's really looking forward to it.

**Pilot:** Would you like to sit by the window, next to your dad?  
OK. One important thing. We must wear our safety belts.  
Get ready ... let's take off!

**Malik:** Wow! I can see everything!

**Dad:** What a fantastic view!

**Pilot:** This is the best way to see a city. Can you see all the animals in the zoo? Can you see the elephant?

**Malik:** What's that?

**Pilot:** Where? Oh, that! That's the Sunshine Shopping Centre.  
It's one of the biggest shopping centres in the world.

**Malik:** I don't like shopping.

**Pilot:** And next to the shopping centre, that's the library.

**Dad:** The library! I like reading.

**Malik:** So do I! What's that other tall building, over there?

**Pilot:** That's the hospital.

**Malik:** Look, Dad, can you see the ambulance driving to the hospital?

**Dad:** Oh, yes! And what's that building next to the market?

**Pilot:** That's the museum.

**Malik:** I really like that museum.

**Pilot:** So do I! ... Those are the mountains over there. Look, Malik!

**Dad:** I love this helicopter ride!

**Malik + Pilot:** So do I!

#### **Audioscript:** Track 82

Helicopter. How many people are flying in the helicopter?

Safety belt. Is the dad wearing his safety belt?

Hospital. Is the hospital opposite the market or opposite the shopping centre?

Ambulance. What colour is the light on the ambulance?

Shopping centre. Is the shopping centre small or tall?

#### **Audioscript:** Track 83

**Dad:** I like going to the library.

**Malik:** So do I.

**Dad:** I love helicopters.

**Malik:** So do I.

**Dad:** And I really like shopping.

**Malik:** Ew, I don't.

**Audioscript:** Track 84. See Learner's Book page 130.

#### **Audioscript:** Track 85

**Waiter:** Hello, Josh and Rosa. Welcome to our café! Would you like something to drink? Rosa?

**Rosa:** Yes, please! I'd like some lemonade, please.

**Waiter:** OK. A big glass or a small glass?

**Rosa:** I'd like a big glass, please.

**Waiter:** Great! A big glass of lemonade.  
And how about you, Josh?

**Josh:** Er ... I'd like a strawberry milkshake.

**Waiter:** OK! Now ... would you like something to eat, Rosa?

**Rosa:** Let's have a pizza! How many toppings can we have?

**Waiter:** You can have three toppings. Which would you like?

**Rosa:** Er ... I think I'll have olives and peppers.

**Waiter:** How about some cheese, too?

**Rosa:** Oh yes, I'll have some cheese, too.

**Waiter:** So ... that's one pizza, with cheese, olives and peppers. How about you, Josh?

**Josh:** I don't like pizza very much.

**Waiter:** Well ... how about some cake, then?  
We have chocolate cake, honey cake and lemon cake.  
They're delicious.

**Josh:** Oh yes, what a good idea. Can I have some chocolate cake, please?

**Audioscript:** Track 86. See Learner's Book page 132.

**Audioscript:** Track 87. See Learner's Book page 133.

**Audioscript: Track 88**

**Mum:** Let's go on holiday. Where would you like to go, Rosa?  
Would you like to go to the beach?

**Rosa:** No, I'd like to go to the mountains. The mountains are more exciting than the beach.

**Mum:** What would you like to do there?

**Rosa:** I'd like to climb a mountain.

**Mum:** How about you, Josh? Where would *you* like to go?

**Josh:** I'd like to go to the beach. The beach is nicer than the mountains.

**Audioscript: Track 89. See Learner's Book pages 136–138.**

**Answers**

**Page 128:**

**2 A helicopter ride**

They must put on their safety belts.

**Page 129:**

**4 Who says it?**

1-Would you like to sit by the window? The pilot

2-We must wear our safety belts. The pilot

3-Wow! I can see everything! Malik

4-I don't like shopping. Malik

5-I love this helicopter ride! Dad

**Page 131:**

**2 Which café?**

1-the Jungle café

2-the tree House café

3-the tree House café

4-the tree House café

5-both cafés

6-the Jungle café

**Page 133:**

**3 How many syllables?**

Box-1; opposite-3; sunshine-2; countryside-3; shopping centre-4; museum-3; emergency-4; fire station-4; pond-1

**Page 134:**

Josh-the beach; Rosa-the mountains

Josh-because the beach is nicer than the mountains

Rosa-because she would like to climb a mountain

**Page 138:**

**2 Talk about it**

1-She missed her grandparents and friends. She missed her vegetable patch.

2-She started her own urban gardening project.

3-The teacher told Aisha about urban gardening.

4-Aisha bought supplies with her parents.

**Page 139:**

**Gram Slam Practice: So do I./Neither do I. and Would like**

A: So do I.

B: Neither do I.

C: So did my brother.

D: So does Suzy.

E: So are they.

F: Neither do we.

G: So does Nick.

H: Neither do we.

1-I would like to go shopping.

2-He would like to listen to music,

3-Jan and I wouldn't like to learn Spanish.

4-My sister wouldn't like a glass of water.

5-Would your mum like a new car?

6-They wouldn't like to buy some sweets.

7-Our class wouldn't like to eat some ice cream.

8-Would Peter like to go for a walk?

9-Would Mary like to have a cat?

10-We would like to play volleyball.

1-Would they like to play football tomorrow?

2-Would I like to have a glass of lemonade?

3-Would my brothers like to have some chocolate?

4-Would we like to have something to eat?

5-Would Janet like to go to the library with her friend?

6-Would I like to see a funny movie tonight?

7-Would Michael like new shoes for his birthday?

8-Would we like to buy five kiwis?

**Activity Book**

**Transcripts**

**Audioscript: Track 98**

**1 Adult:** We must wear our safety belts in the car.

**Child:** OK, I know.

**2 Boy:** Excuse me. Have you got any books about life in the country?

**Woman:** Here's a book about animals in the country. Would you like this one?

**Boy:** Thank you. That looks interesting.

**3 Waitress:** Hello, would you like something to eat?

**Girl:** Er ... can I have some honey cake, please?

**Waitress:** Yes, of course. Here you are.

**Girl:** Thank you. I love cake.

**4 Waitress:** How about something to drink? Some water, perhaps?

**Boy:** I'd like some orange juice, please.

**Waitress:** A big or a small glass?

**Boy:** Small, please.

**5 Woman 1:** I'd like to go to a big city for my holiday.

**Woman 2:** Why? Don't you like the countryside?

**Woman 1:** Yes, I do – but I'd like to see museums and skyscrapers and I'd like to go shopping.

**Woman 2:** That sounds exciting!

**6** skyscraper

**7** market

## Answers

### Page 130:

Hospital; museum; shopping centre; market; zoo; swimming pool; library

### Page 131:

#### 2 Safety belts

Is the pilot wearing a safety belt? **Yes**

Are Malik and his dad wearing belts? **Yes**

Do you wear a safety belt when you travel by car?

**Learners' own answers.**

#### 4 Maze

Malik is going to the swimming pool.

Zak is going to the library.

Anil is going to the park.

Eva is going to the shop.

### Page 134:

#### 1 Opposites

Up-down; right-wrong; lost-found; strong-weak; low-high; hot-cold; under-over; all-none; boy-girl; buy-sell; day-night; dirty-clean; wet-dry; fast-slow; full-empty; old-young; far-near; in-out; sad-happy; simple-difficult

### Page 135:

#### 3 How many syllables?

Market-2; shopping centre-4; farm-1; ambulance-3; hospital-3; helicopter-4; swimming pool-3; restaurant-3; desert-2; river-2; café-2; library-3

### Page 137:

#### 2 Comparing things

1-slower; 2-more beautiful; 3-taller; 4-smaller

### Page 138:

#### 1 Write the words

1-shop; 2-café; 3-nuts; 4-building; 5-owl; 6-bees; 7-taxi

#### Challenge

Aisha puts her plants on the balcony.

### Page 139:

#### 2 Aisha's help

1-teacher

2-teacher

3-parents

4-grandmother and grandfather

5-Aisha and her family

#### 3 Mystery picture

What animal is this? Owl

Does it live in the city or the countryside? Countryside

Does it hunt during the day or the night? Night

### Page 140:

#### Listen

1b; 2a; 3a; 4b; 5b; 6 3; 7 2; 8 stand; 9 (suggested answer)

She's in the café. She's drinking.; 10 (suggested answer)

They are in the countryside. They are eating/having a picnic.

# Photocopiable activities

The following tips should support you as a teacher and your students.

Firstly, use the **worksheets** for children who especially need extra support and practice. Not everyone needs them. Choose wisely and make sure kids do not start teasing each other.

Secondly, make your **lesson stick** in your students' brains. How to do it? Very simple:

At the end of each lesson hand out a post-it to every student. They should stick it right where you have finished in the book. Let them reflect and choose: They should either write a question they would like to ask next time or three words that help them to memorise what was important. They could also write three new words they need to memorise.

At the beginning of the next lesson, start with the **post-its**. Call some students to share their content on that slip of paper. This technique helps students to go back to what was done and maybe helps to memorise. It also supports students to get more organised and structured. When it is time for a test, students also focus on all the post-its and maybe they have also written down things that were hard for them to understand. So, they get a faster overview of what was happening and where they need to start for their test-prep.

Thirdly, prepare your students to pronounce and **record new words** on their mobile phones. So that on the way to school, they listen to everything that needs to be repeated for a revision in class. Listening to one's voice isn't always funny but helps students to memorise faster.

Last but not least: Give students room to study only the words that are really important to learn according to their own pre-knowledge. Show them how to mark the words either green, yellow or red. Keeping this **traffic-light-system** in mind, it helps kids to get a feeling for words.

## **Green words:**

These are easy words or cognates. E.g. *hamster* (engl.) – *Hamster* (dt.) or *milk* (engl.) – *Milch* (dt.)  
These words are easy to understand and make sense quickly. The spelling is easy.

## **Yellow words:**

These words are a bit tricky in reference to spelling. They sound like German words but are written complete differently, such as *mouse* (engl.) – *Maus* (dt.) or even *knee* (engl.) – *Knie* (dt.).

## **Red words:**

These words are totally different in German and English or difficult to spell. An example would be budgie or *budgerigar* (engl.) – *Wellensittich* (dt.)

Hope you get inspired by my tips. All the best and keep in touch!

Elisabeth Dojo

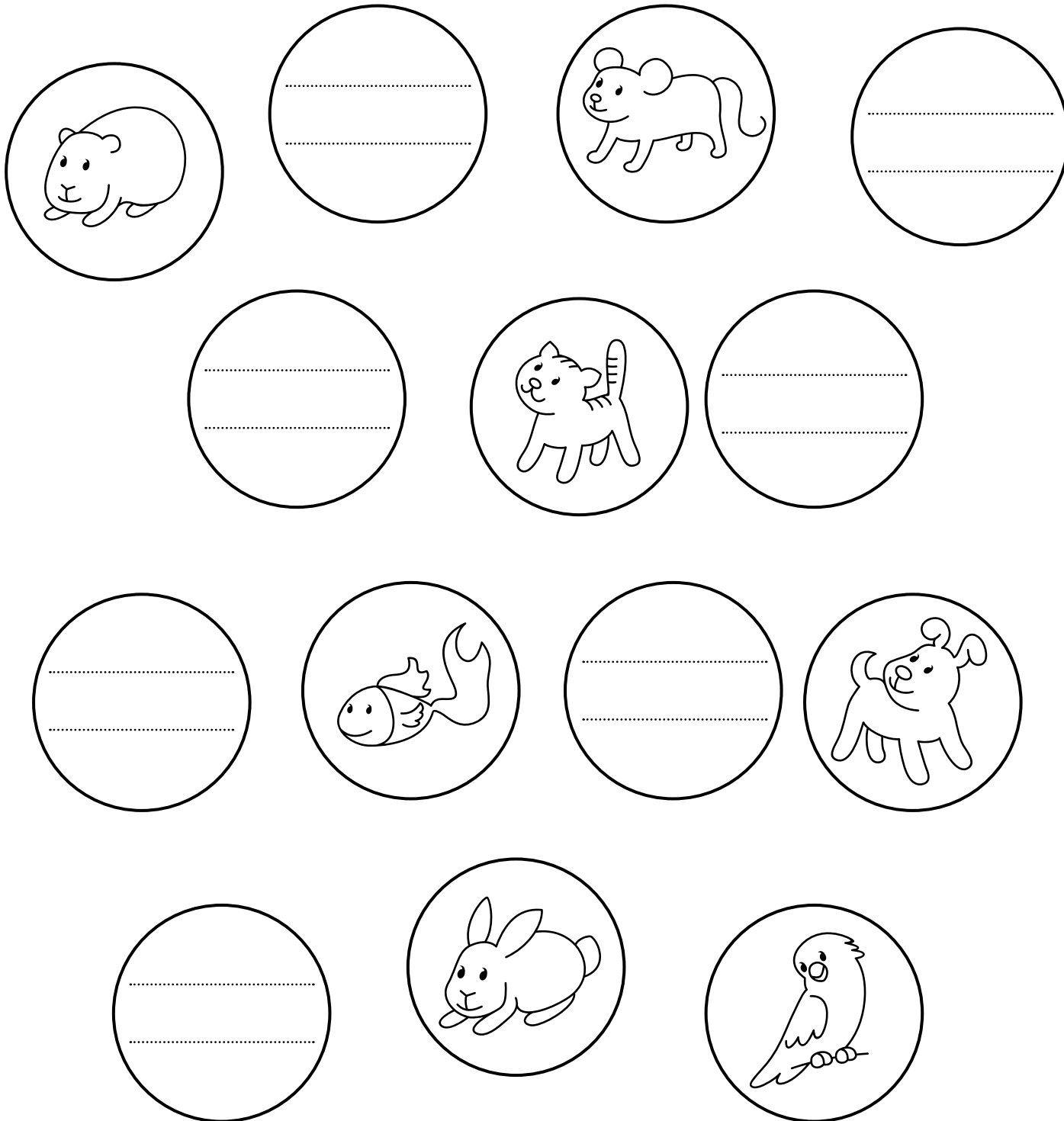
**Photocopiable activity 1:**

1.1 Colour the animals.

1.2 Write the colours and the animal names in each bubble.

Match the bubble to the animals.

1.3 Ask you friends about their animals. Start with: Which colour is your ...?



**Photocopiable activity 2:****2.1 Fill in a, or an.**

I am so happy. I wear \_\_\_\_\_ green jumper and \_\_\_\_\_ orange T-shirt.

My brother wears \_\_\_\_\_ grey cardigan and \_\_\_\_\_ yellow skirt.

My dad doesn't wear \_\_\_\_\_ jumper. He wears \_\_\_\_\_ red one.

**2.2 Fill in the plural nouns:**

In my backpack I have three \_\_\_\_\_ (book) and one \_\_\_\_\_ (ruler). I also have five \_\_\_\_\_ (pen) and ten \_\_\_\_\_ (crayon). Then I have one \_\_\_\_\_ (glue) and two \_\_\_\_\_ (paintbrush). My teacher hands me one \_\_\_\_\_ (pencil). Can I have some more \_\_\_\_\_ (paper)?

**2.3 Fill in the correct subject pronouns:**

- a. Tom is at school. \_\_\_\_\_ talks to the teacher.
- b. Susan plays with her sister. \_\_\_\_\_ is so sweet.
- c. Tim and Nick are sad. \_\_\_\_\_ can't find the cat.
- d. "Wow, \_\_\_\_\_ are so cool! Well done Mary!"
- e. Lilly is so happy. \_\_\_\_\_ meets her BFF today.
- f. "Mum, \_\_\_\_\_ am so sorry!"

**2.4 Write the numbers according to the body parts:**

I have \_\_\_\_\_ legs, \_\_\_\_\_ hands, \_\_\_\_\_ tummy, \_\_\_\_\_ toes, \_\_\_\_\_ head, \_\_\_\_\_ fingers, \_\_\_\_\_ nose.

## Photocopiable activity 3:

## 3.1 Unscramble the words:

koobesac \_\_\_\_\_ gpeas \_\_\_\_\_

ocaurpdb \_\_\_\_\_ lettab \_\_\_\_\_

koob-e \_\_\_\_\_ vreoc \_\_\_\_\_

## 3.2 Re-write the text. Negate the sentences:

Hi, I am Jim. I am 11 years old. I have two sisters and one brother. My dad is a teacher. My mum is a builder. We live in a house in London. I like books and my sisters love basketball. Every day I take the bus to school. It is a long way to school. So, I listen to music on the train.

---

---

---

---

---

---

---

## 3.3 Circle only the vowels in the middle:

apple

pen

book

dish

egg

log

ship

aunt

dog

tree



**Photocopiable activity 4:****4.1 Fill in the missing possessive adjectives or subject pronouns:**

- a. We have a new car. \_\_\_\_\_ car is black.
- b. I have a dog. \_\_\_\_\_ is called Bella.
- c. My uncle lives in New York now. \_\_\_\_\_ flat is in Manhattan.
- d. They play a funny game with five balls. One of \_\_\_\_\_ balls is in the bin.
- e. You sing a beautiful song. Do you like \_\_\_\_\_ song?
- f. Lula reads a book. \_\_\_\_\_ book is about birds.
- g. Mrs Sutter and her son live in Berlin. \_\_\_\_\_ house is very old.

**4.2 Use the correct vocabulary:**

I look into my backpack. There is my blue \_\_\_\_\_. I need it for my long hair. I also look for my \_\_\_\_\_. I have to read all of them. But now I am hungry. So, I take my \_\_\_\_\_ out of my backpack and eat my lunch. My \_\_\_\_\_ must be in my backpack. I am cold, so I need it. Can you see it? Oh, wait, I also need my \_\_\_\_\_. I need it for my homework.

**4.3 Find the other half of the words. Draw lines:**

ama	rec	re	whi	kn	win
hist	keys	wo	poem	tra	ings
k	dow	zing	ad	ipe	ins
sper	ow	ory	mon	nder	s

Photocopiable activity 5:

- 5.1 Draw a picture. Hide a treasure box in your picture.
- 5.2 Exchange the picture with your friend. Describe to your friend how you have to go to find the treasure. Name the letter and the number.

	A	B	C
1			
2			
3			

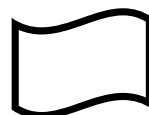
**Photocopiable activity 6:****6.1 As questions using Am/Are/Is or Do/Does:**

Example: I am happy. Am I happy? I like apples. Do you like apples?

- a. She is at school. \_\_\_\_\_
- b. They are here. \_\_\_\_\_
- c. I play ball. \_\_\_\_\_
- d. They eat later. \_\_\_\_\_
- e. Steve is angry. \_\_\_\_\_
- f. He likes you. \_\_\_\_\_
- g. You live here. \_\_\_\_\_
- h. We are at home. \_\_\_\_\_

**6.2 Fill in either behind/in/under/on/between or next to:**

- a. The soup is \_\_\_\_\_ the bowl.
- b. The books are \_\_\_\_\_ the bed. They are on the floor and dirty.
- c. My brother sits \_\_\_\_\_ the chair.
- d. The board is \_\_\_\_\_ the wall.
- e. Look \_\_\_\_\_ the door.
- f. I stand \_\_\_\_\_ Tim and Mary. I am in the middle.
- g. The dog is \_\_\_\_\_ the child. They sit in a line.

**6.3 Colour six flags. Write the name of the country below.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

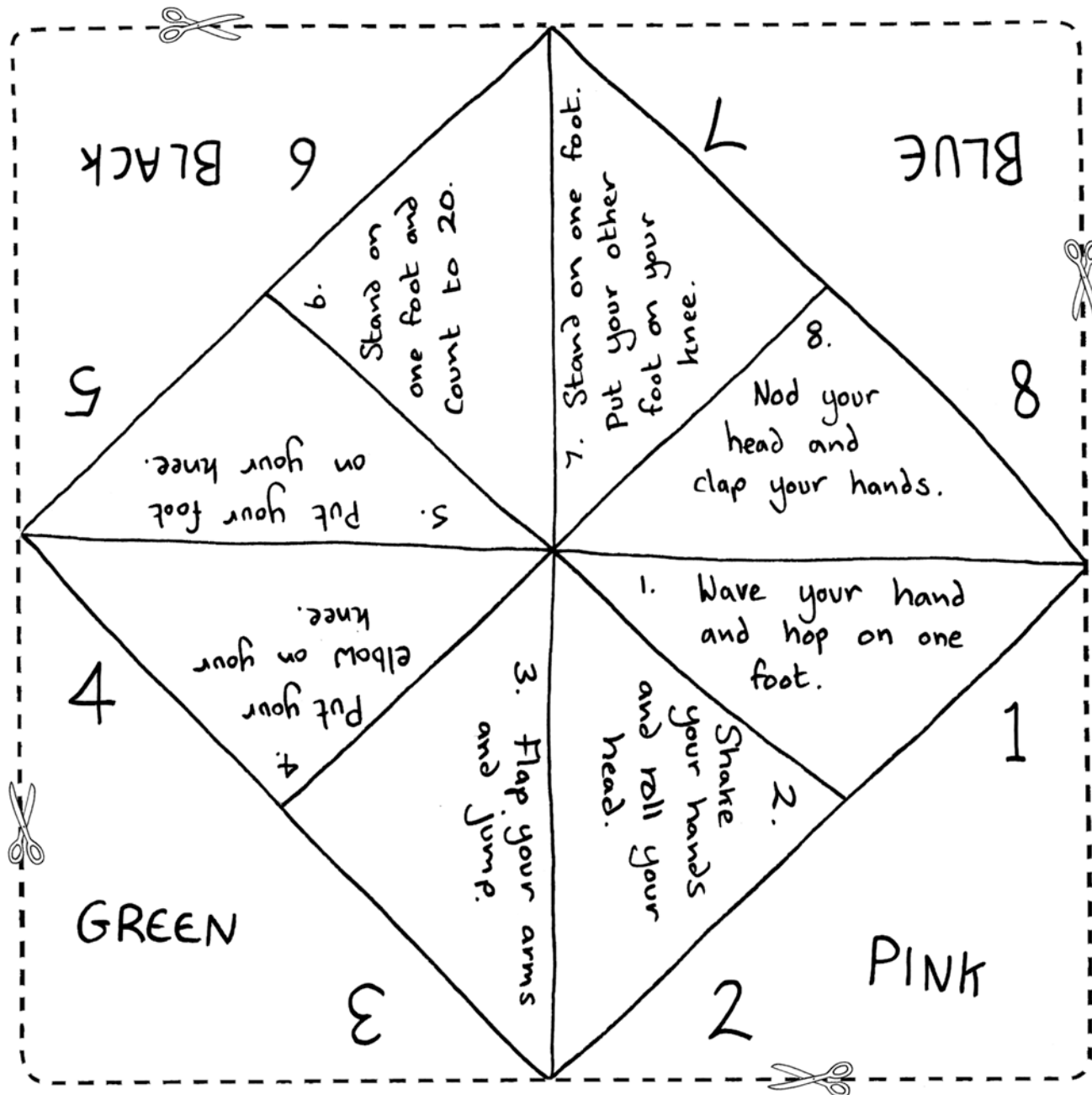
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

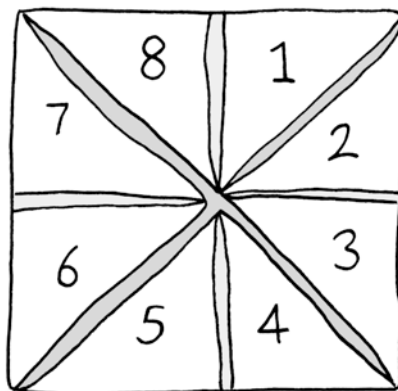
## Photocopiable activity 7:

7.1 Pick a colour, pick a number. Go through step 1 to 4.

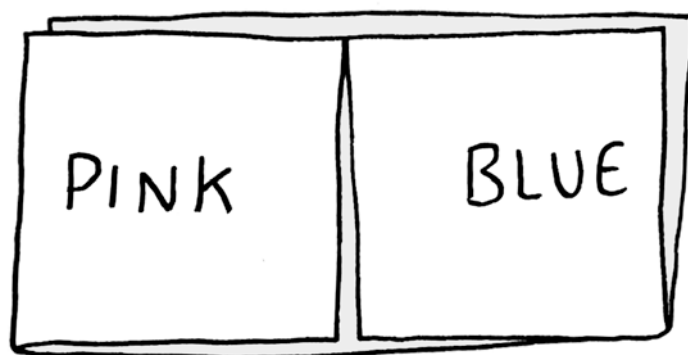


1 Cut out the square. Fold the 4 corners into the centre.

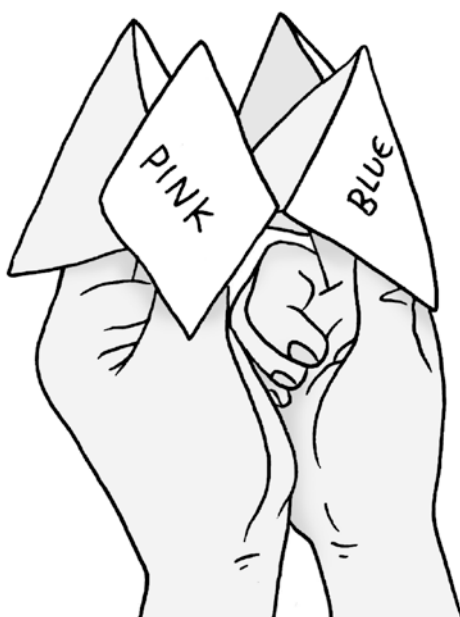
- 2 Turn the paper over. Fold the 4 corners into the centre.

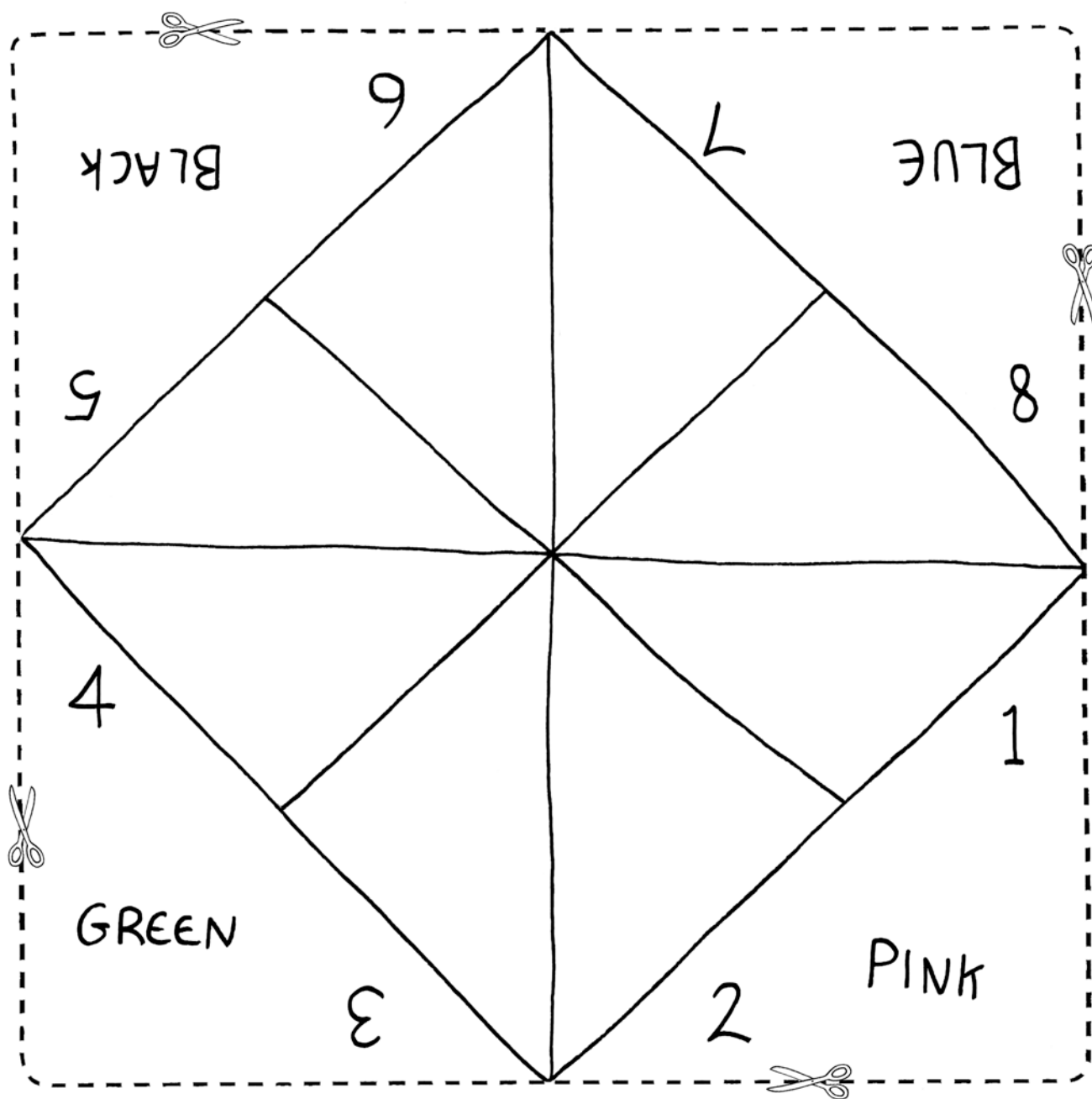


- 3 Fold the paper so it looks like thi



- 4 Put your thumb and p  
Practise opening and





**Photocopiable activity 8:****8.1 Use Present Tense Continuous:**

- a. We \_\_\_\_\_ (flap) our arms.
- b. My teacher \_\_\_\_\_ (hop) up and down.
- c. My neighbours \_\_\_\_\_ (wave) their hands.
- d. He \_\_\_\_\_ (nod) his head.
- e. I \_\_\_\_\_ (wiggle) my finger.
- f. They \_\_\_\_\_ (shake) all over.
- g. My friend \_\_\_\_\_ (tap) his foot.

**8.2 Draw a face according to the words:****8.3 Use Present Tense oder Present Continuous Tense:**

- a. Look! It \_\_\_\_\_ (rain) right now.
- b. Every day school \_\_\_\_\_ (start) at 8.00 o'clock.
- c. "Mrs Kenzie, Mara \_\_\_\_\_ (not/wave) her arms."
- d. Where does your grandmother live? She \_\_\_\_\_ in Berlin.
- e. Freddy and Pamela \_\_\_\_\_ (jump) up and down over there.
- f. I \_\_\_\_\_ (is) so tired.

**Photocopiable activity 9:****9.1 Negate the sentences in Present Tense/Past Tense Simple:**

- a. Today we \_\_\_\_\_ (not/go) to school.
- b. Yesterday my teacher \_\_\_\_\_ (not/come) to the school play.
- c. Last year I \_\_\_\_\_ (not/fly) to London. I took the train.
- d. On Monday my uncle \_\_\_\_\_ (not/pick) me up from school.
- e. A year ago we \_\_\_\_\_ (not/play) tennis during summer.
- f. They \_\_\_\_\_ (not/visit) Barbara last winter.
- g. Maybe you \_\_\_\_\_ (not/see) your friend today.

**9.2 Write questions with Did and write a short answer:**

*Example: Mrs Brown/ask/her dad/yesterday*

Did Mrs Brown ask her dad yesterday? Yes, she did.

a. My father/pick up/Sammy/from school/last Friday

\_\_\_\_\_

b. Jamie and Louise/play/in the garden/last night

\_\_\_\_\_

c. I/carry/all the books/yesterday

\_\_\_\_\_

d. We/walk/all the way/last year

\_\_\_\_\_

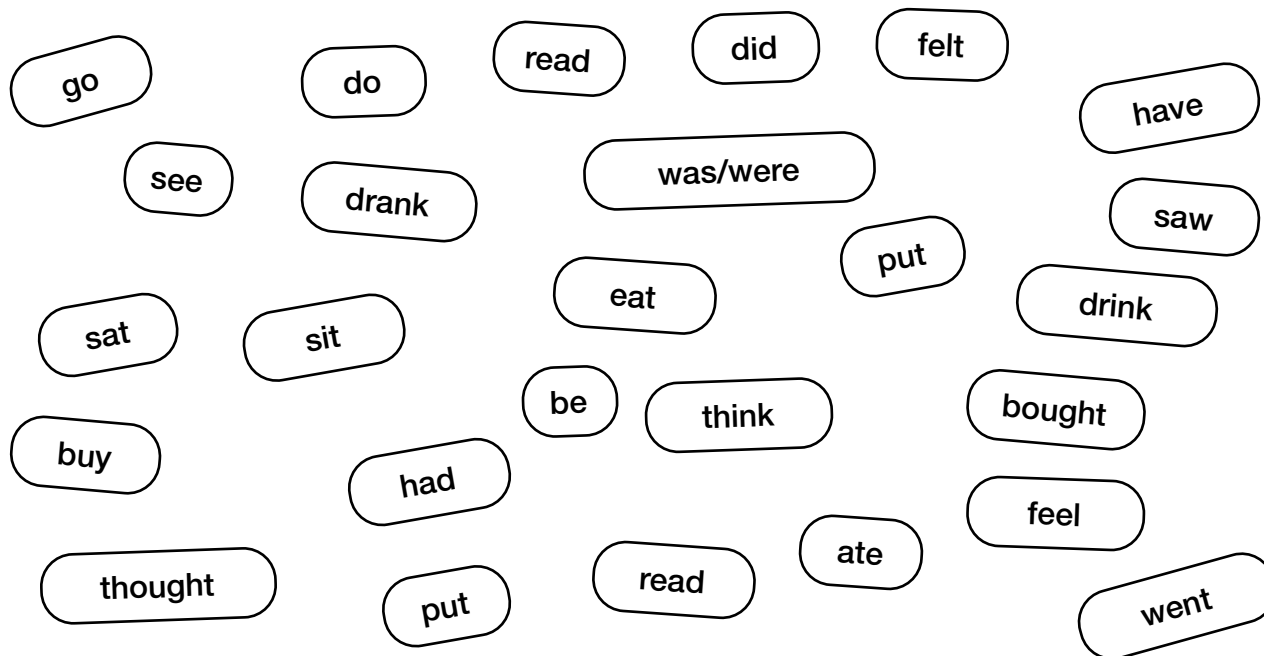
**9.3 Write a sentence with each new word:**

Moon \_\_\_\_\_ sky \_\_\_\_\_

Sun \_\_\_\_\_ stars \_\_\_\_\_

Earth \_\_\_\_\_ cloud \_\_\_\_\_



**Photocopiable activity 10:****10.1 Find the Past Tense form:****10.2 Answer the questions:**

a. What did you eat yesterday?

---

b. What did you do last week?

---

c. What did you buy last month?

---

d. What did you watch on the TV last Saturday?

---

e. What did you read one year ago?

---

## Photocopiable activity 11:

## 11.1 Write questions in Present Simple:

Read questions. Answer questions. Use Present Tense Simple.

Yes/No questions with *to be*Am **I** late? \_\_\_\_\_Is **it** on the table? \_\_\_\_\_Are **you** happy? \_\_\_\_\_Are **we** ready? \_\_\_\_\_Is **she** tired? \_\_\_\_\_Are **you** wet? \_\_\_\_\_Is **he** at home? \_\_\_\_\_Are **they** big? \_\_\_\_\_

## 11.2 Write answers. Use do/does or don't/doesn't.

Do **I** have a pencil? \_\_\_\_\_Does **it** have wings? \_\_\_\_\_Do **you** like rainy days? \_\_\_\_\_Do **we** know the answer? \_\_\_\_\_Does **she** watch TV? \_\_\_\_\_Do **you** see the birds? \_\_\_\_\_Does **he** ride a bike? \_\_\_\_\_Do **they** play football? \_\_\_\_\_

## 11.3 Write answers in your school exercise book:

Information questions beginning with *What, Where, How, and How many?***you****one person or animal****lots of people or animals**What **do you** eat?What **does a mouse** eat?What **do spiders** eat?Where **do you** live?Where **does your grandmother** live?Where **do your cousins** live?How **do you** get to school?How **does your teacher** get to school?How **do your friends** get to school?How many books **do you** have?How many books **does she** have?How many books **do they** have?

**Photocopiable activity 12:****12.1 Fill in some or a number when needed:**

Let's buy \_\_\_\_\_ eggs and \_\_\_\_\_ milk. We need  
 \_\_\_\_\_ litres and \_\_\_\_\_ eggs. Dad buys \_\_\_\_\_  
 bread and Sue gets \_\_\_\_\_ kilos of grapes. What else do we need for the  
 party? Ah, I know! \_\_\_\_\_ bottles of orange juice and \_\_\_\_\_ mineral  
 water. I think \_\_\_\_\_ bottles of juice are enough!

**12.2 Write sentences with Who:**

- a. \_\_\_\_\_? Cathy read the book last week.
- b. \_\_\_\_\_? We were in Paris last weekend.
- c. \_\_\_\_\_? They are not at home.
- d. \_\_\_\_\_? Pia and Pete travelled to Paris.
- e. \_\_\_\_\_? My aunt read the book.

**12.3 Fill in the correct preposition: at/about/with/in/for/by/to/between**

- a. My granny learned French \_\_\_\_\_ the age of 14.
- b. Tim goes to school \_\_\_\_\_ bus.
- c. What are you talking \_\_\_\_\_?
- d. Mrs Winter doesn't go \_\_\_\_\_ school \_\_\_\_\_ Saturday.
- e. Where are you? I'm waiting \_\_\_\_\_ you!
- f. No, Fred, you don't have to pay \_\_\_\_\_ the ticket.
- g. Do you know the café \_\_\_\_\_ the library and the bookshop.
- h. What is the story \_\_\_\_\_?
- i. Let's take this dog \_\_\_\_\_ the vet.

**Photocopiable activity 13:****13.1 Animals can do a lot of things. Make a list:**

bee, duck, cricket, dog, cat, parrot, spider, butterfly, ant, penguin, frog, fish, elephant, cheetah, whale, monkey

swim	fly	walk	crawl	hop

**13.2 Ask for the underlined words. Choose from what/when/where/who:**

- a. We play in the garden. \_\_\_\_\_?
- b. She meets him at 8 o'clock. \_\_\_\_\_?
- c. Tim went to the playground. \_\_\_\_\_?
- d. I watch the dog every day. \_\_\_\_\_?
- e. They sang the whole evening. \_\_\_\_\_?
- f. At noon I finish school. \_\_\_\_\_?
- g. Lucy ate the whole cake. \_\_\_\_\_?
- h. Max likes monkeys. \_\_\_\_\_?

**Photocopiable activity 14:****14.1 Which words go with which animal:**

queen, caterpillar, thread, worker, legs, spots, warm weather, big patterns, tube, honey,  
cocoon, drone, silk, chirp, no ears, wing patterns, hive, rub, wing

cricket	butterfly	bee	silkworm

**14.2 Match the words:**

ox knife oasis child

man children antenna wish

oases fish sheep oxen men

fish knives sheep antennae wishes

**Photocopiable activity 15:****15.1 Draw and write a cartoon story. Choose your bug.**

- Write what the boy says.
- Draw your cartoon bug.
- Write what your bug says.



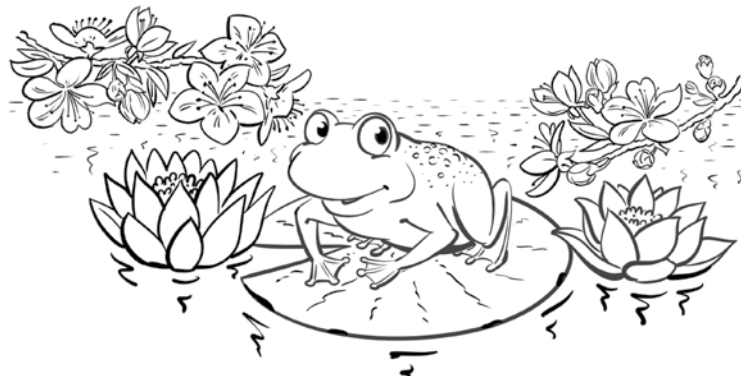
## Photocopiable activity 16:

## 16.1 Write a poem:

**Haiku**

An old silent pond ...  
 A frog jumps into the pond,  
 Splash! Silence again.

*Matsuo Basho*



A *haiku* is a short poem about nature. There are 3 lines in a *haiku*.

- The first line has 5 syllables.
- The second line has 7 syllables.
- The third line has 5 syllable.

Read the *haiku* again. Count the syllables in each line.

Now write your own 3-line poem about nature. Here are some ideas for a first line. Use one of these lines or think of a new one.

A ripe red pepper  
 On a small green leaf  
 The wind in the trees  
 I watch a spider  
 My favourite rock

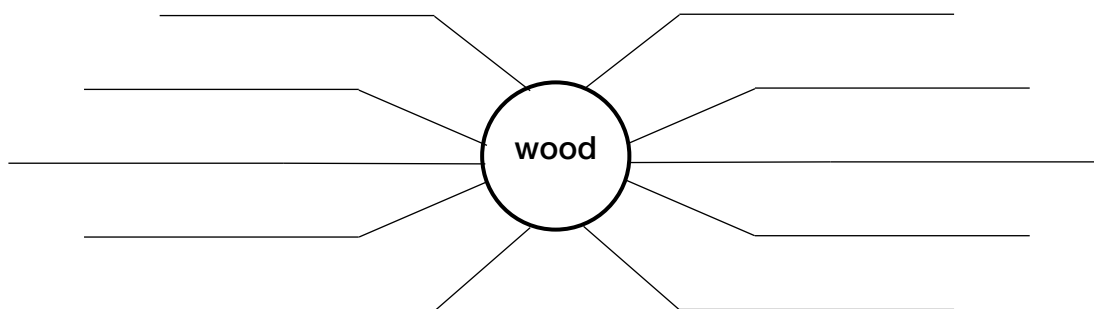
**CHALLENGE:** As a challenge, you can follow the syllable rules for writing a *haiku*. Or you can just write a 3-line poem. Draw a picture to go with your poem.

**Photocopiable activity 17:**

**17.1** What mustn't you do at school. Write five sentences:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**17.2** Find words: What do you make out of wood?



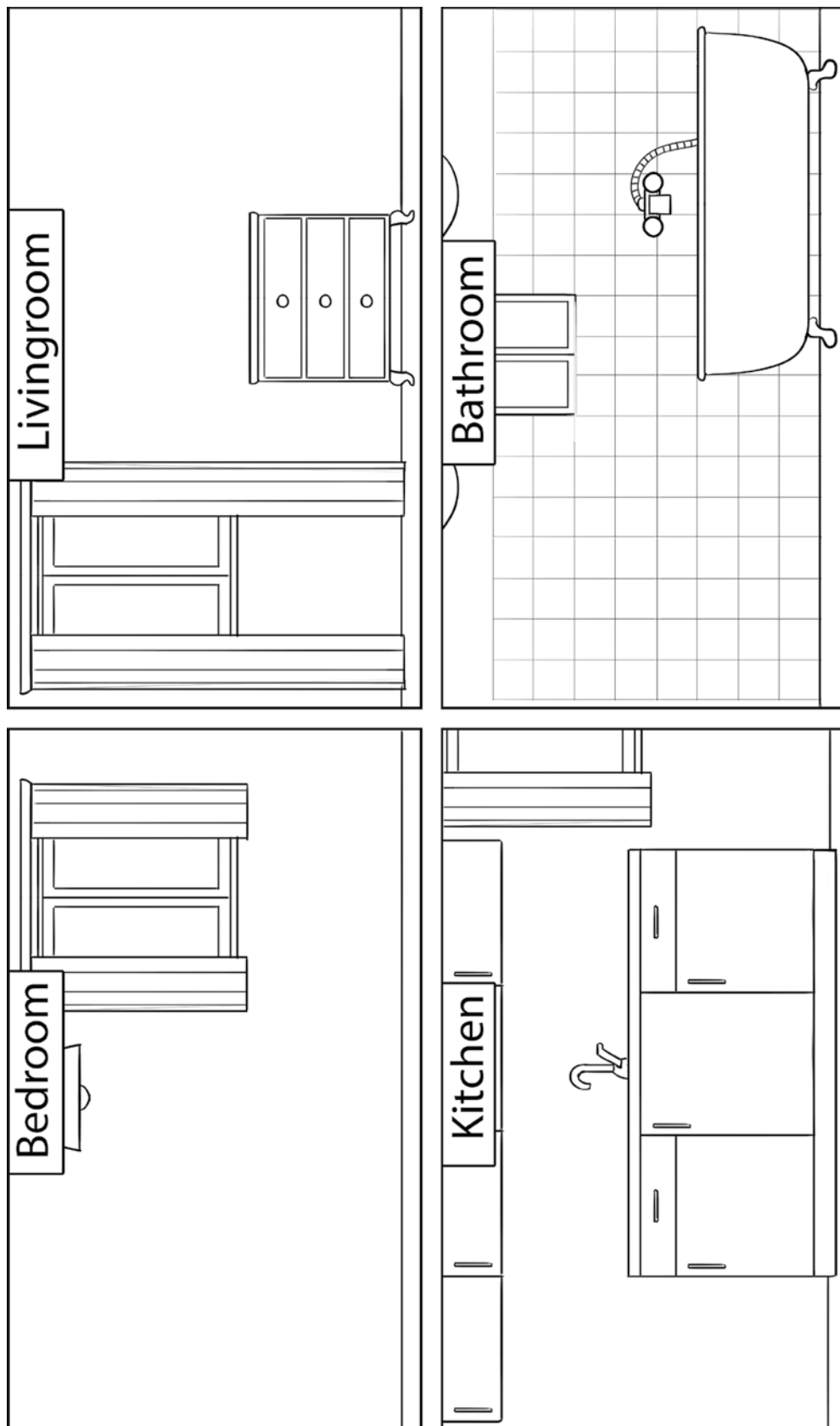
**17.3** Fill in this/that or these/those:

- a. Look here, mum! \_\_\_\_\_ is my new dog.
- b. "Where is my phone?", says Mum. "Is it \_\_\_\_\_ one over there?", I answer.
- c. I like \_\_\_\_\_ apples, right here.
- d. What about \_\_\_\_\_ shoes in that corner?
- e. \_\_\_\_\_ game is really funny. \_\_\_\_\_ one is not.
- f. \_\_\_\_\_ flowers are great! Thank you so much!
- g. Shall I take \_\_\_\_\_ hat or \_\_\_\_\_ one?
- h. Don't pick \_\_\_\_\_ carrots in the box, they look old. Take \_\_\_\_\_ over there.



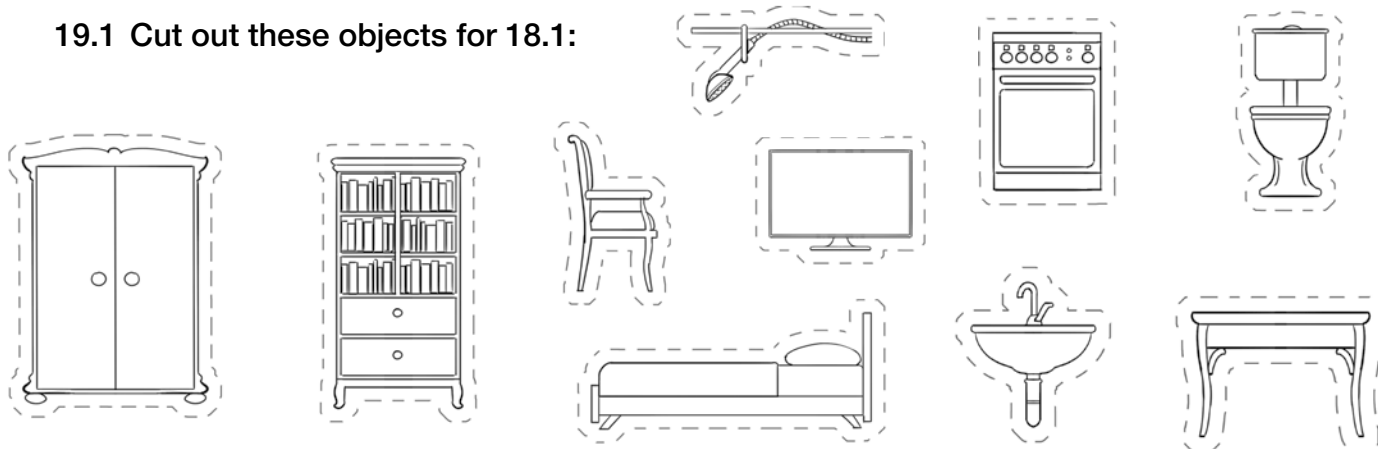
**Photocopiable activity 18:**

18.1 Cut out the objects from 19.1 and glue them in these rooms:



## Photocopiable activity 19:

**19.1 Cut out these objects for 18.1:**



### 19.2 Write what you would like or wouldn't like to do?

*Example:*

- a. sing/that song:    I would like to sing that song.
- b. play basketball/in the garden: \_\_\_\_\_
- c. not/buy/this book: \_\_\_\_\_
- d. take/the bus: \_\_\_\_\_
- e. see/this movie: \_\_\_\_\_
- f. carry/the cake: \_\_\_\_\_

**19.3 What do beavers like? Fill in the blanks. Use the words from the box**

Beavers collect \_\_\_\_\_ and \_\_\_\_\_ to build their homes. They also use \_\_\_\_\_ which is made of soil. These animals have \_\_\_\_\_ teeth. The rooms of their homes are \_\_\_\_\_ the water. The doors to the beaver's homes are \_\_\_\_\_. So, \_\_\_\_\_ cannot come in. Baby beavers are safe and feel \_\_\_\_\_ all year long.

underwater,  
warm,  
rocks,  
sharp,  
wolves,  
branches,  
above, mud,

## Unit 9

### Photocopiable activity 20:

#### 20.1 Find the correct opposites:

up \_\_\_\_\_ strong \_\_\_\_\_

low \_\_\_\_\_ lost \_\_\_\_\_

day \_\_\_\_\_ night \_\_\_\_\_

wrong \_\_\_\_\_ left \_\_\_\_\_

frown \_\_\_\_\_ yes \_\_\_\_\_

#### 20.2 How many syllables? Find 10 words each:

1 syllable	2 syllables	3 syllables	4 syllables

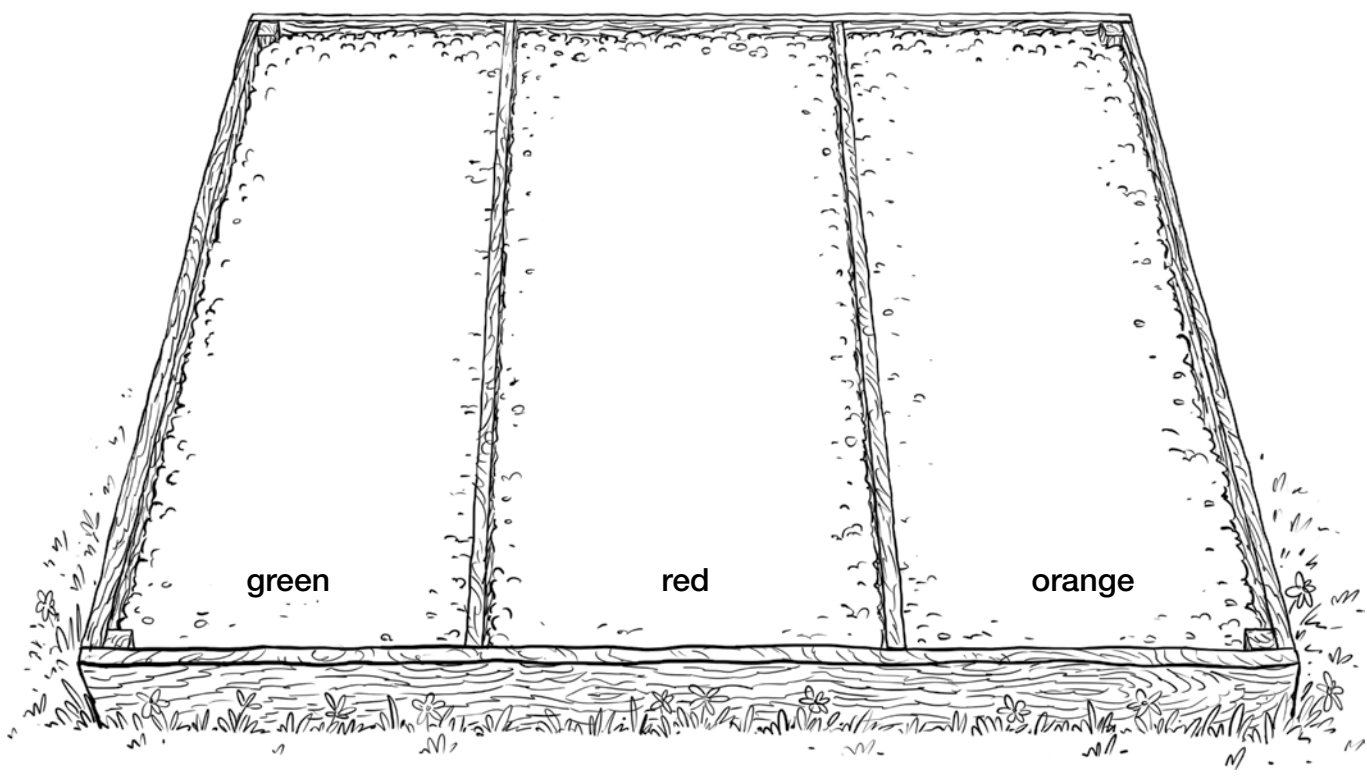
#### 20.3 Fill in one of these adjectives, use the correct form:

**cold, funny, exciting, hot, expensive, nice**

- It is \_\_\_\_\_ in Greece than in Austria.
- Flats in the city are \_\_\_\_\_ than in the countryside.
- My dad is \_\_\_\_\_ than my mum.
- Ice-cream is \_\_\_\_\_ than hot soup.
- The last book was \_\_\_\_\_ than this one.
- This is a \_\_\_\_\_ place to relax than that one.

Photocopiable activity 21:

21.1 Plant your vegetables in the ground according to colours:



21.2 What can or can't you do in the city as well as in the countryside?

city	countryside

## Solutions of the worksheets:

### Unit 0: Activity 1:

- 1.1 Learner's own answers.
- 1.2 Learner's own answers.
- 1.3 Learner's own answers.

### Unit 0: Activity 2:

- 2.1 I am so happy. I wear **a** green jumper and **an** orange T-shirt. My brother wears **a** grey cardigan and **a** yellow skirt. My dad doesn't wear **a** jumper. He wears **a** red one.
- 2.2 In my backpack I have three **books** and one **ruler**. I also have five **pens** and ten **crayons**. Then I have one **glue** and two **paintbrushes**. My teacher hands me one **pencil**. Can I have some more **paper**?
- 2.3
  - a. Tom is at school. **He** talks to the teacher.
  - b. Susan plays with her sister. **She** is so sweet.
  - c. Tim and Nick are sad. **They** can't find the cat.
  - d. "Wow, **you** are so cool! Well done Mary!"
  - e. Lilly is so happy. **She** meets her BFF today.
  - f. "Mum, I am so sorry!"
- 2.4 I have **two** legs, **two** hands, **one** tummy, **ten** toes, **one** head, **ten** fingers, **one** nose.

### Unit 1: Activity 3:

- 3.1 bookcase, cupboard, e-book, pages, tablet, cover
- 3.2 Hi, I **am not** Jim. I **am not** 11 years old. I **don't have** two sisters and one brother. My dad **isn't** a teacher. My mum **isn't** a builder. We **don't live** in a house in London. I **don't like** books and my sisters **don't love** basketball. Every day I **don't take** the bus to school. It **isn't** a long way to school. So, I **don't listen** to music on the train.
- 3.3 pen, book, log, dish, ship, aunt, dog

### Unit 1: Activity 4:

- 4.1
  - a. We have a new car. **Our** car is black.
  - b. I have a dog. **It** is called Bella.
  - c. My uncle lives in New York now. **My** flat is in Manhattan.
  - d. They play a funny game with five balls. One of **our** balls is in the bin.
  - e. You sing a beautiful song. Do you like **my** song?
  - f. Lula reads a book. **Her** book is about birds.
  - g. Mrs Sutter and her son live in Berlin. **Their** house is very old.
- 4.2 I look into my backpack. There is my blue **brush** (other words: *comb, hair band, hair tie*). I need it for my long hair. I also look for my **books** (other words: *newspapers, magazines, comic books*). I have to read all of them. But now I am hungry. So, I take my **lunchbox** (other words: *sandwich, apple, yoghurt*), out of my backpack and eat my lunch. My **pullover** (other words: *jacket, jumper*) must be in my backpack. I am cold, so I need it. Can you see it? Oh, wait I also need my **pencil case** (other words: *paper, pencil, pen*). I need it for my homework.
- 4.3 amazing, recipe, read, whisper, know, history, monkeys, wonder, poems, trains, kings, window

## Unit 2: Activity 5:

5.1 Learner's own answers.

5.2 Learner's own answers.

## Unit 2: Activity 6:

- 6.1
- She is at school. **Is she at school?**
  - They are here. **Are they here?**
  - I play ball. **Do I play ball?**
  - They eat later. **Do they eat later?**
  - Steve is angry. **Is Steve angry?**
  - He likes you. **Does he like you?**
  - You live here. **Do you live here?**
  - We are at home. **Are we at home?**
- 6.2
- The soup is **in** the bowl.
  - The books are **under** the bookshop. They are on the floor and dirty.
  - My brother sits **on** the chair.
  - The board is **on** the wall.
  - Look **behind** the door.
  - I stand **between** Tim and Mary. I am in the middle.
  - The dog is **next to** the child. They sit in a line.

6.3 Learner's own answers.

## Unit 3: Activity 7:

7.1. Learner's own answers.

## Unit 3: Activity 8:

- 8.1
- We **are flapping** our arms.
  - My teacher **is hopping** up and down.
  - My neighbours **are waving** their hands.
  - He **is nodding** his head.
  - I **am wiggling** my finger.
  - They **are shaking** all over.
  - My friend **is tapping** his foot.
- 8.2. Learner's own answers.
- 8.3
- Look! It is raining right now.
  - Every day school starts at 8.00 o'clock.
  - "Mrs Kenzie, Mara isn't waving her arms."
  - Freddy and Pamela is jumping up and down over there.
  - I am so tired.

## Unit 4: Activity 9:

- 9.1
- Today we **don't go** to school.
  - Yesterday my teacher **didn't come** to the school play.
  - Last year I **didn't fly** to London. I took the train.
  - On Monday my uncle **didn't pick** me up from school.
  - A year ago we **didn't play** tennis during summer.
  - They **didn't visit** Barbara last winter.
  - Maybe you **don't see** your friend today.

- 9.2 a. **Did my father pick up Sammy from school last Friday?**  
b. **Did Jamie and Louise play in the garden last night?**  
c. **Did I carry all the books yesterday?**  
d. **Did we walk all the way last year?**

9.3 Learner's own answers.

#### Unit 4: Activity 10:

10.1 go-went; do-did; read-read; have-had; see-saw; be-was/were; drink-drank; sit-sat; eat-ate; think-thought; feel-felt; buy-bought; put-put

10.2 Student's own answers

#### Unit 5: Activity 11:

11.1 Learner's own answers.

11.2 Learner's own answers.

11.3 Learner's own answers.

#### Unit 5: Activity 12:

12.1 Let's buy **some** eggs and **some** milk. We need **2** (*or other number above 2*) litres and **2** (*or other number above 2*) eggs. Dad buys **some** bread and Sue gets **2** (*or other number above 2*) kilos of grapes. What else do we need for the party? Ah, I know! **2** (*or other number above 2*) bottles of orange juice and **some** mineral water. I think **2** (*or other number above 2*) bottles of juice are enough!

- 12.2 a. **Who reads the book last week?**  
b. **Who was in Paris last weekend?**  
c. **Who was not at home?**  
d. **Who travelled to Paris?**  
e. **Who read the book?**

- 12.3 a. My granny learned French **at** the age of 14.  
b. Tim goes to school **by** bus.  
c. What are you talking **about**?  
d. Mrs Winter doesn't go **to** school **on** Saturday.  
e. Where are you? I'm waiting **for** you!  
f. No, Fred, you don't have to pay **for** the ticket.  
g. Do you know the café **between** the library and the bookshop.  
h. What is the story **about**?  
i. Let's take this dog **to** the vet.

#### Unit 6: Activity 13:

13.1 Learner's own answers.

- 13.2 a. **Where do we play?**  
b. **When does she meet him?**  
c. **Who went to the playground?**  
d. **When did I watch the dog?**  
e. **Who sang a song the whole evening?**  
f. **What do I finish at noon?**  
g. **What did Lucy eat?**  
h. **Who likes monkeys?**

## Unit 6: Activity 14:

14.1 Learner's own answers.

14.2 ox-oxen, knife, knives, oasis-oases, antenna-antennae, sheep-sheep, fish-fish, man-men, child-children, wish-wishes

## Unit 6: Activity 15:

15.1 Learner's own answers.

## Unit 7: Activity 16:

16.1 Learner's own answers.

## Unit 7: Activity 17:

17.1 Learner's own answers.

17.2 Learner's own answers.

- 17.3 a. Look here, mum! **This** is my new dog.  
b. "Where is my phone?", says Mum. "Is it **that** one over there?", I answer.  
c. I like **these** apples, right here.  
d. What about **those** shoes in that corner?  
e. **This** game is really funny. **That** one is not.  
f. **These** flowers are great! Thank you so much.  
g. Shall I take **this** hat or **that** one?  
h. Don't pick **these** carrots in the box, they look old. Take **those** over there.

## Unit 8: Activity 18:

18.1 Learner's own answers.

## Unit 8: Activity 19:

19.1 Learner's own answers.

- 19.2 a. I would like to sing that song.  
b. I would play basketball in the garden.  
c. I would not buy this book.  
d. I would take the bus.  
e. I would see this movie.  
f. I would carry the cake.

19.3 Beavers collect **branches** and **rocks** to build their homes. They also use **mud** which is made of soil. These animals have **sharp** teeth. The rooms of their homes are **above** the water. The doors to the beaver's homes **underwater**. So, **wolves** cannot come in. Baby beavers are safe and feel warm all year long.



### Unit 9: Activity 20:

20.1 up-down; low-up; day-night; wrong-right; frown-smile; strong-weak; lost-found; night-day; left-right; yes-no

20.2 Learner's own answers.

- 20.3 a. It is **hotter** in Greece than in Austria.  
b. Flats in the city are **more expensive** than in the countryside.  
c. My dad is **funnier** than my mum.  
d. Ice-cream is **colder** than hot soup.  
e. The last book was **more exciting** than this one.  
f. This is a **nicer** place to relax than that one.

### Unit 9: Activity 21:

21.1 Learner's own answers.

21.2 Learner's own answers.





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ISBN 978-3-7098-2332-3

Cambridge • Global English 1 • Teacher's Book 1  
Bildungsverlag Lemberger [www.lemberger.at](http://www.lemberger.at)

2. Auflage 2023

