



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE Global English

Learner's Book 2

Elly Schottman & Caroline Linse



Second edition

Digital access

 Cambridge Assessment
International Education

Endorsed for full syllabus coverage



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE

Global English

for Cambridge Primary English as a Second Language

Learner's Book 2

Elly Schottman & Caroline Linse

Series Editor: Kathryn Harper

Contents

Page	Unit	Words and expressions	Use of English	Reading/Writing
10–13	Starter	Greetings, introductions and farewells Favourite activities and objects Months and date (e.g. 12th April) Birthdays and name days	Present simple Possessive adjectives Subject pronouns Numbers: 0–30; 1st–30th Adverbs ending in -ly	Song lyrics Spell and write name, date Write and illustrate word cards and sentences
14–29	1 A day at school	Classroom objects School activities Clothes and personal possessions Colours Days of the week Weather Telling time (on the hour)	Present simple Possessive adjectives Possessive pronouns: <i>mine, yours</i> Possessive 's' <i>There is ...</i> , <i>there are</i> <i>Which one?</i> <i>The one ...</i> Prepositions of time: <i>at</i>	Guided writing: Write about your school Use a writer's checklist Poems, songs, informational text Write original song verse Learn about parts of a book Use a capital letter and full stop Text features, chapters and titles
30–45	2 Good neighbours	Occupations, community helpers Extended family Clothing Countries and continents Landforms Ordinal numbers: 1st–14th Right, left	Prepositions of location: <i>between, next to, in, opposite, behind, on, under, in front of</i> Present simple Question forms Follow and give directions	Guided writing: Write a report based on an interview Write direction clues Write a friendly letter Informational text, poems, songs, a friendly letter Scan for specific words
46–61	3 Ready, steady, go!	Action verbs Fun and games Parts of the body Healthy foods Feelings	Present continuous: <i>I like/don't like ...ing</i> <i>Can/can't</i> for ability Connectives <i>and, or, but</i>	Guided writing: Write about healthy habits Write original song verses Write a short conversation about consoling a friend who is sad Poem, song, scientific informational text, play Tap prior knowledge, use headings to locate answers Examine text features of a play script
62–63	Check your progress 1			
64–79	4 The big sky	Day and night Solar system Shadows Weather Days of the week Adverbs of time: <i>now, today, yesterday, last night, last year, on Tuesday</i>	Past simple regular: Statements and questions Past simple: <i>was, were</i> Prepositions of time: <i>on, at, in</i> Using <i>with</i> as instrument Connectives: <i>and, then</i>	Guided writing: Informational sentences Questions about the Moon Brief research report Weather report Poems, directions, informational text, song, fantasy story Document experiment results Activate prior knowledge, pose questions before reading

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Greet and introduce classmates Understand and repeat conversations Learn a TPR chant and months of the year song Ask/answer questions	Maths: Count from 1 to 30 Use calendar information (date, month) Enter and discuss information in a chart	Alphabet review Use a picture dictionary	Work together in partners and in groups Teach newly learned words to others Critical thinking: Ask for information and clarification Search for information online and in books (dictionary)
	Listen for main ideas and details Follow instructions Ask and answer questions Discuss likes and dislikes Sing songs	Language arts: Distinguish between fiction and informational text Use a dictionary Social Studies: Schools around the world Maths: Count Tell the time Understand information presented in a chart	Alphabet review; vowels and consonants Short vowel sounds Digraphs: sh, ch, tch, th Write words spelled aloud	Activate prior knowledge Work collaboratively, teamwork Search for information online on maps, in charts, in books Share ideas, information Critical thinking: Compare and contrast Classify Reflection/self-assessment Values: Being responsible
	Listen for main idea and details Ask for, give and follow directions Listen to and conduct interviews Say, sing, act out poems and songs	Geography: Interpret a map, use a map grid Learn about countries and continents, landforms Social Studies: Community, jobs	-r modified nouns: er, ar, ir, or, ur. Suffix: -er and -or Prefix: un-	Activate prior knowledge Work collaboratively Share ideas Critical thinking: Classify Enter information on maps, diagrams, survey charts Communicate information Reflection/self-assessment Values: Being a good global neighbour
	Listen for details and main idea Follow and give instructions Recognise simple words spelled aloud Ask and answer questions Express likes, dislikes and feelings Play guessing games Say, sing, act out poems, song and play	Science: Parts of the body, healthy habits (food, exercise) Learning about diversity in birds Interpreting a chart PE: Active games and challenges	Long vowel sounds and spelling: silent e Long a spellings: a_e, ai, ay Digraph: ph	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Classify Compare and contrast Reflection/self-assessment Values: Identify feelings, show empathy
	Listen for main idea and details Ask and answer questions Recall facts Describe actions and events, cause and effect Express feelings Say, sing and act out poems and songs	Science: Use physical models to learn about day and night, and how shadows change during the day Conduct shadow experiments Make predictions, record results and findings	Long i spellings: i_e, -ight, -y Compound words	Activate prior knowledge Work collaboratively Pose questions, research answers Share ideas, information Critical thinking: Cause and effect Make predictions Reflection/self-assessment Values: Wondering and learning about the world around us

Page	Unit	Words and expressions	Use of English	Reading/Writing
80–95	5 Let's measure	Numbers 1–100 Ordinal numbers 1st–50th Shapes Units of measurement	Past simple forms: common irregular verbs (statements and questions) Adverbs of definite time: <i>yesterday, this morning</i> Adjective order: size, colour Descriptive adjectives Adverb: too	Guided writing: Informational sentences Descriptive sentences (describing qualities of a good friend) Poem, song, stories, informational text, folktales Activate prior knowledge Make predictions
96–111	6 All about bugs	Insects and spiders Prepositions of location Body parts Question words	Present simple: Use question words to ask basic questions There is/are ... Prepositions of location: <i>above, on, in, between, behind, in front of</i> Past simple Use <i>with</i> to indicate instrument and for to indicate recipient	Guided writing: Informational sentences Express and support an opinion Write questions for quiz game Complete a story map Poem, song, folktale, informational text Make predictions Recognise story problem and solution
112–113	Check your progress 2			
114–129	7 The world around us	Objects in nature tree, grass, pond, etc. Earth Day Parts of a tree/plant Fruits and vegetables Shopping	Present continuous: <i>with</i> (accompaniment) Demonstrative adjectives and pronouns <i>this, these, that, those</i> Object pronoun <i>one</i> <i>There was/were</i> Past simple	Guided writing: A poem, a poster, an autobiography Poem, song, informational text, biography Make predictions Activate prior knowledge Pose a purpose for reading
130–145	8 Home, sweet home	Parts of a building, rooms, furniture Animal homes Weather/climate Construction materials	Future simple form: <i>will</i> Use <i>for</i> to indicate recipient Use contractions in present, future and past: <i>don't, doesn't, won't, didn't</i> Use <i>can</i> to make requests and ask permission Adverb: too	Guided writing: Write a description of a room Complete a fact sheet (note-taking) Poems, song, informational text Understand words through context Summarise Take notes
146–161	9 Let's explore the city!	City places Transportation Shopping Food Clothes Animals Shops and shopping Opposites	Contrasting past, present and future tenses Common <i>-ly</i> adverbs Descriptive adjectives Demonstrative adjectives: <i>that, those</i>	Guided writing: Descriptions, directions, narrative with future plans Poems, song, menu, story, Informational text – maps and diagrams Make connections
162–163	Check your progress 3			
164–175	Picture dictionary	Review of vocabulary and themes		

	Listening/Speaking	Cross-curricular links	Phonics/Word study	21st-century skills
	Listen for main idea and details Ask and answer questions Follow instructions Express opinions Sing songs, say tongue twisters, act out stories	Maths: Counting to 100 by tens, forward and backward Counting by twos Estimating Measuring lengths with non-standard and standard units Geometric shapes	Words that sound alike (homophones)	Activate prior knowledge Do collaborative problem-solving Share ideas, information Critical thinking: Creative problem-solving State and support opinions Reflection/self-assessment Values: Identify character qualities we admire
	Listen for main idea and details Ask and answer questions Spell words aloud Recall facts Discuss and describe animal appearance and behaviour Say, sing, act out poems, song, and stories	Science: Learn about insects and spiders Compare how animals are similar and different in their body parts Understand how insects help people	Rhyming words Long e spellings: ea, ee Variant sounds of ea: <u>bread</u> , <u>tea</u>	Work collaboratively Share ideas, information Activate prior knowledge Pose questions, research and answers Critical thinking: Compare and contrast Classify Cause and effect Sequence Reflection/self-assessment Values: Everyone needs a little help sometimes. It is important to be helpful.
	Listen for main idea and details Follow and give instructions Ask and answer questions Discuss and apply information	Science: Environmental awareness and protection Parts of a plant Materials and goods from a tree	Long o spellings: o_e, oa, oe, ow, o Variant sounds of ow: <u>slow</u> , <u>cow</u>	Integrate prior knowledge Work collaboratively Share ideas, information Critical thinking: Classify Cause and effect Sequence Reflection/self-assessment Values: We need to take care of planet Earth.
	Listen for main idea and details Follow and give instructions Ask and answer questions Make decisions and choices Share information	Social Studies/ Geography: Homes around the world World places Climates Science: Playground physics (ramps) Making predictions Animal homes Building materials	Long u spellings: u_e, ue, oo, ew Variant sounds of oo: <u>look</u> , <u>roof</u>	Activate prior knowledge Work collaboratively Share ideas, information Critical thinking: Compare and contrast Classify Cause and effect Interpret diagrams Reflection/self-assessment Values: Recognise the benefits of working together
	Listen for information Follow directions Ask and answer questions Make and explain choices Express opinions, likes and dislikes	Geography/Social Studies: Maps Places in a city Transportation Schedules Digital literacy	Identify opposites -ly suffix (adverbs)	Apply prior knowledge Work collaboratively Share ideas, information Critical thinking: Compare and contrast Interpret maps and diagrams Support an opinion with reasons Reflection/self-assessment Values: Appreciate your home Describe specific things you love about your home

How to use this book

Starter unit

In this book you will find lots of different features to help your learning.

1 Welcome!

Find out what you are going to learn in the lesson.

We are going to...

We are going to...
• spell our names and introduce a friend.

• spell our names and introduce a friend.
Getting started

Getting started

What can you say when you meet a new friend?
Share your ideas.

1.1 Think about it

Get started by thinking about a 'big question'.

Look at a photo and talk about what you know.

1.2 Our busy classroom

Important words and their meanings.

• talk about time, days of the week and school activities.

are included on wordlists in the Teacher's Resource.

The key words for the vocabulary for the subjects, institutions and Academic English terms.

What does Rani like to do? Use a paper clip on the clock to show a time. Ask your partner: What time is it? Look at the cover of a book. Sticker activity: Who is the author of the book? In Marco's class, the children do different activities on different days of the week.

What does Rani like to do? Use a paper clip on the clock to show a time. Ask your partner: What time is it? Look at the cover of a book. Sticker activity: Who is the author of the book? In Marco's class, the children do different activities on different days of the week.

Listen to Amara introduce her partner, Rani. There are four chapters in this book.

Does Amara say 'Look! Look! Look!'? Here are four pictures from the book 'Schools Around the World'. In which chapter can you find each picture? Which page will you look at?

Talk with your class about things you like.

Make a list.

Be a Language Detective! Find out more about things we like.

What does Marco do on Tuesday? He sings. These children in China are painting in ink wash. These boys are playing in a classroom. One of the children stands up to show her picture.

Watch grammar presentations on Digital Classroom.



It's three o'clock. my partner.

Her name is Rani.

How do you spell your name?

She likes trees.

Her name is Rani.

about colours and numbers.

She likes trees.

How many chairs are there?

Listen to the boy spell his name.

Write his name on a piece of paper.

Listen to the boy spell his name.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

How do you spell your name?

Write his name on a piece of paper.

16 Introduce your partner.

Listen to Amara introduce Rani again. Then introduce your partner.

First, write the sentences.

Then tell the class your partner's name and what he or she likes.

At the end of each unit,
there is a choice of projects
to work on together, using
what you have learned.
You might do some research
or make something.

Questions help you think
about how you learn.

Look at what you have
learned in the unit! Think
about which skills you do
well and which you need
more practice with.

At the end of every 3 units,
stop and check your progress!
Play games and do activities
to review what you have
learned.

Find out the meaning of
words and stick your stickers
in the Picture dictionary.

Audio is available with the Digital Learner's Book, the Teacher's Resource or Digital Classroom

Video is available with Digital Classroom

28
1 A day at school

C: Learn a poem.
Read and learn this poem. Say and act out the words.

1.7 Project challenge
Make little chick stick puppets to act out the poem.
How to use this book

Good morning, Mother Hen
Chook, chook, chook

Work on the project with a partner or group.
Then share with the class.
Ask your partner questions. Write down the answers.

A: Make a survey

What's your favourite school subject?
Your teacher will give you a chart.
Read the subjects in the column on the left.
Ask your classmates, 'What's your favourite school subject?'
Ask them to write their names in the row next to that subject.

What's your favourite school subject?					
Science					
Maths					
English					
Music					
Art					

sisters.

B: Make word cards for your classroom

Write the names of things in your classrooms on cards.
How did you help your group do the project?
(Look in the Picture dictionary on page 169 for some words)

Look what I can do!

Stick each word card on or near the object.

- I can talk about classroom objects and school activities.
- Teach the words to your class.
- I can talk about the time and the days of the week.
- Say 'Point to the clock' and about families.
- I can talk about parts of a book.
- I can count and write numbers from 0 to 10.
- I can read and write words with a short 'a'.
- I can read and write words with a short 'e'.
- I can read and write words with a short 'i'.
- I can read and write words with a short 'o'.
- I can read and write words with a short 'u'.
- I can read and write words with a short 'y'.
- I can read and write words with a short 'z'.
- I can read and write words with a short 'x'.
- I can read and write words with a short 'v'.
- I can read and write words with a short 'w'.
- I can read and write words with a short 'l'.
- I can read and write words with a short 'k'.
- I can read and write words with a short 'j'.
- I can read and write words with a short 'h'.
- I can read and write words with a short 'g'.
- I can read and write words with a short 'f'.
- I can read and write words with a short 'd'.
- I can read and write words with a short 'c'.
- I can read and write words with a short 'b'.
- I can read and write words with a short 'm'.
- I can read and write words with a short 'n'.
- I can read and write words with a short 'p'.
- I can read and write words with a short 'q'.
- I can read and write words with a short 'r'.
- I can read and write words with a short 's'.
- I can read and write words with a short 't'.
- I can read and write words with a short 'u'.
- I can read and write words with a short 'v'.
- I can read and write words with a short 'w'.
- I can read and write words with a short 'x'.
- I can read and write words with a short 'y'.
- I can read and write words with a short 'z'.

28
3 Ready, steady, go!

> Check your progress

Treasure hunt

START

You need:

- 2 to 3 players
- a different game marker for each player
- number cards.

1 What day is it today?

2 What are you wearing?

3 Who is playing this game with you?

4 Go to the rocks.

5 Name 3 colours.

19 Find the treasure. It's in the tree.

20 Find the treasure. It's next to the water.

1 Days of the week

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

2 What are you wearing?

3 Who is playing this game with you?

4 Go to the rocks.

5 Name 3 colours.

2 Times of day

morning afternoon evening night

Read and answer the questions.

Read and follow the directions.

62

3 Weather

sunny rainy windy cloudy

7

Lesson 1: The **Think About It** lesson introduces the topic through a big question and an image to generate discussion.

Many units include a video, available on Digital Classroom.

Lesson 2: The **Let's Explore** lesson explores the unit topic further.

Sticker activities encourage learners to think critically.

Lesson 3: The **cross-curricular** lesson prepares learners to learn in English across the curriculum.

1 A day at school

1.1 Words around us

We are going to...

- talk about classroom objects and days of the week.

Getting started

Where can you see words?

Look around your classroom.

Watch that!

1 Listen and point.

What are the children reading?

2 Sing a calendar song.

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

2 Good neighbours

2.2 Jobs

We are going to...

- learn about different jobs.

1 Read and listen.

Use stickers to label the firefighters' clothes in the picture.

Firefighters have important jobs. They put out fires. They rescue people who are inside burning buildings. Firefighters wear special clothes that keep them safe. They wear heavy boots on their feet. They wear heavy jackets made from materials that do not burn. Firefighters wear helmets. If something falls on a firefighter's head, the helmet keeps the firefighter safe. A firefighter wears a mask on their face and an air pack on their back. The mask lets the firefighter breathe fresh air. Firefighters wear heavy gloves on their hands. They can touch hot things with their gloves.

6.2 Crickets and other insects

We are going to...

- learn about insects.

1 What is an insect?

Listen and look at the diagram. Then answer the questions.

a How many legs does an insect have?

b Do all insects have antennae?

c Do all insects have wings?

2 Sticker activity.

ant bee butterfly worm cricket spider

Look at the animals on the stickers. Are they insects or not? Count the legs. Put the stickers on the chart.

Then, add one more animal to the 'not insects' column. Draw a picture. Write its name.

insects	not insects

6.2 Let's explore

3 Listen to this interview with Moylin and her grandpa.

Find out the answers to these questions.

a What does Moylin's grandpa have in his pocket?

b Why does Moylin want to have a cricket for a pet?

4 Listen to the interview again.

Fill in the missing words.

How to take care of a pet cricket

a Crickets need to stay _____ if you go out in winter, keep the cricket cage in a pocket, close to your body.

b Crickets need a safe _____ with plenty of air.

c Crickets need fresh _____ and water every day.

d Crickets can eat bits of rice and _____.

5 What do you think?

Different people like different things. A cricket is a good pet for Moylin and her grandpa. Is a cricket a good pet for you? Why or why not? Write a few sentences.

A cricket is a good pet for me. I like to listen to crickets.

A cricket is not a good pet for me. My mum doesn't like insects.

Poems and chants help to reinforce topic vocabulary.

In this lesson you'll find the key words.

There are opportunities to think critically about the information in the text.

Lesson 4: The Use of English

Lesson 4: The Use of English lesson develops grammar and language. Language detective boxes present the main grammar point of each unit through an active learning approach. Digital Classroom includes grammar presentations.

4.4 Using the past simple

We are going to...

- talk and write about what people did in the past.

1 Read the poem.
Then do the actions.

A trip to outer space

We travelled by spaceship to outer space,
Far, far away. We were very brave.
We walked on the Earth.
We walked on the Earth get smaller and smaller.
We travelled by spaceship to outer space,
Far, far away. We were very excited.
We jumped out of the spaceship.
We walked on planet Mars.
We travelled by spaceship to outer space,
Far, far away. We were very tired.
We climbed back into the spaceship.
We travelled home to planet Earth.

Language detective

Verbs ending in -ed
Look at the words in red that end in -ed.
Those words are verbs. They tell us what the children did.
Find other verbs in the poem that end in -ed.

2 What did you do yesterday?
Interview your partner. Your partner can choose verbs from the box.
Then write what your partner did yesterday.

played with (Who?)
talked to (Who?)
walked to (Where?)
watched (What?)

What did you do yesterday?
I walked to the park and I played with my sister.

Yesterday, Peng walked to the park and he played with his sister.

3 Listen and point to the pictures.
Then answer the questions.

Now I am in the past
I was She is She was
They are They were

c. Where is Pao now? Where was he this afternoon?
d. Where was Pao's mum this afternoon?
e. Where are you now? Where were you last night?

Lesson 5: In Stage 2, the Words and Sounds lesson includes a TPR song to develop phonics awareness at word level.

Practice phonics with a sticker activity.

5.5 Words that sound the same

We are going to...

- read and write words that sound the same.

1 Listen, point and say.

2 Sticker activity

one two four eight
I won one prize. I won one prize too!
I ate eight bananas these four are for you.

3 Write some tongue-twisters using those word pairs.
eight - ate four - far
Ed ate eight eggs.
a flags from. b Ed eggs.

4 Read and sing!
Find the words that sound the same.
One-one was a racehorse.
Two-two was one, two.
One-one won one race.
Two-two won one, too.

5 Describing animals: clever, fast, heavy
Read about each animal. Find the matching picture.
Choose a word to describe the animal.
Then think of another animal that is also clever, fast or heavy.
Write the sentences.

a. An African elephant weighs the same as 100 men.
An elephant is _____.
A _____ is _____.
b. A parrot can learn to talk. It can count, name colours and do maths.
A parrot is _____.
A _____ is _____.
c. A very good runner can run 12 metres in a second.
A cheetah can run 30 metres in a second.
A cheetah is _____.
A _____ is _____.
d. Count in twos.
Use the number line to count in twos to 12.
Then join in with the poem.
Make up a new verse of the poem starting with '2, 4, 6, 8.'
2, 4, 6, 8. Marg's at the cottage gate
Eating cherries on a plate - 2, 4, 6, 8.

Lesson 6: The Read and Respond lesson includes literature. This might be a fictional story, a poem or a play.

The audio can be played the first time you meet the story, before learners read the text.

9.6 City Mouse and Country Mouse

We are going to...

- read and discuss a story.

1 Making connections

Some people like the city. Other people like the country. How about you? As you read this story, ask yourself: 'Am I a city mouse or a country mouse?'

City Mouse and Country Mouse

Cindy, the city mouse, and Callie, the country mouse, met on the TV show, *Changing Places*.

'Welcome to *Changing Places*!' said the announcer.
'On this show, you change places for a week.'
Callie had never been to the city.
Cindy had never been to the country.
'You'll love the city,' said Cindy. 'There is so much to see and do. There is always something happening.'
'Wow,' said Callie. 'That sounds great. The country is wonderful too. The bees buzz and the birds sing. At night, you can count the stars.'
'That sounds wonderful,' said Cindy.

That evening, Callie arrived in the city. The city streets were full of life. There were shops and cafes, bright lights and music.
Some mice waved to Callie. 'Hi Callie, welcome to the city,' they said. 'We're Cindy's friends. Come to our party.'
The party was at the top of a high building. There were food and dancing.
'This is amazing,' said Callie. 'I love the city.'
'We do, too!' said Cindy's friends.
Just then there was a strange noise. 'What's that?' asked Callie.
'It's a cat,' shouted the other mice. 'Run for your life!'
Callie ran out of the door, down the stairs and into the street. She jumped into a taxi.
'Take me home,' she said. 'The city is too scary for me. I want to go back to the country.'

The literature is used as a platform for work on values.

There is also an opportunity for creative writing.

The Project Challenge lesson includes a choice of projects.

8.7 Project challenge

Work on the project with a partner or group. Then share with the class.

A. Write about an animal home

Choose an animal. Look up information about that animal's home in a book or on the Internet.
Where does the animal build its home?
What is the home made of?
Find some other interesting facts about the home.
Draw a diagram.
Add word labels to the diagram.

ant
owl
spider
monkey
mouse
turtle

B. Design a playroom for children

What will you put in the playroom?
You could put a huge TV, a springing table, ropes and slides.
(What else?)
Draw a big picture of the room.
Write word labels on the objects in the room.

C. Doors in our school

Take photos or draw pictures of at least 5 different doors in your school such as a door to a room, a cupboard door or the front door of the school.
Write a card with this information about each door.
• Where is this door?
• What is this door made of: wood or metal?
• Does this door have a door knob?
• Is there a window or a number on this door?
• Make a poster with all your door pictures and number them.
Read out your descriptions and let the class guess the doors.

This is a door to a cupboard.
It is made of wood.
It has a doorknob.
It is in the classroom.

What would you do differently if you were to do this project again?

Look what I can do!

- I can talk and write about different kinds of homes.
- I can talk about things I do at home.
- I can talk about things I do at school.
- I can talk about things in the future, using will.
- I can read and write words with long u spellings.
- I can read and discuss informational text.

Projects encourage 21st century skills such as communication, collaboration, and creativity.

Self and peer-evaluation checklists for projects are available in the Teacher's Resource.

Starter unit

> 1 Welcome!



We are going to...

- spell our names and introduce a friend.

Getting started

What can you say when you meet a new friend?

Share your ideas.

He/His



He is a boy
His name is...

She/Her



She is a girl
Her name is...

How do you spell your name?

This is my partner.
Her name is Rani.
She likes trees.

1 Spell your name.

Listen to the boy spell his name.

Write his name on a piece of paper.

Then, ask your partner, *How do you spell your name?*

Write your partner's name.

2 What does Rani like?

Listen to Amara introduce her partner, Rani.

Does Amara say **She** or **He**? Why?



Language tip

Look at the chart on the wall in the big picture.

3 Talk with your class about things you like.

Make a list.

Then draw a picture and write a sentence below: *I like ...*

Things we like



ice cream



football



flowers

4 Introduce your partner.

Listen to Amara introduce Rani again. Then introduce your partner.

First, write the sentences.

Then tell the class your partner's name and what he or she likes.

5 Learn a hello and goodbye chant.

Bread and butter, honey and jam
Say **hello** as **quickly** as you can.

Bread and butter, honey and jam
Say **goodbye** as **softly** as you can.



> 2 The calendar

We are going to...

- talk about the dates and months of the year.

1 Count the days.

Look at the calendar for the month of September.

There are 30 days in September.

Point to the numbers as you count.



2 Find the date.

Listen, repeat and point to these dates on the calendar.

1st September 2nd September 3rd September 5th September
9th September 16th September 23rd September 30th September

3 Twelve months in a year.

Listen and point to the names of the months as you sing.



4 Look at the birthday chart.

Answer these questions. Then think of your own questions.

- a How many children have birthdays in April? When is Kira's birthday?
- b Look at October. When is Sami's birthday?
- c Which month has the most birthdays?



5 When is your birthday?

Make a birthday chart with your class.
Ask and answer questions.

6 Listen and match.

What can you say when you don't understand a word in English?
Listen and repeat. Point to the correct picture in Activity 7.




What does
dictionary mean?

What's a
mobile phone?

7 How do you say it in English?


Think of a word that you would like to say in English.

Look it up! Practise saying it!

Use a computer  , a mobile phone  or a dictionary  .

Write the word and draw a picture.

Teach your new word to your class.

How do you say

in English?

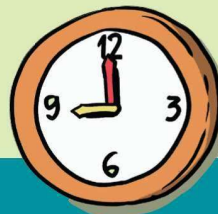
Volcano.



1

A day at school

> 1.1 Words around us



We are going to...

- talk about classroom objects and days of the week.

September						
M	T	W	Th	F	S	S
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					

Getting started

Where can you see words?

Look around your classroom.



1 Listen and point.

What are the children reading?

2 Sing a calendar song.

What day is it today?

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

3 Listen, point and say.

Then listen and answer the questions.



4 Colours and numbers

Look around your classroom.

Ask questions about colours and numbers.

What colour is
Tom's jacket?

How many chairs
are there?

5 Read and listen to the poem.

When I open up a book

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!'



6 Write a new version of the poem.

What do you like to read about?
Write new words instead of the **red** words.
Draw a picture to go with your poem.



> 1.2 Our busy classroom

We are going to...

- talk about time, days of the week and school activities.

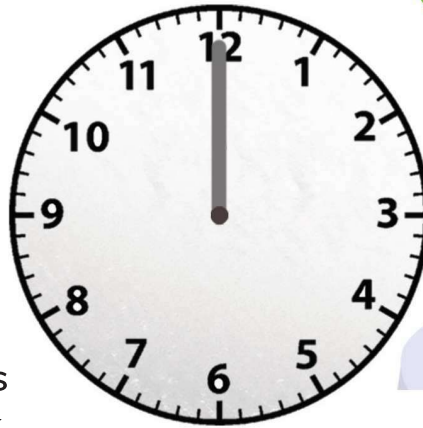
1 What time is it?

Use a paper clip on the clock to show a time. Ask your partner: "What time is it?"

2 Sticker activity

In Marco's class, the children do different activities on different days of the week.

Listen to Marco and put stickers on the chart.



It's three o'clock.



Monday	Tuesday	Wednesday	Thursday	Friday

What does Marco do on **Tuesday**?

He sings.

Language detective

Say and write the missing word.

The children **sing**.

Marco **sings**.

The children **read**.

Marco _____.

3 Real or make-believe?

There are a lot of books in Marco's classroom.
Some of the books tell stories.

Stories are not real; they are make-believe.

The people or animals in a story are called **characters**.

Look at the book, *The Snowy Day*.

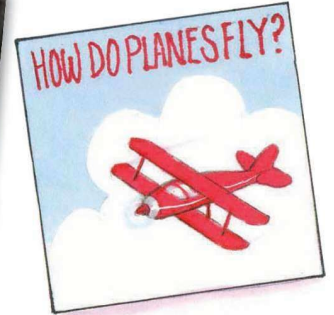
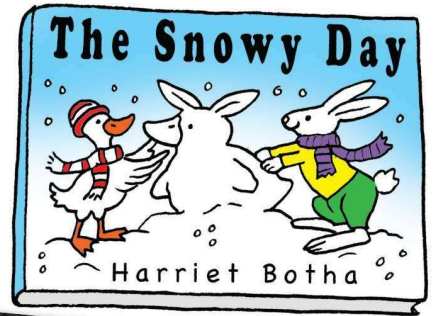
Who are the characters?

Some books give real information.

Look at the book, *Animals in the Winter*.

Do you think it tells a story or gives real information?

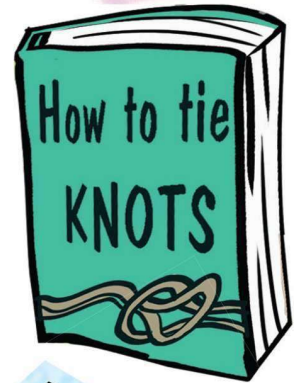
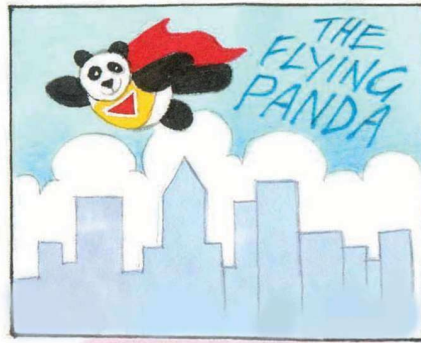
Why do you think so?



4 Choose some books.

Different children like different kinds of books.

Choose books for Rasha and Miguel. Then choose a book for yourself!



My name is Rasha.
I like reading books with my dad.
We like learning new things.



My name is Miguel.
I like funny stories about animals.
I don't like scary stories!



5 Draw and write: A book for me!

Draw the cover of a book you would like to read.

Does your book tell a story or give real information?

Write the name of the book on the cover.

> 1.3 Inside a book

We are going to...

- talk about parts of a book.

Key words

title: name of a book or story

author: the writer

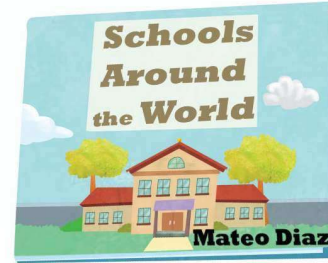
1 Look at the cover of a book.

What is the **title** of the book?

Who is the **author** of the book?

Find another book in your classroom.

Answer the questions again.



2 Look inside a book.

A contents page is at the beginning of a book. It tells you what is in the book. There are four chapters in this book.

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

Contents

	page
1 School uniforms	2
2 First day of school	6
3 Art class	10
4 Lunchtime	14



- a** These children in China are painting in art class. Li Na stands up to show her picture.



- b** These boys eat lunch in their classroom in Oman.



- c** Sizani and Nandi live in South Africa. All the children in their class wear green school jackets.



- d** Ivan lives in Russia. On the first day of school, Ivan and his friends bring flowers for their teacher.

3 Compare and contrast.

Think about how your own school is similar to and different from the schools described in *Schools Around the World*. Talk with a partner or your class.

- a** Do you have art class in your school? What do you use to make art?



☐ Crayons?



☐ Markers?



☐ Paint?



☐ Clay?

- b** Do you eat lunch at your school? Where do you eat lunch?

☐ At home

☐ In our classroom

☐ In our school cafeteria

☐ Outdoors at school

- c** Do you wear uniforms in your school?
Describe what you are wearing now.

- d** What do you do on the first day of school?

How do you
say the name of
your country in
English?



> 1.4 Talking about possessions

We are going to...

- talk about who things belong to.



1 Whose backpack is it?

Look at the picture. These children are on a field trip and their backpacks are all mixed up!

Listen and repeat. Draw a line with your finger from the child to his or her backpack.



Say and write the name of the child. Remember to use 's.

____ Lucy's backpack is red.
 _____ backpack is blue with white stars.
 _____ backpack is yellow with orange stripes.
 _____ backpack is black.

Language detective

Look at different ways of talking about possessions.

Is this **your backpack?** = Is it **yours?**
 Yes, it's **my backpack.** = Yes, it's _____.
 Which **backpack?** = Which **one?**
 The red **backpack.** = The red _____.

2 What do they have in their backpacks?

Talk with your partner.

This is Jill's backpack.

What does she have in her backpack?

This is Jing's backpack.

What does he have in his backpack?

He has two keys.



She has a yellow jumper.



3 Can you remember?

Choose one of the backpacks in Activity 2. Is it Jill's or Jing's?

Look at the picture of the things inside. Then close your eyes.

Tell your partner what is in the backpack.


Win a point for each thing you remember!

Who has the most points?

> 1.5 Review of short vowels

We are going to...

- read and write words with short vowel sounds.

- 1 **Sing an ABC song.** 
Point to the letters as you sing.

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

- 2 **Clap the vowels.**

Some letters are called **consonants** and some are called **vowels**.

A, E, I, O, and **U** are vowels.

Sing the ABC song again. Clap when you sing each vowel.

- 3 **Sticker activity**

These words start with the 5 short vowel sounds.

Listen, point and say. Then put the stickers on the Alphabet chart (page 165).

Ii



insect

Uu



umbrella

Ee



egg

Oo



octopus

Aa



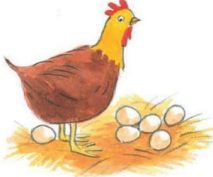
apple

- 4 **Find the vowels in the middle.**

Write the 5 vowel letters on 5 cards. Listen and repeat these words.

Which vowel sound do you hear in the middle? Hold up the card.

1



2



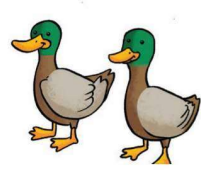
3



4



5

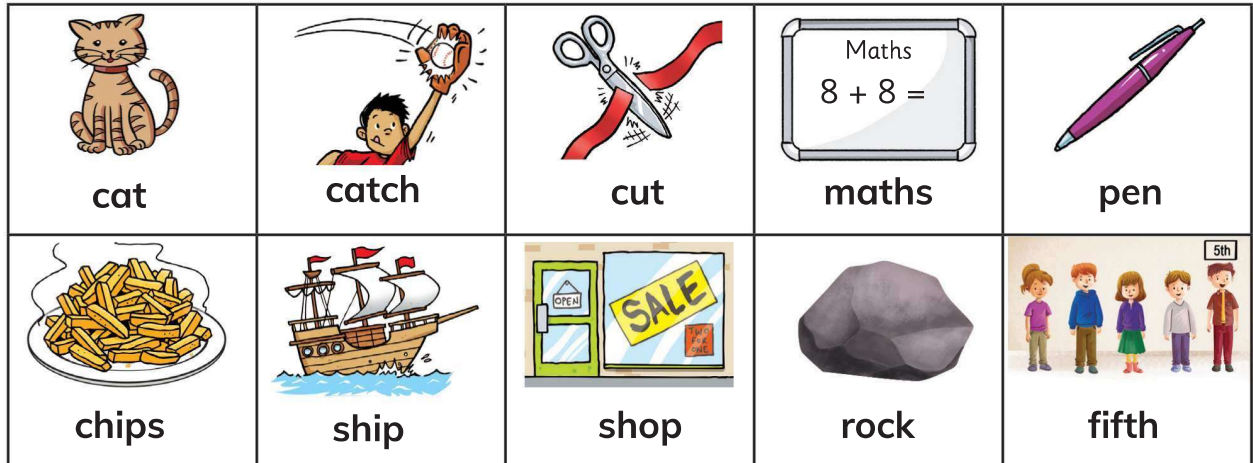


Say a sentence for each picture.

5 Look and say the sounds of **sh**, **ch**, **th**, and **tch**.

Look for these letter combinations in some of the pictures below.
Say the words.

What special sound does each letter combination make?



6 Play a partner game: How do you spell it?

Choose a picture from Activity 5.

Your partner will ask, 'How do you spell it?'

Your partner will write down the letters, say the word and point to the picture.

How do you
spell it?

p-e-n.

7 Make a bilingual word poster.

Work with a group. Think of a category, for example, **toys**, **animals** or **food**.

Find photos or draw pictures of things in that category.

Write the words in your home language and in English.



> 1.6 My school

We are going to...

- read and write about schools.

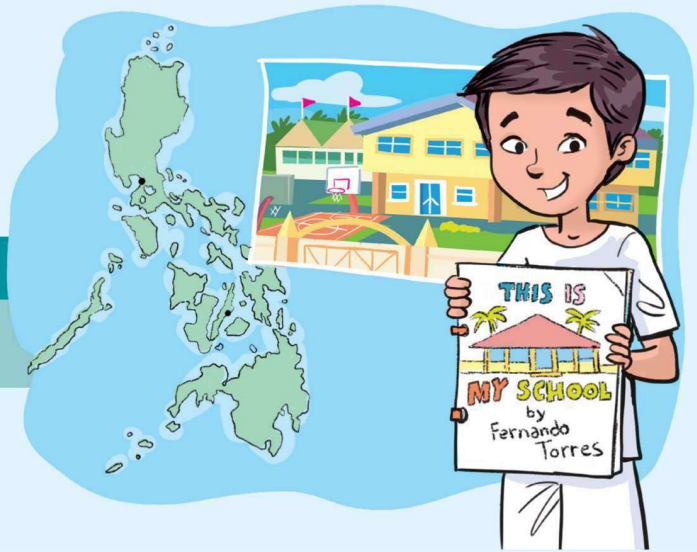
1 Before you read

This reading has 5 chapters.

Each chapter title is written in **blue letters**.

Read the titles then look at the pictures.

What do you think each chapter is about?



My school

Chapter 1: This is my school

My name is Fernando.
I live in Cebu, the Philippines.
I go to Oceanside Primary School.
I am in the second grade.
My teacher's name is Ms Cruz.



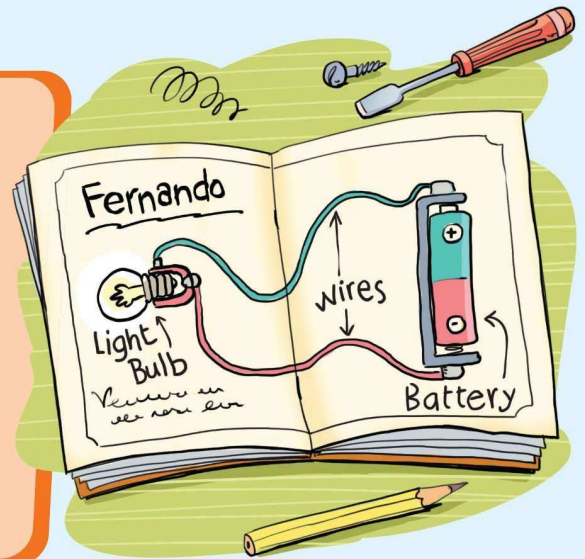
Chapter 2: My classroom

In my classroom there are tables and chairs.
There are windows with curtains.
There is a world map and a calendar on the wall.
My teacher puts our artwork on the board.
The room looks cheerful and bright!



Chapter 3: Science class

I like science class. We study electricity.
We do experiments. Our teacher tells us safety rules.
We listen and follow the rules.
We use batteries and wires to make a light bulb turn on.



Chapter 4: Break time

I have 15 minutes for break time.
I go outside for break time.
I have a snack. I eat dried mango.
When the bell rings I know break time is over.



Chapter 5: End of the day

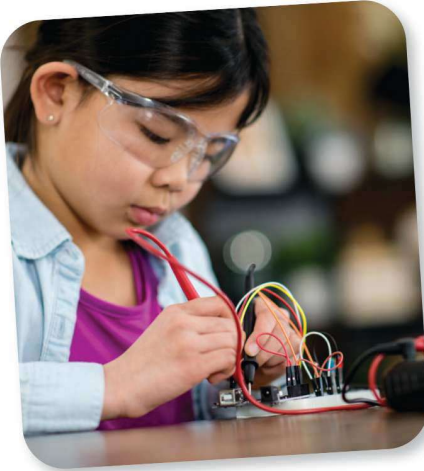
It's almost 2:00. I tidy up my desk.
I put my homework in my backpack.
I put on my jacket and line up at the door.
It's time to go home!



2 Compare and contrast.

Look at the sentences and the picture in each chapter.

- a How is your **classroom** the same as Fernando's? How is it different?
- b How is your **science class** and Fernando's science class the same or different?



- c How is **break time** at your school and Fernando's school the same or different?
- d What do you do at the end of the school day? What do you do that is the same as Fernando? What do you do that is different?

3 Values: What does being responsible mean?

- ✓ You take good care of your books and papers.
- ✓ You use science materials carefully and safely.
- ✓ You tidy up after yourself.
- ✓ You remember to do your homework.

What does Fernando do that shows he is **responsible**?

What do you do that shows you are **responsible**?



4 Write a class book.

You are going to write a book with your class called '**This is our school**'.

Follow these steps to write your book.

Step 1: Plan with your class.	<ul style="list-style-type: none"> • What chapters will you have in your book? • Make a list. You can use the chapter titles in Fernando's book. • You can think of other chapter titles too.
Step 2: Work with a group to write a chapter.	<ul style="list-style-type: none"> • Each group will write a different chapter. • Use the questions in Activity 1 and questions your teacher gives you to help you write.
Step 3: Check your work.	<ul style="list-style-type: none"> • After you write your chapter, read your sentences aloud. • Did you remember to write all the words?
Step 4: Draw a picture.	<ul style="list-style-type: none"> • Draw a picture to go with your sentences.
Step 5: Make a cover for your book.	<ul style="list-style-type: none"> • Write the title and authors on the cover. Add a picture.

Writing tip

Fernando wrote his book by himself so he uses the words *I* and *my*.

I am in the second grade.

My teacher's name is Ms Cruz.

You are writing your chapter with other children, so you will use the words *we* and *our*.

We are in the second grade.

Our teacher's name is...

Does your school have a **website**?

Look at the website to find photos or facts you can use in your book.



> 1.7 Project challenge

Work on the project with a partner or group.
Then share with the class.

A: Make a survey

What's your favourite school subject?

Your teacher will give you a chart.

Read the subjects in the column on the left.

Ask your classmates, 'What's your favourite school subject?'

Ask them to write their names in the row next to that subject.

What's your favourite school subject?					
Science					
Maths					
English					
Music					
Art					

B: Make word cards for your classroom

Write the names of things in your classrooms on cards.

(Look in the Picture dictionary on page 169 for some words and ideas.)

Stick each word card on or near the object.

Teach the words to your class.

Say 'Point to the clock, please!'

