



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2019-2020

Bridge to Success

Learner's Book - EN 1.2

Book **2**



Grade
02

Bridge to Success

مبنى ليلى بنت محمد

مكتبة **book**

الرياض - ١١٤١

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Grade 2 Learner's Book

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Welcome to *Bridge to Success*

Bridge to Success is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

Bridge to Success Grade 2 consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.









The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

In addition to this Learner's Book, the accompanying Activity Book provides additional support, reinforcement and practice. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Learner's Book:

-  pre-recorded listening activity
-  pre-recorded chant and class chanting activity
-  pairwork or small group speaking activity (not mediated by teacher)
-  write in notebook activity
-  linking activity in Activity Book
-  cross-curricular maths activity
-  cross-curricular science activity
-  links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

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The alphabet

2

Aa



apple

Bb



book

Cc



cat

Dd



duck

Ii



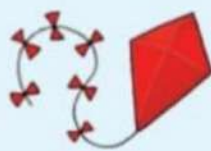
insect

Jj



jacket

Kk



kite

Ll



leaf

Qq



queen

Rr



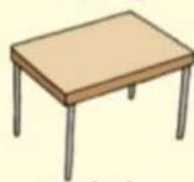
rain

Ss



sun

Tt



table

Yy



yellow

Zz



zoo

6

Ee



egg

Ff



fish

Gg



goat

Hh



hand

Mm



mouth

Nn

9

nine

Oo



octopus

Pp



pencil

Uu



umbrella

Vv



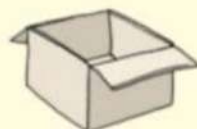
van

Ww







window

Xx



box

Numbers 1-10

one	1				
two	2				
three	3				
four	4				
five	5				
six	6				
seven	7				
eight	8				
nine	9				
ten	10				

Colours

	red
	yellow
	green
	blue
	purple
	orange
	black
	white
	brown
	pink



Wonderful water

Lesson 1 Think about it Why is water important?

- 122 **1** 21st Read and listen
Then join in.

Rainy day

Rain on the green grass.
Rain on the tree.
Rain on the houses
But not on me!



- 123 **2** What can you see?

It's a rainy day. The teacher and a girl are looking out of the window. Listen and point to the things they talk about.

Lesson 2 New words

124 1 Topic vocabulary

Listen, point and say.



cloudy



windy



rainy



sunny



snowy



hot



cold

2 21st Word wall

Make a weather word wall. Draw a picture or write a word, then stick it on the wall.

What's the weather like?

It's sunny!

What is the weather like today?

It's



sunny



snowy

3 What's the weather like?

Look at the picture and sentence. What word is missing?

Say the whole sentence.

It is hot
and ___.



It is cold
and ___.



Lesson 3 New words

125 1 🗨️ Days of the week

Listen to the chant. Join in and act out the words.



Sunday



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

Writing tip

Days of the week start with a capital letter.

Sunday

Wednesday

126 2 Myriam's week

Read and listen. What does Myriam do each day?



Myriam lives in a small village in Peru. It is very cold and snowy in the mountains. She walks to school every day.



She cooks dinner with her mother.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



She visits her grandma.



She goes to the market with her mother to buy fruit and vegetables.



She watches TV and eats popcorn.



She plays with her baby sister.



She goes to the playground and slides down the slide.




She knits a scarf.

Lesson 4 Find out more

127 1 Listen and read

Listen to Ahmad talk about the weather.

Today is
Wednesday
It is
snowy and windy

Yesterday was
Tuesday
It was
rainy and cold

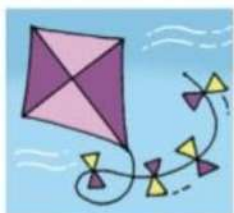



2 What was the weather like?

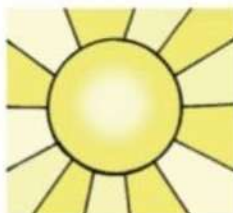
Look at the calendar and talk with a partner.



Sunday



Monday



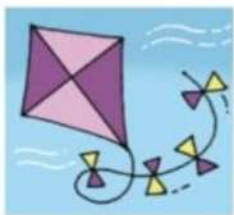
Tuesday



Wednesday



Thursday



Friday



Saturday

What was the weather like on Wednesday?

It was cold on Wednesday.

Lesson 5 New words

128 1 Months of the year

Listen, point and say.



129 2 What's missing?

Listen and say the missing word.

In ... it's cold!

In ... it rains!

In ... I fly kites!

In ... I swim in the sea!

In ... I play in the park!

In ... I finish school!

In ... I go on holiday!

In ... it's very hot!

In ... I go back to school.

In ... I fish in the sea!

In ... I look at the flowers!

In ... I celebrate National Day!

January	February	March
April	May	June
July	August	September
October	November	December

3 21st What do you do?

Talk to a partner about what you do each month.

Do you go on holiday in July?

Yes, I do.

No, I don't.

Lesson 6 My learning

130 1 Chant

Listen and say.

The weather

What's the weather like today?

Is it hot and sunny? I want to play outside.

Is it windy and rainy? Come under my umbrella, let's hide.

No, it's cold and snowy. I want to stay inside.



2 Make your own chant

What's the weather like today?

Is it _____ and _____? I want to _____.

Is it _____ and _____? _____.

No, it's _____ and _____. I want to _____.

Lesson 7 Find out more Facts about water

1 Before you read

- What do plants need to live and grow?
- What do animals need to live and grow?

131 2 Read and listen

We all need water
All living things need water.
Plants need water to grow.
Animals need water to drink.
People need water to drink, too.

Life without water
Water comes from rain and snow.
When there is no rain, the land
becomes dry and brown. Plants can't
grow. Animals and people don't
have water to drink.

Life with water
When rain comes, the land becomes
green again. Plants can grow again.
Animals and people have water to
drink again.

All living things need water.

3 Questions

- 1 Why do we need water?
- 2 What happens when there is no water?
- 3 What happens when it rains?



Lesson 8 Think about it

1 **21st** Animals that live in water

Which of these animals live in water?

Make a list with your class. What other animals live in water?



frog



crocodile



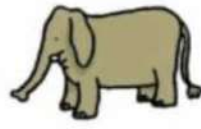
hen



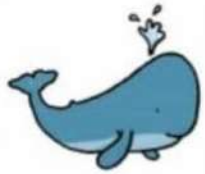
turtle



fish



elephant



whale

2 **Write about it**

Write about animals that live in water.

Choose three animals. Use the model below and fill in the missing words.

Many animals live in water.

Frogs live in water.

_____ live in water.

_____ live in water.

Writing tip

Remember that a sentence begins with a capital letter.

Most sentences end with a full stop.

3 Animals in the UAE

Look at the pictures. Where can you see these animals?

Read about the animals. Then talk about the other pictures.



oryx



This is a camel. Camels live on land. They are big.



desert fox



This is a sea cow. Sea cows live in the sea. They are big.



dolphin

Lesson 9 Think about it

1 How we use water

Look at the pictures.
Read the sentences.

We use water
to make soup.



We use water to
wash our hands.

Think of other things we do with water.

We use water to ____ .

132 2 Water, water, everywhere!

Listen and read. Then say.

Water, water, everywhere!

We use lots of water.

Water in the bathroom

Water to have a shower

Water to wash our hands

Water to brush our teeth

Water in the kitchen

Water to drink

Water to make soup

Water to make tea

Water in the house

Water to wash our clothes

Water to wash the car

Water for so much more.

We need lots of water!



3 21st Make a class book

Make a book called ***We use water in many ways.***

Write a sentence and draw a picture on each page.

Lesson 10 Letters and sounds Long a spellings ai and ay

133 1 Rain poem

Read and listen to the poem. Join in.
Look at the letters **ai** and **ay** in the words.
What sound do they make?
Find all the words with this sound.

Rain, rain, rain today
Come again every day
All the children love to play!



2 Mystery word

Look at the sentences. Some long **a** sounds are missing.
Can you guess the missing words?
Say the sentences.
Write the words:

- Write **ai** in the middle of a word.
- Write **ay** at the end of a word.



1 It's a r _ _ ny d _ _ .



2 Let's p _ _ nt a sn _ _ l.



3 Let's pl _ _ with the tr _ _ n.

Lesson 11 Read and listen

134 1 Phonics story

Read and listen. Listen again. Write the words with the long **a** sound.

Please stay and play

It's a rainy day. Little Snail is playing with the frogs and the ducks.



'Goodbye, Little Snail,' the little frogs say.

'Wait, wait! Don't go. Please stay and play!'

'Sorry, Little Snail. We need to go away!'



'Goodbye, Little Snail,' the white ducks say.

'Wait, wait! Don't go. Please stay and play!'

'Sorry, Little Snail. We need to go away!'

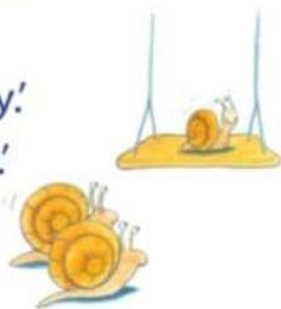


'Hello, Little Snail,' the big snails say.

'Hello, big snails! Please stay and play!'

'Sure, Little Snail. We can play all day!'

'Hooray!'



2 🗣️ Act it out

Who are the characters in the story? Make a list. Act out the story.

Lesson 12 My learning

135 1 We all need rain

Listen and read.



We all need rain

It's a rainy day.

Four frogs and three snails are playing in the rain.

The fish and the turtle live in the rainwater in the pond.

Two boys are playing with their train.

Father is using the rainwater to wash his car.

We need rainy days.

2 Questions and answers

Match the questions and answers.

- | | |
|--|-----------------------------|
| 1 What's the weather like? | a The frogs and the snails. |
| 2 How many snails are there? | b He is washing the car. |
| 3 What is Father doing? | c It's rainy. |
| 4 Who needs rain? | d We all need rain. |
| 5 Which animals are playing in the rain? | e There are three snails. |

3 21st Speaking

Answer the questions with a partner.

Does a hen need water?

Does a zebra live in a pond?

Does a whale live in the sea?

Yes, it does.

No, it doesn't.

Does a snail paint?

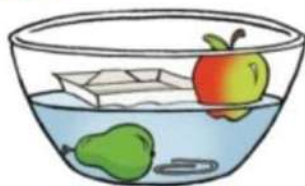
Does a plant need water?

Lesson 13 Use of English



Things that float

1 Does it float?

Some things float. Some things don't.
Look at the picture.



- 1 Does the apple float?
- 2 Does the paper clip float?
- 3 Does the pear float?
- 4 Does the paper boat float?

Does it float?	
Yes, it does.	No, it doesn't.
	

2 Let's find out

You need these things:

pencil



paper



elastic band



ruler



leaf



paper clip



Language tip

do + not = don't (I, you, we, they)
does + not = doesn't (he, she, it)

- 1 Look at each thing. Does it float? What do you think?

Does a pencil float?

Yes, I think so.

No, I don't think so.

- 2 Find out if you were right. Put each thing in a bowl of water.
Does it float?

3 Speaking

Say the sentences. Fill in the missing words.

1 The ____ floats.

2 The ____ doesn't float.

Lesson 14 Say a chant

136 1 🎵 Floating in a boat

Listen to the chant. Look at the picture and words.
Say the chant and do the actions.

Row, row, row your boat

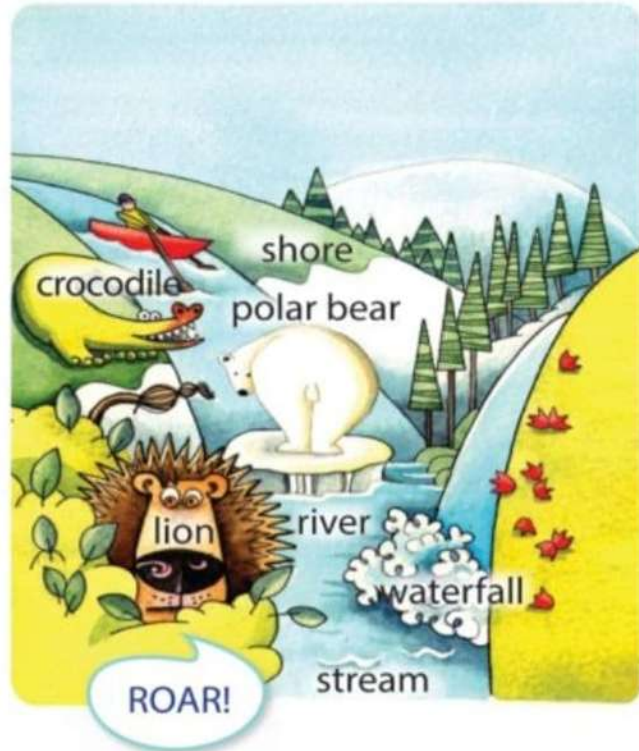
Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat,
Gently down the stream.
If you see a crocodile,
Don't forget to scream!

Row, row, row your boat,
Gently down the river.
If you see a polar bear,
Don't forget to shiver!

137 2 🗣️ Don't forget!

A girl and her mother are talking.
Listen. Practise the conversation
with your partner.



Don't forget
your boots!



Lesson 15 Read and answer

138 1 21st Before you read

Look at the characters in the play. How many are there?

Red Fish



Pink Fish



Blue Fish



Green Fish



Purple Fish



Yellow Fish



Dolphin



The fish with no name



The fish with no name



Hi! I live in the beautiful sea.

I need water to live. Everybody loves me
but I am sad because I have no name!
My friends can help me find a name.



Hello, Red Fish! Please help
me find a name.



You always smile. Happy Fish is
a nice name for you!



OK. Thank you, Red Fish.





There are two pink fish. Hello, Pink Fish!

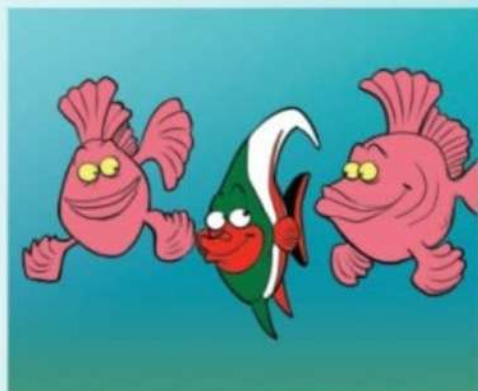
Please help me find a name.



You always help your friends.
So Helpful Fish is a nice
name for you!



OK. Thank you, Pink Fish.



There are three blue fish.

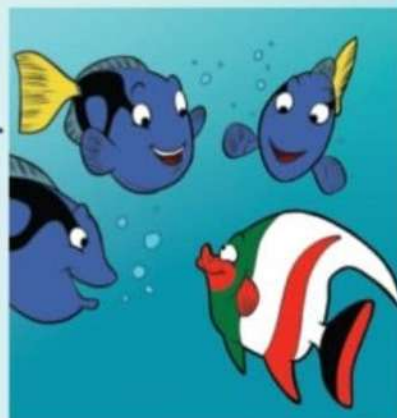
Hello! Please help me find a name.



You know many things. So Clever
Fish is a nice name for you!



OK. Thank you, Blue Fish.



There are four green fish.

Hello! Please help me find a name.



You listen carefully to others.
So Kind Fish is a nice name
for you!

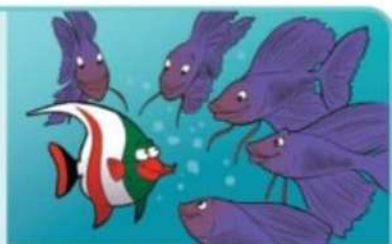


OK. Thank you, Green Fish.





There are five purple fish.
Hello! Please help me find a name.



You are always saying 'Thank you'.
So Polite Fish is a nice name for you!



OK. Thank you, Purple Fish.



There are six yellow fish.
Hello! Please help me find a name.



You always ask other fish to play.
So Friendly Fish is a nice name for you!



OK. Thank you, Yellow Fish.



Hello, Little Fish. Why are you sad?



Hello, Dolphin! I have no name. When I ask my friends,
they give me many names.

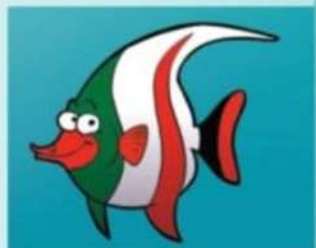


OK, so what do those many names make me think of?
Happy, helpful, clever, kind, polite, friendly.

I know! Now you are Emirati Fish!



Hooray! I have a name!
I'm Emirati Fish!



Adapted from the story *Emirati Fish* by Leah Amra and Nausheen Shafiq.

Lesson 16 Think about it

1 Describing people

Write the sentences using the words in the box.

happy helpful clever kind polite friendly

- 1 Five purple fish say the Emirati fish is _____.
- 2 Four green fish say the Emirati fish is _____.
- 3 Six yellow fish say the Emirati fish is _____.
- 4 Two pink fish say the Emirati fish is _____.
- 5 One red fish says the Emirati fish is _____.

139 2 Punctuation

Put punctuation in these sentences. Read them out loud.



I know__ Now you are Emirati Fish__



Hooray__ I have a name__
I'm Emirati Fish__

Speaking tip

Say **thank you** to be polite.
Thank you, Dad.
Thank you, Grandma.

Writing tip

You can finish a sentence with an exclamation mark. !
It can show that a character is surprised or excited.

3 Exclamation marks

Look at the story. Find sentences that end with an exclamation mark.
Read them aloud to your partner. Try to sound surprised or excited.

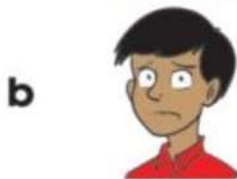
4 Act it out

Make puppets for the fish characters. Act out the play.

Lesson 17 My learning

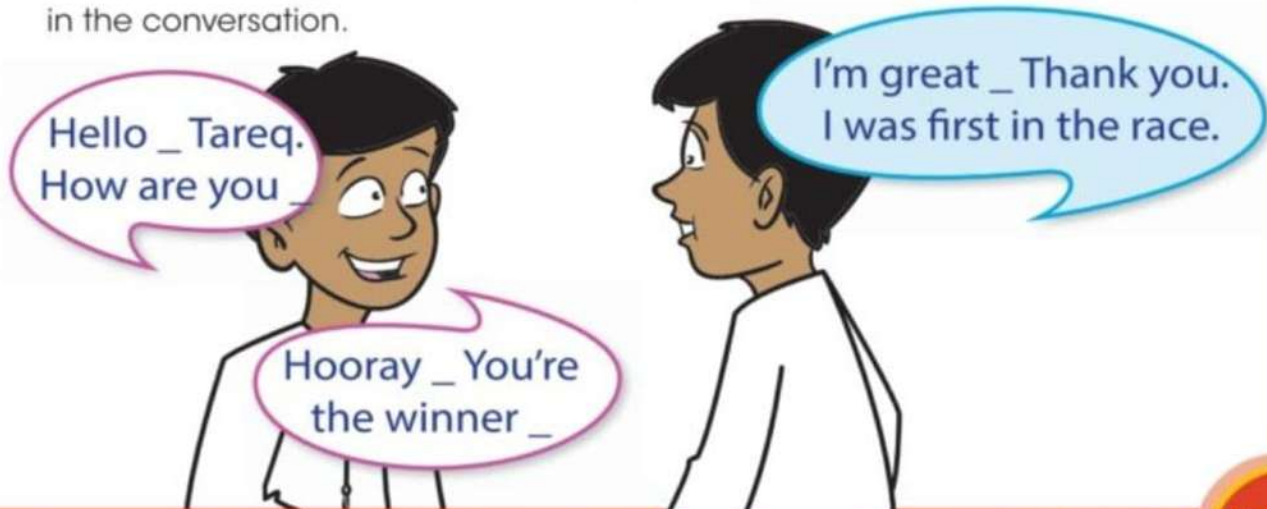
140 1 Which picture?

Listen and point to the correct picture.



2 Use correct punctuation

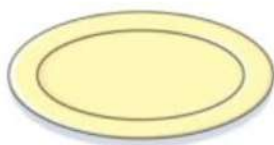
Write a comma (,), exclamation mark (!) or question mark (?) in the conversation.



Lesson 18 Letters and sounds Long a sound (ate and ake)

141 1 Listen and look

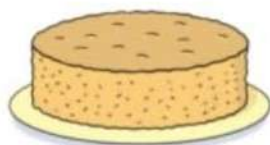
Listen to the long **a** sound. Say the words.



plate



date



cake



lake

142 2 Kate bakes a cake

Read and listen.

Kate lives in a house next to the lake.

It's a rainy day.

She wants to make a date cake.

Her father likes dates.

Her brother goes to the garden and picks the dates.

Kate bakes the cake with the dates.

She puts the cake on a plate.

Her father gets home late.

He takes a piece of the cake.

It's delicious.
Thank you,
Kate.

Listen again. How many words do you hear with **ake**?

How many words do you hear with **ate**?

Lesson 19 Review

1 Read and match

Read the sentences and match them to the pictures. There are three pictures without sentences. Write a sentence about them in your notebook.

1 It was cloudy yesterday.

2 I pray on Friday.

3 We make a cake with dates.

4 A crocodile lives in a river.

5 Plants need water to grow.

6 I brush my teeth.



2 Tic-tac-toe

Use Activity 1 to play Tic-tac-toe. Say something you can see in the picture.

Look what I can do!

- I can talk about the weather.
- I can talk about days and months.
- I can talk about the past.
- I can say why plants, animals and people need water.
- I can ask and answer questions about which things float.
- I can read and write words with long **a** spellings **ay**, **ake**, **ate** and **ai**.



Sunday

Monday










Lessons 20-21 Choose a project Why is water important?

21st

A Do a weather survey

Make a survey chart. Ask ten children:

What kind of weather do you like best?						
						
□		□□	□□□□		□	□□

When your survey is finished, talk about your chart.

Which weather is the most popular?

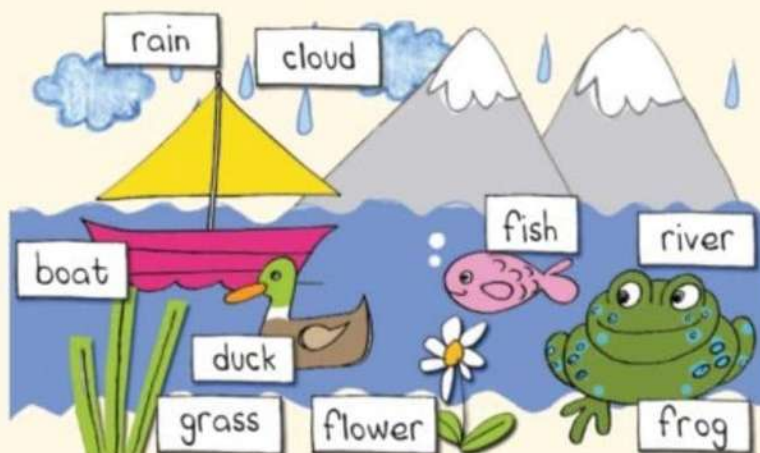
Which weather is the least popular?

B Make a water world mural

Draw a big picture.

Show these things in your picture:

river grass
boat flower
cloud rain
fish duck
frog



Write the words.

Add the words to your picture.

City places

Lesson 1 Think about it

What can you see, hear and do in a city?

143 1 Read and listen

Find the traffic lights in the picture.

The traffic lights

Red means STOP.

Green means GO.

Yellow means WAIT,

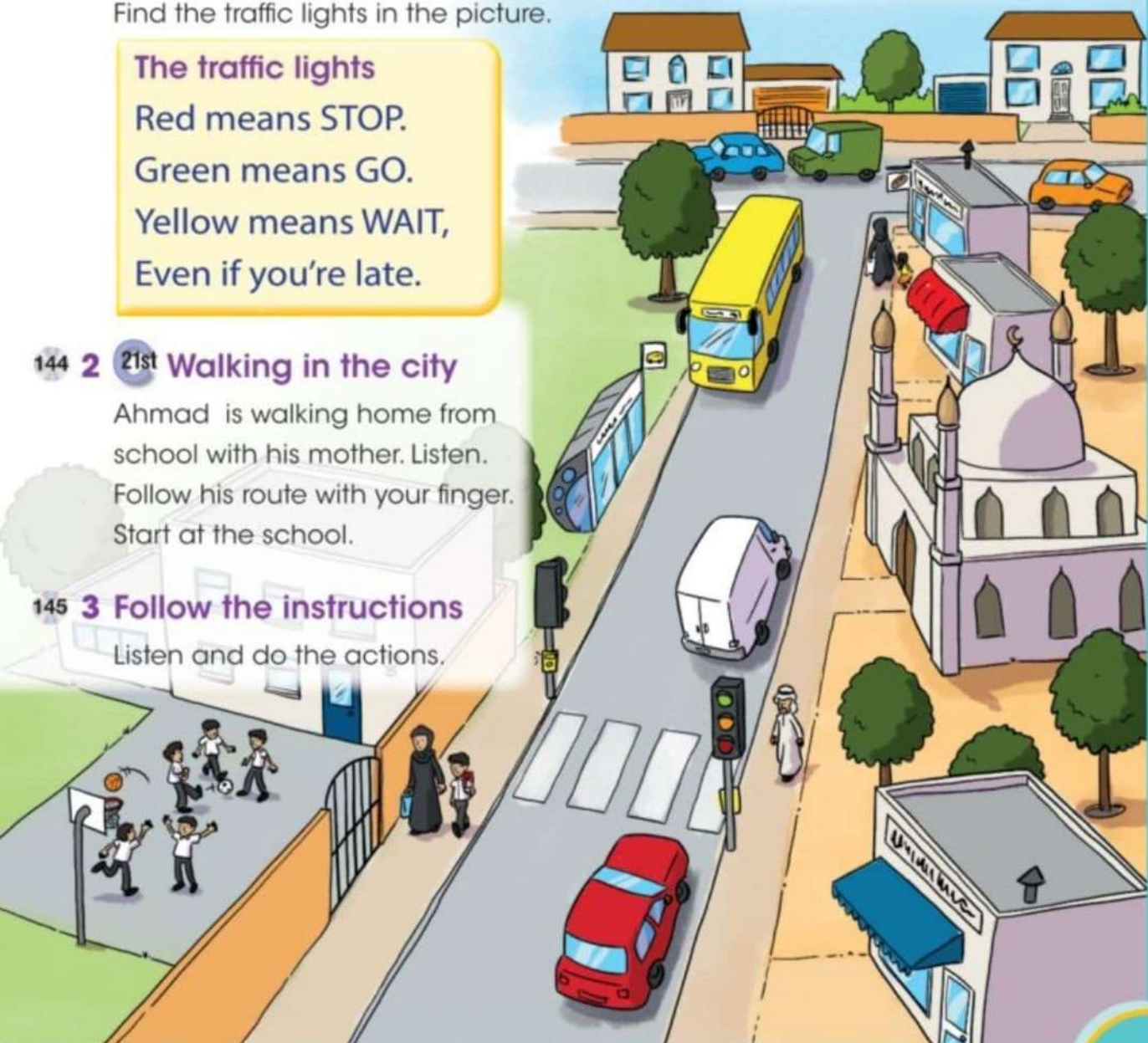
Even if you're late.

144 2 21st Walking in the city

Ahmad is walking home from school with his mother. Listen. Follow his route with your finger. Start at the school.

145 3 Follow the instructions

Listen and do the actions.



Lesson 2 New words

146 1 Topic vocabulary

Listen, point and say. Listen again and clap the syllables.
How many syllables are there in each word?



city



road /
pavement



shops



mosque



traffic
lights



bus stop

147 2 I can see something with ...

Ahmad and his father are playing a game. Listen to their game.
Put up your hand when you hear a Topic vocabulary word.



3 Play the game 'I can see ...'

Listen to your teacher: **green** light is walk forward, **red** light is stop!

4 In a city

What can you **hear** in a city? What can you **see** in a city?
Make a list.

Lesson 3 Find out more City living

148 1 Before you read

Look at the photos. What can you see?
Can you find these things where you live?

I like living in a city

I live in a city.

It's a great place to live.

There are tall buildings and short buildings

Some buildings have gardens on top!

There's a park in my city.

It's very pretty. It has flowers,
a lake and an ice cream seller!

I like eating ice cream in the park.

Sometimes parks and cities get dirty.

We all need to keep our city clean.

Don't forget to put your litter in a bin!



2 21st Over to you

Do you live in a city or in the desert? Is there a park near you?
What other places are there where you live?



a park



a bakery



a swimming
pool



a library



a zoo

Lesson 4 Say a chant

149 1 Let's buy an ice cream!

Listen to the conversation.
Then practise with a partner.
Choose a flavour. Choose a size.

sizes big



small



150 2 Say a city chant

Listen to the chant. Join in.

My city

Ajman is a city – yes, it is!
Fujairah is a city – yes, it is!
Sharjah is a city – yes, it is!
And lots of people live there.
People from the Emirates
and from Australia
People from Turkey
and even Albania!

Speaking tip

We say **I'd like** when we ask for something.

Lesson 5 Find out more

1 ^{21st} Where I live

Look at the pictures. What can you see?
Read the sentences and match them to the pictures.

1



2



3

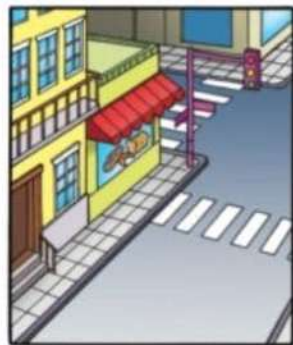


- a There's a pavement, traffic lights and a bus stop.
- b There's a school but there isn't a park.
- c There isn't a bakery or a zoo.

2 Make sentences

Look and say sentences with **or** and **but**.

- 1 There is a building ____ there isn't a school.
- 2 There isn't a zoo ____ a swimming pool.
- 3 There isn't a mosque ____ a library.
- 4 There is a bakery ____ there isn't a shop.



Language tip

Look at the sentences. Can you circle the **commas**? We use commas when we write a list. What word can you see at the end of the list?

Words to remember

or but

Writing tip

We use **but** when there are two opposite ideas:
There is a school **but** there isn't a park.

We use **or** when there are two options:
There isn't a road **or** a pavement.

Lesson 6 My learning

151 1 City chant

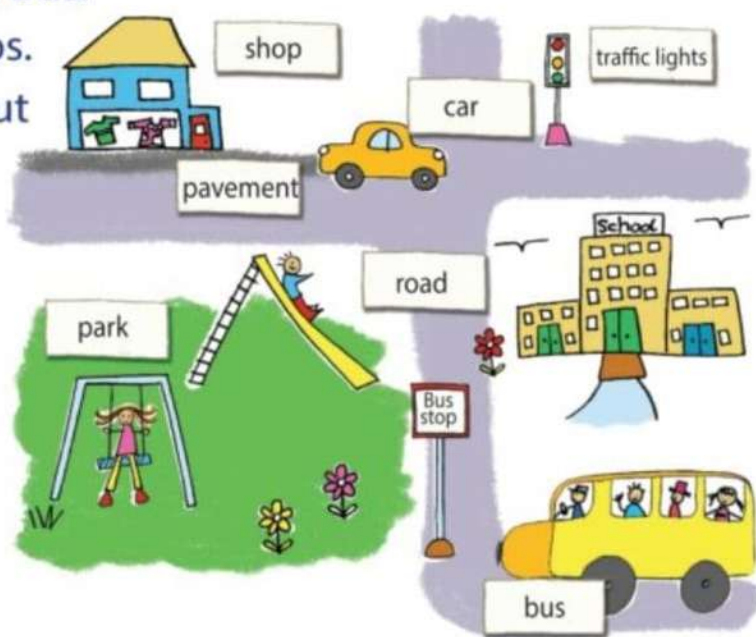
Listen and say the chant.

We're walking in the city.
We're walking in the city.
What can we see?
What can we see?
We can see a road!

2 A city map

Look at the map. Read the sentences and say **yes** or **no**.

- 1 There's a road and a pavement.
- 2 There is a car and a bus.
- 3 There are two shops.
- 4 There is a school but there isn't a park.



3 21st Make a map

Make a map of a city. Write words on your picture.

This is my map.
There's ...

Lesson 7 Letters and sounds -y endings

152 1 Listen, say and clap

Clap the syllables of the words: **my city**.

How many syllables are there in **my**?

How many syllables are there in **city**?

2 Different sounds of -y

The words **my** and **city** both end with **-y**, but the **-y** has a different sound.

Words with 1 syllable

my

try

The **-y** sounds like the long **i**.

Words with 2 syllables (or more)

city

pretty

The **-y** sounds like the long **e**.

152 3 Which y sound?

Say each word. Clap and count the syllables.

What sound does **-y** have in each word?



baby



cry



carry



fly



happy



rainy



sky



Why

4 21st Which -y word?

Use one of the words above to finish each sentence.

Say the sentence to your partner.

1 It's a ___ day. Don't forget your umbrella!

2 The ___ is blue today.

3 ___ are you sad?

4 I ___ when I am sad.

5 I can ___ all my teddies.

6 Birds can ___ .

7 I'm not sad. I'm ___ !

8 A ___ is very small.

Lesson 8 Think about it

1 Opposites

These words are opposites:



dirty



clean



noisy



quiet

What is the opposite of **big**? s _____

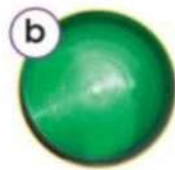
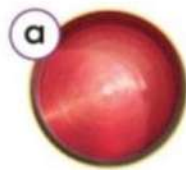
153 2 21st Opposites poem

Read the poem. Say the words that are missing. Then listen to check. Match the pictures with the pairs of opposites.

Opposites

The opposite of yes is no.
 The opposite of stop is ____ .
 The opposite of good is bad.
 The opposite of happy is ____ .
 The opposite of hot is cold.
 The opposite of new is ____ .
 The opposite of wet is dry.
 The opposite of hello is ____ .

Find the words that rhyme in the poem.



153 3 Act it out

Think of actions for the words in the poem. Act it out as you listen.

Lesson 9 Letters and sounds m sound

154 1 Look and listen

Listen to the **m** sound. Say the words.



mosque



map

Can you think of more words that start with **m**?



moon



monkey



mat



mouse

155 2 Tongue twister

Listen, read and say. Then practise with your partner.

Mohammed meets Marwan at the mosque on Mondays.

156 3 Different m sounds

Where can you hear the **m** sound? Listen and say.



storm



broom



worm

Lesson 10 Use of English This or that?

157 1 The Fix-it kids

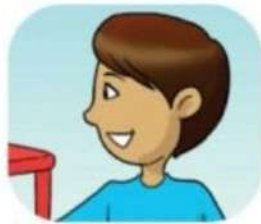
Listen to the children.
They are mending
some things. Point to
the things that they say.



Read the conversations. Can you fill in the missing words?
Listen again to check.



My brother and I like fixing things.
This ball is **round**.
___ bucket is **clean**.
This chair has ___ legs.
This frog is ___ .
___ teddy bear has eyes.



We are the Fix-it kids!
That ball is ___ .
That bucket is ___ .
___ chair has three legs.
That frog is ___ .
___ teddy bear doesn't
have eyes.

2 Act it out

Act out the conversations with your partner.
Point to the objects in the picture.

Lesson 11 Speaking

1 Play a game: What's this? What are these?

You need 12 counters. You need two players.

How to play:

1 Player 1 points to a picture and asks a question.

For one thing: **What's this?**

Or for more than one thing: **What are these?**

2 Player 2 says the word and puts a counter on the picture. Or Player 2 says: **I don't know.**

3 Play until all the pictures have a counter.

Language tip

this = one object

these = more than one object



Look at **this**!



Look at **these**!

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

2 Words I know

Which words in the game do you know well?

Which words do you need to practise more?

Lesson 12 My learning

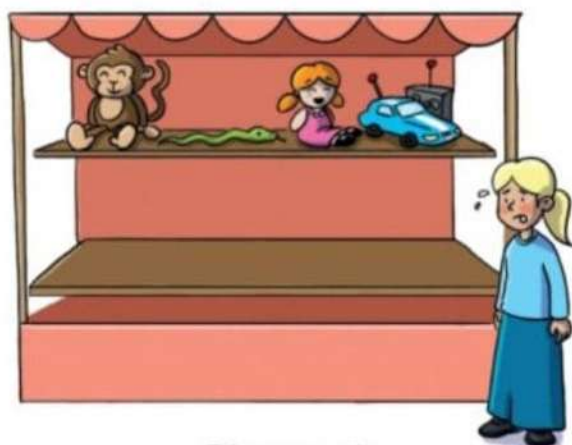
1 Find something ...

Read the words in the Word box and point at Picture 1.

old big long soft sad happy cold



Picture 1



Picture 2

2 Spot the differences

Look at Picture 1 and Picture 2.
What is different? Talk with a partner.

This doll is sad.

That doll is happy.

158 3 Chant

Listen and say the chant.
Play with the class.

What's this? What's this?

A book, a book.

What's that? What's that?

A hat, a hat.

What are these? What are these?

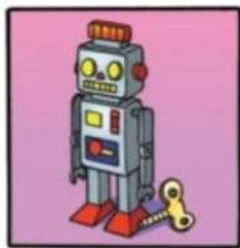
These are trees. These are trees.



Lesson 13 Letters and sounds † sound

159 1 The † sound

Listen and say the words. Is the † sound at the beginning or the end?



toy



tail



parrot



planet

160 2 Children around the world

Listen and read. Can you find the words with the † sound?



Tania lives in Turkey.
She takes a train.



Tariq lives in Egypt.
He takes a taxi.



Tanet lives in Thailand.
He takes a boat.

161 3 🗣️ Tongue twister

Listen and read the tongue twister. Say it with a partner.

Taaleem takes his teddy bear to his tent.



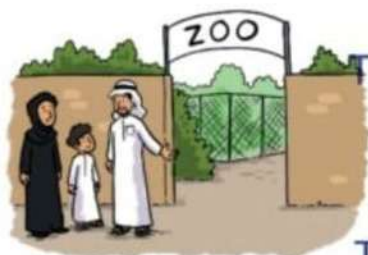
Lesson 14 Read and answer

162 1 A day at the zoo

Do you go to the zoo? What do you see?
Listen and read about the zoo.



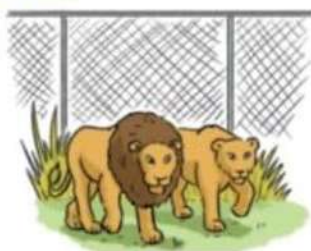
Last week Faisal visited the zoo with his parents.
They looked in the cages. They watched the animals.



The kangaroos jumped.
The monkeys climbed trees.
The parrots talked.
The lions walked.
The giraffes chewed leaves.



Faisal smiled!



2 21st Yes or no?

monkeys	lions	giraffe	Faisal	parrots
talked	smiled	walked	climbed	jumped

Connections: 'monkeys' connects to 'climbed'; 'lions' connects to 'walked'; 'giraffe' connects to 'chewed leaves' (not in the bottom row); 'Faisal' connects to 'smiled'; 'parrots' connects to 'talked'.

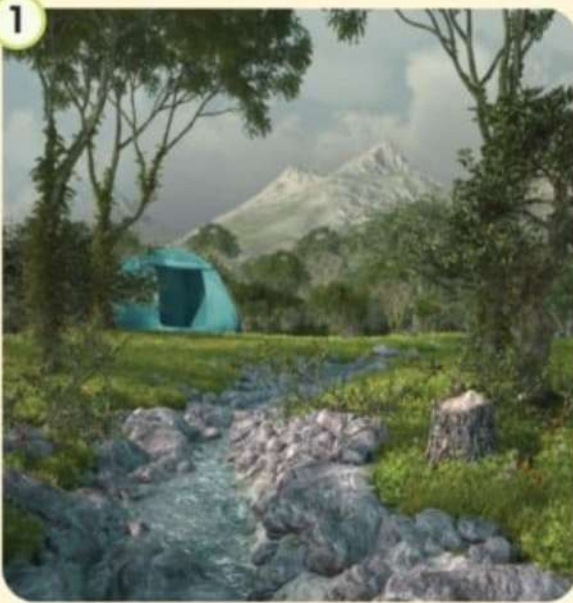
Lesson 15 Read and answer

163 1 Before you read

Look at Photos 1 and 2.

What can you see? Can you see these things near your home?

My holiday



I visited the countryside.
I climbed a hill.
I looked at the sky.
I fished in the stream.
I camped in a tent.

It was quiet and pretty.
It was fun!
I liked the countryside.



I visited the seaside.
I walked on the beach.
I played in the sea.
I collected shells.
I sailed on a boat.

It was windy and beautiful.
It was fun!
I liked the seaside.

Lesson 16 Think about it

1 Matching game

Make cards and play the game.

visit
play
walk
collect
climb
camp



in the sea
the seaside
on the beach
shells
in a tent
a hill

I played ...

... in the sea!

2 21st Make sentences

Use the words in the Word box to make sentences.
Write them in your notebook.

quiet noisy big small fun busy pretty

- 1 The seaside is _____ .
- 2 The city is _____ .
- 3 The desert is _____ .
- 4 The countryside is _____ .

Choose a different place and write a sentence about it.
Tell your partner.

The zoo
is noisy!

Lesson 17 My learning

164 1 Teddy bear chant

Listen and say.

Teddy bear, teddy bear
Turn around.

Teddy bear, teddy bear
Touch the ground.

Teddy bear, teddy bear
Touch your nose!

Teddy bear, teddy bear
Touch your toes.

1 First, the teddy bear touched the _____.

2 Second, the teddy bear touched his _____.

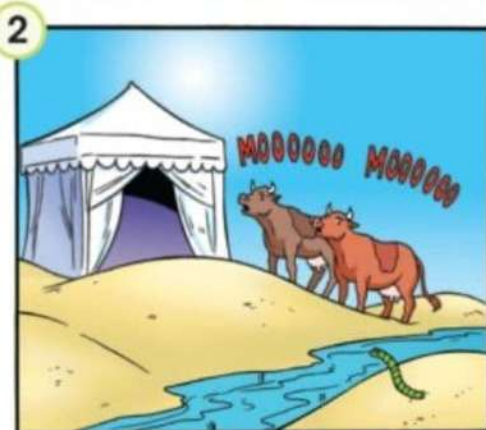
3 Third, the teddy bear touched his _____.

2 21st Picture search

Look at the pictures.

Can you find ...

- boys walking on a pavement?
- ice cream?
- a tent?
- a stream?
- a shell?
- noisy animals?
- a worm?
- an animal chewing?
- something soft?



Lesson 18 Review

165 1 Crazy zoo!

Look at the pictures.
What can you see?
Listen and say **yes** or **no**.



2 Write about it

Look at the picture again and write sentences about it.

Look what I can do!

- I can name things in a city.



- I can name opposites.



- I can talk about things using this and that.

This ball is round. That ball is flat.

- I can read and write words that end in **-y**.



Lessons 19–20 Literacy project

166 1 Before you read

Read the beginning of the story.
What happens in the story?



Goldilocks and the three bears

Every day, Goldilocks walked in the forest. One day, she decided to take a different path. At the end of the path, there was a little house. Goldilocks knocked on the door, but nobody answered. She opened the door and entered the house.

The house was empty. She entered the kitchen. There were three bowls of porridge on the table. Goldilocks was hungry, so she decided to eat the porridge.

The first bowl of porridge was very hot. The second bowl of porridge was very cold. But the third bowl of porridge was just right!



Goldilocks was sleepy after eating the porridge, so she went into the living room. There were three chairs in the living room, and Goldilocks wanted to rest.

The first chair was very big. The second chair was very big, too. The third chair was just right, but then it broke into lots of pieces!

Goldilocks was still sleepy, so she climbed the stairs to the bedroom. There were three beds.

The first bed was very hard. The second bed was very soft. But the third bed was just right. Soon, Goldilocks was asleep.

Some time later, three bears returned to the house. There was a Daddy Bear, a Mummy Bear and a Baby Bear. It was their house.

They looked in the kitchen.



Next, they looked in the living room.



Then, they climbed the stairs to the bedrooms.



167 2 What happened next?

What do you think happened at the end of the story?
Now listen. Were you right?

3 Act it out

Look at the pictures. Who do they belong to?
What does Goldilocks say? Act it out with a partner.

These boots are very old!



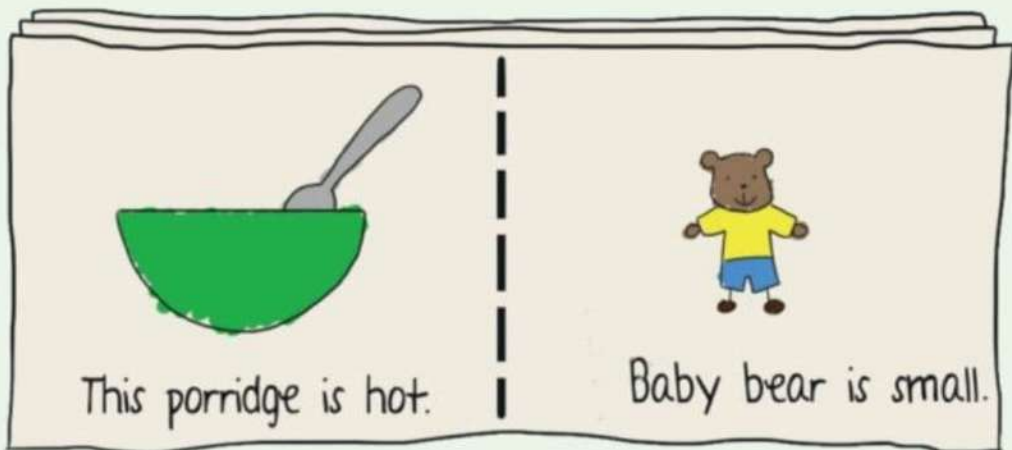
Now act out the story.

A Make an adjectives book

Write sentences about things in the story.

Draw a picture for each sentence.

Make a cover for your book.



B Write a poem

Write a poem about the three bears' house.

Think about things you can **see**, **hear** and **smell**.

Draw pictures.

- I can see _____ .
- I can see _____ .
- I can hear _____ .
- I can hear _____ .
- I can smell _____ .
- I can smell _____ .



Unit 8 Wordlist

again	adverb	float	verb
animal	noun	flowers	noun
apple	noun	Friday	noun
April	noun	friendly	adjective
August	noun	frog	noun
bake	verb	grass	noun
bathroom	noun	grow	verb
boots	noun	happy	adjective
brown	adjective	helpful	adjective
cake	noun	hen	noun
camel	noun	hot	adjective
clever	adjective	house	noun
cloudy	adjective	January	noun
cold	adjective	July	noun
crocodile	noun	June	noun
date	noun	kind	adjective
day	noun	lake	noun
December	noun	land	noun
desert fox	noun	late	adjective
dolphin	noun	leaf	noun
dream	noun	lion	noun
drink	verb	live	verb
dry	adjective	living things	noun
elastic band	noun	make	verb
elephant	noun	March	noun
February	noun	May	noun
fish	noun	Monday	noun

Unit 9 Wordlist

angry	adjective	fly	verb
baby	noun	fun	adjective
bad	adjective	garden	noun
bakery	noun	giraffe	noun
beach	noun	go	verb
beautiful	adjective	good	adjective
big	adjective	happy	adjective
bin	noun	hill	noun
bored	adjective	hot	adjective
broom	noun	ice cream	noun
building	noun	ice cream seller	noun
bus stop	noun	kangaroo	noun
camp	verb	late	adjective
carry	verb	library	noun
chase	verb	litter	noun
chew	verb	monkey	noun
city	noun	moon	noun
clean	adjective	mosque	noun
cold	adjective	new	adjective
coloured pencils	noun	noisy	adjective
countryside	noun	old	adjective
cross	verb	on top	prepositional phrase
cry	verb	park	noun
dirty	adjective	parrot	noun
dry	adjective	pavement	noun
Egypt	noun	planet	noun
fish	verb		
flavour	noun		

quiet	adjective	tail	noun
road	noun	take	verb
sad	adjective	tall	adjective
scary	adjective	taxi	noun
sea	noun	Thailand	noun
seaside	noun	traffic lights	noun
shell	noun	Turkey	noun
shop	noun	turtle	noun
short	adjective	village	noun
shout	verb	visit	verb
sky	noun	wait	verb
small	adjective	wet	adjective
stop	verb	wolf	noun
storm	noun	worm	noun
stream	noun	zoo	noun
swimming pool	noun		



Use of English Learner's Book

Unit 8, page 173

Language tip

do + not = don't (I, you, we, they)
does + not = doesn't (He, she, it)

Unit 9, page 187

Language tip

Look at the sentences. Can you circle the **commas**? We use commas when we write a list. What word can you see at the end of the list?

Unit 9, page 193

Language tip

this = one object



Look at **this**!

these = more than one object



Look at **these**!

Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Pages vi – ix	Numbers, colours and alphabet objects			Listen to letters	Maths: Number review	Alphabet review	
Unit 1 Welcome to school	School objects, activities, vehicles Greetings Transport Colours Animals <i>My favourite ...</i>	Singular and plural nouns Present simple with <i>I, we, you</i> Possessive pronouns: <i>my, his, her</i> Adjectives (colours) Adjective position	Poems / songs / chants Read for information Guided writing Labels	Listen for information Listen to letters Guided speaking Sentence building (spoken) Interviews Respond to poems, songs and chants	Geography	Letter names Letter recognition Spelling Capital letters	What do we do at school? Understanding interviews Organising and making charts Making friends, working, playing and learning together Predicting a story
Unit 2 Family time	Family members, activities routines Likes and dislikes Favourite foods Numbers 1–10	Present simple Questions and short answers Negatives (short answers) Wh-questions: <i>What?</i> <i>How many are there?</i> <i>There is/are</i> Adjectives	Non-fiction Songs / chants / rhymes Read for information A recipe Guided writing: Labels Picture captions	Listen for information Ask and answer Talk about families, breakfast Talking about likes and dislikes	Maths: 1–10 Geography Social studies	<i>th</i> Short <i>a</i> Rhyming words	What do families do together? Families in different parts of the world Asking survey questions, creating and discussing charts How families work and play together
Unit 3 Fun and games	Activities/ games Actions Parts of body Parts of a house Objects Animals <i>Left/right</i> <i>Point to / put</i>	Imperatives/ present tense <i>on for ability</i> <i>m, under, next to</i> Wh-questions: <i>what, who</i>	Rhymes, chants A play Guided writing Read instructions Read and act out a play	Listening for information Listen to / give instructions Make a new chant verse Responding to rhymes and chants	Physical education	Short vowel sounds Spelling Rhyming words	What games can we play? Playing games together, taking turns Creative thinking Compare and contrast Speaking politely
Unit 4 Making things	Clothes Colours and shapes Celebrations Characters Describe clothes Actions (making things)	Present continuous (statements, questions) Subject pronouns Adjective position	Rhymes, poems, chants Read for information Traditional stories Guided writing Write a chant verse	Listen for information Ask and talk about pictures Responding to rhymes, poems, stories Describe a character Describe a word	Arts and crafts Shapes and colours Make masks	Short <i>e</i> <i>I'm</i> (contractions) Rhyming words Pronunciation of <i>-est</i>	What can we make with colours and shapes? Creative thinking Recognising and making things with shapes Problem solving Helping others

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 5 On the farm	Farm objects, animals, activities, seeds, vegetables, plants Describe animals and their actions Classroom language Polite language	Present continuous - questions and short answers Subject pronouns <i>about/under</i>	Poems, songs Traditional story Guided writing Capital letters, full stops Labelling	Listening for information Interviews Guided speaking Responding to stories, poems Songs, chants Ask and answer information questions	Science: Life cycles Growing vegetables	Short <i>i, ch, sh</i> Tongue twisters Identify rhyming words <i>I'm/ice're /he's</i> (contractions) Initial <i>h</i> sound	What can you find on a farm? Understanding and documenting a process (growth of seeds) Being helpful Story maps Taking care of animals and plants
Unit 6 My five senses	Senses Adjectives to describe sounds, textures, tastes and shapes	Can for ability Ask and answer questions beginning: <i>Which?</i> <i>Can you?</i> <i>Do you?</i>	Poems, rhymes, stories Writing short sentences and questions Spelling Shared writing: short vowel word Write a simple poem	Listening for information Responding to poems, rhymes, stories Ask and answer Talk about ability Talk about senses Talk about favourites	Science: Senses	Short <i>o</i> Initial <i>s</i> sound Compare minimal pairs Understanding high and low sounds Rhyming sounds	How do we use our five senses? Comparing things Inclusion/awareness of disability Respecting differences Giving opinions
Unit 7 Let's go!	Transportation Ways of moving Ordinal numbers Colours and size	Imperatives Prepositions Question words with <i>wh</i> Adjective order Word parts	Rhymes, short stories, poems, chants Factual text Read and follow instructions Matching questions and answers Make a chart Write about transport Writing story captions	Listen for information Talk about transportation and movement Responding to short stories, rhymes, poems, chants Listen for sounds	Arts and crafts: making an aeroplane, making a picture book	<i>k</i> sound Tongue twisters Long <i>e</i> sound <i>g</i> sound	How do we travel around? Comparing Classifying and identifying difference between vehicles Helping people Predicting a story

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word study	Critical thinking / Values
Unit 8 Wonderful water Pages 161–182	Weather Water and nature Days of the week Months of the year Adjectives to describe character	Present simple consolidation: <i>yes/no</i> questions <i>What?</i> questions. Past simple: <i>was</i>	Rhymes, chants, poems, short stories Factual texts Write short sentences and questions Labels Reading comprehension Creating a chant Spelling Matching questions and answers Make a class book Punctuation: capital letters, exclamation marks	Listening comprehension Guided speaking Ask about and describe weather Responding to rhymes, chants, poems, short stories Listen for sounds	Science and the environment: Weather patterns; things that float Arts and crafts: making puppets	Long <i>a</i> (spellings <i>ai</i> and <i>ay</i>)	Why is water important? Providing examples to support ideas Predicting outcomes Understanding nature and survival Understanding the importance of water Completing and interpreting a survey
Unit 9 City places Pages 183–205	City places and sounds Traffic and roads Identify opposites	Requests: <i>I'd like ...</i> Linking words: <i>but, or</i> Determiners: <i>this/that</i> Pronouns: <i>these</i> Past simple: regular verbs	Poems, chants, stories, maps Guided writing Making lists Sentence matching Write: Complete sentence frames Write a simple poem Punctuation: commas	Listening comprehension: routes Responding to poems, chants, stories Describe and compare objects Making requests	Social studies: Living in cities	- <i>y</i> endings Awareness of syllables <i>m</i> sound <i>t</i> sound Tongue twisters	What can you see, hear and do in a city? Interpreting maps Keeping cities clean Predicting a story ending

Units 8–9 Wordlists Pages 206–209