

2



# Connect Plus

Primary 2

Student's Book

Term 1



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# Scope and Sequence

## Who am I?

Unit	Workbooks	Language	Reading
<b>1</b> <i>Really, get set, go!</i>	<p>Good morning/ afternoons/ evening/ night.</p> <p>How are you? I'm fine/okay. Thank you.</p> <p>See you later. See you soon. child/ children, grandchildren, parents, grandparents, cousins, man, woman, eat, drink, play, ride, walk, drive, make, numbers 1-100, half past, next, o'clock, pride, herd</p>	<p>He/She eats breakfast.</p> <p>He/She doesn't walk to school.</p> <p>Does he/she drink tea? Yes, he/she does. No, he/she doesn't.</p> <p>I need to drink water.</p> <p>I want to eat chocolate.</p>	
<b>2</b> <i>Let's get fit!</i>	<p>arm, face, foot/feet, head, leg, tooth/ teeth, wing, claw, break, old, young, tall, short, keep fit, healthy, unhealthy, fast, slow</p>	<p>I am tall and young.</p> <p>He never eats sugar.</p> <p>It always flies.</p>	
<b>3</b> <i>A day in my life</i>	<p>chef, concierge, construction worker, farmer, fisherman, market seller, mechanic, web-designer, café, farm, hotel, restaurant, supermarket, cell phone, computer, keyboard, laptop</p>	<p>Why does he go to the hotel?</p> <p>When does the school play finish?</p> <p>She plays with her friends after school.</p> <p>He plays computer games at the weekend.</p> <p>What does he/she do?</p> <p>What do you want to be?</p> <p>What is (Dad) doing?</p> <p>He's helping people.</p>	
<b>Review 1</b>	Revision of units 1-3		
<b>Non-fiction reader</b>		Animals in the wild	

## Who am I?

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curricular topics
Revision of Primary phonics	Cooperation and self-management: Responsible behavior	Honesty Showing respect and love to extended family members	Awareness of rights and duties	Math: Numbers 1-100, Telling the time  Social Science: Families
oo: foot, book, wood  all: tail, wall, small, ball  ee: feet, green, tree	Decision-making: Making healthy food and exercise choices  Problem-solving: Identify the problems associated with eating unhealthy food and not taking regular exercise		Preventative health: Washing fruit and vegetables; understanding the connection between physical activity and good health	Science: Ask questions based on observation to learn more
Counting syllables	Empathy and Critical thinking: Understanding different jobs	Independence: Respect for different jobs	Respect for diversity: Being tolerant to people that are different, e.g. the fisherman, farmer, chef/ cook  Technological awareness:	Geography: Places in the local community  ICT: Develop an understanding of digital technology
	Communication			
	Problem solving	Caring for animals		Science: Animals

# Scope and Sequence

## The world around me

Unit	Vocabulary	Language	Reading
4 <b>Into space</b>	sky, cloud, star, sun, Moon, planet, constellation, galaxy, shadow, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, grey, brown	Earth is bigger than Mercury. Venus is the hottest planet.	
5 <b>A boat trip</b>	river bank, rainforest, tree, grass, plant, river, bamboo, fish, dolphin, whale, row, sail	What was that? It was a dolphin.  Alexandria is very interesting. Lower is very cool in the summer.	
6 <b>Museums</b>	museum, fountain, bridge, castle, tower, statue, wood, plastic, glass, concrete, metal, cloth, paper, water, solid, liquid, gas, ice, steam	We went to a museum yesterday.  Her dad cooked dinner on Friday.  Did you go to the fountain? Yes, I did/No, I didn't.	
<b>Review 1</b>	Revision of units 4-6		
<b>Let's read a story</b>		The Gingerbread Man	

## The world around me

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
rn, thinner gg, bigger tt, better, finer	Critical thinking: Observation: Shadow, Day and night, The Moon	Curiosity		Science: Night and day, shadow, the planets in the solar system : solids and gases Math: Shapes
ph: phone, dolphin wh: whale, wheel		Caring for animals	Environmental responsibility	Geography: Geographical features Science: Animal habitats
ss: glass, grass ll: yellow, cell phone, shell ff: coffee, diff	Critical thinking and Problem solving: Materials			Science: Liquids, solids and gases, Materials Art: Monuments
	Communication Self management			
	Communication Problem solving Creativity			

# Let's remember



1 Look and write

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

7



\_\_\_\_\_

8



\_\_\_\_\_

9



\_\_\_\_\_

10



\_\_\_\_\_

11



\_\_\_\_\_

12



\_\_\_\_\_

13



\_\_\_\_\_

14



\_\_\_\_\_

15



\_\_\_\_\_

16



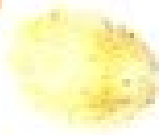
\_\_\_\_\_

17



\_\_\_\_\_

18



\_\_\_\_\_

19



\_\_\_\_\_

20



\_\_\_\_\_

21



\_\_\_\_\_

22



\_\_\_\_\_

23



\_\_\_\_\_

24



\_\_\_\_\_

# Let's remember



2 Look, sort and write

- apple
- engineer
- T-shirt
- eraser
- bus
- carrot
- car
- date
- train
- dress
- swimming
- dentist

## Food

## Jobs

## Clothes

## School

## Transport

## Sports

- tennis
- jacket
- football
- potato
- nurse
- pencil case
- gymnastics
- plane
- sweater
- ruler
- playground

Vocabulary: Food, Jobs, Clothes, School, Transport, Sports

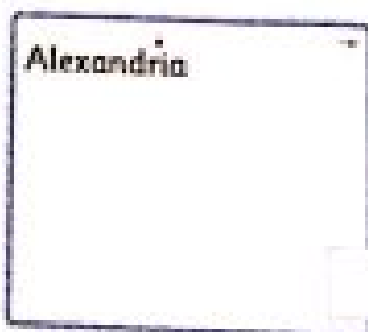


### 3 Read and match

- 1 Can I have six bananas?
- 2 What's this?
- 3 What can you see?
- 4 What do you like doing?
- 5 Do you have a sister?
- 6 Where do you live?

- a I can see a green bike.
- b Yes, here you are.
- c No, I have two brothers.
- d It's a skirt.
- e I live in Alexandria.
- f I like running.

### 4 Listen, check and number



### 5 Ask and answer with a friend

How old are you?

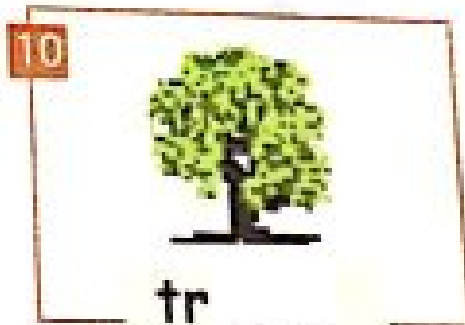
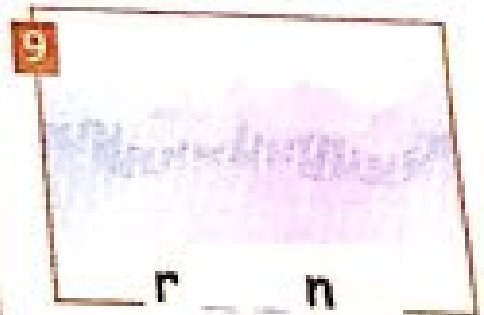
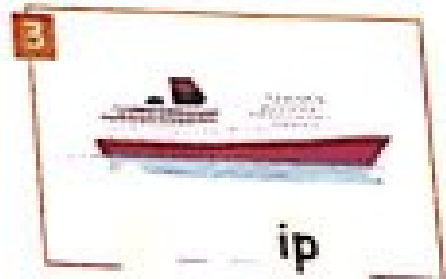
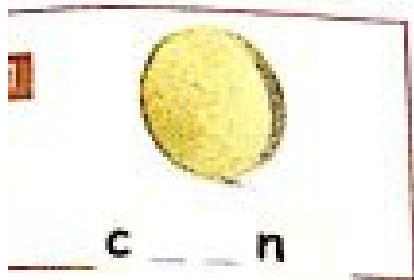
What do you like doing?

Where do you live?

Do you have a sister or a brother?

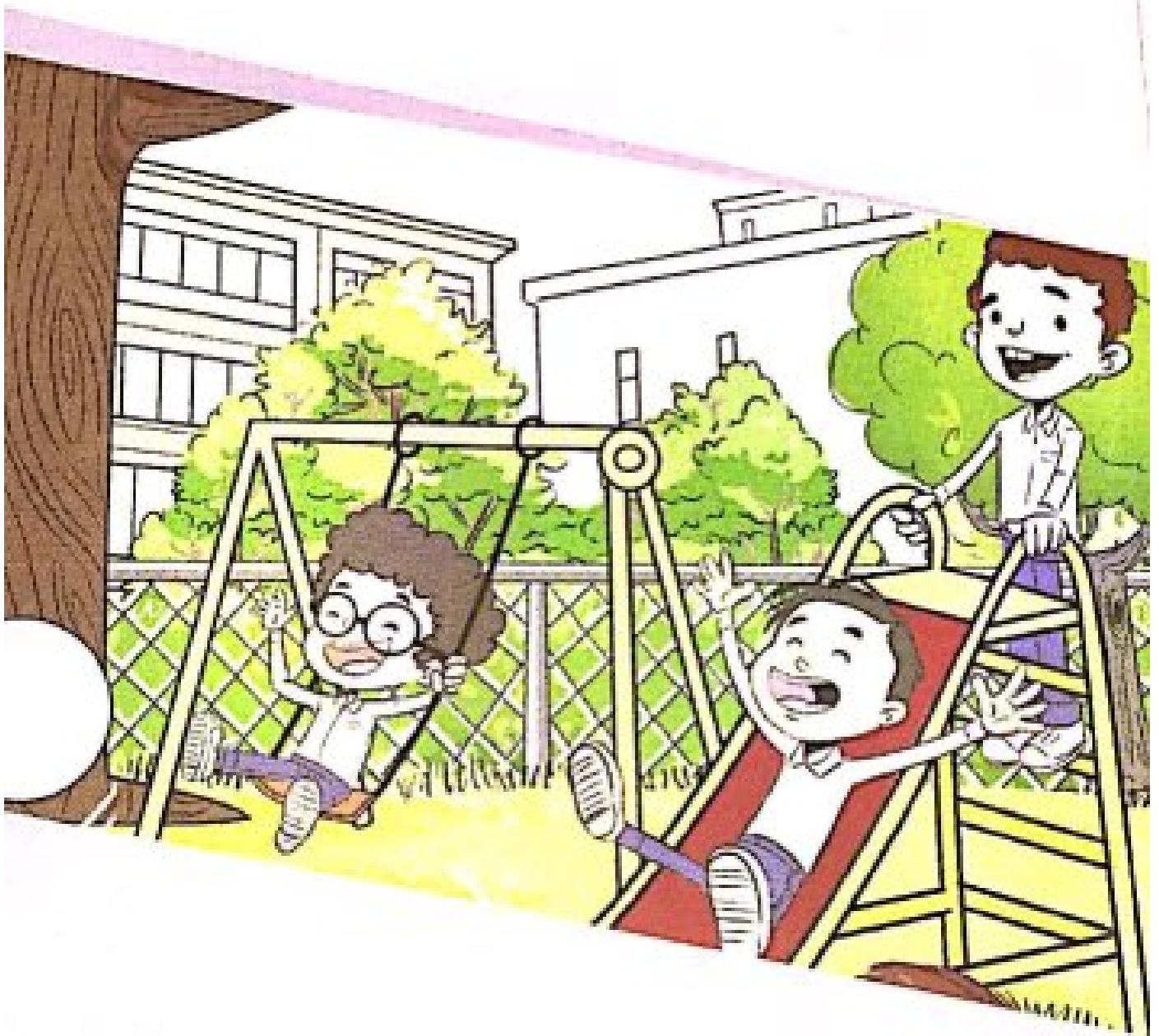
6 Look and write. Listen and check.

ir or sh ai oi  
i-e ch ee ar a-e



Phonics: review

# Thema 1:



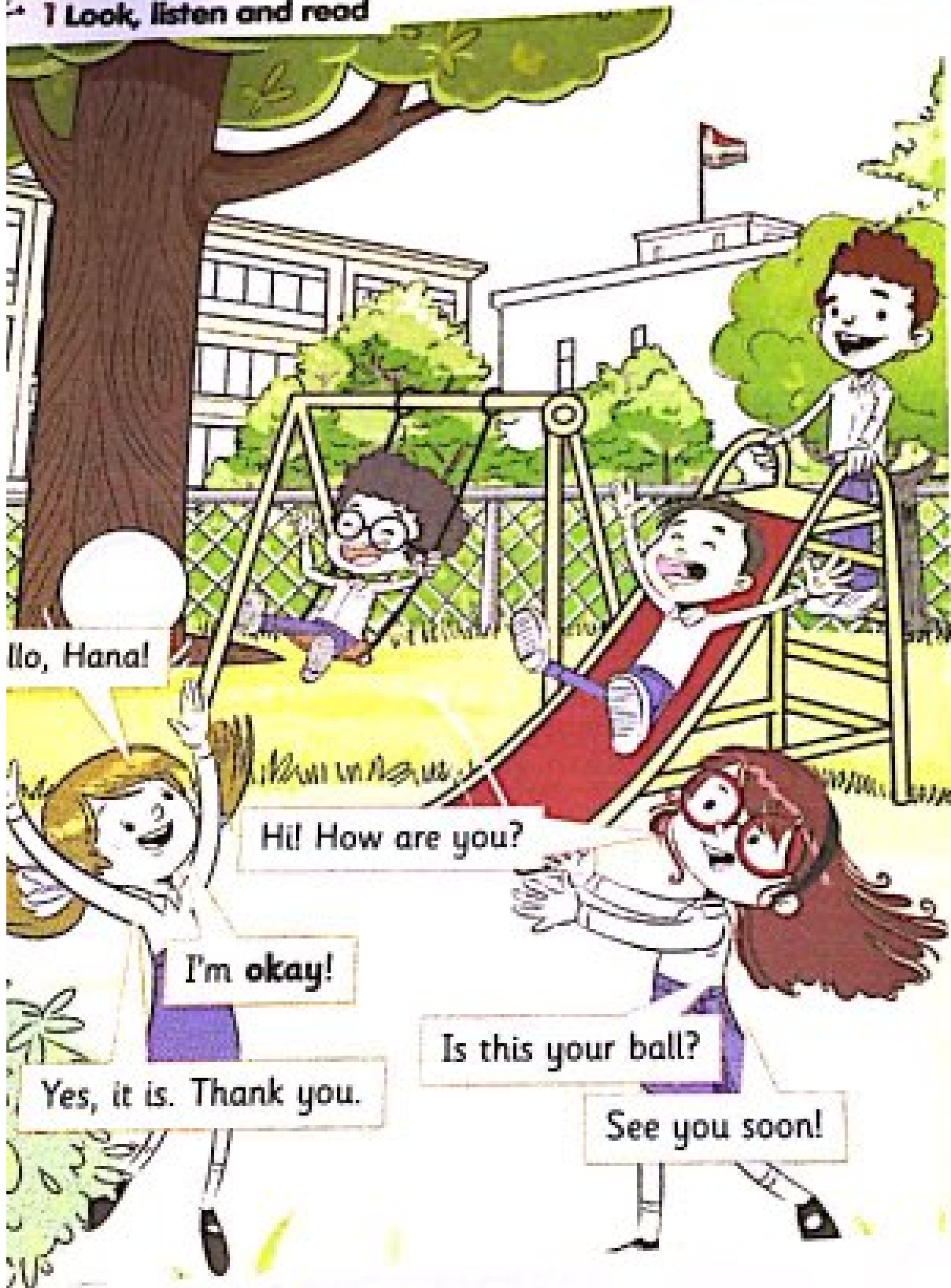
# Who am I ?



# Unit 1

# Ready, get set, go!

1 Look, listen and read



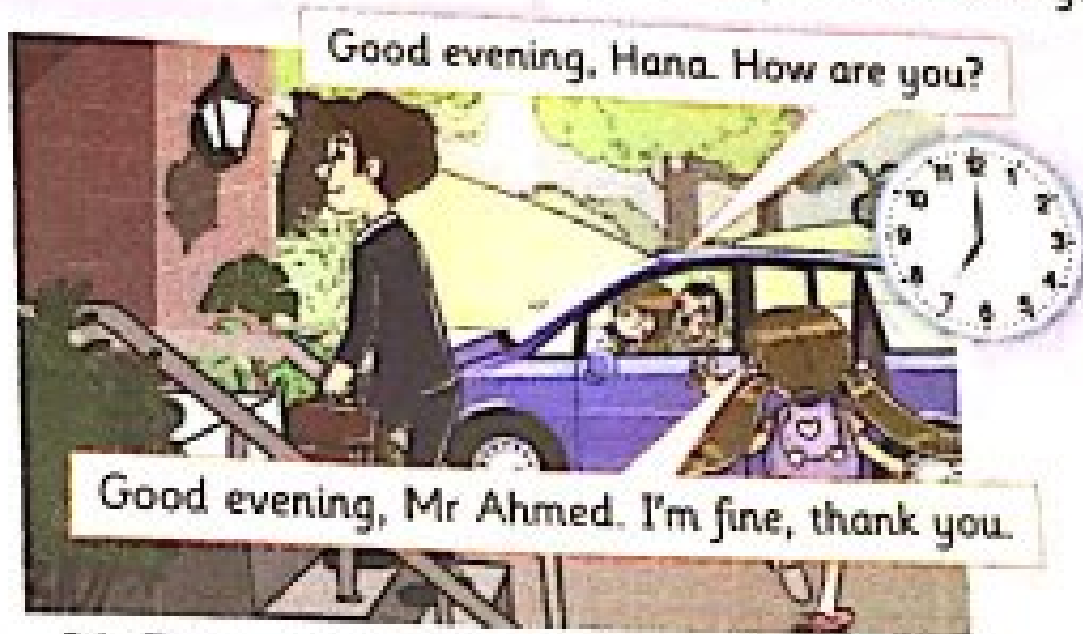
## 2 Look, listen and say



It's 7 am. It's time for school.



It's 2:30 pm. It's time to go home.



It's 7 pm. Dad has arrived home from work.

## 3 Ask and answer with a friend

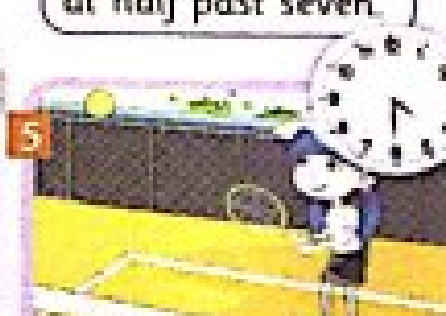
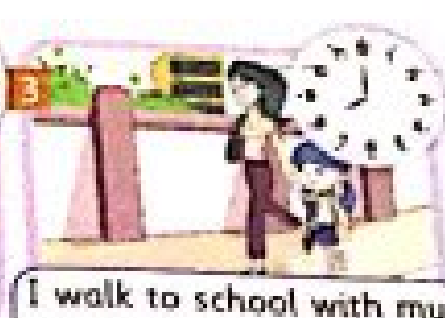
Good ...

How are you

**Language:** Good morning / afternoon / evening. How are you? I'm okay. / I'm fine, thank you. See you soon.

# Language use

## 1 Read and say



## 2 Read again. Circle the answer

Does she get up at seven o'clock?  
Yes, she does. /  
No, she doesn't.

2 Does she have breakfast at eight o'clock?  
Yes, she does.  
/ No, she doesn't.

## 3 Ask and answer with a friend

Do you get up at half past six?



No, I don't. I get up at half past seven.

Language: I get up./eat/go; She gets up/eats/goes; Does he/she ...?  
Yes, he/she does./No, he/she doesn't.; Do you ...?  
Yes, I do./No, I don't.

Let's count and tell time

1 Look, read and say

What's the time?



It's 7 am

What's the time?



It's 7 pm

2 Look. Ask and answer



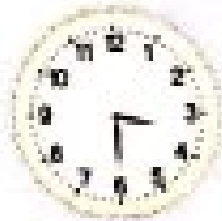
3 Count to one hundred. Take turns to say



10	20	30	40	50
60	70	80	90	100

What's the time?

4 Listen, look and say



It's twelve twenty.

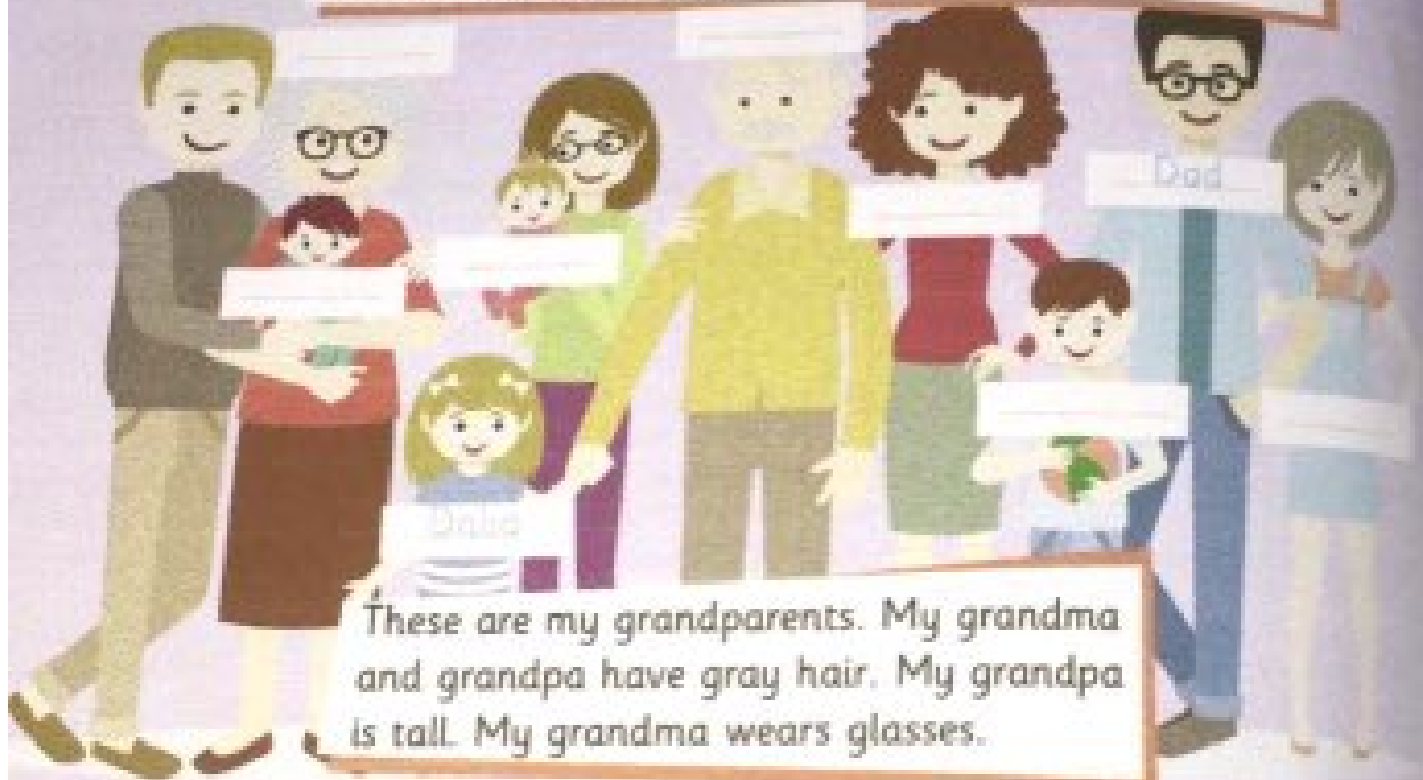


# Vocabulary



## 1 Listen, read and write

My name is Dalia. These are my parents. My mom has curly, brown hair. My dad has short, black hair.



These are my grandparents. My grandma and grandpa have gray hair. My grandpa is tall. My grandma wears glasses.



## 2 Read again and circle

My grandparents have five grandchildren. I have one brother and one sister. I have two baby cousins!

1 Dalia's mom / dad has curly, brown hair.

2 Dalia's mom / dad has short, black hair.

3 Dalia's grandma / grandpa is tall.

Dalia's grandma / grandpa wears glasses.

Dalia's grandparents have four / five grandchildren.

Language: parents, grandparents, grandchildren, cousins



## 1 Listen, read and write

1



He's

2



He's

3



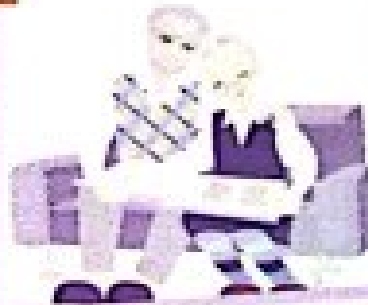
She's

4



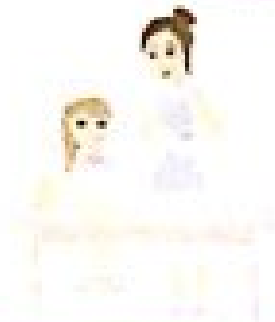
He's

5



They're

6



She's



## 2 Read and match

1 What is he doing?

a I am reading a book.

2 What are you doing?

b They are eating breakfast.

3 What is she doing?

c He is listening to music.

4 What are they doing?

d She is playing the piano.



## 3 Ask and answer with a friend.

Language: I am ... ; He/She is ... ; They/We/You are playing/eating/reading

# Story

## A game in the park

1 Look, listen and read



**Narrator** It's a sunny morning.  
Amir has a new kite.

**Amir** Hello, Fares. Do you  
want to come to the park?

**Fares** Hello, Amir.  
That's a great idea!

**Amir** I have a new kite.

**Fares** Let's fly it!



**Narrator** Fares and Amir  
walk to the park with  
Amir's parents.

**Fares** Good morning.  
How are you?

**Mom and Dad** We're fine, thank  
you, Fares.

**Mom** Fares, this is Amir's  
grandad.

**Amir** Hello. It's nice to meet you.

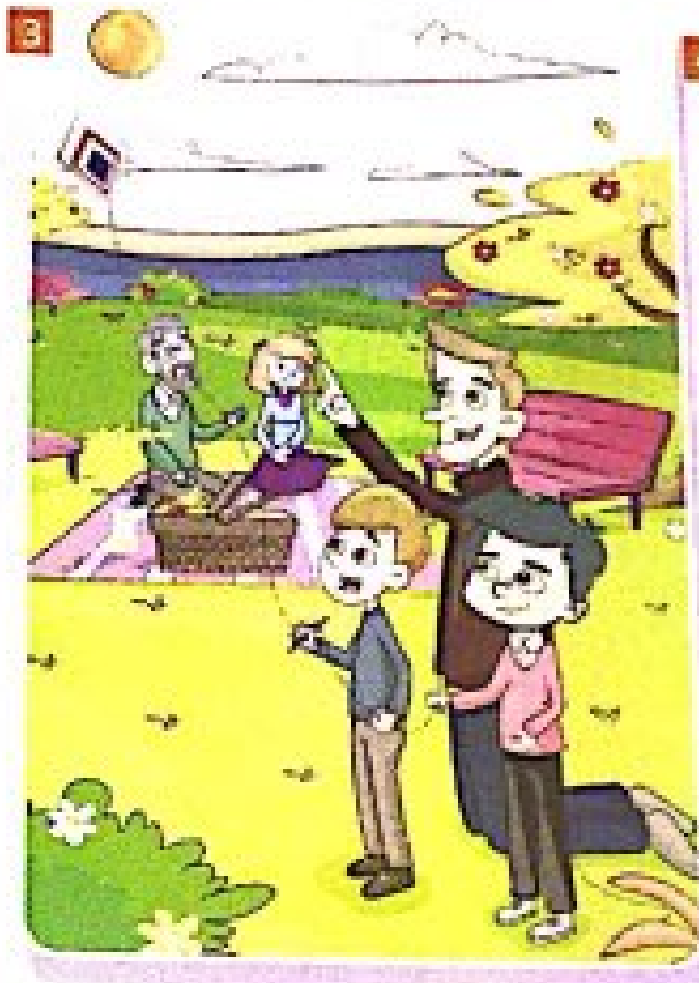
**Grandad** It's nice to meet  
you too, Fares.

**Narrator** They walk to the park.

**Amir** This is a nice place.  
Look at my kite. It's  
white, blue and red.

**Fares** It's great!

**Dad** Let's fly it here.



**Fares** It's a windy day now!

**Amir** Yes, it is. Look! My kite is flying!

**Fares** Let's run, Amir!

**Narrator** Fares and Amir are running. The kite is flying in the sky.

**Dad** Amir – be careful! There are two kites.



**Fares** Look! It's my cousin Wael. He has a kite, too!

**Wael** Hello Fares. Hello Amir. I like your kite!

**Fares** It's nice to see you Wael.

**Wael** We're having a picnic. Do you want to come with us?

**Fares and Amir** Yes, please!

**Narrator** So Amir's family and Wael's family all have a picnic together.

**Amir** What a lovely day!

# Learn to write with Busy Bee!



1 Look at the upper case letters. Write the lower case letters. Say

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



2 Upper case or lower case? Look and write

- 1 I live in \_\_\_\_\_ airo.
- 2 My name is \_\_\_\_\_ any.
- 3 We play \_\_\_\_\_ ootball.
- 4 What do you do on \_\_\_\_\_ aturday?
- 5 It's a \_\_\_\_\_ unny day.





1 Look and match. Complete

thirty-seven

fifty-six

seventy-four

forty-three

15

22

74

100

37

61

99

43

88

56

ninety-nine

one hundred



2 Look, read and complete

1 I have (8) \_\_\_\_\_ pencils in my pencil case.

2 My dad is (41) \_\_\_\_\_

3 My grandma is (63) \_\_\_\_\_

4 I can see (20) \_\_\_\_\_ butterflies on the flowers!

5 There are (35) \_\_\_\_\_ children in my class.

# CLIL: Social Science



1 Look, listen and read

All families are different.



1 I have a big family. I live with my mom, my dad, and my grandparents. I have two sisters and a brother.



2 I have a small family. I live with my mom, my dad and my baby sister. My grandparents live in a different city. We visit them every month.

Animals have families too.



1 These baby birds live in a **nest**. Their mom and dad **feed** them.



2 These baby lions are called **cubs**. They live in a group called a **pride**. Lots of lion families live together.

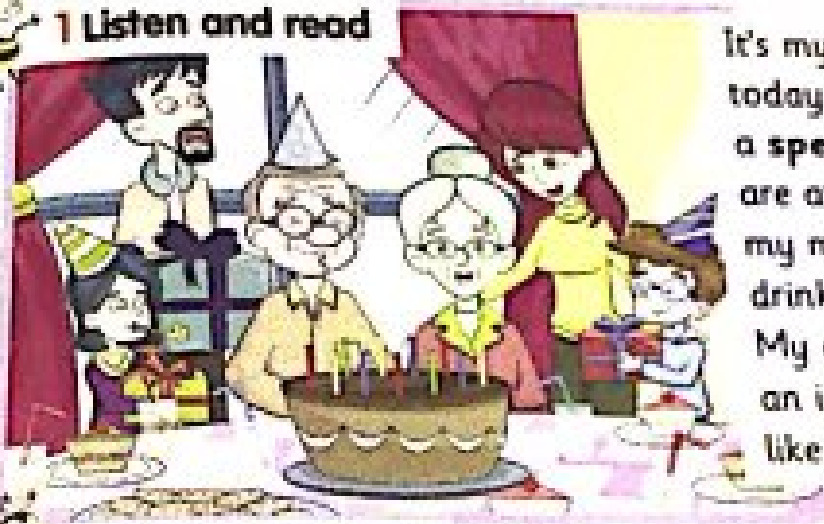


3 This is a baby elephant. It is big! It lives in a **herd** with lots of other elephants.

Vocabulary: nest, cubs, pride, herd

Happy birthday, Grandma!

1 Listen and read



It's my Grandma's birthday today. My family is having a special meal. My cousins are at our house. I'm helping my mom with the food and drink. My sister wants cake. My cousin would like an ice-cream. I would like some cookies.

2 Ask and answer



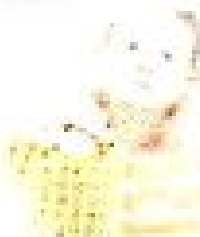
Would you like a drink?

Yes, please.

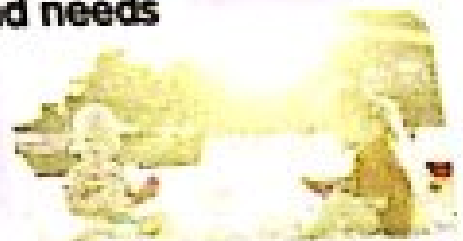
Yes, please.

Would you like some cake?

3 Listen and complete about wants and needs

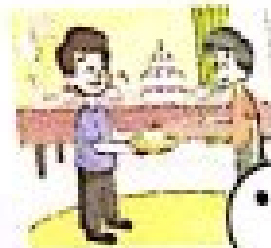


My sister  
an \_\_\_\_\_



My cousin  
some sunscreen.

4 Look and draw ☺ or ☹

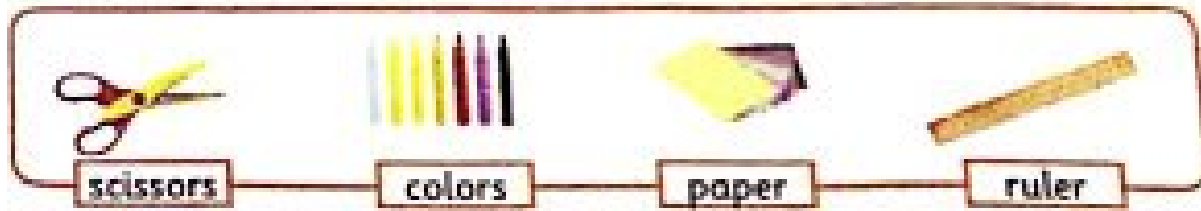


Life skills: Cooperation



# Project: Make an activity chart

## You will need:



### Think and plan

- 1 What do you do in the week? Make a list for every day.  
**On Monday I ...**
- 2 What do you do on the weekend? Make a list.
- 3 Write the times for the activities.
- 4 Make a chart to show what you do on any day of the week.

	Morning	Afternoon	Evening
Monday			

- 5 Complete the chart for you. Draw and color.

### Show and share

- 6 Ask and answer in pairs.





1 Read and match the time

1 7.30 am

2 1.30 pm

3 8.00 pm

Good evening.

Good afternoon.

Good morning.

Self Assessment



Read and color the stars that describe your effort

**Speaking**

- I can tell the time.
- I can read about greetings at different times of the day.



- I can ask and answer about the time.
- I can recognize greetings at different times of the day.



- I can tell the time while talking about daily routines.
- I can use greetings at different times of the day.



**Reading**

- I can read about family members and how they look.
- I can read about families in humans and animals.



- I can recognize that families are different in both humans and animals.
- I can describe a family in a picture: how they look, and what they wear, etc.



- I can say the differences between families in both humans and animals.
- I can talk about family members: what they look like, what they wear, etc.



**Writing**

A  B  C

- I can recognize capital and small letters.
- I can write numbers in letters.



- I can use capital and small letters correctly.
- I can write numbers in letters.



- I can use capital and small letters and full stops or question marks to write complete, correct sentences.
- I can write simple sentences with numbers in letters.



**Language use**

- I can listen to and complete what people are doing in some pictures.
- I can recognize I, we, they, you (verb) and he, she, it (verb+s).



- I can describe what people are doing at some time in a picture.
- I can use present simple with I, he, she, it, we, they, you and ask and answer questions using it.



- I can say what I am doing at different times.
- I can use present simple in sentences, questions and answers correctly to talk about daily routines.



**Life skills**

- I can distinguish wants from needs.
- I can read about family members.



- I can talk about wants and needs.
- I can show respect and love to family members.



- I can use wants and needs express myself.
- I can help family members with doing their work.



**Project**

- I can complete a chart of what I do on weekends.



- I can make a colored chart for what I do on the weekends.



- I can make and talk about my chart to my classmate.

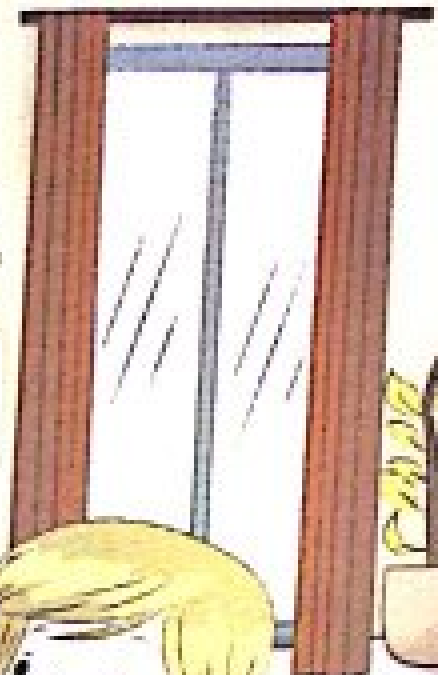
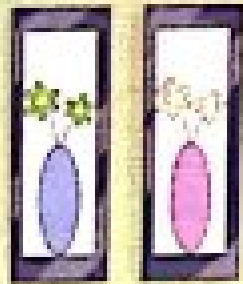


# Unit 2

# Let's get fit!



1 Look, listen and read



My cat is small and young. It has three black feet and one white foot. It plays a lot.



My tortoise is old and slow. It has four short legs and a funny face. It usually sleeps. It doesn't run.





2 Look, listen, write and say



arm    beak    face  
feet    head    leg  
talons    teeth    wing

LOOK



tooth



teeth



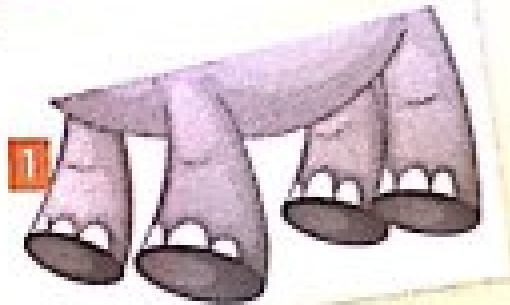
foot



feet



3 Look and say



2



3



It has legs!

It has feet!

4



5



Language: It has a wing. It has feet.

# Language use

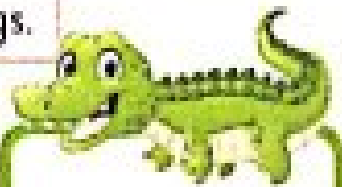


1 Listen, read and say

It has four legs.



head  
beak  
teeth  
legs  
wings  
claws



✓



2 Complete






It has two legs  
and one beak.



3 Look, play and say yes or no

1 Do crocodiles have wings?

3 Correct!

5 Yes, they do!



2 No, they don't.

4 Do crocodiles  
have claws?

6 Correct.



4 Listen and read

**Hoopoes** are small birds. They have orange, black and white feathers. They have long, thin beaks. Their beaks help them find insects and spiders to eat.




Language: Do crocodiles have wings? No, they don't.  
Do crocodiles have claws? Yes, they do.



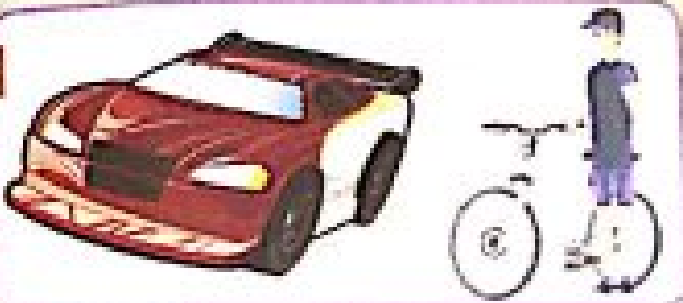
1 Look and complete

1  short  
tall

The woman is \_\_\_\_\_.  
The man is \_\_\_\_\_.

2  old  
young


The baby is \_\_\_\_\_.  
The woman is \_\_\_\_\_.


3  slow  
fast


The car is \_\_\_\_\_.  
The bicycle is \_\_\_\_\_.




2 Look, listen and read

1  1  
He's tall. He's fast.  
He's tall and fast.

2  2  
She's short. She's slow.  
She's short and slow.

3  3  
He's young. He's fast.  
He's young and fast.

4  4  
She's old. She's slow.  
She's old and slow.

Language: He's/She's short and slow.

# Language use

## 1 Listen, read and point

How often do you walk to school?



I walk to school every day.  
I **always** walk to school.



I **usually** walk to school. On Wednesday, I take the bus.



I **often** walk to school.



I **sometimes** walk to school.



I **never** walk to school!



## 2 Write about you

always usually often sometimes never



1 I always do my homework.



2 I \_\_\_\_\_ walk to school.



3 I \_\_\_\_\_ eat breakfast.



4 I \_\_\_\_\_ go to the park.



5 I \_\_\_\_\_ swim in the sea.



6 I \_\_\_\_\_ play on the swings.



## 1 Look, listen and read



This is my grandmother. She's **old** and **kind**. She's very **wise**. She always drinks tea!

2



This is my brother. He's **tall** and **funny**. He has **long** arms and legs. He often plays basketball.

3



This is my baby sister. She's **young**. She sleeps a lot. She has one tooth!

4



This is my daddy. He's **tall** and **kind**. He sometimes plays football. He often walks in the park.

5



This is my mommy. She's **kind** and **pretty**. She usually walks to school with me.



## 2 Read again and match

My grandmother  
My brother  
My baby sister  
My daddy  
My mommy

is young.  
is tall and kind.  
is old and wise.  
is kind and pretty.  
is tall and funny.



# Who am I?



## 1 Listen, read and match

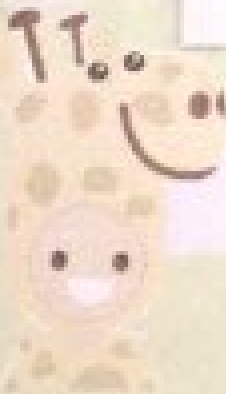


- 1 I often jump. I usually swim. I have four legs. My face is green and funny.
- 2 My wings are pretty. I often fly. I have a beak. I sometimes talk!
- 3 I'm small and fast. I always swim. I never walk!
- 4 I'm big and slow. I usually walk. I sometimes run. I eat plants and grass.



## 2 Look, read and write

fly legs small tall wings



I'm tall and brown. I have four long \_\_\_\_\_. I eat leaves.



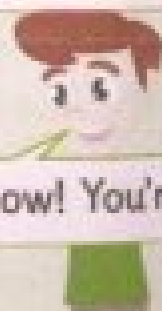
I'm \_\_\_\_\_ and pretty. I have four \_\_\_\_\_. I usually \_\_\_\_\_.



## 3 Play with a friend

I'm \_\_\_\_\_ and \_\_\_\_\_. I have \_\_\_\_\_.

I'm long and brown. I have no legs. I live in the desert.



I know! You're a snake!

# Learn Phonics with Busy Bee!



oo all ee

1 Listen, point and say

oo



foot

all




tall

ee



feet


2 Underline oo, all and ee. Say the words



book



wood



wall



ball



tree



green

3 Write and say

book green small

\_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_.



# Healthy or unhealthy?



## 1 Listen and read

1 Jana is healthy and fit. She usually eats healthy food. She does lots of exercise. She plays sport with her friends. She sleeps for 10 hours every night.



2 Sherif is unhealthy. He isn't fit. He often eats unhealthy food. He doesn't do lots of exercise. He usually watches TV. He sleeps for 5 hours every night.



## 2 What do they do? Read and complete

Activity	Jana	Sherif
healthy	eats healthy food	
unhealthy		



## 3 Look, read and circle

1 I never eat vegetables.



healthy

unhealthy

2 I eat fruit every day.



healthy unhealthy

3 I eat lots of sugar.



healthy

unhealthy

4 I drink lots of water.



healthy unhealthy

5 I usually eat healthy food.

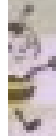


healthy unhealthy

6 I eat lots of cakes.

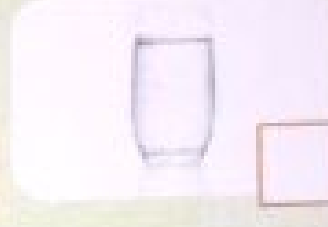
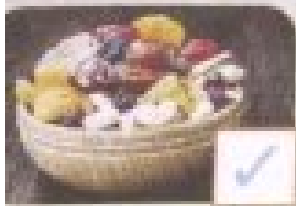


healthy unhealthy



1 Look, read and put a (✓)

Habiba Marzouk is an **athlete**. She does gymnastics. She does gymnastics every day. Habiba is healthy. She always eats healthy food. She always has healthy drinks. What does she eat and drink?



2 Listen and read



Do you usually eat healthy food?



Yes, I do.



What do you eat and drink every day?



I eat lots of vegetables and fruit. I drink lots of water.



Do you eat lots of sugar?



No, I don't.



How often do you do exercise?



I do exercise every day. I play football with my friends.

3 Ask and answer

Are you healthy?

What do you do?

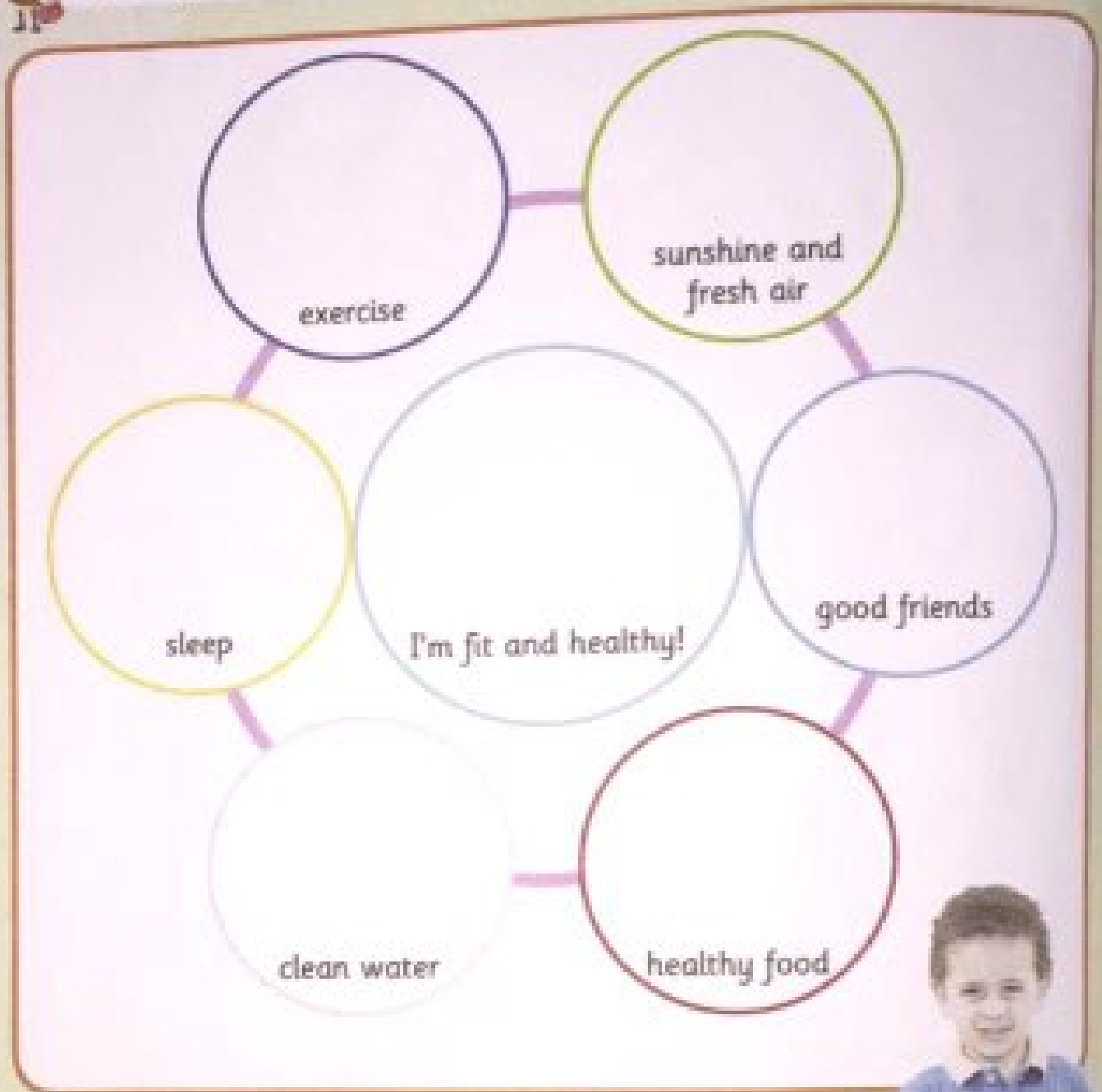
Do you usually eat healthy food?

How often do you exercise?

# Project: A healthy wheel



1 Look, read, draw and write



2 Now share your healthy wheel with your friends



## Review

1 Talk about Waleed using

always    never    often    sometimes    usually


Waleed 	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
have breakfast	✓	✓	✓	✓	✓	✓	✓
do exercise	✓	✓	✓	✓	✓	✗	✓
play with friends	✗	✓	✗	✓	✓	✗	✓
watch TV	✗	✗	✗	✗	✓	✗	✓
drink coffee	✗	✗	✗	✗	✗	✗	✗

## Self Assessment



Read and color the stars that describe your effort

**Speaking**



- I can read on people and animals: slow or fast, old or young and body parts.

- I can complete sentences.  
- I can use information on people or animals to complete some activities.

- I can describe people and animals in a picture.

**Phonics**

oo all ee




- I can recognize words with the long vowels: oo, all, ee.

- I can use the long vowels: oo, all, ee in words.

- I can find other words with the long vowels: oo, all, ee.

**Language use**



- I can use the adverbs of frequency: always, usually, often, sometimes, never correctly.  
- I can make sentences using has/have.  
- I can recognize the opposites: short - tall, old - young, slow - fast.

- I can use the adverbs of frequency: always, usually, often, sometimes, never to talk about daily actions (go to school, go to the park, etc).  
- I can use has/have to describe animals or people.  
- I can use the opposites: short - tall, old - young, slow - fast.

- I can use the adverbs of frequency: always, usually, often, sometimes, never to ask and answer about daily actions.  
- I can use has/have to ask and answer about people and animals.  
- I can use the opposites: short - tall, old - young, slow - fast to describe people, animals and things.

**Life skills**



- I can read about healthy and unhealthy habits.

- I can distinguish healthy from unhealthy habits.

- I can determine what to do to keep healthy.

**Project**



- I can complete a healthy wheel by myself.

- I can draw and write a healthy wheel.

- I can talk about my healthy wheel with classmates.

# Unit 3 A day in my life

1 Look, listen and read



My mom works in a hotel.  
She's busy all day!  
She helps people.  
She talks on the phone.  
She uses a computer.  
She sends emails.

# Language use



## 1 Read and number

1 Where does he work?

2 What is she wearing today?

3 Who does she teach?

4 Why does the chef wear a hat?

5 What is her job?

6 When does he start work?

She's an architect.

She teaches children.

At 7.00 am

Because he needs to be clean in the kitchen.

A suit.

He works at the hospital.



## 2 Look. Ask and answer in pairs



Who ...?

When does he start work?

What ...?



I think he starts work at six o'clock!

Where ...?

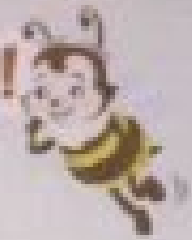
Why ...?

When ...?

Language: Why? Where? Who? What? When?




# Learn to count syllables with Busy Bee!



1 Listen, point and say



1   
far.mer


2   
car.pen.ter


3   
me.cha.nic

2 Listen and clap. Say the words. Count the syllables



1   
engineer

2   
architect

3   
doctor

3 Match. Clap and say



fish

pen

ter

journ

er

ist

car

al

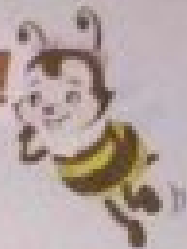
man



Tip: Use your dictionary.




# Learn to count syllables with Busy Bee!



## 1 Listen, point and say

1    
far.mer

2    
car.pen.ter

3    
me.cha.nic

## 2 Listen and clap. Say the words. Count the syllables

1    
engineer

2    
architect

3    
doctor

## 3 Match. Clap and say

fish	pen	ter
journ	er	ist
car	al	man



Tip: Use your dictionary.

# Reading



## 1 Listen and read



It's 7am. We're having our breakfast. My dad is putting on his jacket. He's putting on his shoes and he's picking up his bag. Why is he going out?



My dad is a doctor. He works at the hospital. He starts work at eight o'clock in the morning!



It's 5 pm. We're watching TV now. What is Dad doing? Dad is working. He's helping people.



It's 9 pm. I'm going to bed. Goodnight!



It's six o'clock in the morning. I'm getting up. Where's Dad? He's in the kitchen! He's having his tea.

Language: What is (Dad) doing? He's (helping people).

2 Read again and circle

Dad is putting on his hat / jacket.  
 He's picking up his bag / book.  
 He starts work at eight o'clock in the morning / evening.  
 Dad is helping / watching people.  
 He's wearing a white suit / coat.  
 Dad's in the kitchen / bed.

3 Read again and complete with the correct form of the verb

We ..... (have) our tea.  
 Why ..... he ..... (go) out?  
 I ..... (get) up at 6 am.  
 He ..... (have) his tea in the morning.



4 Read, think and answer

1 Why is Dad having his tea at six o'clock in the morning?

2 What do you think Dad does in the day time?

5 Look and answer



1 When does she start work?  
 What is she wearing?



2 Where does he work?  
 What is he doing?

Life skills: Empathy and critical thinking

# Where do you work?

hospital   hotel   fire station   office

café   supermarket   farm   restaurant

## 1 Listen and write



## 2 Look and write the place where they work



.....restaurant.....



.....



.....



.....



.....



.....

## 3 Listen and check




# Places in our community



## 1 Look and read

Home Gallery About me

### Hello, this is my town!



	Our town has lots of <b>important</b> places.		I like my school. I learn a lot. I see my friends. I like my teachers.
	This is the <b>hospital</b> . Doctors help <b>sick</b> people here.		This is the park. We can play and <b>have fun</b> here.
	This is the <b>supermarket</b> . We can buy <b>food</b> .		This is a farm. The farmer <b>looks after</b> animals. He <b>grows food</b> .



## 2 Read again and answer

- 1 Who can you see at school? .....
- 2 Where do doctors work? .....
- 3 What can you do in the park? .....
- 4 Why is the supermarket important? .....
- 5 What does the farmer look after? .....



## 3 Read, think and answer

What important places do you have in your town?

# Language use



## 1 Listen, read and match. Number

- 1 When does she play with her friends?
- 2 When does he play computer games?
- 3 When do they wash their hands?
- 4 When do you go swimming?

- a They wash their hands before dinner.
- b He plays computer games on the weekend.
- c I go swimming on Tuesdays.
- d She plays with her friends after school.



## 2 Read and complete

after    before    on

- 1 I go shopping ..... the weekend.
- 2 I do my homework ..... school, at 5 o'clock.
- 3 I do gymnastics ..... Wednesdays.
- 4 I put on my helmet ..... I ride my bike.



## 3 Ask and answer

- 1 What do you do before school?
- 2 What do you do on the weekend?

2 What do you do after school?

# Understanding different jobs



## 1 Read and answer

concierge farmer construction worker

chef doctor mechanic market seller fisherman



In my job, I work in a kitchen. It's hot! I sometimes work at night. I make food for people to enjoy. What am I?

.....chef.....



In my job, I look after animals. I grow food for people to eat. What am I? .....



In my job, I help people who are sick. I can work for a long time. My job is difficult but it's very important. What am I?

.....



In my job, I mend cars and lorries. I help people if their car doesn't work. I like it! What am I?

.....



In my job, I make houses, offices and other buildings. I wear a hard hat to protect my head. What am I?

.....



In my job, I catch fish. I work on the sea or on the river. I sell fish for people to eat. What am I?

.....



In my job, I help people in hotels. I help them to enjoy their holiday. What am I?

.....



In my job, I sell food on the market. I sell fruit and vegetables. What am I?

.....



## 2 Read again and say the jobs







## 1 Listen and read

Home Gallery About me

### The world of computers

Lots of people use computers to do their jobs. With a computer you can find out **information**, buy and sell things, and send emails to people.

They're using a computer to **design a website**.

She's using a tablet to send emails.

She's using a computer to find out **information**.

He's using a **laptop** to buy things.

He's using a **tablet** to look for recipes.



## 2 Read again and complete the sentences

- 1 You can use a tablet to ..... emails.
- 2 You can buy and ..... things with a computer.
- 3 You can ..... out information.
- 4 You can ..... a website.



## 3 Read, think and answer

What do you think people can use a computer for?

They can use a computer to play games.



# Project Jobs poster

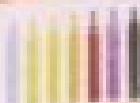
## You will need:



paper



glue



colors



scissors



magazines

## Think and plan

- 1 Choose a job. Think of something interesting.
- 2 What can you find out about it? Try to answer the questions.
  - What do you wear?
  - Where do you work?
  - When do you start and finish work?
  - What do you do?
  - Do you help people? Do you buy or sell things?
  - Do you make things?

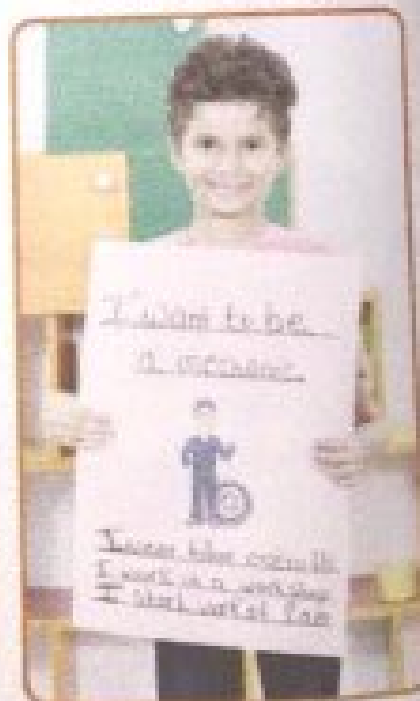
## Find out

- 3 You can find out information on websites or in books.
- 4 Make some notes.
- 5 Find, draw or print some pictures.

## Make your poster



## Show and say





1 Look and write



.....



.....



.....

Self Assessment



Read and color the stars that describe your effort

Speaking



- I can recognize different jobs and what they do.



- I can talk about jobs and what they do.



- I can ask and answer about jobs and what they do.



Phonics



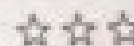
- I can count the syllables of some words.



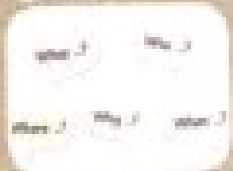
- I can count and blend syllables to form some words.



- I can count syllables of other words using the dictionary.



Language use



- I can identify question words: who, what, where, when and why.  
- I can determine the difference between after, before and on.



- I can use question words: who, what, where, when and why to ask and answer about jobs.



- I can use question words: who, what, where, when and why to ask and answer about a job of my choice.  
- I can use after, before and on to talk about the time I do something.



Life skills & values



- I can read about some jobs and what they do to help other people.



- I can show respect for some jobs and appreciate what they do to help people.



- I can show respect for some jobs and think of the difficulties they face to help other people.



Issues



- I can read about technological tools: computers, tablets, laptops.



- I can determine the uses of technological tools: computers, tablets, laptops.



- I can suggest other uses to technological tools: computers, tablets, laptops.



Projects



- I can plan for a job poster.



- I can find information about the job on websites or in books.



- I can talk about my job poster to my classmates—how I made it, what information I found and notes I wrote.



# Review 1



1 Look, listen and number. Write the job



.....



.....



.....



.....



.....

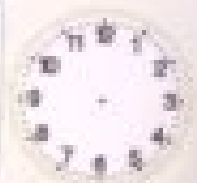


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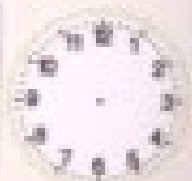


2 Look and number. Draw the time

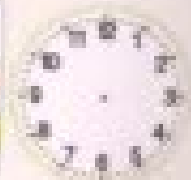
1 I get up at seven o'clock.



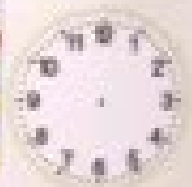
2 I have breakfast at half past seven.



3 I walk to school at eight o'clock.



4 I play with friends at half past four.



# Review 1

## 1 Look and complete the words



1 w \_ \_ \_    2 b \_ \_ \_    3 h \_ \_ \_    4 a \_ \_ \_    5 l \_ \_ \_  
 6 t \_ \_ \_    7 c \_ \_ \_

## 2 Look and complete

sometimes   always   often   usually   never



1	● ● ● ● ○	.....	2	● ● ● ● ○ ○	.....
3	● ○ ○ ○ ○	.....	4	○ ○ ○ ○ ○	.....

## 3 Read, order and write

1 usually / do / I / exercise

.....

2 walk / We / sometimes / school / to

.....

3 have / always / I / breakfast

.....

# Review 1



## 1 Write the question words

When

What

Where

Why

1 He's a chef. .... is he wearing?

He's wearing a hat.

2 ..... is he wearing a hat?

Because he needs to be clean in the kitchen.

3 ..... does he work?

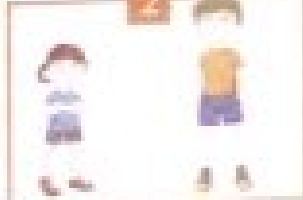
He works in a hotel.

4 ..... does he start work?

He starts work at 6 pm.



## 2 Listen and circle the correct picture









## 3 Match the numbers

1 62    2 34    3 29    4 51    5 78

a fifty-one    b seventy-eight    c thirty-four    d sixty-two    e twenty-nine

## 1 Listen and say. Then complete the words

oo ll ee

 1 b ___ k	 2 t ___ th	 3 ba ___
 4 f ___ t	 5 wa ___	 6 tr ___

## 2 Listen and say. Write the number of syllables

- |             |                      |               |                      |
|-------------|----------------------|---------------|----------------------|
| ① fisherman | <input type="text"/> | ② supermarket | <input type="text"/> |
| ③ computer  | <input type="text"/> | ④ keyboard    | <input type="text"/> |
| ⑤ mechanic  | <input type="text"/> | ⑥ restaurant  | <input type="text"/> |

## 3 Write the upper case letters

b ___	d ___	f ___	h ___
l ___	p ___	r ___	t ___

Teacher assessment





# Animals in the wild



1 Listen, look and read

## Camouflage

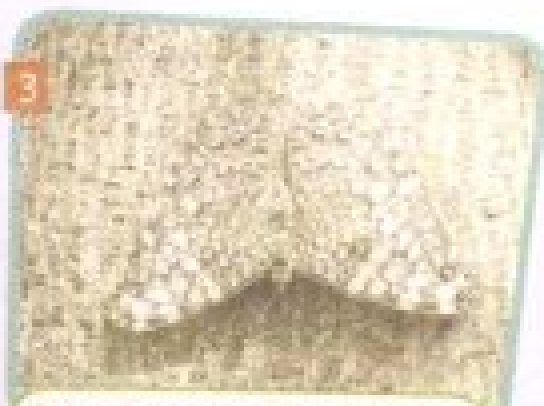
Animals in the **wild** sometimes need to **hide**. They often need to find food and water. Animals can do some very **clever** things.



Can you see the **owl** in this tree? It isn't easy to see. The **owl's** feathers are brown and gray. The tree is brown and gray, too. The **owl** looks for food at night. In the day, it hides in a tree and sleeps.



This **lizard** looks like a leaf! It is a **gecko**. It is brown and green. It lives in the forest. It eats insects. Owls and snakes eat the **gecko**. The **gecko** hides in plants and trees.



Some butterflies hide on trees. This butterfly has wings the same color as the tree.



This butterfly has circles on its wings. These look like eyes. Other animals think the butterfly is big and **dangerous**.



5 This is a **caterpillar**. These big eyes aren't real. The caterpillar has them on its head so other animals don't eat it. They think it is a snake.



6 This **octopus** is hiding on the bottom of the sea. Some animals want to eat the **octopus**. The octopus wants to find food to eat. It changes color on its head, body and legs, so other animals can't see it.



7 This is a **chameleon**. It can change color. It doesn't do this to hide. It does this when it is hot or cold. It sometimes changes color to show another **chameleon** how it is feeling.



## 2 Read again and circle

- 1 The owl has **gray / green** and brown feathers.
- 2 The gecko hides in the **sea / plants** and trees.
- 3 Some butterflies **live in / hide** on trees.
- 4 Some butterflies have **circles / squares** on their wings.
- 5 The caterpillar looks like **a crocodile / a snake**.
- 6 The octopus can change **color / shape**.
- 7 The chameleon changes color when it is **old / hot**.



3 Can you think of any other animals that hide?  
How do they do it?