



2

Connect Plus

Primary 2

Student's Book

Term 1



New Vision

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Scope and Sequence

The world around me

Unit	Vocabulary	Language	Reading
4 Into space	sky, cloud, star, Sun, Moon, planet, constellation, galaxy, shadow; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune; grey, brown	<i>Earth is bigger than Mercury.</i> <i>Venus is the hottest planet.</i>	
	river bank, rainforest, tree, grass, plant, river, bamboo; fish, dolphin, whale; row,	<i>What was that?</i> <i>It was a dolphin.</i>	

5 **Boat trip**

sail

Alexandria is very interesting. Luxor is very cool in the summer.

6 **Monuments**

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.

Review 2

Revision of units 4-6

Let's read a story

The Gingerbread Man

The world around me

Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
nn: thinner gg: bigger tt: hotter, fitter	Critical thinking: Observation: Shadow, Day and night, The Moon	Curiosity		Science: Night and day, shadows, the planets in the solar system ; solids and gasses 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, cliff	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



Let's remember



2 Look, sort and write

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

Let's remember

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

1 
c _ _ n

2 
sh _ _ t

3 
_ _ ip

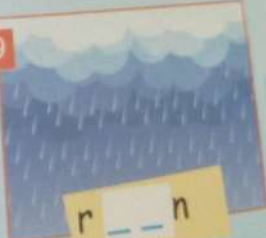
4 
f _ _ mer


5 
k _ t _

6 
_ _ air

7 
c _ k _

8 
f _ _ t

9 
r _ _ n

10 
tr _ _

Theme 1:



Who am I ?




Unit 1

Ready, get set, go!

1 Look, listen and read





Hello, Hana!

Hi! How are you?


I'm **okay!**

Yes, it is. Thank you.

Is this your ball?

See you soon!



 **2 Look, listen and say**

Good morning, Hany.
How are you?

Good morning,
Mrs Sara.

I'm fine, thank you.



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

Good afternoon, Youssef.
How are you?

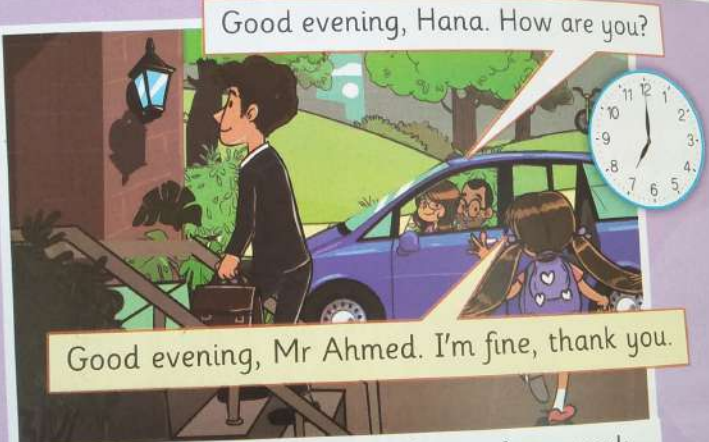
Good afternoon
Miss Mona.
I'm fine thank you.




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

Good evening, Hana. How are you?

Good evening, Mr Ahmed. I'm fine, thank you.



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

 **3 Ask and answer with a friend**



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

1 I get up at seven o'clock.

2 I eat my breakfast at half past seven.

3 I walk to school with mom at eight o'clock.

4 I have lunch at one o'clock. I eat sandwiches and I drink water.

5 I play tennis after school at half past four.

6 I go home at half past five. I ride my bike.

2 Read again. Circle the answer

1 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.

CLIL - Ma

Let's count

1 Look, read

What's the time?



2 Look. Ask



3 Count to

10 20
60 70

4 Listen, look



CLIL - Math

Let's count and tell time

Unit 1

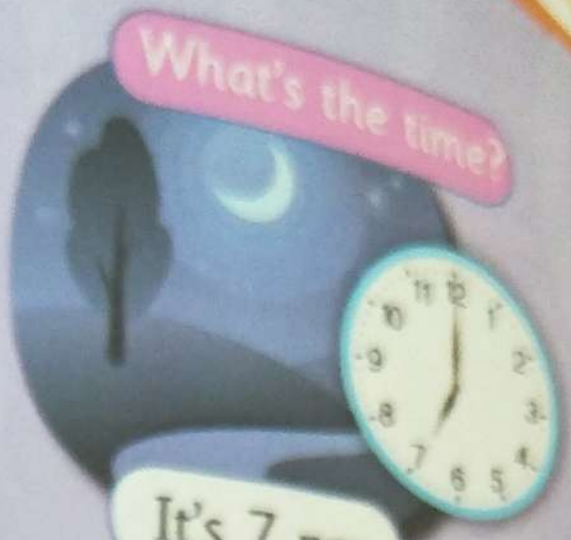


1 Look, read and say

What's the time?



It's 7 am




It's 7 pm

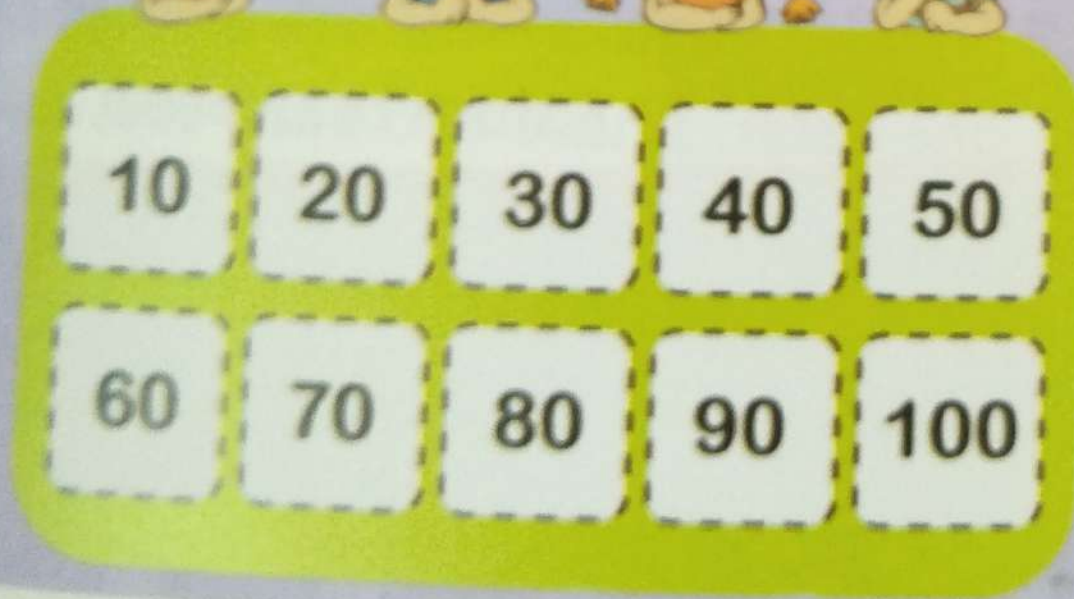


2 Look. Ask and answer






3 Count to one hundred. Take turns to say



What's the time?



4 Listen, look and say





It's twelve twenty.

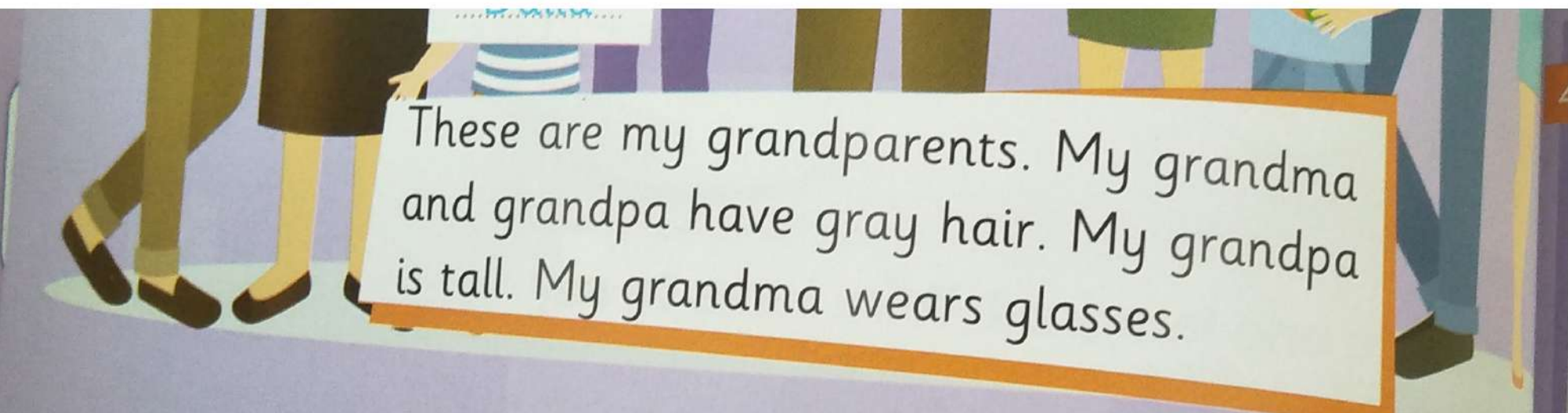
Vocabulary



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.
- 4 Dalia's **grandma** / **grandpa** wears glasses.
- 5 Dalia's

...s grandparents have **four / five** grandchildren.

Language: parents, grandparents, grandchildren, cousins

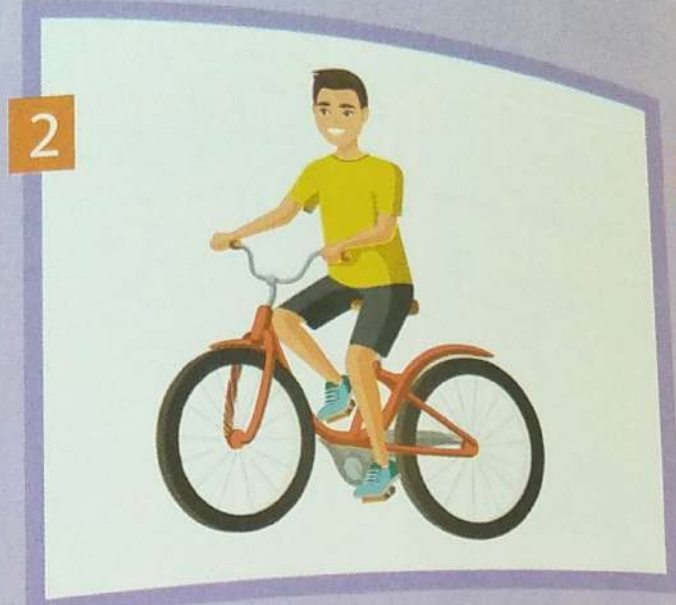
Reading and Speaking

Unit 1

1 Listen, read and write



He's



He's



She's





He's



They're



She's



2 Read and match

1 What is he doing?

2 What are you doing?

3 What is she doing?

4 What are they doing?

a I am reading a book.

b They are eating breakfast.

c He is listening to music.

d She is playing the piano.



3 Ask and answer with a friend.

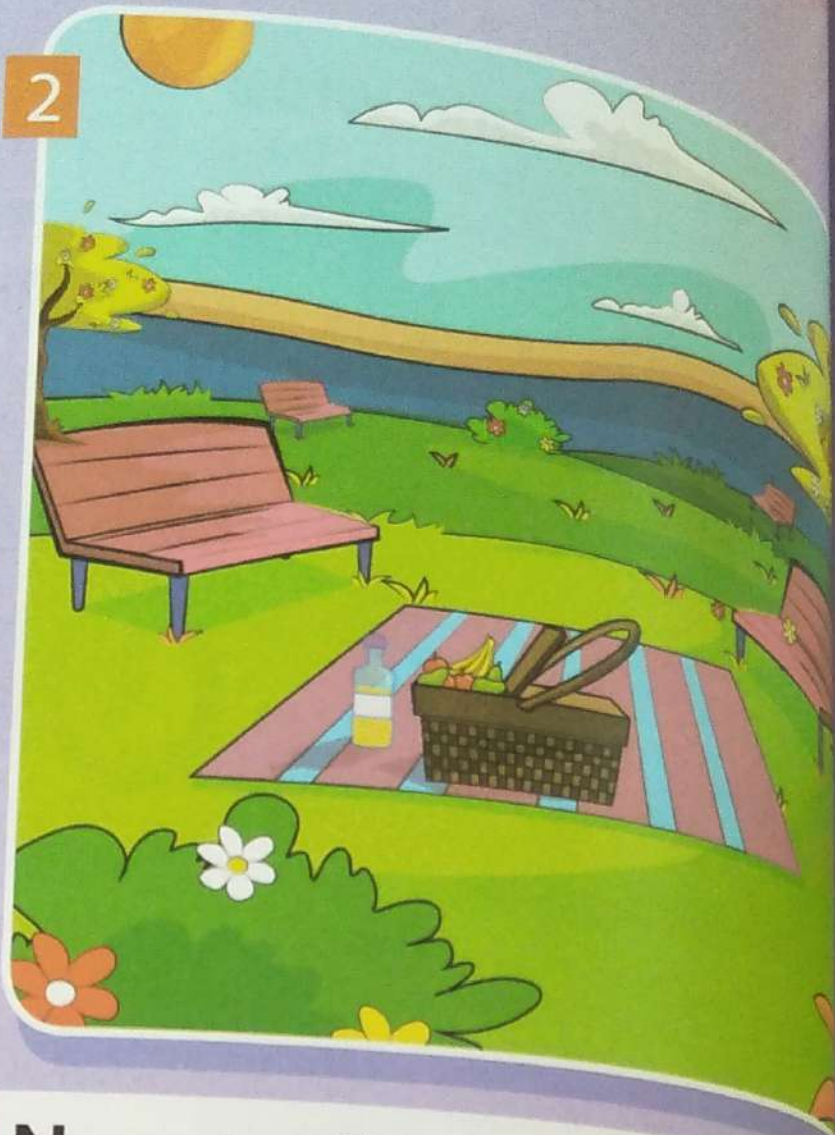
Language: I am ... ; He/She is ...; They/We/You are playing/eating/reading

Story

A game in the park



1 Look, listen and read



Narrator 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
granddad.

Amir Hello. It's nice to meet

Granddad 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

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 go

lets fly it!

white, blue and red.

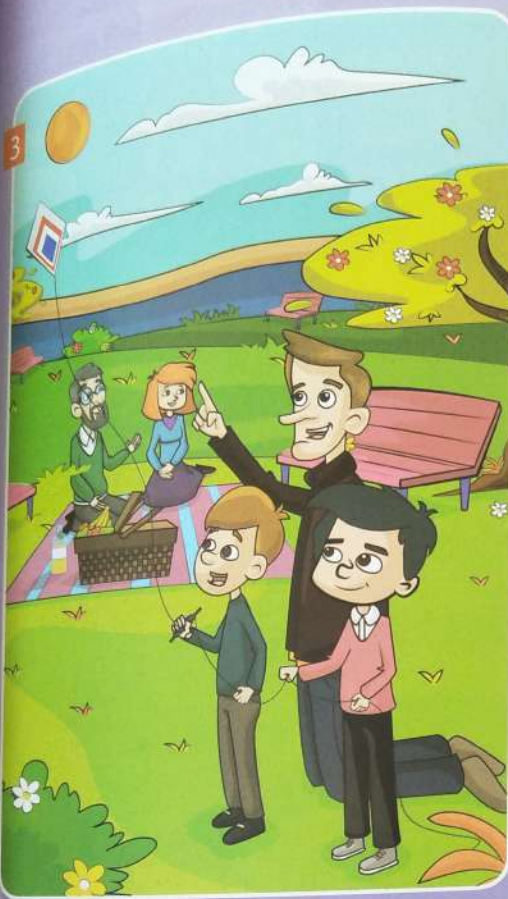
Fares

It's great!

Dad

Let's fly it here.

3



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.

4



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.



A	<input type="text"/>	B	<input type="text"/>	C	<input type="text"/>	D	<input type="text"/>	E	<input type="text"/>	F	<input type="text"/>
G	<input type="text"/>	H	<input type="text"/>	I	<input type="text"/>	J	<input type="text"/>	K	<input type="text"/>	L	<input type="text"/>
M	<input type="text"/>	N	<input type="text"/>	O	<input type="text"/>	P	<input type="text"/>	Q	<input type="text"/>	R	<input type="text"/>

S T U V W X
Y Z



2 Upper case or lower case? Look and write

- 1 I live inairo.
- 2 My name isany.
- 3 We playootball.
- 4 What do you do onaturday?
- 5 It's a





CLIL: Math: Numbers time

Unit 1

1 Look and match. Complete



thirty-seven

fifty-six

.....

seventy-four

.....

forty-three

15

22

74

100

61

99

37

43



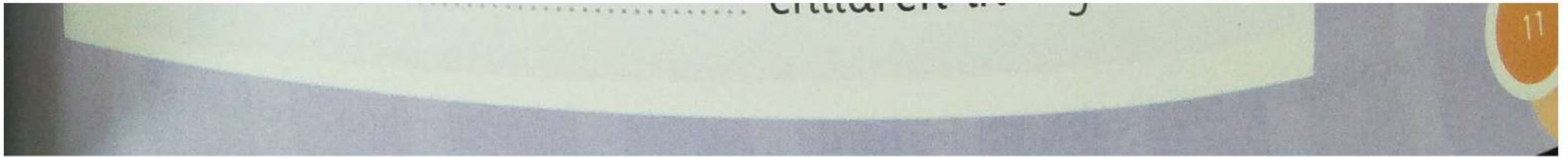
ninety-nine

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



2 I have a small family. I live with my mom, my dad and

grandparents. I have two sisters and a brother.

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

3



This is a baby elephant. It is

pride. Lots of lion families live together.

big! It lives in a herd with lots of other elephants.

12

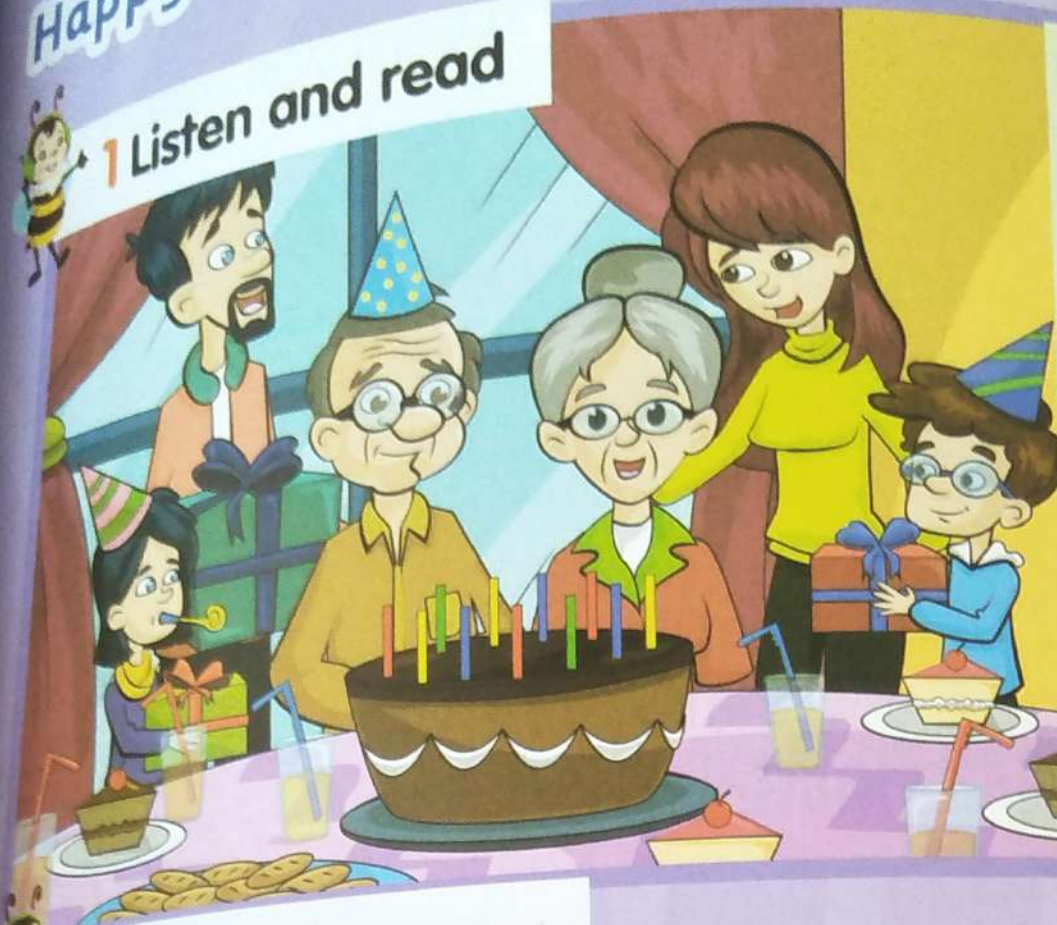
Vocabulary: nest, cubs, pride, herd

Life skills

Happy birthday, Grandma!

Unit 1

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



Yes, please.



Would you like a drink?



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 ☹



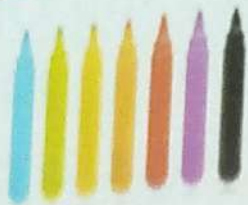
Life skills: Cooperation

Project: Make an activity chart

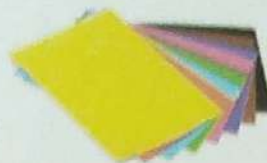
You will need:



scissors



colors



paper



ruler

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.

... of the week.

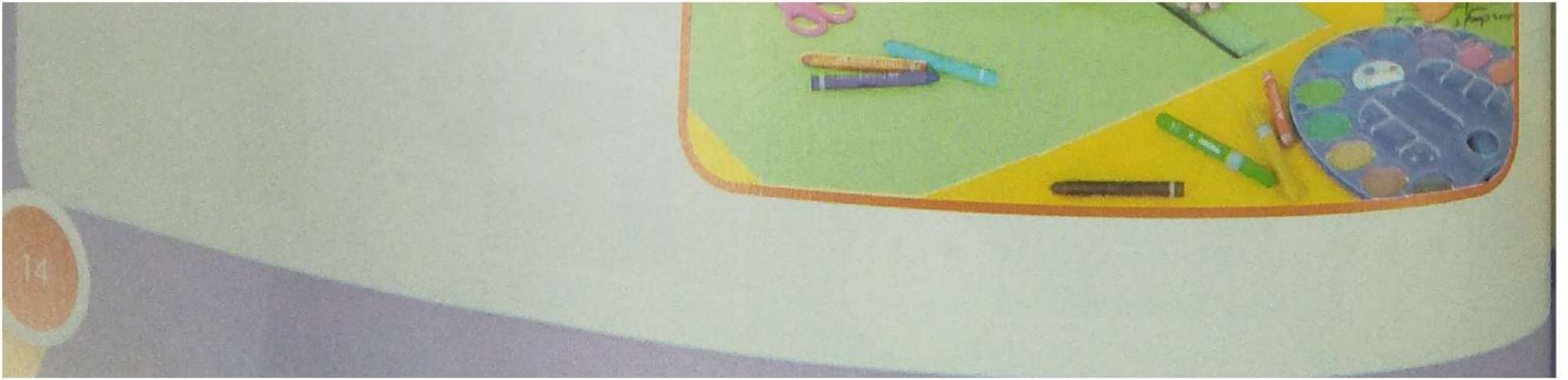
	Morning	Afternoon	Evening
Monday			

5 Complete the chart for you. Draw and color.

Show and share

6 Ask and answer in pairs.





Review

Unit 1

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

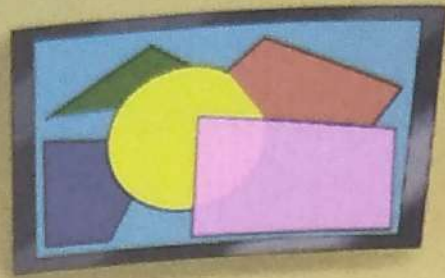
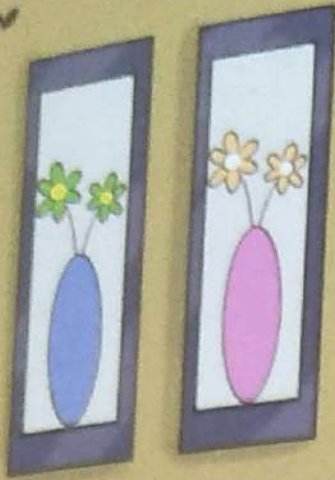
Read and color the stars that describe your effort

<p>Speaking</p> 	<ul style="list-style-type: none"> - I can tell the time. - I can read about greetings at different times of the day. 	<ul style="list-style-type: none"> - I can ask and answer about the time. - I can recognize greetings at different times of the day. 	<ul style="list-style-type: none"> - I can tell the time while talking about daily routines. - I can use greetings at different times of the day.
<p>Reading</p> 	<ul style="list-style-type: none"> - I can read about family members and how they look. - I can read about families in humans and animals. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
<p>Writing</p> <p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>	<ul style="list-style-type: none"> - I can recognize capital and small letters. - I can write numbers in letters. 	<ul style="list-style-type: none"> - I can use capital and small letters correctly. - I can write numbers in letters. 	<ul style="list-style-type: none"> - 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.
<p>Language use</p> 	<ul style="list-style-type: none"> - I can listen to and complete what people are doing in some pictures. - I can recognize <i>I, we, they, you</i> (verb) and <i>he, she, it</i> (verb+s). 	<ul style="list-style-type: none"> - I can describe what people are doing at some time in a picture. - I can use present simple with <i>I, he, she, it, we, they, you</i> and ask and answer questions using it. 	<ul style="list-style-type: none"> - 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.
<p>Life skills</p> 	<ul style="list-style-type: none"> - I can distinguish wants from needs. - I can read about family members. 	<ul style="list-style-type: none"> - I can talk about wants and needs. - I can show respect and love to family members. 	<ul style="list-style-type: none"> - I can use wants and needs to express myself. - I can help family members with doing their work.
<p>Project</p> 	<ul style="list-style-type: none"> - I can complete a chart of what I do on weekends. 	<ul style="list-style-type: none"> - I can make a colored chart for what I do on the weekends. 	<ul style="list-style-type: none"> - I can make and talk about my chart to my classmates.

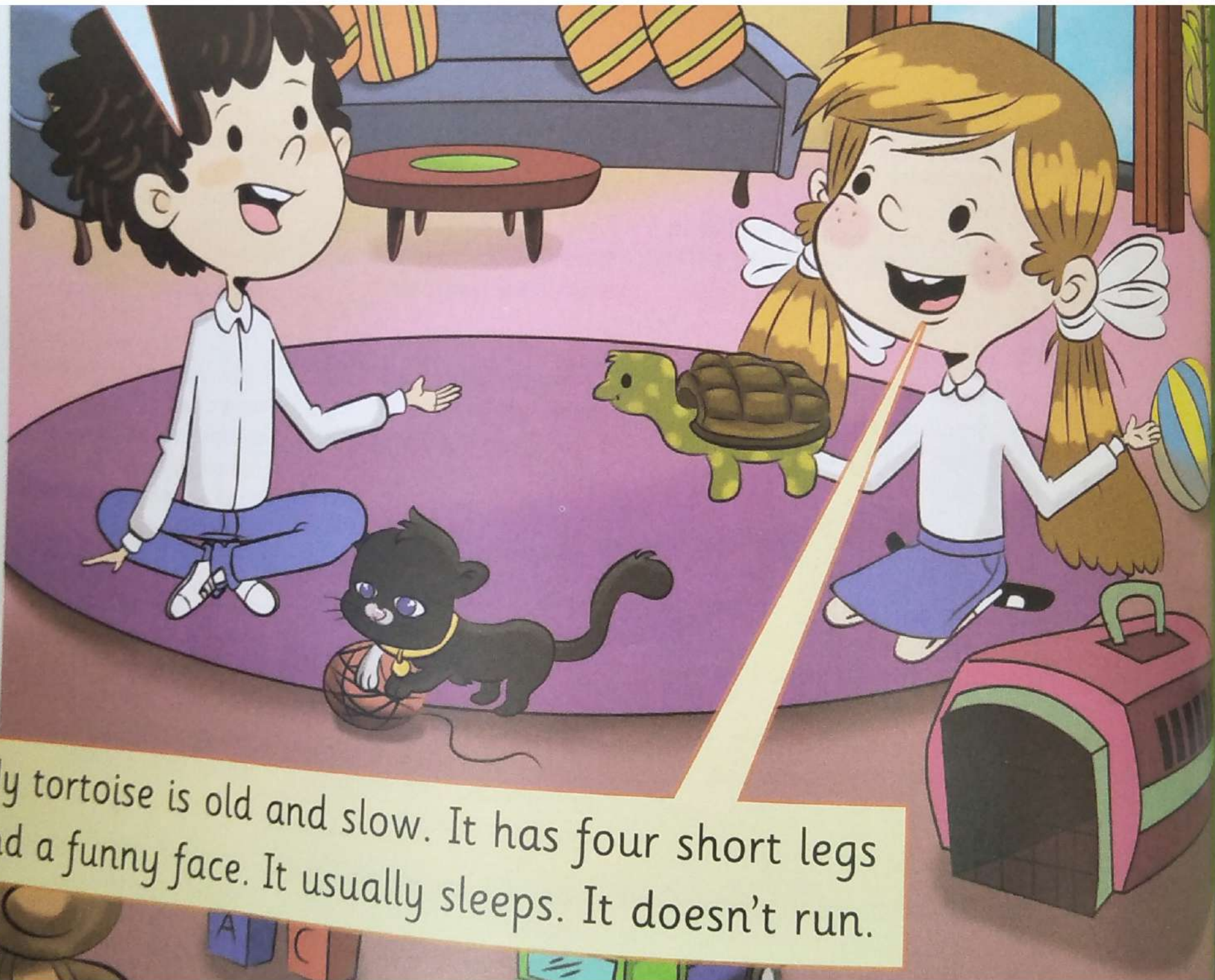
Unit 2

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



3 Look and say



It has legs!

It has feet!



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



short
tall

The woman is _____.
The man is _____.



old
young

The baby is _____.
The woman is _____.



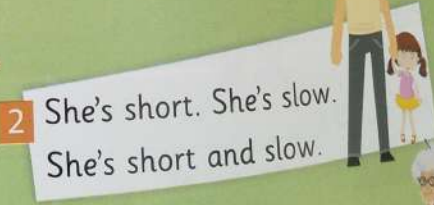
slow
fast

The car is _____.
The bicycle is _____.

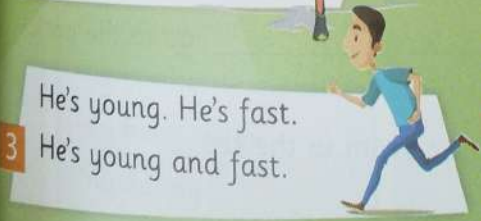
2 Look, listen and read



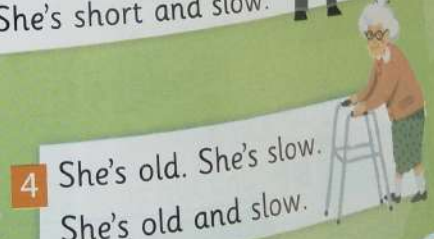
1 He's tall. He's fast.
He's tall and fast.



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



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



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 swing

1 Look, listen and read



1 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 _____.

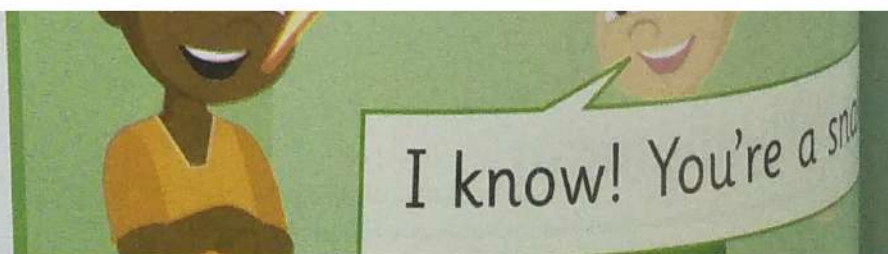


3 Play with a friend

I'm _____ and _____. I have _____ . I _____ .

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





I know! You're a sn...

Learn Phonics with Busy Bee!



oo all ee

1 Listen, point and say



foot



tall



feet

2 Underline oo, all and ee. Say the words



book



wood



wall



ball



tree



green

3 Write and say

book green small

The _____ is _____ and _____.



Healthy or unhealthy?

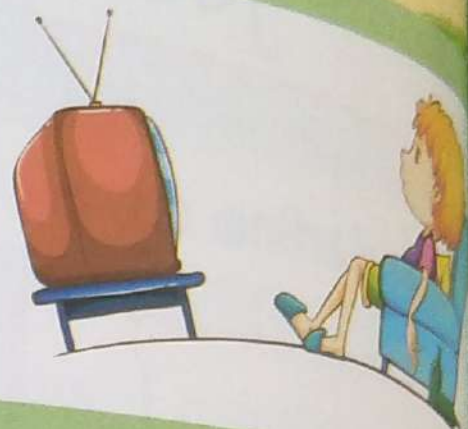


1 Listen and read

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

I eat healthy food.



healthy unhealthy

6 I eat lots of cakes.



healthy unhealthy

Reading









Unit 2

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?

Being fit and healthy

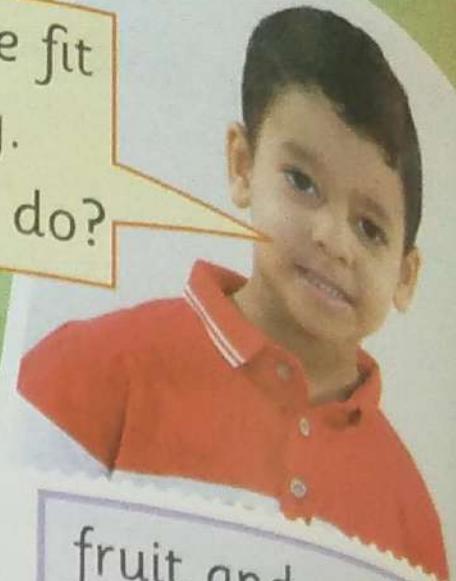
1 Listen, read and answer



2 Listen again, read and match



I want to be fit and healthy.
What can I do?



1 Wash your

2 Wash

3 Clean



fruit and vegetables.

exercise.

healthy food.

4 Do



5 Play



6 Eat



7 Drink



8 Sleep for



hands.

lots of water.

your teeth.

10 hours a day.

with friends.



3 Mime and say

1 Look, read and complete



We want to be fit and healthy. We want to be happy.
What do we need?

water exercise friends healthy food sleep sunshine

1 We need



healthy food and we need lots of



_____.

2 We need



(to) _____ every night.

3 We need



_____.

4 We need



_____ and fresh air.

5 And we need



_____!



2 Now ask and answer



What do we need?

Find out

How many hours of sleep does everyone in your class have?

Language: We need (healthy food).

Project: A healthy wheel



1 Look, read, draw and write

exercise

sunshine and
fresh air

sleep

I'm fit and healthy!

good friends

clean water

healthy food



2 Now share your health



... healthy wheel with your friends

28


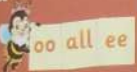





1 Talk about Waleed using

	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

<p>Speaking</p> 	<ul style="list-style-type: none"> - I can read on people and animals: <i>slow or fast; old or young</i> and body parts. 	<ul style="list-style-type: none"> - I can complete sentences. - I can use information on people or animals to complete some activities. 	<ul style="list-style-type: none"> - I can describe people and animals in a picture.
<p>Phonics</p> 	<ul style="list-style-type: none"> - I can recognize words with the long vowels: <i>oo, all, ee</i>. 	<ul style="list-style-type: none"> - I can use the long vowels: <i>oo, all, ee</i> in words. 	<ul style="list-style-type: none"> - I can find other words with the long vowels: <i>oo, all, ee</i>.
<p>Language use</p> 	<ul style="list-style-type: none"> - I can use the adverbs of frequency: <i>always, usually, often, sometimes, never</i> correctly. - I can make sentences using <i>has/have</i>. - I can recognize the opposites: <i>short - tall; old - young; slow - fast</i>. 	<ul style="list-style-type: none"> - I can use the adverbs of frequency: <i>always, usually, often, sometimes, never</i> to talk about daily actions (go to school, go to the park, etc). - I can use <i>has/have</i> to describe animals or people. - I can use the opposites: <i>short - tall; old - young; slow - fast</i>. 	<ul style="list-style-type: none"> - I can use the adverbs of frequency: <i>always, usually, often, sometimes, never</i> to ask and answer about daily actions. - I can use <i>has/have</i> to ask and answer about people and animals. - I can use the opposites: <i>short - tall; old - young; slow - fast</i> to describe people, animals and things.
<p>Life skills</p> 	<ul style="list-style-type: none"> - I can read about healthy and unhealthy habits. 	<ul style="list-style-type: none"> - I can distinguish healthy from unhealthy habits. 	<ul style="list-style-type: none"> - I can determine what to do to keep healthy.
<p>Project</p> 	<ul style="list-style-type: none"> - I can complete a healthy wheel by myself. 	<ul style="list-style-type: none"> - I can draw and write a healthy wheel. 	<ul style="list-style-type: none"> - 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!



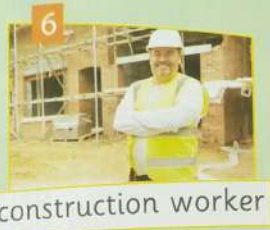
She helps people.
She talks on the phone.
She uses a computer.
She sends emails.



Listening

Unit 3

2 Look, listen and say



3 Ask and answer

Number 6. What does he do?



He's a construction worker.

Number 4. What does she do?



She's a chef.

4 Read, think and answer

What do you want to be?

I want to be a chef.



Language: What does he/she do? What do you want to be?

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?

She's an architect.

She teaches children.

At 7.00 am

Because he needs to be clean in the kitchen

5 What is her job?

6 When does he start work?

A suit.

He works at the hospital



2 Look. Ask and answer in pairs



Who ...?

When does he start work?

What ...?


Where ...?

Why ...?

When ...?



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



I think he starts
work at six o'clock

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

1



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?

2



3

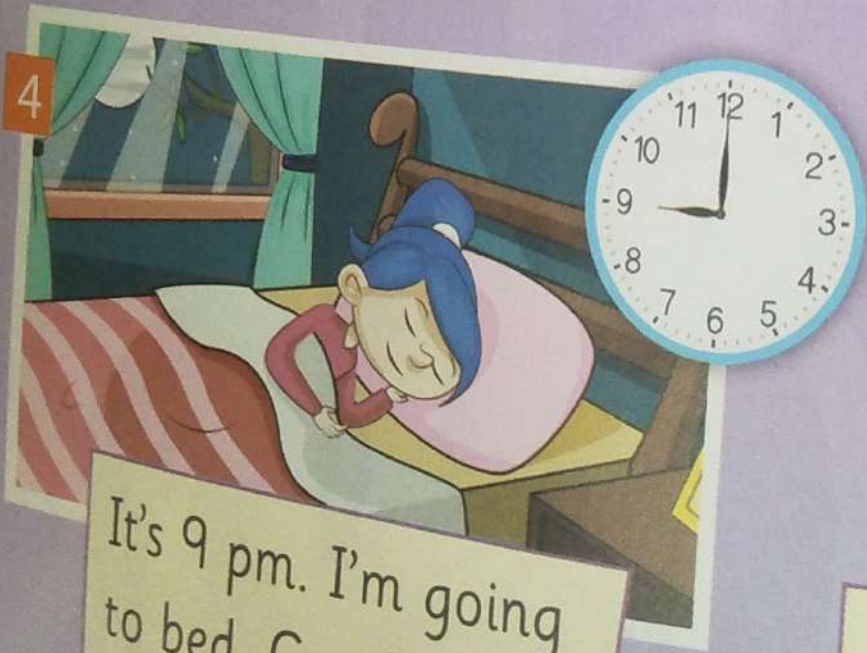




My dad is a doctor. He works at the hospital. He starts work at eight o'clock in the morning!



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



4

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



5

It's six o'clock in the morning. I'm getting up. Where's Dad?

He's in the kitchen! He's having his w

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

2 Read again and circle

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

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

- 1 We (have) our tea.
- 2 Why he (go) out?
- 3 I (get) up at 6 am.
- 4 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?

Where do you work?



1 Listen and write

- hospital
- hotel
- fire station
- office
- café
- supermarket
- farm
- restaurant



.....



.....



.....



.....



.....

1

3

8



2 Look and write the place where they work

1



restaurant

2



3



4



5

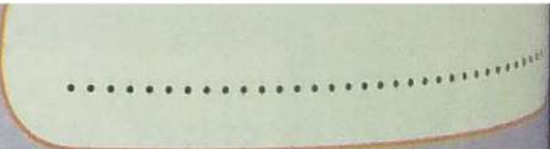
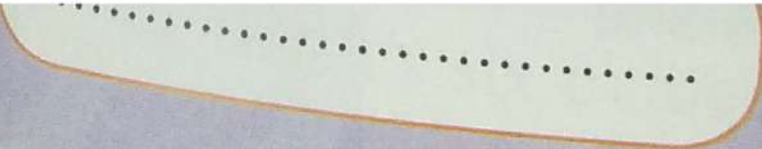


6





3 Listen and check



1 Look and read

Home Gallery About me

Hello, this is my town!



Our town has lots of **important** places.



I like my school. I learn a lot. I see my friends. I like my teachers.



This is the **hospital**. Doctors help **sick** people here.



This is the park. We can play and **have fun** here.



This is the **supermarket**. We can buy food.



This is a farm. The farmer **looks after** animals. He **grows food**.



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?

When do you go

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



1

4 swimming?

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

2

before school?

4

What do you do after school?

3

What do you do on the weekend?

38

Understanding different jobs

1 Read and answer

- chef
- doctor
- mechanic
- market seller
- fisherman
- conciierge
- farmer
- construction worker

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?

 A 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

Let's learn words



1 Listen, read and write

laptop

cell phone

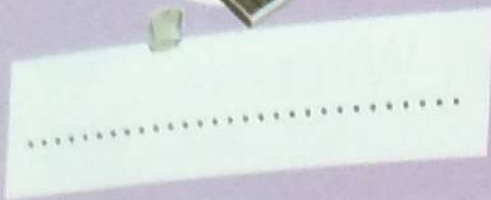
computer

keyboard

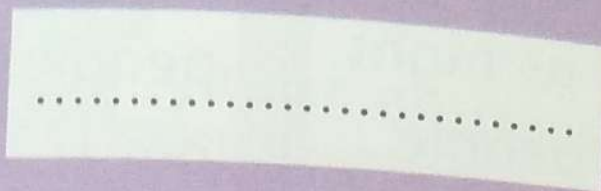
printer

tablet

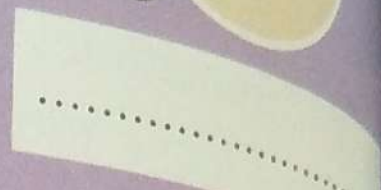
1



2



3



4



5



6





2 Read and complete

Down

Across



3 You use this to call people.

6 You use this to print things.

1 You use this to write.

2 This is smaller than a laptop.

You can work on it or watch movies!

4 When you use this, you can work in different places.

3

c

4

l

1

k

2

t

5

p



3 Read again and answer

- 1 What technology do you use sometimes?
- 2 What technology do you use every day?
- 3 What technology do you have at home?
- 4 What technology do you have at school?

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.



She's using a tablet to send emails.



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



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

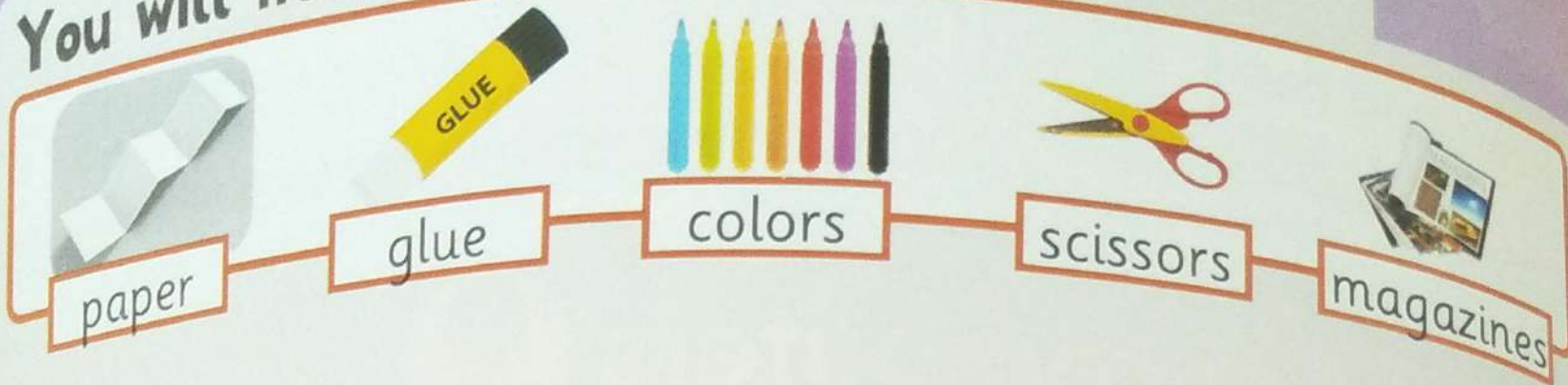
What do you think people can use a computer for?

They can use a computer to play games.



Project Jobs poster

You will need:



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?

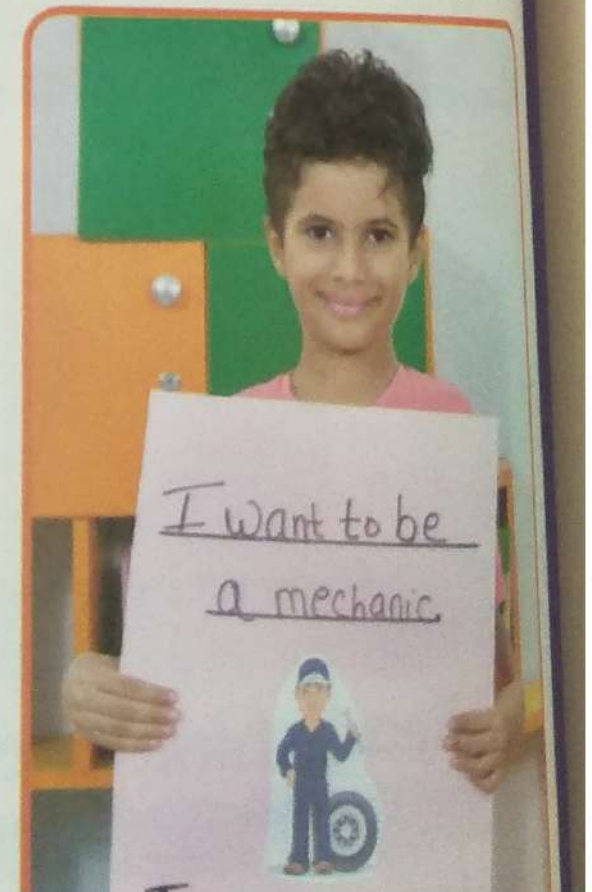
Find out

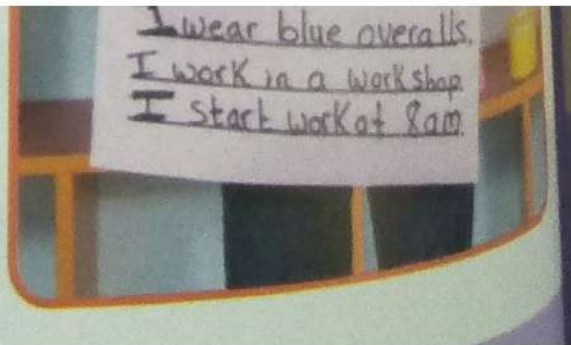
- 3 You can find out information on websites or in books.
- 4 Make some notes.
- 5 Find, draw or print some pictures.

Make your poster



Show and say





1 Look and write



Self Assessment



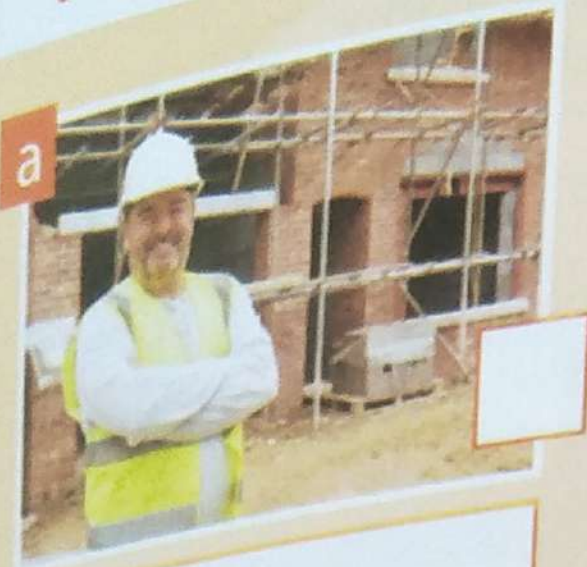
Read and color the stars that describe your effort

<p>Speaking</p>	<p>- I can recognize different jobs and what they do.</p> <p>★</p>	<p>- I can talk about jobs and what they do.</p> <p>★★</p>	<p>- I can ask and answer about jobs and what they do.</p> <p>★★★</p>
<p>Phonics</p> <p>car pen ter</p>	<p>- I can count the syllables of some words.</p> <p>★</p>	<p>- I can count and blend syllables to form some words.</p> <p>★★</p>	<p>- I can count syllables of other words using the dictionary.</p> <p>★★★</p>
<p>Language use</p>	<p>- I can identify question words: <i>who, what, where, when</i> and <i>why</i>.</p> <p>- I can determine the difference between <i>after, before</i> and <i>on</i>.</p> <p>★</p>	<p>- I can use question words: <i>who, what, where, when</i> and <i>why</i> to ask and answer about jobs.</p> <p>- I can complete sentences using <i>after, before</i> and <i>on</i>.</p> <p>★★</p>	<p>- I can use question words: <i>who, what, where, when</i> and <i>why</i> to ask and answer about a job of my choice.</p> <p>- I can use <i>after, before</i> and <i>on</i> to talk about the time I do something.</p> <p>★★★</p>
<p>Life skills & values</p>	<p>- I can read about some jobs and what they do to help other people.</p> <p>★</p>	<p>- I can show respect for some jobs and appreciate what they do to help people.</p> <p>★★</p>	<p>- I can show respect for some jobs and think of the difficulties they face to help other people.</p> <p>★★★</p>
<p>Issues</p>	<p>- I can read about technological tools uses: <i>computers, tablets, laptops</i>.</p> <p>★</p>	<p>- I can determine the uses of technological tools: <i>computers, tablets, laptops</i>.</p> <p>★★</p>	<p>- I can suggest other uses to technological tools: <i>computers, tablets, laptops</i>.</p> <p>★★★</p>
<p>Project</p>	<p>- I can plan for a job poster.</p> <p>★</p>	<p>- I can find information about the job on websites or in books.</p> <p>★★</p>	<p>- I can talk about my job poster to my classmates—how I made it, what information I found and the notes I wrote.</p> <p>★★★</p>

Review



1 Look, listen and number. Write the job



.....



.....



.....



d



e



f



.....



.....



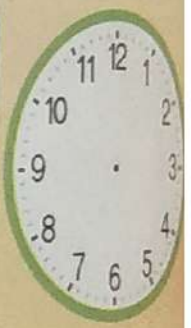
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2 Look and number. Draw the time

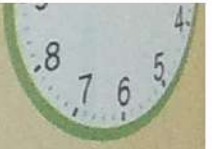
1 I get up at seven o'clock.

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.



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

● ● ● ● always

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

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

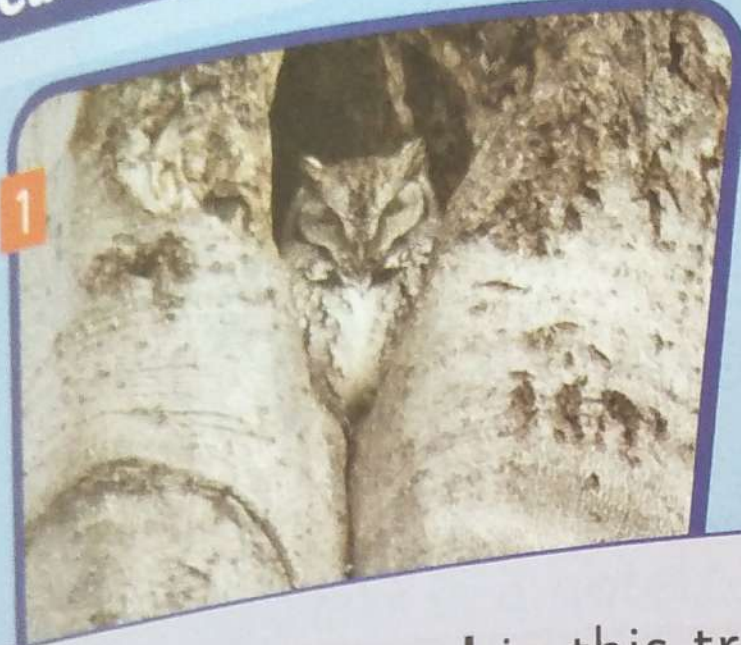
Animals in the wild



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



This **lizard** looks like a leaf! It is a **gecko**. It is brown and green. It lives in the forest. It

5

This big cat has heard sn

feathers are brown and gray, too. The tree is brown and gray, too. The **owl** looks for food at night. In the day, it hides in a tree and sleeps.

It eats insects. Owls and snakes eat the **gecko**. The **gecko** hides in plants and trees.

3



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

4

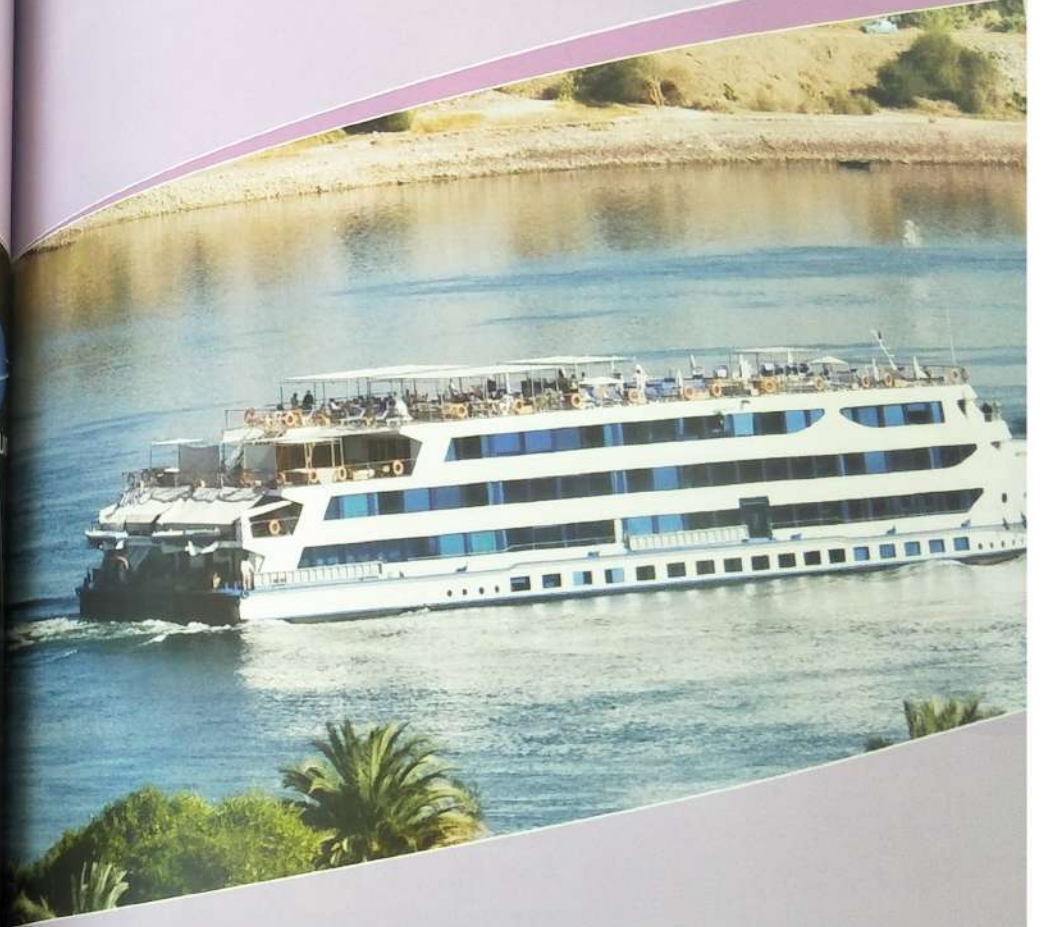
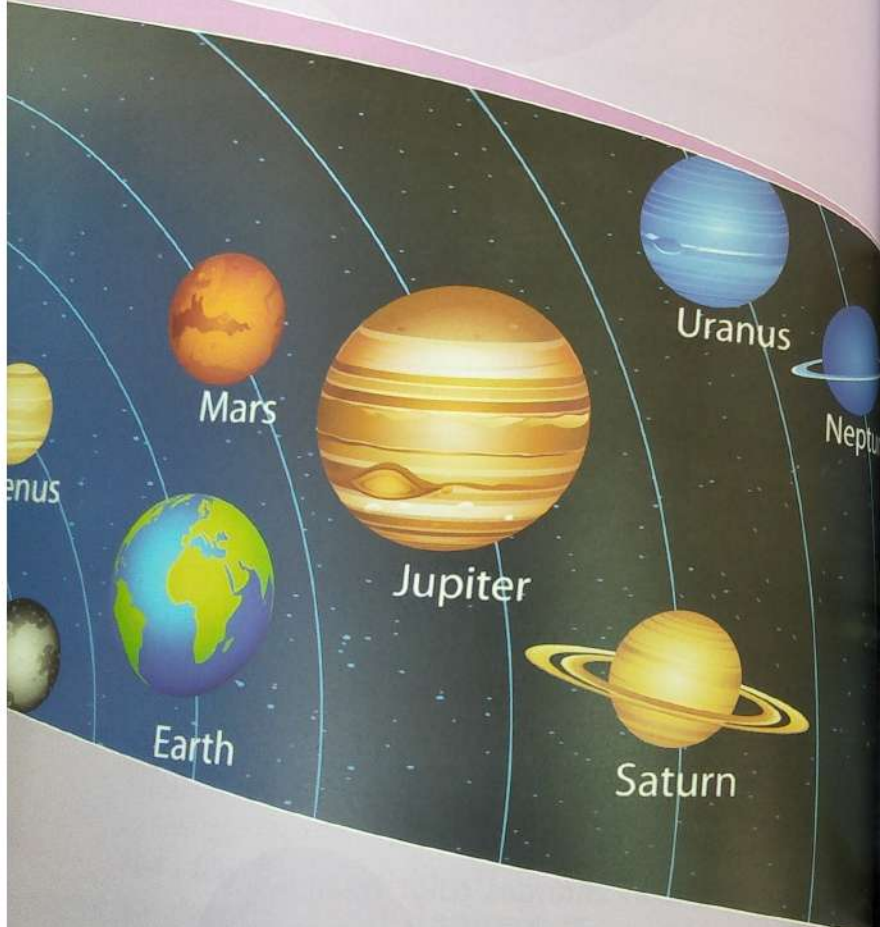


This butterfly has circles on its wings. These look like eyes. Other animals think the

butterfly is big and
dangerous.

Theme 2:

The world around me



Unit 4

Into space

1 Look, listen and read



Venus



Mars



Jupiter



Uranus



Neptune

What



2

1



Mercury

Earth

Saturn

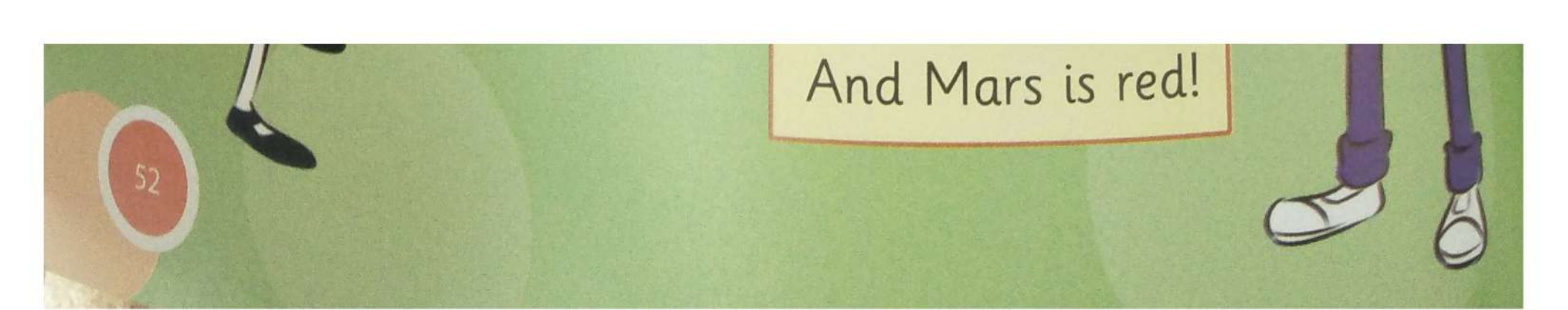
Wow! This is amazing!

The planets are very big.

The Sun is bigger than all the planets.

Look! The Earth is blue and green.

Jupiter is brown and gray.



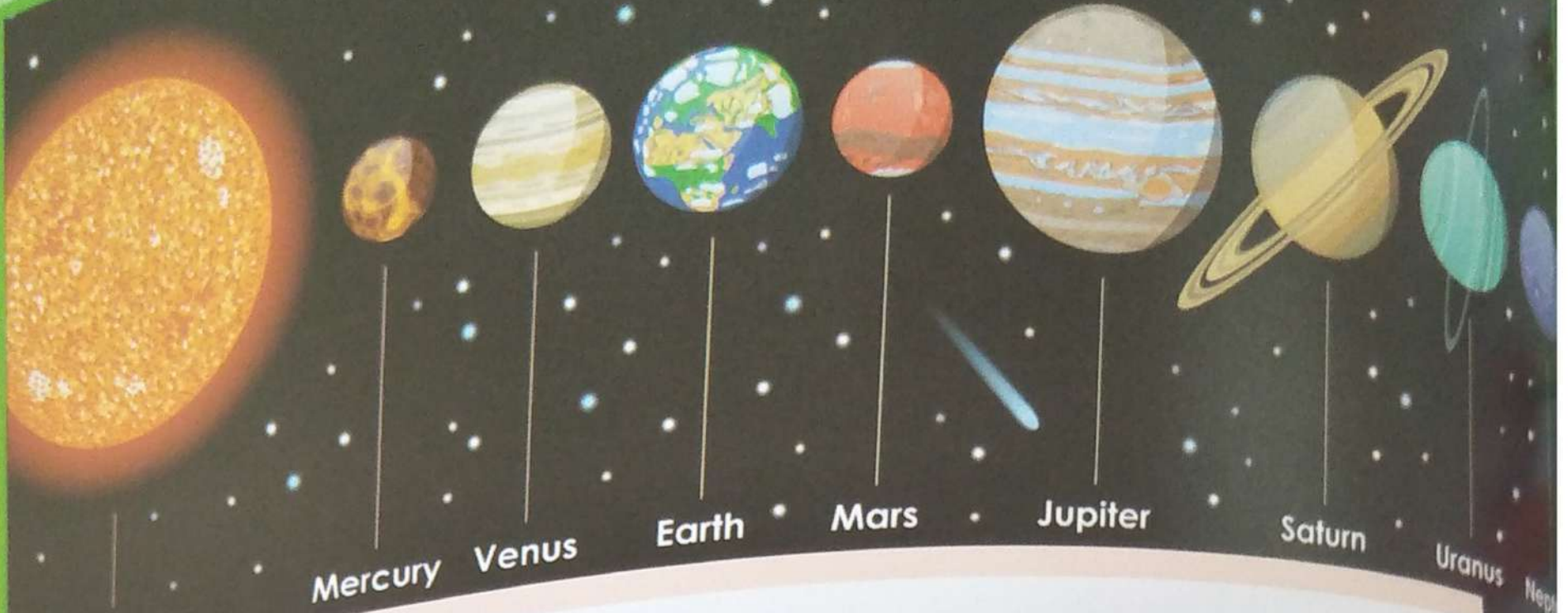
And Mars is red!

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Language use



1 Look, listen and read



Sun

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

planets are very big. Earth is bigger than Mars.

The planets are
Earth is smaller than Jupiter.
Mercury is closer to the Sun than Venus.
Neptune is farther from the Sun than Mars



2 Look and read again. Write T (true) or F (false)

- 1 Earth is smaller than Mars.
- 2 Earth is smaller than Jupiter.
- 3 Mercury is closer to the Sun than Venus.
- 4 Neptune is closer to the Sun than Mars.




3 Look again and make sentences

big small far close



Jupiter is
bigger than ...



Language: Comparative adjectives: *bigger than, smaller than, farther than, closer than*

Learn Phonics with Busy Bee!

1 Listen, point and say



big

Jupiter is big.



bigger

The Sun is bigger.

hot



hotter



Cont



1

5

Venus is hot.

The Sun is hotter.



2 Underline the double consonants. Say



Jack is fit, but John is fitter.

My cat is thin, but your cat is thinner.



3 Write and say



The red bag is
than the blue bag.

Egypt is than Kuwait.

What's the weather like?



1 Read and number



CLI

Sha



Wh



1 It's hot.

2 It's sunny.

3 It's cold.

4 It's rainy.

5 It's snowy.

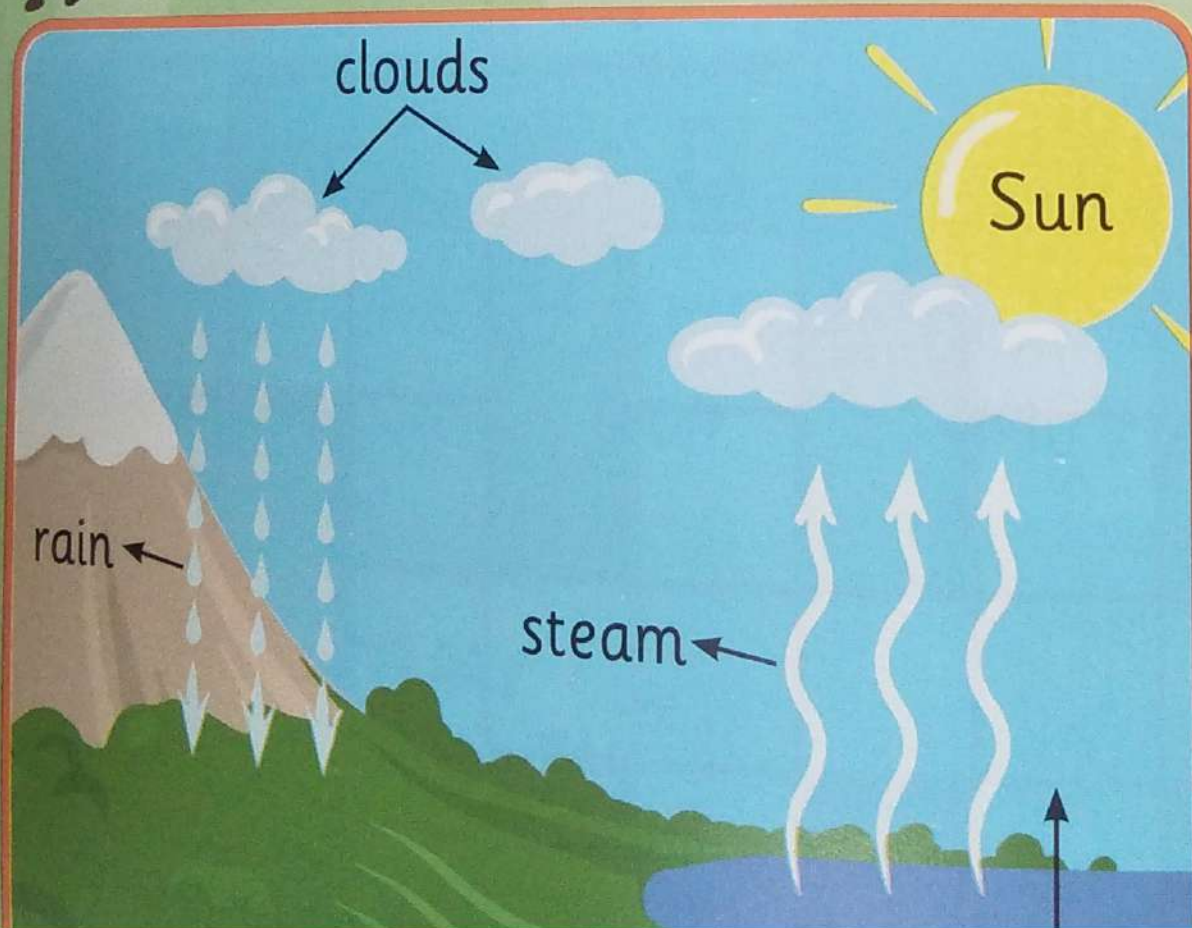
6 It's foggy.

7 It's cloudy.

8 It's windy.



2 Listen and read



- 1 The Sun makes water hot. Hot water turns to **vapor**.
- 2 **Steam** rises to make clouds.
- 3 Wind makes the clouds move.
- 4 The clouds get colder. Water falls from the sky as rain or snow.

vapor



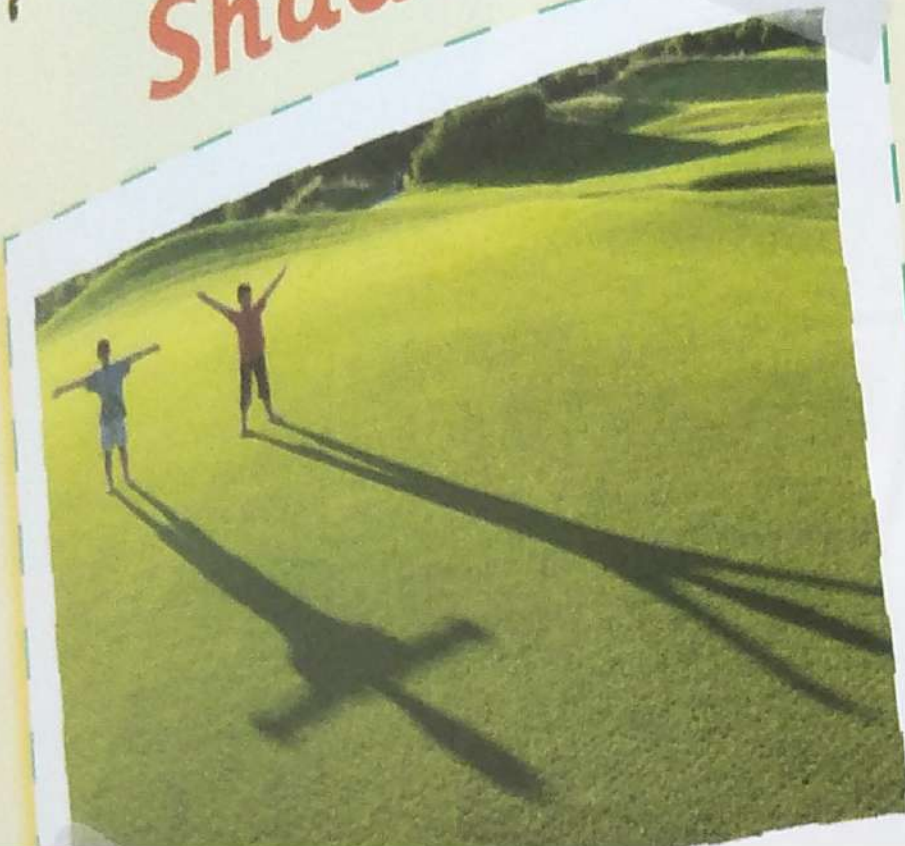
3 Point and say

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1 Look and read

Shadow



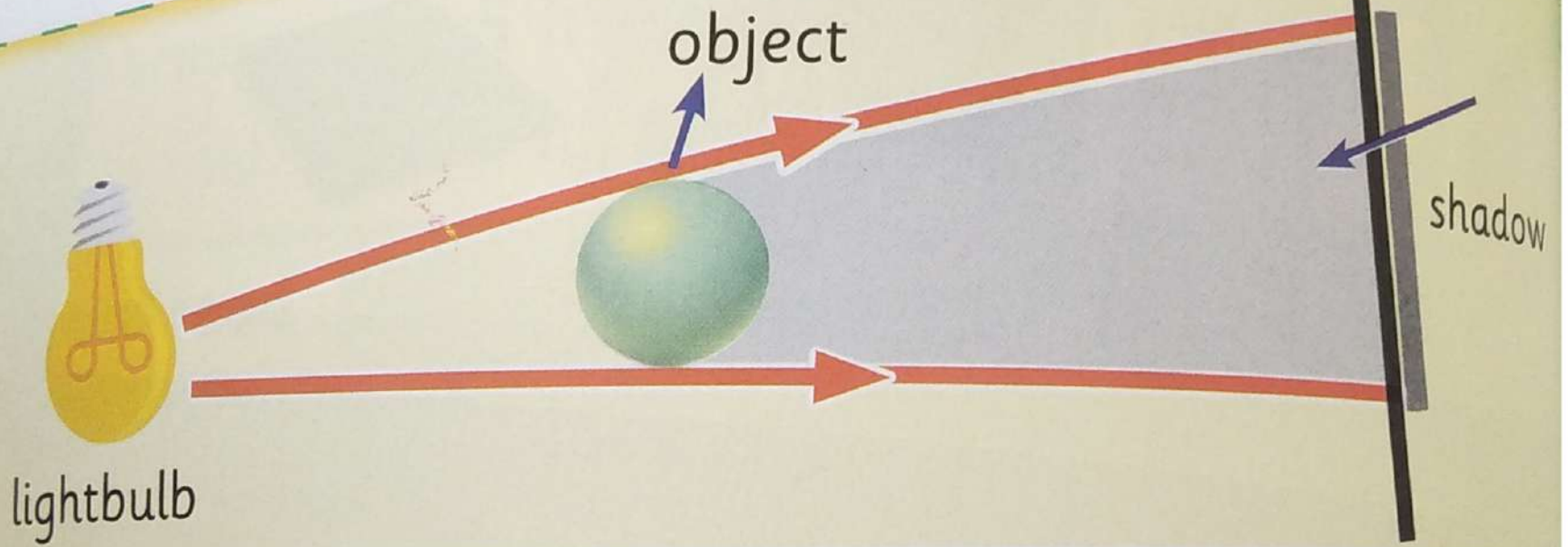
What makes a shadow?

Light travels in straight lines.

Light can come from the Sun. It can come from a **flashlight**, or a **lightbulb**.

Light can't go through solid objects.

When light reaches a **solid** object, we see a shadow on the opposite side of the **object**.



2 Which of these objects doesn't make a shadow? Circle and guess why



3 Read and tick

Read and tick two correct sentences

- 1 Light travels in straight lines.
- 2 Light can go through solid objects.
- 3 Light can come from different things.
- 4 We see a shadow next to the object

()
()
()
()

Reading

2 Look, listen and write

Unit 5

grass

river bank

boat

bamboo

river

tree



5

6

2

3

1

4

2

3

1

5

6

3 Point and say

What is number 3?

It's ...



4 Listen and read

After school, I go to the river. I see grass and plants. I also see some animals. I want to see a crocodile, but I usually see ducks.



5 Ask and answer

plants

animals fish birds trees plants

What do you see by the river?

Language: What do you see by the river?
I see

Reading

2 Look, listen and write

Unit 5

grass

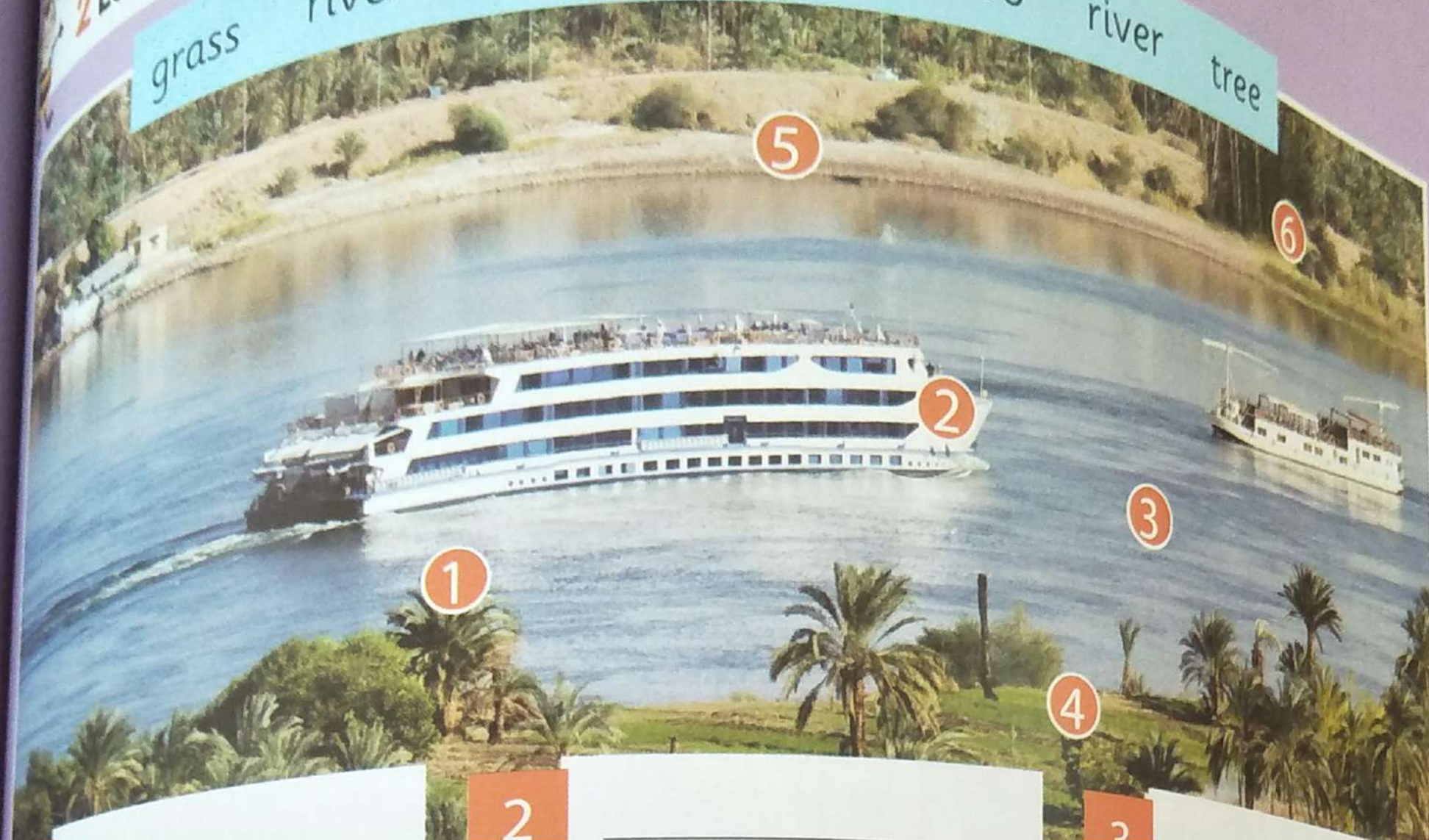
river bank

boat

bamboo

river

tree



5

6

2

3

1

4

2

3

1

5

6

3 Point and say

What is number 3?

It's ...



4 Listen and read

After school, I go to the river. I see grass and plants. I also see some animals. I want to see a crocodile, but I usually see ducks.



5 Ask and answer

plants

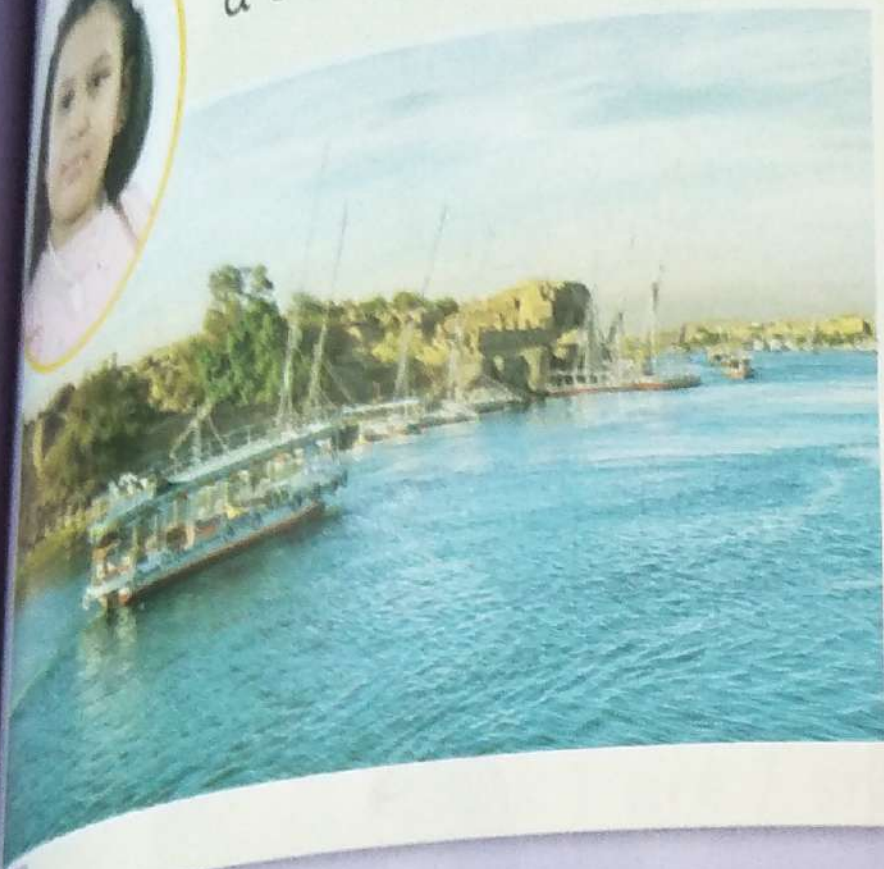
animals fish birds trees plants

What do you see by the river?

Language: What do you see by the river?
I see

1 Look, listen and read

We were on a boat trip yesterday! It was great fun. It was a sunny day. There were lots of birds next to the river.



There were **storks**, **parrots** and **flamingos**. There weren't any **owls**. We usually see owls at night time. There were **turtles** and fish in the river too. There was a big turtle. It was brown and green. There were lots of big fish and small fish in the water. There weren't any **crocodiles**.

2 Read again and check (✓) or cross (X)

storks		flamingos		turtles		crocodiles	
parrots		owls		fish			

3 Look and write

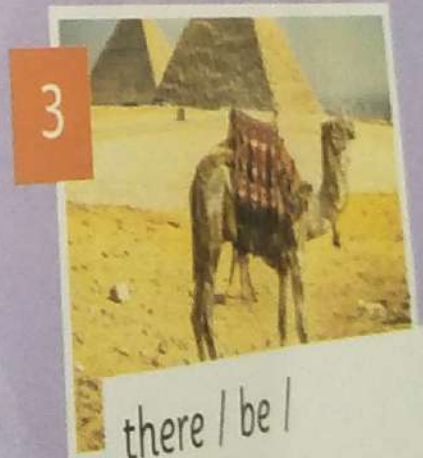


there / be /

There was a turtle



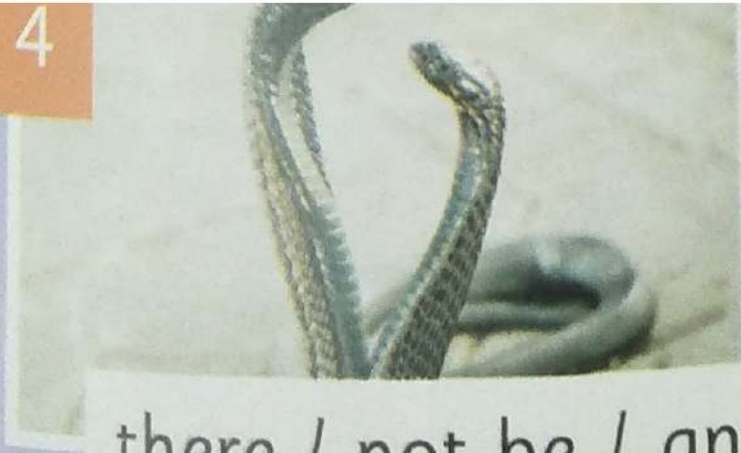
there / be /



there / be /

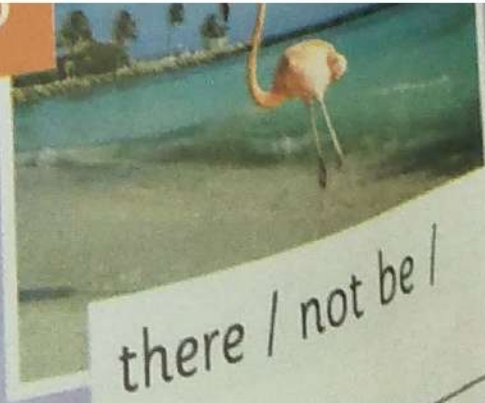


4



there / not be / any

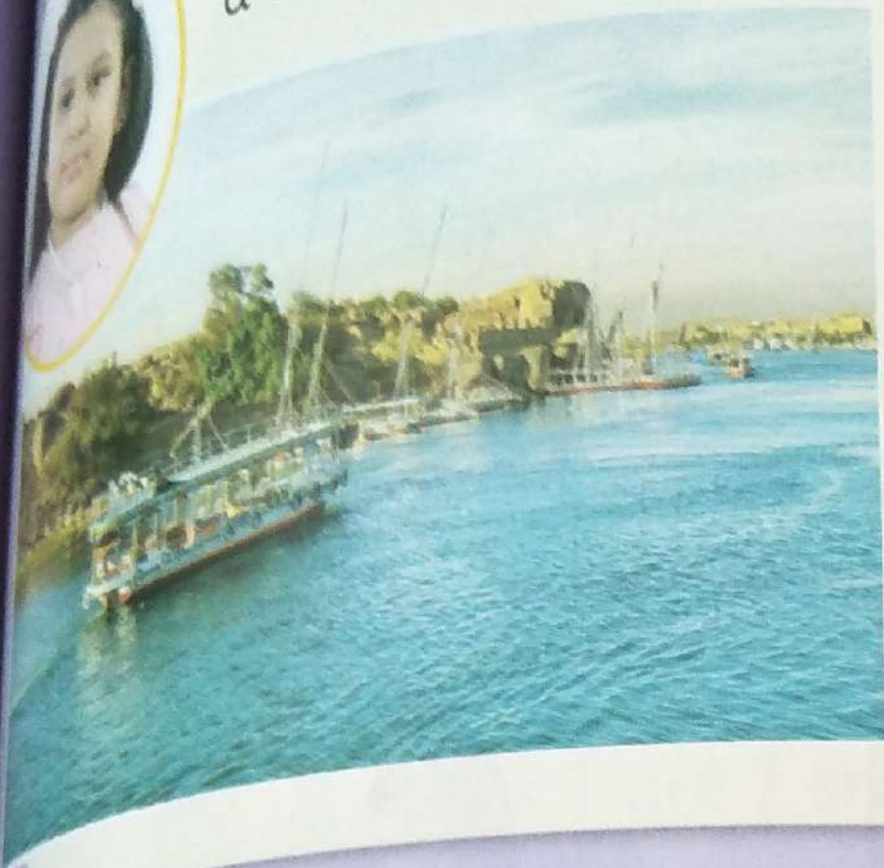
5



there / not be /

1 Look, listen and read

We were on a boat trip yesterday! It was great fun. It was a sunny day. There were lots of birds next to the river.



There were **storks**, **parrots** and **flamingos**. There weren't any **owls**. We usually see owls at night time. There were **turtles** and fish in the river too. There was a big turtle. It was brown and green. There were lots of big fish and small fish in the water. There weren't any **crocodiles**.

2 Read again and check (✓) or cross (X)

storks		flamingos		turtles		crocodiles	
parrots		owls		fish			

3 Look and write

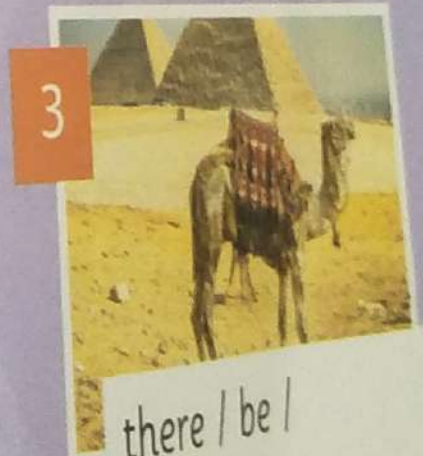


there / be /

There was a turtle



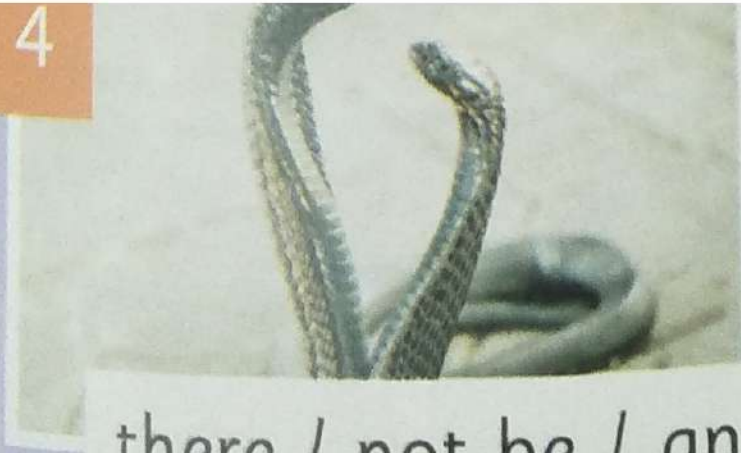
there / be /



there / be /

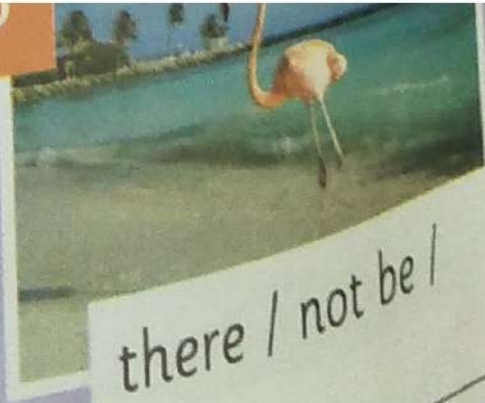


4



there / not be / any

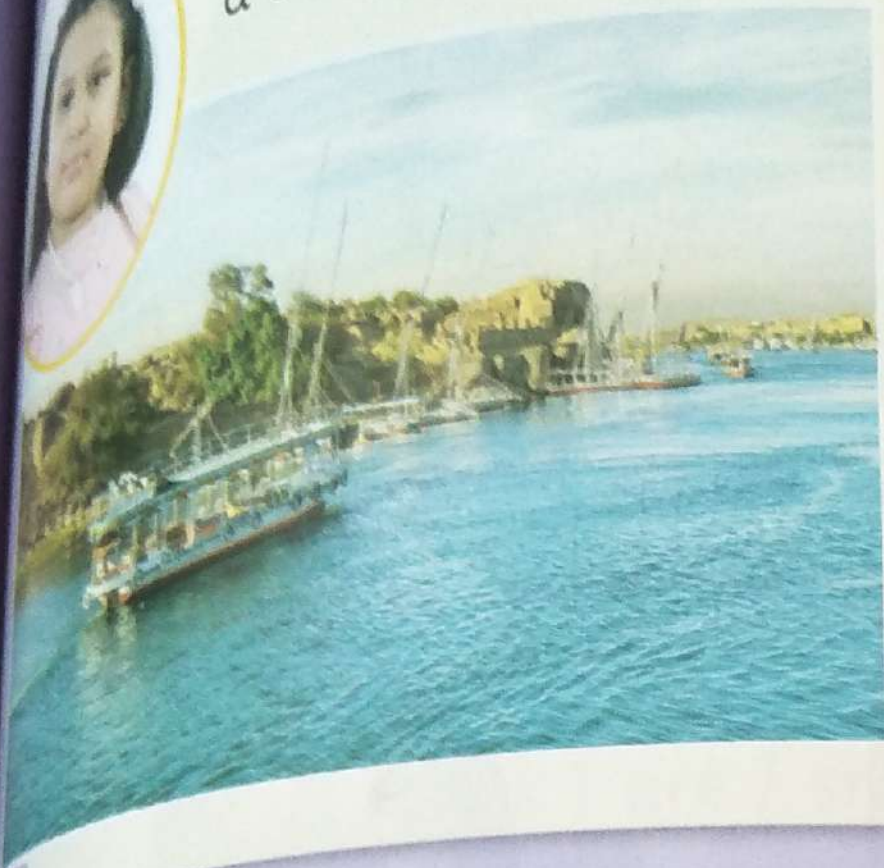
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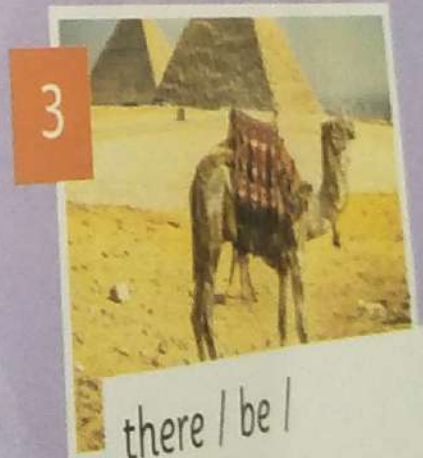


there / be /

There was a turtle



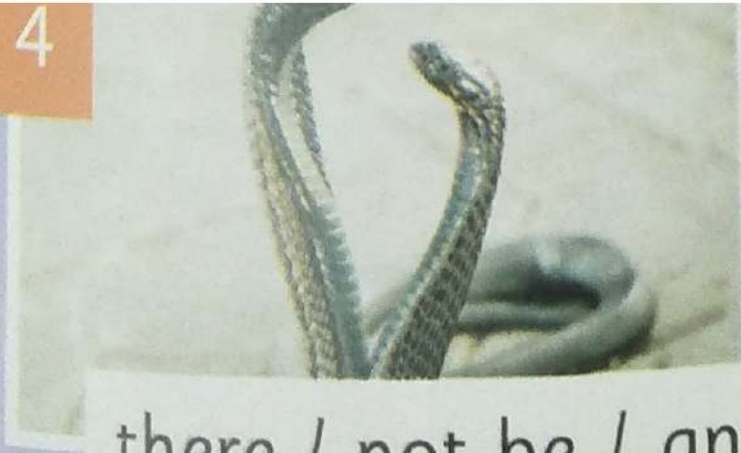
there / be /



there / be /

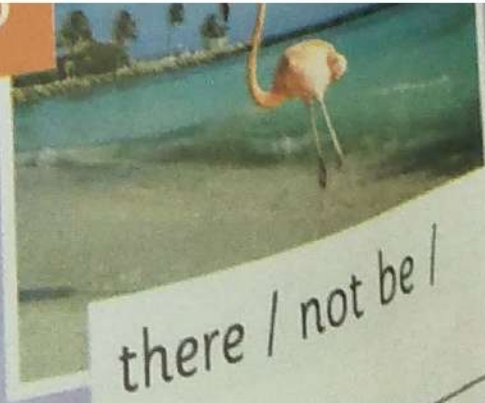


4



there / not be / any

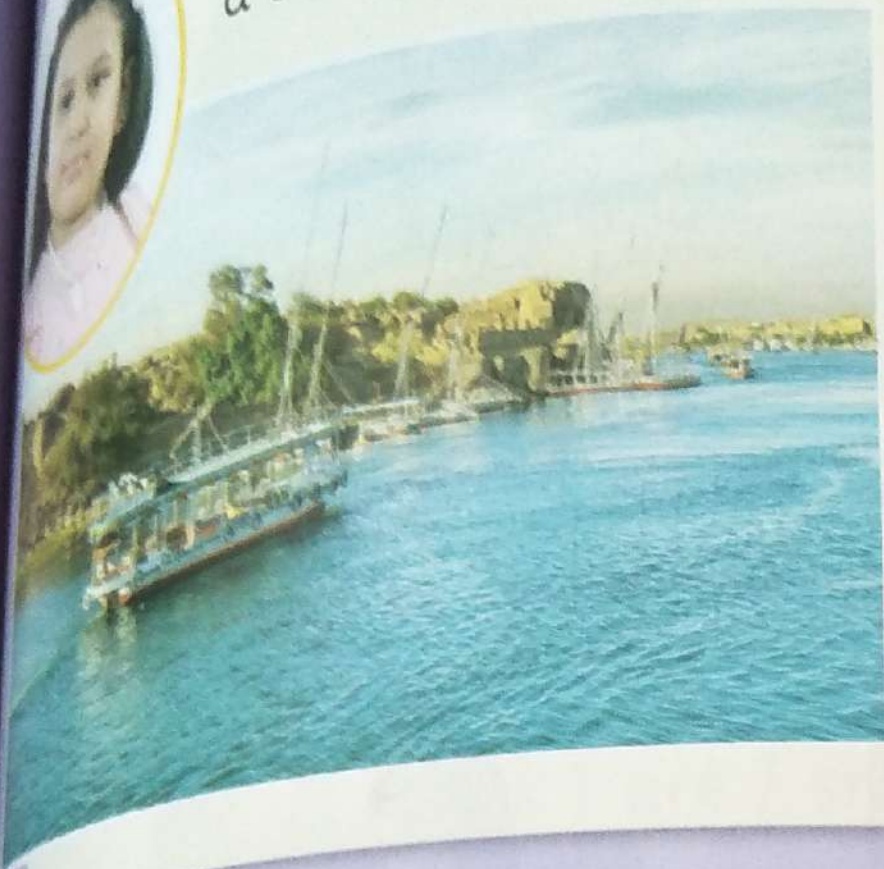
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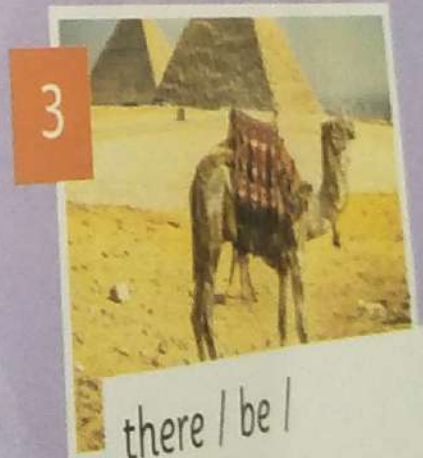


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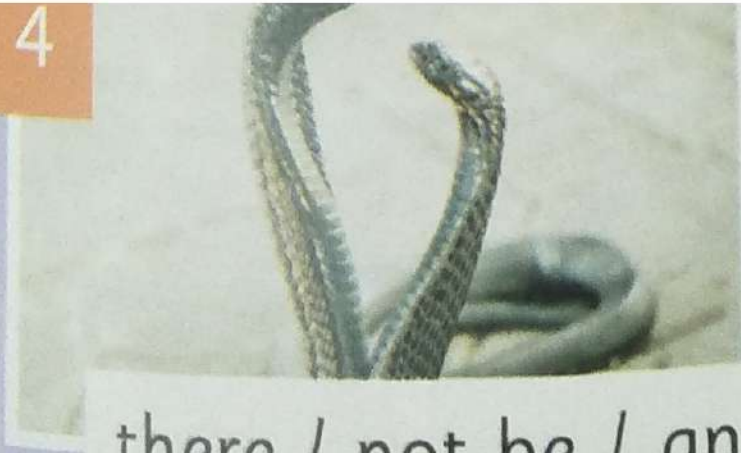
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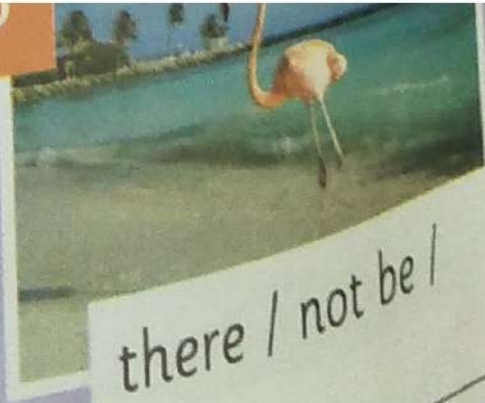


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