

Ministerul Educației

1

Comunicare

în limba modernă 1. Engleză

Clasa I

art Klett

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



Acest manual este proprietatea Ministerului Educației.

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

119 - număr unic de telefon la nivel național pentru cazurile de abuz împotriva copiilor

116.111 - numărul de telefon de asistență pentru copii

Ministerul Educației

1

Comunicare

în limba modernă 1. Engleză

Clasa I

art Klett

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



Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr. 5022/06.07.2023.

Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital.

Inspectoratul Școlar

Școala/Colegiul/Liceul

Referenți științifici:

conf. univ. dr. Adrian Oțoiu, Facultatea de Litere, Universitatea Tehnică, Cluj-Napoca

prof. gradul I Adelina Grigorescu, Colegiul Național „Elena Cuza”, București

Coordonatori editoriali: Gabriela Pérez Ortíz, Roxana Jeler

Redactor: Alexandru-Florin Colțan

Tehnoredactor: Ionuț Bănuță

Copertă: Faber Studio SRL

Ilustrații: Andy Parker, Chris Lensch (Sylvie Poggio), Marek Jagucki, David Semple, Martin Sanders (Beehive), Bernice Lum, Anna Hancock (Beehive), Clive Goodyer (Beehive), Andrew Hennessey, Martin Lowe

Credite foto: Alamy, Dreamstime, iStockphoto, Shutterstock, Superstock

Activități digitale interactive și platformă e-learning: Learn Forward Ltd. Website: <https://learnfwd.com>

Înregistrări și procesare sunet: John Green, Tim Woolf, TEFL tapes, Bendito Sonido, Robert Lee, ML Systems Consulting

Voci: Helen Lumb, David Richardson

ISBN 978-606-076-500-4

Această publicație este înregistrată la British Library, ISBN 978-100-940-608-6.

CAMBRIDGE
UNIVERSITY PRESS



Pentru comenzi vă puteți adresa Departamentului Difuzare

C.P. 12, O.P. 63, cod 014880, sector 1, București

Tel.: 021.796.73.83, 021.796.73.80

Fax: 021.369.31.99

www.art-educational.ro

Toate drepturile asupra acestei lucrări sunt rezervate Editurii Art Klett.

Nicio parte a acestei lucrări nu poate fi reprodușă, stocată ori transmisă, sub nicio formă (electronic, mecanic, fotocopiare, înregistrare sau altfel), fără acordul prealabil scris al Editurii Art Klett.

© Editura Art Klett, 2023

Foreword

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

With children's development in mind, the authors have worked together to bring this exciting adventure to first grade students through a course that:

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

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

Unit tour *Comunicare în limba modernă 1. Engleză. Clasa I*

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

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

The Pupil's Book contains 9 Units + Extra resources / Manualul cuprinde 9 Unități + Resurse suplimentare

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

Vocabulary + Grammar 1 + Song + Grammar 2 + Story + Story reinforcement and Phonics focus + Skills work and Creativity (every 2 units), alternating with CLIL and Project.

Extra resources / Resurse suplimentare: 3 Revision units and a Final Revision, a Final Test, 3 self-evaluation tests *I Can Do It*, Picture Dictionary, Festivals, Audio Scripts.

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



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



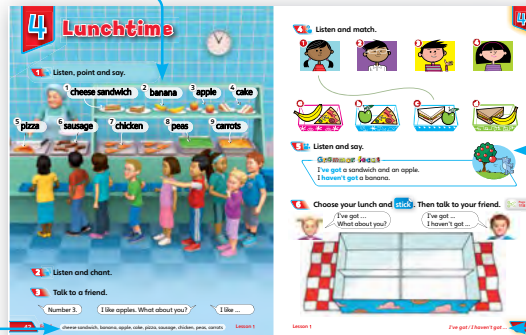
Interactive activity – exercise with immediate feedback / Activitate interactivă, de tip exercițiu cu feedback imediat



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

Vocabulary / Vocabular

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



Grammar 1 / Gramatică 1

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

Song / Cântec

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

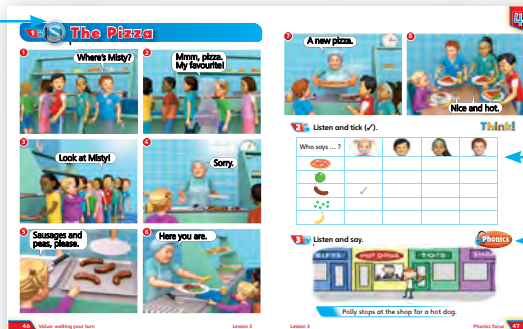


Grammar 2 / Gramatică 2

- second grammar point is introduced and practised in a similar manner to the first / este introdus al doilea set de structuri gramaticale, care este exersat într-o manieră similară cu primul
- target structures are at the foot of the page / structurile țintă se găsesc în subsolul paginii

Story / Poveste

- the main story of the unit, introduced in Lesson 3 / povestea principală a unității, introdusă în Lecția 3
- it brings the unit context, vocabulary and structures together / realizează conexiunea dintre contextul unității, vocabularul și structurile predate



Story follow-up and Phonics focus / Activitate de consolidare după poveste și focus pe pronunție

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

Skills work / Formare de competențe

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

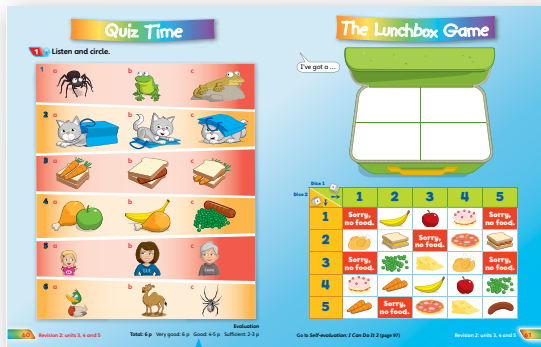
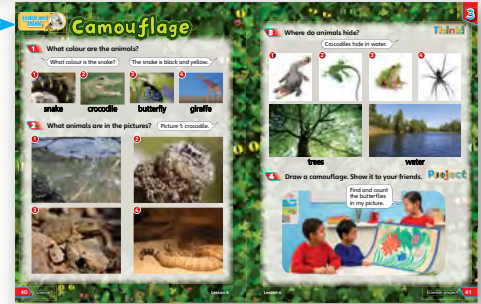


Create that! Guided visualisation / Creează! Vizualizare ghidată

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

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

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

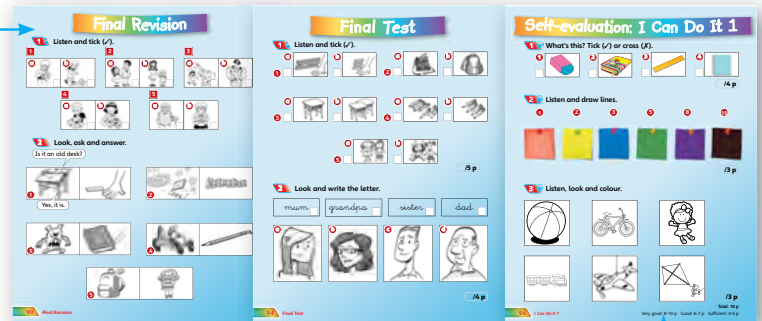


Revision pages / Recapitulare

- different activity types (including board games, quizzes and projects) provide revision in a fun format / prin diferite tipuri de activități (inclusiv jocuri de masă, miniteste de tip quiz și proiecte), cunoștințele însușite sunt recapitulate într-o manieră distractivă
- performance descriptors are at the foot of the page / descriptorii de performanță se găsesc în subsolul paginii

Final Revision and Assessment / Recapitulare finală și Evaluare

- assessment tools are provided for teachers to evaluate pupils and for pupils to self-evaluate / instrumente de evaluare și autoevaluare sunt prezente în manual
- performance descriptors are at the foot of the page / descriptorii de performanță se află în subsolul paginii
- the systematical observation form (page 127) / fișa de observare sistematică (pagina 127)



Festivals / Sărbători

- pages at the back of the book introduce three different festivals – Halloween, Christmas and Easter / paginile de la sfârșitul cărții introduc trei sărbători – Halloween, Crăciun și Paște



Picture Dictionary / Dicționar ilustrat

Contents

Friends (pages 8–13)

Vocabulary Greetings (1) Numbers 1–10 Colours Competences: 1.1, 1.3, 2.1, 2.2, 2.3	Grammar <i>What's your name?</i> <i>I'm Whisper.</i> <i>How old are you?</i> <i>I'm eight.</i>	Story and value <i>Meet the Super Friends</i> Making friends	Skills Listening Speaking	Thinking skills Paying attention to visual details Matching
----------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	----------------------------------------	--------------------------------------------------------------------------

1 At School (pages 14–21)

Vocabulary Classroom objects Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	Grammar <i>What's this? It's a (pencil).</i> <i>Is it a pen? Yes, it is. / No, it isn't.</i> <i>Open your book, please.</i>	Story and value <i>Watch out, Flash!</i> Helping each other Phonics The letter sound a	CLIL Art: Colours Skills Listening Speaking ▶ Project	Thinking skills Matching Predicting
---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	--------------------------------------------------

2 Let's Play! (pages 22–29)

Vocabulary Toys Competences: 1.1, 1.3, 2.1, 2.2, 2.3	Grammar <i>Hello. How are you?</i> <i>I'm fine, thanks.</i> <i>What's your favourite toy?</i> <i>My favourite toy's my (ball).</i> <i>It's a (new kite).</i> <i>It's an (ugly doll).</i>	Story and value <i>The Go-kart Race</i> Fair play – cheating is wrong Phonics The letter sound e	Skills Listening Speaking ▶ Creativity	Thinking skills Comparative thinking
----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------	------------------------------------------------

▶ **Revision 1:** Friends, units 1 and 2 (pages 30–33) Go to Self-evaluation: *I Can Do It 1* (page 96)

Colours at School

▶ **Project**

The Number Game

3 Pet Show (pages 34–41)

Vocabulary Animals Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3	Grammar <i>On the left/On the right</i> <i>I like (dogs).</i> <i>I like (dogs) too. / I don't like (dogs).</i>	Story and value <i>The Spider</i> Being brave Phonics The letter sound i	CLIL Science: Camouflage Skills Listening Speaking ▶ Project	Thinking skills Paying attention to visual details Matching
------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

4 Lunchtime (pages 42–49)

Vocabulary Food Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	Grammar <i>I've got a (sandwich) and an (apple).</i> <i>I haven't got a (banana).</i> <i>Have you got any (apples)?</i> <i>Yes, I have. / No, I haven't.</i>	Story and value <i>The Pizza</i> Waiting your turn Phonics The letter sound o	Skills Listening Reading Speaking ▶ Creativity	Thinking skills Analysis of statements
--------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	--------------------------------------------------

5 Family (pages 50–57)

Vocabulary Family Greetings (2) Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1	Grammar <i>This is my (brother).</i> <i>That's my (sister).</i> <i>Is that your (sister)?</i> <i>Yes, it is. / No, it isn't.</i> <i>Who's that?</i> <i>That's my (aunt/uncle).</i> <i>What's her/his name?</i> <i>Her/His name's (Sue/Ben).</i>	Story and value <i>What a Day!</i> Offering to help your parents Phonics The letter sound u	CLIL Science: Habitats Skills Listening Speaking Reading Writing ▶ Project	Thinking skills Interpreting visual information
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------

6 Get Dressed! (pages 62–69)

Vocabulary Clothes Competences: 1.1, 1.2, 1.3, 2.1, 2.3, 3.1	Grammar <i>Do you like my (hat/shoes)? Yes, I do. / No, I don't. There is/are... Here/There</i>	Story and value <i>The Cap</i> Saying sorry Phonics The letter sounds sp and st	Skills Listening Speaking Reading Writing ▶ Creativity	Thinking skills Interpreting visual information Selecting information
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

7 The Robot (pages 70–77)

Vocabulary The body Hobbies Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	Grammar <i>I can stand on one leg. I can't touch my toes. Can you jump? Can you touch your toes? Yes, I can. / No, I can't.</i>	Story and value <i>The Problem</i> Teamwork Phonics The letter sound g	CLIL Science: The Skeleton Skills Listening Speaking Reading Writing ▶ Project	Thinking skills Matching Identifying Problem solving
-------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

8 At the Beach (pages 78–85)

Vocabulary Holidays Competences: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1	Grammar <i>Let's (listen to music). Good idea! / I'm not sure. Where's the (orange book)? It's in the (green bag). Where are the (red books)? They're in (the yellow bag).</i>	Story and value <i>The Top of the Hill</i> Modesty Phonics The letter sounds ee and ea	Skills Listening Speaking Reading Writing ▶ Creativity	Thinking skills Inferring meaning Interpreting visual information
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------

Final Test: pages 94–95

Picture Dictionary: pages 100–107

Cut-outs for units 1, 2, 4, 6 and 7: pages 117–120

Systematical Observation Form: page 127

Self-evaluation: *I Can Do It* 1, 2 and 3: pages 96–99

Festivals and cut-outs for the *Festivals* lessons: pages 108–116

Audio Scripts (Songs): pages 121–126

Thanks and acknowledgements: page 128

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

- 1. Understand simple oral messages**
 - 1.1. Provide an adequate reaction to a simple question/instruction articulated clearly and very slowly, by the interlocutor
 - 1.2. Recognise the basic position of objects from their immediate universe (on the right, on the left, here, there) in messages that are articulated slowly and clearly
 - 1.3. Show curiosity towards understanding the global meaning of children's films and songs in English
- 2. Speak in everyday communication situations**
 - 2.1. Reproduce short, simple children's songs/poems
 - 2.2. Communicate through short oral personal messages (e.g. speaking about their hobbies) with support from the interlocutor
 - 2.3. Take part in communication games by reproducing or creating short chants/messages
 - 2.4. Expressing a simple oral request in order to get an object from the immediate universe
- 3. Understand simple written messages**
 - 3.1. Show curiosity towards decoding simple, short written messages related to their immediate universe
- 4. Write short simple messages in everyday communication situations**
 - 4.1. Take part in group/class projects by producing short written messages with help from the teacher

- 1. Receptarea de mesaje orale simple**
 - 1.1. Oferirea unei reacții adecvate la o întrebare/ instrucțiune scurtă și simplă rostită clar și foarte rar, adresată cu atenție de către interlocutor
 - 1.2. Recunoașterea localizării elementare (stânga, dreapta, aici, acolo) a unor obiecte din universul imediat, în mesaje articulate clar și rar
 - 1.3. Manifestarea curiozității față de sesizarea semnificației globale a unor filme și a unor cântece pentru copii în limba modernă respectivă
- 2. Exprimarea orală în situații de comunicare uzuală**
 - 2.1. Reproducerea unor cântece/poezii simple pentru copii
 - 2.2. Formularea unor mesaje scurte de prezentare personală (hobby-uri, adresa), cu sprijin din partea interlocutorului
 - 2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime/mesaje scurte
 - 2.4. Exprimarea unei cereri simple pentru a obține un obiect din universul imediat
- 3. Receptarea de mesaje scrise simple**
 - 3.1. Manifestarea curiozității pentru decodarea unor mesaje scrise simple și scurte din universul imediat
- 4. Redactarea de mesaje scrise simple în situații de comunicare uzuală**
 - 4.1. Participarea la proiecte de grup/la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise

Friends

1  Listen, point and say.




1 Whisper

2 Thunder

3 Misty

4 Flash

2  Listen and chant.

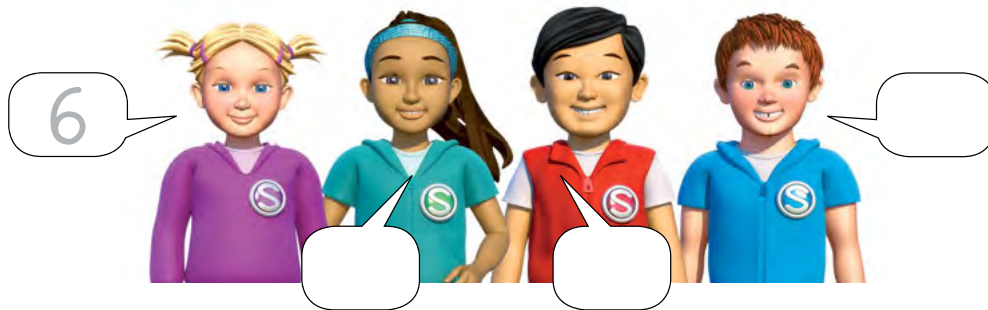
3 Point and say.

I'm Whisper.

4  Listen and point.



5  Listen and write.



6  Pair work. Listen. Then ask and answer.



1  Listen and sing.

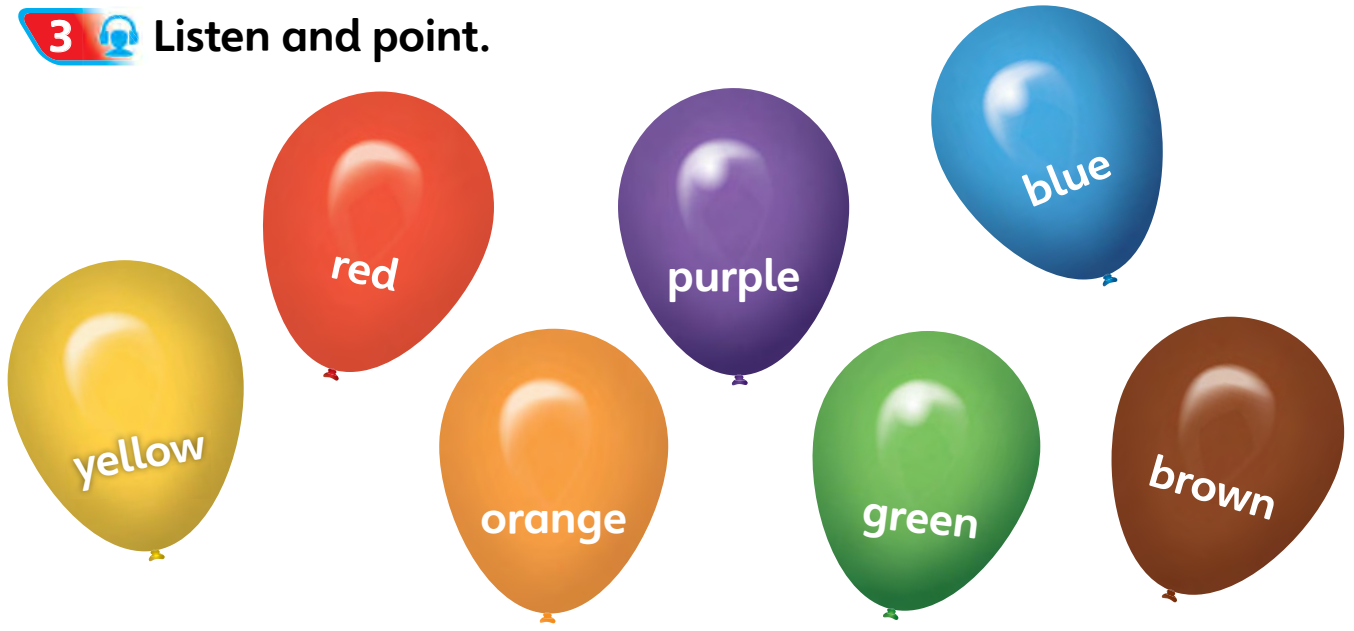


2  Match.

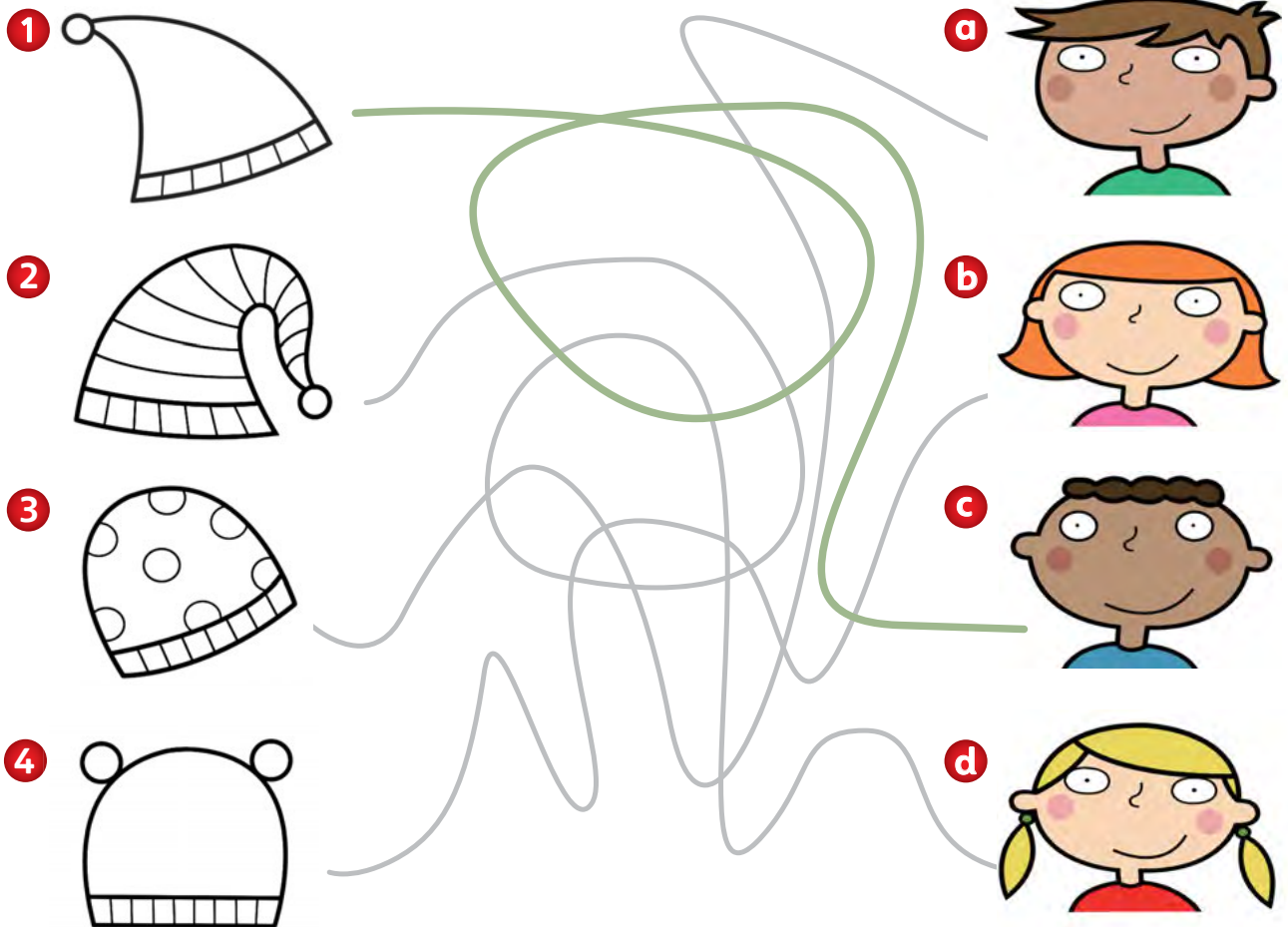
1 2 3 4 5 6 7 8 9 10

nine seven five eight six three one ten two four

3  Listen and point.



4  Listen and colour the hats.  Then follow the lines.



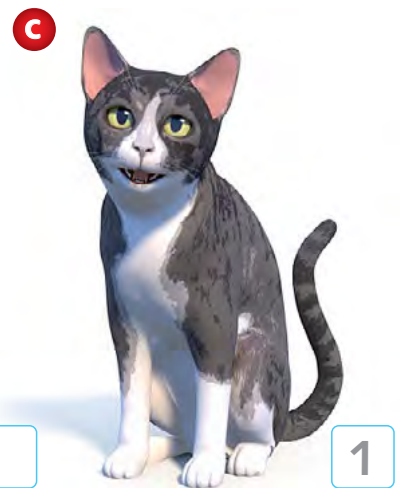
1 S Meet the Super Friends





2 Listen and number.

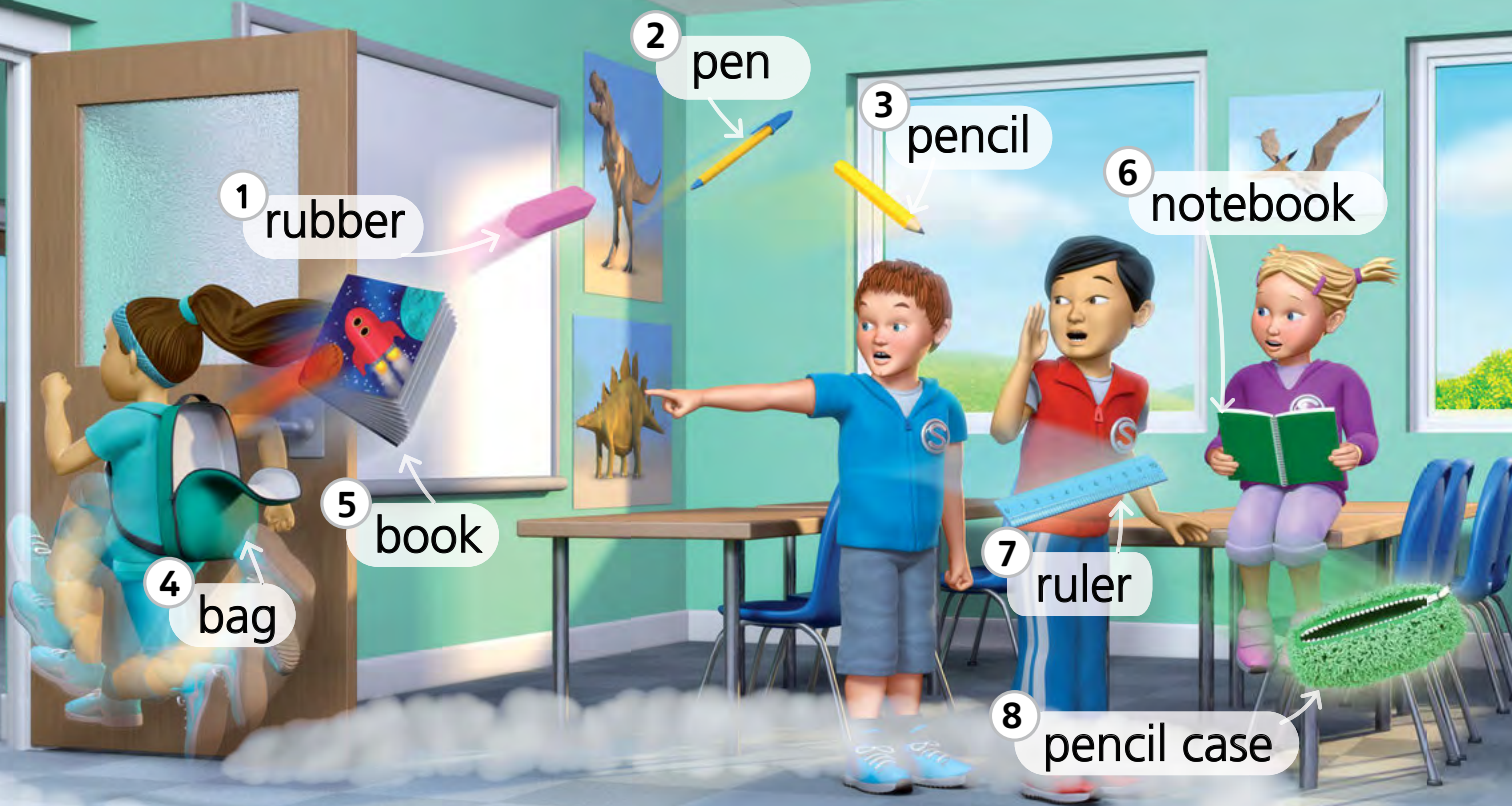
Think!



1

At School

1 Listen, point and say.



2 Listen and chant.

3 Pair work. Ask and answer.

What's number 7?

A ruler.

4 Listen and number.



5 Listen and say.

Grammar focus

What's this?

Is it a pen?

It's a pencil.

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



6 Play the guessing game.

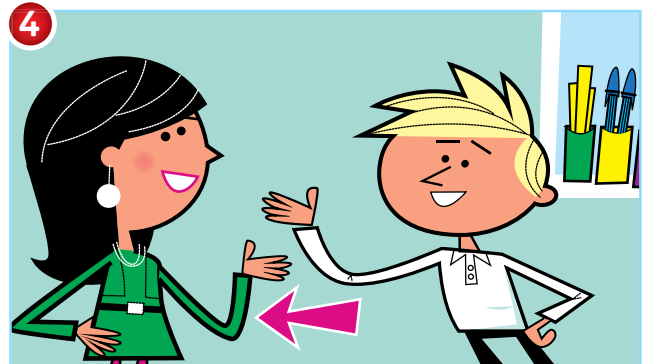
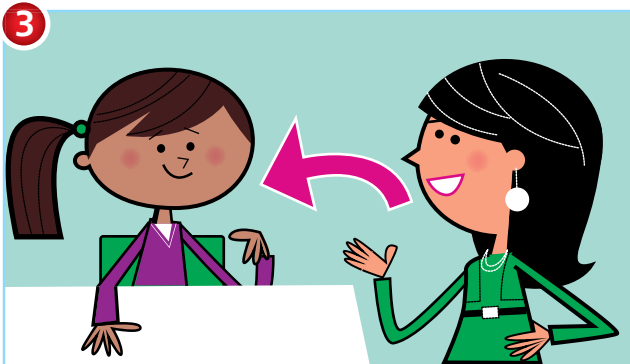
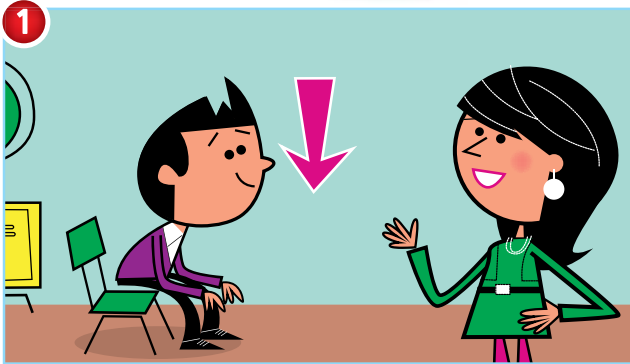


1 Listen and sing.



2 Draw lines from the classroom objects to the correct desk.

3 Listen and stick.

Page
118

4 Listen and say.

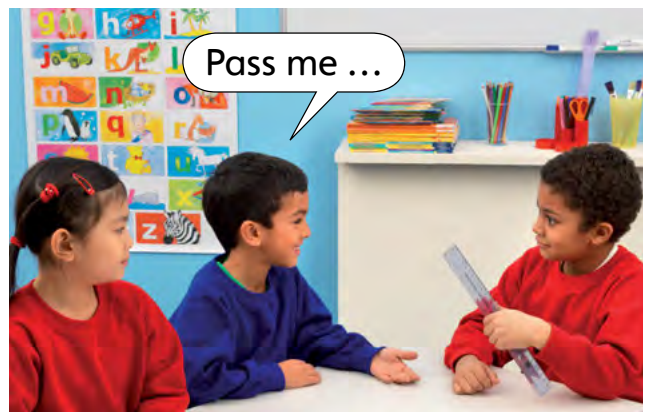
Grammar focus

Open your book, please.
Sit at your desk, please.

Pass me a ruler, please.
Close your bag, please.

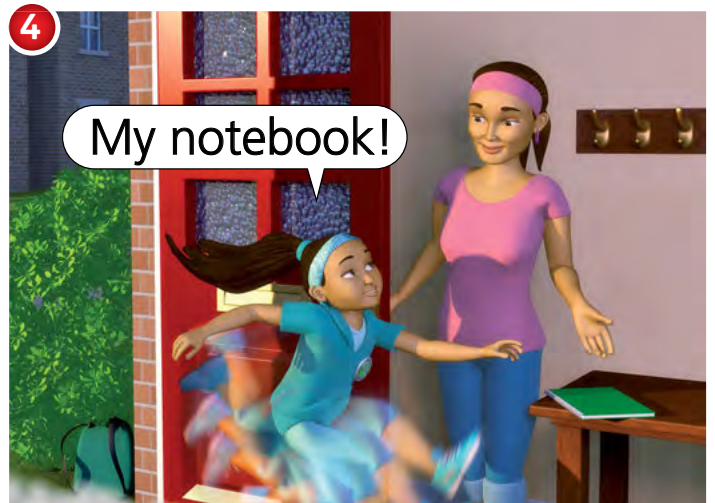


5 Play the chain game.





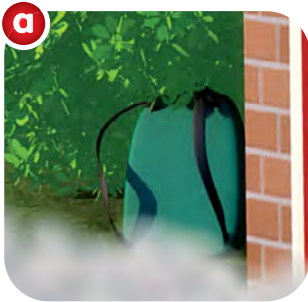
Watch out, Flash!





2 Look and find. Then circle.

Think!



3 Listen and say.

Phonics



A fat rat in a black bag.



Colours



1 Look at the primary colours.

1 What are they? Match.



red



yellow

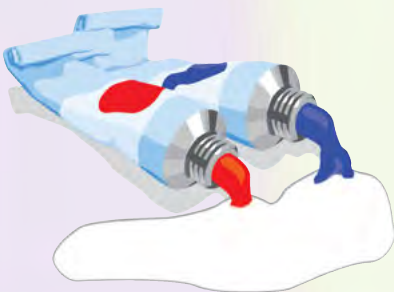


blue

2 Look at your classroom. What objects are blue, red or yellow?



2 Look and colour the secondary colours.



3 Find the secondary colours.



- 1 What are they?
- 2 How can you make them?

Red and blue make purple.



4 Make your own picture.

Project



2

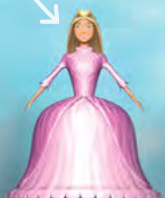
Let's Play!

1  Listen, point and say.

1 kite



2 doll



3 plane



4 computer game



5 train



6 car



**Go-kart
race**



Sports centre
1 team – 1 go-kart

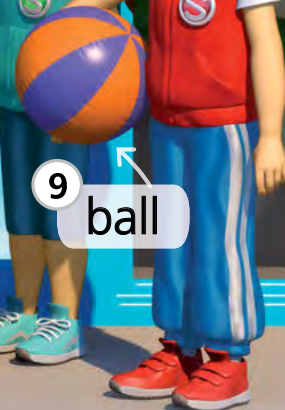
8 go-kart




7 bike



9 ball



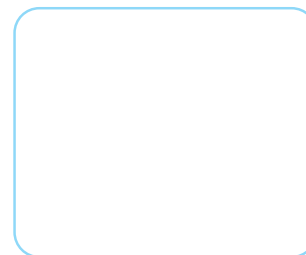
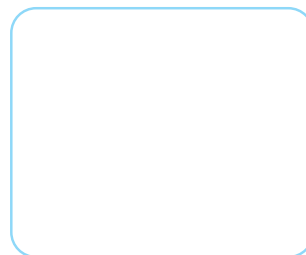
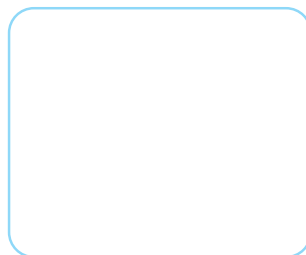
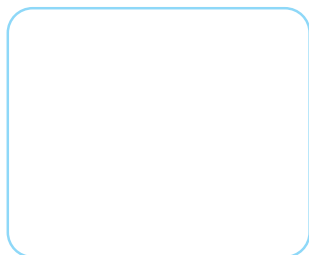
2  Listen and chant.

3 Play the miming game.

Is it a go-kart?

Yes, it is.

4 Listen and stick.


 Page
118


5 Listen and say.

Grammar focus

Hello! How are you?

I'm fine, thanks.

What's your favourite toy?

My favourite toy's my ball.



6 Pair work. Ask and answer.



What's ... ?

My favourite ...

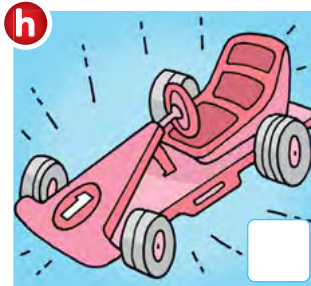
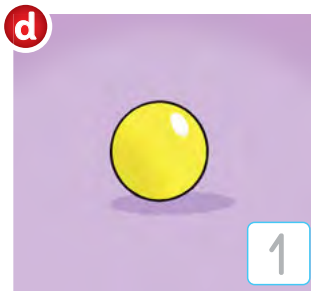
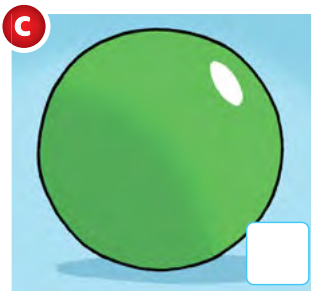
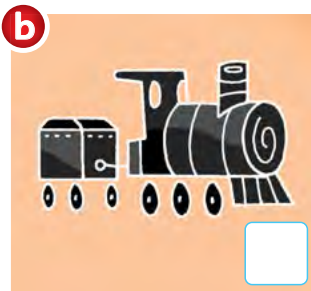
1 Listen and sing.

4



2 Find Emma and Mike. Then circle.

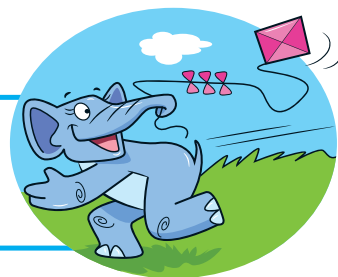
3 Listen and number.



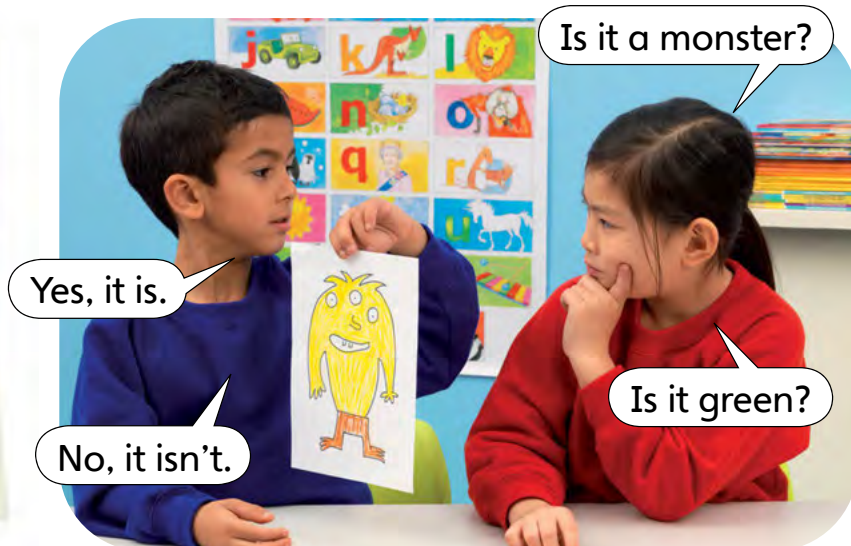
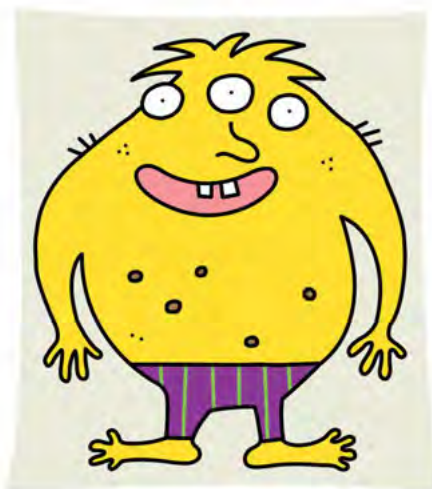
4 Listen and say.

Grammar focus

It's a **new** kite. It's an **ugly** doll.



5 Draw a toy. Pair work. Ask and answer.





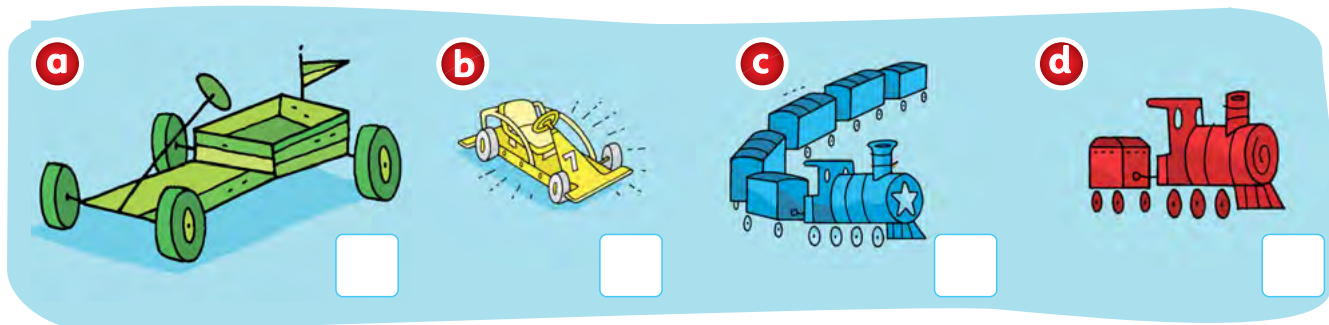
The Go-kart Race





Think!

2 Listen and number.



3 Listen and say.

Phonics



Ken and his ten red pens.



1 Listen and match.



2 Pair work.
Ask and answer.



What's your favourite

toy?
colour?
number?

My favourite ...

Create
that!

3 Listen and imagine. Then draw your picture.



4 Show your picture to your friends.

My favourite toy's
my train. It's red
and new.

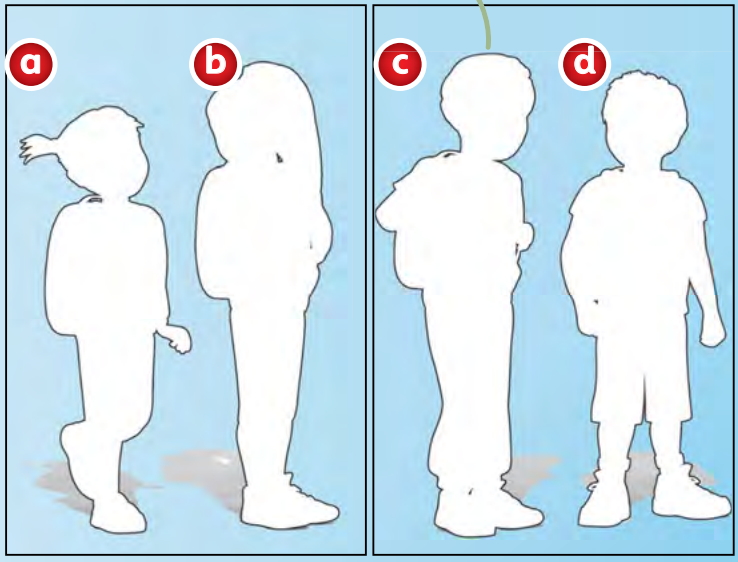


Revision 1

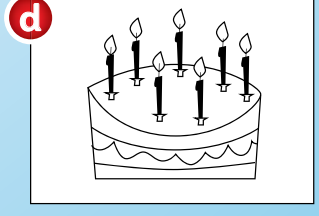
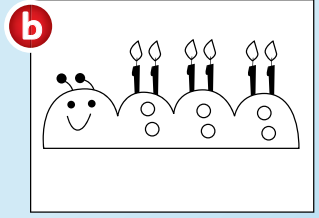
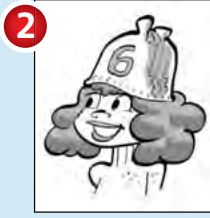
1 Match, point and say.

Hi, I'm Whisper.

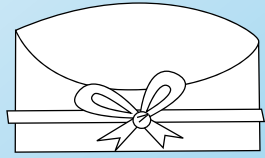
Hi, Whisper.
I'm ...



2 Count and match.



3 How old are you? Draw and say.



I'm ...

4

Look at the pictures. Name the classroom objects.



5

What's in your school bag? What's in your pencil case?

6

Pair work. Ask and answer.



What's this?

It's a kite.

What colour is it?

It's yellow.



Colours at School

7

Project

Make a poster. Put it in your portfolio.

- 1 Think of different primary colours and secondary colours.



- 2 Think of school objects. Find pictures in the different colours.



- 3 Cut out the pictures. **Stick** them on your poster.



8

Count the school objects. What colour are they?

Two blue pencils and two red pencils.

The Number Game



3

Pet Show

1 Listen, point and say.



2 Listen and chant.

3 What's your favourite animal?

My favourite animal is a/an ...

4  Look at this picture. Listen and say. What animal is it?



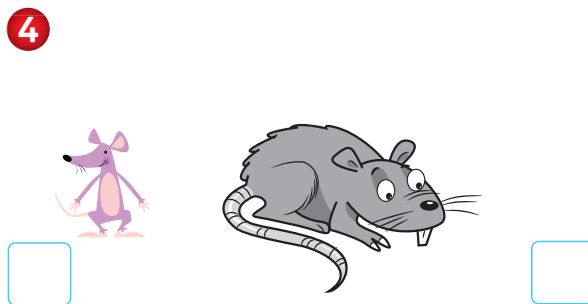
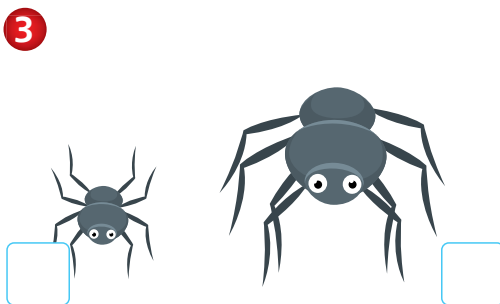
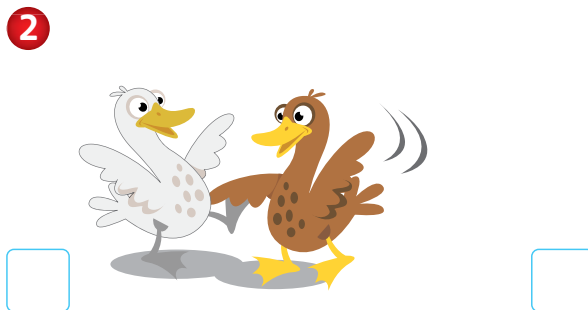
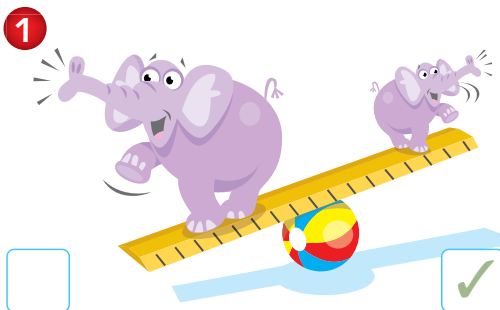
5  Listen and say.

Grammar focus

The frog is **on the left**. The lizard is **on the right**.



6  Listen and tick. (✓)

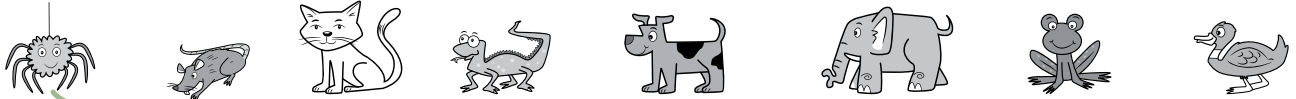


1 Listen and sing.



2 Count the animals. Match and say.

Six spiders.



eight two ten four three nine six seven

3 Listen and point.



4 Listen and circle.



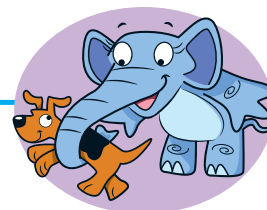
5 Listen and say.

Grammar focus

I like dogs.

I like dogs too.

I don't like dogs.



6 Pair work. Ask and answer.

I like ... What about you?



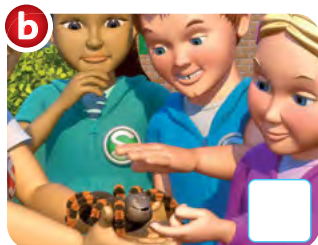
I ...

1 S The Spider





2 Listen and number.



3 Listen and say.

Phonics



Silly Milly plays with six pigs.



Camouflage

1 What colour are the animals?

What colour is the snake?

The snake is black and yellow.



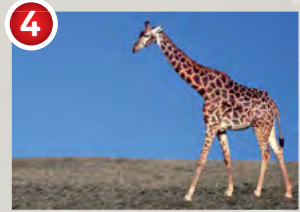
snake



crocodile



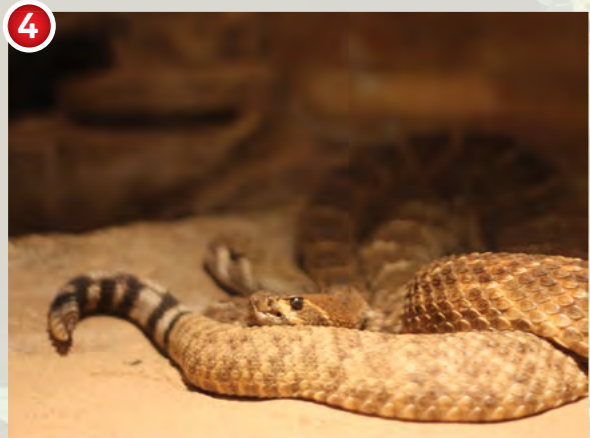
butterfly



giraffe

2 What animals are in the pictures?

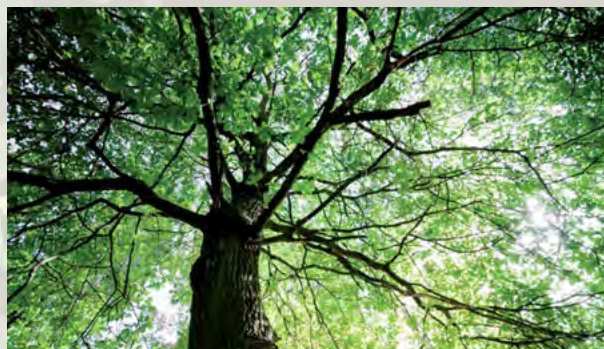
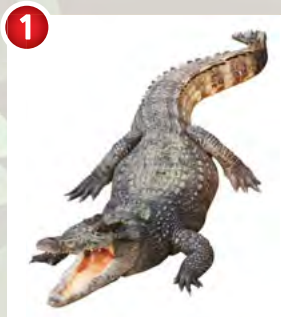
Picture 1: crocodile.



Think!

3 Where do animals hide?

Crocodiles hide in water.



trees



water

4 Draw a camouflage. Show it to your friends.

Project

Find and count the butterflies in my picture.



4

Lunchtime



1 Listen, point and say.



2 Listen and chant.

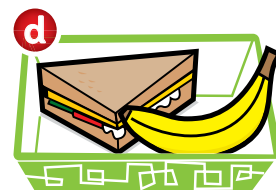
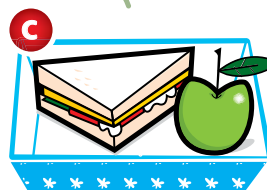
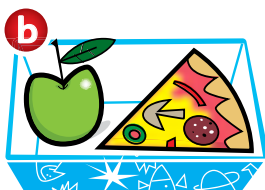
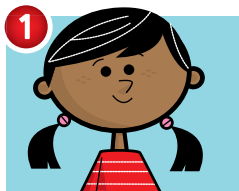
3 Talk to a friend.

Number 3.

I like apples. What about you?

I like ...

4 Listen and match.

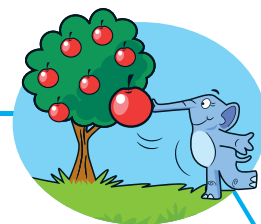


5 Listen and say.

Grammar focus

I've got a sandwich and an apple.

I haven't got a banana.



6 Choose your lunch and stick. Then talk to your friend.


 Page
118


I've got ...
What about you?

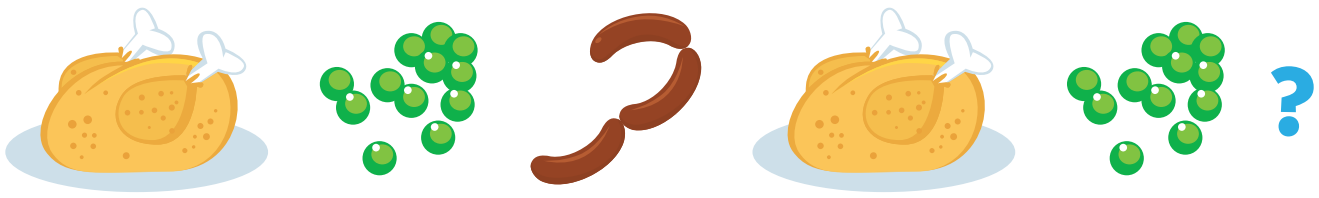
I've got ...
I haven't got ...



1 Listen and sing.

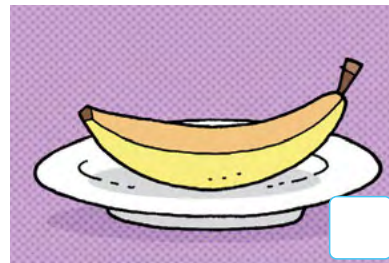
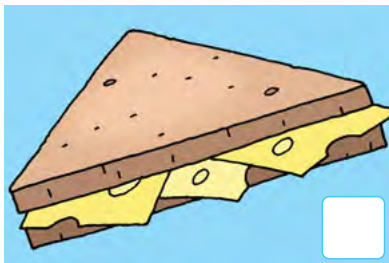


2 Complete the series and say.



3  Listen and tick (✓) or cross (X).

1



2



4  Listen and say.

Grammar focus

Have you **got** any apples?

Yes, **I have**.

No, **I haven't**.



5 **Pair work.**
Ask and answer.

Have you got any ... ?



1 S The Pizza





2 Listen and tick (✓).

Think!

Who says ... ?				
	✓			

3 Listen and say.

Phonics



Polly stops at the shop for a hot dog.



1



Listen and write the numbers.



Shopping list

7



apples



sausages



bananas



chicken



carrots

2

Look at your basket. Say what's in it.



I've got ten cakes in my basket.

Create
that!

3 Listen and imagine. Then draw your picture.



4 Talk about your picture.



5

Family

1 Listen, point and say.

1 grandpa

3 aunt

4 uncle

2 grandma

5 cousin

6 mum

8 brother

9 sister

7 dad



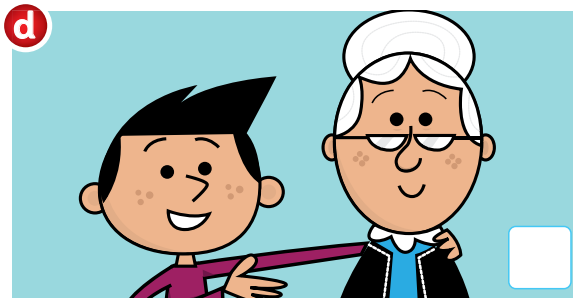
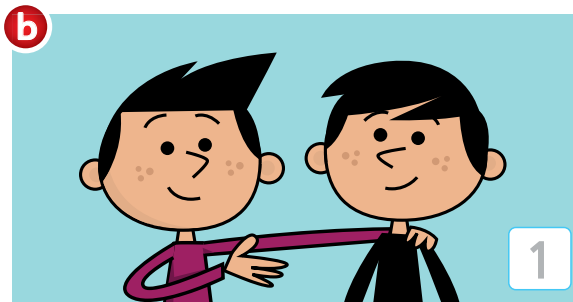
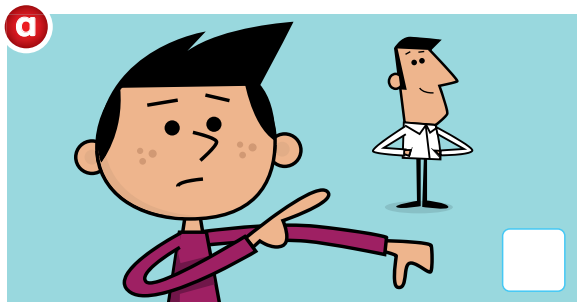
2 Listen and chant.

3 Talk to a friend.

My dad, my brother and my uncle. Boys or girls?

Boys.

4 Listen and number.

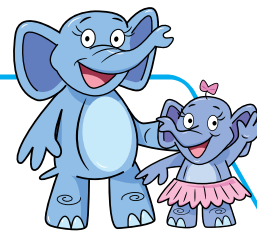


5 Listen and say.

Grammar focus

This is my brother.
Is that your sister?

That's my sister.
Yes, **it is**.
No, **it isn't**.



6 Pair work. Show and tell.

Is that your dad?



No, it isn't. It's my uncle.

1 Listen and sing.



2 Point and say.

This is my mum, Ann. Good morning, Mum!

3  Listen and circle.



mum aunt



cousin brother



Spot Rex

4  Listen and say.

Grammar focus

Who's that?

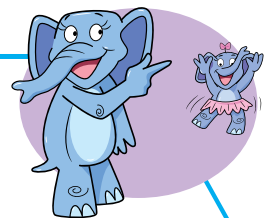
What's **her** name?

What's **his** name?

That's my sister.

Her name's Sue.

His name's Ben.



5  Pair work. Show, ask and answer.





What a Day!





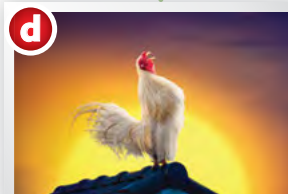
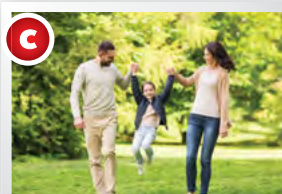
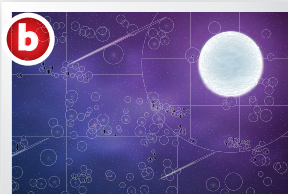
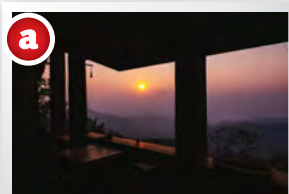
2 Look and match.

1 Good morning!

2 Good afternoon!

3 Good evening!

4 Good night!



3 Listen and say.



Mum jumps in the mud with the ducks.

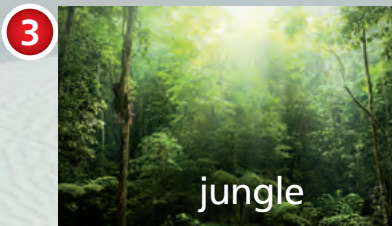


Habitats

1 Look at the habitats. What colour are they?



The polar regions are white and blue.



2 Match the animals with the habitats and say.



tiger

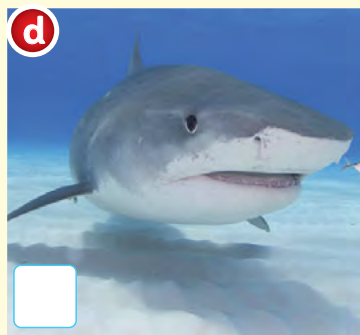
Tigers live in the jungle.



goat



polar bear



shark



camel

Patterns

Think!

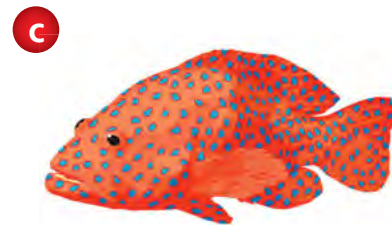
3 Listen, point and say.



vertical stripes

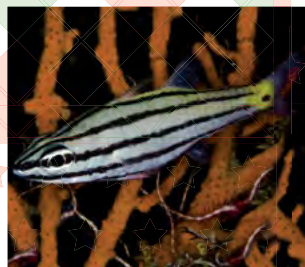


horizontal stripes



spots

4 Look at these pictures. Which patterns can you see?



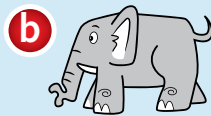
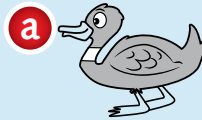
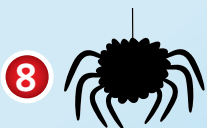
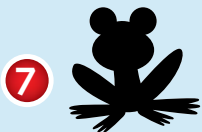
5 Project

Make a *My Favourite Animal* poster for your portfolio.
Draw or **stick** pictures on the poster.



Revision 2

1 Match. Then say the words.



duck

elephant

rat

dog

spider

frog

lizard

cat

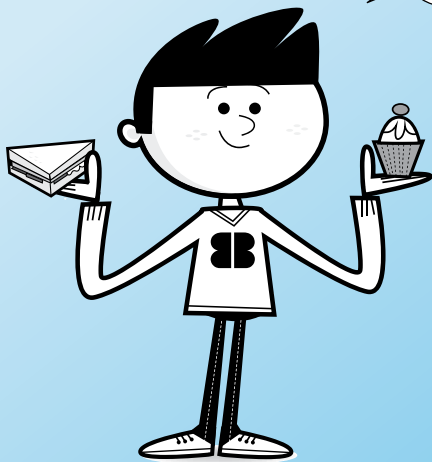
2 Pair work. Ask and answer.

What's your favourite animal?

It's a/an ...

3  Look and tick (✓). Then say *I've got ...* or *I haven't got ...*

I haven't got a sausage.



- a sausage
- a sandwich
- a cake
- a banana
- chicken

4  Look at the pictures. Listen and circle.

1



dad

uncle

2



dad

brother

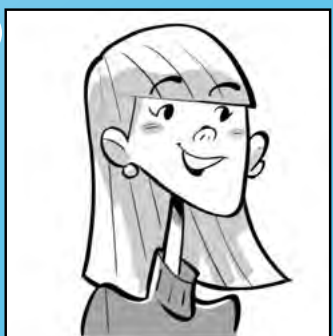
3



grandma

mum

4



sister

aunt

5



grandma

grandpa

6



mum

aunt

Quiz Time

1 Listen and circle.

1

a



b



c



2

a



b

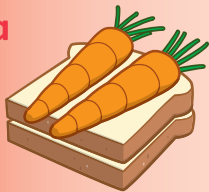


c

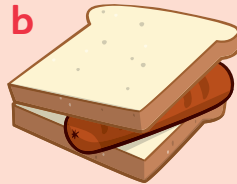


3

a



b



c



4

a



b



c



5

a



b



c



6

a



b



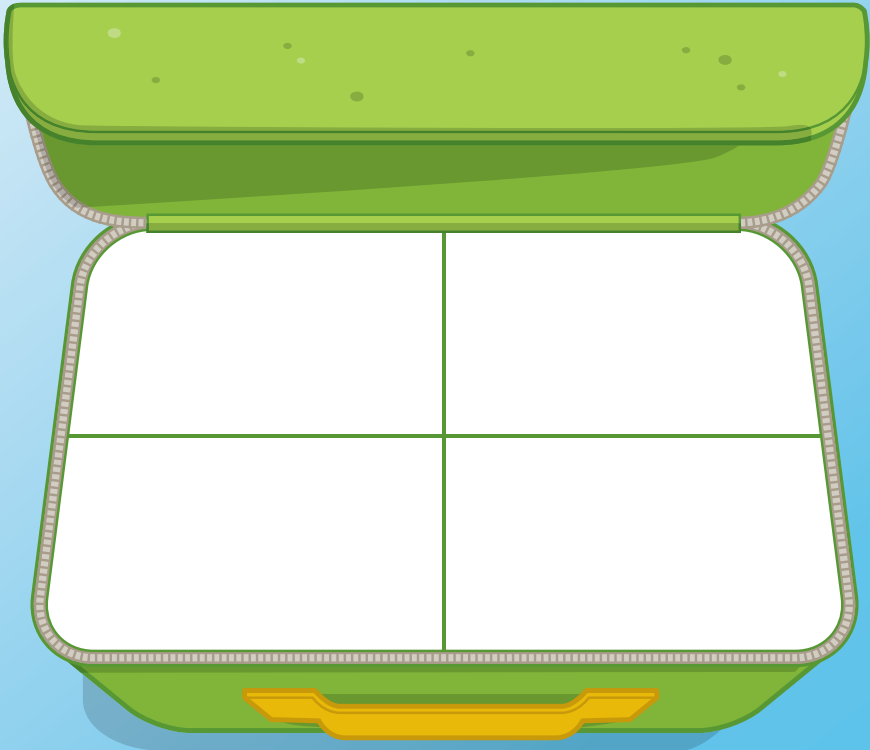
c



Evaluation














The Lunchbox Game

I've got a ...



Dice 1

Dice 2

	1	2	3	4	5
1	Sorry, no food.				Sorry, no food.
2			Sorry, no food.		
3	Sorry, no food.				Sorry, no food.
4					
5		Sorry, no food.			

6

Get Dressed!

1 Listen, point and say.



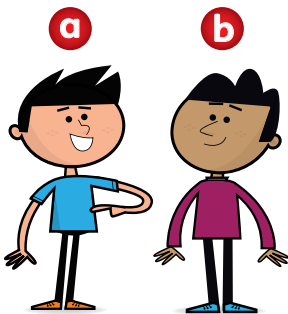
2 Listen and chant.

3 Point and say.

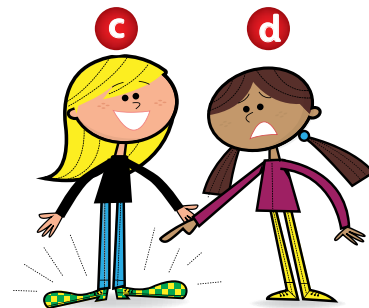
What's number 4?

A cap.

4  Look, listen and draw lines.



- 1 Do you like my shoes?
- 2 Yes, I do.
- 3 No, I don't.
- 4 Do you like my T-shirt?

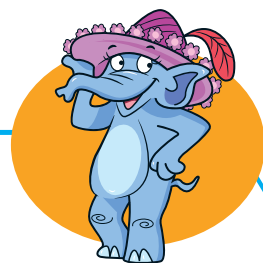


5  Listen and say.

Grammar focus

Do you like my hat?
Do you like my shoes?

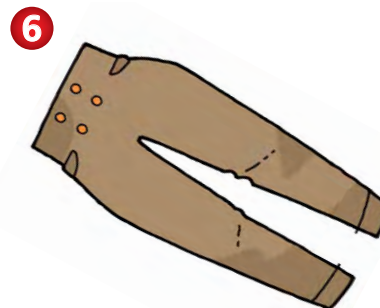
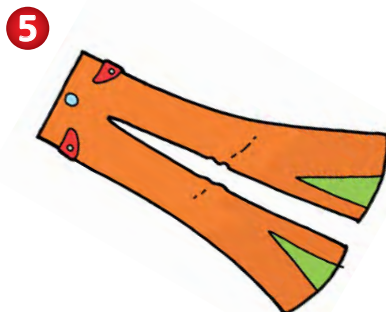
Yes, I **do**.
No, I **don't**.



6 Ask and answer.

Do you like ... ?

Yes, I do.



1 Listen and sing.

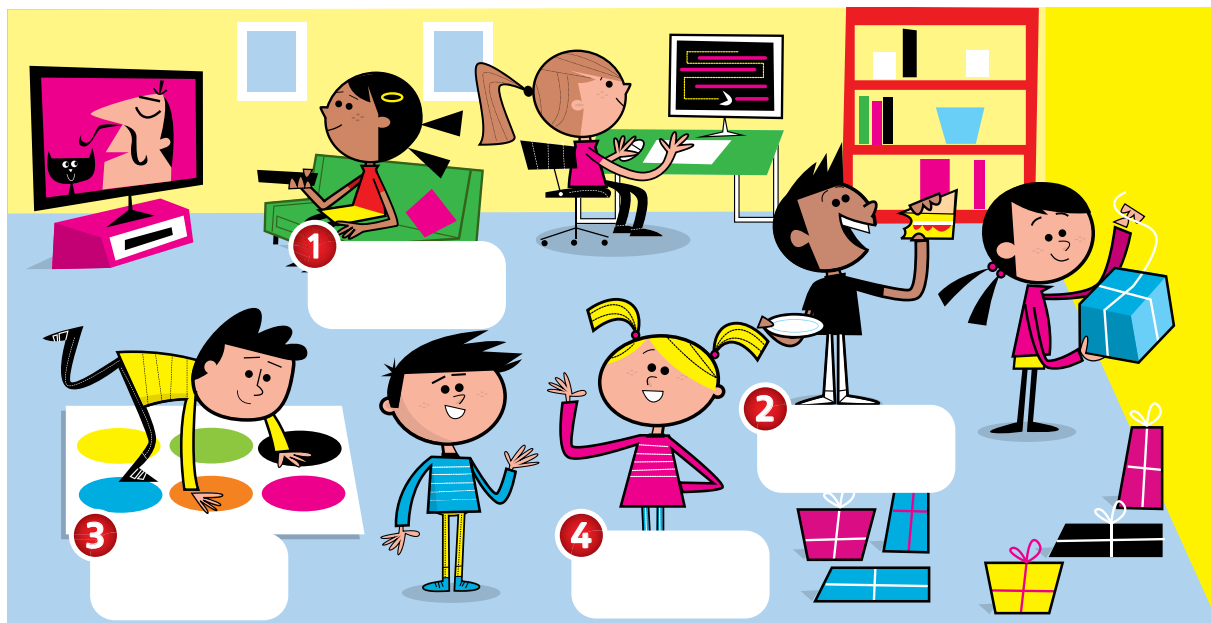


2 Look, point and say.

That T-shirt is pink.

That jacket is grey.

3 Listen and stick.

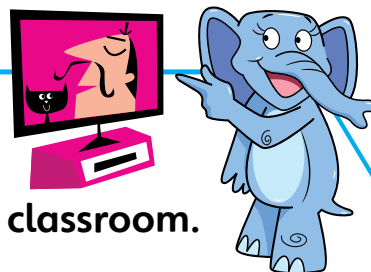
Page
119

4 Listen and say.

Grammar focus

There is a TV set on the left.

There are four girls and three boys in the classroom.



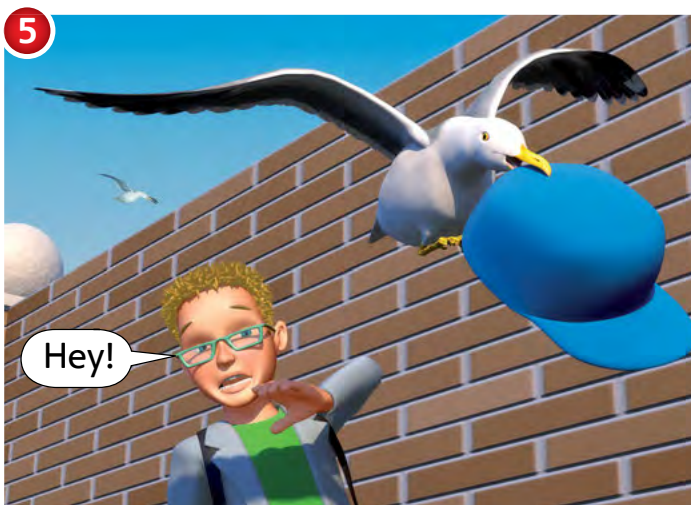
5 Pair work. Talk about the poster.

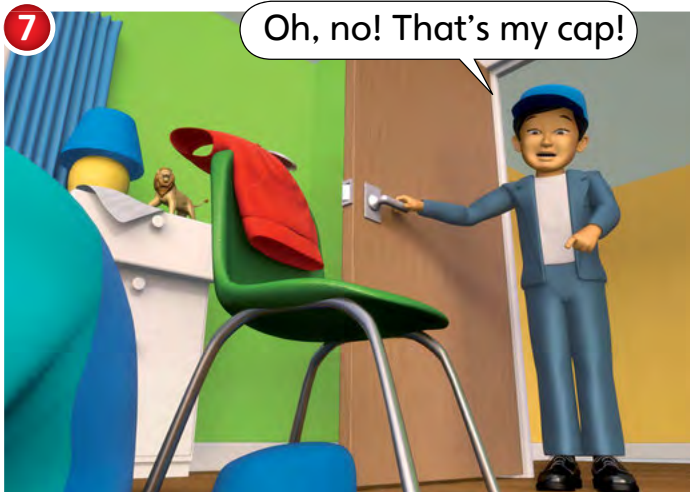
There is a poster in the classroom.
Do you like it?

Yes, I do.



1 S The Cap





2

Look and choose the correct sentence.

Think!

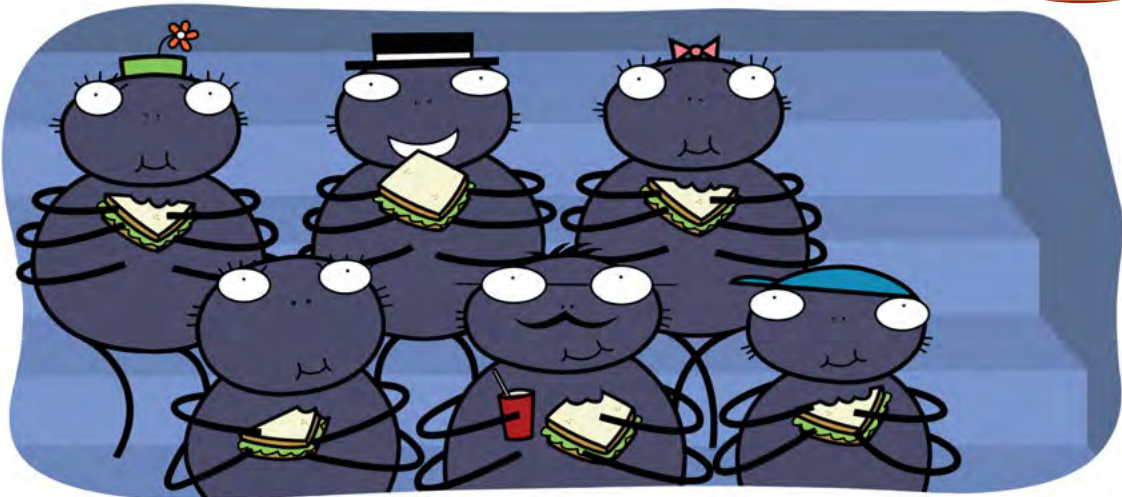


- 1 Oh, no!
- 2 My coat isn't here.
- 3 Can you get my ball?

3

Listen and say.

Phonics



Six **s**piders **s**top for sandwiches on the **s**tairs.



1



Listen and circle.



1



Yes No

2



Yes No

3



Yes No

4



Yes No

5



Yes No

6



Yes No

2

Here, there. Look, draw lines and say.



My skirt is here.



HERE



THERE



Create
that!

3



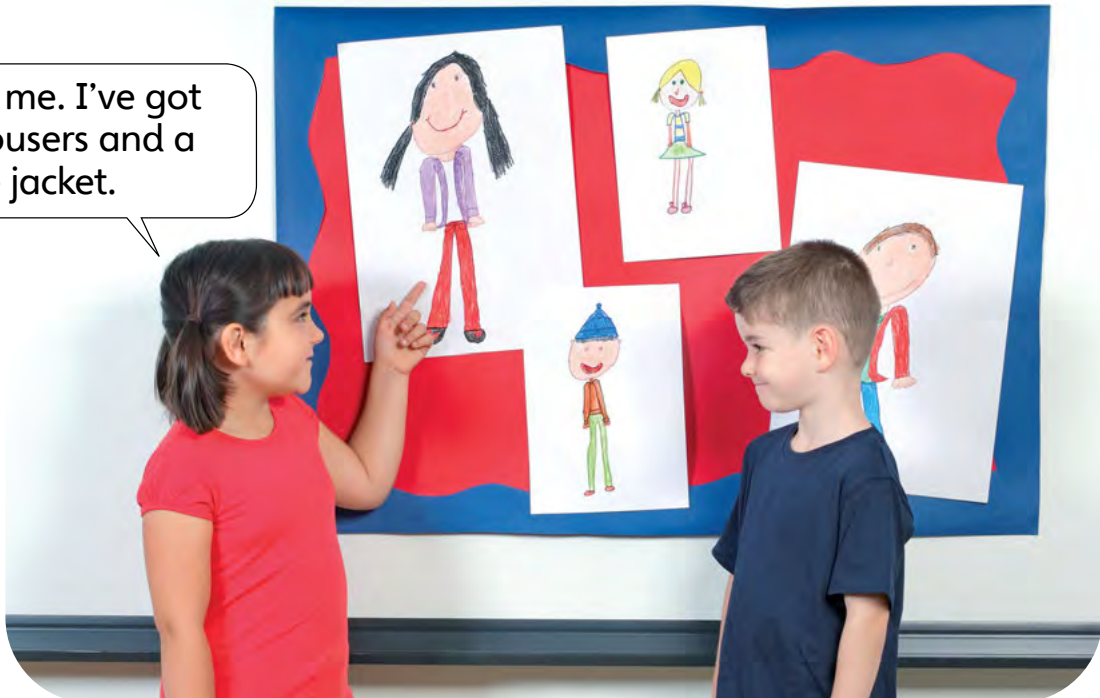
Listen and imagine. Then draw your picture.



4

Show your picture to your friend.

That's me. I've got red trousers and a purple jacket.



7

The Robot

1 Listen, point and say.



2 Listen and chant.

3 Say and do.

Touch your head.

4 Listen, read and stick.

Page
119

1 I can touch my toes.

2 I can jump.

3 I can kick a ball.

4 I can't skip.

5 Listen and say.

Grammar focus

I **can** stand on one leg. I **can't** touch my toes.

6 Make sentences.



1  Listen and sing.



2  Listen again and number. Then say and guess.

I can kick a ball. I've got two heads.

Mike Monster!

3  Look and say. Then listen and tick (✓) or cross (X).

I can skip.

				
	✓			
				

4  Listen and say.

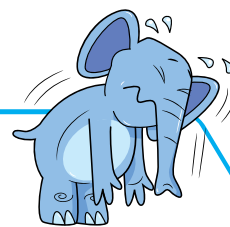
Grammar focus

Can you jump?

Yes, I **can**.

Can you touch your toes?

No, I **can't**.



5  Listen and circle *can* or *can't*.

- I **can** / **can't** play football very well.
- I **can** / **can't** make a robot.
- I **can** / **can't** make a doll.
- I **can** / **can't** make a car, but I **can** / **can't** draw a car.

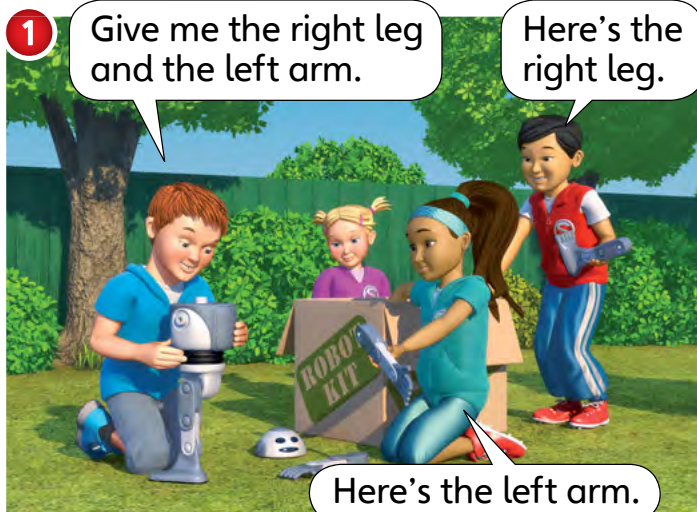
6 Complete this investigation about your classmates and their hobbies. Tick (✓) in the appropriate column.

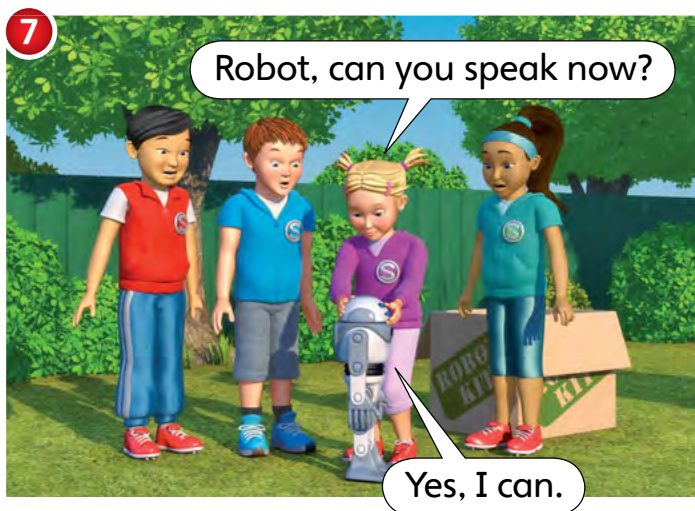
What's your hobby?

I like ...
I can ...

Hobby	computer games	cars	pets	books	music
Name					
Alex	✓				
Maria					
Total					

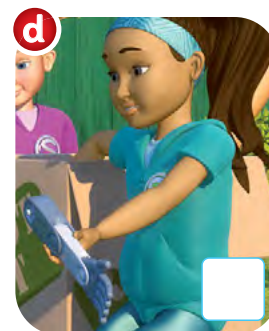
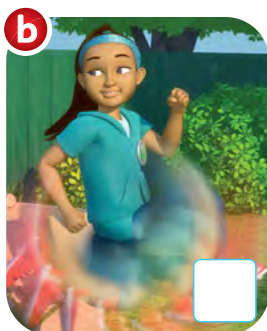
1 S The Problem





Think!

2 Look and find. Then write the numbers.



3 Listen and say.

Phonics



Greg's got a big bag and a green go-kart.



The Skeleton

1 Listen, point and say.

Then write the word or the corresponding letter.

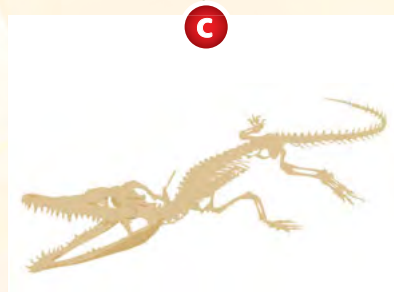
- a** swim
- b** walk
- c** run
- d** sit
- e** stand



walk / b



2 Look and match the animals with their skeletons.



3

Read and answer.

Think!

The skeleton has got lots of bones. They are strong. Can you feel them?



1 How many bones are in your arm?

a 1 b 2 c 3

2 How many bones are in your finger?

a 1 b 2 c 3

4

Look at the bones and find them in your body.

1



head

2



knee

3



foot

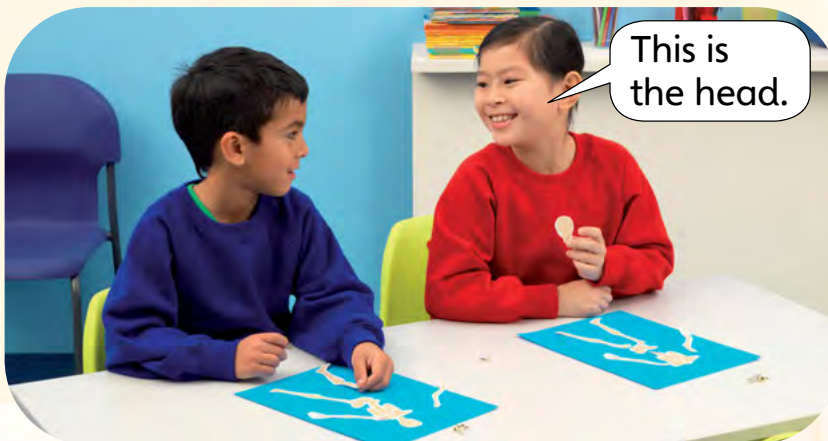
4



arm

5

Draw your own skeleton. Then show it to your friend.



Project

8

At the Beach

1 Listen, point and say.

1 paint a picture

2 eat an ice cream

3 take a photo

4 listen to music

5 read a book

6 make a sandcastle

2 Listen and chant.

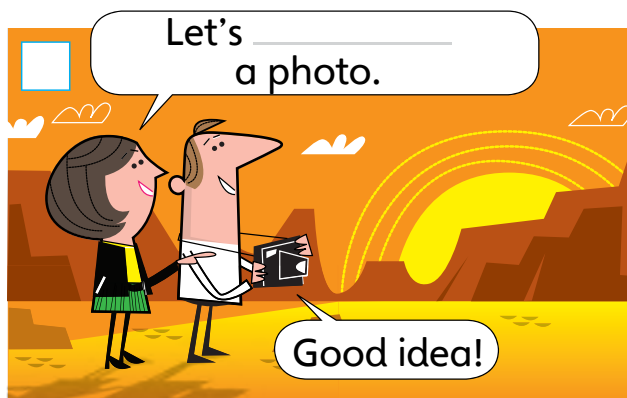
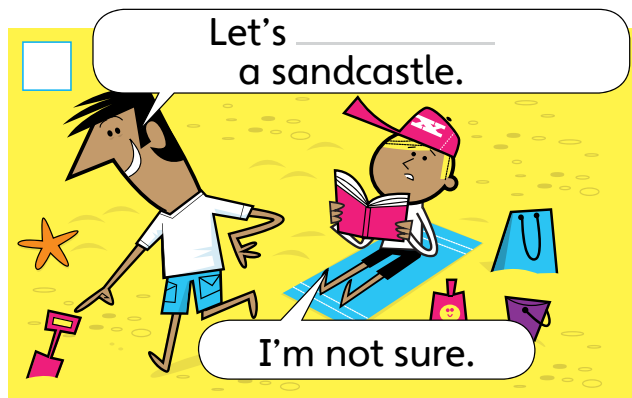
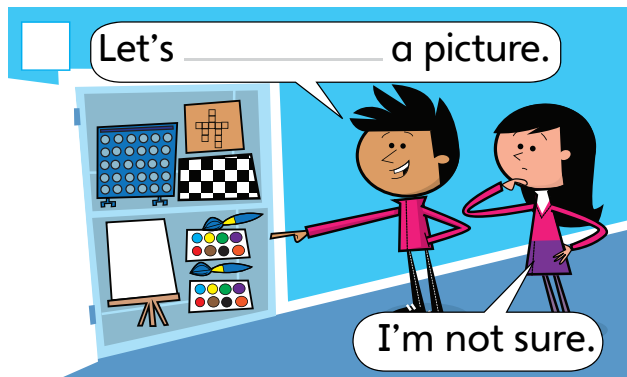
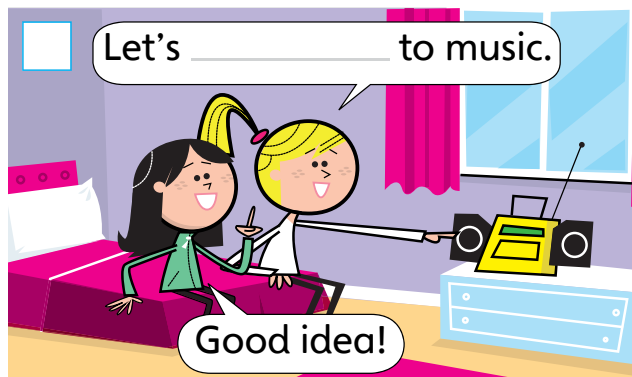
3 Act and guess.

Swim in the sea.

Yes!

4  Listen and number. Complete and act out the dialogues.

paint take make listen



5  Listen and say.

Grammar focus

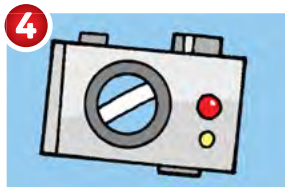
Let's listen to music.

Good idea!

I'm not sure.



6 Pair work. Talk to your friend.



Let's read a book.

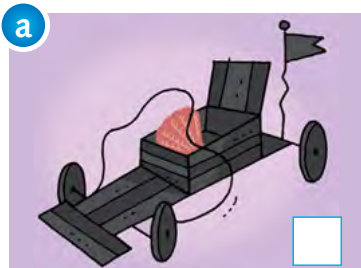
Good idea!

1  Listen and sing.

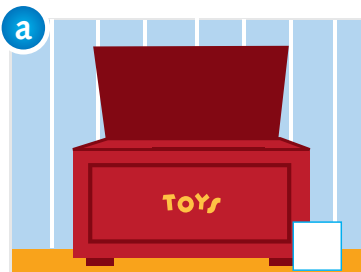
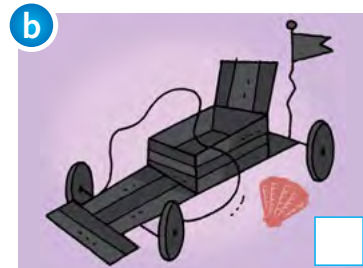


2  Listen again and write the missing numbers.

3 Listen and read. Tick (✓) the correct picture.



- 1 Where's the shell?
It's in the go-kart.



- 2 Where are the kites?
They're in the blue and yellow toy box.



4 Listen and say.

Grammar focus

Where's the orange book?

It's in the green bag.

Where are the blue books?

They're in the yellow bag.



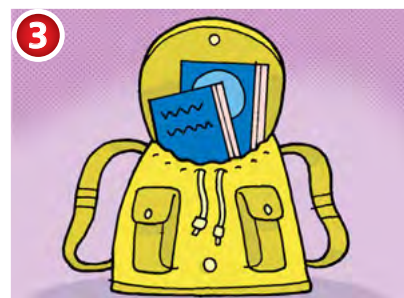
5 Pair work. Ask and answer.

Where's ... ?

It's ...

Where are ... ?

They're ...





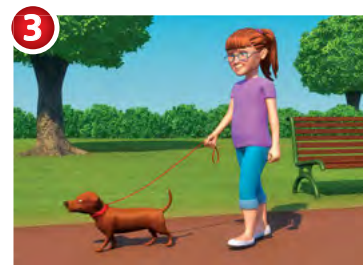
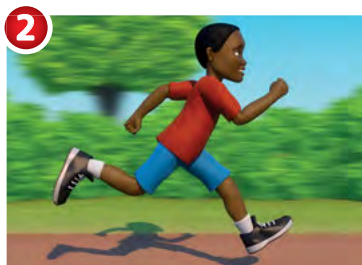
The Top of the Hill





Think!

2 Look and match.



a run

b walk

c race

3 Listen and say.

Phonics



Jean keeps her teeth really clean.



1 Listen and tick (✓) the box.

1



2



3



4



2 Pair work. Look at the pictures again. Then ask and answer.

Can you make a sandcastle?

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

Create
that!

3 Listen and imagine. Then draw your picture.



4 Show your picture to your friend.

This is my beach.
Can you see the
sandcastle?



Yes, it's very big!

Revision 3

1 Read and circle the answers. Then say.

1 Do you like my shoes?
Yes, I do. / No, I don't.

2 Do you like my sweater?
Yes, I do. / No, I don't.

3 Do you like my skirt?
Yes, I do. / No, I don't.








4 Do you like my hat?
Yes, I do. / No, I don't.

5 Do you like my cap?
Yes, I do. / No, I don't.

2 Match.

- | | | | | | | | |
|------------------|-------------------------|-------------------|------------------|------------------|--------------------|--------------------|-----------------|
| 1 make | 2 play | 3 take | 4 read | 5 draw | 6 touch | 7 listen to | 8 kick |
| a a story | c computer games | e the ball | g a photo | b a robot | d your nose | f music | h a head |

3 Circle *can* or *can't*.

				
	X	✓	✓	X
	X	X	✓	✓
	✓	✓	X	✓

Misty: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

Thunder: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

Flash: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

Whisper: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

4 Listen to your teacher and draw.

Draw a sandcastle. There is a dog on the left.
 There are two cars on the right.
 Now colour your picture.

5 Tell your friends about your picture.

The Dressing Game



Quiz Time



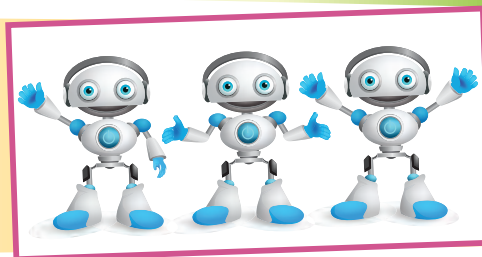
- 1 Let's _____ a sandcastle.
a eat b take c make

- 2 Let's _____ .
a read a story b swim in the sea
c paint a picture



- 3 Circle the word with the different sound.
a cheese b pet c beach

- 4 What's your hobby?
I like ...



- 5 What's this?
a knee b foot c toes

- 6 Can you _____ ?
a swim b touch your toes c skip



Evaluation

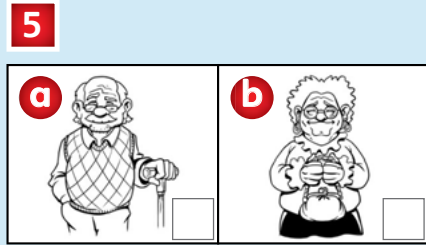
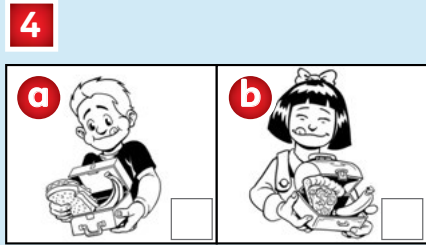
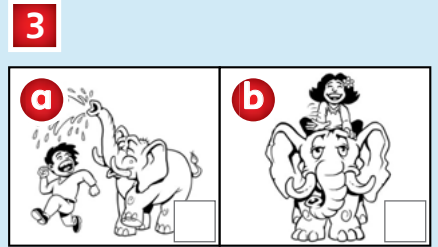
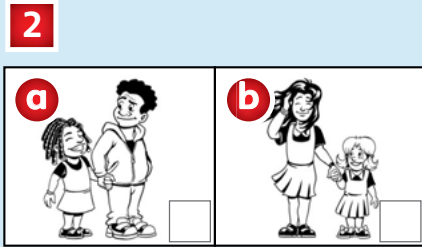
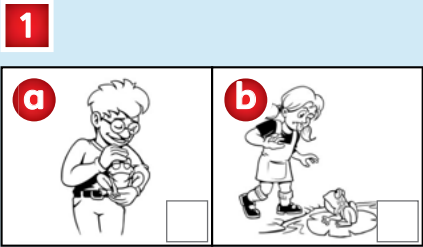
Total: 6 p Very good: 6 p Good: 4-5 p Sufficient: 2-3 p

Go to *Self-evaluation: I Can Do It 3* (pages 98 and 99)

Revision 3: units 6, 7 and 8

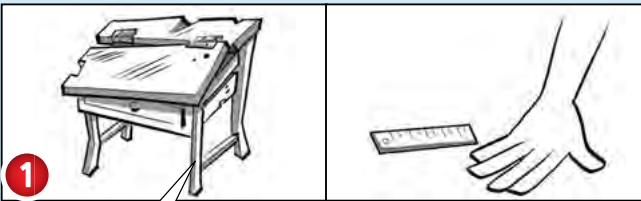
Final Revision

1 Listen and tick (✓).

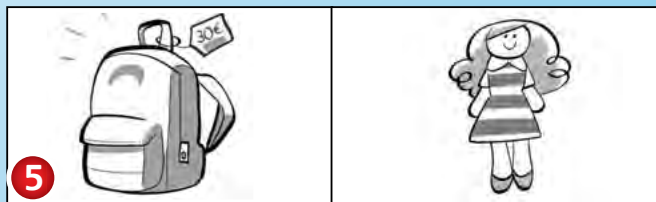
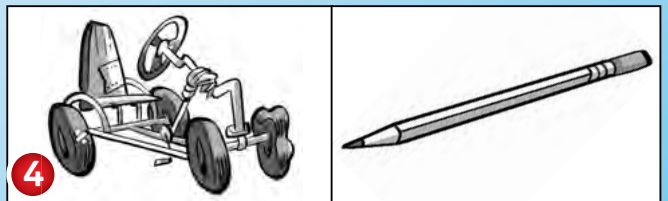
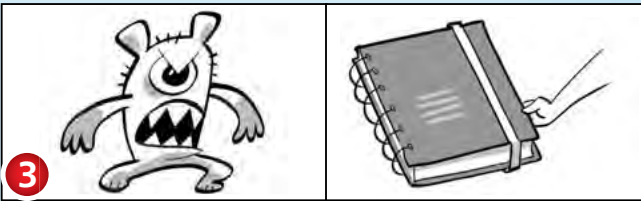
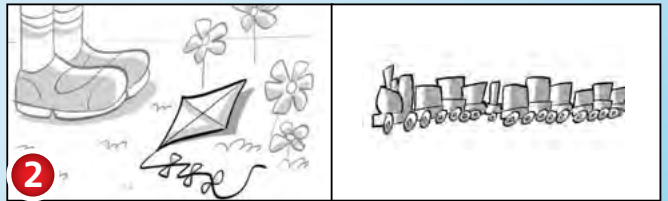


2 Look, ask and answer.

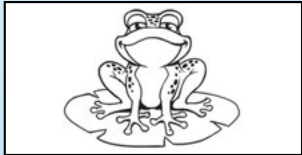

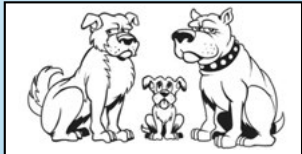

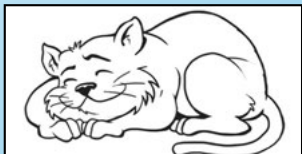

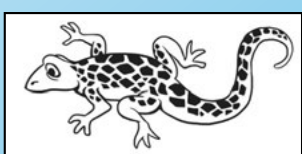



Is it an old desk?



Yes, it is.



3 Listen, number and draw lines.

a		<input type="checkbox"/>	
b		<input type="checkbox"/>	
c		<input type="checkbox"/>	
d		<input type="checkbox"/>	
e		<input type="checkbox"/>	

4 Look at the picture and draw lines.

1 spider

3 crocodile

5 frog



2 butterfly

4 snake

6 elephant

5

Look at the picture. Read the sentences and write the letters.



1 Let's catch a fish! _____

2 I can't stand on one leg. _____

3 I like cakes. _____

4 I can't skip. _____

5 I can jump. _____

6 Let's swim in the sea! _____

7 I don't like carrots. _____

8 Let's listen to music. _____

6

Ask and answer questions.

Have you got ... ?

Do you like ... ?

Can you ... ?



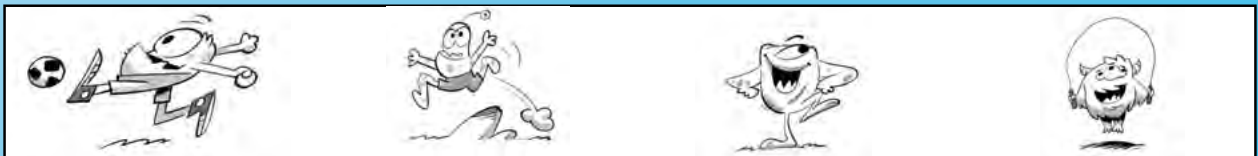
1



2



3



7

Make a poster for your portfolio:

Me and My Favourite Things.

Read the questions, write or draw about you.

What's your name?

How old are you?

What's your favourite colour?

Have you got a pet?

Write or draw about three things you can do.

Do you like your poster?

Project

8

Tell your friends about your poster.

Final Test

1 Listen and tick (✓).

1 **a**  **b**  **a**  **b** 





3 **a**  **b**  **a**  **b** 

5 **a**  **b** 

/5 p

2 Look and write the letter.

mum grandpa sister dad

a  **b**  **c**  **d** 

/4 p

3 Draw lines from the words to the pictures.

ice cream

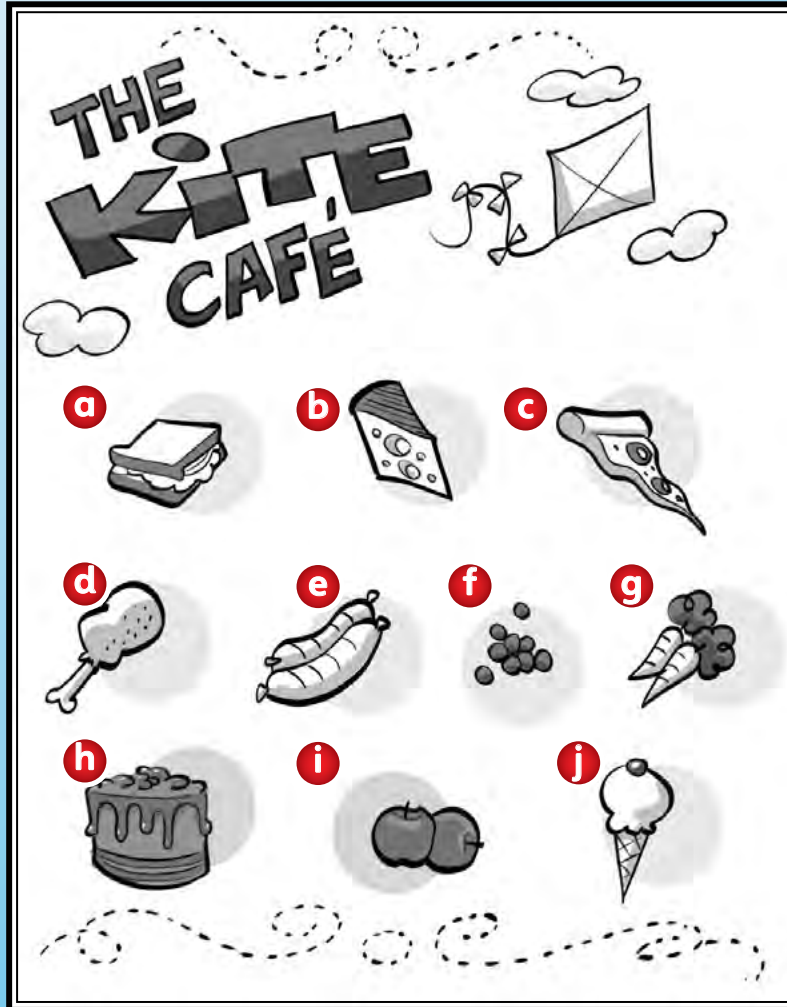
chicken

sausages

apples

sandwich

carrots



/6 p

4 Listen and colour.



/10 p

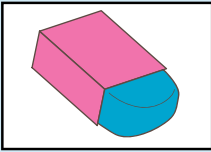
Evaluation

Total: 25 p Very good: 21-25 p Good: 16-20 p Sufficient: 11-15 p

Self-evaluation: I Can Do It 1

1  What's this? Tick (✓) or cross (X).

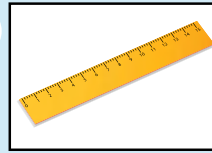
1



2



3



4



/4 p

2  Listen and draw lines.

1



2



3



5



8

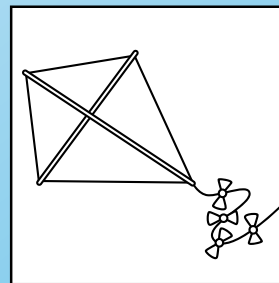
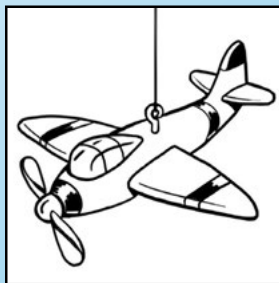
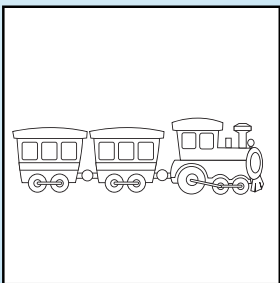
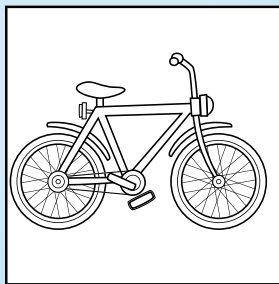
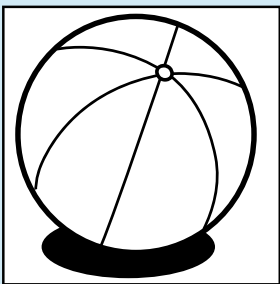


10



/3 p

3  Listen, look and colour.



/3 p

Total: 10 p

Very good: 8-10 p Good: 6-7 p Sufficient: 4-5 p

Self-evaluation: I Can Do It 2

1 Listen and number.

a



b



c



d



/4 p

2 Listen and match.



grandma



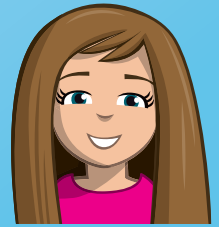
grandpa



mum



uncle



sister



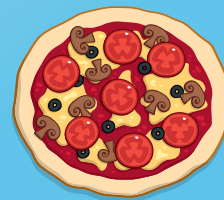
carrots



chicken



chicken



pizza



apples



sausages



cake



peas



cheese

3 Listen and write: *Mum, Kitty, Tom.*

/3 p



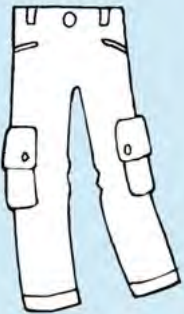
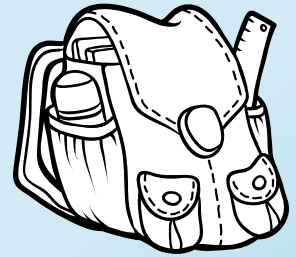
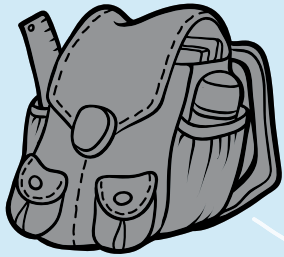
/3 p

Total: 10 p


Very good: 8-10 p Good: 6-7 p Sufficient: 4-5 p

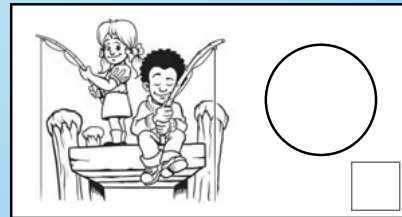
Self-evaluation: I Can Do It 3

1  Listen, colour and match.









/3 p

2  Listen and write the numbers. Then draw a happy 😊 or a sad ☹ face.



/4 p

3 Look and circle *can* or *can't*.

	 Mary	 Henry	 Anne
	X	✓	✓
	X	X	✓
	✓	✓	X

Mary: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

Henry: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

Anne: I can / can't skip.
 I can / can't touch my toes.
 I can / can't stand on one leg.

1

Picture Dictionary

At School

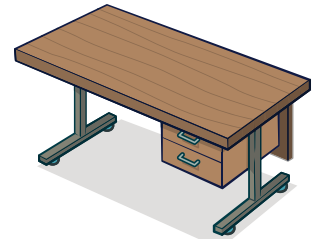
1 Look and say.



bag



book



desk



notebook



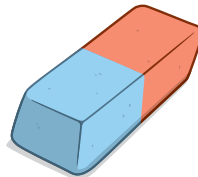
pen



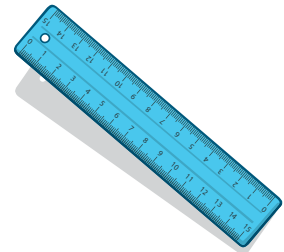
pencil



pencil case



rubber



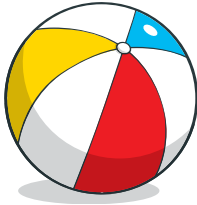
ruler

2

Let's Play!

1

Look and say.



ball



bike



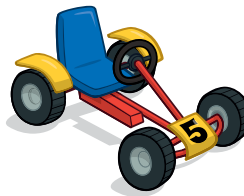
car



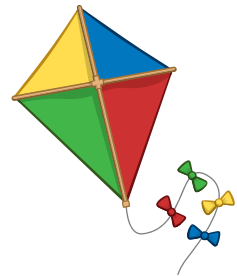
computer
game



doll



go-kart



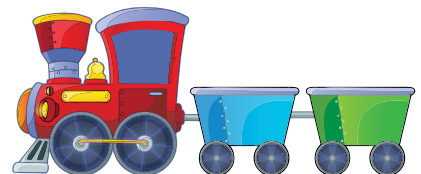
kite



monster



plane



train

1

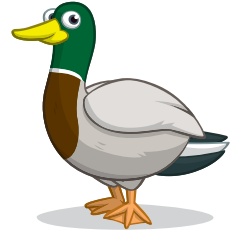
Look and say.



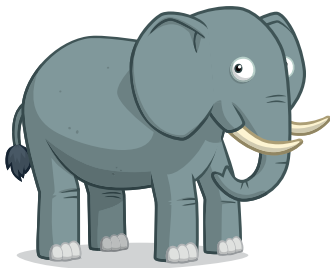
cat



dog



duck



elephant



frog



lizard



rat



spider

4

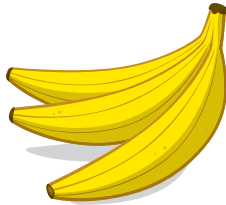
Lunchtime

1

Look and say.



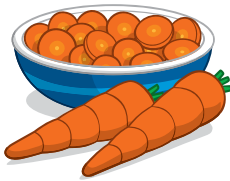
apples



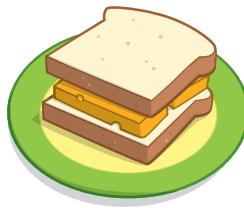
bananas



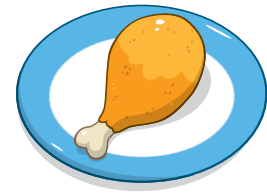
cake



carrots



cheese sandwich



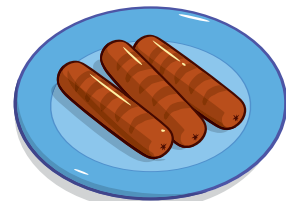
chicken



peas



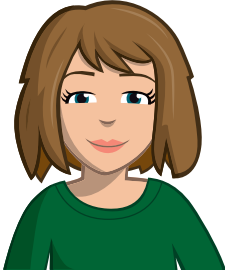
pizza



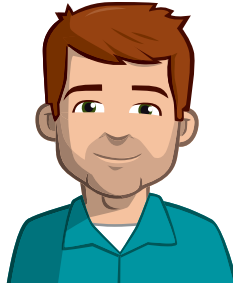
sausages

1

Look and say.



mum



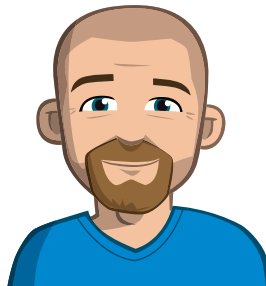
dad



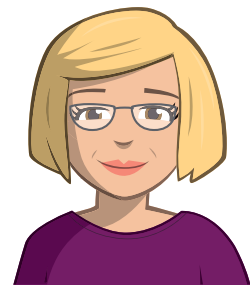
grandma



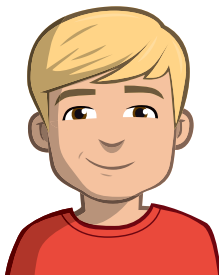
grandpa



uncle



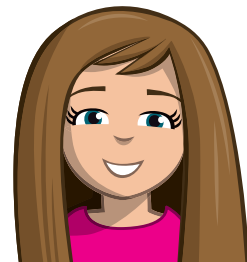
aunt



cousin



brother



sister

6

Get Dressed!

1

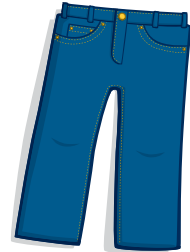
Look and say.



cap



jacket



jeans



shoes



shorts



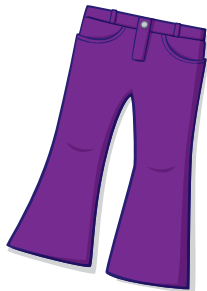
skirt



socks



sweater



trousers



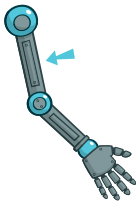
T-shirt

7

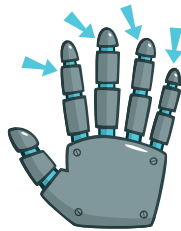
The Robot

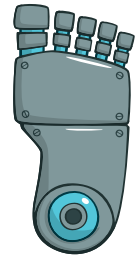
1 Look and write.

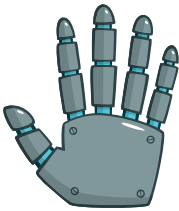
leg arm toes head
fingers hand knee foot

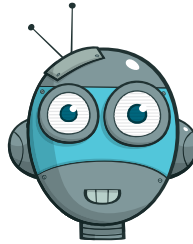


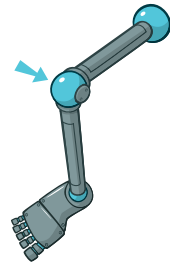
arm

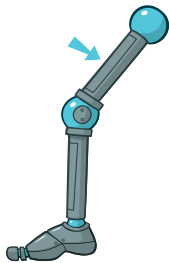


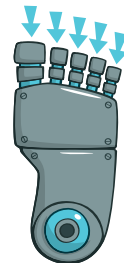












8

At the Beach

1 Look and write.

paint a picture

~~catch a fish~~

take a photo

listen to music

eat an ice cream

swim in the sea

look for shells

make a sandcastle



catch a fish



Halloween

1 Listen and point. Then count the bats.



2 Listen and chant.

Christmas

1 Listen and point. Then count the presents.



2 Listen and sing.

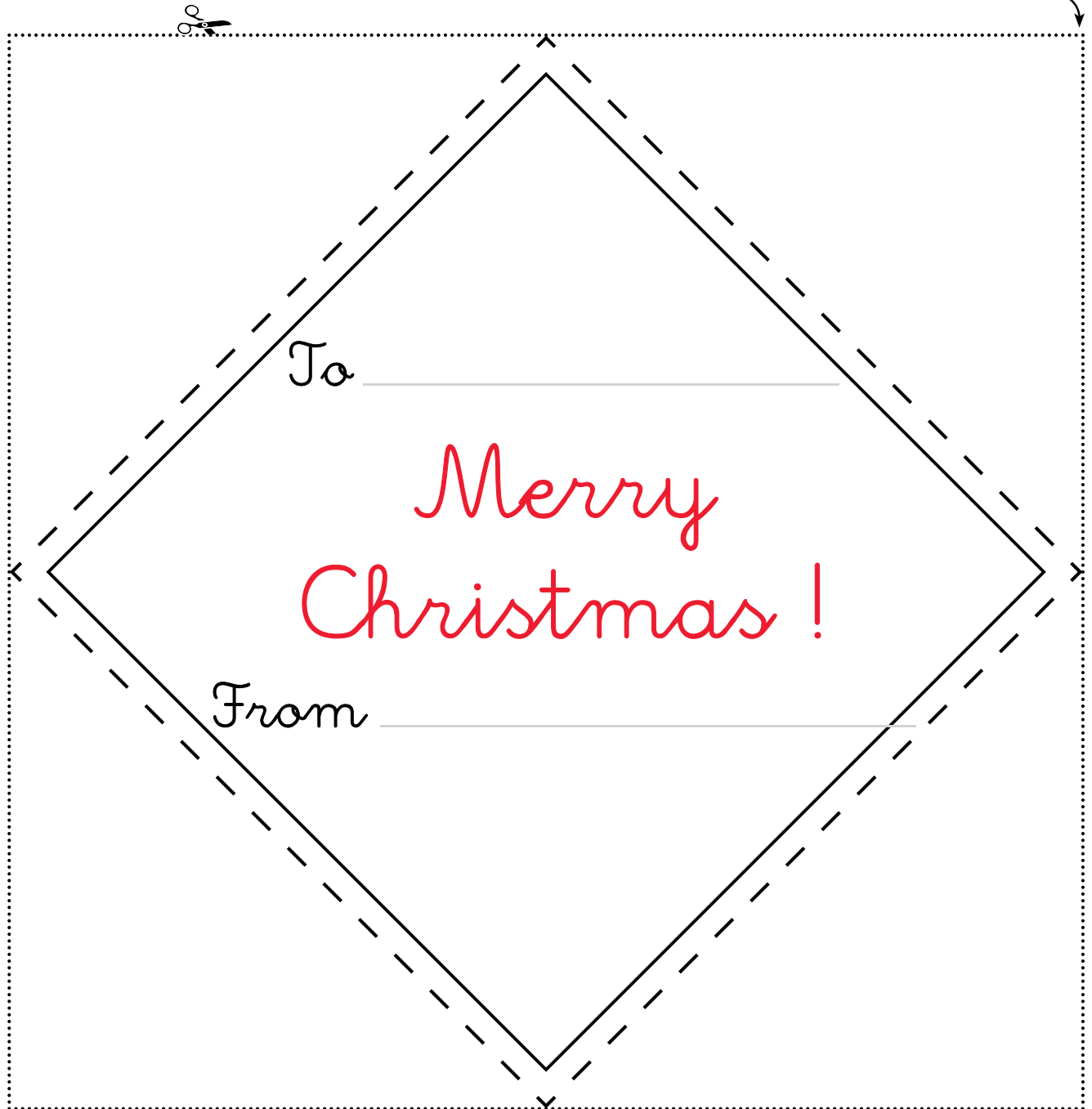


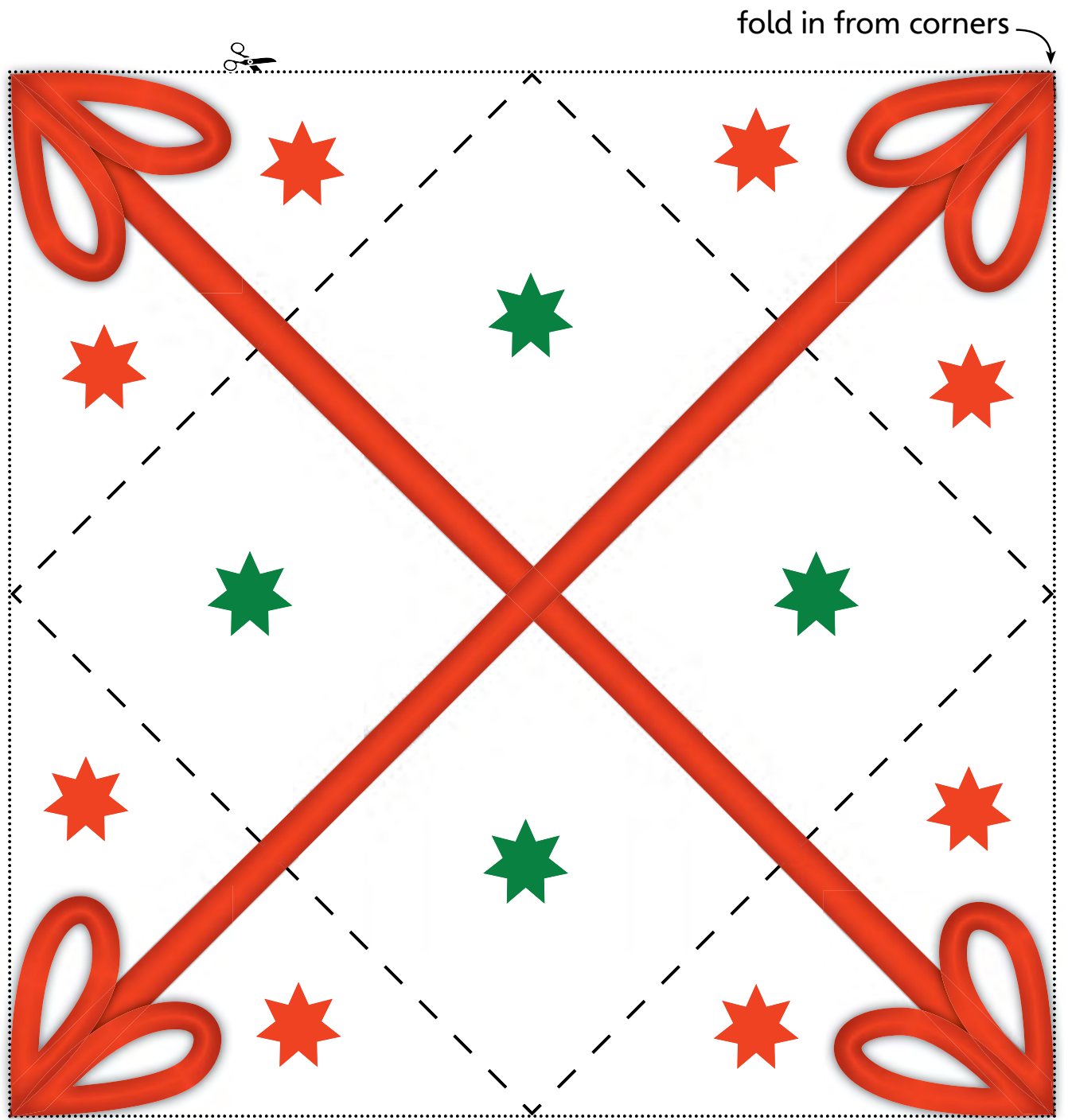
Halloween



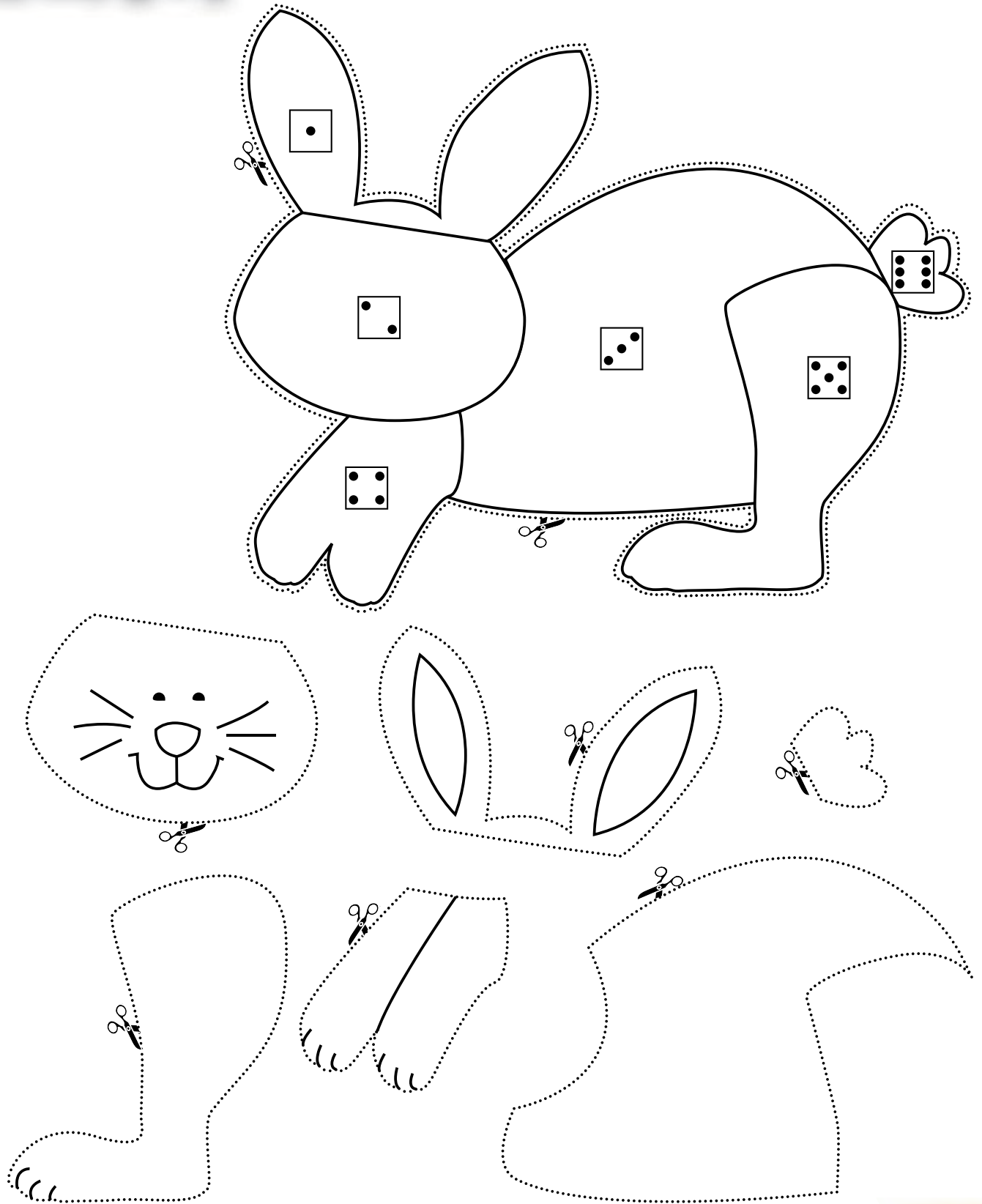
Christmas

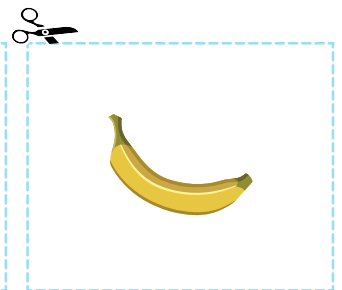
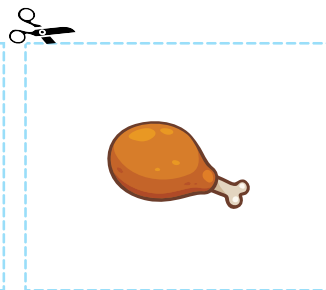
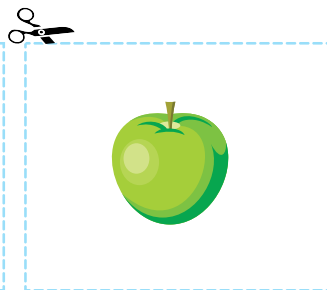
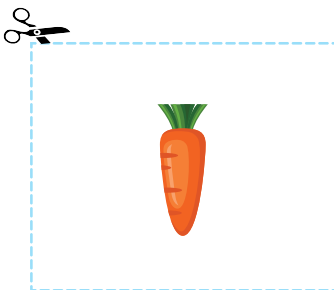
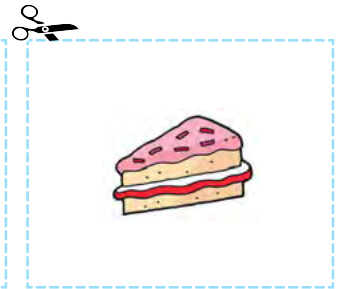
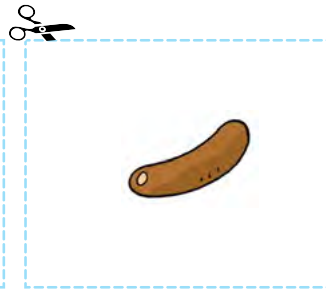
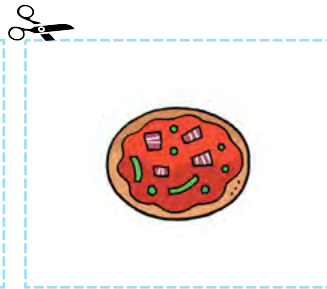
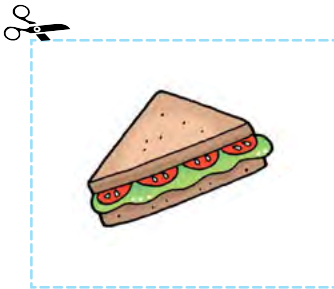
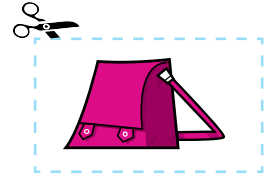
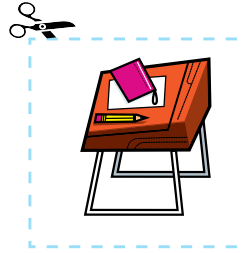
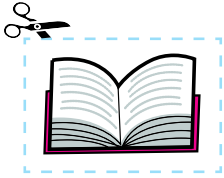
fold in from corners





Easter







Lara



Paul



Emma



Ken



Audio Scripts (Songs)

Friends

Activity 2, page 8:

Hi, I'm Whisper. What's your name?
Hi, I'm Thunder. What a nice name!
Hi, I'm Flash. What's your name?
Hi, I'm Misty. What a nice name!

Activity 1, page 10:

1 is red
2 is blue
3 is yellow
4 is green
And 5 is orange.
1, 2, 3, sing with me
1, 2, 3, sing with me
6 is purple
7 is brown
8 is red
9 is blue
And 10 is yellow!
1, 2, 3, sing with me.

Unit 1

At School

Activity 2, page 14:

Hey, Flash! Hey, Flash!
Come back, come back!
Your ruler, your rubber,
Your pencil, your book,
Your pen,
And your pencil case.

Activity 1, page 16:

What's this?
Look at the desk,
Look at the desk,
The desk is in a mess!
Is it your pen?
Is it your book?
Is it your pencil case?
Yes or no?
Tell me, Joe.
It isn't my pen.
It isn't my book.
It isn't my pencil case.
Oh, no, no!
No, no, no!

Unit 2

Let's Play!

Activity 2, page 22:

Toy shop, toy shop,
Let's go to the toy shop.
Look!
A doll, a car, a bike, oh yes,
A go-kart and a train,
A ball, a computer game.
Yes.
And there's a kite!
That's right!

Activity 1, page 24:

Hey, Emma! What's your favourite toy?
My favourite toy isn't a plane.
It isn't a kite or a computer game.
My favourite toy!
Hey, Mike! What's your favourite number?
My favourite number isn't three.
Can you find it? Look at me!
My favourite number!
Hey, Emma! What's your favourite toy?
My favourite toy ...
My favourite toy's a go-kart.
That's smart!
Hey, Mike! What's your favourite number?
My favourite number ...
My favourite number's eight.
That's great!

Unit 3

Pet Show

Activity 2, page 34:

Pet show, pet show,
Look at all the pets.
Whisper and his spider,
Daisy and her dog,
Lenny and his lizard,
Sandra and her frog.
Donnie and his duck,
Katie and her cat,
Thunder and his elephant,
Misty and her rat.
Pet show, pet show.

Activity 1, page 36:

Look at the spiders,
Look at the rats,
Look at the lizards,
And look at the cats!
Look at the elephants,
Look at the dogs,
Look at the ducks,
And look at the frogs!
Spiders, cats,
Lizards and rats.
Ducks, dogs,
Elephants and frogs.

Unit 4

Lunchtime

Activity 2, page 42:

Lunchtime! Lunchtime!
What's for lunch?
I don't like chicken,
And I don't like cheese.
I don't like pizza,
And I don't like peas.
Lunchtime! ...
Oh, I like apples,
Bananas too.
Oh, I like carrots,
And cake for two.
Yummy!

Activity 1, page 44:

Tommy's in the kitchen,
Come and take him out!
Tommy's in the kitchen,
Come and take him out!
I've got a doll on my sandwich,
I've got frogs on my peas.
I've got cars on my sausages.
Help! Oh, help me, please!
Tommy's in the kitchen ...
I've got rats on my chicken,
And a go-kart on my cheese.
I've got spiders with my cake.
Help! Oh, help me, please!

Unit 5

Family

Activity 2, page 50:

My grandma, my sister, my mum and me.
Here are the girls in my family.
My grandpa, my brother, my dad and me.
Here are the boys in my family.

Activity 1, page 52:

This is my father, short and stout.
This is my mother with children all about.
This is my brother, tallest of all.
This is my sister with her little doll.
This is the baby, so funny and small.
And this is my family; meet them all.

Unit 6

Get Dressed!

Activity 2, page 62:

Put on your T-shirt.
Put on your trousers.
Put on your sweater.
Put on your socks.
Put on your shoes.
Put on your cap.
And now let's rap!
T-shirt, trousers,
Sweater, shoes,
Socks and cap.
Do the clothes rap!
Come on Whisper,
Time for school!

Activity 1, page 64:

I'm a cool, cool cat.
Meow, meow, meow!
I like this super hat.
I'm a cool, cool cat.
Cool shoes and cool jackets,
Cool socks and super shorts,
Cool T-shirts and cool sweaters,
And cool, cool skirts.
We're cool, cool cats.
Meow, meow, meow!
We like these super hats.
We're cool, cool cats ...
Meow!

Unit 7

The Robot

Activity 2, page 70:

Let's make a robot!
Here's the head.
Here's an arm.
Here's a hand.
Here are the fingers.
Here's a leg.
Here's a knee.
Here's a foot.
Here are the toes.
Thank you! Off it goes.

Activity 1, page 72:

Can you say who I am?
Can you say who I am?
I can do anything!
Who am I? I can jump.
Who am I? I can sing.
Who am I? I can touch my toes.
Who am I? I can skip.
Who am I? I can kick.
Who am I? I can stand on one leg.
Can you say who I am?

Unit 8

At the Beach

Activity 2, page 78:

Eat ice cream,
Yum, yum.
Take photos,
Click, click.
Make castles,
Dig, dig.
Play in the sun,
It's lots of fun!

Activity 1, page 80:

Let's go to the beach,
Let's look for shells.
Let's play in the sand,
Let's run hand in hand ...
Happy holiday,
Happy holiday,
For you and me.
Let's take a photo.
Let's catch a fish.
Let's swim in the sea,
1, 2, 3! ...
Happy holiday.

Festivals

Activity 2, page 108

Pumpkins, witches, spiders and bats.
Skeletons, ghosts, cats and rats.
On Halloween, after dark,
Who is hiding in the park?

Activity 2, page 109

We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas,
And a happy New Year!

Activity 2, page 110

Easter Bunny dance,
Easter Bunny hop,
Easter Bunny jump,
Easter Bunny stop!

Systematical Observation of the Activity and Behaviour of ... (pupil's name)

Pupil's name / Activity and behaviour	Friends	Unit 1	Unit 2	Revision 1	Unit 3	Unit 4	Unit 5	Revision 2	Unit 6	Unit 7	Unit 8	Revision 3	Final Revision
Follows the instructions and guidelines for activities.													
Asks for help.													
Works with classmates to carry out tasks in pairs or groups.													
Shows interest in activities.													
Completes the tasks													



Thanks and acknowledgements

Authors' thanks

We would like to thank a number of people whose contributions proved invaluable at various stages of the planning, writing and production process of *Quick Minds*.

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

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

We would like to thank Jeannine Bogaard, Publishing Manager; Angus Oliver, Director, Cambridge University Press Iberia; Frances Lowndes, Global Publishing Director and John Tuttle, Deputy Managing Director, ELT, at Cambridge University Press for making this project possible. Thank you all most warmly for your support and encouragement.

Herbert Puchta Günter Gerngross Peter Lewis-Jones

The publishers are grateful to the following contributors:

Victoria Bewick: freelance writer

Helen King: freelance editor

Oliver Design: concept design

Pentacorbis and Blooberry Design Ltd: book design and page make-up
Chefer and Abel Gantoff Sosa: cover design

Hilary Fletcher and Helen Bartlett: picture research

John Green and Tim Wolf, TEFL tapes; Bendito Sonido: audio recordings
Robert Lee and TEFL tapes: song writing

Stephen Bond and Trípode Fotografía: commissioned photos

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

Special thanks to Karen Elliot for developing and writing the phonics material. The publishers and authors would like to thank the following consultants:

Lucy Frino, Pippa Mayfield, Susannah Reed, Hilary Ratcliff, Melanie Williams

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

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

The publishers are grateful to the following illustrators:

Andy Parker; Chris Lensch (Sylvie Poggio); Marek Jagucki; David Semple; Martin Sanders (Beehive); Bernice Lum; Anna Hancock (Beehive); Clive Goodyer (Beehive); Andrew Hennessey; Martin Lowe

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

Alex Lynch del Río, Candela Arribas Pacheco, Lucía Aguirregomezorta Platero, Miguel Martín Valerio, Sofia Escritt Hernández

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

Key: l = left, c = centre, r = right, b = bottom.

p. 11 (4-hat): © Alexeyzet | Dreamstime.com; p.25 (3, subpoint e): © Igor Sapozhkov | Dreamstime.com; p.35 (4t): © I Wayan Sumatika | Dreamstime.com; p.40 (1tl): Alamy/©Papilio; p.40 (1tcl): Superstock/©Robert Huberman; p.40 (1tr): iStockphoto/©JodiJacobson; p.40 (1tr): Shutterstock/©Carolyne Pehora; p.40 (2tl): © Fuyong Pang | Dreamstime.com; p.40 (2tr): © Marilyn Gould | Dreamstime.com; p.40 (2bl): © Bengt Kohler Sandberg | Dreamstime.com; p.40 (2br): © Talllly | Dreamstime.com; p.41 (1tl): Shutterstock/©Praiseng; p.41 (1tcl): Shutterstock/©Leigh Prather; p.41 (1tr): Shutterstock/©Tsekhmister; p.41 (1tr): Shutterstock/©Leighton Photography & Imaging; p.41 (1trees): Shutterstock/©oriontrail; p.41 (1water): Shutterstock/©Yuriy Kulik; p.52 (1): © Kharlamova | Dreamstime.com. © Kharlamova | Dreamstime.com, © Ayeletkeshet | Dreamstime.com; p.55 (2l): © Bhurita Chayakulphakdi | Dreamstime.com; p.55 (2cl): © Enrique De Corral | Dreamstime.com; p.55 (2cr): © Syda Productions | Dreamstime.com; p.55 (2r): © Wirakorn Deelert | Dreamstime.com; p.57 (2l): © Paul Banton | Dreamstime.com; p.57 (2cl): © Rgbe | Dreamstime.com; p.57 (2r): © Hel080808 | Dreamstime.com; p.57 (4): © Andrey Gudkov | Dreamstime.com; p.60 (1bc): © Segoviadesign | Dreamstime.com; p.60 (1br): © Alhovic | Dreamstime.com; p.68 (2- girl): © Pavel Naumov | Dreamstime.com; p.68 (2- boy): © Pavel Naumov | Dreamstime.com; p.68 (2- skirt): © Zanirazm | Dreamstime.com; p.68 (2- sweater): © Kateryna Trubetska | Dreamstime.com; p.68 (2- sock): © Miceking | Dreamstime.com; p. 68 (2- shoe): © Pzaxe | Dreamstime.com; p.68 (2- cap): © Rudall30 | Dreamstime.com; p.68 (2- T-shirt): © Natis76 | Dreamstime.com; p.73 (3tl): Shutterstock/©Yuri Tuchkov; p.73 (3tcl): Shutterstock/©Catalin Petolea; p.73 (3tc): Corbis/©Lane Oatey/Blue Jean Images; p.73 (3tr): Shutterstock/©Oleinik Dmitri; p.73 (3tr): Shutterstock/©Serge75; p.76 (2bl): © Navarone | Dreamstime.com; p.76 (2bcl): © Mikhail Blajenov | Dreamstime.com; p.76 (2bcr): © Mwitacha | Dreamstime.com; p.76 (2br): © Angina | Dreamstime.com; p.Cut-out (kite): iStockphoto/©ElementalImaging; p.Cut-out (train): iStockphoto/©TPopova; p.Cut-out (ball): iStockphoto/©davidcrehner; p.Cut-out (bike): Shutterstock/©hamurishi; p.89 (1 - robots): © Dzeinmail | Dreamstime.com; p.96 (1l): © Kakigori | Dreamstime.com; p.96 (1cl): © Mariya Gaman | Dreamstime.com; p. 96 (1cr): p.96 (1r): © Engin Korkmaz | Dreamstime.com; p.97 (1l): © Natis76 | Dreamstime.com; p.97 (1cl): 73781050 © Pedrozanin; p.97 (1cr): Escada86 | Dreamstime.com; p.97 (1r): © Mhazapa | Thinkvector | Dreamstime.com.; p.97 (3 - basket - left & right): © Shaeree Mukherjee | Dreamstime.com; p.97 (3 - centre): © LinaTruman | Dreamstime.com; p.97 (3 - centre): © Roberto Giovannini | Dreamstime.com; p.98 (1 - boy & girl): © Wat Cartoon | Dreamstime.com; p.98 (1- bag): © Ksenyasavva | Dreamstime.com; p.109 (2b): © Bagwold | Dreamstime.com.

We are unable to trace the copyright holders of the photographs that appear on pages 40-41 (background) and 56-57 (background).

