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# Bridge to Success

## Activity Book

2

*Bridge to Success* is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 2.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 2 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Caroline Linse and Elly Schottmann

# Bridge to Success

## Activity Book Term 2

2





United Arab Emirates  
Ministry of Education



# Bridge to Success

Activity Book

2

Caroline Linse and Elly Schottmann

Term 2 material 2017

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

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# Welcome to *Bridge to Success*

*Bridge to Success* is a twelve-grade course for learners of English as a second language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3.

*Bridge to Success Grade 2* consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.



The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.

- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools.

This Activity Book provides additional support, reinforcement and practice to the Learner's Book. Comprehensive support for teachers is provided in the Teacher's Guide. Comprehensive support for teachers is provided in the Teacher's Guide.

The following icons are used in this Activity Book:

-  pre-recorded listening activity
-  links to 21st Century Themes and/or Skills

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team



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# On the farm

## Lesson 1 Think about it What can you find on a farm?

### 1 Match the words

Draw a line from the word to the correct activity in the picture.

**a****b****c****d****1** planting**2** picking**3** driving**4** feeding

**I can say what people are doing.**

☺ yes      😊 sometimes      ☹ not yet

**I can say what I am doing.**

☺ yes      😊 sometimes      ☹ not yet

## Lesson 2 New words

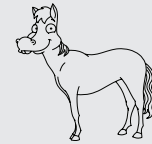
### 1 It's time to feed the animals!

Write a sentence for each photo.  
The Word box and Language tip  
will help you.

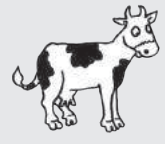
#### Word box



hen



horse



cow

1



She is feeding the cow.

2



3



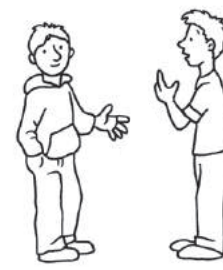
#### Language tip



**He is** feeding  
the animals.



**She is** feeding  
the animals.



**They are** feeding  
the animals.

## Lesson 3 Find out more

### 1 Look and find

Find the animal words  
and **circle** them.

### 2 Read and colour

Read the sentences.  
Colour the animals.

1 There is a brown cow.

2 There is a black and  
white cow.

3 There are two green ducks.

h o r s e g

c o w d h r

s s h e e p

k d u c k k

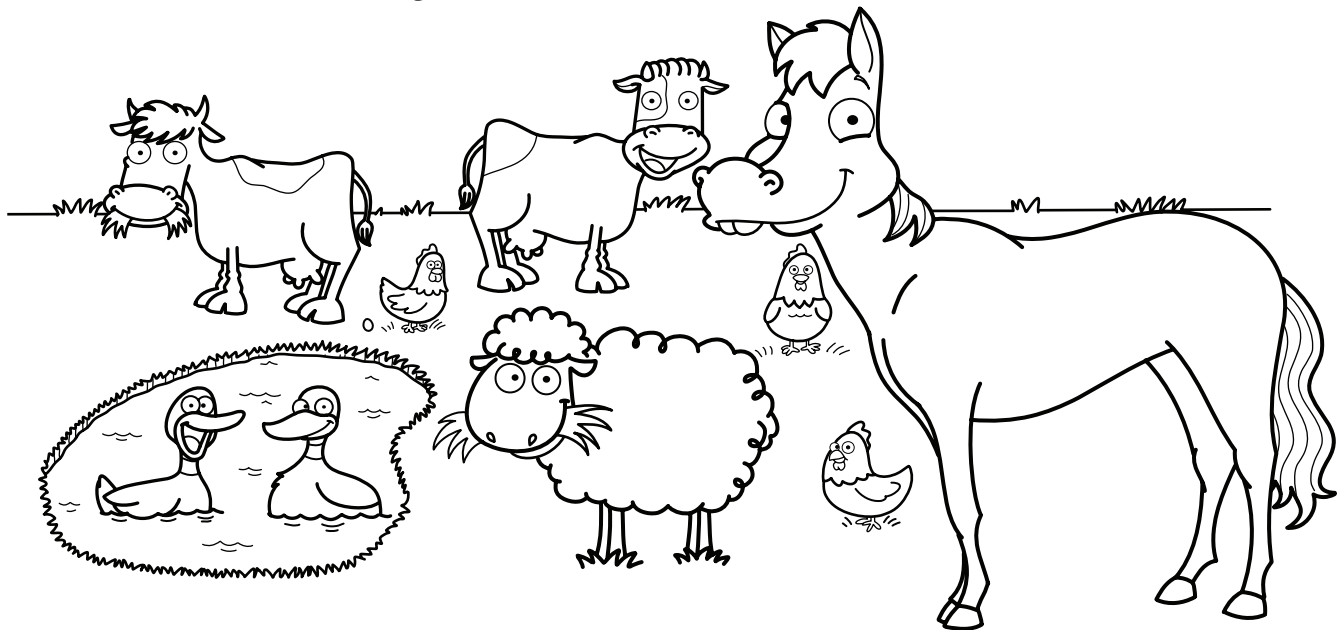
f w g o a t

h e n w f d

4 There \_\_\_\_\_ hens.

5 There \_\_\_\_\_ .

6 There \_\_\_\_\_ .



**I can name animals on a farm.**

😊 yes

😐 sometimes

😞 not yet

## Lesson 4 Find out more 2 Life cycles

### 1 Spell the words

Look at each picture. Write the jumbled letters in the right order.

1  s g g e \_ \_ \_ \_

2  e n h \_ \_ \_

3  c h k c i \_ \_ \_ \_

### 2 Write and order

Can you remember the life cycle?

Write the word, then number the sentences.

#### Word box

grows  
lays

eats



a A chick \_\_\_\_\_ inside the egg.



b The hen \_\_\_\_\_ an egg.



c The chick \_\_\_\_\_ .

## Lesson 5 Time to practise

### 1 Look and write

#### Word box

squirrel   duck   fish   hen   snake   cow  
rabbit   tiger   turtle   horse

<b>Animals that lay eggs</b>	<b>Animals that don't lay eggs</b>
hen	horse

### ★ Challenge

Can you think of two animals that lay eggs and can swim?

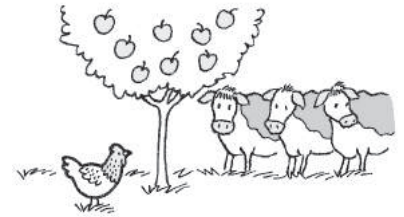
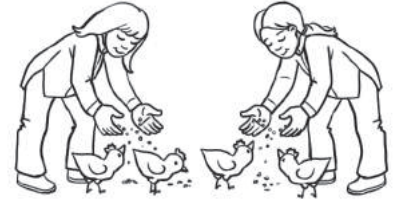
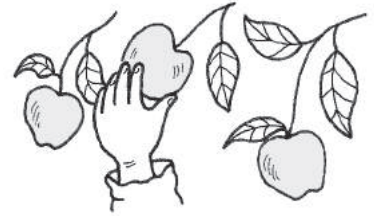
\_\_\_\_\_ and \_\_\_\_\_

## Lesson 6 My learning

### 1 Read and tick

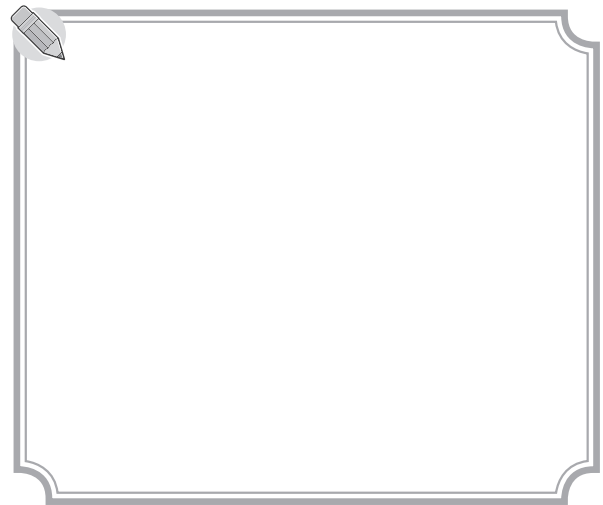
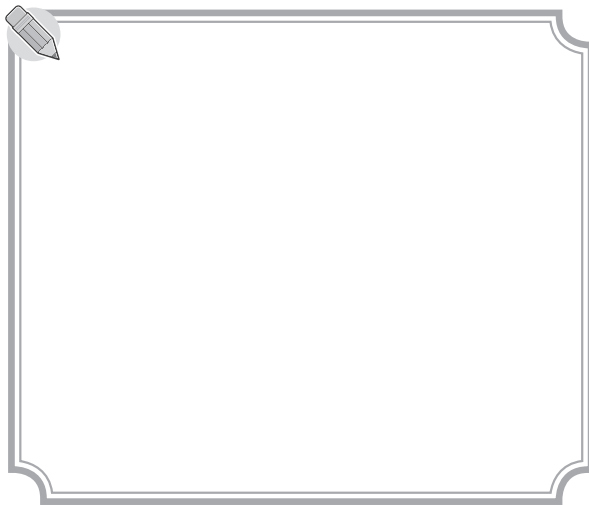
Look at the pictures. Tick the correct sentence.

- 1 **a** He is picking an apple.
- b** He is planting an apple.
- 2 **a** She is feeding the chicks.
- b** They are feeding the chicks.
- 3 **a** There are three horses.
- b** There are three cows.



### 2 Draw and write

Draw two pictures on a farm. Then write two sentences.



**I can talk about actions on a farm.**

☺ yes      ☹ sometimes      ☹ not yet

**I can name animals on a farm.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 7 Letters and sounds Short i

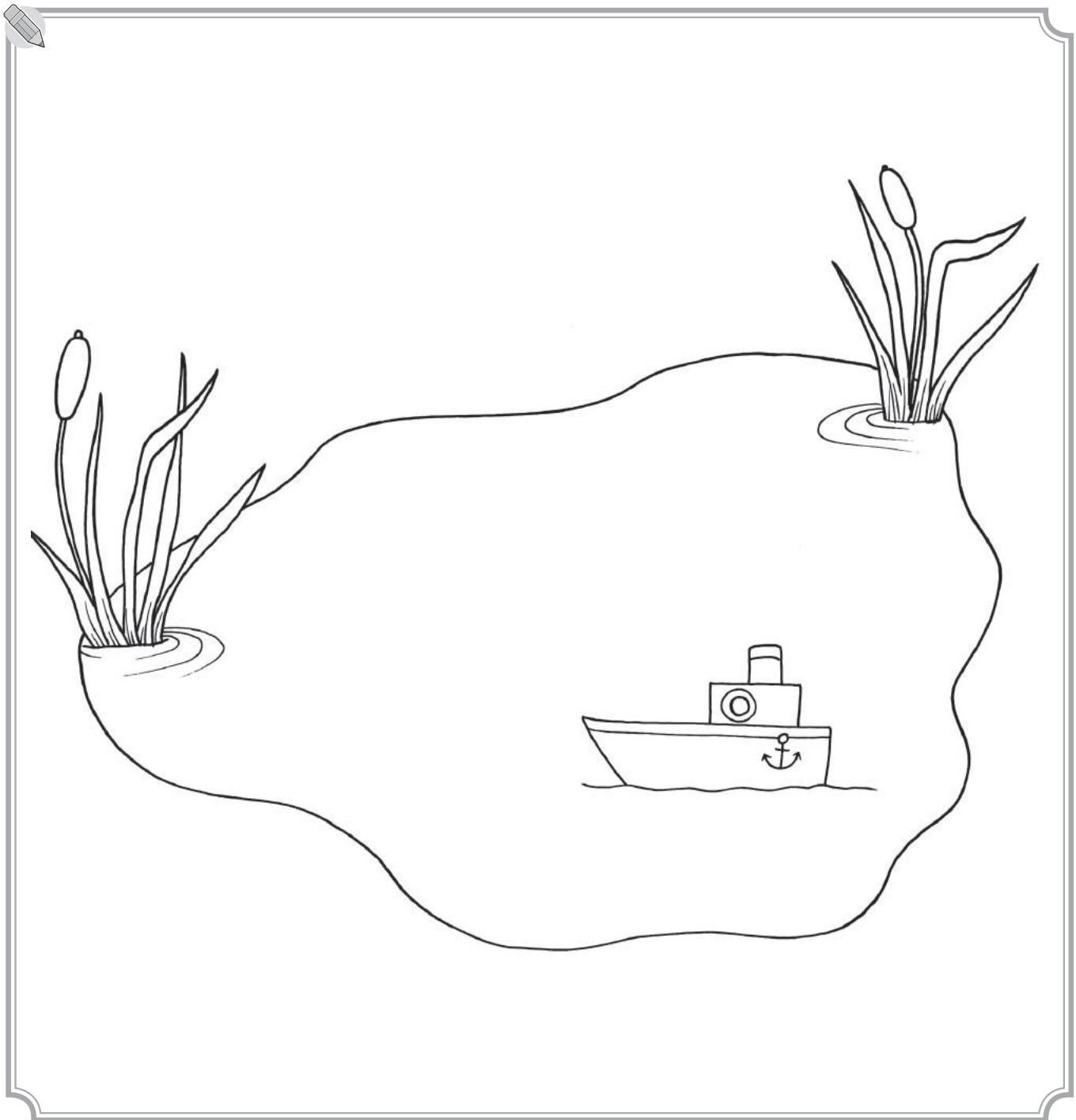
### 1 Read and draw

Draw six pink fish.

Draw a big stick.

Draw a red bug on the stick.

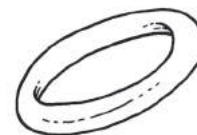
Draw a chick on the ship.



## Lesson 8 Read and listen

### 1 Rhyming words

Draw a line between the pictures that rhyme.



### 2 Animal crossword puzzle

Look at the small pictures.  
Write the words.

1 c

2

3

4 b

5 h

**I can read and write words with the short i sound.**

☺ yes

☹ sometimes

☹ not yet



## Lesson 9 Use of English

## Farm activities

### 1 What are they doing?

Look at the picture. Match the questions and answers.



- |                             |                            |
|-----------------------------|----------------------------|
| 1 What is the girl doing?   | a They're eating apples.   |
| 2 What is Dad doing?        | b He's fixing the truck.   |
| 3 What is the cow doing?    | c It's sleeping.           |
| 4 What are the ducks doing? | d She's feeding the horse. |
| 5 What are the boys doing?  | e They're walking.         |

### 2 Missing words

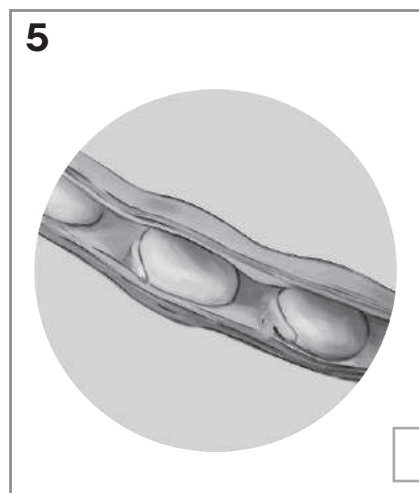
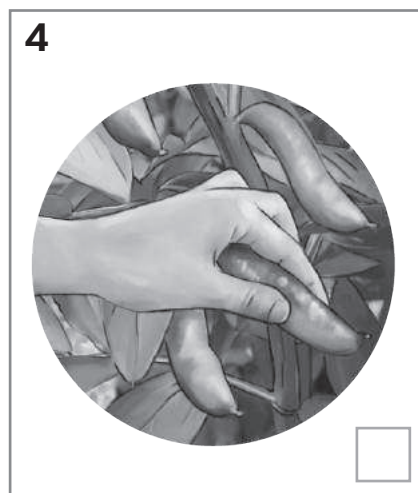
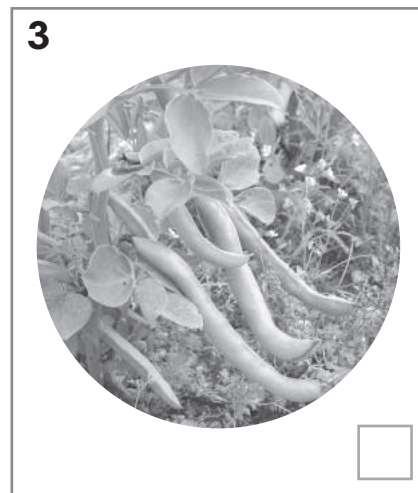
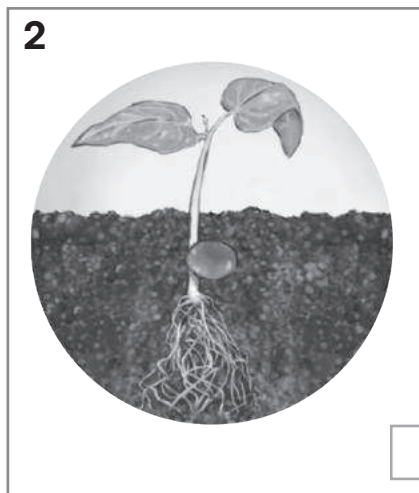
Look at the picture in Activity 1. Fill in the missing words. Use **yes**, **no** and **not**.

- 1 Are the ducks eating? No , they aren't .
- 2 Is the horse eating? \_\_\_\_\_ , it is.
- 3 Is the cow eating? \_\_\_\_\_ , it \_\_\_\_\_ .
- 4 Are the boys eating? \_\_\_\_\_ , they are.
- 5 Is the girl eating? \_\_\_\_\_ , she \_\_\_\_\_ .

## Lesson 10 Find out more

### 1 Read and match

Match the pictures and the sentences.



- a There are seeds in the bean.
- b A farmer is planting a seed.
- c The seed is becoming a plant.
- d The seed is growing.
- e A bean is growing on the plant.

## Lesson 11 Find out more 2

### 1 Look and write

Use the letters to write the words.

1 e e d s s \_\_\_\_\_

2 e n a b \_\_\_\_\_

3 l n a t p \_\_\_\_\_

4 e l f a \_\_\_\_\_

5 s t m e \_\_\_\_\_

6 o r s o t \_\_\_\_\_

### 2 Growing a plant

Grow a bean plant in a jar. Draw a picture. Label it. Use some of the words in the Word box.



#### Word box

roots  
stem  
leaf  
bean  
seed

Write a sentence about your bean plant.

## Lesson 12 My learning

### 1 Missing letters

Look and complete the words. Then draw a picture for each word in your notebook.

1 f\_\_sh

3 s\_\_ed

5 car\_\_ots

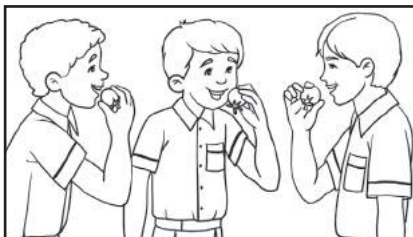
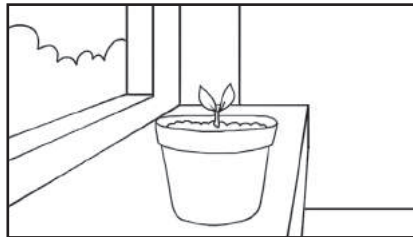
2 le\_\_f

4 pe\_\_pers

6 ro\_\_ts

### 2 Read and answer

Look at the pictures and write the answers in your notebook.



1 Is he planting a potato?

4 Is he picking strawberries?

2 Is it growing?

5 Are they eating tomatoes?

3 Are they collecting sticks?

**I can name vegetables and the parts of a bean plant.**

☺ yes      ☹ sometimes      ☹ not yet

**I can answer questions about what people are doing.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 13 Read and answer

### 1 About the story

Read and circle the answer. What is the **setting** of the story?

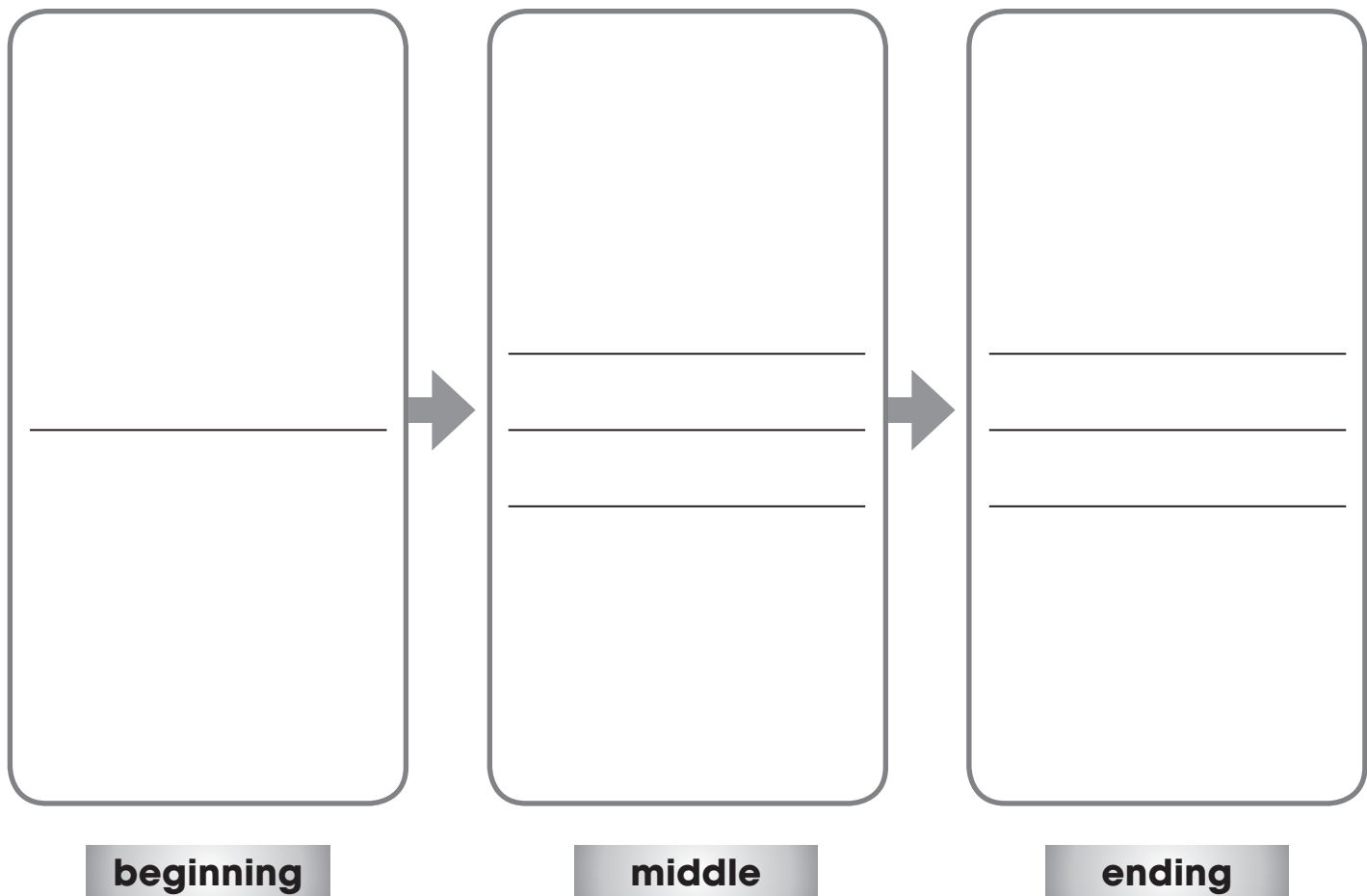
1 a school

2 a farm

3 a park

### 2 The story structure

A story has a **beginning**, a **middle** and an **ending**. Read the sentences in the Word box. Where do they go in the story? Complete the diagram.



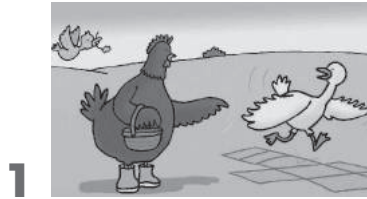
### Word box

- 1 Chick is busy.    2 Duck is busy.    3 Duck is washing the dishes.  
4 They are eating the bread.    5 Little Red Hen is grinding the wheat.  
6 Little Red Hen is making bread today.    7 Chick is sweeping.

## Lesson 14 Think about it

### 1 Is it true?

Look at the pictures. Read the sentences. Circle **yes** or **no**.



Little Red Hen is talking to Duck.

yes no



Bird is helpful.

yes no



Chick and Duck are helpful.

yes no



The bread is delicious.

yes no



Little Red Hen is sad.

yes no

### 2 Favourite character

Who's your favourite character?

Circle your answer.



Little Red Hen



Bird



Chick



Duck

Ask a friend, 'Who's your favourite character?'

Write the answer: \_\_\_\_\_

Do you and your friend have the same favourite character?

yes no



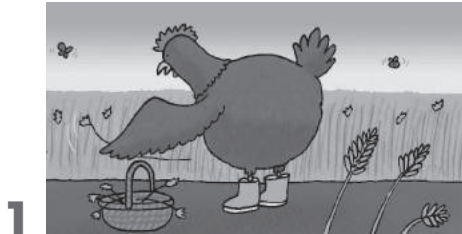
## Lesson 15 Time to practise

### 1 Little Red Hen

Write the missing words in the story.  
Use words from the Word box.

#### Word box

Duck    are    is  
bread    Chick    Hen



Little Red \_\_\_\_\_ is picking the wheat.



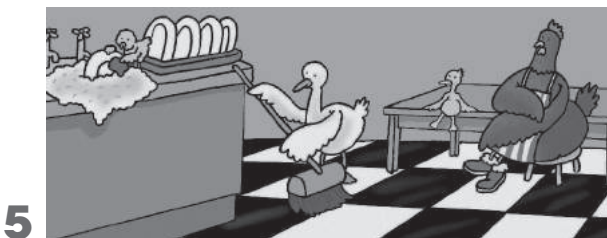
Little Red Hen \_\_\_\_\_ grinding the wheat.



Little Red Hen is making the \_\_\_\_\_ .



All the friends \_\_\_\_\_ eating the bread.



\_\_\_\_\_ is washing the dishes.

\_\_\_\_\_ is sweeping the floor.

**I can say what people and animals are doing.**

😊 yes

😊 sometimes

😞 not yet

# Lesson 16 Letters and sounds initial h

## 1 Look and circle

Circle the words with the **h** sound.

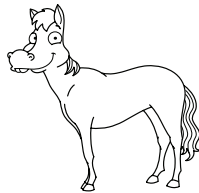
1



3



2



4



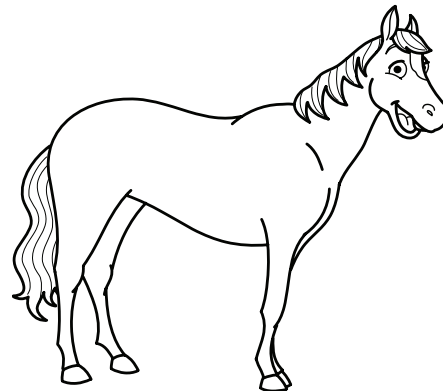
## ★ Challenge

Which body parts start with **h**?

\_\_\_\_\_ and \_\_\_\_\_ .

## 2 Read and draw

Horse has Hen's hat. Draw the hat.



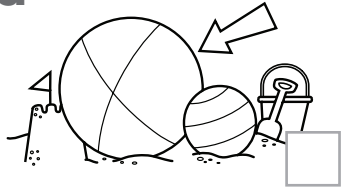


# Lesson 17 My learning

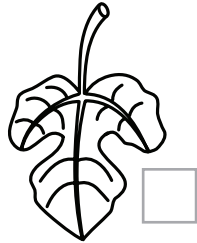
## 1 The odd one out

Tick the picture that has the short **i** sound.

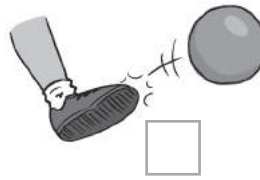
**a**



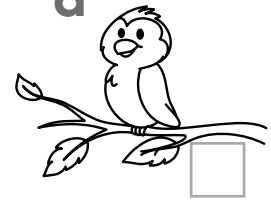
**b**



**c**



**d**

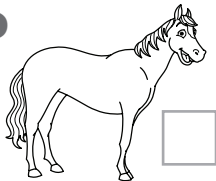


Tick the word that doesn't have the initial **h** sound.

**a**



**b**



**c**

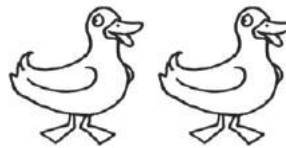
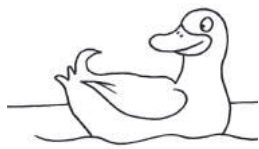


**d**



## 2 Questions and answers

Look at the pictures and answer the questions.  
Use the words from the Word box.



### Word box

No, they aren't.  
Yes, it is.  
No, he isn't.

1 Is the duck swimming? \_\_\_\_\_ .

2 Is the boy eating a fig? \_\_\_\_\_ .

3 Are the ducks swimming? \_\_\_\_\_ .

**I can say and read words with the short **i** and initial **h** sounds.**

☺ yes      ☹ sometimes      ☹ not yet

**I can answer questions about what something is doing.**

☺ yes      ☹ sometimes      ☹ not yet

# Unit 6

# My five senses

## Lesson 1 Think about it How do we use our five senses?

### 1 My five senses

Read the sentences and write the missing words. The words are in the *Word box*.

#### Word box

hear    taste    see  
touch    smell

- 1 I \_\_\_\_\_ with my eyes.
- 2 I \_\_\_\_\_ with my ears.
- 3 I \_\_\_\_\_ with my nose.
- 4 I \_\_\_\_\_ with my mouth.
- 5 I \_\_\_\_\_ with my hand.



### ★ Challenge

Look around you. What can you see?

I can see \_\_\_\_\_.

Listen to the sounds around you. What can you hear?

**I can talk about my five senses.**

☺ yes

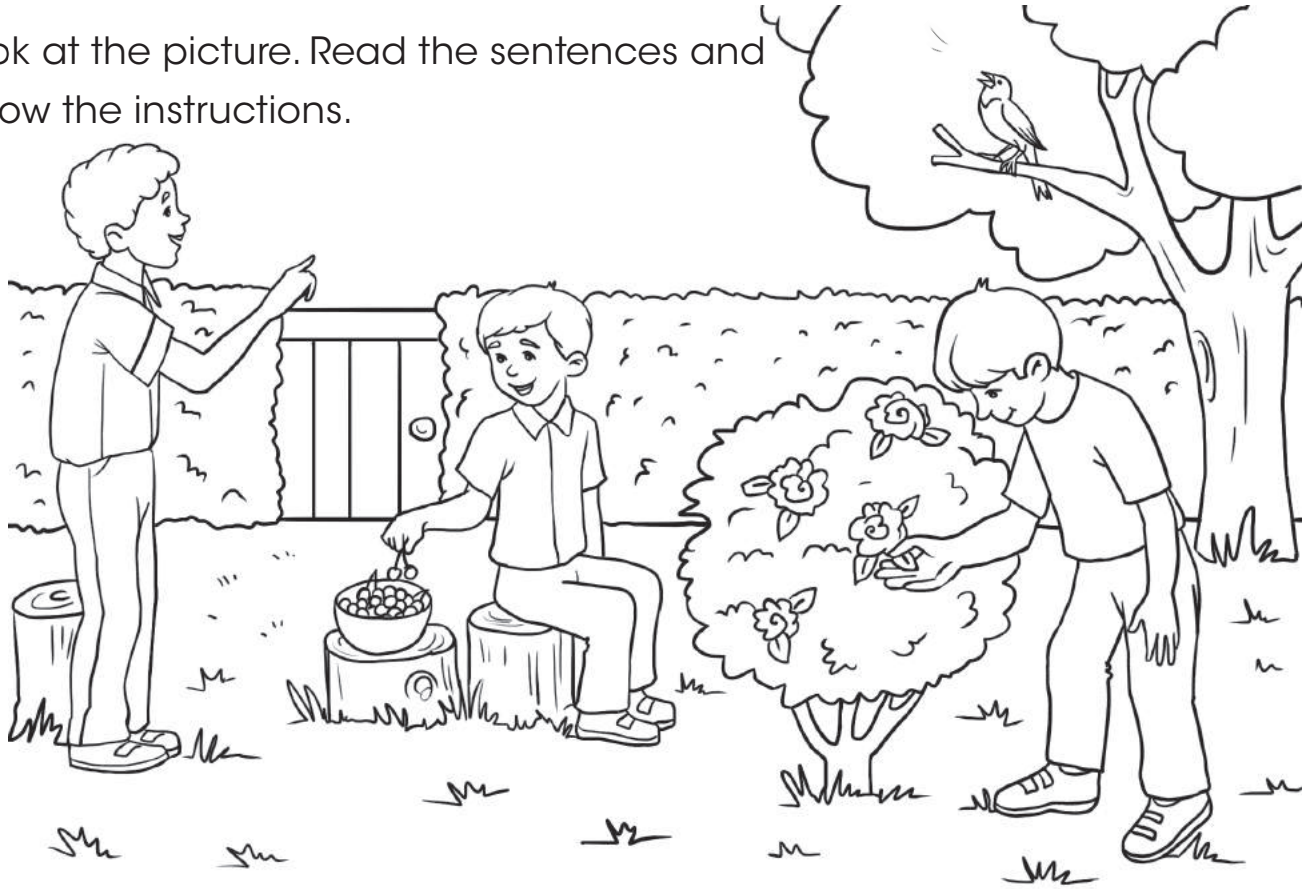
☺ sometimes

☹ not yet

## Lesson 2 New words

### 1 Read and colour

Look at the picture. Read the sentences and follow the instructions.



Find something you can **smell**. Colour it **yellow**.

Find something you can **taste**. Colour it **red**.

Find something you can **hear**. Colour it **blue**.

### 2 Animals

Match the pictures and the words.

1



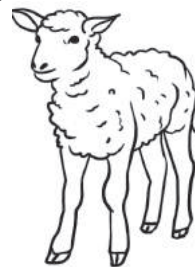
2



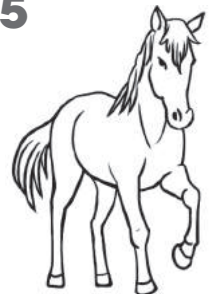
3



4



5



a sheep

b duck

c bird

d horse

e cat

## Lesson 3 Find out more Using your five senses

### 1 What can you see from your window?

Draw a picture and write a sentence.



From my window I can see \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**I can talk about things I can see.**

😊 yes



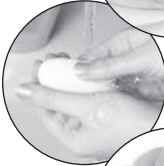


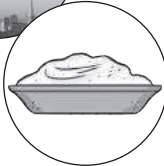
😊 sometimes

😞 not yet

## Lesson 4 Time to practise

### 1 Smelling

Do you like these smells? Colour ☺ or ☹. Write **Yes, I do.** or **No, I don't.**

- 1  flowers ☺ ☹ \_\_\_\_\_
- 2  fish ☺ ☹ \_\_\_\_\_
- 3  soap ☺ ☹ \_\_\_\_\_
- 4  bananas ☺ ☹ \_\_\_\_\_
- 5  smoke ☺ ☹ \_\_\_\_\_
- 6  labneh ☺ ☹ \_\_\_\_\_

### ★ Challenge

Write three smells that you like.

\_\_\_\_\_

**I can say how things smell.**

☺ yes      ☺ sometimes      ☹ not yet

# Lesson 5 Find out more

## 1 Touching

How do the objects feel? Choose words for each object from the Word box.

### Word box



soft

hard

round

flat

short

long

big

little

smooth

rough

1



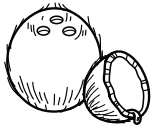
a ring

hard

round

little

2



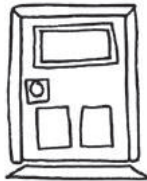
a coconut

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3



a door

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4



an apple

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5



a quilt

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6



a noodle

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ★ Challenge

Draw something that is little and soft.

Write the word. \_\_\_\_\_



## Lesson 6 My learning

### 1 Which one is the odd one out?

Look and circle.



sun apple bread



rock rabbit sky



train star cow



fish onion rug

### 2 Answer the question

Circle the correct word and then write your answer.

Do you like the **smell** / **taste** of perfume? \_\_\_\_\_

Do you like the **smell** / **taste** of ice cream? \_\_\_\_\_

### 3 Write questions

Now write two questions. Ask your partner and write his or her answers.

Do you like \_\_\_\_\_ ? \_\_\_\_\_

Do you like \_\_\_\_\_ ? \_\_\_\_\_

**I can talk about my five senses.**

☺ yes      😐 sometimes      ☹ not yet

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

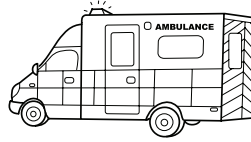
☺ yes      😐 sometimes      ☹ not yet

## Lesson 7 Find out more

### 1 How does it sound?

Read the questions. Circle the picture.

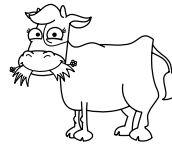
1 Which is loud?



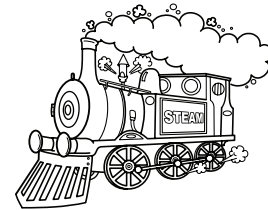
2 Which is quiet?



3 Which makes a high sound?



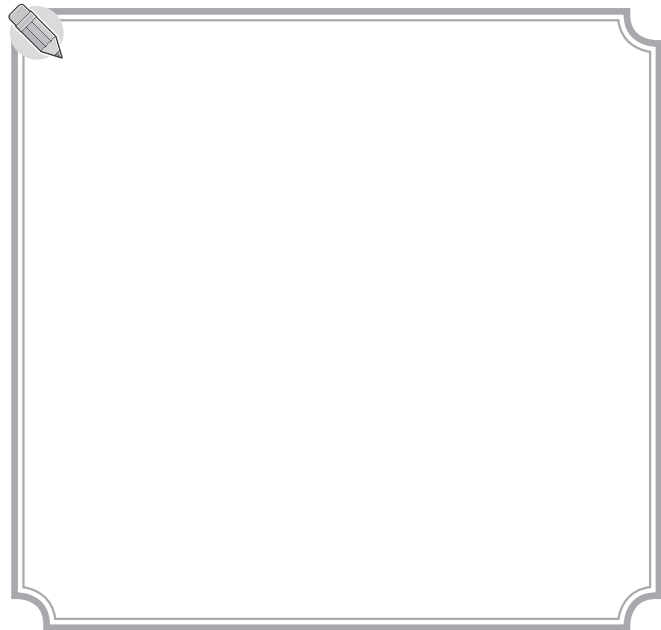
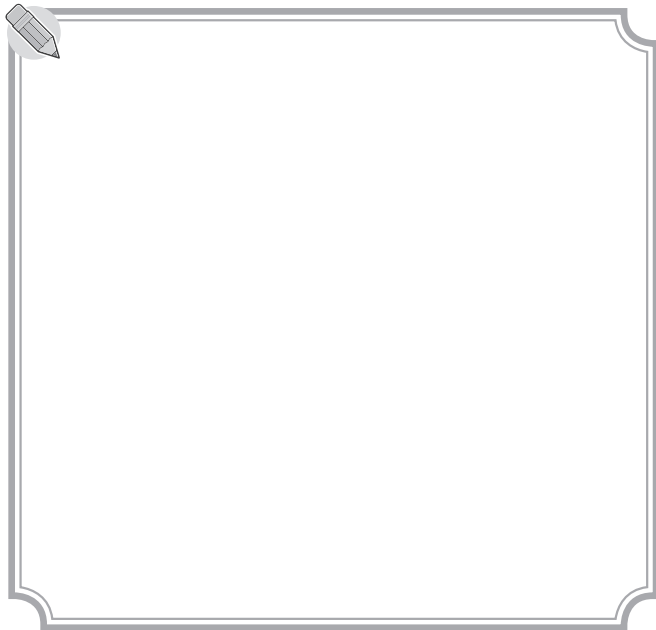
4 Which makes a low sound?



### 2 Write and draw

A \_\_\_\_\_ is loud.

A \_\_\_\_\_ is quiet.



**I can say how things sound.**

☺ yes

☹ sometimes

☹ not yet



## Lesson 8 Find out more 2

### 1 Write and match

Unscramble the words and write. Then match to the food.

1 r o s u    sour

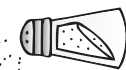
2 l d c o    \_\_\_\_\_

3 w e e t s    \_\_\_\_\_

4 u i c j y    \_\_\_\_\_

5 t o h    \_\_\_\_\_

6 l t s a y    \_\_\_\_\_

a  salt

b  lemon

c  cake

d  watermelon

e  ice cream

f  coffee

### 2 Write and draw

Draw your favourite food. Then write two sentences.

I like \_\_\_\_\_ .    It tastes \_\_\_\_\_ .



**I can say how things taste.**

😊 yes

😊 sometimes

☹ not yet

## 1 Word snake

Find these words in the *Word snake*. Circle them.

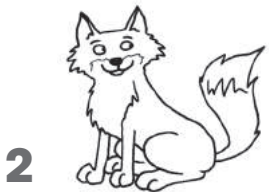
Then write the words next to the pictures.



\_\_\_\_\_ top \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



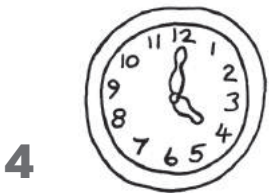
\_\_\_\_\_



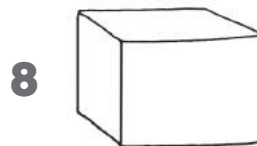
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

asboxpthfrogksslsockprgtoparrfoxbbzclockjsrockqulogshirt

**I can read and write words with the short o sound.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 10 Read and listen

### 1 Tick, tock, hop!

Read the story again in the Learner's Book (page 124).

Then read the questions. Circle the answers.

1 What makes the sound Tick tock. Tick tock?

the pond

a clock

2 Who hits a rock with two sticks?

Bob the frog

Fred the fox

3 What makes the sound Flip, flop. Flip, flop?

the fish in the pond

a clock on a rock

4 Which animals can hop?

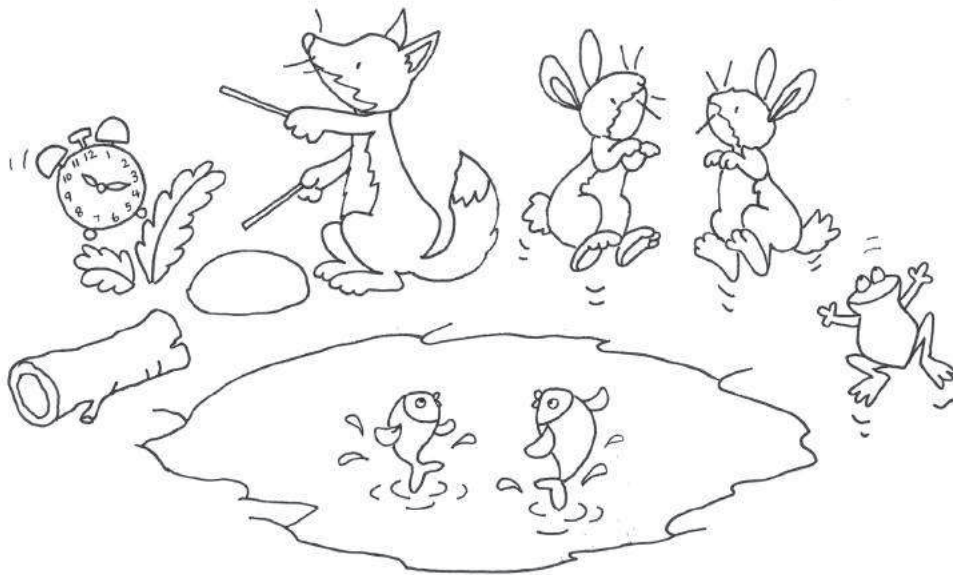
the fish and the fox

the rabbits and the frog



### 2 Read and colour

Follow the instructions under the picture.



Colour the pond blue.

Colour the frog green.

Colour the clock yellow.

Colour the fox orange.

Colour the log brown.

Colour the rock grey.

## Lesson 11 Letters and sounds

### 1 Find a rhyme

Find two words that rhymes with **tock**. \_\_\_\_\_

### Challenge

Write a sentence with words from the Word box. Draw it.

#### Word box

frog log rock fox pond hops hot is on the in



A large rectangular box with a decorative border and rounded corners, intended for drawing a scene related to the challenge.

## Lesson 12 My learning

### 1 Unscramble

Write the words and draw. Then write a word that rhymes.

1 k o c s \_\_\_\_\_

2 o x b \_\_\_\_\_

3 f g o r \_\_\_\_\_

4 t p o \_\_\_\_\_

	_____
	_____
	_____
	_____

### 2 Look and write

Write two sentences. Use the words in the Word box.

#### Word box

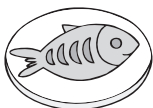
fox	fish	tastes	rock
salty	train	loud	is

1



The fox is on a rock.

2



The \_\_\_\_\_.

3



The \_\_\_\_\_.

**I can read and write words with the short o sound.**

☺ yes      ☹ sometimes      ☹ not yet

**I can identify words that rhyme.**

☺ yes      ☹ sometimes      ☹ not yet

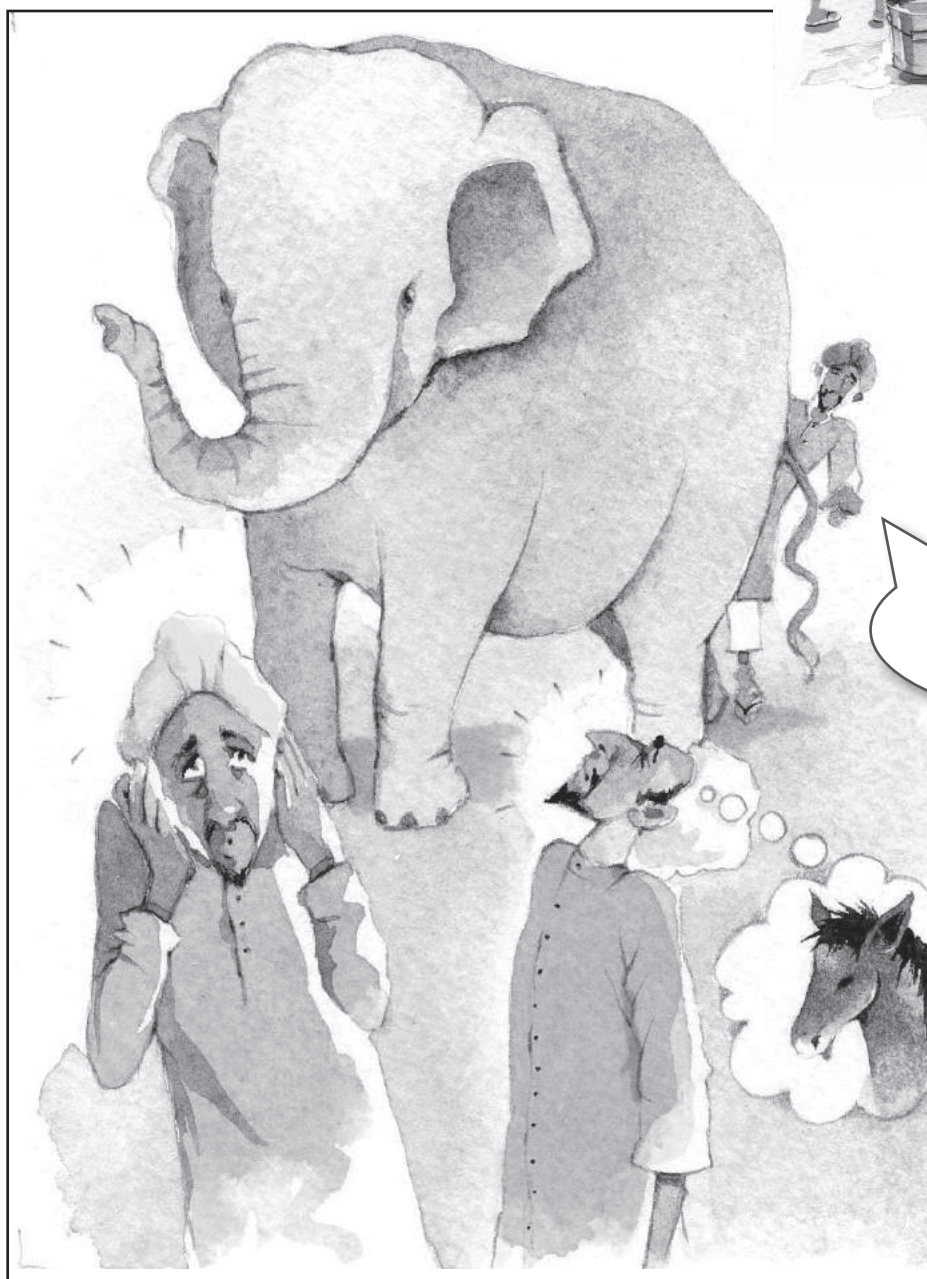
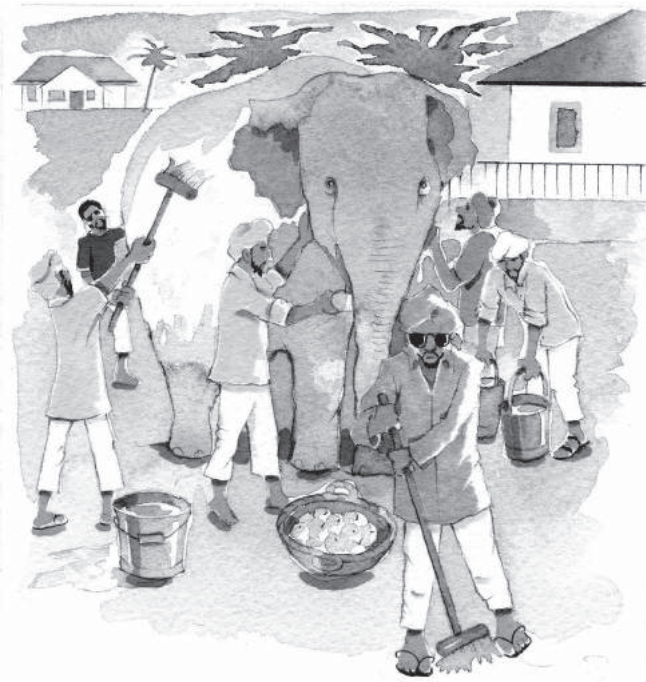
## Lesson 13 Read and listen

### 1 Five friends and the elephant

In the story, five blind friends meet an elephant. Read the sentences below.

Do the friends use their ears, nose, or hands to learn each new thing?

Draw lines to the correct parts of the picture.



The elephant has a long, wiggly tail.

The elephant has a loud voice.

The elephant smells like a horse.



## Lesson 14 Think about it

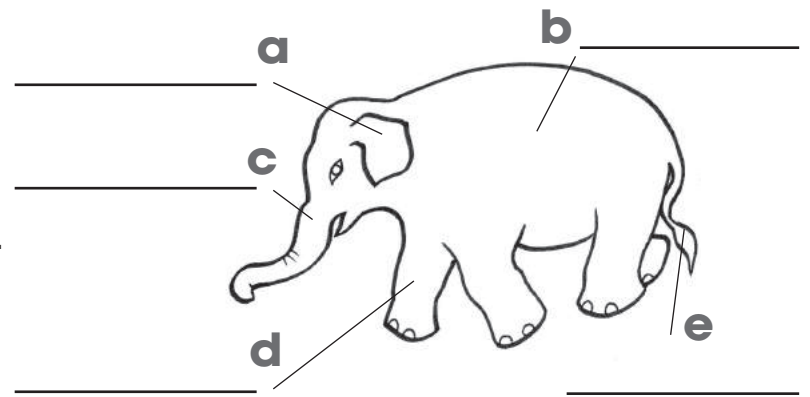
### 1 Parts of the elephant

Look at the picture of the elephant.

Write the correct words on the lines.

#### Word box

leg trunk side tail ear

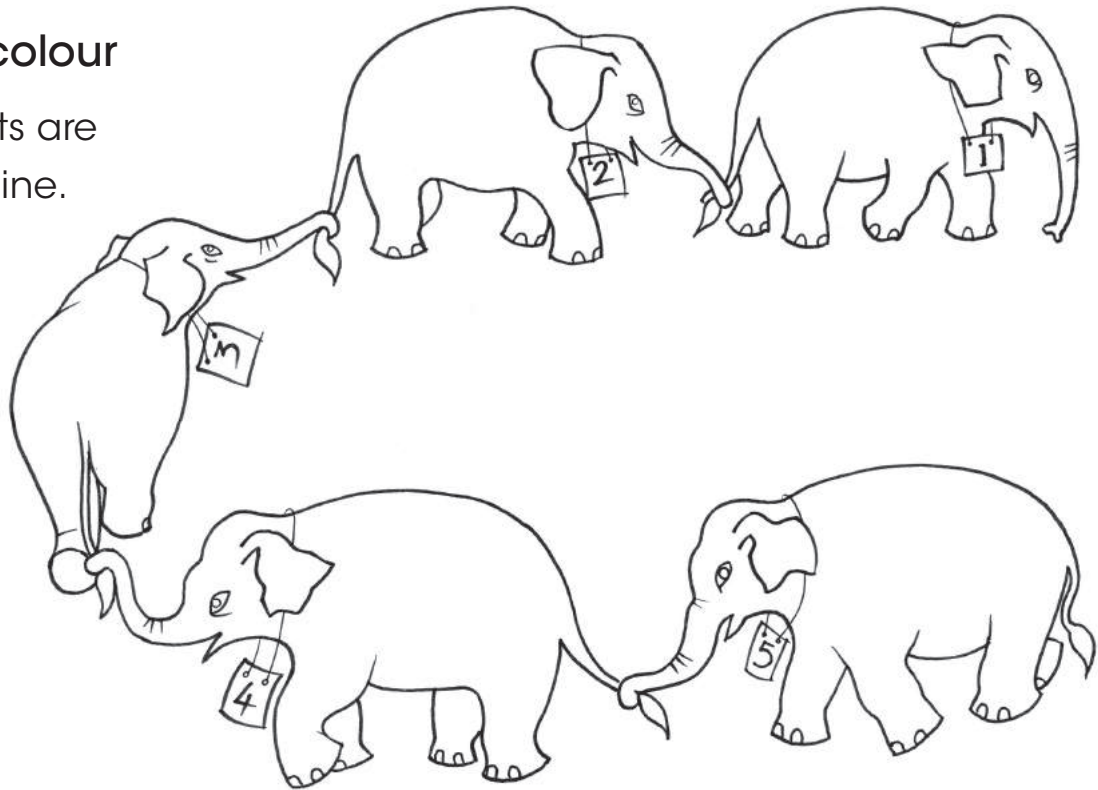


### 2 Read and colour

Five elephants are walking in a line.

Read the sentences.

Follow the instructions.



Colour the third elephant yellow. Colour its ears orange.

Colour the first elephant grey. Colour its tail red.

Colour the fifth elephant pink. Colour its trunk purple.

Colour the second elephant brown. Colour its legs green.

Colour the fourth elephant blue. Draw a hat on its head.

### I can name the parts of an elephant.

😊 yes

😐 sometimes

😞 not yet

## Lesson 15 Think about it 2

### 1 Read and write

Read the sentences. Write the correct word from the Word box in the space.

Then write the letter of the picture in the Learner's Book.

#### Word box

fourth first second  
third fifth

The five friends help take care of the elephant.

The 2 \_\_\_\_\_ friend feels the elephant's side.  f

The 4 \_\_\_\_\_ friend feels the elephant's ear. \_\_\_\_\_

The 1 \_\_\_\_\_ friend feels the elephant's tail. \_\_\_\_\_

The 3 \_\_\_\_\_ friend feels the elephant's leg. \_\_\_\_\_

The 5 \_\_\_\_\_ friend feels the elephant's trunk. \_\_\_\_\_

### 2 Questions and answers

Match the questions and the answers.

- |  |  |
|--|--|
| <b>1</b> What do the friends want to do?         | <b>a</b> It feels like a fan.            |
| <b>2</b> What does the elephant's ear feel like? | <b>b</b> They want to meet the elephant. |
| <b>3</b> What does the elephant smell like?      | <b>c</b> It smells like a horse.         |



# Lesson 16 Letters and sounds

## 1 Word scramble

Unscramble the words. Then match them to the pictures.

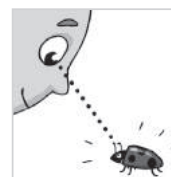
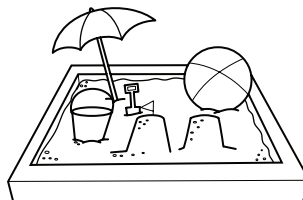
1 n s k a e \_\_\_\_\_

2 e s e \_\_\_\_\_

3 a n d s \_\_\_\_\_

4 d e s e \_\_\_\_\_

5 s i t k c \_\_\_\_\_



## 2 Write and draw

Write a sentence and draw a picture.

Word box

sand sky snake star



There is a \_\_\_\_\_ in the \_\_\_\_\_.

## Lesson 17 My learning

### 1 Fill in the gap

Complete the sentences with words from the Word box. Which word doesn't have the initial **s** sound?

#### Word box

see      feels    sock  
sun      snake

- 1 There is a yellow \_\_\_\_\_ in the sky.
- 2 The \_\_\_\_\_ is in the sand.
- 3 The five friends can't \_\_\_\_\_.
- 4 The elephant's tail \_\_\_\_\_ like a rope.
- 5 The \_\_\_\_\_ is very soft.

### 2 Draw

Now choose a sentence and draw.



**I can use ordinal numbers to identify the sequence of actions.**

☺ yes      ☹ sometimes      ☹ not yet

**I can read and write words with the initial s sound.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 18 Letters and sounds

## ox, og, ot, ock and op

### 1 Follow and colour

Follow the line to a colour.

Then match to a word that rhymes and colour it.

1 rock

2 top

3 log

4 box

red

yellow

blue

pink

a hop

b fox

c sock

d frog

### 2 Read and write

Look at the words in the box. Complete the sentences.

#### Word box

rock	clock	lock	fox
box	shop	top	

1 The \_\_\_\_\_ sees the \_\_\_\_\_.

2 There is a \_\_\_\_\_ in the \_\_\_\_\_.

**I can read and write words that end in ox, og, op, ock and ot.**

😊 yes

😊 sometimes

😞 not yet

# Unit 7

# Let's go!

## Lesson 1 Think about it

## How do we travel around?

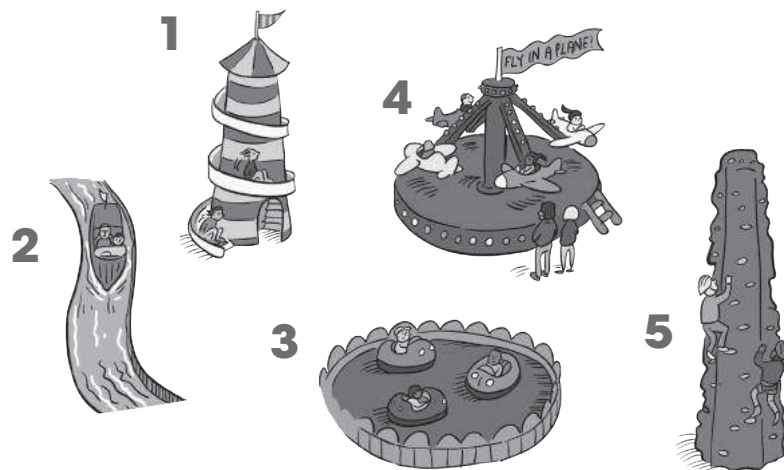
### 1 What do we do on a bus?

Tick the correct answers.

- |                 |                          |                             |                          |
|-----------------|--------------------------|-----------------------------|--------------------------|
| sit down        | <input type="checkbox"/> | drink water                 | <input type="checkbox"/> |
| drive the bus   | <input type="checkbox"/> | buckle up                   | <input type="checkbox"/> |
| play ball games | <input type="checkbox"/> | say hello to the bus driver | <input type="checkbox"/> |

### 2 Rides at Fun Land

Match the picture to the word.



- a plane
- b tower
- c slide
- d river
- e car

### 3 Draw and write

Draw a picture of you on a ride at Fun Land.  
Write a sentence about it.

I'm on the \_\_\_\_\_  
at \_\_\_\_\_.



## Lesson 2 New words

### 1 My favourite ride

Which is your favourite ride?

My favourite ride is the \_\_\_\_\_.

Ask a friend. Write the answer.

\_\_\_\_\_’s favourite ride is the \_\_\_\_\_.

Do you and your friend have the same favourite ride?  yes  no

### 2 What can we do?

Complete the sentences with the words from the Word box.

#### Word box

climb slide drive fly float

- 1 What can you do on a slide? I can \_\_\_\_\_ down a slide.
- 2 What can you do on a tower? I can \_\_\_\_\_ up a tower.
- 3 What can you do in a river? I can \_\_\_\_\_ down a river.
- 4 What can you do in a plane? I can \_\_\_\_\_ in a plane.
- 5 What can you do in a car? I can \_\_\_\_\_ in a car.

#### I can talk about how I move.

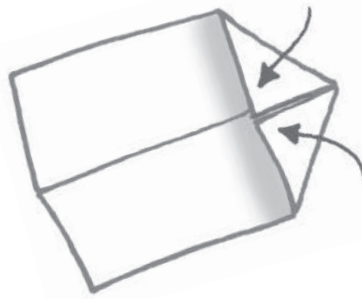
yes       sometimes       not yet

## Lesson 3 Find out more Make a plane

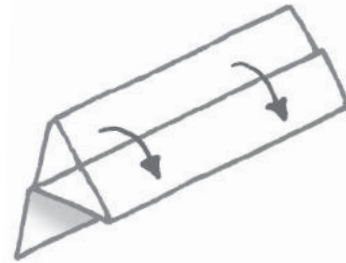
### 1 How to make a plane

Put the pictures in the correct order. Write numbers 1–5 in the boxes.

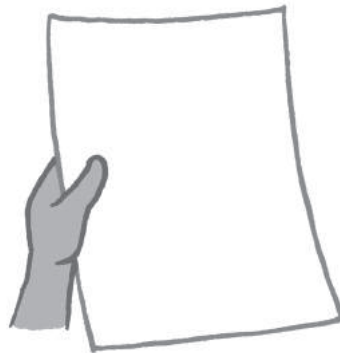
Fold the top corners down to the middle.



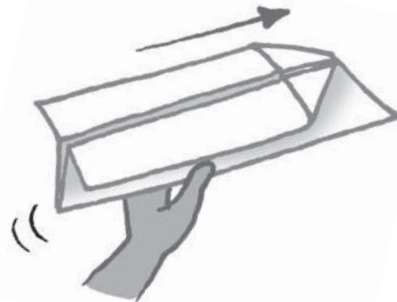
Bend the wings a little bit.



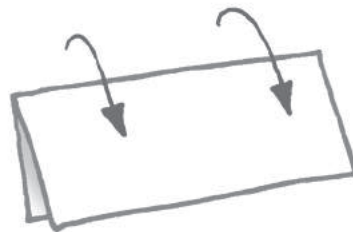
Choose your favourite coloured paper.

 1

Fly your paper plane.



Fold the piece of paper down the middle.



### 2 Plane race

Have a plane race with your partner.  
Write the name of the winner.

\_\_\_\_\_’s plane  
was first.

Draw a picture of your plane race.



## Lesson 4 Find out more 2

### 1 Read and colour

Follow the instructions under the picture.

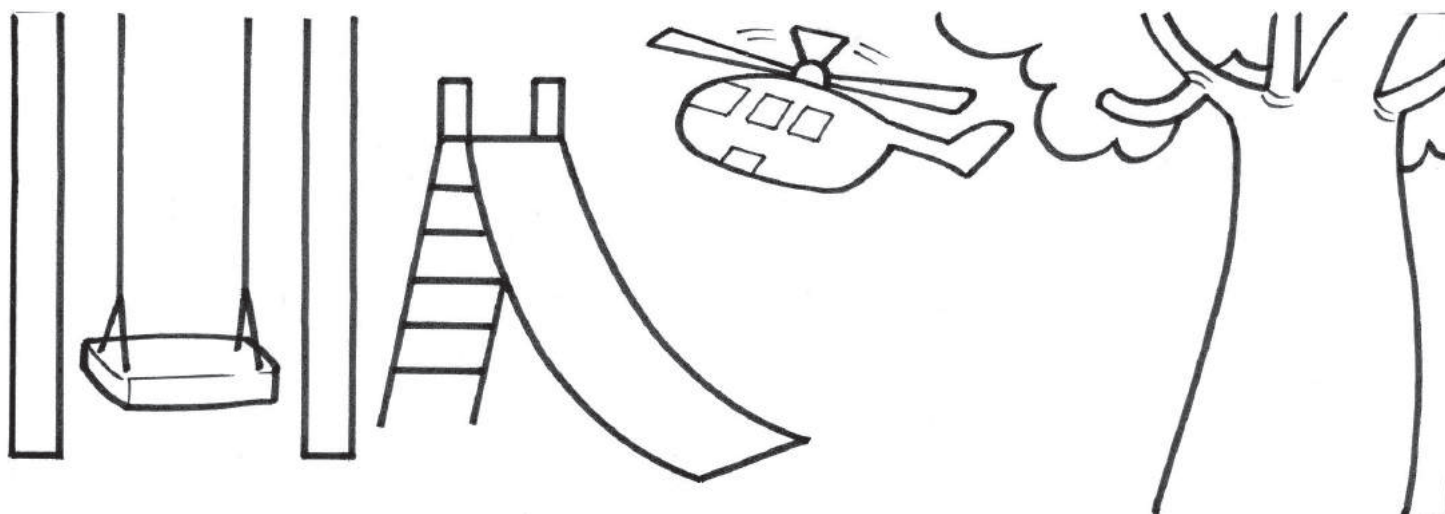
Colour the helicopter yellow.

Draw a green plane flying in the sky.

Draw a brown cat climbing up the tree.

Draw a boy on the slide. He is wearing a red jacket.

Draw a girl on the swing. She is wearing a hat.



### 2 Questions and answers

Look at the picture in Activity 1. Write the answers.

1 Where is the brown cat? It is climbing up the \_\_\_\_\_.

2 What is the boy wearing? He is wearing a \_\_\_\_\_.

3 What is the girl wearing? \_\_\_\_\_.

4 What colour is the plane? \_\_\_\_\_.

**I can understand simple instructions.**

😊 yes

😊 sometimes

😞 not yet

# Lesson 5 Letters and sounds k sound

## 1 k sound

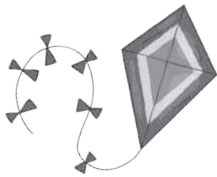
Which letter makes the **k** sound? Circle the letter.



c k



c k



c k



c k



c k



c k

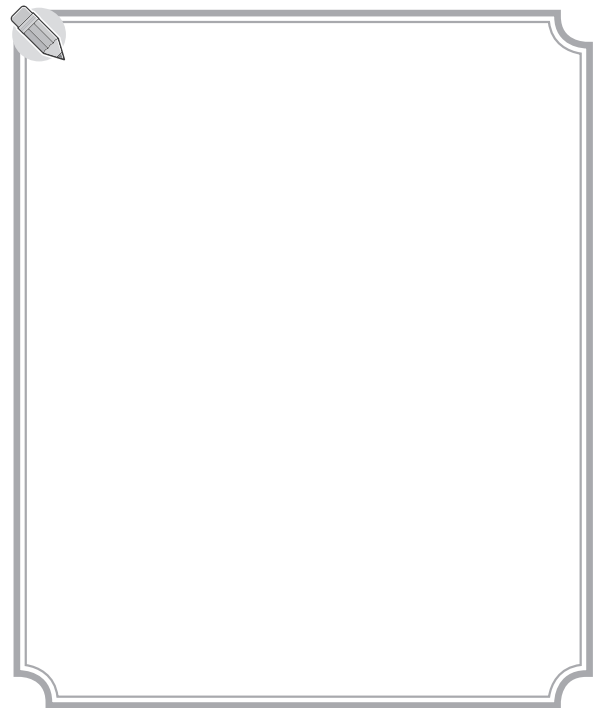
## 2 Write and draw

Complete the sentence. Use two words from the Word box. You can use other words too. Draw a picture of your sentence.

### Word box

camel    kayak    king    kite  
cake    car    colourful

The \_\_\_\_\_ is \_\_\_\_\_.



**I can say words that start with the k sound.**

😊 yes

😐 sometimes

😞 not yet



## Lesson 6 My learning

Can you climb a tower?

Yes, I can.

No, I can't.

### 1 Class survey

Talk to three people. Complete the chart.

Can you...?	Name	Name	Name
climb a tower			
make a plane			
drive a car			

### 2 Look and write

Look at the information in your chart. Write two sentences.

1 \_\_\_\_\_ can / can't \_\_\_\_\_ .

2 \_\_\_\_\_ .

### 3 Read and circle

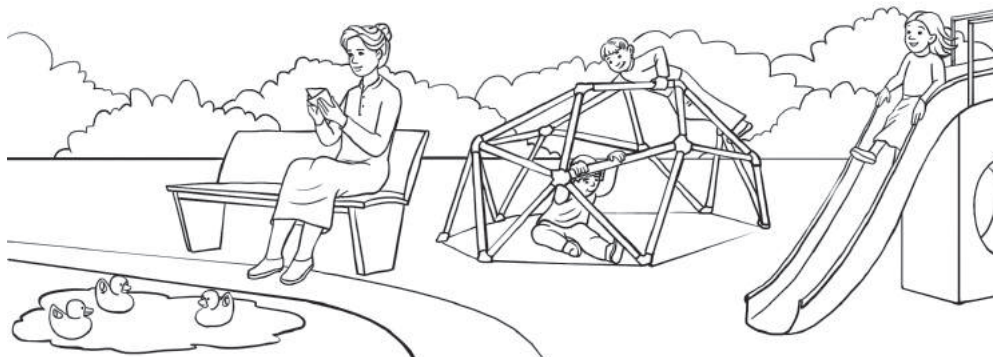
Read the sentences. Then look at the picture and circle.

1 A duck is floating in a pond.

3 Mum is folding paper.

2 A girl is sliding down a slide.

4 A boy is climbing a tower.



**I can talk about things I can do.**

😊 yes

😊 sometimes

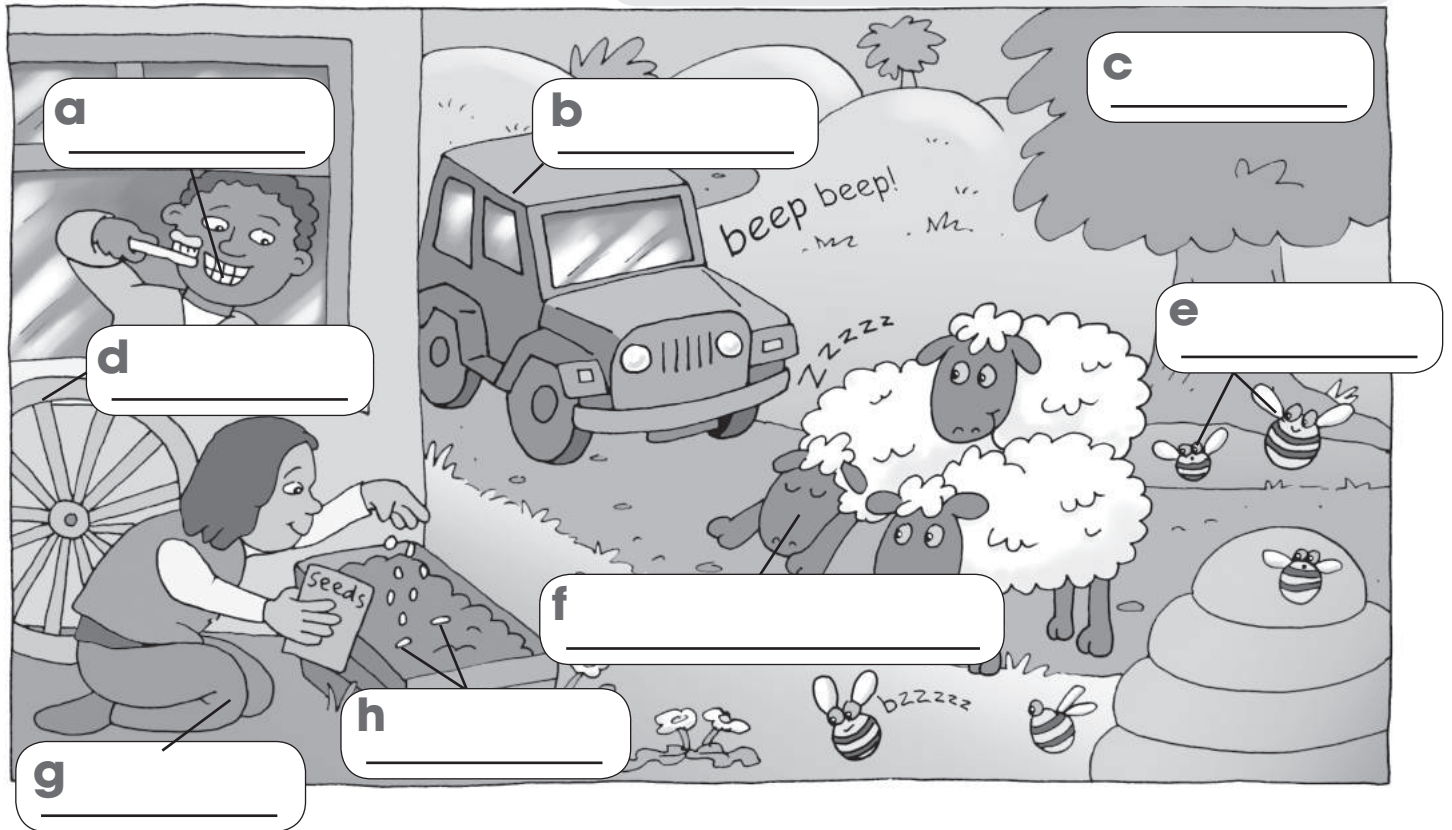
😞 not yet

1 What's in the picture?

Write the words on the labels.  
The Word box will help you.

Word box

teeth seeds bees knees tree  
Jeep a sleeping sheep wheel



2 How many?

Look at the picture. Answer the questions with a word.

1 How many wheels can you see? \_\_\_\_\_

2 How many sheep are there? \_\_\_\_\_

3 How many bees are there? \_\_\_\_\_

**I can read and write words with the long e spelling ee.**

☺ yes

😊 sometimes




☹ not yet

# Lesson 8 Read and listen



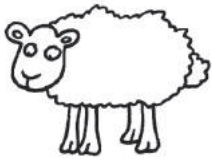
## 1 Rhyme

In each box, circle the two words that rhyme.

1

a 	b 	c 
---	---	---

2

a 	b 	c 
---	--	---

## ★ Challenge

Can you think of a word that rhymes with each of these words?

seed \_\_\_\_\_ feel \_\_\_\_\_ Jeep \_\_\_\_\_

## 2 Word snake

Look at the Word snake. Circle all the words with **ee**.

Look at the pictures.

Which picture word is not in the Word snake? \_\_\_\_\_



ghkneeeckkeepsrfeedbaagbseobeeheppabeepwheelyetsleepo

## 1 Colour a sea picture

Choose a different colour for each thing.  
The colour words are in the Learner's Book  
(page 9). Then colour the picture.

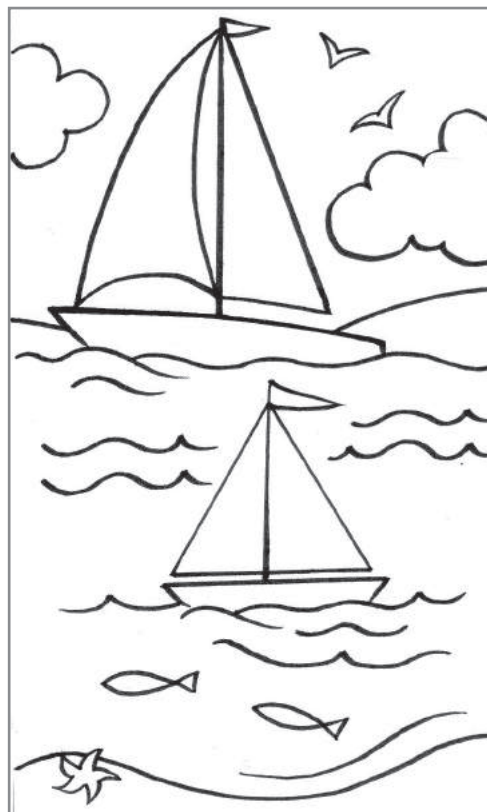
The sea: blue

The big boat: \_\_\_\_\_

The sails on the big boat: \_\_\_\_\_

The little boat: \_\_\_\_\_

The sails on the little boat: \_\_\_\_\_



## 2 Write about your picture

Look at your coloured picture. Fill in the missing words.

Look at my big \_\_\_\_\_ boat.

It has \_\_\_\_\_ sails.

Look at my \_\_\_\_\_

boat.

It has \_\_\_\_\_ sails.

**I can say what colour and size something is.**

☺ yes

☺ sometimes

☹ not yet

## Lesson 10 Time to chant

### 1 Read and match

Read the questions and match them to the answers.



- |                                  |                            |
|----------------------------------|----------------------------|
| 1 What is the bus driver doing?  | a There are four.          |
| 2 How many grown-ups are there?  | b They go round and round. |
| 3 What do the wipers sound like? | c He is driving the bus.   |
| 4 What do the wheels do?         | d Swish, swish             |

### 2 Write your own chant

Change the size and the colours. Choose new words from the Word box.

#### Word box

big car bus window wheel little green blue black

Come for a ride in my \_\_\_\_\_ ,  
My \_\_\_\_\_ , my \_\_\_\_\_ .  
Come for a ride in my \_\_\_\_\_ ,  
Out on the long twisty road.  
My \_\_\_\_\_ has \_\_\_\_\_ ,  
\_\_\_\_\_, \_\_\_\_\_ .  
My \_\_\_\_\_ has \_\_\_\_\_ ,  
\_\_\_\_\_, \_\_\_\_\_ .

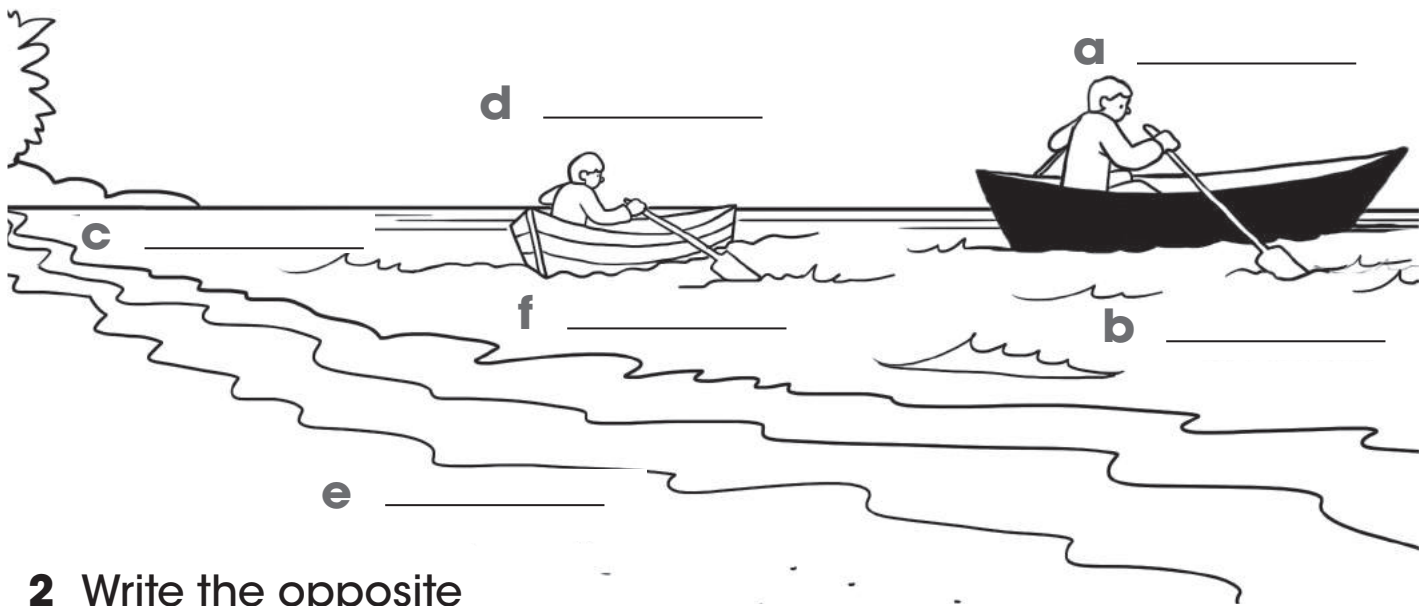
## Lesson 11 Speaking

### 1 What's in the picture?

Use the Word box to label the picture.

#### Word box

big tall shallow  
little deep short



### 2 Write the opposite

Write the opposite word for each adjective.

Use the Word box to help you.

big \_\_\_\_\_ deep \_\_\_\_\_  
tall \_\_\_\_\_

#### Word box

short little  
shallow

### 3 Look and circle

Look at picture A on Learner's Book page 147 and circle the correct word.

There **is** / **are** three boats. They are in **shallow** / **deep** water.

There is one **big** / **little** boat and two little boats.

There is a **tall** / **big** man and a short man.

**I can describe things using opposites.**

☺ yes      ☹ sometimes      ☹ not yet



## Lesson 12 My learning

### 1 Read and match

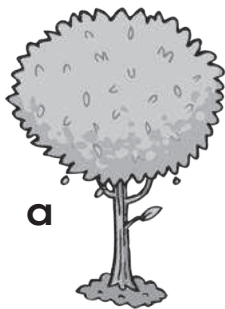
Read the words. Draw lines to the matching pictures.

1 bee

2 Jeep

3 teeth

4 tree



a

b



c



d

### 2 Word search

Find and circle the words.

#### Word box

bee big sail knee  
wipers wheel Jeep

W	I	P	E	R	S
B	E	E	T	H	V
I	Q	K	N	E	E
J	E	E	P	G	O
P	A	N	B	I	G
S	A	I	L	Q	V
I	W	H	E	E	L

**I can read and write words with the long e sound.**

☺ yes      ☹ sometimes      ☹ not yet

**I can say what colour and size something is.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 13 Read and answer

### 1 Name the transport

Look at the pictures. Put the letters in the correct order to make the word.  
If you need help, look at pages 149–151 in the Learner's Book.



emacl \_ \_ \_ \_ \_



ubs \_ \_ \_



otrcloomeyc \_ \_ \_ \_ \_ \_ \_ \_ \_ \_



howd obat \_ \_ \_ \_ \_ \_ \_ \_



helewharic \_ \_ \_ \_ \_ \_ \_ \_ \_ \_



yclebic \_ \_ \_ \_ \_ \_ \_ \_



rnita \_ \_ \_ \_ \_



npela \_ \_ \_ \_ \_



Which kinds of transport have you travelled in? Circle the pictures.



## Word box

### 2 Make a chart

bicycle skateboard train tricycle plane  
wheelchair unicycle motorcycle car bus

People-powered vehicles	Motor-powered vehicles
	
bicycle	train
_____	_____
_____	_____
_____	_____
_____	_____

## Lesson 14 Find out more

### 1 Is it true?

Circle **yes** or **no**.

- 1 Cars can go fast and slowly.
- 2 A dhow boat travels on land.
- 3 A tricycle has two wheels.
- 4 Boys and girls can ride bicycles.
- 5 Camels go very slowly.
- 6 Wheelchairs can go fast or slowly.



yes	no
yes	no
yes	no
yes	no
yes	no
yes	no



**I can talk about transport and how it moves.**

😊 yes      😐 sometimes      ☹️ not yet

## Lesson 15 Time to practise

### 1 Name the picture

Look at the pictures. Write the word.

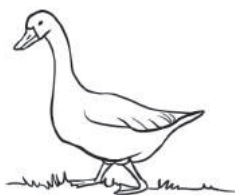
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



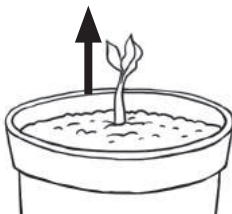
4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



### 2 Start or end?

Look at the pictures.

Circle the words that start with **g** and underline the words that end with **g** in Activity 1.

### ★ Challenge

Write a new line for the chant **G as in girl**.

G as in \_\_\_\_\_

## Lesson 16 Read and listen

### Word box

girl fig goose green  
log bug grass frog

### 1 g sound

Put the words in the correct column.

start with <b>g</b>	end with <b>g</b>
_____	_____
_____	_____
_____	_____
_____	_____

### ★ Challenge

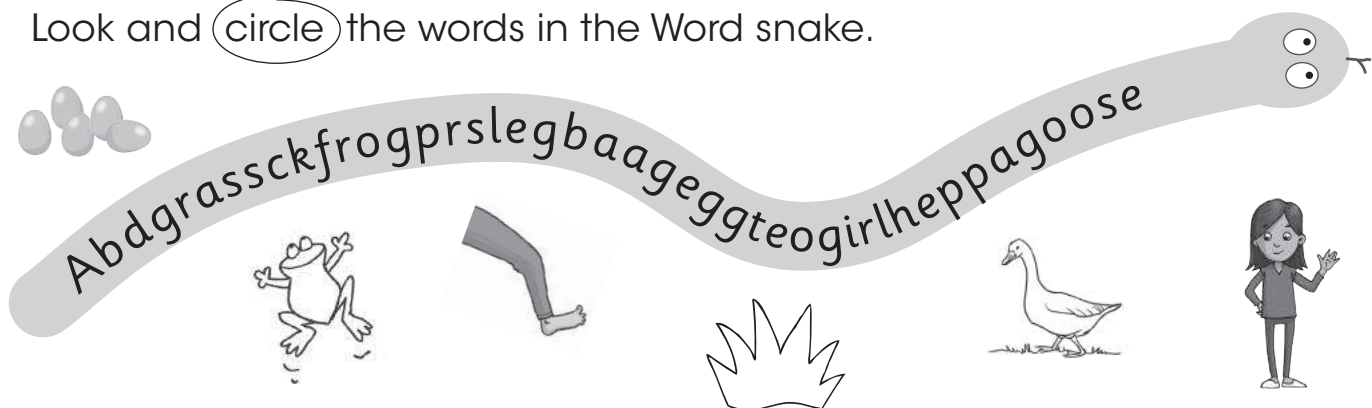
Write a word that rhymes with **big** \_\_\_\_\_.

Write a sentence with **big** and one more word that starts or ends with **g**.

\_\_\_\_\_

### 2 Word snake

Look and circle the words in the Word snake.



**I can read and write words that start and end with g.**

😊 yes

😐 sometimes

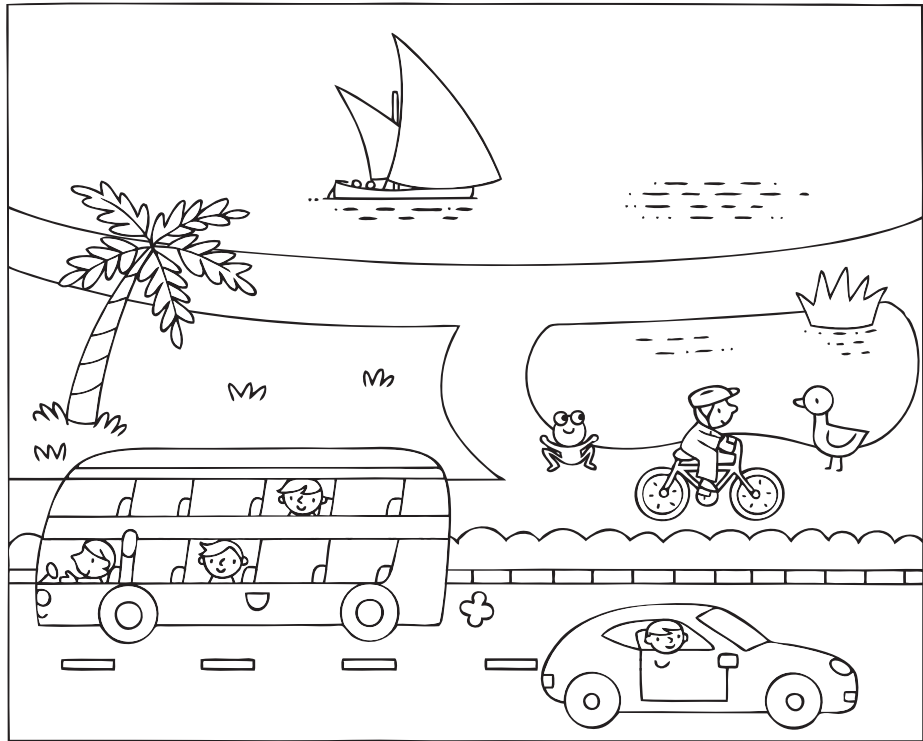
😞 not yet

## Lesson 17 My learning

### 1 Read and colour

Read the sentences and colour the picture.

- 1 There is a boy on a red bicycle.
- 2 There is a brown dhow boat on the water.
- 3 There is an orange car and a yellow bus on the street.
- 4 There is a green frog next to the pond.
- 5 There is a lot of green grass.



### 2 Fill in the gap

Complete the sentences with the words from the Word box.

#### Word box

wheels slowly peg

- 1 A bicycle has two \_\_\_\_\_ .
- 2 The bicycle can go \_\_\_\_\_ .
- 3 The girl has a \_\_\_\_\_ .

**I can talk about different transport.**

😊 yes      😐 sometimes      ☹️ not yet



