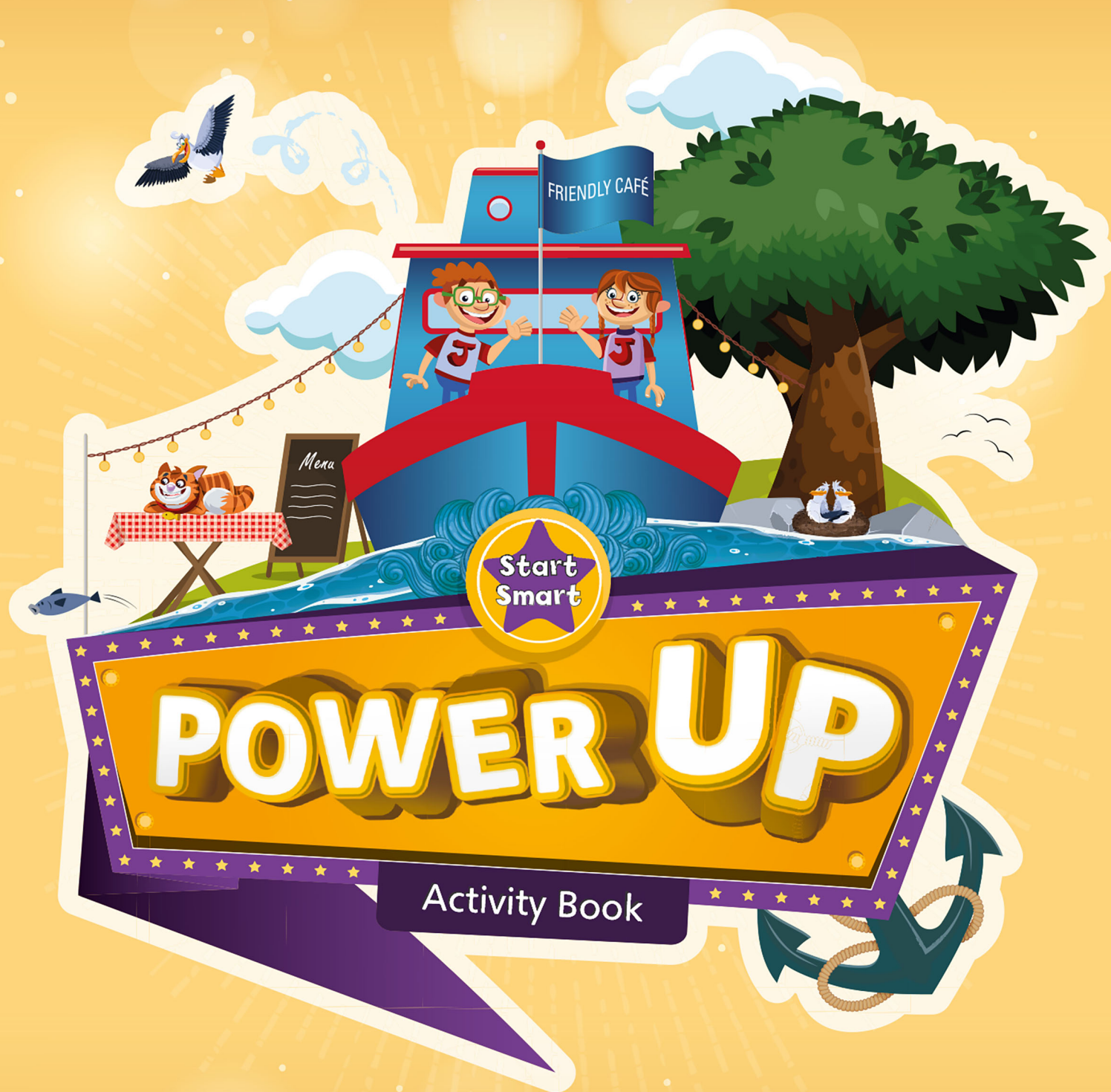




CAMBRIDGE



Caroline Nixon & Michael Tomlinson



Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
Hello Page 4	Main scene vocabulary <i>bird, boat, book, bus, cat</i> Numbers 1–6 Colours <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim). What number's this? What colour's this?</i>			
1 Friends and family Page 8	Friends and family <i>man, woman, boy, girl, family</i> More family <i>mum, dad, brother, sister, pet</i>	<i>What's your name? My name's ... / I'm ... How old are you? I'm ... He's/She's ...</i>	Home time A real-life story Skills practice	Initial sounds: introduction	Family trees
2 At school Page 18	School <i>bag, classroom, pencil, playground, teacher</i> More school <i>board, bookcase, chair, cupboard, table</i>	<i>What are they? They're ... Are they ... ? Yes. / No. Where's my ... ? Where is it? It's in/on/under ...</i>	The bird and the cat A cartoon story Skills practice	Initial letter sound: b	Primary and secondary colours
3 Food shopping Page 28	Food <i>apple, banana, grapes, orange, watermelon</i> More food <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ... How many ... are there? A lot.</i>	In Mr Brown's garden An animal story Skills practice	Initial letter sounds: b, c	Where food comes from
Review Units 1–3					
4 At home Page 40	Home <i>bed, clock, computer, lamp, mirror</i> Rooms <i>bathroom, bedroom, garden, kitchen, living room</i>	<i>I've/You've got ... Have you got ... ? Yes, I have. No, I haven't. I/We/They haven't got ...</i>	The three wishes A traditional story Skills practice	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
5 My body Page 50	Body <i>ears, eyes, hair, mouth, legs</i> Describing appearance <i>big, small, long, short, beautiful</i>	<i>He's/She's got ...</i> <i>Has he/she got ... ?</i> <i>Yes, he's/she's got ...</i> <i>He/She hasn't got ...</i>	My best friend A real-life story Skills practice	Initial letter sounds: b, c, l	Keeping clean
6 My toys Page 60	Toys <i>board game, camera, doll, teddy, train</i> More toys <i>ball, balloon, bike, car, plane</i>	<i>Do you like ... ?</i> <i>I like/love ...</i> <i>What's your favourite ... ?</i> <i>I like/don't like ...</i>	My favourite toy A real-life story Skills practice	Initial letter sound: t	Materials
Review Units 4–6					
7 Free time Page 72	Action verbs <i>climb, jump, run, swim, walk</i> Free time activities <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ... ?</i> <i>Yes, I can. / No, I can't.</i> <i>I can ...</i> <i>What are you doing?</i> <i>I'm ...ing.</i>	The queen of the river A traditional story Skills practice	Initial letter sounds: f, p	Emotions
8 We're having fun! Page 82	More action verbs <i>clean, drink, eat, sleep, take a photo</i> Nature <i>beach, flower, sea, sun, tree</i>	<i>I'm ...ing.</i> <i>What's he/she ...ing? What are you/they ...ing?</i> <i>He's/She's ...ing. They're ...ing.</i>	Clean the beach day A fantasy story Skills practice	Initial letter sounds: b, t, s	Weather
9 Moving to the farm Page 92	Clothes <i>jacket, jeans, shoes, socks, T-shirt</i> Farm animals <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ...</i> <i>Do you want (your) ... ?</i> <i>Yes, I do. / No, I don't.</i> <i>Let's ...</i> <i>Yes, OK/great/please.</i> <i>No, thank you.</i>	Five good friends An animal story Skills practice	Initial letter sounds: review	Caring for animals
Review Units 7–9					

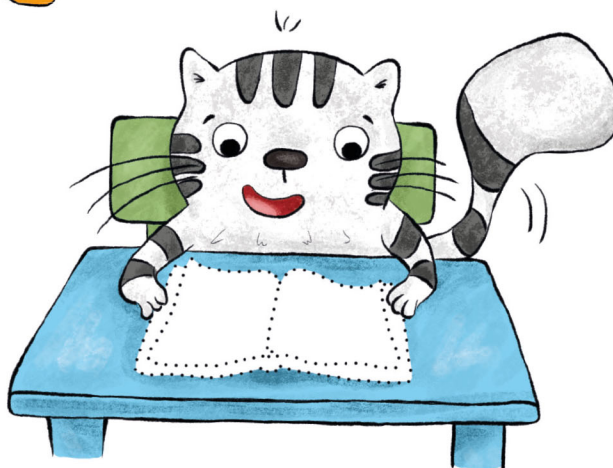
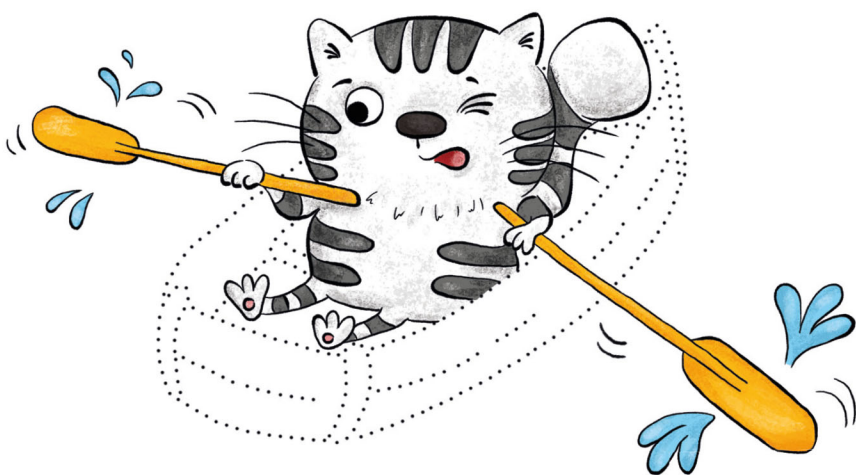


Hello

1 Point and say the names.



1 Draw and say.



1 Draw lines and say.

1

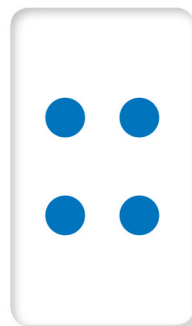
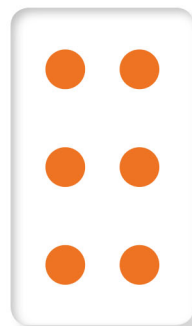
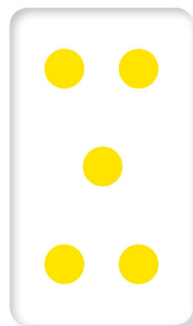
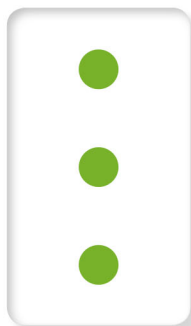
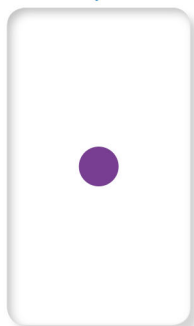
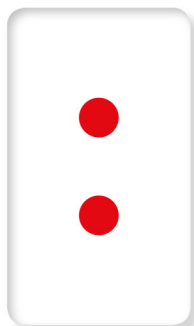
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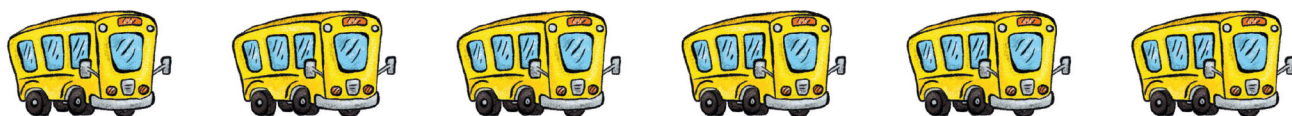
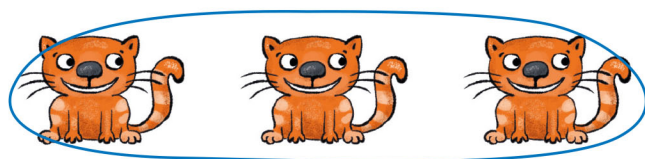
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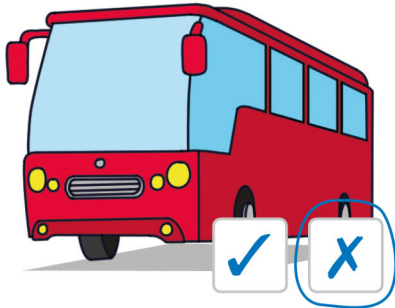
2  0.02 Listen and circle. Say.



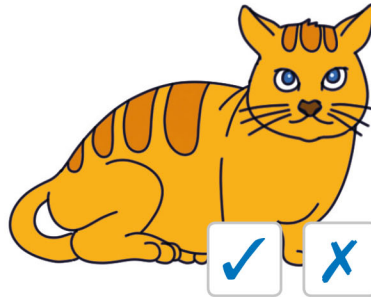
1  0.03

Listen and circle the tick ✓ or cross X.

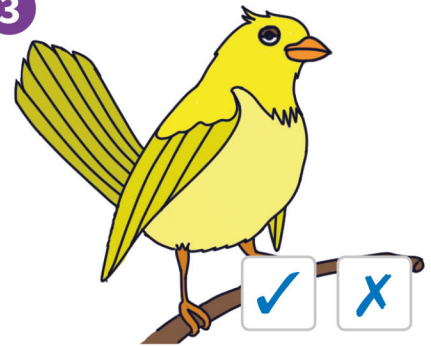
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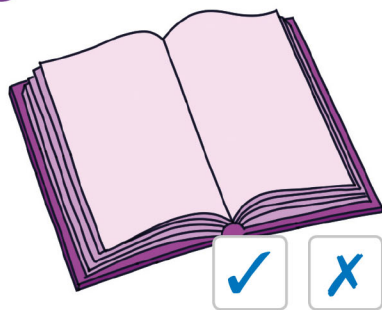
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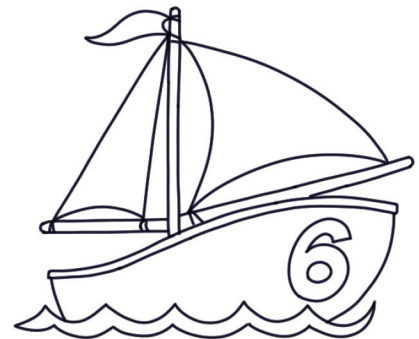
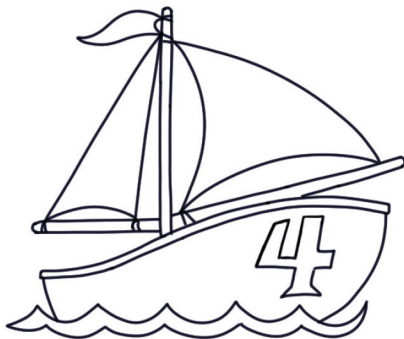


6



2  0.04

Listen and colour.



1

Friends and family

1

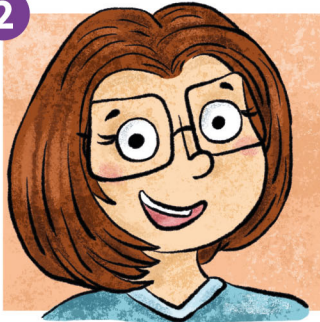


Listen and draw lines. Listen again and colour. Say.

1



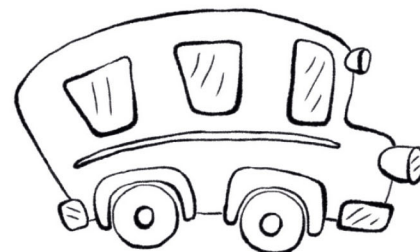
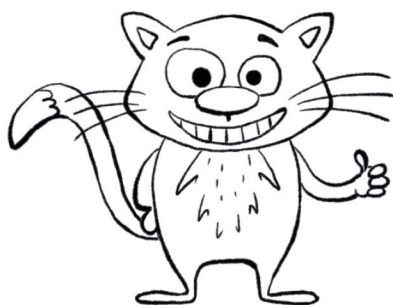
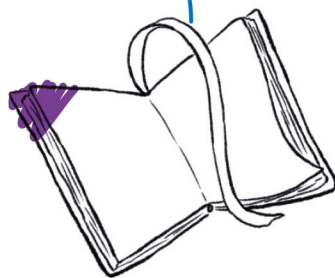
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4



1



1.02

Listen and number.



2



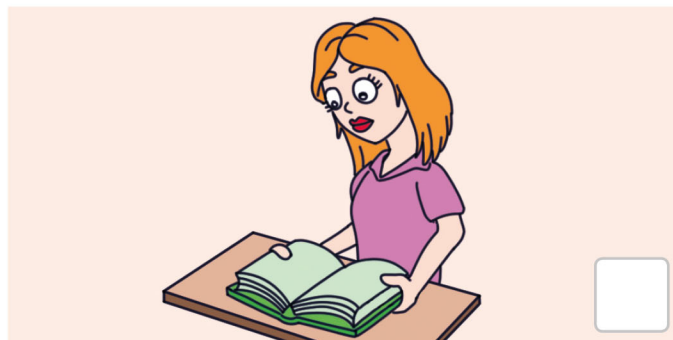
1.03

Listen and circle the tick ✓ or cross ✗.

1



Listen and number.



2



Listen and draw lines.

