

MINISTERUL EDUCAȚIEI NAȚIONALE

Herbert Puchta,  
Günter Gerngross  
and Peter Lewis-Jones  
with Bianca Popa

**art** Klett

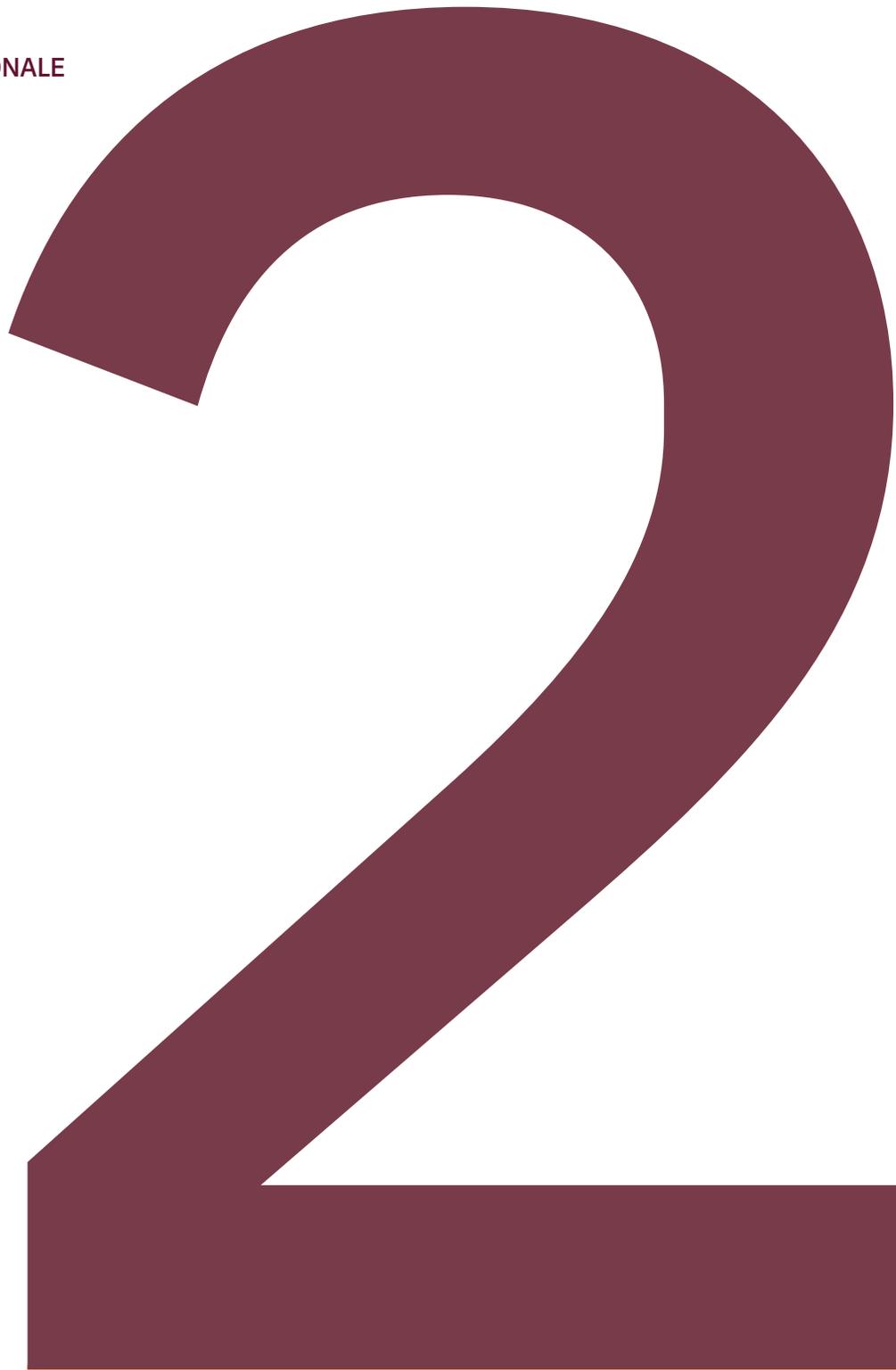
Comunicare  
în limba modernă 1  
Engleză  
Clasa a II-a

Acest manual școlar este proprietatea Ministerului Educației Naționale.

Acest manual școlar este realizat în conformitate cu ***Programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3418/19.03.2013.***

116.111 – numărul de telefon de asistență pentru copii

MINISTERUL EDUCAȚIEI NAȚIONALE



Herbert Puchta,  
Günter Gerngross  
and Peter Lewis-Jones  
with Bianca Popa



Comunicare  
în limba modernă 1  
Engleză  
Clasa a II-a

Manualul școlar a fost aprobat de Ministerul Educației Naționale prin ordinul de ministru nr. 4765/13.08.2019.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2019 – 2020.

Inspectoratul Școlar .....

Școala / Colegiul / Liceul .....

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

\* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

\* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

\* Elevii nu vor face niciun fel de însemnări pe manual.

Referenți științifici:

conf. univ. dr. Adrian Oțoiu, Facultatea de Litere, Universitatea Tehnică, Cluj-Napoca  
prof. gradul I Adelinea Grigorescu, Colegiul Național „Elena Cuza”, București

Coordonatori editoriali: Denise Salazar Wolfe, Roxana Jeler  
Corectori: Helen Lumb, David Richardson  
Redactor: Oana-Cristina Stoica  
Tehnoredactor: Crenguța Rontea  
Ilustrații: Alan Rowe, Andy Parker; Clive Goodyer; Andrew Hennessey;  
David Semple; Chris Lensch (Sylvie Poggio); Bernice Lum;  
Anna Hancock; Marek Jagucki; Ben Hasler; Red Jelly;  
Katy Jackson (Bright); James Elston (Sylvie Poggio); Sam Church

Credite foto: Shutterstock, Dreamstime  
Activități digitale interactive și platformă e-learning: Learn Forward Ltd.  
Website: <https://learnfwd.com>  
Înregistrări și procesare sunet: John Green, Tim Woolf, TEFL tapes,  
Bendito Sonido, Robert Lee, ML Systems Consulting

**Descrierea CIP a Bibliotecii Naționale a României**

**Comunicare în limba modernă 1: limba engleză: clasa a II-a / Herbert Puchta,**  
Günter Gerngross and Peter Lewis-Jones with Bianca Popa. – București: Art Klett, 2019  
ISBN 978-606-8964-77-5

I. Puchta, Herbert  
II. Gerngross, Günter  
III. Lewis-Jones, Peter  
IV. Popa, Bianca  
811.111

Această publicație este înregistrată la British Library  
ISBN 978-11-0879-631-6

**CAMBRIDGE**  
UNIVERSITY PRESS



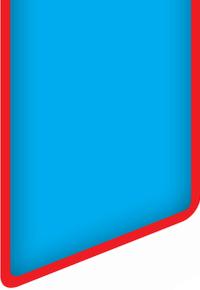
Manualul este rezultatul colaborării dintre Cambridge University Press și Art Klett.

Prelucrare după: **Quick Minds Level 2, Pupil's Book**/Herbert Puchta, Günter Gerngross and Peter Lewis-Jones © Cambridge University Press 2014  
Ediție publicată sub licență. Ediția originală a fost publicată pentru prima dată în 2014 de Cambridge University Press.

Ediție originală © Cambridge University Press 2014  
Ediție românească © Cambridge University Press 2019  
Distribuit exclusiv de Art Klett

Toate drepturile asupra acestei lucrări sunt rezervate Cambridge University Press.  
Nicio parte a acestei lucrări nu poate fi reprodusă, stocată ori transmisă, sub nicio formă  
(electronic, mecanic, fotocopiare, înregistrare sau altfel), fără acordul scris al Cambridge University Press.

Editura Art Klett  
C.P. 12, O.P. 63, cod 062650, sector 1, București  
tel.: 021 796 73 83; 021 796 73 80; fax: 021 369 31 99  
Comenzi online: [www.art-educational.ro](http://www.art-educational.ro)



# Foreword

This textbook offers an English language course that enhances young learners' thinking skills, sharpening their memory and creativity while improving their language skills through fun activities, songs, chants and colourful stories.

With children's development in mind, the authors have worked together to bring this exciting adventure to second grade students through a course that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through modern learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through chants, colourful stories, action songs and fun arts and crafts.

Join the four Super Friends, Whisper, Misty, Flash and Thunder, on this exciting adventure in the world of English!

# Unit tour *Comunicare în limba modernă 1. Engleză. Clasa a II-a*

**Printed Pupil's Book + Digital Student's Book (consistent with the printed version)**

**Manual, varianta tipărită + Manual, varianta digitală (conformă cu varianta tipărită)**

**The Pupil's Book contains 8 Units + Extra resources / Manualul cuprinde 8 Unități + Resurse suplimentare**

Each unit has the following structure / Fiecare unitate are următoarea structură:

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work + Creativity / CLIL + Revision (Game / Quiz time / Project)

Extra resources / Resurse suplimentare: two *Revision* units, two *Term tests*, *Festivals*, Picture dictionary, Audio scripts

**The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:**



**Static activity** – listening/ studying a significant image / Activitate statică, de ascultare și observare a unei imagini semnificative



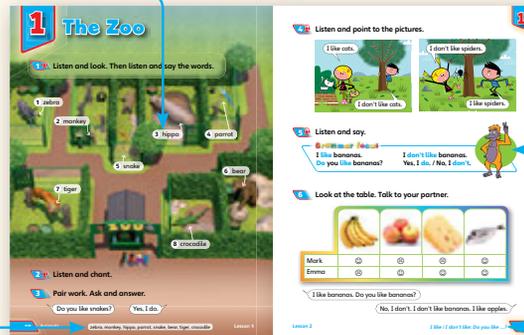
**Interactive activity** – exercise with immediate feedback / Activitate interactivă, de tip exercițiu cu feedback imediat



**Animated activity** – video/ animation / Activitate animată (film/ animație)

## Vocabulary / Vocabular

- **core vocabulary** presented and contextualised in a colourful illustration / **vocabularul cheie** prezentat și contextualizat printr-o ilustrație
- is presented at the foot of the page / este prezentat în subsolul paginii

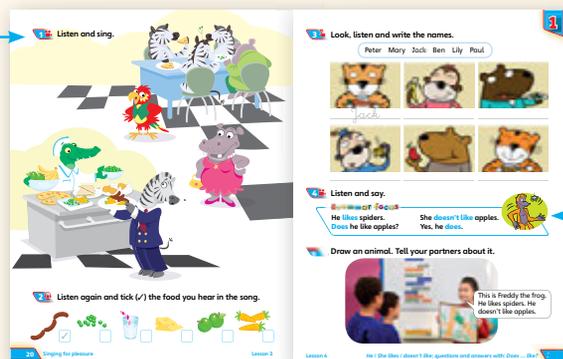


## Grammar 1 / Gramatică 1

- **first grammar point** presented and practised in the topic-based context of the unit / **primul set de structuri gramaticale** prezentat și exersat în contextul tematicii unității
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Song / Cântec

- vocabulary and grammar of the unit are combined in a song for pupils to join in and sing / vocabularul și gramatica din unitate sunt valorificate într-un cântec pe care copiii îl vor cânta împreună



## Grammar 2 / Gramatică 2

- **second grammar point** is introduced and practised in a similar manner to the first / e introdus al doilea set de structuri gramaticale
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

## Story / Poveste

- the **main story** of the unit, introduced in Lesson 1 / **povestea principală** a unității, introdusă în lecția 1
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate

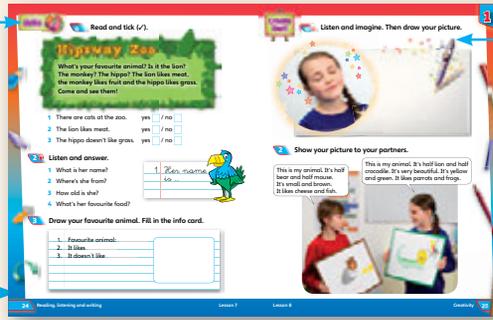


## Story follow-up and Phonics focus / Consolidare poveste și focus pe pronunție

- exploits the story in more depth / exploatează povestea în profunzime
- **Phonics focus** introduces basic sounds, that are particularly relevant to Romanian speakers / **Focus pe pronunție** introduce sunete de bază relevante pentru vorbitorii de limbă română

**Skills work / Formare de competențe**

- offers topic-based skills work consolidating the language of the unit while developing all four language skills / oferă activități pentru dezvoltarea celor patru competențe specifice
- skills focus is clearly identified at the foot of each page / competențele vizate sunt prezentate în subsolul paginii



**Create that! Guided visualisation / Creează! Vizualizare ghidată**

- brings together the topic and language of the unit in creative ways to encourage pupils to use their imagination / integrează tema unității și limbajul țintă într-un mod creativ, pentru a-i încuraja pe elevi să își folosească imaginația

**CLIL lessons (Content and language integrated learning) / Lecții transdisciplinare**

- encourage pupils to learn about other subjects through English and then to demonstrate and apply that knowledge in follow-up tasks / încurajează elevii să învețe despre alte discipline prin intermediul limbii engleze și apoi să aplice cunoștințele dobândite



**Review pages / Recapitulare**

- after every unit / după fiecare unitate
- different activity types (board games, quizzes and projects) provide revision in a fun format / jocuri de masă, ministețe de tip quiz și proiecte asigură recapitularea într-o manieră distractivă
- performance descriptors are at the foot of the page / descriptorii de performanță se găsesc în subsolul paginii

**Revision and Assessment / Recapitulare finală și Evaluare**

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare
- 2 Revision sections placed after every 4 units / 2 secțiuni de recapitulare finală la fiecare 4 unități
- 2 Term tests / 2 evaluări sumative
- performance descriptors are at the foot of the page / descriptorii de performanță se află în subsolul paginii



**Festivals / Sărbători**

- pages at the back of the book introduce 3 different festivals – Halloween, Christmas and Easter / pagini la sfârșitul cărții ce introduc 3 sărbători – Halloween, Crăciun și Paște



**Picture dictionary / Dicționar cu poze**

# Contents

## Back to School (pages 8–17)

<b>Vocabulary</b> The classroom Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	<b>Grammar</b> <i>There is / There's a (cupboard).</i> <i>There are some (chairs).</i> <i>Spelling</i>	<b>Story and value</b> <i>The Burglars</i> Teamwork <b>Phonics</b> The letter sound oo	<b>CLIL</b> Maths: Tangrams <b>Skills</b> Speaking	<b>Thinking skills</b> Matching Sequencing
▶ <b>Song:</b> A, B, C, D, E, F, G				

## 1 The Zoo (pages 18–27)

<b>Vocabulary</b> Animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>Do you like (bananas)?</i> <i>Yes, I do. / No, I don't.</i> <i>(He/She) likes / doesn't like (spiders).</i> <i>Does (Mike/Emma) like (monkeys)?</i> <i>Yes, he/she does. / No, he/she</i> <i>doesn't.</i>	<b>Story and value</b> <i>The Zoo Keeper</i> Helping people <b>Phonics</b> The letter sounds <i>ie and y</i>	<b>CLIL</b> Science: Animal groups <b>Skills</b> Reading Listening Speaking	<b>Thinking skills</b> Interpreting pictures Matching Hypothesising
▶ <b>Song:</b> The zebra likes sausages		▶ <b>Creativity</b>	▶ <b>Review:</b> Act out at the zoo	

## 2 My Bedroom (pages 28–37)

<b>Vocabulary</b> Furniture Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1	<b>Grammar</b> <i>Where's / Where are the pencil(s)?</i> <i>It's / They're in/on/under the chair.</i> <i>I like this/that/these/those book(s).</i>	<b>Story and value</b> <i>Tidy Up!</i> Tidiness <b>Phonics</b> The letter sounds <i>u–e, ew and oe</i>	<b>CLIL</b> Science: Recycling <b>Revision game</b>	<b>Thinking skills</b> Matching Imagining Hypothesising Reflection
▶ <b>Song:</b> Little Timothy McKane		▶ <b>Review and self-evaluation:</b> Quiz time; Game		

## 3 Come to My Party! (pages 38–47)

<b>Vocabulary</b> The face Competences: 1.1, 1.3, 2.1, 2.3, 3.1, 4.1	<b>Grammar</b> <i>He/She's got (dark eyes).</i> <i>Has he/she got (green eyes)?</i> <i>Yes, he/she has. / No, he/she hasn't.</i>	<b>Story and value</b> <i>Thunder's Party</i> Being a good loser <b>Phonics</b> The letter sounds <i>a–e, ai and ay</i>	<b>Skills</b> Listening Speaking Reading Writing	<b>Thinking skills</b> Matching Interpreting pictures
▶ <b>Song:</b> Who's that man over there?		▶ <b>Review and self-evaluation</b>		

▶ **Review 1: Back to School – unit 3 (pages 48–51)**

▶ **Term test 1: Back to School – unit 3 (pages 52–53)**

## 4 Off We Go! (pages 54–63)

<b>Vocabulary</b> Transport Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	<b>Grammar</b> <i>Where's the (helicopter)?</i> <i>It's behind/in front of the (plane).</i> <i>It's a long/short (train).</i> <i>It's a big/small (plane).</i>	<b>Story and value</b> <i>The Tree on the Track</i> Perseverance <b>Phonics</b> The letter sounds <i>tr, gr and dr</i>	<b>CLIL</b> Maths: Size <b>Skills</b> Listening Reading Speaking	<b>Thinking skills</b> Matching Predicting Mathematical reasoning
▶ <b>Song:</b> It's a big wide world		▶ <b>Review and self-evaluation:</b> The roads and rail tracks game		

## 5 Sports Club (pages 64–73)

<b>Vocabulary</b> Sport Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>(Flying a kite) is difficult. difficult, fun, great, boring</i> <i>What sport do you like doing?</i> <i>I like playing (hockey).</i> <i>Me too. / I don't.</i>	<b>Story and value</b> <i>The Football Club</i> Including people <b>Phonics</b> The letter sounds o, oa and o-e.	<b>Skills</b> Listening Speaking Writing	<b>Thinking skills</b> Matching Interpreting pictures
▶ <b>Song:</b> Playing tennis is great fun		▶ <b>Creativity</b>	▶ <b>Review and self-evaluation:</b> Sports poster	

## 6 In the Countryside (pages 74–83)

<b>Vocabulary</b> Farm animals Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>The (cow) is big. The (mouse) is small. (Whisper) is tall. (Misty) is short. The (horse) has got a long tail. The (rabbit) has got a short tail. How many (legs) have (chickens) got?</i> <i>They've got (2 legs).</i>	<b>Story and value</b> <i>We're Lost</i> Asking for help when you need it <b>Phonics</b> The letter sounds z and s	<b>CLIL</b> Science: Animals and our food Bacteria <b>Skills</b> Listening	<b>Thinking skills</b> Interpreting pictures Classifying Organising information Matching
▶ <b>Song:</b> Let's do the animal boogie		▶ <b>Review and self-evaluation:</b> Quiz time		

## 7 Amusement Park (pages 84–93)

<b>Vocabulary</b> Amusement park Competences: 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	<b>Grammar</b> <i>I'd like to (drink a lemonade).</i> Revision of the cycle	<b>Story and value</b> <i>Bad Apples</i> Asking for help when you need it <b>Phonics</b> The letter sounds w and wh	<b>Skills</b> Reading	<b>Thinking skills</b> Matching Analysis of statements
▶ <b>Song:</b> I'd like to ride on a roller coaster		▶ <b>Creativity</b>	▶ <b>Review and self-evaluation:</b> Holiday poster	

▶ **Review 2: units 4–7 (pages 94–97)**

▶ **Term test 2: units 4–7 (pages 98–99)**

**Festivals: pages 100–102**

**Picture dictionary: pages 103–111**

**Photocopiable activities: pages 112–115**

**Audio scripts: pages 116–118**

### General and specific competences from the curriculum explored in the units:

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Understand simple oral messages           <ol style="list-style-type: none"> <li>1.1. Provide an adequate reaction to a simple question/instruction articulated clearly and very slowly, in everyday communication situations</li> <li>1.2. Recognise the basic position of objects from their immediate universe (on, under, in front of, behind, in) in messages that are articulated slowly and clearly</li> <li>1.3. Show curiosity towards understanding the global meaning of children's films and songs in English</li> </ol> </li> <li>2. Speak in everyday communication situations           <ol style="list-style-type: none"> <li>2.1. Reproduce short, simple children's songs/poems</li> <li>2.2. Introduce a person/popular character, using a few familiar details (name, gender, age, hobby)</li> <li>2.3. Take part in communication games by reproducing or creating short chants/messages</li> <li>2.4. Ask for and give short, simple information about where objects from their immediate universe are</li> </ol> </li> <li>3. Understand simple written messages           <ol style="list-style-type: none"> <li>3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe</li> </ol> </li> <li>4. Write short simple messages in everyday communication situations           <ol style="list-style-type: none"> <li>4.1. Take part in group/class projects by producing short written messages with help from the teacher</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Receptarea de mesaje orale simple           <ol style="list-style-type: none"> <li>1.1. Oferirea unei reacții adecvate, în situații de comunicare uzuale, la o întrebare/ instrucțiune simplă rostită clar și foarte rar</li> <li>1.2. Recunoașterea pozițiilor de bază (pe, sub, în față, în spatele, în) ale unor obiecte din universul imediat, în mesaje articulate clar și rar</li> <li>1.3. Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă</li> </ol> </li> <li>2. Exprimarea orală în situații de comunicare uzuală           <ol style="list-style-type: none"> <li>2.1. Reproducerea unor cântece/poezii simple pentru copii</li> <li>2.2. Prezentarea unei persoane / unui personaj cunoscut folosind câteva detalii familiare (nume, gen, vârstă, hobby)</li> <li>2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/ mesaje scurte</li> <li>2.4. Cererea și oferirea unor informații scurte și simple referitoare la localizarea obiectelor din universul imediat</li> </ol> </li> <li>3. Receptarea de mesaje scrise simple           <ol style="list-style-type: none"> <li>3.1. Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat</li> </ol> </li> <li>4. Redactarea de mesaje scrise simple în situații de comunicare uzuală           <ol style="list-style-type: none"> <li>4.1. Participarea la proiecte de grup/ la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise</li> </ol> </li> </ol> |
|---|--|

# Back to School



1 Listen and look. Then listen and say the words.

1 door

2 bookcase

3 wall

4 clock

5 window

6 board

7 cupboard

8 chair

9 floor



2 Listen and chant.

3

Pair work. Ask and answer.

Hello! How are you?

I'm fine, thanks. And you?

4 Listen, look and number.



There's a clock.

1 There are some pencils.

There's a bookcase.

There are some rulers.

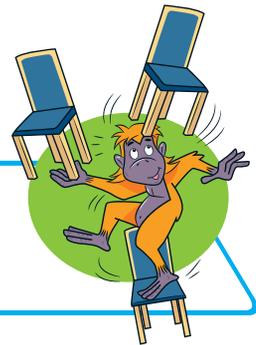
5 Listen and say.

**Grammar focus**

**There is a** cupboard.

**There's a** cupboard.

**There are some** chairs.



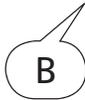
6 Play the action game.



**1** Listen and sing.



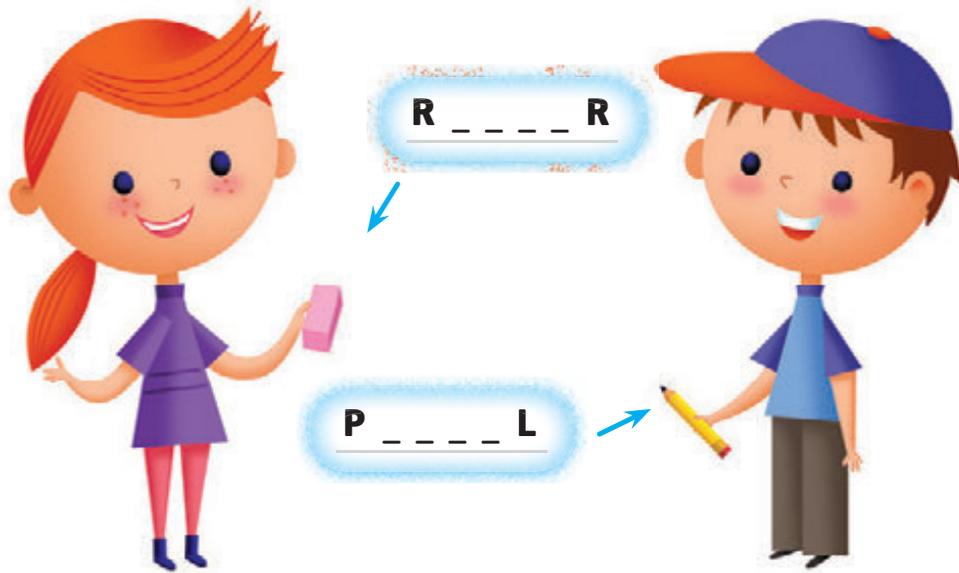
**2** Say the alphabet.



**3** Say and guess.



4 Listen and write.

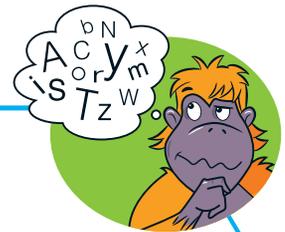


5 Listen and say.

**Grammar focus**

What's this?  
How do you spell that?

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



6 Pair work. Ask and answer.

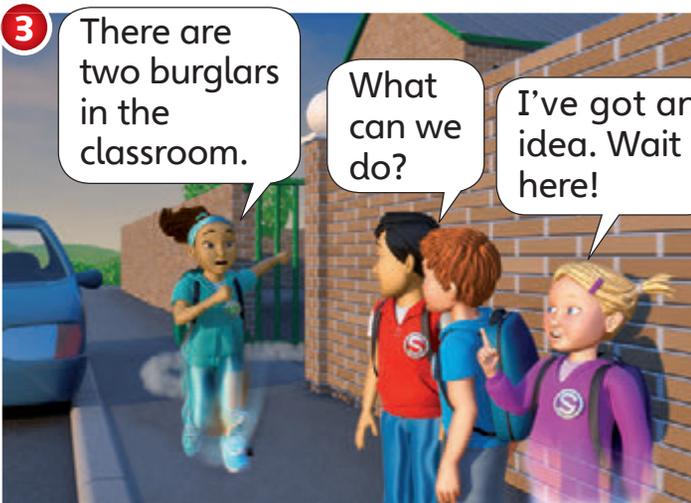
How do you spell *notebook*?

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





# The Burglars





**2** Read and tick (✓).

- 1 There are three burglars at the school.      yes  / no
- 2 The burglars take a computer.                yes  / no
- 3 There are some monsters in the classroom.    yes  / no
- 4 The children stop the burglars.                yes  / no

**3** Find who says ... There are two burglars in the classroom.

**4** Listen and say.

**Phonics**



Look at the **oo**ks all over the **oo**m!



**1** Read and act out.

What's your name?

I'm Flash.



Is that F-L-A-S-H?

Yes, that's right.

**2** Pair work. Ask and answer.

What's your name?

I'm Anna.



Is that A-N-A?

No, it isn't. It's A-N-N-A.

**3** Pair work. Ask and answer.

Who is she?

She's Misty. She's my friend.



# The spelling game

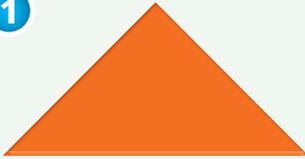


# Tangrams

## 1 Listen and look at the shapes.

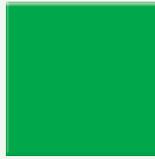
Can you see them in your classroom?

1



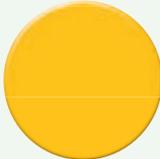
triangle

2



square

3



circle

4



rectangle

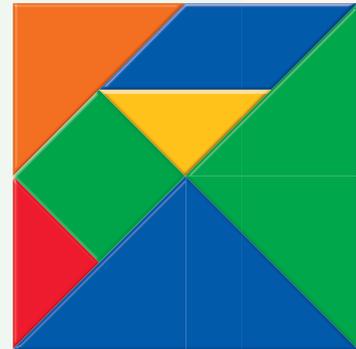
My book is a rectangle.



## 2 Read and answer.

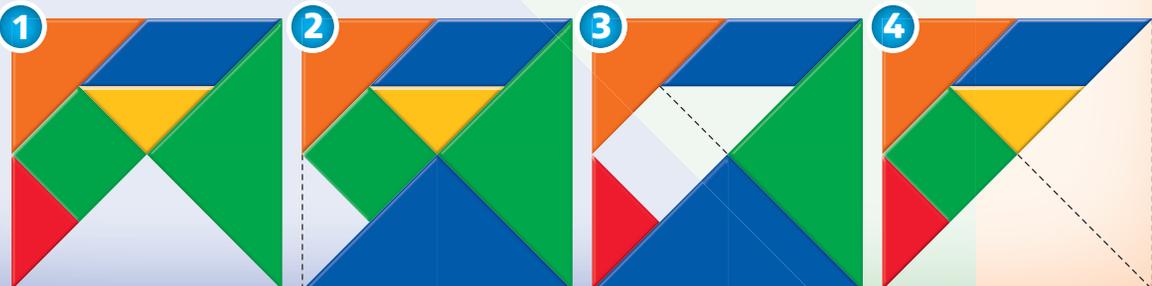
The tangram is an old Chinese toy.  
What shapes can you see?  
What colour are they?

I can see a square. It's green.  
I can't see a circle.



## 3 Look at the tangrams. What shapes are missing? Think!

The blue triangle is missing.



**4**

## Make a tangram.

 Page  
113

- a Use your tangram to make the pictures.



- b Use your tangram to make a new picture.



# 1

# The Zoo



Listen and look. Then listen and say the words.



Listen and chant.

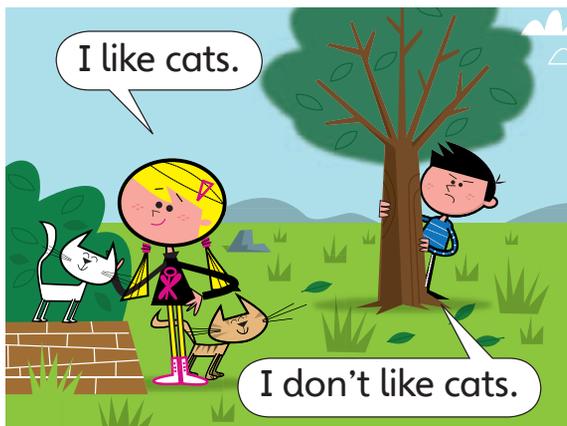
3

Pair work. Ask and answer.

Do you like snakes?

Yes, I do.

4 Listen and point to the pictures.

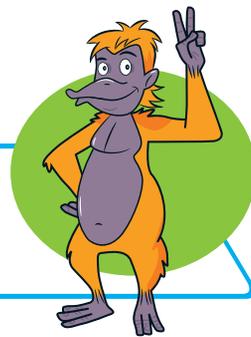


5 Listen and say.

Grammar focus

I like bananas.  
Do you like bananas?

I don't like bananas.  
Yes, I do. / No, I don't.



6 Look at the table. Talk to your partner.

Mark	😊	☹️	☹️	😊
Emma	☹️	😊	😊	😊

I like bananas. Do you like bananas?

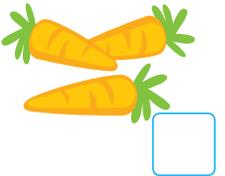
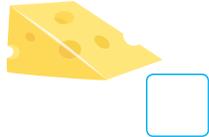
No, I don't. I don't like bananas. I like apples.



Listen and sing.



Listen again and tick (✓) the food you hear in the song.



3

Look, listen and write the names.

Peter Mary ~~Jack~~ Ben Lily Paul

Jack



4

Listen and say.

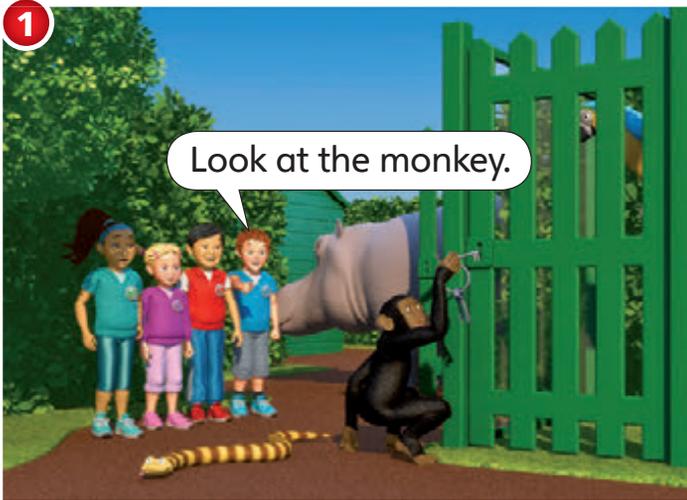
**Grammar focus**He **likes** spiders.**Does** he like apples?She **doesn't like** apples.Yes, he **does**.

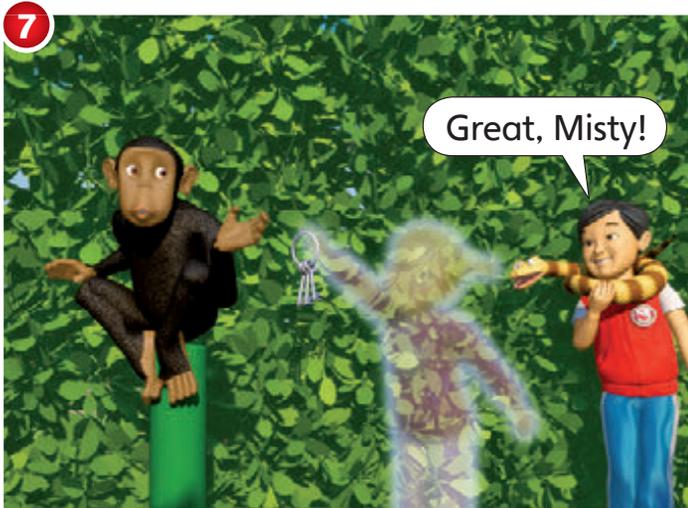
5

Draw an animal. Tell your partners about it.

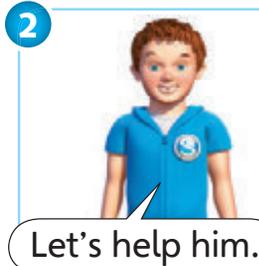


This is Freddy the frog.  
He likes spiders. He  
doesn't like apples.





2 Read and write the names *Flash*, *Misty*, *Thunder*, *Whisper*.



3 Find who says ... No, my keys!

4 Listen and say.



Mike **flies** by **pies** in the sky.



1 Read and tick (✓).

# Hipsway Zoo

What's your favourite animal? Is it the lion? The monkey? The hippo? The lion likes meat, the monkey likes fruit and the hippo likes grass. Come and see them!

- 1 There are cats at the zoo.      yes  / no
- 2 The lion likes meat.              yes  / no
- 3 The hippo doesn't like grass.    yes  / no

2 Listen and answer.

- 1 What is her name?
- 2 Where's she from?
- 3 How old is she?
- 4 What's her favourite food?

1.	Her name
	is ...



3 Draw your favourite animal. Fill in the info card.

1.	Favourite animal: _____	
2.	It likes _____	
3.	It doesn't like _____	

1 Listen and imagine. Then draw your picture.



2 Show your picture to your partners.

This is my animal. It's half bear and half mouse. It's small and brown. It likes cheese and fish.

This is my animal. It's half lion and half crocodile. It's very beautiful. It's yellow and green. It likes parrots and frogs.





# Animal groups

**1** Listen and read about animal groups.

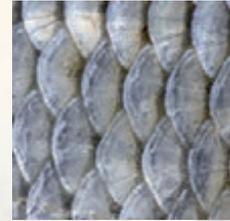
We can put animals into different groups. All animal groups have different features. Here are some examples.



hair



feathers



scales

**2** Look at some groups and write what is missing. **Think!**

## Mammals

◆ have

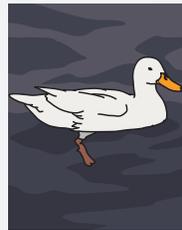
*hair*



bear

## Birds

◆ have



duck

## Reptiles

◆ have

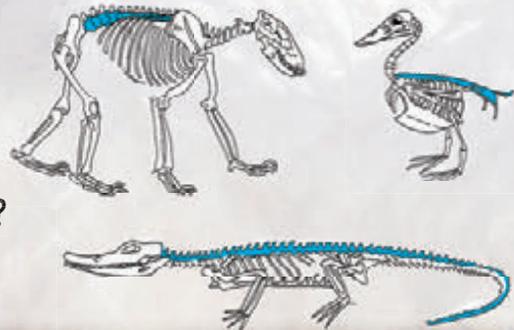


crocodile

**3** Read, look and answer.

All mammals, birds and reptiles have a backbone.

Can you guess what a backbone is?



# Act out at the zoo

## 1 Look, read and plan.

Our zoo keepers can answer all your questions.



### Useful language

#### Child

Where's the ... from?

Is it dangerous?

Does it like ... ?

Thank you.

#### Zoo Keeper

It's from ...

Yes, it is. / No, it isn't.

It likes ...

You're welcome.

## 2 Act out your play.



# 2

# My Bedroom



1 Listen and look. Then listen and say the words.



1 lamp



3 armchair

2 mirror

4 wardrobe

5 sofa

6 bed

7 table

8 mat



2 Listen and chant.

3

Pair work. Ask and answer.

Where's the book?

It's on the wardrobe.

## 4 Read and match.

1 Where are the rulers?

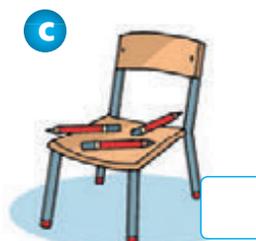
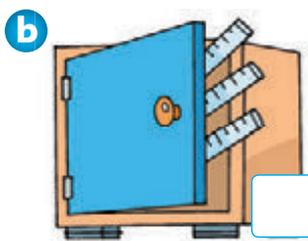
2 Where are the pencils?

3 Where's the ruler?

They're in the cupboard.

They're on the chair.

It's under the chair.



## 5 Listen and say.

## Grammar focus

Where's the pencil?

It's **in** the cupboard.

Where are the books?

They're **on** the floor.

Where's the pencil?

It's **under** the chair.

## 6 Look at the picture. Ask and answer.

Where are the notebooks?

They're in the cupboard.



**1** Listen and sing.



**2** Pair work. Ask and answer.

Do you like these chairs?

No, I don't.

3

Listen and number.



4

Listen and say.

**Grammar focus**

I like **this** book.  
I like **these** books.

I like **that** book.  
I like **those** books.



5

Talk about your classroom.

I like those books.



I don't. I like these books.



# Tidy Up!

1

Hello, it's Whisper. Can Flash come to the park?



Sorry Whisper, not now. Her room is a mess.

2

Oh, what a mess! Ah, I've got an idea!



3

First the clothes!



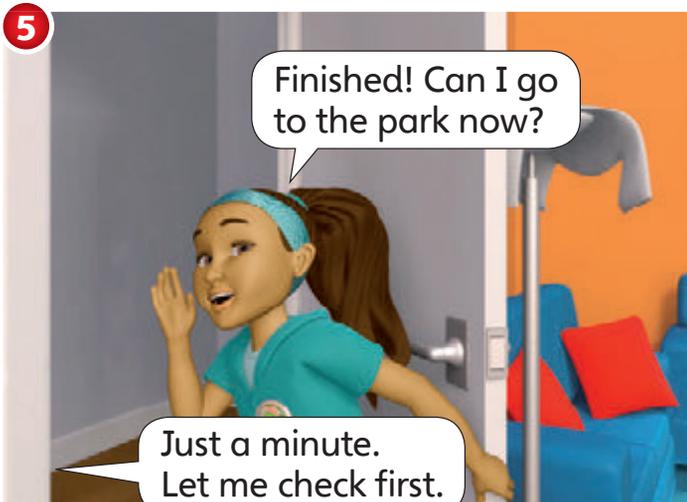
4

Now the school things and the toys! Bag, books, balls and dolls. Ha!



5

Finished! Can I go to the park now?



Just a minute. Let me check first.

6

Wow! The room is really tidy now.





2

Act out the phone call at the end of the story.

Think!

Hi, Flash. Can you come to the park now?



Hi, Whisper. Sorry, there's a problem ...



3

Find who says ...

Now the school things and the toys!

4



Listen and say.

Phonics



Luke's chewing Sue's new blue shoes!



# Recycling

**1** Listen, read and talk about the question.

We throw things away every day. This is called rubbish. Rubbish is bad for the environment and recycling is a good idea. What are the things we throw away?



**2** Listen, read and number the pictures.

**Think!**

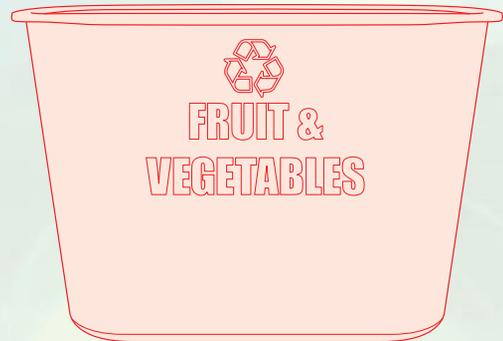
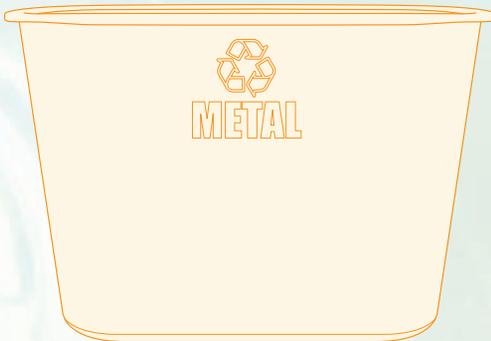
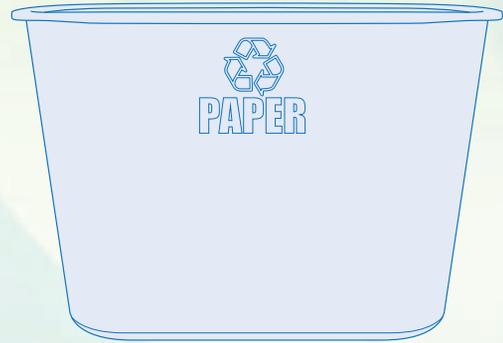
- 1 We can make old newspapers into new paper.
- 2 We can make old bottles into new glass.
- 3 We can make old cans into new metal.
- 4 We can make old fruit and vegetables into earth for the garden.



3



Look, read and draw the rubbish in the correct bins.



4

Think of more things to put in these bins.

**Think!**

We can put old notebooks in the paper bin.

5

Make some recycling bins for your classroom.

**Project**

Put your rubbish in the right bins: Paper, Glass ...





# Quiz time



- 1 What's on the wall? (1 p)
- a a picture and a clock
  - b a mirror and a clock
  - c a mirror and a picture

- 2 Do you like ... orange clock over there? (1 p)
- a this
  - b that
  - c those



- 3 Tim thinks the sofa is ... (1 p)
- a beautiful.
  - b old.
  - c awful.

- 4 What's in the room? (1 p)
- a a bed and a desk
  - b a desk and a wardrobe
  - c a wardrobe and a bed



- 5 Where is the book? (1 p)
- a in the wardrobe
  - b on the wardrobe
  - c under the wardrobe

- 6 Circle the different sound. (1 p)
- a school
  - b book
  - c zoo

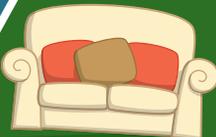


- 7 We can make new glass from ... (1 p)
- a old vegetables
  - b old bottles
  - c old books

- 8 Rubbish is ... for the environment. (1 p)
- a not good
  - b not bad
  - c very good



# The environment game

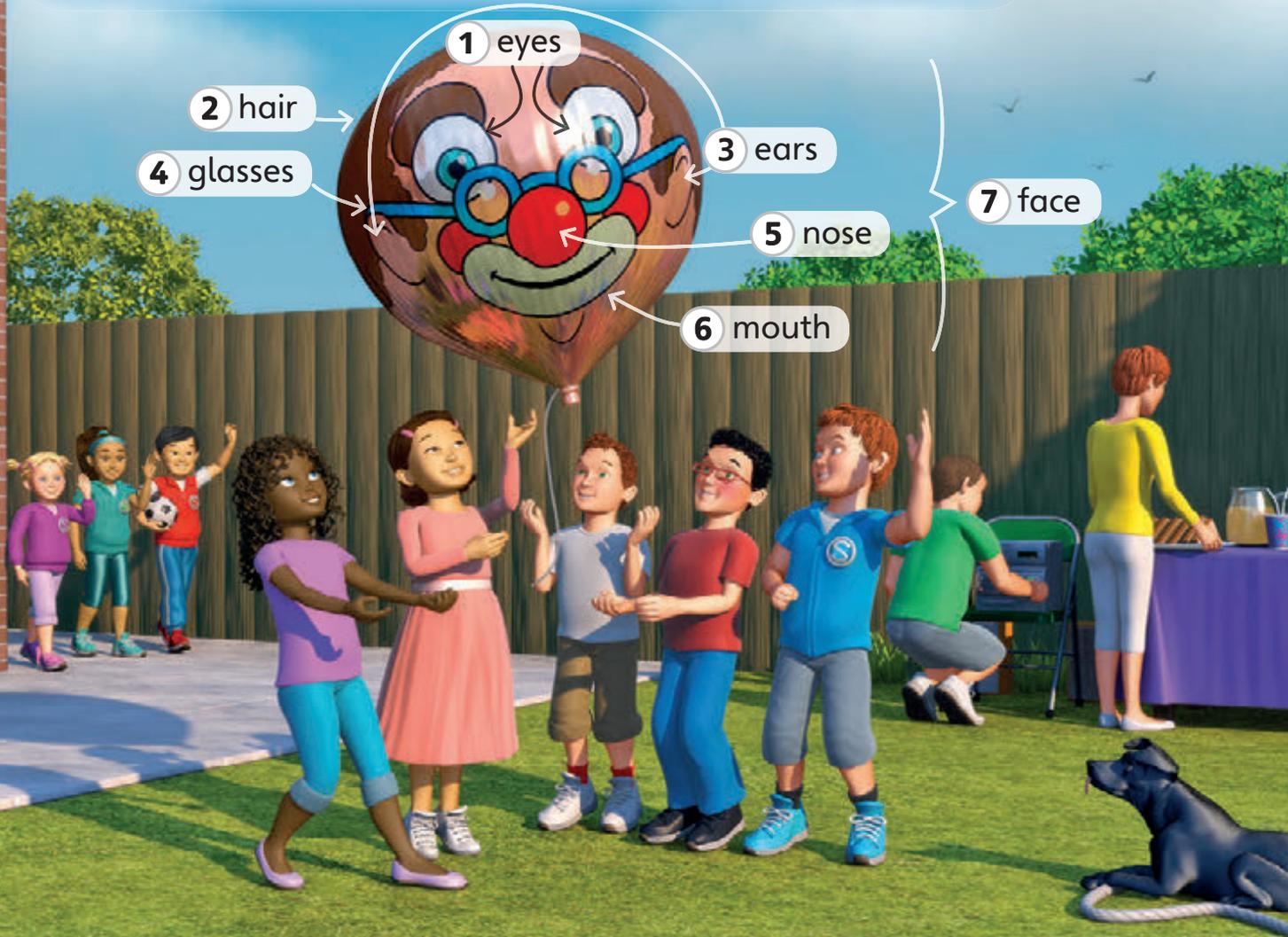


# 3

# Come to My Party!



Listen and look. Then listen and say the words.



Listen and chant.

3

Pair work. Ask and answer.

What's this?

It's your nose.

4  Read and write the names.



Jim



Sue



Sally



Paula

- 1 She's got brown hair.
- 2 She's got red hair.
- 3 He's got blue eyes.
- 4 She's got pink glasses.

*Paula*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5  Listen and say.

**Grammar focus**

**She's got** green eyes.

**He's got** long hair.



6 Play the guessing game.



She's got glasses.

Is it ... ?

**1** Listen and sing.



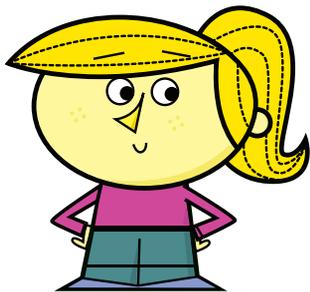
**2** Point and say.

She's got grey hair.

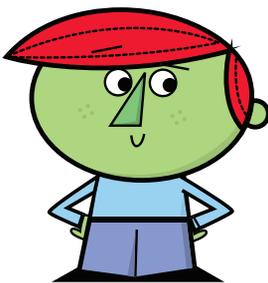
He's got brown eyes.

## 3 Read and circle.

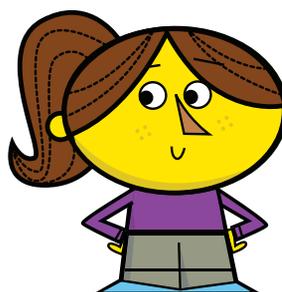
1



2



3



4



1 Has she got a yellow nose?

Yes, she has. / No, she hasn't.

2 Has he got a green face?

Yes, he has. / No, he hasn't.

3 Has she got red ears?

Yes, she has. / No, she hasn't.

4 Has he got black hair?

Yes, he has. / No, he hasn't.

4

Listen and say.

## Grammar focus

Has he got a big mouth?

Yes, he has.

Has she got green eyes?

No, she hasn't.



5

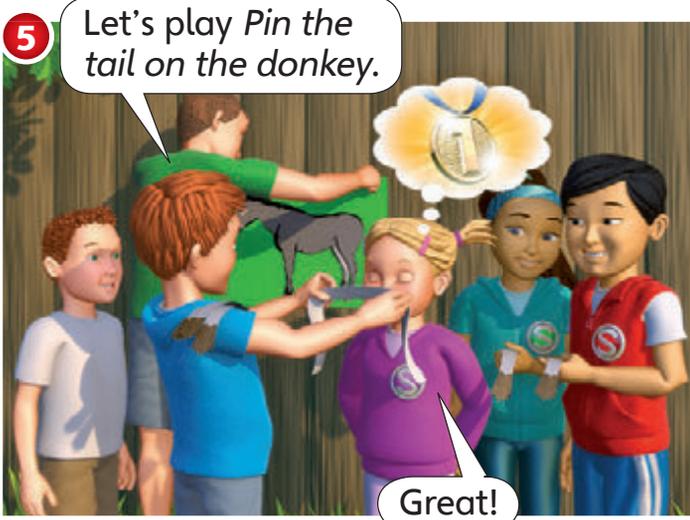
Choose a picture in Activity 3. Ask and answer.

Has he got red hair?

No, he hasn't.



# 1 Thunder's Party





2

Look at the picture and circle the correct sentence.

**Think!**



- 1 That's not fair!
- 2 We're the winners!
- 3 Let's have a race.
- 4 Let's play.

3

Find who says ...

Let's play *Pin the tail on the donkey*.

4

Listen and say.

**Phonics**



Jane and a snake make cakes on a rainy day.



1

Listen, draw and colour in your notebook.



Jolly



Poppy

2

Draw a clown's face and play the game.





**1** Read this birthday invitation.  
Then answer the questions.

Dear Simon,  
Please come to my party tomorrow.  
I am eight years old now.  
The party is in our garden. Can you  
bring your football?  
See you,  
Jenny



- 1 How old is Jenny now? \_\_\_\_\_
- 2 When is the party? \_\_\_\_\_
- 3 Where is it? \_\_\_\_\_

**2** Read and think. Choose the best answer.

Dear Jenny,  
I can come to your house.  
We can watch TV and play  
games. I can't wait,  
Simon

Dear Jenny,  
Happy birthday! Sure, I can  
come to your party. I love  
parties!  
And I can bring my football.  
Love,  
Simon

Dear Jenny,  
Let's go to the park today.  
I can bring my football.  
We can play with Mark  
and Lucy.  
Love,  
Simon

**3** Draw and write a birthday card  
for your best friend.

Dear ...,  
Happy birthday!  
Love,  
...

**1** 

Listen and imagine. Then draw your picture.



**2**

Show your picture to your partners. Then tell them about your party.

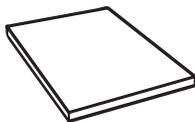
This is my birthday party. Here is a big birthday cake. This is Matt. He's got glasses.

These are my friends. There are lots of presents. My friend has got blonde hair.



# 1 Make a party mask.

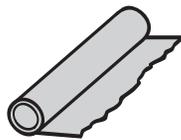
**You need**



cardboard



scissors



foil

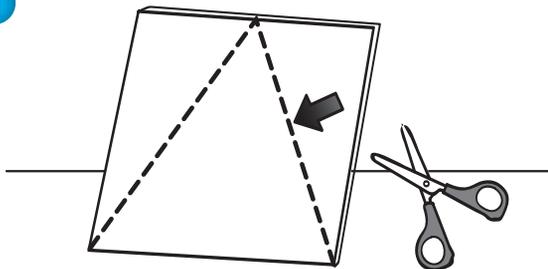


glue



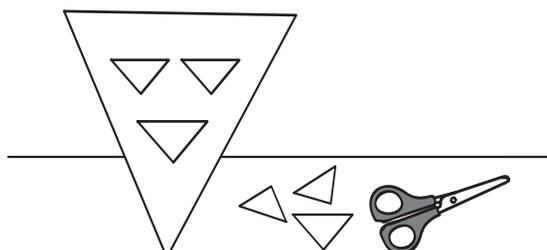
coloured pens

1



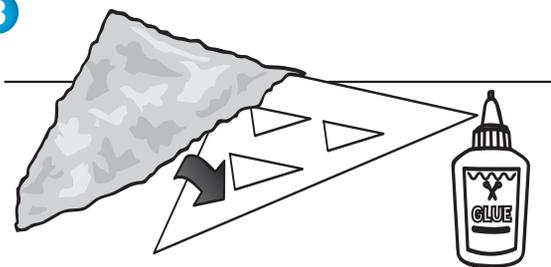
Cut a triangle out of the cardboard.

2



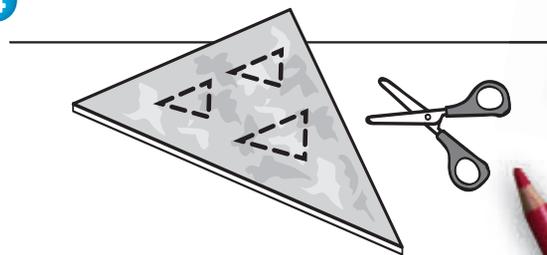
Cut out the eyes and a mouth.

3



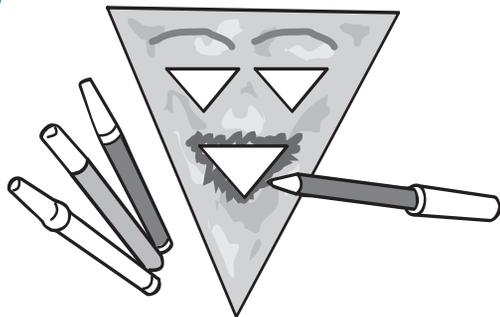
Stick the foil onto the cardboard.

4



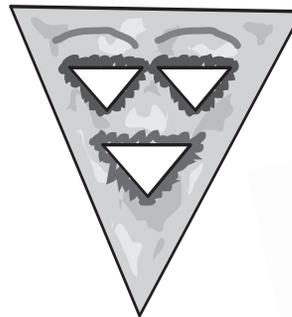
Cut the foil to make eyes and a mouth.

5



Colour the mask.

6



Now you have a party mask.

# Revision 1 (units 0-3)

1 Look at the picture. Read and tick (✓).



- 1 Are there only nine chairs in the classroom? yes  / no
- 2 Is there a bookcase in the classroom? yes  / no
- 3 Is there a board in the classroom? yes  / no
- 4 Are there two doors in the classroom? yes  / no
- 5 Is there a clock on the wall? yes  / no
- 6 Are there two computers in the classroom? yes  / no

2 Pair work. Look at your classroom. Talk to your partner about it.

There are nine chairs in my classroom.

There's a ...

3

Listen to Claire and Ann talking about their school objects. Then write *Claire* or *Ann* under the correct pictures.



\_\_\_\_\_



\_\_\_\_\_



4

Look at the picture and fill in the words.

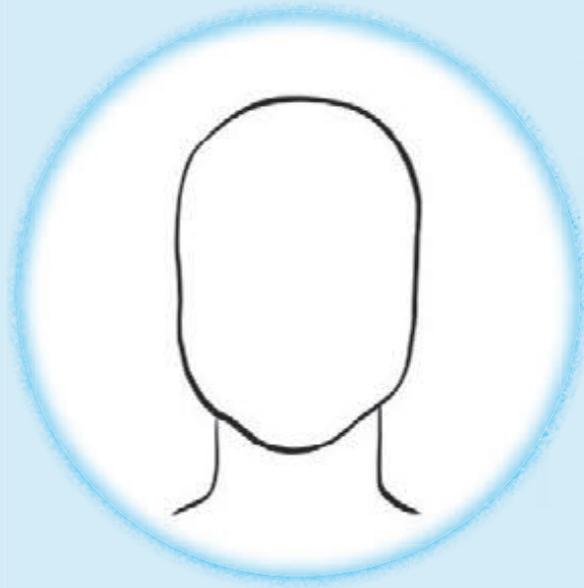
in  
on  
under



- 1 There are three books \_\_\_\_\_ the desk.
- 2 The blue book is \_\_\_\_\_ the orange book.
- 3 There is an apple \_\_\_\_\_ the desk.
- 4 There is a fish \_\_\_\_\_ the water.
- 5 There is a purple glass \_\_\_\_\_ the desk.
- 6 There are two pencils, a pen and a ruler \_\_\_\_\_ the glass.



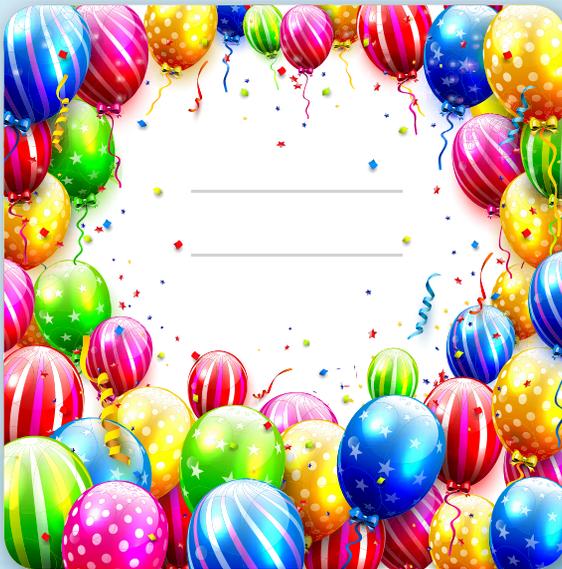
5 Listen and draw in your notebook.



6 Read and match with the cards.

Merry Christmas!

Happy birthday!



**7** Read and match.

- 1 What's your name?
  - 2 How old are you?
  - 3 Where is the teacher?
  - 4 What are those?
  - 5 Is this a lizard?
  - 6 Are you my friend?
- a Eight.
  - b In the classroom.
  - c Yes, I am.
  - d No, it's a crocodile.
  - e I'm Tom.
  - f Birds.

**8** Listen and write the names.

	First name: _____
	Family name: _____
	From (name of town): _____

**9** Look, read and complete with your information.

Name: <i>George</i>
Age: <i>8</i>
I like: <i>tigers</i>

Name: _____
Age: _____
I like: _____

**10** Pair work. Ask and answer.



**11** Let's practise.

# Term test 1

1 Look at the pictures and circle the correct names. (5 points)

				
horse	rat	lizard	parrot	frog
bear	tiger	snake	duck	dog
zebra	hippo	crocodile	butterfly	monkey

2 True or false? Tick (✓) T (true) or F (false). (6 points)

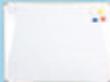
		T	F
1		<input type="checkbox"/>	<input type="checkbox"/>
2		<input type="checkbox"/>	<input type="checkbox"/>
3		<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>
6		<input type="checkbox"/>	<input type="checkbox"/>

**3****Read and fill in the missing words. (8 points)**

This is my classroom. It has got three <sup>(1)</sup>  and a <sup>(2)</sup> .

There are ten <sup>(3)</sup>  and a lot of <sup>(4)</sup> .

The teacher has got a <sup>(5)</sup>  and a <sup>(6)</sup> .

There is a <sup>(7)</sup>  in the classroom and a <sup>(8)</sup>  on the wall.

Look! It's time for a new lesson.

board      door      clock      desks      computer  
windows      bookcase      chair      chairs      cupboard

**4****Listen and tick (✓) the correct box. (5 points)**

- |   |                        |     |                          |   |    |                                     |
|---|------------------------|-----|--------------------------|---|----|-------------------------------------|
| 1 | He's got black hair.   | yes | <input type="checkbox"/> | / | no | <input checked="" type="checkbox"/> |
| 2 | He's got a big mouth.  | yes | <input type="checkbox"/> | / | no | <input type="checkbox"/>            |
| 3 | He's got a small nose. | yes | <input type="checkbox"/> | / | no | <input type="checkbox"/>            |
| 4 | He's got small ears.   | yes | <input type="checkbox"/> | / | no | <input type="checkbox"/>            |
| 5 | He's got blue eyes.    | yes | <input type="checkbox"/> | / | no | <input type="checkbox"/>            |

**5****Listen and write the words. (6 points)**

1

2

Total score: 30 points

Sufficient: 10–17 p

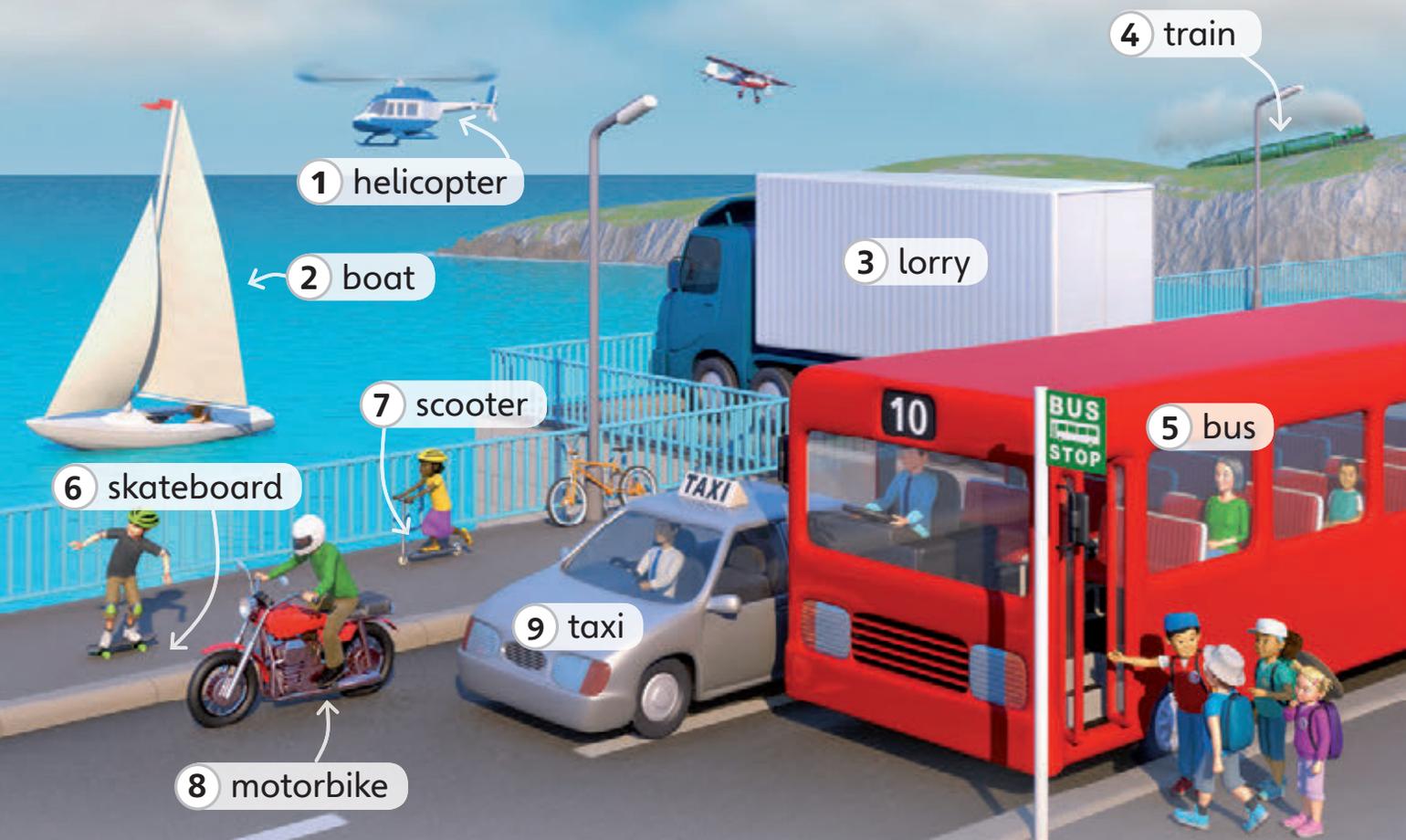
Good: 18–24 p

Very Good: 25–30 p

# 4

# Off We Go!

1 Listen and look. Then listen and say the words.



2 Listen and chant.

3 Pair work. Point to the picture. Ask and answer.

What's this?

It's a bus.

4

Read and match.



1 Where are the bikes?

They're behind the tree.



2 Where's the bus?

It's in front of the school.

5

Listen and say.

**Grammar focus**

Where's the helicopter?  
Where's the taxi?

It's **behind** the plane.  
It's **in front of** the house.



6

Play the mime game.

Where is the ...?



It's in front of the ...

1  Listen and sing.



2  Listen again and tick (✓) the transports you hear. **Think!**



## 3 Listen and number.



## 4 Listen and say.

## Grammar focus

It's a **long** train.  
It's a **big** plane.

It's a **short** bus.  
It's a **small** helicopter.



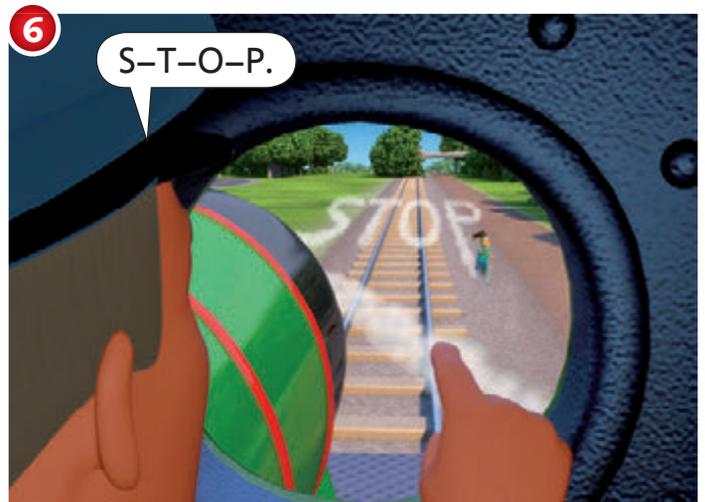
## 5 Draw a picture and tell your partner about it.



I've got a big boat. It's purple.



# The Tree on the Track



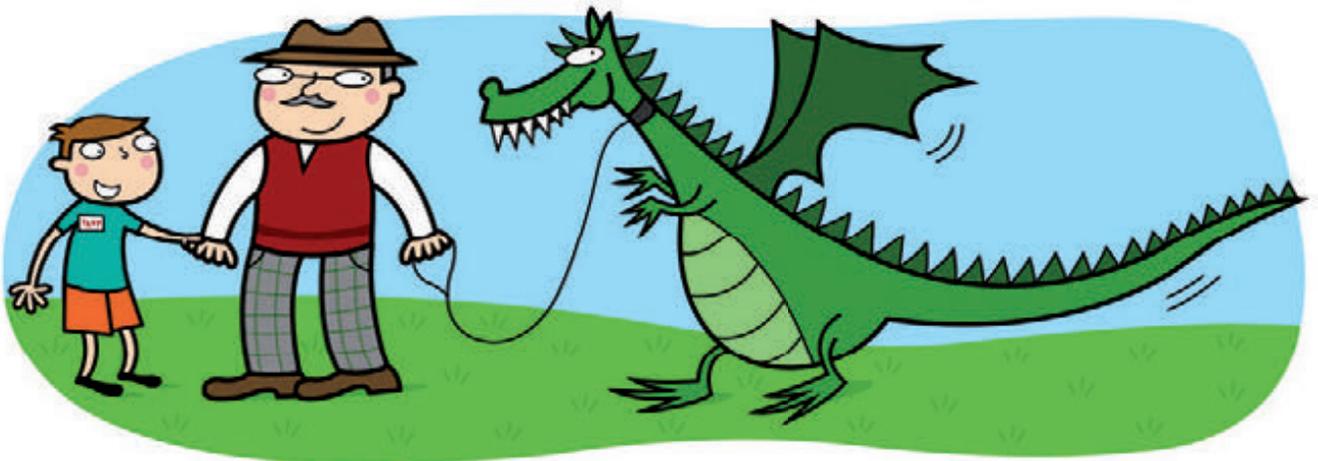


2 Read the sentences and point to the pictures in the story.

- 1 Whisper is behind Flash.
- 2 The tree is in front of the train.

3 Find who says ... But the tree is on the track!

4  Listen and say.



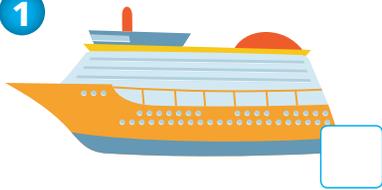
Troy's **g**randpa's got a **g**reat big **g**reen **d**ragon.



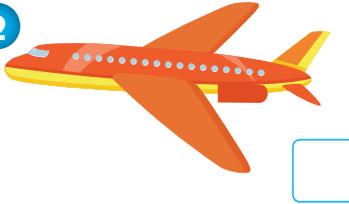
1

Listen and tick (✓) or cross (X).

1



2



3



4



5



6



2

Pair work. Look at the pictures and talk to your partner.



What's this?

It's a boat.

Is it big?

No, it's small.

What colour is it?

It's red and yellow.

## 3 Look, read and complete.

1 The monkey's got a *scooter*.

2 The rabbit's got a \_\_\_\_\_.



3 The crocodile's got a \_\_\_\_\_.



4 The lion's got a \_\_\_\_\_.



5 The hippo's got a \_\_\_\_\_.



6 The bear's got a \_\_\_\_\_.



## 4 Draw your own picture and tell your partner about it.

The snake's got a bike.

# Size

1 Look and read. Write *a* or *b*.

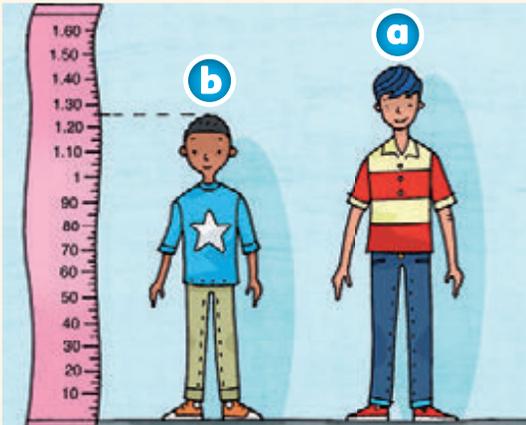
a



b



- 1 The train is long. \_\_\_\_\_
- 2 The train is short. \_\_\_\_\_

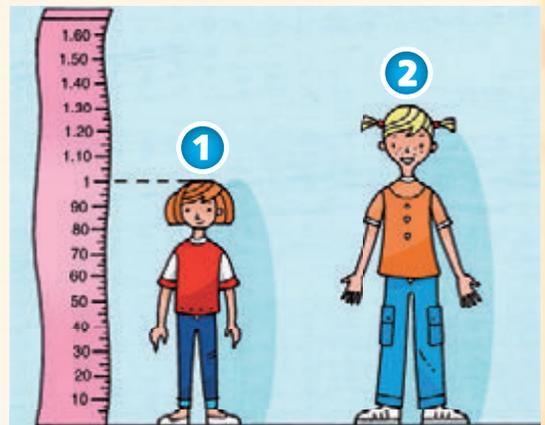


- 3 Ollie is short. \_\_\_\_\_
- 4 Jim is tall. \_\_\_\_\_

2 Look, read and write the words.

tall    short

- 1 Nora is \_\_\_\_\_.
- 2 Jane is \_\_\_\_\_.



# The roads and rail tracks game



# 5

# Sports Club



1 Listen and look. Then listen and say the words.

## Join a sports club



1 badminton



2 baseball



3 basketball



4 football



5 hockey



6 table tennis



7 tennis



8 volleyball



2 Listen and chant.

3

Pair work. Ask and answer.

What's your hobby?

My hobby is playing basketball.

## 4 Look, read and match.



- 1 Swimming is fun.  
 2 Riding a bike is great.  
 3 Playing tennis is difficult.  
 4 Playing baseball is boring.

## 5 Listen and say.

## Grammar focus

What's your **hobby**?

**Flying** a kite **is** difficult.

My **hobby** is flying kites.

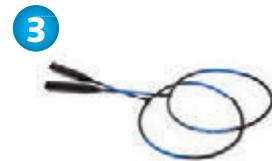
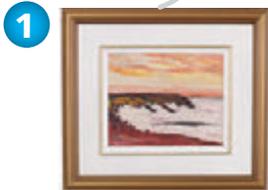
**Playing** hockey **is** fun.



## 6 Look and match. Then ask and answer.

Think!

flying painting making playing listening to playing



What's your hobby?

My hobby is painting pictures.

1 Listen and sing.



2 Listen again and fill in.

easy fun

- 1 Flying kites is easy .
- 2 Singing songs is \_\_\_\_\_ .
- 3 Painting pictures is \_\_\_\_\_ .

3

Listen and number the pictures.



4

Listen and say.

**Grammar focus**What sport do you **like doing**?I **like playing** hockey.I **like playing** football.**Me too.****I don't.**

5

Pair work.

Ask and answer.

What sport do you like doing?

I like ...





# The Football Club





## 2 Read and tick (✓).

- 1 The Green football team is full.
- 2 Flash likes playing table tennis.
- 3 Flash and Misty start a team.
- 4 Misty and Flash can't win.

yes  / no

yes  / no

yes  / no

yes  / no

## 3 Find who says ...

Great goal, Misty!

## 4 Listen and say.



A hippo and a goat with a hole in their boat.



1

Look and read. Write yes or no.



- 1 The children are in the park.
- 2 There are 10 children.
- 3 Look at the girls. Their hobby is playing football.
- 4 Look at the boys. Their hobby is playing hockey.
- 5 The boys have got an orange ball.

*yes*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** Listen and tick (✓).

	football		tennis		basketball		volleyball	
	😊	☹	😊	☹	😊	☹	😊	☹
Jenny			✓					
Ian								

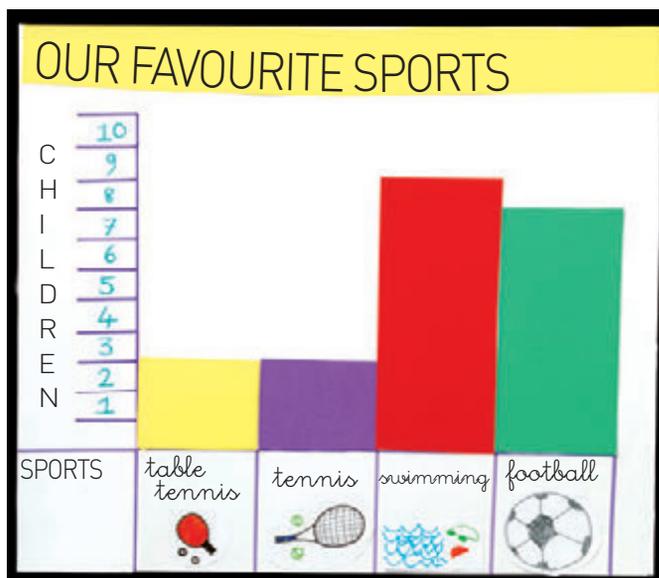
**3** Pair work. Ask and answer.

What's your favourite sport?

basketball III III  
football III II

It's ...

**4** Now write about your class and make a bar chart.



8 children in my class like swimming.  
7 children like football.  
2 children like tennis.  
2 children like table tennis.

1 Listen and imagine. Then draw your picture.



2 Write about your picture. Then listen to your partners and guess.



My trophy is yellow. It's very big and very beautiful.  
It's a trophy for tennis.

1

Make a poster. **Think!**

# Sports poster

- a** Choose a sport and find pictures.



- b** Stick the pictures on a big piece of paper.



- c** Do you like the sport? Is it easy or difficult? Write on your poster.



2

Talk about sport.

I like playing football ...

# 6

# In the Countryside



1 Listen and look. Then listen and say the words.



1 mouse

2 horse

3 cow

4 sheep

5 rabbit

6 tail

7 child

8 chicken

9 goat



2 Listen and chant.

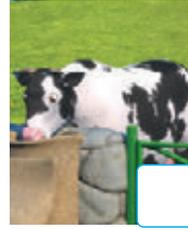
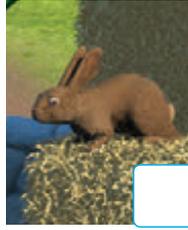
3

Make the noise.

What am I? Mooooooo ...

A cow.

## 4 Read and match.



- 1 The horse has got a long tail.
- 2 The chicken is small.
- 3 The cow is big.
- 4 The rabbit has got a short tail.
- 5 Misty is short.
- 6 Thunder is tall.

## 5 Listen and say.

## Grammar focus

The cow is **big**.

Thunder is **tall**.

The horse has got a **long** tail.

The mouse is **small**.

Misty is **short**.

The rabbit has got a **short** tail.



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

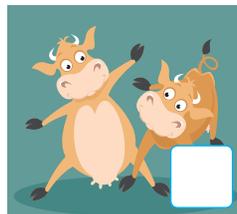
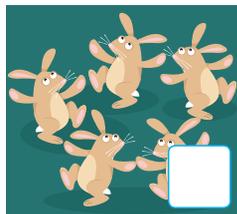
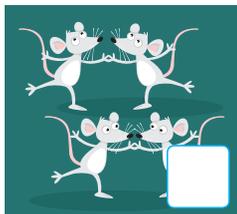
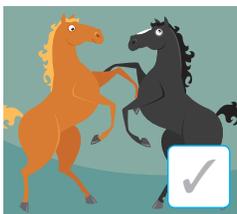


My animal is small and brown. It's got a short tail and long ears. What is it?

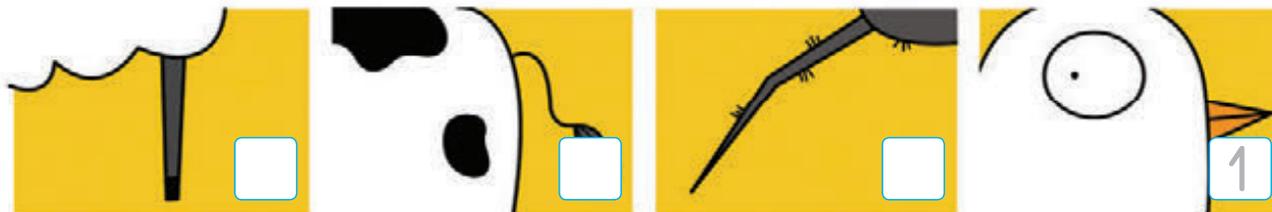
1  Listen and sing.



2  Listen again and tick (✓) the animals you hear.



## 3 Listen and number.

4 Read and write *true* or *false*.

How many legs have they got?

- 1 Chickens have got four legs. *False*
- 2 Goats have got two legs. \_\_\_\_\_
- 3 Horses have got four tails. \_\_\_\_\_
- 4 Spiders have got eight legs. \_\_\_\_\_



## 5 Listen and say.

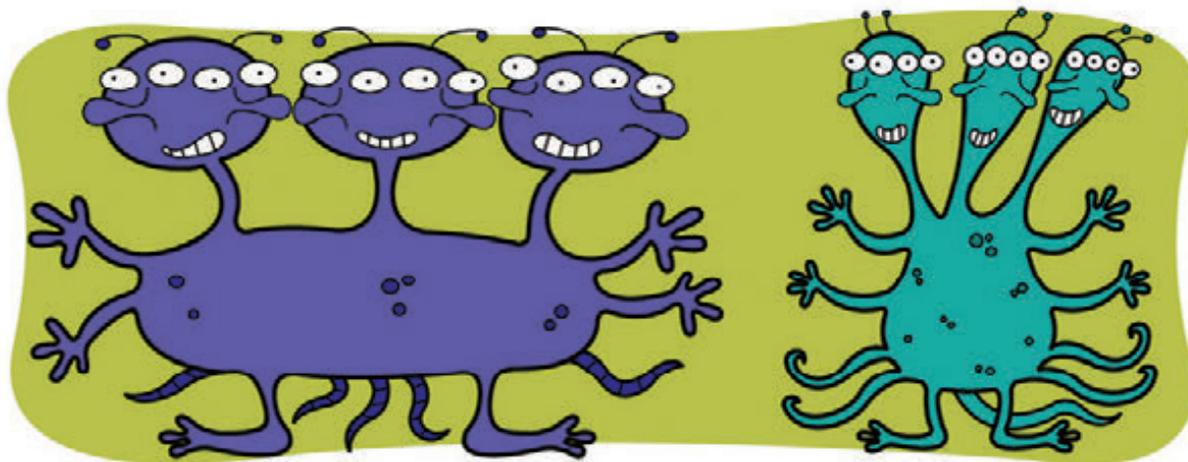
## Grammar focus

Cows **have got** four legs.

**How many** legs **have chickens got?** **They've got** two legs.



## 6 Look at the picture. Close your book and remember.



How many heads have the aliens got?

They've got three heads.

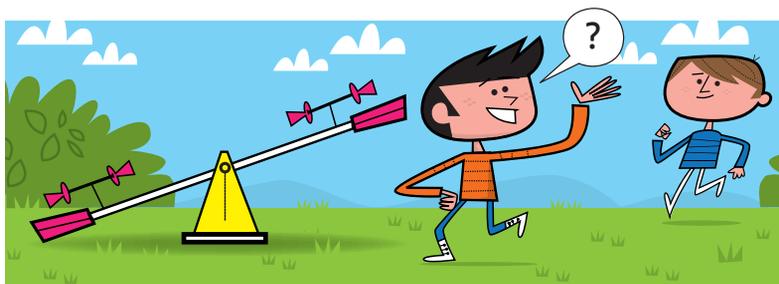
# 1 We're Lost!





# Think!

2 Look at the picture and choose.

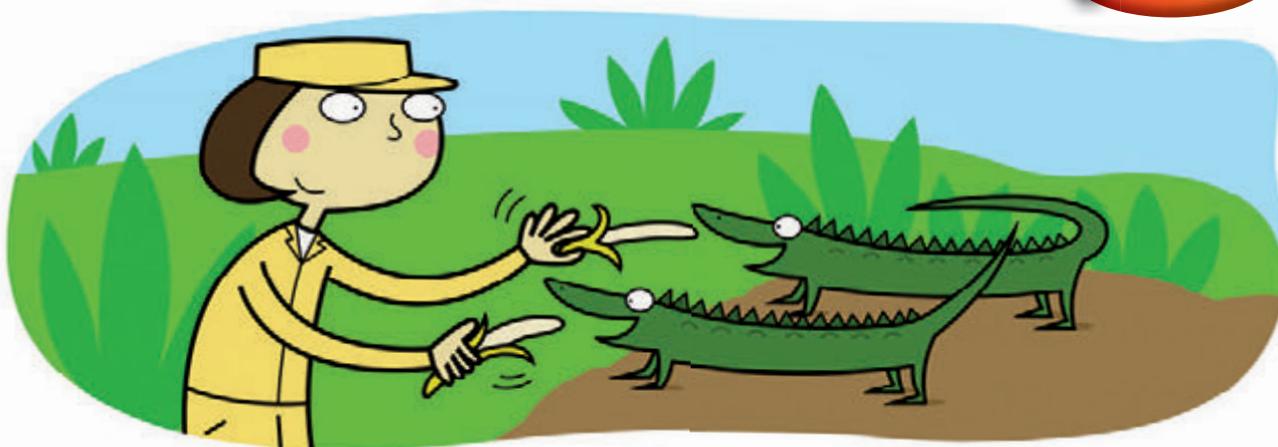


- 1 Are you OK?
- 2 Come with me.
- 3 Here you are.
- 4 I'm lost.

3 Find who says ... Where's the lake?

4 Listen and say.

**Phonics**



The **z**oo keeper **g**ives the **l**izards **b**ananas for dinner.



1

**Listen and read.**

Our food comes from many places. Vegetables like carrots and peas come from gardens. Eggs come from chickens. Milk comes from cows. Fish come from water.

2

**Read and match.**

**Think!**



milk



fish



carrots



eggs



chicken



garden



cow



water

3

**Pair work. Close the book and talk to your partner.**

Milk comes from ...

Cows!

Right.

# Bacteria and food

**Think!**

1 

Listen, read and number the photos.

Bacteria are not animals, but they *are* living things. You can't see them because they are very, very small. There are lots of different bacteria. Here are some examples.



**Listeria monocytogenes**



**E. coli**



**Salmonella**

2 

Listen, read and draw lines.

Some bacteria are very dangerous. These bacteria can live in food and make us ill. We need to be careful with food.



- 1 Clean the kitchen.
- 2 Keep different foods in different places before cooking.
- 3 Cook meat very well.
- 4 Wash fruit and vegetables.
- 5 Wash and dry your hands before you cook.
- 6 Keep food cold in the fridge.

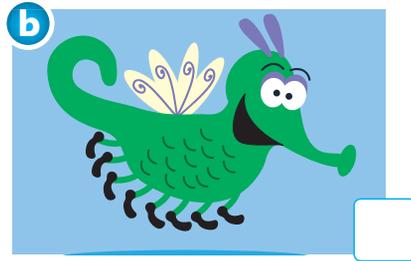




1

Listen and tick (✓) the box.

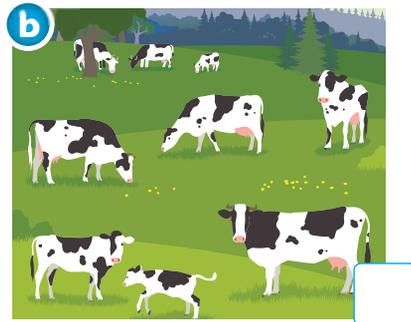
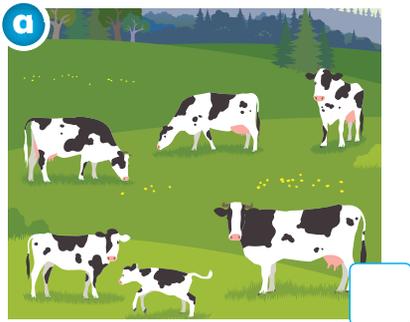
1 How many legs has the alien got?



2 Where is the chicken?



3 How many cows are there on the farm?



4 What animals has farmer Bill got?



2

Pair work. Ask and answer.

This animal is white and has got four legs.

Yes!

Is it a sheep?



# Quiz time



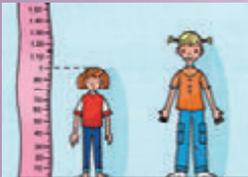
- 1 Cows ... got four legs. (1 p)  
 a have b has c can

- 2 The goat is big, the cat is ... (1 p)  
 a short b small c long



- 3 Horses are ... (1 p)  
 a blue b bad c nice

- 4 Cows, goats and horses are ... (1 p)  
 a zoo animals  
 b forest animals  
 c farm animals



- 5 I'm short, but Julie is a ... (1 p)  
 a girl tall b tall girl c tall girls

- 6 Who says 'Rabbit, we are lost'? (1 p)  
 a Thunder  b Whisper  c Misty 



- 7 Circle the different sound.  
 a lizard b bus c zoo

- 8 ... bacteria that live in food are very dangerous. (1 p)  
 a One or two b All c Some



# 7

# Amusement Park



1 Listen and look. Then listen and say the words.

1 ride a roller coaster

2 ride a horse

4 buy chips

3 win a prize

5 drink lemonade

7 eat a burger

6 throw a ball



2 Listen and chant.

3

Act out with your partner.

Let's eat a burger!

Good idea!

## 4 Match the children with the pictures. Then write the words.

throw a ball   ride a roller coaster  
eat a sandwich   buy a burger



1 Dan

I'd like to *buy*  
*a burger*.



2 Sally

I'd like to  
\_\_\_\_\_.



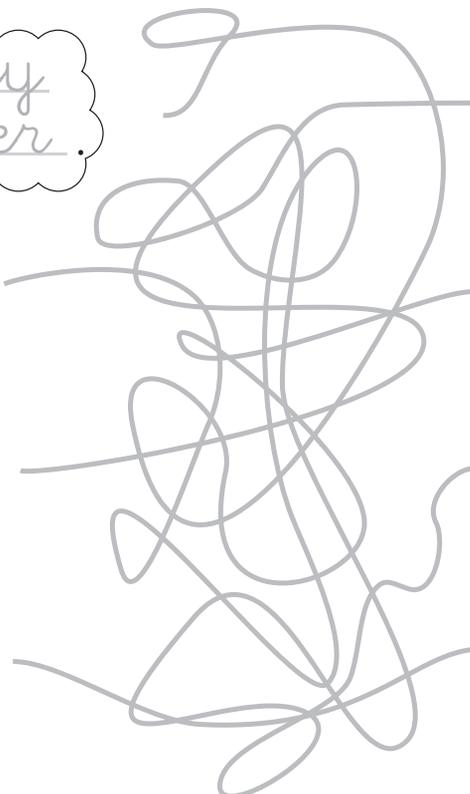
3 Rob

I'd like to  
\_\_\_\_\_.

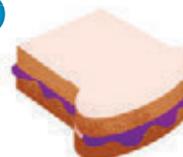


4 Mary

I'd like to  
\_\_\_\_\_.



a




b


 1

c




d




## 5 Listen and say.

### Grammar focus

What **would** you **like to** do?

**I'd like to** drink some lemonade.   **I'd like to** ride a horse.



## 6 Look and act out.

I'd like to play  
my new  
computer game!



I'd like to swim  
in the sea with  
my brother!

1  Listen and sing.



2  Listen again and number.



3

Read and circle.



1 eat / drink a burger



2 drink / eat lemonade



3 throw / win a prize



4 win / ride a roller coaster



5 buy / drink chips



6 win / throw a ball

4

Read and write the words.

win throw ride eat ride drink

- 1 I'd like to \_\_\_\_\_ a horse.
- 2 I'd like to \_\_\_\_\_ a ball.
- 3 I'd like to \_\_\_\_\_ a prize.
- 4 I'd like to \_\_\_\_\_ a lemonade.
- 5 I'd like to \_\_\_\_\_ a roller coaster.
- 6 I'd like to \_\_\_\_\_ a burger.



# Bad Apples

1

Here are two apples for everyone.



2

Look! I've got a bad apple.

Me too!



3

What can we do?

I've got an idea. Come with me.



4

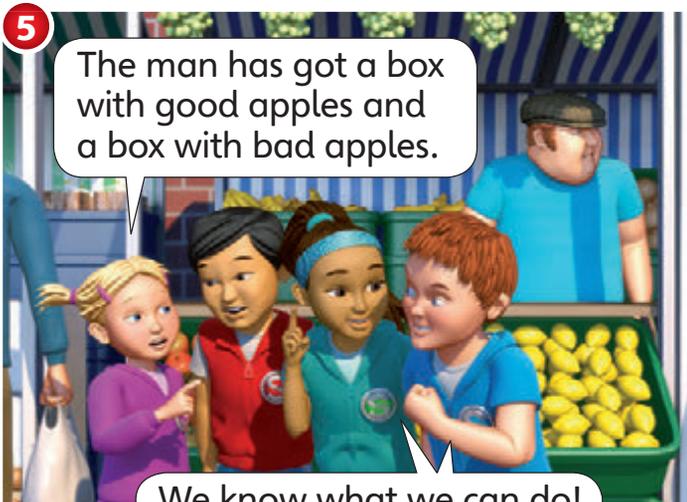
Apples. Nice, sweet apples!



5

The man has got a box with good apples and a box with bad apples.

We know what we can do!

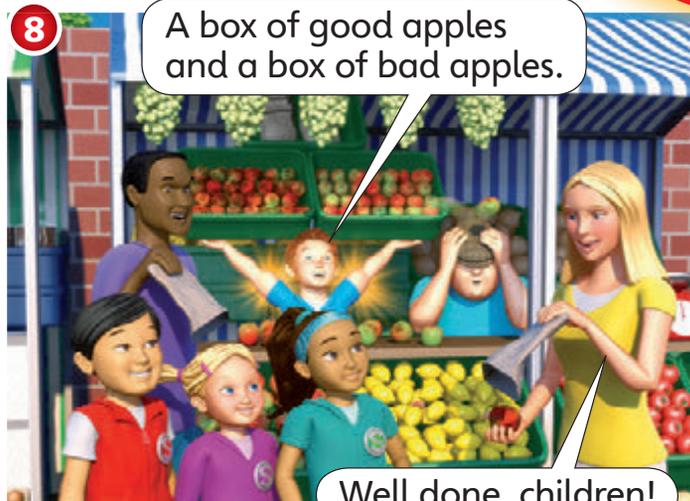


6

I'd like to buy eight apples.

Here you are.





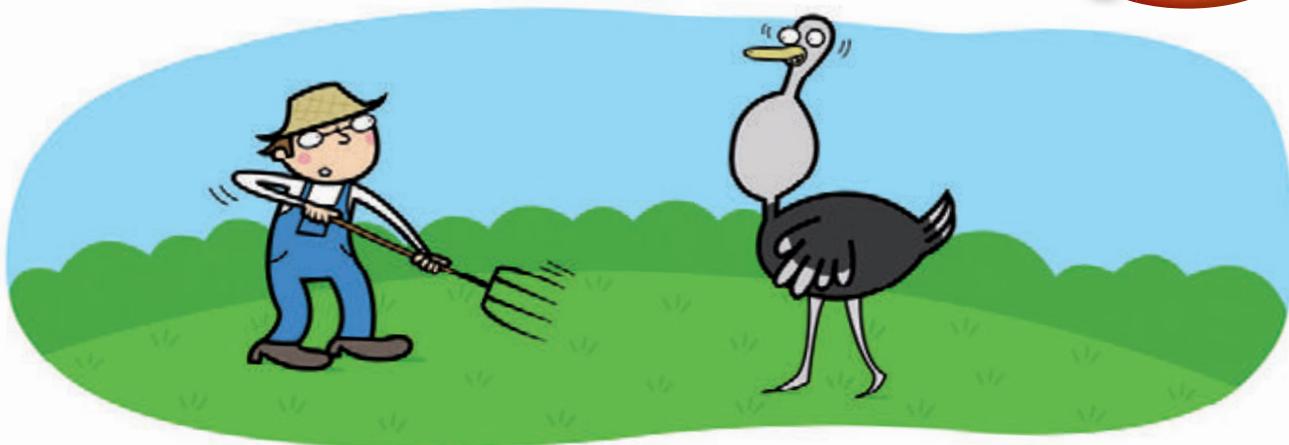
## 2 Read and write who says ...

- 1 Here you are. *The man*
- 2 I'd like to buy eight apples. \_\_\_\_\_
- 3 I've got a bad apple. \_\_\_\_\_
- 4 The man has got a box ... \_\_\_\_\_

## 3 Find who says ... What can we do?

## 4 Listen and say.

## Phonics



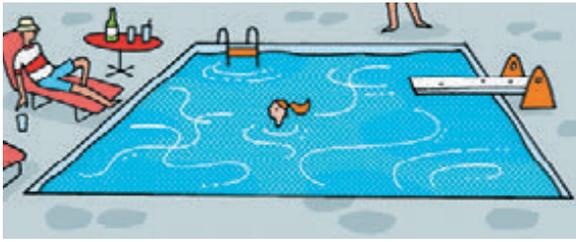
Where's the **w**atermelon, **W**ally?



1 Look and read. Tick (✓) or cross (X).



1 This is a hippo.



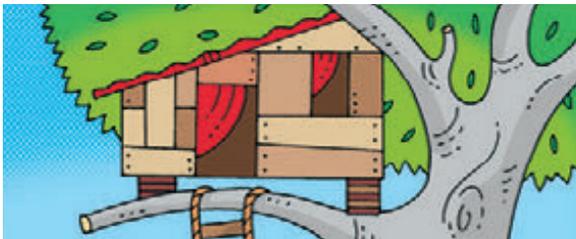
2 This is a bedroom.



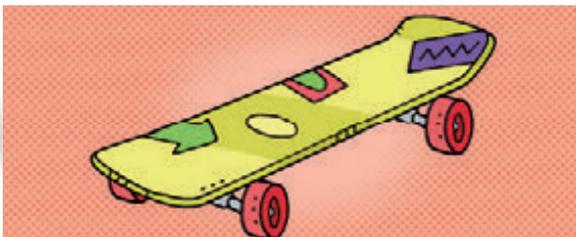
3 These are some chairs.



4 These are some glasses.



5 This is a bed.



6 This is a lorry.

**2**  Read and match. Then listen and check.

- 1 Where are the books?
- 2 Does your sister like crocodiles?
- 3 Do you like apples?
- 4 Has he got a big nose?
- 5 What's your hobby?
- 6 What's your name?
- 7 What sports do you like doing?
- 8 How many legs have chickens got?
- 9 Let's buy a burger!
- 10 Can you touch your toes?
- 11 Is this your new lamp?
- 12 Who's that?

- a Yes, I do.
- b My name's Anna.
- c Two.
- d Yes, he has.
- e Yes, I can.
- f They're in the bookcase.
- g I like playing baseball.
- h It's my friend, Misty.
- i My hobby is painting.
- j Yes, it is.
- k No, she doesn't.
- l Good idea.

**3** Play the question game.

Do you like monkeys? Yes, I do.

1 Listen and imagine. Then draw your picture.



2 Show your picture to your partners. Then ask and answer.

This is my fair. There are lots of people. You can eat a burger, drink lemonade or ride a roller coaster. Do you like it?



It looks fun. I'd like to eat a burger.

1

Make a poster. **Think!**

# Holiday activities

- a Choose your favourite holiday activities and find pictures.



- b Stick the pictures on a big piece of paper.



- c What are your favourite holiday activities? Write on your poster.



2

Talk about your poster.

I like riding a roller coaster.

# Revision 2 (units 4-7)

1 Look at the pictures and write the words.

bus car lorry ~~scooter~~ bikes helicopter



- 1 Where's the pink scooter ?  
It's in front of the blue bus.
- 2 The \_\_\_\_\_ is in front of the green car.
- 3 The lorry is behind the yellow \_\_\_\_\_ .
- 4 There's an orange \_\_\_\_\_ behind the green car.
- 5 Where's the red car?  
It's behind the two \_\_\_\_\_ .

2 Pair work. Talk to your partner about the picture in Activity 1.

There's a pink scooter ...

3 Draw your own picture. Tell your partner about it.

There is a plane. It's big and purple.

There is a helicopter behind the plane.

4

Look and write.



1 goat



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

5

Look at the animals in Activity 4. Read and number.

- a It's got two short legs.
- b It's small. It's got a long pink tail.
- c It's big and beautiful. We ride this animal.
- d It's big and brown. It gives milk.
- e It's white. It's got a short tail. It gives milk.

3

6

Play a guessing game with your partner.

It's black and white. It's got four legs.

Yes, that's right.

A sheep?

**7** Look, match and write the words. Then listen and check.

1	eat a		_____
2	win a		<u>burger</u>
3	ride a		_____
4	drink		_____
5	throw a		_____
6	ride a		_____

**8** Read and match.

1	What would you like to do?	a	They've got four legs.
2	What's your hobby?	b	I'd like to ride a roller coaster.
3	How many legs have cows got?	c	My hobby is playing tennis.
4	Has she got a big mouth?	d	Yes, I do. They're my favourite animals.
5	Do you like monkeys?	e	No, she hasn't.

**9** Pair work. Look at Activity 5 and act out with your partner.

What's your hobby?      My hobby is ...

10 Write the words in the table.

difficult ~~fun~~ easy boring

😊	☹️
fun	

11 Look and write sentences with the words in Activity 10.



1 Playing volleyball is fun.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

12 Let's practise.

# Term test 2

1 Listen and circle the correct pictures. (6 points)

<p>1</p> <p>a </p> <p>b </p>	<p>2</p> <p>a </p> <p>b </p>
<p>3</p> <p>a </p> <p>b </p>	<p>4</p> <p>a </p> <p>b </p>
<p>5</p> <p>a </p> <p>b </p>	<p>6</p> <p>a </p> <p>b </p>

2 Look, unscramble and write the words. (6 points)

<p>1</p>  <p>nntesi</p> <p>_____</p>	<p>2</p>  <p>ckhoye</p> <p>_____</p>
<p>3</p>  <p>llbasbea</p> <p>_____</p>	<p>4</p>  <p>vllobllaey</p> <p>_____</p>
<p>5</p>  <p>lbfaloto</p> <p>_____</p>	<p>6</p>  <p>batbaskell</p> <p>_____</p>

**3** Order the questions. (8 points)

1 many / How / have / legs / horses / got / ?

---

2 sport / What / do / doing / like / you / ?

---

3 your / is / What / hobby / ?

---

4 like / you / Do / roller coasters / ?

---



**4** Match the questions in Activity 3 with the answers. (4 points)

a My hobby is playing tennis.

b I love roller coasters.

c Horses have got four legs.

d I like playing basketball.

**5** Write the missing words. (3 points)

1 \_\_\_\_\_ football is fun. It's my hobby.

2 I'd like to \_\_\_\_\_ a roller coaster.

3 A chicken has got \_\_\_\_\_ legs.

**6** Listen and write the words. (3 points)

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Halloween

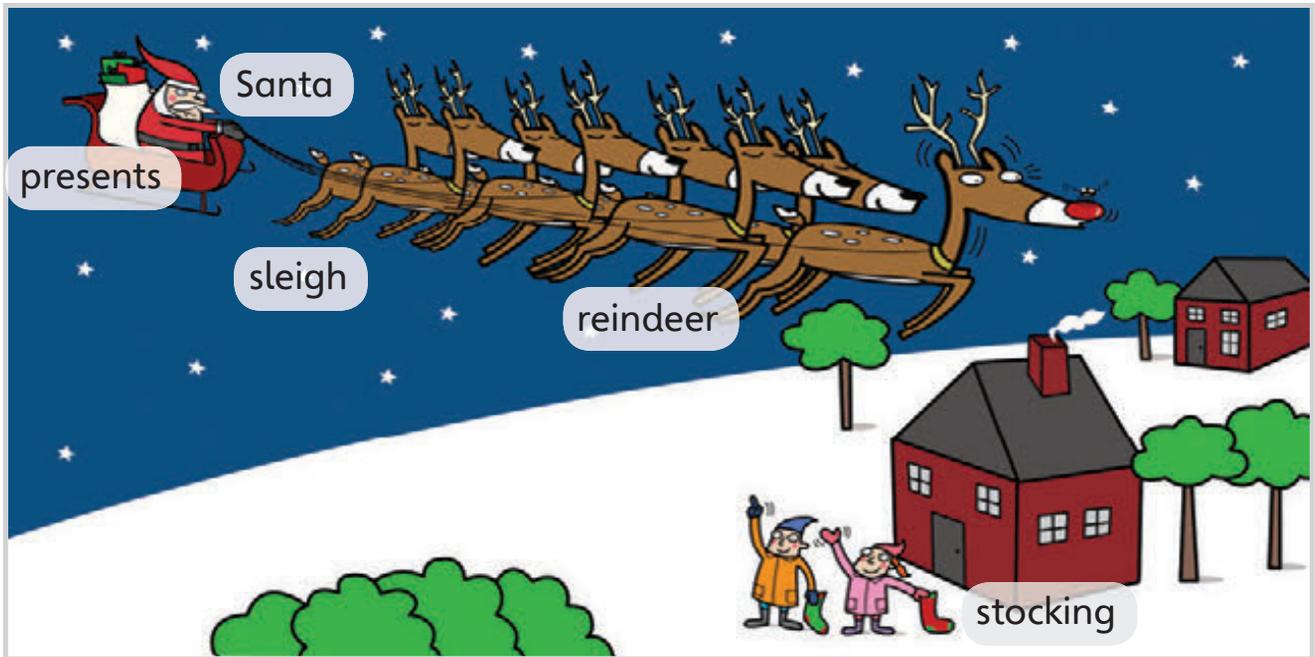
1 Listen, point and number.



2 Listen and chant.

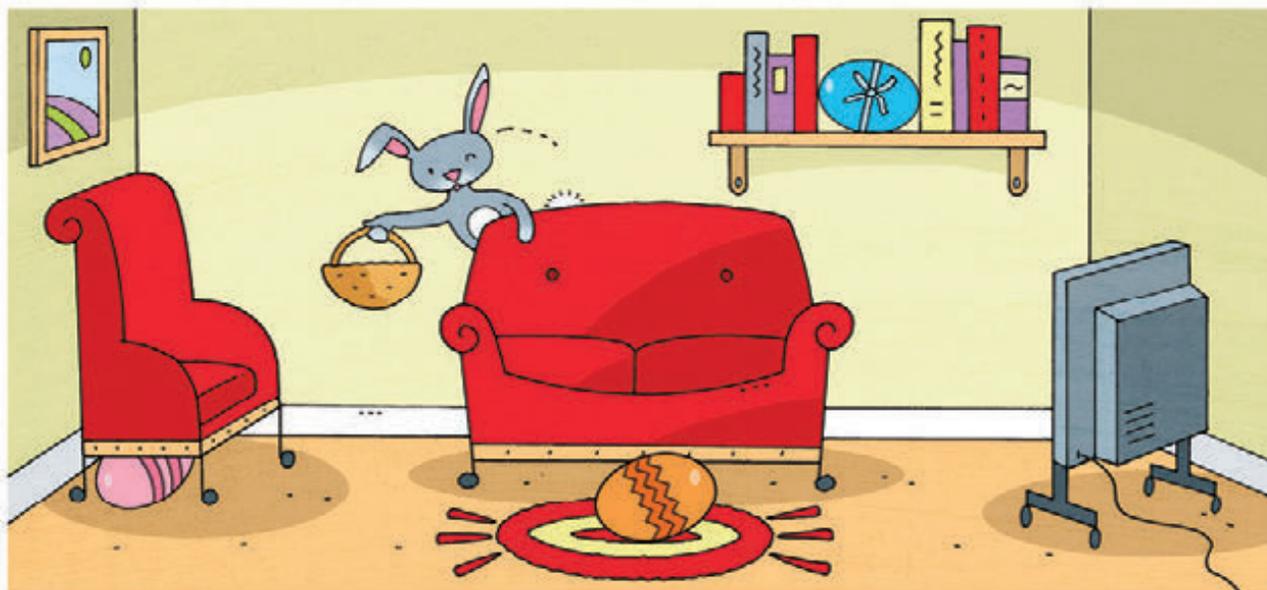
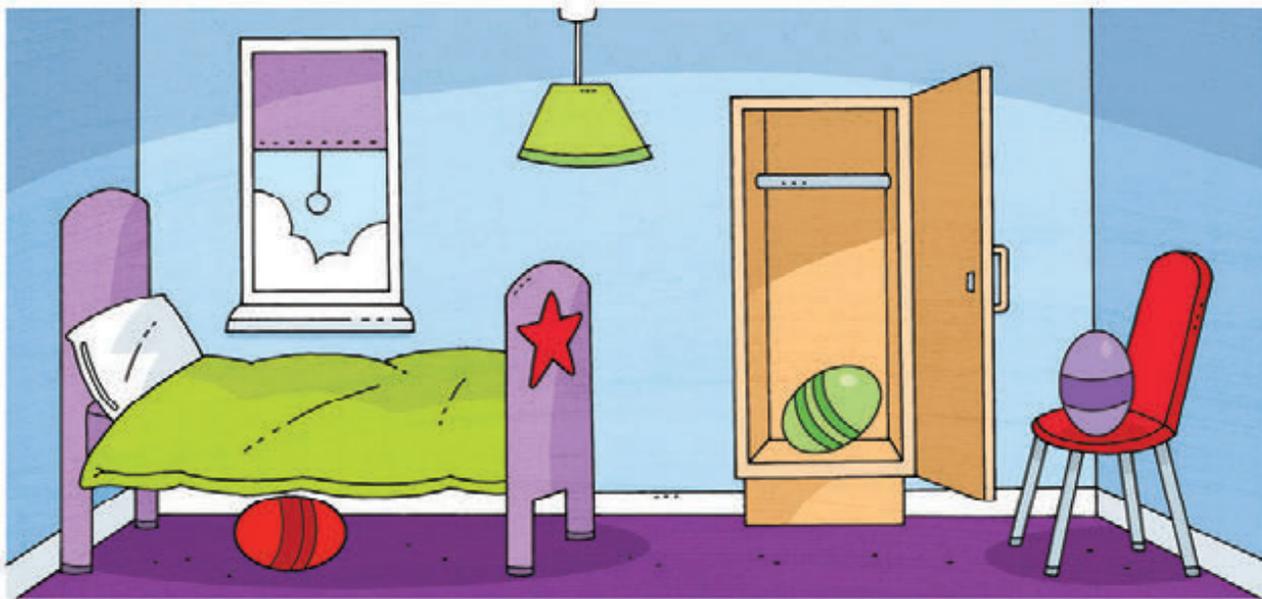
# Christmas

1 Listen and point.



2 Listen and chant.

1 Listen and point. Then ask and answer.



Where's the pink egg?

It's under ...

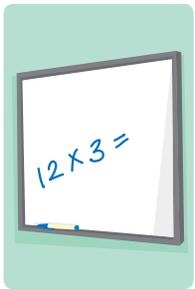
2 Listen and chant.

# Picture dictionary

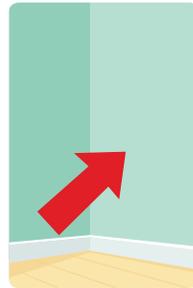
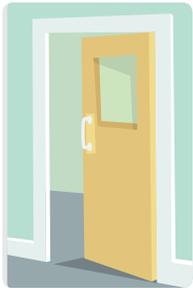
# Back to School

1 Look and write.

floor wall bookcase clock window  
cupboard ~~board~~ chair door



board



# 1

# The Zoo

1 Look and write.

zebra ~~bear~~ crocodile snake  
hippo parrot tiger monkey



bear



# 2

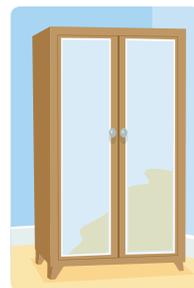
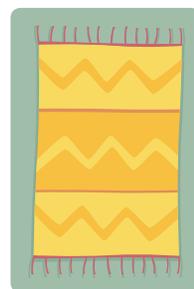
# My Bedroom

1 Look and write.

sofa mirror bed mat wardrobe  
~~armchair~~ table lamp



*armchair* \_\_\_\_\_



# 3

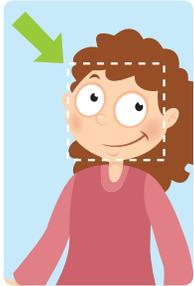
# Come to My Party!

1 Look and write.

nose glasses eyes face hair  
mouth ~~smile~~ ears



smile



# Off We Go!

1 Look and write.

taxi bus motorbike ~~boat~~ scooter  
skateboard helicopter lorry



boat



# 5

# Sports Club

1 Look and write.

~~basketball~~ football hockey badminton  
table tennis volleyball tennis baseball



*basketball*

---



# In the Countryside

1

Look and write.

chicken goat horse mouse  
tail child cow sheep rabbit

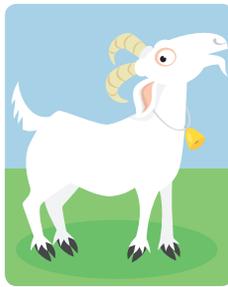


horse

---



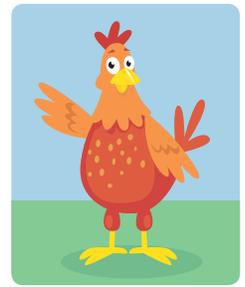
---



---



---



---



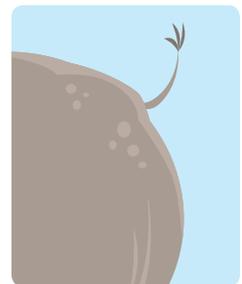
---



---



---



---

# 7

# Amusement Park

1 Look and write.

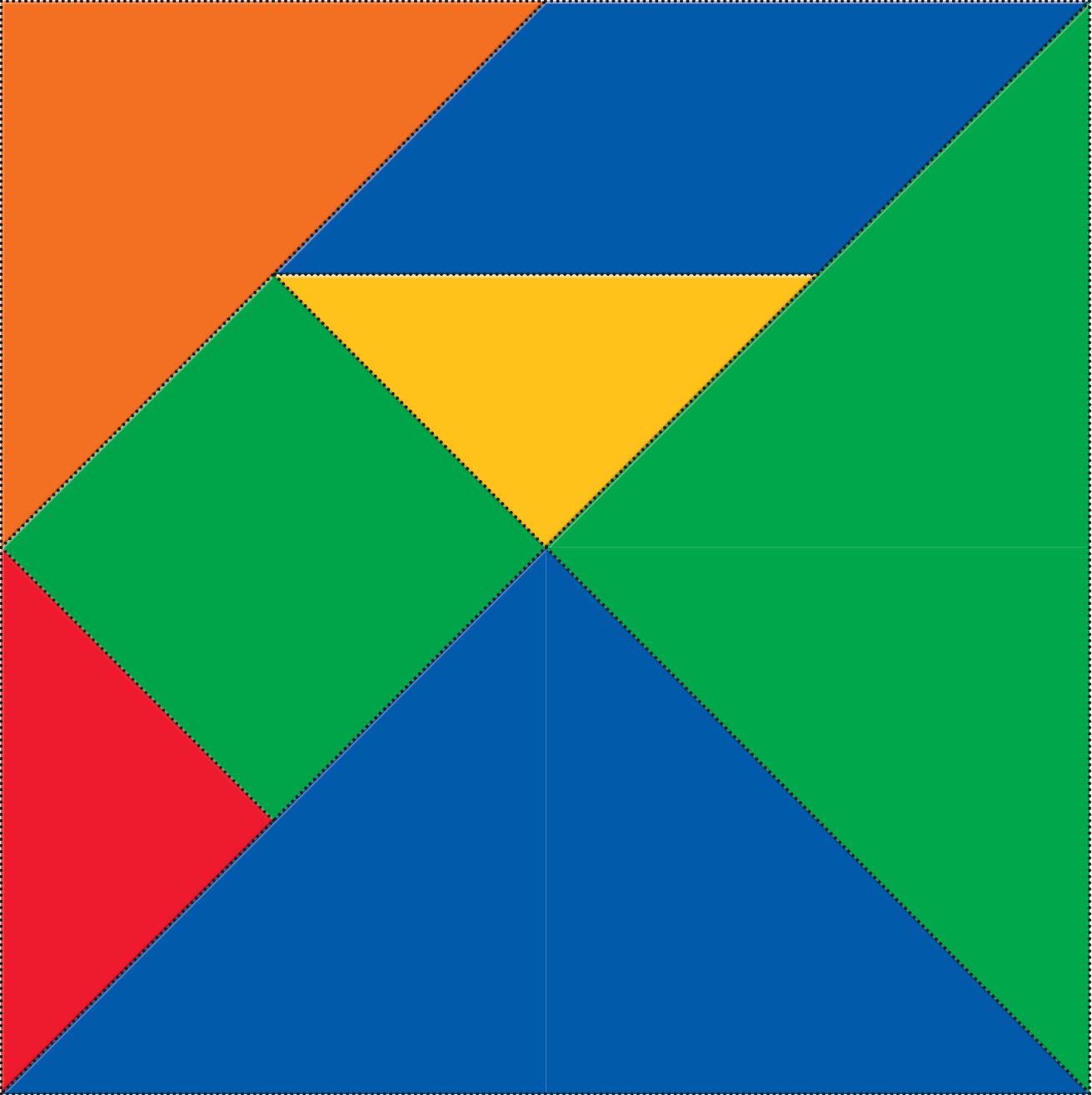
~~eat a burger~~ ride a roller coaster throw a ball  
drink a lemonade buy chips win a prize ride a horse



*eat a burger* \_\_\_\_\_

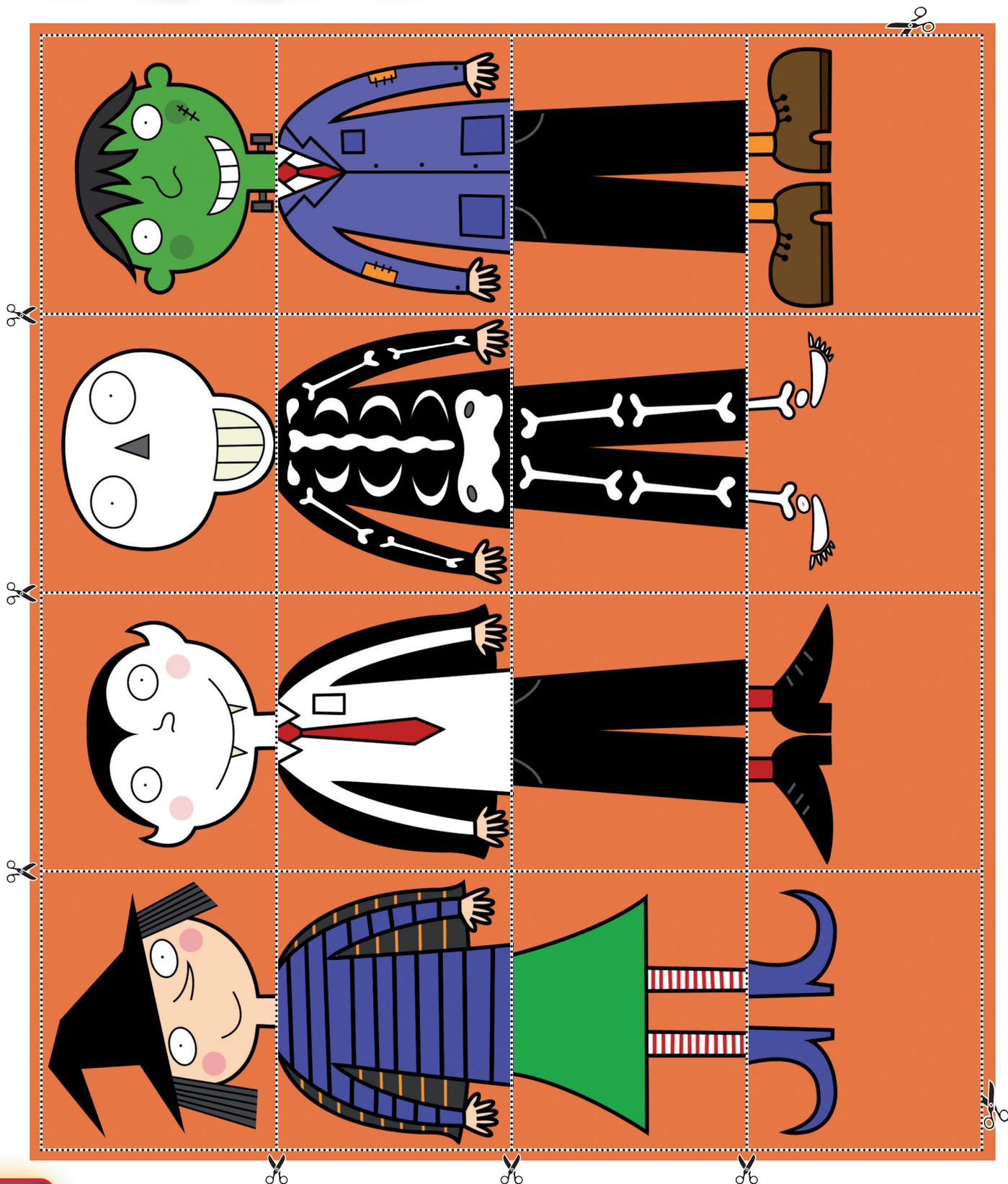


# Photocopiable activities



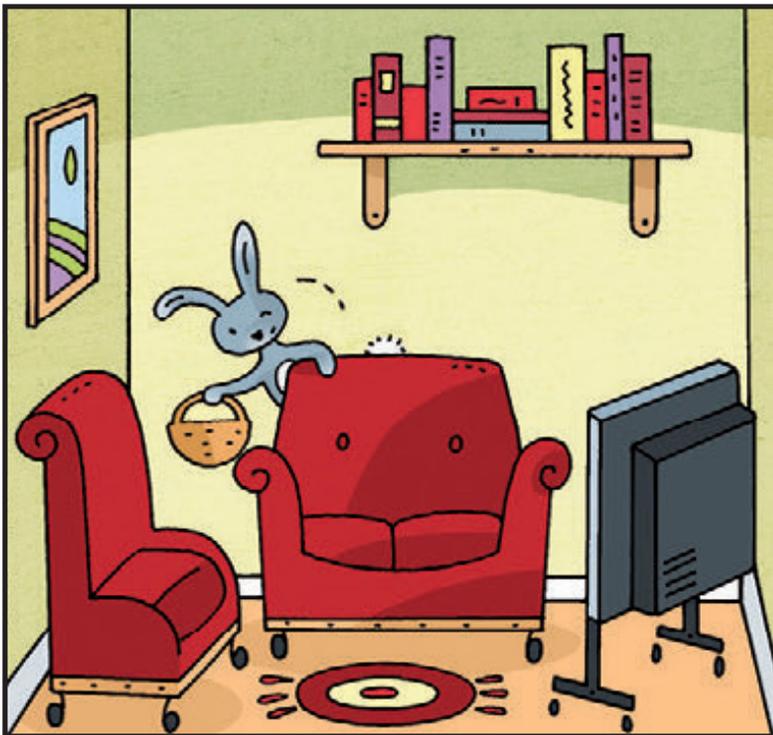
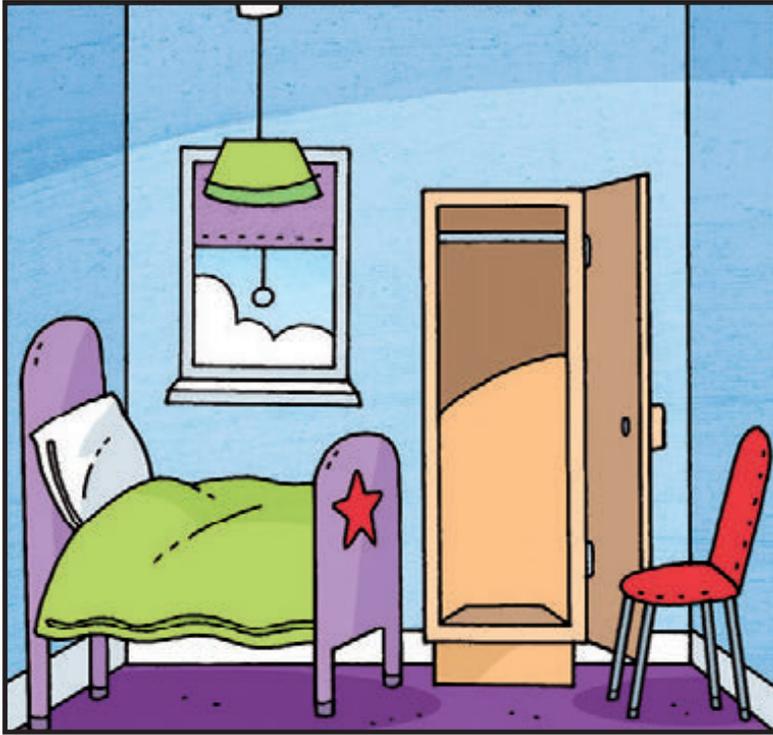
# Halloween

PHOTOCOPIABLE PAGE



# Easter

PHOTOCOPIABLE PAGE



# Audio Scripts

## Back to School Unit

### Activity 2, page 8

Touch the window,  
Touch the door,  
Touch the cupboard,  
Touch the floor.  
Touch the bookcase,  
Touch the wall,  
Touch the board,  
And that is all!

### Activity 1, page 10

A, B, C, D, E, F, G  
H, I, J, K, L, M, N  
O, P, Q, R, S  
Yes, yes, yes...  
T, U, V, W, X, Y, Z  
The alphabet,  
The alphabet.

## Unit 1

### Activity 2, page 18

Come on, let's go to the zoo!  
Come on, let's go to the zoo!  
Hippo, zebra, monkey, bear,  
Parrot, tiger, they're all are there,  
Come on, let's go to the zoo!  
It's fun for me and you.

### Activity 1, page 20

The zebra likes sausages,  
He doesn't like peas.  
Some carrots and sausages,  
For the zebra, please.

Peas, peas, lovely peas.  
Someone come and eat them,  
My lovely peas.

The hippo likes bananas,  
She doesn't like peas.  
Some apples and bananas,  
For the hippo, please.

Peas, peas, lovely peas...

The parrot likes sandwiches,  
He doesn't like peas.  
Some pizza and sandwiches,  
For the parrot, please.

Peas, peas, lovely peas...

## Unit 2

### Activity 2, page 28

What a mess!  
What a mess!  
What a mess!  
Please tidy up your room.

There's a schoolbag on the floor,  
The jeans are in the armchair.  
The T-shirt's on the lamp,  
There's a plane under the bed.

There are pencils on the mat,  
There's a ball on the table.  
There's a book on the wardrobe,  
And a sock on the clock.

Your cap's on the mirror,  
Your train's on the sofa.  
And where's the other sock?  
In the chair, over there!

What a mess! ...

### Activity 1, page 30

Little Timothy McKane  
Is a real pain.  
His mum is in a shop with him.  
Please stop it, stop it, Tim!

Do you like this sofa, Tim?  
No, I don't. It's awful, Mum,  
But that sofa over there,  
Is beautiful, I swear!

Do you like these armchairs, Tim?  
No, I don't they're awful, Mum,  
But those armchairs over there,  
Are beautiful, beautiful I swear!

Do you like this table, Tim?  
No, I don't. It's awful, Mum,  
But that table over there,  
Is beautiful, I swear!

Do you like this sofa, Tim?...

Little Timothy McKane...

## Unit 3

### Activity 2, page 38

Her hair is brown,  
It's brown, so brown.  
Her nose is small,  
It's small, so small.  
Her eyes are blue,  
They're blue, so blue.  
Do you know her name?  
I do. It's Sue.

His face is pink,  
It's pink, so pink.  
His eyes are green,  
They're green, so green.  
His hair is black,  
It's black, so black.

Do you know his name?  
Oh, yes. It's Jack.

### Activity 1, page 40

Who's that man over there?  
He's got white hair.  
He's got a guitar,  
And sings like a star ...

That man is my grandpa,  
The best in the world.  
He knows a lot of songs,  
I like to sing with him ...

Who's that woman over there?  
She's got grey hair?  
She's got short hair,  
She's in the rocking chair ...

That woman is my grandma,  
She's happy and she's great.  
And I'm her best friend,  
Although I'm only eight.

## Unit 4

### Activity 2, page 54

Jump on a scooter,  
Jump on a bus,  
Jump on a motorbike  
And come with us.

Jump on a plane,  
Jump on a boat,  
Jump on a skateboard  
And off we go.

Jump in a helicopter,  
Jump in a car,  
Jump on a bike.  
Are we going far?

Jump in a taxi,  
Jump on a train,  
Jump in a lorry.  
Let's go again!

### Activity 1, page 56

It's a big wide world out there,  
And there's a lot to see.  
Let's fly around the world,  
Why don't you fly with me?

I'm on my big blue plane  
And you can come with me.  
Come on! Let's go! We're off  
again.

We've got a lot to see.

I'm in my small green car  
And you can come with me.  
It can take us very far,  
We're off to see the sea.

I'm on my long red train  
And you can come with me.  
It's fast just like a rocket,  
Let's see what we can see!

## Unit 5

### Activity 2, page 64

Football, basketball,  
Lots of sports to do.  
Tennis, badminton,  
Let's do it - me and you.

Let's join a club today.  
Let's join a club, hurray!

Baseball and table tennis,  
Lots of sports to do.  
Hockey, volleyball,  
Let's do it - me and you.

Let's join a club today.  
Let's join a club, hurray!

### Activity 1, page 66

Playing tennis is great fun,  
It's fun for everyone.  
So come on, everyone,  
Come and join the fun!

Flying kites is easy,  
Easy for you and me.  
So come on and fly with me,  
Oh, come on, it's so easy!

Singing songs is great fun,  
It's fun for everyone.  
So come on, everyone,  
Come and join the fun!

Painting pictures is easy,  
Easy for you and me.  
So come and paint with me,  
Oh, come on, it's so easy!

Come and join the fun!

## Unit 6

### Activity 2, page 74

Listen - baaah - a sheep.  
Listen - cluck - a chicken.  
Listen - moo - a cow.  
Listen - nomnomnom - a rabbit.  
Listen - neigh - a horse.  
Listen - nanny - a goat.  
Listen - squeak - a mouse.  
Ahhhh, it's in the house!

### Activity 1, page 76

Let's do the animal boogie, neigh,  
Let's do the animal boogie,  
squeak,  
Let's do the animal boogie, baa,  
Let's do the animal boogie, moo.

Come and sing with me,  
And dance with me,  
The animal boogie  
For you and me!

I like horses, horses are nice,  
Neigh, neigh, neigh,  
I like mice, mice are nice,  
Squeak, squeak, squeak.  
I like sheep, oh sheep are nice,

Baa, baa, baa.  
I like cows, oh cows are nice,  
Moo, moo, moo.

Come with me, ...

## Unit 7

### Activity 2, page 84

Eat a burger, throw a ball,  
Win a prize, that's not all.  
Buy some chips, drink lemonade,  
Ride a horse. Oh, this is great.  
Roller coaster, everyone,  
At the fair. Let's have some fun!

### Activity 1, page 86

I'd like to ride on a roller coaster,  
Ride it way up high,

And hold my hands above my  
head  
And feel them touch the sky.

I'd like to drink some lemonade,  
Eat chips and a burger too.  
I'd like to do all of these things  
And do them all with you.

Come with me and hold my hand,  
There's fun - fun everywhere,  
There's lots to do and lots to see,  
It's great here at the fair.

I'd like to throw a yellow ball  
And win a nice big prize,  
I'd like to win the doll  
For you - a big surprise!

Come with me and hold my hand, ...

# Thanks and acknowledgements

## Authors' thanks

We would like to thank a number of people whose contributions proved invaluable at various stages of the planning, writing and production process of *Comunicare în limba modernă I. Engleză. Clasa a II-a*.

Many thanks go to our editorial team – Pablo Fernández de Córdoba, Flavia Lamborghini, Emma Stubbs and Julieta Hernández – for being such a wonderful team, for their enthusiasm, their dedication to the project, their hard work and their fabulous *can-do* spirit.

A special thank you goes to Esteban García, our Production Controller.

We would like to thank Jeannine Bogaard, Publishing Manager;

Angus Oliver, Director,

Cambridge University Press Iberia; Frances Lowndes, Global Publishing Director and John Tuttle, Deputy Managing Director, ELT, at Cambridge University Press for making this project possible. Thank you all most warmly for your support and encouragement.

Herbert Puchta    Günter Gerngross    Peter Lewis-Jones

## The publishers are grateful to the following contributors:

Victoria Bewick: freelance writer

Oliver Design: concept design

Bloobery Design Ltd: book design and page make-up

Chefer and Abel Gantoff Sosa: cover design

Hilary Fletcher and Helen Bartlett: picture research

John Green and Tim Woolf, TEFL tapes: Bendito Sonido: audio recordings

Robert Lee and TEFL tapes: song writing

Trípode Fotografía and Stephen Bond: commissioned photos

## Special thanks to Kay Bentley and Robert Quinn for their contribution in the development of the CLIL sections.

## Special thanks to Karen Elliot for developing and writing the phonics material.

## The publishers and authors would like to thank the following consultants:

Lucy Frino, Pippa Mayfi eld, Susannah Reed, Hilary Ratcliff, Melanie Williams

## The publishers and authors are grateful to the following teachers that took part in class observation and interviews

Florentina Benito, Pilar Blanco, Isabel Caballero, Manuela Cabeza, María Dolores Clemente, Almudena Cortés, María Enrile, Luisa Fernanda Fernández, Mary Finbow, Dolores García, Irene García, María Elena García, Alicia Gil, Pablo Giménez, Paz Gómez, Carlota González, Carolina Jiménez, Gema Hernández, Yolanda Ibáñez, Teresa Ivars, Carlos López, Carolina Montes, Rut Pérez, Beatriz Rey, Sergio Rodríguez, Ángela Romero, Virginia Rubio, Eva Ruiz, Francisca Sánchez, Luis Sierra, Pedro Tielve, Javier Toledo, Guiomar Yagüe, Marta Zahira

## The publishers are grateful to the following illustrators:

Andy Parker; Clive Goodyer (Beehive); Andrew Hennessey; David Semple; Chris Lensch (Sylvie Poggio); Bernice Lum; Anna Hancock (Beehive); Marek Jagucki; Ben Hasler (NB Illustration); Red Jelly; Katy Jackson (Bright); Graham Kennedy

## The publishers are grateful to the following children for their contribution:

Lucía Aguirregomezcorta Platero, Beltrán Burriel López, Rubén Gallego Guillén, Lola Lozano Sierra, Héctor Massa Sánchez

## The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom, b/g = background

p. 15 (computer): Dreamstime/© Juliengrondin, (pencil): Dreamstime/© Showvector; (school): Shutterstock/© yusufdemirci, (book, workbook,

rubber, ruler, pen, school bag): Dreamstime/ © Olga Bortiakova, (pencil case): Dreamstime/ © Yulia Ryabokon; p. 19 (l): Shutterstock/© Provasilich; p. 19 (cl): Shutterstock/© Yellowjjs; p. 19 (cr): Shutterstock/© Ivonne Wierink; p. 19 (r): iStock/© Riverlim; p. 26 (tr): Shutterstock/© Sviecia; p. 34 (tr): Alamy/© Louise Murray; p. 34 (cl): Corbis/© Image Source; p. 34 (ccl): Photolibrary.com/© Still Pictures/Chris James; p. 34 (ccr): Shutterstock/© Barbro Bergfeldt; p. 34 (cr): Alamy/ © vario images GmbH&CoKG; p. 34 (bl): Alamy/© Esa Hiltula; p. 34 (bcl): PhotoLibrary.com/© Peter Arnold Images/ James L Amos; p. 34 (bcr): Shutterstock/ © Rafa Irusta; p. 34 (br): Alamy/© Louise Murray; p. 36 (br): Alamy/© Louise Murray; p. 36 (bl): Alamy/© Esa Hiltula; p. 37 (old armchair): Shutterstock/© Arttabula; p. 37 (new armchair): Shutterstock/© HappyPictures; p. 37 (fruit basket): Shutterstock/© VectorShow; p. 37 (vegetable basket): Shutterstock/© Viktoria Yams; p. 37 (newspaper): Shutterstock/© tan4ikk, (jar, bottle): iStock/© mm88, (wire) Thinkstock/© iStock, (box) Shutterstock/ © titelio, (can) Shutterstock/© prism68; p. 48 (tc): Dreamstime/© Larysa Amosova; p. 49 (tc): Dreamstime/© Tartilastock; p. 49 (3. school objects): Dreamstime/© Olga Bortiakova, Dreamstime/ © Yulia Ryabokon; p. 50 (bl): Shutterstock/© Dominik Hladik; p. 50 (br): Shutterstock/© Kozhemyakin Artyom; p. 52 (zebra): Dreamstime/© Dragoneye, (tiger): Dreamstime/© Lerka555, (snake): Dreamstime/© Marcel De Grijjs, (parrot): Dreamstime/© Onizuka, (monkey): Dreamstime/© Oleg Dudko; p. 52 (2.1): Dreamstime/© Pichayasri, Dreamstime/© Evgeniy Zimin; p. 52 (2.2): Dreamstime/© Showvector; p. 52 (2.3): Dreamstime/© Ekaterina Vakhrameeva; p. 52 (2.4): Dreamstime/© Casejustin; p. 52 (2.5): Dreamstime/© Anastasiia Kuznetsova; p. 52 (2.6): Dreamstime/© Eugene78; p. 53 (3.1): Dreamstime/© Blue Ring Education Pte Ltd; p. 53 (3.2): Dreamstime/© Adempercem; p. 53 (3.3): Dreamstime/© Eestingnef; p. 53 (3.4): Dreamstime/© Amphetamine500mg; p. 53 (3.5): Dreamstime/© Igor Zakharevich; p. 53 (3.6): Dreamstime/© Rita Tenaglia; p. 53 (3.7): Dreamstime/© Nemida; p. 53 (3.8): Dreamstime/© Snipergraphics; p. 53 (br): Dreamstime/© Drawkman; p. 55 (tl): Dreamstime/© Igor Zakharevich; p. 55 (tr): Shutterstock/© Lytvynova Alina; p. 57 (tl): Shutterstock/© aapsky; p. 57 (tr): Shutterstock/© Serjio74; p. 57 (bl): Shutterstock/© Stuart Monk; p. 57 (br): Shutterstock/© Serjio74; p. 60 (tl, tc, tr, bl, bc, br): Shutterstock/© the8monkey; p. 61 (tl, tr, cl, cr, bl, br): Shutterstock/© GoodStudio; p. 62 (tl): Shutterstock/© Photoography; p. 62 (tr): Shutterstock/© Dmitry Rukhlenko; p. 63 (long, short): Dreamstime/© Blueringmedia; p.63 (tall, short): Dreamstime/© Blueringmedia; p. 63 (dogs): Shutterstock/© Lorelyn Medina; p. 63 (in front of, behind): Dreamstime/© © Blueringmedia; p. 65 (cl): Thinkstock/© Hemera Technologies; p. 65 (cc): Shutterstock/© D Waljaw; p. 65 (cr): Shutterstock/© Terekhov Igor; p. 65 (bl): iStock/ © Elemental Imaging; p. 65 (bc): iStock/© MarsBars; p. 65 (br): Shutterstock/© Aaron Amat; p. 80 (tl): Dreamstime/© Chernetskaya; p. 80 (tcl): Dreamstime/© Alexstar; p. 80 (tr): Dreamstime/© Anton Ignatenco; p. 80 (tr): Dreamstime/© Vinnich; p. 80 (bl): Dreamstime/© Tony Bosse; p. 80 (bcl): Dreamstime/© Valentin Tulea; p. 80 (bcr): Dreamstime/© Paul Murphy; p. 80 (br): Dreamstime/© Irabel8; p. 81 (tc): Dreamstime/© Decade3d; p. 81 (tr): Shutterstock/© Sebastian Kaulitzki; p. 81 (2a): Shutterstock/© LauriPatterson; p. 81 (2b): Shutterstock/© wavebreakmedia; p. 81 (2e): Shutterstock/© Pixel-Shot; p. 81 (2f): Shutterstock/© Moonborne; p. 82 (1.2a, 1.2b): Shutterstock/© Macrovector; p. 82 (1.3a, 1.3b): Shutterstock/© pic0bird; p. 82 (1.4a, 1.4b): Shutterstock/© BlueRingMedia, Shutterstock/© Spreadthesign; p. 83 (br): Shutterstock/© Sebastian Kaulitzki; p. 94 (tc): Dreamstime/© Artitcom; p. 95 (4.1, 4.2, 4.3, 4.4, 4.5, 4.6): Dreamstime/© Alexei Stovba; p. 96 (roller coaster): Dreamstime/© Pavel Naumov; p. 96 (burger): Dreamstime/© Anatolii Riabokon; p. 96 (lemonade): Dreamstime/© Voronkov100; p. 96 (tennis ball): Dreamstime/© Bunga Mustia; p. 96 (horse): Dreamstime/© Zdenat5; p. 96 (trophy): Dreamstime/© Vector Moon; p. 97 (11.1, 11.2, 11.3, 11.4, 11.5): Dreamstime/© Macrovector; p. 98 (1.1a, 1.1b): Shutterstock/© mything; p. 98 (1.2a, 1.2b, 1.4a, 1.4b): Shutterstock/© Volha Shaukavets; p. 98 (1.6a, 1.6b): Dreamstime/© Macrovector; p. 99 (sports equipment): Dreamstime/© Macrovector; p. 99 (roller coaster): Dreamstime/© Pavel Naumov.

We are unable to trace the copyright holders of the photographs that appear on pages 26 (background), 34–35 (background) and 62 (background).



Programa școlară poate fi accesată la adresa: <http://programe.ise.ro/>

