

# Academy Stars 1

SECOND  
EDITION

Pupil's Book



 macmillan  
education

**Kathryn Harper • Gabrielle Pritchard**

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# Academy Stars 1

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EDITION

Pupil's Book

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# Scope and sequence

|   | Unit                      | Vocabulary                                      | Grammar  | Language in use  |
|---|---------------------------|---|--|--|
|   | Welcome p4                | Alphabet words<br>Colours<br>Numbers one to ten |  |  |
| 1   | My funny friends p8       | People<br>Describing words                      | <b>to be:</b> <i>I'm Beth. He's tall. She's six.</i>                                       | <b>Question words: What / How old...?</b><br><i>What's your name? How old are you?</i><br><b>to be answers:</b> <i>I'm seven.</i>                                      |
| 2   | New for school p18        | Classroom objects                               | <b>a / an:</b> <i>It's a pen. It's an umbrella.</i>  | <b>to be questions and short answers:</b><br><i>Is it blue? Yes, it is. No, it isn't.</i>  |
| <b>Review 1 Cambridge Exams practice:</b> Pre A1 Starters: Reading and Writing Part 3; Speaking Part 2  |                           |   |  |  |
| 3   | This is my family p30     | Family members                                  | <b>this / that; my / your:</b> <i>This is my grandma. That's your grandma.</i>             | <b>Who's this / that?; his / her:</b><br><i>Her name is Sally. That's his tiger.</i>   |
| <b>Reading time 1:</b> My school <b>Think about it! 1:</b> Make a robot                                 |                           |   |  |  |
| 4   | Fantastic feelings p44    | Feelings adjectives                             | <b>to be affirmative and negative:</b><br><i>She's happy. She isn't happy.</i>             | <b>to be questions and short answers:</b><br><i>Are you hungry? Yes, I am. No, I'm not.</i>  |
| <b>Review 2 Cambridge Exams practice:</b> Pre A1 Starters: Listening Part 2; Reading and Writing Part 1 |                           |   |  |  |
| 5   | I can do it! p56          | Action verbs                                    | <b>can / can't for ability:</b> <i>They can swim. They can't sing.</i>                     | <b>can questions and short answers:</b><br><i>Can you see the sun? Yes, I can. No, I can't.</i>  |
| <b>Reading time 2:</b> The King of the Forest <b>Think about it! 2:</b> Make a graph                    |                           |   |  |  |
| 6   | Let's play today! p70     | Play things                                     | <b>Prepositions of place:</b> <i>It's on the seesaw. It's next to the swing.</i>           | <b>Where's / Where are ... ?; It's / They're ... :</b> <i>Where are the paintbrushes? They're in the blue box. Where's the orange paint? It's next to the pencils.</i> |
| <b>Review 3 Cambridge Exams practice:</b> Pre A1 Starters: Listening Part 4; Speaking Part 1            |                           |   |  |  |
| 7   | Long legs, short legs p82 | Parts of the body<br>Adjectives                 | <b>have got affirmative and negative:</b> <i>I've got two legs. They haven't got ears.</i> | <b>have got questions and short answers:</b> <i>Have you got long hair? Yes, I have. No, I haven't.</i>  |
| <b>Reading time 3:</b> Little Red Riding Hood <b>Think about it! 3:</b> Categorise animals              |                           |   |  |  |
| 8   | Old and new clothes p96   | Clothes   | <b>have got affirmative and negative:</b> <i>He's got a hat. She hasn't got a hat..</i>    | <b>Present continuous questions and answers:</b> <i>What are you wearing? I'm wearing a white shirt.</i>   |
| <b>Review 4 Cambridge Exams practice:</b> Pre A1 Starters: Reading and Writing Part 2; Speaking Part 4  |                           |   |  |  |
| 9   | Brilliant bedrooms p108   | Furniture                                       | <b>there is / there are:</b> <i>There's one bed. There are two beds.</i>                   | <b>have got questions and short answers:</b> <i>Has he got a big bed? Yes, he has. No, he hasn't.</i>  |
| <b>Reading time 4:</b> Where's George? <b>Think about it! 4:</b> Design a perfect bedroom               |                           |   |  |  |
| 10  | Fabulous food p122        | Food  | <b>Present simple affirmative and negative:</b> <i>I like pears. I don't like carrots.</i> | <b>these / those:</b> <i>These are coconuts. Those are melons.</i>   |
| <b>Review 5 Cambridge Exams practice:</b> Pre A1 Starters: Reading and Writing Part 3; Speaking Part 3  |                           |   |  |  |

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

# Welcome

LEVEL 1

1  0.1 Meet the Academy Stars. Listen and point.

Hi! I'm Tom.

Let's learn to read!

Hello! I'm Alex.

Let's learn to write!

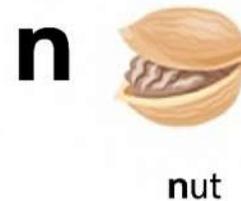
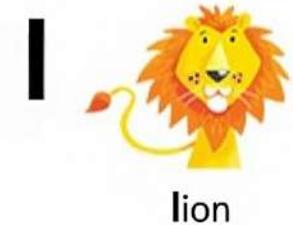
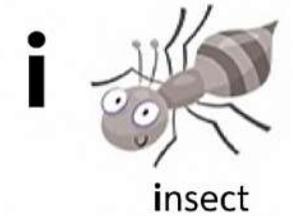
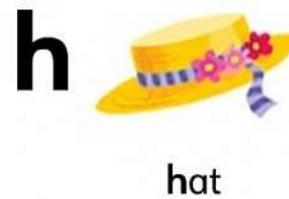
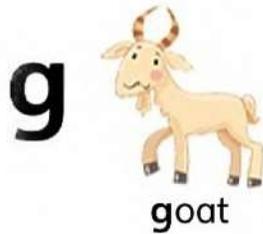
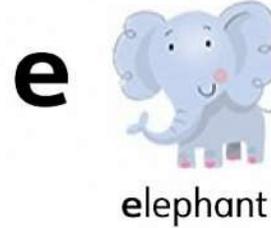
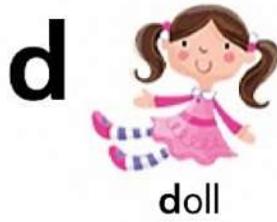
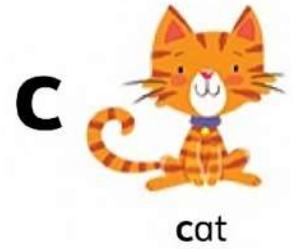
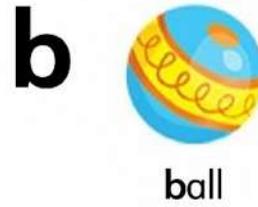
Hello! I'm Anna.

Let's learn English!

Hi! I'm Sara  
and this is Bot!

# Lesson 1 / Sounds and letters

2  0.2 Listen, point and say.



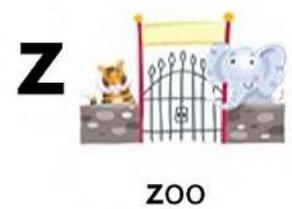
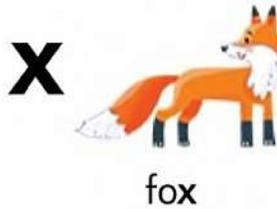
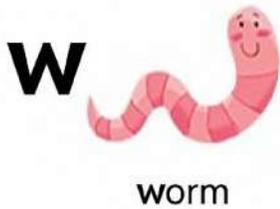
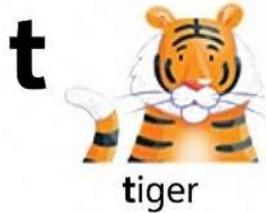
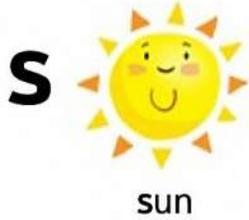
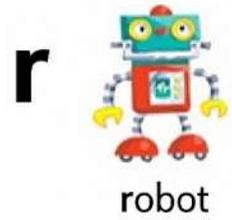
3 Match and say. **Be a star!** 

**a**      **d**      **f**      **h**      **k**      **m**



# Lesson 2 / Sounds and letters

1  0.3 Listen, point and say.



2 Circle the correct letters.

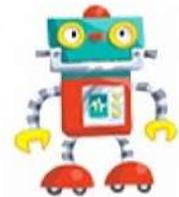
**Be a star!** 



1 **o / q**



2 **p / q**



3 **r / s**



4 **s / t**



5 **u / v**



6 **x / y**

# Lesson 3 / Colours and numbers

1 0.4 Listen and point. Then sing.

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



blue



red



yellow



green



black



white



orange



purple

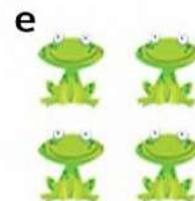


2 0.5 Count and match. Listen and check.

1 one



2 two



3 three

4 four

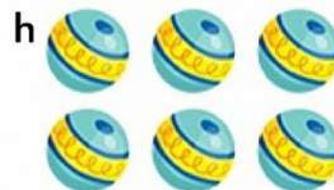
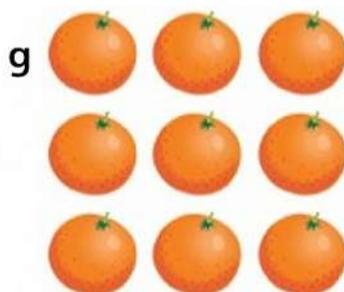


5 five



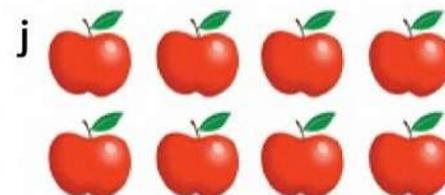
6 six

7 seven



8 eight

9 nine



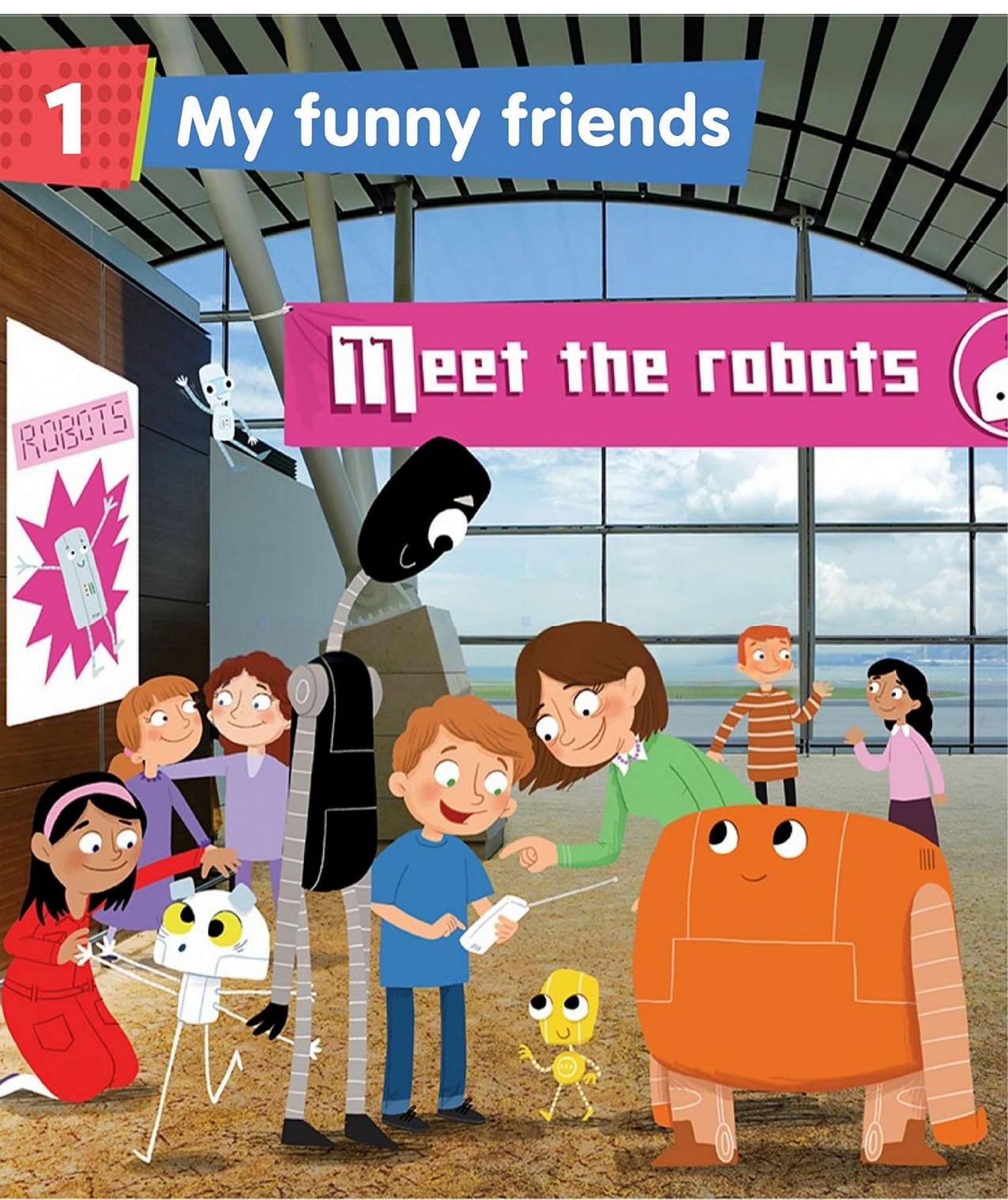
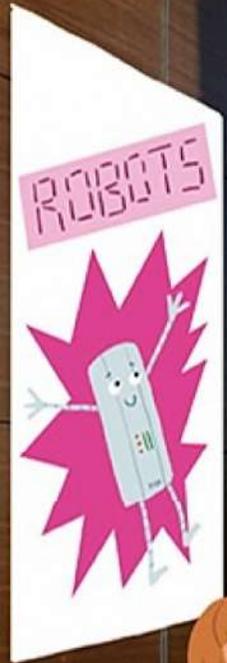
10 ten



1

# My funny friends

Meet the robots



Vocabulary

1  1.1-1.2 Listen and say. Then listen and number.



boy



girl



friend  1



teacher



big



small



tall



funny

2  Look at the picture. Find the colours and say the words.

orange - big



3  1.3 Sing and act out. **Be a star!** 

## Move like a robot

Big robot, small robot.

A girl and a boy.

Listen, point

And move like a robot.

Move like a robot.

Rah! Rah! Robots!

Tall robot, funny robot.

My teacher and my friend.

Look, listen

And move like a robot.

Move like a robot.

Rah! Rah! Robots!

# Lesson 2 / Grammar time



## 1 1.4 Listen and read. Who is funny?

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

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

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

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

## 2 1.4 Listen again. Look and circle.



1 He's tall / small.



2 I'm Tom / Anna.



3 She's six / seven.



4 I'm tall / small.

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



How can you make new friends feel welcome?

# Lesson 3 / Grammar focus

Graphic

Grammar

1 1.5 Look and read.

to be (I / he / she)



I'm Beth .

I'm → I am



He's tall .

He's → He is

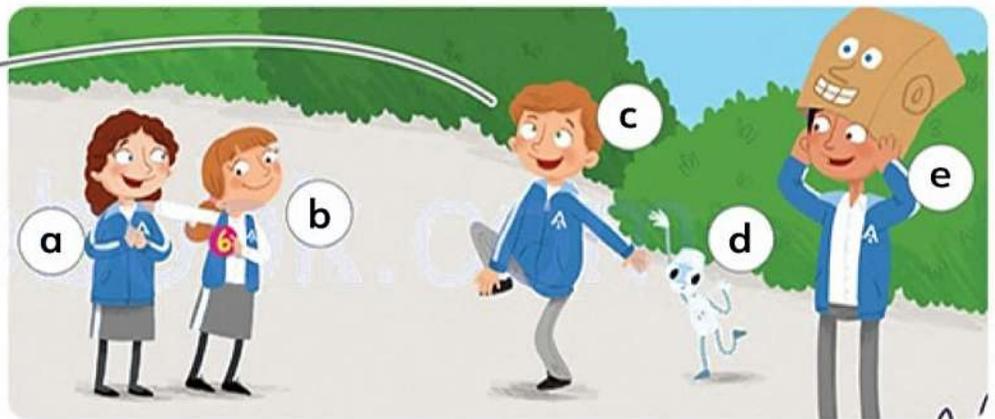


She's six .

She's → She is

2 Read and match.

- 1 He's funny.
- 2 I'm six.
- 3 He's tall.
- 4 She's my friend.
- 5 He's small.



3 Work in pairs. Play a memory game. **Be a star!**

- Go to page 145 and cut out the cards. Put the cards face down.
- Turn over two cards and see if the text and picture match.
- If they match, say a sentence and keep the cards.



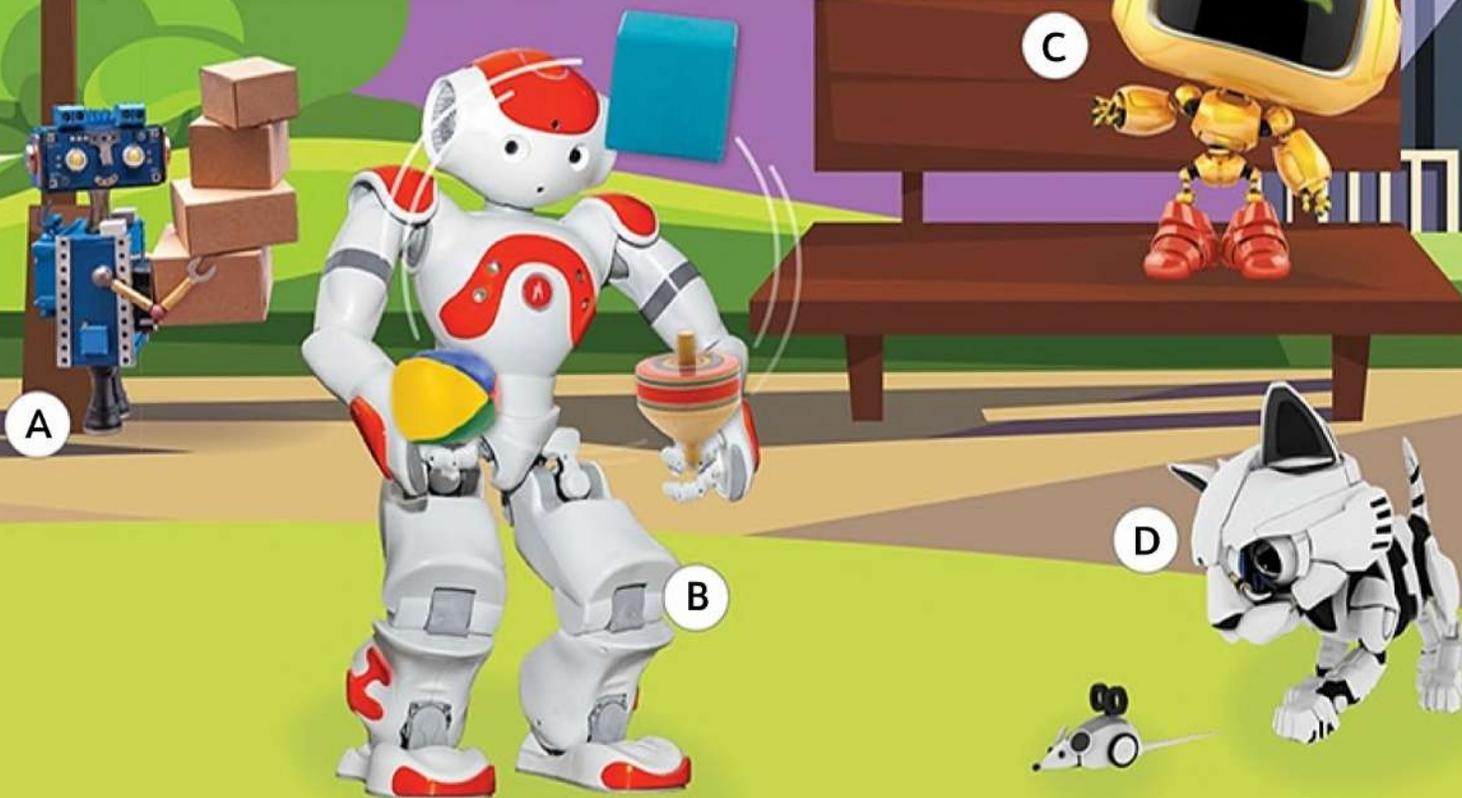
# Where's the robot?

Hi! I'm Lucy.  
I'm a red and white robot.  
I'm tall.  
Look at the three toys!

Miaow! I'm Kitty.  
I'm a robot cat.  
I'm black and white.  
I'm big.  
Look at this mouse. It's small!

Hello. My name is Ronny.  
I'm a yellow robot.  
I'm funny.  
These are my boots.

Hello. My name is Bob.  
I'm a blue robot.  
I'm small.  
Look at the four boxes!



## Vocabulary



boots



box



mouse



toys

1 Find and count the robots.

2  1.6 Read and find the robots.

Kitty

Bob

Ronny

Lucy

3 Match the robots to the colours.

1 Lucy

blue

2 Bob

yellow

3 Ronny

black and white

4 Kitty

red and white

4 Read and say the robots.

1 She's tall.

2 It's big.

3 He's small.

4 He's funny.

Lucy

5 Who's your favourite robot? Draw and write. **Be a star!**

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

# Lesson 5 / Sounds and letters

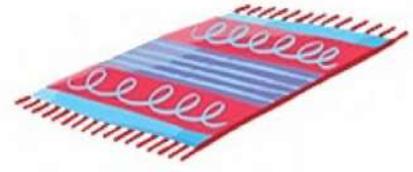
1  1.7 Listen and say. Complete.



hat



fat cat



mat

2  1.8 Listen and say the chant.

The fat cat is on the mat.  
The funny hat is on the cat.



3  1.9 **Circle** the words with **a**. Listen, check and say. **Be a star!** 

1 cat

2 mat

3 frog

4 fat

5 hat

6 jug

7 van

8 sun

## Learning about language

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

Can you match the capital letters to the small letters?

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

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

# Lesson 6 / Language in use

1  1.10  Listen and say.



Hello! I'm a purple star.

My name is Sam.

I'm seven.



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

How old are you?

Welcome to the purple stars!

2  Work in pairs. Ask and answer.

Student A



Student B



-  Hello! I'm a blue star.
-  Hi, I'm Sasha. What's your name?
-  My name is Robin.
-  How old ...

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

# Lesson 7 / Listening and speaking

## Vocabulary



finger puppet

### 1 Look and find the words.

girl tall small finger puppet teacher

### 2 1.11 Listen and number the pictures in order.



### 3 1.12 Work in groups. Listen and repeat. Then act out. **Be a star!**

 Hello! How are you?

 Fine, thanks.

 Goodbye.

 Bye!

## Lesson 8 Writing

### 1 Read and point.

Use a **capital letter** when you talk about yourself: I'm six.

Use a **capital letter** at the start of a sentence: She's tall.

Use a **capital letter** for names: He's Tom.

### 2 Look and write the capital letters.

#### My star card

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

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

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



### 3 Look and complete. **Be a star!**

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

#### My star card

I'm Katy.

\_\_\_\_\_ eight.

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

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

\_\_\_\_\_ tall.



# 2

# New for school



## Vocabulary

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



bag



book



glue



pen  1



pencil



pencil case



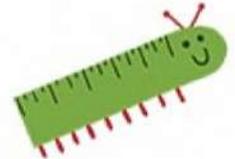
rubber



ruler

2  Look at the picture.  
Find and say.

ruler



3  2.3 Sing and act out. **Be a star!**

## Pencil, rubber and glue!

Clap one, two.

Clap one, two.

Point to a pencil, a rubber  
And glue!

Stamp one, two.

Stamp one, two.

Point to a book, a bag  
And something blue!

Jump one, two.

Jump one, two.

Point to a ruler, a pencil case,  
A friend and you!



# Lesson 2 Grammar time



1 2.4 Listen and read. Is it a doll?



2 2.4 Tick (✓) or cross (×). Listen again and check.

1 It's a doll.

2 It's a pencil case.

3 It's a big pen.

4 It's an umbrella.



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

# Lesson 3 Grammar focus

1 2.5 Look and read.

What's this ?

It's **a** pen .

What's → What is

**Graphic**      **Grammar**

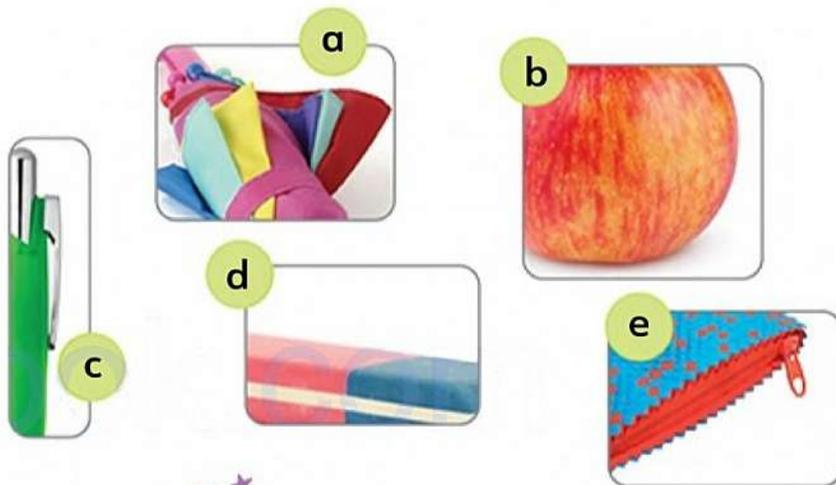
*a / an*

It's **an** umbrella .

It's → It is

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

- 1 It's   *a*   pen.
- 2 It's        rubber.
- 3 It's        apple.
- 4 It's        umbrella.
- 5 It's        pencil case.



3 Work in pairs. Play Snap. **Be a star!**

- Go to page 147 and cut out the cards. Put the cards face down in a pile.
- Take turns to turn over two cards.
- If the cards match, say *Snap! It's a ...* and keep the cards. If they don't match, say *It's a ...* and put the cards face down in a new pile.



## Lesson 4 Reading

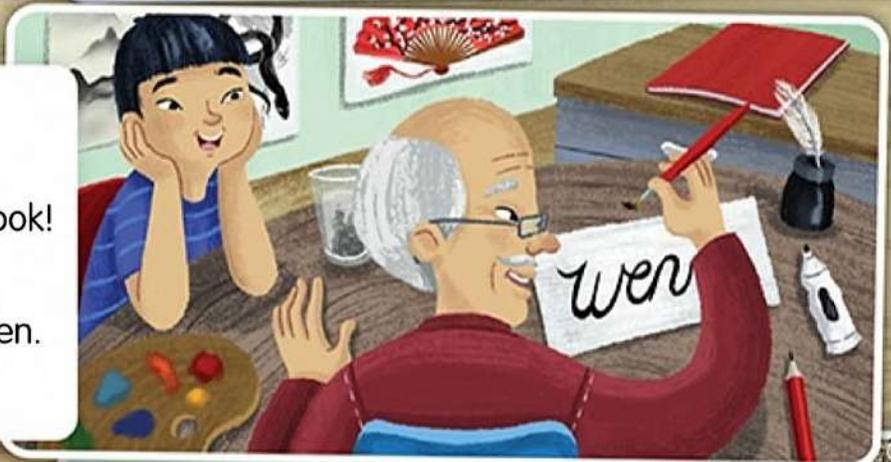
- 1 Wen: What's this?  
Grandpa: It's a pencil case.  
Wen: Really?  
Grandpa: Yes. It's old.  
Wen: My pencil case is new.



- 2 Wen: What's this?  
Grandpa: It's a ruler.  
Wen: Really?  
Grandpa: Yes. It's an old ruler.  
Wen: My ruler is new.



- 3 Wen: What's this?  
Grandpa: It's a paintbrush.  
And this is paint. Look!  
Wen: W ... E ... N.  
It's my name ... Wen.  
Grandpa: Yes!



- 4 Wen: What's this, Grandpa?  
Grandpa: It's a ball!  
Wen: No, Grandpa! It's you!



## Vocabulary



old



new



paint



paintbrush

1 Look at the text and tick (✓).

It's a play.




It's a song.



2  2.6 Read and find the objects.

3 Read again and circle.

1 It's a pencil case / a bag.



2 It's a pencil / a ruler.



3 It's a pen / a paintbrush.



4 It's a ball / Grandpa.



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



1 old



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

5  Work in pairs.

Act out the play. **Be a star!**



Why is it sometimes good to keep old things?



# Lesson 5 Sounds and letters

1  2.7 Listen and say. Complete.



pen



b\_d



r\_d

2  2.8 Listen and say the chant.

Ten toys called Ted.  
Colour the bed  
With ten red pens.

Now the bed is red.  
And so are the Teds!



3  2.9 **Circle** the words with e. Listen, check and say. **Be a star!** 

1 pen

2 red

3 bag

4 Ted

5 ten

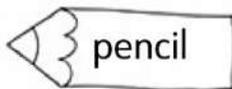
6 cat

7 bed

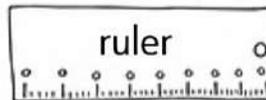
8 hat

## Learning to learn

Draw a picture around new words to help you remember.



pencil



ruler

rubber

apple

ball



# Lesson 6 Language in use

1 2.10 Listen and say.



What is it? Guess!

No, it isn't.

Yes, it is.

No, it isn't.

Yes, it is.



Is it blue?

Is it red?

Is it an apple?

Is it a pen?

2 Work in pairs. Play a game.

What is it? Guess!

Is it yellow?

No, it isn't.

Is it ...



3 Now it's your turn. Choose something in your pencil case. Ask your friend to guess.

**Be a star!**

# Lesson 7 / Listening and speaking

## Vocabulary



picture



present

1 2.11 Guess what's in the bag. Listen and tick (✓) or cross (×).



2 2.11 Listen again. Circle Yes or No.

- |                      |   |                        |  |
|----------------------|---|------------------------|--|
| 1 Is it a present?   | <input checked="" type="radio"/> Yes <input type="radio"/> No | 4 Is it a pencil case? | Yes <input type="radio"/> No <input type="radio"/> |
| 2 Is it a book?      | Yes <input type="radio"/> No <input type="radio"/>            | 5 Is it a picture?     | Yes <input type="radio"/> No <input type="radio"/> |
| 3 Is it an umbrella? | Yes <input type="radio"/> No <input type="radio"/>            |                        |  |

3 2.12 Work in pairs. Listen and repeat. Then talk about the other objects. **Be a star!**

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



## Lesson 8 Writing

### 1 Read and point.

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

It's a pencil case.      My ruler is blue.

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

it's small      *It's small.* \_\_\_\_\_

it's green      \_\_\_\_\_

it's a rubber      \_\_\_\_\_



it's big      \_\_\_\_\_

it's blue      \_\_\_\_\_

it's an umbrella      \_\_\_\_\_



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

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

\_\_\_\_\_

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

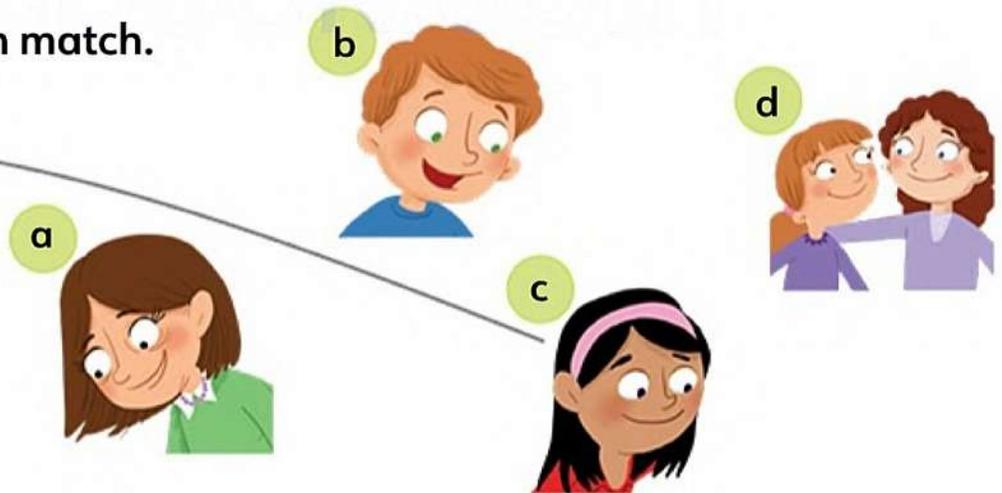
# Review 1

## 1 2.13 Listen and number.



## 2 Look and read. Then match.

- 1 girl
- 2 teacher
- 3 friend
- 4 boy



## 3 Read and circle.

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

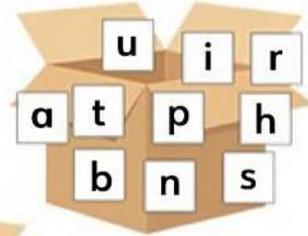
Reading and Writing

1  Look at the pictures. Look at the letters. Write the words.

Example



p a i n t b r u s h



Questions

1



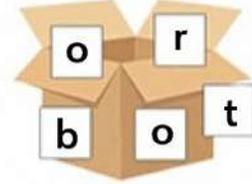
\_\_\_\_\_



2



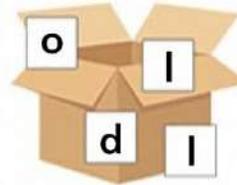
\_\_\_\_\_



3



\_\_\_\_\_



4



\_\_\_\_\_



5



\_\_\_\_\_



2   Work in pairs. Point to the objects. Ask and answer.

Speaking



What's this?

Is it blue?



It's a pen.

Yes, it is.



Watch the speaking exam practice video.

# 3

# This is my family



## Vocabulary

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



grandma



grandpa



mum  1



dad



sister



brother



baby



family

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

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

## My family

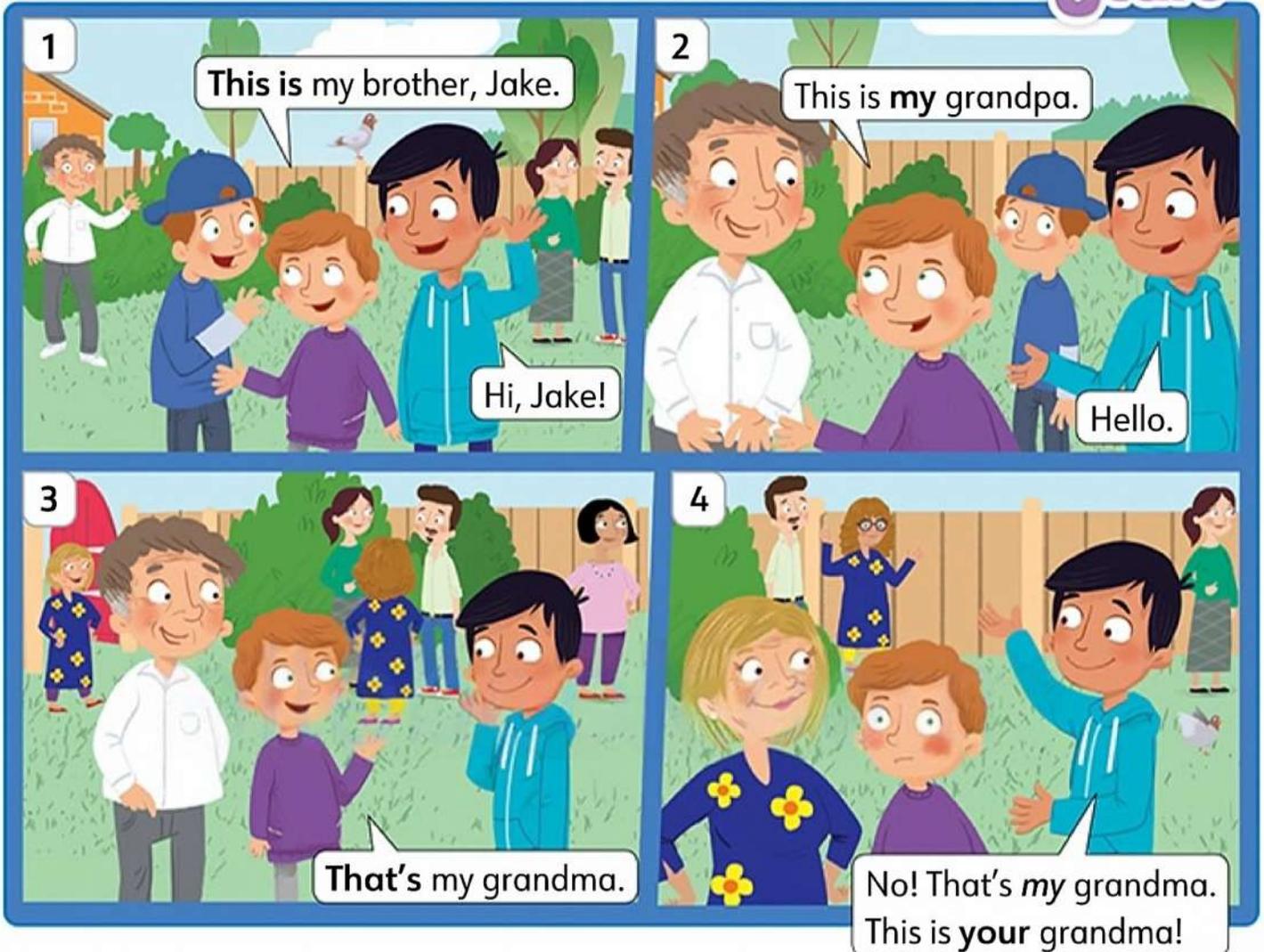
*My family, my family.  
This is my family.  
My family, my family.  
We're a happy family!*

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

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

*My grandma and me.  
We're happy!  
My grandpa and me.  
And this is baby!*

1 3.4 Listen and read. Who is Jake?



2 Look again and tick (✓) or cross (×).



|                       |  |                          |
|-----------------------|--|--------------------------|
| 1 This is my brother. |  | <input type="checkbox"/> |
| 2 This is my dad.     |  | <input type="checkbox"/> |
| 3 This is my grandma. |  | <input type="checkbox"/> |

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

# Lesson 3 / Grammar focus

1 3.5 Look and read.

**Graphic**

**Grammar**

*this / that*    *my / your*

This is my grandma .

That's your grandma .

This



That  
That's → That is



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

1 This is my mum.

4 \_\_\_\_\_ your grandpa.

2 That's my grandma.

5 \_\_\_\_\_ your sister.

3 \_\_\_\_\_ my brother.

6 \_\_\_\_\_ your dad.



3 Work in pairs. Play a matching game. **Be a star!**

- Go to page 149 and cut out the cards.
- Put the sentence cards face down. Look at the picture cards.
- Choose a sentence card, find the picture card and point to the correct object.

That's your grandpa.



That's your grandpa.



This is my ball.



This is my ball.

# Mum's birthday

1



I'm Anna. Look at my family. This is my brother. He's eight. This is my sister. She's small.

2



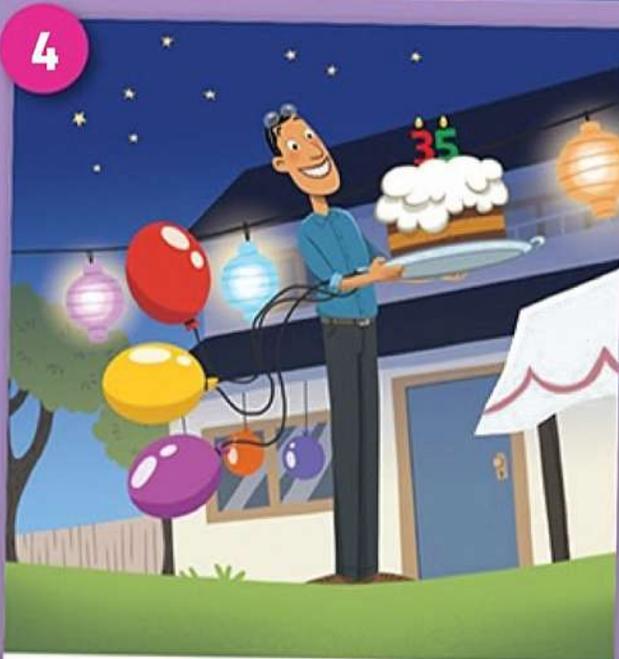
And that's Mum! It's her birthday! Look at the pink flowers! Look at the big present! It's blue. Mum is happy.

3



Look at the birthday cake. Look, two candles. One is red and one is ... Oh no! The balloons! **Dad, stop that cake!**

4



Well done, Dad! How funny!

## Vocabulary



balloon



birthday cake



candle



flowers

1 Look at the story. Find and say the family members.

2  3.6 Read the story. Find the new words.

3 Read and circle. **Be a star!** 

1 My sister is tall / small.

4 The present is big / small .

2 My brother is six / eight .

5 The candles are red and green / blue .

3 The flowers are pink / blue .

4 Find things in the story.

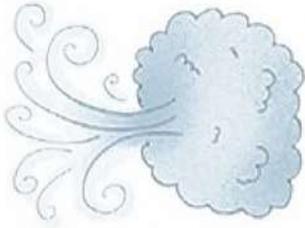


5 This story is:



# Lesson 5 / Sounds and letters

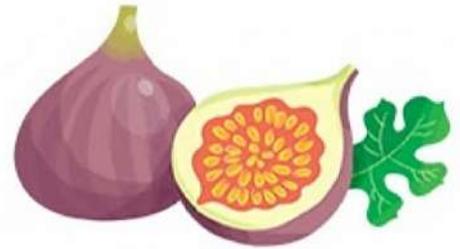
1  3.7 Listen and say. Complete.



wind



w\_g



f\_g

2  3.8 Listen and say the chant.

This big kid  
In a big blue wig  
Sits in the wind  
And eats six big figs.



3  3.9 Match the words with *i*. Listen, check and say. **Be a star!** 

1 wig

2 hat

3 big

4 pen

5 wind

6 fig

i

## Learning to learn

Follow these steps to help you write new words.

1 Look.

2 Copy.

3 Cover.

4 Write.

5 Check.

wind



wind



wind



wi



wind



# Lesson 6 / Language in use

1  3.10  Listen and say.



## Vocabulary



bird



fish



Who's this?



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

Who's that?

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

2  Work in pairs. Ask and answer.

### Student A

Lily    cat    Ben    lion

### Student B

Tina    bird    Jack    fox

 Who's this?

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

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

# Lesson 7 / Listening and speaking

1 Look at the families. Say the family names.

2 3.11 Who is talking? Listen and match.

This is her dad.

1 Shan

2 Sofia

That's his grandma.



3 3.11 Listen again and circle the family members.

Sofia: mum dad brother sister grandma grandpa  
 Shan: mum dad brother sister grandma grandpa

4 3.12 Work in pairs. Listen. Talk about your family. **Be a star!**

- This is my sister.
- What's her name?
- Her name is Paula.
- How old is she?
- She's eight.



How can families be different?

## Lesson 8 / Writing

### 1 Read and point.

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

Who's this?

What's your name?

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

|                  |                          |   |
|------------------|--------------------------|---|
| Who's this       | <input type="checkbox"/> |  |
| She's my sister  | <input type="checkbox"/> |   |
| What's her name  | <input type="checkbox"/> |   |
| Her name is Ella | <input type="checkbox"/> |   |
| How old is she   | <input type="checkbox"/> |   |
| She's six        | <input type="checkbox"/> |   |

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

|                    |  |
|--------------------|--|
| <u>Who's this?</u> |  |
| He's _____ friend. |  |
| What's _____       |  |
| His _____          |  |
| How _____          |  |
| He's _____         |  |

1  3.13 Look at the photos. Where are the children? Read and check.



## My school

Home

Blog



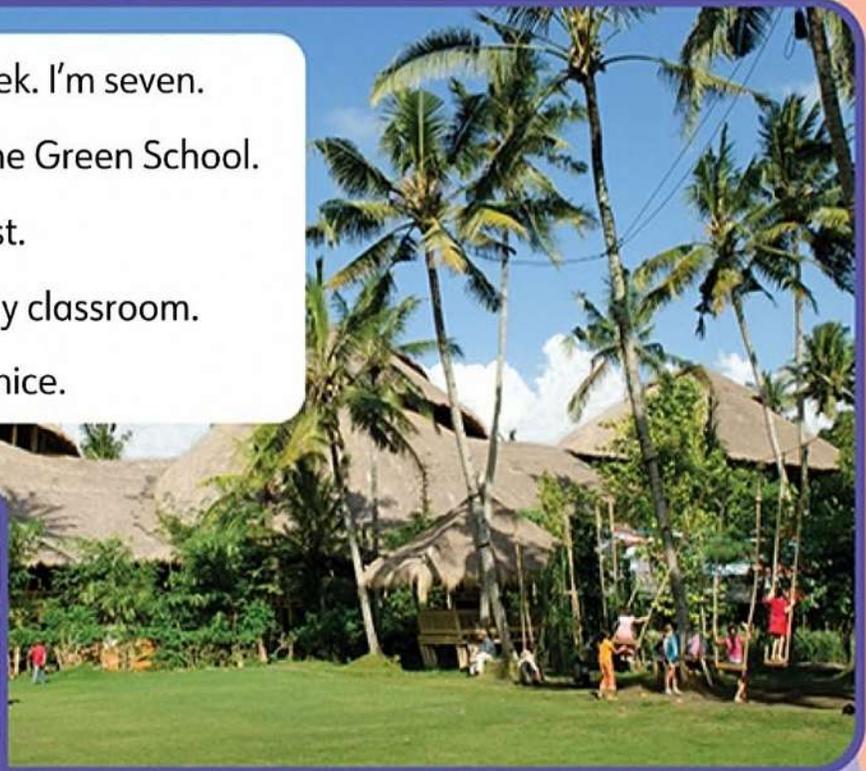
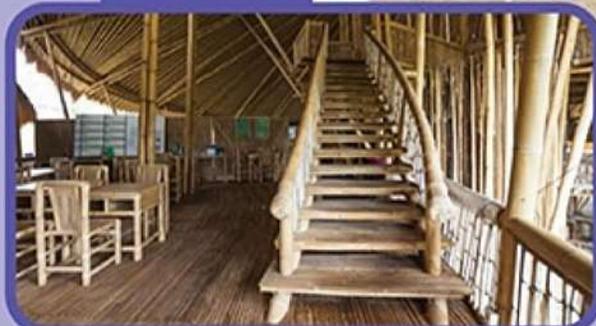
NINA

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



KADEK

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





OLIVIA



Hi! I'm Olivia. I'm eight.

This is my school library.

It's a red bus!

School is fantastic.

The bus is fantastic.

Books are fantastic, too!

## Reading time 1 / Activities

1 Read the text on pages 40–41 again. Circle.

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

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

1 My school is big.

N

2 My teacher is nice.

—

3 I'm eight.

—

4 I'm seven.

—

5 Books are fantastic!

—

6 I'm six.

—



3   Think and answer. Tell the class.

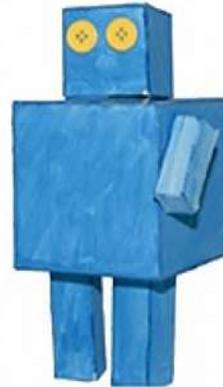
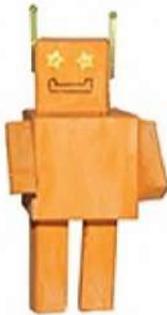
1 Which is your favourite school in the text? Why?

2 Is it the same as your school? How is it different?

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



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



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



boxes



buttons



pencils



paint



a book



glue

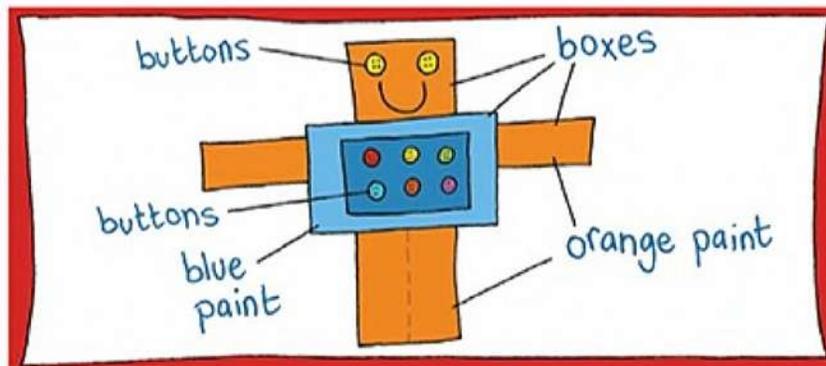


a ball



a paintbrush

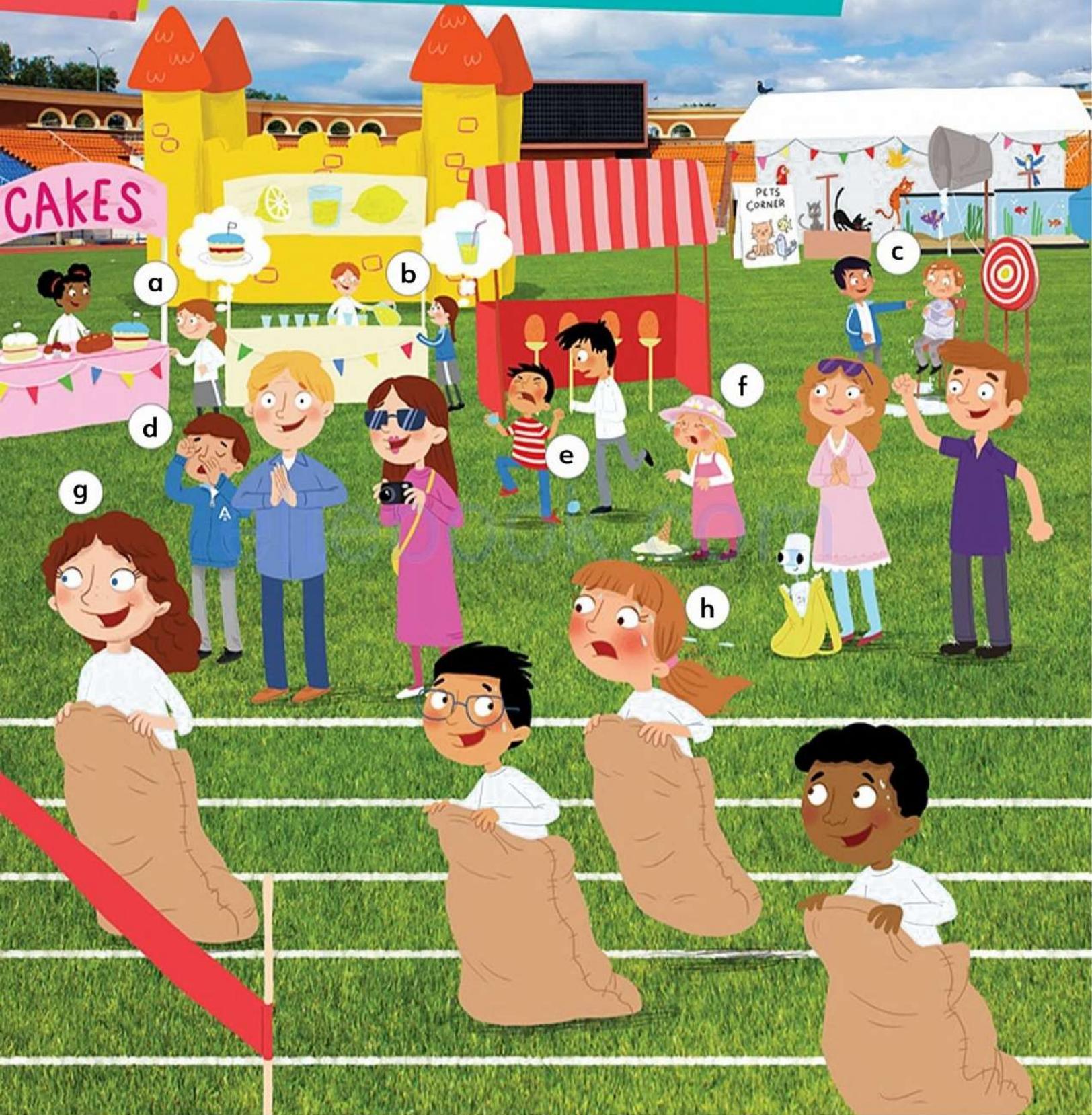
3 Design a robot. Make a plan.



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

# 4

# Fantastic feelings



## Vocabulary

1  4.1-4.2 Listen and say. Then listen and number.



happy



sad



hot



cold



hungry



thirsty



tired



angry  1

2  Look at the picture. Find and say the letters and the feelings.

d

He's tired.

3  4.3 Sing and act out. **Be a star!**

## This feeling

I'm happy, clap, clap!

I'm sad, boo, hoo!

Happy and sad.

Happy and sad.

*This feeling is so strong.*

*This feeling is my song.*

I'm hot, phew, phew!

I'm cold, brrr, brrr!

Hot and cold.

Hot and cold.

I'm hungry, yum, yum!

I'm thirsty, glug, glug!

Hungry and thirsty.

Hungry and thirsty.

I'm angry, grrr, grrr!

I'm tired, yawn, yawn!

Angry and tired.

Angry and tired.

# Lesson 2 / Grammar time



## 1 4.4 Listen and read. Who is cold?

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

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

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

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

**4** Look. **They're** sad!

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

## 2 4.4 Listen again. Tick (✓) the correct sentences.



I'm hungry.

I'm not hungry.



They're hot.

They aren't hot.



She isn't cold.

She's cold.



We aren't sad.

We're sad.

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

# Lesson 3 Grammar focus

Graphic

Grammar

1 4.5 Look and read.

I'm hungry .

She's happy .

They're sad .

I'm not hungry .

She isn't happy .

They aren't sad .

to be (+ and -)

isn't = is not

aren't = are not

They're = They are

2 4.6 Look and circle. Listen and check.

1 They're / They aren't happy.

2 She's / She isn't sad.

3 He's / He isn't cold.

4 They're / They aren't hungry.

5 She's / She isn't thirsty.

3 Work in pairs.

Play a miming game. **Be a star!**

- Go to page 151 and cut out the cards.
- Choose a card and act out or mime.



He ...

Yes! Your turn.



He's tired.

They're ...





# Taking care of animal



Hi, I'm Jenny, and I'm a vet.  
I take care of animals. Look.



1

This grey hamster is soft and cute. He isn't scared. He's happy.



2

Oh no! This brown and black cat isn't happy. She's angry and scared. Poor cat!



3

This brown rabbit isn't sad. He's hot and tired. Time for bed, rabbit!

4

These orange, yellow and green birds are thirsty. That's good. Now, they're happy.



## Vocabulary



brown



grey



hamster



rabbit



scared

### 1 Can you match the words to the photos in the story?

angry  2    tired     thirsty     happy

### 2 4.7 Read and check.

### 3 Match the animals to the colours.

1 cat

2 birds

3 rabbit

4 hamster

grey

brown and black

orange, yellow and green

brown

### 4 Who is it? Read and say.

1 He isn't angry. He isn't thirsty. He isn't brown.

hamster

2 She isn't thirsty. She isn't tired. She isn't hot.

3 They aren't scared. They aren't tired. They aren't angry.

4 He isn't scared. He isn't thirsty. He isn't happy.

### 5 What's your favourite animal? Draw and write. **Be a star!**



My favourite animal is a

\_\_\_\_\_.

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



How can we look after our pets?

# Lesson 5 / Sounds and letters

1  4.8 Listen and say. Complete.



hot



dog



log

2  4.9 Listen and say the chant.

The hot dog jogs to the log.

A frog is on the log.

**Splish! Splash! Splish!**

Now the dog is on the log

And the frog is in the bog!



3  4.10 **Circle** the words with **o**. Listen, check and say. **Be a star!** 

1 cat frog bed

4 fig red jog

2 log pen mat

5 hot kid hat

3 fat dog ten

6 cat bog big

## Learning about language

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

ball - balls rabbit - rabbits hamster - hamsters flower - flowers

Can you make these words plural?

cat\_\_\_ apple\_\_\_ frog\_\_\_ pencil\_\_\_

# Lesson 6 / Language in use

1 4.11 Listen and say.



Are you **hungry**?

Are you **thirsty**?

Are you **hot**?

Are you **tired**?



No, I'm not.

Yes, I am.

Yes, I am.

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

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



Are you sad?

No, I'm not.



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

**Be a star!**

How are you today? Are you ... ?

happy

sad

hungry

thirsty

tired

hot

cold

angry

# Lesson 7 / Listening and speaking

- 1 What are you scared of? Make a list.
- 2 4.12 What are Jade and Luke scared of? Listen and tick (✓) or cross (×).



1 Jade  Luke



2 Jade  Luke



3 Jade  Luke



4 Jade  Luke

- 3 4.13 Work in pairs. Listen and repeat. Then choose and act out. **Be a star!**



- What's wrong?
- I'm **scared**.
- Why?
- Look! It's a **big spider**!
- Don't worry. It's OK.

# Lesson 8 Writing

## 1 Read and point.

Use a **question mark** at the end of a **question**: Are you ready?

Use a **full stop** at the end of a **sentence**: Yes, I am.

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

1

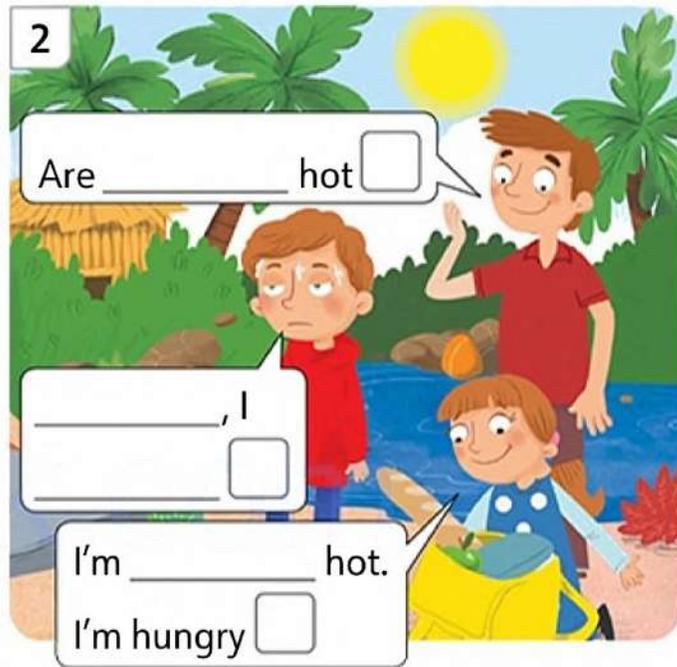


Are \_\_\_\_\_ you ready ?

I am \_\_\_\_\_

No, I'm not. I'm \_\_\_\_\_

2



Are \_\_\_\_\_ hot

\_\_\_\_\_, I \_\_\_\_\_

I'm \_\_\_\_\_ hot.

I'm hungry \_\_\_\_\_

3



Are \_\_\_\_\_ tired

No, \_\_\_\_\_

\_\_\_\_\_ happy

4



Help! \_\_\_\_\_

It's OK! It's only you!

# Review 2

1 4.14 Look and match. Then listen and check.

mum dad baby brother grandpa sister grandma



2 Work in pairs. Look at the picture in Activity 1. Describe and say the family members.

She's hot.

Mum.

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

1 \_\_\_\_\_ *This is his* \_\_\_\_\_ hat.

2 \_\_\_\_\_ hat.

3 \_\_\_\_\_ book.

4 \_\_\_\_\_ book.

5 \_\_\_\_\_ bag.

This is      That's  
his              her

1   4.15 Read the question. Listen and write a name or a number. There is one example.

Who is the friend?

Hugo

1 How old is Hugo?

\_\_\_\_\_

2 What is his family name?

\_\_\_\_\_

3 Who is the girl in the picture?

\_\_\_\_\_

4 How old is she?

\_\_\_\_\_

5 What is the name of the cat?

\_\_\_\_\_



2  Look and read. Put a tick (✓) or a cross (×) in the box. There are two examples.

Example



This is paint.



This is a pencil.

Questions



1 This is a bird.



2 This is a baby.



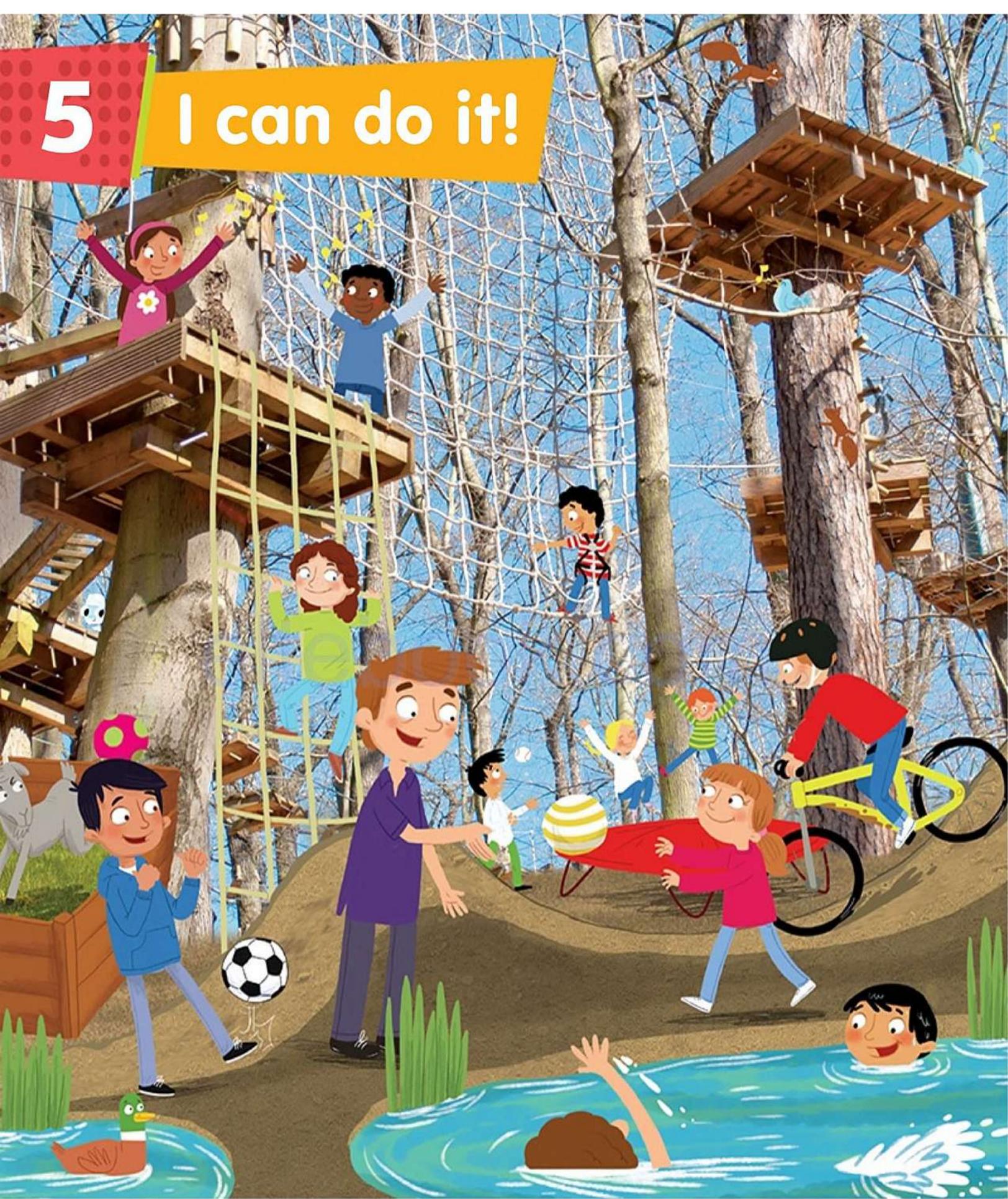
3 This is a candle.



4 This is a hamster.

5

I can do it!



## Vocabulary

1  5.1-5.2 Listen and say. Then listen and number.



catch



climb



jump



kick



ride a bike



sing



swim



throw  1

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

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

4  5.3 Sing and act out. **Be a star!** 

## Look at me!

Look at me!  
I'm happy!  
So kick a little bit.  
Climb a little bit.

*Then jump up and down  
And sing this song.*

Look at me!  
I'm happy!  
So throw a little bit.  
Catch a little bit.

Look at me!  
I'm happy!  
So ride a little bit.  
Swim a little bit.



# Lesson 2 Grammar time



## 1 Listen and read. Can Bot sing?



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

- |                                 |                                     |                   |                          |
|---------------------------------|-------------------------------------|-------------------|--------------------------|
| 1 Tom and Alex can kick a ball. | <input checked="" type="checkbox"/> | 4 Anna can catch. | <input type="checkbox"/> |
| 2 Sara can't throw.             | <input type="checkbox"/>            | 5 Tom can jump.   | <input type="checkbox"/> |
| 3 Bot can catch.                | <input type="checkbox"/>            | 6 Bot can't sing. | <input type="checkbox"/> |

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

# Lesson 3 Grammar focus

1 5.5 Look and read.

Graphic

Grammar

*can / can't for ability*

I **can** swim .

I **can't** swim .

He **can** climb .

She **can't** climb .

We **can** sing .

They **can't** sing .

can't → cannot

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

1 They can climb / catch.

2 She \_\_\_\_\_ kick / jump.

3 He \_\_\_\_\_ sing / swim.

4 They \_\_\_\_\_ ride a bike / throw a ball.

5 He \_\_\_\_\_ kick / catch.

6 She \_\_\_\_\_ sing / climb.



3 Work in pairs.

Make sentences. **Be a star!**

- Go to page 153 and cut out the cards.
- Put the cards face down in two piles.
- Choose a card from each pile and make a sentence with *can* or *can't*.

They can't sing.



She can ride a bike.



# The kids can do it!

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



**Pablo**

This is Pablo. He can run and walk, but he can't swim. He likes to run!



**Kirsty**

This is Kirsty. She can't sing, but she can paint. Nice painting, Kirsty!



**Masha**

This is Masha. She can't ride a bike, but she can climb. She isn't scared!



**John**

This is John. He can swim to see the fish, but he can't hear them. Wow! That's fun!



**Tim**

This is Tim. He can't swim, but he can ride a horse. Tim is happy.

## Vocabulary



hear



horse



run



see



walk

1 Look at the story. Find and say the children's names.

2  5.6 Look at the photos. What can they do? Read and check.

paint climb ride see run

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

1 Pablo can't swim.

4 John \_\_\_\_\_ hear.

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

5 Kirsty \_\_\_\_\_ paint.

3 Masha \_\_\_\_\_ climb.

4  Think about the children. What do you think? Circle. **Be a star!** 

1 Pablo can kick a ball.      yes      no      not sure

2 Kirsty can't draw.      yes      no      not sure

3 Masha can't catch a ball.      yes      no      not sure

4 John can see the fish.      yes      no      not sure

5 Tim can ride a bike.      yes      no      not sure

5  Work in pairs. Ask and answer.

Can you ride a horse?

I can't ride a horse. I can run.



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

# Lesson 5 Sounds and letters

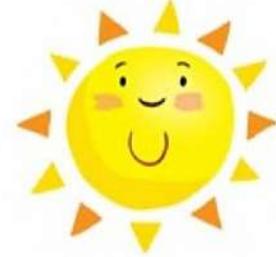
1  5.7 Listen and say. Complete.



jump



r\_n



s\_n

2  5.8 Listen and say the chant.

Fun! Fun! Fun!  
 Let's have fun with Mum!  
 We can jump and run  
 In the sun with Mum.  
 Fun! Fun! Fun!



3  5.9 Match the words with u. Listen, check and say. **Be a star!**

1 run

2 jump

3 pen

4 frog

**u**

5 sun

7 rubber

6 cat

8 mum

## Learning to learn

If you can't read a word, here are some ideas to help.  
 Say the first sounds in the word. Try to guess the word.

t-h-r...



throw

## Lesson 6 Language in use

1  5.10  Listen and say.



Can you see the sun?



No, I can't.

Can you see a spider?

Yes, I can.

Can you see a bird?

No, I can't.

Can you hear the wind?

Yes, I can.

2  Work in pairs. Ask and answer.

Student A

a horse  
a flower  
a cat  
a dog



Student B

a pen  
a ball  
a frog  
a rubber

 Can you see a horse?

 No, I can't.

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

Can you see a pen?

Yes, I can.

# Lesson 7 Listening and speaking

## Vocabulary



clap



stamp

1 5.11 Look at the pictures in Activity 2. Can you make the sounds? Listen and check.

2 5.11 Listen again and match the groups to the actions.

- 1 Red group
- 2 Blue group
- 3 Green group



3 5.11 Work in groups. Listen again and follow the patterns.

4 5.12 Listen and say.

- Can you **ride a horse**?
- Yes, I can.
- That's great!
- Can you **kick a ball**?
- Yes, I can. Look!
- That's fantastic!



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

- walk    run    catch    climb    sing    dance
- jump    clap    stamp    ride a bike

# Lesson 8 Writing

## 1 Read and point.

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

## 2 Rewrite the sentences with *and*.

1 Lee can throw. He can catch a ball.  
Lee can throw and catch a ball.

2 He can run. He can jump.  
\_\_\_\_\_

3 He can swim. He can ride a horse.  
\_\_\_\_\_

4 He can clap. He can sing.  
\_\_\_\_\_



## 3 Look and complete. Use *and* to join your ideas.

**Be a star!**



Hi Jill,  
How are you? This is my new friend.  
Her name is Kate.  
She can \_\_\_\_\_ and \_\_\_\_\_.  
She \_\_\_\_\_.  
She \_\_\_\_\_.  
Bye,  
Clare



1  5.13  Look at the story. What animals can you see?

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



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



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

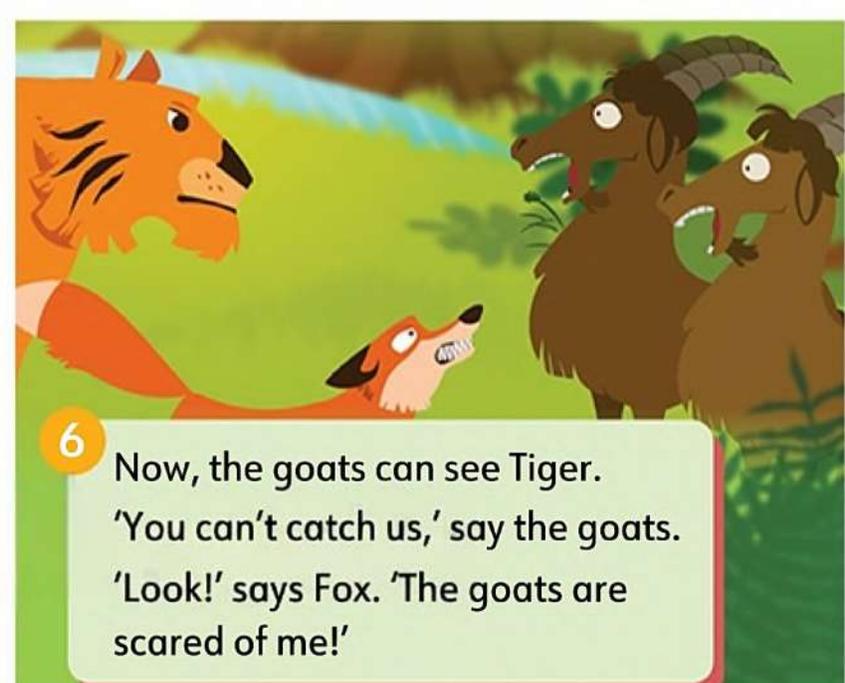




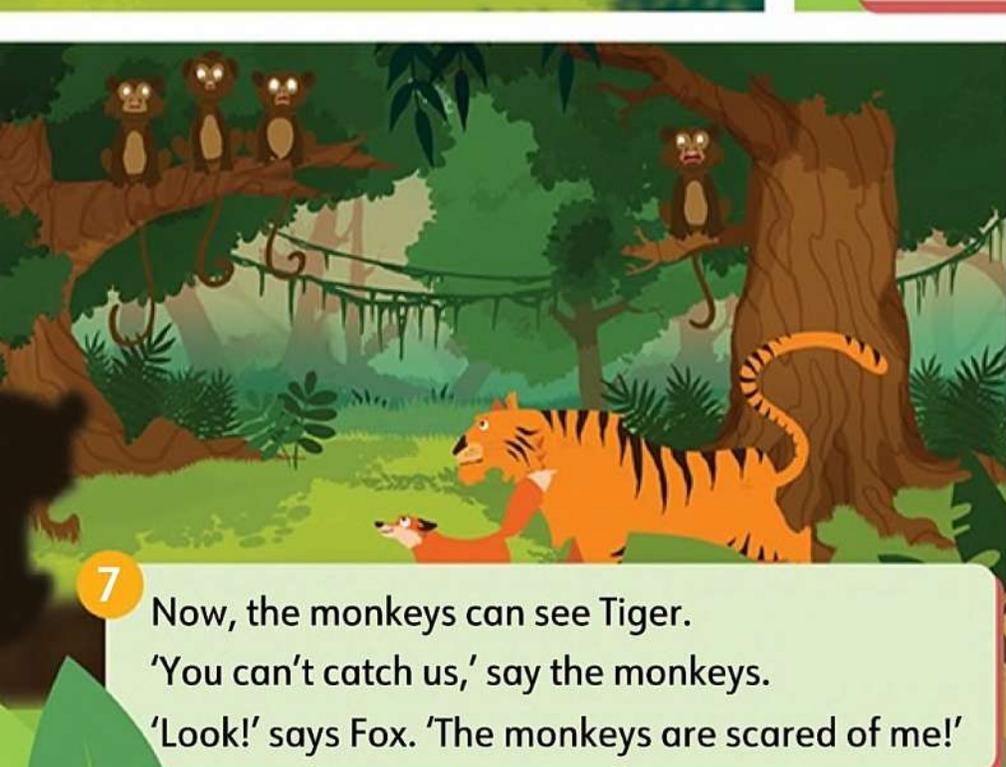
4 'Can you run fast?' asks Fox.  
'Yes, I can,' says Tiger.  
Fox and Tiger can run fast.



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



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



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



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

## Reading time 2 Activities

1 Read the story again. Circle the animals.

- |                                |             |
|--------------------------------|-------------|
| 1 He's hot and hungry.         | Tiger / Fox |
| 2 He isn't scared.             | Tiger / Fox |
| 3 He's funny.                  | Tiger / Fox |
| 4 He can run fast.             | Tiger / Fox |
| 5 He's the King of the Forest. | Tiger / Fox |

2   Work in pairs. Think and answer.

- 1 Are the animals scared of Fox?
- 2 Are the animals scared of Tiger?
- 3 Who is your favourite character? Why?



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

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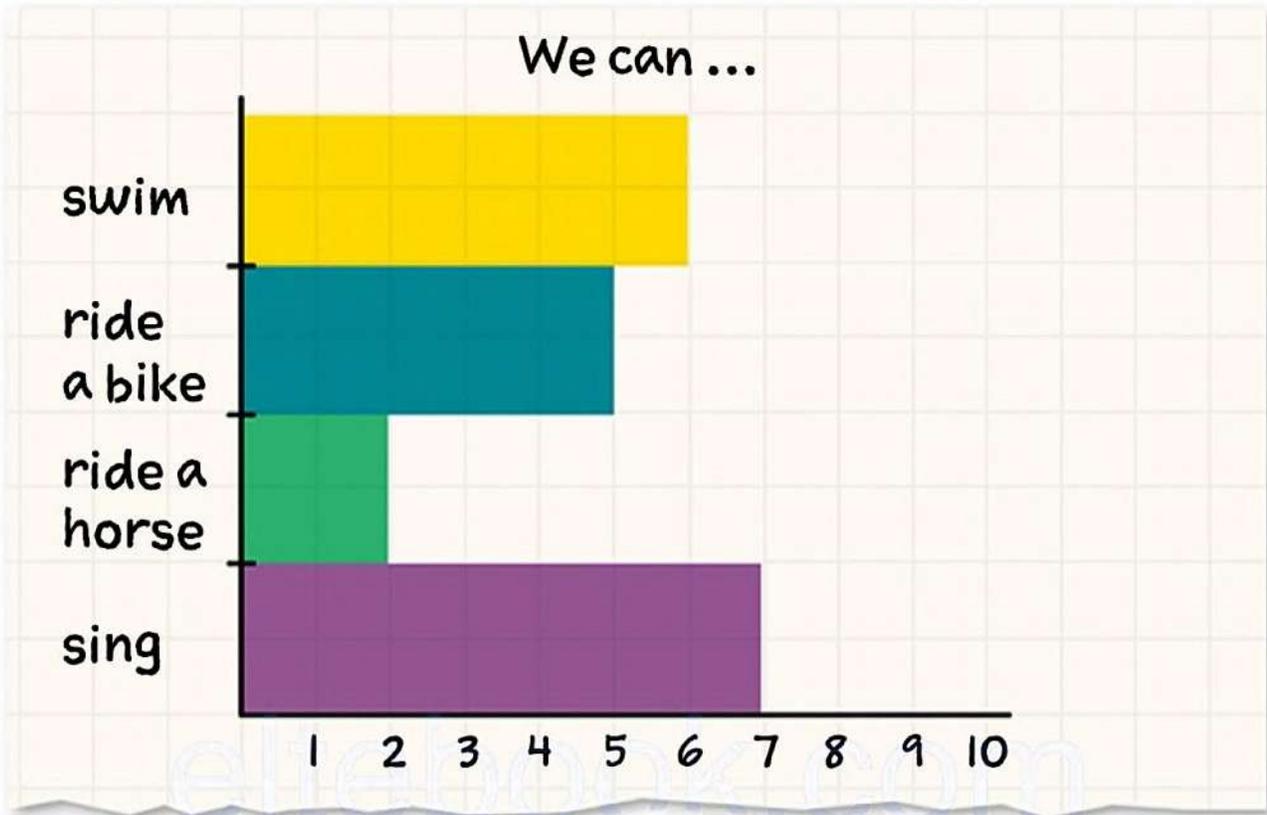
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4  Now watch the video.



1 Look at the graph. What does it show?



2 Look again. Find and complete.

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

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

Can you swim?      ✓✓  
 Can you ride a bike?    ✓✓✓

4 Make a group graph. Show the class.

6

Let's play today!



## Vocabulary

1  6.1-6.2 Listen and say. Then listen and number.



bike



boat



car



kite



sandpit



seesaw



slide



swing

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

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

4  6.3 Sing and act out. **Be a star!** 

## My very favourite thing

Look! A swing!

**Swiiiiing!**

A swing, swing, swing  
Is my very favourite thing.

Swing, swing, swing!

*I'm so happy.*

*Let's play, play, play.*

*I'm so happy.*

*It's a fun, fun, fun, fun, fun*

*Play day!*

Look! A slide!

**Wheeeee!**

A slide and a swing  
Are my very favourite things.

Slide, swing, swing!

Look! A kite!

**Whoooosh!**

A kite, a slide and a swing  
Are my very favourite things.

Kite, slide, swing!

# Lesson 2 / Grammar time



## 1 6.4 Listen and read. Where's Bot?

1 Oh no! Where's my car?  
Look! It's **on** the seesaw.

2 Where's my doll?  
Look! It's **under** the slide.

3 Where's my kite?  
It's **next to** the blue swing.

4 Where's Bot?  
Look! He's **in** the sandpit.  
He's **in** the boat.

## 2 6.4 Listen again. Tick (✓) or cross (×).



1

2

3

4

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

# Lesson 3 / Grammar focus

1 6.5 Look and read.

Graphic

Grammar

Prepositions of place

Where's my car ?

Where's my kite ?

It's on the seesaw .

It's next to the swing .

Where's → Where is

It's → It is

2 Look and complete.



1 Where's the doll?

It's under the car.

2 \_\_\_\_\_ the lion?

It's \_\_\_\_\_ the boat.

3 \_\_\_\_\_ the kite?

It's \_\_\_\_\_ the seesaw.

4 \_\_\_\_\_ the goat?

It's \_\_\_\_\_ the car.

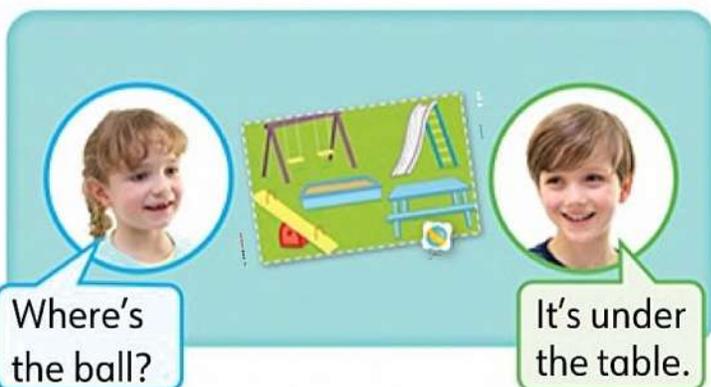
5 \_\_\_\_\_ the monkey?

It's \_\_\_\_\_ the slide.

3 Work in pairs. Play a matching game.

**Be a star!**

- Go to page 155 and cut out the cards.
- Take turns to put the cards on the picture.
- Ask and answer. Match your friend's picture with your cards.



# Winter fun

Brrr! It's cold in the winter.  
But don't be sad! You can  
do lots of things. Look!



1

Wow! This is big and cold. What is it?  
This is an ice house. You can walk or run  
in it, but you can't sleep in it!



2

Where's the boy?  
He's on the ice slide. Wheeee! This is fun!



3

Where's the girl?  
She's in the forest. Can you see the trees?  
She can skate under them. Oh! It's lovely!



4

Can you hear the dogs?  
They aren't angry. They're happy!  
You can ride on a dog sled. Hold on!!!

## Vocabulary



forest



ice



skate



sled



tree

1 Look at the photos. Tick (✓) how the children are feeling.



cold



happy



scared



tired

2  6.6 Read and number.

dog sled

ice house

skate

ice slide

3 Read and match.

1 You can ride

an ice slide.

2 You can skate

an ice house.

3 You can go on

under the trees.

4 You can walk or run in

on a dog sled.

4  6.6 Where do we hear this in the text?

Listen and write the numbers. **Be a star!**

1

2

3

4

5

5 What's your favourite activity?  
Act out.



Why are these winter activities good for you?

# Lesson 5 / Sounds and letters

1  6.7 Listen and say. Complete.



she



\_\_\_oes



\_\_\_op

2  6.8 Listen and say the chant.

Splish, splash, splosh!

Sheena's in the rain.

She runs to the shop

In her shiny blue shoes.

Splish, splash, splosh!



3  6.9 Write the words with *sh*. Listen, check and say. **Be a star!** 

1 she

2 \_\_\_un

3 \_\_\_ad

4 \_\_\_oes

5 \_\_\_ing

6 \_\_\_op

7 \_\_\_iny

8 \_\_\_ister

## Learning to learn

Write words in groups to help you remember them.

Can you add one word to each group?



**Playground things**

slide  
sandpit  
\_\_\_\_\_



**School things**

pencil  
ruler  
\_\_\_\_\_



**Toys**

kite  
car  
\_\_\_\_\_

## Lesson 6 / Language in use

1  6.10  Listen and say.



Where are the paintbrushes?



They're in the blue box.

Where are the pencils?

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

It's next to the pencils.

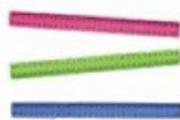
Oh, yes. Thank you!

2  Work in pairs. Ask and answer.

Student A



crayons



rulers



yellow paint

Student B



pens



rubbers



green paint

 Where are the **crayons**?

 They're in the blue box.

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

# Lesson 7 / Listening and speaking

## Vocabulary



paper



water

1 6.11 Look at the pictures. What are they making? Listen and check.

2 6.11 Listen again and number in order.



3 6.11 Listen again and act out. **Be a star!**

4 6.12 Work in pairs. Listen. Then ask and answer.

Pass me the **pencil**, please.

Here you are.

Thank you.



# Lesson 8 Writing

## 1 Read and follow.

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

Where **is** = Where's

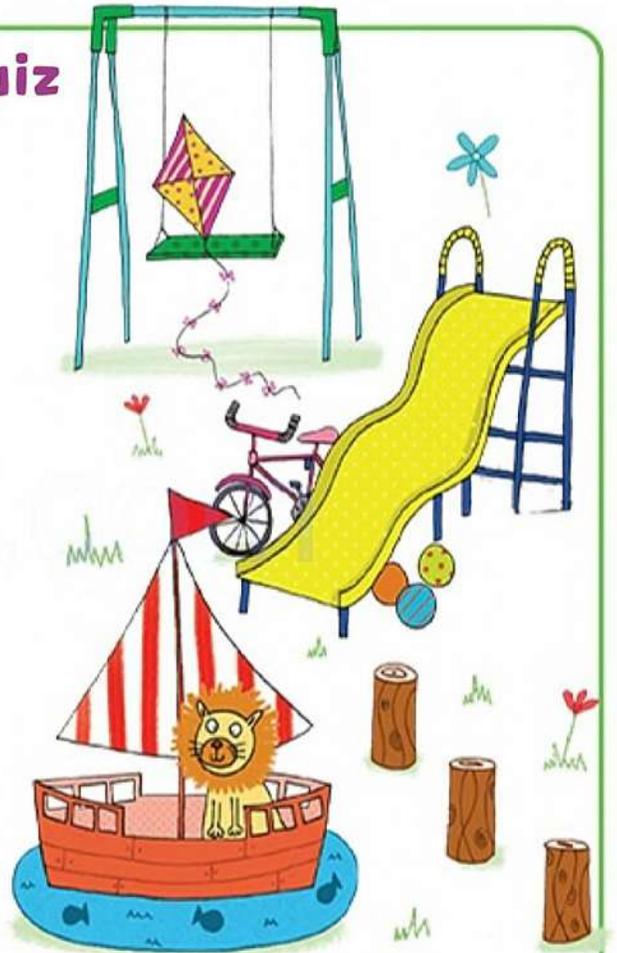
It **is** = It's

They **are** = They're

## 2 Look and complete. **Be a star!**

### My perfect playground quiz

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



# Review 3

## 1 Find and write the numbers.



kite  car  swing  bike   
 slide  seesaw  boat  sandpit

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

- 1 A horse can run.
- 2 A cat \_\_\_\_\_ climb.
- 3 A worm \_\_\_\_\_ jump.
- 4 A bird \_\_\_\_\_ catch a ball.
- 5 I \_\_\_\_\_ swim.
- 6 I \_\_\_\_\_ ride a bike.



## 3 Work in pairs. Ask and answer.



Can you ride a bike?



I can't ride a bike. I can swim.

1  6.13  Listen and colour. There is one example.

Listening



2   Work in pairs. Look at the picture in Activity 1. Ask and answer.

Speaking



Where's the red kite?

Where are the girls?

It's in the tree.

They're in the sandpit.



Watch the speaking exam practice video.

# 7

# Long legs, short legs



Vocabulary

1  7.1-7.2 Listen and say. Then listen and number.

- eye
- ear
- arm
- leg
- foot (feet)
- tail



long (tail)



short (tail)

2  Look at the picture. Count and complete.

|               |           |            |             |          |
|---------------|-----------|------------|-------------|----------|
| Animals with: | long arms | short legs | a long tail | big ears |
|               | 3         |            |             |          |

3  7.3 Sing and act out. **Be a star!** 

## A tortoise can't dance

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

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

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

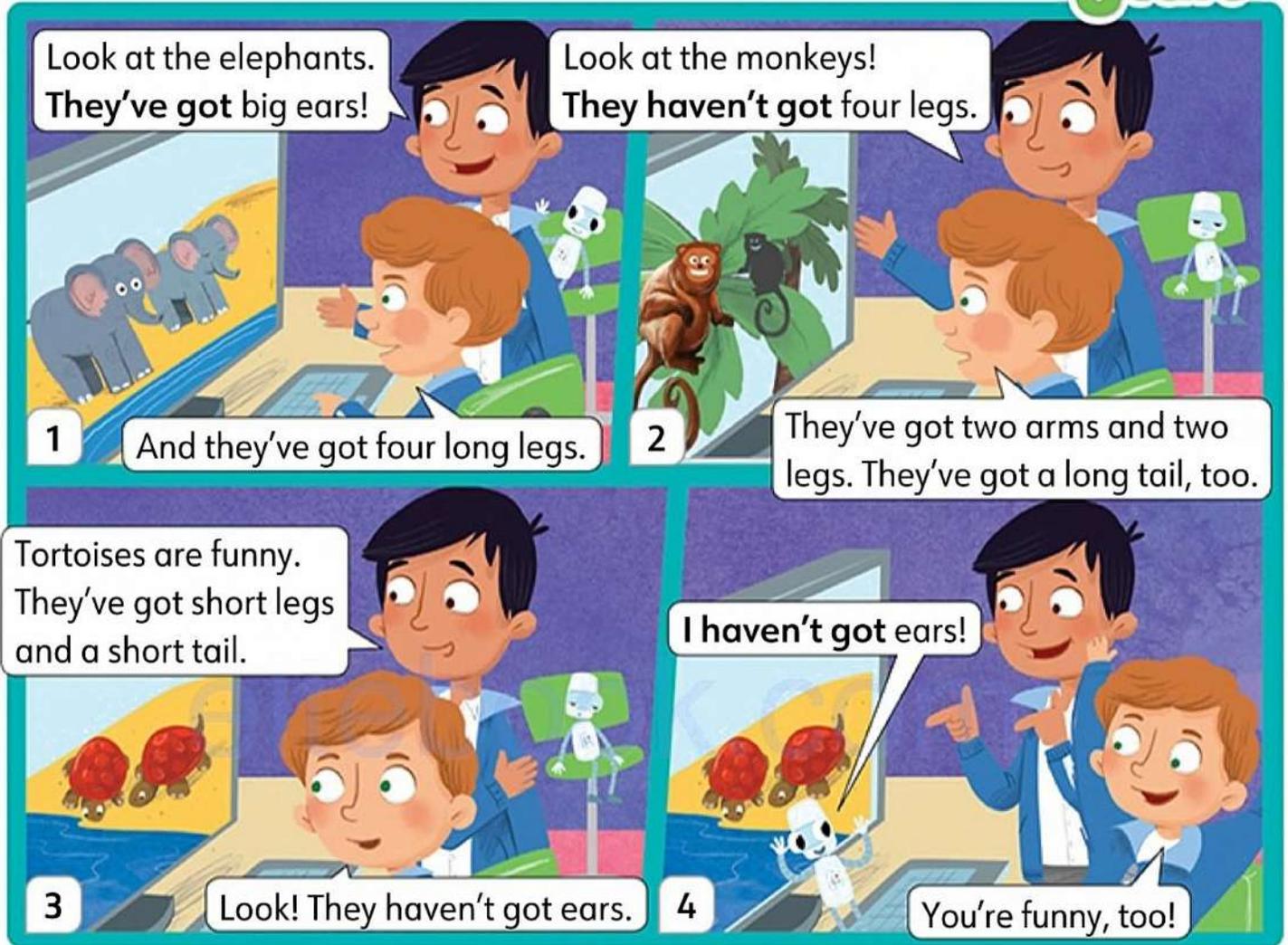
A tortoise *can* dance!  
Just stamp and clap.  
Make some sound  
And it goes round and  
round!



# Lesson 2 Grammar time



1 7.4 Listen and read. Which animals haven't got ears?



2 7.4 Listen again. Complete.



1 They've got big ears and four \_\_\_\_\_ legs.



2 They've got two \_\_\_\_\_ and two \_\_\_\_\_.



3 They've got \_\_\_\_\_ legs and a short \_\_\_\_\_.  
They haven't got \_\_\_\_\_.

- tail legs
- arms ears
- long short

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

# Lesson 3 Grammar focus

1 7.5 Look and read.

Graphic

Grammar

have got (I / they)

I've got two legs .

They've got four legs .

I haven't got ears .

They haven't got ears .

I've → I have

They've → They have

haven't → have not

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

1 got / rabbits. / two / I've

I've got two rabbits.



2 short / They've / ears. / got

\_\_\_\_\_



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

\_\_\_\_\_



4 got / They've / feet. / small

\_\_\_\_\_



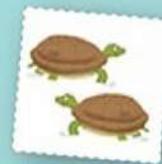
5 a / haven't / long / They / got / tail.

\_\_\_\_\_



3 Work in pairs. Play a guessing game. **Be a star!**

- Go to page 151 and cut out the cards. Put them face down in a pile.
- Turn over a card and say. Ask your friend to guess.



They've got four legs. They haven't got long tails.

They're turtles.

# Bush baby

1 *Bump! Ouch!*  
Bush baby child  
Is on its head.  
And its big, big eyes  
Are very red.

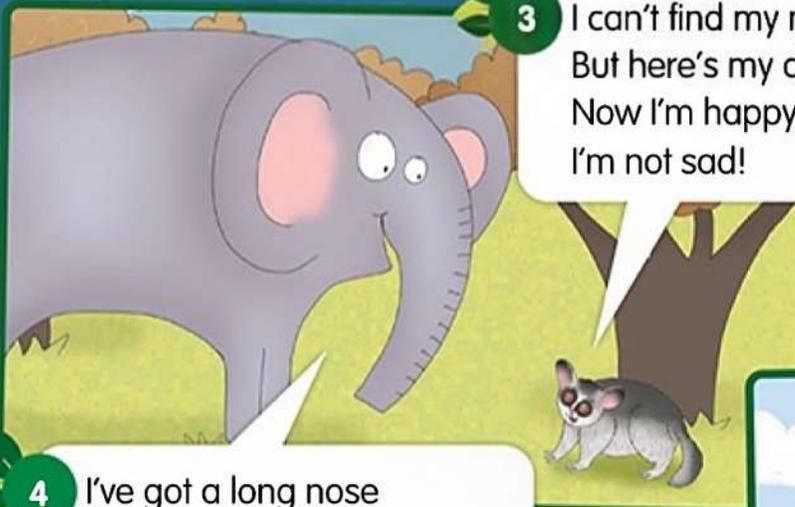
Where am I?  
Now I can see!  
It's my mum  
Up in a tree.



2 Ha, ha, ha!  
You're so funny!  
With my long arms and legs,  
I'm not your mummy!



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



4 I've got a long nose  
And big, big ears.  
I'm not your dad!  
But can you hear?  
  
There's a bush baby family.  
They're very small, too.  
They've got big, big eyes.  
They're just like you!

5 Up, up, bush baby  
Is now in the tree.



I can see my family.  
They look just like me.

## Vocabulary



head



nose

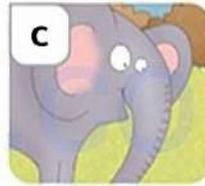
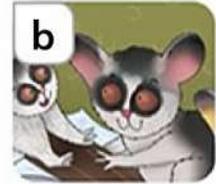
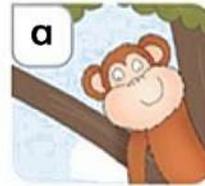


Why is family important?

1 7.6 Look at the poem. Is the bush baby sad? Read and check.

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

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



3 Write the animals.

monkey    bush baby    elephant

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

4 Choose and say your favourite part of the poem.

# Lesson 5 Sounds and letters

1  7.7 Listen and say. Complete.



child



\_\_\_erry



\_\_\_ocolate

2  7.8 Listen and say the chant.

Can this **child** **ch**ew a **ch**ocolate **ch**erry,  
Sitting on a **ch**air?

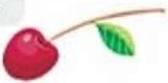
Yes, he can **ch**ew a **ch**ocolate **ch**erry.

He can **ch**ew it anywhere!



3  7.9 **Circle** the correct sounds. Listen, check and say. **Be a star!** 

1



**ch**/sh

2



ch/sh

3



ch/sh

4



ch/sh

5



ch/sh

## Learning about language

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

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

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

Look at the poem on page 86. Find and **circle** words that rhyme.



## Lesson 6 / Language in use

1  7.10  Listen and say.



### Vocabulary



blonde hair



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

Yes, I have.

Have you got **blonde** hair?

Yes, I have.

Have you got **blue** eyes?

No, I haven't.

Have you got **brown** eyes?

Yes, I have.

You're Megan.

Yes! Well done!

2  Work in pairs. Choose, ask and answer.

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

 Have you got **short** hair?

 Yes, I have.

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

# Lesson 7 Listening and speaking

1 7.11 Look and find. Listen and number the faces 1, 2 and 3.

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

|   |   |   |   |
|---|---|---|---|
| <p><b>a</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>b</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>c</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>d</b></p> <input style="width: 30px; height: 30px;" type="text"/> |
| <p><b>e</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>f</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>g</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>h</b></p> <input style="width: 30px; height: 30px;" type="text"/> |
| <p><b>i</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>j</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>k</b></p> <input style="width: 30px; height: 30px;" type="text"/> | <p><b>l</b></p> <input style="width: 30px; height: 30px;" type="text"/> |

2 7.11 Complete the descriptions. Listen again and check.

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

3 Work in pairs. Describe another person from Activity 1. I've got ...

4 7.12 Work in pairs. Play a game. Be a star!

- I've got **long blonde hair** and **blue eyes**.
- You're b!
- Yes! Well done!

## Lesson 8 Writing

1  7.13 Read the poem. Circle the words that rhyme. Listen and check.

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



2  7.14 Match the words that rhyme. Listen and check.

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

*(A line connects 'see' to 'hear' and 'head' to 'me')*

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

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



4  7.15 Listen and check. Is it the same as your poem?

## Reading time 3

1  7.16 Look at the pictures.  
What do you know about the  
story? Read and check.

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



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



3

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



4

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



5

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



# Reading time 3 Activities

## 1 Read and tick (✓). Who says it?

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






2 'I can take it.'






3 'Hello, Little Red Riding Hood.'






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






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






6 'You're a very bad wolf.'






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

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



*Now the wolf is good.*

*The toys are in the box.*

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4 Now watch the video.



# Think about it!

# Categorise animals

1 Look at the photos. Compare the animals.

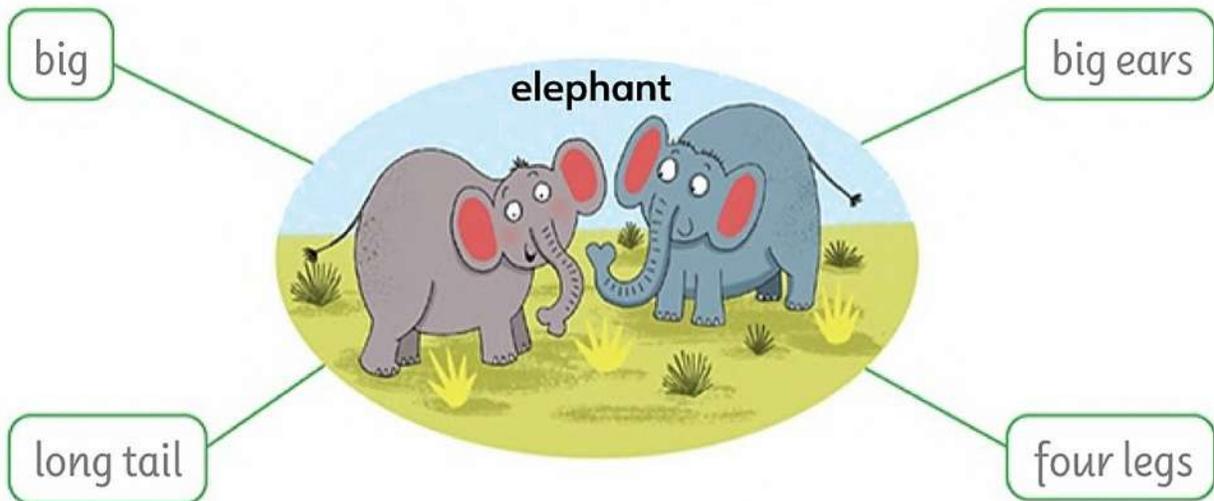
Elephants have got long legs. Tortoises have got short legs.



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

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

3 Choose a different animal from Activity 1. Make a mind map. **Be a star!**



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

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



# 8

# Old and new clothes



What can we do with old clothes?

## Vocabulary

1  8.1-8.2 Listen and say. Then listen and number.

dress jacket shirt shoes  1skirt socks trousers T-shirt 

- 2  Look at the picture. Find the clothes in Activity 1.
- 3  Look at the clothes in the picture. Are they old or new?
- 4  8.3 Sing a song. **Be a star!** 

## Where's my shoe?

*Where's my shoe?*

*Where's my shoe?*

*I don't know what to do*

*Without my shoe.*

Is it on the chair?

Next to your skirt?

That isn't my shoe.

That's a shirt!

A jacket, socks.

This room is a mess.

Is that your shoe?

No, it's a dress!

Look up, up, up.

Look down, too.

What's on your foot?

Is that your shoe?



# Lesson 2 / Grammar time



1 8.4 Listen and read. What is Anna?

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

2 Look at Sara! She's **got** a blue dress. I'm a queen.

3 Tom is a pirate. He's **got** a black hat. But he **hasn't got** a jacket.

4 Poor Anna. She **hasn't got** a hat! Here's a hat. Now she's a pirate, too!

2 8.4 Say the sentences. Look and listen again. Tick (✓) or cross (x).

- |  |   |
|--|---|
| 1 Tom has got a  . <input checked="" type="checkbox"/> | 2 Tom has got a  . <input type="checkbox"/>     |
| 3 Sara has got a  . <input type="checkbox"/>           | 4 Anna hasn't got a  . <input type="checkbox"/> |

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

# Lesson 3 / Grammar focus

Graphic

Grammar

have got (he / she)

1 8.5 Look and read.

He's got a hat .

He hasn't got a jacket .

She's got a jacket .

She hasn't got a hat .

He's got → He **has** got

She's got → She **has** got

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

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



3 Work in pairs. Play a game. **Be a star!**

- Go to page 157 and cut out the cards. Put all the cards on a table.
- Choose a card and say. Then your friend finds the card.

She's got a red jacket. She hasn't got a blue hat.



# My favourite clothes



**Lin:** I like my green and blue jacket. It's nice and warm. I've got a warm hat too, but I haven't got gloves. I can play in the snow, but my hands are cold!



**Maya:** I've got a dress. It's pretty and pink. I can dance in it. Look at me! Whoosh! I love my pretty dress. I like my white boots, too!



**Peter:** I've got red shoes and green socks. I can run and jump in my red shoes. They're my favourite shoes.



**Jamie:** Hey! This is my favourite T-shirt. It's orange, and it's got words on it. I've got black sunglasses, too. Look at me! I'm happy! What's your favourite T-shirt?

## Vocabulary



gloves



hand



sunglasses



warm

1 What colour is it? Look and find the clothes.

pink green red orange

2  8.6 Read the text. What are their favourite clothes?

3 What have they got? Tick (✓). **Be a star!**

|       | jacket | T-shirt | shoes | dress | socks | hat | sunglasses | boots |
|-------|--------|---------|-------|-------|-------|-----|------------|-------|
| Jamie |        | ✓       |       |       |       |     |            |       |
| Lin   | ✓      |         |       |       |       |     |            |       |
| Maya  |        |         |       |       |       |     |            |       |
| Peter |        |         |       |       |       |     |            |       |

4 Who is it? Write *J* for Jamie, *L* for Lin, *M* for Maya or *P* for Peter.

1 I haven't got gloves. I've got a hat. \_\_\_\_\_

2 I haven't got a jacket. I've got a dress. \_\_\_\_\_

3 I've got sunglasses. I haven't got a hat.     J    

4 I haven't got a dress. I've got grey trousers. \_\_\_\_\_

5 What are your favourite clothes?

# Lesson 5 / Sounds and letters

1  8.7 Listen and say. Complete.



think



\_\_\_in



\_\_\_ree

2  8.8 Listen and say the chant.

Three **th**in bees  
Are **th**irsty, I **th**ink.  
'**Th**ank you, flower.  
What a nice drink!



3  8.9 Listen and match. Then say the words. **Be a star!** 

1 cherry

**th**

2 shoes

**ch**

3 think

**sh**

4 chocolate

5 three

6 shop

## Learning to learn

A picture dictionary can help you with vocabulary and reading.  
Make a class dictionary and add new words to it during the year.  
Make a picture dictionary with the words from this lesson.



## Lesson 6 / Language in use

1  8.10  Listen and say.



What are you wearing?

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

Are you a pirate?

Yes, I am. What are you wearing?

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

Yes, I am!

Are you a puppet?

2  Work in pairs. Ask and answer.

Student A



 What are you wearing?

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

Student B



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

# Lesson 7 / Listening and speaking

## Vocabulary



cold



wet

- 1 8.11 Look at the weather words. Tick (✓) what clothes people wear. Then listen and check.

1 hot

a




b




c




2 cold

a




b




c




3 wet

a




b




c




- 2 8.11 Listen again and complete.

1 I'm Amina. I'm wearing a T-shirt and a \_\_\_\_\_.

2 I'm Dylan. I'm wearing a \_\_\_\_\_ and \_\_\_\_\_.

3 I'm Mai. I'm wearing a \_\_\_\_\_ and a \_\_\_\_\_.  
I've got an umbrella, too.

- 3 8.12 Work in pairs. Listen and say. **Be a star!**

What's the weather like today?

It's **hot**.

What are you wearing?

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



hot



cold



wet

## Lesson 8 / Writing

### 1 Read and point.

**Size** and **colour** words go before **clothes** words.  
I've got a **big** hat. I'm wearing a **green shirt**.

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

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

I'm wearing a **green / jacket / and / white**

I'm wearing a green and white jacket

I'm wearing **trousers / long**

\_\_\_\_\_

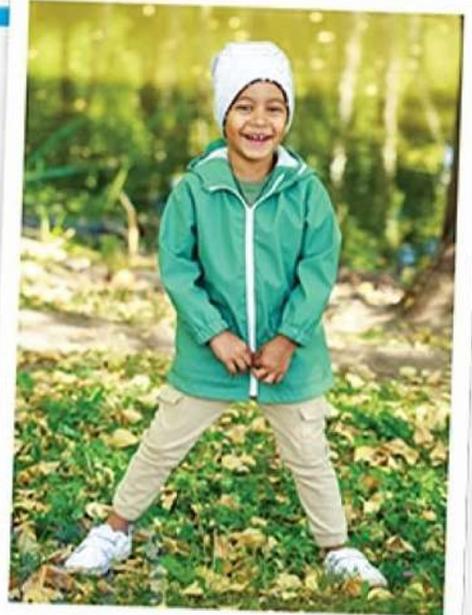
I've got **hat / a / big**

\_\_\_\_\_

I'm wearing **shoes / white**

\_\_\_\_\_

I look great!



### 3 Look and write. **Be a star!**

Hi! I'm Luisa.

This is a photo of me.

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

\_\_\_\_\_

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

\_\_\_\_\_

I look great!



# Review 4

## 1 8.13 Look and complete. Listen and check.

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



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

- |  |                         |
|--|-------------------------|
| 1 It <u>'s</u> <u>got</u> a long tail. | Tom / Alex / <u>cat</u> |
| 2 He <u>          </u> black hair.     | Tom / Alex / cat        |
| 3 He <u>          </u> brown hair.     | Tom / Alex / cat        |
| 4 He <u>          </u> red shoes.      | Tom / Alex / cat        |
| 5 They <u>          </u> trousers.     | Tom / Alex / cat        |

## 3 Work in pairs. Play a guessing game.



What are you wearing?

Have you got brown eyes?

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

No, I haven't.



1  Look and read. Write yes or no.



Mum has got a blue flower.

no

1 Grandma has got a green apple.

\_\_\_\_\_

2 Dad has got white shoes.

\_\_\_\_\_

3 Grandpa has got a red book.

\_\_\_\_\_

4 The boy has got an orange shirt.

\_\_\_\_\_

5 The girl has got long hair.

\_\_\_\_\_

2   Work in pairs. Ask and answer.



Have you got a blue hat?



No, I haven't. I've got a red hat.



Watch the speaking exam practice video.

# 9

# Brilliant bedrooms



## Vocabulary

1  9.1-9.2 Listen and say. Then listen and number.



bed



chair



clock



desk



door



lamp



wardrobe



window

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

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

The window is a slide.

3  9.3 Sing a song. **Be a star!** 

## My bedroom

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

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

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



# Lesson 2 / Grammar time



## 1 9.4 Listen and read. Is Bot happy?

**1** How many beds are there?  
One ... two ...  
There are two beds.

**2** How many wardrobes are there?  
There's one wardrobe.

**3** How many chairs are there?  
There are three chairs.  
There's one desk, too.

**4** Look, Bot! There are two beds in the bedroom.  
No! There are three.  
This is your bed, Bot!

## 2 9.4 Listen again. Read and circle.

- |                           |                                      |                          |                        |                           |                          |
|---------------------------|--------------------------------------|--------------------------|------------------------|---------------------------|--------------------------|
| 1 There's one wardrobe.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No | 2 There are two desks. | <input type="radio"/> Yes | <input type="radio"/> No |
| 3 There are three chairs. | <input type="radio"/> Yes            | <input type="radio"/> No | 4 There are two beds.  | <input type="radio"/> Yes | <input type="radio"/> No |

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

# Lesson 3 Grammar focus

Graphic

Grammar

1 9.5 Look and read.

there is / there are

How many beds are there ?

There 's one bed .

There's → There is

There are two beds .

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



1 How many beds are there? There's one bed.

2 How many desks are \_\_\_\_\_ ? There \_\_\_\_\_ two desks.

3 How \_\_\_\_\_ chairs \_\_\_\_\_ there? \_\_\_\_\_ are two chairs

4 \_\_\_\_\_ clocks are \_\_\_\_\_ ? \_\_\_\_\_ one clock.

B




3 Work in pairs. Play a drawing game. **Be a star!**

- Go to page 157.
- Ask and answer about things in your bedrooms. Draw the things in your friend's bedroom.



# Holiday bedrooms



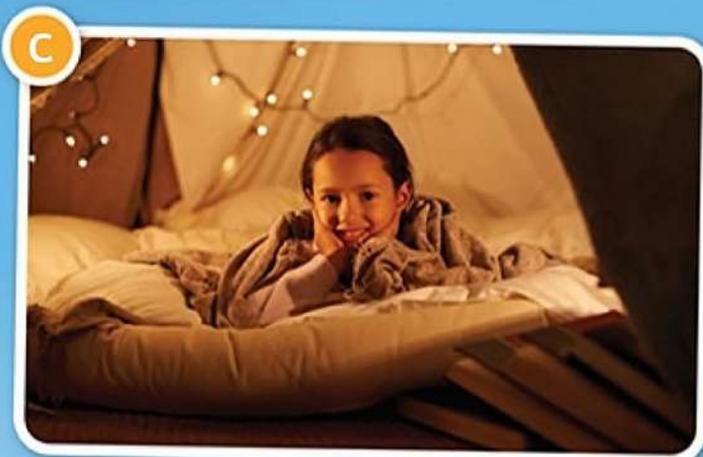
1 I'm in my holiday bedroom. Look, it's in a van! There are ... fifteen, sixteen, seventeen trees outside!



2 Eleven and three ... That's fourteen! I win! We're playing cards next to the window. We're on a big boat this summer! Look, there's the sea!

3 I'm happy. I'm in my holiday bedroom – it's a tent! There are fourteen small lamps here. Can you see? The tent is small, but I'm having fun!

4 Can you hear the birds? My bedroom is up in the trees! I can read my book in my bedroom. I love it!



## Vocabulary

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

20

twenty

- 1  9.6 Listen and point to the photos.
- 2  9.6 Read the text. Then number the photos in order.

A

B

C

D  1

- 3 What numbers can you find in the text? Tick (✓).

|                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11                       | 12                       | 13                       | 14                       | 15                       | 16                       | 17                       | 18                       | 19                       | 20                       |
| <input type="checkbox"/> |

- 4 Complete the sentences. **Be a star!** 

bedroom   book   cards   lamps

- 1 There's a bedroom in the van.
  - 2 There are \_\_\_\_\_ in the bedroom on the boat.
  - 3 There are \_\_\_\_\_ in her bedroom.
  - 4 There's a \_\_\_\_\_ in the bedroom in the trees.
- 5 What's your favourite bedroom?

# Lesson 5 / Sounds and letters

1  9.7 Listen and say. Complete.



clock



bla



du

2  9.8 Listen and say the chant.

Tick tock, tick tock!  
A big black clock.  
Quack! Quack! Quack!  
It's a duck with a sock.



3  9.9 Write the words that end with *ck*. Listen and check. **Be a star!**

a



clock

b



\_\_\_\_\_

c



\_\_\_\_\_

d



\_\_\_\_\_

e



\_\_\_\_\_

f



\_\_\_\_\_

## Learning about language

A 'noun' is a naming word for a person or a thing. It tells you **what** or **who**. Can you add a noun to each group?

what

slide

bed

\_\_\_\_\_

who

dad

teacher

\_\_\_\_\_



## Lesson 6 / Language in use

1  9.10  Listen and say.



My brother has got a cool bedroom.

Yes, he has.

No, he hasn't.

Yes, he has!



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

Has he got a **desk**?

Has he got a **slide**?

Wow! That's fantastic!

2  Work in pairs. Ask and answer.

Student A



 Has he got a big **wardrobe**?

 Yes, he has.

Student B



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

# Lesson 7 / Listening and speaking

## Vocabulary

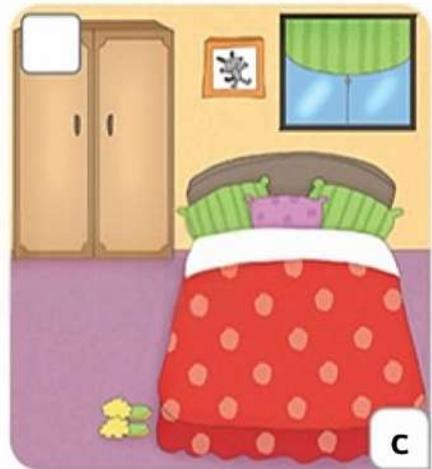
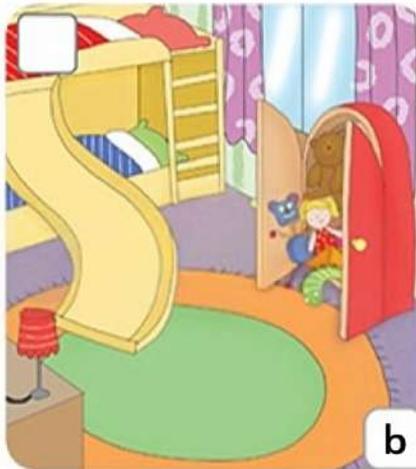


toy cupboard

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

- |            |                                     |                |                          |
|------------|-------------------------------------|----------------|--------------------------|
| 1 bed      | <input checked="" type="checkbox"/> | 6 toy cupboard | <input type="checkbox"/> |
| 2 door     | <input type="checkbox"/>            | 7 window       | <input type="checkbox"/> |
| 3 lamp     | <input type="checkbox"/>            | 8 picture      | <input type="checkbox"/> |
| 4 clock    | <input type="checkbox"/>            | 9 desk         | <input type="checkbox"/> |
| 5 wardrobe | <input type="checkbox"/>            | 10 slide       | <input type="checkbox"/> |

2 9.11 Listen and number the pictures in order.



3 9.11 What do the children think? Listen again and draw.

Bedroom 1 Bedroom 2 Bedroom 3

4 9.12 Listen and say. Then talk about one of the bedrooms in Activity 2. **Be a star!**

boring fantastic great nice OK

- I think this bedroom is **boring**.
- You're right.
- I don't think so. I think it's **nice**.



Are all bedrooms the same?

## Lesson 8 Writing

### 1 Read and follow.

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

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

### 2 Look and complete the email.

Hi Sam,  
My new bedroom is fantastic!  
*There's* one \_\_\_\_\_. It's blue.  
\_\_\_\_\_ 's a grey and orange \_\_\_\_\_.  
It's \_\_\_\_\_ the desk.  
I've got two \_\_\_\_\_.  
I \_\_\_\_\_ a \_\_\_\_\_, too. It's a giraffe.  
It's cool!  
Bye, Billy



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

\_\_\_\_\_,  
*My* new \_\_\_\_\_ is \_\_\_\_\_!  
\_\_\_\_\_ two beds.  
\_\_\_\_\_ toy  
cupboards.  
There's \_\_\_\_\_ desk. I've \_\_\_\_\_  
one \_\_\_\_\_ behind the desk.  
I \_\_\_\_\_ a purple and black  
\_\_\_\_\_. I \_\_\_\_\_ a  
\_\_\_\_\_, too. It's a teddy!  
\_\_\_\_\_, Sam



1  9.13 Look at the pictures. What's the play about? Read and check.

## Where's George?

### Characters:

**Sam**

**Rose** (Sam's sister)

**Max** (Sam's friend)

**Lily** (Rose's friend)

### Scene 1

**Sam:** Where's George?

**Rose:** Who's George?

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

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

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

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

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



### Scene 2

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

**Max and Lily:** Hi!

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

**Max:** We can help you.

**Sam:** Great, thanks!

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

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

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

**Max:** Is it George?



### Scene 3

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

**Rose:** Hello, Polly!

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

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

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

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

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



### Scene 4

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

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

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

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

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

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

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

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



### Scene 5

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

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

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

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

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

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



## Reading time 4 / Activities

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



2 Read and number in order.

a Look! There's an umbrella in the tree.

b I've got George. I'm happy now.

c Look! It's Max and Lily.

d That isn't George. It's your cat!

e Where's George?

1

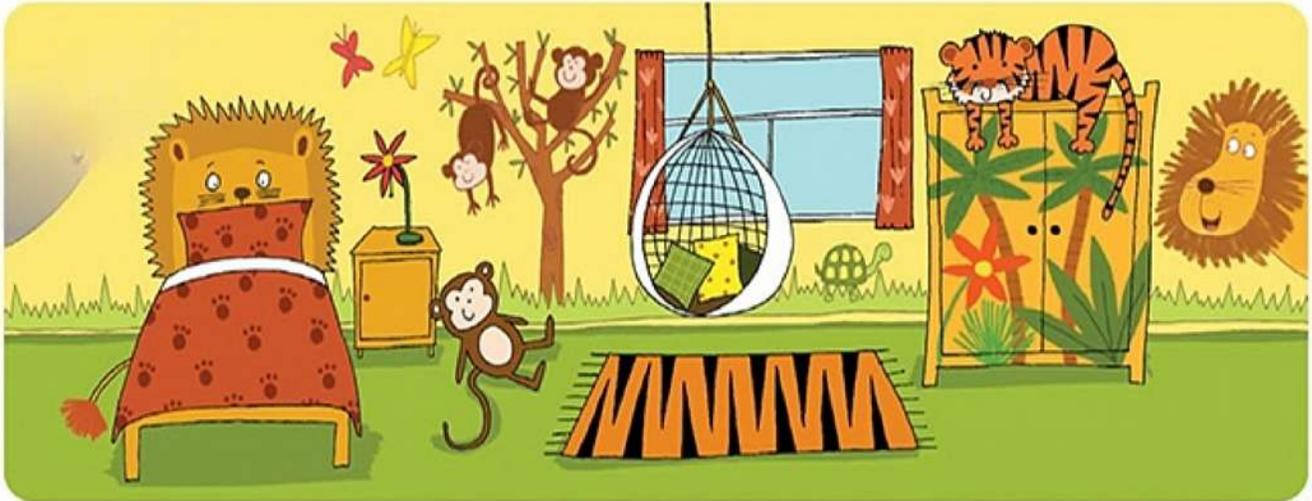
3 Think and answer. Which is your favourite scene? Why?

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

5 Now watch the video.



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



2 Make a list for your perfect bedroom.

Idea: Animals

Colours: green, yellow, brown, orange

Furniture and toys:

bed - lion

wardrobe - forest

chair - swing

lamp - flower

tiger

monkey

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

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

Furniture and toys:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Plan and draw your perfect bedroom. Use your list.

4 Show the class. Who has got a fantastic bedroom? Why do you like it?

# 10

# Fabulous food

## THE ACADEMY STARS PARTY



Why is it important to eat all the colours of the rainbow?



## Vocabulary

1  10.1-10.2 Listen and say. Then listen and number.



banana



burger



cake



carrot



mango



onion



pear



tomato

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

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

3  10.3 Sing a song. **Be a star!** 

## I can eat a rainbow

*Red, orange, yellow, green  
Are a funny treat.*

*The colours of the rainbow  
are the colours I can eat!*

A red apple, a green pear.

A purple onion, too.

I can eat a rainbow.

And you can eat one, too!

An orange carrot, a red  
tomato.

A yellow banana, too.

I can eat a rainbow.

And you can eat one, too!



# Lesson 2 Grammar time



1 10.4 Listen and read. What's in Tom's lunchbox?



2 10.4 Look and draw. Listen again and check. like = 😊 don't like = ☹️

|  |   |    |    |    |
|--|---|----|----|----|
|  |   |    |    |    |
|  | 😊 | ☹️ | ☹️ | ☹️ |
|  | 😊 | ☹️ | ☹️ | ☹️ |

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

## Lesson 3 Grammar focus

1 10.5 Look and read.

Graphic

Grammar

Present simple (+ and -)

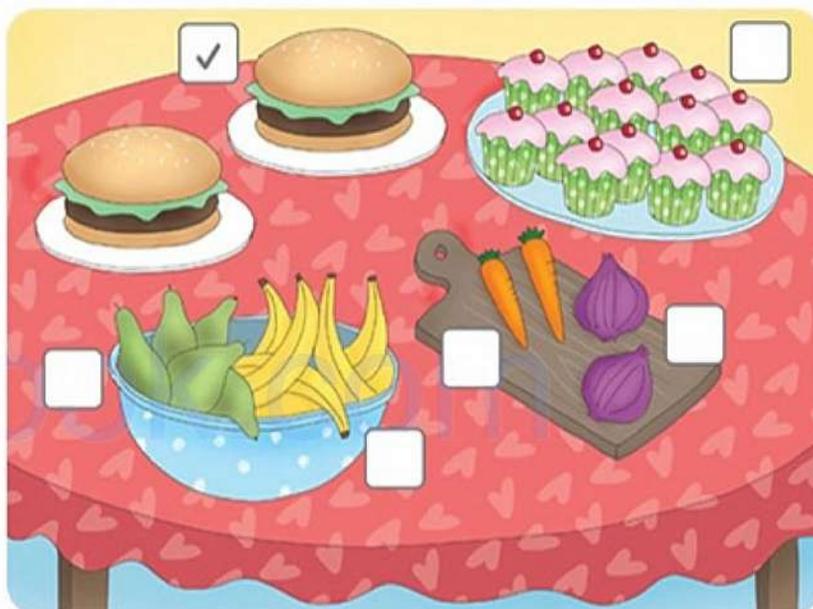
I like pears .

I don't like carrots .

don't → do not

2 10.6 Listen and tick (✓) or cross (×) . Then write *like* or *don't like*.

- 1 I like burgers.
- 2 I \_\_\_\_\_ onions.
- 3 I \_\_\_\_\_ pears.
- 4 I \_\_\_\_\_ bananas.
- 5 I \_\_\_\_\_ cakes.
- 6 I \_\_\_\_\_ carrots.



3 Work in pairs. Make a plate of food for your friend. **Be a star!**

- Go to page 159 and cut out the plate and the cards.
- Choose a card and say.
- Put what you and your friend like on the plate.

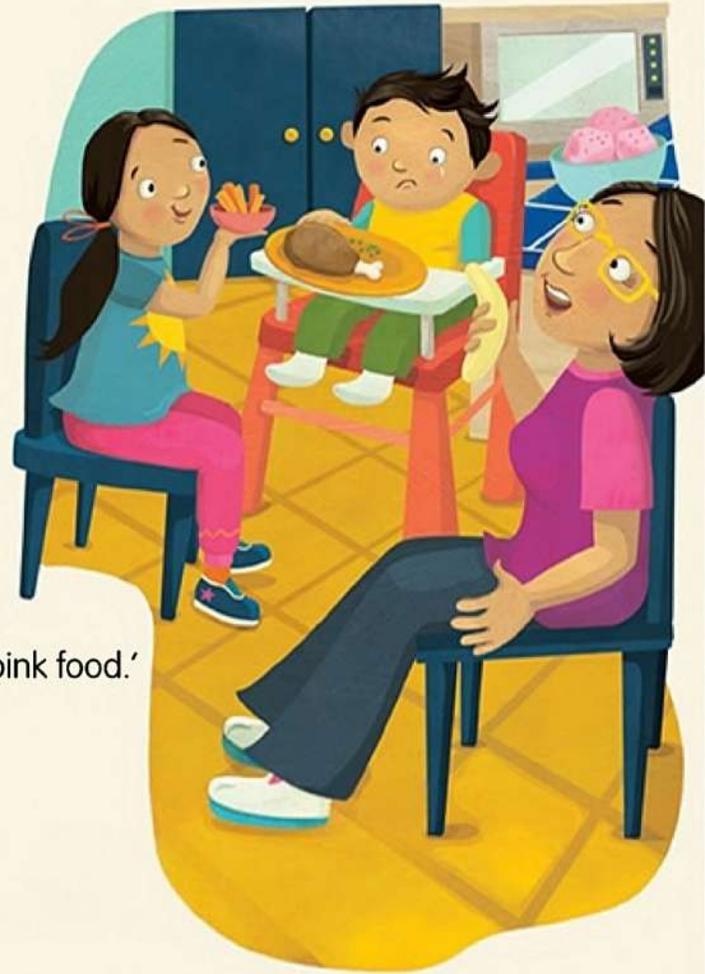
I like bananas.



I like bananas, too.

# My little brother

It's lunch time. 'Here's a banana for you,' says Mum.  
'I don't like bananas. Bananas are yellow,' says my little brother, Mateo.  
'Mmm ... Try these carrots. They're good,' I say.  
'Carrots are orange! I don't like carrots,' says Mateo.  
'Taste this ice cream?' Mum asks.  
'Yuck!' says Mateo. 'The ice cream is pink! I don't like pink food.'  
'Do you like chicken?' I ask.  
'No, chicken is brown,' says Mateo. He's sad.  
'What do you like?' we ask.  
'I like red food,' Mateo says.



I've got an idea!  
Tomato sauce on the bananas.  
Tomato sauce on the carrots.  
Tomato sauce on the ice cream.  
Tomato sauce on the chicken.



'Taste this,' I say.  
'This is yummy! I like this,' Mateo says. He's happy!

'Taste my ice cream with tomato sauce,' Mateo says.  
'Sorry. We don't like ice cream with tomato sauce,' Mum and I say. 'But we like red food, too!'



## Vocabulary



chicken



ice cream



pink

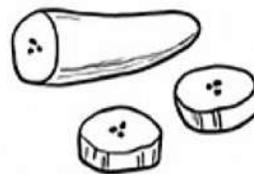


taste



tomato sauce

1 Find the foods in the story then colour. What colours are the foods?



2 10.7 What does Mateo like? Read the story.

3 Who says this? Match.

1 I like red food.

2 We don't like ice cream with tomato sauce.

3 Try these carrots.

4 Taste this ice cream?

sister

Mum

little brother

sister and Mum

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

### Fact or opinion?

A fact is a true statement: *This carrot is orange.*

An opinion is what someone thinks: *This carrot is yummy.*

1 I like chicken.

Fact / **Opinion**

2 These carrots are good.

Fact / Opinion

3 Tomato sauce is red.

Fact / Opinion

4 I don't like pink food.

Fact / Opinion

5 Bananas are yellow.

Fact / Opinion

I like ...

5 What do you think about the food in the story?

I don't like ...

## Lesson 5 Sounds and letters

1  10.8 Listen and say. Complete.



mother



fa\_\_er



bro\_\_er

2  10.9 Listen and say the chant.

My mother likes this mango.

My father likes this pear.

My brother likes this apple.

But I like that burger over there!



3  10.10 Listen and say the words.

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

**Be a star!** 

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

### Learning about language

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

mango - mangoes

tomato - tomatoes

Some nouns have got a special spelling in the plural.

You need to learn each one:

foot - feet

man - men

child - children

# Lesson 6 Language in use

1 10.11 Listen and say.



## Vocabulary



coconut



melon



What are these?

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

And **what are those**?

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



These are **coconuts**.

I like **coconuts**!

Those are **melons**.

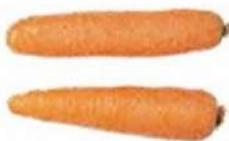
I like **melons**, too!

2 Work in pairs. Ask and answer.

### Student A



onions



carrots

### Student B



bananas



tomatoes

What are these?

These are **onions**.

I don't like ...

3 Now it's your turn. Make a market stall. Ask and answer. **Be a star!**

## Lesson 7 Listening and speaking

1 10.12 Look at the sundae in picture A. What's in it? Listen and find out.

2 10.12 Listen again. Number the pictures in order.



3 10.12 Circle T (True) or F (False). Listen again and check.

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

4 10.13 Work in pairs. Listen and circle. Then talk about other foods. **Be a star!**

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



## Lesson 8 Writing

### 1 Read and point.

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

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

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

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

I like mangoes but I don't like coconuts.

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

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

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

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

4 I like burgers. I don't like onions

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

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

|   |   |
|---|---|
| Hi! There's lots of food, but is it nice?<br>I like <u>burgers</u> but <u>I don't like tomatoes</u> . |  ✓  ✗ |
| I don't like _____.<br>They're _____.   |  ✗  ✓ |
| _____.  |  ✓  ✗ |
| _____.<br>They're _____.  |  ✓  ✗ |
| How _____?  |   |

## Review 5

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

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



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



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

1  Look at the pictures. Look at the letters. Write the words.

1      b    a    n    a    n    a    s    

a s  
b a  
n a  
n

2  \_\_\_\_\_

o y  
h r  
g t  
u

3  \_\_\_\_\_

t r  
a  
w e

4  \_\_\_\_\_

i e r  
c a  
a r  
c e m

5  \_\_\_\_\_

r p  
e  
s a

2   Work in pairs. Point to the pictures. Ask and answer.



What are these?



These are burgers.

What's this?



Watch the speaking exam practice video.

## Unit 1

1 Look, read and **circle**.

Lesson 3, page 11



1 **He's** / She's tall.

4 He's / **She's** a friend.

2 He's / She's five.

5 He's / She's seven.

3 He's / She's small.

6 I'm / She's Tom.

2 Match the questions to the answers.

Lesson 6, page 15



1 Hello, I'm Anna.

a I'm six.

2 What's your name?

b Hi, Anna!

3 How old are you?

c My name is Tim.

Unit 2

Lesson 3, page 21

1 What's this? Read and match. Write *a* or *an*.

1 It's an apple.

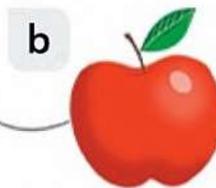
2 It's \_\_\_\_\_ pen.

3 It's \_\_\_\_\_ book.

4 It's \_\_\_\_\_ umbrella.

5 It's \_\_\_\_\_ ruler.

6 It's \_\_\_\_\_ bag.



2 Look at the picture. Write *Yes, it is.* or *No, it isn't.*

Lesson 6, page 25

1 Is it green?

No, it isn't.

2 Is it blue?

\_\_\_\_\_

3 Is it orange?

\_\_\_\_\_

4 Is it an umbrella?

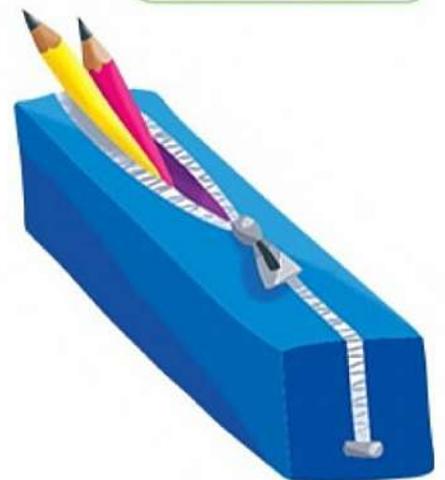
\_\_\_\_\_

5 Is it a ruler?

\_\_\_\_\_

6 Is it a pencil case?

\_\_\_\_\_



Unit 3

1 Look and read. Write *This is* or *That's*.

Lesson 3, page 33

1 *This is* your pen.

2 \_\_\_\_\_ my ball.

3 \_\_\_\_\_ my book.

4 \_\_\_\_\_ your apple.

5 \_\_\_\_\_ my grandma.

6 \_\_\_\_\_ your sister.



2 Look at the pictures. Read and complete.

Lesson 6, page 37

bird That his her Who cat



Who's this?

She's my sister Lisa. That's <sup>1</sup> her <sup>2</sup> \_\_\_\_\_.  
It's small.



<sup>3</sup> \_\_\_\_\_'s this?

He's my friend. <sup>4</sup> \_\_\_\_\_ name is Peter.  
<sup>5</sup> \_\_\_\_\_'s his green <sup>6</sup> \_\_\_\_\_.

Unit 4

1 Look, read and circle.

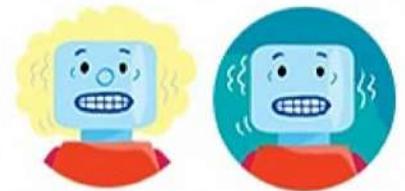
Lesson 3, page 47



1 She's / She isn't happy.

2 He's / He isn't cold.

3 I'm / I'm not angry.



4 He's / He isn't thirsty.

5 He's / He isn't tired.

6 They are / aren't cold.

2 Look, read and answer.

Lesson 6, page 51

1 Are you happy?



Yes, I am.

3



Are you angry?

2 Are you hot?



4



Are you tired?

## Unit 5

### 1 Read. Write *can* or *can't*.

Lesson 3, page 59

1 She can paint.



2 He \_\_\_\_\_ ride a bike.



3 We \_\_\_\_\_ visit.

4 He \_\_\_\_\_ climb.



5 I \_\_\_\_\_ play the guitar.

6 They \_\_\_\_\_ talk.

### 2 Look at the picture. Answer the questions using *Yes, I can.* or *No, I can't.*

Lesson 6, page 63



1 Can you see the sun?

Yes, I can.

2 Can you see a bird?

\_\_\_\_\_

3 Can you see Mum?

\_\_\_\_\_

4 Can you see a bike?

\_\_\_\_\_

## Unit 6

## 1 Look, read and circle.

Lesson 3, page 73



- 1 The bike is **on** / **next to** the sandpit.
- 2 The kite is **in** / **on** the slide.
- 3 The cars are **next to** / **under** the slide.
- 4 The doll is **next to** / **on** the seesaw.
- 5 The lion is **on** / **under** the swing.
- 6 The boats are **under** / **in** the sandpit.

2 Look at the picture in Activity 1.  
Complete the sentences.

Lesson 6, page 77

- 1 Where is the doll ? It's \_\_\_\_\_.
- 2 \_\_\_\_\_ the cars? They're \_\_\_\_\_.
- 3 \_\_\_\_\_ the kite \_\_\_\_\_ ? It's \_\_\_\_\_.
- 4 Where are the \_\_\_\_\_ ? \_\_\_\_\_ in the sandpit.
- 5 Where is the \_\_\_\_\_ ? \_\_\_\_\_ on the swing.
- 6 Where is the \_\_\_\_\_ ? \_\_\_\_\_ next to the sandpit.

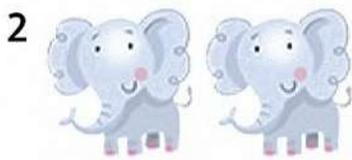
Unit 7

1 Look, read and match.



a I haven't got four legs.

b I've got a long tail.



c I've got blue eyes.

d They've got big ears.



e They haven't got brown eyes.

f I've got a short tail.

Lesson 3, page 85



2 Look and read. Answer the questions with short answers.

Leo



Sally, have you got long legs?

No, I haven't.

Have you got blue eyes?

\_\_\_\_\_

Leo, have you got blonde hair?

\_\_\_\_\_

Have you got green eyes?

\_\_\_\_\_

Sally



Lesson 6, page 89

Unit 8

1 Look, read and circle.

Lesson 3, page 99



✓

x

x

x

✓

✓

1 He's got / **hasn't got** a red shirt.

2 She's got / **hasn't got** a pink skirt.

3 He's got / **hasn't got** blue trousers.

4 She's got / **hasn't got** green socks.

5 He's got / **hasn't got** blue shoes.

6 She's got / **hasn't got** a yellow jacket.

2 Look and read. Answer the questions with complete sentences.

Lesson 6, page 103



1 What are you wearing?

\_\_\_\_\_

\_\_\_\_\_



2 What are you wearing?

\_\_\_\_\_

\_\_\_\_\_

Unit 9

1 Look and read. Complete the answers with *There's* or *There are*.

Lesson 3, page 111

1 How many beds are there? There's one bed.

2 How many desks are there? \_\_\_\_\_ two desks.

3 How many chairs are there? \_\_\_\_\_ three chairs.

4 How many clocks are there? \_\_\_\_\_ one clock.



2 Look and read. Circle the correct answers.

Lesson 6, page 115



1 Has she got a big bed? Yes, she has. / No, she hasn't.

2 Has he got two clocks? Yes, she has. / No, she hasn't.

3 Has she got a book? Yes, she has. / No, she hasn't.

4 Has she got a chair? Yes, she has. / No, she hasn't.

5 Has she got a ball? Yes, she has. / No, she hasn't.

6 Has she got a desk? Yes, she has. / No, she hasn't.

Unit 10

1 Look, read and match. Then write *like* or *don't like*.

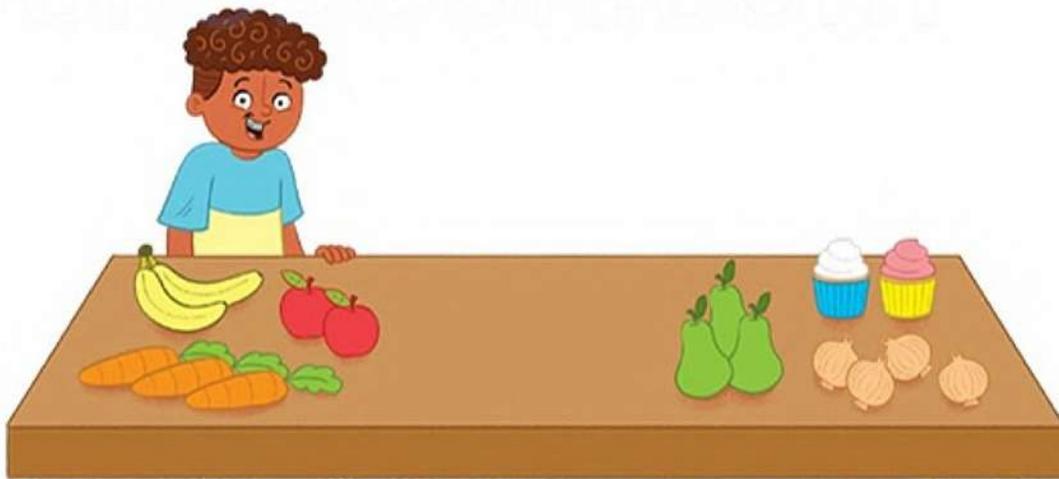
Lesson 3, page 125

- 1  ✓
- 2  ✓
- 3  ×
- 4  ×
- 5  ✓
- 6  ×

- a I \_\_\_\_\_ cakes.
- b I like \_\_\_\_\_ bananas.
- c I \_\_\_\_\_ apples.
- d I \_\_\_\_\_ carrots.
- e I \_\_\_\_\_ burgers.
- f I \_\_\_\_\_ melons.

2 Look and read. Answer the questions with complete sentences using *these* or *those*.

Lesson 6, page 129



1 What are these?

These are bananas.  
 \_\_\_\_\_  
 \_\_\_\_\_

2 What are those?

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

I / Anna

it / big



she / six

he / tall



it / tall

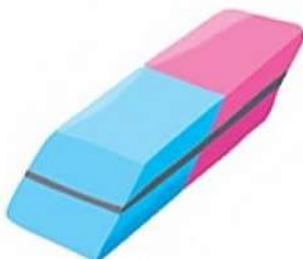
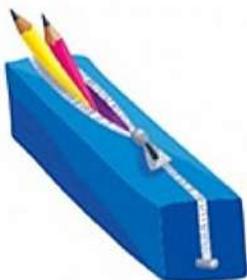
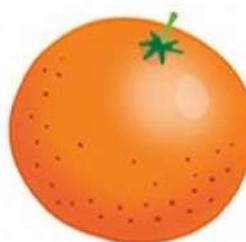
it / funny



I / small

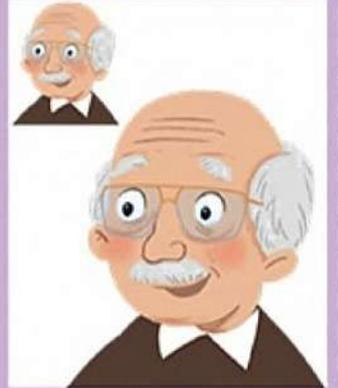
he / seven



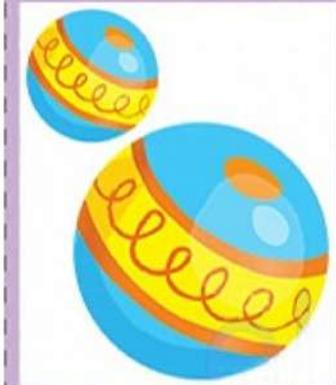




This is my ball.



That's your family.



This is my crayon.



That's your bike.



This is my sister.



That's your grandpa.

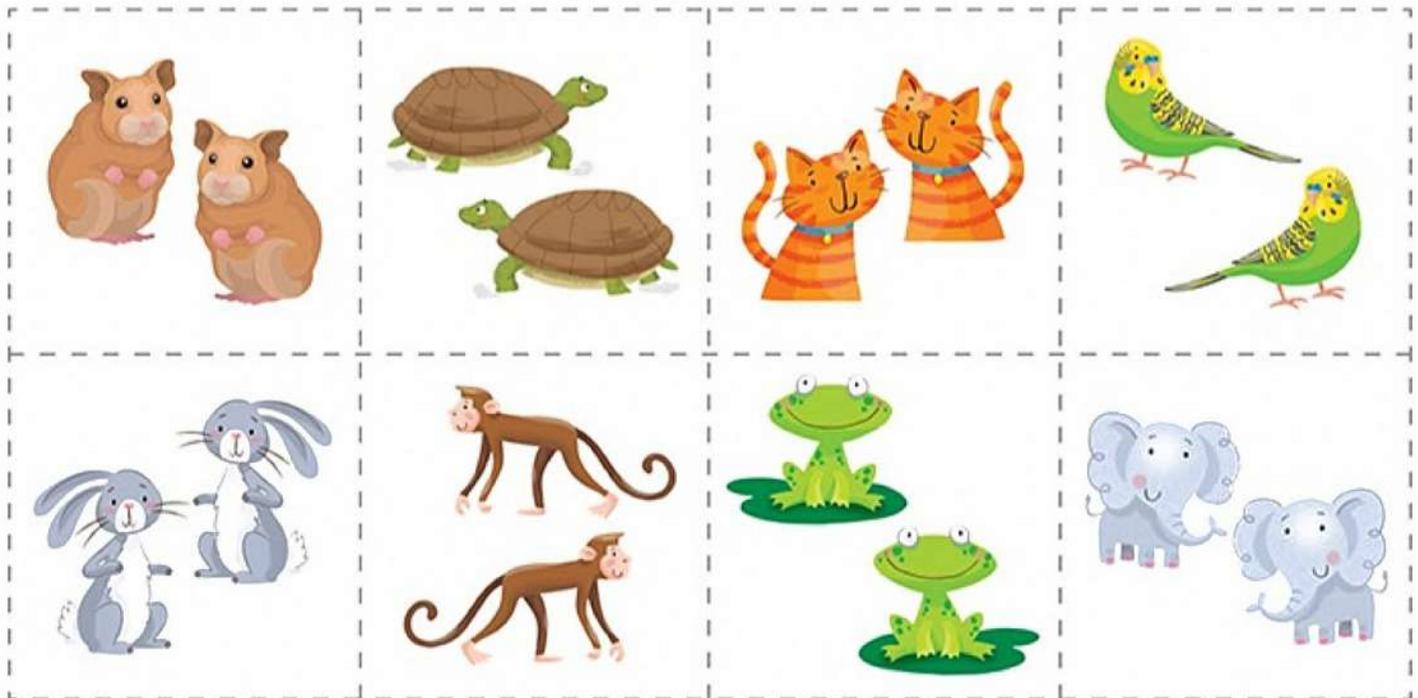
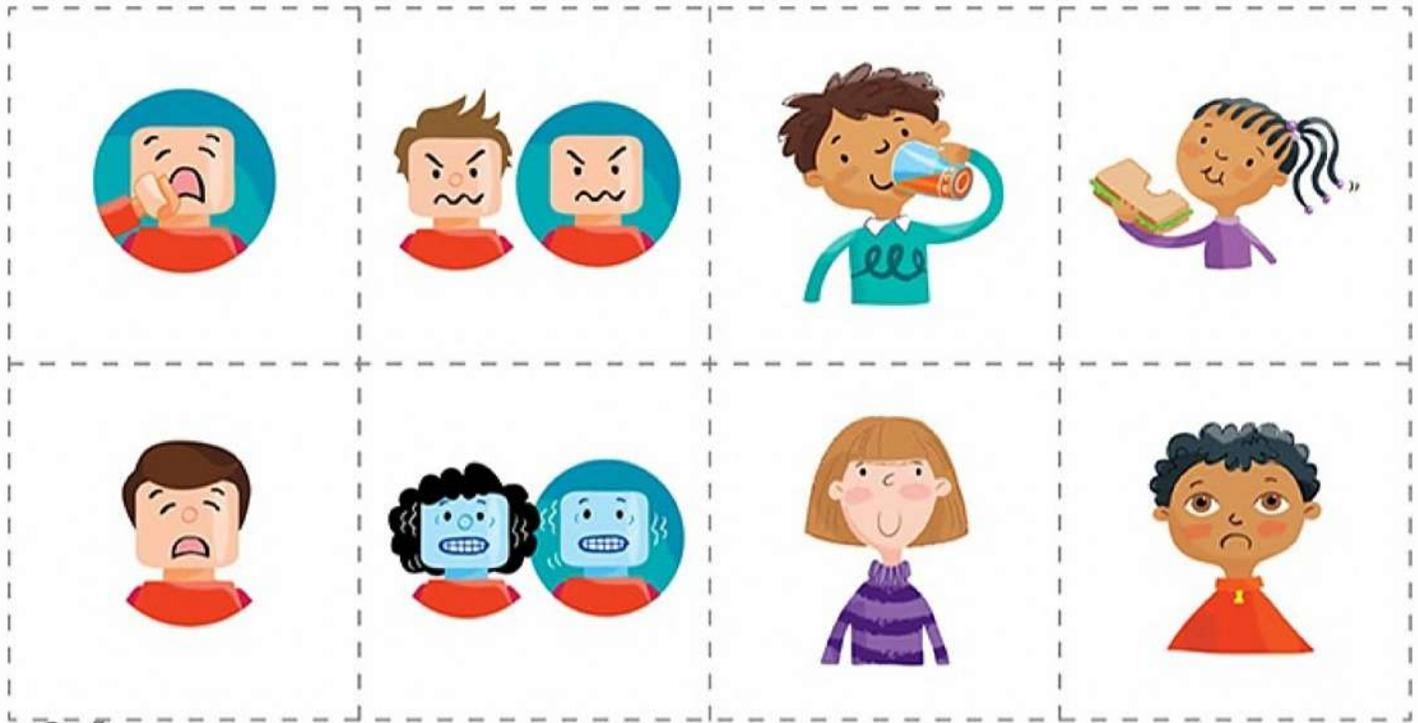


This is my bag.



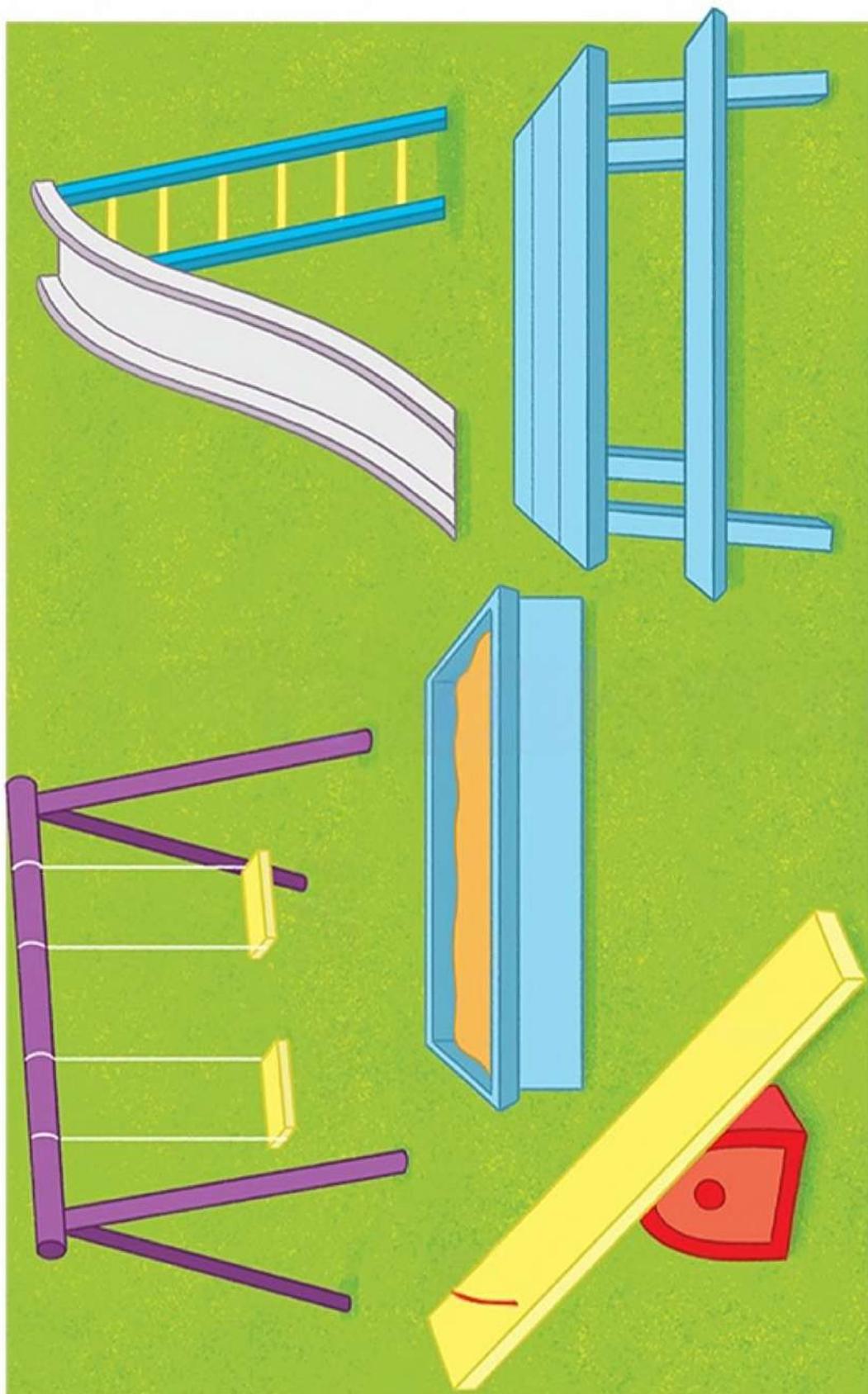
That's your mum.

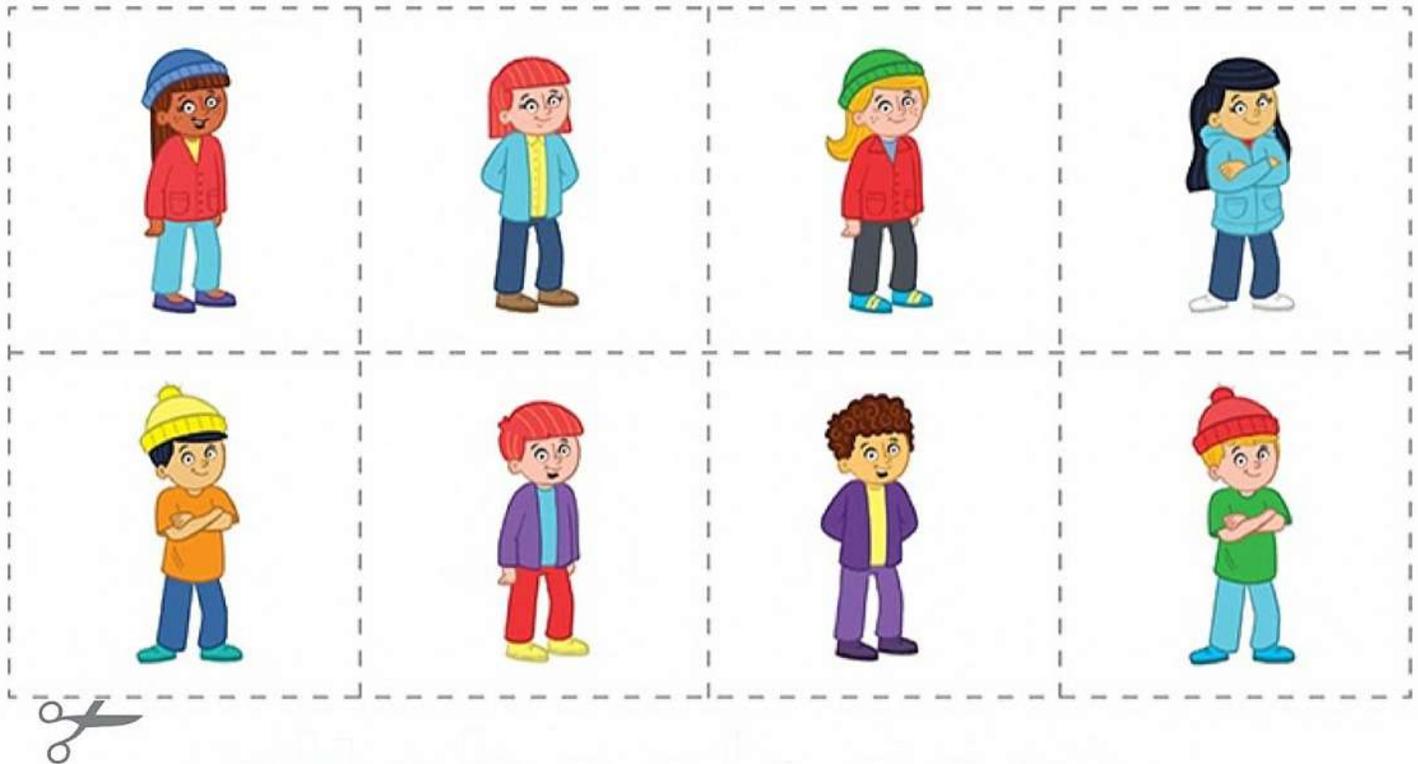




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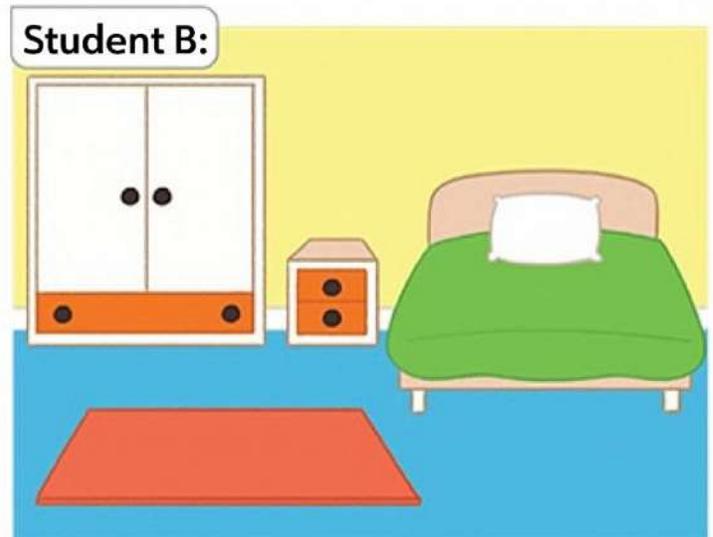


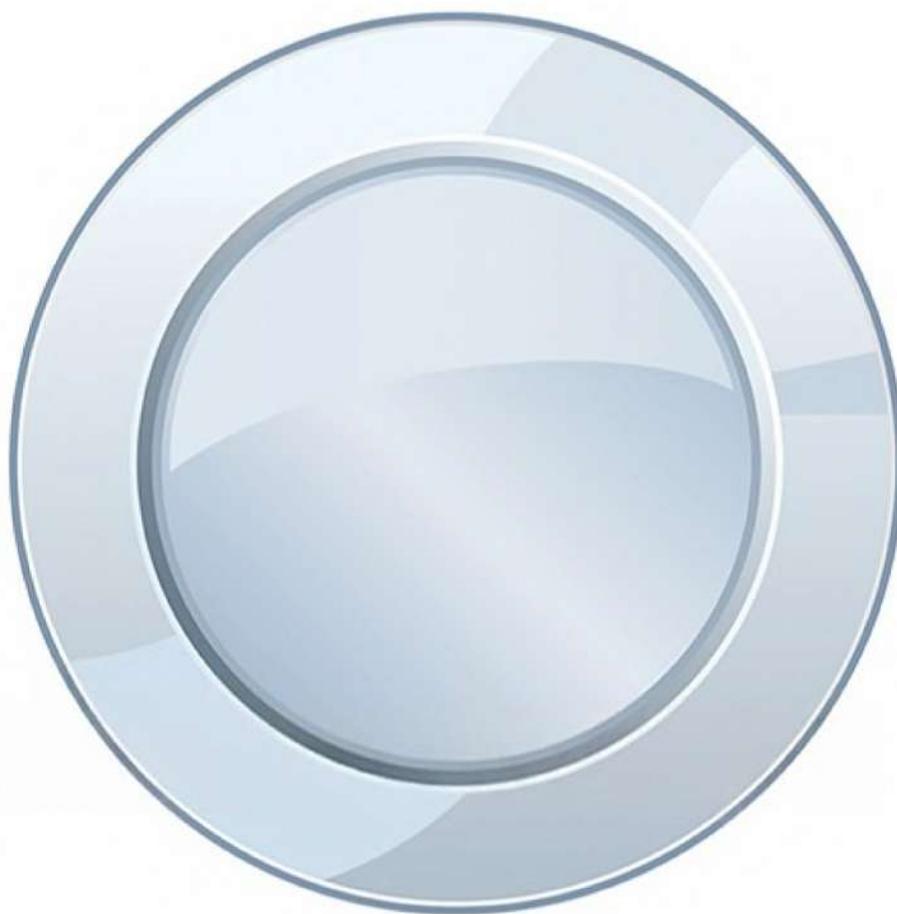




### Picture dictation: a bedroom

Draw four things in your bedroom. Choose from: lamps, clocks, windows, desks, chairs. Ask and answer about things in your bedrooms. Draw the things in your friend's bedroom.





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