





# Lesson 1

# Vocabulary

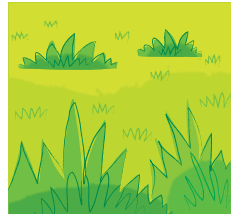
- 2.18 Listen, point and say.
- 2.19 Listen and play the game. Which word is *above*, *below* or *next to* these words?



world



field



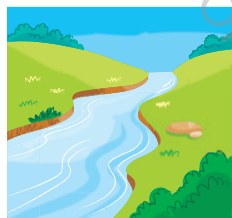
grass



ground



campfire



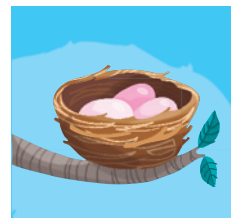
stream



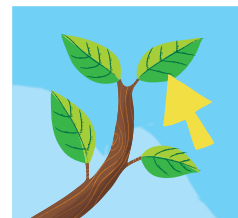
shooting star



branch



nest



leaf / leaves

- Write the new words in your notebook.

Things I can hold in my hand	Things I can't hold in my hand
grass	world

- Look at the picture. Play the game. This word begins with / ...

Leaf!

- 2.20 Sing the song. **Be a star!** ★

**Come and tell a story**

*Come to the campfire and sit with me.  
Let's tell stories – what will they be?  
Under the light of the shooting star,  
We'll visit places near and far.*

There's a story about a monkey  
And a nest on a branch.  
There's a story about a tiger,  
And a clever rabbit who did a dance.

**Chorus**  
There's a story about a poor man  
And the kindness of his friends.  
Every country has its stories.  
Let's see how this one ends ...

**Chorus**

Which new words are in the song?




 Values

Do you know stories from your country with morals?

**1 Look at the titles and the pictures.**

**Circle the answers.**

1 The characters in the stories are ...  
 a animals.      b people.      c animals and people.

2 The stories are about ...  
 a playing with others.      b helping others.

**2 Scan the texts. Underline the new words from Lesson 1.**

**3**  2.21  **Read the texts. Which animals are clever? Why?**

## The monkey and the bird's nest (Africa)

Once upon a time, some monkeys were playing. One of the monkeys ran up a tree, and through the leaves he saw a bird's nest on a branch. The mother bird wasn't sitting on the nest, but inside there were three beautiful blue eggs.

'Yummy! I like eggs,' said the monkey, and put out his hand.

At that moment, the mother bird flew into the tree and called, 'Stop! Please don't take my eggs!' The monkey looked at the mother. He decided to be kind and he didn't take the eggs. 'Thank you!' said the mother bird.

The next day, the monkeys were playing in the long grass. Nearby, watching them, was a hungry leopard.

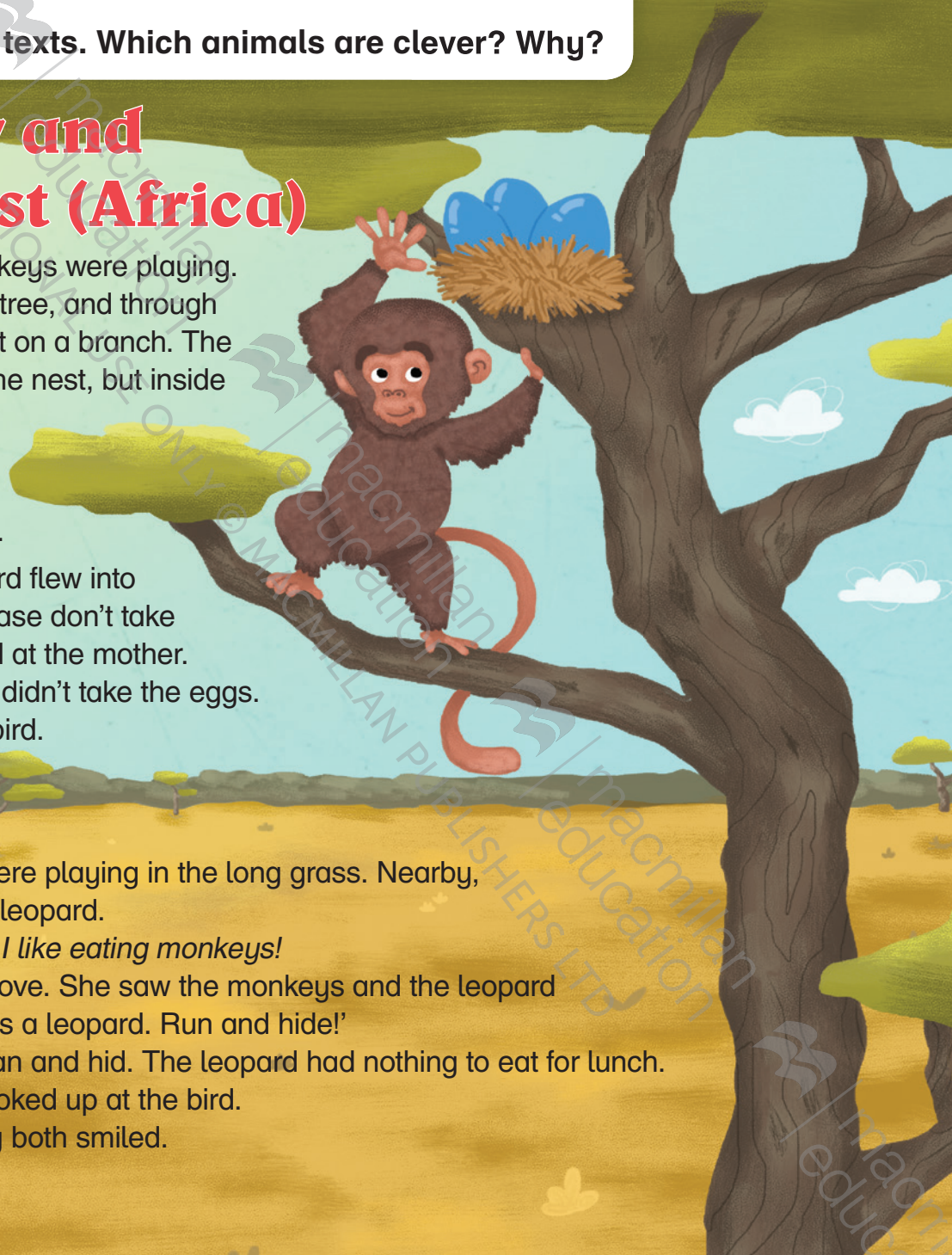
*Yummy!*, thought the leopard. *I like eating monkeys!*

The mother bird was flying above. She saw the monkeys and the leopard and called, 'Be careful! There's a leopard. Run and hide!'

The monkey and his friends ran and hid. The leopard had nothing to eat for lunch.

The monkey on the ground looked up at the bird.

'Thank you!' he said, and they both smiled.





# The tiger in the river (Asia)

Once upon a time, there was a beautiful jungle where all the animals lived happily together. One day, a big tiger came into the jungle and called hungrily to the animals.

'I'm going to eat all of you! Who's first?'

The animals were very scared.

'Not me,' said the rhino quickly.

'Not me,' said the big elephant.

'Me!' said the little rabbit loudly.

The other animals were surprised, but they hid in the trees and watched carefully. The rabbit danced round and round. When she was tired, she went to see the tiger. The tiger was waiting. 'Why are you tired?' the tiger asked. 'Well, I was running away from another tiger,' said the rabbit. 'It's a BIG tiger, much bigger than you!' 'Hmmm!' said the tiger, 'Show me this big tiger.'

The rabbit took the tiger to the river and pointed into the water. The tiger stood on a rock and looked down. With a huge **ROAR** he jumped angrily onto the big tiger. 'Haha!' laughed the rabbit as she watched the tiger go down the river. All the animals laughed too!



another both fly (flew) hide (hid) nothing take (took)



## Learning to learn

### Learning new vocabulary using colour

Use colour to help you learn new words. Write **nouns** in **yellow**, **verbs** in **blue** and **adjectives** in **green**. Choose your own colours for other words or use the colours in Graphic Grammar. This helps the words to stay in your memory!

**Write the new words from Lessons 1 and 2 in your notebook using different colours.**



## 1 Answer the questions with full sentences.

- 1 What did the monkey want to do with the eggs? He wanted to eat them.
- 2 What did the leopard want to do with the monkey? \_\_\_\_\_
- 3 Why did the bird help the monkey? \_\_\_\_\_
- 4 Why did the tiger come to the jungle? \_\_\_\_\_
- 5 Why did the rabbit dance round and round? \_\_\_\_\_
- 6 Why did the tiger jump into the river? \_\_\_\_\_

2  Which animal(s) do these adjectives describe?

- 1 hungry monkey, \_\_\_\_\_
- 2 clever \_\_\_\_\_
- 3 scared \_\_\_\_\_
- 4 brave \_\_\_\_\_

3   Discuss with a friend. Who is your favourite character in the stories? Why? **Be a star!** 


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## Sounds and spelling

4  2.22 Listen and say the chant. Look at the spelling.

Two little **le** people in purple **al** sandals  
sit on flower **als**.

5  2.23 Write the missing letters. Listen to check.

- 1 people
- 2 bottle
- 3 festival
- 4 hospital
- 5 uncle
- 6 animal



1 Look and read.

Graphic

Grammar

Past continuous

Yesterday at six o'clock , he was sleeping .

He wasn't doing his homework .



2 Look and write the sentences. What were they doing yesterday?



- 1 The monkeys / play / They / eat The monkeys were playing. They weren't eating.
- 2 The bird / fly / She / hide \_\_\_\_\_
- 3 The leopard / eat / He / wait \_\_\_\_\_
- 4 The baby birds / sleep / They / call \_\_\_\_\_
- 5 The tiger / hide / He / dance \_\_\_\_\_

3 Write sentences about what you were doing yesterday. **Be a star!** ★

- 1 At 8 o'clock, \_\_\_\_\_
- 2 At 1 o'clock, \_\_\_\_\_
- 3 At 5 o'clock, \_\_\_\_\_











## Lesson 5 Language in use

buy a present      catch a bus  
plant a flower      write an essay

### 1 2:24 Listen and say.



-  I called you at six o'clock last night, but you didn't answer your phone.
-  At six o'clock? Oh, I was catching a bus.
-  **Where were you going?**
-  I was going to the school concert.  
**Why were you calling me?**
-  I was writing an essay and I had a question.
-  Oh, sorry. So, what did you do?
-  Well, I called Paul, but he was busy. He was buying a present.
-  So, what did you do?
-  Well, I called Lucy, but she was planting flowers with her mum.
-  Oh dear! What was the question?
-  I can't remember now!

### 2 Write questions for these answers. Use **Why, Where, What** or **Who**.

- 1 What was John doing?      He was catching a train.
- 2 \_\_\_\_\_      He was going to the sports centre.
- 3 \_\_\_\_\_      He was meeting his friends there.
- 4 \_\_\_\_\_      They were going there to watch a basketball match.

### 3 Make a new dialogue. Talk about yourself. **Be a star!**



What were you doing last night when I called?

Who were you watching TV with?

I was watching TV.

I was watching TV with my brother.



1 2.25 Listen and number the pictures to make a story.



2 Discuss with a friend. How was the poor man clever?

3 Act out the play. Add lots of food to the soup. **Be a star!**

Narrator    Farmer 1    Poor Man    Farmer 2

- The poor man put some water and a stone in a pot. A farmer came by.
- What are you cooking?
- I'm making stone soup. It's delicious, but can you add something to it?
- Here are some ...
- Thank you very much!
- The poor man stirred his soup round and round. Soon another farmer came by.
- What are you cooking?
- I'm making stone soup. It's delicious, but can you add something to it?
- Here are some ...
- Thank you very much!
- The poor man stirred his soup. There was a big smile on his face.
- This stone soup is really delicious! Please, everyone, stay for dinner!



## Explanation

Adjectives describe nouns.

Adverbs describe verbs.

- 1 Read the story on page 73 again. Make a list of the adjectives and adverbs in your notebook.
- 2 Read the beginning of the story. Then complete with the adjectives and adverbs.

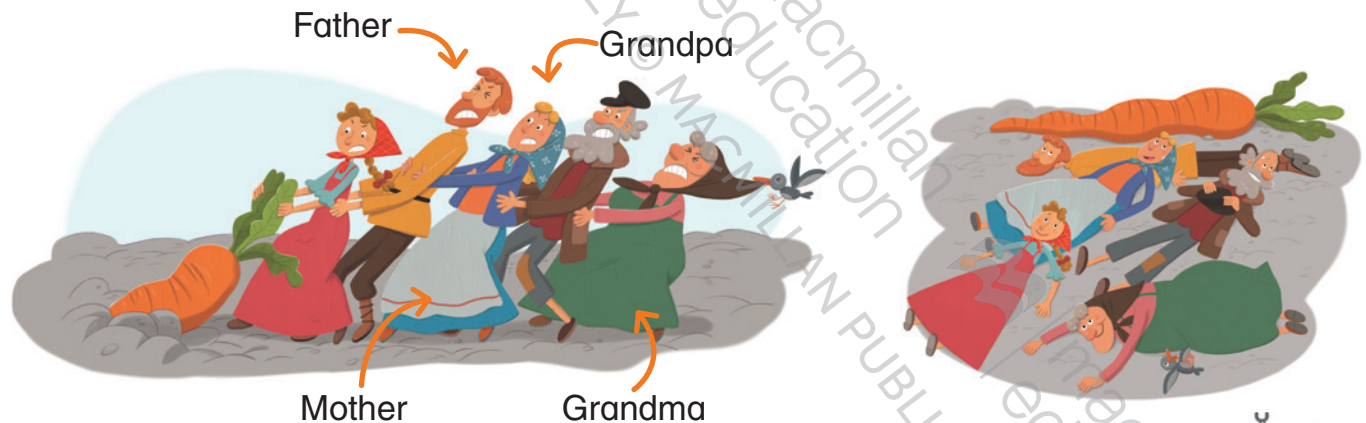
carefully   delicious   huge   ~~little~~   slowly   big

## The enormous carrot

Once upon a time a <sup>1</sup> little girl called Anna <sup>2</sup> \_\_\_\_\_ planted a carrot seed. She watched the seed <sup>3</sup> \_\_\_\_\_ grow into a <sup>4</sup> \_\_\_\_\_ carrot plant with <sup>5</sup> \_\_\_\_\_, green leaves. One day, she decided to pull up the carrot plant because she wanted to make some <sup>6</sup> \_\_\_\_\_ carrot soup. She started to pull up the carrot plant from the ground, and ...



- 3  What do you think happens next? Write the ending of the story in your notebook. **Be a star!** 



... she pulled and pulled, but it was no good! A tall man was walking past. It was her father, so Anna called, 'Father, Father, please help me!' Her father came quickly across the field and they pulled and pulled, but it was no good!



1  Discuss with a friend. What do you need to tell a story?

We need a setting to tell us where and when the story happens ...

2 In a story, there is a problem and a solution. Read the sentences and write *P* (problem) or *S* (solution).

1 Suddenly, she heard a phone ringing.

'Oh,' she said. 'It was in the cupboard all the time!'

**S**

2 Jack watched as it rained and rained and the water in the river got higher and higher.

3 They quickly climbed a tree.

4 Suddenly, her little dog ran away.

5 Adele couldn't find her phone.

6 He saw three men in a boat. He waved his arms to get their attention.

7 The man from next door rang the doorbell.

'Is this yours? It was sleeping in my garden!'

8 They saw a huge bear looking at them. There was no escape!

3 Look at Activity 2 and match the problems with the solutions.

1 5 and 1

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

4  2.26 Listen and write your ideas for a story.

**YOU NEED:** a piece of paper and a pencil

1 Listen to the questions and write your ideas.

2 Fold your paper over to cover your ideas.

3 Pass it to your neighbour.

4 Then follow the steps from 1 again.



5  Work in groups and use your ideas to make a story. **Be a star!** 