



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



Caroline Linse and Elly Schottmann

# Bridge to Success

Learner's Book

3





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Caroline Linse and Elly Schottmann

Term 1 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.



"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**  
President of the United Arab Emirates



# دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير  
للشاعر صفي الدين الحلي:

بيض صنائعنا خضر قرابنا  
سود وقائنا حمر مواضينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة  
الحضارية في الدولة.



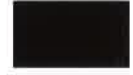
يرمز إلى عمل الخير والعطاء، ومنهج  
الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد،  
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم  
وشدتهم، ورفض الظلم والتطرف.



## رؤية دولة الإمارات العربية المتحدة 2021

### 2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

### 1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الضلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

### 4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

### 3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.

# 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 3* 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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# Look in a book

## Lesson 1 Think about it What can we find in a book?

### 2 1 Read and listen

Which story has stayed inside your head?

### 3 2 21st Which book?

Look at the books in the picture.

Which one would you like to read? Why?

Then listen and point to the correct book.

### Reading

A story is a special thing.  
The ones that I have read,  
They do not stay inside the books.  
They stay inside my head.

**Marchette Chute**



## Lesson 2 New words

### 4 1 Topic vocabulary

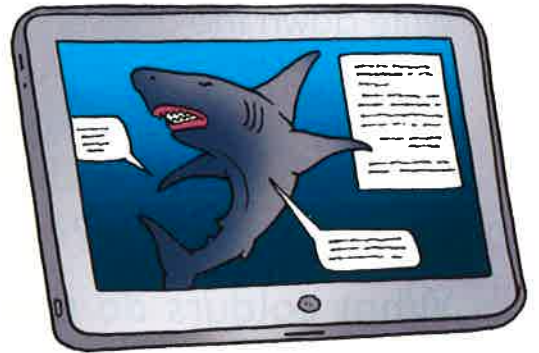
Listen, point and say.  
Then listen and follow the instructions.



bookcase



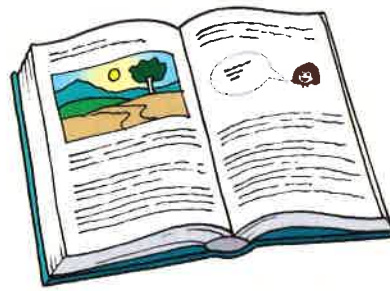
book cover



tablet with e-book



cupboard



pages

### 2 21st Colours and numbers

Ask questions about the picture on page 6.

#### Language tip

How many books are there?

There **is one** book.



There **are two** books.



How many chairs are there?

What colour is the ruler?

How many books can you see?

## Lesson 3 Time to practise

### 1 Introduce your partner

Work with a partner. Ask them some questions.

Write down the answers. Introduce your partner to the class.

What's your name?

How do you spell your name?

How old are you?

What colours do you like?

What do you like reading about?

Have you got any brothers or sisters?

\_\_\_ name is \_\_\_ .

\_\_\_ is \_\_\_ years old.

\_\_\_ likes the colours \_\_\_ and \_\_\_ .

\_\_\_ likes reading about \_\_\_ .

\_\_\_ has got \_\_\_ brothers and \_\_\_ sisters.



### 2 Make a book about you!

Make a cover for your book. Write your name on it, like this:

Faisal's book Sara's book

On each page, draw a picture and write about you.

## Lesson 4 Find out more

### 1 A book cover

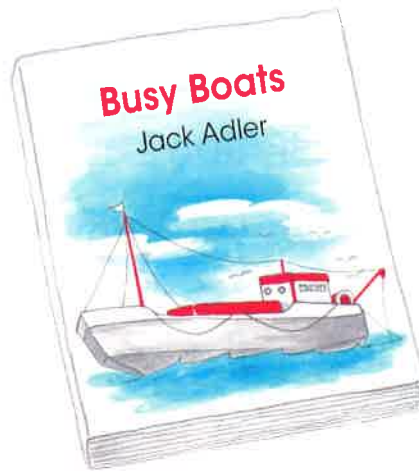
Look at the book cover.

Who is the author? What is the title?

What is the book about?

Find another book in your classroom.

Answer the questions again.



### 2 Inside a book

Look at the contents page.

It is at the beginning of a book.

It tells you what is in the book.

This book has four chapters.

Contents	page
1 Little boats	2
2 Big boats	5
3 Old boats	8
4 New boats	10

Here are four pictures from the book *Busy Boats*. In which chapter can you find each picture? Which page will you look at?



### Speaking tip

Say your opinion when talking to someone.

I agree

I don't agree

I think

### 3 Talk about it

Why do some books have a contents page? Do you agree?

The contents page helps you find the pages you want to read.

The content page tells you what is in the book.

## Lesson 5 Time to practise

### 1 Fiction or non-fiction?

Books can be **fiction** or **non-fiction**.

Some books are fiction.

**Fiction** books tell a story.

The stories are not real.

Fiction books have **characters**.

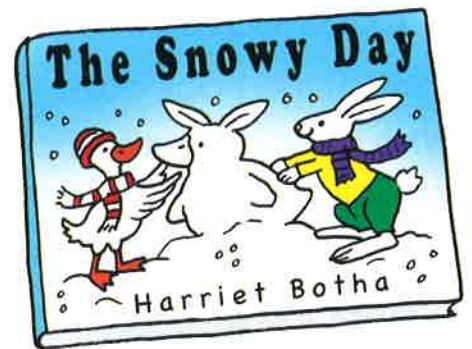
Characters are the people or animals in a story.

Look at the book *The Snowy Day*. Who are the characters?

Some books are **non-fiction**. They give real information.

Look at the books on this page.

Are they fiction or non-fiction?



### 2 21st Choose a book

Choose a book for the two children.

My name is Rasha.  
I like learning new things.  
I like non-fiction.  
My father is a pilot.



My name is Mark. I like reading funny stories about animals. I don't like scary stories.



### 3 A book about your school

Write a book with your class. The title is *Welcome To Our School*.

The chapters could be:

Our school    Our class    Our teacher    Our classroom

## Lesson 6 My learning

### 1 Yes or no game

Stand up for yes. Sit down for no.

Listen and do the actions to show your answers.



Now write another sentence about the picture.

The sentence can be right or wrong.

### 2 Chant

Listen and say.

We like to read books.

Books help us learn.

Some books tell a story.

Some books give us information.

We like to read books.

## Lesson 7 Words and sounds

### 7 1 <sup>1st</sup> Vowels and consonants

Can you remember the alphabet? Listen and sing the song.

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

Some letters are called **vowels** and some are called **consonants**. Can you name the vowels? Listen and find out.

Sing the ABC song again.

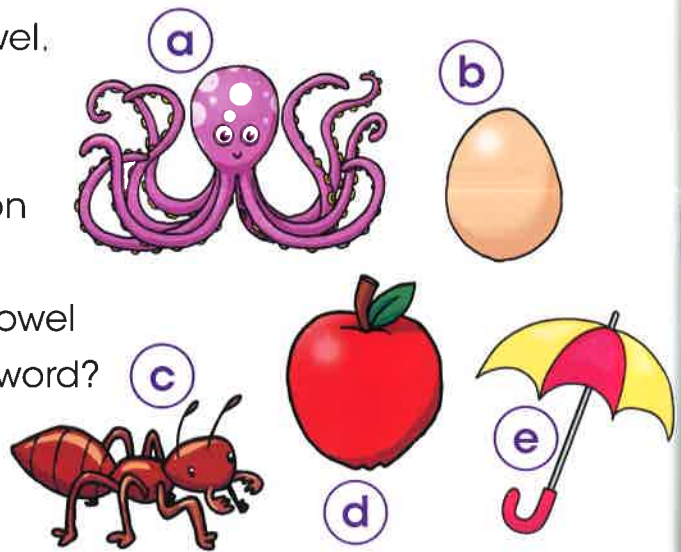
This time, clap when you sing each vowel.

### 8 2 Vowels at the beginning

Make six cards. Write a different vowel on each card. Say the short vowel sounds.

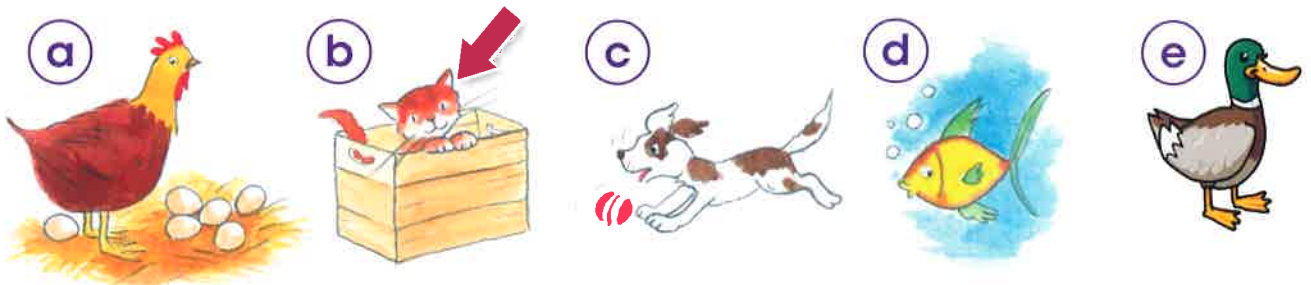
Listen and look at the pictures. Which vowel do you hear at the beginning of each word?

Hold up the correct card.



### 9 3 Vowels in the middle

Listen and repeat these words. Which vowel sound do you hear in the middle? Hold up the correct card.



Say a sentence for each picture.













## Lesson 8 Time to practise

### 1 How do you spell it?

Choose a picture, but don't tell your partner.  
Your partner must ask you the spelling.  
Your partner writes down the word, says  
the word and points to the picture.

How do you spell it?

p - e - n

				
cat	duck	cut	pan	chips
				
ship	shop	pen	bag	catch

### 2 Numbers 1 to 15

Listen and count from 1 to 10.

Then listen and point to the numbers from 11 to 15.

**11** eleven **12** twelve **13** thirteen **14** fourteen **15** fifteen

How many people are there in each picture?

Count aloud with a partner.



## Lesson 9 Use of English Talking about possessions

### 11 1 Whose backpack?

Look at the picture. These children are on a camping holiday and their backpacks are all mixed up! Listen. Which backpack belongs to which child?



Practise the conversation with children in your class using **yours** and **mine**.

#### Language tip

Is it your backpack? = Is it **yours**?

Yes, it's my backpack. = Yes, it's **mine**.

Which backpack? = Which **one**?

The red backpack. = The red **one**.

## Lesson 10 New words

### 1 What's in the backpack?

This is Jill's backpack.  
What has she got in it?



She's got a pink hairbrush.

This is Nick's backpack.  
What has he got in it?



He's got two white socks.

Look at the words below to check your answers.



hairbrush



skipping rope



camera



jumper



pencil



lunchbox



shoe



jacket



book



sock

### 2 Can you remember?

Choose one of the backpacks in Activity 1. Is it Jill's or Nick's?  
Look in the picture at the things inside. Then close your eyes.  
Tell your partner what is in the backpack.  
Win a point for each thing you remember!  
How many points have you got?

## Lesson 11 Speaking

What is your favourite story?  
Why do you like it?

My favourite  
story is ...

I like it because ...

### 1 Class survey

Mrs Brown's class did a survey. The children asked each other what their favourite book is. They wrote the answers in a chart like this ...

Name of story	Number of students
1. The Snowy Day	### I
2. Funny Cats	### ###
3. Sharks	### ### ### ###

Which story is the most popular?

Which story is the least popular?

Ask your classmates which story they like the most.

Did the results of your survey surprise you?

### 2 Tell it

Think about your favourite story. What happens:

- at the beginning?
- in the middle?
- at the end?

Use these pictures to tell the story to your partner.



## Lesson 12 My learning

### 1 Packing for a trip

Mrs Khawla and her son, Omran, are packing for a trip.

What have they got?

How many items do they have altogether?

She's got a hairbrush.

He's got a camera.



### 2 The alphabet

The letters of the alphabet are hidden in the picture. Can you find them?

Find and point to the vowel letters. How many are there?

Find and point to the consonant letters. How many are there?



## Lesson 13 Read and answer 1

### 12 1 Before you read

Look at the picture below. Look at the title of the song.

Why do you think a book is like a window?

Is the book in the picture a fiction or a non-fiction book?

What characters are there?

Would you like to read the book?

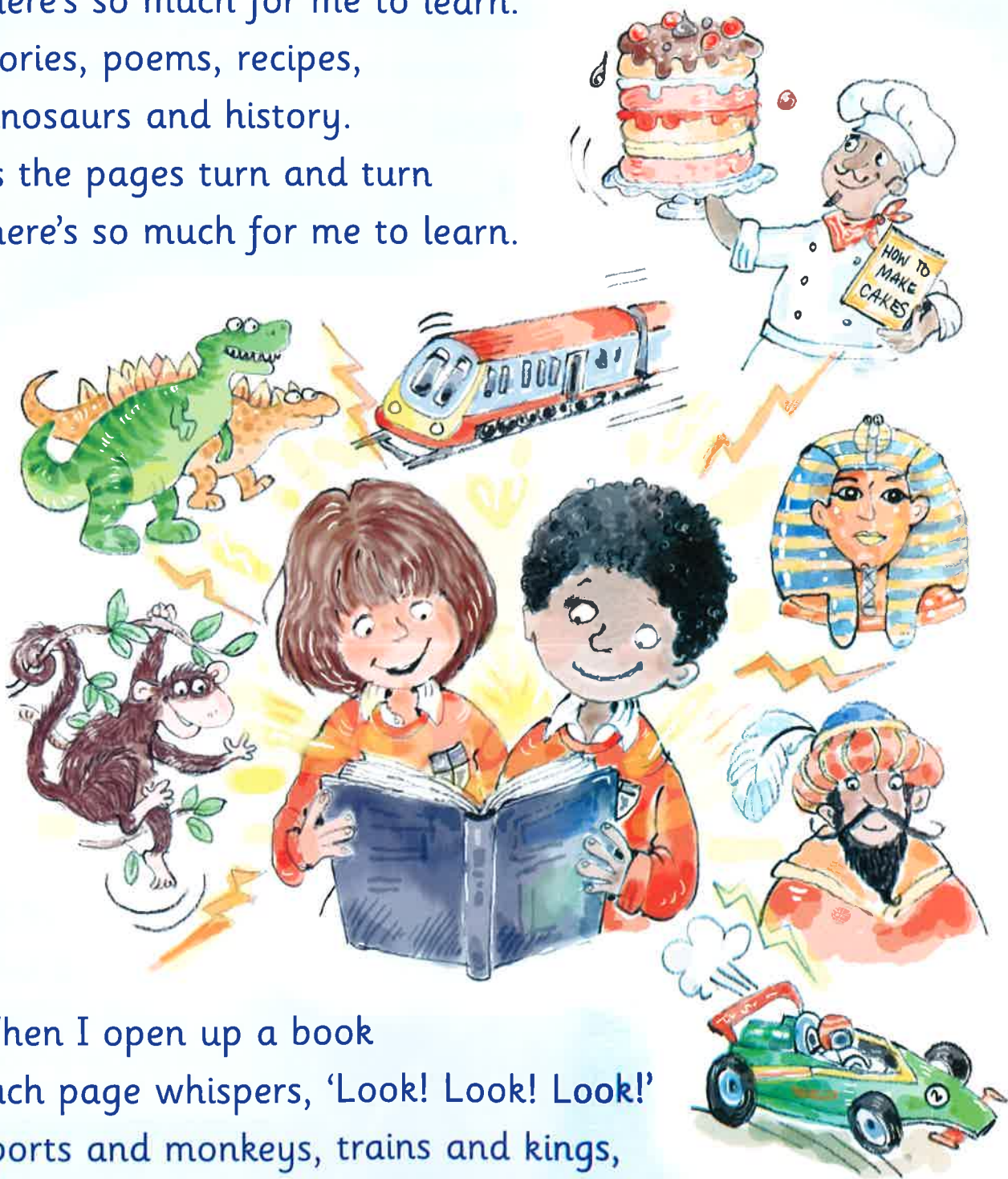
Now listen and read.

### This book is my window

From inside my little room  
Where I dream and wonder why,  
Books can open up my eyes  
Like a window to the sky.  
From inside my little room  
Where I dream and wonder why.



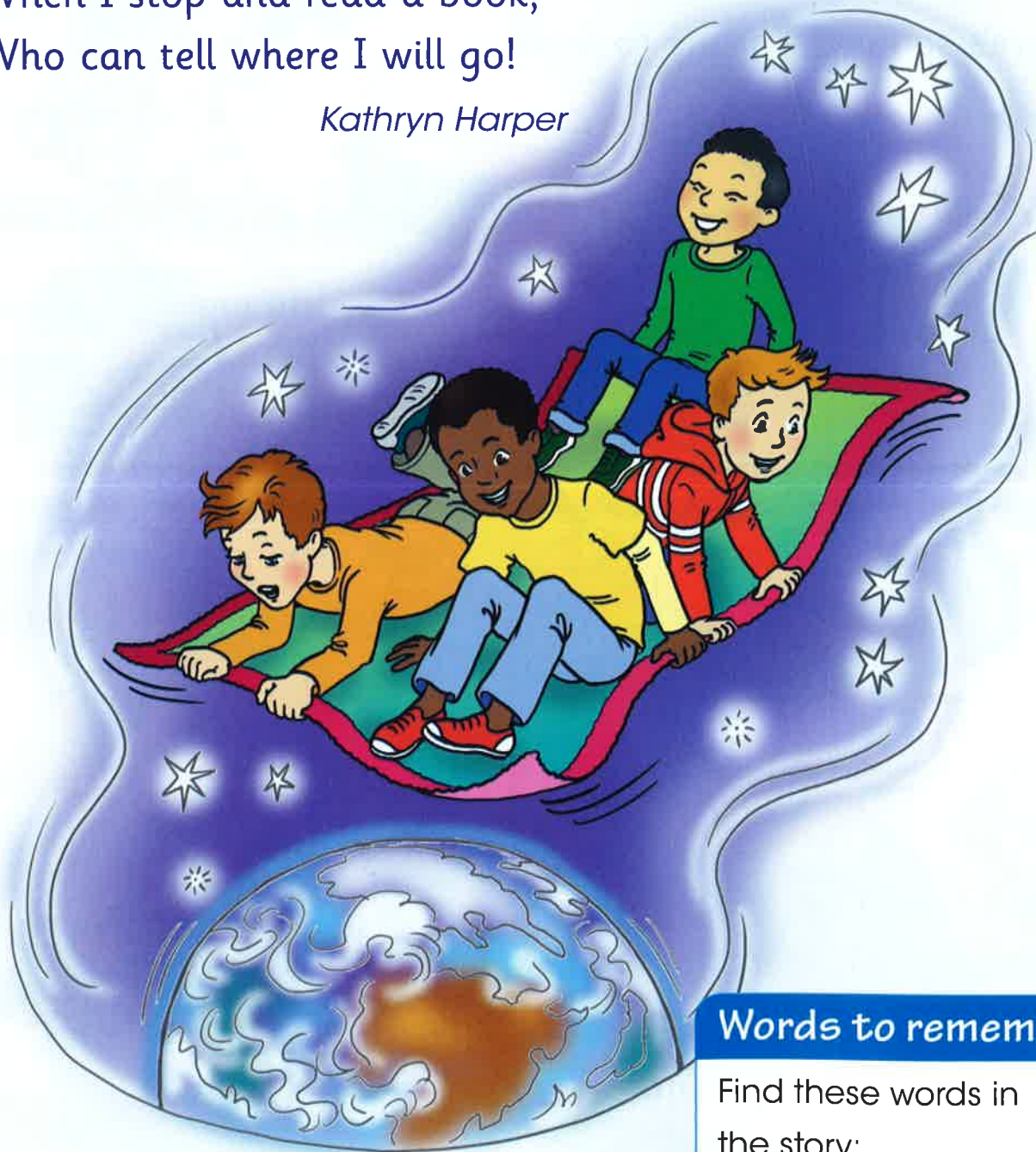
As the pages turn and turn  
There's so much for me to learn.  
Stories, poems, recipes,  
Dinosaurs and history.  
As the pages turn and turn  
There's so much for me to learn.



When I open up a book  
Each page whispers, 'Look! Look! Look!'  
Sports and monkeys, trains and kings,  
Stories of amazing things.  
When I open up a book  
Each page whispers, 'Look! Look! Look!'

From inside my little room,  
Who can tell where I will go!  
Places I would like to see,  
Friends that I would like to know.  
When I stop and read a book,  
Who can tell where I will go!

*Kathryn Harper*



### Words to remember

Find these words in  
the story:

**open read when**



Practise spelling them.



## Lesson 14 Read and answer 2

### 1 How do you say it in English?

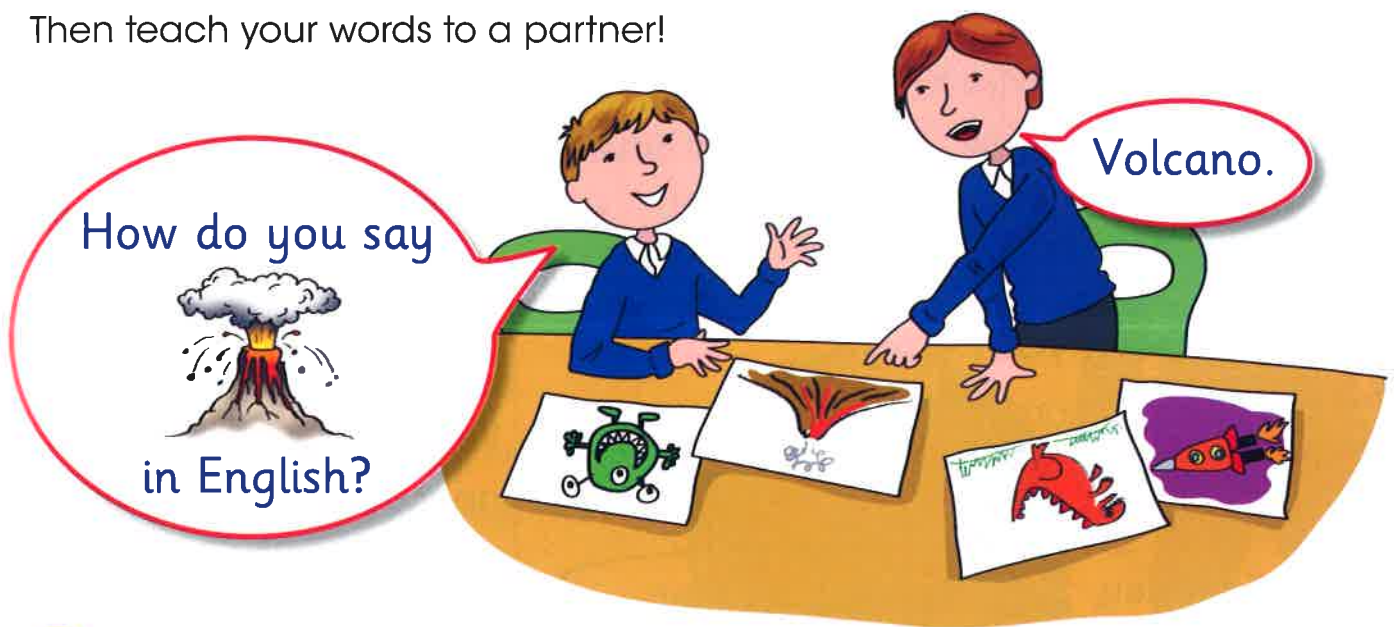
You need five small pieces of paper. Draw something that you like reading about on each. Do you know how to say those things in English?

If you don't know the word in English, you can use a dictionary  or a computer .

Or you can ask your teacher!

Write the English word on the back of each picture.

Then teach your words to a partner!



### 2 Write your own verse!

What do you like reading about?  
Use the words that you and your partner looked up in Activity 2 to finish these sentences.  
Then sing your new verse.

When I open up a book  
Each page whispers, 'Look! Look! Look!'  
\_\_\_ and \_\_\_, \_\_\_ and \_\_\_,  
Stories of \_\_\_ .  
When I open up a book  
Each page whispers, 'Look! Look! Look!'

## Lesson 15 Use of English

### 1 How often?

We can use adverbs of frequency to say how often something happens.

★★★★★ always    ★★★★★ usually    ★★★★★ sometimes    ✗ never

Read and find the words.

never    sometimes    usually    always

Mrs Khawla usually takes her daughter, Samira, to the bookshop on Saturdays. They sometimes go to the bookshop on Fridays. Samira always likes looking at the new books. Mrs Khawla sometimes buys Samira a book. They always have a good time. They never feel bored!



### 2 How about you?

What do you *sometimes/always/never usually* do? Tell your partner.

On Saturday,  
I never ...

On Monday, I usually ...

On Sunday,  
I sometimes ...

On Friday,  
I always ...

### Speaking tip

We usually use these words near the **beginning** of a sentence – not at the end.

never    sometimes  
usually    always

I **always** go to school.

### 3 Reading books

Use the words in the Speaking tip to make these statements true for you.

- 1 I \_\_\_\_\_ read books.
- 2 I \_\_\_\_\_ read a book at bedtime.
- 3 I \_\_\_\_\_ go to the library.

## Lesson 16 Time to practise

### 1 Characters chant

The characters in a story are important.

They help us to understand the story.

Can you think of any story characters?

What are story characters like? Listen and say the chant.

Characters make stories come alive

**Funny, scary, happy or grumpy**

Characters make stories come alive

**Short, tall, fat or thin**

Characters make stories come alive

**Good, bad, lazy or wise**

Characters make stories come alive!

### 2 <sup>21st</sup> Story characters

Look at these characters. What do

you think the characters are like?

How can you describe the

characters? Use the new words.

### 3 Invent a character

Make up your own character.

Write about him or her in your notebook.



### Writing tip

When we say **He is** ... or **He has got**, the words join together.

We can write it like this: **He's** ... and **He's got** ...

## Lesson 17 My learning

### 14 1 What can you remember?

Imagine you have a special book.  
What adventure do you have?  
What characters do you meet?

### 2 Make a story

Make five number cards.  
Then play the game.

#### How to play the game:

Mix up your number cards.

Take one card each.

Turn over your cards and look at the grid. Make a story.

Then play again!

From inside my little room,  
Who can tell where I will go!  
Places I would like to see,  
Friends that I would like to know.  
When I stop and read a book,  
Who can tell where I will go!

1	2	3	4	5
		<b>grumpy</b>		
		<b>scary</b>		
		<b>wise</b>		
		<b>funny</b>		

### 3 Our story

Think about your favourite story from Activity 2. Write it in your notebook.

# Lesson 18 Review

## FACT FILE

### 1 My fact file

Complete the fact file.

My name is: \_\_\_\_\_

My age is: \_\_\_\_\_

I live in: \_\_\_\_\_

The school I go to is: \_\_\_\_\_

I like reading books about: \_\_\_\_\_

The place I like to read in is: \_\_\_\_\_

My favourite activity in this unit was: \_\_\_\_\_

### 2 Read and match

Say the words. Which short vowel sound do they have? Match the pictures to the numbers and say.



eleven twelve thirteen fourteen fifteen

### 3 Talk about it

Tell your partner about a book you like.

This book is a fiction book.

The main character is ...

I like it because ...

## Look what I can do!

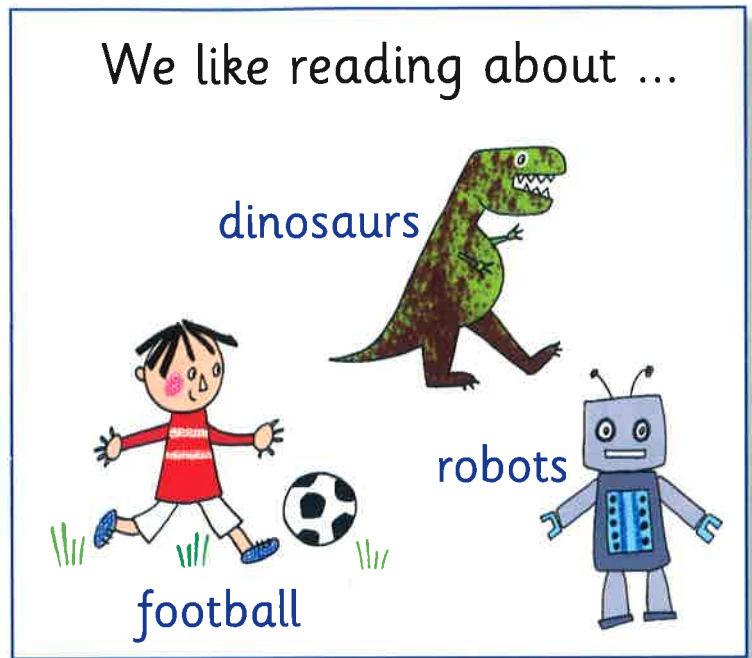
1st

- I can write about myself.
- I can talk about a book.
- I can name the vowels and read words with short vowel sounds.
- I can say who things belong to.
- I can understand the words of a song.



**A Make a poster:** Things we like reading about

- Think of a lot of things you like reading about. Write words and draw pictures on the poster.
- If you don't know a word in English, look it up!
- Teach your class the new words on your poster.



**B Make word cards for your classroom**

- Make some word cards.
- Write the names of things in your classroom.
- Stick each word card on or near the object.
- Teach the words to your class.
- Play 'Please say please'.



Point to the clock, please.

**Lesson 1 Read and listen**

Who lives in your neighbourhood?

**1 Different places and different houses**

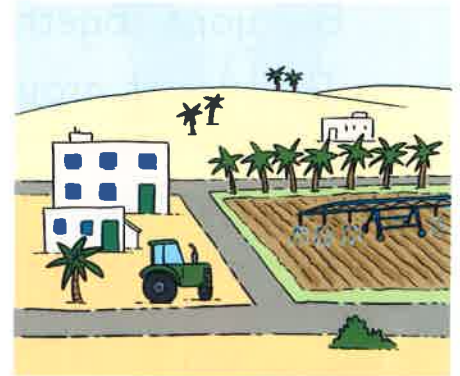
Listen, point and say.



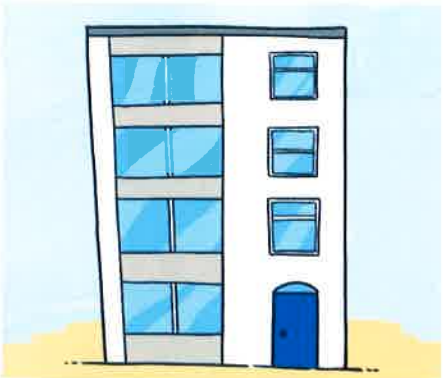
a city



a town



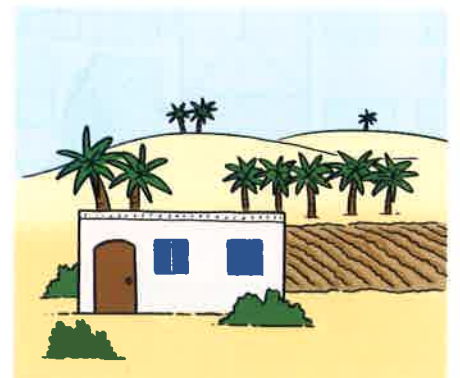
a village



an apartment



a house



a farm

**2 Where does Noura live?**

Listen to Noura. Where does she live?

**3**  **Where do you live?**

Ask and answer.

Where do you live?

I live in a town.  
I live in a house.

## Lesson 2 Think about it

### 17 1 Read and listen

Look at the picture. Find some neighbours helping neighbours.

#### My neighbourhood

Come and meet the people in my neighbourhood.

There are neighbours helping neighbours in my neighbourhood.

Everyone together, helping each other.

The streets around my home are my neighbourhood.



### 18 2 Omran's neighbourhood

Listen and find Omran in the picture. Point to what he describes.



## Lesson 3 Find out more

### 1 Topic vocabulary

Listen, point and say. Then listen, look at the big picture on page 28 and answer the questions.



young people



driver



nurse



gardener



old people

#### Language tip

one person    two people  
one child    two children

### 2 Ask questions

Look at the picture. Ask questions beginning with **What?** **Who?** or **How many?**

**What** is the driver doing?

**Who** is the nurse helping?

**How many** cars can you see?

### 3 Talk about it

What is your neighbourhood like?

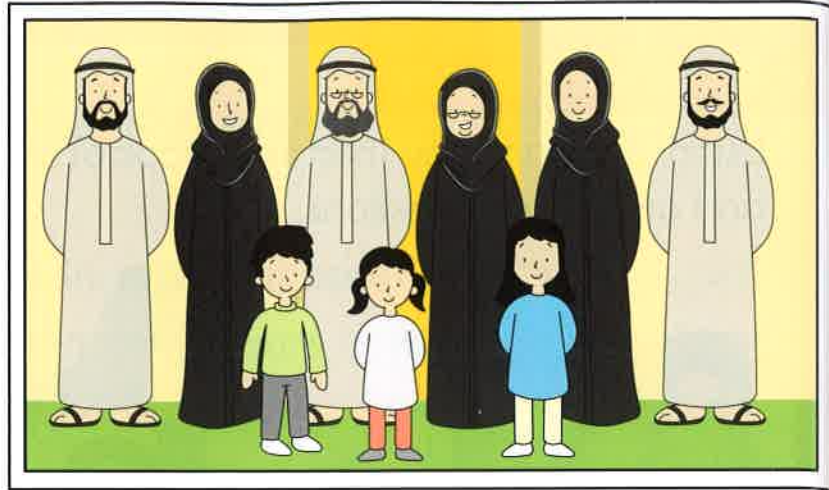
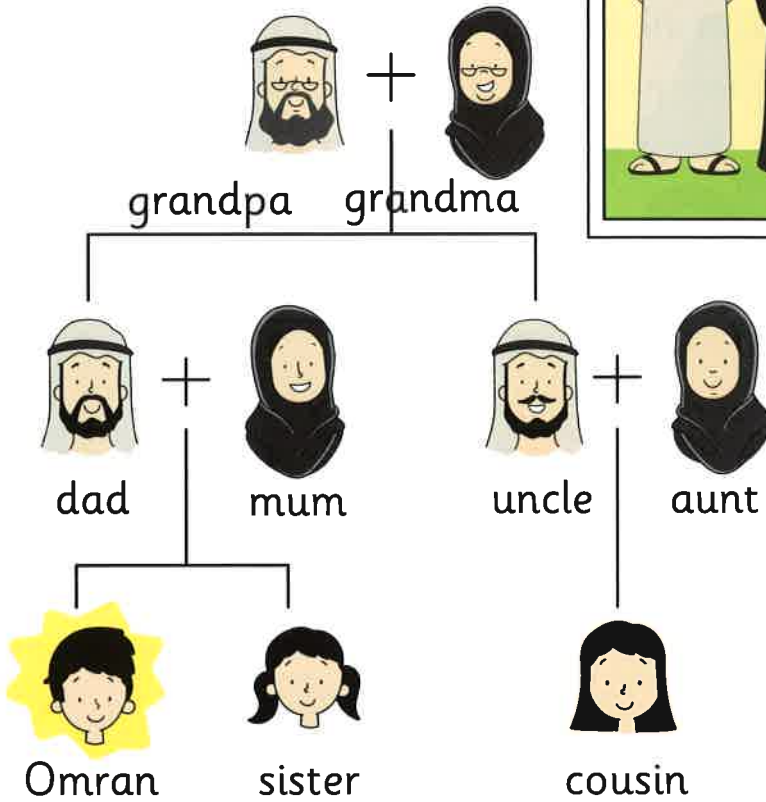
It's got a park.

There are old people and young people.

## Lesson 4 New words

### 1 My family

Look at Omran's family tree.  
Who are the people in the picture?



### 2 Use of English

How many women are in Omran's family?  
How many children are there?

#### Language tip

one woman   two women  
one man   two men

### 3 Draw and label a picture of your family

Talk about your picture.

This is my aunt Reem.  
She is my favourite aunt.

This my cousin Kholoud.  
I've got a lot of cousins.

## Lesson 5 New words

### 1 Read

What is Sami's dad doing today?

Hello! My name is Sami.  
Today, I am watching the  
sky race in Dubai. My dad  
is one of the runners!  
The runners race inside a  
tall building in Dubai.  
They run up the stairs.  
The building has 52 floors.  
That is a lot of stairs!  
The winner is the person  
with the fastest time.  
Do you think my dad  
is first?



### 2 Listen and point

- 1 → first
- 2 → second
- 3 → third
- 4 → fourth
- 5 → fifth

#### Language detective

These number words explain where something comes in a group of items.

Sunday is the **first** day.

Monday is the **second** day.

Tuesday is the **third** day.

Wednesday is the **fourth** day.

Thursday is the **fifth** day.



## Lesson 6 My learning

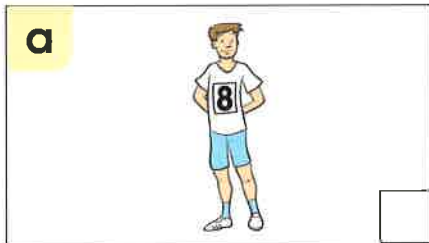
### 22 1 Quiz

Listen. Tick ✓ the correct pictures.

#### 1 What is Omran doing?



#### 2 Who was the winner of the race?



#### 3 Which picture shows Roudha's family?



### 2 Play a game

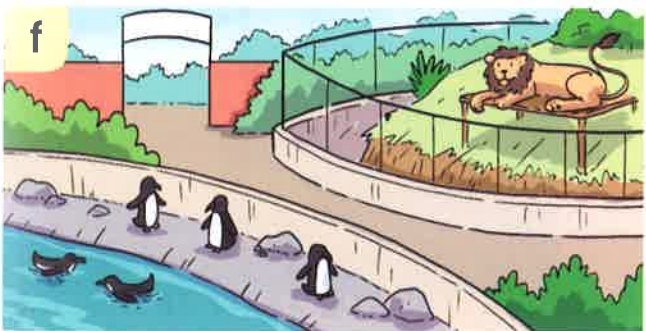
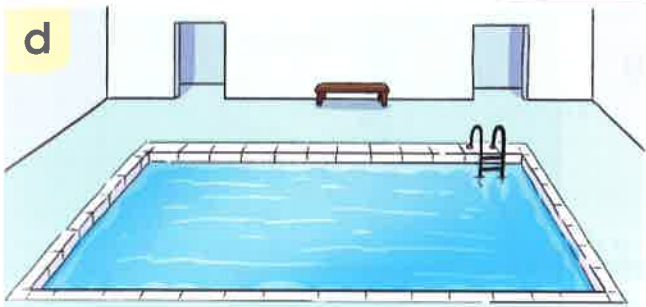
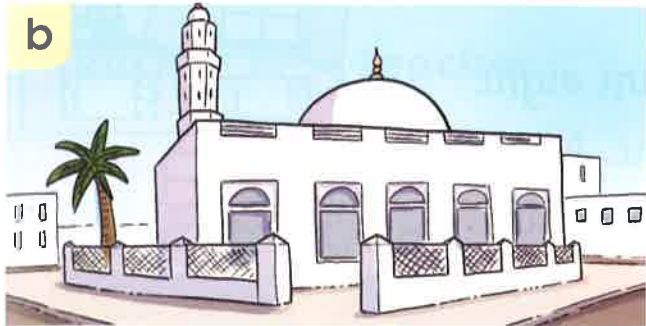
Take turns to ask and answer the questions.

- 1 Where do you live?
- 2 How many children are in your family?
- 3 How do you spell *apartment* / *cities* / *neighbour*?
- 4 Do you know your neighbours?
- 5 What is one way to help a neighbour?
- 6 How do you spell *cousins* / *aunts* / *grandpa*?

## Lesson 7 Use of English

### 1 Getting to places

Listen to six people talking to a taxi driver. Where do they want to go?



### Speaking tip

Please can I go to **the** zoo?  
I want to go to **the** playground.

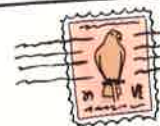
### 2 What's your address?

Read this address.

What does each line tell you?

What's your address?

Wadeema Al Falahi  
100 Al Owaid Road  
Fujairah  
United Arab Emirates



### Writing tip

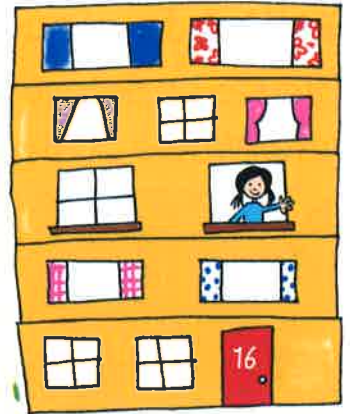
When you write an address, make sure your handwriting is very neat.  
Use capital letters at the start of place names.

## Lesson 8 Read and answer

### 24 1 A letter from Fiona

Listen and read the letter. Talk about the questions.

Dear everybody,  
My name is Fiona Littleton. I am eight years old. I live in an apartment. My family lives on the second floor. Look at my picture. Can you see me?



I live in Cardiff. Cardiff is a city in Wales. Wales is a country in the United Kingdom. We call it 'the UK'. On the map, Cardiff is in square B-1. Can you see it?



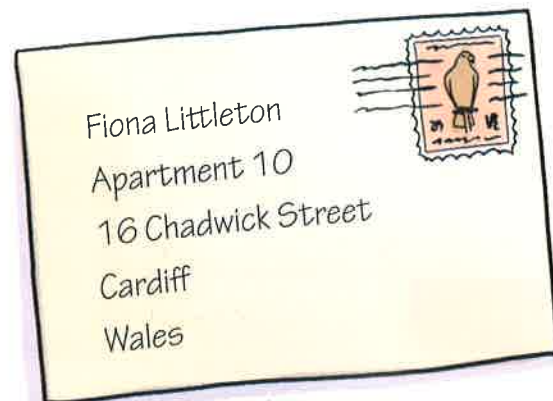
My grandparents live in a city in square D-1 of the map. Can you find the city?

This is my address.

What's your address?

Maybe we can visit each other some day!

Your friend,  
Fiona



## Lesson 9 Words and sounds

### 1 What is your job?

Repeat the sentence.

I'm a **teacher**. I **teach**.

**teach** + **er** = **teacher**

Would you like to be a teacher?

### Words to remember

The job words on this page end in **-er**.

Make a poster of these words for your classroom.

### 2 What do you do?

Finish the sentences below by saying what the person does.

1 I am a **window cleaner**.

I **clean** windows.

2 I am a **writer**. I \_\_\_ books.

3 I am a **painter**. I \_\_\_ .

4 I am a **clothes designer**.

I \_\_\_ clothes.

5 I am a **baker**. I \_\_\_ bread.

6 I am a **taxi driver**. I \_\_\_ a taxi.

7 I am a **street cleaner**.

I \_\_\_ the street.



### 3 Who am I?

Act out a worker at work.

Your friends ask questions to guess your job.

Are you a gardener?

No, I'm not. Try again!

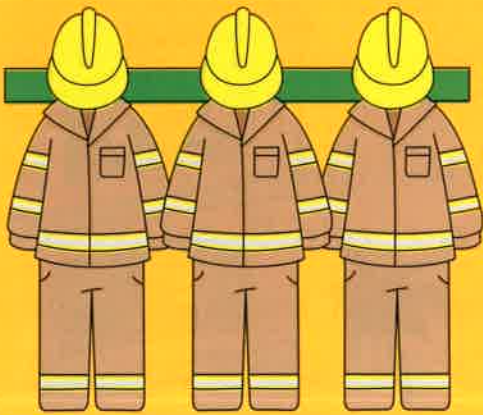
## Lesson 10 Listening

### 26 1 The firefighter

Mr Khalid is a **firefighter**.  
Listen to find out  
what a firefighter does.  
Point to the things  
he talks about.



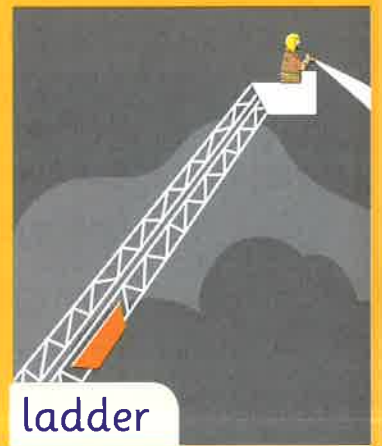
fire station



firefighter's uniform



fire engine



ladder

Listen again and answer the questions.

- 1 Where does Mr Khalid go to work?
- 2 What clothes does a firefighter wear?
- 3 What does Mr Khalid do when the fire alarm rings?
- 4 What do firefighters use to put out a fire?
- 5 Why does Mr Khalid go to schools?



fire alarm

### 2 21st Let's find out

- Where is the fire station nearest to your school?
- What is a fire exit?
- Where are the fire exits in your school?
- What happens if the fire alarm rings at school?



## Lesson 11 Use of English

### 1 Left and right

Listen and follow the instructions.

#### Language detective

on the left  
on the right



It's on the right.

They're on the right.



left



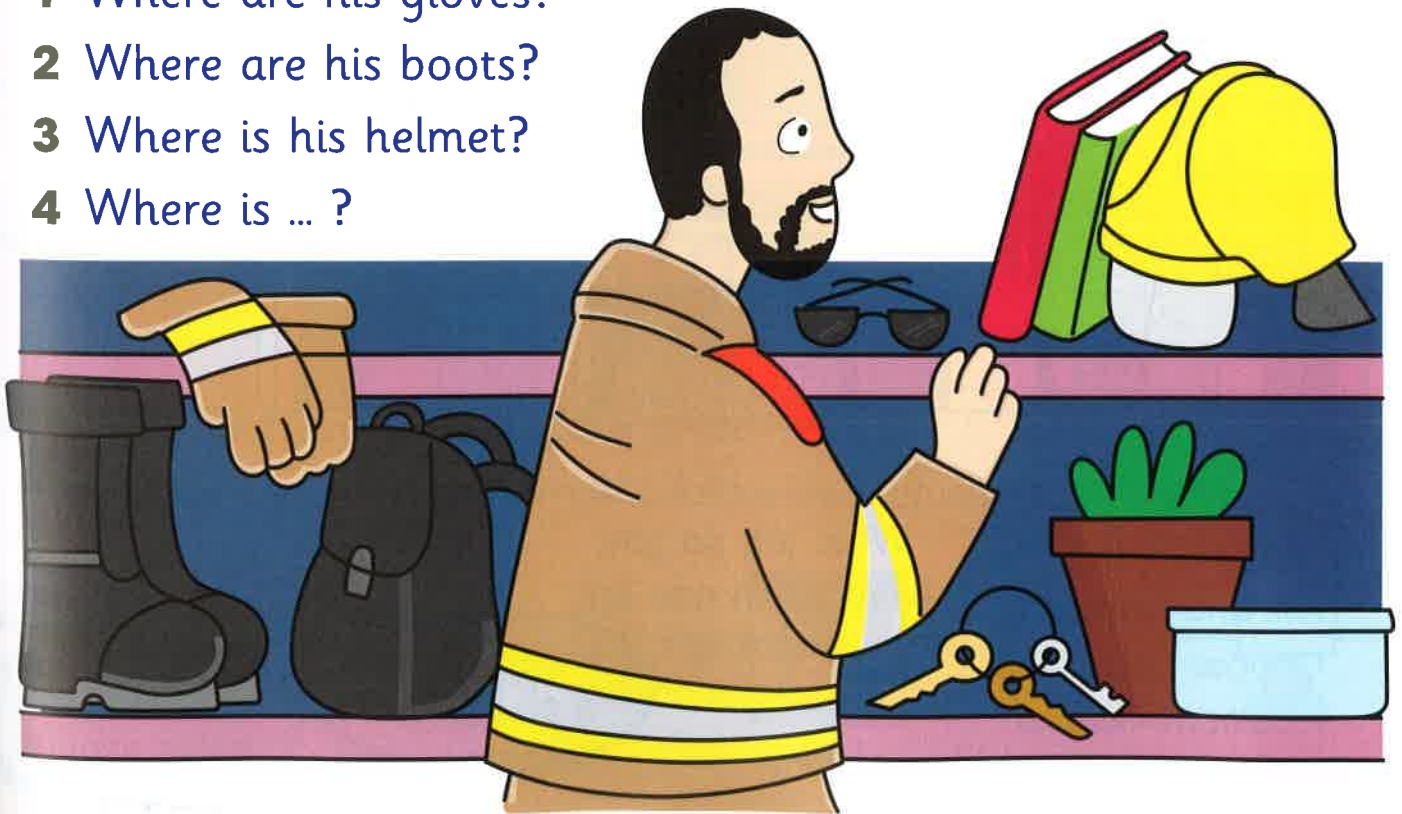
right

### 2 Look and say

Help Mr Khalid to find his uniform.

Then ask and answer some more questions.

- 1 Where are his gloves?
- 2 Where are his boots?
- 3 Where is his helmet?
- 4 Where is ... ?

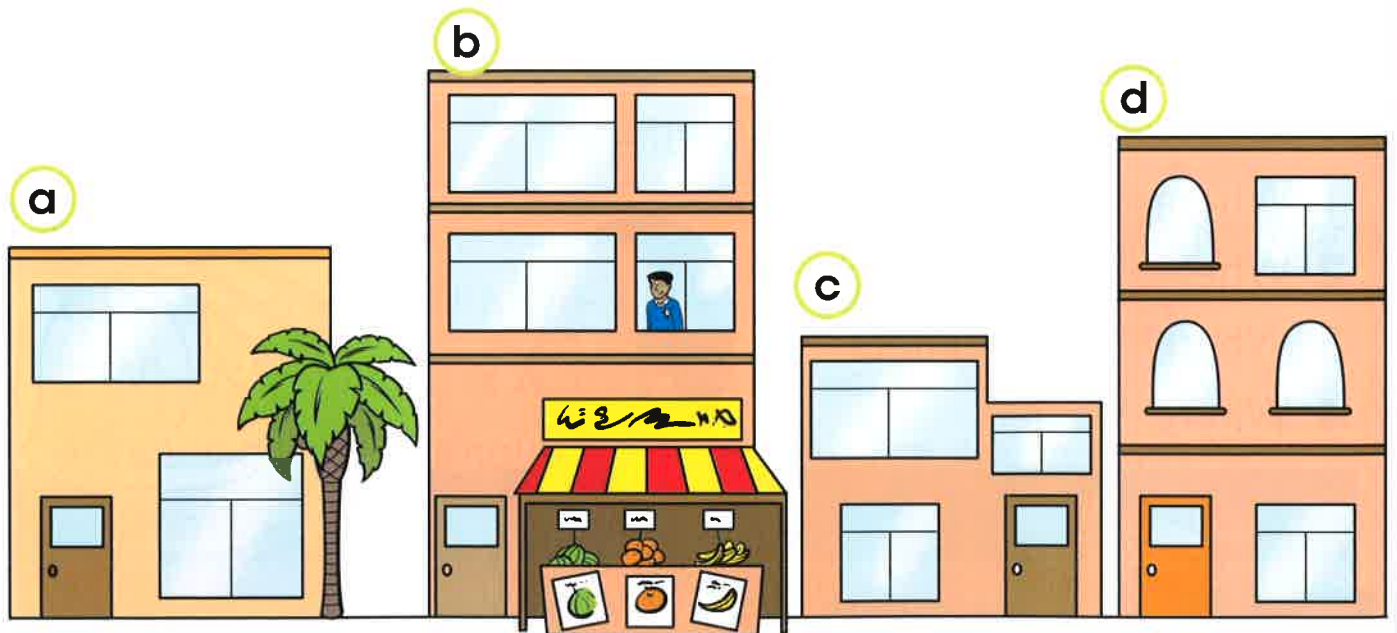


## Lesson 12 My learning

### 1 Read and match

Read the text. Match each person to their building in the picture.

- 1 I am a window cleaner. My building has got a lot of windows. I live on the second floor.
- 2 I am a gardener. I like trees, but there aren't any trees by my building. My neighbour is a clothes designer. His building is on the left.
- 3 I am a writer. There is a beautiful tree outside my building.
- 4 I am a clothes designer. Can you see me? I am on the second floor of my building. The ground floor is a shop.



### 2 What job?

Ask and answer.  
Choose one of the jobs from this unit.

What job do you want when you are grown up?

I want to be a firefighter.

Why?

A firefighter helps people.

## Lesson 13 New words

### 1 At the shopping centre

Look at the map of a shopping centre.

Put your finger on the **red** star.

Go straight ahead.

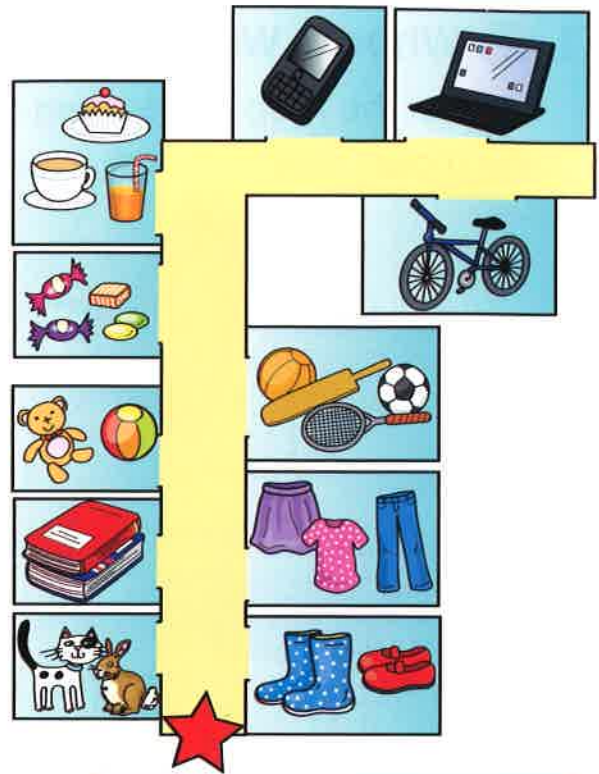
Which shops are on your right?

Which shops are on your left?

At the end, turn right.

Now which shops are on your left?

Which shop is on your right?



### 2 Find the mystery shop

Read the clues.

Name each mystery shop.

1 It's **between** the bookshop and the sweet shop.

2 It's **next to** the sports shop.

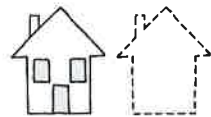
3 It's **opposite** the computer shop.

Write a new clue. Read it aloud.

Can your friends find it?

#### Language tip

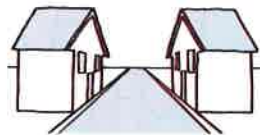
next to



between

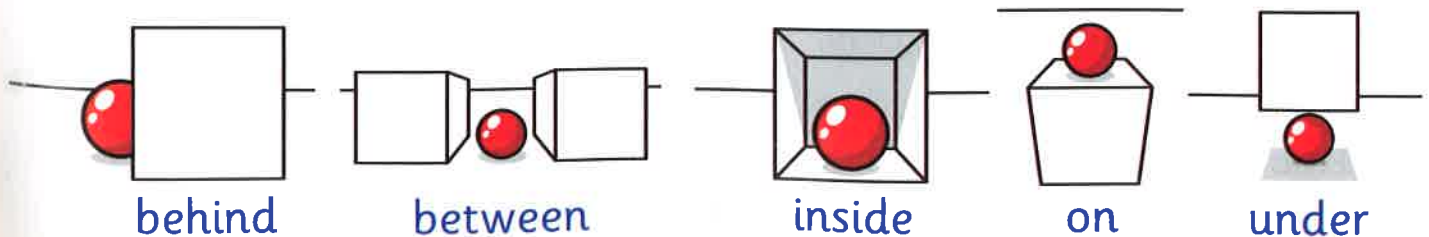


opposite



### 28 3 Behind, between, inside, on, under

Look at the pictures. Then listen and follow the instructions.



behind

between

inside

on

under

## Lesson 14 Use of English

### 29 1 Where's Waleed?

Look at the map of the town. Listen to Waleed and mark where he is on the map.



### 30 2 Asking for directions

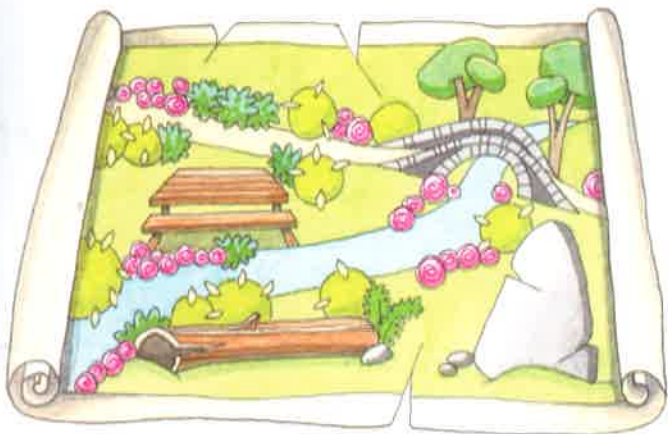
Listen and follow the directions. Start at the arrow on the map.  
Practise the conversation with a partner.  
Choose a place and give directions.

Excuse me, where is the school?

## Lesson 15 Time to practise

### 1 Find the treasure

Two children are on a treasure hunt. Listen to each clue.  
Where do the children look? Where is the treasure?



### 2 21st 🐣 Make up a clue

Say a clue for your partner.  
Your partner must point to the map.

Look behind  
the ... .

### 3 🗨️ 📝 Classroom treasure hunt

Work with a group of children. Write four clues for your classroom.  
Then hide clues 2 to 4 and give clue 1 to another group!  
Here are some examples:

1 Look next to the crayons.

2 Look under the teacher's chair.

3 Look inside a red book.

4 Look behind the door.

#### Writing tip

Good clues are:

- short
- easy to understand
- begin with the main instruction verb, e.g.

**look, open, read**

Clue 4 leads to the treasure! Where did these children put the treasure?

## Lesson 16 Read and answer

### 32 1 Before you read

Read the title of the poem. Do you know another word that means the same as 'kids'?

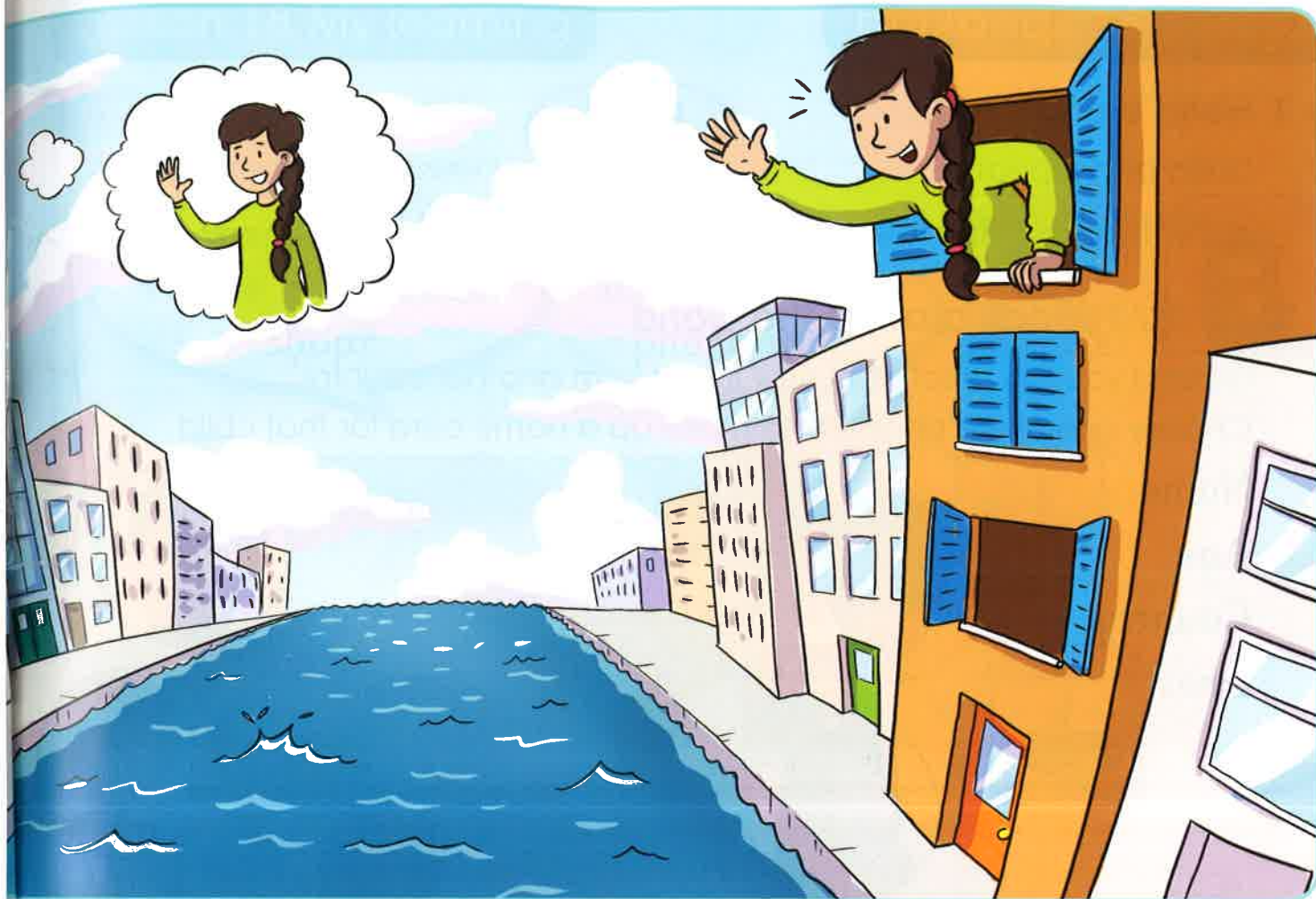
#### A lot of kids

There are a lot of kids  
Living in my apartment building  
And a lot of apartment buildings on my street  
And a lot of streets in this city  
And cities in this country  
And a lot of countries in the world.

So I wonder if somewhere there's a kid I've never met  
Living in some building on some street  
In some city and country I'll never know –  
And I wonder if that kid and I might be best friends  
If we ever met.

Jeff Moss





## 2 Talk about the poem

- 1 Where does the girl in this poem live?
- 2 Are there many apartment buildings on her street?
- 3 Do you think the girl is **friendly** or **unfriendly**?
- 4 Do you think this poem is **happy** or **unhappy**?



### Language detective

What is the meaning of **un-** at the beginning of a word?

helpful **un**helpful

Can you think of another word for **sad** which begins with **un-**?



## Lesson 17 Speaking

### 33 1 Hello world!

Listen and repeat.

Hola!

**a** Ni hao!    **b** Howzit!    **c** Hola!    **d** Hala!    **e** Hi!

### 2 Friends around the world

Pretend you are meeting a new friend from another country.

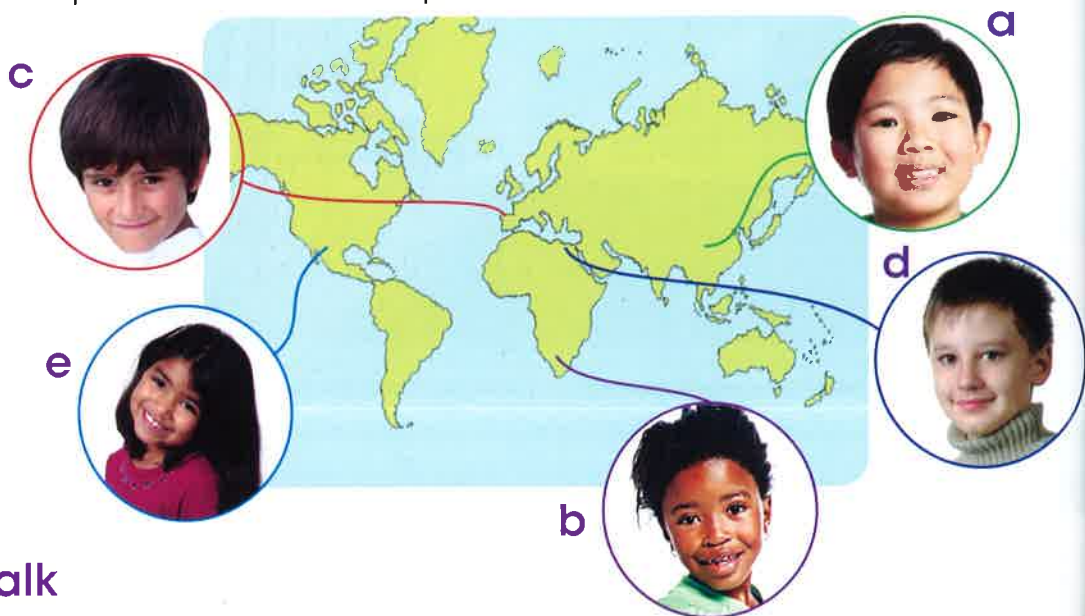
Choose one of the photos and make up a name card for that child.

Name:

Age:

Country:

Likes:



### 3 Let's talk

Tell your partner about your new friend. Then pretend you are meeting your new friend. Make up a conversation with your partner.

Hi! What's your name?

What's your favourite ... ?

Do you like ... ?

Where do you live?

Let's play!

### Speaking tip

Try to keep the conversation going. To do this, both speakers need to ask questions.

Can you and your partner follow this pattern in your conversation?

Partner 1: Question.

Partner 2: Answer. Question.

Partner 1: Answer. Question.

Partner 2: Answer. Question ...



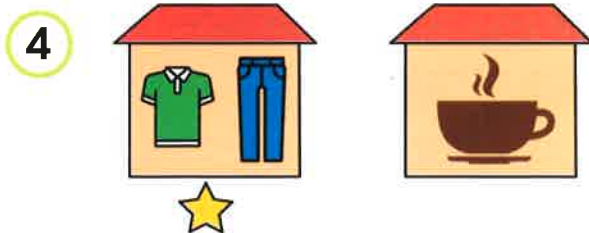
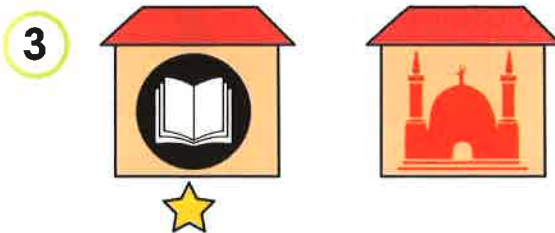
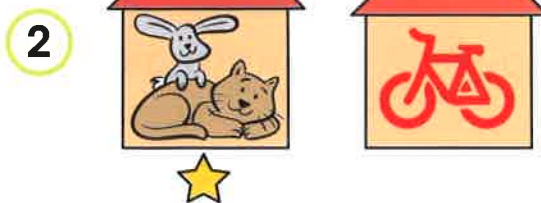
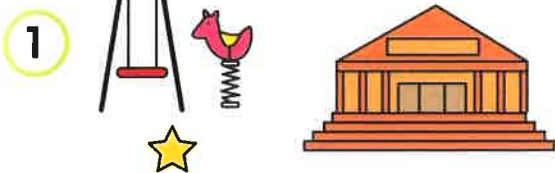
# Lesson 18 My learning

## 1 Ask and answer

Ask for directions. Answer using *next to*.

Excuse me.  
Where is the sweet shop?

It's **next to** the phone shop.



## 2 Find the balls

There are six balls in this picture. Write sentences to say where they are.

The red ball is ...

Then ask and answer with a partner.

Where is the red ball?

The red ball is ... ?

- under
- on
- behind
- between
- next to
- inside



# Lesson 19 Review

## 1 Talk about you

Look. For each picture, say one thing about yourself.



my house



my family



my country



my job?

I want to be a pilot!

## 2 Interview your teacher

Imagine you are a TV reporter and interview your teacher. Use these questions:

- What is your job?
- Where do you work?
- What do you do?

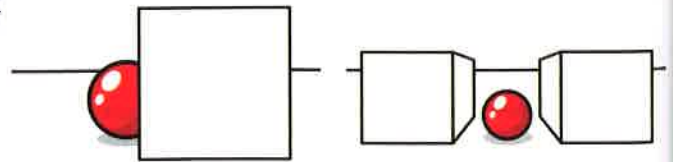
Listen to your teacher's answers. Then write your TV report.



## Look what I can do!

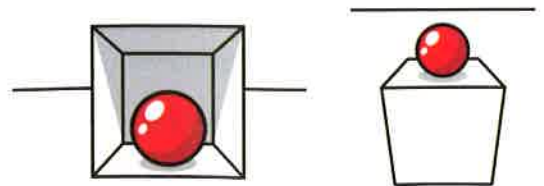
 1st

• I can talk about where I live.



• I can read and write words that explain location.

• I can use job words.



• I can ask for and give directions.

### Draw a story map

- 1 Think of a house or place in a story you have read.
- 2 Make some new ideas about the house or place.
- 3 Create your story map.

Talking about your story map.

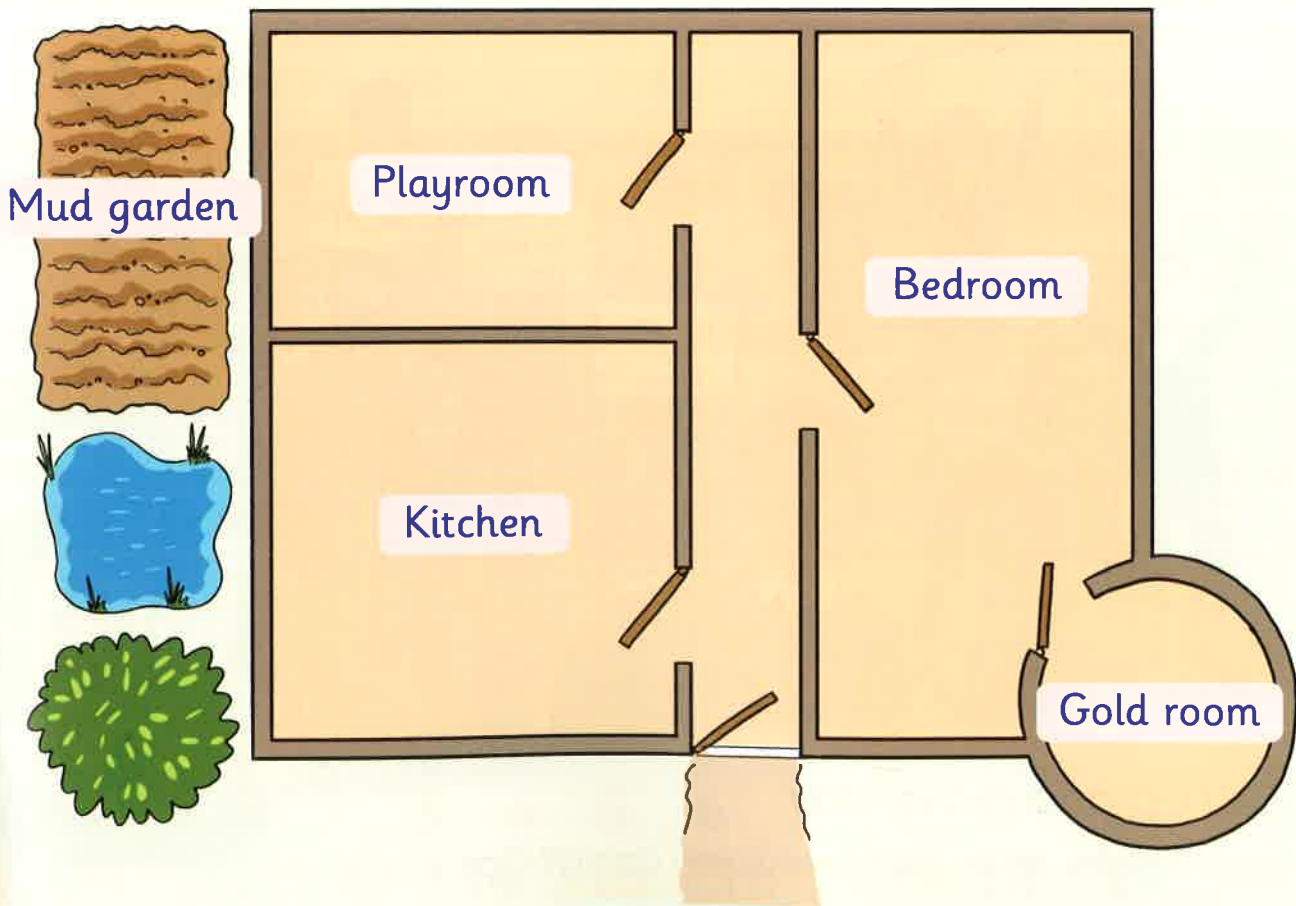
This is a map of the castle in Jack and the Beanstalk.

There is no bathroom because I think the giant does not like washing.

This is the giant's new mud garden. I think he likes mess and mud.

In the story, the kitchen is where the giant meets Jack.

This is the kitchen.



## Lesson 1 Think about it

How can we move in different ways?

## 34 1 Read and listen

Join in and do the actions. Then look at the picture.  
Find the children who are doing each action.

## Reach for the sky

Clap your hands. Touch your toes.

Turn around. Put your finger on your nose.

Flap your arms. Jump up high.

Wiggle your fingers and reach for the sky!



## 35 2 'Get up and move' day

Listen to Julia. What are the children doing? Can you wave your hands and hop on one foot and nod your head?

# Lesson 2 New words

## 1 Topic vocabulary

Listen, point and say.



wave



stand



hop



fall



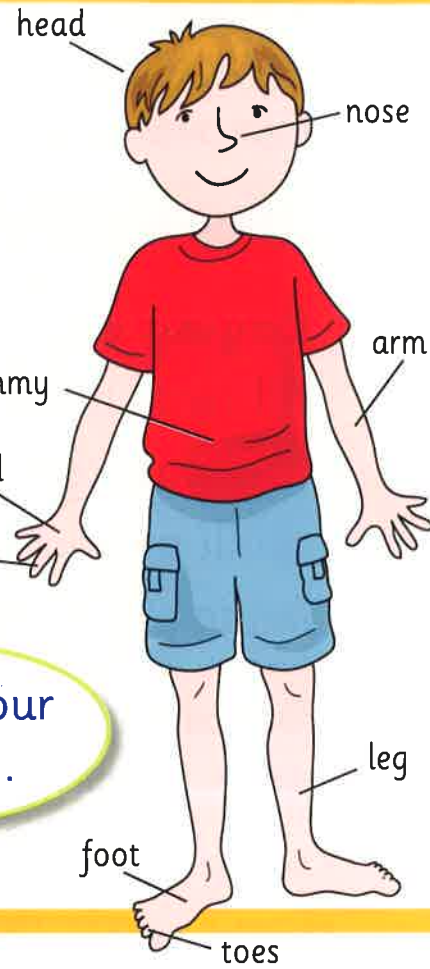
flap



wiggle



nod



Touch your tummy.

Take turns giving instructions to your class.  
Choose parts of the body.

## 2 21st Say it and do it

Give your partner three instructions using one word from each box.  
Can your partner do all three actions at the same time?

Clap

Wave

Shake

your hands.

Tap

Hop on

Stand on

one foot.

Nod

Shake

Roll

your head.

## 3 1+2 Counting to 20

Listen carefully. Do the actions as you count.

1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

## Lesson 3 Find out more

### 38 1 Before you read

What do you know about birds? Say five things. Look at the **headings**. Can all birds fly? Where will you find the answer? Now listen and read.

### Amazing birds

#### Laying eggs

All birds have feathers, and all birds lay eggs. A hummingbird has the smallest egg. It is as small as your fingernail. An ostrich has the biggest egg. It is as big as 24 hen's eggs.



#### Building nests

Most birds build nests for their eggs, but some birds don't. Emperor penguins don't build nests. The father penguin balances the egg on his feet. His tummy keeps the egg warm. Some birds lay their eggs on the ground.



#### Flying

Most birds can fly, but some birds can't. An ostrich can't fly, but it can run very fast. A penguin can't fly, but it can swim very fast.



#### Swimming

Ducks and swans can swim. They can fly too!

## Lesson 4 Time to practise

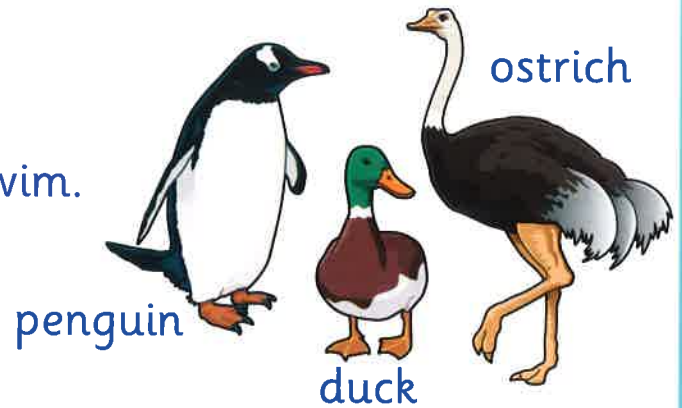
### 1 Talk about it

What new facts did you learn?  
Where can you see different birds?

### 2 True or false?

Look at the text *Amazing birds*. Is each statement **true** or **false**?

- 1 Most birds build nests.
- 2 Some birds can swim.
- 3 A penguin can fly, but it can't swim.
- 4 A duck can swim and fly.
- 5 An ostrich can fly.



### Speaking tip

When we tell people facts, we can say **Did you know ... ?**

**Did you know** that all birds have feathers?

### 3 All, most, some

Finish these sentences.  
How many different sentences can you make?

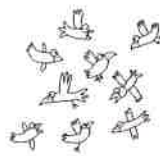
All birds \_\_\_\_

Most birds \_\_\_\_

Some birds \_\_\_\_

### Language tip

all



most



some



### 4 Draw a penguin

Follow the instructions and draw a penguin.  
Then talk about it. What can it do?  
What can't it do?



## Lesson 5 Find out more

### 1 Read and discuss

Read about tigers. How they are different to birds?

#### FACT FILE

**Tigers:** Tigers are the biggest cats in the world.

Adult tigers can weigh as much as ten ten-year-olds!

Tigers have fur with a stripy pattern. They don't lay eggs. They don't build nests or dens. Tigers sleep on rocks or in grass. Tigers can't fly, but they can run very fast. Tigers can swim. They like to swim to cool off in hot weather.



### 2 Fact file

How are tigers and ducks different? How are they the same?

Complete the sentences. Then write two sentences.

#### FACT FILE

**Ducks:** Ducks are birds that love water.

You can find them in ponds, streams and rivers.

They are good at swimming. Ducks have feathers.

Their mouth is called a bill. They lay eggs.

They build nests hidden in reeds near the edge of the water. Ducks can fly and they can walk.



1 A duck can \_\_\_\_\_, but it can't \_\_\_\_\_.

2 A tiger can't \_\_\_\_\_ or \_\_\_\_\_.

3 A duck and a tiger can \_\_\_\_\_.

#### Language tip

**and but or**

I can run **and** jump.

I can walk, **but** I can't fly.

A bird can't read **or** ride a bike.



## Lesson 6 My learning

### 1 Ask your friends

Find out what your friends can and can't do.

hop nod wave stand fall flap  
wiggle touch shake roll tap clap

Can you ... ?

No, I **can't** \_\_\_\_\_ ,  
**but** I **can** \_\_\_\_\_ .

Yes, I **can** \_\_\_\_\_ ,  
**and** I **can** \_\_\_\_\_ .

What can **all** the children in the class do?

What can **most** of the children in the class do?

What can **some** children of the children in the class do?

Write a sentence in your notebook.

All of the children can \_\_\_\_\_ , most of the children  
can \_\_\_\_\_ and some of the children can \_\_\_\_\_ .

### 2 Chant

Listen to the chant and do the actions.

We like to move

It keeps us fit

Take a look

At how we do it ...

We can wave our hands

We can nod our heads

We can hop on one foot

And flap our arms

We can wiggle our fingers

And stand up tall

Watch us as we do it all!



## Lesson 7 Words and sounds

Think about the way your mouth moves to pronounce long vowel sounds.

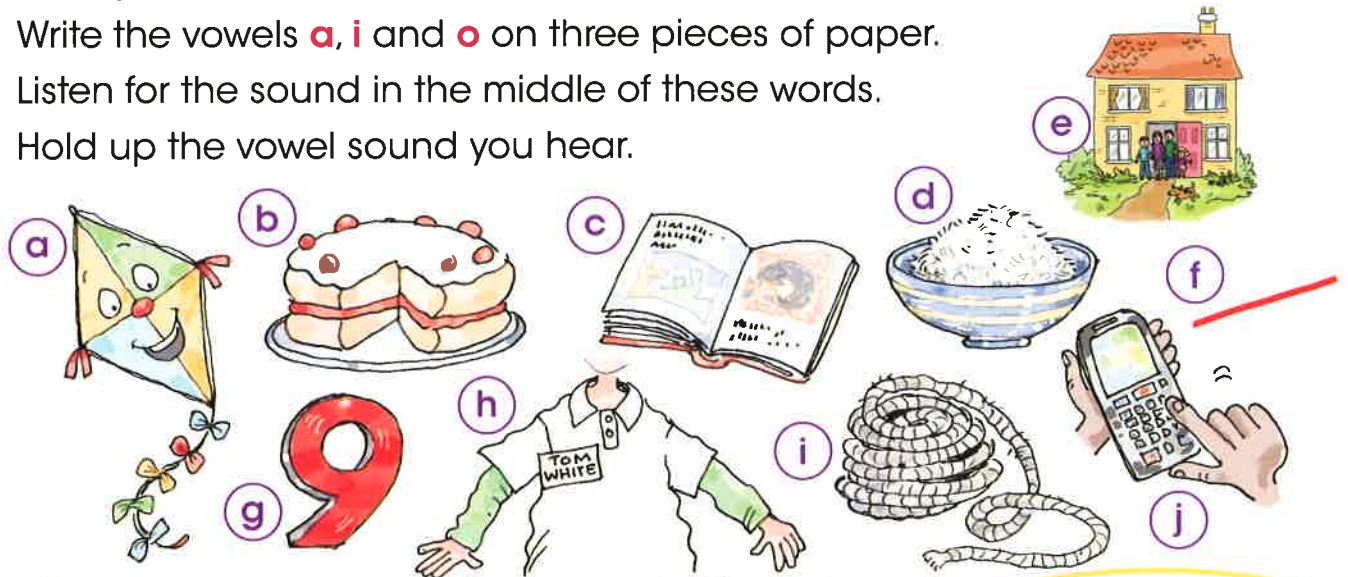
### 40 1 Which vowel sound?

A long vowel sound says the name of the vowel: **a e i o u**.

Write the vowels **a**, **i** and **o** on three pieces of paper.

Listen for the sound in the middle of these words.

Hold up the vowel sound you hear.



### 41 2 Silent e

Listen and say the word pairs.  
How does the silent **e** change the sound of the vowel?

Tim                      time

Sam                     same



Look! Sam is the same as Tim!

All the words in Activity 1 end with a silent **e**.

Write the words with your partner.

### 42 3 Revision of ai and ay

Read and find three words with a long **a** sound.

Listen to check. What letters make this sound?

**Mr Gray:** Let's wait for the train. Stay away from the wet paint!

**Daisy Gray:** There's a snail on the railway. I hate snails. I hate rainy days.

**Mr Gray:** Here comes the train. Move away, snail!

## Lesson 8 Use of English

### 1 How are you feeling?



scared



tired



unhappy



cross



puzzled



excited

Look at the photos. Act out a word for your partner to guess.

Are you feeling scared?

No, I'm not.  
Try again!



surprised



hungry

### 2 Chant it

Listen to the chant. Join in and do the actions.

#### If you're happy and you know it

If you're **happy** and you know it, **clap** your hands.

If you're **happy** and you know it, **clap** your hands.

If you're **happy** and you know it,

And you really want to show it,

If you're **happy** and you know it, **clap** your hands.

Make up some new verses. Choose words to fill in the spaces.

Chant your new verses!

If you're **excited** and you know it, **shout 'Hurray!'**

If you're **tired** and you know it, **you can sleep.**

If you're **scared** and you know it, ...

If you're **unhappy** and you know it, ...

If you're **hungry** and you know it, ...



## Lesson 9 Time to practise

### 1 What can you do?

Read each sentence and act it out. Don't use real paper!

1  I'm waving it.

2  You're ripping it.

3  He's cutting it.

4  She's folding it.

5  We're writing on it.

6  They're making a ball with it.

### 2 <sup>1st</sup> Listen and guess

Sit back to back with your partner.

A: Do something with a piece of paper.

B: Listen carefully. Guess what your partner is doing.



## Lesson 10 Time to practise

### 1 Write it

Use the *Word box* to help you.  
Write eight action sentences on your game square, for example:

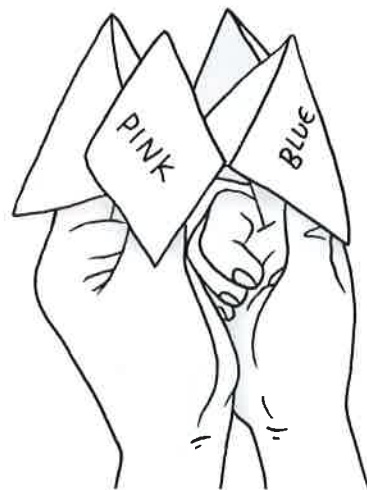
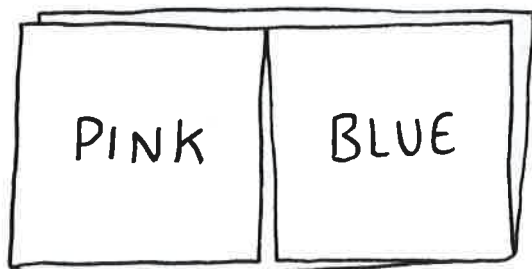
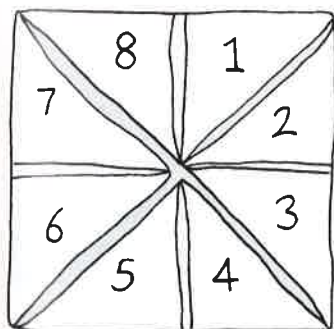
- Put your elbow on your knee.
- Wave your arms.

### Word box

stand count put nod  
clap wave shake flap  
jump foot head hand  
knee arms elbow

### 2 Make your own game

- 1 Cut out the square. Fold the four corners into the centre.
- 2 Turn the paper over. Fold the four corners into the centre.
- 3 Fold the paper so it looks like this.
- 4 Put your thumb and pointer fingers under the colour flaps. Move it open and closed.



### 3 Play it!

Take turns to follow the instructions in your game with a partner.

Pick a colour.

Blue.

b - l - u - e.  
Pick a number.

Five.

1 - 2 - 3 - 4 - 5.  
Open it and do the action!

## Lesson 11 Use of English

### 1 What do you like doing?

Look at the activities below. Write what you like. Write what you *don't* like.

watching TV                      shopping  
riding a bike                      skipping  
eating ice cream  
using a computer



I like shopping **and** skipping.  
I don't like riding a bike **or** watching TV.

### 2 Interview your partner

Ask your partner what he or she likes.

**Do you like swimming?**

Write two sentences.

### Language detective



Look at these verbs.

ride      use

Look carefully. When we add **-ing** which letter disappears?

Now look at these verbs.

shop      skip

What happens when we add **-ing**?

Khawla likes swimming and eating ice cream.  
She doesn't like playing football or shopping.

## Lesson 12 My learning

### 1 When do you feel ... ?

Take turns to ask and answer the question using different feeling words.

scared  
tired  
unhappy  
cross  
puzzled  
excited  
surprised  
hungry

When do you feel scared?

I feel scared when it is dark.



### 2 Say it

Listen to these tongue twisters. How quickly can you say them?

Rain, rain, stay away, come and play on a day in May.

The snail took the train to Spain in the rain.

Can you make up your own?



## Lesson 13 Use of English

### About the story

This story is from the Seneca Indians in the United States.

### 1 Before you read

The characters in this play are talking animals.

There is also a **narrator** who helps tell the story.

Look at the pictures. What animal characters are in this play?

### 45 2 Read and listen

#### Bear and Turtle have a race

**Narrator:** One cold winter day, Bear was walking and singing.

**Bear:** I'm the best in the forest. I'm the fastest runner of all. I'm big and fast and strong and brave! I'm the very best bear of all.

**Turtle 1:** Bear is always boasting!

**Turtle 2:** I think we need to teach him a lesson.

**Narrator:** The turtles whispered together. They had a plan.

**Turtle 2:** Good idea!

**Turtle 3:** Very clever.

**Turtle 4:** Let's do it!





**Narrator:** The next day, Bear saw Turtle sitting on a rock.

**Bear:** What are you doing Turtle?

**Turtle 1:** I'm writing a song:  
'I'm the best in the forest.  
I'm the fastest swimmer of all ...'

**Bear:** That is a silly song!  
Bears are fast. Turtles are slow.

**Turtle 1:** Not when we are swimming.  
I can swim faster than you can run.

**Bear:** That is silly. Let's have a race.

**Turtle 1:** OK! Let's meet at the pond tomorrow.  
I can swim. You can run.

**Narrator:** The animals came to watch the race.

**Rabbit and Frog:** We want Turtle to win!

**Deer and Fox:** We want Bear to win!

**Crow:** Ready, steady, go!



### 3 21st Speaking

What do you think happens next?

Talk with your partner and say your ideas.

## Lesson 14 Read and answer

### 46 1 Read and listen

Continue to read and listen to the play about Bear and Turtle.  
Find out if your prediction was correct.



**Turtle 4:** Hurry up, Bear! I'm going faster than you.

**Bear:** Wow! That turtle is swimming fast!

**Turtle 3:** Hurry up, Bear!

**Bear:** I'm running as fast as I can.

**Turtle 2:** Hurry up, Bear. I'm winning.

**Bear:** Oh no, I'm losing the race.

**Crow:** Turtle is the winner!

**Deer and Fox:** Turtle's won the race!

**Rabbit and Frog:** Hooray for Turtle!

**Bear:** I'm going to my cave.

I don't want to see anyone.

I'm going to sleep all winter.



**Narrator:** When everyone had gone, Turtle knocked on the ice three times.

**Turtle 1:** You can come out now.

**Turtles 2, 3 and 4:** We did it!

**Turtle 2:** Yes. Turtles are not fast, but we are clever!



### Words to remember

Find these words in the story.

**fast best silly**

Practise spelling them.

## 2 **Talk about it**

1 Why do the turtles want to teach Bear a lesson?

2 Which animals come to watch the race?

3 What does Crow say to start the race?

4 How does Bear feel at the end of the race?

**excited tired puzzled happy unhappy cross**

5 How does Turtle feel at the end of the race?

**excited tired puzzled happy unhappy cross**

6 How many turtles were really in the race?

7 Do you think the race was fair or unfair?

## 3 **Act out the play**

Work with a group of friends. Have fun!

## Lesson 15 Think about it

### 1 Read about it

Toys need an action to make them move. Some toys use batteries or electricity to make them move. Some toys don't use batteries or electricity. We can still make them move by pushing, pulling or spinning them ourselves.

### 2 Talk about it

What toys do you have that move? Which parts of the toys move?  
How do they move? What do you need to do to them to help them move?

### 3 Read and match

Read the descriptions and match them to the correct toys.

- 1** This toy moves by rolling along the floor.  
The part of the toy that moves is the wheels.  
To make it move you need to push it.
- 2** This toy can roll, bounce, you can throw it or spin it around.  
All of this toy moves at the same time.  
To make it move you need to push it.
- 3** This toy spins around and around.  
The toy stays in one place but it all moves at the same time.  
To make it move you need to twist it.
- 4** This toy moves back and forth.  
The part of the toy that moves is the arms and legs.  
To make it move you need to push or pull it.



## Lesson 16 Find out more

### 1 <sup>21st</sup> Read and talk

Robots can move in lots of different ways. People use robots to help them. These robots are building cars.

They can lift, drop, stretch and twist.

Robots are stronger than people. They can work faster than people and they do not need to stop to eat dinner. They do not need to sleep so they can work at night.



Can you say three reasons that robots are good at helping?

### 2 Read and move

This is Zen-bot. He is a toy robot. Zen-bot can move in lots of different ways.

He can move quickly, slowly and carefully.

These are the ways Zen-bot can move:

Twist slowly

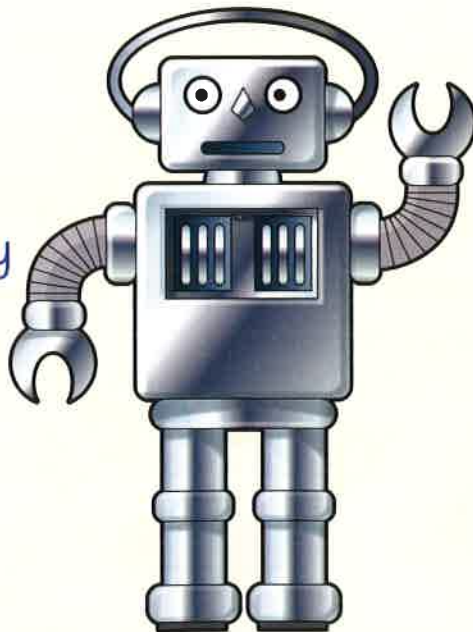
Turn quickly

Bend slowly

Squeeze carefully

Spin quickly

Stretch carefully



### Language tip

We can use adverbs to give more information about **how** something moves.

**quickly slowly carefully**

Think about the difference:

- Zen-bot can twist.
- Zen-bot can twist **slowly**.

Take turns to move like Zen-bot. Listen for the instructions then move.

## Lesson 17 My learning

### 47 1 Chant

Listen and say.

Can you twist slowly?

Slowly, slowly.

Can you bend carefully?

Carefully, carefully.

Can you hop quickly?

Quickly, quickly!



### 2 True or false?

Read the statements. Are they **true** or **false**?

1 Bears can swim quickly.

2 Turtles can't swim.

3 Some toys use batteries or electricity to move.

4 You can throw, roll or bounce a ball.

5 Robots need to stop work to eat dinner.

6 Robots can help people to build cars.

### 3 Toys or animals?

Look at the actions. Do toys or animals move in this way?

Choose a word and say **toys** or **animals**.

Bounce.  
Toys bounce.

**run** **walk** **squeeze** **bounce** **spin** **swim** **climb** **twist**

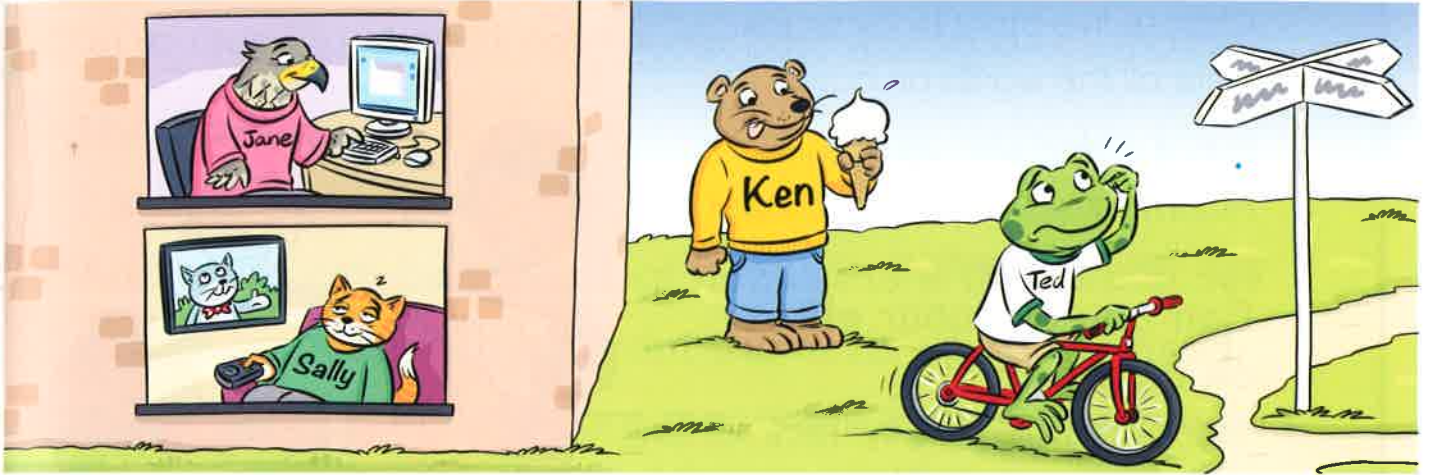
## Lesson 18 Review

### 1 Guess the actions

What are these animal characters doing?

Look at their faces. How are they feeling?

Write a sentence for each character in your notebook.



### 2 Mime it!

Mime an action and make a facial expression.

Can your friend guess what you are doing and how you are feeling?

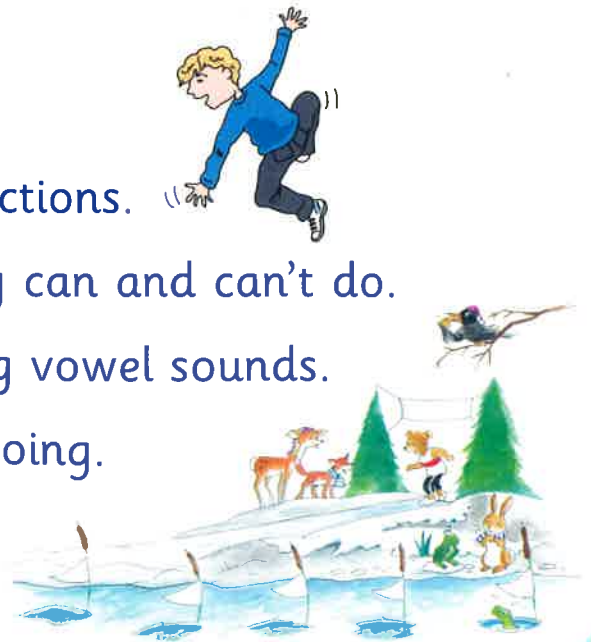
### 3 Do you like it?

Ask if your partner likes doing the activities in the picture.

## Look what I can do!

21st

- I can use action words to give instructions.
- I can talk about birds and what they can and can't do.
- I can read and write words with long vowel sounds.
- I can say what I like and don't like doing.
- I can read, talk about and act out a play script.



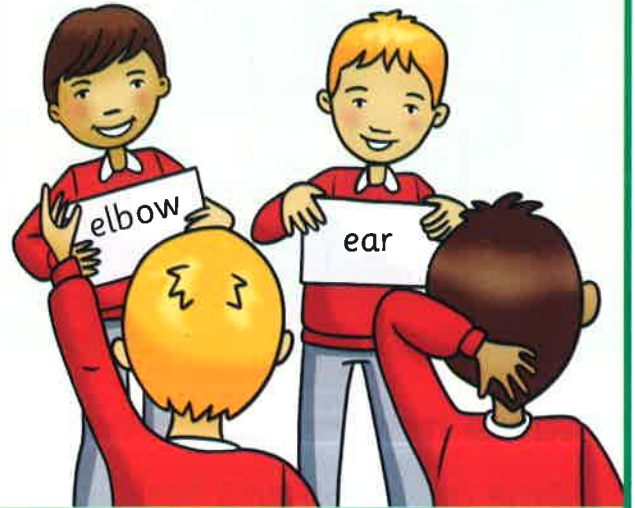
## Lessons 19–20 Choose a project

### A Lead an action game

- Learn these five body words.  
**elbow knee wrist ankle shoulder**
- Choose five more body words.  
Write all the words on cards.
- Play a game with your class.  
Pick two cards. Say the words as  
you ask the question:

**Can you put your elbow  
on your ear?**

Your classmates will try! They will say  
**Yes, we can!** or **No, we can't!**



### B Write an animal riddle: Who am I?

I am small and slow.

I like walking, swimming and eating bugs.

You can find me on a rock or in a pond.

Look at this riddle. Can you guess the answer?

Write your own animal riddles!

I am \_\_\_ and \_\_\_ .

I like \_\_\_ , \_\_\_ and \_\_\_ .

You can find me \_\_\_ or \_\_\_ .

I am small and slow.

I like walking, swimming  
and eating bugs.

You can find me on a  
rock or in a pond.

Who am I?

Answer: A turtle.



# The big sky

## Lesson 1 Think about it What is the sky like?

### 48 1 Read and listen

Can you see your shadow now? Jump. Does your shadow jump too?

#### My shadow

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

**Robert Louis Stevenson**

### 49 2 Looking at shadows

Sally is talking to her mother. Listen and point to the right pictures.



in the morning



at midday



in the afternoon

## Lesson 2 New words

### 50 1 Topic vocabulary

Listen, point and say. Then look outside and answer the questions.



sky



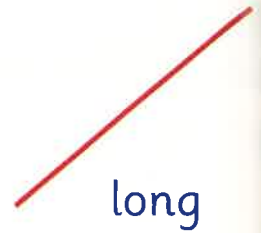
sun



cloud



shadow



long



short

### 2 Talk about the pictures

Read about sundials and answer the questions.

Sally is talking to her mum **in the afternoon**.

**1** Is her shadow long or short?

Her shadow **is** \_\_\_\_\_ .

**2** Is the weather sunny or cloudy?

The weather **is** \_\_\_\_\_ .

Sally looked at her shadow **in the morning**.

**3** Was her shadow long or short?

Her shadow **was** \_\_\_\_\_ .

**4** In the morning, was the weather sunny or cloudy?

The weather **was** \_\_\_\_\_ .

**5** And **at midday**?

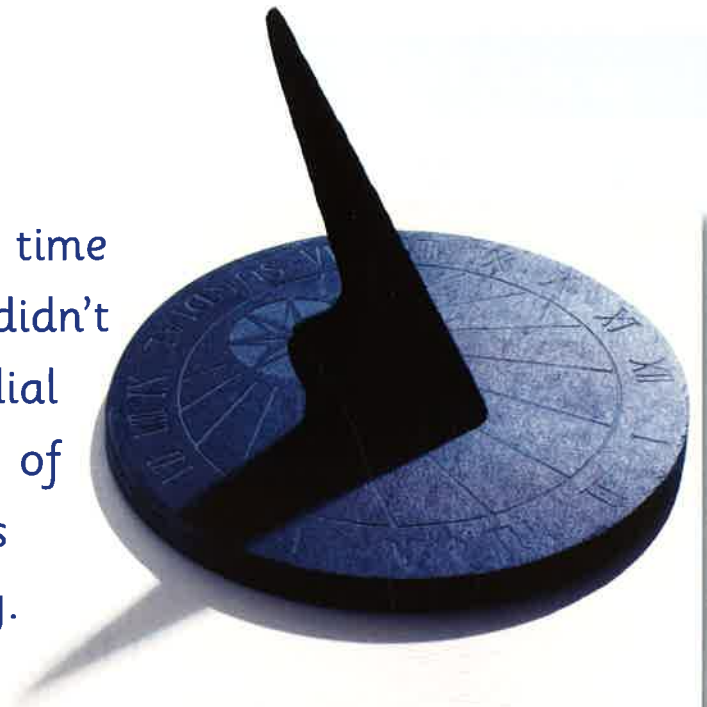
The weather **was** \_\_\_\_\_ .

## Lesson 3 Time to practise

### 1 Sundials

People used sundials to tell the time many years ago because they didn't have watches or clocks. A sundial uses shadows to show the time of day. The top of the sundial has marks for each hour of the day.

The sundial has a stick that makes a shadow as the sun moves across the sky. The shadow falls on the mark to tell you what time it is.

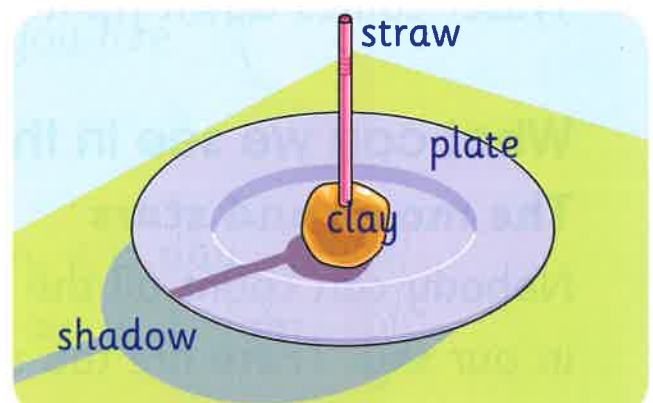


- 1 When were sundials used? Why?
- 2 What does a sundial use to tell the time?
- 3 What are the marks for?

### 2 <sup>21st</sup> Make a sundial

Follow these instructions.

- 1 Roll a piece of clay into a ball.
- 2 Put the clay on a plate.
- 3 Push a straw into the clay.
- 4 Leave your sundial in a sunny place.
- 5 Look at the shadow and watch how it moves.



## Lesson 4 Find out more

### 1 Before you read

Do you know the answers to these questions?

- 1 Can we see the sun in the day or at night?
- 2 What are clouds made of?
- 3 Can we see stars in the day?

### 51 2 <sup>21st</sup> Read and listen

#### What can we see in the sky by day?

##### The sun and clouds

In the day, we can see the sun. The sun is a star. It's the nearest star to our planet, Earth. It is the only star we can see in the day.

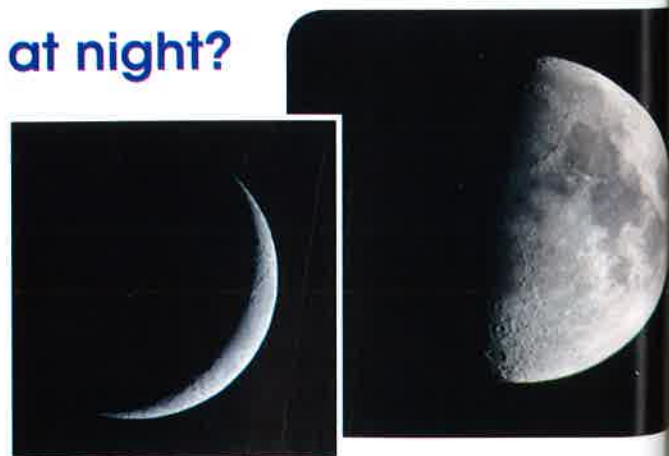
Clouds are made of lots of tiny drops of water. Water comes down from the clouds as rain or snow.

#### What can we see in the sky at night?

##### The moon and stars

Nobody can count all the stars in our sky. There are too many. When it is very dark, you can see more stars.

We can see the moon because the sun shines light on it. Sometimes we see a whole round moon, and sometimes we see only part of the moon.



## Lesson 5 Time to practise

52

### 1 Read and listen

#### Why do we have day and night?

The sun shines on our planet, Earth. Earth turns round slowly. So half of our planet is light and half of our planet is dark. When it is light, we have day. When it is dark, we have night.

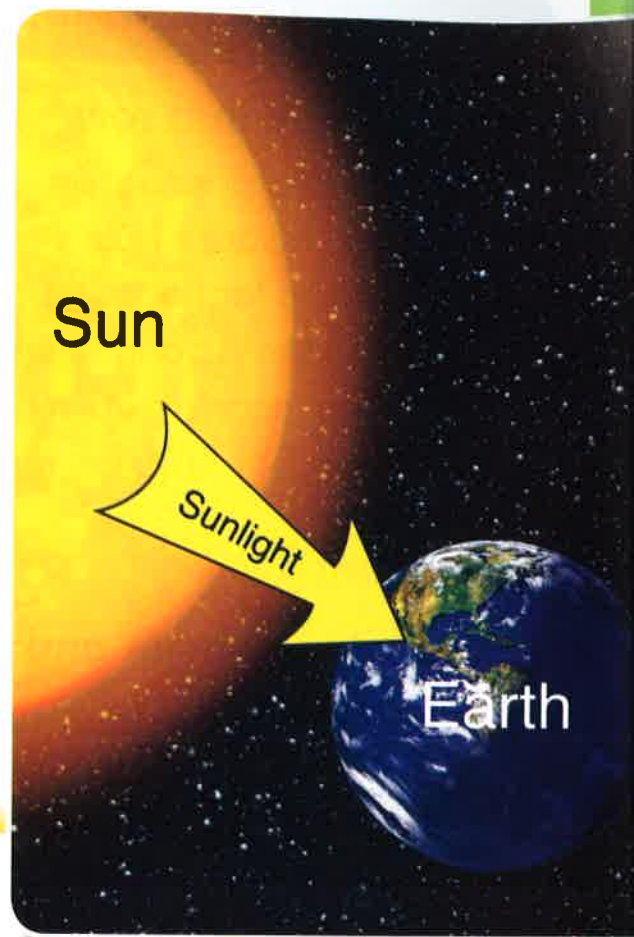
### 2 Try it out!

#### You need:

A torch (Sun)

A ball (Earth)

- 1 Put a sticker on Earth where you live.
- 2 Shine the torch on the ball.
- 3 Turn the ball around slowly.
- 4 When the sticker faces the sun, it is day.
- 5 When the sticker is turned away, it is night.



### 3 Talk and write about it

With your partner, say an interesting fact about:

the sun   clouds   stars   the moon.

Then write a sentence.



## Lesson 6 My learning

### 1 Three in a row

Play with a partner. Take turns to choose a square. Say the word and say a fact about it. Then place a counter on top. Can you score three in a row?



### 53 2 Chant

By day the sun and the clouds fill the sky  
My shadows skips and jumps beside me  
By night the moon and stars come out to play  
They move in the dark for everyone to see

### 3 Compare the pictures

Yesterday it was nighttime.



Today there is a sun.  
It is daytime.

## Lesson 7 Words and sounds

### 54 1 Words with the long i sound

Find the words with each different ending: **-ite**, **-ine**, **-ight**.



bite



line



shine



night



right



kite

Which words above rhyme with **bite**?

How do you spell the three words?:



### 55 2 Spelling dictation

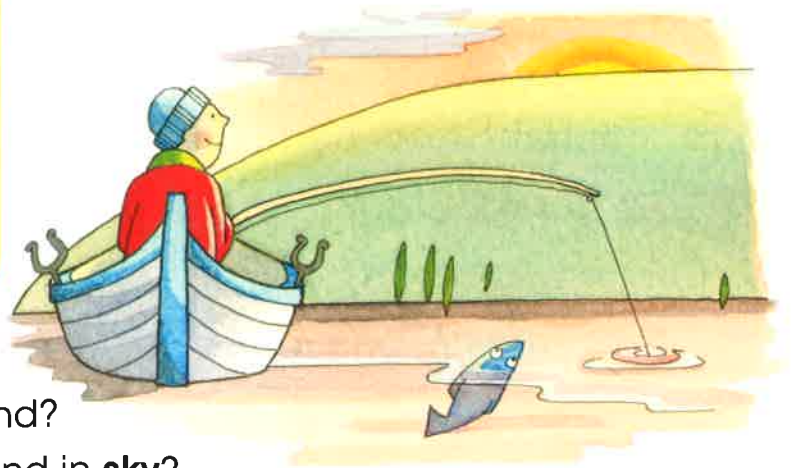
Listen to the spelling and write the word.

Point to the picture above. Say the word.

### 56 3 Poem

Read the poem. Sailors sometimes look at the sky to find out what the weather will be like.

Red sky at night,  
Sailor's delight.  
Red sky in the morning,  
Sailor's warning.



Which words rhyme?

Which words have the long **i** sound?

Which letter makes the long **i** sound in **sky**?

## Lesson 8 Use of English

### 1 <sup>1st</sup> Compound words

A **compound** word is a big word made of two little words.

Find the two little words in each big word.

How many syllables are there in each word?

Clap the syllables.

sunshine = **sun + shine** 2

1 sunlight                      2 moonlight

3 daytime                      4 night-time

5 nightclothes                6 daylight

Choose a word for each clue:

- a The light from the sun.
- b The opposite of daytime.
- c The opposite of night-time.
- d Clothes that you wear in bed.



### 2 Read

How many compound words can you find?

At night-time, Ali looked at the moonlight in his nightclothes. In the morning, Ali looked at the daylight outside his window. During the daytime, Ali played at the park in the sunlight.



## Lesson 9 Use of English

### 1 Time expressions

Where were you yesterday?

Ask your partner questions.

Use the time expressions in the box.

Where were you  
in the morning?

I was at  
school.

Then ask about another person in the family.

Where was your little  
sister in the afternoon?

She was at home.

### Language tip

**in the** morning



**in the** afternoon



**in the** evening



**at** night



### 2 Mariam's day

Read and listen to Mariam describe her day.

In the morning I get ready for school. I get dressed and I eat breakfast. In the afternoon I am at school. I enjoy my art lessons and learning English. In the evening I help my mother to cook dinner. At night I like to read a story before bedtime.



### 3 My day

Write about a day in your life.

- What do you do in the morning?
- What do you do in the afternoon?
- What do you do in the evening?
- And what do you do at night?

### Writing tip

Remember to write in sequence. Write in the correct order.

**In the morning** I ...

**In the afternoon** I ...

**In the evening** I ...

**At night** I ...

## Lesson 10 Read and answer

### 58 1 Listen and talk

Listen to the poem. Join in and do the actions.

#### **We travelled by spaceship**

We **travelled** by spaceship to outer space.

Far, far away. We were very brave.

We **waved** at the earth.

We **watched** the earth get smaller and smaller.

We travelled by spaceship to outer space.

Far, far away. We were very brave.

We jumped out of the spaceship.

We walked on the moon.

We travelled by spaceship to outer space.

Far, far away. We were very brave.

We climbed back into the spaceship.

We travelled home.

We travelled by spaceship to outer space.

Far, far away. We were very brave.



### 2 Verbs ending in -ed

Find all the verbs – the words that tell us what the children did. The first ones are in **red**. Find some more. They end in **-ed**.

#### Language detective

Can you find a compound word in the poem?



## Lesson 11 Time to practise

### 1 We travelled by submarine

Use these verbs to fill in the gaps in a new poem. You can use each verb once. Then listen to check.

watched   travelled   talked  
climbed   waved   walked

We <sup>1</sup> \_\_\_ by submarine to the bottom of the sea.

We <sup>2</sup> \_\_\_ at the ship.

We <sup>3</sup> climbed out of the submarine.

We <sup>4</sup> \_\_\_ on the bottom of the sea.

We <sup>5</sup> \_\_\_ the fishes.

We <sup>6</sup> \_\_\_ to an octopus.

Then we travelled back home.

### 2 What did you do yesterday?

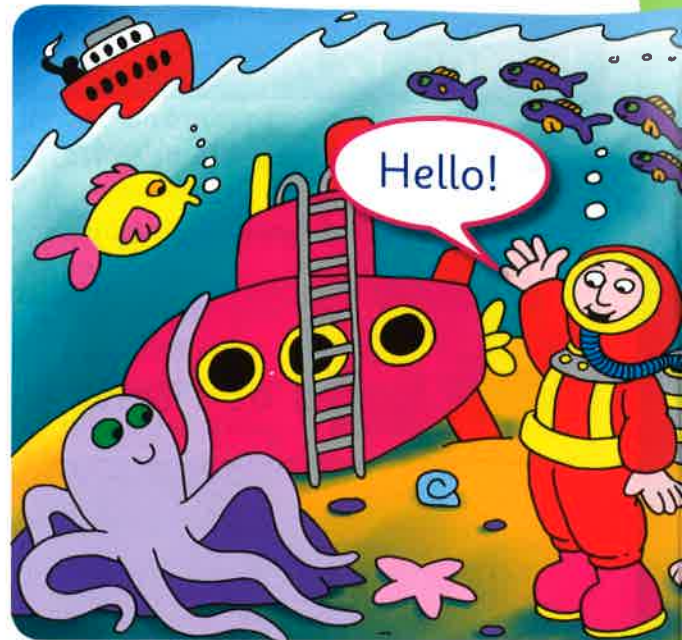
Interview your partner. Choose words from the *Word box*.

What did you do yesterday?

I **walked** to the park and I **played** with my sister.

Then write what your partner did.  
Write the name of the day (yesterday).

**Tuesday:** Hamad walked to the park and he played with his sister.



### Word box

watched TV



used a computer



helped (who?)



played (what?)



walked (where?)



talked to (who?)



brushed

(my hair? my teeth?)



## Lesson 12 My learning

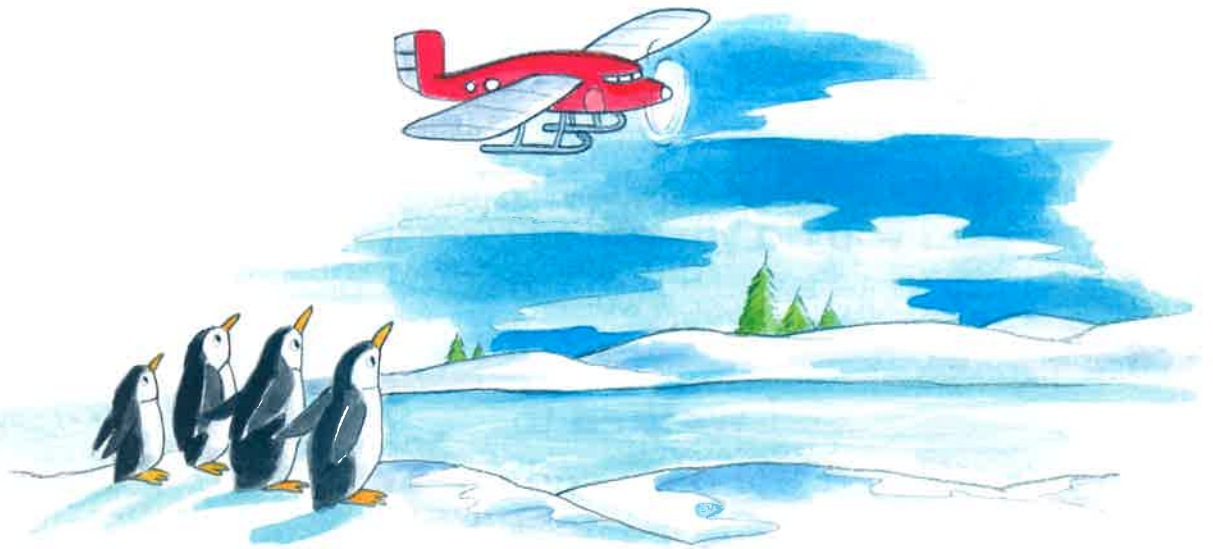
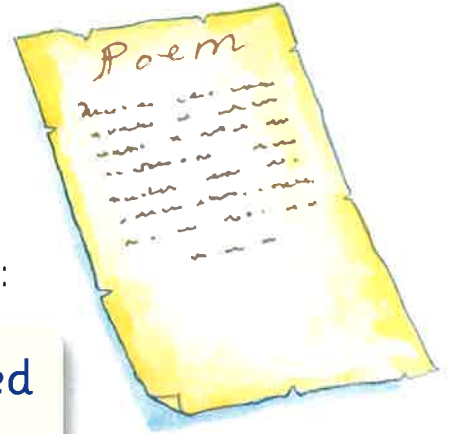
### 1 Write a poem: We travelled by plane

- Think of an exciting place to travel to.  
Write a poem. You can use words from the box:

looked at   travelled   talked   climbed  
waved   walked   jumped

- Draw a picture. Read your poem to the class.

We travelled by plane to Antarctica.  
We jumped in the snow.  
We waved to the penguins.



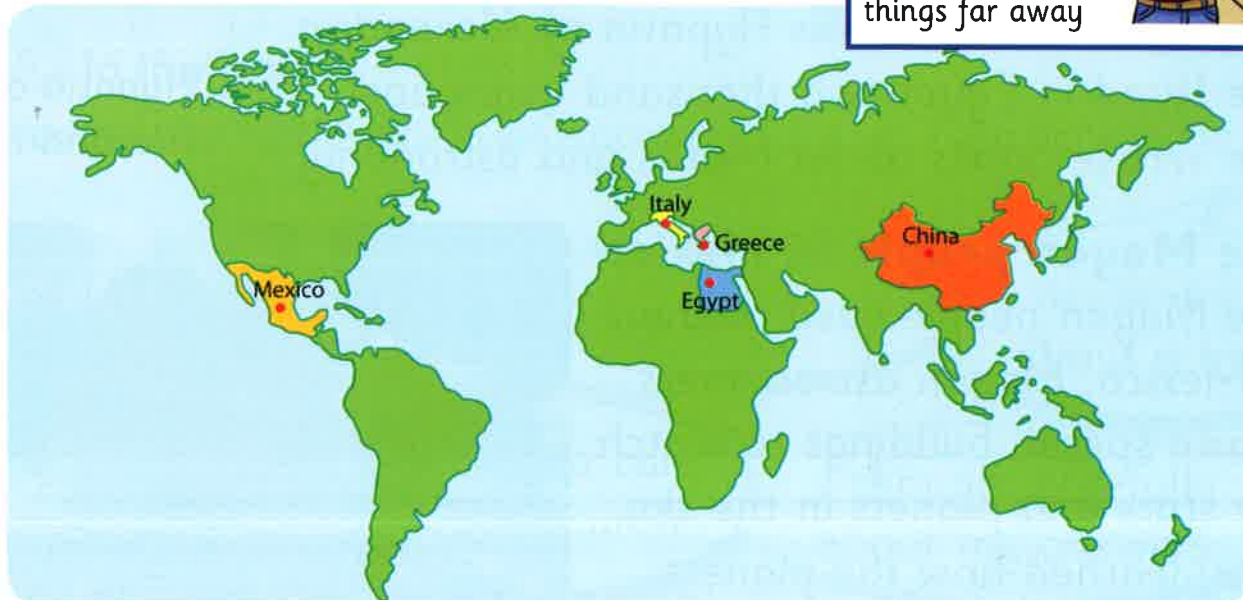
### 60 2 Chant

In the morning, I smile at the sunshine.  
In the afternoon, I play in the daylight.  
In the evening, I get ready in my nightclothes.  
At night, I say goodnight to the moonlight.

## Lesson 13 Think about it

### 1 Before you read

You are going to find out how people learned about the sky many years ago. The people came from Egypt, Mexico, Greece, China and Italy. Find these countries on the map.



### Vocabulary

**astronomer:** an astronomer is a person who studies the stars and planets

**telescope:** you look through a telescope to see things far away



### 2 Read and listen

#### Astronomers all over the world

An astronomer is a person who studies the stars and planets. Today, astronomers look at the sky with big, powerful telescopes. They can take photos of the planets with cameras.

Many, many years ago, astronomers didn't have telescopes or cameras. But they watched the sky and they **learned** many new things.



A photo of the planet Mars

## Lesson 14 Find out more

### Vocabulary

**ancient:** very, very old  
**famous:** known by many people

### 62 1 Read and listen

#### Ancient Egypt

The people of ancient Egypt **learned** to tell the time by looking at the stars. One very famous astronomer was Hypatia of Alexandria. She **lived** in Egypt two thousand years ago. She **wrote** books about Maths and astronomy.



Hypatia of Alexandria

#### The Mayan people in Mexico

The Mayan people lived mainly in Mexico. Mayan astronomers **made** special buildings to watch the stars and planets in the sky. They learned how the planets move. They measured light and shadows. The Mayans **thought** that the earth was flat.



Observatory at Chichen Itza, Mexico

#### Ancient Greece

The people of ancient Greece learned that the earth goes round the sun. They **gave** names to many of the planets. The word **planet** is from a Greek word.



### 2 The sky long ago

Why do you think people many years ago wanted to learn about the sky? What do you think they thought when they looked at the sky?

## Lesson 15 Time to practise

### 1 Match the verbs

Match the verbs in the past with the verbs in the present.

Can you find them in the texts in **red**?

**past**  
learned  
lived  
wrote  
made  
thought  
gave

**present**  
think  
live  
learn  
write  
give  
make

### 2 In the past

Use the past tense verbs to tell a partner things you have done in the past.

I learned about sundials.

I lived in Abu Dhabi when I was a baby.

I wrote a story about a bear.

I gave a gift to my sister.

I made a card for my auntie.

I thought carefully about my answers.

### 3 Spot the difference

Look at the two pictures with your partner. Take turns to say one thing which is different. How many differences did you find?



## Lesson 16 Read and answer

### 63 1 Read and listen

#### Ancient China

The people of China learned a lot about the night sky. They knew that the moon is round.

They knew that the sun shines light on the moon.

#### Ancient Rome

The people of ancient Rome (in Italy today) learned many important things. They learned that the earth goes round the sun in one year. They learned that the moon goes round the earth in one month.

They made a calendar.

Their calendar was similar to our calendar today.



### 2 Talk about it

What did you learn last week? Talk to your partner about it.

On Monday, we learned about ...

On Tuesday, we learned about ...

#### Words to remember

Find these words in the story:

many people about

Practise spelling them.

#### Speaking tip

You can respond to your partner if you remember the same thing.

Say **That's right.** or **Oh, yes.**



## Lesson 17 My learning

### 1 Ancient facts

People long ago all around the world learned about the sky. What can you remember about the things they learned? What did you learn? Match the people to their country.

- |                     |          |
|---------------------|----------|
| 1 Ancient Egyptians | a China  |
| 2 Mayans            | b Italy  |
| 3 Ancient Greeks    | c Greece |
| 4 Ancient Chinese   | d Egypt  |
| 5 Ancient Romans    | e Mexico |



### 2 Verb cards

Make cards with a partner. Use these words:

**Learner A:** learned, lived, wrote, made, thought, gave

**Learner B:** learn, live, write, make, think, give

#### Game 1: Memory game

Turn all the cards face down on the table. Take turns to pick two cards and turn them over. If they match you keep them. If they don't match, put them back.

#### Game 2: Matching game

Take a card from your teacher. Walk around the classroom and find the learner with the matching verb.

learned

learn

## Lesson 18 Use of English

### 1 <sup>21st</sup> What could he do?

When Farad was three his mother took these photographs.

What could he do?

What couldn't he do?



### 2 When I was five

We use **could** to say that we were able to do something in the past.

We use **couldn't** to say that we weren't able to do something in the past.

When I was one,  
I **could** walk.

When I was one,  
I **couldn't** read.

What **could** you do when you were five years old?

What **couldn't** you do?

### 3 The kite show

Last week Ali was at a kite show.

What could Ali see from the stands at the kite show? What couldn't he see? Use the *Word box* to help you.

#### Word box

kites sun clouds  
moon stars bird red  
blue yellow green



# Lesson 19 Review

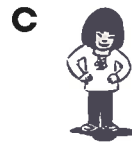
## 1 Take the quiz!

Listen. Point to the correct pictures.

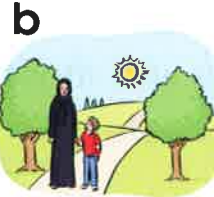
1 What is the weather like today?



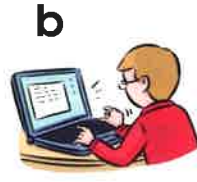
2 Find Mei's shadow.



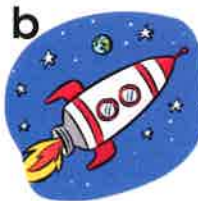
3 Find the correct picture.



4 What did Tom do yesterday?



5 What did Lucy do yesterday?



## Look what I can do!

1st

- I can use **is** and **was**.
- I can talk about the sky.
- I can read and write words with the long **i** sound.
- I can say what I did yesterday.
- I can read and talk about an information text.



**A Make a game:** What did you do yesterday?

- Make word cards. On each card write a past tense verb. Draw a picture.
- Then make four time cards: write **yesterday**, **last night**, **in the morning** and **in the afternoon**.
- Play the game with your class. Take a verb card and a time card. Can your classmates make up a sentence with those words in?



What did you do last night?

I played in my bedroom.

**B Make a cloud-shaped book**

- Cut out a picture of a cloud.
- Trace the cloud picture on pieces of paper. Make them into a book.
- On each page, write a sentence about the sky.
- On the cover, write the name of the book and the authors.



## Unit 1 Wordlist

<b>amazing</b>	adjective	<b>inside</b>	preposition
<b>author</b>	noun	<b>jacket</b>	noun
<b>backpack</b>	noun	<b>jumper</b>	noun
<b>bad</b>	adjective	<b>king</b>	noun
<b>beginning</b>	noun	<b>lazy</b>	adjective
<b>big</b>	adjective	<b>little</b>	adjective
<b>book</b>	noun	<b>lunchbox</b>	noun
<b>bookcase</b>	noun	<b>middle</b>	noun
<b>book cover</b>	noun	<b>mine</b>	pronoun
<b>camera</b>	noun	<b>mobile</b>	noun
<b>chapters</b>	noun	<b>monkey</b>	noun
<b>characters</b>	noun	<b>new</b>	adjective
<b>computer</b>	noun	<b>non-fiction</b>	adjective
<b>contents</b>	noun	<b>old</b>	adjective
<b>cupboard</b>	noun	<b>pages</b>	noun
<b>dictionary</b>	noun	<b>pencil</b>	noun
<b>dinosaur</b>	noun	<b>reading</b>	verb
<b>e-book</b>	noun	<b>recipe</b>	noun
<b>end</b>	noun	<b>scary</b>	adjective
<b>fiction</b>	adjective	<b>school</b>	noun
<b>funny</b>	adjective	<b>shoe</b>	noun
<b>good</b>	adjective	<b>skipping rope</b>	noun
<b>grumpy</b>	adjective	<b>sock</b>	noun
<b>hairbrush</b>	noun	<b>sport</b>	noun
<b>happy</b>	adjective	<b>story</b>	noun
<b>her</b>	pronoun	<b>table</b>	noun
<b>his</b>	pronoun	<b>tablet</b>	noun
<b>information</b>	adjective/noun	<b>title</b>	noun

**train**

noun

**whisper**

verb

**wise**

adjective

**yours**

pronoun

## Unit 2 Wordlist

<b>apartment</b>	noun	<b>fun</b>	adjective
<b>baker</b>	noun	<b>gardener</b>	noun
<b>beautiful</b>	adjective	<b>healthy</b>	adjective
<b>behind</b>	preposition	<b>helpful</b>	adjective
<b>between</b>	preposition	<b>inside</b>	preposition
<b>bicycle shop</b>	noun	<b>interesting</b>	adjective
<b>book shop</b>	noun	<b>kid</b>	noun
<b>bridge</b>	noun]	<b>ladder</b>	noun
<b>bus stop</b>	noun	<b>left</b>	noun
<b>busy</b>	adjective	<b>men</b>	noun
<b>café</b>	noun	<b>neighbour</b>	noun
<b>child</b>	noun	<b>neighbourhood</b>	noun
<b>city / cities</b>	noun	<b>next to</b>	preposition
<b>clothes designer</b>	noun	<b>nice</b>	adjective
<b>clothes shop</b>	noun	<b>nurse</b>	noun
<b>computer shop</b>	noun	<b>opposite</b>	preposition
<b>countries</b>	noun	<b>painter</b>	noun
<b>country</b>	noun	<b>people</b>	noun
<b>cousin</b>	noun	<b>pet shop</b>	noun
<b>driver</b>	noun	<b>playground</b>	noun
<b>exciting</b>	adjective	<b>quiet</b>	adjective
<b>farm</b>	noun	<b>rescue</b>	verb
<b>fire alarm</b>	noun	<b>right</b>	noun
<b>fire exit</b>	noun	<b>shoe shop</b>	noun
<b>firefighter</b>	noun	<b>shopping centre</b>	noun
<b>fire safety</b>	noun	<b>sports shop</b>	noun
<b>fire station</b>	noun	<b>street</b>	noun

<b>street cleaner</b>	noun
<b>supermarket</b>	noun
<b>sweet shop</b>	noun
<b>taxi driver</b>	noun
<b>teacher</b>	noun
<b>tidy</b>	adjective
<b>town</b>	noun
<b>toy shop</b>	noun
<b>traffic</b>	noun
<b>treasure</b>	noun
<b>treasure hunt</b>	noun
<b>uncle</b>	noun
<b>under</b>	preposition
<b>unhappy</b>	adjective

<b>unhealthy</b>	adjective
<b>unhelpful</b>	adjective
<b>uniform</b>	noun
<b>uninteresting</b>	adjective
<b>untidy</b>	adjective
<b>village</b>	noun
<b>window cleaner</b>	noun
<b>women</b>	noun
<b>writer</b>	noun

### **Phrase list**

Go straight ahead.

the second / ground floor

Turn right / left at the corner.



## Unit 3 Wordlist

<b>actions</b>	noun	<b>cool off</b>	verb
<b>adult</b>	noun	<b>count</b>	verb
<b>all</b>	determiner	<b>crane</b>	noun
<b>amazing</b>	adjective	<b>cross</b>	adjective
<b>ankle</b>	noun	<b>crow</b>	noun
<b>arm</b>	noun	<b>cut</b>	verb
<b>away</b>	noun	<b>day</b>	noun
<b>ball</b>	noun	<b>deer</b>	noun
<b>batteries</b>	noun	<b>doll</b>	noun
<b>bend</b>	verb	<b>drop</b>	verb
<b>biggest</b>	adjective	<b>drive</b>	verb
<b>black</b>	adjective	<b>eating</b>	verb
<b>blue</b>	adjective	<b>elbow</b>	noun
<b>boast</b>	verb	<b>electricity</b>	noun
<b>bounce</b>	verb	<b>excited</b>	adjective
<b>brave</b>	adjective	<b>falcon</b>	noun
<b>brown</b>	adjective	<b>fast / faster</b>	adjective
<b>cake</b>	noun	<b>feathers</b>	noun
<b>car</b>	noun	<b>fingernail</b>	noun
<b>cave</b>	noun	<b>fingers</b>	noun
<b>centre</b>	noun	<b>flap</b>	verb
<b>character</b>	noun	<b>fly</b>	verb
<b>cheer</b>	verb	<b>foot</b>	noun
<b>clap</b>	verb	<b>fox</b>	noun
<b>clever</b>	adjective	<b>frog</b>	noun
<b>close</b>	verb	<b>fur</b>	noun
<b>closed</b>	adjective	<b>goose</b>	noun

<b>grass</b>	noun	<b>nose</b>	noun
<b>green</b>	adjective	<b>open</b>	verb
<b>hand</b>	noun	<b>orange</b>	adjective
<b>hate</b>	noun	<b>ostrich</b>	noun
<b>head</b>	noun	<b>paint</b>	noun
<b>hit</b>	verb	<b>page</b>	noun
<b>home</b>	noun	<b>paper</b>	noun
<b>hop</b>	verb	<b>parrot</b>	noun
<b>humming bird</b>	noun	<b>penguin</b>	noun
<b>hungry</b>	adjective	<b>phone</b>	noun
<b>jump</b>	verb	<b>pink</b>	adjective
<b>kite</b>	noun	<b>pond</b>	noun
<b>kiwi</b>	noun	<b>pull</b>	verb
<b>knee</b>	noun	<b>push</b>	verb
<b>lay (eggs)</b>	verb	<b>put</b>	verb
<b>leg</b>	noun	<b>puzzled</b>	adjective
<b>lift</b>	verb	<b>rabbit</b>	noun
<b>line</b>	noun	<b>race</b>	noun
<b>lose</b>	verb	<b>railway</b>	noun
<b>make</b>	verb	<b>rain</b>	noun
<b>May</b>	noun	<b>reach</b>	verb
<b>most</b>	determiner	<b>rice</b>	noun
<b>name</b>	noun	<b>ride</b>	verb
<b>narrator</b>	noun	<b>ridiculous</b>	adjective
<b>nest</b>	noun	<b>rip / ripping</b>	verb
<b>nine</b>	noun	<b>robot</b>	noun
<b>nod</b>	verb	<b>rocks</b>	noun

<b>roll</b>	verb	<b>tiger</b>	noun
<b>rope</b>	noun	<b>time</b>	noun
<b>run</b>	verb	<b>tired</b>	adjective
<b>sail</b>	noun	<b>toes</b>	noun
<b>same</b>	noun	<b>top</b>	noun
<b>scared</b>	adjective	<b>touch</b>	verb
<b>shake</b>	verb	<b>toy</b>	noun
<b>shoulder</b>	noun	<b>train</b>	noun
<b>skip</b>	verb	<b>tummy</b>	noun
<b>sleep</b>	verb	<b>turn</b>	verb
<b>slow</b>	adjective	<b>twist</b>	verb
<b>small</b>	adjective	<b>unhappy</b>	adjective
<b>snail</b>	noun	<b>wave / waving</b>	verb
<b>some</b>	determiner	<b>weather</b>	noun
<b>Spain</b>	noun	<b>weigh</b>	noun
<b>spin</b>	verb	<b>wheels</b>	noun
<b>square</b>	noun	<b>whisper</b>	verb
<b>squeeze</b>	verb	<b>wiggle</b>	verb
<b>stamp</b>	verb	<b>win</b>	verb
<b>stand</b>	verb	<b>winner</b>	noun
<b>stay</b>	verb	<b>wrist</b>	noun
<b>stretch</b>	verb		
<b>stripy</b>	adjective		
<b>strong / stronger</b>	adjective		
<b>surprised</b>	adjective		
<b>swan</b>	noun		
<b>tap</b>	verb		

## Unit 4 Wordlist

<b>about</b>	preposition	<b>Egypt</b>	noun
<b>afternoon</b>	adverb	<b>Egyptians</b>	noun
<b>ancient</b>	adjective	<b>enjoy</b>	verb
<b>art</b>	noun	<b>evening</b>	noun
<b>astronomer</b>	noun	<b>famous</b>	adjective
<b>bedtime</b>	adverb	<b>favourite</b>	adjective
<b>bird</b>	noun	<b>field</b>	noun
<b>bite</b>	verb	<b>give</b>	verb
<b>breakfast</b>	noun	<b>Greece</b>	noun
<b>brush(ed)</b>	verb	<b>Greeks</b>	noun
<b>buildings</b>	noun	<b>help</b>	verb
<b>calendar</b>	noun	<b>Italy</b>	noun
<b>China</b>	noun	<b>jump</b>	verb
<b>Chinese</b>	adjective	<b>kite</b>	noun
<b>cinema</b>	noun	<b>know</b>	verb
<b>clay</b>	noun	<b>learn</b>	verb
<b>climb</b>	verb	<b>leave</b>	verb
<b>cloud</b>	noun	<b>lesson</b>	noun
<b>could/couldn't</b>	verb	<b>light</b>	noun
<b>dark</b>	adjective	<b>line</b>	noun
<b>day</b>	noun	<b>live</b>	verb
<b>daylight</b>	noun	<b>long</b>	adjective
<b>daytime</b>	noun	<b>make</b>	verb
<b>delight</b>	noun	<b>many</b>	adjective
<b>dinner</b>	noun	<b>mark</b>	noun
<b>dressed</b>	verb	<b>maths</b>	noun
<b>Earth</b>	noun	<b>Mayans</b>	noun

<b>Mexico</b>	noun	<b>telescope</b>	noun
<b>moon</b>	noun	<b>think</b>	verb
<b>moonlight</b>	noun	<b>thousand</b>	noun
<b>morning</b>	adjective	<b>time</b>	noun
<b>night</b>	noun	<b>torch</b>	noun
<b>nightclothes</b>	noun	<b>travel</b>	verb
<b>night-time</b>	noun	<b>warning</b>	noun
<b>planet</b>	noun	<b>watch</b>	verb
<b>push</b>	verb	<b>water</b>	noun
<b>put</b>	verb	<b>waved</b>	verb
<b>right</b>	adjective	<b>weather</b>	noun
<b>Romans</b>	noun	<b>write</b>	verb
<b>sailor</b>	noun	<b>yesterday</b>	noun
<b>shadow</b>	noun		
<b>shine</b>	verb		
<b>short</b>	adjective		
<b>show</b>	verb		
<b>sky</b>	noun		
<b>slowly</b>	adjective		
<b>spaceship</b>	noun		
<b>stars</b>	noun		
<b>sticker</b>	noun		
<b>straw</b>	noun		
<b>submarine</b>	noun		
<b>sun</b>	noun		
<b>sundial</b>	noun		
<b>sunlight</b>	noun		

#### Phrase list

At midday

At night

In the afternoon

In the morning

They knew ...

They learned ...



# Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 1</b> <b>Look in a book</b> <b>Pages 6–26</b>	Books Features of books Fiction / non-fiction Personal items Adjectives to describe characters	<i>There is one... / There are two...</i> Possessive pronouns: <i>yours / mine</i> Adverbs of frequency: <i>never, sometimes, always, usually</i> Contractions: <i>He's got / she's got</i>	Make a book about you Interpret a book cover Read a song Write a song verse using a template Write a fact file about you Write word cards	Listen for information Ask and answer questions Talk about books Introduce someone Give opinions Tell a simple story from pictures	Maths: class survey; 1–15	Vowels and consonants The alphabet Vowels at the beginning and middle of words	Asking survey questions, creating and discussing charts The importance of books and reading
<b>Unit 2</b> <b>Good neighbours</b> <b>Pages 27–47</b>	Homes and neighbourhoods Job words and related verbs Shops, locations and directions	Irregular plurals: <i>people, children, women</i> Wh-question words Ordinal numbers: <i>first to fifth</i> Capital letters in addresses Prepositions of place: <i>behind, next to, opposite</i>	Read and write addresses Simple maps Read a letter Write imperatives Read a poem Write a name card Create a story map	Listen and talk about homes and neighbourhoods Talk about wider family Listen to information about a firefighter Ask for and give directions	Geography: maps and countries	Job words with <i>-er</i> (use of schwa) Prefix <i>un-</i>	Helping neighbours Keeping safe (fire prevention) Team problem solving (creating a treasure hunt) Conversation skills
<b>Unit 3</b> <b>Ready, steady, go!</b> <b>Pages 48–68</b>	Action verbs Body parts Adjectives to describe feelings Toys Movements	Determiners: <i>all, most, some</i> Linking words: <i>and, but, or</i> Add <i>-ing</i> to verbs Adverbs: <i>quickly, slowly, carefully</i>	Read facts about birds and animals Write sentences about ability Write facts Read and write instructions Read a story Act out a story Read about robots Write an animal riddle	Give and follow instructions Tell facts using: <i>Did you know...?</i> Ask and answer questions about ability and likes/dislikes Listen and do actions Talk about how toys can move	Physical Education: movement Maths: 1–20	Long vowel sounds Silent e Revision of <i>ai</i> and <i>ay</i>	Compare and contrast Form opinions Express likes and dislikes Understand feelings Lead an action game

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 4</b> <b>The big sky</b> <b>Pages 69–88</b>	The sky Night and day Time expressions: <i>In the morning,</i> <i>art night</i>	Compound words Past tense verbs ending in <i>-ed</i> Match verbs in the past and present <i>Could / couldn't</i>	Read about sundials Read and follow instructions (making a sundial) Read and write facts about the sky Write a simple poem Write about a typical day Read about how ancient people learned about the sky	Listen for information Ask and answer questions Recall and talk about facts Talk about what you did yesterday Talk about things done in the past	Science: effects of sunlight; features of the sky during day and night	Long i sound Spelling dictation Simple rhyming words	Compare and contrast Consider how people thought in the past