

# Islands

2

PUPIL'S BOOK

Susannah Malpas

[www.islands.pearson.com](http://www.islands.pearson.com)

## Tropical Island



Pupil's Book  
with Online World



Reading and Writing Booklet  
and Grammar Booklet



The Online World provides the perfect home-school link. Pupils continue to learn in a fun game environment, just like in real life. Access Code in your Pupil's Book



Activity Book  
with Stickers



Digital Activity Book

ISBN 978-1-4082-9017-0



9 781408 290170

# Contents

<b>Scope and sequence</b> .....	<b>2</b>
<b>Welcome</b> .....	<b>4</b>
<b>1 My toys</b> .....	<b>10</b>
<b>2 My family</b> .....	<b>20</b>
<b>3 Move your body</b> .....	<b>30</b>
<b>4 My face</b> .....	<b>40</b>
<b>5 Animals</b> .....	<b>50</b>
<b>6 Food</b> .....	<b>60</b>
<b>7 Clothes</b> .....	<b>70</b>
<b>8 Weather</b> .....	<b>80</b>
<b>Goodbye</b> .....	<b>90</b>
<b>Festivals</b> .....	<b>94</b>
<b>Grammar reference</b> .....	<b>98</b>
<b>Question bank</b> .....	<b>102</b>
<b>Cut-outs</b> .....	<b>103</b>

# Scope and Sequence

## Welcome

<b>Vocabulary</b>	<b>Days of the week:</b> Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday <b>Months of the year:</b> January, February, March, April, May, June, July, August, September, October, November, December	<b>Quest Item:</b> treasure chest
<b>Structures</b>	How are you? I'm fine, thank you.  What day is it today? It's (Monday). Do you like (Monday)? Yes, I do. / No, I don't. When's your birthday? It's in August. How old are you? I'm (eight). Who's - who is.	

## 1 My Toys

<b>Vocabulary</b>	<b>Toys:</b> doll, car, ball, boat, train, kite, teddy bear, bike, kite <b>Numbers:</b> 20 - 50, ten, twenty, thirty, forty, fifty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine (...) <b>CLIL (Social sciences):</b> bus, motorcycle, toy plane, helicopter	<b>CLIL:</b> Social sciences (Transport) <b>Wider World:</b> Traveling is school <b>Values:</b> Friendship is important <b>Phonics:</b> ck, sh, ch, chop, dot, fish, much, rich, shell, ship <b>Quest Item:</b> present
<b>Structures</b>	What's this/that? It's a (bike). It's (red). What are these/those? They're (bikes). They're (yellow).  How many (bikes) are there? There are (sixteen) (bikes). How do you go to school? I walk to school. / I go to school by (bus).	

## 2 My Family

<b>Vocabulary</b>	<b>My family:</b> grandad, granny, uncle, aunt, son, daughter, cousin(s) <b>At home:</b> house, flat, hall, kitchen, living-room, bedroom, bathroom, office <b>CLIL (Social sciences):</b> baby, children, parents, grandparents, young, old	<b>CLIL:</b> Social sciences (Families) <b>Wider World:</b> Family and home <b>Values:</b> Spend time with your relatives. <b>Phonics:</b> B, D, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z <b>Quest Item:</b> photo
<b>Structures</b>	Who's he/she? He's/She's my (uncle/aunt). Who are they? They're my (cousins). Who's - Who is  There's a (bed). / There are (two sofas). Prepositions - in/on/underneath for (bed/s). There's a (beddy bear) (in) the (bed). How many (cousins) have you got? I've got (two) (cousins).	

## 3 Move your body

<b>Vocabulary</b>	<b>Body movements:</b> shake your body, nod your head, move your legs, stamp your feet, wave your arms, clap your hands, touch your toes, point your fingers <b>Actions:</b> swim, climb, throw a ball, catch a ball, shovel on your head, swing, do cartwheels, do the splits <b>CLIL (P.E.):</b> pull, push, kick, skip, hop/skip, backstroke, breaststroke, basketball, football, ballet, dance, athlete	<b>CLIL, P.E. (Exercises)</b> <b>Wider World:</b> World Sports <b>Values:</b> Exercise regularly <b>Phonics:</b> ng, nk, p, m, t, ng, mp, p, t, ng, ring, sing, sink, think <b>Quest Item:</b> key
<b>Structures</b>	I can (swim my arms). / I can't (swim my arms). She can (swim his arms). / He can't (swim his arms). She can (swim her arms). / She can't (swim her arms). Can't - Can not  Can you (swim)? Yes, I can. / No, I can't. I can (swim). / I can't (swim). Can he/she (swim)? Yes, she/he can. / No, he/she can't. He/she can't (swim). Ask you on (athletics). / Can you run fast? Yes, I can. / No, I can't.	

## 4 My face

<b>Vocabulary</b>	<b>My face:</b> nose, eyes, hair, mouth, ears <b>Adjectives:</b> long, short, curly, straight, dark, blond, neat, messy <b>CLIL (Maths):</b> circle, triangle, square, rectangle, mosaic, shape, man, woman	<b>CLIL:</b> Maths (Shapes) <b>Wider World:</b> Faces in art <b>Values:</b> Respect differences <b>Phonics:</b> ai, ee, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z <b>Quest Item:</b> sunglasses
<b>Structures</b>	I haven't got (small eyes). I've got (big eyes). He/She has got (brown) got (big nose). Have you got (a small nose)? Yes, I have. / No, I haven't. How he/she got (a small nose)? Yes, he/she has. / No, he/she hasn't.  I've got (curly) hair. / My hair is (curly). He/She's got (long) hair. / He/Her hair is (long).	

## 5 Animals

<b>Vocabulary</b>	<b>Farm animals:</b> cow, turkey, duck, goat, sheep, horse, hen <b>Wild animals:</b> bat, owl, frog, lizard, skunk, owl, fox, rat <b>CLIL (Science):</b> night, dog, catfish, catfish egg, catfish nest, catfish tank	<b>CLIL:</b> Science (Animals that sleep in the day and at night) <b>Wider World:</b> Life on a farm <b>Values:</b> Respect animals <b>Phonics:</b> gh, ee <b>Quest Item:</b> duck
<b>Structures</b>	What's that/that? It's got (big eyes). It's (black and white). It's (a cow). What are these/those? They've got (two legs). They're (bats). They're (bats).  Is it big? It's small. They aren't big. They're small. Is it small? It's a (bat)? Yes, it is. / No, it isn't. Are the (bats) big? Yes, they are. / No, they aren't.	

## 6 Food

<b>Vocabulary</b>	<b>Food:</b> egg, salad, chicken, rice, fish, bananas, pizza, apple, hot dog, burger <b>Food (ingredients):</b> coconut, pasta, sweetcorn, toast, carrot, grapes, beans, porridge, potatoes <b>CLIL (Food science):</b> cut, mix, cook, fry, crisp/saute, chips	<b>CLIL:</b> Food science (Recipes) <b>Wider World:</b> Food around the world <b>Values:</b> Eat healthy food. Choose healthy snacks <b>Phonics:</b> ee, oo <b>Quest Item:</b> nuts
<b>Structures</b>	I like (chicken). / I don't like (that). He/She likes (chicken). / He/She doesn't like (that). Does he/she like (chicken)? Yes, he/she does. / No, he/she doesn't. Do these any milk? Yes, there is. / No, there isn't. Are there any (apples)? Yes, there are. / No, there aren't. Do you like (couscous) (for breakfast)? No, I don't. I like toast. What would you like for lunch?	

## 7 Clothes

<b>Vocabulary</b>	<b>Clothes:</b> T-shirt, dress, socks, skirt, shoes, trousers, hat, jacket <b>Clothes:</b> shirt, coat, jumper, glasses, cap, boots, pajamas, jeans, trainers <b>CLIL (Social sciences):</b> firefighter, chef, nurse, police officer, helmet, chef's hat, white dress, lodge	<b>CLIL:</b> Social sciences (Jobs and uniforms) <b>Wider World:</b> Special clothes <b>Values:</b> Be polite <b>Phonics:</b> ee, ee, ee, ee, ee, ee <b>Quest Item:</b> shoe
<b>Structures</b>	I'm wearing a (purple) (skirt). / I'm not wearing (green) (trousers). Are you wearing (blue) (shoes)? Yes, I am. / No, I'm not.  What would you like? I'd like a (skirt) please. / I'd like some (boots), please. Would you like a blue shirt? Yes, I would. / No, I wouldn't. Would you like (brown) (boots)? Yes, I would. / No, I wouldn't. I'd like red boots. When do you wear special clothes? What do you wear? What are your favourite clothes?	

## 8 Weather

<b>Vocabulary</b>	<b>Weather:</b> sunny, snowy, cloudy, windy, rainy, stormy <b>Activities:</b> ride a bike, fly a kite, make a snowman, go for a walk, go to the beach, read a book, take a photo, watch TV <b>CLIL (Science):</b> heating, cold, warm, hot	<b>CLIL:</b> Science (Measuring temperature) <b>Wider World:</b> Weather around the world <b>Values:</b> Share with friends and family <b>Phonics:</b> ee, ee, ee <b>Quest Item:</b> umbrella
<b>Structures</b>	What's the weather like? It's (cloudy). Do you like (cloudy days)? Yes, I do. / No, I don't. I like (cloudy days). / I don't like (cloudy days).  This life is mine. / That life is yours. These books are his. / These books are hers. Which months are (hot and sunny) in your country?	

## Goodbye Unit

<b>Vocabulary</b>	<b>Quest Items:</b> treasure chest, present, photo, key, sunglasses, duck, nuts, shoe, umbrella	<b>Quest Item:</b> treasure chest, present, photo, key, sunglasses, duck, nuts, shoe, umbrella
<b>Structures</b>	I've got a photo. / I haven't got a duck. Have you got a duck? Yes, I have. / No, I haven't.  What would you like? I'd like a photo. Would you like a shoe? Yes, I would. / No, I wouldn't.	

## Festivals

<b>Halloween:</b> bats, moon, witch, pumpkins, sweets, monster, ghost <b>Christmas:</b> sack, presents, stockings, cards, Christmas tree, star, Santa <b>Easter:</b> rabbit, egg, chick, flower, Easter bunny <b>Summer fun:</b> sandcastle, shells, bucket, spade sand, sea, beach	
--	--

# Welcome

1 Listen and sing.

2 Listen and point.

Hello, I'm Lindy.  
What's your name?

Hello, I'm Joe.  
It's time to play!

Hello, I'm Emily.  
What's your name?

Hello, I'm Pippin.  
It's time to play!

3 Listen and play. Then listen and chant.

Hello, Lindy. How are you?  
I'm fine, thank you.  
And how are you?

Hello, Joe. How are you?  
I'm fine, thank you.  
And how are you?

**Look!**

How are you?  
I'm fine, thank you.

4 Listen, point and say.



**Quest! Listen and sing. Then find.**

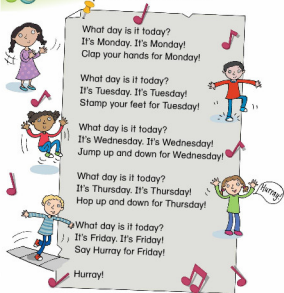
Stand up, jump up, come on a quest,  
Come on a quest today.  
Turn around, sit down, come on a quest,  
Look for a treasure chest today.  
A treasure chest!  
Find a treasure chest today!



5 Listen and repeat.



6 Listen and point. Then chant and do.



7 Listen and draw.  
Then ask and answer.










LOOK!

Do you like	Mondays?	Yes, I do.
	cake?	No, I don't.



8 Ask and answer. Then tick (✓).

SKILLS

 Saturdays	 salad	 hamsters
 parrots	 Fridays	 fruit
 rabbits	 vegetables	 Sundays

Do you like Saturdays?

Yes, I do.

9 Listen and repeat. Then listen and chant.



10 Listen and match. Then say.

My birthday is in March. I'm six.

Number 1!

**Look!**

When's your birthday?

It's in August.

How old are you?

I'm eight.

11 Listen and circle. Then ask and answer.

When's your birthday?

It's in October / November.

How old are you?

I'm eight / nine.

**SKILLS**

12 Make a birthday chart for your class! Then ask and answer.



# 1 My toys

1 Listen and point.



2 Listen and repeat.

3 Listen and play. Then listen and chant.

What's this? It's red.  
It's a car!

What's that? It's blue.  
It's a boat!

What are these? They're brown.  
They're teddy bears!

What are those? They're purple.  
They're kites.

train

teddy bear

kite

bike

**Look!**

What's this/that?

It's a bike. It's red.

What are these/those?

They're bikes. They're yellow.

4 Listen and number. Then ask and answer.



these



that



this



those

What's this?

It's a ball.  
It's orange.

Look for a present today.  
A treasure chest and a present!  
Find a present today!

**Quest**

5 Listen and repeat.

<b>10</b> ten	<b>20</b> twenty	<b>30</b> thirty	<b>40</b> forty	<b>50</b> fifty
<b>21</b> twenty-one	<b>22</b> twenty-two	<b>23</b> twenty-three	<b>24</b> twenty-four	<b>25</b> twenty-five
<b>26</b> twenty-six	<b>27</b> twenty-seven	<b>28</b> twenty-eight	<b>29</b> twenty-nine	

6 Listen and write. Then sing.

SONG

Come along and count with me.  
Counting's fun. Come and see!

1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 12, 13, 14, 15, 16, 17, 18, 19, 20,  
21, 22, 23, 24, 25, 26, 27, 28, 29, 30,  
31, 32, 33, 34, 35, 36, 37, 38, 39, 40,  
41, 42, 43, 44, 45, 46, 47, 48, 49, 50.

Twenty and 1 is twenty-one.  
Come along. Counting's fun!  
Thirty and 4 is thirty-four.  
Come along. Let's count some more!

p.163

7 Count and circle.  
Then ask and answer.

LOOK!

How many bikes are there?  
There are sixteen bikes.



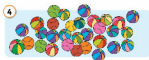
twenty-one / twenty-three



seventeen / sixteen



twenty / thirty



thirty-one / thirty-two

How many trains  
are there?



There are  
twenty-one trains.

8 Look at Activity 7. Then write.

SKILLS

- How many trains are there?  
There are \_\_\_\_\_ trains.
- How many teddy bears are there?  
There \_\_\_\_\_.
- How many dolls are there?  
There \_\_\_\_\_.
- How many balls are there?  
There \_\_\_\_\_.



Listen to the story. Then act out.

# STORY

1 What's this?

2 It's a doll. Oh! ?

3 Look! What's this?

4 Awk!

5 Princess Emily! you're my friend!

6 Let's go to the Princess! This is Pippin. He's my friend! Hello, Pippin.

## VALUES

Friendship is important.

## HOME-SCHOOL LINK

Tell your family about your friends.



# PHONICS



Listen.

1 ch

2 sh



Listen, point and say.



Listen and blend the sounds.

1 ch - o - p chop

2 ch - i - n chin

3 r - i - ch rich

4 m - u - ch much

5 sh - i - p ship

6 sh - e - ll shell

7 f - i - sh fish

8 d - i - sh dish



Underline **ch** and **sh**. Read the words aloud.

1 shell

2 chop

3 rich



4 fish

5 chin

6 ship

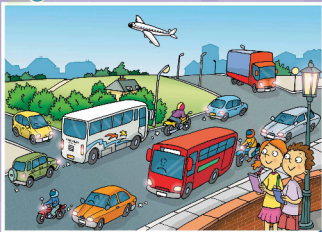


## 14 Listen and number.

CLIL



## 15 Count. Then ask and answer.



How many cars are there?

There are five.

**PROJECT**  
Count the different types of transport in your street.

## Wider World

## Travelling to school

## 16 Read and match.

1	2	3	4	5
My name's Sam. I'm eight. I walk to school.	My name's Ravi. I'm nine. I go to school by bus with my friends.	My name's Chun. I'm eight. I go to school by bike.	My name's Katy. I'm ten. I go to school by car, with my mum.	My name's Paolo. I'm nine. I go to school by boat!



## 17 Ask and answer.

How do you go to school?

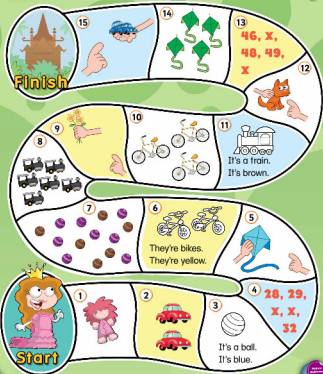
I go to school by train.

**PROJECT**  
How do you go to school? Do a class survey.



Listen. Then play.

HAVE FUN!



AB p.104



Listen and point.

AB p.16

PROGRESS CHECK



Circle. Then colour.

1



What's this? / What are these?

It's a doll. / They're dolls.

It's / They're brown.

2



What's that? / What are those?

It's a train. / They're trains.

It's / They're red.



Listen and write the numbers.

a



11

b



c



d



e



f



g



h



I CAN

I can talk about toys.

I can count to fifty.

I can say how I go to school.



AB p.17

# 2 My family

1 Listen and point.

granny

grandad

uncle

aunt

daughter

son

cousins

**Look!**

Who's he/she?

He's/She's my uncle/aunt.

Who are they?

They're my cousins.

Who's = Who is

2 Listen and repeat.

3 Listen and play. Then listen and chant.

Who's he? He's my grandad.  
Who's she? She's my granny.  
Who's he? He's my uncle.

Who's she? She's my aunt.  
Who are they? They're my cousins.  
They're my family. Hey, hey!

4 Listen and number. Then say.



Who's she?

She's my  
granny.

Look for a photo today.

A treasure chest, a present and  
a photo!  
Find a photo today!





## 5 Listen and repeat.



## 6 Listen, write and find. Then sing.

## SONG

Where's my granny? Where's my granny?  
She's in the bathroom. Splash, splash, splash.  
Where's my granny? Where's my granny?  
She's in the \_\_\_\_\_. Splash, granny, splash!



Where's my sister? Where's my sister?  
She's in the \_\_\_\_\_. Snore, snore, snore.  
Where's my sister? Where's my sister?  
She's in the \_\_\_\_\_. Snore, sister, snore!



Where's my grandad? Where's my grandad?  
He's in the \_\_\_\_\_. Dance, dance, dance.  
Where's my grandad? Where's my grandad?  
He's in the \_\_\_\_\_. Dance, grandad, dance!



Where's my brother? Where's my brother?  
He's in the \_\_\_\_\_. Yum, yum, yum!  
Where's my brother? Where's my brother?  
He's in the \_\_\_\_\_. Yum, yum, yum!

7 Listen and number.  
Then say.

## LOOK!

There's a bed. There are two sofas.



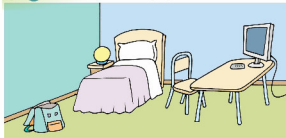
There's  
a teddy on  
the bed.



Number 1!

## SKILLS

## 8 Draw and write. Then play True or False.



There's a \_\_\_\_\_.

There are \_\_\_\_\_.

There's a teddy bear next to the chair.

False!

9 Listen to the story. Then act out.

STORY

1 Ah! I love Princess Emily.

2 My mum and dad! Huh! Hello, Emily.

3 My horrible brother ... ... and my horrible sister.

4 Grandad and Granny!

5 Family! Huh! And how many friends? One!

6 PIPPIN! WHERE ARE YOU?!

VALUES

Spend time with your relatives.

HOME-SCHOOL LINK

Write to a relative who lives far away.



PHONICS

2

10 Listen.

1 th

2 th

11 Listen, point and say.

12 Listen and blend the sounds.

1 th - i - s this

2 th - a - t that

3 th - e - n then

4 w - i - th with

5 th - i - n thin

6 th - i - ck thick

7 b - a - th bath

8 p - a - th path

13 Underline *th*. Read the words aloud.

1 bath

2 this

3 that



4 path

5 thick

6 thin



14 Listen and point. Then say.

CLIL



15 Label the family tree.

grandparents children parents



Wider World

Cousins

16 Read and match.

- This is my uncle and aunt with my cousin, Harry. Harry is a baby. They live in Australia!
- These are my cousins Ella and Jack. Ella is a girl and Jack is a boy. They are with their parents in this picture. They live in a house.
- These are my cousins Daisy and Louise. They're twins! They live in a flat, but in this picture they are in the garden.
- And this is my cousin Matt. He's eight years old. He lives in America. He lives in a treehouse!



17 Ask and answer.

How many cousins have you got?

Where do they live?

What are their names?

How old are they?

DRAWING PROJECT

Find a cousin pen pal. Write a letter to him/her.



Listen. Then play.

HAVE FUN!



Listen and act.

PROGRESS CHECK



Listen and tick (✓).

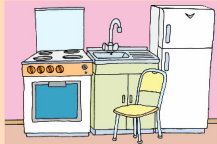


Read and draw.

There's a doll on the chair.

There are two balls under the chair.

There's a bike next to the chair.



I CAN

I can talk about my family.

I can say where people are.

I can describe a room.

☐  
☐  
☐


# 3 Move your body

**LOOK!**

I can wave my arms.

I can't touch my toes.

He can wave his arms.  
She can wave her arms.

He can't touch his toes.  
She can't touch her toes.

can't = can not

1 Listen and point.

wave your arms

nod your head

move your legs

shake your body

stamp your feet

CASTLE  
THIS WAY

point your fingers

touch your toes

clap your hands

2 Listen and repeat.

3 Listen and play. Then listen and chant.

I can wave my arms.  
I can move my legs.  
I can stamp my feet.  
I can clap my hands.  
But I can't touch my toes!

He can wave his arms.  
He can move his legs.  
He can stamp his feet.  
He can clap his hands.  
But he can't touch his toes!

4 Listen and number. Then say.



I can nod  
my head.

You're number 2!

Look for a key today.  
A treasure chest, a present,  
a photo and a key!  
Find a key today!



## 5 Listen and repeat.



swim



climb



throw a ball



catch a ball



stand on your head



swing



do cartwheels



do the splits

## 6 Listen and write. Then sing.

## SONG

Can you swim?

Yes, I can.

Can you swim?

Yes, I can.

Can you swim?

Yes, I can.

I can swim! Hurray!



Can you \_\_\_\_\_?

No, I can't.

Can you climb?

No, I can't.

Can you climb?

No, I can't.

I can't climb. Boo hoo!



Can you \_\_\_\_\_?

Yes, I can.

Can you swing?

Yes, I can.

Can you swing?

Yes, I can.

I can swing! Hurray!



Can you \_\_\_\_\_?

No, I can't.

Can you do the splits?

No, I can't.

Can you do the splits?

No, I can't.

Boo hoo!



## LOOK!

Can you swim?

Yes, I can. / No, I can't.

Can he/she swim?

Yes, he/she can. / No, he/she can't.

## 7 Look, read, and circle. Then ask and answer.

1 Can you do cartwheels?

Yes, I can.

No, I can't.



2 Can you do the splits?

Yes, I can.

No, I can't.



3 Can you swim?

Yes, I can.

No, I can't.



Can he do cartwheels?

Yes, he can.

## 8 Write (✓) or (X) for you. Then ask a friend.

## SKILLS

	do cartwheels	do the splits	stand on your head	swing	swim
Me					
My friend					

## 9 Write about yourself. Then ask a friend.

I can \_\_\_\_\_. I can't \_\_\_\_\_.

My friend can \_\_\_\_\_.

He/She can't \_\_\_\_\_.



## STORY



## VALUES

Exercise regularly.

## HOME-SCHOOL LINK

Draw a picture of yourself doing exercise. Show it to your family.



## PHONICS

11 Listen.

1 ng

2 nk

12 Listen, point and say.

13 Listen and blend the sounds.

1 s - i - ng sing

2 r - i - ng ring

3 p - i - ng ping

4 l - o - ng long

5 i - nk ink

6 s - i - nk sink

7 p - i - nk pink

8 th - a - nk thank

14 Underline **ng** and **nk**. Read the words aloud.

1 pink



2 sing



3 long



4 sink



5 ring



6 ink



15 Listen and number. Then say.



pull



push



kick



skip

16 Listen and number. Then move.



Clap your hands.



Jump.



Stamp your feet.



Wave your arms.



Move your head.



Kick your legs.



Touch your toes.



Shake your body.



Pull.



Push.



Hop.



Skip.

**MINI-PROJECT**  
Work in small groups. Show the class an exercise.

# Wider World

## World sports

17 Read and write.



footballer



gymnast



basketball player



ballet dancer



athlete

1 She can do the splits and she can point her toes. ☒

2 He can kick a ball and he can run fast. ☐

3 He can swing and touch his toes. ☐

4 She can run fast and she can jump. ☐

5 He can catch and throw a ball. He can jump. ☐

18 Play a guessing game.

Can you throw a ball?

Can you jump?

Yes, I can.

No, I can't.

Can you run fast?

Are you an athlete?

**MINI-PROJECT**  
Write about a sports person from your country.





Listen. Then play.

HAVE FUN!

Start

1

hands



2

arms



4

body



3



5



? X

? X

6

arms



7

head



8

toes



11

fingers



? ✓



9



? ✓

12

feet



13

legs



Finish



Listen and do.



AB p.106

PROGRESS CHECK

3

21



Look and write.

1



2



3



4



5



6



1 \_\_\_\_\_ your toes!

4 \_\_\_\_\_ your hands!

2 \_\_\_\_\_ your fingers!

5 \_\_\_\_\_ your head!

3 \_\_\_\_\_ your feet!

6 \_\_\_\_\_ your body!

22



Listen and tick (✓).

1



2



3



4



3



4



5



6



I CAN

I can talk about exercise and movement.

I can show how to exercise.

I can talk about things I can and can't do.

☐  
☐  
☐


AB p.106

# 4 My face



1 Listen and point.

2 Listen and repeat.

3 Listen and play. Then listen and chant.

I haven't got small eyes.  
I've got big eyes.

She hasn't got small eyes.  
She's got big eyes.

I haven't got a big nose.  
I've got a small nose!

She hasn't got a big nose.  
She's got a small nose!

I haven't got short hair.  
I've got long hair!

She hasn't got short hair.  
She's got long hair!

**Look!**

I haven't got small eyes. I've got big eyes.

Have you got a small nose?

Has he/she got a small nose?

He/She hasn't got a big nose.  
He's/She's got a small nose.

Yes, I have. / No, I haven't.

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



4 Listen and draw. Then draw yourself and say.



girl



me

I haven't got small eyes. I've got big eyes.

Have you got long hair?

Yes, I have.

Look for sunglasses today.  
A treasure chest, a present,  
a photo, a key and sunglasses!  
Find sunglasses today!



5 Listen and repeat.



6 Listen, find and write. Then sing.

SONG

Who is it? Who can it be?  
Who is it? Listen to me!

She's got blue eyes,  
And a small nose,  
She's got small ears,  
And long hair.

Who is it? Who can it be?  
Who is it? Listen to me!

He's got brown eyes,  
And a small nose,  
He's got a big mouth,  
And \_\_\_\_\_ hair.

Who is it? Who can it be?  
Who is it? Listen to me!

She's got green eyes,  
And a big nose,  
She's got big ears,  
And \_\_\_\_\_ hair.

7 Listen and number.  
Then say.



LOOK!

I've got curly hair.

He's/She's got long hair.

My hair is curly.

His/Her hair is long.

He's got messy hair.  
His nose is small.



8 Look, write, and circle.

SKILLS



Grandad



Emma



Tom



Aunt Jane

1 Who is it?

It's Grandad. ( His / Her ) hair is straight and grey.

2 Who is it?

It's \_\_\_\_\_. ( His / Her ) hair is dark and curly.

3 Who is it?

It's \_\_\_\_\_. ( His / Her ) hair is short and curly.

4 Who is it?

It's \_\_\_\_\_. ( His / Her ) hair is long and straight.



9 Listen to the story. Then act out.

STORY



VALUES

Respect differences.

HOME-SCHOOL LINK

Talk to your family about differences.



PHONICS

4

10 Listen.

1 ai

2 ee

11 Listen, point and say.

12 Listen and blend the sounds.

1 t - ai - l tail

2 r - ai - n rain

3 sn - ai - l snail

4 w - ai - t wait

5 s - ee see

6 f - ee - t feet

7 w - ee - k week

8 sh - ee - p sheep

13 Underline ai and ee. Read the words aloud.

1 feet

2 rain

3 snail



4 sheep

5 tail

6 week



14

Listen and point. Then say.

CLIL

1



circle

2



triangle

3



square

4



rectangle

5



15

Count and write.


☐ circles

☐ triangles

☐ squares

☐ rectangles

☐ triangles

☐ squares

☐ rectangle

☐ circle

MINI-PROJECT

Make a picture with different shapes, sizes and colours.

# Wider World

## Faces in art

16

Read and write the number.

1



2



3



4



a

This is a statue of a head. You can see two eyes, a nose and a mouth. You can see an ear. The statue is brown.

c

This is a mosaic. It's a woman. She's got short, dark hair. She's got big eyes and a red mouth. Her eyes are

b

This is a mask. It's from Africa. It's red, black and white. It's a man. He's got big eyes and a big mouth. You can see his teeth!

d

This is a painting of a woman. She's got long, brown hair. She's got big brown eyes. She's got two ears. Her mouth is small.

1

17

Make a face collage!

1



cut

2



stick

3



write

4



MINI-PROJECT

Find and write about more examples of art from around the world.



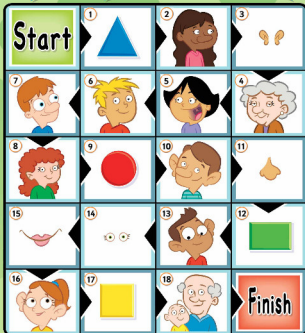
Listen. Then play.

HAVE FUN!

It's a nose.

She's got long hair.

His ears are big.



Listen and do.



AB p.107



Listen and tick (✓).

PROGRESS CHECK



I CAN

I can talk about faces.

I can name and find shapes.



AB p.47



# 5 Animals

1 Listen and point.



cow

sheep

turkey

goat

duck

2 Listen and repeat.

3 Listen and play. Then listen and chant.

What's this? What's this?  
It's got a big nose.  
It's big and grey.  
It's a horse! Yes!



What are these? What are these?  
They've got two legs.  
They're small and brown.  
They're hens! Yes!



Look!

What's this/that?

It's got big eyes.  
It's black and white. It's a cow.

What are these/those?

They've got two legs.  
They're white. They're ducks.

TIP!

one sheep  
two sheep



horse

hen

4 Listen and number. Then ask and answer.

a



b



c



d



e



Look for a duck today.  
A treasure chest, a present,  
a photo, a key, sunglasses and  
a duck!  
Find a duck today!



What's this?  
It's got long legs.  
It's black and white.

It's a cow.

## 5 Listen and repeat.



**TIP!**  
one fox  
two foxes

## 6 Listen and write. Then sing.

**SONG**

## Chorus:

I'm Max. And I'm Maisie.  
We're animal crazy!

What's this?   
What's this?  
It's small and green.  
It's got big eyes.  
It's a frog.

What are these?  
What are these?  
They're black and white.  
They've got a tail.  
They're \_\_\_\_\_.

What's that?   
What's that?  
It's small and brown.  
It's got two wings.  
It's a \_\_\_\_\_.

What are those?  
What are those?  
They're thin and black.  
They've got two legs.  
They're \_\_\_\_\_.



p.111

## LOOK!

It isn't big.	It's small.	They aren't big. They're small.
Is it small?	Is it a bat?	Yes, it is. / No, it isn't.
Are the bats big?	Yes, they are. / No, they aren't.	

7 Listen and number.  
Then ask and answer.

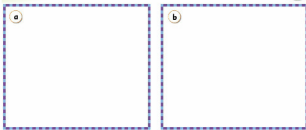
Is it a fox?

Yes, it is.



## 8 Draw. Then ask and answer.

**SKILLS**



Is it a/an ...?

Is it ...?

Are they ...?

Are the ...?



# STORY



## VALUES

Respect animals.

## HOME-SCHOOL LINK

Describe your favourite animal to your family. Talk about the colours and size.



# PHONICS

1 igh

2 oa

Listen, point and say.

Listen and blend the sounds.

1 h - igh

high

2 s - igh

sigh

3 l - igh - t

light

4 r - igh - t

right

5 b - oa - t

boat

6 c - oa - t

coat

7 s - oa - p

soap

8 g - oa - t

goat

Underline *igh* and *oa*. Read the words aloud.

1 boat

2 high

3 goat



4 light

5 soap

6 coat



14 Listen and point. Then say.

CLIL



15 Read and find. Then write.

- 1 It's black and brown.  
It's got two wings.  
It's awake at night.  
It's asleep in the day.

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

- 2 It's got two legs and a big head.  
It's awake at night.  
It's asleep in the day.

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

- 3 It's black and white.  
It's awake in the day.  
It's asleep at night.

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

- 4 It's brown.  
It's big.  
It's awake in the day.  
It's asleep at night.

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

16 Choose an animal. Describe it.

MINI-PROJECT

Make an animal poster.

## Wider World

Life on a farm

17 Read and match.



- 1 My name's Grace. I live in South Africa. I live on an ostrich farm!

- 2 Ostriches are big birds. They've got big bodies and long legs. They can run fast but they can't fly. The father is black. What colour is the mother?

- 3 These are ostrich eggs. They are very big. How many eggs can you see?

- 4 These are ostrich chicks. They are funny. What colour are they?

18 What farm animals are there in your country? Look and circle.



MINI-PROJECT

Find out about farm animals in your country. Make a class booklet.



Listen. Then play.

HAVE FUN!



Listen and act.



AB p.108

PROGRESS CHECK

Listen and number.



Listen and tick (✓).



I CAN

I can talk about what animals look like.

I can talk about when animals are awake.

I can ask and answer questions about animals.

☐  
☐  
☐


Frontier Island

# 6 Food

1 Listen and point.



2 Listen and repeat.

3 Listen and play. Then listen and chant.

I like chicken. He likes chicken.  
 I don't like fish. He doesn't like fish.  
 I like eggs. She likes eggs.  
 I don't like bananas. She doesn't like bananas.  
 Does he like chicken? Yes, he does!  
 Does she like bananas? No, she doesn't!

Look!

I like chicken.	I don't like fish.
He/She likes chicken.	He/She doesn't like fish.
Does he/she like chicken / fish?	Yes, he/she does. No, he/she doesn't.



4 Listen and number. Then say.



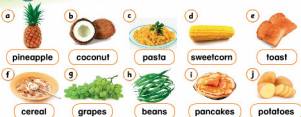
Look for nuts today.

A treasure chest, a present, a photo, a key, sunglasses, a duck and nuts!  
 Find nuts today!



She likes apples.

## 5 Listen and repeat.



## 6 Listen and write. Then sing.

## SONG

I eat breakfast, I eat lunch, I eat dinner.  
How about you? (x2)

I like grapes and \_\_\_\_\_ too.  
I like \_\_\_\_\_. How about you?  
I like \_\_\_\_\_. My favourite dish!  
But I don't like \_\_\_\_\_!

I eat breakfast, I eat lunch, I eat dinner.  
How about you? (x2)

I like \_\_\_\_\_ and \_\_\_\_\_ too.  
I like \_\_\_\_\_. How about you?  
I like \_\_\_\_\_. It's very nice,  
But I don't like \_\_\_\_\_!

I eat breakfast, I eat lunch, I eat dinner.  
How about you? (x2)



## LOOK!

There's some milk.	There isn't any cheese.
There are some apples.	There aren't any bananas.
Is there any milk?	Yes, there is. / No, there isn't.
Are there any apples?	Yes, there are. / No, there aren't.

## 7 Listen and number.



## 8 Ask and answer.

## SKILLS

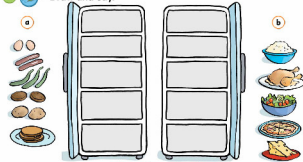
Is there any milk?

Yes, there is.

Are there any apples?

No, there aren't.

## 9 Draw and say.



Is there any pizza?

Yes, there is.



Listen to the story. Then act out.

# STORY



## VALUES

Eat healthy food.  
Choose healthy snacks.

## HOME-SCHOOL LINK

Talk about healthy snacks at home.



# PHONICS

11 Listen.

1 oo

2 oo

12 Listen, point and say.

13 Listen and blend the sounds.

1 z - oo zoo

2 t - oo too

3 f - oo - d food

4 m - oo - n moon

5 b - oo - k book

6 f - oo - t foot

7 l - oo - k look

8 c - oo - k cook

14 Underline oo. Read the words aloud.

1 moon



2 cook



3 zoo



4 foot



5 book



6 food



15 **A recipe. Listen and read.**

**CLIL**

**A Fried vegetables and rice**

**Recipe card**

**Cut**

**Mix**

**Fry**

**Cook**



Cut some vegetables.

Mix the vegetables in a pan.

Fry the vegetables.

Cook some rice in a pan.

I like vegetables and rice!



**MINI-PROJECT**  
Make a menu for breakfast, lunch or dinner.

16 **Look and write. Then listen and check.**

**B Chicken and pasta**

**Recipe card**



Cut some vegetables and some chicken.

\_\_\_\_\_ the chicken and vegetables.

\_\_\_\_\_ some pasta in a pan.

\_\_\_\_\_ the pasta with the chicken and vegetables.

17 **Choose a recipe. Ask and answer.**

Are there any vegetables?

Yes, there are.

Is there any rice?

Yes, there is.

It's recipe A!

# Wider World

## Food around the world

18 **Read and match.**

<p>1 </p> <p>I like eggs and toast for breakfast. I like cereal, too.</p>	<p>a </p>
<p>2 </p> <p>This is my breakfast. There are some croissants and there is some yoghurt. And there is some juice.</p>	<p>b </p>
<p>3 </p> <p>This is my lunch. There is some pasta and some salad. There's some bread, too. I like bread but I don't like potatoes.</p>	<p>c </p>
<p>4 </p> <p>I like fish, rice and vegetables for dinner. I don't like pasta or hot dogs.</p>	<p>d </p>
<p>5 </p> <p>My favourite dinner is chicken and chips. I like salad but I don't like vegetables. And I like pancakes.</p>	<p>e </p>

19 **Ask and answer. Then talk about your friend.**

Do you like croissants for breakfast?

No, I don't. I like toast. What do you like for lunch?

What's your favourite dinner?



**MINI-PROJECT**  
Choose a country and find out about typical dishes. Make a world recipe book.



Listen. Then play.

HAVE FUN!

I like fish for dinner.

I don't like toast for breakfast.

**Start**

1 2 3 4

17 16 15 14

**breakfast**

5 6 7 8

**lunch** **dinner**

13 12 11 10 9

Listen and do.



AB p.109

PROGRESS CHECK

Listen and tick (✓).

1 a b

2 a b

3 a b

4 a b

5 a b

6 a b

7 a b

8 a b

I CAN

I can talk about food.

I can say what I like and don't like.

I can use *some* and *any*.
☐  
☐  
☐




# 7 Clothes

1 Listen and point.



2 Listen and repeat.

3 Listen and play. Then listen and chant.

I'm wearing a purple skirt,  
A purple skirt, a purple skirt.  
I'm wearing a purple skirt.  
How about you?

I'm not wearing green shoes,  
Green shoes, green shoes.

I'm not wearing green shoes.  
They're brown, brown, brown.

Are you wearing pink socks?  
Pink socks, pink socks?  
Are you wearing pink socks?  
No, I'm not. They're white.

Look!

I'm wearing a  
purple skirt.

Are you wearing  
blue shoes?

I'm not wearing  
green trousers.

Yes, I am.  
No, I'm not.



4 Listen and number. Then say.



I'm wearing a  
yellow dress.

Are you wearing  
blue shoes?

No I'm not.  
They're red.

Look for a shoe today.

A treasure chest, a present, a photo, a  
key, sunglasses, a duck, nuts and a shoe!  
Find a shoe today!



## 5 Listen and repeat.



## 6 Listen and write. Then sing.

## SONG

Good morning!

Good morning!

Take off your pyjamas.

It's time for school!

Good night!

Good night!

Put on your \_\_\_\_\_

It's time for bed!

Put on your \_\_\_\_\_

Put on your \_\_\_\_\_

Put on your \_\_\_\_\_

Off you go!

It's time for school!

Take off your \_\_\_\_\_

Take off your \_\_\_\_\_

Take off your \_\_\_\_\_

Off you go!

It's time for bed.

Good night! Good night!

Good night! Good night!

## LOOK!

What would you like?

I'd like a shirt / some boots, please.

Would you like a blue shirt?

Yes, I would. / No, I wouldn't. I'd like a red shirt.

Would you like brown boots?

Yes, I would. / No, I wouldn't. I'd like red boots.

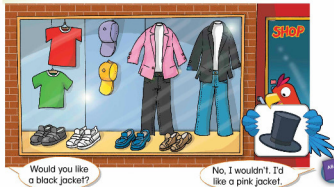
I'd like = I would like

## 7 Listen and tick (✓). Then ask and answer.



## SKILLS

## 8 Look and circle. Then ask and answer.



9 Listen to the story. Then act out.

STORY



VALUES

Be polite.

HOME-SCHOOL LINK

Make a list of polite words. Use them at home with your family.



PHONICS

7

10 Listen.

1 ar 2 ir 3 or 4 ur

11 Listen, point and say.

12 Listen and blend the sounds.

- |              |                     |
|--------------|---------------------|
| 1 c - ar car | 2 sh - ar - k shark |
| 3 s - ir sir | 4 g - ir - l girl   |
| 5 f - or for | 6 c - or - n corn   |
| 7 f - ur fur | 8 s - ur - f surf   |

13 Underline *ar*, *ir*, *or*, and *ur*. Read the words aloud.

1 shark



2 corn



3 girl



4 surf



5 car



6 fur



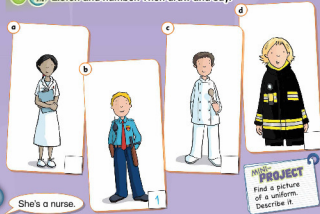


Listen and point. Then say.

# CLIL



Listen and number. Then draw and say.



# Wider World

## Special clothes



Read and tick (✓).

When do you wear special clothes?



Read and write the numbers.

- a My name's Chun. This is me with my friends. I'm wearing white trousers and a blue and white shirt. I'm wearing white shoes. We've got a dragon puppet!
- b My name's Kelly. I'm wearing a black and purple dress and a black hat. I've got a pumpkin!
- c My name's Oliver. It's my birthday! I'm wearing black trousers and a black and white jumper.
- d I'm Takumi. This is me and my sister. Her name's Ami. I'm wearing a long brown skirt and a coat. Ami is wearing a blue dress with pink shoes and white socks.



Ask and answer.

When do you wear special clothes?

What do you wear?

**MINI-PROJECT**  
Design some special clothes. Make a class book.

19 Listen. Then play.

HAVE FUN!

Are you wearing a blue T-shirt?

Yes, I am!

**Start** →




12 	1 	2 	3 Go forward two spaces.
11 			4 
10 Go back one space.			5 
9 	8 	7 Go forward one space.	

20 Listen and act.

AB p.110

21 Listen and circle.

PROGRESS CHECK

1 	    
2 	    
3 	    
4 	    

22 Listen and tick (✓).

1 a  <input checked="" type="checkbox"/>	b  <input type="checkbox"/>	2 a  <input type="checkbox"/>  <input type="checkbox"/>	b  <input type="checkbox"/>  <input type="checkbox"/>
3 a  <input type="checkbox"/>	b  <input type="checkbox"/>	4 a  <input type="checkbox"/>	b  <input type="checkbox"/>

I CAN

I can talk about my clothes.

I can say what clothes I would and wouldn't like.

I can talk about uniforms and special clothes.


# 8 Weather

1 Listen and point.

WELCOME

sunny

snowy

cloudy

windy

stormy

rainy

2 Listen and repeat.

3 Listen and play. Then listen and chant.



What's the weather like?  
It's sunny. It's sunny.  
What's the weather like?  
It's sunny today!

Do you like sunny days?  
Sunny days, sunny days?  
Do you like sunny days?  
Yes, I do!



What's the weather like?  
It's rainy. It's rainy.  
What's the weather like?  
It's rainy today!

Do you like rainy days?  
Rainy days, rainy days?  
Do you like rainy days?  
No, I don't!

LOOK!

What's the weather like?	It's cloudy.
Do you like cloudy days?	Yes, I do. / No, I don't.
I like cloudy days.	I don't like cloudy days.

4 Listen and number. Then draw and say.

a

b

c

d

1

Look for an umbrella today.  
A treasure chest, a present, a photo, a key,  
sunglasses, a duck, nuts, a shoe and an umbrella!  
Find an umbrella today!



5 Listen and repeat.



ride a bike



fly a kite



make a snowman



go for a walk



go to the beach



read a book



take a photo



watch TV

6 Listen and write. Then sing.

What day is it today?  
It's Monday. Monday!  
What's the weather like?  
It's sunny, it's sunny.  
Let's \_\_\_\_\_!

What day is it today?  
It's Friday. Friday!  
What's the weather like?  
It's snowy, it's snowy.  
Let's \_\_\_\_\_!

What day is it today?  
It's Wednesday. Wednesday!  
What's the weather like?  
It's windy, it's windy.  
Let's \_\_\_\_\_!

I like \_\_\_\_\_ days,  
I like \_\_\_\_\_ days,  
I like \_\_\_\_\_ days,  
Let's have fun and play!

SONG

LOOK!

This kite is mine.

That kite is yours.

These books are his.

Those books are hers.



7 Listen and match. Then say.



a Those books are hers.

b These books are his.

c That kite is yours.

d This kite is mine.

8 Find and say.



This jacket is his.



9 Play True or False with your friends.

These shoes are yours.

False!

These books are mine.

True!



Listen to the story. Then act out.

# STORY



## VALUES

Share with friends and family.

## HOME-SCHOOL LINK

Make or draw a list of things to share. Show your family.



# PHONICS



Listen.

1

ow

2

oy

12



Listen, point and say.

13



Listen and blend the sounds.

1

ow - l owl

2

n - ow now

3

c - ow cow

4

d - ow - n down

5

b - oy boy

6

t - oy toy

7

j - oy joy

8

c - ow - b - oy cowboy

14



Underline ow and oy. Read the words aloud.

1

boy

2

owl

3

toy



4

cow

5

cowboy

6

down





15 Listen and point. Then write and say.

CLIL



freezing



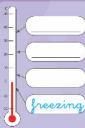
cold



warm



hot



16 A weather chart. Look and write.

Monday	Tuesday	Wednesday
<p>It's <u>sunny</u>.</p>	<p>It's _____.</p>	<p>It's _____.</p>
<p>It's _____.</p>	<p>It's _____.</p>	<p><b>MINI-PROJECT</b> Make a weather chart for your classroom.</p>
Thursday	Friday	

# Wider World

## Weather around the world

17 Read and match.

- My favourite month is January. January is cold and snowy in my country. This is me and my family. Look at our snowman!
- My birthday is in December. December is hot and sunny in my country. This is me with my brother. We're on the beach.
- My birthday is in November. It's cold and rainy in November in my country. This is me with my friends. We've got a football!
- I like warm and windy weather. This is me with my friends. We've got two kites. In my country, it's warm and windy in March.



18 Ask and answer.

What's your favourite month?

Which months are hot and sunny in your country?

What's your favourite weather?

Do you like windy weather?

**MINI-PROJECT**  
Make a world weather poster.



Listen. Then play.

HAVE FUN!

Start



Listen and act.

AB p.111

PROGRESS CHECK

Listen and tick (✓).

1



2



3



4



Read and circle.

1

This / That bike  
is mine / yours.

2

That / Those  
hat is his /  
hers.

3

This / These  
trainers are  
yours / hers.

4

This / Those  
pencils are  
his / hers.

I CAN

I can talk about the weather and temperatures.

☐

I can talk about who things belong to.

☐


# Goodbye

1 2:48 Listen, find and circle.



2 3:47 Listen and number.



3 2:48 Listen and match. Then ask and answer.

- |                                |                           |
|--------------------------------|---------------------------|
| 1 Where's the present?         | a There are twenty-three. |
| 2 Where are the nuts?          | b Yes, there is.          |
| 3 Is there any pizza?          | c It's under the table.   |
| 4 Are there any grapes?        | d No, there aren't.       |
| 5 How many balloons are there? | e They're on the table.   |



# Halloween

1 Listen, find and say.



2 Listen and chant.



It's Halloween night.  
The moon is out.  
It's time to 'trick or treat'.  
Are you a ghost or a  
scary witch?  
It's time to get some sweets!



It's Halloween night.  
The bats are out.  
It's time to 'trick or treat'.  
Look for the pumpkins at  
the door.  
It's time to get some sweets!



3 Draw some sweets. Play trick or treat!

# Christmas

1 Listen, find and say.



2 Listen and sing.

Hang up your stockings  
By the Christmas tree.  
Hang up your stockings,  
It's Christmas Eve. (x2)

Who's this with a brown sack  
In the living room,  
With a long white beard  
And a big red nose  
And he laughs with a Ho, ho, ho?

Is it true? Can it be?  
Yes, it's Santa! Come and see.  
With a long white beard  
And a big red nose  
And presents for you and me.

Hang up your stockings...

3 Make and play.



Happy Christmas!



# Easter

1 Listen. Then make and sing.

Hello Easter Bunny.  
How are you today?  
Wake up, wake up,  
Come and play.  
Jump, jump, jump,  
Easter Bunny jump.  
Turn around, turn around,  
Fall down with a thump.



2 Play the game.



	1	2
1		
2		
3		

# Summer fun

1 At the beach. Listen, find and say.



2 Listen and find. Then chant and act.

Let's make a sandcastle.  
Let's make it big!  
Take your bucket  
And take your spade.  
Let's dig, dig, dig!

Here are some shells!  
How many can you see?  
Put them on the sandcastle.  
Oh no!  
Here comes the sea!



3 Draw a sandcastle. Have a sandcastle competition!

# Grammar reference

## Welcome unit

### Personal questions:

What's your name?	I'm/My name's Princess Emily.
How are you?	I'm fine, thank you.
When's your birthday?	It's/My birthday is in March.
How old are you?	I'm eight.
Do you like Mondays?	Yes, I do./No, I don't.

### Asking the day:

What day is it today?	It's Monday.
-----------------------	--------------



## Unit 1

### Identifying objects and colours:

What's this/that?	It's a book. It's blue.
What are these/those?	They're kites. They're purple.

### Asking about quantity:

How many bikes are there?	There are sixteen bikes.
---------------------------	--------------------------

### Talking about how you go to school:

How do you go to school?	I go to school by train.
--------------------------	--------------------------



## Unit 2

### Identifying family members:

Who's he/she?	He's/She's my uncle/aunt.
Who are they?	They're my cousins.

### Asking about location:

Where's my granny?	She's in the bathroom.
--------------------	------------------------

### Describing the location of objects in a room:

There's a bed. There are two sofas.
There's a doll in/on/under/next to/behind the chair.



## Unit 3

### Imperatives:

Touch your toes.

### Talking about ability:

I can/can't jump. He/She can/can't jump.	Yes, I can./No, I can't.
Can you jump?	Yes, he/she can./No, he/she can't.
Can he/she jump?	



## Unit 4

### Describing faces:

I haven't got small eyes. I've got big eyes.	
He/She hasn't got a big nose. He's/She's got a small nose.	
Have you got a small nose?	Yes, I have./No, I haven't.
Has he/she got a small nose?	Yes, he/she has./No, he/she hasn't.

### Describing hair:

I've got curly hair.	My hair is curly.
He's/She's got long hair.	His/Her hair is long.



