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The school bag (pages 4–9)

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| Vocabulary Numbers 11–20 | Grammar Revision of <i>have got</i> Spelling | Story and value <i>The tree on the track</i> Perseverance Phonics The letter sounds <i>tr, gr</i> and <i>dr</i> | Thinking skills Matching Sequencing |
|---------------------------------------|---|--|--|

1 Back to school (pages 10–17)

| | | | | |
|------------------------------------|--|--|--|---|
| Vocabulary The classroom | Grammar <i>There's a (cupboard)</i> <i>There are some (chairs)</i> <i>Where's (the pencil)?</i> <i>Where are (the books)?</i> | Story and value <i>The burglars</i> Teamwork Phonics The letter sound <i>h</i> | CLIL Maths: Tangrams | Thinking skills Matching Analysis of forms |
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2 The zoo (pages 18–25)

| | | | | |
|------------------------------|--|--|--|--|
| Vocabulary Animals | Grammar <i>(He/She) likes / doesn't like (spiders).</i> <i>Does (Mike/Emma) like (monkeys)?</i> <i>Yes, he/she does. / No, he/she doesn't.</i> | Story and value <i>The zoo keeper</i> Helping people Phonics The letter sounds <i>ie</i> and <i>y</i> | Skills Reading Listening Speaking ▶ Creativity | Thinking skills Interpreting pictures Matching Hypothesising |
|------------------------------|--|--|--|--|

▶ Review: The school bag, units 1 and 2 (pages 26 and 27)

The spelling game

Act out at the zoo

3 My bedroom (pages 28–35)

| | | | | |
|--------------------------------|---|---|---|--|
| Vocabulary Furniture | Grammar <i>I like this/that (book).</i> <i>I like these/those (books).</i> <i>Is this (hat) yours? Yes, it's mine.</i> <i>/ No, it's not mine.</i> <i>Are these (socks) mine? Yes, they're yours.</i> | Story and value <i>Tidy up!</i> Tidiness Phonics The letter sound <i>oo</i> | CLIL Science: Recycling | Thinking skills Matching Imagining Hypothesising Reflection |
|--------------------------------|---|---|---|--|

4 Come to my party! (pages 36–43)

| | | | | |
|-------------------------------|---|---|---|---|
| Vocabulary The face | Grammar <i>He/She's got (dark eyes).</i> <i>Has he/she got (green eyes)?</i> <i>Yes, he/she has. / No, he/she hasn't.</i> | Story and value <i>Thunder's party</i> Being a good loser Phonics The letter sounds <i>a–e, ai</i> and <i>ay</i> | Skills Listening Speaking ▶ Creativity | Thinking skills Matching Interpreting pictures |
|-------------------------------|---|---|---|---|

5 Off we go! (pages 44–51)

| | | | | |
|--------------------------------|--|--|---|--|
| Vocabulary Transport | Grammar <i>I'm (fly)ing (a plane).</i> <i>I'm not (driv)ing (a bus).</i> <i>What are you doing?</i> <i>Are you (fly)ing (a plane)?</i> <i>Yes I am. / No, I'm not.</i> | Story and value <i>The bus trip</i> Being generous Phonics The letter sounds <i>u–e, ew, ue</i> and <i>oe</i> | CLIL Maths: Measuring | Thinking skills Matching Predicting Mathematical reasoning |
|--------------------------------|--|--|---|--|

▶ Review: units 3, 4 and 5 (pages 52 and 53)

Quiz time

The roads and rail tracks game

6 Sports club (pages 54–61)

| | | | | |
|----------------------------|--|---|---|---|
| Vocabulary Sport | Grammar <i>(Flying a kite) is difficult.</i> <i>difficult, fun, great, boring</i> <i>What sport do you like doing?</i> <i>I like playing (hockey).</i> <i>Me too. / I don't.</i> | Story and value <i>The football club</i> Including people Phonics The letter sounds <i>o, oa</i> and <i>o–e</i> . | Skills Listening Speaking Writing ▶ Creativity | Thinking skills Matching Interpreting pictures |
|----------------------------|--|---|---|---|

7 In the countryside (pages 62–69)

| | | | | |
|-----------------------------------|---|--|--|--|
| Vocabulary Farm animals | Grammar <i>mouse-mice</i> <i>sheep-sheep</i> <i>person-people</i> <i>child-children</i> <i>woman-women</i> <i>man-men</i> <i>How many (legs) have (chickens) got?</i> <i>They've got (2 legs).</i> | Story and value <i>We're lost</i> Asking for help when you need it Phonics The letter sounds <i>z</i> and <i>s</i> | CLIL Science: Animal groups | Thinking skills Interpreting pictures Classifying Organizing information Matching |
|-----------------------------------|---|--|--|--|

8 Amusement park (pages 70–77)

| | | | | |
|-------------------------------------|---|---|--|--|
| Vocabulary Amusement park | Grammar <i>I'd like to (drink a lemonade).</i> Revision of the cycle | Story and value <i>Bad apples</i> Being honest Phonics The letter sounds <i>w</i> and <i>wh</i> | Skills Reading ▶ Creativity | Thinking skills Matching Analysis of statements |
|-------------------------------------|---|---|--|--|

▶ Review: units 6, 7 and 8 (pages 78 and 79)

Sports poster

Quiz time

▶ Culture. Units 1-8 (pages 80–88) I Can Do. Units 1-8 (pages 88-95)

The school bag

1 CD 1 02

Listen and look. Then listen and find numbers 11–20.

6 sixteen (16)

5 fifteen (15)

4 fourteen (14)

2 twelve (12)

10 twenty (20)

3 thirteen (13)

9 nineteen (19)

7 seventeen (17)

8 eighteen (18)

2 CD 1 03

Listen and chant.

3

Ask and answer.

How many computer games?

11

1 CD 1
04

Listen and write the numbers.



11 12 ~~13~~ 14 15 16 17 18 19 20

1



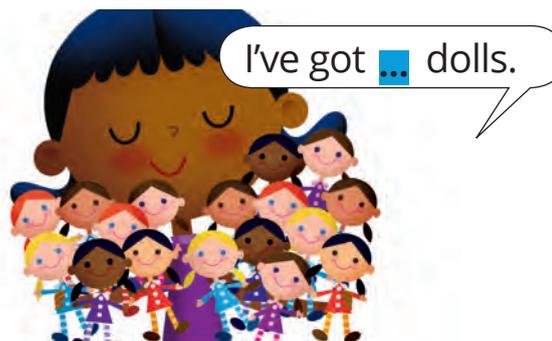
2



3



4



2 CD 1
05

Listen and say.

Grammar focus

Have you got a pencil?

Yes, I have. I've got 13 pencils! / No, I haven't.



3

Play the guessing game.

Have you got a book?

12!

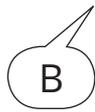
Yes! I've got ...



1 CD 1
07 Listen and sing.



2 Say the alphabet.



1 CD 1
09

Listen and match.



1



a

R-U-B-B-E-R

b

P-E-N-C-I-L

2



2 CD 1
10

Listen and say.

Grammar focus

What's this?
How do you spell that?

It's a ruler.
R-U-L-E-R.



3

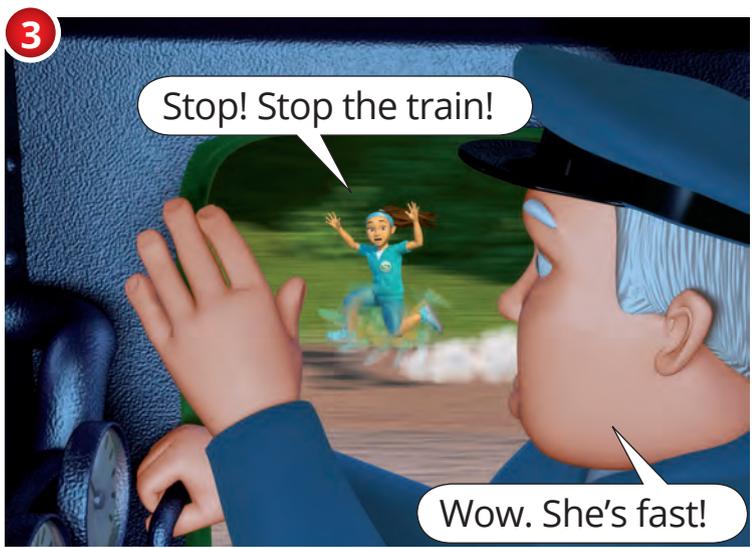
Ask and answer.

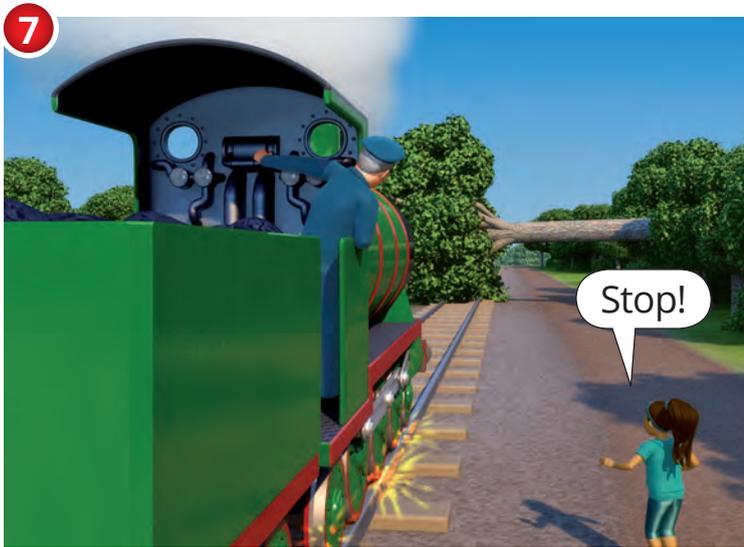
How do you spell *notebook*?

N-O-T-E-B-O-O-K.

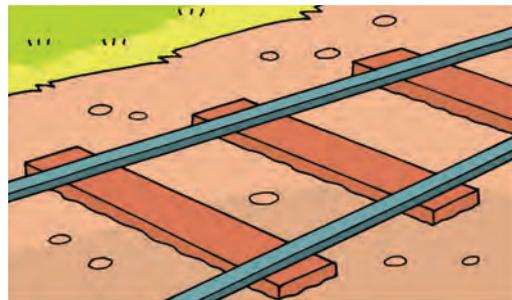
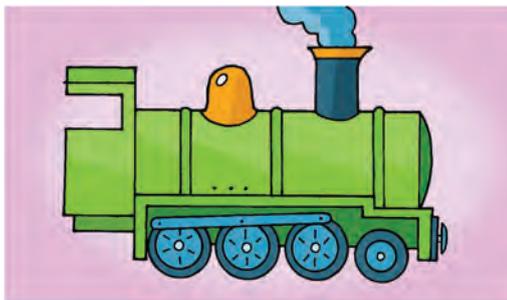


The tree on the track





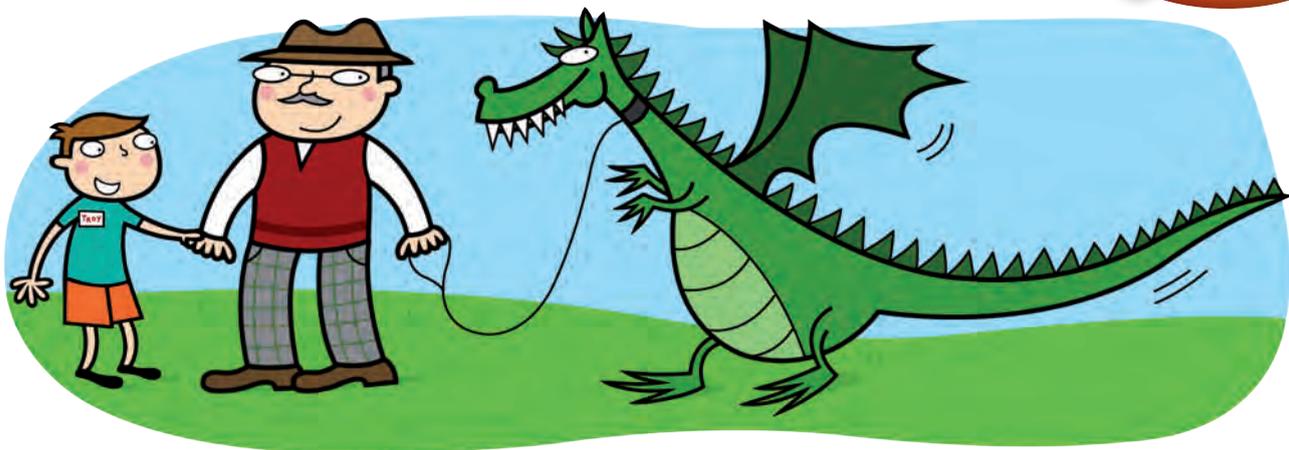
2 Look at the pictures and spell the words.



3 Find who says ...

But the tree is on the track!

4 ^{CD 1}₁₅ Listen and say.



Troy's **gr**andpa's got a **gr**eat big **gr**een **dr**agon.